Oklahoma Educational Indicators Program

Profiles 2001 State Report

Dr. Floyd Coppedge, Secretary of Education

Education Oversight Board

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Oklahoma State Department of Education
Oklahoma State Regents for Higher Education
Oklahoma Department of Career & Technology Education
Oklahoma Office of Juvenile Affairs
ACT Corporation, The College Board
All Oklahoma Public Schools

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Education Oversight Board / Office of Accountability

T. D. "Pete" Churchwell, Chairman • Dr. Floyd Coppedge, CEO • Robert Buswell, Executive Director

April 30, 2002

TO THE CITIZENS OF OKLAHOMA:

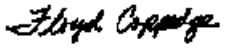
It is with great pleasure that we issue "PROFILES 2001," prepared by the Office of Accountability. This series of reports is the yearly capstone for the Oklahoma Educational Indicators Program, a system set forth in the Oklahoma Educational Reform Act of 1990 (House Bill 1017) to assist you in assessing the performance of **your** public schools. "PROFILES 2001" furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

"PROFILES 2001" consists of three publications, a "STATE REPORT," a "DISTRICT REPORT," and the "SCHOOL REPORT CARDS." These publications are the result of a collaborative effort headed by the Office of Accountability and include data from the following sources: the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, the Office of Juvenile Affairs, a school survey administered directly by the Office of Accountability, as well as other sources.

The Secretary of Education, the Education Oversight Board, and the Office of Accountability are pleased to be your partners in education and are committed to the improvement of Oklahoma's public education system. We welcome any comments or suggestions that you may wish to offer. Please feel free to call, write, or attend one of the regularly scheduled board meetings.

Sincerely,

T.D. Churchwell, Chairman
Education Oversight Board



Floyd Coppedge
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EXECUTIVE SUMMARY

INTRODUCTION

When evaluating education, it is important to remember that no single score, ratio, or measurement can quantify the academic soundness of a state, district, school, or student. Therefore, "Profiles 2001" presents a host of relevant educational statistics, and readers are free to evaluate educational entities based on those factors they feel are most important in the educational process.

COMMUNITY CHARACTERISTICS

The average community characteristics for districts within the state are as follows: average population of districts, 5,862; household income, $24,088 (1990); percent of population living below poverty level, 17% (1990); per student valuation of property, $25,470 (1990); percent of children living in single parent homes, 23% (1990); percent of 15-19 year old females who are mothers without high school diplomas, 8% (1990); students eligible for free and reduced lunch, 48.8% (2000-01); K-3 students in need of reading remediation, 26.2% (2000-01); Parents attending at least one parent-teacher conference, 67.8 (2000-01); average number of days absent per student, 10.7 (2000-01).

The following apply to criminally referred juvenile offenders: in 1999-2000, there was one out of every 58.6 public school students who were charged with a crime through the juvenile justice system (10,585 offenders statewide). Each offender was charged with an average of 1.9 criminal offenses (19,856 statewide) and 197 of the offenders statewide were alleged gang members (1.9% of offenders). The following is a break down of Oklahoma public school enrollment by ethnic group: Caucasian, 65%; Black, 11%; Asian, 1%; Hispanic, 6%; and Native American, 17%. The educational attainment of the state's population in 1990 was as follows: college degree, 23%; some college, 22%; high school diploma, 30%; less than a high school diploma, 25%.

DISTRICT EDUCATIONAL PROCESS

The "Profiles 2000" series reports on 544 individual Oklahoma school districts and 1,802 conventional school sites: 1,029 elementary schools, 306 middle schools/junior highs and 467 senior highs. Total ADM in 2000-01 was 618,731, a decrease of 4,323 students (-0.7%) over the 1999-2000 school year. In addition, there was a rapid decline in ADM from 9^{th} through 12^{th} grade.

During the 2000-01 school year, 77,273 Oklahoma students (13%) qualified for the Gifted/Talented program; 85,422 (14%) qualified for the special education program; 301,770 (48.8%) for the Free or Reduced-Pay Lunch Program.

Statewide, the number of regular classroom teachers increased by 897 FTEs (36,036 in 1999-2000 to 36,933 in 2000-01), with ADM (excluding non-graded students) decreasing by 4,744 students (620,300 in 1999-2000 compared to 615,556 in 2000-01). The statewide gross student/teacher ratio for regular classroom teachers in 2000-01 was 16.7 students per teacher. The average salary of teachers was $34,251, an increase of $3,236 from the previous year ($31,015 in 1999-2000). Average teacher salaries saw a dramatic increase over previous years due to an across the board pay raise approved by the Oklahoma Legislature for the 2000-01 school year, Thirty percent (30%) of teachers held an advanced degree, and had on average 12.5 years of teaching experience.

The 2000-01 school year saw a 1.9% increase in the number of administrators from the previous year. In 2000-01 there were 3,097 administrator FTEs at the 544 districts, an increase of 57 FTEs over the 1999-2000 school year count of 3,040. Statewide, there was an average of 5.7 administrators per school district, and each received an average salary of $57,930, an increase of $3,895, or 7.2%. Again, the bulk of this increase was due to the across the board pay raise approved by the legislature for the 2000-01 school year. On average, each administrator supervised 13.3 teacher FTEs and possessed 21 years experience.

Looking at district funding, the largest portion is provided by the State at 58.0% ($2.3 billion), followed by Local & County with 31.8% ($1.2 billion), and Federal funds that provide 10.2% ($396 million). However, state appropriated funding has increased substantially over the last 28 years.

District expenditures by the percent spent in each area are as follows: Instruction, 56.1%; Student Support, 6.2%; Instructional Support, 3.1%; District Administration, 2.8%; School Administration, 5.4%; District Support, 18.2%; Other, 8.2%. Debt Service was calculated as a percentage of the other expenditure areas combined and came in at 6.0%. Statewide total expenditures from ALL FUNDS were $3.9 billion. The expenditure per student using ALL FUNDS was $6,284, an increase of $648 over last year. Oklahoma's expenditures per student were nearly 20% below the national average.

STUDENT PERFORMANCE

The Oklahoma School Testing Program cost the state $2.1 million to administer in 2000-01. The program tested 149,631 students in grades 3,5, 8 and high school, which works out to roughly $14 per student tested.

Only a portion of the 3rd grade Iowa Test of Basic Skills (ITBS) was reinstated for the 2000-01 school year. The three core subjects (Reading, Language and Math) were tested with a combined score labeled as "Core" also being generated. The "Core" score is not directly comparable with the "Composite" score that was reported in previous years. The

national percentile ranks were as follows: Reading, 66; Language, 74; Math, 68; and Core, 70.

The Oklahoma Core Curriculum Test results were as follows. For the 5th grade, the percentage of students scoring satisfactory or above was: Science, 82%; Mathematics, 72%; Reading, 75%; Writing, 83%; US Hist./Const./Gov., 69%; Geography, 63%; and Arts, 55%. For the 8th grade, the percentage of students scoring satisfactory or above was: Science, 87%; Mathematics, 71%; Reading, 78%; Writing, 88%; US Hist./Const./Gov., 61%; Geography, 47%; and Arts, 44%. The results by race showed that minority students perform at lower levels than whites and Asians. In addition, the results by county show that higher scores are generally found in the northwest quadrant of the state and lower scores are found in the southeast quadrant of the state.

The High School End-of-Instruction tests are to be administered to students as they complete English II, US History, Biology I and Algebra I courses. The EOI tests were administered for the first time during the 2000-01 school year. The subject areas are being phased in, so only English II and US History were tested that year. The percentage of students scoring at, or above, the "Satisfactory" level was: English II, 70%; US History, 65%.

Just as students are expected to perform at a minimum level of competency, schools should also be able to achieve a minimum level of performance. In an attempt to evaluate schools' overall performance in preparing students for the Core Curriculum Tests, the Secretary of Education and Education Oversight Board created the Oklahoma Performance Benchmark. The number and percent of schools that were able to meet the benchmark are displayed in Figures 35 through 37. Historically, the 5th grade sites have had the best performance on this benchmark, although 5th grade performance dropped in 2000-01. Eighth grade performance is lower than 5th grade (fewer schools achieving 70% of students scoring "Satisfactory" or above on all subject areas) and high schools are weaker than either 5th or 8th grade. With this being the first year for the EOI test, no direct comparisons to previous years performance can be made. However, it is still somewhat disappointing to realize that twice as many high schools (44%) were unable to meet the benchmark on either subject, than were able to reach it on both (22%).

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education. Oklahoma's 1998 score for 8th grade writing (152) allowed them to rank high in the states tested. The national average was 148. Oklahoma also ranked well on the 1998 NAEP reading test relative to other states. Fourth grade students in Oklahoma scored 220 compared to a score of 215 for their national counterparts. The 8th grade students in Oklahoma scored 265 compared to 261 for the nation. On the 2000 Science test, Oklahoma came in about the middle of the pack, out-scoring the nation by only four scale scores in 4th grade (Oklahoma 152; Nation 148) and matching the nation in 8th grade (149). Oklahoma's rank among the states was a bit lower on the 2000 Math test. In 4th grade, Oklahoma scored 225 and the nation scored 226. In 8th grade, Oklahoma scored 272 and the nation scored 274.

Comparing Oklahoma's 4th grade reading scores, the rather high score of 220 in 1998 is the same as it was in 1992. Reading scores for the nation also remained unchanged between 1992 and 1998. In math, Oklahoma's gains over previous years were deemed "significant" even though gains by the nation as a whole out-paced Oklahoma. In 4th grade, Oklahoma's math score increased five standard scores since 1992 while the nation's score increased six points. In 8th grade, Oklahoma's math score increased nine standard scores since 1990, whereas, the nation's score increased 12 points.

The NAEP results were also released by race and again it is important to view Oklahoma's change relative to the nation (See Appendix G). Although white students' scores were always substantially higher than minority students' scores, the disparity between Oklahoma's score and the nation was always greater for Whites than it was for minority students. That is to say, Oklahoma's minority students, for the most part, outperformed their national counterparts, whereas, white students did not outperform their national counter parts. American Indian students had the most consistent improvement over time and consistently outperformed their national counterparts by the largest margin.

Another way to look at the NAEP results is by the percentage of students that score in each of four achievement categories (Below Basic, Basic, Proficient, and Advanced). Much of the analysis provided in the NAEP reports focuses on the percentage of students that perform at the "Proficient and Above" level (Proficient and Advanced combined). While the state's performance is generally no better than the nation, Oklahoma consistently does a better job of pulling students from the "Below Basic" category into the "Basic" category, than the Nation as a whole. This is most apparent in the areas of Science and Math in the 2000 testing cycle, especially in 4th grade.

Looking at the results by subject area, Oklahoma's performance on the Writing test was not significantly different from the nation, except for the fact that Oklahoma only had 12% of students in the "Below Basic" category compared to 17% nationally and 20% regionally. The results for Reading show a similar trend, except that performance over time can now be observed. Oklahoma's 4th graders were tested in both 1994 and 1998. Over time, there was a one percent (1%) increase in both the "Below Basic" and the "Advanced" categories of students. The Science results again showed that Oklahoma had a much larger percentage of students in the "Basic" category than did the nation: nine percentage points (9%) in 4th grade and seven percentage points (7%) in 8th grade. Additionally, the 8th grade students had a significantly low percentage of students in the "Proficient and Above" categories. Oklahoma's performance in Math, however, was consistently below the nation's in the "Proficient" category. Math has the longest historical comparison and it shows some interesting trends. Viewing 8th grade Math, notice that in 1990, Oklahoma's performance was not significantly different from the nation's. However, over time, more of the nation's students began to score in the "Proficient" and "Advanced" categories. Yet again, Oklahoma has a larger percentage of students scoring in the "Basic" category. Similar trends exist in the 4th grade scores, although, the historical comparisons only reach back to 1992. Another interesting observation can be made by looking at Oklahoma's average scale score for Math over

time. When Oklahoma's scale scores are compared to the nation's over time, it can be seen that Oklahoma's scores are nearly identical to the nation's, both then and now. That the averages are nearly identical would indicate that more of Oklahoma's students are scoring at the high end of the "Basic" and "Proficient" categories. It appears that Oklahoma's students "cluster toward the middle" when their performance is compared to their national counterparts.

Oklahoma's single-year dropout rate (grades 9 through 12) was 4.7%, a drop of three-tenths of a percentage point since last year. The national dropout rate based on a similar methodology was 4.0. A feel for Oklahoma's student loss between 9th grade and graduation can be had by looking at ADM from grade to grade for a given graduating class. This methodology showed that for the Class of 2001, 25% of 9th graders did not make it to graduation. Minority students disappeared from the state rosters at a higher rate than did whites.

The Oklahoma's graduation rate (from 9th grade to graduation) was 75.2%. The rate increased nine-tenths of a percentage point from 1999-2000, but is down 4.2 percentage points since 1991-92. The national-level graduation rate based on a similar methodology was 66.6% for 2000-01.

At the Oklahoma public high schools included in this series of reports, 23,865 members of the Graduating Class of 2001 (64.0%) took the ACT. The average composite score on the ACT for this group was 20.7, a two-tenths of a standard score decrease from 1999-2000. The official Oklahoma score released by the ACT Corporation, which includes both public and private schools as well as alternative education centers, was 20.5, a three-tenths of a standard score decrease over the 1999-2000 results. The national average composite score of 21.0 has remained unchanged for five years. In 2000-01, the gap between Oklahoma's statewide ACT score and the national ACT score was five-tenths of a standard score. Oklahoma's ACT score has increased five-tenths of a standard score since 1991-92 even though the percentage of students tested has increased six percentage points during that same period. The national score has increased four-tenths of a standard score since 1991-92. The geographical distribution of ACT scores displayed that the lowest scores were in southeastern Oklahoma and the highest were in northwestern Oklahoma. The data also show that minority students in Oklahoma outperform their national counterparts. However, Oklahoma ACT scores by race for the last seven years shows that the African American students lag significantly behind their counterparts in the state.

The SAT is another well-recognized college entrance test, however, it is not widely taken in Oklahoma (8% of Graduates). In 2000-01, Oklahoma's public school students performance on the verbal and math components of the SAT was 569 and 563, respectively. National scores in these same areas were 502 and 510, respectively.

The 2000-01 school year saw a 13% increase in the number of high schools across the state participating in at least one national AP exam: 211 high schools compared to 187 in 1999-2000. Statewide, 3,293 public school seniors (8.4%) participated in the AP testing

program, a 14% increase over the 2,882 students who took the test in 1999-2000. These students took 8,050 AP tests with 4,515 (56.1%) receiving a score of three or above (national average 61.3%). Forty-five percent (45%) of public schools in Oklahoma participated in the AP program compared to 62% of public schools nationally.

Seventy percent (70.0%) of Oklahoma's 2001 high school graduates completed the college-bound curriculum. The 2001 senior class had an average GPA of 3.0 and roughly 7% planned to attend out-of-state colleges. Of the senior class, 39.7% enrolled in an occupationally-specific Career-Tech program. Of that group, 82.8% completed one or more of the competencies required for the program.

Based on a three-year average, 50.1% of the state's public high school graduates went directly to a public college or university in Oklahoma. Once in college, 36.6% of Oklahoma public high school graduates took at least one remedial course. Statewide, 73.4% of freshman had a grade point average (GPA) of 2.0 or above during the first semester and 35.4% received a college degree within 150% of the ordinary completion time.

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OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

"Profiles 2000" is the fulfillment of the reporting requirement of the Oklahoma Educational Indicators Program. The Oklahoma Educational Indicators Program was established in May of 1989 with the passage of Senate Bill 183 (SB 183), also known as the Oklahoma School Testing Program Act. It was codified as Section 1210.531 of Title 70 in the Oklahoma statutes. In this action, the State Board of Education was instructed to "develop and implement a system of measures whereby the performance of public schools and school districts will be assessed and reported without undue reliance upon any single type of indicator, and whereby the public, including students and parents, may be made aware of: the proper meaning and use of any tests administered under the Oklahoma School Testing Program Act, relative accomplishments of the public schools, and of progress being achieved." Also, "the Oklahoma Educational Indicators Program shall present information for comparisons of graduation rates, dropout rates, pupil-teacher ratios, and test results in the context of socioeconomic status and the finances of school districts."

In April of 1990, House Bill 1017 (HB 1017), also known as the Oklahoma Educational Reform Act, was signed into law by the Governor. The legislation was reaffirmed by a vote of the people the following year. The portions of the bill most directly affecting the Oklahoma Educational Indicators Program were codified under Oklahoma statutes Title 70, Sections 3-116 through 3-118. Section 3-118 created the Office of Accountability. Section 3-116 created the Education Oversight Board which "shall have oversight over implementation of this act (HB 1017) and shall govern the operation of the Office of Accountability." Section 3-117 provided that the Secretary of Education shall be the chief executive officer of the Office of Accountability and have executive responsibility for the Oklahoma Educational Indicators Program and the annual report required of the Education Oversight Board.

The Secretary of Education, through the Office of Accountability: (1) monitors the efforts of the public school districts to comply with the provisions of the Oklahoma Educational Reform Act and the Oklahoma School Testing Program Act; (2) identifies districts not making satisfactory progress towards compliance; (3) recommends appropriate corrective action; (4) analyzes revenues and expenditures relating to common education, giving close attention to expenditures for administrative expenses; (5) makes reports to the public concerning these matters when appropriate; and (6) submits recommendations regarding funding for education or statutory changes whenever appropriate.

In May of 1996, Section 3-116 and Section 1210.531 of Title 70 were both amended by Senate Bill 416 (SB 416), Sections 1 and 2. Section 1 provided the Education Oversight Board with full control of and responsibility for the Educational Indicators Program. Section 2 placed the Office of Accountability, its personnel, budget and expenditure of funds solely under the direction of the Education Oversight Board.

INTRODUCTION

METHODOLOGY

"Profiles 2001" consists of three components: (1) the State Report; (2) the District Report and (3) individual School Report Cards. Each component of "Profiles 2001" divides the information presented into three major reporting categories: (I) community and environment information, (II) educational program and process information, and (III) student performance information. This methodology is meant to mirror the real-world educational process. Students have a given home and community life, they attend a school with a varied make up of teachers and administrators who deliver education through different processes and programs, and finally all of these factors come to bear on student performance.

The specific scope of each "Profiles 2001" component is as follows:

State Report

This component contains tables, graphs, and maps, all with accompanying text, concerning state-level information for major categories of measurement. The most recent data covers the 2000-01 school year. Wherever possible, tables and graphs will cover multiple years in order that trends may be observed. Also, national comparisons have been added based on data availability and comparability.

District Report

This component contains a two-page spread for each school district in the state and presents a wealth of educational data in both graphic and tabular form for the 2000-01 school year.

School Report Cards

This component includes a report card for each of the 1,802 individual school sites in the State. The School Report Cards include demographic information about the district and specific information about the individual school site. This information includes enrollment counts, achievement test scores, information about teachers, and other site-specific information. Each report card also contains space for comments from the school principal. The principal is encouraged to provide information such as scores for any standardized testing conducted beyond the requirements of state law, highlights of a mission or policy that is unique to the school, and recognition of special programs or student and staff achievements. Once the principal has added his or her comments, it is their responsibility to distribute copies of the School Report Card to parents and other interested parties in the community.

Three Reporting Categories

Each of the three components has data organized into three major reporting categories:

Community Characteristics

The Community Characteristics category includes community and contextual information. It features demographic data for persons residing within the boundaries of the school district as of April of 1990. In the District Report, communities have been placed into groups based on socioeconomic factors and the number of students the district serves. This grouping methodology allows districts to be compared to other districts serving similar communities, as well as to state averages.

Educational Process

The Educational Process category includes educational program and process information. It depicts how each school or district delivers education to its students.

Student Performance

The Student Performance category provides a broad array of student performance information.

Each of the "Profiles 2001" components reports information using the same three categories and by design is directly comparable. For a comprehensive view of education in a given area, one would start with the State Report, move to the District Report, and then look at School Report Cards for schools within a given district. Each document reports similar information for the various levels of operation.

DATA GATHERING

Regarding the gathering of data, the Office of Accountability is the secondary user of the majority of the information presented. It relies on agencies such as the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, and several others to supply the required information in a timely, accurate and usable fashion. Consequently, the Office of Accountability does not control the methods used to collect, nor the categories used to report, the majority of the data presented. The Office works diligently with these agencies to see that the data used is without errors. At the same time, it is also the Office of Accountability's policy not to change numbers received from other agencies without their expressed permission. On rare occasions a number may appear unreasonable when viewed in the context of other numbers presented in this report series. However, the Office of Accountability is bound to this in that it is the most reliable data currently collected regarding Oklahoma public education.

As a general rule, information is reported a year after the fact. A range of information is recorded all throughout the school year. The different agencies involved then begin to collect, and/or compile, this information at the close of the school year. This process continues through the beginning of the following school year in the fall. The majority of the information used in the report series is delivered to

the Office of Accountability from November through January. However, a few of the key pieces of information often arrive as late as mid-March. The information must then be verified and analyzed by the Office of Accountability prior to publication in the Profiles Reports. The Office of Accountability finalizes the reports near the beginning of April. After a short period for review by the schools, the documents are printed and released to the media and public.

While this data gathering process is taking place, there are schools closing and others opening. Only those public schools that were open during the reporting period are included in the Profiles reports. Finally, because most educational indicators relate to mainstream public school students, the "Profiles 2001" reports exclude information pertaining to alternative schools and special education centers (except where specifically mentioned). As a result, some of the state and/or district-level statistics may vary from those reported by the state agency/office charged with collecting the information.

CONSIDERATIONS WHEN USING THE DATA

When evaluating education, it is important to remember that no single score, ratio, or measurement can quantify the academic soundness of a state, district, school, or student. The various factors that contribute to the educational process are interrelated and must be evaluated accordingly. Complicating this is the fact that people have differing views on what comprises quality education. Some feel small schools with low student-teacher ratios are most important. Others believe facilities and course offerings have the most influence; and yet, others may only be concerned with a particular test score or budgetary expenditure. Therefore, "Profiles 2001" presents a host of relevant educational statistics, and readers are free to evaluate educational entities based on those factors they feel are most important in the educational process.

MAPS

Maps are meant to give a general impression of the condition of education in various parts of the State. However, just as no single indicator can measure the overall soundness of education, neither can a single map paint a picture of the condition of education across the State. The maps should be viewed in relation to one another based on the three major reporting categories.

The information on each map is presented in quartiles. Presentation by quartiles divides Oklahoma's 77 counties into four groups of basically equal number. In some cases, however, the range of the data that is being plotted may not allow for perfect quartering. In these cases, the counties are grouped as close to quarters as possible. When viewing the maps, it is easiest to remember that counties with darker shading have higher numbers and counties with lighter shading have lower numbers. Maps should be viewed with caution because dark shading may be either favorable or unfavorable depending upon the characteristic being presented.

I. COMMUNITY CHARACTERISTICS

CONTEXT

The first reporting category of "Profiles 2001" is the "Community Characteristics" section which provides a statistical sketch of the community in which the educational process is taking place. School districts are an extension of the community they serve and local control is a hallmark of common education in Oklahoma. Local voters affect conditions in the classroom through their support of bond issues and tax levies. Local school board members must ultimately answer to voters in the community. In addition, district policies are always under the scrutiny of parents in the community. Furthermore, community values influence student motivation and performance. Schools and their communities are so tightly interwoven that it is inappropriate, if not impossible, to evaluate education without considering the community in which it takes place.

In recent decades, it has become an expectation that schools will help students overcome adverse socioeconomic conditions that may exist within the family or community. Schools are expected to give students the foundation they need to prosper. When evaluating education, it is vital to remember that it is an uneven playing field upon which schools begin their mission. To properly measure the academic progress that a school or district has made with its students, one must keep in perspective where the students began. Establishing school district context is the purpose of the "Community Characteristics" section of "Profiles 2001."

The information presented in the "Community Characteristics" section has an interesting origin. Much of the information was gathered during the 1990 census and represents all persons residing within the boundaries of the school district at that time. The Census Bureau gave states like Oklahoma (where district boundaries do not align with county or municipal boundaries) a once-in-a-lifetime opportunity. They agreed to tabulate census information based upon the actual school district boundaries. This district-level information was released in 1994-95 and, for the first time ever, reliable demographic data were available at the school district level. A number of districts have consolidated since this information was originally tabulated. The census data for closed districts has been added to the census data for the district(s) receiving the students.

Although more current data projections exist at the state and county level, the census data is still considered the most consistent and complete available at the school district level. Because the projections are based on samples, and due to the amount of re-apportioning that would be required to generate data at the school district level, the numbers derived would be no more than an approximation of the current conditions within a given district.

The contextual indicators from the census are augmented with more current information from state agencies such as the Office of Juvenile Affairs, the Board of Equalization and the Office of Accountability. State averages for the community characteristics of school districts are shown in Figure 1.

Figure 1
State Averages for
Community Characteristics

Community Characteristic	State Average
District Population (number of residents 1990)	5,862
Household Income (1990)	$24,088
Population Living Below Poverty Level (1990)	17%
Per Student Valuation of Property (2000-01)	$25,470
Single-Parent Families (1990) (varies from numbers calculated using county data)	23%
15- to 19-Year-Old Females who are Mothers w/o HS Diplomas (1990)	8%
Students Eligible for Free/Reduced Lunch (2000-01)	48.8%
K-3 Students in need of Reading Remediation (2000-01)	26.2%
Parents Attending at Least One Parent-Teacher Conference (2000-01)	67.8%
Average Number of Days Absent per Student (2000-01)	10.7

Student Suspensions: There was one suspension of less than 10 days for every 13.2 students statewide and one suspension of more than 10 days for every 161.5 students statewide.

Juvenile Offenders: In Oklahoma in 2000-01, one out of every 58.6 public school students were charged with a crime through the juvenile justice system (10,585 offenders statewide). Each offender was charged with an average of 1.9 criminal offenses (19,856 statewide) and 197 of the offenders statewide were alleged gang members (1.9% of offenders).

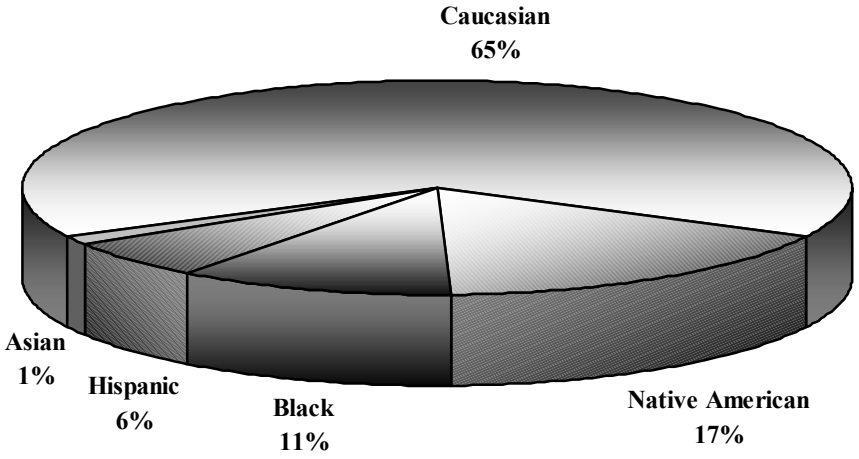
Oklahoma Public School Enrollment by Ethnic Group (Figure 2):
(based on 1999 fall enrollment)

Caucasian	65%
Black	11%
Asian	1%
Hispanic	6%
Native American	17%

Highest Educational Level of Adults Age 25 and Older (Figure 3):
(varies from numbers calculated using district data) (1990)

College Degree:	23%
Some College:	22%
High School Diploma:	30%
Less than a H.S. Diploma:	25%

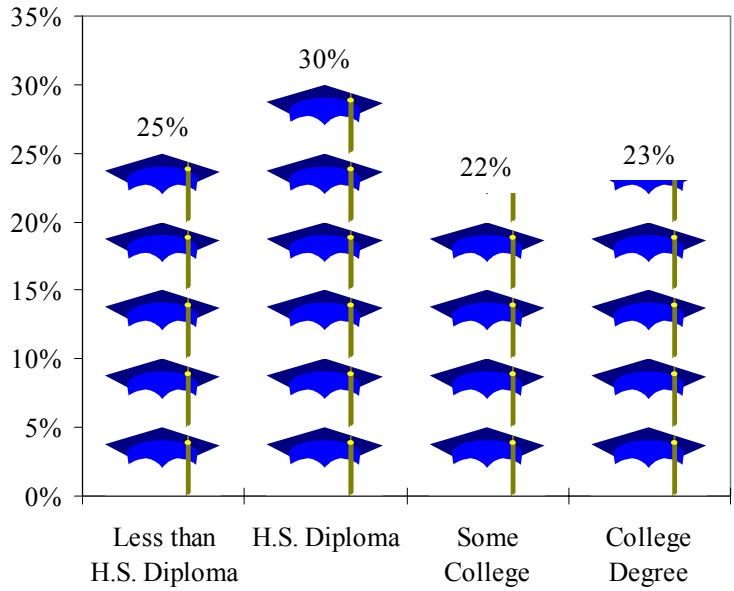
Figure 2
Oklahoma Public School Enrollment by Ethnic Group
2000-01 School Year



Data Source: State Department of Education

Total Fall 2000 Enrollment = 619,908

Figure 3
Highest Education Level of Adults Age 25 and Older
Oklahoma



Data Source: 1990 Census

SOCIEOECONOMIC VARIANCE

While it is important to understand what the "average community" in Oklahoma might look like, it is just as important to see how individual school districts vary from the average. By looking at districts that fall into the extremes on each of these indicators, one can begin to understand the diversity that exists across Oklahoma among school districts and the communities that they serve.

In Oklahoma, the largest district community had a population of 294,899 persons (50 times the state average) while the smallest district community had a population of 41 persons (less than 1/100th of the state average). Median household incomes in 1989 varied greatly by district community as well. The average family in the most affluent district earned nearly $50,000 in 1989, whereas in another district the average family had earnings of just over $9,000 that same year. It is also important to remember that not every family in the district earns the "average." The percent of the families living below the poverty level in 1989 helps to fill in the financial picture. The percent of persons within the district community living below the poverty level ranged from 1% to just over 50%. Financial indicators are especially important when evaluating districts because parental income has proven to be one of the best predictors of a student's likelihood to succeed academically.

The local tax revenues available to schools varies greatly too. The average district in Oklahoma receives roughly 30% of its funding from property taxes. These taxes are levied on the assessed value of property within the district boundaries and support the general operation of the district. This indicator of district wealth is measured by the total valuation of property within the boundaries of the district divided by the total number of students. The extremes on this indicator ranged from a district with an assessed property value of $482,228 per student in 2000-01 to a district with a property value of $2,619 per student (students are measured in average daily membership (ADM) which is explained in the "EDUCATIONAL PROCESS" section of this report). Furthermore, if the voters in a district approve bond issues, additional millages will be added to the tax on their property to cover the cost of capital improvement projects, school bus purchases and major technology projects. This in turn further widens the gap between districts in regard to funds available for education (see Figure 15).

An additional burden on districts is the percentage of families headed by a single parent. This ranged from a high of 62% to a number of districts with no single parent families. Likewise, the percentage of teenage girls that have not yet finished high school but that have given birth to one or more children also affects the school's ability to fulfill its mission. As of April of 1990, the district community with the highest percentage of 15- to 19-year-old females without a high school diploma, having had at least one child at that time, was 75%, while the bulk of Oklahoma's district communities had 0%.

One very good indicator of the relative wealth of a district's community is the number of students who are eligible for the Federal Free and Reduced Pay Lunch Program (explained in the "EDUCATIONAL PROCESS" section of this document). During the 2000-01 school year, 48.8% of Oklahoma's public school students were eligible for this program (Figure 7). At the district level, the percentages ranged from a high of more than 95% at 10 districts across the state, to a low of 3% at another.

An indicator of how well students come to school ready to learn is the percentage of kindergarten through 3rd grade students in need of reading remediation. In 2000-01, 26.2% of K-3 students were in

need of reading remediation (Figure 8). District communities ranged from 24 districts with not a single K-3 student in need of reading remediation to three others with 100% in need of reading remediation.

A students' eagerness to learn also greatly impacts a schools ability to do its job. An indication of this is the average number of days absent per student. Statewide, students missed an average of 10.7 days per year. The extremes on this indicator ranged from eight school sites that did not have a student miss a single day, to 44 sites who's students, on average, missed more than 18 days during the 2000-01 school year. Students who miss more than 20 days of school per year are required by law to repeat the grade they had attempted that year.

Another sign of willingness to participate is the number of days students are suspended from school (Appendix A). Suspensions fall under two major categories in state statutes (§70-24-101.3), those of 10 days or less, and those for more than 10 days. On average, there was one suspension with a duration of 10 days or less for every 13 students statewide; one for every 31 students in elementary schools, one for every 6 students in middle school/junior high and one for every 10 students in high school. When looking at suspensions that lasted for more than 10 days, the average for all schools was one for every 162 students statewide; one for every 944 elementary students, one for every 75 middle school/junior high students and one for every 88 high school students. While the bulk of schools had very few suspensions, there were roughly 40 schools in the state where suspensions, on average, exceeded one for every three students. Additionally, there were a handful of schools statewide where incidents of suspension approached a one-to-one ratio with enrollment.

The use of juvenile crime statistics is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 2000-01 juvenile crime statistics are provided as another indicator of the environment in which the school must operate. The statistics presented here relate to criminal referrals only and are based on students attending one of the schools included in this report series. Statewide, 10,585 public school students were referred to the Office of Juvenile Affairs (OJA) in 2000-01. These offenders were charged with a total of 19,856 offenses, and 197 of the offenders were said to have gang affiliation. This means that, on average, one out of every 58.6 students statewide had been charged with a crime, each offender had committed an average of 1.9 offenses and 1.9% of the charged students had gang affiliations. This means that the "average district" in Oklahoma would have 19.3 students who had been charged, they would have been accused of 36.7 crimes, and 0.4 of the students would have had gang affiliation.

Nineteen percent (19%) of districts statewide had no juvenile offenders (no students had been charged). However, a look at those districts with five or more students in the OJA database revealed that at one district, one out of every 20 students had been charged with a crime during the 2000-01 school year. None of them, however, had gang affiliations. Yet, another district had 38 students who were affiliated with a gang. This one district accounted for 19% of the gang-affiliated offenders statewide. The gang phenomenon seems to be isolated to just a few of Oklahoma's school districts. Just three of Oklahoma's school districts accounted for nearly 50% of the gang-affiliated offenders statewide. The ratios used in this analysis are based on 2000 fall enrollment excluding non-graded students. Also, not all communities report minor juvenile offenses to the Office of Juvenile Affairs. Juvenile data is only reported for those communities that had referred cases to OJA.

A break down of the juvenile offense charges shows that the bulk (35%) had to do with theft/burglary of one variety or another. Violation of municipal ordinances/obstruction of justice charges ranked second with 23%. Crimes related to sex/violence represented 18% of all arrest charges. Drug/alcohol possession made up 13% of offenses, and crimes against property accounted for roughly 7% of the arrests. Other types of offenses made up the other 4%. A more detailed listing of the offenses by type can be found in Appendix B of this report.

Oklahoma is a state of great diversity and the ethnic makeup of the state's communities and school districts is no exception. Statewide, 35% of student enrollments came from one of the four ethnic minority groups. Figure 2 shows that in school year 2000-01, 17% of Oklahoma's students were Native American, 11% were Black, 6% were Hispanic, and 1% were Asian. At the district level, the state's ethnic diversity is even more pronounced with six districts having not a single minority enrollment and 21 districts in the state having 5% or less minority enrollment and eight districts having 95% or more minority enrollment with four of those having not a single white student enrolled.

Like income statistics, adult educational attainment statistics are important because they are also one of the best predictors of how well students will perform academically. Research has shown that, generally, the children of parents with higher levels of education perform better on achievement tests than those students whose parents have lower levels of educational attainment. Looking at the percentage of the population age 20 and older, we see that one district had almost 60% of its population that did not have a high school diploma. However, another district had only 7% of its population that fell into this educational attainment category. Now look at the percentage of persons who hold a college degree. Sixty-two districts (62) had five percent (5%) or less of the population with a college degree, whereas, only 11 districts had 30% or more of the population holding a college degree. The educational attainment information presented in the various Profiles reports varies slightly. The statistics presented in Figures 1, 3 and 4 were collected on persons age 25 and over. The information collected at the district level (used in the District Report and the School Report Cards) was based on persons age 20 and older. Although a non-standard measure, this is the only data available at the district level.

COMMUNITY GROUPING MODEL

The great diversity among school districts makes it difficult to compare them when evaluating their effectiveness in educating students. One way to make meaningful comparisons is to break the districts into "peer groups" so that similar schools can be compared one to another. To aid in this process, the Office of Accountability and the Education Oversight Board have created a "Community Grouping Model." The model breaks the State's 544 districts into 16 groups based on the size of their enrollment and on the general economic conditions that exist within the district. The schools are categorized with a letter designation A through H based on the size of their enrollment (Figure 9) and a numeric designation of 1 or 2 based on the economic conditions within the district. The most accurate, and current, predictor of economic conditions within a district is the percentage of students eligible for the federal "Free and Reduced Pay Lunch Program" (Figure 7). Districts with a percentage of students eligible for the program that is higher than state average are given the designation of 2 and the remainder of the districts are given the designation of 1. This combination of letters and numbers gives the 16 group designations. Additional information about the "Community Groups" can be found in the

"EDUCATIONAL PROCESS" section of this report and a more detailed description of the "Community Grouping Model" methodology can be found in the "Profiles 2001 District Report".

SOCIOECONOMIC ADVERSITY MAPS

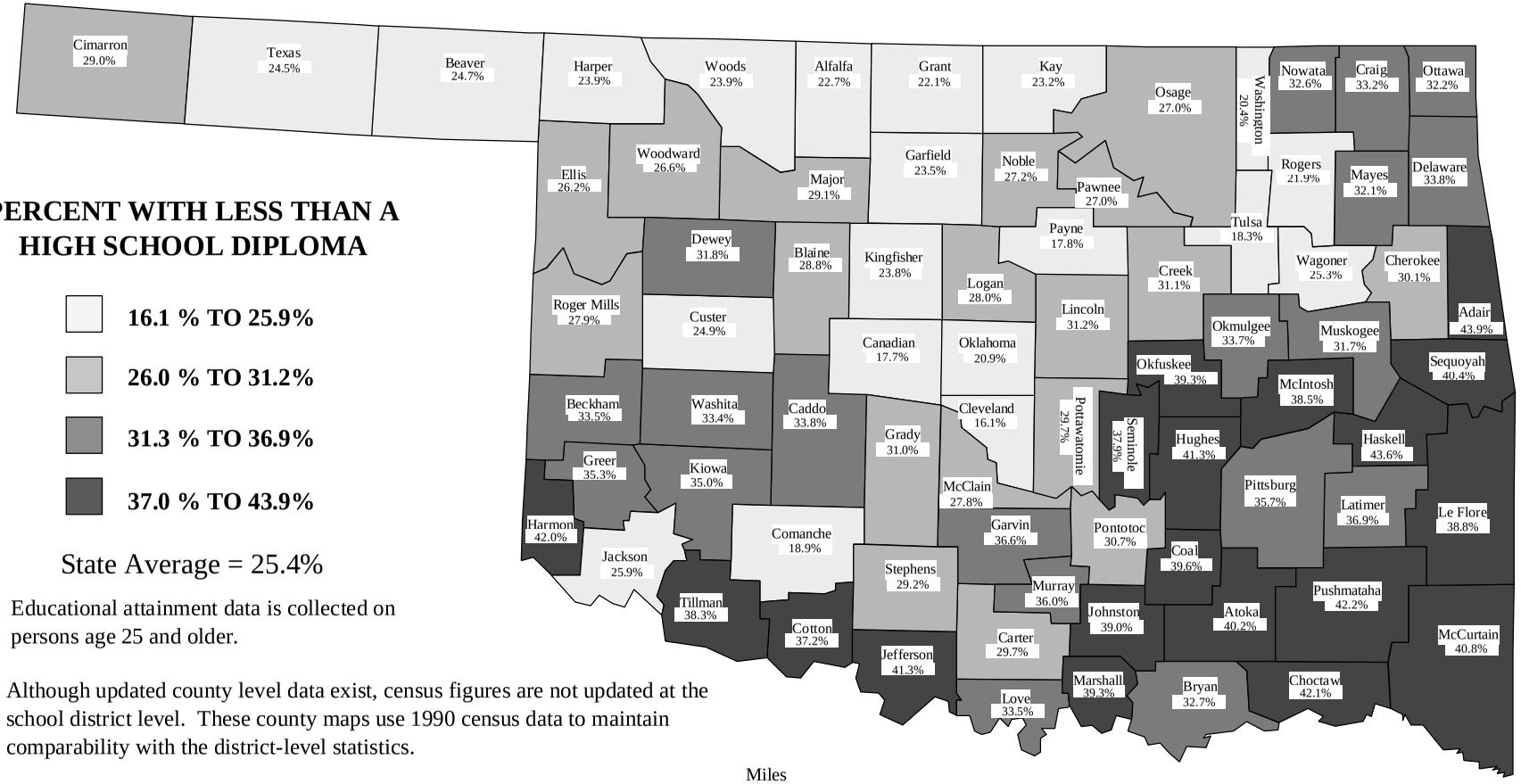
In Oklahoma, school district boundaries vary greatly in size and shape. Some districts cover so little area that they are mere dots on a statewide map. Other districts in rural areas may cover hundreds of square miles, yet, serve a relatively small number of students. These factors make it difficult to accurately display information on a statewide map using school district boundaries as the base. For this reason, all of the indicators presented in this report will be aggregated by county and mapped accordingly.

Figures 4 through 8 map social and economic characteristics across Oklahoma. The statistics were chosen because they are representative of the socioeconomic conditions that most impact student performance. The information presented on the first three maps was collected during the 1990 census, and although dated, is still the most comparable data that exists at the district-level. The last two maps were added because the information presented is current. Students qualify for the federal Free and Reduced Pay Lunch program based on their family's earnings, which makes it a good barometer for poverty. The percentage of K-3 students that are in need of reading remediation gives an indication of how prepared students are to learn before they start their K-12 educational careers. The five maps combined offer a visual sketch of Oklahoma's community characteristics. These maps should be referenced again when evaluating maps relating to the "EDUCATIONAL PROCESS" and "STUDENT PERFORMANCE" sections of this report. Appendix C displays in a tabular format the information presented in this series of maps.

Figure 4

PERCENT OF POPULATION WITH LESS THAN A HIGH SCHOOL DIPLOMA

1990 Census



PERCENT WITH LESS THAN A HIGH SCHOOL DIPLOMA

- **16.1 % TO 25.9%**
- **26.0 % TO 31.2%**
- **31.3 % TO 36.9%**
- **37.0 % TO 43.9%**

State Average = 25.4%

Educational attainment data is collected on persons age 25 and older.

Although updated county level data exist, census figures are not updated at the school district level. These county maps use 1990 census data to maintain comparability with the district-level statistics.

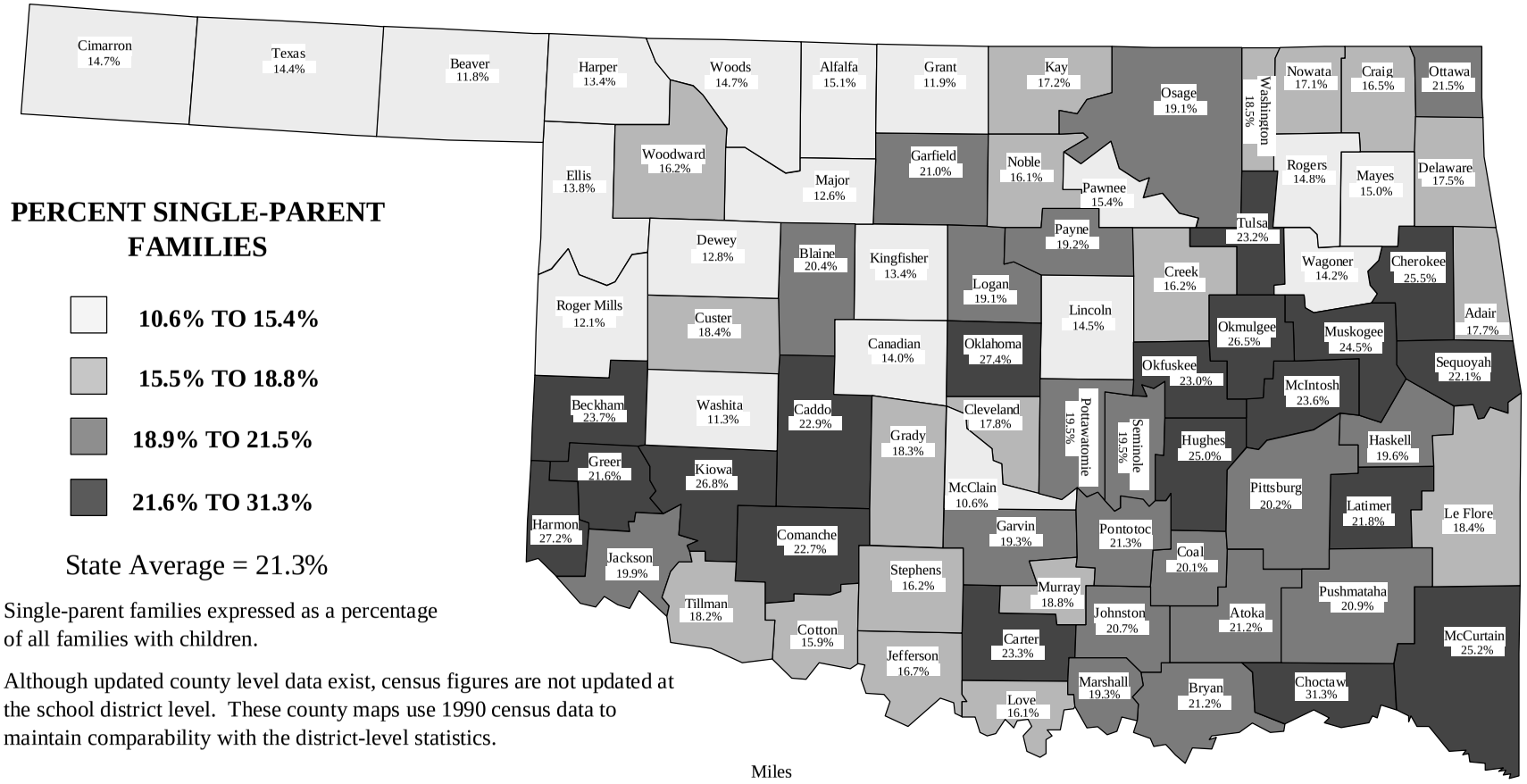
Prepared by: Office of Accountability

Date: 4/1/2001

Figure 5

PERCENT OF SINGLE-PARENT FAMILIES

1990 Census



PERCENT SINGLE-PARENT FAMILIES

- **10.6% TO 15.4%**
- **15.5% TO 18.8%**
- **18.9% TO 21.5%**
- **21.6% TO 31.3%**

State Average = 21.3%

Single-parent families expressed as a percentage of all families with children.

Although updated county level data exist, census figures are not updated at the school district level. These county maps use 1990 census data to maintain comparability with the district-level statistics.

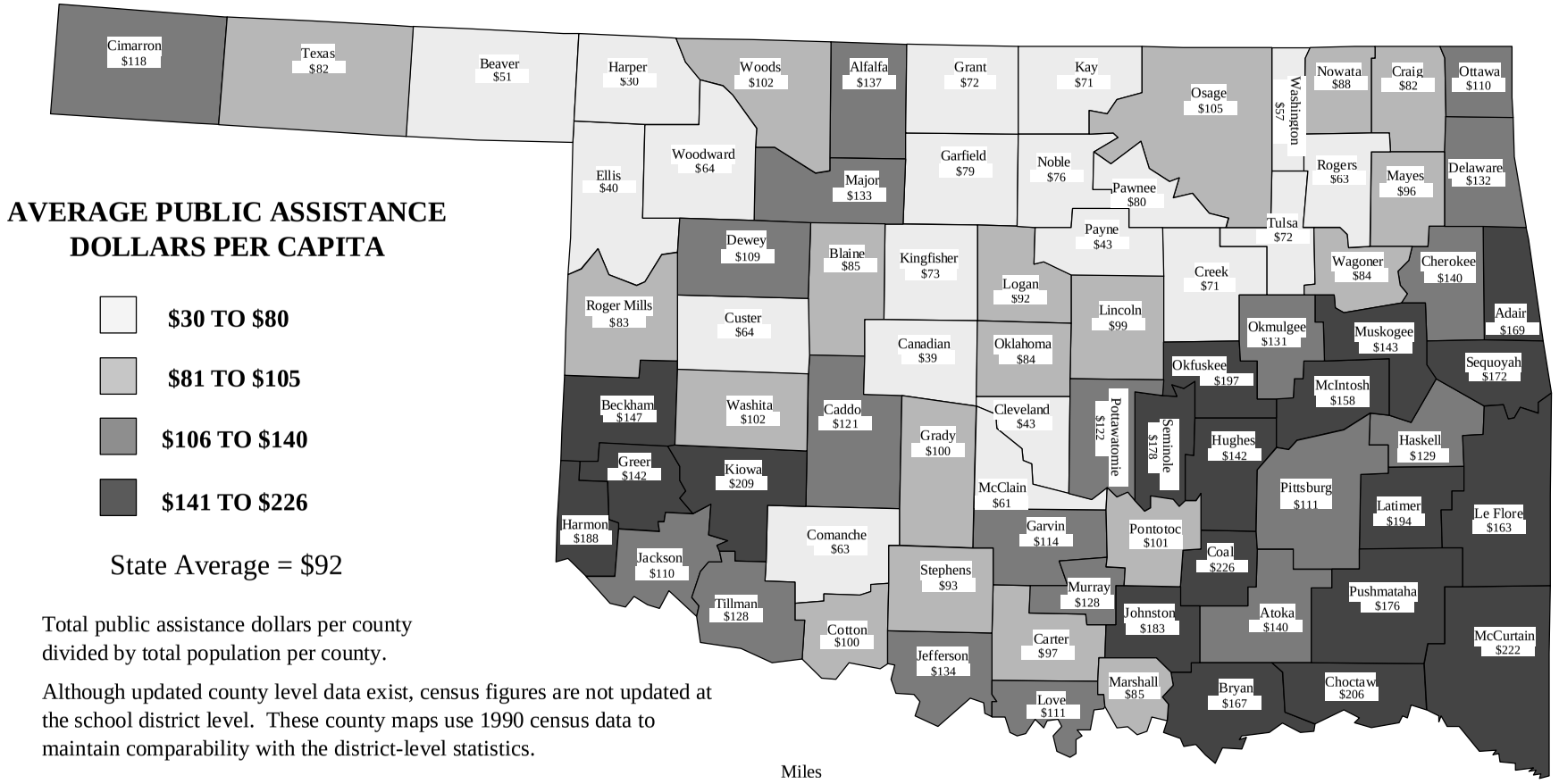
Prepared by: Office of Accountability

Date: 4/1/2001

Figure 6

PUBLIC ASSISTANCE DOLLARS PER CAPITA

1990 Census



AVERAGE PUBLIC ASSISTANCE DOLLARS PER CAPITA

- **$30 TO $80**
- **$81 TO $105**
- **$106 TO $140**
- **$141 TO $226**

State Average = $92

Total public assistance dollars per county divided by total population per county.

Although updated county level data exist, census figures are not updated at the school district level. These county maps use 1990 census data to maintain comparability with the district-level statistics.

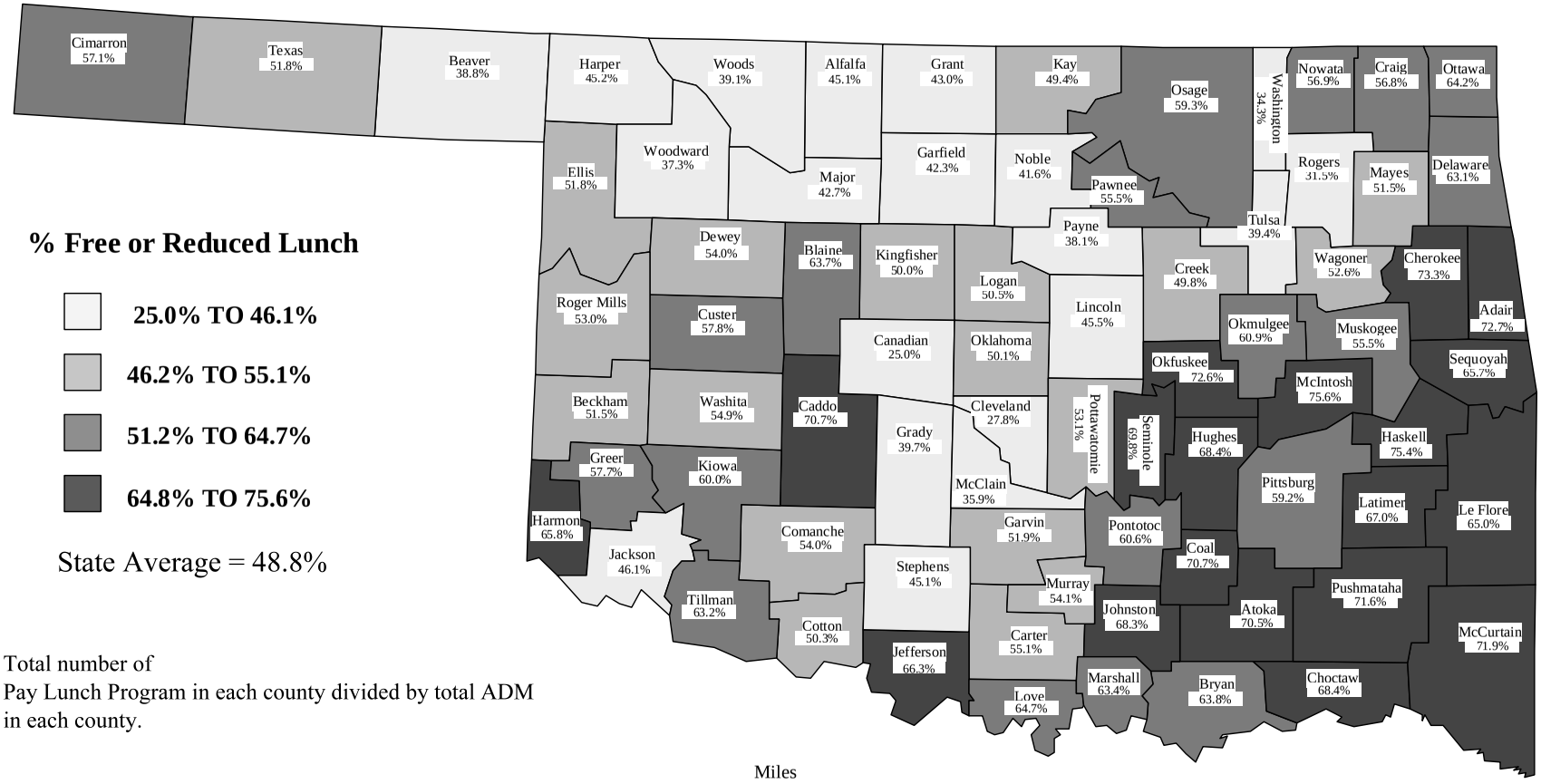
Prepared by: Office of Accountability

Date: 4/1/2001

Figure 7

PERCENT OF STUDENTS ELIGIBLE FOR FREE OR REDUCED PAY LUNCH PROGRAM

2000-01 School Year



Total number of
Pay Lunch Program in each county divided by total ADM
in each county.

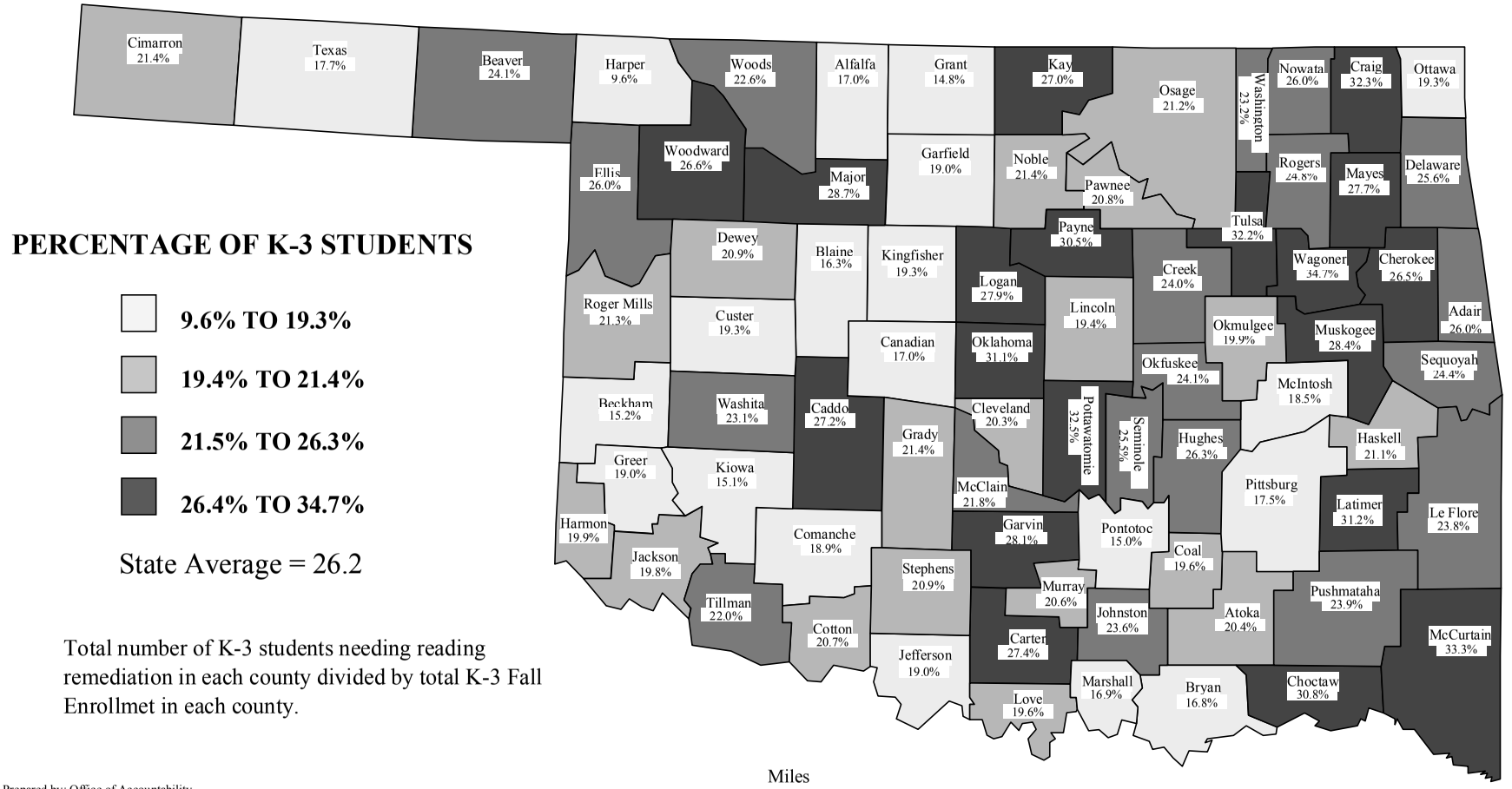
Prepared by: Office of Accountability

Date: 4/7/2002

Figure 8

PERCENTAGE OF KINDERGARTEN THOUGH 3RD GRADE STUDENTS IN NEED OF READING REMEDIATION

2000-01 School Year



PERCENTAGE OF K-3 STUDENTS

- **9.6% TO 19.3%**
- **19.4% TO 21.4%**
- **21.5% TO 26.3%**
- **26.4% TO 34.7%**

State Average = 26.2

Total number of K-3 students needing reading remediation in each county divided by total K-3 Fall Enrollmet in each county.

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

Date: 4/16/2002

II. EDUCATIONAL PROCESS

DISTRICTS, SCHOOLS AND STUDENT ENROLLMENT

The "Profiles 2001" series reports on 544 individual Oklahoma school districts and 1,802 conventional school sites: 1,029 elementary schools, 306 middle schools/junior highs and 467 senior highs.

Schools and school districts in Oklahoma are organized in a variety of ways. Oklahoma school districts are accredited by the State Board of Education and are classified as either independent districts (offering pre-kindergarten through 12th grade), or elementary districts (offering pre-kindergarten through 8th grade). Students from elementary districts must be integrated into a neighboring district's high school once students have completed 8th grade. In 2000-01, there were 113 elementary (dependent) school districts and 431 independent school districts. Within these two classifications, districts are free to organize grade levels to suit their needs. For example, one district may have an elementary school serving grades K-8 with a high school serving grades 9-12; another district may have a lower elementary serving grades K-4, an upper elementary serving grades 5 and 6, a junior high for grades 7-9, and a high school serving grades 10-12. During 2000-01 there were 50 different grade level combinations forming schools in Oklahoma.

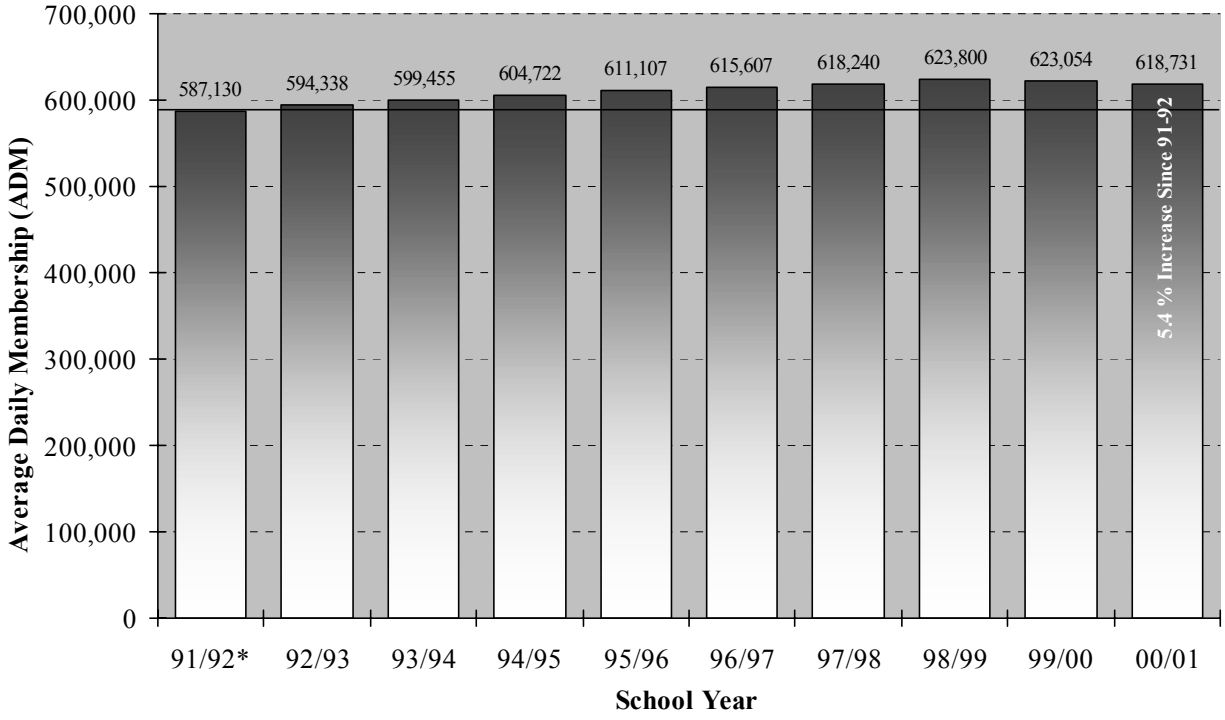
Another way to look at the diversity of districts across the state is to look at the number of students they serve. Student enrollment is most often reported as Average Daily Membership (ADM). ADM refers to the average number of students enrolled at a school, or district, on any given day during the year. The smallest elementary district in operation during 2000-01 had an ADM of 17 students and the largest independent school district had an ADM of 43,456 students. The following table provides a statewide breakdown of school districts by enrollment.

Figure 9
Oklahoma's Districts by Size of Enrollment

Size Designation	District Size (in ADM)	# of Districts	% of All Districts	# of Students	% of All Students
A	25,000 Plus	2	0.4%	82,672	13.4%
B	10,000 - 24,999	8	1.5%	126,032	20.4%
C	5,000 - 9,999	10	1.8%	63,755	10.3%
D	2,000 - 4,999	32	5.9%	91,748	14.8%
E	1,000 - 1,999	75	13.8%	102,590	16.6%
F	500 - 999	102	18.8%	70,953	11.5%
G	250 - 499	158	29.0%	56,610	9.1%
H	Less than 250	157	28.8%	24,372	3.9%
All	All Districts	544	100.0%	618,731	100.0%

At the state level, total ADM in 2000-01 was 618,731, a decrease of 4,323 students from the 1999-2000 school year. This represented a decrease of 0.7% (Figure 10). The 2000-01 statewide membership was a 5.4% increase over the membership 10 years earlier.

Figure 10
Trends in Oklahoma's Average Daily Membership



Note: * Beginning in 1991-92, ½- day Kindergarten became mandatory.

Data Source: State Department of Education.

Figure 11 shows 2000-01 statewide ADM by grade. ADM by grade is consistent with a few exceptions. Notice that first grade ADM is slightly higher than other grades. This is presumably because students are more likely to repeat this developmental grade.

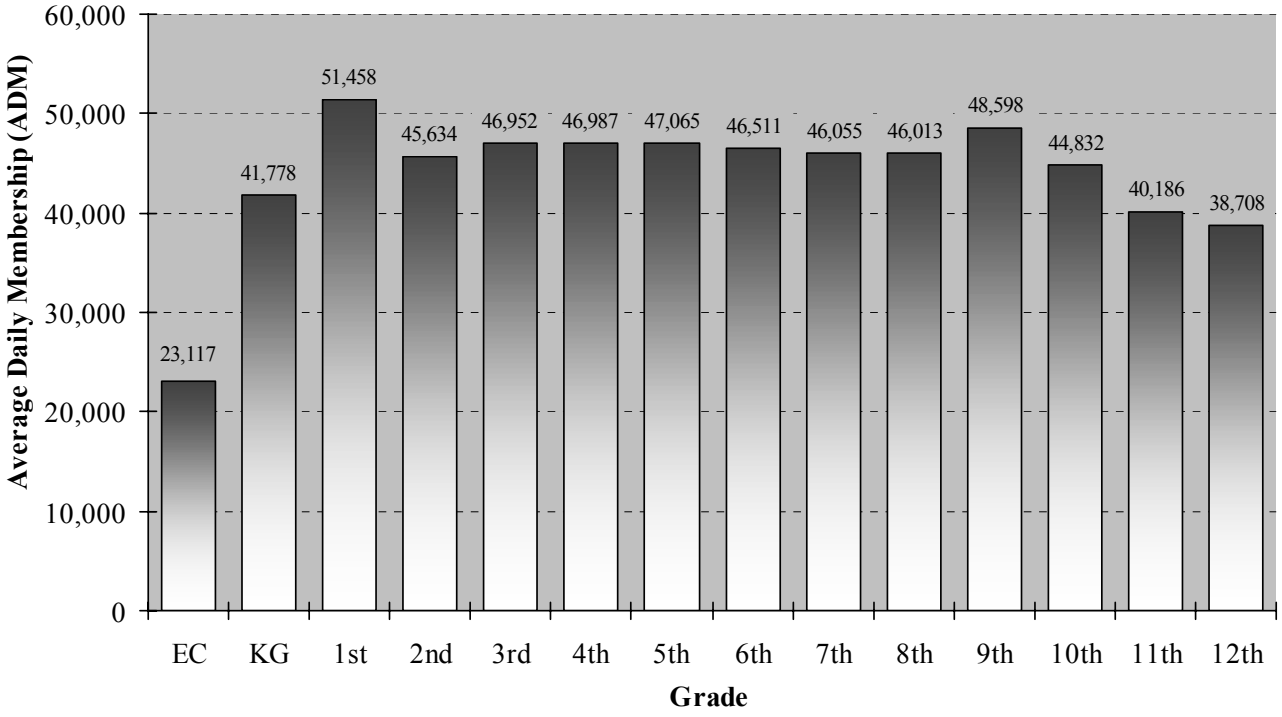
The most notable part of the graph, however, is the rapid decline in ADM from 9th through 12th grade. During the 2000-01 school year, 12th grade ADM was 9,890 students lower than 9th grade ADM that same year. Analysis in the "Student Performance" section of this document (Figure 42) shows that this dramatic decrease in enrollment between 9th and 12th grade is not a single year occurrence.

There are two basic methods for calculating enrollment: ADM and Fall Enrollment. ADM is the preferred method for measuring enrollment because it takes into account student migration. Fall

enrollment numbers are a "census count," tallied on October 1 of each year. ADM numbers, although preferred, are only reported at the district level. This means that enrollment-related statistics reported in the Profiles series vary slightly from the site level to the district level.

Figure 11

Oklahoma's Average Daily Membership by Grade* 2000-01



Note: * Excludes enrollments for Out of Home Placement (1,662) and Non-Graded students (3,176).

Data Source: State Department of Education.

PROCESS INDICATORS

The community in which a student lives is not the only thing that influences his or her academic performance. The educational framework provided by the district also has a major impact on student learning. Often times, the school district helps students overcome adverse socioeconomic conditions that may exist within the family or community. The educational processes that exist within a school district reflect a consensus among the school staff, the local board, and the community about how to best meet the educational needs of all students in the district.

Process indicators include the functions, actions, and changes made by the school district to promote student success. Some of the process indicators included in this publication are curriculum, local-state-federal programs, classroom teachers, administrators, and other professional staff.

Curriculum & Programs

Gifted and Talented

U.S. Senator Jacob K. Javits, starting in the early 1970's, began to draw attention to the educational needs of gifted and talented students. For roughly the next ten years, modest federal funds were made available and states, including Oklahoma, used the money as incentive for gifted and talented programs. In 1981, Oklahoma became the 17th state to provide funding for the education of gifted and talented students. Thirty-one states fund gifted programs in some way. Oklahoma's funding comes through the state aid formula and each student identified and served in gifted and talented program is assigned an additional weight of .34 students (see "State Funding Process" later in this section). However, a district can only have a maximum of 8% of their students funded in this manner.

State law (§70-1210.301-307) defines "Gifted and Talented Children" as those identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance and needing differentiated or accelerated education or services. For definition purposes, "demonstrated potential abilities of high performance," means students who score in the top three percent (3%) on any national standardized test of intellectual ability or students who excel in one or more of the following abilities: a) intellectual, b) creative thinking, c) leadership, d) visual or performing arts, or e) specific academic ability. In addition, multicriteria evaluation may be used for 1st and 2nd grade students in lieu of standardized testing measures. The State Department of Education has regulations and program standards for participating school districts (Oklahoma State Department of Education, "Annual Report on Gifted and Talented Education", FY 2002).

During the 2000-01 school year, 77,273 Oklahoma students qualified for the Gifted/Talented program. This represented 13% of all students in the state. The extremes on this indicator ranged from 9 districts with none (0%) of their students eligible for the gifted program, to one district with 49% (179) of its students qualifying.

Special Education

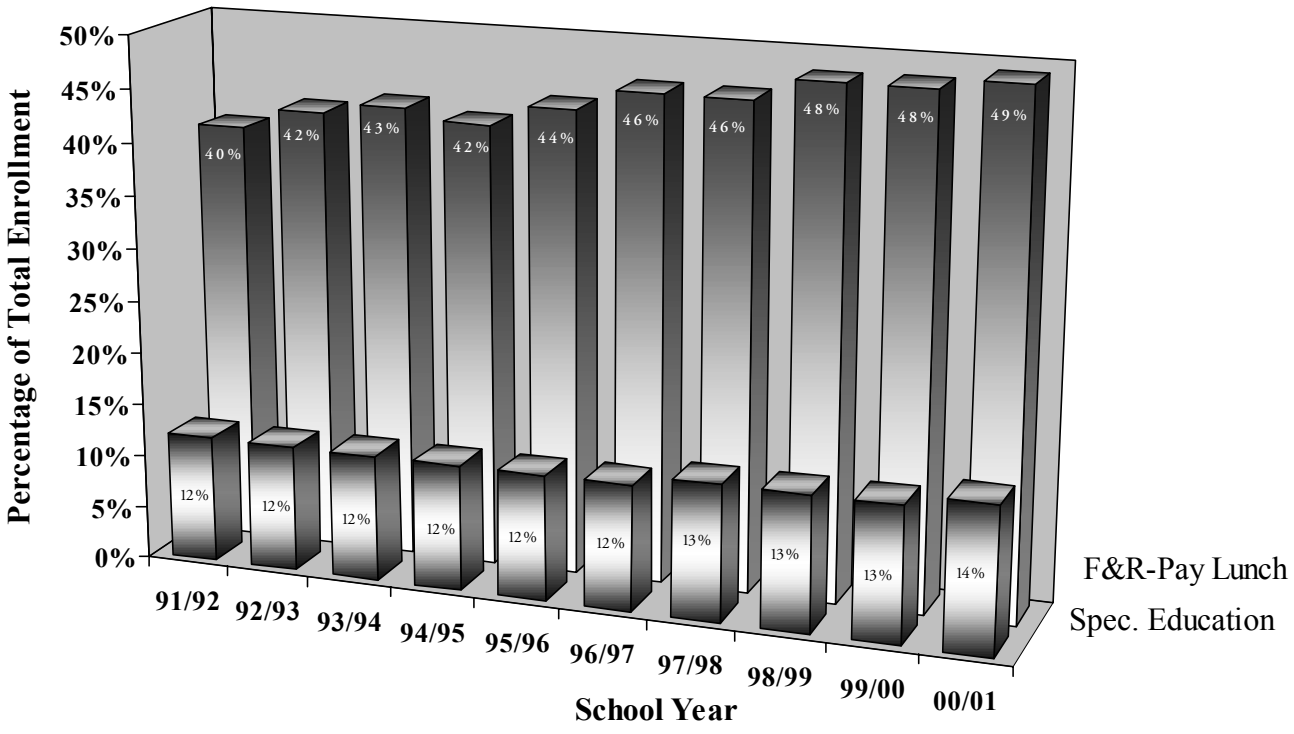
Special education students are those identified as being eligible for related services pursuant to an Individualized Educational Program (IEP). During the 2000-01 school year, 85,422 Oklahoma students qualified for the special education program, which represented 14% of all students. The Special Education participation rate has remained between 12% and 14% since the 1990-91 school year (Figure 12). The percentage of students eligible for special education services at school districts across the state ranged from a low of 3% to a high of 38%.

Free or Reduced-Pay Lunch

Eligibility for the Free or Reduced-Pay Lunch program is based on federally established criteria for family income. In 2000-01, students' families needed to earn less than 130% of poverty level for them to qualify for Free Lunch, and between 130% and 185% of the poverty level for them to qualify for a Reduced Payment Lunch. In 2000-01, 301,770 Oklahoma students were eligible for the Free or Reduced-Pay Lunch Program. This represented 48.8% of all students and was an increase of 1,497 students, or 0.5 percentage-points, from the 1999-2000 school year. Eligibility has increased since 1991-92 (Figure 12). This indicator is often used as a surrogate for the percentage of students within the school or district who are impoverished (Figure 7).

Figure 12

Special Education Status, and Free/Reduced-Pay Lunch Eligibility



Data Source: State Department of Education

High School Course Offerings

High school course offerings greatly influence student performance at the secondary level. The State Department of Education has a number of regulations regarding the minimum number of courses a high school must offer, but many high schools greatly exceed these minimums. An earlier study by the Office of Accountability indicated that students from high schools with the greatest number of course offerings (both broad and deep curriculums) scored higher on standardized tests. Described generally, Oklahoma high schools must offer a minimum of 34 courses per year including the following six core areas plus electives: 4 units of language arts, 4 units of science, 4 units of math, 4 units of social studies, 2 units of languages, 2 units in the arts, and 14 units of other electives. In the six core subject areas, a number of high schools across Oklahoma offer only the 20 courses (units) required by law. However, many districts offer a number of additional courses with one Oklahoma district offering 114 different courses in those core areas. Collectively, districts across the state offered an average of 33.7 units in the six core areas in 2000-01. A more detailed description of the minimum requirements can be found in the "Standards for Accreditation" document from the State Department of Education.

Advanced Placement Courses

Advanced Placement (AP) Courses are taught in high school but contain college-level curriculum. They serve a dual purpose. First, the courses offer high school students an opportunity to study advanced curriculum for high school credit. Secondly, students can earn college credit for their advanced studies by scoring well on a nationally standardized AP exam. AP is important, especially in smaller public school districts, because it is often the only opportunity that exceptional students may have to study an advanced curriculum. Districts are not required to offer AP courses, however, the Oklahoma Legislature has created an incentive program to encourage districts to participate. It can be beneficial for a state to have its students receive college credit through the AP program. Fewer tax dollars are contributed by the state to supplement the cost of college credits earned through the AP program than are contributed for the same credits when earned through a public college or university. Oklahoma, however, still lags behind the nation in AP participation (Appendix D). A detailed accounting of Oklahoma's AP participation can be found in the Student Performance section of this document.

Classroom Teachers

The number of regular classroom teachers is measured by Full-Time Equivalency (FTE). For less than full-time teachers, a decimal amount is used for that portion of the day spent in the classroom. Teaching principals are considered as being one-half (0.5) administrative FTE and one-half (0.5) teaching FTE. Also, the statistics reported by the Office of Accountability relating to regular classroom teachers exclude special education teachers and teachers at alternative education centers.

Statewide, the number of regular classroom teachers increased by 897 FTEs for the 2000-01 school year (36,036 in 1999-2000 to 36,933 in 2000-01), with ADM (excluding non-graded students) decreasing by 4,744 students (620,300 in 1999-2000 compared to 615,556 in 2000-01). Based on ADM (excluding

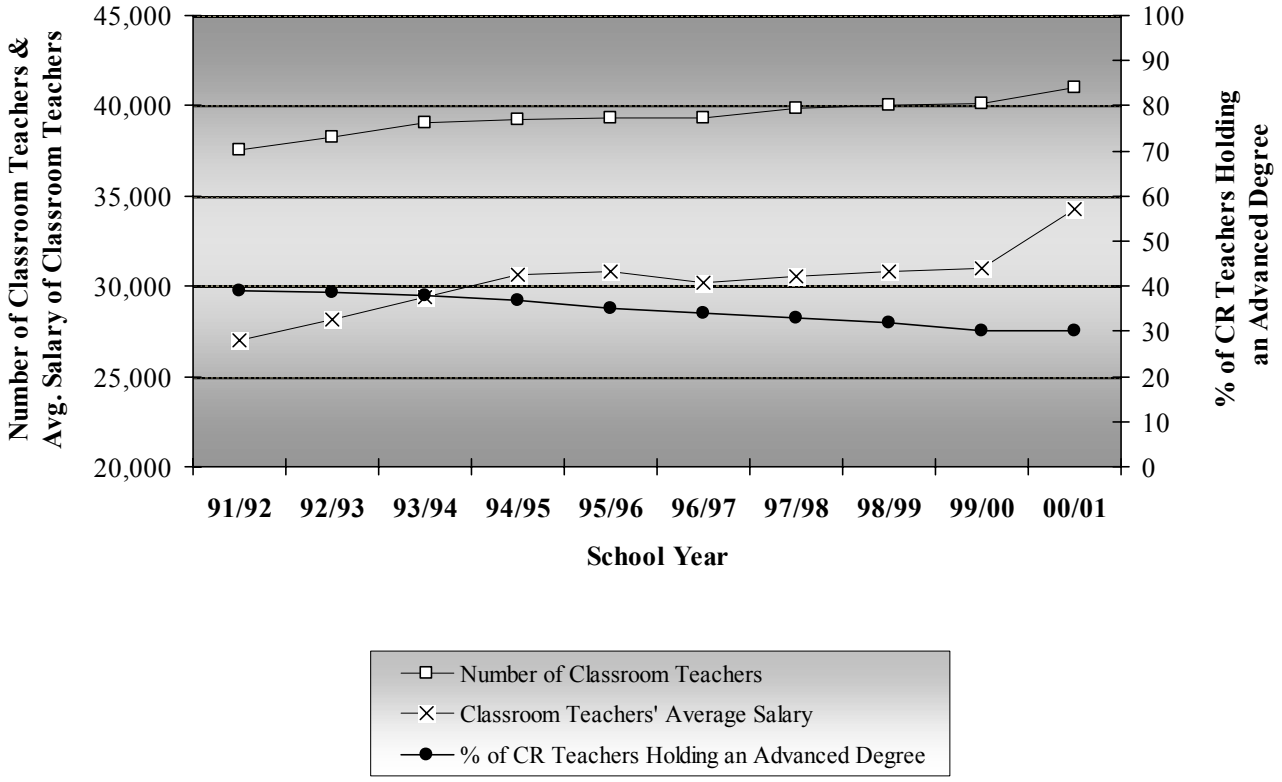
non-graded students), the statewide gross student/teacher ratio for regular classroom teachers in 2000-01 was 16.7 students per teacher.

Figure 13 shows the average salary of teachers for the 2000-01 school year was $34,251, an increase of $3,236 from the previous year ($31,015 in 1999-2000). Average teacher salaries saw a dramatic increase over previous years due to an across the board pay raise approved by the Oklahoma Legislature for the 2000-01 school year. The number of years taught and advanced degrees held also affect teacher salaries. These figures include fringe benefits, but exclude extra duty pay. Salaries for part-time teachers have been extrapolated to their nine-month, full-day equivalent. This average also includes the salaries of teaching principals.

Teachers' salaries are controlled by a pay schedule prescribed in State law (§70-18-114.7). A teacher's starting salary is based on the degree held, $27,060 for a Bachelor's Degree, $28,166

Figure 13

Number of Teachers*, Average Salary of Teachers*, and Percentage of Teachers* Holding Advanced Degrees



Note: *Teacher FTE counts for all years include special education teachers. From 1995-96 on, teacher statistics are based on those public school sites included in the Profiles report series and avg. salary and percent with advanced degree exclude special education teacher FTEs.

Data Source: State Department of Education

for a Master's Degree and $29,272 for a Doctorate Degree. Teachers' salaries are then increased by a prescribed amount for each year of additional service. Teacher completing their first year receive a $1,161 salary increase. After the first year, the amount increases by $332 for each additional year of service. Based on the 2000-01 school year, this years-of-service salary increase equates to less than 1% annually.

The percent of regular classroom teachers holding advanced degrees is based on the FTE of teachers with a master's degree or higher and is currently at 30%. The percentage of teachers with advanced degrees has slowly declined since 1992. This is not unexpected. The reduction of class size mandated in HB 1017 has caused districts to hire more beginning-level teachers. The average years of teaching experience is calculated similarly. It is based on the years of experience per FTE and averages 12.5 years statewide.

Special Education Teachers

The regular classroom teacher counts exclude special education teacher FTEs. This is because special education teachers are paid 5% more than regular classroom teachers, and serve a very specific portion of the school population. During the 2000-01 school year, there were 4,113 Special Education Teacher FTEs. Each possessed an average of 12.1 years of teaching experience and earned, on average, $36,205 that year. On average there were 20.8 students identified as needing "Special Education" per special education teacher in the state.

Administration

Like classroom teachers, administration is another key ingredient of education. The 2000-01 school year saw a 1.9% increase in the number of administrators from the previous year. In 2000-01 there were 3,097 administrator FTEs at the 544 districts, an increase of 57 FTEs over the 1999-2000 school year count of 3,040 administrator FTEs. Statewide, there was an average of 5.7 administrators per school district, and each received an average salary of $57,930 during the 2000-01 school year. This was an increase of $3,895, or 7.2% over last year's figure of $54,035. Again, the bulk of this increase was due to the across the board pay raise approved by the legislature for the 2000-01 school year. On average, each supervised 13.3 teacher FTEs in 2000-01. The average experience that each possessed in a school environment remained constant at 21 years.

DISTRICT FINANCES

Funds

There are many different "Funds" in which a school district may deposit revenue and from which it may make expenditures (i.e. the "General Fund," "Building Fund," etc.). The General Fund contains the bulk of a school district's operating assets and is the primary account from which a school district conducts business. It has become conventional among educators to only report revenue and expenditures of the General Fund, yet to do so overlooks a considerable amount of money. Larger schools will typically fund a number of salaries and sizeable expenditures through both the Building Fund and the Child Nutrition Programs Fund. Districts enlarging or updating their facilities often have outstanding bonds, which can cause large sums of money to flow through their Bond Fund and Sinking Fund. The Education Oversight Board and the Office of Accountability believe that all money spent by school districts, either directly or indirectly, goes toward the education of students and should be considered for accountability purposes. Therefore, "Profiles 2001" will continue to report revenues and expenditures using ALL FUNDS. ALL FUNDS includes the "General Fund," "Co-op Fund," "Building Fund," "Child Nutrition Programs Fund," "Sinking Fund," "Enterprise Fund" and "School Activity Fund."

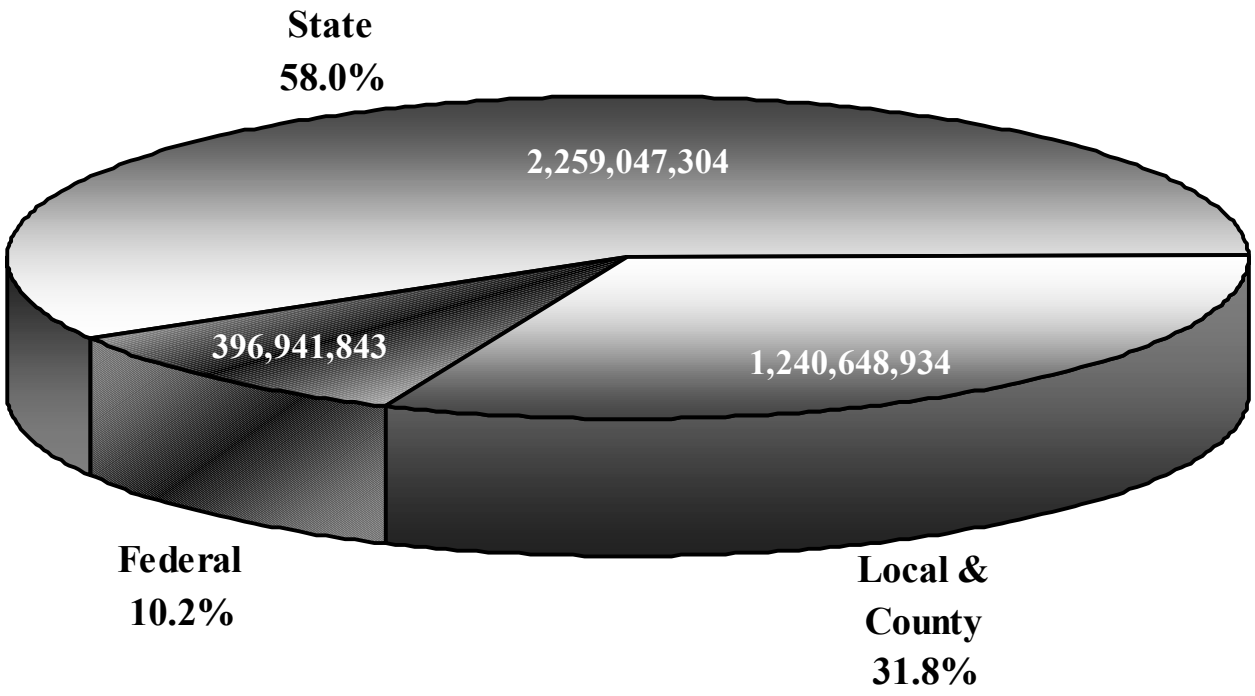
Revenue

The three basic sources of school district revenue in Oklahoma are Local & County, State, and Federal. The largest portion of funding is provided by the State at 58.0% ($2.3 billion), followed by Local & County with 31.8% ($1.2 billion), and Federal funds that provide 10.2% ($396 million) (Figure 14).

A portion of the Local & County revenues described above are to repay general obligation bonds that school districts may sell for three purposes; capital improvement (construction of new buildings or remodeling of existing structures), the purchase of busses, and/or the purchase of major equipment. Districts are allowed to bond to an amount not more than ten percent (10%) of the assessed value of the property within the district. State law requires that bond elections receive a super-majority (60% + 1) in order to pass. Bonding capacity and indebtedness vary greatly across the state. Some small rural districts have not attempted bond elections for decades while other quickly growing suburban districts pass elections yearly and keep their indebtedness as close to their limit as is reasonably possible.

Figure 15 shows the current utilization of bonding capacity by the districts in each county. The map shows how much effort is being made by districts, and their local communities, to remain bonded to the highest level possible. A look at how close districts and their communities are to reaching their bonding capacity gives an indication of local support for education and the desire to continually improve the educational environment. While the map has no way of accounting for bond issues which may have retired just last year, realize too, that by charting utilization by county, in order for a county to be listed at zero it would require that all districts within the county to currently be at zero bonding indebtedness.

Figure 14
2000-01 District Revenue Sources
Reported Using ALL FUNDS*



Total Revenue : $3,896,638,081

Data Source: State Department of Education

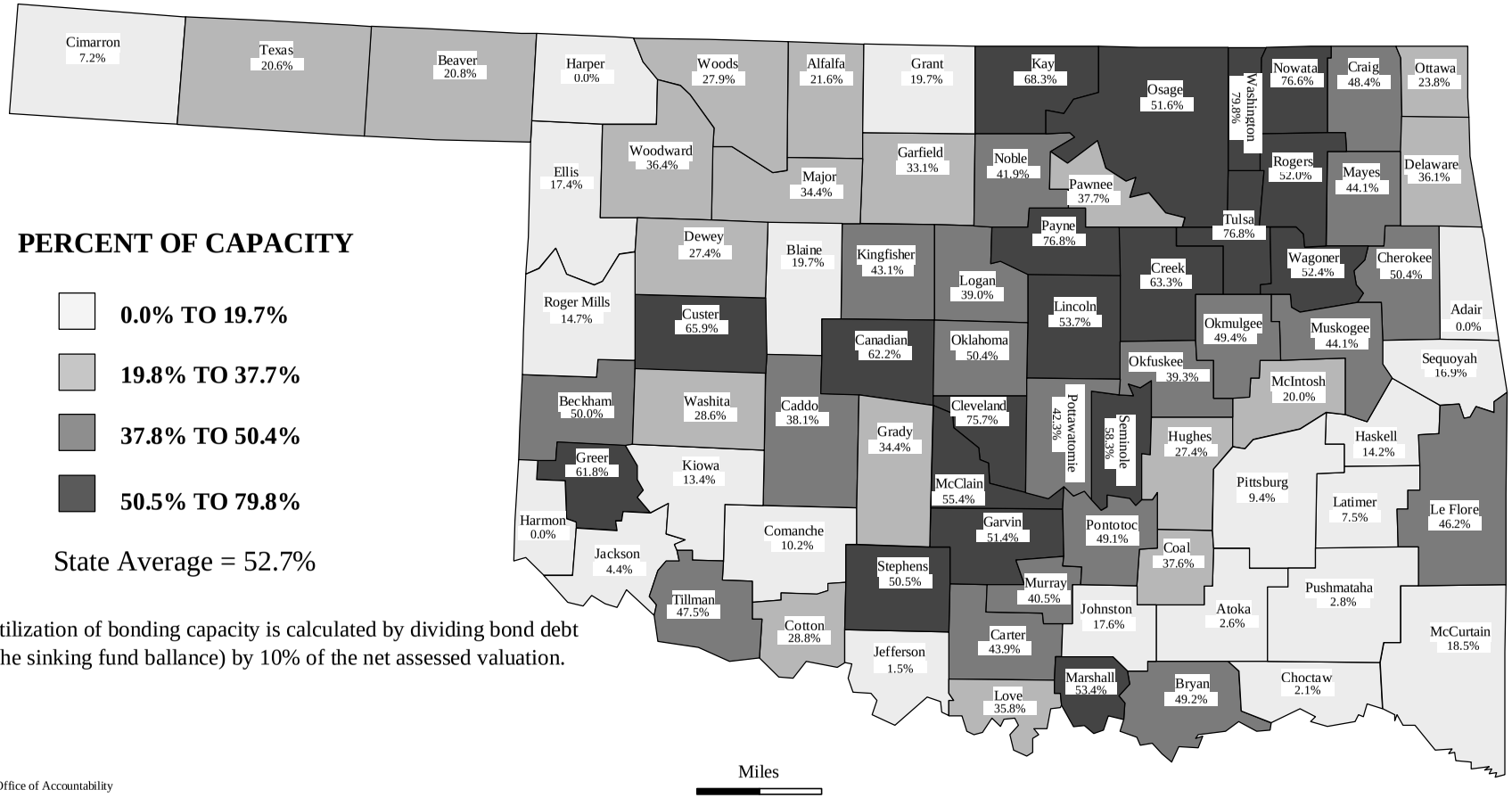
*ALL FUNDS does exclude two fund categories: Bond Fund and Trust & Agency Fund. The Sinking Fund, which is included in ALL FUNDS, represents funds used to repay bonds for capital improvements and major transportation and technology purchases. The Bond Fund is excluded because its inclusion would, in effect, double-count the same funds in the Sinking Fund. The Trust & Agency Fund is excluded because it represents monies held in a trust capacity for individuals, private organizations, etc. See Appendix E for more information about the categories used for the reporting of District Finances.

Historical Revenue Sources

The revenue that schools receive from the various sources has changed considerably over the last 20 to 30 years. Figure 16 shows the percent of total General Fund revenues by source for the years 1973-74 through 2000-01. The percentages are based on General Fund revenues so that historical comparisons can be made. The graph shows that State Appropriated funding has increased substantially over the last 28 years. In fact, the gap between the funding sources has increased dramatically since the passage of House Bill 1017 in 1989-90. This situation has created an administrative paradox. While Oklahoma school districts are still controlled by their locally elected boards of education, for most districts across the state, the bulk of their funding currently comes from tax dollars appropriated by the State Legislature. This is an important consideration, given the fact that local boards, and the communities they serve, ultimately decide whether state funds are being spent effectively within their districts.

Figure 15

UTILIZATION OF BONDING CAPACITY
PUBLIC EDUCATION BY COUNTY - 2000-01



PERCENT OF CAPACITY

- **0.0% TO 19.7%**
- **19.8% TO 37.7%**
- **37.8% TO 50.4%**
- **50.5% TO 79.8%**

State Average = 52.7%

The utilization of bonding capacity is calculated by dividing bond debt (less the sinking fund ballance) by 10% of the net assessed valuation.

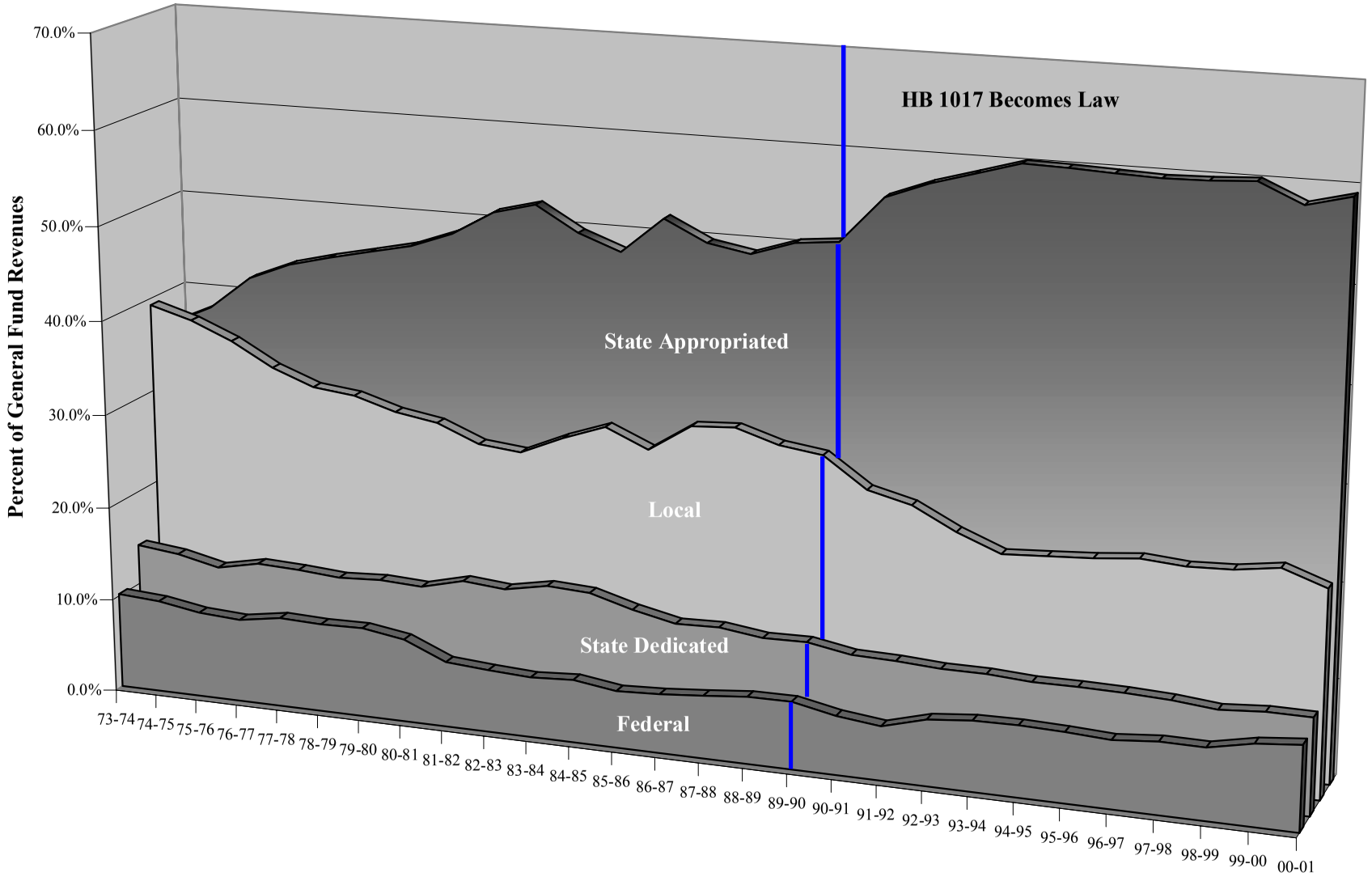
Prepared by: Office of Accountability

Data Source: The Municipal Rating Committee of Oklahoma, Inc

Date: 4/19/2002

Figure 16

Percent of General Fund Revenues by Source of Funding
1973-74 through 2000-01



The State Funding Process

State appropriated revenues are distributed to school districts through a "State Aid Formula." While state tax revenues are collected in a geographically disproportionate manner, the formula strives to distribute state tax dollars equitably to all districts. The formula attempts to assess the cost required to dispense education at each school district across the state, taking into account a district's wealth, then funds districts accordingly. The formula takes three cost differences into consideration: (1) differences in the cost of educating various types of students; (2) differences in transportation costs from district to district; and (3) differences in the salaries districts must pay teachers with varying credentials and years of experience. Additionally, the formula proportionately withholds state funds from districts that have a greater ability to raise money through local/county revenues. The Oklahoma Legislature chose to consider the cost associated with educating students by utilizing a student weighting process. State funds are distributed to districts based on the total number of weighted students enrolled at the district. Therefore, the majority of the funding formula deals with assigning weights to students. The concept of allocating funds based on weighted students has been around for decades and is used in many states.

Weighted Average Daily Membership (WADM)

Prior to discussing the state aid formula, one must first understand Weighted Average Daily Membership (WADM). Weights are assigned to students based on the varying mental and physical characteristics they possess, as well as the grade in which they are enrolled, the size or sparsity of the district, and the experience and educational level of their teachers. The students' weights are then added to yield the total student weight for the district. The sum is referred to as the Weighted Average Daily Membership. The student weights are listed in the following table.

Mental and Physical Condition Weights:

Condition	**WGT.**	Physically Handicapped (PH)	1.20
Learning Disabilities (LD)	0.40	Autism	2.40
Hearing Impaired (HI)	2.90	Traumatic Brain Injury (TBI)	2.40
Vision Impaired (VI)	3.80	Gifted	0.34
Multiple Handicapped (MH)	2.40	Deaf-Blind	3.80
Speech Impaired (SI)	0.05	Bilingual	0.25
Mentally Retarded (MR)	1.30	Special Education Summer Program	1.20
Emotionally Disturbed (ED)	2.50	Economically Disadvantaged	0.25

Grade Level Weights:

Grade	**WGT.**	Eighth Grade	1.20
Early Childhood (Half Day)	0.70	Ninth Grade	1.20
Early Childhood (Full Day)	1.30	Tenth Grade	1.20
Kindergarten	1.30	Eleventh Grade	1.20
First Grade	1.351	Twelfth Grade	1.20
Second Grade	1.351	Non-Graded	1.20
Third Grade	1.051	Out of Home Placement 1 (OHP1)	1.50
Fourth Grade	1.00	Out of Home Placement 2 (OHP2)	1.80
Fifth Grade	1.00	Out of Home Placement 3 (OHP3)	2.30
Sixth Grade	1.00	Out of Home Placement 4 (OHP4)	3.00
Seventh Grade	1.20		

District Size or Sparsity Weights:

Schools can also receive additional weighting on a per student basis if they have fewer than 529 students. Very small schools have few students per teacher and, therefore, require more money per student for teacher funding. On the other hand, if the student population is sparsely distributed within the district boundaries, districts can receive additional weighting for the cost of busing children relatively long distances. Districts can receive weights from only one of these two factors.

Teacher Credential Weights:

YEARS OF EXPERIENCE	**BACHELORS**	**MASTERS**	**DOCTORATE**
Zero to Two	0.7	0.9	1.1
Three to Five	0.8	1.0	1.2
Six to Eight	0.9	1.1	1.3
Nine to Eleven	1.0	1.2	1.4
Twelve to Fifteen	1.1	1.3	1.5
Over Fifteen	1.2	1.4	1.6

State funds are distributed to districts based on a "Per Weighted ADM" basis. Districts receive state funding based on their highest "Weighted ADM" for the last three years. This allows districts with declining enrollments a budgetary cushion and allows them to plan accordingly.

The Funding Formula

A basic interpretation of the formula is: **Total State Aid Allocation = Foundation Aid + Transportation Allocation + Teacher Salary Incentive Allocation**. The formula is described in more detail in the following three sections.

FOUNDATION AID

Foundation Aid is the WADM multiplied by a state foundation factor with "chargeables" or certain local revenues deducted from the resulting product. School districts with large amounts of income from local sources receive relatively small amounts of money from the state. However, this amount can never be less than zero.

TRANSPORTATION ALLOCATION

The second consideration in the funding formula deals with transportation costs. This part of the formula uses a per capita allowance based on student density multiplied by the number of students transported (hauled) each day. The resulting product is then multiplied by a "Transportation Factor" which is determined by the state.

TEACHER SALARY INCENTIVE

The third and final aspect of the funding formula deals with Teacher Salary Incentive. An incentive amount is calculated by multiplying an "Incentive Aid Factor" by the WADM. Subtracted from this product is the Adjusted District Assessed Valuation expressed in thousands of dollars. Teacher Salary Incentive is finally derived by multiplying the resulting amount by 20 mills. For more information on the state funding formula, refer to the "School Finance – Technical Assistance Document, " published by the State Department of Education.

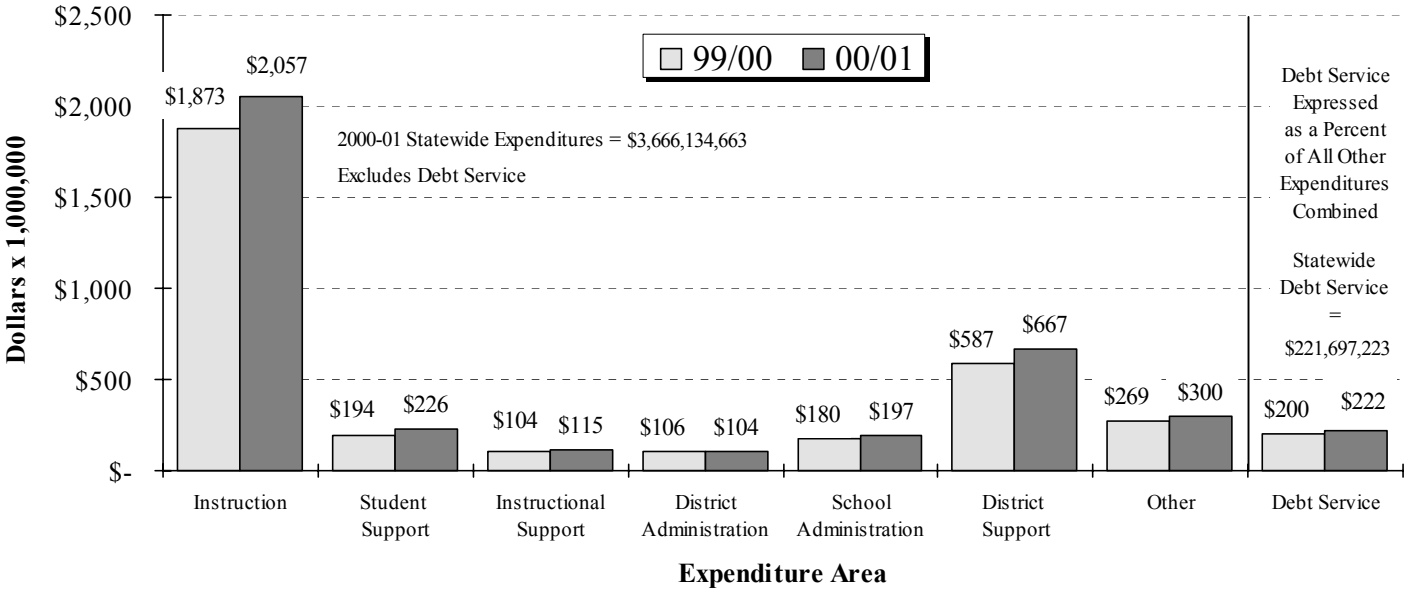
Expenditures

Figure 17 shows expenditures from ALL FUNDS on a percentage basis for the last two years. In "Profiles 2001," expenditure amounts are classified into eight areas: Instruction, Student Support, Instructional Support, District Administration, School Administration, District Support, Other, and Debt Service (See Appendix E for a detailed listing of all accounts). Debt service is graphed separately (as a percentage of the total of the other seven areas combined) in order to standardize the expenditure percentages in the seven core expenditure areas. The majority of districts do not have outstanding bonds, and consequently they have no expenditures (0%) in the Debt Service category. By graphing Debt Service separately, districts that use bonds to build new facilities, make major renovations, or to purchase buses, technology, textbooks, etc., will not appear to have smaller expenditure percentages in the seven core expenditure areas.

The largest expenditure is in the area of "Instruction" with 56.1%. The percentage of expenditures in "Instruction" has decreased since 1994-95 when it represented 58.7% of ALL FUNDS. The "District Support" category runs a distant second at 18.2%. District Support includes the district business office plus maintenance and operation of buildings and vehicles. Statewide total expenditures from ALL FUNDS were $3.9 billion.

Figure 17

State Level Expenditures Based on ALL FUNDS



		Percent of Total Expenditure in Each Area						
1999-00	56.6%	5.9%	3.1%	3.2%	5.4%	17.7%	8.1%	6.0%
2000-01	56.1%	6.2%	3.1%	2.8%	5.4%	18.2%	8.2%	6.0%

See Appendix E for a complete listing of all accounts under each expenditure area.

Data Source: State Department of Education

Figure 18 contrasts the conventional General Fund to the ALL FUNDS accounting of expenditures per student. The graph shows General Fund Expenditures per student for years 1991-92 through 2000-01 and expenditures from ALL FUNDS for school years 1994-95 through 2000-01. The expenditure per student using the General Fund in 2000-01 was $5,228, compared to $6,284 from ALL FUNDS, a difference of $1,056 dollars per student. Per-student funding increased $540 in the General Fund category and $648 in the ALL FUNDS category between the 1999-2000 and 2000-01 school years.

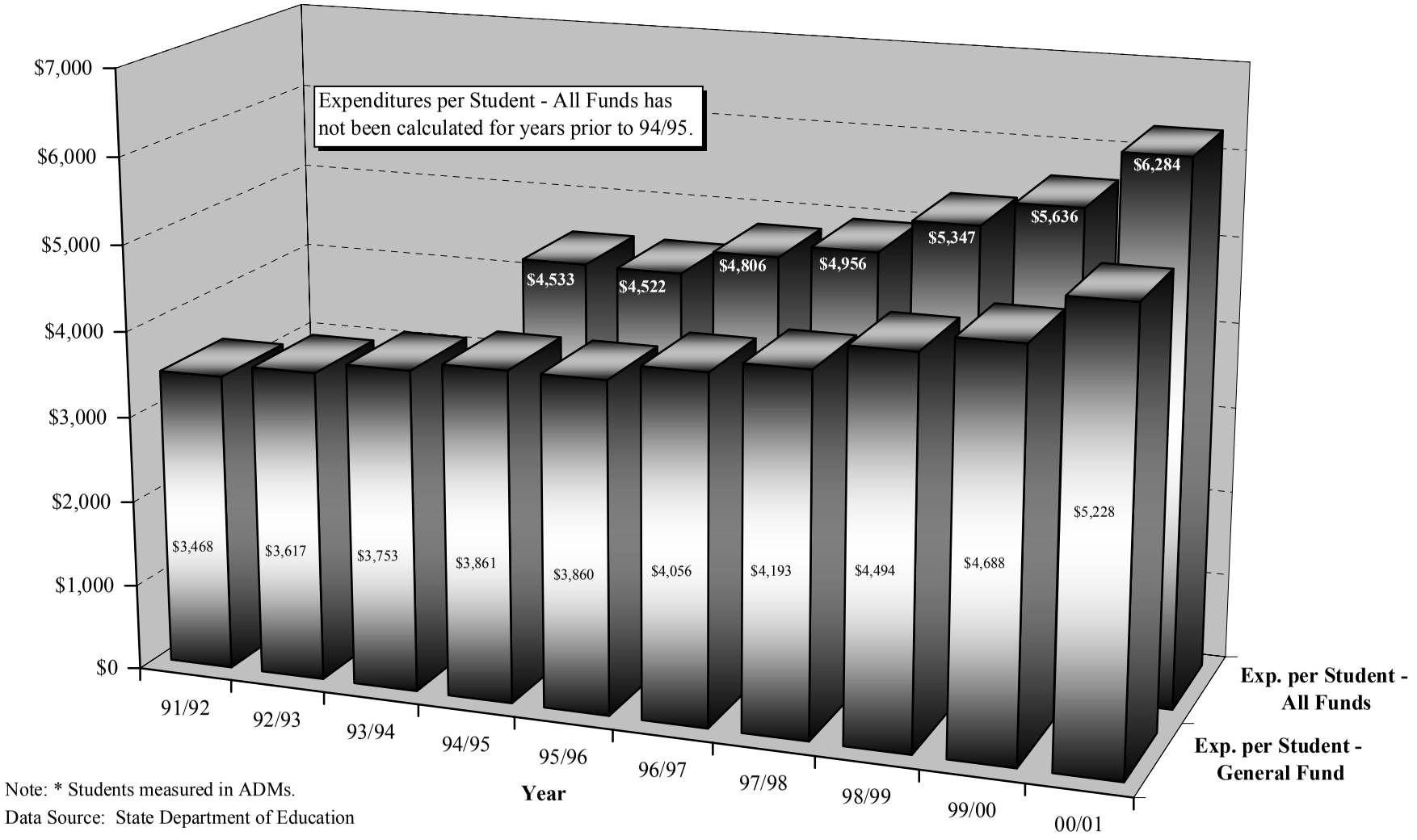
The US Department of Education calculates expenditures in a slightly different way. They use Average Daily Attendance (ADA) as a means to count students and thus express expenditures per ADA. For the

most recent year available (1997-98), Oklahoma's expenditure per ADA was $5,389. The national average for that same year was $6,662, meaning that Oklahoma's expenditures were nearly 20% below the national average (2000 Digest of Education Statistics, Table 168).

Per student funding varied greatly across the state (Figure 19). As described in the explanation of the state funding formula, this is partly because isolated rural schools receive additional funds to cover the cost required to bus students long distances and for the sparsity of their student population. Based on ALL FUNDS, including Debt Service, expenditures ranged from a high of $25,566 per student at one district to a low of $4,568 per student at another.

Figure 18

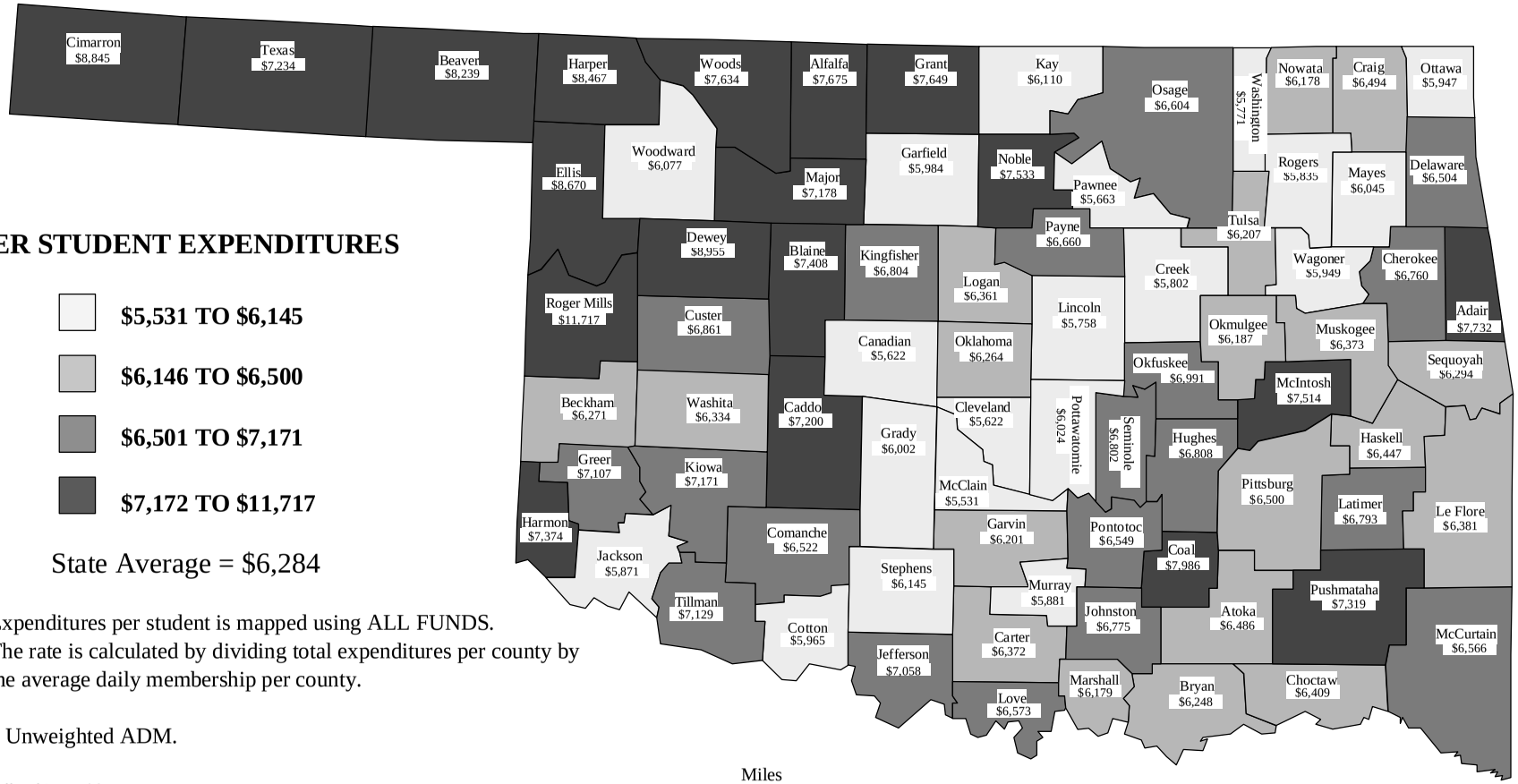
State Level Expenditures Per Student*
Using General Fund and ALL FUNDS



Note: * Students measured in ADMs.
Data Source: State Department of Education

Figure 19

PER STUDENT* EXPENDITURES
PUBLIC SCHOOLS - 2000-01 SCHOOL YEAR



Expenditures per student is mapped using ALL FUNDS.
The rate is calculated by dividing total expenditures per county by the average daily membership per county.

* Unweighted ADM.

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

Date: 4/7/2002

III. STUDENT PERFORMANCE

ACHIEVEMENT TESTS

Student performance is often viewed as the culmination of all the factors that contribute to the educational process. Socioeconomics, community support, parental involvement, educational facilities, equipment, and programs, as well as teacher and student motivation, all factor together to influence student performance.

Outside of classroom grades, standardized achievement tests are the most commonly used measure of student performance. There are two basic types of standardized tests used when evaluating students in common education. They are norm-referenced tests, and criterion-referenced tests.

Norm-referenced tests (NRTs) compare students' performance to that of a national norming sample (their national counter parts) and the results are provided in percentile ranks. For example, scoring at the 70th percentile would mean that a student scored better than 70% of the students tested in the norming sample. NRTs also provide test takers with a combined or composite score and are designed to facilitate the monitoring of performance gains or losses across grade levels.

Criterion-referenced tests (CRTs) evaluate whether a student can satisfactorily perform a specified set of academic skills. The tests are not nationally normed and do not provide a basis for comparing students to their national counterparts. They are designed to test a student's competency in certain subject areas as specified in a standardized curriculum. In Oklahoma, the two CRT tests are the Oklahoma Core Curriculum test and the High School End-of-Instruction test. The curriculum they follow is the Priority Academic Student Skills (PASS). PASS is said to be "an Oklahoma Curriculum, designed by Oklahomans" and represents the basic skills and knowledge all Oklahoma students should learn in the elementary and secondary grades. The Oklahoma Core Curriculum Test and the High School End-of-Instruction test were designed to evaluate whether students had satisfactorily achieved these academic skills.

History of the Oklahoma School Testing Program

Oklahoma's School Testing Program (OSTP) was established in 1985. It was originally conceived as a norm-referenced testing program, which started with tests being administered to students in grades 3, 7, and 10 statewide. In 1989, the state legislature expanded the program and in 1990, norm-referenced tests were administered to all students statewide in grades 3, 5, 7, 9, and 11. Oklahoma's testing program continued in this format through the 1993-94 school year. Subject areas tested included Reading, Language (writing), Social Studies, Sources of Information (interpreting charts, graphs, and maps), Mathematics and Science.

In 1994-95, norm-referenced testing was continued for grades 3 and 7 but, was discontinued in grades 5, 9, and 11. In its place, a battery of criterion-referenced tests (CRTs) were phased-in for grades 5, 8, and 11. Over the next five years subject areas were added to the CRT until, in 1998-99, a complete battery

was administered in grades 5, 8 and 11. However, the 11th grade only saw one year of the complete battery before it was discontinued (Figure 22).

In 1999-2000 all norm-referenced testing was discontinued and the eleventh grade criterion-referenced testing was diminished to Geography. Also, requirements for schools to offer remediation and retesting to students performing poorly were removed from law.

The current plan for the OSTP is to phase in the administration of high school End-of-Instruction tests (course specific CRTs) in English II, US History, Biology I, and Algebra I. These tests should be fully implemented by school year 2002-2003. Additionally, the core of the Iowa Test of Basic Skills (Reading, Language Arts, and Math) was administered to third graders statewide in 2000-01. Beginning in school year 2002-2003, a CRT in Reading and Math will take the place of the NRTs in the 3rd grade and 4th graders will then receive a norm-referenced test. However, this part of the plan is contingent on funds being made available from the state legislature. At the time of this publication, there was at least one bill working its way through the legislative process, which could further alter the Oklahoma School Testing Program.

In addition to changing test types, the OSTP has also been served by a number of testing companies since its inception. The norm-referenced portion of the testing program was provided by Riverside Publishing, through the 2000-01 school year. The initial four years of the CRT testing contract was carried out by Harcourt-Brace. CTB McGraw-Hill took over the CRT contract in 1998-99 and 1999-2000. During the 2000-01 school year OSTP contracted with Riverside Publishing for both the Iowa Test of Basic Skills (an NRT) and the CRT. For the 2001-2002 school year, the CRT's and the 3rd Grade NRT will be supplied by Harcourt-Brace, and the End-of-Course tests by CTB McGraw-Hill.

From a policy-making standpoint, the Education Oversight Board has had ongoing concerns over the lack of stability in the Oklahoma School Testing Program. It can be observed that when the vendors supplying the CRT changed, scores changed as well. The first change in vendors was between school years 1997-98 and 1998-99 and test scores, for the most part, increased. However, when the testing vendor was again changed between school years 1999-2000 and 2000-01, scores dropped in most subject areas, with the drops in Math and Writing being substantial (Figure 22). Changes of this magnitude would not ordinarily be expected when such large numbers of students are being tested. With program stabilization being the primary goal, the state may be well served by the formation of a free-standing body that would oversee the future development, administration, growth, and cost of the Oklahoma School Testing Program.

Figure 20 shows the OSTP cost the state $2.1 million to administer in 2000-01. The program tested 149,631 students in grades 3,5, 8 and high school, which works out to roughly $14 per student tested.

Historically, students who had limited English proficiency (LEP), and/or students who had individualized education programs (IEP) (usually special education students), were exempt from testing. However, many districts made it their policy to test all students, regardless of whether they were exempt, or not. This situation made it difficult to compare test scores from one district to the next. In 1998-99, for the first time ever, it was mandated that all students be tested and it followed that the results were released in three categories: 1) Traditional Education, 2) Alternative Education, and 3)

Special Education. Unless otherwise noted, the scores posted in "Profiles 2001" include only the results of "Traditional Education" students.

Figure 20
Yearly Cost for State Testing

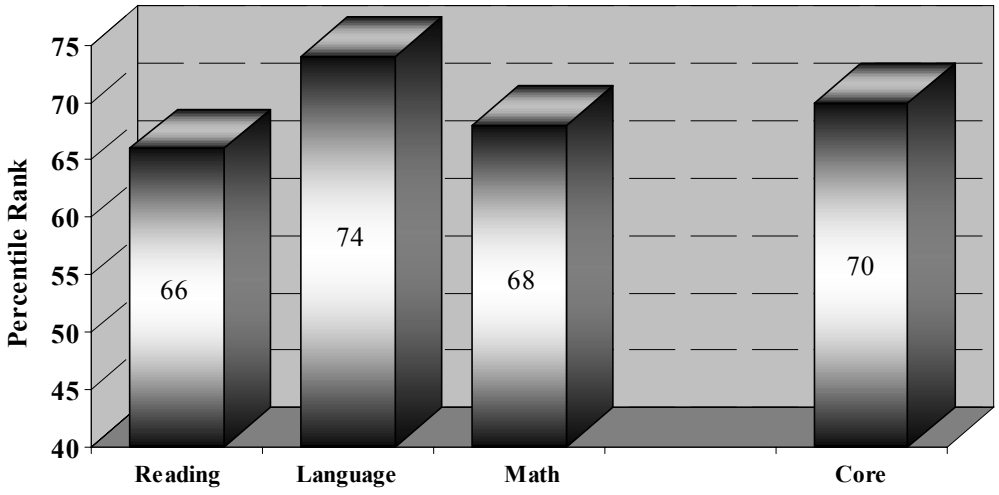
	Criterion Referenced Tests	Norm Referenced Tests
FY-1996	$1.7 Million	$0.1 Million
FY-1997	$2.6 Million	$0.1 Million
FY-1998	$2.8 Million	$0.1 Million
FY-1999	$2.5 Million	$0.2 Million
FY-2000	$2.3 Million	$-0-
FY-2001*	$2.0 Million	$0.1 Million

Data Source: State of Oklahoma FY-2002 Executive Budget
Note: *FY-2001 Figures Supplied by State Department of Education

The Iowa Test of Basic Skills (ITBS)

The Iowa Test of Basic Skills (ITBS) is a Norm-Referenced Test (NRT), developed by the Riverside Publishing Company for use by schools across the nation. A norm-referenced test enables student performance on certain academic subjects to be compared to that of their national and state counterparts.

Figure 21
Oklahoma Third Grade ITBS National Percentile Ranks by Subject Area 2000-01



Data Source: State Department of Education

Its focus is on student progress and diagnosis of strengths and weaknesses. The national average is said to be a National Percentile Rank (NPR) of 50. The NPR received by other students taking the test can then be evaluated against the standardized NPR of 50. For example, in 2000-01, Oklahoma 3rd grade students scored at the 68th percentile rank on the math section of the ITBS and therefore scored higher than 68% of 3rd graders in the national norm group taking the test (Figure 21). This score was notably higher than the average of the national norm group. Only a portion of the 3rd grade ITBS was reinstated for the 2000-01 school year. The three core subjects (Reading, Language and Math) were tested with a combined score labeled as "Core" also being generated. The "Core" score is not directly comparable with the "Composite" score that was reported in previous years.

The Oklahoma Core Curriculum Test

The Oklahoma Core Curriculum Test is a criterion-referenced test (CRT). Oklahoma law requires that the State Board of Education develop CRTs which evaluate students on the specific skills that all Oklahoma public school students are expected to have mastered in grades 5, 8, and 11. The level of academic rigor that students must meet is established by the State Board of Education. The minimum level of competency set by the State Board of Education for the Oklahoma Core Curriculum test is a score of "Satisfactory." The score of "Satisfactory" represents the level of knowledge a student should have in a given subject area of PASS. Performance for schools and districts is then reported by the percentage of students that meet this satisfactory mark (Figure 22). Beginning in 1998-99, the State Department of Education began phasing in four levels of performance on the CRT, Advanced, Satisfactory, Limited Knowledge and Unsatisfactory. In order to maintain comparability over time, however, the Office of Accountability will continue to report performance as the percentage of students who score Satisfactory or above.

CRT Results by Race and Gender

The scores, when viewed in their aggregate format, are encouraging. The bulk of students across the state are performing well on the State's standardized tests. However, when analyzed by racial sub-group, a much different picture emerges. Figure 23 and 24 look at student performance on the CRTs for the 5th and 8th grade by race. These graphs are significant because of the relative difference in performance that exists between each of the racial sub-groups. This phenomenon is referred to as the racial performance gap and can be observed in other performance indicators displayed in this report.

Figure 22
Oklahoma Core Curriculum Test Results
Percent Scoring Satisfactory* by Subject, Grade and Year

5th Grade Results:

Subject Area	1994-95	1995-96	1996-97	1997-98	1998-99**	1999-2000**	2000-01**
Science	79%	78%	81%	85%	81%	82%	82%
Mathematics	79%	77%	80%	82%	85%	85%	72%
Reading	Not Tested	76%	77%	76%	80%	76%	75%
Writing	Not Tested	95%	95%	91%	92%	96%	83%
US Hist./Const./Gov.	Not Tested	Not Tested	71%	73%	75%	70%	69%
Geography	Not Tested	Not Tested	Not Tested	57%	68%	68%	63%
Arts	Not Tested	Not Tested	Not Tested	Not Tested	58%	58%	55%

8th Grade Results:

Subject Area	1994-95	1995-96	1996-97	1997-98	1998-99**	1999-2000**	2000-01**
Science	75%	78%	77%	78%	79%	87%	87%
Mathematics	70%	74%	72%	71%	75%	71%	71%
Reading	70%	70%	72%	75%	81%	77%	78%
Writing	88%	94%	89%	91%	97%	99%	88%
US Hist./Const./Gov.	Not Tested	Not Tested	58%	59%	65%	64%	61%
Geography	Not Tested	Not Tested	Not Tested	46%	49%	47%	47%
Arts	Not Tested	Not Tested	Not Tested	Not Tested	50%	50%	44%

11th Grade Results:

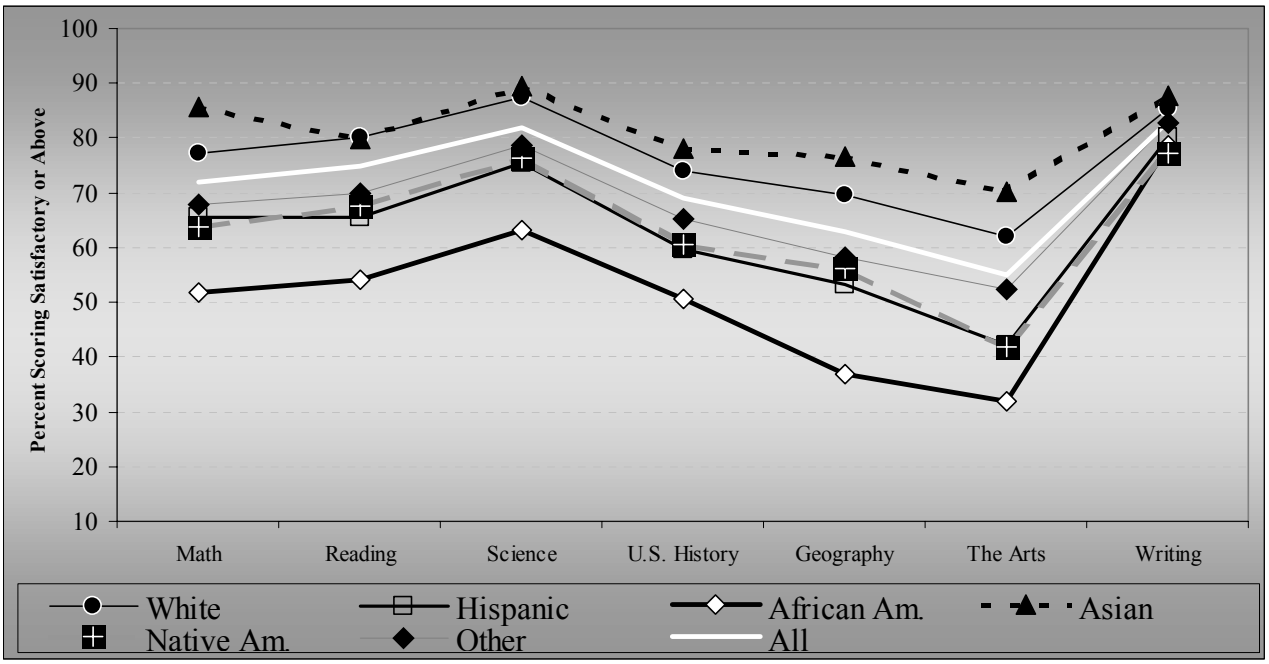
Subject Area	1994-95	1995-96	1996-97	1997-98	1998-99**	1999-2000**	2000-01**
Science	70%	71%	72%	75%	74%	Not Tested	Switched to E-O-I
Mathematics	56%	59%	58%	61%	60%	Not Tested	
Reading	Not Tested	73%	75%	72%	75%	Not Tested	
Writing	Not Tested	87%	94%	94%	97%	Not Tested	
US Hist./Const./Gov.	Not Tested	Not Tested	74%	73%	82%	Not Tested	
Geography	Not Tested	Not Tested	Not Tested	43%	50%	50%	
Oklahoma History	Not Tested	Not Tested	Not Tested	49%	60%	Not Tested	
Arts	Not Tested	Not Tested	Not Tested	Not Tested	48%	Not Tested	

Note: * Satisfactory or above for the 1998-99 through 2000-01 writing scores as well as the 1999-2000 and 2000-01 math and reading scores. Double Line indicates a change in testing company. ** Results are posted for "Traditional Education" students only.

Data Source: State Department of Education

Figure 23
2001 CRT Results by Race
Percent Scoring Satisfactory or Above

5th Grade

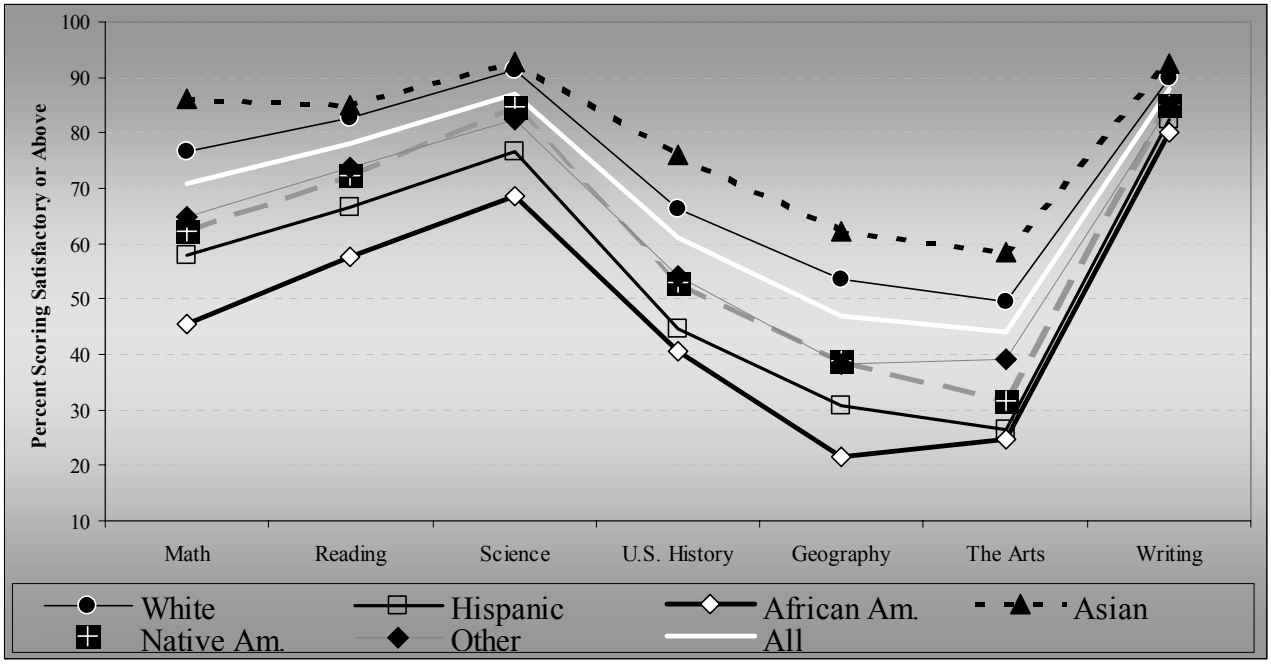


	Math	Reading	Science	U.S. History	Geography	The Arts	Writing
Female	70	77	84	68	59	57	88
Male	74	72	81	70	67	53	78
White	77	80	87	74	70	62	86
Hispanic	66	66	76	60	53	42	80
African Am.	52	54	63	51	37	32	79
Asian	86	80	89	78	77	70	88
Native Am.	64	67	76	61	56	42	77
Other	68	70	79	65	58	52	83
All	72	75	82	69	63	55	83

Data source: State Department of Education

Figure 24
2001 CRT Results by Race
Percent Scoring Satisfactory or Above

8th Grade



	Math	Reading	Science	U.S. History	Geography	The Arts	Writing
Female	69	80	88	58	40	46	93
Male	73	76	87	64	55	41	83
White	77	83	91	66	54	49	90
Hispanic	58	67	77	45	31	26	82
African Am.	45	58	69	41	22	25	80
Asian	86	85	93	76	62	58	93
Native Am.	62	72	85	53	39	32	85
Other	65	74	83	54	38	39	85
All	71	78	87	61	47	44	88

Data source: State Department of Education

Cohort Analysis of the CRT

When comparing test scores over time, the most common method used is to compare a given grade's scores from this year with last. When dealing with individual schools and grades within those schools, the results of this type of comparison must be viewed with caution. Differences in the natural ability of the students who make up that grade can account for differences seen from year to year. This becomes particularly important when the groups being compared are small in number. A more appropriate way to analyze changes in scores is to generate groups of individual students (a class) and monitor the group's performance as they move from grade to grade. This method is referred to as cohort analysis, or "value added" analysis. Figure 25 looks at the Oklahoma CRT results for the graduating classes of 2000 through 2005 as they progress through grades. The 11th grade testing was discontinued before any cohort could be tested in more than two grades.

CRT Results by County

Figures 26 through 31 plot the 2000-01 results of the CRT in the areas of Math, Reading and Science for grades 5 and 8 by county. The maps show a generalized geographical trend in student performance. Generally, higher scores are found in the northwest quadrant of the state and lower scores are found in the southeast quadrant of the state. Schools must operate in the communities that they serve, so this is not an unexpected finding. The maps in the "COMMUNITY CHARACTERISTICS" section (Figures 4 through 8) show that, for the most part, the highest socioeconomic conditions in the state exist in the northwest, and the socieoeconomic conditions in the southeast are generally lower. The socioeconomic conditions within a given community have a big impact on student learning. The challenge to communities with lower socieoeconomics, and to the schools that serve them, is to find ways to help their children overcome these societal handicaps. One of the main purposes of the Profiles Report series is to help communities and schools in this process. The community grouping model described near the end of the "COMMUNITY CHARACTERISTICS" section of this document groups schools by the size of their enrollment and the general economic conditions in the community. Schools can then examine their peers for success stories: schools that have found ways to mitigate societal handicaps. They can then contact those schools and use the information acquired to help their students achieve at levels higher than might otherwise be expected.

Figure 25
Oklahoma Core Curriculum Test
Cohort Comparison by Graduating Class
Percent Scoring Satisfactory or Above

Graduating Class of 2000				
Subject Area	5th Grade (1992-93)	8th Grade (1995-96)	11th Grade (1998-99)	Diff. in % 8th to 11th
Science	Not Tested	78%	74%	-4%
Mathematics	Not Tested	74%	60%	-14%
Reading	Not Tested	70%	75%	+5%
Writing	Not Tested	94%	97%	+3%
US Hist./Const./Gov.	Not Tested	Not Tested	82%	N/A
Geography	Not Tested	Not Tested	50%	N/A
Arts	Not Tested	Not Tested	48%	N/A
Oklahoma History	N/A	N/A	60%	N/A

Graduating Class of 2001				
Subject Area	5th Grade (1993-94)	8th Grade (1996-97)	11th Grade (1999-2000)	Diff. in % 8th to 11th
Science	Not Tested	77%	Not Tested	N/A
Mathematics	Not Tested	72%	Not Tested	N/A
Reading	Not Tested	72%	Not Tested	N/A
Writing	Not Tested	89%	Not Tested	N/A
US Hist./Const./Gov.	Not Tested	58%	Not Tested	N/A
Geography	Not Tested	Not Tested	50%	N/A
Arts	Not Tested	Not Tested	Not Tested	N/A
Oklahoma History	N/A	N/A	Not Tested	N/A

Graduating Class of 2002				
Subject Area	5th Grade (1994-95)	8th Grade (1997-98)	11th Grade (2000-01)	Diff. in % 5th to 8th
Science	79%	78%	Switched to E-O-I Tests	-1%
Mathematics	79%	71%		-8%
Reading	Not Tested	75%		N/A
Writing	Not Tested	91%		N/A
US Hist./Const./Gov.	Not Tested	59%		N/A
Geography	Not Tested	46%		N/A
Arts	Not Tested	Not Tested		N/A
Oklahoma History	N/A	N/A		N/A

Graduating Class of 2003				
Subject Area	5th Grade (1995-96)	8th Grade (1998-99)	11th Grade (2001-02)	Diff. in % 5th to 8th
Science	78%	79%	Switched to E-O-I Tests	+1%
Mathematics	77%	75%		-2%
Reading	76%	81%		+5%
Writing	95%	97%		+2%
US Hist./Const./Gov.	Not Tested	65%		N/A
Geography	Not Tested	49%		N/A
Arts	Not Tested	50%		N/A
Oklahoma History	N/A	N/A		N/A

Graduating Class of 2004				
Subject Area	5th Grade (1996-97)	8th Grade (1999-2000)	11th Grade (2002-03)	Diff. in % 5th to 8th
Science	81%	87%	Switched to E-O-I Tests	+6%
Mathematics	80%	71%		-9%
Reading	77%	77%		+0%
Writing	95%	99%		+4%
US Hist./Const./Gov.	71%	64%		-7%
Geography	Not Tested	47%		N/A
Arts	Not Tested	50%		N/A
Oklahoma History	N/A	N/A		N/A

Graduating Class of 2005				
Subject Area	5th Grade (1997-98)	8th Grade (2000-01)	11th Grade (2003-04)	Diff. in % 5th to 8th
Science	85%	87%	Switched to E-O-I Tests	+2%
Mathematics	82%	71%		-11%
Reading	76%	78%		+2%
Writing	91%	88%		-3%
US Hist./Const./Gov.	73%	61%		-12%
Geography	57%	47%		-10%
Arts	Not Tested	44%		N/A
Oklahoma History	N/A	N/A		N/A

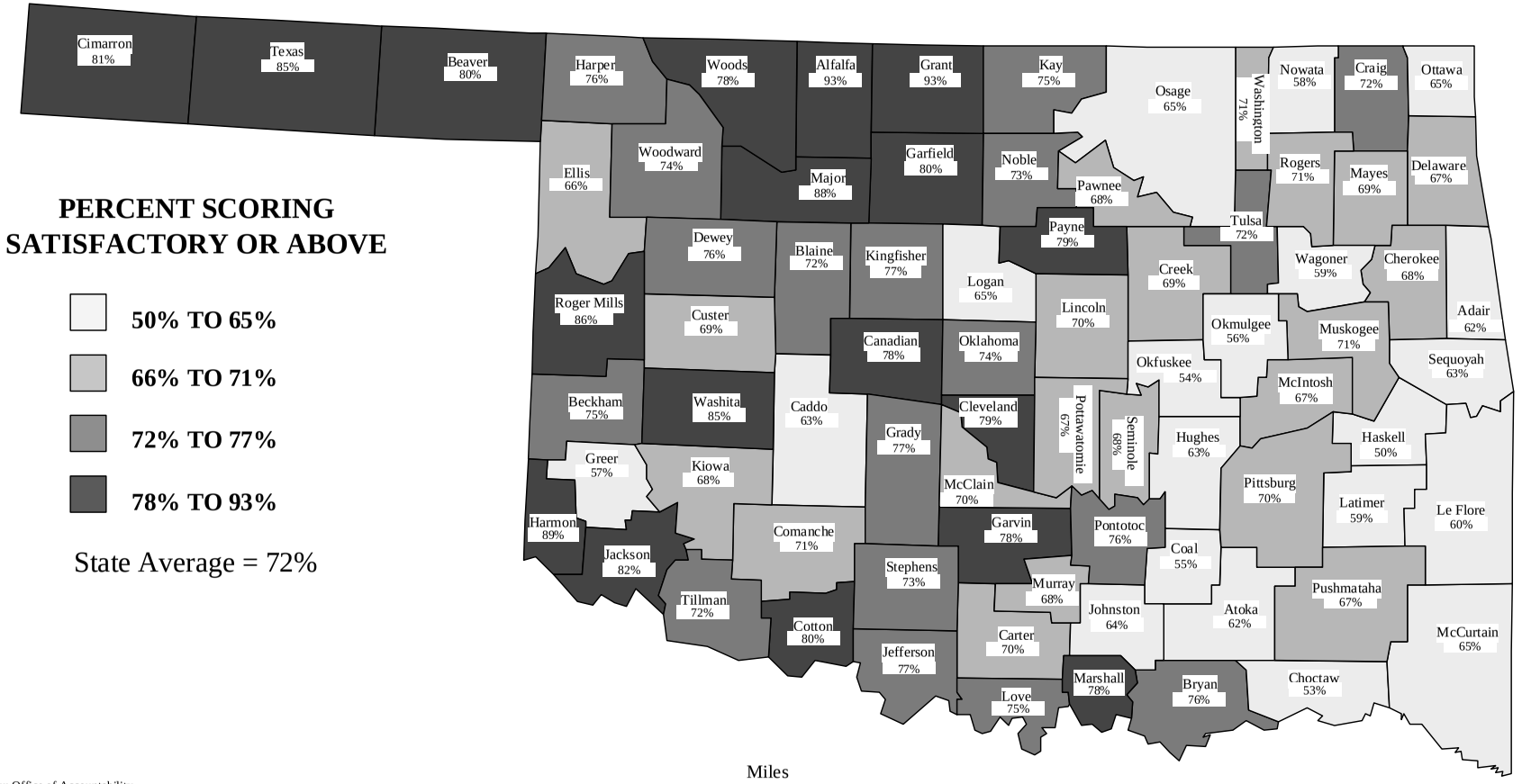
Prior to school year 1998-99, Special Education and Alternative Education students may have been included in testing at the discretion of the parent, school, or district. Beginning with school year 1998-99, all students were tested, however, scores for Special Education and Alternative Education were identified and reported seperately by the testing company.

Figure 26

5TH GRADE CRT - MATH SCORES

Percent of Students Scoring Satisfactory or Above

2000-01 School Year



Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

Date: 4/7/2002

Figure 27

5TH GRADE CRT - READING SCORES

Percent of Students Scoring Satisfactory or Above

2000-01 School Year

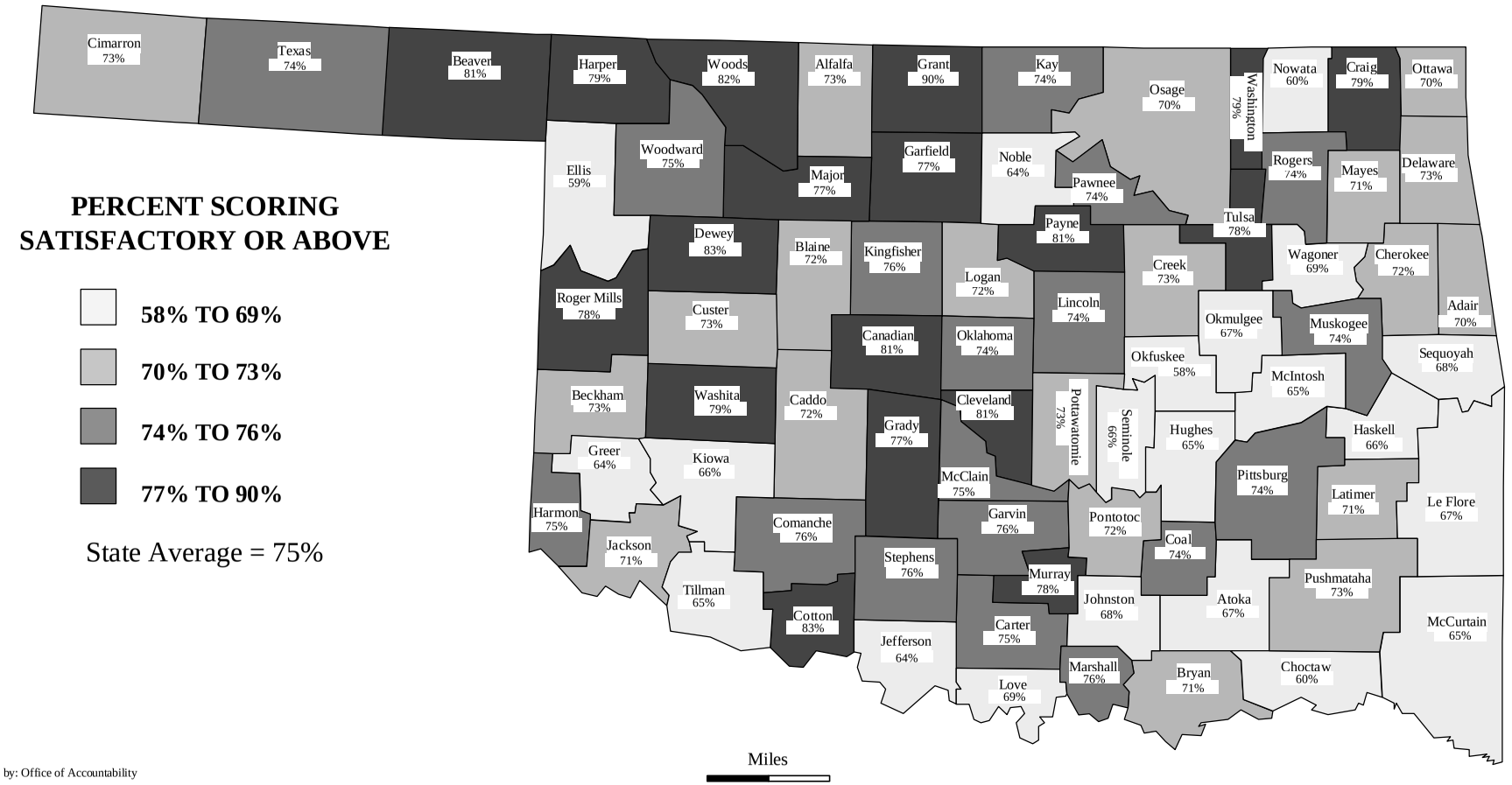
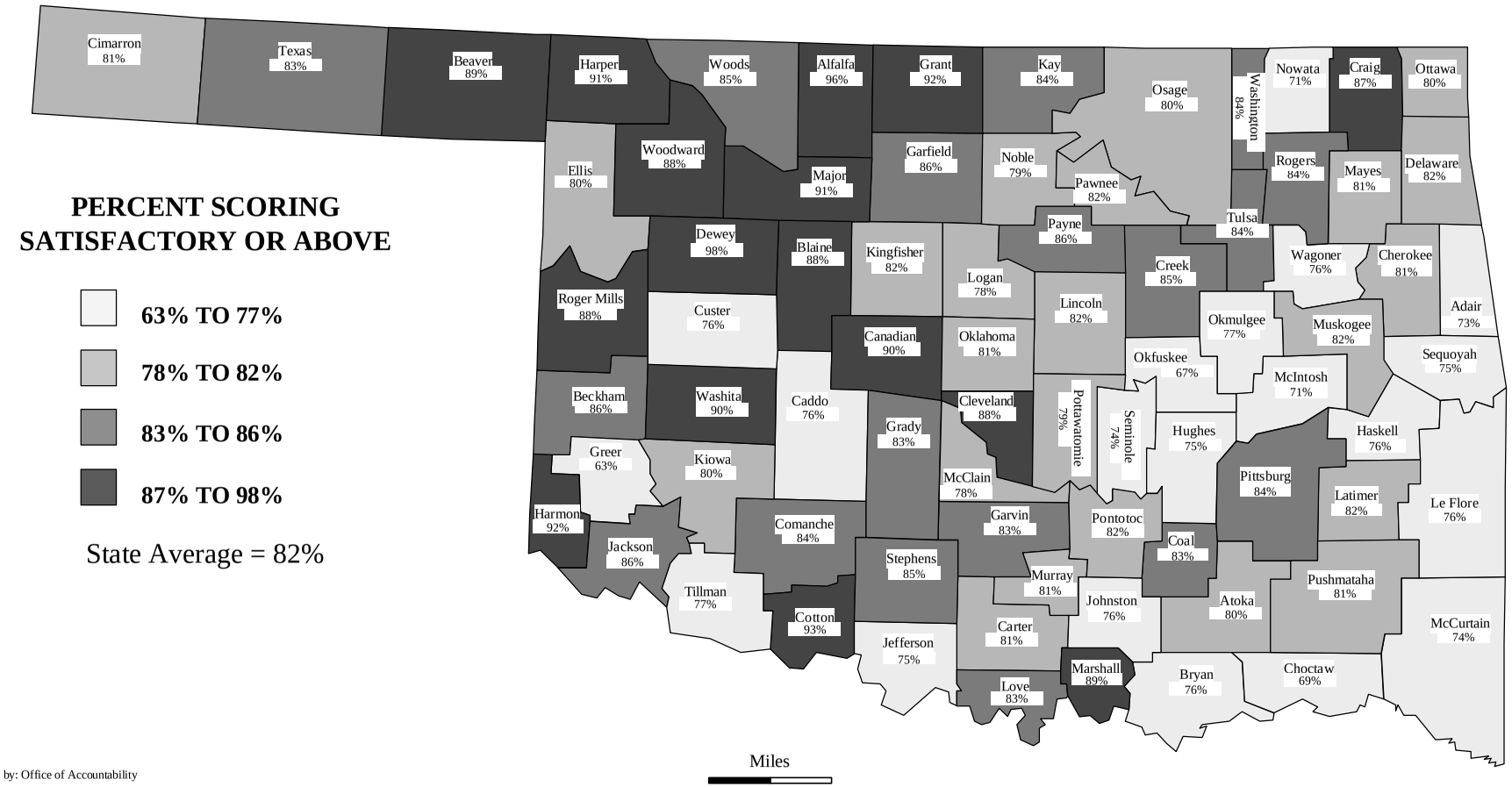


Figure 28

5TH GRADE CRT - SCIENCE SCORES

Percent of Students Scoring Satisfactory or Above

2000-01 School Year



PERCENT SCORING SATISFACTORY OR ABOVE

- **63% TO 77%**
- **78% TO 82%**
- **83% TO 86%**
- **87% TO 98%**

State Average = 82%

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

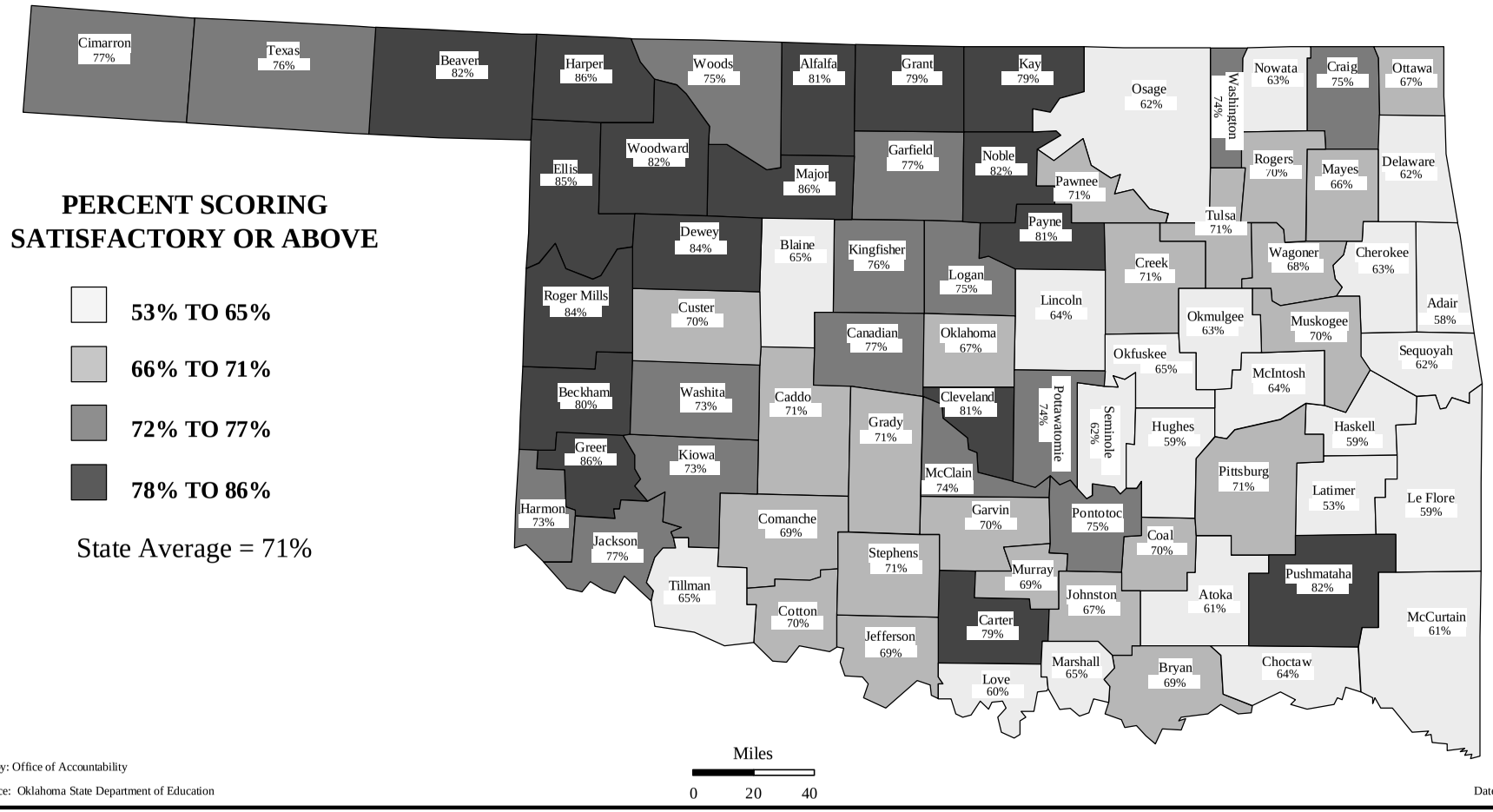
Date: 4/7/2002

Figure 29

8TH GRADE CRT - MATH SCORES

Percent of Students Scoring Satisfactory or Above

2000-01 School Year



Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

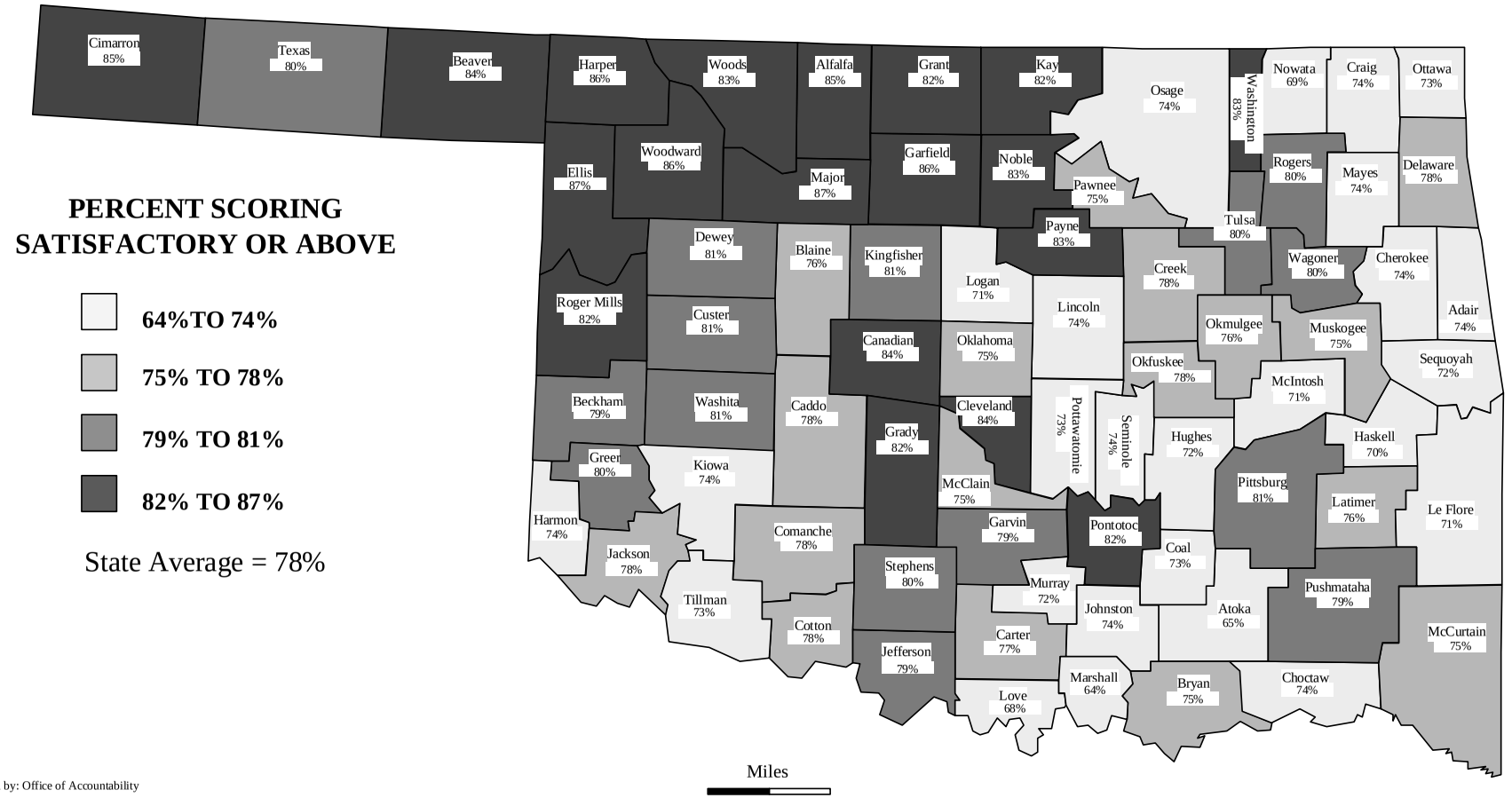
Date: 4/7/2002

Figure 30

8TH GRADE CRT - READING SCORES

Percent of Students Scoring Satisfactory or Above

2000-01 School Year



Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

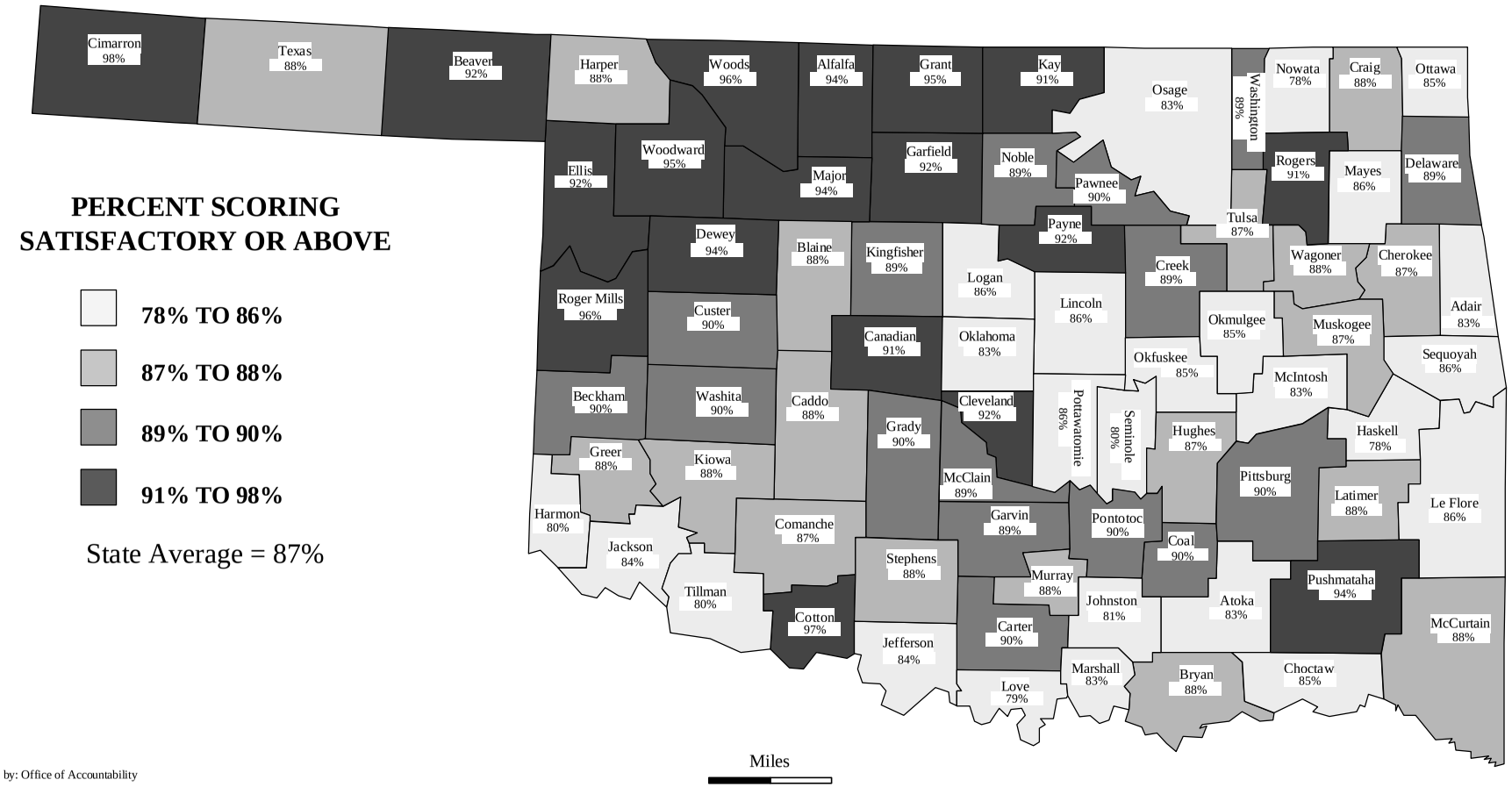
Date: 4/7/2002

Figure 31

8TH GRADE CRT - SCIENCE SCORES

Percent of Students Scoring Satisfactory or Above

2000-01 School Year



Prepared by: Office of Accountability

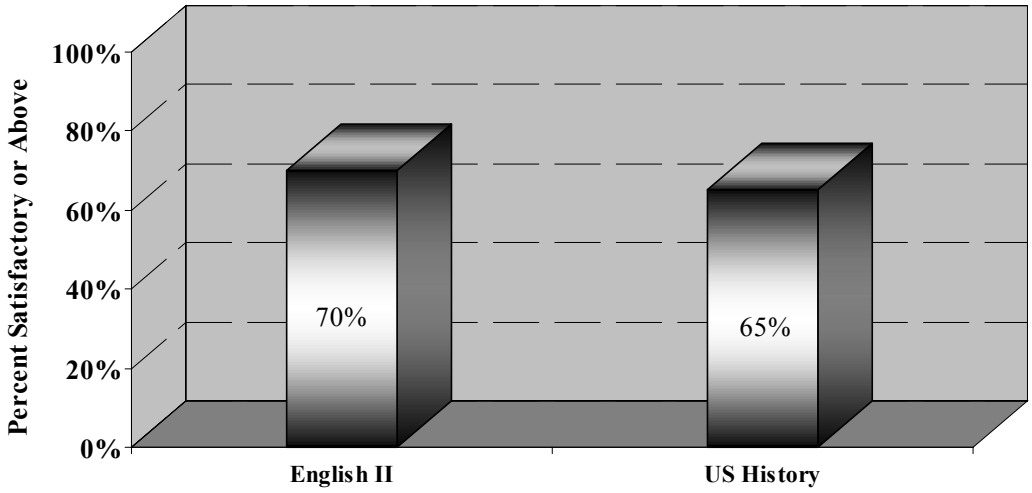
Data Source: Oklahoma State Department of Education

Date: 4/7/2002

High School End-of-Instruction Tests

In early grades, the course work is defined by the grade of the students being taught. For example, we might refer to 5th grade Math, or 8th grade Geography. As students get older, however, they have greater flexibility to decide when they would like to be introduced to a given subject area. Thus, a few students may take an Algebra I course in middle school, the bulk will take it in 9th grade and some may put it off until 10th or even 11th grade. By high school, the knowledge that a student should have can no longer be defined by the grade-level of the student. For this reason, students are tested over specific subject matter as they complete key courses during their high school career. The High School End of Instruction tests are administered to students as they complete English II, US History, Biology I and Algebra I courses. The tests assess how well the student has mastered the course work as outlined in the Priority Academic Student Skills (PASS) curriculum. Results are shown as the percentage of students scoring at, or above, the "Satisfactory" level set by the State Board of Education. The High School End of Instruction tests were administered for the first time during the 2000-01 school year. The subject areas are being phased in, so only English II and US History were tested that year (Figure 32).

Figure 32
The Oklahoma "End-of-Instruction" Test Results
by Subject Area 2000-01



Data Source: State Department of Education

EOI Results by County

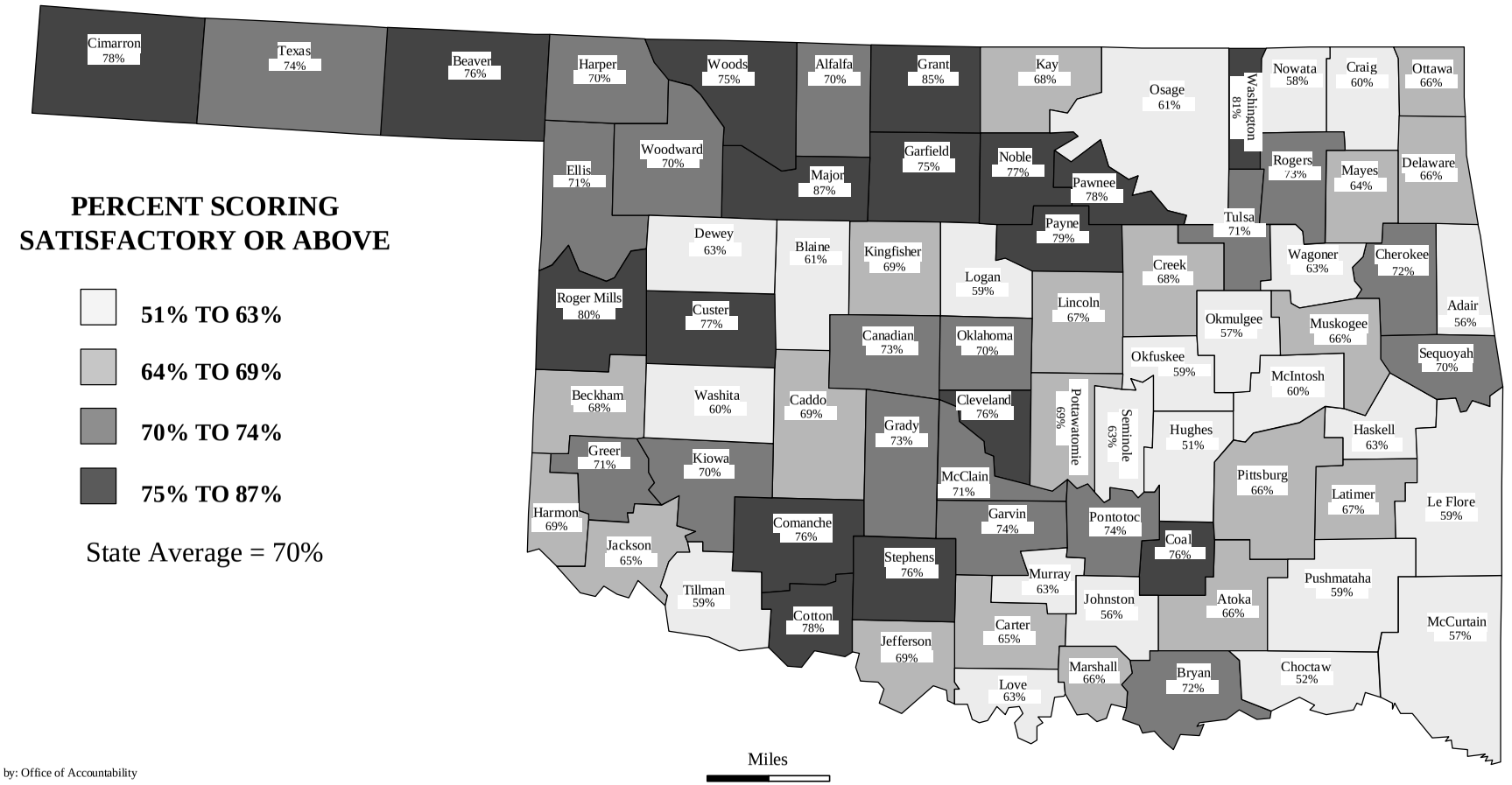
Figures 33 and 34 plot the 2000-01 EOI test results by county. The trends observed are similar to those in the CRT results. Again, the challenge is to help students overcome adverse social conditions in order to achieve at levels higher than might otherwise be expected.

Figure 33

HIGH SCHOOL END-OF-INSTRUCTION TEST - ENGLISH II

Percent of Students Scoring Satisfactory or Above

2000-01 School Year



Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

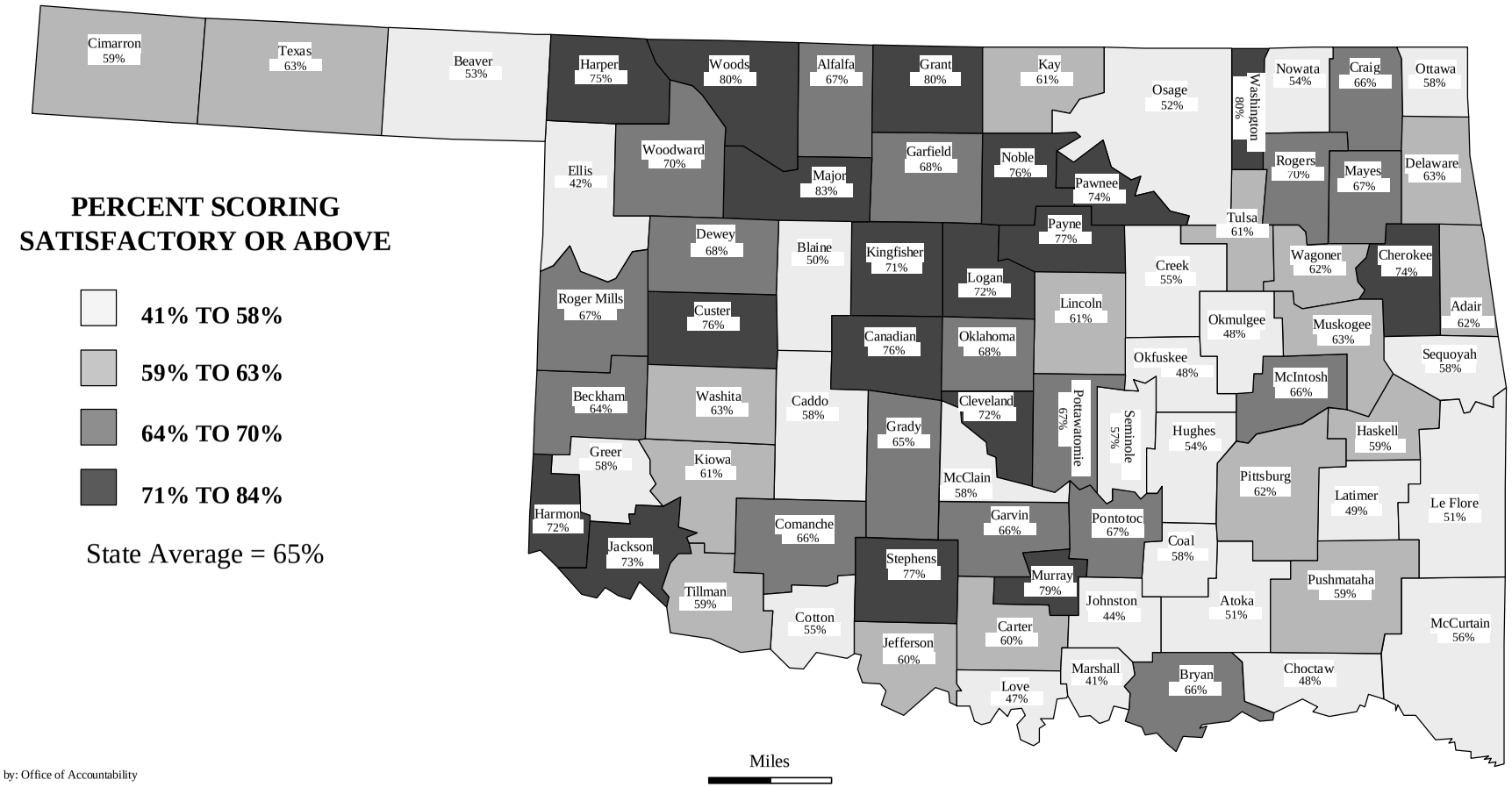
Date: 4/7/2002

Figure 34

HIGH SCHOOL END-OF-INSTRUCTION TEST - U.S. HISTORY

Percent of Students Scoring Satisfactory or Above

2000-01 School Year



Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

Date: 4/7/2002

The Oklahoma Performance Benchmark

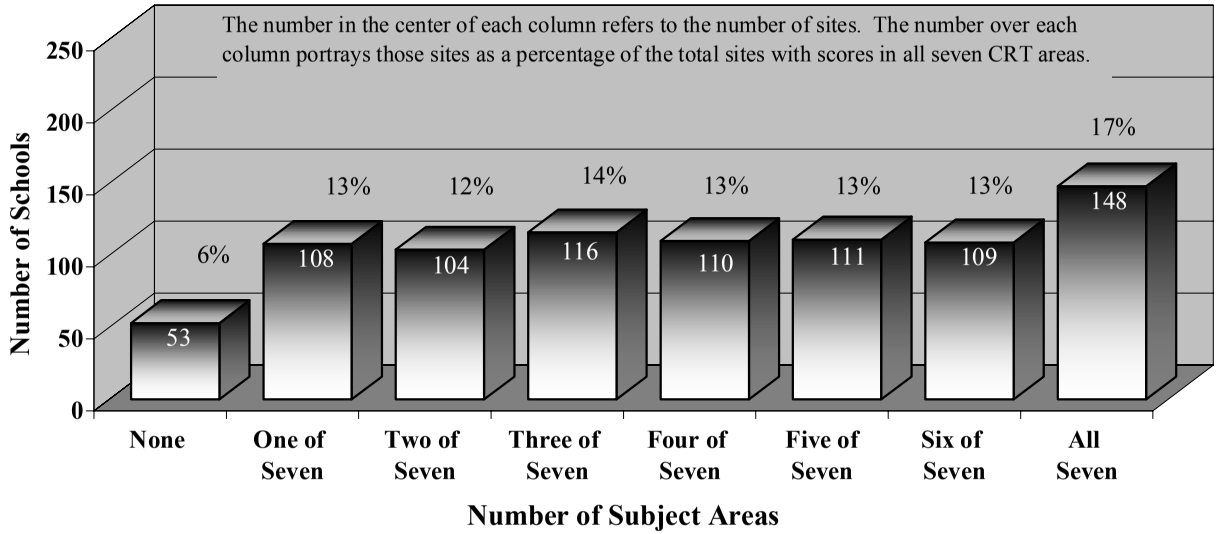
The statewide results of the Core Curriculum Tests for the 2000-01 school year are encouraging. They show that for most subjects, the bulk of Oklahoma students can satisfactorily perform the skills outlined in PASS. And, if the percentage of students achieving "Satisfactory" at each site across the state were similar to the statewide results, Oklahomans would have little to worry about concerning their K-12 education system. However, student performance varies greatly from site to site across the state.

Just as students are expected to perform at a minimum level of competency, schools should also be able to achieve a minimum level of performance. In an attempt to evaluate schools' overall performance in preparing students for the Core Curriculum Tests, the Secretary of Education and Education Oversight Board chose "70% of students achieving a score of Satisfactory or above" as a reasonable minimum performance benchmark for schools to achieve.

Figures 35, 36 and 27 display schools' overall performance in preparing students in the Priority Academic Student Skills as measured by the Oklahoma Core Curriculum Tests. These figures show the number of schools that have 70% or more of their students scoring "Satisfactory or above" on the Core Curriculum Tests by grade and number of subject areas in which they were able to achieve this level of success.

Historically, the 5th grade sites have had the best performance on this benchmark, although 5th grade performance dropped in 2000-01. Eighth grade performance is lower than 5th grade (fewer schools achieving 70% of students scoring "Satisfactory" or above by subject area) and high schools are weaker than either 5th or 8th grade. With this being the first year for the EOI test, no direct comparisons to previous years performance can be made. However, it is still somewhat disappointing to realize that twice as many high schools (44%) were unable to meet the benchmark on either subject, than were able to reach it on both (22%).

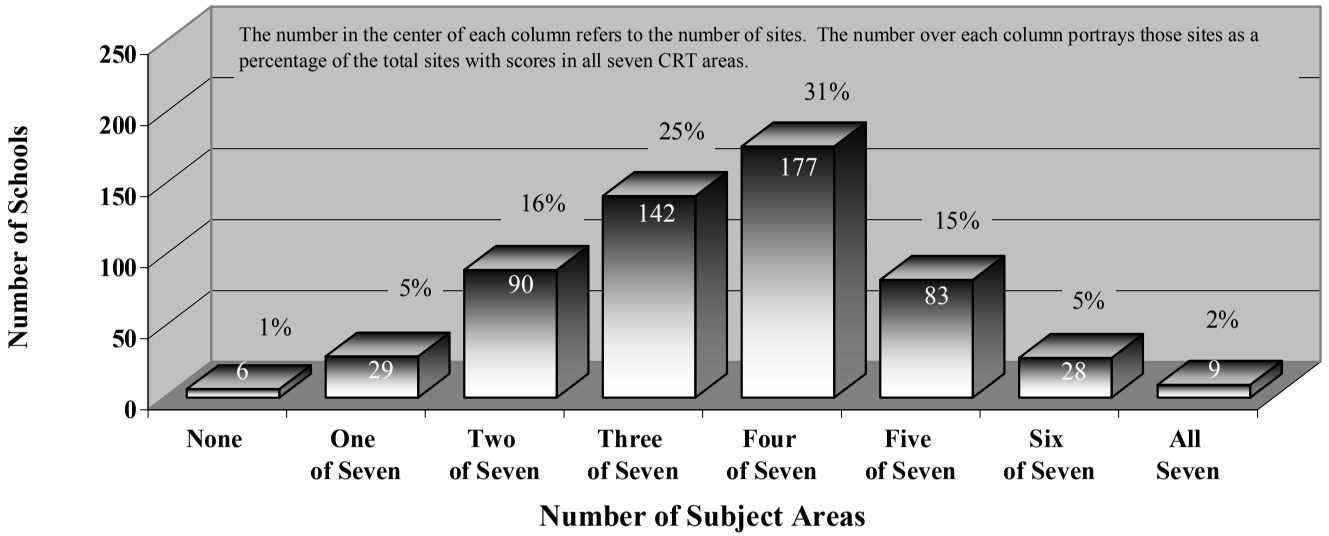
Figure 35
Schools with 70% or More of Students Scoring "Satisfactory", or Above On the Oklahoma Core Curriculum Test by Number of Subject Areas Fifth Grade Criterion-Referenced Test (CRT)
2000-01 School Year



Number of School Sites Scoring "Satisfactory" by Size of the District in which the Site Operates

Size of District in which Site Operates	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas								
	None	One	Two	Three	Four	Five	Six	All Seven	**Total**
25,000 or More	7	36	16	12	9	14	9	16	**119**
10,000 - 24,999	2	6	8	10	12	22	24	55	**139**
5,000 - 9,999	2	5	3	5	5	9	11	27	**67**
2,000 - 4,999	5	6	8	8	5	18	12	11	**73**
1,000 - 1,999	4	5	11	15	17	5	13	9	**79**
500 - 999	7	21	11	17	23	8	9	7	**103**
250 - 499	10	17	24	32	19	22	18	15	**157**
Less than 250	16	12	23	17	20	13	13	8	**122**
Total Sites	**53**	**108**	**104**	**116**	**110**	**111**	**109**	**148**	**859**

Figure 36
Schools with 70% or More of Students Scoring "Satisfactory", or Above On the Oklahoma Core Curriculum Test by Number of Subject Areas Eight Grade Criterion-Referenced Test (CRT)
2000-01 School Year

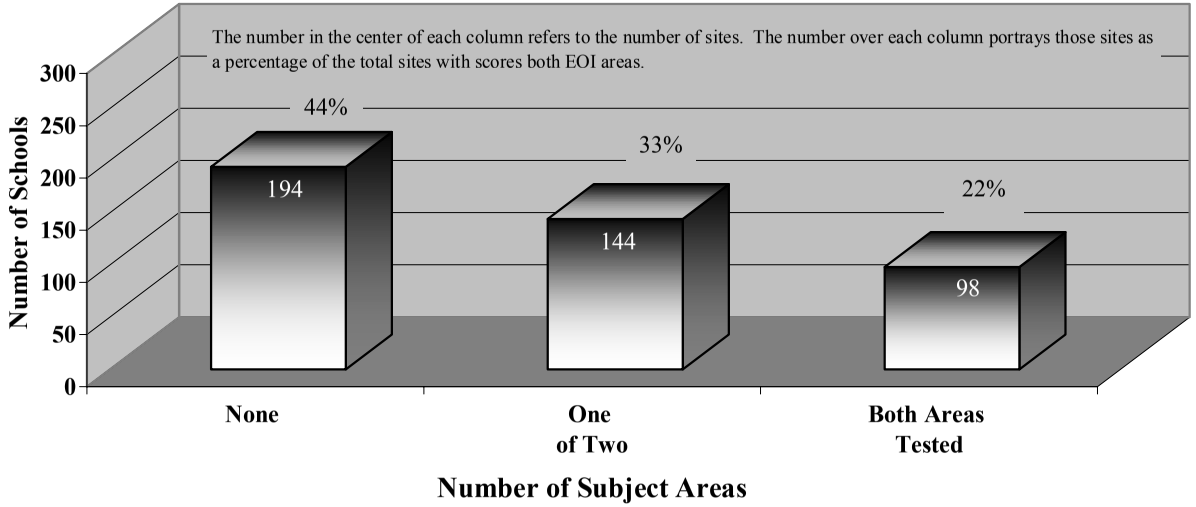


Number of School Sites Scoring "Satisfactory" by Size of the District in which the Site Operates

Size of District in which Site Operates	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas								
	None	One	Two	Three	Four	Five	Six	All Seven	**Total**
25,000 or More	0	10	5	7	1	3	1	1	**28**
10,000 - 24,999	0	0	2	6	6	16	2	1	**33**
5,000 - 9,999	0	0	0	2	10	2	2	1	**17**
2,000 - 4,999	0	0	3	9	17	4	0	0	**33**
1,000 - 1,999	1	1	6	25	31	10	1	1	**76**
500 - 999	0	3	26	30	30	10	3	1	**103**
250 - 499	2	8	32	29	47	25	7	3	**153**
Less than 250	3	7	16	34	35	13	12	1	**121**
Total Sites	**6**	**29**	**90**	**142**	**177**	**83**	**28**	**9**	**564**

Figure 37
High Schools with 70% or More of Students Scoring "Satisfactory", or Above On the Oklahoma End-of-Instruction Test by Number of Subject Areas

2000-01 School Year



Number of School Sites Scoring "Satisfactory" by Size of the District in which the Site Operates

Size of District in which Site Operates	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas			
	None	One	Two	**Total**
25,000 or More	14	1	3	**18**
10,000 - 24,999	1	5	13	**19**
5,000 - 9,999	1	3	4	**8**
2,000 - 4,999	12	10	10	**32**
1,000 - 1,999	31	23	20	**74**
500 - 999	49	32	14	**95**
250 - 499	60	50	18	**128**
Less than 250	26	20	16	**62**
Total Sites	**194**	**144**	**98**	**436**

The National Assessment of Educational Progress (NAEP)

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education. The mission of NAEP is to collect, analyze, and present reliable information about what American students know and can do. NAEP monitors the progress of education at both the national and state level by testing representative samples of students in grades 4, 8, and 12 in the areas of math, science, reading, writing, geography, history, and other subjects as selected by the NAEP board. The performance results are only provided on groups. NAEP is forbidden by federal law to report results at the individual student, school or district level. Also, it is the option of each state whether to participate. All NAEP assessment questions are based on subject-area-specific content frameworks that were developed through a national consensus process involving teachers, curriculum experts, parents, and members of the general public. NAEP is a reliable measure that many states use to evaluate the soundness of their educational system in relation to those of other states. It also helps to corroborate the results of the other achievement tests administered within the state.

NAEP was authorized by Congress in 1969 and was only required to assess reading, mathematics, and writing at least once every five years. In 1990, federal legislation was passed which required assessments in reading and mathematics at least every two years, in science and writing at least every four years, and in history or geography and other subjects selected by the NAEP governing board at least every six years. Individual states are only tested periodically by NAEP and only in certain subject areas and certain grades. Figure 38 shows the subjects tested at the state level by year and grade.

Figure 38
National Assessment of Educational Progress (NAEP)
Testing Schedule for State-by-State Results
by Year, Subject and Grade Tested

	Math		Reading		Writing		Science	
Year	4th Grade	8th Grade	4th Grade	8th Grade	4th Grade	8th Grade	4th Grade	8th Grade
1990		Tested						
1992	Tested	Tested	Tested					
1994			Tested					
1996	Tested	Tested						Tested
1998			Tested	Tested		Tested		
2000	Tested	Tested					Tested	Tested
2002			Tested	Tested	Tested	Tested		

Note: Oklahoma did not participate in the NAEP program during the 1994 and 1996 testing cycles.

Oklahoma's Relative Rank

Oklahoma's 1998 NAEP reading and writing results are encouraging (Appendix F). The 8th grade writing score of 152 allowed Oklahoma to rank high among the states tested. The national average was 148. Oklahoma also ranked well on the 1998 NAEP reading test relative to other states. Fourth grade students in Oklahoma scored 220 compared to a score of 215 for their national counterparts. The 8th grade students in Oklahoma scored 265 compared to 261 for the nation. On the 2000 Science test, Oklahoma came in about the middle of the pack, out scoring the nation by only four scale scores in 4th grade (Oklahoma 152; Nation 148) and matching the nation in 8th grade (149). Oklahoma's rank among the states was a bit lower on the 2000 Math test. In 4th grade, Oklahoma scored 225 and the nation scored 226. In 8th grade, Oklahoma scored 272 and the nation scored 274.

With Oklahoma electing not to participate in NAEP during the 1994 and 1996 testing cycles, comparisons of Oklahoma's NAEP performance over time are limited in scope (see Figure 38). The Oklahoma Legislature mandated the State's participation in all future NAEP testing in 1997.

Comparing Oklahoma's 4th grade reading scores, the rather high score of 220 in 1998 is the same as it was in 1992 (Appendix F). Reading scores for the nation also remained unchanged between 1992 and 1998. In math, Oklahoma's gains over previous years were deemed "significant" even though gains by the nation as a whole out-paced Oklahoma. In 4th grade, Oklahoma's math score increased five standard scores since 1992 while the nation's score increased six points. In 8th grade, Oklahoma's math score increased nine standard scores since 1990, whereas, the nation's score increased 12 points.

Oklahoma's Results by Race

The NAEP results were also released by race and again it is important to view the change relative to the national average (See Appendix G). Although white students' scores were always substantially higher than minority students' scores, the disparity between Oklahoma's score and the nation was always greater for Whites than it was for minority students. That is to say, Oklahoma's minority students, for the most part, outperformed their national counterparts, whereas, white students did not outperform their national counter parts. American Indian students had the most consistent improvement over time and consistently outperformed their national counterparts by the largest margin.

The success of Oklahoma's minorities on the NAEP tests could be evidence that the initiatives set forth in House Bill 1017 in 1989 are working. Much of the focus of HB 1017 shifted effort within the educational community in Oklahoma towards making sure that no student was left behind. The charts show that for those ethnic groups that struggle nationally, Oklahoma's students in most of those same groups fare better. The challenge to Oklahoma educators would be to achieve performance levels for all ethnic groups that are at or above the overall national average in each of the subject areas tested.

Oklahoma's Performance by Achievement Categories

Another way to look at the NAEP results is by the percentage of students that score in each of four achievement categories. Figure 39 looks at the results by subject area and the scores are presented as the percentage of students that scored in each of the four achievement levels (Below Basic, Basic, Proficient, and Advanced).

Much of the analysis provided in the NAEP reports focuses on the percentage of students that perform at the "Proficient and Above" level (Proficient and Advanced combined). While having low percentages of students scoring "Proficient and Above" might be cause for concern, it should also be remembered that Oklahoma's performance in these two categories is not significantly different from the performance of the nation as a whole except for the area of Mathematics, where Oklahoma students performed substantially below their national counterparts in the 2000 testing cycle.

However, there is more to the story than just the percentage of students scoring "Proficient or Above." Oklahoma consistently does a better job of pulling students from the "Below Basic" category into the "Basic" category, than the Nation as a whole. This is most apparent in the areas of Science and Math in the 2000 testing cycle, especially in 4th grade.

Looking at the results by subject area, Oklahoma's performance on the Writing test was not significantly different from the nation, except for the fact that Oklahoma only had 12% of students in the "Below Basic" category compared to 17% nationally and 20% regionally. It could almost be interpreted, when looking at the results as a whole, that Oklahoma ever so slightly outperformed the nation.

The results for Reading show a similar trend, except that performance over time can now be observed. Oklahoma's 4th graders were tested both in 1994 and 1998. Over time, there was a one percent (1%) increase in both the "Below Basic" and the "Advanced" categories of students.

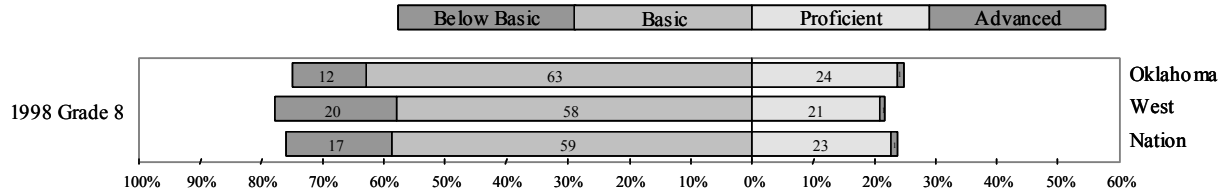
The Science results again showed that Oklahoma had a much larger percentage of students in the "Basic" category than did the nation: nine percentage points (9%) in 4th grade and seven percentage points (7%) in 8th grade. Additionally, the 8th grade students had a significantly low percentage of students in the "Proficient and Above" categories.

Oklahoma's performance in Math, however, was consistently below the nation's in the "Proficient" category. Math has the longest historical comparison and it shows some interesting trends. Viewing 8th grade Math, notice that in 1990, Oklahoma's performance was not significantly different from the nation's. However, over time, more of the nation's students began to score in the "Proficient" and "Advanced" categories. Yet again, Oklahoma has a larger percentage of students scoring in the "Basic" category. Similar trends exist in the 4th grade scores, although, the historical comparisons only reach back to 1992.

Another interesting observation can be made by looking at Oklahoma's average scale score for Math over time (Appendix F). When Oklahoma's scale scores are compared to the nation's over time, it can be seen that Oklahoma's scores are nearly identical to the nation's, both then and now. That the

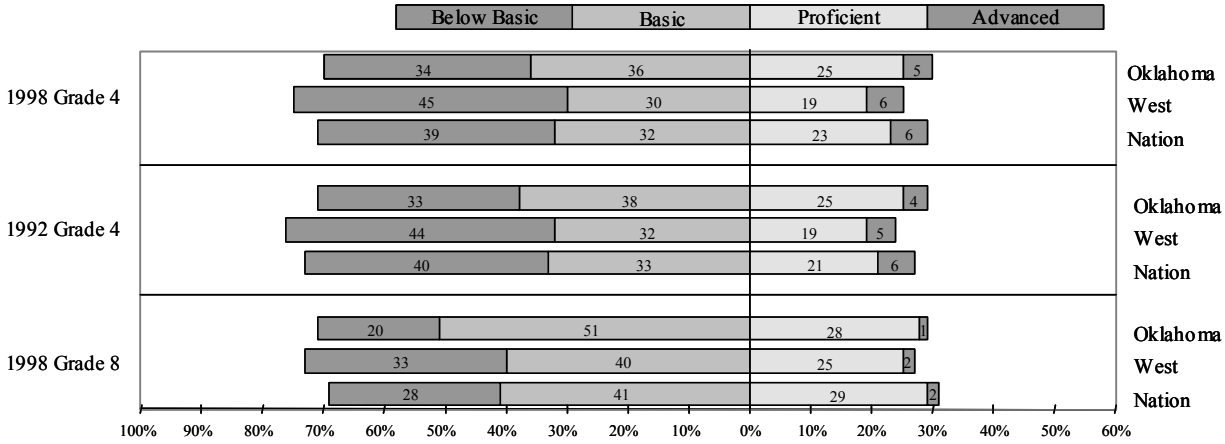
Figure 39
National Assessment of Educational Progress (NAEP)
Test Results by Achievement Level

Writing Results



Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment "Writing 2000 - Report for Oklahoma," Table 1.1B.

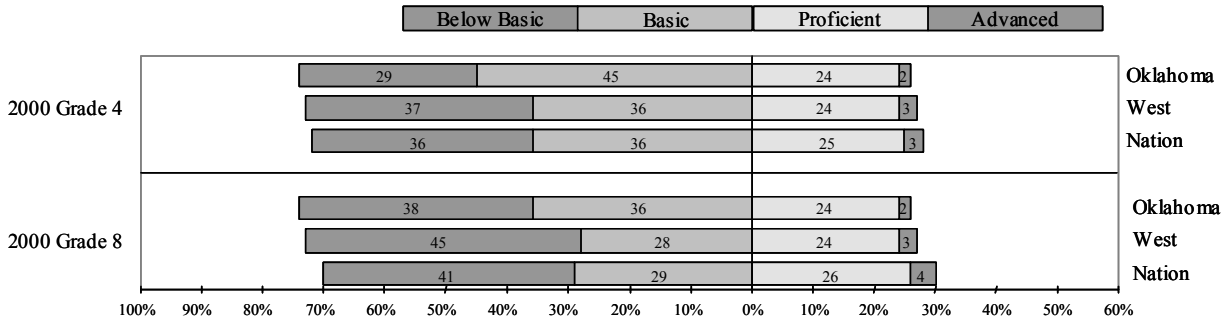
Reading Results



Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, and 1998 Reading Assessment "Reading 2000 - Report for Oklahoma," Figure 2.

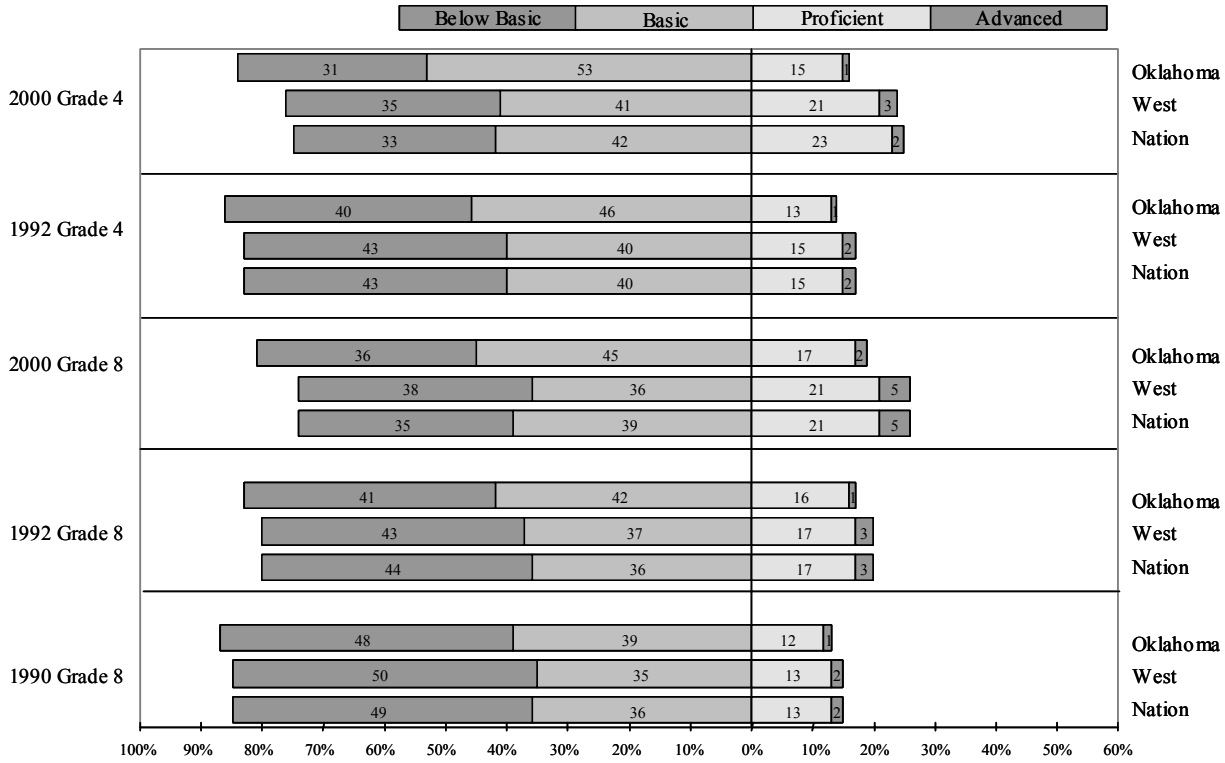
Figure 39
National Assessment of Educational Progress (NAEP)
Test Results by Achievement Level
(continued)

Science Results



Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment "Science 2000 - Report for Oklahoma," Table 1C.

Math Results



Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Math Assessment "Math 2000 - Report for Oklahoma," Table 1C.

averages are nearly identical would indicate that more of Oklahoma's students are scoring at the high end of the "Basic" and "Proficient" categories.

It appears that Oklahoma's students "cluster toward the middle" when their performance is compared to their national counterparts. These data, along with other performance statistics presented in this document, suggest that the initiatives set forth in HB 1017 may be influencing education in Oklahoma. Focusing efforts on making sure that all students meet the minimum competencies has advanced students who would have otherwise been part of the "Below Basic" group.

A wealth of information can be found on the results of the NAEP in reports available through the National Center for Education Statistics (NCES) or by visiting their website at www.ed.gov.

HIGH SCHOOL PERFORMANCE MEASURES

High School Dropout Rate (Single Year)

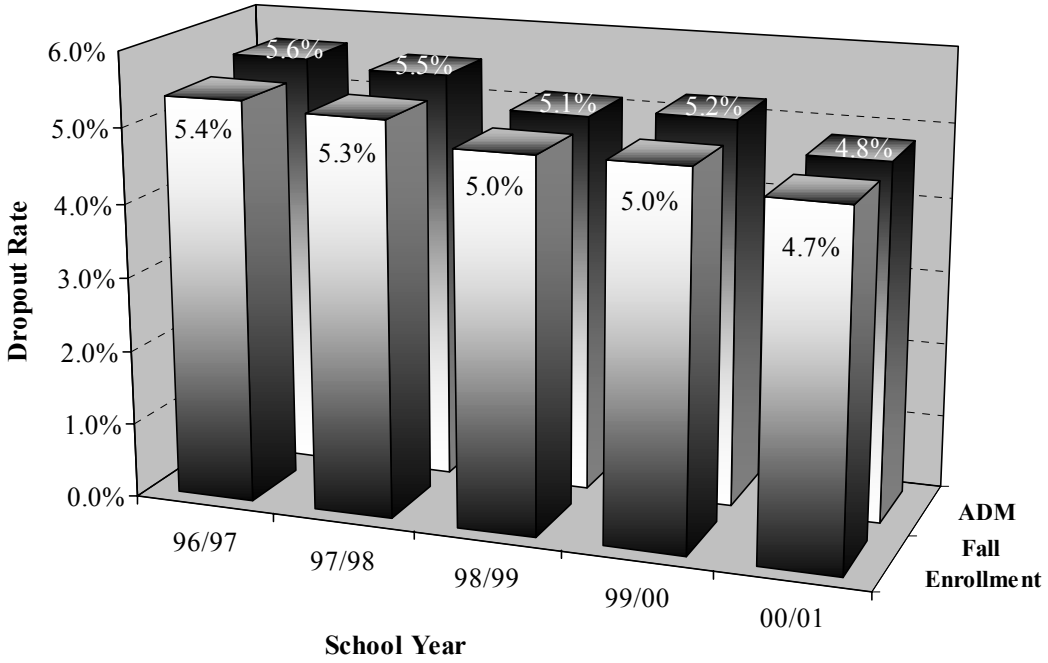
There are a number of ways to calculate high school dropout rates. The most holistic methodology follows students through their high school career. At the end of four years the total number of dropouts is divided by the number of students in the starting group, minus those that may have transferred to other schools or left the state. This method is referred to as a cohort dropout rate. However, Oklahoma lacks the data systems required to calculate this type of rate.

Oklahoma State Statutes (§70-35e), require dropouts to be reported annually. Currently these reports are based on a single-year snapshot of dropout activity. The total number of dropouts is tabulated by district, by grade, and is then compared to the district's average fall enrollment by grade. The numbers are aggregated to generate state-level numbers. The legal definition for "school dropout" in Oklahoma is "any student who is not attending school, is under the age of nineteen (19), and has not graduated from high school." The law goes on to state that these students must not be attending any other public or private school or otherwise be receiving an education pursuant to the law, for the full term that the school in which they reside is in session. Oklahoma's high school dropout rates (grades 9 through 12) are graphed in Figure 40

Previously, dropout rates were calculated using ADM instead of fall enrollment, which meant that rates could only be reported at the district level. For the first time ever, the profiles report series will include dropout rates at the site level.

Dropout rates vary greatly from site to site and county to county across the state (Figure 41). At a few sites in Oklahoma, more than 15% of the 9-12 grade student body dropped out during the 2000-01 school year. Eighty-eight (88) sites, however, did not loose a single student.

Figure 40
Oklahoma Single-Year Dropout Rates
9th through 12th Grade



Year	1996-97	1998-99	1998-99	1999-00	2000-01
Fall Enrollment	174,642	181,545	179,001	180,600	176,025
Dropouts	9,513	9,624	8,876	9,109	8,304
Dropout Rate	5.4%	5.3%	5.0%	5.0%	4.7%

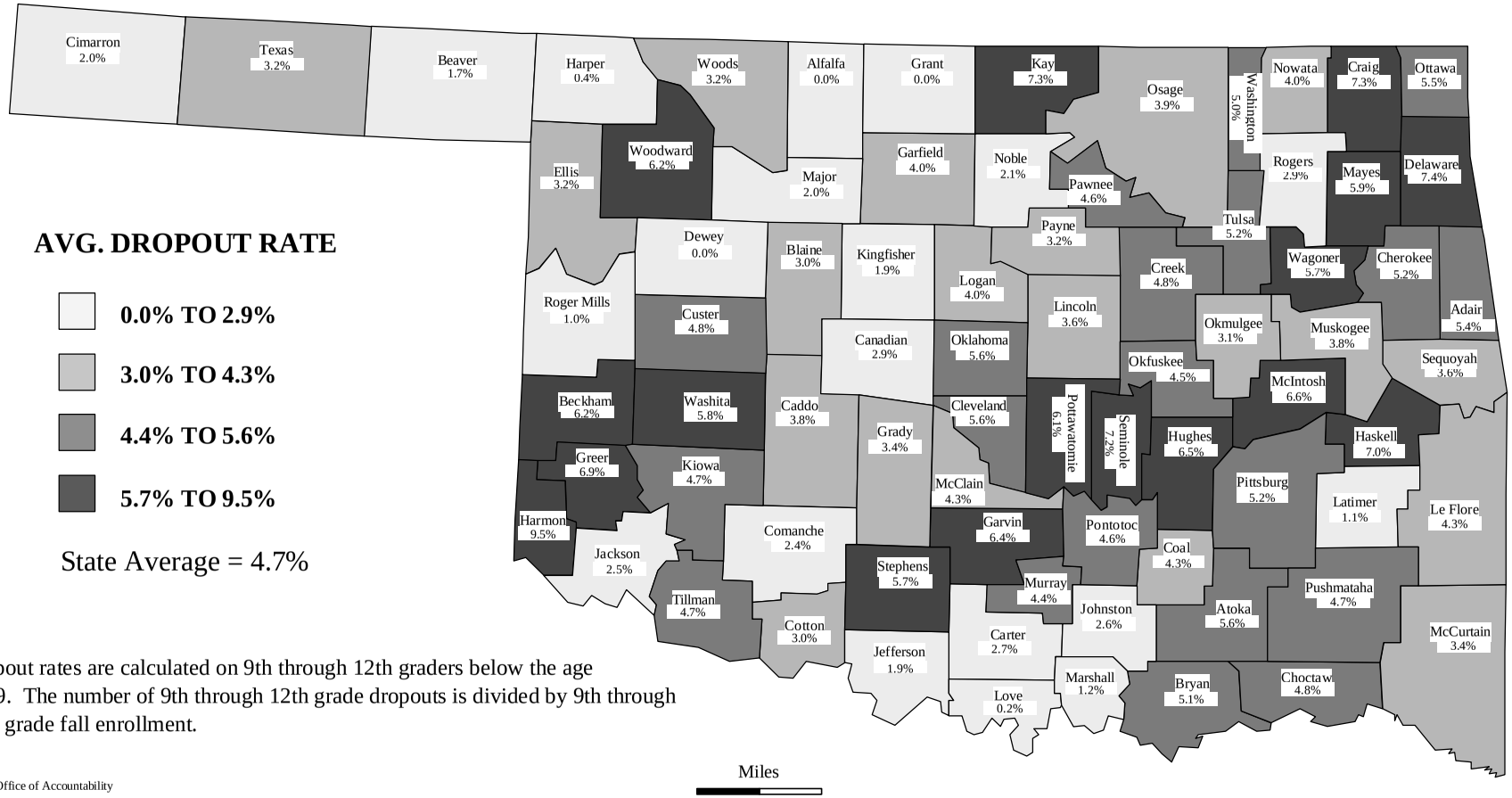
Data Source: State Department of Education

Student Attrition

Although Oklahoma lacks the databases required to calculate a cohort dropout rate, a feel for total student loss can be obtained by looking at ADM counts for a given Graduating Class as they progress from grade to grade. Figure 42 shows ADM counts for five graduating classes, 1997 through 2001, as they progress through the grades. The table shows that, on average, 26% of students are lost between 9th grade and graduation. There are many reasons that students disappear from the state enrollment rosters (transfers out of state, transfers to private schools, and even incarceration or death). However, knowing that the average dropout rate is approximately 5% annually, it is reasonable to conclude that the majority of student loss over the four-year period is the result of student dropouts. It should also be realized that Oklahoma has a few sites where the annual dropout rate exceeds 15%, meaning that at those schools, more students will dropout during the four-year period than will graduate.

Figure 41

AVERAGE HIGH SCHOOL DROPOUT RATE
PUBLIC HIGH SCHOOLS - 2000-01 SCHOOL YEAR



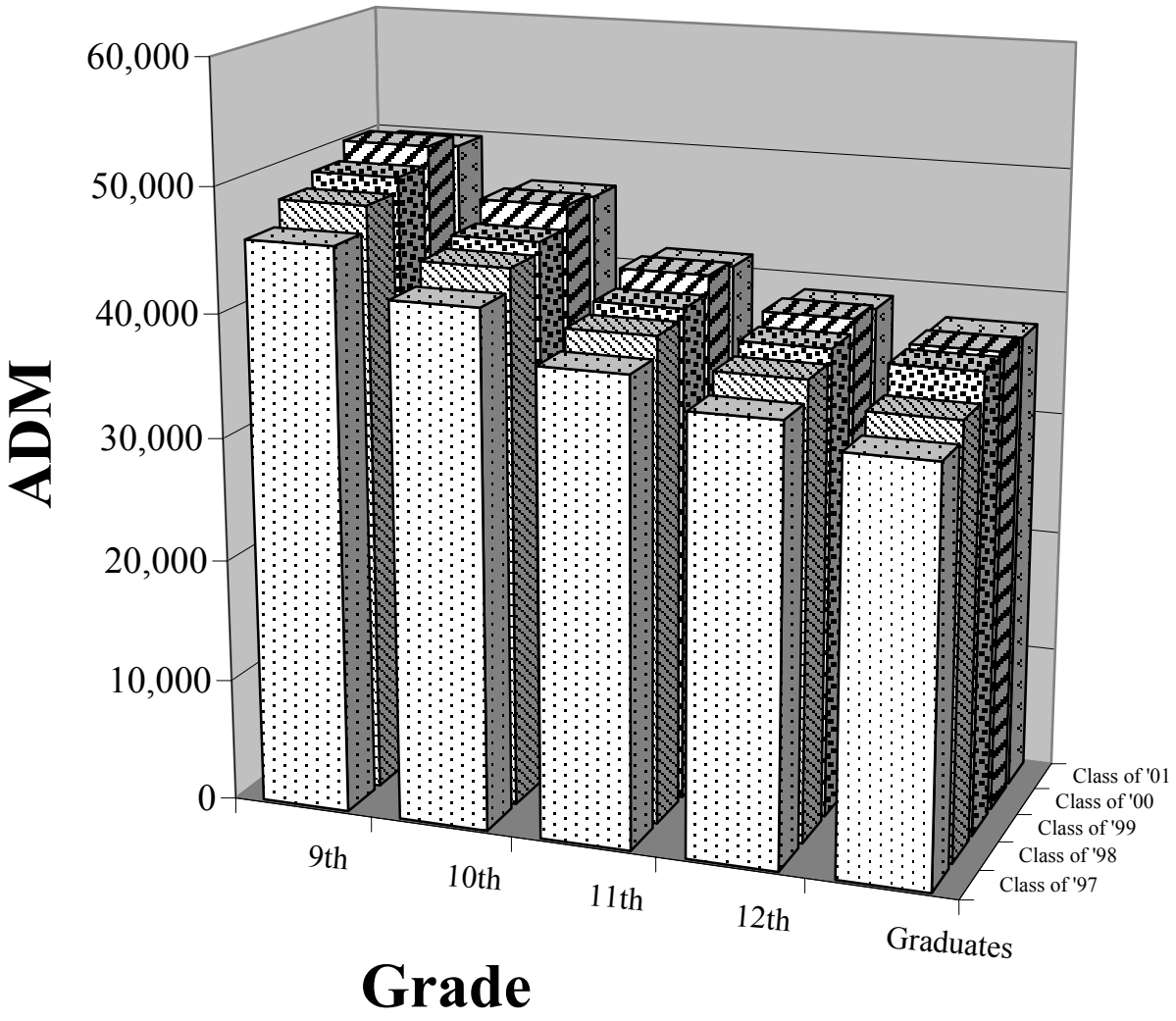
Dropout rates are calculated on 9th through 12th graders below the age of 19. The number of 9th through 12th grade dropouts is divided by 9th through 12th grade fall enrollment.

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

Date: 4/7/2002

Figure 42
Statewide Student Loss 9th Grade through Graduation
Student Counts by Graduating Class



Grade	Average Daily Membership				Graduates	% Loss 9th - Grad.
	9th	10th	11th	12th		
Class of '97	45,939	42,093	37,956	35,541	33,536	-27%
Class of '98	47,966	43,910	39,540	37,181	35,143	-27%
Class of '99	49,136	44,781	40,365	38,184	37,396	-24%
Class of '00	50,649	46,592	41,787	39,216	37,558	-26%
Class of '01	49,664	46,206	41,267	38,708	37,317	-25%
Five-Year Average	**48,671**	**44,716**	**40,183**	**37,766**	**36,190**	**-26%**

Data Source: State Department of Education

Student Attrition by Race and Gender

There are great differences in the percentage of students lost among ethnic groups during the high school years as well. Figure 43 looks at student loss between 9th and 12th grade for the graduating class of 2001 by race and gender. Because enrollment counts by race and gender are only collected using fall enrollment, Figure 43 uses fall enrollment counts from 1997-98 through 2000-01 to assess student loss between 9th grade and graduation. The statewide student loss for the graduating class of 2001 was 27% (fall enrollment count). Again, it must be considered that there are many reasons for students to disappear from the state enrollment rosters. Even so, the percentage of students lost among some ethnic groups is staggering.

Figure 43
Statewide Student Loss 9th Grade through Graduation
By Race and Gender
Graduating Class of 2001

Race & Gender	Fall Enrollments				Graduates	% Loss 9th - Graduation
	9th	10th	11th	12th		
	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Summer 2001	
African Am. Male	2,845	2,384	1,926	1,653	1,547	-46%
African Am. Female	2,559	2,205	1,884	1,666	1,630	-36%
Native Am. Male	3,918	3,851	3,469	3,156	2,951	-25%
Native Am. Female	3,717	3,628	3,313	3,136	2,948	-21%
Hispanic Male	1,102	998	822	753	730	-34%
Hispanic Female	1,005	918	771	722	752	-25%
Asian Male	346	345	301	305	337	-3%
Asian Female	335	343	349	344	414	24%
White & Other Male	18,161	16,786	15,177	13,924	13,082	-28%
White & Other Female	17,072	15,935	14,640	13,641	12,926	-24%
State Total	51,060	47,393	42,652	39,300	37,317	-27%

Data Source: State Department of Education

National Dropout Rate

In the past, differences in the methodologies used to calculate dropouts made comparisons between Oklahoma and the Nation impractical. Recently, however, the US Department of Education began releasing national dropout information in a way that made it possible to calculate a dropout rate using a methodology similar to that used in Oklahoma. The national dropout rate for the 1999-2000 school year was 4.0%* (370,000 dropouts divided by 9,231,106 students), using students in 10th through 12th grade, ages 15 through 18. Using a similar methodology, Oklahoma's rate was 5.4% (Figure 44). These figures were collected as part of the "Current Population Survey," conducted by the Census Bureau, and related to persons who were students during the 1999-2000 school year. (*Source: US Department of Education, National Center for Education Statistics, Dropout Rates in the United States: 2000 – Table 1 and 2000 Digest of Education Statistics, Table 38)

Figure 44
Dropout Rate of Students in Grades 10-12
Oklahoma versus the Nation

	1998-99		1999-2000	
	Oklahoma	Nation	Oklahoma	Nation
Dropouts	6,694	349,000	6,970	370,000
Enrollment	126,177	9,242,000	129,345	9,231,106
Dropout Rate	5.3%	3.8%	5.4%	4.0%

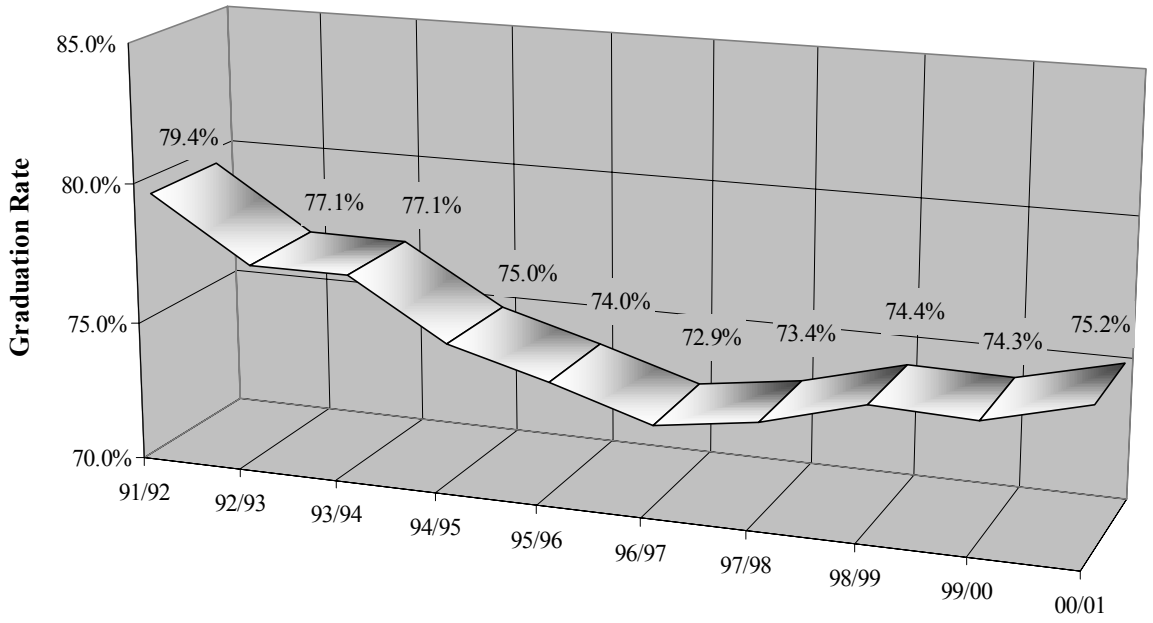
Note: National dropout rates were calculated on students age 15 through 18.

Data Source: State Department of Education & National Center for Education Statistics, US Department of Education.

Graduation Rate

The Oklahoma graduation rate is calculated by comparing the current number of graduates to the 9th grade student enrollment (ADM) four years earlier. This method, when used at the state level, gives a reliable estimate of the number of high school students who attain a high school diploma in four years. Using this method, the 2000-01 statewide graduation rate is 75.2% (37,317 graduates in 2000-01 divided by a 9th grade ADM of 49,622 in 1997-98). The rate increased nine-tenths of a percentage point from 1999-2000, but is down 4.2 percentage points since 1991-92 (Figure 45).

Figure 45
Oklahoma High School Graduation Rates
Graduates as a Percent of Freshmen 4 Years Earlier



Note: Oklahoma does not have a statewide student record keeping system and, therefore, lacks the ability to follow student migration, which is critical to the accurate determination of a graduation rate.

Data Source: State Department of Education

A more complete accounting of the state's annual graduation picture is given in Figure 46. In 2000-01, Oklahoma's 12th grade fall enrollment was 39,300 and from that group 37,317 students graduated. This equates to an event graduation rate of 94.9% for 2000-01. The 12th grade dropout total of 1,879 includes all ages and 104 students were unaccounted for in the system. This is the most accurate system that

currently exists for determining high school graduation rates within the state. Oklahoma currently has no statewide student record keeping system. Therefore, it is impossible to follow students migrating into, or out of, the state, or between districts during their high school career.

Figure 46
Oklahoma High School Completion
1999-2000 and 2000-01

Category	1999-2000		2000-01	
	Number of Students	Rate	Number of Students	Rate
12th Grade Enrollment (Fall)	39,953		39,300	
Graduates (Event Rate)	37,558	94.0%	37,317	94.9%
Dropouts (12th grade)	1,851	4.6%	1,879	4.8%
Remainder of Students	544	1.4%	104	0.3%

Data Source: State Department of Education

National Graduation Rate

The national-level graduation rate based on a similar methodology was 66.6%* for 2000-01. There were 2,542,398 graduates* in 2000-01 divided by 3,818,843 9th grade students in 1997-98 (US Department of Education, National Center for Education Statistics, 2001 Digest of Education Statistics – Table 104 and 2000 Digest of Education Statistics – Table 41). For comparative purposes, using those same USDE tables, Oklahoma's graduation rate was 71.7%* for the 2000-01 school year. (Note: * based on estimated graduates.)

American College Testing (ACT) Program

The ACT is a college-entrance exam taken by high school students who plan to apply for acceptance to an institution of higher education. It is the test most often used for admission to Oklahoma public colleges and universities. The scores are used as one measure of a student's level of academic knowledge. At the Oklahoma public high schools included in this series of reports, 23,865 members of the Graduating Class of 2001 (64.0%) took the ACT. The average composite score on the ACT for this group was 20.7, a two-tenths of a standard score decrease from 1999-2000. The official Oklahoma score released by the ACT Corporation, which includes both public and private schools as well as alternative education centers, was 20.5, a three-tenths of a standard score decrease over the 1999-2000 results (Figure 47). The national average composite score of 21.0 has remained unchanged for five years. In 2000-01, the gap between Oklahoma's statewide ACT score and the national ACT score was five-tenths of a standard score. Oklahoma's ACT score has increased five-tenths of a standard score since 1991-92 and the national score has increased four-tenths of a standard score during that same time.

One explanation for the gap between the Oklahoma ACT score and the national score is that Oklahoma tests a much larger percentage of graduates than does the nation as a whole. Nationally, only 38% of high school graduates were tested during the 2000-01 school year, compared to 71% in Oklahoma (based on figures provided by ACT corporation). The larger the percentage of graduates tested, the greater the likelihood that non-college bound students are included in the test group. Based on state comparisons released by ACT corporation, the percentage of students tested in Oklahoma has increased five percentage points during the last seven years (66% tested in 1994) and the average score has increased two-tenths of a standard score during that period. This increase in the average score is promising, because one would expect a decrease in the average score as a result of the increase in the percentage of students being tested.

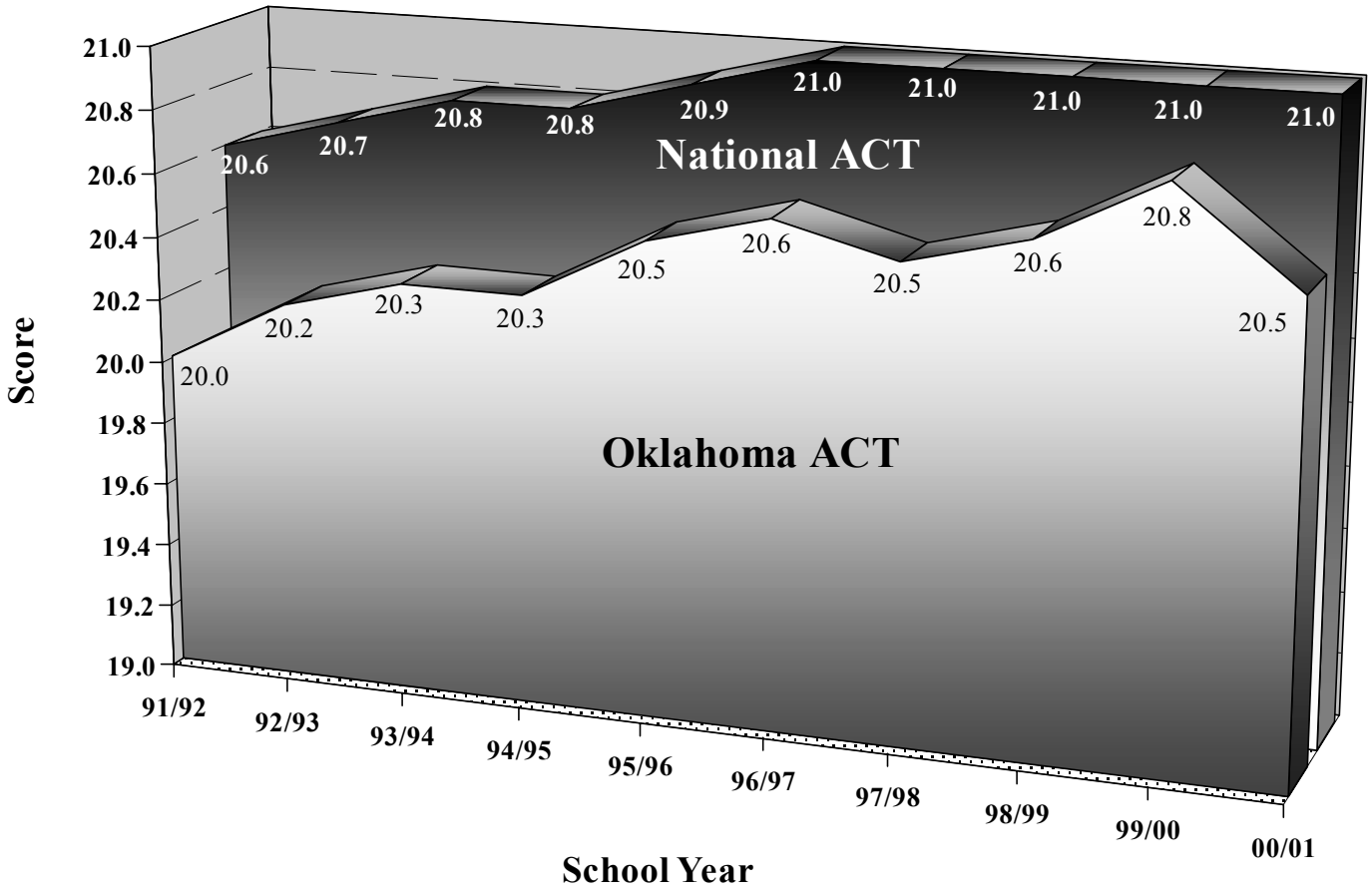
An analysis of the 25 states that tested 50% or more of their 2001 high school graduates shows that Oklahoma out-performed only eight of those states. However, of the 12 states that tested an equal, or larger, percentage of high school graduates than Oklahoma (71% or more), Oklahoma significantly out-performed five of these states, but lagged considerably behind the other six. A table comparing Oklahoma's performance on the ACT in relation to all of the other states in the nation can be found in Appendix H.

ACT Scores by County

Average ACT scores varied greatly across Oklahoma (Figure 53). Looking at scores by individual high school sites covered in this report series, the highest average ACT was a score of 24.2, with 71% of graduates being tested. The lowest average ACT for an Oklahoma high school was 14.9, with only 26% of graduates (33 students) being tested at that school. This school's ACT tested graduates averaged in the bottom 8th percentile of all 2001 graduates tested nationally.

The geographical distribution of ACT scores confirms trends identified earlier in the "Achievement Test" portion of this section ("CRT Results by County" and "EOI Results by County"). Additionally, other performance data displayed by county (found at the end of this section) further reinforce these findings.

Figure 47
Oklahoma ACT Scores versus National ACT Scores

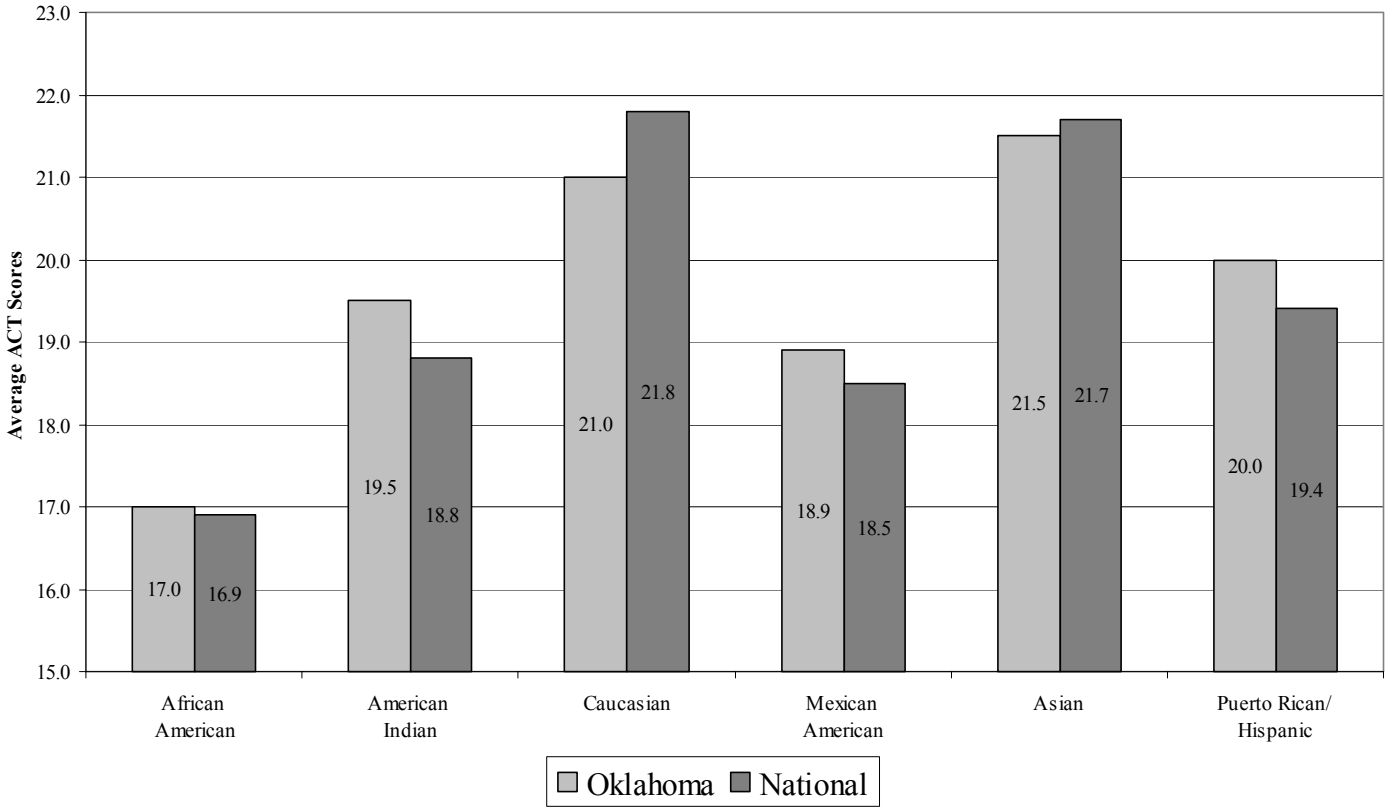


Data Source: ACT Corporation

ACT Scores by Race

Figure 48 displays Oklahoma's ACT scores by race compared to those of the nation. The graph shows that minority students in Oklahoma outperform their national counterparts. Again, this success could be evidence that the initiatives set forth in House Bill 1017 are working and again, the challenge to Oklahoma educators would be to extend this achievement so that all Oklahoma students perform at or above the overall national average.

Figure 48
Oklahoma ACT Scores versus National ACT Scores by Ethnicity for 2001 Graduates

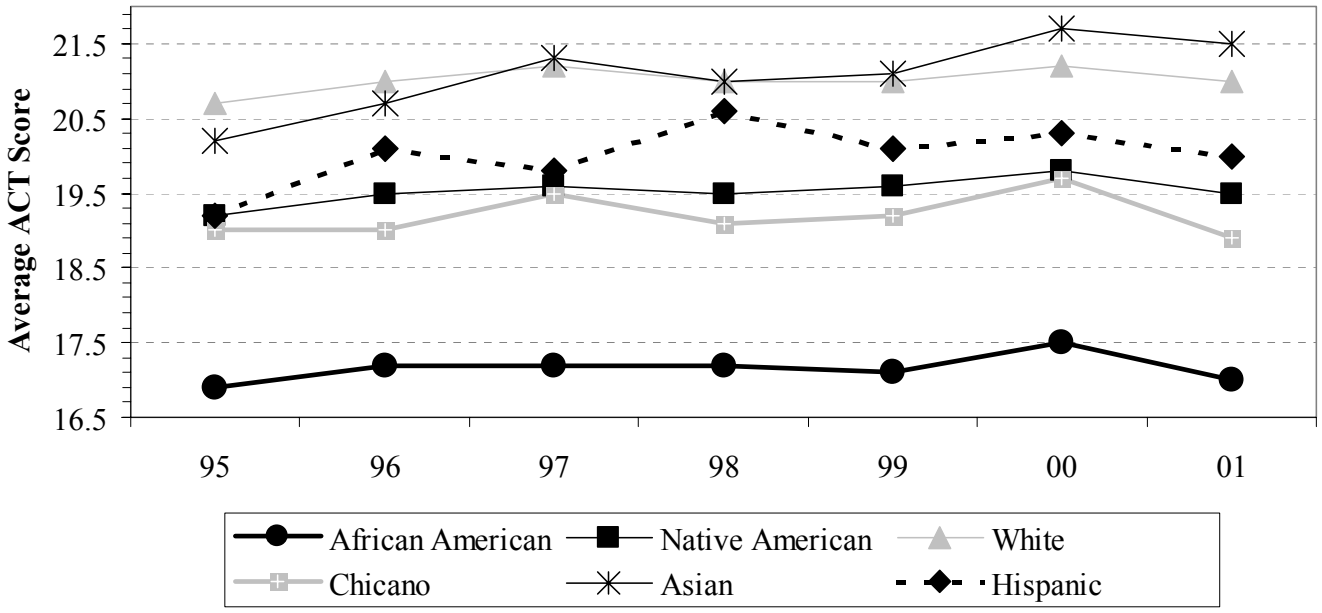


Data Source: ACT Corporation

ACT Trends over time by Race

ACT scores by race for the last seven years shows that the African American students lag significantly behind their counterparts in the state (Figure 49). This trend is alarming, especially considering that an average ACT score of 19 or above is required for admission into any of the State's four-year regional universities, and 22 or above for admission into OU or OSU. Students not meeting these admission scores must complete remedial classes before enrolling college-level courses.

Figure 49
Oklahoma ACT Scores by Ethnicity
1995 through 2001 Graduates



Data Source: ACT, inc.

Scholastic Aptitude Test (SAT)

The SAT is another well-recognized college entrance test, however, it is not widely taken in Oklahoma. In 2000-01, Oklahoma's public school students performance on the verbal and math components of the SAT was 569 and 563, respectively. National scores in these same areas were 502 and 510, respectively. While Oklahoma's scores were well above the national average, this performance must be placed in proper perspective. According to the College Board, the company responsible for the SAT, only 8% of Oklahoma's public high school graduates took the SAT in 2001. Nationally, the SAT was taken by 38% of public high school graduates during that same year. Most of the students who take the test in Oklahoma do so to compete for prestigious national-level scholarships or to attend out-of-state universities.

Advanced Placement

As explained in the "EDUCATIONAL PROCESS" section of this report, the Advanced Placement (AP) program allows high school students the opportunity to study advanced curriculum and possibly earn college credit for their studies. All of the following statistics relate to the Oklahoma public high schools covered in the "Profiles 2001" reports, unless otherwise specified. The 2000-01 school year saw a 13% increase in the number of high schools across the state participating in at least one national AP exam: 211 high schools compared to 187 in 1999-2000. A student's mastery of the subjects studied is measured by a nationally standardized Advanced Placement test. Statewide, there were 3,293 public school seniors (8.4%) who had participated in the AP testing program in 2000-01. This represents a 14% increase over the 2,882 students who took the test in 1999-2000. In 2000-01, one Oklahoma high school had 56% of its seniors take an AP test. The AP program offers 35 courses in 19 subject areas. Many students choose to test in more than one AP course. There were 3,293 seniors who took 8,050 AP tests in 2000-01. AP tests are scored on a scale of one to five. Most colleges and universities in the United States will award college credit to students who score three or above on an AP test. Of the 8,050 tests administered to the Graduating Class of 2001, there were 4,515 (56.1%) that received a score of three or above (national average 61.3%). Appendix D displays statistics related to AP participation for public and private schools by state. The table shows that 45% of public schools in Oklahoma participated in the AP program compared to 62% of public schools nationally.

Additional High School Performance Measures

Based on the Office of Accountability's 2001 School Questionnaire, 70.0% of Oklahoma's 2001 high school graduates were reported to have completed the college-bound curriculum required for admission to the state's public institutions of higher education (Figure 51). The survey also revealed that seniors at the public high schools had an average GPA of 3.01 (Figure 52), and that roughly 7% of high school graduates planned to attend out-of-state colleges. Information provided by the Oklahoma Department of Career and Technology Education showed that 39.7% of students enroll in an occupationally-specific Career-Tech program sometime during their high school career (46,101 Career-Tech enrollers divided by 116,027 members of the senior class (3-year average)). Of those who enrolled in a Career-Tech occupationally-specific program, 82.8%, or 38,185, completed one or more of the competencies required for the program. The Career-Tech information is based on those seniors who attended one of the high school sites covered in this report series. Career-Tech enrollments at Oklahoma high schools ranged from schools with none of their students participating in occupationally-specific programs to high schools with nearly all of their students participating. Competency completion rates ranged from a low of 13% at one school to 12 schools with 100% of the Career-Tech enrollers completing at least one competency within a program. The Career-Tech performance measures are based on the graduating classes of 1998 through 2000. The three classes were followed for a four-year period, 1997-98 through 2000-01.

COLLEGIATE PERFORMANCE MEASURES

A college student's ability to perform academically is greatly influenced by the quality of the academic preparation he or she has received during their time in the primary and secondary education system. Therefore, the overall post-secondary performance of high school graduates can reveal much about the quality of common education (K-12). The shorter the time period that transpires between high school graduation and college enrollment, the higher the correlation between K-12 academic preparation and collegiate performance. For this reason, the majority of collegiate performance measures listed below are based on students who move directly from an Oklahoma public high school to an Oklahoma public college or university. The databases required to follow individual students from high school to college do not exist in Oklahoma. Therefore, students were grouped by age to approximate movement directly from high school to college. The groups consisted of Oklahoma public high school graduates who were first-time entering freshman at an Oklahoma higher education institution during a given fall semester. The students needed to be age 17, 18, or 19 at that time and could be either full or part-time college students. This group was then assumed to represent the high school graduating class from the months of May and June in that same year. The following data relate only to the high schools covered in this report series and the performance of their graduates once they enroll in an Oklahoma college or university. These data were provided by the Oklahoma State Regents for Higher Education.

Based on a three-year average, 50.1% of the state's public high school graduates went directly to a public college in Oklahoma (Figure 54 & Appendix I). One high school in the state had 85% of its graduates go on to an Oklahoma public college, whereas another had only 2% of graduates go on. Once in college, 36.6% of Oklahoma public high school graduates took at least one remedial course during their freshmen year in an Oklahoma public institution of higher education (Figure 55). The percentage of college-enrolled graduates taking at least one remedial course ranged from a couple of Oklahoma high schools that had less than 10% of their college bound students that required remediation, to six other Oklahoma public high schools that had 80%, or more, of their students needing remediation. Statewide, seventy-three-point-four percent (73.4%) of freshman had a grade point average (GPA) of 2.0 or above during the first semester of their freshman year in an Oklahoma college (Figure 56). Individual Oklahoma high school sites ranged from a low of only 33% of college-enrolled graduates being able to attain a 2.0 or above, to a number of cases where nearly all, of the college-enrolled graduates were able to achieve a GPA of 2.0 or above. The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school was 35.4% (Figure 57). A number of Oklahoma public high schools had less than 10% of their college-enrolled graduates complete a degree program within 150% of ordinary completion time. One Oklahoma public high school, however, had 71% of its college bound graduates completing college degrees in six years, or less. The college completion rate was calculated on a group of students consisting of those who enrolled in the fall semester after their graduation from high school and who were degree-seeking at that time. Members of this group were then given three years to complete an associate degree and six years to complete a bachelor's degree. The rate is based on a three-year average, which means that some of the students involved in the study may have graduated from an Oklahoma high school as much as ten years earlier. Because so much time is required to collect these post-secondary performance measures, some high schools may have closed during this period. Therefore, the rates posted in the "Profiles 2001" reports only include high schools that were still in operation during the 2000-01 school year.

Figure 50
Summary of Oklahoma
High School Performance Measures

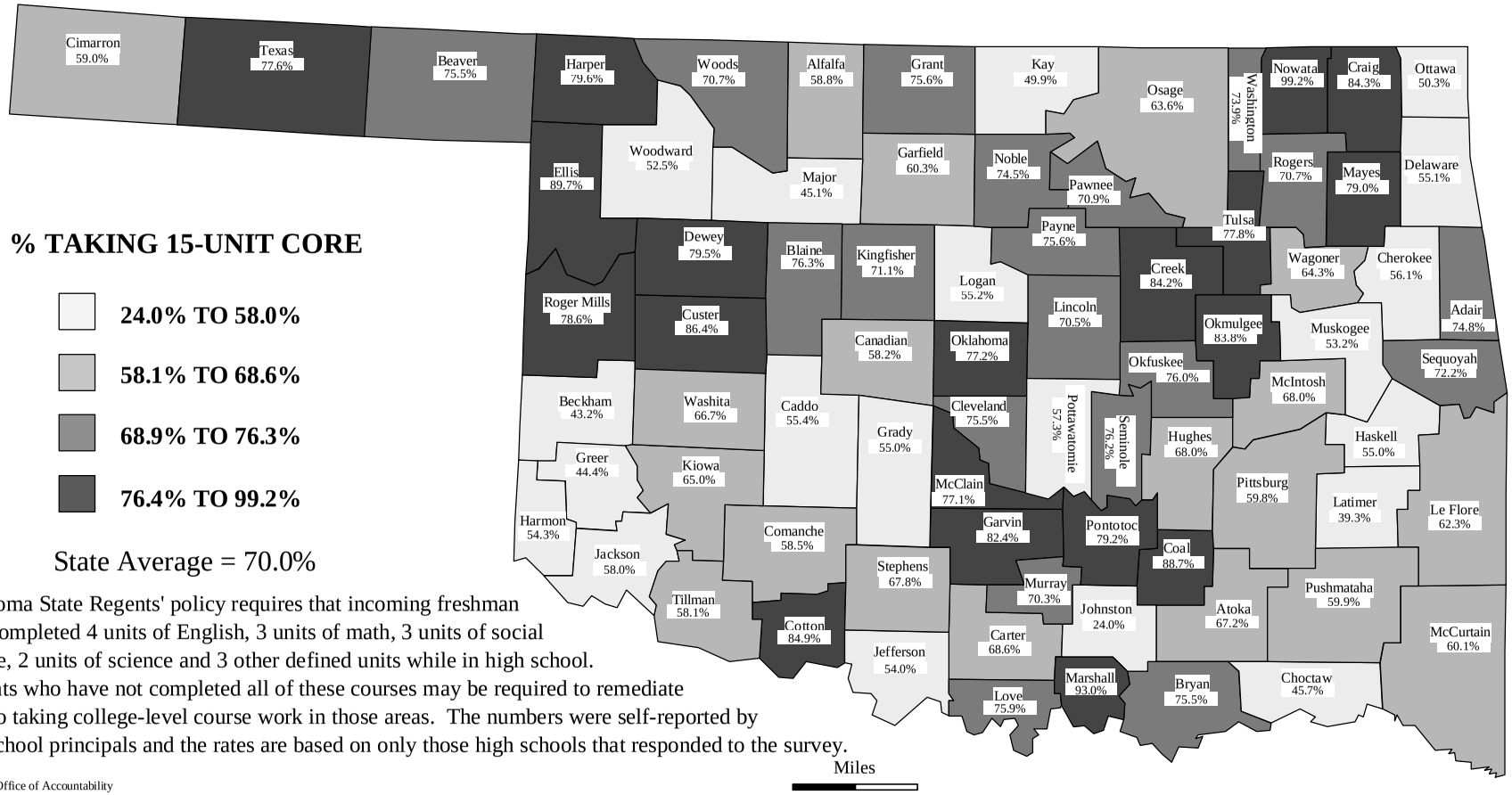
Summary of H.S. Performance Measures	State Average
High School Dropout Rate (Single Year)	4.7%
High School Graduation Rate	75.2%
Average GPA of High School Seniors (Class of 2001)	3.0
Advanced Placement (AP) Participation Rate (Class of 2001)	8.4%
AP Test Scoring College Credit (Class of 2001)	56.1%
Career-Tech Program Participation Rate (3-Year Average)	39.7%
Career-Tech Program (Competency) Completion Rate (3-Year Average)	82.8%
ACT Participation Rate (Class of 2001)	64.0%
Average ACT Score (Class of 2001 – Public & Private)	20.5
HS Grads Completing Coll. Bound Curriculum (15 Units)	70.0%
HS Grads Going to Out-of-State Colleges	7.1%
OK College-Going Rate (3-Year Average)*	50.1%
OK College Remediation Rate (2-Year Average)*	36.6%
OK College Freshman GPA 2.0 or Above (3-Year Average)*	73.4%
OK College Completion Rate (3-Year Average)*	35.4%

* Includes only college students who graduated from Oklahoma public high schools open during the 2000-01 school year.
Data Sources: State Department of Education, Oklahoma Department of Career and Technology Education, Office of Accountability, ACT Corporation, and Oklahoma State Regents for Higher Education

Figure 51

PERCENT OF HIGH SCHOOL GRADUATES COMPLETING COURSES REQUIRED FOR ADMISSION TO COLLEGE

2000-01 Graduates having taken State Regents' 15-Unit Core Curriculum



Oklahoma State Regents' policy requires that incoming freshman have completed 4 units of English, 3 units of math, 3 units of social science, 2 units of science and 3 other defined units while in high school. Students who have not completed all of these courses may be required to remediate prior to taking college-level course work in those areas. The numbers were self-reported by high school principals and the rates are based on only those high schools that responded to the survey.

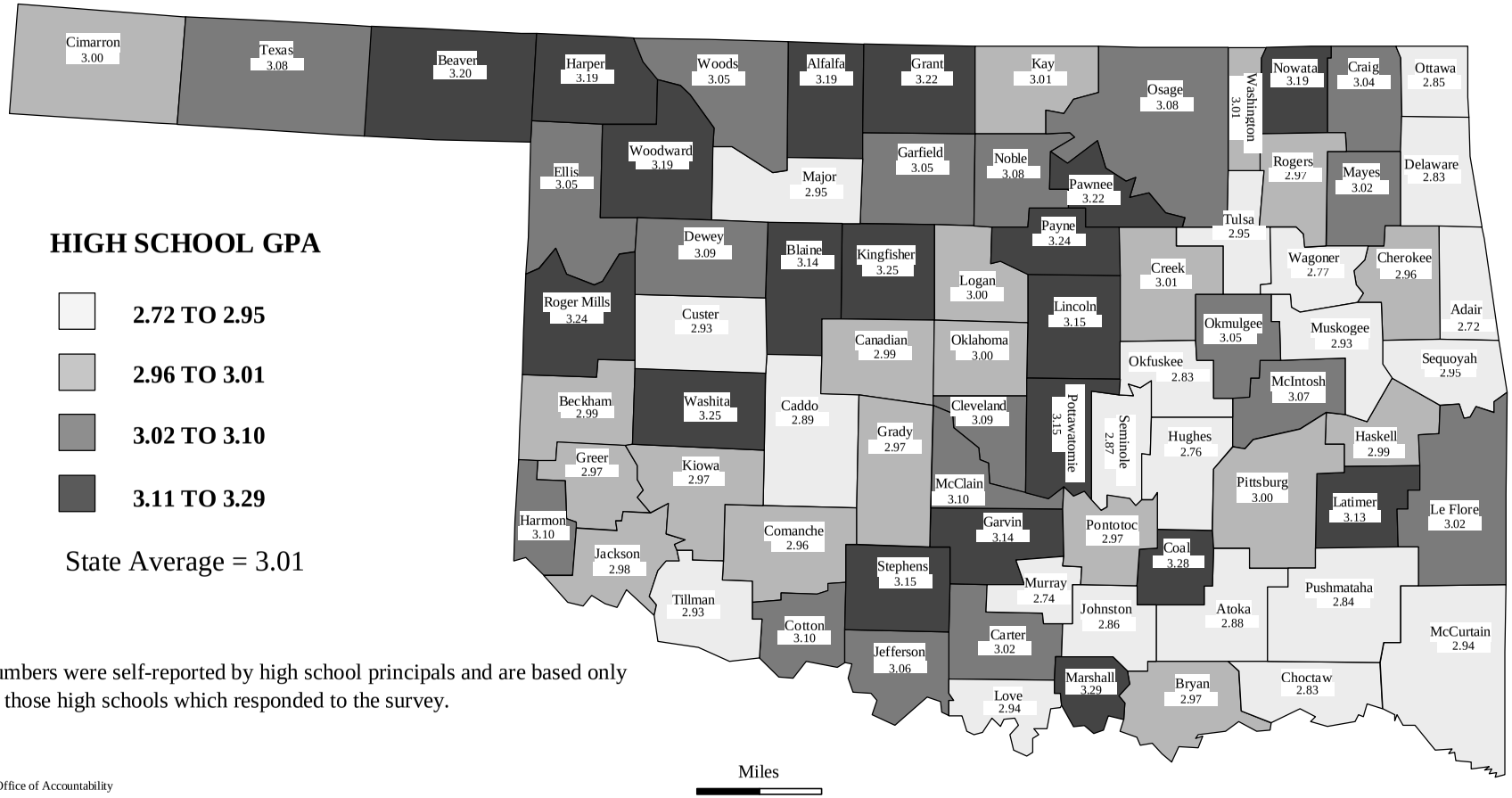
Prepared by: Office of Accountability

Data Source: Office of Accountability

Date: 4/16/2002

Figure 52

HIGH SCHOOL GRADE POINT AVERAGE
2001 HIGH SCHOOL SENIORS



Numbers were self-reported by high school principals and are based only on those high schools which responded to the survey.

Prepared by: Office of Accountability

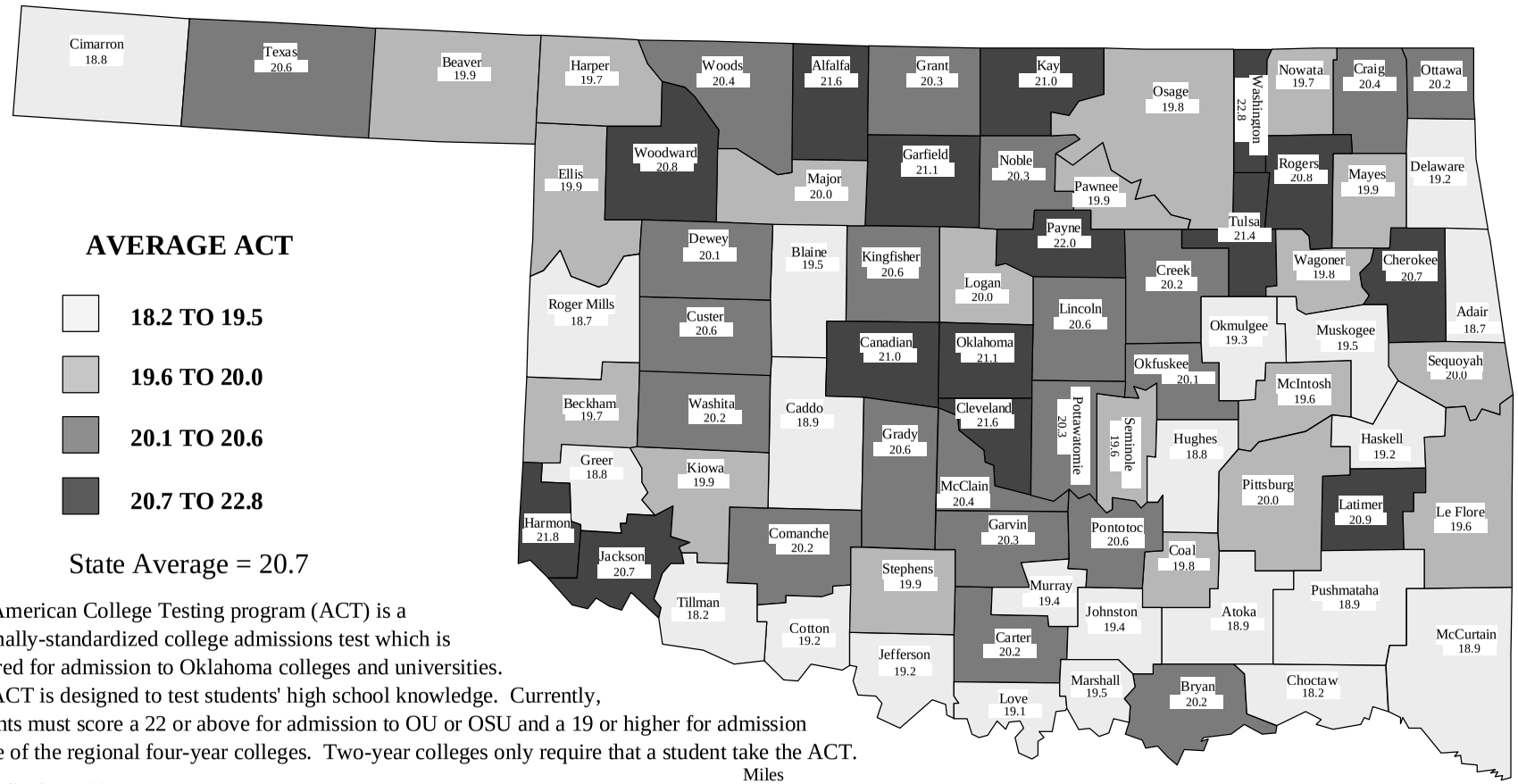
Data Source: Office of Accountability

Date: 4/16/2002

Figure 53

AVERAGE ACT SCORES
PUBLIC HIGH SCHOOLS - CLASS OF 2001

Weighted Average



AVERAGE ACT

- **18.2 TO 19.5**
- **19.6 TO 20.0**
- **20.1 TO 20.6**
- **20.7 TO 22.8**

State Average = 20.7

The American College Testing program (ACT) is a nationally-standardized college admissions test which is required for admission to Oklahoma colleges and universities. The ACT is designed to test students' high school knowledge. Currently, students must score a 22 or above for admission to OU or OSU and a 19 or higher for admission to one of the regional four-year colleges. Two-year colleges only require that a student take the ACT.

Miles

0 20 40

Prepared by: Office of Accountability

Data Source: Oklahoma State Regents for Higher Education

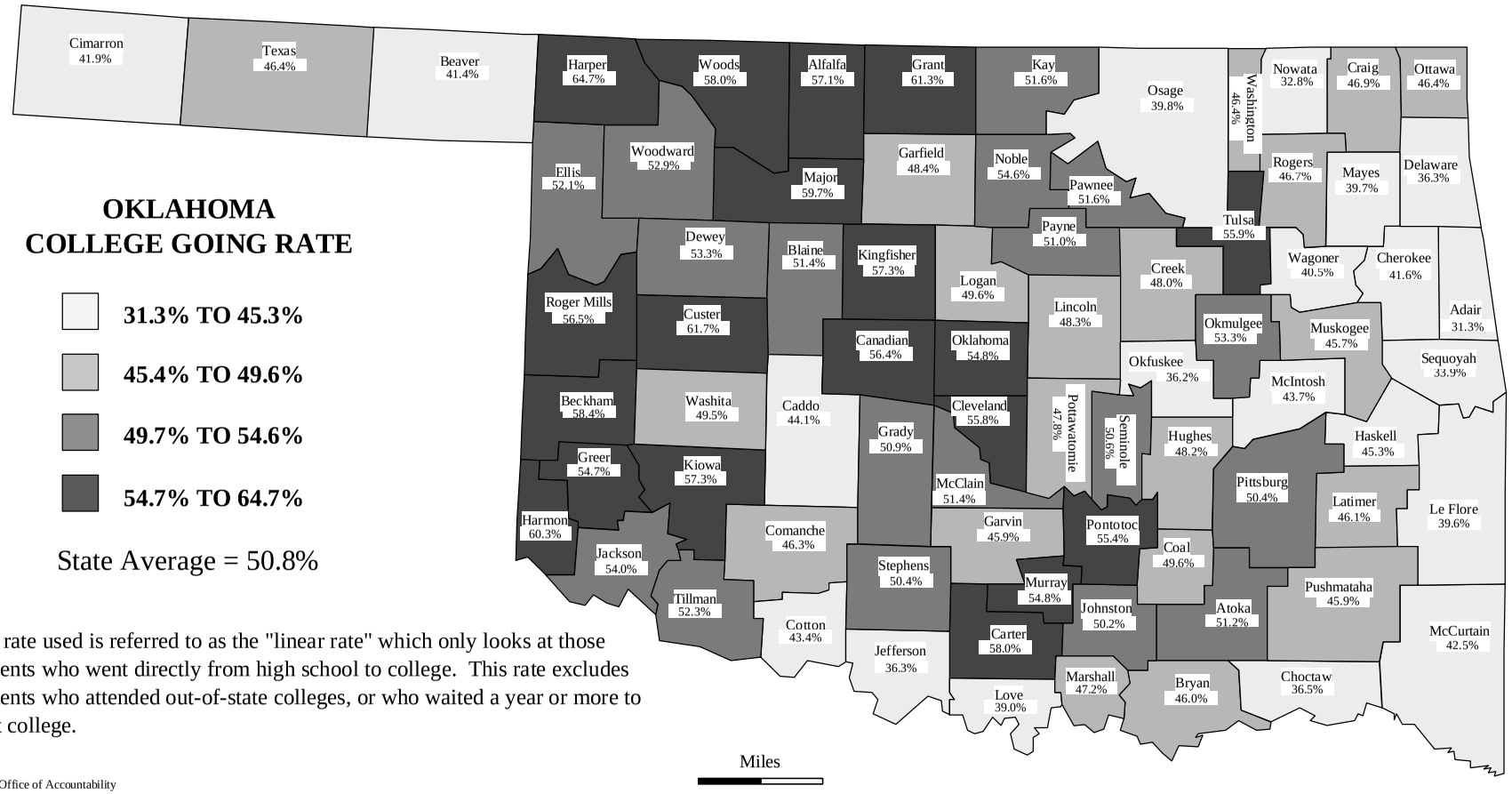
Date: 4/7/2002

Figure 54

OKLAHOMA COLLEGE-GOING RATE

OKLAHOMA HIGH SCHOOL GRADUATES ATTENDING OKLAHOMA COLLEGES

Based on Public High School Graduates from 1998, 1999, and 2000



OKLAHOMA COLLEGE GOING RATE

- **31.3% TO 45.3%**
- **45.4% TO 49.6%**
- **49.7% TO 54.6%**
- **54.7% TO 64.7%**

State Average = 50.8%

The rate used is referred to as the "linear rate" which only looks at those students who went directly from high school to college. This rate excludes students who attended out-of-state colleges, or who waited a year or more to start college.

Prepared by: Office of Accountability

Data Source: Oklahoma State Regents for Higher Education

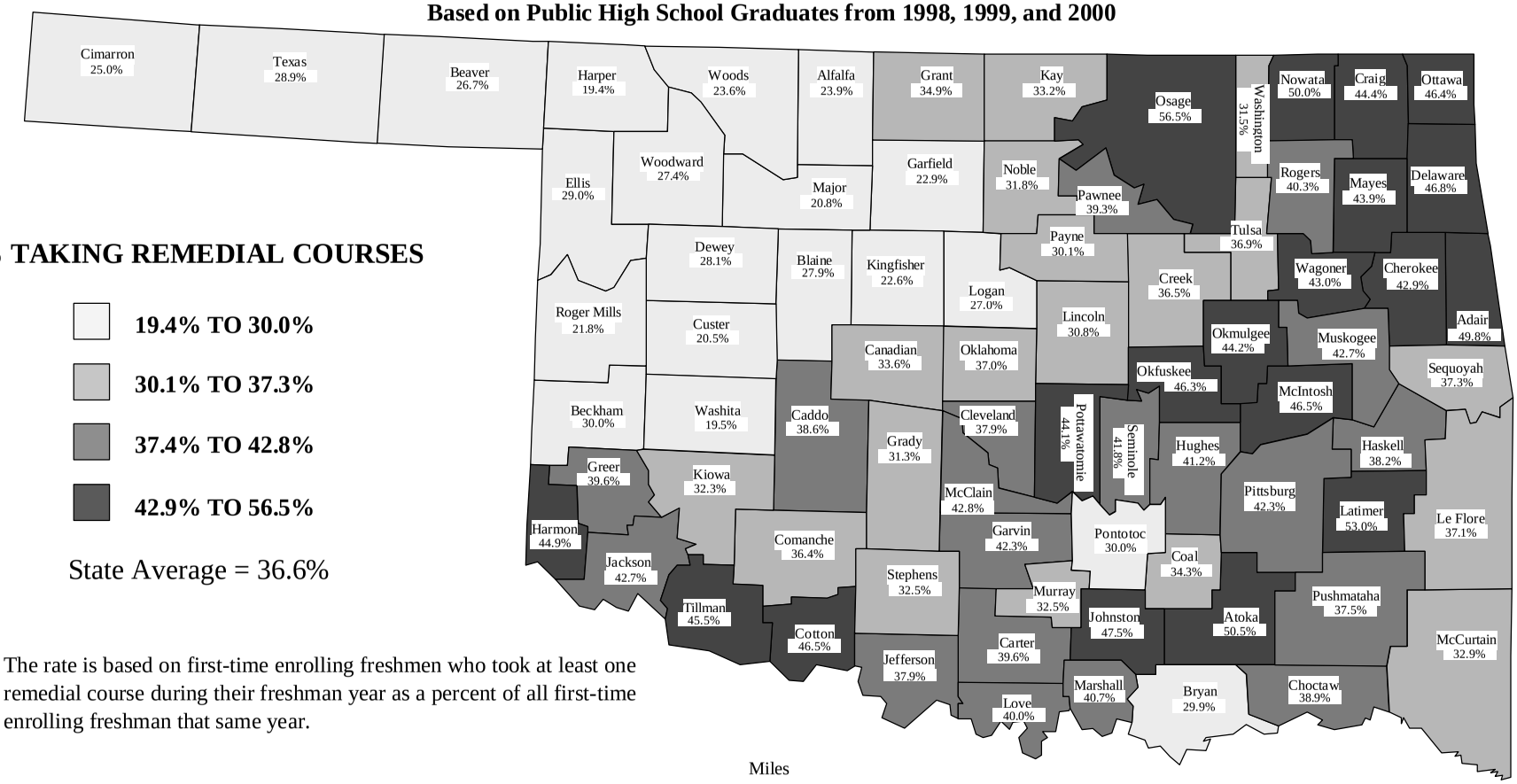
Date: 4/7/2002

Figure 55

PERCENT OF OKLAHOMA PUBLIC COLLEGE FRESHMEN TAKING REMEDIAL COURSES

STUDENTS GROUPED BY COUNTY IN WHICH THEY ATTENDED PUBLIC HIGH SCHOOL

Based on Public High School Graduates from 1998, 1999, and 2000



The rate is based on first-time enrolling freshmen who took at least one remedial course during their freshman year as a percent of all first-time enrolling freshman that same year.

Prepared by: Office of Accountability

Data Source: Oklahoma State Regents for Higher Education

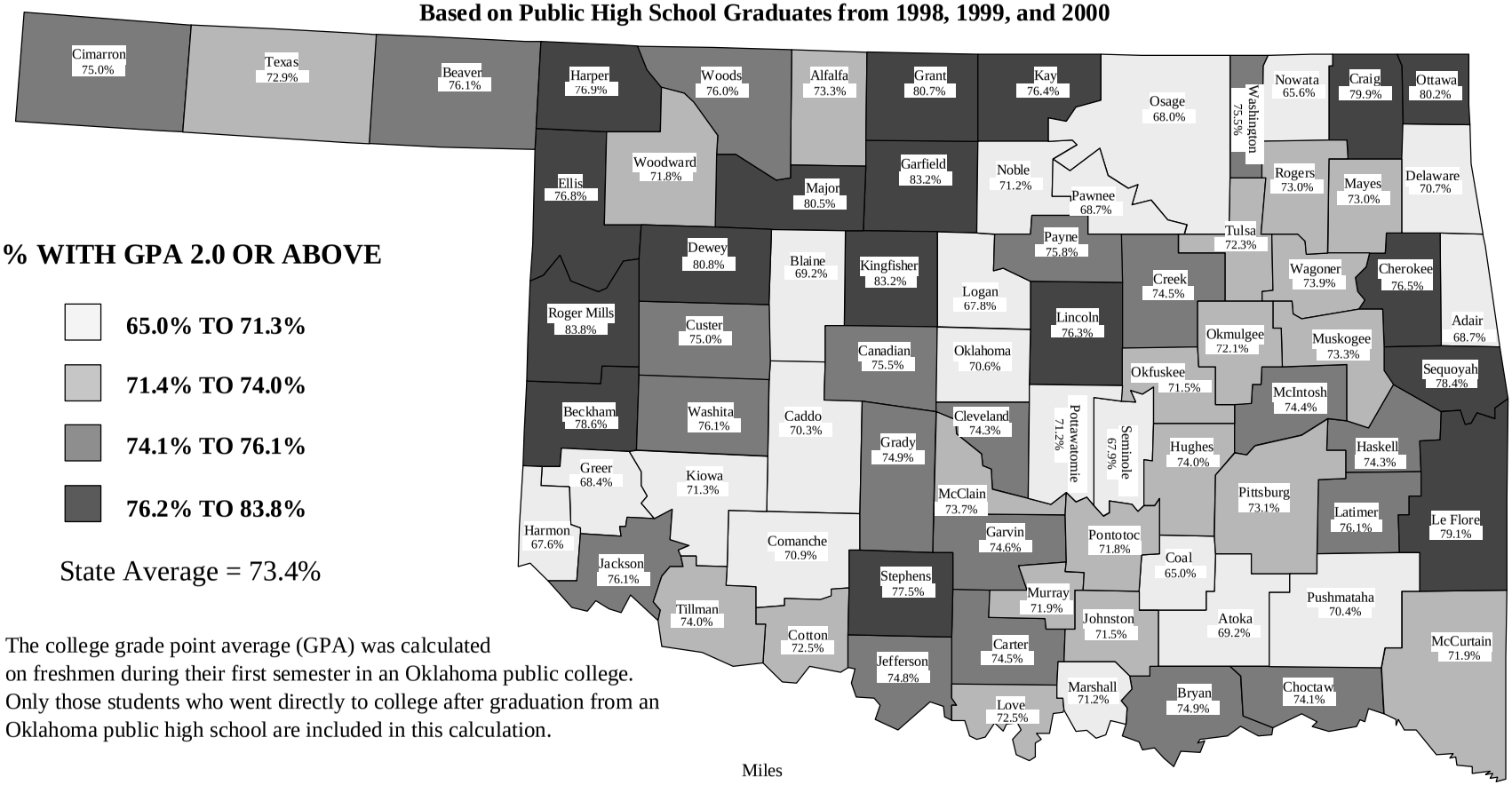
Date: 4/1/2001

Figure 56

PERCENT OF OKLAHOMA PUBLIC COLLEGE FRESHMEN WITH GPA OF 2.0 OR HIGHER

STUDENTS GROUPED BY COUNTY IN WHICH THEY ATTENDED PUBLIC HIGH SCHOOL

Based on Public High School Graduates from 1998, 1999, and 2000



% WITH GPA 2.0 OR ABOVE

- **65.0% TO 71.3%**
- **71.4% TO 74.0%**
- **74.1% TO 76.1%**
- **76.2% TO 83.8%**

State Average = 73.4%

The college grade point average (GPA) was calculated on freshmen during their first semester in an Oklahoma public college. Only those students who went directly to college after graduation from an Oklahoma public high school are included in this calculation.

Prepared by: Office of Accountability

Data Source: Oklahoma State Regents for Higher Education

Date: 4/25/2002

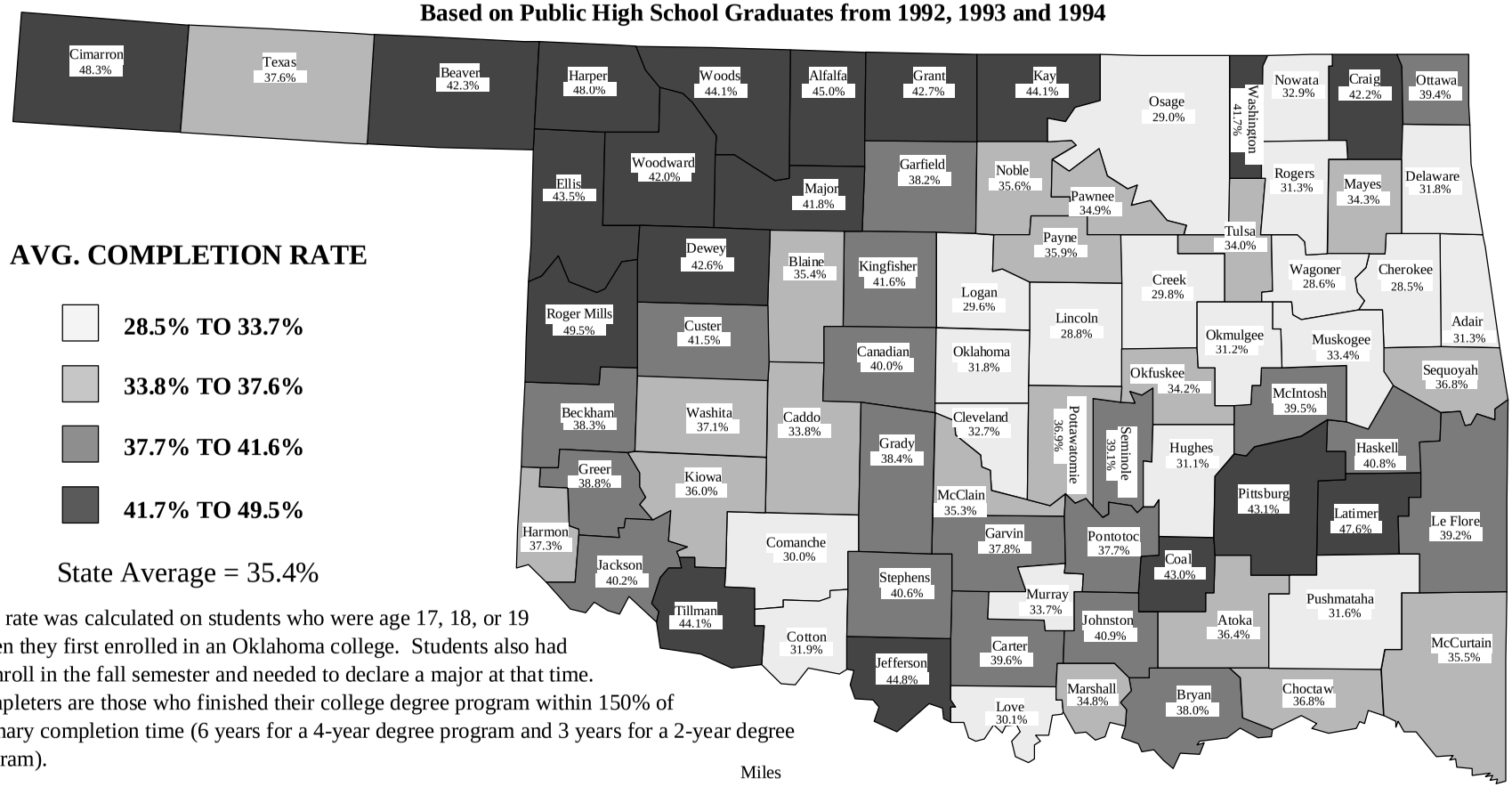
Figure 57

OKLAHOMA COLLEGE COMPLETION RATE

OF PUBLIC HIGH SCHOOL GRADUATES

STUDENTS GROUPED BY COUNTY IN WHICH THEY ATTENDED PUBLIC HIGH SCHOOL

Based on Public High School Graduates from 1992, 1993 and 1994



AVG. COMPLETION RATE

- **28.5% TO 33.7%**
- **33.8% TO 37.6%**
- **37.7% TO 41.6%**
- **41.7% TO 49.5%**

State Average = 35.4%

This rate was calculated on students who were age 17, 18, or 19 when they first enrolled in an Oklahoma college. Students also had to enroll in the fall semester and needed to declare a major at that time. Completers are those who finished their college degree program within 150% of ordinary completion time (6 years for a 4-year degree program and 3 years for a 2-year degree program).

Miles

0 20 40

Prepared by: Office of Accountability

Data Source: Oklahoma State Regents for Higher Education

Date: 4/25/2002

APPENDIX A

THE 2001 SCHOOL QUESTIONNAIRE

The Office of Accountability uses a school site questionnaire to obtain data that are not available through other sources. The 2001 School Questionnaire pertained to site-level information during the 2000-01 school year. A copy of the 2001 School Questionnaire is located at the end of this section.

Not all principals opted to participate. However, of the 1,802 school sites sent a survey, 1,621 (90%) responded to at least one question. The statistics displayed below are based on the responding schools only. Schools not responding to the questionnaire are noted on the School Report Cards as FTR, or Failed to Respond. The following is a summary of the data received:

Student Attendance

For schools to be successful, it is important that children be willing participants in the educational process. Student attendance rates give some insight into students' eagerness to learn. In order to generate attendance rates at the site-level, the Office of Accountability asked principals statewide to provide their site's Average Daily Attendance (ADA) and Average Daily Membership (ADM). ADA tells us the average number of students that were in their seats on any given day and ADM tells us how many were on the roster (should have been in their seats). By dividing ADA by ADM we can determine the attendance rate for each site, statewide.

Unfortunately, the site-level ADA and ADM counts supplied by principals statewide were deemed unusable for the second year in a row. ADA and ADM are also collected at the district-level by the State Department of Education, so those official numbers were used to calculate the attendance rates at the district and at the state-level. Statewide, students missed on average 10.7 days of school for the 2000-01 school year. State law requires students who miss more than 20 days of school may not be forwarded on to the next grade.

Student Mobility

Student mobility is an important issue in education. Yet, Oklahoma does not have the data systems in place to generate a student mobility rate. The Office of Accountability attempted to gather information that would have allowed a mobility rate to be calculated for every site in the state. However, due to errors found in the responses, the information gathered through this question was deemed unusable.

Measure of Parental Involvement

Good parental participation is a key ingredient of quality common education programs. In an effort to generate meaningful numbers pertaining to parental involvement, the Office of Accountability asked principals statewide what percentage of their students had at least one parent (guardian) attend at least one parent-teacher conference. One-Thousand-Six-Hundred-One (1,601) responded that, on average,

67.7% of students statewide had one or more parents attend a parent-teacher conference. Parental participation was greatest in elementary school, with 82.7% of students having parents that attended a parent teacher conference. Participation then tapered off through middle school/junior high (53.2%) and high school (47.7%). Participation ranged from numerous schools that had nearly all of their parents participating in conferences, to numerous schools that reported virtually no parental participation.

Out-Of-School Suspension

Students and teachers alike face more distractions in the classroom than ever before. As another measure of the adversities that some public schools face while trying to deliver education, the Office of Accountability asked principals in the state how many incidents of out-of-school suspension did you school have that were for 10 days or less? Then they were asked how many incidents were for more than 10 days. Of the 1,802 schools asked this question, 1,608 (89%) responded. On average, there was one suspension with a duration of 10 days or less for every 13 students statewide; one for every 31 students in elementary schools, one for every 6 students in middle school/junior highs and one for every 10 students in high schools. When looking at suspensions that lasted for more than 10 days, the average for all schools was one for every 162 students statewide; one for every 944 elementary students, one for every 75 middle school/junior high students and one for every 88 high school students. While the bulk of schools had very few suspensions, there were roughly 40 schools in the state where suspensions, on average, exceeded one for every three students. Additionally, there were a handful of schools statewide where incidents of suspension approached a one-to-one ratio with enrollment.

Volunteered Hours

In an effort to determine the level of support, schools receive from their communities, the office of accountability asked principals statewide to supply the total number of hours that were volunteered by patrons of their school. This count was to exclude hours volunteered by students. Eighty-Six percent (86%) of principals responded to this question. On average, patrons of schools across the state volunteered 2.7 hours of service for every student that attended school; 3.5 hours for each elementary school student, 1.8 hours for every middle school/ junior high student, and 1.6 hours for every high school student in the state. Three schools across the state reported more than 50 hours of service volunteered for each student in their school. Transversely, there were 274 schools that reported no time (0 hours) volunteered at their school.

Electronic Records

This question was an attempt to inventory what records were being collected electronically by Oklahoma schools. The results of this question will likely be available in a separate report to follow later in 2002. However, the survey did show that 94% of the schools that responded to the survey (1,606) did keep at least some form of student level records in an electronic format.

HIGH SCHOOLS ONLY

The following three questions on the survey were asked only of the 458 high schools with 12th grade enrollments. Eighty-Eight percent of the high school principals from this group responded to at least one of the questions.

High School Senior Grade Point Average

The average grade point of the Oklahoma high school seniors was 3.01 during the 2000-01 school year at the 395 high schools (86%) that responded to this question. High school GPA should always be viewed in comparison to other performance measures as academic rigor varies from school to school (Figure 52).

Graduates Planning to Attend Out-of-State Colleges

On average, the 401 responding high school principals (88%) reported that 7.1% of their graduates were planning to attend out-of-state colleges. For high schools near the Oklahoma border, this number is especially important. The "Oklahoma College Going Rate" does not include students attending college in other states and the out-of-state college attendance rate may help to explain some districts' low Oklahoma college going rates.

Completion of 15 Units Required of College-Bound Students:

Four-hundred (400) Principals (87%) responded that, on average, 70.0% of their graduates had completed the 15 units required by Oklahoma public colleges and universities. This refers to the percentage of graduates who should be prepared to enroll in non-remedial courses at an Oklahoma college or university (Figure 51).

Education Oversight Board / Office of Accountability

T.D. Churchwell, Chairman · Secretary of Education Dr. Floyd Coppedge, CEO · Robert Buswell, Executive Director

2001 School Questionnaire

The Office of Accountability is required by law to provide an annual report to the people of Oklahoma. The following information is needed for, and may be included in, the Profiles 2001 Educational Indicators Reports, and the 2000-01 School Report Cards. Please complete and return the following questionnaire by **December 14, 2001**. This will be the only mailing of this year's questionnaire. Failure to respond will be noted as "FTR" on your school's report. Thank you for your time.

T.D. Churchwell Dr. Floyd Coppedge

Important Note **This is a sitespecific survey. Principals acting as administrator for more than one school should complete one survey for each site. Please do not provide district results.**

ALL PRINCIPALS:

1. For school year 2000-01, in order that we may calculate an attendance rate for your school, please provide the following:
   (a) Your school's (not district's) Average Daily Attendance (ADA) _____
   (b) Your school's (not district's) Average Daily Membership (ADM) _____
2. For school year 2000-01, in order that we may calculate a student mobility measure for your school, please provide the following:
   (a) The number of individual students enrolled in your school on May 1, 2001 _____
   (b) Of those individual students enrolled in your school on May 1, 2001, how many were also enrolled in your school earlier in that same school year on October 1, 2000? _____
3. As a measure of parental involvement during the 2000-01 school year, what percentage of your students had at least 1 parent (guardian) attend at least 1 parent-teacher conference? _____%
4. During the 2000-01 school year, how many incidents of out-of-school suspension were for 10 days or less?
   _____ (write 0 if no students were suspended for 10 days or less)
5. During the 2000-01 school year, how many incidents of out-of-school suspension were for more than 10 days?
   _____ (write 0 if no students were suspended for more than 10 days)
6. What was the total number of hours volunteered by patrons, excluding students, at your school during the 2000-01 school year? _____ Hours (write 0 if there were no volunteer hours)
7. Does your school currently maintain any of the following information in electronic format on an individual student basis?
   Please check all that apply. Check none if your school does not maintain students' records electronically.

   _____ grades/transcripts _____ emergency contact records _____ immunization history _____ none
   _____ class schedules _____ achievement test results _____ dropout information _____ other

HIGH SCHOOL PRINCIPALS ONLY:

1. What was the average GPA (based upon a 4.0 system) of your high school senior class for school year 2000-01? _____
2. Of your 2001 graduates, how many were planning to go out-of-state for college? __ _____
3. How many of your 2001 graduates completed the State Regents' 15-unit college-bound curriculum? _____

PRINCIPALS PLEASE PROVIDE:

☐☐ County Number

_____ County Name _____ District Name _____ School Name ☐☐☐☐ District Number

_____ Principal's Name (please print) _____ Principal's Signature ☐☐☐ Site Number

QUESTIONS?
Call the Office of Accountability at (405) 522-4578 FAX (405) 522-4581

QUICK AND EASY RETURN!!
1) Refold so that proper return address is showing. 2) Tape closed. No staples. 3) Affix postage and mail.

APPENDIX B

Juvenile Arrest Data By Offense Type
2000-2001

Criminal Offenses Only

Description	Offenses	%
Homicide	38	0.2%
Kidnapping	5	0.0%
Sexual Assault	187	0.9%
Robbery	173	0.9%
Assault	2,108	10.6%
Arson	136	0.7%
Extortion	73	0.4%
Burglary	2,027	10.2%
Theft	2,858	14.4%
Theft of Auto	966	4.9%
Forgery	208	1.0%
Fraud	74	0.4%
Embezzlement	45	0.2%
Stolen Property	571	2.9%
Damage Property	1,338	6.7%
Dangerous Drugs/Narcotics	2,147	10.8%
Sex Offenses	223	1.1%
Domestic Violence	395	2.0%
Liquor Under Age	440	2.2%
Obstruction of Police	357	1.8%
Escape/Flight	174	0.9%
Obstructing the Judiciary	1,865	9.4%
Weapon Offenses	523	2.6%
Public Peace	1,530	7.7%
Traffic Offenses	608	3.1%
Invasion of Privacy	411	2.1%
Conservation	55	0.3%
Other Offences	313	1.6%
Total	**19,848**	**100.0%**

Data Source: Office of Juvenile Affairs

APPENDIX C

Socioeconomic Indicators

Data Used to Indicate the Socioeconomic Conditions within Each County

County	Percent of the Population with Less Than a High School Diploma	Percent of Families with a Single Parent	Public Assistance Dollars Received per Capita	Students Eligible for Free or Reduced Lunch	K-3 Students in Need of Reading Remediation
Adair	43.9%	17.7%	$169	72.7%	26.0%
Alfalfa	22.7%	15.1%	$137	45.1%	17.0%
Atoka	40.2%	21.2%	$140	70.5%	20.4%
Beaver	24.7%	11.8%	$51	38.8%	24.1%
Beckham	33.5%	23.7%	$147	51.5%	15.2%
Blaine	28.8%	20.4%	$85	63.7%	16.3%
Bryan	32.7%	21.2%	$167	63.8%	16.8%
Caddo	33.8%	22.9%	$121	70.7%	27.2%
Canadian	17.7%	14.0%	$39	25.0%	17.0%
Carter	29.7%	23.3%	$97	55.1%	27.4%
Cherokee	30.1%	25.5%	$140	73.3%	26.5%
Choctaw	42.1%	31.3%	$206	68.4%	30.8%
Cimarron	29.0%	14.7%	$118	57.1%	21.4%
Cleveland	16.1%	17.8%	$43	27.8%	20.3%
Coal	39.6%	20.1%	$226	70.7%	19.6%
Comanche	18.9%	22.7%	$63	54.0%	18.9%
Cotton	37.2%	15.9%	$100	50.3%	20.7%
Craig	33.2%	16.5%	$82	56.8%	32.3%
Creek	31.1%	16.2%	$71	49.8%	24.0%
Custer	24.9%	18.4%	$64	57.8%	19.3%
Delaware	33.8%	17.5%	$132	63.1%	25.6%
Dewey	31.8%	12.8%	$109	54.0%	20.9%
Ellis	26.2%	13.8%	$40	51.8%	26.0%
Garfield	23.5%	21.0%	$79	42.3%	19.0%
Garvin	36.6%	19.3%	$114	51.9%	28.1%
Grady	31.0%	18.3%	$100	39.7%	21.4%
Grant	22.1%	11.9%	$72	43.0%	14.8%
Greer	35.3%	21.6%	$142	57.7%	19.0%
Harmon	42.0%	27.2%	$188	65.8%	19.9%
Harper	23.9%	13.4%	$30	45.2%	9.6%
Haskell	43.6%	19.6%	$129	75.4%	21.1%
Hughes	41.3%	25.0%	$142	68.4%	26.3%
Jackson	25.9%	19.9%	$110	46.1%	19.8%
Jefferson	41.3%	16.7%	$134	66.3%	19.0%
Johnston	39.0%	20.7%	$183	68.3%	23.6%
Kay	23.2%	17.2%	$71	49.4%	27.0%
Kingfisher	23.8%	13.4%	$73	50.0%	19.3%
Kiowa	35.0%	26.8%	$209	60.0%	15.1%
Latimer	36.9%	21.8%	$194	67.0%	31.2%
Le Flore	38.8%	18.4%	$163	65.0%	23.8%

Continued Next Page

Socioeconomic Indicators

Data Used to Indicate the Socioeconomic Conditions within Each County

Continued

County	Percent of the Population with Less Than a High School Diploma	Percent of Families with a Single Parent	Public Assistance Dollars Received per Capita	Students Eligible for Free or Reduced Lunch	K-3 Students in Need of Reading Remediation
Lincoln	31.2%	14.5%	$99	45.5%	19.4%
Logan	28.0%	19.1%	$92	50.5%	27.9%
Love	33.5%	16.1%	$111	64.7%	19.6%
McClain	27.8%	10.6%	$61	35.9%	21.8%
McCurtain	40.8%	25.2%	$222	71.9%	33.3%
McIntosh	38.5%	23.6%	$158	75.6%	18.5%
Major	29.1%	12.6%	$133	42.7%	28.7%
Marshall	39.3%	19.3%	$85	63.4%	16.9%
Mayes	32.1%	15.0%	$96	51.5%	27.7%
Murray	36.0%	18.8%	$128	54.1%	20.6%
Muskogee	31.7%	24.5%	$143	55.5%	28.4%
Noble	27.2%	16.1%	$76	41.6%	21.4%
Nowata	32.6%	17.1%	$88	56.9%	26.0%
Okfuskee	39.3%	23.0%	$197	72.6%	24.1%
Oklahoma	20.9%	27.4%	$84	50.1%	31.1%
Okmulgee	33.7%	26.5%	$131	60.9%	19.9%
Osage	27.0%	19.1%	$105	59.3%	21.2%
Ottawa	32.2%	21.5%	$110	64.2%	19.3%
Pawnee	27.0%	15.4%	$80	55.5%	20.8%
Payne	17.8%	19.2%	$43	38.1%	30.5%
Pittsburg	35.7%	20.2%	$111	59.2%	17.5%
Pontotoc	30.7%	21.3%	$101	60.6%	15.0%
Pottawatomie	29.7%	19.5%	$122	53.1%	32.5%
Pushmataha	42.2%	20.9%	$176	71.6%	23.9%
Roger Mills	27.9%	12.1%	$83	53.0%	21.3%
Rogers	21.9%	14.8%	$63	31.5%	24.8%
Seminole	37.9%	19.5%	$178	69.8%	25.5%
Sequoyah	40.4%	22.1%	$172	65.7%	24.4%
Stephens	29.2%	16.2%	$93	45.1%	20.9%
Texas	24.5%	14.4%	$82	51.8%	17.7%
Tillman	38.3%	18.2%	$128	63.2%	22.0%
Tulsa	18.3%	23.2%	$72	39.4%	32.2%
Wagoner	25.3%	14.2%	$84	52.6%	34.7%
Washington	20.4%	18.5%	$57	34.3%	23.2%
Washita	33.4%	11.3%	$102	54.9%	23.1%
Woods	23.9%	14.7%	$102	39.1%	22.6%
Woodward	26.6%	16.2%	$64	37.3%	26.6%
State Summary	**25.4%**	**21.3%**	**$92**	**48.8%**	**26.2%**

APPENDIX D

	TOTAL SCHOOLS						PUBLIC SCHOOLS						NON-PUBLIC SCHOOLS					
		AP SCHOOLS		TOTAL % SCHOOLS IN AP		% CHG		AP SCHOOLS		TOTAL % SCHOOLS IN AP		% CHG		AP SCHOOLS		TOTAL % SCHOOLS IN AP		% CHG
State	U.S.*	2000	2001	2000	2001	2000-01	U.S.*	2000	2001	2000	2001	2000-01	U.S.*	2000	2001	2000	2001	2000-01
Alabama	528	185	187	36.3%	35.4%	-0.9%	378	144	145	37.9%	38.4%	0.5%	150	41	42	31.5%	28.0%	-3.5%
Alaska	311	36	35	12.6%	11.3%	-1.3%	280	30	28	11.5%	10.0%	-1.5%	31	6	7	23.1%	22.6%	-0.5%
Arizona	353	129	139	51.0%	39.4%	-11.6%	188	98	110	51.0%	58.5%	7.5%	165	31	29	50.8%	17.6%	-33.2%
Arkansas	375	123	122	33.0%	32.5%	-0.5%	326	106	106	32.2%	32.5%	0.3%	49	17	16	38.6%	32.7%	-5.9%
California	1,609	1,156	1,196	74.7%	74.3%	-0.4%	1,032	818	861	83.0%	83.4%	0.4%	577	338	335	60.1%	58.1%	-2.0%
Colorado	391	189	190	49.9%	48.6%	-1.3%	305	146	149	48.7%	48.9%	0.2%	86	43	41	54.4%	47.7%	-6.7%
Connecticut	241	202	204	85.2%	84.6%	-0.6%	149	144	146	97.3%	98.0%	0.7%	92	58	58	65.2%	63.0%	-2.2%
Delaware	66	38	41	64.4%	62.1%	-2.3%	26	24	25	100.0%	96.2%	-3.8%	40	14	16	40.0%	40.0%	0.0%
District of Columbia	47	36	33	94.7%	70.2%	-24.5%	25	16	14	88.9%	56.0%	-32.9%	22	20	19	100.0%	86.4%	-13.6%
Florida	853	435	465	64.8%	54.5%	-10.3%	373	303	315	81.7%	84.5%	2.8%	480	132	150	44.0%	31.3%	-12.8%
Georgia	552	357	359	65.0%	65.0%	0.0%	335	268	271	80.2%	80.9%	0.7%	217	89	88	41.4%	40.6%	-0.8%
Hawaii	78	56	58	72.7%	74.4%	1.7%	42	34	35	81.0%	83.3%	2.3%	36	22	23	62.9%	63.9%	1.0%
Idaho	152	63	74	42.0%	48.7%	6.7%	133	55	62	42.0%	46.6%	4.6%	19	8	12	42.1%	63.2%	21.1%
Illinois	858	454	464	54.1%	54.1%	0.0%	632	344	350	54.1%	55.4%	1.3%	226	110	114	54.2%	50.4%	-3.8%
Indiana	532	316	316	59.1%	59.4%	0.3%	360	280	282	77.1%	78.3%	1.2%	172	36	34	20.9%	19.8%	-1.1%
Iowa	426	141	156	33.3%	36.6%	3.3%	373	117	129	31.4%	34.6%	3.2%	53	24	27	48.0%	50.9%	2.9%
Kansas	402	95	99	24.4%	24.6%	0.2%	346	79	83	22.9%	24.0%	1.1%	56	16	16	36.4%	28.6%	-7.8%
Kentucky	334	219	217	66.4%	65.0%	-1.4%	254	171	172	67.9%	67.7%	-0.2%	80	48	45	61.5%	56.3%	-5.3%
Louisiana	478	116	129	24.6%	27.0%	2.4%	328	66	75	20.1%	22.9%	2.8%	150	50	54	35.2%	36.0%	0.8%
Maine	183	112	119	63.3%	65.0%	1.7%	118	90	98	76.3%	83.1%	6.8%	65	22	21	37.3%	32.3%	-5.0%
Maryland	328	257	257	79.3%	78.4%	-0.9%	180	166	164	92.7%	91.1%	-1.6%	148	91	93	62.8%	62.8%	0.0%
Massachusetts	407	342	356	86.4%	87.5%	1.1%	261	239	250	90.9%	95.8%	4.9%	146	103	106	77.4%	72.6%	-4.8%
Michigan	883	486	505	56.7%	57.2%	0.5%	628	389	407	61.6%	64.8%	3.2%	255	97	98	43.1%	38.4%	-4.7%
Minnesota	484	215	231	44.6%	47.7%	3.1%	384	176	188	44.6%	49.0%	4.4%	100	39	43	44.8%	43.0%	-1.8%
Mississipp	335	127	121	38.7%	36.1%	-2.6%	244	91	89	37.6%	36.5%	-1.1%	91	36	32	41.9%	35.2%	-6.7%
Missouri	656	205	223	32.6%	34.0%	1.4%	516	140	160	27.1%	31.0%	3.9%	140	65	63	57.5%	45.0%	-12.5%
Montana	211	71	73	34.3%	34.6%	0.3%	184	65	67	35.7%	36.4%	0.7%	27	6	6	24.0%	22.2%	-1.8%
Nebraska	354	75	66	21.7%	18.6%	-3.1%	310	55	49	18.0%	15.8%	-2.2%	44	20	17	50.0%	38.6%	-11.4%
Nevada	105	41	48	38.7%	45.7%	7.0%	75	33	42	42.3%	56.0%	13.7%	30	8	6	28.6%	20.0%	-8.6%
New Hampshire	123	89	87	79.5%	70.7%	-8.8%	78	68	66	89.5%	84.6%	-4.9%	45	21	21	58.3%	46.7%	-11.6%
New Jersey	489	419	427	87.8%	87.3%	-0.5%	320	307	314	96.8%	98.1%	1.3%	169	112	113	70.0%	66.9%	-3.1%
New Mexico	170	79	81	50.0%	47.6%	-2.4%	119	56	66	46.7%	55.5%	8.8%	51	23	15	60.5%	29.4%	-31.1%
New York	1,268	969	986	76.7%	77.8%	1.1%	849	713	723	83.5%	85.2%	1.7%	419	256	263	62.4%	62.8%	0.4%
North Carolina	578	364	384	67.7%	66.4%	-1.3%	346	297	313	87.4%	90.5%	3.1%	232	67	71	33.8%	30.6%	-3.2%
North Dakota	196	17	17	8.8%	8.7%	-0.1%	185	14	16	7.6%	8.6%	1.0%	11	3	1	30.0%	9.1%	-20.9%
Ohio	900	561	576	63.1%	64.0%	0.9%	702	449	460	63.9%	65.5%	1.6%	198	112	116	60.2%	58.6%	-1.6%
Oklahoma	523	219	258	42.0%	49.3%	7.3%	481	179	216	37.1%	44.9%	7.8%	42	40	42	100.0%	100.0%	0.0%
Oregon	311	150	154	50.2%	49.5%	-0.7%	238	123	128	51.9%	53.8%	1.9%	73	27	26	43.5%	35.6%	-7.9%
Pennsylvania	949	585	592	63.4%	62.4%	-1.0%	599	435	446	72.7%	74.5%	1.8%	350	150	146	46.3%	41.7%	-4.6%
Rhode Island	68	47	43	70.1%	63.2%	-6.9%	45	32	30	72.7%	66.7%	-6.0%	23	15	13	65.2%	56.5%	-8.7%
South Carolina	321	233	227	74.0%	70.7%	-3.3%	197	182	184	91.9%	93.4%	1.5%	124	51	43	43.6%	34.7%	-8.9%
South Dakota	195	38	46	19.2%	23.6%	4.4%	176	31	40	17.1%	22.7%	5.6%	19	7	6	41.2%	31.6%	-9.6%
Tennessee	426	222	237	53.1%	55.6%	2.5%	298	150	160	50.3%	53.7%	3.4%	128	72	77	60.0%	60.2%	0.2%
Texas	1,627	1,015	1,063	63.1%	65.3%	2.2%	1,339	889	931	65.8%	69.5%	3.7%	288	126	132	49.0%	45.8%	-3.2%
Utah	131	103	98	78.6%	74.8%	-3.8%	107	87	83	79.8%	77.6%	-2.2%	24	16	15	72.7%	62.5%	-10.2%
Vermont	99	70	71	72.2%	71.7%	-0.5%	64	56	56	87.5%	87.5%	0.0%	35	14	15	42.4%	42.9%	0.5%
Virginia	487	354	354	74.7%	72.7%	-2.0%	316	267	268	85.9%	84.8%	-1.1%	171	87	86	53.4%	50.3%	-3.1%
Washington	424	245	259	58.1%	61.1%	3.0%	333	200	211	60.4%	63.4%	3.0%	91	45	48	49.5%	52.7%	3.2%
West Virginia	173	95	98	55.2%	56.6%	1.4%	128	85	86	64.4%	67.2%	2.8%	45	10	12	25.0%	26.7%	1.7%
Wisconsin	586	379	395	65.3%	67.4%	2.1%	445	331	345	74.5%	77.5%	3.0%	141	48	50	35.3%	35.5%	0.2%
Wyoming	81	28	24	33.3%	29.6%	-3.7%	74	27	23	36.0%	31.1%	-4.9%	7	1	1	11.1%	14.3%	3.2%
TOTAL (U.S.)	22,657	12,558	12,960	57.3%	57.2%	-0.1%	16,224	9,665	10,037	59.8%	61.9%	2.1%	6,433	2,893	2,923	50.4%	45.4%	-5.0%
NON-U.S./U.S.TERR/CAN		695	720															
GRAND TOTAL		13,253	13,680															

*SOURCE: Quality Education Data

APPENDIX E

Breakdown of Oklahoma Cost Accounting System (OCAS) Codes Included in each of the Eight ALL FUNDS Expenditure Areas

1) INSTRUCTION INSTRUCTION (1000 Series)

2) STUDENT SUPPORT SUPPORT SERVICES (2000 Series)
- SUPPORT SERVICES - STUDENTS (2100)
  - Attendance and Social Work Services
  - Guidance Services
  - Health Services
  - Psychological Educational Individual Services
  - Speech Pathology and Audiology Services
  - Other Support Services

3) INSTR. SUPPORT SUPPORT SERVICES (2000 Series)
- SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
  - Improvement of Instruction Services
  - Educational Media Services
  - Other Support Services - Instr. Staff

4) DISTRICT ADMIN. SUPPORT SERVICES (2000 Series)
- SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
  - Board of Education Services
  - Executive Administration Services
  - Special Area Administration Services

5) SCHOOL ADMIN. SUPPORT SERVICES (2000 Series)
- SUPPORT SERVICES - SCHOOL ADMINISTRATION (2400)
  - Office of the Principal Services (Independent Districts)
  - Other Support Services

6) DISTRICT SUPPORT SUPPORT SERVICES (2000 Series)
- SUPPORT SERVICES - BUSINESS (2500)
  - Fiscal Services
  - Internal Services
- OPERATION AND MAINTENANCE OF PLANT SERVICES (2600)
  - Supervision of Operation and Maintenance of Plant Services
  - Operation of Buildings Services
  - Care and Upkeep of Grounds Services
  - Care and Upkeep of Equipment Services
  - Vehicle Operation and Maint. Services (Not Student Trans.)
  - Security Services
  - Asbestos Abatement Services
  - Other Operation and Maintenance of Plant Services
- STUDENT TRANSPORTATION SERVICES (2700)
  - Supervision of Student Transportation Services
  - Vehicle Operation Services
  - Monitoring Services
  - Vehicle Servicing and Maintenance Services
  - Other Student Transportation Services
- SUPPORT SERVICES - CENTRAL (2800)
  - Planning, Research, Development, and Evaluation Services
  - Information Services
  - Staff Services
  - Data Processing Services
- OTHER SUPPORT SERVICES (2900)

Continued on Next Page

7) DEBT SERVICE

OTHER OUTLAYS (5000 Series)
- DEBT SERVICE (5100)

8) OTHER

OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series)
- CHILD NUTRITION PROGRAMS OPERATIONS (3100)
  - Supervision of Child Nutrition Programs Operations
  - Food Preparation and Dispensing Services
  - Food and Supplies Delivery Services
  - Other Direct and/or Related Child Nutrition Programs
  - Food Procurement Services
  - Non-Reimbursable Services
  - Nutrition Education and Staff Development
  - Other Child Nutrition Programs Operations
- OTHER ENTERPRISE SERVICES OPERATIONS (3200)
- COMMUNITY SERVICES OPERATIONS (3300)
  - Supervision of Community Services Operations
  - Other Community Services Operations

FACILITIES ACQUISITION AND CONSTR. SERV. (4000 Series)
- SUPERVISION OF FACILITIES ACQUISITION AND CONSTR. (4100)
- SITE ACQUISITION SERVICES (4200)
- SITE IMPROVEMENT SERVICES (4300)
- ARCHITECTURE AND ENGINEERING SERVICES (4400)
- EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500)
- BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600)
- BUILDING IMPROVEMENT SERVICES (4700)
- OTHER FACILITIES ACQUISITION AND CONSTR. SERVICES (4900)

OTHER OUTLAYS (5000 Series)
- PRIVATE NON-PROFIT SCHOOLS (5500)

OTHER USES (7000 Series)
- SCHOLARSHIPS (7100)
- STUDENT AID (7200)
- STAFF AWARDS (7300)
- WORKER'S COMPENSATION CLAIMS (7400)
- TORT LIABILITY CLAIMS (7500)
- MEDICAL CARE CLAIMS (7600)
- FLEX BENEFITS (7700)
- LONG-TERM DISABILITY CLAIMS (7800)

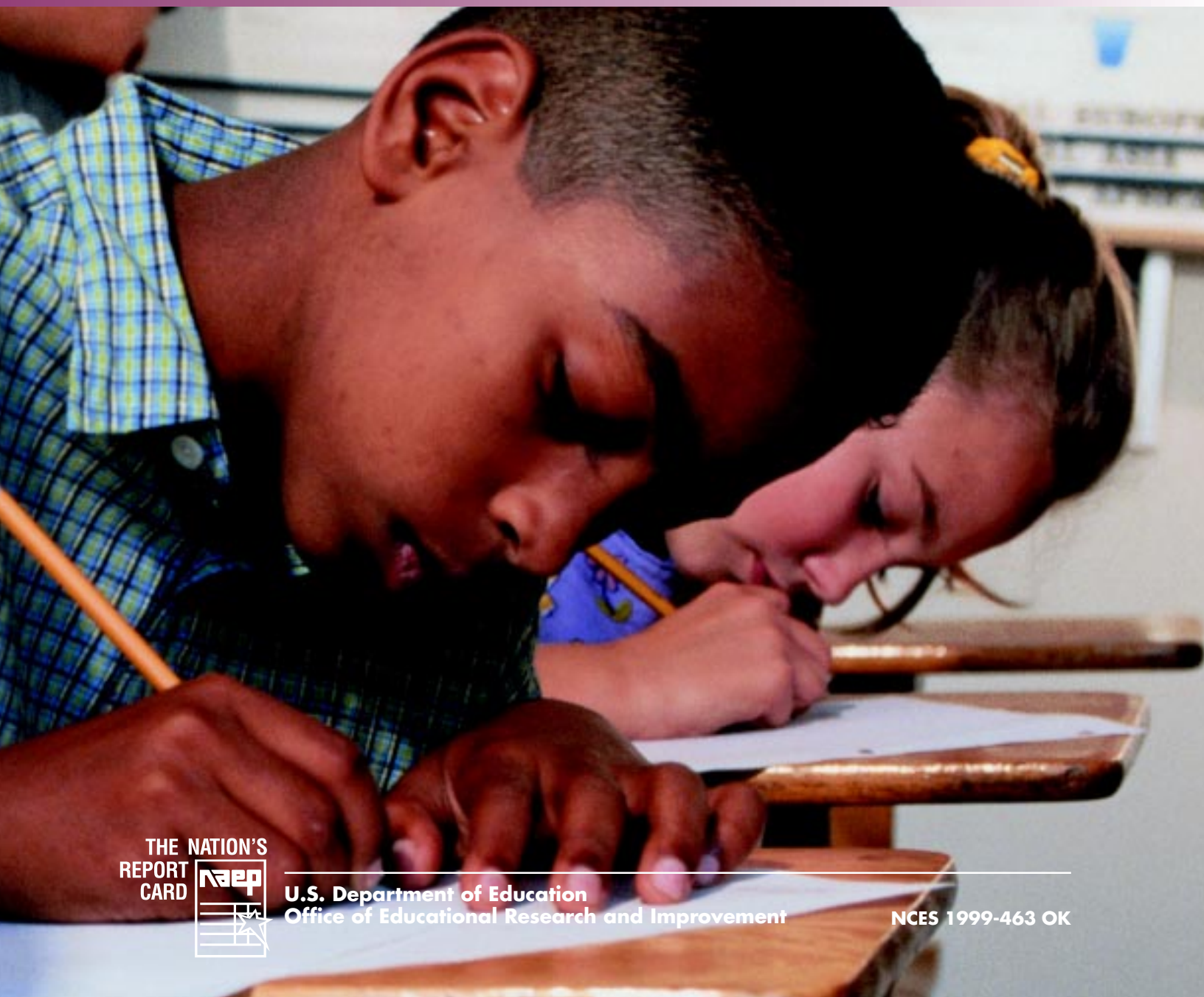
REPAYMENT (8000 Series)

APPENDIX F

NATIONAL CENTER FOR EDUCATION STATISTICS

NAEP 1998 Writing

STATE REPORT FOR OKLAHOMA



THE NATION'S REPORT CARD

U.S. Department of Education
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NCES 1999-463 OK

Overall Results in Terms of Achievement Levels

Table 1.1B presents the percentages of students who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* levels. Because the percentages in the levels are cumulative from *Basic* to *Proficient* to *Advanced*, they sum to more than 100 percent. Only the percentage of students at or above *Basic* (which includes *Proficient* and *Advanced*) plus the percentage of students below *Basic* will always sum to 100 percent.

Table 1.1B indicates the following in terms of achievement levels attained by Oklahoma's public school students.

- The percentage of public school eighth graders in Oklahoma who performed at or above the *Proficient* level was 25 percent. This percentage did not differ significantly from that of public school students across the nation (24 percent).
- The percentage of students who performed at or above the *Basic* level in Oklahoma was 88 percent. This percentage was greater than that of public school students nationwide (83 percent).

THE NATION'S REPORT CARD 1998 State Assessment

TABLE 1.1B

Percentages of public school students attaining achievement levels

	Below *Basic*	At or Above *Basic*	At or Above *Proficient*	*Advanced*
Oklahoma	12 (1.2)	88 (1.2)	25 (1.7)	1 (0.2)
West	20 (1.2)	80 (1.2)	22 (1.2)	1 (0.2)
Nation	17 (0.5)	83 (0.5)	24 (0.8)	1 (0.1)

The achievement levels correspond to the following points on the NAEP writing scale at grade 8: *Basic*, 114–172; *Proficient*, 173–223; and *Advanced*, 224 and above. The standard errors of the statistics appear in parentheses.

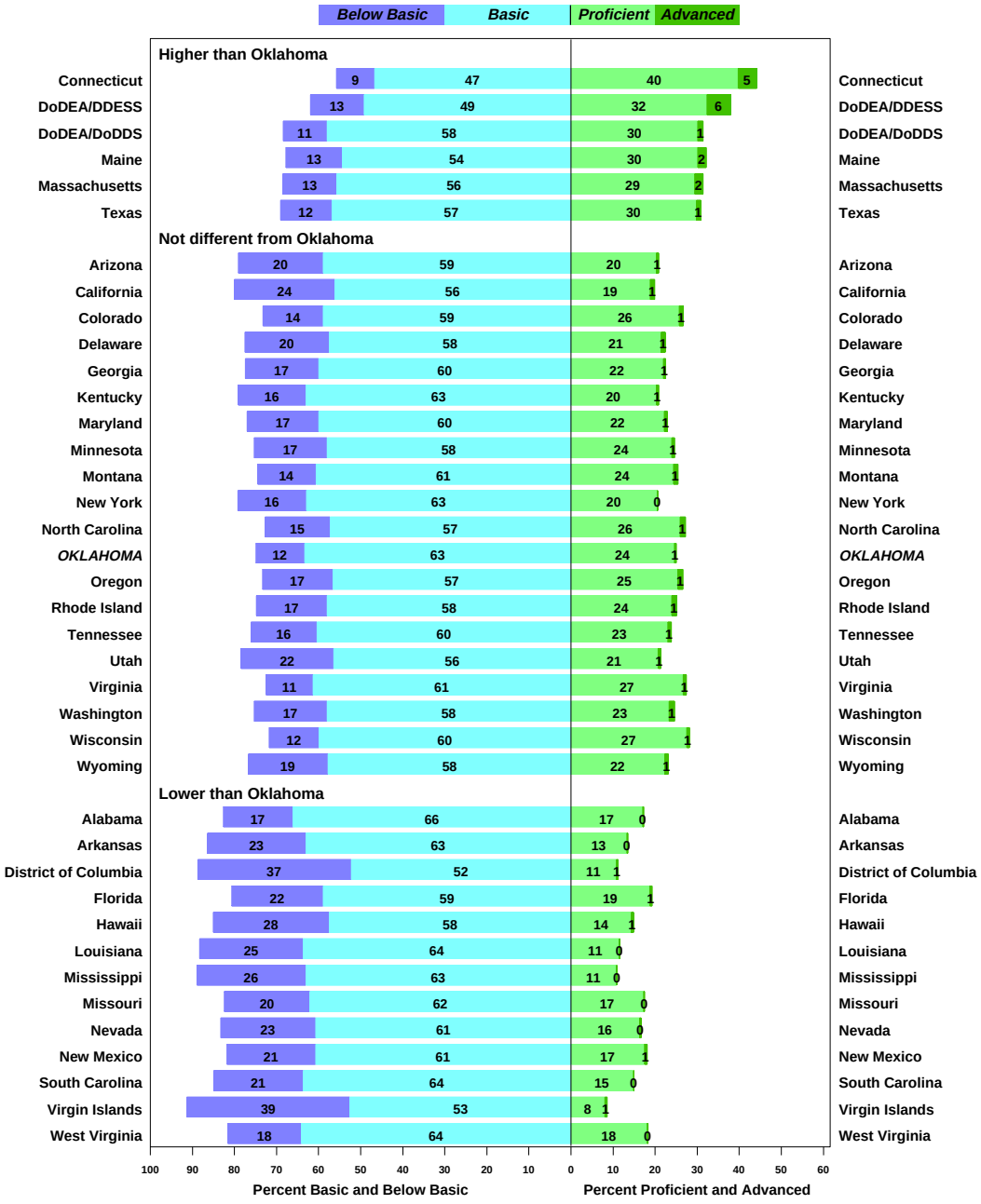
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.

THE NATION'S REPORT CARD 1998 State Assessment

FIGURE 1.3

Achievement levels for writing: Comparing the percentage of public school students at or above the Proficient level in Oklahoma with those in other participating jurisdictions at grade 8 in 1998

The bars below contain estimated percentages of students in each NAEP writing achievement category. Each population of students is aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above.



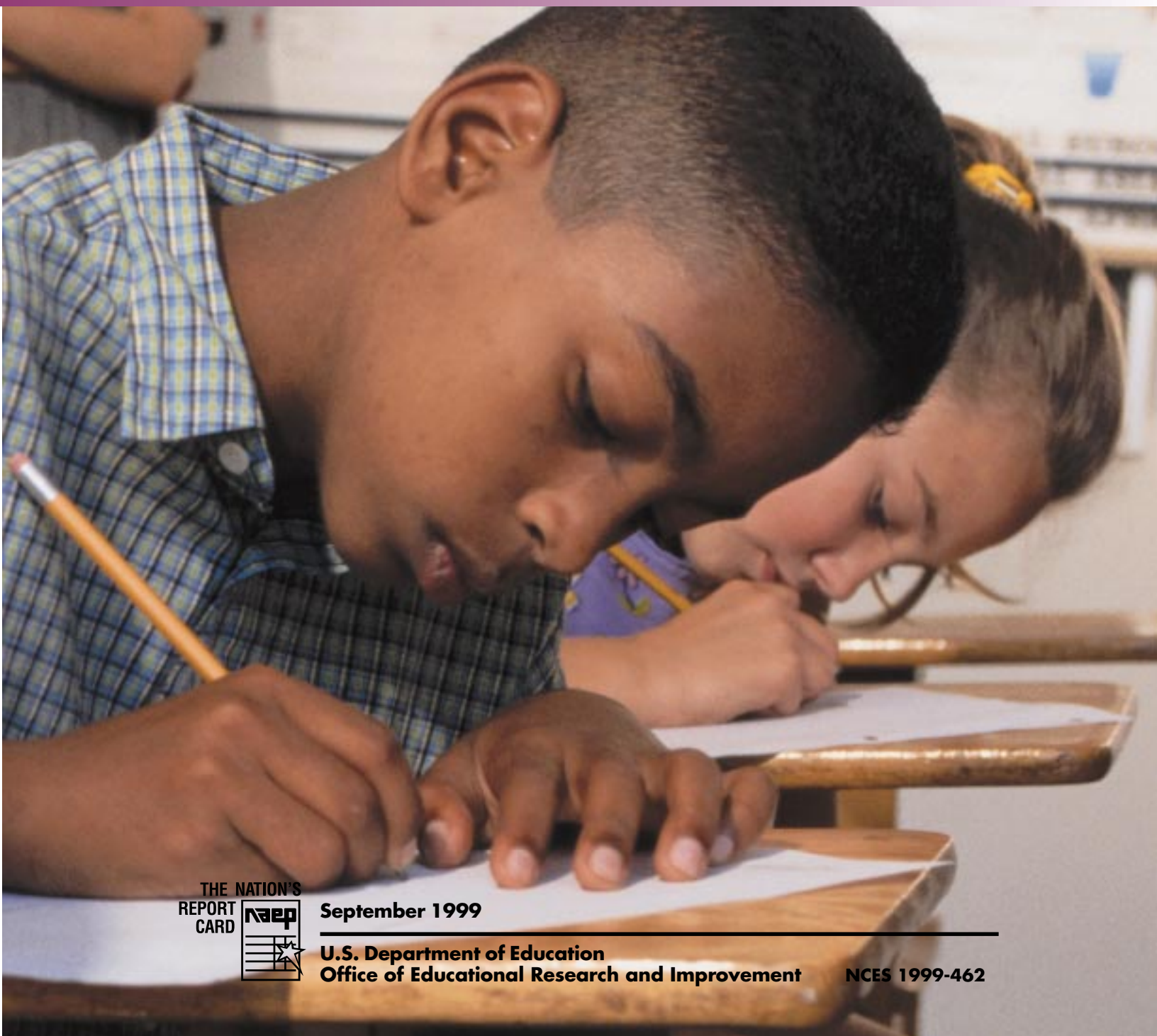
NOTE: Numbers may not add to 100, or to the exact percentage at or above Achievement levels, due to rounding.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.

NATIONAL CENTER FOR EDUCATION STATISTICS

NAEP 1998 Writing

REPORT CARD FOR THE NATION AND THE STATES



THE NATION'S REPORT CARD

September 1999

U.S. Department of Education
Office of Educational Research and Improvement

NCES 1999-462

Table 5.1

THE NATION'S REPORT CARD

Average grade 8 scale scores for the states for public schools only: 1998

	Average scale score
Nation	148
States	
Alabama	144
Arizona	143
Arkansas	137
California †	141
Colorado	151
Connecticut	165
Delaware	144
Florida	142
Georgia	146
Hawaii	135
Kentucky	146
Louisiana	136
Maine	155
Maryland	147
Massachusetts	155
Minnesota †	148
Mississippi	134
Missouri	142
Montana †	150
Nevada	140
New Mexico	141
New York †	146
North Carolina	150
Oklahoma	152
Oregon	149
Rhode Island	148
South Carolina	140
Tennessee	148
Texas	154
Utah	143
Virginia	153
Washington	148
West Virginia	144
Wisconsin †	153
Wyoming	146
Other Jurisdictions	
District of Columbia	126
DDESS	160
DoDDS	156
Virgin Islands	124

† Indicates jurisdiction did not meet one or more of the guidelines for school participation.

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

NOTE: National results are based on the national assessment sample, not on aggregated state assessment samples. Differences between states and jurisdictions may be partially explained by other factors not included in this table.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.

NATIONAL CENTER FOR EDUCATION STATISTICS

NAEP 1998 Reading

STATE REPORT FOR OKLAHOMA

THE NATION'S REPORT CARD

U.S. Department of Education
Office of Educational Research and Improvement

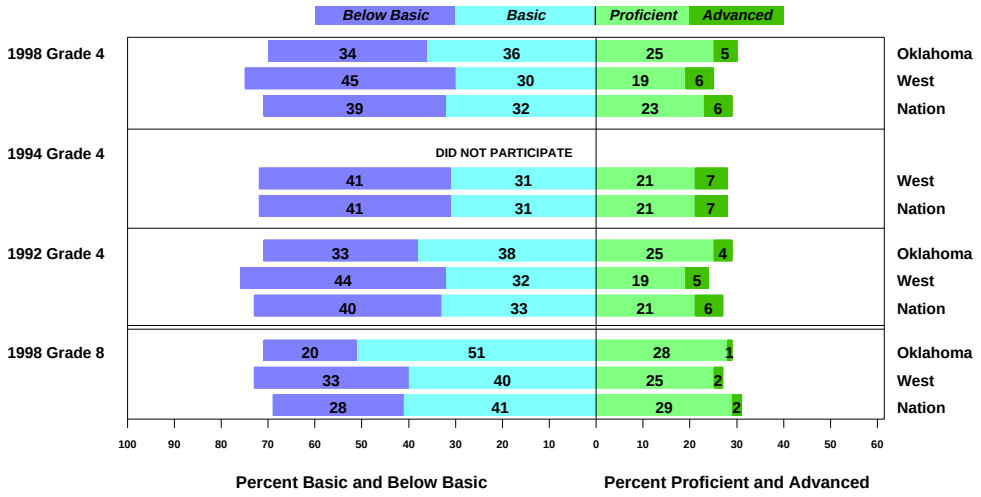
NCES 1999-460 OK

THE NATION'S REPORT CARD 1998 State Assessment

FIGURE 2

Reading achievement level results for public school students at grades 4 and 8

The bars below contain estimated percentages of students in each NAEP reading achievement category. Each population of students is aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above.



SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, and 1998 Reading Assessments.

The text and tables in this report refer to the percentage of students who score "at or above *Proficient*" and "at or above *Basic*." These percentages are cumulative. For instance, in Table 1B in Section 2, "at or above *Proficient*" appears as a single percentage. In order to compare the percentage in Figures 2, 4, and 5 with that in Table 1B, the percentage appearing in the *Proficient* band in the figures must be added to the percentage in the *Advanced* band to obtain the percentage of students whose scores categorize them as "at or above *Proficient*." Similarly, the sum of the percentages appearing in the *Basic*, *Proficient*, and *Advanced* bands yields the percentage of students "at or above *Basic*."

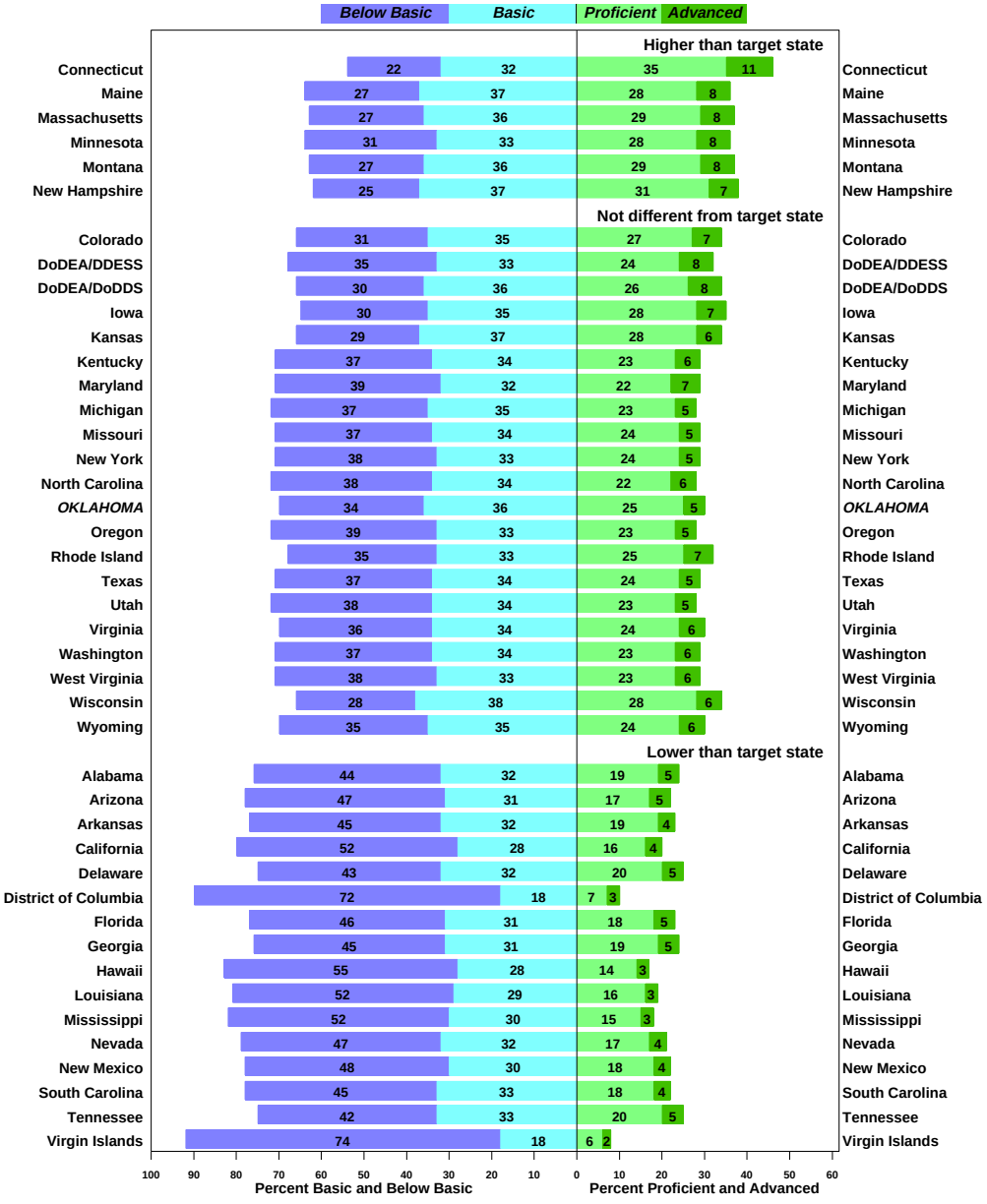
Figures 2, 4, and 5 allow one to compare performance by the total percentage of a given student population whose scores put the students in the broad category "at or above *Proficient*" (that is, simply comparing bar lengths to the right of the zero axis). Other interesting comparisons might consider the components of the bar lengths. For instance, one student population with 40 percent of its members performing at or above *Proficient* could have 35 percent at *Proficient* and 5 percent at *Advanced*. Another student population, also with 40 percent of its members performing at or above *Proficient*, might have 25 percent at *Proficient* and 15 percent at *Advanced*. In a similar manner, on the left side of the zero axis, much can be gained by comparing the percentage of students performing at the *Basic* level with the percentage below the *Basic* level.

THE NATION'S REPORT CARD
1998 State Assessment

FIGURE 4

Achievement levels for reading: Comparing the percentage of public school students at or above the Proficient level in Oklahoma with those in other participating jurisdictions at grade 4 in 1998

The bars below contain estimated percentages of students in each NAEP reading achievement category. Each population of students is aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above.



Differences between states and other jurisdictions may be partially explained by other factors not included in this figure.

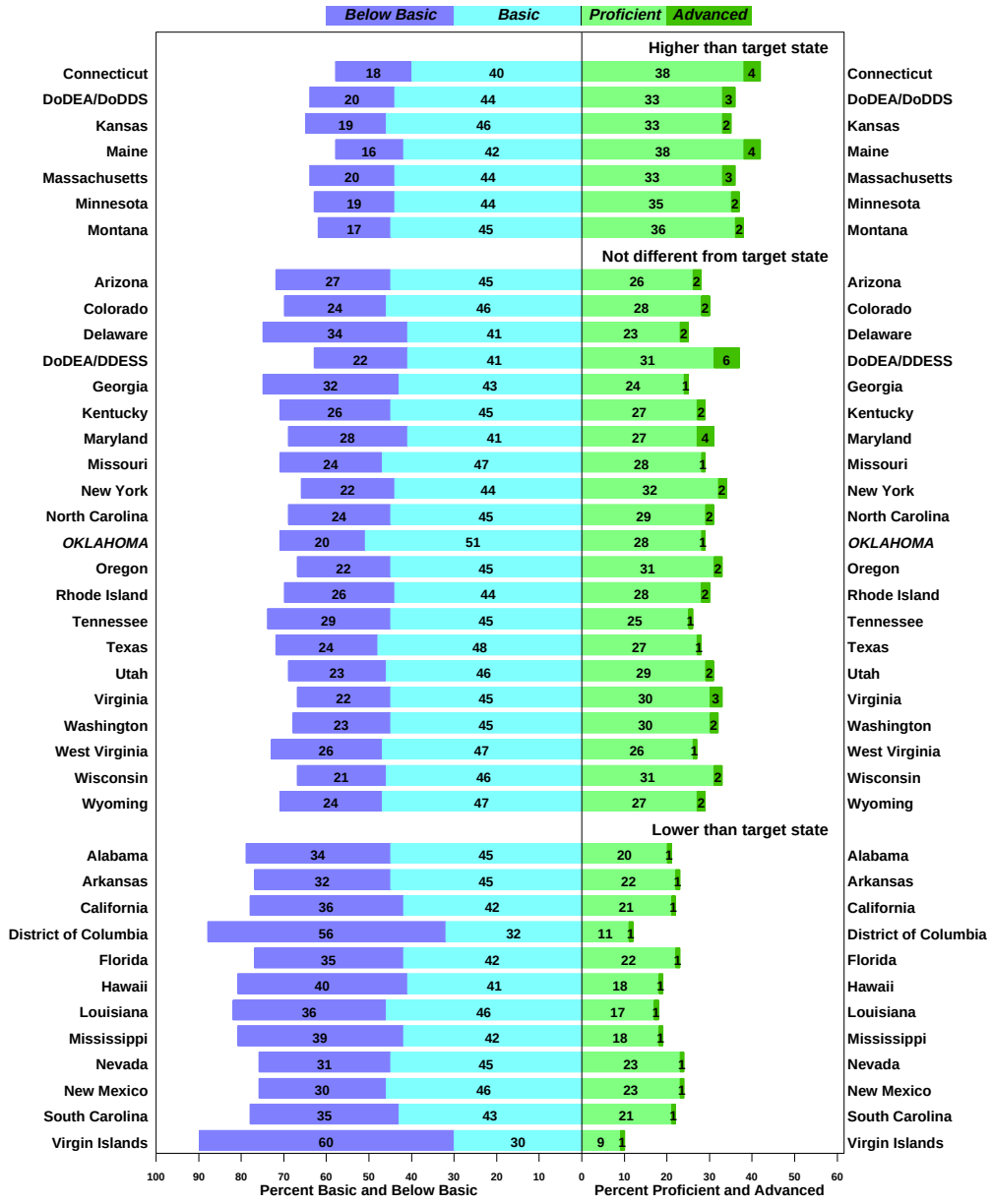
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

THE NATION'S REPORT CARD 1998 State Assessment

FIGURE 5

Achievement levels for reading: Comparing the percentage of public school students at or above the Proficient level in Oklahoma with those in other participating jurisdictions at grade 8 in 1998

The bars below contain estimated percentages of students in each NAEP reading achievement category. Each population of students is aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above.



Differences between states and other jurisdictions may be partially explained by other factors not included in this figure.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

NATIONAL CENTER FOR EDUCATION STATISTICS

NAEP 1998 Reading

REPORT CARD FOR THE NATION AND THE STATES

THE NATION'S REPORT CARD

March, 1999

U.S. Department of Education
Office of Educational Research and Improvement
NCES 1999-500

Table 5.1

THE NATION'S REPORT CARD

Average grade 4 scale scores for the states for public schools only: 1992, 1994, and 1998

	Average scale score		
	1992	1994	1998
Nation	215	212	215+
States			
Alabama	207	208	211
Arizona	209	206	207
Arkansas	211	209	209
California†	202	197	202
Colorado	217	213	222**++
Connecticut	222	222	232**++
Delaware	213	206	212++
Florida	208	205	207
Georgia	212	207	210
Hawaii	203	201	200
Iowa†	225	223	223
Kansas†	—	—	222
Kentucky	213	212	218*++
Louisiana	204	197	204++
Maine	227	228	225
Maryland	211	210	215+
Massachusetts†	226	223	225
Michigan	216	—	217
Minnesota†	221	218	222
Mississippi	199	202	204*
Missouri	220	217	216
Montana†	—	222	226
Nevada	—	—	208
New Hampshire†	228	223	226
New Mexico	211	205	206
New York†	215	212	216
North Carolina	212	214	217**
Oklahoma	220	—	220
Oregon	—	—	214
Rhode Island	217	220	218
South Carolina	210	203	210++
Tennessee	212	213	212
Texas	213	212	217
Utah	220	217	215**
Virginia	221	213	218+
Washington	—	213	217+
West Virginia	216	213	216
Wisconsin†	224	224	224
Wyoming	223	221	219*
Other Jurisdictions			
District of Columbia	188	179	182**
DDESS	—	—	220
DoDDS	—	218	223++
Virgin Islands	171	—	178*

** Indicates that the average scale score in 1998 was significantly different from that in 1992 using a multiple comparison procedure based on all jurisdictions that participated both years. * Indicates that the average scale score in 1998 was significantly different from that in 1992 if only one jurisdiction is being examined. ++ Indicates that the average scale score in 1998 was significantly different from that in 1994 using a multiple comparison procedure based on all jurisdictions that participated both years. + Indicates that the average scale score in 1998 was significantly different from that in 1994 if only one jurisdiction or the nation is being examined.

— Indicates jurisdiction did not participate. † Indicates jurisdiction did not meet one or more of the guidelines for school participation. DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools. DoDDS: Department of Defense Dependents Schools (Overseas). NOTE: National results are based on the national assessment sample, not on aggregated state assessment samples. Differences between states and jurisdictions may be partially explained by other factors not included in this table. SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, and 1998 Reading Assessments.

Table 5.2

THE NATION'S REPORT CARD

Average grade 8 scale scores for the states for public schools only: 1998

	Average scale score 1998
Nation	261
States	
Alabama	255
Arizona	261
Arkansas	256
California†	253
Colorado	264
Connecticut	272
Delaware	256
Florida	253
Georgia	257
Hawaii	250
Kansas†	268
Kentucky	262
Louisiana	252
Maine	273
Maryland†	262
Massachusetts	269
Minnesota†	267
Mississippi	251
Missouri	263
Montana†	270
Nevada	257
New Mexico	258
New York†	266
North Carolina	264
Oklahoma	265
Oregon	266
Rhode Island	262
South Carolina	255
Tennessee	259
Texas	262
Utah	265
Virginia	266
Washington	265
West Virginia	262
Wisconsin†	266
Wyoming	262
Other Jurisdictions	
District of Columbia	236
DDESS	269
DoDDS	269
Virgin Islands	233

† Indicates jurisdiction did not meet one or more of the guidelines for school participation.
DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools.
DoDDS: Department of Defense Dependents Schools (Overseas).
NOTE: National results are based on the national assessment sample, not on aggregated state assessment samples. Differences between states and jurisdictions may be partially explained by other factors not included in this table.
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

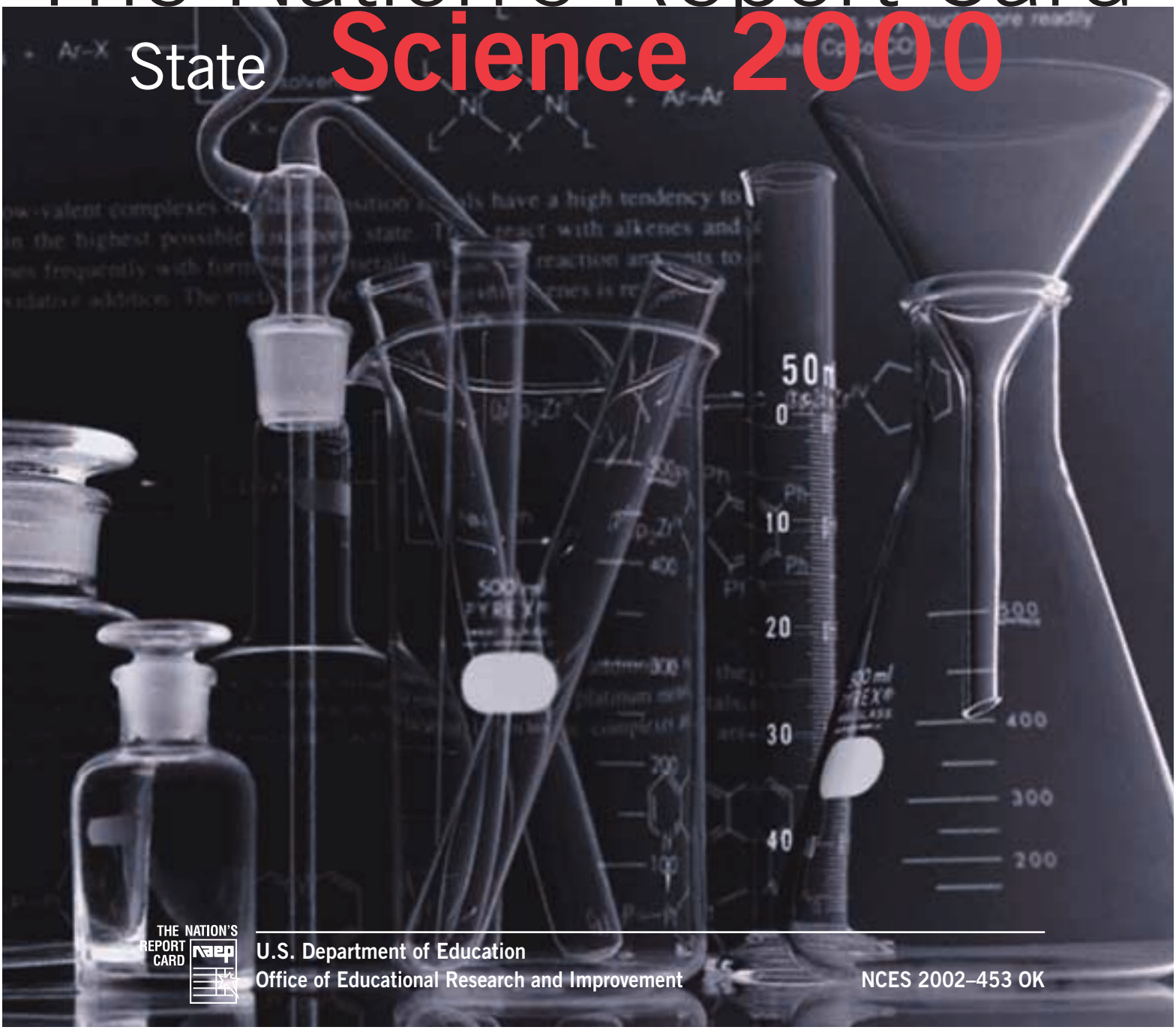
Report for Oklahoma

Findings from the
National Assessment of Educational Progress

National Center for Education Statistics

The Nation's Report Card

State Science 2000



THE NATION'S REPORT CARD

U.S. Department of Education
Office of Educational Research and Improvement
NCES 2002–453 OK

Overall Achievement Levels Results

Tables 1C and 1D present the percentages of students who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at the *Advanced* level. Table 1C is based on the sample in which accommodations were not permitted whereas table 1D presents results for the sample in which accommodations were permitted. In each table, because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they may sum to more than 100 percent. Only the percentage of students at or above *Basic* (which includes the students at *Proficient* and *Advanced*) plus the students below *Basic* will always sum to 100 percent.

Grade 4 Achievement Level Results: Sample in Which Accommodations Were Not Permitted

- In 2000, the percentage of Oklahoma's students who performed at or above the *Proficient* level was 26 percent. This did not differ significantly from the percentage of the nation's public school students who performed at the same level (28 percent).

Grade 8 Achievement Level Results: Sample in Which Accommodations Were Not Permitted

- In 2000, the percentage of Oklahoma's students who performed at or above the *Proficient* level was 26 percent. This was smaller than the percentage of the nation's public school students who performed at or above *Proficient* (30 percent).

TABLE 1C

The Nation's Report Card Science 2000 State Assessment

Percentages of public school students attaining achievement levels at grades 4 and 8 for the sample in which accommodations were not permitted: 2000

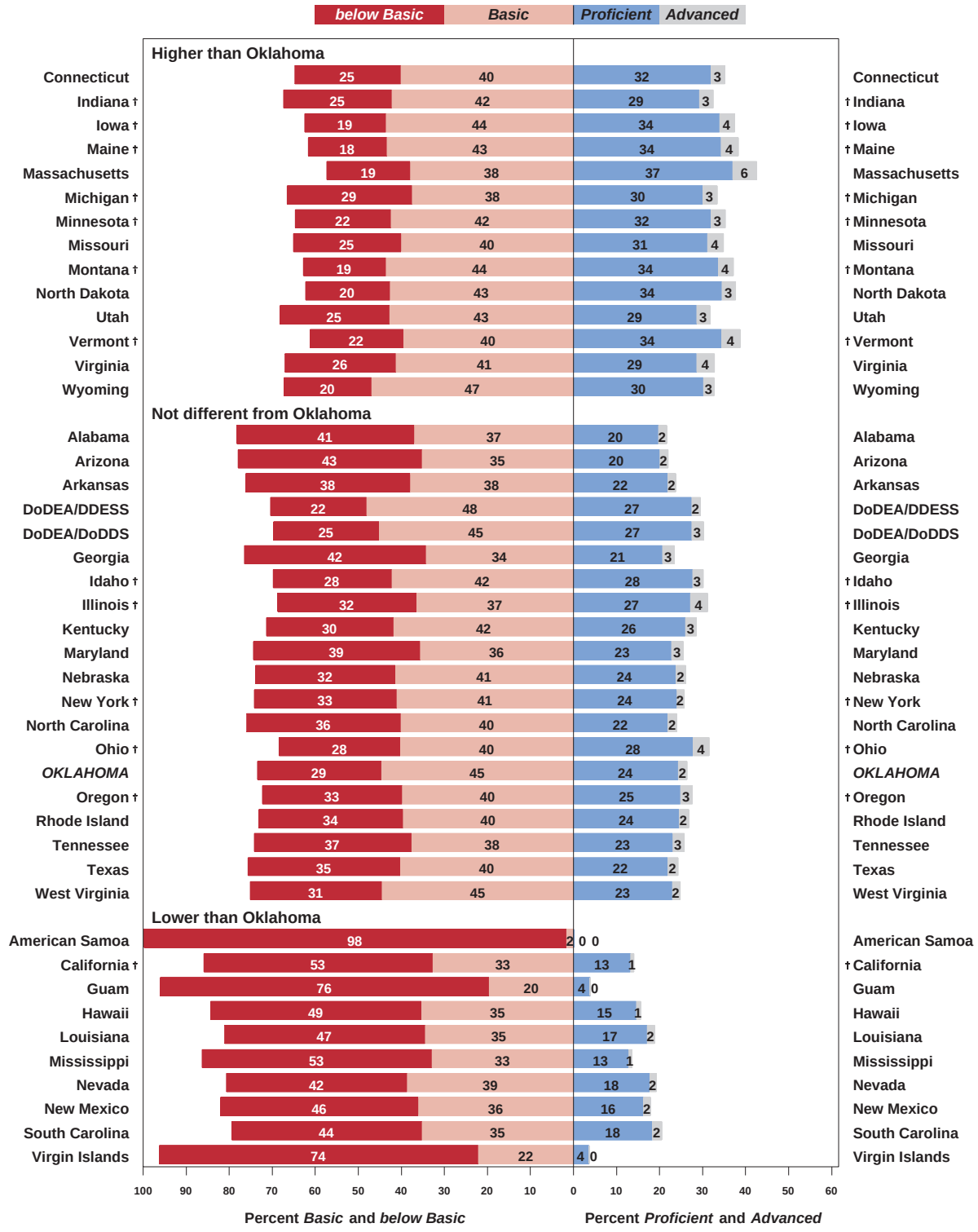
		Below *Basic*	At or Above *Basic*	At or Above *Proficient*	*Advanced*
Grade 4					
2000	Oklahoma	29 (2.1)	71 (2.1)	26 (1.9)	2 (0.4)
	West	37 (1.9)	63 (1.9)	27 (1.9)	3 (0.6)
	Nation	36 (0.9)	64 (0.9)	28 (0.9)	3 (0.3)
Grade 8					
2000	Oklahoma	38 (1.5)	62 (1.5)	26 (1.4)	2 (0.4)
	West	45 (1.7)	55 (1.7)	27 (1.5)	3 (0.6)
	Nation	41 (0.9)	59 (0.9)	30 (0.9)	4 (0.4)

NOTE: The NAEP science scale ranges from 0 to 300. The achievement levels correspond to the following points on the NAEP science scale at grade 4 (and 8): *Basic*, 138–169 (143–169); *Proficient*, 170–204 (170–207); and *Advanced*, 205 (208) and above. The standard errors of the statistics in the table appear in parentheses.
*** Sample size is insufficient to permit a reliable estimate.
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment.

FIGURE 3A

The Nation's Report Card Science 2000 State Assessment

The percentage of public school students at or above the Proficient level in Oklahoma compared with those in other participating jurisdictions at grade 4 in 2000, based on the sample in which accommodations were not permitted



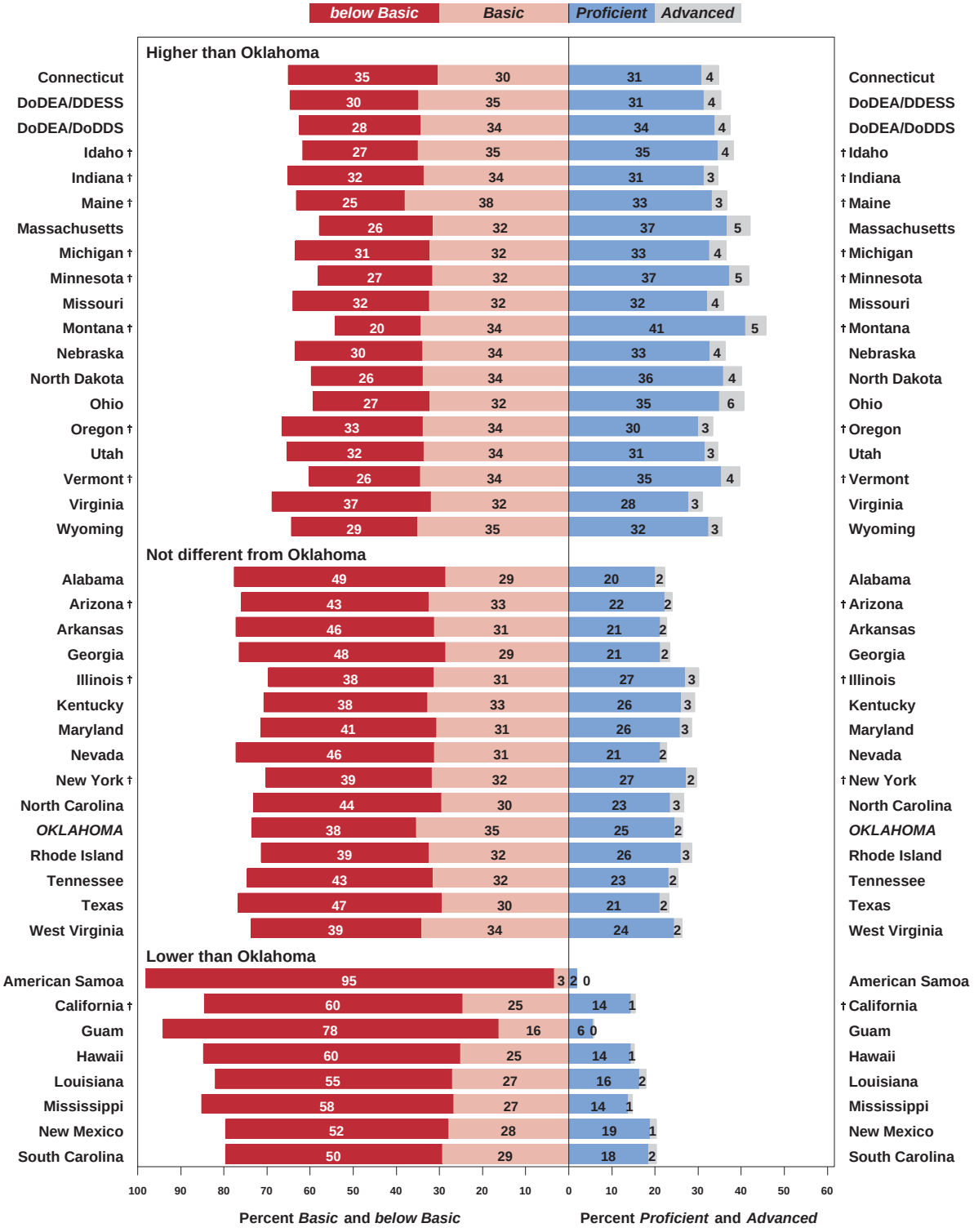
† Indicates that the jurisdiction did not meet one or more of the guidelines for school participation.

NOTE: The bars above contain estimated percentages of students in each NAEP science achievement category.
Each population of students is aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above.
Numbers may not add to 100, or to the exact percentage at or above achievement levels, due to rounding.
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment.

FIGURE 3B

The Nation's Report Card Science 2000 State Assessment

The percentage of public school students at or above the Proficient level in Oklahoma compared with those in other participating jurisdictions at grade 8 in 2000, based on the sample in which accommodations were not permitted



† Indicates that the jurisdiction did not meet one or more of the guidelines for school participation.

NOTE: The bars above contain estimated percentages of students in each NAEP science achievement category.
Each population of students is aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above.
Numbers may not add to 100, or to the exact percentage at or above achievement levels, due to rounding.
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment.

TABLE 7

The Nation's Report Card Science 2000 State Assessment

Sample sizes and average scale scores in the sample in which accommodations were not permitted and the sample in which accommodations were permitted for each jurisdiction participating in the 2000 science assessment

	Grade 4				Grade 8			
	Sample in which accommodations were not permitted		Sample in which accommodations were permitted		Sample in which accommodations were not permitted		Sample in which accommodations were permitted	
	N	Average	N	Average	N	Average	N	Average
Alabama	2526	143 (1.7)	2552	143 (1.7)	2400	141 (1.9)	2382	143 (1.7)
Arizona †	2080	141 (1.4)	2068	140 (1.8)	1783	146 (1.6)	1822	145 (1.3)
Arkansas	2175	144 (1.7)	2214	145 (1.3)	2115	143 (1.3)	2140	142 (1.2)
California †	1682	131 (2.0)	1714	129 (3.0)	1650	132 (1.5)	1723	129 (1.8)
Connecticut	2493	156 (1.3)	2550	156 (1.3)	2506	154 (1.4)	2551	153 (1.6)
Georgia	2640	143 (1.4)	2687	142 (1.4)	2550	144 (1.5)	2578	142 (1.6)
Hawaii	2425	136 (1.4)	2439	136 (1.4)	2268	132 (1.2)	2285	130 (1.4)
Idaho †	1717	153 (1.5)	1750	152 (1.4)	1973	159 (1.1)	2003	158 (1.0)
Illinois †	1596	151 (1.6)	1671	150 (2.4)	1753	150 (1.9)	1808	148 (1.7)
Indiana †	1812	155 (1.6)	1870	154 (1.5)	1878	156 (1.7)	1904	154 (1.4)
Iowa †	1887	160 (1.4)	1951	159 (1.3)	----	--- (--.-)	----	--- (--.-)
Kentucky	2248	152 (1.1)	2311	152 (1.2)	2303	152 (1.3)	2383	150 (1.2)
Louisiana	2452	139 (1.9)	2538	139 (1.8)	2373	136 (1.7)	2393	134 (1.5)
Maine †	2094	161 (1.0)	2184	161 (1.1)	2156	160 (1.0)	2254	158 (0.9)
Maryland	2648	146 (1.3)	2737	145 (1.3)	2336	149 (1.3)	2434	146 (1.4)
Massachusetts	2274	162 (1.2)	2351	161 (1.4)	2277	161 (1.6)	2389	158 (1.1)
Michigan †	1875	154 (1.8)	1922	152 (1.8)	2024	156 (1.7)	2047	155 (1.8)
Minnesota †	1853	157 (1.5)	1894	157 (1.6)	1435	160 (2.1)	1458	159 (1.2)
Mississippi	2776	133 (1.4)	2799	133 (1.4)	2495	134 (1.2)	2514	134 (1.2)
Missouri	2367	156 (1.6)	2473	157 (1.2)	2320	156 (1.1)	2415	154 (1.2)
Montana †	1176	160 (2.1)	1201	160 (1.5)	1692	165 (1.2)	1745	164 (1.4)
Nebraska	1289	150 (1.8)	1315	150 (1.8)	1898	157 (1.0)	1863	158 (1.4)
Nevada	2526	142 (1.3)	2619	142 (1.2)	2694	143 (1.1)	2733	141 (1.0)
New Mexico	1895	138 (2.0)	1999	140 (1.8)	1903	140 (1.6)	1981	139 (1.5)
New York †	1764	149 (1.4)	1848	148 (1.3)	1616	149 (2.4)	1697	145 (2.1)
North Carolina	2374	148 (1.4)	2482	147 (1.3)	2342	147 (1.5)	2452	145 (1.4)
North Dakota	2338	160 (0.8)	2400	160 (0.9)	2194	161 (0.9)	2221	159 (1.1)
Ohio †	1887	154 (1.6)	1922	155 (1.4)	2122	161 (1.5)	2169	159 (1.5)
Oklahoma	2377	152 (1.4)	2475	151 (1.3)	2452	149 (1.2)	2515	149 (1.1)
Oregon †	1625	150 (1.9)	1686	148 (2.0)	1751	154 (1.6)	1780	154 (1.4)
Rhode Island	2395	148 (1.5)	2500	148 (1.3)	2360	150 (1.3)	2440	148 (0.9)
South Carolina	2448	141 (1.2)	2495	140 (1.3)	2298	142 (1.3)	2336	140 (1.4)
Tennessee	2496	147 (1.5)	2522	145 (1.4)	2227	146 (1.5)	2257	145 (1.5)
Texas	2125	147 (1.6)	2229	145 (1.8)	2302	144 (1.5)	2331	143 (1.7)
Utah	2652	155 (1.1)	2694	154 (1.3)	2446	155 (0.9)	2475	154 (1.0)
Vermont †	1237	159 (1.7)	1312	160 (1.3)	1966	161 (0.9)	2021	159 (1.0)
Virginia	2502	156 (1.6)	2615	155 (1.4)	2435	152 (1.2)	2508	151 (1.0)
West Virginia	2522	150 (1.1)	2639	149 (1.3)	2436	150 (1.1)	2567	146 (1.1)*
Wyoming	1745	158 (1.1)	1821	156 (1.3)	2560	158 (1.0)	2575	156 (1.0)
American Samoa	453	51 (1.7)	475	54 (1.6)	445	72 (2.3)	471	74 (4.2)
DDESS	1295	157 (0.7)	1300	157 (0.9)	650	159 (1.2)	701	155 (1.6)
DoDDS	2790	156 (0.5)	2825	155 (0.8)	1962	159 (0.8)	1999	159 (0.8)
Guam	996	110 (2.3)	1064	114 (1.2)	945	114 (4.5)	921	114 (1.8)
Virgin Islands	690	116 (1.1)	698	116 (1.7)	----	--- (--.-)	----	--- (--.-)

NOTE: The NAEP science scale ranges from 0 to 300. The standard errors of the statistics in the table appear in parentheses.
† Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in one or both grades.
* Indicates that the average scale score for the sample in which accommodations were permitted was significantly different from the average scale score for the sample in which accommodations were not permitted within a single jurisdiction.
** Indicates that the average scale score for the sample in which accommodations were permitted was significantly different from the average scale score for the sample in which accommodations were not permitted using a multiple comparison procedure based on all jurisdictions that participated.
--- Iowa did not participate at grade 8. Virgin Islands failed to meet participation guidelines to report results at grade 8.
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment.

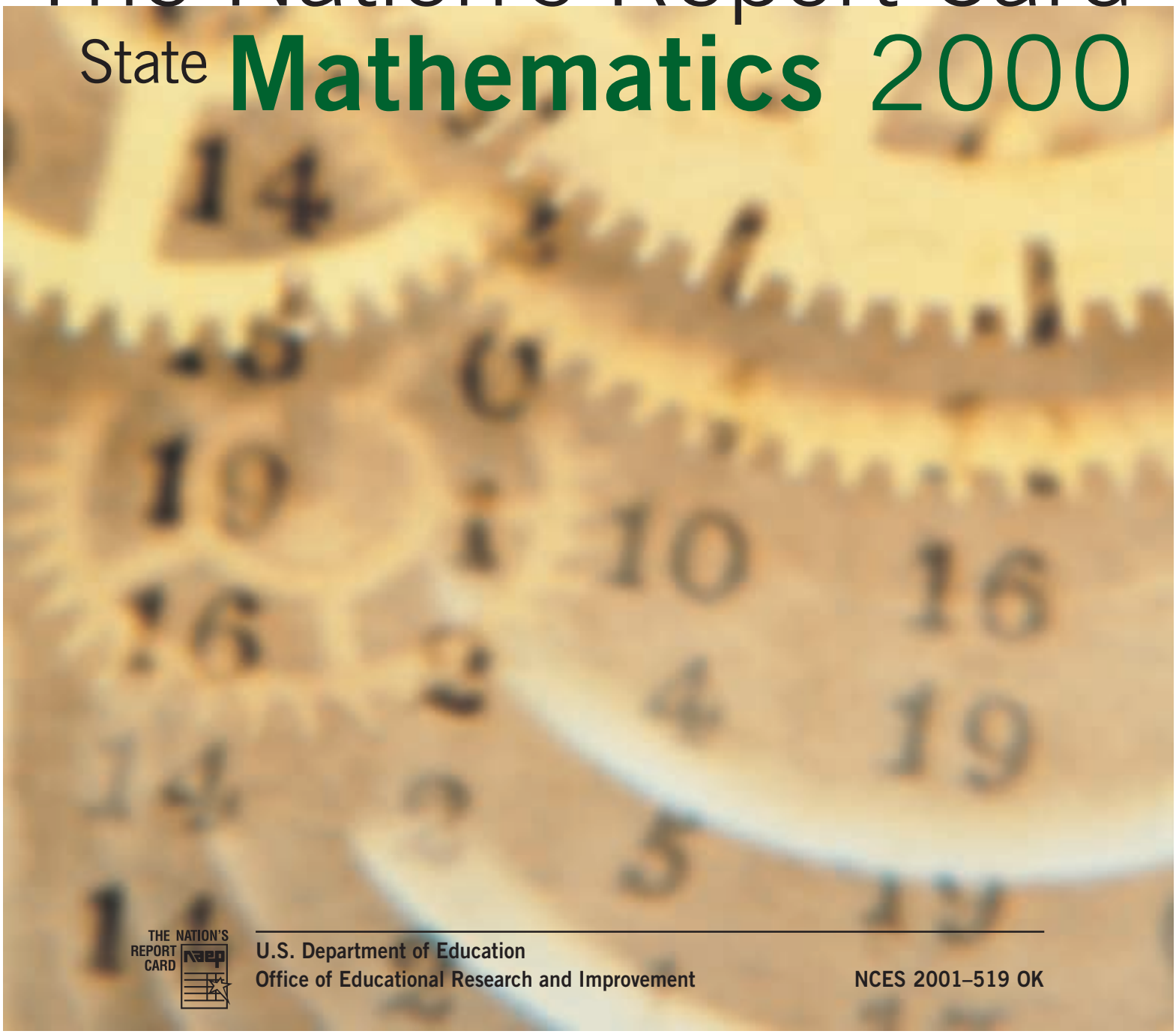
Report for Oklahoma

Findings from the
National Assessment of Educational Progress

National Center for Education Statistics

The Nation's Report Card

State Mathematics 2000



THE NATION'S REPORT CARD

U.S. Department of Education
Office of Educational Research and Improvement

NCES 2001–519 OK

TABLE 1C

The Nation's Report Card 2000 State Assessment

Percentages of public school students attaining achievement levels at grades 4 and 8 for the sample in which accommodations were not permitted: 1990 to 2000

		Below *Basic*	At or Above *Basic*	At or Above *Proficient*	*Advanced*
Grade 4					
2000	Oklahoma	31 (1.9)	69 (1.9)	16 (1.2)	1 (0.2)
	West	35 (2.5)	65 (2.5)	24 (2.3)	3 (0.5)
	Nation	33 (1.2)	67 (1.2)	25 (1.2)	2 (0.3)
1992	Oklahoma	40 (1.7)*	60 (1.7)*	14 (1.2)	1 (0.3)
	West	43 (2.3)*	57 (2.3)*	17 (2.2)*	2 (0.6)
	Nation	43 (1.2)*	57 (1.2)*	17 (1.1)*	2 (0.3)
Grade 8					
2000	Oklahoma	36 (1.9)	64 (1.9)	19 (1.2)	2 (0.3)
	West	38 (1.6)	62 (1.6)	26 (1.5)	5 (0.7)
	Nation	35 (0.9)	65 (0.9)	26 (1.0)	5 (0.5)
1992	Oklahoma	41 (1.6)	59 (1.6)	17 (1.1)	1 (0.3)
	West	43 (2.6)	57 (2.6)	20 (2.0)*	3 (1.0)
	Nation	44 (1.2)*	56 (1.2)*	20 (1.0)*	3 (0.4)*
1990	Oklahoma	48 (1.8)*	52 (1.8)*	13 (1.2)*	1 (0.4)
	West	50 (2.6)*	50 (2.6)*	15 (2.2)*	2 (0.6)*
	Nation	49 (1.5)*	51 (1.5)*	15 (1.1)*	2 (0.4)*

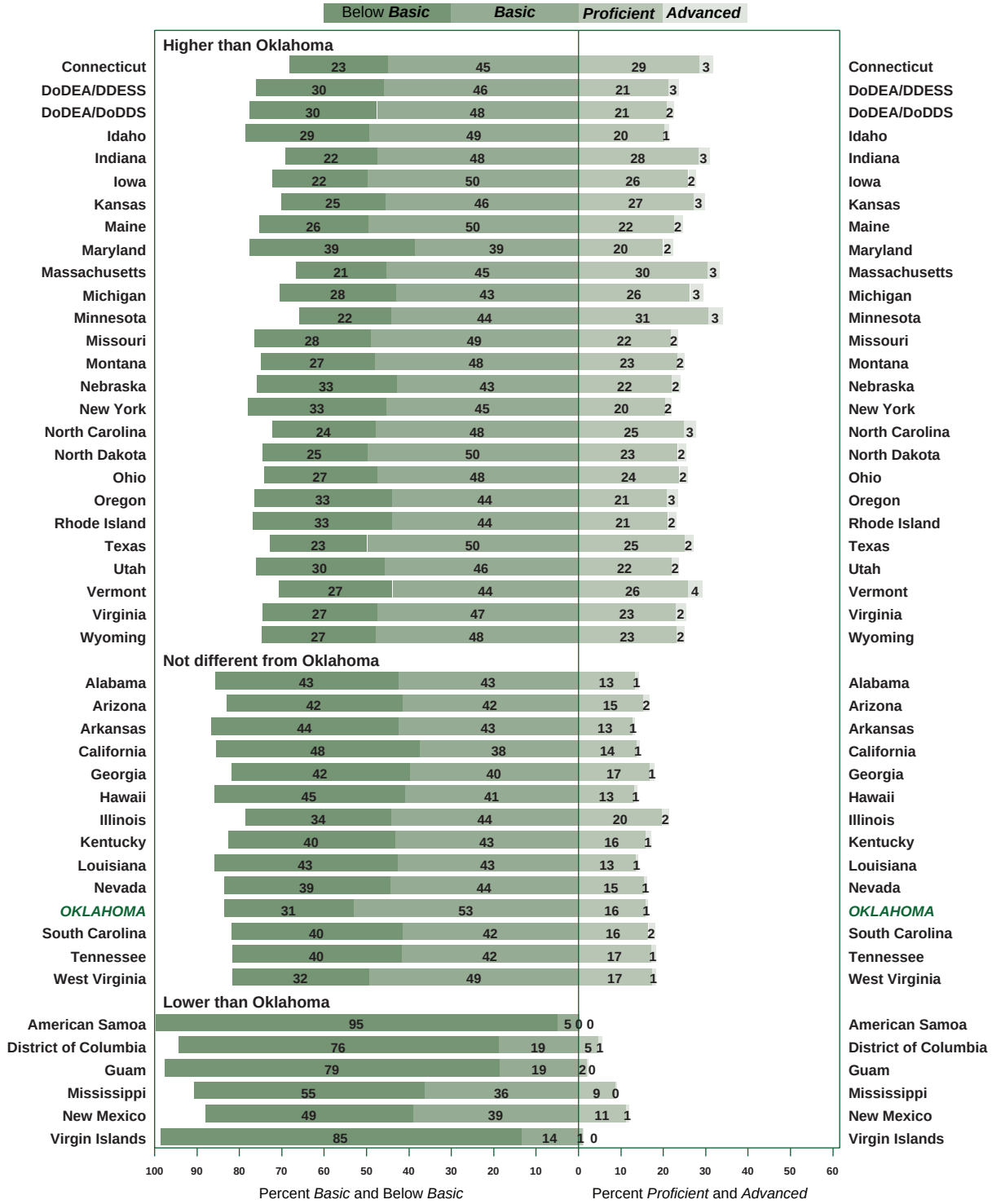
NOTE: The NAEP mathematics scale ranges from 0 to 500. The achievement levels correspond to the following points on the NAEP mathematics scale at grade 4 (and 8): *Basic*, 214–248 (262–298); *Proficient*, 249–281 (299–332); and *Advanced*, 282 (333) and above. The standard errors of the statistics in the table appear in parentheses.
If the notation * appears, it signifies that this value is significantly different from the value for 2000.
*** Sample size is insufficient to permit a reliable estimate.
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990–2000 Mathematics Assessments.

FIGURE 2A

The Nation's Report Card 2000 State Assessment

The percentage of public school students at or above the Proficient level in Oklahoma compared with those in other participating jurisdictions at grade 4 in 2000, based on the sample in which accommodations were not permitted

The bars below contain estimated percentages of students in each NAEP mathematics achievement category. Each population of students is aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above.



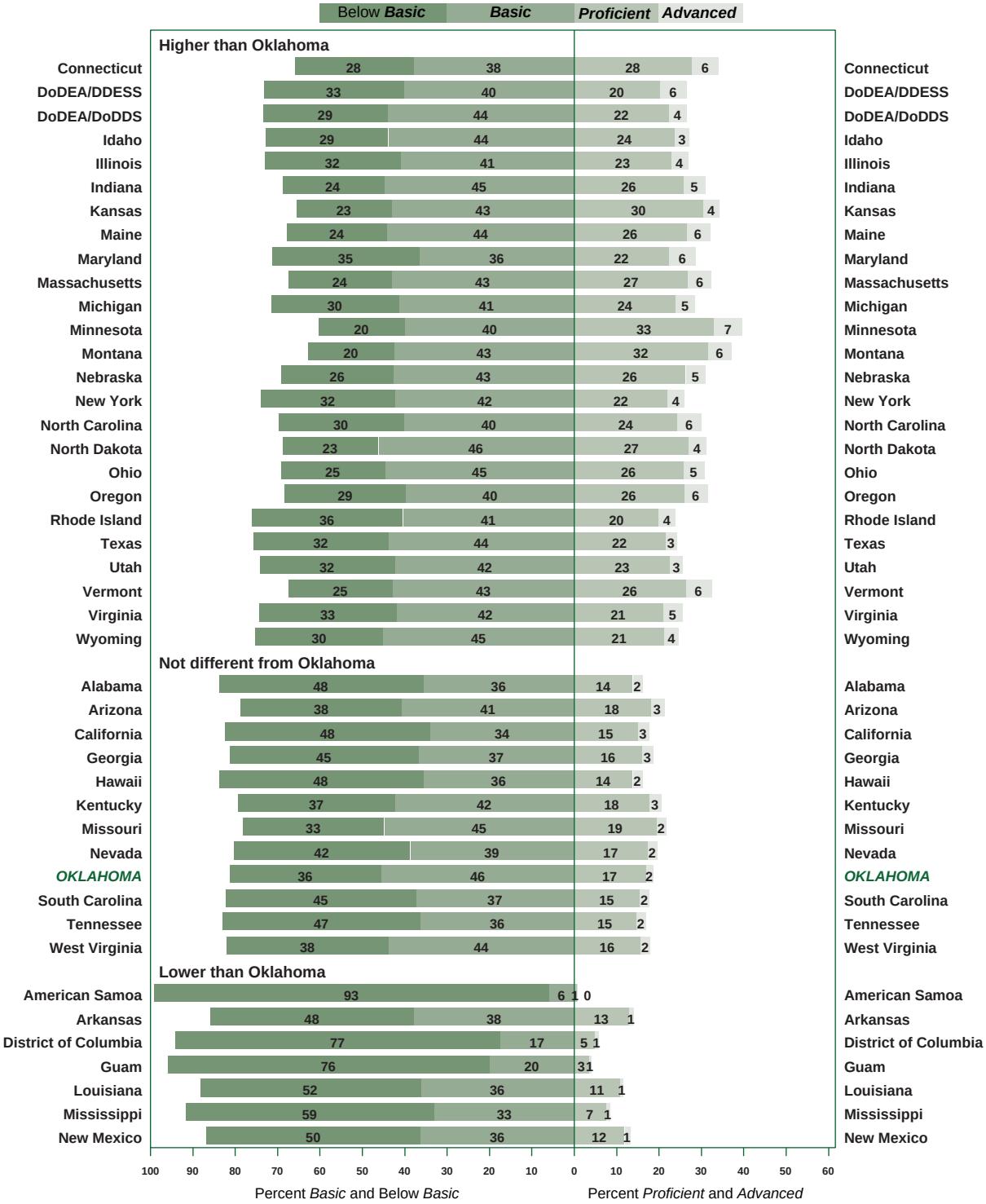
NOTE: Numbers may not add to 100, or to the exact percentage at or above Achievement levels, due to rounding.
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment.

FIGURE 2B

The Nation's Report Card 2000 State Assessment

The percentage of public school students at or above the Proficient level in Oklahoma compared with those in other participating jurisdictions at grade 8 in 2000, based on the sample in which accommodations were not permitted

The bars below contain estimated percentages of students in each NAEP mathematics achievement category. Each population of students is aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above.



NOTE: Numbers may not add to 100, or to the exact percentage at or above Achievement levels, due to rounding.
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment.

TABLE 7

The Nation's Report Card 2000 State Assessment

Comparison of average scale scores between the sample in which accommodations were not permitted and the sample in which accommodations were permitted for each jurisdiction participating in the 2000 mathematics assessment

	Grade 4		Grade 8	
	Sample in which accommodations were not permitted	Sample in which accommodations were permitted	Sample in which accommodations were not permitted	Sample in which accommodations were permitted
Alabama	218 (1.4)	217 (1.2)	262 (1.8)	264 (1.8)
Arizona	219 (1.4)	219 (1.3)	271 (1.5)	269 (1.8)
Arkansas	217 (1.1)	216 (1.1)	261 (1.4)	257 (1.5)*
California	214 (1.8)	213 (1.6)	262 (2.0)	260 (2.1)
Connecticut	234 (1.2)	234 (1.1)	282 (1.4)	281 (1.3)
Georgia	220 (1.1)	219 (1.1)	266 (1.3)	265 (1.2)
Hawaii	216 (1.1)	216 (1.0)	263 (1.3)	262 (1.4)
Idaho	227 (1.2)	224 (1.4)*	278 (1.3)	277 (1.0)
Illinois	225 (1.9)	223 (1.9)	277 (1.6)	275 (1.7)
Indiana	234 (1.1)	233 (1.1)	283 (1.5)	281 (1.4)*
Iowa	233 (1.3)	231 (1.2)	--- (--.-)	--- (--.-)
Kansas	232 (1.5)	232 (1.6)	284 (1.4)	283 (1.7)
Kentucky	221 (1.2)	219 (1.4)	272 (1.4)	270 (1.3)*
Louisiana	218 (1.4)	218 (1.4)	259 (1.5)	259 (1.5)
Maine	231 (0.9)	230 (1.0)	284 (1.2)	281 (1.1)*
Maryland	222 (1.3)	222 (1.2)	276 (1.4)	272 (1.7)**
Massachusetts	235 (1.1)	233 (1.2)	283 (1.3)	279 (1.5)**
Michigan	231 (1.4)	229 (1.6)*	278 (1.6)	277 (1.9)
Minnesota	235 (1.3)	234 (1.3)	288 (1.4)	287 (1.4)
Mississippi	211 (1.1)	211 (1.1)	254 (1.3)	254 (1.1)
Missouri	229 (1.2)	228 (1.2)	274 (1.5)	271 (1.5)**
Montana	230 (1.8)	228 (1.7)	287 (1.2)	285 (1.4)
Nebraska	226 (1.7)	225 (1.8)	281 (1.1)	280 (1.2)
Nevada	220 (1.2)	220 (1.0)	268 (0.9)	265 (0.8)**
New Mexico	214 (1.5)	213 (1.5)	260 (1.7)	259 (1.3)
New York	227 (1.3)	225 (1.4)	276 (2.1)	271 (2.2)**
North Carolina	232 (1.0)	230 (1.1)*	280 (1.1)	276 (1.3)**
North Dakota	231 (0.9)	230 (1.2)	283 (1.1)	282 (1.1)
Ohio	231 (1.3)	230 (1.5)	283 (1.5)	281 (1.6)*
Oklahoma	225 (1.3)	224 (1.0)	272 (1.5)	270 (1.3)
Oregon	227 (1.6)	224 (1.8)*	281 (1.7)	280 (1.5)
Rhode Island	225 (1.2)	224 (1.1)	273 (1.1)	269 (1.3)*
South Carolina	220 (1.4)	220 (1.4)	266 (1.4)	265 (1.5)
Tennessee	220 (1.5)	220 (1.4)	263 (1.7)	262 (1.5)
Texas	233 (1.2)	231 (1.1)	275 (1.5)	273 (1.6)
Utah	227 (1.2)	227 (1.3)	275 (1.2)	274 (1.2)*
Vermont	232 (1.6)	232 (1.6)	283 (1.1)	281 (1.5)
Virginia	230 (1.3)	230 (1.0)	277 (1.5)	275 (1.3)
West Virginia	225 (1.2)	223 (1.3)	271 (1.0)	266 (1.2)**
Wyoming	229 (1.3)	229 (1.1)	277 (1.2)	276 (1.0)
American Samoa	157 (3.9)	152 (2.5)	195 (4.5)	192 (5.5)
District of Columbia	193 (1.2)	192 (1.1)	234 (2.2)	235 (1.1)
DDESS	228 (1.2)	228 (1.4)	277 (2.3)	274 (1.8)
DoDDS	228 (0.7)	226 (0.9)	278 (1.0)	278 (1.1)
Guam	184 (2.3)	184 (1.7)	233 (2.2)	234 (2.6)
Virgin Islands	183 (2.8)	181 (1.8)	--- (--.-)	--- (--.-)

NOTE: The NAEP mathematics scale ranges from 0 to 500. The standard errors of the statistics in the table appear in parentheses.
* Indicates that the average scale score for the sample in which accommodations were permitted was significantly different from the average scale score for the sample in which accommodations were not permitted if only one jurisdiction is being examined.
** Indicates that the average scale score for the sample in which accommodations were permitted was significantly different from the average scale score for the sample in which accommodations were not permitted using a multiple comparison procedure based on all jurisdictions that participated.
--- Iowa did not participate at grade 8. Virgin Islands failed to meet participation guidelines to report results at grade 8.
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment.

APPENDIX G

National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation

WRITING RESULTS

Grade 8

	All	White	Black	Hispanic	American Indian
1998 Oklahoma	152	156	134	134	143
1998 Nation	148	156	130	129	131
Oklahoma Relative to Nation	**4**	**Same**	**4**	**5**	**12**

READING RESULTS

Grade 4

	All	White	Black	Hispanic	American Indian
1998 Oklahoma	220	225	192	207	214
1992 Oklahoma	220	224	201	208	217
Change	***0***	***1***	***-9***	***-1***	***-3***
1998 Nation	215	225	193	195	200
1992 Nation	215	223	192	199	205
Change	***0***	***2***	***1***	***-4***	***-5***
Oklahoma Relative to Nation Change 1992 to 1998	***Same***	***-1***	***-10***	***3***	***2***

Grade 8

	All	White	Black	Hispanic	American Indian
1998 Oklahoma	265	269	251	252	258
1998 Nation	261	270	241	243	248
Oklahoma Relative to Nation	**4**	**-1**	**10**	**9**	**10**

National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation
continued

SCIENCE RESULTS

Grade 4

	All	White	Black	Hispanic	American Indian
2000 Oklahoma	152	159	133	136	148
2000 Nation	148	159	124	127	139
Oklahoma Relative to Nation	**4**	**Same**	**9**	**9**	**9**

Grade 8

	All	White	Black	Hispanic	American Indian
2000 Oklahoma	149	156	127	123	145
2000 Nation	149	160	121	127	132
Oklahoma Relative to Nation	**Same**	**-4**	**6**	**-4**	**13**

MATH RESULTS

Grade 4

	All	White	Black	Hispanic	American Indian
2000 Oklahoma	225	230	206	215	222
1992 Oklahoma	220	227	202	210	213
Change	***5***	***3***	***4***	***5***	***9***
2000 Nation	226	235	205	211	215
1992 Nation	220	225	192	201	210
Change	***6***	***10***	***13***	***10***	**5**
Oklahoma Relative to Nation Change 1992 to 2000	***-1***	***-7***	***-9***	***-5***	***4***

Grade 8

	All	White	Black	Hispanic	American Indian
2000 Oklahoma	272	277	248	254	264
1992 Oklahoma	268	273	239	253	262
1990 Oklahoma	263	270	237	246	255
Change	***9***	***7***	***11***	***8***	***9***
2000 Nation	274	285	246	252	261
1992 Nation	267	277	237	245	255
1990 Nation	262	269	237	242	244
Change	***12***	***16***	***9***	***10***	***17***
Oklahoma Relative to Nation Change 1990 to 2000	***-3***	***-9***	***2***	***-2***	***-8***

APPENDIX H

Cautions on the Use of State Aggregate ACT Scores

The ACT Assessment compromises four curriculum-based achievement tests designed to assess critical reasoning and higher-order thinking skills in English, mathematics, reading, and science. These tests reflect students' skills and achievement levels as products of their high school experience and serve as critical measures of their preparation for academic coursework beyond high school. ACT Assessment results are used by postsecondary institutions across the nation for admissions, academic advising, course placement and scholarship decisions.

The accompanying list of average scores should not be interpreted as providing grounds for an explicit or implicit ranking of the various states' educational systems. Students who take the ACT Assessment are self-selected and do not represent the entire student population. Further, the percentages of students taking the ACT Assessment vary a great deal from state to state as do those students' backgrounds and characteristics. Many factors--among them, motivation and the desire to learn, parental support, the quality of teaching, socioeconomic status and extracurricular experiences--contribute to individual and group student achievement. However, a core college-preparatory program can be identified as one significant precondition to success on the ACT Assessment and in postsecondary studies. ACT defines a core college-preparatory program as four years of English and three or more years each of mathematics (starting with Algebra I), science and social studies courses.

For a state with a high percentage of ACT-tested graduates, comparing the percentages and average composite ACT scores of the core and non-core completers reveals, in general, large differences in overall student achievement and postsecondary preparation. For a state with a low percentage of ACT-tested graduates, however, the differences between core and non-core completers are not as definitive.

ACT™
INFORAMTION FOR LIFE'S TRANSITIONS

ACT Average Composite Scores by State
2001 ACT-Tested Graduates

State	Total		Core Course** Completers		Non-Core Course** Completers		No Course Data	
	% of Graduates Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score
Alabama	69	20.1	69	21	29	17.9	3	19.4
Alaska	34	21	41	23.6	26	20.7	34	17.9
Arizona	28	21.5	67	22.1	28	20.1	5	21.2
Arkansas	75	20.1	71	20.9	19	17.5	10	19.6
California	12	21.4	60	22.2	32	20	8	22
Colorado	62	21.5	58	22.5	38	20	5	20.9
Connecticut	4	21.8	39	22.8	38	21	22	21.6
Delaware	4	20.6	60	21.1	31	19.8	9	20
Washington DC	26	17.4	52	18.3	28	16.3	19	16.8
Florida	40	20.4	64	21.3	28	18.7	8	19.8
Georgia	19	19.9	71	20.6	21	17.8	7	19.7
Hawaii	19	21.7	70	22.2	24	20.3	6	21.8
Idaho	59	21.5	49	22.9	47	20.1	4	20.5
Illinois	71	21.6	53	22.9	44	20.1	3	21.6
Indiana	20	21.4	63	22.2	30	19.9	7	21.4
Iowa	67	22	66	22.9	31	20	3	21.2
Kansas	78	21.6	66	22.6	31	19.7	4	20.1
Kentucky	72	20.1	48	21	49	19.2	3	19.5
Louisiana	80	19.6	71	20.5	25	17.1	4	19.2
Maine	6	21.4	44	22.2	43	21.2	12	19.5
Maryland	11	20.5	64	21	28	19.4	8	20.5
Massachusetts	8	21.9	45	22.2	38	21.6	17	21.9
Michigan	69	21.3	56	22.5	41	19.8	3	21.1
Minnesota	66	22.1	67	22.8	29	20.3	4	22.1
Mississippi	89	18.5	55	19.7	43	17	3	18
Missouri	70	21.4	59	22.6	37	19.6	4	21.4
Montana	55	21.7	55	23	42	20.1	3	20.4

* Totals for graduating seniors were obtained from Projections of High School Graduates by State and Race/Ethnicity 1996-2012, Copyright © by Western Interstate Commission for Higher Education, February, 1998.

** Core Course = at least four years of English and three years each of mathematics (algebra and above), social sciences, and natural sciences

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ACT Average Composite Scores by State
2001 ACT-Tested Graduates

State	Total		Core Course** Completers		Non-Core Course** Completers		No Course Data	
	% of Graduates Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score
Nebraska	74	21.6	67	22.5	31	19.7	3	20.8
Nevada	39	21.3	61	22.2	36	19.8	4	21.1
New Hampshire	7	22.3	52	23	35	21.3	13	22
New Jersey	4	20.6	32	21.4	57	20.2	11	20.2
New Mexico	64	19.9	54	21.1	42	18.4	4	19.6
New York	14	22.2	62	23.3	29	20.2	10	21.4
North Carolina	13	19.7	57	20.7	36	17.9	7	20.2
North Dakota	80	21.4	63	22.8	34	19	3	19.9
Ohio	63	21.4	61	22.5	36	19.5	3	20.8
Oklahoma	71	20.5	52	21.8	43	19.1	5	19.5
Oregon	11	22.6	56	23.6	37	21.3	7	21.8
Pennsylvania	8	21.4	66	22.1	26	20	8	20.4
Rhode Island	5	21.2	40	22	42	21.4	18	19.3
South Carolina	28	19.3	72	19.8	22	17.7	6	19.7
South Dakota	70	21.4	62	22.4	35	19.6	3	20.2
Tennessee	79	20	61	20.9	36	18.4	3	19.8
Texas	33	20.3	75	20.8	20	18.3	5	19.9
Utah	69	21.4	43	22.4	53	20.5	4	21
Vermont	9	22.2	45	22.9	39	21.2	16	22.5
Virginia	10	20.6	68	21.2	24	18.9	9	20.1
Washington	17	22.4	52	23.3	43	21.3	6	22.3
West Virginia	61	20.2	39	21.4	58	19.4	3	19.3
Wisconsin	68	22.2	62	23	36	21	3	21.7
Wyoming	64	21.5	55	22.6	42	20	3	21
National	**38**	**21**	**60**	**21.9**	**35**	**19.5**	**5**	**20.6**

Data Source: http://www.act.org/news/data/01/states.html

* Totals for graduating seniors were obtained from Projections of High School Graduates by State and Race/Ethnicity 1996-2012, Copyright © by Western Interstate Commission for Higher Education, February, 1998.

** Core Course = at least four years of English and three years each of mathematics (algebra and above), social sciences, and natural sciences

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APPENDIX I

A Word about Comparing States and Schools

Media and others often rank states, districts, and schools on the basis of SAT scores despite repeated warnings that such rankings are invalid. The SAT is a strong indicator of trends in the college-bound population, but it should never be used alone for such comparisons because demographics and other nonschool factors can have a strong effect on scores. If ranked, schools and states that encourage students to apply to college may be penalized because scores tend to decline with a rise in percentage of test takers. To illustrate the effect of that percentage, Table 3 lists states in order of participation.

Forty-five percent of this year's 2.85 million high school graduates took the SAT®, and more than 80 percent of four-year colleges and universities use its scores in admission, a rate that rises to 88 percent for institutions without open admission policies. As a group, this year's population of 1,276,320 SAT takers nearly equals the number of freshmen entering four-year colleges.

Return to College-Bound Seniors 2001 | Tables and Related Items | SAT National and State Reports

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Table 3: Mean SAT I Verbal and Math Scores by State, with Changes for Selected Years

(States are listed by percent of high school graduates who took the SAT I.*)

The College Board strongly discourages the comparison or ranking of states on the basis of SAT scores alone.

		2001		2000		1-Year Change		1996		5-Year Change		1991		10-Year Change	
State	Partici-pation Rate 2001*	Mean SAT I Verbal	Mean SAT I Math	Mean SAT I Verbal	Mean SAT I Math	SAT I Verbal	SAT I Math	Mean SAT I Verbal	Mean SAT I Math	SAT I Verbal	SAT I Math	Mean SAT I Verbal	Mean SAT I Math	SAT I Verbal	SAT I Math
Connecticut	82%	509	510	508	509	+1	+1	507	504	+2	+6	505	494	+4	+16
New Jersey	81%	499	513	498	513	+1	+0	498	505	+1	+8	493	495	+6	+18
Massachusetts	79%	511	515	511	513	+0	+2	507	504	+4	+11	502	495	+9	+20
New York	77%	495	505	494	506	+1	-1	497	499	-2	+6	489	494	+6	+11
New Hampshire	72%	520	516	520	519	+0	-3	520	514	+0	+2	517	506	+3	+10
Rhode Island	71%	501	499	505	500	-4	-1	501	491	+0	+8	497	487	+4	+12
Pennsylvania	71%	500	499	498	497	+2	+2	498	492	+2	+7	495	487	+5	+12
Vermont	69%	511	506	513	508	-2	-2	506	500	+5	+6	501	494	+10	+12
Maine	69%	506	500	504	500	+2	+0	504	498	+2	+2	498	486	+8	+14
Virginia	68%	510	501	509	500	+1	+1	507	496	+3	+5	501	493	+9	+8
Delaware	67%	501	499	502	496	-1	+3	508	495	-7	+4	505	491	-4	+8
Maryland	65%	508	510	507	509	+1	+1	507	504	+1	+6	505	501	+3	+9
North Carolina	65%	493	499	492	496	+1	+3	490	486	+3	+13	478	474	+15	+25
Georgia	63%	491	489	488	486	+3	+3	484	477	+7	+12	476	474	+15	+15
Indiana	60%	499	501	498	501	+1	+0	494	494	+5	+7	485	485	+14	+16
South Carolina	57%	486	488	484	482	+2	+6	480	474	+6	+14	472	468	+14	+20
D. C.**	56%	482	474	494	486	-12	-12	489	473	-7	+1	478	462	+4	+12
Oregon	55%	526	526	527	527	-1	-1	523	521	+3	+5	515	508	+11	+18
Florida	54%	498	499	498	500	+0	-1	498	496	+0	+3	493	492	+5	+7
Washington	53%	527	527	526	528	+1	-1	519	519	+8	+8	510	505	+17	+22
Texas	53%	493	499	493	500	+0	-1	495	500	-2	-1	488	491	+5	+8
Hawaii	52%	486	515	488	519	-2	-4	485	510	+1	+5	481	503	+5	+12
Alaska	51%	514	510	519	515	-5	-5	521	513	-7	-3	515	505	-1	+5
California	51%	498	517	497	518	+1	-1	495	511	+3	+6	491	507	+7	+10
Arizona	34%	523	525	521	523	+2	+2	525	521	-2	+4	519	514	+4	+11
Nevada	33%	509	515	510	517	-1	-2	508	507	+1	+8	512	508	-3	+7
Colorado	31%	539	542	534	537	+5	+5	536	538	+3	+4	529	527	+10	+15
Ohio	26%	534	539	533	539	+1	+0	536	535	-2	+4	526	519	+8	+20
Montana	23%	539	539	543	546	-4	-7	546	547	-7	-8	540	539	-1	+0
West Virginia	18%	527	512	526	511	+1	+1	526	506	+1	+6	518	510	+9	+2
Idaho	17%	543	542	540	541	+3	+1	543	536	+0	+6	539	527	+4	+15
Tennessee	13%	562	553	563	553	-1	+0	563	552	-1	+1	561	546	+1	+7
New Mexico	13%	551	542	549	543	+2	-1	554	548	-3	-6	549	542	+2	+0
Illinois	12%	576	589	568	586	+8	+3	564	575	+12	+14	546	553	+30	+36
Kentucky	12%	550	550	548	550	+2	+0	549	544	+1	+6	548	540	+2	+10
Wyoming	11%	547	545	545	545	+2	+0	544	544	+3	+1	542	535	+5	+10
Michigan	11%	561	572	557	569	+4	+3	557	565	+4	+7	536	538	+25	+34
Minnesota	9%	580	589	581	594	-1	-5	582	593	-2	-4	555	560	+25	+29
Kansas	9%	577	580	574	580	+3	+0	579	571	-2	+9	567	562	+10	+18
Alabama	9%	559	554	559	555	+0	-1	565	558	-6	-4	550	535	+9	+19
Nebraska	8%	562	568	560	571	+2	-3	567	568	-5	+0	556	560	+6	+8
Oklahoma	8%	567	561	563	560	+4	+1	566	557	+1	+4	552	541	+15	+20
Missouri	8%	577	577	572	577	+5	+0	570	569	+7	+8	551	545	+26	+32
Louisiana	7%	564	562	562	558	+2	+4	559	550	+5	+12	551	538	+13	+24
Wisconsin	6%	584	596	584	597	+0	-1	577	586	+7	+10	556	558	+28	+38
Arkansas	6%	562	550	563	554	-1	-4	566	550	-4	+0	557	542	+5	+8
Utah	5%	575	570	570	569	+5	+1	583	575	-8	-5	567	555	+8	+15
Iowa	5%	593	603	589	600	+4	+3	590	600	+3	+3	588	590	+5	+13
South Dakota	4%	577	582	587	588	-10	-6	574	566	+3	+16	570	567	+7	+15
North Dakota	4%	592	599	588	609	+4	-10	596	599	-4	+0	576	583	+16	+16
Mississippi	4%	566	551	562	549	+4	+2	569	557	-3	-6	551	539	+15	+12
All Students	**45%**	**506**	**514**	**505**	**514**	**+1**	**+0**	**505**	**508**	**+1**	**+6**	**499**	**500**	**+7**	**+14**

* Based on the projection of high school graduates in 2001 by the Western Interstate Commission for Higher Education, and the number of students in the class of 2001 who took the SAT I: Reasoning Test.

**Twelfth grade enrollment from QED® was used to calculate the participation rate to control for D.C.'s smaller size and greater variability.

APPENDIX J

Indicators Displayed in Maps

Data Values for Information Presented in Maps

County	Utilization of Bonding Capacity Public Education	Per student Expenditures at Oklahoma Public Schools Using ALL FUNDS	5th Grade CRT Math Scores % Satisfactory or Above	5th Grade CRT Reading Scores % Satisfactory or Above	5th Grade CRT Science Scores % Satisfactory or Above	8th Grade CRT Math Scores % Satisfactory or Above	8th Grade CRT Reading Scores % Satisfactory or Above	8th Grade CRT Science Scores % Satisfactory or Above
Adair	0.0%	$7,732	62%	70%	73%	58%	74%	83%
Alfalfa	21.6%	$7,675	93%	73%	96%	81%	85%	94%
Atoka	2.6%	$6,486	62%	67%	80%	61%	65%	83%
Beaver	20.8%	$8,239	80%	81%	89%	82%	84%	92%
Beckham	50.0%	$6,271	75%	73%	86%	80%	79%	90%
Blaine	19.7%	$7,408	72%	72%	88%	65%	76%	88%
Bryan	49.2%	$6,248	76%	71%	76%	69%	75%	88%
Caddo	38.1%	$7,200	63%	72%	76%	71%	78%	88%
Canadian	62.2%	$5,622	78%	81%	90%	77%	84%	91%
Carter	43.9%	$6,372	70%	75%	81%	79%	77%	90%
Cherokee	50.4%	$6,760	68%	72%	81%	63%	74%	87%
Choctaw	2.1%	$6,409	53%	60%	69%	64%	74%	85%
Cimarron	7.2%	$8,845	81%	73%	81%	77%	85%	98%
Cleveland	75.7%	$5,622	79%	81%	88%	81%	84%	92%
Coal	37.6%	$7,986	55%	74%	83%	70%	73%	90%
Comanche	10.2%	$6,522	71%	76%	84%	69%	78%	87%
Cotton	28.8%	$5,965	80%	83%	93%	70%	78%	97%
Craig	48.4%	$6,494	72%	79%	87%	75%	74%	88%
Creek	63.3%	$5,802	69%	73%	85%	71%	78%	89%
Custer	65.9%	$6,861	69%	73%	76%	70%	81%	90%
Delaware	36.1%	$6,504	67%	73%	82%	62%	78%	89%
Dewey	27.4%	$8,955	76%	83%	98%	84%	81%	94%
Ellis	17.4%	$8,670	66%	59%	80%	85%	87%	92%
Garfield	33.1%	$5,984	80%	77%	86%	77%	86%	92%
Garvin	51.4%	$6,201	78%	76%	83%	70%	79%	89%
Grady	34.4%	$6,002	77%	77%	83%	71%	82%	90%
Grant	19.7%	$7,649	93%	90%	92%	79%	82%	95%
Greer	61.8%	$7,107	57%	64%	63%	86%	80%	88%
Harmon	0.0%	$7,374	89%	75%	92%	73%	74%	80%
Harper	0.0%	$8,467	76%	79%	91%	86%	86%	88%
Haskell	14.2%	$6,447	50%	66%	76%	59%	70%	78%
Hughes	27.4%	$6,808	63%	65%	75%	59%	72%	87%
Jackson	4.4%	$5,871	82%	71%	86%	77%	78%	84%
Jefferson	1.5%	$7,058	77%	64%	75%	69%	79%	84%
Johnston	17.6%	$6,775	64%	68%	76%	67%	74%	81%
Kay	68.3%	$6,110	75%	74%	84%	79%	82%	91%
Kingfisher	43.1%	$6,804	77%	76%	82%	76%	81%	89%
Kiowa	13.4%	$7,171	68%	66%	80%	73%	74%	88%
Latimer	7.5%	$6,793	59%	71%	82%	53%	76%	88%
Le Flore	46.2%	$6,381	60%	67%	76%	59%	71%	86%

Continued Next Page

Indicators Displayed in Maps

Data Values for Information Presented in Maps

continued from previous page

County	Utilization of Bonding Capacity Public Education	Per student Expenditures at Oklahoma Public Schools Using ALL FUNDS	5th Grade CRT Math Scores	5th Grade CRT Reading Scores	5th Grade CRT Science Scores	5th Grade CRT Science Scores	5th Grade CRT Science Scores	8th Grade CRT Math Scores
Lincoln	53.7%	$5,758	70%	74%	82%	64%	74%	86%
Logan	39.0%	$6,361	65%	72%	78%	75%	71%	86%
Love	35.8%	$6,573	75%	69%	83%	60%	68%	79%
Major	34.4%	$7,178	88%	77%	91%	86%	87%	94%
Marshall	53.4%	$6,179	78%	76%	89%	65%	64%	83%
Mayes	44.1%	$6,045	69%	71%	81%	66%	74%	86%
McClain	55.4%	$5,531	70%	75%	78%	74%	75%	89%
McCurtain	18.5%	$6,566	65%	65%	74%	61%	75%	88%
McIntosh	20.0%	$7,514	67%	65%	71%	64%	71%	83%
Murray	40.5%	$5,881	68%	78%	81%	69%	72%	88%
Muskogee	44.1%	$6,373	71%	74%	82%	70%	75%	87%
Noble	41.9%	$7,533	73%	64%	79%	82%	83%	89%
Nowata	76.6%	$6,178	58%	60%	71%	63%	69%	78%
Okfuskee	39.3%	$6,991	54%	58%	67%	65%	78%	85%
Oklahoma	50.4%	$6,264	74%	74%	81%	67%	75%	83%
Okmulgee	49.4%	$6,187	56%	67%	77%	63%	76%	85%
Osage	51.6%	$6,604	65%	70%	80%	62%	74%	83%
Ottawa	23.8%	$5,947	65%	70%	80%	67%	73%	85%
Pawnee	37.7%	$5,663	68%	74%	82%	71%	75%	90%
Payne	76.8%	$6,660	79%	81%	86%	81%	83%	92%
Pittsburg	9.4%	$6,500	70%	74%	84%	71%	81%	90%
Pontotoc	49.1%	$6,549	76%	72%	82%	75%	82%	90%
Pottawatomie	42.3%	$6,024	67%	73%	79%	74%	73%	86%
Pushmataha	2.8%	$7,319	67%	73%	81%	82%	79%	94%
Roger Mills	14.7%	$11,717	86%	78%	88%	84%	82%	96%
Rogers	52.0%	$5,835	71%	74%	84%	70%	80%	91%
Seminole	58.3%	$6,802	68%	66%	74%	62%	74%	80%
Sequoyah	16.9%	$6,294	63%	68%	75%	62%	72%	86%
Stephens	50.5%	$6,145	73%	76%	85%	71%	80%	88%
Texas	20.6%	$7,234	85%	74%	83%	76%	80%	88%
Tillman	47.5%	$7,129	72%	65%	77%	65%	73%	80%
Tulsa	76.8%	$6,207	72%	78%	84%	71%	80%	87%
Wagoner	52.4%	$5,949	59%	69%	76%	68%	80%	88%
Washington	79.8%	$5,771	71%	79%	84%	74%	83%	89%
Washita	28.6%	$6,334	85%	79%	90%	73%	81%	90%
Woods	27.9%	$7,634	78%	82%	85%	75%	83%	96%
Woodward	36.4%	$6,077	74%	75%	88%	82%	86%	95%
State Summary	**52.7%**	**$6,284**	**72%**	**75%**	**82%**	**71%**	**78%**	**87%**

Indicators Displayed in Maps

Data Values for Information Presented in Maps

County	Engligh II EOI % Satisfactory or Above	US History EOI % Satisfactory or Above	Oklahoma College Public School 9th-12th Grade Dropout Rate	Average Grade Point of Oklahoma Public HS Seniors	Average ACT Score of Oklahoma Public HS Graduates	Oklahoma College Going Rate of Oklahoma Public HS Graduates	Percent of Oklahoma Public College Freshmen Taking Remedial Courses	Oklahoma College Freshmen with a GPA of 2.0 or Higher Who Graduated from an Oklahoma Public HS	Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates
Adair	56%	62%	5.4%	2.72	18.7	31.3%	49.8%	68.7%	31.3%
Alfalfa	70%	67%	0.0%	3.19	21.6	57.1%	23.9%	73.3%	45.0%
Atoka	66%	51%	5.6%	2.88	18.9	51.2%	50.5%	69.2%	36.4%
Beaver	76%	53%	1.7%	3.20	19.9	41.4%	26.7%	76.1%	42.3%
Beckham	68%	64%	6.2%	2.99	19.7	58.4%	30.0%	78.6%	38.3%
Blaine	61%	50%	3.0%	3.14	19.5	51.4%	27.9%	69.2%	35.4%
Bryan	72%	66%	5.1%	2.97	20.2	46.0%	29.9%	74.9%	38.0%
Caddo	69%	58%	3.8%	2.89	18.9	44.1%	38.6%	70.3%	33.8%
Canadian	73%	76%	2.9%	2.99	21.0	56.4%	33.6%	75.5%	40.0%
Carter	65%	60%	2.7%	3.02	20.2	58.0%	39.6%	74.5%	39.6%
Cherokee	72%	74%	5.2%	2.96	20.7	41.6%	42.9%	76.5%	28.5%
Choctaw	52%	48%	4.8%	2.83	18.2	36.5%	38.9%	74.1%	36.8%
Cimarron	78%	59%	2.0%	3.00	18.8	41.9%	25.0%	75.0%	48.3%
Cleveland	76%	72%	5.6%	3.09	21.6	55.8%	37.9%	74.3%	32.7%
Coal	76%	58%	4.3%	3.28	19.8	49.6%	34.3%	65.0%	43.0%
Comanche	76%	66%	2.4%	2.96	20.2	46.3%	36.4%	70.9%	30.0%
Cotton	78%	55%	3.0%	3.10	19.2	43.4%	46.5%	72.5%	31.9%
Craig	60%	66%	7.3%	3.04	20.4	46.9%	44.4%	79.9%	42.2%
Creek	68%	55%	4.8%	3.01	20.2	48.0%	36.5%	74.5%	29.8%
Custer	77%	76%	4.8%	2.93	20.6	61.7%	20.5%	75.0%	41.5%
Delaware	66%	63%	7.4%	2.83	19.2	36.3%	46.8%	70.7%	31.8%
Dewey	63%	68%	0.0%	3.09	20.1	53.3%	28.1%	80.8%	42.6%
Ellis	71%	42%	3.2%	3.05	19.9	52.1%	29.0%	76.8%	43.5%
Garfield	75%	68%	4.0%	3.05	21.1	48.4%	22.9%	83.2%	38.2%
Garvin	74%	66%	6.4%	3.14	20.3	45.9%	42.3%	74.6%	37.8%
Grady	73%	65%	3.4%	2.97	20.6	50.9%	31.3%	74.9%	38.4%
Grant	85%	80%	0.0%	3.22	20.3	61.3%	34.9%	80.7%	42.7%
Greer	71%	58%	6.9%	2.97	18.8	54.7%	39.6%	68.4%	38.8%
Harmon	69%	72%	9.5%	3.10	21.8	60.3%	44.9%	67.6%	37.3%
Harper	70%	75%	0.4%	3.19	19.7	64.7%	19.4%	76.9%	48.0%
Haskell	63%	59%	7.0%	2.99	19.2	45.3%	38.2%	74.3%	40.8%
Hughes	51%	54%	6.5%	2.76	18.8	48.2%	41.2%	74.0%	31.1%
Jackson	65%	73%	2.5%	2.98	20.7	54.0%	42.7%	76.1%	40.2%
Jefferson	69%	60%	1.9%	3.06	19.2	36.3%	37.9%	74.8%	44.8%
Johnston	56%	44%	2.6%	2.86	19.4	50.2%	47.5%	71.5%	40.9%
Kay	68%	61%	7.3%	3.01	21.0	51.6%	33.2%	76.4%	44.1%
Kingfisher	69%	71%	1.9%	3.25	20.6	57.3%	22.6%	83.2%	41.6%
Kiowa	70%	61%	4.7%	2.97	19.9	57.3%	32.3%	71.3%	36.0%
Latimer	67%	49%	1.1%	3.13	20.9	46.1%	53.0%	76.1%	47.6%
Le Flore	59%	51%	4.3%	3.02	19.6	39.6%	37.1%	79.1%	39.2%

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Indicators Displayed in Maps

Data Values for Information Presented in Maps

continued from previous page

County	Engligh II EOI % Satisfactory or Above	US History EOI % Satisfactory or Above	Oklahoma College Public School 9th-12th Grade Dropout Rate	Average Grade Point of Oklahoma Public HS Seniors	Average ACT Score of Oklahoma Public HS Graduates	Oklahoma College Going Rate of Oklahoma Public HS Graduates	Percent of Oklahoma College Freshmen Taking Remedial Courses	Oklahoma College Freshmen with a GPA of 2.0 or Higher Who Graduated from an Oklahoma Public HS	Oklahoma College Completion Rate of Oklahoma Public HS Graduates
Lincoln	67%	61%	3.6%	3.15	20.6	48.3%	30.8%	76.3%	28.8%
Logan	59%	72%	4.0%	3.00	20.0	49.6%	27.0%	67.8%	29.6%
Love	63%	47%	0.2%	2.94	19.1	39.0%	40.0%	72.5%	30.1%
Major	87%	83%	2.0%	2.95	20.0	59.7%	20.8%	80.5%	41.8%
Marshall	66%	41%	1.2%	3.29	19.5	47.2%	40.7%	71.2%	34.8%
Mayes	64%	67%	5.9%	3.02	19.9	39.7%	43.9%	73.0%	34.3%
McClain	71%	58%	4.3%	3.10	20.4	51.4%	42.8%	73.7%	35.3%
McCurtain	57%	56%	3.4%	2.94	18.9	42.5%	32.9%	71.9%	35.5%
McIntosh	60%	66%	6.6%	3.07	19.6	43.7%	46.5%	74.4%	39.5%
Murray	63%	79%	4.4%	2.74	19.4	54.8%	32.5%	71.9%	33.7%
Muskogee	66%	63%	3.8%	2.93	19.5	45.7%	42.7%	73.3%	33.4%
Noble	77%	76%	2.1%	3.08	20.3	54.6%	31.8%	71.2%	35.6%
Nowata	58%	54%	4.0%	3.19	19.7	32.8%	50.0%	65.6%	32.9%
Okfuskee	59%	48%	4.5%	2.83	20.1	36.2%	46.3%	71.5%	34.2%
Oklahoma	70%	68%	5.6%	3.00	21.1	54.8%	37.0%	70.6%	31.8%
Okmulgee	57%	48%	3.1%	3.05	19.3	53.3%	44.2%	72.1%	31.2%
Osage	61%	52%	3.9%	3.08	19.8	39.8%	56.5%	68.0%	29.0%
Ottawa	66%	58%	5.5%	2.85	20.2	46.4%	46.4%	80.2%	39.4%
Pawnee	78%	74%	4.6%	3.22	19.9	51.6%	39.3%	68.7%	34.9%
Payne	79%	77%	3.2%	3.24	22.0	51.0%	30.1%	75.8%	35.9%
Pittsburg	66%	62%	5.2%	3.00	20.0	50.4%	42.3%	73.1%	43.1%
Pontotoc	74%	67%	4.6%	2.97	20.6	55.4%	30.0%	71.8%	37.7%
Pottawatomie	69%	67%	6.1%	3.15	20.3	47.8%	44.1%	71.2%	36.9%
Pushmataha	59%	59%	4.7%	2.84	18.9	45.9%	37.5%	70.4%	31.6%
Roger Mills	80%	67%	1.0%	3.24	18.7	56.5%	21.8%	83.8%	49.5%
Rogers	73%	70%	2.9%	2.97	20.8	46.7%	40.3%	73.0%	31.3%
Seminole	63%	57%	7.2%	2.87	19.6	50.6%	41.8%	67.9%	39.1%
Sequoyah	70%	58%	3.6%	2.95	20.0	33.9%	37.3%	78.4%	36.8%
Stephens	76%	77%	5.7%	3.15	19.9	50.4%	32.5%	77.5%	40.6%
Texas	74%	63%	3.2%	3.08	20.6	46.4%	28.9%	72.9%	37.6%
Tillman	59%	59%	4.7%	2.93	18.2	52.3%	45.5%	74.0%	44.1%
Tulsa	71%	61%	5.2%	2.95	21.4	55.9%	36.9%	72.3%	34.0%
Wagoner	63%	62%	5.7%	2.77	19.8	40.5%	43.0%	73.9%	28.6%
Washington	81%	80%	5.0%	3.01	22.8	46.4%	31.5%	75.5%	41.7%
Washita	60%	63%	5.8%	3.25	20.2	49.5%	19.5%	76.1%	37.1%
Woods	75%	80%	3.2%	3.05	20.4	58.0%	23.6%	76.0%	44.1%
Woodward	70%	70%	6.2%	3.19	20.8	52.9%	27.4%	71.8%	42.0%
State Summary	**70%**	**65%**	**4.7%**	**3.01**	**20.7**	**50.8%**	**36.6%**	**73.4%**	**35.4%**