

Diamond Hill Elementary

104 Lake Secession Rd.
Abbeville, SC 29620

Grades	PK-7 Middle School	
Enrollment	324 Students	
Principal	Todd Ramey	864-446-2600
Superintendent	Dr. Ivan Randolph	864-366-5427
Board Chair	James B. Tisdale, Jr.	864-459-4782

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Average**
2008	Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Good	At-Risk

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.

http://ed.sc.gov
http://www.eoc.sc.gov

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

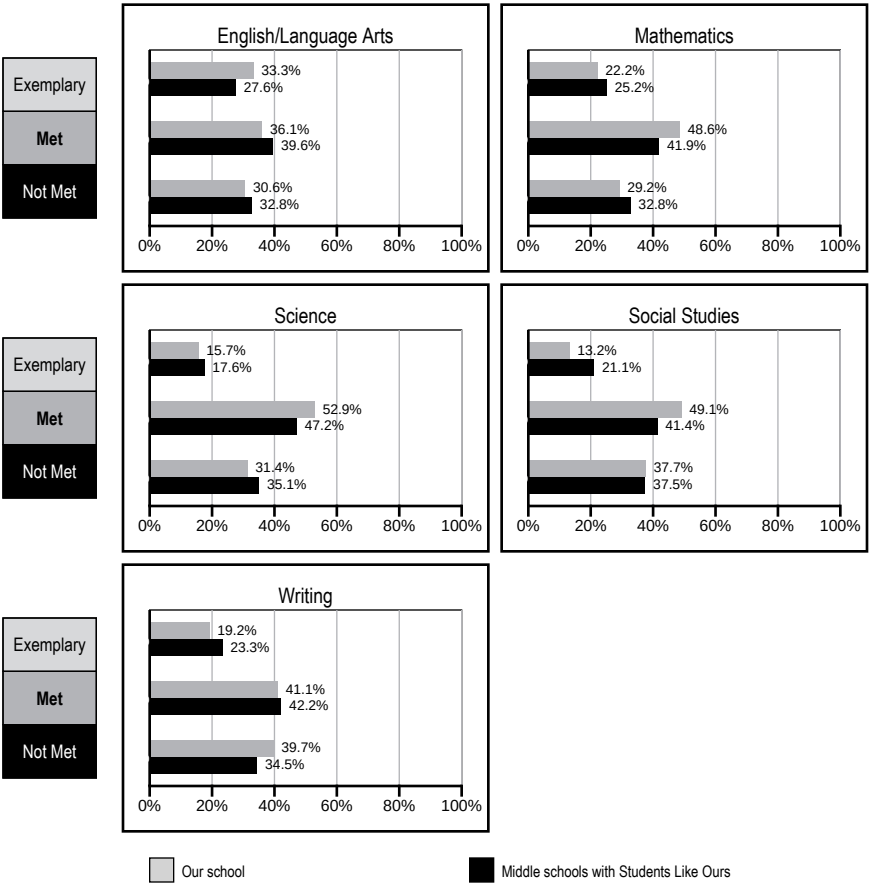
Percent of students tested in 2008-09 whose 2007-08 test scores were located	97.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	41	6	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* 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

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

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	N/A	97.6%
English 1	N/A	96.8%
Physical Science	N/A	90.9%
US History and the Constitution	N/A	N/A
All Subjects	N/A	97.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=324)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	18.3%	21.6%
Retention rate	2.4%	Down from 3.3%	1.4%	1.2%
Attendance rate	95.4%	Down from 95.8%	95.6%	95.9%
Eligible for gifted and talented	17.3%	Up from 14.2%	15.3%	14.8%
With disabilities other than speech	6.6%	Down from 7.4%	13.6%	12.6%
Older than usual for grade	2.6%	Down from 2.7%	3.1%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	60.9%	Up from 54.5%	54.6%	56.9%
Continuing contract teachers	95.7%	Up from 90.9%	75.0%	72.7%
Teachers with emergency or provisional certificates	4.3%	Down from 4.8%	4.8%	5.3%
Teachers returning from previous year	93.4%	Up from 91.1%	82.9%	82.9%
Teacher attendance rate	95.7%	No Change	95.3%	95.2%
Average teacher salary*	$46,175	Up 6.6%	$45,799	$46,599
Professional development days/teacher	5.2 days	Down from 10.0 days	10.0 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 17.1 to 1	20.1 to 1	20.1 to 1
Prime instructional time	90.9%	No Change	89.8%	89.9%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.3%	Up from 75.2%	97.6%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	$7,784	Up 21.0%	$7,435	$7,645
Percent of expenditures for instruction**	64.3%	Down from 64.8%	64.2%	63.4%
Percent of expenditures for teacher salaries**	60.5%	Down from 62.3%	59.2%	57.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Diamond Hill Elementary School is a rural school with a population of approximately 325 students in grades four-year-old kindergarten through seven. The ethnicity of the school is 88% Caucasian and 12% African American. The socioeconomic status of our families is in the range of low to middle income. We have 60.54% of our students on free or reduced meals. Our mission is, “Challenging students everyday to be a shining success in school and in life.”

Our School Improvement Council works with the Diamond Hill PTO to try to improve the environment and education of our children. These organizations have placed an emphasis on our recreational facilities. We will continue to make improvements to our playground and activity areas so that our children’s physical fitness is a priority. With this, we will implement schoolwide fitness activities for students and teachers.

Our plan for school wide reform was designed to develop critical thinking skills, integrated communication skills, active student participation in school and community activities, uniqueness of individuals, and lifelong learning. We strive to both strengthen and accelerate student learning in the areas of reading, mathematics, science, and social studies. We also have placed an emphasis on writing by inviting our parents to participate in a quarterly writing prompt. We have had a lot of participation with this. We will implement effective interventions to enhance the daily learning environment for all students as well as build a positive climate for their success. At Diamond Hill Elementary, we believe that the most powerful learning comes when children develop a true understanding of concepts through higher order thinking associated with various fields of inquiry and self-monitoring of their thinking.

With the high quality of students, teachers, and families that we have at Diamond Hill, we will continue to be "A Great Place to Shine!"

Mr. Todd Ramey, Principal
Mrs. Jennifer Hines, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	16	39
Percent satisfied with learning environment	88.2%	50.0%	94.7%
Percent satisfied with social and physical environment	100.0%	75.0%	92.3%
Percent satisfied with school-home relations	88.2%	87.5%	89.5%

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

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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. 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	51.4%	0.0%	No
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

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Diamond Hill Elementary										06/01/10-0160019
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	178	100	22.9	40.6	36.5	84.1	88.3	82.8	Yes	Yes
Gender										
Male	87	100	30.1	44.6	25.3	79.5	86.6	79.3	N/A	N/A
Female	91	100	16.1	36.8	47.1	88.5	90.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	154	100	22.4	38.8	38.8	85	92.3	89.5	Yes	Yes
African American	22	100	28.6	47.6	23.8	76.2	82.2	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	17	100	75	12.5	12.5	37.5	65.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	112	100	24.8	41.9	33.3	83.8	84.7	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	178	100	21.2	45.9	32.9	84.7	87.4	78.9	Yes	Yes
Gender										
Male	87	100	24.1	44.6	31.3	81.9	87.2	77	N/A	N/A
Female	91	100	18.4	47.1	34.5	87.4	87.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	154	100	21.1	43.5	35.4	84.4	91.4	87.2	Yes	Yes
African American	22	100	23.8	57.1	19	85.7	81.4	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	17	100	68.8	25	6.3	37.5	59.2	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	112	100	21	49.5	29.5	85.7	83	70.2	Yes	Yes

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

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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
Science								
All Students	120	100	23.2	58	18.8	76.8	77.4	67.5
Gender								
Male	57	100	28.3	47.2	24.5	71.7	78.2	67
Female	63	100	18.6	67.8	13.6	81.4	76.6	68
Racial/Ethnic Group								
White	102	100	23.2	55.8	21.1	76.8	86.7	79.5
African American	17	100	25	68.8	6.3	75	63.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	50.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	59.6
Socio-Economic Status								
Subsized meals	83	100	22.4	63.2	14.5	77.6	71	55.1
Social Studies								
All Students	121	100	27.4	53	19.7	72.6	79.1	72.3
Gender								
Male	58	100	37.5	41.1	21.4	62.5	76.5	71.5
Female	63	100	18	63.9	18	82	82	73.2
Racial/Ethnic Group								
White	103	100	27.3	50.5	22.2	72.7	85	80.7
African American	16	100	25	68.8	6.3	75	69.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	12	100	72.7	18.2	9.1	27.3	50.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	85	67.9
Socio-Economic Status								
Subsized meals	77	100	30.1	54.8	15.1	69.9	73.5	62.1

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Diamond Hill Elementary										06/01/10-0160019
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	177	100	34.5	36.8	28.7	65.5	76.2	70.2	95.4	95.8
Gender										
Male	87	100	46.4	33.3	20.2	53.6	70.7	63.2	95.2	95.8
Female	90	100	23	40.2	36.8	77	82.2	77.5	95.5	95.9
Racial/Ethnic Group										
White	154	100	32.4	37.2	30.4	67.6	82.2	79.1	95.1	95.5
African American	21	100	47.6	33.3	19	52.4	66.9	57.6	97.1	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	93.3	94.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.2	62.6	94.7	94.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	98.7
Disability Status										
Disabled	17	100	87.5	6.3	6.3	12.5	39.2	26.1	94.3	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	88.7
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	80	61.2	N/A	95.2
Socio-Economic Status										
Subsized meals	110	100	37.1	35.2	27.6	62.9	70.3	58.9	95	95.6

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Diamond Hill Elementary							06/01/10-0160019
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	32	100	26.7	30	43.3	73.3
	4	29	100	11.1	55.6	33.3	88.9
	5	42	100	14.6	46.3	39	85.4
	6	41	100	35	37.5	27.5	65
	7	34	100	25	34.4	40.6	75
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	32	100	13.3	30	56.7	86.7
	4	29	100	14.8	51.9	33.3	85.2
	5	42	100	17.1	48.8	34.1	82.9
	6	41	100	40	40	20	60
	7	34	100	15.6	59.4	25	84.4
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	16	100	21.4	35.7	42.9	78.6
	4	29	100	14.8	66.7	18.5	85.2
	5	21	100	15	75	10	85
	6	20	100	26.3	57.9	15.8	73.7
	7	34	100	34.4	50	15.6	65.6
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	16	100	12.5	50	37.5	87.5
	4	29	100	14.8	55.6	29.6	85.2
	5	21	100	28.6	61.9	9.5	71.4
	6	21	100	38.1	57.1	4.8	61.9
	7	34	100	37.5	43.8	18.8	62.5
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	31	100	43.3	10	46.7	56.7
	4	28	100	33.3	40.7	25.9	66.7
	5	42	100	19.5	46.3	34.1	80.5
	6	41	100	50	35	15	50
	7	35	100	27.3	48.5	24.2	72.7
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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