

LONE OAK ELEMENTARY

7314 Lone Oak Road
Spartanburg, South

Grades	K-5 Elementary School	
Enrollment	325 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

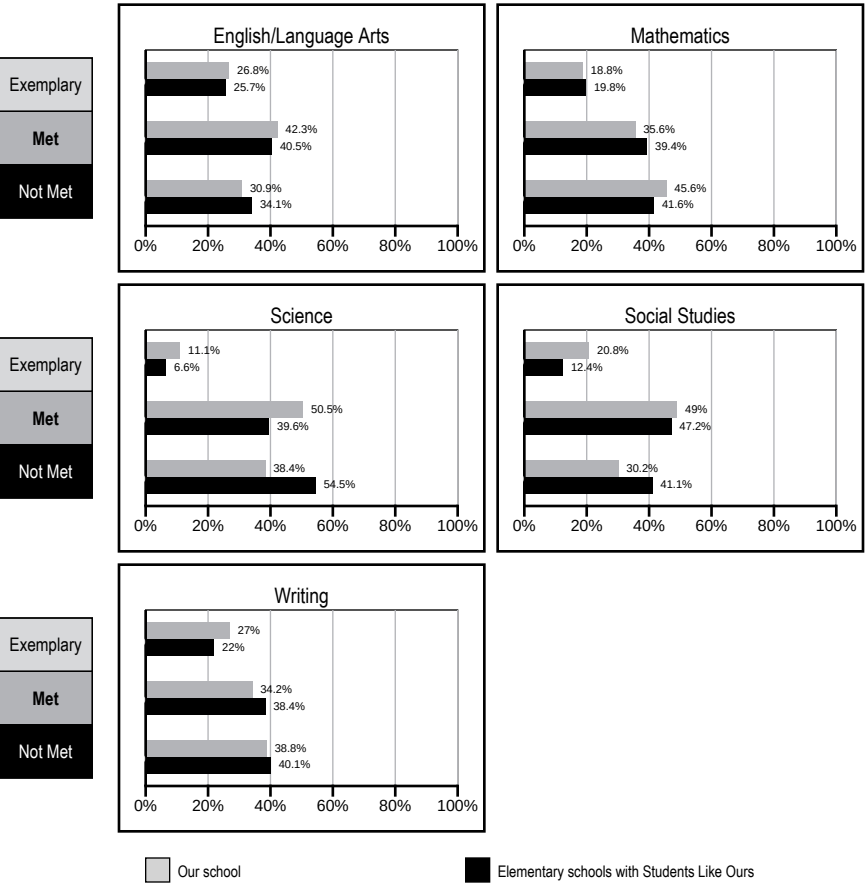
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	98	59	24

* 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=325)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 1.0%	1.5%	1.2%
Attendance rate	95.4%	Down from 96.0%	95.8%	96.1%
Eligible for gifted and talented	16.2%	Up from 8.4%	4.8%	11.7%
With disabilities other than speech	5.6%	Down from 6.1%	8.5%	8.0%
Older than usual for grade	0.4%	Up from 0.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	69.6%	Up from 60.9%	60.0%	60.5%
Continuing contract teachers	78.3%	Up from 73.9%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.6%	Up from 78.2%	83.8%	87.0%
Teacher attendance rate	96.4%	Down from 96.8%	95.4%	95.4%
Average teacher salary*	\$44,300	Up 2.8%	\$45,292	\$47,288
Professional development days/teacher	17.0 days	Up from 5.8 days	10.6 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.5	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.8 to 1	17.3 to 1	19.2 to 1
Prime instructional time	91.1%	Down from 92.3%	90.5%	90.8%
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**	\$7,634	Down 1.6%	\$8,548	\$7,548
Percent of expenditures for instruction**	69.4%	Up from 69.3%	68.0%	68.7%
Percent of expenditures for teacher salaries**	67.0%	Up from 51.4%	62.5%	65.1%

* 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 focuses on meeting the needs of individual students. We believe our efforts to improve student academic experiences, using innovative and research-based instructional practices, such as team planning, our school-wide writing plan, and the use of Promethean Boards with a variety of technology-based instructional programs, result in ever-increasing student achievement and create group success.

Our primary goals are to improve academic achievement and to strengthen parent/school relations. In 2009, Lone Oak achieved Adequate Yearly Progress in all 25 of its 25 descriptors, confirming our efforts as we stretch our academic expectations of students. We have seen record rates of parent participation and volunteerism who providing assistance with special programs, chaperoning field experiences, and serving as guest readers. Parenting workshops such as Muffins for Moms: Reading Strategies for Kids; Doughnuts for Dads: Summer Learning Activities; Grandparent's Day: A Time to Write; and Family Movie Night Out have become family favorites. Additionally 100% of all parents participated in Parent/Teacher Conference Week, which allowed parents to conference with teachers before, during, or after school about student performance.

This year's school-wide theme, "Setting the Stage for Success," focused on seeking innovative learning opportunities, activities, and explorations for all students to experience success, academically, as well as recognizing good character, talent, and achievements in the related arts. Our theme, partnered with our primary goals, created a school climate that reflected pride, evident in both student and teacher performance. Student artwork was recognized and displayed at multiple venues throughout Spartanburg County and recognized on local and state levels. More students were enrolled in the Horizon's Gifted and Talented Programs than ever before. The Lone Oak Mileage Club received both group and individual team member recognitions, while our Walk to School Day event earned Golden Shoe honors recognition.

Our teachers have continued to build their professional capacity, participating in school-based staff developments that focus on implementation of learning strategies most effective with English Language Learners, as well as pursuing advanced degrees and presenting on the local, state, and national levels. In addition, a School Leadership Team was created to assist implementation of innovative instructional programs such as Book Buddies in Action, Read Around the World Night, and Math and Science Night. Each program was a collaboration of community partners from Dorman High School, USC Upstate, the Science Center, and our community. Character education values continue to be a common theme that is embedded throughout instruction.

Through our shared purpose, vision, commitments, and goals, the Lone Oak staff, parents, and community will continue to enhance our learning environment by "Setting the Stage for Success," and continuing to enhance our safe, positive, and nurturing climate for students to learn and achieve at their best personal potential.

Verotta M. Kennedy, Principal

Janet Boatman, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	51	65
Percent satisfied with learning environment	95.5%	92.0%	92.1%
Percent satisfied with social and physical environment	95.5%	94.0%	87.7%
Percent satisfied with school-home relations	86.4%	90.2%	84.6%

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

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
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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	
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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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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	161	100	30.9	42.3	26.8	77.9	82.3	83.5	Yes	Yes
Gender										
Male	91	100	29.5	43.2	27.3	78.4	79.7	80.1	N/A	N/A
Female	70	100	32.8	41	26.2	77	84.9	87	N/A	N/A
Racial/Ethnic Group										
White	44	100	26.2	40.5	33.3	83.3	88.5	89.6	Yes	Yes
African American	55	100	25.5	49	25.5	80.4	74.3	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88	92.7	I/S	I/S
Hispanic	56	100	40	42	18	70	74.7	79.6	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	85.1	I/S	I/S
Disability Status										
Disabled	14	100	58.3	33.3	8.3	66.7	46.3	51.7	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	78.6	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	54	100	43.4	39.6	17	67.9	74	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	139	100	31.3	43.8	25	76.6	76.7	76.9	Yes	Yes

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

All Students	161	100	45.6	35.6	18.8	71.1	80.9	80.4	Yes	Yes
Gender										
Male	91	100	46.6	39.8	13.6	72.7	78.9	78.4	N/A	N/A
Female	70	100	44.3	29.5	26.2	68.9	83	82.5	N/A	N/A
Racial/Ethnic Group										
White	44	100	54.8	26.2	19	66.7	87	87.8	Yes	Yes
African American	55	100	39.2	51	9.8	76.5	72.2	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.9	93.5	I/S	I/S
Hispanic	56	100	48	28	24	68	75.1	78.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	83.2	I/S	I/S
Disability Status										
Disabled	14	100	75	16.7	8.3	33.3	42.5	46.1	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	78.6	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	54	100	47.2	30.2	22.6	67.9	75.4	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	139	100	48.4	33.6	18	70.3	74.7	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	109	100	38.4	50.5	11.1	61.6	66.3	67.3
Gender								
Male	62	100	37.3	52.5	10.2	62.7	65.8	66.9
Female	47	100	40	47.5	12.5	60	66.8	67.7
Racial/Ethnic Group								
White	33	100	28.1	62.5	9.4	71.9	78.3	79.6
African American	37	100	38.2	50	11.8	61.8	49.8	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	76.1	84.4
Hispanic	36	100	53.3	40	6.7	46.7	55.8	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.8	69.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	25.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	34	100	53.1	40.6	6.3	46.9	54.2	58.6
Socio-Economic Status								
Subsidized meals	93	100	40.5	47.6	11.9	59.5	56.1	55.4

Social Studies

All Students	104	100	30.2	49	20.8	69.8	70.4	70.9
Gender								
Male	57	100	30.9	47.3	21.8	69.1	70.5	70.1
Female	47	100	29.3	51.2	19.5	70.7	70.3	71.7
Racial/Ethnic Group								
White	20	100	36.8	47.4	15.8	63.2	77.8	79.2
African American	35	100	29.4	50	20.6	70.6	59.6	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	83.7	86.8
Hispanic	44	100	31.6	50	18.4	68.4	63.4	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	50	71.2
Disability Status								
Disabled	12	100	N/A	N/A	N/A	36.4	32.9	39.3
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	43	100	29.3	53.7	17.1	70.7	64.7	68
Socio-Economic Status								
Subsidized meals	93	100	32.9	48.2	18.8	67.1	62.3	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	160	100	38.8	34.2	27	61.2	71.8	72.1	95.4	96.3
Gender										
Male	93	100	46.7	35.6	17.8	53.3	64.9	65.2	95.8	96.3
Female	67	100	27.4	32.3	40.3	72.6	78.8	79.2	95	96.4
Racial/Ethnic Group										
White	43	100	42.9	31	26.2	57.1	80	80.8	93.5	96
African American	55	100	28.3	43.4	28.3	71.7	61.9	59.7	95.8	96.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	79.1	87	92.4	97.1
Hispanic	56	100	47.1	29.4	23.5	52.9	61.4	64.6	96.4	96.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	70.8	73.4	95.3	94.1
Disability Status										
Disabled	14	100	85.7	7.1	7.1	14.3	24.9	27.7	95.2	96
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	63.5	95.2	97.1
English Proficiency										
Limited English Proficient	56	100	48.1	29.6	22.2	51.9	60.8	63.7	96.3	96.4
Socio-Economic Status										
Subsidized meals	138	100	39.2	34.6	26.2	60.8	64	61.9	95.4	95.9

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
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
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
	8	0	N/A	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
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
	8	0	N/A	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
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
	8	0	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	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
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
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
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

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