



SC Annual School Report Card Summary

SAMPIT ELEMENTARY
Georgetown

Grades: PK-5

Enrollment: 369

Principal: Dr. Maudest Rhue-Scott

Superintendent: Dr. H. Randall Dozier

Board Chair: Mr. Jim Dumm

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		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Average	Average	TBD	TBD	Met	N/A
2010	Average	Good	Silver	Silver	Met	N/A
2009	Average	Average	N/A	N/A	Met	N/A

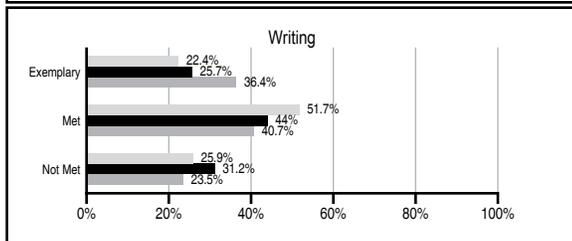
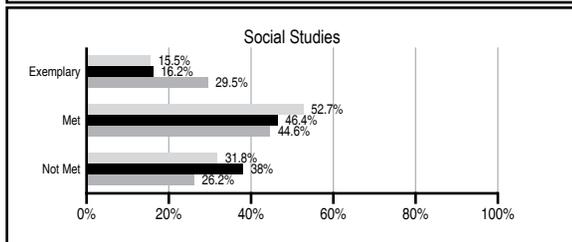
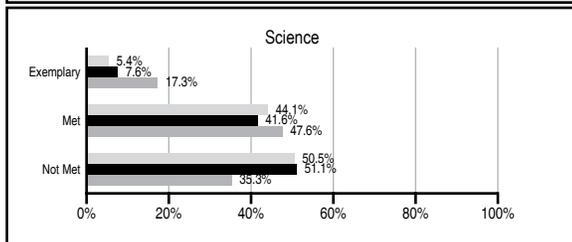
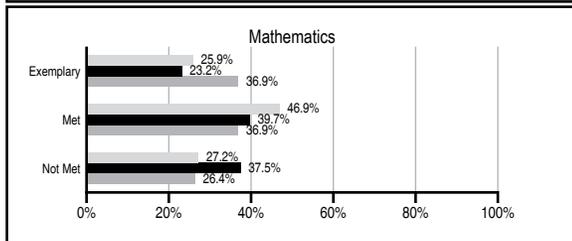
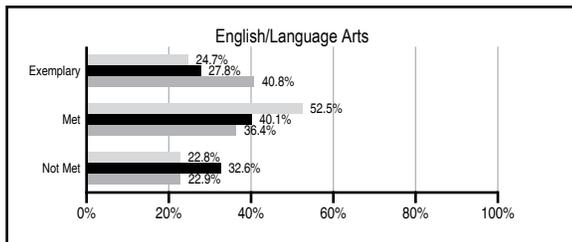
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
3	9	109	51	20

* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

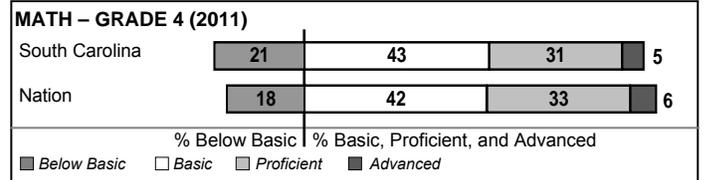
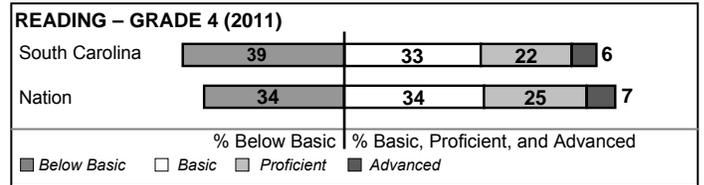
PASS PERFORMANCE

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

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

SAMPIT ELEMENTARY [Georgetown]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=369)				
Retention rate	0.6%	Down from 3.6%	1.5%	1.1%
Attendance rate	97.0%	Up from 95.4%	95.9%	96.2%
Served by gifted and talented program	7.0%	Up from 5.6%	6.0%	13.4%
With disabilities other than speech	3.9%	Down from 6.9%	4.3%	4.1%
Older than usual for grade	0.8%	Down from 2.1%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	60.7%	Up from 55.2%	61.9%	62.5%
Continuing contract teachers	82.1%	Down from 82.8%	83.3%	88.2%
Teachers returning from previous year	90.6%	Up from 89.3%	85.4%	87.8%
Teacher attendance rate	92.5%	Down from 94.9%	95.1%	95.2%
Average teacher salary*	\$43,155	Down 1.6%	\$45,319	\$46,773
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	10.9 days	Up from 8.9 days	10.5 days	10.5 days
School				
Principal's years at school	21.0	Up from 20.0	3.5	4.0
Student-teacher ratio in core subjects	14.8 to 1	Down from 16.1 to 1	17.8 to 1	19.9 to 1
Prime instructional time	87.9%	Down from 89.5%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.0%	Up from 95.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,419	Down 0.0%	\$8,234	\$7,447
Percent of expenditures for instruction**	61.2%	Down from 61.3%	68.0%	68.4%
Percent of expenditures for teacher salaries**	57.9%	Up from 57.1%	64.2%	65.8%
% of AYP objectives met	100.0%	No Change	76.9%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	33	60	60
Percent satisfied with learning environment	97.0%	93.3%	89.5%
Percent satisfied with social and physical environment	100.0%	93.3%	93.3%
Percent satisfied with school-home relations	81.3%	96.7%	94.7%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sampit Elementary School is a community, rural school with nearly 400 students. We are very proud of our students, our community, our faculty and staff, and our campus. Our school is rich in heritage and serves students in Pre-K through grade 5. We teach our children at Sampit to be successful in both academics and in their quest to become confident and productive members of society.

Sampit Elementary seeks to create a culture of learning with a comprehensive curriculum that encourages students to strive for excellence at every developmental level, have high expectations, and become self-motivated. Educational and emotional needs of the students are met through small class sizes, a comprehensive reading program, innovative approaches to mathematics education, cross curricular connections, and scheduling that allows for the continued professional development of the staff.

All students are immersed in rich literature available at the individual student's developmental level through the 100 Book Challenge Reading Program. Through modeling, coaching, and discussion, students are equipped with a wealth of strategies they can use to add to their reading fluency. Strong unit planning strategically integrates both social studies and science with the students' literature study.

Opportunities for students' continued growth and development are provided through technology, music, art, and physical education. The mathematics curriculum provides the students with concrete, tactile learning in math instruction. The Everyday Math Program furnishes the students with an array of manipulatives and tools which they use to solve problems based on real life situations. The spiraling curriculum uses games for continued practice so that the children can begin to apply what they learn during investigations and explorations. The level of instruction is highly challenging and encourages cooperative learning experiences.

Academic success is a top priority for all of our students. We realize the powerful potential for improving student performance when the home, school, and community join forces for the good of our children. We believe in providing parents with resources to help their children learn at home. To assist our students with academic needs, we continue to offer in school tutoring. Additionally, we continued the Response to Intervention (RtI) and Project READ programs to support needs in reading. Our teachers were involved with the Professional Teaching and Learning Cycle (PTLC) process to enhance planning and instruction.

The parent, community, and school partnerships are crucial forces our children need to be successful in life. This year we had many parents and business partners working with us for the benefit of our children. They came and read with the children. They donated time and money to support several student awards and incentives. Working together we can make our school a success!

Maudest Rhue-Scott, Principal David Britton, SIC Chairperson

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