



Manning Elementary

311 W. Boyce Street
Manning, South Carolina

Grades	4-6 Elementary School	
Enrollment	674 Students	
Principal	Jerry Coker	803-435-5066
Superintendent	John Tindal	803-435-4435
Board Chair	William Ceth Land	803-435-4435

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	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

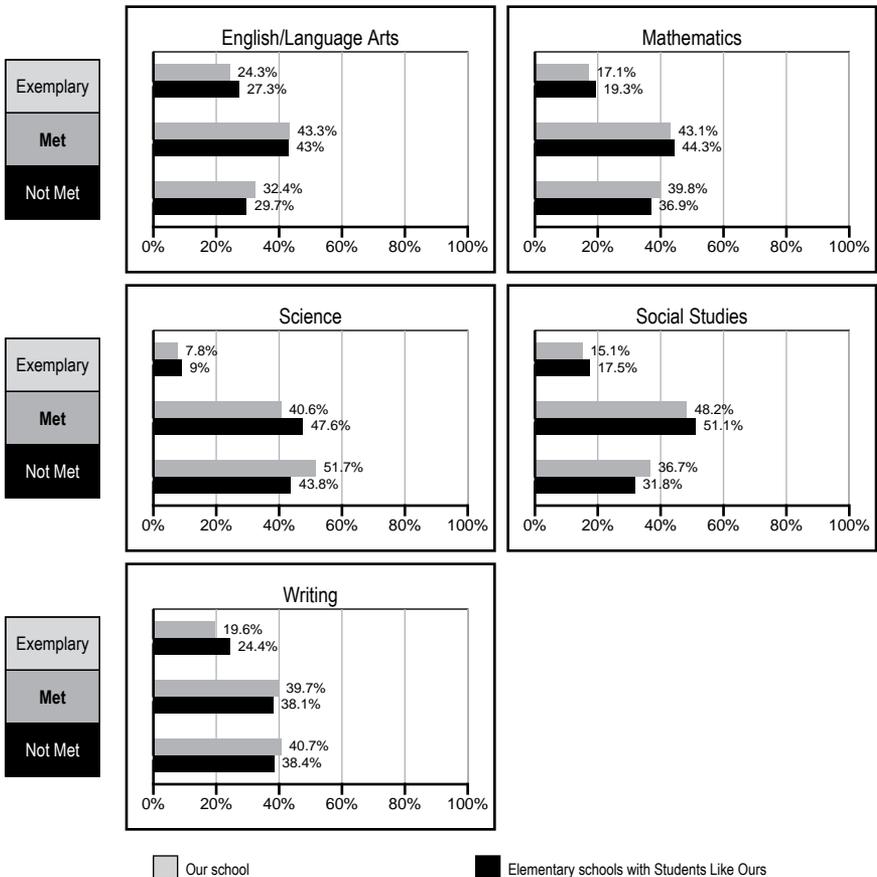
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	84	30	5

* Ratings are calculated with data available by 06/01/2010.

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=674)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.6%	Down from 1.7%	2.5%	1.9%
Attendance rate	96.1%	Up from 95.8%	96.0%	96.3%
Eligible for gifted and talented	7.2%	Up from 6.3%	6.1%	10.0%
With disabilities other than speech	18.1%	Up from 17.9%	9.0%	7.7%
Older than usual for grade	2.2%	Down from 4.2%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	41.9%	Down from 44.2%	57.1%	59.4%
Continuing contract teachers	86.0%	Up from 83.7%	76.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.5%	Up from 85.5%	84.9%	85.9%
Teacher attendance rate	92.6%	Down from 94.8%	95.0%	95.1%
Average teacher salary*	\$42,778	Up 1.8%	\$46,065	\$47,149
Professional development days/teacher	10.7 days	Up from 5.9 days	11.7 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 16.6 to 1	17.9 to 1	18.8 to 1
Prime instructional time	87.4%	Down from 88.8%	89.9%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 94.2%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,396	Up 5.1%	\$7,754	\$7,458
Percent of expenditures for instruction**	62.9%	Down from 64.6%	68.1%	68.8%
Percent of expenditures for teacher salaries**	59.6%	No Change	62.2%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Manning Elementary School, located in the center of Clarendon County, is home to approximately 676 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: MES ROARS (Racing On the Academic Road to Success). Two computer-based programs were used to enhance student reading skills and comprehension. Both programs, Success Maker and Reading Coach, provided data that allowed teachers to see student gains. Teachers were able to use this data to increase rigor in the classroom.

Students in fourth and sixth grades were offered single gender classes. In the fifth grade, students had the opportunity to have two teachers who were teamed together, or they could have one teacher who taught all subjects.

Our school-wide focus this past year was based on PACT and MAP results. All students at Manning Elementary School were given the MAP (Measure of Academic Progress) test three times during the year. These scores were used to determine weak areas, and teachers changed lesson plans accordingly. Teachers were trained to use differentiated instruction in their classroom to better suit the learning styles of all students. Most teachers at Manning Elementary School have made great gains using technology in the classroom with the implementation of SMART boards. Teachers have used brain research strategies and music by Marcia Tate and Eric Jensen to enhance student achievement. The CDs and hands-on activity books were purchased for all teachers by a Center of Excellence poverty grant.

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

In October 2008, Manning Elementary School received accreditation from the Advanced ED SACS/CASI visiting team. We feel that all stakeholders played a huge part in making our school successful, and we worked hard toward achieving this accreditation.

Ardienna Elliott, SIC Chairperson
Jerry L Coker, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	197	161
Percent satisfied with learning environment	87.9%	86.5%	83.9%
Percent satisfied with social and physical environment	97.0%	80.7%	80.6%
Percent satisfied with school-home relations	75.0%	83.6%	74.7%

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

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School Adequate Yearly Progress

NO

This school met 20 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

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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	676	100	31.8	43.3	25	81.1	77.4	82.8	Yes	Yes
Gender										
Male	352	100	36.2	41.5	22.4	77.6	73.1	79.3	N/A	N/A
Female	324	100	26.9	45.2	27.9	84.9	81.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	194	100	13.7	45.1	41.2	95.1	89.9	89.5	Yes	Yes
African American	451	100	38.9	42.4	18.7	75.3	72	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	24	100	45.5	40.9	13.6	77.3	75.6	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	134	100	49.2	39.2	11.5	63.8	51.4	52	Yes	Yes
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	47.6	42.9	9.5	76.2	74.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	544	100	35.9	44.2	19.9	78	73.8	75.5	Yes	Yes

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

All Students	676	100	39.2	43.6	17.2	70.4	68.4	78.9	Yes	Yes
Gender										
Male	352	100	41.2	42.1	16.8	70	66.3	77	N/A	N/A
Female	324	100	37	45.2	17.7	70.8	70.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	194	100	19.8	47.8	32.4	87.4	85.1	87.2	Yes	Yes
African American	451	100	47.7	41.2	11.1	63.4	61	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	24	100	36.4	54.5	9.1	68.2	68.3	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	134	100	62.3	30.8	6.9	50	40	45.5	No	Yes
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	38.1	52.4	9.5	66.7	66.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	544	100	44.2	42.7	13.1	65.7	63.7	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	450	100	51	40.6	8.4	49	52.2	67.5
Gender								
Male	238	100	56.1	33.5	10.4	43.9	49.2	67
Female	212	100	45.3	48.8	6	54.7	55.2	68
Racial/Ethnic Group								
White	118	100	25	55.4	19.6	75	71.5	79.5
African American	315	100	60.4	35	4.6	39.6	43.6	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	16	100	N/AV	N/AV	N/AV	40	58.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	92	100	71.1	25.6	3.3	28.9	24.4	35.6
Migrant Status								
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	15	100	N/AV	N/AV	N/AV	35.7	54.5	59.6
Socio-Economic Status								
Subsided meals	368	100	56.7	36.7	6.6	43.3	47.3	55.1
Social Studies								
All Students	444	100	36.3	48.6	15.1	63.7	60.6	72.3
Gender								
Male	241	100	35.9	46.2	17.9	64.1	59.6	71.5
Female	203	100	36.8	51.6	11.6	63.2	61.7	73.2
Racial/Ethnic Group								
White	124	100	25.4	45.6	28.9	74.6	72.7	80.7
African American	298	100	41.5	48.1	10.4	58.5	54.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	16	100	N/AV	N/AV	N/AV	73.3	76.7	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	86	100	55.4	38.6	6	44.6	32.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	16	100	N/AV	N/AV	N/AV	73.3	76.7	67.9
Socio-Economic Status								
Subsided meals	363	100	40.5	48.4	11.1	59.5	55.9	62.1

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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	672	98.1	40.7	39.7	19.6	59.3	56	70.2	96.1	95.6
Gender										
Male	351	96.6	47.4	36.9	15.7	52.6	48.4	63.2	95.7	95.4
Female	321	99.7	33.4	42.8	23.8	66.6	63.7	77.5	96.5	95.8
Racial/Ethnic Group										
White	190	99	26.8	42.1	31.1	73.2	70.2	79.1	94.9	94.2
African American	451	97.6	47.2	37.4	15.4	52.8	49.5	57.6	96.6	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.2	99.4	97
Hispanic	24	100	37.5	58.3	4.2	62.5	58.1	62.6	95.4	95.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	68.7	95.2	94.5
Disability Status										
Disabled	141	90.8	69.3	24.4	6.3	30.7	23.3	26.1	95.1	94.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	95	95
English Proficiency										
Limited English Proficient	22	100	N/AV	N/AV	N/AV	63.6	57.5	61.2	96	95.8
Socio-Economic Status										
Subsidized meals	536	98.1	46.2	39.1	14.7	53.8	51.1	58.9	95.9	95.5

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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
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
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
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
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

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