



Sampit Elementary

69 Woodland Ave.
Georgetown, SC 29440

Grades	PK-5 Elementary School	
Enrollment	375 Students	
Principal	Sabrina Goff-Mack	843-527-4411
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	Average
2010	Average	Good
2009	Average	Average
2008	Average	Below Average

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

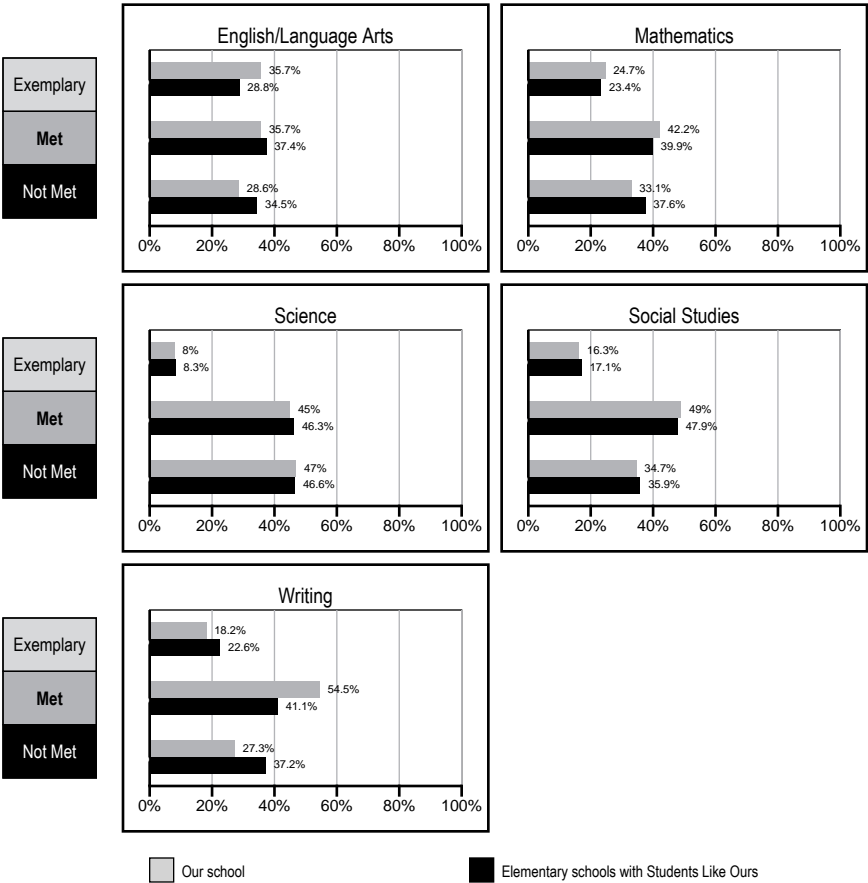
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	12	113	44	18

* Ratings are calculated with data available by 11/07/2012.

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=375)				
First graders who attended full-day kindergarten	94.8%	Down from 100.0%	100.0%	100.0%
Retention rate	3.9%	Up from 0.6%	1.3%	1.0%
Attendance rate	95.5%	Down from 97.0%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.8%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	57.1%	Down from 60.7%	61.1%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	89.8%	Down from 90.6%	85.6%	88.7%
Teacher attendance rate	94.3%	Up from 92.5%	95.1%	95.1%
Average teacher salary*	\$45,028	Up 4.3%	\$45,241	\$47,210
Professional development days/teacher	13.5 days	Up from 10.9 days	10.5 days	10.5 days
School				
Principal's years at school	22.0	Up from 21.0	4.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Up from 14.8 to 1	18.5 to 1	20.0 to 1
Prime instructional time	88.0%	Up from 87.9%	90.5%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.2%	Up from 98.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,159	Down 2.8%	\$7,890	\$7,247
Percent of expenditures for instruction**	62.0%	Up from 61.2%	66.9%	68.2%
Percent of expenditures for teacher salaries**	59.2%	Up from 57.9%	63.6%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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 for academic achievement and the Character Education program. 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	33	56	112
Percent satisfied with learning environment	100.0%	87.5%	98.1%
Percent satisfied with social and physical environment	100.0%	85.7%	98.2%
Percent satisfied with school-home relations	75.0%	89.3%	92.9%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2012, 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	92.7
Overall Grade Conversion	A

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

Sampit Elementary 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	0.7%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	648.2	637.9	604.7	617.4	100.0	100.0
Male	650.1	640.8	604.3	621.5	100.0	100.0
Female	645.7	634.1	605.2	612.6	100.0	100.0
White	664.8	656.2	628.8	633.0	100.0	100.0
African American	644.1	634.1	599.0	613.4	100.0	100.0
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	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	641.6	632.1	598.5	612.4	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	49	100	17.8	40	42.2	82.2
	4	60	100	22	59.3	18.6	78
	5	61	100	27.6	55.2	17.2	72.4
	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
2012	3	56	100	38.2	12.7	49.1	61.8
	4	47	100	18.2	52.3	29.5	81.8
	5	56	100	27.3	45.5	27.3	72.7
	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
Mathematics							
2011	3	49	100	44.4	24.4	31.1	55.6
	4	60	100	23.7	49.2	27.1	76.3
	5	61	100	17.2	62.1	20.7	82.8
	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
2012	3	56	100	43.6	36.4	20	56.4
	4	47	100	25	38.6	36.4	75
	5	56	100	29.1	50.9	20	70.9
	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
Science							
2011	3	24	100	72.7	13.6	13.6	27.3
	4	60	100	45.8	50.8	3.4	54.2
	5	30	100	43.3	53.3	3.3	56.7
	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
2012	3	28	100	67.9	17.9	14.3	32.1
	4	47	100	34.1	56.8	9.1	65.9
	5	28	100	N/AV	N/AV	N/AV	53.6
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	25	100	30.4	52.2	17.4	69.6
	4	60	100	28.8	57.6	13.6	71.2
	5	31	100	39.3	42.9	17.9	60.7
	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
2012	3	28	100	40.7	37	22.2	59.3
	4	47	100	22.7	56.8	20.5	77.3
	5	28	100	48.1	48.1	3.7	51.9
	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
Writing							
2011	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	61	100	25.9	51.7	22.4	74.1
	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
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	56	100	27.3	54.5	18.2	72.7
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample