

Lone Oak Elementary

7314 Lone Oak Road
Spartanburg, South

Grades	PK-5 Elementary School	
Enrollment	322 Students	
Principal	Verotta M. Kennedy	864-503-9088
Superintendent	Darryl Owings	864-576-4212
Board Chair	Mr. Alex Meadows	864-576-4212

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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 2008-09 whose 2007-08 test scores were located

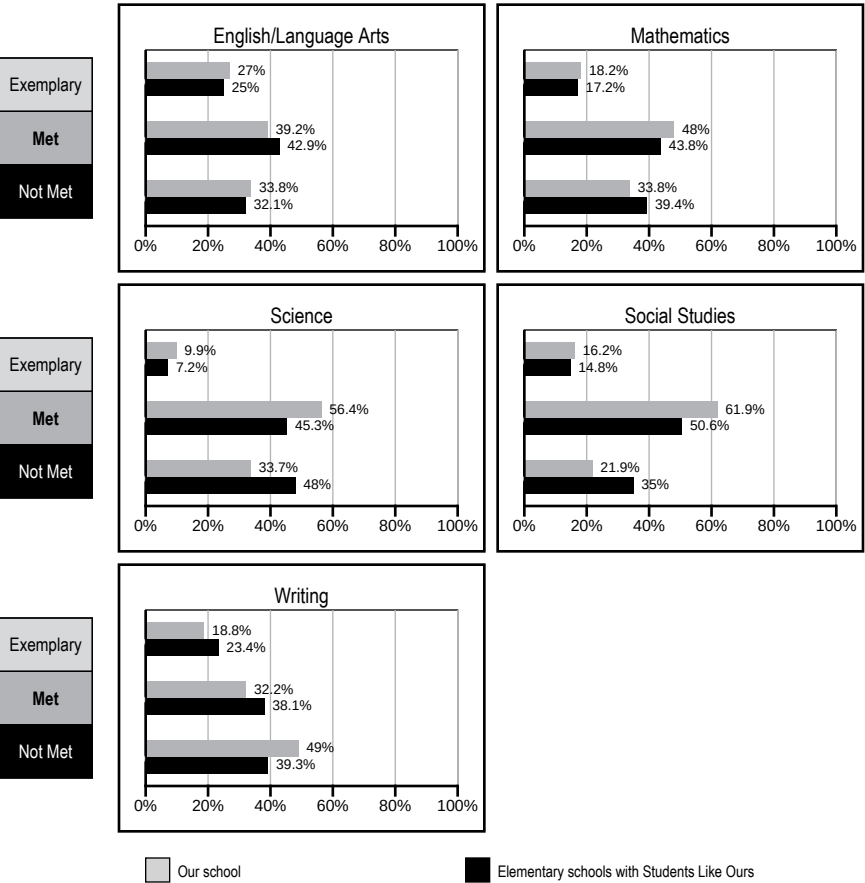
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	88	49	15

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

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=322)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 1.6%	2.4%	1.9%
Attendance rate	96.0%	Up from 95.3%	96.1%	96.3%
Eligible for gifted and talented	8.4%	Up from 3.6%	5.3%	10.0%
With disabilities other than speech	6.1%	Up from 4.8%	8.5%	7.7%
Older than usual for grade	0.0%	Down from 0.4%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	60.9%	Up from 56.5%	57.1%	59.4%
Continuing contract teachers	73.9%	Up from 65.2%	73.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.2%	Up from 73.8%	83.9%	85.9%
Teacher attendance rate	96.8%	Down from 97.6%	95.2%	95.1%
Average teacher salary*	\$43,094	Up 1.0%	\$45,669	\$47,149
Professional development days/teacher	5.8 days	Down from 27.7 days	11.0 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 18.9 to 1	17.5 to 1	18.8 to 1
Prime instructional time	92.3%	Down from 92.4%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,762	Up 6.2%	\$8,148	\$7,458
Percent of expenditures for instruction**	69.3%	Down from 70.8%	68.5%	68.8%
Percent of expenditures for teacher salaries**	51.4%	Down from 64.8%	62.4%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Lone Oak Elementary School is a school characterized by family atmosphere and teacher dedication to all students. Recognized as a Red Carpet School from 2005-2008, Lone Oak offers an unmistakable sense of encouragement and pride. The administration and faculty are persistent in creating a safe, enriching environment for each student. Lone Oak embraces being a culturally diverse school, recognizing and respecting the individual uniqueness of its students and community demonstrated by an overarching commitment to excellence inside and outside of the classroom.

Teachers continue to plan instruction with colleagues, eagerly participate in regular professional development, implement dynamic daily lessons, support students through a multitude of teacher-sponsored afterschool activities, and write grants that continually better our school environment and programs. Constant efforts to improve student experiences using innovative research-based instructional practices result in ever-increasing student achievement.

In the 2008-2009 school year, Lone Oak implemented a school-wide monthly emphasis on writing that energized students from kindergarten to fifth grade. By focusing on Six + One Traits of writing with morning announcements, bulletin board displays, and focused lessons, students learned strategies to improve their writing. In addition to professional development in writing instruction and creating standard-aligned assessments, teachers worked in teams during weekly scheduled "Lunch and Learn" science and math trainings. Teachers also committed to "Summer Planning" in which they met with their grade levels to reflect on the previous year, set goals, and develop plans to implement new instructional strategies that address the increasing enrollment of LEP and ESOL students.

With a consistent focus on seeking opportunities for all students to shine, students are honored who demonstrate good character, talent, and dedication in related arts, and academic distinction. Participation in service learning activities such as Relay for Life and Jump Rope for Heart continues to be an integral part of the school program in our effort to promote awareness and the idea of "giving back." Due to the continued support of parents, the community, and local business partnerships, Lone Oak is able to provide a supportive environment that empowers students to become successful. At Lone Oak, faculty, staff, and students show their pride by continually "Striving for Excellence!"

Verotta M. Kennedy, Principal
Janet Boatman, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	47	45
Percent satisfied with learning environment	94.7%	87.2%	95.6%
Percent satisfied with social and physical environment	100.0%	82.6%	93.3%
Percent satisfied with school-home relations	94.7%	91.5%	90.5%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 25 out of 25 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

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	164	100	33.8	39.2	27	78.4	83.1	82.8	Yes	Yes
Gender										
Male	87	100	36.3	40	23.8	75	80.5	79.3	N/A	N/A
Female	77	100	30.9	38.2	30.9	82.4	85.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	51	100	27.7	38.3	34	87.2	88.9	89.5	Yes	Yes
African American	51	100	32.6	39.1	28.3	82.6	75.7	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.6	92.3	I/S	I/S
Hispanic	56	100	42.9	38.8	18.4	65.3	73.8	76.5	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	80	82.5	I/S	I/S
Disability Status										
Disabled	18	100	64.7	23.5	11.8	47.1	50.4	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	61	100	43.4	39.6	17	66	73	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	132	100	34.7	40.5	24.8	78.5	76.3	75.5	Yes	Yes

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

All Students	164	100	33.8	48	18.2	75	79.2	78.9	Yes	Yes
Gender										
Male	87	100	37.5	47.5	15	72.5	77.6	77	N/A	N/A
Female	77	100	29.4	48.5	22.1	77.9	80.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	51	100	25.5	59.6	14.9	76.6	86.9	87.2	Yes	Yes
African American	51	100	39.1	45.7	15.2	73.9	67.2	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84.6	93	I/S	I/S
Hispanic	56	100	36.7	42.9	20.4	73.5	73.4	76	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	85	79.5	I/S	I/S
Disability Status										
Disabled	18	100	76.5	17.6	5.9	35.3	39.3	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	61	100	35.8	41.5	22.6	75.5	72.6	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	132	100	34.7	49.6	15.7	75.2	71.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

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	115	99.1	33	57	10	67	68	67.5
Gender								
Male	67	98.5	33.3	56.7	10	66.7	68.1	67
Female	48	100	32.5	57.5	10	67.5	67.8	68
Racial/Ethnic Group								
White	35	100	29	48.4	22.6	71	78.3	79.5
African American	38	100	38.2	58.8	2.9	61.8	52	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	73.2	84.3
Hispanic	37	97.3	N/AV	N/AV	N/AV	66.7	61.9	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78.6	71.2
Disability Status								
Disabled	11	100	N/AV	N/AV	N/AV	27.3	27	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	41	97.6	36.4	60.6	3	63.6	57	59.6
Socio-Economic Status								
Subsided meals	92	98.9	35.8	58	6.2	64.2	57.7	55.1

Social Studies								
All Students	114	99.1	21.2	62.5	16.3	78.8	72.6	72.3
Gender								
Male	60	100	21.1	61.4	17.5	78.9	71.9	71.5
Female	54	98.2	21.3	63.8	14.9	78.7	73.4	73.2
Racial/Ethnic Group								
White	37	100	22.9	62.9	14.3	77.1	80.2	80.7
African American	37	100	21.2	63.6	15.2	78.8	59.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.8	88.5
Hispanic	37	97.3	21.2	60.6	18.2	78.8	67.9	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.6	72.2
Disability Status								
Disabled	12	100	36.4	54.5	9.1	63.6	37.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	41	97.6	19.4	63.9	16.7	80.6	67.6	67.9
Socio-Economic Status								
Subsided meals	92	98.9	22.4	63.5	14.1	77.6	62.9	62.1

Abbreviations for Missing Data

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	161	98.1	48.3	32.7	19	51.7	72.3	70.2	96	96.6
Gender										
Male	87	98.9	53.8	31.3	15	46.3	66.8	63.2	96.5	96.5
Female	74	97.3	41.8	34.3	23.9	58.2	77.8	77.5	95.5	96.6
Racial/Ethnic Group										
White	53	96.2	45.7	34.8	19.6	54.3	80.4	79.1	94.5	96.2
African American	50	100	51.1	31.9	17	48.9	61.9	57.6	96.3	96.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.6	86.2	95.6	97.4
Hispanic	52	98.1	45.8	35.4	18.8	54.2	59.2	62.6	96.9	96.8
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	60	68.7	98.3	96.5
Disability Status										
Disabled	18	94.4	87.5	6.3	6.3	12.5	23.2	26.1	94.1	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	98.3	97.7
English Proficiency										
Limited English Proficient	56	98.2	48.1	34.6	17.3	51.9	55.8	61.2	97.1	96.8
Socio-Economic Status										
Subsidized meals	126	98.4	50	33.9	16.1	50	61.1	58.9	96	96.2

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	48	100	34.8	30.4	34.8	65.2
	4	63	100	32.8	43.1	24.1	67.2
	5	53	100	34.1	43.2	22.7	65.9
	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
Mathematics							
2009	3	48	100	39.1	50	10.9	60.9
	4	63	100	29.3	50	20.7	70.7
	5	53	100	34.1	43.2	22.7	65.9
	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
Science							
2009	3	23	95.7	28.6	57.1	14.3	71.4
	4	63	100	32.8	58.6	8.6	67.2
	5	29	100	38.1	52.4	9.5	61.9
	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
Social Studies							
2009	3	25	96	13	60.9	26.1	87
	4	63	100	19	67.2	13.8	81
	5	26	100	34.8	52.2	13	65.2
	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
Writing							
2009	3	47	97.9	43.5	37	19.6	56.5
	4	64	98.4	50	36.2	13.8	50
	5	50	98	51.2	23.3	25.6	48.8
	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

Abbreviations for Missing Data