# CATALAYAH ELEMENTARY (EC-5) 

CLAREMORE PUBLIC SCHOOLS
2700 King Rd, Claremore, OK 74019
Telephone: (918) 923-4307
66-I001-135

## Community Characteristics

## Community Group D1

## About this District:

CLAREMORE
Square Miles Covered by District: 34
Number of School Sites in District: 6
Telephone: (918) 923-4200
102 W 10th St
Claremore, OK 74017-5835


County: ROGERS

## Student Demographics

| School | District | Community <br> Group Average | State Average |
| ---: | ---: | ---: | ---: |
|  |  |  |  |
| $48.1 \%$ | $48.3 \%$ | $60.1 \%$ | $48.5 \%$ |
| $0.7 \%$ | $1.7 \%$ | $2.4 \%$ | $8.5 \%$ |
| $2.8 \%$ | $1.2 \%$ | $1.7 \%$ | $2.4 \%$ |
| $9.0 \%$ | $9.6 \%$ | $11.1 \%$ | $17.7 \%$ |
| $23.3 \%$ | $24.5 \%$ | $14.7 \%$ | $13.1 \%$ |
| $16.0 \%$ | $14.8 \%$ | $10.0 \%$ | $9.8 \%$ |
| $52.8 \%$ | $50.4 \%$ | $48.5 \%$ | $48.7 \%$ |
| $47.2 \%$ | $49.6 \%$ | $51.5 \%$ | $51.3 \%$ |
| $5.9 \%$ | $5.3 \%$ | $5.9 \%$ | $12.7 \%$ |
| $49.8 \%$ | $58.0 \%$ | $45.1 \%$ | $60.2 \%$ |
| DNS | $\$ 44,818$ | $\$ 51,777$ | $\$ 55,097$ |

## U.S. Census Data (American Community Survey 2014-2018 5-Year Estimate)

| District Population | 23,114 | 14,548 | 7,653 |
| :---: | :---: | :---: | :---: |
| \% of Population under 18 | 23.1\% | 25.6\% | 24.5\% |
| \% of Children under 18 Living in Married-Couple Household | 60.7\% | 71.1\% | 65.4\% |
| Average Household Income | \$60,789 | \$75,548 | \$70,262 |
| Median Household Income | \$47,313 | DNS | \$51,424 |
| \% of Population below Poverty | 13.1\% | 11.7\% | 16.0\% |
| Unemployment Rate | 5.6\% | 4.6\% | 5.3\% |
| Highest Educational Level for Adults Age 25+ |  |  |  |
| Without H.S. Diploma | 8.2\% | 9.2\% | 12.2\% |
| H.S. Diploma Only | 35.0\% | 32.9\% | 31.3\% |
| Some College Education but No Degree | 26.8\% | 24.6\% | 23.6\% |
| Associate's Degree | 9.1\% | 8.5\% | 7.7\% |
| Bachelor's Degree and Above | 20.9\% | 24.8\% | 25.2\% |

## Preparation, Motivation \& Parental Support

| KG-3rd Graders Receiving Reading Remediation | 47.9\% | 48.8\% | 34.8\% | 39.2\% |
| :---: | :---: | :---: | :---: | :---: |
| Average Number of Days Absent per Student (based on 175 school days) | 10.2 | 10.3 | 10.0 | 10.0 |
| Mobility Rate (Incoming Students) | 5.8\% | 7.9\% | 6.1\% | 10.1\% |
| Student Suspension Ratio: (Higher number is better. ) |  |  |  |  |
| There was 1 suspension (of 10 days or less) for every ___ students. | 26.5 | 15.2 | 19.5 | 14.9 |
| There was 1 suspension (of more than 10 days) for every ___ students. | None | 252.7 | 128.3 | 194.5 |
| Parents Attending Parent/Teacher Conference | 87\% | 82\% | 70\% | 73\% |
| Patrons' Volunteer Hours per Student | 4.7 | 1.3 | 2.8 | 2.7 |

## 2018-19 School Educational Process

| Classroom \& Administration Characteristics | School | District | Community Group Average | State Average |
| :---: | :---: | :---: | :---: | :---: |
| Fall Enrollment | 424 | 3,790 | 2,789 | 1,298 |
| Average Enrollment throughout the Year (ADM) | 429 | 3,760 | 2,778 | 1,289 |
| \% of Students Eligible for Free/Reduced Lunch | 42.9\% | 48.4\% | 43.1\% | 62.8\% |
| \% of Students Identified as Gifted/Talented | 4.2\% | 12.2\% | 12.6\% | 13.6\% |
| \% of Students as English Language Learners (ELL) | 4.2\% | 2.7\% | 3.7\% | 8.2\% |
| \% of Students in Special Education | 11.1\% | 15.7\% | 14.7\% | 16.1\% |
| Non-Special Ed. Teachers (Based on Full Time Equivalent, FTE): |  |  |  |  |
| Number of Teachers | 24.2 | 199.9 | 144.6 | 70.4 |
| Average Salary (w/ Fringe) | \$50,180 | \$49,681 | \$51,069 | \$51,991 |
| \% of Teachers with Advanced Degree(s) | 22.7\% | 23.7\% | 21.8\% | 25.1\% |
| Average Years of Experience | 15.4 | 11.8 | 12.6 | 12.1 |
| Special Education Teachers (FTE) | 2.9 | 37.9 | 18.2 | 8.3 |
| Counselors (FTE) | 1.0 | 9.0 | 6.9 | 3.0 |
| Other Certified Professional Staff (FTE) | 2.1 | 21.2 | 13.0 | 6.6 |
| Administrators (FTE) | 1.0 | 18.1 | 14.3 | 7.0 |
| Teachers per Administrator | 27.1 | 13.1 | 11.4 | 11.3 |
| Average Salary (w/ Fringe) per Administrative FTE | \$76,358 | \$84,053 | \$84,533 | \$87,094 |

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

| \% of Juniors \& Seniors Taking Career-Tech Offered Courses | DNS | 32.1\% | 45.1\% | 47.8\% |
| :---: | :---: | :---: | :---: | :---: |
| \% of HS Graduates Completing Regents' College-Bound Curriculum | DNS | 73.0\% | 80.2\% | 82.8\% |
| Average HS Course Offerings by Site |  |  |  |  |
| Non-electives: |  |  |  |  |
| Fine Arts | DNS | 14.0 | 11.7 | 8.2 |
| Science | DNS | 10.0 | 8.6 | 6.2 |
| Mathematics | DNS | 10.0 | 7.3 | 5.4 |
| Computer Education | DNS | 2.0 | 2.1 | 2.1 |
| Social Studies | DNS | 11.0 | 9.4 | 6.9 |
| English Language Arts (ELA) | DNS | 7.0 | 6.3 | 5.2 |
| World Languages | DNS | 9.0 | 3.8 | 2.5 |
| Electives | DNS | 34.0 | 23.5 | 17.3 |
| Total Number of Courses Offered | DNS | 97.0 | 72.7 | 53.8 |

## Sources of District Revenues (All Funds)

| District | 40.8\% | 43.5\% | 39.4\% |
| :---: | :---: | :---: | :---: |
| County | 2.9\% | 2.8\% | 2.5\% |
| State Dedicated | 5.8\% | 7.3\% | 7.1\% |
| State Appropriated | 41.2\% | 38.6\% | 40.4\% |
| Federal | 9.3\% | 7.8\% | 10.6\% |
| Estimated \% of Bonding Capacity Utilized (Estimate of Needs) | 61.1\% | 53.1\% | 63.7\% |

## District Expenditures (Bond Funds Excluded)

|  | District |  | Community Group |  | State |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% | \$/ADM | \% | \$/ADM | \% | \$/ADM |
| Instruction | 57.1\% | \$4,686 | 55.0\% | \$4,449 | 54.6\% | \$4,846 |
| Instructional Support | 2.5\% | \$204 | 3.3\% | \$263 | 3.8\% | \$335 |
| Student Support | 9.2\% | \$753 | 7.0\% | \$568 | 7.2\% | \$636 |
| School Administration | 5.5\% | \$454 | 6.1\% | \$493 | 5.8\% | \$512 |
| District Administration | 2.8\% | \$229 | 2.5\% | \$202 | 2.8\% | \$251 |
| District Support | 17.3\% | \$1,420 | 18.0\% | \$1,451 | 17.2\% | \$1,530 |
| Other | 5.7\% | \$467 | 8.1\% | \$656 | 8.6\% | \$766 |
| Total |  | \$8,214 |  | \$8,082 |  | \$8,877 |
| Debt Service in Addition to Above |  | \$1,087 |  | \$1,125 |  | \$1,084 |

## 2018-19 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



School
District
Community Group
State

## 2018-19 Student Performance (All Studens)



