

# Oklahoma Educational Indicators Program

## Profiles 2008

### Background & Methodologies



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





## *Education Oversight Board / Office of Accountability*

*Susan Field, Chairman • Robert Buswell, Executive Director*

May 18, 2009

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue “PROFILES 2008,” 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 2008” furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

“PROFILES 2008” 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, Oklahoma Tax Commission, 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



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# OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

“Profiles 2008” 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 2008” consists of three components: (1) the State Report, (2) the District Report and (3) individual School Report Cards. Each component of “Profiles 2008” 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 2008” 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 2007-08 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 2007-08 school year.

**School Report Cards:** This component includes 1,713 individual school report cards. The 2008 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 from the 2007-08 school year plus data from the most recent U.S. Census 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 upon the number of students the district serves and based upon a socio-economic indicator. 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 2008” 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 2008” 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 that are 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 2008” 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 2008” 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 539 individual districts in Oklahoma during the 2007-08 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	35	CALUMET	55	ELGIN	108
AGRA	263	CALVIN	201	ELK CITY	27
ALEX	175	CAMERON	248	ELMORE CITY-PERNELL	167
ALLEN-BOWDEN	123	CANEY	17	ENID	162
ALTUS	207	CANTON	31	ERICK	28
AMBER-POCASSET	176	CARNEGIE	46	FANSHAWE	249
ANADARKO	43	CARNEY	264	FARGO	156
ARAPAHO	138	CASHION	232	FARRIS	18
ARDMORE	64	CAVE SPRINGS	2	FELT	93
ARKOMA	246	CEMENT	47	FLETCHER	109
ARNETT	155	CHANDLER	265	FLOWER MOUND	110
ATOKA	16	CHATTANOOGA	107	FORGAN	25
BALKO	23	CHEROKEE	14	FORT COBB-BROXTON	49
BANNER	54	CHICKASHA	178	FORT TOWSON	86
BEAVER	24	CHISHOLM	159	FOX	66
BELL	1	CLEORA	143	FRIEND	179
BENNINGTON	36	CLINTON	140	GAGE	157
BIG PASTURE	115	COALGATE	102	GARBER	163
BINGER-ONEY	44	COLBERT	39	GEARY	32
BISHOP	105	COLCORD	144	GERONIMO	111
BLACKWELL	224	COLEMAN	217	GOODLAND	87
BLAIR	208	COTTONWOOD	103	GRACEMONT	50
BLUEJACKET	118	COVINGTON-DOUGLAS	160	GRAND VIEW	74
BOISE CITY	92	CYRIL	48	GRANITE	191
BOKOSHE	247	DAHLONEGAH	3	GRANT	88
BOONE-APACHE	45	DARLINGTON	56	GREASY	4
BOSWELL	85	DAVENPORT	266	GROVE	145
BRAMAN	225	DEER CREEK-LAMONT	187	GYPSY	127
BRIDGE CREEK	177	DEPEW	125	HARMONY	19
BRIGGS	73	DICKSON	65	HEALDTON	67
BRISTOW	124	DOVER	233	HEAVENER	250
BUFFALO	194	DRUMMOND	161	HENNESSEY	234
BUFFALO VALLEY	242	DRUMRIGHT	126	HINTON	51
BURLINGTON	13	DUKE	209	HOBART	238
BUTLER (Closed)	139	DURANT	40	HODGEN	251
CACHE	106	DUSTIN	202	HOLDENVILLE	203
CADDO	37	EL RENO	57	HOLLIS	193
CALERA	38	ELDORADO	210	HOWE	252

<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>
HUGO	89	MOORE	98	SHADY POINT	258
HULBERT	75	MOSELEY	150	SHATTUCK	158
HYDRO-EAKLY	52	MOSS	204	SILO	42
INDIAHOMA	112	MOUNDS	133	SKELLY	8
JAY	146	MOUNTAIN VIEW-GOTEBO	240	SNYDER	241
KANSAS	147	MUSTANG	59	SOPER	90
KAW CITY	226	NAVAJO	211	SPIRO	259
KELLYVILLE	128	NEWKIRK	228	SPRINGER	70
KENWOOD	148	NINNEKAH	182	STERLING	114
KEOTA	196	NOBLE	99	STIGLER	199
KETCHUM	119	NORMAN	100	STILWELL	9
KEYES	94	NORWOOD	79	STRATFORD	172
KEYS	76	OAKS-MISSION	151	STRINGTOWN	21
KIEFER	129	OILTON	134	STROUD	269
KILDARE	227	OKARCHE	237	STUART	205
KINGFISHER	235	OKEENE	33	SWINK	91
KINTA	197	OLIVE	135	TAHLEQUAH	82
KREMLIN-HILLSDALE	164	OLUSTEE	212	TALIHINA	260
LANE	20	PANAMA	255	TALOGA	153
LAVERNE	195	PANOLA	243	TEMPLE	116
LAWTON	113	PAOLI	170	TENKILLER	83
LE FLORE	253	PAULS VALLEY	171	TERRAL	215
LEACH	149	PEAVINE	6	THOMAS-FAY-CUSTER	141
LEXINGTON	96	PECKHAM	229	TIMBERLAKE	15
LINDSAY	168	PEGGS	80	TISHOMINGO	222
LITTLE AXE	97	PIEDMONT	60	TONKAWA	231
LOMEGA	236	PIONEER	183	TUPELO	104
LONE GROVE	68	PIONEER-PLEASANT VALE	165	TURPIN	26
LONE STAR	130	PLAINVIEW	69	TUSHKA	22
LONE WOLF	239	PLAINVIEW	95	TUTTLE	185
LOOKEBA SICKLES	53	POCOLA	256	UNION CITY	62
LOST CITY (Closed)	77	PONCA CITY	230	VERDEN	186
LOWREY	78	POND CREEK-HUNTER	189	VICI	154
MANGUM	192	POTEAU	257	VINITA	120
MANNFORD	131	PRAGUE	268	WAKITA	190
MANNSVILLE	218	PRETTY WATER	136	WALTERS	117
MAPLE	58	RAVIA	221	WAPANUCKA	223
MARYETTA	5	RED OAK	244	WATONGA	34
MAYSVILLE	169	RINGLING	213	WATTS	10
McCURTAIN	198	RIVERSIDE	61	WAUKOMIS	166
MEDFORD	188	ROBIN HILL	101	WAURIKA	216
MEEKER	267	ROCK CREEK	41	WEATHERFORD	142
MERRITT	29	ROCKY MOUNTAIN	7	WELCH	121
MIDDLEBERG	180	RUSH SPRINGS	184	WELLSTON	270
MILBURN	219	RYAN	214	WESTVILLE	11
MILFAY	132	SAPULPA	137	WETUMKA	206
MILL CREEK	220	SAYRE	30	WHITE OAK	122
MINCO	181	SEILING	152	WHITE ROCK	271
MONROE	254	SHADY GROVE	81	WHITEBEAD	173

<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>
WHITEFIELD	200	WISTER	262	ZANEIS	72
WHITESBORO	261	WOODALL	84	ZION	12
WILBURTON	245	WYNNEWOOD	174		
WILSON	71	YUKON	63		

## ALPHABETICAL LISTING OF SCHOOL DISTRICTS IN VOLUME 2 of 2

<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>
ADA	418	CENTRAL	474	FORT GIBSON	326
ADAIR	286	CENTRAL HIGH	485	FORT SUPPLY	536
AFTON	386	CHECOTAH	316	FOYIL	455
ALBION	440	CHELSEA	453	FREDERICK	502
ALINE-CLEO	280	CHEYENNE	447	FREEDOM	534
ALLEN	419	CHOCTAW/NICOMA PARK	350	FRINK-CHAMBERS	406
ALVA	533	CHOUTEAU-MAZIE	287	FRONTIER	336
ANDERSON	374	CIMARRON	281	GANS	475
ANTLERS	441	CLAREMORE	454	GLENCOE	398
ASHER	426	CLAYTON	442	GLENPOOL	509
AVANT	375	CLEVELAND	394	GLOVER	306
BARNSDALL	376	COLLINSVILLE	508	GOODWELL	492
BARTLESVILLE	524	COMANCHE	486	GORE	476
BATTIEST	301	COMMERCE	387	GRAHAM	344
BEARDEN	342	COPAN	526	GRANDFIELD	503
BEGGS	364	CORDELL	530	GRANDVIEW	489
BELFONTE	472	COWETA	520	GREENVILLE	276
BERRYHILL	505	COYLE	272	GROVE	430
BETHANY	349	CRESCENT	273	GUTHRIE	274
BETHEL	427	CROOKED OAK	351	GUYMON	493
BILLINGS	335	CROWDER	405	HAILEYVILLE	407
BIXBY	506	CRUTCHO	352	HAMMON	448
BLANCHARD	294	CUSHING	397	HANNA	318
BOLEY	343	DALE	428	HARDESTY	494
BOWLEGS	461	DAVIDSON	501	HARRAH	355
BOWRING	377	DAVIS	322	HARTSHORNE	408
BOYNTON-MOTON	324	DEER CREEK	353	HASKELL	327
BRAGGS	325	DENISON	303	HAWORTH	307
BRAY-DOYLE	484	DEWAR	365	HAYWOOD	409
BROKEN ARROW	507	DEWEY	527	HENRYETTA	366
BROKEN BOW	302	DIBBLE	296	HILLDALE	328
BRUSHY	473	DUNCAN	487	HOLLY CREEK	308
BURNS FLAT-DILL CITY	528	EAGLETOWN	304	HOMINY	378
BUTNER	462	EARLSBORO	429	HOOKER	495
BYARS	295	EDMOND	354	IDABEL	309
BYNG	420	EMPIRE	488	INDIANOLA	410
CANADIAN	404	EUFAULA	317	INOLA	456
CANEY VALLEY	525	FAIRLAND	388	JENKS	510
CANUTE	529	FAIRVIEW	282	JENNINGS	395
CATOOSA	452	FOREST GROVE	305	JONES	356

<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>
JUSTICE	463	OKTAHA	330	STIDHAM	321
JUSTUS-TIAWAH	457	OOLOGAH-TALALA	458	STILLWATER	402
KEYSTONE	511	OPTIMA	496	STONEWALL	424
KINGSTON	284	OSAGE	289	STRAIGHT	497
KIOWA	411	OSAGE HILLS	380	STROTHER	469
KONAWA	464	OWASSO	514	SULPHUR	323
KREBS	412	PADEN	347	SWEETWATER	451
LATTA	421	PAWHUSKA	381	TANNEHILL	417
LEEDEY	449	PAWNEE	396	TECUMSEH	438
LEONARD	512	PERKINS-TRYON	400	TEXHOMA	498
LIBERTY	477	PERRY	338	THACKERVILLE	278
LIBERTY	513	PICHER-CARDIN	390	TIPTON	504
LIBERTY (Closed)	367	PICKETT-CENTER	422	TOM (Closed)	312
LOCUST GROVE	288	PITTSBURG	414	TULSA	518
LUKFATA	310	PLEASANT GROVE	435	TURKEY FORD	392
LUTHER	357	PLEASANT GROVE	466	TURNER	279
MACOMB	431	PORTER CONSOLIDATED	522	TUSKAHOMA	446
MADILL	285	PORUM	331	TWIN HILLS	372
MARBLE CITY	478	PRESTON	370	TYRONE	499
MARIETTA	277	PRUE	382	UNION	519
MARLOW	490	PRYOR	290	VALLIANT	313
MASON	345	PURCELL	298	VANOSS	425
MAUD	432	PUTNAM CITY	362	VARNUM	470
McALESTER	413	QUAPAW	391	VELMA-ALMA	491
McCORD	379	QUINTON	415	VERDIGRIS	460
McLOUD	433	RATTAN	445	VIAN	483
MIAMI	389	REYDON	450	WAGONER	523
MIDWAY	319	RINGWOOD	283	WAINWRIGHT	332
MIDWEST CITY-DEL CITY	358	RIPLEY	401	WANETTE	439
MILLWOOD	359	ROFF	423	WARNER	333
MOFFETT	479	ROLAND	481	WASHINGTON	299
MOORELAND	537	RYAL	320	WASHITA HEIGHTS	532
MORRIS	368	SALINA	291	WATSON	314
MORRISON	337	SALLISAW	482	WAYNE	300
MOYERS	443	SAND SPRINGS	515	WAYNOKA	535
MULDROW	480	SASAKWA	467	WEBBERS FALLS	334
MULHALL-ORLANDO	275	SAVANNA	416	WELEETKA	348
MUSKOGEE	329	SCHULTER	371	WESTERN HEIGHTS	363
NASHOBA	444	SEMINOLE	468	WEWOKA	471
NEW LIMA	465	SENTINEL	531	WICKLIFFE	293
NEWCASTLE	297	SEQUOYAH	459	WILSON	373
NORTH ROCK CREEK	434	SHARON-MUTUAL	538	WOODLAND	384
NOWATA	339	SHAWNEE	436	WOODWARD	539
OAK GROVE	399	SHIDLER	383	WRIGHT CITY	315
OAKDALE	360	SKIATOOK	516	WYANDOTTE	393
OKAY	521	SMITHVILLE	311	WYNONA	385
OKEMAH	346	SOUTH COFFEYVILLE	341	YALE	403
OKLAHOMA CITY	361	SOUTH ROCK CREEK	437	YARBROUGH	500
OKLAHOMA UNION	340	SPAVINAW	292		
OKMULGEE	369	SPERRY	517		

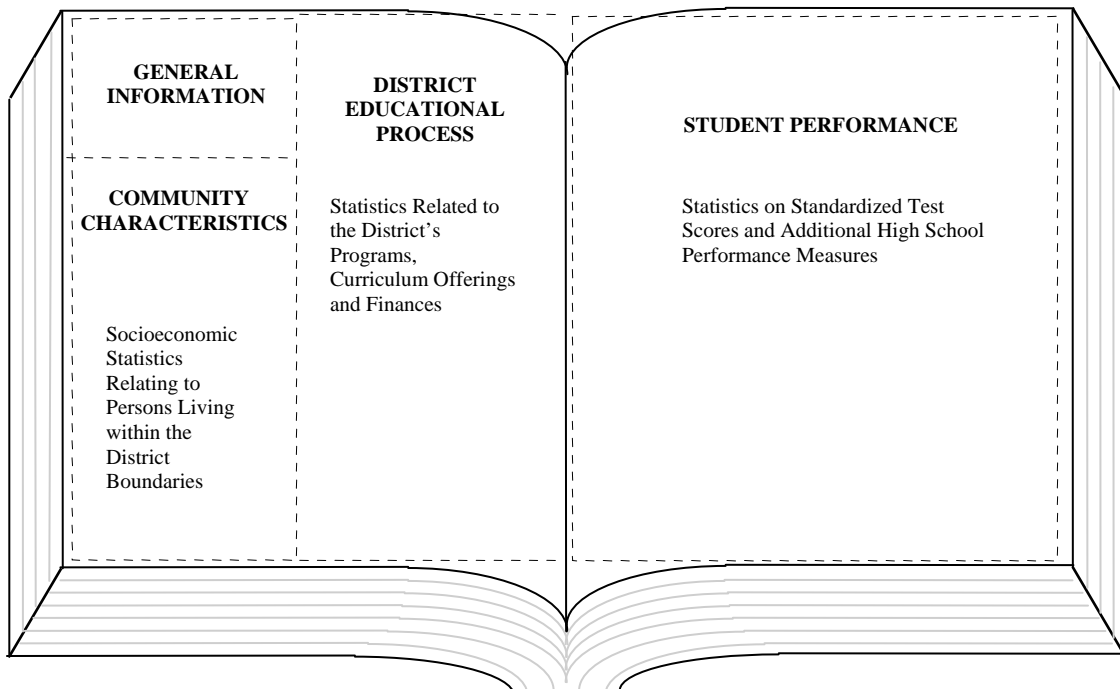
# THE DISTRICT REPORT LAYOUT

The information presented in the “Profiles 2008 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.





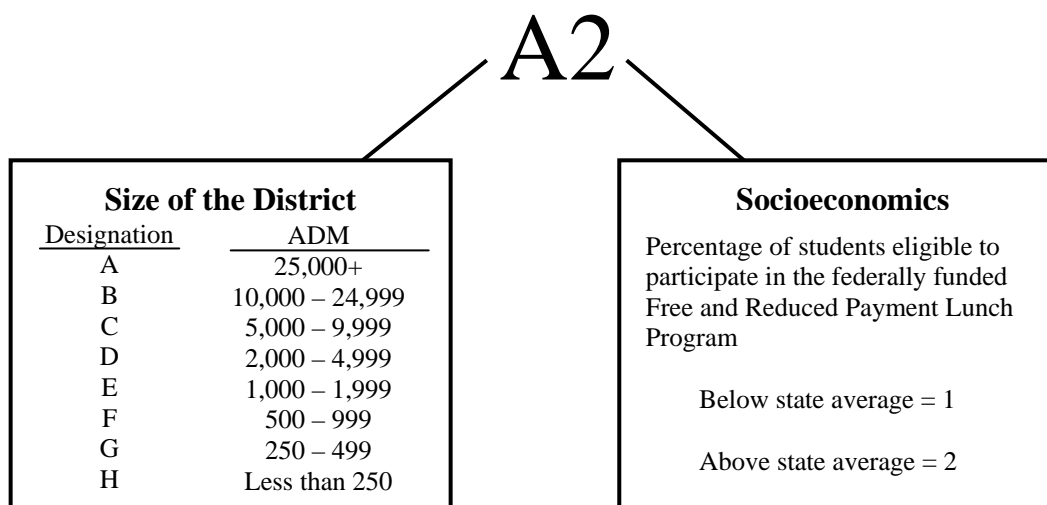


# COMMUNITY GROUPING MODEL

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 percentage of students eligible for the program, the more impoverished the district community.

The model breaks the state’s 539 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 yields 16 community group designations, A1 through H2.



The “Profiles 2008 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.

### 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 2007 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 divided by the average daily membership (ADM), or average enrollment, for 2008. These figures were supplied in December, 2008 and were current as of that date. [Oklahoma Tax Commission / 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 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.

### **Average Household Income**

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

### **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.

### **Highest Educational Level for Adults**

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

### **1<sup>st</sup>- 3<sup>rd</sup> Graders Receiving Reading Remediation**

This represents the percentage of 1<sup>st</sup> through 3<sup>rd</sup> grade students who were on reading remediation programs during the 2007-08 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 on reading remediation program in 1<sup>st</sup> through 3<sup>rd</sup> grades and dividing it by 1<sup>st</sup> through 3<sup>rd</sup> grade fall enrollment. [SDE]

### **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. [O of A / SDE]

### **Suspensions of 10 Days or Less**

Principals were surveyed about the number of suspensions at their school during the 2007-08 school year with a duration of 10 days or less. This indicator was expressed as a ratio of fall enrollment to incidents of suspension. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A / SDE]

### **Suspensions of More than 10 Days**

Principals were surveyed about the number of suspensions at their school during the 2007-08 school year with a duration of more than 10 days. This indicator was expressed as a ratio of fall

enrollment to incidents of suspension. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A / SDE]

### **Volunteer Hours per Student**

Principals were surveyed about the number of volunteer hours at their school during the 2007-08 school year. This number was then divided by fall enrollment. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A / SDE]

### **Parents attending at least One Parent-Teacher Conference**

The principals' estimation of what percentage of the school's 2007-08 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]

### **Juveniles Charged**

The juvenile statistics are based on criminal offenses only. This number refers to those juveniles charged with an offense in school year 2007-08, who reported that they attended one of the schools in the district, expressed as a ratio of fall enrollment to juvenile offenders. For the purposes of generating statewide averages, schools with no information reported were assumed to have no juveniles charged with an offense in 2007-08. 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) / SDE]

### **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 2007-08. Excludes alternative and special education centers. [OJA]

### **The Number of Those Charged Who were Alleged Gang Members**

The number of juvenile offenders in 2007-08 whom 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

RM = Revised Methodology

## **District Educational Process** [State Department of Education (2007-08) except where noted]

All of the statistics in this section are based on the 1,781 schools included in the “Profiles 2008” 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 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.

### **2006/2007 Average Daily Membership (ADM)**

The average number of students on the school roster throughout the 2006-2007 school year. Also referred to as average enrollment. ADM includes all sites.

### **2007/2008 Average Daily Membership (ADM)**

The average number of students on the school roster throughout the 2007-2008 school year. Also referred to as average enrollment. ADM includes all sites.

### **Change in ADM from 06/07 to 07/08**

The numeric and percentage change in average daily membership between the 2006-07 school year and the 2007-08 school year.

### **Students Identified as Gifted and Talented**

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

### **Students in Special Education**

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

### **Non-Special Ed. Teachers (FTEs)**

Non-Special Ed. Teachers (job code = 210 or 213 except program code 239) are counted based upon the percentage of the day they spend in the classroom and their contract length in order to calculate their Full Time Equivalent (FTE). This count excludes the time teachers spend teaching at alternative and special education centers.

### **Average Salary (w/ Fringe) of Non-Special Ed. Teachers**

Teacher salaries are allocated to school sites based upon 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). Co-op teachers were the only exception, as their time was only considered at the district level and was fully attributed to the district that submitted their records. The total of all salaries paid to non-special education teachers are then divided by total non-special education teacher FTEs to obtain the average salary per non-special education teacher FTE. These figures include fringe benefits, but exclude extra duty pay.

### **Non-Special Ed. Teachers with Advanced Degree(s)**

The percentage of non-special education teachers with a college degree beyond a bachelor’s degree. This calculation is weighted by teacher FTE.

### **Average Years of Experience for Non-Special Ed. Teachers**

This average is determined by weighting the average years of experience by the FTE for each non-special education teacher.

### **Special Education Teachers (FTEs)**

Special Education Teachers (job code/program code = 210/239 or 213/239) are counted based upon the percentage of the day they spend in the classroom and their contract length in order to calculate their Full Time Equivalent (FTE). This count excludes the time Special Education teachers spend teaching at alternative and special education centers.

### **Counselors (FTEs)**

Counselors (job code = 203) are counted based upon the percentage of the day they spend in the school and their contract length in order to calculate their Full Time Equivalent (FTE). This count excludes the time counselors spend at alternative and special education centers.

### **Other Certified Professional Staff (FTEs)**

All certified personnel except teachers, counselors, and administrators. This count excludes the time these staff members spend at alternative and special education centers.

### **School and District Administrators (FTEs)**

Administrators (job code = 100 series) perform management activities that require developing broad policies and executing those policies through direction of individuals at all levels. This also includes high-level administrative activities performed directly for policy makers. This count excludes the time administrators spend at alternative and special education centers.

### **Average Salary of Administrators**

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

### **Teachers per Administrator**

Teacher FTE (all teachers) divided by the Administrator FTE.

### **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 2008” 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 2008 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 2008” reports revenues and expenditures using “ALL FUNDS.” ALL FUNDS excludes Trust & Agency Fund and Bond 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 2008 State Report” for a further description of district finances).

### **Average HS Curriculum**

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, science, math, social studies, arts, and foreign languages or computer technology. This curriculum table looks at only the six core areas noted above. A more detailed explanation of course offerings can be found in the “Profiles 2008 State Report.” This information is based on those high school sites covered in the “Profiles 2008” report series, which offer 10th grade, and above. For districts with junior high schools, the 9<sup>th</sup> 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 9<sup>th</sup> – 10<sup>th</sup> grade centers and 11<sup>th</sup> – 12<sup>th</sup> grade centers, the course offerings were summed at the district level.



## **Student Performance**

All of the statistics in this section are based on the 1,781 schools included in the “Profiles 2008” report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions.

### **Oklahoma Core Curriculum Tests**

Results of the Oklahoma Core Curriculum tests, also referred to as the Criterion-Referenced Tests (CRT), are graphed for grades 3 through 8. 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 only include the results for “Regular Education – Full Academic Year (FAY)” students. “Regular Education – FAY” students equate to rank and file students that have attended the same school for at least one full year. The results include the scores from alternative sites. [SDE]

### **End-of-Instruction Tests**

The End-of-Instruction (EOI) tests are administered to students as they complete Algebra I, English II, U.S. History, Biology I, Algebra II, Geometry and English II. The tests measure 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 scores posted only include the results for “Regular Education – Full Academic Year” students. The results include the scores from alternative sites. [SDE]

### **4-Year Dropout Rate**

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. [SDE]

### **Senior Graduation Rate**

The senior graduation rate is computed by dividing the number of graduates by the sum of the graduate count plus senior dropouts (under age 19). It is assumed that this denominator accounts for all seniors except for those who were dropped from the rolls for legitimate reasons. [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 2007-08 12<sup>th</sup> 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 2005 through 2007. This information is based on those high school sites covered in the “Profiles 2008” reports, which offer 12<sup>th</sup> 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) / SDE]

### **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 2005 through 2007. The classes were followed for a four-year period. This information is based on those high school sites covered in the “Profiles 2008” reports, which offer 12<sup>th</sup> grade. A more detailed explanation of the methodology used can be obtained from the Office of Accountability. [Career-Tech / SDE]

### **Average ACT Score**

The average ACT score of all 2007-08 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 2007-08 high school graduates having completed the 15 units required for admission to Oklahoma public colleges and universities. This number was then divided by the number of 2007-08 graduates. Schools not responding to the Office of Accountability survey were not included in the calculation. [O of A / SDE]

### **Out-of-State College-Going Rate**

Principals were asked to report the number of 2007-08 high school graduates who were planning to attend out-of-state colleges. This number was then divided by the number of 2007-08 graduates. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A / SDE]

### **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 2005, 2006, or 2007. [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 2005, 2006, or 2007. [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 2005, 2006, or 2007. [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 1999, 2000, or 2001. 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 2007-08 school year. [OSRHE]



# **APPENDIX A**

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# **APPENDIX C**

## 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) **INSTR. SUPPORT**      SUPPORT SERVICES (2000 Series)
  - SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
  
- 4) **DISTRICT ADMIN.**      SUPPORT SERVICES (2000 Series)
  - SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
  
- 5) **SCHOOL ADMIN.**      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)