

LONE OAK ELEMENTARY

7314 Lone Oak Road
Spartanburg, South

Grades	K-5 Elementary School	
Enrollment	298 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 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below 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 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://eoc.sc.gov>

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

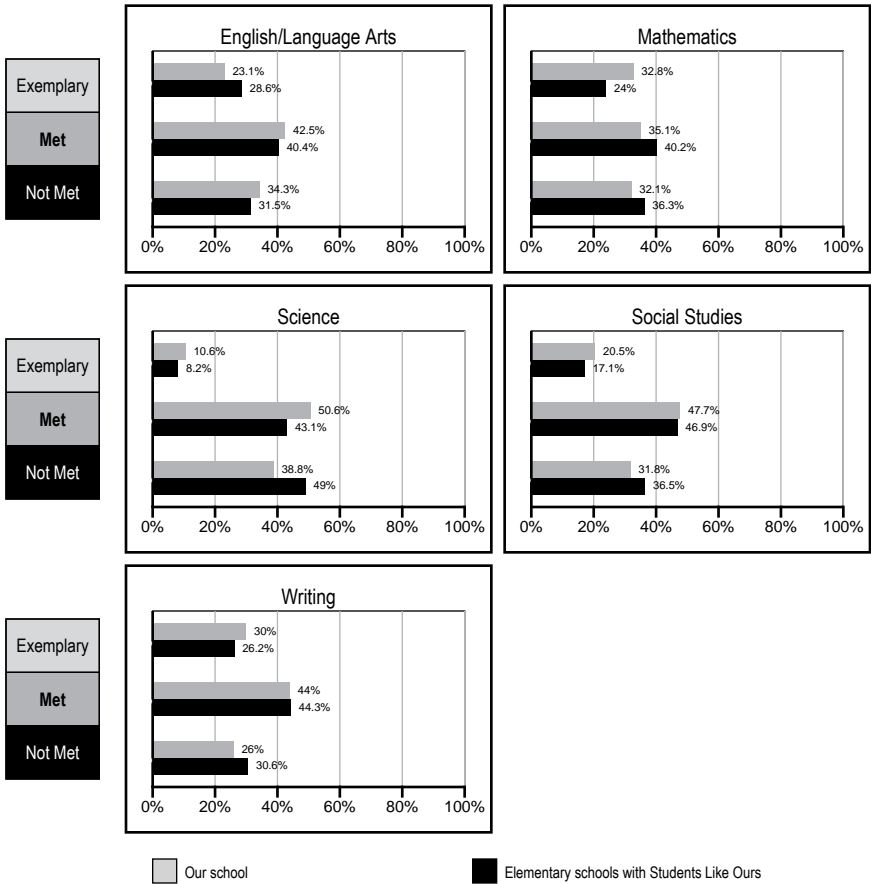
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	7	112	43	14

* Ratings are calculated with data available by 11/09/2011.

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=298)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.6%	1.5%	1.1%
Attendance rate	96.2%	Up from 95.4%	95.9%	96.2%
Served by gifted and talented program	15.5%	Down from 16.2%	6.4%	13.4%
With disabilities other than speech	3.6%	Down from 5.6%	4.5%	4.1%
Older than usual for grade	0.0%	Down from 0.4%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	75.0%	Up from 69.6%	61.1%	62.5%
Continuing contract teachers	85.0%	Up from 78.3%	83.3%	88.2%
Teachers returning from previous year	87.9%	Up from 86.6%	85.4%	87.8%
Teacher attendance rate	96.9%	Up from 96.4%	95.1%	95.2%
Average teacher salary*	\$45,886	Up 3.6%	\$45,373	\$46,773
Professional development days/teacher	12.0 days	Down from 17.0 days	10.3 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 18.0 to 1	18.2 to 1	19.9 to 1
Prime instructional time	92.2%	Up from 91.1%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,987	Up 4.6%	\$8,078	\$7,447
Percent of expenditures for instruction**	67.0%	Down from 69.4%	67.9%	68.4%
Percent of expenditures for teacher salaries**	65.4%	Down from 67.0%	64.6%	65.8%

* 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

Lone Oak Elementary School is a school characterized by family atmosphere and teacher dedication to all students; therefore, we have been recognized as a Red Carpet School by the SDOE. 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 our students and community demonstrated by a strong commitment to excellence inside and outside of the classroom.

Dedicated teachers continue to plan instruction and 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.

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	13	54	49
Percent satisfied with learning environment	100.0%	90.7%	95.7%
Percent satisfied with social and physical environment	92.3%	92.6%	93.8%
Percent satisfied with school-home relations	91.7%	92.6%	87.2%

* 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

NO

This school met 17 out of 21 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	1.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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 = 79.4% (Met or Exemplary)

All Students	145	100	34.3	42.5	23.1	77.6	82.9	82.4	No	Yes
Gender										
Male	84	100	35.5	39.5	25	73.7	78.9	78.7	N/A	N/A
Female	61	100	32.8	46.6	20.7	82.8	86.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	36	100	21.9	46.9	31.3	87.5	89	88.9	I/S	I/S
African American	44	100	38.1	38.1	23.8	78.6	75	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.5	93	I/S	I/S
Hispanic	62	100	38.6	43.9	17.5	71.9	76.9	79.3	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83	I/S	I/S
Disability Status										
Disabled	15	100	66.7	26.7	6.7	40	44	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	63	100	39	42.4	18.6	71.2	76.8	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	122	100	36.5	42.6	20.9	76.5	77.5	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	145	100	32.1	35.1	32.8	78.4	83.3	81.9	Yes	Yes
Gender										
Male	84	100	31.6	30.3	38.2	75	81.4	79.9	N/A	N/A
Female	61	100	32.8	41.4	25.9	82.8	85.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	36	100	25	28.1	46.9	81.3	89	88.9	I/S	I/S
African American	44	100	33.3	47.6	19	73.8	73.7	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.7	94.6	I/S	I/S
Hispanic	62	100	35.1	29.8	35.1	80.7	83	81.1	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	84.4	I/S	I/S
Disability Status										
Disabled	15	100	73.3	13.3	13.3	40	42.9	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	77.8	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	63	100	32.2	32.2	35.6	83.1	82.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	122	100	33.9	36.5	29.6	78.3	78.2	74.9	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	95	100	38.8	50.6	10.6	61.2	68.8	68.6
Gender								
Male	54	100	36.2	48.9	14.9	63.8	68.4	68.3
Female	41	100	42.1	52.6	5.3	57.9	69.1	68.9
Racial/Ethnic Group								
White	24	100	35	45	20	65	79.8	80.7
African American	31	100	31	58.6	10.3	69	54.3	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	76.6	85.3
Hispanic	40	100	47.2	47.2	5.6	52.8	60	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	55.2	70.8
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	31.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	42.9
English Proficiency								
Limited English Proficient	40	100	44.4	47.2	8.3	55.6	59.1	60.7
Socio-Economic Status								
Subsidized meals	81	100	38.7	52	9.3	61.3	59.4	57.3
Social Studies								
All Students	97	99	31.8	47.7	20.5	68.2	72.6	72.5
Gender								
Male	59	98.3	34.6	42.3	23.1	65.4	72.2	72
Female	38	100	27.8	55.6	16.7	72.2	73	73.1
Racial/Ethnic Group								
White	25	100	31.8	54.5	13.6	68.2	80.6	81
African American	28	100	46.2	34.6	19.2	53.8	59.8	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.3	89
Hispanic	41	97.6	21.6	54.1	24.3	78.4	71.3	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.3	73.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	33.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	42	97.6	23.1	53.8	23.1	76.9	70.7	69.7
Socio-Economic Status								
Subsidized meals	78	98.7	33.3	48.6	18.1	66.7	65	62.9

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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	54	100	26	44	30	74	72.4	73.2	96.2	96.4
Gender										
Male	28	100	38.5	30.8	30.8	61.5	65.6	67.2	96.2	96.4
Female	26	100	12.5	58.3	29.2	87.5	79.5	79.4	96.2	96.4
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	80.9	81.5	94.1	96.1
African American	19	100	11.1	61.1	27.8	88.9	62.7	61.3	96.6	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.8	87	98.5	97.5
Hispanic	23	100	28.6	38.1	33.3	71.4	61.4	66.7	97	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.8	72.2	91.9	94.7
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	20.1	26	94.4	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	96.7	97.4
English Proficiency										
Limited English Proficient	24	100	34.8	34.8	30.4	65.2	60.7	65.7	97	96.7
Socio-Economic Status										
Subsidized meals	49	100	26.1	43.5	30.4	73.9	63.6	63.2	96.3	96.1

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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							
2010	3	42	100	26.3	36.8	36.8	73.7
	4	52	100	34.8	37	28.3	65.2
	5	67	100	30.8	49.2	20	69.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	45	100	33.3	31.1	35.6	66.7
	4	47	100	38.5	46.2	15.4	61.5
	5	53	100	32	50	18	68
	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							
2010	3	42	100	47.4	21.1	31.6	52.6
	4	52	100	34.8	41.3	23.9	65.2
	5	67	100	52.3	40	7.7	47.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	45	100	44.4	17.8	37.8	55.6
	4	47	100	28.2	46.2	25.6	71.8
	5	53	100	24	42	34	76
	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							
2010	3	23	100	55	30	15	45
	4	52	100	34.8	52.2	13	65.2
	5	34	100	33.3	60.6	6.1	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	22	100	72.7	18.2	9.1	27.3
	4	47	100	33.3	56.4	10.3	66.7
	5	26	100	16.7	70.8	12.5	83.3
	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	

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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							
2010	3	19	100	27.8	27.8	44.4	72.2
	4	52	100	28.3	54.3	17.4	71.7
	5	33	100	34.4	53.1	12.5	65.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	23	100	34.8	34.8	30.4	65.2
	4	47	100	43.6	46.2	10.3	56.4
	5	27	96.3	11.5	61.5	26.9	88.5
	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							
2010	3	41	100	34.2	26.3	39.5	65.8
	4	53	100	41.7	37.5	20.8	58.3
	5	66	100	39.4	36.4	24.2	60.6
	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
2011	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	54	100	26	44	30	74
	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

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