



2016 SCHOOL PROFILES

Office of Educational Quality and Accountability

840 Research Parkway, Suite 455, Oklahoma City, OK, 73104 (405) 522-5399 Fax: (405) 525-0373 Web: <http://www.EdProfiles.info>

MUSTANG HIGH SCHOOL (9-12)

MUSTANG PUBLIC SCHOOLS

906 S. Heights Drive, Mustang, OK 73064
Telephone: (405) 376-2404

09-1069-705 157

Message from the Principal:

May 23, 2017

Parents/Guardians:

The Office of Educational Quality and Accountability (OEQA) has recently released the 2016 School Profile Report for Mustang High School. This report provides statistical information about our school's test scores as well as demographic and community information. This report is generated to help schools in measuring students' progress and to inform parents and community members about the quality of education being delivered to students.

The OEQA report shows that the collective performance of Mustang High School students is above the state average in every area. We are proud of this accomplishment and the hard work it represents. At MHS, we work diligently to implement the provisions of the Every Student Succeeds Act and to realize our mission of people working together with purpose, passion and pride to ensure learning for all.

Additional information regarding our school profile and the performance of our students is available on the Mustang High School's website or at <http://www.edprofiles.info/>. If you have questions regarding our School Profile Report, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Teresa Wilkerson".

Teresa Wilkerson, Ed.D.
Principal



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Community Characteristics

Socioeconomic Data

	School	District	State Average
Ethnic Makeup Based upon Fall Enrollment:			
Caucasian	74%	76%	58%
Black	5%	3%	9%
Asian	6%	5%	2%
Hispanic	9%	10%	16%
Native American	6%	6%	14%
Average Property Valuation per Student (12/2016)		\$44,100	\$49,623
Students Eligible for Free/Reduced Lunch	32%	36%	62%

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

District Population		51,213	7,461
Poverty Rate		6%	17%
Unemployment Rate		4%	6%
Average Household Income		\$80,463	\$63,890
Single-Parent Families		25%	34%
Highest Educational Level for Adults Age 25+			
College Degree		25%	24%
H.S. Diploma w/o College Degree		68%	63%
Less than 12th Grade Education		7%	13%

Preparation, Motivation & Parental Support

KG-3rd Graders Receiving Reading Remediation		31%	39%
Average Number of Days Absent per Student	11.0	9.6	9.4
Mobility Rate (Incoming Students)	2%	5%	10%
Student Suspension Ratio: (<i>Higher number is better.</i>)			
There was 1 suspension (of 10 days or less) for every ___ students	17.3	23.6	13.7
There was 1 suspension (of more than 10 days) for every ___ students	118.9	299.9	171.4
Parents Attending Parent/Teacher Conference	87%	85%	74%
Patrons' Volunteer Hours per Student	1.4	4.4	3.4

Juvenile Offenders & Offenses (Office of Juvenile Affairs) *

One out of every ___ students was charged. (<i>Higher number is better.</i>)	263.4	119.2
Of those charged, each averaged ___ offense(s).	1.6	2.2
Of those charged, ___ were alleged gang members.	1	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.

◆ 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

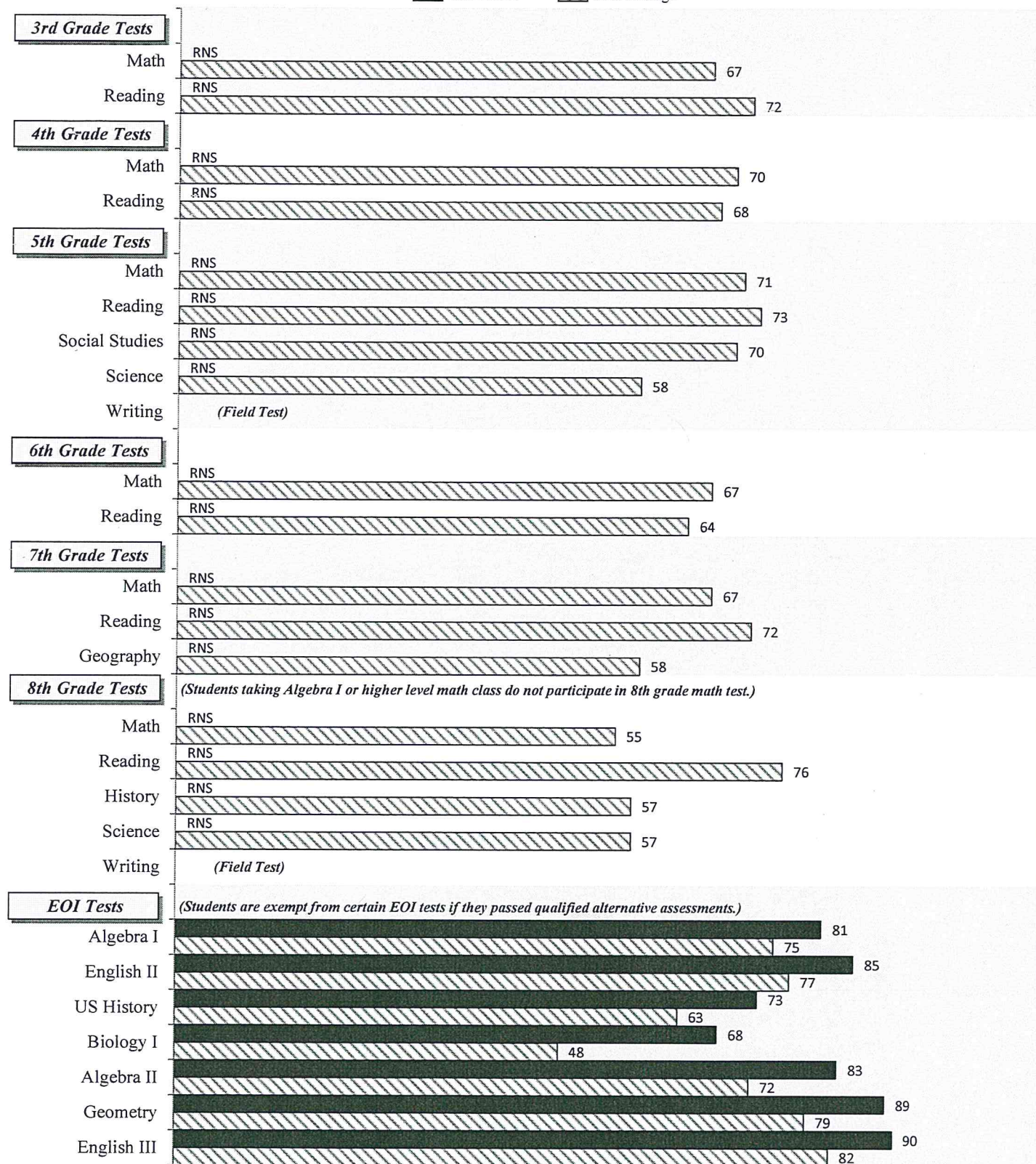
** = Data Protected by Privacy Laws

FTR = School/District Failed to Respond with Useable Data

2015-16 Student Performance (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.

2015-16 School Educational Process

Classroom & Administration Characteristics

	School	District Total (All Schools)	High School State Average
Fall Enrollment	2,854	10,798	381
Students as English Language Learners (ELL)	1.3%	3.8%	3.5%
Students in Special Education*	11.6%	11.8%	16.0%
Non-Special Ed. Teachers (FTE):			
Number of Teachers	127.2	538.9	21.2
Average Salary (w/ Fringe)	\$46,884	\$45,320	\$45,995
Teachers with Advanced Degree(s)	34.7%	23.0%	31.4%
Average Years of Experience	13.8	12.6	13.8
Special Education Teachers (FTE)*	15.0	59.5	2.7
Counselors (FTE)	8.0	22.5	1.2
Other Certified Professional Staff (FTE)	4.0	36.3	1.2
Administrators (FTE)	10.0	50.9	1.8

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

High School Curriculum (Units Offered in Selected Subject Areas)

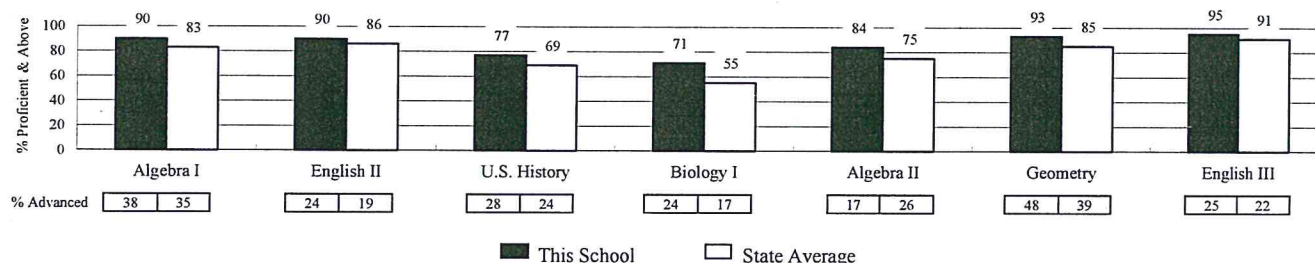
Language Arts	18.5	8.0
Science	15.5	6.2
Math	12.0	6.6
Social Studies	11.5	5.6
Fine Arts	20.5	6.9
Languages (non-English)	6.0	2.6
Total	84.0	35.9

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

High School End-of-Instruction Tests*

Results for non-high school students may be posted on the K-8 Profiles report.

Students are exempt from certain EOI tests if they passed qualified alternative assessments.



Additional High School Performance Measures

	This School	District	High School State Average
Senior Graduation Rate (2016 Seniors)	99.7%	99.7%	98.3%
4-Year Dropout Rate (Class of 2016)	5.6%	5.6%	7.2%
Average GPA of HS Seniors (2016 Seniors)	3.1	3.1	3.1
Career-Tech Occupationally-Specific Program Participation (2016 Seniors)	41.8%	41.8%	49.5%
Average ACT Score (Class of 2016)	21.9	21.9	20.6
HS Graduates Completing Regents' College-Bound Curriculum (2016 Seniors)	83.0%	83.0%	80.8%
Out-of-State College-Going Rate (2016 Seniors)	8.5%	8.5%	6.0%
Oklahoma College-Going Rate			
Oklahoma College Freshmen taking at least one remedial course in Math, English, Science, or Reading			
Oklahoma College Freshmen with GPA 2.0 or Above			

*New methodologies
are under development.*

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