



## Diamond Hill Elementary

104 Lake Secession Road  
Abbeville, SC 29620

<b>Grades</b>	PK-7 Elementary School	
<b>Enrollment</b>	294 Students	
<b>Principal</b>	Todd Ramey	864-446-2600
<b>Superintendent</b>	Dr. Ivan Randolph	864-366-5427
<b>Board Chair</b>	Tim Rhodes	864-378-5585

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Excellent</b>	<b>Good</b>
2012	Excellent	Excellent
2011	Excellent	Good
2010	Excellent	Good
2009	Good	Average

## 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 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**

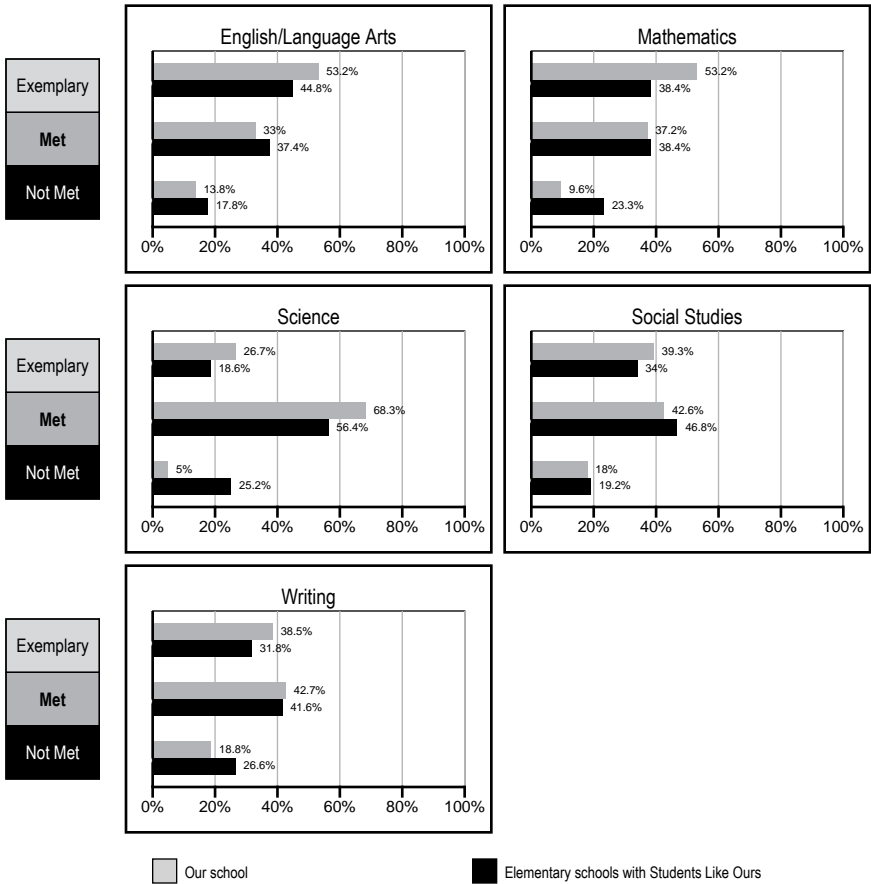
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
24	47	50	0	0

\* Ratings are calculated with data available by 12/14/2013.

**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
<b>Students (n=294)</b>				
First graders who attended full-day kindergarten	97.6%	Down from 100.0%	100.0%	100.0%
Retention rate	1.8%	Down from 2.1%	1.3%	0.9%
Attendance rate	97.2%	Up from 95.8%	96.2%	96.3%
Served by gifted and talented program	16.7%	N/A	8.4%	7.2%
With disabilities	14.7%	N/A	13.7%	12.4%
Older than usual for grade	4.0%	N/A	2.2%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=22)</b>				
Teachers with advanced degrees	59.1%	Up from 52.2%	62.5%	62.5%
Continuing contract teachers	90.9%	Down from 91.3%	85.7%	83.3%
Teachers returning from previous year	91.1%	Down from 94.0%	89.2%	88.3%
Teacher attendance rate	95.5%	Down from 97.2%	95.0%	95.0%
Average teacher salary*	\$48,517	Up 3.3%	\$48,551	\$48,193
Professional development days/teacher	7.6 days	Down from 8.2 days	11.2 days	11.0 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.6 to 1	20.3 to 1	20.1 to 1
Prime instructional time	92.0%	Down from 92.3%	90.0%	90.0%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 96.8%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,585	Up 0.3%	\$7,043	\$7,364
Percent of expenditures for instruction**	68.0%	Up from 64.7%	68.0%	68.0%
Percent of expenditures for teacher salaries**	67.0%	Up from 63.5%	66.0%	66.0%

\* 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, "a great place to shine", is located in a great and shining community. Being located in the middle of the "Nation" community in Abbeville County, family values and pride are ingredients that drive all members of our school family to be the best!

The students are truly the heart and soul of our school, and this is shown in the pride they take in their work and the great facility that we have here. In the classroom, our faculty and staff are second to none! The dedication and love that they give to these children will last a lifetime. The former students returning to visit faculty and staff are a testament to that.

Diamond Hill Elementary School is a rural school with a population of approximately 300 students in grades four-year-old kindergarten through seven. The ethnicity of the school is 91% Caucasian, 8% African American, 1% other. The socioeconomic status of our families is in the range of low to middle income. We have 65% 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 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 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 hard work of faculty, staff, students, and parents Diamond Hill is truly a great place to shine!

Todd Ramey, Principal

Joni McCaslan, Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	32	45
Percent satisfied with learning environment	95.9%	100.1%	91.1%
Percent satisfied with social and physical environment	100%	100%	93.6%
Percent satisfied with school-home relations	95.9%	100%	93.6%

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

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## ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>97.1</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

Diamond Hill Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	673.2	673.9	647.9	650.2	100.0	100.0
Male	671.2	676.2	654.0	643.5	100.0	100.0
Female	674.8	672.1	643.3	655.2	100.0	100.0
White	672.0	674.5	648.4	647.1	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	670.7	671.7	644.8	642.9	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2012</b>	3	30	100	10.7	21.4	67.9	89.3
	4	36	100	11.4	45.7	42.9	88.6
	5	46	100	15.2	41.3	43.5	84.8
	6	30	100	36.7	20	43.3	63.3
	7	27	100	12	56	32	88
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2013</b>	3	34	100	14.7	14.7	70.6	85.3
	4	27	100	14.8	51.9	33.3	85.2
	5	33	100	12.1	36.4	51.5	87.9
	6	41	100	22.5	30	47.5	77.5
	7	32	100	25.8	29	45.2	74.2
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2012</b>	3	30	100	14.3	21.4	64.3	85.7
	4	36	100	5.7	37.1	57.1	94.3
	5	46	100	28.3	32.6	39.1	71.7
	6	30	100	26.7	36.7	36.7	73.3
	7	27	100	20	36	44	80
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2013</b>	3	34	100	8.8	17.6	73.5	91.2
	4	27	100	11.1	48.1	40.7	88.9
	5	33	100	9.1	48.5	42.4	90.9
	6	41	100	22.5	32.5	45	77.5
	7	32	100	22.6	35.5	41.9	77.4
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2012</b>	3	14	100	23.1	46.2	30.8	76.9
	4	36	100	8.6	65.7	25.7	91.4
	5	24	100	16.7	50	33.3	83.3
	6	15	100	20	66.7	13.3	80
	7	27	100	16	68	16	84
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2013</b>	3	17	100	5.9	58.8	35.3	94.1
	4	27	100	7.4	74.1	18.5	92.6
	5	16	100	N/AV	N/AV	N/AV	100
	6	21	100	10	65	25	90
	7	32	100	41.9	38.7	19.4	58.1
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2012</b>	3	16	100	20	53.3	26.7	80
	4	36	100	2.9	60	37.1	97.1
	5	22	100	22.7	40.9	36.4	77.3
	6	15	100	40	40	20	60
	7	27	100	28	52	20	72
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2013</b>	3	17	100	23.5	35.3	41.2	76.5
	4	27	100	11.1	37	51.9	88.9
	5	17	100	23.5	58.8	17.6	76.5
	6	21	95.2	30	35	35	70
	7	32	100	38.7	35.5	25.8	61.3
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	46	97.8	22.2	33.3	44.4	77.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2013</b>	3	36	100	25.7	25.7	48.6	74.3
	4	28	100	21.4	46.4	32.1	78.6
	5	34	100	9.1	57.6	33.3	90.9
	6	41	97.6	20.5	43.6	35.9	79.5
	7	32	100	38.7	29	32.3	61.3
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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