



Frances Mack Intermediate School

161 Gaston Street
Gaston, SC 29053

Grades	5-6 Elementary School	
Enrollment	497 Students	
Principal	Sara J. Ankrapp	803-794-8369
Superintendent	Linda G. Lavender	803-568-1000
Board Chair	Chris Pound	803-791-7651

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

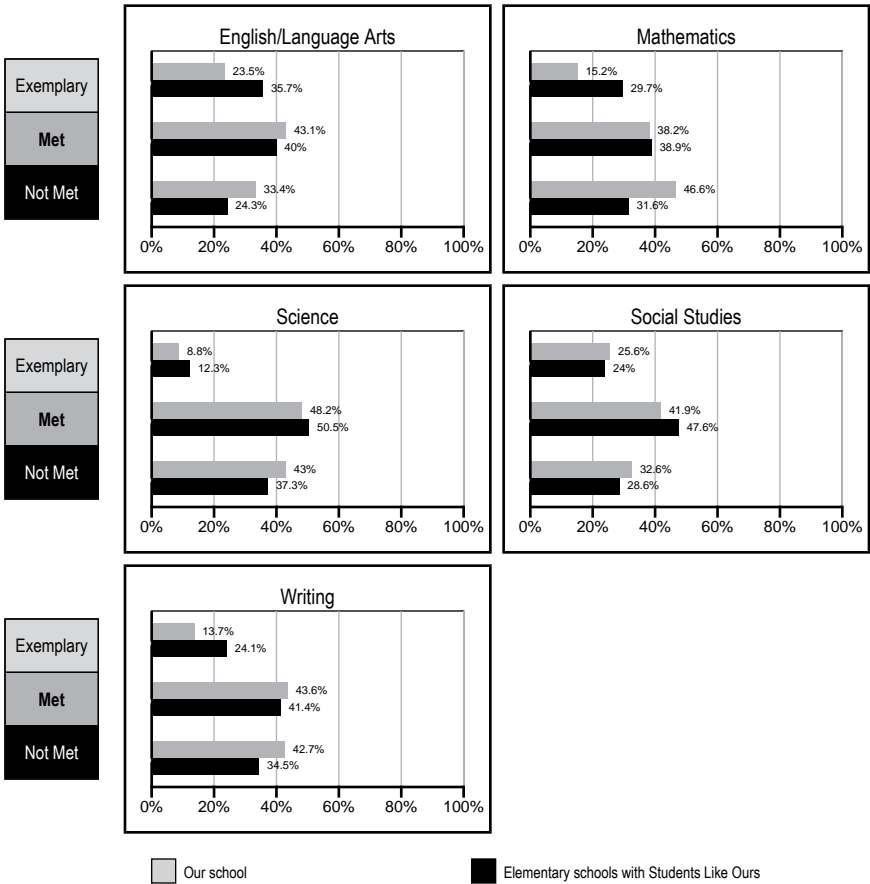
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	18	97	14	3

* 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=497)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.2%	0.9%
Attendance rate	95.3%	Down from 95.6%	96.0%	96.3%
Served by gifted and talented program	13.1%	N/A	4.9%	7.2%
With disabilities	18.8%	N/A	14.1%	12.4%
Older than usual for grade	1.6%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	62.5%	Down from 63.3%	60.9%	62.5%
Continuing contract teachers	84.4%	Down from 93.3%	82.9%	83.3%
Teachers returning from previous year	58.4%	Up from 57.9%	87.7%	88.3%
Teacher attendance rate	92.6%	Down from 93.5%	94.7%	95.0%
Average teacher salary*	\$46,619	Up 5.8%	\$47,372	\$48,193
Professional development days/teacher	10.2 days	Up from 9.4 days	11.1 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	25.3 to 1	Down from 25.5 to 1	19.7 to 1	20.1 to 1
Prime instructional time	87.1%	Down from 87.4%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Up from 99.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,691	Up 1.5%	\$7,511	\$7,364
Percent of expenditures for instruction**	59.0%	Up from 57.2%	68.0%	68.0%
Percent of expenditures for teacher salaries**	55.0%	Down from 55.1%	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

As we strive "To inspire and motivate a community of passionate, contributing learners," Frances Mack Intermediate School students, faculty, staff, and parents worked diligently to increase student performance in all areas. Our focus this year has been on using strategies to increase literacy in all content areas. Our English Language Arts teachers worked in High Progress Literacy classrooms which ensured that students participated in purposeful and meaningful reading, writing, and discussion at least 75% of the time they were in the classroom. Our sixth grade math and science teachers addressed literacy in the content areas through participation in the IQ-MS initiative, which promotes literacy strategy use in all contents. A district-wide endeavor added a large collection of non-fiction e-books to our library catalog for student use.

To help decrease the impact of summer loss in literacy skills, each of our students chose twelve books to take home, read independently or with family members, and add to their personal library. Excitement was high as students chose old favorites and new adventures to keep their minds engaged for the entire summer.

During our weekly professional learning sessions, we further developed our use of data and refined the data points that we used to promote growth in the areas of academics, attendance, and behavior. As a result of our weekly discussions, we provided needed interventions to assist students in one or more areas and followed their growth throughout the school year. As a result of these interventions, we have seen attendance and academic success improve and discipline numbers decrease.

Through their weekly subject area planning sessions and team meetings, teachers made progress in individualizing instruction and enrichment activities to better meet the needs of our students as they become self-directed, critical thinkers and successful learners. We strengthened our technology program with the addition of Chromebook usage in our daily instruction.

As the deadline for full implementation of the Common Core State Standards fast approaches, our professional development focused on understanding the changes which will occur in instruction and assessment. We have been studying the standards and sample assessments that will take our students to much higher levels of understanding in all subjects with the literacy and numeracy demands of the new standards. Our challenge for the upcoming school year will see teachers create and implement new units of study and assessments that address the depth of knowledge required for students to attain mastery of the Common Core State Standards.

Debbie Morgan, SIC Chairperson

Sara J Ankrapp, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	243	96
Percent satisfied with learning environment	96.5%	78.6%	75%
Percent satisfied with social and physical environment	96.4%	78.8%	77.1%
Percent satisfied with school-home relations	71.4%	83.4%	70.5%

* 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	53.5
Overall Grade Conversion	F

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

Frances Mack Intermediate 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	11.3%	0.0%	No
Student attendance rate	95.3%	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
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Grades 3-5

All Students	640.4	628.1	616.5	618.5	99.8	99.8
Male	631.8	625.7	621.8	621.9	99.6	99.6
Female	648.1	630.3	612.2	615.1	100.0	100.0
White	645.8	631.0	623.2	620.2	100.0	100.0
African American	622.8	609.8	594.2	615.1	99.0	99.0
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	596.2	591.3	582.3	583.9	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	637.4	625.0	616.6	614.0	99.7	99.7
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

Grades 6-8

All Students	642.4	618.7	600.4	638.5	99.8	99.8
Male	635.1	615.1	597.9	646.3	99.6	99.6
Female	648.8	621.9	602.8	632.1	100.0	100.0
White	645.5	622.4	610.6	634.4	100.0	100.0
African American	631.2	606.2	577.2	639.2	99.0	99.0
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	588.8	583.9	568.7	593.0	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	633.4	612.2	593.2	629.3	99.7	99.7
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	3	I/S	I/S	I/S	I/S	I/S
	4	1	I/S	I/S	I/S	I/S	I/S
	5	243	100	32.3	43.7	24	67.7
	6	273	100	35.5	30.9	33.6	64.5
	7	1	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	3	I/S	I/S	I/S	I/S	I/S
	4	2	I/S	I/S	I/S	I/S	I/S
	5	224	99.6	33.7	45.7	20.7	66.3
	6	259	100	32.5	41.4	26.1	67.5
	7	1	I/S	I/S	I/S	I/S	I/S
	8	1	I/S	I/S	I/S	I/S	I/S
Mathematics							
2012	3	3	I/S	I/S	I/S	I/S	I/S
	4	1	I/S	I/S	I/S	I/S	I/S
	5	243	100	33.2	43.2	23.6	66.8
	6	273	100	43.8	43.8	12.5	56.3
	7	1	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	3	I/S	I/S	I/S	I/S	I/S
	4	2	I/S	I/S	I/S	I/S	I/S
	5	224	99.6	41.8	38.9	19.2	58.2
	6	259	100	50.2	37.8	12	49.8
	7	1	I/S	I/S	I/S	I/S	I/S
	8	1	I/S	I/S	I/S	I/S	I/S
Science							
2012	3	2	I/S	I/S	I/S	I/S	I/S
	4	1	I/S	I/S	I/S	I/S	I/S
	5	120	98.3	30.4	55.4	14.3	69.6
	6	137	97.1	43.7	50.8	5.6	56.3
	7	1	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	2	I/S	I/S	I/S	I/S	I/S
	4	2	I/S	I/S	I/S	I/S	I/S
	5	116	100	35.8	50	14.2	64.2
	6	129	100	48.4	46	5.6	51.6
	7	1	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	I/S	I/S	I/S	I/S

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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	1	I/S	I/S	I/S	I/S	I/S
	4	1	I/S	I/S	I/S	I/S	I/S
	5	123	99.2	39.7	40.5	19.8	60.3
	6	136	98.5	37.2	51.9	10.9	62.8
	7	1	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	1	I/S	I/S	I/S	I/S	I/S
	4	2	I/S	I/S	I/S	I/S	I/S
	5	108	99.1	41.2	35.3	23.5	58.8
	6	130	100	25.6	47.2	27.2	74.4
	7	1	I/S	I/S	I/S	I/S	I/S
	8	1	I/S	I/S	I/S	I/S	I/S
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	242	100	46.1	35.3	18.5	53.9
	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	3	I/S	N/A	N/A	N/A	N/A
	4	3	I/S	N/A	N/A	N/A	N/A
	5	230	98.3	51.9	36.5	11.5	48.1
	6	261	99.6	34.5	49.8	15.7	65.5
	7	1	I/S	N/A	N/A	N/A	N/A
	8	1	I/S	N/A	N/A	N/A	N/A

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