



# 2015 SCHOOL PROFILES

## Office of Educational Quality and Accountability

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### LINCOLN ELEMENTARY (EC-5)

#### PONCA CITY PUBLIC SCHOOLS

1501 West Grand Avenue, Ponca City, OK 74601  
Telephone: (580) 767-8050

36-1071-125

## Community Characteristics

### Socioeconomic Data

	School	District	State Average
Ethnic Makeup Based upon Fall Enrollment:			
Caucasian	46%	69%	59%
Black	4%	4%	9%
Asian	0%	1%	2%
Hispanic	21%	10%	16%
Native American	30%	16%	15%
Average Property Valuation per Student (12/2015)		\$52,816	\$47,329
Students Eligible for Free/Reduced Lunch	96%	68%	61%

### U.S. Census Data (American Community Survey 2010-2014 5-Year Estimates Unless Otherwise Noted)

District Population	28,708	7,387
Poverty Rate	19%	17%
Unemployment Rate	8%	7%
Average Household Income	\$55,887	\$62,871
Single-Parent Families	40%	34%
Highest Educational Level for Adults Age 25+		
College Degree	22%	24%
H.S. Diploma w/o College Degree	66%	63%
Less than 12th Grade Education	13%	13%

### Preparation, Motivation & Parental Support

KG-3rd graders receiving reading remediation	81%	51%	39%
Average Number of Days Absent per Student	11.4	11.1	9.8
Mobility Rate (Incoming Students)	23%	11%	10%
Suspension to Student Ratio: ( <i>Higher number is better.</i> )			
There was 1 suspension (of 10 days or less) for every ___ students	8.1	9.1	13.1
There was 1 suspension (of more than 10 days) for every ___ students	None	67.3	155.1
Parents Attending Parent/Teacher Conference	100%	77%	74%
Patrons' Volunteer Hours per Student	2.1	2.0	3.4

### Juvenile Offenders & Offenses (Office of Juvenile Affairs)\*

One out of every ___ students was charged. ( <i>Higher number is better.</i> )	54.7	108.6
Of those charged, each averaged ___ offense(s).	2.6	2.1
Of those charged, ___ were alleged gang members.	3	0.4

\*These statistics are provided as another indicator of the environment in which schools must operate. In most cases the offenses were not committed at school.

## 2014-2015 School Educational Process

### Classroom & Administration Characteristics

	School	District Total (All Schools)	ES/MS/JHS State Average
Fall Enrollment	485	5,247	387
Students as English Language Learners (ELL)	8.0%	3.4%	8.6%
Students in Special Education*	10.7%	17.3%	15.3%
Non-Special Ed. Teachers (FTE):			
Number of Teachers	26.8	253.3	21.3
Average Salary (w/ Fringe)	\$42,872	\$44,408	\$44,307
Teachers with Advanced Degree(s)	14.9%	21.7%	22.2%
Average Years of Experience	8.2	11.3	11.9
Special Education Teachers (FTE)*	1.3	37.8	2.4
Counselors (FTE)	1.0	13.0	0.8
Other Certified Professional Staff (FTE)	3.9	27.6	1.8
Administrators (FTE)	1.6	25.5	1.3

\*Each school has its own unique characteristics for special education programs. Please contact the school for program specific information.

### Symbols Used on this Report

DNA = Data Not Available  
NA = Not Applicable

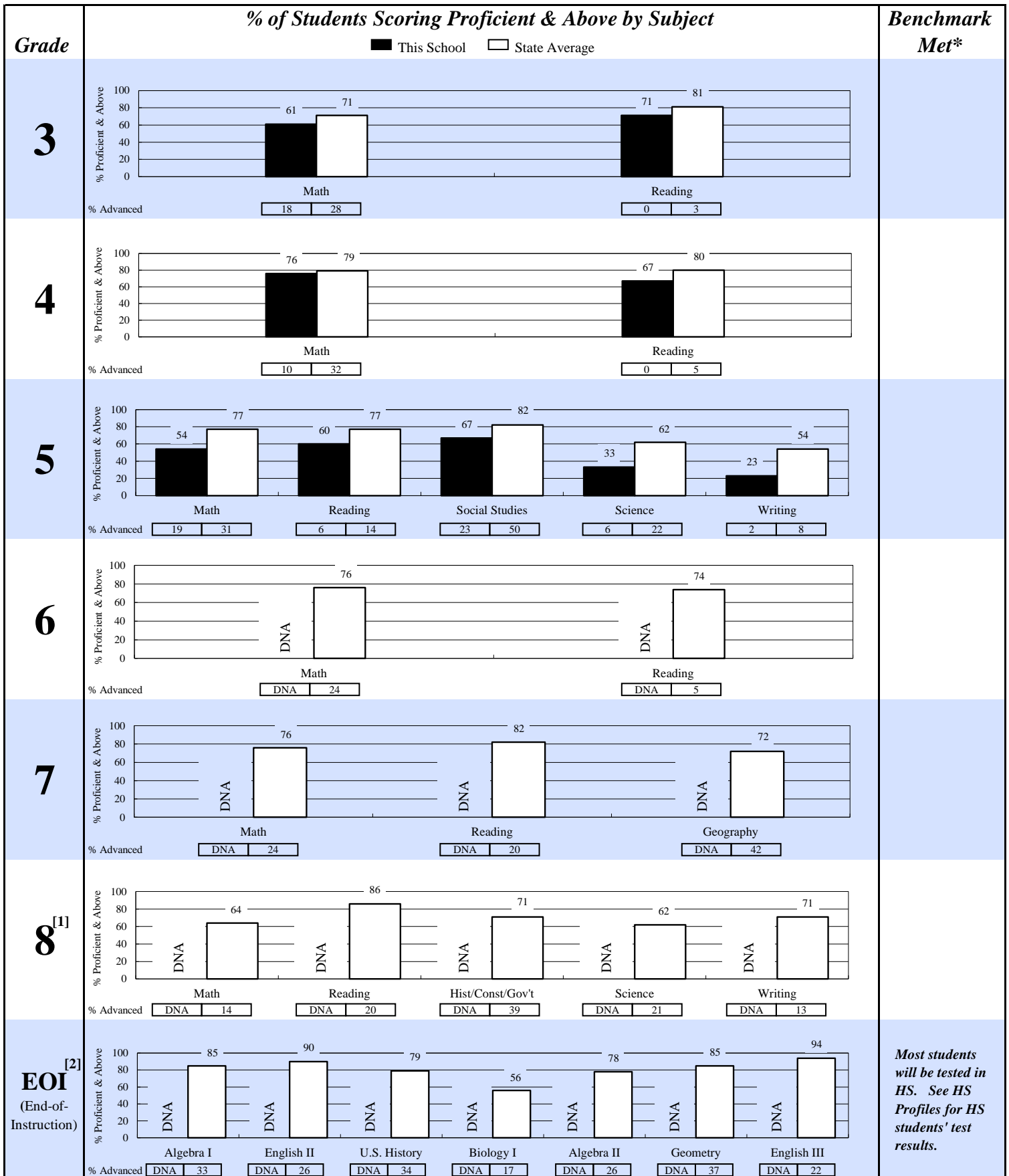
RM = Revised Methodology  
ADM = Average Daily Membership (Average Enrollment)

FTE = Full Time Equivalent

\*\* = Data Protected by Privacy Laws

FTR = School/District Failed to Respond with Useable Data

# 2014-15 Student Performance (Regular Education Students, Full Academic Year)



[1]: Students taking Algebra I do not participate in 8th grade math test.

[2]: Students are exempt from certain EOI tests if they passed qualified alternative assessments.

◆ Performance Benchmark Symbols (Test results must be available for every subject.) ◆

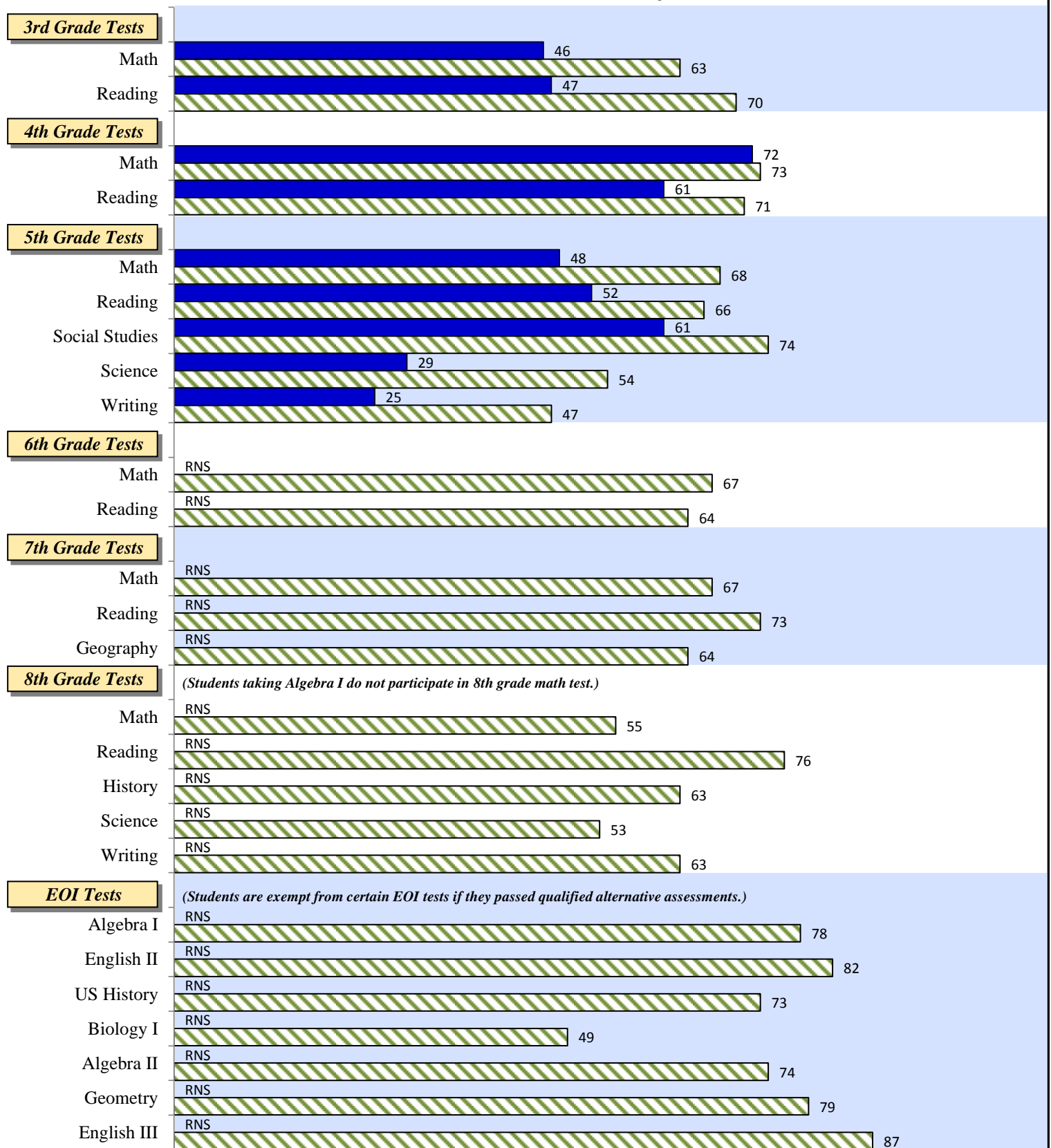
✓ (The 'Basic-70' Benchmark) = at least 70% of students scoring "Proficient & Above" in all subjects.

★ (The 'Advanced-25' Benchmark) = meet the Basic-70 benchmark plus at least 25% of students scoring "Advanced" in all subjects.

## 2014-15 Student Performance (All Students, Full Academic Year)

### % of Students Scoring Proficient and Above by Grade and Subject

■ This School    ▨ State Average



◆ Results Not Shown (RNS) for This School ◆

Test results cannot be shown if no students were tested (grade not offered), if test results were not available (no record found), or if circumstances require that results be protected by federal privacy laws.