



# 2005 SCHOOL REPORT CARD

## Education Oversight Board / Office of Accountability

655 Research Parkway, Suite 301, Oklahoma City, OK, 73104 (405) 225-9470 Fax: (405) 225-9474 Web: <http://www.SchoolReportCard.org>

### EMPIRE ELEMENTARY (EC-8)

#### EMPIRE PUBLIC SCHOOLS

9450 W CHEROKEE RD, DUNCAN, OK 73533-9025

Telephone (580) 255-4150

69-1021-105

## Community Characteristics

### Socioeconomic Data

	School	District	State Average
Ethnic Makeup Based upon Fall Enrollment (2004):			
Caucasian	89%	89%	61%
Black	0%	0%	11%
Asian	0%	0%	2%
Hispanic	5%	4%	8%
Native American	6%	7%	19%
Average Property Valuation per Student (2006)		\$14,697	\$31,431
Students Eligible for Free/Reduced Lunch (2005)	40%	53%	55%

### 2000 Census Data

	School	District	State Average
District Population		2,045	6,390
Poverty Rate		11%	15%
Unemployment Rate		3%	5%
Average Household Income		\$45,084	\$44,370
Single-Parent Families		18%	29%
Highest Educational Level for Adults Age 25+			
College Degree		18%	26%
H.S. Diploma w/o College Degree		67%	55%
Less than 12th Grade Education		14%	19%

### Preparation, Motivation & Parental Support

	School	District	State Average
1st-3rd graders in need of Reading remediation	46%	46%	30%
Average Number of Days Absent per Student	7.5	6.2	10.0
Mobility Rate (Incoming Students)	9%	9%	11%
There was 1 suspension for every ___ students <sup>RM</sup>			
suspensions of 10 days or less	None	538.2	11.0
suspensions of more than 10 days	None	None	93.7
Parents Attending Parent/Teacher Conference <sup>RM</sup>	85%	83%	72%
Volunteer Hours per Student <sup>RM</sup>	0.7	0.4	2.6

### 2004-2005 Juvenile Offenders & Offenses (Office of Juvenile Affairs)\* <sup>RM</sup>

	School	District	State Average
One out of every ___ students was charged.		134.6	68.4
Of those charged, each averaged ___ offense(s).		1.8	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 <sup>RM</sup>

	School	District Total (All Schools)	Elem. School State Average
Average Daily Membership (ADM)	305.5	538.2	351.6
Students in Special Education	16.7%	16.5%	15.0%
Regular Classroom Teachers (FTE)	16.0	35.5	19.3
Average Salary (w/ Fringe) of Regular Classroom Teachers (FTE)	\$32,015	\$32,655	\$37,206
Regular Classroom Teachers with Advanced Degree(s) (FTE)	6.3%	18.3%	25.9%
Average Years of Experience - Regular Classroom Teachers (FTE)	12.6	13.1	12.7
Special Education Teachers (FTE)	0.0	0.0	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

<b>Grade</b>	<b>% of Students Scoring Satisfactory &amp; Above by Subject</b> (Test results were only calculated for regular non-high mobility students.) <span style="float: right;">                         ■ This School    □ State Average                     </span>	<b>Benchmark Met*</b>																		
<b>3</b>	<table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Grade 3 Data</caption> <thead> <tr> <th>Subject</th> <th>This School (%)</th> <th>State Average (%)</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>93</td> <td>77</td> </tr> <tr> <td>Reading</td> <td>97</td> <td>87</td> </tr> </tbody> </table>	Subject	This School (%)	State Average (%)	Math	93	77	Reading	97	87										
Subject	This School (%)	State Average (%)																		
Math	93	77																		
Reading	97	87																		
<b>4</b>	<table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Grade 4 Data</caption> <thead> <tr> <th>Subject</th> <th>This School (%)</th> <th>State Average (%)</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>78</td> <td>82</td> </tr> <tr> <td>Reading</td> <td>89</td> <td>91</td> </tr> </tbody> </table>	Subject	This School (%)	State Average (%)	Math	78	82	Reading	89	91										
Subject	This School (%)	State Average (%)																		
Math	78	82																		
Reading	89	91																		
<b>5</b>	<table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Grade 5 Data</caption> <thead> <tr> <th>Subject</th> <th>This School (%)</th> <th>State Average (%)</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>89</td> <td>84</td> </tr> <tr> <td>Reading</td> <td>78</td> <td>79</td> </tr> <tr> <td>Social Studies</td> <td>61</td> <td>69</td> </tr> <tr> <td>Science</td> <td>100</td> <td>83</td> </tr> <tr> <td>Writing</td> <td>Coming in 2006</td> <td></td> </tr> </tbody> </table>	Subject	This School (%)	State Average (%)	Math	89	84	Reading	78	79	Social Studies	61	69	Science	100	83	Writing	Coming in 2006		<i>Coming in 2006</i>
Subject	This School (%)	State Average (%)																		
Math	89	84																		
Reading	78	79																		
Social Studies	61	69																		
Science	100	83																		
Writing	Coming in 2006																			
<b>6</b>	<p style="font-size: 1.2em; font-weight: bold;">Coming in 2006</p>																			
<b>7</b>	<table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Grade 7 Data</caption> <thead> <tr> <th>Subject</th> <th>This School (%)</th> <th>State Average (%)</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>Coming in 2006</td> <td></td> </tr> <tr> <td>Reading</td> <td>Coming in 2006</td> <td></td> </tr> <tr> <td>Geography</td> <td>84</td> <td>84</td> </tr> </tbody> </table>	Subject	This School (%)	State Average (%)	Math	Coming in 2006		Reading	Coming in 2006		Geography	84	84							
Subject	This School (%)	State Average (%)																		
Math	Coming in 2006																			
Reading	Coming in 2006																			
Geography	84	84																		
<b>8</b>	<table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Grade 8 Data</caption> <thead> <tr> <th>Subject</th> <th>This School (%)</th> <th>State Average (%)</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>65</td> <td>76</td> </tr> <tr> <td>Reading</td> <td>77</td> <td>81</td> </tr> <tr> <td>Hist/Const/Govt</td> <td>52</td> <td>64</td> </tr> <tr> <td>Science</td> <td>90</td> <td>83</td> </tr> <tr> <td>Writing</td> <td>Coming in 2006</td> <td></td> </tr> </tbody> </table>	Subject	This School (%)	State Average (%)	Math	65	76	Reading	77	81	Hist/Const/Govt	52	64	Science	90	83	Writing	Coming in 2006		<i>Coming in 2006</i>
Subject	This School (%)	State Average (%)																		
Math	65	76																		
Reading	77	81																		
Hist/Const/Govt	52	64																		
Science	90	83																		
Writing	Coming in 2006																			
<b>EOI</b>  End of Instruction	<table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>EOI Data</caption> <thead> <tr> <th>Subject</th> <th>This School (%)</th> <th>State Average (%)</th> </tr> </thead> <tbody> <tr> <td>Algebra I</td> <td>DNA</td> <td>31</td> </tr> <tr> <td>English II</td> <td>DNA</td> <td>66</td> </tr> <tr> <td>U.S. History</td> <td>DNA</td> <td>70</td> </tr> <tr> <td>Biology I</td> <td>DNA</td> <td>49</td> </tr> </tbody> </table>	Subject	This School (%)	State Average (%)	Algebra I	DNA	31	English II	DNA	66	U.S. History	DNA	70	Biology I	DNA	49	<i>Most students will be tested in HS. See HS report card for HS students' test results.</i>			
Subject	This School (%)	State Average (%)																		
Algebra I	DNA	31																		
English II	DNA	66																		
U.S. History	DNA	70																		
Biology I	DNA	49																		

✓ = \*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.