



# 2016 SCHOOL PROFILES

## Office of Educational Quality and Accountability

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### PEGGS ELEMENTARY (EC-8)

#### PEGGS PUBLIC SCHOOLS

Post Office Box 119, Peggs, OK 74452

Telephone: (918) 598-3412

11-C031-105

## Community Characteristics

### Socioeconomic Data

	School	District	State Average
Ethnic Makeup Based upon Fall Enrollment:			
Caucasian	80%	80%	58%
Black	0%	0%	9%
Asian	0%	0%	2%
Hispanic	2%	2%	16%
Native American	18%	18%	14%
Average Property Valuation per Student (12/2016)		\$21,697	\$49,623
Students Eligible for Free/Reduced Lunch	77%	77%	62%

### U.S. Census Data (American Community Survey 2011-2015 5-Year Estimates Unless Otherwise Noted)

District Population	1,704	7,461
Poverty Rate	20%	17%
Unemployment Rate	6%	6%
Average Household Income	\$52,412	\$63,890
Single-Parent Families	17%	34%
Highest Educational Level for Adults Age 25+		
College Degree	15%	24%
H.S. Diploma w/o College Degree	66%	63%
Less than 12th Grade Education	19%	13%

### Preparation, Motivation & Parental Support

KG-3rd graders receiving reading remediation	39%	39%	39%
Average Number of Days Absent per Student	9.6	9.6	9.4
Mobility Rate (Incoming Students)	6%	6%	10%
Student Suspension Ratio: ( <i>Higher number is better.</i> )			
There was 1 suspension (of 10 days or less) for every ___ students	0.0	None	13.7
There was 1 suspension (of more than 10 days) for every ___ students	0.0	None	171.4
Parents Attending Parent/Teacher Conference	80%	80%	74%
Patrons' Volunteer Hours per Student	5.4	5.4	3.4

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

One out of every ___ students was charged. ( <i>Higher number is better.</i> )	None Reported	119.2
Of those charged, each averaged ___ offense(s).	0.0	2.2
Of those charged, ___ were alleged gang members.	0	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.

## 2015-2016 School Educational Process

### Classroom & Administration Characteristics

	School	District Total (All Schools)	ES/MS/JHS State Average
Fall Enrollment	222	222	386
Students as English Language Learners (ELL)	0.0%	0.0%	8.7%
Students in Special Education*	17.1%	17.1%	15.5%
Non-Special Ed. Teachers (FTE):			
Number of Teachers	13.9	13.9	21.3
Average Salary (w/ Fringe)	\$45,773	\$45,773	\$44,573
Teachers with Advanced Degree(s)	19.5%	19.5%	23.0%
Average Years of Experience	13.6	13.6	12.8
Special Education Teachers (FTE)*	1.0	1.0	2.4
Counselors (FTE)	0.0	0.0	0.7
Other Certified Professional Staff (FTE)	1.0	1.0	1.8
Administrators (FTE)	0.2	1.0	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

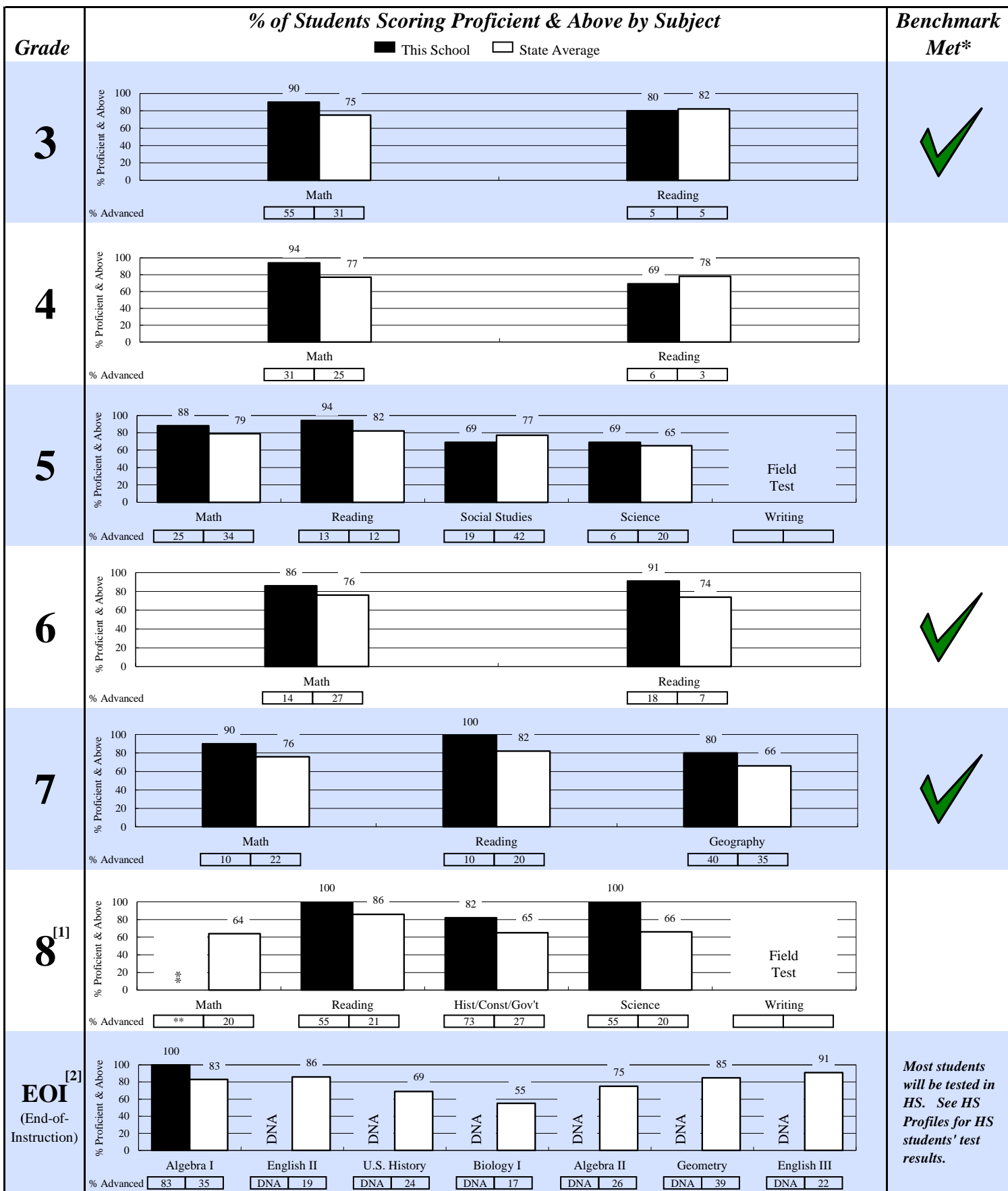
RM = Revised Methodology  
ADM = Average Daily Membership (Average Enrollment)

FTE = Full Time Equivalent

\*\* = Data Protected by Privacy Laws

FTR = School/District Failed to Respond with Useable Data

# 2015-16 Student Performance (Regular Education Students, Full Academic Year)



[1]: Students taking Algebra I or higher level math class 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.) ◆

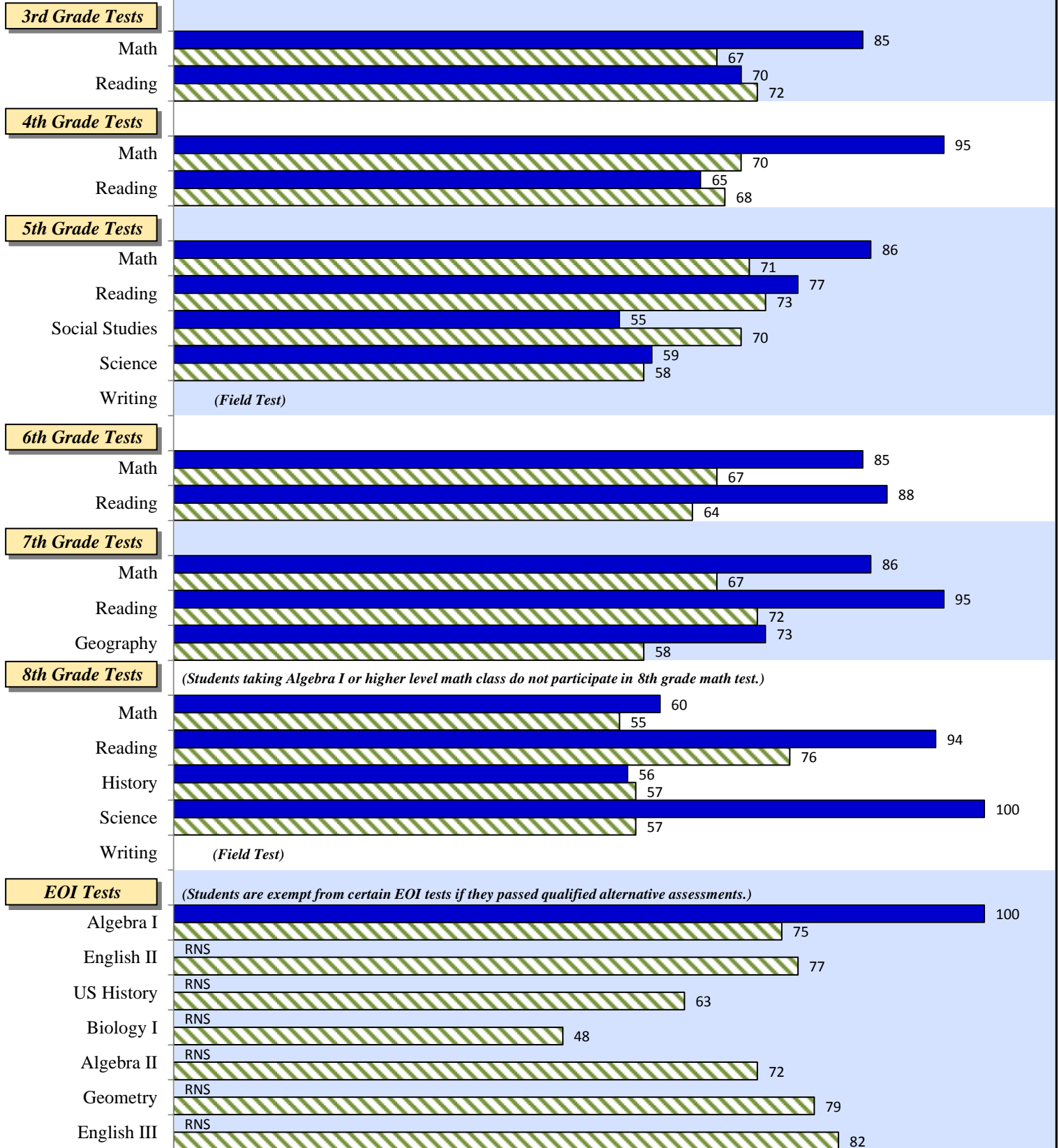
✓ (The 'Basic-70' Benchmark) = at least 70% of students scoring "Proficient & Above" in all subjects.

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

## 2015-16 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.