

Oklahoma Educational Indicators Program

Profiles 2002 District Report

Volume 1 or 2



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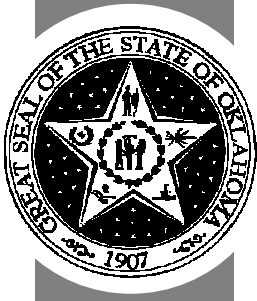
Office of Accountability

Robert Buswell, Executive Director
Matt Hesser, Assistant Director
Jerry (Yu-Chao) Hsieh, Database Design Analyst
Leonard Hall, Contracting Coordinator

Prepared in Cooperation with:

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Education Oversight Board / Office of Accountability

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

April 25, 2003

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue "PROFILES 2002," prepared by the Office of Accountability. This series of reports is the yearly capstone for the Oklahoma Educational Indicators Program, a system set forth in the Oklahoma Educational Reform Act of 1990 (House Bill 1017) to assist you in assessing the performance of **your** public schools. "PROFILES 2002" furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

"PROFILES 2002" consists of three publications, a "STATE REPORT," a "DISTRICT REPORT," and the "SCHOOL REPORT CARDS." These publications are the result of a collaborative effort headed by the Office of Accountability and include data from the following sources: the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, the Office of Juvenile Affairs, a school survey administered directly by the Office of Accountability, as well as other sources.

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

Sincerely,

T.D. Churchwell, Chairman
Education Oversight Board

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OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

“Profiles 2002” is the fulfillment of the reporting requirement of the Oklahoma Educational Indicators Program. The Oklahoma Educational Indicators Program was established in May of 1989 with the passage of Senate Bill 183 (SB 183), also known as the Oklahoma School Testing Program Act. It was codified as Section 1210.531 of Title 70 in the Oklahoma statutes. In this action, the State Board of Education was instructed to "develop and implement a system of measures whereby the performance of public schools and school districts will be assessed and reported without undue reliance upon any single type of indicator, and whereby the public, including students and parents, may be made aware of: the proper meaning and use of any tests administered under the Oklahoma School Testing Program Act, relative accomplishments of the public schools, and of progress being achieved." Also, "the Oklahoma Educational Indicators Program shall present information for comparisons of graduation rates, dropout rates, pupil-teacher ratios, and test results in the context of socioeconomic status and the finances of school districts."

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

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

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

INTRODUCTION & METHODOLOGY

“Profiles 2002” consists of three components: (1) the State Report, (2) the District Report and (3) individual School Report Cards. Each component of “Profiles 2002” divides the information presented into three major reporting categories: (I) community and environment information, (II) educational program and process information, and (III) student performance information. This methodology is meant to mirror the real-world educational process. Students have a given home and community life, they attend a school with a varied make up of teachers and administrators who deliver education through different processes and programs, and finally, all of these factors come to bear on student performance.

The specific scope of each “Profiles 2002” component is as follows:

State Report: This component contains many tables, graphs, and maps, all with accompanying text, concerning state-level information for the major categories of measurement. The most recent data covers the 2001-02 school year. Wherever possible, tables and graphs will cover multiple years in order that trends may be observed. Also, national comparisons have been added based on data availability and comparability.

District Report: This component contains a two-page spread for each school district in the state and depicts indicator information in graphic and tabular form for the 2001-02 school year.

School Report Cards: This component includes a report card for each of the 1,801 individual school sites in the state. The School Report Cards include demographic and financial information about the district and specific information about the individual school site. This information includes enrollment counts, achievement test scores, community involvement, information about teachers, and other site-specific information. Each report card also contains space for comments from the school principal. The principal is encouraged to provide information such as scores for any standardized testing conducted beyond the requirements of state law, highlights of a mission or policy that is unique to the school, and recognition of special programs or student and staff achievements. Once the principal has added his or her comments, it is required by state law that they distribute copies of the School Report Card to the parents.

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

- I) The Community Characteristics category includes community and contextual information. It features demographic data for persons residing within the boundaries of the school district as of April of 2000. In the District Report, communities have been placed into one of 16 groups based on a socioeconomic factor 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 in each of the three reporting sections.
- II) The District Educational Process category includes program and process information. It depicts how each school district delivers education to its students.

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

Each of the “Profiles 2002” components reports information using the same three categories and by design are directly comparable. For a comprehensive view of education in a given region of the state, one would start with the State Report, focus more closely by moving to the District Report, and then finally looking at the School Report Cards for information specific to each school within a given district. Each document reports information that is similar between the different levels of operation.

Regarding the gathering of data, the Office of Accountability is the secondary user of the majority of the information presented in the “Profiles 2002” reports. The Office of Accountability relies on agencies such as the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, and several others to supply the required information in a timely, accurate and usable fashion. The information is then combined across agencies by the Office of Accountability to generate meaningful statewide statistics regarding the educational performance of students. Consequently, the Office of Accountability does not control the methods used to collect, or the categories used to report, the majority of the data presented.

As a general rule, information is reported a year after the fact. Statistics are collected at the close of the school year, and are then verified and analyzed prior to publication. While this process is taking place, there are schools closing and others opening. Only those public schools that were open during the reporting period are included in the indicator reports. Finally, because most educational indicators relate to mainstream public school students, the “Profiles 2002” reports exclude information pertaining to alternative schools and special education centers (except where specifically mentioned). For these reasons, some of the statistics included may vary from those reported by the state agency/office charged with collecting the information.

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 must be evaluated while paying attention to their interrelationship. Complicating this is the fact that people have differing views on what comprises quality education. Some feel small schools with low student-teacher ratios are most important. Others believe facilities and course offerings have the most influence; and yet, others may only be concerned with a particular test score or budgetary expenditure. Therefore, “Profiles 2002” presents a host of meaningful educational statistics, and readers are free to evaluate educational entities based on the factors they feel are most important in the educational process.

DISTRICTS INCLUDED IN THIS REPORT

There were 543 individual districts in Oklahoma during the 2001-02 school year. For this reason, the District Report has been divided into two volumes, Volume 1 reports on districts in counties Adair through Lincoln and Volume 2 reports on those in counties Logan through Woodward. The following tables display the districts in each volume alphabetically followed by the page number on which the report appears.

ALPHABETICAL LISTING OF SCHOOL DISTRICTS IN VOLUME 1 of 2

District	Page	District	Page	District	Page
ACHILLE	36	CANTON	32	FARRIS	18
AGRA	265	CARNEGIE	47	FELT	94
ALEX	177	CARNEY	266	FLETCHER	111
ALLEN-BOWDEN	125	CARTER (CLOSED)	27	FLOWER MOUND	112
ALTUS	209	CASHION	234	FORGAN	25
AMBER-POCASSET	178	CAVE SPRINGS	2	FORT COBB-BROXTON	50
ANADARKO	44	CEMENT	48	FORT TOWSON	87
ARAPAHO	140	CHANDLER	267	FOX	67
ARDMORE	65	CHATTANOOGA	109	FRIEND	181
ARKOMA	248	CHEROKEE	14	GAGE	159
ARNETT	157	CHICKASHA	180	GARBER	165
ATOKA	16	CHISHOLM	161	GEARY	33
BALKO	23	CLEORA	145	GERONIMO	113
BANNER	55	CLINTON	142	GOODLAND	88
BEAVER	24	COALGATE	103	GRACEMONT	51
BELL	1	COLBERT	40	GRAND VIEW	75
BENNINGTON	37	COLCORD	146	GRANITE	193
BIG PASTURE	117	COLEMAN	219	GRANT	89
BINGER-ONEY	45	COTTONWOOD	104	GREASY	4
BISHOP	107	COVINGTON-DOUGLAS	162	GROVE	147
BLACKWELL	226	CYRIL	49	GYPSY	129
BLAIR	210	DAHLONEGAH	3	HARMONY	19
BLUEJACKET	120	DARLINGTON	57	HEALDTON	68
BOISE CITY	93	DAVENPORT	268	HEAVENER	252
BOKOSHE	249	DEER CREEK-LAMONT	189	HENNESSEY	236
BOONE-APACHE	46	DEPEW	127	HINTON	52
BOSWELL	86	DICKSON	66	HOBART	240
BRAMAN	227	DOVER	235	HODGEN	253
BRIDGE CREEK	179	DRUMMOND	163	HOLDENVILLE	205
BRIGGS	74	DRUMRIGHT	128	HOLLIS	195
BRISTOW	126	DUKE	211	HOWE	254
BUFFALO	196	DURANT	41	HUGO	90
BUFFALO VALLEY	244	DUSTIN	204	HULBERT	76
BURLINGTON	13	EL RENO	58	HYDRO-EAKLY	53
BUTLER	141	ELDORADO	212	INDIAHOMA	114
CACHE	108	ELGIN	110	JAY	148
CADDO	38	ELK CITY	28	KANSAS	149
CALERA	39	ELMORE CITY-PERNELL	169	KAW CITY	228
CALUMET	56	ENID	164	KELLYVILLE	130
CALVIN	203	ERICK	29	KENWOOD	150
CAMERON	250	FANSHAWE	251	KEOTA	198
CANEY	17	FARGO	158	KETCHUM	121

District	Page	District	Page	District	Page
KEYES	95	NORWOOD	80	STILWELL	9
KEYS	77	OAKS-MISSION	153	STRATFORD	174
KIEFER	131	OILTON	136	STRINGTOWN	21
KILDARE	229	OKARCHE	239	STROUD	271
KINGFISHER	237	OKEENE	34	STUART	207
KINTA	199	OLIVE	137	SWINK	92
KREMLIN-HILLSDALE	166	OLNEY	105	TAHLEQUAH	83
LANE	20	OLUSTEE	214	TALIHINA	262
LAVERNE	197	PANAMA	257	TALOGA	155
LAWTON	115	PANOLA	245	TEMPLE	118
LE FLORE	255	PAOLI	172	TENKILLER	84
LEACH	151	PAULS VALLEY	173	TERRAL	217
LEXINGTON	97	PEAVINE	6	THOMAS-FAY-CUSTER	143
LINDSAY	170	PECKHAM	231	TIMBERLAKE	15
LITTLE AXE	98	PEGGS	81	TISHOMINGO	224
LOMEGA	238	PIEDMONT	61	TONKAWA	233
LONE GROVE	69	PIONEER	185	TUPELO	106
LONE STAR	132	PIONEER-PLEASANT VALE	167	TURPIN	26
LONE WOLF	241	PLAINVIEW	70	TUSHKA	22
LOOKEBA SICKLES	54	PLAINVIEW	96	TUTTLE	187
LOST CITY	78	POCOLA	258	UNION CITY	63
LOWREY	79	PONCA CITY	232	VERDEN	188
MANGUM	194	POND CREEK-HUNTER	191	VICI	156
MANNFORD	133	POTEAU	259	VINITA	122
MANNSVILLE	220	PRAGUE	270	WAKITA	192
MAPLE	59	PRETTY WATER	138	WALTERS	119
MARYETTA	5	RAVIA	223	WAPANUCKA	225
MAYSVILLE	171	RED OAK	246	WATONGA	35
McCURTAIN	200	RINGLING	215	WATTS	10
MEDFORD	190	RIVERSIDE	62	WAUKOMIS	168
MEEKER	269	ROBIN HILL	102	WAURIKA	218
MERRITT	30	ROCK CREEK	42	WEATHERFORD	144
MIDDLEBERG	182	ROCKY MOUNTAIN	7	WELCH	123
MILBURN	221	RUSH SPRINGS	186	WELLSTON	272
MILFAY	134	RYAN	216	WESTVILLE	11
MILL CREEK	222	SAPULPA	139	WETUMKA	208
MINCO	183	SAYRE	31	WHITE OAK	124
MONROE	256	SEILING	154	WHITE ROCK	273
MOORE	99	SHADY GROVE	82	WHITEBEAD	175
MOSELEY	152	SHADY POINT	260	WHITEFIELD	202
MOSS	206	SHATTUCK	160	WHITESBORO	263
MOUNDS	135	SILO	43	WILBURTON	247
MOUNTAIN VIEW-GOTEBO	242	SKELLY	8	WILSON	72
MUSTANG	60	SNYDER	243	WISTER	264
NAVAJO	213	SOPER	91	WOODALL	85
NEWKIRK	230	SPIRO	261	WYNNEWOOD	176
NINNEKAH	184	SPRINGER	71	YUKON	64
NOBLE	100	STERLING	116	ZANEIS	73
NORMAN	101	STIGLER	201	ZION	12

ALPHABETICAL LISTING OF SCHOOL DISTRICTS IN VOLUME 2 of 2

District	Page	District	Page	District	Page
ADA	421	COLLINSVILLE	512	HARDESTY	498
ADAIR	288	COMANCHE	490	HARRAH	357
AFTON	389	COMMERCE	390	HARTSHORNE	411
ALBION	444	COPAN	530	HASKELL	329
ALINE-CLEO	282	CORDELL	534	HAWORTH	309
ALLEN	422	COWETA	524	HAYWOOD	412
ALVA	537	COYLE	274	HENRYETTA	368
ANDERSON	376	CRESCENT	275	HILLDALE	330
ANTLERS	445	CROOKED OAK	353	HOLLY CREEK	310
ASHER	430	CROWDER	408	HOMINY	381
AVANT	377	CRUTCHO	354	HOOKER	499
BARNSDALL	378	CUSHING	400	IDABEL	311
BARTLESVILLE	528	DALE	432	INDIANOLA	413
BATTIEST	303	DAVIDSON	505	INOLA	460
BEARDEN	344	DAVIS	324	JENKS	514
BEGGS	366	DEER CREEK	355	JENNINGS	398
BELFONTE	476	DENISON	305	JONES	358
BERRYHILL	509	DEWAR	367	JUSTICE	467
BETHANY	351	DEWEY	531	JUSTUS-TIAWAH	461
BETHEL	431	DIBBLE	298	KEYSTONE	515
BILLINGS	337	DUNCAN	491	KINGSTON	286
BIXBY	510	EAGLETOWN	306	KIOWA	414
BLANCHARD	296	EARLSBORO	433	KONAWA	468
BOLEY	345	EDMOND	356	KREBS	415
BOWLEGS	465	EMPIRE	492	LATTA	424
BOWRING	379	EUFAULA	319	LEEDEY	453
BOYNTON	326	FAIRLAND	391	LEONARD	516
BRAGGS	327	FAIRVIEW	284	LIBERTY	369
BRAY-DOYLE	488	FOREST GROVE	307	LIBERTY	481
BROKEN ARROW	511	FORT GIBSON	328	LIBERTY	517
BROKEN BOW	304	FORT SUPPLY	540	LOCUST GROVE	290
BRUSHY	477	FOYIL	459	LUKFATA	312
BURBANK (CLOSED)	380	FREDERICK	506	LUTHER	359
BURNS FLAT-DILL CITY	532	FREEDOM	538	MACOMB	435
BUTNER	466	FRINK-CHAMBERS	409	MADILL	287
BYARS	297	FRONTIER	338	MARBLE CITY	482
BYNG	423	GANS	479	MARIETTA	279
CANADIAN	407	GLENCOE	401	MARLOW	494
CANEY VALLEY	529	GLENPOOL	513	MASON	347
CANUTE	533	GLOVER	308	MAUD	436
CATOOSA	456	GOODWELL	496	McALESTER	416
CENTRAL	478	GORE	480	McCORD	382
CENTRAL HIGH	489	GRAHAM	346	McLISH	425
CHECOTAH	318	GRANDFIELD	507	McLOUD	437
CHELSEA	457	GRANDVIEW	493	MIAMI	392
CHEYENNE	451	GREENVILLE	278	MIDWAY	321
CHOCTAW/NICOMA PARK	352	GROVE	434	MILLWOOD	360
CHOUTEAU-MAZIE	289	GUTHRIE	276	MOFFETT	483
CIMARRON	283	GUYMON	497	MOORELAND	541
CLAREMORE	458	HAILEYVILLE	410	MORRIS	370
CLAYTON	446	HAMMON	452	MORRISON	339
CLEVELAND	397	HANNA	320	MOYERS	447

District	Page	District	Page	District	Page
MULDROW	484	PUTNAM CITY	364	THACKERVILLE	280
MULHALL-ORLANDO	277	QUAPAW	394	TIPTON	508
MUSKOGEE	331	QUINTON	418	TOM	314
MWC/DEL CITY	361	RATTAN	449	TULSA	522
NASHOBA	448	REYDON	454	TURKEY FORD	395
NEW LIMA	469	RINGWOOD	285	TURNER	281
NEWCASTLE	299	RIPLEY	404	TUSKAHOMA	450
NORTH ROCK CREEK	438	ROFF	427	TWIN HILLS	374
NOWATA	341	ROLAND	485	TYRONE	503
OAK GROVE	402	RYAL	322	UNION	523
OAKDALE	362	S ROCK CREEK	440	VALLIANT	315
OKAY	525	SALINA	293	VANOSS	429
OKEMAH	348	SALLISAW	486	VARNUM	474
OKLAHOMA CITY	363	SAND SPRINGS	519	VELMA-ALMA	495
OKLAHOMA UNION	342	SASAKWA	471	VERDIGRIS	464
OKMULGEE	371	SAVANNA	419	VIAN	487
OKTAHA	332	SCHULTER	373	WAGONER	527
OOLOGAH-TALALA	462	SEMINOLE	472	WAINWRIGHT	334
OPTIMA	500	SENTINEL	535	WANETTE	443
OSAGE	291	SEQUOYAH	463	WARNER	335
OSAGE HILLS	383	SHARON-MUTUAL	542	WASHINGTON	301
OWASSO	518	SHAWNEE	441	WASHITA HEIGHTS	536
PADEN	349	SHIDLER	386	WATSON	316
PAWHUSKA	384	SKIATOOK	520	WAYNE	302
PAWNEE	399	SMITHVILLE	313	WAYNOKA	539
PERKINS-TRYON	403	SOUTH COFFEYVILLE	343	WEBBERS FALLS	336
PERRY	340	SPAVINAW	294	WELEETKA	350
PICHER-CARDIN	393	SPERRY	521	WESTERN HEIGHTS	365
PICKETT-CENTER	426	STIDHAM	323	WEWOKA	475
PITTSBURG	417	STILLWATER	405	WICKLIFFE	295
PLEASANT GROVE	439	STONEWALL	428	WILSON	375
PLEASANT GROVE	470	STRAIGHT	501	WOODLAND	387
PORTER CONSOLIDATED	526	STROTHER	473	WOODWARD	543
PORUM	333	SULPHUR	325	WRIGHT CITY	317
PRESTON	372	SWEETWATER	455	WYANDOTTE	396
PRUE	385	TANNEHILL	420	WYNONA	388
PRYOR	292	TECUMSEH	442	YALE	406
PURCELL	300	TEXHOMA	502	YARBROUGH	504

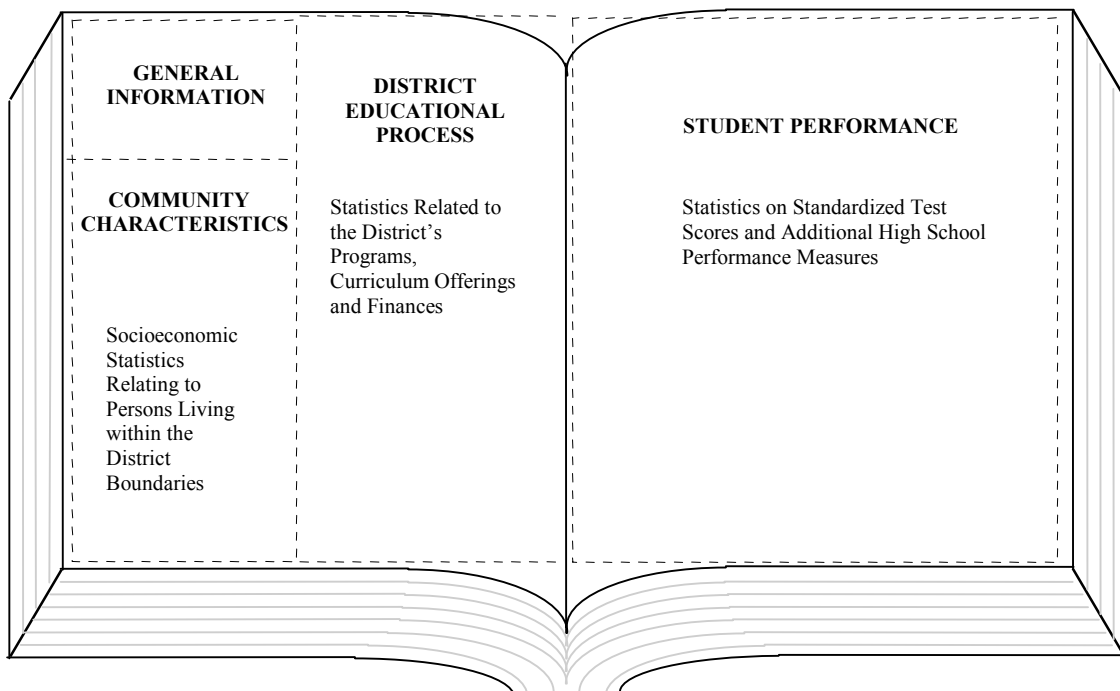
THE DISTRICT REPORT LAYOUT

The information presented in the “Profiles 2002 District Report” is divided into three major reporting categories: (1) Community Characteristics, (2) District Educational Process, and (3) Student Performance. Each of these categories represent a column of information on each school district’s report (see diagram below).

The first column has two parts. The first offers general information that identifies the district and gives the information required to contact the Superintendent. The second part, labeled Community Characteristics provides a statistical sketch of the featured district’s community. This information has been obtained primarily from the 2000 census and has been specifically tabulated on those persons who live within the school district boundaries. Included is information about the educational attainment of adults, average household income, and other socioeconomic indicators.

The District Educational Process section reflects the learning environment provided by the school district. This section includes information on the credentials of teachers, the number of administrators and other staff, information on the various academic programs offered, and high school curriculum offerings. Additionally, a table in this section reports the amount of money the district spent in each of the major financial reporting categories.

The Student Performance section of the report contains information on test scores for the Oklahoma Core Curriculum Tests, also known as the Criterion-Referenced Tests (CRT). Additional data is included to show how graduating seniors fared in higher education, as well as the percentage of students who participated in Career-Tech programs in conjunction with their high school course work.

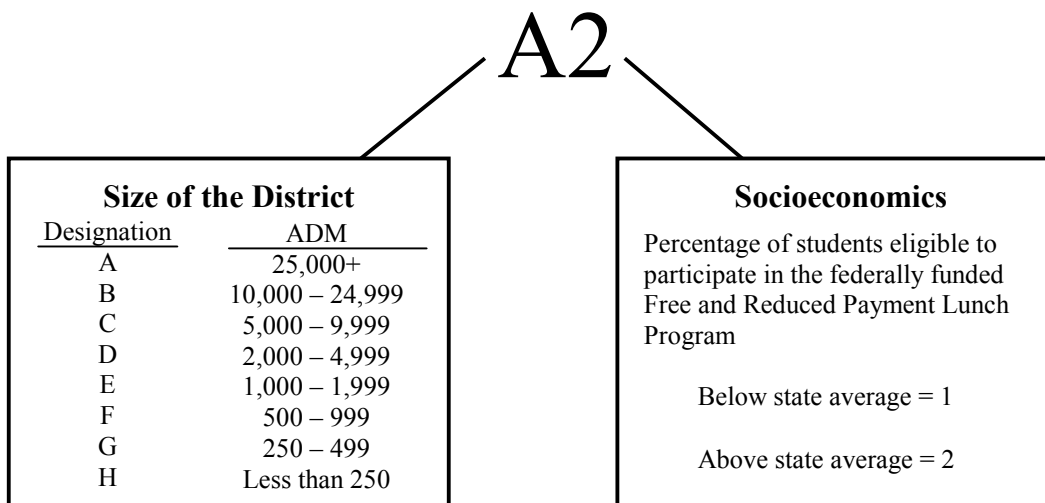


COMMUNITY GROUPING MODEL

The great diversity in Oklahoma communities, and the school districts that serve them, causes difficulty in contrasting district educational effectiveness. One way to make meaningful comparisons is to break the communities into “peer groups.” In this way, the educational effectiveness of a school district serving its community can be compared to the educational effectiveness of districts serving similar communities.

Therefore, the Office of Accountability employs a “Community Grouping Model” that utilizes a district’s Average Daily Membership (ADM) and the percentage of students that are eligible to participate in the federally funded Free and Reduced Payment Lunch Program. The Free and Reduced Payment Lunch Program is based on the income of the student’s parents and serves as a good measure of poverty within a district. The larger the percentage of students eligible for the program, the more impoverished the district community.

The model breaks the state’s 543 districts into “district communities” which are categorized with a letter designation of A through H based upon district ADM (see listing below) and a numeric designation of 1 or 2 based upon the percentage of students eligible to participate in the Free and Reduced Payment Lunch Program. District communities with eligibility percentages above the state average (higher poverty) are given the designation of 2 while the remaining districts are given the designation of 1. This combination of letters and numbers gives 16 community group designations, A1 through H2.



The “Profiles 2002 District Report,” in most cases, reports an indicator for the featured district and gives two comparative statistics, Community Group Average and State Average. The Community Group Average is the average of all the districts in a given community group (districts serving similar communities). For a listing of districts within each group, see Appendix B “Index by Community Group.”

EXPLANATION OF TERMS AND DATA

General Information

District Name

The name of the school district for which information is being presented.

County Name

The county in which the district resides, or the county in which the Superintendent's office resides if the district covers multiple counties.

Superintendent's Name, Address & Telephone Number

Information needed to contact the Superintendent of the featured district.

Community Characteristics [2000 census data except where noted]

Much of the information presented in this section is based on persons living within each school district's boundaries and was collected during the 2000 census. A few districts have been annexed or consolidated since the data was originally tabulated. The data for consolidated districts has been re-distributed to the districts receiving their students. For those districts that consolidated with multiple districts, the re-distribution of data was based on what percentage of the consolidating district's average daily membership (ADM) transferred to each of the receiving districts.

Community Group

See explanation on Page xvii.

Ethnic Makeup

Ethnic makeup of the district as determined through the district's 2001 Fall Enrollment count, based on all sites including alternative and special education centers. [State Department of Education (SDE)]

Average Property Valuation per Student

Total assessed value of property within the boundaries of the district in 2002 divided by the district average daily membership (ADM), or average enrollment, for 2002. These figures were supplied on February 24, 2003 and were current as of that date. [SDE]

Students Eligible for Free or Reduced Lunch

The number of students eligible for participation in the federally funded Free or Reduced Payment Lunch Program divided by the district ADM. [SDE]

District Population

The number of residents living within the boundaries of the district in April of 2000.

Poverty Rate

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

Unemployment Rate

The ratio of unemployed persons to total persons in the civilian labor force expressed as a percentage. Civilian labor force consists of all persons age 16 and older that are employed, or wish to be employed.

Single-Parent Families

The percentage of family households with children headed by a single parent, plus non-family households with children, expressed as a percentage of all households with children as of April 2000.

Average Household Income

The average income of households within the district. The figures are based on wages earned by all working members of the household in 1999.

Highest Educational Level for Adults

The percentage of the population age 25 and older having attained various levels of education as of April 2000.

1st-3rd Graders in need of Reading Remediation

This represents the percentage of 1st through 3rd grade students who have been assessed as not reading at grade level during the 2001-02 school year. The information was reported in the "Reading Sufficiency Act Report" published by the State Department of Education. Districts administered approved reading assessment instruments and reported the results to the State Department of Education by site and grade. The rate was calculated by taking the number of students not reading at grade level in 1st through 3rd grades and dividing it by 1st through 3rd grade fall enrollment. [SDE]

Parents attending at least One Parent-Teacher Conference

The principals' estimation of what percentage of the school's 2001-02 students had at least one parent or guardian attend a minimum of one parent-teacher conference. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A]

Average Number of Days Absent per Student

The average daily attendance divided by the average daily membership, subtracted from 1, with result being multiplied by 175 school days. [SDE]

Mobility Rate (Incoming Students)

The number of incoming students divided by the sum of total enrollment plus incoming students minus outgoing students. [SDE]

Suspensions of 10 Days or Less

Principals were surveyed about the number of suspensions at their school during the 2001-02 school year with a duration of 10 days or less. This number was then aggregated to the district-level and expressed as a ratio of district enrollment (2001 Fall Enrollment excluding non-graded students). Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A]

Suspensions of More than 10 Days

Principals were surveyed about the number of suspensions at their school during the 2001-02 school year with a duration of more than 10 days. This number was then aggregated to the district-level and expressed as a ratio of district enrollment (2001 Fall Enrollment excluding non-graded students). Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A]

Juveniles Charged

The juvenile statistics are based on criminal offenses only. This number refers to those juveniles charged with an offense in school year 2001-02, who reported that they attended one of the schools in the district, expressed as a ratio of district enrollment (2001 Fall Enrollment excluding non-graded students). For the purposes of generating statewide averages, schools with no information reported were assumed to have no juveniles charged with an offense in 2001-02. On the District Report these districts were listed as “None Reported.” Alternative and special education centers are not included in the tabulation of data. [Office of Juvenile Affairs (OJA)]

Offenses per Juvenile Charged

The juvenile statistics are based on criminal offenses only. The average number of offenses committed by each of the charged juveniles who reported that they attended one of the schools in the district during 2001-02. Excludes alternative and special education centers. [OJA]

The Number of Those Charged Who were Alleged Gang Members

The number of juvenile offenders in 2001-02 who reported that they attended one of the schools in the district and were deemed to have gang affiliation. Excludes alternative and special education centers. [OJA]

Symbol Key

A key identifying all of the symbols or abbreviations used in the report. They are:

ADM = Average Daily Membership (average enrollment)

FTE = Full-Time Equivalent

NA = Not Applicable

** = Data protected by privacy laws

FTR = School/District Failed to Respond to Office of Accountability Survey with usable data

DNA = Data Not Available from Providing Agency

RM = Revised Methodology

District Educational Process [State Department of Education (2001-02) except where noted]

All of the statistics in this section are based on the 1,801 schools included in the “Profiles 2002” report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions.

Grade Organization, Area, and Enrollment

The grades offered by the district and the number of school sites open during the 2001-02 school year. The area of the district in square miles and student density expressed in students per square mile is also displayed in this section.

2000/2001 Average Daily Membership (ADM)

The average number of students on the school roster throughout the 2000-2001 school year. Also referred to as average enrollment. ADM is not reported at the site-level, therefore, alternative and special education centers cannot be isolated for removal from the count. ADM includes all sites.

2001/2002 Average Daily Membership (ADM)

The average number of students on the school roster throughout the 2001-2002 school year. Also referred to as average enrollment. ADM is not reported at the site level, therefore, alternative and special education centers cannot be isolated for removal from the count. ADM includes all sites.

Change in ADM from 00/01 to 01/02

The numeric and percentage change in average daily membership between the 2000-01 school year and the 2001-02 school year.

Students in Gifted and Talented

The number of students identified as Gifted and Talented divided by the district ADM.

Students in Special Education

The number of students in Special Education Programs divided by the district ADM.

Regular Classroom Teachers

Regular Classroom Teachers are counted based on the percentage of the day they spend in the classroom and their contract length. In order to account for part-time positions, teachers are counted in full time equivalents (FTEs). Teaching principals were assumed to contribute half of their time to classroom teaching (counted as 0.5 teacher FTE). This count excludes the time teachers spend teaching at alternative and special education centers.

Students per Regular Classroom Teacher

District ADM (excluding non-graded students) divided by total Regular Classroom Teacher FTEs for the district.

Average Salary (w/ Fringe) of Regular Classroom Teachers

Teacher salaries are allocated to school sites based on the percentage of time spent at each school site (the majority of teachers in the state spend 100% of their time at one school site). The total

of all salaries paid to regular classroom teachers in the district are then divided by total regular classroom teacher FTEs in the district to obtain the average salary per regular classroom teacher FTE. These figures include fringe benefits, but exclude extra duty pay.

Regular Classroom Teachers with Advanced Degree(s)

The percentage of regular classroom teachers in the district with a college degree beyond a bachelors degree. This calculation is weighted by teacher FTE.

Average Years of Experience for Regular Classroom Teachers

The district average is determined by weighting the average years of experience by the FTE for each regular classroom teacher in the district.

Special Education Teachers

Special Education teachers are counted based on the percentage of the day they spend in the classroom and their contract length. In order to account for part-time positions, teachers are counted in full time equivalents (FTEs). This count excludes the time Special Education teachers spend teaching at alternative and special education centers.

Other Professional Staff

Number of non-classroom certified staff (FTE). Includes Curriculum Consultant, Instructional Specialist, Counselor, Librarian, Nurse, Psychologist, Psychometrist, Occupational Therapist, Physical Therapist and persons identified as site-based Supervisors, Consultants, Directors. (Also see School and District Administrators below).

Teacher Assistants

Number of non-certified support staff (FTE) classified as Teaching Assistants. Teaching Assistant FTE's are calculated based on 1,440 classroom hours per year (8 hours X 180 school days).

School and District Administrators

Number of Superintendents, Assistant Superintendents, non-teaching Principals, non-teaching Assistant Principals and persons identified as district-wide Supervisors, Consultants or Directors (FTE). Teaching Principals and teaching Assistant Principals were designated as contributing 0.5 FTE toward administration.

Average Salary of Administrators

Total salary of administrators (school and district) divided by the total number of administrator FTEs (school and district). These figures include fringe benefits, but exclude extra duty pay.

Teachers per Administrator

Teacher FTE (regular classroom and special education) for the district divided by the Administrator FTE for the district.

District Revenue (ALL FUNDS)

There are many different "Funds" in which a school district may deposit revenue and from which it may make expenditures. "Profiles 2002" reports revenues and expenditures using "ALL

FUNDS.” The three basic sources of school district revenue in the state of Oklahoma are: Local & County, State, and Federal. (See Appendix C in this report and the “Profiles 2002 State Report” for a further description of district finances).

District Expenditures (ALL FUNDS)

There are many different “Funds” in which a school district may deposit revenue and from which it may make expenditures. “Profiles 2002” reports revenues and expenditures using “ALL FUNDS.” ALL FUNDS excludes two fund categories: Bond Fund and Trust & Agency Fund. Also, note that Debt Service, which is the major component of the Sinking Fund, has been accounted for separately to not adversely affect expenditure percentages in other areas. The expenditures are reported two ways. First, expenditures in each category are reported as a percentage of the total expenditures and second as the actual dollars spent per ADM (See Appendix C in this report and the “Profiles 2002 State Report” for a further description of district finances).

Average 2001-02 HS Curriculum

Oklahoma high schools must offer a minimum of 34 units per year including: 4 units of language arts, 4 units of science, 4 units of math, 4 units of social studies, 2 units of fine arts, 2 units of languages, and 14 units of other electives. This curriculum table looks at only 20 of the 34 units. These 20 units are in the six core areas noted above. A more detailed explanation of course offerings can be found in the “Profiles 2002 State Report.” This information is based on those high school sites covered in the “Profiles 2002” report series, which offer 10th grade, and above. For districts with junior high schools, the 9th grade course offerings of each junior high were added to the course offerings for each high school in the district. For districts with multiple high school sites, the number posted reflects the average number of courses offered in each subject area. However, for districts with 9th – 10th grade centers and 11th – 12th grade centers, the course offerings were summed at the district level.

Student Performance

All of the statistics in this section are based on the 1,801 schools included in the “Profiles 2002” report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions.

Percent Tested as “Traditional”

The number of students tested as “Traditional” students expressed as a percentage of all students tested by level of test (grade). “Traditional” students equate to regular classroom rank and file students. This figure is posted for each of the state mandated tests. [SDE]

The Stanford 9 Achievement Test

The Stanford 9 is a Norm-Referenced Test (NRT) and the scores shown are National Percentile Ranks (NPRs). A portion of the 3rd grade Stanford 9 was administered for the 2001-02 school year. Only two core subjects (Reading, and Math) were tested. The scores posted in “Profiles 2002” include only the results of “Traditional” students. [SDE]

Oklahoma Core Curriculum Tests

Results are graphed for the 5th and 8th grade Oklahoma Core Curriculum tests, also referred to as the Criterion-Referenced Tests (CRT). Results are shown as the percentage of students scoring at, or above, the “Satisfactory” level set by the State Board of Education. The scores posted in “Profiles 2002” include only the results of “Traditional” students. [SDE]

High School End-of-Instruction Tests

The High School End-of-Instruction (EOI) tests are administered to students as they complete English II, US History, Biology I and Algebra I. The tests assess how well each student has mastered the course content as outlined in the Priority Academic Student Skills (PASS) curriculum. Results are shown as the percentage of students scoring at, or above, the “Satisfactory” level set by the State Board of Education. The High School EOI tests were administered for the first time during the 2000-01 school year. The EOI subject areas are being phased in, so only English II and US History results were available for the 2001-02 school year. The scores posted in “Profiles 2002” include only the results of “Traditional” students. [SDE]

Dropout Rate

The Oklahoma dropout rate is calculated on 9th through 12th graders that are under the age of 19. Rates are calculated by dividing the number of dropouts at a site/district during the school year by 9th through 12th grade fall enrollment for that site/district. In previous Profiles reports the reporting cycle started in September and only 3 quarters were reported. Starting with Profiles 2002, the reporting cycle will run from October through September and all four quarters will be reported. [SDE]

Graduation Rate

This rate is computed by dividing the number of 2001-02 graduates in a district by the 9th grade ADM four years earlier (1998-99). Because Oklahoma does not have a statewide student information system that would facilitate studies of student migration, the graduation rate could be understated or overstated for any given school district. This fact should be considered in an

evaluation of district performance in reference to this indicator. This number is required to be reported under current state law. [SDE]

Average GPA of HS Seniors

Principals at each high school in the state were requested to report the average Grade Point Average (GPA) for their senior class. All comparative numbers (averages) are based solely on information submitted by high schools responding to the Office of Accountability survey. A weighted average based on 2001-02 12th graders was used for all comparative averages and for districts with multiple high school sites. Schools not responding to the survey were not included in this calculation. [O of A]

Career-Tech Occupationally-Specific Program Participation Rate

This refers to the percent of the senior class that had ever enrolled in an occupationally-specific Career-Tech program during their high school career. The classes were followed for a four-year period. This number is the senior class Career-Tech enrollments divided by total members of the senior class. The Career-Tech performance measures are a three-year average based on the graduating classes of 1999 through 2001. This information is based on those high school sites covered in the “Profiles 2002” reports, which offer 12th grade. A more detailed explanation of the methodology used can be obtained from the Office of Accountability. [Department of Career and Technology Education (Career-Tech)]

Career-Tech Occupationally-Specific Program Completion Rate

This rate is based on Occupationally-Specific Program (OSP) completers as a percentage of OSP enrollments. Completers are students who have completed one or more of the competencies required for the program. The Career-Tech performance measures are a three-year average based on the graduating classes of 1999 through 2001. The classes were followed for a four-year period. This information is based on those high school sites covered in the “Profiles 2002” reports, which offer 12th grade. A more detailed explanation of the methodology used can be obtained from the Office of Accountability. [Career-Tech]

ACT Participation Rate

Members of the Graduating Class of 2002 that have participated in the American College Testing (ACT) program divided by 2001-02 high school graduates. [Oklahoma State Regents for Higher Education (OSRHE)]

Average ACT Score

The average ACT score of all 2001-02 high school graduates in the district having taken the ACT any time during their high school career. The ACT is scored on a scale of 1 to 36. A weighted average based on the number of students who took the ACT was used for districts with multiple high school sites. [OSRHE]

High School Graduates Completing Regents’ College-Bound Curriculum

Principals were asked to report the number of 2001-02 high school graduates having completed the 15 units required for admission to Oklahoma public colleges and universities. This number was then divided by the district’s 2001-02 graduates. Schools not responding to the Office of Accountability survey were not included in the calculation. [O of A]

Out-of-State College-Going Rate

Principals were asked to report the number of 2001-02 high school graduates who were planning to attend out-of-state colleges. This number was then divided by the district's 2001-02 graduates. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A]

Oklahoma College-Going Rate

The average number of graduates from the district attending an Oklahoma public college or university during the last three years. The rate used is referred to as the "Linear Rate" because it only includes those students who went directly from high school to college. A three-year running average is used in order to most accurately represent the college-going trends of students from smaller districts. Students included in this calculation were freshmen in the fall of 1999, 2000, or 2001. [OSRHE]

Oklahoma College Freshmen taking at least one remedial course in Math, English, Science, or Reading

The percentage of Oklahoma public college freshmen from each district who, during their freshman year, were required to take at least one remedial course in Math, English, Science, or Reading, before beginning college-level coursework in these areas. This calculation is also a three-year running average. Students included in this calculation were freshmen in the fall of 1999, 2000, or 2001. [OSRHE]

Oklahoma College Freshmen with GPA of 2.0 or Above

The percentage of Oklahoma public college freshmen from each district who achieved a GPA of 2.0 or greater during their first semester in college. This calculation is also a three-year running average. Students included in this calculation were freshmen in the fall of 1999, 2000, or 2001. [OSRHE]

Oklahoma College Completion Rate

The college completion rate was calculated on students who enrolled for the fall semester after their graduation from high school and who were degree-seeking at that time. These students 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 running average, which means that some of the students involved in the study may have graduated from an Oklahoma high school as much as nine years ago. This calculation is based on students who were freshmen in the fall of 1993, 1994, or 1995. Because some high schools may have closed since this time, the rate includes only those students who graduated from a high school that was still open during the 2001-02 school year. [OSRHE]

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| 2) STUDENT SUPPORT | SUPPORT SERVICES (2000 Series)
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Attendance and Social Work Services
Guidance Services
Health Services
Psychological Educational Individual Services
Speech Pathology and Audiology Services
Other Support Services |
| 3) INSTR. SUPPORT | SUPPORT SERVICES (2000 Series)
SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
Improvement of Instruction Services
Educational Media Services
Other Support Services - Instr. Staff |
| 4) DISTRICT ADMIN. | SUPPORT SERVICES (2000 Series)
SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
Board of Education Services
Executive Administration Services
Special Area Administration Services |
| 5) SCHOOL ADMIN. | SUPPORT SERVICES (2000 Series)
SUPPORT SERVICES - SCHOOL ADMINISTRATION (2400)
Office of the Principal Services (Independent Districts)
Other Support Services |
| 6) DISTRICT SUPPORT | SUPPORT SERVICES (2000 Series)
SUPPORT SERVICES - BUSINESS (2500)
Fiscal Services
Internal Services
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Supervision of Operation and Maintenance of Plant Services
Operation of Buildings Services
Care and Upkeep of Grounds Services
Care and Upkeep of Equipment Services
Vehicle Operation and Maint. Services (Not Student Trans.)
Security Services
Asbestos Abatement Services
Other Operation and Maintenance of Plant Services
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OTHER OUTLAYS (5000 Series)
DEBT SERVICE (5100)

8) OTHER

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Supervision of Child Nutrition Programs Operations
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Other Direct and/or Related Child Nutrition Programs
Food Procurement Services
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Other Community Services Operations

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