



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>

NORTH HIGHLAND MATH/SCI SCHOOL (EC-5)

OKLAHOMA CITY PUBLIC SCHOOLS

8400 N ROBINSON AVE, OKLAHOMA CITY, OK 73114-3325

Telephone (405) 843-7957

55-1089-343

Community Characteristics

Socioeconomic Data

	School	District	State Average
Ethnic Makeup Based upon Fall Enrollment (2005):			
Caucasian	4%	25%	60%
Black	90%	32%	11%
Asian	0%	3%	2%
Hispanic	5%	35%	9%
Native American	0%	5%	19%
Average Property Valuation per Student (2007)		\$41,232	\$33,063
Students Eligible for Free/Reduced Lunch (2006)	95%	86%	55%

2000 Census Data

District Population		278,610	6,390
Poverty Rate		22%	15%
Unemployment Rate		7%	5%
Average Household Income		\$40,051	\$44,370
Single-Parent Families		44%	29%
Highest Educational Level for Adults Age 25+			
College Degree		24%	26%
H.S. Diploma w/o College Degree		51%	55%
Less than 12th Grade Education		25%	19%

Preparation, Motivation & Parental Support

1st-3rd graders in need of Reading remediation	43%	57%	33%
Average Number of Days Absent per Student	9.7	14.2	10.1
Mobility Rate (Incoming Students)	23%	15%	11%
Suspension to Student Ratio:			
There was 1 suspension (of 10 days or less) for every ___ students	27.4	4.6	12.3
There was 1 suspension (of more than 10 days) for every ___ students	None	236.8	128.0
Parents Attending Parent/Teacher Conference	90%	79%	73%
Patrons' Volunteer Hours per Student	10.9	3.8	2.6

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

One out of every ___ students was charged.		67.3	70.6
Of those charged, each averaged ___ offense(s).		2.4	2.0
Of those charged, ___ were alleged gang members.		73	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)	274.5	39,332.5	358.6
Students in Special Education	10.2%	15.5%	14.6%
Regular Classroom Teachers (FTE)	15.5	2,046.9	20.1
Average Salary (w/ Fringe) of Regular Classroom Teachers (FTE)	\$40,919	\$40,550	\$38,147
Regular Classroom Teachers with Advanced Degree(s) (FTE)	35.4%	31.8%	24.9%
Average Years of Experience - Regular Classroom Teachers (FTE)	12.7	12.5	12.5
Special Education Teachers (FTE)	1.5	349.2	2.2
Counselors (FTE)	1.0	69.6	0.6
Other Certified Professional Staff (FTE)	1.0	217.3	1.3
Administrators (FTE)	1.0	214.0	1.2

Symbols Used on this Report

DNA = Data Not Available

RM = Revised Methodology

FTE = Full Time Equivalent

** = Data Protected by Privacy Laws

NA = Not Applicable

ADM = Average Daily Membership (Average Enrollment)

FTR = School/District Failed to Respond with Useable Data

2005-2006 Student Performance

Grade	% of Students Scoring Satisfactory & Above by Subject <i>(Test results were only calculated for regular non-high mobility students.)</i>	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>50</td> <td>78</td> </tr> <tr> <td>Reading</td> <td>86</td> <td>90</td> </tr> </tbody> </table>	Subject	This School (%)	State Average (%)	Math	50	78	Reading	86	90										
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EOI End of Instruction	<p style="font-size: 1.2em; color: gray;">Grade Not Offered at This School Site</p>	<p style="font-size: 0.9em; color: gray;">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.