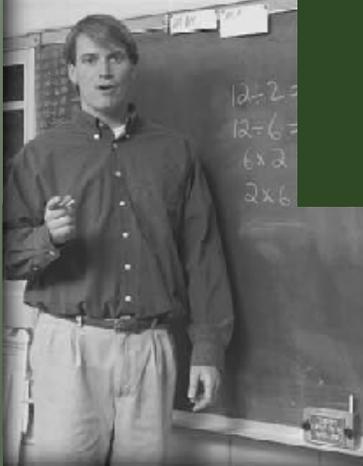


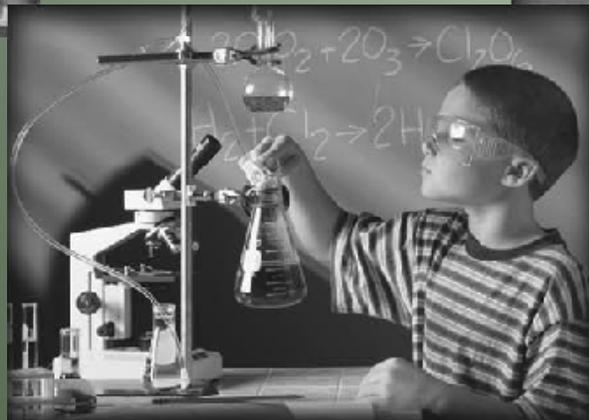
Oklahoma
Educational
Indicators
Program



Profiles 2009 State Report



Office of Accountability
April 2010



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Oklahoma Educational Indicators Program

Profiles 2009 State Report



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Oklahoma State Department of Education
Oklahoma State Regents for Higher Education
Oklahoma Department of Career & Technology Education
Oklahoma Office of Juvenile Affairs
Oklahoma Tax Commission
All Oklahoma Public Schools

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Education Oversight Board / Office of Accountability

Susan Field, Chairman • Robert Buswell, Executive Director

May 24, 2010

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue *Profiles 2009*, 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 2009* furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

Profiles 2009 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,

A handwritten signature in cursive script that reads "Susan Field".

Susan Field
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 2009* presents a host of relevant educational statistics. Readers are free to evaluate educational entities based on those factors they feel are most important in the educational process. The three major reporting categories are community characteristics, educational process, and student performance.

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 community that a school district serves. Most of the variables for *Profiles 2009* are for the 2008-09 school year. A few variables are selected from the 2000 Decennial Census. The 2010 Decennial Census and the American Community Survey will begin providing updated census information in next year's report.

The characteristics for an average school district within the state from the 2000 Census are as follows: population of district, 6,462 persons; household income, \$44,370; population living below poverty level, 14.7%; single-parent families, 28.9%; unemployment rate, 5.3%. Students eligible for free or reduced price lunch, 56.3%; 1st through 3rd grade students on the reading remediation program, 34.3%; average number of days absent per student, 9.7; mobility rate (incoming students), 10.4%; parents attending at least one parent-teacher conference, 72.1% are for the 2008-09 school year. Per student valuation of property, \$38,875 was calculated for 12/2009.

The educational attainment of the state's population over age 25 in the year 2008 has persons with less than a high school diploma at 14.5% and persons with a high school diploma at 85.5%. It also includes levels of college degrees with those with a Bachelor's or higher degree at 22.2%.

On average for 2008-09, there was one suspension with a duration of 10 days or less for every 11.5 students statewide. When looking at suspensions that lasted for more than 10 days, the average for all schools was one suspension for every 133.4 students statewide.

There were 9,053 public school students criminally referred to the Office of Juvenile Affairs (OJA) for school 2008-09. These referred students were charged with 19,205 offenses, and 418 of the offenders were said to have gang affiliation. This means that, on average, one out of every 71.0 students statewide had been charged with a crime, each offender had committed an average of 2.1 offenses but only 4.6% of the charged students had gang affiliations.

The following is a breakdown of Fall 2008 Oklahoma public school enrollment by ethnic group: Caucasian, 57.3%; Black, 10.8%; Native American, 19.3%; Asian, 2.1%; and Hispanic, 10.5%.

EDUCATIONAL PROCESS

Profiles 2009 reports on 534 individual Oklahoma school districts and 1,779 conventional school sites: 1,011 elementary schools, 300 middle schools/junior highs, and 468 senior highs. Total average daily membership (ADM) in 2008-09 was 637,762, an increase of 3,511 students (0.6%) from the 2007-08 school year. The 2008-09 statewide membership was 2.4% greater than the membership ten years earlier and the highest in the last ten years. ADM by grade level remains fairly steady and follows population estimates between kindergarten and 8th grade then declines rapidly from 9th through 12th grade. This decline in ADM through the high school years is not a single year occurrence.

During the 2008-09 school year, 106,184 Oklahoma students qualified for the Gifted/Talented program; 16.5% of all students in the state. That same year, 93,494 Oklahoma students qualified for the special education program which represented 14.5% of all students. There were 362,547 Oklahoma students eligible for the Free or Reduced Price Lunch Program. This equated to 56.3% of all students and was an increase of 7,088 students or 2.0%, from the 2007-08 school year. Eligibility has increased almost eight percentage-points in ten years.

The breadth and depth of high school course offerings greatly influence academic performance at the secondary level. Collectively, districts across the state offered an average of 36.8 units in the six core areas of language arts (English), math, science, history/social studies, fine arts, and language in 2008-09.

Statewide, the number of regular classroom teachers decreased by 188 full-time equivalents (FTEs) for the 2008-09 school year (37,848 in 2007-08 to 37,660 in 2008-09). Furthermore, ADM (excluding non-graded students) increased by 5,186 students. Based only on the graded student ADM of 637,023, the statewide gross student/teacher ratio for regular classroom teachers in 2008-09 was 16.9 students per teacher; down from the high of 17.7 students per teacher ratio recorded in 2003-04. The average salary of teachers for the 2008-09 school year was \$43,584, an increase of \$309 (0.7%) from the previous year. The percentage of teachers with an advanced degree is currently at 25.7%; a decline from its high of 41% in 1989-90. Classroom teachers averaged 12.7 years of experience.

Like classroom teachers, administration is another key ingredient of education. Unlike classroom teachers, the 2008-09 school year saw an increase in the number of administrators from the previous year. There were 3,513 administrator FTEs at the 534 districts, an increase of 26 FTEs over the 2007-08 school year's count of 3,487 administrator FTEs. This resulted in an average of 6.6 administrators per school district and each received an average salary of \$73,559, an increase of \$1,399, or 1.9% over last year. On average, each administrator supervised 12.0 teacher FTEs and had 21.6 years experience in public education.

The largest portion of district revenues is funding provided by the State at 52.0% (\$2.9 billion), followed by Local & County with 34.5% (\$1.9 billion) and Federal funds which provide 13.6% (\$749 million). Total revenues for Oklahoma's districts increased to \$5,523,237,984 by \$247 million, or 4.9%, over 2007-08 revenues of \$5.28 billion.

Statewide, total expenditures from ALL FUNDS (Oklahoma State Department of Education) were \$5.36 billion, a \$180 million increase over the 2007-08 school year. The largest expenditure was in the area of Instruction with 55.4%, a 0.3 percentage-point decrease over 2007-08. This decrease is half the

decrease in Instruction of 0.6 percentage points from 2006-07 to 2007-08 and is below a high mark of 58.6% of ALL FUNDS in 1995-96. District Support ran a distant second in 2008-09 at 17.3% of all expenditures. Per student expenditures, based on ALL FUNDS, including Debt Service, ranged from a high of \$52,754 per student at Picher-Cardin Public School (P.S.) in Ottawa Co. (closed after the 2008-09 school year) to a low of \$5,850 per student at Pittsburg P.S. in Pittsburg Co., with a state average of \$8,397.

STUDENT PERFORMANCE

The Oklahoma School Testing Program cost the state \$10.8 million to administer in 2008-09. The state's scores, expressed as the percentage of students scoring Satisfactory and above were as follows: 3rd grade: Reading 71% and Math 70%; 4th grade: Reading 68% and Math 71%; 5th grade: Reading 70%, Math 68%, Science 87%, Social Studies 75%, and Writing 89%; 6th grade: Reading 69% and Math 68%; 7th grade: Reading 74%, Math 67%, and Geography 88%; 8th grade: Reading 72%, Math 65%, Science 90%, History 76%, and Writing 95%. The results for the high school End of Instruction (EOI) exams were: Algebra I 83%, English II 81%, U.S. History 73%, Biology I 75%, Algebra II 66%, English III 84%, and Geometry 79%.

In an attempt to evaluate schools' overall performance in preparing students for the Oklahoma Core Curriculum Tests (OCCT), the Secretary of Education and the Education Oversight Board created the Performance Benchmark which requires that "70% of Regular Education students achieve a score of Satisfactory and above." Thirty-six percent of the 5th grade sites were able to achieve five-out-of-five on the Oklahoma Performance Benchmark, as were 29% of the 8th grade sites. While many schools do perform well on the OCCT, there is great concern for those that do not. There were 11 elementary schools (1.3%) and 3 middle schools/junior highs (0.6%) that were unable to get at least 70% of their students to score Satisfactory and above on any subject area tested.

Beginning two years ago, to identify those truly superior schools, the Education Oversight Board adopted the 25% Advanced Performance Benchmark or 25% of Regular Education students achieving a score of Advanced in all subject areas tested. Ninety-five (95) sites achieved the 25% Advanced Performance Benchmark for at least one grade within their school, up from 52 sites in 2006-07. Thirteen sites had multiple grades meet the advanced benchmark giving 110 stars in 2008-09 an increase from 60 stars in 2006-07.

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education's National Center for Educational Statistics. NAEP tests are administered every two years in math and reading. Science and writing tests are administered less often. While there are some categories showing improvement, much of Oklahoma's performance lags that of the nation in the categories tested by NAEP.

The Office of Accountability uses two different methodologies to display dropout rates. The methodologies are a single-year dropout rate which averaged 2.3% and a four-year dropout rate which averaged 12.4%. Based on the four-year methodology, five high schools in the state had a dropout rate above 40% for the Class of 2009 in 9th through 12th grade. However, 102 Oklahoma high schools did not report a single dropout for the Class of 2009.

Tracking overall student attrition, 23.9% of all students are lost between 9th grade and graduation and the loss rates for certain race and gender categories can be staggering. Single-year student dropout rates have declined in all but one of the last five years while student attrition figures declined slightly in all five years. The *Profiles Report* series also uses two different methodologies to generate student graduation rates; the average freshman graduation rate, 77.2% and the senior graduation rate, 97.8%.

There is an interesting interrelationship between the single-year dropout rate, the four-year dropout rate, the student loss rate, and the four-year graduation rate. While the single-year dropout rate is now at 2.3% and has been on a downward trend for a number of years, yet the student loss rates have remained constant for some time as have the four-year graduation rates. Furthermore, the single-year dropout rate greatly under represents the 12.4% of students lost during the four-year span of high school. Most interesting is the discrepancy that exists between the statewide four-year dropout rate of 12.4% and the statewide student loss rate of 23.9%. Where are the missing students? Not more than a few percentage-points of the missing 11% of students can be attributed to an inflation in the 9th grade base caused by students who repeat 9th grade. Students who dropout after reaching age 19 account for 1.2% of their graduating class. Students who die in grades 9 through 12 account for 0.4% of their class. Finally, students who attend all four years of high school, but who do not meet the requirements to receive a high school diploma make up 2.5% of their graduating class. These four factors combined account for only seven to eight percentage-points of the 11% of unaccounted for students.

The average composite score on the ACT for the Oklahoma public high schools included in this series of reports was 20.8, the same standard score for 2007-08. The official Oklahoma score generated by the ACT Corporation, which includes public and private schools as well as alternative education centers, was 20.7, the same standard score as the 2007-08 results. The comparable national average was 21.1, also the same standard score as 2007-08. In 2008-09, the gap between Oklahoma's statewide ACT score and the national ACT score was four-tenths of a standard score. Both the Oklahoma and national ACT scores have fluctuated over the past ten years and are both one-tenth of a standard score below their respective highs for the past ten years. Average ACT scores varied greatly across Oklahoma. The highest was at Classen High School of Advanced Studies in Oklahoma City P.S. with a score of 24.6 and 89.8% of graduates being tested. There are 13 schools in the state that had an average score above 23 on the ACT. Conversely, 12 schools scored below a 16. Of the 427 Oklahoma high school sites upon which *Profiles 2009* reported ACT scores, 231 (54.1%) had average ACT scores below 20, which was the cut score required for admission to Oklahoma's regional four-year universities.

From the principal survey returned to the Office of Accountability, 81.9% of Oklahoma's 2009 high school graduates were reported to have completed the college-bound curriculum required for admission to the state's public institutions of higher education. Seniors in 2008-09 had an average GPA of 3.0 and over 6% attended an out-of-state college. Based on the graduating classes of 2006 through 2008, 45.2% of students had enrolled in an occupationally-specific Career Tech program and 73.0% of those students went on to complete one or more of the competencies required for that program.

Based on a 2006-08 three-year average, 37.2% of college freshman took at least one remedial course. Based on a 2005-07 three-year average, 70.3% attained a GPA of 2.0 or above during their first semester in college and 52.8% of the state's public high school graduates went directly to a public college in Oklahoma. The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school between 1999 and 2001 was 41.0%.

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OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

Profiles 2009 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, student enrollment gain and loss rates, 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 2009 consists of three components: (1) the State Report; (2) the District Report; and (3) individual School Report Cards. Each component of *Profiles 2009* divides the information presented into three major reporting categories: (I) community and environmental 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 2009* component is as follows:

State Report

This component of *Profiles 2009* contains tables, graphs, and maps, all with accompanying text concerning state-level information for major categories of measurement. The most recent data covers the 2008-09 school year. Wherever possible, tables and graphs will cover multiple years so that trends may be observed. In addition, national comparisons have been added based upon data availability and comparability.

District Report

The second component of *Profiles 2009* is the most extensive compilation of information, presenting over 100 data elements per district. It consists of a two-page spread for each of the 534 school districts in the state and presents a wealth of educational data in both graphic and tabular form for the 2008-09 school year. The district report covers demographic data such as, poverty rates, household income, and percent of single parent families for the district's community. It covers issues specific to the district, such as student mobility, parental support and juvenile crime. The district's educational processes are highlighted with data covering student programs, teachers and administrators, revenues and expenditures, and high school course offerings. The final section covers student performance with information like standardized test scores, dropout rates, ACT scores, Career Tech participation, and how the district's graduates performed in college.

School Report Cards

This final component of *Profiles 2009* includes a report card for 1,708 individual school sites in the state. Only school sites that serve grade 3 and above have report cards produced. A few selected special school sites like the Oklahoma School for the Deaf are also not included. 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 comments, it is his or her responsibility to distribute copies of the School Report Card to parents and other interested parties in the community.

Three Reporting Categories

The *Profiles 2009 State Report*, *District Report*, and *School Report Cards* each have the data organized into three major reporting categories:

Community Characteristics

The Community Characteristics category includes community and contextual information. It features 2000 census data particular to the district, as well as current information on students eligible for Free or Reduced Price Lunch, student preparation, motivation, mobility and juvenile crime. In the *State* and *District Reports*, communities have been placed into groups based upon Free or Reduced Price 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 (Figure 20).

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. The data presented includes the number of school sites in the district, student programs, information about teachers and administrators, revenues and expenditures, and high school course offerings.

Student Performance

The Student Performance category provides a broad array of student performance information including the results of the Oklahoma School Testing Program, dropout rates, ACT scores, Career Tech participation, and collegiate performance measures.

Each of the *Profiles 2009* 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.

COMMUNITY GROUPING MODEL

The great diversity among school districts makes it difficult to compare their effectiveness in educating students. One way to make meaningful comparisons is to break the districts into peer groups so that similar schools may 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 534 districts into 16 possible groups based upon the size of their enrollment and the general economic conditions that exist within the district. The schools are categorized with a letter designation A through H based upon the size of their enrollment and a numeric designation of 1 or 2 based upon the economic conditions within the district (Figure 20). The most accurate and current predictor of economic conditions within a district is the percentage of students eligible for the federal Free or Reduced Price Lunch Program (Figures 5 & 24). If the percentage is equal to, or below, the state average the district is given the designation of 1. If the percentage of students eligible for the program is higher than state average, the district is given the designation of 2. This combination of letters and numbers creates the 16 group designations. Additional information about the Community Groups may be found in the EDUCATIONAL PROCESS section of this report and a more detailed description of the Community Grouping Model methodology may be found in the *Profiles 2009 District Report*.

DATA GATHERING

The Office of Accountability is the secondary user of the majority of the information presented. The Office gathers data from the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, and several others and combines the data into a more meaningful format for the evaluation of Oklahoma's educational entities. The Office depends upon the other agencies to supply the required information in a timely, accurate and usable fashion. Consequently, it does not control the methods used to collect or the categories used to report the majority of the data presented. The Office works diligently with these other 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 the data in that it is the official number of record. The Office of Accountability uses a school site questionnaire to obtain data that are not available through other sources.

As a general rule, information is reported a year after the fact. A range of information is recorded 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. 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 in 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 school sites that open and others that close. Only those public school sites 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 2009* 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 2009* presents a host of relevant educational statistics and readers are free to evaluate educational entities based upon 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 upon 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 or indicator being presented.

I. COMMUNITY CHARACTERISTICS

CONTEXT

The first reporting category of *Profiles 2009* is the COMMUNITY CHARACTERISTICS section, which provides a statistical sketch of the community in which the educational process is taking place. A school district is the extension of the community it serves 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 2009*.

The census data presented in the COMMUNITY CHARACTERISTICS section has an interesting origin. It was gathered during the 2000 national 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 Census 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 Department of Education, Office of Juvenile Affairs, and the Office of Accountability. The state averages for the community characteristics are shown in Figure 1.

Figure 1 State Averages for Community Characteristics

<u>Community Characteristic</u>	<u>State Average</u>
Per Student Valuation of Property (12/2009)	\$38,875
Students Eligible for Free or Reduced Price Lunch (2008-09)	56.3%
District Population (number of residents in 2000)	6,462
Household Income (2000)	\$44,370
Population Living Below Poverty Level (2000)	14.7%
Unemployment Rate (2000)	5.3%
Single-Parent Families (2000)	28.9%
1 st through 3 rd Grade Students on the Reading Remediation program (2008-09)	34.3%
Average Number of Days Absent per Student (2008-09)	9.7
Mobility Rate (Incoming Students) (2008-09)	10.4%
Parents Attending at Least One Parent-Teacher Conference (2008-09)	72.1%

Student Suspensions: One suspension of less than 10 days for every 11.5 students statewide (2008-09)
 One suspension of more than 10 days for every 133.4 students statewide

Juvenile Offenders: One out of every 71.0 public school students were charged with a crime through the juvenile justice system (9,053 offenders statewide). Each offender was charged with an average of 2.1 criminal offenses (19,205 statewide) and 418 of the offenders statewide were alleged gang members (4.6% of offenders).

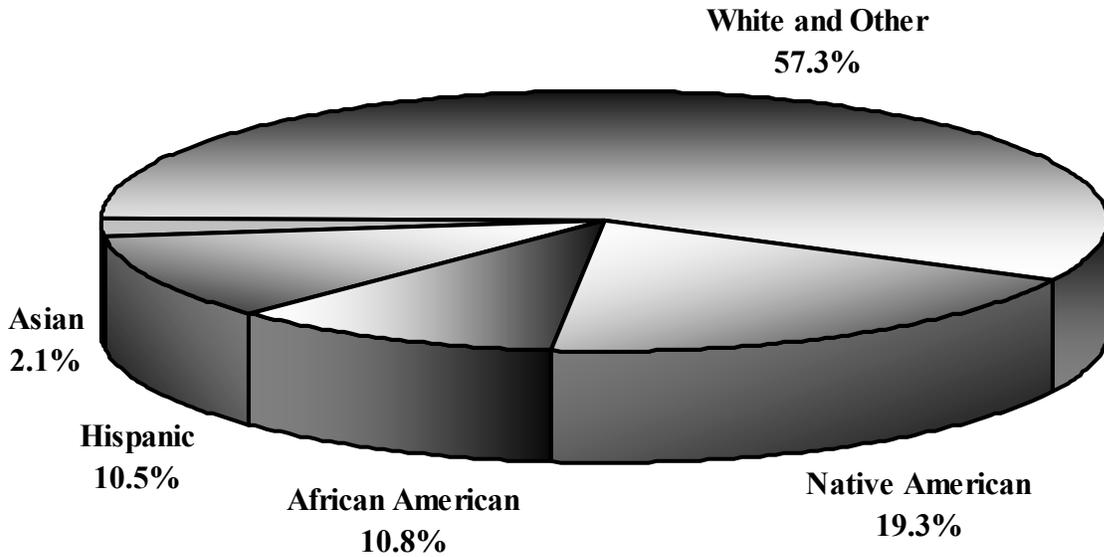
Oklahoma Public School Enrollment by Ethnic Group (Figure 2):
 (based on 2008 fall enrollment)

White and Other	57.3%
Black	10.8%
Native American	19.3%
Asian	2.1%
Hispanic	10.5%

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

	<u>2000</u>	<u>2008</u>
Less than a High School Diploma:	19.4%	14.5%
High School Diploma:	80.6%	85.5%
Some College, no degree	23.4%	24.4%
Associate's Degree:	5.4%	6.8%
Bachelor's Degree:	13.5%	15.0%
Graduate or Professional Degree:	6.8%	7.2%

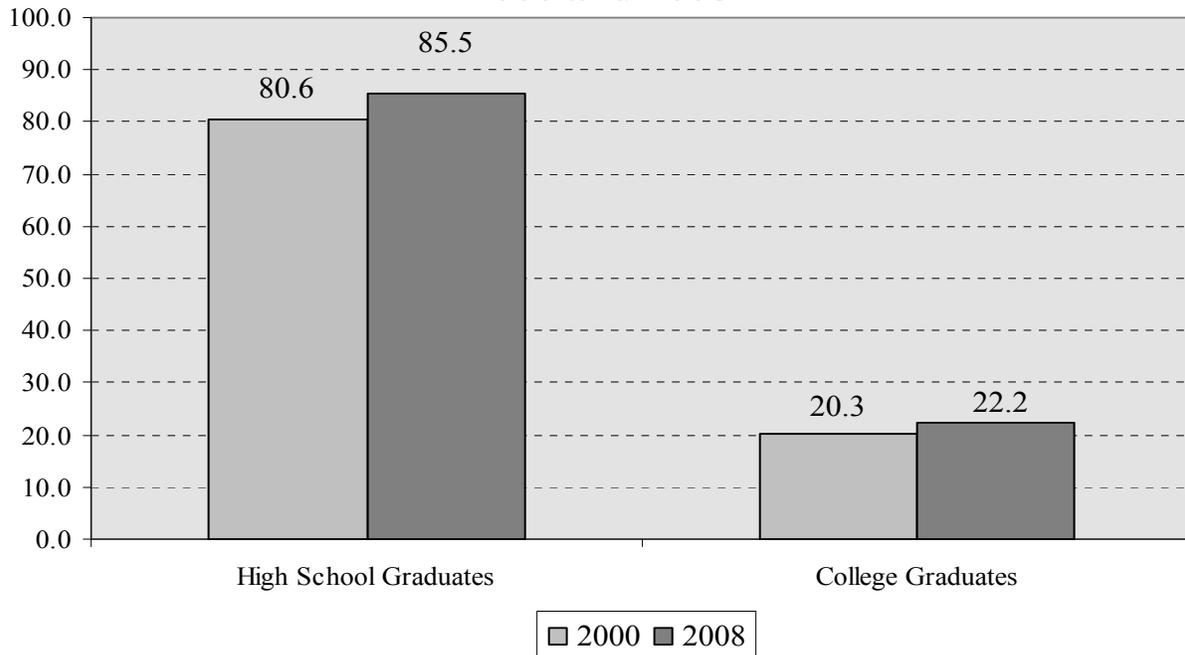
Figure 2
Oklahoma Public School Enrollment by Ethnic Group
October 1, 2008



Data Source: Oklahoma State Department of Education

October 1, 2008 Total Enrollment = 644,777

Figure 3
Education Attainment of Adults Age 25 and Older
2000 and 2008



Data Source: 2000 Census and 2008 American Community Survey
 (College Graduates include Bachelors and higher only)

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.

Based on the 2000 Census, Tulsa P.S., the largest district, had a population of 298,475 persons (46 times the state average) while Plainview P.S. (Cimarron Co.) had the smallest district with a population of 175 persons (37 times smaller than the state average). Plainview P.S. is a dependent district serving students through the 4th grade. The smallest independent district serving students through 12th grade is Felt P.S. (Cimarron Co.) with a population of 365. The state population has increased 6.9% from 2000 to 2009. The majority of the growth is in the central and northeast sections of the state (Figure 8)

The local tax revenues available to schools also vary greatly. 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 P.S. (Cimarron Co.) with an assessed property value of \$921,570 per student for FY 2010 to Moffett P.S. (Sequoyah Co.) with a property value of \$2,359 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.

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 or Reduced Price Lunch Program (explained in the EDUCATIONAL PROCESS section of this document). During the 2008-09 school year, 56.3% of Oklahoma's public school students were eligible for this program. The percentages ranged from 41 school sites with 100% of their students eligible to 15 schools with less than 10% of students eligible.

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 P.S. (Oklahoma Co.), the most affluent district, earned more than \$122,000 in 1999, whereas in Moffett P.S. (Sequoyah Co.), 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 percentage 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 living below the poverty level was 14.7%. However, poverty rates ranged from roughly 2% at Verdigris P.S. (Rogers Co.) to over 45% at Bell P.S. (Adair Co.). Financial indicators are especially important when evaluating districts because parental income has proven to be one of the strongest predictors of a student's likelihood to succeed academically.

The employment status of parents also may be of concern. If parents stress over work and financial issues, their children may sense these feelings and not put the proper effort into school work. The state unemployment rate from Census 2000 is 5.3%. Three districts in the state (Boley P.S. in Okfuskee Co.,

Dahlongah P.S. in Adair Co., and Wetumka P.S. in Hughes Co.) had unemployment rates above 15.0%. There are 24 districts with an unemployment rate of less than 2.0%.

An additional challenge to districts is the percentage of families with related children headed by a single parent. The average was 28.9% and the indicator ranged from a high of 56.0% of families headed by a single parent at Crutchfield P.S. to a low of less than 2% at Oakdale P.S.; both districts are within Oklahoma Co. This data along with the population, income, poverty, and unemployment rate is from the Census 2000. Next year, updated information will be available from the 2010 Census and the American Community Survey.

The degree to which students are prepared to learn when they first come to school is expressed by the percentage of 1st through 3rd grade students on the reading remediation program. In 2008-09, 34.3% of students in grades 1 through 3 were on the reading remediation program. The data ranged from 18 sites with not a single 1st through 3rd grade student on the reading remediation program to 8 others where more than 80% of 1st through 3rd graders were on the reading remediation program.

A student's eagerness to learn also greatly impacts a school's ability to do its job. An indication of this is the average number of days absent per student. Statewide, students missed an average of 9.7 days per year (based on a 175 day school year in 2008-09). The extremes on this indicator ranged from Yuba Elementary School in Achille P.S. in Bryan Co. which reported that their students miss an average of just under a day (0.7) per year with eight other schools with students missing on average less than 2 days per year, to six schools with students who missed an average of more than 25 days per year.

The mobility of the student population also influences 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 2008-09 was 10.4%, meaning that in the average classroom at the end of the school year, 10.4% of the students had entered that school sometime during the school year. In 2008-09, seventeen school sites had more than a 50% mobility rate and forty-four school sites had a mobility rate of 0% (not a single student transferred in during the school year).

Parental and community support and involvement is another factor that correlates with how students perform academically. As a measure of this type of involvement, the Office of Accountability asked every public school principal in the state what percentage of students at their school had at least one parent/guardian attend at least one parent-teacher conference and to report the total number of hours of service provided to the school by patrons, other than students, during the 2008-09 school year. Principals statewide responded that 72.1% of students had at least one parent/guardian attend a parent-teacher conference. The extremes on this indicator ranged from 104 schools across the state that reported perfect attendance at parent-teacher conferences to 15 schools reporting less than 10% of parents attended the conferences. In regard to support, principals statewide reported that on average, 3.1 hours of service were volunteered by parents and the community per student at Oklahoma's public schools. The extremes ranged from four schools (all in the Tulsa P.S. and led by Remington Elementary) reporting more than 50 hours volunteered per student to 190 school sites that reported zero hours of service volunteered at their school.

Another sign of willingness to participate in school is the number of days students were suspended from school. Suspensions fall under two major categories in state statutes (70 O.S. § 24-101.3), those of 10

days or less and those for more than 10 days. On average, there was approximately one incident of suspension with a duration of 10 days or less for every 11.5 students statewide; one for every 13.9 students in elementary schools and one for every 8.1 students in high school. For suspensions that lasted for more than 10 days, the average for all schools was one incident for every 133.4 students statewide; one for every 266.3 elementary students and one for every 61.4 high school students. The bulk of schools had very few suspensions; 291 schools had no incidents of suspensions of 10 days or less and 873 had less than 10 incidents out of 1,751 school sites reporting. There were 62 schools in the state where incidents of suspension of 10 days or less exceeded one for every three students. Four schools had incidents of suspension for 10 days or less that exceeded a one-to-one ratio with enrollment.

Juvenile crime is another social problem that influences performance in the classroom. The use of juvenile crime statistics in *Profiles 2009* is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 2008-09 juvenile crime statistics are provided as another indicator of the community environment in which the school must operate. The statistics presented here relate to criminal referrals only and are based upon students attending one of the schools included in this report series. Statewide, 9,053 public school students were referred to the Office of Juvenile Affairs (OJA) in 2008-09. These offenders were charged with a total of 19,205 offenses and 418 of the offenders were said to have gang affiliation. This means that, on average, one out of every 71.0 students statewide had been charged with a crime. Each offender had committed an average of 2.1 offenses and 4.6% of the charged students had gang affiliations.

Just over twenty percent (20.2%) of districts statewide had no juvenile offenders, meaning no students had been charged. However, a look at those districts with five or more students in the OJA database revealed that four districts (Felt P.S. in Cimarron Co., Gage P.S. in Ellis Co., Geary P.S. in Blaine CO., and Grandfield P.S. in Tillman Co.) had more than one out of every 20 students charged with a crime during the 2008-09 school year. Tulsa P.S. had 130 juvenile offenders who were affiliated with a gang and Oklahoma City P.S. had 79 juvenile offenders affiliated with a gang. These two districts accounted for half of the gang-affiliated offenders statewide. While troubling, the gang phenomenon does not seem to be widespread. Sixty-three of Oklahoma's districts were reported to have gang-affiliated offenders but these 63 districts were located in only 34 counties. The ratios used in this analysis are based on 2008-09 fall enrollments. 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 breakdown of the juvenile offense charges show that the bulk (30.8%) had to do with theft/burglary of one variety or another. Violation of municipal ordinances/obstruction of justice charges ranked second with 26.8%. Crimes related to sex/violence represented 18.6% of all charges. Drug/alcohol possession made up 12.5% of offenses and crimes against property accounted for 8.2% of the arrests. Other types of offenses made up the remaining 3.1%. 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 school districts are no exception. Figure 2 shows that in school year 2008-09, 19.3% of Oklahoma's students were Native American, 10.8% were African American, 10.5% were Hispanic, and 2.1% were Asian. Statewide, 42.7% of student enrollments came from some ethnic minority group. Minority enrollments have increased over 38% in the past 10 years. The number of Hispanics enrolled has more than doubled and

Asian enrollments have increased over 60% since 1998-99. American Indian enrollments increased almost 30% during the same period.

The state's ethnic diversity is also visible among school districts. Four districts in Oklahoma have over 50% African American enrollment (Millwood P.S. in Oklahoma Co., Boley P.S. in Okmulgee Co., Boynton-Moton P.S. in Muskogee Co., and Crutcho P.S. in Oklahoma Co.) and four districts have over 50% Hispanic enrollment (Optima P.S., Guymon P.S., and Hardesty P.S. in Texas Co. and Crooked Oak P.S. in Oklahoma Co.) Five districts have over 90% American Indian enrollment (Dahlongegah P.S., Bell P.S., Cave Springs P.S., and Greasy P.S. in Adair Co. and Kenwood P.S. in Delaware Co.) and two districts in the state have 100% Caucasian enrollment (Grandview P.S. in Stephens Co., and Wakita P.S. in Grant Co.).

Like income statistics, adult educational attainment statistics are important because they are 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. From the 2000 Census, Bell P.S. in Adair Co. has almost 59% of its population age 25 and over not having a high school diploma. However, Deer Creek P.S. in Oklahoma Co. had only 3.7% of its population that fell into this educational attainment category. Three districts (Dahlongegah P.S. in Adair Co. and Crooked Oak P.S. in Oklahoma Co. had five percent (5%) or less of their population with a college degree, whereas, Oakdale P.S. and Deer Creek P.S. (both in Oklahoma Co.) had more than 57% of their community's population holding a college degree (Bachelor's Degree or higher).

According to the Census Bureau's American Community Survey (ACS) in 2008, the percent of high school graduates increased to 85.5% from 80.6% in 2000. Likewise, the percent of college graduates (Bachelor's Degree and higher) increased to 22.2% in 2008 from 20.3% in 2000.

SOCIOECONOMIC ADVERSITY MAPS

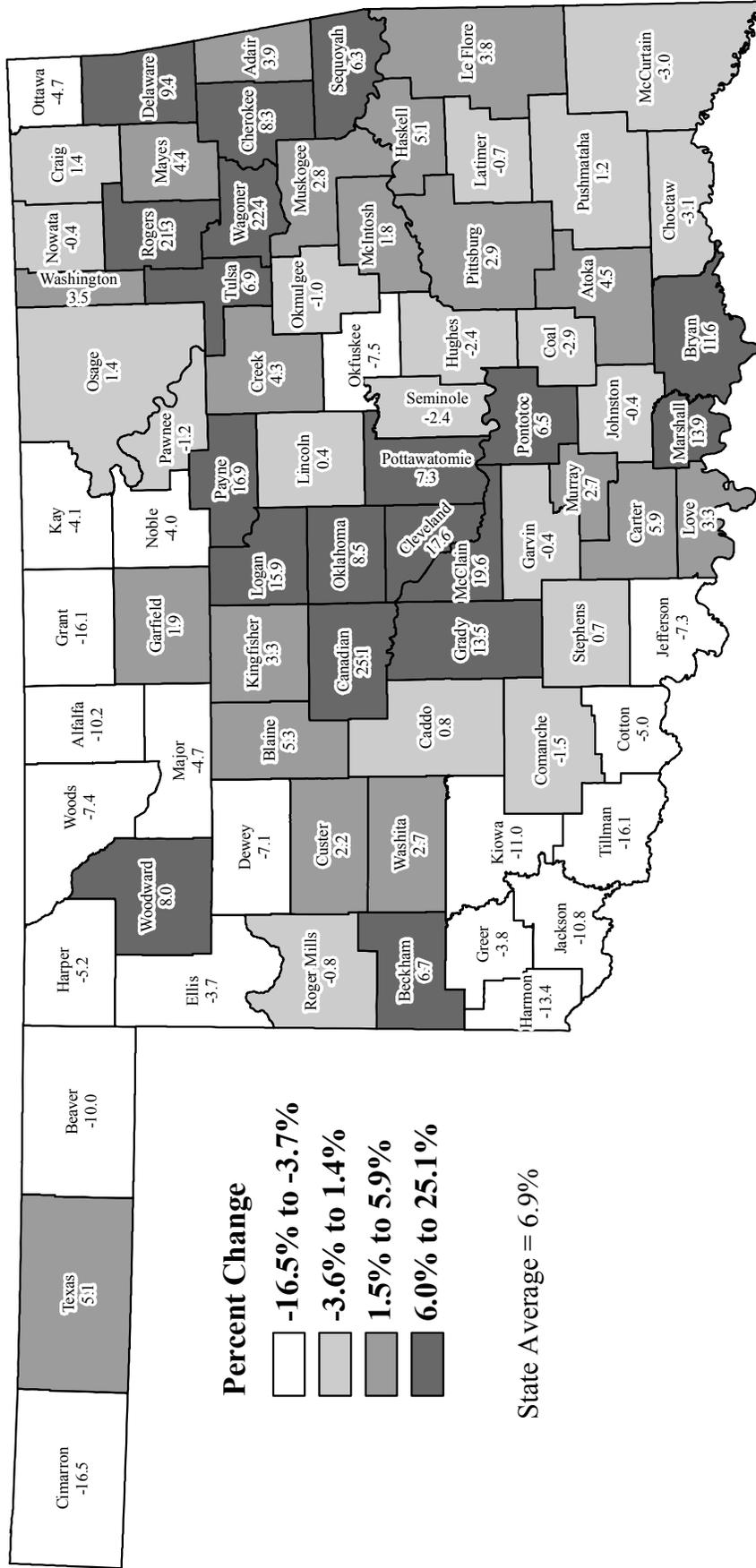
In Oklahoma, school district boundaries vary greatly in size and shape. Some districts cover so little area that they are mere dots on a statewide map. Other districts may cover hundreds of square miles, yet serve a relatively small number of students. These factors make it difficult to accurately display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

Figures 4 through 19 are maps showing 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 eight of the maps (Figures 6, 9 through 12, and 17 through 19) was collected during the 2000 census. The other maps (Figures 4, 5, 7, 8 and 13 through 16) provide more current social and economic characteristics. The maps offer a visual sketch of Oklahoma's COMMUNITY CHARACTERISTICS. These maps should be referenced again when evaluating maps in the EDUCATIONAL PROCESS and STUDENT PERFORMANCE sections of this report. Appendix C displays the information presented in this series of maps in a tabular format.

Figure 8

PERCENT CHANGE IN POPULATION

Census 2000 and Estimate 2009

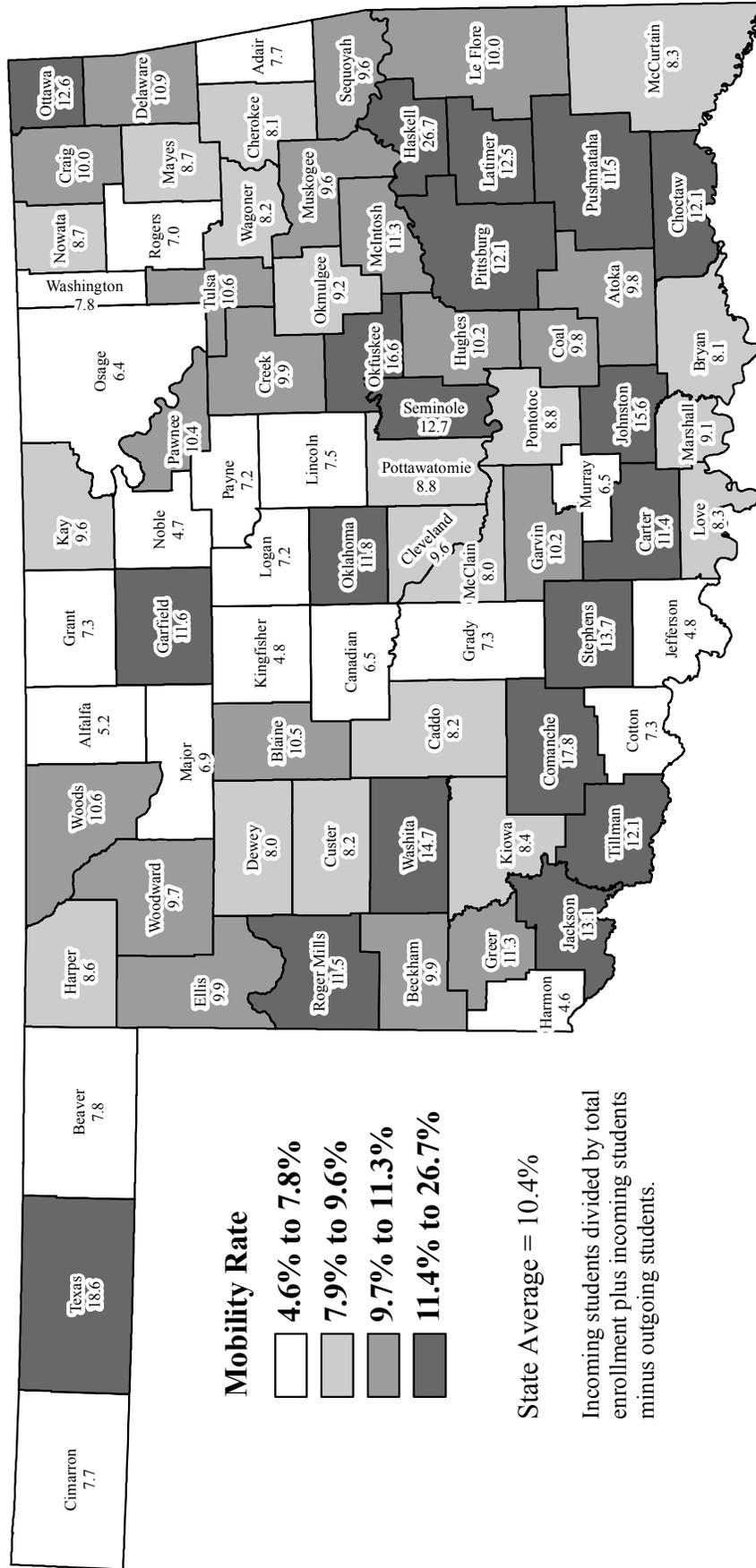


Source: U.S. Census Bureau

Figure 15

MOBILITY RATE

2008-09 School Year



Mobility Rate

- 4.6% to 7.8%
- 7.9% to 9.6%
- 9.7% to 11.3%
- 11.4% to 26.7%

State Average = 10.4%

Incoming students divided by total enrollment plus incoming students minus outgoing students.

Source: Office of Accountability

II. EDUCATIONAL PROCESS

DISTRICTS, SCHOOLS AND STUDENT ENROLLMENT

Profiles 2009 reports on 534 individual Oklahoma school districts and 1,779 conventional school sites made up of 1,011 elementary schools, 300 middle schools/junior highs, and 468 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 independent district's high school program once students have completed 8th grade. In 2008-09, there were 108 elementary (dependent) school districts and 426 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 school serving grades K-4, an upper elementary school serving grades 5 and 6, a junior high for grades 7-9 and a high school serving grades 10-12. During 2008-09 there were 48 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 (Figure 20). Student enrollment is often reported as Average Daily Membership (ADM).

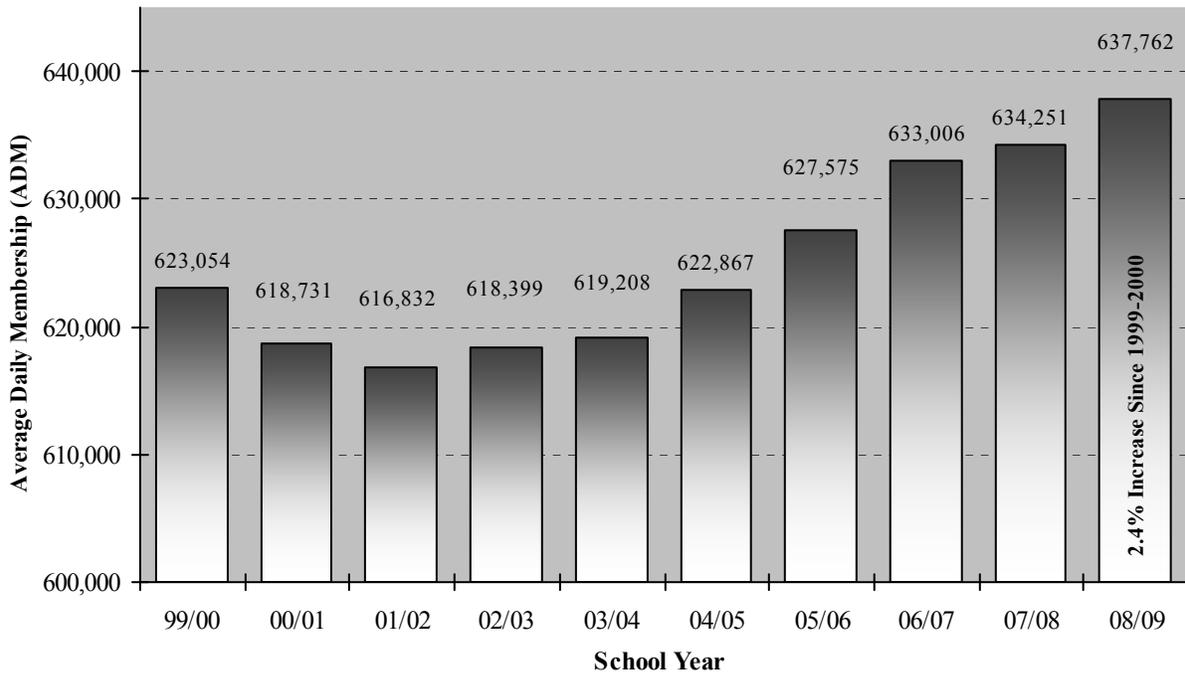
Figure 20
Oklahoma's Districts by Size of Enrollment and Socioeconomic Status
2008-09

<u>District Size in ADM</u>	<u>Socioeconomic Status</u>	<u>Group Designation</u>	<u># of Districts</u>	<u>% of All Districts</u>	<u># of Students</u>	<u>% of All Students</u>
25,000 Plus	Low	A2	2	0.4%	81,022	12.7%
10,000 - 24,999	High	B1	5	0.9%	85,766	13.4%
	Low	B2	3	0.6%	48,747	7.6%
5,000 - 9,999	High	C1	6	1.1%	45,280	7.1%
	Low	C2	4	0.7%	23,329	3.7%
2,000 - 4,999	High	D1	20	3.7%	61,541	9.6%
	Low	D2	16	3.0%	44,663	7.0%
1,000 - 1,999	High	E1	35	6.6%	48,356	7.6%
	Low	E2	38	7.1%	52,927	8.3%
500 - 999	High	F1	30	5.6%	20,615	3.2%
	Low	F2	71	13.3%	49,547	7.8%
250 - 499	High	G1	49	9.2%	16,639	2.6%
	Low	G2	100	18.7%	35,743	5.6%
Less than 250	High	H1	33	6.2%	5,476	0.9%
	Low	H2	122	22.8%	18,112	2.8%
All	All	All	534	100.0%	637,762	100.0%

ADM refers to the average number of students enrolled at a school, or district, on any given day during the school year. The smallest elementary (dependent) district in operation during 2008-09, Plainview in Cimarron Co., had an ADM of ten students while the smallest independent district in the state in 2008-09, Picher-Cardin in Ottawa County had an ADM of 49 students. Picher-Cardin did close after the 2008-09 school year due to its being located in an EPA superfund site. Tulsa, the largest independent school district, had an ADM of 40,629 students with the Oklahoma City district following closely with an ADM of 40,394. There are 40 school districts in the state with ADM's less than 100 students. Twenty-nine of these are elementary or dependent districts and eleven are independent districts.

At the state level, total ADM in 2008-09 was 637,762, an increase of 3,511 students from the 2007-08 school year. This represented an increase of 0.6% (Figure 21). The 2008-09 statewide membership is 2.4% greater than the membership ten years earlier and is the highest in ten years. The look of Figure 21 would be quite different if the scale started at "0". The trend would be flat across the top of the graph.

Figure 21
Trends in Oklahoma's Average Daily Membership



Data Source: Oklahoma State Department of Education

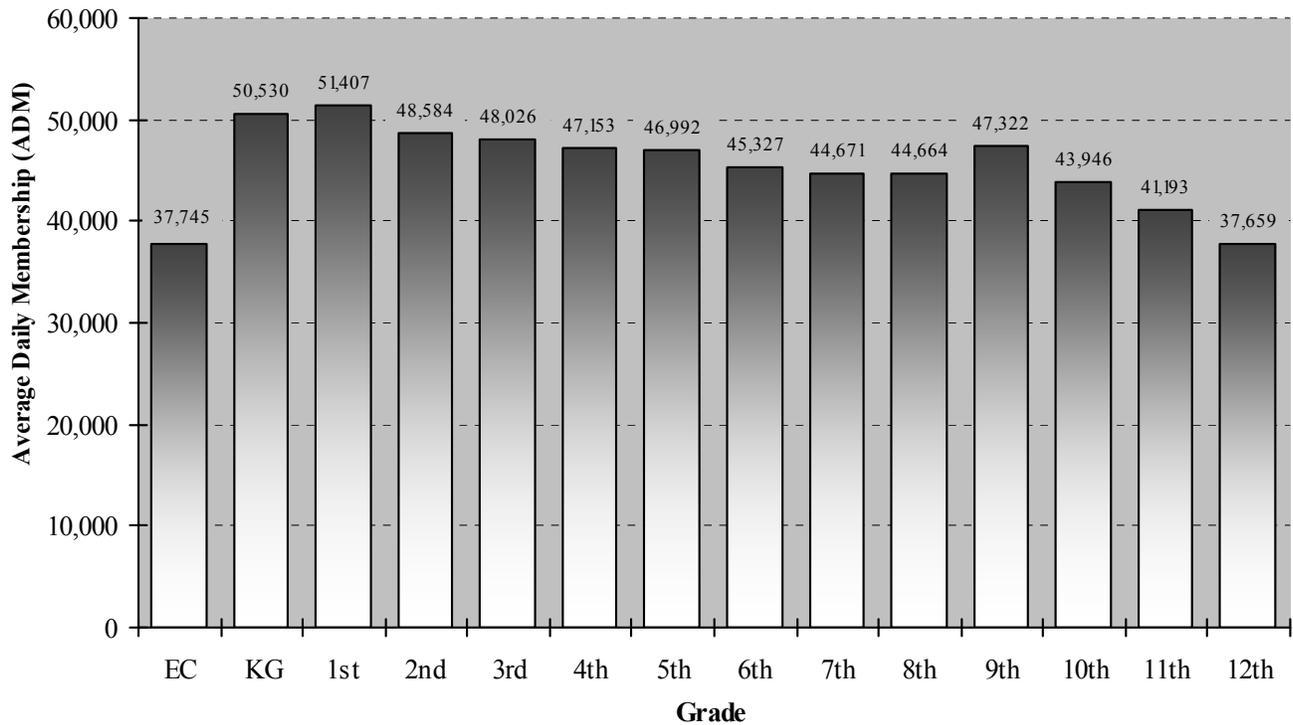
The increase in ADM from last year can be accounted for by the increase of enrollments in Early Childhood through 8th grade which increased by 7,876 students, offsetting losses in the high school grades.

Figure 22 shows 2008-09 statewide ADM by grade. Notice that 1st grade ADM is slightly higher than other grades. Some students may be placed in transitional 1st grade and then take regular 1st grade the following year. Both enrollments are included under 1st grade at the state level. Another reason for the

greater number of 1st graders may be the presence of students previously enrolled in private schools and day-care schools before entering public 1st grade.

The most notable part of the graph, however, is the rapid decline in ADM from 9th through 12th grade. During the 2008-09 school year, 12th grade ADM was 9,663 students lower than 9th grade ADM that same year. Analysis in the STUDENT PERFORMANCE section of this document (Figure 79) shows that this dramatic decrease in enrollment between 9th and 12th grade is not a single year occurrence.

Figure 22
Oklahoma’s Average Daily Membership by Grade*
2008-09



Note: * Excludes enrollments for Out of Home Placement (1,806) and Virtual students (738).

Data Source: Oklahoma State Department of Education

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. Statewide fall enrollment for October 1, 2008 is 644,777, up from 641,721 on October 1, 2007. This means that enrollment-related statistics reported in the *Profiles* series will vary slightly depending upon the source.

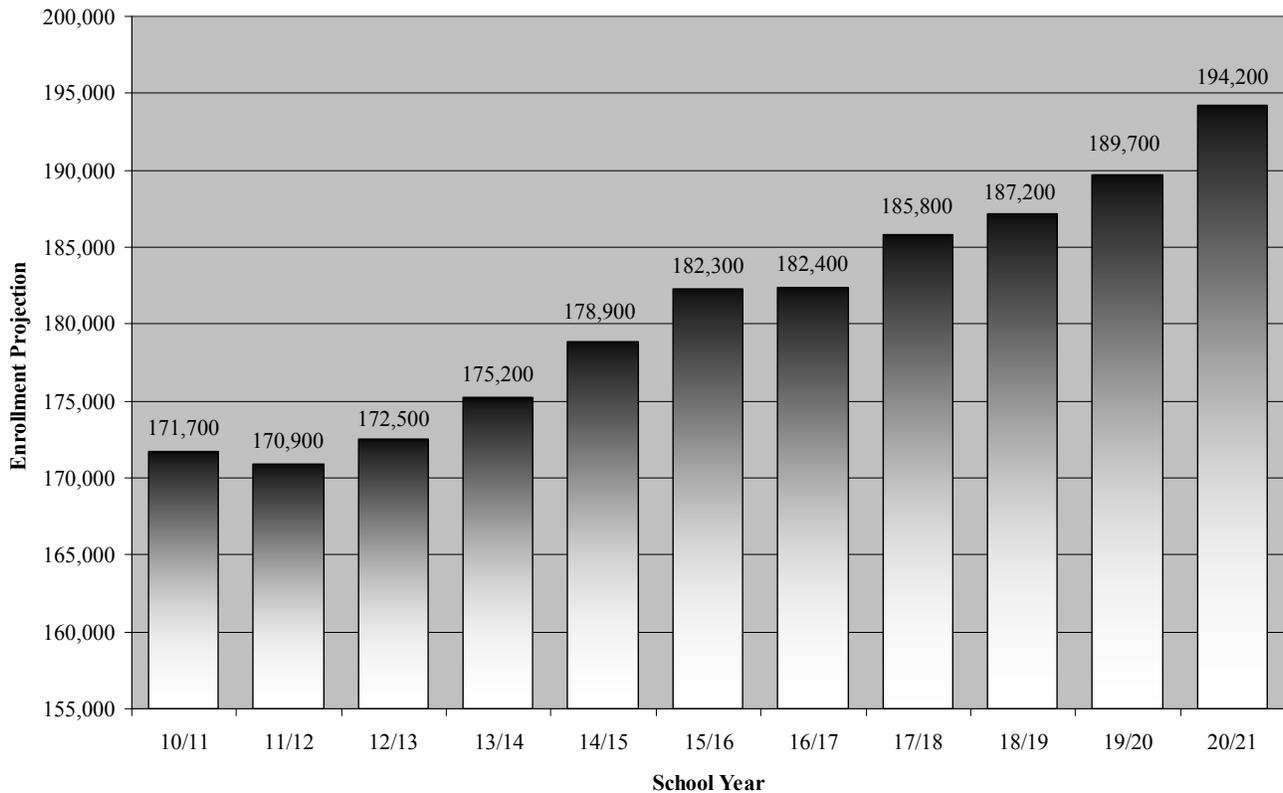
An area of tremendous growth over the past ten years is early childhood or pre kindergarten. From the 1999-2000 school year to 2008-09, the kindergarten class has increased 15.7% increase. The early childhood/pre kindergarten class, which includes 3 and 4 year olds, has increased 80.4% from 1999-

2000 to 2008-09. Oklahoma is one of the nation’s leaders in early childhood education. This attention to the education of our youngest students should pay huge dividends in the future of the state.

Enrollment and Population Projections

Factors that may be used to determine future school resource needs are enrollment and population projections. This data allows decision makers to see how many children potentially will be coming into the system over the approaching years. The Office of Accountability has a model that uses enrollment by grade over a ten year period and births to project high school (9th to 12th grade) enrollment into the future. Also available are population projections by age produced by the U.S. Census Bureau. Analysis of both of these sources shows that there will be a small decline in high school age students over the next few years followed by years of growth. School districts also need to take into account local growth patterns to determine their individual needs. Figure 23 shows the statewide high school enrollment projections from the Office of Accountability’s model.

Figure 23
Statewide High School (9th – 12th) Enrollment Projection
2010-11 to 2020-21



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

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. A school district can help students overcome adverse socioeconomic conditions that may exist within the family or community. The educational processes 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.

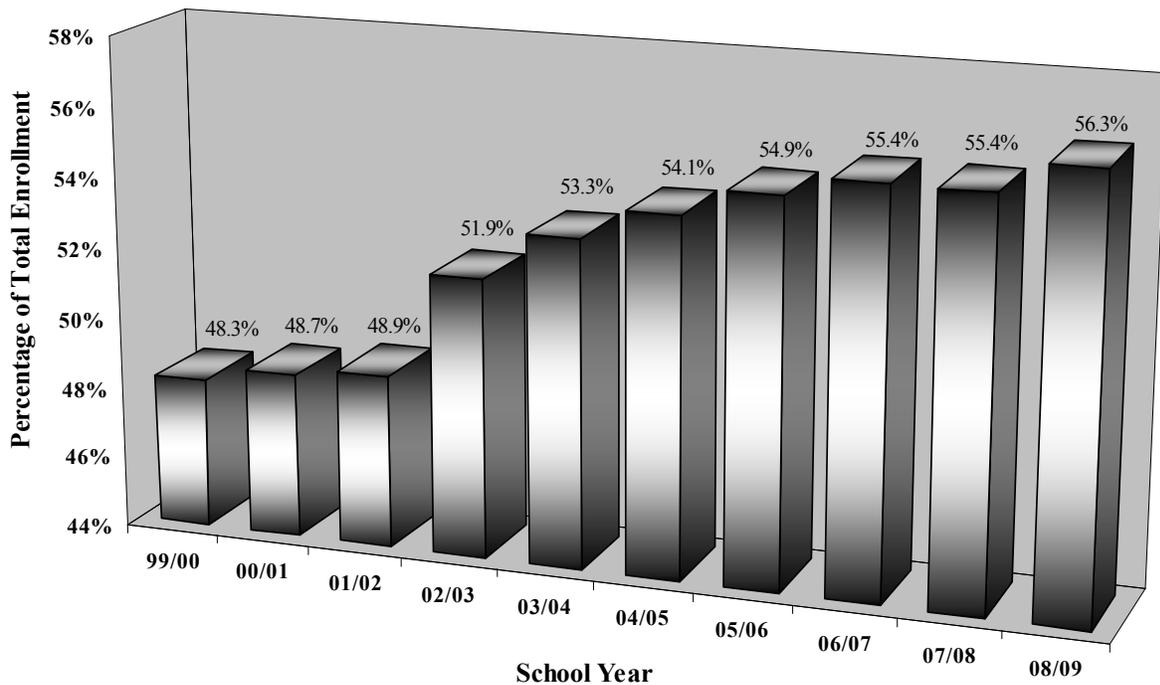
Process indicators include the functions, actions, and changes made by the school district to promote student success. Some of the process indicators included in this publication are curriculum, local-state-federal programs, classroom teachers, administrators, and the number of other professional staff.

Curriculum and Programs

Free or Reduced Price Lunch

Eligibility for the Free or Reduced Price Lunch Program (FRL) is based upon federally established criteria for family income. For students to qualify for Free Lunch, their families need to earn less than 130% of poverty level. To qualify for a Reduced-Price Lunch families must earn between 130% and 185% of the poverty level.

Figure 24
Free or Reduced Price Lunch Program Eligibility



Data Source: Oklahoma State Department of Education

In 2008-09, 362,547 Oklahoma students were eligible for FRL. This represented 56.3% of all students (based on enrollment) and was an increase of 7,088 students, or 2.0%, from the 2007-08 school year. Eligibility has increased almost eight percentage-points in ten years (Figure 24). This indicator is often used as a surrogate for the percentage of students within the school or district who are impoverished.

Gifted and Talented

U.S. Senator Jacob K. Javits, starting in the early 1970's, began to draw attention to the unique educational needs of gifted and talented students. For the next ten years, limited 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 by a 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 O.S. § 1210.301-308) 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 abilities of high performance capability," mean students who score in the top three percent (3%) on any nationally standardized test of intellectual ability or may include students who excel in one or more of the following areas: 1) creative thinking ability, 2) leadership ability, 3) visual or performing arts ability, and 4) specific academic ability. In addition, other evaluation mechanisms 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 2009*).

During the 2008-09 school year, 106,184 Oklahoma students qualified for the Gifted/Talented program. This represented 16.5% of all students in the state. The percentage of children eligible for the program has remained relatively constant over the last decade. The extremes on this indicator in 2008-09 ranged from six districts reporting none (0%) of their students eligible for the gifted program, to one district (Big Pasture P.S. in Cotton Co.) with 44.3% (104 out 235) 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 2008-09 school year, 93,494 Oklahoma students qualified for the special education program, which represented 14.5% of all students (based on enrollment). The Special Education participation rate has dropped slowly since 2004-05 but has been close to 13% to 15% over the last ten years. The percentage of students eligible for special education services at school districts across the state ranged from six districts with less than 8% of students eligible to four districts having 40% or more students eligible.

High School Course Offerings

The breadth and depth of high school course offerings greatly influence academic 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, however 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 38 units or courses per year although four units may be offered on a two year alternating plan. These courses may be broken down into the following six core areas plus electives: language arts, math, science, social studies, foreign languages or computer technology, and arts. In the six core subject areas, 5.6% of the districts across Oklahoma offer only 20 courses (units). In contrast, four districts offered over 90 different courses in those core areas (Broken Arrow P.S., Jenks P.S., Putnam City P.S., and Union P.S.). Collectively, districts across the state offered an average of 36.8 units in the six core areas in 2008-09. A more detailed description of the minimum requirements can be found in the *Standards for Accreditation* document from the State Department of Education.

Beginning in the 2006-07 school year, students entering the 9th grade must complete the following college preparatory/work-ready curriculum to graduate from high school: 4 units English, 3 units Math, 3 units Science, 3 units History/Citizenship, 2 units Foreign Language or 2 units Computer Technology, 1 unit Fine Arts, 1 additional unit from the above list, and electives to equal 23 units.

Classroom Teachers

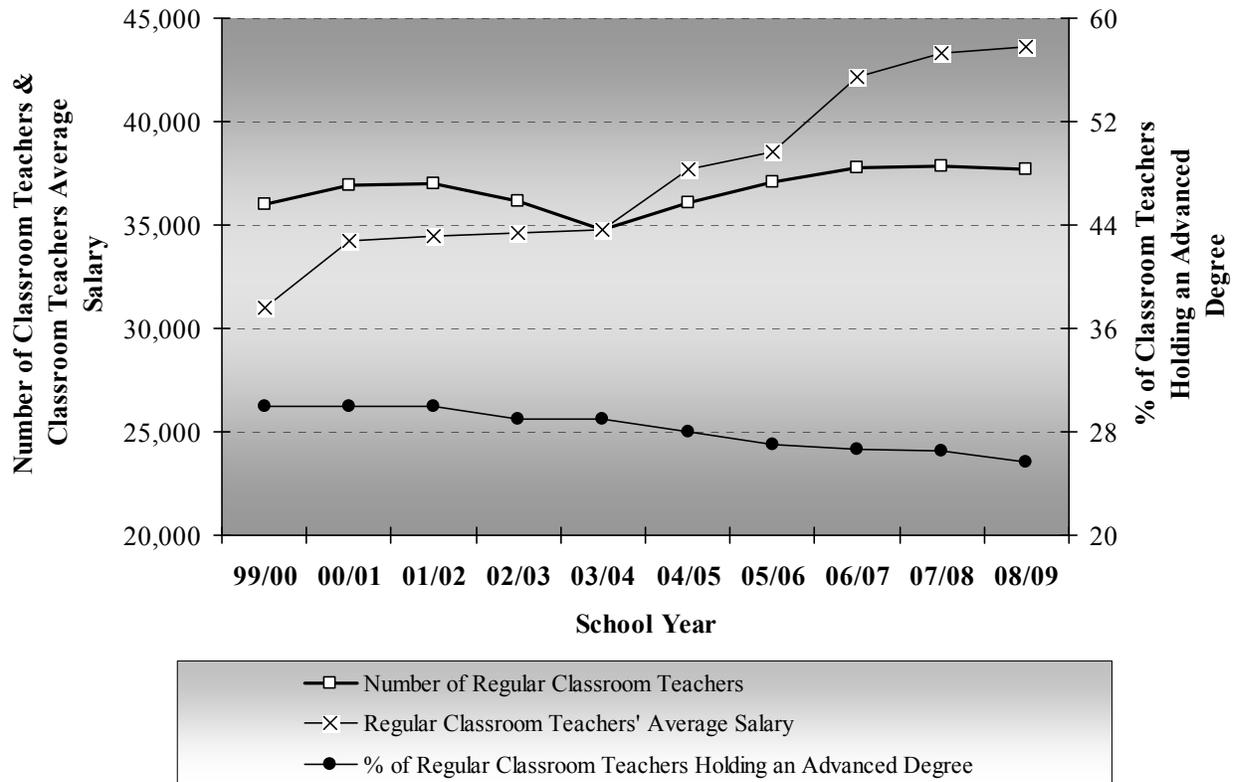
The number of regular classroom teachers is measured by Full-Time Equivalency (FTE). For less than full-time teachers, a decimal amount is used for that portion of the day spent in the classroom. Time spent in the classroom by teaching principals is also included in the FTE. The statistics reported by 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 decreased by 188 FTEs for the 2008-09 school year (37,848 in 2007-08 to 37,660 in 2008-09). This decrease is the first after four years of classroom teacher growth. Figure 25 shows this slight decline in classroom teachers in 2003 and 2004 (part of the last slight economic downturn) then the increase through last year. Furthermore, ADM (excluding non-graded students) increased by 5,186 students (637,023 in 2008-09 compared to 631,837 in 2007-08). Based only on the graded student ADM of 637,023, the statewide gross student/teacher ratio for regular classroom teachers in 2008-09 was 16.9 students per teacher, down from the high of 17.7 students per teacher ratio recorded in 2003-04.

Figure 25 also shows the average annualized salary of teachers for the 2008-09 school year was \$43,584, an increase of only \$309 (0.7%) from the previous year (\$43,275 in 2007-08). After three years of notable salary increases for teachers (2003-04 to 2006-07), there have been smaller increases in teachers salaries. The number of years a teacher has taught and any advanced degrees they may hold also affect their salary. The average annualized salary 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.

Figure 25
Number of Teachers, Average Salary of Teachers and
Percentage of Teachers Holding Advanced Degrees



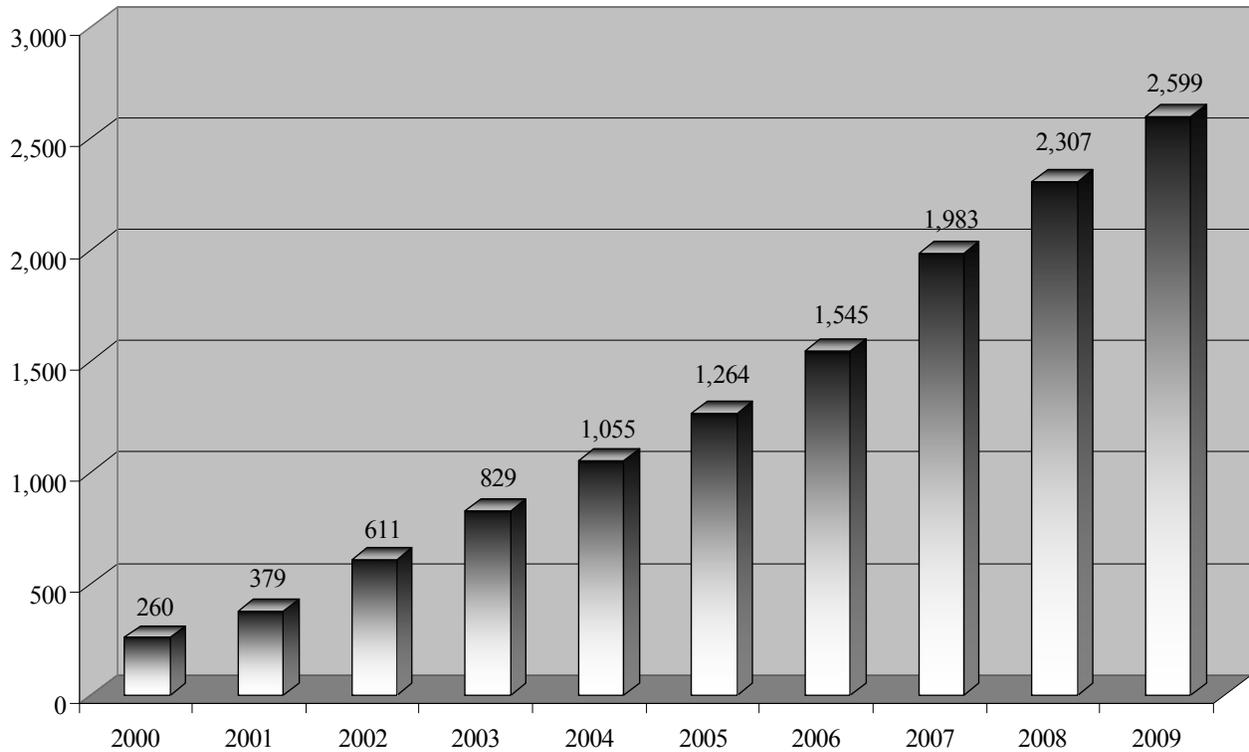
Data Source: Oklahoma State Department of Education

Teachers' salaries are controlled by a pay schedule prescribed in state law (70 O.S. § 18-114.12). In school year 2008-09, a teacher's starting salary was based on the degree held; \$31,600 for a Bachelor's Degree, \$32,800 for a Master's Degree and \$34,000 for a Doctorate Degree. Teachers' salaries are then increased by a prescribed amount for each year of additional service. Teachers receive an annual addition to their salaries of \$375 for the completion each year, one through four. Completion of years five through nine earn them an addition of \$400 with each succeeding year and \$425 for each added year, 11 through 25. After the tenth year in the classroom, teachers with a Bachelor's Degree receive \$850, those with a Master's Degree; \$1,275, and those with a Doctorate; \$2,125. This works out to an average annual salary increase of \$429 to \$480 per year of service depending upon the highest degree earned. Districts may exceed the minimum pay schedule prescribed in state statutes and many do.

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 25.7%. The percentage of teachers with advanced degrees has slowly declined from its high of 41% in 1989-90. The average years of teaching experience

is calculated similarly. It is based on the years of experience per FTE and averages 12.7 years statewide. One reason for the drop in teachers with Master’s Degrees could be the increase in teachers working on and receiving their National Board Certification (NBC). Oklahoma had 296 new NBC teachers for the 2008-09 school year. This brings the total of NBC teachers in the state to 2,599; 6.9% of classroom teachers.

**Figure 26
Oklahoma National Board Certified Teachers**



Data Source: National Board for Professional Teaching Standards

Special Education Teachers

The regular classroom teacher count excludes special education teacher FTEs. This is because state law requires special education teachers to be paid 5% more than regular classroom teachers and they serve a very specific portion of the school population. During the 2008-09 school year, there were 4,362 Special Education Teacher FTEs, up 23 FTE from the previous year. Each possessed an average of 13.0 years of teaching experience and earned, on average, \$46,159. On average there were 21.9 students identified as needing “Special Education” per special education teacher in the state.

Administration

Like classroom teachers, administration is another key ingredient of education. While the number of classroom teachers for the 2008-09 school year saw a small decrease, the number of administrators rose

slightly from the previous year. In 2008-09 there were 3,513 administrator FTEs at the 534 districts, an increase of 26 FTEs over the 2007-08 school year count of 3,487 administrator FTEs. Statewide, there was an average of 6.6 administrators per school district and each received an average annualized salary of \$73,559 during the 2008-09 school year. This was an increase of \$1,399, or 1.9% over last year's figure of \$72,160. On average, each supervised 12.0 teacher FTEs (regular and special education teachers) in 2008-09. The average experience that each possessed in a school environment was 21.6 years.

Counselors and Other Certified Staff

The number of counselors in schools increased by 33 (1,633 to 1,666) between 2007-08 and 2008-09. Other certified staff FTEs rose 174 (5.6%). Counselor's average annualized salary for the 2008-09 school year was \$49,474 and the average annualized salary for other certified staff for the same school year was \$48,525. Other certified staff includes Title 1, ELL, as well as other non-regular education teachers.

DISTRICT FINANCES

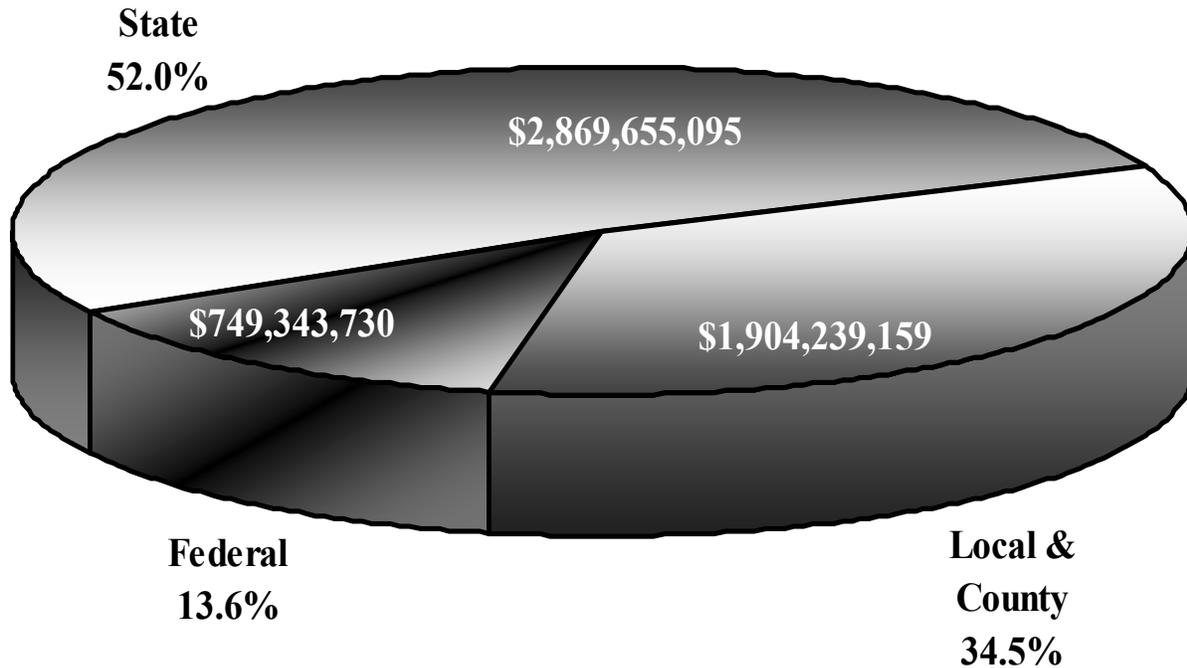
Funds

There are many different Funds in which a school district receives revenue and from which it may make expenditures (i.e. 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 and policy makers to only consider 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 have sizeable expenditures from 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 2009* 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, MAPS Fund, Municipal Tax Levy Fund, Child Care and Limited Services for Children Fund, Sinking Fund, Endowment Fund, and School Activity Fund.

Revenue

In Oklahoma, the three basic sources of school district revenue are Local & County, State, and Federal. Total revenue for 2008-09 was \$5,523,237,984. The largest portion of funding was provided by the State at 52.0% (\$2.9 billion), followed by Local & County with 34.5% (\$1.9 billion) and Federal funds which provide 13.6% (\$749 million) (Figure 27). Total revenues increased for Oklahoma's districts by \$247,611,008, or 4.9%, over 2007-08 revenues of \$5,275,626,977. Each year, roughly one-third of Oklahoma's state budget goes to K-12 public education.

**Figure 27
District Revenue Sources
Reported Using ALL FUNDS*
2008-09**



Total Revenue: \$5,523,237,984

Data Source: Oklahoma 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.

Even as total revenues have been increasing, the percentages by source have changed. The percentage of revenue from the state is the lowest it has ever been since the *Profile Reports* have been compiled. For the 2008-09 school year, 52.0% of all revenues came from the state. This percentage amount is down from 57.2% just 10 years earlier (1999-2000). The percentage of revenue from the federal government is up dramatically from 10 years prior. The first ARRA stimulus money came to the state in February of 2009. This may explain some of the increase in the percentage of federal revenue. For 2008-09, the percentage of federal revenue is 13.6%, up from 10.0% in 1999-2000. The percentage of local and county revenue is down slightly from the previous year to 34.5%.

Figure 28 depicts by county the percentage of state funding received by districts.

The State Funding Process

State appropriated revenues are distributed to school districts through a State Aid Formula. While state tax revenues are collected geographically in a disproportionate manner, the formula strives to distribute state tax dollars equitably to all districts. The formula attempts to assess the varying cost required to dispense education at each school district across the state. The formula takes into account a district's wealth then funds the 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 students enrolled at the district weighted by different categories. Therefore, the majority of the funding formula deals with assigning weights to students. The concept of allocating funds based upon 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 upon 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 degree holdings of their teachers. The students' weights are then added to yield the total student weight for the district (WADM). The student weights are listed in the following table.

Mental and Physical Condition Weights:

Condition	WGT.	Condition	WGT.
Vision Impaired	3.80	Physically Handicapped	1.20
Learning Disabilities	0.40	Speech Impaired	0.05
Deaf or Hard-of-Hearing	2.90	Trainable Mentally Handicapped	1.30
Deaf and Blind	3.80	Bilingual	0.25
Educable Mentally Handicapped	1.30	Special Education Summer Program	1.20
Emotionally Disturbed	2.50	Economically Disadvantaged	0.25
Gifted	0.34	Optional Extended School Year program	As determined by State Board
Multiple Handicapped	2.40		

Grade Level Weights:

Grade	WGT.	Grade	WGT.
Early Childhood (Half Day)	0.70	Third Grade	1.051
Early Childhood (Full Day)	1.30	Fourth to Sixth Grade	1.00
Kindergarten (Half Day)	1.30	Seventh to Twelfth Grade and Non-graded	1.20
Kindergarten (Full Day)	1.50	Out of Home Placement (OHP)	1.50
First and Second Grade	1.351		

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	WEIGHT BY DEGREE TYPE		
	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 upon a per WADM basis. Districts receive state funding based upon their highest WADM. For the initial state aid allocation, the higher WADM year is selected from the previous two fiscal years. For the midyear allocation, the highest WADM year is selected from three fiscal years, the previous two years and the first nine weeks of the current year. This year selection process allows districts with declining enrollments a budgetary cushion and allows them time 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 upon 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.

Charter Schools

Charter schools receive a separate allocation through the state aid formula which is disbursed through their sponsoring district. Charter schools do not receive local revenues. Therefore, they have no chargeables, and are funded solely on high year WADM. The exception would be charter schools running bus routes, which would entitle them to the Transportation Allocation in the state aid formula. For more information on the state funding formula, refer to the *School Finance – Technical Assistance Document*, published by the Oklahoma State Department of Education.

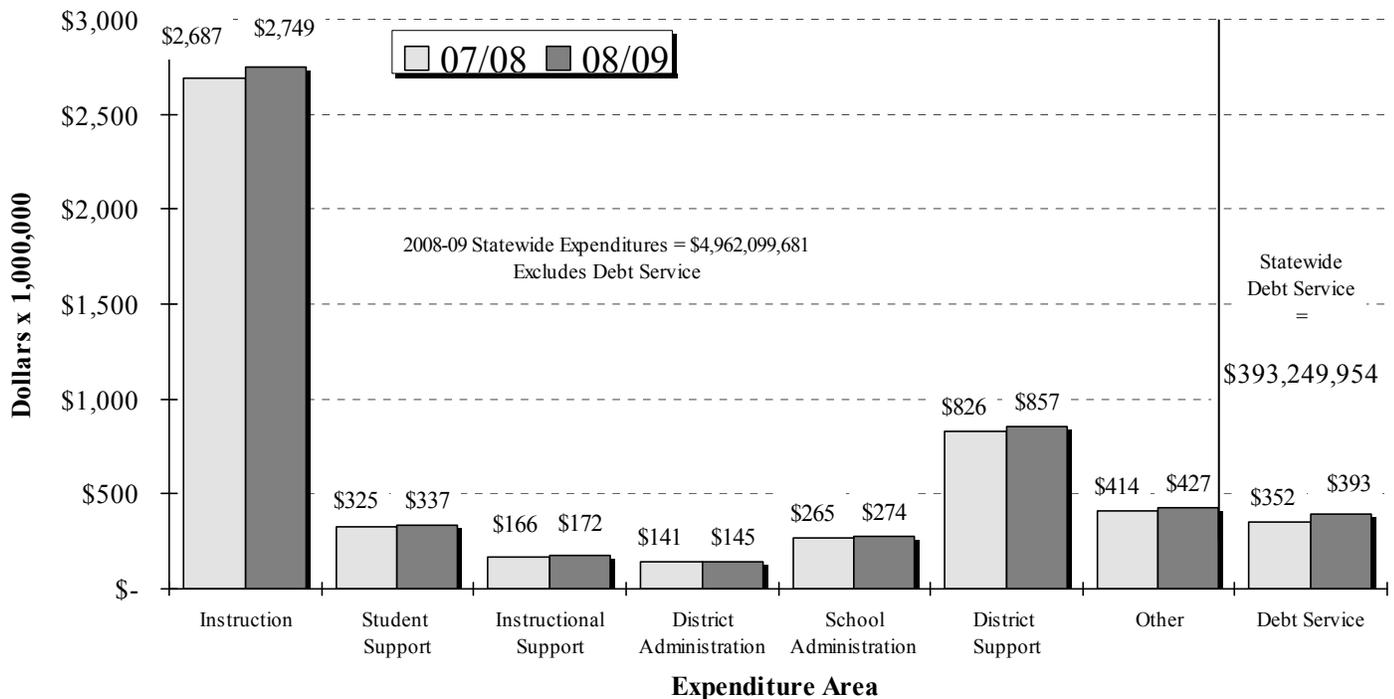
Expenditures

Figure 29 shows expenditures from ALL FUNDS for the last two years. In *Profiles 2009*, 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 listing of all accounts). Debt service is graphed separately in order to standardize the expenditure percentages in the seven core expenditure areas. When expressed as a percentage, Debt Service is divided by the combined expenditures in the other seven areas. Approximately 70% of districts have outstanding bonds and consequently have expenditures 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. Debt service has increased 96.8% in the past ten years to over \$393 million in 2009.

The largest expenditure is in the area of Instruction with 55.4%, a 0.3 percentage-point decrease over 2007-08. This decrease is half the decrease in Instruction of 0.6 percentage points from 2006-07 and is below a high mark of 58.6% of ALL FUNDS in 1995-96. District Support ran a distant second in 2008-09 at 17.3% 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 \$5.36 billion, a \$180 million increase over the 2007-08 school year.

Figure 29
State Level Expenditures Based on ALL FUNDS



	Percent of Total Expenditure in Each Area							
2007-08	55.7%	6.7%	3.4%	2.9%	5.5%	17.1%	8.6%	7.3%
2008-09	55.4%	6.8%	3.5%	2.9%	5.5%	17.3%	8.6%	7.9%

See Appendix D for a complete listing of all accounts under each expenditure area.
Data Source: Oklahoma State Department of Education

Figure 30 displays the percent of expenditures by type and community group. Two areas that show a noticeable difference in how large and small districts operate are student support and district administration. A large percent of expenditures goes to student support in larger districts where district administration gets a larger percent in smaller schools. Student support items include social work services, health services, psychological services, and speech pathology and audiology services. Larger

schools typically have more need for these services due to the number of students they serve. District administration expenditures are the costs associated with superintendent and principal positions. These expenditures are higher in small schools due to the fact that these administrators have fewer students with which to work. These are just a few examples of the conditions in which school districts operate and the obstacles they must to overcome to educate students.

Figure 30
Expenditures Based on ALL FUNDS
By Community Group
2008-09

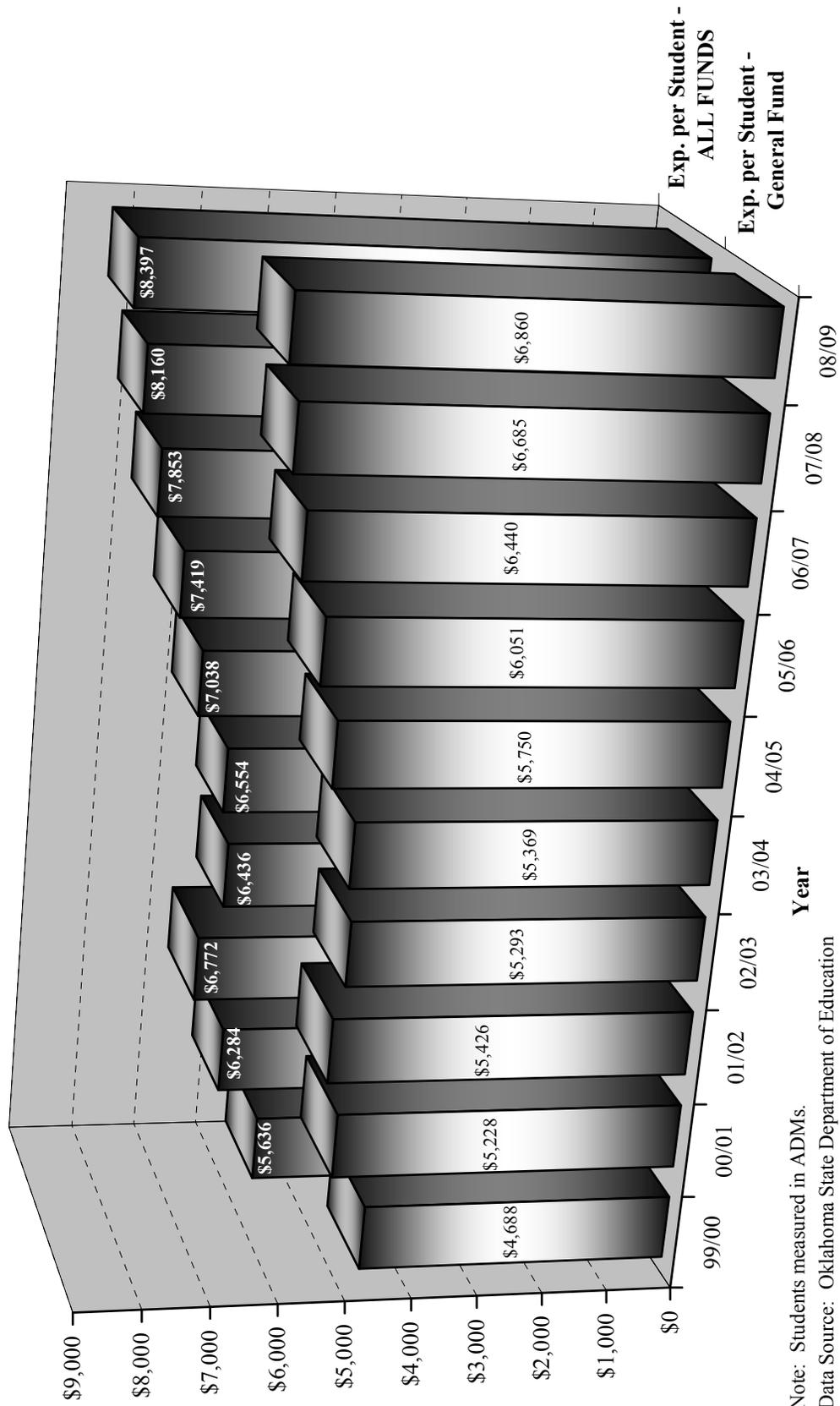
Size of District	Community Group	Instruction	Student Support	Instructional Support	District Administration	School Administration	District Support	Other
	Statewide	55.4%	6.8%	3.5%	2.9%	5.5%	17.3%	8.6%
25,000 or more	A2	52.5%	7.3%	5.9%	1.7%	5.8%	19.4%	7.6%
10,000 to 24,999	B1	55.5%	7.5%	3.7%	1.4%	5.6%	17.8%	8.6%
	B2	55.8%	8.3%	3.8%	1.8%	6.6%	15.8%	7.9%
5,000 to 9,999	C1	54.9%	8.1%	3.1%	1.9%	5.6%	17.2%	9.2%
	C2	57.0%	6.2%	4.1%	2.3%	5.6%	16.8%	8.0%
2,000 to 4,999	D1	58.3%	6.9%	2.8%	2.5%	5.7%	16.6%	7.1%
	D2	55.8%	7.0%	3.2%	2.8%	5.6%	16.3%	9.2%
1,000 to 1,999	E1	57.7%	6.6%	2.5%	2.9%	5.5%	16.0%	8.8%
	E2	55.6%	6.1%	3.2%	3.0%	5.7%	17.0%	9.5%
500 to 999	F1	55.9%	6.4%	2.4%	4.2%	5.6%	17.1%	8.4%
	F2	56.1%	6.3%	2.9%	3.8%	5.4%	16.4%	9.2%
250 to 499	G1	55.5%	5.6%	2.2%	5.4%	5.1%	17.2%	9.2%
	G2	54.5%	5.5%	2.7%	5.3%	5.1%	17.5%	9.3%
Less than 250	H1	52.2%	5.4%	2.4%	7.2%	3.4%	20.3%	9.2%
	H2	52.7%	4.5%	3.0%	8.0%	3.0%	18.5%	10.5%

Figure 31 contrasts the General Fund to the ALL FUNDS accounting of expenditures per student for years 1999-2000 through 2008-09. The expenditure per student (ADM) using the General Fund in 2008-09 was \$6,860 compared to \$8,397 from ALL FUNDS, a difference of \$1,537 dollars per student. Per-student funding increased \$137 in the General Fund category and \$237 in the ALL FUNDS category between the 2007-08 and 2008-09 school years.

Per student expenditures varied greatly across the state (Figure 32). 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. Per student expenditures, based on ALL FUNDS, including Debt Service (Oklahoma State Department of Education), ranged from a high of \$52,754 per student at Picher-Cardin P.S. in Ottawa County (since closed due to being located in an EPA Superfund Site) to a low of \$5,850 per student at Pittsburg P.S. in Pittsburg County.

ALL FUNDS expenditures are typically highest in northwest Oklahoma (Figure 32). Roger Mills County has the highest per student expenditure at \$18,484 while Murray County has the lowest at \$7,194.

Figure 31
State Level Expenditures Per Student
Using General Fund and ALL FUNDS



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

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 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 over time and/or 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 (EOI) test. The curriculum upon which they are based 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 have satisfactorily achieved the academic skills set forth in PASS.

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. In addition, requirements for schools to offer remediation and retesting to students performing poorly were removed from law.

Beginning in 2000-01, the 11th grade Geography test was dropped and OSTP began phasing-in four high school End-of-Instruction (EOI) tests (course specific CRTs) starting with English II and U.S. History. Algebra I and Biology I tests were first administered in 2002-03. Additionally, the core of the Iowa Test of Basic Skills (Reading, Language Arts and Math) was administered to 3rd grade statewide in 2000-01. This was changed to the Math and Reading components of the Stanford 9 in 2001-02 and all NRT's were phased out of the OSTP by 2004-05. A CRT in Reading and Math took the place of the NRTs in the 3rd grade beginning in school year 2004-2005, as well as a math and reading CRT in grade 4 and a geography CRT in grade 7 the same year. Additional CRTs in math and reading were implemented in grade 6 and 7 in school year 2005-06.

In 2006, legislation was enacted which required Oklahoma high school students to be administered three additional EOI tests when coursework was completed in the subjects of Algebra II, Geometry, or English III. Field testing in these additional areas began in the 2006-07 school year. Students from the freshman class of 2008-09 forward must score "at least Satisfactory" on the Algebra I and English II tests as well as any two of the remaining five EOIs in order to graduate with a standard diploma.

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 contract were 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 EOI tests. Starting in 2001-2002, the CRT's and 3rd Grade NRT were supplied by Harcourt-Brace and the EOI tests by CTB McGraw-Hill. The CRT component was taken over by Data Recognition Corporation (DRC) in the 2005-06 school year.

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. Some districts made it their policy to test all students, regardless of whether they were exempt, or not. This situation made it difficult to compare test scores from one district to the next. In 1998-99, for the first time ever, it was mandated that all students be tested and it followed that the results were released in three categories: 1) Traditional, 2) Alternative Education and 3) Special Education. Starting in 2002-03 student scores were released in a category labeled Regular Education which is Traditional and Alternative Education combined. Also starting in 2002-03 students were broken into two fundamental categories, High Mobility and Non-High Mobility. In 2006-07, these terms were changed to Non-Full Academic Years (non-FAY) and Full Academic Year (FAY). Unless otherwise noted, the scores posted in *Profiles 2009* include only Regular Education and Full Academic Year students.

From a policy-making standpoint, the Education Oversight Board has had ongoing concerns over the lack of stability in the OSTP. It can be observed that when the vendors supplying the CRT changed,

scores changed as well (Figures 36 & 39). 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. When vendors changed between 2004-05 and 2005-06 scores increased. With program stabilization being the primary goal, the state may be well served by the formation of a freestanding body that would publicly oversee the future development, administration, growth, and cost of the OSTP.

Figure 33 shows the cost of the OSTP over the last 10 years. The OSTP cost \$10.8 million to administer in 2008-09.

Figure 33
Yearly Cost for State Testing

FY-2000	\$2.3 Million
FY-2001	\$2.1 Million
FY-2002	\$3.1 Million
FY-2003	\$2.3 Million
FY-2004	\$4.8 Million
FY-2005	\$4.8 Million
FY-2006	\$8.6 Million
FY-2007	\$10.5 Million
FY-2008	\$10.8 Million
FY-2009	\$10.8 Million

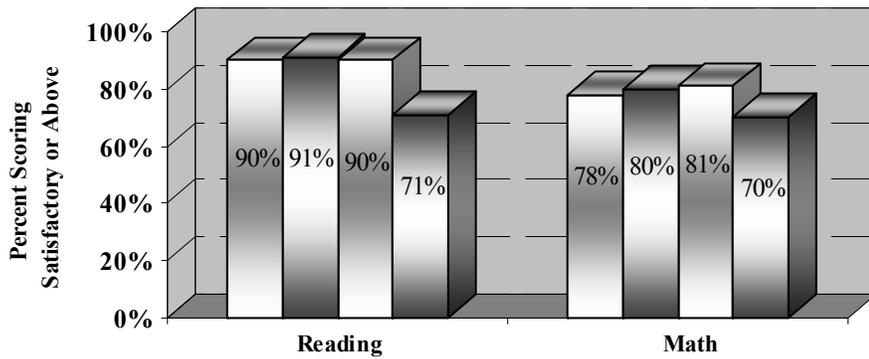
Data Source: State of Oklahoma Executive Budget, Oklahoma State Department of Education

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 design CRTs that indicate whether students have achieved the competencies defined by PASS. Each student's performance is compared to a preset standard of expected achievement by subject at each grade level. The level of academic rigor that students must meet is established by the State Board of Education. The score of Satisfactory represents the competencies students are expected to have achieved. Performance for schools and districts is then reported by the percentage of students who have reached this level of academic achievement on the CRTs. Beginning in 1998-99, the State Department of Education began phasing in four levels of performance on the CRTs: 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 and above (Figures 34 through 72).

The State Board of Education raised the standards in Reading and Math for 2008-09. Viewing the trends must be done carefully, one must take this change into consideration when comparing to the previous years.

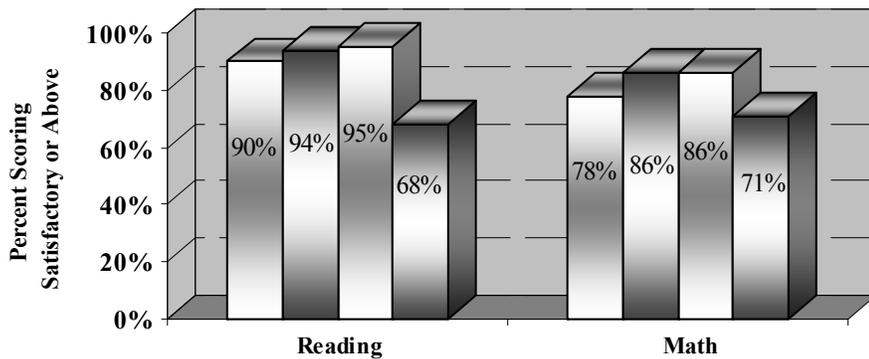
Figure 34
3rd Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Satisfactory and Above
(Regular Education Full Academic Year Students Only)



■ 2005-06 ■ 2006-07 ■ 2007-08 ■ 2008-09

Data Source: Oklahoma State Department of Education
 (2008-09 – New standard for Reading and Math)

Figure 35
4th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Satisfactory and Above
(Regular Education Full Academic Year Students Only)

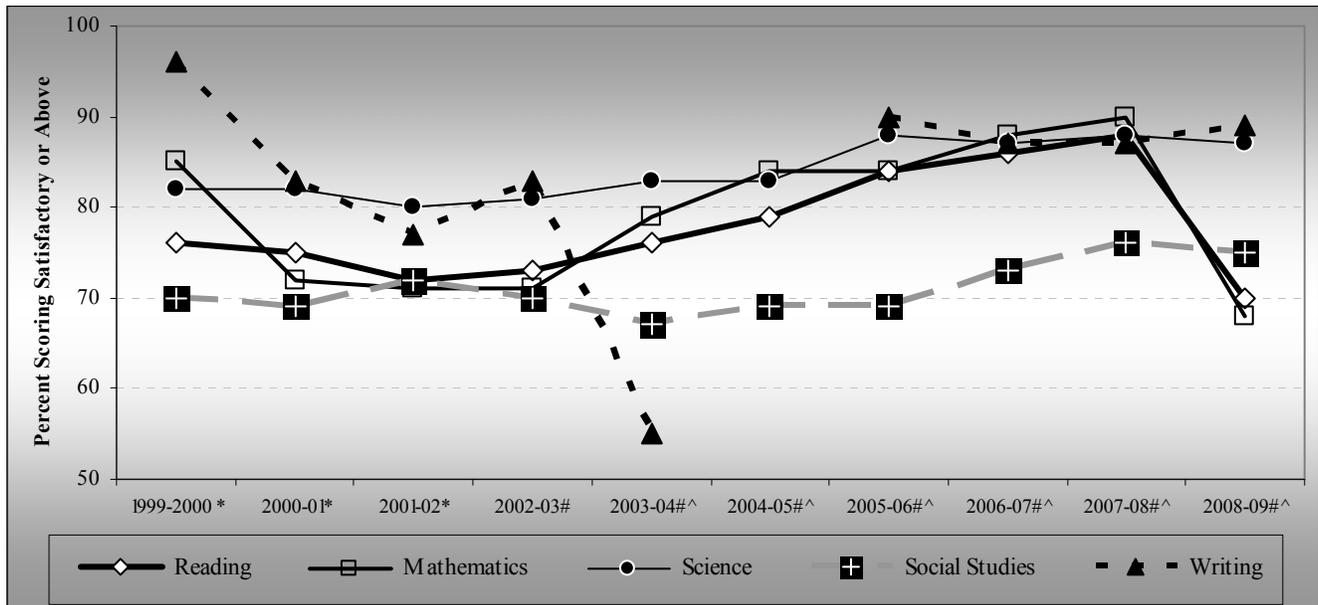


■ 2005-06 ■ 2006-07 ■ 2007-08 ■ 2008-09

Data Source: Oklahoma State Department of Education
 (2008-09 – New standard for Reading and Math)

Figure 36 5th Grade Results Oklahoma Core Curriculum Test Percent Scoring Satisfactory and Above by Subject and Year

(Regular Education Full Academic Year Students Only)

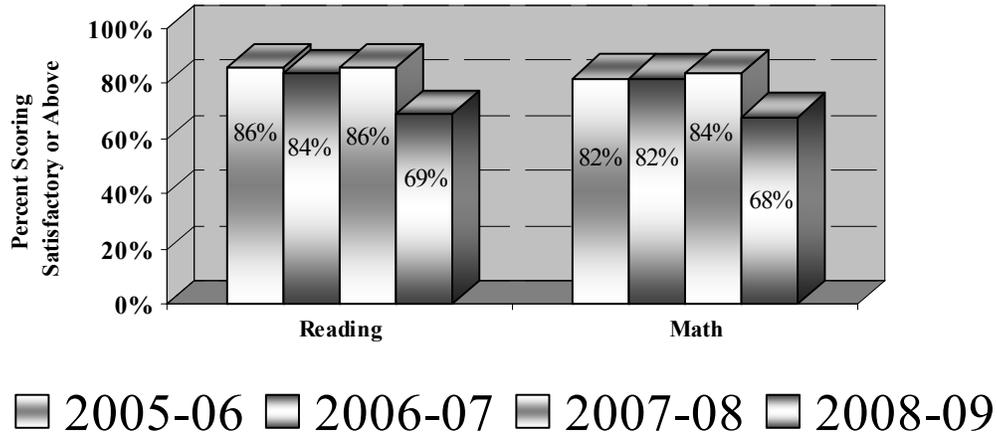


Subject Area	1999-2000*	2000-01*	2001-02*	2002-03#	2003-04#^	2004-05#^	2005-06#^	2006-07#^	2007-08#^	2008-09#^
Reading	76%	75%	72%	73%	76%	79%	84%	86%	88%	70%
Mathematics	85%	72%	71%	71%	79%	84%	84%	88%	90%	68%
Science	82%	82%	80%	81%	83%	83%	88%	87%	88%	87%
Social Studies	70% [♦]	69% [♦]	72% [♦]	70% [♦]	67%	69%	69%	73%	76%	75%
Writing	96%	83%	77%	83%	55%	Not Tested	90%	87%	87%	89%
Geography	68%	63%	62%	59%	Not Tested					
Arts	58%	55%	59%	55%	Not Tested					

Note: Double Line indicates a change in testing company. * Results are posted for “Traditional” students only.
 # Results are posted for “Regular Education” students only (Traditional plus Alternative Education).
 ^ Results are posted for “Full Academic Year” students only. [♦] Subject area was “U.S. History” prior to 2003-04.

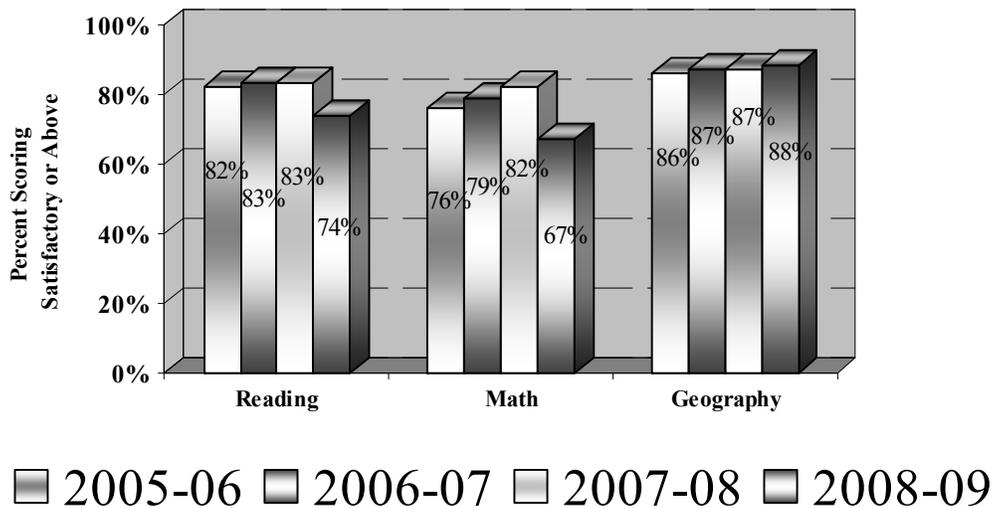
Data Source: Oklahoma State Department of Education
 (2008-09 – New standard for Reading and Math)

Figure 37
6th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Satisfactory and Above
(Regular Education Full Academic Year Students Only)



Data Source: Oklahoma State Department of Education
 (2008-09 – New standard for Reading and Math)

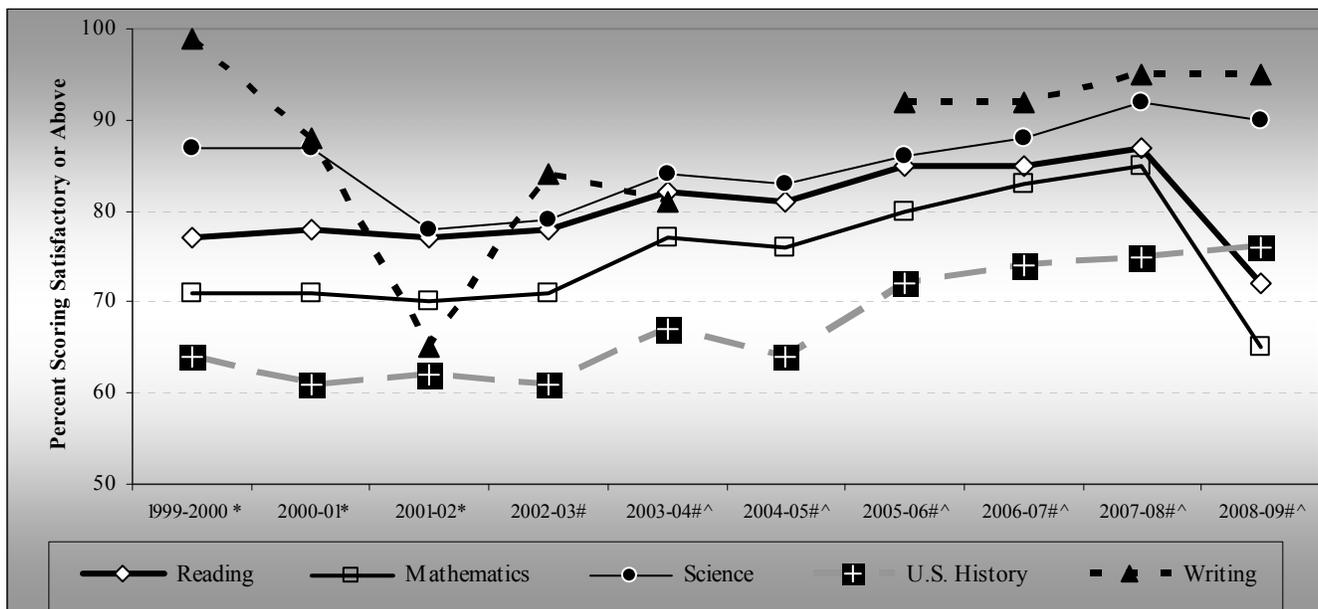
Figure 38
7th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Satisfactory and Above
(Regular Education Full Academic Year Students Only)



Data Source: Oklahoma State Department of Education
 (2008-09 – New standard for Reading and Math)

Figure 39 8th Grade Results Oklahoma Core Curriculum Test Percent Scoring Satisfactory and Above by Subject and Year

(Regular Education Full Academic Year Students Only)



Subject Area	1999-2000*	2000-01*	2001-02*	2002-03#	2003-04#^	2004-05#^	2005-06#^	2006-07#^	2007-08#^	2008-09#^
Reading	77%	78%	77%	78%	82%	81%	85%	85%	87%	72%
Mathematics	71%	71%	70%	71%	77%	76%	80%	83%	85%	65%
Science	87%	87%	78%	79%	84%	83%	86%	88%	92%	90%
U.S. History	64%	61%	62%	61%	67%	64%	72%	74%	75%	76%
Writing	99%	88%	65%	84%	81%	Not Tested	92%	92%	95%	95%
Geography	47%	47%	48%	47%	Not Tested					
Arts	50%	44%	49%	46%	Not Tested					

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

Results are posted for “Regular Education” students only (Traditional plus Alternative Education).

^ Results are posted for “Full Academic Year” students only.

Data Source: Oklahoma State Department of Education
(2008-09 – New standard for Reading and Math)

CRT Results by Race and Gender

The scores, when viewed in their aggregate format, show mixed results. Many students across the state are performing well on the state's standardized tests. However, when analyzed by racial sub-group, a much different picture emerges. Figures 40 and 41 look at student performance on the CRTs for the 5th and 8th grade by race. The results of 5th and 8th grade are used because those grades have the most complete battery of tests administered through the OSTP.

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 "performance gap" and can be observed in the results of the other grades tested under the OSTP as well as other performance indicators displayed in this report. It is this performance gap that educators and policymakers are working so hard to narrow.

The performance gap between African American students and all students is significant and varies greatly by subject. The gap in writing is only six and five percentage points for 5th and 8th grade, respectively but 24 percentage points for 5th grade social studies and 20 percentage points for 8th grade reading and history. The gap is 15 percentage points for 5th grade reading and math and 16 percentage points for 5th grade science. The gap for 8th grade math is 16 percentage points and for 8th grade science it is 14 percentage points.

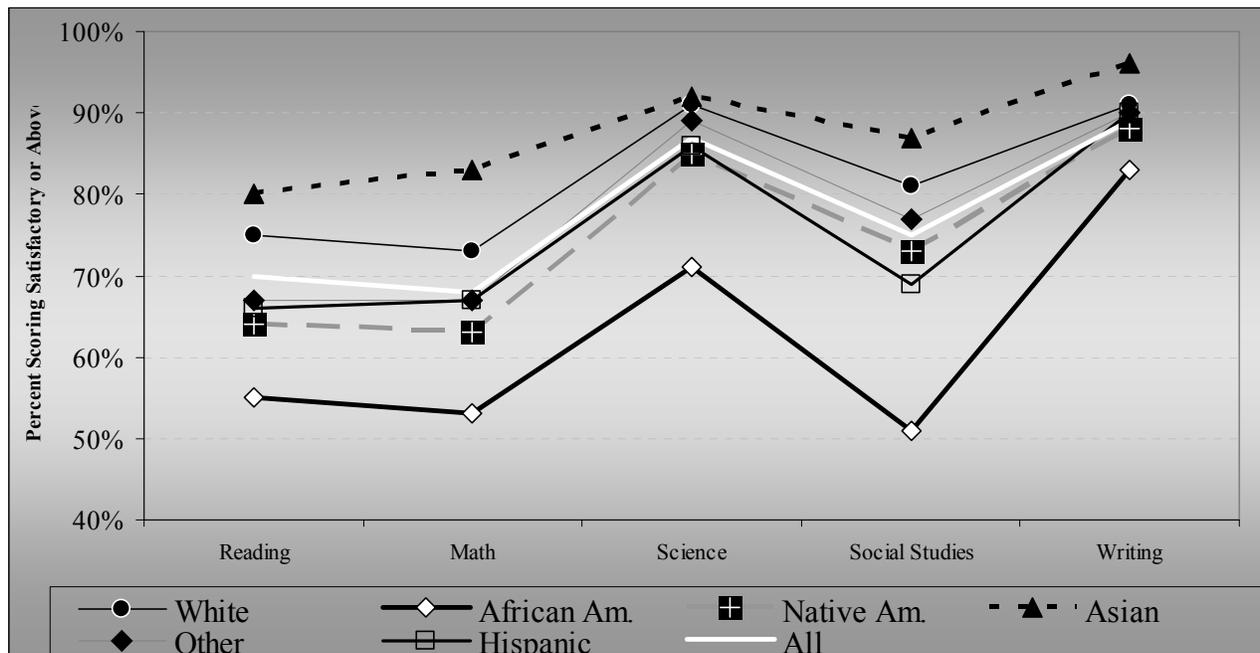
CRT Results by County

Figures 42 through 60 show the 2008-09 results of the CRT in the areas of Reading and Math for grades 3 through 8 by county along with 5th grade science, social studies, and writing; 7th grade geography; and 8th grade science U.S. History and writing. The maps show a generalized geographical trend in student performance that parallels the general socioeconomics of the state, especially in upper grades. The maps in the COMMUNITY CHARACTERISTICS section (Figures 4 through 19) 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. While there are exceptions, CRT results also show a similar regional pattern. Generally, higher CRT 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. 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 profound impact on student learning. The *Profiles Report* series is designed to help districts improve the educational delivery process while working within the socioeconomic constraints of their community. The community grouping model described in the COMMUNITY CHARACTERISTICS section of this document (Figure 20) clusters districts by the size of their enrollment and the general economic conditions in the community they serve. Using these peer groupings, educators can look to districts in their "community group" for educational delivery techniques that work in their particular socioeconomic environment and adopt those proven strategies in their own district.

Figure 40 5th Grade Results CRT by Race and Gender Percent Scoring Satisfactory and Above 2008-09

(Regular Education Full Academic Year Students Only)



	Reading	Math	Science	Social Studies	Writing
Male	67%	70%	89%	78%	85%
Female	72%	67%	87%	73%	93%
White	75%	73%	91%	81%	91%
African Am.	55%	53%	71%	51%	83%
Native Am.	64%	63%	85%	73%	88%
Asian	80%	83%	92%	87%	96%
Other	67%	67%	89%	77%	90%
Hispanic	66%	67%	86%	69%	90%
All	70%	68%	87%	75%	89%

Data source: Oklahoma State Department of Education

Figure 41

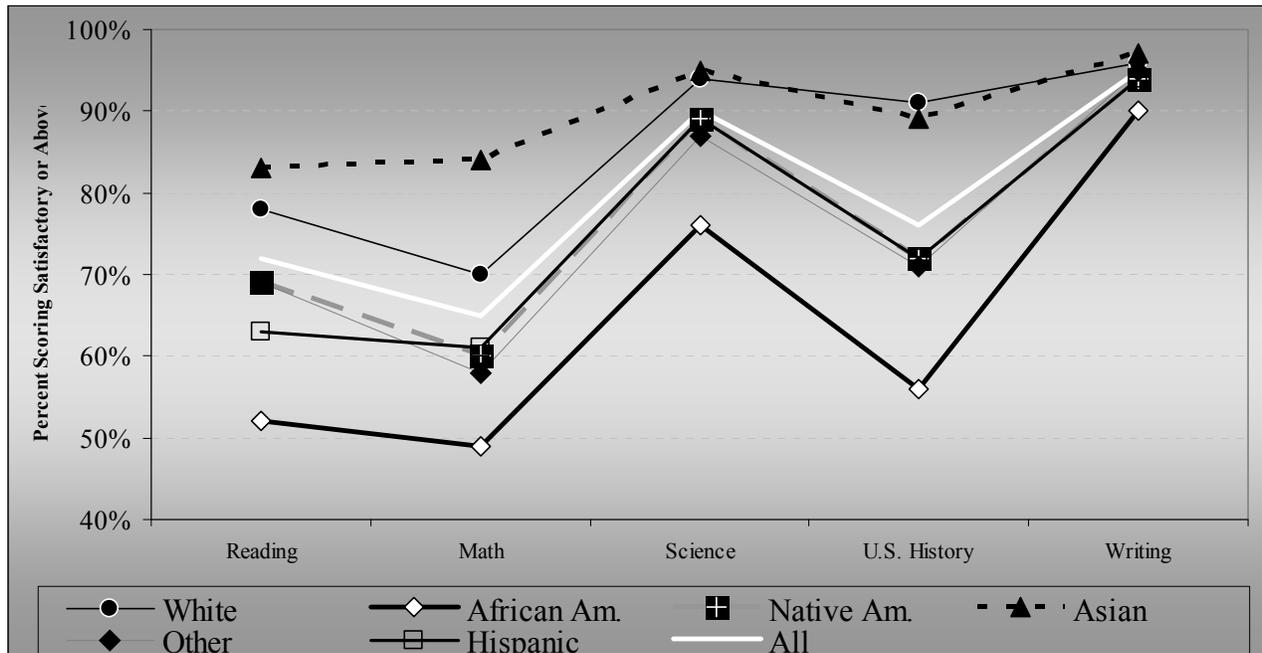
8th Grade Results

CRT by Race and Gender

Percent Scoring Satisfactory and Above

2008-09

(Regular Education Full Academic Year Students Only)



	Reading	Math	Science	U.S. History	Writing
Male	71%	65%	90%	79%	93%
Female	73%	65%	90%	74%	97%
White	78%	70%	94%	91%	96%
African Am.	52%	49%	76%	56%	90%
Native Am.	69%	60%	89%	72%	94%
Asian	83%	84%	95%	89%	97%
Other	69%	58%	87%	71%	95%
Hispanic	63%	61%	89%	72%	94%
All	72%	65%	90%	76%	95%

Data source: Oklahoma State Department of Education

Figure 46
5th GRADE CRT – READING SCORES
Percent of Students Scoring Satisfactory and Above
2008-09 School Year

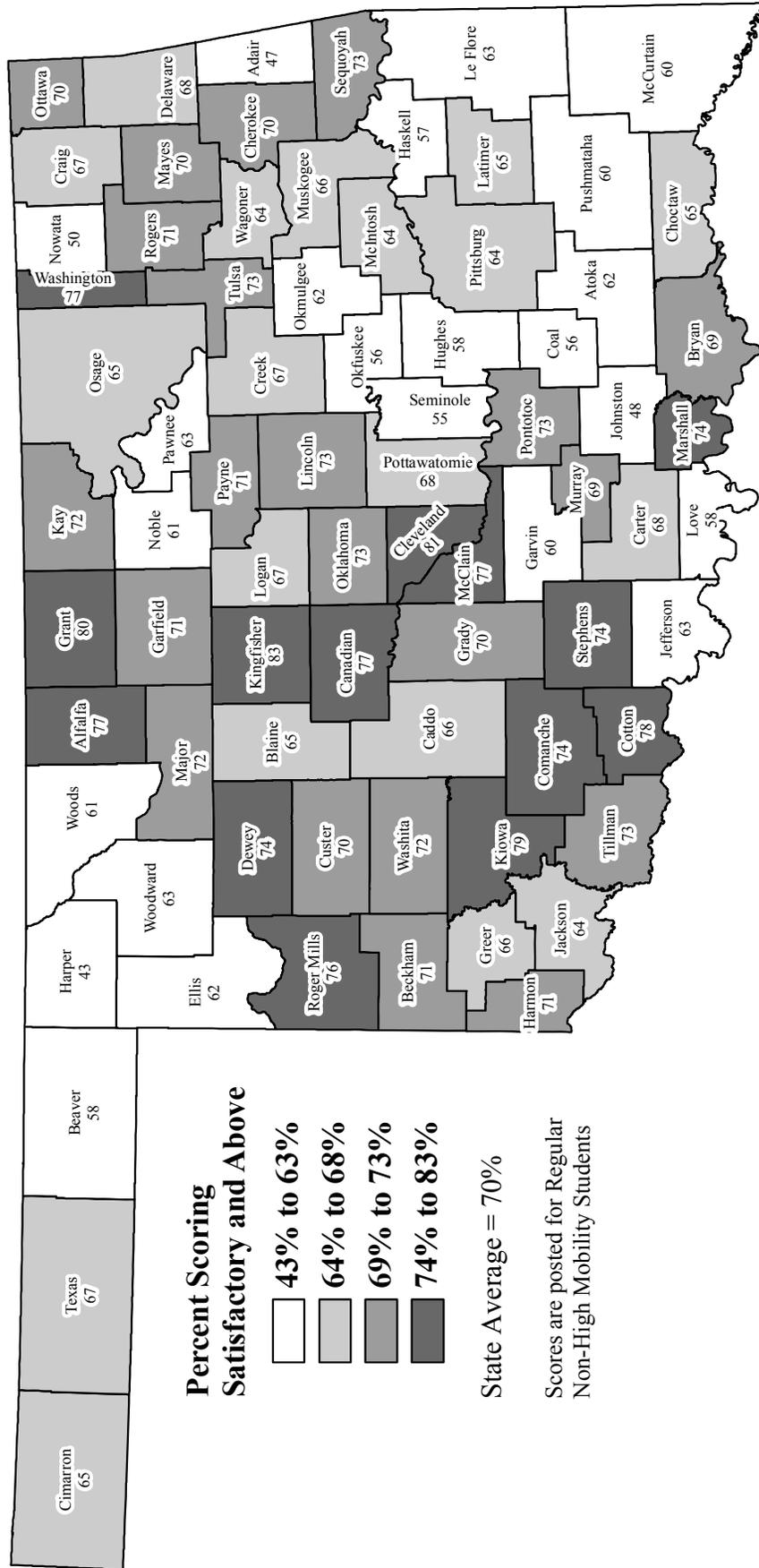
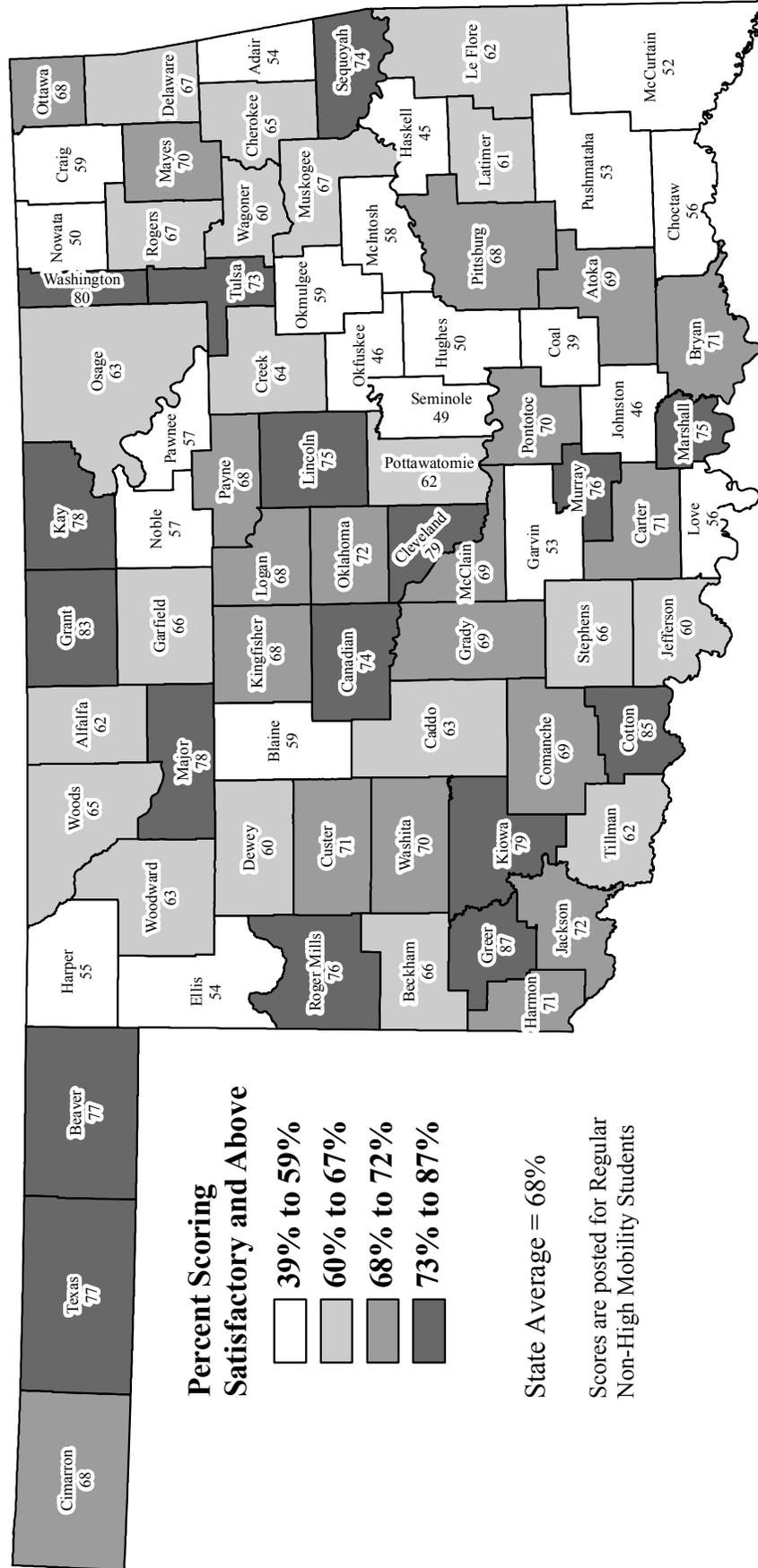
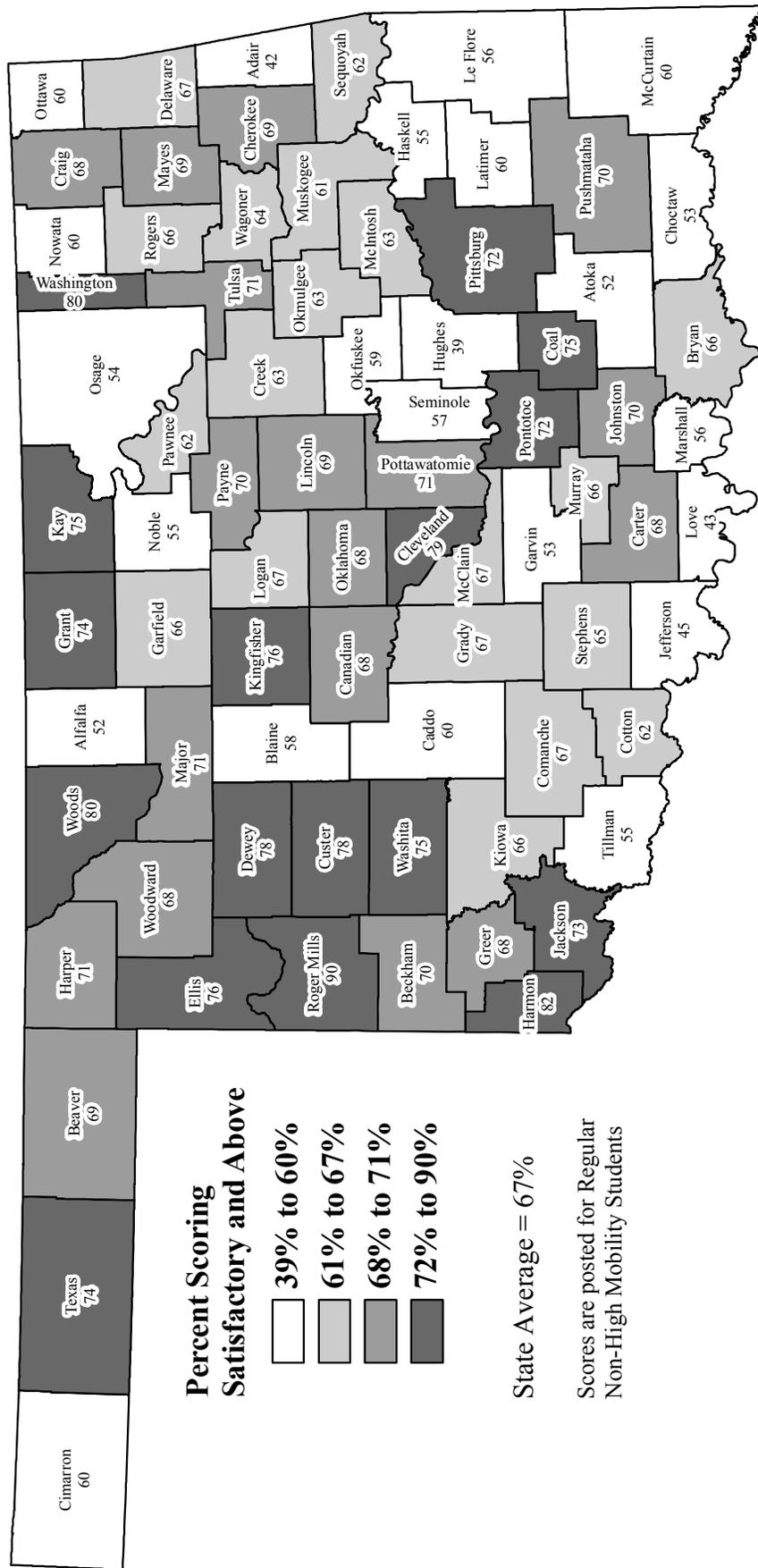


Figure 47
5th GRADE CRT – MATH SCORES
Percent of Students Scoring Satisfactory and Above
2008-09 School Year



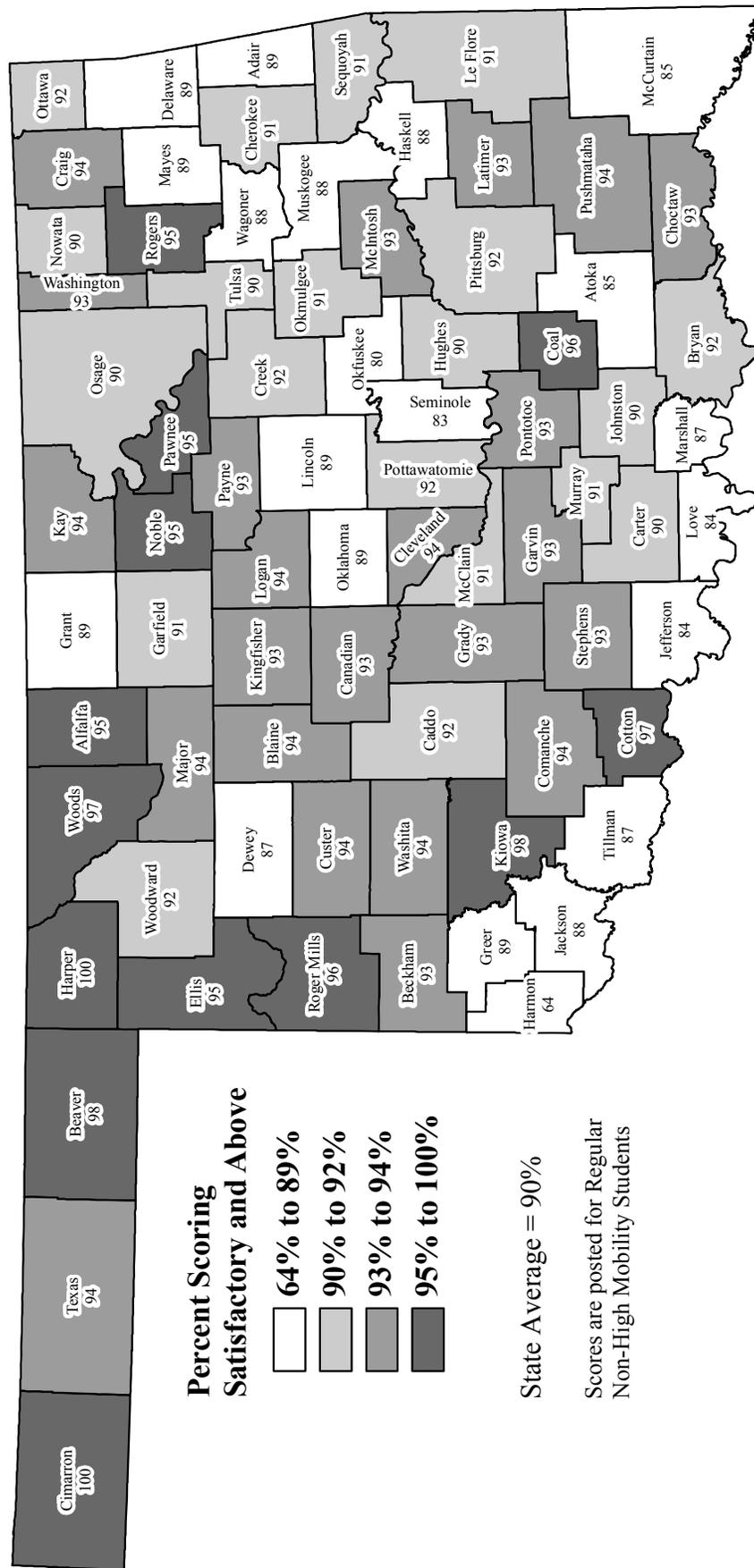
Source: Oklahoma State Department of Education

Figure 54
7th GRADE CRT – MATH SCORES
Percent of Students Scoring Satisfactory and Above
2008-09 School Year



Source: Oklahoma State Department of Education

Figure 58
8th GRADE CRT – SCIENCE SCORES
Percent of Students Scoring Satisfactory and Above
2008-09 School Year

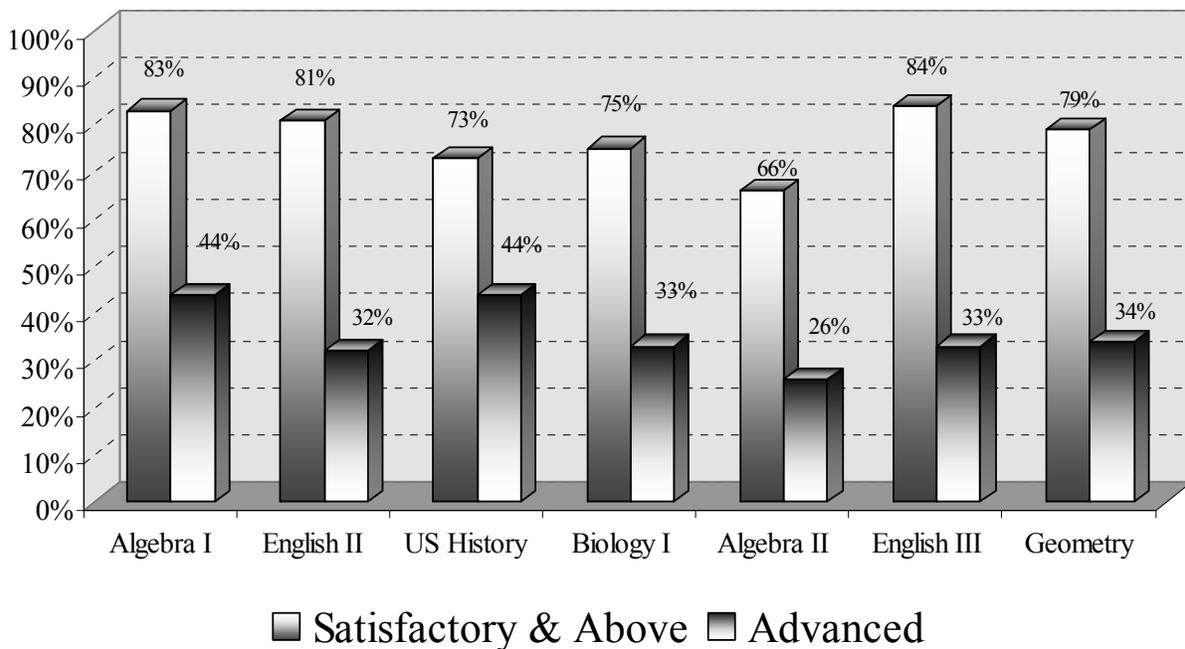


Source: Oklahoma State Department of Education

High School End-of-Instruction Tests

In early grades, the coursework is defined by the grade of the students being taught. For example, we might refer to 5th grade Math or 8th grade Science. As students get older, however, they have greater flexibility to decide when they would like to be introduced to a given subject area. For example, some students may take an Algebra I course in middle school, most students will take Algebra I in 9th grade and some may put it off until 10th or perhaps 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, secondary students are tested over specific subject matter as they complete key courses during their high school career. Since 2002-03 the High School End of Instruction (EOI) tests have been administered to students as they complete Algebra I, English II, U.S. History, and Biology I courses. Beginning in 2007-08, three additional EOIs were given: Algebra II, English III, and Geometry. The tests indicate whether students have achieved the competencies defined by the Priority Academic Student Skills (PASS) curriculum. Results are shown as the percentage of students scoring at or above the “Satisfactory” and “Advanced” level (Figure 61).

Figure 61
Oklahoma End-of-Instruction Test Results
Percent Scoring “Satisfactory & Above” and “Advanced”
2008 - 09



Data Source: Oklahoma State Department of Education

There was improvement in the percentage of students scoring satisfactory and above in all seven EOI tests between 2007-08 and 2008-09. There was also improvement in the percentage of students scoring advanced in all subjects except English II. The largest increase was in Biology I, which increased from 58% of students testing scoring satisfactory or higher in 2007-08 to 75% in 2008-09. Algebra II had the second largest increase in the percentage scoring satisfactory and above, rising from 55% to 66%. The percentage of U.S. History students scoring advanced improved from 7% in 2007-08 to 44% in 2008-09. Biology had the second largest increase in the percentage of students scoring advanced, 16% to 33%.

The gaps between students scoring satisfactory and above and advanced varies for the seven EOI subjects tested. The smallest gap is in the U.S. History test with a 29 percentage point difference. The gap is largest in English III at 51 percentage points. There is a 39 percentage point gap for the Algebra I test and a 40 percentage point gap for the Algebra II test. Biology I has a 42 percentage point gap with a 45 percentage point gap for Geometry. English II has a 49 percentage point gap. The EOI test with the highest percentage of students scoring satisfactory and above is English III with 84% scoring satisfactory and above.

EOI Results by County

Figures 62 through 68 show the 2008-09 EOI test results by county. The trends observed are somewhat similar to those in the 3rd through 8th grade CRT results. Again, the challenge is to help students overcome adverse social conditions in order to achieve at higher levels.

The range of percent scoring satisfactory and above for Algebra I by county is 37 percentage points (60% to 97%). The English II EOI had the smallest range of students scoring satisfactory and above at 31 percentage points (61% to 92%). Algebra II had the largest range and the county with lowest overall percentage of students scoring satisfactory and above. The range for counties for the Algebra II EOI is 61 percentage points (27% to 88%).

U.S. History had a range of 34 percentage points across all counties; 54% to 88%, Biology I had a range of 42; 47% to 89%, English III had a range of 37; 63% to 100%, and Geometry had a range of 47; 51% to 98%.

There are eight counties that had over 90% of students score satisfactory and above on the Algebra I EOI and four counties had less than 70% of students score satisfactory and above. For the English II EOI, three counties had over 90% score satisfactory and above and three counties had less than 70%. On the U.S. History EOI, twelve counties had over 80% score satisfactory and above while seven counties had below 60% score satisfactory and above. Fifteen counties had over 80% of students score satisfactory and above on the Biology I EOI and six counties below 60%.

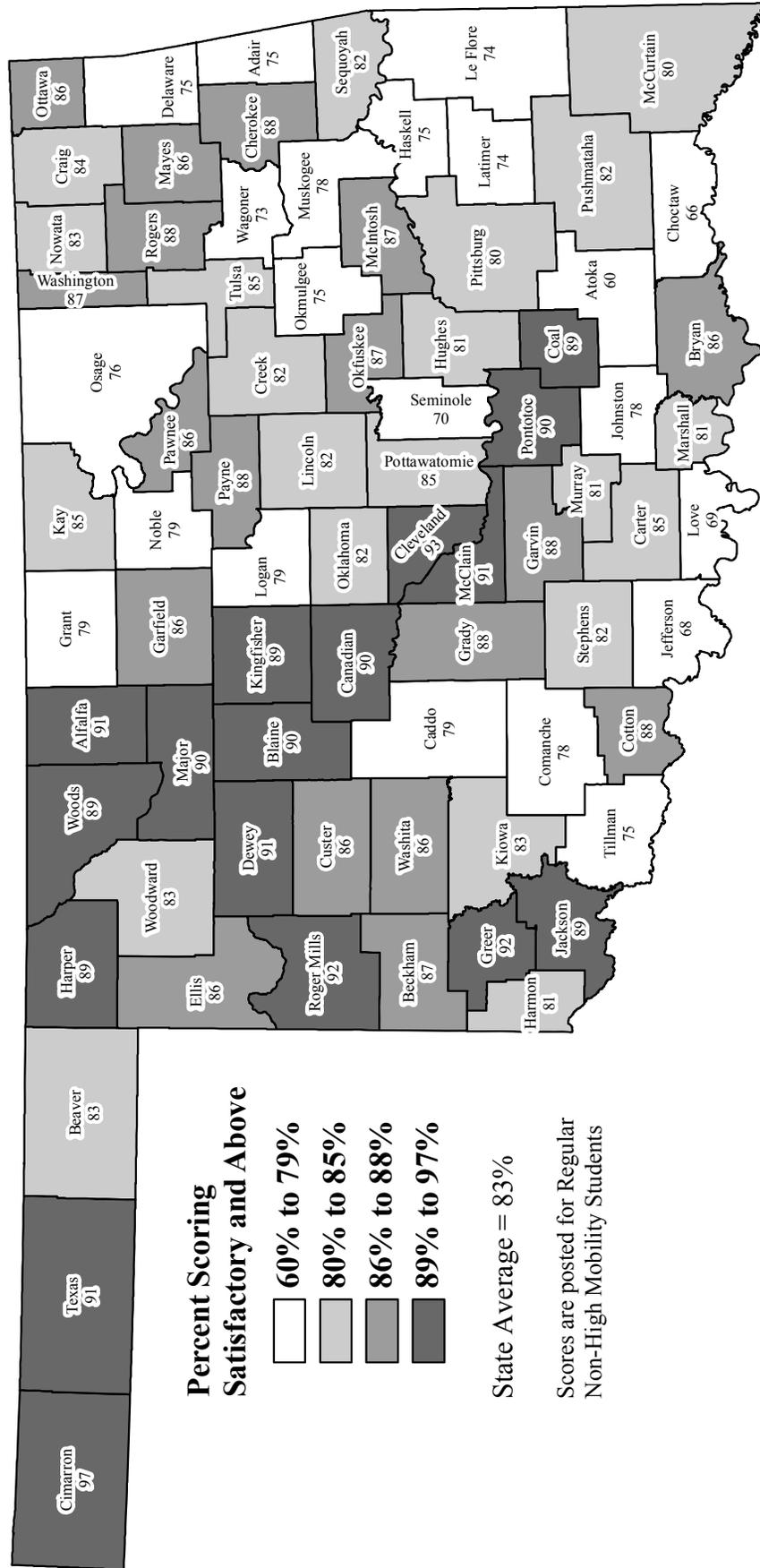
For the Algebra II EOI, six counties had over 80% score satisfactory and above and fourteen counties had less than 50%. In the English III EOI, ten counties had over 90% score satisfactory and above while four counties had below 75% score satisfactory and above. Six counties had over 90% of students score satisfactory and above in Geometry EOI and thirteen counties with less than 70% score satisfactory and above.

Figure 62

HIGH SCHOOL END-OF-INSTRUCTION TEST – ALGEBRA I

Percent of Students Scoring Satisfactory and Above

2008-09 School Year



Percent Scoring Satisfactory and Above

- 60% to 79%
- 80% to 85%
- 86% to 88%
- 89% to 97%

State Average = 83%

Scores are posted for Regular Non-High Mobility Students

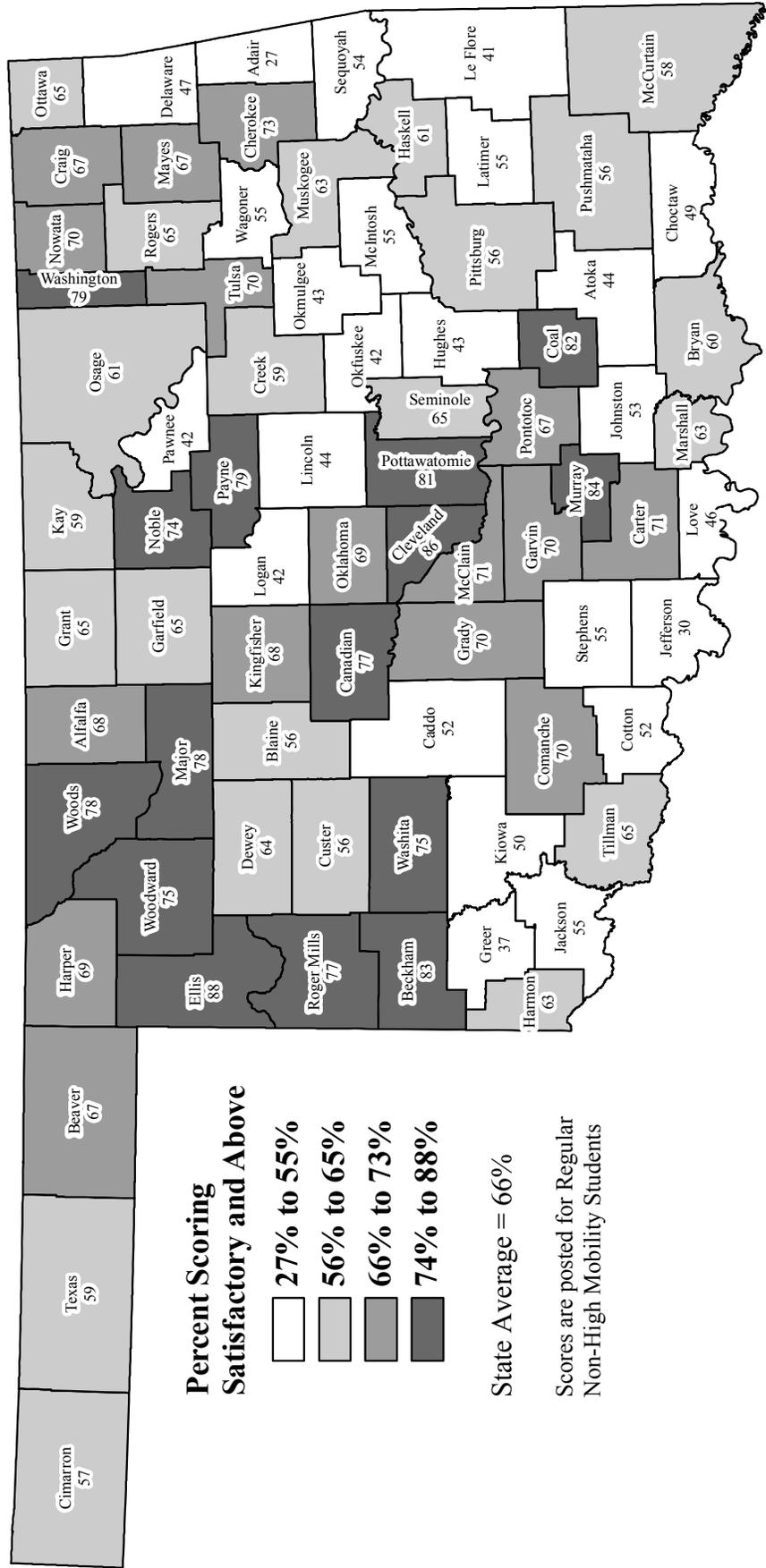
Source: Oklahoma State Department of Education

Figure 66

HIGH SCHOOL END-OF-INSTRUCTION TEST – ALGEBRA II

Percent of Students Scoring Satisfactory and Above

2008-09 School Year



Percent Scoring Satisfactory and Above

- 27% to 55%
- 56% to 65%
- 66% to 73%
- 74% to 88%

State Average = 66%

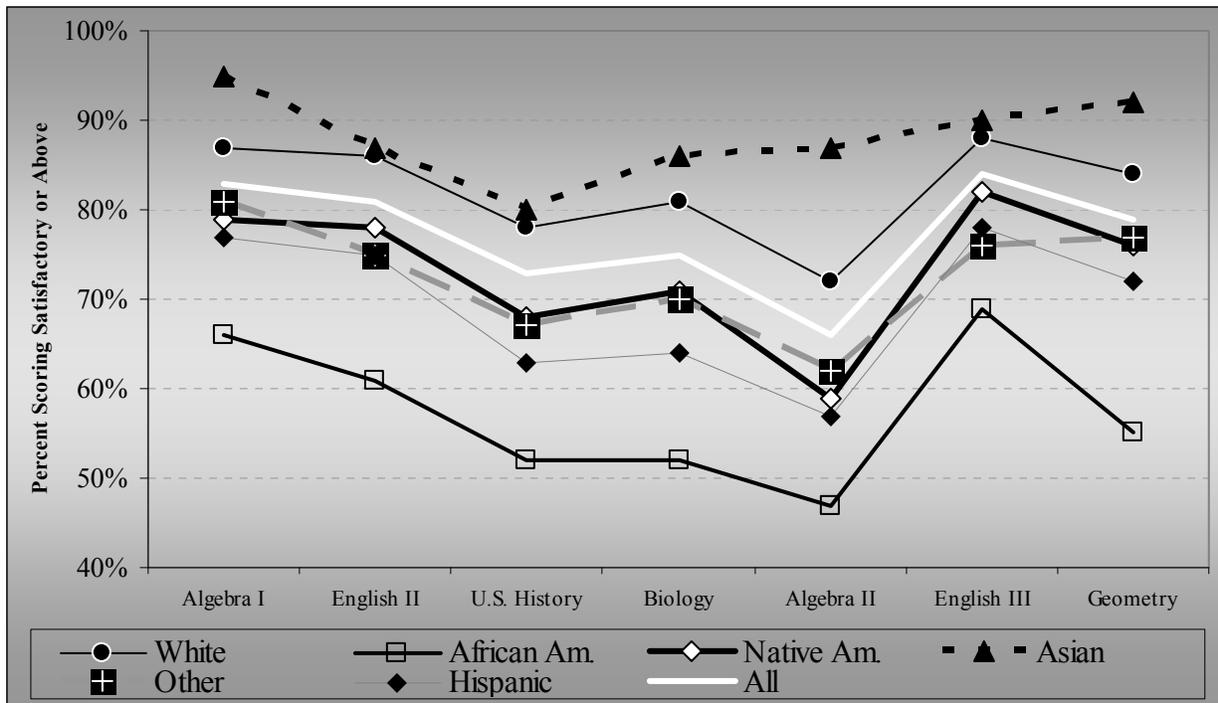
Scores are posted for Regular Non-High Mobility Students

Source: Oklahoma State Department of Education

EOI Results by Race and Gender

A performance gap exists when there are relative differences in performance between each of the racial sub-groups. Figure 69 looks at student performance on the EOI tests by race. This performance gap can also be observed in other performance indicators displayed in this report.

Figure 69
EOI Results by Race and Gender
Percent Scoring Satisfactory and Above
2008-09
(Regular Education Full Academic Year Students Only)



	Algebra I	English II	U.S. History	Biology	Algebra II	English III	Geometry
Male	83%	78%	78%	77%	66%	81%	79%
Female	83%	84%	68%	74%	67%	87%	80%
White	87%	86%	78%	81%	72%	88%	84%
African Am.	66%	61%	52%	52%	47%	69%	55%
Native Am.	79%	78%	68%	71%	59%	82%	76%
Asian	95%	87%	80%	86%	87%	90%	92%
Other	81%	75%	67%	70%	62%	76%	77%
Hispanic	77%	75%	63%	64%	57%	78%	72%
All	83%	81%	73%	75%	66%	84%	79%

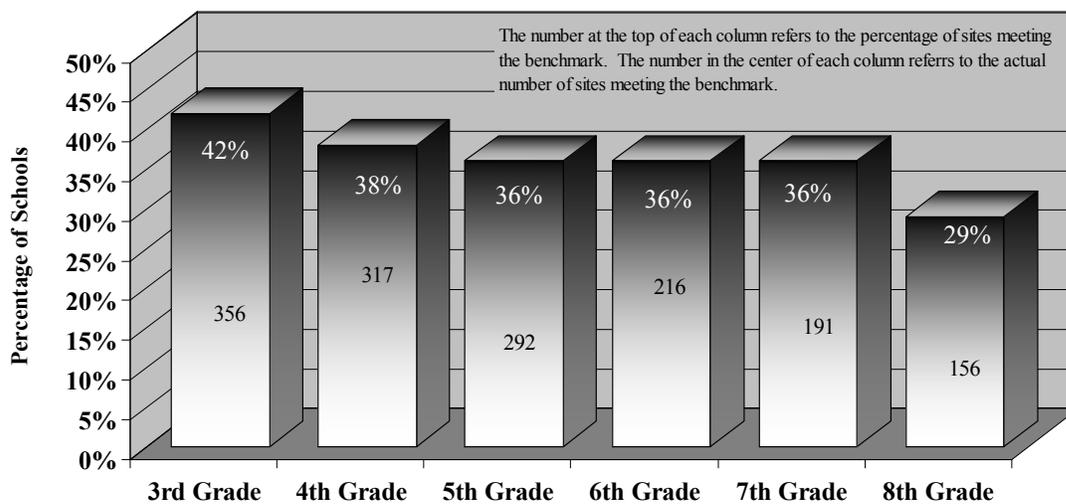
Data source: Oklahoma State Department of Education

The Education Oversight Board’s 70% Performance Benchmark

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 April of 1998, 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 Regular Education students achieving a score of Satisfactory and above as a reasonable minimum performance benchmark for schools to achieve. Figure 70 plots the number of schools that were able to meet this benchmark in all subject areas tested as part of the OSTP.

The statewide results of the Core Curriculum tests for the 2008-09 school year show mixed results, with a the number of sites meeting the 70% benchmark but with much room for improvement. This shows the Oklahoma students that can satisfactorily perform the skills outlined in PASS. If the percentage of students achieving “Satisfactory” at each site across the state were similar to these schools 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.

Figure 70
Schools with 70% or More Students Scoring Satisfactory and Above
On All Subject Areas Tested by Grade
2008-09
(Regular Education Full Academic Year Students Only)



Number of Subject Areas Tested

Two

Two

Five

Two

Three

Five

Data Source: Oklahoma State Department of Education

Not surprising, eighth grade has the lowest percentage of schools meeting the 70% performance benchmark as it has five tests to cover. Also with five tests is fifth grade and it is tied for second lowest with sixth and seventh grades. Third, fourth, and sixth have only two tests and seventh grade has three. Third grade has the highest percentage of schools reaching the 70% benchmark at 42%. There are 356 3rd grade school sites reaching the benchmark. Fourth grade school sites follow with 38%. All grades have dropped significantly in their percentage of school sites meeting the 70% benchmark over last year. This drop is in direct response to the Oklahoma State Board of Education raising the standards for reading and math tests in all grades 3 through 8.

Overall school performance in preparing students for PASS objectives as measured by the Oklahoma Core Curriculum tests (OCCT) in 5th and 8th grades are displayed in Figures 71 and 72. Only these two grades were used in this detailed analysis because they have the most extensive battery of tests administered under the OSTP. These figures show by grade the number of subject areas in which schools were able to achieve the Performance Benchmark. In 2008-09, the OCCT tested students in these two grades in five subject areas, so the highest performance that a school can achieve is five-out-of-five on the Performance Benchmark.

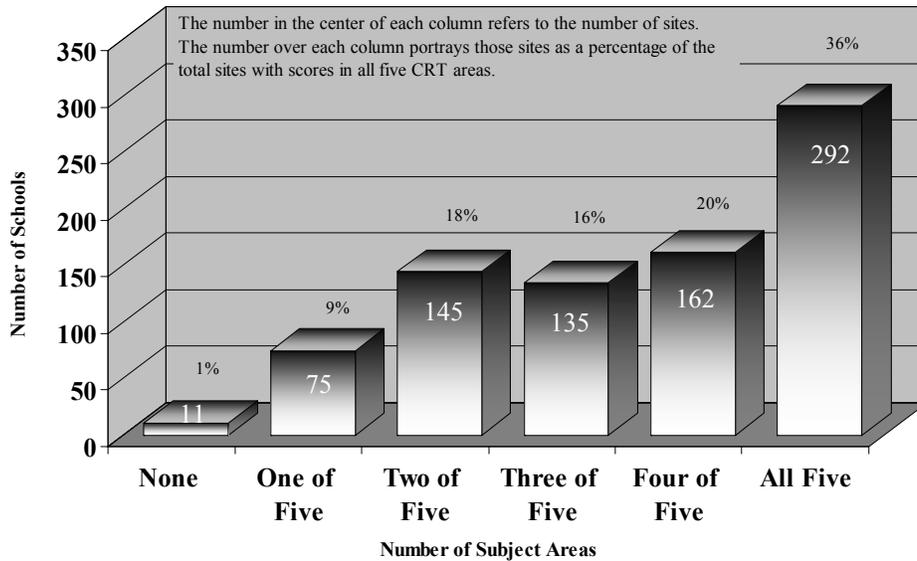
Historically, 5th grade sites have the better performance on this benchmark. Thirty-six percent of the 5th grade sites and twenty-nine percent of the 8th grade sites were able to achieve five-out-of-five on the Performance Benchmark. While many schools do perform well on the OCCT, there is great concern for the few that do not. There were 86 elementary schools (10.5%) and 26 middle schools/junior highs (4.9%) that had 70% of their students to score satisfactory and above on only one or no subject areas tested under the OCCT.

The difference in performance from one community to another can also be noted in the table at the bottom of both Figures 71 and 72. In 5th grade, districts with the B1 community grouping designation had 79.5% (62 of 78) of sites achieving a five-out-of-five on the Performance Benchmark, whereas, only 18.2% (18 of 99) of the schools from districts with the designation of G2 achieved this level of performance. In 8th grade, districts with the C1 (9 of 9) community grouping designations lead the pack on the Performance Benchmark with 100% of sites offering 8th grade achieving a five-out-of-five. Community group H2 had the lowest percentage of site achieve five-out-of-five at 13.6% (9 of 66).

Only fourteen schools for 2008-09 were unable to meet the benchmark in any of the subjects areas tested in both 5th and 8th grade. While this is quite higher than the three schools in 2007-08 that could not meet the benchmark in any subject, it is still better than 23 schools that were unable to meet the benchmark in any of the subject areas tested in both 5th and 8th grade in 2006-07.

In past years, 5th grade has had a significantly lower percentage of sites having students meeting the 70% benchmark in all subjects tested. For 2008-09, this percentage is much closer to the other grades administering the CRTs.

Figure 71
Fifth Grade Criterion-Referenced Test (CRT)
Schools with 70% or More of Students Scoring Satisfactory and Above
On the Oklahoma Core Curriculum Test by Number of Subject Areas
2008-09
(Regular Education Full Academic Year Students Only)

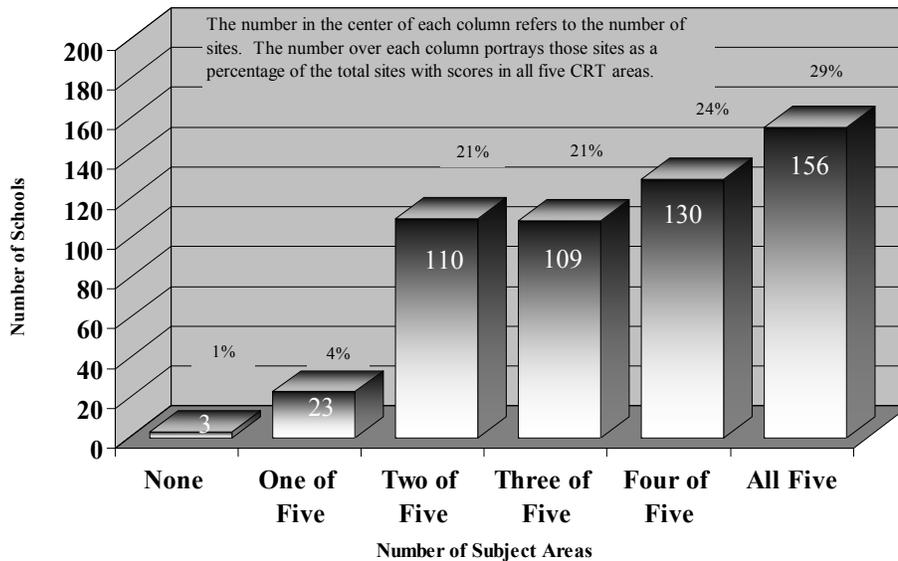


Number of School Sites Scoring Satisfactory by Size of the District in which the Site Operates

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas						Total
		None	One	Two	Three	Four	All Five	
25,000 or More	A2	9	28	21	16	16	25	115
10,000 - 24,999	B1	0	0	5	4	7	62	78
	B2	0	2	9	12	15	21	59
5,000 - 9,999	C1	0	0	3	1	5	26	35
	C2	0	4	6	4	8	9	31
2,000 - 4,999	D1	0	0	4	6	8	20	38
	D2	0	3	7	5	3	13	31
1,000 - 1,999	E1	0	0	3	5	11	16	35
	E2	0	1	15	12	6	8	42
500 - 999	F1	0	1	4	4	6	15	30
	F2	1	4	18	17	15	18	73
250 - 499	G1	0	1	5	10	21	12	49
	G2	1	12	29	20	19	18	99
Less than 250	H1	0	0	1	2	8	13	24
	H2	0	19	15	17	14	16	81
Total Sites	All	11	75	145	135	162	292	820

Data Source: Oklahoma State Department of Education.

Figure 72
Eighth Grade Criterion-Referenced Test (CRT)
Schools with 70% or More of Students Scoring Satisfactory and Above
On the Oklahoma Core Curriculum Test by Number of Subject Areas
2008-09
(Regular Education Full Academic Year Students Only)



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

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas						Total
		None	One	Two	Three	Four	All Five	
25,000 or More	A2	3	7	12	3	3	6	34
10,000 - 24,999	B1	0	0	0	0	2	18	20
	B2	0	0	1	1	4	8	14
5,000 - 9,999	C1	0	0	0	0	0	9	9
	C2	0	0	1	3	1	3	8
2,000 - 4,999	D1	0	0	1	4	10	6	21
	D2	0	0	3	3	5	5	16
1,000 - 1,999	E1	0	0	4	3	13	15	35
	E2	0	0	5	9	15	9	38
500 - 999	F1	0	1	3	4	9	13	30
	F2	0	1	19	27	14	10	71
250 - 499	G1	0	0	11	7	12	17	47
	G2	0	7	29	21	23	19	99
Less than 250	H1	0	0	1	5	8	9	23
	H2	0	7	20	19	11	9	66
Total Sites	All	3	23	110	109	130	156	531

Data Source: Oklahoma State Department of Education.

25% Advanced Performance Benchmark

When the Education Oversight Board initiated the 70% Performance Benchmark for the 1996-97 school year, the benchmark was quite discriminating and only 85 schools offering 8th grade held the distinction. With the passing of time, teachers, counselors, and administrators have worked very hard to improve the performance of students; however, the testing companies contracted to design and score the tests and the rigor of some subjects included in the state testing program have also changed. Over the years, a school's achieving the 70% Performance Benchmark has become much more common and the Education Oversight Board felt the need to establish a more rigorous point of reference. Beginning with the *Profiles 2007*, the board adopted the 25% Advanced Performance Benchmark or 25% of Regular Education students achieving a score of advanced in all subject areas tested to identify those truly superior schools. Below are the results of the Education Oversight Board's new 25% Advanced Performance Benchmark by grade level. Now in its third year, this benchmark is displayed as a star on the Office of Accountability's *2008/09 School Report Cards*.

Ninety-five (95) sites (3rd through 8th) achieved the 25% Advanced Performance Benchmark up from 52 sites in 2006-07. Thirteen school sites in the state have multiple grades making the advanced benchmark. Seventh grade school sites lead all grades in 2008-09 with 51 sites or 9.5% of all 7th grade sites meeting the advanced benchmark. This is up from 2007-08 when only 23 sites or 4.3% met the advanced benchmark. Fifth grade sites had the 2nd most school sites meet the advanced benchmark at 20 while 6th grade sites had the 2nd highest percentage at 2.5%. There were 60 stars in 2006-07, 106 stars in 2007-08, and 110 stars in 2008-09.

Figure 73
Schools with 25% or More of Students Scoring Advanced
On All Subject Areas Tested by the Oklahoma Core Curriculum Test
By Grade
2008-09
(Regular Education Full Academic Year Students Only)

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Number of Sites	6	11	20	15	51	7
Percent of Sites	0.7%	1.3%	2.4%	2.5%	9.5%	1.3%

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 governing board. The performance results are only provided for groups. NAEP is forbidden by federal law from reporting results at the individual student, school, or district level. All NAEP assessment questions are based upon 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 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. Starting with the 2003 testing cycle, all states are required to participate in NAEP.

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

Figure 74

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

Year	Math		Reading		Science		Writing	
	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
2003	Tested	Tested	Tested	Tested				
2005	Tested	Tested	Tested	Tested	Tested	Tested		
2007	Tested	Tested	Tested	Tested				Tested
2009	Tested	Tested	Tested	Tested	Tested	Tested		
2011	Planned	Planned	Planned	Planned			Planned	Planned
2013	Planned	Planned	Planned	Planned	Planned	Planned		
2015	Planned	Planned	Planned	Planned			Planned	Planned
2017	Planned	Planned	Planned	Planned	Planned	Planned		

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

Oklahoma's Relative Rank

NAEP is an enormously important evaluation instrument for Oklahoma. It is the only means by which Oklahoma can judge its progress relative to that of the nation at the elementary school level. Although some subjects are improving, Oklahoma's overall performance seems to be falling behind that of the nation as a whole.

On the 2009 NAEP reading test, Oklahoma's as well as the nation's 4th grade scores are lower than the 8th grade test score. Oklahoma fourth grade students scored 217 compared to 220 for their national counterparts. 4th grade reading scores for 2009 are the same as they were in 2007 in Oklahoma and the United States. Oklahoma's 4th grade rank fell one place from 36th in 2007 to 37th in 2009. Oklahoma's 4th grade scores have risen 4 scale points since 2002 and the nation's scores have only increased 3 scale points over the same period. This indicates that since 2002 our 4th grade students have improved slightly compared to the nation (Figure 75). The 8th grade score in Oklahoma was one scale point lower than the nation's in 2002 – 262 to 263. For 2009, Oklahoma 8th graders scored 259 compared to 262 for the nation – a three scale point difference. The 2009 score is one point less than in 2007 for Oklahoma and up one point for the nation for the same time period. Oklahoma's 8th grade score ranks 38th in 2009 down from 32nd in 2007.

Oklahoma's math scores on NAEP have been on the rise; however, the nation's gains have overshadowed Oklahoma's (Figure 75). In 4th grade, Oklahoma scores have increased 13 points from 2000 to 2009 and the nation's have increased 15 points, meaning Oklahoma's 4th graders have fallen off the pace by two points. Scores for 4th graders were the same in 2009 as they were in 2007 for both Oklahoma and the United States. Thirteen states had scale scores lower than Oklahoma's on the 4th grade NAEP math test. Figure 75 shows that Oklahoma's scale score had increased only six points since 2000 and the nation's had increased ten points over the same period. Oklahoma's 8th graders had fallen off the nation's pace by four standard scores on the NAEP test. Nine states had lower scores on the NAEP 8th grade mathematics test than did Oklahoma (Appendix E). Oklahoma did increase its math test score rank in 8th grade from 2007 to 2009 by one point while the nation increased by two points. The 4th grade rank decreased from 33rd to 36th while the 8th grade rank increased from 38th to 33rd.

The 2009 NAEP science results were not available at the printing time for this report and NAEP did not conduct a science test in 2007. The most recent test for science was given in 2005. Oklahoma fared slightly better on the 2005 science test when compared to the nation. In 4th grade, Oklahoma came in about the middle of the pack, out-scoring the nation by one scale score (Oklahoma 150; Nation 149). In 8th grade, Oklahoma's 147 matched the national average (Figure 75). Oklahoma ranked 26th for both the 4th grade and 8th grade science tests in 2005.

Writing was not tested as part of NAEP in 2009 and 4th grade writing was not given in 2007. The 2007 8th grade writing results show that Oklahoma's score of 153, up from 150 in 2002, ranked them roughly in the middle of states tested (Appendix E). The national average was 154, up from 152 in 2002. The 4th grade 2002 writing results were less encouraging. Oklahoma's score of 142 was near the bottom of states tested. Only three states scored lower than Oklahoma. Oklahoma's 4th grade writing score was 11 points below the national average of 153.

Oklahoma's Results by Race

The NAEP results were also released by race and again it is important to analyze Oklahoma's outcomes relative to the nation. Figure 75 also looks at and compares both Oklahoma's and the nation's trends over time on a race-by-race basis. In many subject areas and across all racial categories, even in those areas where Oklahoma is making noticeable gains, the nation is outpacing Oklahoma. There are, however, pockets where Oklahoma is doing quite well and above the national averages.

Reading results show the most increases by racial categories. All races in Oklahoma are gaining ground on their national counterparts in 4th grade from 2002 to 2009. Black and American Indian students in 8th grade are also showing improvement over their national counterparts. Oklahoma's American Indian students have the most consistent improvement over time and perform most competitively with their national counterparts. In all grades and subjects that are available, only 4th grade writing shows the national test scores above Oklahoma's scores for American Indians. All other test scores for American Indians are higher in Oklahoma than in the nation.

Figure 75
National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation

WRITING RESULTS					
Grade 4					
	All	White	Black	American Indian	Hispanic
2002 Oklahoma	142	148	128	137	130
2002 Nation	153	159	139	138	140
Oklahoma Relative to Nation 2002	-11	-11	-11	-1	-10
Grade 8					
	All	White	Black	American Indian	Hispanic
2007 Oklahoma	153	156	141	151	143
2002 Oklahoma	150	154	135	144	135
Change	+3	+2	+6	+7	+8
2007 Nation	154	162	140	143	141
2002 Nation	152	159	134	138	135
Change	+2	+3	+6	+5	+6
Oklahoma Relative to Nation Change 2002 to 2007	+1	-1	0	+2	+2

Figure 75 (continued)
National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation

READING RESULTS					
Grade 4					
	All	White	Black	American Indian	Hispanic
2009 Oklahoma	217	223	197	215	207
2007 Oklahoma	217	223	204	213	198
2005 Oklahoma	214	219	197	211	204
2003 Oklahoma	214	220	195	206	200
2002 Oklahoma	213	220	188	209	197
<i>Change</i>	+4	+3	+9	+6	+10
2009 Nation	220	229	204	206	204
2007 Nation	220	230	203	206	204
2005 Nation	217	228	199	205	201
2003 Nation	216	227	197	202	199
2002 Nation	217	227	198	207	199
<i>Change</i>	+3	+2	+6	-1	+5
Oklahoma Relative to Nation Change 2002 to 2009	+1	+1	+3	+7	+5
Grade 8					
	All	White	Black	American Indian	Hispanic
2009 Oklahoma	259	264	247	258	246
2007 Oklahoma	260	266	243	256	241
2005 Oklahoma	260	265	243	254	247
2003 Oklahoma	262	267	240	257	250
2002 Oklahoma	262	268	238	258	251
<i>Change</i>	-3	-4	+9	0	-5
2009 Nation	262	271	245	252	248
2007 Nation	261	270	244	248	246
2005 Nation	260	269	242	251	245
2003 Nation	261	270	244	248	244
2002 Nation	263	271	244	252	245
<i>Change</i>	-1	0	+1	0	+3
Oklahoma Relative to Nation Change 2002 to 2009	-2	-4	+8	0	-8

Figure 75 (continued)
National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation

MATH RESULTS					
Grade 4					
	All	White	Black	American Indian	Hispanic
2009 Oklahoma	237	241	222	234	229
2007 Oklahoma	237	242	220	234	227
2005 Oklahoma	234	240	217	229	226
2003 Oklahoma	229	235	211	225	220
2000 Oklahoma	224	229	205	221	211
Change	+13	+12	+17	+13	+18
2009 Nation	239	248	222	225	227
2007 Nation	239	248	222	228	227
2005 Nation	237	246	220	227	225
2003 Nation	234	243	216	224	221
2000 Nation	224	233	203	207	207
Change	+15	+15	+19	+18	+20
Oklahoma Relative to Nation					
Change 2000 to 2009	-2	-3	-2	-5	-2
Grade 8					
	All	White	Black	American Indian	Hispanic
2009 Oklahoma	276	282	261	269	263
2007 Oklahoma	275	280	258	269	259
2005 Oklahoma	271	278	249	267	257
2003 Oklahoma	272	278	249	265	258
2000 Oklahoma	270	274	245	267	260
Change	+6	+8	+16	+2	+3
2009 Nation	282	293	261	266	266
2007 Nation	280	291	260	264	265
2005 Nation	278	288	254	266	261
2003 Nation	276	287	252	265	258
2000 Nation	272	283	243	263	252
Change	+10	+10	+18	+3	+14
Oklahoma Relative to Nation					
Change 2000 to 2009	-4	-2	-2	-1	-11

Figure 75 (continued)
National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation

SCIENCE RESULTS					
Grade 4					
	All	White	Black	American Indian	Hispanic
2005 Oklahoma	150	157	126	147	137
2000 Oklahoma	151	157	127	145	135
<i>Change</i>	-1	0	-1	+2	+2
2005 Nation	149	161	128	139	132
2000 Nation	145	158	121	135	121
<i>Change</i>	+4	+3	+7	+4	+11
Oklahoma Relative to Nation Change 2000 to 2005	-5	-3	-8	-2	-9
Grade 8					
	All	White	Black	American Indian	Hispanic
2005 Oklahoma	147	155	120	139	132
2000 Oklahoma	149	155	125	142	129
<i>Change</i>	-2	0	-5	-3	+3
2005 Nation	147	159	123	134	127
2000 Nation	148	159	120	146	125
<i>Change</i>	-1	0	+3	-12	+2
Oklahoma Relative to Nation Change 2000 to 2005	-1	0	-8	+9	+1

Oklahoma Black student test scores outpace the nation in 8th grade writing and 4th grade reading but are very similar to the nation for most of the other grades and subjects. Hispanic student test scores are higher in Oklahoma for 4th grade science, 4th grade math, 4th grade reading, 8th grade writing, and 8th grade science. While still lagging the nation, math scores in both 4th and 8th grades are showing strong signs of improvement over time for all races. The challenge to Oklahoma educators is to not only increase test scores but to out-pace any gains made at the national level and then eventually out-score the nation.

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 76 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 prior to 2005 focused on the percentage of students that perform at the Proficient and above level (Proficient and Advanced combined). Until the release of the 2002 NAEP results, Oklahoma generally performed slightly behind the nation in the percentage of students scoring Proficient and above. Oklahoma generally did a better job than the nation at pulling kids from the Below Basic category into the Basic and higher categories. It could be construed that Oklahoma was "holding its own" relative to the nation if the percentage of students in the Basic and above were taken into consideration. In almost all grades and subjects, Oklahoma has lowered the percentage of students in the Below Basic category. For 2009, only in 8th grade math does Oklahoma have a higher percentage of students in the Below Basic category than the nation.

Looking at the results by subject area, Oklahoma's performance on the writing test (Figure 76) has improved slightly over the past 5 years. In 2002 for 8th grade, Oklahoma and the nation had the same percentage (16%) of students scoring Below Basic and Oklahoma out performed the nation by only three percentage points (57% to 54%) scoring Basic. With the release of the 2007 results, the percentage of Oklahoma's 8th grade students scoring Below Basic had improved to 11%, a five percentage point increase and the nation had improved three percentage points to 13%, meaning Oklahoma improved slightly better than the nation. Looking at the percentage scoring Basic only, the nation had gained three percentage points to Oklahoma's six. This gives Oklahoma a Basic score of 63% in 2007. The percentage scoring Proficient and above, the nation had gained one percentage point while Oklahoma stayed the same, putting the nation at 31% and Oklahoma at 27%.

Fourth grade writing was only tested in 2002 and the results there are less encouraging. Oklahoma lagged by six percentage-points (21% to 15%) in the Below Basic category and by 11-percentage-points (16% to 27%) in the Proficient and above category. Hopefully, Oklahoma will see further improvements in all categories including Proficient and above.

The results for 4th grade reading show little change over the past 10 years. Oklahoma students as well as students nationally show virtually no change from 2002 to 2005. Each of these three years, Oklahoma 4th grade students performed at the 60% level for Basic and above and 62% for the nation. Proficient and above was 26% in Oklahoma and 29% nationally from 2002 to 2005. In 2007, Oklahoma's percentage scoring Basic and above has increased five percentage points to 65% and the nation's had increased four percentage points to 66%. These percentages remained the same for 2009. Oklahoma increased one percentage point from 2007 to 2009 in the percentage of students scoring Proficient or above rising to 27%. The nation remained the same over the same period at 31%.

While there was no change in the percentage of 8th grade reading Basic and above scores in Oklahoma between 2005 and 2007, in 2009 Basic and above did increase one percentage point. Nationwide, the percentage of Basic and above increased two percentage points from 2005 to 2007 and one percentage point from 2007 to 2009. Since 2002, the national levels of 8th grade reading at Basic and above have

hovered between 71% and 74%. From 2007 to 2009 the percentage of Oklahoma's students scoring in the Basic category increased one percentage point from 46% to 47% and the percentage in the Proficient and above category remained the same at 26%. The nation's 8th grade students scoring Basic remained at 43% from 2007 to 2009 while students scoring Proficient and above increased one percentage point from 29% to 30%.

Mathematics is the subject in which Oklahoma's scores have improved most dramatically. The nation, however, has improved at an even greater rate. Oklahoma has gone from being slightly ahead of the nation in the Basic and above category in both 4th and 8th grade to being below the nation in both Basic and above and Proficient and above in 2009. In 2000, 64% of Oklahoma's 8th grade students scored Basic or above compared to 65% of the nation's 8th graders. By 2009, Oklahoma had increased to 68% of their students scoring in this range but the nation had risen to 71%. For 2000, in the Proficient or above category, Oklahoma's 8th graders trailed just seven percentage points behind the nation, 19% to 26%. By 2009, Oklahoma's 8th graders lagged by nine percentage points, 23% to 32%.

A similar trend is seen in the 4th grade but it can be viewed in a slightly different way. The nation is doing a slightly better job of shifting students out of the below basic category but Oklahoma is doing better shifting students into the Proficient and above range. In 2000, the nation had 33% of 4th grade students scoring in the Below Basic category. By 2009, this was down to 19%, a 14 percentage point decrease. In Oklahoma in 2000, 31% of students scored in the Below Basic category. By 2009, this was also down to 18%, but that represents a 13 percentage point drop. Looking at Proficient and above, the nation in 2000 had only 25% of 4th graders score in this range. However, by 2009, the nation had 39% of students scoring in this range, a 14 percentage point increase. In Oklahoma in 2000, 16% of students scored in the Proficient or above range compared to 33% in 2009, a 17 percentage point increase. Hopefully, these changes will continue and Oklahoma will be able to enjoy an advantage over the nation in subsequent testing cycles.

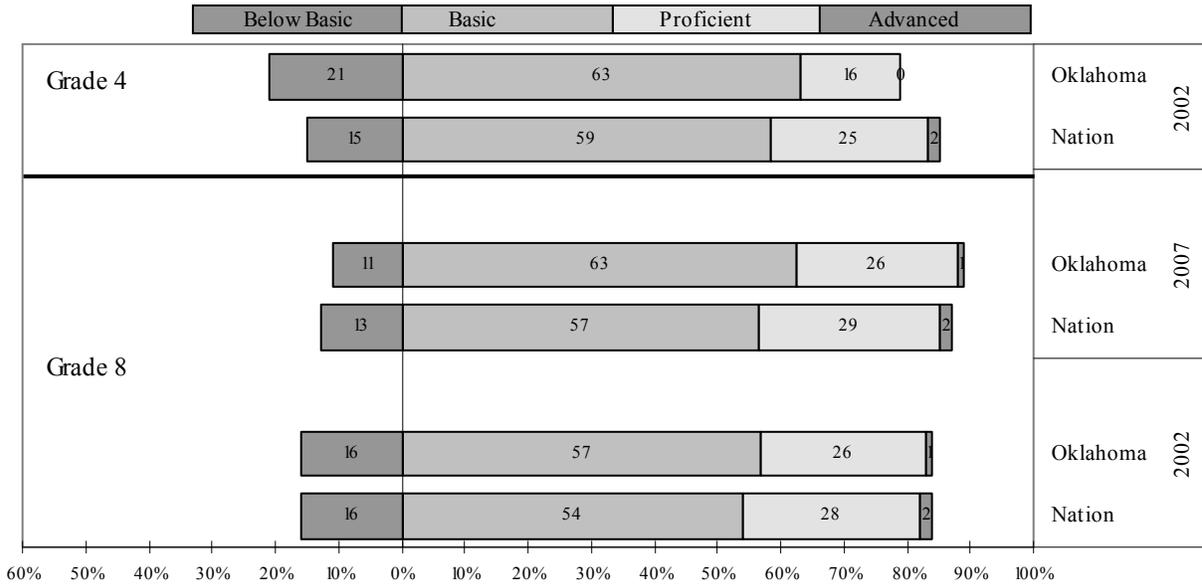
The 2009 NAEP science results were not available at the printing time for this report and NAEP did not conduct a science test in 2007. The 2005 science results show that Oklahoma had a slightly larger percentage of students in the Basic category in 4th grade than did the nation, 42% to 39% and 32% to 30% in 8th grade. This made Oklahoma very similar to the nation in the Basic and above category, 67% to 66% in the 4th grade and the same at 57% in the 8th. Oklahoma did not do as well in the Proficient and above category. Oklahoma's 8th graders lagged the nation by two percentage points (25% to 27%) with 4th graders also falling below by the same two percentage points (25% to 27%).

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

NAEP scores for all states are located in Appendix E.

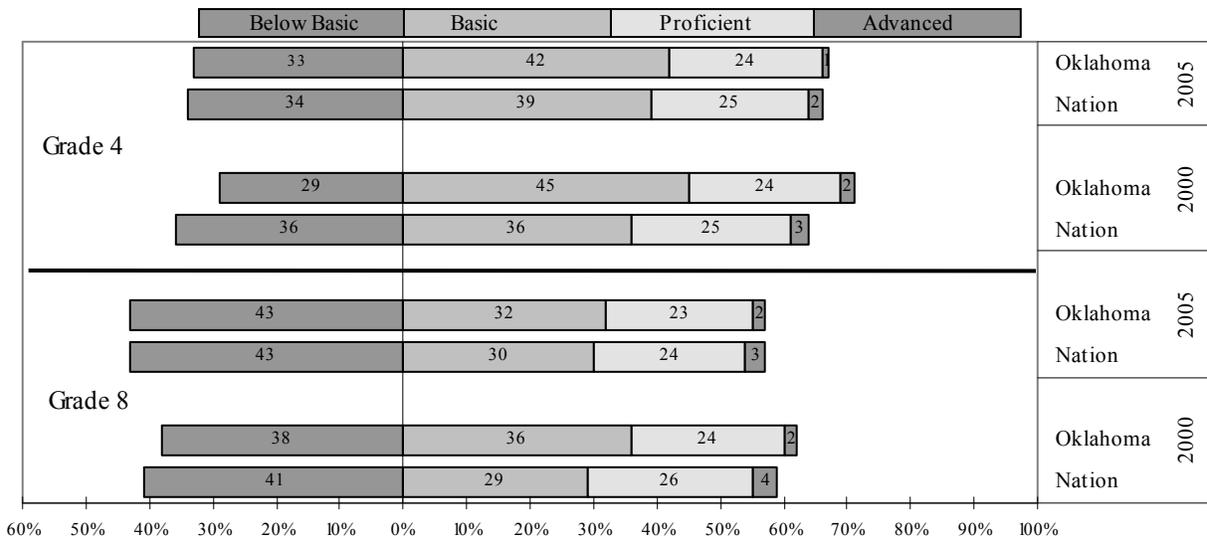
Figure 76
National Assessment of Educational Progress (NAEP)
Test Results by Achievement Level

Writing Results



Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Writing 2002*, Figures 2.8 & 2.9. *The Nation's Report Card, Writing 2007*, Figure 11.

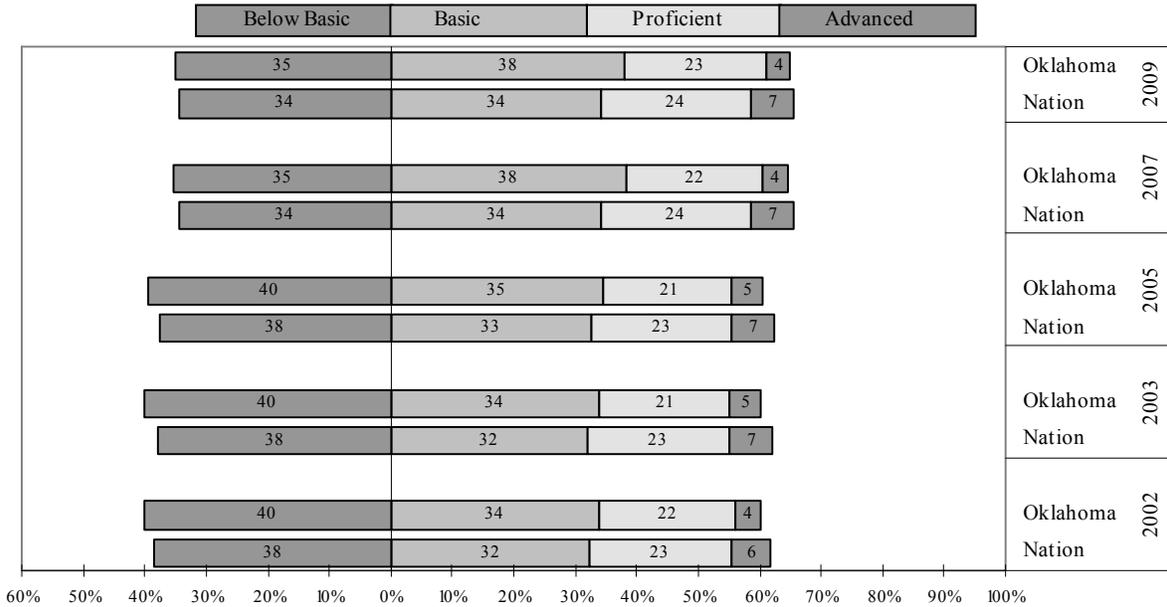
Science Results



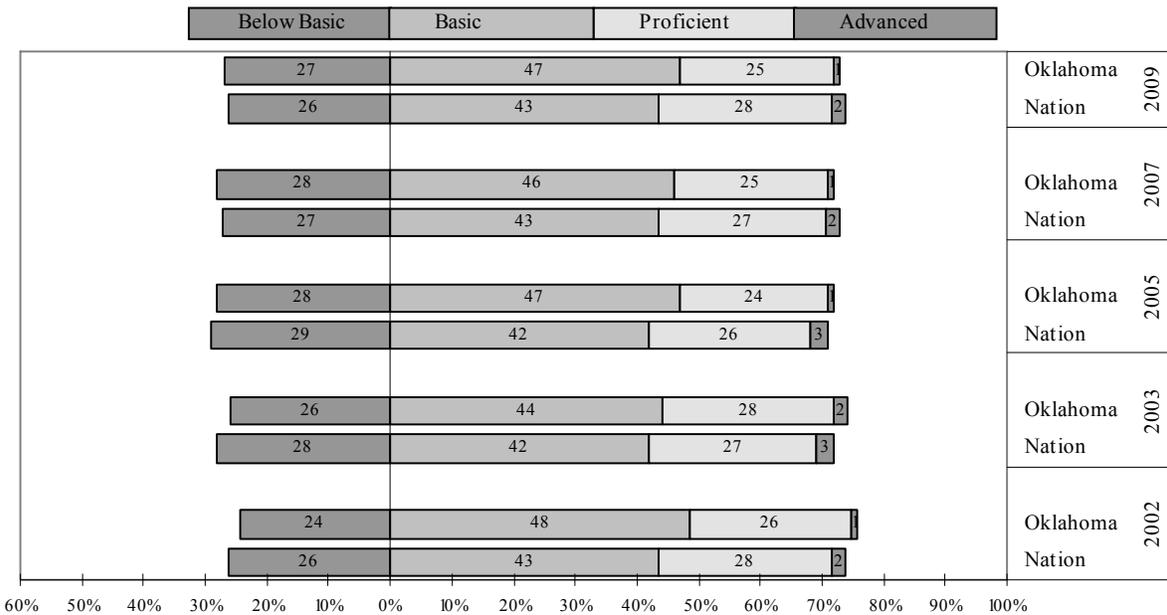
Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Science 2000 - Report for Oklahoma*, Figures 3A & 3B. *The Nation's Report Card, Science 2005*, Figures 12 & 22.

Figure 76 (continued)
National Assessment of Educational Progress (NAEP)
Test Results by Achievement Level

4th Grade Reading Results



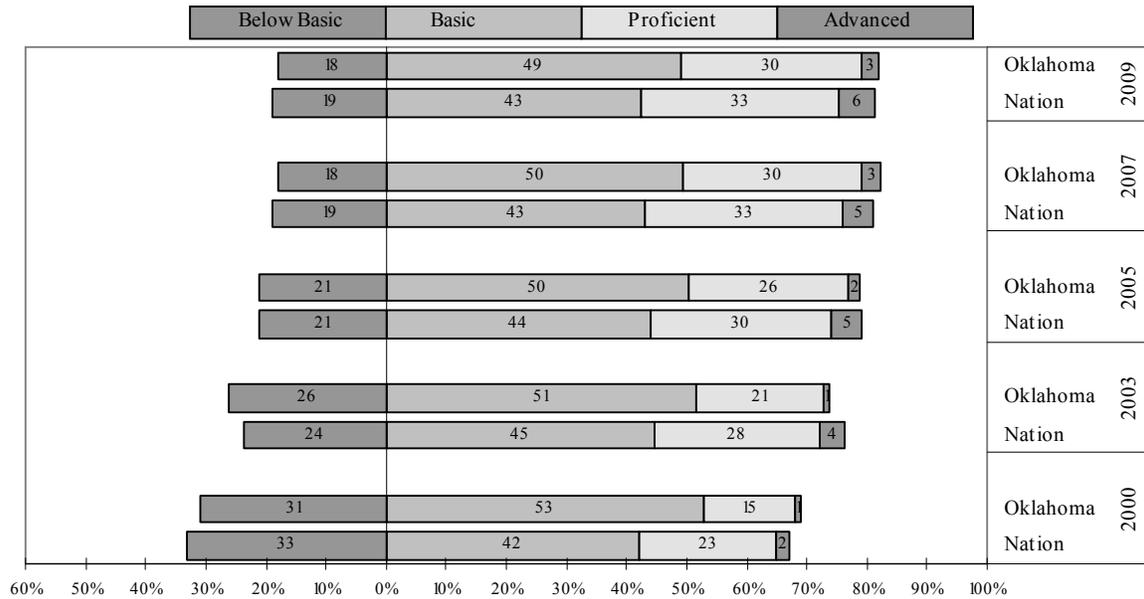
8th Grade Reading Results



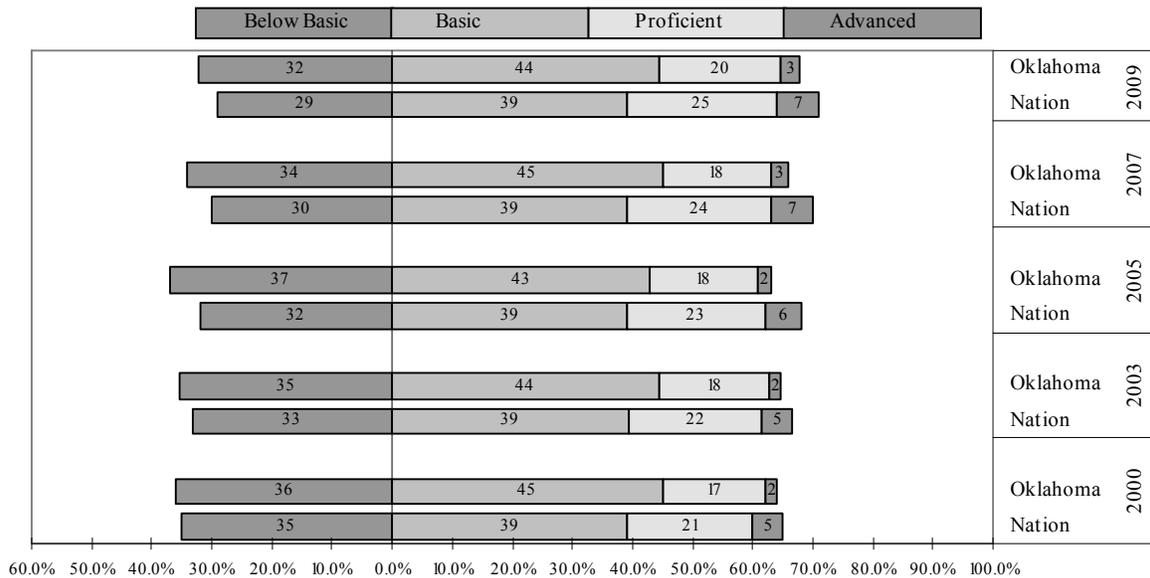
Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Reading 2002 - Report for Oklahoma*, Figures 28 & 2.9. *The Nation's Report Card, Reading Highlights 2003*, Figures 3 & 4. *The Nation's Report Card, Reading 2005*, Figures 11 & 12. *The Nation's Report Card, Reading 2007*, Figures 10 & 20. *The Nation's Report Card, Reading 2009*, Figures 11 & 23.

Figure 76 (continued)
National Assessment of Educational Progress (NAEP)
Test Results by Achievement Level

4th Grade Math Results



8th Grade Math Results



Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Math 2000 - Report for Oklahoma*, Tables 2A & 2B. *The Nation's Report Card, Mathematics Highlights 2003*, Figures 3 & 4. *The Nation's Report Card, Mathematics 2005*, Figures 11 & 12. *The Nation's Report Card, Mathematics 2007*, Figures 10 & 20. *The Nation's Report Card, Mathematics 2009*, Figures 11 & 23.

HIGH SCHOOL PERFORMANCE MEASURES

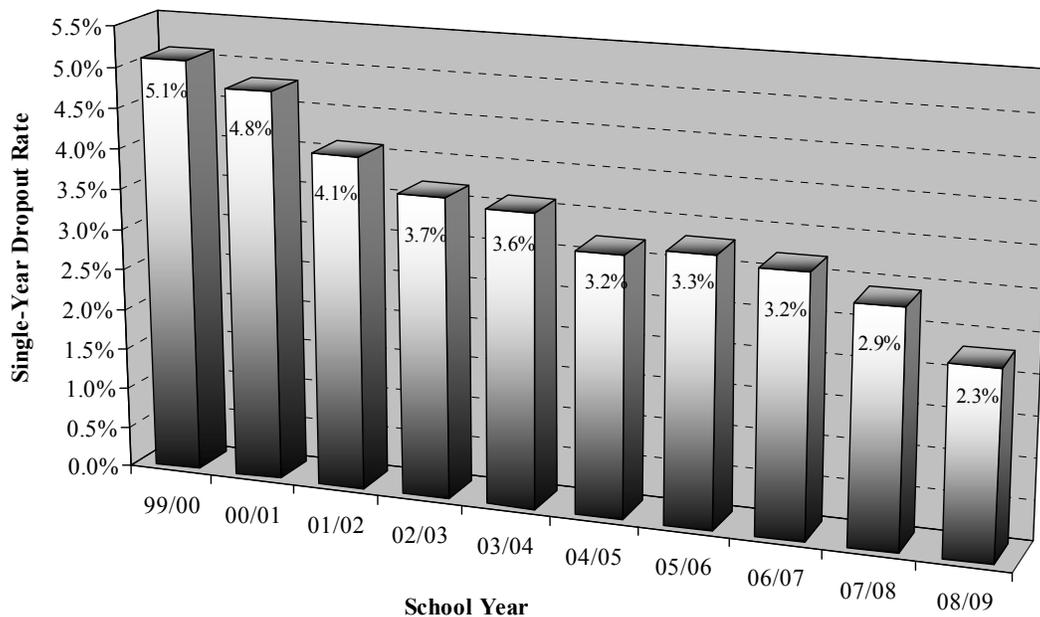
High School Dropout Rates

There are a number of ways to calculate high school dropout rates. Two of these rates are a single-year dropout rate and a four-year dropout rate. The most holistic methodology follows students through their entire high school careers. 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 four-year dropout rate. Oklahoma does have a student record data system in place to calculate this type of rate but more time is needed to have a cohort complete a cycle needed to use this method. Starting with *Profiles 2005*, the Office of Accountability derived a four-year methodology which closely approximates this measure.

Single-Year High School Dropout Rate

Historically, Oklahoma has reported dropout activity as a single-year occurrence. Oklahoma State Statutes (§70-35e), require dropouts to be reported annually. The statutes require that the total number of dropouts be tabulated by district, by grade. In an effort to make the numbers meaningful, the dropout counts are then compared to the district’s fall enrollment by grade. The numbers are aggregated to generate state-level numbers. The statutory definition for a high 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.”

Figure 77
Oklahoma Single-Year Dropout Rates
1999/2000 through 2008/09



Data Source: Oklahoma State Department of Education.

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 single-year high school dropout rates (grades 9 through 12) are graphed in Figure 77. These rates have dropped during the ten years measured under this methodology.

Four-Year High School Dropout Rate

For over a decade, the Education Oversight Board has been concerned with dropout rates only being expressed as a single-year event. The common perception of a high school dropout rate is the percentage of a graduating class that drops out of school over the course of their high school careers. Single-year dropout figures are deceiving because the rates must be adjusted for the entire four year high school time span to get the graduating class perspective of the percentage of students lost. For this reason, the Office of Accountability has calculated a four-year high school dropout rate starting with the *Profiles 2005* report series.

Figure 78
Four-Year High School Dropout Rates
by Community Group
Class of 2009

Size of District in ADM	Community Group Designation	Class of 2009 Enrollment	Class of 2009 Dropouts	Class of 2009 Dropout Rate
25,000 or More	A2	4,039	893	22.1%
10,000 - 24,999	B1	5,867	652	11.1%
	B2	3,437	394	11.5%
5,000 - 9,999	C1	3,249	349	10.7%
	C2	1,621	292	18.0%
2,000 - 4,999	D1	4,295	585	13.6%
	D2	3,169	545	17.2%
1,000 - 1,999	E1	3,348	240	7.2%
	E2	3,904	506	13.0%
500 - 999	F1	1,330	92	6.9%
	F2	3,550	340	9.6%
250 - 499	G1	1,027	69	6.7%
	G2	2,239	166	7.4%
Less than 250	H1	291	38	13.1%
	H2	848	62	7.3%
Total	All	42,214	5,223	12.4%

Data Source: Oklahoma State Department of Education

First, the total number of dropouts for a graduating class was calculated by adding the dropout counts (under age 19) for the 9th, 10th, 11th, and 12th grades over the previous four-year period, respectively. This sum was labeled “legal dropouts”. The four-year dropout rate for a given graduating class is then generated by dividing legal dropouts by the sum of their graduates plus legal dropouts. It is assumed that this denominator accounts for all members of the graduating class except for those who were dropped from the rolls for legitimate reasons. These reasons may have included mobility over the four-year period, students who dropped out after reaching age 19, students who died, or those who were taken off the rolls for other legitimate reasons.

The statewide four-year dropout rate was 12.4%, eight-tenths of a percentage point decrease from the previous year. Oklahoma’s four-year dropout rate varies greatly by Community Group (Figure 78). Oklahoma’s two largest school districts (Oklahoma City and Tulsa), have a 22.1% four-year dropout rate. School districts between 250 and 499 students and a below the state average participation in the Free or Reduced Price Lunch Program (Community Group G1) have only a 6.7% four-year dropout rate.

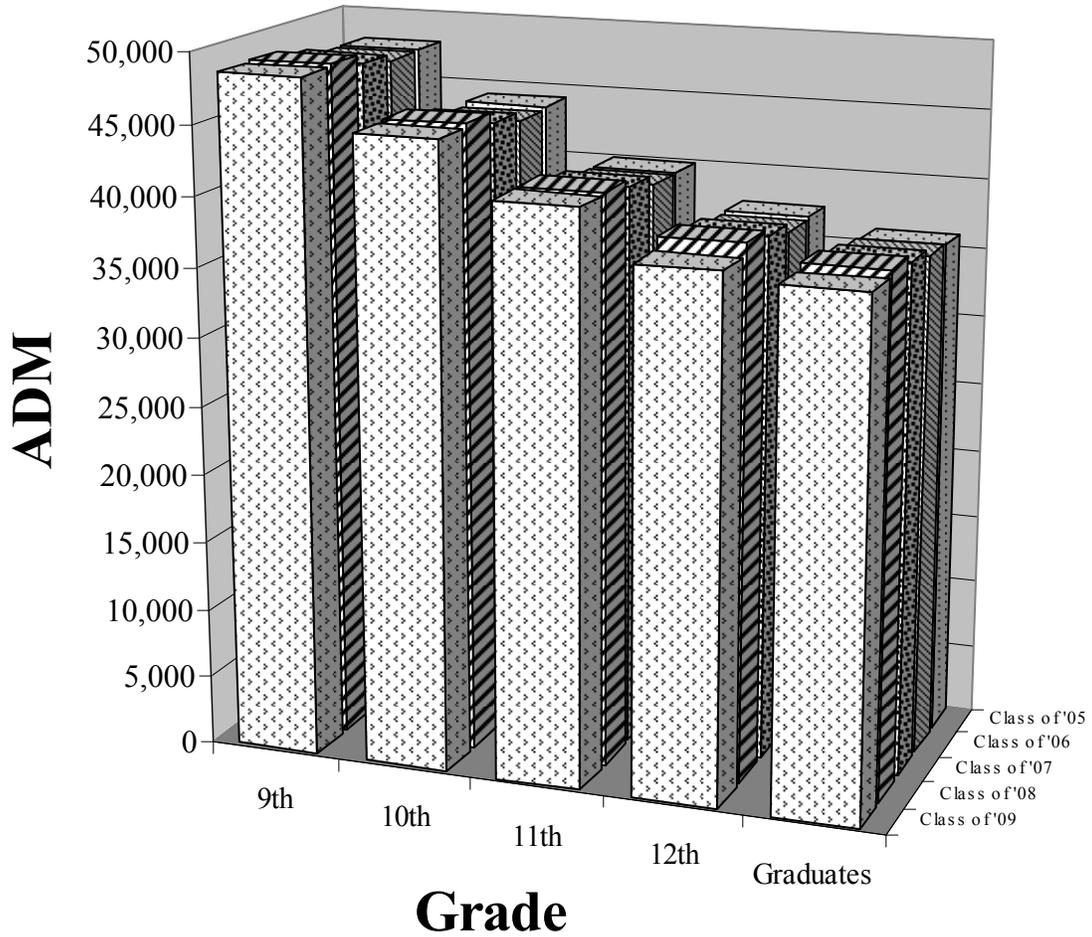
Dropout rates also vary greatly from site to site and county to county across the state (Figure 80). Based upon the four-year methodology (9th through 12th grade), the Class of 2009 had five high schools in the state with a dropout rate above 40%. However, 102 Oklahoma high schools (22%) did not report a single dropout over the four year period for the Class of 2009.

Low four-year dropout rates are more predominant in northern and western Oklahoma but other parts of the state have their fair share of low four-year dropout rates. Atoka and Cimarron Counties had zero dropouts for the Class of 2009. Three counties (Adair, Kay, and Okfuskee) had a four-year dropout rate of 20% or higher (Figure 80).

Student Attrition

Although Oklahoma’s statewide student record keeping system has not been in place long enough to calculate a precise 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 79 shows ADM counts for five graduating classes, 2005 through 2009, as they progressed through the grades. The table shows that, on average, 23.9% 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, home schooling and even death), however, the four-year dropout rate shows that 12.4% of the students are lost as the result of a dropout. There is a bit of a paradox regarding student loss and the reporting of student dropout rates. There are many ways to calculate student loss. Single-year student dropout rates have declined in each of the last four years (Figure 77) and are much lower than ten years ago. Student attrition figures have been declining until this year. The number of graduates also declined slightly this year. The decline in graduates coupled with larger classes coming through in the lower high school grades has created this slight deviation in the recent trend of improving student attrition.

Figure 79
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 '05	47,800	44,111	39,869	37,358	36,021	-24.6%
Class of '06	47,680	43,876	39,944	37,245	36,251	-24.0%
Class of '07	48,232	44,555	40,650	37,897	36,846	-23.6%
Class of '08	48,863	45,310	41,252	38,477	37,403	-23.5%
Class of '09	48,694	45,097	41,144	37,659	36,991	-24.0%
Five-Year Average	48,254	44,590	40,572	37,727	36,702	-23.9%

Data Source: Oklahoma State Department of Education

National Attrition Rate

As alarming as Oklahoma's attrition rate may seem, its rate is lower than the nation's. However, only three of the surrounding states, Colorado, New Mexico, and Texas, have higher attrition rates than Oklahoma. Figure 81 shows the attrition rates for the nation, Oklahoma, and the surrounding states using data provided by the National Center for Education Statistics (NCES). Figure 81 reports on the Graduating Class of 2008 which is the most current data available at the national level.

Figure 81
Statewide Student Loss 9th Grade through Graduation
Oklahoma Compared to Nation and Surrounding States
Graduating Class of 2008
Based on Fall Enrollment

Grade	Fall Enrollment				Estimated Graduates	% Loss 9th - Grad.
	9th	10th	11th	12th		
<i>Nation</i>	4,281,345	3,866,158	3,551,445	3,374,786	3,010,890	-29.7%
Arkansas	38,279	37,331	33,902	30,708	29,480	-23.0%
Colorado	64,446	59,962	56,037	55,334	48,040	-25.5%
Kansas	39,293	37,011	34,712	33,149	29,990	-23.7%
Missouri	78,748	73,142	67,341	65,443	60,460	-23.2%
New Mexico	30,134	26,075	22,118	19,594	17,750	-41.1%
Oklahoma	50,035	46,551	42,614	39,321	37,340	-25.4%
Texas	386,182	323,524	290,296	273,867	259,500	-32.8%

Data Source: NCES, Digest of Education Statistics: 2009, Tables 35, 36 and 104; 2008, Table 35; and 2007, Table 35.

Student Attrition by Race and Gender

There are also great differences in the percentage of students lost among ethnic groups during the high school years as well. Figure 82 looks at student loss between 9th grade and graduation for the senior class of 2009 by race and gender. Because enrollment counts by race and gender are only collected using fall enrollment, Figure 82 uses fall enrollment and graduation counts from 2005 through 2008 to assess student loss between 9th grade and graduation. The statewide student loss for the Graduating Class of 2009, using fall enrollment figures, was -25.4%.

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 greatly concerning. Female students have a lower loss rate than males for all racial categories. Hispanic and African American males have a student loss rate above 35.0% while Asian students have a gain (due to the increase of Asian students from 9th to 11th grade).

Figure 82
Statewide Student Loss 9th Grade through Graduation
By Race and Gender
Graduating Class of 2009

Race & Gender	Fall Enrollments				Graduates	% Gain / Loss 9th - Graduation
	9th	10th	11th	12th		
	Fall 2005	Fall 2006	Fall 2007	Fall 2008		
White & Other Male	15,410	14,264	13,326	12,149	11,545	-25.1%
White & Other Female	14,447	13,487	12,754	11,758	11,354	-21.4%
African Am. Male	2,867	2,437	2,074	1,770	1,721	-40.0%
African Am. Female	2,659	2,274	1,989	1,759	1,810	-31.9%
Native Am. Male	4,845	4,535	4,149	3,746	3,509	-27.6%
Native Am. Female	4,642	4,333	3,991	3,675	3,515	-24.3%
Asian Male	419	446	494	463	455	8.6%
Asian Female	411	492	494	461	441	7.3%
Hispanic Male	2,035	1,733	1,530	1,354	1,307	-35.8%
Hispanic Female	1,825	1,645	1,525	1,354	1,334	-26.9%
State Total	49,560	45,646	42,326	38,489	36,991	-25.4%

Data Source: Oklahoma State Department of Education

Graduation Rates

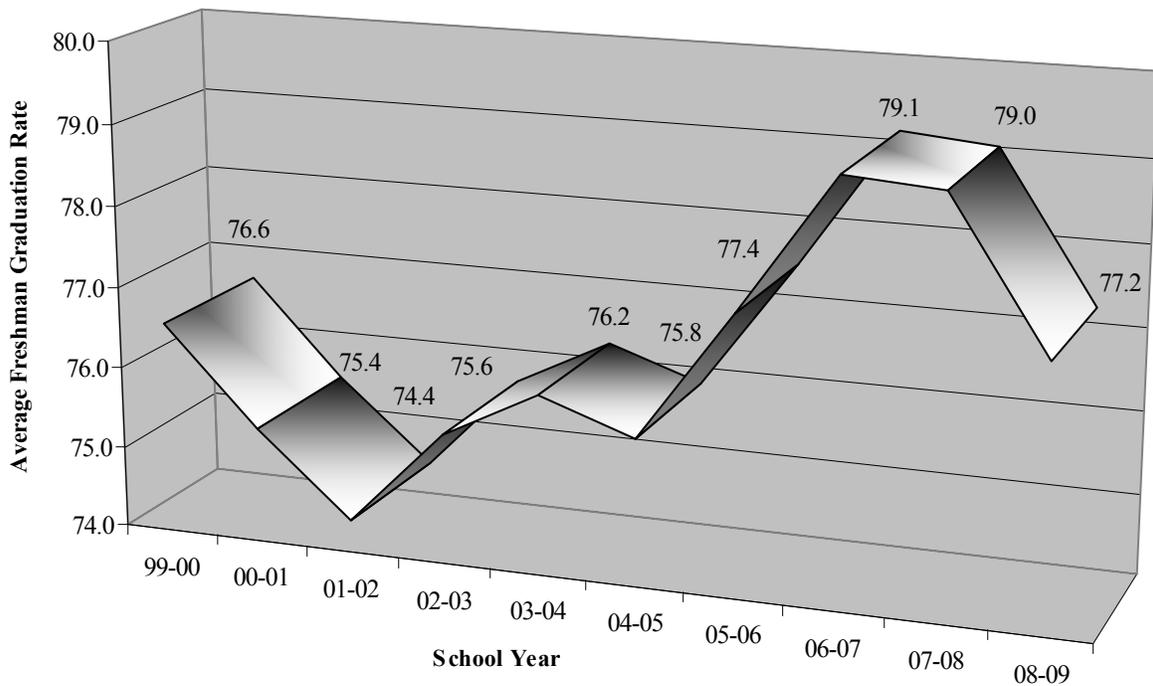
The *Profiles Report Series* use two different methodologies to generate student graduation rates. Average freshman graduation rate is a new methodology recently adopted by the National Center for Education Statistics. It uses the average number of students in 8th, 9th, and 10th grades compared to graduates. This method helps to control the impact of students repeating 9th grade or just entering the public school system from private schools or home-schooling. An old method that has been historically used involves looking at graduates as a percentage of students who started 9th grade four years earlier. This methodology is referred to as the four-year graduation rate and has been discontinued in favor of the new average freshman graduation rate. The other methodology, the senior graduation rate, looks at graduates as a percentage of the 12th grade class and tries to account for student mobility and is currently used on the *District Reports*. The two methodologies are described below.

Average Freshman Graduation Rate

For only the second year, the *State Profiles Report* is including a calculation of an average freshman graduation rate (AFGR). The rate is calculated by dividing current graduates by the cohort average of 8th, 9th, and 10th grade enrollment. For the current school years graduates, 2008-09, this methodology uses the cohort of 8th graders from 2004-05, 9th graders from 2005-06, and 10th graders from 2006-07. This rate has climbed steadily since 2001-02 to 79.1% in 2006-07. Factors including a slightly smaller

graduating class (36,991) combined with larger numbers in the 8th, 9th, and 10th grade cohort enrollment (47,916) have caused this rate to drop to 77.2% for 2008-09. With dropout rates improving, there is reason to believe this factor will rise again. The National Center for Education Statistics began calculating the AFGR in 2006, that same year the Southern Regional Education Board also started using AFGR to monitor progress in southern states.

Figure 83
Average Freshman Graduation Rate



Data Source: Oklahoma State Department of Education

Senior Graduation Rate

Starting in 2005, the *Profiles Series* began using a senior graduation rate, which divides current year graduates by current year graduates plus dropouts for the 12th grade that same year. This methodology closely approximates the 12th grade student body after transfers to other high schools and other legitimate reasons for removal from the roll have been taken into consideration. For 2008-09 the statewide senior graduation rate was 97.8%. This includes the 36,991 graduates and the 819 12th grade dropouts.

Eight counties had no senior dropouts for a 100% senior graduation rate. Five counties had less than 96% senior graduation rate. Counties with high senior graduation rates can be found throughout the state (Figure 84).

The 2008-09 senior graduation rates varied by Community Group and can be found in Figure 85.

Figure 85
Oklahoma Senior Graduation Rate
By Community Group
2008-09

Size of District in ADM	Community Group Designation	2008-09 Graduates	2008-09 12th Grade Dropouts	2008-09 Graduates & Dropouts Combined	Graduation Rate
25,000 or More	A2	3,146	38	3,184	98.8%
10,000 - 24,999	B1	5,215	146	5,361	97.3%
	B2	3,043	52	3,095	98.3%
5,000 - 9,999	C1	2,900	65	2,965	97.8%
	C2	1,329	33	1,362	97.6%
2,000 - 4,999	D1	3,710	91	3,801	97.6%
	D2	2,624	93	2,717	96.6%
1,000 - 1,999	E1	3,108	55	3,163	98.3%
	E2	3,398	93	3,491	97.3%
500 - 999	F1	1,238	25	1,263	98.0%
	F2	3,210	51	3,261	98.4%
250 - 499	G1	958	32	990	96.8%
	G2	2,073	23	2,096	98.9%
Less than 250	H1	253	8	261	96.9%
	H2	786	14	800	98.3%
Total	All	36,991	819	37,810	97.8%

Data Source: Oklahoma State Department of Education

National Graduation Rates

As discomfoting as the analysis of Oklahoma’s various rates may be, national figures show that Oklahoma may be doing a better than average job of helping students earn a high school diploma. The national-level four-year graduation rate based upon the four-year methodology was 70.3%* for 2007-08. There were 3,010,890 graduates* in 2007-08 divided by 4,281,345 9th grade students in fall of 2004 (U.S. Department of Education, National Center for Education Statistics, *2009 Digest of Education Statistics* – Table 104 and *2007 Digest of Education Statistics* – Table 35). For comparative purposes, using those same USDE tables, Oklahoma’s graduation rate was 74.6%* for the 2007-08 school year. (Note: * based on estimated graduates.)

Another graduation rate methodology is also being proposed at the national and state level. This method calculates graduation rate as on-time graduates in a given year divided by first-time entering 9th graders four years earlier plus transfers in minus transfers out. Oklahoma’s student record data system should be able to calculate the graduation rate using this methodology but not all states have a system in place to implement the methodology.

Comparison of Various Oklahoma Rates

There is an interesting interrelationship between the single-year dropout rate, the four-year dropout rate, the student loss rate, and the four-year graduation rate. The single-year dropout rate is now at 2.3% (Figure 77), while the student loss rates averages near 24% and the average freshman graduation rate is just over 77%. Furthermore, the single-year dropout rate greatly under represents the 12.4% of students lost as dropouts during the four-year span of high school (Figure 78). Most interesting is the discrepancy that exists between the statewide four-year dropout rate of 12.4% and the statewide student loss rate of 23.9% (Figure 79). Where are the missing students? There are bits and pieces that explain part of the missing 11%, but the entire student loss to the system cannot be completely explained.

The biggest quandary in this analysis is, “What exactly is the starting number of 9th graders for any given graduating class?” In Figure 22 it can be observed that enrollments crest in 9th grade and this 9th grade crest occurs year-after-year. Over the last five years, the increase in enrollments from 8th grade to 9th grade averages approximately 2,600 students, or a 5.6% increase. Some of this increase is likely the result of students who fail enough courses during this difficult transition year that they are designated as 9th graders again the following year. This behavior creates a standing wave in the enrollment counts as some students re-circulate in the flow from 8th to 9th to 10th grade (historically only 2% to 3%). This recirculation creates an artificially high base, upon which the dropout and student loss analyses are conducted. However, the base is not as flawed as it may appear. Not all of the 5.6% is accounted for by students who repeat 9th grade. Some of the increase is due to students who transfer into the public education system from private elementary schools or from home schooling environments. Students from these groups represent a true increase in the 9th grade enrollment and must be included in the analysis. Because of this legitimate inflow of students into the state system in 9th grade, it would be improper to simply use 8th grade enrollment for the base of the analysis. The perfect base for this analysis would be first time 9th grade enrollment. However, because this base cannot be determined, the *Profiles* reports must continue to use the actual 9th grade enrollment count as the basis for of these analyses.

The established standing wave in 9th grade enrollment likely accounts for not more than few percentage points of the missing 11% of students. Other factors that contribute to the disparity between the two methodologies should be discussed. First, students who dropout after reaching age 19 are, by State Statute, not to be included with the dropout count. However, these students are a loss to the statewide system. Based upon the most recent five graduating classes, “over age 19” dropouts average 455 students, or 1.2% of their graduating class. Secondly, students who die in grades 9 through 12 average 135 students, or 0.4% of their class. And finally, students who attend all four years of high school, but who do not meet the requirements to receive a high school diploma, average 934 students, or 2.5% of their graduating class. These four factors combined, account for seven to eight percentage-points of the 11% unaccounted for students, meaning that there are still students from each statewide graduating class who disappear from the state system in grades 9 through 12.

There are still other factors why students may disappear from the state system each year. On-line course work may take some students out of the system but a large majority of these are likely trying to catch up with their graduating class or trying to graduate early. In the real world there are still students that must drop out to care for and/or support a family. Anything and everything must be done to educate every student so they may play a vital role in the economy.

ACT Testing 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. The 2008-09 average composite score on the ACT for the Oklahoma public high schools included in this series of reports was 20.8, the same standard score as for 2007-08. The official 2008-09 Oklahoma score generated by the ACT Corporation, which includes public and private schools as well as alternative education centers, was 20.7, the same standard score as the 2007-08 results (Figure 86). The comparable national average composite score was 21.1, also the same standard score from 2007-08. In 2008-09, the gap between Oklahoma's average ACT score and the national average ACT score was four-tenths of a standard score. Both the Oklahoma and national ACT scores have fluctuated over the past ten years and are both one-tenth of a standard score below their respective highs for the past ten years. Differences between the two Oklahoma ACT scores are due to one being based upon the latest score of the student and the other is the highest score of the student.

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 45% of 2008-09 high school graduates were tested, compared to 71% in Oklahoma (based on figures provided by ACT corporation). The larger the percentage of graduates tested, the greater the likelihood that non-college bound students are included in the test group.

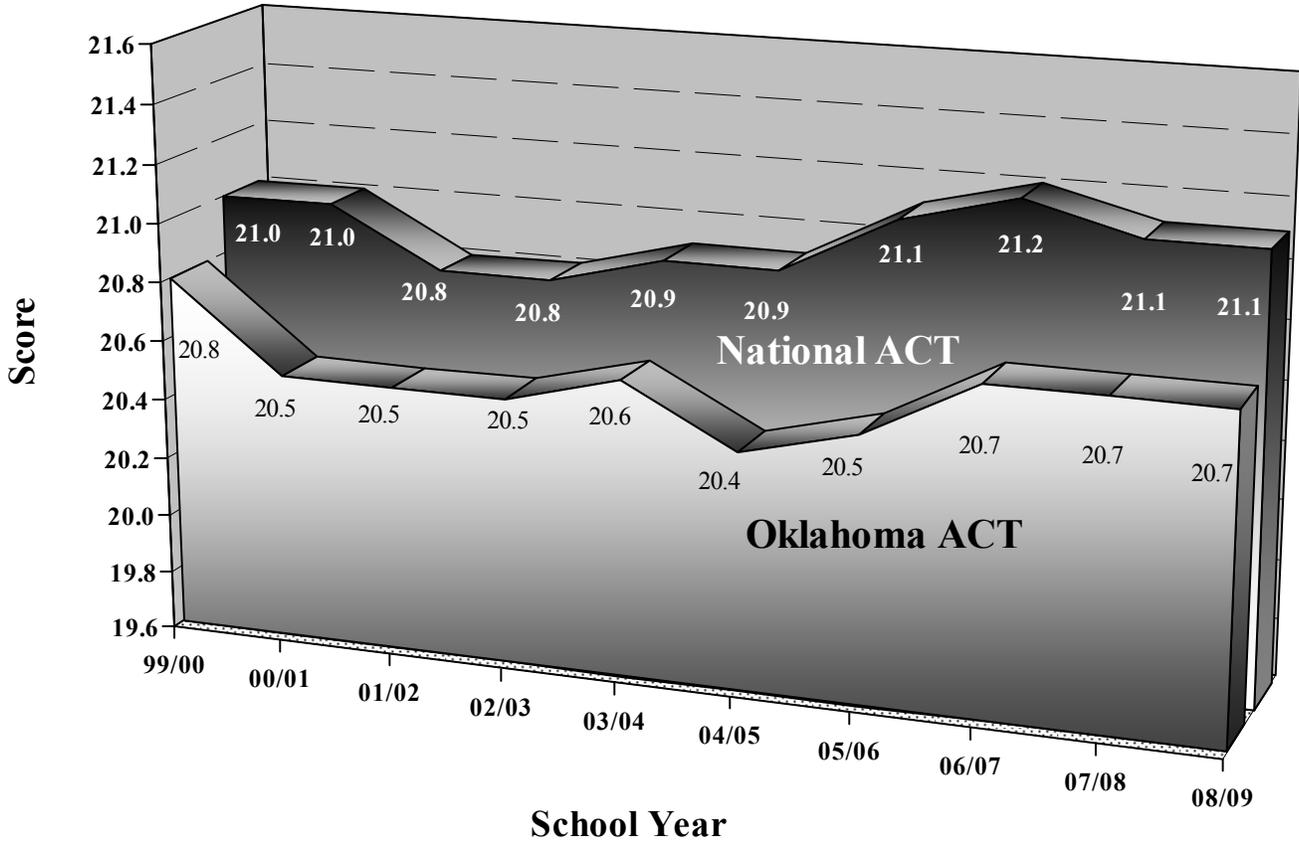
An analysis of the 27 states that tested 50% or more of their 2009 high school graduates shows that Oklahoma tied for 15th in composite ACT score. Analysis of the 15 states that tested a similar percentage of high school graduates (78% to 62%) shows that Oklahoma out-performed four of those states, tied one state, but lagged behind nine. (see Average ACT Score by State – 2009 ACT-Tested Graduates at www.act.org).

EXPLORE and PLAN

In addition to the ACT, intended primarily for 11th and 12th graders, two assessment tools are available to support students in their college prep and career planning. These tools are the EXPLORE for 8th graders and PLAN for 10th graders. These additional assessments are aligned with the ACT and provide longitudinal tracking of college readiness. The Oklahoma State Regents for Higher Education (OSRHE) plays an active role (both monetarily and staffing) in making these assessments available to all students (public and private) throughout the state.

The scores on the EXPLORE and PLAN are built on a common scale and standard as the ACT, which in turn is used for college entrance purposes. Oklahoma's 2008-09 composite score for EXPLORE is 14.7 and for PLAN 16.7. Benchmarks for English and Math are used to reflect students expected growth from EXPLORE to PLAN to ACT. The English benchmark for college readiness for EXPLORE is 14; PLAN, 16; and ACT, 19. The Math benchmark for EXPLORE is 15; PLAN, 17; and ACT, 19. If students meet these benchmarks as they progress through school they should be well qualified for success at the college level. For more information concerning EXPLORE, PLAN, and ACT; refer to the OSRHE web site at www.okhighered.org/epas/.

Figure 86
Oklahoma ACT Scores versus National ACT Scores
 Based On All Public and Private High Schools



Data Source: ACT, Inc.

Figure 87
Average ACT Scores by Community Group for the Graduating Class of 2009
 Based Only On High Schools Covered in the *Profiles 2009* Series

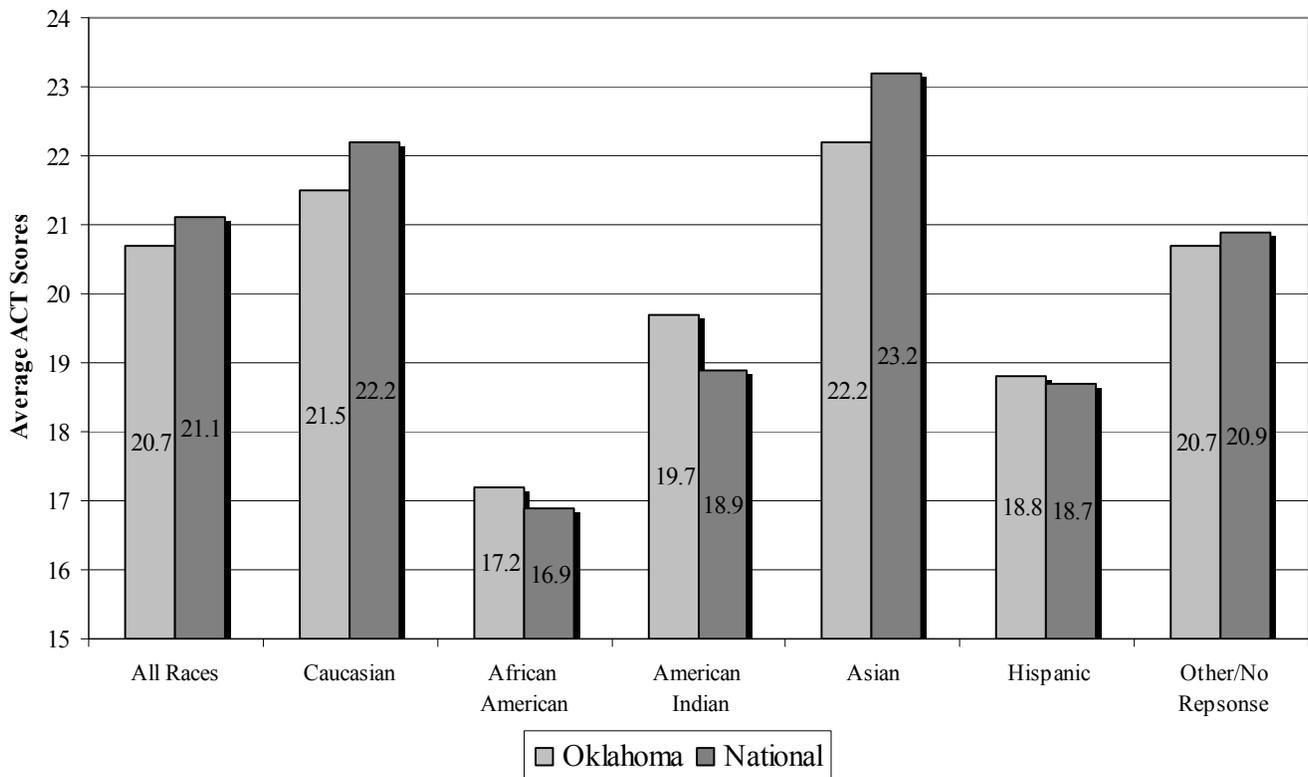
Size of District in ADM	25,000 or More		10,000 - 24,999		5,000 - 9,999		2,000 - 4,999		1,000 - 1,999		500 - 999		250 - 499		Less than 250		Total
	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2		
Average ACT Score	19.3	22.7	20.8	22.9	20.7	21.0	20.5	21.0	19.5	20.3	19.3	20.3	19.1	19.9	18.2	20.8	

Data Source: ACT, Inc.

ACT Scores by Race

Figure 88 displays Oklahoma's ACT scores by race compared to those of the nation. Three years ago (2006), only American Indian students had higher scores in Oklahoma than their national counterparts. For the third year in a row, all race designations except Caucasian and Asian (not including Other/No response) in Oklahoma scored above their national counterparts. Oklahoma's African American students outscored their national counterparts by three-tenths of a standard score, American Indian students outscored their national counterparts by eight-tenths of a standard score, and Hispanic students outscored their national counterparts by one-tenth. Caucasian students in Oklahoma lag the national average by seven-tenths of a standard score and Asian students lag by one standard score.

Figure 88
Oklahoma ACT Scores versus National ACT Scores
by Ethnicity
2009 Graduates

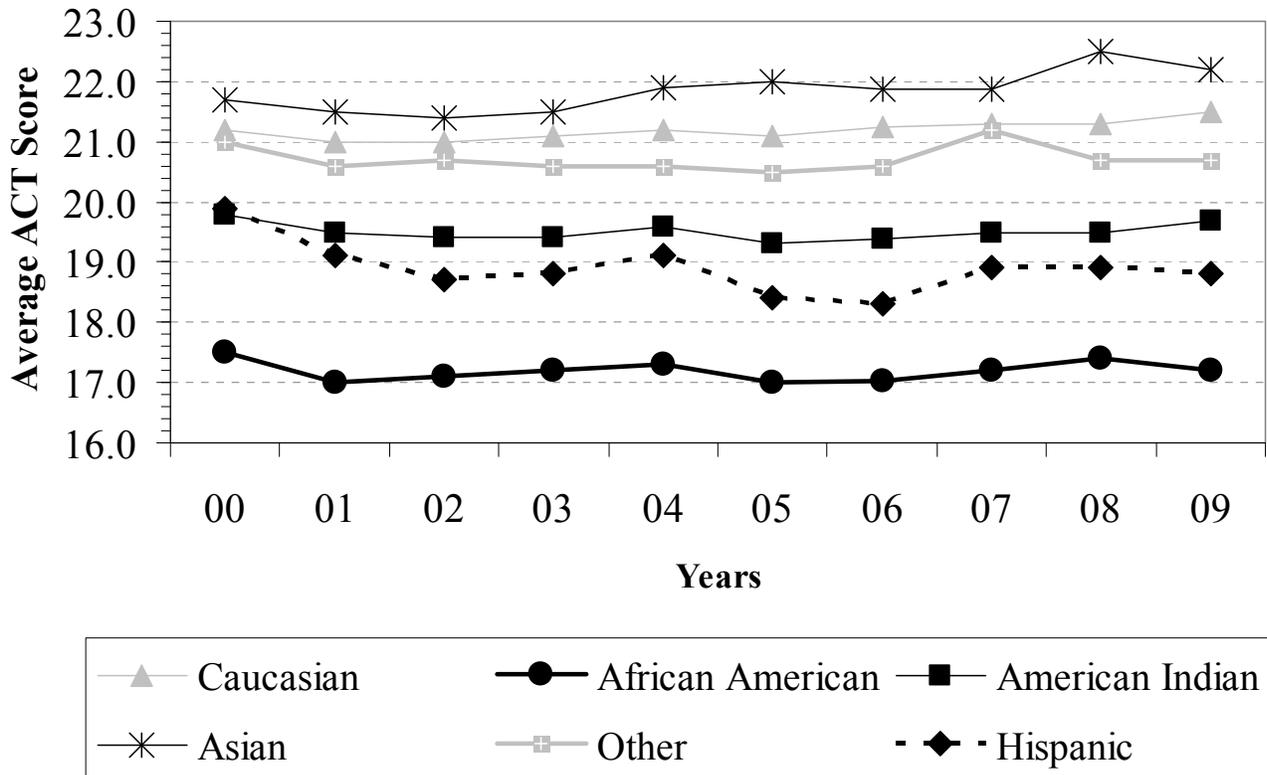


Data Source: ACT, Inc.

ACT TRENDS OVER TIME BY RACE

ACT scores by race for the last ten years shows that the African American students lag behind their counterparts in the state (Figure 89). This trend is concerning, bearing in mind that an average ACT score of 20 or above was required for admission into any of the state’s four-year regional universities (except USAO) and a 24 or above for admission into OSU, OU, and USAO. Students not meeting these admission scores, or alternate methods of admission, may need to complete remedial classes before enrolling in college-level courses.

Figure 89
Oklahoma ACT Scores by Ethnicity
2000 through 2009 Graduates



Data Source: ACT, Inc.

ACT Scores by School

Average ACT scores varied greatly across Oklahoma (Figure 94). Looking at average ACT scores for high schools covered in this report series, the highest was at Classen High School of Advanced Studies in Oklahoma City P.S. with a score of 24.6 with 89.9% of graduates being tested. In total, there are 13 high schools in the state that averaged above a 23 on the ACT. Conversely, 12 high schools averaged below a 16. Of the 427 Oklahoma high school sites upon which *Profiles* reported ACT scores, 231 had

average ACT scores below 20, which was the cut score required for admission to Oklahoma's regional four-year universities. This means that the average ACT tested graduate at 54.1% of the state's high schools would not be eligible for admission to any of Oklahoma's public four-year institutions of higher education by means of the standard admissions process.

Scholastic Aptitude Test (SAT)

The SAT is another well-recognized college entrance test; however, it is not widely taken in Oklahoma. In 2008-09, Oklahoma's public school student performance was 575 for critical reading, 571 for the mathematics, and 557 for the writing component, out of 800 each. National scores in these same areas were 501, 515, and 493, 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 5% or 2,002 of Oklahoma's public high schoolers or students took the SAT in 2009. This is down slightly from the 2,172 students who took the SAT in 2008. Nationally, the SAT was taken by 46% of public high schoolers or students 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.

Additional High School Performance Measures

Based upon the Office of Accountability's 2009 School Questionnaire (Appendix A), 81.9% of Oklahoma's 2009 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 95). The survey also revealed that seniors at the public high schools had an average GPA of 3.0 (Figure 91). Over 6% of high school graduates attended out-of-state colleges and this percentage is naturally higher in counties near the state lines (Figure 96).

Information provided by the Oklahoma Department of Career and Technology Education is based upon the graduating classes of 2006 through 2008. The data showed that 45.2% of students enroll in an occupationally-specific Career Tech program sometime during their high school career; 51,894 Career Tech enrollees divided by 114,712 members of the senior class (3-years). Of those who enrolled in a Career Tech occupationally-specific program, 73.0%, or 37,908 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 15 schools with none of their students participating in occupationally-specific programs to 19 high schools with more than 95% of their students participating. Competency completion rates ranged from 20 high schools with less the 40% of Career Tech enrollees completing at least one competency within the program to 14 high schools with 100% of the Career Tech enrollees completing at least one competency. Figure 90 gives a summary of all of the figures covered in this section.

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). There is a high correlation between K-12 academic preparation and collegiate performance if the time period between high school graduation and college enrollment is short. 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. Higher education and common education databases that follow individual students from high school to college have been created and should begin sharing data within the next few years. Since these databases are not yet sharing data, 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 public 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 public college or university. These data were provided by the Oklahoma State Regents for Higher Education. Figure 90 gives a summary of all of the figures covered in this section.

Once in college, 37.2% of 2006-08 Oklahoma public high school graduates took at least one remedial course during their freshman year in an Oklahoma public institution of higher education (Figure 97). The percentage of college-enrolled graduates taking at least one remedial course ranged from two schools below 10% (Tulsa School of Arts and Sciences in the Tulsa P.S. and Wakita High School in Grant Co.) to seventeen schools having over 75% of their students needing remediation.

Statewide, 70.3% of college freshman that graduated high school from 2005-07 had a grade point average (GPA) of 2.0 or above during the first semester of their freshman year in an Oklahoma college (Figure 98). Two high schools (Keyes in Cimarron Co. and Drummond in Garfield Co.) had 100% of college-enrolled graduates being able to attain a 2.0 or above along with 10 other schools having 90% or better with a 2.0. However, there were 17 schools that had less than 50% of their college-enrolled graduates from the last three years who were able to achieve a GPA of 2.0 or above.

Based on a 2005-07 three-year average, 52.8% of the state's public high school graduates went directly to a public college in Oklahoma (Figure 99). Northeast Academy for Health, Science and Engineering in Oklahoma City P. S. had the highest college-going rate with 89.0% of its graduates going on to an Oklahoma public college. Six other schools had higher than 70% of their graduates continue on an Oklahoma public college while five schools had less the 20% of students continue.

The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school from 1999 to 2001 was 44.0% (Figure 100). Two high schools (Cave Springs High School in Adair Co. and Keyes High School in Cimarron Co.) had over 70% of their college-enrolled graduates complete a degree program within 150% (six years) of ordinary completion time. Conversely, twelve schools had less than 20% 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’s 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 2009* reports only include high schools that were still in operation during the 2008-09 school year.

Figure 90 Summary of Oklahoma Performance Measures

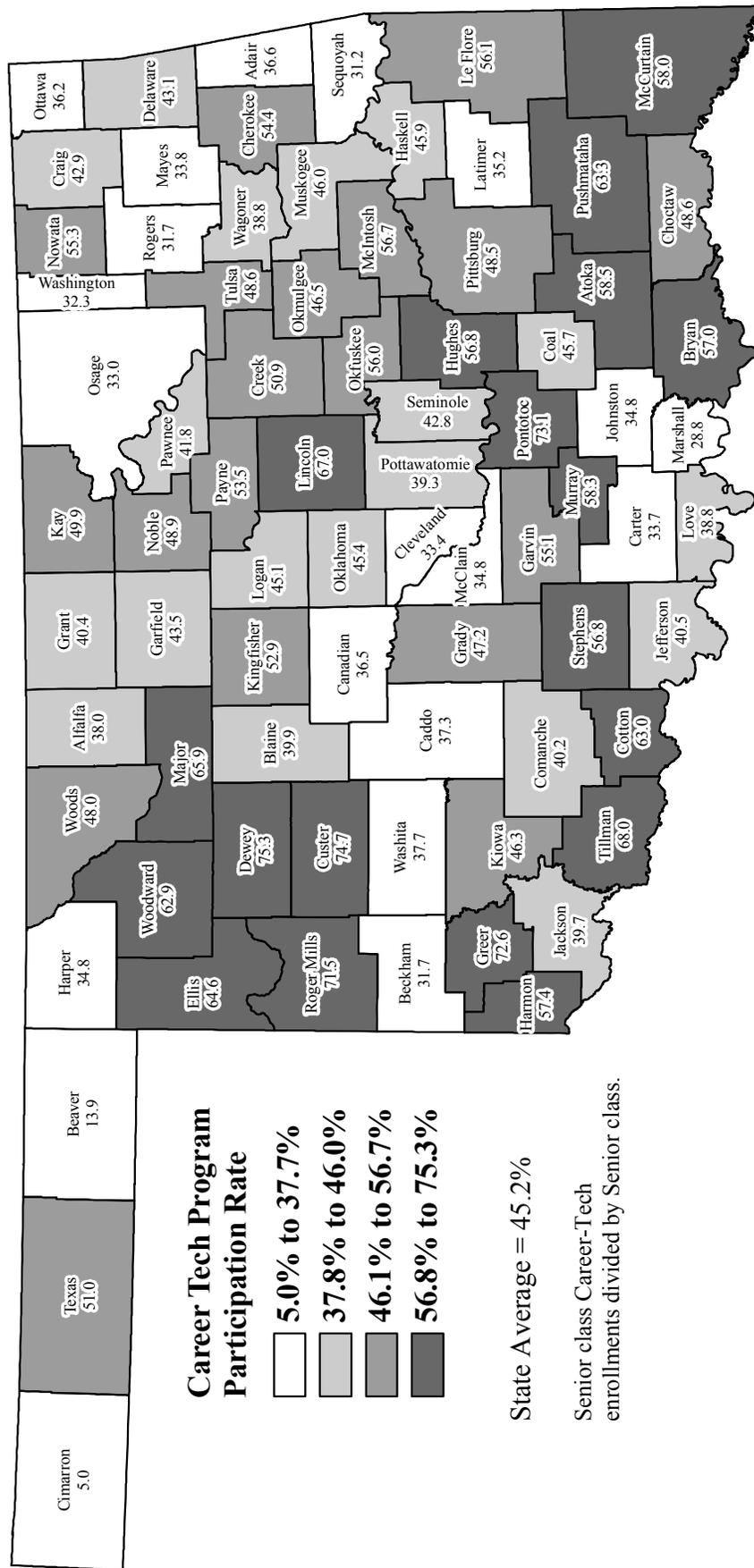
<u>Summary of Performance Measures</u>	<u>State Average</u>
Four-Year High School Dropout Rate (Class of 2009)	12.4%
Senior Graduation Rate (Class of 2009)	97.8%
Average GPA of High School Seniors (Class of 2009)	3.0
Career Tech Program Participation Rate (2006-08; 3-Year Average)	45.2%
Career Tech Program (Competency) Completion Rate (2006-08; 3-Year Average)	73.0%
Average ACT Score (Class of 2008)	20.8
HS Grads Completing College Bound Curriculum (15 Units) (Class of 2009)	81.9%
HS Grads Going to Out-of-State Colleges (Class of 2009)	6.2%
OK College Freshman Remediation Rate (2006-08; 3-Year Average)*	37.2%
OK College Freshman GPA 2.0 or Above (2005-07; 3-Year Average)*	70.3%
OK College-Going Rate (2005-07; 3-Year Average)*	52.8%
OK College Completion Rate (1999-2001; 3-Year Average)*	44.0%

* Includes only college students who graduated from Oklahoma public high schools open during the 2008-09 school year.
Data Sources: Oklahoma State Department of Education, Oklahoma Department of Career and Technology Education, Office of Accountability, ACT Corporation, and Oklahoma State Regents for Higher Education.

Figure 92

CAREER TECH PROGRAM PARTICIPATION RATE

Three Year Average (Classes of 2006, 2007, and 2008)



Career Tech Program Participation Rate

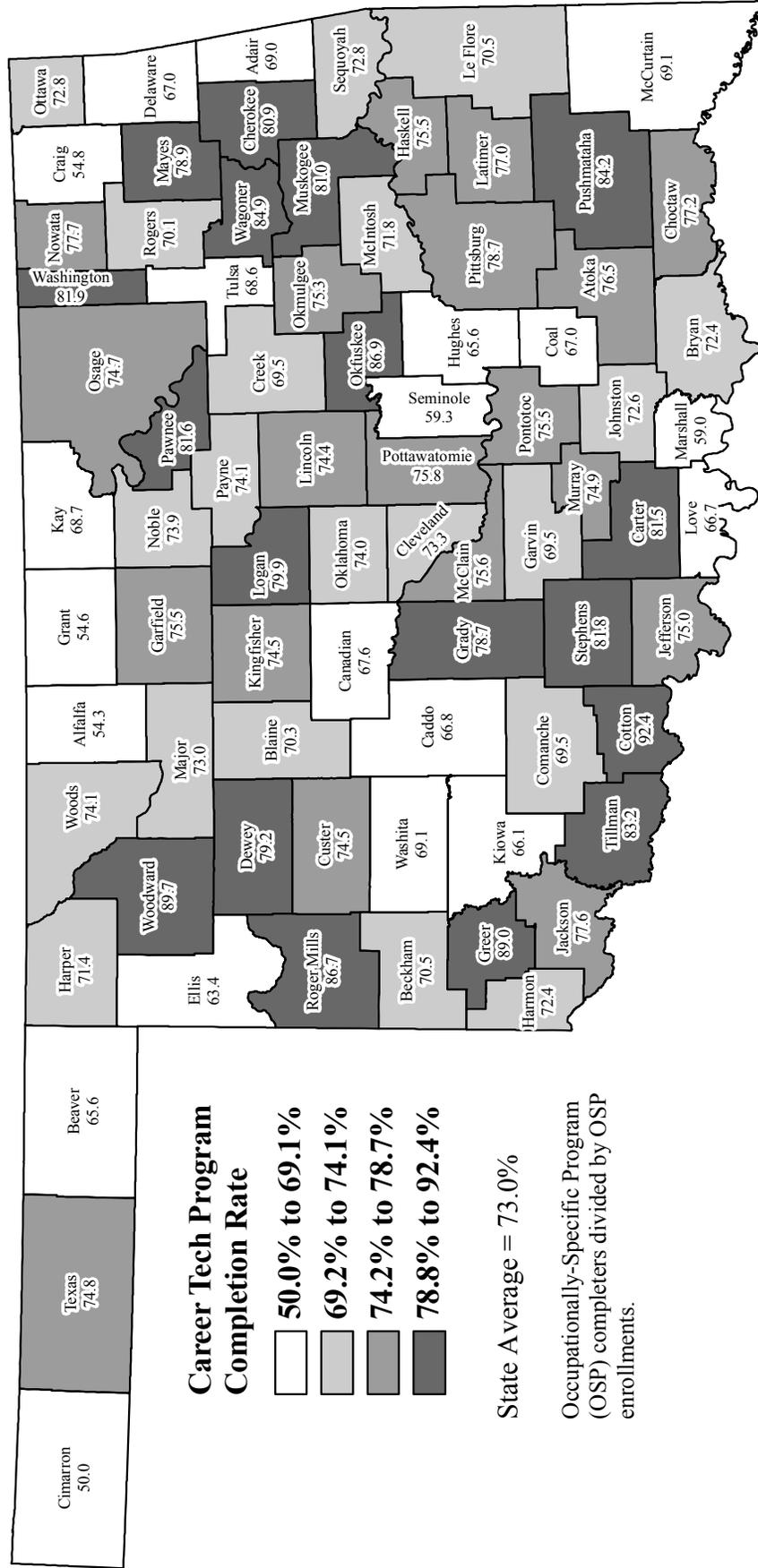
- 5.0% to 37.7%
- 37.8% to 46.0%
- 46.1% to 56.7%
- 56.8% to 75.3%

State Average = 45.2%

Senior class Career-Tech enrollments divided by Senior class.

Source: Oklahoma Department of Career and Technology Education

Figure 93
CAREER TECH PROGRAM COMPLETION RATE
Three Year Average (Classes of 2006, 2007, and 2008)



Career Tech Program Completion Rate

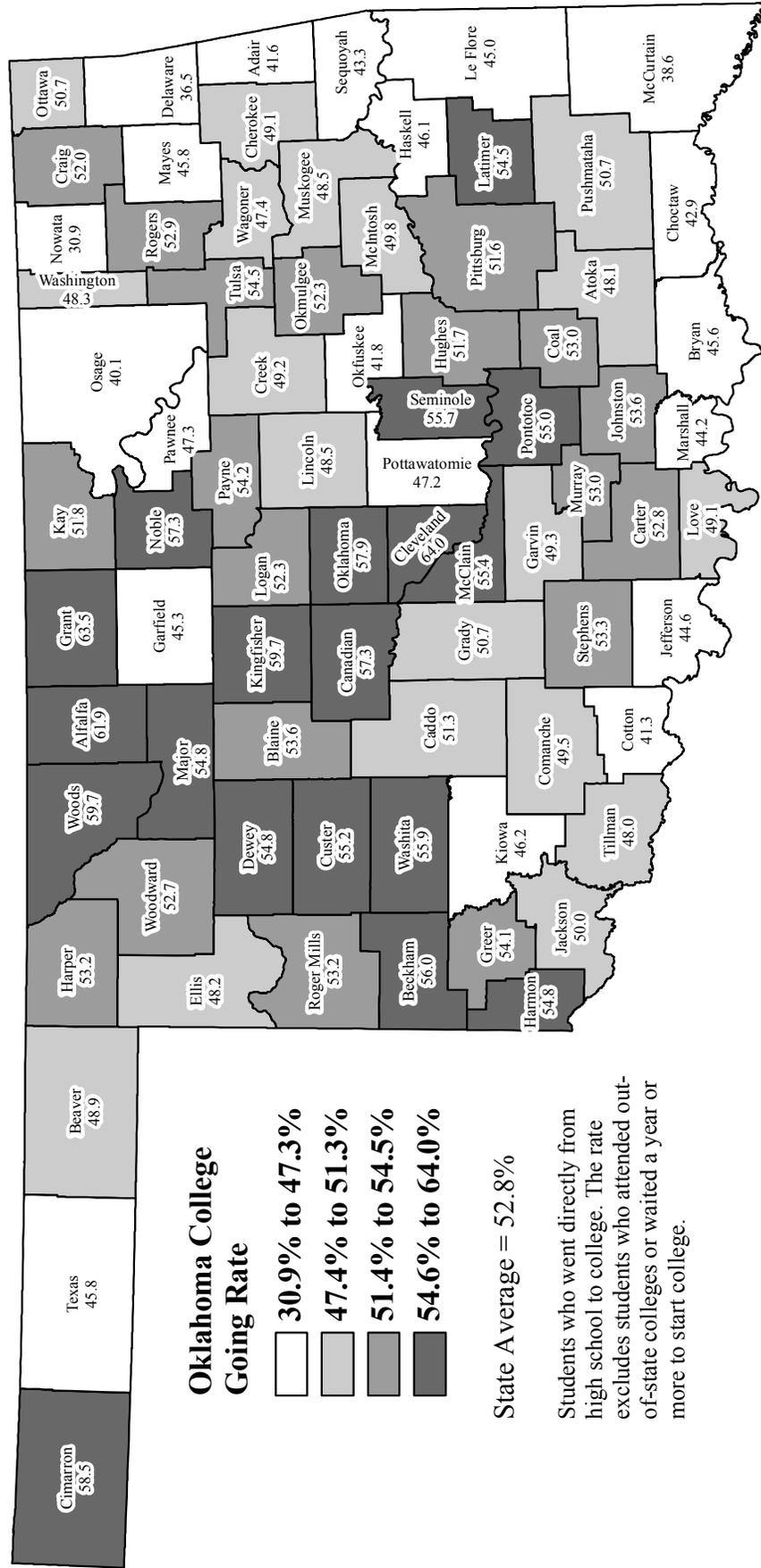
- 50.0% to 69.1%
- 69.2% to 74.1%
- 74.2% to 78.7%
- 78.8% to 92.4%

State Average = 73.0%

Occupationally-Specific Program (OSP) completers divided by OSP enrollments.

Source: Oklahoma Department of Career and Technology Education

Figure 99
OKLAHOMA COLLEGE-GOING RATE
Public High School Graduates from 2005, 2006, and 2007



Oklahoma College Going Rate

- 30.9% to 47.3%
- 47.4% to 51.3%
- 51.4% to 54.5%
- 54.6% to 64.0%

State Average = 52.8%

Students who went directly from high school to college. The rate excludes students who attended out-of-state colleges or waited a year or more to start college.

Source: Oklahoma State Regents for Higher Education

APPENDIX A

THE 2009 SCHOOL QUESTIONNAIRE

The Office of Accountability uses a school site questionnaire to obtain data that are not available through other sources. The 2009 School Questionnaire pertained to site-level information during the 2008-09 school year. A copy of the 2009 School Questionnaire is located at the end of this section.

Not all principals opted to participate. However, of the 1,779 school sites sent a survey, 1,751 (98.4%) responded to at least one question. This is the highest response in the history of the school questionnaire. 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. Oklahoma does have the data system in place to generate a student mobility rate but the system has not been in place long enough to calculate this variable. For the ninth straight year, the Office of Accountability gathered information needed to calculate a mobility rate for every school site in the state. This was the eighth year that the results were deemed usable. Information on students transferring in and students transferring out were gathered at 1,749 sites (98.3%) statewide. This information was then used to calculate a mobility rate using the following formula: students added during the school year divided by fall enrollment minus students dropped during the year plus students added during the year (in / (enrollment - out + in). The statewide mobility rate was 10.4%; 10.9% at elementary schools and 9.1% 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-seven-hundred-thirty-six (1,736) principals (97.6%) responded that, on average, 72.1% of students statewide had one or more parents attend a parent-teacher conference. Parental participation was greatest in elementary school, with 80.7% of students having parents that attended a parent teacher conference and parental participation was lesser in high school with a rate of only 51.8%.

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 their school have that were for 10 days or less. Then they were asked how many incidents were for more than 10 days. Of the 1,779 schools asked this question, 1,751 (98.4%) supplied a response. On average,

there was one suspension with a duration of 10 days or less for every 11.5 students statewide; one for every 13.9 students in elementary schools and one for every 8.1 students in high schools. For suspensions that lasted for more than 10 days, the average for all schools was one incident for every 133.4 students statewide; one for every 266.3 elementary students and one for every 61.4 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 patrons volunteered to their schools. This count was to exclude hours volunteered by students. Over ninety-seven percent (97.4%) of principals responded to this question. On average, patrons of schools across the state volunteered 3.1 hours of service for every student that attended school; 3.8 hours for each elementary school student and 1.7 hours for every high school student in the state.

HIGH SCHOOLS ONLY

The following three questions on the survey were asked only of principals at the 460 high schools with 12th grade enrollments. Over ninety-seven percent (97.2%) of the high school principals from this group (447 of 460) 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 2008-09 school year at the 447 high schools (97.2%) 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.

Graduates Planning to Attend Out-of-State Colleges

On average, the 445 responding high school principals (96.7%) reported that 6.2% 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’s college going rates.

Completion of 15 Units Required of College-Bound Students

Four-hundred-forty-five (445) Principals (96.7%) responded that, on average, 81.9% 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.



Education Oversight Board / Office of Accountability

Susan Field, Chairman / Robert Buswell, Executive Director

2009 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 2009 Educational Indicators Reports, and the 2008-09 School Report Cards. Please complete and return the following questionnaire by **November 24, 2009**. 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.

PLEASE PROVIDE OR VERIFY THE FOLLOWING:

County: 00 - SAMPLE

District: 1000 - SAMPLE DISTRICT

School: 000 - SAMPLE SITE (1-12)

Principal's email address: Sample@SamplePublicSchool.com

Principal's Name (please print)

Principal's Signature

Important Note: This is a site-specific survey. Please do NOT provide district-level results. Principals acting as administrator for more than one school should complete one survey for each site. If you have any questions, call the Office of Accountability at (405) 225-9470.

(Survey #)

ALL PRINCIPALS:

1. At your site, for school year 2008-09, please provide the total number of students added to your membership roster after October 1, 2008. (write 0 if no students transferred in)
2. At your site, for school year 2008-09, please provide the total number of students dropped from your membership roster after October 1, 2008. (write 0 if no students transferred out)
3. As a measure of parental involvement during the 2008-09 school year, what percentage of your students had at least 1 parent (guardian) attend at least 1 parent-teacher conference?
4. During the 2008-09 school year, how many incidents of out-of-school suspension were for 10 days or less? (write 0 if no suspensions for 10 days or less)
5. During the 2008-09 school year, how many incidents of out-of-school suspension were for more than 10 days? (write 0 if no suspensions for more than 10 days)
6. What was the total number of hours volunteered by patrons, excluding students, at your school during the 2008-09 school year? (write 0 if there were no volunteer hours)

HIGH SCHOOL PRINCIPALS ONLY:

1. What was the average GPA (based upon a 4.0 system) of your high school senior class for school year 2008-09?
 2. Of your 2009 graduates, how many were planning to go out-of-state for college?
 3. How many of your 2009 graduates completed the State Regents' 15-unit college-bound curriculum?
- (For more information, please visit <http://www.okhighered.org/student-center/jrhigh-highscl/courses.shtml>)

QUICK AND EASY RETURN!!

Either FAX it to us at (405) 225-9474 or

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 2008-09

Criminal Offenses Only

Description	Offenses	%
Homicide	46	0.2%
Kidnapping	13	0.1%
Sexual Assault	176	0.9%
Robbery	197	1.0%
Assault	2,190	11.4%
Arson	199	1.0%
Extortion	14	0.1%
Burglary	2,299	12.0%
Theft	2,017	10.5%
Theft of Auto	568	3.0%
Forgery	88	0.5%
Fraud	66	0.3%
Embezzlement	58	0.3%
Stolen Property	599	3.1%
Damage Property	1,373	7.1%
Dangerous Drugs/Narcotics	2,069	10.8%
Sex Offenses	131	0.7%
Domestic Violence	550	2.9%
Liquor Under Age	329	1.7%
Obstruction of Police	499	2.6%
Escape/Flight	181	0.9%
Obstructing the Judiciary	2,528	13.2%
Weapon Offenses	471	2.5%
Public Peace	1,362	7.1%
Traffic Offenses	582	3.0%
Invasion of Privacy	232	1.2%
Conservation	44	0.2%
Other Offences	324	1.7%
Total	19,205	100%

Data Source: Office of Juvenile Affairs

APPENDIX C

Indicators Displayed in Maps

Data Used to Indicate the Socioeconomic Conditions within Each County

County	Per Student Valuation of Property	Free or Reduced Lunch	Census 2000 Population	Population Estimate 2009	Population Percent Change 2000 - 2009	Poverty Rate	Unemployment Rate	Percent of Single Parent Families	Mean Household Income
Adair	\$15,745	76.7%	21,038	21,857	3.9%	23.2%	7.2%	28.4%	\$30,956
Alfalfa	\$69,791	48.8%	6,105	5,481	-10.2%	13.7%	2.8%	21.0%	\$37,487
Atoka	\$21,188	72.2%	13,879	14,498	4.5%	19.8%	6.6%	27.0%	\$32,394
Beaver	\$97,654	51.5%	5,857	5,270	-10.0%	11.7%	2.6%	18.3%	\$45,392
Beckham	\$55,335	46.8%	19,799	21,116	6.7%	18.2%	6.3%	27.8%	\$37,371
Blaine	\$49,951	64.1%	11,976	12,609	5.3%	16.9%	5.3%	21.9%	\$36,936
Bryan	\$32,368	70.4%	36,534	40,783	11.6%	18.4%	6.5%	26.4%	\$35,468
Caddo	\$25,802	69.2%	30,150	30,393	0.8%	21.7%	8.0%	31.2%	\$35,627
Canadian	\$37,102	36.2%	87,697	109,668	25.1%	7.9%	3.5%	22.7%	\$53,472
Carter	\$36,277	62.7%	45,621	48,326	5.9%	16.6%	5.6%	28.3%	\$38,310
Cherokee	\$19,752	71.5%	42,521	46,029	8.3%	22.9%	8.2%	29.5%	\$34,646
Choctaw	\$18,282	75.7%	15,342	14,872	-3.1%	24.3%	7.1%	36.1%	\$29,823
Cimarron	\$94,508	64.0%	3,148	2,630	-16.5%	17.6%	2.0%	17.4%	\$39,125
Cleveland	\$40,328	41.7%	208,016	244,589	17.6%	10.6%	4.2%	24.1%	\$51,769
Coal	\$67,832	68.2%	6,031	5,856	-2.9%	23.1%	6.9%	25.5%	\$30,346
Comanche	\$27,351	54.1%	114,996	113,228	-1.5%	15.6%	7.6%	30.5%	\$41,621
Cotton	\$26,044	51.7%	6,614	6,281	-5.0%	18.2%	4.8%	25.5%	\$37,015
Craig	\$37,435	63.7%	14,950	15,158	1.4%	13.7%	3.9%	24.6%	\$41,372
Creek	\$28,440	59.2%	67,367	70,244	4.3%	13.5%	4.8%	26.5%	\$42,407
Custer	\$43,965	59.6%	26,142	26,717	2.2%	18.5%	4.7%	29.9%	\$39,234
Delaware	\$41,669	67.0%	37,077	40,555	9.4%	18.3%	6.6%	26.9%	\$38,137
Dewey	\$61,872	51.7%	4,743	4,404	-7.1%	15.0%	3.3%	14.0%	\$37,472
Ellis	\$68,913	54.3%	4,075	3,925	-3.7%	12.5%	2.3%	23.4%	\$37,541
Garfield	\$39,634	57.8%	57,813	58,928	1.9%	13.9%	5.1%	26.4%	\$42,446
Garvin	\$32,507	57.1%	27,210	27,113	-0.4%	15.9%	5.6%	26.3%	\$36,687
Grady	\$29,670	47.2%	45,516	51,649	13.5%	13.9%	4.8%	24.7%	\$41,297
Grant	\$113,738	46.7%	5,144	4,317	-16.1%	13.7%	2.7%	20.4%	\$37,775
Greer	\$24,632	59.4%	6,061	5,830	-3.8%	19.6%	6.9%	33.2%	\$33,136
Harmon	\$31,903	80.6%	3,283	2,843	-13.4%	29.7%	6.9%	28.3%	\$34,258
Harper	\$90,612	50.2%	3,562	3,377	-5.2%	10.2%	1.4%	20.8%	\$41,778
Haskell	\$21,445	71.7%	11,792	12,393	5.1%	20.5%	4.7%	23.3%	\$34,916
Hughes	\$55,543	76.8%	14,154	13,819	-2.4%	21.9%	7.6%	28.3%	\$31,366
Jackson	\$22,729	55.1%	28,439	25,369	-10.8%	16.2%	5.2%	26.6%	\$40,686
Jefferson	\$24,058	63.9%	6,818	6,319	-7.3%	19.2%	5.5%	20.7%	\$31,065
Johnston	\$31,766	70.9%	10,513	10,468	-0.4%	22.0%	6.1%	24.5%	\$34,872
Kay	\$37,862	61.4%	48,080	46,110	-4.1%	16.0%	7.7%	26.5%	\$41,013
Kingfisher	\$52,716	56.3%	13,926	14,384	3.3%	10.8%	3.5%	21.1%	\$47,132
Kiowa	\$39,478	62.2%	10,227	9,101	-11.0%	19.3%	6.0%	30.1%	\$33,944
Latimer	\$37,530	57.3%	10,692	10,621	-0.7%	22.7%	7.8%	34.3%	\$33,812
Le Flore	\$21,183	67.1%	48,109	49,915	3.8%	19.1%	6.3%	26.7%	\$35,864

continued on next page

Indicators Displayed in Maps

Data Used to Indicate the Socioeconomic Conditions within Each County

continued from previous page

County	Per Student Valuation of Property	Free or Reduced Lunch	Census 2000 Population	Population Estimate 2009	Population Percent Change 2000 - 2009	Poverty Rate	Unemployment Rate	Percent of Single Parent Families	Mean Household Income
Lincoln	\$24,151	58.4%	32,080	32,199	0.4%	14.5%	4.9%	22.8%	\$38,728
Logan	\$36,105	61.1%	33,924	39,301	15.9%	12.9%	5.7%	22.7%	\$46,585
Love	\$31,701	66.6%	8,831	9,124	3.3%	11.8%	5.2%	26.9%	\$42,475
Major	\$49,071	47.8%	7,545	7,189	-4.7%	12.0%	3.3%	18.3%	\$42,217
Marshall	\$32,599	69.7%	13,184	15,014	13.9%	17.9%	4.2%	27.8%	\$36,348
Mayes	\$31,448	61.4%	38,369	40,065	4.4%	14.3%	5.4%	23.1%	\$39,377
McClain	\$29,714	39.3%	27,740	33,168	19.6%	10.5%	3.7%	22.2%	\$48,376
McCurtain	\$25,212	73.6%	34,402	33,370	-3.0%	24.7%	7.4%	34.1%	\$34,581
McIntosh	\$28,215	77.1%	19,456	19,801	1.8%	18.2%	6.6%	28.5%	\$39,291
Murray	\$23,690	51.2%	12,623	12,960	2.7%	14.1%	5.7%	23.7%	\$39,448
Muskogee	\$33,967	63.0%	69,451	71,412	2.8%	17.9%	7.3%	31.1%	\$38,430
Noble	\$61,813	56.3%	11,411	10,950	-4.0%	12.8%	3.7%	22.1%	\$41,587
Nowata	\$23,255	57.2%	10,569	10,528	-0.4%	14.1%	3.9%	22.8%	\$36,209
Okfuskee	\$25,703	67.4%	11,814	10,924	-7.5%	23.0%	12.5%	28.0%	\$33,109
Oklahoma	\$48,298	59.9%	660,448	716,704	8.5%	15.3%	5.2%	35.4%	\$47,646
Okmulgee	\$19,749	67.1%	39,685	39,292	-1.0%	18.9%	7.8%	31.6%	\$35,898
Osage	\$34,514	62.0%	44,437	45,051	1.4%	13.2%	5.6%	26.3%	\$44,605
Ottawa	\$22,112	67.7%	33,194	31,629	-4.7%	16.6%	6.0%	28.6%	\$36,267
Pawnee	\$21,580	60.2%	16,612	16,419	-1.2%	13.0%	5.1%	22.6%	\$39,499
Payne	\$47,672	47.0%	68,190	79,727	16.9%	20.3%	4.8%	27.0%	\$39,295
Pittsburg	\$41,911	61.9%	43,953	45,211	2.9%	17.2%	7.2%	28.5%	\$37,227
Pontotoc	\$28,033	61.2%	35,143	37,422	6.5%	16.5%	6.8%	29.1%	\$36,205
Pottawatomie	\$22,533	59.9%	65,521	70,274	7.3%	14.6%	5.7%	28.8%	\$41,747
Pushmataha	\$18,499	70.2%	11,667	11,812	1.2%	23.2%	6.7%	28.3%	\$31,378
Roger Mills	\$149,802	44.2%	3,436	3,407	-0.8%	16.3%	2.4%	16.9%	\$40,441
Rogers	\$39,483	42.5%	70,641	85,654	21.3%	8.6%	3.7%	20.8%	\$51,638
Seminole	\$23,529	71.3%	24,894	24,296	-2.4%	20.8%	8.6%	32.0%	\$35,598
Sequoyah	\$17,543	71.5%	38,972	41,433	6.3%	19.8%	6.2%	26.1%	\$34,977
Stephens	\$33,075	49.1%	43,182	43,487	0.7%	14.6%	6.5%	25.3%	\$40,085
Texas	\$45,367	60.6%	20,107	21,135	5.1%	14.1%	4.9%	19.4%	\$44,189
Tillman	\$22,453	76.8%	9,287	7,796	-16.1%	21.9%	4.3%	26.1%	\$35,597
Tulsa	\$47,448	50.5%	563,299	601,961	6.9%	11.6%	4.8%	31.1%	\$51,756
Wagoner	\$23,954	58.9%	57,491	70,394	22.4%	8.9%	3.7%	23.1%	\$49,468
Washington	\$37,279	44.6%	48,996	50,706	3.5%	11.9%	4.9%	26.7%	\$48,910
Washita	\$38,769	60.9%	11,508	11,813	2.7%	15.5%	4.0%	23.0%	\$39,069
Woods	\$90,847	41.3%	9,089	8,418	-7.4%	15.0%	4.1%	25.8%	\$41,174
Woodward	\$55,342	44.2%	18,486	19,959	8.0%	12.5%	6.1%	23.9%	\$42,419
State Summary	\$38,875	56.3%	3,450,654	3,687,050	6.9%	14.7%	5.3%	28.9%	\$44,370

Data Source: Oklahoma Tax Commission; Oklahoma State Department of Education; U.S. Census Bureau

Indicators Displayed in Maps

Data Used to Indicate the Socioeconomic Conditions,
Revenues, and Expenditures within Each County

County	Percent on Reading Remediation	Average Days Absent per Student	Mobility Rate	Percent Parents Attending Conference	Less than a High School Diploma	Percent High School Graduates	Percent College Graduates	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Adair	24.4%	9.6	7.7%	69.2%	33.3%	66.7%	9.8%	62.3%	\$9,128
Alfalfa	13.7%	7.3	5.2%	78.7%	18.6%	81.4%	15.0%	47.4%	\$10,428
Atoka	31.9%	8.7	9.8%	64.5%	30.6%	69.4%	10.1%	62.9%	\$9,116
Beaver	24.8%	7.2	7.8%	85.9%	18.8%	81.2%	17.6%	45.4%	\$11,781
Beckham	27.7%	10.4	9.9%	75.9%	24.1%	75.9%	15.5%	53.5%	\$7,904
Blaine	33.7%	7.8	10.5%	64.8%	24.5%	75.5%	14.0%	52.6%	\$10,207
Bryan	23.9%	8.8	8.1%	77.1%	25.1%	74.9%	17.9%	60.0%	\$8,726
Caddo	32.5%	9.8	8.2%	65.4%	24.2%	75.9%	14.2%	53.8%	\$9,441
Canadian	34.3%	9.8	6.5%	73.8%	12.7%	87.3%	20.9%	51.3%	\$7,587
Carter	38.5%	9.6	11.3%	65.3%	23.0%	77.0%	15.1%	54.8%	\$8,390
Cherokee	32.0%	9.9	8.1%	62.5%	23.3%	76.7%	22.1%	59.5%	\$9,005
Choctaw	48.7%	9.5	12.1%	62.7%	31.0%	69.0%	9.9%	63.2%	\$8,573
Cimarron	39.8%	7.6	7.7%	85.8%	23.5%	76.6%	17.7%	46.2%	\$14,229
Cleveland	27.0%	8.8	9.6%	76.0%	11.9%	88.1%	28.0%	51.2%	\$7,849
Coal	23.6%	10.4	9.8%	61.7%	31.4%	68.6%	12.4%	52.2%	\$10,468
Comanche	33.8%	8.6	17.8%	66.2%	14.9%	85.2%	19.1%	58.4%	\$8,309
Cotton	32.0%	8.5	7.3%	67.9%	23.0%	77.0%	14.0%	62.4%	\$8,175
Craig	39.0%	9.7	10.0%	52.0%	23.1%	76.9%	10.5%	56.9%	\$8,845
Creek	30.0%	10.0	9.9%	68.5%	22.4%	77.6%	11.7%	56.8%	\$8,312
Custer	35.8%	7.8	8.2%	76.5%	18.8%	81.2%	22.8%	53.9%	\$8,412
Delaware	29.0%	10.4	10.9%	69.1%	24.6%	75.4%	13.3%	53.0%	\$8,765
Dewey	28.2%	6.0	8.0%	85.5%	20.2%	79.8%	16.6%	55.7%	\$10,704
Ellis	19.7%	7.1	9.9%	83.0%	18.8%	81.2%	19.2%	55.1%	\$10,759
Garfield	27.8%	10.1	11.6%	80.4%	17.8%	82.2%	19.6%	55.9%	\$7,769
Garvin	30.1%	9.3	10.2%	75.5%	27.0%	73.0%	12.0%	56.0%	\$8,823
Grady	26.9%	9.8	7.3%	66.2%	20.5%	79.5%	14.4%	59.9%	\$7,478
Grant	22.9%	6.6	7.3%	72.1%	14.3%	85.7%	16.2%	40.2%	\$12,326
Greer	31.9%	8.0	11.3%	82.5%	23.3%	76.7%	12.6%	66.0%	\$9,231
Harmon	32.8%	5.9	4.6%	82.9%	36.8%	63.2%	12.1%	67.5%	\$9,491
Harper	28.8%	7.0	8.6%	63.3%	17.9%	82.1%	19.2%	46.1%	\$9,526
Haskell	30.3%	10.4	26.7%	53.9%	33.2%	66.9%	10.3%	63.4%	\$8,239
Hughes	27.2%	9.9	10.2%	64.0%	29.2%	70.8%	9.7%	48.3%	\$9,033
Jackson	31.8%	8.6	13.1%	68.9%	20.9%	79.1%	18.5%	63.4%	\$7,940
Jefferson	37.9%	8.3	4.8%	64.8%	30.7%	69.3%	10.6%	68.6%	\$9,567
Johnston	24.2%	8.9	15.6%	59.2%	30.9%	69.1%	13.3%	57.8%	\$8,995
Kay	44.3%	12.4	9.6%	81.4%	19.1%	80.9%	18.3%	51.9%	\$8,314
Kingfisher	30.9%	7.3	4.8%	73.3%	18.8%	81.2%	16.1%	46.4%	\$8,500
Kiowa	24.1%	8.5	8.4%	77.6%	22.6%	77.4%	14.8%	58.2%	\$9,146
Latimer	34.4%	9.0	12.5%	48.8%	26.2%	73.8%	12.0%	59.6%	\$9,943
Le Flore	31.2%	10.2	10.0%	62.6%	29.7%	70.4%	11.3%	62.1%	\$8,370

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Indicators Displayed in Maps

Data Used to Indicate the Socioeconomic Conditions, Revenues, and Expenditures within Each County

continued from previous page

County	Percent on Reading Remediation	Average Days Absent per Student	Mobility Rate	Percent Parents Attending Conference	Less than a High School Diploma	Percent High School Graduates	Percent College Graduates	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Lincoln	27.0%	8.9	7.5%	73.9%	22.5%	77.6%	11.1%	60.7%	\$7,854
Logan	37.9%	10.4	7.2%	63.9%	18.5%	81.5%	19.1%	55.7%	\$8,256
Love	23.8%	8.8	8.3%	54.8%	26.4%	73.6%	10.8%	60.3%	\$8,322
Major	26.1%	7.1	6.9%	74.7%	21.4%	78.6%	14.5%	53.9%	\$9,819
Marshall	24.5%	8.9	9.1%	69.6%	29.0%	71.0%	11.5%	54.8%	\$8,703
Mayes	24.0%	9.7	8.7%	77.3%	23.9%	76.1%	12.2%	57.8%	\$8,186
McClain	25.4%	8.0	8.0%	66.5%	20.7%	79.3%	15.7%	56.6%	\$7,466
McCurtain	32.7%	9.3	8.3%	54.8%	30.8%	69.2%	10.8%	61.6%	\$8,925
McIntosh	28.1%	9.6	11.3%	72.9%	28.4%	71.6%	13.1%	57.5%	\$8,621
Murray	28.1%	8.5	6.5%	66.9%	25.7%	74.3%	14.9%	62.6%	\$7,194
Muskogee	29.7%	9.9	9.6%	63.5%	24.9%	75.1%	15.4%	54.7%	\$8,354
Noble	43.0%	9.3	4.7%	67.9%	18.5%	81.5%	15.8%	42.9%	\$9,003
Nowata	37.3%	6.4	8.7%	65.0%	23.8%	76.2%	9.6%	62.9%	\$8,134
Okfuskee	27.8%	8.6	16.6%	48.0%	30.6%	69.4%	9.3%	61.9%	\$9,238
Oklahoma	40.3%	10.1	11.8%	75.6%	17.5%	82.5%	25.4%	43.8%	\$8,453
Okmulgee	30.4%	9.7	9.2%	69.7%	25.3%	74.7%	11.4%	62.5%	\$8,637
Osage	28.0%	9.2	6.4%	76.8%	19.8%	80.2%	14.6%	60.6%	\$9,316
Ottawa	29.9%	9.0	12.6%	64.9%	24.3%	75.7%	12.2%	62.3%	\$8,388
Pawnee	25.1%	9.3	10.4%	75.0%	21.2%	78.8%	12.1%	61.5%	\$8,191
Payne	42.4%	9.8	7.2%	80.0%	13.3%	86.7%	34.2%	51.0%	\$8,310
Pittsburg	29.3%	8.8	12.1%	72.6%	23.8%	76.2%	12.9%	56.4%	\$8,480
Pontotoc	26.3%	9.0	8.8%	71.6%	21.8%	78.2%	21.8%	58.5%	\$8,992
Pottawatomie	37.0%	10.9	8.8%	77.3%	20.7%	79.3%	15.5%	62.2%	\$7,682
Pushmataha	33.4%	8.0	11.5%	66.3%	31.0%	69.1%	12.4%	66.4%	\$9,227
Roger Mills	29.3%	7.6	11.5%	81.6%	20.7%	79.3%	15.8%	42.9%	\$18,483
Rogers	41.3%	9.8	7.0%	74.0%	16.6%	83.4%	16.9%	52.0%	\$7,561
Seminole	33.7%	10.2	12.7%	64.8%	26.8%	73.2%	12.1%	59.5%	\$8,813
Sequoyah	26.0%	8.3	9.6%	58.7%	29.8%	70.2%	10.9%	64.6%	\$7,992
Stephens	28.1%	10.5	13.7%	72.5%	23.0%	77.0%	16.6%	56.6%	\$8,027
Texas	40.6%	6.8	18.6%	84.6%	28.1%	71.9%	17.7%	55.6%	\$8,831
Tillman	27.0%	8.4	12.1%	76.5%	32.7%	67.4%	12.5%	64.5%	\$10,098
Tulsa	38.3%	10.6	10.6%	74.7%	14.9%	85.1%	26.9%	44.3%	\$8,547
Wagoner	41.1%	9.9	8.2%	59.8%	18.7%	81.3%	15.4%	60.8%	\$7,740
Washington	29.8%	8.7	7.8%	67.4%	14.8%	85.3%	25.8%	55.3%	\$7,789
Washita	30.5%	7.8	14.7%	81.4%	20.3%	79.7%	15.1%	58.4%	\$8,252
Woods	17.3%	8.7	10.6%	84.9%	17.3%	82.7%	23.7%	42.0%	\$10,815
Woodward	35.4%	7.1	9.7%	83.1%	20.1%	79.9%	15.2%	50.2%	\$7,593
State Summary	34.3%	9.7	10.4%	72.1%	19.4%	80.6%	20.3%	52.0%	\$8,397

Data Source: Oklahoma State Department of Education; Office of Accountability; U.S. Census Bureau

Indicators Displayed in Maps

Data Used to Indicate the Percentage of CRT Scores within Each County

County	3rd Grade CRT Math Scores % Satisfactory or Above	3rd Grade CRT Reading Scores % Satisfactory or Above	4th Grade CRT Math Scores % Satisfactory or Above	4th Grade CRT Reading Scores % Satisfactory or Above	5th Grade CRT Math Scores % Satisfactory or Above	5th Grade CRT Reading Scores % Satisfactory or Above	5th Grade CRT Science Scores % Satisfactory or Above
Adair	78%	68%	60%	57%	54%	47%	77%
Alfalfa	36%	36%	53%	61%	62%	77%	95%
Atoka	74%	74%	82%	69%	69%	62%	89%
Beaver	66%	75%	61%	59%	77%	58%	91%
Beckham	58%	64%	60%	66%	66%	71%	83%
Blaine	60%	63%	67%	61%	59%	65%	86%
Bryan	86%	81%	74%	67%	71%	69%	87%
Caddo	60%	56%	49%	53%	63%	66%	87%
Canadian	73%	75%	76%	73%	74%	77%	92%
Carter	75%	78%	74%	69%	71%	68%	84%
Cherokee	67%	69%	67%	65%	65%	70%	88%
Choctaw	82%	73%	61%	59%	56%	65%	84%
Cimarron	57%	48%	70%	43%	68%	65%	77%
Cleveland	79%	79%	81%	78%	79%	81%	92%
Coal	52%	52%	68%	56%	39%	56%	83%
Comanche	66%	75%	73%	73%	69%	74%	88%
Cotton	88%	86%	61%	67%	85%	78%	91%
Craig	70%	79%	62%	66%	59%	67%	87%
Creek	68%	67%	69%	66%	64%	67%	86%
Custer	76%	82%	78%	72%	71%	70%	90%
Delaware	72%	72%	72%	67%	67%	68%	91%
Dewey	78%	76%	70%	77%	60%	74%	91%
Ellis	67%	65%	57%	55%	54%	62%	92%
Garfield	70%	73%	72%	68%	66%	71%	88%
Garvin	65%	69%	63%	56%	53%	60%	86%
Grady	68%	73%	73%	72%	69%	70%	90%
Grant	74%	67%	80%	71%	83%	80%	91%
Greer	61%	67%	84%	67%	87%	66%	92%
Harmon	75%	65%	82%	85%	71%	71%	92%
Harper	49%	55%	63%	58%	55%	43%	90%
Haskell	59%	64%	59%	53%	45%	57%	83%
Hughes	52%	60%	60%	53%	50%	58%	76%
Jackson	70%	72%	83%	72%	72%	64%	84%
Jefferson	61%	57%	56%	50%	60%	63%	92%
Johnston	63%	60%	57%	53%	46%	48%	74%
Kay	72%	70%	82%	75%	78%	72%	91%
Kingfisher	80%	76%	76%	75%	68%	83%	91%
Kiowa	54%	57%	75%	65%	79%	79%	96%
Latimer	45%	55%	65%	63%	61%	65%	83%
Le Flore	64%	64%	66%	59%	62%	63%	84%

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Indicators Displayed in Maps

Data Used to Indicate the Percentage of CRT Scores within Each County

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County	3rd Grade CRT Math Scores % Satisfactory or Above	3rd Grade CRT Reading Scores % Satisfactory or Above	4th Grade CRT Math Scores % Satisfactory or Above	4th Grade CRT Reading Scores % Satisfactory or Above	5th Grade CRT Math Scores % Satisfactory or Above	5th Grade CRT Reading Scores % Satisfactory or Above	5th Grade CRT Science Scores % Satisfactory or Above
Lincoln	70%	68%	67%	62%	75%	73%	92%
Logan	69%	67%	72%	67%	68%	67%	81%
Love	55%	55%	66%	59%	56%	58%	84%
Major	67%	53%	59%	79%	78%	72%	91%
Marshall	70%	76%	80%	69%	75%	74%	89%
Mayes	68%	71%	75%	71%	70%	70%	89%
McClain	71%	73%	71%	68%	69%	77%	91%
McCurtain	68%	74%	65%	65%	52%	60%	82%
McIntosh	73%	79%	72%	74%	58%	64%	88%
Murray	82%	69%	68%	56%	76%	69%	91%
Muskogee	75%	72%	72%	63%	67%	66%	88%
Noble	67%	70%	78%	74%	57%	61%	87%
Nowata	61%	71%	65%	62%	50%	50%	83%
Okfuskee	51%	64%	64%	59%	46%	56%	83%
Oklahoma	68%	72%	70%	68%	72%	73%	85%
Oklmulgee	74%	67%	65%	58%	59%	62%	83%
Osage	61%	68%	67%	60%	63%	65%	85%
Ottawa	69%	74%	75%	73%	68%	70%	89%
Pawnee	59%	57%	51%	50%	57%	63%	82%
Payne	71%	77%	69%	69%	68%	71%	90%
Pittsburg	62%	64%	61%	63%	68%	64%	86%
Pontotoc	69%	72%	72%	68%	70%	73%	91%
Pottawatomie	69%	69%	72%	69%	62%	68%	88%
Pushmataha	53%	58%	54%	53%	53%	60%	85%
Roger Mills	69%	59%	70%	79%	76%	76%	94%
Rogers	74%	77%	77%	69%	67%	71%	92%
Seminole	63%	67%	52%	50%	49%	55%	80%
Sequoyah	79%	75%	79%	74%	74%	73%	89%
Stephens	68%	71%	69%	70%	66%	74%	90%
Texas	68%	72%	76%	61%	77%	67%	93%
Tillman	49%	54%	60%	49%	62%	73%	92%
Tulsa	73%	75%	74%	71%	73%	73%	88%
Wagoner	73%	74%	67%	60%	60%	64%	88%
Washington	78%	77%	87%	78%	80%	77%	92%
Washita	68%	66%	63%	66%	70%	72%	92%
Woods	69%	70%	72%	79%	65%	61%	86%
Woodward	73%	69%	85%	79%	63%	63%	89%
State Summary	70%	71%	71%	68%	68%	70%	87%

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

Data Used to Indicate the Percentage of CRT Scores within Each County

County	5th Grade CRT Soc. Stud. Scores % Satisfactory or Above	5th Grade CRT Writing Scores % Satisfactory or Above	6th Grade CRT Math Scores % Satisfactory or Above	6th Grade CRT Reading Scores % Satisfactory or Above	7th Grade CRT Math Scores % Satisfactory or Above	7th Grade CRT Reading Scores % Satisfactory or Above	7th Grade CRT Geography Scores % Satisfactory or Above
Adair	61%	84%	52%	62%	42%	64%	81%
Alfalfa	82%	78%	59%	51%	52%	74%	97%
Atoka	74%	91%	71%	67%	52%	77%	90%
Beaver	84%	85%	72%	74%	69%	71%	92%
Beckham	73%	94%	74%	72%	70%	77%	88%
Blaine	71%	93%	73%	70%	58%	72%	88%
Bryan	75%	90%	72%	68%	66%	71%	90%
Caddo	71%	89%	63%	68%	60%	70%	91%
Canadian	84%	94%	75%	78%	68%	80%	94%
Carter	73%	90%	67%	72%	68%	75%	92%
Cherokee	83%	88%	69%	69%	69%	76%	91%
Choctaw	61%	85%	63%	66%	53%	69%	77%
Cimarron	71%	90%	90%	86%	60%	70%	100%
Cleveland	86%	92%	81%	80%	79%	82%	94%
Coal	63%	92%	63%	78%	75%	93%	91%
Comanche	74%	90%	67%	75%	67%	77%	91%
Cotton	74%	95%	58%	62%	62%	79%	97%
Craig	88%	83%	63%	63%	68%	72%	92%
Creek	74%	89%	61%	69%	63%	73%	88%
Custer	82%	93%	77%	75%	78%	79%	91%
Delaware	79%	90%	59%	70%	67%	74%	88%
Dewey	83%	95%	79%	79%	78%	88%	91%
Ellis	78%	88%	57%	57%	76%	83%	89%
Garfield	79%	89%	71%	71%	66%	75%	90%
Garvin	75%	84%	56%	67%	53%	69%	87%
Grady	80%	90%	74%	71%	67%	75%	92%
Grant	76%	96%	66%	68%	74%	80%	91%
Greer	89%	96%	56%	71%	68%	78%	93%
Harmon	83%	96%	93%	40%	82%	68%	89%
Harper	75%	89%	78%	73%	71%	68%	89%
Haskell	65%	91%	43%	51%	55%	68%	92%
Hughes	56%	83%	50%	57%	39%	58%	81%
Jackson	74%	88%	78%	75%	73%	79%	86%
Jefferson	76%	88%	70%	64%	45%	63%	81%
Johnston	59%	86%	62%	68%	70%	80%	93%
Kay	75%	88%	75%	67%	75%	79%	91%
Kingfisher	90%	96%	75%	83%	76%	83%	97%
Kiowa	93%	92%	66%	75%	66%	79%	84%
Latimer	74%	92%	45%	57%	60%	61%	90%
Le Flore	68%	86%	61%	63%	56%	72%	89%

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Indicators Displayed in Maps

Data Used to Indicate the Percentage of CRT Scores within Each County

continued from previous page

County	5th Grade CRT Soc. Stud. Scores % Satisfactory or Above	5th Grade CRT Writing Scores % Satisfactory or Above	6th Grade CRT Math Scores % Satisfactory or Above	6th Grade CRT Reading Scores % Satisfactory or Above	7th Grade CRT Math Scores % Satisfactory or Above	7th Grade CRT Reading Scores % Satisfactory or Above	7th Grade CRT Geography Scores % Satisfactory or Above
Lincoln	86%	94%	58%	61%	69%	77%	92%
Logan	55%	82%	64%	74%	67%	74%	88%
Love	72%	90%	43%	51%	43%	51%	75%
Major	82%	87%	80%	77%	71%	82%	94%
Marshall	63%	91%	75%	71%	56%	68%	86%
Mayes	77%	88%	78%	73%	69%	73%	89%
McClain	81%	93%	66%	73%	67%	79%	95%
McCurtain	66%	90%	61%	61%	60%	67%	88%
McIntosh	82%	87%	60%	66%	63%	71%	93%
Murray	86%	88%	64%	61%	66%	73%	87%
Muskogee	75%	87%	67%	67%	61%	67%	86%
Noble	74%	87%	52%	67%	55%	74%	89%
Nowata	60%	86%	64%	70%	60%	78%	94%
Okfuskee	64%	83%	51%	53%	59%	70%	78%
Oklahoma	72%	90%	67%	69%	68%	75%	87%
Okmulgee	66%	91%	63%	61%	63%	78%	90%
Osage	75%	85%	70%	69%	54%	61%	85%
Ottawa	71%	91%	58%	59%	60%	66%	91%
Pawnee	77%	89%	66%	63%	62%	72%	83%
Payne	79%	92%	68%	73%	70%	82%	92%
Pittsburg	72%	89%	70%	61%	72%	76%	90%
Pontotoc	84%	91%	71%	78%	72%	74%	90%
Pottawatomie	75%	87%	70%	67%	71%	73%	88%
Pushmataha	72%	77%	64%	62%	70%	70%	90%
Roger Mills	91%	84%	81%	87%	90%	90%	100%
Rogers	83%	91%	69%	68%	66%	76%	92%
Seminole	64%	82%	57%	56%	57%	63%	85%
Sequoyah	83%	91%	74%	69%	62%	75%	91%
Stephens	82%	89%	66%	76%	65%	76%	87%
Texas	86%	86%	78%	74%	74%	75%	96%
Tillman	80%	94%	41%	59%	55%	67%	85%
Tulsa	76%	91%	71%	70%	71%	75%	87%
Wagoner	77%	88%	64%	63%	64%	67%	85%
Washington	82%	90%	84%	78%	80%	81%	96%
Washita	74%	90%	73%	72%	75%	82%	91%
Woods	71%	82%	74%	63%	80%	74%	90%
Woodward	70%	91%	64%	62%	68%	82%	92%
State Summary	75%	89%	68%	69%	67%	74%	88%

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

Data Used to Indicate Percentage of CRT and EOI Scores within Each County

County	8th Grade CRT Math Scores % Satisfactory or Above	8th Grade CRT Reading Scores % Satisfactory or Above	8th Grade CRT Science Scores % Satisfactory or Above	8th Grade CRT U.S. Hist. Scores % Satisfactory or Above	8th Grade CRT Writing Scores % Satisfactory or Above	Algebra I EOI % Satisfactory or Above	English II EOI % Satisfactory or Above
Adair	67%	70%	89%	64%	95%	75%	74%
Alfalfa	70%	84%	95%	76%	97%	91%	82%
Atoka	61%	69%	85%	77%	97%	60%	61%
Beaver	63%	78%	98%	87%	97%	83%	80%
Beckham	75%	72%	93%	78%	98%	87%	81%
Blaine	53%	68%	94%	67%	100%	90%	82%
Bryan	66%	72%	92%	78%	97%	86%	77%
Caddo	63%	72%	92%	75%	93%	79%	80%
Canadian	73%	81%	93%	88%	97%	90%	91%
Carter	69%	76%	90%	77%	98%	85%	86%
Cherokee	63%	75%	91%	79%	95%	88%	86%
Choctaw	51%	66%	93%	66%	96%	66%	63%
Cimarron	83%	79%	100%	88%	100%	97%	89%
Cleveland	78%	79%	94%	87%	96%	93%	91%
Coal	60%	81%	96%	75%	99%	89%	88%
Comanche	77%	78%	94%	81%	97%	78%	78%
Cotton	55%	65%	97%	71%	96%	88%	92%
Craig	69%	74%	94%	81%	99%	84%	77%
Creek	62%	71%	92%	77%	94%	82%	78%
Custer	76%	76%	94%	81%	96%	86%	85%
Delaware	50%	70%	89%	73%	88%	75%	82%
Dewey	53%	74%	87%	77%	96%	91%	80%
Ellis	52%	67%	95%	69%	95%	86%	88%
Garfield	69%	72%	91%	73%	96%	86%	82%
Garvin	55%	70%	93%	72%	98%	88%	84%
Grady	64%	75%	93%	77%	96%	88%	89%
Grant	50%	63%	89%	68%	92%	79%	86%
Greer	76%	78%	89%	71%	96%	92%	75%
Harmon	43%	62%	64%	68%	90%	81%	72%
Harper	60%	54%	100%	63%	94%	89%	83%
Haskell	53%	73%	88%	66%	96%	75%	69%
Hughes	42%	65%	90%	53%	89%	81%	80%
Jackson	69%	80%	88%	76%	95%	89%	86%
Jefferson	29%	56%	84%	70%	84%	68%	78%
Johnston	51%	72%	90%	64%	92%	78%	83%
Kay	74%	78%	94%	82%	96%	85%	85%
Kingfisher	68%	80%	93%	83%	98%	89%	87%
Kiowa	80%	87%	98%	83%	100%	83%	82%
Latimer	58%	62%	93%	68%	94%	74%	72%
Le Flore	52%	71%	91%	70%	91%	74%	74%

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Indicators Displayed in Maps

Data Used to Indicate Percentage of CRT and EOI Scores within Each County

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County	8th Grade CRT Math Scores % Satisfactory or Above	8th Grade CRT Reading Scores % Satisfactory or Above	8th Grade CRT Science Scores % Satisfactory or Above	8th Grade CRT U.S. Hist. Scores % Satisfactory or Above	8th Grade CRT Writing Scores % Satisfactory or Above	Algebra I EOI % Satisfactory or Above	English II EOI % Satisfactory or Above
Lincoln	67%	73%	89%	72%	95%	82%	79%
Logan	71%	72%	94%	77%	98%	79%	77%
Love	47%	51%	84%	56%	99%	69%	75%
Major	75%	72%	94%	82%	99%	90%	82%
Marshall	67%	81%	87%	87%	98%	81%	73%
Mayes	59%	70%	89%	72%	94%	86%	82%
McClain	65%	76%	91%	77%	96%	91%	81%
McCurtain	58%	67%	85%	73%	92%	80%	78%
McIntosh	71%	72%	93%	67%	96%	87%	80%
Murray	53%	75%	91%	76%	97%	81%	82%
Muskogee	57%	68%	88%	75%	93%	78%	80%
Noble	59%	74%	95%	75%	94%	79%	75%
Nowata	57%	71%	90%	82%	94%	83%	76%
Okfuskee	32%	53%	80%	54%	92%	87%	72%
Oklahoma	66%	71%	89%	77%	96%	82%	81%
Okmulgee	66%	69%	91%	74%	93%	75%	73%
Osage	65%	61%	90%	63%	95%	76%	77%
Ottawa	59%	71%	92%	71%	98%	86%	83%
Pawnee	59%	75%	95%	77%	97%	86%	77%
Payne	75%	76%	93%	83%	96%	88%	83%
Pittsburg	69%	70%	92%	76%	95%	80%	82%
Pontotoc	67%	78%	93%	80%	94%	90%	87%
Pottawatomie	66%	73%	92%	77%	97%	85%	84%
Pushmataha	70%	66%	94%	80%	98%	82%	76%
Roger Mills	72%	83%	96%	83%	98%	92%	86%
Rogers	65%	73%	95%	81%	98%	88%	86%
Seminole	53%	60%	83%	71%	95%	70%	71%
Sequoyah	72%	77%	91%	80%	96%	82%	81%
Stephens	62%	73%	93%	73%	94%	82%	82%
Texas	61%	76%	94%	75%	95%	91%	86%
Tillman	45%	55%	87%	69%	97%	75%	73%
Tulsa	69%	74%	90%	76%	95%	85%	83%
Wagoner	57%	72%	88%	76%	92%	73%	76%
Washington	70%	78%	93%	86%	95%	87%	81%
Washita	62%	67%	94%	77%	97%	86%	82%
Woods	68%	76%	97%	91%	98%	89%	86%
Woodward	62%	71%	92%	80%	95%	83%	82%
State Summary	65%	72%	90%	76%	95%	83%	81%

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

Data Used to Indicate Percentage of EOI Scores and High School Information within Each County

County	US History EOI % Satisfactory or Above	Biology I EOI % Satisfactory or Above	Algebra II EOI % Satisfactory or Above	English III EOI % Satisfactory or Above	Geometry EOI % Satisfactory or Above	4-Year Dropout Rate	Senior Graduation Rate	Senior GPA
Adair	58%	66%	27%	75%	63%	24.0%	97.4%	3.12
Alfalfa	85%	74%	68%	100%	88%	0.0%	100.0%	3.50
Atoka	58%	57%	44%	72%	51%	10.6%	96.6%	2.96
Beaver	71%	68%	67%	77%	76%	2.5%	100.0%	3.32
Beckham	71%	72%	83%	85%	84%	18.6%	95.9%	2.84
Blaine	66%	78%	56%	89%	89%	5.4%	98.6%	3.13
Bryan	70%	76%	60%	84%	77%	11.9%	98.1%	2.97
Caddo	67%	65%	52%	83%	73%	12.0%	99.1%	2.95
Canadian	81%	85%	77%	90%	87%	9.7%	97.9%	3.06
Carter	76%	85%	71%	86%	87%	14.4%	97.9%	2.96
Cherokee	71%	71%	73%	87%	87%	10.5%	96.1%	3.07
Choctaw	54%	47%	49%	76%	62%	10.5%	98.4%	2.98
Cimarron	82%	83%	57%	85%	82%	0.0%	100.0%	3.34
Cleveland	84%	87%	86%	92%	91%	9.4%	97.9%	2.98
Coal	59%	55%	82%	78%	77%	4.9%	98.7%	2.89
Comanche	67%	71%	70%	84%	79%	11.8%	98.1%	2.92
Cotton	69%	75%	52%	97%	84%	3.4%	98.8%	3.14
Craig	77%	74%	67%	79%	88%	8.5%	97.4%	3.00
Creek	65%	73%	59%	77%	76%	12.0%	96.4%	3.00
Custer	64%	79%	56%	84%	87%	15.8%	93.6%	3.14
Delaware	71%	72%	47%	84%	70%	11.1%	99.1%	2.84
Dewey	78%	80%	64%	89%	83%	5.2%	98.2%	3.06
Ellis	67%	84%	88%	92%	90%	5.7%	100.0%	3.34
Garfield	71%	78%	65%	88%	79%	9.0%	97.4%	3.10
Garvin	71%	76%	70%	82%	74%	15.4%	97.2%	3.11
Grady	78%	80%	70%	89%	83%	11.4%	98.5%	3.14
Grant	67%	79%	65%	86%	90%	5.5%	98.6%	3.19
Greer	69%	59%	37%	76%	62%	12.7%	98.4%	3.21
Harmon	88%	67%	63%	94%	87%	12.7%	96.0%	2.88
Harper	79%	73%	69%	90%	83%	6.1%	100.0%	3.17
Haskell	60%	68%	61%	78%	79%	8.6%	97.0%	3.01
Hughes	58%	74%	43%	78%	76%	12.1%	99.4%	2.99
Jackson	75%	68%	55%	91%	79%	13.1%	98.0%	3.01
Jefferson	62%	69%	30%	72%	78%	9.0%	98.8%	2.97
Johnston	64%	74%	53%	82%	72%	12.6%	96.2%	2.77
Kay	76%	81%	59%	85%	87%	24.6%	95.3%	3.08
Kingfisher	66%	82%	68%	87%	92%	0.9%	100.0%	3.15
Kiowa	67%	73%	50%	79%	86%	10.8%	97.6%	3.11
Latimer	58%	57%	55%	78%	59%	12.3%	96.9%	2.99
Le Flore	62%	66%	41%	78%	60%	10.0%	98.0%	2.92

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Indicators Displayed in Maps

Data Used to Indicate Percentage of EOI Scores and High School Information within Each County

continued from previous page

County	US History EOI % Satisfactory or Above	Biology I EOI % Satisfactory or Above	Algebra II EOI % Satisfactory or Above	English III EOI % Satisfactory or Above	Geometry EOI % Satisfactory or Above	4-Year Dropout Rate	Senior Graduation Rate	Senior GPA
Lincoln	70%	74%	44%	81%	76%	7.8%	98.6%	3.07
Logan	63%	66%	42%	72%	75%	2.7%	99.3%	3.17
Love	66%	75%	46%	84%	65%	13.6%	96.9%	2.95
Major	83%	88%	78%	93%	97%	5.8%	98.3%	3.02
Marshall	74%	79%	63%	78%	81%	14.0%	94.6%	2.83
Mayes	78%	89%	67%	83%	77%	14.8%	98.7%	3.03
McClain	75%	75%	71%	82%	85%	6.1%	97.4%	3.21
McCurtain	60%	70%	58%	82%	79%	3.5%	99.4%	2.92
McIntosh	71%	62%	55%	83%	83%	9.9%	96.1%	2.91
Murray	81%	77%	84%	94%	85%	6.1%	98.4%	3.07
Muskogee	70%	73%	63%	83%	78%	14.5%	98.3%	2.99
Noble	86%	78%	74%	88%	74%	5.8%	98.0%	3.07
Nowata	63%	73%	70%	83%	83%	4.7%	99.3%	2.72
Okfuskee	60%	68%	42%	90%	68%	26.5%	96.5%	3.06
Oklahoma	77%	76%	69%	85%	78%	11.9%	98.3%	3.05
Okmulgee	66%	68%	43%	75%	60%	7.0%	98.2%	2.88
Osage	64%	67%	61%	82%	77%	6.6%	98.2%	2.97
Ottawa	78%	76%	65%	87%	85%	7.6%	99.4%	2.99
Pawnee	70%	74%	42%	87%	70%	5.7%	98.2%	3.08
Payne	81%	82%	79%	89%	84%	11.7%	97.0%	3.21
Pittsburg	70%	80%	56%	80%	83%	14.1%	95.3%	3.01
Pontotoc	76%	80%	67%	90%	86%	13.7%	98.6%	3.00
Pottawatomie	78%	81%	81%	85%	85%	11.7%	97.3%	2.98
Pushmataha	65%	80%	56%	86%	67%	10.4%	99.2%	2.98
Roger Mills	81%	88%	77%	85%	98%	4.1%	97.9%	3.27
Rogers	81%	82%	65%	84%	84%	13.0%	98.3%	3.00
Seminole	66%	59%	65%	77%	68%	14.6%	97.1%	3.06
Sequoyah	69%	78%	54%	85%	81%	11.1%	97.1%	3.03
Stephens	73%	80%	55%	88%	77%	16.7%	97.3%	3.04
Texas	74%	78%	59%	91%	82%	14.8%	99.0%	3.10
Tillman	57%	68%	65%	63%	67%	8.9%	100.0%	2.87
Tulsa	73%	74%	70%	84%	78%	16.5%	97.6%	2.90
Wagoner	71%	69%	55%	78%	67%	18.6%	96.9%	2.85
Washington	79%	79%	79%	88%	81%	11.1%	98.9%	2.94
Washita	69%	82%	75%	93%	91%	7.4%	100.0%	3.26
Woods	88%	84%	78%	90%	92%	5.9%	96.4%	3.07
Woodward	78%	79%	75%	86%	77%	10.8%	97.7%	3.12
State Summary	73%	75%	66%	84%	79%	12.4%	97.8%	3.00

Data Source: Oklahoma State Department of Education; Office of Accountability;

Indicators Displayed in Maps

Data Used to Indicate High School and College Information within Each County

County	Career Tech Program Participation Rate	Career Tech Program Completion Rate	Average ACT Score of Oklahoma Public HS Graduates	Oklahoma Public HS Graduates Completing Coll. Bound Curr.	Oklahoma Public HS Graduates Going to Out-of-State Colleges	Percent of Oklahoma Public College Freshman Taking Remedial Courses	Oklahoma Freshman with a GPA of 2.0 or Higher Graduating from an Oklahoma Public HS	Oklahoma College Going Rate of Oklahoma Public HS Graduates	Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates
Adair	36.6%	69.0%	19.0	76.1%	4.9%	54.8%	71.2%	41.6%	37.3%
Alfalfa	38.0%	54.3%	21.1	94.6%	2.7%	42.0%	83.3%	61.9%	57.6%
Atoka	58.5%	76.5%	18.1	85.7%	0.0%	45.7%	63.9%	48.1%	37.2%
Beaver	13.9%	65.6%	20.8	83.5%	30.4%	32.1%	76.6%	48.9%	49.2%
Beckham	31.7%	70.5%	20.2	81.0%	4.6%	29.0%	73.9%	56.0%	50.9%
Blaine	39.9%	70.3%	19.5	47.5%	2.8%	33.3%	74.2%	53.6%	42.9%
Bryan	57.0%	72.4%	20.3	93.5%	3.6%	33.0%	73.8%	45.6%	38.0%
Caddo	37.3%	66.8%	19.2	74.2%	0.9%	39.2%	64.6%	51.3%	40.2%
Canadian	36.5%	67.6%	21.8	78.2%	1.9%	32.7%	69.0%	57.3%	43.2%
Carter	33.7%	81.5%	20.6	86.8%	5.5%	36.0%	75.4%	52.8%	46.7%
Cherokee	54.4%	80.9%	19.8	55.0%	3.8%	40.7%	73.4%	49.1%	40.1%
Choctaw	48.6%	77.2%	18.5	66.9%	2.5%	37.8%	67.3%	42.9%	37.6%
Cimarron	5.0%	50.0%	21.8	83.9%	16.1%	41.1%	82.7%	58.5%	57.1%
Cleveland	33.4%	73.3%	22.4	71.3%	7.3%	28.3%	71.4%	64.0%	42.6%
Coal	45.7%	67.0%	18.4	45.5%	3.9%	49.0%	55.9%	53.0%	37.5%
Comanche	40.2%	69.5%	20.7	76.1%	8.8%	43.8%	66.4%	49.5%	39.3%
Cotton	63.0%	92.4%	20.6	72.9%	11.8%	43.8%	64.8%	41.3%	27.5%
Craig	42.9%	54.8%	19.2	80.9%	5.8%	47.9%	71.3%	52.0%	46.4%
Creek	50.9%	69.5%	20.0	100.0%	4.4%	46.0%	66.5%	49.2%	45.2%
Custer	74.7%	74.5%	20.1	88.9%	1.9%	31.3%	74.8%	55.2%	51.6%
Delaware	43.1%	67.0%	19.9	92.7%	7.1%	49.5%	74.6%	36.5%	36.7%
Dewey	75.3%	79.2%	20.7	100.0%	7.3%	32.9%	83.3%	54.8%	54.3%
Ellis	64.6%	63.4%	20.3	62.0%	2.0%	27.1%	77.3%	48.2%	53.1%
Garfield	43.5%	75.5%	21.1	77.8%	2.5%	31.1%	81.9%	45.3%	54.9%
Garvin	55.1%	69.5%	20.5	80.5%	1.0%	36.2%	69.3%	49.3%	46.5%
Grady	47.2%	78.7%	20.4	97.4%	3.8%	35.5%	69.9%	50.7%	45.2%
Grant	40.4%	54.5%	19.3	88.4%	2.9%	27.8%	78.2%	63.6%	50.7%
Greer	72.6%	89.0%	19.4	100.0%	1.6%	47.3%	59.3%	54.1%	39.8%
Harmon	57.4%	72.4%	19.1	100.0%	4.2%	33.3%	69.5%	54.8%	50.0%
Harper	34.8%	71.4%	19.3	71.7%	2.2%	35.7%	68.3%	53.2%	62.0%
Haskell	45.9%	75.5%	20.0	66.9%	3.2%	53.9%	72.0%	46.1%	44.9%
Hughes	56.8%	65.6%	18.9	90.0%	2.5%	48.7%	70.3%	51.7%	42.2%
Jackson	39.7%	77.6%	20.4	37.1%	5.2%	38.7%	73.9%	50.0%	44.9%
Jefferson	40.4%	75.0%	18.9	92.4%	3.0%	50.0%	60.7%	44.6%	40.2%
Johnston	34.8%	72.6%	18.2	59.2%	2.4%	45.9%	70.9%	53.6%	46.7%
Kay	49.9%	68.7%	21.1	76.4%	5.1%	32.4%	79.5%	51.8%	55.5%
Kingfisher	52.9%	74.5%	20.4	91.3%	1.8%	23.4%	79.9%	59.7%	49.0%
Kiowa	46.3%	66.1%	20.4	62.1%	4.0%	34.3%	69.1%	46.2%	46.7%
Latimer	35.2%	77.0%	19.1	82.8%	1.1%	49.3%	71.4%	54.6%	48.3%
Le Flore	56.1%	70.5%	19.7	87.4%	6.4%	40.4%	79.7%	45.0%	49.7%

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Indicators Displayed in Maps

Data Used to Indicate High School and College Information within Each County

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County	Career Tech Program Participation Rate	Career Tech Program Completion Rate	Average ACT Score of Oklahoma Public HS Graduates	Oklahoma Public HS Graduates Colpleting Coll. Bound Curr.	Oklahoma Public HS Graduates Going to Out-of-State Coleges	Percent of Oklahoma Public College Freshman Taking Remdial Courses	Oklahoma Freshman with a GPA of 2.0 or Higher Graduating from an Oklahoma Public HS	Oklahoma College Going Rate of Oklahoma Public HS Graduates	Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates
Lincoln	67.0%	74.4%	20.5	74.0%	2.0%	33.7%	73.2%	48.5%	42.6%
Logan	45.1%	79.9%	19.6	97.6%	1.7%	31.8%	65.1%	52.3%	36.6%
Love	38.8%	66.7%	19.4	85.3%	5.3%	45.6%	72.6%	49.1%	35.2%
Major	65.9%	73.0%	20.6	89.0%	0.9%	23.1%	82.2%	54.8%	58.9%
Marshall	28.8%	59.0%	19.0	100.0%	2.1%	44.9%	61.2%	44.2%	39.2%
Mayes	33.8%	78.9%	20.3	81.8%	2.6%	48.3%	71.5%	45.8%	38.5%
McClain	34.7%	75.6%	20.9	80.2%	3.7%	33.4%	68.9%	55.4%	45.5%
McCurtain	58.0%	69.1%	18.9	66.0%	3.4%	36.5%	70.9%	38.6%	40.3%
McIntosh	56.7%	71.8%	20.1	90.9%	2.3%	45.9%	71.7%	49.8%	45.0%
Murray	58.3%	74.9%	20.6	100.0%	0.8%	37.0%	72.3%	53.0%	41.7%
Muskogee	46.0%	80.9%	20.2	81.6%	4.6%	49.7%	72.6%	48.5%	42.8%
Noble	48.9%	73.9%	20.7	82.9%	4.8%	33.8%	75.6%	57.3%	49.6%
Nowata	55.3%	77.7%	19.4	93.7%	26.8%	36.5%	73.5%	30.9%	46.7%
Okfuskee	56.0%	86.9%	18.3	62.9%	33.3%	55.0%	73.8%	41.8%	47.1%
Oklahoma	45.4%	74.0%	21.1	83.7%	7.2%	33.3%	66.0%	57.9%	40.7%
Okmulgee	46.5%	75.3%	18.5	90.5%	3.4%	53.5%	69.1%	52.3%	42.7%
Osage	33.0%	74.7%	18.9	67.8%	6.1%	43.9%	67.2%	40.1%	38.6%
Ottawa	36.2%	72.7%	20.9	73.0%	6.6%	52.6%	70.3%	50.7%	47.9%
Pawnee	41.8%	81.6%	20.1	73.7%	4.8%	34.2%	77.8%	47.3%	41.7%
Payne	53.5%	74.1%	22.3	71.3%	9.3%	21.9%	77.3%	54.2%	47.7%
Pittsburg	48.5%	78.7%	19.9	66.5%	3.3%	45.7%	66.5%	51.6%	46.6%
Pontotoc	73.1%	75.5%	20.4	85.9%	1.5%	33.3%	74.1%	55.0%	43.6%
Pottawatomie	39.3%	75.8%	21.0	80.2%	0.9%	39.1%	71.4%	47.2%	37.0%
Pushmataha	63.3%	84.2%	19.3	91.5%	2.3%	38.6%	70.0%	50.7%	38.9%
Roger Mills	71.5%	86.7%	20.2	87.2%	4.3%	35.8%	74.1%	53.2%	44.8%
Rogers	31.7%	70.1%	20.6	76.5%	4.9%	37.7%	69.2%	52.9%	44.3%
Seminole	42.8%	59.3%	19.8	100.0%	1.0%	47.1%	69.1%	55.7%	39.6%
Sequoyah	31.2%	72.8%	19.9	69.8%	15.6%	42.3%	75.4%	43.3%	44.0%
Stephens	56.8%	81.8%	20.5	84.6%	3.2%	36.6%	71.0%	53.3%	46.2%
Texas	51.0%	74.8%	19.9	81.1%	17.9%	47.6%	68.6%	45.8%	43.3%
Tillman	68.0%	83.2%	19.3	99.0%	4.9%	47.0%	74.6%	48.0%	44.2%
Tulsa	48.6%	68.6%	21.4	89.2%	9.2%	39.4%	68.6%	54.5%	45.4%
Wagoner	38.8%	84.9%	20.2	83.8%	5.9%	42.3%	71.2%	47.4%	41.9%
Washington	32.3%	81.9%	22.2	79.2%	10.6%	29.2%	77.1%	48.3%	52.8%
Washita	37.7%	69.1%	20.3	87.3%	2.4%	38.3%	67.8%	55.9%	52.1%
Woods	48.0%	74.1%	20.7	85.0%	0.0%	29.4%	87.5%	59.7%	51.3%
Woodward	62.9%	89.7%	20.2	94.8%	6.9%	34.1%	77.0%	52.7%	43.6%
State Summary	45.2%	73.0%	20.8	81.9%	6.2%	37.2%	70.3%	52.8%	44.0%

Data Source: Oklahoma State Regents for Higher Education; Office of Accountability
Oklahoma Department of Career and Technology Education

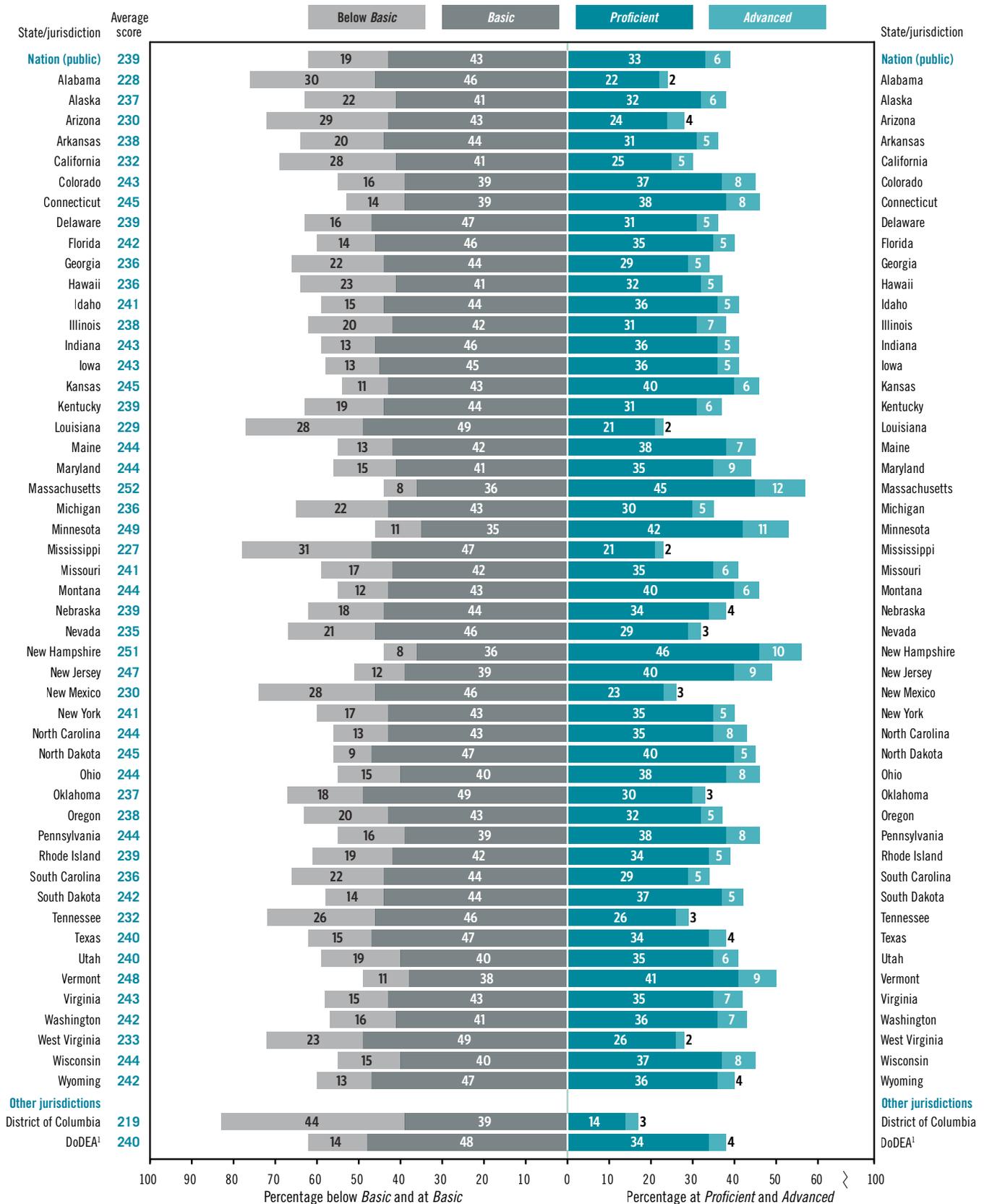
APPENDIX D

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

1) INSTRUCTION	INSTRUCTION (1000 Series)
2) STUDENT SUPPORT	SUPPORT SERVICES (2000 Series) SUPPORT SERVICES - STUDENTS (2100)
3) INSTRUCTIONAL SUPPORT	SUPPORT SERVICES (2000 Series) SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
4) DISTRICT ADMINISTRATION	SUPPORT SERVICES (2000 Series) SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
5) SCHOOL ADMINISTRATION	SUPPORT SERVICES (2000 Series) SUPPORT SERVICES - SCHOOL ADMINISTRATION (2400)
6) DISTRICT SUPPORT	SUPPORT SERVICES (2000 Series) CENTRAL SERVICES (2500) OPERATION AND MAINTENANCE OF PLANT SERVICES (2600) STUDENT TRANSPORTATION SERVICES (2700)
7) DEBT SERVICE	OTHER USES (5000 Series) DEBT SERVICE (5100)
8) OTHER	OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series) CHILD NUTRITION PROGRAMS OPERATIONS (3100) ENTERPRISE OPERATIONS (3200) COMMUNITY SERVICES OPERATIONS (3300) FACILITIES ACQUISITION AND CONSTR. SERVICES (4000 Series) LAND ACQUISITION SERVICES (4200) LAND IMPROVEMENT SERVICES (4300) ARCHITECTURE AND ENGINEERING SERVICES (4400) EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500) BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600) BUILDING IMPROVEMENT SERVICES (4700) 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 (LTD) CLAIMS (7800) OTHER USES (7900)

APPENDIX E

Figure 11. Average scores and achievement-level results in NAEP mathematics for fourth-grade public school students, by state/jurisdiction: 2009



¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

Table 3. Average scores in NAEP mathematics for fourth-grade public school students, by state/jurisdiction: Various years, 1992–2009

State/jurisdiction	Accommodations not permitted			Accommodations permitted				
	1992	1996	2000	2000	2003	2005	2007	2009
Nation (public)	219*	222*	226*	224*	234*	237*	239	239
Alabama	208*	212*	218*	217*	223*	225*	229	228
Alaska	—	224*	—	—	233*	236	237	237
Arizona	215*	218*	219*	219*	229	230	232	230
Arkansas	210*	216*	217*	216*	229*	236	238	238
California	208*	209*	214*	213*	227*	230	230	232
Colorado	221*	226*	—	—	235*	239*	240*	243
Connecticut	227*	232*	234*	234*	241*	242*	243	245
Delaware	218*	215*	—	—	236*	240	242*	239
Florida	214*	216*	—	—	234*	239*	242	242
Georgia	216*	215*	220*	219*	230*	234	235	236
Hawaii	214*	215*	216*	216*	227*	230*	234	236
Idaho	222*	—	227*	224*	235*	242	241	241
Illinois	—	—	225*	223*	233*	233*	237	238
Indiana	221*	229*	234*	233*	238*	240*	245*	243
Iowa	230*	229*	233*	231*	238*	240*	243	243
Kansas	—	—	232*	232*	242*	246	248	245
Kentucky	215*	220*	221*	219*	229*	231*	235*	239
Louisiana	204*	209*	218*	218*	226*	230	230	229
Maine	232*	232*	231*	230*	238*	241*	242	244
Maryland	217*	221*	222*	222*	233*	238*	240*	244
Massachusetts	227*	229*	235*	233*	242*	247*	252	252
Michigan	220*	226*	231*	229*	236	238	238	236
Minnesota	228*	232*	235*	234*	242*	246*	247	249
Mississippi	202*	208*	211*	211*	223*	227	228	227
Missouri	222*	225*	229*	228*	235*	235*	239	241
Montana	—	228*	230*	228*	236*	241*	244	244
Nebraska	225*	228*	226*	225*	236	238	238	239
Nevada	—	218*	220*	220*	228*	230*	232*	235
New Hampshire	230*	—	—	—	243*	246*	249*	251
New Jersey	227*	227*	—	—	239*	244	249	247
New Mexico	213*	214*	214*	213*	223*	224*	228	230
New York	218*	223*	227*	225*	236*	238*	243	241
North Carolina	213*	224*	232*	230*	242	241*	242	244
North Dakota	229*	231*	231*	230*	238*	243*	245	245
Ohio	219*	—	231*	230*	238*	242	245	244
Oklahoma	220*	—	225*	224*	229*	234*	237	237
Oregon	—	223*	227*	224*	236	238	236	238
Pennsylvania	224*	226*	—	—	236*	241	244	244
Rhode Island	215*	220*	225*	224*	230*	233*	236*	239
South Carolina	212*	213*	220*	220*	236	238*	237	236
South Dakota	—	—	—	—	237*	242	241	242
Tennessee	211*	219*	220*	220*	228*	232	233	232
Texas	218*	229*	233*	231*	237*	242	242	240
Utah	224*	227*	227*	227*	235*	239	239	240
Vermont	—	225*	232*	232*	242*	244*	246*	248
Virginia	221*	223*	230*	230*	239*	240	244	243
Washington	—	225*	—	—	238*	242	243	242
West Virginia	215*	223*	225*	223*	231	231	236*	233
Wisconsin	229*	231*	—	—	237*	241*	244	244
Wyoming	225*	223*	229*	229*	241	243	244*	242
Other jurisdictions								
District of Columbia	193*	187*	193*	192*	205*	211*	214*	219
DoDEA ¹	—	224*	228*	227*	237*	239*	240	240

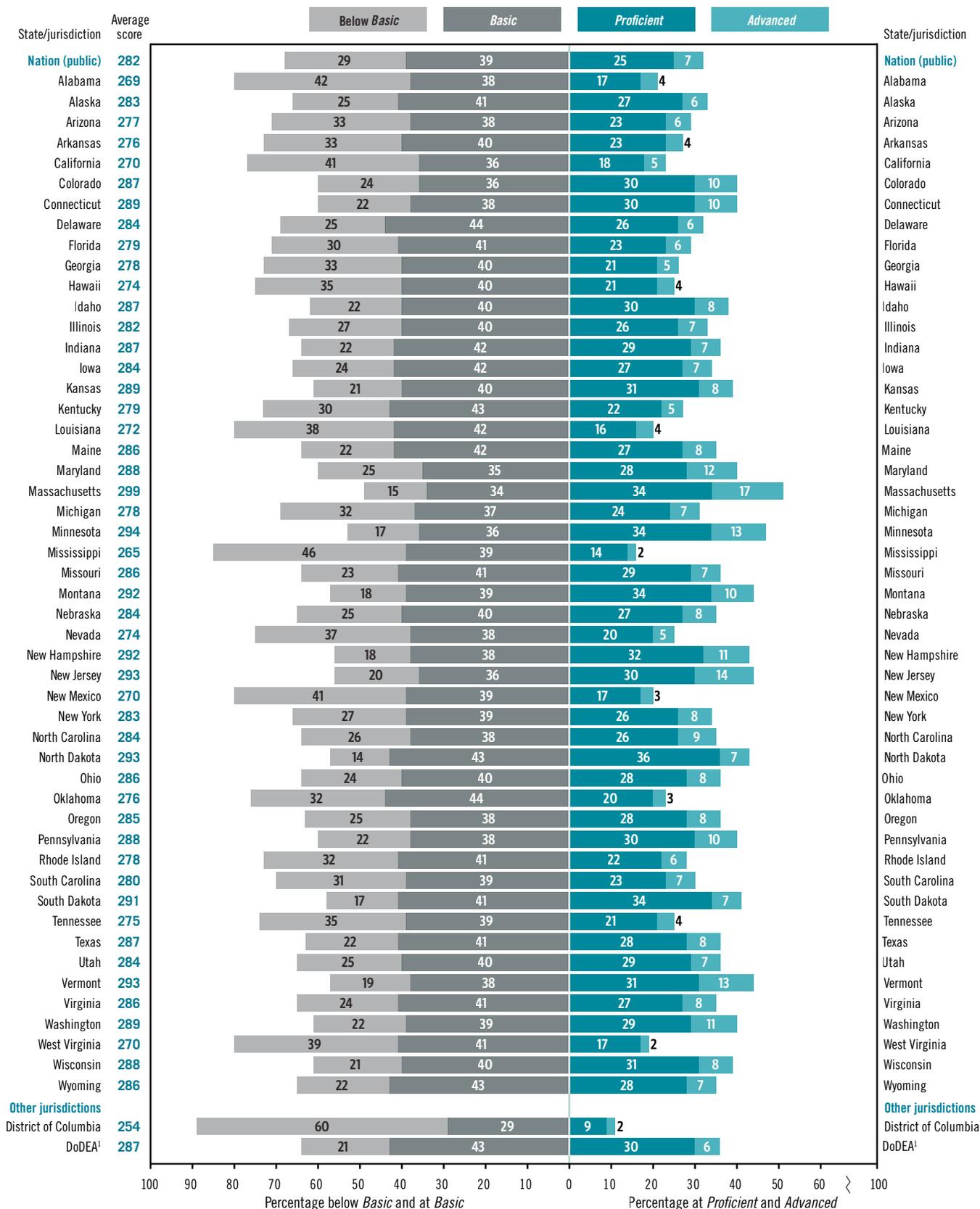
— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

* Significantly different ($p < .05$) from 2009 when only one state/jurisdiction or the nation is being examined.

¹ Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Mathematics Assessments.

Figure 23. Average scores and achievement-level results in NAEP mathematics for eighth-grade public school students, by state/jurisdiction: 2009



¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

Table 7. Average scores in NAEP mathematics for eighth-grade public school students, by state/jurisdiction: Various years, 1990-2009

State/jurisdiction	Accommodations not permitted				Accommodations permitted				
	1990	1992	1996	2000	2000	2003	2005	2007	2009
Nation (public)	262*	267*	271*	274*	272*	276*	278*	280*	282
Alabama	253*	252*	257*	262*	264*	262*	262*	266	269
Alaska	—	—	278*	—	—	279*	279*	283	283
Arizona	260*	265*	268*	271*	269*	271*	274	276	277
Arkansas	256*	256*	262*	261*	257*	266*	272*	274	276
California	256*	261*	263*	262*	260*	267	269	270	270
Colorado	267*	272*	276*	—	—	283*	281*	286	287
Connecticut	270*	274*	280*	282*	281*	284*	281*	282*	289
Delaware	261*	263*	267*	—	—	277*	281*	283	284
Florida	255*	260*	264*	—	—	271*	274*	277	279
Georgia	259*	259*	262*	266*	265*	270*	272*	275*	278
Hawaii	251*	257*	262*	263*	262*	266*	266*	269*	274
Idaho	271*	275*	—	278*	277*	280*	281*	284*	287
Illinois	261*	—	—	277*	275*	277*	278*	280	282
Indiana	267*	270*	276*	283*	281*	281*	282*	285	287
Iowa	278*	283	284	—	—	284	284	285	284
Kansas	—	—	—	284*	283*	284*	284*	290	289
Kentucky	257*	262*	267*	272*	270*	274*	274*	279	279
Louisiana	246*	250*	252*	259*	259*	266*	268*	272	272
Maine	—	279*	284	284	281*	282*	281*	286	286
Maryland	261*	265*	270*	276*	272*	278*	278*	286	288
Massachusetts	—	273*	278*	283*	279*	287*	292*	298	299
Michigan	264*	267*	277	278	277	276	277	277	278
Minnesota	275*	282*	284*	288*	287*	291*	290*	292	294
Mississippi	—	246*	250*	254*	254*	261*	262	265	265
Missouri	—	271*	273*	274*	271*	279*	276*	281*	286
Montana	280*	—	283*	287*	285*	286*	286*	287*	292
Nebraska	276*	278*	283	281*	280*	282	284	284	284
Nevada	—	—	—	268*	265*	268*	270*	271*	274
New Hampshire	273*	278*	—	—	—	286*	285*	288*	292
New Jersey	270*	272*	—	—	—	281*	284*	289*	293
New Mexico	256*	260*	262*	260*	259*	263*	263*	268	270
New York	261*	266*	270*	276*	271*	280	280	280	283
North Carolina	250*	258*	268*	280*	276*	281	282	284	284
North Dakota	281*	283*	284*	283*	282*	287*	287*	292	293
Ohio	264*	268*	—	283	281*	282*	283	285	286
Oklahoma	263*	268*	—	272*	270*	272*	271*	275	276
Oregon	271*	—	276*	281*	280*	281*	282	284	285
Pennsylvania	266*	271*	—	—	—	279*	281*	286	288
Rhode Island	260*	266*	269*	273*	269*	272*	272*	275*	278
South Carolina	—	261*	261*	266*	265*	277	281	282	280
South Dakota	—	—	—	—	—	285*	287*	288*	291
Tennessee	—	259*	263*	263*	262*	268*	271*	274	275
Texas	258*	265*	270*	275*	273*	277*	281*	286	287
Utah	—	274*	277*	275*	274*	281*	279*	281*	284
Vermont	—	—	279*	283*	281*	286*	287*	291*	293
Virginia	264*	268*	270*	277*	275*	282*	284	288	286
Washington	—	—	276*	—	—	281*	285*	285*	289
West Virginia	256*	259*	265*	271	266*	271	269	270	270
Wisconsin	274*	278*	283*	—	—	284*	285*	286	288
Wyoming	272*	275*	275*	277*	276*	284*	282*	287	286
Other jurisdictions									
District of Columbia	231*	235*	233*	234*	235*	243*	245*	248*	254
DoDEA ¹	—	—	274*	278*	277*	285*	284*	285	287

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

* Significantly different ($p < .05$) from 2009 when only one state/jurisdiction or the nation is being examined.

¹ Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990-2009 Mathematics Assessments.

Table A-12. Average scores and achievement-level results in NAEP mathematics for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2009

State/jurisdiction	White					Black					Hispanic				
	Average scale score	Percentage of students				Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below Basic	At or above Basic	At or above Proficient	At Advanced		Below Basic	At or above Basic	At or above Proficient	At Advanced		Below Basic	At or above Basic	At or above Proficient	At Advanced
Nation (public)	248	10	90	50	8	222	37	63	15	1	227	30	70	21	1
Alabama	237	18	82	34	4	211	51	49	7	#	220	39	61	11	1
Alaska	249	9	91	52	9	225	30	70	17	#	232	23	77	27	2
Arizona	243	14	86	44	7	222	41	59	19	3	220	40	60	15	1
Arkansas	245	12	88	46	7	217	44	56	12	#	233	21	79	26	2
California	247	11	89	51	9	217	44	56	13	1	219	41	59	14	1
Colorado	252	7	93	57	11	225	33	67	23	2	228	31	69	24	3
Connecticut	253	7	93	58	11	222	38	62	14	1	227	30	70	18	2
Delaware	249	7	93	50	8	226	30	70	17	#	231	23	77	22	2
Florida	250	7	93	53	9	228	27	73	20	1	238	16	84	33	2
Georgia	247	10	90	48	8	221	38	62	15	#	231	25	75	26	2
Hawaii	247	11	89	51	7	232	24	76	33	2	230	26	74	28	2
Idaho	244	12	88	44	5	‡	‡	‡	‡	‡	225	34	66	18	1
Illinois	249	10	90	52	10	216	46	54	11	1	227	28	72	20	1
Indiana	247	9	91	48	6	222	34	66	13	#	230	23	77	23	2
Iowa	245	10	90	45	6	226	31	69	17	1	223	36	64	17	1
Kansas	251	6	94	55	8	224	34	66	18	2	233	19	81	24	1
Kentucky	241	16	84	39	6	220	41	59	14	1	227	33	67	22	2
Louisiana	241	13	87	37	3	218	43	57	8	1	230	25	75	23	1
Maine	245	12	88	46	7	228	31	69	28	2	‡	‡	‡	‡	‡
Maryland	255	6	94	60	15	228	28	72	21	1	238	17	83	32	4
Massachusetts	258	3	97	67	14	236	16	84	30	2	232	22	78	25	2
Michigan	243	14	86	43	6	212	52	48	9	#	227	29	71	20	1
Minnesota	255	6	94	61	14	227	34	66	25	2	232	27	73	29	2
Mississippi	241	13	87	37	3	215	47	53	8	#	‡	‡	‡	‡	‡
Missouri	245	12	88	46	7	221	40	60	17	1	237	22	78	37	4
Montana	247	9	91	49	6	‡	‡	‡	‡	‡	241	14	86	41	4
Nebraska	245	11	89	45	5	213	52	48	10	#	224	34	66	16	1
Nevada	245	10	90	46	5	218	43	57	12	#	227	30	70	19	1
New Hampshire	252	7	93	57	10	‡	‡	‡	‡	‡	234	21	79	31	2
New Jersey	255	5	95	63	12	228	27	73	19	2	232	23	77	25	2
New Mexico	245	12	88	47	7	225	33	67	19	2	224	34	66	18	1
New York	248	9	91	50	7	225	33	67	19	1	231	25	75	25	2
North Carolina	254	5	95	59	13	226	29	71	18	1	236	16	84	27	2
North Dakota	248	6	94	49	6	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	249	9	91	54	9	222	36	64	14	1	233	21	79	25	2
Oklahoma	241	13	87	40	4	222	36	64	14	1	229	25	75	20	2
Oregon	243	14	86	43	6	223	37	63	18	#	221	39	61	16	1
Pennsylvania	249	9	91	53	9	223	36	64	17	2	227	32	68	23	1
Rhode Island	247	11	89	50	7	221	37	63	15	#	219	41	59	14	1
South Carolina	245	12	88	46	7	220	40	60	14	1	232	23	77	28	2
South Dakota	247	9	91	47	6	225	35	65	17	#	233	25	75	27	4
Tennessee	239	17	83	36	3	213	51	49	7	#	225	34	66	19	2
Texas	254	5	95	61	9	231	21	79	23	1	233	20	80	26	1
Utah	246	13	87	48	8	221	39	61	15	1	219	43	57	16	1
Vermont	248	11	89	51	9	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	251	7	93	54	9	225	31	69	16	1	234	20	80	28	2
Washington	247	11	89	51	8	227	29	71	24	3	227	31	69	20	1
West Virginia	233	22	78	28	2	225	34	66	20	1	‡	‡	‡	‡	‡
Wisconsin	250	9	91	53	9	217	45	55	11	#	228	29	71	22	1
Wyoming	244	10	90	44	5	‡	‡	‡	‡	‡	231	23	77	22	#
Other jurisdictions															
District of Columbia	270	1	99	81	33	213	50	50	9	#	227	30	70	24	1
DoDEA ¹	245	10	90	45	5	229	26	74	19	1	235	20	80	30	2

See notes at end of table.

Table A-12. Average scores and achievement-level results in NAEP mathematics for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2009—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
	Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below Basic	At or above Basic	At or above Proficient	At Advanced		Below Basic	At or above Basic	At or above Proficient	At Advanced
Nation (public)	255	9	91	61	18	227	32	68	23	2
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	236	22	78	35	4	216	47	53	14	2
Arizona	245	13	87	45	12	215	49	51	13	1
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	257	7	93	61	20	‡	‡	‡	‡	‡
Colorado	246	15	85	51	11	‡	‡	‡	‡	‡
Connecticut	257	7	93	65	15	‡	‡	‡	‡	‡
Delaware	258	6	94	66	19	‡	‡	‡	‡	‡
Florida	261	7	93	73	21	‡	‡	‡	‡	‡
Georgia	256	7	93	60	18	‡	‡	‡	‡	‡
Hawaii	235	23	77	35	5	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	265	3	97	73	25	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	259	6	94	66	23	‡	‡	‡	‡	‡
Kansas	258	6	94	64	16	‡	‡	‡	‡	‡
Kentucky	265	7	93	69	35	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	259	5	95	67	18	‡	‡	‡	‡	‡
Massachusetts	264	4	96	70	28	‡	‡	‡	‡	‡
Michigan	252	13	87	55	19	‡	‡	‡	‡	‡
Minnesota	243	18	82	44	11	233	26	74	27	5
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	255	11	89	62	22	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	228	32	68	23	2
Nebraska	251	10	90	55	11	‡	‡	‡	‡	‡
Nevada	245	12	88	45	7	‡	‡	‡	‡	‡
New Hampshire	257	9	91	67	16	‡	‡	‡	‡	‡
New Jersey	261	5	95	72	22	‡	‡	‡	‡	‡
New Mexico	‡	‡	‡	‡	‡	217	43	57	14	#
New York	257	8	92	67	16	‡	‡	‡	‡	‡
North Carolina	259	7	93	62	25	232	23	77	30	2
North Dakota	‡	‡	‡	‡	‡	226	29	71	17	2
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	‡	‡	‡	‡	‡	234	21	79	29	2
Oregon	245	18	82	48	12	223	37	63	15	3
Pennsylvania	258	9	91	62	22	‡	‡	‡	‡	‡
Rhode Island	242	14	86	40	10	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	220	40	60	15	#
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	259	4	96	71	17	‡	‡	‡	‡	‡
Utah	241	17	83	39	7	219	46	54	17	#
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	258	5	95	64	18	‡	‡	‡	‡	‡
Washington	253	9	91	56	16	227	31	69	21	3
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	240	21	79	39	12	228	29	71	21	1
Wyoming	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA ¹	244	9	91	42	5	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

¹Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was unclassified. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

Table A-20. Average scores and achievement-level results in NAEP mathematics for eighth-grade public school students, by race/ethnicity and state/ jurisdiction: 2009

State/jurisdiction	White					Black					Hispanic				
	Average scale score	Percentage of students				Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below Basic	At or above Basic	At or above Proficient	At Advanced		Below Basic	At or above Basic	At or above Proficient	At Advanced		Below Basic	At or above Basic	At or above Proficient	At Advanced
Nation (public)	292	18	82	43	10	260	51	49	12	1	266	44	56	17	2
Alabama	280	28	72	29	5	248	66	34	6	1	260	51	49	10	#
Alaska	293	14	86	44	8	268	42	58	17	1	275	31	69	23	5
Arizona	292	19	81	42	11	269	42	58	23	5	265	44	56	16	1
Arkansas	284	24	76	34	6	251	64	36	8	#	269	37	63	15	1
California	289	22	78	39	10	250	60	40	10	1	256	55	45	11	1
Colorado	299	13	87	51	14	263	47	53	16	1	267	45	55	18	2
Connecticut	298	13	87	49	13	261	50	50	10	1	263	45	55	14	1
Delaware	294	14	86	43	9	267	42	58	13	1	278	28	72	22	2
Florida	289	20	80	39	9	264	47	53	13	1	274	34	66	22	3
Georgia	289	20	80	39	9	262	50	50	11	1	270	41	59	18	2
Hawaii	282	26	74	31	6	271	40	60	21	4	276	30	70	26	4
Idaho	292	17	83	43	9	‡	‡	‡	‡	‡	264	46	54	15	1
Illinois	294	15	85	44	10	255	59	41	9	1	269	41	59	17	1
Indiana	291	17	83	41	8	266	46	54	14	1	273	36	64	19	2
Iowa	287	21	79	37	7	259	50	50	9	2	266	43	57	15	1
Kansas	294	15	85	45	10	264	48	52	15	1	274	35	65	22	3
Kentucky	282	27	73	29	5	258	55	45	8	#	272	37	63	22	3
Louisiana	283	23	77	29	6	257	57	43	7	1	‡	‡	‡	‡	‡
Maine	287	21	79	36	8	261	54	46	14	5	‡	‡	‡	‡	‡
Maryland	303	11	89	56	18	266	45	55	15	1	275	36	64	26	4
Massachusetts	305	9	91	59	20	272	38	62	23	3	271	38	62	21	4
Michigan	286	23	77	37	8	246	68	32	5	1	269	38	62	17	2
Minnesota	300	11	89	53	15	264	47	53	13	2	269	45	55	21	4
Mississippi	279	26	74	25	3	251	64	36	5	#	‡	‡	‡	‡	‡
Missouri	290	18	82	39	7	260	54	46	11	2	284	24	76	37	4
Montana	296	13	87	47	11	‡	‡	‡	‡	‡	278	30	70	27	5
Nebraska	291	17	83	41	9	253	60	40	10	2	262	50	50	10	1
Nevada	287	22	78	36	8	256	59	41	10	1	262	50	50	13	2
New Hampshire	293	17	83	44	11	‡	‡	‡	‡	‡	270	45	55	22	6
New Jersey	302	11	89	54	17	267	42	58	17	2	272	37	63	22	3
New Mexico	288	19	81	39	7	259	45	55	13	2	262	50	50	12	1
New York	294	14	86	44	10	262	49	51	13	1	262	48	52	15	2
North Carolina	297	15	85	49	14	262	47	53	12	1	274	33	67	24	2
North Dakota	296	10	90	46	8	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	291	17	83	41	9	260	55	45	11	1	267	42	58	16	#
Oklahoma	282	24	76	29	4	261	49	51	10	1	263	50	50	12	1
Oregon	290	19	81	41	9	264	47	53	12	1	264	46	54	15	1
Pennsylvania	294	16	84	45	11	260	51	49	13	1	266	45	55	18	3
Rhode Island	286	23	77	35	7	256	55	45	8	1	255	57	43	8	1
South Carolina	293	17	83	43	11	263	48	52	12	1	269	43	57	16	3
South Dakota	295	13	87	46	8	‡	‡	‡	‡	‡	268	38	62	13	1
Tennessee	282	27	73	30	6	254	60	40	10	1	270	39	61	19	2
Texas	301	11	89	54	16	272	34	66	17	2	277	30	70	25	2
Utah	289	19	81	40	8	‡	‡	‡	‡	‡	259	54	46	11	1
Vermont	293	18	82	44	13	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	294	16	84	44	10	268	41	59	14	1	274	35	65	23	3
Washington	295	15	85	46	12	269	40	60	16	4	264	47	53	13	2
West Virginia	271	39	61	20	2	263	47	53	11	1	‡	‡	‡	‡	‡
Wisconsin	294	14	86	45	10	254	62	38	11	2	268	44	56	20	3
Wyoming	289	18	82	38	8	‡	‡	‡	‡	‡	269	40	60	15	3
Other jurisdictions															
District of Columbia	‡	‡	‡	‡	‡	249	64	36	8	#	265	42	58	18	2
DoDEA ¹	294	13	87	44	9	269	40	60	14	1	281	28	72	28	4

See notes at end of table.

Table A-20. Average scores and achievement-level results in NAEP mathematics for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2009—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
	Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Nation (public)	300	16	84	53	20	267	43	57	20	3
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	282	28	72	31	7	262	49	51	15	2
Arizona	295	19	81	52	18	254	57	43	12	2
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	294	18	82	46	13	‡	‡	‡	‡	‡
Colorado	301	14	86	55	18	‡	‡	‡	‡	‡
Connecticut	305	10	90	61	18	‡	‡	‡	‡	‡
Delaware	312	8	92	69	27	‡	‡	‡	‡	‡
Florida	302	13	87	55	19	‡	‡	‡	‡	‡
Georgia	300	14	86	49	20	‡	‡	‡	‡	‡
Hawaii	274	36	64	25	4	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	304	11	89	60	19	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Kansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	320	5	95	76	35	‡	‡	‡	‡	‡
Massachusetts	314	10	90	66	35	‡	‡	‡	‡	‡
Michigan	309	11	89	59	28	‡	‡	‡	‡	‡
Minnesota	283	32	68	35	11	277	26	74	21	4
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	260	49	51	16	2
Nebraska	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nevada	283	30	70	33	7	‡	‡	‡	‡	‡
New Hampshire	308	9	91	62	26	‡	‡	‡	‡	‡
New Jersey	323	5	95	77	43	‡	‡	‡	‡	‡
New Mexico	‡	‡	‡	‡	‡	256	54	46	10	1
New York	309	10	90	63	26	‡	‡	‡	‡	‡
North Carolina	311	13	87	65	36	256	55	45	14	2
North Dakota	‡	‡	‡	‡	‡	263	48	52	16	2
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	289	20	80	38	8	269	40	60	19	2
Oregon	296	20	80	50	18	273	36	64	25	6
Pennsylvania	305	13	87	60	25	‡	‡	‡	‡	‡
Rhode Island	292	15	85	40	10	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	266	45	55	17	1
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	313	8	92	67	31	‡	‡	‡	‡	‡
Utah	276	36	64	27	7	263	49	51	18	1
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	304	11	89	55	24	‡	‡	‡	‡	‡
Washington	302	15	85	53	22	269	42	58	23	8
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	289	18	82	40	7	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA ¹	292	17	83	44	8	‡	‡	‡	‡	‡

Rounds to zero.

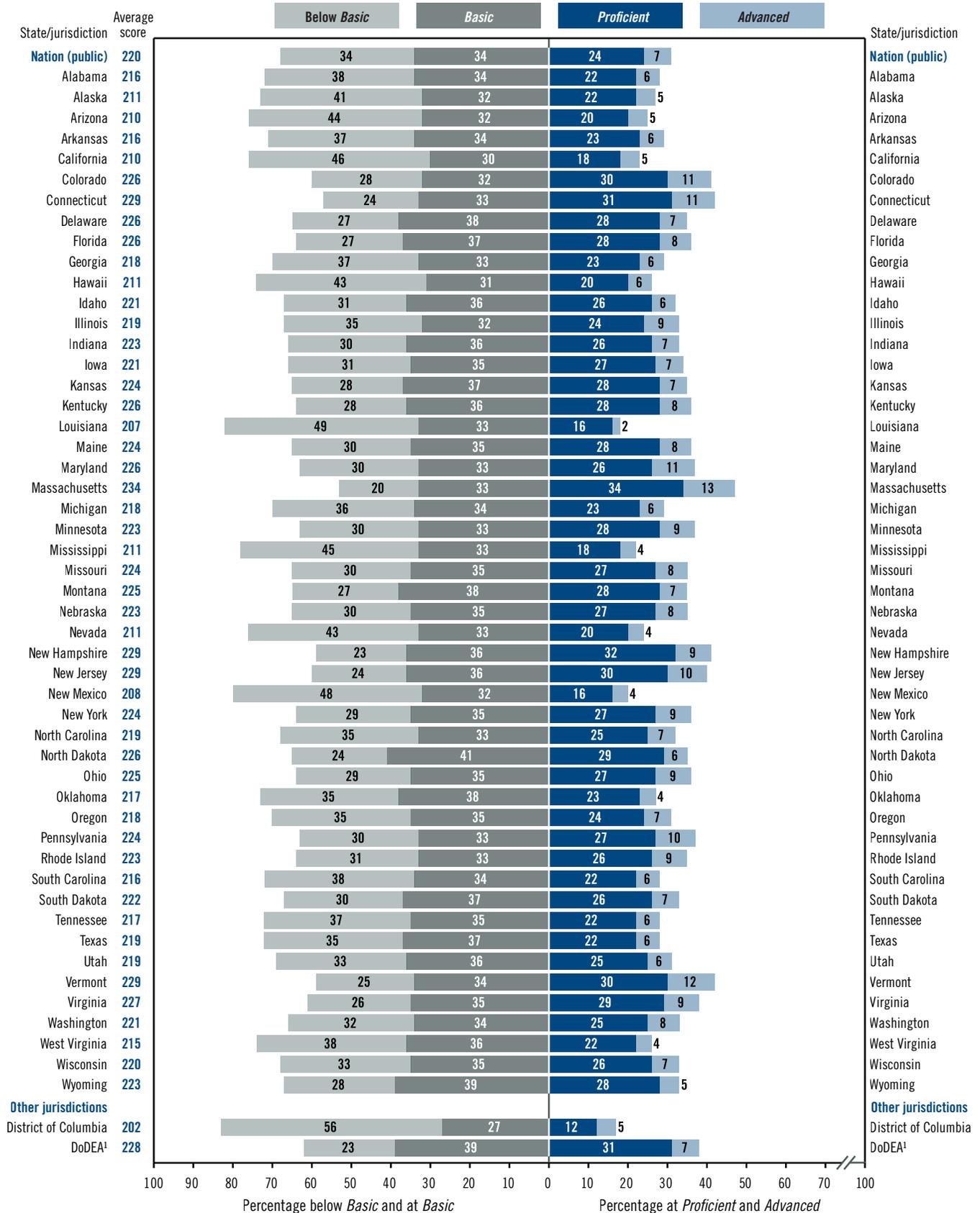
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was unclassified. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

Figure 11. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by state/jurisdiction: 2009



¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Table 4. Average scores in NAEP reading for fourth-grade public school students, by state/jurisdiction: Various years, 1992-2009

State/jurisdiction	Accommodations not permitted			Accommodations permitted					
	1992	1994	1998	1998	2002	2003	2005	2007	2009
Nation (public)	215*	212*	215*	213*	217*	216*	217*	220	220
Alabama	207*	208*	211*	211*	207*	207*	208*	216	216
Alaska	—	—	—	—	—	212	211	214*	211
Arizona	209	206	207	206	205*	209	207	210	210
Arkansas	211*	209*	209*	209*	213	214	217	217	216
California	202*	197*	202*	202*	206	206*	207	209	210
Colorado	217*	213*	222*	220*	—	224	224	224	226
Connecticut	222*	222*	232	230	229	228	226*	227	229
Delaware	213*	206*	212*	207*	224	224	226	225	226
Florida	208*	205*	207*	206*	214*	218*	219*	224	226
Georgia	212*	207*	210*	209*	215*	214*	214*	219	218
Hawaii	203*	201*	200*	200*	208*	208	210	213	211
Idaho	219	—	—	—	220	218*	222	223	221
Illinois	—	—	—	—	—	216	216	219	219
Indiana	221	220	—	—	222	220	218*	222	223
Iowa	225*	223	223	220	223	223	221	225*	221
Kansas	—	—	222	221	222	220*	220	225	224
Kentucky	213*	212*	218*	218*	219*	219*	220*	222*	226
Louisiana	204*	197*	204	200*	207	205	209	207	207
Maine	227*	228*	225	225	225	224	225	226	224
Maryland	211*	210*	215*	212*	217*	219*	220*	225	226
Massachusetts	226*	223*	225*	223*	234	228*	231	236	234
Michigan	216	—	217	216	219	219	218	220	218
Minnesota	221	218*	222	219	225	223	225	225	223
Mississippi	199*	202*	204*	203*	203*	205*	204*	208	211
Missouri	220*	217*	216*	216*	220*	222	221	221	224
Montana	—	222	226	225	224	223	225	227	225
Nebraska	221	220	—	—	222	221	221	223	223
Nevada	—	—	208*	206*	209	207*	207*	211	211
New Hampshire	228	223*	226*	226	—	228	227	229	229
New Jersey	223*	219*	—	—	—	225*	223*	231	229
New Mexico	211	205	206	205	208	203*	207	212*	208
New York	215*	212*	216*	215*	222	222	223	224	224
North Carolina	212*	214*	217	213*	222	221	217	218	219
North Dakota	226	225	—	—	224	222*	225	226	226
Ohio	217*	—	—	—	222	222	223	226	225
Oklahoma	220*	—	220	219	213*	214*	214*	217	217
Oregon	—	—	214	212*	220	218	217	215	218
Pennsylvania	221	215*	—	—	221	219*	223	226	224
Rhode Island	217*	220	218*	218*	220	216*	216*	219*	223
South Carolina	210*	203*	210*	209*	214	215	213	214	216
South Dakota	—	—	—	—	—	222	222	223	222
Tennessee	212*	213*	212*	212*	214	212*	214	216	217
Texas	213*	212*	217	214*	217	215*	219	220	219
Utah	220	217	215*	216	222	219	221	221	219
Vermont	—	—	—	—	227	226*	227	228	229
Virginia	221*	213*	218*	217*	225	223	226	227	227
Washington	—	213*	217*	218	224	221	223	224	221
West Virginia	216	213	216	216	219*	219*	215	215	215
Wisconsin	224*	224*	224*	222	—	221	221	223	220
Wyoming	223	221	219*	218*	221	222	223	225*	223
Other jurisdictions									
District of Columbia	188*	179*	182*	179*	191*	188*	191*	197*	202
DoDEA ¹	—	—	222*	220*	224*	224*	226*	229	228

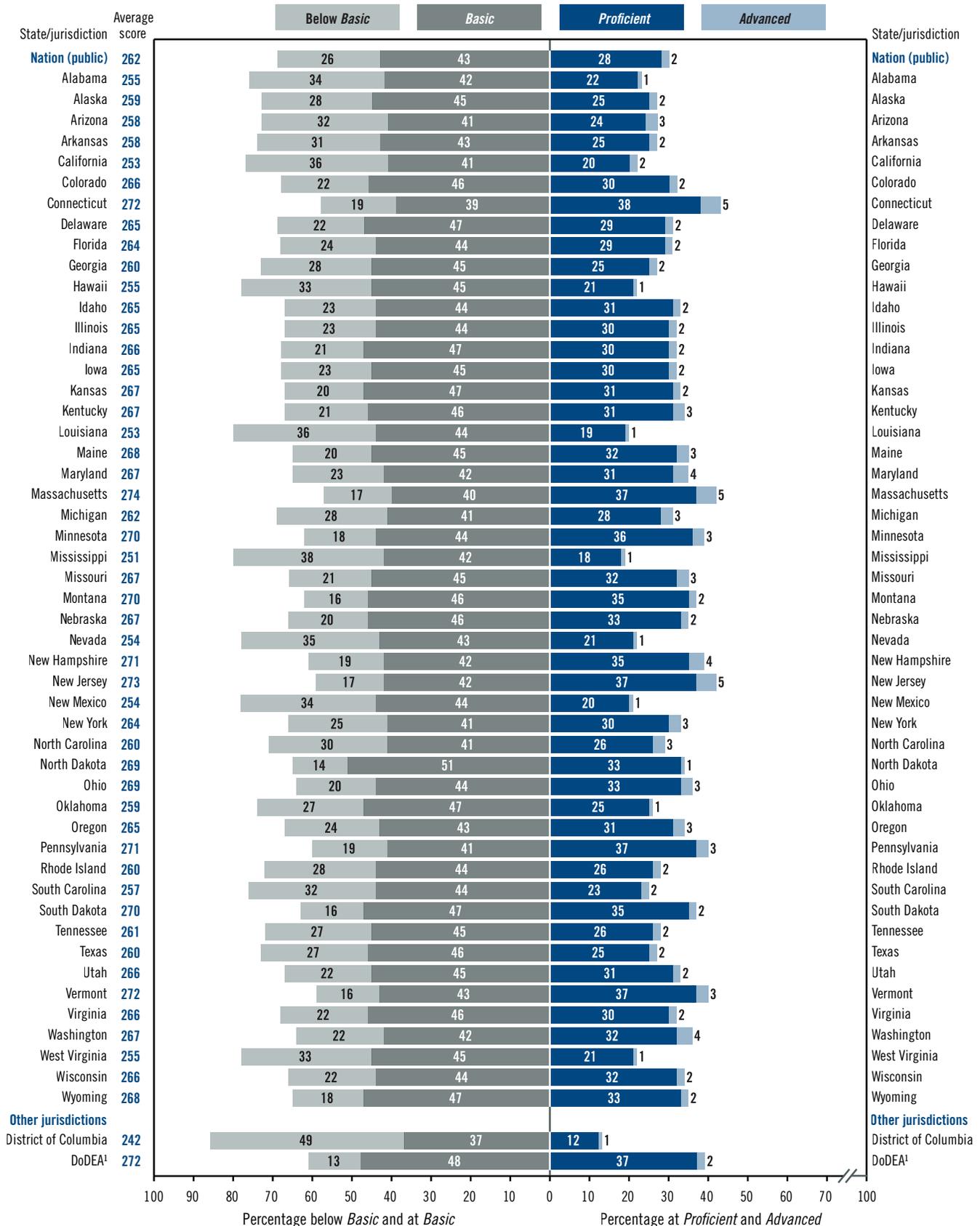
— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

* Significantly different ($p < .05$) from 2009 when only one state/jurisdiction or the nation is being examined.

¹ Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2009 Reading Assessments.

Figure 23. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by state/jurisdiction: 2009



¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Table 8. Average scores in NAEP reading for eighth-grade public school students, by state/jurisdiction: Various years, 1998–2009

State/jurisdiction	Accommodations not permitted	Accommodations permitted					
	1998	1998	2002	2003	2005	2007	2009
Nation (public)	261	261	263	261*	260*	261*	262
Alabama	255	255	253	253	252	252*	255
Alaska	—	—	—	256*	259	259	259
Arizona	261	260	257	255	255	255	258
Arkansas	256	256	260	258	258	258	258
California	253	252	250	251	250	251	253
Colorado	264	264	—	268	265	266	266
Connecticut	272	270	267*	267*	264*	267*	272
Delaware	256*	254*	267*	265	266	265	265
Florida	253*	255*	261	257*	256*	260*	264
Georgia	257	257	258	258	257*	259	260
Hawaii	250*	249*	252*	251*	249*	251*	255
Idaho	—	—	266	264	264	265	265
Illinois	—	—	—	266	264	263	265
Indiana	—	—	265	265	261*	264	266
Iowa	—	—	—	268*	267	267	265
Kansas	268	268	269	266	267	267	267
Kentucky	262*	262*	265	266	264*	262*	267
Louisiana	252	252	256	253	253	253	253
Maine	273*	271*	270	268	270	270	268
Maryland	262*	261*	263	262*	261*	265	267
Massachusetts	269*	269*	271	273	274	273	274
Michigan	—	—	265	264	261	260	262
Minnesota	267	265*	—	268	268	268	270
Mississippi	251	251	255*	255*	251	250	251
Missouri	263*	262*	268	267	265	263*	267
Montana	270	271	270	270	269	271	270
Nebraska	—	—	270*	266	267	267	267
Nevada	257*	258*	251*	252	253	252	254
New Hampshire	—	—	—	271	270	270	271
New Jersey	—	—	—	268*	269	270	273
New Mexico	258	258*	254	252	251	251*	254
New York	266	265	264	265	265	264	264
North Carolina	264*	262	265*	262	258	259	260
North Dakota	—	—	268	270	270	268	269
Ohio	—	—	268	267	267	268	269
Oklahoma	265*	265*	262*	262	260	260	259
Oregon	266	266	268	264	263	266	265
Pennsylvania	—	—	265*	264*	267*	268*	271
Rhode Island	262*	264*	262	261	261	258	260
South Carolina	255	255	258	258	257	257	257
South Dakota	—	—	—	270	269	270	270
Tennessee	259	258	260	258	259	259	261
Texas	262	261	262	259	258	261	260
Utah	265	263	263	264	262*	262*	266
Vermont	—	—	272	271	269*	273	272
Virginia	266	266	269*	268	268	267	266
Washington	265	264	268	264	265	265	267
West Virginia	262*	262*	264*	260*	255	255	255
Wisconsin	266	265	—	266	266	264	266
Wyoming	262*	263*	265*	267	268	266	268
Other jurisdictions							
District of Columbia	236*	236*	240*	239*	238*	241	242
DoDEA ¹	269*	269*	273	272	271	273	272

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

* Significantly different ($p < .05$) from 2009 when only one state/jurisdiction or the nation is being examined.

¹ Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2009 Reading Assessments.

Table A-12. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2009

State/jurisdiction	White					Black					Hispanic				
	Average scale score	Percentage of students				Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below Basic	At or above Basic	At or above Proficient	At Advanced		Below Basic	At or above Basic	At or above Proficient	At Advanced		Below Basic	At or above Basic	At or above Proficient	At Advanced
Nation (public)	229	23	77	41	10	204	53	47	15	2	204	52	48	16	2
Alabama	225	27	73	36	8	201	56	44	13	1	200	57	43	18	4
Alaska	226	25	75	38	8	204	50	50	13	1	215	36	64	27	4
Arizona	225	27	73	37	8	206	48	52	20	5	198	58	42	14	2
Arkansas	224	28	72	35	8	199	57	43	14	1	202	53	47	16	2
California	227	26	74	39	8	200	58	42	14	1	196	62	38	11	1
Colorado	236	16	84	51	14	213	43	57	27	5	204	50	50	18	3
Connecticut	238	15	85	52	15	209	46	54	22	4	205	49	51	15	2
Delaware	235	16	84	47	11	213	43	57	19	2	216	37	63	24	4
Florida	233	19	81	45	11	211	44	56	18	2	223	29	71	31	6
Georgia	229	24	76	40	10	204	53	47	15	2	208	48	52	20	3
Hawaii	226	28	72	42	13	204	50	50	18	2	215	38	62	27	6
Idaho	225	27	73	36	7	‡	‡	‡	‡	‡	201	55	45	14	2
Illinois	231	22	78	44	12	198	60	40	11	1	203	52	48	16	2
Indiana	227	25	75	38	9	206	49	51	15	2	203	50	50	15	2
Iowa	224	28	72	36	8	203	51	49	22	3	207	47	53	20	3
Kansas	229	22	78	40	8	210	44	56	20	2	210	45	55	20	2
Kentucky	228	25	75	39	9	204	55	45	13	1	215	42	58	22	5
Louisiana	219	34	66	28	4	196	63	37	9	1	206	52	48	16	1
Maine	225	29	71	36	8	198	58	42	18	3	‡	‡	‡	‡	‡
Maryland	237	19	81	50	16	210	47	53	19	3	221	33	67	30	7
Massachusetts	241	13	87	56	17	216	38	62	23	3	211	44	56	20	3
Michigan	225	28	72	36	8	194	65	35	9	1	206	49	51	17	2
Minnesota	230	22	78	43	11	195	61	39	12	2	194	62	38	13	3
Mississippi	225	28	72	35	7	198	61	39	10	1	212	40	60	19	4
Missouri	228	25	75	40	10	204	54	46	16	3	216	36	64	26	3
Montana	228	24	76	37	7	‡	‡	‡	‡	‡	219	36	64	26	3
Nebraska	228	24	76	40	9	203	52	48	19	3	207	47	53	20	3
Nevada	222	30	70	34	7	201	54	46	14	2	199	56	44	13	2
New Hampshire	230	22	78	42	9	216	38	62	28	5	217	37	63	30	8
New Jersey	237	14	86	51	13	213	43	57	18	3	213	42	58	19	2
New Mexico	224	30	70	35	9	205	50	50	13	1	201	55	45	14	1
New York	233	19	81	45	11	209	47	53	18	3	210	44	56	22	4
North Carolina	230	23	77	44	11	204	52	48	14	1	204	50	50	17	3
North Dakota	228	21	79	37	6	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	230	22	78	42	10	203	54	46	13	1	215	44	56	30	9
Oklahoma	223	28	72	33	5	197	59	41	11	1	207	47	53	17	3
Oregon	223	28	72	35	7	202	53	47	17	3	196	59	41	13	2
Pennsylvania	230	23	77	42	11	201	56	44	15	2	199	56	44	14	2
Rhode Island	231	22	78	44	12	207	48	52	17	2	200	55	45	14	2
South Carolina	226	26	74	38	9	200	56	44	11	1	205	47	53	17	1
South Dakota	227	25	75	37	7	‡	‡	‡	‡	‡	216	36	64	29	4
Tennessee	224	28	72	34	7	197	62	38	12	1	202	52	48	16	2
Texas	232	20	80	43	11	213	42	58	20	2	210	46	54	18	2
Utah	225	27	73	36	7	202	54	46	14	2	194	63	37	10	#
Vermont	229	25	75	42	12	214	39	61	29	9	‡	‡	‡	‡	‡
Virginia	234	18	82	47	11	210	44	56	18	2	214	40	60	26	5
Washington	229	24	76	40	10	209	46	54	21	2	201	55	45	14	2
West Virginia	215	37	63	26	4	204	53	47	16	2	‡	‡	‡	‡	‡
Wisconsin	227	25	75	38	8	192	66	34	9	1	202	54	46	16	2
Wyoming	224	26	74	34	5	‡	‡	‡	‡	‡	212	42	58	22	2
Other jurisdictions															
District of Columbia	256	6	94	75	36	196	63	37	11	2	207	49	51	17	4
DoDEA ¹	234	17	83	48	10	218	34	66	22	3	223	27	73	30	4

See notes at end of table.

Table A-12. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2009—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
	Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below Basic	At or above Basic	At or above Proficient	At Advanced		Below Basic	At or above Basic	At or above Proficient	At Advanced
Nation (public)	234	21	79	48	17	206	48	52	22	5
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	208	49	51	19	3	179	73	27	9	1
Arizona	228	24	76	41	13	190	64	36	12	3
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	234	22	78	48	16	‡	‡	‡	‡	‡
Colorado	238	19	81	53	17	‡	‡	‡	‡	‡
Connecticut	239	18	82	55	21	‡	‡	‡	‡	‡
Delaware	242	12	88	57	19	‡	‡	‡	‡	‡
Florida	237	16	84	56	15	‡	‡	‡	‡	‡
Georgia	238	17	83	53	15	‡	‡	‡	‡	‡
Hawaii	208	46	54	22	4	‡	‡	‡	‡	‡
Idaho	225	26	74	33	9	‡	‡	‡	‡	‡
Illinois	249	9	91	63	27	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	229	28	72	46	16	‡	‡	‡	‡	‡
Kansas	234	21	79	50	13	‡	‡	‡	‡	‡
Kentucky	243	15	85	56	22	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	245	11	89	59	25	‡	‡	‡	‡	‡
Massachusetts	241	15	85	56	22	‡	‡	‡	‡	‡
Michigan	234	21	79	42	17	‡	‡	‡	‡	‡
Minnesota	219	37	63	34	9	200	57	43	20	7
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	206	50	50	16	3
Nebraska	230	25	75	40	12	‡	‡	‡	‡	‡
Nevada	225	28	72	38	7	‡	‡	‡	‡	‡
New Hampshire	232	23	77	45	12	‡	‡	‡	‡	‡
New Jersey	246	11	89	62	24	‡	‡	‡	‡	‡
New Mexico	226	29	71	39	12	191	66	34	10	1
New York	238	17	83	52	17	‡	‡	‡	‡	‡
North Carolina	241	10	90	52	15	202	53	47	18	6
North Dakota	‡	‡	‡	‡	‡	204	53	47	16	3
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	‡	‡	‡	‡	‡	215	37	63	27	5
Oregon	227	28	72	43	14	210	44	56	17	3
Pennsylvania	243	16	84	61	23	‡	‡	‡	‡	‡
Rhode Island	219	34	66	30	9	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	196	62	38	11	2
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	242	12	88	52	22	‡	‡	‡	‡	‡
Utah	217	37	63	30	7	195	58	42	17	2
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	242	13	87	57	22	‡	‡	‡	‡	‡
Washington	221	33	67	35	10	212	40	60	27	7
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	220	36	64	36	7	197	58	42	18	3
Wyoming	‡	‡	‡	‡	‡	205	48	52	19	2
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA ¹	224	25	75	34	4	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was unclassified. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Table A-20. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by race/ethnicity and state/ jurisdiction: 2009

State/jurisdiction	White					Black					Hispanic				
	Average scale score	Percentage of students				Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below Basic	At or above Basic	Proficient	At or above Proficient		At Advanced	Below Basic	At or above Basic	Proficient		At or above Proficient	At Advanced	Below Basic	At or above Basic
Nation (public)	271	17	83	39	3	245	44	56	13	#	248	41	59	16	1
Alabama	264	23	77	31	2	238	54	46	9	#	245	47	53	23	4
Alaska	269	17	83	36	2	249	39	61	12	#	260	30	70	25	2
Arizona	270	19	81	39	4	249	42	58	21	2	246	43	57	15	1
Arkansas	266	22	78	33	3	234	57	43	8	#	249	42	58	19	1
California	269	20	80	37	4	243	47	53	11	#	241	48	52	13	1
Colorado	274	13	87	41	3	250	38	62	15	#	250	39	61	16	1
Connecticut	279	12	88	51	6	245	45	55	11	#	252	36	64	19	1
Delaware	273	14	86	41	3	254	34	66	16	#	256	31	69	21	1
Florida	272	18	82	40	4	250	38	62	15	#	260	27	73	27	1
Georgia	268	19	81	35	3	249	40	60	15	#	254	33	67	20	1
Hawaii	267	20	80	35	2	256	31	69	20	1	252	38	62	24	1
Idaho	269	18	82	37	2	‡	‡	‡	‡	‡	241	50	50	11	#
Illinois	274	14	86	42	3	243	46	54	10	#	252	35	65	18	#
Indiana	269	17	83	36	3	250	40	60	15	#	251	34	66	15	#
Iowa	267	20	80	34	2	241	49	51	12	#	249	39	61	18	1
Kansas	272	14	86	39	2	248	43	57	14	1	250	39	61	16	1
Kentucky	269	19	81	35	3	249	40	60	15	1	265	21	79	30	2
Louisiana	263	25	75	28	2	241	50	50	10	#	‡	‡	‡	‡	‡
Maine	268	19	81	35	3	254	32	68	22	#	‡	‡	‡	‡	‡
Maryland	279	12	88	48	7	250	39	61	16	1	258	29	71	25	1
Massachusetts	279	13	87	49	6	251	36	64	17	1	250	38	62	17	1
Michigan	268	21	79	36	3	238	54	46	9	#	253	40	60	26	2
Minnesota	275	13	87	44	3	244	46	54	10	#	247	39	61	16	#
Mississippi	264	23	77	31	2	239	53	47	8	#	‡	‡	‡	‡	‡
Missouri	270	17	83	38	3	246	45	55	14	#	260	29	71	25	4
Montana	273	14	86	40	2	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nebraska	272	14	86	39	2	242	49	51	12	#	253	35	65	19	1
Nevada	264	23	77	31	2	241	50	50	10	#	242	47	53	13	#
New Hampshire	271	18	82	40	4	‡	‡	‡	‡	‡	257	36	64	27	3
New Jersey	281	8	92	51	6	250	40	60	17	1	256	32	68	20	1
New Mexico	271	16	84	38	4	246	44	56	16	1	248	42	58	14	#
New York	275	15	85	44	4	246	44	56	13	#	247	42	58	16	#
North Carolina	270	19	81	39	4	243	47	53	12	#	249	42	58	19	2
North Dakota	271	12	88	35	1	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	273	14	86	42	4	247	44	56	13	#	251	39	61	16	#
Oklahoma	264	22	78	29	1	247	43	57	16	1	246	43	57	14	#
Oregon	269	19	81	37	3	‡	‡	‡	‡	‡	247	42	58	14	1
Pennsylvania	276	13	87	46	4	249	40	60	16	1	247	42	58	12	#
Rhode Island	267	21	79	34	2	238	50	50	9	#	241	50	50	11	#
South Carolina	267	21	79	34	3	243	48	52	10	#	259	30	70	30	4
South Dakota	273	12	88	40	2	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Tennessee	267	20	80	34	2	243	48	52	11	#	252	38	62	21	2
Texas	273	14	86	42	3	249	39	61	13	#	251	36	64	17	1
Utah	270	17	83	37	2	‡	‡	‡	‡	‡	246	45	55	13	#
Vermont	272	16	84	41	3	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	272	15	85	40	3	250	39	61	14	#	256	30	70	22	1
Washington	273	17	83	41	5	245	39	61	13	#	248	40	60	17	1
West Virginia	255	32	68	22	1	250	41	59	18	2	‡	‡	‡	‡	‡
Wisconsin	271	16	84	39	3	238	52	48	9	#	250	40	60	15	1
Wyoming	269	17	83	36	2	‡	‡	‡	‡	‡	259	28	72	23	#
Other jurisdictions															
District of Columbia	‡	‡	‡	‡	‡	239	52	48	10	#	249	40	60	21	1
DoDEA ¹	278	9	91	48	2	262	20	80	22	1	269	16	84	35	1

See notes at end of table.

Table A-20. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2009—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
	Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Nation (public)	273	18	82	44	6	252	37	63	21	2
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	254	34	66	21	1	239	52	48	11	1
Arizona	280	13	87	56	13	244	48	52	13	2
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	266	23	77	35	3	‡	‡	‡	‡	‡
Colorado	274	14	86	43	3	‡	‡	‡	‡	‡
Connecticut	290	9	91	64	15	‡	‡	‡	‡	‡
Delaware	272	15	85	38	3	‡	‡	‡	‡	‡
Florida	288	6	94	64	8	‡	‡	‡	‡	‡
Georgia	286	10	90	61	10	‡	‡	‡	‡	‡
Hawaii	252	36	64	19	1	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	284	8	92	60	8	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Kansas	272	17	83	36	4	258	31	69	25	2
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	286	7	93	60	10	‡	‡	‡	‡	‡
Massachusetts	281	11	89	50	10	‡	‡	‡	‡	‡
Michigan	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Minnesota	260	31	69	30	1	259	28	72	26	4
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	253	36	64	20	1
Nebraska	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nevada	262	23	77	28	2	‡	‡	‡	‡	‡
New Hampshire	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
New Jersey	291	5	95	64	13	‡	‡	‡	‡	‡
New Mexico	‡	‡	‡	‡	‡	239	50	50	12	1
New York	277	17	83	49	8	‡	‡	‡	‡	‡
North Carolina	272	20	80	46	8	235	54	46	16	2
North Dakota	‡	‡	‡	‡	‡	246	40	60	22	1
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	‡	‡	‡	‡	‡	258	29	71	25	1
Oregon	276	15	85	48	4	259	32	68	28	4
Pennsylvania	287	12	88	60	15	‡	‡	‡	‡	‡
Rhode Island	270	19	81	35	6	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	248	40	60	16	1
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	280	13	87	53	7	‡	‡	‡	‡	‡
Utah	266	26	74	33	6	235	62	38	10	1
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	279	8	92	48	3	‡	‡	‡	‡	‡
Washington	272	17	83	42	6	254	40	60	25	3
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	265	25	75	34	3	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA ¹	272	13	87	39	2	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

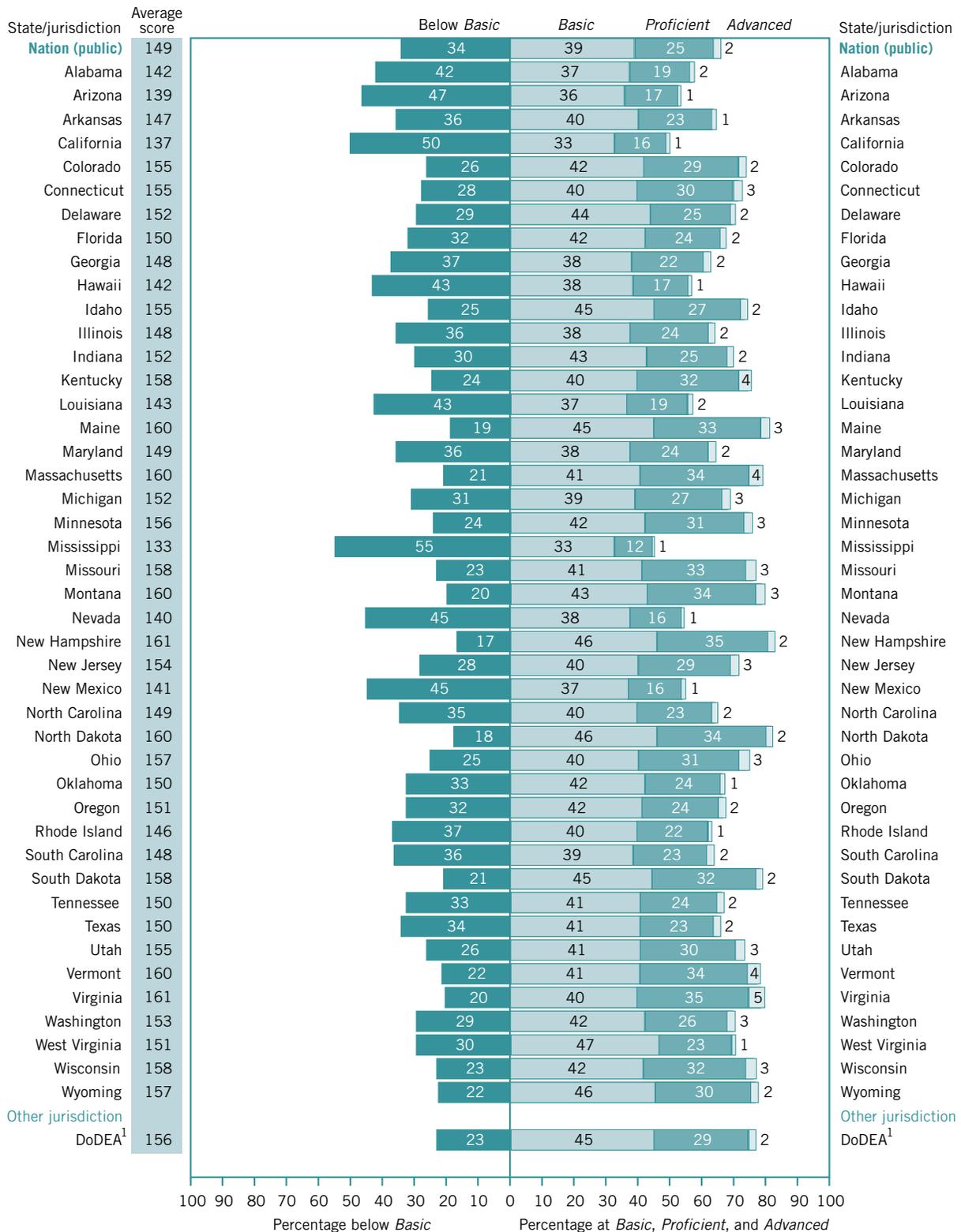
¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was unclassified. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

State Results

Figure 12 Average fourth-grade NAEP science scores and percentage of students in each achievement level in 2005, by state



¹ Department of Defense Education Activity.

NOTE: The shaded bars are graphed using unrounded numbers. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Science Assessment.

Table 4 Average fourth-grade NAEP science scores and achievement-level performance, by state

State/jurisdiction	Average scale score		Percentage of students					
			At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	2000	2005	2000	2005	2000	2005	2000	2005
Nation (public)	145*	149	61*	66	26	27	3	2
Alabama	143	142	58	58	22	21	2	2
Alaska	—	—	—	—	—	—	—	—
Arizona	140	139	55	53	22	18	2	1
Arkansas	145	147	62	64	23	24	2	1
California	129*	137	45	50	13*	17	1	1
Colorado	—	155	—	74	—	32	—	2
Connecticut	156	155	75	72	35	33	3	3
Delaware	—	152	—	71	—	27	—	2
Florida	—	150	—	68	—	26	—	2
Georgia	142*	148	57*	63	23	25	3	2
Hawaii	136*	142	51*	57	16	19	1	1
Idaho	152	155	74	75	29	29	2	2
Illinois	150	148	68	64	31	27	3	2
Indiana	154	152	74	70	32	27	3	2
Iowa	159	—	79	—	36	—	3	—
Kansas	—	—	—	—	—	—	—	—
Kentucky	152*	158	69*	76	28*	36	2*	4
Louisiana	139	143	54	57	18	20	2	2
Maine	161	160	82	81	37	36	4	3
Maryland	145*	149	61	64	24	27	3	2
Massachusetts	161	160	81	79	42	38	5	4
Michigan	152	152	70	69	32	30	3	3
Minnesota	157	156	78	76	34	33	3	3
Mississippi	133	133	46	45	13	12	1	1
Missouri	157	158	76	77	34	36	3	3
Montana	160	160	80	80	36	37	3	3
Nebraska	150	—	68	—	26	—	2	—
Nevada	142	140	58	55	19	17	1	1
New Hampshire	—	161	—	83	—	37	—	2
New Jersey	—	154	—	72	—	32	—	3
New Mexico	140	141	54	55	17	18	1	1
New York	148	—	66	—	24	—	2	—
North Carolina	147	149	63	65	23	25	2	2
North Dakota	160	160	81	82	36	36	3	2
Ohio	155	157	73	75	31	35	3	3
Oklahoma	151	150	70	67	26	25	2	1
Oregon	148	151	66	68	27	26	3	2
Pennsylvania	—	—	—	—	—	—	—	—
Rhode Island	148	146	65	63	25	23	2*	1
South Carolina	140*	148	54*	64	20*	25	2	2
South Dakota	—	158	—	79	—	35	—	2
Tennessee	145*	150	61*	67	24	26	2	2
Texas	145*	150	62	66	23	25	2	2
Utah	154	155	73	74	31	33	3	3
Vermont	160	160	79	78	38	38	4	4
Virginia	155*	161	72*	80	32*	40	3	5
Washington	—	153	—	71	—	28	—	3
West Virginia	149	151	68	70	24	24	2	1
Wisconsin	‡	158	‡	77	‡	35	‡	3
Wyoming	156	157	77	78	31	32	2	2
Other jurisdictions								
District of Columbia	—	—	—	—	—	—	—	—
DoDEA ¹	156	156	76	77	30	32	3	2

— Not available. The jurisdiction did not participate.

‡ Reporting standards not met.

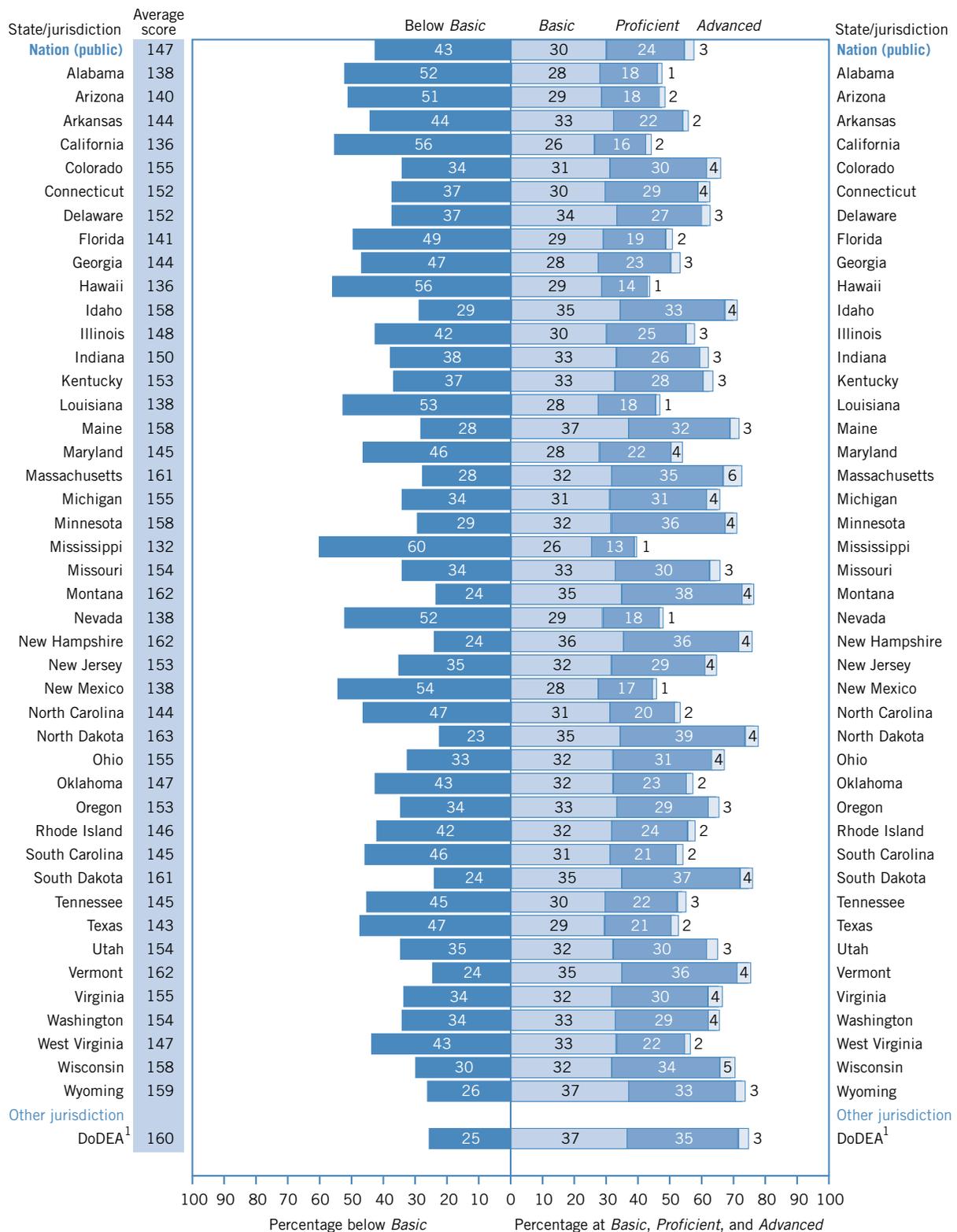
* Significantly different from 2005 when only one jurisdiction or the nation is being examined.

¹ Department of Defense Education Activity. Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. For this table, 2000 data were recalculated for comparability.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2005 Science Assessments.

State Results

Figure 22 Average eighth-grade NAEP science scores and percentage of students in each achievement level in 2005, by state



¹ Department of Defense Education Activity.

NOTE: The shaded bars are graphed using unrounded numbers. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Science Assessment.

Table 7 Average eighth-grade NAEP science scores and achievement-level performance, by state

State/jurisdiction	Average scale score			Percentage of students								
				At or above <i>Basic</i>			At or above <i>Proficient</i>			At <i>Advanced</i>		
	1996 ¹	2000	2005	1996 ¹	2000	2005	1996 ¹	2000	2005	1996 ¹	2000	2005
Nation (public)	148	148	147	60	57	57	27	29	27	3	4*	3
Alabama	139	143*	138	47	53	48	18	23	19	1	2	1
Alaska	153	—	—	65	—	—	31	—	—	3	—	—
Arizona	145*	145*	140	55*	55*	49	23	23	20	2	2	2
Arkansas	144	142	144	55	53	56	22	22	23	1	1	2
California	138	129*	136	47	38*	44	20	14*	18	1	1	2
Colorado	155	—	155	68	—	66	32	—	35	2*	—	4
Connecticut	155	153	152	68*	64	63	36	35	33	3	4	4
Delaware	142*	—	152	51*	—	63	21*	—	29	1*	—	3
Florida	142	—	141	51	—	51	21	—	21	1	—	2
Georgia	142	142	144	49	52	53	21*	23	25	1*	2	3
Hawaii	135	130*	136	42	40	44	15	14	15	1	1	1
Idaho	—	158	158	—	71	71	—	37	36	—	4	4
Illinois	—	148	148	—	59	58	—	29	27	—	3	3
Indiana	153	154*	150	65	66	62	30	33	29	2	3	3
Iowa	158	—	—	71	—	—	36	—	—	3	—	—
Kansas	—	—	—	—	—	—	—	—	—	—	—	—
Kentucky	147*	150*	153	58*	60	63	23*	28	31	2	3	3
Louisiana	132*	134*	138	40*	44	47	13*	18	19	1*	1	1
Maine	163*	158	158	78*	72	72	41*	35	34	4	3	3
Maryland	145	146	145	55	57	54	25	27	26	2*	3	4
Massachusetts	157*	158*	161	69	70	72	37	39	41	4*	5	6
Michigan	153	155	155	65	68	66	32	35	35	3	4	4
Minnesota	159	159	158	72	72	71	37	41	39	3	4	4
Mississippi	133	134	132	39	41	40	12	15	14	1	1	1
Missouri	151	154	154	64	66	66	28*	33	33	2	3	3
Montana	162	164	162	77	79	76	41	44	42	3	5	4
Nebraska	157	158	—	71	71	—	35	38	—	3	4	—
Nevada	‡	141*	138	‡	52	48	‡	22	19	‡	2	1
New Hampshire	‡	—	162	‡	—	76	‡	—	41	‡	—	4
New Jersey	‡	—	153	‡	—	65	‡	—	33	‡	—	4
New Mexico	141*	139	138	49	48	46	19	20	18	1	1	1
New York	146	145	—	57	58	—	27	28	—	2	2	—
North Carolina	147	145	144	56	54	53	24	25	22	2	3	2
North Dakota	162	159*	163	78	72*	77	41	38*	43	3	4	4
Ohio	—	159	155	—	72	67	—	39	35	—	5	4
Oklahoma	—	149	147	—	60	57	—	25	25	—	2	2
Oregon	155	154	153	68	68	66	32	34	32	3	3	3
Pennsylvania	—	—	—	—	—	—	—	—	—	—	—	—
Rhode Island	149*	148	146	59	58	58	26	27	26	2	2	2
South Carolina	139*	140*	145	45*	48*	54	17*	20	23	1	2	2
South Dakota	—	—	161	—	—	76	—	—	41	—	—	4
Tennessee	143	145	145	53	55	55	22	24	25	2	2	3
Texas	145	143	143	55	52	53	23	23	23	1	2	2
Utah	156*	154	154	70*	67	65	32	34	33	2*	3	3
Vermont	157*	159*	162	70*	71*	76	34*	39	41	3*	4	4
Virginia	149*	151*	155	59*	61*	66	27*	29*	35	2*	3	4
Washington	150*	—	154	61*	—	66	27*	—	33	2*	—	4
West Virginia	147	146	147	56	57	57	21	24	23	1*	2	2
Wisconsin	160	‡	158	73	‡	70	39	‡	39	4	‡	5
Wyoming	158	156*	159	71	69*	74	34	34*	37	2	3	3
Other jurisdictions												
District of Columbia	113	—	—	19	—	—	5	—	—	#	—	—
DoDEA ²	155*	158*	160	67*	71*	75	30*	36	38	2	4	3

— Not available. The jurisdiction did not participate.

The estimate rounds to zero.

‡ Reporting standards not met.

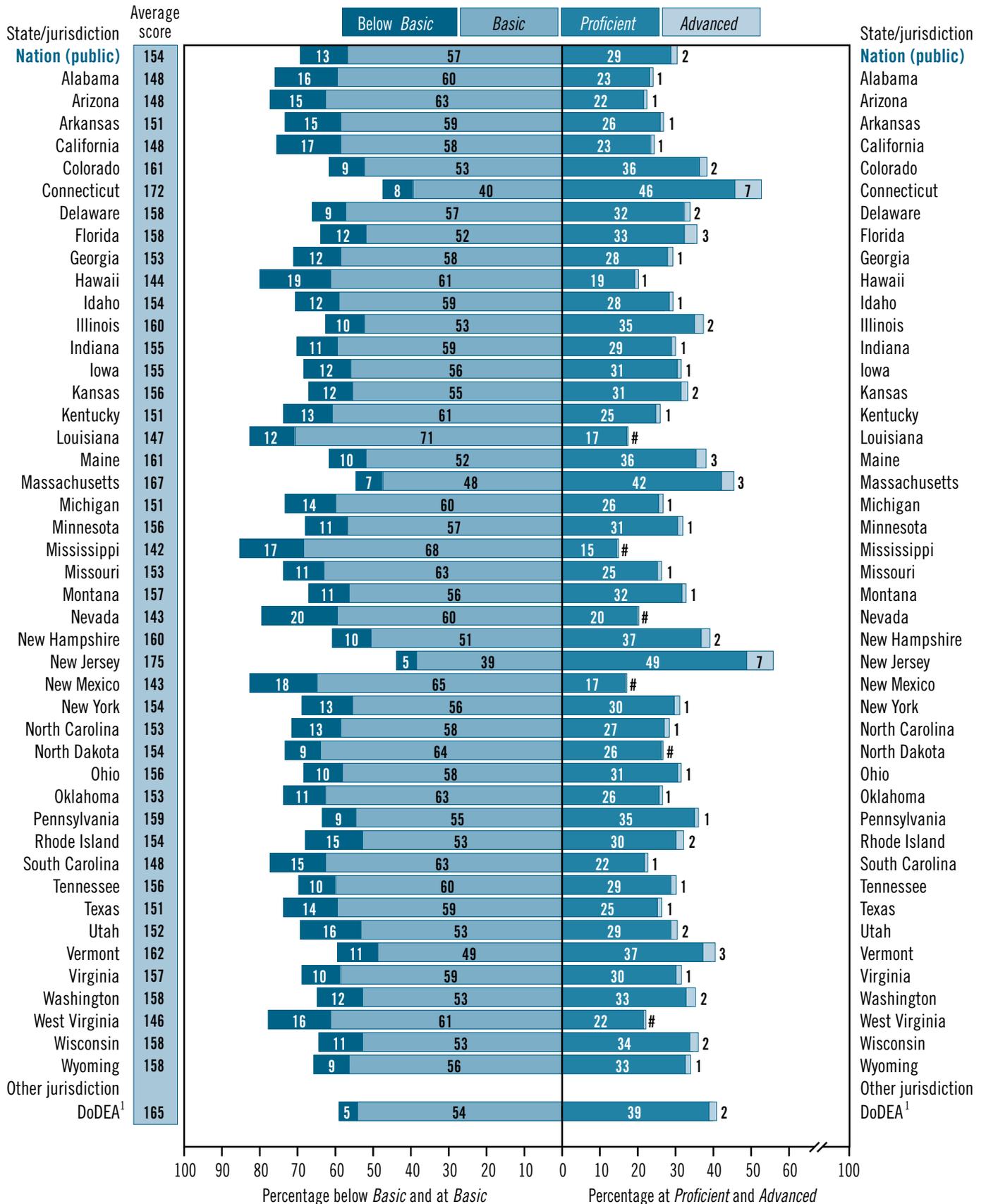
* Significantly different from 2005 when only one jurisdiction or the nation is being examined.

¹ Accommodations were not permitted for this assessment.

² Department of Defense Education Activity. Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. For this table, 1996 and 2000 data were recalculated for comparability.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments.

Figure 11. Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by state: 2007



Rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The shaded bars are graphed using unrounded numbers. Alaska, the District of Columbia, Maryland, Nebraska, Oregon, and South Dakota did not participate in 2007. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Writing Assessment.

Table 5. Average scores in NAEP writing for eighth-grade public school students, by state: 1998, 2002, and 2007

State/jurisdiction	1998	2002	2007
Nation (public)¹	148*	152*	154
Alabama	144*	142*	148
Alaska	—	—	—
Arizona	143*	141*	148
Arkansas	137*	142*	151
California	141*	144	148
Colorado	151*	—	161
Connecticut	165*	164*	172
Delaware	144*	159	158
Florida	142*	154*	158
Georgia	146*	147*	153
Hawaii	135*	138*	144
Idaho	—	151*	154
Illinois	—	—	160
Indiana	—	150*	155
Iowa	—	—	155
Kansas	—	155	156
Kentucky	146*	149	151
Louisiana	136*	142*	147
Maine	155*	157*	161
Maryland	147	157	—
Massachusetts	155*	163	167
Michigan	—	147	151
Minnesota	148*	—	156
Mississippi	134*	141	142
Missouri	142*	151	153
Montana	150*	152*	157
Nebraska	—	156	—
Nevada	140*	137*	143
New Hampshire	—	—	160
New Jersey	—	—	175
New Mexico	141	140	143
New York	146*	151	154
North Carolina	150	157*	153
North Dakota	—	147*	154
Ohio	—	160	156
Oklahoma	152	150	153
Oregon	149	155	—
Pennsylvania	—	154*	159
Rhode Island	148*	151*	154
South Carolina	140*	146	148
South Dakota	—	—	—
Tennessee	148*	148*	156
Texas	154	152	151
Utah	143*	143*	152
Vermont	—	163	162
Virginia	153*	157	157
Washington	148*	155	158
West Virginia	144	144	146
Wisconsin	153*	—	158
Wyoming	146*	151*	158
Other jurisdictions			
District of Columbia	126	128	—
DoDEA ²	157*	162*	165

— Not available. The state/jurisdiction did not participate or did not meet minimum participation guidelines for reporting.

* Significantly different ($p < .05$) from 2007 when only one state/jurisdiction or the nation is being examined.

¹ National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.

² Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

FOR MORE INFORMATION...

State Comparison Tool orders states by students' performance overall and by student groups both within an assessment year and based on changes across years (<http://nces.ed.gov/nationsreportcard/nde/statecomp>).

State Profiles provide information on each state's school and student populations and a summary of its NAEP results (<http://nces.ed.gov/nationsreportcard/states>).

Table 6. Percentage of eighth-grade public school students and average scores in NAEP writing for selected student groups, by state: 2007

State/jurisdiction	Race/ethnicity									
	White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native	
	Percentage of students	Average scale score	Percentage of students	Average scale score						
Nation (public)	58	162	17	140	19	141	5	166	1	143
Alabama	61	157	36	132	2	‡	1	‡	#	‡
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	46	160	6	143	39	136	3	169	7	133
Arkansas	67	156	24	138	7	141	1	‡	#	‡
California	31	161	7	138	48	137	12	164	1	136
Colorado	62	170	7	145	27	142	3	173	1	‡
Connecticut	69	181	12	150	15	147	3	173	#	‡
Delaware	55	167	35	147	8	142	3	177	#	‡
Florida	49	167	22	144	23	150	2	170	#	‡
Georgia	48	162	43	144	6	142	2	‡	#	‡
Hawaii	14	150	2	140	3	137	69	143	1	‡
Idaho	83	157	1	‡	13	136	1	‡	2	‡
Illinois	58	169	19	142	18	143	4	180	#	‡
Indiana	78	158	12	140	6	139	1	‡	#	‡
Iowa	87	157	5	134	5	133	2	173	#	‡
Kansas	76	160	8	140	11	138	2	‡	1	‡
Kentucky	86	153	10	141	2	‡	1	‡	#	‡
Louisiana	52	153	44	139	2	‡	1	‡	1	‡
Maine	96	161	2	‡	1	‡	1	‡	#	‡
Maryland	—	—	—	—	—	—	—	—	—	—
Massachusetts	74	173	9	146	10	138	5	175	#	‡
Michigan	75	156	19	132	3	135	2	‡	1	‡
Minnesota	80	160	7	133	4	140	6	153	2	135
Mississippi	46	151	52	134	1	‡	1	‡	#	‡
Missouri	77	156	19	140	3	142	2	‡	#	‡
Montana	85	160	1	‡	2	‡	1	‡	11	133
Nebraska	—	—	—	—	—	—	—	—	—	—
Nevada	45	152	11	134	35	132	8	151	2	‡
New Hampshire	94	161	1	‡	3	140	2	‡	#	‡
New Jersey	58	184	16	152	18	162	8	191	#	‡
New Mexico	31	153	2	‡	53	138	2	‡	12	136
New York	56	161	19	140	18	140	7	170	#	‡
North Carolina	57	162	29	138	7	138	2	164	1	145
North Dakota	89	155	1	‡	1	‡	1	‡	8	135
Ohio	76	160	19	138	2	141	1	‡	#	‡
Oklahoma	60	156	9	141	8	143	2	‡	20	151
Oregon	—	—	—	—	—	—	—	—	—	—
Pennsylvania	76	164	15	138	6	145	3	170	#	‡
Rhode Island	71	162	8	136	17	128	3	160	#	‡
South Carolina	55	156	39	137	4	140	1	‡	#	‡
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	68	161	26	144	5	147	1	‡	#	‡
Texas	37	165	16	142	44	142	3	167	#	‡
Utah	81	156	1	‡	13	128	3	157	2	‡
Vermont	95	162	2	‡	1	‡	1	‡	1	‡
Virginia	61	163	27	142	6	145	4	173	#	‡
Washington	69	162	6	150	13	139	10	162	2	138
West Virginia	93	147	5	136	1	‡	1	‡	#	‡
Wisconsin	80	162	10	131	6	149	3	167	1	‡
Wyoming	85	160	1	‡	10	153	1	‡	4	127
Other jurisdictions	—	—	—	—	—	—	—	—	—	—
District of Columbia	—	—	—	—	—	—	—	—	—	—
DoDEA ¹	47	167	18	155	14	165	8	172	1	‡

See notes at end of table.

Table 6. Percentage of eighth-grade public school students and average scores in NAEP writing for selected student groups, by state: 2007—Continued

State/jurisdiction	Eligibility for free/reduced-price school lunch				Gender			
	Eligible		Not eligible		Male		Female	
	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score
Nation (public)	41	141	58	164	51	144	49	164
Alabama	50	135	50	160	50	138	50	157
Alaska	—	—	—	—	—	—	—	—
Arizona	44	136	53	157	51	139	49	157
Arkansas	53	141	47	161	52	139	48	164
California	47	136	49	159	52	139	48	157
Colorado	36	143	64	171	50	152	50	169
Connecticut	27	149	73	181	51	163	49	181
Delaware	32	146	67	165	49	151	51	166
Florida	43	146	57	167	50	147	50	169
Georgia	47	141	53	165	48	143	52	164
Hawaii	41	132	59	151	53	134	47	155
Idaho	38	144	60	160	53	143	47	167
Illinois	40	142	60	172	51	150	49	170
Indiana	35	142	65	161	50	144	50	165
Iowa	31	140	69	161	52	143	48	167
Kansas	36	142	64	164	50	144	50	168
Kentucky	47	141	53	160	50	142	50	161
Louisiana	60	140	40	157	52	138	48	156
Maine	34	150	66	167	51	149	49	174
Maryland	—	—	—	—	—	—	—	—
Massachusetts	27	146	73	174	52	157	48	178
Michigan	32	137	68	158	50	140	50	162
Minnesota	28	140	71	162	50	144	50	168
Mississippi	66	136	32	153	49	132	51	152
Missouri	37	141	62	160	51	143	49	163
Montana	35	143	64	164	52	145	48	169
Nebraska	—	—	—	—	—	—	—	—
Nevada	37	132	60	151	51	131	49	156
New Hampshire	17	143	80	164	52	149	48	173
New Jersey	26	155	72	183	50	168	50	183
New Mexico	62	137	37	153	48	133	52	152
New York	47	145	51	164	50	145	50	163
North Carolina	44	141	55	163	51	142	49	164
North Dakota	27	145	73	157	51	142	49	166
Ohio	32	140	66	163	52	147	48	166
Oklahoma	48	146	52	159	51	143	49	162
Oregon	—	—	—	—	—	—	—	—
Pennsylvania	30	144	70	166	51	151	49	168
Rhode Island	31	136	69	162	50	143	50	165
South Carolina	50	139	50	157	49	137	51	159
South Dakota	—	—	—	—	—	—	—	—
Tennessee	45	146	55	165	51	146	49	167
Texas	50	140	50	162	51	142	49	160
Utah	32	139	67	158	52	140	48	165
Vermont	28	144	72	168	53	149	47	176
Virginia	27	141	73	163	51	146	49	168
Washington	34	144	64	166	52	146	48	170
West Virginia	47	137	53	155	50	133	50	159
Wisconsin	29	142	69	164	51	146	49	170
Wyoming	29	145	71	163	52	146	48	171
Other jurisdictions								
District of Columbia	—	—	—	—	—	—	—	—
DoDEA ¹	#	‡	#	‡	53	156	47	175

— Not available. The state/jurisdiction did not participate.

Rounds to zero.

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

¹ Department of Defense Education Activity (overseas and domestic schools).

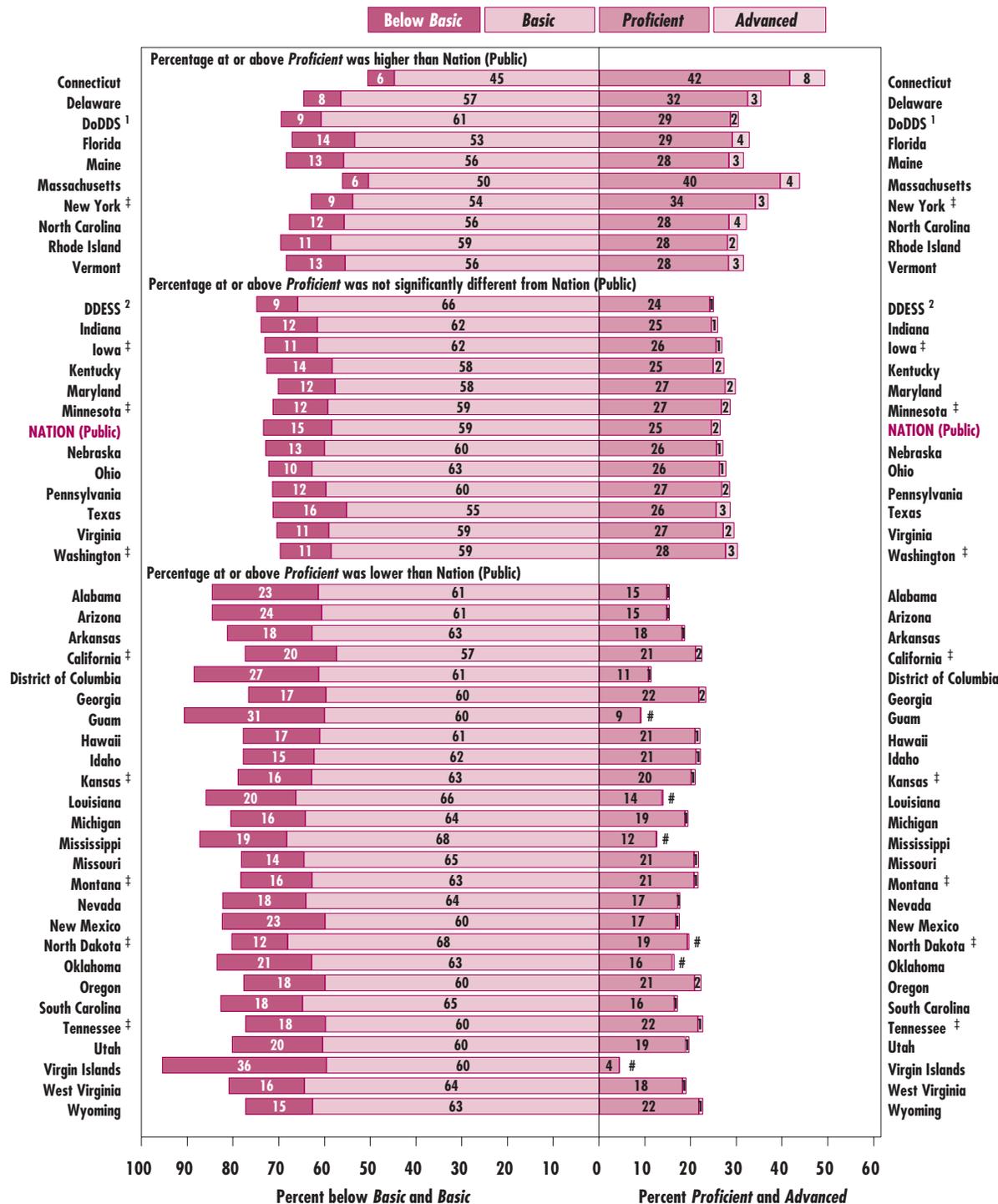
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was unclassified and for students whose eligibility for free/reduced-price school lunch was not available. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Writing Assessment.

Figure 2.8 Percentage of students within each writing achievement level range, grade 4 public schools: By state, 2002

Grade 4

The bars below contain percentages of students in each NAEP writing achievement level range. Each population of students is aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. States are listed alphabetically within three groups: the percentage at or above *Proficient* was higher than, not found to be significantly different from, or lower than the nation.



Percentage rounds to zero.

‡ Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

¹ Department of Defense Dependents Schools (Overseas).

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

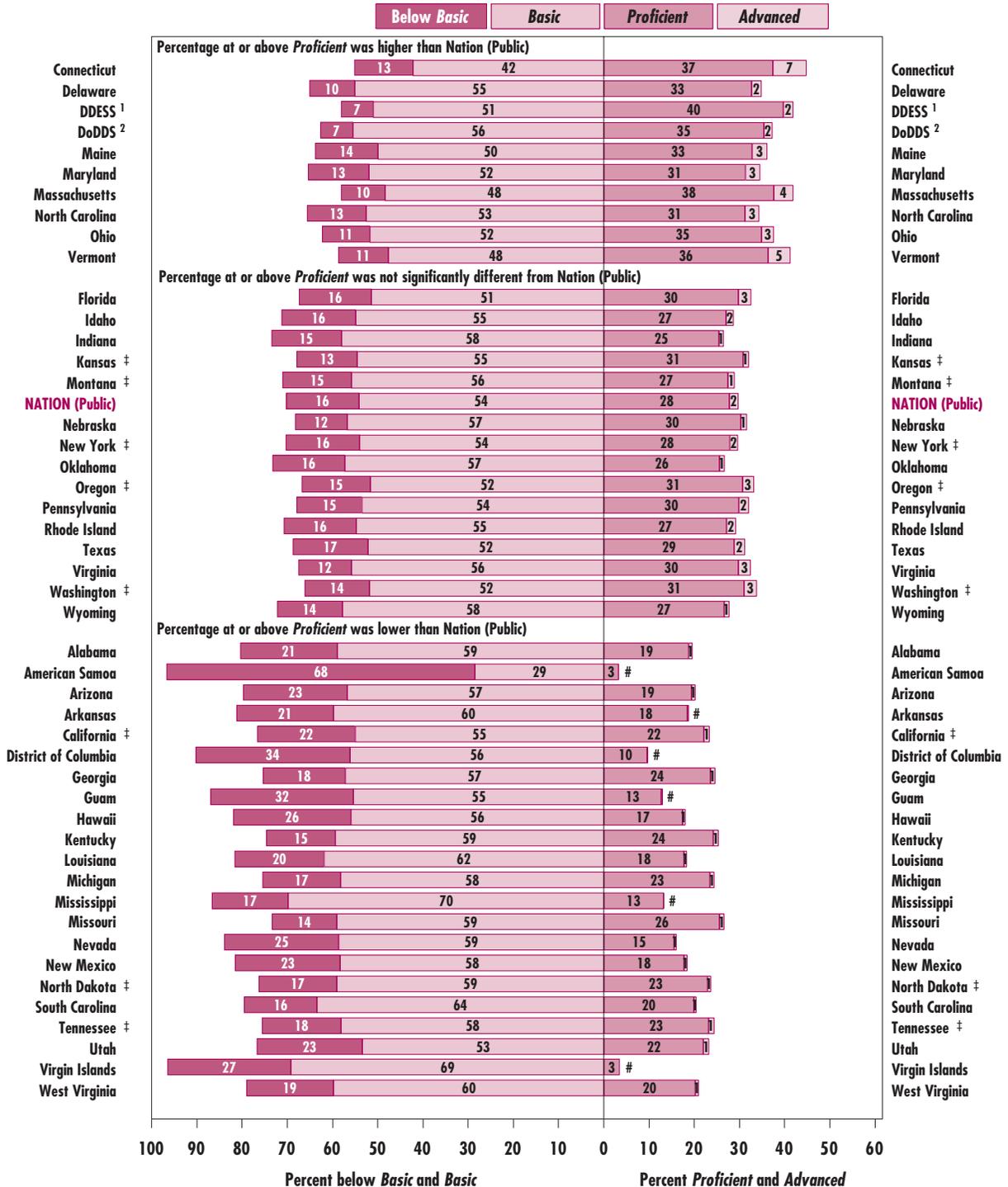
NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

Figure 2.9 Percentage of students within each writing achievement level range, grade 8 public schools: By state, 2002

Grade 8

The bars below contain percentages of students in each NAEP writing achievement level range. Each population of students is aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. States are listed alphabetically within three groups: the percentage at or above *Proficient* was higher than, not found to be significantly different from, or lower than the nation.



Percentage rounds to zero.

‡ Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

Table 3.20 Average writing scale scores, by race/ethnicity, grade 4 public schools: By state, 2002

Grade 4	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Other
Nation (Public)	159	139	140	166	138	153
Alabama	146	130	***	***	***	***
Arizona	149	143	129	***	121	***
Arkansas	151	130	139	***	***	***
California †	158	138	135	164	***	***
Connecticut	182	149	154	179	***	***
Delaware	171	150	148	181	***	***
Florida	165	144	154	***	***	***
Georgia	157	138	136	171	***	***
Hawaii	152	147	145	148	***	151
Idaho	152	***	138	***	***	***
Indiana	157	138	144	***	***	***
Iowa †	156	146	139	***	***	***
Kansas †	152	134	137	***	***	***
Kentucky	156	143	***	***	***	***
Louisiana	151	133	***	***	***	***
Maine	158	***	***	***	***	***
Maryland	165	144	149	170	***	***
Massachusetts	175	151	142	168	***	***
Michigan	152	131	139	***	***	***
Minnesota †	159	136	129	153	143	***
Mississippi	151	132	***	***	***	***
Missouri	153	138	***	***	***	***
Montana †	151	***	***	***	133	***
Nebraska	158	139	137	***	***	***
Nevada	152	133	135	159	133	***
New Mexico	151	***	139	***	126	***
New York †	172	148	149	176	***	***
North Carolina	167	147	145	161	***	161
North Dakota †	152	***	***	***	137	***
Ohio	162	140	***	***	***	***
Oklahoma	148	128	130	***	137	147
Oregon	151	139	132	165	***	***
Pennsylvania	161	135	136	***	***	***
Rhode Island	164	141	136	150	***	***
South Carolina	153	135	***	***	***	***
Tennessee †	153	135	139	***	***	***
Texas	168	142	145	176	***	***
Utah	148	***	126	143	***	***
Vermont	158	***	***	***	***	***
Virginia	163	140	145	168	***	***
Washington †	160	145	138	164	***	***
West Virginia	147	146	***	***	***	***
Wyoming	151	***	144	***	142	***
Other Jurisdictions						
District of Columbia	183	132	137	***	***	***
DDESS ¹	160	151	150	***	***	154
DoDDS ²	163	150	152	163	***	159
Guam	***	***	***	131	***	***
Virgin Islands	***	125	122	***	***	***

† Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

*** Sample size is insufficient to permit a reliable estimate.

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

Table 3.21 Average writing scale scores, by race/ethnicity, grade 8 public schools: By state, 1998 and 2002

Grade 8	White		Black		Hispanic		Asian/ Pacific Islander		American Indian/ Alaska Native		Other	
	1998	2002	1998	2002	1998	2002	1998	2002	1998	2002	1998	2002
	Nation (Public) ¹											
Nation (Public) ¹	155 *	159	130 *	134	130 *	135	152	159	130	138	143	150
Alabama	150	150	129	127	***	***	***	***	***	***	***	***
Arizona	153	150	123	137	127	126	***	***	130	126	***	***
Arkansas	142 *	147	119 *	125	***	130	***	***	***	***	***	***
California †	154	156	134	128	123 *,**	132	157	155	***	***	***	***
Colorado	157	—	133	—	130	—	159	—	***	—	***	—
Connecticut	172	175	138	134	137	136	***	172	***	***	***	***
Delaware	151 **,	165	130 **,	145	132 *	144	***	182	***	***	***	***
Florida	150 **,	163	126 **,	137	136 *	144	***	167	***	***	***	***
Georgia	156	156	132	138	***	119	***	152	***	***	***	***
Hawaii	142	142	***	139	***	***	135	137	***	***	131	136
Idaho	—	153	—	***	—	130	—	***	—	***	—	***
Indiana	—	153	—	125	—	***	—	***	—	***	—	***
Kansas †	—	159	—	135	—	132	—	***	—	***	—	***
Kentucky	148	150	129	137	***	***	***	***	***	***	***	***
Louisiana	145 **,	153	122 *	129	***	***	***	***	***	***	***	***
Maine	155	157	***	***	***	***	***	***	***	***	***	***
Maryland	156 **,	167	130 **,	140	138	143	164	172	***	***	***	***
Massachusetts	160 **,	171	134	139	122	132	159	167	***	***	***	***
Michigan	—	152	—	130	—	***	—	***	—	***	—	***
Minnesota †	151	—	118	—	***	—	131	—	***	—	***	—
Mississippi	145	149	123 **,	132	***	***	***	***	***	***	***	***
Missouri	145 **,	153	124 **,	139	***	***	***	***	***	***	***	***
Montana †	152	155	***	***	***	***	***	***	132	129	***	***
Nebraska	—	160	—	131	—	128	—	***	—	***	—	***
Nevada	145	143	132	128	123	123	144	149	***	***	***	***
New Mexico	152	152	150	***	133	134	***	***	132	131	***	***
New York †	156 **,	163	131	134	125	133	148	155	***	***	***	***
North Carolina	158 **,	165	134 **,	141	***	132	***	***	141	***	***	***
North Dakota †	—	148	—	***	—	***	—	***	—	125	—	***
Ohio	—	165	—	133	—	***	—	***	—	***	—	***
Oklahoma	155	154	134	135	139	135	***	***	143	144	***	***
Oregon †	151 *	157	***	***	133	133	157	162	***	***	***	***
Pennsylvania	—	160	—	124	—	133	—	154	—	***	—	***
Rhode Island	152 **,	158	133	133	120	128	143	***	***	***	***	***
South Carolina	149 **,	155	126 **,	135	***	***	***	***	***	***	***	***
Tennessee †	153	152	130	132	***	***	***	***	***	***	***	***
Texas	163	168	146	140	143	137	159	156	***	***	***	***
Utah	145	146	***	***	118	119	136	139	***	***	***	***
Vermont	—	163	—	***	—	***	—	***	—	***	—	***
Virginia	158	162	140	140	151	146	162	171	***	***	***	***
Washington †	151 *	158	131	142	118 **,	137	150	156	***	***	***	***
West Virginia	144	145	142	136	***	***	***	***	***	***	***	***
Wisconsin †	155	—	140	—	138	—	***	—	***	—	***	—
Wyoming	147 **,	153	***	***	136	138	***	***	120	134	***	***
Other Jurisdictions												
American Samoa	—	***	—	***	—	***	—	94	—	***	—	***
District of Columbia	170	***	124	126	128	130	***	***	***	***	***	***
DDESS ²	167	171	151	154	153	160	***	***	***	***	***	168
DoDDS ³	160 *	166	147	149	154	155	153	161	***	***	155 **,	163
Guam	—	***	—	***	—	***	—	130	—	***	—	***
Virgin Islands	***	***	124	128	119	128	***	***	***	***	***	***

— Indicates that the jurisdiction did not participate or did not meet minimum participation guidelines for reporting.

† Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

* Significantly different from 2002 when only one jurisdiction or the nation is being examined.

** Significantly different from 2002 when using a multiple-comparison procedure based on all jurisdictions that participated both years.

*** Sample size is insufficient to permit a reliable estimate.

¹ National results for the 1998 assessment are based on the national sample, not on aggregated state assessment samples.

² Department of Defense Domestic Dependent Elementary and Secondary Schools. ³ Department of Defense Dependents Schools (Overseas).

NOTE: Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited English proficient students in the NAEP samples.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

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