



Lone Oak Elementary

7314 Lone Oak Road
Spartanburg, South

Grades	K-5 Elementary School	
Enrollment	310 Students	
Principal	Verotta M. Kennedy	864-503-9088
Superintendent	Dr. Darryl Owings	864-576-4212
Board Chair	Mr. Michael Crook	864-576-4212

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	Good
2006	Average	Average
2005	Average	Good
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

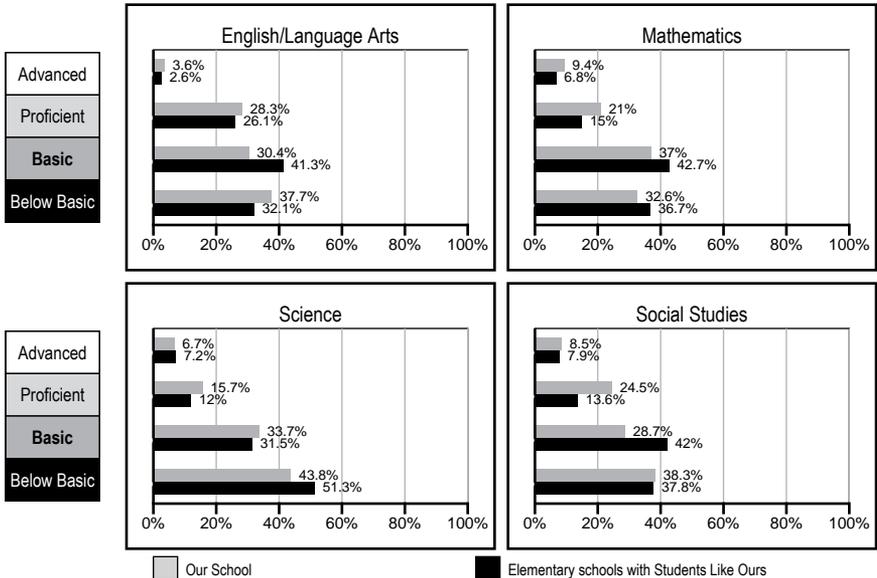
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	11	59	41

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=310)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Up from 1.0%	2.9%	2.3%
Attendance rate	95.3%	Down from 95.5%	96.0%	96.3%
Eligible for gifted and talented	3.6%	Down from 7.1%	5.2%	10.4%
With disabilities other than speech	4.8%	Down from 5.4%	8.2%	7.5%
Older than usual for grade	0.4%	Down from 1.6%	1.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	56.5%	Down from 59.1%	53.8%	56.7%
Continuing contract teachers	65.2%	Up from 54.5%	71.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 7.7%	0.0%	0.0%
Teachers returning from previous year	73.8%	Down from 76.7%	84.1%	86.4%
Teacher attendance rate	97.6%	Up from 97.5%	94.9%	94.9%
Average teacher salary	\$42,666	Up 15.7%	\$44,107	\$45,345
Professional development days/teacher	27.7 days	Down from 30.2 days	13.3 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 17.1 to 1	16.8 to 1	18.5 to 1
Prime instructional time	92.4%	Down from 92.8%	89.2%	89.8%
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*	\$7,309	Down 7.0%	\$7,830	\$7,052
Percent of expenditures for instruction*	70.8%	Up from 67.9%	69.1%	69.1%
Percent of expenditures for teacher salaries*	64.8%	Up from 64.6%	62.5%	64.2%

* 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 is committed to ensuring that all students have a quality education in a safe and nurturing environment. Lone Oak celebrated many successes due to the continued support, dedication, and partnership of the faculty and staff, students, parents, businesses, and community stakeholders. Together, we work diligently to align our goals and to provide a supportive learning environment that empowers students to become successful both in the classroom and in life.

Our children model diversity, democracy, and citizenship through a comprehensive academic program, foreign language, service learning, and character education. Lone Oak had many celebratory moments that included being awarded the following grants: 21st Century Grant for nearly \$300,000 that created a partnership with the Boys and Girls Club; Safe Routes to School Grant, sponsored by the SCDOT that awarded the school \$200,000; Goody's Good Deeds for Schools Grant in the amount of \$10,000; and the Dollar General Grant in the amount of \$5,000. In addition, faculty members were recipients of Junior League Grants and Donors Choose Grants.

Our Success for All reading program, flexible grouping at all levels, individual tutoring in reading, and before-school, after-school, and summer programs aid in improving student academic weaknesses and address the specific learning needs of students. The programs offer meaningful group and individual instruction in academic, civic, and character education. We will continue to use Northwest Evaluation Association's Measures of Academic Progress (MAP) to get a diagnostic view of each student and to create an education plan for each student. Students were involved in several service projects that contributed to the American Cancer Society, The Humane Society, and families in the Lone Oak Community. Students also collected nearly 1,000 canned goods for local charity.

Lone Oak takes pride in being a culturally diverse school that recognizes and respects individual uniqueness. The growing challenge for our school is the increasing enrollment of English Speakers of Other Languages (ESOL) and limited English proficient students (LEP). To address the school's rapidly growing demographic change, the school has increased opportunities for student involvement through curricular and extra-curricular programs. Numerous after-school clubs provide additional enrichment opportunities for students. We continue to celebrate our children's growth through Honor Roll recognitions, Terrific Kid, Accelerated Reader (AR) parties, and achievement in the related arts.

Lone Oak Elementary takes pride in being designated as a Red Carpet School. We will continue to offer our learning community first-class customer service by reinforcing our mission statement of striving for excellence.

Verotta M. Kennedy, Principal
Isabel Castillo, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	37	30
Percent satisfied with learning environment	90.5%	89.2%	90.0%
Percent satisfied with social and physical environment	100.0%	86.5%	86.7%
Percent satisfied with school-home relations	76.2%	86.5%	89.7%

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

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School Adequate Yearly Progress

NO

This school met 15 out of 23 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. Sanction: Implement the restructuring plan.
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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	95.3%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	159	98.7	36.8	30.9	28.7	3.7	42.6	49	48.2	No	Yes
Gender											
Male	89	97.8	36	33.3	28	2.7	41.3	41.9	41.7	N/A	N/A
Female	70	100	37.7	27.9	29.5	4.9	44.3	56.4	55	N/A	N/A
Racial/Ethnic Group											
White	60	100	32.1	24.5	39.6	3.8	60.4	59.8	60	Yes	Yes
African American	41	100	40	25.7	28.6	5.7	40	34	31.7	I/S	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	55.9	70.4	I/S	I/S
Hispanic	49	95.9	41.5	39	19.5	0	24.4	33.6	38.4	No	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	43.3	47	I/S	I/S
Disability Status											
Disabled	17	100	87.5	12.5	0	0	6.3	10.7	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	45	95.6	40	42.5	15	2.5	25	24.7	36.9	No	Yes
Socio-Economic Status											
Subsided meals	132	98.5	39.5	32.5	25.4	2.6	37.7	33.8	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	159	100	32.6	37	21	9.4	37	50.5	45.8	No	Yes
Gender											
Male	89	100	33.8	39	20.8	6.5	35.1	50.8	45.6	N/A	N/A
Female	70	100	31.1	34.4	21.3	13.1	39.3	50.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	60	100	24.5	34	32.1	9.4	45.3	61.7	59	Yes	Yes
African American	41	100	31.4	48.6	14.3	5.7	31.4	32.8	26.9	I/S	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	66	71.3	I/S	I/S
Hispanic	49	100	46.5	27.9	14	11.6	30.2	36.7	38.1	No	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	46.7	46.2	I/S	I/S
Disability Status											
Disabled	17	100	56.3	25	12.5	6.3	18.8	13.3	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	45	100	42.9	31	14.3	11.9	33.3	33.1	38.7	No	Yes
Socio-Economic Status											
Subsided meals	132	100	35.3	36.2	19	9.5	36.2	36.4	31.4	No	Yes

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

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	107	100	43.8	33.7	15.7	6.7	22.5	36.5	35.7	95.3	96.5
Gender											
Male	57	100	44.7	27.7	19.1	8.5	27.7	39.1	37.4	95.1	96.4
Female	50	100	42.9	40.5	11.9	4.8	16.7	33.7	33.8	95.6	96.5
Racial/Ethnic Group											
White	37	100	32.3	41.9	12.9	12.9	25.8	48.1	49.2	94.1	96.2
African American	26	100	42.9	38.1	19	0	19	17.9	17	95.5	97
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	47.7	58	95.4	97.3
Hispanic	36	100	54.8	25.8	16.1	3.2	19.4	22.6	24.9	96.4	96.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	31.6	37.4	95.5	95.8
Disability Status											
Disabled	12	100	81.8	9.1	9.1	0	9.1	9.2	14	95.5	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	95.6
English Proficiency											
Limited English Proficient	35	100	51.5	27.3	15.2	6.1	21.2	19.1	24.4	96.5	96.5
Socio-Economic Status											
Subsided meals	93	100	45.6	30.4	16.5	7.6	24.1	21.9	21.1	95.4	96
Social Studies											
All Students	105	99.1	37.6	29	24.7	8.6	33.3	36.9	34	95.3	96.5
Gender											
Male	56	98.2	34	29.8	29.8	6.4	36.2	40.5	36.6	95.1	96.4
Female	49	100	41.3	28.3	19.6	10.9	30.4	33.2	31.3	95.6	96.5
Racial/Ethnic Group											
White	43	100	34.1	26.8	26.8	12.2	39	45.9	44.5	94.1	96.2
African American	25	100	39.1	21.7	30.4	8.7	39.1	23.8	19.1	95.5	97
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	95.4	97.3
Hispanic	33	97	38.5	42.3	19.2	0	19.2	22.5	27.5	96.4	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	33.3	32.7	95.5	95.8
Disability Status											
Disabled	12	100	66.7	25	8.3	0	8.3	11.4	14.4	95.5	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	95.6
English Proficiency											
Limited English Proficient	27	96.3	43.5	39.1	13	4.3	17.4	17	27.3	96.5	96.5
Socio-Economic Status											
Subsided meals	83	98.8	41.3	32	17.3	9.3	26.7	22.9	21	95.4	96

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	46	100	19.5	46.3	31.7	2.4	34.1
	4	45	100	27.8	44.4	27.8	0	27.8
	5	40	100	39.4	48.5	12.1	0	12.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	65	98.5	28.1	29.8	38.6	3.5	42.1
	4	53	98.1	40.9	29.5	29.5	0	29.5
	5	41	100	45.7	34.3	11.4	8.6	20
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	46	100	46.3	34.1	19.5	0	19.5
	4	45	100	25	41.7	22.2	11.1	33.3
	5	40	100	24.2	39.4	24.2	12.1	36.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	65	100	36.2	43.1	17.2	3.4	20.7
	4	53	100	37.8	22.2	28.9	11.1	40
	5	41	100	20	45.7	17.1	17.1	34.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	22	100	47.4	36.8	15.8	0	15.8
	4	45	100	47.2	27.8	16.7	8.3	25
	5	20	100	40	26.7	20	13.3	33.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	33	100	48.1	33.3	18.5	0	18.5
	4	53	100	42.2	33.3	15.6	8.9	24.4
	5	21	100	41.2	35.3	11.8	11.8	23.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	24	100	8.7	52.2	17.4	21.7	39.1
	4	45	100	38.9	36.1	22.2	2.8	25
	5	20	100	33.3	38.9	22.2	5.6	27.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	22.6	25.8	35.5	16.1	51.6
	4	53	98.1	43.2	27.3	22.7	6.8	29.5
	5	20	100	50	38.9	11.1	0	11.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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