

SC Annual School Report Card Summary

Frances Mack Intermediate School
 Lexington 4
 Grades: 5-6 Enrollment: 497
 Principal: Sara J. Ankrapp
 Superintendent: Linda G. Lavender
 Board Chair: Chris Pound

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Below Average	TBD	TBD	F	N/A
2012	Average	Average	N/A	N/A	C	N/A
2011	Average	Average	N/A	N/A	Not Met	N/A

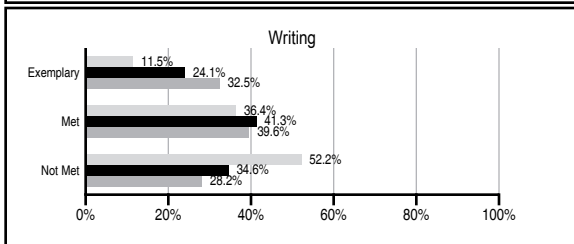
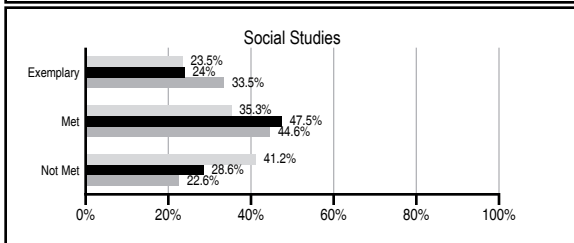
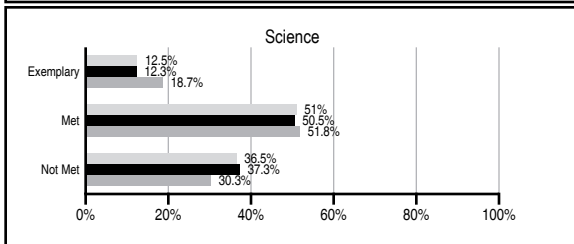
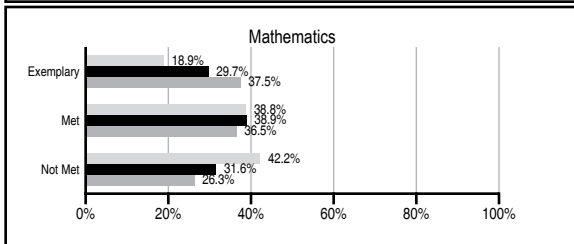
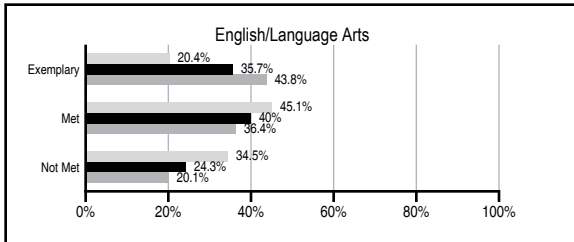
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
10	18	97	14	3

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

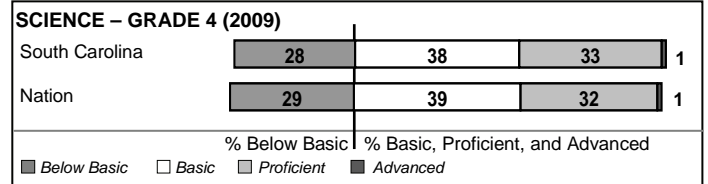
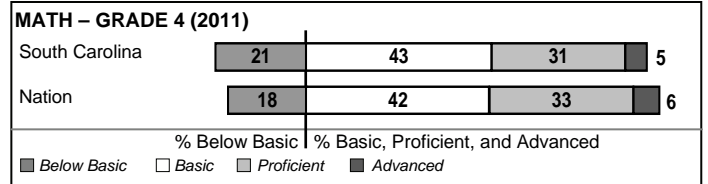
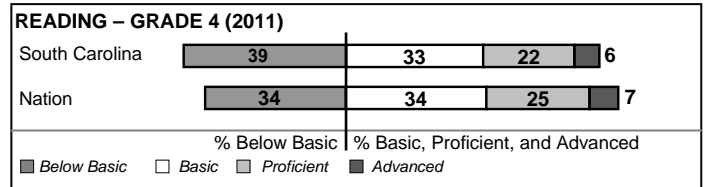
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Frances Mack Intermediate School [Lexington 4]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=497)				
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
Classes not taught by highly qualified teachers	11.3%	No Change	0.0%	0.0%
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%
ESEA composite index score	53.5	Down from 79.6	80.7	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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%	77.5%	70.5%

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

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

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status