



# 2015 SCHOOL PROFILES

## Office of Educational Quality and Accountability

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### PLAZA TOWERS ELEMENTARY (EC-6)

#### MOORE PUBLIC SCHOOLS

852 Southwest 11th Street, Moore, OK 73160  
Telephone: (405) 735-4430

14-1002-112

## Community Characteristics

### Socioeconomic Data

	School	District	State Average
Ethnic Makeup Based upon Fall Enrollment:			
Caucasian	73%	69%	59%
Black	4%	6%	9%
Asian	2%	5%	2%
Hispanic	16%	14%	16%
Native American	6%	6%	15%
Average Property Valuation per Student (12/2015)		\$43,668	\$47,329
Students Eligible for Free/Reduced Lunch	55%	43%	61%

### U.S. Census Data (American Community Survey 2010-2014 5-Year Estimates Unless Otherwise Noted)

District Population	130,394	7,387
Poverty Rate	9%	17%
Unemployment Rate	5%	7%
Average Household Income	\$74,018	\$62,871
Single-Parent Families	28%	34%
Highest Educational Level for Adults Age 25+		
College Degree	26%	24%
H.S. Diploma w/o College Degree	66%	63%
Less than 12th Grade Education	9%	13%

### Preparation, Motivation & Parental Support

KG-3rd graders receiving reading remediation	24%	23%	39%
Average Number of Days Absent per Student	9.1	9.5	9.8
Mobility Rate (Incoming Students)	11%	8%	10%
Suspension to Student Ratio: ( <i>Higher number is better.</i> )			
There was 1 suspension (of 10 days or less) for every ___ students	213.5	13.9	13.1
There was 1 suspension (of more than 10 days) for every ___ students	None	193.1	155.1
Parents Attending Parent/Teacher Conference	85%	71%	74%
Patrons' Volunteer Hours per Student	4.9	3.6	3.4

### Juvenile Offenders & Offenses (Office of Juvenile Affairs)\*

One out of every ___ students was charged. ( <i>Higher number is better.</i> )	198.0	108.6
Of those charged, each averaged ___ offense(s).	1.8	2.1
Of those charged, ___ were alleged gang members.	3	0.4

\*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

### Classroom & Administration Characteristics

	School	District Total (All Schools)	ES/MS/JHS State Average
Fall Enrollment	427	23,559	387
Students as English Language Learners (ELL)	2.1%	2.1%	8.6%
Students in Special Education*	21.6%	15.3%	15.3%
Non-Special Ed. Teachers (FTE):			
Number of Teachers	20.8	1,094.8	21.3
Average Salary (w/ Fringe)	\$44,681	\$45,783	\$44,307
Teachers with Advanced Degree(s)	16.8%	24.4%	22.2%
Average Years of Experience	11.0	12.3	11.9
Special Education Teachers (FTE)*	4.0	200.4	2.4
Counselors (FTE)	1.0	55.8	0.8
Other Certified Professional Staff (FTE)	3.1	115.0	1.8
Administrators (FTE)	1.0	86.9	1.3

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

### Symbols Used on this Report

DNA = Data Not Available  
NA = Not Applicable

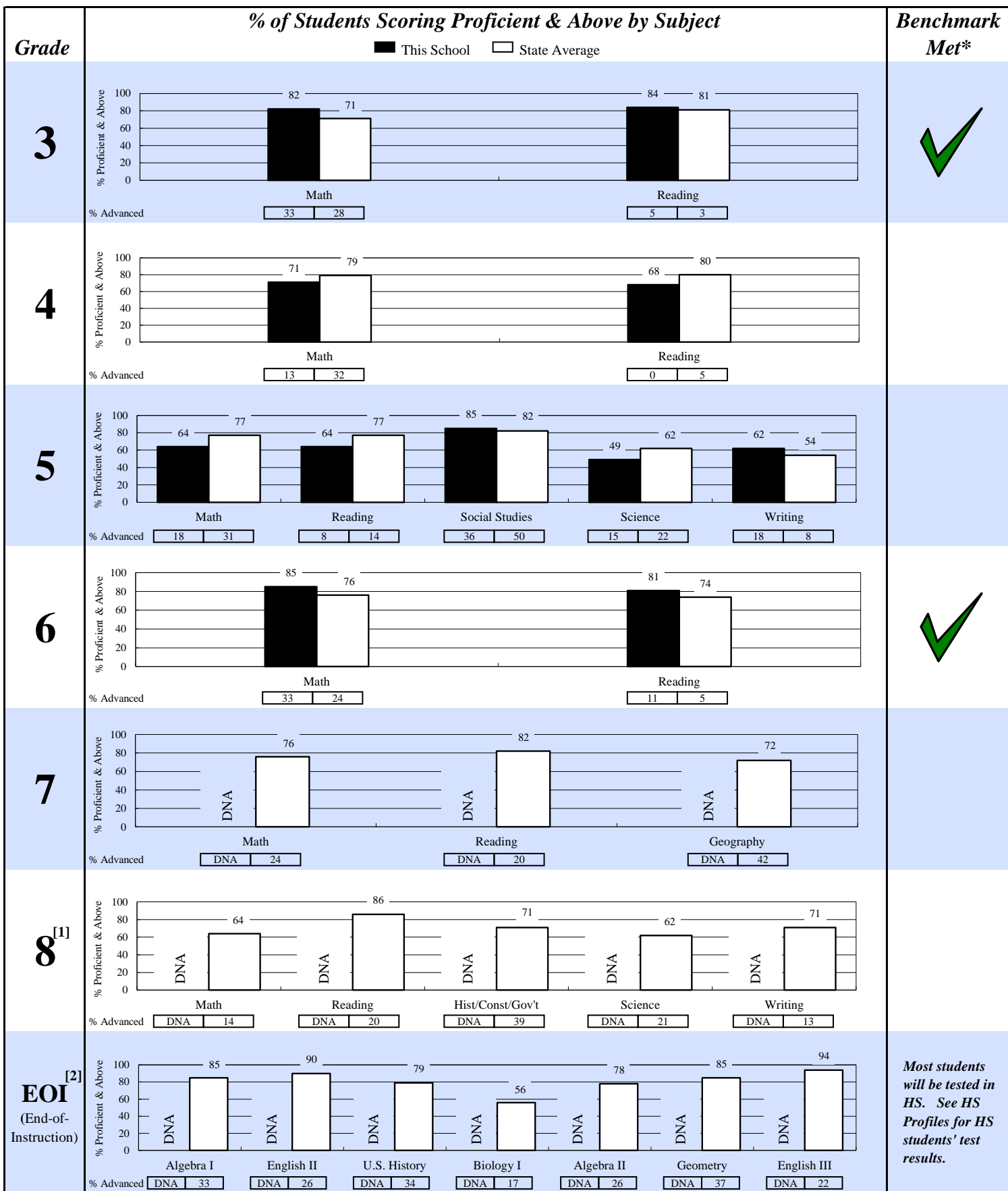
RM = Revised Methodology  
ADM = Average Daily Membership (Average Enrollment)

FTE = Full Time Equivalent

\*\* = Data Protected by Privacy Laws

FTR = School/District Failed to Respond with Useable Data

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



[1]: Students taking Algebra I do not participate in 8th grade math test.

[2]: Students are exempt from certain EOI tests if they passed qualified alternative assessments.

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

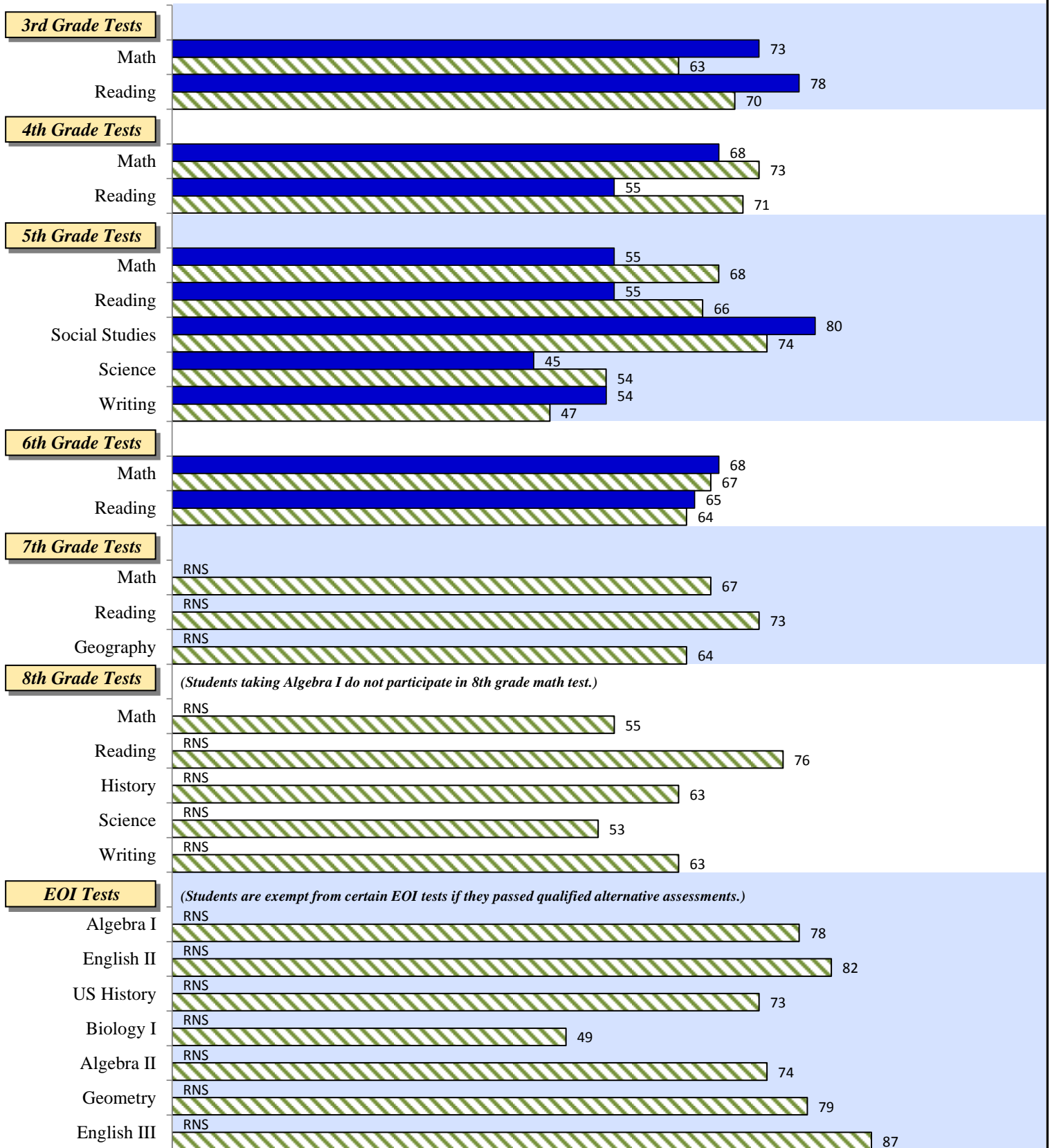
✓ (The 'Basic-70' Benchmark) = at least 70% of students scoring "Proficient & Above" in all subjects.

★ (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)

### % of Students Scoring Proficient and Above by Grade and Subject

■ This School    ▨ State Average



◆ Results Not Shown (RNS) for This School ◆

Test results cannot be shown if no students were tested (grade not offered), if test results were not available (no record found), or if circumstances require that results be protected by federal privacy laws.