



Manning Elementary School

311 W. Boyce Street
Manning, SC 29102

Grades	4-6 Elementary School	
Enrollment	673 Students	
Principal	Terrie T. Ard	803-435-5066
Superintendent	John Tindal	803-435-4435
Board Chair	Marilyn Wilson	803-435-4210

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Average
2011	Average	Below Average
2010	Average	Average
2009	Below Average	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://www.eoc.sc.gov>

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

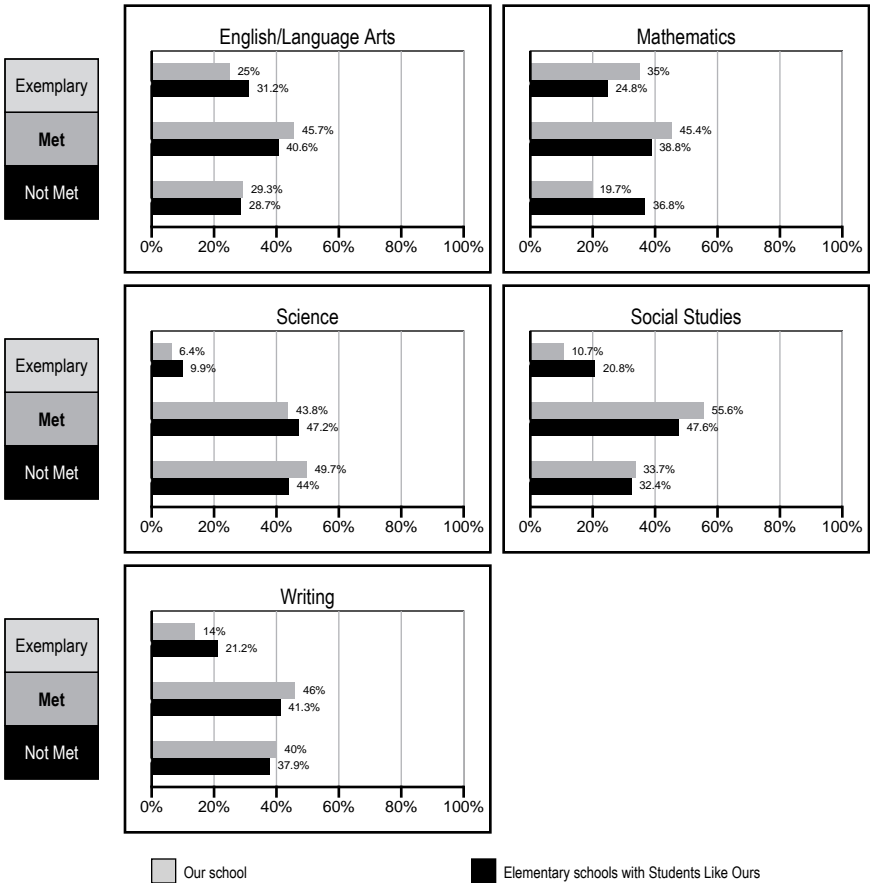
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	14	114	32	10

* Ratings are calculated with data available by 12/14/2013.

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=673)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.2%	Up from 1.1%	1.1%	0.9%
Attendance rate	95.9%	Down from 96.3%	95.9%	96.3%
Served by gifted and talented program	8.5%	N/A	3.8%	7.2%
With disabilities	20.7%	N/A	13.6%	12.4%
Older than usual for grade	7.9%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	57.1%	No Change	60.5%	62.5%
Continuing contract teachers	74.3%	Down from 80.0%	80.0%	83.3%
Teachers returning from previous year	79.9%	Down from 81.0%	85.5%	88.3%
Teacher attendance rate	94.3%	Up from 93.7%	94.8%	95.0%
Average teacher salary*	\$44,617	Up 3.5%	\$46,485	\$48,193
Professional development days/teacher	13.7 days	Up from 11.5 days	10.8 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	25.8 to 1	Down from 29.4 to 1	18.8 to 1	20.1 to 1
Prime instructional time	88.9%	Up from 88.8%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.0%	Down from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,803	Down 0.4%	\$7,771	\$7,364
Percent of expenditures for instruction**	62.0%	Up from 60.4%	68.0%	68.0%
Percent of expenditures for teacher salaries**	58.0%	Down from 59.3%	65.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Manning Elementary School, located in the center of Clarendon County, is home to approximately 660 students in grades 4, 5, and 6. Most students come from a rural setting with 65% African-American students and 29% Caucasian students. Our school-wide theme was "Dive into Learning." Our school's mission is educating children.

Our school-wide focus this past year was based on PASS, MAP, and common assessment results. All students at Manning Elementary School were given the MAP (Measure of Academic Progress) test three times during the year. Common assessments were given bi-weekly focusing on math and reading. These scores were used to determine weak areas and teachers modified lesson plans accordingly. Weekly grade level meetings were held to keep instruction aligned to the state standards. In addition to this, all ELA teachers learned about common core and began implementing the standards throughout the year.

There are 27 technology classrooms which are utilized by teachers to enhance instruction. The school has purchased three class sets of IPADS so teachers can use more technology in their classrooms. Study Island and Successmaker are computer-based instructional programs that were used during computer time to provide students with extra support in their areas of academic weakness. Our high achieving readers have the opportunity to experience a book with our literacy coach. Our school continued to participate in a district-wide Character Education Program. Our students were encouraged to display good character traits. Character education was addressed through our guidance department, our daily morning show, on the outside marquee, and on posters and banners. Clarendon County Mental Health and Clarendon Behavioral Health Services offered counseling for our students.

Manning Elementary School students have the opportunity to participate in the Clarendon Christian Learning Center. Our students also have access to the Smiles Dental Clinic. Various program and activities provided opportunities for parents to become involved in their child's education. Programs and activities included: Open House, Meet the Teacher Night, SIC Meetings, an annual school play, Math Night, Literacy Night, Social Studies Night, Science/PASS Night, and scheduled parent visitations. Parents also have access to the school and district website for information and progress reports are sent home weekly.

Manning Elementary School participated in service learning projects such as: Relay for Life, Pennies for Presents, garden projects, and food drives.

Terrie T. Ard, Principal

Cheryl Graham, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	184	126
Percent satisfied with learning environment	91.2%	82.6%	91.2%
Percent satisfied with social and physical environment	100%	78.8%	87.2%
Percent satisfied with school-home relations	73.5%	81.4%	86.4%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	84.6
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Manning Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	647.4	660.4	604.7	618.0	99.4	99.2
Male	643.2	661.0	611.0	618.9	99.0	98.7
Female	650.9	659.8	599.7	617.1	99.7	99.7
White	664.6	683.0	630.6	632.9	100.0	100.0
African American	641.6	652.2	595.7	611.1	99.1	98.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	608.0	613.4	573.3	593.8	97.0	97.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	642.8	654.9	600.0	615.7	99.3	99.1
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0
Grades 6-8						
All Students	637.4	651.7	592.7	625.9	99.4	99.2
Male	631.3	646.9	592.0	620.5	99.0	98.7
Female	643.8	656.8	593.5	631.4	99.7	99.7
White	676.1	678.9	610.8	659.0	100.0	100.0
African American	623.7	642.3	585.9	614.7	99.1	98.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	599.1	612.5	562.8	596.4	97.0	97.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	629.4	643.6	587.8	619.5	99.3	99.1
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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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							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	237	100	24.1	44.7	31.1	75.9
	5	229	99.6	31.2	47.1	21.7	68.8
	6	196	99.5	31.7	39.2	29	68.3
	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
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	199	100	21.5	46.8	31.7	78.5
	5	241	99.6	25.9	48.7	25.4	74.1
	6	242	98.8	33.2	38	28.8	66.8
	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
Mathematics							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	237	100	21.9	38.2	39.9	78.1
	5	229	99.6	24.9	51.1	24	75.1
	6	196	99.5	18.8	40.3	40.9	81.2
	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
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	199	99.5	14.1	45.4	40.5	85.9
	5	241	99.6	22	35.8	42.2	78
	6	242	98.8	18.8	51.1	30.1	81.2
	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
Science							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	231	100	40.5	54.5	5	59.5
	5	116	100	57.7	34.2	8.1	42.3
	6	101	99	52.1	40.4	7.4	47.9
	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
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	196	99	43.4	45.6	11	56.6
	5	122	100	41.5	41.5	16.9	58.5
	6	121	100	56.9	34.5	8.6	43.1
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	233	100	34.4	53.6	12.1	65.6
	5	114	100	47.3	42.9	9.8	52.7
	6	97	97.9	50.5	44	5.5	49.5
	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
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	196	99	21	61.9	17.1	79
	5	122	98.4	53.8	35.9	10.3	46.2
	6	130	97.7	26.2	59	14.8	73.8
	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							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	230	96.5	49.3	43.3	7.4	50.7
	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
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	201	93.5	42.1	44.4	13.5	57.9
	5	242	93	34.7	47.9	17.4	65.3
	6	244	92.2	41.2	47.2	11.6	58.8
	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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