



MANNING PRIMARY

125 North Boundary Street
Manning, South Carolina

Grades	2-3 Elementary School	
Enrollment	452 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 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Average	Good
2009	Average	At-Risk
2008	Below Average	At-Risk
2007	Average	Below Average

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

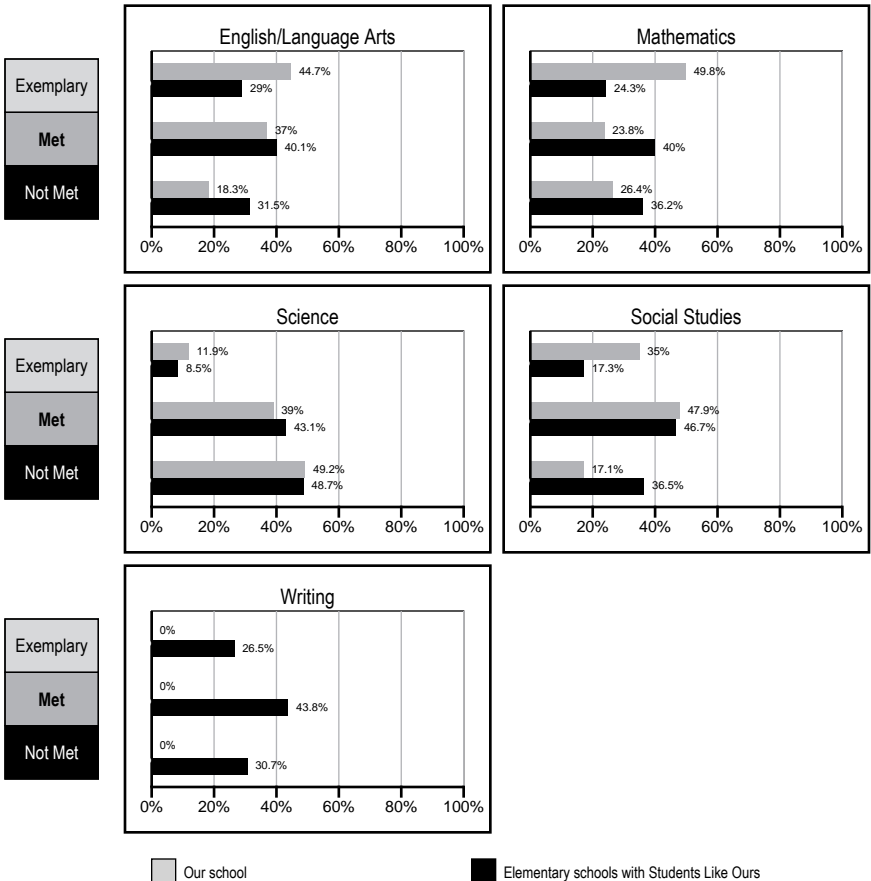
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	106	40	14

* Ratings are calculated with data available by 11/09/2011.

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=452)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	5.0%	Up from 4.1%	1.5%	1.1%
Attendance rate	96.4%	Up from 95.8%	95.9%	96.2%
Served by gifted and talented program	6.0%	Down from 8.2%	6.8%	13.4%
With disabilities other than speech	8.7%	Down from 11.9%	4.5%	4.1%
Older than usual for grade	1.1%	Down from 1.2%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	60.7%	Up from 52.9%	61.0%	62.5%
Continuing contract teachers	96.4%	Up from 91.2%	83.5%	88.2%
Teachers returning from previous year	86.6%	Down from 94.0%	85.6%	87.8%
Teacher attendance rate	93.5%	Down from 94.5%	95.1%	95.2%
Average teacher salary*	\$44,824	Up 3.2%	\$45,490	\$46,773
Professional development days/teacher	17.9 days	Up from 17.3 days	10.2 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 19.2 to 1	18.2 to 1	19.9 to 1
Prime instructional time	88.6%	Down from 89.6%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,393	Down 5.3%	\$8,004	\$7,447
Percent of expenditures for instruction**	70.0%	Up from 66.9%	68.1%	68.4%
Percent of expenditures for teacher salaries**	68.0%	Up from 61.5%	64.8%	65.8%

* 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

Manning Primary School is "Wild About Learning." Our school's mission is educating children. During the 2010-11 school year, Manning Primary School made Adequate Yearly Progress and was a Silver Award winner. Manning Primary offered several instructional programs to meet the needs of its 456 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 which 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. 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 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, two single-gender classes were offered in our third grade. 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 retaught in order to ensure mastery. Weekly grade level meetings were held to keep instruction aligned to the state standards.

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 2010 and the Palmetto Gold Award in 2006. MPS is also a Red Carpet School. Manning Primary School has five National Board Certified Teachers. MPS is accredited by the Southern Association of Colleges and Schools.

Judy Holmes, Principal

Anitra Hammett, Chairman School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	219	126
Percent satisfied with learning environment	96.4%	91.3%	95.1%
Percent satisfied with social and physical environment	96.3%	86.1%	90.2%
Percent satisfied with school-home relations	88.9%	88.1%	92.7%

* 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 19 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

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	12.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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 = 79.4% (Met or Exemplary)

All Students	252	100	17.8	36.5	45.6	88.8	78.8	82.4	Yes	Yes
Gender										
Male	118	100	22.3	35.7	42	83.9	72.6	78.7	N/A	N/A
Female	134	100	14	37.2	48.8	93	85	86.2	N/A	N/A
Racial/Ethnic Group										
White	64	100	13.1	26.2	60.7	91.8	88.9	88.9	Yes	Yes
African American	175	100	20.1	40.8	39.1	87.6	74.8	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	80.5	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	47	100	58.7	26.1	15.2	47.8	48.1	48.1	No	Yes
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	78.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	217	100	20.3	39.6	40.1	87.9	76.4	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	252	100	25.7	23.7	50.6	85.5	81.4	81.9	Yes	Yes
Gender										
Male	118	100	27.7	24.1	48.2	86.6	77.8	79.9	N/A	N/A
Female	134	100	24	23.3	52.7	84.5	85.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	64	100	13.1	19.7	67.2	90.2	88.3	88.9	Yes	Yes
African American	175	100	30.2	26	43.8	83.4	78.7	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	82.9	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	47	100	54.3	13	32.6	56.5	51.7	47.3	No	Yes
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	83.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	217	100	28	26.1	45.9	84.1	79.7	74.9	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	126	100	47.2	37.4	15.4	52.8	52.7	68.6
Gender								
Male	57	100	44.6	39.3	16.1	55.4	53.3	68.3
Female	69	100	49.3	35.8	14.9	50.7	52.1	68.9
Racial/Ethnic Group								
White	35	100	32.4	50	17.6	67.6	76.4	80.7
African American	86	100	52.4	33.3	14.3	47.6	42.6	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	50	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	28	100	71.4	7.1	21.4	28.6	28.4	35.7
Migrant Status								
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	46.7	60.7
Socio-Economic Status								
Subsidized meals	105	100	53.9	36.3	9.8	46.1	46.4	57.3
Social Studies								
All Students	130	100	16.4	47.5	36.1	83.6	59.7	72.5
Gender								
Male	64	100	18.6	47.5	33.9	81.4	59.9	72
Female	66	100	14.3	47.6	38.1	85.7	59.5	73.1
Racial/Ethnic Group								
White	29	100	14.8	25.9	59.3	85.2	77.8	81
African American	92	100	18.2	54.5	27.3	81.8	53	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	65.5	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	23	100	31.8	40.9	27.3	68.2	39.1	40.5
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	62.1	69.7
Socio-Economic Status								
Subsidized meals	115	100	17.6	50.9	31.5	82.4	55.1	62.9

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	N/A	N/AV	N/A	N/A	N/A	N/A	60.8	73.2	96.4	96.3
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	52.4	67.2	96.4	96
Female	N/A	N/AV	N/A	N/A	N/A	N/A	69.9	79.4	96.5	96.6
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	81.5	95.6	95.5
African American	N/A	N/AV	N/A	N/A	N/A	N/A	53.9	61.3	96.7	96.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	I/S	87	98.5	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	97	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.8	96.5
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	18.8	26	95.7	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	95.9	95.4
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.5	65.7	97.3	97.1
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	57.2	63.2	96.3	96.1

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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							
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
2011	3	252	100	17.8	36.5	45.6	82.2
	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	N/A
Mathematics							
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
2011	3	252	100	25.7	23.7	50.6	74.3
	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	N/A
Science							
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
2011	3	126	100	47.2	37.4	15.4	52.8
	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	N/A

Abbreviations for Missing Data

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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							
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
2011	3	130	100	16.4	47.5	36.1	83.6
	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
Writing							
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
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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