Office of Educational Quality and Accountability

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TYRONE ES (EC-8)

TYRONE PUBLIC SCHOOLS

102 NE Sixth St, Tyrone, OK 73951 Telephone: (580) 854-6298

70-1053-105

Community Characteristics

Community Group

H1

About this District:

TYRONESquare Miles Covered by District: 66.946816
Number of School Sites in District: 2

Telephone: (580) 854-6298

PO Box 168 Tyrone, OK 73951



Web: http://www.EdProfiles.info

County: TEXAS

| Student Demographics | School | <u>District</u> | Community Group Average | State Average |
|--|--------|-----------------|----------------------------|---------------|
| Ethnic & Gender Makeup Based upon Fall Enrollment: | 20.20/ | 12.20/ | 66.70 | 45 50/ |
| Caucasian | 39.2% | 42.2% | 66.7% | 45.5% |
| Black | 0.7% | 0.4% | 0.4% | 7.9% |
| Asian | 0.0% | 0.0% | 0.1% | 2.7% |
| Hispanic | 57.3% | 54.7% | 15.3% | 19.8% |
| Native American | 0.0% | 0.0% | 10.0% | 11.2% |
| Two or More Races | 2.8% | 2.7% | 7.4% | 12.9% |
| Female | 54.5% | 54.2% | 48.2% | 48.7% |
| Male | 45.5% | 45.8% | 51.7% | 51.3% |
| Bilingual Students | 32.2% | 32.4% | 5.2% | 13.7% |
| Economically Disadvantaged Students | 61.5% | 57.8% | 48.4% | 60.2% |
| Average Property Valuation per Student | DNS | \$49,196 | \$197,694 | \$67,387 |

U.S. Census Data (American Community Survey 2018-2022 5-Year Estimate)

| District Population | 1,303 | 1,045 | 7,801 |
|---|----------|----------|----------|
| % of Population under 18 | 37.1% | 22.9% | 23.9% |
| % of Children under 18 Living in Married-Couple Household | 96.7% | 76.1% | 65.7% |
| Average Household Income | \$47,929 | \$79,896 | \$84,402 |
| Median Household Income | \$35,938 | DNS | \$61,364 |
| % of Population below Poverty | 43.7% | 14.1% | 15.2% |
| Unemployment Rate | 0.6% | 4.5% | 4.9% |
| Highest Educational Level for Adults Age 25+ | | | |
| Without H.S. Diploma | 33.3% | 11.0% | 11.1% |
| H.S. Diploma Only | 24.7% | 38.5% | 30.8% |
| Some College Education but No Degree | 19.4% | 21.1% | 22.6% |
| Associate's Degree | 1.4% | 7.2% | 8.3% |
| Bachelor's Degree and Above | 21.3% | 22.1% | 27.3% |

Preparation, Motivation & Parental Support

| KG-3rd Graders Receiving Reading Remediation | 44.1% | 44.1% | 36.1% | 47.9% |
|--|-------|-------|-------|-------|
| Average Number of Days Absent per Student (based on 175 school days) | 12.6 | 12.1 | 8.5 | 13.1 |
| Mobility Rate (Incoming Students) | DNS | DNS | 8.8% | 10.3% |
| Student Suspension Ratio: (Higher number is better.) | | | | |
| There was 1 suspension (of 10 days or less) for every students. | DNS | DNS | 65.5 | 12.7 |
| There was 1 suspension (of more than 10 days) for every students. | DNS | DNS | 434.7 | 91.3 |
| Parents Attending Parent/Teacher Conference | DNS | DNS | 80% | 70% |
| Patrons' Volunteer Hours per Student | DNS | DNS | 2.9 | 1.4 |

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2022-23 School Educational Process

| Classroom & Administration Characteristics | 0.1.1 | | D: | Community | G |
|--|----------|--------|----------|-----------------|--------------|
| | School | | District | Group Average | State Ave |
| Fall Enrollment | 143 | | 225 | 176 | 1,30 |
| Average Enrollment throughout the Year (ADM) | 148 | | 229 | 176 | 1,29 |
| % of Students Eligible for Free/Reduced Lunch | 61.5% | | 57.3% | 49.4% | 59.2 |
| % of Students Identified as Gifted/Talented | 9.1% | | 11.6% | 8.4% | 12.5 |
| % of Students as English Language Learners (ELL) | 23.1% | | 20.4% | 3.0% | 9.9 |
| % of Students in Special Education | 21.0% | | 19.6% | 18.2% | 16.2 |
| Non-Special Ed. Teachers (Based on Full Time Equivalent, FTE): | | | | | |
| Number of Teachers | 11.0 | | 15.7 | 14.9 | 70 |
| Average Salary (w/ Fringe) | \$51,750 | | \$51,162 | \$53,973 | \$55,09 |
| % of Teachers with Advanced Degree(s) | 12.9% | | 17.2% | 26.2% | 24.7 |
| Average Years of Experience | 10.7 | | 10.9 | 14.2 | 11 |
| Special Education Teachers (FTE) | 0.3 | | 0.5 | 0.9 | 8 |
| Counselors (FTE) | 0.6 | | 1.2 | 0.6 | 3 |
| Other Certified Professional Staff (FTE) | 0.0 | | 0.0 | 0.7 | 7 |
| Administrators (FTE) | 1.0 | | 2.3 | 1.9 | 7 |
| | 11.3 | | 7.0 | 8.5 | 10 |
| Teachers per Administrator Average Salary (w/ Fringe) per Administrative FTE | \$74,250 | | \$96,297 | \$95,291 | \$93,80 |
| ligh School Curriculum (Only for HS with 12th Grade) | | | | | |
| | | | | =0.50 | |
| % of Juniors & Seniors Taking Career-Tech Offered Courses | DNS | | 0.0% | 78.5% | 46.3 |
| % of HS Graduates Completing Regents' College-Bound Curriculum | DNS | | DNS | 150.0% | 95.6 |
| Average HS Course Offerings by Site | | | | | |
| Non-electives: | | | | | |
| Fine Arts | DNS | | 5.0 | 3.4 | 8 |
| Science | DNS | | 3.0 | 4.1 | 6 |
| Mathematics | DNS | | 3.0 | 3.7 | 5 |
| Computer Education | DNS | | 3.0 | 1.6 | 2 |
| Social Studies | DNS | | 6.0 | 4.9 | 7 |
| English Language Arts (ELA) | DNS | | 4.0 | 3.7 | 4 |
| World Languages | DNS | | 1.0 | 0.8 | 2 |
| Electives | DNS | | 6.0 | 12.8 | 21 |
| Total Number of Courses Offered | DNS | | 31.0 | 35.0 | 57 |
| ources of District Revenues (All Funds) | | | | | |
| District | | | 31.2% | 59.6% | 38.6 |
| County | | | 2.2% | 2.5% | 2.4 |
| State Dedicated | | | 8.0% | 10.2% | 6.5 |
| State Appropriated | | | 39.0% | 17.3% | 35.4 |
| Federal | | | 19.7% | 10.4% | 17.1 |
| stimated % of Bonding Capacity Utilized (Estimate of Needs) | | | 64.8% | 26.0% | 60.5 |
| istrict Expenditures (Bond Funds Excluded) | | | | | |
| | | Distri | ct | Community Group | State |
| | | % | \$/ADM | % \$/ADM | % \$/AD |
| Instruction | | 51.7% | \$5,719 | 47.4% \$7,930 | 50.4% \$5,48 |
| Instructional Support | | 0.5% | \$59 | 1.8% \$298 | 3.9% \$43 |
| Student Support | | 7.3% | \$804 | 6.3% \$1,056 | 7.8% \$84 |
| School Administration | | 5 3% | \$583 | 4.8% \$800 | 5 5% \$50 |

Data Not Shown (DNS)

5.3%

6.5%

8.4%

20.3%

\$583

\$724

\$2,253

\$11,072

\$1,258

\$931

School Administration

District Administration

Debt Service in Addition to Above

District Support

Other

4.8%

5.7%

9.9%

24.2%

\$800

\$961

\$4,047

\$1,649

\$16,741

\$1,969

5.5%

3.0%

20.3%

9.1%

\$596

\$322

\$993

\$2,214

\$10,888

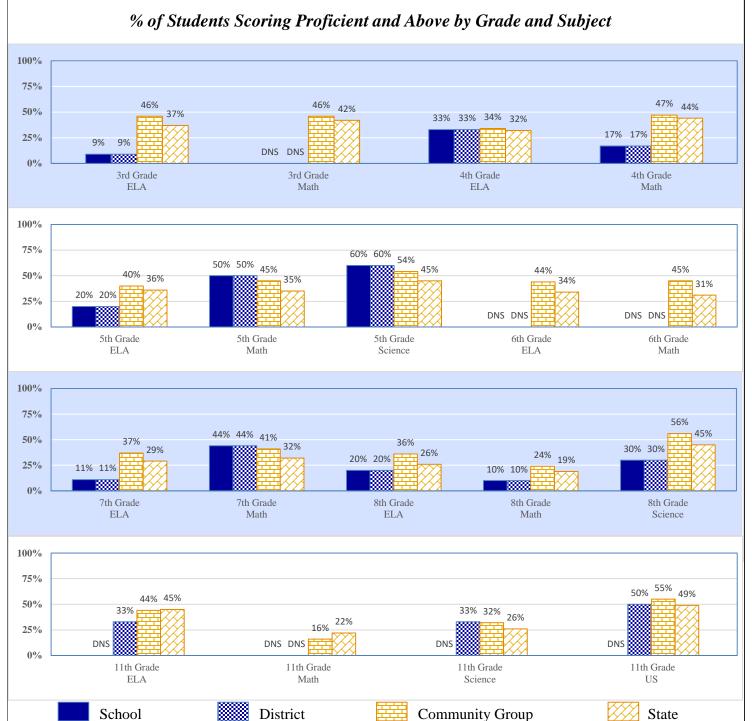
\$1,329

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2022-23 Student Performance (Regular Education Students, Full 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.



Data Not Shown (DNS)

(2) Data Protected by Privacy Laws

Possible Reasons: (1) Not Applicable

(3) No Valid Data to Complete Calculation

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2022-23 Student Performance (All Students)

