



# 2005 SCHOOL REPORT CARD

## Education Oversight Board / Office of Accountability

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### CARNEGIE ELEMENTARY (KG-5)

#### TULSA PUBLIC SCHOOLS

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72-1001-140

## Community Characteristics

### Socioeconomic Data

	School	District	State Average
Ethnic Makeup Based upon Fall Enrollment (2004):			
Caucasian	85%	38%	61%
Black	3%	36%	11%
Asian	2%	1%	2%
Hispanic	4%	16%	8%
Native American	5%	9%	19%
Average Property Valuation per Student (2006)		\$44,737	\$31,431
Students Eligible for Free/Reduced Lunch (2005)	20%	78%	55%

### 2000 Census Data

District Population		298,475	6,390
Poverty Rate		16%	15%
Unemployment Rate		6%	5%
Average Household Income		\$44,788	\$44,370
Single-Parent Families		41%	29%
Highest Educational Level for Adults Age 25+			
College Degree		30%	26%
H.S. Diploma w/o College Degree		52%	55%
Less than 12th Grade Education		18%	19%

### Preparation, Motivation & Parental Support

1st-3rd graders in need of Reading remediation	30%	47%	30%
Average Number of Days Absent per Student	7.4	13.3	10.0
Mobility Rate (Incoming Students)	0%	17%	11%
There was 1 suspension for every ___ students <sup>RM</sup>			
suspensions of 10 days or less	None	5.0	11.0
suspensions of more than 10 days	None	39.2	93.7
Parents Attending Parent/Teacher Conference <sup>RM</sup>	98%	76%	72%
Volunteer Hours per Student <sup>RM</sup>	23.4	3.1	2.6

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

One out of every ___ students was charged.	35.2	68.4
Of those charged, each averaged ___ offense(s).	2.1	2.0
Of those charged, ___ were alleged gang members.	32	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)	448.3	41,349.1	351.6
Students in Special Education	8.7%	17.0%	15.0%
Regular Classroom Teachers (FTE)	21.0	2,163.0	19.3
Average Salary (w/ Fringe) of Regular Classroom Teachers (FTE)	\$38,314	\$38,890	\$37,206
Regular Classroom Teachers with Advanced Degree(s) (FTE)	9.5%	27.4%	25.9%
Average Years of Experience - Regular Classroom Teachers (FTE)	13.5	11.0	12.7
Special Education Teachers (FTE)	2.0	452.2	2.1
Counselors (FTE)	1.0	140.5	0.6
Other Certified Professional Staff (FTE)	1.1	230.9	1.2
Administrators (FTE)	1.0	200.0	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> <small>(Test results were only calculated for regular non-high mobility students.)</small>	<b>Benchmark Met*</b>																		
<b>3</b>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span style="font-size: 1.2em;">■</span> This School                     <span style="font-size: 1.2em;">□</span> State Average                 </div> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Grade 3 Performance Data</caption> <thead> <tr> <th>Subject</th> <th>This School (%)</th> <th>State Average (%)</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>97</td> <td>77</td> </tr> <tr> <td>Reading</td> <td>95</td> <td>87</td> </tr> </tbody> </table>	Subject	This School (%)	State Average (%)	Math	97	77	Reading	95	87										
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<b>EOI</b>  End of Instruction	<p style="font-style: italic;">Grade Not Offered at This School Site</p>	<p style="font-style: italic;">Most students will be tested in HS. See HS report card for HS students' test results.</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.