



Sampit Elementary

69 Woodland AV
Georgetown, SC 29440

Grades	PK-5 Elementary School	
Enrollment	377 Students	
Principal	Same	843-527-4411
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Excellent
2005	Average	Average
2004	Good	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

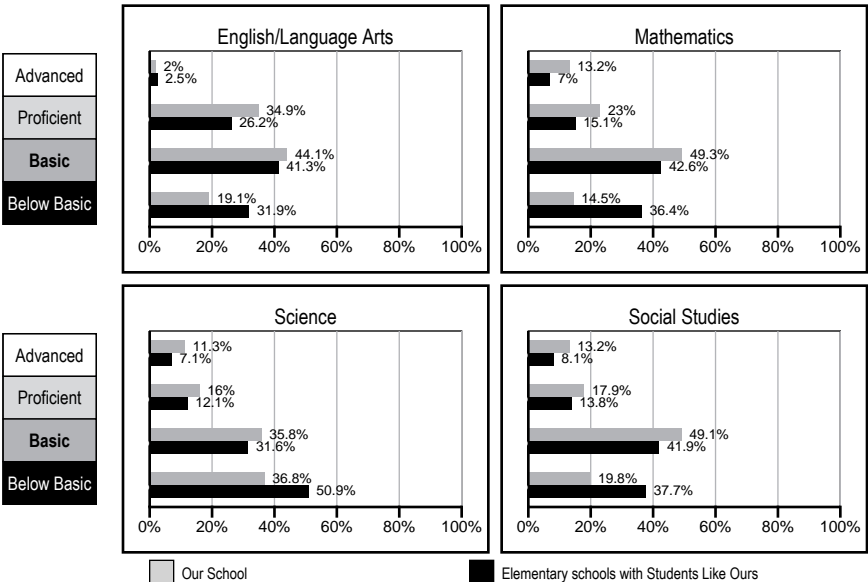
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	11	63	37

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=377)				
First graders who attended full-day kindergarten	98.3%	Up from 93.8%	100.0%	100.0%
Retention rate	3.9%	Down from 7.4%	3.1%	2.3%
Attendance rate	96.0%	Down from 96.5%	96.0%	96.3%
Eligible for gifted and talented	10.2%	Up from 9.7%	3.5%	10.4%
With disabilities other than speech	5.1%	Down from 5.9%	7.8%	7.5%
Older than usual for grade	1.5%	Down from 2.1%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.5%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	48.5%	Down from 50.0%	54.4%	56.7%
Continuing contract teachers	69.7%	Down from 75.0%	69.7%	77.3%
Teachers with emergency or provisional certificates	3.8%	No Change	0.0%	0.0%
Teachers returning from previous year	89.3%	Up from 85.6%	83.2%	86.4%
Teacher attendance rate	94.0%	Down from 94.7%	95.0%	94.9%
Average teacher salary	\$43,799	Up 1.2%	\$43,916	\$45,345
Professional development days/teacher	14.3 days	Up from 11.8 days	13.5 days	12.6 days
School				
Principal's years at school	18.0	Up from 17.0	3.0	4.0
Student-teacher ratio in core subjects	14.9 to 1	Up from 14.1 to 1	16.7 to 1	18.5 to 1
Prime instructional time	88.9%	Down from 90.4%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.2%	Up from 93.1%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,085	Down 7.0%	\$8,115	\$7,052
Percent of expenditures for instruction*	62.0%	Up from 60.8%	68.9%	69.1%
Percent of expenditures for teacher salaries*	57.3%	Up from 56.5%	62.2%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Sampit Elementary School is a rural community school with 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.

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. Pre-K through 5th grade 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. Opportunities for students' continued growth and development are provided through technology, music, art, and physical education. 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. A science lead teacher was hired to facilitate the science lab program.

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 and Extended Day instruction. Additionally, we implemented the Response to Intervention (RtI) program this year to support needs in reading. The parents, 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. Working together we can make our school a success!

Maudest Rhue-Scott, Principal
David Britton, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	47	42
Percent satisfied with learning environment	100.0%	100.0%	87.8%
Percent satisfied with social and physical environment	100.0%	95.7%	90.2%
Percent satisfied with school-home relations	75.9%	95.7%	85.7%

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

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School Adequate Yearly Progress

YES

This school met 17 out of 17 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. Sanction: Implement the restructuring plan.
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	0.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.9%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	157	100	19.1	44.1	34.9	2	47.4	46	48.2	Yes	Yes
Gender											
Male	80	100	20.5	50	28.2	1.3	41	39.5	41.7	N/A	N/A
Female	77	100	17.6	37.8	41.9	2.7	54.1	53.1	55	N/A	N/A
Racial/Ethnic Group											
White	42	100	12.2	39	46.3	2.4	56.1	58.9	60	Yes	Yes
African American	115	100	21.6	45.9	30.6	1.8	44.1	32.5	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	23	100	52.2	34.8	13	0	30.4	13.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	133	100	20.9	42.6	34.9	1.6	45.7	35.1	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	157	100	14.5	49.3	23	13.2	57.2	46.1	45.8	Yes	Yes
Gender											
Male	80	100	12.8	47.4	24.4	15.4	62.8	45.4	45.6	N/A	N/A
Female	77	100	16.2	51.4	21.6	10.8	51.4	47	45.9	N/A	N/A
Racial/Ethnic Group											
White	42	100	4.9	46.3	26.8	22	58.5	60.3	59	Yes	Yes
African American	115	100	18	50.5	21.6	9.9	56.8	30.9	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.7	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	23	100	39.1	52.2	8.7	0	34.8	15.3	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	133	100	13.2	52.7	23.3	10.9	56.6	35.8	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	109	100	36.8	35.8	16	11.3	27.4	35.1	35.7	96	95.9
Gender											
Male	60	100	33.9	40.7	13.6	11.9	25.4	36.6	37.4	95.9	95.7
Female	49	100	40.4	29.8	19.1	10.6	29.8	33.6	33.8	96.1	96.1
Racial/Ethnic Group											
White	30	100	6.9	37.9	27.6	27.6	55.2	52.6	49.2	93.5	95.2
African American	79	100	48.1	35.1	11.7	5.2	16.9	17.3	17	96.9	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.5	58	N/A	97.1
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.6	24.9	96.2	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	99.9	94.8
Disability Status											
Disabled	16	100	62.5	25	0	12.5	12.5	12.3	14	94.2	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.9	24.4	96.2	97.1
Socio-Economic Status											
Subsided meals	92	100	34.8	39.3	14.6	11.2	25.8	22.9	21.1	95.9	95.7
Social Studies											
All Students	109	100	19.8	49.1	17.9	13.2	31.1	32.9	34	96	95.9
Gender											
Male	53	100	23.5	43.1	13.7	19.6	33.3	34.7	36.6	95.9	95.7
Female	56	100	16.4	54.5	21.8	7.3	29.1	30.8	31.3	96.1	96.1
Racial/Ethnic Group											
White	24	100	16.7	54.2	20.8	8.3	29.2	44.4	44.5	93.5	95.2
African American	85	100	20.7	47.6	17.1	14.6	31.7	19.5	19.1	96.9	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.9	58.9	N/A	97.1
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.4	27.5	96.2	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.9	94.8
Disability Status											
Disabled	15	100	33.3	46.7	20	0	20	12.8	14.4	94.2	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.5	27.3	96.2	97.1
Socio-Economic Status											
Subsided meals	94	100	19.6	50	19.6	10.9	30.4	22.1	21	95.9	95.7

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	59	100	5.2	34.5	48.3	12.1	60.3	
	4	50	100	12.8	53.2	34	0	34	
	5	48	100	17	55.3	25.5	2.1	27.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	47	100	13.6	38.6	40.9	6.8	47.7	
	4	61	100	18.3	36.7	45	0	45	
	5	49	100	25	58.3	16.7	0	16.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	59	100	19	53.4	24.1	3.4	27.6	
	4	50	100	25.5	48.9	19.1	6.4	25.5	
	5	48	100	17	55.3	14.9	12.8	27.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	47	100	15.9	61.4	13.6	9.1	22.7	
	4	61	100	16.7	38.3	26.7	18.3	45	
	5	49	100	10.4	52.1	27.1	10.4	37.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	29	100	35.7	46.4	17.9	0	17.9	
	4	50	98	34.8	43.5	19.6	2.2	21.7	
	5	24	100	43.5	30.4	13	13	26.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	23	100	40.9	40.9	13.6	4.5	18.2	
	4	61	100	33.3	38.3	16.7	11.7	28.3	
	5	25	100	41.7	25	16.7	16.7	33.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	30	100	20	46.7	30	3.3	33.3	
	4	50	100	27.7	34	27.7	10.6	38.3	
	5	24	100	37.5	50	8.3	4.2	12.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	24	100	4.5	77.3	13.6	4.5	18.2	
	4	61	100	21.7	43.3	21.7	13.3	35	
	5	24	100	29.2	37.5	12.5	20.8	33.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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