



## FRANCES F MACK PRIMARY

161 Gaston Street  
Gaston, SC 29053

<b>Grades</b>	5-6 Elementary School	
<b>Enrollment</b>	528 Students	
<b>Principal</b>	Sara J Ankrapp	803-794-8369
<b>Superintendent</b>	Linda G. Lavender, Ph.D.	803-568-1000
<b>Board Chair</b>	Mr. Jefford Hart, Jr.	803-568-2262

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

## 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

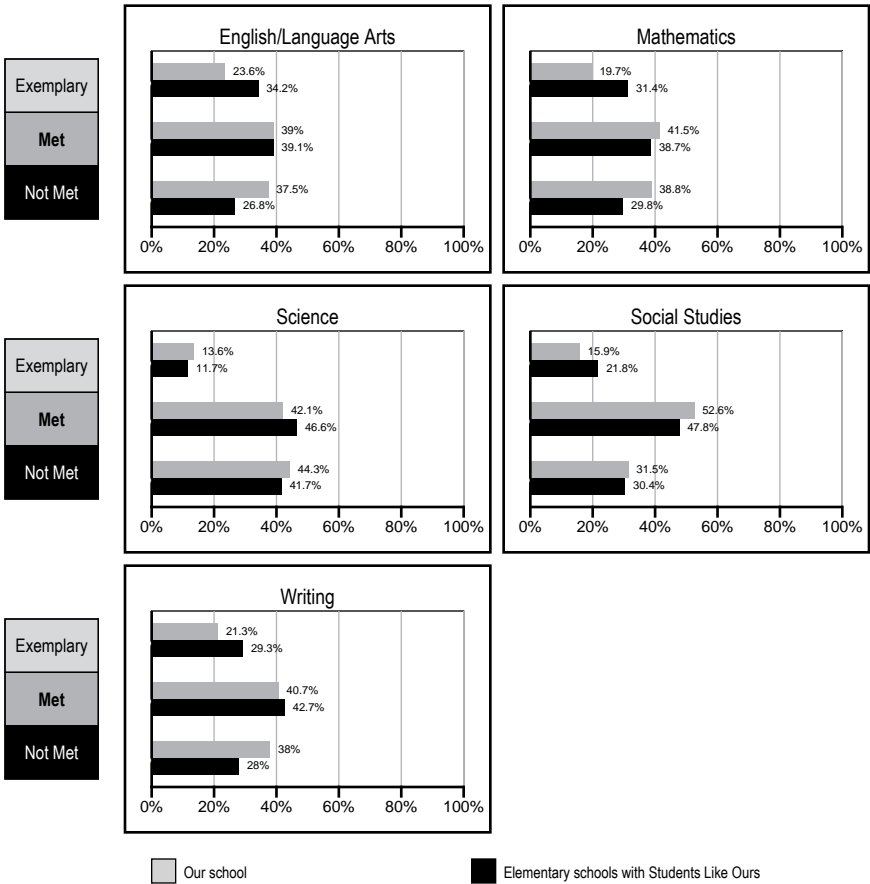
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	15	94	12	0

\* 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
<b>Students (n=528)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	1.4%	1.1%
Attendance rate	96.9%	N/A	95.9%	96.2%
Served by gifted and talented program	15.9%	N/A	9.7%	13.4%
With disabilities other than speech	13.5%	N/A	4.7%	4.1%
Older than usual for grade	0.8%	N/A	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	61.3%	N/A	59.9%	62.5%
Continuing contract teachers	93.5%	N/A	88.4%	88.2%
Teachers returning from previous year	60.3%	N/A	87.4%	87.8%
Teacher attendance rate	95.2%	N/R	95.0%	95.2%
Average teacher salary*	\$43,865	I/S	\$46,409	\$46,773
Professional development days/teacher	4.8 days	N/R	11.3 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	23.6 to 1	N/R	19.6 to 1	19.9 to 1
Prime instructional time	91.3%	N/R	89.7%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	98.2%	N/R	100.0%	100.0%
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil**	\$7,321	N/A	\$7,484	\$7,447
Percent of expenditures for instruction**	64.8%	N/A	67.7%	68.4%
Percent of expenditures for teacher salaries**	62.1%	N/A	64.7%	65.8%

\* 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**

Frances Mack Intermediate School (FMIS) experienced many changes and much growth during the 2010-2011 school year. We implemented our Response to Intervention (RtI) plan during our regular classes, as well as targeting specific student needs in all subject areas during our enrichment classes. We saw tremendous growth in reading, as evidenced by our Fountas and Pinnell scores in both grade levels.

We continued our work with Professional Learning Communities; meeting twice weekly to plan with teammates and with the administration for professional development in the areas of community building, lesson design and progression, and student writing.

Teachers in each content area have completed an update of their long term plan and have developed and refined unit plans to match the South Carolina state standards. Each unit has embedded formative assessments and multiple summative assessments that match standards and check for student understanding throughout the unit.

The faculty and staff of Frances Mack Intermediate School look forward to a very productive 2011-2012 school year. Plans include analysis and implementation of effective instruction in reference to what we teach (our curriculum), how we teach (our strategies) and continuing our focus on literacy across all content areas. We will continue our intense focus on writing in all classes and we will concentrate on differentiating our instruction, so students' needs are met at all levels. We plan to initiate a program of activities to help students develop a strong sense of school pride and community and to involve our parents and the community in our FMIS family.

Sherri Stonehouse, Chairperson, School Improvement Council  
Sara J Ankrapp, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	21	208	95
Percent satisfied with learning environment	90.5%	69.0%	71.3%
Percent satisfied with social and physical environment	90.5%	77.3%	64.1%
Percent satisfied with school-home relations	76.2%	84.5%	66.7%

\* 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

NO

This school met 10 out of 20 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	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate	96.9%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	513	100	37.9	38.8	23.3	71.6	72.9	82.4	No	Yes
<b>Gender</b>										
Male	286	100	45	35.3	19.8	65.9	67.6	78.7	N/A	N/A
Female	227	100	29.4	43	27.6	78.5	78.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	364	100	34	37.9	28.1	75.5	74.5	88.9	No	Yes
African American	108	100	47.5	40.6	11.9	61.4	67.2	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	35	100	50	40	10	63.3	74.4	79.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	66.7	83	I/S	I/S
<b>Disability Status</b>										
Disabled	88	100	N/AV	N/AV	N/AV	28.9	32.9	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	29	100	50	38.5	11.5	61.5	72.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	415	100	41.5	40.4	18.1	68.4	69.4	75.4	No	Yes

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

All Students	513	100	39.4	41.1	19.5	69.5	75.2	81.9	No	Yes
<b>Gender</b>										
Male	286	100	44.2	38.4	17.4	65.5	72.7	79.9	N/A	N/A
Female	227	100	33.6	44.4	22	74.3	77.8	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	364	100	34.6	41.5	23.9	74	78	88.9	No	Yes
African American	108	100	50.5	39.6	9.9	57.4	65.6	71.4	No	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	35	100	56.7	36.7	6.7	56.7	74.4	81.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	83.3	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	88	100	86.8	10.5	2.6	23.7	41.6	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	29	100	57.7	34.6	7.7	53.8	70.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	415	100	43.1	42.3	14.6	66	72.3	74.9	No	Yes

\* 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

## 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
<b>Science</b>								
All Students	260	100	44.1	42.4	13.4	55.9	63.7	68.6
<b>Gender</b>								
Male	132	100	46.2	39.3	14.5	53.8	62.1	68.3
Female	128	100	42.1	45.5	12.4	57.9	65.3	68.9
<b>Racial/Ethnic Group</b>								
White	186	100	41.8	42.4	15.9	58.2	67.3	80.7
African American	51	100	46.8	44.7	8.5	53.2	52.8	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	19	100	58.8	35.3	5.9	41.2	58.9	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	43	100	82.1	15.4	2.6	17.9	30.8	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	17	100	62.5	31.3	6.3	37.5	55.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	209	100	48.1	39.6	12.3	51.9	58.5	57.3
<b>Social Studies</b>								
All Students	254	100	32.3	51.9	15.7	67.7	69.9	72.5
<b>Gender</b>								
Male	154	100	31.2	51.8	17	68.8	69.9	72
Female	100	100	34	52.1	13.8	66	69.8	73.1
<b>Racial/Ethnic Group</b>								
White	178	100	26.7	53.9	19.4	73.3	71.3	81
African American	58	100	50.9	41.8	7.3	49.1	63	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	16	100	23.1	69.2	7.7	76.9	82.6	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	46	100	65.8	31.6	2.6	34.2	38.7	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	77.1	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	206	100	36.5	53.4	10.1	63.5	66	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
<b>Writing</b>										
All Students	283	98.6	38	40.7	21.3	62	60.9	73.2	96.9	95.1
<b>Gender</b>										
Male	155	97.4	50.4	32.8	16.8	49.6	52.3	67.2	96.9	95.2
Female	128	100	24	49.6	26.4	76	70.4	79.4	96.8	95
<b>Racial/Ethnic Group</b>										
White	206	98.5	33	43.6	23.4	67	65.8	81.5	96.4	94.7
African American	59	98.3	48.1	33.3	18.5	51.9	50.9	61.3	98.1	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	99.9
Hispanic	16	100	64.3	28.6	7.1	35.7	43.8	66.7	98.4	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2	95.1	94
<b>Disability Status</b>										
Disabled	54	92.6	91.3	6.5	2.2	8.7	10.6	26	95.9	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	66.7	25	8.3	33.3	39.1	65.7	98.5	96.5
<b>Socio-Economic Status</b>										
Subsidized meals	224	98.2	42	40	18	58	57.3	63.2	96.7	94.8

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
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	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	280	100	33.7	42	24.3	66.3
	6	229	100	42.3	35.2	22.5	57.7
	7	1	I/S	I/S	I/S	I/S	I/S
	8	3	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	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	280	100	32.9	39.2	27.8	67.1
	6	229	100	46	44.1	9.9	54
	7	1	I/S	I/S	I/S	I/S	I/S
	8	3	I/S	I/S	I/S	I/S	I/S
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	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	143	100	35.7	46.5	17.8	64.3
	6	115	100	54.2	37.4	8.4	45.8
	7	1	I/S	I/S	I/S	I/S	I/S
	8	1	I/S	I/S	I/S	I/S	I/S

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
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	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	137	100	34.9	44.4	20.6	65.1
	6	114	100	27.4	62.3	10.4	72.6
	7	1	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	280	99.6	38	40.7	21.3	62
	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	3	I/S	N/A	N/A	N/A	N/A

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