

Diamond Hill Elementary

104 Lake Secession Rd.
Abbeville, SC 29620

Grades	PK-7 Middle School	
Enrollment	315 Students	
Principal	Todd Ramey	864-446-2600
Superintendent	Dr. Ivan Randolph	864-366-5427
Board Chair	James B. Tisdale, Jr.	864-366-9094

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Average**	**At-Risk**
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Good	At-Risk
2004	Good	Average

DEFINITIONS OF DISTRICT RATING TERMS

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

SOUTH CAROLINA PERFORMANCE GOAL

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

http://ed.sc.gov
http://www.sceoc.org

Diamond Hill Elementary	03/02/09-0160019

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

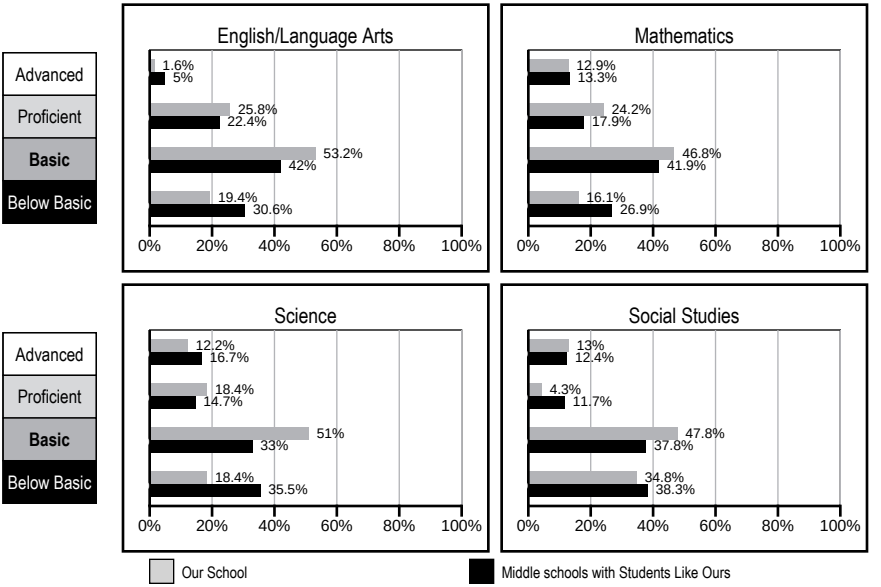
Percent of students tested in 2007-08 whose 2006-07 test scores were located	90.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	16	30	5

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

Definition of Critical Terms

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

Abbreviations for Missing Data

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0	97.0
English 1	0	96.8
Physical Science	0	50.0
All Subjects	0	96.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=315)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	18.8%	19.4%
Retention rate	3.3%	Up from 2.8%	1.7%	1.8%
Attendance rate	95.8%	Up from 95.1%	95.8%	95.8%
Eligible for gifted and talented	14.2%	Down from 14.4%	15.6%	15.3%
With disabilities other than speech	7.4%	Up from 6.7%	14.3%	12.9%
Older than usual for grade	2.7%	Down from 3.3%	3.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	54.5%	Up from 47.6%	52.6%	55.0%
Continuing contract teachers	90.9%	Up from 90.5%	73.3%	70.6%
Teachers with emergency or provisional certificates	4.8%	Up from 0.0%	5.7%	5.4%
Teachers returning from previous year	91.1%	Up from 86.3%	83.4%	83.4%
Teacher attendance rate	95.7%	Up from 94.3%	94.8%	94.9%
Average teacher salary	$43,301	Up 4.2%	$44,207	$44,706
Professional development days/teacher	10.0 days	Down from 16.8 days	11.5 days	11.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 19.8 to 1	19.3 to 1	20.1 to 1
Prime instructional time	90.9%	Up from 88.4%	88.9%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	75.2%	Down from 100.0%	97.7%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	$6,434	Up 0.6%	$7,056	$7,097
Percent of expenditures for instruction*	64.8%	Up from 64.7%	64.6%	64.4%
Percent of expenditures for teacher salaries*	62.3%	Up from 59.5%	60.1%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Diamond Hill is a rural school in Abbeville County. The majority of our students are from families that have been in the community for generations. However, we have seen growth in the recent years with new developments on Lake Secession, which is located near the school. Our students range from grade 4K-7 with an enrollment normally around 325 . Our 7th graders will move on to attend Dixie High School, located in Due West, S.C.

Diamond Hill is fortunate to have a very high teacher retention rate, which leads to a consistent, family type atmosphere. This is obvious as you enter Diamond Hill, as we were one of a select group to earn South Carolina's "Red Carpet Award" presented for creating a family-friendly environment and outstanding customer service.

Being a rural school, we have tried to take advantage of our resources. Diamond Hill has created an outdoor learning environment in one location and has another planned. For the '08-'09 school year, we will have a greenhouse in use in our outdoor classroom area.

The '07-'08 school year saw many individual achievements with several students recognized by the "Duke TIP" talent recognition program, a perfect score by one of our students on PACT ELA, a very active group of students in our BETA club, a very motivated four girls who were selected by their peers to run our student government, and many more.

Diamond Hill is a group of 325 individual students along with 50 faculty and staff full of pride in their school. The facility, the people, and the pride make Diamond Hill a "Great Place To Shine !"

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	27	51
Percent satisfied with learning environment	94.7%	77.8%	88.0%
Percent satisfied with social and physical environment	100.0%	80.0%	80.0%
Percent satisfied with school-home relations	94.4%	100.0%	76.5%

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

School Adequate Yearly Progress	YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	**The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."**
HOLD	**The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."**

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.3%	0.0%	No
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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Diamond Hill Elementary											03/02/09-0160019
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	180	100	19.2	41.3	34.3	5.2	48.8	51.2	48.2	Yes	Yes
Gender											
Male	76	100	23.9	46.5	25.4	4.2	40.8	45.4	41.7	N/A	N/A
Female	104	100	15.8	37.6	40.6	5.9	54.5	57.5	55	N/A	N/A
Racial/Ethnic Group											
White	159	100	17.1	42.1	34.9	5.9	50.7	62.4	60	Yes	Yes
African American	19	100	33.3	33.3	33.3	0	38.9	34.6	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	27.8	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	17	100	58.8	23.5	11.8	5.9	17.6	22.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	50	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	107	100	24.5	35.3	36.3	3.9	47.1	43.2	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	180	100	15.1	49.4	19.8	15.7	52.9	48.5	45.8	Yes	Yes
Gender											
Male	76	100	15.5	47.9	22.5	14.1	54.9	50.2	45.6	N/A	N/A
Female	104	100	14.9	50.5	17.8	16.8	51.5	46.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	159	100	13.8	48.7	20.4	17.1	55.9	59.3	59	Yes	Yes
African American	19	100	27.8	50	16.7	5.6	27.8	32	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	47.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	17	100	47.1	41.2	5.9	5.9	17.6	20.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	51.7	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	107	100	15.7	53.9	18.6	11.8	47.1	40.2	31.4	Yes	Yes

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

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Diamond Hill Elementary											03/02/09-0160019
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	128	100	20	36	22.4	21.6	44	42.1	35.7	95.8	96.2
Gender											
Male	53	100	17.6	29.4	31.4	21.6	52.9	44.7	37.4	95.6	96.1
Female	75	100	21.6	40.5	16.2	21.6	37.8	39.4	33.8	96.1	96.3
Racial/Ethnic Group											
White	114	100	18.9	33.3	23.4	24.3	47.7	56.1	49.2	95.8	96
African American	13	100	30.8	53.8	15.4	0	15.4	20.6	17	96.7	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	91.9	94.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.3	94.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	97.4
Disability Status											
Disabled	15	100	46.7	33.3	6.7	13.3	20	19.5	14	95.5	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	38.1	24.4	93.3	96
Socio-Economic Status											
Subsized meals	78	100	22.7	36	22.7	18.7	41.3	31.8	21.1	95.7	96
Social Studies											
All Students	128	99.2	27.7	41.2	14.3	16.8	31.1	36.4	34	95.8	96.2
Gender											
Male	51	100	26.1	43.5	10.9	19.6	30.4	39.6	36.6	95.6	96.1
Female	77	98.7	28.8	39.7	16.4	15.1	31.5	32.8	31.3	96.1	96.3
Racial/Ethnic Group											
White	113	100	28.3	37.7	15.1	18.9	34	45.2	44.5	95.8	96
African American	13	92.3	27.3	63.6	9.1	0	9.1	22.3	19.1	96.7	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	91.9	94.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	35.7	27.5	95.3	94.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	97.4
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	18.8	14.4	95.5	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.3	93.3	96
Socio-Economic Status											
Subsized meals	75	98.7	36.2	40.6	10.1	13	23.2	27.5	21	95.7	96

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

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Diamond Hill Elementary 03/02/09-0160019

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	40	100	10.3	35.9	46.2	7.7	53.8
	4	43	100	33.3	42.9	21.4	2.4	23.8
	5	32	96.9	10.3	51.7	37.9	0	37.9
	6	41	100	35.9	35.9	25.6	2.6	28.2
	7	38	100	30.6	50	16.7	2.8	19.4
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	30	100	10.3	20.7	48.3	20.7	69
	4	41	100	17.9	35.9	43.6	2.6	46.2
	5	42	100	26.8	43.9	29.3	0	29.3
	6	32	100	20.7	44.8	31	3.4	34.5
	7	35	100	17.6	58.8	20.6	2.9	23.5
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	40	100	5.1	59	25.6	10.3	35.9
	4	43	100	21.4	40.5	26.2	11.9	38.1
	5	32	96.9	10.3	37.9	27.6	24.1	51.7
	6	41	100	10.3	48.7	17.9	23.1	41
	7	38	100	19.4	58.3	8.3	13.9	22.2
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	30	100	3.4	55.2	20.7	20.7	41.4
	4	41	100	15.4	43.6	25.6	15.4	41
	5	42	100	22	56.1	7.3	14.6	22
	6	32	100	20.7	37.9	27.6	13.8	41.4
	7	35	100	11.8	52.9	20.6	14.7	35.3
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	20	100	0	31.6	52.6	15.8	68.4
	4	43	100	28.6	40.5	7.1	23.8	31
	5	16	93.8	42.9	7.1	21.4	28.6	50
	6	22	100	35	35	20	10	30
	7	38	100	47.2	36.1	8.3	8.3	16.7
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	15	100	0	13.3	60	26.7	86.7
	4	41	100	20.5	30.8	20.5	28.2	48.7
	5	21	100	38.1	28.6	9.5	23.8	33.3
	6	16	100	25	37.5	18.8	18.8	37.5
	7	35	100	14.7	55.9	17.6	11.8	29.4
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	20	100	25	60	10	5	15
	4	43	100	33.3	42.9	16.7	7.1	23.8
	5	16	100	33.3	40	20	6.7	26.7
	6	20	100	22.2	38.9	33.3	5.6	38.9
	7	38	100	36.1	44.4	8.3	11.1	19.4
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	15	93.3	15.4	53.8	23.1	7.7	30.8
	4	41	100	17.9	33.3	23.1	25.6	48.7
	5	21	100	40	35	15	10	25
	6	16	100	23.1	46.2	7.7	23.1	30.8
	7	35	100	38.2	47.1	2.9	11.8	14.7
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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