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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TWIN HILLS ELEMENTARY (EC-8)

TWIN HILLS PUBLIC SCHOOLS

7225 Twin Hills Road, Okmulgee, OK 74447 Telephone: (918) 733-2531

56-C011-105

Community Characteristics

	School	District	State Averag
Ethnic Makeup Based upon Fall Enrollment:	<u>5611331</u>	2154144	<u>State 11 verag</u>
Caucasian	65%	65%	59'
Black	1%	1%	9
Asian	1%	1%	2.
Hispanic	7%	7%	16
Native American	26%	26%	15
Average Property Valuation per Student (12/2015)		\$19,834	\$47,32
Students Eligible for Free/Reduced Lunch	61%	61%	61
Census Data (American Community Survey 2010-2014 5-Year Estimates Unless	s Otherwise Noted)		
District Population		1,770	7,33
Poverty Rate		14%	17
Unemployment Rate		7%	7
Average Household Income		\$59,210	\$62,8
Single-Parent Families		21%	34
Highest Educational Level for Adults Age 25+			
College Degree		17%	24
H.S. Diploma w/o College Degree		67%	63
Less than 12th Grade Education		16%	13
paration, Motivation & Parental Support			
raration, Motivation & Parental Support KG-3rd graders receiving reading remediation	11%	11%	39
	11% 8.8	11% 8.8	
KG-3rd graders receiving reading remediation			39 9 10
KG-3rd graders receiving reading remediation Average Number of Days Absent per Student Mobility Rate (Incoming Students)	8.8	8.8	Ģ
KG-3rd graders receiving reading remediation Average Number of Days Absent per Student	8.8	8.8	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.)	8.8 6%	8.8 6%	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 There was 1 suspension (of more than 10 days) for every students	8.8 6% 185.0	8.8 6% 185.0	10 13 155
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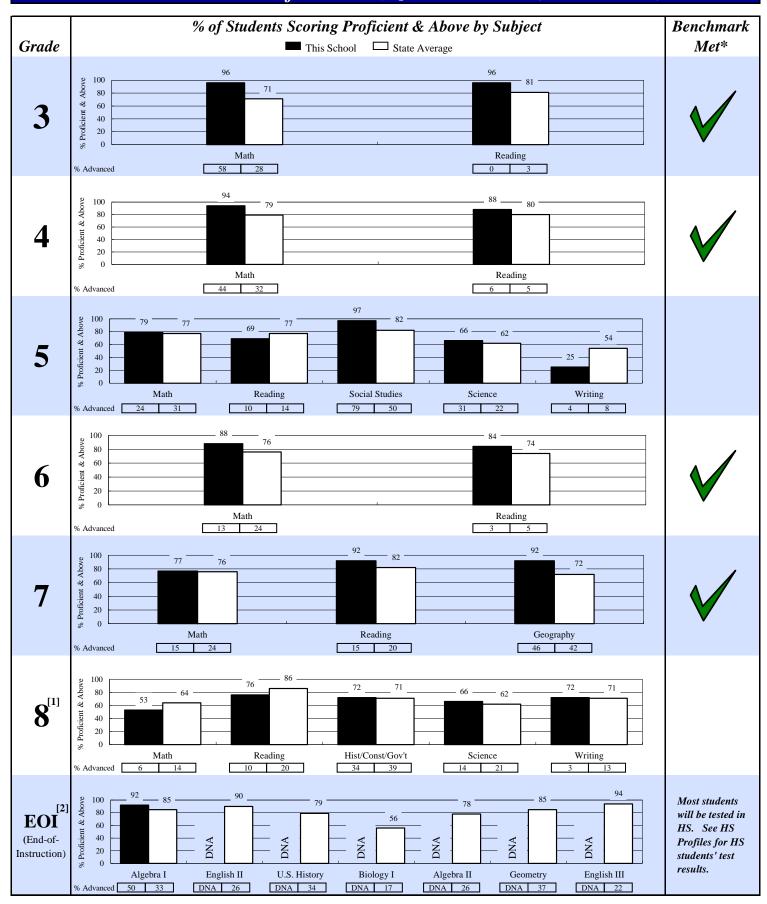
^{*}These statistics are provided as another indicator of the environment in which schools must operate. In most cases the offenses were not committed at school.

2014-2015 School Educational Process

lassroom & Administration Characteristics		District Total	ES/MS/JHS
ussroom & Auministration Characteristics	<u>School</u>	(All Schools)	State Average
Fall Enrollment	370	370	387
Students as English Language Learners (ELL)	0.0%	0.0%	8.6%
Students in Special Education*	18.7%	18.7%	15.3%
Non-Special Ed. Teachers (FTE):			
Number of Teachers	22.2	22.2	21.3
Average Salary (w/ Fringe)	\$46,020	\$46,020	\$44,307
Teachers with Advanced Degree(s)	32.5%	32.5%	22.2%
Average Years of Experience	16.1	16.1	11.9
Special Education Teachers (FTE)*	1.0	1.0	2.4
Counselors (FTE)	0.0	0.0	0.8
Other Certified Professional Staff (FTE)	2.5	2.5	1.8
Administrators (FTE)	0.7	1.4	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)

