Office of Educational Quality and Accountability 840 Research Parkway, Suite 455, Oklahoma City, OK, 73104 (405) 522-5399 Fax: (405) 525

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BRAY-DOYLE ELEMENTARY (EC-8)

BRAY-DOYLE PUBLIC SCHOOLS

1205 South Brooks Road, Marlow, OK 73055 Telephone: (580) 658-5070

69-1042-105

Community Characteristics

	School	<u>District</u>	State Averag
Ethnic Makeup Based upon Fall Enrollment:			
Caucasian	92%	91%	59
Black	0%	0%	9
Asian	0%	0%	2
Hispanic	2%	4%	16
Native American	6%	5%	15
Average Property Valuation per Student (12/2015)		\$150,406	\$47,3
Students Eligible for Free/Reduced Lunch	51%	50%	61
ensus Data (American Community Survey 2010-2014 5-Year Estimates Unles	s Otherwise Noted)		
District Population		2,439	7,3
Poverty Rate		12%	17
Unemployment Rate		5%	7
Average Household Income		\$59,507	\$62,8
Single-Parent Families		24%	34
Highest Educational Level for Adults Age 25+			
College Degree		12%	24
H.S. Diploma w/o College Degree		73%	63
Less than 12th Grade Education		15%	13
ration, Motivation & Parental Support			
ation, Motivation & Farental Support			
KG-3rd graders receiving reading remediation	32%	32%	39
	32% 6.3	32% 8.0	
KG-3rd graders receiving reading remediation			Ģ
KG-3rd graders receiving reading remediation Average Number of Days Absent per Student Mobility Rate (Incoming Students)	6.3	8.0	Ģ
KG-3rd graders receiving reading remediation Average Number of Days Absent per Student	6.3	8.0	10
KG-3rd graders receiving reading remediation Average Number of Days Absent per Student Mobility Rate (Incoming Students) Suspension to Student Ratio: (Higher number is better.)	6.3 6%	8.0 7%	10
KG-3rd graders receiving reading remediation Average Number of Days Absent per Student Mobility Rate (Incoming Students) Suspension to Student Ratio: (<i>Higher number is better.</i>) There was 1 suspension (of 10 days or less) for every students	6.3 6% 67.3	8.0 7% 20.6	10 13 155
KG-3rd graders receiving reading remediation Average Number of Days Absent per Student Mobility Rate (Incoming Students) Suspension to Student Ratio: (<i>Higher number is better.</i>) There was 1 suspension (of 10 days or less) for every students There was 1 suspension (of more than 10 days) for every students	6.3 6% 67.3 None	8.0 7% 20.6 371.0	10 13 155 74
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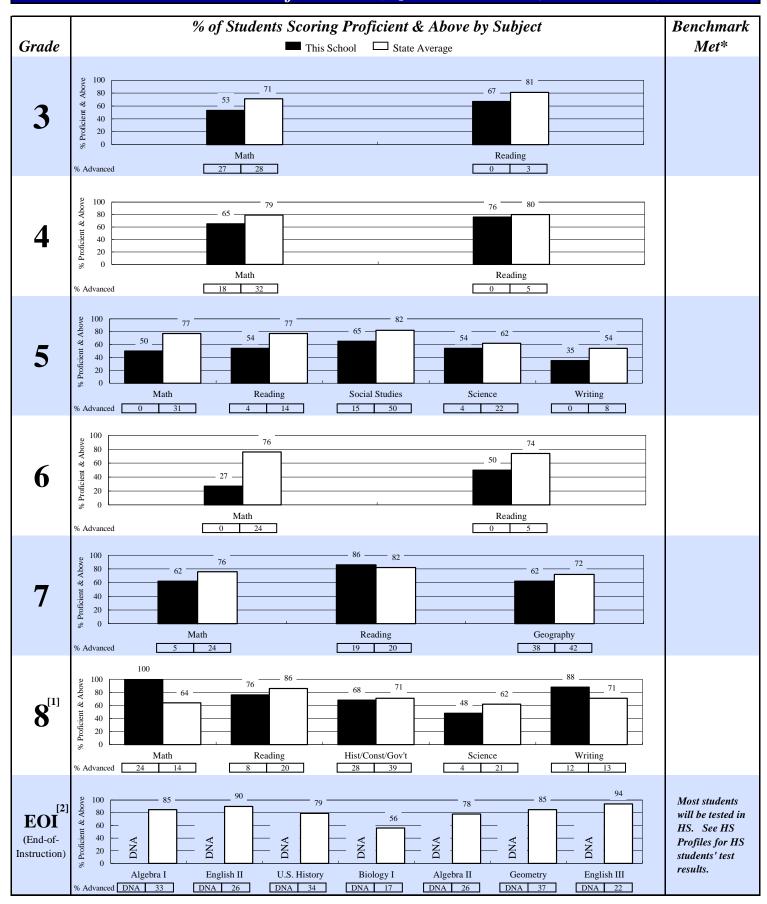
^{*}These statistics are provided as another indicator of the environment in which schools must operate. In most cases the offenses were not committed at school.

2014-2015 School Educational Process

*CC***	ssroom & Administration Characteristics		District Total	ES/MS/JHS
issroom & Aaministration Characteristics		<u>School</u>	(All Schools)	State Average
	Fall Enrollment	269	371	387
	Students as English Language Learners (ELL)	0.0%	0.0%	8.6%
	Students in Special Education*	10.8%	14.3%	15.3%
	Non-Special Ed. Teachers (FTE):			
	Number of Teachers	17.6	26.6	21.3
	Average Salary (w/ Fringe)	\$42,782	\$43,661	\$44,307
	Teachers with Advanced Degree(s)	13.1%	19.3%	22.2%
	Average Years of Experience	12.9	13.2	11.9
	Special Education Teachers (FTE)*	1.1	2.0	2.4
	Counselors (FTE)	0.5	1.0	0.8
	Other Certified Professional Staff (FTE)	0.8	1.8	1.8
	Administrators (FTE)	1.0	3.0	1.3

^{*}Each school has its own unique characteristics for special education programs. Please contact the school for program specific information.

2014-15 Student Performance (Regular Education Students, Full Academic Year)



- [1]: Students taking Algebra I do not participate in 8th grade math test.
- $\cite{Continuous} \cite{Continuous} Is the passed qualified alternative assessments.$

◆ Performance Benchmark Symbols (Test results must be available for every subject.) ◆

✓ (The 'Basic-70' Benchmark) = at least 70% of students scoring "Proficient & Above" in all subjects.

★ (The 'Advanced-25' Benchmark) = meet the Basic-70 benchmark plus at least 25% of students scoring "Advanced" in all subjects.

2014-15 Student Performance (All Students, Full Academic Year)

