



MANNING EARLY CHILDHOOD CENTER

2759 Raccoon Road
Manning, South Carolina

Grades	PK-1 Primary School	
Enrollment	573 Students	
Principal	Betty G. Harrington	803-473-4744
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	Excellent	Good
2009	Excellent	Good
2008	Excellent	Excellent
2007	Excellent	Excellent
2006	Excellent	Good

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 PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	0	0	0	0

* Ratings are calculated with data available by 03/09/2011. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructional time	89.4%
Student-teacher ratio in core subjects	19.4 to 1
Teachers with advanced degrees	72.2%
Teachers returning from previous year	92.9%
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	12.6 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	Conducting a self-study
X	South Carolina Department of Education
X	Southern Association of Colleges and School
	American Montessori Society
X	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=573)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	8.1%	Up from 7.8%	3.0%	2.8%
Attendance rate	94.7%	Down from 94.8%	95.2%	95.6%
With disabilities other than speech	8.3%	Up from 7.7%	5.2%	4.0%
Older than usual for grade	0.0%	No Change	0.0%	0.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	72.2%	Up from 71.1%	66.9%	62.2%
Continuing contract teachers	94.4%	Up from 92.1%	88.1%	90.9%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.9%	Down from 93.8%	89.6%	89.8%
Teacher attendance rate	96.2%	Up from 90.4%	94.7%	95.1%
Average teacher salary*	\$47,012	Down 1.7%	\$46,805	\$47,006
Professional development days/teacher	19.7 days	Down from 42.5 days	18.1 days	17.1 days
School				
Principal's years at school	3.0	Up from 2.0	6.0	5.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 18.5 to 1	19.0 to 1	19.3 to 1
Prime instructional time	89.4%	Up from 83.4%	89.4%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,678	Up 11.2%	\$7,224	\$7,207
Percent of expenditures for instruction**	76.2%	Down from 76.3%	68.9%	68.5%
Percent of expenditures for teacher salaries**	58.8%	Down from 73.0%	64.8%	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 N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

"Making Every Child Count" is the motto of Manning Early Childhood Center. MECC is an award-winning and Exemplary Writing School. MECC has been recognized as a "Red Carpet" School and received high ratings from the State Department of Education and the Pee Dee Center on quality environmental instruments. MECC is accredited by the Southern Association of Colleges and Schools and the National Association for the Education of Young Children.

There are many factors that support the program and mission of MECC. All staff members are highly qualified, with over 70% of the professional staff having an advanced degree. Nine teachers are National Board Certified.

MECC incorporates a variety of programs to support instruction. There are five Child Development Pilot Project Pre-K classrooms that serve 100 students in an all-day program. MECC supports the use of instructional technology and has a state of the art computer lab with the Waterford and Classworks programs. Over 75% of the classrooms have interactive boards, and all classrooms have multiple computers. MECC has expanded the Literacy Lab to include four classes. An ESOL and Resource teacher serves students in an Inclusion and pull-out model daily. A Reading Recovery teacher serves ten students per year and teaches daily literacy groups. MECC has an extensive Therapeutic Behavior Services Program that serves students with a variety of disabilities. MECC offers the literacy enrichment program, Raise a Reader, and the remediation program, Roaring Readers. The principal and assistant principal have a book club to provide enrichment for high-achieving readers in first grade.

A variety of parent and family activities also support the programs at MECC. Families participate in a Rotary sponsored "Literacy Night," First Steps Family Literacy, and a Family Resource Center. Additional programs and activities include inviting families in for meals, PTO, an annual school play, Soles 4 Souls, an Educational Fair during Registration, and Readinghouse Sweepstakes. An automatic calling system informs parents of events and meetings. Parents also have access to the school and district website for information, and a school newsletter is sent home monthly. MECC has many service learning projects, such as Relay for Life, Nothing but Nets, Hugs for Haiti, garden projects, food drives, and Character Education programs.

Areas of concern at MECC include student attendance, tardiness, reading and math levels, and pupil-teacher ratios. The poverty level in Clarendon School District Two is also a factor that impedes student progress. MECC has a disproportionate number of special education students who are achieving below grade level. Although these issues are being addressed, they may have an adverse effect on future report card ratings.

Tami Wynne, SIC Chairperson
Betty Harrington, Principal

Evaluations by Teachers	
	Teachers
Number of surveys returned	40
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	100.0%

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

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.

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	2.7%	0.0%	No
Student attendance rate	94.7%	94.0%*	Yes

* Or greater than last year