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ABSTRACT

School profile data for the Tulsa Public Schools as a whole, as well as for each of the 105 schools individually, are provided for the 1971-1972 school year. The data provided relate to the background of the pupils served, the educational resources available to each school, and a measure of "output," i.e., the level of accomplishment in each of three basic subject areas as measured by standardized achievement tests, for each school. In addition, data obtained by questionnaire from the 1970 graduates of Tulsa's nine public high schools concerning their activities following graduation are given. The achievement test data were obtained by use of the SRA Assessment Survey, which was administered in April 1972 to grades 3, 5, 7, 9, and 11. Grade 3 was administered the Achievement Series Lower Battery (1968 edition); grades 5, 7, and 9 received the Achievement Series Multi-Level Battery (1971 edition); and grade 11 was administered the Iowa Tests of Educational Development (1970 edition with 1971 norms). In grades 3, 5, 7, and 9, only the 3R Core battery was administered. All achievement test data in the profiles are shown as percentile ranks. (DB)

ED 075494



PROFILES

of the Tulsa Public School



PROFILES

of the Tulsa Public Schools

PREFACE

How do you determine the quality of a school's educational program? Many would insist that the "best" school is the one which has the highest achievement scores--and possibly it is. However, there is an increasing body of research which indicates that the exclusive use of this traditional measure of school effectiveness, without regard to other variables, is a gross oversimplification of a very complex question.

James S. Coleman in the classic 1966 study, Equality of Educational Opportunity, found that only about 20% of the variation in pupil achievement can be attributed to the schools themselves. Facilities, curriculum, and other school characteristics showed almost no correlation with achievement, and even teacher characteristics were found to bear only a moderate relationship to the academic performance of pupils. The most significant factor in achievement was shown to be the home background of the student and his classmates, a condition over which the school has little or no control.

More recently, Christopher Jencks, head of an eight-man research team at Harvard, published an even more startling study. He concluded that the effectiveness of schools in developing cognitive skills--the ability to manipulate numbers and words, assimilate information, and make logical conclusions--depends almost entirely on nonschool factors such as genetics, environment, family background, and even what is seen on television.

Examination of the school profile data in this report verifies the close relationship between "Achievement" and the factors reported under "Pupils and Community." Despite the deliberate allocation of more "Educational Resources" to deprived area schools, average levels of achievement among these pupils continue to be discouragingly low. It becomes increasingly evident that while adequate facilities, equipment and staffing levels are desirable for all schools, these alone cannot fully compensate for the educational deficiencies of disadvantaged pupils. The intent of this publication of individual school data is not to make the schools look good but to help them become good. We are confident that as citizens gain a fuller understanding of the diversity of educational accomplishments and needs throughout this community, they will be challenged to lend their support to the building of the best educational program possible for every child, in every home, in every school in Tulsa.

Paul I. McCloud, Director
Department of Instructional Research
Tulsa Public Schools

October 17, 1972

ED 075494

PROFILES OF THE TULSA PUBLIC SCHOOLS

A School-by-School Report of Pupil and Community
Factors, Resource Allocations and Achievement
Test Results for the 1971-1972 School Year

This report has been prepared as a means of sharing information with the public, not only about the Tulsa Public Schools as a whole but also about each of the 105 schools which make up the system. In line with the concept of accountability, a measure of "output" has been included for each school. The output indicator herein reported is the level of accomplishment in each of three basic subject areas as measured by standardized achievement tests. However, since the academic achievement of pupils is known to be a function of not only the educational program offered but also the background of the pupils served and the educational resources available to the school, pertinent data related to these factors are also included. Given below is an explanation of each of the data items which make up the various school profiles. All data are for the 1971-1972 school year. The first line on each profile page presents, for easy comparison, the composite data for all Tulsa schools.

MEMBERSHIP

This represents the total number of pupils, including kindergarten and special education, who were members of that school on March 17, 1972.

PUPILS AND

Average Family Income: The average family income for neighborhoods in that school, as derived from 1970 U. S. Census data.

Average Value of Housing: The average value of owner-occupied housing units in that school, as derived from 1970 U. S. Census data.

Average School Years Completed: The average number of school years completed by persons 25 years or older in that school, as derived from 1970 U. S. Census data.

Average Pupil Attendance: The average daily attendance to average daily attendance represents the percentage of pupils attending that school on a typical day.

Pupil Mobility: The percentage of pupils enrolled in that school before moving to another school before the 1971-1972 school year.

AFDC Pupils: The percentage of pupils receiving Aid to Families with Dependent Children calculated from data supplement of Institutions, Social Services.

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ment is known to be a function of not
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pupils served and the educational
resources available to the school, pertinent data
factors are also included. Given
the nature of each of the data items
presented in various school profiles. All
data are for the 1971-1972 school year. The first
page presents, for easy com-
parison, the data for all Tulsa schools.

MEMBERSHIP

shows the total number of pupils,
including regular, gifted and special education, who
were enrolled in that school on March 17, 1972.

PUPILS AND COMMUNITY

Average Family Income: The average annual family
income for neighborhoods of pupils attending that
school, as derived from 1970 U. S. Census data.

Average Value of Housing Units: The average value
of owner-occupied housing units for neighborhoods of
pupils attending that school, as derived from 1970
U. S. Census data.

Average School Years Completed by Adults: The
average number of school years completed by per-
sons 25 years or older in the neighborhoods of
pupils attending that school, as derived from 1970
U. S. Census data.

Average Pupil Attendance: The ratio of average
daily attendance to average daily membership. This
represents the percentage of pupils who were present
on a typical day.

Pupil Mobility: The percentage of pupils who were
enrolled in that school but withdrew or transferred
to another school before the end of the year.

AFDC Pupils: The percentage of pupils who were re-
ceiving Aid to Families with Dependent Children, as
calculated from data supplied by the Oklahoma Depart-
ment of Institutions, Social and Rehabilitative Ser-
vices.

EDUCATIONAL RESOURCES

Age of Original Building (Years): The number of years since the original permanent building was constructed.

Equivalent Full-Time Instructional Staff: The number of certified staff members (principals, assistant principals, counselors and teachers) assigned to that school at least half-time, plus .25 times the number of paraprofessionals (teacher aids). Nurses, clerks, custodians and cafeteria workers are not included.

Teachers with Advanced Degrees: The percentage of teachers and counselors who have completed a master's or other advanced degree.

Average Years Teaching Experience: The average number of years experience, both in Tulsa and prior to joining this school system, for the teachers and counselors in each building.

Teachers New to This Building: The percentage of teachers and counselors who are new to the building in which they now teach, but not necessarily new to the Tulsa Public Schools.

Pupil/Staff Ratio: The membership on March 17, 1972, not including special education pupils, divided by the equivalent full-time instructional staff, not including special education teachers.

Number of Counselors: At the elementary level, counselors are provided only in selected schools which qualify for compensatory education services under Title I, ESEA. (See pp. 3-8.)

Pupil/Counselor Ratio: At the secondary level, the membership on March 17, 1972, including special education, divided by the number of assigned counselors.

In addition to the factors described, an explanation of how certain other resources allocated to the schools may provide further information. Funds from state and local sources are used to purchase services and materials allocated to schools on an equitable basis, with regard to unique school conditions such as the economic level of the pupils served. An example of this is the purchase of instructional materials for which funds are allocated to each school in three categories as shown below.

Classroom Materials: Account #240.01 is used by each school to order from the warehouse or directly from outside vendors consumable supplies such as construction paper, books, chalk, desk maps and crayons. In the 1972 school year, each elementary school was allocated \$1.90 per pupil, with no school receiving more than \$760.00. Each junior high received \$3.05 per pupil and each senior high received \$3.05 per pupil.

Library Books: Account #230.01 provides for the purchase of books to maintain the collections in existing schools. (Monies for new libraries are included in the Building Bond Fund.) During 1971-1972, each elementary school was allocated a base sum of \$100.00, plus \$50.00 if they had more than one library center. In addition to the base allocation, each elementary school received 50¢ per pupil for the first 100 books, 40¢ each for the next 200, and 30¢ each for over 700 pupils, with no elementary school receiving less than \$300.00. Junior highs received \$400.00 plus 50¢ per pupil and all the fine materials in that school the previous year. Senior highs were allotted \$400.00 plus 50¢ per pupil and all the fine materials in that school the previous year. In addition to the set aside for book repairs, special supplies and periodicals in the various school libraries.

RESOURCES

Years): The number of permanent building was

Instructional Staff: The members (principals, counselors and teachers) at least half-time, plus nonprofessionals (teacher aides, custodians and cafeteria

Teachers: The percentage of teachers who have completed a master's degree.

Experience: The average years of experience both in Tulsa and prior to Tulsa, for the teachers and

Age: The percentage of teachers who are new to the building and not necessarily new to

Membership on March 17, 1972, of the building, divided by instructional staff, not by teachers.

Elementary level, county-wide, selected schools which provide education services under (B.)

Secondary level, the county-wide, including special education and of assigned counselors.

In addition to the factors described above, an explanation of how certain other resources are allocated to the schools may provide further clarification. Funds from state and local sources are generally used to purchase services and materials which are allocated to schools on an equitable basis, without regard to unique school conditions such as the economic level of the pupils served. An example of this is the purchase of instructional materials, funds for which are allocated to each building in three categories as shown below.

Classroom Materials: Account #240.01 allows each school to order from the warehouse or to purchase directly from outside vendors consumable classroom supplies such as construction paper, student record books, chalk, desk maps and crayons. For the 1971-1972 school year, each elementary school was allocated \$1.90 per pupil, with no school receiving less than \$760.00. Each junior high received an allocation of \$3.05 per pupil and each senior high \$5.35 per pupil.

Library Books: Account #230.01 provides funds for the purchase of books to maintain the library collections in existing schools. (Monies for stocking new libraries are included in the Building Fund or Bond Fund.) During 1971-1972, each elementary school was allocated a base sum of \$100.00, plus an extra \$50.00 if they had more than one library or media center. In addition to the base allocation, they received 50¢ per pupil for the first 500 pupils, 40¢ each for the next 200, and 30¢ each for all over 700 pupils, with no elementary school receiving less than \$300.00. Junior highs received \$200.00 plus 50¢ per pupil and all the fine money collected in that school the previous year. Senior highs were allotted \$400.00 plus 50¢ per pupil and their past year's fine collections. In addition, a fund was set aside for book repairs, special supplies and periodicals in the various school libraries.

Bunche Elementary School

Corrective Reading Teacher	\$ 11,199
Physical Education Specialist	675
Teacher of Educable Mentally Handicapped	11,074
Reading Clinicians	24,500
Speech Therapist	1,967
Counselor	13,605
Visiting Counselor	2,901
Psychologist	500
Summer School	3,300
Supplies	1,493
Total	<u>\$ 71,214</u>

Dunbar Elementary School

Resource Teachers		Total
Physical Education Specialist		
Teacher's Aides		
Teacher of Emotionally Disturbed		
Reading Clinicians		
Speech Therapist		
Psychologist		
Summer School		
Project Read		
Supplies		

Burroughs Elementary School

Corrective Reading Teacher	\$ 8,672
Physical Education Specialist	675
Little School Staff	24,183
Teacher of Educable Mentally Handicapped	10,322
Speech Therapist	1,967
Visiting Counselor	2,901
Psychologist	500
Summer School	2,300
Supplies	1,101
Total	<u>\$ 52,621</u>

Emerson Elementary School

Corrective Reading Teacher		Total
Physical Education Specialist		
Teacher of Educable Mentally Handi		
Speech Therapist		
Visiting Counselor		
Psychologist		
Nurse		
Summer School		
Supplies		

Cherokee Elementary School

Corrective Reading Teacher	\$ 12,773
Physical Education Specialist	675
Teacher's Aide	2,000
Teacher of Learning Disabled	4,253
Psychologist	500
Summer School	2,300
Supplies	1,138
Total	<u>\$ 23,639</u>

Eugene Field Elementary School

Corrective Reading Teacher		Total
Physical Education Specialist		
Teacher's Aide		
Reading Clinician		
Speech Therapist		
Counselor		
Psychologist		
Nurse		
Summer School		
Supplies		

Chouteau Elementary School

Physical Education Specialist	\$ 675
Teacher of Learning Disabled	3,566
Speech Therapist	1,967
Psychologist	500
Supplies	240
Total	<u>\$ 6,948</u>

st
 / Handicapped
 Total

\$ 11,199
 675
 11,074
 24,500
 1,967
 13,605
 2,901
 500
 3,300
 1,493
\$ 71,214

Dunbar Elementary School

Resource Teachers \$ 32,715
 Physical Education Specialist 675
 Teacher's Aides 12,000
 Teacher of Emotionally Disturbed 6,967
 Reading Clinicians 22,565
 Speech Therapist 1,967
 Psychologist 500
 Summer School 2,000
 Project Read 11,880
 Supplies 956
Total \$ 92,225

st
 / Handicapped
 Total

\$ 8,672
 675
 24,183
 10,322
 1,967
 2,901
 500
 2,300
 1,101
\$ 52,621

Emerson Elementary School

Corrective Reading Teacher \$ 9,844
 Physical Education Specialist 675
 Teacher of Educable Mentally Handicapped 10,577
 Speech Therapist 1,967
 Visiting Counselor 2,901
 Psychologist 500
 Nurse 3,599
 Summer School 2,300
 Supplies 1,005
Total \$ 33,368

st
 l
 Total

\$ 12,773
 675
 2,000
 4,253
 500
 2,300
 1,138
\$ 23,639

Eugene Field Elementary School

Corrective Reading Teacher \$ 10,124
 Physical Education Specialist 675
 Teacher's Aide 2,000
 Reading Clinician 13,090
 Speech Therapist 1,967
 Counselor 6,547
 Psychologist 500
 Nurse 3,599
 Summer School 2,200
 Supplies 1,240
Total \$ 41,942

st
 l
 Total

\$ 675
 3,566
 1,967
 500
 240
\$ 6,948

Textbooks: Most textbooks are provided by an annual appropriation from the State Legislature. Under this program, the local school district receives no cash funds. Instead, the district is allowed to order from the state-adopted list whatever textbooks it needs, up to the limit of the allocation given that district. These books are then shipped directly to the local school district from the textbook depositories in Oklahoma City. For 1971-1972, the textbook allocation was approximately \$6.75 per pupil. Each Tulsa school was in turn given an allocation of \$5.60 per pupil, with the balance of the allocation from the state being utilized for textbooks for special education pupils and for schools with new programs, expanded media centers, larger-than-expected enrollments, or other unusual needs.

State textbook funds are supplemented by an allocation which in 1971-1972 was \$500.00 to each elementary school, \$750.00 for each junior high and \$1,000.00 for each senior high. These funds, carried under account #220.01, are for the purchase of additional textbooks, including shipping costs, and for binding and textbook repairs.

In contrast, federal funds are almost always received as categorical aid rather than general aid. This means that they may not be equally distributed among all schools but must be spent for the specific programs and purposes stated in the federal regulations. The largest single federal grant received by the Tulsa Public Schools comes through Title I of the Elementary and Secondary Education Act. Under this title, monies are provided to operate compensatory education programs in schools identified as having a concentration of educationally deprived pupils. Shown below are the services allocated in 1971-1972 to each Title I school.

Addams Elementary School
 Corrective Reading Teacher
 Physical Education Specialist
 Speech Therapist
 Psychologist
 Summer School
 Supplies

Alcott Elementary School
 Corrective Reading Teacher
 Physical Education Specialist
 Teacher of Educable Mentally Handicapped
 Speech Therapist
 Psychologist
 Nurse
 Summer School
 Supplies

Bryant Elementary School
 Corrective Reading Teacher
 Physical Education Specialist
 Teacher's Aides
 Teacher of Educable Mentally Handicapped
 Reading Clinicians
 Speech Therapist
 Visiting Counselor
 Psychologist
 Summer School
 Supplies

Textbooks are provided by an annual appropriation of the State Legislature. Under the current fiscal year, each school district receives no money for textbooks, the district is allowed to purchase from an adopted list whatever textbooks are within the limit of the allocation given. Textbooks are then shipped direct to each school district from the textbook warehouse in Oklahoma City. For 1971-1972, the cost was approximately \$6.75 per pupil. Each school was in turn given an allocation of \$220.01 per pupil, with the balance of the allocation being utilized for textbooks for education pupils and for schools with expanded media centers, larger buildings, or other unusual needs.

Funds are supplemented by an allocation of \$500.00 to each elementary school for each junior high and senior high. These funds, totaling \$220.01, are for the purchase of textbooks, including shipping costs, and textbook repairs.

Federal funds are almost always categorical aid rather than general aid. They may not be equally distributed but must be spent for the specific purposes stated in the federal regulations. A single federal grant received by a school comes through Title I of the Elementary Education Act. Under this act, money is provided to operate compensatory programs in schools identified as being in areas of educationally deprived children. These are the services allocated in Title I school.

<u>Addams Elementary School</u>	
Corrective Reading Teacher	\$ 10,417
Physical Education Specialist	675
Speech Therapist	1,967
Psychologist	500
Summer School	1,100
Supplies	448
Total	<u>\$ 15,107</u>

<u>Alcott Elementary School</u>	
Corrective Reading Teacher	\$ 10,597
Physical Education Specialist	675
Teacher of Educable Mentally Handicapped	6,967
Speech Therapist	1,967
Psychologist	500
Nurse	3,599
Summer School	2,300
Supplies	1,101
Total	<u>\$ 27,706</u>

<u>Bryant Elementary School</u>	
Corrective Reading Teacher	\$ 10,597
Physical Education Specialist	675
Teacher's Aides	2,000
Teacher of Educable Mentally Handicapped	9,147
Reading Clinicians	23,610
Speech Therapist	1,967
Visiting Counselor	2,901
Psychologist	500
Summer School	4,300
Supplies	1,700
Total	<u>\$ 57,397</u>

Frost Elementary School

Physical Education Specialist	\$ 675
Teacher of Educable Mentally Handicapped	10,038
Reading Clinicians	25,321
Speech Therapist	1,967
Psychologist	500
Nurse	3,599
Summer School	2,100
Supplies	1,021
Total	<u>\$ 45,221</u>

Greeley Elementary School

Physical Education Specialist	\$ 675
Speech Therapist	1,967
Psychologist	500
Summer School	1,200
Supplies	855
Total	<u>\$ 5,197</u>

Hawthorne Elementary School

Reading Specialist	\$ 11,033
Corrective Reading Teacher	11,468
Physical Education Specialist	675
Teacher's Aides	6,000
Teacher of Educable Mentally Handicapped	7,461
Speech Therapist	1,967
Counselor	13,861
Visiting Counselor	2,901
Psychologist	500
Nurse	3,599
Summer School	3,300
Project Read	13,360
Supplies	1,101
Total	<u>\$ 77,226</u>

Houston Elementary School

Corrective Reading Teacher
Physical Education Special
Teacher of Learning Disabl
Speech Therapist
Visiting Counselor
Psychologist
Summer School
Supplies

Irving Elementary School

Corrective Reading Teacher
Physical Education Special
Speech Therapist
Counselor
Psychologist
Nurse
Summer School
Project Read
Supplies

Jackson Elementary School

Corrective Reading Teacher
Physical Education Special
Teacher of Educable Mental
Speech Therapist
Visiting Counselor
Psychologist
Summer School
Supplies

Jefferson Elementary School

Physical Education Special
Teacher of Trainable Menta
Speech Therapist
Psychologist
Supplies

<u>Elementary School</u>	
Education Specialist	\$ 675
Educable Mentally Handicapped	10,038
Technicians	25,321
Therapist	1,967
Teacher	500
Trainer	3,599
Specialist	2,100
	<u>1,021</u>
Total	\$ 45,221

<u>Elementary School</u>	
Education Specialist	\$ 675
Therapist	1,967
Teacher	500
Trainer	1,200
	<u>855</u>
Total	\$ 5,197

<u>Elementary School</u>	
Specialist	\$ 11,033
Reading Teacher	11,468
Education Specialist	675
Trainer	6,000
Educable Mentally Handicapped	7,461
Therapist	1,967
Trainer	13,861
Counselor	2,901
Teacher	500
Trainer	3,599
Specialist	3,300
Trainer	13,360
	<u>1,101</u>
Total	\$ 77,226

<u>Houston Elementary School</u>	
Corrective Reading Teacher	\$ 11,442
Physical Education Specialist	675
Teacher of Learning Disabled	3,566
Speech Therapist	1,967
Visiting Counselor	2,901
Psychologist	500
Summer School	2,300
Supplies	<u>1,304</u>
Total	\$ 24,655

<u>Irving Elementary School</u>	
Corrective Reading Teacher	\$ 9,871
Physical Education Specialist	675
Speech Therapist	1,967
Counselor	6,365
Psychologist	500
Nurse	3,599
Summer School	1,200
Project Read	8,000
Supplies	<u>740</u>
Total	\$ 32,917

<u>Jackson Elementary School</u>	
Corrective Reading Teacher	\$ 9,306
Physical Education Specialist	675
Teacher of Educable Mentally Handicapped	8,505
Speech Therapist	1,967
Visiting Counselor	2,901
Psychologist	500
Summer School	2,300
Supplies	<u>1,101</u>
Total	\$ 27,255

<u>Jefferson Elementary School</u>	
Physical Education Specialist	\$ 675
Teacher of Trainable Mentally Handicapped	9,147
Speech Therapist	1,967
Psychologist	500
Supplies	<u>240</u>
Total	\$ 12,529

Johnson Elementary School

Corrective Reading Teacher	\$ 10,597
Physical Education Specialist	675
Speech Therapist	1,967
Counselor	11,250
Visiting Counselor	2,901
Psychologist	500
Nurse	3,599
Summer School	4,200
Project Read	8,000
Supplies	1,240
Total	<u>\$ 44,929</u>

Kendall Elementary School

Teacher of Educable Mentally Handicapped	\$ 12,226
Total	<u>\$ 12,226</u>

Lincoln Elementary School

Physical Education Specialist	\$ 675
Teachers of Learning Disabled	73,353
Reading Clinician	11,988
Speech Therapist	1,967
Psychologist	500
Summer School	4,000
Supplies	2,240
Total	<u>\$ 94,723</u>

Lindsey-Douglass Elementary School

Corrective Reading Teacher	\$ 9,306
Physical Education Specialist	675
Teacher of Educable Mentally Handicapped	7,461
Speech Therapist	1,967
Counselor	13,605
Visiting Counselor	2,901
Psychologist	500
Summer School	1,200
Supplies	877
Total	<u>\$ 38,492</u>

Lombard Elementary School

Physical Education Specialist	
Speech Therapist	
Psychologist	
Nurse	
Supplies	
Total	

Longfellow Elementary School

Corrective Reading Teacher	
Teacher of Educable Mentally Handi	
Total	

Lowell Elementary School

Corrective Reading Teacher	
Physical Education Specialist	
Teacher of Educable Mentally Handi	
Speech Therapist	
Visiting Counselor	
Psychologist	
Summer School	
Supplies	
Total	

Mark Twain Elementary School

Corrective Reading Teacher	
Physical Education Specialist	
Speech Therapist	
Psychologist	
Summer School	
Supplies	
Total	

Porter Elementary School

Physical Education Specialist	
Psychologist	
Supplies	
Total	

st \$ 10,597
 675
 1,967
 11,250
 2,901
 500
 3,599
 4,200
 8,000
 1,240
 Total \$ 44,929

y Handicapped \$ 12,226
 Total \$ 12,226

st \$ 675
 ed 73,353
 11,988
 1,967
 500
 4,000
 2,240
 Total \$ 94,723

School \$ 9,306
 st 675
 y Handicapped 7,461
 1,967
 13,605
 2,901
 500
 1,200
 877
 Total \$ 38,492

Lombard Elementary School
 Physical Education Specialist \$ 675
 Speech Therapist 1,967
 Psychologist 500
 Nurse 3,599
 Supplies 240
 Total \$ 6,981

Longfellow Elementary School
 Corrective Reading Teacher \$ 8,234
 Teacher of Educable Mentally Handicapped 12,761
 Total \$ 20,995

Lowell Elementary School
 Corrective Reading Teacher \$ 10,597
 Physical Education Specialist 675
 Teacher of Educable Mentally Handicapped 13,897
 Speech Therapist 1,967
 Visiting Counselor 2,901
 Psychologist 500
 Summer School 2,300
 Supplies 940
 Total \$ 33,777

Mark Twain Elementary School
 Corrective Reading Teacher \$ 9,561
 Physical Education Specialist 675
 Speech Therapist 1,967
 Psychologist 500
 Summer School 2,300
 Supplies 1,032
 Total \$ 16,035

Porter Elementary School
 Physical Education Specialist \$ 675
 Psychologist 500
 Supplies 240
 Total \$ 1,415

Post Elementary School

Physical Education Specialist	\$ 675
Reading Clinicians	24,742
Speech Therapist	1,967
Psychologist	500
Summer School	2,000
Supplies	1,240
Total	\$ 31,124

Remington Elementary School

Physical Education Specialist	\$ 675
Teacher's Aides	4,000
Teacher of Educable Mentally Handicapped	8,851
Reading Clinicians	21,689
Speech Therapist	1,967
Psychologist	500
Summer School	3,100
Supplies	1,440
Total	\$ 42,222

Riley Elementary School

Physical Education Specialist	\$ 675
Teacher of Educable Mentally Handicapped	10,577
Speech Therapist	1,967
Counselor	6,365
Psychologist	500
Summer School	1,200
Supplies	827
Total	\$ 22,111

Riverview Elementary School

Physical Education Specialist	\$ 675
Speech Therapist	1,967
Psychologist	500
Supplies	240
Total	\$ 3,382

Springdale Elementary School

Corrective Reading Teachers	
Physical Education Specialist	
Teacher of Educable Mentally Handicapped	
Speech Therapist	
Psychologist	
Summer School	
Supplies	

Whitman Elementary School

Corrective Reading Teacher	
Physical Education Specialist	
Teacher's Aides	
Teacher of Educable Mentally Handicapped	
Teacher of Learning Disabled	
Speech Therapist	
Counselor	
Psychologist	
Summer School	
Project Read	
Supplies	

Whittier Elementary School

Physical Education Specialist	
Teacher of Trainable Mental Retarded	
Teachers of Learning Disabled	
Speech Therapist	
Visiting Counselor	
Psychologist	
Nurse	
Summer School	
Supplies	

st	\$ 675
	24,742
	1,967
	500
	2,000
	1,240
Total	<u>\$ 31,124</u>

Springdale Elementary School

Corrective Reading Teachers	\$ 19,928
Physical Education Specialist	675
Teacher of Educable Mentally Handicapped	9,809
Speech Therapist	1,967
Psychologist	500
Summer School	1,200
Supplies	819
Total	<u>\$ 34,898</u>

st	\$ 675
	4,000
y Handicapped	8,851
	21,689
	1,967
	500
	3,100
	1,440
Total	<u>\$ 42,222</u>

Whitman Elementary School

Corrective Reading Teacher	\$ 9,588
Physical Education Specialist	675
Teacher's Aides	6,000
Teacher of Educable Mentally Handicapped	9,713
Teacher of Learning Disabled	4,253
Speech Therapist	1,967
Counselor	9,615
Psychologist	500
Summer School	3,300
Project Read	8,000
Supplies	1,490
Total	<u>\$ 55,101</u>

st	\$ 675
y Handicapped	10,577
	1,967
	6,365
	500
	1,200
	827
Total	<u>\$ 22,111</u>

Whittier Elementary School

Physical Education Specialist	\$ 675
Teacher of Trainable Mentally Handicapped	7,809
Teachers of Learning Disabled	25,350
Speech Therapist	1,967
Visiting Counselor	2,901
Psychologist	500
Nurse	3,599
Summer School	1,200
Supplies	768
Total	<u>\$ 44,769</u>

st	\$ 675
	1,967
	500
	240
Total	<u>\$ 3,382</u>

Woods Elementary School
 Corrective Reading Teacher \$ 11,173
 Physical Education Specialist 675
 Teachers of Educable Mentally Handicapped 21,358
 Speech Therapist 1,967
 Counselor 13,093
 Psychologist 500
 Summer School 4,300
 Project Read 16,440
 Supplies 1,793
 Total \$ 71,299

Anderson Junior High School
 Communication Skills Teachers \$ 30,928
 Teacher's Aides 6,000
 Counselor 13,765
 Summer School 2,000
 Supplies 470
 Total \$ 53,163

Cleveland Junior High School
 Corrective Reading Teacher \$ 8,108
 Teachers of Educable Mentally Handicapped 20,532
 Nurse 3,599
 Supplies 591
 Total \$ 32,830

Clinton Junior High School
 Corrective Reading Teacher \$ 8,258
 Teacher of Educable Mentally Handicapped 9,444
 Nurse 3,599
 Supplies 647
 Total \$ 21,948

Gilcrease Junior High School
 Communication Skills Teachers \$ 23,590
 Teacher's Aides 6,000
 Teachers of Educable Mentally Handicapped 24,521
 Counselor 11,410
 Supplies 720
 Total \$ 66,241

Hamilton Junior High School
 Communication Skills Teacher
 Teacher's Aides
 Teachers of Trainable Mental
 Supplies

Horace Mann Junior High School
 Teacher of Educable Mentally
 Supplies

Madison Junior High School
 Corrective Reading Teacher
 Teacher of Educable Mentally
 Reading Clinicians
 Counselor
 Supplies

Monroe Junior High School
 Teachers of Educable Mentally
 Counselor
 Supplies

Roosevelt Junior High School
 Communication Skills Teacher
 Humanities Teacher
 Teacher's Aides
 Teacher of Educable Mentally
 Counselor
 Nurse
 Supplies

School
 Regular Teacher \$ 11,173
 Special Education Specialist 675
 Teacher of Educable Mentally Handicapped 21,358
 1,967
 13,093
 500
 4,300
 16,440
 1,793
 Total \$ 71,299

High School
 All's Teachers \$ 30,928
 6,000
 13,765
 2,000
 470
 Total \$ 53,163

High School
 Regular Teacher \$ 8,108
 Teacher of Educable Mentally Handicapped 20,532
 3,599
 591
 Total \$ 32,830

High School
 Regular Teacher \$ 8,258
 Teacher of Educable Mentally Handicapped 9,444
 3,599
 647
 Total \$ 21,948

High School
 All's Teachers \$ 23,590
 6,000
 Teacher of Educable Mentally Handicapped 24,521
 11,410
 720
 Total \$ 66,241

Hamilton Junior High School
 Communication Skills Teacher \$ 8,737
 Teacher's Aides 4,000
 Teachers of Trainable Mentally Handicapped 17,869
 Supplies 683
 Total \$ 31,289

Horace Mann Junior High School
 Teacher of Educable Mentally Handicapped \$ 10,600
 Supplies 340
 Total \$ 10,940

Madison Junior High School
 Corrective Reading Teacher \$ 7,400
 Teacher of Educable Mentally Handicapped 7,173
 Reading Clinicians 25,576
 Counselor 12,729
 Supplies 388
 Total \$ 53,266

Monroe Junior High School
 Teachers of Educable Mentally Handicapped \$ 16,200
 Counselor 11,305
 Supplies 573
 Total \$ 28,078

Roosevelt Junior High School
 Communication Skills Teachers \$ 28,730
 Humanities Teacher 9,306
 Teacher's Aides 6,000
 Teacher of Educable Mentally Handicapped 7,800
 Counselor 12,165
 Nurse 3,529
 Supplies 279
 Total \$ 67,809

Central Senior High School

Teacher of Educable Mentally Handicapped	\$ 12,499
Teacher of Orthopedically Handicapped	14,264
Supplies	<u>1,106</u>
Total	\$ 27,869

McLain Senior High School

Teachers of Educable Mentally Handicapped	\$ 27,162
Supplies	<u>923</u>
Total	\$ 28,085

Rogers Senior High School

Teacher of Educable Mentally Handicapped	\$ 11,091
Total	\$ 11,091

Washington Senior High School

Corrective Reading Teacher	\$ 8,709
Teacher's Aides	4,000
Teachers of Educable Mentally Handicapped	23,573
Summer School	1,000
Supplies	<u>788</u>
Total	\$ 38,070

Webster Senior High School

Teachers of Educable Mentally Handicapped	\$ 20,640
Nurse	9,871
Supplies	<u>225</u>
Total	\$ 30,736

ACHIEVEMENT

In April, 1972 all pupils and 11 were administered the SRA Assessment Survey, published by Associates. This test series covers the 1970-1971 school year by analyzing the faculty. The Survey Instrument Series Lower Battery (1970 edition) is utilized at grade 3; the "Achievement Level Battery" (1971 edition) is utilized in grades 5, 7 and 9; and the "Intellectual Development" (1970 edition) which were given in grade 11. The Survey at all levels make use of continuous progress forms. However, because this is a new test series, completely new norms, direct comparison of test results with those of previous years will be meaningful.

In grades 3, 5, 7 and 9, the Survey was administered. The Survey consists of subtests in each of the three fields of Reading, Language, and Mathematics, plus a composite of all three. At grade 11, the ITED yields scores in three basic subject areas--Reading, Language, and Mathematics--plus Social Studies. Use of Sources.

All achievement test data are shown as percentile ranks. A percentile rank indicates, for that grade level, the percentage of pupils in the publisher's national norm who made a raw score lower than that of the individual or group shown.

Achievement test results are reported in terms of some cent percentiles which summarizes the achievement scores.

ACHIEVEMENT

In April, 1972 all pupils in grades 3, 5, 7, 9 and 11 were administered the appropriate level of the SRA Assessment Survey, published by Science Research Associates. This test series was selected during the 1970-1971 school year by a large committee representing the faculty. The Survey included the "Achievement Series Lower Battery" (1968 edition) which was utilized at grade 3; the "Achievement Series Multi-Level Battery" (1971 edition) which was administered in grades 5, 7 and 9; and the "Iowa Tests of Educational Development" (1970 edition with 1971 norms) which were given in grade 11. Use of the SRA Assessment Survey at all levels makes possible the measurement of continuous progress from grades 3 through 11. However, because this is a new test series with completely new norms, direct comparison of 1971-1972 test results with those of previous years would not be meaningful.

In grades 3, 5, 7 and 9, only the 3R Core battery was administered. The core consists of two subtests in each of the three basic subject areas. These subtests, in turn, yield total scores in each of the fields of Reading, Language Arts and Mathematics, plus a composite of all six core subtests. At grade 11, the ITED yields scores in the same three basic subject areas--Reading, Language Arts and Mathematics--plus Social Studies, Science and Use of Sources.

All achievement test data in this report are shown as percentile ranks. A percentile rank indicates, for that grade level, the percentage of pupils in the publisher's national norming sample who made a raw score lower than that recorded for the individual or group shown.

Achievement test results for groups are best reported in terms of some central value which summarizes the achievement scores of all the individuals

<u>High School</u>	
able Mentally Handicapped	\$ 12,499
edically Handicapped	14,264
	<u>1,106</u>
Total	\$ 27,869
<u>High School</u>	
able Mentally Handicapped	\$ 27,162
	<u>923</u>
Total	\$ 28,085
<u>High School</u>	
able Mentally Handicapped	\$ 11,091
Total	\$ 11,091
<u>High School</u>	
g Teacher	\$ 8,709
	4,000
able Mentally Handicapped	23,573
	1,000
	<u>788</u>
Total	\$ 38,070
<u>High School</u>	
able Mentally Handicapped	\$ 20,640
	9,871
	<u>225</u>
Total	\$ 30,736

who make up that group. The measure of central tendency used throughout this report is the median, which is the midpoint in a distribution, above which and below which half the scores fall. Thus, by definition, the "national" norm median percentile rank is 50.

However, while the median score is an accurate indicator of the achievement level of a group of students, it reveals nothing about any individual within that group. Because there are some high-achieving and some low-achieving pupils in almost every school, individual pupils should never be characterized by the average level of achievement

in the school they attend. The dispersion of scores above and below the median is represented by quartiles one (Q_1) and three (Q_3) in the case of the SRA. These are, respectively, the scores in the distribution which one-fourth (25%) and three-fourths (75%) of the pupils attain.

Shown in Tables 1 and 2 are the system-wide scores for grades 1 through 5. For the individual school profiles on the following pages, achievement on the SRA is similarly represented by the percentile ranks for Total Reading and Total Mathematics.

g. The measure of central tendency in this report is the median, in a distribution, above which the scores fall. Thus, by definition, the median percentile rank

The median score is an accurate achievement level of a group of nothing about any individual because there are some high-achieving pupils in almost every school. All pupils should never be below the average level of achievement

in the school they attend. To portray this dispersion of scores above and below the median, quartiles one (Q_1) and three (Q_3) are reported in every case. These are, respectively, the points below which one-fourth (25%) and three-fourths (75%) of the scores in the distribution fall.

Shown in Tables 1 and 2 are the 1971-1972 system-wide scores for grades 3, 5, 7, 9 and 11. For the individual school profiles on succeeding pages, achievement on the SRA Assessment Survey is similarly represented by the Q_1 , Median and Q_3 percentile ranks for Total Reading, Total Language Arts and Total Mathematics.

Table 1
 S.R.A. ACHIEVEMENT SERIES
System-Wide Percentile Ranks
 (Testing Date: April, 1972)

Subtest	Grade 3			Grade 5			Grade 7		
	Q1	MDN.	Q3	Q1	MDN.	Q3	Q1	MDN.	Q3
Reading Comprehension	28	53	76	31	55	78	28	52	76
Reading Vocabulary	26	53	77	27	52	74	26	50	75
Total Reading	28	55	78	30	55	78	27	51	73
Language Usage	23	47	74	26	51	77	23	48	70
Spelling	25	50	74	24	51	77	23	46	70
Total Language Arts	24	56	77	25	52	75	23	47	70
Mathematics Concepts	23	47	74	25	51	75	22	48	69
Mathematics Computation	22	49	76	25	48	74	23	48	76
Total Mathematics	23	47	77	26	51	75	22	47	73
COMPOSITE	27	54	75	27	52	77	25	48	72

Table 1
 S.R.A. ACHIEVEMENT SERIES
System-Wide Percentile Ranks
 (Testing Date: April, 1972)

Grade 3			Grade 5			Grade 7			Grade 9		
Q ₁	MDN.	Q ₃									
28	53	76	31	55	78	28	52	76	26	53	74
26	53	77	27	52	74	26	50	75	24	48	74
28	55	78	30	55	78	27	51	73	24	52	76
23	47	74	26	51	77	23	48	70	25	51	74
25	50	74	24	51	77	23	46	70	23	47	72
24	56	77	25	52	75	23	47	70	22	48	75
23	47	74	25	51	75	22	48	69	23	42	73
22	49	76	25	48	74	23	48	76	22	46	74
23	47	77	26	51	75	22	47	73	24	48	76
27	54	75	27	52	77	25	48	72	23	52	76

Table 2

IOWA TESTS OF EDUCATIONAL DEVELOPMENT

System-Wide Percentile Ranks

(Testing Date: April, 1972)

Subtest	Grade 11		
	Q ₁	MEDIAN	Q ₃
Reading Comprehension	21	48	72
Reading Vocabulary	27	49	72
Total Reading	24	49	69
Language Usage	22	46	67
Spelling	17	42	69
Total Language Arts	21	46	68
Mathematics	21	46	70
Social Studies	25	43	72
Science	23	43	70
Use of Sources	21	47	71
COMPOSITE	24	45	71

GRADUATES

One further "output" indicated in Table 3. These data represent the graduates of Tulsa's nine public schools in 1970. This information was secured from card questionnaires mailed to all graduates in November, 1970 following their graduation in May.

This follow-up study of the graduates is still in progress. Graduates are being contacted each year through 1974 to determine their participation in post-high school activities and to provide an assessment of the educational preparation they experienced in high school.

Past experience indicates that the graduates of the 1970 are a very good indication of what the current students of Tulsa's high schools are likely to do for themselves. This information is very valuable to the superintendent and his staff in adapting the educational program to serve most adequately the needs of the high students.

Table 2

GRADUATES

One further "output" indicator is shown in Table 3. These data represent the activities of the graduates of Tulsa's nine public high schools in 1970. This information was secured from postal card questionnaires mailed to all former students in November, 1970 following their graduation in May.

This follow-up study of the Class of 1970 is still in progress. Graduates are being surveyed each year through 1974 to determine their success in post-high school activities and to secure their assessment of the educational program they experienced in high school.

Past experience indicates that the activities of the 1970 graduates are a very accurate prediction of what the current students in these same high schools are likely to do following graduation. This information is very valuable to each principal and his staff in adapting the educational program to serve most adequately the needs of today's senior high students.

STAGES OF EDUCATIONAL DEVELOPMENT

State-Wide Percentile Ranks

(Testing Date: April, 1972)

	Q1	Grade 11 MEDIAN	Q3
Extension	21	48	72
Library	27	49	72
	24	49	69
	22	46	67
	17	42	69
Arts	21	46	68
	21	46	70
	25	43	72
	23	43	70
	21	47	71
	24	45	71

Table 3
 ACTIVITIES OF THE 1970 GRADUATES
 OF THE TULSA PUBLIC SCHOOLS

School	Number of Graduates	College or University	Special School	Employed	Unemployed and Seeking Work	Armed Forces	Other, Including Housewives
ALL SENIOR HIGH SCHOOLS	4,607	56.3%	6.3%	21.9%	5.4%	4.5%	5.6%
Central	675	43.1%	8.0%	25.9%	8.0%	7.3%	7.7%
East Central	404	54.2%	6.4%	25.8%	3.5%	3.7%	6.4%
Edison	566	77.4%	3.4%	10.2%	2.8%	2.8%	3.4%
Hale	687	65.1%	4.1%	20.2%	2.8%	3.3%	4.5%
McLain	374	34.8%	10.4%	32.4%	6.9%	7.5%	8.0%
Memorial	667	80.7%	3.7%	8.4%	2.4%	2.1%	2.7%
Rogers	732	46.9%	6.6%	29.6%	5.9%	4.5%	6.5%
Washington	262	42.4%	11.8%	19.1%	16.4%	6.1%	4.2%
Webster	240	32.5%	8.3%	36.7%	8.3%	5.4%	8.8%

ELEMENTARY SCHOOL PROFILES

SCHOOLS	MEMBERSHIP		PUPILS AND CO		
	TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE
ALL ELEMENTARY SCHOOLS	40,351	\$10,331	\$15,675	12.2	94.0%
Addams*	399	\$ 8,619	\$11,161	11.1	91.1%
Alcott*	657	\$ 8,546	\$10,796	12.0	93.8%
Audubon	571	\$13,673	\$23,293	12.8	96.1%
Barnard	360	\$13,609	\$20,329	13.3	95.3%
Bryant*	613	\$ 7,876	\$ 8,544	10.7	92.3%
Bunche*	379	\$ 5,289	\$ 7,308	10.1	94.8%
Burbank	543	\$10,399	\$13,205	12.4	94.5%
Burroughs*	745	\$ 7,513	\$10,757	11.7	92.8%
Carnegie	723	\$16,493	\$26,224	14.0	95.1%
Celia Clinton	467	\$ 7,160	\$ 8,098	10.1	93.3%
Cherokee*	733	\$ 8,005	\$ 9,977	10.9	92.1%
Chouteau*	191	\$ 9,338	\$10,261	10.0	93.9%

* Title I school. See pp. 3-9.

SCHOOL PROFILES

	MEMBERSHIP		PUPILS AND COMMUNITY				
	TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE	PUPIL MOBILITY	AFDC PUPILS
OLS	40,351	\$10,331	\$15,675	12.2	94.0%	38.9%	11.0%
	399	\$ 8,619	\$11,161	11.1	91.1%	54.1%	10.0%
	657	\$ 8,546	\$10,796	12.0	93.8%	33.6%	26.2%
	571	\$13,673	\$23,293	12.8	96.1%	13.5%	0.0%
	360	\$13,609	\$20,329	13.3	95.3%	22.0%	1.1%
	613	\$ 7,876	\$ 8,544	10.7	92.3%	65.4%	9.0%
	379	\$ 5,289	\$ 7,308	10.1	94.8%	33.6%	28.8%
	543	\$10,399	\$13,205	12.4	94.5%	46.6%	1.7%
	745	\$ 7,513	\$10,757	11.7	92.8%	30.1%	28.6%
	723	\$16,493	\$26,224	14.0	95.1%	20.4%	0.1%
	467	\$ 7,160	\$ 8,098	10.1	93.3%	47.1%	8.4%
	733	\$ 8,005	\$ 9,977	10.9	92.1%	53.7%	10.0%
	191	\$ 9,338	\$10,261	10.0	93.9%	48.4%	4.7%

see pp. 3-9.

EDUCATIONAL RESOURCES							ACHIEVEMENT								
AGE OF ORIGINAL BUILDING (YEARS)	EQUIVALENT FULL-TIME INSTRUCTIONAL STAFF	TEACHERS WITH ADVANCED DEGREES	AVERAGE YEARS TEACHING EXPERIENCE	TEACHERS NEW TO THIS BUILDING	PUPIL/STAFF RATIO	NUMBER OF COUNSELORS	S.R.A. ACHIEVEMENT SERIES GRADE 5 - APRIL, 1972								
							PERCENTILE RANKS (NATIONAL NORM = 50)								
							READING			LANGUAGE ARTS			MATHEMATICS		
Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3				
27	1606.9	27.3%	13.2	18.2%	25.8	15.0	30	55	78	25	52	75	26	51	75
11	17.3	25.0%	11.3	6.3%	23.7	0.0	20	34	58	10	33	48	14	31	42
15	25.6	28.0%	10.9	20.0%	26.4	0.0	11	25	55	9	22	50	8	19	39
6	19.0	44.4%	16.4	5.6%	30.1	0.0	58	74	88	54	75	88	48	72	88
47	15.0	7.1%	13.9	0.0%	24.0	0.0	49	74	91	36	60	83	31	60	82
43	23.8	26.1%	14.2	13.0%	26.8	0.0	30	49	72	24	44	62	26	42	60
17	21.5	21.1%	9.4	47.4%	18.0	1.0	17	23	37	6	25	42	16	26	39
22	20.6	30.0%	21.4	10.0%	26.4	0.0	37	58	78	27	50	79	26	51	77
47	31.3	17.2%	7.8	41.4%	24.2	0.0	12	29	55	9	24	54	10	21	39
14	24.6	29.2%	14.1	16.7%	31.1	0.0	55	76	89	54	77	91	51	72	88
19	16.0	6.7%	13.2	13.3%	29.2	0.0	20	45	62	22	42	62	26	42	60
52	26.8	30.8%	14.3	23.1%	27.4	0.0	23	45	72	25	48	67	17	42	63
3	8.6	25.0%	4.7	62.5%	22.2	0.0	29	42	74	25	36	70	14	28	45

ELEMENTARY SCHOOL PROFILES

SCHOOLS	MEMBERSHIP		PUPILS AND		
	TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE
ALL ELEMENTARY SCHOOLS	40,351	\$10,331	\$15,675	12.2	94.0%
Columbus	397	\$10,926	\$18,870	12.6	95.5%
Cooper	744	\$10,820	\$18,446	12.5	95.2%
Disney	751	\$10,872	\$18,611	12.6	95.2%
Dunbar*	560	\$ 4,436	\$ 6,747	10.0	91.8%
Eisenhower	668	\$13,496	\$19,657	13.1	95.6%
Eliot	602	\$13,467	\$21,650	13.5	95.0%
Emerson*	501	\$ 5,241	\$ 7,992	10.5	92.5%
Eugene Field*	365	\$ 4,220	\$ 9,503	9.3	89.6%
Franklin	418	\$ 9,890	\$13,460	12.4	95.1%
Frost*	456	\$ 5,450	\$ 8,430	11.5	94.0%
Fulton	892	\$14,080	\$23,383	13.0	95.8%
Greeley*	516	\$ 8,574	\$11,281	11.4	92.6%

* Title I school. See pp. 3-9.

** New school. Does not apply.

SCHOOL PROFILES

	MEMBERSHIP		PUPILS AND COMMUNITY				
	TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE	PUPIL MOBILITY	AFDC PUPILS
S	40,351	\$10,331	\$15,675	12.2	94.0%	38.9%	11.0%
	397	\$10,926	\$18,870	12.6	95.5%	13.2%	0.3%
	744	\$10,820	\$18,446	12.5	95.2%	19.2%	1.7%
	751	\$10,872	\$18,611	12.6	95.2%	22.5%	0.3%
	560	\$ 4,436	\$ 6,747	10.0	91.8%	47.0%	84.8%
	668	\$13,496	\$19,657	13.1	95.6%	25.0%	0.3%
	602	\$13,467	\$21,650	13.5	95.0%	25.1%	2.5%
	501	\$ 5,241	\$ 7,992	10.5	92.5%	40.9%	37.5%
	365	\$ 4,220	\$ 9,503	9.3	89.6%	70.1%	33.7%
	418	\$ 9,890	\$13,460	12.4	95.1%	32.7%	1.2%
	456	\$ 5,450	\$ 8,430	11.5	94.0%	27.7%	24.8%
	892	\$14,080	\$23,383	13.0	95.8%	15.3%	0.2%
	516	\$ 8,574	\$11,281	11.4	92.6%	66.8%	8.7%

pp. 3-9.
apply.

EDUCATIONAL RESOURCES							ACHIEVEMENT								
AGE OF ORIGINAL BUILDING (YEARS)	EQUIVALENT FULL-TIME INSTRUCTIONAL STAFF	TEACHERS WITH ADVANCED DEGREES	AVERAGE YEARS TEACHING EXPERIENCE	TEACHERS NEW TO THIS BUILDING	PUPIL/STAFF RATIO	NUMBER OF COUNSELORS	S.R.A. ACHIEVEMENT SERIES GRADE 5 - APRIL, 1972								
							PERCENTILE RANKS (NATIONAL NORM = 50)								
							READING			LANGUAGE ARTS			MATHEMATICS		
Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3				
27	1606.9	27.3%	13.2	18.2%	25.8	15.0	30	55	78	25	52	75	26	51	75
1	15.0	41.7%	7.2	**	26.5	0.0	62	82	93	36	67	83	39	51	75
6	24.3	26.1%	12.1	26.1%	30.6	0.0	37	58	74	33	54	72	31	51	77
3	26.8	38.5%	10.5	15.4%	28.6	0.0	32	58	80	39	63	79	39	60	84
51	26.3	25.0%	11.2	37.5%	22.5	1.0	5	17	30	4	10	27	6	14	28
20	24.1	34.8%	18.4	21.7%	28.4	0.0	51	69	86	50	67	89	51	70	86
44	21.8	38.1%	18.8	4.8%	28.2	0.0	42	67	86	42	70	83	45	68	88
59	21.5	28.6%	9.0	14.3%	23.9	0.0	6	14	25	5	10	22	4	8	16
50	16.8	25.0%	8.6	31.3%	22.6	0.5	12	20	37	5	17	42	6	19	45
45	16.6	31.3%	19.9	18.8%	25.7	0.0	47	67	84	42	60	89	31	54	77
6	18.5	11.1%	10.3	33.3%	26.1	1.0	6	15	34	8	22	39	9	23	35
11	29.3	25.0%	15.4	0.0%	30.4	0.0	58	74	88	52	70	86	54	75	88
3	19.6	5.3%	6.5	15.8%	27.3	0.0	18	37	65	19	36	54	14	26	45

ELEMENTARY SCHOOL PROFILES

SCHOOLS	MEMBERSHIP		PUPILS AND		
	TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE
ALL ELEMENTARY SCHOOLS	40,351	\$10,331	\$15,675	12.2	94.0%
Grimes	427	\$16,243	\$33,822	14.5	95.4%
Grisson	598	\$19,411	\$37,984	14.9	96.1%
Hawthorne*	627	\$ 5,610	\$ 8,832	11.8	94.5%
Hearst	411	\$13,591	\$30,930	13.8	96.4%
Holmes	516	\$10,372	\$14,304	12.7	95.2%
Hoover	1,102	\$12,550	\$17,663	12.8	95.1%
Houston*	890	\$ 9,106	\$10,896	12.1	93.0%
Irving*	265	\$ 5,239	\$ 8,372	9.5	89.9%
Jackson*	609	\$ 8,892	\$11,034	12.1	93.6%
Jefferson*	196	\$ 7,248	\$11,133	11.6	91.9%
Johnson*	235	\$ 4,395	\$ 7,327	10.0	90.4%
Jones	405	\$11,411	\$22,018	12.7	95.0%

* Title I school. See pp. 3-9.

SCHOOL PROFILES

MEMBERSHIP		PUPILS AND COMMUNITY					
TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE	PUPIL MOBILITY	AFDC PUPILS	
40,351	\$10,331	\$15,675	12.2	94.0%	38.9%	11.0%	
427	\$16,243	\$33,822	14.5	95.4%	10.1%	0.0%	
598	\$19,411	\$37,984	14.9	96.1%	12.3%	0.0%	
627	\$ 5,610	\$ 8,832	11.8	94.5%	42.7%	44.7%	
411	\$13,591	\$30,930	13.8	96.4%	25.4%	0.5%	
516	\$10,372	\$14,304	12.7	95.2%	48.6%	3.5%	
1,102	\$12,550	\$17,663	12.8	95.1%	14.8%	0.6%	
890	\$ 9,106	\$10,896	12.1	93.0%	65.9%	18.1%	
265	\$ 5,239	\$ 8,372	9.5	89.9%	134.1%	20.8%	
609	\$ 8,892	\$11,034	12.1	93.6%	54.2%	23.3%	
196	\$ 7,248	\$11,133	11.6	91.9%	62.4%	13.3%	
235	\$ 4,395	\$ 7,327	10.0	90.4%	72.4%	51.9%	
405	\$11,411	\$22,018	12.7	95.0%	33.3%	0.5%	

p. 3-9.

EDUCATIONAL RESOURCES							ACHIEVEMENT								
AGE OF ORIGINAL BUILDING (YEARS)	EQUIVALENT FULL-TIME INSTRUCTIONAL STAFF	TEACHERS WITH ADVANCED DEGREES	AVERAGE YEARS TEACHING EXPERIENCE	TEACHERS NEW TO THIS BUILDING	PUPIL/STAFF RATIO	NUMBER OF COUNSELORS	S.R.A. ACHIEVEMENT SERIES GRADE 5 - APRIL, 1972								
							PERCENTILE RANKS (NATIONAL NORM = 50)								
							READING			LANGUAGE ARTS			MATHEMATICS		
Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3				
27	1606.9	27.3%	13.2	18.2%	25.8	15.0	30	55	78	25	52	75	26	51	75
6	16.5	25.0%	13.9	12.5%	25.9	0.0	43	74	89	42	67	86	45	65	77
3	19.8	42.1%	10.0	15.8%	31.2	0.0	58	76	88	54	74	86	45	65	84
17	28.8	18.5%	6.6	18.5%	22.1	1.0	14	32	49	12	24	42	8	21	35
re-fab ldg.	15.3	35.7%	15.3	7.1%	26.9	0.0	49	65	82	36	67	89	31	51	72
22	20.2	30.0%	18.2	10.0%	25.5	0.0	42	58	80	42	65	79	45	72	84
18	35.3	15.2%	17.2	15.2%	31.2	0.0	47	63	84	44	65	85	51	72	88
14	36.4	22.9%	10.4	22.9%	24.6	1.0	20	37	60	12	29	54	14	31	51
63	14.6	42.9%	12.8	21.4%	18.0	0.5	26	37	58	9	30	46	10	21	45
13	23.8	9.1%	11.9	4.5%	25.8	0.0	25	49	72	27	46	68	19	42	65
55	10.5	30.0%	9.5	40.0%	23.1	0.0	25	39	58	14	36	52	21	42	60
56	18.1	11.8%	11.7	35.3%	13.8	1.0	12	20	55	17	36	60	28	45	79
10	16.0	20.0%	19.9	6.7%	25.3	0.0	37	60	82	48	67	83	51	63	82

ELEMENTARY SCHOOL PROFILES

SCHOOLS	MEMBERSHIP		PUPILS AND COM		
	TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE
ALL ELEMENTARY SCHOOLS	40,351	\$10,331	\$15,675	12.2	94.0%
Kendall*	329	\$ 8,177	\$12,428	12.2	93.1%
Kerr	463	\$10,523	\$17,489	12.5	95.2%
Key	469	\$20,371	\$34,090	15.3	96.1%
Lanier	479	\$10,887	\$15,832	12.7	94.9%
Lee	412	\$12,657	\$21,183	13.5	95.3%
Lincoln*	336	\$ 9,324	\$15,426	12.5	92.8%
Lindbergh	901	\$11,264	\$17,379	12.5	94.3%
Lindsey-Douglass*	582	\$ 7,272	\$ 9,445	11.5	90.9%
Lombard*	248	\$ 9,303	\$14,482	12.1	93.6%
Longfellow*	144	\$ 5,266	\$ 9,342	10.4	91.6%
Lowell*	343	\$ 5,009	\$ 5,810	9.1	91.5%
Lynn Lane	285	\$10,228	\$16,300	12.3	93.9%

* Title I school. See pp. 3-9.

SCHOOL PROFILES

MEMBERSHIP		PUPILS AND COMMUNITY					
TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE	PUPIL MOBILITY	AFDC PUPILS	
40,351	\$10,331	\$15,675	12.2	94.0%	38.9%	11.0%	
329	\$ 8,177	\$12,428	12.2	93.1%	64.9%	5.5%	
463	\$10,523	\$17,489	12.5	95.2%	15.2%	1.5%	
469	\$20,371	\$34,090	15.3	96.1%	9.9%	0.0%	
479	\$10,887	\$15,832	12.7	94.9%	29.2%	1.3%	
412	\$12,657	\$21,183	13.5	95.3%	25.8%	1.9%	
336	\$ 9,324	\$15,426	12.5	92.8%	55.9%	8.0%	
901	\$11,264	\$17,379	12.5	94.3%	38.9%	1.4%	
582	\$ 7,272	\$ 9,445	11.5	90.9%	40.0%	31.8%	
248	\$ 9,303	\$14,482	12.1	93.6%	79.3%	21.4%	
144	\$ 5,266	\$ 9,342	10.4	91.6%	120.3%	22.2%	
343	\$ 5,009	\$ 5,810	9.1	91.5%	93.3%	36.7%	
285	\$10,228	\$16,300	12.3	93.9%	30.6%	0.4%	

p. 3-9.

EDUCATIONAL RESOURCES							ACHIEVEMENT								
AGE OF ORIGINAL BUILDING (YEARS)	EQUIVALENT FULL-TIME INSTRUCTIONAL STAFF	TEACHERS WITH ADVANCED DEGREES	AVERAGE YEARS TEACHING EXPERIENCE	TEACHERS NEW TO THIS BUILDING	PUPIL/STAFF RATIO	NUMBER OF COUNSELORS	S.R.A. ACHIEVEMENT SERIES GRADE 5 - APRIL, 1972								
							PERCENTILE RANKS (NATIONAL NORM = 50)								
							READING			LANGUAGE ARTS			MATHEMATICS		
Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3				
27	1606.9	27.3%	13.2	18.2%	25.8	15.0	30	55	78	25	52	75	26	51	75
60	18.0	41.2%	18.6	35.3%	20.9	0.0	27	58	84	19	44	77	19	31	84
8	17.5	29.4%	13.7	17.6%	27.3	0.0	34	55	74	33	57	74	31	54	72
11	16.8	50.0%	16.8	12.5%	27.9	0.0	63	80	91	57	77	89	51	84	93
47	20.3	20.0%	11.4	45.0%	23.9	0.0	32	51	72	27	52	74	16	48	68
54	16.5	18.8%	17.0	12.5%	25.0	0.0	42	74	84	33	63	83	51	65	86
62	22.1	38.1%	12.8	0.0%	19.8	1.0	42	55	72	30	48	62	31	60	72
15	28.0	29.6%	12.5	7.4%	32.2	0.0	34	55	80	33	57	72	35	54	75
5-13	29.5	14.3%	9.2	25.0%	21.0	1.0	6	18	32	5	17	33	9	14	35
62	13.0	41.7%	14.1	8.3%	19.1	0.0	5	42	58	8	29	57	9	31	51
59	9.6	33.3%	9.7	55.6%	14.9	0.0	15	39	51	17	30	60	31	35	45
57	18.1	17.6%	13.3	23.5%	19.6	0.0	14	32	52	10	30	67	10	23	39
44	14.1	23.1%	5.6	23.1%	20.2	0.0	43	63	78	39	54	77	35	60	82

ELEMENTARY SCHOOL PROFILES

SCHOOLS	MEMBERSHIP			PUP
	TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS
ALL ELEMENTARY SCHOOLS	40,351	\$10,331	\$15,675	12.2
MacArthur	660	\$12,922	\$18,185	12.8
Mark Twain*	548	\$ 8,106	\$ 8,530	9.9
Marshall	631	\$11,461	\$17,379	12.8
McClure	499	\$11,622	\$21,621	13.0
McKinley	668	\$ 9,133	\$11,017	12.2
Mitchell	664	\$ 9,227	\$11,361	12.3
Owen	428	\$ 8,596	\$10,066	12.1
Park	386	\$ 8,115	\$10,767	11.0
Patrick Henry	808	\$16,521	\$26,641	14.2
Peary	422	\$10,984	\$18,999	12.6
Penn	692	\$ 8,722	\$11,000	11.9
Pershing	365	\$ 8,630	\$11,092	11.5

* Title I school. See pp. 3-9.

SCHOOL PROFILES

	MEMBERSHIP		PUPILS AND COMMUNITY				
	TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE	PUPIL MOBILITY	AFDC PUPILS
LS	40,351	\$10,331	\$15,675	12.2	94.0%	38.9%	11.0%
	660	\$12,922	\$18,185	12.8	95.7%	15.4%	0.2%
	548	\$ 8,106	\$ 8,530	9.9	93.5%	44.0%	7.8%
	631	\$11,461	\$17,379	12.8	95.2%	37.9%	0.5%
	499	\$11,622	\$21,621	13.0	94.9%	39.1%	0.4%
	668	\$ 9,133	\$11,017	12.2	94.1%	48.3%	1.6%
	664	\$ 9,227	\$11,361	12.3	94.2%	39.8%	2.6%
	428	\$ 8,596	\$10,066	12.1	94.3%	45.6%	6.1%
	386	\$ 8,115	\$10,767	11.0	93.9%	32.4%	8.5%
	808	\$16,521	\$26,641	14.2	95.6%	14.3%	0.1%
	422	\$10,984	\$18,999	12.6	96.2%	15.0%	0.5%
	692	\$ 8,722	\$11,000	11.9	93.6%	51.1%	16.9%
	365	\$ 8,630	\$11,092	11.5	93.8%	36.1%	6.0%

pp. 3-9.

EDUCATIONAL RESOURCES							ACHIEVEMENT								
AGE OF ORIGINAL BUILDING (YEARS)	EQUIVALENT FULL-TIME INSTRUCTIONAL STAFF	TEACHERS WITH ADVANCED DEGREES	AVERAGE YEARS TEACHING EXPERIENCE	TEACHERS NEW TO THIS BUILDING	PUPIL/STAFF RATIO	NUMBER OF COUNSELORS	S.R.A. ACHIEVEMENT SERIES GRADE 5 - APRIL, 1972								
							PERCENTILE RANKS (NATIONAL NORM = 50)								
							READING			LANGUAGE ARTS			MATHEMATICS		
Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3				
27	1606.9	27.3%	13.2	18.2%	25.8	15.0	30	55	78	25	52	75	26	51	75
15	21.6	28.6%	16.2	4.8%	30.6	0.0	47	72	86	48	68	86	39	65	84
47	20.5	35.0%	13.6	20.0%	27.2	1.0	29	42	58	14	33	50	14	28	39
19	23.5	34.8%	14.4	8.7%	26.9	0.0	51	72	84	52	72	86	51	72	90
15	19.5	26.3%	16.1	10.5%	26.6	0.0	51	74	89	50	74	91	45	70	84
16	24.0	30.4%	20.0	4.3%	27.8	0.0	30	51	72	30	54	75	21	48	75
12	25.1	25.0%	10.1	16.7%	26.5	0.0	22	51	69	24	44	67	23	45	65
20	18.5	33.3%	11.8	38.9%	23.7	0.0	42	55	69	42	57	77	39	56	77
64	15.8	33.3%	15.4	0.0%	25.2	0.5	32	58	74	33	57	77	31	48	63
15	28.5	39.3%	20.2	17.9%	30.8	0.0	62	80	89	54	72	86	60	75	92
4	16.3	26.7%	10.3	13.3%	25.9	0.0	45	65	78	52	70	79	48	63	75
13	26.5	15.4%	9.2	23.1%	26.1	0.0	18	38	62	19	46	72	23	39	60
54	15.0	50.0%	12.0	7.1%	24.3	1.0	20	51	69	27	52	68	21	48	68

ELEMENTARY SCHOOL PROFILES

SCHOOLS	MEMBERSHIP		PUPILS AND COI		
	TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE
ALL ELEMENTARY SCHOOLS	40,351	\$10,331	\$15,675	12.2	94.0%
Phillips	594	\$12,367	\$26,286	13.0	94.5%
Porter*	315	\$ 8,558	\$10,454	11.3	92.4%
Post*	375	\$ 9,134	\$10,911	12.1	92.4%
Reed	729	\$11,336	\$16,405	12.6	95.3%
Remington*	652	\$ 8,938	\$10,573	10.3	89.8%
Revere	279	\$15,286	\$26,211	13.9	95.3%
Riley*	585	\$ 6,945	\$ 7,244	9.4	91.5%
Riverview*	133	\$ 8,896	\$15,945	12.3	92.8%
Robertson	418	\$ 8,746	\$10,525	11.5	93.8%
Ross	620	\$ 9,604	\$12,161	12.3	94.7%
Salk	941	\$18,100	\$30,376	14.7	95.9%
Sandburg	237	\$10,241	\$16,347	12.3	95.6%

* Title I school. See pp. 3-9.

** New school. Does not apply.

SCHOOL PROFILES

	MEMBERSHIP		PUPILS AND COMMUNITY				
	TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE	PUPIL MOBILITY	AFDC PUPILS
SCHOOLS	40,351	\$10,331	\$15,675	12.2	94.0%	38.9%	11.0%
	594	\$12,367	\$26,286	13.0	94.5%	33.4%	0.5%
	315	\$ 8,558	\$10,454	11.3	92.4%	53.9%	10.2%
	375	\$ 9,134	\$10,911	12.1	92.4%	60.3%	17.3%
	729	\$11,336	\$16,405	12.6	95.3%	32.7%	1.1%
	652	\$ 8,938	\$10,573	10.3	89.8%	44.8%	31.4%
	279	\$15,286	\$26,211	13.9	95.3%	23.0%	0.0%
	585	\$ 6,945	\$ 7,244	9.4	91.5%	48.1%	26.3%
	133	\$ 8,896	\$15,945	12.3	92.8%	103.0%	11.3%
	418	\$ 8,746	\$10,525	11.5	93.8%	35.5%	2.6%
	620	\$ 9,604	\$12,161	12.3	94.7%	34.0%	3.4%
	941	\$18,100	\$30,376	14.7	95.9%	13.0%	0.0%
	237	\$10,241	\$16,347	12.3	95.6%	31.1%	3.8%

See pp. 3-9.
not apply.

EDUCATIONAL RESOURCES							ACHIEVEMENT								
AGE OF ORIGINAL BUILDING (YEARS)	EQUIVALENT FULL-TIME INSTRUCTIONAL STAFF	TEACHERS WITH ADVANCED DEGREES	AVERAGE YEARS TEACHING EXPERIENCE	TEACHERS NEW TO THIS BUILDING	PUPIL/STAFF RATIO	NUMBER OF COUNSELORS	S.R.A. ACHIEVEMENT SERIES GRADE 5 - APRIL, 1972								
							PERCENTILE RANKS (NATIONAL NORM = 50)								
							READING			LANGUAGE ARTS			MATHEMATICS		
Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3				
27	1606.9	27.3%	13.2	18.2%	25.8	15.0	30	55	78	25	52	75	26	51	75
13	19.6	31.6%	18.8	10.5%	30.3	0.0	45	69	88	39	63	88	39	75	90
43	14.8	14.3%	13.1	14.3%	21.3	0.0	32	49	65	33	48	68	26	35	56
7	16.1	26.7%	11.1	13.3%	23.3	0.0	18	42	63	11	44	68	9	26	45
16	24.0	34.8%	19.7	17.4%	30.4	0.0	47	65	82	36	54	75	31	56	72
5	23.3	13.6%	10.5	40.9%	28.2	1.0	15	42	62	14	42	62	14	35	63
50	13.3	38.5%	15.2	30.8%	21.0	0.0	55	72	86	52	74	85	35	60	79
42	19.0	31.6%	13.8	26.3%	31.4	0.5	13	37	52	13	30	60	17	31	65
60	11.5	36.4%	14.7	18.2%	14.8	0.0	25	52	72	14	36	54	19	45	68
43	15.0	21.4%	18.8	0.0%	27.9	0.0	32	49	72	24	48	65	39	60	77
11	20.8	20.0%	15.8	0.0%	29.8	0.0	45	63	80	44	57	77	35	51	77
8	30.0	27.6%	17.2	3.4%	31.4	0.0	60	78	91	60	80	92	72	84	93
1	14.6	33.3%	10.7	**	16.2	0.0	20	39	65	17	33	60	31	51	75

ELEMENTARY SCHOOL PROFILES

SCHOOLS	MEMBERSHIP		PUPILS AND		
	TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE
ALL ELEMENTARY SCHOOLS	40,351	\$10,331	\$15,675	12.2	94.0
Sequoyah	476	\$ 8,329	\$10,652	11.9	94.1
Springdale*	487	\$ 7,241	\$ 8,056	10.1	91.5
Stevenson	402	\$14,909	\$28,602	13.4	95.8
Taft	239	\$ 8,595	\$10,464	11.3	94.9
Whitman*	429	\$ 7,587	\$10,603	11.8	93.7
Whittier*	475	\$ 7,707	\$10,312	11.3	91.1
Woods*	671	\$ 6,039	\$ 8,643	11.2	92.3

* Title I school. See pp. 3-9.

SCHOOL PROFILES

	MEMBERSHIP		PUPILS AND COMMUNITY				
	TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE	PUPIL MOBILITY	AFDC PUPILS
S	40,351	\$10,331	\$15,675	12.2	94.0%	38.9%	11.0%
	476	\$ 8,329	\$10,652	11.9	94.1%	61.7%	3.2%
	487	\$ 7,241	\$ 8,056	10.1	91.5%	80.3%	20.9%
	402	\$14,909	\$28,602	13.4	95.8%	34.3%	0.2%
	239	\$ 8,595	\$10,464	11.3	94.9%	42.1%	2.1%
	429	\$ 7,587	\$10,603	11.8	93.7%	31.6%	23.5%
	475	\$ 7,707	\$10,312	11.3	91.1%	79.6%	16.4%
	671	\$ 6,039	\$ 8,643	11.2	92.3%	57.8%	53.5%

pp. 3-9.

EDUCATIONAL RESOURCES							ACHIEVEMENT								
AGE OF ORIGINAL BUILDING (YEARS)	EQUIVALENT FULL-TIME INSTRUCTIONAL STAFF	TEACHERS WITH ADVANCED DEGREES	AVERAGE YEARS TEACHING EXPERIENCE	TEACHERS NEW TO THIS BUILDING	PUPIL/STAFF RATIO	NUMBER OF COUNSELORS	S.R.A. ACHIEVEMENT SERIES GRADE 5 - APRIL, 1972								
							PERCENTILE RANKS (NATIONAL NORM = 50)								
							READING			LANGUAGE ARTS			MATHEMATICS		
Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3				
27	1606.9	27.3%	13.2	18.2%	25.8	15.0	30	55	78	25	52	75	26	51	75
44	19.5	31.6%	15.8	15.8%	24.4	0.0	34	62	82	29	62	88	31	60	82
47	21.5	33.3%	8.8	9.5%	23.3	0.0	20	39	55	22	42	62	17	35	60
6	15.0	42.9%	16.6	7.1%	28.1	0.0	67	82	93	62	77	91	54	75	90
13	11.0	30.0%	12.2	10.0%	21.7	0.0	23	45	72	17	27	46	19	35	51
11	21.8	23.8%	7.4	38.1%	19.9	1.0	12	23	43	10	22	36	9	19	26
55	20.5	35.0%	12.1	15.0%	26.7	0.0	18	39	60	8	33	54	12	28	45
7	31.3	20.7%	7.2	34.5%	21.4	1.0	12	23	39	8	22	54	6	12	31

JUNIOR HIGH SCHOOL PROFILES

SCHOOLS	MEMBERSHIP		PUPILS AND COMMUNITY			
	TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE	PUPIL MOBILITY
ALL JUNIOR HIGH SCHOOLS	17,493	\$10,711	\$16,391	12.3	91.7%	37.1%
Anderson*	575	\$ 7,254	\$ 8,974	10.8	90.0%	45.0%
Bell	1,042	\$ 9,477	\$12,470	12.1	92.2%	37.2%
Byrd	1,369	\$17,890	\$32,391	14.6	95.3%	18.4%
Cleveland*	870	\$ 7,041	\$ 9,109	11.1	86.4%	55.9%
Clinton*	1,052	\$ 8,354	\$10,582	10.9	89.1%	40.3%
Edison	1,333	\$14,563	\$24,617	13.6	94.0%	19.8%
Foster	866	\$10,798	\$18,276	12.5	92.9%	26.1%
Gilcrease*	1,175	\$ 8,335	\$10,670	11.9	88.1%	60.8%
Hamilton*	1,083	\$ 8,248	\$ 9,933	11.4	90.0%	44.7%
Horace Mann*	501	\$ 9,244	\$15,572	12.3	91.2%	66.9%
Lewis and Clark	697	\$10,879	\$16,561	12.5	93.6%	20.4%
Madison*	697	\$ 7,706	\$ 8,650	10.2	87.6%	38.8%

L PROFILES

MEMBERSHIP		PUPILS AND COMMUNITY				
TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE	PUPIL MOBILITY	AFDC PUPILS
17,493	\$10,711	\$16,391	12.3	91.7%	37.1%	8.9%
575	\$ 7,254	\$ 8,974	10.8	90.0%	45.0%	17.4%
1,042	\$ 9,477	\$12,470	12.1	92.2%	37.2%	7.1%
1,369	\$17,890	\$32,391	14.6	95.3%	18.4%	0.0%
870	\$ 7,041	\$ 9,109	11.1	86.4%	55.9%	19.5%
1,052	\$ 8,354	\$10,582	10.9	89.1%	40.3%	11.0%
1,333	\$14,563	\$24,617	13.6	94.0%	19.8%	1.7%
866	\$10,798	\$18,276	12.5	92.9%	26.1%	0.8%
1,175	\$ 8,335	\$10,670	11.9	88.1%	60.8%	20.5%
1,083	\$ 8,248	\$ 9,933	11.4	90.0%	44.7%	13.7%
501	\$ 9,244	\$15,572	12.3	91.2%	66.9%	10.8%
697	\$10,879	\$16,561	12.5	93.6%	20.4%	1.1%
697	\$ 7,706	\$ 8,650	10.2	87.6%	38.8%	9.8%

EDUCATIONAL RESOURCES							ACHIEVEMENT								
AGE OF ORIGINAL BUILDING (YEARS)	EQUIVALENT FULL-TIME INSTRUCTIONAL STAFF	TEACHERS WITH ADVANCED DEGREES	AVERAGE YEARS TEACHING EXPERIENCE	TEACHERS NEW TO THIS BUILDING	PUPIL/STAFF RATIO	PUPIL/COUNSELOR RATIO	S.R.A. ACHIEVEMENT SERIES GRADE 9 - APRIL, 1972								
							PERCENTILE RANKS (NATIONAL NORM = 50)								
							READING			LANGUAGE ARTS			MATHEMATICS		
Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3				
21	854.8	34.3%	10.0	22.4%	20.5	315	24	52	76	22	48	75	24	48	76
12	35.0	46.9%	9.5	37.5%	16.3	144	14	29	52	13	29	60	12	25	48
20	46.4	31.8%	11.1	22.7%	22.4	417	23	47	69	19	42	73	21	41	69
6	56.0	35.2%	8.1	27.8%	24.4	456	50	73	86	46	68	84	58	79	90
46	47.3	40.0%	12.1	24.4%	18.2	348	11	31	58	9	26	53	11	27	57
47	46.1	34.1%	10.3	22.7%	23.0	526	19	42	67	18	39	65	19	38	68
18	56.4	38.2%	12.8	10.9%	23.4	296	44	69	88	40	65	86	38	68	87
5	42.5	45.0%	9.0	25.0%	20.4	433	29	52	76	23	44	71	19	44	76
8	58.2	34.5%	7.2	27.3%	19.6	261	11	29	50	11	27	48	15	27	54
15	49.4	31.9%	9.2	23.4%	21.6	309	19	37	65	17	33	64	19	32	53
59	31.8	22.6%	10.1	19.4%	15.5	200	19	52	76	19	42	67	18	37	63
1	35.0	40.0%	9.8	23.3%	19.9	349	34	54	76	26	53	71	32	54	81
14	38.1	19.4%	9.0	27.8%	18.2	279	16	34	60	14	33	65	16	34	61

JUNIOR HIGH SCHOOL PROFILES

SCHOOLS	MEMBERSHIP		PUPILS AND		
	TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE
ALL JUNIOR HIGH SCHOOLS	17,493	\$10,711	\$16,391	12.3	91.7%
Monroe*	934	\$ 7,682	\$10,027	11.5	90.1%
Nimitz	900	\$15,247	\$26,909	13.9	94.1%
Roosevelt*	525	\$ 6,714	\$ 9,682	11.0	87.3%
Skelly	953	\$13,559	\$23,153	12.9	95.1%
Whitney	1,328	\$11,994	\$18,430	12.6	93.8%
Wilson	805	\$ 9,519	\$13,878	12.3	92.5%
Wright	788	\$10,351	\$15,332	12.5	92.7%

* Title I school. See pp. 3-9.

SCHOOL PROFILES

S SCHOOLS	MEMBERSHIP		PUPILS AND COMMUNITY				
	TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE	PUPIL MOBILITY	AFDC PUPILS
	17,493	\$10,711	\$16,391	12.3	91.7%	37.1%	8.9%
	934	\$ 7,682	\$10,027	11.5	90.1%	30.3%	22.5%
	900	\$15,247	\$26,909	13.9	94.1%	21.3%	0.2%
	525	\$ 6,714	\$ 9,682	11.0	87.3%	57.8%	25.3%
	953	\$13,559	\$23,153	12.9	95.1%	11.7%	0.3%
	1,328	\$11,994	\$18,430	12.6	93.8%	21.4%	2.0%
	805	\$ 9,519	\$13,878	12.3	92.5%	34.1%	14.3%
	788	\$10,351	\$15,332	12.5	92.7%	37.1%	7.9%

See pp. 3-9.

EDUCATIONAL RESOURCES							ACHIEVEMENT								
AGE OF ORIGINAL BUILDING (YEARS)	EQUIVALENT FULL-TIME INSTRUCTIONAL STAFF	TEACHERS WITH ADVANCED DEGREES	AVERAGE YEARS TEACHING EXPERIENCE	TEACHERS NEW TO THIS BUILDING	PUPIL/STAFF RATIO	PUPIL/COUNSELOR RATIO	S.R.A. ACHIEVEMENT SERIES GRADE 9 - APRIL, 1972								
							PERCENTILE RANKS (NATIONAL NORM = 50)								
							READING			LANGUAGE ARTS			MATHEMATICS		
Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3				
21	854.8	34.3%	10.0	22.4%	20.5	315	24	52	76	22	48	75	24	48	76
14	51.5	26.5%	8.2	20.4%	18.1	234	13	28	52	13	24	48	12	25	45
11	41.1	30.8%	11.4	20.5%	21.9	450	52	69	84	48	69	88	44	69	87
46	37.8	33.3%	9.0	19.4%	13.7	150	11	22	48	10	20	46	10	21	41
6	41.6	28.2%	10.8	17.9%	22.9	477	50	72	84	39	67	84	48	70	88
12	58.8	33.3%	10.9	14.0%	23.4	379	44	65	84	37	67	84	38	63	83
46	41.0	35.9%	10.7	20.5%	19.7	322	28	54	76	24	46	73	30	54	80
13	40.8	43.6%	11.1	28.2%	19.8	315	25	56	76	27	54	79	22	45	72

SENIOR HIGH SCHOOL PROFILES

SCHOOLS	MEMBERSHIP		PUPILS AND COMMUNITY			
	TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE	PUPIL MOBILITY
ALL SENIOR HIGH SCHOOLS	15,944	\$11,056	\$17,121	12.4	89.4%	44.7%
Central*	1,815	\$ 7,925	\$11,510	11.3	85.4%	66.7%
East Central	1,695	\$10,808	\$17,075	12.5	90.5%	35.3%
Edison	1,788	\$14,804	\$24,351	13.7	90.5%	22.9%
Hale	2,378	\$12,692	\$19,935	12.8	92.7%	22.4%
McLain*	1,550	\$ 8,135	\$10,354	11.7	86.4%	54.0%
Memorial	2,480	\$16,404	\$29,194	14.2	93.0%	21.0%
Rogers*	2,296	\$ 9,033	\$11,618	11.9	89.0%	44.7%
Washington*	1,028	\$ 5,656	\$ 8,415	10.7	83.6%	54.9%
Webster*	914	\$ 8,403	\$10,561	11.0	88.5%	50.1%

* Title I school. See pp. 3-9.

SCHOOL PROFILES

MEMBERSHIP		PUPILS AND COMMUNITY				
TOTAL MEMBERSHIP (MARCH 17, 1972)	AVERAGE FAMILY INCOME	AVERAGE VALUE OF HOUSING UNITS	AVERAGE SCHOOL YEARS COMPLETED BY ADULTS	AVERAGE PUPIL ATTENDANCE	PUPIL MOBILITY	AFDC PUPILS
15,944	\$11,056	\$17,121	12.4	89.4%	44.7%	4.5%
1,815	\$ 7,925	\$11,510	11.3	85.4%	66.7%	7.4%
1,695	\$10,808	\$17,075	12.5	90.5%	35.3%	0.5%
1,788	\$14,804	\$24,351	13.7	90.5%	22.9%	0.5%
2,378	\$12,692	\$19,935	12.8	92.7%	22.4%	0.3%
1,550	\$ 8,135	\$10,354	11.7	86.4%	54.0%	10.5%
2,480	\$16,404	\$29,194	14.2	93.0%	21.0%	0.0%
2,296	\$ 9,033	\$11,618	11.9	89.0%	44.7%	2.5%
1,028	\$ 5,656	\$ 8,415	10.7	83.6%	54.9%	25.6%
914	\$ 8,403	\$10,561	11.0	88.5%	50.1%	7.4%

3-9.

EDUCATIONAL RESOURCES							ACHIEVEMENT								
AGE OF ORIGINAL BUILDING (YEARS)	EQUIVALENT FULL-TIME INSTRUCTIONAL STAFF	TEACHERS WITH ADVANCED DEGREES	AVERAGE YEARS TEACHING EXPERIENCE	TEACHERS NEW TO THIS BUILDING	PUPIL/STAFF RATIO	PUPIL/COUNSELOR RATIO	IOWA TESTS OF EDUCATIONAL DEVELOPMENT GRADE 11 - APRIL, 1972								
							PERCENTILE RANKS (NATIONAL NORM = 50)								
							READING			LANGUAGE ARTS			MATHEMATICS		
Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3	Q1	MEDIAN	Q3				
22	761.5	50.1%	11.0	15.9%	21.0	322	24	49	69	21	46	68	21	46	70
56	96.5	55.3%	12.0	10.6%	19.0	259	13	34	60	13	32	62	16	31	57
6	82.5	50.6%	8.4	25.3%	20.7	424	24	45	69	21	39	68	26	46	67
15	76.6	56.0%	11.7	6.7%	23.4	358	45	64	86	39	62	84	36	64	83
13	98.8	51.0%	12.7	12.5%	24.1	340	34	53	79	32	54	73	31	54	76
13	74.0	41.7%	8.1	18.1%	20.9	310	13	30	53	13	32	54	16	31	50
10	108.5	45.7%	9.8	17.1%	22.9	354	45	64	83	39	62	79	36	64	83
33	107.7	52.4%	12.9	10.5%	21.2	328	24	40	64	17	39	62	16	36	64
22	66.1	45.2%	11.0	35.5%	15.0	257	5	8	24	5	13	32	7	16	26
34	50.8	51.0%	11.3	12.2%	18.1	261	18	40	60	17	39	68	16	36	61

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Tulsa, Oklahoma**

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