## RANCH HEIGHTS ELEMENTARY (EC-5)

BARTLESVILLE PUBLIC SCHOOLS
5100 David Lane, Bartlesville, OK 74005
Telephone: (918) 333-3810
74-I030-160

## Community Characteristics

## Community Group C1

## About this District:

BARTLESVILLE
Square Miles Covered by District: 97
Number of School Sites in District: 9
Telephone: (918) 336-8600
Post Office Box 1357
Bartlesville, OK 74005-1357


County: WASHINGTON

## Socioeconomic Data

Ethnic Makeup Based upon Fall Enrollment

| Caucasian | $59.0 \%$ |
| :--- | ---: |
| Black | $2.7 \%$ |
| Asian | $5.1 \%$ |
| Hispanic | $8.0 \%$ |
| Native American | $16.5 \%$ |
| Two or More Races | $8.7 \%$ |
| verage Property Valuation per Student (12/2016) | DNS |
| Sidents Eligible for Free/Reduced Lunch | $44.4 \%$ |

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

District Population
\% of Population under 18
\% of Children under 18 Living in Married-Couple Household
Average Household Income
Median Household Income
\% of Population below Poverty
Unemployment Rate
Highest Educational Level for Adults Age 25+
Without H.S. Diploma
H.S. Diploma Only

Some College Education but No Degree
Associate's Degree
Bachelor's Degree and Above

| DNS | 39,261 | 37,387 | 7,555 |
| :--- | ---: | ---: | ---: |
| DNS | $23.1 \%$ | $24.8 \%$ | $24.6 \%$ |
| DNS | $64.6 \%$ | $76.6 \%$ | $65.2 \%$ |
| DNS | $\$ 71,149$ | $\$ 82,456$ | $\$ 65,458$ |
| DNS | $\$ 51,336$ | DNS | $\$ 48,038$ |
| DNS | $14.4 \%$ | $11.7 \%$ | $16.5 \%$ |
| DNS | $4.9 \%$ | $4.6 \%$ | $6.0 \%$ |
|  |  |  |  |
| DNS | $8.5 \%$ | $7.1 \%$ | $12.7 \%$ |
| DNS | $30.6 \%$ | $25.3 \%$ | $31.6 \%$ |
| DNS | $21.8 \%$ | $24.2 \%$ | $23.7 \%$ |
| DNS | $8.1 \%$ | $8.4 \%$ | $7.4 \%$ |
| DNS | $31.0 \%$ | $35.1 \%$ | $24.5 \%$ |

Preparation, Motivation \& Parental Support

| KG-3rd Graders Receiving Reading Remediation | 28.5\% | 32.1\% | 34.4\% | 37.9\% |
| :---: | :---: | :---: | :---: | :---: |
| Average Number of Days Absent per Student (based on 175 school days) | 8.0 | 10.0 | 8.7 | 9.6 |
| Mobility Rate (Incoming Students) | 6.8\% | 10.0\% | 7.0\% | 10.0\% |
| Student Suspension Ratio: (Higher number is better. ) |  |  |  |  |
| There was 1 suspension (of 10 days or less) for every ___ students. | 73.5 | 46.2 | 34.7 | 15.4 |
| There was 1 suspension (of more than 10 days) for every ___ students. | None | 128.7 | 176.7 | 183.2 |
| Parents Attending Parent/Teacher Conference | 96\% | 68\% | 79\% | 73\% |
| Patrons' Volunteer Hours per Student | 5.7 | 3.4 | 3.5 | 3.1 |

## 2016-17 School Educational Process

| Classroom \& Administration Characteristics | School | District | Community <br> Group Average | State Average |
| :---: | :---: | :---: | :---: | :---: |
| Fall Enrollment | 588 | 6,050 | 6,694 | 1,279 |
| Average Enrollment throughout the Year (ADM) | 590 | 6,052 | 6,677 | 1,267 |
| \% of Students Identified as Gifted/Talented | DNS | 19.0\% | 18.4\% | 14.5\% |
| \% of Students as English Language Learners (ELL) | 4.8\% | 4.0\% | 3.0\% | 7.1\% |
| \% of Students in Special Education | 7.8\% | 10.6\% | 13.3\% | 15.8\% |
| Non-Special Ed. Teachers (Based on Full Time Equivalent, FTE): |  |  |  |  |
| Number of Teachers | 32.4 | 328.6 | 326.0 | 67.8 |
| Average Salary (w/ Fringe) | \$43,813 | \$44,920 | \$45,823 | \$45,010 |
| \% of Teachers with Advanced Degree(s) | 21.6\% | 26.5\% | 24.5\% | 25.6\% |
| Average Years of Experience | 10.7 | 12.1 | 12.2 | 12.4 |
| Special Education Teachers (FTE) | 2.0 | 32.6 | 40.0 | 8.2 |
| Counselors (FTE) | 1.0 | 16.0 | 15.7 | 2.9 |
| Other Certified Professional Staff (FTE) | 2.5 | 28.0 | 35.0 | 6.3 |
| Administrators (FTE) | 1.0 | 25.0 | 27.7 | 6.4 |
| Teachers per Administrator | 34.4 | 14.4 | 13.2 | 11.8 |
| Average Salary (w/ Fringe) per Administrative FTE | \$72,712 | \$76,794 | \$82,517 | \$79,629 |

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

| \% of Juniors \& Seniors Taking Career-Tech Offered Courses | DNS | 27.1\% | 33.1\% | 47.0\% |
| :---: | :---: | :---: | :---: | :---: |
| \% of HS Graduates Completing Regents' College-Bound Curriculum | DNS | 88.7\% | 74.0\% | 79.8\% |
| Average HS Course Offerings by Site |  |  |  |  |
| Non-electives: |  |  |  |  |
| Fine Arts | DNS | 21.0 | 18.9 | 8.1 |
| Science | DNS | 11.0 | 13.3 | 6.2 |
| Mathematics | DNS | 12.0 | 10.1 | 5.7 |
| Computer Education | DNS | 4.0 | 4.4 | 3.1 |
| Social Studies | DNS | 12.0 | 11.6 | 6.8 |
| English Language Arts (ELA) | DNS | 7.0 | 8.5 | 5.2 |
| World Languages | DNS | 11.0 | 7.4 | 2.4 |
| Electives | DNS | 17.0 | 29.6 | 15.5 |
| Total Number of Courses Offered | DNS | 95.0 | 103.8 | 52.9 |

## Sources of District Revenues (All Funds)

| District | $41.4 \%$ | $50.1 \%$ | $40.5 \%$ |
| :--- | ---: | ---: | ---: |
| County | $2.5 \%$ | $3.2 \%$ | $6.8 \%$ |
| State Dedicated | $6.7 \%$ |  |  |
| State Appropriated | $39.7 \%$ | $3.7 \%$ |  |
| Federal | $9.7 \%$ | $38.3 \%$ |  |

## District Expenditures (Bond Funds Excluded)

|  | District |  | Community Group |  | State |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% | \$/ADM | \% | \$/ADM | \% | \$/ADM |
| Instruction | 55.3\% | \$3,908 | 55.0\% | \$3,618 | 53.6\% | \$4,105 |
| Instructional Support | 3.8\% | \$271 | 3.8\% | \$252 | 3.7\% | \$280 |
| Student Support | 6.4\% | \$455 | 7.9\% | \$519 | 7.0\% | \$539 |
| School Administration | 5.5\% | \$386 | 5.9\% | \$387 | 5.8\% | \$443 |
| District Administration | 2.8\% | \$196 | 2.5\% | \$164 | 3.0\% | \$232 |
| District Support | 18.8\% | \$1,326 | 17.3\% | \$1,140 | 17.6\% | \$1,350 |
| Other | 7.5\% | \$529 | 7.6\% | \$503 | 9.3\% | \$710 |
| Total |  | \$7,070 |  | \$6,583 |  | \$7,658 |
| Debt Service in Addition to Above |  | \$994 |  | \$1,416 |  | \$947 |

## 2016-17 Student Performance (Regular Education Students, Ful 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 $\square$ Community Group

## 2016-17 Student Performance (Al Studens)



