



## Sampit Elementary

69 Woodland Ave.  
Georgetown, SC 29440

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	313 Students	
<b>Principal</b>	Sabrina Goff-Mack	843-581-4411
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Jim Dumm	843-436-7000

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Average
2011	Average	Average
2010	Average	Good
2009	Average	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

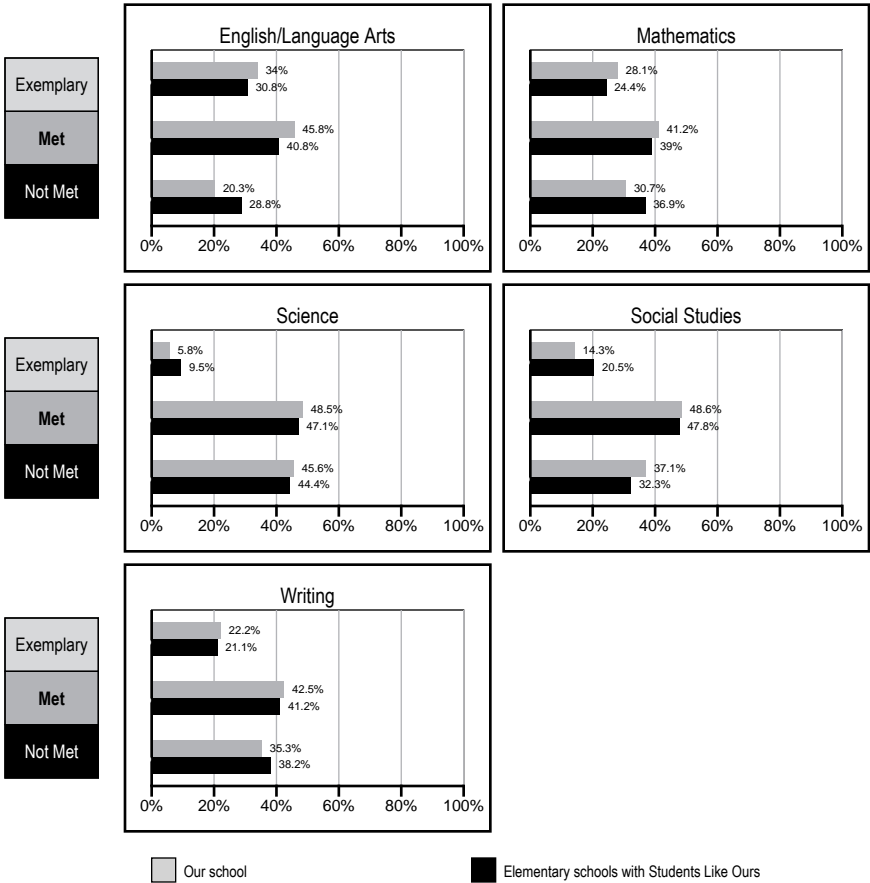
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	13	121	34	10

\* 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
<b>Students (n=313)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 94.8%	100.0%	100.0%
Retention rate	3.5%	Down from 3.9%	1.1%	0.9%
Attendance rate	95.5%	No Change	95.9%	96.3%
Served by gifted and talented program	4.0%	N/A	3.6%	7.2%
With disabilities	10.3%	N/A	13.1%	12.4%
Older than usual for grade	2.0%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	63.0%	Up from 57.1%	60.0%	62.5%
Continuing contract teachers	88.9%	Down from 89.3%	79.3%	83.3%
Teachers returning from previous year	87.1%	Down from 89.8%	85.2%	88.3%
Teacher attendance rate	94.4%	Up from 94.3%	94.9%	95.0%
Average teacher salary*	\$47,740	Up 6.0%	\$46,408	\$48,193
Professional development days/teacher	8.1 days	Down from 13.5 days	11.0 days	11.0 days
<b>School</b>				
Principal's years at school	1.0	Down from 22.0	4.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Down from 16.4 to 1	18.6 to 1	20.1 to 1
Prime instructional time	87.8%	Down from 88.0%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Up from 98.2%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,072	Down 0.9%	\$7,936	\$7,364
Percent of expenditures for instruction**	60.0%	Down from 62.0%	68.0%	68.0%
Percent of expenditures for teacher salaries**	57.0%	Down from 59.2%	64.0%	66.0%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Sampit Elementary School is home to a population of about 350 students in grades Pre-K through fifth. It is a small rural community school. We are extremely proud of our students, our parents, our community, our faculty and staff, and our beautiful campus. We are dedicated to providing a safe, welcoming, and supportive learning environment with high expectations. Staff members at Sampit Elementary seek to create a culture of learning with a comprehensive curriculum that encourages students to strive for excellence at every developmental level and to evolve into self-motivated learners. 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. Our balanced literacy program engages our students in meaningful whole class, small group, and personal reading and writing experiences. Through modeling, coaching, and discussion, students are equipped with a wealth of strategies to develop their reading fluency and comprehension. All students are immersed in rich literature available at the individual student's developmental level through the 100 Book Challenge Reading Program. Students in K-5 are encouraged to read independently in order to meet personal reading goals. 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. Students with needs in reading and math receive intensive small group instruction. In addition, tutoring is provided during school and after school. Our teachers engage in the Professional Teaching and Learning Cycle (PTLC) process to enhance instruction. Teachers collaborate in grade level and cross grade level sessions to plan meaningful standards based lessons and assessments. 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. The school provides many opportunities for parents to be actively involved. Parents are invited to attend student activities, participate in curriculum workshops, and volunteer in various capacities. We believe in providing parents with resources to help their children learn at home. We welcome their involvement as they join us as partners in education. Sampit strives to create a vibrant learning environment where students are academically charged and become lifelong learners. As our motto states, Sampit is "Building a Pathway to Success!"

Sabrina Goff-Mack, Principal

David Britton, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	41	40
Percent satisfied with learning environment	100%	97.6%	92.5%
Percent satisfied with social and physical environment	100%	100%	92.5%
Percent satisfied with school-home relations	96.5%	95.3%	95%

\* 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.

<b>Overall Weighted Points Total</b>	<b>91.3</b>
<b>Overall Grade Conversion</b>	<b>A</b>

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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.6%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.5%	4.9%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
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

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	651.7	641.2	599.4	618.5	100.0	100.0
Male	645.4	642.2	601.7	617.8	100.0	100.0
Female	657.5	640.2	597.2	619.3	100.0	100.0
White	669.3	657.1	616.1	630.2	100.0	100.0
African American	646.1	636.9	592.1	615.6	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	646.3	636.2	595.1	614.8	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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
<b>English/Language Arts</b>							
<b>2012</b>	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
<b>2013</b>	3	57	100	17.9	33.9	48.2	82.1
	4	58	100	27.3	50.9	21.8	72.7
	5	44	100	14.3	54.8	31	85.7
	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
<b>Mathematics</b>							
<b>2012</b>	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
<b>2013</b>	3	57	100	28.6	46.4	25	71.4
	4	58	100	36.4	40	23.6	63.6
	5	44	100	26.2	35.7	38.1	73.8
	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
<b>Science</b>							
<b>2012</b>	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
<b>2013</b>	3	28	100	51.9	40.7	7.4	48.1
	4	58	100	47.3	49.1	3.6	52.7
	5	22	100	33.3	57.1	9.5	66.7
	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

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2012</b>	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
<b>2013</b>	3	29	100	24.1	65.5	10.3	75.9
	4	58	100	38.2	50.9	10.9	61.8
	5	22	95.5	52.4	19	28.6	47.6
	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
<b>Writing</b>							
<b>2012</b>	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
<b>2013</b>	3	56	100	39.3	39.3	21.4	60.7
	4	57	100	40	49.1	10.9	60
	5	44	100	23.8	38.1	38.1	76.2
	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

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