

2017 SCHOOL PROFILES

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NEWKIRK ELEMENTARY (EC-4)

NEWKIRK PUBLIC SCHOOLS

PO Box 91, Newkirk, OK 74647

Telephone: (580) 362-2279

36-1125-105

62.7%

Community Characteristics

| Community Group | About this District: NEWKIRK | | | | | |
|--|--|----------|-----------------------------------|---------------|--|--|
| F2 | Square Miles Covered by District: 336 Number of School Sites in District: 3 <i>Telephone: (580) 362-2388</i> <i>Post Office Box 91</i> <i>Newkirk, OK 74647-0091</i> | | County: 1 | County: KAY | | |
| Socioeconomic Data Ethnic Makeup Based upon Fall Enrollment: | <u>School</u> | District | Community <u>Group Average</u> | State Average | | |
| Caucasian | 65.9% | 68.8% | 50.2% | 49.4% | | |
| Black | 0.6% | 1.0% | 3.8% | 8.8% | | |
| Asian | 0.6% | 0.2% | 0.5% | 2.3% | | |
| Hispanic | 3.1% | 3.2% | 8.1% | 16.8% | | |
| Native American | 29.4% | 26.6% | 30.4% | 13.9% | | |
| Two or More Races | 0.3% | 0.2% | 7.1% | 8.8% | | |
| Average Property Valuation per Student (12/2016) | DNS | \$47,709 | \$37,679 | \$49,471 | | |

U.S. Census Data (American Community Survey 2012-2016 5-Year Estimate)

| District Population | DNS | 3,928 | 3,831 | 7,555 |
|---|-----|----------|----------|----------|
| % of Population under 18 | DNS | 25.1% | 23.7% | 24.6% |
| % of Children under 18 Living in Married-Couple Household | DNS | 65.0% | 64.7% | 65.2% |
| Average Household Income | DNS | \$54,298 | \$54,523 | \$65,458 |
| Median Household Income | DNS | \$43,125 | DNS | \$48,038 |
| % of Population below Poverty | DNS | 18.5% | 19.1% | 16.5% |
| Unemployment Rate | DNS | 7.3% | 7.0% | 6.0% |
| Highest Educational Level for Adults Age 25+ | | | | |
| Without H.S. Diploma | DNS | 11.1% | 15.6% | 12.7% |
| H.S. Diploma Only | DNS | 38.0% | 39.4% | 31.6% |
| Some College Education but No Degree | DNS | 28.8% | 22.3% | 23.7% |
| Associate's Degree | DNS | 8.5% | 6.9% | 7.4% |
| Bachelor's Degree and Above | DNS | 13.5% | 15.7% | 24.5% |

65.9%

66.1%

74.8%

Preparation, Motivation & Parental Support

Students Eligible for Free/Reduced Lunch

| KG-3rd Graders Receiving Reading Remediation | 41.8% | 41.8% | 36.3% | 37.9% |
|--|-------|-------|-------|-------|
| Average Number of Days Absent per Student (based on 175 school days) | 10.3 | 8.7 | 9.1 | 9.6 |
| Mobility Rate (Incoming Students) | 7.3% | 5.2% | 8.1% | 10.0% |
| Student Suspension Ratio: (Higher number is better.) | | | | |
| There was 1 suspension (of 10 days or less) for every students. | 161.5 | 19.2 | 20.1 | 15.4 |
| There was 1 suspension (of more than 10 days) for every students. | None | 421.5 | 221.0 | 183.2 |
| Parents Attending Parent/Teacher Conference | 89% | 66% | 70% | 73% |
| Patrons' Volunteer Hours per Student | 1.0 | 2.0 | 1.7 | 3.1 |

36-I125-105

2016-17 School Educational Process

| Classroom & Administration Characteristics | School | District | Community Group Average | State Average |
|--|----------|----------|----------------------------|---------------|
| Fall Enrollment | 323 | 843 | 704 | 1,279 |
| Average Enrollment throughout the Year (ADM) | 317 | 833 | 697 | 1,267 |
| % of Students Identified as Gifted/Talented | DNS | 9.5% | 13.4% | 14.5% |
| % of Students as English Language Learners (ELL) | 0.0% | 0.1% | 2.5% | 7.1% |
| % of Students in Special Education | 14.6% | 16.4% | 18.8% | 15.8% |
| Non-Special Ed. Teachers (Based on Full Time Equivalent, FTE): | | | | |
| Number of Teachers | 17.4 | 45.6 | 41.8 | 67.8 |
| Average Salary (w/ Fringe) | \$43,718 | \$43,997 | \$44,236 | \$45,010 |
| % of Teachers with Advanced Degree(s) | 24.5% | 20.1% | 25.5% | 25.6% |
| Average Years of Experience | 13.5 | 12.1 | 13.9 | 12.4 |
| Special Education Teachers (FTE) | 2.0 | 4.7 | 3.8 | 8.2 |
| Counselors (FTE) | 0.8 | 2.8 | 1.5 | 2.9 |
| Other Certified Professional Staff (FTE) | 2.0 | 2.5 | 3.0 | 6.3 |
| Administrators (FTE) | 1.0 | 4.1 | 4.0 | 6.4 |
| Teachers per Administrator | 19.4 | 12.2 | 11.4 | 11.8 |
| Average Salary (w/ Fringe) per Administrative FTE | \$78,057 | \$82,484 | \$79,846 | \$79,629 |

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

| % of Juniors & Seniors Taking Career-Tech Offered Courses | DNS | 56.1% | 64.6% | 47.0% |
|--|-----|-------|-------|-------|
| % of HS Graduates Completing Regents' College-Bound Curriculum | DNS | 83.3% | 75.6% | 79.8% |
| Average HS Course Offerings by Site | | | | |
| Non-electives: | | | | |
| Fine Arts | DNS | 6.0 | 6.6 | 8.1 |
| Science | DNS | 7.0 | 5.6 | 6.2 |
| Mathematics | DNS | 5.0 | 5.5 | 5.7 |
| Computer Education | DNS | 4.0 | 2.8 | 3.1 |
| Social Studies | DNS | 5.0 | 6.1 | 6.8 |
| English Language Arts (ELA) | DNS | 6.0 | 4.7 | 5.2 |
| World Languages | DNS | 0.0 | 1.5 | 2.4 |
| Electives | DNS | 15.0 | 13.7 | 15.5 |
| Total Number of Courses Offered | DNS | 48.0 | 46.5 | 52.9 |

Sources of District Revenues (All Funds)

| District | 40.1% | 31.0% | 40.5% |
|--------------------|-------|-------|-------|
| County | 3.1% | 2.2% | 2.7% |
| State Dedicated | 8.7% | 9.2% | 7.3% |
| State Appropriated | 35.9% | 42.5% | 38.2% |
| Federal | 12.2% | 15.1% | 11.3% |

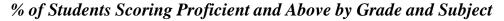
District Expenditures (Bond Funds Excluded)

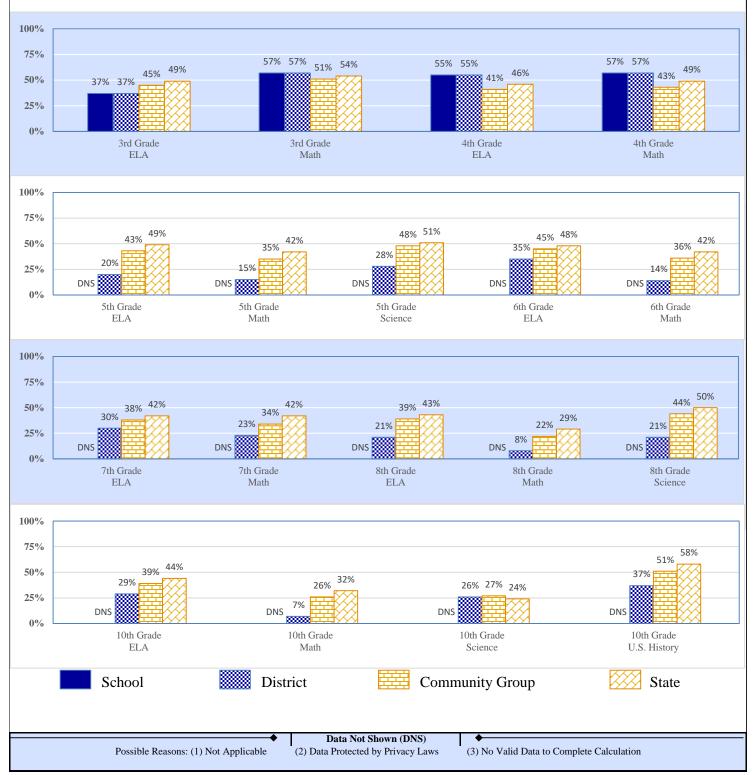
| | Dist | District | | Community Group | | te |
|-----------------------------------|-------|----------|-------|-----------------|-------|---------|
| | % | \$/ADM | % | \$/ADM | % | \$/ADM |
| Instruction | 57.3% | \$4,048 | 54.4% | \$4,415 | 53.6% | \$4,105 |
| Instructional Support | 0.9% | \$67 | 2.7% | \$221 | 3.7% | \$280 |
| Student Support | 6.8% | \$483 | 6.4% | \$522 | 7.0% | \$539 |
| School Administration | 6.7% | \$474 | 5.7% | \$463 | 5.8% | \$443 |
| District Administration | 2.6% | \$180 | 4.2% | \$340 | 3.0% | \$232 |
| District Support | 15.5% | \$1,094 | 16.8% | \$1,364 | 17.6% | \$1,350 |
| Other | 10.1% | \$716 | 9.8% | \$797 | 9.3% | \$710 |
| Total | | \$7,063 | | \$8,121 | | \$7,658 |
| Debt Service in Addition to Above | | \$895 | | \$517 | | \$947 |

2016-17 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.





2016-17 Student Performance (All Students)

