

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mrs. Maudest Rhue-Scott
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Sampit Elementary School
(As it should appear in the official records)

School Mailing Address 69 Woodland AV
(If address is P.O. Box, also include street address)

<u>Georgetown</u>	<u>SC</u>	<u>29440-7140</u>
<small>City</small>	<small>State</small>	<small>Zip Code+4 (9 digits total)</small>

County Georgetown School Code Number* 2201023

Telephone (843) 527-4411 Fax (843) 546-1226

Website/URL www.gcsd.k12.sc.us E-mail mrscott@se.gcsd.k12.sc.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. H. Randall Dozier
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Georgetown County School District Tel. (843) 436-7000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Joe Crosby
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 9 Elementary schools
 4 Middle schools
 0 Junior high schools
 4 High schools
 1 Other (Optional and Adult Ed Programs)
- 18 TOTAL
2. District Per Pupil Expenditure: \$8,536.00
- Average State Per Pupil Expenditure: \$7,232.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 14 Number of years the principal has been in her/his position at this school.
- _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	20	18	38	7			
K	27	27	54	8			
1	40	28	68	9			
2	30	20	50	10			
3	28	26	54	11			
4	27	24	51	12			
5	26	23	49	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							364

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|--|------------------------------------|
| | 29 % White |
| | 71 % Black or African American |
| | 0 % Hispanic or Latino |
| | 0 % Asian/Pacific Islander |
| | 0 % American Indian/Alaskan Native |
| | 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 12%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	31
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	47
(4)	Total number of students in the school as of October 1 (2003-2004)	381
(5)	Subtotal in row (3) divided by total in row (4)	.123
(6)	Amount in row (5) multiplied by 100	12%

8. Limited English Proficient students in the school: 0 1 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 88 %
 Total number students who qualify: 335

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 22 %
82 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>45</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>15</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u>1</u> Emotional Disturbances	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>25</u>	<u> </u>
Special resource teachers/specialists	<u>8</u>	<u>2</u>
Paraprofessionals	<u>6</u>	<u> </u>
Support staff	<u>16</u>	<u>4</u>
Total number	<u>57</u>	<u>6</u>

12. Average school student-“classroom teacher” ratio: 16:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	95%	95%	95%	96%	96%
Teacher turnover rate	10%	13%	17%	19%	28%
Student dropout rate (middle/high)	NA %				
Student drop-off rate (high school)	NA %				

Part III-SUMMARY

Sampit Elementary School, nestled in a rural community of the southwestern section of Georgetown County, is proud of its rich heritage and cultural blending. The school has grown steadily since its inception in 1954. In June of 2000, the school moved into its current facility on Woodland Avenue.

Currently, the student population stands at 372 with 68% African-Americans, 30% Whites, 2% Hispanics, and 87% receiving free or reduced priced lunches. The mission of the school is to provide appropriate learning experiences and to develop positive attributes in our children, enabling them to become productive, responsible citizens in a partnership with the home, school, and community. 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. In addition, parent/community partnership activities, including mental health services, tie all these components together.

Based on the knowledge of current and best practices for instruction in all content areas, a reading program was instituted that involves all stakeholders in daily dialogue about strategies good readers use. Students are immersed in rich literature available at the individual student's developmental level. 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. A hands-on program furnishes the students with an array of manipulatives and tools with which they 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 allows for cooperative learning experiences. This approach to instruction allows the students to grasp the standards in a meaningful way.

A weekly half day of planning allows the staff to engage in activities such as: discussing best practice instruction across the content areas, analyzing scores from Measures of Academic Progress (M.A.P.) and from Palmetto Achievement Challenge Test (P.A.C.T.) to implement data driven decision making, planning for focus groups of instruction, and developing activities to increase greater home/school connections. Curriculum calibration, a reflective look at standards and assessment, allows teachers to make certain that instruction is aligned to the standards. These are all part of an ongoing effort to ensure that teaching and learning occurs at a level commensurate with South Carolina's rigorous educational standards.

Parent and community partnerships are among the most powerful and beneficial connections to the students' educational success. Teachers communicate with parents through home visits, news letters, progress reports, telephone calls, and "Good News Notes". PTO meetings, dynamic school performances, career day, festivals, and special events that bring moms, dads, and grandparents to our campus provide additional contact. Through a "High Performance Partnership" with Santee Cooper, a major local industry, students are provided with mentors and lunch buddies. Santee Cooper also assists with programs that bring large numbers of community members into the school.

Sampit Elementary School is a home away from home for its students. The success of the school is far reaching in both their lives and their community. With a productive partnership among the home, school, and community, we are ensuring the brightest and best future for our most precious resources, our children!

PART IV – INDICATORS OF ACADEMIC SUCCESS

Part IV #1. Assessment Results

The South Carolina Accountability Act of 1998 (EAA) mandates the administration of the Palmetto Achievement Challenge Test (PACT) for all students in grades three through eight. This rigorous assessment in English language arts and mathematics documents how well the students can demonstrate mastery of the South Carolina Curriculum Standards. PACT is a criterion-referenced test developed by the State Department of Education. These state standards are aligned to national standards and form the basis for all teaching and learning. Students receive a performance level indicator for each subject tested on PACT. The four performance levels are:

Advanced: The student has exceeded grade level expectations and is ready for accelerated work at the next grade level.

Proficient: The student has met expectations for the grade level and is well prepared for success at the next grade level. A score of Proficient is the long-term goal for student performance in South Carolina under the requirements of No Child Left Behind (NCLB).

Basic: The student has passed the assessment and is minimally prepared for work at the next grade level.

Below Basic: The student has not met the minimum grade level expectations for student performance based on the curriculum standards set by the State Board of Education. The student is not prepared for work at the next grade level and a student academic assistance plan is developed to define the academic steps needed to ensure student success at the next grade level.

Students with disabilities also participate in the PACT assessment. The student's Individual Education Program (IEP) committee determines if the child will need accommodations or modifications to be successful on the assessment. Small group settings, oral administration, and the use of technology for extended responses are some options that are considered.

The PACT is administered in May over a two week period. This time frame allows for a different subject area test each day and days to administer makeup tests to students who were absent when the test was initially administered ensuring that 100% of students in grades three through five are tested. Score reports are received over the summer and the data is analyzed by teachers and administrators to plan instruction, provide intervention, and schedule professional development.

Sampit Elementary has more than 88% of its students receiving free/reduced price lunches and a population of more than 70% minority. Sampit has overcome odds and made dramatic improvement for student academic achievement over the past five years. PACT scores for 2000 revealed that 58% of the students scored at or above basic in ELA and only 47% scored at or above basic in Math. By 2002, PACT scores indicated that students scoring at or above basic in ELA were 73% and in math 71%. The PACT scores for 2004 revealed 90% scoring at or above basic in ELA, 88% scoring at or above basic in math, and increases for all subgroups. Because of the outstanding improvement, Sampit Elementary is now scoring at the 80th state percentile in terms of student academic achievement.

Sampit has received the Palmetto Gold Award from the State Board of Education for exceptional student academic performance. Sampit was also recognized by the South Carolina Education Oversight Committee for making "significant gains and closing the gap" (scoring at the 90th percentile or higher) for African-American students and students receiving free/reduced priced lunch in mathematics (2003-04). South Carolina Assessment System, considered one of the best (ranked 8th out of 50 states) in the United States by the Princeton Review (2001), represents the high expectations for learning that we have for all of our students at Sampit Elementary. In addition, Sampit has met the NCLB-Annual Yearly Progress (AYP) requirement.

Our motto, "Working Together Brings Success," was exhibited as school personnel, district personnel, parents and community members joined forces for the success of all students.

The state assessment system may be found on the state's website, www.myscschools.com.

Part IV # 2. Assessment Data

At Sampit Elementary, there is an ongoing process for teachers and administrators to assess teacher performance and student achievement in order to increase student learning. Teachers are committed to providing the most effective techniques and maintaining high expectations for the betterment of the students. Teachers spend countless hours analyzing data to enhance school improvement. Regular staff development sessions are provided for continuous analysis of assessment data and instructional planning. The analysis of data assists teachers in determining the strengths and weaknesses of students and instructional performances from the previous year as well as the present year. This allows teachers to diagnosis students' needs and determines what instructional methods must be used to warrant success.

PACT results for grades three through five are used as the primary source to document school improvement. In addition to the PACT assessment results, teachers rely on other assessments such as benchmark tests in writing, reading and math, teacher-made assessments, and other assessments designed for students at a specific level. Pre- Kindergarten teachers administer the DIAL R assessment to test cognitive and developmental skills. Kindergarten and first grade teachers use The South Carolina Readiness Assessment Portfolio Initiative (SRAPI) to assess academic growth. In first through fifth grades, teachers analyze results from the STAR (Standardized Testing and Reporting) diagnostic testing program in reading and math. Second through fifth grades administer the Measure of Academic Progress (MAP) in reading and math.

For the last three years, special area teachers have been assigned to tutor small groups of students in Language Arts and Math during focus groups. Focus groups are formed based on students' needs in English language arts and math using MAP and PACT scores. Assessment data is also the basis for identifying those students who are in need of additional intervention to achieve success. PACT assessment results identify students for the Extended Day Program at Sampit. Students are instructed in a small group setting to help them meet grade level expectations. During these extended sessions, teachers also integrate the LightSpan program in which students individually work on skills in reading and math on a PlayStation monitor with CD Rom Games. In addition, students are provided tutoring in areas of academic deficiencies. This collaborative effort from Sampit's staff continues to create an environment for student success and school improvement. At Sampit Elementary, the analysis of data allows us to customize instruction to enhance student achievement school improvement.

Part IV # 3. School Communication

Communication is essential to creating a partnership among home, school, and the community. We agree with the African proverb, “It takes a village to raise a child.” This belief is shared by our parents and business and community partners. During the school year, we provide many opportunities for all stakeholders to be made aware of the successes and challenges at Sampit Elementary. We begin this process at the beginning each school year with our Back to School Picnic/Open House sponsored by our business partners. This event is used to inform parents about the upcoming year’s grade level and school expectations. Each parent receives a copy of the grade level curriculum and information outlining programs. The district provides a parent handbook outlining the curriculum, policies, and other pertinent information. In addition, the school district publishes an Annual School Report outlining the school’s assessment information, demographics, and school goals. In the fall, the South Carolina State Department of Education releases an Annual School Report Card. The report card information is sent to each parent, business partner, and local newspaper. This information is also available on the district’s and state’s websites. The report card provides the school’s absolute rating and improvement rating, statistical information about attendance, teacher qualifications, subgroup performance, and parent and teacher survey results. The report card also identifies whether a school has met Adequate Yearly Progress (AYP) as defined by NCLB (No Child Left Behind) legislation.

The Parent Teacher Organization (PTO) meets quarterly so that parents are informed about the school’s performance goals, state assessment, and the requirements of NCLB. Curriculum workshops are held to provide parent support for all content areas. Monthly grade level *Panther Connection* newsletters provide information regarding upcoming curriculum plans as well as parent tips to promote success. Individual teachers provide bi-weekly progress reports to communicate academic growth and deficiencies for students. In addition, parents receive school interim reports and report cards quarterly. Parents are invited to parent conferences after report cards are issued to discuss student performance and assessment results. Students with academic deficiencies based on classroom grades, PACT results, and other assessments are provided with Student Academic Plans. These plans document ways that the school, the parents, and the student will work to promote success. When necessary, home visits are also made by teachers, administrators, and guidance counselors to discuss student performance.

In this age of accountability, the school can not solely be responsible for the success of students. It takes parents, along with community members, to assure that all students are successful. At Sampit Elementary, we work diligently to maintain an open two-way relationship with our parents so that each child receives the benefits of a quality education.

Part IV # 4. Collaboration Efforts

Sampit Elementary has engaged in many collaborative opportunities with other professionals regarding student achievement. In past years, because of similar demographics, we have collaborated in a “sister school” relationship with Browns Ferry Elementary school. The two schools collaborated to improve the curricula, instruction, assessment, and school management. During that time, Sampit and Brown’s Ferry were successful in improving student achievement. Additionally, both schools were awarded grants and invited to present at the state and regional reading associations, as well as the Chapter I State Conference. We continue to support Brown’s Ferry Elementary and all schools in their efforts to improve student achievement.

Our school has been a trailblazer in implementing new programs in the district. We are the only school in the district who has implemented school-wide Everyday Math and 100 Book Challenge. We were instrumental in obtaining consultants to provide support staff development in order to assure the success of the programs. Because of our efforts, teachers from other schools have joined our teachers for staff development. Many of these schools are implementing the programs at the primary levels and utilizing the resources we used to assist our staff during the programs’ implementation periods.

Currently, teachers are visiting to observe focus groups and the 100 Book Challenge program. In addition, teachers are invited to collaborate with teachers at district-wide staff developments where they meet and share best practice methods used in their classrooms. Teachers have had the opportunity to participate in unit building activities, discussions about implementing state standards, and developing district pacing guides. Our principal often collaborates with her peers at district sponsored Principals Leadership Academies. She has presented at the Assistant Principals’ Convention and the Summer Leadership Conference for the state administrators.

Our collaboration efforts are not confined to the public school arena. We have collaborated with local colleges to provide practicum and student teaching experiences. Teachers and students from local daycare centers are invited to observe the school’s curriculum and teaching practices. We will continue to forge relationships that promote collaboration with fellow educators within and outside our district.

Part V – CURRICULUM AND INSTRUCTION

Part V # 1 – School’s Curriculum

Academic success at Sampit Elementary is a top priority for all of our students. Our school mission is to develop positive attributes in our children, enabling them to become productive and responsible citizens in a partnership with the home, school, and community. This level of success is achieved through our academic course offerings and our commitment to nurture the talents and address the needs of all students. To ensure academic success, students are instructed using the South Carolina State Standards in language arts, math, social studies, science, and special area programs. Standards-based lessons encompass exemplary practices and are designed to enhance our culture, our needs, and our vision for success. High expectations, active engagement, reflection and sharing, relevant learning, and student accountability are the conditions set forth for our students.

Our language arts program is based on the core components of reading as defined by the South Carolina State Standards: reading, writing, communication, and research. At least two and one-half-hours are provided for language arts instruction on each full instructional day. In addition, language arts experiences are integrated throughout all content areas. Students are immersed in a literature rich environment that includes informational text, leveled text, literature, and the Harcourt Reading series. Our reading curriculum is based on a balanced literacy model and emphasizes writing, shared/teacher-guided reading, small group instruction/guided reading, word study, and independent reading. Students are provided instruction in appropriate grade level word study which includes phonemic awareness, phonics, and vocabulary building. Strategies for comprehension and fluency are addressed through whole group, small group instruction and independent reading. Writing is taught following the Writer’s Workshop model where students are encouraged to write independently and are fully immersed in the writing process. Teachers confer with students to foster individual growth. Students are provided with the opportunity to engage in research during language arts and social science classes. Communication skills are embedded in daily activities in the classroom as well as the school’s TV news program. Students are invited to share their writing experiences and dramatize a news broadcast. In addition, various school activities also encourage and develop oral communication skills.

In kindergarten through fifth grade, the math curriculum emphasizes conceptual understanding while building a mastery of basic skills. During a one and one-half hour block, teachers provide math instruction using the Everyday Math Program. Through its spiraling curriculum, students are engaged daily in a wide range of mathematical experiences that address the South Carolina State Standards process skills and content strands: number and operations, geometry, algebra, measurement, and data analysis and probability. Students are challenged daily by mental math activities, hands-on activities, problem-solving, direct instruction, and learning games.

Teachers provide science inquiry through daily classroom instruction and hands-on experiences. Students are exposed to the scientific method and the process skills of observing, classifying, communicating, predicting, and inferring using district science kits in kindergarten through fifth grade. Units of instruction are used to provide social studies instruction based on the South Carolina State Standards. Through the use of literature and field studies, students are given the opportunity to explore the process standards and major concepts such as citizenship, history, economics, and geography.

Sampit Elementary’s Special Area program includes physical education, music, and art. Students are engaged in learning that promotes the mission of the school to create healthy, productive, and responsible lifelong learners. Students are engaged in activities that foster cooperation, creativity, and fundamental skills in movement/sports, music, and art. The music, physical education, and art teachers always incorporate activities that support the classroom instruction in all grade levels. The physical education curriculum is based on the South Carolina Physical Education Curriculum Standards. Art and music are based on the South Carolina Visual and Performing Arts Curriculum Standards.

The success of our students is contingent upon the use of the rigorous curriculum, the demonstration of high expectations, and the creation of a student-centered environment. This model for success fosters students who will go on to become productive citizens.

Part V #2 - The Reading Curriculum

Sampit Elementary believes reading is an ongoing, higher-order thinking, and cognitive strategizing process. Our language arts program is based on the core components of reading as defined by the South Carolina State Standards: reading, writing, communication, and research. Our balanced literacy program provides instruction in phonemic awareness, systematic phonics, fluency, vocabulary, text comprehension, and writing. The foundation for using the balanced literacy approach is based upon research which has identified the best practices that consistently foster reading success.

Sampit Elementary's comprehensive reading program includes time for appropriate grade level word and vocabulary study, shared/teacher directed reading, small group guided reading, self-selected reading, and writing. The students are provided with daily opportunities to choose their own literature, ask and answer questions, and share their personal understandings. At least thirty minutes a day is allotted for self-selected reading using leveled text from the 100 Book Challenge program. During this time, the students are engaged in books that are identified as their "just right reading level". Teachers use this time to conference and coach individual students on reading strategies. In addition to reading at school, the students also use the leveled texts to read at home every night. Also, our students are encouraged to read books from the Accelerated Reader program in the media center. Our students are acknowledged and rewarded for achieving their reading goals set through the 100 Book Challenge and Accelerated Reader programs. During shared/teacher-directed reading, teachers provide instruction to develop comprehension, fluency, and understand story elements. During small group/guided reading, teachers remediate and enrich students while developing reading strategies. Read alouds are provided daily to enhance comprehension, develop background knowledge, increase vocabulary, and model fluent reading behaviors. Classroom libraries have been organized to include trade books, novel sets, magazines, anthologies, and newspapers that expose students to a variety of genres and promote a love for reading. Writing instruction is based on the Writer's Workshop model which incorporates spelling, grammar-usage, mechanics, handwriting, and the writing process. Teachers model the writing process so that students are able to observe the skills that good writers use. Individualization occurs when teachers conference with students and foster the development of good writing skills. The students are encouraged to personalize their writing and share their finished pieces.

A variety of resources are offered to promote a culture of reading. Family Reading Night offers parents suggestions and resources to help their children with reading strategies and comprehension. The Book Bag Buddies program promotes early literacy skills in pre-k and kindergarten. The PlayStation based learning program called LightSpan helps students in third through fifth grade with remediation and enrichment in reading strategies and skills. Sampit Elementary provides our students with the strategies readers use to promote academic achievement and future success as lifelong readers.

Part V #3 - The Math Curriculum

Sampit Elementary's Mathematics Curriculum is based on the South Carolina Mathematics Standards. Instruction is provided using the Everyday Mathematics program, developed by the University of Chicago, in kindergarten through fifth grade. The fast-paced, in-depth spiraling curriculum enables our students to become abstract thinkers and creative problem-solvers. The program emphasizes higher order and critical thinking activities connected to real world experiences. Through the Everyday Mathematics Program, students are engaged daily in a wide range of mathematical experiences and ideas incorporating the core mathematical strands: numbers and operations, algebra, geometry, measurement and data analysis and probability. One and one-half hours are devoted to math instruction. During the course of a lesson, students may be engaged in whole group teacher-directed instruction, cooperative activities, small group activities, as well as educational games that reinforce all skills taught. The Everyday Mathematics Curriculum lends opportunities for teachers to provide numerous hands-on learning experiences because the program is packed with a multitude of manipulatives and resources.

Opportunities are also provided for integration throughout all content areas. Students are regularly required to respond to problems in writing. Special projects are provided at the end of numerous units. These projects integrate the South Carolina Standards in all content areas. In addition, students are given the opportunities to demonstrate mastery and understanding of major concepts taught.

In accordance with our mission of providing learning in partnership with the home, the math program provides Home Link letters. These letters inform parents of concepts that will be studied throughout the upcoming unit. In the primary grades, Home Links also provide activities to be completed by the family. In the elementary grades, skills taught in daily lessons are reinforced with a homework journal called Study Links. The Everyday Mathematics Program assures that our students are engaged in meaningful real world experiences and not just mere, rote memory or drill and practice. For this reason, our school decided to implement this program. The results have been outstanding. Our students are experiencing success and are eager to learn mathematics. This is evident by our students' achievement on the PACT.

Part V #4 - Instructional Methods

At Sampit Elementary, we believe that regardless of gender, social or physical abilities, or ethnic or cultural characteristics, all students can learn and must have equal opportunities to participate and learn in the classroom. Because each child learns differently, the teachers at Sampit Elementary believe in using different instructional methods to improve student learning. Developmentally appropriate teaching methods incorporate thoughtful planning, acceptance of the uniqueness of each student, honesty, trust, sharing, risk-taking, collaboration, communication, and cooperation. Teachers meet during a common planning time to discuss instructional needs based on data from benchmark tests, classroom assessments, and state testing. Instruction is then designed to meet the needs of each child. Whole group and small group instruction, peer teaching, cooperative groups, field studies, focus groups, demonstrations, guest speakers, exploratory and inquiry-based activities are instructional approaches used to provide content.

Within the classroom, students are challenged through quality activities and encouraged to answer questions at the analysis, synthesis and evaluative levels of Bloom's Taxonomy. Students are also given the opportunity to brainstorm ideas, participate in discussions, and generate their own questions. We also realize that all students learn differently. Therefore, teachers plan for the various learning styles and incorporate instructional methods that meet these needs. Graphic organizers and charts are used in all content areas to organize student thought and information. Teachers also use media resources such as educational videos, educational television programs, CDs and tapes. Listening centers are provided for all grade levels and are used to reinforce literature and assist students who need additional practice with reading. In primary grades, songs and chants are incorporated to reinforce major concepts. For those students whose styles require more kinesthetic/tactile association, teachers incorporate games, movement, manipulatives, and technology.

We utilize several programs that integrate technology and content to provide remediation in language arts and math. The LightSpan program uses PlayStation modules and CD games to reinforce content being taught in class. Students are also enrolled in the schools CAI (Computer Assisted Instruction) program. Additional remediation opportunities are provided for students through tutoring and daily focus groups in second through fifth grades. Students are also invited to attend STEP (Sampit's Tutorial and Enrichment Program) which is an extended day program. The BEACH (Broad Educational and Creative Happenings) program is offered for those students who have been identified as gifted and talented learners. These students meet weekly to receive accelerated instruction. We will continue to strive toward providing the best possible education for our students. Teachers will continue to provide an environment that is student-centered and encourages students to be risk-takers in learning.

Part V #5 - Professional Development

The administrators, teachers, and staff members of Sampit Elementary are committed to student achievement. Staff development is designed to investigate pedagogical and effective strategies, strengthen the teacher's understanding of the state standards, and to guide classroom practice in such a manner that augments and enhances student learning. Teachers know that teamwork is essential for school success. For this reason, teachers share a common planning time which allows them to meet in order to review academic needs and discuss instructional approaches. For the past two years, our school has piloted a weekly half-day planning session for the district. This allows quality time for intensive staff development. During this time, we have been able to approach staff development at different levels. Our staff development supports instructional programs being implemented, such as 100 Book Challenge, Everyday Math, and Lightspan. In the most recent years, our school has heavily focused on using data to make instructional decisions through a process called Data Driven Decision Making. This time is also utilized to analyze student achievement data and plan effective instructional approaches to use with the students. Time is also provided for teachers to engage in professional reading and reflection through Book RAP (Reading as Professionals) sessions. Study groups have read and discussed Through the Cracks, Best Practices – New Standards for Teaching and Learning in America's Schools, Fish, and The Results Fieldbook. Teachers have been involved in many workshops regarding the state standards and aligning them to assessments. Grade level curriculum sessions have been devoted to reviewing and discussing state standards. In addition, our school participated in the Curriculum Calibrations program which was a state sponsored initiative. Student work was reviewed and aligned to the state standards. This was followed by a workshop in which teachers were trained on how to ensure that grade level assessments are aligned to the standards. This school year, the staff development focus is on school climate and how it impacts student achievement. We are studying how the many facets of the school environment can negatively or positively affect student achievement.

Our staff members have attended many workshops and district sponsored sessions. Teachers attend the state and local reading, math, social studies and science conferences. Teachers have also attended district workshops and returned to share valuable information on topics and strategies such as guided reading, integrating social studies and literature, planning standards based units using the Understanding by Design Model (UBD), South Carolina Reading Initiative, and using science kits. This staff development opportunity is called GIFT (Great Ideas from Teachers). In addition, teachers are encouraged to share and model classroom strategies and activities used in their classrooms. As our student population grows, our devoted teachers will continue to enhance their understanding of what will help our children learn. Staff development will continue to be a tool for optimizing the effectiveness of the instructional process in the classroom while increasing student learning and achievement.

PART VII – ASSESSMENT RESULTS

GRADE 3

Test: Palmetto Achievement Challenge Test – English Language Arts

Edition/Publication Year 2000-2004

Publisher: South Carolina Department of Education

What groups were excluded from testing? Why, and how were they assessed?

There were no students exempted from the PACT at Sampit Elementary School. However, in year 2000, the data will reflect no scores under sub-group White. Sampit Elementary School student population was 100% African American until August 2000.

PERFORMANCE LEVELS

Four performance levels have been established for PACT – Advanced, Proficient, Basic and Below Basic. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The PROFICIENT level represents the long-term goal for student performance in South Carolina under the requirements of No Child Left Behind.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standard approved by the State Board of Education. The student is minimally prepared for work at the next grade.

BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade.

ASSESSMENT DATA
Sampit Elementary School
PALMETTO ACHIEVEMENT CHALLENGE TEST
GRADE 3 – ENGLISH LANGUAGE ARTS

	2004	2003	2002	2001	2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	88	93	73	62.1	48
% At or Above Proficient	47	53	31	15	16
% At Advanced	4	3	0	0	2
% Number of Students Tested	49	40	55	66	50
Percent of total students tested	100	100	97	100	100
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% At or Above Basic	87	91	72	58	47
% At or Above Proficient	46	53	26	12	16
% At Advanced	4	3	0	0	2
2. No Free/Reduced Lunch					
% At or Above Basic	**	100	78	100	**
% At or Above Proficient	**	50	0	43	**
% At Advanced	**	0	56	0	**
3. African American					
% At or Above Basic	89	90	66	58	48
% At or Above Proficient	42	50	30	12	16
% At Advanced	6	3	0	0	2
4. White					
% At or Above Basic	85	100	100	70	0
% At or Above Proficient	62	67	36	22	0
% At Advanced	0	0	0	0	0
STATE SCORES					
% At or Above Basic	85	81	80	79	75
% At or Above Proficient	54	44	42	42	40
% At Advanced	10	5	4	3	4

** **No Free/Reduced Lunch:** The information is not disseminated for groups of less than 10.

GRADE 4

Test: Palmetto Achievement Challenge Test – English Language Arts

Edition/Publication Year 2000-2004

Publisher: South Carolina Department of Education

What groups were excluded from testing? Why, and how were they assessed?

There were no students exempted from the PACT at Sampit Elementary School. However, in year 2000, the data will reflect zero under Subgroup White. Sampit Elementary School student population was 100% African American until August 2000.

PERFORMANCE LEVELS

Four performance levels have been established for PACT – Advanced, Proficient, Basic and Below Basic. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The PROFICIENT level represents the long-term goal for student performance in South Carolina under the requirements of No Child Left Behind.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standard approved by the State Board of Education. The student is minimally prepared for work at the next grade.

BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade.

ASSESSMENT DATA
Sampit Elementary School
PALMETTO ACHIEVEMENT CHALLENGE TEST
GRADE 4 – ENGLISH LANGUAGE ARTS

	2004	2003	2002	2001	2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	93	87	81	58	57
% At or Above Proficient	51	35	24	14	10
% At Advanced	7	0	0	0	0
Number of Students Tested	43	54	58	71	48
Percent of total students tested	100	100	100	99	98
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% At or Above Basic	92	89	79	54	61
% At or Above Proficient	51	34	17	10	12
% At Advanced	7	0	0	0	0
2. No Free/Reduced Lunch					
% At or Above Basic	**	80	91	80	**
% At or Above Proficient	**	40	55	40	**
% At Advanced	**	0	0	0	**
3. African American					
% At or Above Basic	91	85	76	57	56
% At or Above Proficient	50	28	16	15	10
% At Advanced	3	0	0	0	0
4. White					
% At or Above Basic	100	100	91	61	0
% At or Above Proficient	50	57	38	11	0
% At Advanced	10	0	0	0	0
STATE SCORES					
% At or Above Basic	80	76	80	80	72
% At or Above Proficient	36	31	34	37	37
% At Advanced	3	2	2	2	4

** **No Free/Reduced Lunch:** The information is not disseminated for groups of less than 10.

GRADE 5

Test: Palmetto Achievement Challenge Test – English Language Arts

Edition/Publication Year 2000-2004

Publisher: South Carolina Department of Education

What groups were excluded from testing? Why, and how were they assessed?

There were no students exempted from the PACT at Sampit Elementary School. However, in year 2000, the data will reflect zero under Subgroup White. Sampit Elementary School student population was 100% African American until August 2000.

There were no students exempted from the PACT at Sampit Elementary School.

PERFORMANCE LEVELS

Four performance levels have been established for PACT – Advanced, Proficient, Basic and Below Basic. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The PROFICIENT level represents the long-term goal for student performance in South Carolina under the requirements of No Child Left Behind.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standard approved by the State Board of Education. The student is minimally prepared for work at the next grade.

BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade.

ASSESSMENT DATA
Sampit Elementary School
PALMETTO CHALLENGE ACHIEVEMENT TEST
GRADE 5 – ENGLISH LANGUAGE ARTS

	2004	2003	2002	2001	2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	90	70	64	57	71
% At or Above Proficient	35	17	12	3	8
% At Advanced	0	0	0	0	0
Number of Students Tested	49	54	67	70	49
Percent of total students tested	100	100	96	96	96
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% At or Above Basic	90	64	61	58	70
% At or Above Proficient	31	14	9	2	7
% At Advanced	0	0	0	0	
2. No Free/Reduced Lunch					
% At or Above Basic	90	92	82	50	**
% At or Above Proficient	50	25	27	0	**
% At Advanced	0	0	0	13	**
3. African American					
% At or Above Basic	94	57	60	51	71
% At or Above Proficient	32	11	11	0	8
% At Advanced	0	0	0	0	0
4. White					
% At or Above Basic	86	94	83	77	0
% At or Above Proficient	43	28	17	12	0
% At Advanced	0	0	0	0	0
STATE SCORES					
% At or Above Basic	76	67	74	73	71
% At or Above Proficient	25	20	25	27	27
% At Advanced	2	1	1	2	2

** **No Free/Reduced Lunch:** The information is not disseminated for groups of less than 10.

GRADE 3

Test: Palmetto Achievement Challenge Test – Mathematics

Edition/Publication Year 2000-2004

Publisher: South Carolina Department of Education

What groups were excluded from testing? Why, and how were they assessed?

There were no students exempted from the PACT at Sampit Elementary School. However, in year 2000, the data will reflect zero under Subgroup White. Sampit Elementary School student population was 100% African American until August 2000.

There were no students exempted from the PACT at Sampit Elementary School.

PERFORMANCE LEVELS

Four performance levels have been established for PACT – Advanced, Proficient, Basic and Below Basic. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The PROFICIENT level represents the long-term goal for student performance in South Carolina under the requirements of No Child Left Behind.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standard approved by the State Board of Education. The student is minimally prepared for work at the next grade.

BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade.

ASSESSMENT DATA
Sampit Elementary School
PALMETTO ACHIEVEMENT CHALLENGE TEST
GRADE 3 - MATHEMATICS

	2004	2003	2002	2001	2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	86	95	67	85	40
% At or Above Proficient	35	35	26	33	8
% At Advanced	4	18	12	12	0
Number of Students Tested	51	40	57	66	50
Percent of total students tested	100	100	100	100	100
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% At or Above Basic	85	97	64	51	36
% At or Above Proficient	32	35	13	31	7
% At Advanced	4	15	6	14	0
2. No Free/Reduced Lunch					
% At or Above Basic	**	83	80	86	**
% At or Above Proficient	**	0	50	57	**
% At Advanced	**	33	30	0	**
3. African American					
% At or Above Basic	86	97	61	49	40
% At or Above Proficient	31	27	21	28	8
% At Advanced	4	13	9	5	0
4. White					
% At or Above Basic	87	90	83	65	0
% At or Above Proficient	47	67	58	44	0
% At Advanced	0	33	25	26	0
STATE SCORES					
% At or Above Basic	82	70	74	72	69
% At or Above Proficient	29	29	32	33	26
% At Advanced	2	11	12	16	9

** **No Free/Reduced Lunch:** The information is not disseminated for groups of less than 10.

GRADE 4
Test: Palmetto Achievement Challenge Test – Mathematics

Edition/Publication Year 2000-2004

Publisher: South Carolina Department of Education

What groups were excluded from testing? Why, and how were they assessed?

There were no students exempted from the PACT at Sampit Elementary School. However, in year 2000, the data will reflect zero under Subgroup White. Sampit Elementary School student population was 100% African American until August 2000.

There were no students exempted from the PACT at Sampit Elementary School.

PERFORMANCE LEVELS

Four performance levels have been established for PACT – Advanced, Proficient, Basic and Below Basic. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The PROFICIENT level represents the long-term goal for student performance in South Carolina under the requirements of No Child Left Behind.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standard approved by the State Board of Education. The student is minimally prepared for work at the next grade.

BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade.

ASSESSMENT DATA
Sampit Elementary School
PALMETTO ACHIEVEMENT CHALLENGE TEST
GRADE 4 - MATHEMATICS

	2004	2003	2002	2001	2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	93	93	71	61	40
% At or Above Proficient	51	33	20	17	10
% At Advanced	16	11	12	11	2
Number of Students Tested	43	54	59	71	48
Percent of total students tested	100	100	97	99	98
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% At or Above Basic	92	95	67	59	42
% At or Above Proficient	54	28	19	13	12
% At Advanced	15	7	8	8	2
2. No Free/Reduced Lunch					
% At or Above Basic	**	82	91	70	**
% At or Above Proficient	**	55	0	40	**
% At Advanced	**	27	27	30	**
3. African American					
% At or Above Basic	94	92	58	60	40
% At or Above Proficient	44	29	13	15	10
% At Advanced	9	8	8	9	2
4. White					
% At or Above Basic	90	100	95	61	0
% At or Above Proficient	70	50	33	22	0
% At Advanced	30	21	19	17	0
STATE SCORES					
% At or Above Basic	79	74	74	67	62
% At or Above Proficient	35	36	36	26	24
% At Advanced	14	15	15	10	8

** **No Free/Reduced Lunch:** The information is not disseminated for groups of less than 10.

GRADE 5

Test: Palmetto Achievement Challenge Test – Mathematics

Edition/Publication Year 2000-2004

Publisher: South Carolina Department of Education

What groups were excluded from testing? Why, and how were they assessed?

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There were no students exempted from the PACT at Sampit Elementary School.

PERFORMANCE LEVELS

Four performance levels have been established for PACT – Advanced, Proficient, Basic and Below Basic. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The PROFICIENT level represents the long-term goal for student performance in South Carolina under the requirements of No Child Left Behind.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standard approved by the State Board of Education. The student is minimally prepared for work at the next grade.

BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade.

ASSESSMENT DATA
Sampit Elementary School
PALMETTO ACHIEVEMENT CHALLENGE TEST
GRADE 5 - MATHEMATICS

	2004	2003	2002	2001	2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	84	70	74	52	62
% At or Above Proficient	38	17	23	12	4
% At Advanced	12	0	7	4	0
Number of Students Tested	50	54	70	69	50
Percent of total students tested	100	100	96	96	98
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced					
% At or Above Basic	85	64	70	53	60
% At or Above Proficient	33	14	17	12	4
% At Advanced	10	0	3	3	0
2. No Free/Reduced Lunch					
% At or Above Basic	82	92	100	50	**
% At or Above Proficient	55	25	55	0	**
% At Advanced	18	0	27	13	**
3. African American					
% At or Above Basic	88	57	73	45	62
% At or Above Proficient	27	11	18	8	4
% At Advanced	6	0	5	2	0
4. White					
% At or Above Basic	80	94	79	75	0
% At or Above Proficient	67	28	43	25	0
% At Advanced	27	0	14	13	0
STATE SCORES					
% At or Above Basic	75	74	70	62	59
% At or Above Proficient	25	31	29	27	20
% At Advanced	2	12	11	11	8

** **No Free/Reduced Lunch:** The information is not disseminated for groups of less than 10.