



DIAMOND HILL ELEMENTARY

104 Lake Secession Rd.
Abbeville, SC 29620

Grades	PK-7 Elementary School	
Enrollment	305 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 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Good
2009	Good	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	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.

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

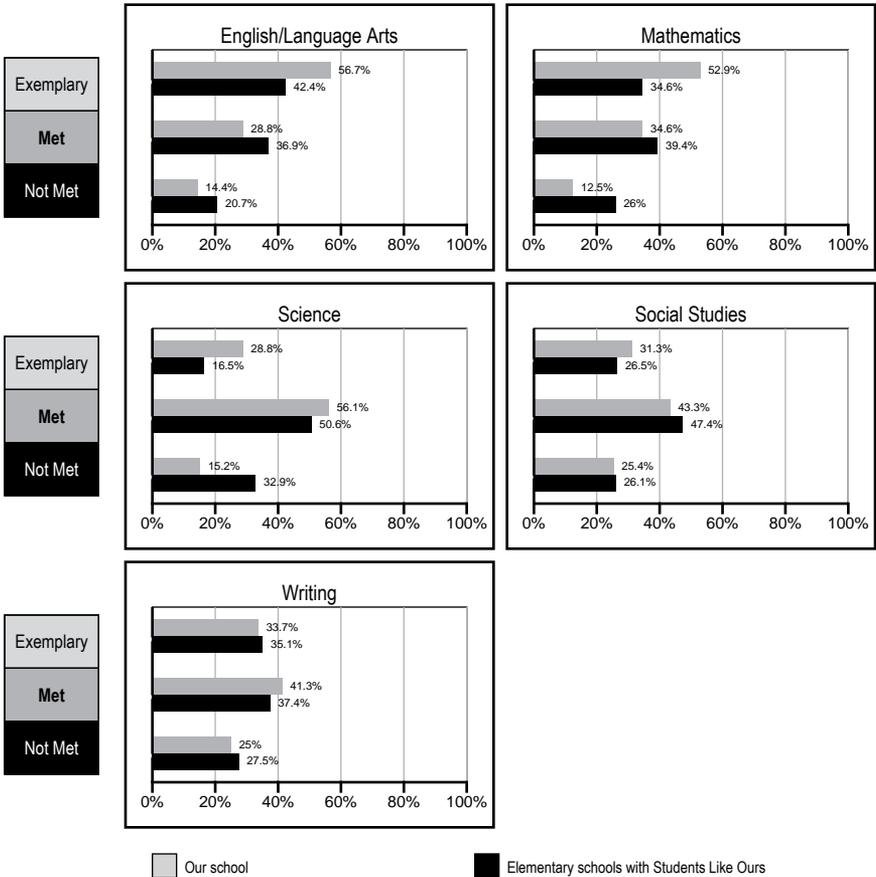
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	28	59	1	0

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

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=305)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 2.4%	1.1%	1.2%
Attendance rate	94.7%	Down from 95.4%	96.0%	96.1%
Eligible for gifted and talented	23.9%	Up from 17.3%	13.0%	11.7%
With disabilities other than speech	7.4%	Up from 6.6%	8.5%	8.0%
Older than usual for grade	0.8%	Down from 2.6%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	59.1%	Down from 60.9%	58.9%	60.5%
Continuing contract teachers	95.5%	Down from 95.7%	84.6%	84.6%
Teachers with emergency or provisional certificates	4.5%	Up from 4.3%	0.0%	0.0%
Teachers returning from previous year	98.4%	Up from 93.4%	86.9%	87.0%
Teacher attendance rate	94.8%	Down from 95.7%	95.5%	95.4%
Average teacher salary*	\$45,686	Down 1.1%	\$47,210	\$47,288
Professional development days/teacher	6.2 days	Up from 5.2 days	9.9 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Down from 17.5 to 1	19.4 to 1	19.2 to 1
Prime instructional time	89.3%	Down from 90.9%	91.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.9%	Up from 92.3%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,927	Up 1.8%	\$7,133	\$7,548
Percent of expenditures for instruction**	67.3%	Up from 64.3%	68.1%	68.7%
Percent of expenditures for teacher salaries**	62.6%	Up from 60.5%	64.9%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Diamond Hill Elementary's 2009-2010 school theme was "Nothing Could Be Finer than Learning In Carolina." We continued to address closing the achievement gap in our small, rural school through a variety of best practices. To accomplish this goal, we used DIBELS, Measures of Academic Progress (MAP), Education City, and Successmaker data to meet the instructional needs of students. Teachers used information from this data to write and analyze objectives, instruction, and assessments based on SC standards. In addition, each student was grouped based on data in order to receive specialized reading instruction from teachers. As a school, we chose to administer Nine Weeks Tests in science and social studies this year based on Flanagan's Tests for Higher Standards. This decision to track mastery of core units in these subjects will help our teachers continue to monitor student comprehension of key ideas and allow for student remediation in deficient areas where standards are not met.

Our school-wide reform plan concentrated on improving reading skills among students this year. Students participated in a self-selected individual reading time each afternoon as part of our overall "READ TO WIN IN 2010" incentive program. Students were asked to read a specific number of books that varied according to grade level, use a reading journal to record their responses to the book, and report back to their teacher and librarian about books they enjoyed or disliked. Students read over 4,000 books in the first three months of the program, so our School Improvement Council and PTO sponsored a Reading Fun Day as a celebration.

Our plan for school-wide reform places the needs of the students in the forefront of all school decisions. In using assessment data and stakeholder opinions, the School Improvement Council has placed a renewed emphasis on developing critical thinking skills, integrating literacy skills in all subjects, and encouraging active participation by students in learning opportunities. Daily trivia questions, daily review, and homework are ways that our school strives to consistently evaluate student learning. Our school's teachers actively use data to remediate, advance, and accelerate learning for each child as an individual in the core areas of reading/writing, mathematics, science, and social studies.

Diamond Hill Elementary continues to have a family friendly atmosphere. Parents and community members are regularly invited to school events such as Living History Day, Multicultural Career Day, Grandparent's Day, Muffins for Mom, and Doughnuts for Dads. In addition, Little River Electric Cooperative and Santee Cooper donated a two kilowatt solar power demonstration system to Diamond Hill for teaching and learning about solar energy. Diamond Hill is proud to have earned community recognition as a Green Power Solar School.

Our school encourages positive character traits, service learning, and leadership development while preparing our students to be productive citizens.

Diamond Hill...a Great Place to Shine!

Mr. Todd Ramey, Principal

Mrs. Susan Hilley, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	27	33
Percent satisfied with learning environment	87.5%	85.2%	87.9%
Percent satisfied with social and physical environment	100.0%	81.5%	87.9%
Percent satisfied with school-home relations	87.5%	77.8%	81.8%

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

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No Child Left Behind

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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	12.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	21.9%	0.0%	No
Student attendance rate	94.7%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	179	98.9	19.4	33.5	47.1	90.6	87.8	83.5	Yes	Yes
Gender										
Male	99	98	22.7	36.1	41.2	90.7	85.3	80.1	N/A	N/A
Female	80	100	15.1	30.1	54.8	90.4	90.7	87	N/A	N/A
Racial/Ethnic Group										
White	153	100	18.6	29.7	51.7	91	92.1	89.6	Yes	Yes
African American	23	91.3	27.3	54.5	18.2	86.4	81.4	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	73.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	18	88.9	61.1	22.2	16.7	61.1	57.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	N/A	N/A	N/A	N/A	87.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	103	98.1	20.2	38.4	41.4	88.9	83.9	76.9	Yes	Yes

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

All Students	179	100	18.2	40	41.8	87.1	88.6	80.4	Yes	Yes
Gender										
Male	99	100	20.6	39.2	40.2	84.5	85.9	78.4	N/A	N/A
Female	80	100	15.1	41.1	43.8	90.4	91.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	153	100	17.2	37.2	45.5	87.6	91.5	87.8	Yes	Yes
African American	23	100	22.7	54.5	22.7	81.8	84.6	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	18	100	61.1	33.3	5.6	38.9	60.5	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	N/A	N/A	N/A	N/A	84.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	103	100	21.2	44.4	34.3	84.8	84.9	72.8	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	123	100	25	53.4	21.6	75	77.3	67.3
Gender								
Male	63	100	23.8	54	22.2	76.2	79.8	66.9
Female	60	100	26.4	52.8	20.8	73.6	74.6	67.7
Racial/Ethnic Group								
White	106	100	23	53	24	77	84.5	79.6
African American	15	100	42.9	50	7.1	57.1	66.4	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	56.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	13	100	N/A	N/A	N/A	30.8	46.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	N/A	N/A	N/A	N/A	72	58.6
Socio-Economic Status								
Subsidized meals	68	100	30.3	50	19.7	69.7	70.8	55.4
Social Studies								
All Students	124	100	28	45.8	26.3	72	78.7	70.9
Gender								
Male	70	100	25	44.1	30.9	75	77.3	70.1
Female	54	100	32	48	20	68	80.4	71.7
Racial/Ethnic Group								
White	107	100	23.8	47.5	28.7	76.2	82.9	79.2
African American	16	100	50	37.5	12.5	50	72.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.3	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	15	100	73.3	20	6.7	26.7	48.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	N/A	N/A	N/A	N/A	76.2	68
Socio-Economic Status								
Subsidized meals	75	100	31.5	47.9	20.5	68.5	74.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	173	100	28.2	42.4	29.4	71.8	79.2	72.1	94.7	96.2
Gender										
Male	98	100	35.1	40.2	24.7	64.9	73.7	65.2	94.7	96.2
Female	75	100	19.2	45.2	35.6	80.8	85.3	79.2	94.8	96.3
Racial/Ethnic Group										
White	147	100	24.8	42.8	32.4	75.2	86.2	80.8	94.5	95.9
African American	23	100	50	36.4	13.6	50	68.9	59.7	96.3	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	93.3	97.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	60.9	64.6	94.7	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	97.9
Disability Status										
Disabled	18	100	N/AV	N/AV	N/AV	11.1	38.1	27.7	93.9	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	84.3
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	63.7	93.2	95.4
Socio-Economic Status										
Subsidized meals	101	100	33.3	42.4	24.2	66.7	73.6	61.9	94.4	95.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	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	N/A
2010	3	48	100	8.7	26.1	65.2	91.3
	4	30	93.3	24.1	24.1	51.7	75.9
	5	31	100	13.8	37.9	48.3	86.2
	6	32	100	19.4	51.6	29	80.6
	7	38	100	34.3	31.4	34.3	65.7
8	0	N/A	N/A	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	N/A
2010	3	48	100	8.7	28.3	63	91.3
	4	30	100	20.7	34.5	44.8	79.3
	5	31	100	10.3	44.8	44.8	89.7
	6	32	100	19.4	58.1	22.6	80.6
	7	38	100	34.3	40	25.7	65.7
8	0	N/A	N/A	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	N/A
2010	3	24	100	N/A	N/A	N/A	100
	4	30	100	20.7	58.6	20.7	79.3
	5	16	100	26.7	66.7	6.7	73.3
	6	15	100	N/A	N/A	N/A	73.3
	7	38	100	42.9	40	17.1	57.1
8	0	N/A	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	24	100	25	58.3	16.7	75
	4	30	100	27.6	24.1	48.3	72.4
	5	15	100	21.4	57.1	21.4	78.6
	6	17	100	6.3	68.8	25	93.8
	7	38	100	42.9	40	17.1	57.1
	8	0	N/A	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
2010	3	47	100	28.3	41.3	30.4	71.7
	4	29	100	31	37.9	31	69
	5	29	100	13.8	44.8	41.4	86.2
	6	32	100	25.8	54.8	19.4	74.2
	7	36	100	40	34.3	25.7	60
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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