

MANNING HIGH

2155 Paxville Highway
Manning, SC 29102

Grades	9-12 High School	
Enrollment	888 Students	
Principal	Michael E. Shorter	803-435-4417
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	Below Average*
2009	Average	Excellent
2008	Average	Good
2007	Below Average	At-Risk
2006	Average	At-Risk

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	16	5	6

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	75.1%	66.2%	69.4%	73.6%	63.9%	68.2%
Passed 1 subtest (%)	14.6%	14.8%	18.1%	13.5%	17.4%	16.7%
Passed no subtests (%)	10.2%	19.0%	12.4%	12.8%	18.7%	15.6%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	88.6%	85.8%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	220	225	185	199
Number of Graduates in Cohort	172	175	132	136
Rate	78.2%	77.8%	69.8%	69.2%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	58.4%	63.1%
English 1	52.8%	57.5%
Physical Science	49.1%	41.7%
US History and the Constitution	17.9%	28.7%
All Tests	44.7%	47.3%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=888)				
Retention rate	4.5%	Up from 3.6%	4.5%	3.7%
Attendance rate	93.7%	Down from 95.0%	94.1%	95.4%
Eligible for gifted and talented	18.7%	Up from 11.4%	7.0%	12.4%
With disabilities other than speech	16.8%	Up from 13.4%	14.1%	12.8%
Older than usual for grade	11.3%	Down from 12.2%	12.3%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.7%	1.1%
Enrolled in AP/IB programs	0.0%	Down from 1.9%	7.6%	13.1%
Successful on AP/IB exams	N/A	N/A	25.0%	50.4%
Eligible for LIFE Scholarship	30.5%	Up from 27.6%	27.8%	30.4%
Annual dropout rate	2.8%	Down from 4.1%	3.0%	3.1%
Career/technology students in co-curricular organizations	40.0%	Up from 25.3%	5.0%	2.2%
Enrollment in career/technology courses	481	Down from 685	320	424
Students participating in work-based experiences	37.2%	Up from 0.0%	9.8%	11.7%
Career/technology students attaining technical skills	68.4%	Down from 69.3%	72.2%	78.7%
Career/technology completers placed	85.7%	Down from 100.0%	98.5%	98.5%
Teachers (n=38)				
Teachers with advanced degrees	55.3%	Down from 56.0%	57.4%	60.4%
Continuing contract teachers	65.8%	Up from 54.0%	68.0%	76.6%
Teachers with emergency or provisional certificates	25.0%	Up from 20.8%	12.0%	6.5%
Teachers returning from previous year	81.3%	Down from 85.6%	82.8%	86.8%
Teacher attendance rate	96.3%	Up from 94.5%	95.9%	95.8%
Average teacher salary*	\$46,096	Down 0.6%	\$46,036	\$47,390
Professional development days/teacher	5.9 days	Down from 11.5 days	9.9 days	10.0 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	29.3 to 1	Up from 24.5 to 1	23.0 to 1	25.8 to 1
Prime instructional time	88.5%	Up from 87.9%	88.3%	90.1%
Dollars spent per pupil**	\$7,394	Down 0.3%	\$8,879	\$7,974
Percent of expenditures for teacher salaries**	55.4%	Up from 43.6%	53.6%	55.4%
Percent of expenditures for instruction**	61.6%	Down from 66.7%	59.1%	60.4%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 100.0%	96.0%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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 N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	185	88.6%	851	44.7%	225	77.8%	No
Gender							
Male	85	85.9%	445	42.5%	104	71.2%	N/A
Female	100	91.0%	406	47.0%	121	83.5%	N/A
Racial/Ethnic Group							
White	46	91.3%	212	56.1%	64	76.6%	N/A
African American	135	87.4%	605	40.3%	157	77.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	33	51.5%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	21	23.8%	100	23.0%	27	11.1%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	22	40.9%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	139	86.3%	673	42.8%	170	75.3%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

The 2009-10 school year was another successful year at Manning High School. There were 23 honor graduates in the class of 2010, which means that 12% of the graduating seniors earned at least a 3.62 cumulative average during their high school careers. Students earning a state High School Diploma are required to have 24 units. Thirty-one (31) percent of the senior class, a total of 61 students, qualified for either Hope or LIFE Scholarships, which will provide \$2,800 - \$5,000 per year towards college at any in-state institution, provided students are able to maintain a 3.0 grade point average in college. Two students in the graduating class of 2010 qualified for a Palmetto Fellow, earning \$6,700 towards their college tuition. Students in the class of 2010 earned approximately \$4,070,000 in scholarships to post-secondary institutions.

Manning High School continues to have success with the College Credit Program through Central Carolina Technical College. The college credits earned by our students will transfer to any public or private college in the state of South Carolina and to many colleges outside of this state. A total of 46 students attended college classes this past school year at no cost to the student or to their parents. We are very proud of our partnership with Central Carolina Technical College, which enables us to provide this valuable program to our students.

Manning High School continues to utilize the APEX Learning System in our school to assist students. APEX Learning can also be referred to as Credit Recovery, which allows students who have failed a course to retake the course via the Internet. We are striving to increase our graduation rate and lower our failure rate by utilizing this program. The program is offered during the school year and during the summer to all of the students in need.

Manning High School continues its commitment to keeping this school on the cutting-edge of technology in the state. Computer labs, mobile computer labs, and media center computers are equipped with high-speed internet connections. Manning High School has also been upgraded to having wireless Internet access throughout our entire building. Every classroom continues to be equipped with high speed Internet connections as well. Over 85% of our classrooms have plasma screen televisions that are utilized during instruction. We have begun to utilize SMARTboards and Promethean Activ Boards within our classes and discovered that class participation and student accountability has increased greatly. Manning High School has this technology in 75% of our classrooms.

I am pleased with the support the community continues to give to Manning High School. We are always open to suggestions, and we encourage anyone who would like to give us input to improve our school to contact us.

Michael E. Shorter, Principal

Mr. William Ceth Land, Chairperson, Clarendon School District Two Board of Trustees

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	98	60
Percent satisfied with learning environment	92.9%	71.1%	83.9%
Percent satisfied with social and physical environment	96.4%	81.6%	67.2%
Percent satisfied with school-home relations	61.5%	79.6%	72.4%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 14 out of 17 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

N/A

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 Data			
	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	1.4%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	197	98.5	18.4	44.3	22.2	15.1	47	43.8	65.9	No	Yes
Male	95	97.9	20	53.3	21.1	5.6	35.6	32.4	60.8	N/A	N/A
Female	102	99	16.8	35.8	23.2	24.2	57.9	55.6	71	N/A	N/A
White	47	97.9	8.7	30.4	28.3	32.6	73.9	68.6	77.5	Yes	Yes
African American	144	98.6	21.6	49.3	20.9	8.2	38.1	35.2	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	80.2	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	30	96.7	40.7	48.1	7.4	3.7	14.8	11.4	21.3	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	156	98.1	20.9	45.9	19.6	13.5	41.9	38.8	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	197	98	22.3	38	23.4	16.3	54.9	50.2	62.3	Yes	Yes
Male	95	96.8	27	42.7	23.6	6.7	50.6	44.6	61.7	N/A	N/A
Female	102	99	17.9	33.7	23.2	25.3	58.9	56	63	N/A	N/A
White	47	97.9	10.9	23.9	32.6	32.6	82.6	74.5	75	Yes	Yes
African American	144	97.9	26.3	43.6	20.3	9.8	45.1	41.4	44	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	85.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	30	93.3	46.2	42.3	11.5	0	30.8	23.5	22.1	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	156	97.4	22.4	40.8	22.4	14.3	52.4	48.4	48.1	Yes	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	195	95.4	74.2	14.0	8.6	3.2	11.8	N/A	N/A	N/A	N/A
Male	94	94.7	75.3	11.2	9.0	4.5	13.5	N/A	N/A	N/A	N/A
Female	101	96.0	73.2	16.5	8.2	2.1	10.3	N/A	N/A	N/A	N/A
White	48	93.8	57.8	20.0	15.6	6.7	22.2	N/A	N/A	N/A	N/A
African American	141	96.5	80.1	11.8	5.9	2.2	8.1	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	26	88.5	95.7	4.3	0.0	0.0	0.0	N/A	N/A	N/A	N/A
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	153	96.1	76.2	15.0	6.8	2.0	8.8	N/A	N/A	N/A	N/A

* 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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	218	100	22.3	46.1	18.9	12.6	45.1	43.1	61.8
	2010	197	98.5	18.4	44.3	22.2	15.1	47	43.8	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	218	99.5	28.8	40	19	12.2	43.4	40.9	62.7
	2010	197	98	22.3	38	23.4	16.3	54.9	50.2	62.3

* Adjusted to account for natural variation in performance.