



# 2006 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>

### LOWREY ELEMENTARY (KG-8)

#### LOWREY PUBLIC SCHOOLS

21132 E 640 RD, TAHLEQUAH, OK 74464-8775

Telephone (918) 456-4053

11-C010-105

## Community Characteristics

### Socioeconomic Data

	School	District	State Average
Ethnic Makeup Based upon Fall Enrollment (2005):			
Caucasian	19%	19%	60%
Black	0%	0%	11%
Asian	0%	0%	2%
Hispanic	4%	4%	9%
Native American	76%	76%	19%
Average Property Valuation per Student (2007)		\$24,705	\$33,063
Students Eligible for Free/Reduced Lunch (2006)	59%	59%	55%

### 2000 Census Data

	School	District	State Average
District Population		1,025	6,390
Poverty Rate		18%	15%
Unemployment Rate		5%	5%
Average Household Income		\$38,492	\$44,370
Single-Parent Families		17%	29%
Highest Educational Level for Adults Age 25+			
College Degree		19%	26%
H.S. Diploma w/o College Degree		52%	55%
Less than 12th Grade Education		28%	19%

### Preparation, Motivation & Parental Support

	School	District	State Average
1st-3rd graders in need of Reading remediation	15%	15%	33%
Average Number of Days Absent per Student	8.6	8.5	10.1
Mobility Rate (Incoming Students)	2%	2%	11%
Suspension to Student Ratio:			
There was 1 suspension (of 10 days or less) for every ___ students	44.5	44.5	12.3
There was 1 suspension (of more than 10 days) for every ___ students	133.5	133.5	128.0
Parents Attending Parent/Teacher Conference	65%	65%	73%
Patrons' Volunteer Hours per Student	1.1	1.1	2.6

### 2005-2006 Juvenile Offenders & Offenses (Office of Juvenile Affairs)\*

	School	District	State Average
One out of every ___ students was charged.		None Reported	70.6
Of those charged, each averaged ___ offense(s).		0.0	2.0
Of those charged, ___ were alleged gang members.		0	0.5

\*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.

## 2005-2006 School Educational Process

### Classroom & Administration Characteristics

	School	District Total (All Schools)	Elem. School State Average
Average Daily Membership (ADM)	133.5	135.9	358.6
Students in Special Education	13.5%	19.9%	14.6%
Regular Classroom Teachers (FTE)	11.0	11.0	20.1
Average Salary (w/ Fringe) of Regular Classroom Teachers (FTE)	\$39,245	\$39,245	\$38,147
Regular Classroom Teachers with Advanced Degree(s) (FTE)	45.5%	45.5%	24.9%
Average Years of Experience - Regular Classroom Teachers (FTE)	16.3	16.3	12.5
Special Education Teachers (FTE)	1.0	1.0	2.2
Counselors (FTE)	0.0	0.0	0.6
Other Certified Professional Staff (FTE)	0.0	0.0	1.3
Administrators (FTE)	2.0	2.0	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

## 2005-2006 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: 0.8em;">■ This School</span> <span style="font-size: 0.8em;">□ State Average</span> </div> <table border="1" style="margin: 5px 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>92</td> <td>78</td> </tr> <tr> <td>Reading</td> <td>92</td> <td>90</td> </tr> </tbody> </table>	Subject	This School (%)	State Average (%)	Math	92	78	Reading	92	90										
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✓ = \*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.