



# 2006 SCHOOL REPORT CARD

## Education Oversight Board / Office of Accountability

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### JEFFERSON ELEMENTARY (1-5)

SHAWNEE PUBLIC SCHOOLS

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Telephone (405) 273-1846

63-1093-130

## Community Characteristics

### Socioeconomic Data

	School	District	State Average
Ethnic Makeup Based upon Fall Enrollment (2005):			
Caucasian	62%	61%	60%
Black	7%	8%	11%
Asian	1%	1%	2%
Hispanic	5%	4%	9%
Native American	25%	27%	19%
Average Property Valuation per Student (2007)		\$22,351	\$33,063
Students Eligible for Free/Reduced Lunch (2006)	82%	65%	55%

### 2000 Census Data

District Population		26,175	6,390
Poverty Rate		19%	15%
Unemployment Rate		7%	5%
Average Household Income		\$35,671	\$44,370
Single-Parent Families		38%	29%
Highest Educational Level for Adults Age 25+			
College Degree		21%	26%
H.S. Diploma w/o College Degree		56%	55%
Less than 12th Grade Education		23%	19%

### Preparation, Motivation & Parental Support

1st-3rd graders in need of Reading remediation	55%	59%	33%
Average Number of Days Absent per Student	12.5	13.7	10.1
Mobility Rate (Incoming Students)	19%	14%	11%
Suspension to Student Ratio:			
There was 1 suspension (of 10 days or less) for every ___ students	26.2	16.0	12.3
There was 1 suspension (of more than 10 days) for every ___ students	None	436.9	128.0
Parents Attending Parent/Teacher Conference	80%	74%	73%
Patrons' Volunteer Hours per Student	1.8	1.4	2.6

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

One out of every ___ students was charged.		39.7	70.6
Of those charged, each averaged ___ offense(s).		1.8	2.0
Of those charged, ___ were alleged gang members.		2	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)	366.5	3,933.0	358.6
Students in Special Education	15.3%	16.4%	14.6%
Regular Classroom Teachers (FTE)	24.7	225.4	20.1
Average Salary (w/ Fringe) of Regular Classroom Teachers (FTE)	\$41,393	\$40,933	\$38,147
Regular Classroom Teachers with Advanced Degree(s) (FTE)	32.4%	36.2%	24.9%
Average Years of Experience - Regular Classroom Teachers (FTE)	15.8	14.7	12.5
Special Education Teachers (FTE)	3.0	30.0	2.2
Counselors (FTE)	1.0	13.0	0.6
Other Certified Professional Staff (FTE)	1.0	14.0	1.3
Administrators (FTE)	1.0	21.6	1.2

#### Symbols Used on this Report

DNA = Data Not Available

RM = Revised Methodology

FTE = Full Time Equivalent


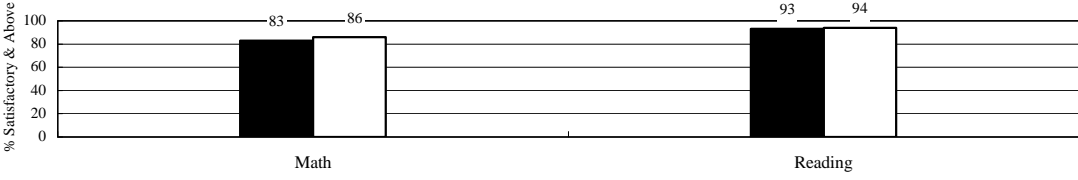

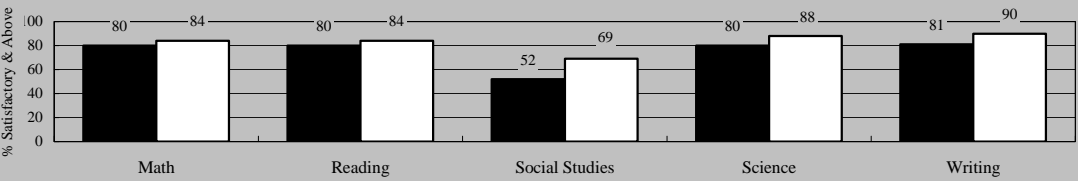
\*\* = Data Protected by Privacy Laws

NA = Not Applicable

ADM = Average Daily Membership (Average Enrollment)

FTR = School/District Failed to Respond with Useable Data

## 2005-2006 Student Performance

<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="width: 15px; height: 15px; background-color: black; display: inline-block;"></span> This School                     <span style="width: 15px; height: 15px; border: 1px solid black; display: inline-block;"></span> State Average                 </div> 	
<b>4</b>		
<b>5</b>		
<b>6</b>	<p style="font-style: italic;">Grade Not Offered at This School Site</p>	
<b>7</b>	<p style="font-style: italic;">Grade Not Offered at This School Site</p>	
<b>8</b>	<p style="font-style: italic;">Grade Not Offered at This School Site</p>	
<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.