



SAMPIT ELEMENTARY

69 Woodland AV
Georgetown, SC 29440

Grades	PK-5 Elementary School	
Enrollment	377 Students	
Principal	Dr. Maudest Rhue-Scott	843-527-4411
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Excellent

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 GOAL

By 2010, SC'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.

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

95.2%

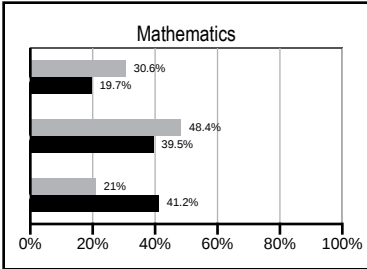
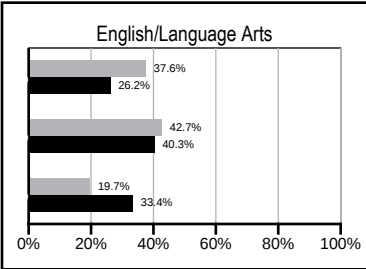
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	100	53	22

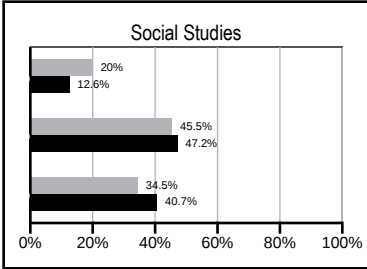
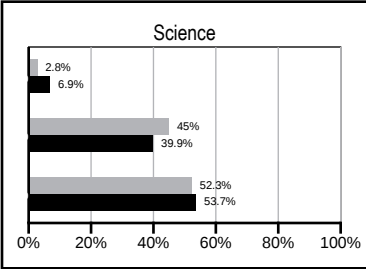
* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)

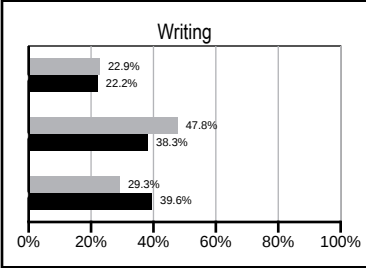
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school

Elementary schools with Students Like Ours

* 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=377)				
First graders who attended full-day kindergarten	100.0%	Up from 98.2%	100.0%	100.0%
Retention rate	3.6%	Up from 2.1%	1.5%	1.2%
Attendance rate	95.4%	Down from 96.0%	95.8%	96.1%
Eligible for gifted and talented	5.6%	Down from 10.4%	4.9%	11.7%
With disabilities other than speech	6.9%	Up from 4.9%	8.5%	8.0%
Older than usual for grade	2.1%	Up from 1.8%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.5%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	55.2%	No Change	58.5%	60.5%
Continuing contract teachers	82.8%	Up from 72.4%	80.0%	84.6%
Teachers with emergency or provisional certificates	3.7%	No Change	0.0%	0.0%
Teachers returning from previous year	89.3%	Up from 89.2%	84.5%	87.0%
Teacher attendance rate	94.9%	Up from 93.1%	95.3%	95.4%
Average teacher salary*	\$43,835	Down 2.0%	\$45,280	\$47,288
Professional development days/teacher	8.9 days	Up from 6.1 days	10.7 days	10.5 days
School				
Principal's years at school	20.0	Up from 19.0	3.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Up from 15.5 to 1	17.5 to 1	19.2 to 1
Prime instructional time	89.5%	Up from 88.0%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.0%	Down from 95.4%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$9,420	Down 6.4%	\$8,383	\$7,548
Percent of expenditures for instruction**	61.3%	Down from 62.9%	68.1%	68.7%
Percent of expenditures for teacher salaries**	57.1%	Up from 56.8%	62.9%	65.1%

* 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. 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	31	39	39
Percent satisfied with learning environment	100.0%	94.9%	87.2%
Percent satisfied with social and physical environment	100.0%	92.3%	94.7%
Percent satisfied with school-home relations	80.0%	94.9%	86.8%

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

School Adequate Yearly Progress	YES
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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	
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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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	167	100	19.7	42.7	37.6	91.1	83.7	83.5	Yes	Yes
Gender										
Male	88	100	23.2	41.5	35.4	89	80.4	80.1	N/A	N/A
Female	79	100	16	44	40	93.3	87.2	87	N/A	N/A
Racial/Ethnic Group										
White	56	100	21.2	30.8	48.1	90.4	90.1	89.6	Yes	Yes
African American	110	100	19.2	48.1	32.7	91.3	76.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.9	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.7	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	23	100	52.6	31.6	15.8	73.7	43.5	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	81.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	153	100	18.9	44.8	36.4	90.2	78.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	167	100	21	48.4	30.6	88.5	82.1	80.4	Yes	Yes
Gender										
Male	88	100	20.7	47.6	31.7	87.8	79.7	78.4	N/A	N/A
Female	79	100	21.3	49.3	29.3	89.3	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	56	100	13.5	44.2	42.3	90.4	89.2	87.8	Yes	Yes
African American	110	100	25	50	25	87.5	74	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.9	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	85	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	23	100	57.9	21.1	21.1	52.6	37.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	84.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	153	100	21	50.3	28.7	88.1	76.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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 Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	116	100	52.3	45	2.8	47.7	63.8	67.3
Gender								
Male	55	100	52	46	2	48	62.5	66.9
Female	61	100	52.5	44.1	3.4	47.5	65.1	67.7
Racial/Ethnic Group								
White	39	100	32.4	62.2	5.4	67.6	78.7	79.6
African American	76	100	62	36.6	1.4	38	47.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	80	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	63.2	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	17	100	N/A	N/A	N/A	21.4	22.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	60.5	58.6
Socio-Economic Status								
Subsidized meals	107	100	53	45	2	47	52.8	55.4

Social Studies

All Students	118	100	34.5	45.5	20	65.5	67.7	70.9
Gender								
Male	71	100	34.8	47	18.2	65.2	66.3	70.1
Female	47	100	34.1	43.2	22.7	65.9	69.2	71.7
Racial/Ethnic Group								
White	44	100	22	46.3	31.7	78	78.2	79.2
African American	74	100	42	44.9	13	58	55.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	68.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	15	100	58.3	25	16.7	41.7	29.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	66.3	68
Socio-Economic Status								
Subsidized meals	106	100	36.7	45.9	17.3	63.3	57.8	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	165	99.4	28.8	48.1	23.1	71.2	69.4	72.1	95.4	95.8
Gender										
Male	87	100	33.3	48.1	18.5	66.7	62.3	65.2	95.2	95.7
Female	78	98.7	24	48	28	76	76.9	79.2	95.7	96
Racial/Ethnic Group										
White	54	100	25.5	47.1	27.5	74.5	79.6	80.8	93.6	95.2
African American	110	99.1	30.8	48.1	21.2	69.2	58.3	59.7	96.3	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.8	87	N/A	96.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	62.2	64.6	97.1	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	94.9	93.4
Disability Status										
Disabled	23	100	N/AV	N/AV	N/AV	36.8	16.6	27.7	94.9	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	63.7	96.6	97.1
Socio-Economic Status										
Subsidized meals	151	99.3	29.6	49.3	21.1	70.4	60.4	61.9	95.4	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	64	100	19	49.2	31.7	81
	4	37	100	19.4	47.2	33.3	80.6
	5	60	100	14.3	55.4	30.4	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
2010	3	61	100	19	34.5	46.6	81
	4	67	100	19.4	50	30.6	80.6
	5	39	100	21.6	43.2	35.1	78.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	64	100	38.1	42.9	19	61.9
	4	37	100	19.4	58.3	22.2	80.6
	5	60	100	17.9	57.1	25	82.1
	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
2010	3	61	100	31	36.2	32.8	69
	4	67	100	16.1	54.8	29	83.9
	5	39	100	13.5	56.8	29.7	86.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	32	100	45.2	51.6	3.2	54.8
	4	37	100	36.1	55.6	8.3	63.9
	5	31	100	N/AV	N/AV	N/AV	69
	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
2010	3	29	100	N/A	N/A	N/A	35.7
	4	67	100	46.8	50	3.2	53.2
	5	20	100	52.6	42.1	5.3	47.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	32	100	31.3	56.3	12.5	68.8
	4	37	100	22.2	63.9	13.9	77.8
	5	29	100	14.8	37	48.1	85.2
	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
2010	3	32	100	30	50	20	70
	4	67	100	37.1	45.2	17.7	62.9
	5	19	100	33.3	38.9	27.8	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	64	100	44.4	31.7	23.8	55.6
	4	39	100	27	40.5	32.4	73
	5	59	100	8.9	57.1	33.9	91.1
	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
2010	3	60	98.3	33.9	46.4	19.6	66.1
	4	67	100	22.6	46.8	30.6	77.4
	5	38	100	31.6	52.6	15.8	68.4
	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

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