



Oklahoma Educational Indicators Program



Profiles 2002 State Report



Family & Community Setting . Educational Process . Student Performance

Oklahoma Educational Indicators Program

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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

May 12, 2003

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue "PROFILES 2002," 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 2002" furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

"PROFILES 2002" 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 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

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 2002” 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

It is vital to remember that schools begin their mission on an uneven playing field. The community characteristics section is meant to give a generalized depiction of districts’ communities.

The average community characteristics for districts within the state are as follows: average population of districts, 6,355 persons; household income, \$44,370; population living below poverty level, 15%; per student valuation of property, \$27,087; single-parent families, 29%; unemployment rate, 5%; students eligible for free/reduced lunch, 49.3%; 1st through 3rd grade students in need of reading remediation, 30.0%; parents attending at least one parent-teacher conference, 69.1%; average number of days absent per student, 10.3; mobility rate (Incoming Students), 10.0%.

On average, there was one suspension with a duration of 10 days or less for about every 14 students statewide. When looking at suspensions that lasted for more than 10 days, the average for all schools was one for every 107 students statewide.

The following apply to criminally referred juvenile offenders: 9,989 public school students were referred to the Office of Juvenile Affairs (OJA). These referred students were charged with 9,126 offenses, and 148 of the offenders were said to have gang affiliation. This means that, on average, one out of every 61.9 students statewide had been charged with a crime, each offender had committed an average of 1.9 offenses and 1.5% of the charged students had gang affiliations.

The following is a breakdown of Oklahoma public school enrollment by ethnic group: Caucasian, 64%; Black, 11%; Asian, 1%; Hispanic, 6%; Native American, 17%. The educational attainment of the state’s population over age 25 in 2000 was as follows: College Degree, 26%; High School Diploma/ Some College, 55%; Less than a H.S. Diploma, 19%.

EDUCATIONAL PROCESS

The “Profiles 2002” series reports on 543 individual Oklahoma school districts and 1,801 conventional school sites: 1,026 elementary schools, 309 middle schools/junior highs and 466 senior highs. Total ADM in 2001-02 was 616,832, a decrease of 1,899 students from the 2000-01 school year. This represented a decrease of 0.3%. There was also a rapid decline in ADM from 9th through 12th grade.

During the 2001-02 school year, 78,722 Oklahoma students (13%) qualified for the Gifted/Talented program; 87,660 Oklahoma students (14%) qualified for the special education program; and 304,261 students (49.3%) were eligible for the Free or Reduced-Pay Lunch Program.

Statewide, the number of regular classroom teachers increased by 101 FTEs for the 2001-02 school year (36,933 in 2000-01 to 37,034 in 2001-02), with ADM (excluding non-graded students) decreasing by 1,851 students (615,556 in 2000-01 compared to 613,705 in 2001-02). The statewide gross student/teacher ratio for regular classroom teachers in 2001-02 was 16.6 students per teacher. The average salary of teachers for the 2001-02 school year was \$34,458, an increase of \$207 from the previous year (\$34,251 in 2000-01). The percentage of teachers with advanced degrees was 29.1% and the average years of teaching experience was 12.5 years.

The 2001-02 school year saw a 2.5% increase in the number of administrators (76 FTEs) from the previous year. In 2001-02 there were 3,173 administrator FTEs at the 543 districts, an average of 5.8 administrators per school district. Each received an average salary of \$59,251 during the 2001-02 school year, an increase of \$1,321, or 2.3% over last year’s figure of \$57,930. On average, each supervised 11.7 teacher FTEs and possessed 21 years experience.

Looking at district funding, the largest portion of funding is provided by the State at 56.7% (\$2.2 billion), followed by Local & County with 33.3% (\$1.3 billion), and Federal funds that provide 12.1% (\$397 million).

The largest expenditure area is “Instruction” at 56.2%, a one-tenth of a percentage point increase over 2000-01. Overall, however, the percentage of expenditures in “Instruction” has been on the decline since 1994-95 when it represented 58.7% of ALL FUNDS. “District Support” runs a distant second at 17.7% of all expenditures. “District Support” includes the district business office plus maintenance and operation of buildings and vehicles. Statewide, total expenditures from ALL FUNDS were \$4.2 billion, a \$289 million increase over the 2000-01 school year. The expenditure per student was \$6,772 from ALL FUNDS, which equated to a per-student funding increase of \$488 in 2001-02. Oklahoma’s expenditures were nearly 19% below the national average.

STUDENT PERFORMANCE

The Oklahoma School Testing Program cost the state \$3.1 million to administer in 2001-02. The program tested 187,708 students in grades 3,5, 8 and high school students taking English II and US History, which works out to roughly \$17 per student tested.

Only the Math and Reading portions of the 3rd grade Stanford 9 were administered for the 2001-02 school year and the national percentile ranks were 56 and 60 respectively.

The Oklahoma Core Curriculum Test results were as follows. For the 5th grade, the percentage of students scoring satisfactory or above was: Science, 80%; Mathematics, 71%; Reading, 72%; Writing, 77%; US Hist./Const./Gov., 72%; Geography, 62%; and Arts, 59%. For the 8th grade, the percentage of students scoring satisfactory or above was: Science, 78%; Mathematics, 70%; Reading, 77%; Writing, 65%; US Hist./Const./Gov., 62%; Geography, 48%; and Arts, 49%. 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 subject areas are being phased in, so only English II and US History were tested in 2001-02. The percentage of students scoring at, or above, the “Satisfactory” level was: English II, 68%; US History, 70%.

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. Figures 38, 39 and 40 display the number of schools that were able to meet the benchmark. Historically, the 5th grade sites have had the best performance on this benchmark, although 5th grade performance has dropped over time. 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. It is of great concern that there are 83 elementary schools (10%), 54 middle schools/junior highs (10%), and 176 high schools (39%) that were unable to get at least 70% of their students to score Satisfactory or above on any subject area tested.

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 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 score points 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 F). 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 counterparts. 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. 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 9-12) was 3.9%, eight-tenths of a percentage point drop from last year. The national dropout rate based on a similar methodology was 4.1%. An indication of Oklahoma's student loss between 9th grade and graduation can be obtained by comparing ADM from grade to grade for a given graduating class. This methodology showed that for the class of 2002, 24% of 9th graders did not make it to graduation. Minority students disappeared from the state rosters at a higher rate than did whites or Asians.

The Oklahoma graduation rate (from 9th grade to graduation) was 74.3%, a decrease of nine-tenths of a percentage point from 2000-01 and is down 2.8 percentage points since 1992-93. The national rate based on a similar methodology was 66.6% for the 2000-01 school year.

At the Oklahoma public high schools included in this series of reports, 24,619 members of the Graduating Class of 2002 (67.3%) took the ACT. The average composite score on the ACT for this group was 20.6, a one-tenth of a standard score decrease from 2000-01. 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, and it remained unchanged from the 2000-01 results. In 2001-02, the gap between Oklahoma's statewide ACT score and the national ACT score was three-tenths of a standard score. Oklahoma's ACT score has increased three-tenths of a standard score since 1992-93 and the national score has increased one-tenth of a standard score during that same time. Minority students in Oklahoma outperform their national counterparts, however, African American students lag significantly behind other students in Oklahoma.

In 2001-02, Oklahoma's public school students performance on the verbal and math components of the SAT was 565 and 562, respectively. National scores in these same areas were 504 and 516, respectively.

The 2001-02 school year saw a 24% increase in the number of high schools across the state participating in at least one national AP exam: 261 high schools compared to 211 in 2000-01. Statewide, there were 3,768 public school seniors (9.8%) who had participated in the AP testing program in 2001-02.

Seventy-one percent (71.0%) of Oklahoma's 2002 high school graduates were reported to have completed the college-bound curriculum required for admission to the state's public institutions of higher education. The senior class had an average GPA of 3.0 and about 7% planned to attend out-of-state colleges. Additionally, 39.5% of seniors enrolled in an occupationally-specific Career-Tech program sometime during their high school career (46,618 Career-Tech enrollers divided by 117,928 members of the senior class (3-years)). Of those who enrolled in a Career-Tech occupationally-specific program, 82.7%, or 38,554, completed one or more of the competencies required for the program (3-years).

Based on a three-year average, 50.9% of the state's public high school graduates went directly to a public college in Oklahoma. Once in college, 35.6% of Oklahoma public high school graduates took at least one remedial course. Statewide, 73.2% of freshman had a grade point average (GPA) of 2.0 or above during the first semester and 38.0% complete a degree program within 150% of 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 2002” consists of three components: (1) the State Report; (2) the District Report and (3) individual School Report Cards. Each component of “Profiles 2002” 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 2002” 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 2001-02 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 is the most extensive compilation and contains over 100 data elements. It consists of 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 2001-02 school year.

School Report Cards

This component includes a report card for each of the 1,801 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 2000. In the District Report, communities have been placed into groups based on Free and Reduced Pay Lunch counts (a measure of impoverishment) 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 organizes and structures itself to deliver education to its students.

Student Performance

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

Each of the “Profiles 2002” 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 what is hoped will be 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 occasion, 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 2002” 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 2002” 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 2002” 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 2002.”

The Census data presented in the “Community Characteristics” section has an interesting origin. It was gathered during the 2000 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 valuable tool. The Bureau agreed to tabulate census information based upon the actual school district boundaries. This district-level information provides the only reliable demographic data available specifically for school districts. A few districts have consolidated since this information was originally gathered. The census data for closed districts has been incorporated into the data for the district(s) receiving their students.

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

<u>Community Characteristic</u>	<u>State Average</u>
District Population (number of residents 2000)	6,355
Household Income (2000)	\$44,370
Population Living Below Poverty Level (2000)	15%
Per Student Valuation of Property (2001-02)	\$27,087
Single-Parent Families (2000)	29%
Unemployment Rate (2000)	5%
Students Eligible for Free/Reduced Lunch (2001-02)	49.3%
1 st through 3 rd Grade Students in need of Reading Remediation (2001-02)	30.0%
Parents Attending at Least One Parent-Teacher Conference (2001-02)	69.1%
Average Number of Days Absent per Student (2001-02)	10.3
Mobility Rate (Incoming Students) (2001-02)	10.0%

Student Suspensions: There was one suspension of less than 10 days for every 13.6 students statewide and one suspension of more than 10 days for every 106.8 students statewide.

Juvenile Offenders: In Oklahoma in 2001-02, one out of every 61.9 public school students were charged with a crime through the juvenile justice system (9,989 offenders statewide). Each offender was charged with an average of 1.9 criminal offenses (19,126 statewide) and 148 of the offenders statewide were alleged gang members (1.5% of offenders).

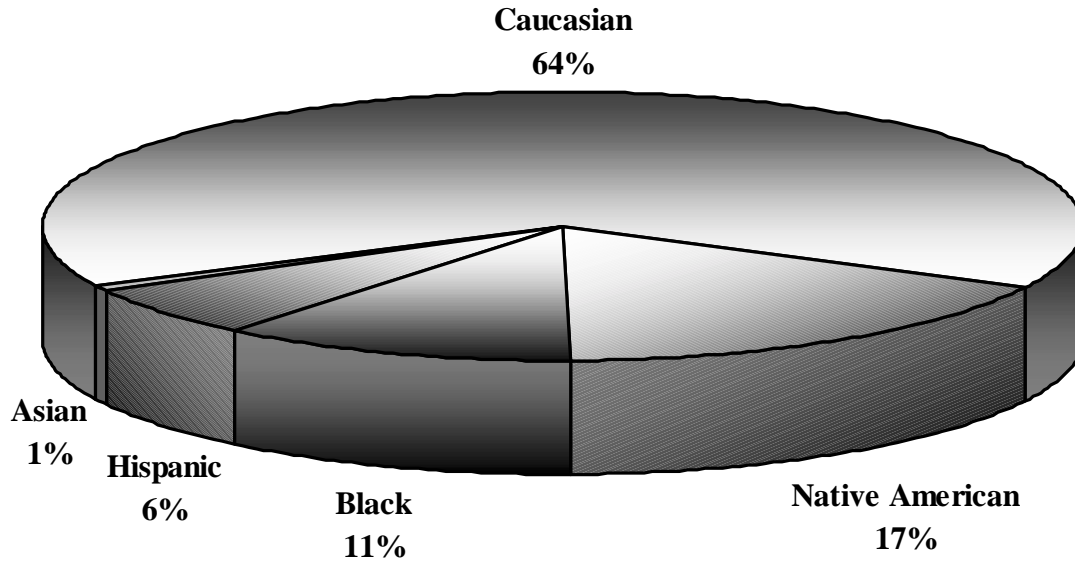
Oklahoma Public School Enrollment by Ethnic Group (Figure 2):
(based on 2001 fall enrollment)

Caucasian	64%
Black	11%
Asian	1%
Hispanic	6%
Native American	17%

Highest Educational Level of Adults Age 25 and Older (Figure 3) (2000):

College Degree:	26%
High School Diploma/ Some College:	55%
Less than a H.S. Diploma:	19%

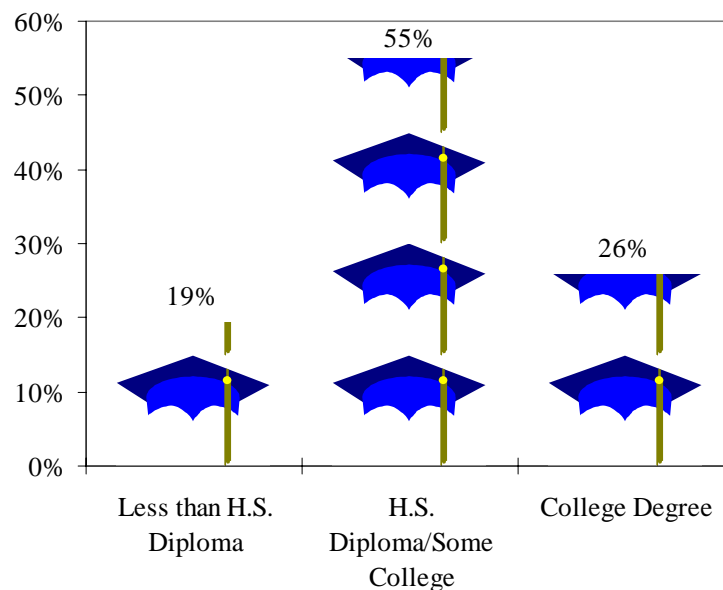
Figure 2
Oklahoma Public School Enrollment by Ethnic Group
2001-02 School Year



Data Source: State Department of Education

Total Fall 2001 Enrollment = 622,139

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



Data Source: 2000 Census

SOCIOECONOMIC 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 among Oklahoma school districts and the communities they serve.

Tulsa Public Schools had the largest district community with a population of 298,475 persons (47 times the state average) while Plainview Public Schools (Cimarron county) had the smallest district community with a population of 175 persons (36 times smaller than the state average).

The average household income for district communities in Oklahoma in 1999 was \$44,370. However, this indicator also varied greatly by district community. The average family in Oakdale, the most affluent district, earned more than \$122,000 in 1999, whereas in Moffett, the average family had earnings of just over \$22,000 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 1999 helps to fill in the financial picture. The average percentage of persons within the district community living below the poverty level was 15%. However, poverty rate ranged from roughly 2% at Verdigris to just over 45% at Bell. 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.

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 2001-02 school year, 49.3% of Oklahoma’s public school students were eligible for this program (Figure 9). At the district level, the percentages ranged from a high of more than 95% at 10 districts across the state, to a low of 4.5% at Deer Creek Public Schools.

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 were Plainview with an assessed property value of \$543,164 per student in 2001-02 to Moffett with a property value of \$2,583 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.

An additional challenge to districts is the percentage of families headed by a single parent. The average was 29% and the indicator ranged from a high of 56% of families headed by a single parent at Crutcho to a low of less than 2% at Oakdale.

An indicator of how well students come to school ready to learn is the percentage of 1st through 3rd grade students in need of reading remediation. In 2001-02, 30.0% of students in grades 1 through 3 were in need of reading remediation (Figure 10). District communities ranged from 44 sites with not a single 1st through 3rd grade student in need of reading remediation to three others (Carter Elementary, Marble City Elementary, and Lone Grove Upper Elementary) where 100% were 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 10.3 days per year. The extremes on this indicator ranged from Le Flore Public Schools which reported that its students miss on average less than a day of school, to three districts (Cave Springs, Spiro and Oklahoma City) who's students, on average, each missed 15 days or more during the 2001-02 school year.

The mobility of the student population also deters from the learning environment within a school. Mobility was viewed as new enrollments as a percentage of the enrollment at the end of the school year. Using this methodology, the statewide mobility rate for 2001-02 was 10.0%, meaning that at the end of the school year, in the average classroom, 10% of the students had entered that school sometime during the 2001-02 school year. Student mobility was highest at Wapanucka High School with a mobility rate of 65%, whereas 47 school sites had a mobility rate of 0% (not a single student transferred in during the school 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 roughly every 14 students statewide; one for every 33 students in elementary schools, one for every 6 students in middle school/junior high and one for every 11 students in high school. When looking at suspensions that lasted for more than 10 days, the average for all schools was one for every 107 students statewide; one for every 632 elementary students, one for every 36 middle school/junior high students and one for every 88 high school students. While the bulk of schools had very few suspensions, there were 36 schools in the state where suspensions of 10 days or less, on average, exceeded one for every three students. Oklahoma City Public Schools had three middle schools (Jackson, Hoover, and Harding) where incidents of suspension for 10 days or less exceeded a one-to-one ratio with enrollment.

Juvenile crime is another social problem that infuses the classroom. The use of juvenile crime statistics in Profiles 2002 is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 2001-02 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, 9,989 public school students were referred to the Office of Juvenile Affairs (OJA) in 2001-02. These offenders were charged with a total of 19,126 offenses, and 148 of the offenders were said to have gang affiliation. This means that, on average, one out of every 61.9 students statewide had been charged with a crime, each offender had committed an average of 1.9 offenses and 1.5% of the charged students had gang affiliations.

Twenty-one percent (21%) 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 (Hanna), one out of every 15.4 students had been charged with a crime during the 2001-02 school year. None of those students, however, had gang affiliations. Yet, Oklahoma City Public Schools had 28 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 (Oklahoma City, Lawton, and Tulsa) accounted for 49% of the gang-affiliated offenders statewide. The ratios used in this analysis are based on 2001 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 (32%) 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 19% of all arrest charges. Drug/alcohol possession made up 14% of offenses, and crimes against property accounted for roughly 10% of the arrests. Other types of offenses made up the remaining 3%. 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, 36% of student enrollments came from one of the four ethnic minority groups. Figure 2 shows that in school year 2001-02, 17% of Oklahoma's students were Native American, 11% were Black, 6% were Hispanic, and 1% were Asian. The state's ethnic diversity is also visible amongst districts. Two districts in Oklahoma (Dahlongah and Boley) have 100% minority enrollment and 6 districts in the state have 95%, or more, minority enrollment.

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 25 and older, we see that Bell Public School's community had almost 59% of its population that did not have a high school diploma. However, Deer Creek had only 3.7% of its population that fell into this educational attainment category. Now look at the percentage of persons who hold a college degree. Three districts (Dahlongah, Crooked Oak, and Byars) had five percent (5%) or less of the population with a college degree, whereas, Oakdale and Deer Creek had more than 57% of their communities' population holding a college degree.

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 543 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 11) 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 14). 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 2002 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 10 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 five maps was collected during the 2000 census. The last two maps provide more current social and economic characteristics. 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 (Figure 9). 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 (Figure 10). The seven 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

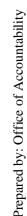


Figure 5

PERCENT OF POPULATION WITH LESS THAN A HIGH SCHOOL DIPLOMA

2000 Census

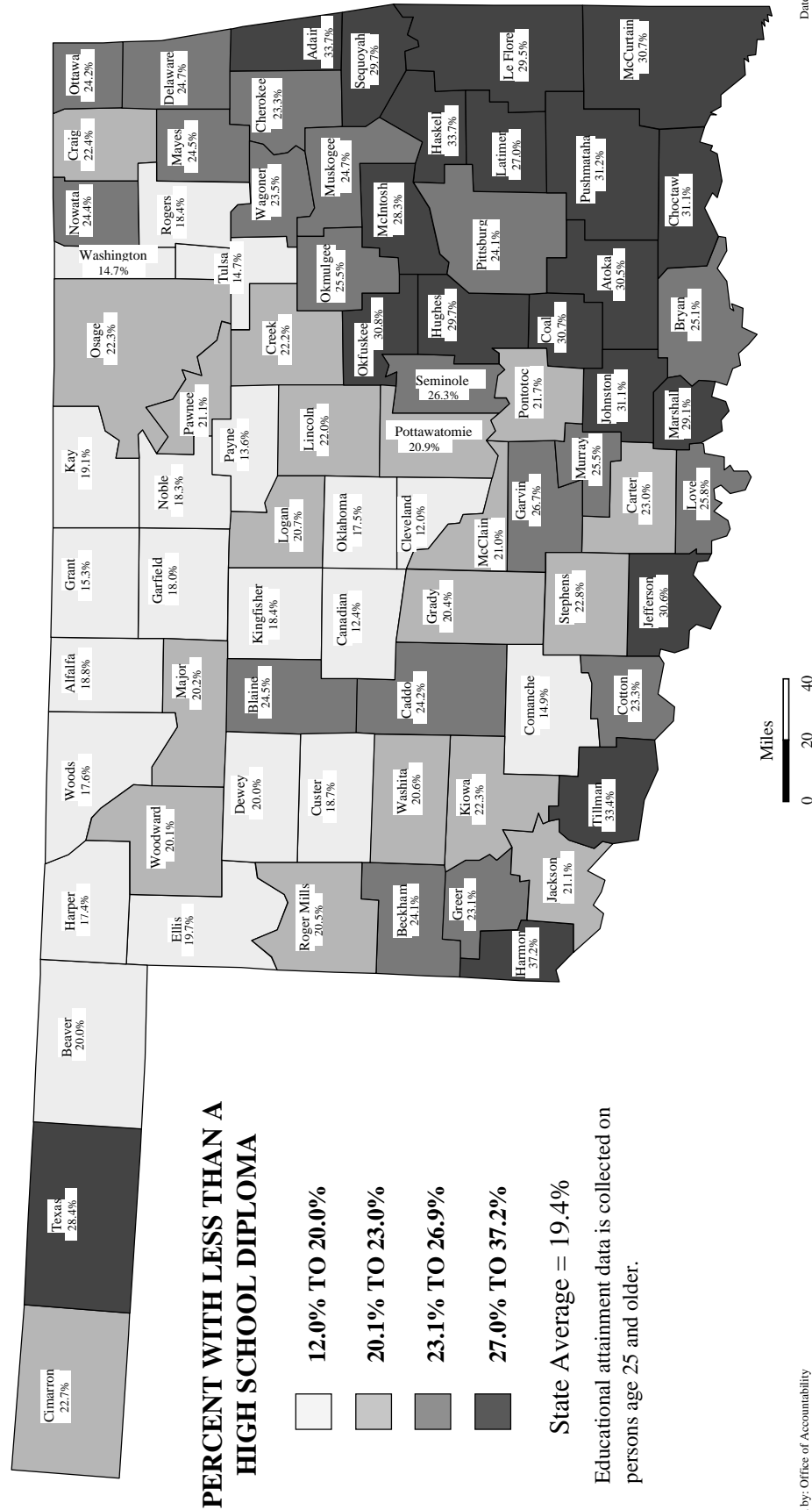
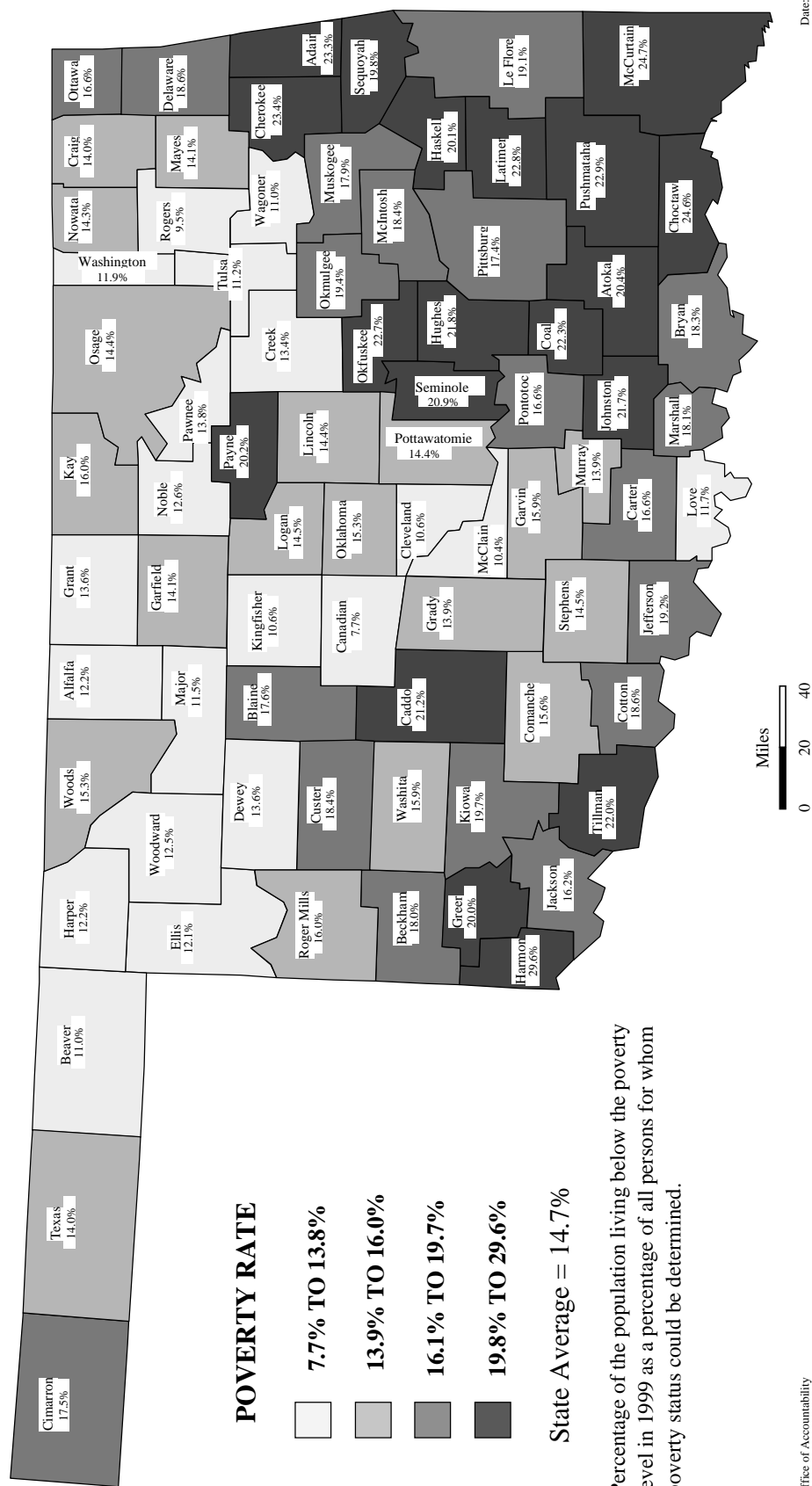


Figure 6

2000 Census



Percentage of the population living below the poverty level in 1999 as a percentage of all persons for whom poverty status could be determined.

Figure 7

UNEMPLOYMENT RATE

2000 Census

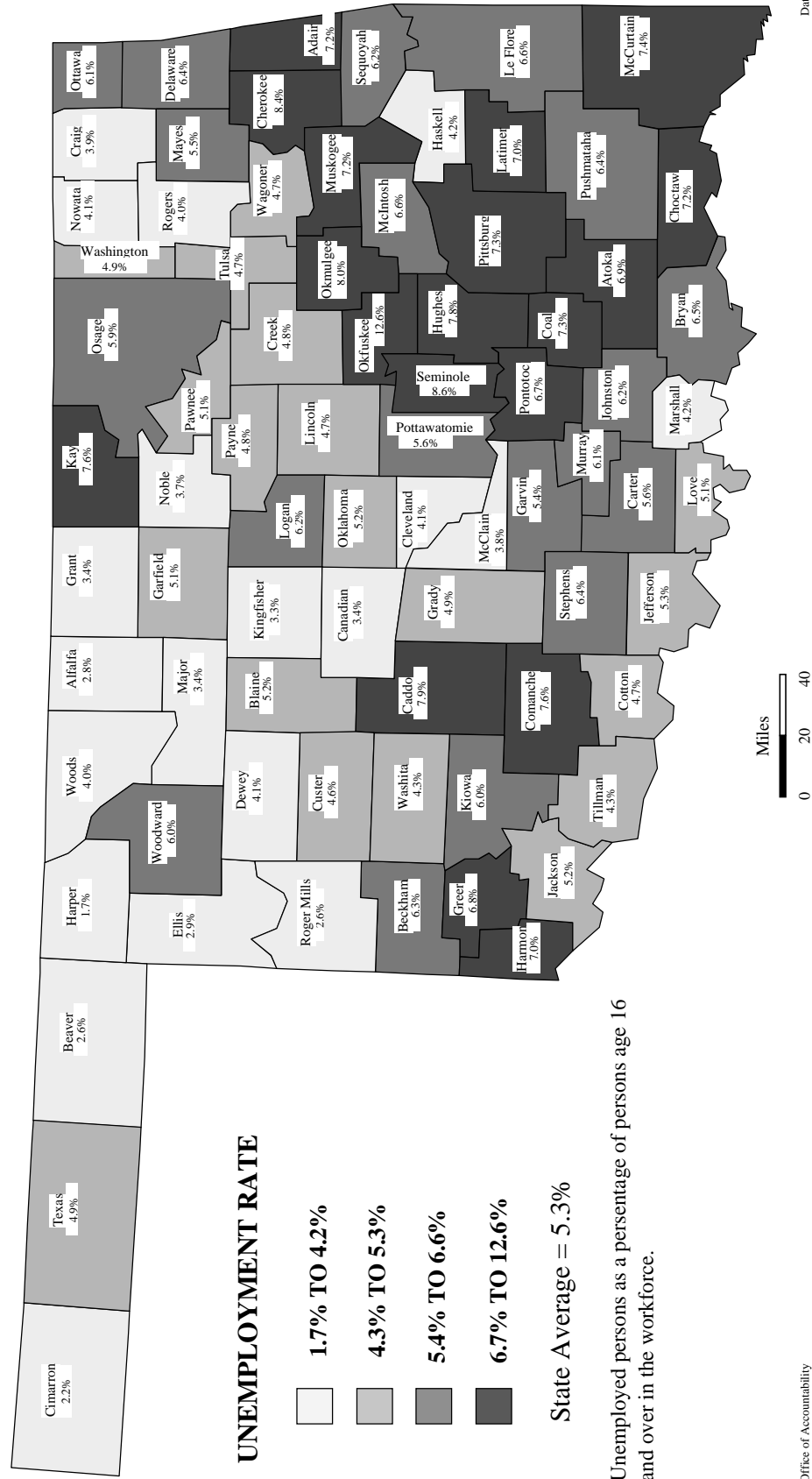


Figure 8

PERCENT OF SINGLE-PARENT FAMILIES

2000 Census

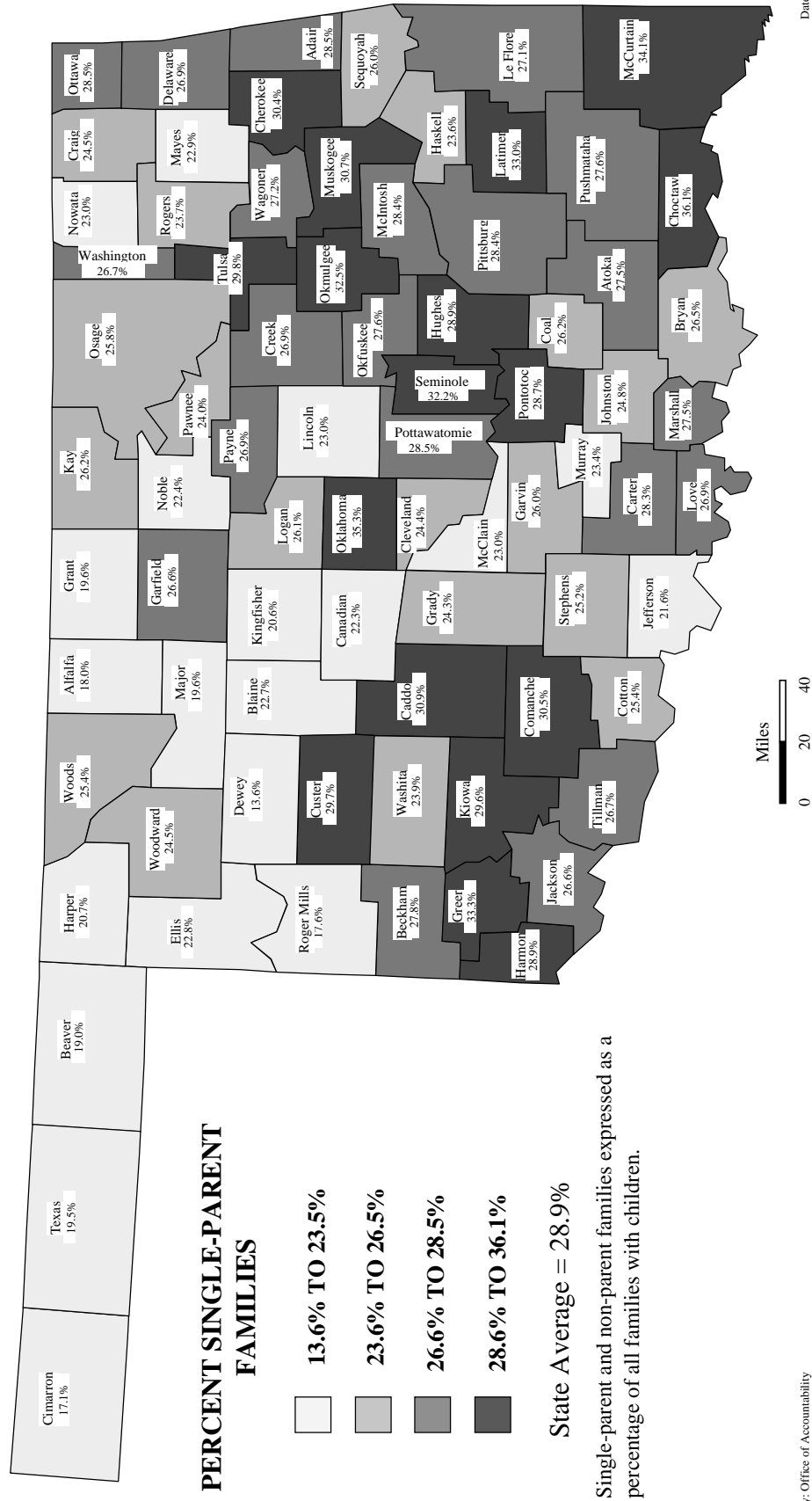


Figure 9

PERCENT OF STUDENTS ELIGIBLE FOR FREE OR REDUCED PAY LUNCH PROGRAM

2001-02 School Year

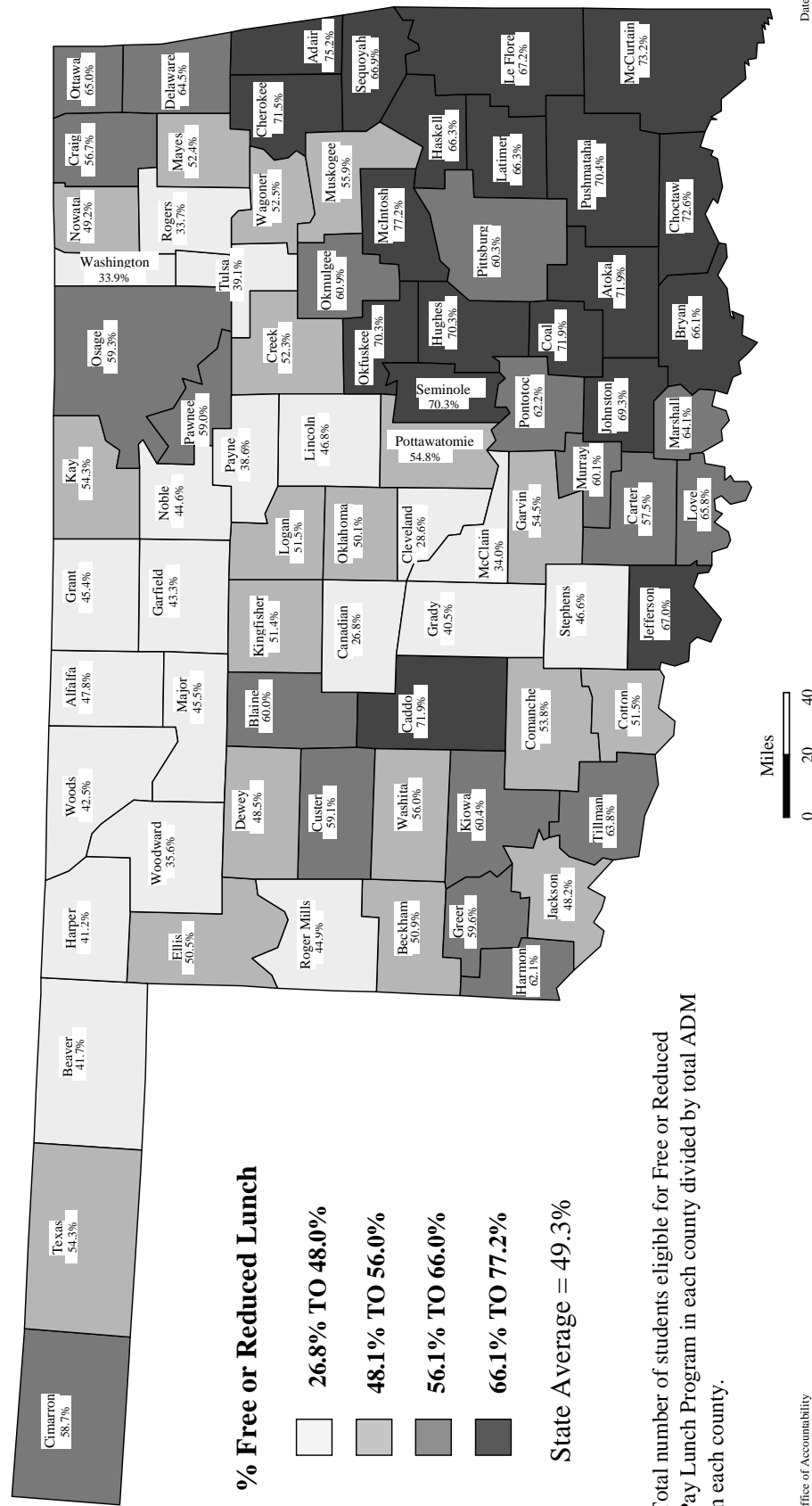
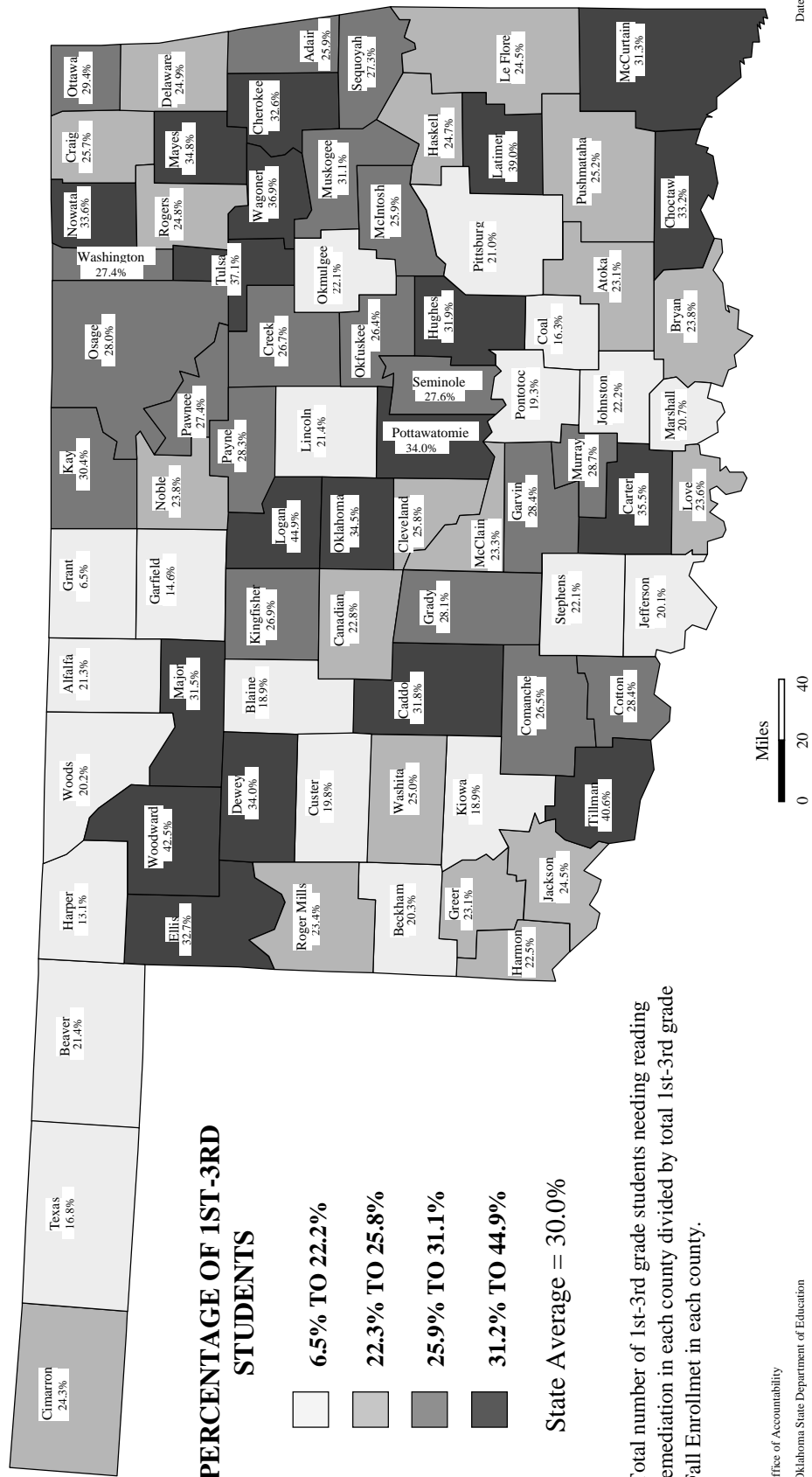


Figure 10



Total number of 1st-3rd grade students needing reading remediation in each county divided by total 1st-3rd grade Fall Enrollment in each county.

II. EDUCATIONAL PROCESS

DISTRICTS, SCHOOLS AND STUDENT ENROLLMENT

The “Profiles 2002” series reports on 543 individual Oklahoma school districts and 1,801 conventional school sites: 1,026 elementary schools, 309 middle schools/junior highs and 466 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 2001-02, there were 112 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 2001-02 there were 53 different grade level combinations forming schools in Oklahoma.

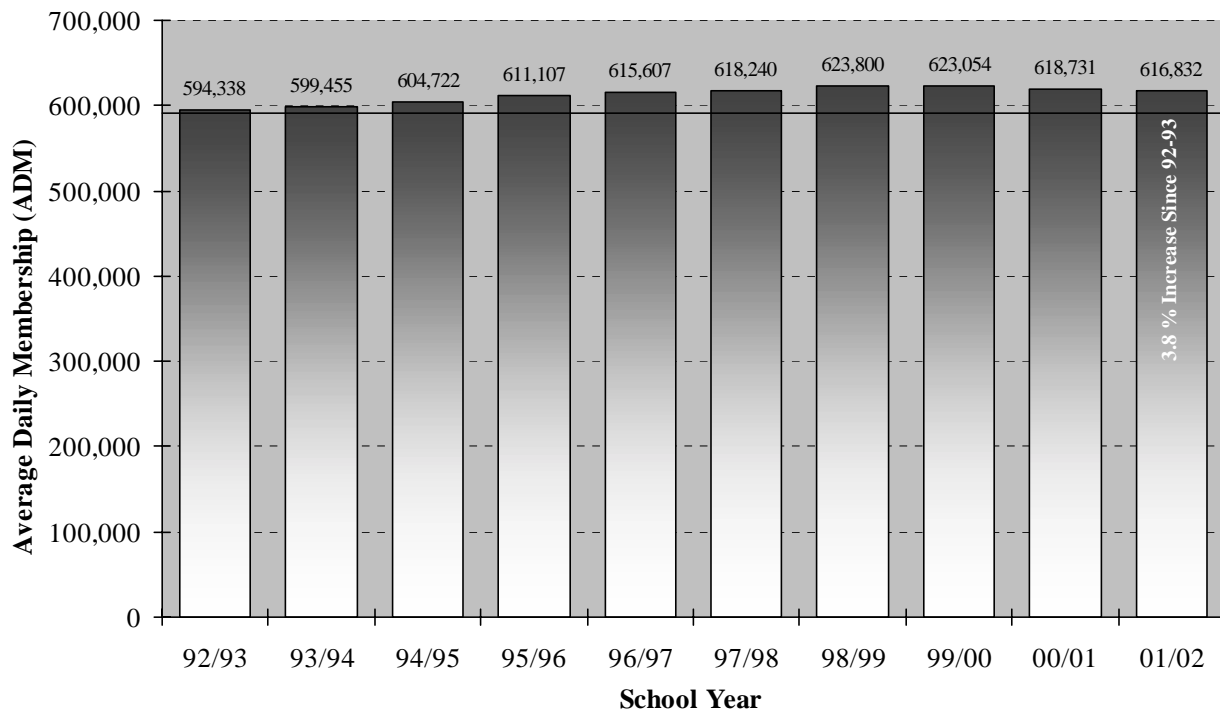
Another way to look at the diversity of districts across the state is to look at the number of students they serve. Student enrollment is most often reported as Average Daily Membership (ADM). ADM refers to the average number of students enrolled at a school, or district, on any given day during the year. The smallest elementary district in operation during 2001-02 (Plainview – Cimarron county) had an ADM of 15 students and Tulsa, the largest independent school district, had an ADM of 42,339 students. The following table provides a statewide breakdown of school districts by enrollment.

Figure 11
Oklahoma’s Districts by Size of Enrollment

<u>Size Designation</u>	<u>District Size (in ADM)</u>	<u># of Districts</u>	<u>% of All Districts</u>	<u># of Students</u>	<u>% of All Students</u>
A	25,000 Plus	2	0.4%	81,648	13.2%
B	10,000 - 24,999	8	1.5%	126,259	20.5%
C	5,000 - 9,999	10	1.8%	63,810	10.3%
D	2,000 - 4,999	31	5.7%	89,659	14.5%
E	1,000 - 1,999	76	14.0%	104,697	17.0%
F	500 - 999	98	18.0%	68,851	11.2%
G	250 - 499	160	29.5%	57,500	9.3%
H	Less than 250	158	29.1%	24,408	4.0%
All	All Districts	543	100.0%	616,832	100.0%

At the state level, total ADM in 2001-02 was 616,832, a decrease of 1,899 students from the 2000-01 school year. This represented a decrease of 0.3% (Figure 12). The 2001-02 statewide membership was a 3.8% increase over the membership 10 years earlier.

Figure 12
Trends in Oklahoma's Average Daily Membership



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

Data Source: State Department of Education.

Figure 13 shows 2001-02 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.

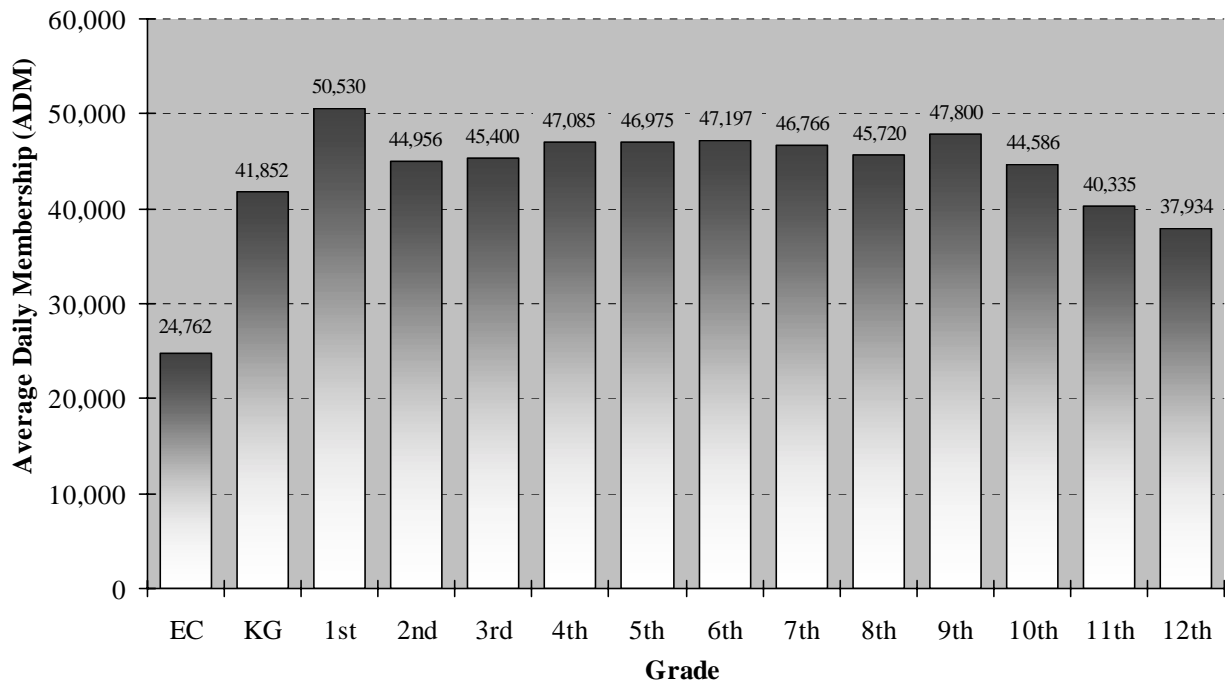
The most notable part of the graph, however, is the rapid decline in ADM from 9th through 12th grade. During the 2001-02 school year, 12th grade ADM was 9,866 students lower than 9th grade ADM that same year. Analysis in the “Student Performance” section of this document (Figure 45) shows that this dramatic 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 13

Oklahoma’s Average Daily Membership by Grade* 2001-02



Note: * Excludes enrollments for Out of Home Placement (1,806) and Non-Graded students (3,127).

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 2001-02 school year, 78,722 Oklahoma students qualified for the Gifted/Talented program. This represented 13% of all students in the state. The extremes on this indicator ranged from 8 districts with none (0%) of their students eligible for the gifted program, to one district (Stearling) with 52% (195) of its students qualifying.

Special Education

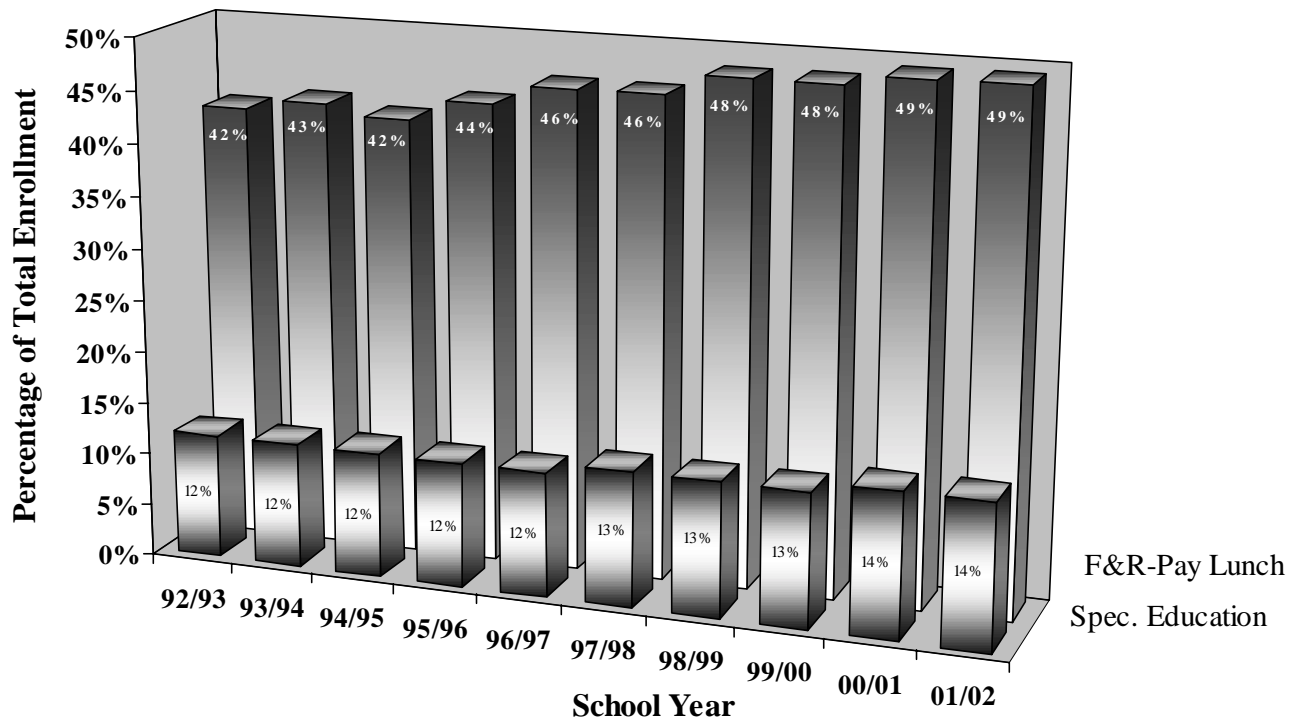
Special education students are those identified as being eligible for related services pursuant to an Individualized Educational Program (IEP). During the 2001-02 school year, 87,660 Oklahoma students qualified for the special education program, which represented 14% of all students. The Special Education participation rate has remained between 12% and 14% since the 1992-93 school year (Figure 14). The percentage of students eligible for special education services at school districts across the state ranged from a low of 4% at Straight Public Schools to a high of 42% at Cottonwood.

Free or Reduced-Pay Lunch

Eligibility for the Free or Reduced-Pay Lunch program is based on federally established criteria for family income. In 2001-02, 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 2001-02, 304,261 Oklahoma students were eligible for the Free or Reduced-Pay Lunch Program. This represented 49.3% of all students and was an increase of 2,491 students, or 0.8 percentage-points, from the 2000-01 school year. Eligibility has increased seven percentage points since 1992-93 (Figure 14). This indicator is often used as a surrogate for the percentage of students within the school or district who are impoverished (Figure 9).

Figure 14

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



Data Source: State Department of Education

High School Course Offerings

The breadth and depth of 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 four Oklahoma high schools (Del City HS, Broken Arrow HS, Carl Albert HS – MWC/DC, and Midwest City HS) offering 95, or more, different courses in those core areas. Collectively, districts across the state offered an average of 34.4 units in the six core areas in 2001-02. 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. 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 required of the state to supplement the cost of college credits earned through the AP program than are required for the same credits when earned through a public college or university. Oklahoma, however, still lags behind the nation in AP participation (www.collegeboard.com).

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.

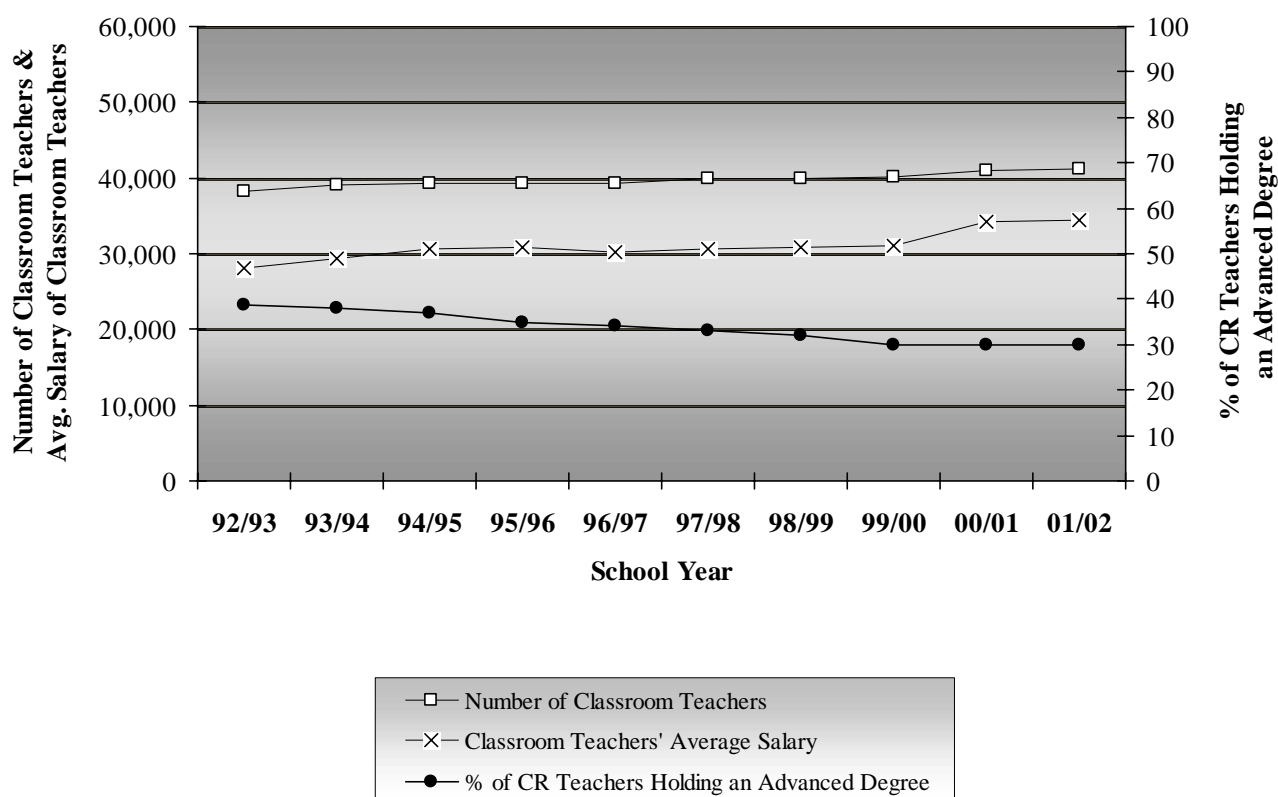
Statewide, the number of regular classroom teachers increased by 101 FTEs for the 2001-02 school year (36,933 in 2000-01 to 37,034 in 2001-02), with ADM (excluding non-graded students) decreasing by 1,851 students (615,556 in 2000-01 compared to 613,705 in 2001-02). Based on ADM (excluding non-graded students), the statewide gross student/teacher ratio for regular classroom teachers in 2001-02 was 16.6 students per teacher. This figure is down from its high in 1998-99 of 17.4 students per teacher.

Figure 15 shows the average salary of teachers for the 2001-02 school year was \$34,458, an increase of \$207 from the previous year (\$34,251 in 2000-01). The number of years taught and advanced degrees held 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 15

**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. Teachers 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 2001-02 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 29.1%. 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 2001-02 school year, there were 4,177 Special Education Teacher FTEs. Each possessed an average of 12.4 years of teaching experience and earned, on average, \$36,529 that year. On average there were 20.9 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 2001-02 school year saw a 2.5% increase in the number of administrators from the previous year. In 2001-02 there were 3,173 administrator FTEs at the 543 districts, an increase of 76 FTEs over the 2000-01 school year count of 3,097 administrator FTEs. Statewide, there was an average of 5.8 administrators per school district, and each received an average salary of \$59,251 during the 2001-02 school year. This was an increase of \$1,321, or 2.3% over last year's figure of \$57,930. On average, each supervised 11.7 teacher FTEs in 2001-02. 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 receives 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 2002” 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

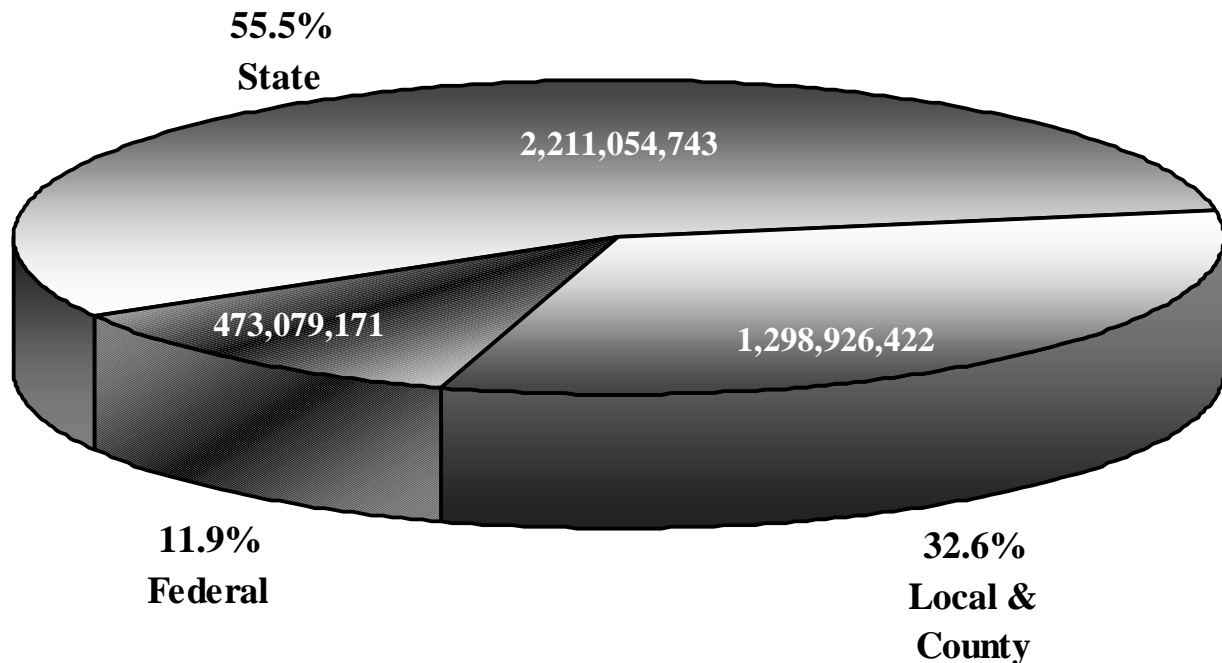
The three basic sources of school district revenue in Oklahoma are Local & County, State, and Federal. The largest portion of funding is provided by the State at 56.7% (\$2.2 billion), followed by Local & County with 33.3% (\$1.3 billion), and Federal funds that provide 12.1% (\$397 million) (Figure 16).

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 major 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.

In previous Profiles reports, the utilization of bonding capacity by the districts was mapped for each county. The maps showed how much effort was made by districts, and their local communities, to remain bonded to the highest level possible.

This year, however, a county map was generated which depicted the percentage of state funding received by districts (Figure 17). There is an interesting correlation between this map and the expenditure data plotted in Figure 21.

Figure 16
2001-02 District Revenue Sources
Reported Using ALL FUNDS*



Total Revenue: \$3,983,060,337

Data Source: State Department of Education

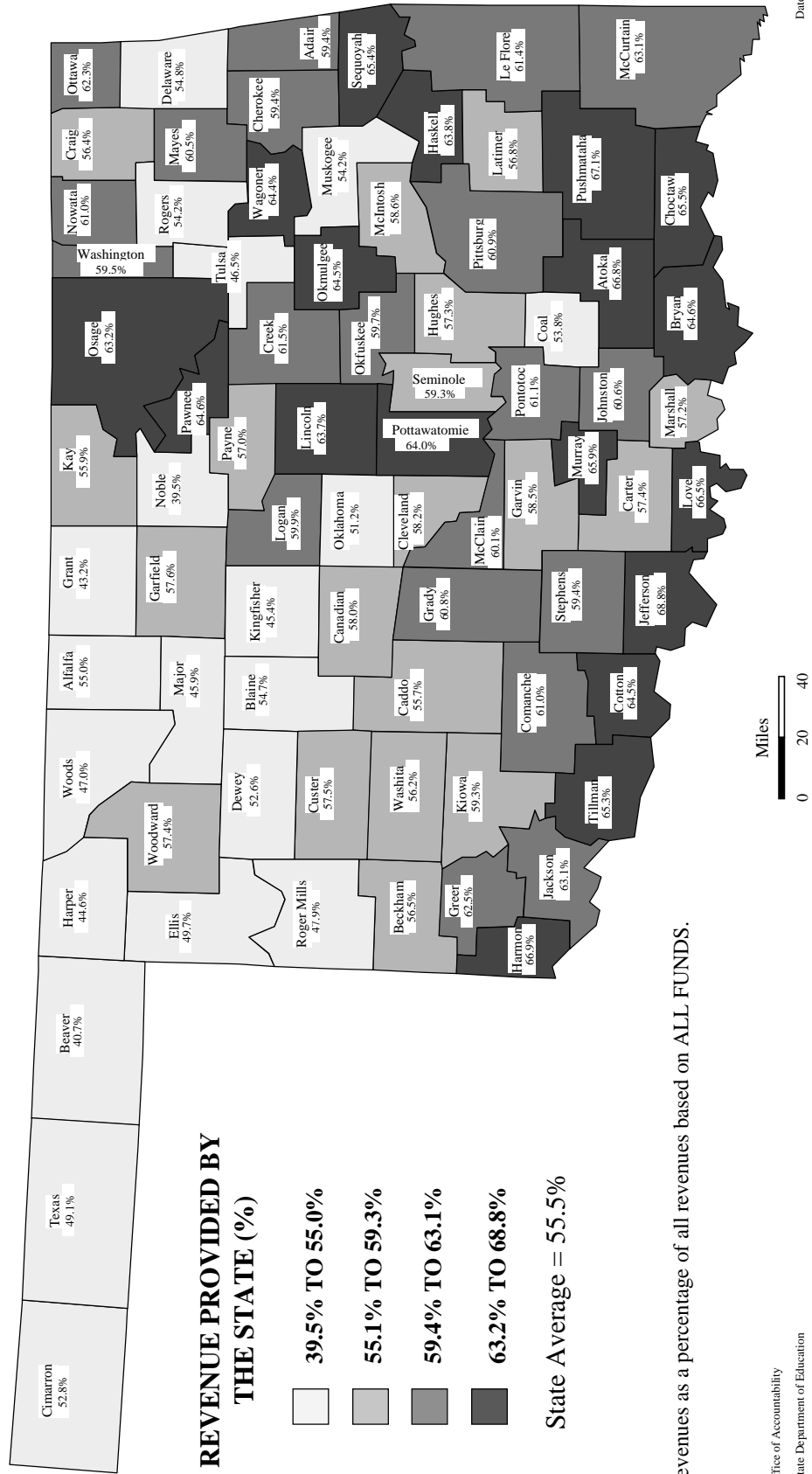
*ALL FUNDS does exclude two fund categories: Bond Fund and Trust & Agency Fund. The Sinking Fund, which is included in ALL FUNDS, represents funds used to repay bonds for capital improvements and major transportation and technology purchases. The Bond Fund is excluded because its inclusion would, in 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 D for more information about the categories used for the reporting of District Finances.

Figure 17

PERCENTAGE OF REVENUE PROVIDED BY THE STATE

PUBLIC EDUCATION BY COUNTY

2001-02 School Year

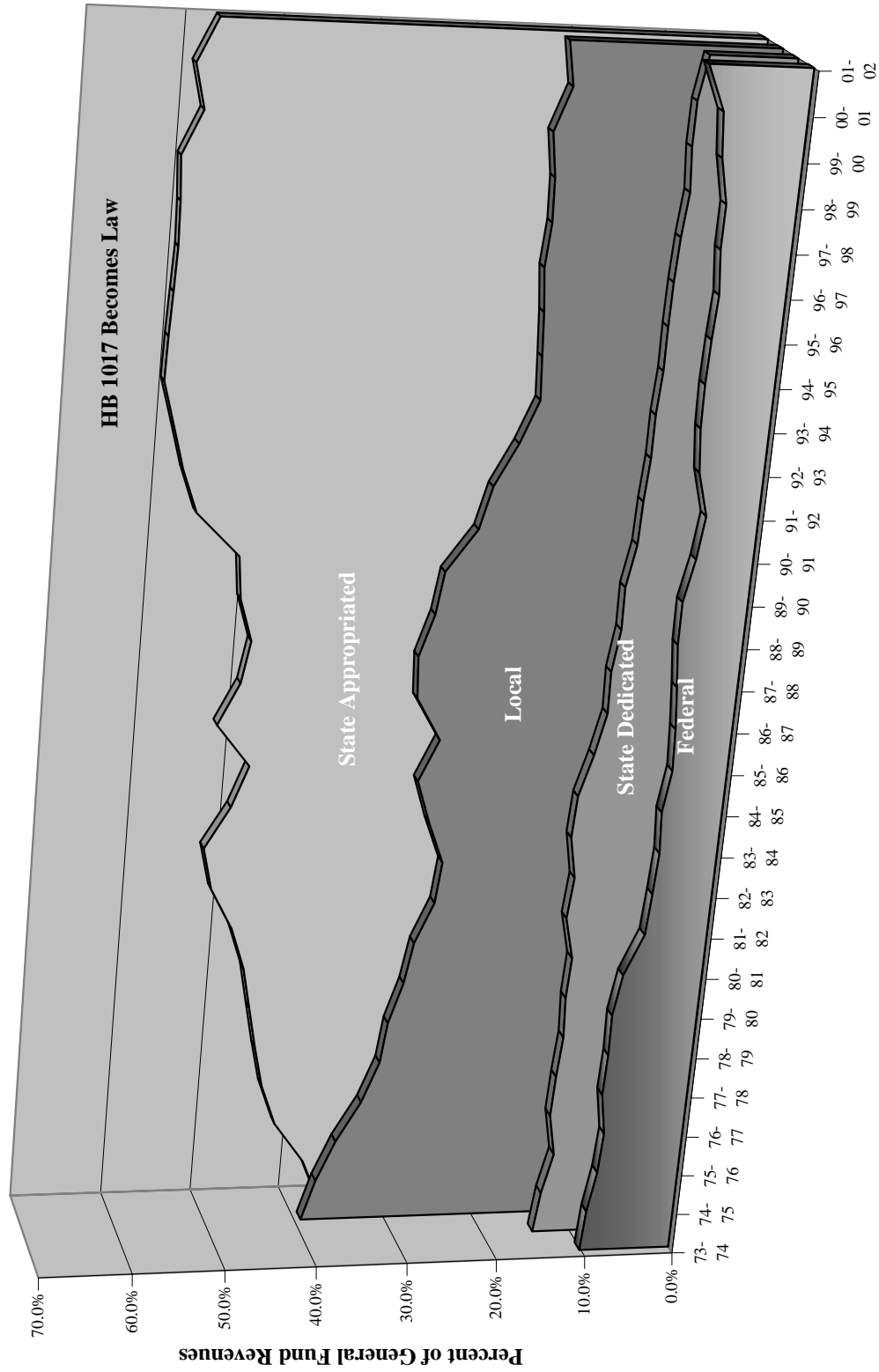


Historical Revenue Sources

The revenue that schools receive from the various sources has changed considerably over the last 20 to 30 years. Figure 18 shows the percent of total General Fund revenues by source for the years 1973-74 through 2001-02. 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 29 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 18

**Percent of General Fund Revenues by Source of Funding
1973-74 through 2001-02**



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; 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)	
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 the 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 (hailed) 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.

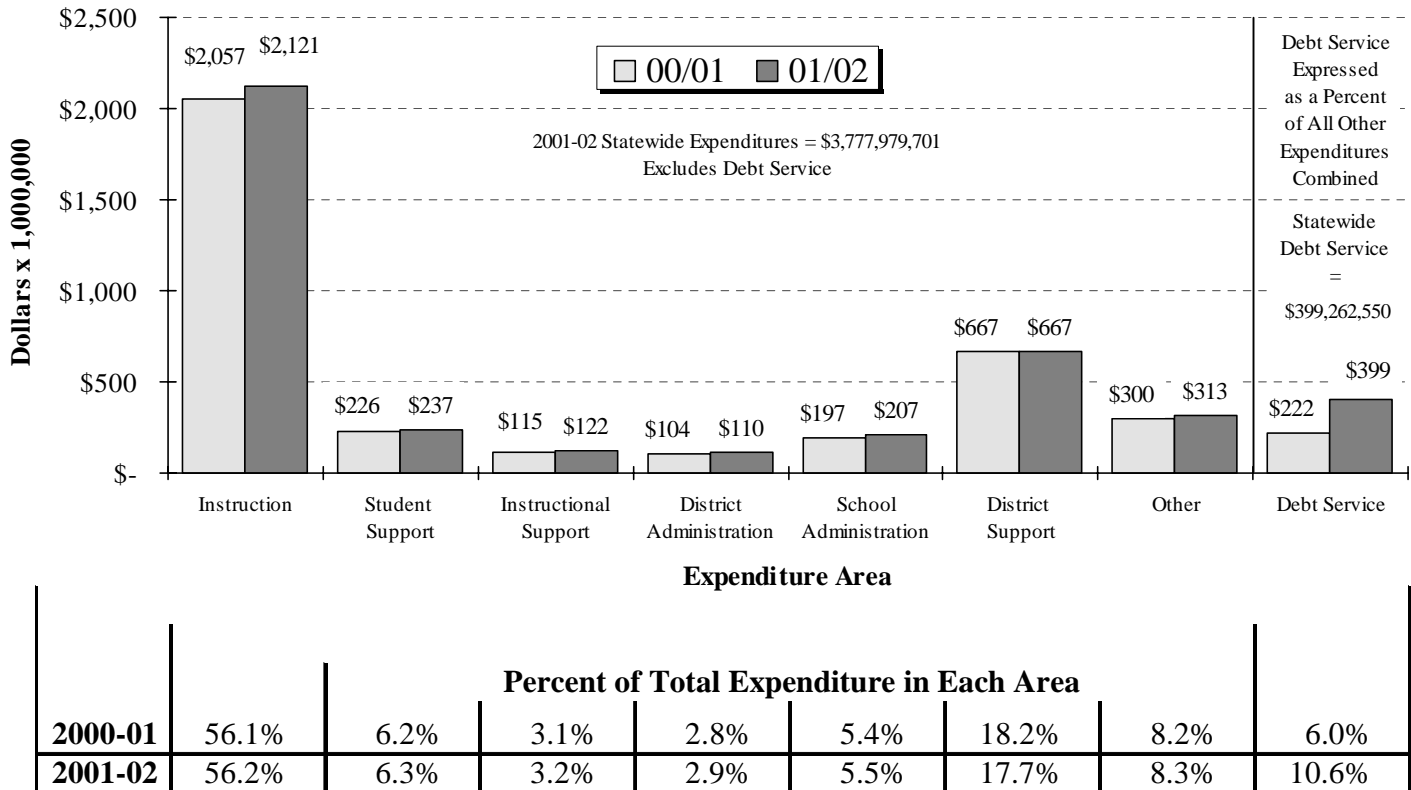
Expenditures

Figure 19 shows expenditures from ALL FUNDS on a percentage basis for the last two years. In “Profiles 2002,” expenditure amounts are classified into eight areas: Instruction, Student Support, Instructional Support, District Administration, School Administration, District Support, Other, and Debt Service (See Appendix D 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 56.2%, a one-tenth of a percentage point increase over 2000-01. Overall, however, the percentage of expenditures in “Instruction” has been on the decline since 1994-95 when it represented 58.7% of ALL FUNDS. “District Support” runs a distant second at 17.7% of all expenditures. “District Support” includes the district business office plus maintenance and operation of buildings and vehicles. Statewide, total expenditures from ALL FUNDS were \$4.2 billion, a \$289 million increase over the 2000-01 school year.

Figure 19

State Level Expenditures Based on ALL FUNDS



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

Data Source: State Department of Education

Figure 20 contrasts the conventional General Fund to the ALL FUNDS accounting of expenditures per student. The graph shows General Fund Expenditures per student for years 1992-93 through 2001-02 and expenditures from ALL FUNDS for school years 1994-95 through 2001-02. The expenditure per student using the General Fund in 2001-02 was \$5,426 compared to \$6,772 from ALL FUNDS, a difference of \$1,346 dollars per student. Per-student funding increased \$198 in the General Fund category and \$488 in the ALL FUNDS category between the 2000-01 and 2001-02 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 (1998-99), Oklahoma's expenditure per ADA was \$5,684. The national average for that same year was \$7,013, meaning that Oklahoma's expenditures were nearly 19% below the national average (2001 Digest of Education Statistics, Table 168).

Per student expenditures varied greatly across the state (Figure 21). 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 \$26,067 per student at Plainview in Cimarron County to a low of \$4,721 per student at Lone Star public schools. Two districts showed expenditures per student higher than Plainview, however, this resulted from clerical errors in the districts' bookkeeping.

Figure 20
State Level Expenditures Per Student*
Using General Fund and ALL FUNDS

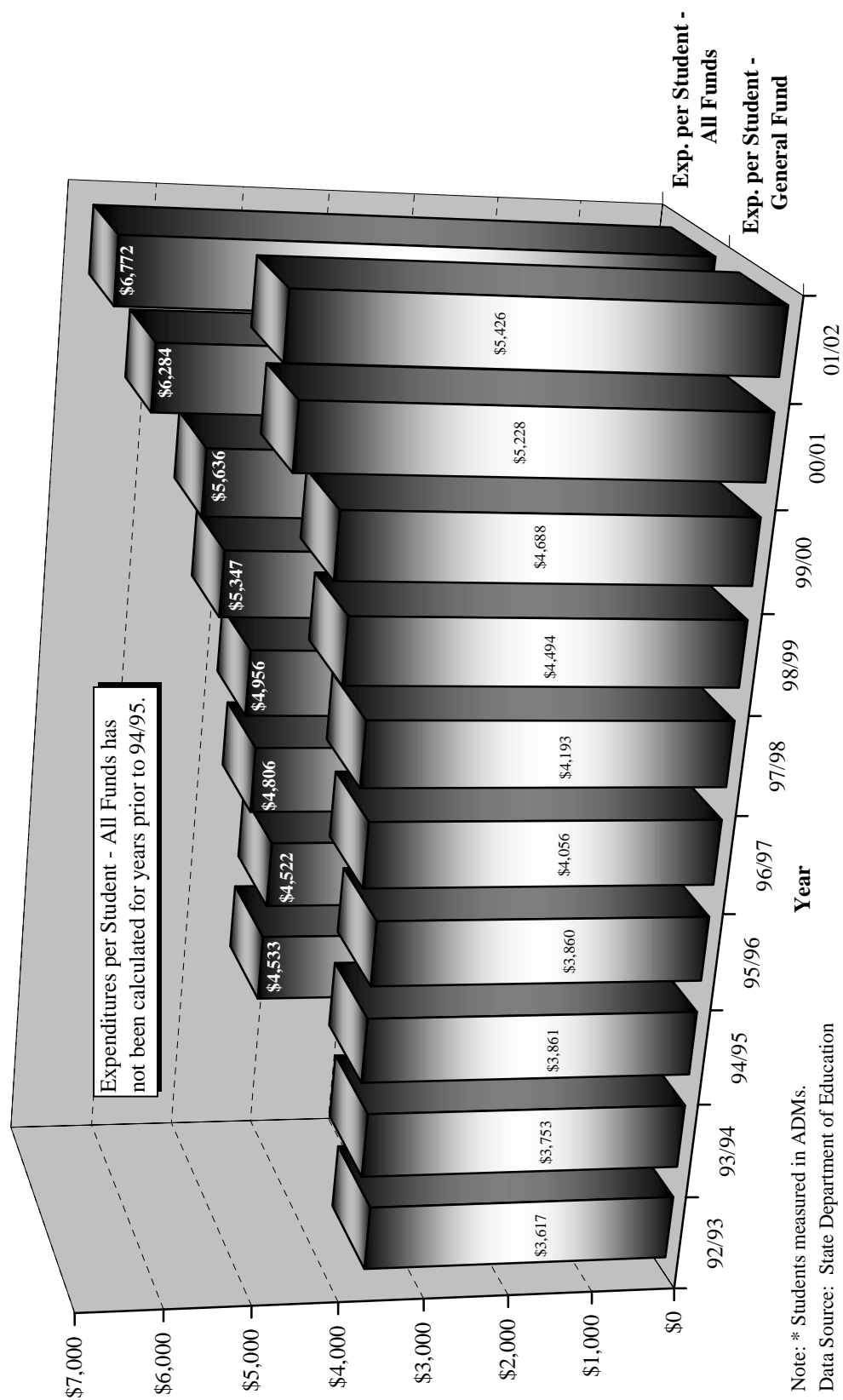
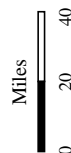


Figure 21



**** Unweighted ADM.**

Prepared by: Office of Accountability
Data Source: Oklahoma State Department of Education

Date: 4/23/2003

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 counterparts) and the results are provided in percentile ranks. For example, scoring at the 70th percentile would mean that a student scored equal to or 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 the "Oklahoma Curriculum" 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.

In 1999-2000 all norm-referenced testing was discontinued and the 11th 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. This was changed to the Math and Reading components of the Stanford 9 in 2001-02. 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 for 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 CRTs including the End-of-Course tests. For the 2001-2002 school year, the CRT's and 3rd Grade NRT were supplied by Harcourt-Brace, and the End-of-Course tests by CTB McGraw-Hill.

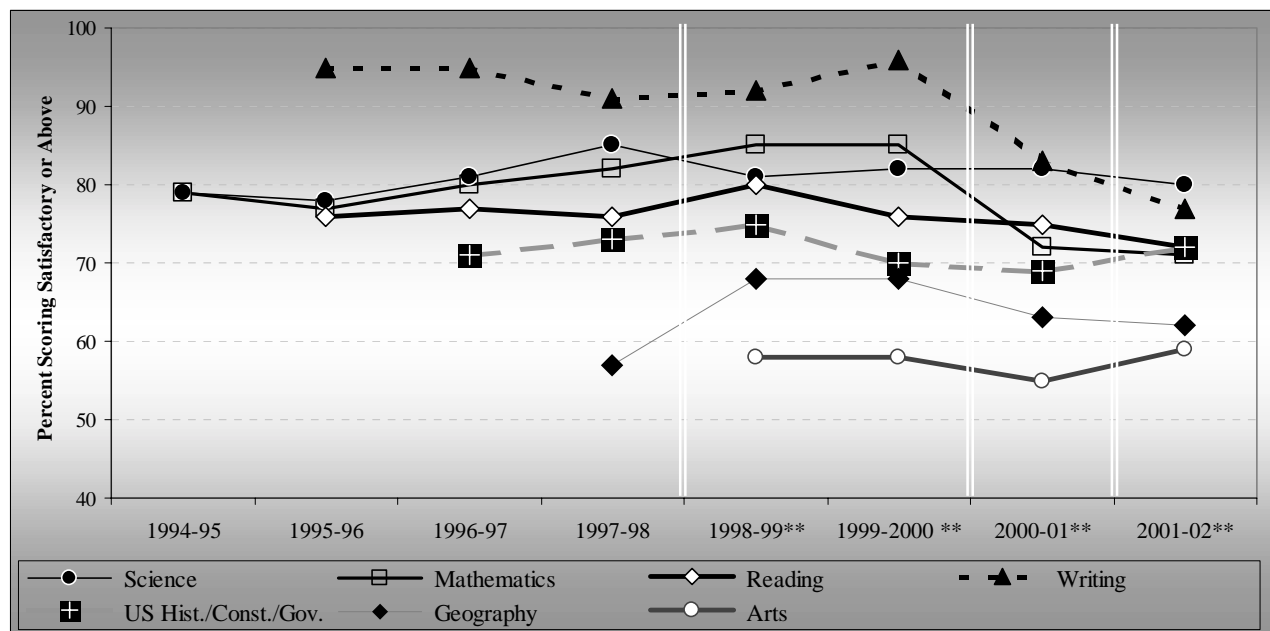
From a policy-making standpoint, the Education Oversight Board has had ongoing concerns over the lack of stability in the Oklahoma School Testing Program. It can be observed that when the vendors supplying the CRT changed, scores changed as well (Figure 22 & 23). The first change in vendors was between 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. Vendors were again changed between 2000-01 and 2001-02, and again scores generally dropped, with science and writing being substantial. 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 publicly oversee the future development, administration, growth, and cost of the Oklahoma School Testing Program.

Figure 24 shows the OSTP cost the state \$3.1 million to administer in 2001-02. The program tested 187,708 students in grades 3,5, 8 and high school, which works out to roughly \$17 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

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**	2001-02**
Science	79%	78%	81%	85%	81%	82%	82%	80%
Mathematics	79%	77%	80%	82%	85%	85%	72%	71%
Reading	Not Tested	76%	77%	76%	80%	76%	75%	72%
Writing	Not Tested	95%	95%	91%	92%	96%	83%	77%
US Hist./Const./Gov.	Not Tested	Not Tested	71%	73%	75%	70%	69%	72%
Geography	Not Tested	Not Tested	Not Tested	57%	68%	68%	63%	62%
Arts	Not Tested	Not Tested	Not Tested	Not Tested	58%	58%	55%	59%

Note: * Satisfactory or above for the 1998-99 through 2001-02 writing scores as well as the 1999-2000 through 2001-02 math and reading scores and the 2001-02 science scores. Double Line indicates a change in testing company. ** Results are posted for “Traditional” students only.

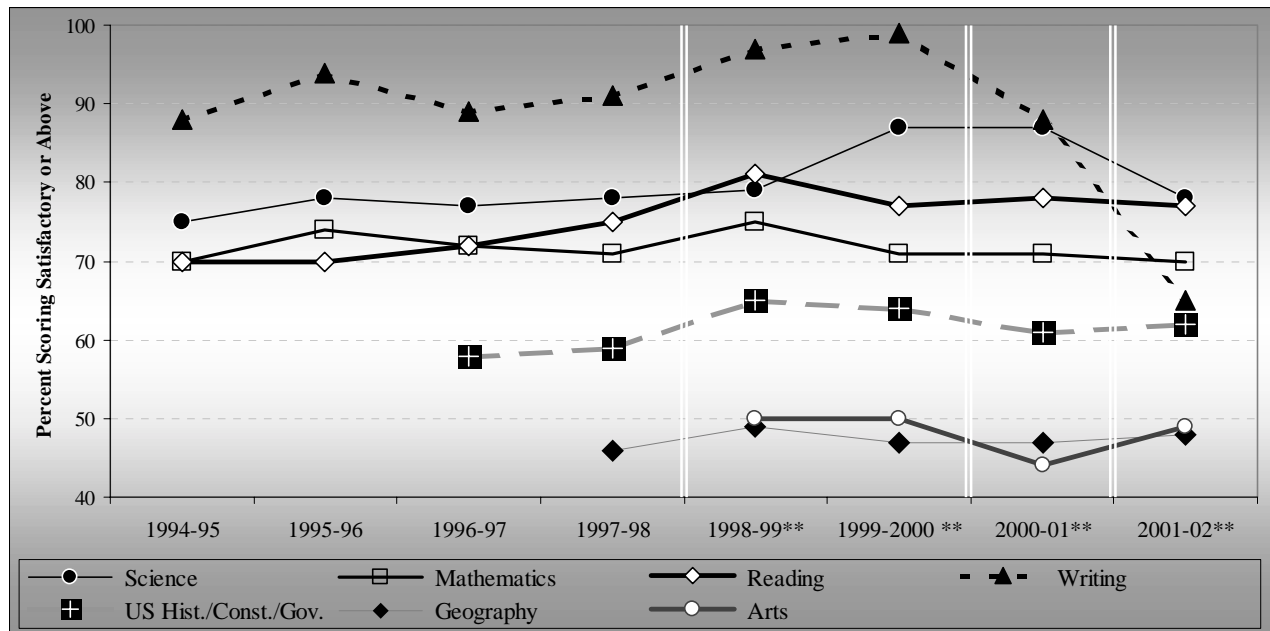
Data Source: State Department of Education

Figure 23

Oklahoma Core Curriculum Test Results

Percent Scoring Satisfactory* by Subject, Grade and Year

8th Grade Results



Subject Area	1994-95	1995-96	1996-97	1997-98	1998-99**	1999-2000**	2000-01**	2001-02**
Science	75%	78%	77%	78%	79%	87%	87%	78%
Mathematics	70%	74%	72%	71%	75%	71%	71%	70%
Reading	70%	70%	72%	75%	81%	77%	78%	77%
Writing	88%	94%	89%	91%	97%	99%	88%	65%
US Hist./Const./Gov.	Not Tested	Not Tested	58%	59%	65%	64%	61%	62%
Geography	Not Tested	Not Tested	Not Tested	46%	49%	47%	47%	48%
Arts	Not Tested	Not Tested	Not Tested	Not Tested	50%	50%	44%	49%

Note: * Satisfactory or above for the 1998-99 through 2001-02 writing scores as well as the 1999-2000 through 2001-02 math and reading scores and the 2001-02 science scores. Double Line indicates a change in testing company. ** Results are posted for "Traditional" students only.

Data Source: State Department of Education

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, 2) Alternative Education, and 3) Special Education. Unless otherwise noted, the scores posted in “Profiles 2002” include only the results of “Traditional” students.

Figure 24
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
FY-2002	\$3.0 Million	\$0.1 Million

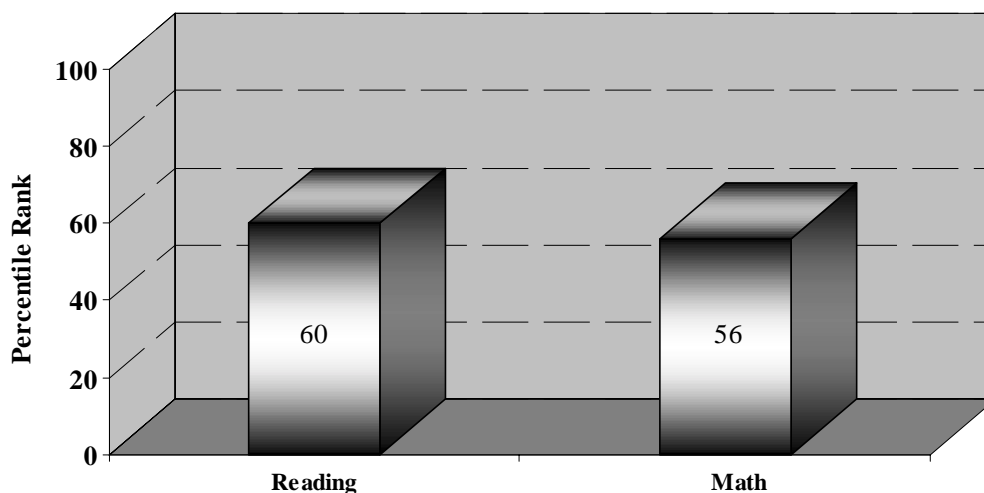
Data Source: State of Oklahoma FY-2000 Executive Budget

Note: *FY-2001&2002 Figures Supplied by State Department of Education

The Stanford 9 Achievement Test

The Stanford 9 Achievement Test is a Norm-Referenced Test (NRT), developed by the Harcourt Educational Measurement for use by schools across the nation. A norm-referenced test enables student

Figure 25
**Oklahoma Third Grade Stanford 9 National Percentile Ranks
by Subject Area 2001-02**



Data Source: State Department of Education

performance on certain academic subjects to be compared to that of their national and state counterparts. 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 2001-02, Oklahoma 3rd grade students scored at the 56th percentile rank on the math section of the Stanford 9 and therefore scored equal to or higher than 56% of 3rd graders in the national norm group taking the test (Figure 25). This score was higher than the average of the national norm group. Only the Math and Reading portions of the 3rd grade Stanford 9 were administered for the 2001-02 school year.

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 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 & 23). 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

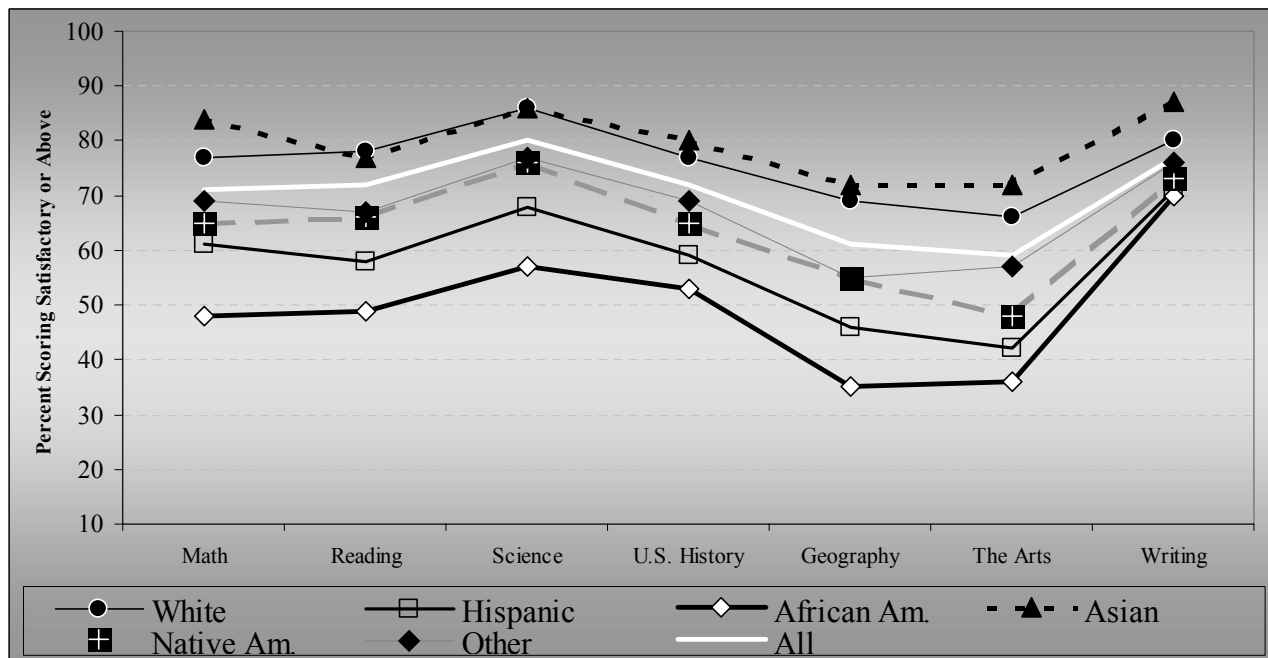
The scores, when viewed in their aggregate format, are encouraging. The bulk of students across the state are performing well on the State’s standardized tests. However, when analyzed by racial subgroup, a much different picture emerges. Figures 26 and 27 look at student performance on the CRTs for the 5th and 8th grade by race. The results by race were only available for “Regular” students, which differs from “Traditional” students, but is still the best comparison available.

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 26
2002 CRT Results by Race
 Percent Scoring Satisfactory or Above

(Regular Students)

5th Grade



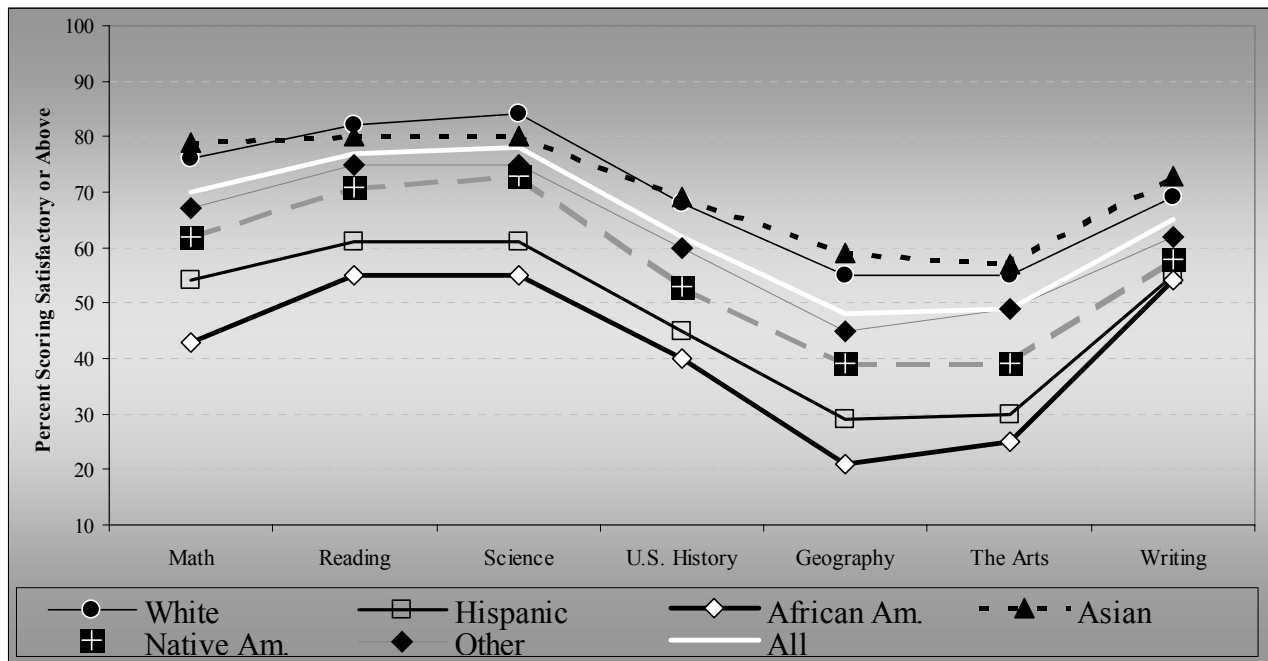
	Math	Reading	Science	U.S. History	Geography	The Arts	Writing
Female	69	74	80	70	57	61	83
Male	73	69	80	73	66	56	71
White	77	78	86	77	69	66	80
Hispanic	61	58	68	59	46	42	71
African Am.	48	49	57	53	35	36	70
Asian	84	77	86	80	72	72	87
Native Am.	65	66	76	65	55	48	73
Other	69	67	77	69	55	57	76
All	71	72	80	72	61	59	77

Data source: State Department of Education

Figure 27
2002 CRT Results by Race
 Percent Scoring Satisfactory or Above

(Regular Students)

8th Grade



	Math	Reading	Science	U.S. History	Geography	The Arts	Writing
Female	67	79	78	60	43	52	74
Male	72	74	78	63	53	45	55
White	76	82	84	68	55	55	69
Hispanic	54	61	61	45	29	30	55
African Am.	43	55	55	40	21	25	54
Asian	79	80	80	69	59	57	73
Native Am.	62	71	73	53	39	39	58
Other	67	75	75	60	45	49	62
All	70	77	78	62	48	49	65

Data source: State Department of Education

CRT Results by County

Figures 28 through 33 plot the 2001-02 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 5 through 10) show that, for the most part, the highest socioeconomic conditions in the state exist in the northwest, and the socioeconomic conditions in the southeast are generally lower. This general trend also bears out in many of the student performance maps found later in this section.

The socioeconomic conditions within a given community have a big impact on student learning. The challenge to communities with lower socioeconomics, and to the districts 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 districts in this process. The community grouping model described near the end of the “COMMUNITY CHARACTERISTICS” section of this document groups districts by the size of their enrollment and the general economic conditions in the community. Districts can then examine their peers for success stories where districts have found ways to mitigate societal handicaps. They can then contact those districts and use the information acquired to help their students achieve at levels higher than might otherwise be expected.

Figure 28

5TH GRADE CRT - MATH SCORES

Percent of Students Scoring Satisfactory or Above

2001-02 School Year

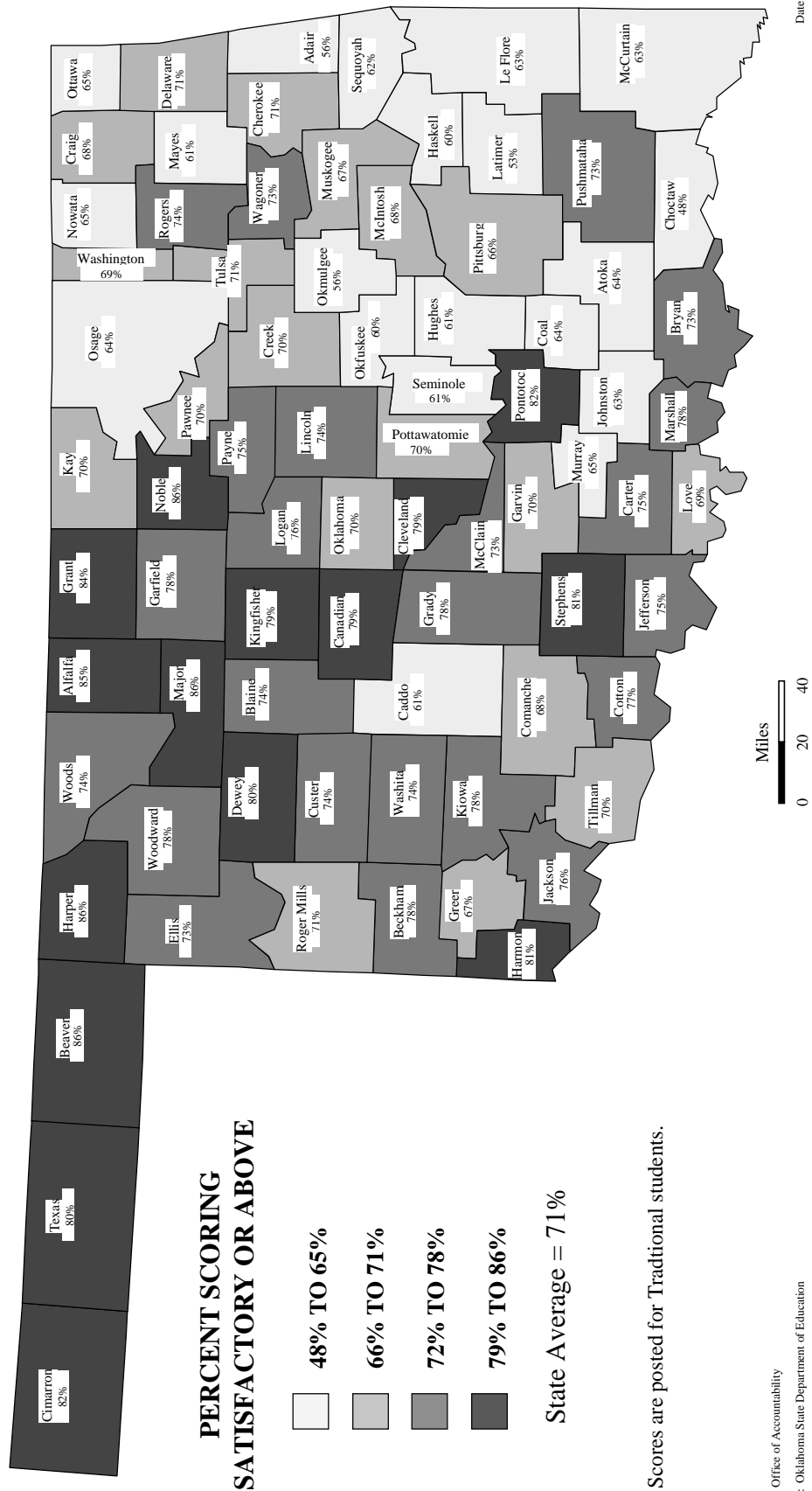


Figure 29

5TH GRADE CRT - READING SCORES

Percent of Students Scoring Satisfactory or Above

2001-02 School Year

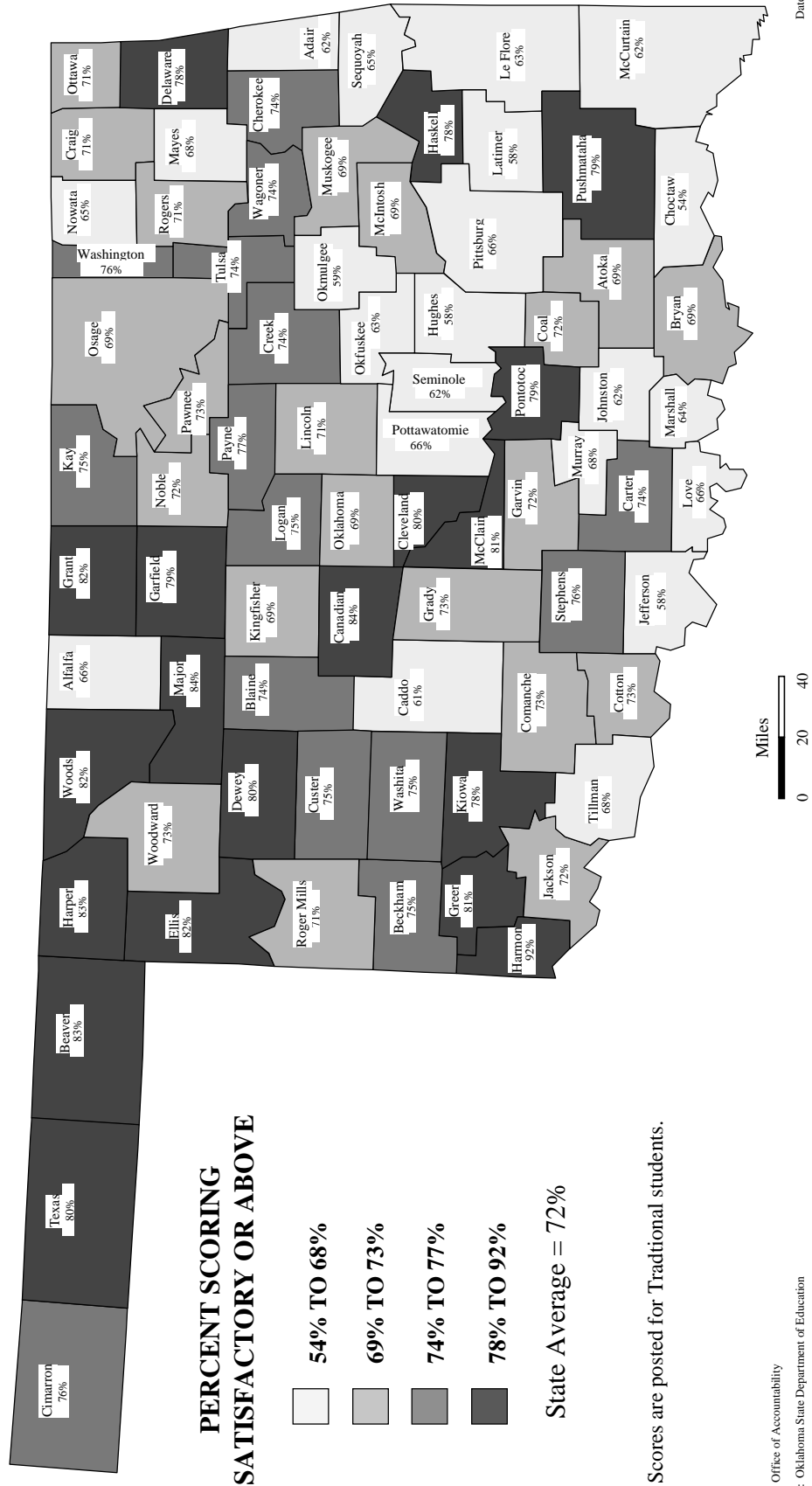


Figure 30

5TH GRADE CRT - SCIENCE SCORES

Percent of Students Scoring Satisfactory or Above

2001-02 School Year

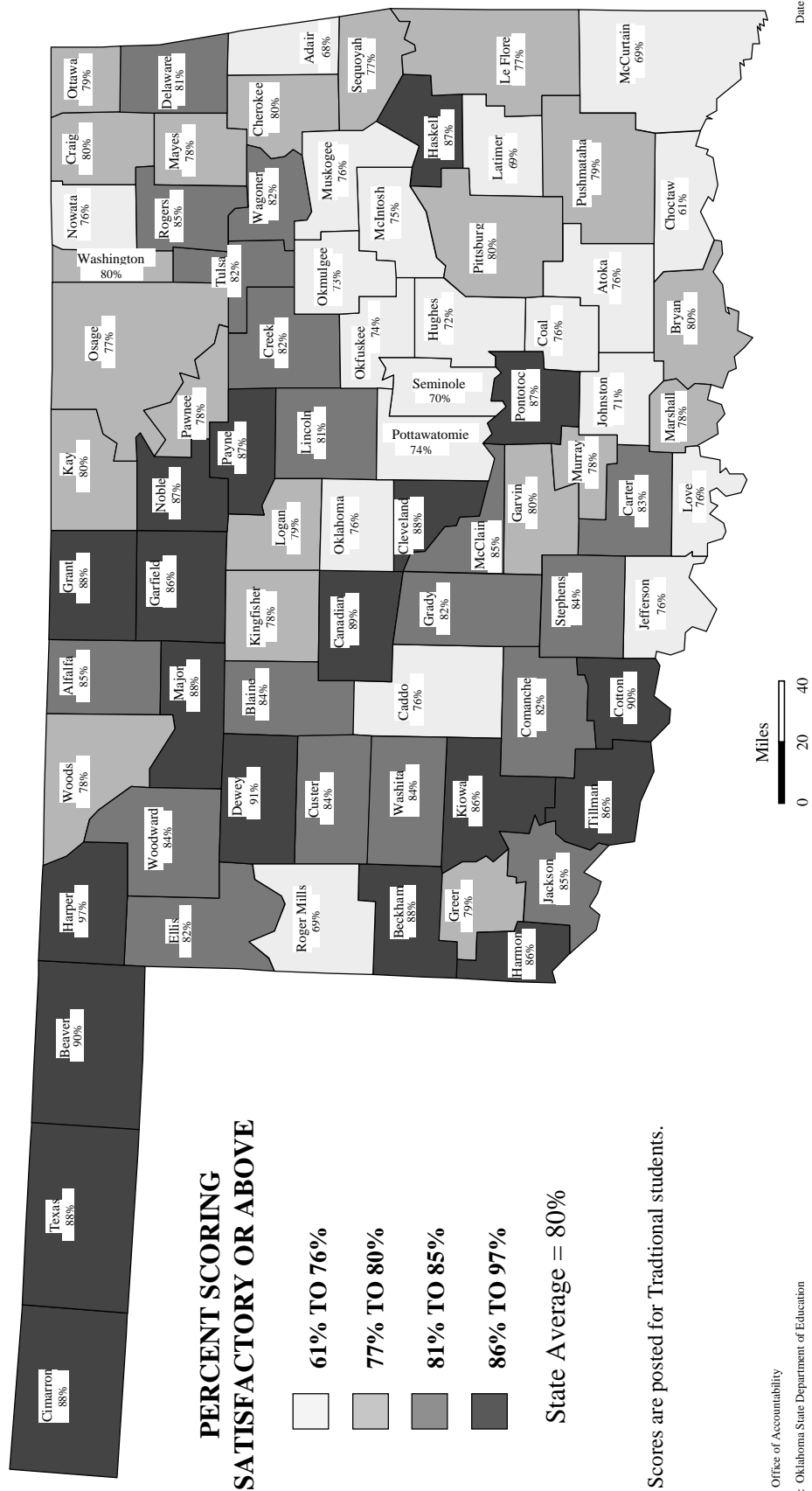


Figure 31

8TH GRADE CRT - MATH SCORES

Percent of Students Scoring Satisfactory or Above

2001-02 School Year

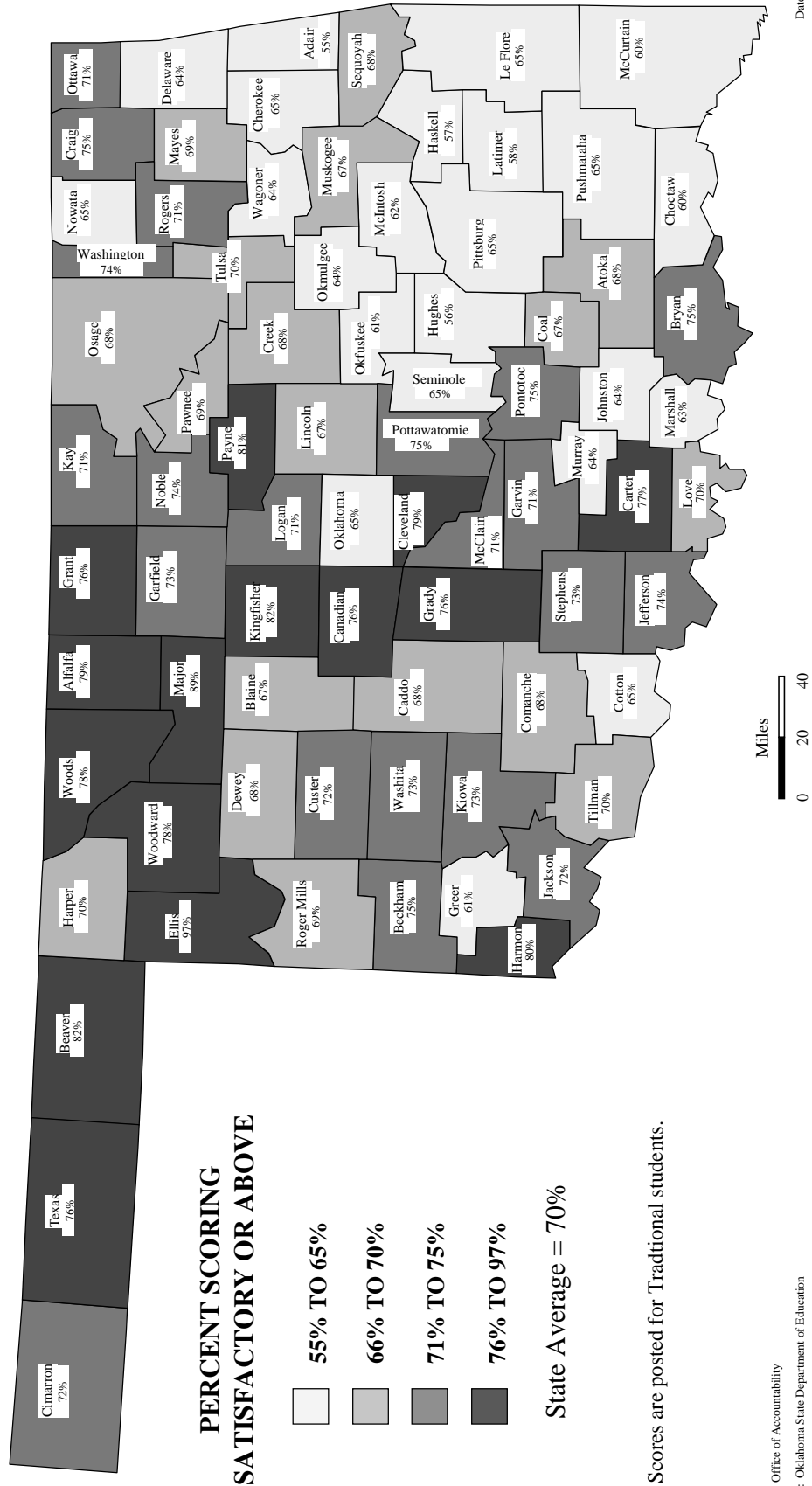


Figure 32

8TH GRADE CRT - READING SCORES

Percent of Students Scoring Satisfactory or Above

2001-02 School Year

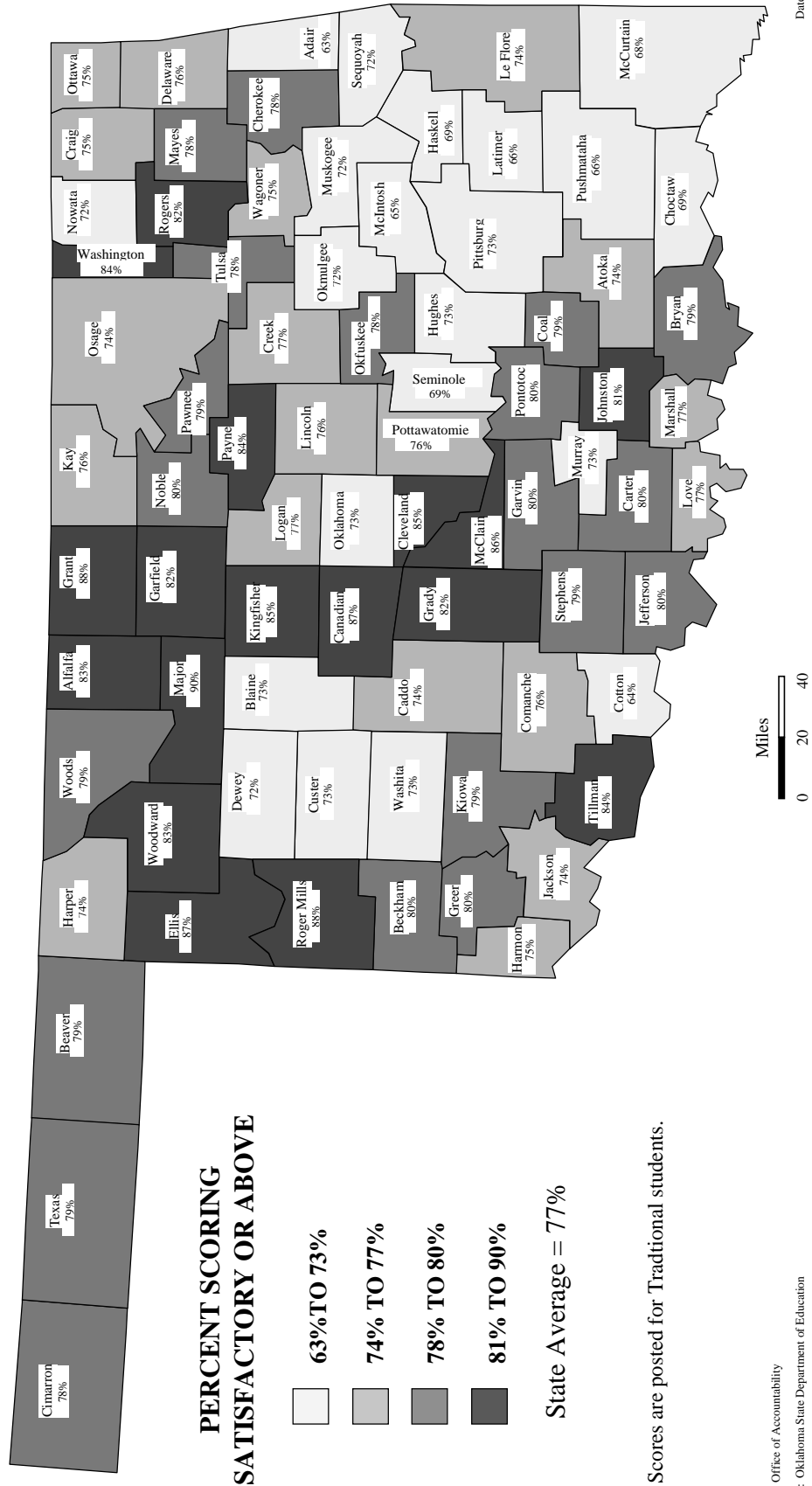
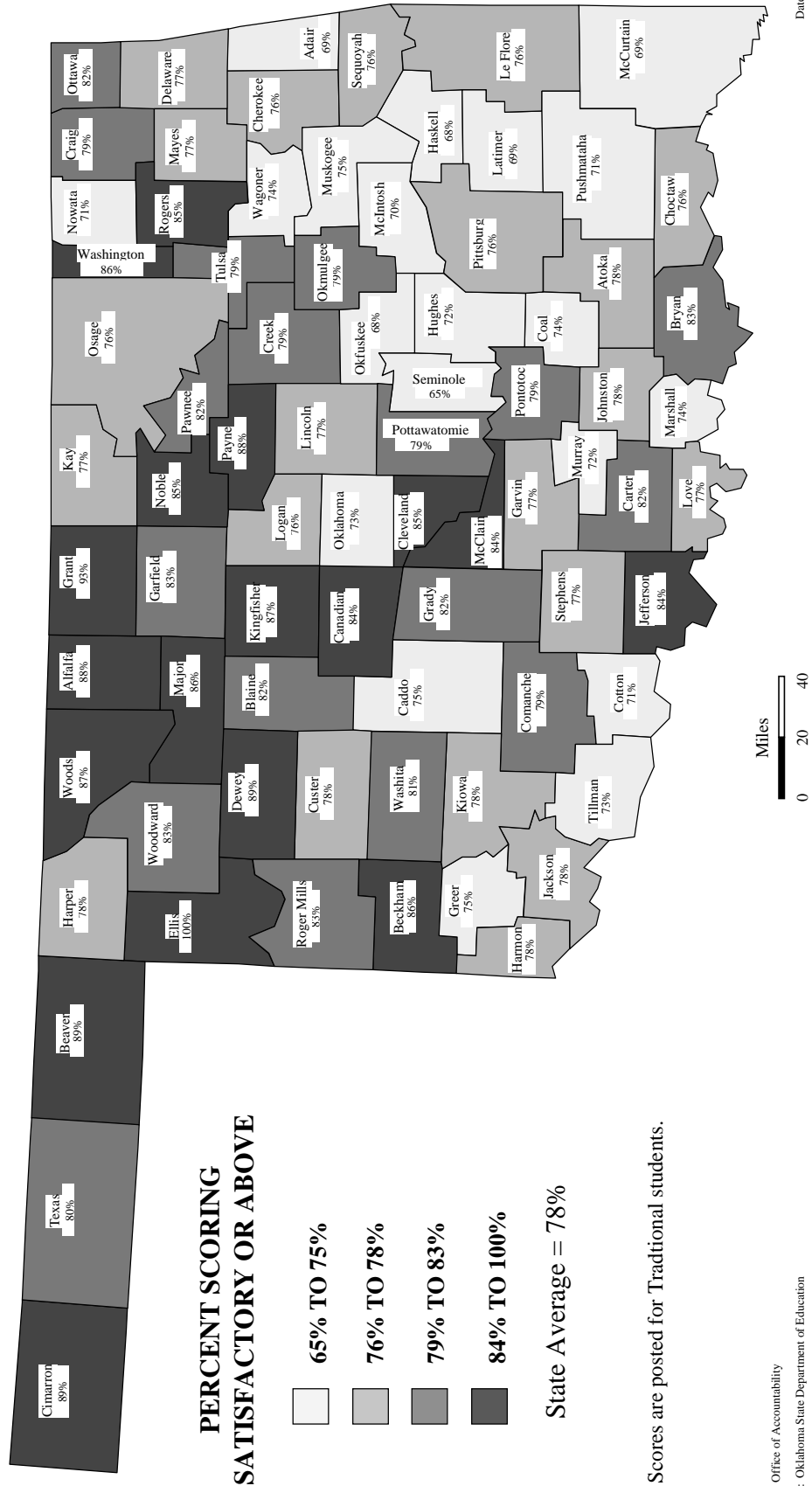


Figure 33

8TH GRADE CRT - SCIENCE SCORES

Percent of Students Scoring Satisfactory or Above

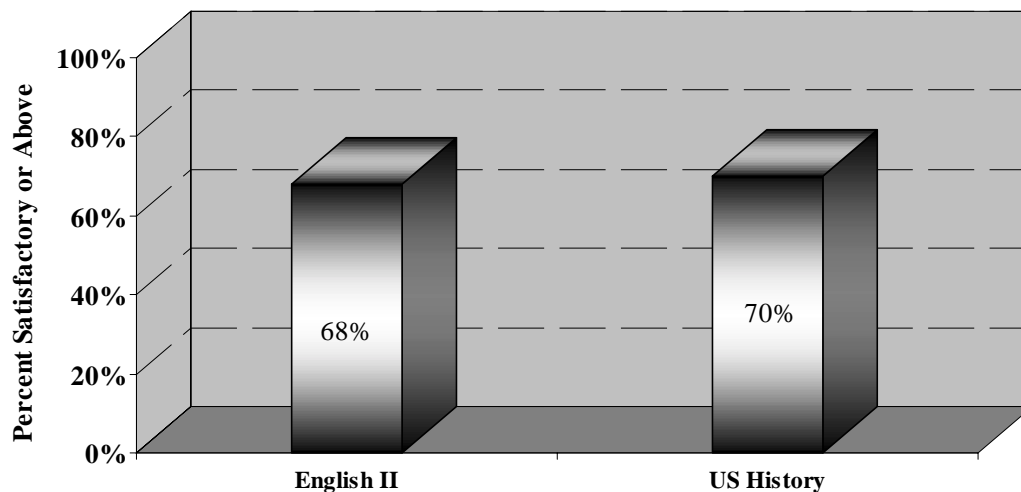
2001-02 School Year



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, some 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. 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 in both 2000-01 and 2001-02 (Figure 34).

Figure 34
The Oklahoma “End-of-Instruction” Test Results
by Subject Area 2001-02



Note: Results are posted for “Traditional” students only.

Data Source: State Department of Education

Figure 35

Oklahoma End of Instruction Test Results

Percent Scoring Satisfactory or Above by Subject and Year

Subject Area	2000-01	2001-02
English II	70%	68%
US History	65%	70%
Algebra I	Not Tested	Not Tested
Biology	Not Tested	Not Tested

Note: Results are posted for “Traditional” students only. Double Line indicates a change in testing company.

Data Source: State Department of Education

EOI Results by County

Figures 36 and 37 plot the 2001-02 EOI test results by county. The trends observed are similar to those in the 5th and 8th grade 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 36

HIGH SCHOOL END-OF-INSTRUCTION TEST - ENGLISH II

Percent of Students Scoring Satisfactory or Above

2001-02 School Year

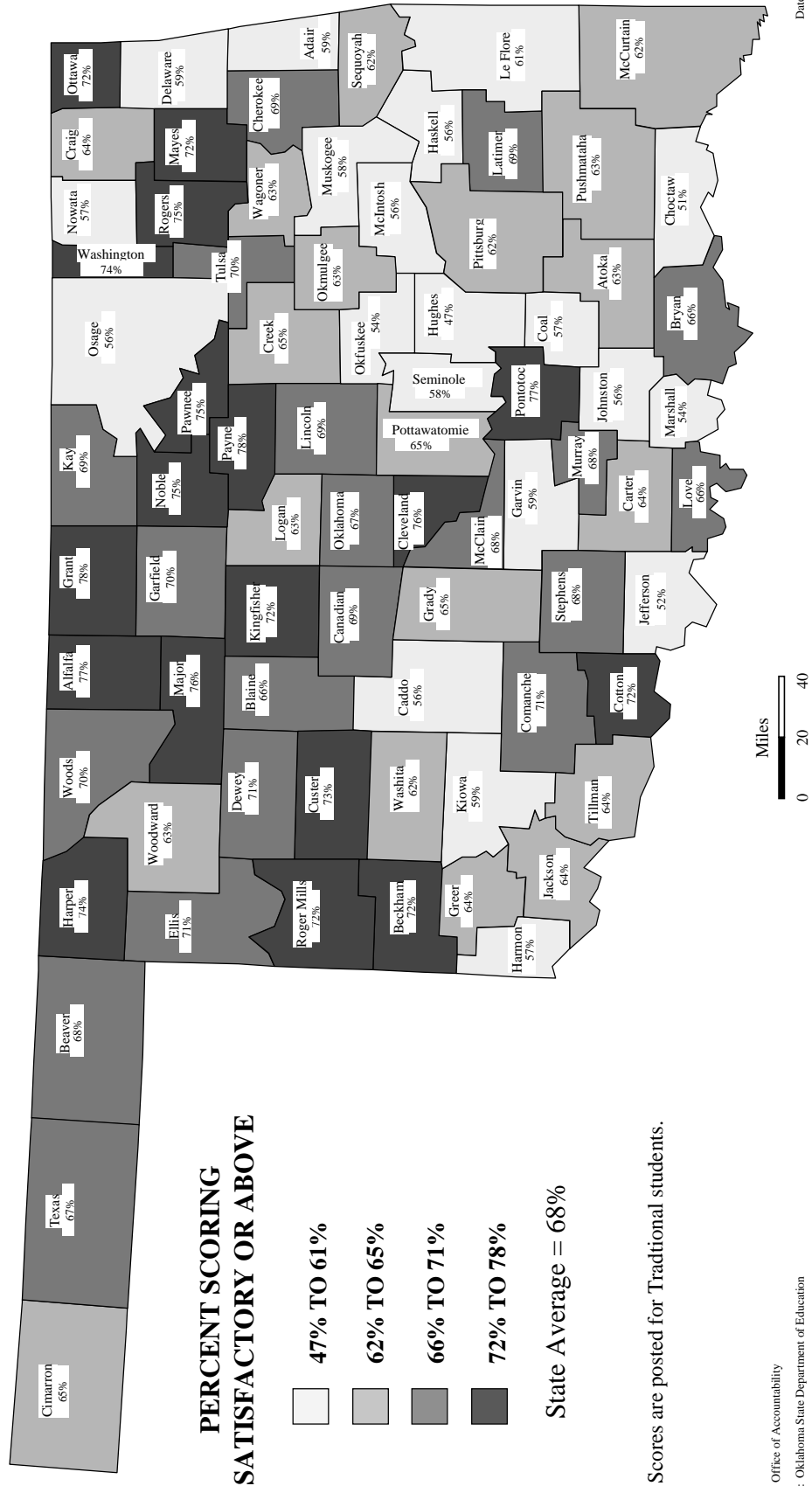
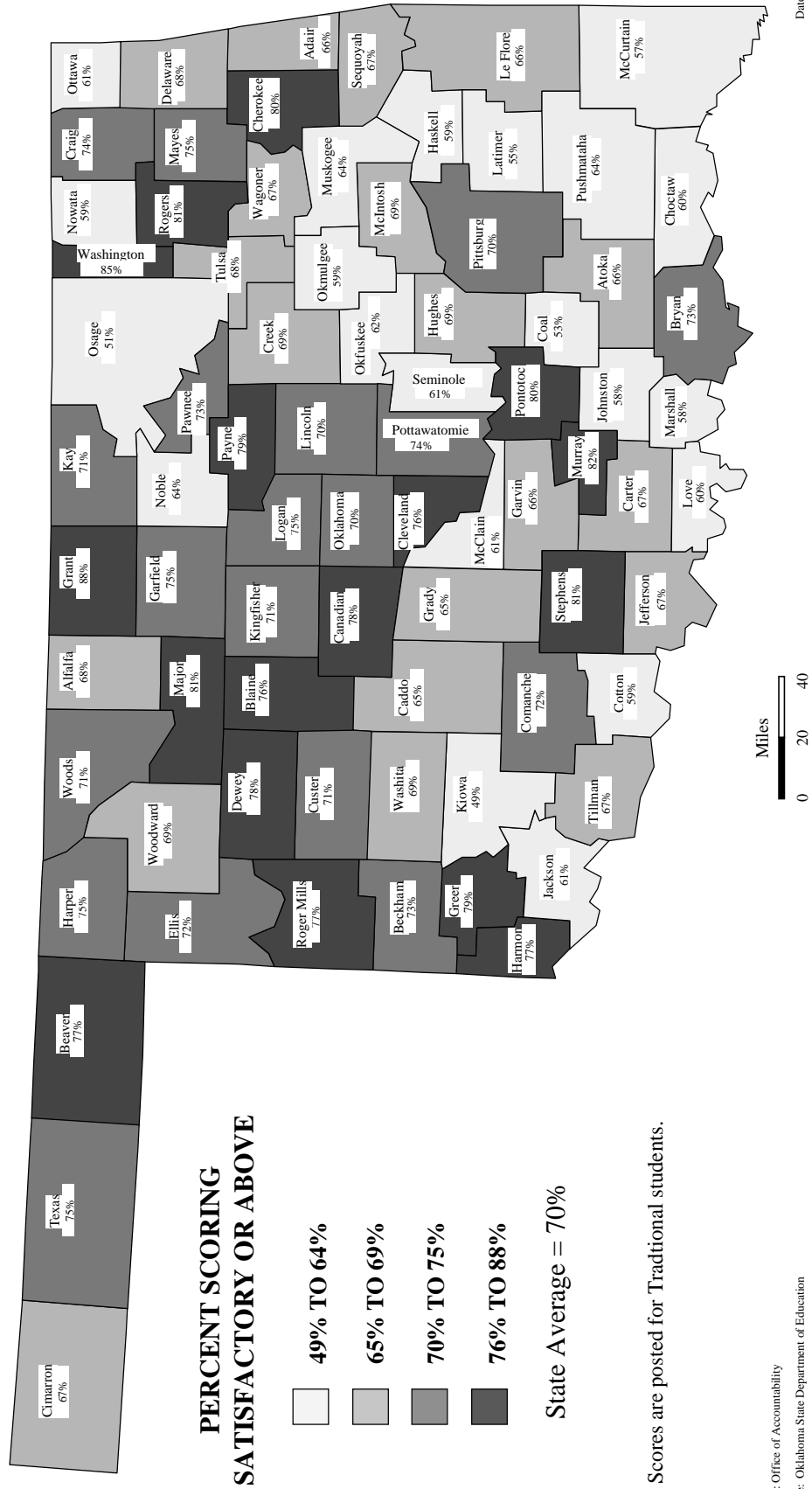


Figure 37

HIGH SCHOOL END-OF-INSTRUCTION TEST - U.S. HISTORY **Percent of Students Scoring Satisfactory or Above**

2001-02 School Year



The Oklahoma Performance Benchmark

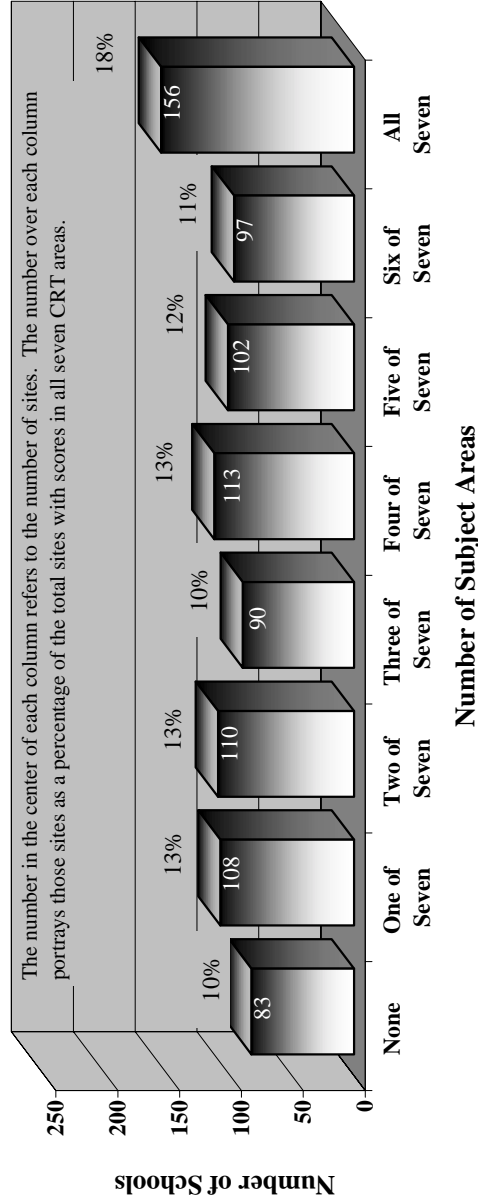
The statewide results of the Core Curriculum Tests for the 2001-02 school year are encouraging. They show that for most subjects, the bulk of Oklahoma students can satisfactorily perform the skills outlined in PASS. And, if the percentage of students achieving “Satisfactory” at each site across the state 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 38, 39 and 40 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 has dropped over time. 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. It is of great concern that there are 83 elementary schools (10%), 54 middle schools/junior highs (10%), and 176 high schools (39%) that were unable to get at least 70% of their students to score Satisfactory or above on any subject area tested.

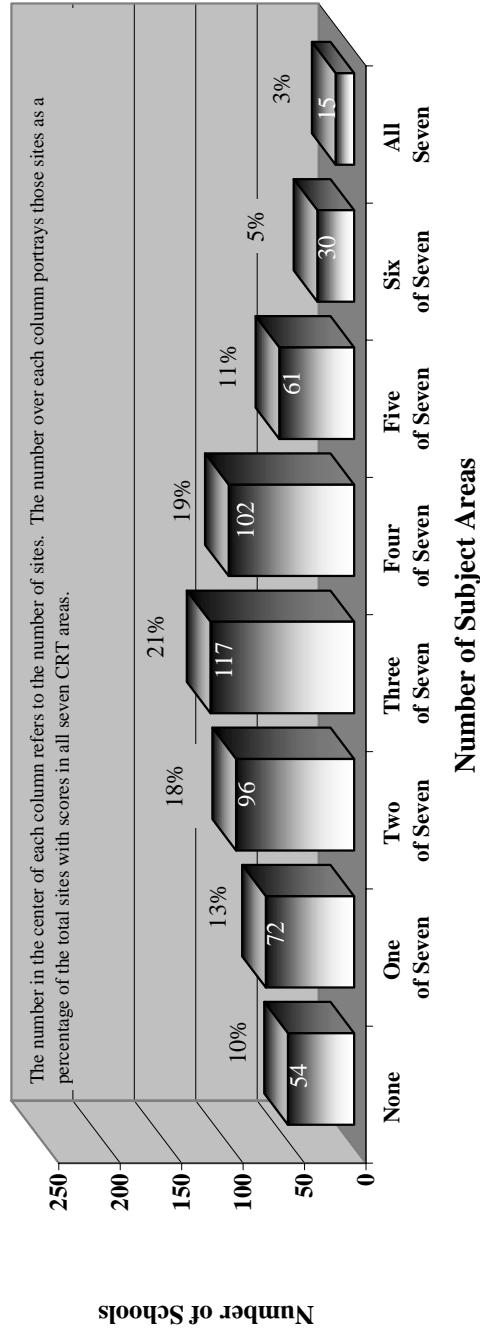
Figure 38
Schools with 70% or More of Students Scoring "Satisfactory", or Above
On the Oklahoma Core Curriculum Test by Number of Subject Areas
Fifth Grade Criterion-Referenced Test (CRT)
 2001-02 School Year
 (Traditional Students)



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	33	39	9	4	5	11	4	14	119
10,000 - 24,999	4	11	6	3	18	18	20	55	135
5,000 - 9,999	4	4	4	7	8	4	9	28	68
2,000 - 4,999	6	4	7	5	8	16	11	15	72
1,000 - 1,999	7	7	13	14	11	10	11	9	82
500 - 999	9	10	15	20	11	11	14	8	98
250 - 499	7	17	32	24	32	23	11	11	157
Less than 250	13	16	24	13	20	9	17	16	128
Total Sites	83	108	110	90	113	102	97	156	859

Figure 39
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)
 2001-02 School Year
 (Traditional Students)

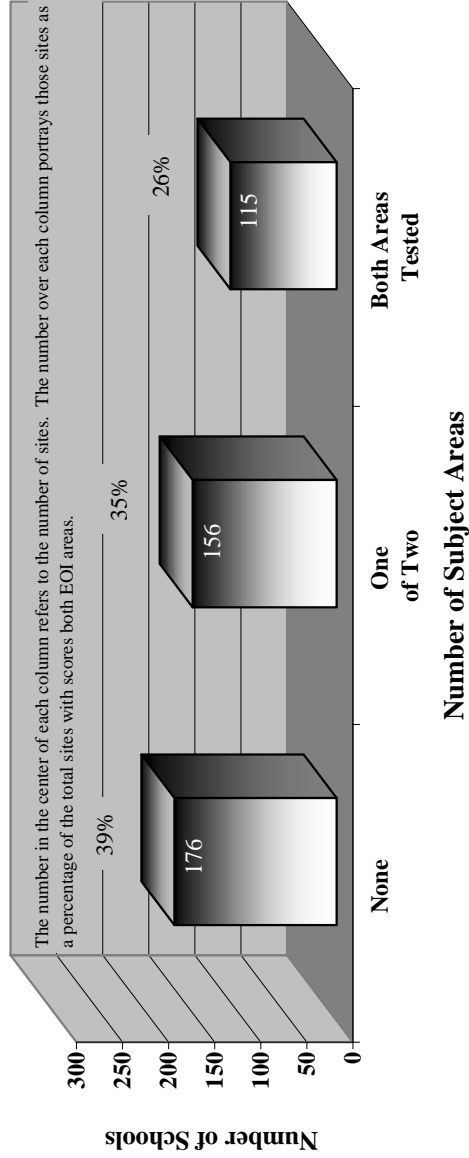


Number of School Sites Scoring "Satisfactory" by Size of the District in which the Site Operates

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	13	4	2	3	1	2	1	2	28
10,000 - 24,999	0	3	3	5	7	9	3	3	33
5,000 - 9,999	2	0	2	3	4	5	1	1	18
2,000 - 4,999	2	1	5	17	7	0	0	0	32
1,000 - 1,999	7	6	14	20	17	7	3	0	74
500 - 999	10	14	24	23	18	6	2	1	98
250 - 499	9	28	28	32	22	24	7	5	155
Less than 250	11	16	18	14	26	8	13	3	109
Total Sites	54	72	96	117	102	61	30	15	547

Figure 40
High Schools with 70% or More of Students Scoring "Satisfactory", or Above
On the Oklahoma End-of-Instruction Test by Number of Subject Areas

2001-02 School Year
 (Traditional Students)



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	15	1	2	18
10,000 - 24,999	2	3	14	19
5,000 - 9,999	0	5	5	10
2,000 - 4,999	6	15	10	31
1,000 - 1,999	25	26	24	75
500 - 999	38	38	16	92
250 - 499	60	45	29	134
Less than 250	30	23	15	68
Total Sites	176	156	115	447

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 41 shows the subjects tested at the state level by year and grade.

Results for the 2002 NAEP were not out as of the publication of this report.

Figure 41
National Assessment of Educational Progress (NAEP)
Testing Schedule for State-by-State Results
by Year, Subject and Grade Tested

Year	Math		Reading		Writing		Science	
	4 th Grade	8 th Grade	4 th Grade	8 th Grade	4 th Grade	8 th Grade	4 th Grade	8 th 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 E). The 8th grade writing results show that Oklahoma's score of 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.

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 41). In 1997, the Oklahoma Legislature mandated the State's participation in all future NAEP testing.

Comparing Oklahoma's 4th grade reading scores, the rather high score of 220 in 1998 is the same as it was in 1992 (Appendix E). 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 F). 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 counterparts. 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 42 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.

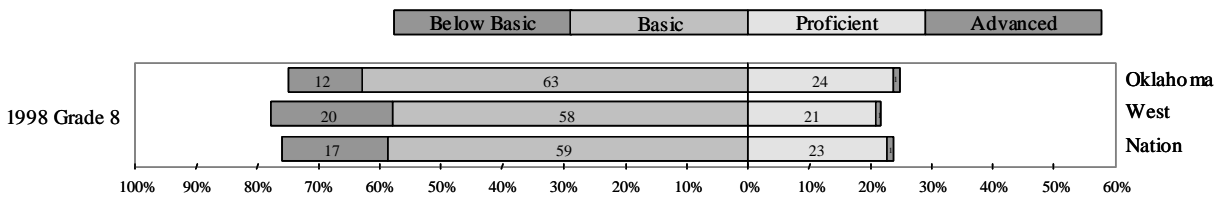
Oklahoma's performance in Math, however, was consistently below the nation's in the "Proficient" category. Math has the longest historical comparison and it shows some interesting trends. Viewing 8th grade Math, notice that in 1990, Oklahoma's performance was not significantly different from the nation's. 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 E). 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 42

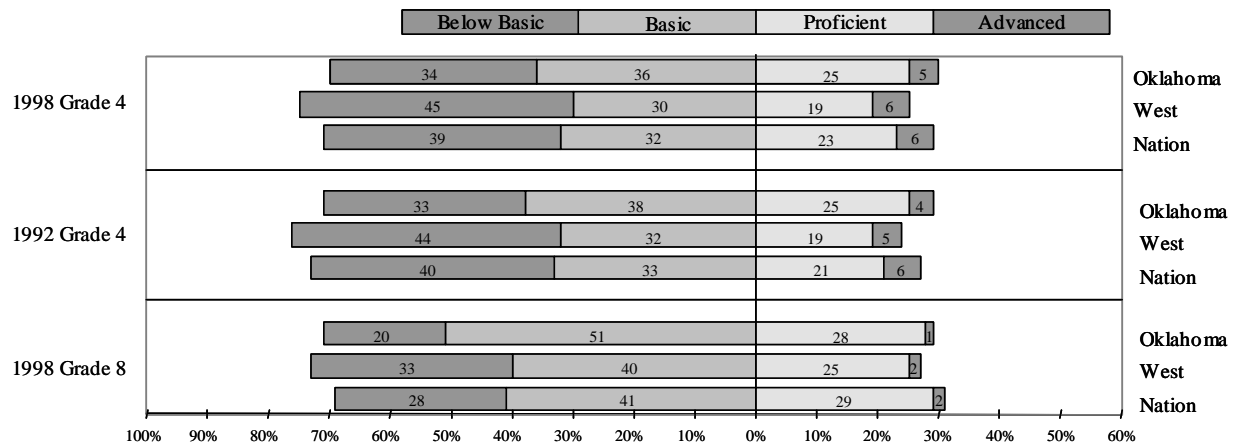
National Assessment of Educational Progress (NAEP) Test Results by Achievement Level

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

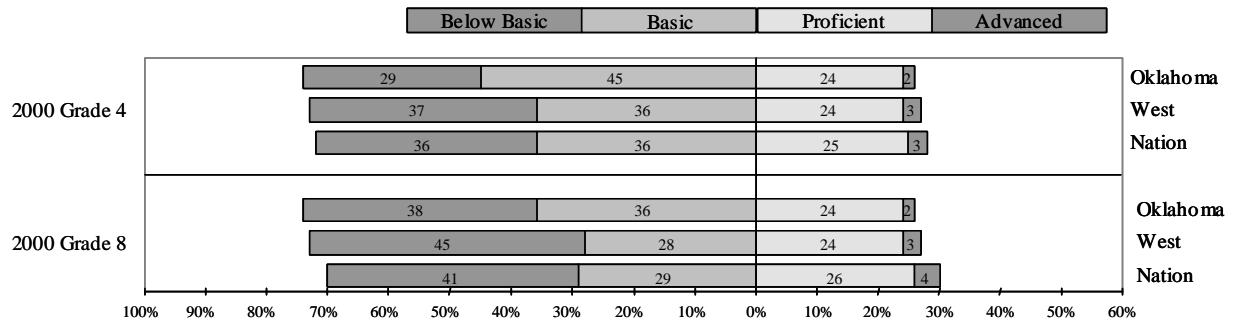


Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, and 1998 Reading Assessment "Reading 2000 - Report for Oklahoma," Figure 2.

Figure 42

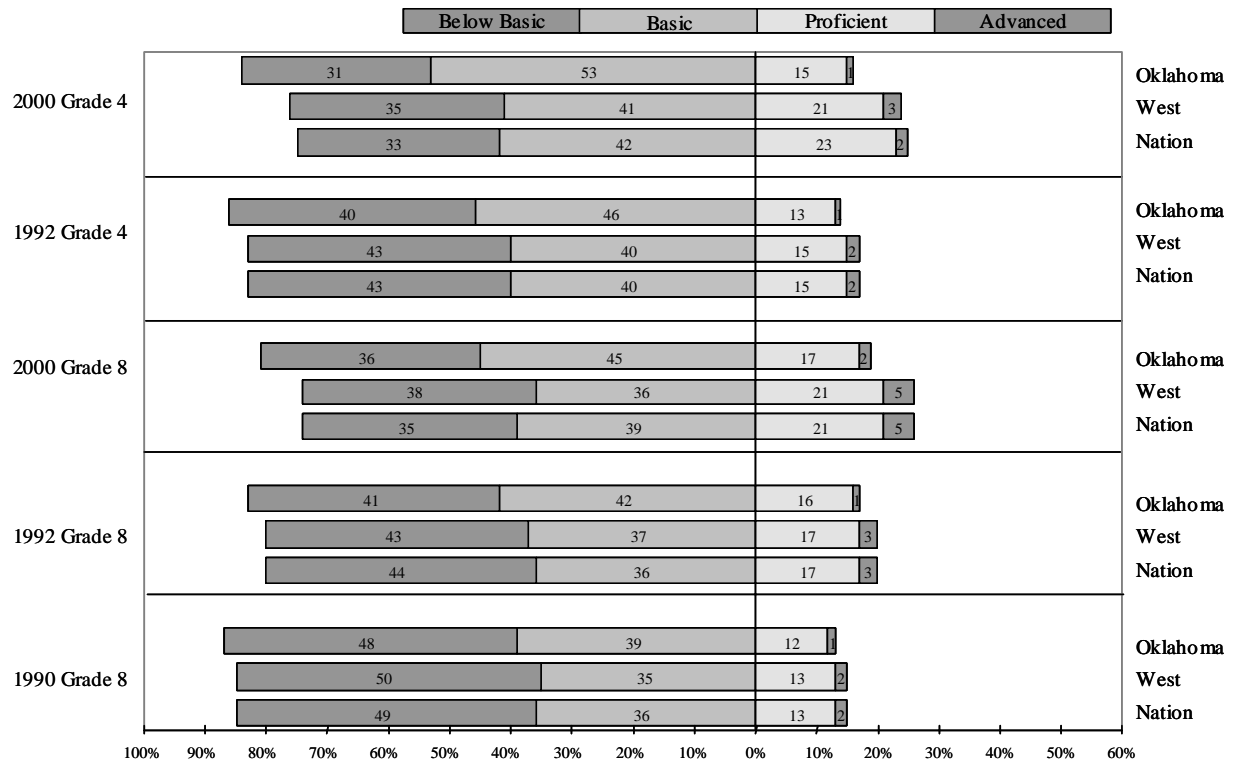
National Assessment of Educational Progress (NAEP) Test Results by Achievement Level (continued)

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

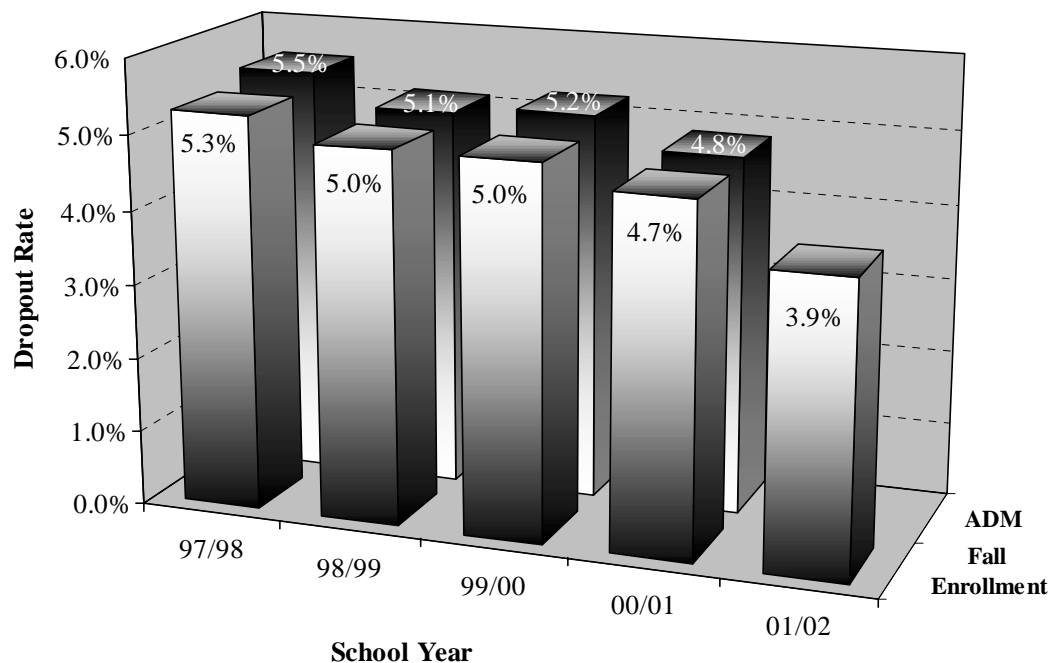
High School Dropout Rate (Single Year)

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 district in which they reside is in session. Oklahoma's high school dropout rates (grades 9 through 12) are graphed in Figure 43. Previous to 2000-01, dropout rates were calculated using ADM instead of fall enrollment. The rate was calculated using both fall enrollment and ADM for the 2000-01 school year but will only be calculated using fall enrollment from this time forward.

Dropout rates vary greatly from site to site and county to county across the state (Figure 44). At the district level, for Carter Public Schools, more than 16% of the 9-12 grade student body dropped out during the 2001-02 school year but at ninety-eight (98) sites, not a single student was reported as dropping out.

Figure 43
Oklahoma Single-Year Dropout Rates
9th through 12th Grade



Year	1997-98	1998-99	1999-00	2000-01	2001-02
Fall Enrollment	181,545	179,001	180,600	176,025	173,900
Dropouts	9,24	8,876	9,109	8,304	6,848
Dropout Rate	5.3%	5.0%	5.0%	4.7%	3.9%

Data Source: State Department of Education

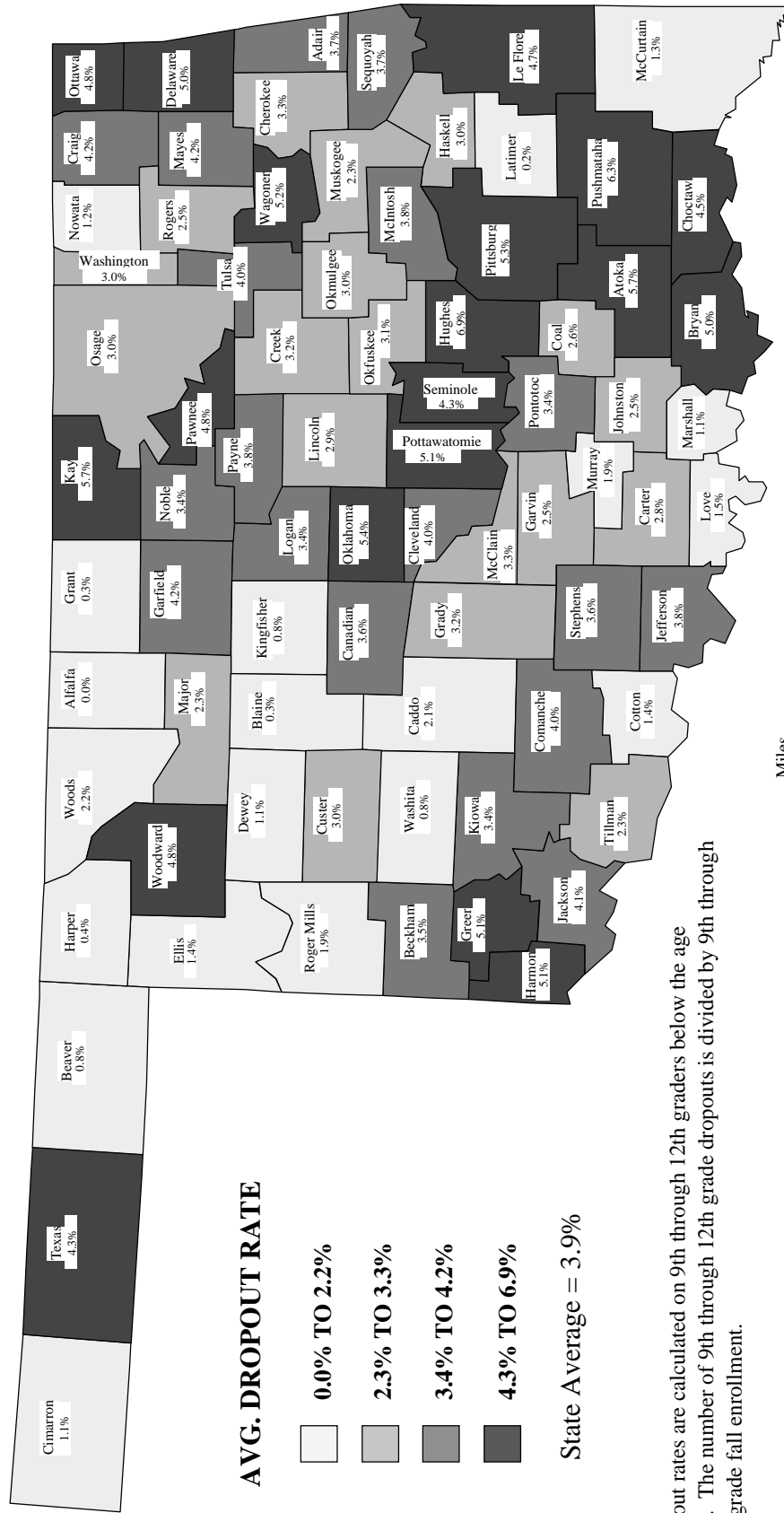
Student Attrition

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 45 shows ADM counts for five graduating classes, 1998 through 2002, as they progress through the grades. The table shows that, on average, 25% 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, it is reasonable to conclude that the majority of student loss over the four-year period is the result of student dropouts. However, there is a bit of a paradox this year regarding student loss. Student dropout rates, as reported by the State Department of Education, fell sharply this year while student attrition figures have remained constant. The student attrition figures will have to be monitored in the future in the hope that they will also decline.

Figure 44

AVERAGE HIGH SCHOOL DROPOUT RATE

PUBLIC HIGH SCHOOLS - 2001-02 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.

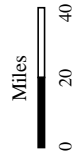
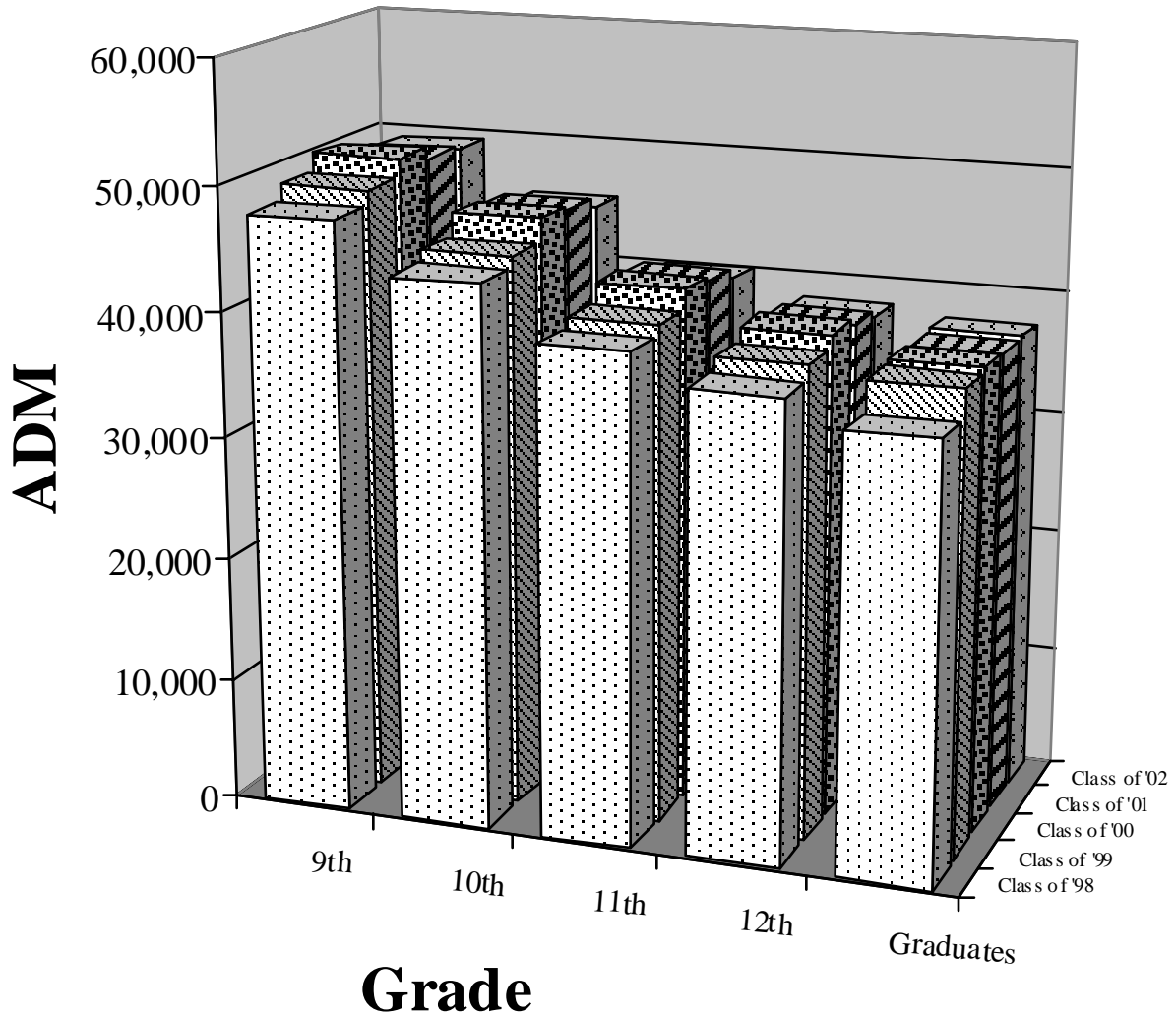


Figure 45
Statewide Student Loss 9th Grade through Graduation
Student Counts by Graduating Class



Grade	Average Daily Membership				Graduates	% Loss 9th - Grad.
	9th	10th	11th	12th		
Class of '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%
Class of '02	49,333	45,258	40,186	37,934	37,317	-24%
Five-Year Average	49,350	45,349	40,629	38,245	36,946	-25%

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 46 looks at student loss between 9th and 12th grade for the graduating class of 2002 by race and gender. Because enrollment counts by race and gender are only collected using fall enrollment, Figure 46 uses fall enrollment counts from 1998-99 through 2001-02 to assess student loss between 9th grade and graduation. The statewide student loss for the graduating class of 2002 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 46
Statewide Student Loss 9th Grade through Graduation
By Race and Gender
Graduating Class of 2002

Race & Gender	Fall Enrollments				Graduates	% Loss 9th - Graduation
	9th	10th	11th	12th		
	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Summer 2002	
African Am. Male	2,744	2,340	1,872	1,567	1,531	-44%
African Am. Female	2,487	2,160	1,881	1,632	1,619	-35%
Native Am. Male	4,013	3,712	3,325	3,139	2,941	-27%
Native Am. Female	3,893	3,618	3,257	3,107	3,004	-23%
Hispanic Male	1,223	1,056	876	814	769	-37%
Hispanic Female	1,097	975	864	784	770	-30%
Asian Male	324	350	322	299	284	-12%
Asian Female	324	338	340	358	366	13%
White & Other Male	17,723	16,363	14,561	13,537	12,760	-28%
White & Other Female	16,500	15,529	14,280	13,216	12,551	-24%
State Total	50,328	46,441	41,578	38,453	36,595	-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 4.1%* (370,000 dropouts divided by 9,097,000 students), using students in 10th through 12th grade, ages 15 through 18. Using a similar methodology, Oklahoma's rate was 5.4% for the same year (Figure 47). The national 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) Regrettably, the updated information for this indicator has not yet been released.

Figure 47
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	9,097,000
Dropout Rate	5.3%	3.8%	5.4%	4.1%

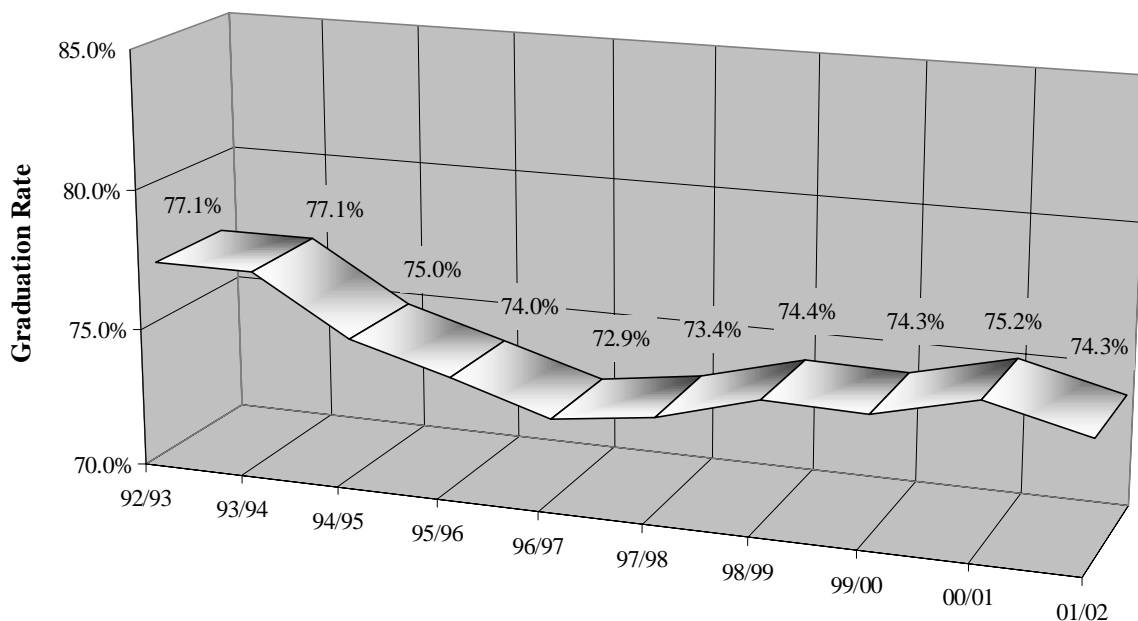
Note: National dropout rates were calculated on students age 15 through 18.

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 2001-02 statewide graduation rate is 74.3% (36,595 graduates in 2001-02 divided by a 9th grade ADM of 49,275 in 1998-99). The rate decreased nine-tenths of a percentage point from 2000-01 and is down 2.8 percentage points since 1992-93 (Figure 48). Again, the drop in the graduation rate from 2000-01 to 2001-02 is odd in that during this same period, the State's reported dropout rate also saw a dramatic decline.

Figure 48
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

An accounting of the state's annual graduation picture is given in Figure 49. In 2001-02, Oklahoma's 12th grade fall enrollment was 38,453 and from that group 36,595 students graduated. This equates to an

event graduation rate of 95.2% for 2001-02. The 12th grade dropout total of 1,555 includes all ages and 303 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 careers.

Figure 49
Oklahoma High School Completion
2000-01 and 2001-02

Category	2000-01		2001-02	
	Number of Students	Rate	Number of Students	Rate
12 th Grade Enrollment (Fall)	39,300		38,453	
Graduates (Event Rate)	37,317	94.9%	36,595	95.2%
Dropouts (12 th grade)	1,879	4.8%	1,555	4.0%
Remainder of Students	104	0.3%	303	0.8%

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, 24,619 members of the Graduating Class of 2002 (67.3%) took the ACT. The average composite score on the ACT for this group was 20.6, a one-tenth of a standard score decrease from 2000-01. 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, which remained unchanged from the 2000-01 results (Figure 50). The national average composite score was 20.8 was a two-tenths of a standard score drop over previous years. In 2001-02, the gap between Oklahoma's statewide ACT score and the national ACT score was three-tenths of a standard score. Oklahoma's ACT score has increased three-tenths of a standard score since 1992-93 and the national score has increased one-tenth of a standard score during that same time.

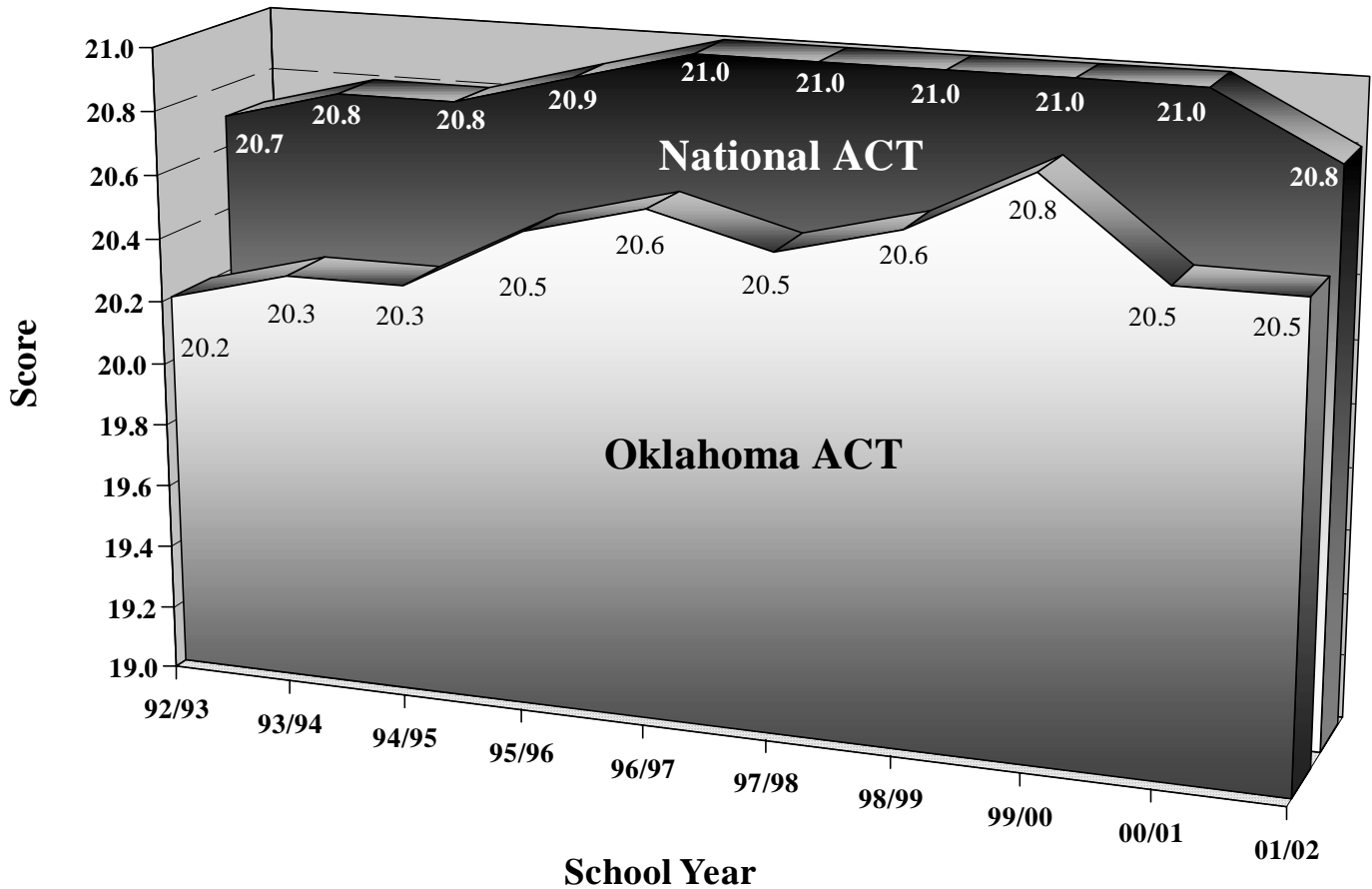
One explanation for the gap between the Oklahoma ACT score and the national score is that Oklahoma tests a much larger percentage of graduates than does the nation as a whole. Nationally, only 39% of high school graduates were tested during the 2001-02 school year, compared to 69% in Oklahoma (based on figures provided by ACT corporation – see “2002 ACT Average Composite Scores by State” at www.act.org). 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 three percentage points during the last eight 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 2002 high school graduates shows that Oklahoma out-performed ten of those states. Analysis of the 13 states that tested an equal, or larger, percentage of high school graduates than Oklahoma (69% or more) shows that Oklahoma significantly out-performed eight of those states, but lagged considerably behind the other four (see “2002 ACT Average Composite Scores by State” at www.act.org).

ACT Scores by County

Average ACT scores varied greatly across Oklahoma (Figure 56). Looking at average ACT scores for high schools covered in this report series, the highest was at Classen School of Advanced Studies, Oklahoma City Public Schools with a score of 24.3, and 94% of graduates being tested. The lowest average ACT was at Boynton High School with a 13.4 and only 44% of graduates being tested. This school’s ACT tested graduates averaged in the bottom 9th percentile of all 2002 graduates tested nationally. Of the 430 Oklahoma high school sites upon which ACT scores were reported, 176 (41%) had average ACT scores below 20, which is the current cut score for admission to Oklahoma’s regional four-year universities.

Figure 50
Oklahoma ACT Scores versus National ACT Scores

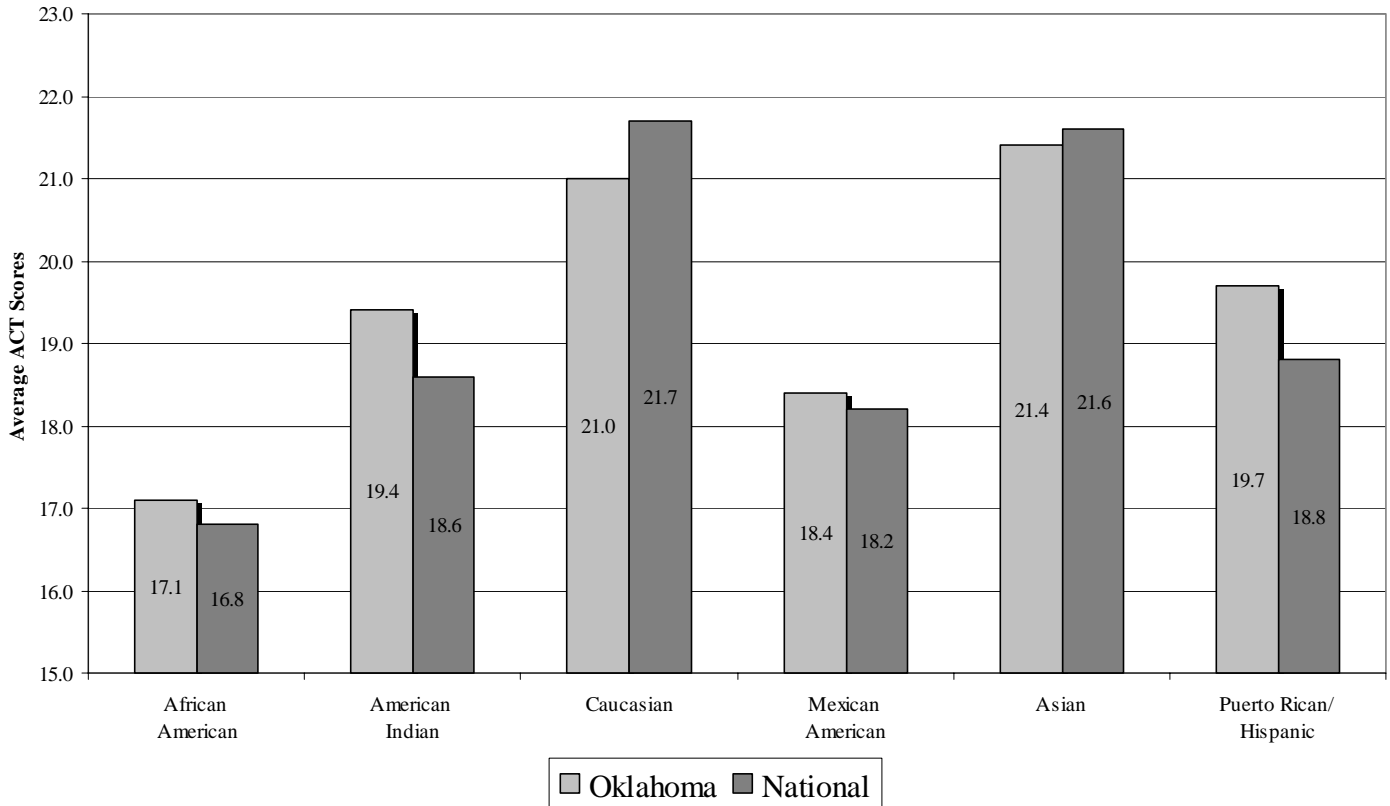


Data Source: ACT Corporation

ACT Scores by Race

Figure 51 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 51
Oklahoma ACT Scores versus National ACT Scores
by Ethnicity for 2002 Graduates

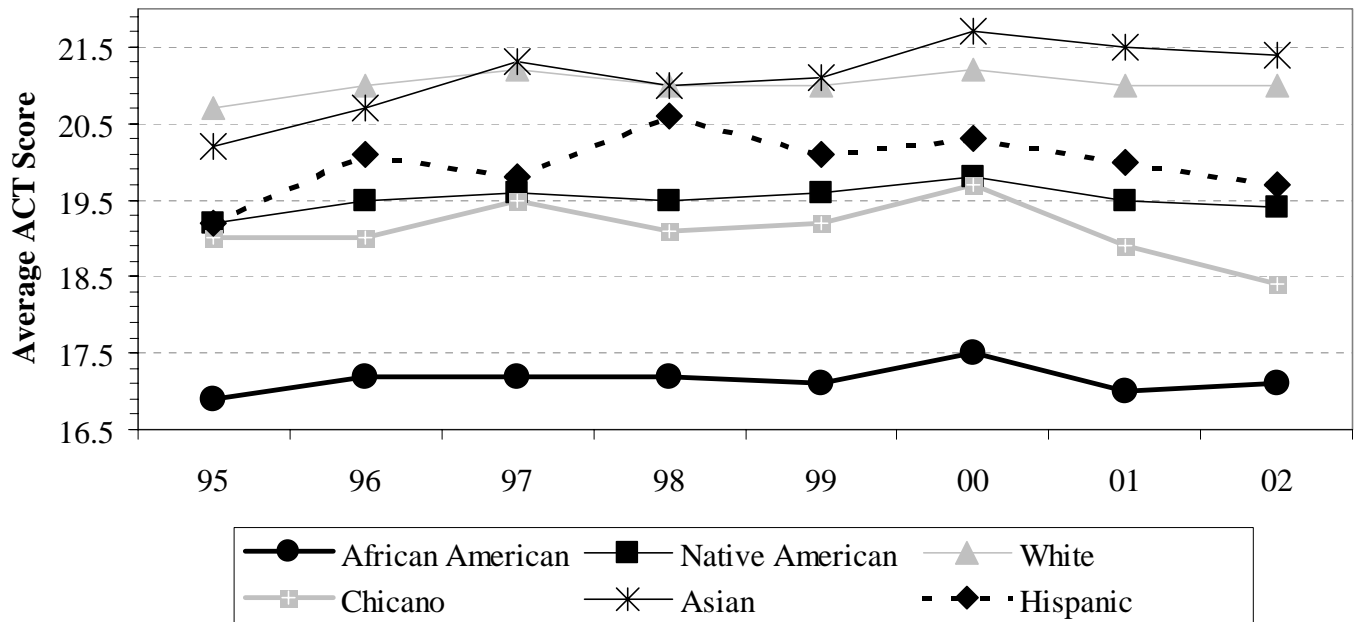


Data Source: ACT Corporation

ACT TRENDS OVER TIME BY RACE

ACT scores by race for the last eight years shows that the African American students lag significantly behind their counterparts in the state (Figure 52). This trend is alarming, especially considering that an average ACT score of 20 or above is required for admission into any of the State's four-year regional universities, 24 or above for admission into OU and a 22 or above for admission into OSU. Students not meeting these admission scores must complete remedial classes before enrolling in college-level courses.

Figure 52
Oklahoma ACT Scores by Ethnicity
1995 through 2002 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 2001-02, Oklahoma's public school students performance on the verbal and math components of the SAT was 565 and 562, respectively. National scores in these same areas were 504 and 516, 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 2002. Nationally, the SAT was taken by 46% 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. The College Board, the company that administers the AP, did not release site level AP data for the 2001-02 school year. Therefore, the following statistics are not directly comparable to previous Profiles reports.

The 2001-02 school year saw a 24% increase in the number of high schools across the state participating in at least one national AP exam: 261 high schools compared to 211 in 2000-01. A student’s mastery of the subjects studied is measured by a nationally standardized Advanced Placement test. Statewide, there were 3,768 public school seniors (9.8%) who had participated in the AP testing program in 2001-02.

Additional High School Performance Measures

Based on the Office of Accountability’s 2002 School Questionnaire, 71.0% of Oklahoma’s 2002 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 54). The survey also revealed that seniors at the public high schools had an average GPA of 3.0 (Figure 55), 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 39.5% of students enroll in an occupationally-specific Career-Tech program sometime during their high school career (46,618 Career-Tech enrollers divided by 117,928 members of the senior class (3-years)). Of those who enrolled in a Career-Tech occupationally-specific program, 82.7%, or 38,554, completed one or more of the competencies required for the program (3-years). 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 14 schools with less than 5% of their students participating in occupationally-specific programs to 10 high schools with more than 95% of their students participating. Competency completion rates ranged from a low of 30.4% at McCurtain High School to 33 high schools with more than 95% 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 1999 through 2001. The three classes were followed for a four-year period, 1998-99 through 2001-02.

COLLEGIATE PERFORMANCE MEASURES

A college student’s ability to perform academically is greatly influenced by the preparation he or she receives 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. As a result, the 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, 50.9% of the state's public high school graduates went directly to a public college in Oklahoma (Figure 57 & Appendix G). Washita Heights High School had the highest college going rate with 77% of its graduates go on to an Oklahoma public college, whereas not a single graduate from South Coffeerville High School's last three graduating classes has gone on to an Oklahoma public college.

Once in college, 35.6% 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 58). The percentage of college-enrolled graduates taking at least one remedial course ranged from a few of Oklahoma high schools (Sweetwater, Cheyenne and Deer Creek) that had 10% or less of their college bound students that required remediation, to three other Oklahoma public high schools (Hanna, Cave Springs and Macomb), that had 85%, or more, of their students needing remediation.

Statewide, 73.2% 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 59). Three Oklahoma high school sites (Bluejacket, Oklahoma Union and Keys) had 95%, or more, of college-enrolled graduates being able to attain a 2.0 or above. Three other schools (Moyers and John Marshal and Douglass High Schools of Oklahoma City), however, had only 45%, or fewer, of their college-enrolled graduates who 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 38.0% (Figure 60). 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. Davidson High School, however, had 83% 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 graduated from an Oklahoma high school nine 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 2002" reports only include high schools that were still in operation during the 2001-02 school year.

Figure 53

Summary of Oklahoma High School Performance Measures

<u>Summary of H.S. Performance Measures</u>	<u>State Average</u>
High School Dropout Rate (Single Year)	3.9%
High School Graduation Rate	74.3%
Average GPA of High School Seniors (Class of 2002)	3.0
Career-Tech Program Participation Rate (3-Year Average)	39.5%
Career-Tech Program (Competency) Completion Rate (3-Year Average)	82.7%
ACT Participation Rate (Class of 2002)	67.3%
Average ACT Score (Class of 2002 – Public & Private)	20.5
HS Grads Completing Coll. Bound Curriculum (15 Units)	71.0%
HS Grads Going to Out-of-State Colleges	6.7%
OK College-Going Rate (3-Year Average)*	50.9 %
OK College Remediation Rate (3-Year Average)*	35.6%
OK College Freshman GPA 2.0 or Above (3-Year Average)*	73.2%
OK College Completion Rate (3-Year Average)*	38.0%

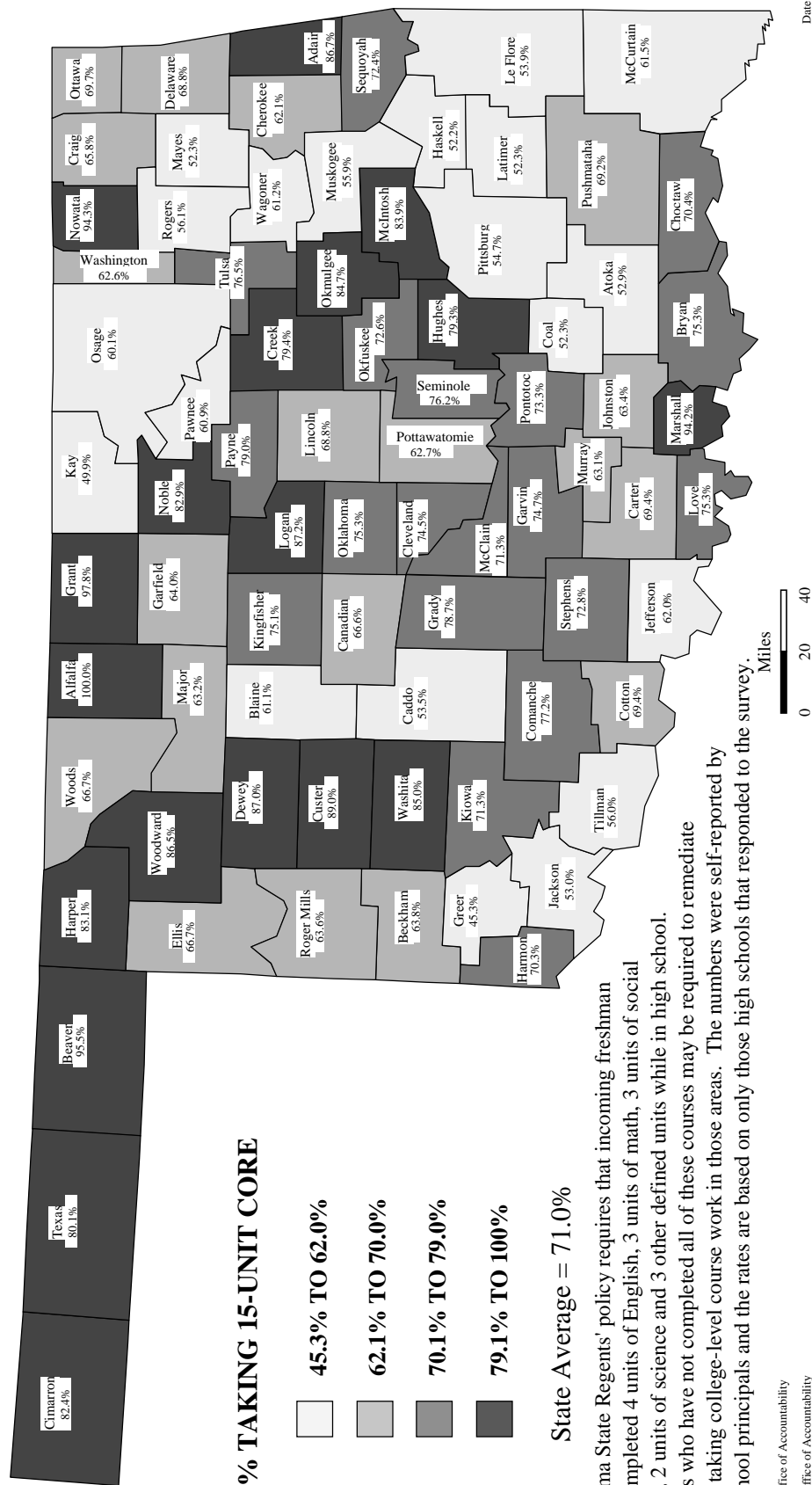
* Includes only college students who graduated from Oklahoma public high schools open during the 2001-02 school year.

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 54

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

2001-02 Graduates having taken State Regents' 15-Unit Core Curriculum



Date: 4/24/2003

Prepared by: Office of Accountability
Data Source: Office of Accountability

Figure 55

HIGH SCHOOL GRADE POINT AVERAGE

2002 HIGH SCHOOL SENIORS

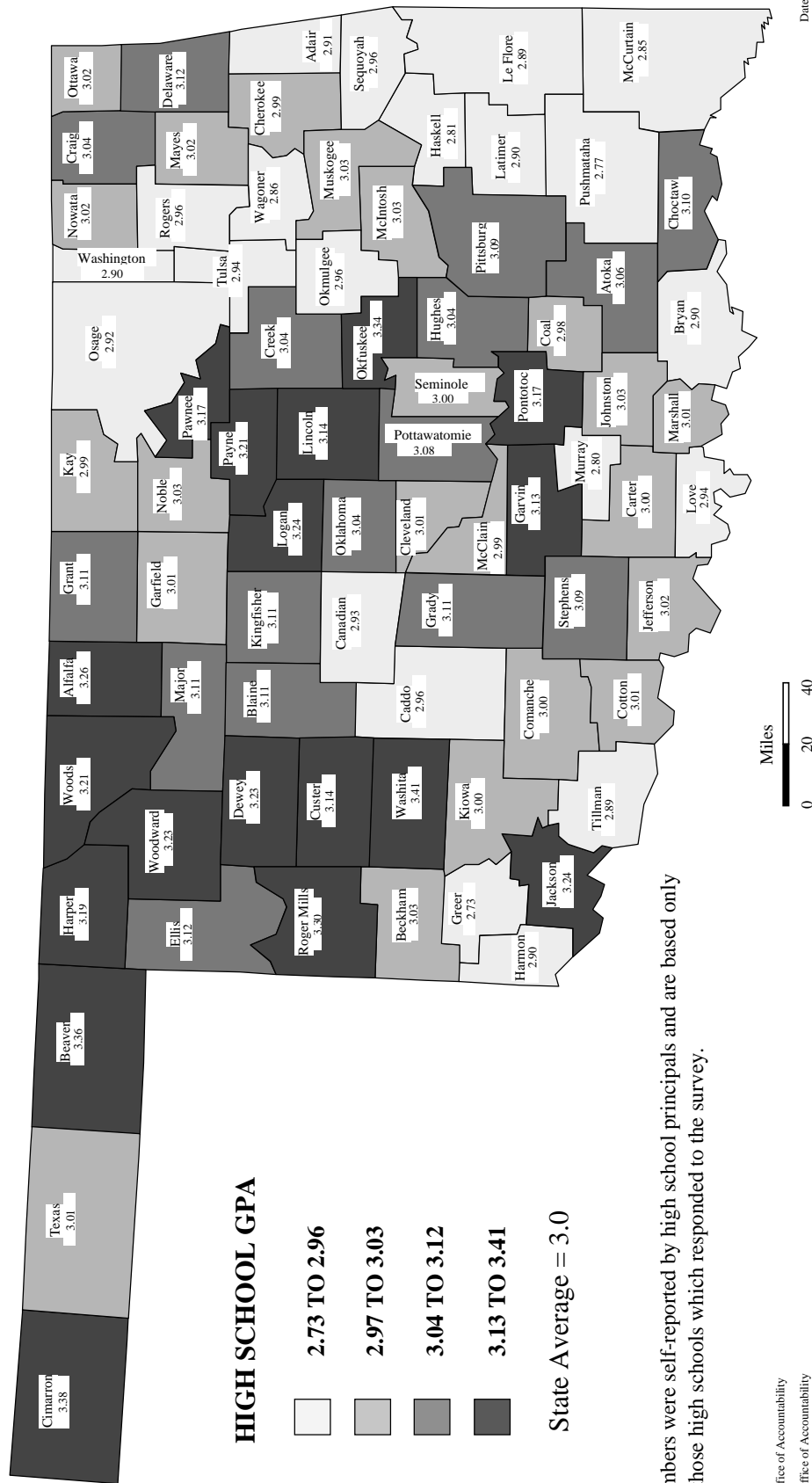
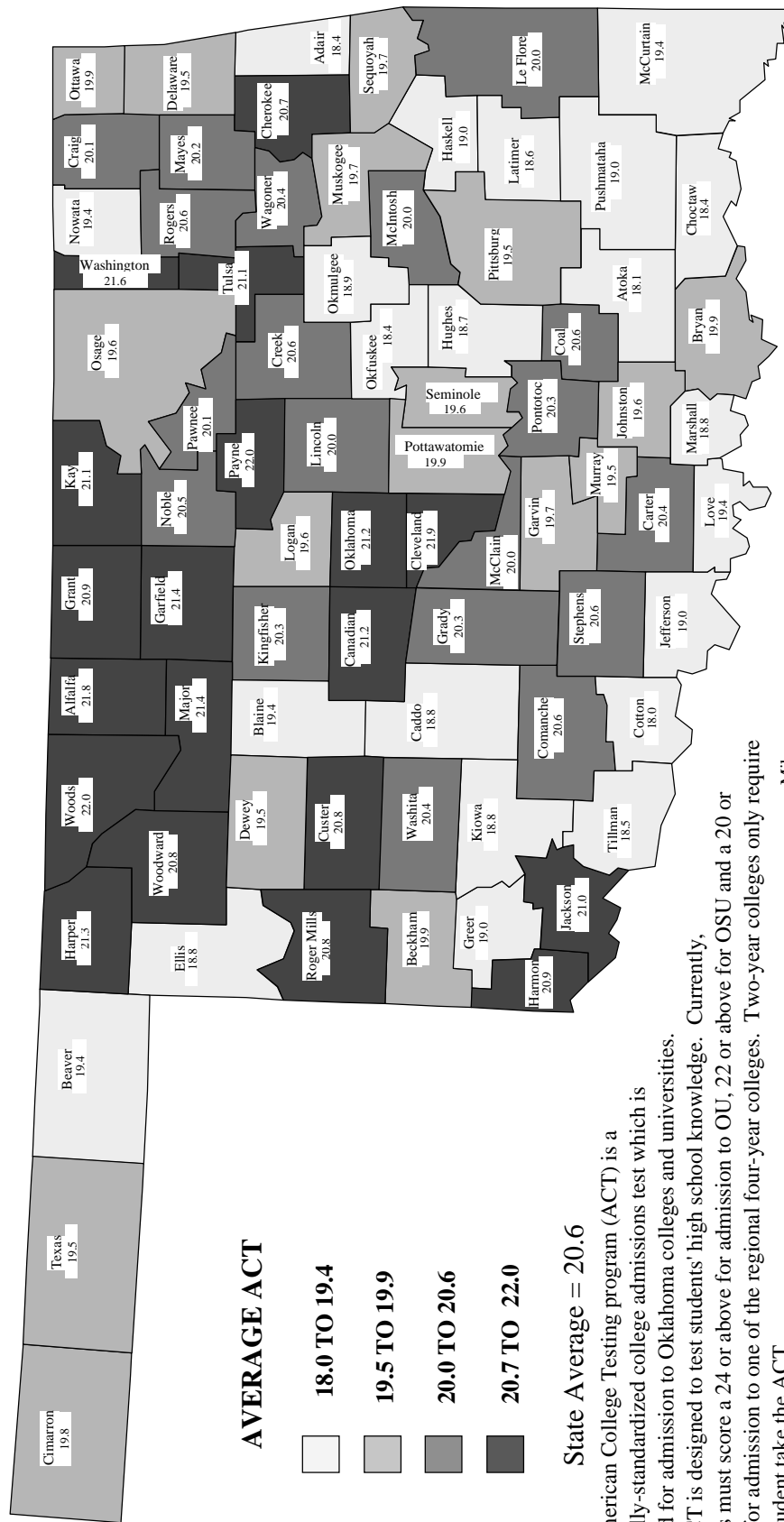


Figure 56

AVERAGE ACT SCORES

PUBLIC HIGH SCHOOLS - CLASS OF 2002

Weighted Average

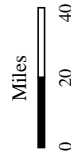


AVERAGE ACT

- 18.0 TO 19.4
- 19.5 TO 19.9
- 20.0 TO 20.6
- 20.7 TO 22.0

State Average = 20.6

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 24 or above for admission to OU, 22 or above for OSU and a 20 or higher for admission to one of the regional four-year colleges. Two-year colleges only require that a student take the ACT.



Prepared by: Office of Accountability
Data Source: Oklahoma State Regents for Higher Education

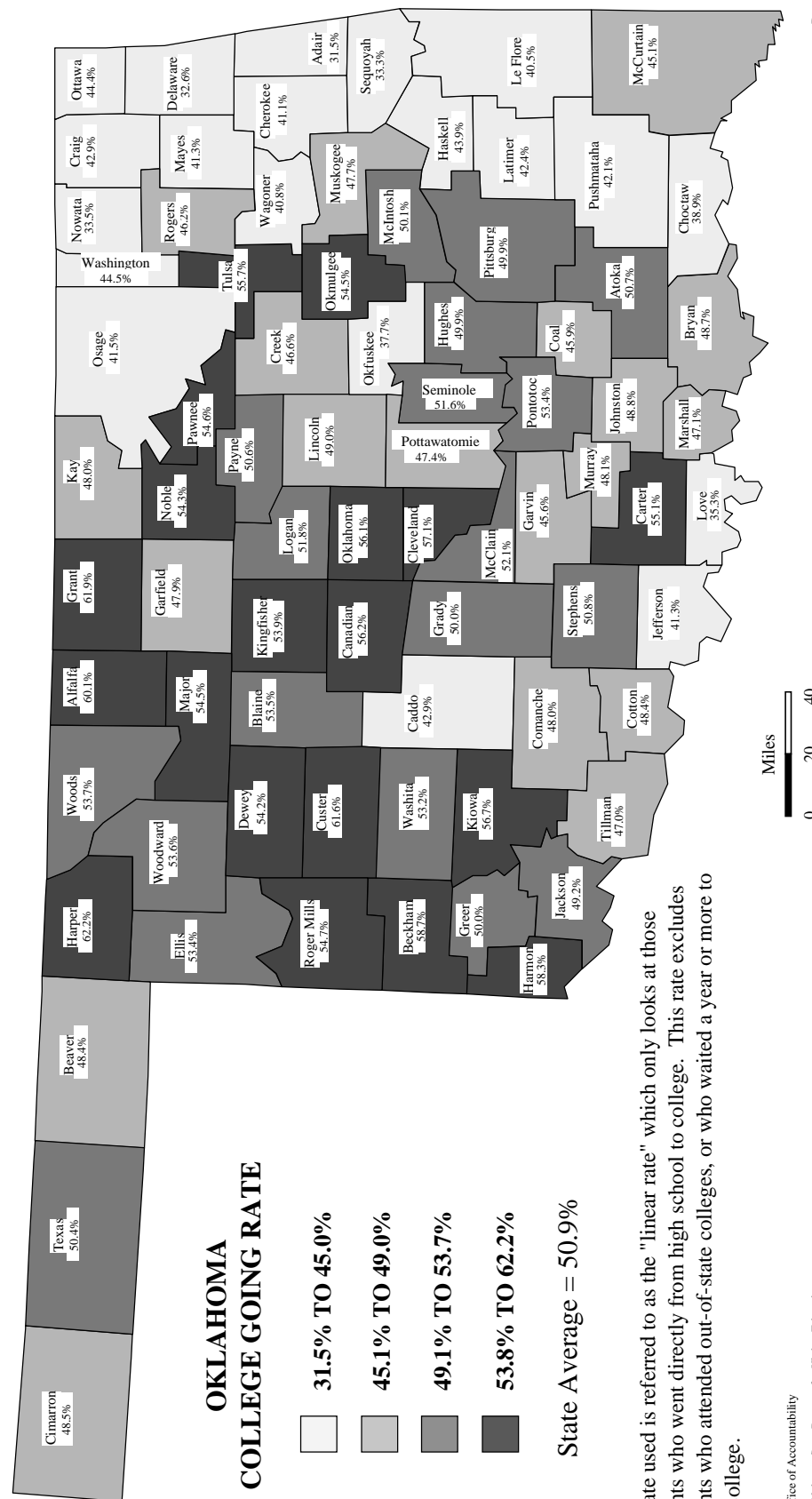
Date: 4/24/2003

Figure 57

OKLAHOMA COLLEGE-GOING RATE

OKLAHOMA HIGH SCHOOL GRADUATES ATTENDING OKLAHOMA COLLEGES

Based on Public High School Graduates from 1999, 2000, and 2001

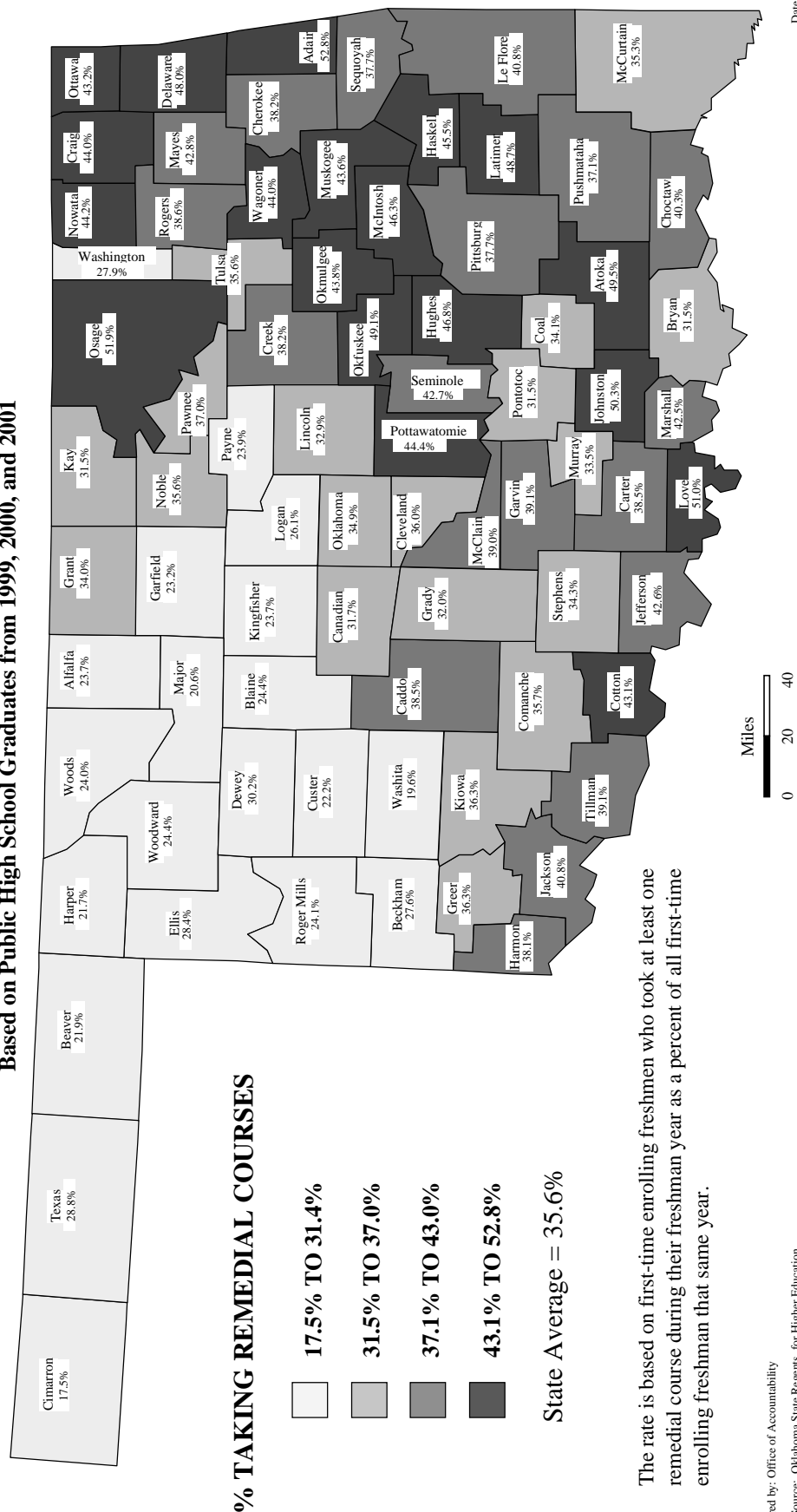


The rate used is referred to as the "linear rate" which only looks at those students who went directly from high school to college. This rate excludes students who attended out-of-state colleges, or who waited a year or more to start college.

Figure 58

STUDENTS GROUPED BY COUNTY IN WHICH THEY ATTENDED PUBLIC HIGH SCHOOL

Based on Public High School Graduates from 1999, 2000, and 2001



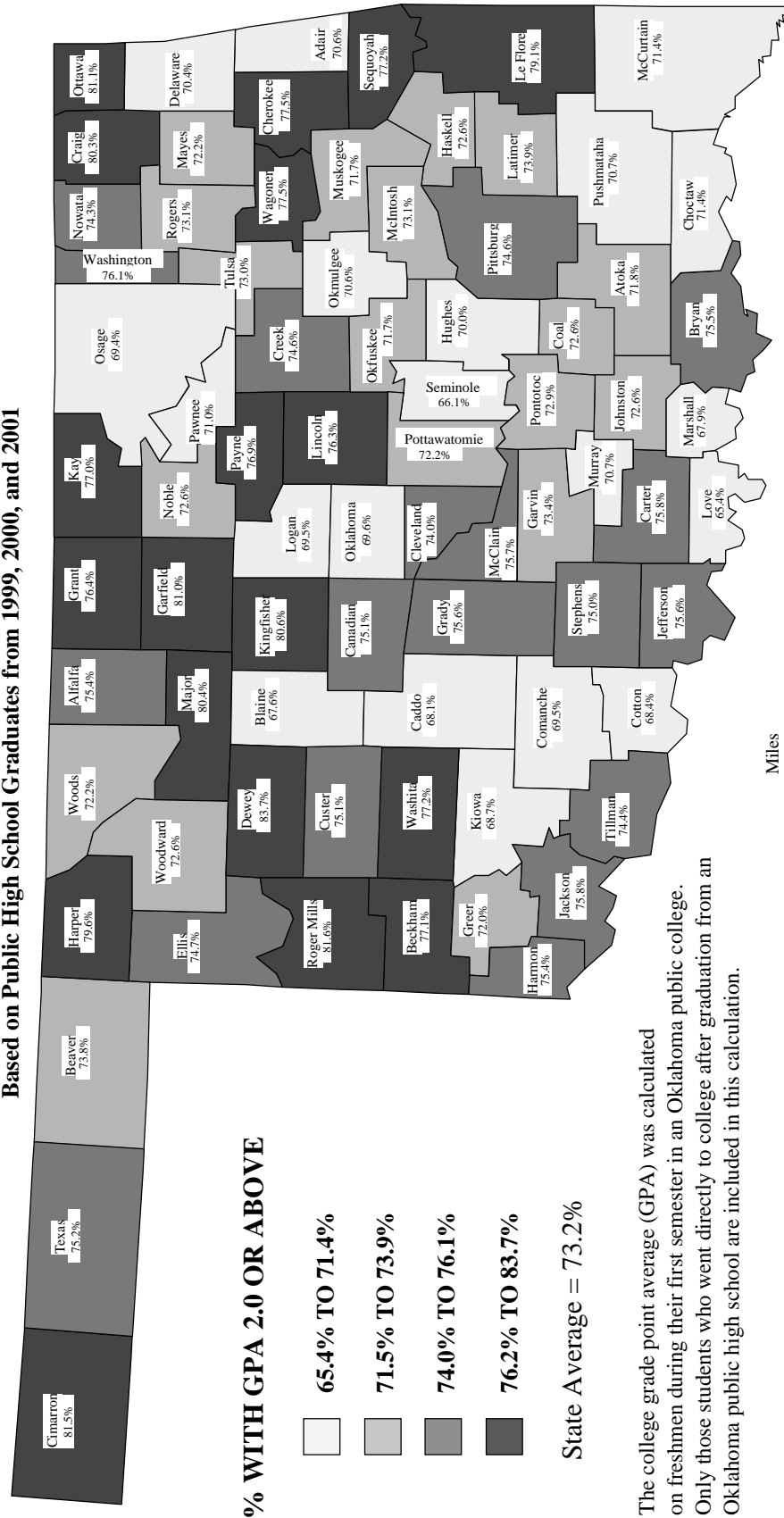
The rate is based on first-time enrolling freshmen who took at least one remedial course during their freshman year as a percent of all first-time enrolling freshman that same year.

Figure 59

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 1999, 2000, and 2001



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.

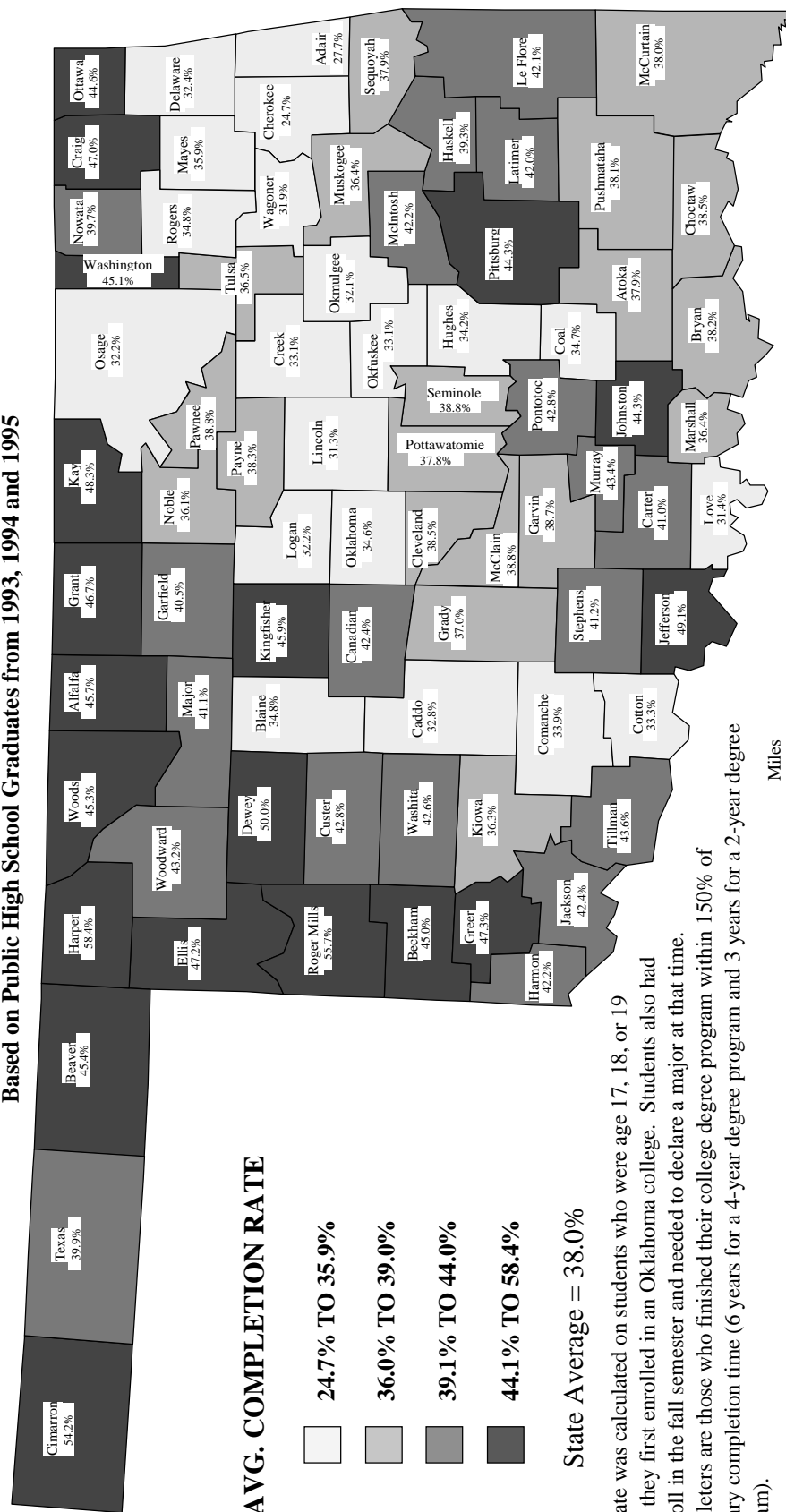
Figure 60

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 1993, 1994 and 1995



Date: 4/25/2003

Prepared by: Office of Accountability
Data Source: Oklahoma State Regents for Higher Education

APPENDIX A

THE 2002 SCHOOL QUESTIONNAIRE

The Office of Accountability uses a school site questionnaire to obtain data that are not available through other sources. The 2002 School Questionnaire pertained to site-level information during the 2001-02 school year. A copy of the 2002 School Questionnaire is located at the end of this section.

Not all principals opted to participate. However, of the 1,796 school sites sent a survey, 1,650 (92%) 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 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. For the third year, the Office of Accountability attempted to gather information that would have allowed a mobility rate to be calculated for every site in the state. This was the first year that the results were deemed usable. Information on students transferring in and students transferring out were gathered at 1,641 sites (91%) statewide. This information was then used to calculate a mobility rate using the formula: students added during the school year divided by fall enrollment minus students dropped during the year plus students added during the year. The statewide mobility rate was 10.0%; 10.5% at elementary schools, 10.7% at middle schools, and 8.6% at high schools.

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-Thirty-Seven (1,637) principals responded that, on average, 69.1% of students statewide had one or more parents attend a parent-teacher conference. Parental participation was greatest in elementary school, with 83.4% of students having parents that attended a parent teacher conference. Participation then tapered off through middle school/junior high (55.4%) and high school (49.9%).

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 your school have that were for 10 days or less? Then they were asked how many incidents were for more than 10 days. Of the 1,796 schools asked this question, 1,645 (91%) supplied a response. On average, there was one suspension with a duration of 10 days or less for every 13.6 students statewide; one for

every 33.2 students in elementary schools, one for every 6.0 students in middle school/junior highs and one for every 10.8 students in high schools. When looking at suspensions that lasted for more than 10 days, the average for all schools was one for every 106.8 students statewide; one for every 632.3 elementary students, one for every 35.5 middle school/junior high students and one for every 88.2 high school students.

Volunteer 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 schools. This count was to exclude hours volunteered by students. Ninety percent (90%) 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, 1.6 hours for every middle school/ junior high student, and 1.7 hours for every high school student in the state. Three schools (Tulsa School of Arts and Sciences, Mustang Lakehoma Elementary, and Horace Mann Elementary in Oklahoma City) reported more than 65 hours of service volunteered for each student in their school. Transversely, there were 230 schools that reported no time (0 hours) volunteered at their school.

Bullying Prevention

The Office of Accountability was approached by the Oklahoma Department of Health to survey principals on schools efforts to reduce the amount of bullying taking place in schools. The information was gathered through the use of three questions. The results of this portion of the survey were forwarded directly to the Oklahoma Department of Health.

HIGH SCHOOLS ONLY

The following three questions on the survey were asked only of the 457 high schools with 12th grade enrollments. Ninety-One percent (91%) 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 3.0 during the 2001-02 school year at the 407 high schools (89%) 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 55).

Graduates Planning to Attend Out-of-State Colleges

On average, the 415 responding high school principals (91%) reported that 6.7% 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’ otherwise low Oklahoma college going rates.

Completion of 15 Units Required of College-Bound Students:

Four-hundred-nine (409) Principals (89%) responded that, on average, 71.0% 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 54).



Education Oversight Board / Office of Accountability

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

2002 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 2002 Educational Indicators Reports, and the 2001-02 School Report Cards. Please complete and return the following questionnaire by **December 13, 2002**. 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 site-specific survey. Principals acting as administrator for more than one school should complete one survey for each site. Please do not provide district-level results.

ALL PRINCIPALS:

- At your site for school year 2001-02, please provide the total number of students added to your membership roster after October 1, 2001. _____ (write 0 if no students transferred in)
- At your site for school year 2001-02, please provide the total number of students dropped from your membership roster after October 1, 2001. _____ (write 0 if no students transferred out)
- As a measure of parental involvement during the 2001-02 school year, what percentage of your students had at least 1 parent (guardian) attend at least 1 parent-teacher conference? _____%
- During the 2001-02 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)
- During the 2001-02 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)
- What was the total number of hours volunteered by patrons, excluding students, at your school during the 2001-02 school year? _____ Hours (write 0 if there were no volunteer hours)
- Prior to May 1, 2002, did your site have a written policy specifically prohibiting your students from bullying? ☐ Yes ☐ No
 - If yes, did this policy already meet all of the requirements of the "Bullying Prevention Act"? ☐ Yes ☐ No
- How many times did your site's "Safe School Committee" meet/convene during the 2001-02 school year? _____

HIGH SCHOOL PRINCIPALS ONLY:

- What was the average GPA (based upon a 4.0 system) of your high school senior class for school year 2001-02? _____
- Of your 2002 graduates, how many were planning to go out-of-state for college? _____
- How many of your 2002 graduates completed the State Regents' 15-unit college-bound curriculum? _____

PRINCIPALS PLEASE PROVIDE:

_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>
County Name	District Name	School Name	County Number
_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Principal's Name (please print)	Principal's Signature		District Number
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
			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 2001-2002

Criminal Offenses Only

Description	Offenses	%
Homicide	22	0.1%
Kidnapping	13	0.1%
Sexual Assault	201	1.1%
Robbery	123	0.6%
Assault	2,253	11.8%
Arson	131	0.7%
Extortion	47	0.2%
Burglary	1,899	9.9%
Theft	2,278	11.9%
Theft of Auto	859	4.5%
Forgery	186	1.0%
Fraud	106	0.6%
Embezzlement	46	0.2%
Stolen Property	630	3.3%
Damage Property	1,617	8.5%
Dangerous Drugs/Narcotics	2,222	11.6%
Sex Offenses	221	1.2%
Domestic Violence	432	2.3%
Liquor Under Age	382	2.0%
Obstruction of Police	316	1.7%
Escape/Flight	157	0.8%
Obstructing the Judiciary	1,883	9.8%
Weapon Offenses	409	2.1%
Public Peace	1,423	7.4%
Traffic Offenses	656	3.4%
Invasion of Privacy	280	1.5%
Conservation	28	0.1%
Other Offences	302	1.6%
Total	19,122	100.0%

Data Source: Office of Juvenile Affairs

APPENDIX C

Socioeconomic Indicators

Data Used to Indicate the Socioeconomic Conditions within Each County

County	Total Population	Less Than a High School Diploma	Poverty Rate	Unemploy- ment Rate	Percent of Single-Parent Families	Free or Reduced Lunch	Reading Remediation
Adair	20,780	33.7%	23.3%	7.2%	28.5%	75.2%	25.9%
Alfalfa	5,705	18.8%	12.2%	2.8%	18.0%	47.8%	21.3%
Atoka	12,055	30.5%	20.4%	6.9%	27.5%	71.9%	23.1%
Beaver	5,528	20.0%	11.0%	2.6%	19.0%	41.7%	21.4%
Beckham	19,765	24.1%	18.0%	6.3%	27.8%	50.9%	20.3%
Blaine	12,155	24.5%	17.6%	5.2%	22.7%	60.0%	18.9%
Bryan	36,605	25.1%	18.3%	6.5%	26.5%	66.1%	23.8%
Caddo	31,420	24.2%	21.2%	7.9%	30.9%	71.9%	31.8%
Canadian	88,310	12.4%	7.7%	3.4%	22.3%	26.8%	22.8%
Carter	45,660	23.0%	16.6%	5.6%	28.3%	57.5%	35.5%
Cherokee	40,275	23.3%	23.4%	8.4%	30.4%	71.5%	32.6%
Choctaw	15,010	31.1%	24.6%	7.2%	36.1%	72.6%	33.2%
Cimarron	3,095	22.7%	17.5%	2.2%	17.1%	58.7%	24.3%
Cleveland	215,995	12.0%	10.6%	4.1%	24.4%	28.6%	25.8%
Coal	6,205	30.7%	22.3%	7.3%	26.2%	71.9%	16.3%
Comanche	114,785	14.9%	15.6%	7.6%	30.5%	53.8%	26.5%
Cotton	6,430	23.3%	18.6%	4.7%	25.4%	51.5%	28.4%
Craig	17,455	22.4%	14.0%	3.9%	24.5%	56.7%	25.7%
Creek	66,590	22.2%	13.4%	4.8%	26.9%	52.3%	26.7%
Custer	26,395	18.7%	18.4%	4.6%	29.7%	59.1%	19.8%
Delaware	36,590	24.7%	18.6%	6.4%	26.9%	64.5%	24.9%
Dewey	4,160	20.0%	13.6%	4.1%	13.6%	48.5%	34.0%
Ellis	4,235	19.7%	12.1%	2.9%	22.8%	50.5%	32.7%
Garfield	56,785	18.0%	14.1%	5.1%	26.6%	43.3%	14.6%
Garvin	28,835	26.7%	15.9%	5.4%	26.0%	54.5%	28.4%
Grady	44,130	20.4%	13.9%	4.9%	24.3%	40.5%	28.1%
Grant	5,125	15.3%	13.6%	3.4%	19.6%	45.4%	6.5%
Greer	5,915	23.1%	20.0%	6.8%	33.3%	59.6%	23.1%
Harmon	3,245	37.2%	29.6%	7.0%	28.9%	62.1%	22.5%
Harper	4,093	17.4%	12.2%	1.7%	20.7%	41.2%	13.1%
Haskell	11,430	33.7%	20.1%	4.2%	23.6%	66.3%	24.7%
Hughes	13,900	29.7%	21.8%	7.8%	28.9%	70.3%	31.9%
Jackson	28,635	21.1%	16.2%	5.2%	26.6%	48.2%	24.5%
Jefferson	6,940	30.6%	19.2%	5.3%	21.6%	67.0%	20.1%
Johnston	10,845	31.1%	21.7%	6.2%	24.8%	69.3%	22.2%
Kay	48,550	19.1%	16.0%	7.6%	26.2%	54.3%	30.4%
Kingfisher	15,310	18.4%	10.6%	3.3%	20.6%	51.4%	26.9%
Kiowa	10,375	22.3%	19.7%	6.0%	29.6%	60.4%	18.9%
Latimer	9,215	27.0%	22.8%	7.0%	33.0%	66.3%	39.0%
Le Flore	48,160	29.5%	19.1%	6.6%	27.1%	67.2%	24.5%

Continued Next Page

Socioeconomic Indicators

Data Used to Indicate the Socioeconomic Conditions within Each County

Continued

County	Total Population	Less Than a High School Diploma	Poverty Rate	Unemploy- ment Rate	Percent of Single-Parent Families	Free or Reduced Lunch	Reading Remediation
Lincoln	28,575	22.0%	14.4%	4.7%	23.0%	46.8%	21.4%
Logan	27,510	20.7%	14.5%	6.2%	26.1%	51.5%	44.9%
Love	8,605	25.8%	11.7%	5.1%	26.9%	65.8%	23.6%
McClain	26,780	21.0%	10.4%	3.8%	23.0%	34.0%	23.3%
McCurtain	35,015	30.7%	24.7%	7.4%	34.1%	73.2%	31.3%
McIntosh	19,575	28.3%	18.4%	6.6%	28.4%	77.2%	25.9%
Major	8,320	20.2%	11.5%	3.4%	19.6%	45.5%	31.5%
Marshall	13,350	29.1%	18.1%	4.2%	27.5%	64.1%	20.7%
Mayes	36,825	24.5%	14.1%	5.5%	22.9%	52.4%	34.8%
Murray	12,075	25.5%	13.9%	6.1%	23.4%	60.1%	28.7%
Muskogee	70,780	24.7%	17.9%	7.2%	30.7%	55.9%	31.1%
Noble	11,740	18.3%	12.6%	3.7%	22.4%	44.6%	23.8%
Nowata	10,295	24.4%	14.3%	4.1%	23.0%	49.2%	33.6%
Okfuskee	11,995	30.8%	22.7%	12.6%	27.6%	70.3%	26.4%
Oklahoma	656,350	17.5%	15.3%	5.2%	35.3%	50.1%	34.5%
Okmulgee	37,420	25.5%	19.4%	8.0%	32.5%	60.9%	22.1%
Osage	28,105	22.3%	14.4%	5.9%	25.8%	59.3%	28.0%
Ottawa	34,750	24.2%	16.6%	6.1%	28.5%	65.0%	29.4%
Pawnee	14,290	21.1%	13.8%	5.1%	24.0%	59.0%	27.4%
Payne	68,865	13.6%	20.2%	4.8%	26.9%	38.6%	28.3%
Pittsburg	45,790	24.1%	17.4%	7.3%	28.4%	60.3%	21.0%
Pontotoc	35,995	21.7%	16.6%	6.7%	28.7%	62.2%	19.3%
Pottawatomie	68,390	20.9%	14.4%	5.6%	28.5%	54.8%	34.0%
Pushmataha	11,980	31.2%	22.9%	6.4%	27.6%	70.4%	25.2%
Roger Mills	4,790	20.5%	16.0%	2.6%	17.6%	44.9%	23.4%
Rogers	64,440	18.4%	9.5%	4.0%	23.7%	33.7%	24.8%
Seminole	25,225	26.3%	20.9%	8.6%	32.2%	70.3%	27.6%
Sequoyah	39,165	29.7%	19.8%	6.2%	26.0%	66.9%	27.3%
Stephens	44,010	22.8%	14.5%	6.4%	25.2%	46.6%	22.1%
Texas	19,870	28.4%	14.0%	4.9%	19.5%	54.3%	16.8%
Tillman	8,945	33.4%	22.0%	4.3%	26.7%	63.8%	40.6%
Tulsa	615,665	14.7%	11.2%	4.7%	29.8%	39.1%	37.1%
Wagoner	30,610	23.5%	11.0%	4.7%	27.2%	52.5%	36.9%
Washington	49,250	14.7%	11.9%	4.9%	26.7%	33.9%	27.4%
Washita	10,805	20.6%	15.9%	4.3%	23.9%	56.0%	25.0%
Woods	9,695	17.6%	15.3%	4.0%	25.4%	42.5%	20.2%
Woodward	18,060	20.1%	12.5%	6.0%	24.5%	35.6%	42.5%
State Summa	6,355	19.4%	14.7%	5.3%	28.9%	49.3%	30.0%

APPENDIX D

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 (2001 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 (2001 Series)
SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
Improvement of Instruction Services
Educational Media Services
Other Support Services - Instr. Staff |
| 4) DISTRICT ADMIN. | SUPPORT SERVICES (2001 Series)
SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
Board of Education Services
Executive Administration Services
Special Area Administration Services |
| 5) SCHOOL ADMIN. | SUPPORT SERVICES (2001 Series)
SUPPORT SERVICES - SCHOOL ADMINISTRATION (2400)
Office of the Principal Services (Independent Districts)
Other Support Services |
| 6) DISTRICT SUPPORT | SUPPORT SERVICES (2001 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)

OTHER (7900)

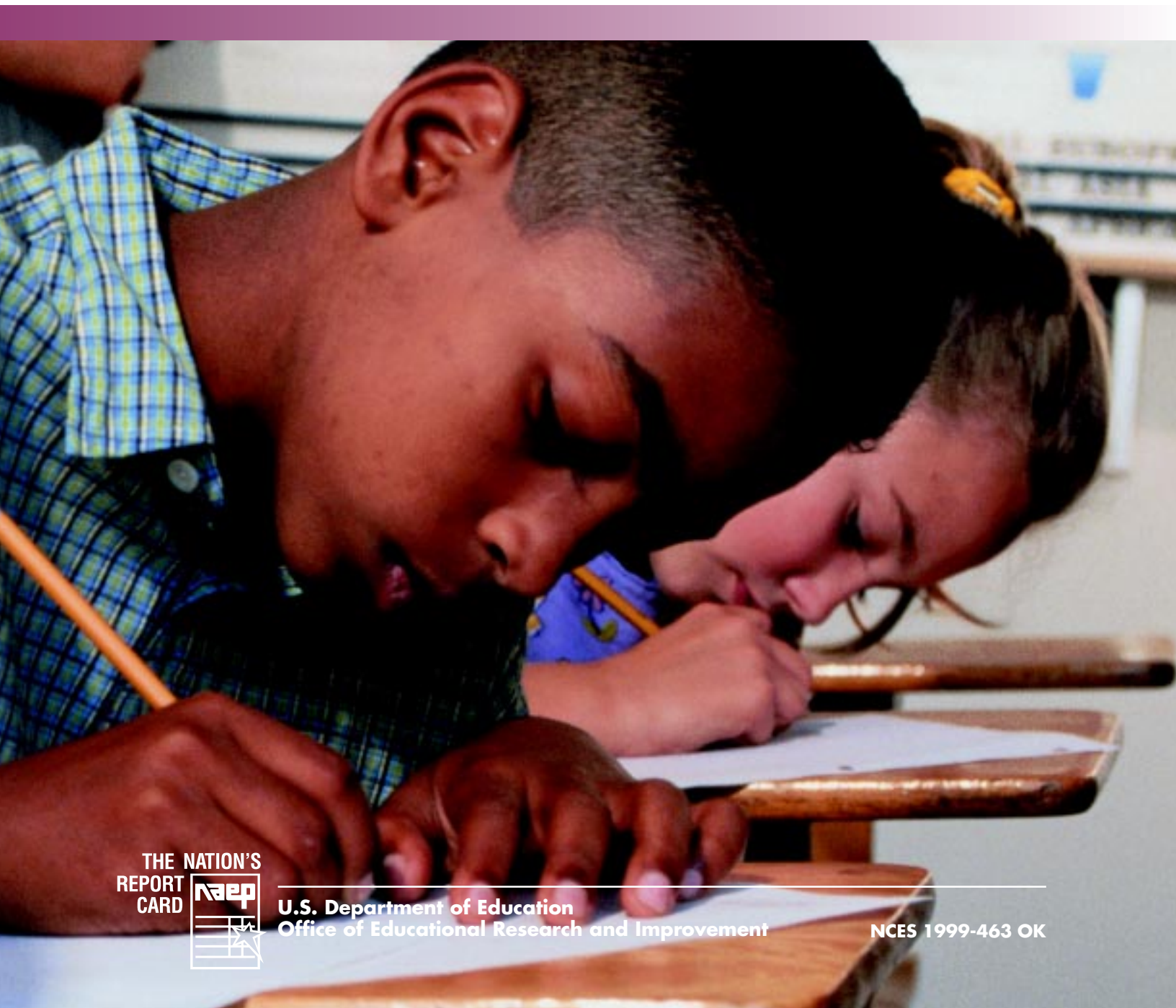
REPAYMENT (8000 Series)

APPENDIX E

NATIONAL CENTER FOR EDUCATION STATISTICS

NAEP 1998
Writing

STATE REPORT FOR
OKLAHOMA




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.

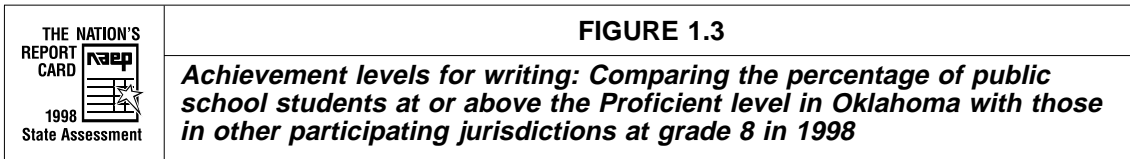
Table 1.1B indicates the following in terms of achievement levels attained by Oklahoma's public school students.

- 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).

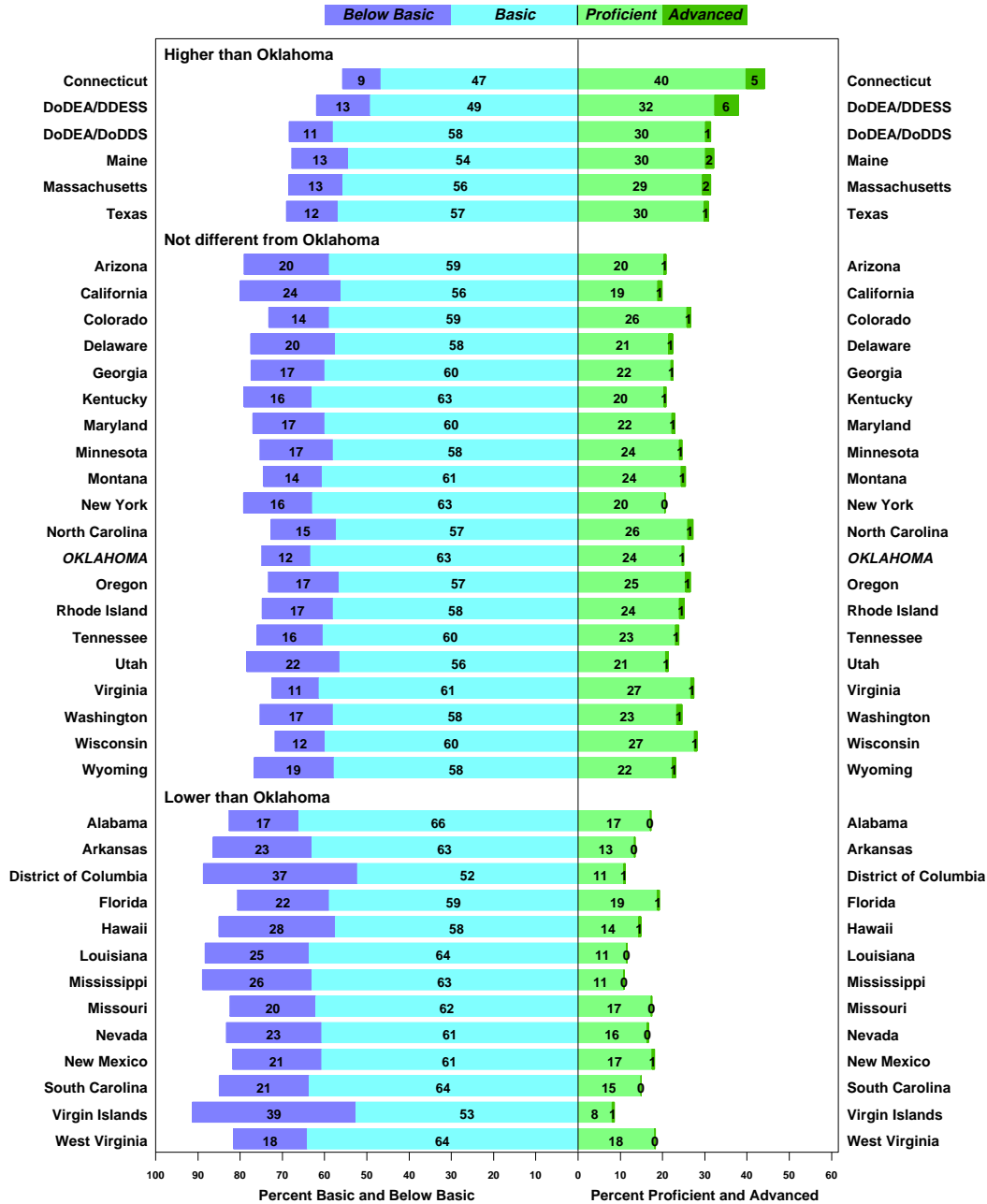
	TABLE 1.1B			
	<i>Percentages of public school students attaining achievement levels</i>			
	Below <i>Basic</i>	At or Above <i>Basic</i>	At or Above <i>Proficient</i>	<i>Advanced</i>
Oklahoma	12 (1.2)	88 (1.2)	25 (1.7)	1 (0.2)
West	20 (1.2)	80 (1.2)	22 (1.2)	1 (0.2)
Nation	17 (0.5)	83 (0.5)	24 (0.8)	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 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.

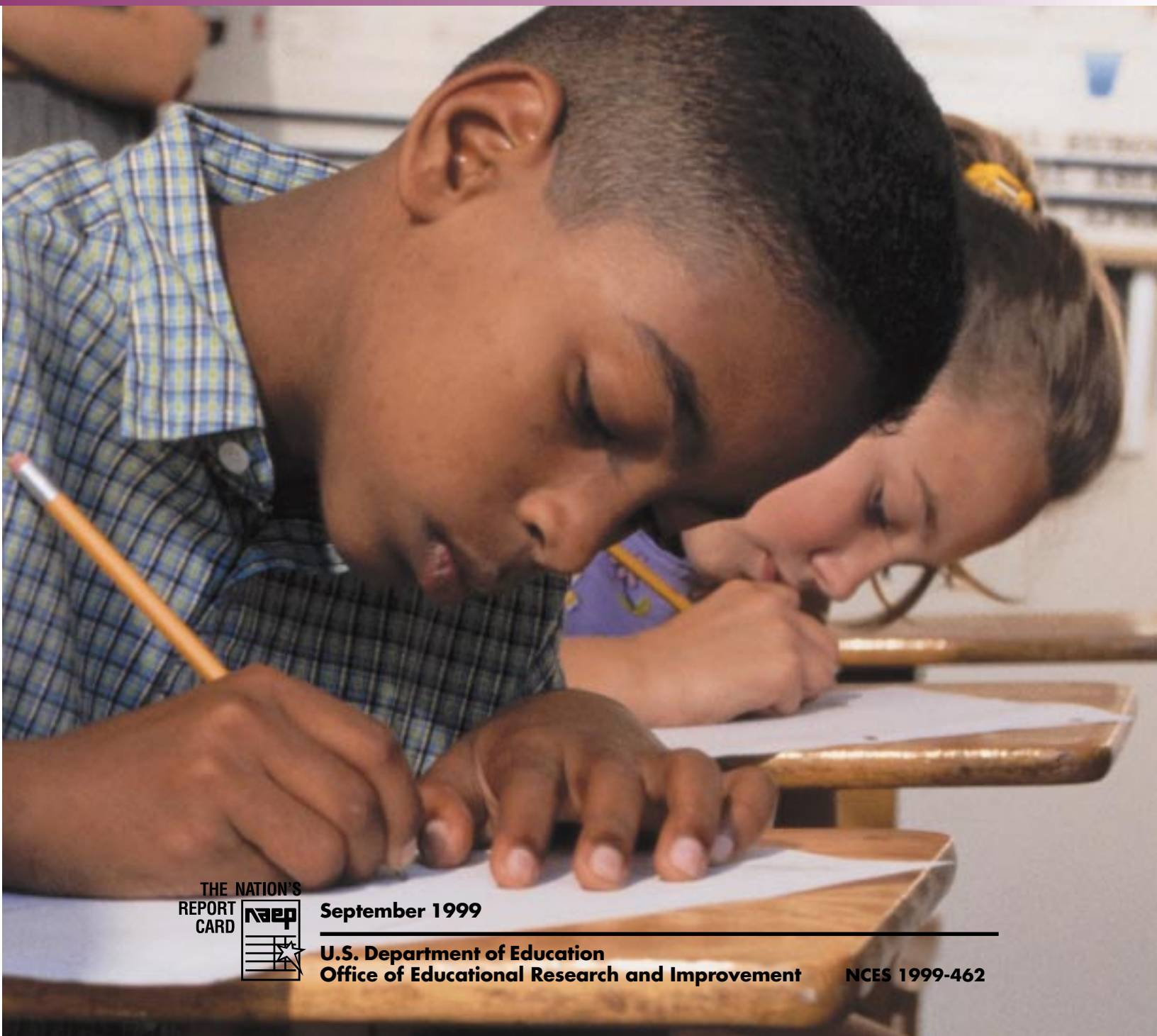
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.

NATIONAL CENTER FOR EDUCATION STATISTICS

NAEP 1998

Writing

REPORT CARD FOR
THE NATION AND THE STATES



September 1999

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

NCES 1999-462

Table 5.1

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.

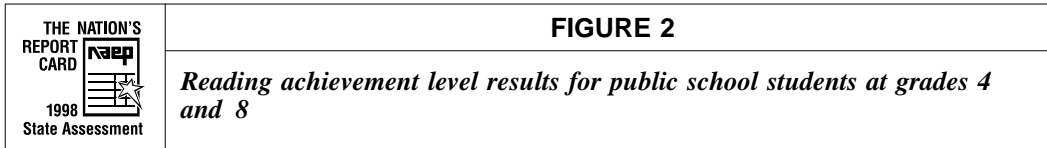
NATIONAL CENTER FOR EDUCATION STATISTICS

NAEP 1998
Reading
STATE REPORT FOR
OKLAHOMA

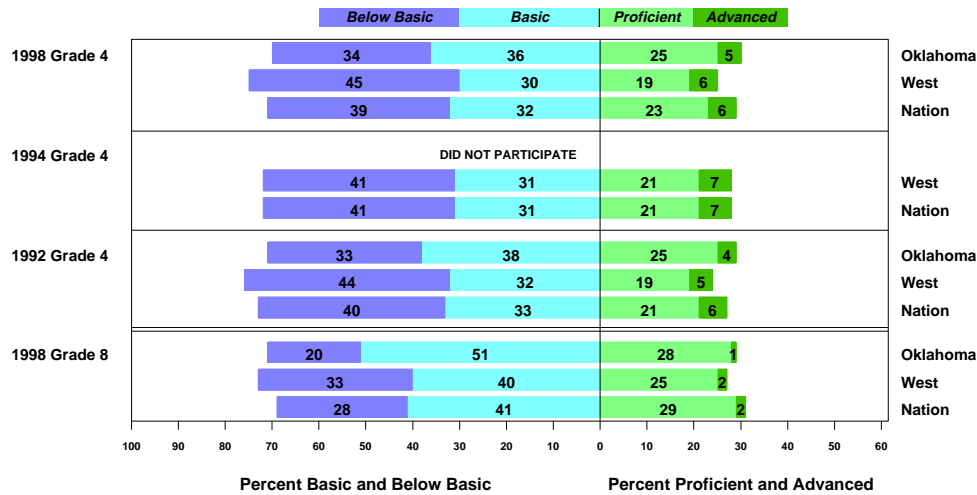


U.S. Department of Education
Office of Educational Research and Improvement

NCES 1999-460 OK



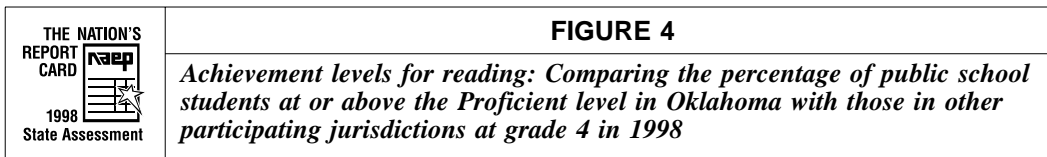
The bars below contain estimated percentages of students in each NAEP reading achievement category. Each population of students is aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above.



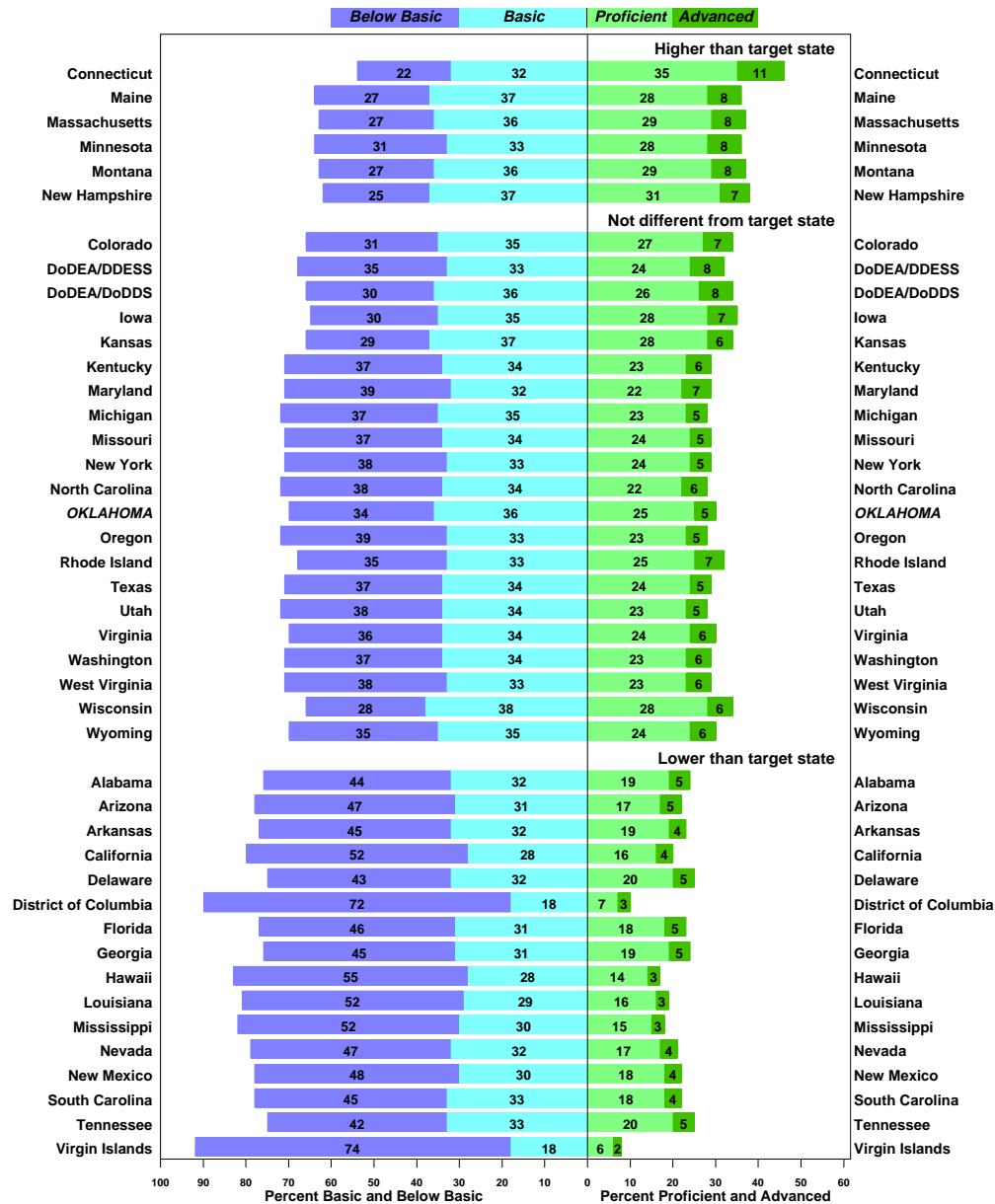
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, and 1998 Reading Assessments.

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.

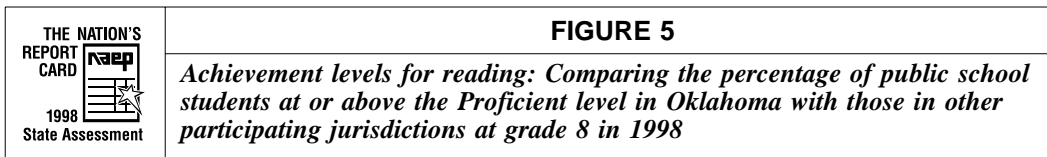


The bars below contain estimated percentages of students in each NAEP reading achievement category. Each population of students is aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above.

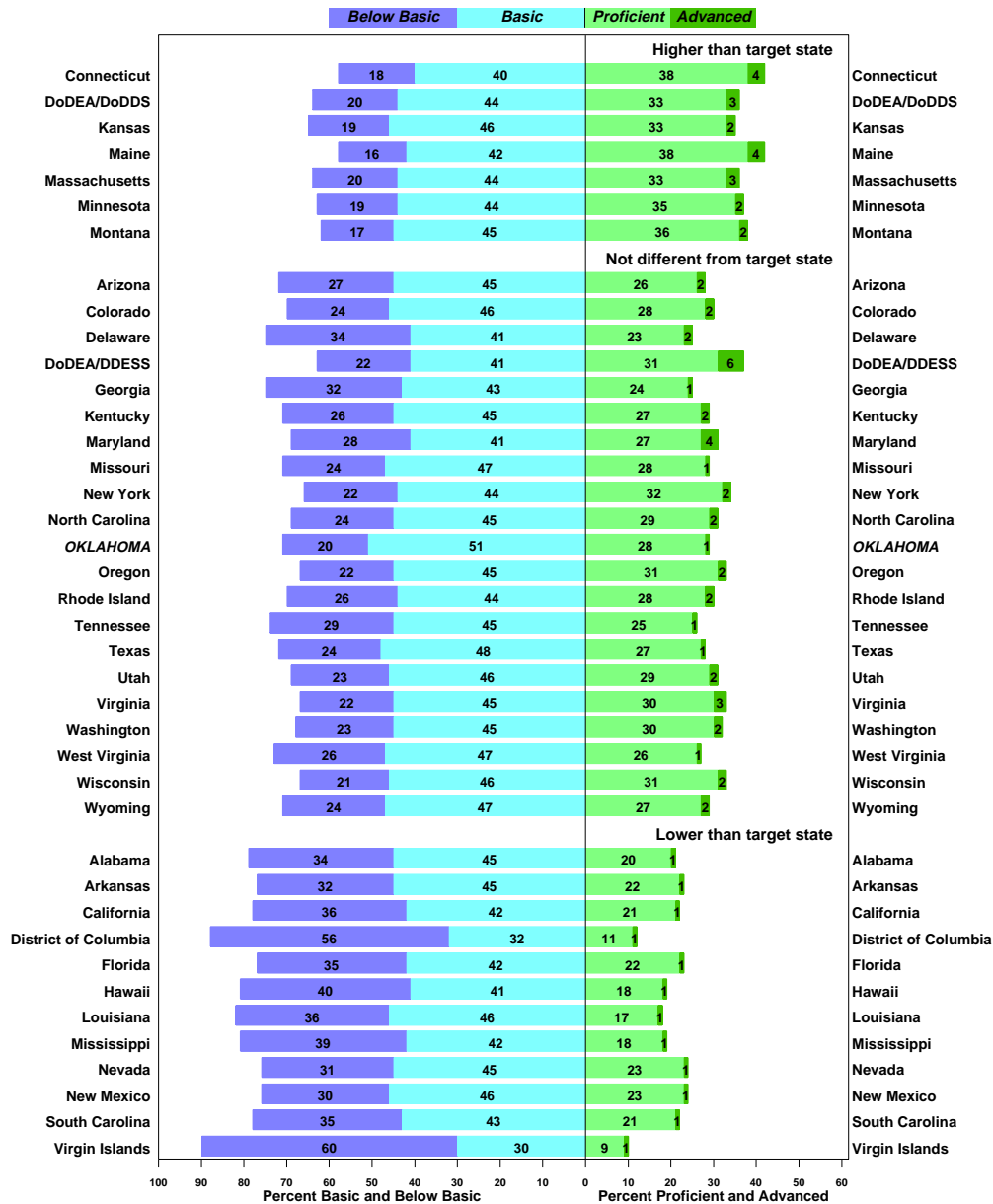


Differences between states and other jurisdictions may be partially explained by other factors not included in this figure.

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



The 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



March, 1999

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

NCES 1999-500

Table 5.1

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

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



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 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).

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).



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 <i>Basic</i>	At or Above <i>Basic</i>	At or Above <i>Proficient</i>	<i>Advanced</i>
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)

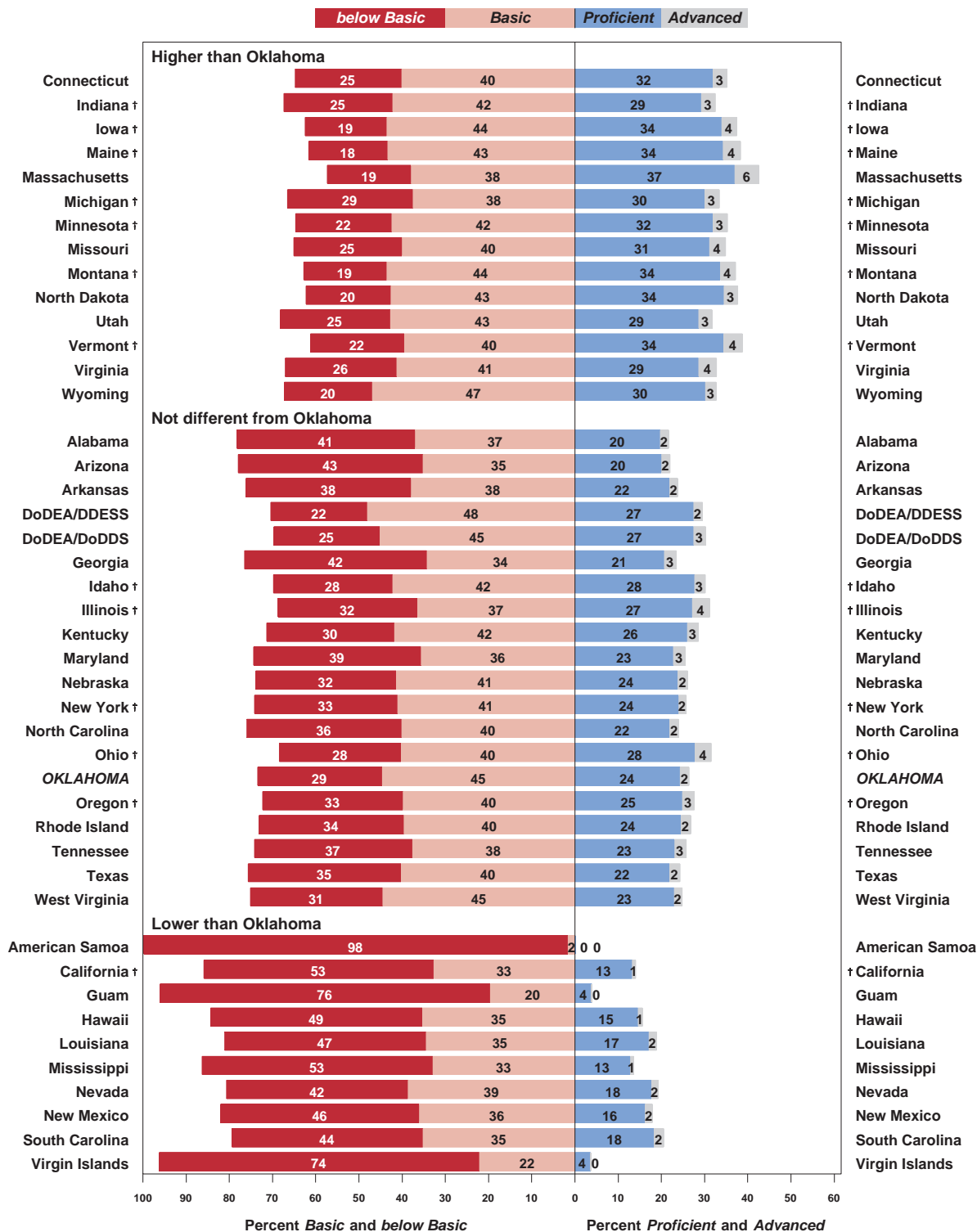
NOTE: The NAEP science scale ranges from 0 to 300. The achievement levels correspond to the following points on the NAEP science scale at grade 4 (and 8): *Basic*, 138–169 (143–169); *Proficient*, 170–204 (170–207); and *Advanced*, 205 (208) and above. The standard errors of the statistics in the table 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.

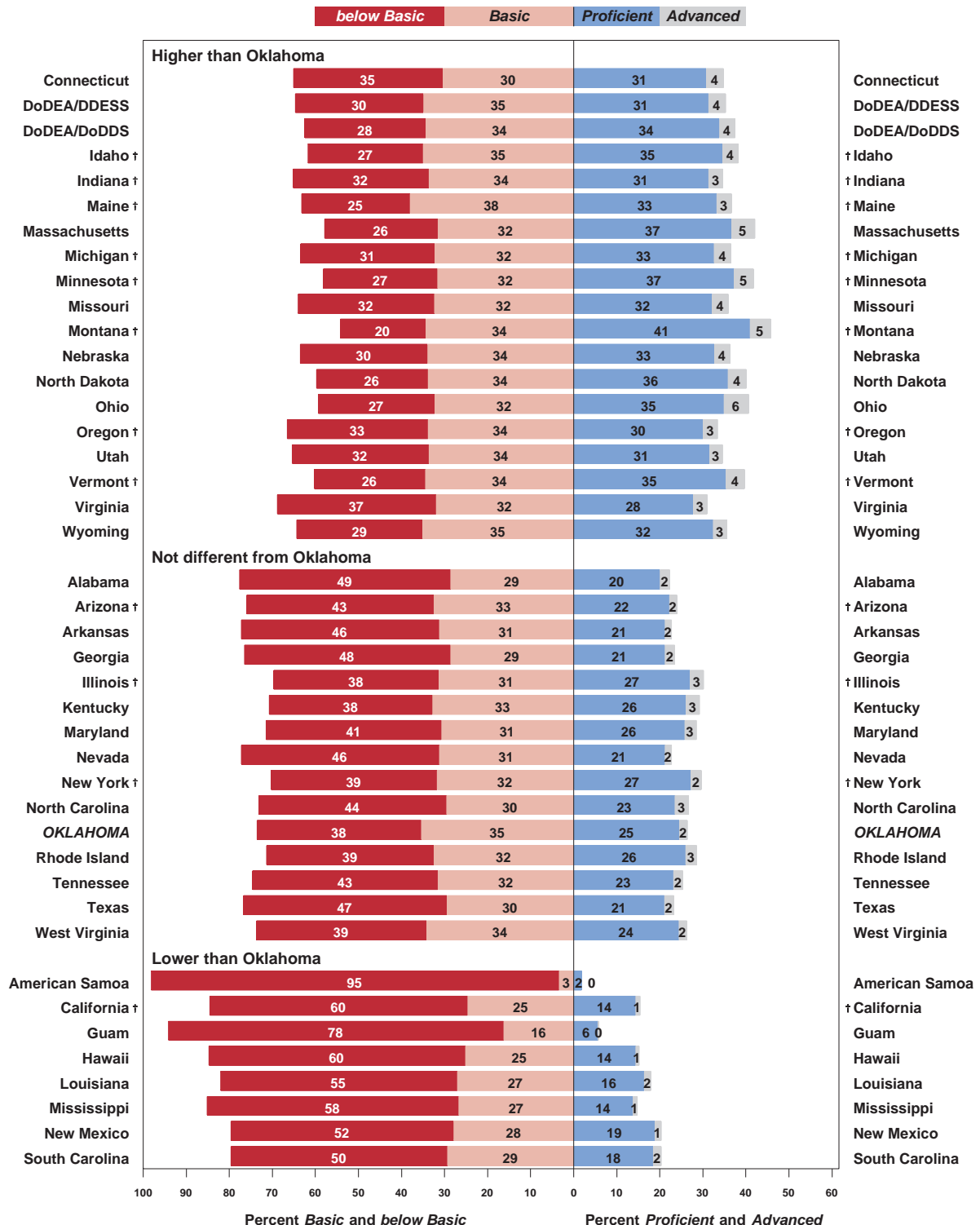
NOTE: The bars above contain estimated percentages of students in each NAEP science achievement category. Each population of students is aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above. Numbers may not add to 100, or to the exact percentage at or above achievement levels, due to rounding.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment.



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.



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)
DESS	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**



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

NCES 2001-519 OK



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 <i>Basic</i>	At or Above <i>Basic</i>	At or Above <i>Proficient</i>	<i>Advanced</i>
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.

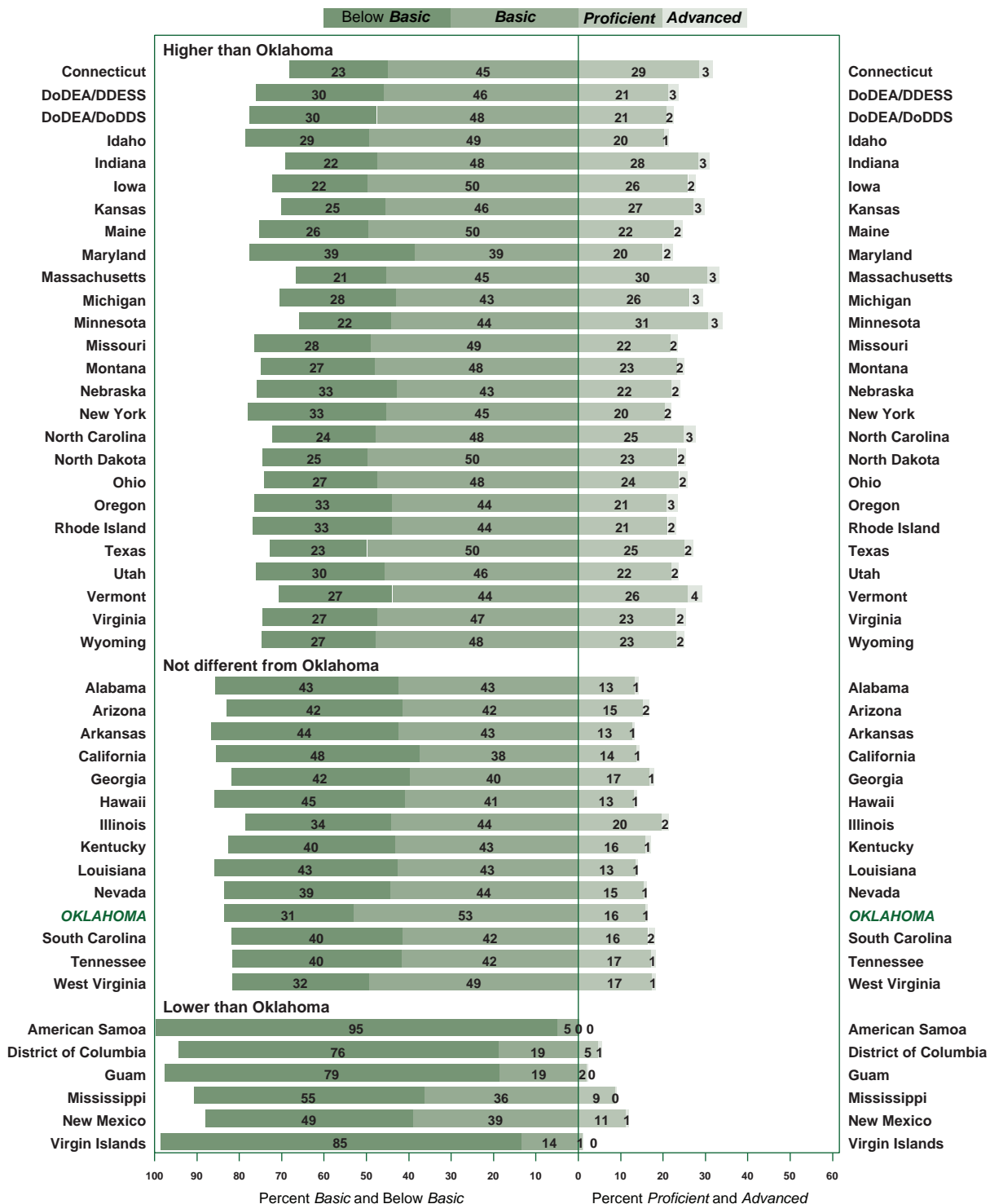
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990–2000 Mathematics Assessments.



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.

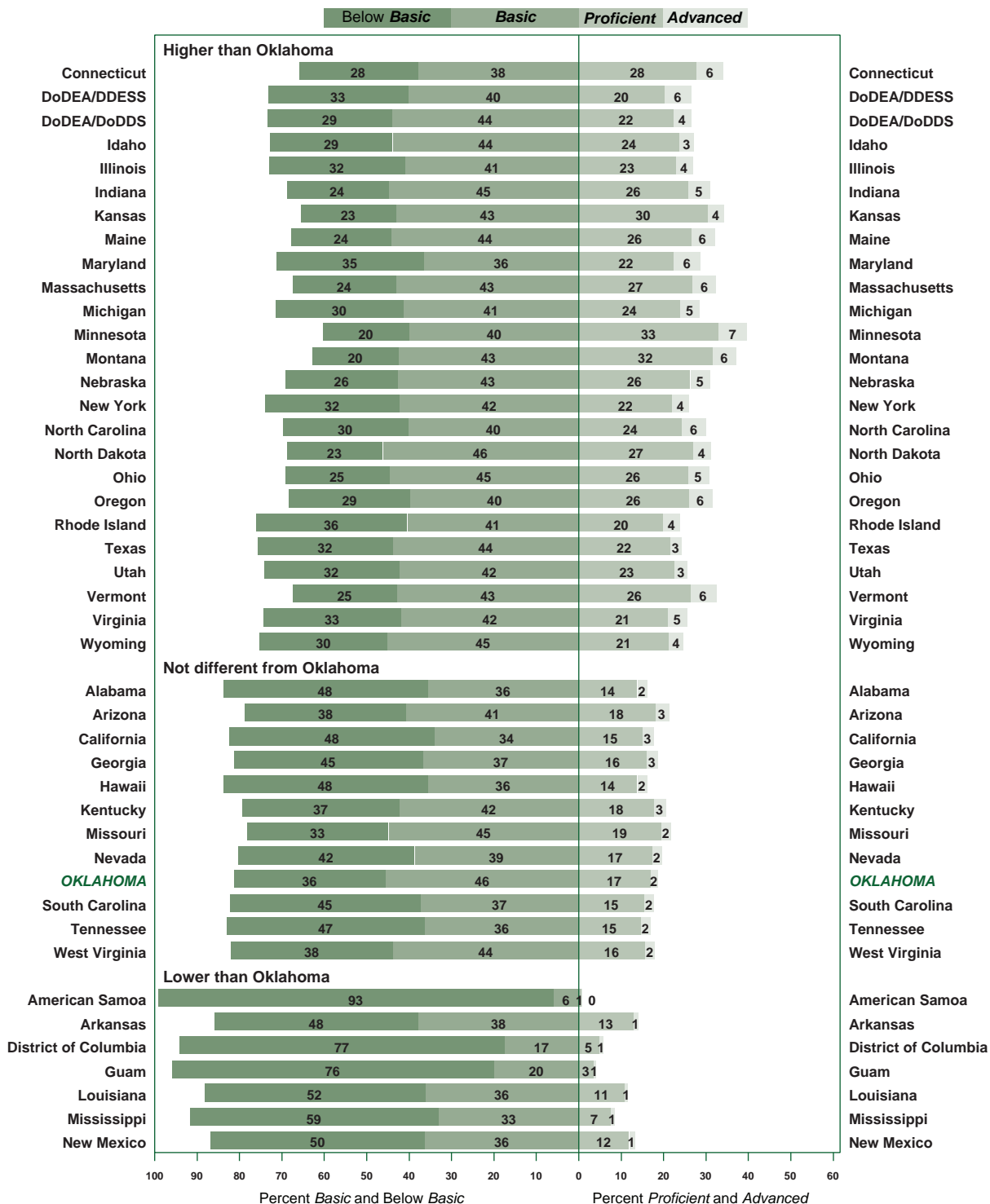
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment.



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.



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 F

**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 G

Indicators Displayed in Maps

Data Values for Information Presented in Maps

County	Percent of Revenue Provided by the State	Per student Expenditures Using ALL FUNDS	5th Grade CRT Math Scores % Satisfactory or Above	5th Grade CRT Reading Scores % Satisfactory	5th Grade CRT Science Scores % Satisfactory	8th Grade CRT Math Scores % Satisfactory or Above	8th Grade CRT Reading Scores % Satisfactory	8th Grade CRT Science Scores % Satisfactory
Adair	59.4%	\$8,296	56%	62%	68%	55%	63%	69%
Alfalfa	55.0%	\$7,698	85%	66%	85%	79%	83%	88%
Atoka	66.8%	\$7,003	64%	69%	76%	68%	74%	78%
Beaver	40.7%	\$8,688	86%	83%	90%	82%	79%	89%
Beckham	56.5%	\$6,440	78%	75%	88%	75%	80%	86%
Blaine	54.7%	\$7,831	74%	74%	84%	67%	73%	82%
Bryan	64.6%	\$6,600	73%	69%	80%	75%	79%	83%
Caddo	55.7%	\$7,552	61%	61%	76%	68%	74%	75%
Canadian	58.0%	\$5,616	79%	84%	89%	76%	87%	84%
Carter	57.4%	\$6,549	75%	74%	83%	77%	80%	82%
Cherokee	59.4%	\$7,471	71%	74%	80%	65%	78%	76%
Choctaw	65.5%	\$7,002	48%	54%	61%	60%	69%	76%
Cimarron	52.8%	\$9,794	82%	76%	88%	72%	78%	89%
Cleveland	58.2%	\$5,791	79%	80%	88%	79%	85%	85%
Coal	53.8%	\$8,454	64%	72%	76%	67%	79%	74%
Comanche	61.0%	\$6,486	68%	73%	82%	68%	76%	79%
Cotton	64.5%	\$6,320	77%	73%	90%	65%	64%	71%
Craig	56.4%	\$6,746	68%	71%	80%	75%	75%	79%
Creek	61.5%	\$6,082	70%	74%	82%	68%	77%	79%
Custer	57.5%	\$6,927	74%	75%	84%	72%	73%	78%
Delaware	54.8%	\$6,773	71%	78%	81%	64%	76%	77%
Dewey	52.6%	\$9,119	80%	80%	91%	68%	72%	89%
Ellis	49.7%	\$8,378	73%	82%	82%	97%	87%	100%
Garfield	57.6%	\$6,116	78%	79%	86%	73%	82%	83%
Garvin	58.5%	\$6,485	70%	72%	80%	71%	80%	77%
Grady	60.8%	\$5,877	78%	73%	82%	76%	82%	82%
Grant	43.2%	\$8,031	84%	82%	88%	76%	88%	93%
Greer	62.5%	\$7,688	67%	81%	79%	61%	80%	75%
Harmon	66.9%	\$7,527	81%	92%	86%	80%	75%	78%
Harper	44.6%	\$8,624	86%	83%	97%	70%	74%	78%
Haskell	63.8%	\$6,658	60%	78%	87%	57%	69%	68%
Hughes	57.3%	\$6,951	61%	58%	72%	56%	73%	72%
Jackson	63.1%	\$6,251	76%	72%	85%	72%	74%	78%
Jefferson	68.8%	\$7,040	75%	58%	76%	74%	80%	84%
Johnston	60.6%	\$7,161	63%	62%	71%	64%	81%	78%
Kay	55.9%	\$6,385	70%	75%	80%	71%	76%	77%
Kingfisher	45.4%	\$7,012	79%	69%	78%	82%	85%	87%
Kiowa	59.3%	\$7,548	78%	78%	86%	73%	79%	78%
Latimer	56.8%	\$6,730	53%	58%	69%	58%	66%	69%
Le Flore	61.4%	\$6,721	63%	63%	77%	65%	74%	76%

Continued Next Page

Indicators Displayed in Maps

Data Values for Information Presented in Maps

continued from previous page

County	Percent of Revenue Provided by the State	Per student Expenditures Using ALL FUNDS	5th Grade CRT Math Scores % Satisfactory or Above	5th Grade CRT Reading Scores % Satisfactory	5th Grade CRT Science Scores % Satisfactory	8th Grade CRT Math Scores % Satisfactory or Above	8th Grade CRT Reading Scores % Satisfactory	8th Grade CRT Science Scores % Satisfactory
Lincoln	63.7%	\$5,965	74%	71%	81%	67%	76%	77%
Logan	59.9%	\$6,650	76%	75%	79%	71%	77%	76%
Love	66.5%	\$6,760	69%	66%	76%	70%	77%	77%
Major	45.9%	\$7,703	86%	84%	88%	89%	90%	86%
Marshall	57.2%	\$6,707	78%	64%	78%	63%	77%	74%
Mayes	60.5%	\$6,366	61%	68%	78%	69%	78%	77%
McClain	60.1%	\$5,781	73%	81%	85%	71%	86%	84%
McCurtain	63.1%	\$6,920	63%	62%	69%	60%	68%	69%
McIntosh	58.6%	\$6,889	68%	69%	75%	62%	65%	70%
Murray	65.9%	\$5,975	65%	68%	78%	64%	73%	72%
Muskogee	54.2%	\$6,788	67%	69%	76%	67%	72%	75%
Noble	39.5%	\$7,920	86%	72%	87%	74%	80%	85%
Nowata	61.0%	\$13,342	65%	65%	76%	65%	72%	71%
Okfuskee	59.7%	\$7,392	60%	63%	74%	61%	78%	68%
Oklahoma	51.2%	\$6,492	70%	69%	76%	65%	73%	73%
Okmulgee	64.5%	\$6,395	56%	59%	73%	64%	72%	79%
Osage	63.2%	\$6,920	64%	69%	77%	68%	74%	76%
Ottawa	62.3%	\$6,584	65%	71%	79%	71%	75%	82%
Pawnee	64.6%	\$5,735	70%	73%	78%	69%	79%	82%
Payne	57.0%	\$6,379	75%	77%	87%	81%	84%	88%
Pittsburg	60.9%	\$6,829	66%	66%	80%	65%	73%	76%
Pontotoc	61.1%	\$6,928	82%	79%	87%	75%	80%	79%
Pottawatomie	64.0%	\$6,276	70%	66%	74%	75%	76%	79%
Pushmataha	67.1%	\$7,395	73%	79%	79%	65%	66%	71%
Roger Mills	47.9%	\$12,670	71%	71%	69%	69%	88%	83%
Rogers	54.2%	\$5,977	74%	71%	85%	71%	82%	85%
Seminole	59.3%	\$7,140	61%	62%	70%	65%	69%	65%
Sequoyah	65.4%	\$6,356	62%	65%	77%	68%	72%	76%
Stephens	59.4%	\$6,177	81%	76%	84%	73%	79%	77%
Texas	49.1%	\$7,119	80%	80%	88%	76%	79%	80%
Tillman	65.3%	\$7,641	70%	68%	86%	70%	84%	73%
Tulsa	46.5%	\$7,910	71%	74%	82%	70%	78%	79%
Wagoner	64.4%	\$6,082	73%	74%	82%	64%	75%	74%
Washington	59.5%	\$5,836	69%	76%	80%	74%	84%	86%
Washita	56.2%	\$6,666	74%	75%	84%	73%	73%	81%
Woods	47.0%	\$7,886	74%	82%	78%	78%	79%	87%
Woodward	57.4%	\$6,286	78%	73%	84%	78%	83%	83%
State Summa	55.5%	\$6,772	71%	72%	80%	70%	77%	78%

Indicators Displayed in Maps

Data Values for Information Presented in Maps

County	English 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	Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates
Adair	59%	66%	3.7%	2.91	18.4	31.5%	52.8%	70.6%	27.7%
Alfalfa	77%	68%	0.0%	3.26	21.8	60.1%	23.7%	75.4%	45.7%
Atoka	63%	66%	5.7%	3.06	18.1	50.7%	49.5%	71.8%	37.9%
Beaver	68%	77%	0.8%	3.36	19.4	48.4%	21.9%	73.8%	45.4%
Beckham	72%	73%	3.5%	3.03	19.9	58.7%	27.6%	77.1%	45.0%
Blaine	66%	76%	0.3%	3.11	19.4	53.5%	24.4%	67.6%	34.8%
Bryan	66%	73%	5.0%	2.90	19.9	48.7%	31.5%	75.5%	38.2%
Caddo	56%	65%	2.1%	2.96	18.8	42.9%	38.5%	68.1%	32.8%
Canadian	69%	78%	3.6%	2.93	21.2	56.2%	31.7%	75.1%	42.4%
Carter	64%	67%	2.8%	3.00	20.4	55.1%	38.5%	75.8%	41.0%
Cherokee	69%	80%	3.3%	2.99	20.7	41.1%	38.2%	77.5%	24.7%
Choctaw	51%	60%	4.5%	3.10	18.4	38.9%	40.3%	71.4%	38.5%
Cimarron	65%	67%	1.1%	3.38	19.8	48.5%	17.5%	81.5%	54.2%
Cleveland	76%	76%	4.0%	3.01	21.9	57.1%	36.0%	74.0%	38.5%
Coal	57%	53%	2.6%	2.98	20.6	45.9%	34.1%	72.6%	34.7%
Comanche	71%	72%	4.0%	3.00	20.6	48.0%	35.7%	69.5%	33.9%
Cotton	72%	59%	1.4%	3.01	18.0	48.4%	43.1%	68.4%	33.3%
Craig	64%	74%	4.2%	3.04	20.1	42.9%	44.0%	80.3%	47.0%
Creek	65%	69%	3.2%	3.04	20.6	46.6%	38.2%	74.6%	33.1%
Custer	73%	71%	3.0%	3.14	20.8	61.6%	22.2%	75.1%	42.8%
Delaware	59%	68%	5.0%	3.12	19.5	32.6%	48.0%	70.4%	32.4%
Dewey	71%	78%	1.1%	3.23	19.5	54.2%	30.2%	83.7%	50.0%
Ellis	71%	72%	1.4%	3.12	18.8	53.4%	28.4%	74.7%	47.2%
Garfield	70%	75%	4.2%	3.01	21.4	47.9%	23.2%	81.0%	40.5%
Garvin	59%	66%	2.5%	3.13	19.7	45.6%	39.1%	73.4%	38.7%
Grady	65%	65%	3.2%	3.11	20.3	50.0%	32.0%	75.6%	37.0%
Grant	78%	88%	0.3%	3.11	20.9	61.9%	34.0%	76.4%	46.7%
Greer	64%	79%	5.1%	2.73	19.0	50.0%	36.3%	72.0%	47.3%
Harmon	57%	77%	5.1%	2.90	20.9	58.3%	38.1%	75.4%	42.2%
Harper	74%	75%	0.4%	3.19	21.3	62.2%	21.7%	79.6%	58.4%
Haskell	56%	59%	3.0%	2.81	19.0	43.9%	45.5%	72.6%	39.3%
Hughes	47%	69%	6.9%	3.04	18.7	49.9%	46.8%	70.0%	34.2%
Jackson	64%	61%	4.1%	3.24	21.0	49.2%	40.8%	75.8%	42.4%
Jefferson	52%	67%	3.8%	3.02	19.0	41.3%	42.6%	75.6%	49.1%
Johnston	56%	58%	2.5%	3.03	19.6	48.8%	50.3%	72.6%	44.3%
Kay	69%	71%	5.7%	2.99	21.1	48.0%	31.5%	77.0%	48.3%
Kingfisher	72%	71%	0.8%	3.11	20.3	53.9%	23.7%	80.6%	45.9%
Kiowa	59%	49%	3.4%	3.00	18.8	56.7%	36.3%	68.7%	36.3%
Latimer	69%	55%	0.2%	2.90	18.6	42.4%	48.7%	73.9%	42.0%
Le Flore	61%	66%	4.7%	2.89	20.0	40.5%	40.8%	79.1%	42.1%

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Indicators Displayed in Maps

Data Values for Information Presented in Maps

continued from previous page

County	English 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	Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates
Lincoln	69%	70%	2.9%	3.14	20.0	49.0%	32.9%	76.3%	31.3%
Logan	63%	75%	3.4%	3.24	19.6	51.8%	26.1%	69.5%	32.2%
Love	66%	60%	1.5%	2.94	19.4	35.3%	51.0%	65.4%	31.4%
Major	76%	81%	2.3%	3.11	21.4	54.5%	20.6%	80.4%	41.1%
Marshall	54%	58%	1.1%	3.01	18.8	47.1%	42.5%	67.9%	36.4%
Mayes	72%	75%	4.2%	3.02	20.2	41.3%	42.8%	72.2%	35.9%
McClain	68%	61%	3.3%	2.99	20.0	52.1%	39.0%	75.7%	38.8%
McCurtain	62%	57%	1.3%	2.85	19.4	45.1%	35.3%	71.4%	38.0%
McIntosh	56%	69%	3.8%	3.03	20.0	50.1%	46.3%	73.1%	42.2%
Murray	68%	82%	1.9%	2.80	19.5	48.1%	33.5%	70.7%	43.4%
Muskogee	58%	64%	2.3%	3.03	19.7	47.7%	43.6%	71.7%	36.4%
Noble	75%	64%	3.4%	3.03	20.5	54.3%	35.6%	72.6%	36.1%
Nowata	57%	59%	1.2%	3.02	19.4	33.5%	44.2%	74.3%	39.7%
Okfuskee	54%	62%	3.1%	3.34	18.4	37.7%	49.1%	71.7%	33.1%
Oklahoma	67%	70%	5.4%	3.04	21.2	56.1%	34.9%	69.6%	34.6%
Okmulgee	63%	59%	3.0%	2.96	18.9	54.5%	43.8%	70.6%	32.1%
Osage	56%	51%	3.0%	2.92	19.6	41.5%	51.9%	69.4%	32.2%
Ottawa	72%	61%	4.8%	3.02	19.9	44.4%	43.2%	81.1%	44.6%
Pawnee	75%	73%	4.8%	3.17	20.1	54.6%	37.0%	71.0%	38.8%
Payne	78%	79%	3.8%	3.21	22.0	50.6%	23.9%	76.9%	38.3%
Pittsburg	62%	70%	5.3%	3.09	19.5	49.9%	37.7%	74.6%	44.3%
Pontotoc	77%	80%	3.4%	3.17	20.3	53.4%	31.5%	72.9%	42.8%
Pottawatomie	65%	74%	5.1%	3.08	19.9	47.4%	44.4%	72.2%	37.8%
Pushmataha	63%	64%	6.3%	2.77	19.0	42.1%	37.1%	70.7%	38.1%
Roger Mills	72%	77%	1.9%	3.30	20.8	54.7%	24.1%	81.6%	55.7%
Rogers	75%	81%	2.5%	2.96	20.6	46.2%	38.6%	73.1%	34.8%
Seminole	58%	61%	4.3%	3.00	19.6	51.6%	42.7%	66.1%	38.8%
Sequoyah	62%	67%	3.7%	2.96	19.7	33.3%	37.7%	77.2%	37.9%
Stephens	68%	81%	3.6%	3.09	20.6	50.8%	34.3%	75.0%	41.2%
Texas	67%	75%	4.3%	3.01	19.5	50.4%	28.8%	75.2%	39.9%
Tillman	64%	67%	2.3%	2.89	18.5	47.0%	39.1%	74.4%	43.6%
Tulsa	70%	68%	4.0%	2.94	21.1	55.7%	35.6%	73.0%	36.5%
Wagoner	63%	67%	5.2%	2.86	20.4	40.8%	44.0%	77.5%	31.9%
Washington	74%	85%	3.0%	2.90	21.6	44.5%	27.9%	76.1%	45.1%
Washita	62%	69%	0.8%	3.41	20.4	53.2%	19.6%	77.2%	42.6%
Woods	70%	71%	2.2%	3.21	22.0	53.7%	24.0%	72.2%	45.3%
Woodward	63%	69%	4.8%	3.23	20.8	53.6%	24.4%	72.6%	43.2%
State Summa	68%	70%	3.9%	3.00	20.6	50.9%	35.6%	73.2%	38.0%

