



## Manning Primary

125 North Boundary Street  
Manning, South Carolina

<b>Grades</b>	2-3 Elementary School	
<b>Enrollment</b>	474 Students	
<b>Principal</b>	Judy Holmes	803-435-2268
<b>Superintendent</b>	John Tindal	803-435-4435
<b>Board Chair</b>	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
<b>2009</b>	<b>Average</b>	<b>At-Risk</b>
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	Excellent
2005	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**

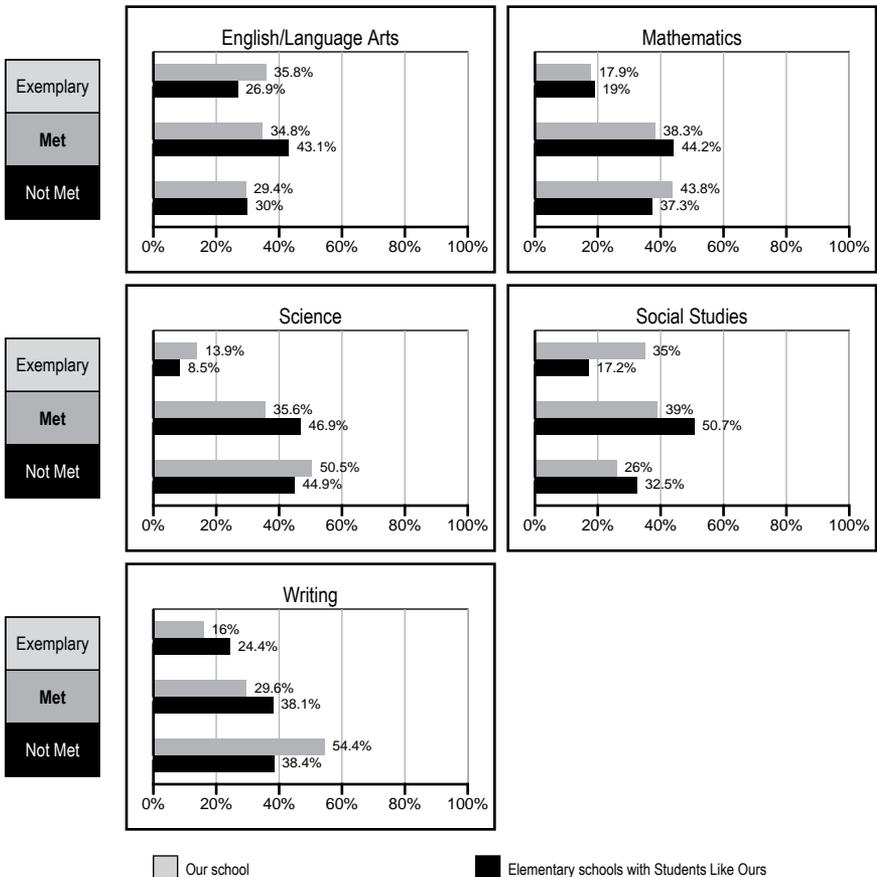
Percent of students tested in 2008-09 whose 2007-08 test scores were located | .%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	5	87	33	6

\* 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
<b>Students (n=474)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	3.4%	Down from 4.3%	2.5%	1.9%
Attendance rate	96.5%	Down from 96.8%	96.0%	96.3%
Eligible for gifted and talented	3.2%	Down from 6.5%	5.9%	10.0%
With disabilities other than speech	11.4%	Down from 13.2%	8.9%	7.7%
Older than usual for grade	1.3%	Up from 0.9%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	48.6%	Up from 41.7%	57.0%	59.4%
Continuing contract teachers	88.6%	Down from 91.7%	76.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.8%	Up from 88.4%	84.9%	85.9%
Teacher attendance rate	92.9%	Down from 95.1%	95.1%	95.1%
Average teacher salary*	\$43,641	Up 3.5%	\$46,012	\$47,149
Professional development days/teacher	15.1 days	Down from 18.7 days	11.7 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 16.9 to 1	18.0 to 1	18.8 to 1
Prime instructional time	87.9%	Down from 89.3%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Up from 99.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,285	Up 8.2%	\$7,752	\$7,458
Percent of expenditures for instruction**	69.0%	Down from 71.4%	67.7%	68.8%
Percent of expenditures for teacher salaries**	65.4%	Down from 65.9%	61.3%	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 Primary School is "Wild About Learning." Our school's mission is educating children. During the 2008-09 school year, Manning Primary served 476 students in second and third grades.

Manning Primary offered several instructional programs that are designed to meet the needs of all students. The Save the Children Literacy Program served 135 students through in-school, after-school, and summer-school programs. There are 20 technology classrooms that are utilized by teachers to enhance instruction and curriculum. A new computer-assisted instructional program, Classworks, was purchased in order to provide students with extra support in their areas of academic weakness. An intervention teacher works with 2nd grade students who are below grade level in reading. The Measure of Academic Progress computer assessment was administered 3 times during the year. Data from this assessment was used by classroom teachers to ensure quality instruction for our students. This data was also used to identify students who were struggling readers. These students were provided small group instruction twice a week in order to enhance their reading skills. In order to provide educational options for parents, six single-gender classes were offered in both second and third grades. All second and third grade students enjoyed additional physical activity through a dance enrichment program. Our musically and artistically gifted students were offered an after-school program in which their creativity and imagination were challenged. Our science curriculum was enhanced with two fully-equipped science labs. A math lab was initiated for our third grade students in which math manipulatives were utilized to explore and solve numerical concepts.

Manning Primary has numerous programs to meet the needs of the "whole child." With the help of the Manning High School's Chapter of the FFA, a fitness trail was constructed on our playground. It is available for our students, their families and community stakeholders. This trail received statewide recognition when it was highlighted on an ETV documentary. Character education was addressed daily through our morning show, outside marquee, posters, and banners, reminding us of our character trait for the month. Our students have access to the Smiles Dental Clinic and our parent resource center. Manning Primary students have the opportunity to participate in the Clarendon Christian Learning center. We have a host of community volunteers who support us. We have foster grandparents who assist in our classrooms. Our ESOL 4-H Club assisted in helping improve our outdoor learning environment. Our local Rotary Club established a mentoring program and donated dictionaries for every third grade student.

Through the years, Manning Primary School has garnered numerous awards and accomplishments. Manning Primary has been recognized for "Closing the Achievement Gap" among sub groups in 2002, 2003, and 2007. Our school received the Silver Award in 2005 and the Palmetto Gold Award in 2006. Manning Primary School has four National Board Certified Teachers. Our school is a Red Carpet School and is accredited by the Southern Association of Colleges and Schools.

Judy Holmes, Principal  
Mark Bishop, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	196	113
Percent satisfied with learning environment	96.7%	86.1%	86.4%
Percent satisfied with social and physical environment	96.7%	82.9%	90.2%
Percent satisfied with school-home relations	80.0%	86.9%	85.6%

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

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## School Adequate Yearly Progress

YES

This school met 17 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

NI-DELAY

## 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	96.5%	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	216	98.6	29	35	36	87	77.4	82.8	Yes	Yes
<b>Gender</b>										
Male	107	98.1	37.4	34.3	28.3	79.8	73.1	79.3	N/A	N/A
Female	109	99.1	20.8	35.6	43.6	94.1	81.9	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	62	100	15.3	35.6	49.2	96.6	89.9	89.5	Yes	Yes
African American	145	97.9	34.6	33.8	31.6	83.5	72	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	75.6	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	36	100	48.6	31.4	20	71.4	51.4	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	74.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	170	98.8	35	35.6	29.4	83.8	73.8	75.5	Yes	Yes

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

All Students	216	98.6	43.5	38.5	18	68.5	68.4	78.9	Yes	Yes
<b>Gender</b>										
Male	107	98.1	48.5	34.3	17.2	61.6	66.3	77	N/A	N/A
Female	109	99.1	38.6	42.6	18.8	75.2	70.7	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	62	100	22	44.1	33.9	89.8	85.1	87.2	Yes	Yes
African American	145	97.9	51.9	37.6	10.5	60.2	61	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	36	100	68.6	25.7	5.7	40	40	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	66.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	170	98.8	51.3	36.3	12.5	61.9	63.7	70.2	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

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	105	100	50	36	14	50	52.2	67.5
<b>Gender</b>								
Male	48	100	56.5	30.4	13	43.5	49.2	67
Female	57	100	44.4	40.7	14.8	55.6	55.2	68
<b>Racial/Ethnic Group</b>								
White	32	100	40	40	20	60	71.5	79.5
African American	71	100	55.9	32.4	11.8	44.1	43.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.3	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	19	100	N/AV	N/AV	N/AV	22.2	24.4	35.6
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	54.5	59.6
<b>Socio-Economic Status</b>								
Subsided meals	83	100	57	30.4	12.7	43	47.3	55.1
<b>Social Studies</b>								
All Students	108	100	26	39	35	74	60.6	72.3
<b>Gender</b>								
Male	57	100	37.7	28.3	34	62.3	59.6	71.5
Female	51	100	12.8	51.1	36.2	87.2	61.7	73.2
<b>Racial/Ethnic Group</b>								
White	30	100	13.8	24.1	62.1	86.2	72.7	80.7
African American	71	100	30.8	44.6	24.6	69.2	54.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	17	100	58.8	23.5	17.6	41.2	32.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	76.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	85	100	29.6	45.7	24.7	70.4	55.9	62.1

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
<b>Writing</b>										
All Students	215	99.5	54.1	29.8	16.1	45.9	56	70.2	96.5	95.6
<b>Gender</b>										
Male	104	99	68	21	11	32	48.4	63.2	96.3	95.4
Female	111	100	41	38.1	21	59	63.7	77.5	96.6	95.8
<b>Racial/Ethnic Group</b>										
White	62	98.4	40.7	35.6	23.7	59.3	70.2	79.1	95.3	94.2
African American	143	100	59.4	27.5	13	40.6	49.5	57.6	96.9	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	95.2	97
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	58.1	62.6	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	95.6	94.5
<b>Disability Status</b>										
Disabled	36	100	86.1	8.3	5.6	13.9	23.3	26.1	95.5	94.8
<b>Migrant Status</b>										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	54.7	97.9	95
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	57.5	61.2	97.1
<b>Socio-Economic Status</b>										
Subsided meals	172	99.4	59.5	30.1	10.4	40.5	51.1	58.9	96.4	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
<b>English/Language Arts</b>							
<b>2009</b>	3	216	98.6	29	35	36	71
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Mathematics</b>							
<b>2009</b>	3	216	98.6	43.5	38.5	18	56.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Science</b>							
<b>2009</b>	3	105	100	50	36	14	50
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Social Studies</b>							
<b>2009</b>	3	108	100	26	39	35	74
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Writing</b>							
<b>2009</b>	3	215	99.5	54.1	29.8	16.1	45.9
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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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