



2005 SCHOOL REPORT CARD

Education Oversight Board / Office of Accountability

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LAVERNE ELEMENTARY (EC-5)

LAVERNE PUBLIC SCHOOLS

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30-1001-105

Community Characteristics

Socioeconomic Data

	School	District	State Average
Ethnic Makeup Based upon Fall Enrollment (2004):			
Caucasian	72%	78%	61%
Black	0%	0%	11%
Asian	0%	0%	2%
Hispanic	27%	21%	8%
Native American	1%	1%	19%
Average Property Valuation per Student (2006)		\$84,426	\$31,431
Students Eligible for Free/Reduced Lunch (2005)	46%	40%	55%

2000 Census Data

District Population		2,408	6,390
Poverty Rate		14%	15%
Unemployment Rate		2%	5%
Average Household Income		\$41,472	\$44,370
Single-Parent Families		16%	29%
Highest Educational Level for Adults Age 25+			
College Degree		21%	26%
H.S. Diploma w/o College Degree		61%	55%
Less than 12th Grade Education		18%	19%

Preparation, Motivation & Parental Support

1st-3rd graders in need of Reading remediation	12%	12%	30%
Average Number of Days Absent per Student	6.0	6.4	10.0
Mobility Rate (Incoming Students)	10%	8%	11%
There was 1 suspension for every ___ students ^{RM}			
suspensions of 10 days or less	None	425.3	11.0
suspensions of more than 10 days	None	None	93.7
Parents Attending Parent/Teacher Conference ^{RM}	98%	98%	72%
Volunteer Hours per Student ^{RM}	2.0	0.9	2.6

2004-2005 Juvenile Offenders & Offenses (Office of Juvenile Affairs)* ^{RM}

One out of every ___ students was charged.		212.7	68.4
Of those charged, each averaged ___ offense(s).		3.5	2.0
Of those charged, ___ were alleged gang members.		0	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.

2004-2005 School Educational Process

Classroom & Administration Characteristics ^{RM}

	School	District Total (All Schools)	Elem. School State Average
Average Daily Membership (ADM)	204.1	425.3	351.6
Students in Special Education	13.2%	13.4%	15.0%
Regular Classroom Teachers (FTE)	14.1	31.1	19.3
Average Salary (w/ Fringe) of Regular Classroom Teachers (FTE)	\$35,760	\$40,411	\$37,206
Regular Classroom Teachers with Advanced Degree(s) (FTE)	21.2%	22.5%	25.9%
Average Years of Experience - Regular Classroom Teachers (FTE)	11.6	14.1	12.7
Special Education Teachers (FTE)	0.9	1.9	2.1
Counselors (FTE)	0.0	1.0	0.6
Other Certified Professional Staff (FTE)	0.0	1.0	1.2
Administrators (FTE)	1.0	3.0	1.2

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

2004-2005 Student Performance

Grade	% of Students Scoring Satisfactory & Above by Subject <small>(Test results were only calculated for regular non-high mobility students.)</small>	Benchmark Met*
3	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="width: 15px; height: 15px; background-color: black; margin-right: 5px;"></div> This School <div style="width: 15px; height: 15px; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></div> State Average </div>	
4		
5	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: right; padding-right: 20px;"><i>Coming in 2006</i></div> </div>	
6	<p style="text-align: center; font-style: italic;">Grade Not Offered at This School Site</p>	
7	<p style="text-align: center; font-style: italic;">Grade Not Offered at This School Site</p>	
8	<p style="text-align: center; font-style: italic;">Grade Not Offered at This School Site</p>	
EOI <small>End of Instruction</small>	<p style="text-align: center; font-style: italic;">Grade Not Offered at This School Site</p>	<p style="font-size: small; text-align: center;"><i>Most students will be tested in HS. See HS report card for HS students' test results.</i></p>

= *The Education Oversight Board's 70% Performance Benchmark has been met with at least 70% of the students tested scoring Satisfactory and Above in all subjects. To be considered for meeting the benchmark, there must be results available for every subject.