



# 2006 SCHOOL REPORT CARD

## Education Oversight Board / Office of Accountability

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### HAWTHORNE ELEMENTARY (EC-5)

TULSA PUBLIC SCHOOLS

1105 E 33RD ST N, TULSA, OK 74106-2013

Telephone (918) 925-1340

72-1001-200

## Community Characteristics

### Socioeconomic Data

	School	District	State Average
Ethnic Makeup Based upon Fall Enrollment (2005):			
Caucasian	2%	36%	60%
Black	95%	35%	11%
Asian	0%	2%	2%
Hispanic	1%	17%	9%
Native American	1%	10%	19%
Average Property Valuation per Student (2007)		\$46,577	\$33,063
Students Eligible for Free/Reduced Lunch (2006)	104%	80%	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	36%	37%	33%
Average Number of Days Absent per Student	10.0	11.8	10.1
Mobility Rate (Incoming Students)	3%	18%	11%
Suspension to Student Ratio:			
There was 1 suspension (of 10 days or less) for every ___ students	16.7	7.5	12.3
There was 1 suspension (of more than 10 days) for every ___ students	199.8	25.2	128.0
Parents Attending Parent/Teacher Conference	100%	78%	73%
Patrons' Volunteer Hours per Student	5.3	4.2	2.6

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

One out of every ___ students was charged.		40.4	70.6
Of those charged, each averaged ___ offense(s).		2.1	2.0
Of those charged, ___ were alleged gang members.		40	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)	399.6	41,371.1	358.6
Students in Special Education	13.0%	17.0%	14.6%
Regular Classroom Teachers (FTE)	20.8	2,256.9	20.1
Average Salary (w/ Fringe) of Regular Classroom Teachers (FTE)	\$39,016	\$38,882	\$38,147
Regular Classroom Teachers with Advanced Degree(s) (FTE)	15.5%	26.1%	24.9%
Average Years of Experience - Regular Classroom Teachers (FTE)	9.4	10.5	12.5
Special Education Teachers (FTE)	2.1	431.0	2.2
Counselors (FTE)	1.0	138.5	0.6
Other Certified Professional Staff (FTE)	1.7	243.1	1.3
Administrators (FTE)	1.0	195.3	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> <i>(Test results were only calculated for regular non-high mobility students.)</i>	<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>62</td> <td>78</td> </tr> <tr> <td>Reading</td> <td>95</td> <td>90</td> </tr> </tbody> </table>	Subject	This School (%)	State Average (%)	Math	62	78	Reading	95	90										
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<b>EOI</b>  End of Instruction	<p style="font-size: 1.2em;">Grade Not Offered at This School Site</p>	<p><i>Most students will be tested in HS. See HS report card for HS students' test results.</i></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.