## 2020 SCHOOL PROFILES

## Office of Educational Quality and Accountability

840 Research Parkway, Suite 455, Oklahoma City, OK, 73104 (405) 522-5399 Fax: (405) 525-0373 Web: http://www.EdProfiles.info

## MULDROW ELEMENTARY (EC-4)

MULDROW PUBLIC SCHOOLS
101 South Main, Muldrow, OK 74948
Telephone: (918) 427-3316
68-I003-110

## Community Characteristics

## Community Group E2

About this District
MULDROW
Square Miles Covered by District: 82
Number of School Sites in District: 3
Telephone: (918) 427-7406
715 W SHAWNTEL SMITH BLVD
MULDROW, OK 74948-9999


County: SEQUOYAH

| Student Demographics | School | District | Community Group Average | State Average |
| :---: | :---: | :---: | :---: | :---: |
| Ethnic \& Gender Makeup Based upon Fall Enrollment: |  |  |  |  |
| Caucasian | 48.1\% | 45.9\% | 44.8\% | 47.9\% |
| Black | 0.2\% | 1.7\% | 4.6\% | 8.4\% |
| Asian | 0.9\% | 1.3\% | 1.2\% | 2.4\% |
| Hispanic | 9.5\% | 8.7\% | 12.7\% | 18.2\% |
| Native American | 38.8\% | 41.1\% | 27.5\% | 12.8\% |
| Two or More Races | 2.6\% | 1.4\% | 9.3\% | 10.2\% |
| Female | 49.6\% | 50.0\% | 48.2\% | 48.7\% |
| Male | 50.4\% | 50.0\% | 51.8\% | 51.3\% |
| Bilingual Students | 6.0\% | 7.1\% | 8.5\% | 12.6\% |
| Economically Disadvantaged Students | 75.6\% | 69.1\% | 73.4\% | 59.2\% |
| Average Property Valuation per Student | DNS | \$24,686 | \$37,985 | \$57,746 |

## U.S. Census Data (American Community Survey 2015-2019 5-Year Estimate)

| District Population | 7,141 | 8,075 | 7,696 |
| :---: | :---: | :---: | :---: |
| \% of Population under 18 | 22.0\% | 23.8\% | 24.3\% |
| \% of Children under 18 Living in Married-Couple Household | 58.6\% | 59.5\% | 65.4\% |
| Average Household Income | \$53,469 | \$56,914 | \$72,695 |
| Median Household Income | \$42,308 | DNS | \$52,919 |
| \% of Population below Poverty | 17.1\% | 20.6\% | 15.7\% |
| Unemployment Rate | 5.8\% | 6.1\% | 5.1\% |
| Highest Educational Level for Adults Age 25+ |  |  |  |
| Without H.S. Diploma | 16.3\% | 16.4\% | 12.0\% |
| H.S. Diploma Only | 39.4\% | 39.3\% | 31.3\% |
| Some College Education but No Degree | 24.1\% | 22.4\% | 23.3\% |
| Associate's Degree | 9.1\% | 7.8\% | 7.8\% |
| Bachelor's Degree and Above | 11.0\% | 14.1\% | 25.5\% |

## Preparation, Motivation \& Parental Support

KG-3rd Graders Receiving Reading Remediation
Average Number of Days Absent per Student (based on 175 school days)
Mobility Rate (Incoming Students)
Student Suspension Ratio: (Higher number is better. )
There was 1 suspension (of 10 days or less) for every
There was 1 suspenion (of more than 10 days)
Parents Attending Parent/Teacher Conference
Patrons' Volunteer Hours per Student

| $51.1 \%$ | $51.1 \%$ | $40.3 \%$ | $43.8 \%$ |
| ---: | ---: | ---: | ---: |
| 5.2 | 7.0 | 10.0 | 9.9 |
| $9.0 \%$ | $8.6 \%$ | $7.3 \%$ | $8.7 \%$ |
|  |  |  |  |
| None | 120.5 | 23.3 | 18.2 |
| None | 331.3 | 217.1 | 221.1 |
| $70 \%$ | $63 \%$ | $65 \%$ | $72 \%$ |
| 1.3 | 1.4 | 1.2 | 1.7 |

## 2019-20 School Educational Process

## Classroom \& Administration Characteristics

Fall Enrollment
Average Enrollment throughout the Year (ADM)
\% of Students Eligible for Free/Reduced Lunch
\% of Students Identified as Gifted/Talented
\% of Students as English Language Learners (ELL)
\% of Students in Special Education
Non-Special Ed. Teachers (Based on Full Time Equivalent, FTE):
Number of Teachers
Average Salary (w/ Fringe)
\% of Teachers with Advanced Degree(s)
Average Years of Experience
Special Education Teachers (FTE)
Counselors (FTE)
Other Certified Professional Staff (FTE)
Administrators (FTE)
Teachers per Administrator
Average Salary (w/ Fringe) per Administrative FTE

## High School Curriculum (Only for HS with 12th Grade)

| \% of Juniors \& Seniors Taking Career-Tech Offered Courses | DNS | 56.4\% | 56.1\% | 47.1\% |
| :---: | :---: | :---: | :---: | :---: |
| \% of HS Graduates Completing Regents' College-Bound Curriculum | DNS | 100.0\% | 88.9\% | 83.3\% |
| Average HS Course Offerings by Site |  |  |  |  |
| Non-electives: |  |  |  |  |
| Fine Arts | DNS | 9.0 | 10.4 | 8.1 |
| Science | DNS | 9.0 | 7.2 | 6.1 |
| Mathematics | DNS | 7.0 | 6.0 | 5.5 |
| Computer Education | DNS | 2.0 | 2.2 | 2.2 |
| Social Studies | DNS | 9.0 | 7.6 | 6.8 |
| English Language Arts (ELA) | DNS | 6.0 | 5.1 | 4.8 |
| World Languages | DNS | 2.0 | 2.5 | 2.5 |
| Electives | DNS | 25.0 | 21.3 | 17.8 |
| Total Number of Courses Offered | DNS | 69.0 | 62.4 | 53.9 |

## Sources of District Revenues (All Funds)

| District | 15.3\% | 27.2\% | 39.5\% |
| :---: | :---: | :---: | :---: |
| County | 1.4\% | 2.1\% | 2.6\% |
| State Dedicated | 6.1\% | 6.7\% | 6.3\% |
| State Appropriated | 62.7\% | 49.0\% | 41.2\% |
| Federal | 14.5\% | 15.0\% | 10.4\% |
| Estimated \% of Bonding Capacity Utilized (Estimate of Needs) | 0.0\% | 32.5\% | 62.7\% |

## District Expenditures (Bond Funds Excluded)

|  | District |  | Community Group |  | State |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% | \$/ADM | \% | \$/ADM | \% | \$/ADM |
| Instruction | 60.0\% | \$5,619 | 56.1\% | \$5,400 | 55.0\% | \$5,040 |
| Instructional Support | 3.4\% | \$314 | 3.1\% | \$299 | 3.7\% | \$339 |
| Student Support | 5.1\% | \$478 | 6.0\% | \$575 | 7.1\% | \$647 |
| School Administration | 5.7\% | \$537 | 5.8\% | \$562 | 5.7\% | \$527 |
| District Administration | 3.0\% | \$278 | 3.2\% | \$307 | 3.0\% | \$278 |
| District Support | 13.6\% | \$1,279 | 16.6\% | \$1,596 | 17.1\% | \$1,570 |
| Other | 9.2\% | \$863 | 9.2\% | \$890 | 8.4\% | \$770 |
| Total |  | \$9,369 |  | \$9,629 |  | \$9,171 |
| Debt Service in Addition to Above |  | \$0 |  | \$689 |  | \$1,152 |

2019-20 Student Performance (Regular Education Students, Full Academic Year at This Site)

The state of Oklahoma adopted much higher performance standards in 2017. The test results are therefore not comparable to those from previous years.
\% of Students Scoring Proficient and Above by Grade and Subject


2019-20 Student Performance (All Studens)

| f Sudents S |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

