



Manning Primary

125 North Boundary Street
Manning, South Carolina

Grades	2-3 Elementary School	
Enrollment	438 Students	
Principal	Judy Holmes	803-435-2268
Superintendent	John Tindal	803-435-4435
Board Chair	Robert Fleming	803-435-4435

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	Excellent
2005	Average	At-Risk
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

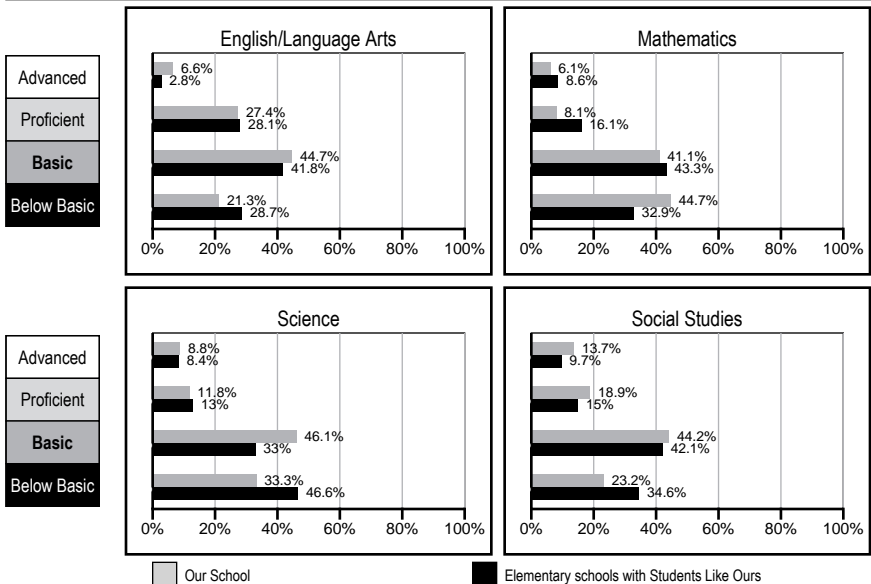
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	66	20

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=438)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	4.3%	Up from 3.8%	3.0%	2.3%
Attendance rate	96.8%	Up from 96.2%	96.0%	96.3%
Eligible for gifted and talented	6.5%	Up from 0.8%	4.5%	10.4%
With disabilities other than speech	13.2%	Down from 13.6%	8.0%	7.5%
Older than usual for grade	0.9%	Down from 1.5%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	41.7%	Down from 45.9%	53.5%	56.7%
Continuing contract teachers	91.7%	Up from 81.1%	70.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 3.2%	0.0%	0.0%
Teachers returning from previous year	88.4%	Down from 90.2%	83.5%	86.4%
Teacher attendance rate	95.1%	Down from 97.9%	95.0%	94.9%
Average teacher salary	\$42,145	Up 2.0%	\$43,988	\$45,345
Professional development days/teacher	18.7 days	Up from 15.6 days	13.2 days	12.6 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 16.1 to 1	17.0 to 1	18.5 to 1
Prime instructional time	89.3%	Down from 91.2%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil*	\$6,732	Up 6.7%	\$7,747	\$7,052
Percent of expenditures for instruction*	71.4%	Up from 70.8%	69.1%	69.1%
Percent of expenditures for teacher salaries*	65.9%	Up from 63.1%	62.6%	64.2%

* 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 2007-08 school year, Manning Primary served 435 students in second and third grades. The racial makeup of the school was as follows: 70.1% black, 23.9% white, 3.2% Hispanic, and 2.8% other. Eighty-one percent of our students received free or reduced lunch. Student PACT scores improved in the areas of English/language arts, social studies, and science.

Manning Primary offers several instructional programs. The Save the Children Program served 135 students during and after school. There are 14 technology classrooms and a computer assisted instruction program, Classworks, was purchased in order to provide students with extra support. An intervention teacher worked with 2nd grade students who were below grade level. The Measure of Academic Progress computer assessment was administered 3 times during the year. Data from this assessment was utilized by classroom teachers to ensure quality instruction. A four week after school program, PACT POWER, was offered to students. In order to provide educational options for parents, four single-gender classes were offered. The Inclusion Model for resource was utilized with our special needs students. 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. Our science curriculum was enhanced with two fully equipped science labs and a math lab was initiated for our third grade students. One full-time ELA/Social Studies curriculum facilitator and one part-time math/science curriculum facilitator assisted teachers.

Manning Primary has numerous programs to meet the needs of the "whole child." Clarendon County Mental Health and Clarendon Behavioral Health Services offered counseling services to our students. A Federal Safe Schools/Healthy Students program provided services as well. Character education was addressed daily through our morning show. Our students have access to the Smiles Dental Clinic and are able to participate in the Clarendon Christian Learning center. Foster grandparents assist in our classrooms and media center. Our local garden club assisted in helping improve our outdoor learning environment and 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. 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. Flexibility through Deregulation was granted in 2005-06. During 2007-08, teachers were awarded grants: \$5,000 from Dollar General, \$1,000 from Target, \$2,000 from the Center of Excellence, \$1,000 from Safe Schools, and several grants from Wal-Mart. Manning Primary School has five 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
Kimberly Land, Chairman School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	194	129
Percent satisfied with learning environment	90.0%	84.5%	87.4%
Percent satisfied with social and physical environment	90.0%	78.9%	91.3%
Percent satisfied with school-home relations	73.3%	83.1%	86.3%

* 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 16 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

Newly Identified

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. Sanction: Implement the restructuring plan.
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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	215	99.1	21.1	44.2	27.1	7.5	44.2	31.8	48.2	Yes	Yes
Gender											
Male	126	98.4	23.1	43.6	26.5	6.8	41	26.2	41.7	N/A	N/A
Female	89	100	18.3	45.1	28	8.5	48.8	37.7	55	N/A	N/A
Racial/Ethnic Group											
White	45	100	19	16.7	45.2	19	69	48.5	60	Yes	Yes
African American	162	98.8	22.8	49.7	22.8	4.7	37.6	24.2	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	35	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	44	95.5	37.5	42.5	10	10	20	12.8	16	No	Yes
Migrant Status											
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	35.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	184	99.5	22.9	47.6	25.3	4.1	40	27.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	215	100	44.2	40.7	8	7	24.6	28.8	45.8	No	Yes
Gender											
Male	126	100	41.9	41	7.7	9.4	26.5	27.5	45.6	N/A	N/A
Female	89	100	47.6	40.2	8.5	3.7	22	30.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	45	100	26.2	33.3	21.4	19	50	52	59	Yes	Yes
African American	162	100	50.3	41.6	4	4	16.8	18.5	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	32.5	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	44	100	65	25	0	10	12.5	15.8	17.1	No	Yes
Migrant Status											
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	35.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	184	100	50	40	5.9	4.1	18.8	21.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	109	100	33	45.6	11.7	9.7	21.4	21.4	35.7	96.8	95.6
Gender											
Male	64	100	32.3	41.9	12.9	12.9	25.8	22.6	37.4	96.6	95.3
Female	45	100	34.1	51.2	9.8	4.9	14.6	20.3	33.8	96.9	95.9
Racial/Ethnic Group											
White	23	100	18.2	22.7	27.3	31.8	59.1	40.4	49.2	96.2	94.5
African American	83	100	37.2	52.6	6.4	3.8	10.3	12.4	17	97	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	97.5	97.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	17.2	24.9	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	99.9	94.9
Disability Status											
Disabled	20	100	47.4	31.6	10.5	10.5	21.1	11.2	14	96.1	95.1
Migrant Status											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	95.3	95.3
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	18.5	24.4	96.3
Socio-Economic Status											
Subsided meals	93	100	36.4	47.7	11.4	4.5	15.9	16.6	21.1	96.6	95.4
Social Studies											
All Students	107	99.1	21.9	43.8	18.8	15.6	34.4	19.3	34	96.8	95.6
Gender											
Male	62	98.4	24.1	37	20.4	18.5	38.9	21.6	36.6	96.6	95.3
Female	45	100	19	52.4	16.7	11.9	28.6	16.9	31.3	96.9	95.9
Racial/Ethnic Group											
White	22	100	15	35	15	35	50	35.5	44.5	96.2	94.5
African American	80	98.8	23.9	46.5	18.3	11.3	29.6	12.6	19.1	97	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.5	97.6
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	17.9	27.5	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.9	94.9
Disability Status											
Disabled	25	100	59.1	27.3	4.5	9.1	13.6	9.2	14.4	96.1	95.1
Migrant Status											
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	95.3	95.3
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	16	27.3	96.3
Socio-Economic Status											
Subsided meals	92	98.9	24.4	45.1	19.5	11	30.5	14.7	21	96.6	95.4

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	247	98.4	12.3	41.9	43.2	2.6	45.8
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	215	99.1	21.1	44.2	27.1	7.5	34.7
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics								
2007	3	247	99.2	24.9	54.1	14	7	21
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	215	100	44.2	40.7	8	7	15.1
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science								
2007	3	126	99.2	25	47.3	12.5	15.2	27.7
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	109	100	33	45.6	11.7	9.7	21.4
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies								
2007	3	125	100	10.6	51.3	27.4	10.6	38.1
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	107	99.1	21.9	43.8	18.8	15.6	34.4
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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