



MANNING ELEMENTARY

311 W. Boyce Street
Manning, South Carolina

Grades	4-6 Elementary School	
Enrollment	639 Students	
Principal	Jerry Coker	803-435-5066
Superintendent	John Tindal	803-435-4435
Board Chair	William C. Land	803-435-4435

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

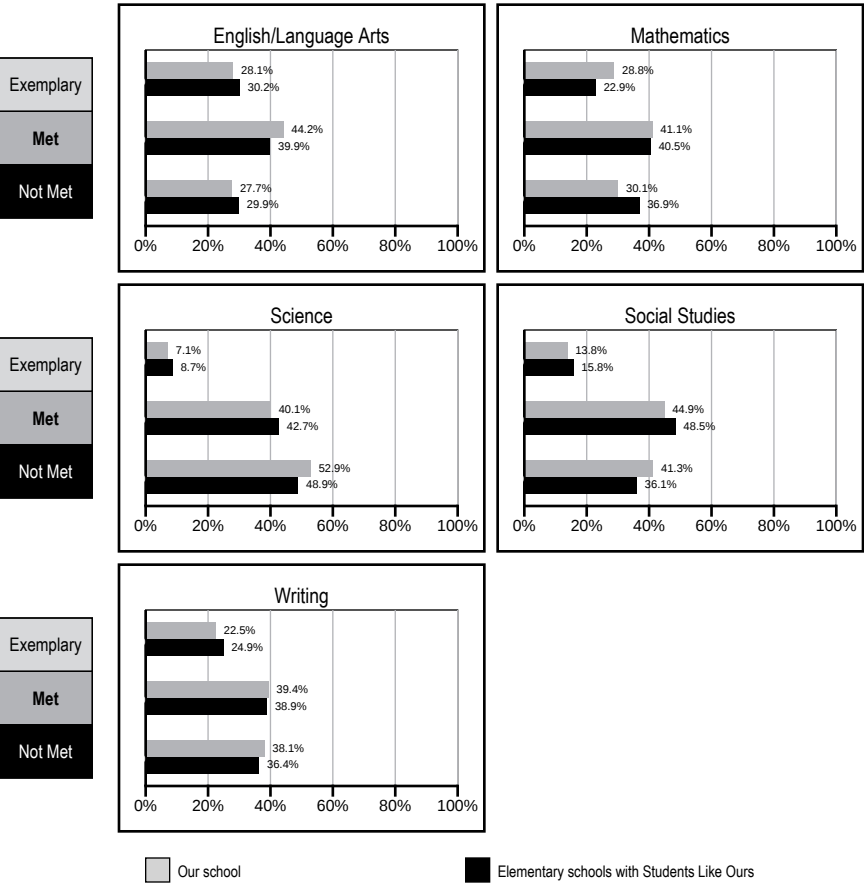
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	6	100	32	8

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=639)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.6%	No Change	1.6%	1.2%
Attendance rate	95.4%	Down from 96.1%	95.8%	96.1%
Eligible for gifted and talented	11.2%	Up from 7.2%	6.3%	11.7%
With disabilities other than speech	14.6%	Down from 18.1%	8.6%	8.0%
Older than usual for grade	1.7%	Down from 2.2%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	54.1%	Up from 41.9%	58.0%	60.5%
Continuing contract teachers	89.2%	Up from 86.0%	82.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.7%	Up from 88.5%	84.9%	87.0%
Teacher attendance rate	95.0%	Up from 92.6%	95.2%	95.4%
Average teacher salary*	\$42,977	Up 0.5%	\$46,034	\$47,288
Professional development days/teacher	6.9 days	Down from 10.7 days	11.0 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 16.7 to 1	18.4 to 1	19.2 to 1
Prime instructional time	89.1%	Up from 87.4%	90.3%	90.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,574	Up 2.8%	\$8,011	\$7,548
Percent of expenditures for instruction**	63.0%	Up from 62.9%	67.8%	68.7%
Percent of expenditures for teacher salaries**	56.6%	Down from 59.6%	63.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

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I/S–Insufficient Sample

Report of Principal and School Improvement Council

Manning Elementary School, located in the center of Clarendon County, is home to approximately 640 students in grades 4, 5, and 6. Most students come from a rural setting with 65% African American students and 29% Caucasian students. Our school-wide theme was: "Dive into Learning."

Our school-wide focus this past year was based on PASS, MAP, and common assessment results. All students at Manning Elementary School were given the MAP (Measure of Academic Progress) test three times during the year. Common assessments were given each week focusing on math and reading. These scores were used to determine weak areas, and teachers changed lesson plans accordingly. All teachers at Manning Elementary School have made great gains using technology in the classrooms with SMARTboards. Teachers participated in a reading course taught by Dr. Susan Donnelly from University of South Carolina. Manning Elementary School continues to implement a school-wide discipline plan designed by the late Dr. Terry Alderman. This plan continues to be very successful with reducing the number of discipline referrals, suspensions, and student attendance.

Our school continued to participate in a district-wide Character Education Program. Our students were encouraged to display good character traits. The administrative staff used Just Do It tickets to reward good behavior and high academic achievements.

We feel that all stakeholders have a responsibility in making our school successful, and we are working toward this goal.

Janell Robinson, SIC Chairperson
Jerry Coker, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	204	107
Percent satisfied with learning environment	91.9%	82.7%	85.6%
Percent satisfied with social and physical environment	91.9%	75.4%	81.7%
Percent satisfied with school-home relations	67.6%	78.6%	76.7%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R-HOLD
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.5%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	619	96.8	27.7	43.4	28.9	84.8	78.9	83.5	Yes	Yes
Gender										
Male	306	96.1	31.1	41.1	27.8	81.3	73.9	80.1	N/A	N/A
Female	313	97.4	24.3	45.7	30	88.3	84	87	N/A	N/A
Racial/Ethnic Group										
White	162	96.3	13.9	42.4	43.7	94.3	90.1	89.6	Yes	Yes
African American	431	96.8	33.4	43	23.6	81.3	74	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	20	100	25	55	20	80	81.8	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	104	80.8	55.3	32	12.6	58.3	50.8	51.7	No	No
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	25	60	15	80	82.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	514	96.5	31.2	45.7	23.1	83.3	76	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	619	100	30.2	40.7	29	82.6	75	80.4	Yes	Yes
Gender										
Male	306	100	34.4	35.1	30.4	77.3	70.6	78.4	N/A	N/A
Female	313	100	26	46.3	27.7	88	79.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	162	100	17.7	32.9	49.4	92.4	87.8	87.8	Yes	Yes
African American	431	100	35.3	43	21.6	78.8	69.1	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	20	100	25	60	15	85	90.9	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	104	100	63.1	21.4	15.5	55.3	44.1	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	30	55	15	85	92.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	514	100	33.4	43.7	22.9	80.1	71.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	409	99.5	52.6	39.3	8.2	47.4	50.8	67.3
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Gender

Male	196	99	49.2	40.7	10.1	50.8	51.1	66.9
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Female	213	100	55.7	37.9	6.4	44.3	50.5	67.7
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Racial/Ethnic Group

White	110	99.1	33.3	47.6	19	66.7	73.2	79.6
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African American	280	99.6	59.5	36.4	4.1	40.5	42.1	49.7
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.4
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Hispanic	14	100	N/A	N/A	N/A	21.4	27.6	59.4
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
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Disability Status

Disabled	69	97.1	77.3	13.6	9.1	22.7	27.2	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	14	100	N/A	N/A	N/A	21.4	26.9	58.6
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Socio-Economic Status

Subsidized meals	334	99.7	58.8	36.3	5	41.3	44.6	55.4
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Social Studies

All Students	407	99.5	40.7	45.3	14.1	59.3	55.3	70.9
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Gender

Male	205	99.5	43	41.5	15.5	57	53.4	70.1
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Female	202	99.5	38.2	49.2	12.6	61.8	57.4	71.7
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Racial/Ethnic Group

White	107	99.1	29.1	42.7	28.2	70.9	70.7	79.2
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African American	286	99.7	45.6	45.6	8.8	54.4	48.5	58.4
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.8
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Hispanic	10	I/S	I/S	I/S	I/S	I/S	59.3	68
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
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Disability Status

Disabled	77	97.4	54.1	36.5	9.5	45.9	38.5	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	10	I/S	27.3	63.6	9.1	72.7	66.7	68
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Socio-Economic Status

Subsidized meals	342	99.7	46.5	44.7	8.8	53.5	50.4	60.8
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Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	617	97.1	37.7	39.6	22.6	62.3	57.8	72.1	95.4	94.9
Gender										
Male	306	95.1	44.9	37.5	17.5	55.1	49.3	65.2	95.1	94.7
Female	311	99	30.9	41.6	27.5	69.1	66.4	79.2	95.6	95.1
Racial/Ethnic Group										
White	162	97.5	26.5	40	33.5	73.5	72.8	80.8	94	93.5
African American	429	97	41.6	39.1	19.3	58.4	52.1	59.7	95.8	95.5
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	87	98.5	96.8
Hispanic	20	100	50	40	10	50	52.3	64.6	95.7	95.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	94.4	94.7
Disability Status										
Disabled	110	85.5	72.3	22.3	5.3	27.7	19.7	27.7	94	94
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	94.9	93.2
English Proficiency										
Limited English Proficient	19	100	55	35	10	45	51.2	63.7	95.8	95.6
Socio-Economic Status										
Subsidized meals	513	96.9	41	40.4	18.6	59	54.2	61.9	95.2	94.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	218	100	41.9	35.2	22.9	58.1
	5	229	100	22.7	51.4	25.9	77.3
	6	229	100	31.1	42.9	26	68.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	193	89.6	31	39.1	29.9	69
	5	206	100	29.4	37.1	33.5	70.6
	6	220	100	23.4	52.8	23.9	76.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	218	100	51.4	32.4	16.2	48.6
	5	229	100	36.6	50	13.4	63.4
	6	229	100	30.1	47.9	21.9	69.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	193	100	27.2	40.2	32.6	72.8
	5	206	100	38.1	35.5	26.4	61.9
	6	220	100	25.7	45.9	28.4	74.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	217	100	56	33	11	44
	5	115	100	46.8	51.4	1.8	53.2
	6	118	100	46	44.2	9.7	54
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	192	100	45.9	43.7	10.4	54.1
	5	103	99	50.5	40.2	9.3	49.5
	6	114	99.1	65.2	31.3	3.6	34.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	217	100	36.4	42.1	21.5	63.6
	5	114	100	44.9	39.3	15.9	55.1
	6	113	100	27.8	70.4	1.9	72.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	192	99.5	28.6	48.4	23.1	71.4
	5	104	100	59	37	4	41
	6	111	99.1	44	47.7	8.3	56
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	216	99.1	55.5	32.1	12.4	44.5
	5	228	99.6	37.7	38.2	24.1	62.3
	6	228	95.6	29.1	48.8	22.1	70.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	190	97.9	46.7	34.4	18.9	53.3
	5	205	98.1	40.9	33.7	25.4	59.1
	6	222	95.5	27.1	49.5	23.3	72.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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