



MANNING PRIMARY

125 North Boundary Street
Manning, South Carolina

Grades	2-3 Elementary School	
Enrollment	496 Students	
Principal	Judy Holmes	803-435-2268
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	Good
2009	Average	At-Risk
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	Excellent

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

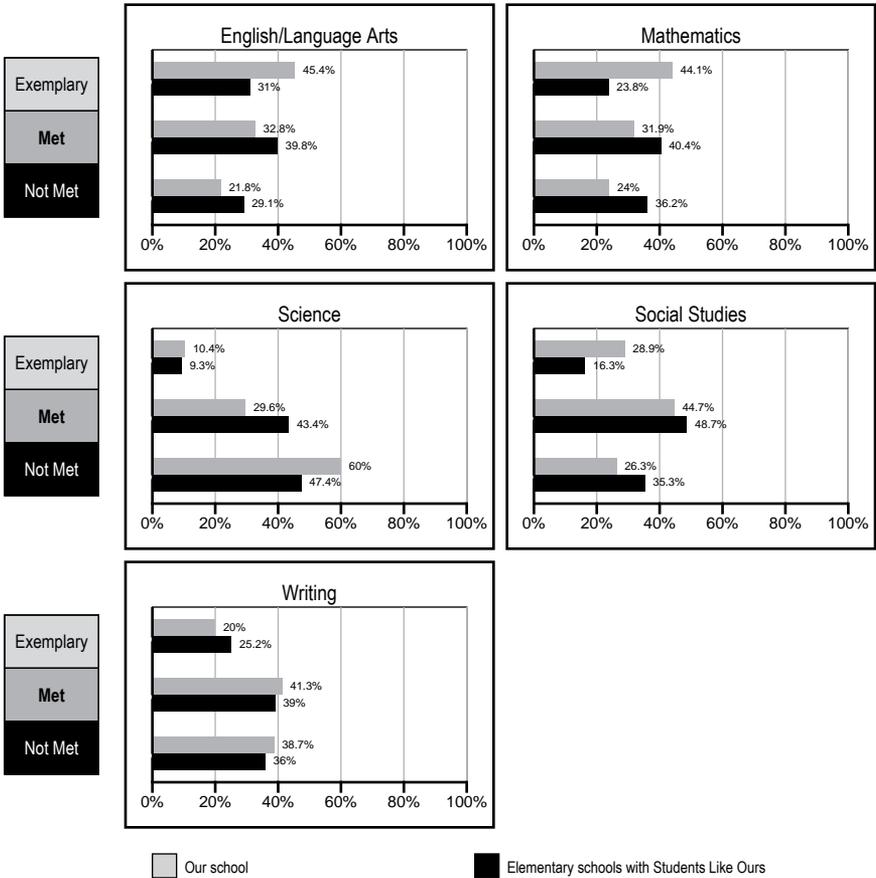
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	7	98	25	7

* 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=496)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	4.1%	Up from 3.4%	1.7%	1.2%
Attendance rate	95.8%	Down from 96.5%	95.7%	96.1%
Eligible for gifted and talented	8.2%	Up from 3.2%	7.0%	11.7%
With disabilities other than speech	11.9%	Up from 11.4%	8.8%	8.0%
Older than usual for grade	1.2%	Down from 1.3%	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=34)				
Teachers with advanced degrees	52.9%	Up from 48.6%	57.9%	60.5%
Continuing contract teachers	91.2%	Up from 88.6%	82.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.0%	Up from 91.8%	85.1%	87.0%
Teacher attendance rate	94.5%	Up from 92.9%	95.2%	95.4%
Average teacher salary*	\$43,454	Down 0.4%	\$46,078	\$47,288
Professional development days/teacher	17.3 days	Up from 15.1 days	11.1 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	No Change	18.6 to 1	19.2 to 1
Prime instructional time	89.6%	Up from 87.9%	90.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.5%	Down from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,749	Down 7.4%	\$7,825	\$7,548
Percent of expenditures for instruction**	66.9%	Down from 69.0%	68.1%	68.7%
Percent of expenditures for teacher salaries**	61.5%	Down from 65.4%	64.2%	65.1%

* 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 2009-10 school year, Manning Primary School made Adequate Yearly Progress and was named a Red Carpet School.

Manning Primary offered several instructional programs to meet the needs of its 485 second and third grade 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 computer-assisted instructional program, Classworks, provides our 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 three 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 to receive additional instruction in the areas of math and reading in our PASS Power after-school program. In order to provide educational options for parents, four single-gender classes were offered in second and third grades. Our musically and artistically gifted students were offered an after-school program in which their creativity and imagination were challenged. Rigorous curriculum alignment in second and third grade was accomplished through the use of common assessments in the areas of reading, math, and social studies. Data from these assessments was used to identify those curriculum indicators that needed to be re-taught in order to ensure mastery.

Manning Primary has numerous programs to meet the needs of the "whole child." We were actively involved with several community agencies. Clarendon County Mental Health and Clarendon Behavioral Health Services offered counseling for our students. 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. Manning Primary students have the opportunity to participate in the Clarendon Christian Learning center. We have a host of community volunteers. We have foster grandparents who assist in our classrooms. Our ESOL 4-H Club assisted in improving our outdoor learning environment. Our local Rotary Club donated dictionaries for every third grade student. Our business partners, McDonald's and Arvin Meritor, provided monetary contributions and incentives for various family-oriented activities.

Through the years, Manning Primary School has garnered numerous awards and accomplishments and 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. MPS is accredited by the Southern Association of Colleges and Schools.

Judy Holmes, Principal

James Pringle, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	186	143
Percent satisfied with learning environment	86.2%	84.2%	90.8%
Percent satisfied with social and physical environment	93.5%	85.8%	95.0%
Percent satisfied with school-home relations	80.6%	86.3%	91.5%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 19 out of 19 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

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	95.8%	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	242	100	21.4	32.1	46.6	89.3	78.9	83.5	Yes	Yes
Gender										
Male	129	100	25	35.5	39.5	84.7	73.9	80.1	N/A	N/A
Female	113	100	17.3	28.2	54.5	94.5	84	87	N/A	N/A
Racial/Ethnic Group										
White	61	100	15.3	16.9	67.8	94.9	90.1	89.6	Yes	Yes
African American	164	100	25.2	36.5	38.4	86.8	74	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	13	100	8.3	50	41.7	91.7	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	40	100	48.7	28.2	23.1	71.8	50.8	51.7	I/S	Yes
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	11	100	I/S	I/S	I/S	I/S	82.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	196	100	23.8	36	40.2	87.3	76	76.9	Yes	Yes

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

All Students	242	100	23.5	31.2	45.3	84.2	75	80.4	Yes	Yes
Gender										
Male	129	100	27.4	30.6	41.9	79	70.6	78.4	N/A	N/A
Female	113	100	19.1	31.8	49.1	90	79.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	61	100	3.4	25.4	71.2	98.3	87.8	87.8	Yes	Yes
African American	164	100	32.1	32.1	35.8	78	69.1	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	13	100	16.7	58.3	25	91.7	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	40	100	46.2	20.5	33.3	64.1	44.1	46.1	I/S	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	11	100	I/S	I/S	I/S	I/S	92.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	196	100	28.6	32.3	39.2	80.4	71.5	72.8	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	121	100	58.5	28.8	12.7	41.5	50.8	67.3
Gender								
Male	65	100	66.1	24.2	9.7	33.9	51.1	66.9
Female	56	100	50	33.9	16.1	50	50.5	67.7
Racial/Ethnic Group								
White	25	100	25	41.7	33.3	75	73.2	79.6
African American	89	100	67	25	8	33	42.1	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	27.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	20	100	36.8	42.1	21.1	63.2	27.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	26.9	58.6
Socio-Economic Status								
Subsidized meals	98	100	63.2	27.4	9.5	36.8	44.6	55.4
Social Studies								
All Students	124	99.2	25.4	44.1	30.5	74.6	55.3	70.9
Gender								
Male	67	98.5	25	45.3	29.7	75	53.4	70.1
Female	57	100	25.9	42.6	31.5	74.1	57.4	71.7
Racial/Ethnic Group								
White	37	100	2.8	36.1	61.1	97.2	70.7	79.2
African American	77	98.7	37.5	48.6	13.9	62.5	48.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	59.3	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	23	95.7	40.9	40.9	18.2	59.1	38.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	101	99	31.3	46.9	21.9	68.8	50.4	60.8

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	241	97.5	38.7	41.3	20	61.3	57.8	72.1	95.8	94.9
Gender										
Male	128	96.1	48.3	35	16.7	51.7	49.3	65.2	95.6	94.7
Female	113	99.1	28.2	48.2	23.6	71.8	66.4	79.2	96	95.1
Racial/Ethnic Group										
White	61	96.7	22.8	38.6	38.6	77.2	72.8	80.8	95	93.5
African American	164	97.6	44.6	40.1	15.3	55.4	52.1	59.7	96	95.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	94.1	96.8
Hispanic	12	100	N/AV	N/AV	N/AV	58.3	52.3	64.6	96.7	95.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	95	94.7
Disability Status										
Disabled	38	84.2	74.2	19.4	6.5	25.8	19.7	27.7	94.7	94
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	92.3	93.2
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	51.2	63.7	97.2	95.6
Socio-Economic Status										
Subsidized meals	194	96.9	44	40.8	15.2	56	54.2	61.9	95.6	94.8

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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	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
2010	3	242	100	21.4	32.1	46.6	78.6
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	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	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
2010	3	242	100	23.5	31.2	45.3	76.5
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	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	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
2010	3	121	100	58.5	28.8	12.7	41.5
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	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
Social Studies							
2009	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
2010	3	124	99.2	25.4	44.1	30.5	74.6
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	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	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
2010	3	241	97.5	38.7	41.3	20	61.3
	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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