



MANNING EARLY CHILDHOOD CENTER

2759 Raccoon Road
Manning, South Carolina

Grades	PK-1 Primary School	
Enrollment	561 Students	
Principal	Betty G. Harrington	803-473-4744
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	Excellent	Good
2010	Excellent	Good
2009	Excellent	Good
2008	Excellent	Excellent
2007	Excellent	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 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>

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	0	1	0	0

* Ratings are calculated with data available by 10/31/2011. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructional time	89.6%
Student-teacher ratio in core subjects	22.5 to 1
Teachers with advanced degrees	77.4%
Teachers returning from previous year	90.0%
Percent of parents attending conferences	98.4%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	16.4 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	Conducting a self-study
X	South Carolina Department of Education
X	Southern Association of Colleges and School
	American Montessori Society
X	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=561)				
First graders who attended full-day kindergarten	99.6%	Down from 100.0%	100.0%	100.0%
Retention rate	8.8%	Up from 8.1%	2.9%	3.1%
Attendance rate	94.6%	Down from 94.7%	95.0%	95.3%
With disabilities other than speech	2.6%	Down from 8.3%	0.7%	0.8%
Older than usual for grade	0.5%	Up from 0.0%	0.0%	0.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	77.4%	Up from 72.2%	65.0%	62.9%
Continuing contract teachers	96.8%	Up from 94.4%	90.9%	90.5%
Teachers returning from previous year	90.0%	Down from 92.9%	89.4%	89.9%
Teacher attendance rate	95.9%	Down from 96.2%	94.6%	95.0%
Average teacher salary*	\$47,211	Up 0.4%	\$47,211	\$46,658
Professional development days/teacher	25.2 days	Up from 19.7 days	15.4 days	15.7 days
School				
Principal's years at school	4.0	Up from 3.0	6.0	6.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 19.4 to 1	20.3 to 1	20.0 to 1
Prime instructional time	89.6%	Up from 89.4%	88.3%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,929	Down 9.8%	\$7,316	\$7,129
Percent of expenditures for instruction**	73.2%	Down from 76.2%	69.7%	69.6%
Percent of expenditures for teacher salaries**	72.0%	Up from 58.8%	66.5%	66.4%

* 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

"Making Every Child Count" is the motto of Manning Early Childhood Center. MECC has been recognized as a "Red Carpet" School and received high ratings from the State Department of Education and the Pee Dee Center on quality early childhood rating instruments. MECC is accredited by the Southern Association of Colleges and Schools and the National Association for the Education of Young Children. MECC has maintained an Excellent Report Card Rating since it opened in 2000 and has met AYP all but 2 of those years.

There are many factors that support the program and mission of educating children. All staff members are highly qualified with over 70% of the professional staff having an advanced degree. Six teachers are National Board Certified. MECC incorporates a variety of programs to support instruction. There are five Child Development Pilot Project Pre-K classrooms that serve 100 students in an all day program. MECC supports the use of instructional technology and has a state of the art computer lab with the Waterford and Classworks programs. Over 85% of the classrooms have interactive boards and all classrooms have multiple computers. ESOL and Resource teachers serve students in an inclusion and pull-out model daily. MECC offers the literacy enrichment program, Raise a Reader, and the remediation program, Roaring Readers. The special education staff is highly trained in innovative teaching and behavior modification techniques. The Early Literacy Program funded through a Save the Children grant serves 50 in school students and up to 40 students after school and in the summer. The principal and assistant principal have a book club to provide enrichment for high achieving readers in first grade.

A variety of parent and family activities also support the programs at MECC. Families participate in a Rotary sponsored "Literacy Night", First Steps Family Literacy, and a Family Resource Center. Additional programs and activities include; inviting families in for meals, PTO, an annual school play, Soles 4 Souls, an Educational Fair during Registration, and Readinghouse Sweepstakes. An automatic calling system informs parents of events and meetings. Parents also have access to the school and district website for information and a school newsletter is sent home monthly. MECC has many service learning projects such as; Relay for Life, Nothing but Nets, Hugs for Haiti, garden projects, food drives, and Character Education programs.

Areas of concern at MECC include student attendance, tardiness, reading and math levels, and pupil-teacher ratios. The poverty level in Clarendon School District Two is also a factor that impedes student progress. MECC has a disproportionate number of special education students who are achieving below grade level. Although these issues are being addressed, they may have an adverse effect on future report card ratings.

Tonia Mallett-Smith, SIC Chairperson

Betty Harrington, Principal

Evaluations by Teachers

	Teachers
Number of surveys returned	30
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	100.0%

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School Adequate Yearly Progress

YES

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.

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	94.6%	94.0%*	Yes

* Or greater than last year