



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>

WHITESBORO ELEMENTARY (EC-8)

WHITESBORO PUBLIC SCHOOLS

PO BOX 150, WHITESBORO, OK 74577-0150

Telephone (918) 567-3016

40-1062-105

Community Characteristics

Socioeconomic Data

	School	District	State Average
Ethnic Makeup Based upon Fall Enrollment (2005):			
Caucasian	52%	55%	60%
Black	0%	0%	11%
Asian	1%	0%	2%
Hispanic	2%	1%	9%
Native American	45%	43%	19%
Average Property Valuation per Student (2007)		\$19,340	\$33,063
Students Eligible for Free/Reduced Lunch (2006)	76%	77%	55%

2000 Census Data

	School	District	State Average
District Population		1,185	6,390
Poverty Rate		28%	15%
Unemployment Rate		8%	5%
Average Household Income		\$32,086	\$44,370
Single-Parent Families		26%	29%
Highest Educational Level for Adults Age 25+			
College Degree		15%	26%
H.S. Diploma w/o College Degree		59%	55%
Less than 12th Grade Education		26%	19%

Preparation, Motivation & Parental Support

	School	District	State Average
1st-3rd graders in need of Reading remediation	2%	2%	33%
Average Number of Days Absent per Student	9.0	7.5	10.1
Mobility Rate (Incoming Students)	2%	4%	11%
Suspension to Student Ratio:			
There was 1 suspension (of 10 days or less) for every ___ students	140.1	33.7	12.3
There was 1 suspension (of more than 10 days) for every ___ students	None	None	128.0
Parents Attending Parent/Teacher Conference	31%	31%	73%
Patrons' Volunteer Hours per Student	0.7	0.5	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)	140.1	202.3	358.6
Students in Special Education	17.1%	17.3%	14.6%
Regular Classroom Teachers (FTE)	9.5	18.5	20.1
Average Salary (w/ Fringe) of Regular Classroom Teachers (FTE)	\$35,850	\$34,800	\$38,147
Regular Classroom Teachers with Advanced Degree(s) (FTE)	15.8%	8.1%	24.9%
Average Years of Experience - Regular Classroom Teachers (FTE)	18.9	14.9	12.5
Special Education Teachers (FTE)	0.0	1.0	2.2
Counselors (FTE)	0.0	0.1	0.6
Other Certified Professional Staff (FTE)	0.0	0.5	1.3
Administrators (FTE)	0.0	2.3	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

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;"> This School 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>100</td> <td>78</td> </tr> <tr> <td>Reading</td> <td>94</td> <td>90</td> </tr> </tbody> </table>	Subject	This School (%)	State Average (%)	Math	100	78	Reading	94	90										
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Algebra I	DNA	38																		
English II	DNA	72																		
U.S. History	DNA	73																		
Biology I	DNA	54																		

✓ = *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.