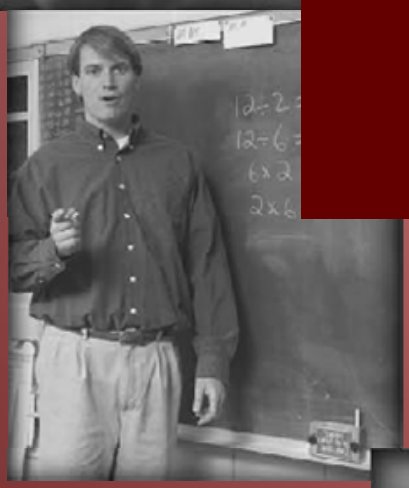
Oklahoma
Educational
Indicators
Program

Profiles 2008 State Report



Office of Accountability
April 2009

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Oklahoma Educational Indicators Program

Profiles 2008 State Report

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Oklahoma Department of Career & Technology Education
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Oklahoma Tax Commission
All Oklahoma Public Schools

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Education Oversight Board / Office of Accountability

Susan Field, Chairman • Robert Buswell, Executive Director

May 15, 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, 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,

Susan Field

Susan Field
Education Oversight Board

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EXECUTIVE SUMMARY

INTRODUCTION

When evaluating education, it is important to remember that no single score, ratio, or measurement can quantify the academic soundness of a state, district, school, or student. Therefore, *Profiles 2008* presents a host of relevant educational statistics. Readers are free to evaluate educational entities based on those factors they feel are most important in the educational process.

COMMUNITY CHARACTERISTICS

It is vital to remember that schools begin their mission on an uneven playing field. The COMMUNITY CHARACTERISTICS section is meant to give a generalized depiction of community that a school district serves. Most of the variables for *Profiles 2008* are for the 2007-08 school year. A few variables are selected from the 2000 Decennial Census.

The characteristics for an average school district within the state from the 2000 Census are as follows: population of district, 6,402 persons; household income, $44,370; population living below poverty level, 15%; single-parent families, 29%; unemployment rate, 5%. Students eligible for free or reduced price lunch, 56.0%; 1st through 3rd grade students on the reading remediation program, 35.7%; average number of days absent per student, 10.4; mobility rate (incoming students), 10.0%; parents attending at least one parent-teacher conference, 72.6% are for the 2007-08 school year. Per student valuation of property, $37,366 is calculated for FY2009.

The educational attainment of the state's population over age 25 in the year 2007 was as follows: High School graduate, 84.8%; College graduate, 22.8%; and Less than a H.S. Diploma, 15.2%.

On average, there was one suspension with a duration of 10 days or less for every 11.5 students statewide. When looking at suspensions that lasted for more than 10 days, the average for all schools was one suspension for every 134.3 students statewide.

There were 9,002 public school students criminally referred to the Office of Juvenile Affairs (OJA). These referred students were charged with 18,640 offenses, and 432 of the offenders were said to have gang affiliation. This means that, on average, one out of every 71.0 students statewide had been charged with a crime, each offender had committed an average of 2.1 offenses but only 4.8% of the charged students had gang affiliations.

The following is a breakdown of Fall 2007 Oklahoma public school enrollment by ethnic group: Caucasian, 57.6%; Black, 10.8%; Native American, 19.2%; Asian, 1.9%; Hispanic, 10.0%; Multiracial, 0.4%.

EDUCATIONAL PROCESS

Profiles 2008 reports on 539 individual Oklahoma school districts and 1,781 conventional school sites: 1,015 elementary schools, 299 middle schools/junior highs, and 467 senior highs. Total average daily membership (ADM) in 2007-08 was 634,251, an increase of 1,245 students (0.9%) from the 2006-07

school year. The 2007-08 statewide membership was 1.7% greater than the membership ten years earlier and the highest in the last ten years. ADM by grade level remains fairly steady and follows population estimates between kindergarten and 8th grade then declines rapidly from 9th through 12th grade. This decline throughout high school is not a single year occurrence.

During the 2007-08 school year, 107,592 Oklahoma students qualified for the Gifted/Talented program; 17.0% of all students in the state. That same year, 95,084 Oklahoma students qualified for the special education program which represented 15.0% of all students. There were 355,459 Oklahoma students eligible for the Free or Reduced Price Lunch Program. This equated to 56.0% of all students and was an increase of 1,225 students or 0.4%, from the 2006-07 school year. Eligibility has increased almost ten percentage-points in ten years.

The breadth and depth of high school course offerings greatly influence academic performance at the secondary level. Collectively, districts across the state offered an average of 39.5 units in the six core areas of language arts (English), math, science, history/social studies, fine arts, and language in 2007-08.

Statewide, the number of regular classroom teachers increased by only 70 full-time equivalents (FTEs) for the 2007-08 school year (37,778 in 2006-07 to 37,848 in 2007-08). Furthermore, ADM (excluding non-graded students) increased by 1,319 students. Based on the graded only ADM of 631,837, the statewide gross student/teacher ratio for regular classroom teachers in 2007-08 was 16.7 students per teacher; a one student decrease from the all time high student teacher ratio recorded in 2003-04. The average salary of teachers for the 2007-08 school year was $43,275, an increase of $1,158 (2.7%) from the previous year. The percentage of teachers with an advanced degree is currently at 26.5%; a decline from its high of 41% in 1989-90. Classroom teachers average 12.7 years of experience.

Like classroom teachers, administration is another key ingredient of education. Also similar to classroom teachers, the 2007-08 school year saw a small increase in the number of administrators from the previous year. There were 3,487 administrator FTEs at the 539 districts, an increase of 73 FTEs over the 2006-07 school year count of 3,414 administrator FTEs. This resulted in an average of 6.5 administrators per school district and each received an average salary of $72,160, an increase of $2,128, or 3.0% over last year. On average, each administrator supervised 12.1 teacher FTEs and had 21.7 years experience in public education.

The largest portion of district revenues is funding provided by the State at 53.3% ($2.8 billion), followed by Local & County with 34.9% ($1.8 billion) and Federal funds which provide 11.8% ($622 million). Total revenues increased to $5,275,626,977 for Oklahoma's districts by $255 million, or 5.5%, over 2006-07 revenues of $5.02 billion.

Statewide, total expenditures from ALL FUNDS (Oklahoma State Department of Education) were $5.18 billion, a $204 million increase over the 2006-07 school year. The largest expenditure was in the area of Instruction with 55.7%, a 0.6 percentage-point decrease over 2006-07. This decrease follows an increase in Instruction of 1.4 percentage points from 2005-06 to 2006-07 and is below a high mark of 58.6% of ALL FUNDS in 1995-96. District Support ran a distant second in 2007-08 at 17.1% of all expenditures. Per student expenditures, based on ALL FUNDS, including Debt Service (Oklahoma State Department of Education), ranged from a high of $62,871 per student at Plainview Public School

(P.S.) in Cimarron Co. to a low of $5,833 per student at Lone Star P.S. in Creek Co., with a state average of $8,160.

STUDENT PERFORMANCE

The Oklahoma School Testing Program cost the state $10.8 million to administer in 2007-08. The state's scores, expressed as the percentage of students scoring Satisfactory and above were as follows: 3rd grade: Math 81% and Reading 90%; 4th grade: Math 86% and Reading 95%; 5th grade: Math 90%, Reading 88%, Social Studies 76%, Science 88%, and Writing 87%; 6th grade: Math 84% and Reading 86%; 7th grade: Math 82%, Reading 83%, and Geography 87%; 8th grade: Math 85%, Reading 87%, History/Constitution/Government 75%, Science 92%, and Writing 95%. The results for the high school End of Instruction (EOI) exams were: Algebra I 79%, English II 79%, U.S. History 70%, and Biology I 58%. Results from the new EOI exams for 2007-08 are Algebra II 55%, English III 81%, and Geometry 72%.

In an attempt to evaluate schools' overall performance in preparing students for the Oklahoma Core Curriculum Tests (OCCT), the Secretary of Education and the Education Oversight Board created the Performance Benchmark which requires that "70% of Regular Education students achieve a score of Satisfactory and above." Sixty-one percent of the 5th grade sites were able to achieve five-out-of-five on the Oklahoma Performance Benchmark, as were 58% of the 8th grade sites. While most schools do perform well on the OCCT, there is great concern for the few that do not. There were 25 elementary schools (3%) and seven middle schools/junior highs (1%) that had 70% of their students score Satisfactory and above on only one or no subject areas tested.

Beginning last year to identify those truly superior schools, the Education Oversight Board adopted the 25% Advanced Performance Benchmark or 25% of Regular Education students achieving a score of Advanced in all subject areas tested. Ninety-six (96) sites achieved the 25% Advanced Performance Benchmark for at least one grade within their school up from 52 sites in 2006-07. Ten sites had multiple grades meet the advanced benchmark giving 106 stars in 2007-08 an increase from 60 stars in 2006-07.

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education's National Center for Educational Statistics. By this measure, Oklahoma's performance seems to be falling behind that of the nation.

The Office of Accountability used two different methodologies to display dropout rates starting in 2004-05. The methodologies are a single-year dropout rate which averaged 2.9% and a four-year dropout rate which averaged 13.2%. Based on the four-year methodology, four high schools in the state had a dropout rate above 40% for the Class of 2008 in 9th through 12th grade. However, 101 Oklahoma high schools did not report a single dropout for the Class of 2008.

Tracking overall student attrition, 24.1% of all students are lost between 9th grade and graduation and the loss rates for certain race and gender categories can be staggering. Single-year student dropout rates have declined in all but one of the last five years while student attrition figures declined slightly in all five years. The *Profiles Report* series also uses two different methodologies to generate student graduation rates; the average freshman graduation rate and the senior graduation rate. These rates were 79.6% and 97.3%, respectively.

There is an interesting interrelationship between the single-year dropout rate, the four-year dropout rate, the student loss rate, and the four-year graduation rate. While the single-year dropout rate is now at 2.9% and has been on a downward trend for a number of years, the student loss rates have remained constant for some time as have the four-year graduation rates. Furthermore, the single-year dropout rate greatly under represents the 13.2% of students lost during the four-year span of high school. Most interesting is the discrepancy that exists between the statewide four-year dropout rate of 13.2% and the statewide student loss rate of 24.1%. Where are the missing students? Not more than two-to-three percentage-points of the missing 11% of students can be attributed to an inflation in the 9th grade base caused by students who repeat 9th grade. Students who dropout after reaching age 19 account for 1.4% of their graduating class. Students who die in grades 9 through 12 account for 0.4% of their class. Finally, students who attend all four years of high school, but who do not meet the requirements to receive a high school diploma make up 2.4% of their graduating class. These four factors combined account for only seven to eight percentage-points of the 11% of unaccounted for students.

The average composite score on the ACT for the Oklahoma public high schools included in this series of reports was 20.8, the same standard score for 2006-07. The official Oklahoma score generated by the ACT Corporation, which includes public and private schools as well as alternative education centers, was 20.7, also the same standard score as the 2006-07 results. The comparable national average was 21.1, down one-tenth of a standard score from 2006-07. In 2007-08, the gap between Oklahoma's statewide ACT score and the national ACT score was four-tenths of a standard score. Both the Oklahoma and national ACT scores have fluctuated over the past ten years and are both one-tenth of a standard score below their respective highs for the past ten years. Average ACT scores varied greatly across Oklahoma. The highest was at Classen High School of Advanced Studies in Oklahoma City P.S. with a score of 25.0 and 85.6% of graduates being tested. There are 16 schools in the state that had an average score above 23 on the ACT. Conversely, 13 schools scored below a 16. Of the 420 Oklahoma high school sites upon which *Profiles 2008* reported ACT scores, 228 (54.3%) had average ACT scores below 20, which was the cut score required for admission to Oklahoma's regional four-year universities.

From the principal survey returned to the Office of Accountability, 81.7% of Oklahoma's 2008 high school graduates were reported to have completed the college-bound curriculum required for admission to the state's public institutions of higher education. Seniors in 2007-08 had an average GPA of 3.0 and roughly 7% attended an out-of-state college. Based on the graduating classes of 2005 through 2007, 44.6% of students had enrolled in an occupationally-specific Career Tech program and 80.6% of those students went on to complete one or more of the competencies required for that program.

Based on a three-year average, 52.8% of the state's public high school graduates went directly to a public college in Oklahoma. Also based on a three-year average, 36.5% of college freshman took at least one remedial course and 70.4% attained a GPA of 2.0 or above during the first semester in college. The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school was 41.1%.

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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, student enrollment gain and loss rates, and test results in the context of socioeconomic status and the finances of school districts."

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

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

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

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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 environmental information, (II) educational program and process information, and (III) student performance information. This methodology is meant to mirror the real-world educational process. Students have a given home and community life, they attend a school with a varied make up of teachers and administrators who deliver education through different processes and programs, and finally, all of these factors come to bear on student performance.

The specific scope of each *Profiles 2008* component is as follows:

State Report

This component of *Profiles 2008* contains tables, graphs, and maps, all with accompanying text concerning state-level information for major categories of measurement. The most recent data covers the 2007-08 school year. Wherever possible, tables and graphs will cover multiple years so that trends may be observed. In addition, national comparisons have been added based on data availability and comparability.

District Report

The second component of *Profiles 2008* is the most extensive compilation of information, presenting over 100 data elements per district. It consists of a two-page spread for each of the 539 school districts in the state and presents a wealth of educational data in both graphic and tabular form for the 2007-08 school year. The district report covers demographic data such as, poverty rates, household income, and percent of single parent families for the district's community. It covers issues specific to the district, such as student mobility, parental support and juvenile crime. The district's educational processes are highlighted with data covering student programs, teachers and administrators, revenues and expenditures, and high school course offerings. The final section covers student performance with information like standardized test scores, dropout rates, ACT scores, Career Tech participation, and how the district's graduates performed in college.

School Report Cards

This final component of *Profiles 2008* includes a report card for 1,781 individual school sites in the state. The School Report Cards include demographic information about the district and specific information about the individual school site. This information includes enrollment counts, achievement test scores, information about teachers, and other site-specific information. Each report card also

contains space for comments from the school principal. The principal is encouraged to provide information such as scores for any standardized testing conducted beyond the requirements of state law, which highlights a mission or policy that is unique to the school and recognition of special programs or student and staff achievements. Once the principal has added comments, it is his or her responsibility to distribute copies of the School Report Card to parents and other interested parties in the community.

Three Reporting Categories

The *Profiles 2008 State Report*, *District Report*, and *School Report Cards* each have the data organized into three major reporting categories:

Community Characteristics

The Community Characteristics category includes community and contextual information. It features 2000 census data particular to the district, as well as current information on students eligible for Free or Reduced Price Lunch, student preparation, motivation, mobility and juvenile crime. In the *State* and *District Reports*, communities have been placed into groups based on Free or Reduced Price Lunch counts (a measure of impoverishment) and the number of students the district serves. This grouping methodology allows districts to be compared to other districts serving similar communities, as well as to state averages (Figure 18).

Educational Process

The Educational Process category includes educational program and process information. It depicts how each school or district organizes and structures itself to deliver education to its students. The data presented includes the number of school sites in the district, student programs, information about teachers and administrators, revenues and expenditures, and high school course offerings.

Student Performance

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

Each of the *Profiles 2008* components reports information using the same three categories and by design is directly comparable. For a comprehensive view of education in a given area, one would start with the *State Report*, move to the *District Report* and then look at *School Report Cards* for schools within a given district. Each document reports similar information for the various levels of operation.

COMMUNITY GROUPING MODEL

The great diversity among school districts makes it difficult to compare their effectiveness in educating students. One way to make meaningful comparisons is to break the districts into peer groups so that similar schools can be compared one to another. To aid in this process, the Office of Accountability and

the Education Oversight Board have created a Community Grouping model. The model breaks the state's 539 districts into 16 possible groups based on the size of their enrollment and the general economic conditions that exist within the district. The schools are categorized with a letter designation A through H based on the size of their enrollment and a numeric designation of 1 or 2 based on the economic conditions within the district (Figure 18). The most accurate and current predictor of economic conditions within a district is the percentage of students eligible for the federal Free or Reduced Price Lunch Program (Figures 5 & 22). If the percentage is equal to, or below, the state average the district is given the designation of 1. If the percentage of students eligible for the program is higher than state average, the district is given the designation of 2. This combination of letters and numbers creates the 16 group designations. Additional information about the Community Groups can be found in the EDUCATIONAL PROCESS section of this report and a more detailed description of the Community Grouping Model methodology can be found in the *Profiles 2008 District Report*.

DATA GATHERING

The Office of Accountability is the secondary user of the majority of the information presented. The Office gathers data from the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, and several others and combines the data into a more meaningful format for the evaluation of Oklahoma's educational entities. The Office depends on the other agencies to supply the required information in a timely, accurate and usable fashion. Consequently, it does not control the methods used to collect or the categories used to report the majority of the data presented. The Office works diligently with these other agencies to see that the data used is without errors. At the same time, it is also the Office of Accountability's policy not to change numbers received from other agencies without their expressed permission. On rare occasion, a number may appear unreasonable when viewed in the context of other numbers presented in this report series. However, the Office of Accountability is bound to the data in that it is the official number of record. The Office of Accountability uses a school site questionnaire to obtain data that are not available through other sources.

As a general rule, information is reported a year after the fact. A range of information is recorded throughout the school year. The different agencies involved then begin to collect and/or compile this information at the close of the school year. This process continues through the beginning of the following school year. The majority of the information used in the report series is delivered to the Office of Accountability from November through January. However, a few of the key pieces of information often arrive as late as mid-March. The information must then be verified and analyzed by the Office of Accountability prior to publication in the *Profiles Reports*. The Office of Accountability finalizes the reports in April. After a short period for review by the schools, the documents are printed and released to the media and public.

While this data gathering process is taking place, there are school sites that open and others that close. Only those public school sites that were open during the reporting period are included in the *Profiles Reports*. Finally, because most educational indicators relate to mainstream public school students, the *Profiles 2008* reports exclude information pertaining to alternative schools and special education centers (except where specifically mentioned). As a result, some of the state and/or district-level statistics may vary from those reported by the state agency/office charged with collecting the information.

CONSIDERATIONS WHEN USING THE DATA

When evaluating education, it is important to remember that no single score, ratio, or measurement can quantify the academic soundness of a state, district, school, or student. The various factors that contribute to the educational process are interrelated and must be evaluated accordingly. Complicating this is the fact that people have differing views on what comprises quality education. Some feel small schools with low student-teacher ratios are most important. Others believe facilities and course offerings have the most influence; and yet, others may only be concerned with a particular test score or budgetary expenditure. Therefore, *Profiles 2008* presents a host of relevant educational statistics and readers are free to evaluate educational entities based on those factors they feel are most important in the educational process.

MAPS

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

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

I. COMMUNITY CHARACTERISTICS

CONTEXT

The first reporting category of *Profiles 2008* is the COMMUNITY CHARACTERSTICS section, which provides a statistical sketch of the community in which the educational process is taking place. A school district is the extension of the community it serves and local control is a hallmark of common education in Oklahoma. Local voters affect conditions in the classroom through their support of bond issues and tax levies. Local school board members must ultimately answer to voters in the community. In addition, district policies are always under the scrutiny of parents in the community. Furthermore, community values influence student motivation and performance. Schools and their communities are so tightly interwoven that it is inappropriate, if not impossible, to evaluate education without considering the community in which it takes place.

In recent decades, it has become an expectation that schools will help students overcome adverse socioeconomic conditions that may exist within the family or community. Schools are expected to give students the foundation they need to prosper. When evaluating education, it is vital to remember that it is an uneven playing field upon which schools begin their mission. To properly measure the academic progress that a school or district has made with its students, one must keep in perspective where the students began. Establishing school district context is the purpose of the COMMUNITY CHARACTERSTICS section of *Profiles 2008*.

The census data presented in the COMMUNITY CHARACTERSTICS section has an interesting origin. It was gathered during the 2000 national census and represents all persons residing within the boundaries of the school district at that time. The Census Bureau gave states like Oklahoma, where district boundaries do not align with county or municipal boundaries, a valuable tool. The Census Bureau agreed to tabulate census information based upon the actual school district boundaries. This district-level information provides the only reliable demographic data available specifically for school districts. A few districts have consolidated since this information was originally gathered. The census data for closed districts has been incorporated into the data for the district(s) receiving their students.

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

Figure 1
State Averages for
Community Characteristics

Community Characteristic	State Average
Per Student Valuation of Property (2009)	$37,366
Students Eligible for Free or Reduced Lunch (2007-08)	56.0%
District Population (number of residents in 2000)	6,402
Population Living Below Poverty Level (2000)	14.7%
Unemployment Rate (2000)	5.3%
Household Income (2000)	$44,370
Single-Parent Families (2000)	28.9%
1st through 3rd Grade Students on the Reading Remediation program (2007-08)	35.7%
Average Number of Days Absent per Student (2007-08)	10.4
Mobility Rate (Incoming Students) (2007-08)	10.0%
Parents Attending at Least One Parent-Teacher Conference (2007-08)	72.6%

Student Suspensions (2007-08): One suspension of less than 10 days for every 11.5 students statewide
One suspension of more than 10 days for every 134.3 students statewide

Juvenile Offenders (2007-08): One out of every 71.0 public school students were charged with a crime through the juvenile justice system (9,002 offenders statewide). Each offender was charged with an average of 2.1 criminal offenses (18,640 statewide) and 432 of the offenders statewide were alleged gang members (4.8% of offenders).

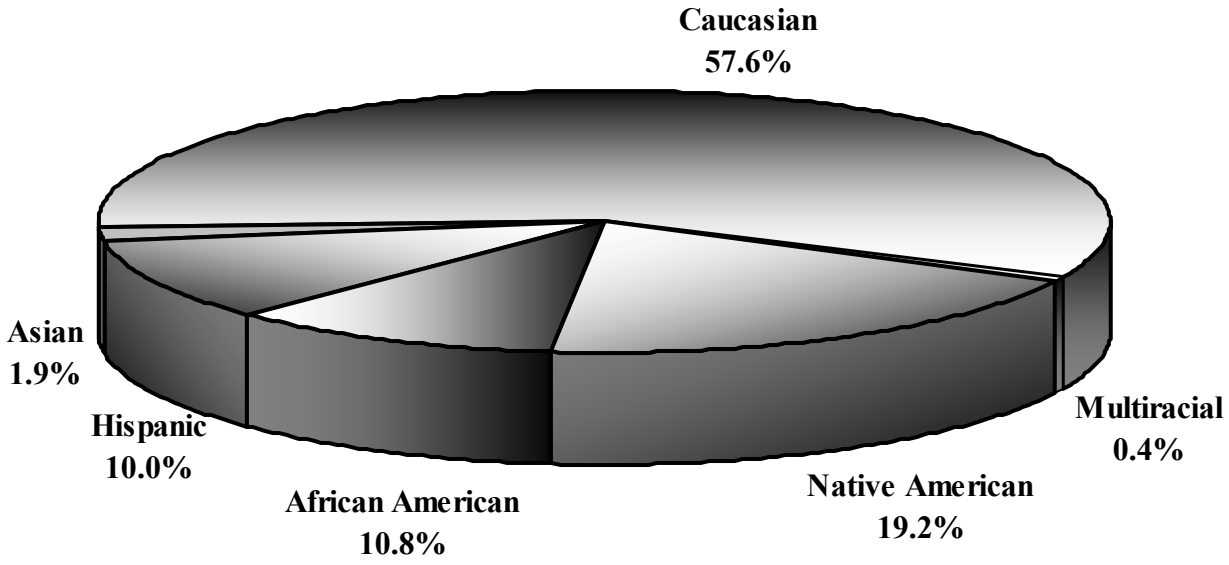
Oklahoma Public School Enrollment by Ethnic Group (Figure 2):
(based on 2007 fall enrollment)

Caucasian	57.6%
Black	10.8%
Native American	19.3%
Asian	1.9%
Hispanic	10.0%
Multi-racial	0.4%

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

	2000	2007
High School Diploma:	80.6%	84.8%
College Degree:	20.3%	22.8%
Less than a High School Diploma:	19.4%	15.2%

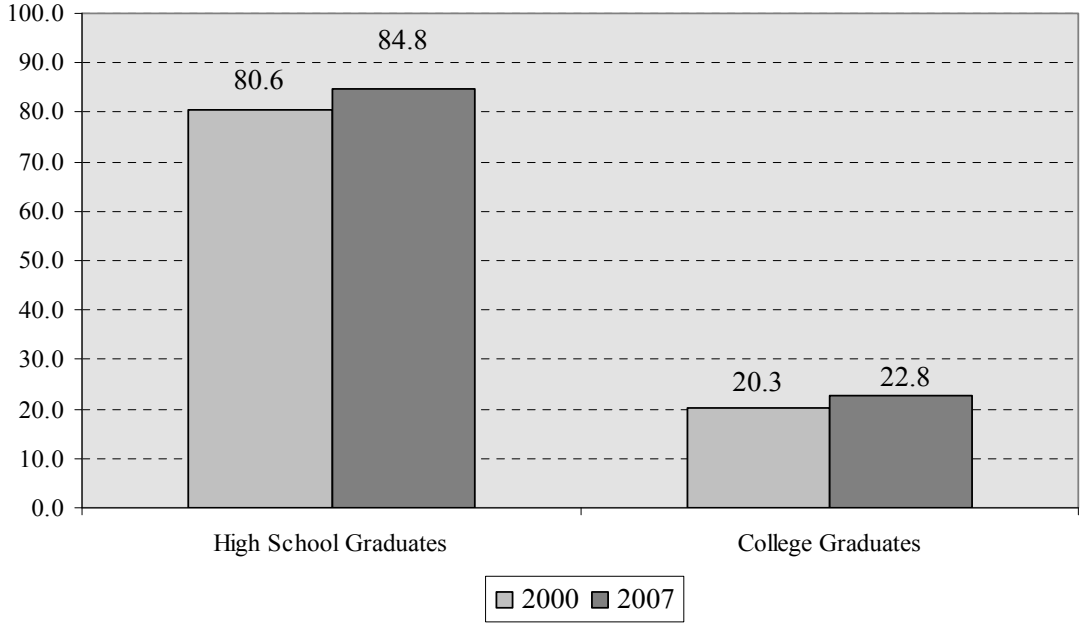
Figure 2
Oklahoma Public School Enrollment by Ethnic Group
2007-08



Data Source: Oklahoma State Department of Education

Fall 2007 Total Enrollment = 641,721

Figure 3
Education Attainment of Adults Age 25 and Older
2000 and 2007



Data Source: 2000 Census and 2007 American Community Survey

SOCIOECONOMIC VARIANCE

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

Based on the 2000 Census, Tulsa P.S., the largest district, had a population of 298,475 persons (47 times the state average) while Plainview P.S. (Cimarron Co.) had the smallest district with a population of 175 persons (37 times smaller than the state average).

The local tax revenues available to schools also vary greatly. The average district in Oklahoma receives roughly 30% of its funding from property taxes. These taxes are levied on the assessed value of property within the district boundaries and support the general operation of the district. This indicator of district wealth is measured by the total valuation of property within the boundaries of the district divided by the total number of students. The extremes on this indicator were Plainview P.S. (Cimarron Co.) with an assessed property value of $968,758 per student for FY 2009 to Moffett (Sequoyah Co.) with a property value of $2,418 per student (students are measured in average daily membership (ADM) which is explained in the EDUCATIONAL PROCESS section of this report). Furthermore, if the voters in a district approve bond issues, additional millages will be added to the tax on their property to cover the cost of capital improvement projects, school bus purchases, and major technology projects. This in turn further widens the gap between districts in regard to funds available for education.

One very good indicator of the relative wealth of a district's community is the number of students who are eligible for the federal Free or Reduced Price Lunch Program (explained in the EDUCATIONAL PROCESS section of this document). During the 2007-08 school year, 56.0% of Oklahoma's public school students were eligible for this program. The percentages ranged from 52 school sites with 100% of their students eligible to 13 schools with less than 10% of students eligible.

The average household income for district communities in Oklahoma in 1999 was $44,370. However, this indicator also varied greatly by district community. The average family in Oakdale (Oklahoma Co.), the most affluent district, earned more than $122,000 in 1999, whereas in Moffett (Sequoyah Co.), the average family had earnings of just over $22,000 that same year. It is also important to remember that not every family in the district earns the "average." The percentage of the families living below the poverty level in 1999 helps to fill in the financial picture. The average percentage of persons within the district living below the poverty level was 14.7%. However, poverty rates ranged from roughly 2% at Verdigris (Rogers Co.) to over 45% at Bell (Adair Co.). Financial indicators are especially important when evaluating districts because parental income has proven to be one of the strongest predictors of a student's likelihood to succeed academically.

The employment status of parents also may be of concern. If parents stress over work and financial issues, their children may sense these feelings and not put the proper effort into school work. The state unemployment rate from Census 2000 is 5.3% Three districts in the state (Boley in Okfuskee Co., Dahlonegah in Adair Co., and Wetumka in Hughes Co.) had unemployment rates above 15.0%. There are 24 districts with an unemployment rate of less than 2.0%.

An additional challenge to districts is the percentage of families headed by a single parent. The average was 28.9% and the indicator ranged from a high of 56.0% of families headed by a single parent at Crutcho to a low of less than 2% at Oakdale; both districts are within Oklahoma Co.

The degree to which students are prepared to learn when they first come to school is expressed by the percentage of 1st through 3rd grade students on the reading remediation program. In 2007-08, 35.7% of students in grades 1 through 3 were on the reading remediation program. The data ranged from 25 sites with not a single 1st through 3rd grade student on the reading remediation program to 17 others where more than 80% of 1st through 3rd graders were on the reading remediation program.

A student's eagerness to learn also greatly impacts a school's ability to do its job. An indication of this is the average number of days absent per student. Statewide, students missed an average of 10.4 days per year (based on a 175 day school year). The extremes on this indicator ranged from Yuba Elementary School in Achille P.S. in Bryan Co. which reported that their students miss an average of just under a day (0.9) per year with eight other schools with students missing on average less than 3 days per year, to U.S. Grant High School in Oklahoma City P.S., whose students on average missed 40.3 days during the 2007-08 school year along with five other schools with students who missed an average of more than 30 days per year.

The mobility of the student population also influences the learning environment within a school. Mobility was viewed as new enrollments as a percentage of the enrollment at the end of the school year. Using this methodology, the statewide mobility rate for 2007-08 was 10.0%, meaning that at the end of the school year, in the average classroom, 10.0% of the remaining students had entered that school sometime during the 2007-08 school year. Student mobility was highest at Keota High School in Haskell Co. with a mobility rate of 65.1%. Forty-two school sites had a mobility rate of 0% (not a single student transferred in during the school year).

Parental and community support and involvement is another factor that correlates with how students perform academically. As a measure of this type of involvement, the Office of Accountability asked every public school principal in the state what percentage of students at their school had at least one parent/guardian attend at least one parent-teacher conference and to report the total number of hours of service provided to the school by patrons, other than students, during the 2007-08 school year. Principals statewide responded that 72.6% of students had at least one parent/guardian attend a parent-teacher conference. The extremes on this indicator ranged from 99 schools across the state that reported perfect attendance at parent-teacher conferences to 13 schools reporting less than 10% of parents attended the conferences. In regard to support, principals statewide reported that on average, 2.6 hours of service were volunteered by parents and the community per student at Oklahoma's public schools. The extremes ranged from Remington Elementary in the Tulsa P.S. that reported 51.6 hours volunteered per student to 177 schools that reported no hours of service were volunteered at their school.

Another sign of willingness to participate in school is the number of days students were suspended from school. Suspensions fall under two major categories in state statutes (§70-24-101.3), those of 10 days or less and those for more than 10 days. On average, there was approximately one incident of suspension with a duration of 10 days or less for every 11.5 students statewide; one for every 14.4 students in elementary schools and one for every 8.0 students in high school. For suspensions that lasted for more than 10 days, the average for all schools was one incident for every 134.3 students statewide; one for

every 276.8 elementary students and one for every 62.1 high school students. The bulk of schools had very few suspensions; 300 schools had no incidents of suspensions of 10 days or less and 919 had less than 10 incidents out of 1,735 school sites reporting. There were 59 schools in the state where incidents of suspension of 10 days or less exceeded one for every three students. Three schools had incidents of suspension for 10 days or less exceeded a one-to-one ratio with enrollment.

Juvenile crime is another social problem that infuses the classroom. The use of juvenile crime statistics in *Profiles 2008* is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 2006-07 juvenile crime statistics are provided as another indicator of the environment in which the school must operate. The statistics presented here relate to criminal referrals only and are based on students attending one of the schools included in this report series. Statewide, 9,002 public school students were referred to the Office of Juvenile Affairs (OJA) in 2007-08. These offenders were charged with a total of 18,640 offenses and 432 of the offenders were said to have gang affiliation. This means that, on average, one out of every 71.0 students statewide had been charged with a crime. Each offender had committed an average of 2.1 offenses and 4.8% of the charged students had gang affiliations.

Just over twenty percent (21.5%) of districts statewide had no juvenile offenders, meaning no students had been charged. However, a look at those districts with five or more students in the OJA database revealed that Boynton-Moton P.S. in Muskogee Co. had one out of every 18 students charged with a crime during the 2007-08 school year. None of those students, however, had gang affiliations. Tulsa P.S. had 113 juvenile offenders who were affiliated with a gang and Oklahoma City P.S. had 99 juvenile offenders affiliated with a gang. These two districts accounted for almost half (49.1%) of the gang-affiliated offenders statewide. While troubling, the gang phenomenon does not seem to be widespread. Seventy-seven of Oklahoma's districts were reported to have gang-affiliated offenders but these 77 districts were located in only 39 counties. The ratios used in this analysis are based on 2007-08 fall enrollments. Also, not all communities report minor juvenile offenses to the Office of Juvenile Affairs. Juvenile data is only reported for those communities that had referred cases to OJA.

A breakdown of the juvenile offense charges shows that the bulk (30.2%) had to do with theft/burglary of one variety or another. Violation of municipal ordinances/obstruction of justice charges ranked second with 25.4%. Crimes related to sex/violence represented 19.7% of all charges. Drug/alcohol possession made up 13.5% of offenses and crimes against property accounted for 8.4% of the arrests. Other types of offenses made up the remaining 2.8%. A more detailed listing of the offenses by type can be found in Appendix B of this report.

Oklahoma is a state of great diversity and the ethnic makeup of the state's school districts is no exception. Figure 2 shows that in school year 2007-08, 19.2% of Oklahoma's students were Native American, 10.8% were African American, 10.0% were Hispanic, and 1.9% were Asian. A multi-racial category was collected for the 2007-08 school year with 0.4% of students making up this category. Statewide, 42.4% of student enrollments came from ethnic minority groups. Minority enrollments have increased over 36% in 10 years. The number of Hispanics enrolled has more than doubled and Asian enrollments have increased almost 50% since 1997-98. American Indian enrollments increased over 25% during the same period. The state's ethnic diversity is also visible among districts. Five districts in Oklahoma have over 75% African American enrollment (Millwood P.S. in Oklahoma Co., Boley P.S. in Okmulgee Co., Tom P.S. in McCurtain Co., Boynton-Moton P.S. in Muskogee Co., and Crutcho P.S. in

Oklahoma Co.) and three districts in the state have 100% Caucasian enrollment (Grandview P.S. in Stephens Co., Leonard P.S. in Tulsa Co., and Wakita P.S. in Grant Co.).

Like income statistics, adult educational attainment statistics are important because they are one of the best predictors of how well students will perform academically. Research has shown that, generally, the children of parents with higher levels of education perform better on achievement tests than those students whose parents have lower levels of educational attainment. Bell P.S. in Adair Co. has almost 59% of its population age 25 and over not having a high school diploma. However, Deer Creek P.S. in Oklahoma Co. had only 3.7% of its population that fell into this educational attainment category. Three districts (Dahlonegah P.S. in Adair Co., Crooked Oak P.S. in Oklahoma Co. and Byars P.S. in McClain Co.) had five percent (5%) or less of their population with a college degree, whereas, Oakdale P.S. and Deer Creek P.S. (both in Oklahoma Co.) had more than 57% of their community's population holding a college degree (Bachelor's Degree or higher).

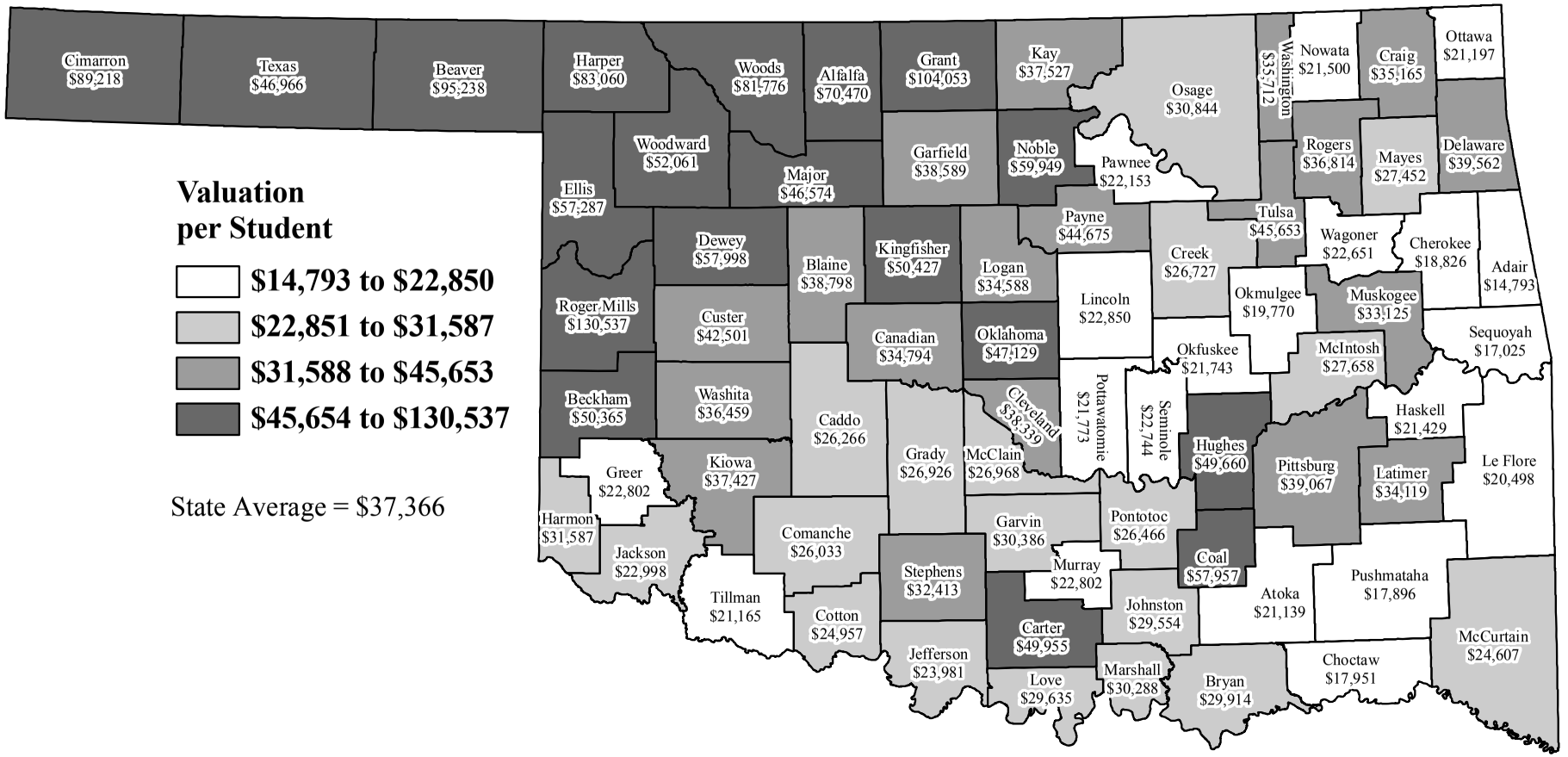
According to the Census Bureau's American Community Survey (ACS) in 2007, the percent of high school graduates increased to 84.8% from 80.6% in 2000. Likewise, the percent of college graduates increased to 22.8% in 2007 from 20.3% in 2000. While many of the demographic and socioeconomic data displayed is from the 2000 Census, updates from the 2010 Census and ACS will allow the Office to show annual trends for these variables.

SOCIOECONOMIC ADVERSITY MAPS

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

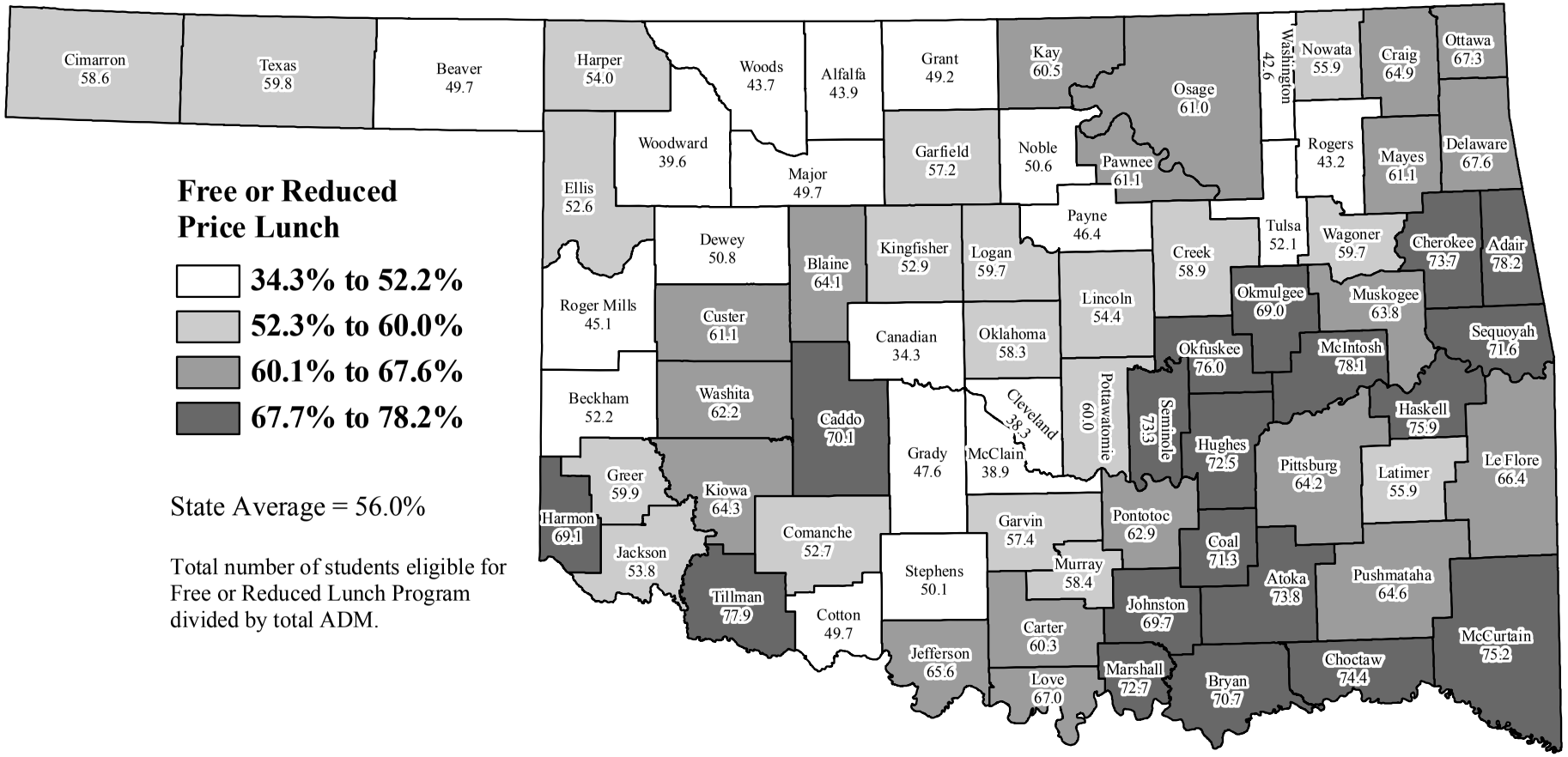
Figures 4 through 17 are maps showing social and economic characteristics across Oklahoma. The statistics were chosen because they are representative of the socioeconomic conditions that most impact student performance. The information presented on eight of the maps (Figures 6 through 10 and 15 through 17) was collected during the 2000 census. These include population, percent of population with less than a high school diploma, poverty rate, unemployment rate, and percent of single parent families with related children. The other maps (Figures 4, 5 and 11 through 14) provide more current social and economic characteristics. Another good barometer for poverty is the percentage of students that qualify for the federal Free or Reduced Price Lunch Program based on their family's earnings (Figure 5). The percentage of 1st through 3rd grade students that are on the reading remediation program gives an indication of how prepared students are to learn before they start school (Figure 11). The maps offer a visual sketch of Oklahoma's COMMUNITY CHARACTERISTICS. These maps should be referenced again when evaluating maps in the EDUCATIONAL PROCESS and STUDENT PERFORMANCE sections of this report. Appendix C displays the information presented in this series of maps in a tabular format.

Figure 4
PER STUDENT VALUATION OF PROPERTY
FY 2009



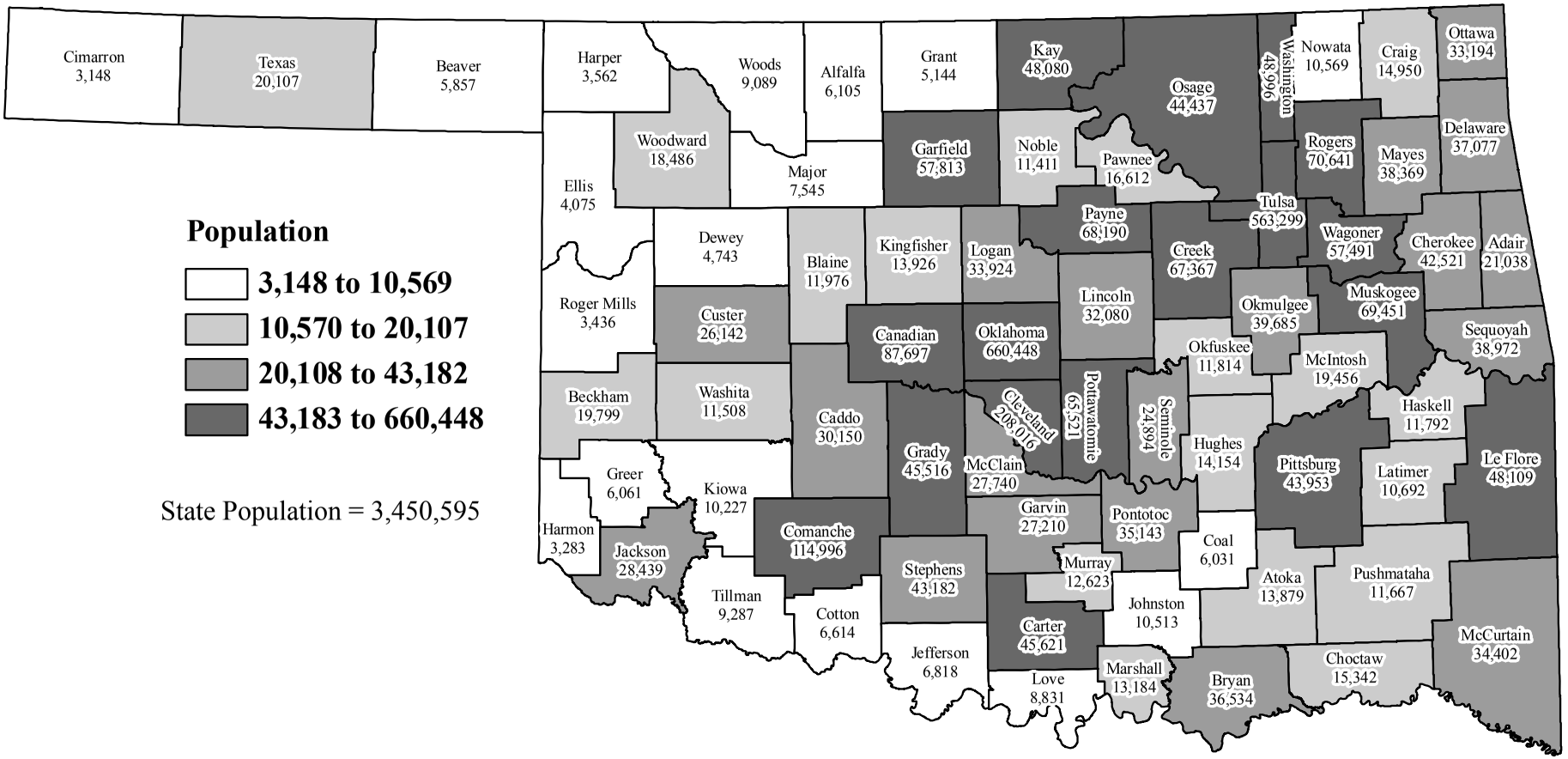
Source: Oklahoma Tax Commission

Figure 5
PERCENT OF STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE LUNCH PROGRAM
2007-08 School Year



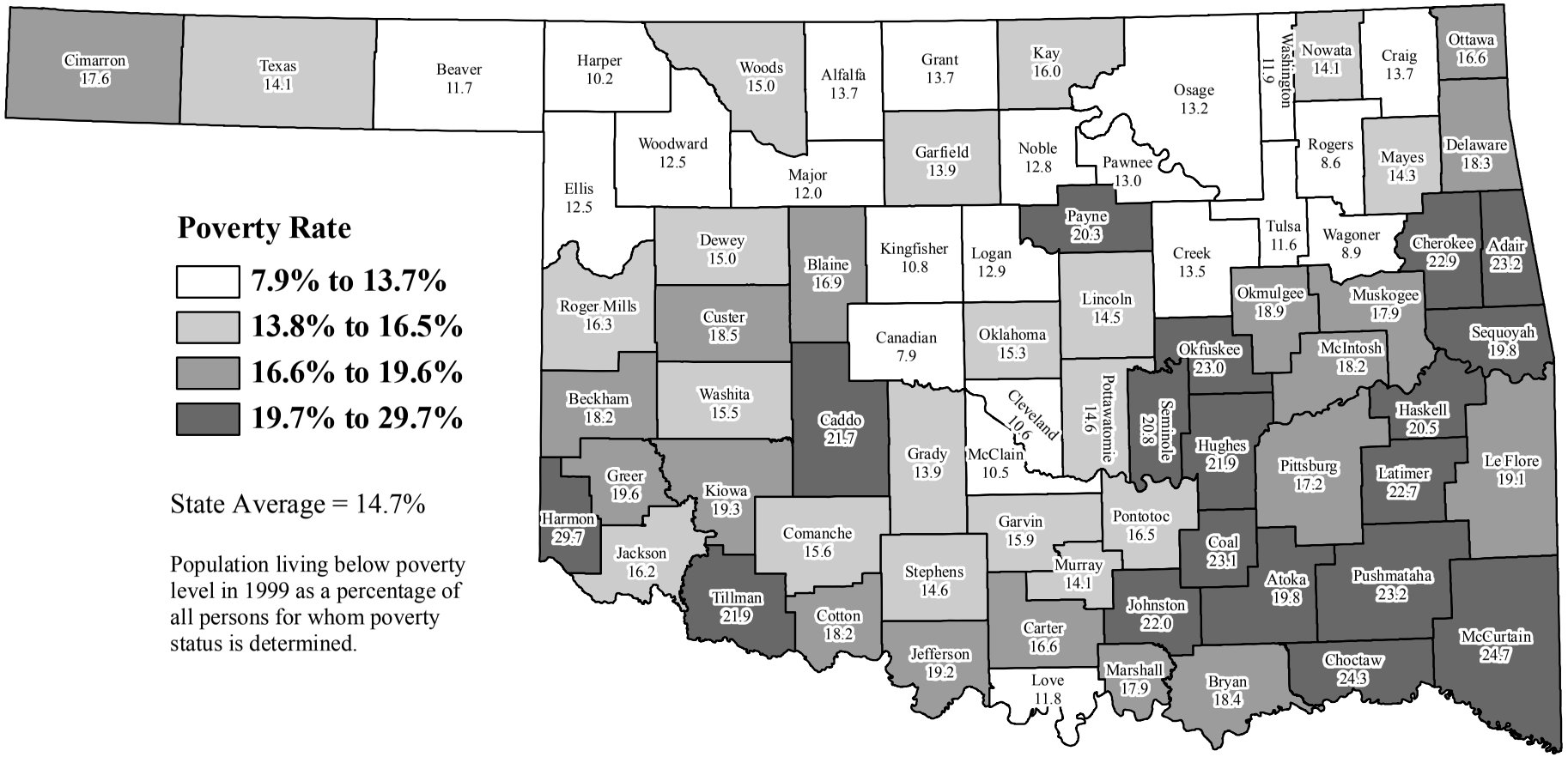
Source: Oklahoma State Department of Education

Figure 6
TOTAL POPULATION
Census 2000



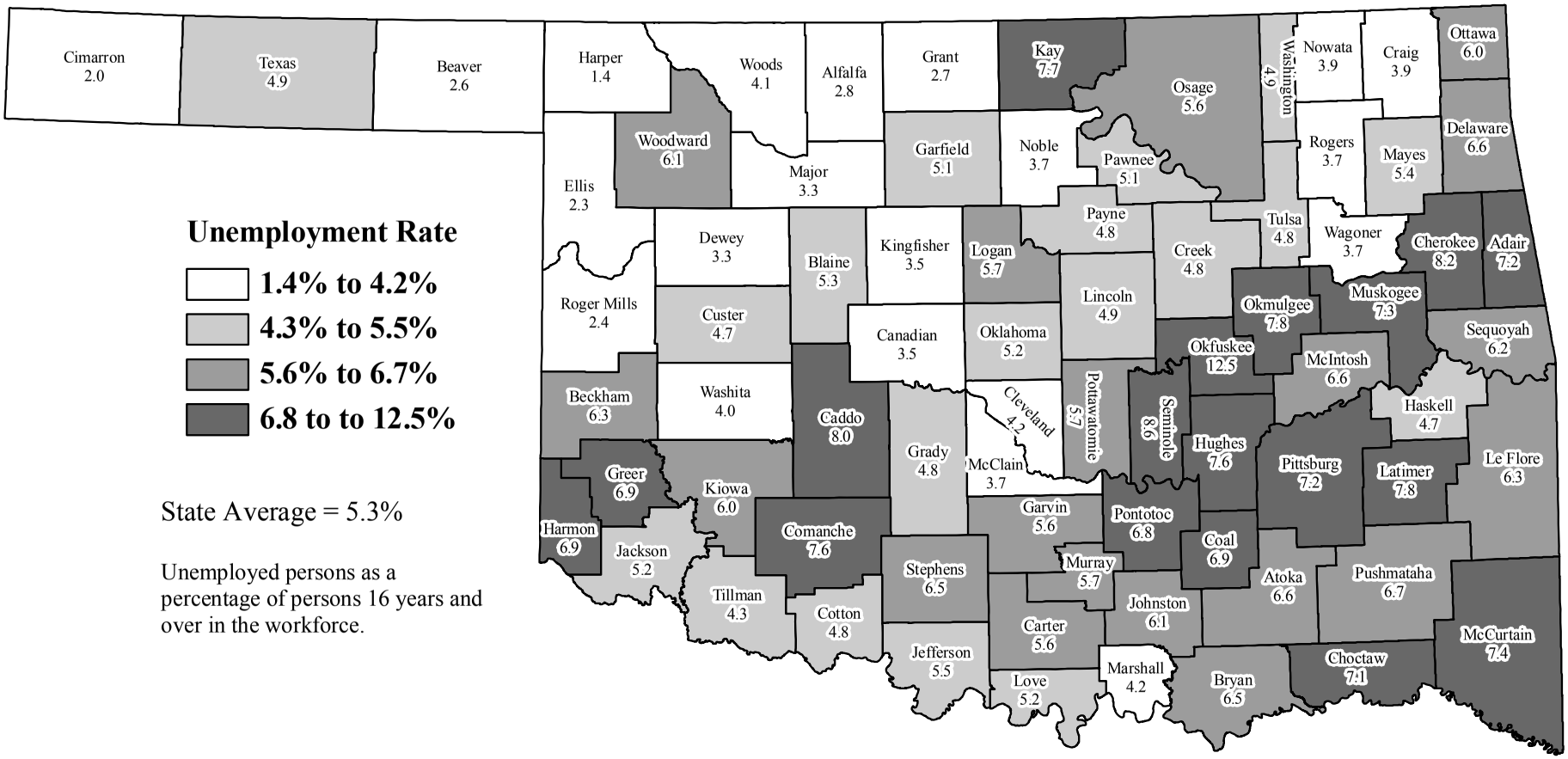
Source: U.S. Census Bureau

Figure 7
POVERTY RATE
Census 2000



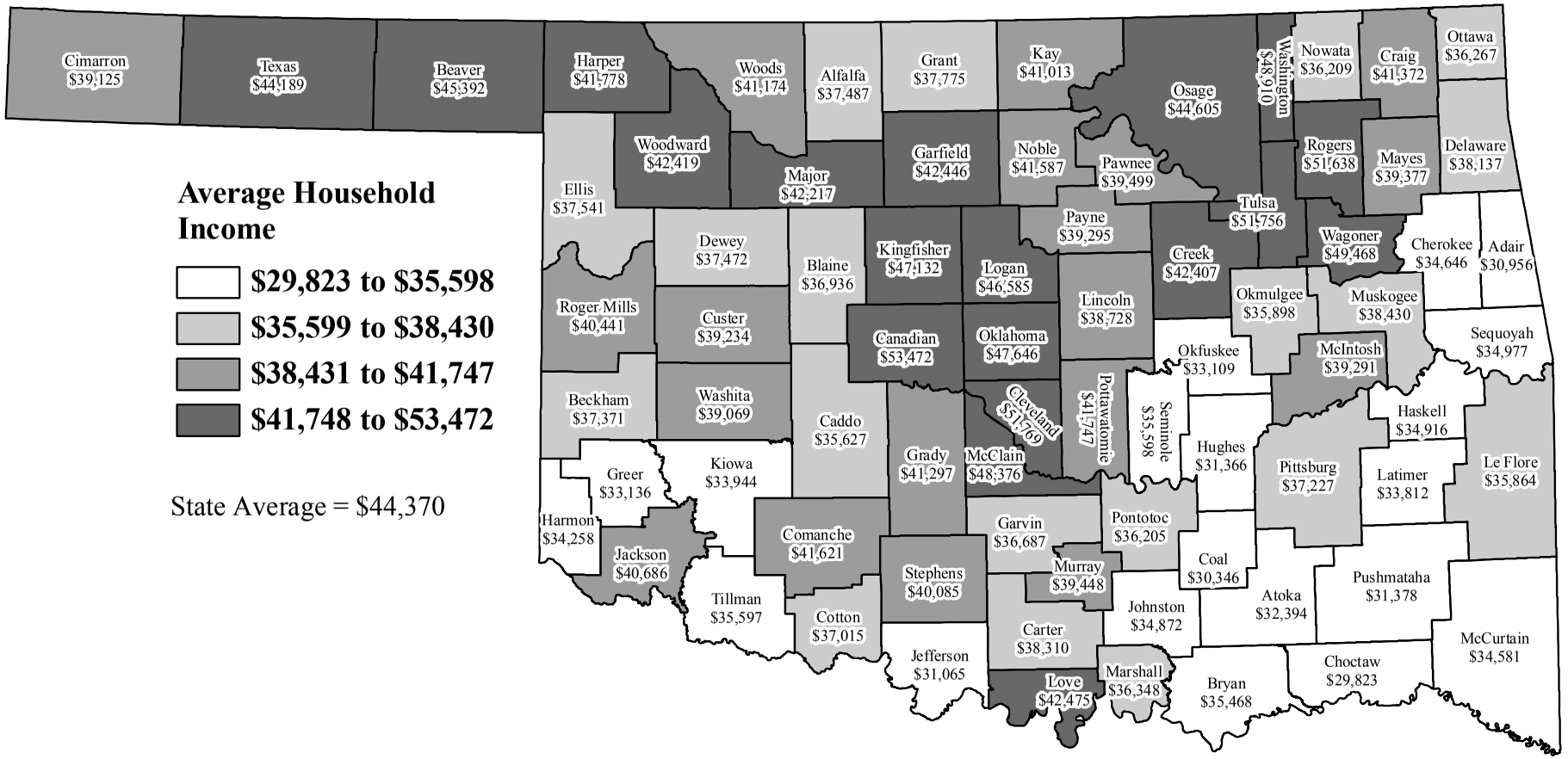
Source: U.S. Census Bureau

Figure 8
UNEMPLOYMENT RATE
Census 2000



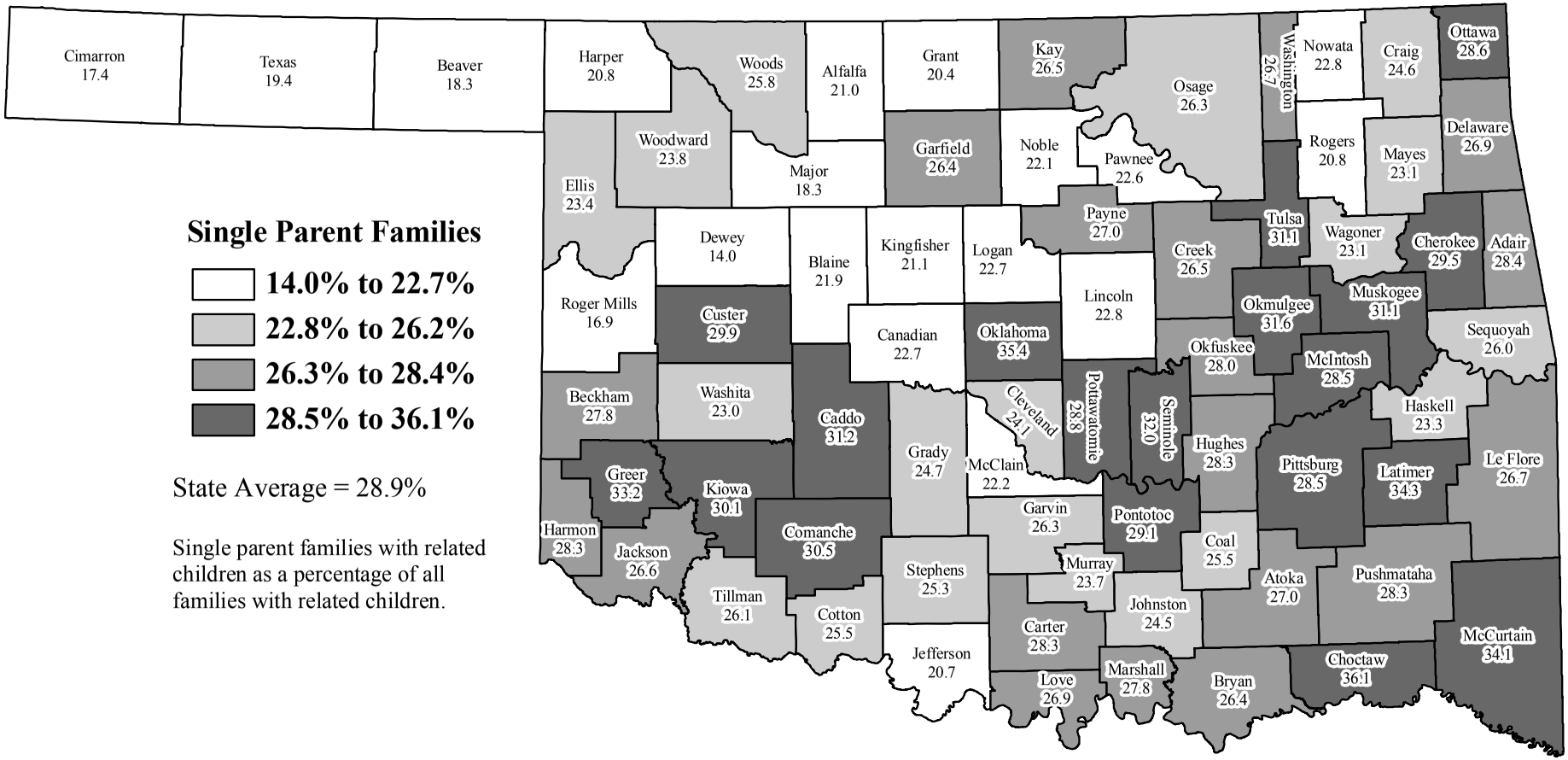
Source: U.S. Census Bureau

Figure 9
AVERAGE HOUSEHOLD INCOME
Census 2000



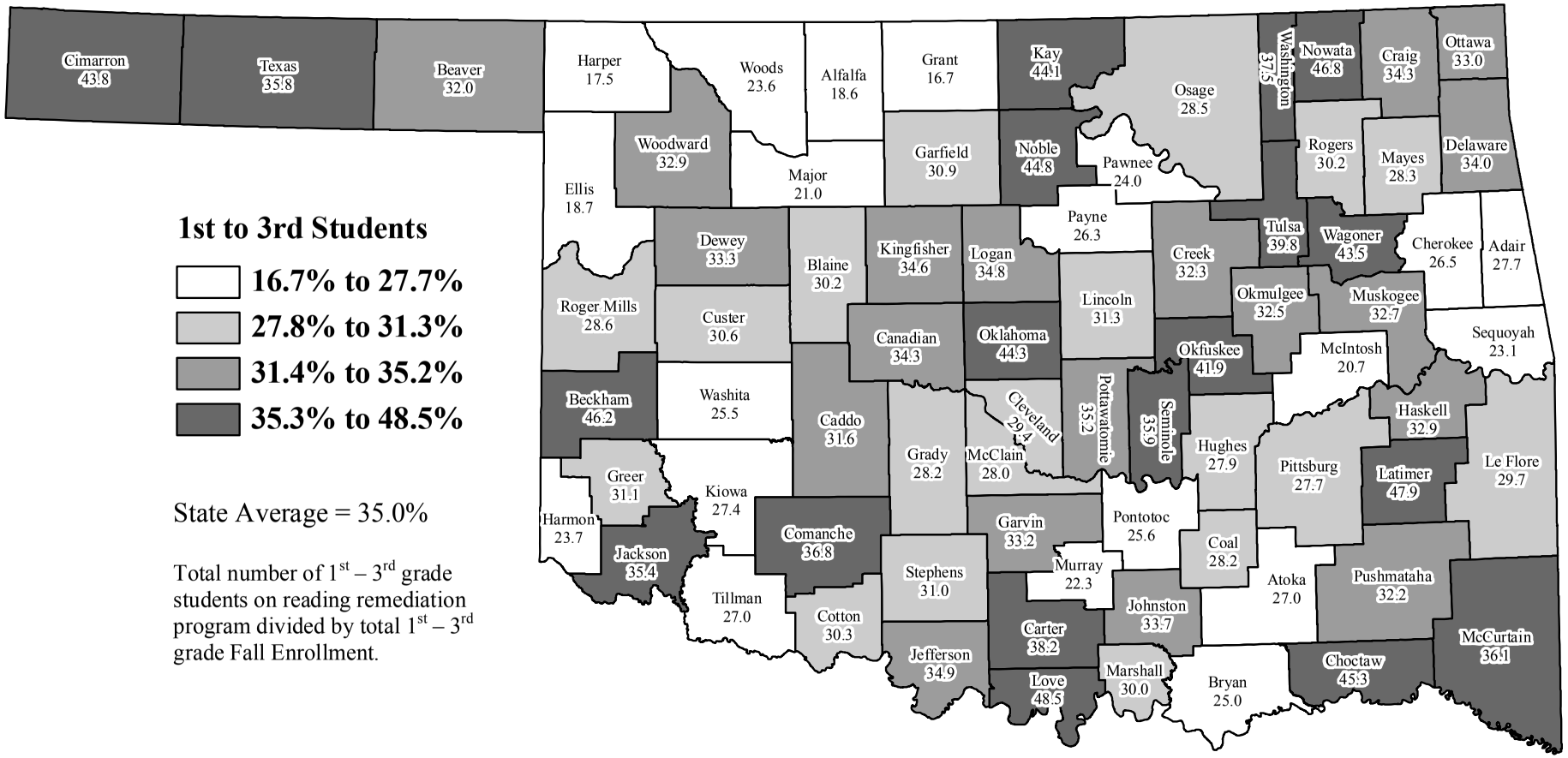
Source: U.S. Census Bureau

Figure 10
PERCENT OF SINGLE PARENT FAMILIES WITH RELATED CHILDREN
Census 2000



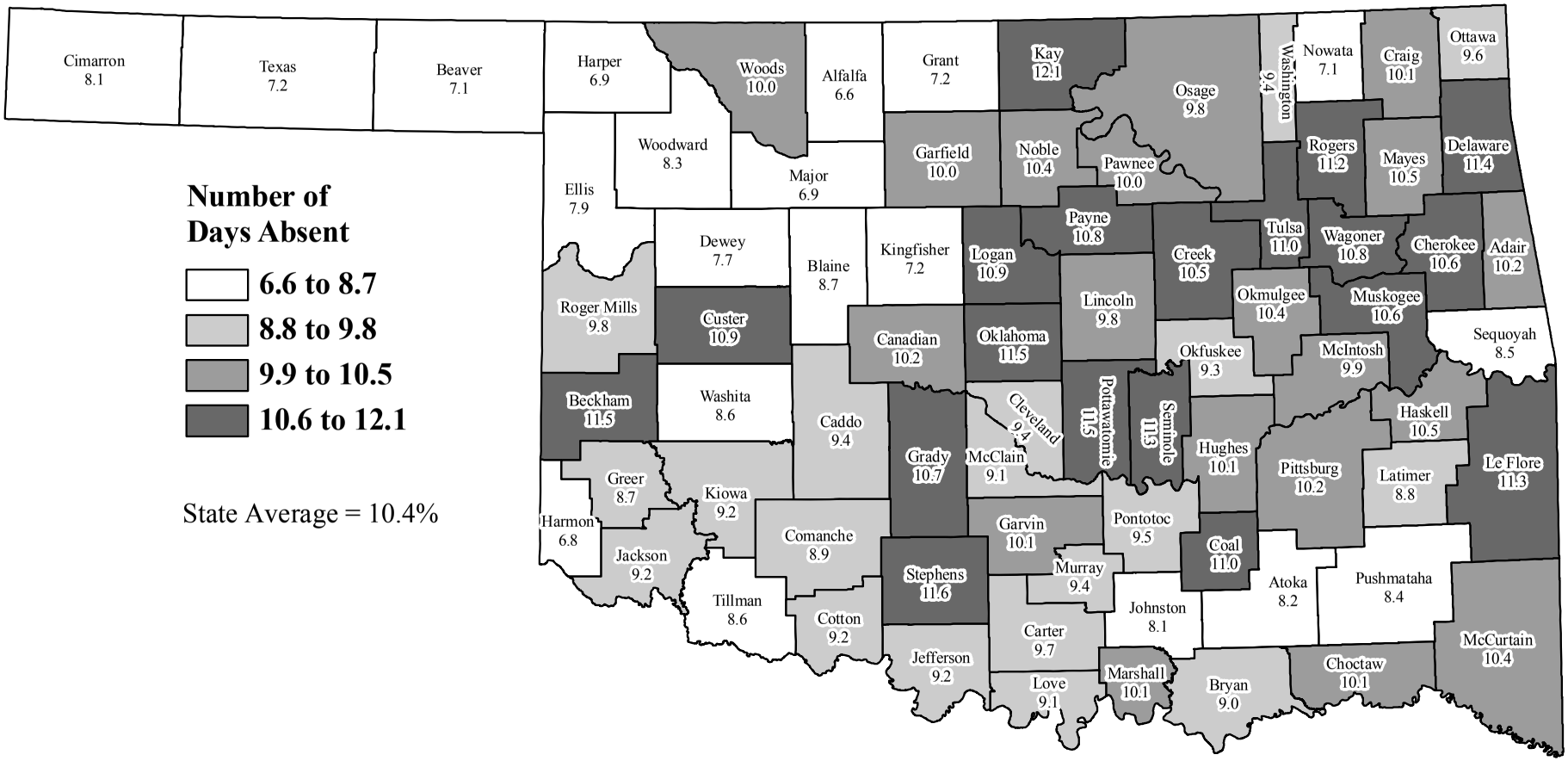
Source: U.S. Census Bureau

Figure 11
PERCENTAGE OF 1st THROUGH 3rd GRADE STUDENTS ON READING REMEDIATION PROGRAM
2007-08 School Year



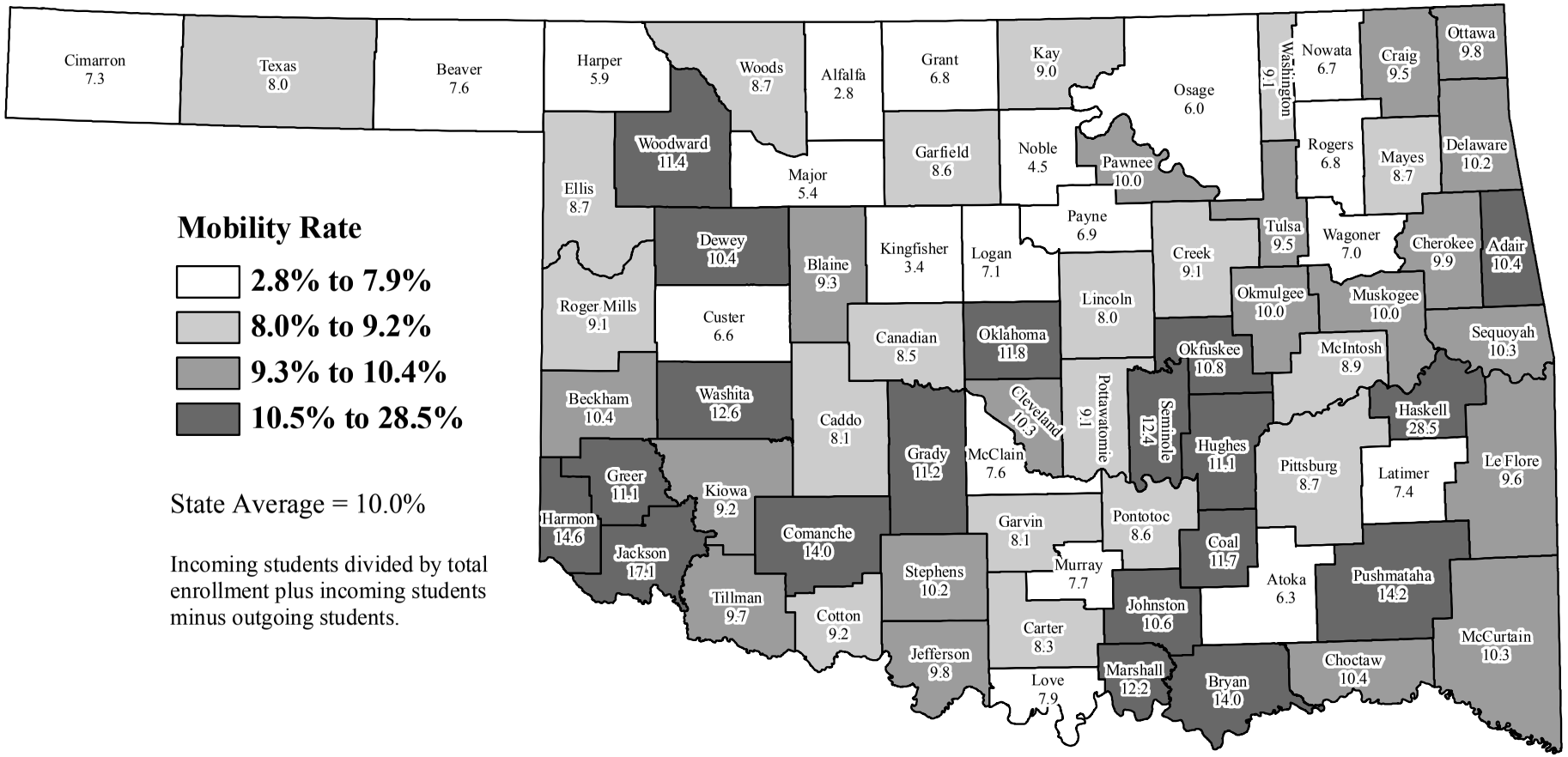
Source: Oklahoma State Department of Education

Figure 12
AVERAGE NUMBER OF DAYS ABSENT PER STUDENT
2007-08 School Year



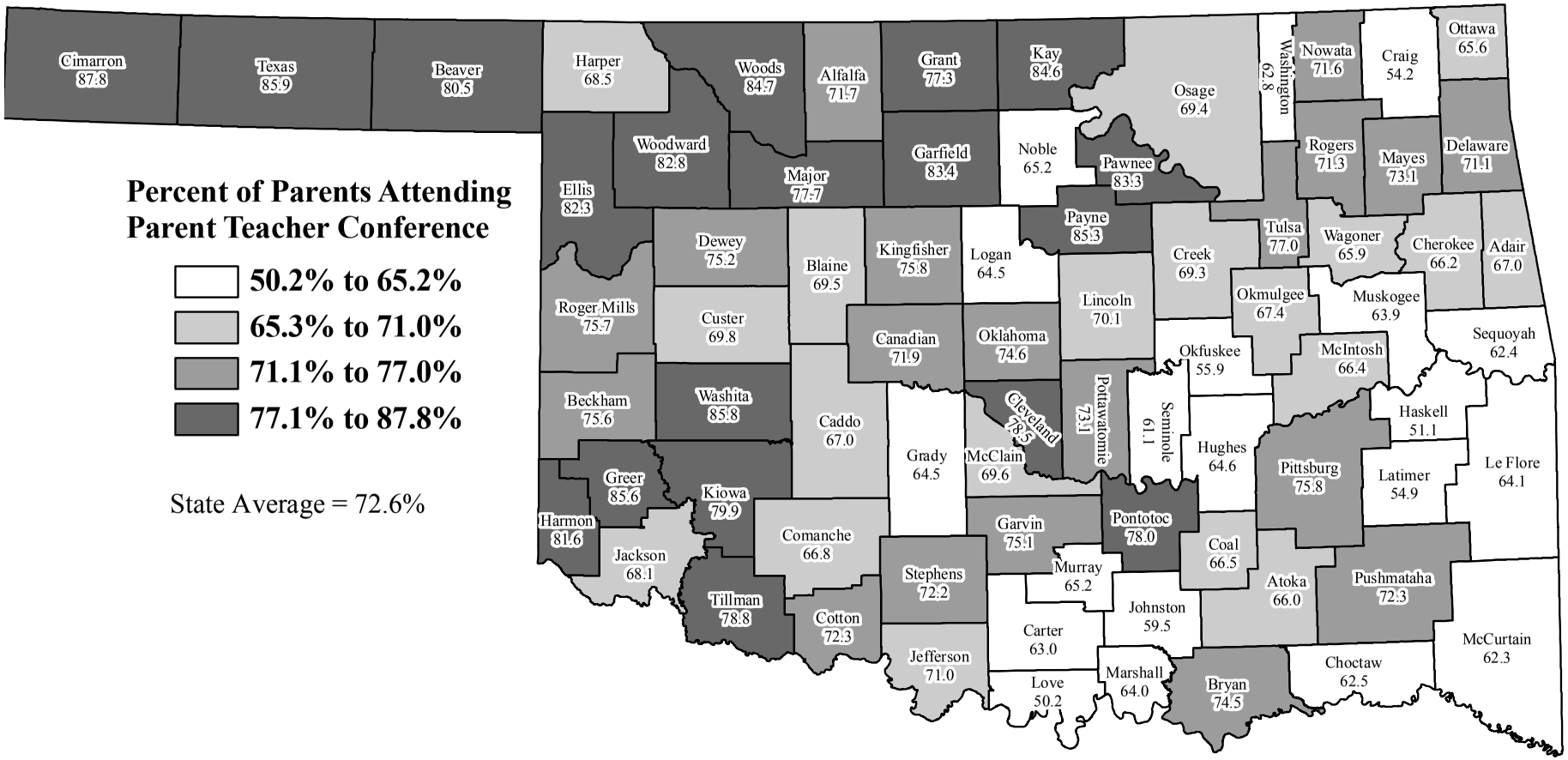
Source: Oklahoma State Department of Education

Figure 13
MOBILITY RATE
2007-08 School Year



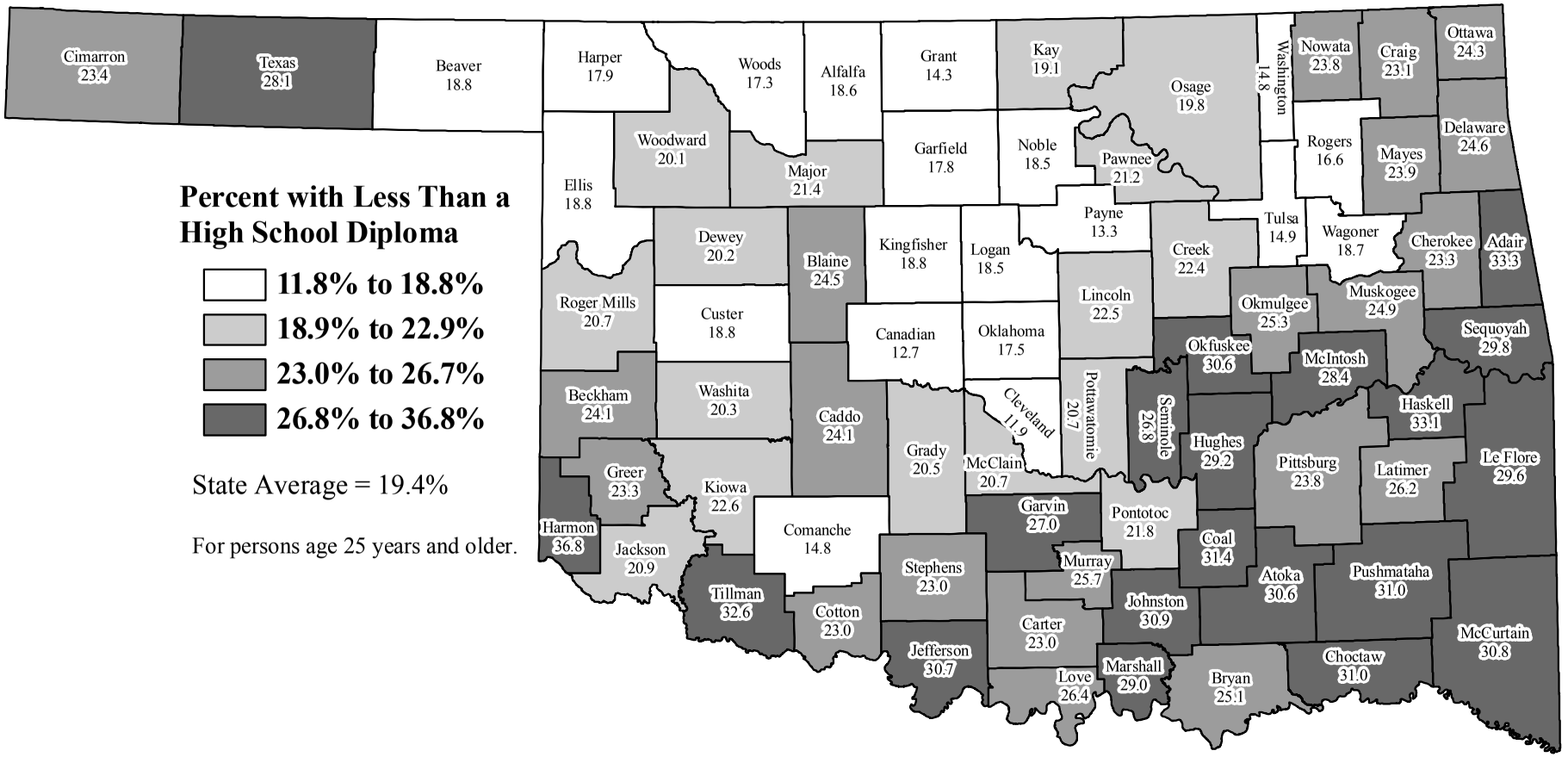
Source: Office of Accountability

Figure 14
PERCENT OF PARENTS ATTENDING AT LEAST ONE PARENT TEACHER CONFERENCE
2007-08 School Year



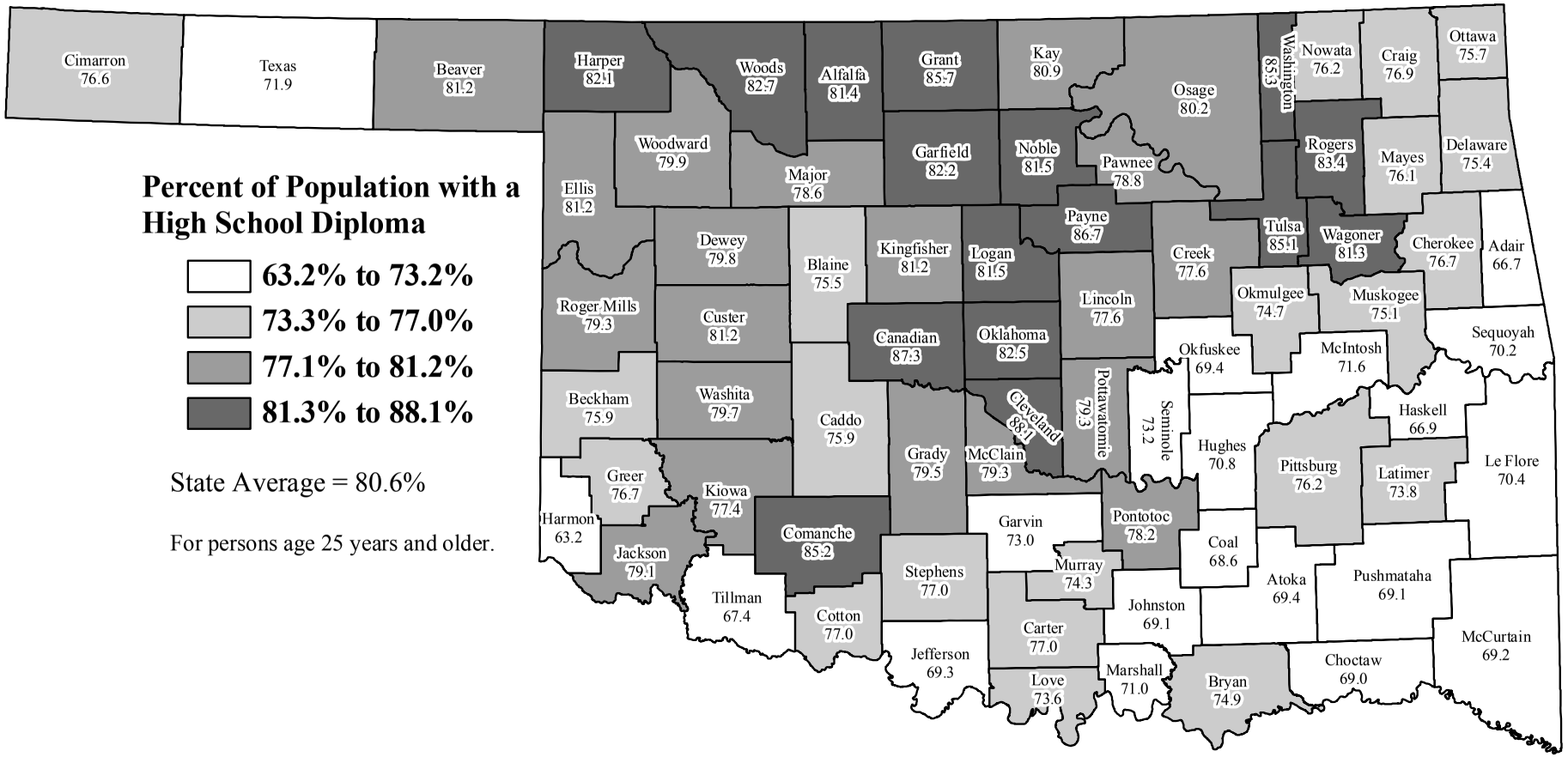
Source: Office of Accountability

Figure 15
PERCENT OF POPULATION WITH LESS THAN A HIGH SCHOOL DIPLOMA
Census 2000



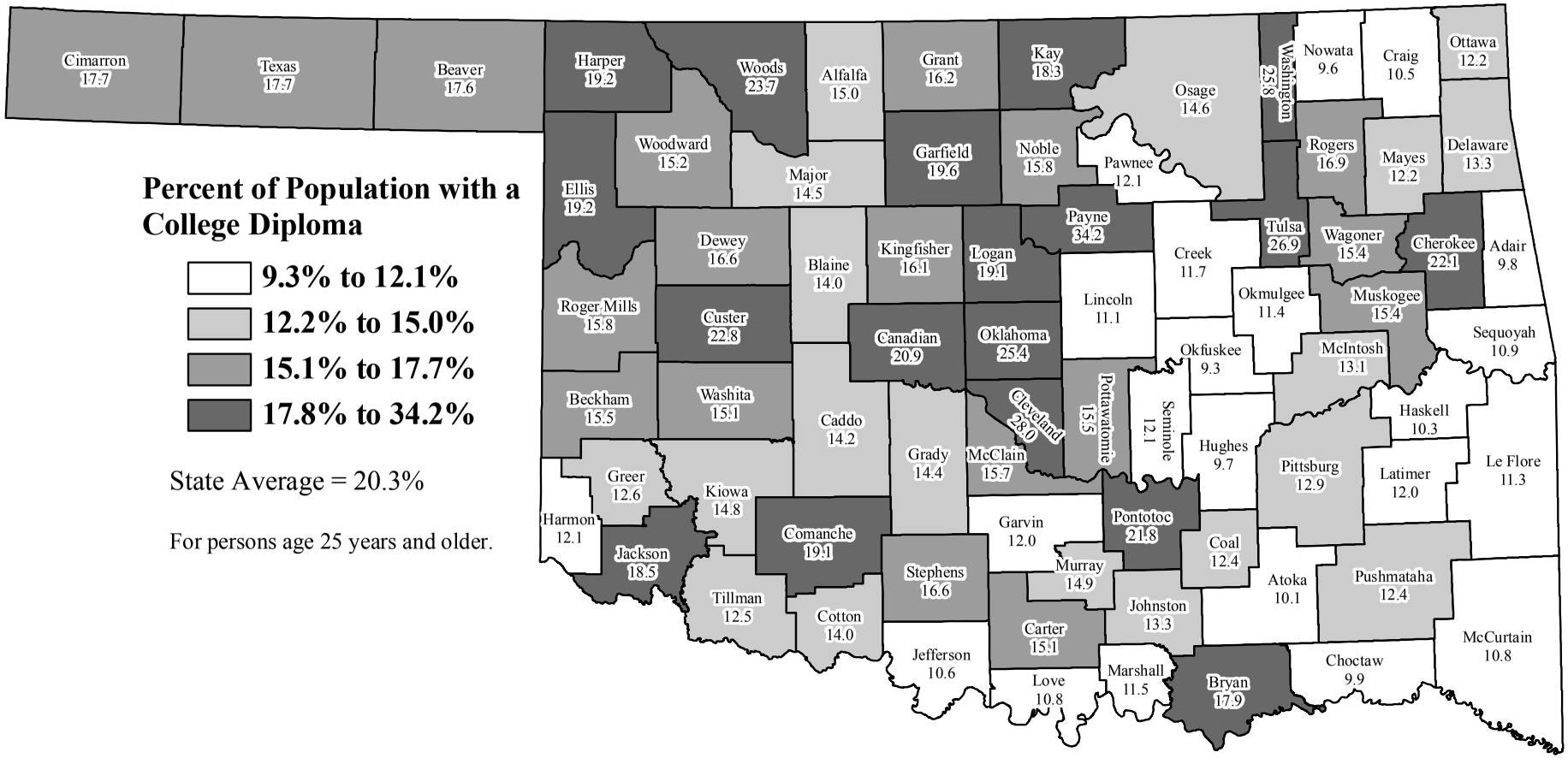
Source: U.S. Census Bureau

Figure 16
PERCENT OF POPULATION WITH A HIGH SCHOOL DIPLOMA
Census 2000



Source: U.S. Census Bureau

Figure 17
PERCENT OF POPULATION WITH A COLLEGE DIPLOMA
Census 2000



Source: U.S. Census Bureau

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II. EDUCATIONAL PROCESS

DISTRICTS, SCHOOLS AND STUDENT ENROLLMENT

Profiles 2008 reports on 539 individual Oklahoma school districts and 1,781 conventional school sites: 1,015 elementary schools, 299 middle schools/junior highs, and 467 senior highs.

Schools and school districts in Oklahoma are organized in a variety of ways. Oklahoma school districts are accredited by the State Board of Education and are classified as either independent districts (offering pre-kindergarten through 12th grade) or elementary districts (offering pre-kindergarten through 8th grade). Students from elementary districts must be integrated into a neighboring independent district's high school program once students have completed 8th grade. In 2007-08, there were 112 elementary (dependent) school districts and 427 independent school districts. Within these two classifications, districts are free to organize grade levels to suit their needs. For example, one district may have an elementary school serving grades K-8 with a high school serving grades 9-12; another district may have a lower elementary school serving grades K-4, an upper elementary school serving grades 5 and 6, a junior high for grades 7-9 and a high school serving grades 10-12. During 2007-08 there were 50 different grade level combinations forming schools in Oklahoma.

Another way to look at the diversity of districts across the state is to look at the number of students they serve (Figure 18). Student enrollment is often reported as Average Daily Membership (ADM).

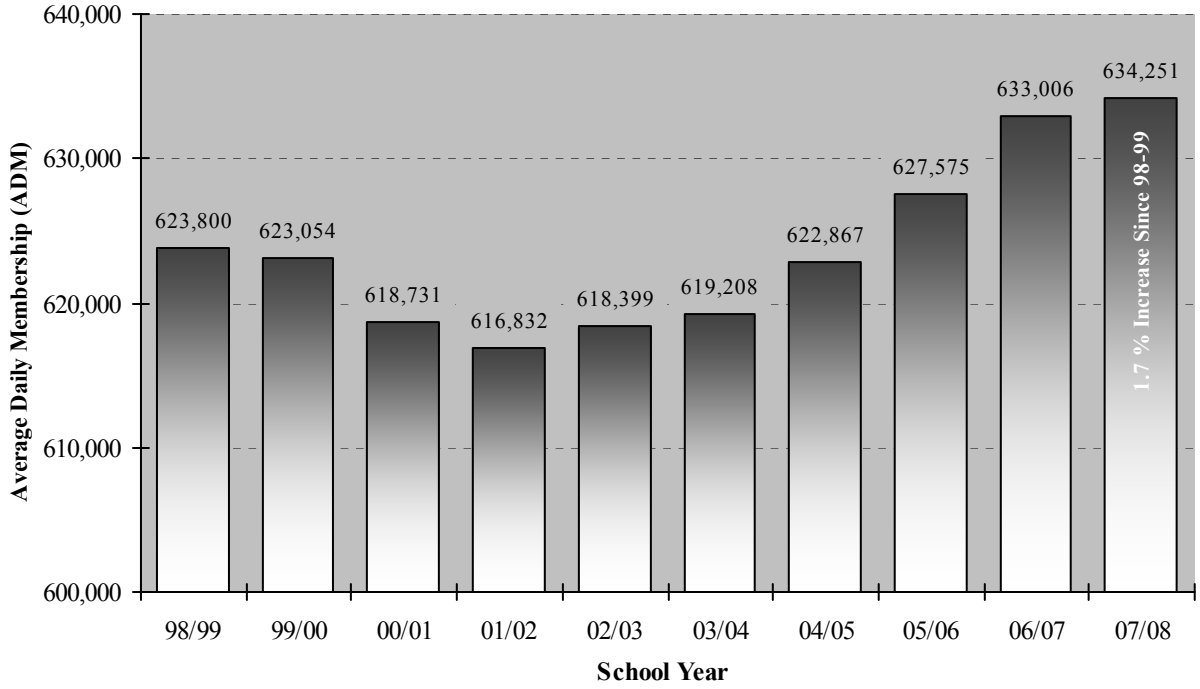
Figure 18
Oklahoma's Districts by Size of Enrollment and Socioeconomic Status
2007-08

District Size in ADM	Socioeconomic Status	Group Designation	# of Districts	% of All Districts	# of Students	% of All Students
25,000 Plus	Low	A2	2	0.4%	80,688	12.7%
10,000 - 24,999	High	B1	7	1.3%	118,843	18.7%
	Low	B2	1	0.2%	14,427	2.3%
5,000 - 9,999	High	C1	6	1.1%	44,852	7.1%
	Low	C2	4	0.7%	23,108	3.6%
2,000 - 4,999	High	D1	19	3.5%	57,727	9.1%
	Low	D2	16	3.0%	44,776	7.1%
1,000 - 1,999	High	E1	37	6.9%	50,296	7.9%
	Low	E2	37	6.9%	52,675	8.3%
500 - 999	High	F1	28	5.2%	19,615	3.1%
	Low	F2	69	12.8%	48,646	7.7%
250 - 499	High	G1	51	9.5%	17,748	2.8%
	Low	G2	102	18.9%	36,870	5.8%
Less than 250	High	H1	31	5.8%	5,301	0.8%
	Low	H2	129	23.9%	18,680	2.9%
All	All	All	539	100.0%	634,251	100.0%

ADM refers to the average number of students enrolled at a school, or district, on any given day during the year. The smallest elementary district in operation during 2007-08, Plainview in Cimarron Co., had an ADM of eight students while Tulsa, the largest independent school district, had an ADM of 40,773 students.

At the state level, total ADM in 2007-08 was 634,251, an increase of 1,245 students from the 2006-07 school year. This represented an increase of 0.2% (Figure 19). The 2007-08 statewide membership is 1.7% greater than the membership ten years earlier and is the highest in ten years. The look of Figure19 would be quite different if the scale started at "0". The trend would be flat across the top of the graph.

Figure 19
Trends in Oklahoma's Average Daily Membership



Data Source: Oklahoma State Department of Education

Most of the increase in ADM from last year can be accounted for by the increase of enrollments in grades Early Childhood through 5th which increased 3,568 students, actually offsetting losses in the older elementary grades.

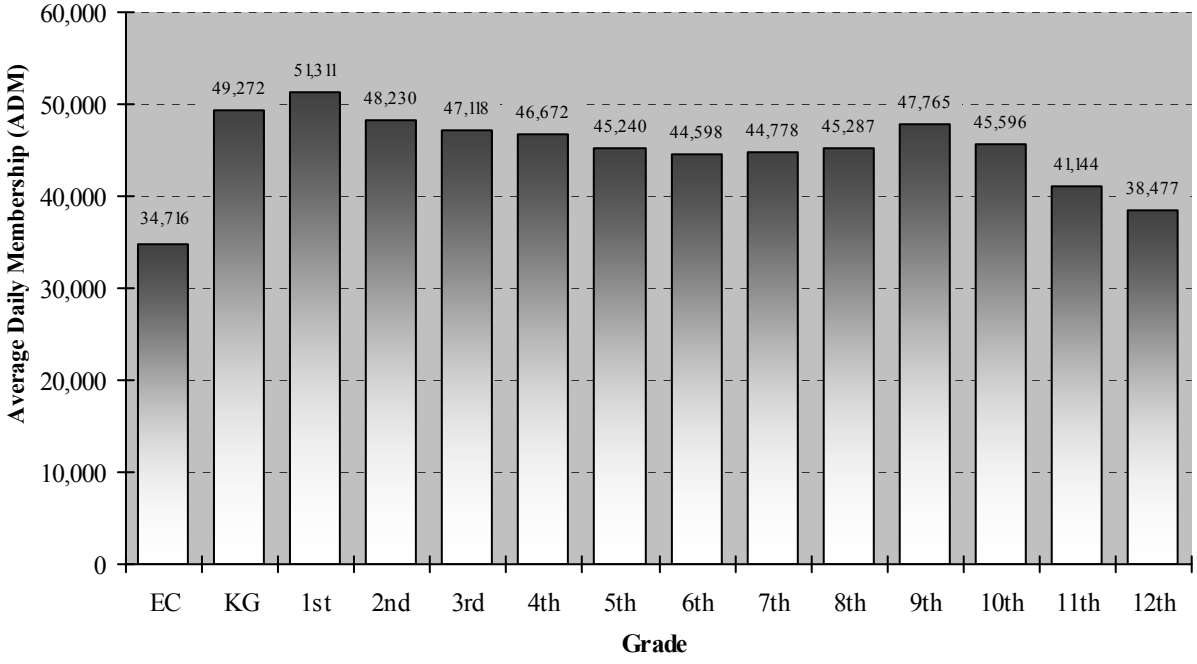
Figure 20 shows 2007-08 statewide ADM by grade. Notice that 1st grade ADM is slightly higher than other grades. This is presumably because some students are placed in transitional 1st grade and then take regular 1st grade the following year. Both enrollments are included under 1st grade at the state level.

The most notable part of the graph, however, is the rapid decline in ADM from 9th through 12th grade. During the 2007-08 school year, 12th grade ADM was 9,288 students lower than 9th grade ADM that

same year. Analysis in the STUDENT PERFORMANCE section of this document (Figure 76) shows that this dramatic decrease in enrollment between 9th and 12th grade is not a single year occurrence.

There are two basic methods for calculating enrollment: ADM and Fall Enrollment. ADM is the preferred method for measuring enrollment because it takes into account student migration. Fall enrollment numbers are a "census count," tallied on October 1 of each year. Statewide fall enrollment for October 1, 2007 is 641,721, up from 639,014 on October 1, 2006. This means that enrollment-related statistics reported in the *Profiles* series will vary slightly depending on the source.

Figure 20
Oklahoma's Average Daily Membership by Grade*
2007-08



Note: * Excludes enrollments for Out of Home Placement (1,635) and Non-Graded students (2,413).

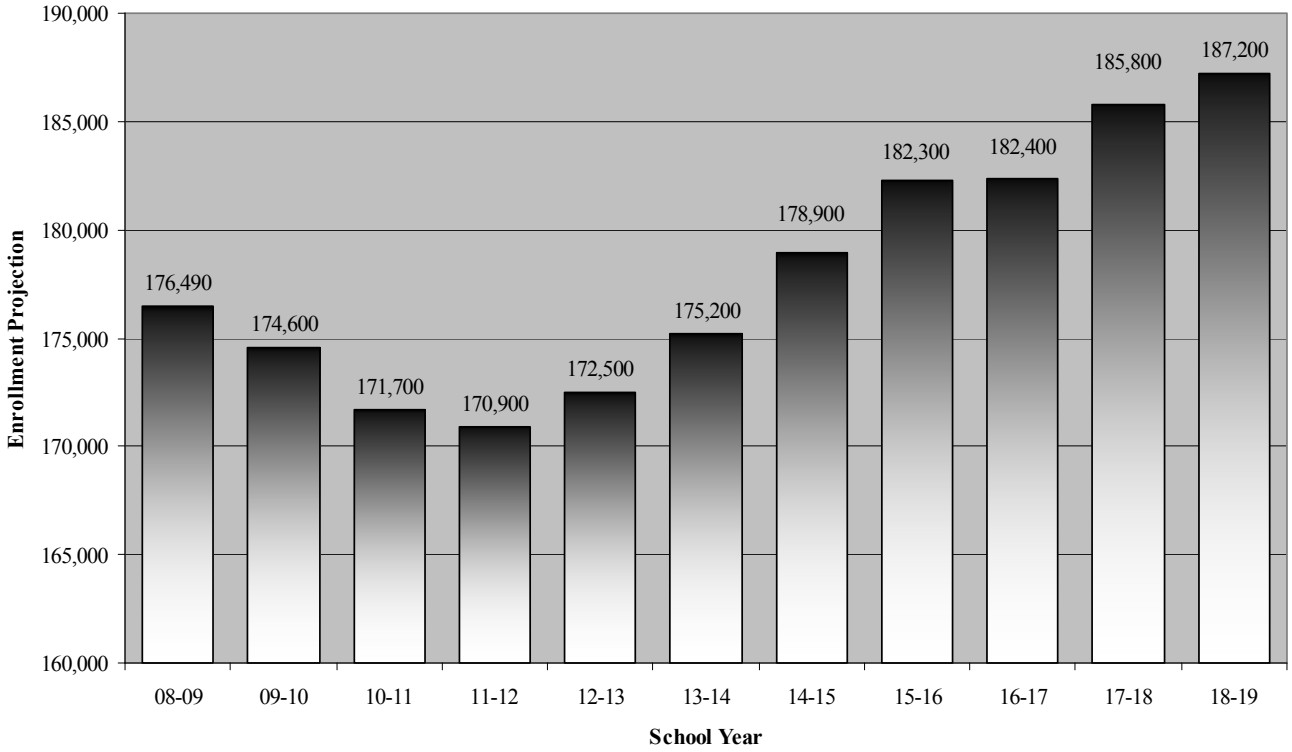
Data Source: Oklahoma State Department of Education

Enrollment and Population Projections

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

patterns to determine their individual needs. Figure 21 shows the statewide high school enrollment projections from the Office of Accountability model.

Figure 21
Statewide High School (9th – 12th) Enrollment Projection
2008-09 to 2018-19



Data Source: Oklahoma State Department of Education, Oklahoma State Department of Health
Prepared by: Oklahoma Office of Accountability
08-09 is Fall Enrollment; 09-10 through 18-19 is Enrollment Projection

PROCESS INDICATORS

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

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

Curriculum and Programs

Gifted and Talented

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

State law (§70-1210.301-308) defines Gifted and Talented Children as those identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance and needing differentiated or accelerated education or services. For definition purposes, "demonstrated potential abilities of high performance," means students who score in the top three percent (3%) on any national standardized test of intellectual ability or students who excel in one or more of the following abilities: a) creative thinking ability, b) leadership ability, c) visual performing arts ability, or d) specific academic ability. In addition, other evaluation mechanisms may be used for 1st and 2nd grade students in lieu of standardized testing measures. The State Department of Education has regulations and program standards for participating school districts (Oklahoma State Department of Education, *Annual Report on Gifted and Talented Education, FY 2008*).

During the 2007-08 school year, 107,592 Oklahoma students qualified for the Gifted/Talented program. This represented 17.0% of all students in the state. The percentage of children eligible for the program has remained relatively constant over the last decade. The extremes on this indicator in 2007-08 ranged from eight districts with none (0%) of their students eligible for the gifted program, to one district (Big Pasture P.S. in Cotton Co.) with 45.8% (112) of its students qualifying.

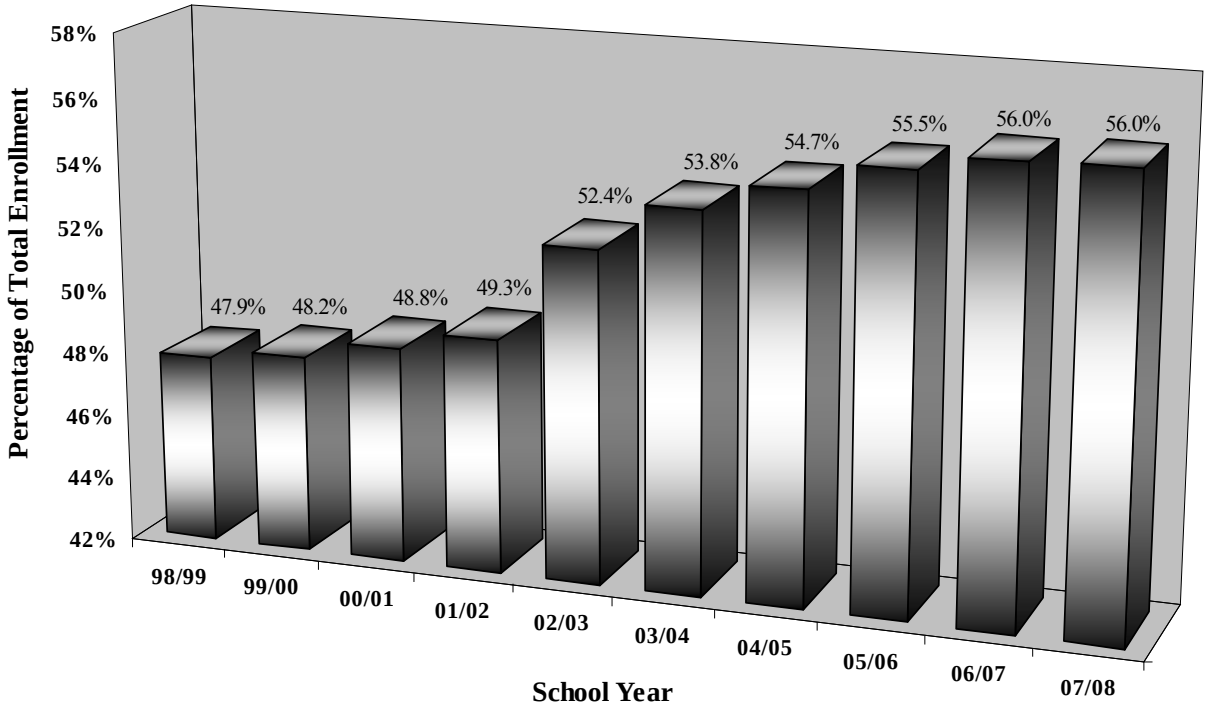
Special Education

Special education students are those identified as being eligible for related services pursuant to an Individualized Educational Program (IEP). During the 2007-08 school year, 95,084 Oklahoma students qualified for the special education program, which represented 15.0% of all students. The Special Education participation rate has climbed slowly from 13% to 15% during the last ten years. The percentage of students eligible for special education services at school districts across the state ranged from a low of 3.7% at Straight P.S. in Texas Co. to a high of 49.0% at Swink P.S. in Choctaw Co.

Free or Reduced Priced Lunch

Eligibility for the Free or Reduced Price Lunch Program (FRL) is based on federally established criteria for family income. For students to qualify for Free Lunch, their families need to earn less than 130% of poverty level. To qualify for a Reduced-Price Lunch families must earn between 130% and 185% of the poverty level. In 2007-08, 355,459 Oklahoma students were eligible for FRL. This represented 56.0% of all students and was an increase of 1,225 students, or 0.4%, from the 2006-07 school year. Eligibility has increased almost ten percentage-points in ten years (Figure 22). This indicator is often used as a surrogate for the percentage of students within the school or district who are impoverished.

Figure 22
Free or Reduced Price Lunch Program Eligibility



Data Source: Oklahoma State Department of Education

High School Course Offerings

The breadth and depth of high school course offerings greatly influence academic performance at the secondary level. The State Department of Education has a number of regulations regarding the minimum number of courses a high school must offer, however many high schools greatly exceed these minimums. An earlier study by the Office of Accountability indicated that students from high schools with the greatest number of course offerings (both broad and deep curriculums) scored higher on standardized tests. Described generally, Oklahoma high schools must offer a minimum of 38 units or courses per year although four units may be offered on a two year alternating plan. These courses may

be broken down into the following six core areas plus electives: language arts, math, science, social studies, foreign languages or computer technology, and arts. In the six core subject areas, 7.5% of the districts across Oklahoma offer only 20 courses (units). In contrast, three districts offered over 100 different courses in those core areas (Broken Arrow P.S., Jenks P.S., and Union P.S.). Collectively, districts across the state offered an average of 39.5 units in the six core areas in 2007-08. A more detailed description of the minimum requirements can be found in the *Standards for Accreditation* document from the State Department of Education.

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

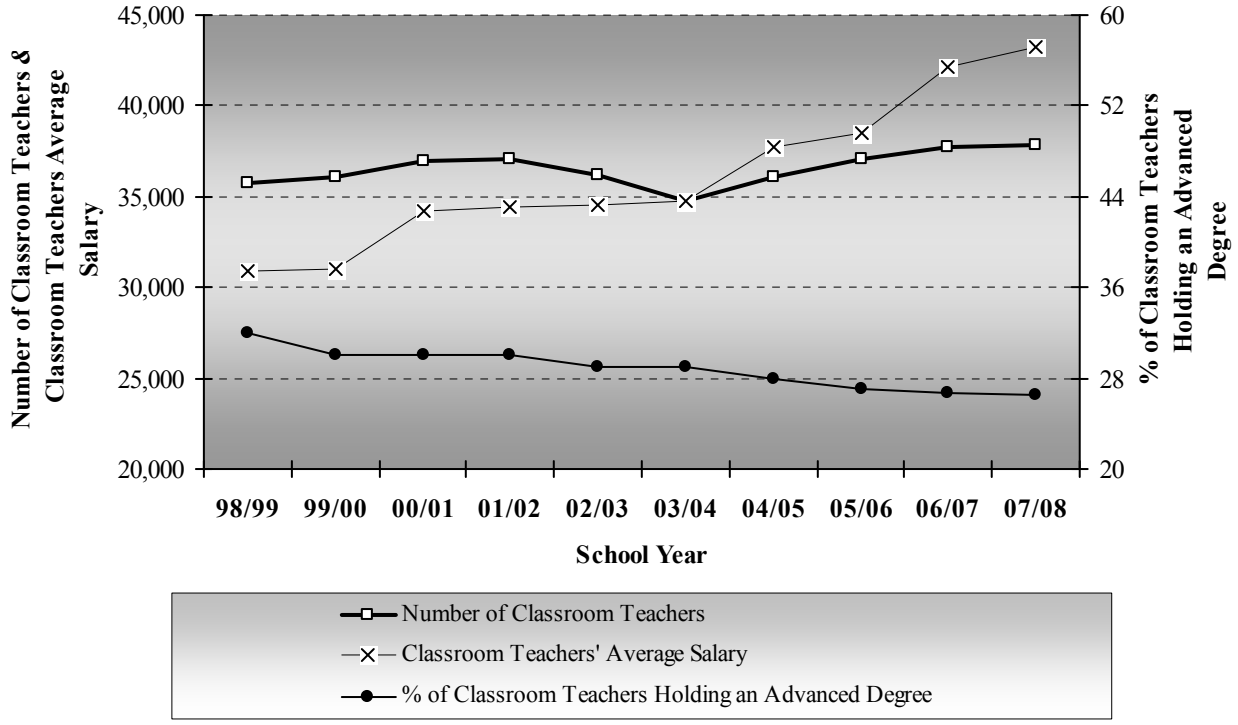
Classroom Teachers

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

Statewide, the number of regular classroom teachers increased by only 70 FTEs for the 2007-08 school year (37,778 in 2006-07 to 37,848 in 2007-08). This is the fourth annual increase in a row after two years of classroom teacher decline. Figure 23 shows this slight decline in classroom teachers in 2003 and 2004 then the increase through 2008. Furthermore, ADM (excluding non-graded students) increased by 1,319 students (630,518 in 2006-07 compared to 631,837 in 2007-08). Based on the graded only ADM of 631,837, the statewide gross student/teacher ratio for regular classroom teachers in 2007-08 was 16.7 students per teacher, a one student decrease from the all time high student teacher ratio recorded in 2003-04.

Figure 23 also shows the average salary of teachers for the 2007-08 school year was $43,275, an increase of $1,158 (2.7%) from the previous year ($42,117 in 2006-07). There has now been three years of notable salary increases for teachers after four years of very minor growth. The number of years a teacher has taught and any advanced degrees they may hold also affect their salary. The average salary figures include fringe benefits, but exclude extra duty pay. Salaries for part-time teachers have been extrapolated to their nine-month, full-day equivalent. This average also includes the salaries of teaching principals.

Figure 23
Number of Teachers, Average Salary of Teachers and Percentage of Teachers Holding Advanced Degrees



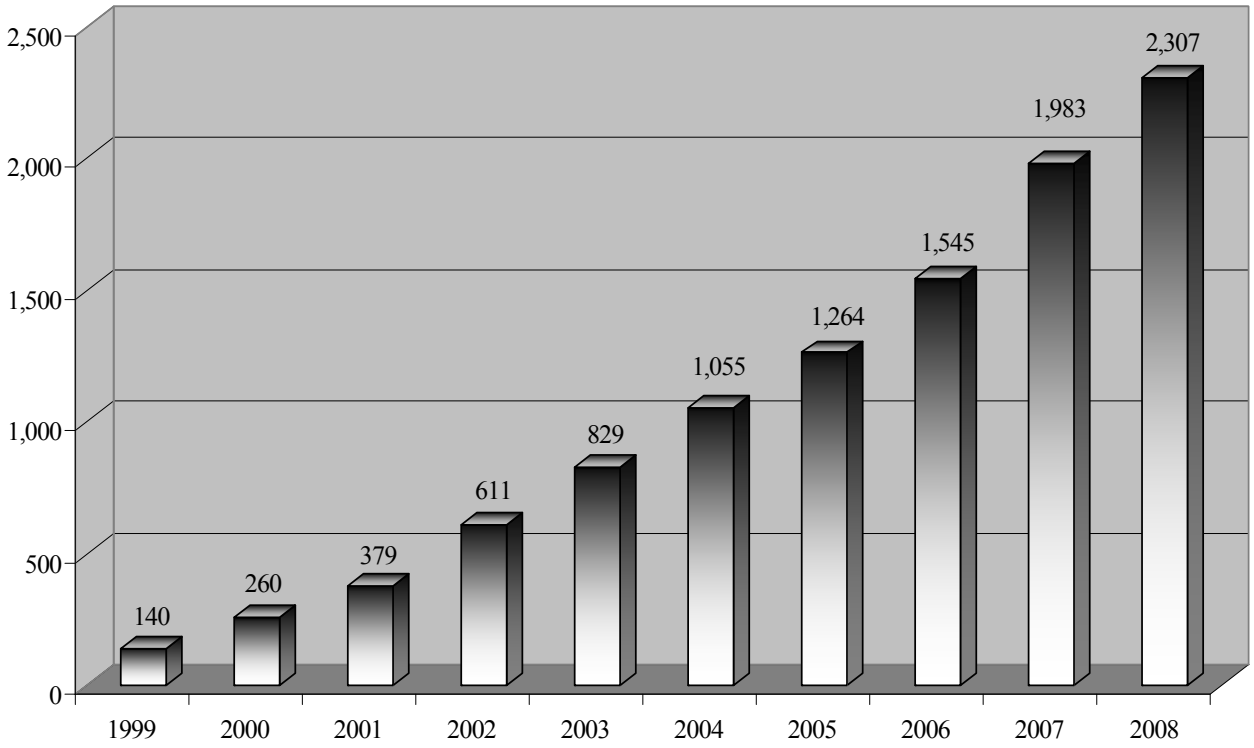
Data Source: Oklahoma State Department of Education

Teachers' salaries are controlled by a pay schedule prescribed in state law (§70-18-114.12). In school year 2007-08, a teacher's starting salary is based on the degree held; $31,600 for a Bachelor's Degree, $32,800 for a Master's Degree and $34,000 for a Doctorate Degree. Teachers' salaries are then increased by a prescribed amount for each year of additional service. Teachers receive an annual addition to their salaries of $375 for the completion each year, one through four. Completion of years five through nine earn them an addition of $400 with each succeeding year and $425 for each added year, 11 through 25. After the tenth year in the classroom, teachers with a Bachelor's Degree receive $1,025, those with a Master's Degree; $1,450, and those with a Doctorate; $2,300. This works out to an average annual salary increase of $429 to $480 per year of service depending on the highest degree earned. Districts may exceed the minimum pay schedule prescribed in state statutes and many do.

The percent of regular classroom teachers holding advanced degrees is based on the FTE of teachers with a Master's Degree or higher and is currently at 26.5%. The percentage of teachers with advanced degrees has slowly declined from its high of 41% in 1989-90. The average years of teaching experience is calculated similarly. It is based on the years of experience per FTE and averages 12.7 years statewide. One reason for the drop in teachers with Master's Degrees could be the increase in teachers working on and receiving their National Board Certification (NBC). Oklahoma had 324 new NBC teachers for the

2007-08 school year. This brings the total of NBC teachers in the state to 2,307; 6.1% of classroom teachers.

Figure 24
Oklahoma National Board Certified Teachers



Data Source: National Board for Professional Teaching Standards

Special Education Teachers

The regular classroom teacher count excludes special education teacher FTEs. This is because state law requires special education teachers to be paid 5% more than regular classroom teachers and they serve a very specific portion of the school population. During the 2007-08 school year, there were 4,339 Special Education Teacher FTEs, down three FTE from the previous year. Each possessed an average of 13.0 years of teaching experience and earned, on average, $45,776. On average there were 21.9 students identified as needing "Special Education" per special education teacher in the state.

Administration

Like classroom teachers, administration is another key ingredient of education. Also similar to classroom teachers, the 2007-08 school year saw a small increase in the number of administrators from the previous year. In 2007-08 there were 3,487 administrator FTEs at the 539 districts, an increase of 73 FTEs over the 2006-07 school year count of 3,414 administrator FTEs. Statewide, there was an average of 6.5 administrators per school district and each received an average salary of $72,160 during the 2007-

08 school year. This was an increase of $2,128, or 3.0% over last year's figure of $70,032. On average, each supervised 12.1 teacher FTEs in 2007-08. The average experience that each possessed in a school environment was 21.7 years.

Counselors and Other Certified Staff

The number of counselors in schools stayed virtually the same between 2006-07 and 2007-08. Counselors increased one FTE (1,633 from 1,632) over the past two years. Regular classroom teachers (0.2%) and administrators (2.1%) also had only slight gains between the 2006-07 and 2007-08 school years. Other certified staff FTEs dropped 19 (0.6%) over the past two years along with special education teachers (less than 0.1%). Counselor's average salary for the 2007-08 school year was $49,399 and the average salary for other certified staff for the same school year was $47,561. Other certified staff includes Title 1, ELL, as well as other non-regular education teachers.

DISTRICT FINANCES

Funds

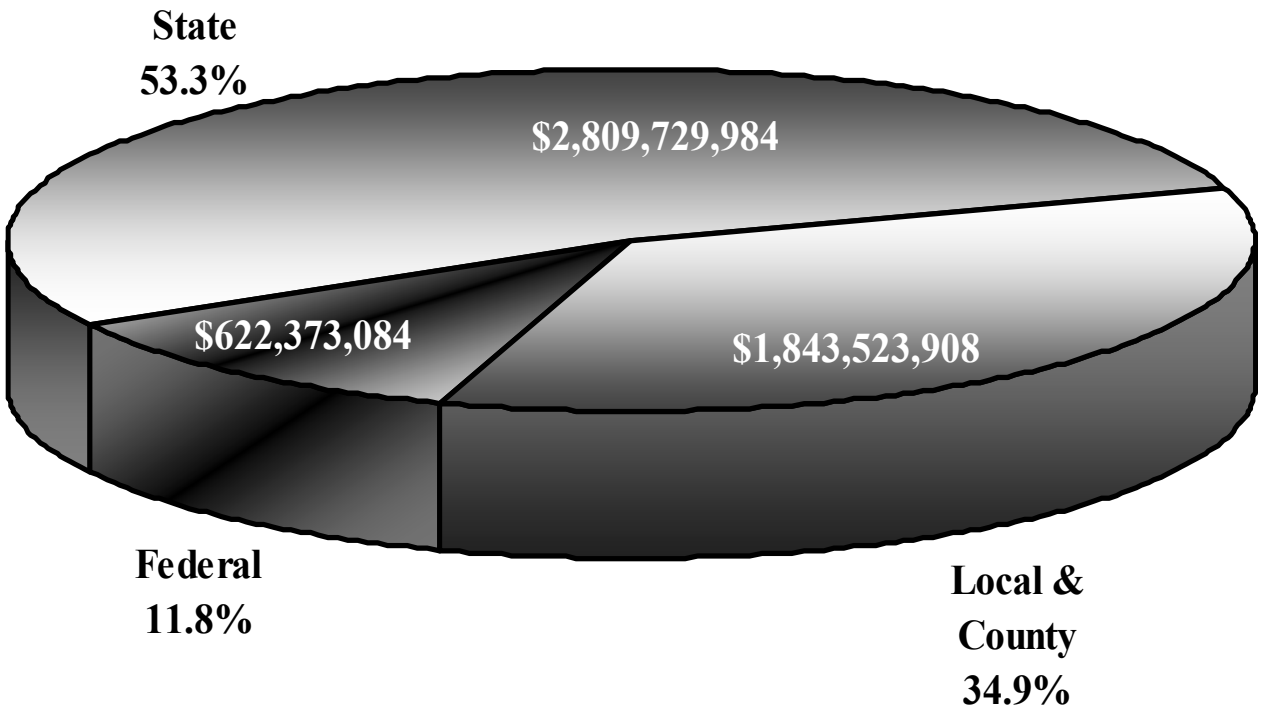
There are many different Funds in which a school district receives revenue and from which it may make expenditures (i.e. General Fund, Building Fund, etc.). The General Fund contains the bulk of a school district's operating assets and is the primary account from which a school district conducts business. It has become conventional among educators and policy makers to only consider revenue and expenditures of the General Fund, yet to do so overlook a considerable amount of money. Larger schools will typically fund a number of salaries and have sizeable expenditures from both the Building Fund and the Child Nutrition Programs Fund. Districts enlarging or updating their facilities often have outstanding bonds, which can cause large sums of money to flow through their Bond Fund and Sinking Fund. The Education Oversight Board and the Office of Accountability believe that all money spent by school districts, either directly or indirectly, goes toward the education of students and should be considered for accountability purposes. Therefore, *Profiles 2008* will continue to report revenues and expenditures using ALL FUNDS. ALL FUNDS includes the General Fund, Co-op Fund, Building Fund, Child Nutrition Programs Fund, MAPS Fund, Municipal Tax Levy Fund, Child Care and Limited Services for Children Fund, Sinking Fund, Endowment Fund, and School Activity Fund.

Revenue

The three basic sources of school district revenue in Oklahoma are Local & County, State, and Federal. Total revenue for 2007-08 is $5,275,626,977. The largest portion of funding is provided by the State at 53.3% ($2.8 billion), followed by Local & County with 34.9% ($1.8 billion) and Federal funds which provide 11.8% ($622 million) (Figure 25). Total revenues increased for Oklahoma's districts by $255,588,382, or 5.5%, over 2006-07 revenues of $5,020,038,594. Each year, roughly one-third of Oklahoma's state budget goes to K-12 public education.

Figure 26 depicts by county the percentage of state funding received for districts.

Figure 25
District Revenue Sources
Reported Using ALL FUNDS*
2007-08

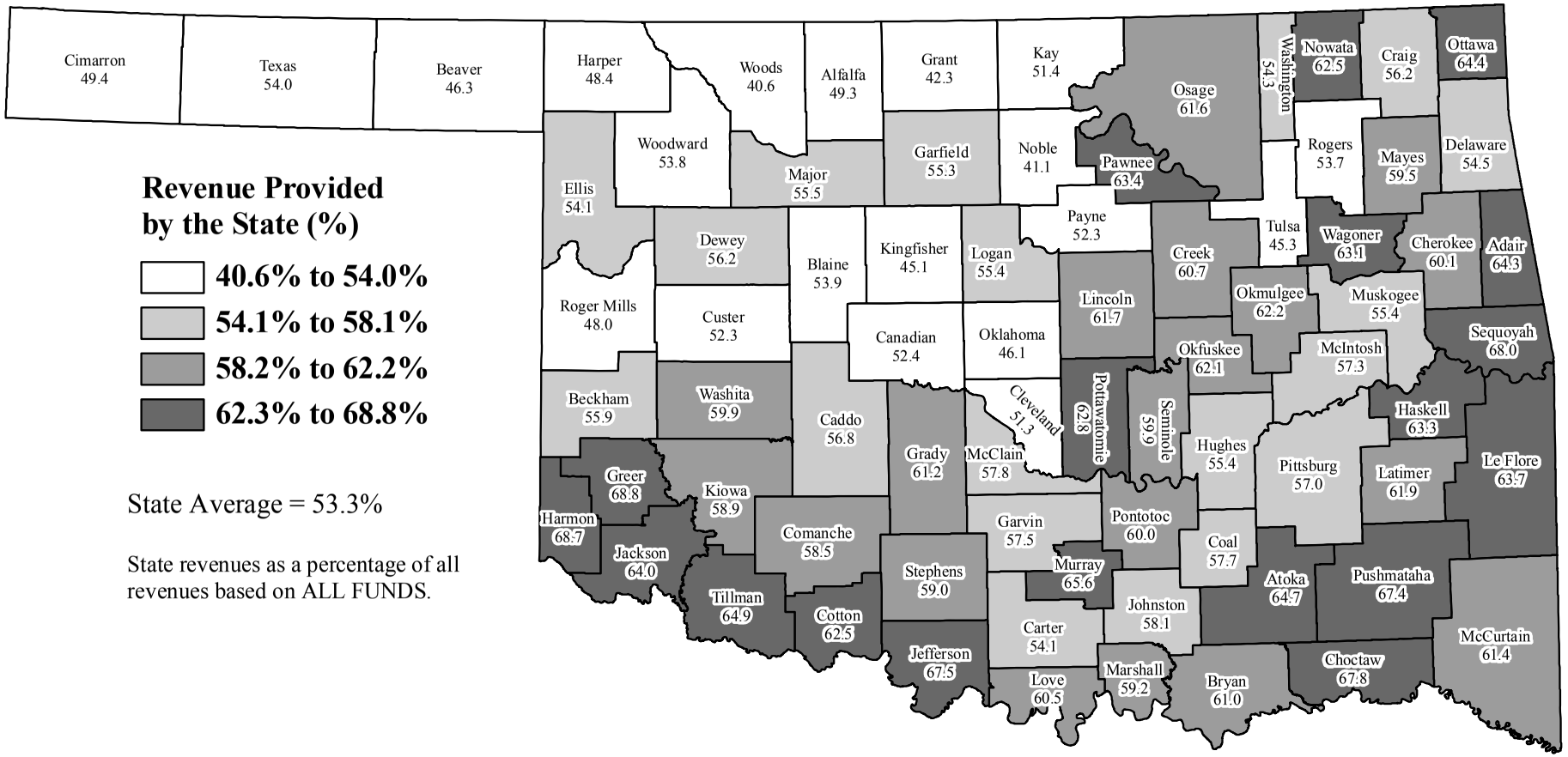


Total Revenue: $5,275,626,977

Data Source: Oklahoma State Department of Education

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

Figure 26
PERCENT OF PUBLIC EDUCATION REVENUE PROVIDED BY THE STATE
2007-08 School Year



Source: Oklahoma State Department of Education

The State Funding Process

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

Weighted Average Daily Membership (WADM)

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

Mental and Physical Condition Weights:

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

Grade Level Weights:

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

District Size or Sparsity Weights:

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

Teacher Credential Weights:

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

State funds are distributed to districts based on a per WADM basis. Districts receive state funding based on their highest WADM. For the initial state aid allocation, the higher WADM year is selected from the previous two fiscal years. For the midyear allocation, the highest WADM year is selected from three fiscal years, the previous two years and the first nine weeks of the current year. This year selection process allows districts with declining enrollments a budgetary cushion and allows them to plan accordingly.

The Funding Formula

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

FOUNDATION AID

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

TRANSPORTATION ALLOCATION

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

TEACHER SALARY INCENTIVE

The third and final aspect of the funding formula deals with Teacher Salary Incentive. An incentive amount is calculated by multiplying an Incentive Aid Factor by the WADM. Subtracted from this product is the Adjusted District Assessed Valuation expressed in thousands of dollars. Teacher Salary Incentive is finally derived by multiplying the resulting amount by 20 mills.

Charter Schools

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

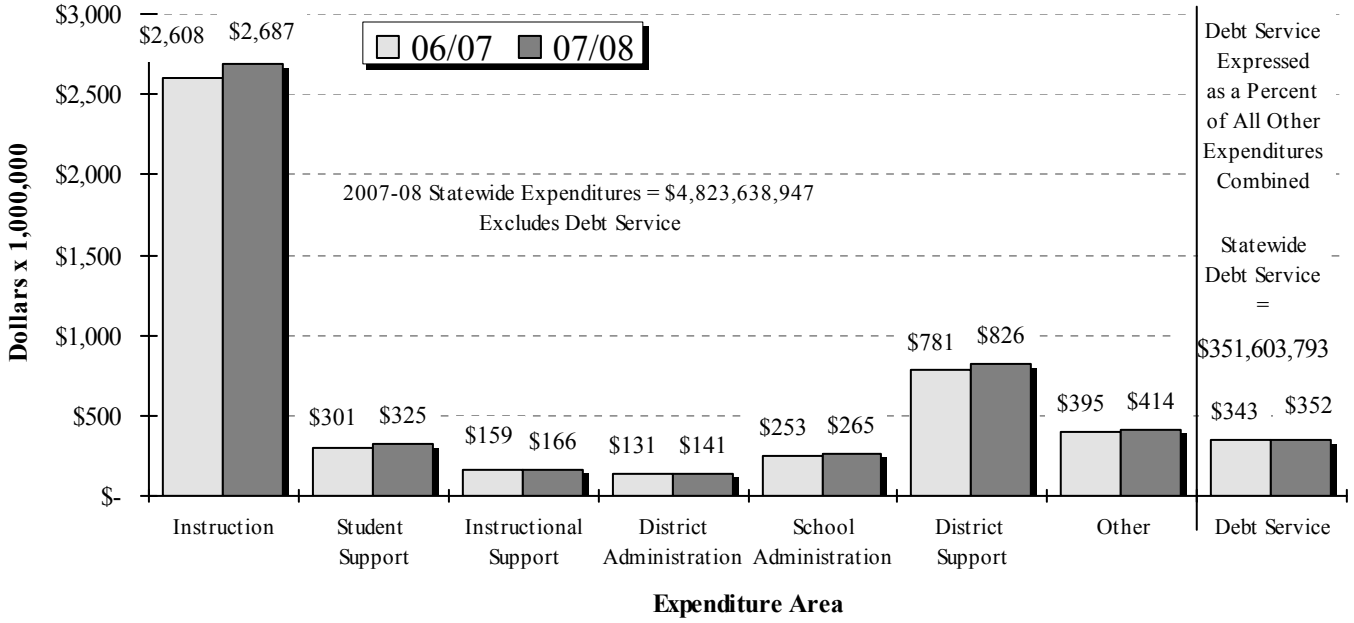
Expenditures

Figure 27 shows expenditures from ALL FUNDS for the last two years. In *Profiles 2008*, expenditure amounts are classified into eight areas: Instruction, Student Support, Instructional Support, District Administration, School Administration, District Support, Other, and Debt Service (See Appendix D for a listing of all accounts). Debt service is graphed separately in order to standardize the expenditure percentages in the seven core expenditure areas. When expressed as a percentage, Debt Service is divided by the combined expenditures in the other seven areas. The majority of districts have no outstanding bonds and consequently have no expenditures (0%) in the Debt Service category. By graphing Debt Service separately, districts that use bonds to build new facilities make major

renovations, or to purchase buses, technology, textbooks, etc., will not appear to have smaller expenditure percentages in the seven core expenditure areas.

The largest expenditure is in the area of Instruction with 55.7%, a 0.6 percentage-point decrease over 2006-07. This decrease follows an increase in Instruction of 1.4 percentage points from 2005-06 to 2006-07 and is below a high mark of 58.6% of ALL FUNDS in 1995-96. District Support ran a distant second in 2007-08 at 17.1% of all expenditures. District Support includes the district business office plus maintenance and operation of buildings and vehicles. Statewide, total expenditures from ALL FUNDS were $5.18 billion, a $204 million increase over the 2006-07 school year.

Figure 27
State Level Expenditures Based on ALL FUNDS



	Percent of Total Expenditure in Each Area							
2006-07	56.3%	6.5%	3.4%	2.8%	5.5%	16.9%	8.5%	7.4%
2007-08	55.7%	6.7%	3.4%	2.9%	5.5%	17.1%	8.6%	7.3%

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

Data Source: Oklahoma State Department of Education

Figure 28 displays the percent of expenditures by type by community group. Two areas that show a large difference in how large and small districts operate are student support and district administration. A large percent of expenditures goes to student support in larger districts but district administration gets a larger percent in smaller schools. Student support items include social work services, health services,

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

Figure 28
Expenditures Based on ALL FUNDS
By Community Group
2007-08

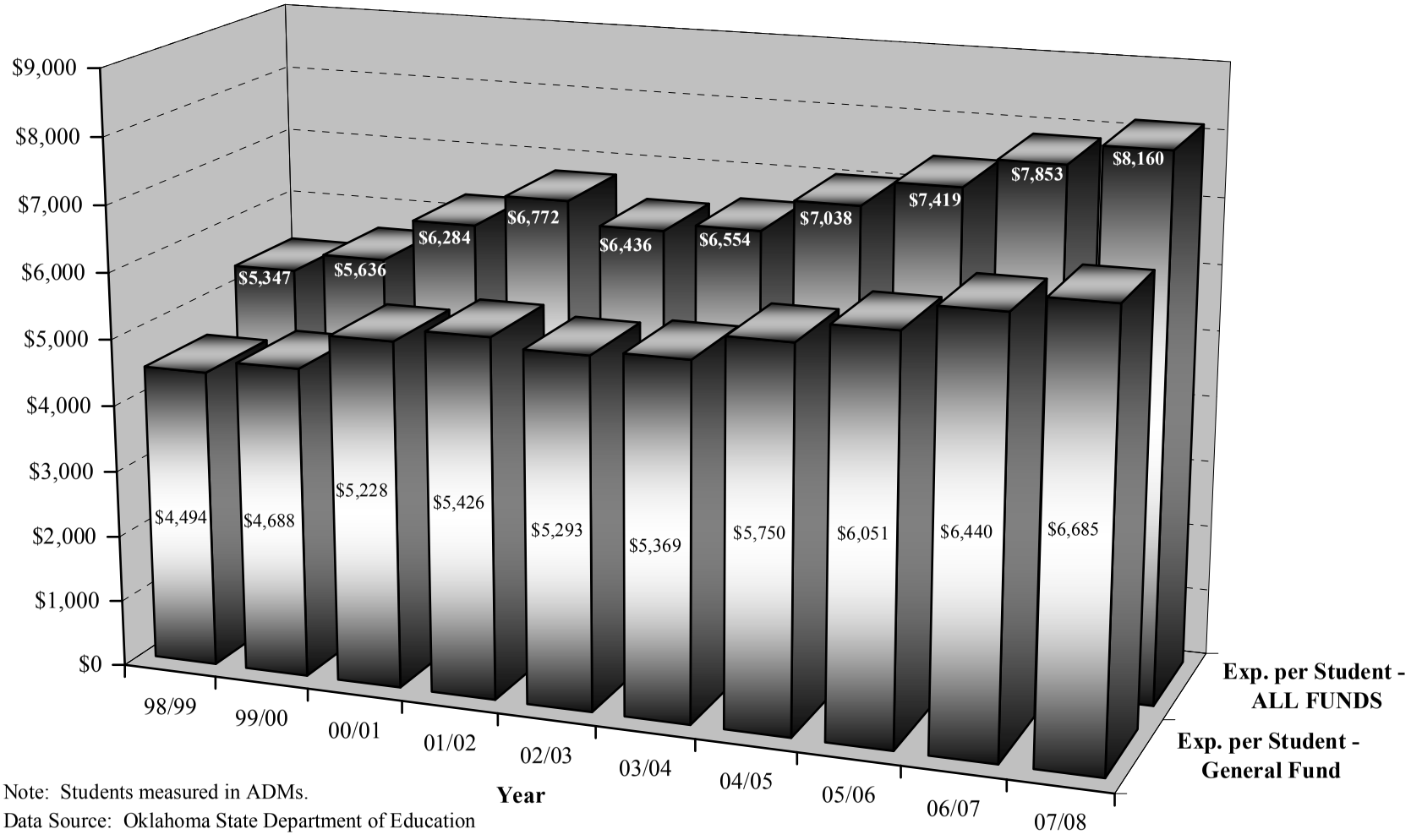
Size of District	Community Group	Instruction	Student Support	Instructional Support	District Administration	School Administration	District Support	Other
	Statewide	55.7%	6.7%	3.4%	2.9%	5.5%	17.1%	8.6%
25,000 or more	A2	53.4%	7.0%	5.6%	1.6%	5.6%	19.4%	7.4%
10,000 to 24,999	B1	55.5%	7.5%	3.7%	1.5%	5.7%	17.2%	8.9%
	B2	56.9%	8.1%	4.3%	1.6%	7.6%	14.0%	7.6%
5,000 to 9,999	C1	55.2%	7.9%	3.0%	2.0%	5.5%	17.0%	9.4%
	C2	57.6%	6.2%	3.9%	2.1%	5.6%	16.3%	8.4%
2,000 to 4,999	D1	58.4%	7.0%	2.9%	2.5%	5.8%	16.4%	7.0%
	D2	56.2%	7.1%	3.3%	2.7%	5.5%	16.4%	8.8%
1,000 to 1,999	E1	58.1%	6.6%	2.6%	2.8%	5.6%	16.1%	8.2%
	E2	56.1%	6.4%	3.0%	3.1%	5.8%	16.6%	9.1%
500 to 999	F1	57.2%	6.7%	2.6%	3.9%	5.6%	16.1%	7.9%
	F2	56.0%	6.5%	2.8%	3.9%	5.5%	16.4%	9.0%
250 to 499	G1	54.9%	5.5%	2.1%	5.3%	5.1%	17.5%	9.6%
	G2	55.0%	5.6%	2.9%	5.3%	5.1%	17.0%	9.0%
Less than 250	H1	53.2%	4.8%	2.5%	6.8%	4.1%	19.5%	9.2%
	H2	52.5%	4.2%	2.9%	8.1%	2.8%	19.0%	10.5%

Figure 29 contrasts the General Fund to the ALL FUNDS accounting of expenditures per student for years 1998-99 through 2007-08. The expenditure per student (ADM) using the General Fund in 2007-08 was $6,685 compared to $8,160 from ALL FUNDS, a difference of $1,475 dollars per student. Per-student funding increased $245 in the General Fund category and $307 in the ALL FUNDS category between the 2006-07 and 2007-08 school years.

Per student expenditures varied greatly across the state (Figure 30). As described in the explanation of the state funding formula, this is partly because isolated rural schools receive additional funds to cover the cost required to bus students long distances and for the sparsity of their student population. Per student expenditures, based on ALL FUNDS, including Debt Service (Oklahoma State Department of Education), ranged from a high of $62,871 per student at Plainview P.S. in Cimarron County to a low of $5,833 per student at Lone Star P.S. in Creek County.

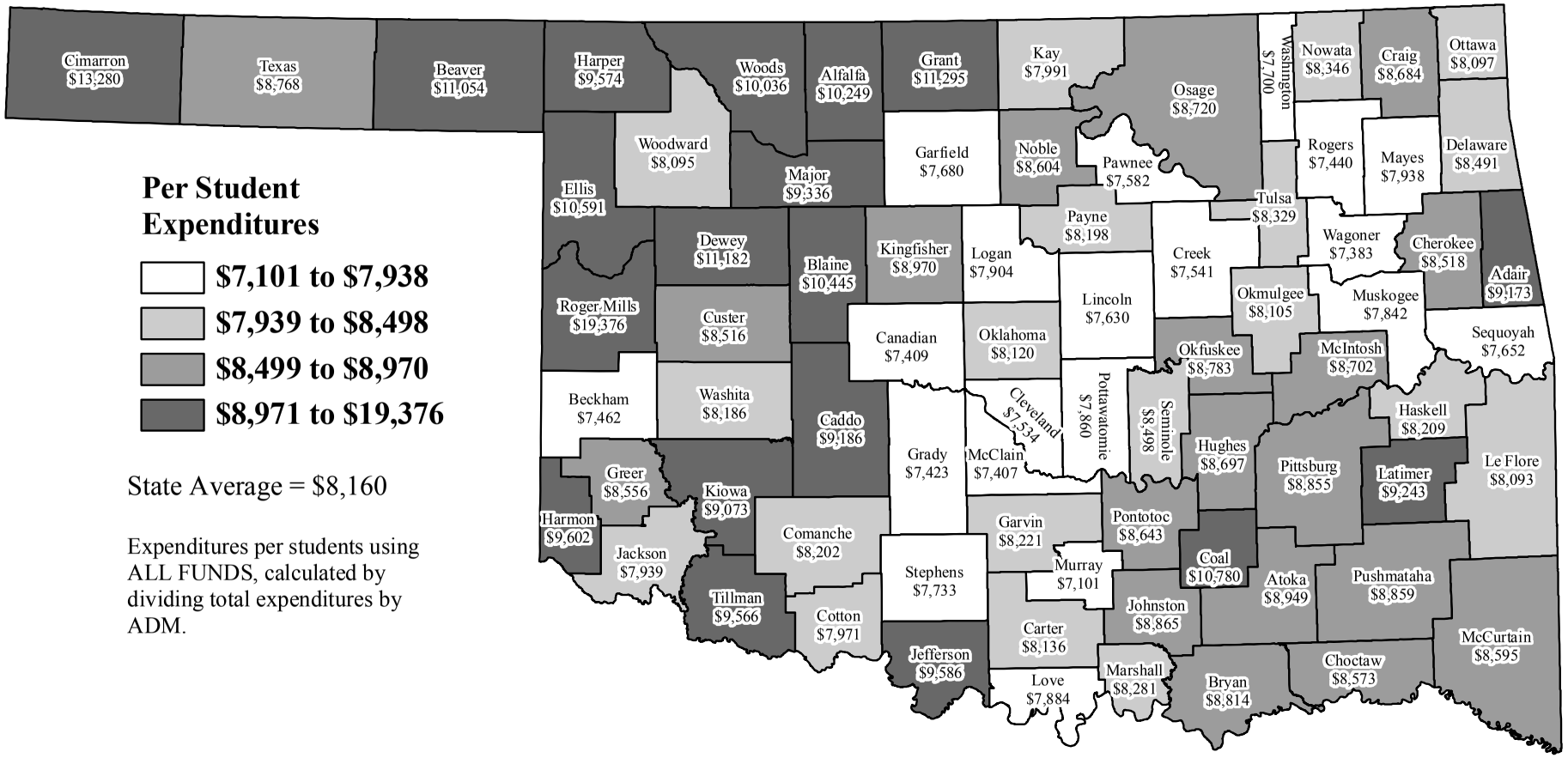
ALL FUNDS expenditures are typically highest in northwest Oklahoma (Figure 30). Roger Mills County has the highest per student expenditure at $19,376 while Murray County has the lowest at $7,101.

Figure 29
State Level Expenditures Per Student
Using General Fund and ALL FUNDS



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

Figure 30
EXPENDITURES PER STUDENT – ALL FUNDS
2007-08 School Year



Source: Oklahoma State Department of Education

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III. STUDENT PERFORMANCE

ACHIEVEMENT TESTS

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

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

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

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

History of the Oklahoma School Testing Program

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

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

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

In 1999-2000 all norm-referenced testing was discontinued and the 11th grade criterion-referenced testing was diminished to Geography. In addition, requirements for schools to offer remediation and retesting to students performing poorly were removed from law.

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

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

In addition to changing test types, the OSTP has also been served by a number of testing companies since its inception. The norm-referenced portion of the testing program was provided by Riverside Publishing, through the 2000-01 school year. The initial four years of the CRT contract were carried out by Harcourt-Brace. CTB McGraw-Hill took over the CRT contract for 1998-99 and 1999-2000. During the 2000-01 school year OSTP contracted with Riverside Publishing for both the Iowa Test of Basic Skills (an NRT) and the CRTs including the EOI tests. Starting in 2001-2002, the CRT's and 3rd Grade NRT were supplied by Harcourt-Brace and the EOI tests by CTB McGraw-Hill. The CRT component was taken over by Data Recognition Corporation (DRC) in the 2005-06 school year.

From a policy-making standpoint, the Education Oversight Board has had ongoing concerns over the lack of stability in the OSTP. It can be observed that when the vendors supplying the CRT changed, scores changed as well (Figures 34 & 37). The first change in vendors was between school years 1997-98 and 1998-99 and test scores, for the most part, increased. However, when the testing vendor was again changed between school years 1999-2000 and 2000-01, scores dropped in most subject areas, with the drops in Math and Writing being substantial. Vendors were again changed between 2000-01 and 2001-02 and again scores generally dropped, with science and writing being substantial. When vendors changed between 2004-05 and 2005-06 scores increased. With program stabilization being the primary goal, the state may be well served by the formation of a freestanding body that would publicly oversee the future development, administration, growth, and cost of the OSTP.

Figure 31 shows the cost of the OSTP over the last 10 years. The OSTP cost $10.8 million to administer in 2007-08.

Figure 31
Yearly Cost for State Testing

FY-1998	$2.9 Million
FY-1999	$2.7 Million
FY-2000	$2.3 Million
FY-2001	$2.1 Million
FY-2002	$3.1 Million
FY-2003	$2.3 Million
FY-2004	$4.8 Million
FY-2005	$4.8 Million
FY-2006	$8.6 Million
FY-2007	$10.5 Million
FY-2008	$10.8 Million

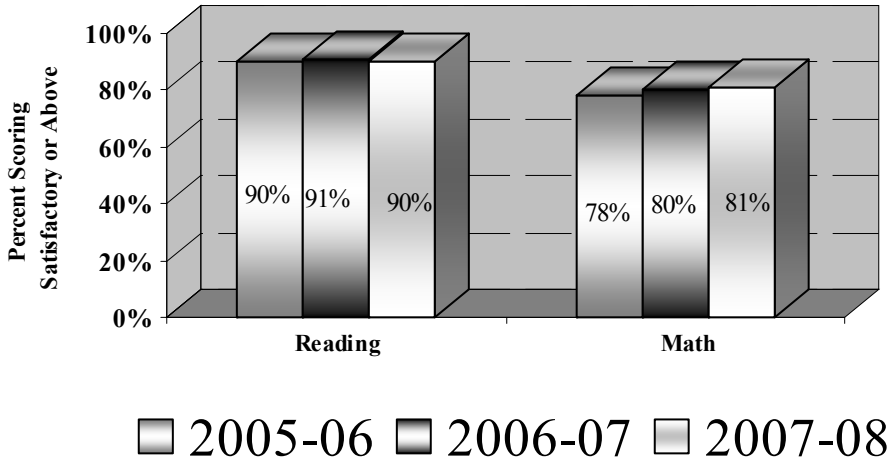
Data Source: State of Oklahoma Executive Budget, Oklahoma State Department of Education

Historically, students who had limited English proficiency (LEP) and/or students who had individualized education programs (IEP) (usually special education students) were exempt from testing. Some districts made it their policy to test all students, regardless of whether they were exempt, or not. This situation made it difficult to compare test scores from one district to the next. In 1998-99, for the first time ever, it was mandated that all students be tested and it followed that the results were released in three categories: 1) Traditional, 2) Alternative Education and 3) Special Education. Starting in 2002-03 student scores were released in a category labeled Regular Education which is Traditional and Alternative Education combined. Unless otherwise noted, the scores posted in *Profiles 2008* include only the results of Regular Education students. Also starting in 2002-03 students were broken into two fundamental categories, High Mobility and Non-High Mobility. In 2006-07, these terms were changed to Non-Full Academic Years (non-FAY) and Full Academic Year (FAY). Unless otherwise noted, the scores posted in *Profiles 2008* include only Full Academic Year students.

The Oklahoma Core Curriculum Test

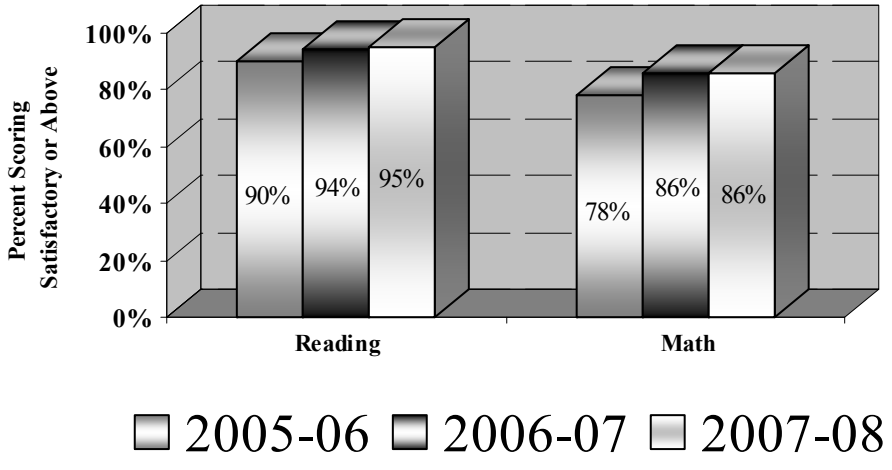
The Oklahoma Core Curriculum Test is a criterion-referenced test (CRT). Oklahoma law requires that the State Board of Education design CRTs that indicate whether students have achieved the competencies defined by PASS. Each student's performance is compared to a preset standard of expected achievement by subject at each grade level. The level of academic rigor that students must meet is established by the State Board of Education. The score of Satisfactory represents the competencies students are expected to have achieved. Performance for schools and districts is then reported by the percentage of students who have reached this level of academic achievement on the CRTs. Beginning in 1998-99, the State Department of Education began phasing in four levels of performance on the CRTs: Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory. In order to maintain comparability over time, however, the Office of Accountability will continue to report performance as the percentage of students who score Satisfactory and above (Figures 32 through 71).

Figure 32
3rd Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Satisfactory and Above
(Regular Education Full Academic Year Students Only)



Data Source: Oklahoma State Department of Education

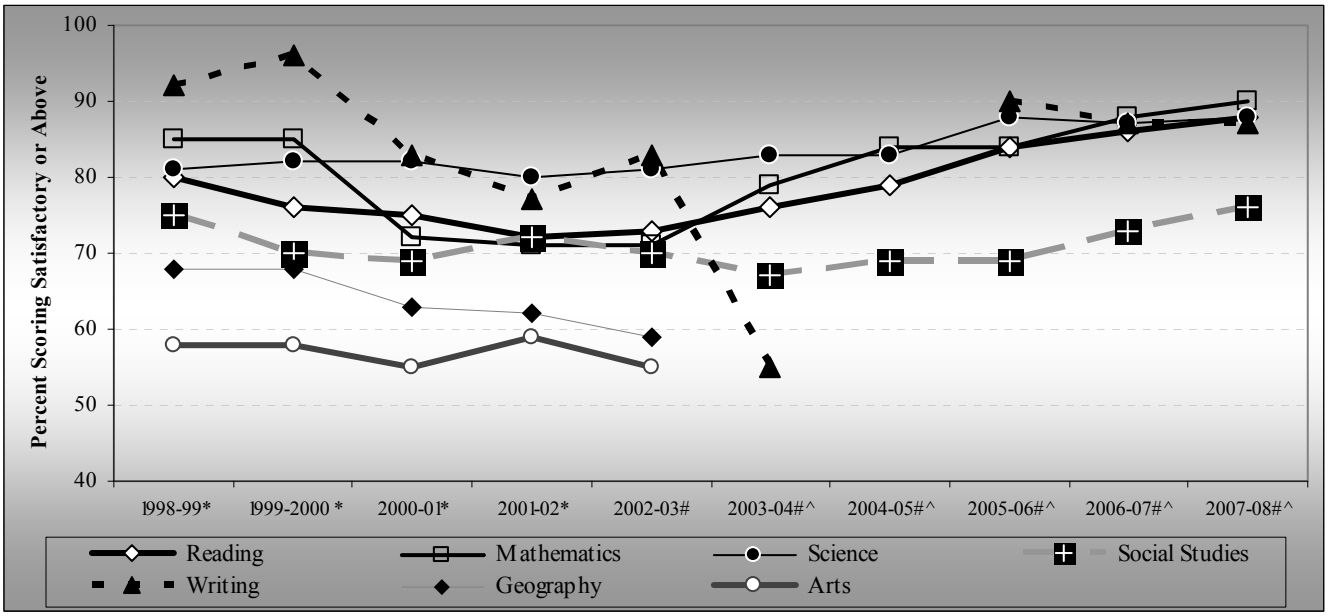
Figure 33
4th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Satisfactory and Above
(Regular Education Full Academic Year Students Only)



Data Source: Oklahoma State Department of Education

Figure 34
5th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Satisfactory and Above by Subject and Year

(Regular Education Full Academic Year Students Only)

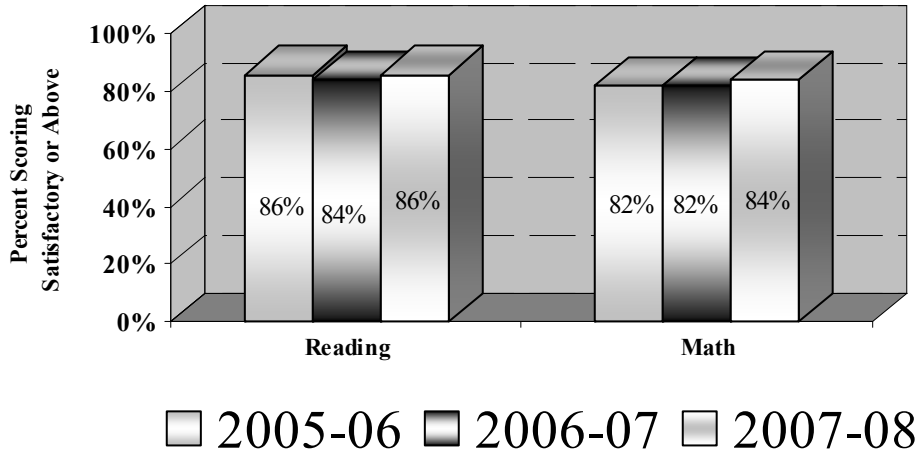


Subject Area	1998-99*	1999-2000*	2000-01*	2001-02*	2002-03#	2003-04#^	2004-05#^	2005-06#^	2006-07#^	2007-08#^
Reading	80%	76%	75%	72%	73%	76%	79%	84%	86%	88%
Mathematics	85%	85%	72%	71%	71%	79%	84%	84%	88%	90%
Science	81%	82%	82%	80%	81%	83%	83%	88%	87%	88%
Social Studies	75%♦	70%♦	69%♦	72%♦	70%♦	67%	69%	69%	73%	76%
Writing	92%	96%	83%	77%	83%	55%	Not Tested	90%	87%	87%
Geography	68%	68%	63%	62%	59%	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested
Arts	58%	58%	55%	59%	55%	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested

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

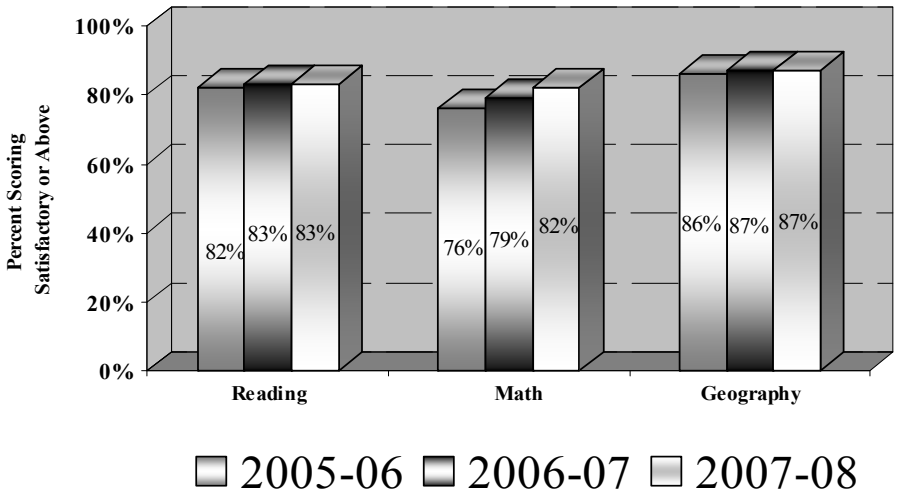
Data Source: Oklahoma State Department of Education

Figure 35
6th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Satisfactory and Above
(Regular Education Full Academic Year Students Only)



Data Source: Oklahoma State Department of Education

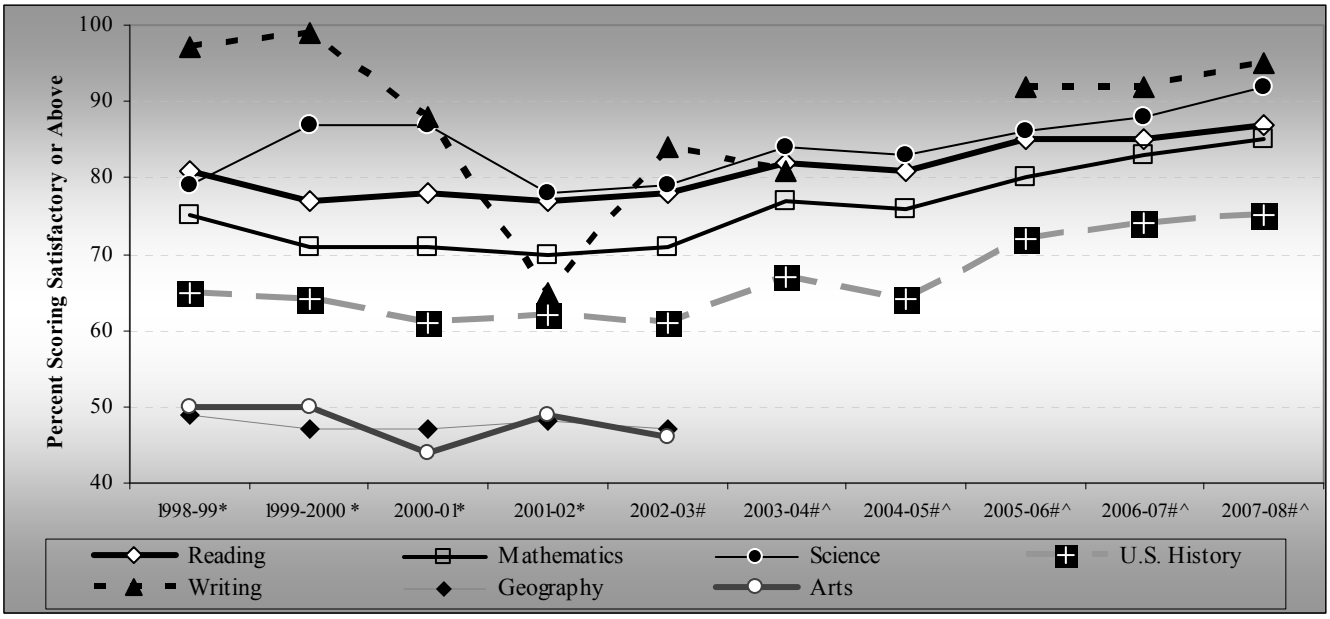
Figure 36
7th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Satisfactory and Above
(Regular Education Full Academic Year Students Only)



Data Source: Oklahoma State Department of Education

Figure 37
8th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Satisfactory and Above
by Subject and Year

(Regular Education Full Academic Year Students Only)



Subject Area	1998-99*	1999-2000*	2000-01*	2001-02*	2002-03#	2003-04#^	2004-05#^	2005-06#^	2006-07#^	2007-08#^
Reading	81%	77%	78%	77%	78%	82%	81%	85%	85%	87%
Mathematics	75%	71%	71%	70%	71%	77%	76%	80%	83%	85%
Science	79%	87%	87%	78%	79%	84%	83%	86%	88%	92%
U.S. History	65%	64%	61%	62%	61%	67%	64%	72%	74%	75%
Writing	97%	99%	88%	65%	84%	81%	Not Tested	92%	92%	95%
Geography	49%	47%	47%	48%	47%	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested
Arts	50%	50%	44%	49%	46%	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested

Note: Double Line indicates a change in testing company. * Results are posted for "Traditional" students only.
Results are posted for "Regular Education" students only (Traditional plus Alternative Education).
^ Results are posted for "Full Academic Year" students only.

Data Source: Oklahoma State Department of Education

CRT Results by Race and Gender

The scores, when viewed in their aggregate format, are encouraging. The bulk of students across the state are performing fairly well on the state's standardized tests. However, when analyzed by racial sub-group, a much different picture emerges. Figures 38 and 39 look at student performance on the CRTs for the 5th and 8th grade by race. The results of 5th and 8th grade are used because those grades have the most complete battery of tests administered through the OSTP.

These graphs are significant because of the relative difference in performance that exists between each of the racial sub-groups. This phenomenon is referred to as the performance gap and can be observed in the results of the other grades tested as part the OSTP as well as other performance indicators displayed in this report. It is this performance gap that educators and policymakers are working so hard to narrow.

The performance gap between African American students and all students is significant and varies greatly by subject. The gap in writing is only seven and five percentage points for 5th and 8th grade respectively but 22 percentage points for 5th grade social studies and 19 percentage points for 8th grade history.

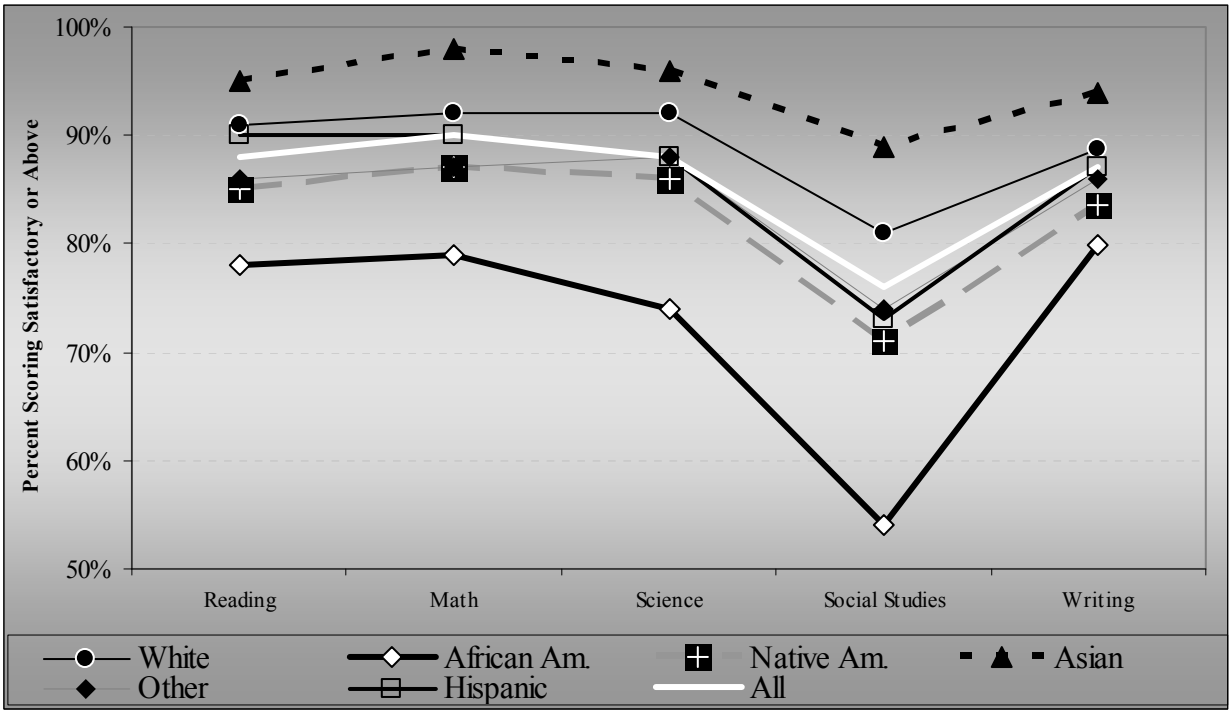
CRT Results by County

Figures 40 through 58 show the 2007-08 results of the CRT in the areas of Reading and Math for grades 3 through 8 by county along with 5th grade science, social studies, and writing; 7th grade geography; and 8th grade science U.S. History and writing. The maps show a generalized geographical trend in student performance that parallels the general socioeconomics of the state, especially in upper grades. The maps in the COMMUNITY CHARACTERISTICS section (Figures 4 through 17) show that, for the most part, the highest socioeconomic conditions in the state exist in the northwest and the socioeconomic conditions in the southeast are generally lower. While there are exceptions, CRT results also show a similar regional pattern. Generally, higher CRT scores are found in the northwest quadrant of the state and lower scores are found in the southeast quadrant of the state. Schools must operate in the communities that they serve, so this is not an unexpected finding. This general trend also bears out in many of the STUDENT PERFORMANCE maps found later in this section.

The socioeconomic conditions within a given community have a profound impact on student learning. The *Profiles Report* series is designed to help districts improve the educational delivery process while working within the socioeconomic constraints of their community. The community grouping model described near the end of the COMMUNITY CHARACTERISTICS section of this document (Figure 18) clusters districts by the size of their enrollment and the general economic conditions in the community they serve. Using these peer groupings, educators can look to districts in their "community group" for educational delivery techniques that work in their particular socioeconomic environment and adopt those proven strategies in their own district.

Figure 38
5th Grade Results
CRT by Race
Percent Scoring Satisfactory and Above
2007-08

(Regular Education Full Academic Year Students Only)

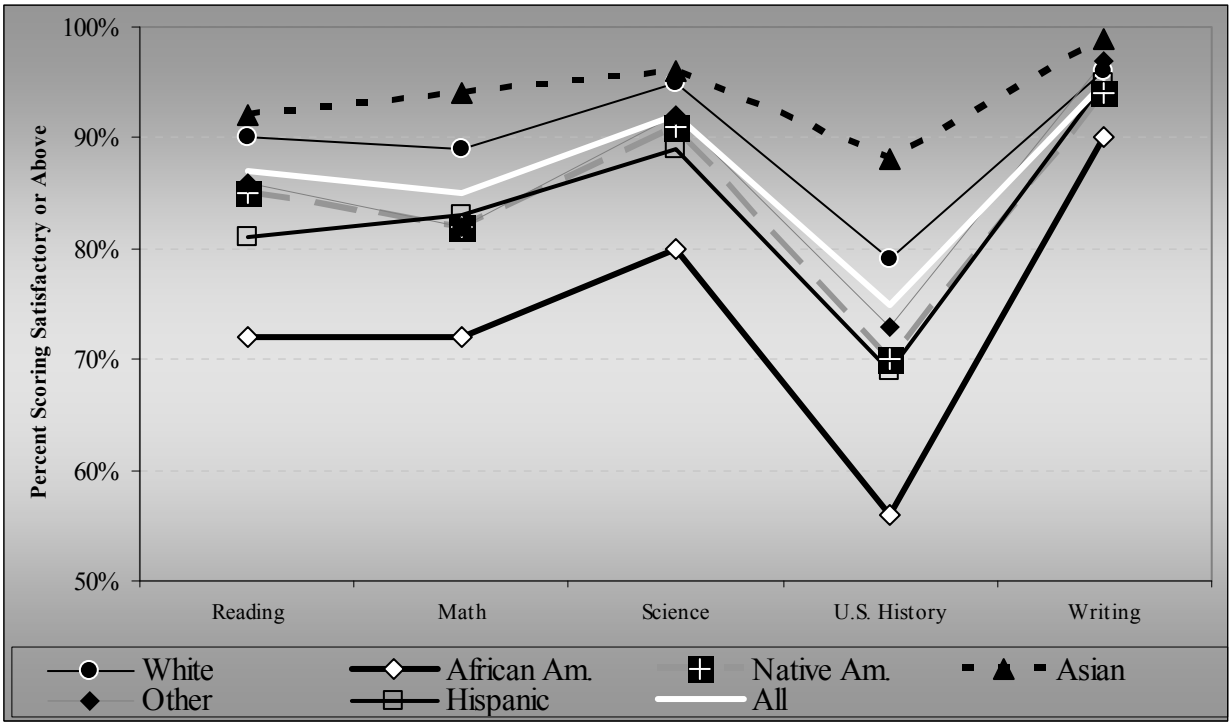


	Reading	Math	Science	Social Studies	Writing
Male	86%	90%	89%	77%	82%
Female	90%	89%	88%	74%	91%
White	91%	92%	92%	81%	89%
African Am.	78%	79%	74%	54%	80%
Native Am.	85%	87%	86%	71%	84%
Asian	95%	98%	96%	89%	94%
Other	86%	87%	88%	74%	86%
Hispanic	90%	90%	88%	73%	87%
All	88%	90%	88%	76%	87%

Data source: Oklahoma State Department of Education

Figure 39
8th Grade Results
CRT by Race
Percent Scoring Satisfactory and Above
2007-08

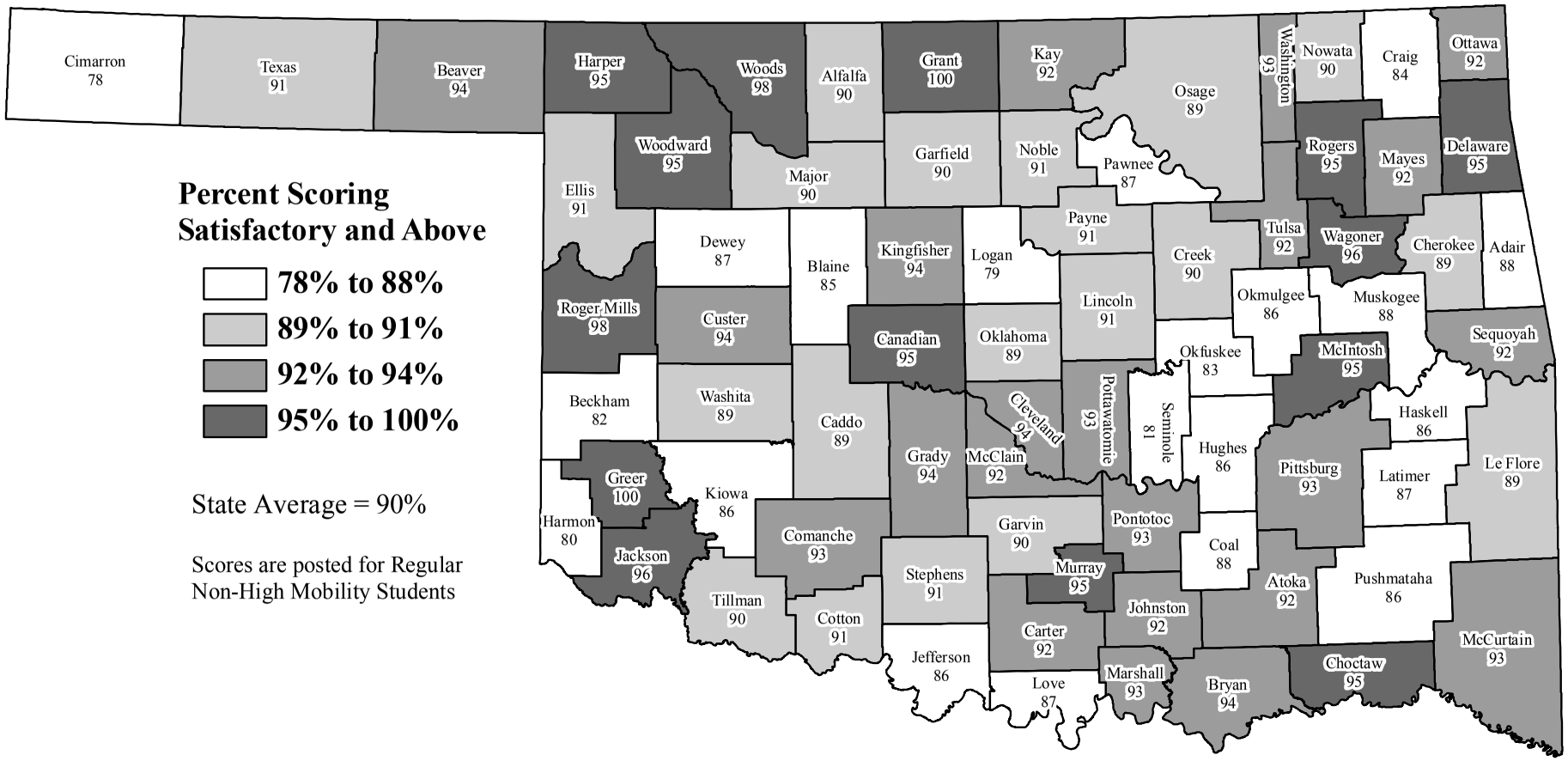
(Regular Education Full Academic Year Students Only)



	Reading	Math	Science	U.S. History	Writing
Male	87%	86%	92%	78%	93%
Female	87%	85%	92%	71%	98%
White	90%	89%	95%	79%	96%
African Am.	72%	72%	80%	56%	90%
Native Am.	85%	82%	91%	70%	94%
Asian	92%	94%	96%	88%	99%
Other	86%	82%	92%	73%	97%
Hispanic	81%	83%	89%	69%	95%
All	87%	85%	92%	75%	95%

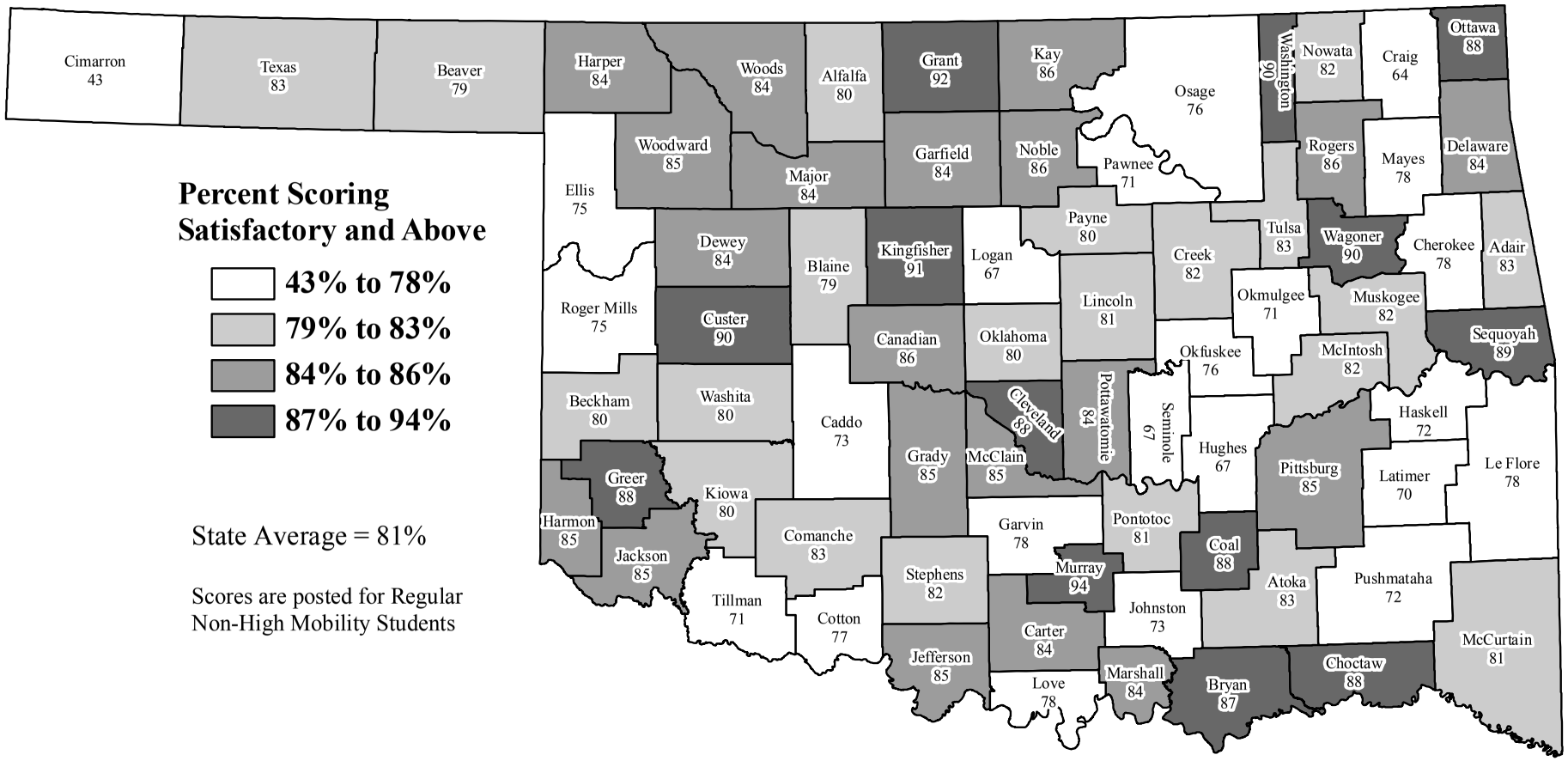
Data source: Oklahoma State Department of Education

Figure 40
3rd GRADE CRT – READING SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



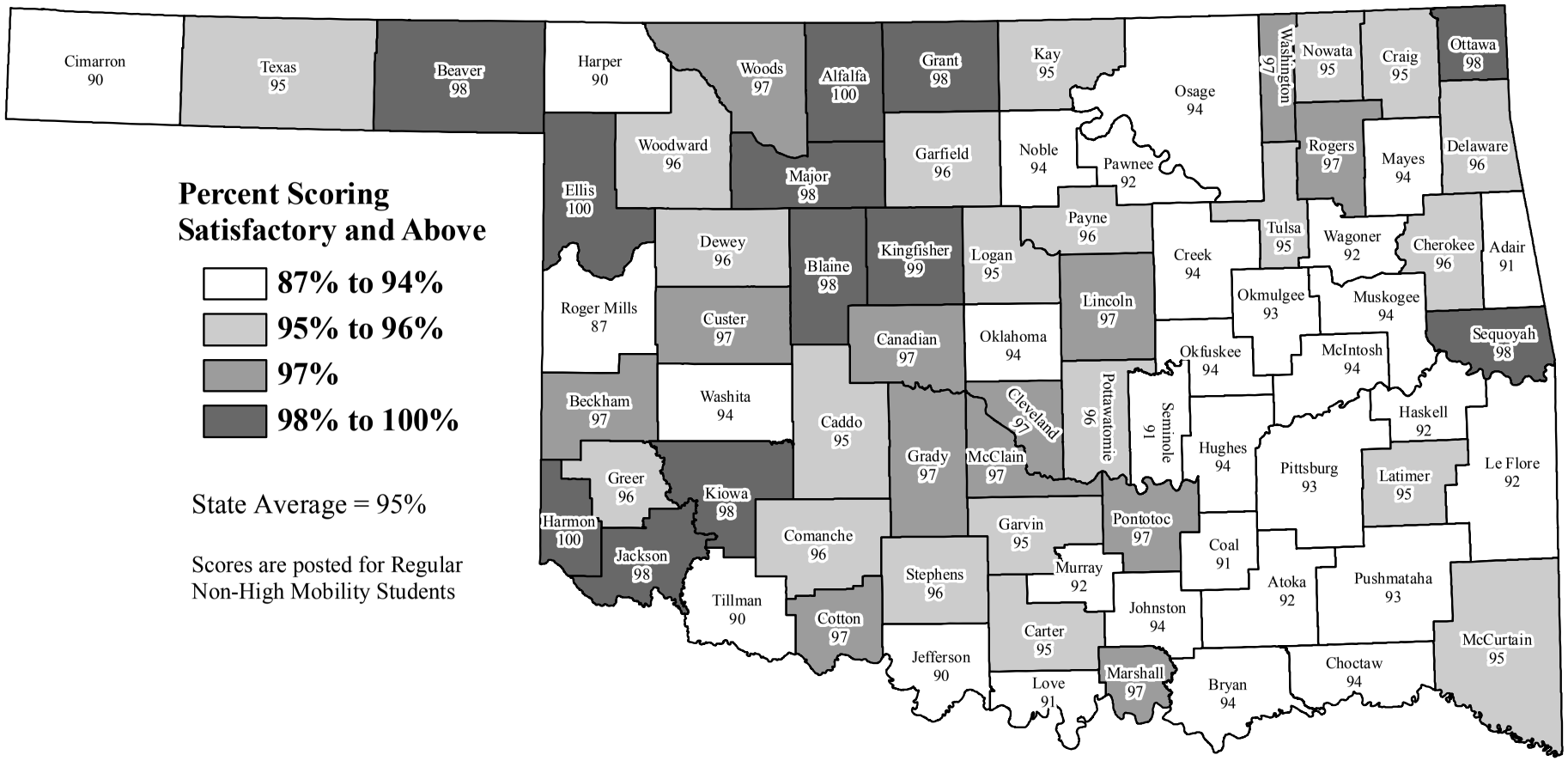
Source: Oklahoma State Department of Education

Figure 41
3rd GRADE CRT – MATH SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



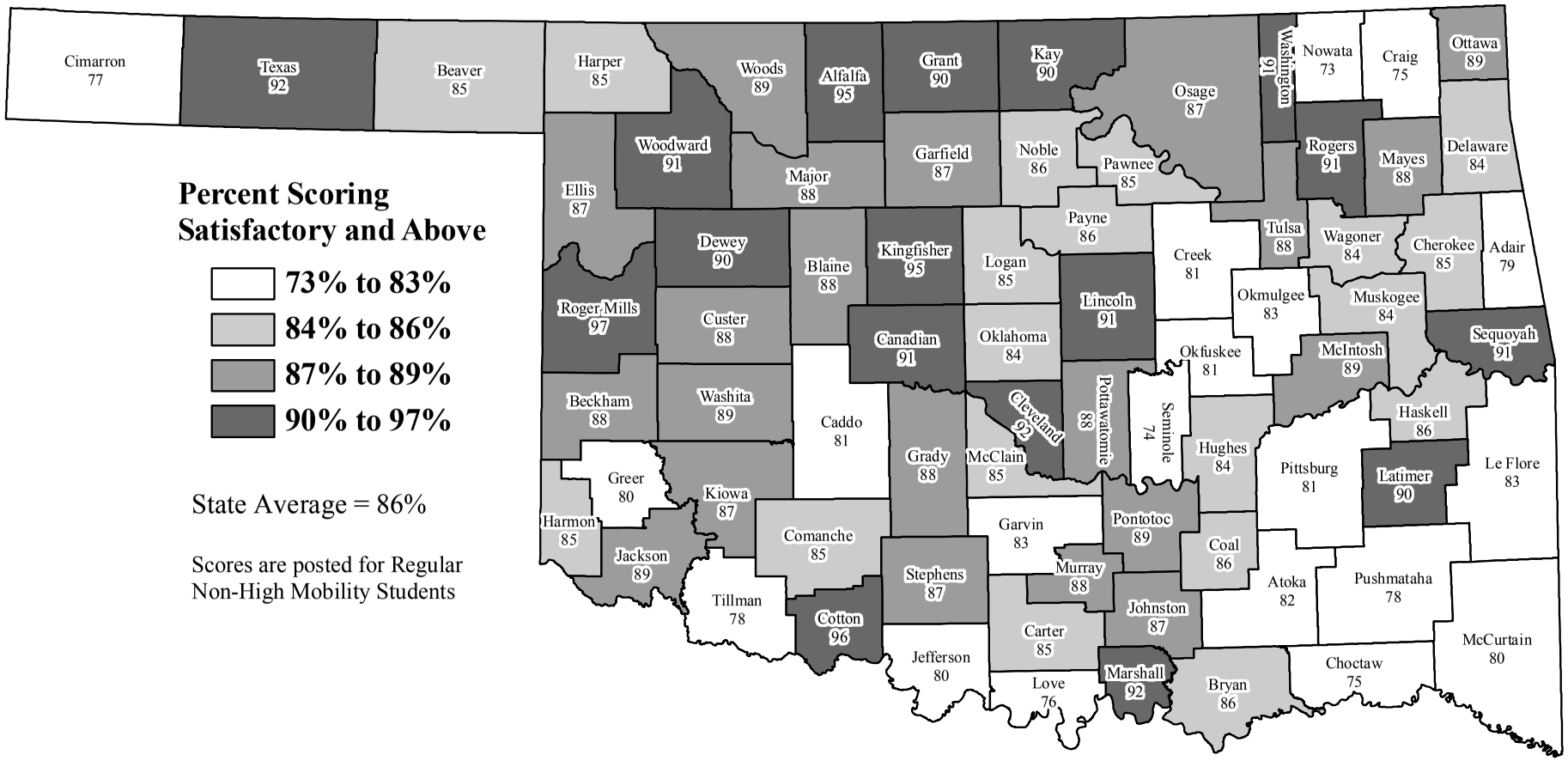
Source: Oklahoma State Department of Education

Figure 42
4th GRADE CRT – READING SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



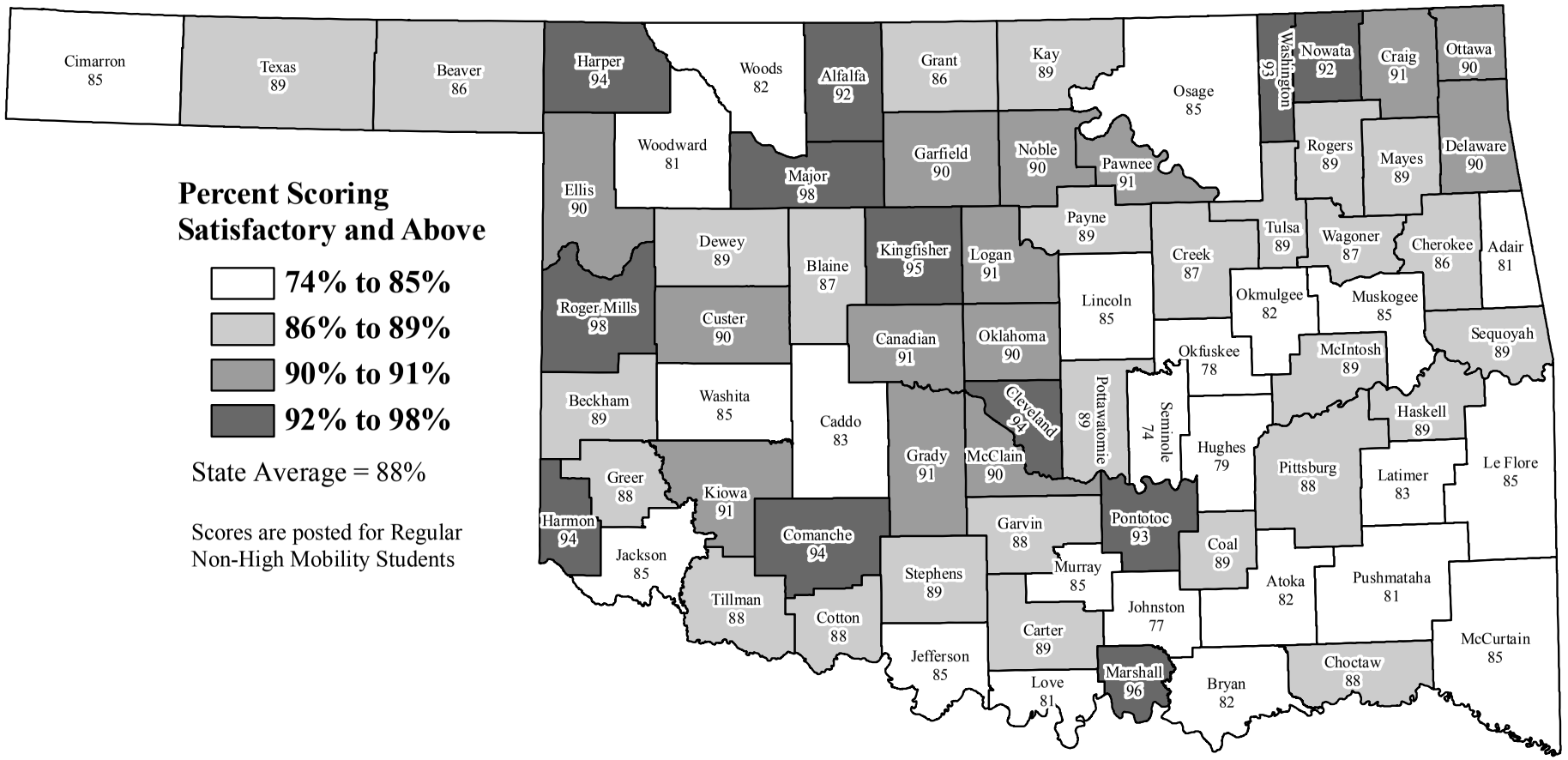
Source: Oklahoma State Department of Education

Figure 43
4th GRADE CRT – MATH SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



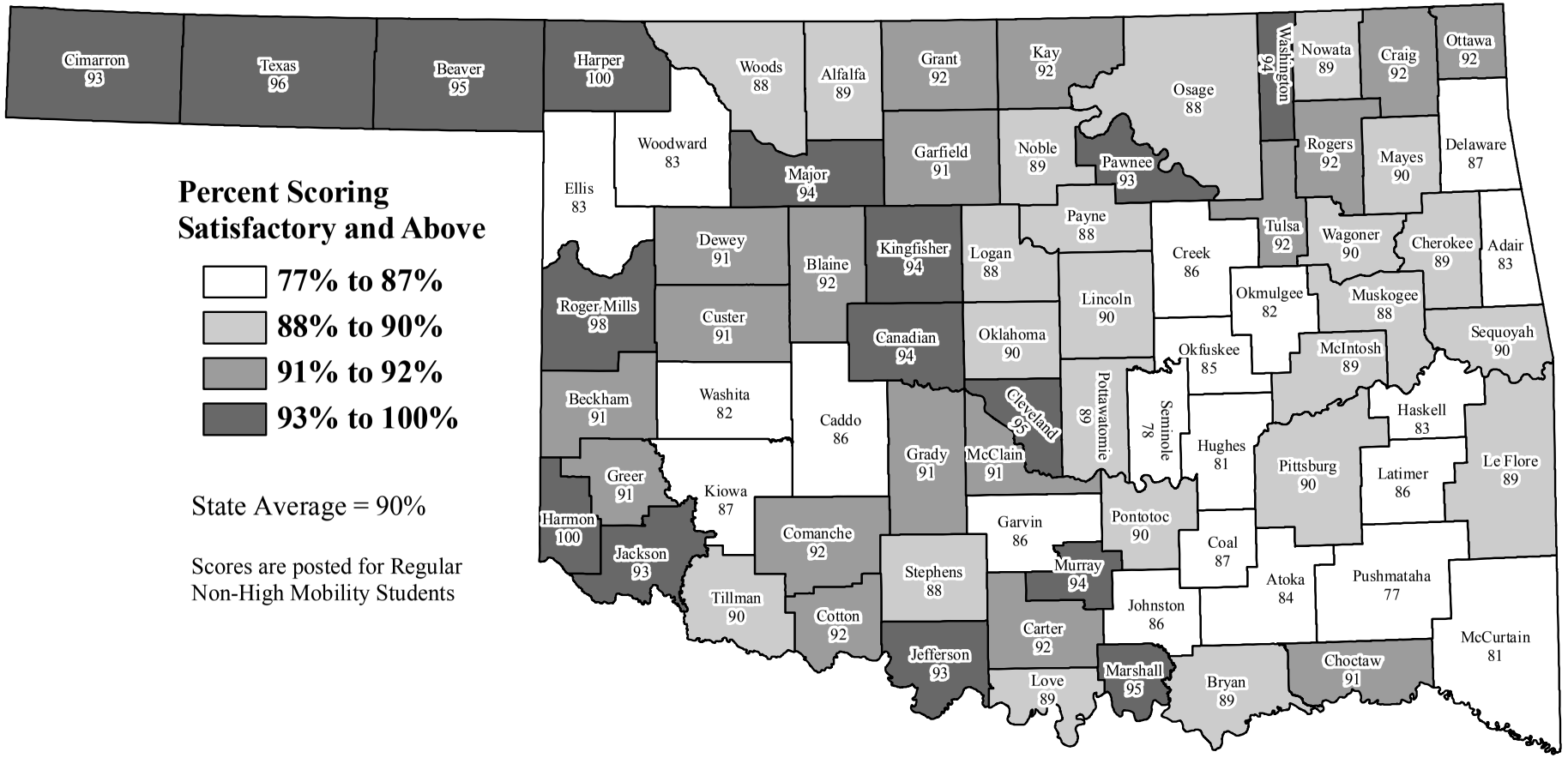
Source: Oklahoma State Department of Education

Figure 44
5th GRADE CRT – READING SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



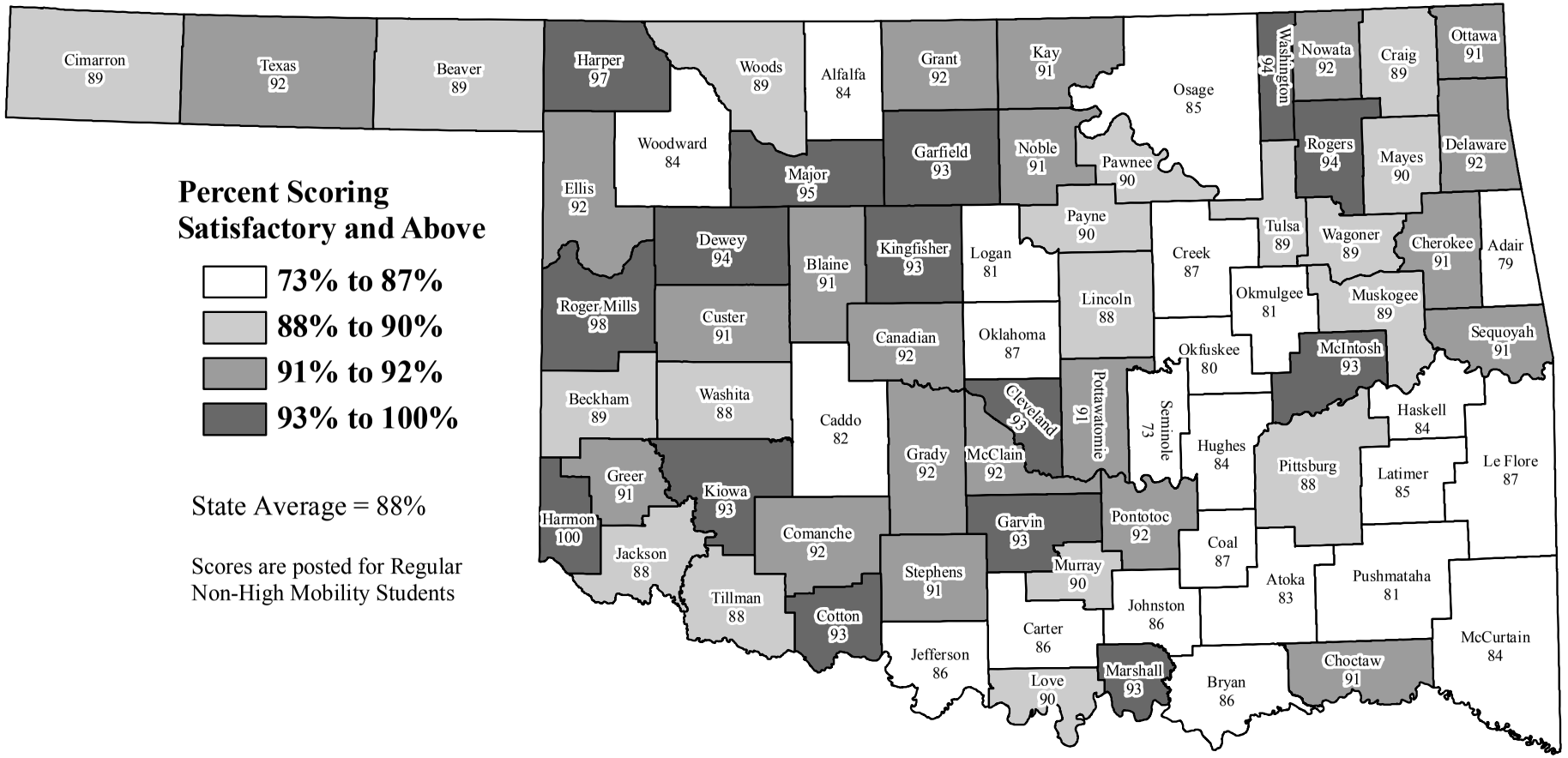
Source: Oklahoma State Department of Education

Figure 45
5th GRADE CRT – MATH SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



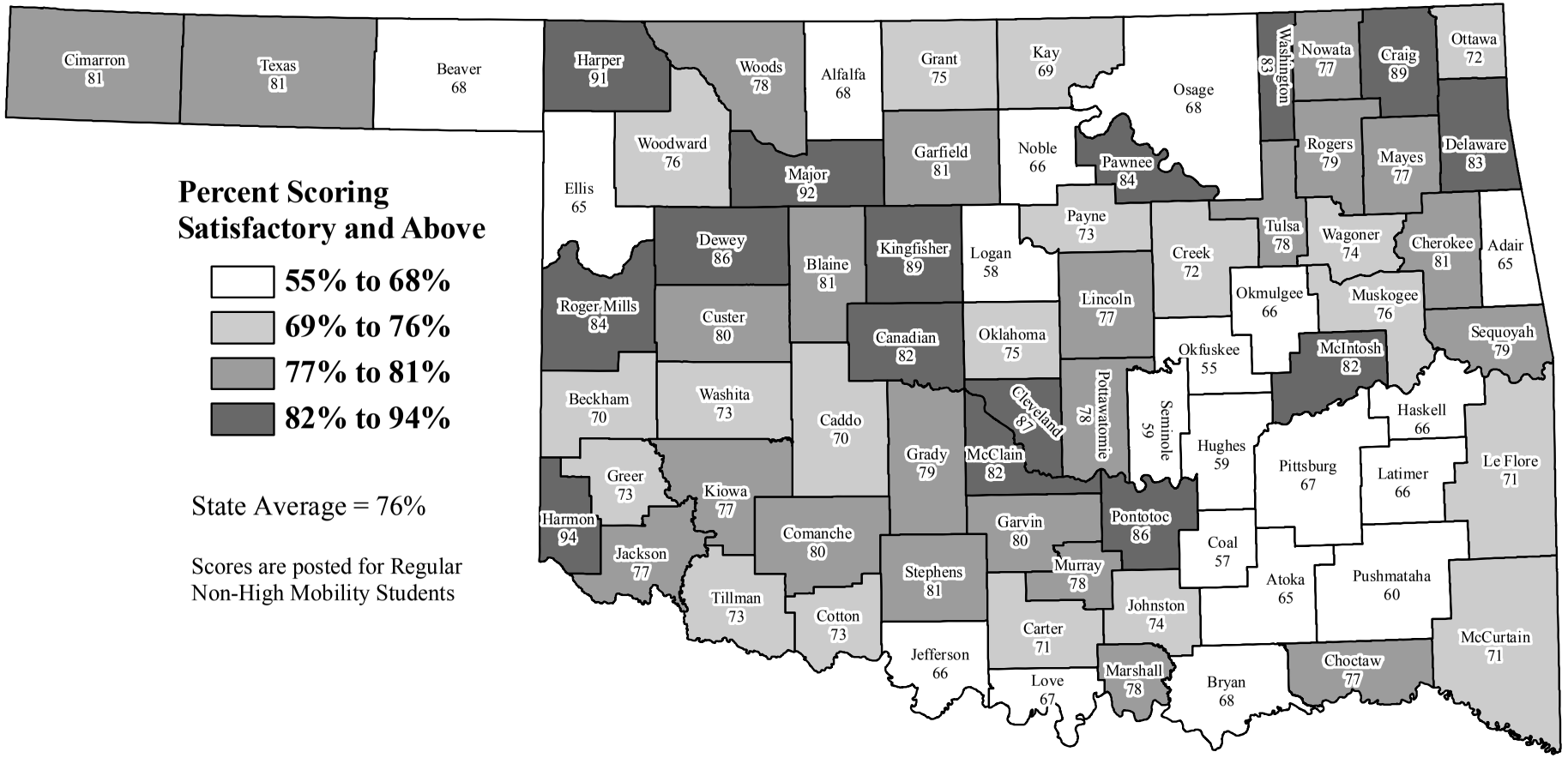
Source: Oklahoma State Department of Education

Figure 46
5th GRADE CRT – SCIENCE SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



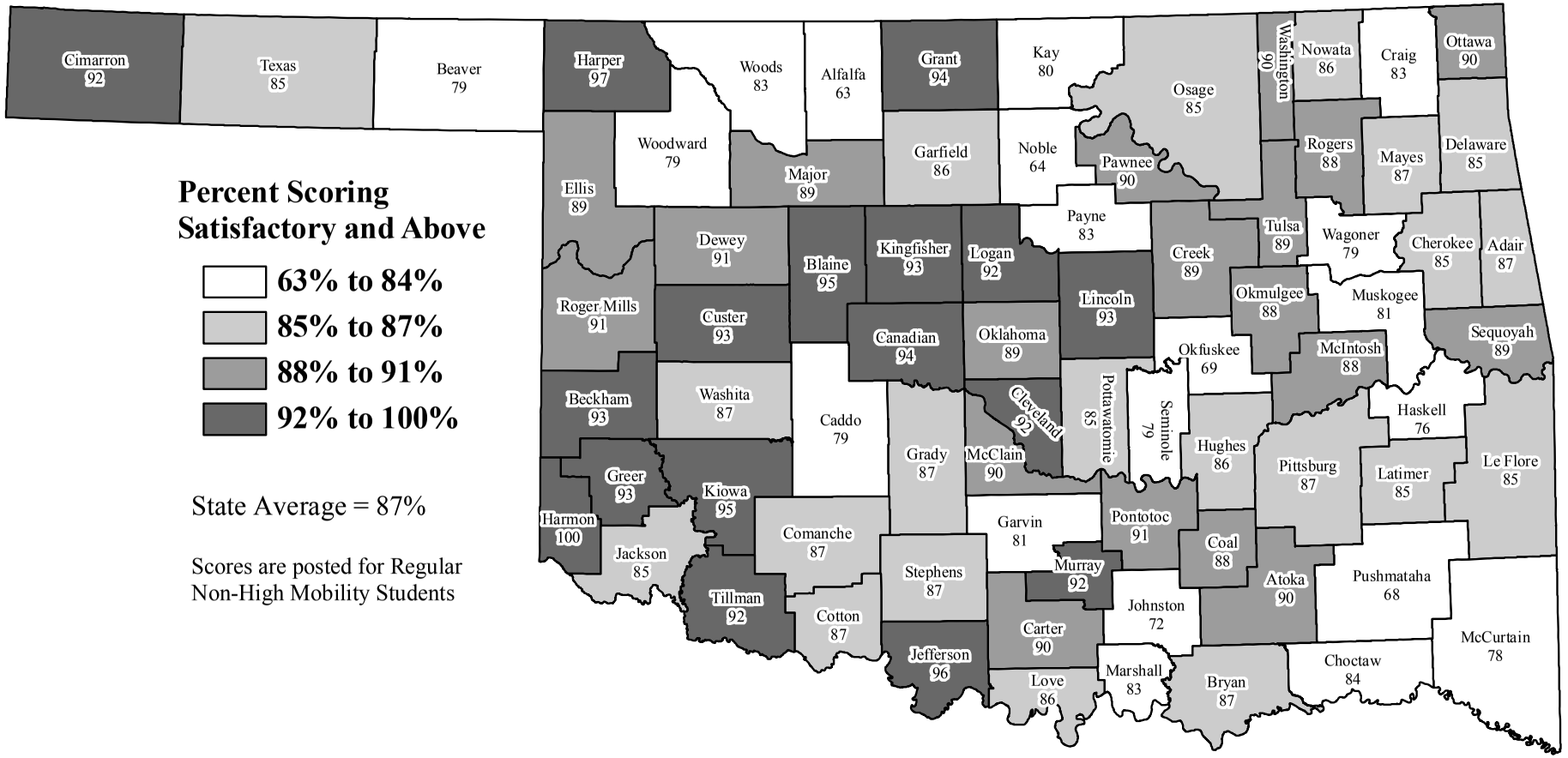
Source: Oklahoma State Department of Education

Figure 47
5th GRADE CRT – SOCIAL STUDIES SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



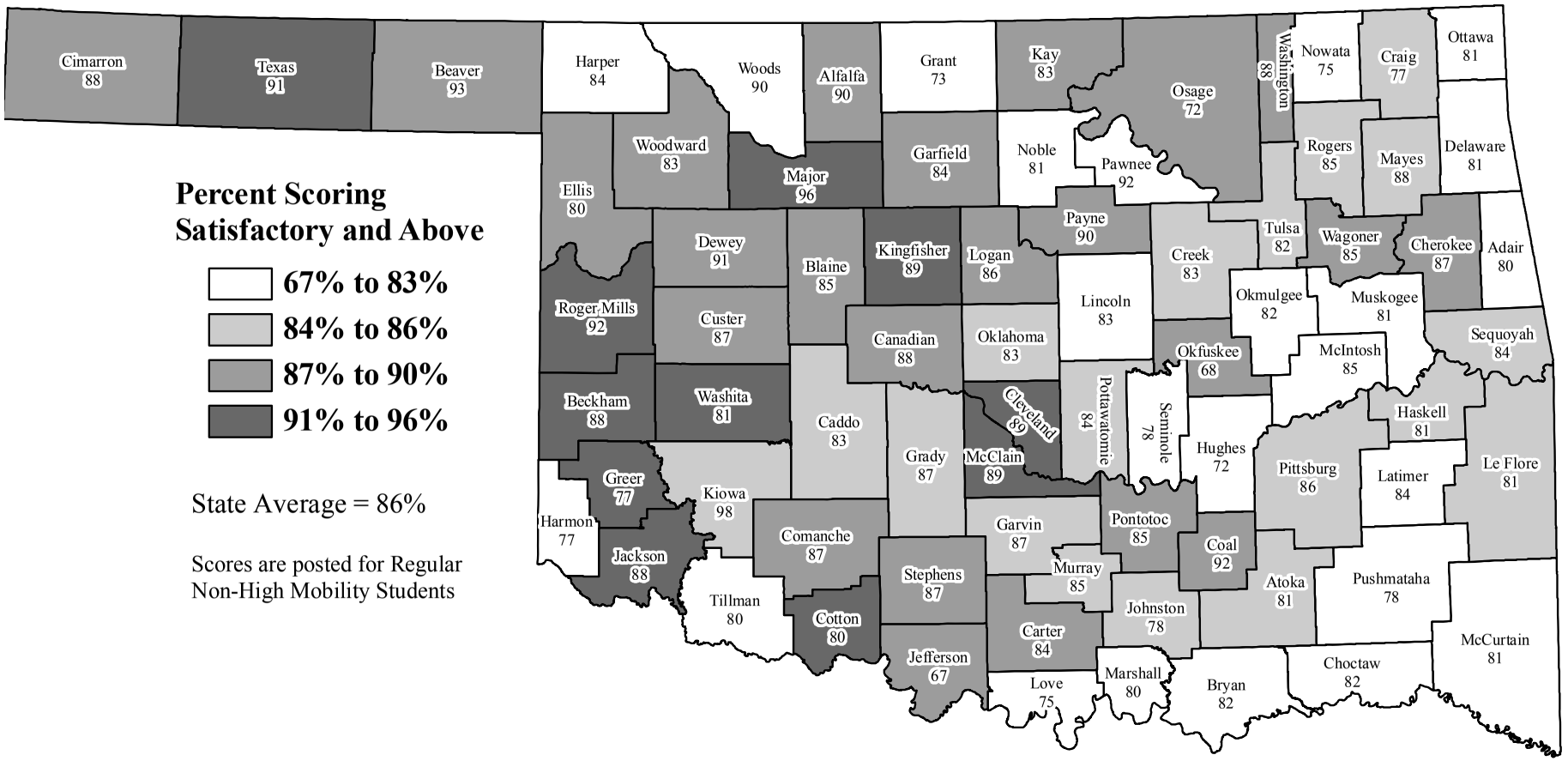
Source: Oklahoma State Department of Education

Figure 48
5th GRADE CRT – WRITING SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



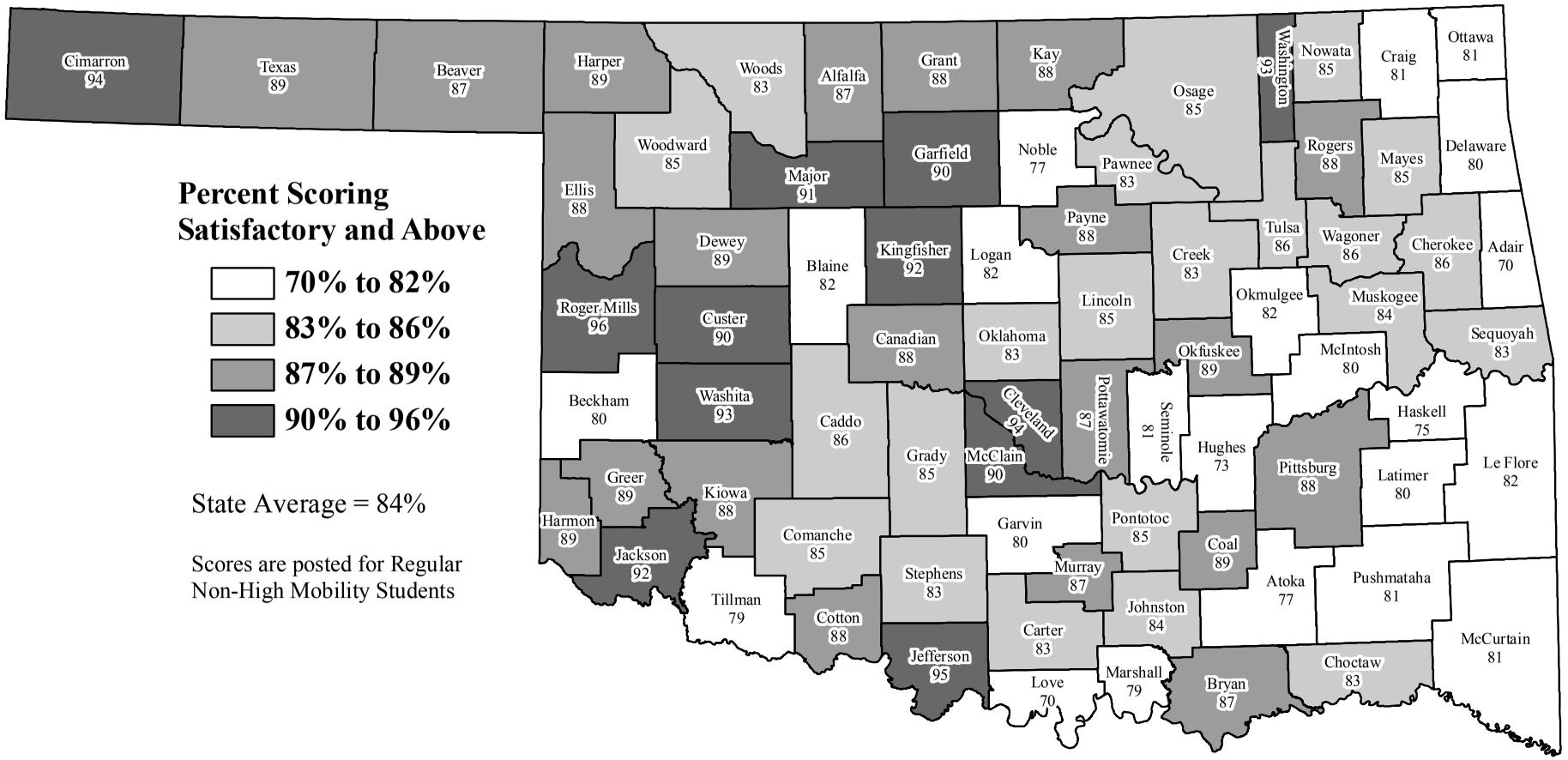
Source: Oklahoma State Department of Education

Figure 49
6th GRADE CRT – READING SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



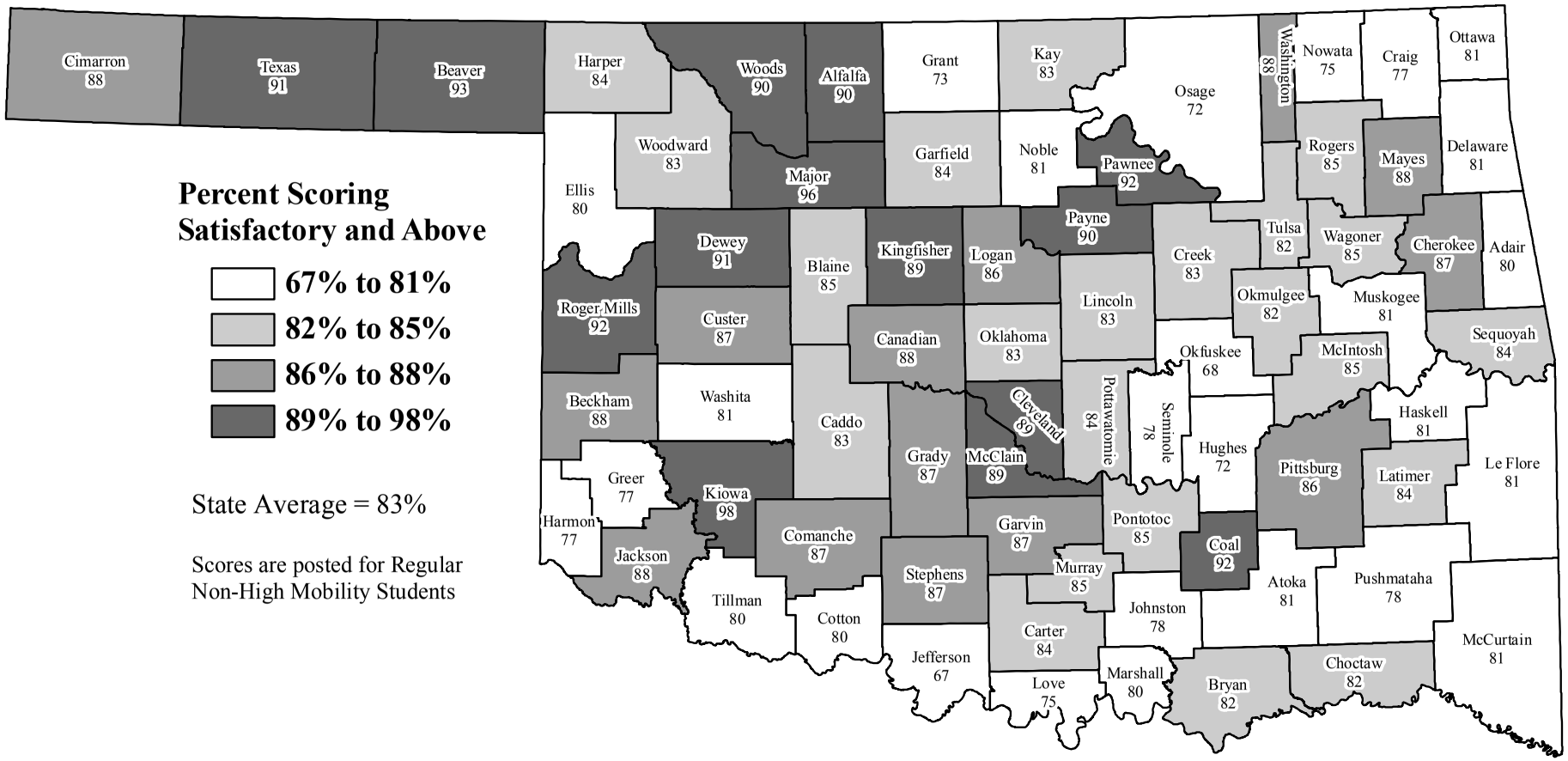
Source: Oklahoma State Department of Education

Figure 50
6th GRADE CRT – MATH SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



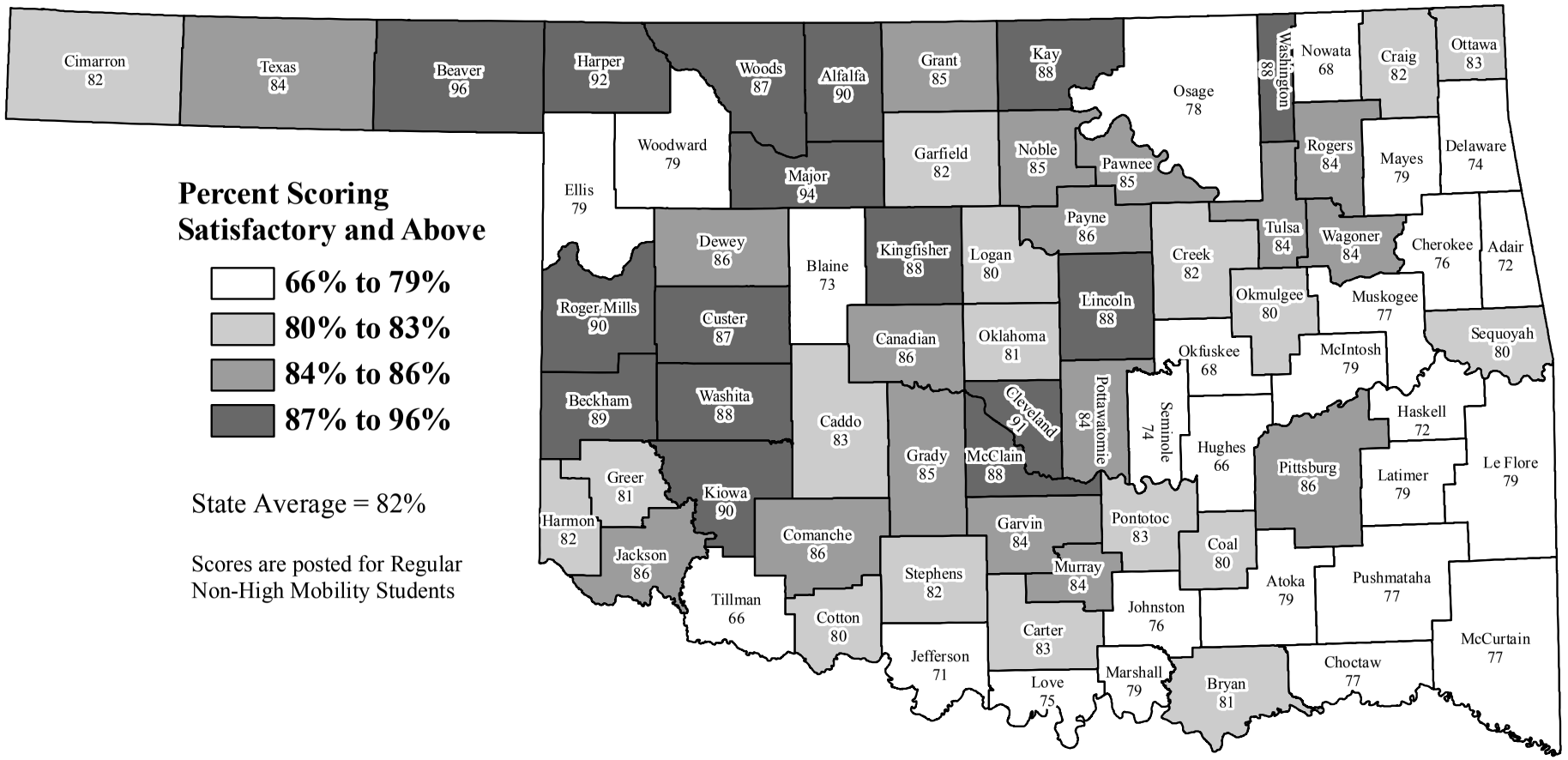
Source: Oklahoma State Department of Education

Figure 51
7th GRADE CRT – READING SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



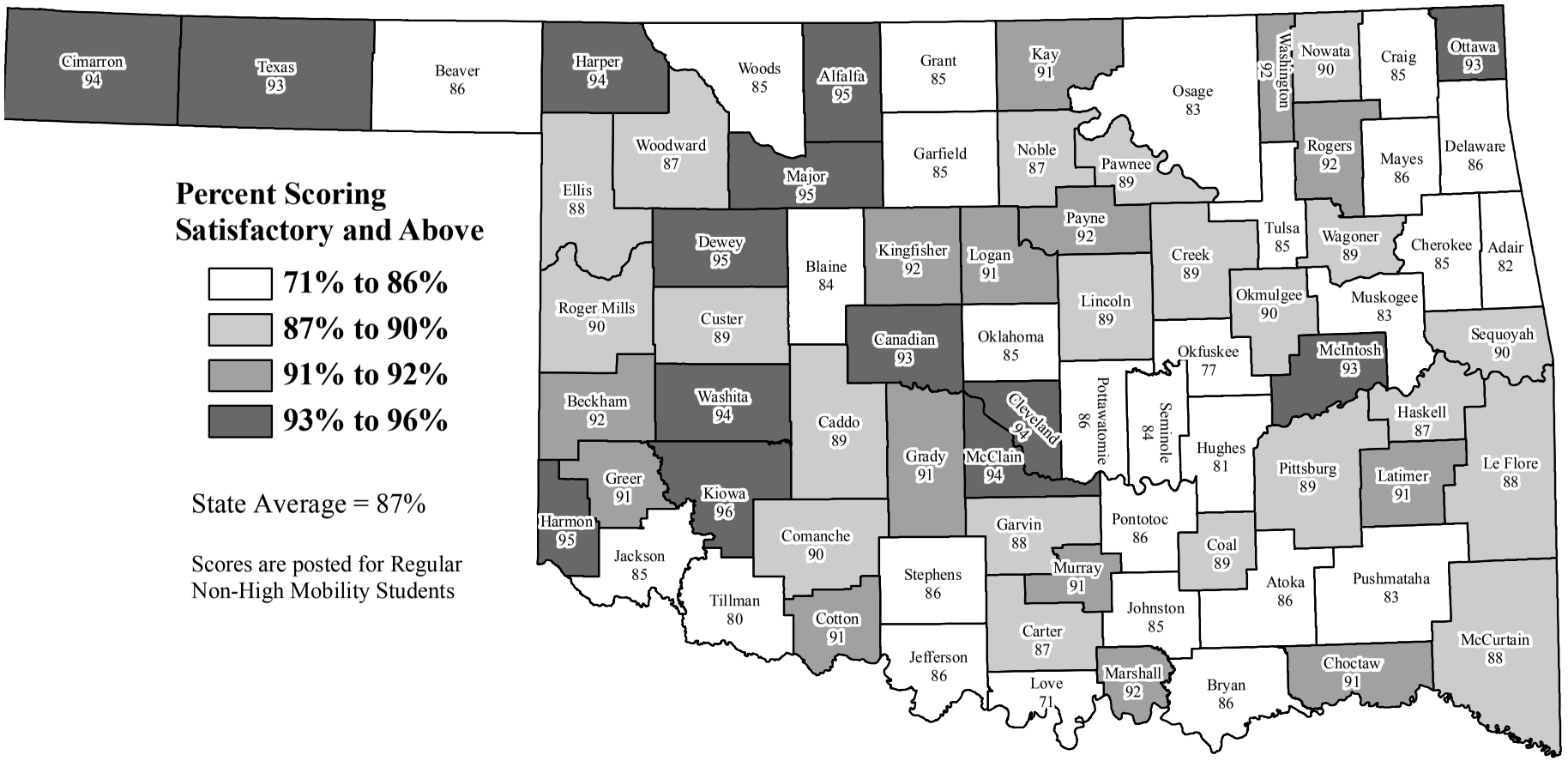
Source: Oklahoma State Department of Education

Figure 52
7th GRADE CRT – MATH SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



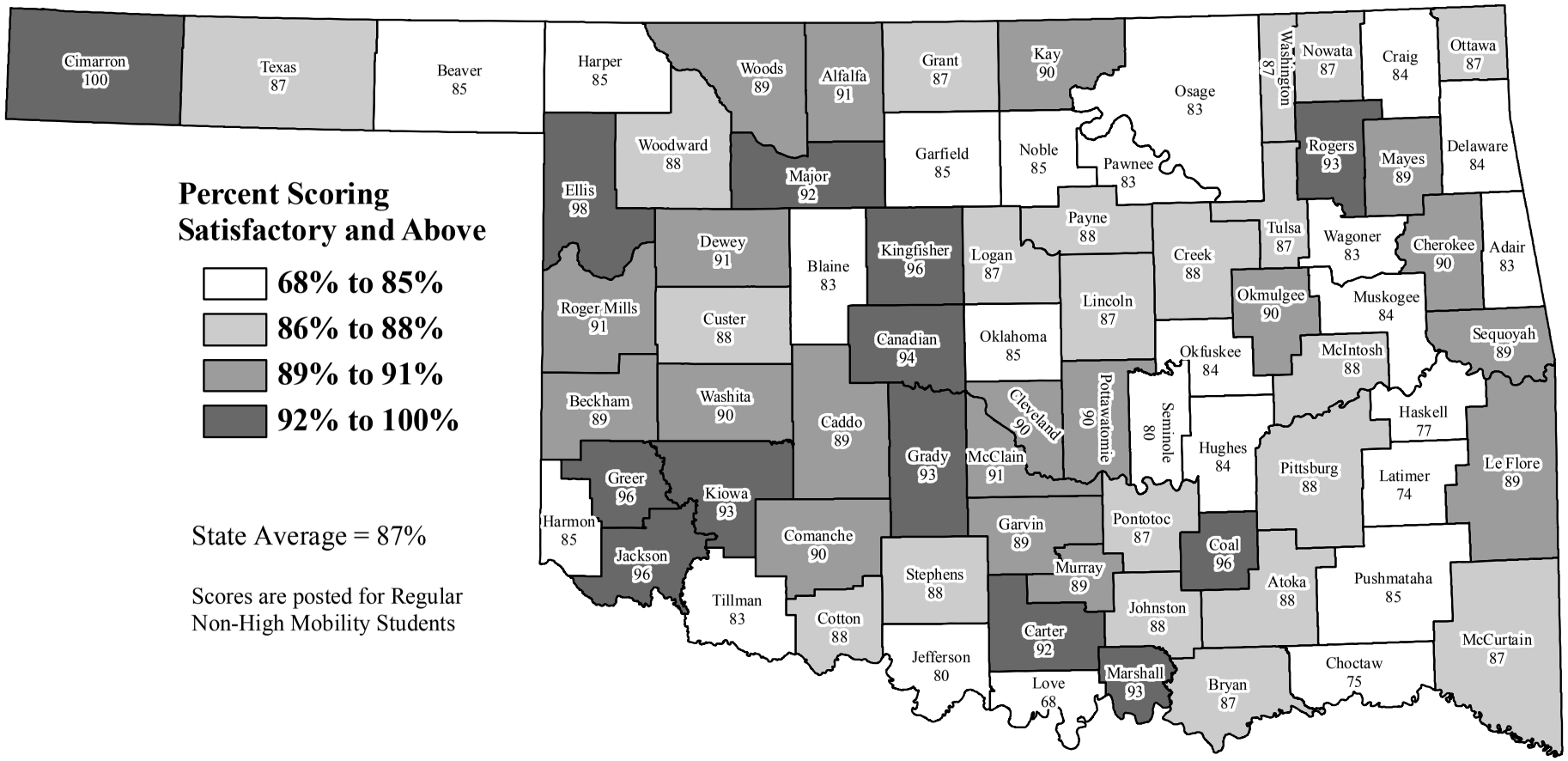
Source: Oklahoma State Department of Education

Figure 53
7th GRADE CRT – GEOGRAPHY SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



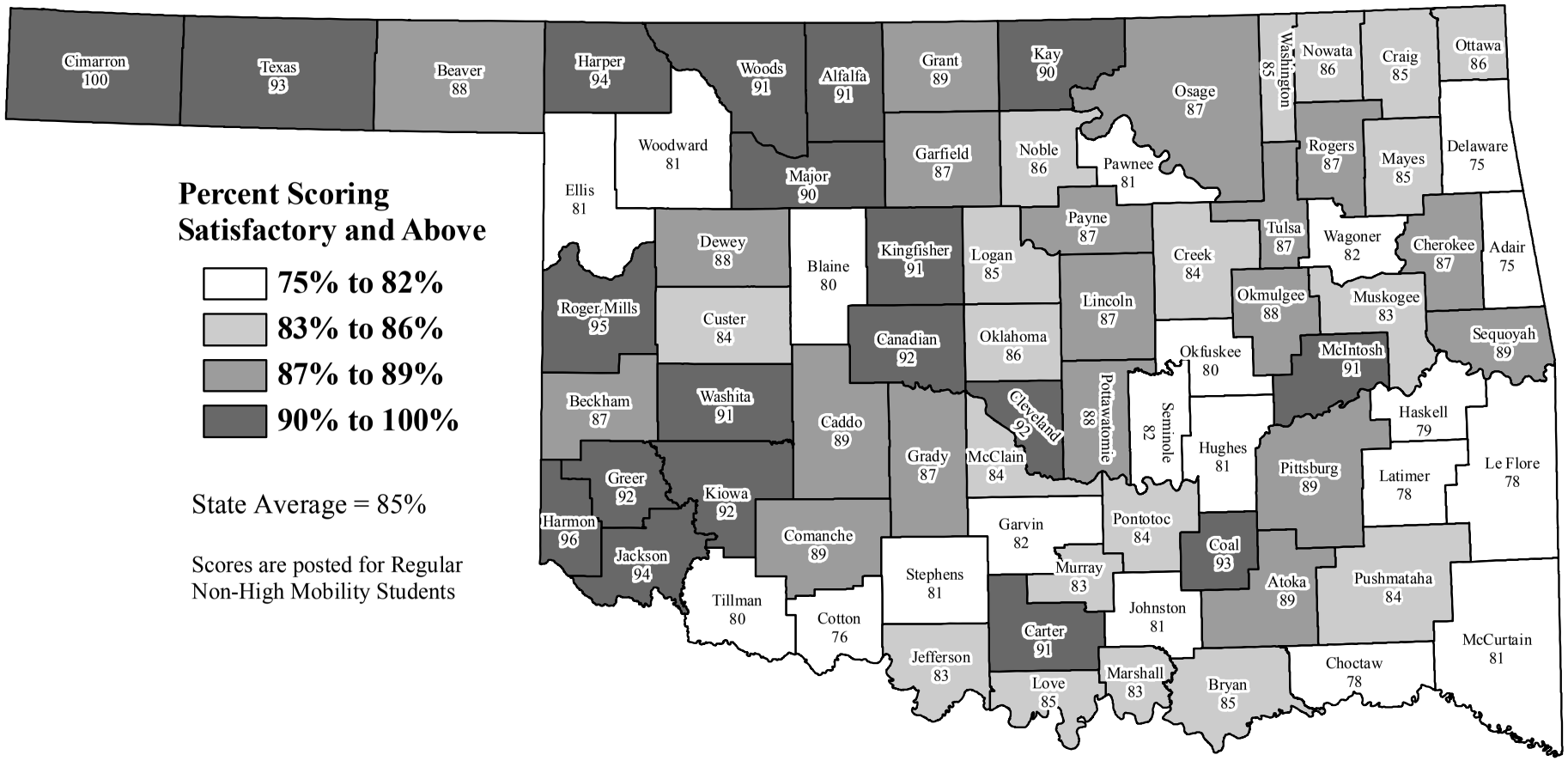
Source: Oklahoma State Department of Education

Figure 54
8th GRADE CRT – READING SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



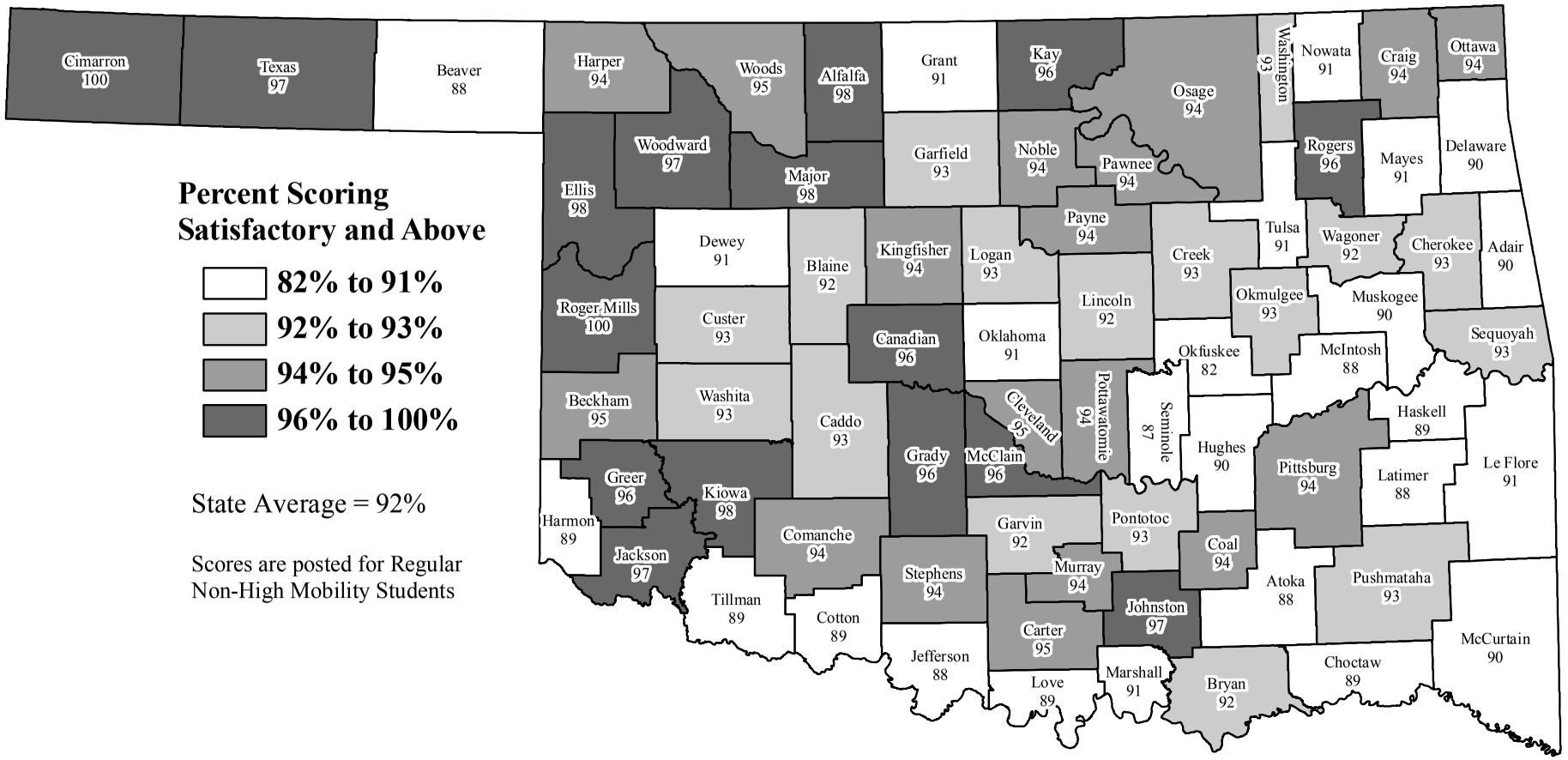
Source: Oklahoma State Department of Education

Figure 55
8th GRADE CRT – MATH SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



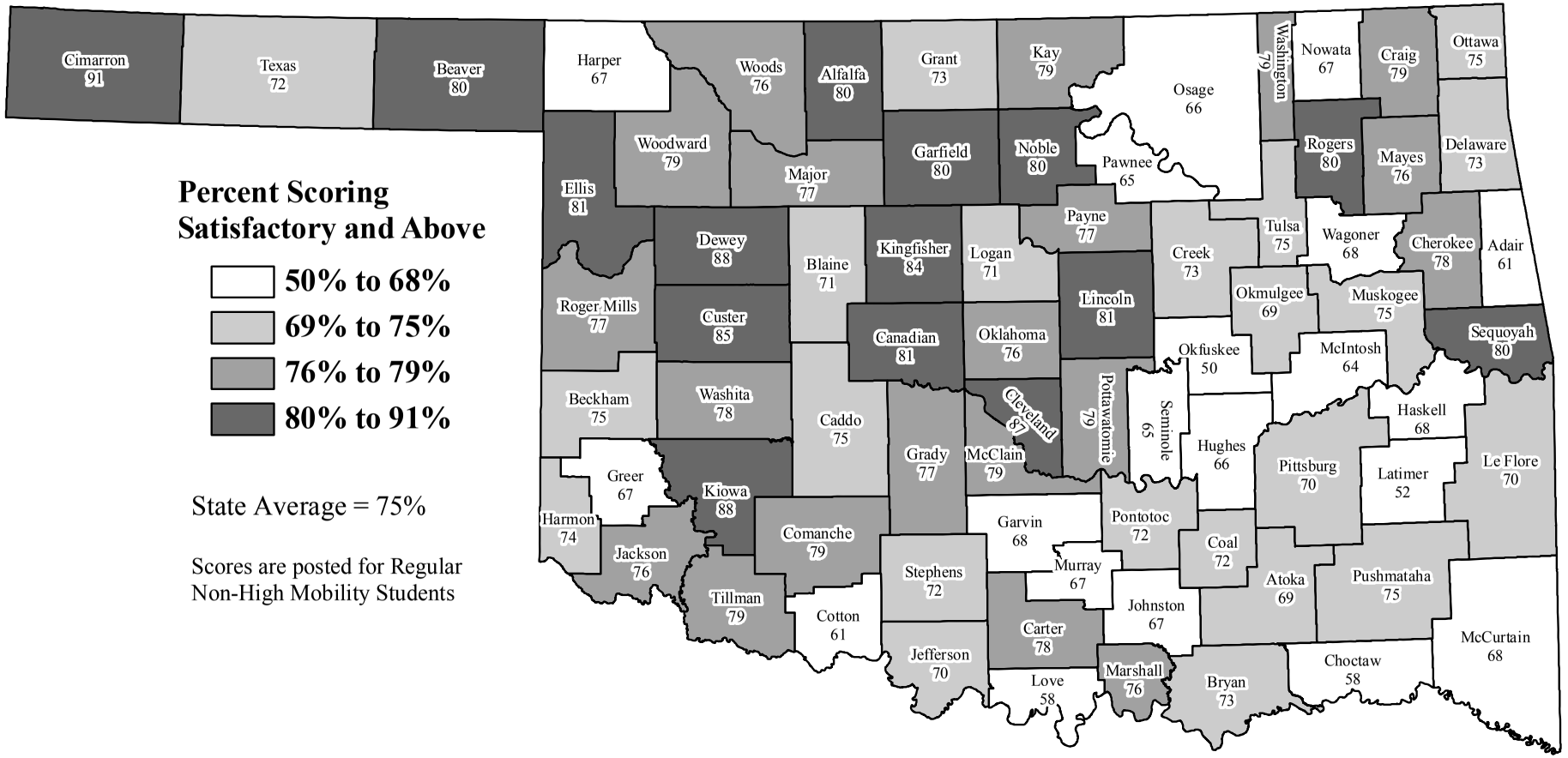
Source: Oklahoma State Department of Education

Figure 56
8th GRADE CRT – SCIENCE SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



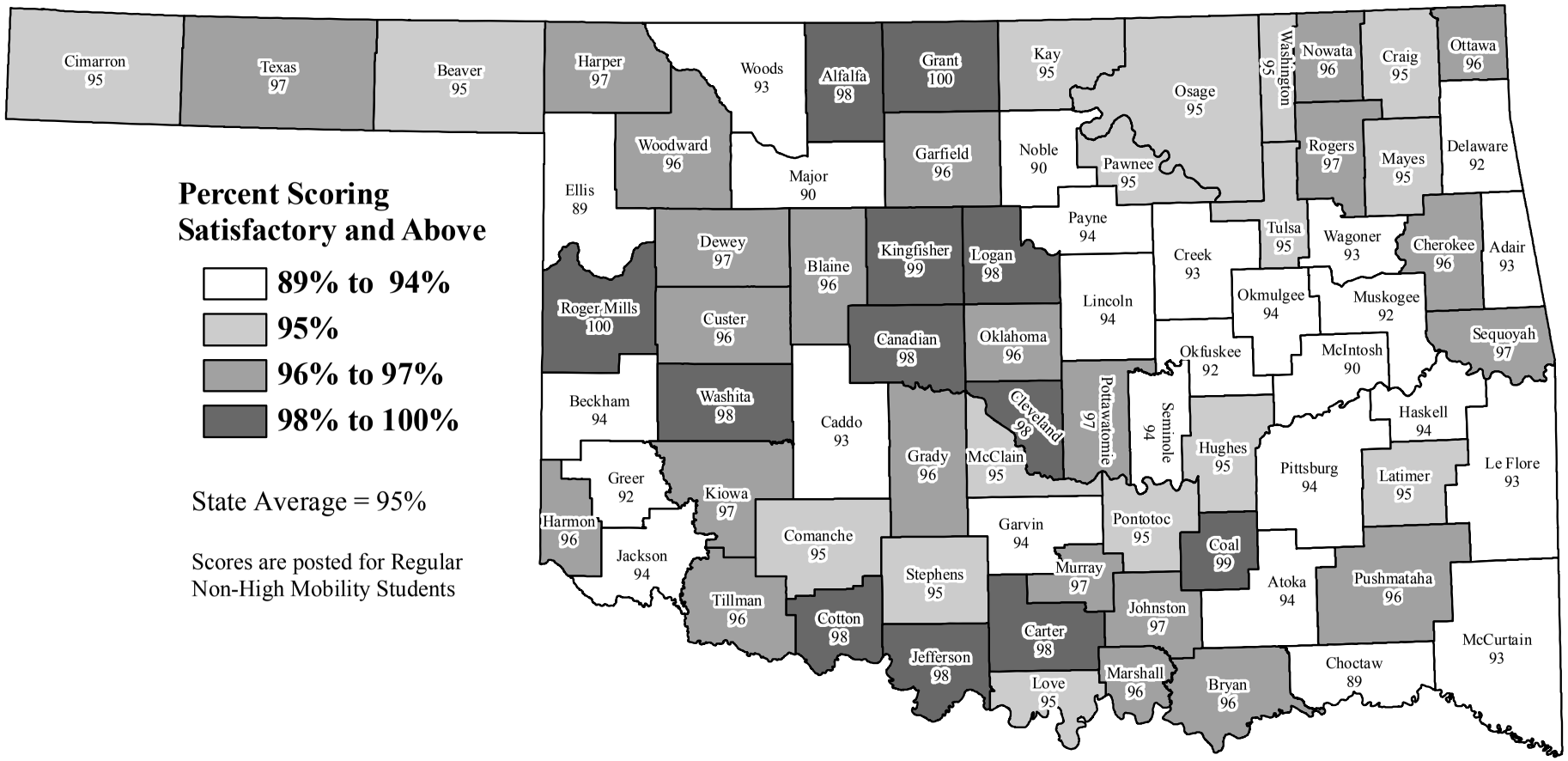
Source: Oklahoma State Department of Education

Figure 57
8th GRADE CRT – U.S. HISTORY SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



Source: Oklahoma State Department of Education

Figure 58
8th GRADE CRT – WRITING SCORES
Percent of Students Scoring Satisfactory and Above
2007-08 School Year

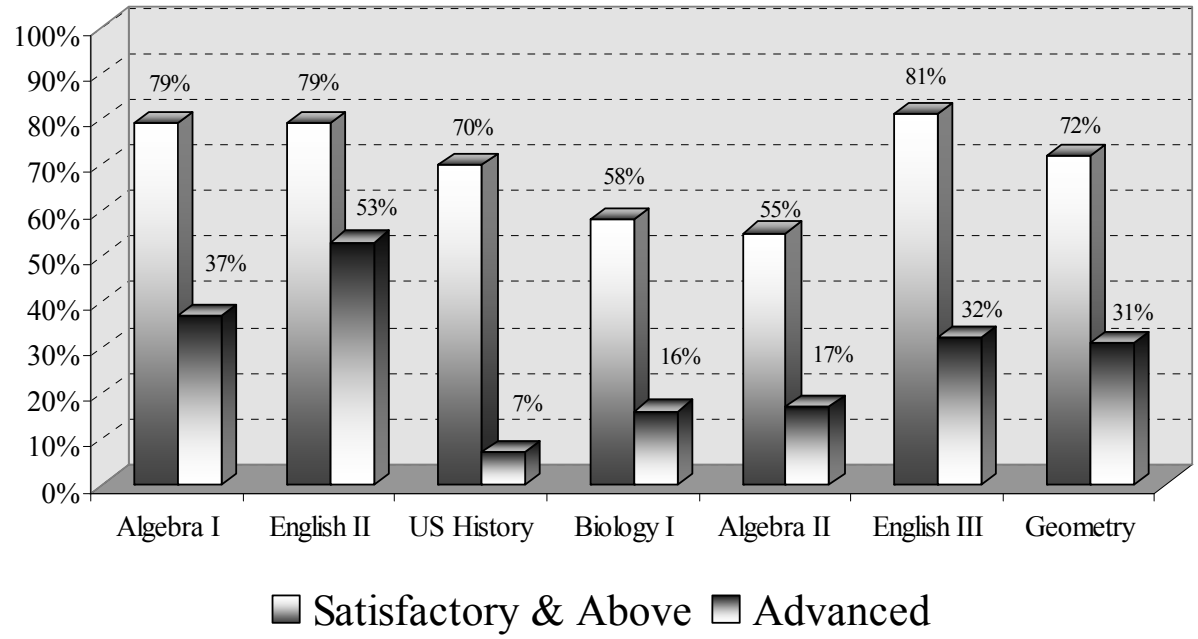


Source: Oklahoma State Department of Education

High School End-of-Instruction Tests

In early grades, the coursework is defined by the grade of the students being taught. For example, we might refer to 5th grade Math or 8th grade Science. As students get older, however, they have greater flexibility to decide when they would like to be introduced to a given subject area. Thus, some students may take an Algebra I course in middle school. Most students will take Algebra I in 9th grade and some may put it off until 10th or perhaps even 11th grade. By high school, the knowledge that a student should have can no longer be defined by the grade-level of the student. For this reason, students are tested over specific subject matter as they complete key courses during their high school career. Since 2002-03 the High School End of Instruction (EOI) tests have been administered to students as they complete Algebra I, English II, U.S. History, and Biology I courses. Beginning in 2007-08, three additional EOIs were given: Algebra II, English III, and Geometry. The tests indicate whether students have achieved the competencies defined by the Priority Academic Student Skills (PASS) curriculum. Results are shown as the percentage of students scoring at or above the "Satisfactory" and "Advanced" level (Figure 59).

Figure 59
Oklahoma End-of-Instruction Test Results
Percent Scoring "Satisfactory & Above" and "Advanced"
2007 - 08



Data Source: Oklahoma State Department of Education

For the four EOI tests taken for school years 2006-07 and in 2007-08 (Algebra I, English II, U.S. History, and Biology I), there was improvement in the percentage of students scoring satisfactory and above and the percentage of students scoring advanced in most subjects. The exception to the improvement is in U.S. History where the percentage dropped three points for those scoring satisfactory and above and fell one point for those scoring advanced. The EOI test with the largest improvement is English II. Students taking the English II EOI who scored satisfactory and above improved three percentage points and those scoring advanced improved five percentage points. Biology I improved for students scoring both satisfactory and above and advanced. The Algebra I EOI had mixed results with improvement for student scoring satisfactory and above but a drop in those scoring advanced.

The gaps between students scoring satisfactory and above and advanced varies greatly for the seven EOI subjects tested. The largest gap is in the U.S. History test with a 63 percentage point difference. The gap is smallest in English II at only 26 percentage points. There is a 42 percentage point gap for both the Algebra I test and Biology I test. Algebra II has a 38 percentage point gap with a 41 percentage point gap for Geometry. The EOI test with the highest percentage of students scoring satisfactory and above is English III with 81% scoring satisfactory and above and has a gap of 49 percentage points.

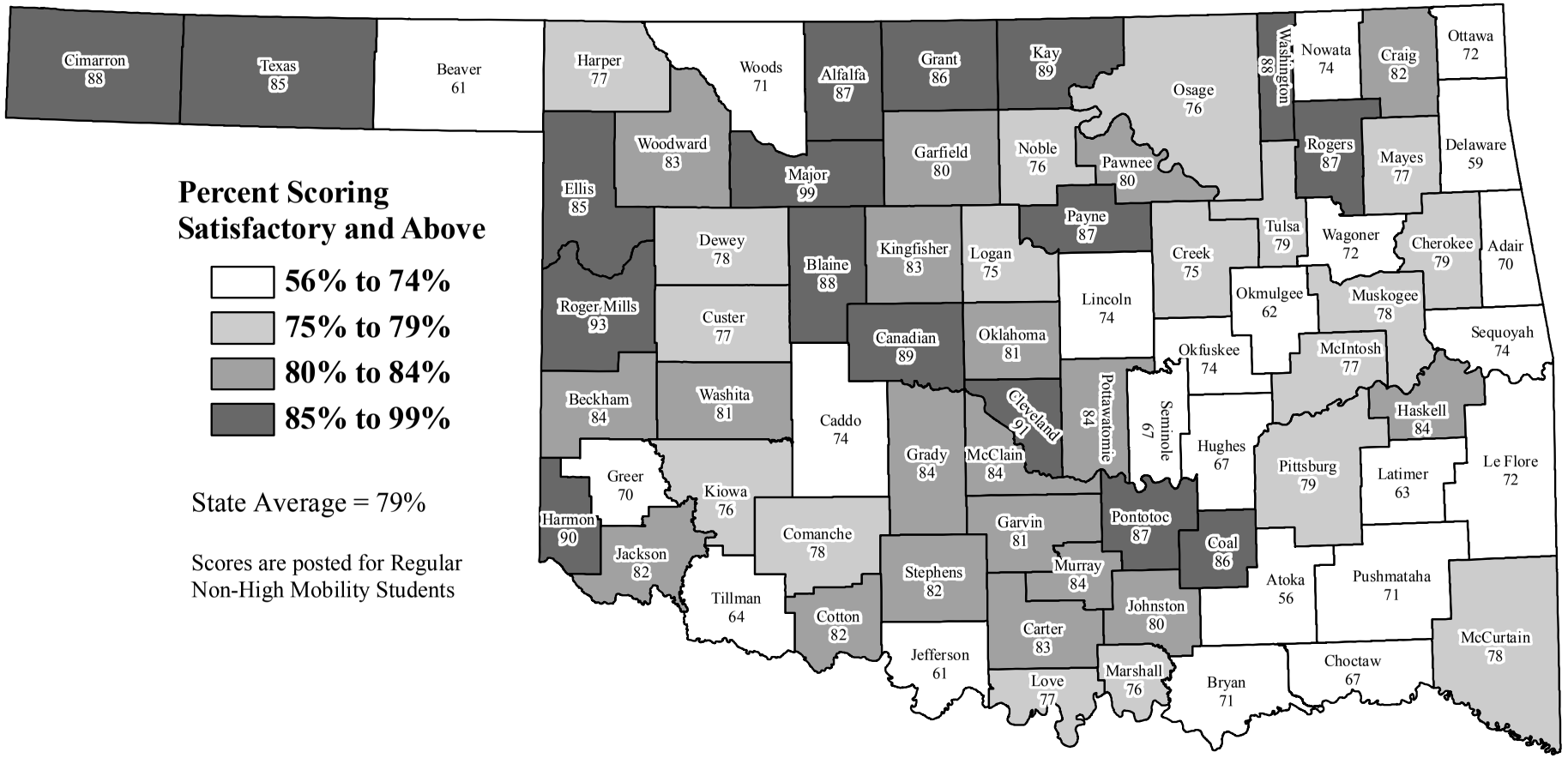
EOI Results by County

Figures 60 through 66 show the 2007-08 EOI test results by county. The trends observed are somewhat similar to those in the 5th and 8th grade CRT results. Again, the challenge is to help students overcome adverse social conditions in order to achieve at higher levels.

The Algebra I EOI has the county with the highest percentage of students achieving satisfactory and above. Major County had 99% of students reaching satisfactory and above. The range of percent scoring satisfactory and above for Algebra I by county is 43 percentage points (56% to 99%). The English II EOI had the smallest range by county of students scoring satisfactory and above at 30 percentage points (60% to 90%). Algebra II had the largest range and the county with lowest overall percentage of students scoring satisfactory and above. The range for counties for the Algebra II EOI is 60 percentage points (22% to 82%) and Adair County had only 22% of students score satisfactory and above.

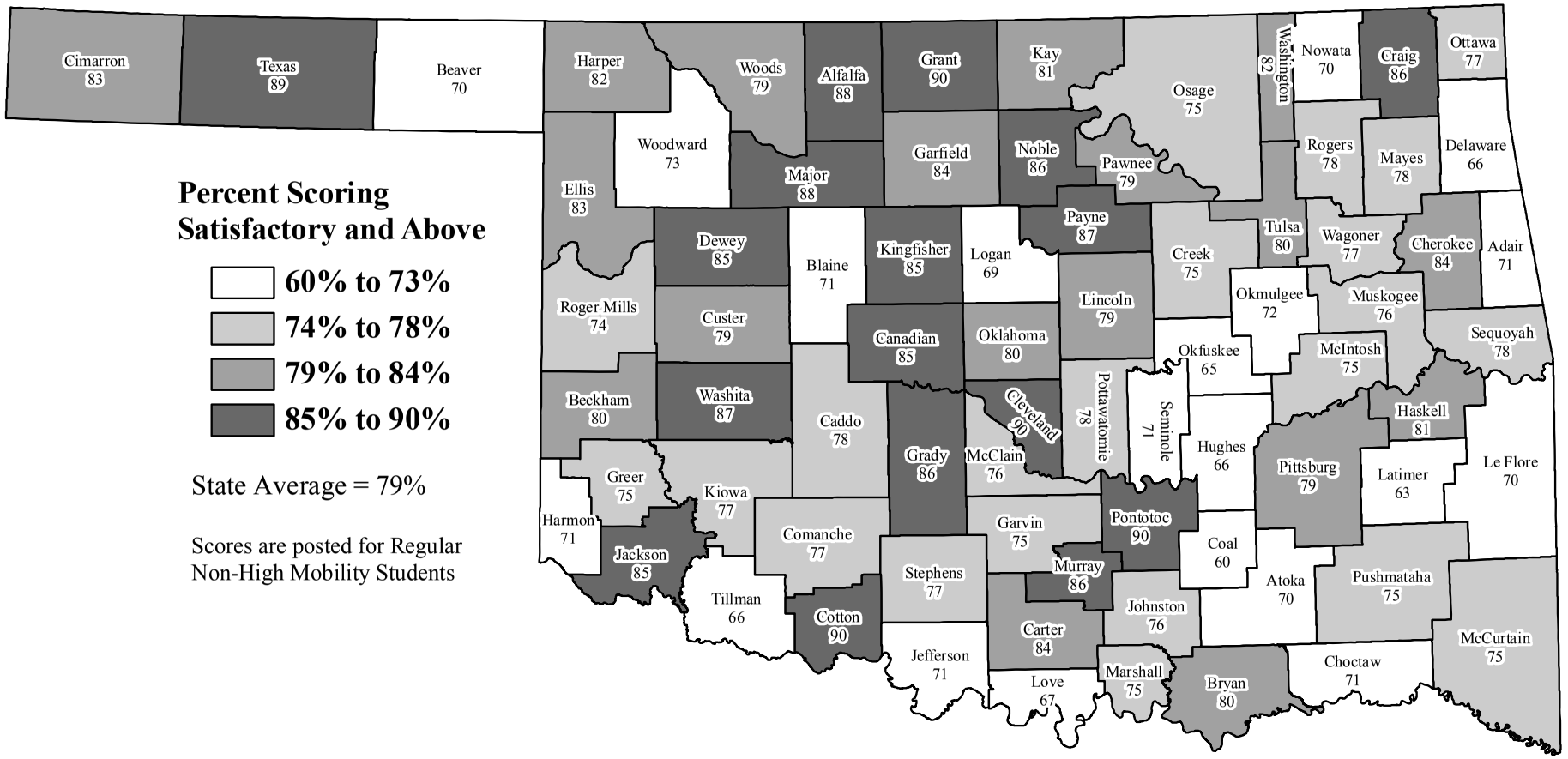
U.S. History had a range of 39 percentage points across all counties; 46% to 85%, Biology I had a range of 42; 32% to 74%, English III had a range of 35; 60% to 95%, and Geometry had a range of 56; 39% to 95%.

Figure 60
HIGH SCHOOL END-OF-INSTRUCTION TEST – ALGEBRA I
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



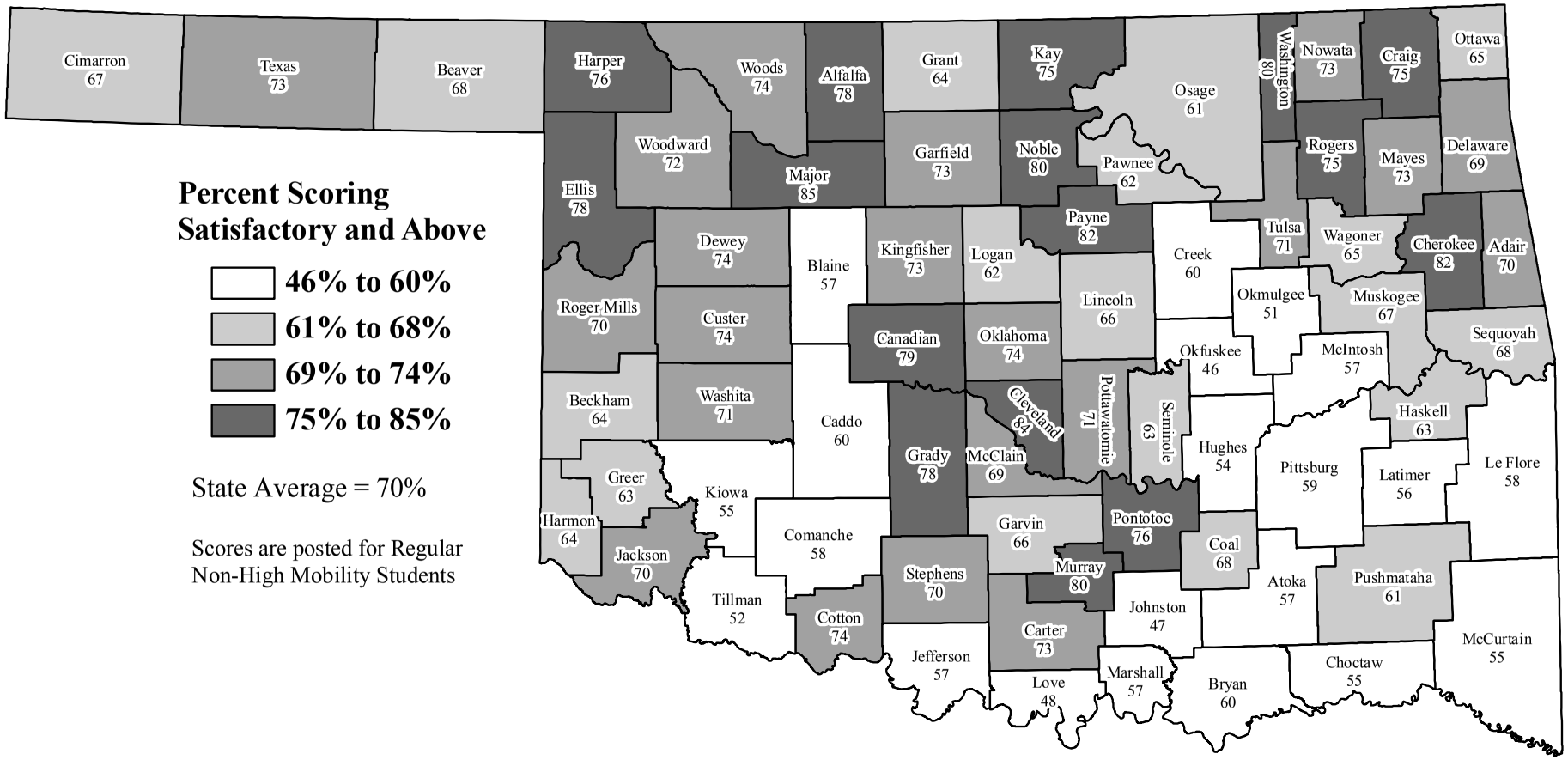
Source: Oklahoma State Department of Education

Figure 61
HIGH SCHOOL END-OF-INSTRUCTION TEST – ENGLISH II
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



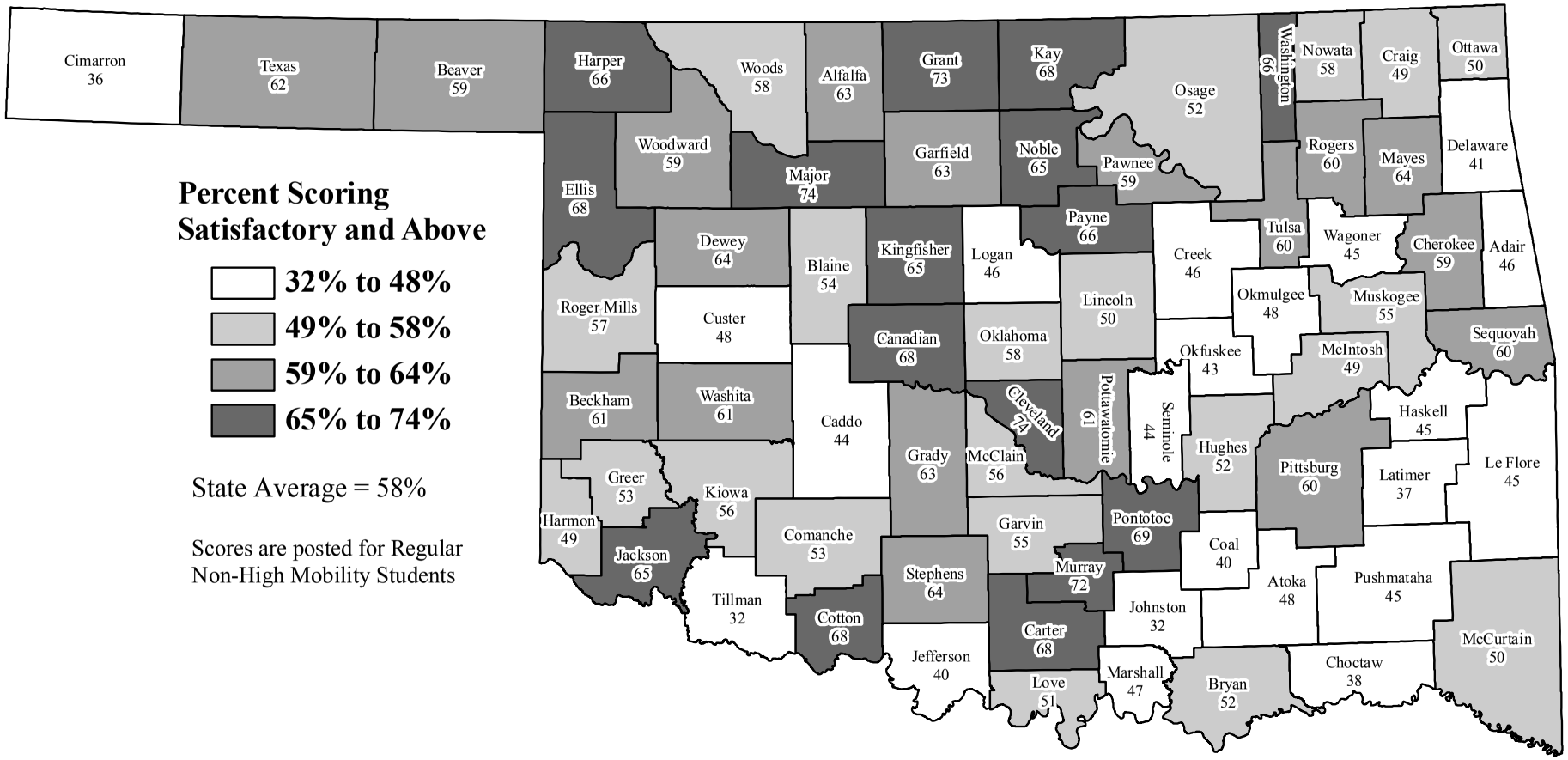
Source: Oklahoma State Department of Education

Figure 62
HIGH SCHOOL END-OF-INSTRUCTION TEST – U.S. HISTORY
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



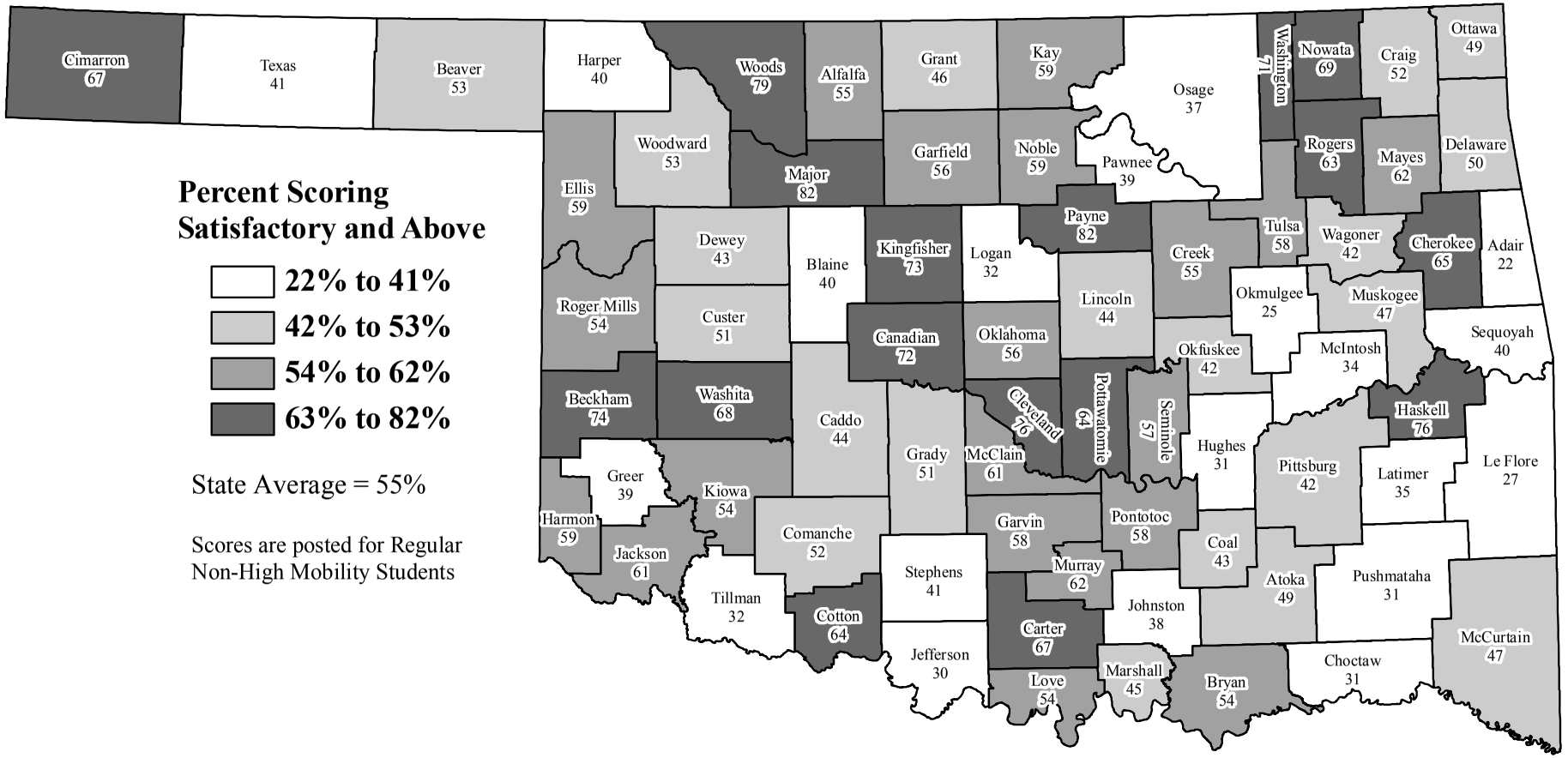
Source: Oklahoma State Department of Education

Figure 63
HIGH SCHOOL END-OF-INSTRUCTION TEST – BIOLOGY I
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



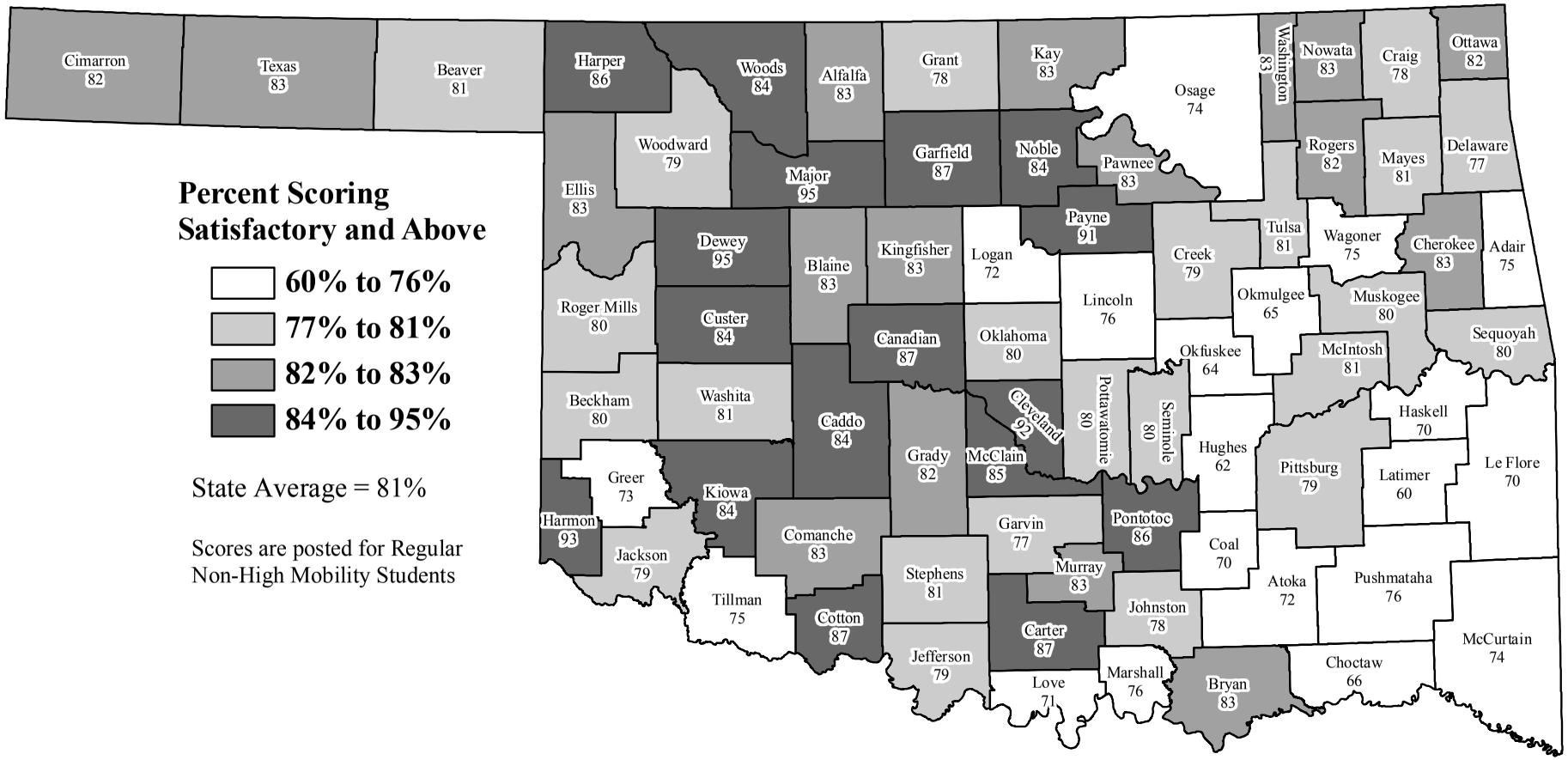
Source: Oklahoma State Department of Education

Figure 64
HIGH SCHOOL END-OF-INSTRUCTION TEST – ALGEBRA II
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



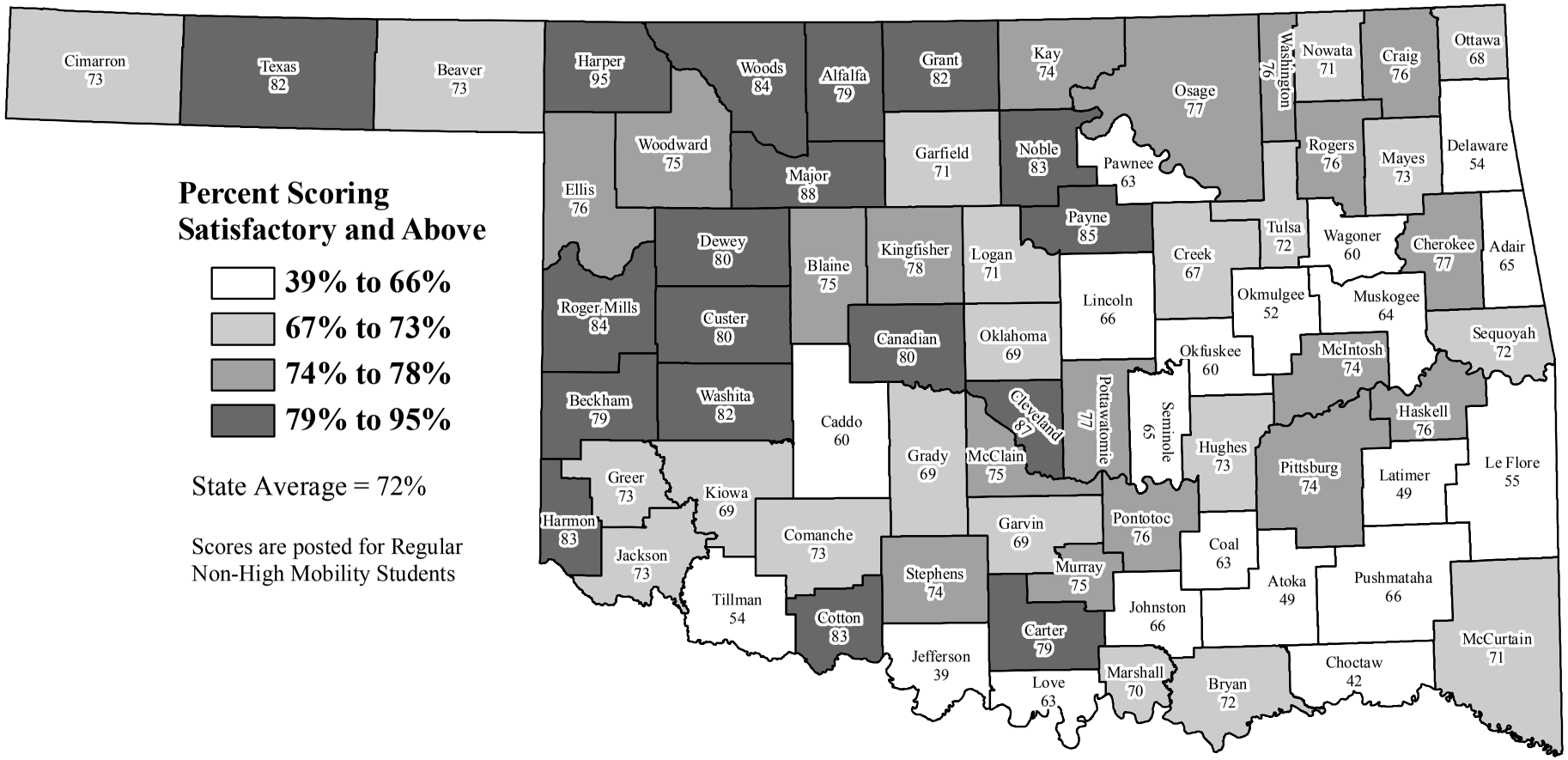
Source: Oklahoma State Department of Education

Figure 65
HIGH SCHOOL END-OF-INSTRUCTION TEST – ENGLISH III
Percent of Students Scoring Satisfactory and Above
2007-08 School Year



Source: Oklahoma State Department of Education

Figure 66
HIGH SCHOOL END-OF-INSTRUCTION TEST – GEOMETRY
Percent of Students Scoring Satisfactory and Above
2007-08 School Year

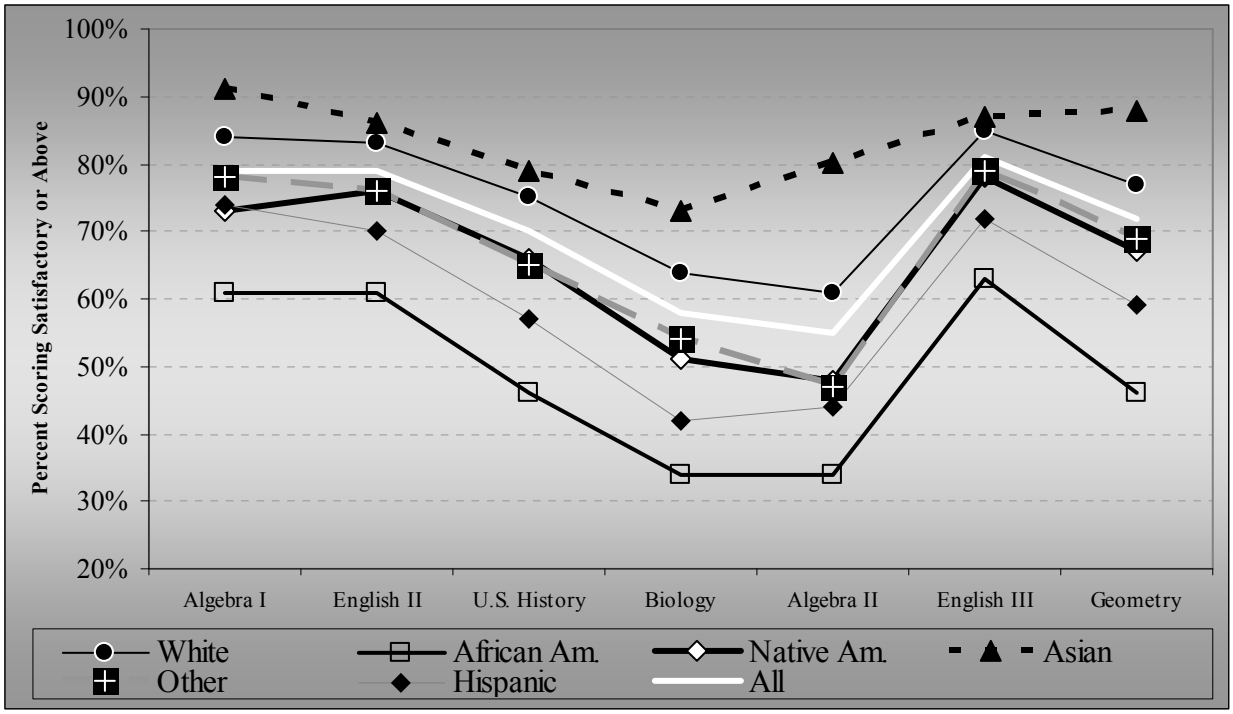


Source: Oklahoma State Department of Education

EOI Results by Race and Gender

A performance gap exists when there are relative differences in performance between each of the racial sub-groups. Figure 67 looks at student performance on the EOI tests by race. This performance gap can also be observed in other performance indicators displayed in this report.

Figure 67
EOI Results by Race
Percent Scoring Satisfactory and Above
2007-08
(Regular Education Full Academic Year Students Only)



	Algebra I	English II	U.S. History	Biology	Algebra II	English III	Geometry
Male	78%	74%	73%	59%	55%	76%	72%
Female	80%	83%	67%	56%	56%	85%	71%
White	84%	83%	75%	64%	61%	85%	77%
African Am.	61%	61%	46%	34%	34%	63%	46%
Native Am.	73%	76%	66%	51%	48%	78%	67%
Asian	91%	86%	79%	73%	80%	87%	88%
Other	78%	76%	65%	54%	47%	79%	69%
Hispanic	74%	70%	57%	42%	44%	72%	59%
All	79%	79%	70%	58%	55%	81%	72%

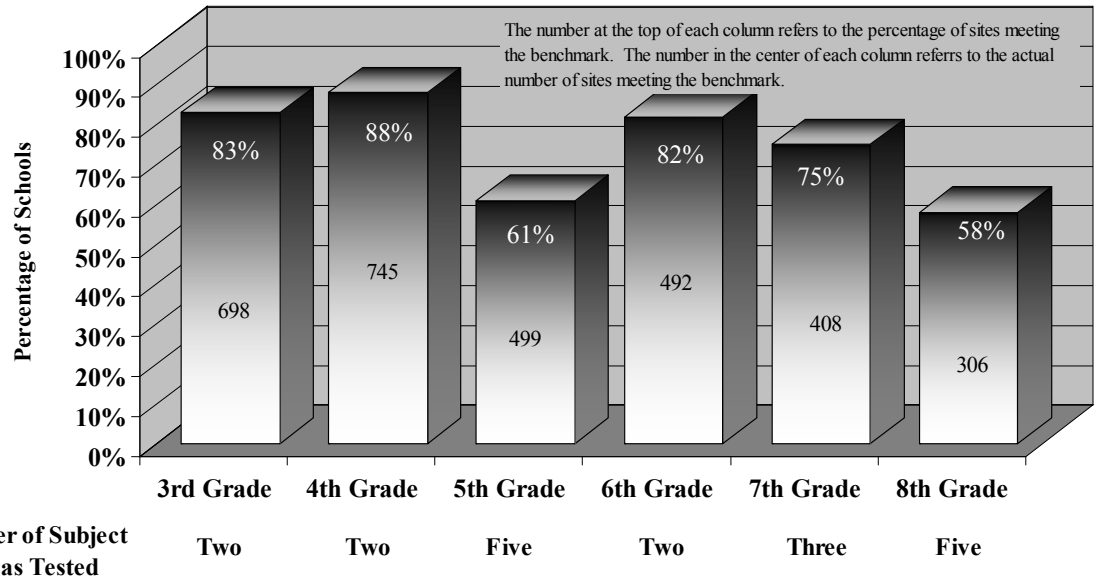
Data source: Oklahoma State Department of Education

The Education Oversight Board's 70% Performance Benchmark

The statewide results of the Core Curriculum tests for the 2007-08 school year are promising, with all grade levels increasing the number of sites meeting the 70% benchmark. They show that for most subjects, the bulk of Oklahoma students can satisfactorily perform the skills outlined in PASS. And, if the percentage of students achieving "Satisfactory" at each site across the state were similar to the statewide results, Oklahomans would have little to worry about concerning their K-12 education system. However, student performance varies greatly from site to site across the state.

Just as students are expected to perform at a minimum level of competency, schools should also be able to achieve a minimum level of performance. In April of 1998, in an attempt to evaluate schools' overall performance in preparing students for the Core Curriculum tests, the Secretary of Education and Education Oversight Board chose 70% of Regular Education students achieving a score of Satisfactory and above as a reasonable minimum performance benchmark for schools to achieve. Figure 68 plots the number of schools that were able to meet this benchmark in all subject areas tested as part of the OSTP.

Figure 68
Schools with 70% or More Students Scoring Satisfactory and Above On All Subject Areas Tested by the Oklahoma Core Curriculum Test By Grade
2007-08
(Regular Education Full Academic Year Students Only)



Data Source: Oklahoma State Department of Education

Not surprising, 5th and 8th grades have a lower percentage of schools meeting the 70% performance benchmark as they each have five tests to cover while 3rd, 4th, and 6th have only two and 7th grade has three. Fourth grade has the highest percentage of schools reaching the 70% benchmark at 88%. There are 745 4th grade school sites reaching the benchmark. Third and 6th grade school sites follow closely with 83% and 82% respectively. Seventh grade school sites have 75% meeting the 70% benchmark. All grades have a higher percentage of school sites meeting the 70% benchmark over last year except 4th grade, which dropped one percentage point but had nine more sites make the benchmark.

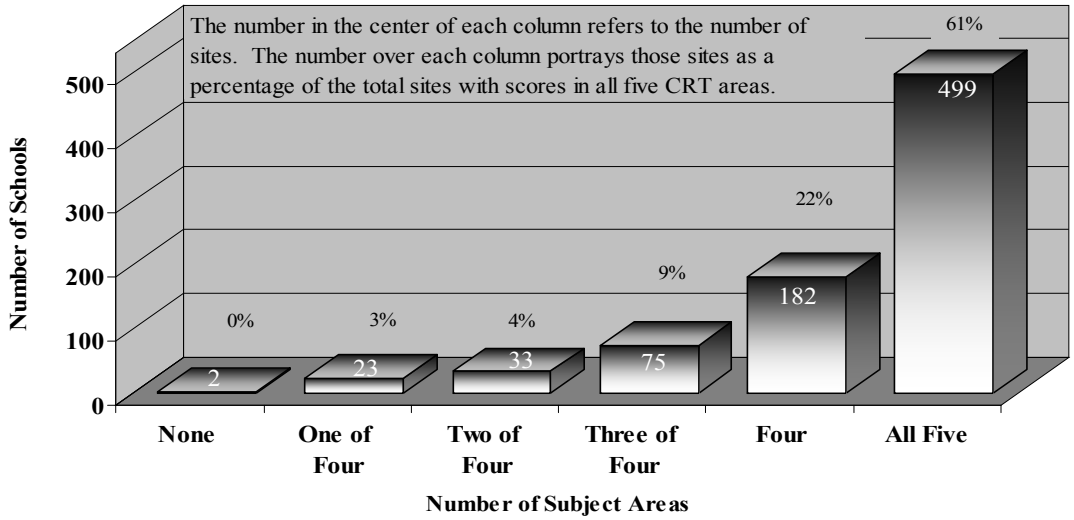
Overall school performance in preparing students for PASS objectives as measured by the Oklahoma Core Curriculum tests (OCCT) in 5th and 8th grades are displayed in Figures 69 and 70. Only these two grades were used in this detailed analysis because they have the most extensive battery of tests administered under the OSTP. These figures show by grade the number of subject areas in which schools were able to achieve the Performance Benchmark. In 2007-08, the OCCT tested students in these two grades in five subject areas, so the highest performance that a school can achieve is five-out-of-five on the Performance Benchmark.

Historically, 5th grade sites have the better performance on this benchmark. Sixty-one percent of the 5th grade sites and fifty-eight percent of the 8th grade sites were able to achieve five-out-of-five on the Performance Benchmark. While most schools do perform well on the OCCT, there is great concern for the few that do not. There were 25 elementary schools (3%) and 7 middle schools/junior highs (1%) that had 70% of their students to score satisfactory and above on only one or no subject areas tested under the OCCT.

The difference in performance from one community to another can also be noted in the table at the bottom of both Figures 69 and 70. In 5th grade, districts with the B2 community grouping designation had 94% (15 of 16) of sites achieving a five-out-of-five on the Performance Benchmark, whereas, only 34% (26 of 77) of the schools from districts with the designation of H2 achieved this level of performance. In 8th grade, districts with the C1 (9 of 9) community grouping designations lead the pack on the Performance Benchmark with 100% of sites offering 8th grade achieving a five-out-of-five. Community group A2 had the lowest percentage of site achieve five-out-of-five at 32% (10 of 31).

Only three schools for 2007-08 were unable to meet the benchmark in <u>any</u> of the subjects areas tested in both 5th and 8th grade. This is well below the 23 schools that were unable to meet the benchmark in <u>any</u> of the subject areas tested in both 5th and 8th grade in 2006-07.

Figure 69
Fifth Grade Criterion-Referenced Test (CRT)
Schools with 70% or More of Students Scoring Satisfactory and Above On the Oklahoma Core Curriculum Test by Number of Subject Areas
2007-08
(Regular Education Full Academic Year Students Only)

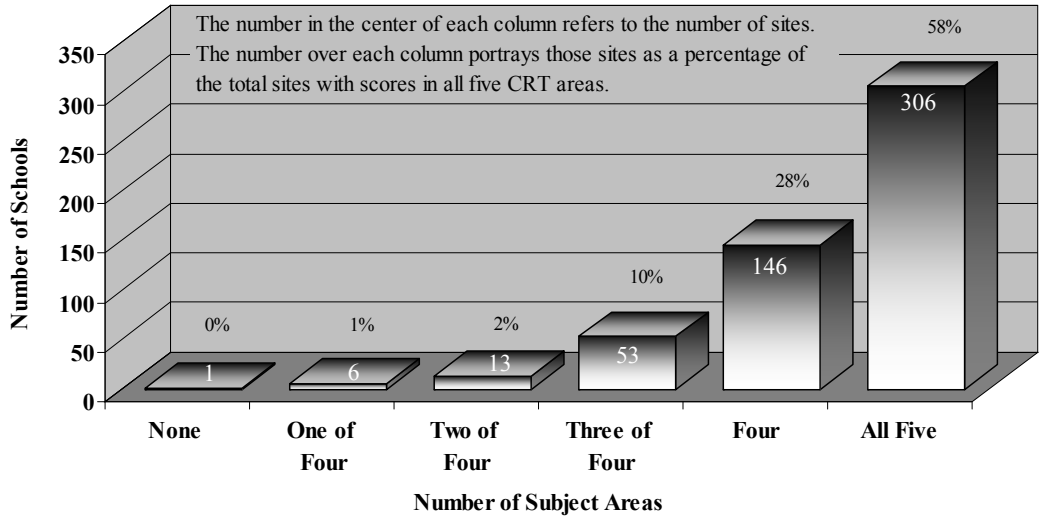


Number of School Sites Scoring Satisfactory by Size of the District in which the Site Operates

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas						
		None	One	Two	Three	Four	All Five	**Total**
25,000 or More	**A2**	0	7	6	20	36	43	**112**
10,000 - 24,999	**B1**	0	0	0	5	12	103	**120**
	B2	0	0	0	0	1	15	**16**
5,000 - 9,999	**C1**	0	0	0	0	5	30	**35**
	C2	0	0	4	1	6	19	**30**
2,000 - 4,999	**D1**	0	1	0	0	2	34	**37**
	D2	0	1	0	1	11	20	**33**
1,000 - 1,999	**E1**	0	0	0	1	6	29	**36**
	E2	0	1	2	3	7	28	**41**
500 - 999	**F1**	0	0	1	2	3	22	**28**
	F2	0	1	2	8	20	39	**70**
250 - 499	**G1**	1	2	2	2	12	32	**51**
	G2	0	5	9	15	32	41	**102**
Less than 250	**H1**	0	0	2	1	5	18	**26**
	H2	1	5	5	16	24	26	**77**
Total Sites	**All**	**2**	**23**	**33**	**75**	**182**	**499**	**814**

Data Source: Oklahoma State Department of Education.

Figure 70
Eighth Grade Criterion-Referenced Test (CRT)
Schools with 70% or More of Students Scoring Satisfactory and Above On the Oklahoma Core Curriculum Test by Number of Subject Areas
2007-08
(Regular Education Full Academic Year Students Only)



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

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas						
		None	One	Two	Three	Four	All Five	**Total**
25,000 or More	**A2**	0	6	5	3	7	10	**31**
10,000 - 24,999	**B1**	0	0	0	0	1	28	**29**
	B2	0	0	0	0	1	4	**5**
5,000 - 9,999	**C1**	0	0	0	0	0	9	**9**
	C2	0	0	0	0	1	7	**8**
2,000 - 4,999	**D1**	0	0	0	0	2	18	**20**
	D2	0	0	0	0	4	12	**16**
1,000 - 1,999	**E1**	0	0	0	1	7	27	**35**
	E2	0	0	0	2	15	20	**37**
500 - 999	**F1**	0	0	0	2	6	20	**28**
	F2	0	0	0	5	27	38	**70**
250 - 499	**G1**	0	0	1	5	13	30	**49**
	G2	0	0	4	17	37	39	**97**
Less than 250	**H1**	0	0	1	3	6	15	**25**
	H2	1	0	2	15	19	29	**66**
Total Sites	**All**	**1**	**6**	**13**	**53**	**146**	**306**	**525**

Data Source: Oklahoma State Department of Education.

25% Advanced Performance Benchmark

When the Education Oversight Board initiated the 70% Performance Benchmark back in 1998, the benchmark was quite discriminating and only 85 schools offering 8th grade held the distinction. With the passing of time, teachers, counselors, and administrators have worked very hard to improve the performance of students; however, the testing companies contracted to design and score the tests and the rigor of some subjects included in the state testing program have also changed. In 2008, a school's achieving the 70% Performance Benchmark has become much more common (currently 306 schools offering 8th grade) and the Education Oversight Board felt the need to establish a more rigorous point of reference. Beginning with last year's *Profiles 2007*, the board adopted the 25% Advanced Performance Benchmark or 25% of Regular Education students achieving a score of advanced in all subject areas tested to identify those truly superior schools. Below are the results of the Education Oversight Board's new 25% Advanced Performance Benchmark by grade level. This benchmark is displayed as a star on the Office of Accountability's *2007/08 School Report Cards*.

Ninety-six (96) sites (3rd through 8th) achieved the 25% Advanced Performance Benchmark up from 52 sites in 2006-07. Ten school sites in the state have multiple grades making the advanced benchmark, up from eight in the prior year. Sixth grade school sites lead all grades in 2007-08 with 38 sites or 6.4% of all 6th grade sites meeting the advanced benchmark. This is up from 2006-07 when only 9 sites or 1.5% met the advanced benchmark. Fifth grade sites had the 2nd most school sites meet the advanced benchmark at 26 while 7th grade sites had the 2nd highest percentage at 4.3%.

Figure 71
Schools with 25% or More of Students Scoring Advanced On All Subject Areas Tested by the Oklahoma Core Curriculum Test By Grade 2007-08
(Regular Education Full Academic Year Students Only)

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Number of Sites	13	4	26	38	23	2
Percent of Sites	1.5%	0.5%	3.2%	6.4%	4.3%	0.4%

The National Assessment of Educational Progress (NAEP)

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education. The mission of NAEP is to collect, analyze, and present reliable information about what American students know and can do. NAEP monitors the progress of education at both the national and state level by testing representative samples of students in grades 4, 8, and 12 in the areas of math, science, reading, writing, geography, history, and other subjects as selected by the NAEP governing board. The performance results are only provided for groups. NAEP is forbidden by federal law from reporting results at the individual student, school, or district level. All NAEP assessment questions are based on subject-area-specific content frameworks that were developed through a national consensus process involving teachers, curriculum experts, parents, and members of the general public. NAEP is a measure that many states use to evaluate the soundness of their educational system in relation to those of other states. It also helps to corroborate the results of the other achievement tests administered within the state. Starting with the 2003 testing cycle, all states are required to participate in NAEP.

NAEP was authorized by Congress in 1969 and was only required to assess reading, mathematics, and writing at least once every five years. In 1990, federal legislation was passed which required assessments in reading and mathematics at least every two years, in science and writing at least every four years and in history or geography and other subjects selected by the NAEP governing board at least every six years. Individual states are only tested periodically by NAEP and only in certain subject areas and certain grades. Figure 72 shows the subjects tested at the state level by year and grade.

Figure 72
National Assessment of Educational Progress (NAEP) Testing Schedule
State-by-State Results by Year, Subject, and Grade Tested

	Math		Reading		Science		Writing	
Year	4th Grade	8th Grade	4th Grade	8th Grade	4th Grade	8th Grade	4th Grade	8th Grade
1990		Tested						
1992	Tested	Tested	Tested					
1994			Tested					
1996	Tested	Tested				Tested		
1998			Tested	Tested				Tested
2000	Tested	Tested			Tested	Tested		
2002			Tested	Tested			Tested	Tested
2003	Tested	Tested	Tested	Tested				
2005	Tested	Tested	Tested	Tested	Tested	Tested		
2007	Tested	Tested	Tested	Tested				Tested
2009	Tested	Tested	Tested	Tested	Tested	Tested		
2011	Planned	Planned	Planned	Planned			Planned	Planned
2013	Planned	Planned	Planned	Planned	Planned	Planned		
2015	Planned	Planned	Planned	Planned			Planned	Planned
2017	Planned	Planned	Planned	Planned	Planned	Planned		

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

Oklahoma's NAEP

Oklahoma's NAEP results for 2009 will start being released in the fall of 2009. The 2009 NAEP tests include reading, math, and science for 4th and 8th graders along with a pilot test for reading and math for 12th graders. Results are available by race categories and by achievement categories. Racial categories include White, Black, American Indian, Asian, and Hispanic. Typically, the Asian student sample in Oklahoma is too small to report scores. Achievement levels include advanced, proficient, basic, and below basic. Detailed results from 2007 and prior NAEP years were reported in last years *State Report*.

Figure 73 displays 2005 and 2007 results for reading and math for grades 4 and 8. While Oklahoma has improved its results for "All" students in most categories between 2005 and 2007, the State is still trailing the nation. The State improved its scale score by at least three points in 4th grade reading and math and 8th grade math. Even with this improvement, Oklahoma still lags the nation in all four of these categories. Eighth grade reading is the closest Oklahoma score to the nations, behind by only one scale score in 2007.

American Indian students compare the most favorably of the separate racial categories. In 2007, American Indian students in Oklahoma are four to eight scale scores higher than their national counterparts. White students in Oklahoma fall four to ten scale scores below their national counterparts.

Figure 73
National Assessment of Education Progress
Scale Scores by Subject and Race

	READING RESULTS						MATH RESULTS				
	Grade 4						Grade 4				
	All	White	Black	Hispanic	American Indian		All	White	Black	Hispanic	American Indian
2007 Oklahoma	217	223	204	198	213		237	242	220	227	234
2005 Oklahoma	214	219	197	204	211		234	240	217	226	229
2007 Nation	220	230	203	204	206		239	248	222	227	229
2005 Nation	217	228	199	201	205		237	246	220	225	227
	Grade 8						Grade 8				
	All	White	Black	Hispanic	American Indian		All	White	Black	Hispanic	American Indian
2007 Oklahoma	260	266	243	241	256		275	280	258	259	269
2005 Oklahoma	260	265	243	247	254		271	278	249	257	267
2007 Nation	261	270	244	246	248		280	290	259	264	265
2005 Nation	260	269	242	245	251		278	288	254	261	266

Selected information on NAEP from reading, math, science, and writing is located in Appendix E.

HIGH SCHOOL PERFORMANCE MEASURES

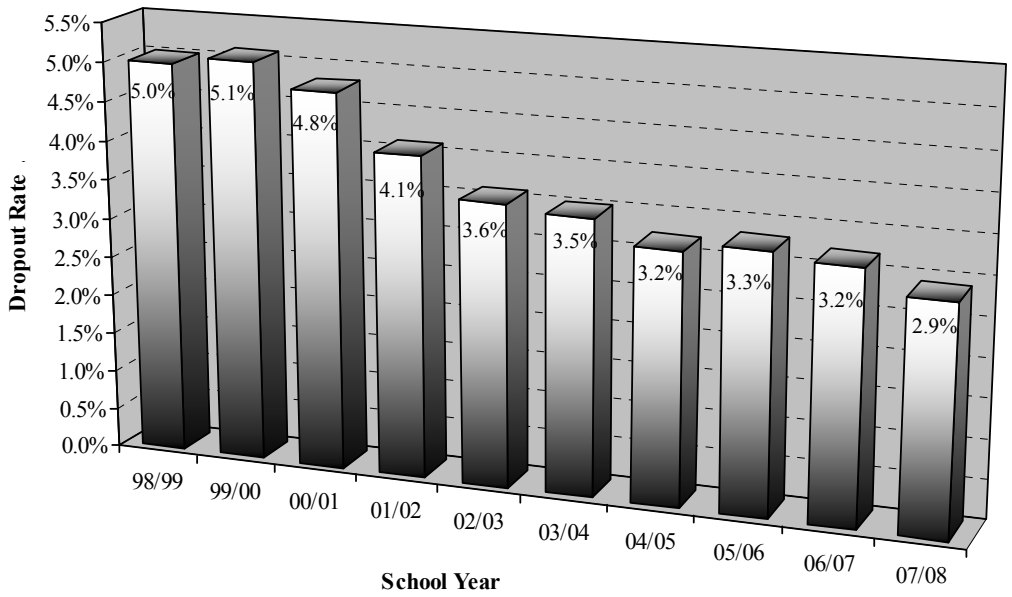
High School Dropout Rates

There are a number of ways to calculate high school dropout rates. Two of them include a single-year and a four-year dropout rate. The most holistic methodology follows students through their entire high school careers. At the end of four years the total number of dropouts is divided by the number of students in the starting group, minus those that may have transferred to other schools or left the state. This method is referred to as a four-year dropout rate. Oklahoma does have a student record data system in place to calculate this type of rate but more time is needed to have a cohort complete a cycle needed to use this method. The Education Oversight Board and Office of Accountability derived a four-year methodology which closely approximates this measure starting with *Profiles 2005*.

Single-Year High School Dropout Rate

Historically, Oklahoma has reported dropout activity as a single-year occurrence. Oklahoma State Statutes (§70-35e), require dropouts to be reported annually. The statutes require that the total number of dropouts be tabulated by district, by grade. In an effort to make the numbers meaningful, the dropout counts are then compared to the district's fall enrollment by grade. The numbers are aggregated to generate state-level numbers. The statutory definition for school dropout in Oklahoma is "any student who is not attending school, is under the age of nineteen (19) and has not graduated from high school."

Figure 74
Oklahoma Single-Year Dropout Rates
9th through 12th Grade



Data Source: Oklahoma State Department of Education.

The law goes on to state that these students must not be attending any other public or private school or otherwise be receiving an education pursuant to the law, for the full term that the school district in which they reside is in session. Oklahoma's single-year high school dropout rates (grades 9 through 12) are graphed in Figure 74. These rates have dropped during the ten years measured under this methodology.

Four-Year High School Dropout Rate

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

Figure 75
Four-Year Dropout Rates
By Community Group
Class of 2008

Size of District in ADM	Community Group Designation	Class of 2008 Enrollment	Class of 2008 Dropouts	Class of 2008 Dropout Rate
25,000 or More	**A2**	4,460	1,042	23.4%
10,000 - 24,999	**B1**	8,440	946	11.2%
	B2	948	80	8.4%
5,000 - 9,999	**C1**	3,380	420	12.4%
	C2	1,637	302	18.4%
2,000 - 4,999	**D1**	4,132	560	13.6%
	D2	3,342	647	19.4%
1,000 - 1,999	**E1**	3,534	321	9.1%
	E2	3,935	530	13.5%
500 - 999	**F1**	1,218	90	7.4%
	F2	3,512	384	10.9%
250 - 499	**G1**	1,115	59	5.3%
	G2	2,352	213	9.1%
Less than 250	**H1**	291	8	2.7%
	H2	771	62	8.0%
Total	**All**	**43,067**	**5,664**	**13.2%**

Data Source: Oklahoma State Department of Education

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

The statewide four-year dropout rate was 13.2%, a one percentage point decrease from the previous year. Oklahoma's four-year dropout rate varies greatly by Community Group (Figure 75). Oklahoma's two largest school districts (Oklahoma City and Tulsa), have a 23.4% four-year dropout rate while school districts with less than 250 students and below the state average for the Free or Reduced Price Lunch Program (Community Group H1) have a 2.7% four-year dropout rate.

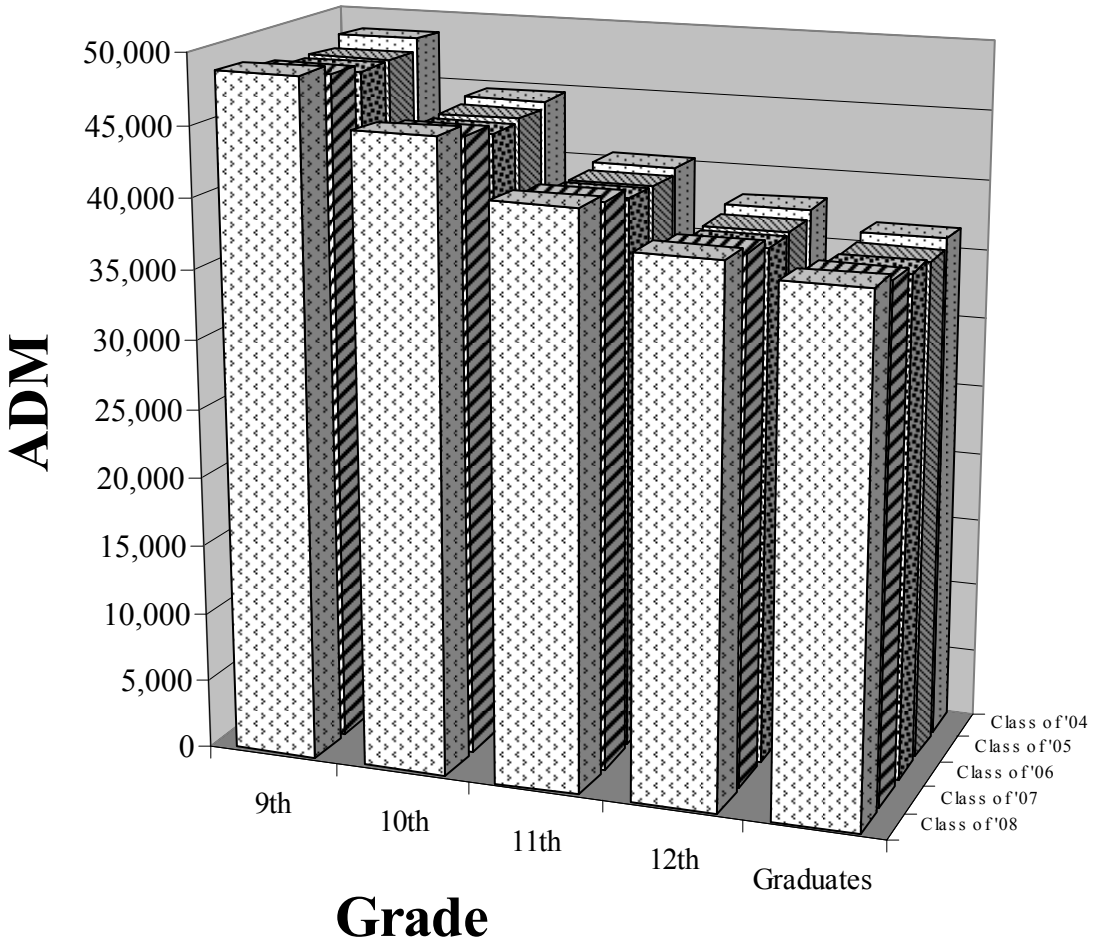
Dropout rates also vary greatly from site to site and county to county across the state (Figure 77). Based on the four-year methodology, four high schools in the state had a dropout rate above 40% for the Class of 2008 dropped out in 9th through 12th grade. However, 101 Oklahoma high schools (22%) did not report a single dropout for the Class of 2008 over the four year period.

Low four-year dropout rates are more predominant in north and west Oklahoma but there are counties in all parts of the state. Cimarron County had zero dropouts for the Class of 2008. Five counties (Adair, Beckham, Delaware, Kay, and Wagoner) had a four-year dropout rate of 20% or higher (Figure 77).

Student Attrition

Although Oklahoma's statewide student record keeping system has not been in place long enough to calculate a precise cohort dropout rate, a feel for total student loss can be obtained by looking at ADM counts for a given graduating class as they progress from grade to grade. Figure 76 shows ADM counts for five graduating classes, 2004 through 2008, as they progress through the grades. The table shows that, on average, 24.1% of students are lost between 9th grade and graduation. There are many reasons that students disappear from the state enrollment rosters (transfers out of state, transfers to private schools, home schooling and even death), however, the new four-year dropout rate shows that 13.2% of the students are lost as the result of a dropout. There is a bit of a paradox regarding student loss and the reporting of student dropout rates. Single-year student dropout rates have declined in all but one of the last five years (Figure 74) while student attrition figures declined slightly in all five years.

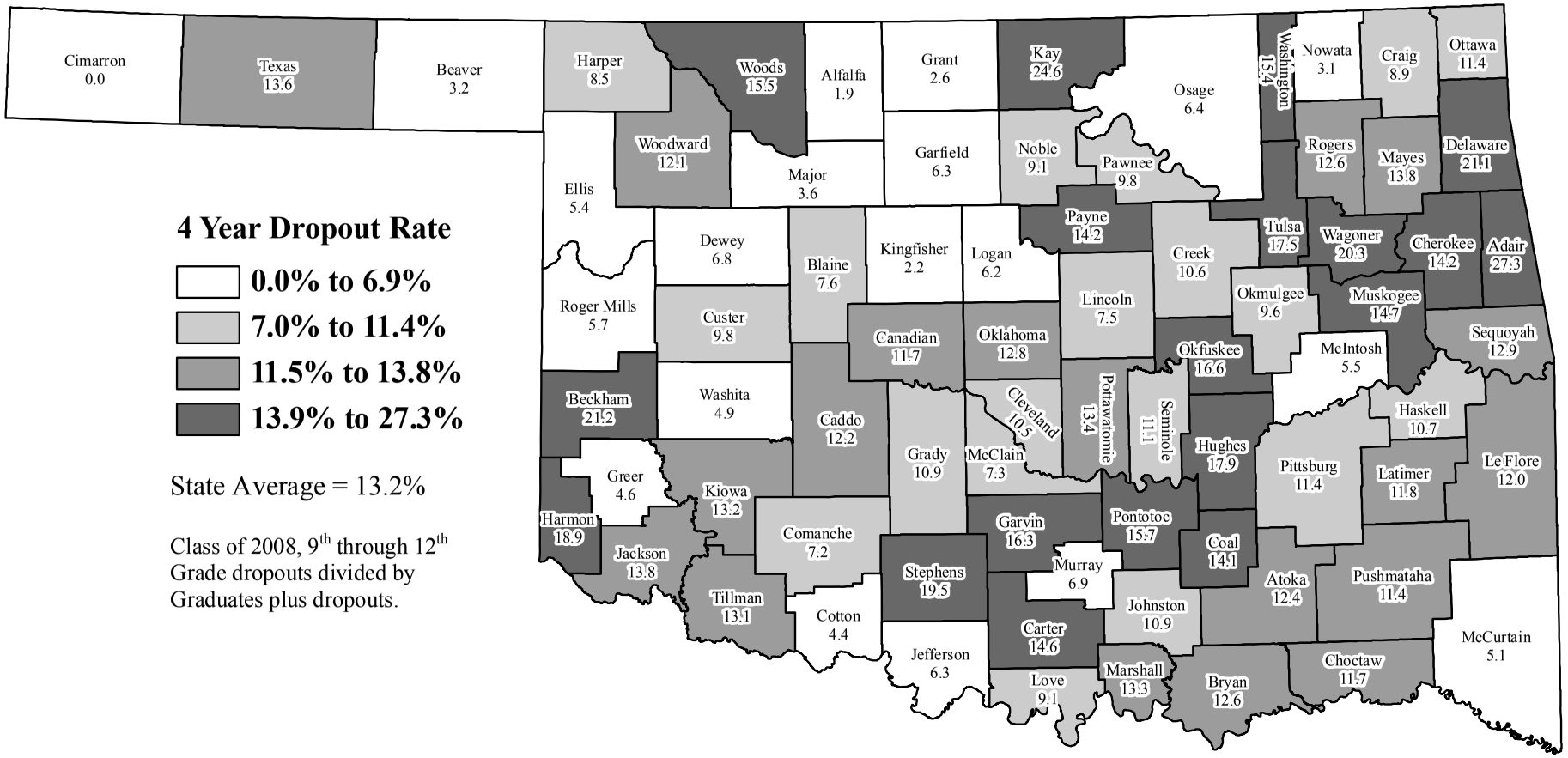
Figure 76
Statewide Student Loss 9th Grade through Graduation
Student Counts by Graduating Class



Grade	Average Daily Membership				Graduates	% Loss 9th - Grad.
	9th	10th	11th	12th		
Class of '04	48,598	44,586	40,384	37,970	36,609	-24.7%
Class of '05	47,800	44,111	39,869	37,358	36,021	-24.6%
Class of '06	47,680	43,876	39,944	37,245	36,251	-24.0%
Class of '07	48,232	44,555	40,650	37,897	36,846	-23.6%
Class of '08	48,863	45,310	41,252	38,477	37,403	-23.5%
Five-Year Average	**48,234**	**44,488**	**40,420**	**37,789**	**36,626**	**-24.1%**

Data Source: Oklahoma State Department of Education

Figure 77
FOUR-YEAR PUBLIC HIGH SCHOOL DROPOUT RATE
Class of 2008 – Grades 9-12



Source: Oklahoma State Department of Education

National Attrition Rate

As alarming as Oklahoma's attrition rate may seem, its rate is lower than the nation's. However, only three of the surrounding states, Colorado, New Mexico, and Texas, have higher attrition rates than Oklahoma. Figure 78 shows the attrition rate for the nation, Oklahoma, and its surrounding states using data provided by the National Center for Education Statistics (NCES). Figure 78 reports on the Graduating Class of 2007 which is the most current data available at the national level.

Figure 78
Statewide Student Loss 9th Grade through Graduation
Oklahoma Compared to Nation and Surrounding States
Graduating Class of 2007
Based on Fall Enrollment

Grade	Fall Enrollment				Estimated Graduates	% Loss 9th - Grad.
	9th	10th	11th	12th		
Nation	***4,190,237***	***3,750,491***	***3,454,423***	***3,276,402***	***2,950,450***	***-30%***
Arkansas	37,301	35,794	32,603	29,617	27,920	-25%
Colorado	63,312	57,678	54,353	53,922	46,890	-26%
Kansas	38,684	36,302	34,128	32,471	29,550	-24%
Missouri	77,175	71,794	99,316	63,755	59,680	-23%
New Mexico	29,840	26,387	21,986	19,329	17,430	-42%
Oklahoma	49,529	45,741	42,054	38,453	36,860	-26%
Texas	377,912	311,905	281,641	263,224	255,830	-32%

Data Source: NCES, Digest of Education Statistics: 2008, Tables 34, 35 and 105; 2007, Table 35; and 2006, Table 35.

Student Attrition by Race and Gender

There are great differences in the percentage of students lost among ethnic groups during the high school years as well. Figure 79 looks at student loss between 9th and 12th grade for the graduating class of 2008 by race and gender. Because enrollment counts by race and gender are only collected using fall enrollment, Figure 79 uses fall enrollment and graduation counts from 2004 through 2007 to assess student loss between 9th grade and graduation. The statewide student loss for the Graduating Class of 2008, using fall enrollment figures, was 24.6%.

Again, it must be considered that there are many reasons for students to disappear from the state enrollment rosters. Even so, the percentage of students lost among some ethnic groups is greatly concerning. Female students have a lower loss rate for all racial categories than males. Hispanic and African American males have a student loss rate above 35.0% while Asian students have a gain (due to the influx of Asian students between 10th and 11th grade).

Figure 79
Statewide Student Loss 9th Grade through Graduation
By Race and Gender
Graduating Class of 2008

Race & Gender	Fall Enrollments				Graduates	% Gain / Loss 9th - Graduation
	9th	10th	11th	12th		
	Fall 2004	Fall 2005	Fall 2006	Fall 2007		
White & Other Male	15,589	14,572	13,459	12,415	11,663	-25.2%
White & Other Female	14,998	14,156	13,138	12,322	11,859	-20.9%
African Am. Male	2,896	2,565	2,132	1,873	1,861	-35.7%
African Am. Female	2,711	2,388	2,060	1,887	1,943	-28.3%
Native Am. Male	4,636	4,312	3,936	3,579	3,347	-27.8%
Native Am. Female	4,387	4,110	3,833	3,537	3,410	-22.3%
Asian Male	378	389	437	428	414	9.5%
Asian Female	364	425	471	449	452	24.2%
Hispanic Male	1,902	1,623	1,423	1,265	1,151	-39.5%
Hispanic Female	1,773	1,595	1,452	1,361	1,303	-26.5%
State Total	19,047	17,407	15,744	14,379	13,881	-27.1%

Data Source: Oklahoma State Department of Education

Graduation Rates

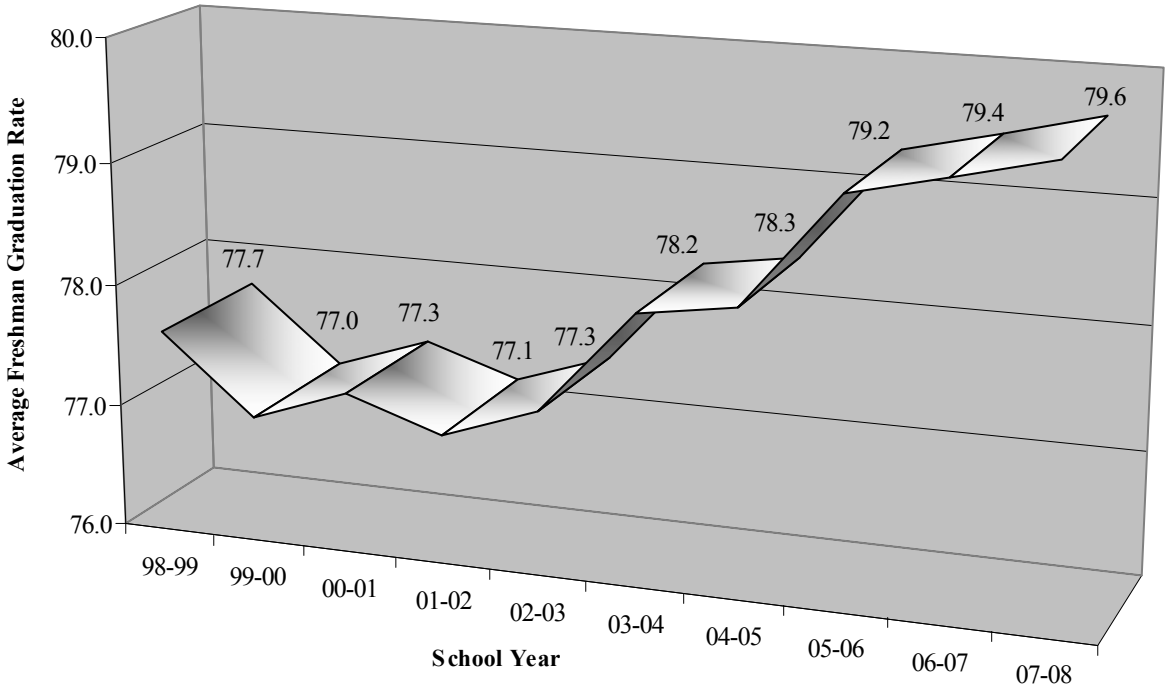
The *Profiles Report Series* use two different methodologies to generate student graduation rates. Average freshman graduation rate is a new methodology recently adopted by the National Center for Education Statistics. It uses the average of students in 8th, 9th, and 10th grades to compare to graduates.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

Average Freshman Graduation Rate

New to the *State Profiles Report* is average freshman graduation rate (AFGR). The rate is calculated by dividing current graduates by the cohort average of 8th, 9th, and 10th grade ADM. For the current school years graduates, 2007-08, this methodology uses the cohort of 8th graders in 2003-04, 9th graders in 2004-05, and 10th graders in 2005-06. This rate has climbed steadily since 2001-02 to its current rate of 79.6% (37,403 graduates in 2007-08 divided by average of 8th, 9th, and 10th grade ADM of 46,969). The

rate is up two-tenths of a percentage point from 2006-07 and is up 2.6 percentage-points since 1999-2000. The National Center for Education Statistics started calculating the AFGR in 2006, that same year the Southern Regional Education Board began using AFGR to monitor southern states progress. With legislation signed this year to create a graduation coach program, there is reason to believe this number will continue to rise to even higher rates.

Figure 80
Average Freshman Graduation Rate



Data Source: Oklahoma State Department of Education

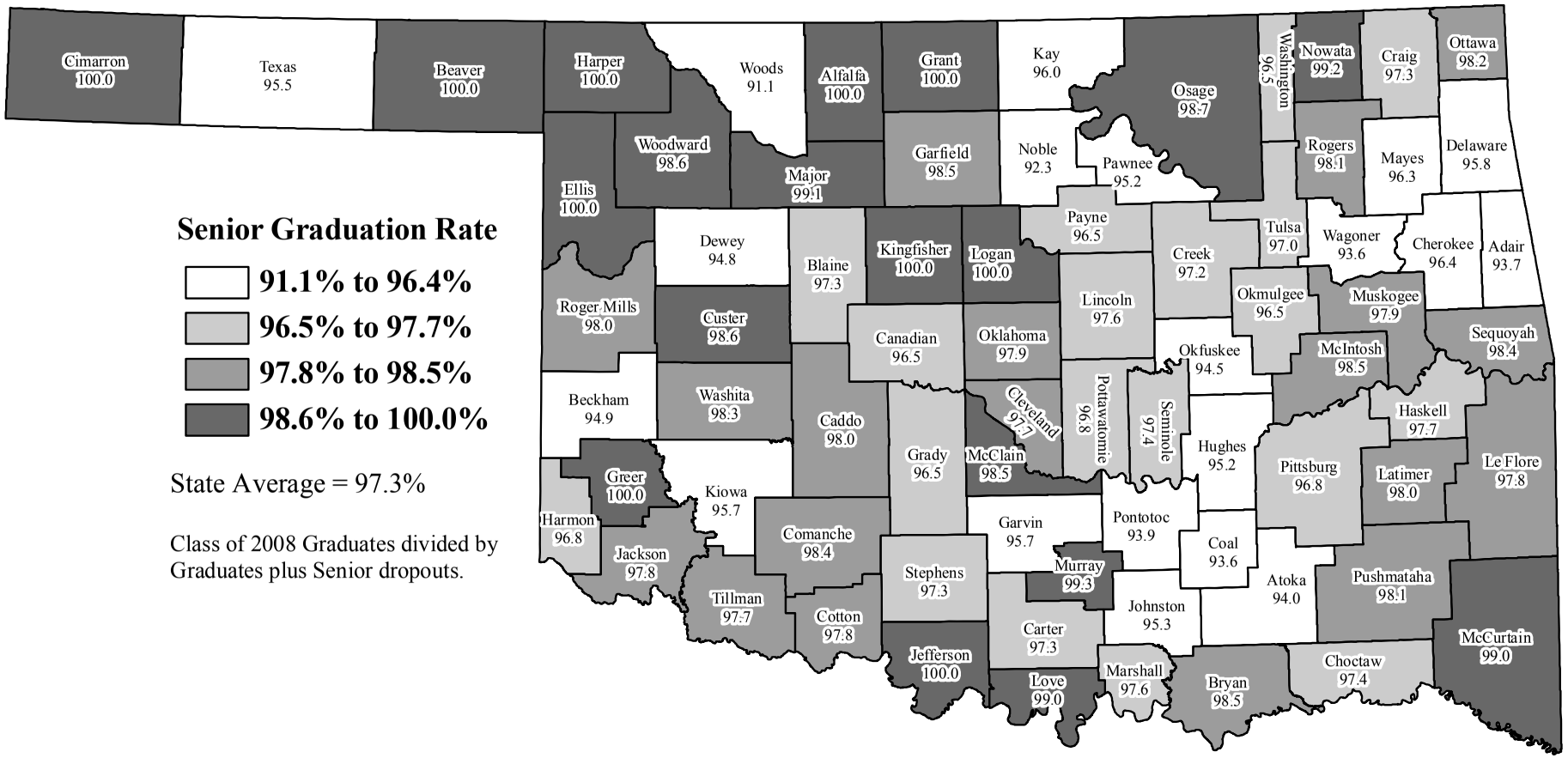
Senior Graduation Rate

Starting in 2005, the *Profiles Series* switched to a senior graduation rate, which divides current year graduates by current year graduates plus dropouts for the 12th grade that same year. This methodology closely approximates the 12th grade student body after transfers to other high schools and other legitimate reasons for removal from the roll have been taken into consideration. For 2007-08 the statewide senior graduation rate was 97.3% or 37,403 graduates divided by 37,403 graduates plus 1,034 12th grade dropouts that same year.

Ten counties had no senior dropouts for a 100% senior graduation rate. Ten counties had less than 95% senior graduation rate. Counties with high senior graduation rates can be found in four corners of the state (Figure 81).

The 2007-08 senior graduation rate varied by Community Group and can be found in Figure 82.

Figure 81
SENIOR GRADUATION RATE
Class of 2008



Source: Oklahoma State Department of Education

Figure 82
Oklahoma Senior Graduation Rate
By Community Group
2007-08

Size of District in ADM	Community Group Designation	2007-08 Graduates (Including Summer)	2007-08 12th Grade Dropouts	2007-08 Graduates & Dropouts Combined	Graduation Rate
25,000 or More	**A2**	3,418	50	3,468	98.6%
10,000 - 24,999	**B1**	7,494	218	7,712	97.2%
	B2	868	18	886	98.0%
5,000 - 9,999	**C1**	2,960	92	3,052	97.0%
	C2	1,335	36	1,371	97.4%
2,000 - 4,999	**D1**	3,572	108	3,680	97.1%
	D2	2,695	127	2,822	95.5%
1,000 - 1,999	**E1**	3,213	86	3,299	97.4%
	E2	3,405	117	3,522	96.7%
500 - 999	**F1**	1,128	29	1,157	97.5%
	F2	3,128	66	3,194	97.9%
250 - 499	**G1**	1,056	17	1,073	98.4%
	G2	2,139	49	2,188	97.8%
Less than 250	**H1**	283	1	284	99.6%
	H2	709	20	729	97.3%
Total	**All**	**37,403**	**1,034**	**38,437**	**97.3%**

Data Source: Oklahoma State Department of Education

National Graduation Rates

As discomforting as the analysis of Oklahoma's various rates may be, national figures show that Oklahoma may be doing a better than average job of getting students a high school diploma. The national-level four-year graduation rate based on the four-year methodology was 70.4%* for 2006-07. There were 2,950,450 graduates* in 2006-07 divided by 4,190,237 9th grade students in fall of 2003 (U.S. Department of Education, National Center for Education Statistics, *2008 Digest of Education Statistics* – Table 105 and *2006 Digest of Education Statistics* – Table 35). For comparative purposes, using those same USDE tables, Oklahoma's graduation rate was 74.4%* for the 2006-07 school year. (Note: * based on estimated graduates.)

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

Comparison of Various Oklahoma Rates

There is an interesting interrelationship between the single-year dropout rate, the four-year dropout rate, the student loss rate, and the four-year graduation rate. The single-year dropout rate is now at 2.9% (Figure 74), while the student loss rates in high school averages near 24% and the average freshman graduation rate has increased to near 80%. Furthermore, the single-year dropout rate greatly under represents the 13.2% of students lost to dropout during the four-year span of high school (Figure 75). Most interesting is the discrepancy that exists between the statewide four-year dropout rate of 13.2% and the statewide student loss rate of 24.1% (Figure 76). Where are the missing 11% of students? There are bits and pieces that can explain part of the missing 11%, but the entire student loss to the system cannot be completely explained away.

The biggest quandary in this analysis is, "What exactly is the starting number of 9th graders for any given graduating class?" In Figure 20 it can be observed that enrollments crest in 9th grade and this crest occurs in 9th grade year-after-year. Over the last five years, increase in enrollments from 8th grade to 9th grade averages approximately 2,600 students, or a 5.6% increase. Some of this increase is likely the result of students who fail enough courses during this difficult transition year that they are designated as 9th graders again the following year. This behavior creates a standing wave in the enrollment counts as some students re-circulate in their flow from 8th to 9th to 10th grade (historically only 2% to 3%). This recirculation creates an artificially high base, upon which the dropout and student loss analyses are conducted. However, the base is not as flawed as it may appear. Not all of the 5.6% is accounted for by students who repeat 9th grade. Some of the increase is due to students who transfer into the public education system from private elementary schools or from home schooling environments. Students from these groups represent a true increase in the 9th grade enrollment and must be included in the analysis. Because of this legitimate inflow of students into the state system in 9th grade, it would be improper to simply use 8th grade enrollment for the base of the analysis. The perfect base for this analysis would be first time 9th grade enrollment. However, because this base cannot be determined, the *Profiles* reports continue to use the actual 9th grade enrollment count as the base of these analyses.

Now that it has been established that the standing wave in 9th grade enrollment likely accounts for not more than one or two percentage points of the missing 11% of students, we can look at other factors that contribute to the disparity between the two methodologies. First, students who dropout after reaching age 19 are, by State Statute, not to be included with the dropout count. However, these students are a loss to the statewide system. Based on the most recent five graduating classes, "over age 19" dropouts average 511 students, or 1.4% of their graduating class. Secondly, students who die in grades 9 through 12 average 159 students, or 0.4% of their class. And finally, students who attend all four years of high school, but who do not meet the requirements to receive a high school diploma, average 920 students, or 2.4% of their graduating class. These four factors combined account for little more than seven to eight percentage-points of the 11% of unaccounted for students, meaning that there are still students from each statewide graduating class who disappear from the state system in grades 9 through 12.

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

ACT Testing Program

The ACT is a college-entrance exam taken by high school students who plan to apply for acceptance to an institution of higher education. It is the test most often used for admission to Oklahoma public colleges and universities. The scores are used as one measure of a student's level of academic knowledge. The 2007-08 average composite score on the ACT for the Oklahoma public high schools included in this series of reports was 20.8, the same standard score as for 2006-07. The official Oklahoma score generated by the ACT Corporation, which includes public and private schools as well as alternative education centers, was 20.7, also the same standard score as the 2006-07 results (Figure 83). The comparable national average composite score was 21.1, down one-tenth of a standard score from 2006-07. In 2007-08, the gap between Oklahoma's statewide ACT score and the national ACT score was four-tenths of a standard score. Both the Oklahoma and national ACT scores have fluctuated over the past ten years and are both one-tenth of a standard score below their respective highs in the past ten years. Another difference between the two Oklahoma ACT scores is due to one being based on the latest score of the student and the other is the highest score of the student.

One explanation for the gap between the Oklahoma ACT score and the national score is that Oklahoma tests a much larger percentage of graduates than does the nation as a whole. Nationally, only 43% of 2007-08 high school graduates were tested, compared to 70% in Oklahoma (based on figures provided by ACT corporation). The larger the percentage of graduates tested, the greater the likelihood that non-college bound students are included in the test group.

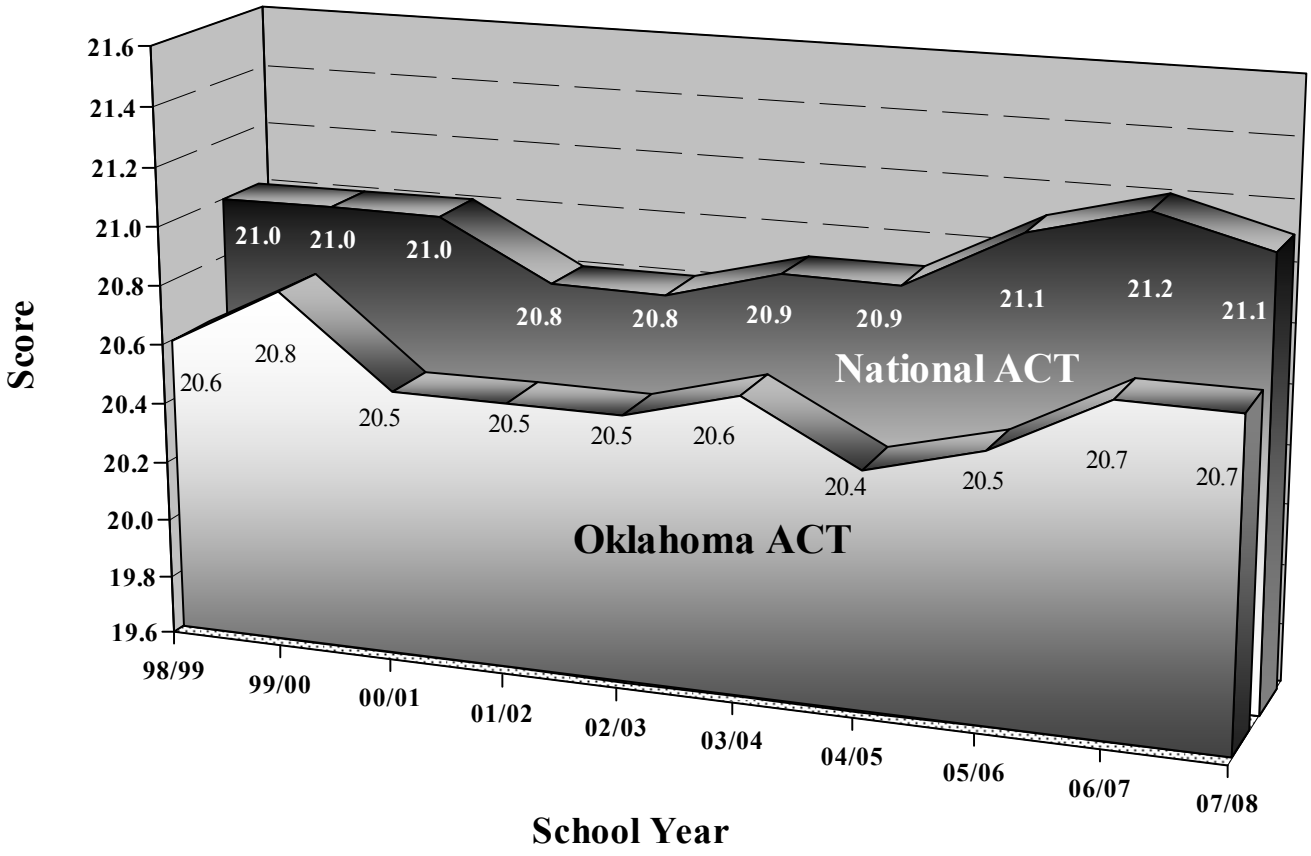
An analysis of the 26 states that tested 50% or more of their 2007 high school graduates shows that Oklahoma tied for 15th in composite ACT score. Analysis of the 14 states that tested a similar percentage of high school graduates (77% to 63%) shows that Oklahoma out-performed three of those states, tied one state, but lagged behind nine. (see Average ACT Score by State – 2008 ACT-Tested Graduates at www.act.org).

EXPLORE and PLAN

In addition to the ACT, primarily for 11th and 12th graders, two assessment tools are available to support students in their college prep and career planning. These tools are the EXPLORE for 8th and 9th graders and PLAN for 10th graders. These additional assessments provide longitudinal tracking of college readiness. The Oklahoma State Regents for Higher Education (OSRHE) plays an active roll (both monetarily and staffing) in making these assessments available to all students (public and private) throughout the state.

The scores achieved on the EXPLORE and PLAN have a direct correlation to the score of the ACT, which in turn is used for college entrance purposes. Oklahoma's 2007-08 composite score for EXPLORE is 14.7 and for PLAN 16.6. Benchmarks for English and Math are used to reflect students expected growth from EXPLORE to PLAN to ACT. The English benchmark for college readiness for EXPLORE is 14; PLAN, 16; and ACT. 19. The Math benchmark for EXPLORE is 15; PLAN, 17; and ACT. 19. Students meeting these benchmarks should be well qualified for success at the college level. For more information concerning EXPLORE, PLAN, and ACT; refer to the OSRHE web site at www.okhighered.org/epas/.

Figure 83
Oklahoma ACT Scores versus National ACT Scores
Based On All Public and Private High Schools



Average ACT Scores by Community Group for the Graduating Class of 2007-08
Based Only On High Schools Covered in the *Profiles 2008* Series

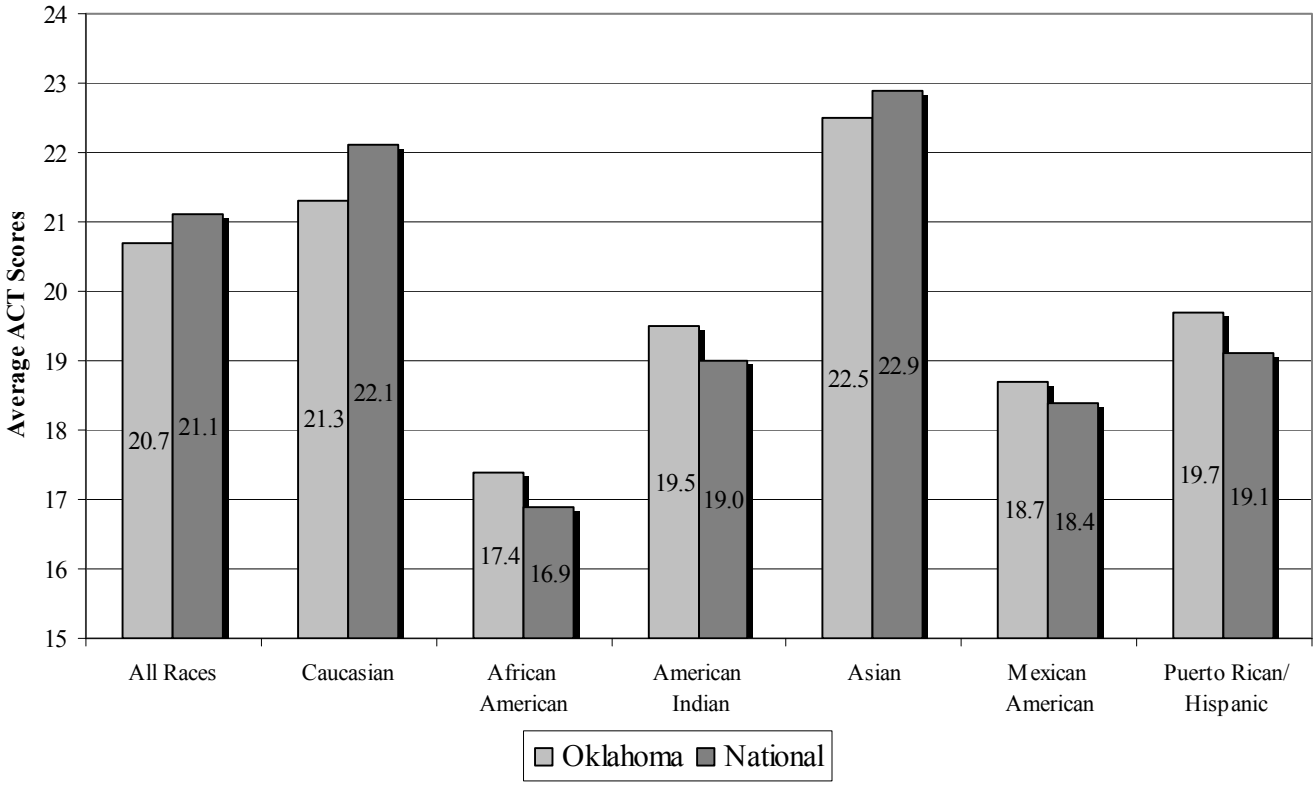
Size of District in ADM	25,000 or More	10,000 - 24,999		5,000 - 9,999		2,000 - 4,999		1,000 - 1,999		500 - 999		250 - 499		Less than 250		Total
Community Group Designation	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2	All
Average ACT Sore	19.3	22.5	20.5	22.6	21.1	20.9	20.6	20.7	19.4	20.6	19.5	19.9	19.0	19.5	18.2	**20.8**

Data Source: ACT, Inc.

ACT Scores by Race

Figure 84 displays Oklahoma's ACT scores by race compared to those of the nation. Two years ago (2006), only American Indian students had higher scores in Oklahoma than their national counterparts. For the second year in a row, all race designations except Caucasian and Asian in Oklahoma scored above their national counterparts. Oklahoma's African American and American Indian students outscored their national counterparts by five-tenths of a standard score each, Mexican American students outscored their national counterpoints by three-tenths, and Puerto Rican/Hispanic students outscored their national counterparts by six-tenths. Caucasian students in Oklahoma lag the national average by two tenths of a standard score and Asian students lag by four tenths of a standard score.

Figure 84
Oklahoma ACT Scores versus National ACT Scores
by Ethnicity
2008 Graduates

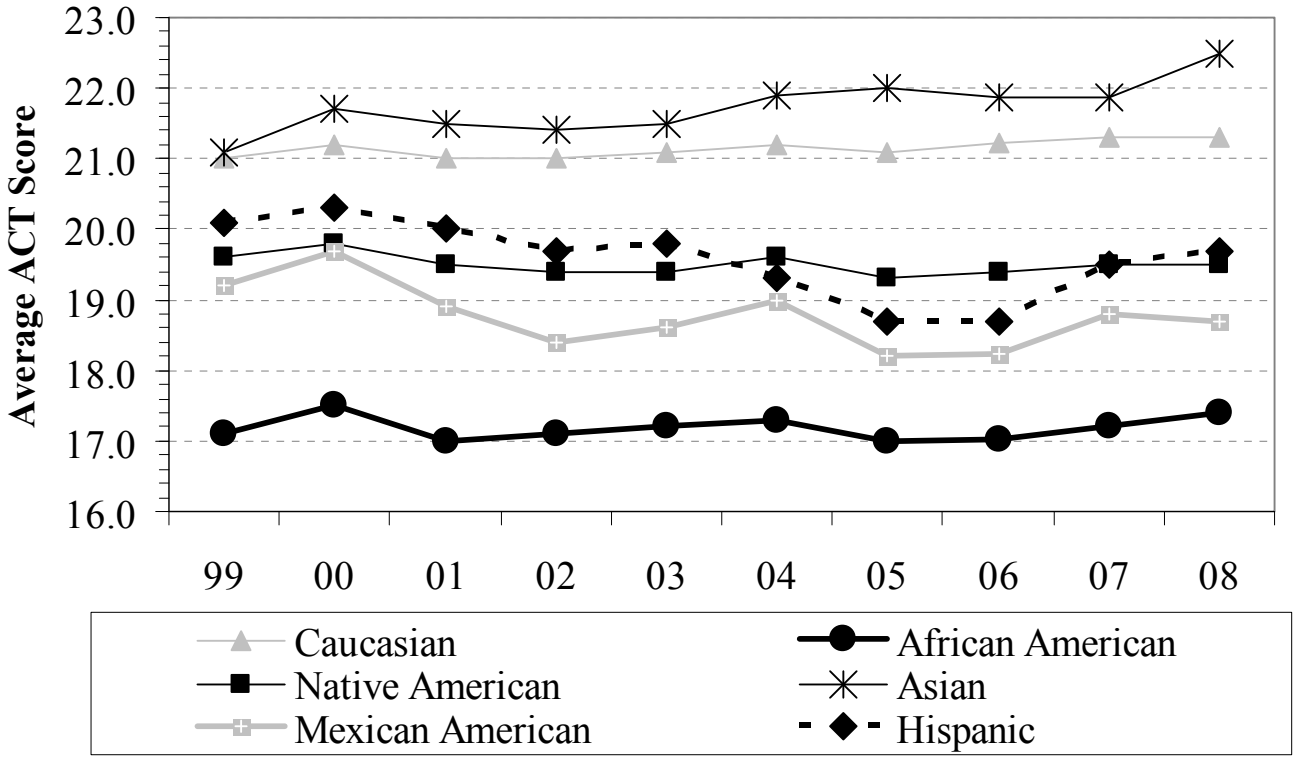


Data Source: ACT, Inc.

ACT TRENDS OVER TIME BY RACE

ACT scores by race for the last ten years shows that the African American students lag behind their counterparts in the state (Figure 85). This trend is concerning, bearing in mind that an average ACT score of 20 or above was required for admission into any of the state's four-year regional universities (except USAO; score of 23 needed) and a 24 or above for admission into OSU and OU. Students not meeting these admission scores, or alternate methods of admission, may need to complete remedial classes before enrolling in college-level courses.

Figure 85
Oklahoma ACT Scores by Ethnicity
1999 through 2008 Graduates



Data Source: ACT, Inc.

ACT Scores by School

Average ACT scores varied greatly across Oklahoma (Figure 90). Looking at average ACT scores for high schools covered in this report series, the highest was at Classen High School of Advanced Studies in Oklahoma City P.S. with a score of 25.0 and 85.6% of graduates being tested. There are 16 schools in the state that averaged above a 23 on the ACT. Conversely, 13 schools averaged below a 16. Of the

420 Oklahoma high school sites upon which *Profiles* reported ACT scores, 228 had average ACT scores below 20, which was the cut score required for admission to Oklahoma's regional four-year universities. This means that the average ACT tested graduates at 54.3% of the state's high schools would not be eligible for admission to any of Oklahoma's public four-year institutions of higher education by means of the standard admissions process.

Scholastic Aptitude Test (SAT)

The SAT is another well-recognized college entrance test; however, it is not widely taken in Oklahoma. In 2007-08, Oklahoma's public school student performance was 572 for both the critical reading and mathematics components of the SAT and 557 for the writing component, out of 800 each. National scores in these same areas were 502, 515, and 494, respectively. While Oklahoma's scores were well above the national average, this performance must be placed in proper perspective. According to the College Board, the company responsible for the SAT, only 6% of Oklahoma's public high school graduates took the SAT in 2008. Nationally, the SAT was taken by 45% of public high school graduates during that same year. Most of the students who take the test in Oklahoma do so to compete for prestigious national-level scholarships or to attend out-of-state universities.

Additional High School Performance Measures

Based on the Office of Accountability's 2008 School Questionnaire (Appendix A), 81.7% of Oklahoma's 2008 high school graduates were reported to have completed the college-bound curriculum required for admission to the state's public institutions of higher education (Figure 91). The survey also revealed that seniors at the public high schools had an average GPA of 3.0 (Figure 87) and that roughly 7% of high school graduates attended out-of-state colleges and is naturally higher in counties near the state lines (Figure 92).

Information provided by the Oklahoma Department of Career and Technology Education is based on the graduating classes of 2005 through 2007. The three classes were followed for a four-year period, 2004-05 through 2007-08. The data showed that 44.6% of students enroll in an occupationally-specific Career Tech program sometime during their high school career; 50,418 Career Tech enrollers divided by 113,100 members of the senior class (3-years). Of those who enrolled in a Career Tech occupationally-specific program, 80.6%, or 40,630 completed one or more of the competencies required for the program (3-years). The Career Tech information is based on those seniors who attended one of the high school sites covered in this report series. Career Tech enrollments at Oklahoma high schools ranged from 17 schools with none of their students participating in occupationally-specific programs to 19 high schools with more than 95% of their students participating. Competency completion rates ranged from 15 high schools with less the 50% of Career Tech enrollees completing at least one competency within the program to 14 high schools with 100% of the Career Tech enrollees completing at least one competency. Figure 86 gives a summary of all of the figures covered in this section.

COLLEGIATE PERFORMANCE MEASURES

A college student's ability to perform academically is greatly influenced by the preparation he or she receives in the primary and secondary education system. Therefore, the overall post-secondary performance of high school graduates can reveal much about the quality of common education (K-12). There is a high correlation between K-12 academic preparation and collegiate performance if the time period between high school graduation and college enrollment is short. As a result, the collegiate performance measures listed below are based on students who move directly from an Oklahoma public high school to an Oklahoma public college or university. Higher education and common education databases needed to follow individual students from high school to college have been created and hope to begin sharing data within the next few years. Since these databases are not yet sharing data, students were grouped by age to approximate movement directly from high school to college. The groups consisted of Oklahoma public high school graduates who were first-time entering freshman at an Oklahoma public higher education institution during a given fall semester. The students needed to be age 17, 18, or 19 at that time and could be either full or part-time college students. This group was then assumed to represent the high school graduating class from the months of May and June in that same year. The following data relate only to the high schools covered in this report series and the performance of their graduates once they enroll in an Oklahoma public college or university. These data were provided by the Oklahoma State Regents for Higher Education. Figure 86 gives a summary of all of the figures covered in this section.

Based on a three-year average, 52.8% of the state's public high school graduates went directly to a public college in Oklahoma (Figure 93). Northeast Academy for Health, Science and Engineering in Oklahoma City P. S. had the highest college-going rate with 89.0% of its graduates going on to an Oklahoma public college. Six other schools had higher than 70% of their graduates continue on an Oklahoma public college while five schools had less the 20% of students continue.

Once in college, 36.5% of Oklahoma public high school graduates took at least one remedial course during their freshmen year in an Oklahoma public institution of higher education (Figure 94). The percentage of college-enrolled graduates taking at least one remedial course ranged from two schools below 10% (Fargo High School in Ellis Co. and Wakita High School in Grant Co.) to ten schools having over 75% of their students needing remediation.

Statewide, 70.4% of freshman had a grade point average (GPA) of 2.0 or above during the first semester of their freshman year in an Oklahoma college (Figure 95). Two high schools (Keyes in Cimarron Co. and Drummond in Garfield Co.) had 100% of college-enrolled graduates being able to attain a 2.0 or above along with 10 other schools having 90% or better with a 2.0. However, there were 16 schools that had less than 50% of their college-enrolled graduates from the last three years who were able to achieve a GPA of 2.0 or above.

The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school was 44.1% (Figure 96). Two high schools (Cave Springs High School in Adair Co. and Keyes High School in Cimarron Co.) had over 70% of their college-enrolled graduates complete a degree program within 150% (six years) of ordinary completion time. Conversely, twelve schools had less than 20% of its college bound graduates completing college degrees in six years, or less. The college completion rate was calculated on a group of students consisting of those who enrolled in the fall

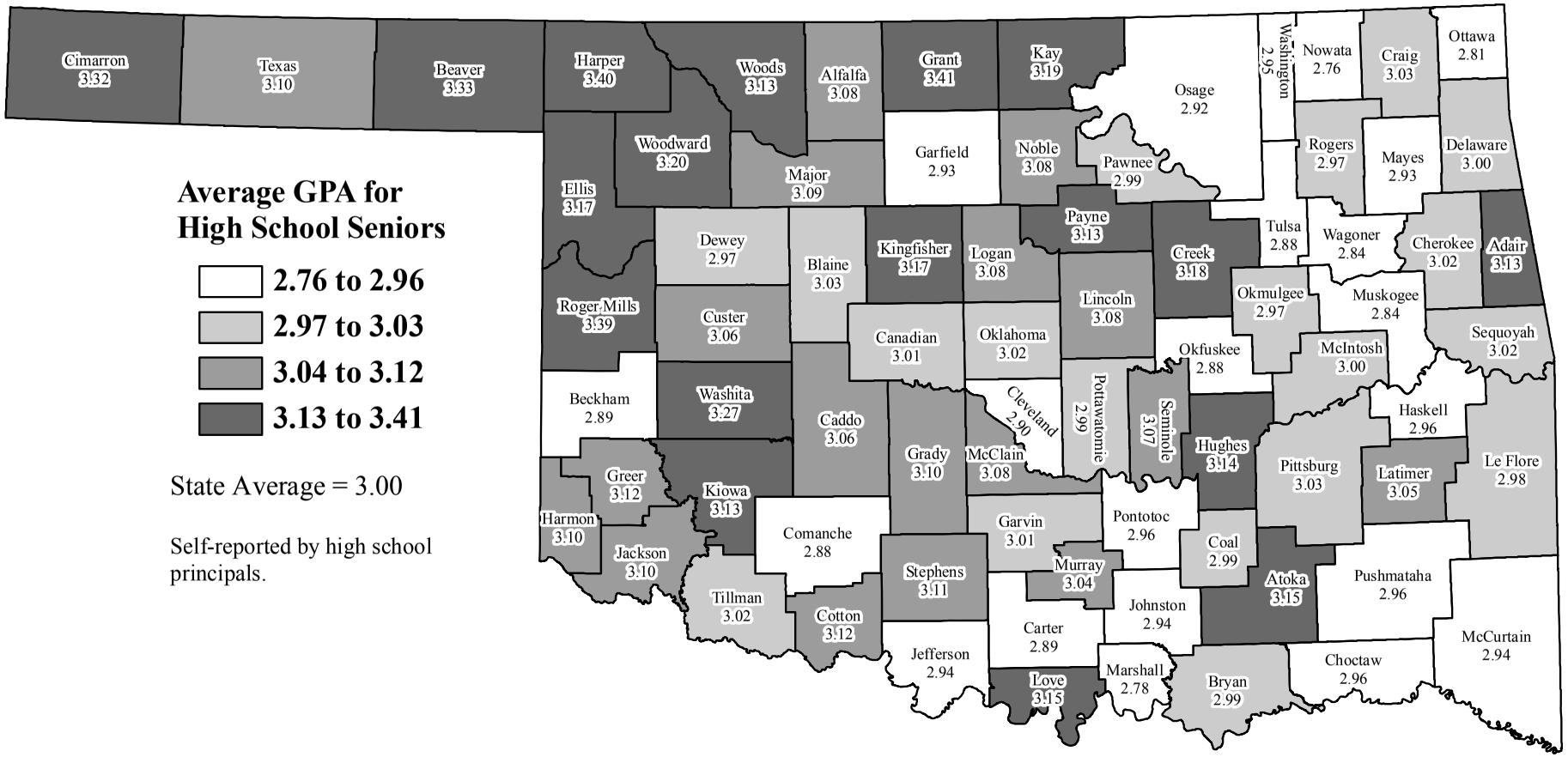
semester after their graduation from high school and who were degree-seeking at that time. Members of this group were then given three years to complete an Associate's Degree and six years to complete a Bachelor's Degree. The rate is based on a three-year average, which means that some of the students involved in the study graduated from an Oklahoma high school nine years earlier. Because so much time is required to collect these post-secondary performance measures, some high schools may have closed during this period. Therefore, the rates posted in the *Profiles 2008* reports only include high schools that were still in operation during the 2007-08 school year.

Figure 86
Summary of Oklahoma
High School Performance Measures

Summary of H.S. Performance Measures	**State Average**
Four-Year High School Dropout Rate (Class of 2008)	13.2%
Senior Graduation Rate (Class of 2008)	97.3%
Average GPA of High School Seniors (Class of 2008)	3.0
Career Tech Program Participation Rate (2005-07; 3-Year Average)	46.0%
Career Tech Program (Competency) Completion Rate (2005-07; 3-Year Average)	80.6%
Average ACT Score (Class of 2008 – Public & Private)	20.8
HS Grads Completing College Bound Curriculum (15 Units) (Class of 2008)	81.7%
HS Grads Going to Out-of-State Colleges (Class of 2008)	7.0%
OK College-Going Rate (2005-07; 3-Year Average)*	52.8%
OK College Freshman Remediation Rate (2005-07; 3-Year Average)*	36.5%
OK College Freshman GPA 2.0 or Above (2005-07; 3-Year Average)*	70.4%
OK College Completion Rate (1999-2001; 3-Year Average)*	44.1%

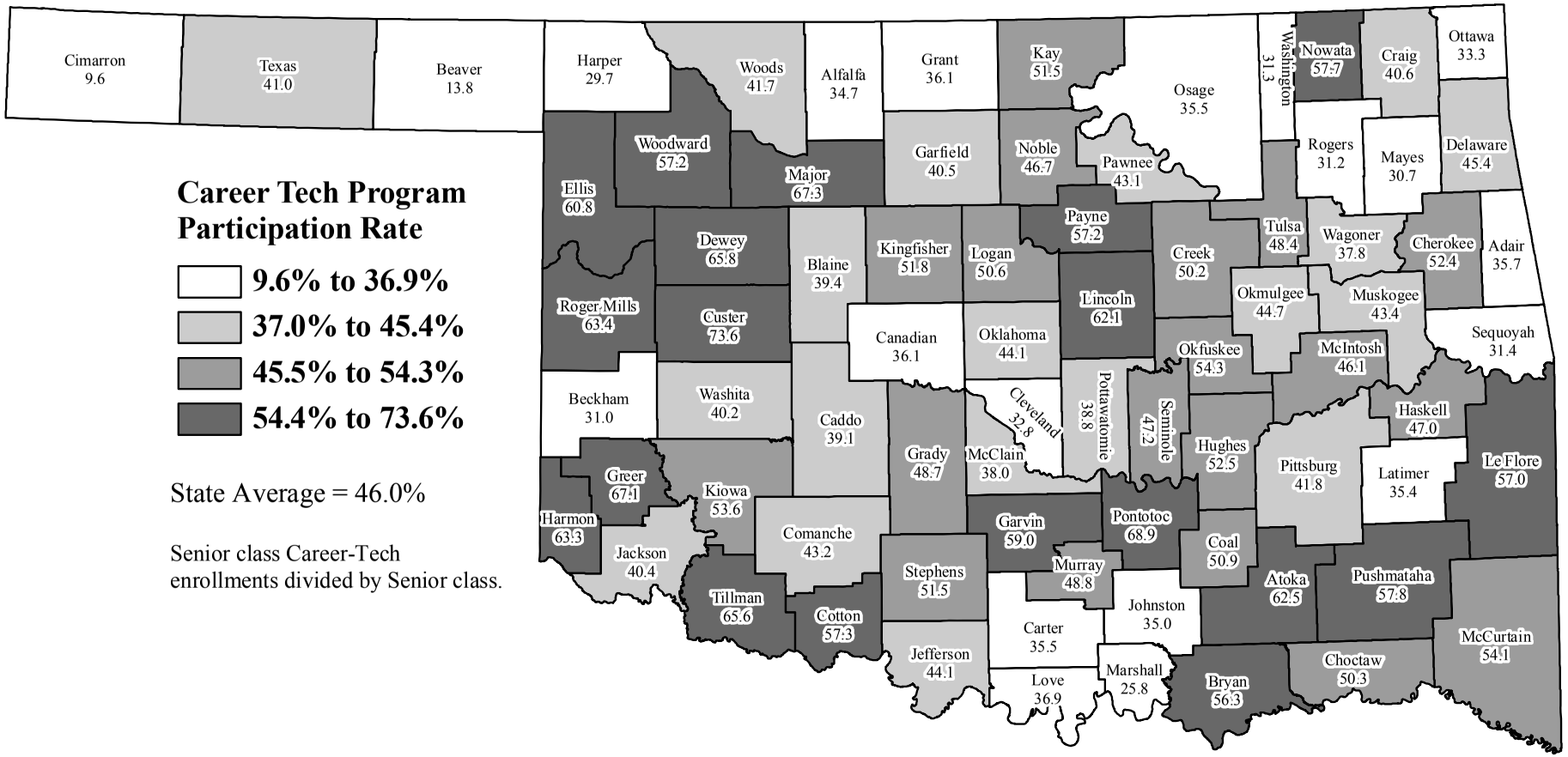
* Includes only college students who graduated from Oklahoma public high schools open during the 2007-08 school year.
Data Sources: Oklahoma State Department of Education, Oklahoma Department of Career and Technology Education, Office of Accountability, ACT Corporation, and Oklahoma State Regents for Higher Education.

Figure 87
HIGH SCHOOL GRADE POINT AVERAGE
2008 High School Seniors



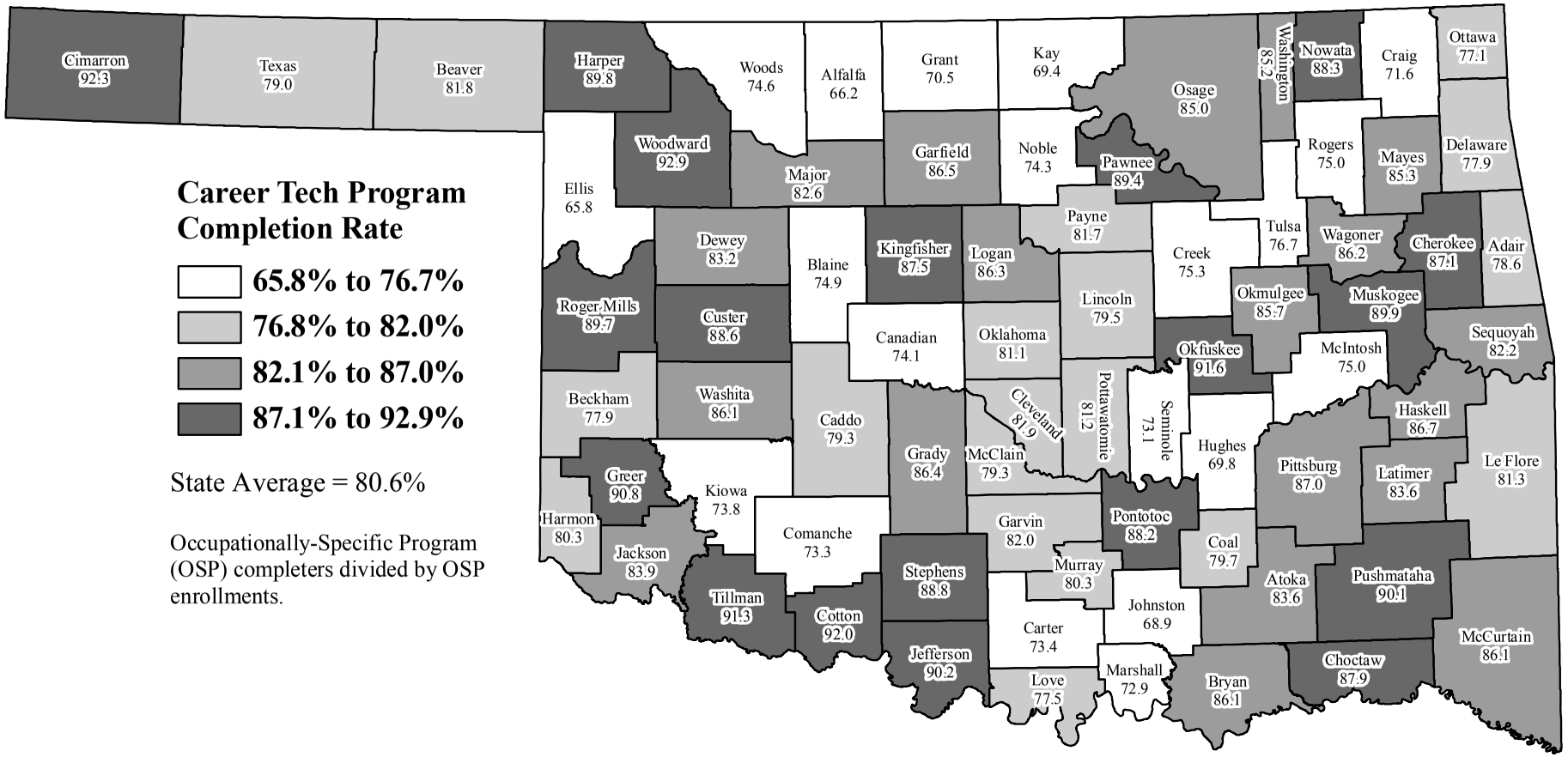
Source: Office of Accountability

Figure 88
CAREER TECH PROGRAM PARTICIPATION RATE
Three Year Average (Classes of 2005, 2006, and 2007)



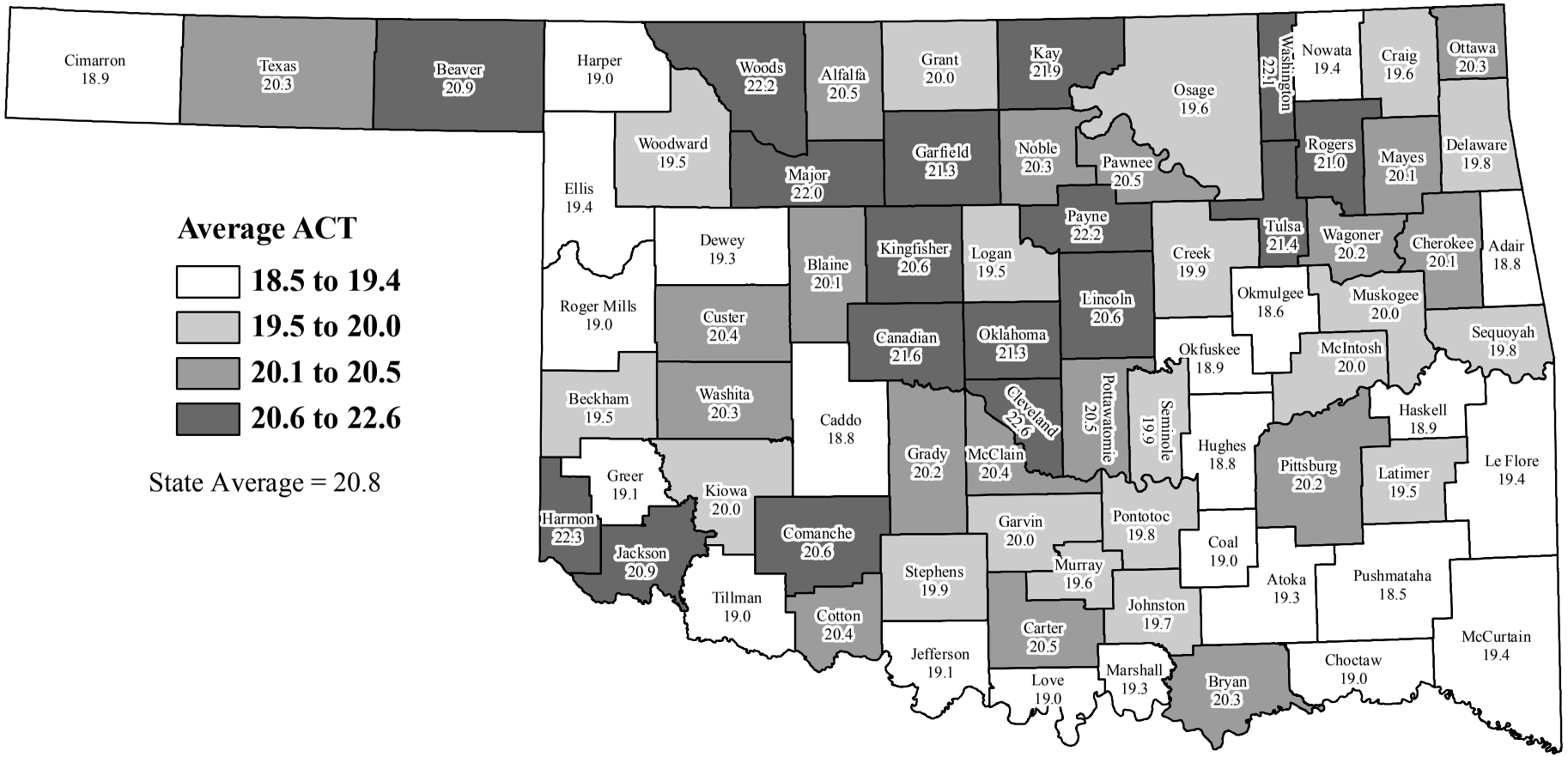
Source: Oklahoma Department of Career and Technology Education

Figure 89
CAREER TECH PROGRAM COMPLETION RATE
Three Year Average (Classes of 2005, 2006, and 2007)



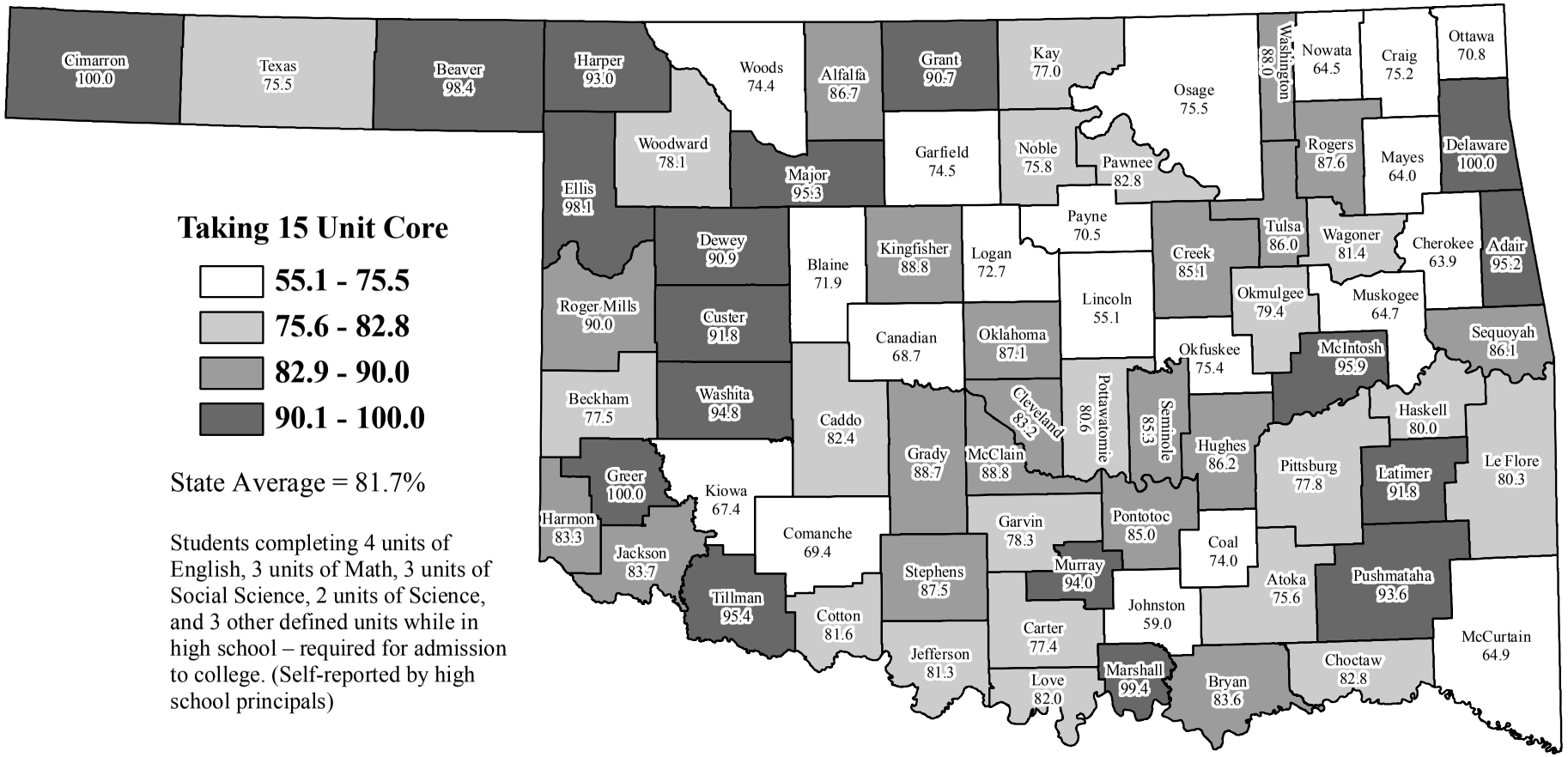
Source: Oklahoma Department of Career and Technology Education

Figure 90
AVERAGE ACT SCORES
Public High Schools – Class of 2008



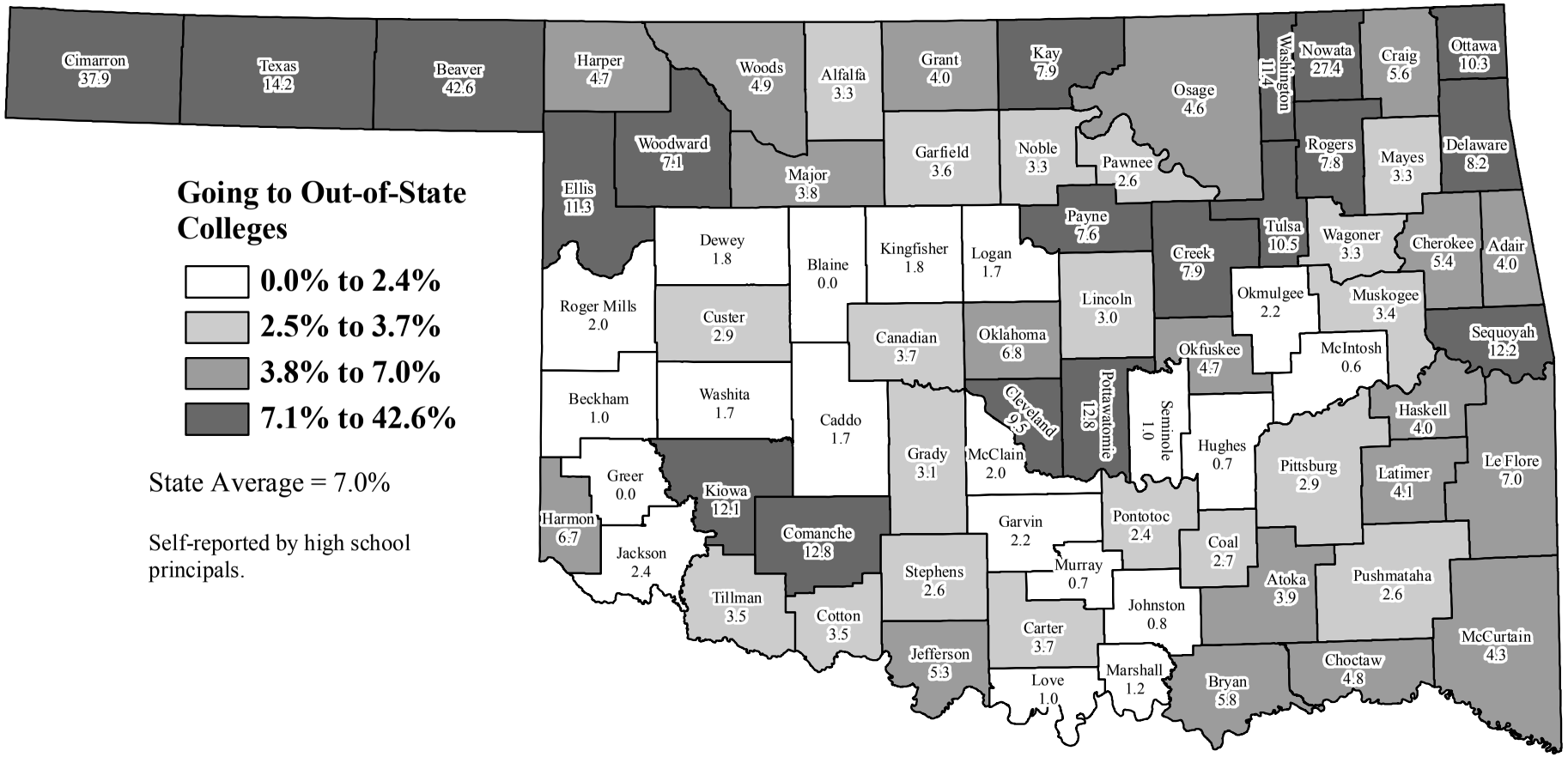
Source: Oklahoma State Regents for Higher Education

Figure 91
PERCENT OF HIGH SCHOOL GRADUATES COMPLETING COLLEGE BOUND CURRICULUM
Class of 2008 completing State Regents 15-Unit Core Curriculum



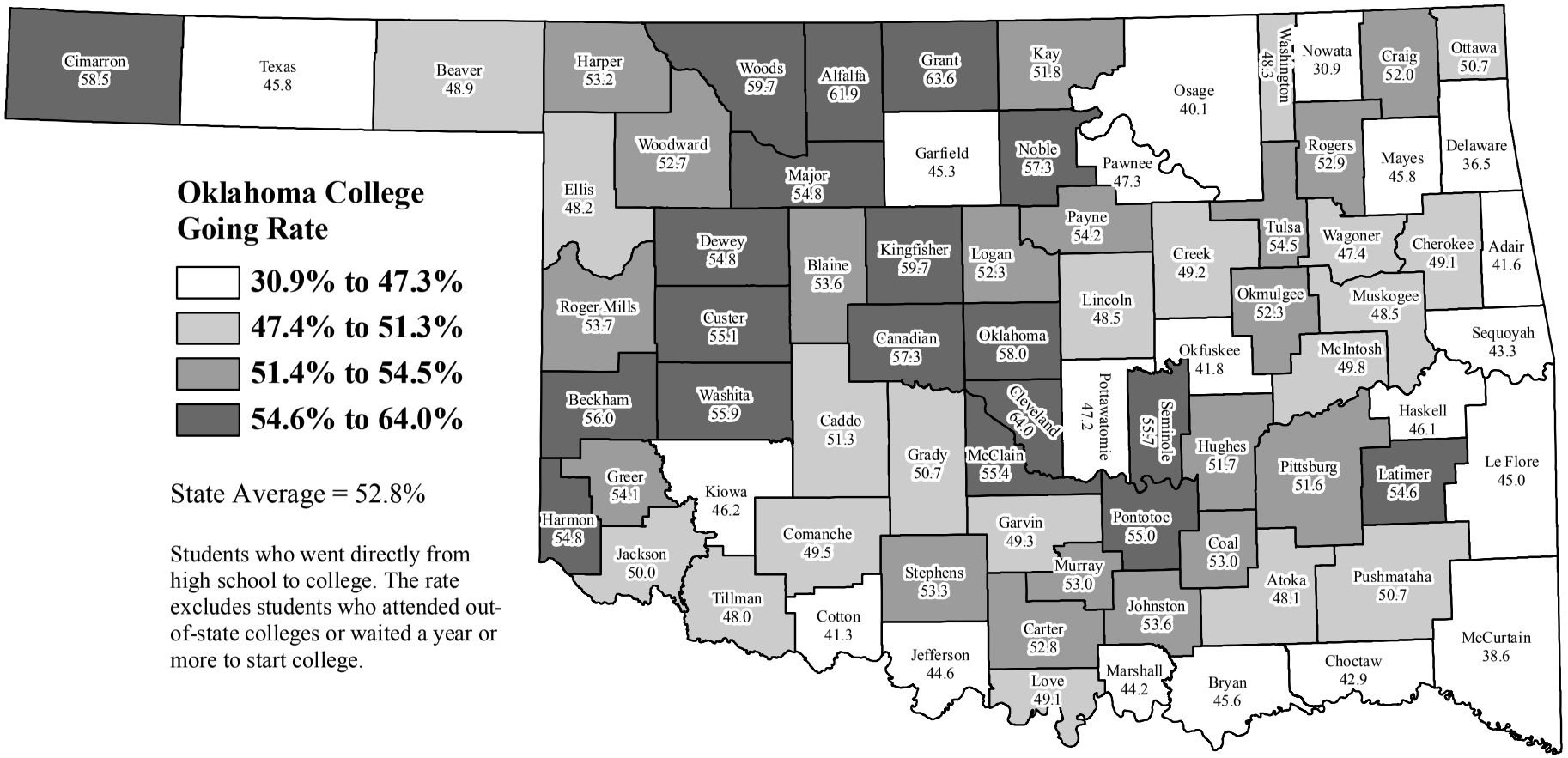
Source: Office of Accountability

Figure 92
HIGH SCHOOL GRADUATES GOING TO OUT-OF-STATE COLLEGES
Class of 2008



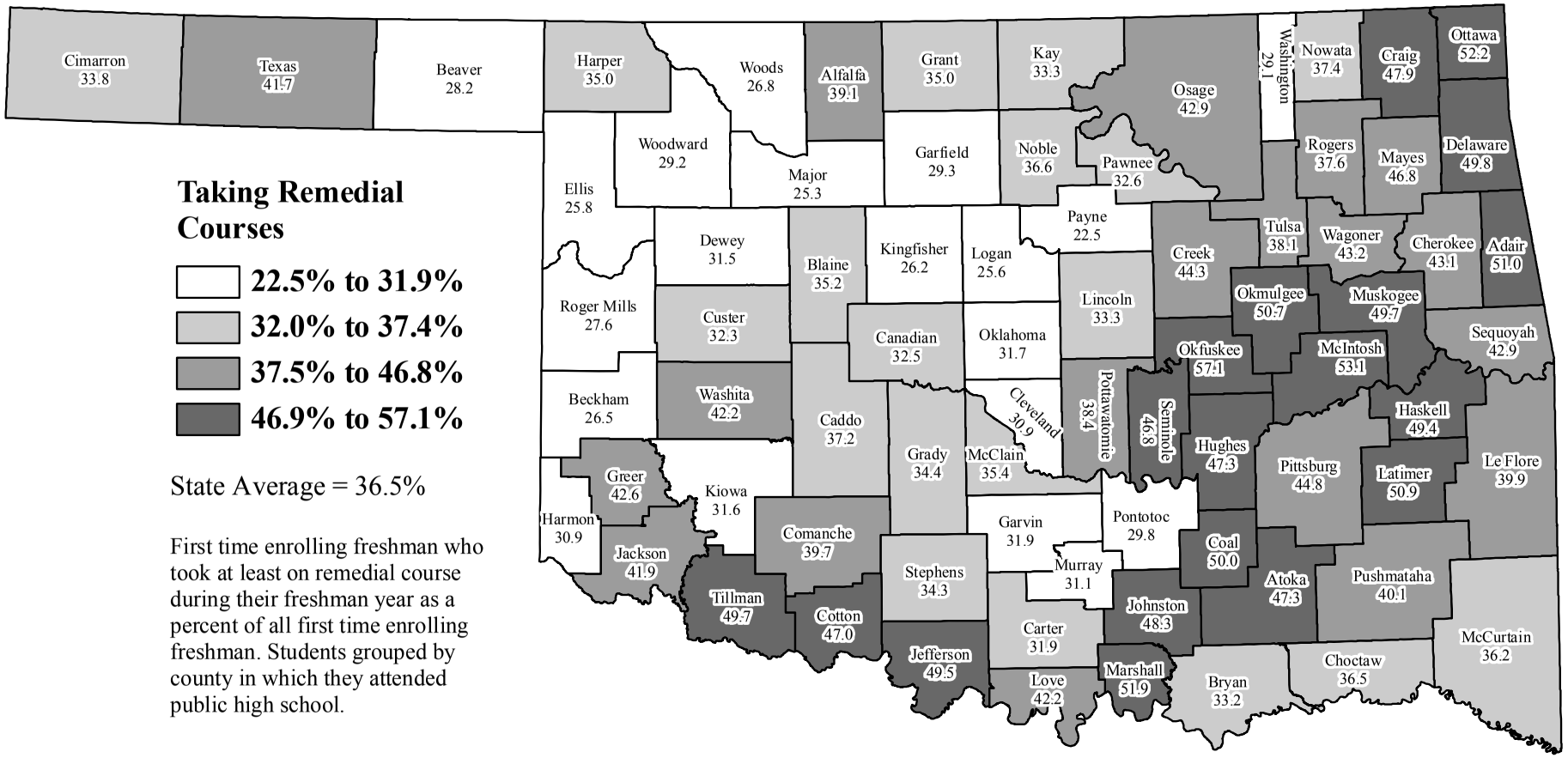
Source: Office of Accountability

Figure 93
OKLAHOMA COLLEGE-GOING RATE
Public High School Graduates from 2005, 2006, and 2007



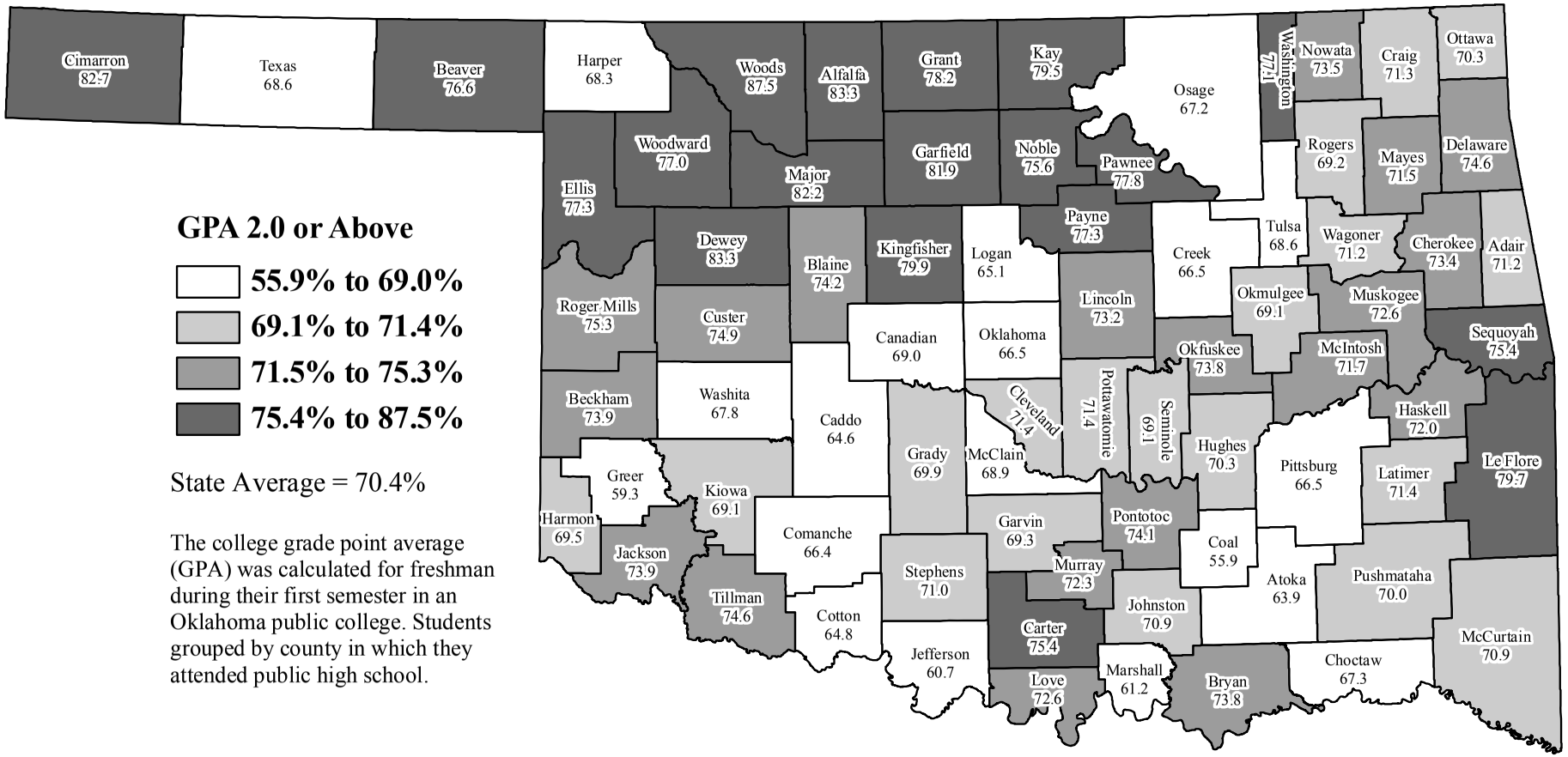
Source: Oklahoma State Regents for Higher Education

Figure 94
OKLAHOMA PUBLIC COLLEGE FRESHMAN REMEDIATION RATE
Public High School Graduates from 2005, 2006, and 2007



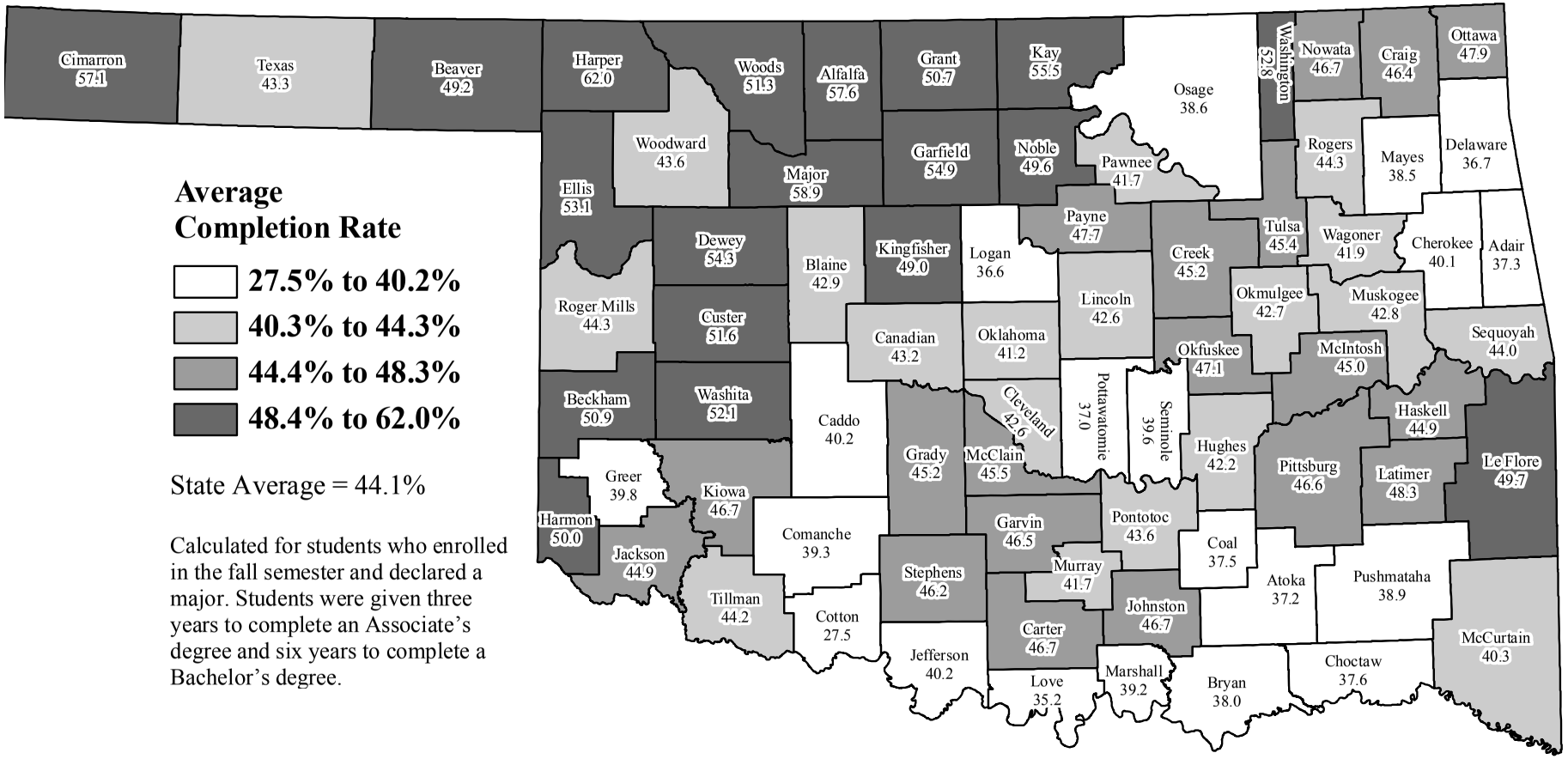
Source: Oklahoma State Regents for Higher Education

Figure 95
OKLAHOMA PUBLIC COLLEGE FRESHMAN WITH GPA OF 2.0 OR HIGHER
Public High School Graduates from 2005, 2006, and 2007



Source: Oklahoma State Regents for Higher Education

Figure 96
OKLAHOMA COLLEGE COMPLETION RATE OF PUBLIC HIGH SCHOOL GRADUATES
Public High School Graduates from 1999, 2000, and 2001



Source: Oklahoma State Regents for Education

APPENDIX A

THE 2008 SCHOOL QUESTIONNAIRE

The Office of Accountability uses a school site questionnaire to obtain data that are not available through other sources. The 2008 School Questionnaire pertained to site-level information during the 2007-08 school year. A copy of the 2008 School Questionnaire is located at the end of this section.

Not all principals opted to participate. However, of the 1,781 school sites sent a survey, 1,735 (97.4%) responded to at least one question. The statistics displayed below are based on the responding schools only. Schools not responding to the questionnaire are noted on the School Report Cards as FTR, or Failed to Respond. The following is a summary of the data received:

Student Mobility

Student mobility is an important issue in education. Oklahoma does have the data system in place to generate a student mobility rate but the system has not been in place long enough to calculate this variable. For the eighth straight year, the Office of Accountability gathered information needed to calculate a mobility rate for every school site in the state. This was the seventh year that the results were deemed usable. Information on students transferring in and students transferring out were gathered at 1,730 sites (97.1%) statewide. This information was then used to calculate a mobility rate using the formula: students added during the school year divided by fall enrollment minus students dropped during the year plus students added during the year. The statewide mobility rate was 10.0%; 10.4% at elementary schools and 9.2% at high schools.

Measure of Parental Involvement

Good parental participation is a key ingredient of quality common education programs. In an effort to generate meaningful numbers pertaining to parental involvement, the Office of Accountability asked principals statewide what percentage of their students had at least one parent (guardian) attend at least one parent-teacher conference. One-Thousand-Seven-Hundred-Twenty-Six (1,726) principals (96.9%) responded that, on average, 72.6% of students statewide had one or more parents attend a parent-teacher conference. Parental participation was greatest in elementary school, with 81.2% of students having parents that attended a parent teacher conference and parental participation was lesser in high school with a rate of only 53.0%.

Out-of-School Suspension

Students and teachers alike face more distractions in the classroom than ever before. As another measure of the adversities that some public schools face while trying to deliver education, the Office of Accountability asked principals in the state how many incidents of out-of-school suspension did their school have that were for 10 days or less. Then they were asked how many incidents were for more than 10 days. Of the 1,781 schools asked this question, 1,735 (97.4%) supplied a response. On average, there was one suspension with a duration of 10 days or less for every 11.5 students statewide; one for

every 14.4 students in elementary schools and one for every 8.0 students in high schools. For suspensions that lasted for more than 10 days, the average for all schools was one incident for every 134.3 students statewide; one for every 276.8 elementary students and one for every 62.1 high school students.

Volunteer Hours

In an effort to determine the level of support schools receive from their communities, the Office of Accountability asked principals statewide to supply the total number of hours that patrons volunteered to their schools. This count was to exclude hours volunteered by students. Ninety-seven percent (96.9%) of principals responded to this question. On average, patrons of schools across the state volunteered 2.6 hours of service for every student that attended school; 3.2 hours for each elementary school student and 1.4 hours for every high school student in the state.

HIGH SCHOOLS ONLY

The following three questions on the survey were asked only of principals at the 461 high schools with 12th grade enrollments. Over ninety-seven percent (97.6%) of the high school principals from this group (450 of 461) responded to at least one of the questions.

High School Senior Grade Point Average

The average grade point of the Oklahoma high school seniors was 3.0 during the 2007-08 school year at the 450 high schools (97.6%) that responded to this question. High school GPA should always be viewed in comparison to other performance measures as academic rigor varies from school to school.

Graduates Planning to Attend Out-of-State Colleges

On average, the 449 responding high school principals (97.4%) reported that 7.0% of their graduates were planning to attend out-of-state colleges. For high schools near the Oklahoma border, this number is especially important. The "Oklahoma College Going Rate" does not include students attending college in other states and the out-of-state college attendance rate may help to explain some districts' otherwise low Oklahoma's college going rates.

Completion of 15 Units Required of College-Bound Students

Four-hundred-forty-seven (447) Principals (97.0%) responded that, on average, 81.7% of their graduates had completed the 15 units required by Oklahoma public colleges and universities. This refers to the percentage of graduates who should be prepared to enroll in non-remedial courses at an Oklahoma college or university.

Education Oversight Board / Office of Accountability

Susan Field, Chairman / Robert Buswell, Executive Director

2008 School Questionnaire

The Office of Accountability is required by law to provide an annual report to the people of Oklahoma. The following information is needed for, and may be included in, the Profiles 2008 Educational Indicators Reports, and the 2007-08 School Report Cards. Please complete and return the following questionnaire by **November 30, 2008**. This will be the only mailing of this year's questionnaire. Failure to respond will be noted as "FTR" on your school's report. Thank you for your time.

PLEASE PROVIDE OR VERIFY THE FOLLOWING:

County: *00 SAMPLE*
District: *I000 - SAMPLE DISTRICT*
School: *000 - SAMPLE SITE (1-12)*
Principal's email address: Sample@SamplePublicSchool.com

_____
Principal's Name (please print)

_____
Principal's Signature

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

(Survey #)

ALL PRINCIPALS:

_____ 1. At your site, for school year 2007-08, please provide the total number of students added to your membership roster after October 1, 2007. (write 0 if no students transferred in)

_____ 2. At your site, for school year 2007-08, please provide the total number of students dropped from your membership roster after October 1, 2007. (write 0 if no students transferred out)

_____% 3. As a measure of parental involvement during the 2007-08 school year, what percentage of your students had at least 1 parent (guardian) attend at least 1 parent-teacher conference?

_____ 4. During the 2007-08 school year, how many incidents of out-of-school suspension were for 10 days or less? (write 0 if no suspensions for 10 days or less)

_____ 5. During the 2007-08 school year, how many incidents of out-of-school suspension were for more than 10 days? (write 0 if no suspensions for more than 10 days)

_____ 6. What was the total number of hours volunteered by patrons, excluding students, at your school during the 2007-08 school year? (write 0 if there were no volunteer hours)

HIGH SCHOOL PRINCIPALS ONLY:

_____ 1. What was the average GPA (based upon a 4.0 system) of your high school senior class for school year 2007-08?

_____ 2. Of your 2008 graduates, how many were planning to go out-of-state for college?

_____ 3. How many of your 2008 graduates completed the State Regents' 15-unit college-bound curriculum?
(For more information, please visit **http://www.okhighered.org/student-center/jrhigh-highscl/courses.shtml**)

QUICK AND EASY RETURN!! Either FAX it to us at (405) 225-9474 or

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

APPENDIX B

Juvenile Arrest Data By Offense Type
2007-08

Criminal Offenses Only

Description	Offenses	%
Homicide	48	0.3%
Kidnapping	13	0.1%
Sexual Assault	189	1.0%
Robbery	232	1.2%
Assault	2,253	12.1%
Arson	149	0.8%
Extortion	14	0.1%
Burglary	1,964	10.5%
Theft	1,772	9.5%
Theft of Auto	728	3.9%
Forgery	150	0.8%
Fraud	107	0.6%
Embezzlement	71	0.4%
Stolen Property	592	3.2%
Damage Property	1,409	7.6%
Dangerous Drugs/Narcotics	2,219	11.9%
Sex Offenses	190	1.0%
Domestic Violence	487	2.6%
Liquor Under Age	304	1.6%
Obstruction of Police	497	2.7%
Escape/Flight	189	1.0%
Obstructing the Judiciary	2,211	11.9%
Weapon Offenses	487	2.6%
Public Peace	1,278	6.9%
Traffic Offenses	557	3.0%
Invasion of Privacy	205	1.1%
Conservation	21	0.1%
Other Offences	304	1.6%
Total	**18,640**	**100%**

Data Source: Office of Juvenile Affairs

APPENDIX C

Indicators Displayed in Maps

Data Used to Indicate the Socioeconomic Conditions within Each County

County	Per Student Valuation of Property	Free or Reduced Lunch	Census 2000 Population	Poverty Rate	Unemployment Rate	Mean Household Income	Percent of Single Parent Families
Adair	$14,793	78.2%	21,038	23.2%	7.2%	$30,956	28.4%
Alfalfa	$70,470	43.9%	6,105	13.7%	2.8%	$37,487	21.0%
Atoka	$21,139	73.8%	13,879	19.8%	6.6%	$32,394	27.0%
Beaver	$95,238	49.7%	5,857	11.7%	2.6%	$45,392	18.3%
Beckham	$50,365	52.2%	19,799	18.2%	6.3%	$37,371	27.8%
Blaine	$38,798	64.1%	11,976	16.9%	5.3%	$36,936	21.9%
Bryan	$29,914	70.7%	36,534	18.4%	6.5%	$35,468	26.4%
Caddo	$26,266	70.1%	30,150	21.7%	8.0%	$35,627	31.2%
Canadian	$34,794	34.3%	87,697	7.9%	3.5%	$53,472	22.7%
Carter	$49,955	60.3%	45,621	16.6%	5.6%	$38,310	28.3%
Cherokee	$18,826	73.7%	42,521	22.9%	8.2%	$34,646	29.5%
Choctaw	$17,951	74.4%	15,342	24.3%	7.1%	$29,823	36.1%
Cimarron	$89,218	58.6%	3,148	17.6%	2.0%	$39,125	17.4%
Cleveland	$38,339	38.3%	208,016	10.6%	4.2%	$51,769	24.1%
Coal	$57,957	71.3%	6,031	23.1%	6.9%	$30,346	25.5%
Comanche	$26,033	52.7%	114,996	15.6%	7.6%	$41,621	30.5%
Cotton	$24,957	49.7%	6,614	18.2%	4.8%	$37,015	25.5%
Craig	$35,165	64.9%	14,950	13.7%	3.9%	$41,372	24.6%
Creek	$26,727	58.9%	67,367	13.5%	4.8%	$42,407	26.5%
Custer	$42,501	61.1%	26,142	18.5%	4.7%	$39,234	29.9%
Delaware	$39,562	67.6%	37,077	18.3%	6.6%	$38,137	26.9%
Dewey	$57,998	50.8%	4,743	15.0%	3.3%	$37,472	14.0%
Ellis	$57,287	52.6%	4,075	12.5%	2.3%	$37,541	23.4%
Garfield	$38,589	57.2%	57,813	13.9%	5.1%	$42,446	26.4%
Garvin	$30,386	57.4%	27,210	15.9%	5.6%	$36,687	26.3%
Grady	$26,926	47.6%	45,516	13.9%	4.8%	$41,297	24.7%
Grant	$104,053	49.2%	5,144	13.7%	2.7%	$37,775	20.4%
Greer	$22,802	59.9%	6,061	19.6%	6.9%	$33,136	33.2%
Harmon	$31,587	69.1%	3,283	29.7%	6.9%	$34,258	28.3%
Harper	$83,060	54.0%	3,562	10.2%	1.4%	$41,778	20.8%
Haskell	$21,429	75.9%	11,792	20.5%	4.7%	$34,916	23.3%
Hughes	$49,660	72.5%	14,154	21.9%	7.6%	$31,366	28.3%
Jackson	$22,998	53.8%	28,439	16.2%	5.2%	$40,686	26.6%
Jefferson	$23,981	65.6%	6,818	19.2%	5.5%	$31,065	20.7%
Johnston	$29,554	69.7%	10,513	22.0%	6.1%	$34,872	24.5%
Kay	$37,527	60.5%	48,080	16.0%	7.7%	$41,013	26.5%
Kingfisher	$50,427	52.9%	13,926	10.8%	3.5%	$47,132	21.1%
Kiowa	$37,427	64.3%	10,227	19.3%	6.0%	$33,944	30.1%
Latimer	$34,119	55.9%	10,692	22.7%	7.8%	$33,812	34.3%
Le Flore	$20,498	66.4%	48,109	19.1%	6.3%	$35,864	26.7%

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Indicators Displayed in Maps

Data Used to Indicate the Socioeconomic Conditions within Each County

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County	Per Student Valuation of Property	Free or Reduced Lunch	Census 2000 Population	Poverty Rate	Unemployment Rate	Mean Household Income	Percent of Single Parent Families
Lincoln	$22,850	54.4%	32,080	14.5%	4.9%	$38,728	22.8%
Logan	$34,588	59.7%	33,924	12.9%	5.7%	$46,585	22.7%
Love	$29,635	67.0%	8,831	11.8%	5.2%	$42,475	26.9%
Major	$26,968	38.9%	27,740	10.5%	3.7%	$48,376	22.2%
Marshall	$24,607	75.2%	34,402	24.7%	7.4%	$34,581	34.1%
Mayes	$27,658	78.1%	19,456	18.2%	6.6%	$39,291	28.6%
McClain	$46,574	49.7%	7,545	12.0%	3.3%	$42,217	18.4%
McCurtain	$30,288	72.7%	13,184	17.9%	4.2%	$36,348	27.8%
McIntosh	$27,452	61.1%	38,369	14.3%	5.4%	$39,377	23.1%
Murray	$22,802	58.4%	12,623	14.1%	5.7%	$39,448	23.7%
Muskogee	$33,125	63.8%	69,451	17.9%	7.3%	$38,430	31.1%
Noble	$59,949	50.6%	11,411	12.8%	3.7%	$41,587	22.1%
Nowata	$21,500	55.9%	10,569	14.1%	3.9%	$36,209	22.8%
Okfuskee	$21,743	76.0%	11,814	23.0%	12.5%	$33,109	28.0%
Oklahoma	$47,129	58.3%	660,448	15.3%	5.2%	$47,646	35.4%
Okmulgee	$19,770	69.0%	39,685	18.9%	7.8%	$35,898	31.6%
Osage	$30,844	61.0%	44,437	13.2%	5.6%	$44,605	26.3%
Ottawa	$21,197	67.3%	33,194	16.6%	6.0%	$36,267	28.6%
Pawnee	$22,153	61.1%	16,612	13.0%	5.1%	$39,499	22.6%
Payne	$44,675	46.4%	68,190	20.3%	4.8%	$39,295	27.0%
Pittsburg	$39,067	64.2%	43,953	17.2%	7.2%	$37,227	28.5%
Pontotoc	$26,466	62.9%	35,143	16.5%	6.8%	$36,205	29.1%
Pottawatomie	$21,773	60.0%	65,521	14.6%	5.7%	$41,747	28.8%
Pushmataha	$17,896	64.6%	11,667	23.2%	6.7%	$31,378	28.3%
Roger Mills	$130,537	45.1%	3,436	16.3%	2.4%	$40,441	16.9%
Rogers	$36,814	43.2%	70,641	8.6%	3.7%	$51,638	20.8%
Seminole	$22,744	73.3%	24,894	20.8%	8.6%	$35,598	32.0%
Sequoyah	$17,025	71.6%	38,972	19.8%	6.2%	$34,977	26.1%
Stephens	$32,413	50.1%	43,182	14.6%	6.5%	$40,085	25.3%
Texas	$46,966	59.8%	20,107	14.1%	4.9%	$44,189	19.4%
Tillman	$21,165	77.9%	9,287	21.9%	4.3%	$35,597	26.1%
Tulsa	$45,653	52.1%	563,299	11.6%	4.8%	$51,756	31.1%
Wagoner	$22,651	59.7%	57,491	8.9%	3.7%	$49,468	23.1%
Washington	$35,712	42.6%	48,996	11.9%	4.9%	$48,910	26.7%
Washita	$36,459	62.2%	11,508	15.5%	4.0%	$39,069	23.0%
Woods	$81,776	43.7%	9,089	15.0%	4.1%	$41,174	25.8%
Woodward	$52,061	39.6%	18,486	12.5%	6.1%	$42,419	23.9%
State Summary	**$37,366**	**56.0%**	**3,450,654**	**14.7%**	**5.3%**	**$44,370**	**28.9%**

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

Indicators Displayed in Maps

Data Used to Indicate the Socioeconomic Conditions within Each County

County	Percent on Reading Remediation	Average Days Absent per Student	Mobility Rate	Percent Parents Attending Confernce	Less than a High School Diploma	Percent High School Graduates	Percent College Graduates
Adair	27.7%	10.2	10.4%	67.0%	33.3%	66.7%	9.8%
Alfalfa	18.6%	6.6	2.8%	71.7%	18.6%	81.4%	15.0%
Atoka	27.0%	8.2	6.3%	66.0%	30.6%	69.4%	10.1%
Beaver	32.0%	7.1	7.6%	80.5%	18.8%	81.2%	17.6%
Beckham	46.2%	11.5	10.4%	75.6%	24.1%	75.9%	15.5%
Blaine	30.2%	8.7	9.3%	69.5%	24.5%	75.5%	14.0%
Bryan	25.0%	9.0	14.0%	74.5%	25.1%	74.9%	17.9%
Caddo	31.6%	9.4	8.1%	67.0%	24.2%	75.9%	14.2%
Canadian	34.3%	10.2	8.5%	71.9%	12.7%	87.3%	20.9%
Carter	38.2%	9.7	8.3%	63.0%	23.0%	77.0%	15.1%
Cherokee	26.5%	10.6	9.9%	66.2%	23.3%	76.7%	22.1%
Choctaw	45.3%	10.1	10.4%	62.5%	31.0%	69.0%	9.9%
Cimarron	43.8%	8.1	7.3%	87.8%	23.5%	76.6%	17.7%
Cleveland	29.4%	9.4	10.3%	78.5%	11.9%	88.1%	28.0%
Coal	28.2%	11.0	11.7%	66.5%	31.4%	68.6%	12.4%
Comanche	36.8%	8.9	14.0%	66.8%	14.9%	85.2%	19.1%
Cotton	30.3%	9.2	9.1%	72.3%	23.0%	77.0%	14.0%
Craig	34.3%	10.1	9.5%	54.2%	23.1%	76.9%	10.5%
Creek	32.3%	10.5	9.1%	69.3%	22.4%	77.6%	11.7%
Custer	30.6%	10.9	6.6%	69.8%	18.8%	81.2%	22.8%
Delaware	34.0%	11.4	10.2%	71.1%	24.6%	75.4%	13.3%
Dewey	33.3%	7.7	10.4%	75.2%	20.2%	79.8%	16.6%
Ellis	18.7%	7.9	8.7%	82.3%	18.8%	81.2%	19.2%
Garfield	30.9%	10.0	8.6%	83.4%	17.8%	82.2%	19.6%
Garvin	33.2%	10.1	8.1%	75.1%	27.0%	73.0%	12.0%
Grady	28.2%	10.7	11.2%	64.5%	20.5%	79.5%	14.4%
Grant	16.7%	7.2	6.8%	77.3%	14.3%	85.7%	16.2%
Greer	31.1%	8.7	11.1%	85.5%	23.3%	76.7%	12.6%
Harmon	23.7%	6.8	14.6%	81.6%	36.8%	63.2%	12.1%
Harper	17.5%	6.9	5.9%	68.5%	17.9%	82.1%	19.2%
Haskell	32.9%	10.5	28.5%	51.0%	33.2%	66.9%	10.3%
Hughes	27.9%	10.1	11.1%	64.6%	29.2%	70.8%	9.7%
Jackson	35.4%	9.2	17.1%	68.1%	20.9%	79.1%	18.5%
Jefferson	34.9%	9.2	9.8%	71.0%	30.7%	69.3%	10.6%
Johnston	33.7%	8.1	10.6%	59.5%	30.9%	69.1%	13.3%
Kay	44.1%	12.1	8.9%	84.6%	19.1%	80.9%	18.3%
Kingfisher	34.6%	7.2	3.4%	75.8%	18.8%	81.2%	16.1%
Kiowa	27.4%	9.2	9.2%	79.9%	22.6%	77.4%	14.8%
Latimer	47.9%	8.8	7.4%	54.9%	26.2%	73.8%	12.0%
Le Flore	29.7%	11.3	9.6%	64.1%	29.7%	70.4%	11.3%

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Indicators Displayed in Maps

Data Used to Indicate the Socioeconomic Conditions within Each County

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County	Percent on Reading Remediation	Average Days Absent per Student	Mobility Rate	Percent Parents Attending Confernce	Less than a High School Diploma	Percent High School Graduates	Percent College Graduates
Lincoln	31.3%	9.8	8.0%	70.1%	22.5%	77.6%	11.1%
Logan	34.8%	10.9	7.0%	64.5%	18.5%	81.5%	19.1%
Love	48.5%	9.1	7.9%	50.1%	26.4%	73.6%	10.8%
Major	28.0%	9.1	7.6%	69.6%	20.7%	79.3%	15.7%
Marshall	36.1%	10.4	10.3%	62.3%	30.8%	69.2%	10.8%
Mayes	20.7%	9.9	8.9%	66.4%	28.4%	71.6%	13.1%
McClain	21.0%	6.9	5.4%	77.7%	21.4%	78.6%	14.5%
McCurtain	30.0%	10.1	12.2%	64.0%	29.0%	71.0%	11.5%
McIntosh	28.3%	10.5	8.7%	73.1%	23.9%	76.1%	12.2%
Murray	22.3%	9.4	7.7%	65.2%	25.7%	74.3%	14.9%
Muskogee	32.7%	10.6	10.0%	63.9%	24.9%	75.1%	15.4%
Noble	44.8%	10.4	4.5%	65.2%	18.5%	81.5%	15.8%
Nowata	46.8%	7.1	6.7%	71.6%	23.8%	76.2%	9.6%
Okfuskee	41.9%	9.3	10.8%	55.9%	30.6%	69.4%	9.3%
Oklahoma	44.3%	11.5	11.8%	74.5%	17.5%	82.5%	25.4%
Okmulgee	32.5%	10.4	10.0%	67.4%	25.3%	74.7%	11.4%
Osage	28.5%	9.8	6.0%	69.4%	19.8%	80.2%	14.6%
Ottawa	33.0%	9.6	9.8%	65.6%	24.3%	75.7%	12.2%
Pawnee	24.0%	10.0	10.0%	83.3%	21.2%	78.8%	12.1%
Payne	26.3%	10.8	6.9%	85.3%	13.3%	86.7%	34.2%
Pittsburg	27.7%	10.1	8.7%	75.8%	23.8%	76.2%	12.9%
Pontotoc	25.6%	9.5	8.6%	78.0%	21.8%	78.2%	21.8%
Pottawatomie	35.2%	11.5	9.1%	73.1%	20.7%	79.3%	15.5%
Pushmataha	32.2%	8.4	14.2%	72.3%	31.0%	69.1%	12.4%
Roger Mills	28.6%	9.8	9.1%	75.7%	20.7%	79.3%	15.8%
Rogers	30.2%	11.2	6.8%	71.3%	16.6%	83.4%	16.9%
Seminole	35.9%	11.3	12.4%	61.1%	26.8%	73.2%	12.1%
Sequoyah	23.1%	8.5	10.3%	62.4%	29.8%	70.2%	10.9%
Stephens	31.0%	11.6	10.2%	72.2%	23.0%	77.0%	16.6%
Texas	35.8%	7.2	8.0%	85.9%	28.1%	71.9%	17.7%
Tillman	27.0%	8.6	9.7%	78.8%	32.7%	67.4%	12.5%
Tulsa	39.8%	11.0	9.5%	77.0%	14.9%	85.1%	26.9%
Wagoner	43.5%	10.8	7.0%	65.9%	18.7%	81.3%	15.4%
Washington	37.5%	9.4	9.1%	62.8%	14.8%	85.3%	25.8%
Washita	25.5%	8.6	12.6%	85.8%	20.3%	79.7%	15.1%
Woods	23.6%	10.0	8.6%	84.7%	17.3%	82.7%	23.7%
Woodward	32.9%	8.3	11.4%	82.8%	20.1%	79.9%	15.2%
State Summary	**35.7%**	**10.4**	**10.0%**	**72.6%**	**19.4%**	**80.6%**	**20.3%**

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

Indicators Displayed in Maps

Data Used to Indicate the Revenue, Expentures, and Percentage of CRT Scores within Each County

County	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	3rd Grade CRT Math Scores % Satisfactory or Above	3rd Grade CRT Reading Scores % Satisfactory or Above	4th Grade CRT Math Scores % Satisfactory or Above	4th Grade CRT Reading Scores % Satisfactory or Above
Adair	64.3%	$9,173	83%	88%	79%	91%
Alfalfa	49.3%	$10,249	80%	90%	95%	100%
Atoka	64.7%	$8,949	83%	92%	82%	92%
Beaver	46.3%	$11,054	79%	94%	85%	98%
Beckham	55.9%	$7,462	80%	82%	88%	97%
Blaine	53.9%	$10,445	79%	85%	88%	98%
Bryan	61.0%	$8,814	87%	94%	86%	94%
Caddo	56.8%	$9,186	73%	89%	81%	95%
Canadian	52.4%	$7,409	86%	95%	91%	97%
Carter	54.1%	$8,136	84%	92%	85%	95%
Cherokee	60.1%	$8,518	78%	89%	85%	96%
Choctaw	67.8%	$8,573	88%	95%	75%	94%
Cimarron	49.4%	$13,280	43%	78%	77%	90%
Cleveland	51.3%	$7,534	88%	94%	92%	97%
Coal	57.7%	$10,780	88%	88%	86%	91%
Comanche	58.5%	$8,202	83%	93%	85%	96%
Cotton	62.5%	$7,971	77%	91%	96%	97%
Craig	56.2%	$8,684	64%	84%	75%	95%
Creek	60.7%	$7,541	82%	90%	81%	94%
Custer	52.3%	$8,516	90%	94%	88%	97%
Delaware	54.5%	$8,491	84%	95%	84%	96%
Dewey	56.2%	$11,182	84%	87%	90%	96%
Ellis	54.1%	$10,591	75%	91%	87%	100%
Garfield	55.3%	$7,680	84%	90%	87%	96%
Garvin	57.5%	$8,221	78%	90%	83%	95%
Grady	61.2%	$7,423	85%	94%	88%	97%
Grant	42.3%	$11,295	92%	100%	90%	98%
Greer	68.8%	$8,556	88%	100%	80%	96%
Harmon	68.7%	$9,602	85%	80%	85%	100%
Harper	48.4%	$9,574	84%	95%	85%	90%
Haskell	63.3%	$8,209	72%	86%	86%	92%
Hughes	55.4%	$8,697	67%	86%	84%	94%
Jackson	64.0%	$7,939	85%	96%	89%	98%
Jefferson	67.5%	$9,586	85%	86%	80%	90%
Johnston	58.1%	$8,865	73%	92%	87%	94%
Kay	51.4%	$7,991	86%	92%	90%	95%
Kingfisher	45.1%	$8,970	91%	94%	95%	99%
Kiowa	58.9%	$9,073	80%	86%	87%	98%
Latimer	61.9%	$9,243	70%	87%	90%	95%
Le Flore	63.7%	$8,093	78%	89%	83%	92%

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Indicators Displayed in Maps

Data Used to Indicate the Revenue, Expentures, and Percentage of CRT Scores within Each County

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County	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	3rd Grade CRT Math Scores % Satisfactory or Above	3rd Grade CRT Reading Scores % Satisfactory or Above	4th Grade CRT Math Scores % Satisfactory or Above	4th Grade CRT Reading Scores % Satisfactory or Above
Lincoln	61.7%	$7,630	81%	91%	91%	97%
Logan	55.4%	$7,904	67%	79%	85%	95%
Love	60.5%	$7,884	78%	87%	76%	91%
Major	57.8%	$7,407	85%	92%	85%	97%
Marshall	61.4%	$8,595	81%	93%	80%	95%
Mayes	57.3%	$8,702	82%	95%	89%	94%
McClain	55.5%	$9,336	84%	90%	88%	98%
McCurtain	59.2%	$8,281	84%	93%	92%	97%
McIntosh	59.5%	$7,938	78%	92%	88%	94%
Murray	65.6%	$7,101	94%	95%	88%	92%
Muskogee	55.4%	$7,842	82%	88%	84%	94%
Noble	41.1%	$8,604	86%	91%	86%	94%
Nowata	62.5%	$8,346	82%	90%	73%	95%
Okfuskee	62.1%	$8,783	76%	83%	81%	94%
Oklahoma	46.1%	$8,120	80%	89%	84%	94%
Okmulgee	62.2%	$8,105	71%	86%	83%	93%
Osage	61.6%	$8,720	76%	89%	87%	94%
Ottawa	64.4%	$8,097	88%	92%	89%	98%
Pawnee	63.4%	$7,582	71%	87%	85%	92%
Payne	52.3%	$8,198	80%	91%	86%	96%
Pittsburg	57.0%	$8,855	85%	93%	81%	93%
Pontotoc	60.0%	$8,643	81%	93%	89%	97%
Pottawatomie	62.8%	$7,860	84%	93%	88%	96%
Pushmataha	67.4%	$8,859	72%	86%	78%	93%
Roger Mills	48.0%	$19,376	75%	98%	97%	87%
Rogers	53.7%	$7,440	86%	95%	91%	97%
Seminole	59.9%	$8,498	67%	81%	74%	91%
Sequoyah	68.0%	$7,652	89%	92%	91%	98%
Stephens	59.0%	$7,733	82%	91%	87%	96%
Texas	54.0%	$8,768	83%	91%	92%	95%
Tillman	64.9%	$9,566	71%	90%	78%	90%
Tulsa	45.3%	$8,329	83%	92%	88%	95%
Wagoner	63.1%	$7,383	90%	96%	84%	92%
Washington	54.3%	$7,700	90%	93%	91%	97%
Washita	59.9%	$8,186	80%	89%	89%	94%
Woods	40.6%	$10,036	84%	98%	89%	97%
Woodward	53.8%	$8,095	85%	95%	91%	96%
State Summary	**53.3%**	**$8,160**	**81%**	**90%**	**86%**	**95%**

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

Data Used to Indicate Percentage of CRT Scores within Each County

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

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Indicators Displayed in Maps

Data Used to Indicate Percentage of CRT Scores within Each County

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County	5th Grade CRT Math Scores % Satisfactory or Above	5th Grade CRT Reading Scores % Satisfactory or Above	5th Grade CRT Science Scores % Satisfactory or Above	5th Grade CRT Soc. Stud. Scores % Satisfactory or Above	5th Grade CRT Writing Scores % Satisfactory or Above	6th Grade CRT Math Scores % Satisfactory or Above
Lincoln	90%	85%	88%	77%	93%	85%
Logan	88%	91%	81%	58%	92%	82%
Love	89%	81%	90%	67%	86%	70%
Major	91%	90%	92%	82%	90%	90%
Marshall	81%	85%	84%	71%	78%	81%
Mayes	89%	89%	93%	82%	88%	80%
McClain	94%	98%	95%	92%	89%	91%
McCurtain	95%	96%	93%	78%	83%	79%
McIntosh	90%	89%	90%	77%	87%	85%
Murray	94%	85%	90%	78%	92%	87%
Muskogee	88%	85%	89%	76%	81%	84%
Noble	89%	90%	91%	66%	64%	77%
Nowata	89%	92%	92%	77%	86%	85%
Okfuskee	85%	78%	80%	55%	69%	89%
Oklahoma	90%	90%	87%	75%	89%	83%
Okmulgee	82%	82%	81%	66%	88%	82%
Osage	88%	85%	85%	68%	85%	85%
Ottawa	92%	90%	91%	72%	90%	81%
Pawnee	93%	91%	90%	84%	90%	83%
Payne	88%	89%	90%	73%	83%	88%
Pittsburg	90%	88%	88%	67%	87%	88%
Pontotoc	90%	93%	92%	86%	91%	85%
Pottawatomie	89%	89%	91%	78%	85%	87%
Pushmataha	77%	81%	81%	60%	68%	81%
Roger Mills	98%	98%	98%	84%	91%	96%
Rogers	92%	89%	94%	79%	88%	88%
Seminole	78%	74%	73%	59%	79%	81%
Sequoyah	90%	89%	91%	79%	89%	83%
Stephens	88%	89%	91%	81%	87%	83%
Texas	96%	89%	92%	81%	85%	89%
Tillman	90%	88%	88%	73%	92%	79%
Tulsa	92%	89%	89%	78%	89%	86%
Wagoner	90%	87%	89%	74%	79%	86%
Washington	94%	93%	94%	83%	90%	93%
Washita	82%	85%	88%	73%	87%	93%
Woods	88%	82%	89%	78%	83%	83%
Woodward	83%	81%	84%	76%	79%	85%
State Summary	**90%**	**88%**	**88%**	**76%**	**87%**	**84%**

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

Data Used to Indicate Percentage of CRT Scores within Each County

County	6th Grade CRT Reading Scores % Satisfactory or Above	7th Grade CRT Math Scores % Satisfactory or Above	7th Grade CRT Reading Scores % Satisfactory or Above	7th Grade CRT Geography Scores % Satisfactory or Above	8th Grade CRT Math Scores % Satisfactory or Above	8th Grade CRT Reading Scores % Satisfactory or Above
Adair	79%	72%	80%	82%	75%	83%
Alfalfa	90%	90%	90%	95%	91%	91%
Atoka	85%	79%	81%	86%	89%	88%
Beaver	90%	96%	93%	86%	88%	85%
Beckham	92%	89%	88%	92%	87%	89%
Blaine	90%	73%	85%	84%	80%	83%
Bryan	83%	81%	82%	86%	85%	87%
Caddo	86%	83%	83%	89%	89%	89%
Canadian	90%	86%	88%	93%	92%	94%
Carter	90%	83%	84%	87%	91%	92%
Cherokee	90%	76%	87%	85%	87%	90%
Choctaw	83%	77%	82%	91%	78%	75%
Cimarron	88%	82%	88%	94%	100%	100%
Cleveland	92%	91%	89%	94%	92%	90%
Coal	89%	80%	92%	89%	93%	96%
Comanche	88%	86%	87%	90%	89%	90%
Cotton	92%	80%	80%	91%	76%	88%
Craig	84%	82%	77%	85%	85%	84%
Creek	84%	82%	83%	89%	84%	88%
Custer	89%	87%	87%	89%	84%	88%
Delaware	83%	74%	81%	86%	75%	84%
Dewey	89%	86%	91%	95%	88%	91%
Ellis	90%	79%	80%	88%	81%	98%
Garfield	90%	82%	84%	85%	87%	85%
Garvin	85%	84%	87%	88%	82%	89%
Grady	85%	85%	87%	91%	87%	93%
Grant	81%	85%	73%	85%	89%	87%
Greer	95%	81%	77%	91%	92%	96%
Harmon	78%	82%	77%	95%	96%	85%
Harper	81%	92%	84%	94%	94%	85%
Haskell	85%	72%	81%	87%	79%	77%
Hughes	73%	66%	72%	81%	81%	84%
Jackson	92%	86%	88%	85%	94%	96%
Jefferson	87%	71%	67%	86%	83%	80%
Johnston	85%	76%	78%	85%	81%	88%
Kay	88%	88%	83%	91%	90%	90%
Kingfisher	92%	88%	89%	92%	91%	96%
Kiowa	84%	90%	98%	96%	92%	93%
Latimer	82%	79%	84%	91%	78%	74%
Le Flore	86%	79%	81%	88%	78%	89%

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Indicators Displayed in Maps

Data Used to Indicate Percentage of CRT Scores within Each County

continued from previous page

County	6th Grade CRT Reading Scores % Satisfactory or Above	7th Grade CRT Math Scores % Satisfactory or Above	7th Grade CRT Reading Scores % Satisfactory or Above	7th Grade CRT Geography Scores % Satisfactory or Above	8th Grade CRT Math Scores % Satisfactory or Above	8th Grade CRT Reading Scores % Satisfactory or Above
Lincoln	83%	88%	83%	89%	87%	87%
Logan	90%	80%	86%	91%	85%	87%
Love	67%	75%	75%	71%	85%	68%
Major	92%	88%	89%	94%	84%	91%
Marshall	82%	77%	81%	88%	81%	87%
Mayes	83%	79%	85%	93%	91%	88%
McClain	91%	94%	96%	95%	90%	92%
McCurtain	79%	79%	80%	92%	83%	93%
McIntosh	85%	79%	88%	86%	85%	89%
Murray	86%	84%	85%	91%	83%	89%
Muskogee	83%	77%	81%	83%	83%	84%
Noble	83%	85%	81%	87%	86%	85%
Nowata	81%	68%	75%	90%	86%	87%
Okfuskee	90%	68%	68%	77%	80%	84%
Oklahoma	86%	81%	83%	85%	86%	85%
Okmulgee	82%	80%	82%	90%	88%	90%
Osage	87%	78%	72%	83%	87%	83%
Ottawa	81%	83%	81%	93%	86%	87%
Pawnee	81%	85%	92%	89%	81%	83%
Payne	89%	86%	90%	92%	87%	88%
Pittsburg	86%	86%	86%	89%	89%	88%
Pontotoc	89%	83%	85%	86%	84%	87%
Pottawatomie	86%	84%	84%	86%	88%	90%
Pushmataha	79%	77%	78%	83%	84%	85%
Roger Mills	96%	90%	92%	90%	95%	91%
Rogers	86%	84%	85%	92%	87%	93%
Seminole	80%	74%	78%	84%	82%	80%
Sequoyah	86%	80%	84%	90%	89%	89%
Stephens	90%	82%	87%	86%	81%	88%
Texas	94%	84%	91%	93%	93%	87%
Tillman	79%	66%	80%	80%	80%	83%
Tulsa	84%	84%	82%	85%	87%	87%
Wagoner	88%	84%	85%	89%	82%	83%
Washington	90%	88%	88%	92%	85%	87%
Washita	94%	88%	81%	94%	91%	90%
Woods	83%	87%	90%	85%	91%	89%
Woodward	90%	79%	83%	87%	81%	88%
State Summary	**86%**	**82%**	**83%**	**87%**	**85%**	**87%**

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

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

County	8th Grade CRT Science Scores % Satisfactory or Above	8th Grade CRT U.S. Hist. Scores % Satisfactory or Above	8th Grade CRT Writing Scores % Satisfactory or Above	Algebra I EOI % Satisfactory or Above	English II EOI % Satisfactory or Above	US History EOI % Satisfactory or Above	Biology I EOI % Satisfactory or Above
Adair	90%	61%	93%	70%	71%	70%	46%
Alfalfa	98%	80%	98%	87%	88%	78%	63%
Atoka	88%	69%	94%	56%	70%	57%	48%
Beaver	88%	80%	95%	61%	70%	68%	59%
Beckham	95%	75%	94%	84%	80%	64%	61%
Blaine	92%	71%	96%	88%	71%	57%	54%
Bryan	92%	73%	96%	71%	80%	60%	52%
Caddo	93%	75%	93%	74%	78%	60%	44%
Canadian	96%	81%	98%	89%	85%	79%	68%
Carter	95%	78%	98%	83%	84%	73%	68%
Cherokee	93%	78%	96%	79%	84%	82%	59%
Choctaw	89%	58%	89%	67%	71%	55%	38%
Cimarron	100%	91%	95%	88%	83%	67%	36%
Cleveland	95%	87%	98%	91%	90%	84%	74%
Coal	94%	72%	99%	86%	60%	68%	40%
Comanche	94%	79%	95%	78%	77%	58%	53%
Cotton	89%	61%	98%	82%	90%	74%	68%
Craig	94%	79%	95%	82%	86%	75%	49%
Creek	93%	73%	93%	75%	75%	60%	46%
Custer	93%	85%	96%	77%	79%	74%	48%
Delaware	90%	73%	92%	59%	66%	69%	41%
Dewey	91%	88%	97%	78%	85%	74%	64%
Ellis	98%	81%	89%	85%	83%	78%	68%
Garfield	93%	80%	96%	80%	84%	73%	63%
Garvin	92%	68%	94%	81%	75%	66%	55%
Grady	96%	77%	96%	84%	86%	78%	63%
Grant	91%	73%	100%	86%	90%	64%	73%
Greer	96%	67%	92%	70%	75%	63%	53%
Harmon	89%	74%	96%	90%	71%	64%	49%
Harper	94%	67%	97%	77%	82%	76%	66%
Haskell	89%	68%	94%	84%	81%	63%	45%
Hughes	90%	66%	95%	67%	66%	54%	52%
Jackson	97%	76%	94%	82%	85%	70%	65%
Jefferson	88%	70%	98%	61%	71%	57%	40%
Johnston	97%	67%	97%	80%	76%	47%	32%
Kay	96%	79%	95%	89%	81%	75%	68%
Kingfisher	94%	84%	99%	83%	85%	73%	65%
Kiowa	98%	88%	97%	76%	77%	55%	56%
Latimer	88%	52%	95%	63%	63%	56%	37%
Le Flore	91%	70%	93%	72%	70%	58%	45%

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Indicators Displayed in Maps

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

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County	8th Grade CRT Science Scores % Satisfactory or Above	8th Grade CRT U.S. Hist. Scores % Satisfactory or Above	8th Grade CRT Writing Scores % Satisfactory or Above	Algebra I EOI % Satisfactory or Above	English II EOI % Satisfactory or Above	US History EOI % Satisfactory or Above	Biology I EOI % Satisfactory or Above
Lincoln	92%	81%	94%	74%	79%	66%	50%
Logan	93%	71%	98%	75%	69%	62%	46%
Love	89%	58%	95%	77%	67%	48%	51%
Major	96%	79%	95%	84%	76%	69%	56%
Marshall	90%	68%	93%	78%	75%	55%	50%
Mayes	88%	64%	90%	77%	75%	57%	49%
McClain	98%	77%	90%	99%	88%	85%	74%
McCurtain	91%	76%	96%	76%	75%	57%	47%
McIntosh	91%	76%	95%	77%	78%	73%	64%
Murray	94%	67%	97%	84%	86%	80%	72%
Muskogee	90%	75%	92%	78%	76%	67%	55%
Noble	94%	80%	90%	76%	86%	80%	65%
Nowata	91%	67%	96%	74%	70%	73%	58%
Okfuskee	82%	50%	92%	74%	65%	46%	43%
Oklahoma	91%	76%	96%	81%	80%	74%	58%
Okmulgee	93%	69%	94%	62%	72%	51%	48%
Osage	94%	66%	95%	76%	75%	61%	52%
Ottawa	94%	75%	96%	72%	77%	65%	50%
Pawnee	94%	65%	95%	80%	79%	62%	59%
Payne	94%	77%	94%	87%	87%	82%	66%
Pittsburg	94%	70%	94%	79%	79%	59%	60%
Pontotoc	93%	72%	95%	87%	90%	76%	69%
Pottawatomie	94%	79%	97%	84%	78%	71%	61%
Pushmataha	93%	75%	96%	71%	75%	61%	45%
Roger Mills	100%	77%	100%	93%	74%	70%	57%
Rogers	96%	80%	97%	87%	78%	75%	60%
Seminole	87%	65%	94%	67%	71%	63%	44%
Sequoyah	93%	80%	97%	74%	78%	68%	60%
Stephens	94%	72%	95%	82%	77%	70%	64%
Texas	97%	72%	97%	85%	89%	73%	62%
Tillman	89%	79%	96%	64%	66%	52%	32%
Tulsa	91%	75%	95%	79%	80%	71%	60%
Wagoner	92%	68%	93%	72%	77%	65%	45%
Washington	93%	79%	95%	88%	82%	80%	66%
Washita	93%	78%	98%	81%	87%	71%	61%
Woods	95%	76%	93%	71%	79%	74%	58%
Woodward	97%	79%	96%	83%	73%	72%	59%
State Summary	**92%**	**75%**	**95%**	**79%**	**79%**	**70%**	**58%**

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

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

County	Algebra II EOI % Satisfactory or Above	English III EOI % Satisfactory or Above	Geometry EOI % Satisfactory or Above	4-Year Dropout Rate	Senior Graduation Rate	Senior GPA	Career Tech Program Participation Rate	Career Tech Program Completion Rate
Adair	22%	75%	65%	27.3%	93.7%	3.13	35.7%	78.6%
Alfalfa	55%	83%	79%	1.9%	100.0%	3.08	34.7%	66.2%
Atoka	49%	72%	49%	12.4%	94.0%	3.15	62.5%	83.6%
Beaver	53%	81%	73%	3.2%	100.0%	3.33	13.8%	81.8%
Beckham	74%	80%	79%	21.2%	94.9%	2.89	31.0%	77.9%
Blaine	40%	83%	75%	7.6%	97.3%	3.03	39.4%	74.9%
Bryan	54%	83%	72%	12.6%	98.5%	2.99	56.3%	86.1%
Caddo	44%	84%	60%	12.2%	98.0%	3.06	39.1%	79.3%
Canadian	72%	87%	80%	11.7%	96.5%	3.01	36.1%	74.1%
Carter	67%	87%	79%	14.6%	97.3%	2.89	35.5%	73.4%
Cherokee	65%	83%	77%	14.2%	96.4%	3.02	52.4%	87.1%
Choctaw	31%	66%	42%	11.7%	97.4%	2.96	50.3%	87.9%
Cimarron	67%	82%	73%	0.0%	100.0%	3.32	9.6%	92.3%
Cleveland	76%	92%	87%	10.5%	97.7%	2.90	32.8%	81.9%
Coal	43%	70%	63%	14.1%	93.6%	2.99	50.9%	79.7%
Comanche	52%	83%	73%	7.2%	98.4%	2.88	43.2%	73.3%
Cotton	64%	87%	83%	4.4%	97.8%	3.12	57.3%	92.0%
Craig	52%	78%	76%	8.9%	97.3%	3.03	40.6%	71.6%
Creek	55%	79%	67%	10.6%	97.2%	3.18	50.2%	75.3%
Custer	51%	84%	80%	9.8%	98.6%	3.06	73.6%	88.6%
Delaware	50%	77%	54%	21.1%	95.8%	3.00	45.4%	77.9%
Dewey	43%	95%	80%	6.8%	94.8%	2.97	65.8%	83.2%
Ellis	59%	83%	76%	5.4%	100.0%	3.17	60.8%	65.8%
Garfield	56%	87%	71%	6.3%	98.5%	2.93	40.5%	86.5%
Garvin	58%	77%	69%	16.3%	95.7%	3.01	59.0%	82.0%
Grady	51%	82%	69%	10.9%	96.5%	3.10	48.7%	86.4%
Grant	46%	78%	82%	2.6%	100.0%	3.41	36.1%	70.5%
Greer	39%	73%	73%	4.6%	100.0%	3.12	67.1%	90.8%
Harmon	59%	93%	83%	18.9%	96.8%	3.10	63.3%	80.3%
Harper	40%	86%	95%	8.5%	100.0%	3.40	29.7%	89.8%
Haskell	76%	70%	76%	10.7%	97.7%	2.96	47.0%	86.7%
Hughes	31%	62%	73%	17.9%	95.2%	3.14	52.5%	69.8%
Jackson	61%	79%	73%	13.8%	97.8%	3.10	40.4%	83.9%
Jefferson	30%	79%	39%	6.3%	100.0%	2.94	44.1%	90.2%
Johnston	38%	78%	66%	11.0%	95.3%	2.94	35.0%	68.9%
Kay	59%	83%	74%	24.6%	96.0%	3.19	51.5%	69.4%
Kingfisher	73%	83%	78%	2.2%	100.0%	3.17	51.8%	87.5%
Kiowa	54%	84%	69%	13.2%	95.7%	3.13	53.6%	73.8%
Latimer	35%	60%	49%	11.8%	98.0%	3.05	35.4%	83.6%
Le Flore	27%	70%	55%	12.0%	97.8%	2.98	57.0%	81.3%

continued on next page

Indicators Displayed in Maps

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

continued from previous page

County	Algebra II EOI % Satisfactory or Above	English III EOI % Satisfactory or Above	Geometry EOI % Satisfactory or Above	4-Year Dropout Rate	Senior Graduation Rate	Senior GPA	Career Tech Program Participation Rate	Career Tech Program Completion Rate
Lincoln	44%	76%	66%	7.5%	97.6%	3.08	62.1%	79.5%
Logan	32%	72%	71%	6.2%	100.0%	3.08	50.6%	86.3%
Love	54%	71%	63%	9.1%	99.0%	3.15	36.9%	77.5%
Major	61%	85%	75%	7.3%	98.5%	3.08	38.0%	79.3%
Marshall	47%	74%	71%	5.1%	99.0%	2.94	54.1%	86.1%
Mayes	34%	81%	74%	5.5%	98.5%	3.00	46.1%	75.0%
McClain	82%	95%	88%	3.6%	99.1%	3.09	67.3%	82.6%
McCurtain	45%	76%	70%	13.3%	97.6%	2.78	25.8%	72.9%
McIntosh	62%	81%	73%	13.8%	96.3%	2.93	30.7%	85.3%
Murray	62%	83%	75%	6.9%	99.3%	3.04	48.8%	80.3%
Muskogee	47%	80%	64%	14.7%	97.9%	2.84	43.4%	89.9%
Noble	59%	84%	83%	9.1%	92.3%	3.08	46.7%	74.3%
Nowata	69%	83%	71%	3.1%	99.2%	2.76	57.7%	88.3%
Okfuskee	42%	64%	60%	16.6%	94.5%	2.88	54.3%	91.6%
Oklahoma	56%	80%	69%	12.8%	97.9%	3.02	44.1%	81.1%
Okmulgee	25%	65%	52%	9.7%	96.5%	2.97	44.7%	85.7%
Osage	37%	74%	77%	6.4%	98.7%	2.92	35.5%	85.0%
Ottawa	49%	82%	68%	11.4%	98.2%	2.81	33.3%	77.1%
Pawnee	39%	83%	63%	9.8%	95.2%	2.99	43.1%	89.4%
Payne	82%	91%	85%	14.2%	96.5%	3.13	57.2%	81.7%
Pittsburg	42%	79%	74%	11.4%	96.8%	3.03	41.8%	87.0%
Pontotoc	58%	86%	76%	15.7%	93.9%	2.96	68.9%	88.2%
Pottawatomie	64%	80%	77%	13.4%	96.8%	2.99	38.8%	81.2%
Pushmataha	31%	76%	66%	11.4%	98.1%	2.96	57.8%	90.1%
Roger Mills	54%	80%	84%	5.7%	98.0%	3.39	63.4%	89.7%
Rogers	63%	82%	76%	12.6%	98.1%	2.97	31.2%	75.0%
Seminole	57%	80%	65%	11.1%	97.4%	3.07	47.2%	73.1%
Sequoyah	40%	80%	72%	12.9%	98.4%	3.02	31.4%	82.2%
Stephens	41%	81%	74%	19.5%	97.3%	3.11	51.5%	88.8%
Texas	41%	83%	82%	13.7%	95.5%	3.10	41.0%	79.0%
Tillman	32%	75%	54%	13.1%	97.7%	3.02	65.6%	91.3%
Tulsa	58%	81%	72%	17.5%	97.0%	2.88	48.4%	76.7%
Wagoner	42%	75%	60%	20.3%	93.6%	2.84	37.8%	86.2%
Washington	71%	83%	76%	15.4%	96.5%	2.95	31.3%	85.2%
Washita	68%	81%	82%	4.9%	98.3%	3.27	40.2%	86.1%
Woods	79%	84%	84%	15.5%	91.1%	3.13	41.7%	74.6%
Woodward	53%	79%	75%	12.1%	98.6%	3.20	57.2%	92.9%
State Summary	**55%**	**81%**	**72%**	**13.2%**	**97.3%**	**3.00**	**46.0%**	**80.6%**

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

Indicators Displayed in Maps

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

County	Average ACT Score of Oklahoma Public HS Graduates	Oklahoma Public HS Graduates Colpleting Coll. Bound Curr.	Oklahoma Public HS Graduates Going to Out-of-State Coleges	Oklahoma College Going Rate of Oklahoma Public HS Graduates	Percent of Oklahoma Public College Freshman Taking Remdial Courses	Oklahoma Freshman with a GPA of 2.0 or Higher Graduating from an Oklahoma Public HS	Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates
Adair	18.8	95.2%	4.0%	41.6%	51.0%	71.2%	37.3%
Alfalfa	20.5	86.7%	3.3%	61.9%	39.1%	83.3%	57.6%
Atoka	19.3	75.6%	3.9%	48.1%	47.3%	63.9%	37.2%
Beaver	20.9	98.4%	42.6%	48.9%	28.2%	76.6%	49.2%
Beckham	19.5	77.5%	1.0%	56.0%	26.5%	73.9%	50.9%
Blaine	20.1	71.9%	0.0%	53.6%	35.2%	74.2%	42.9%
Bryan	20.3	83.6%	5.8%	45.6%	33.2%	73.8%	38.0%
Caddo	18.8	82.4%	1.7%	51.3%	37.2%	64.6%	40.2%
Canadian	21.6	68.7%	3.7%	57.3%	32.5%	69.0%	43.2%
Carter	20.5	77.4%	3.7%	52.8%	31.9%	75.4%	46.7%
Cherokee	20.1	63.9%	5.4%	49.1%	43.1%	73.4%	40.1%
Choctaw	19.0	82.8%	4.8%	42.9%	36.5%	67.3%	37.6%
Cimarron	18.9	100.0%	37.9%	58.5%	33.8%	82.7%	57.1%
Cleveland	22.6	83.2%	9.5%	64.0%	30.9%	71.4%	42.6%
Coal	19.0	74.0%	2.7%	53.0%	50.0%	55.9%	37.5%
Comanche	20.6	69.4%	12.8%	49.5%	39.7%	66.4%	39.3%
Cotton	20.4	81.6%	3.5%	41.3%	47.0%	64.8%	27.5%
Craig	19.6	75.2%	5.6%	52.0%	47.9%	71.3%	46.4%
Creek	19.9	85.1%	7.9%	49.2%	44.3%	66.5%	45.2%
Custer	20.4	91.8%	2.9%	55.1%	32.3%	74.9%	51.6%
Delaware	19.8	100.0%	8.2%	36.5%	49.8%	74.6%	36.7%
Dewey	19.3	90.9%	1.8%	54.8%	31.5%	83.3%	54.3%
Ellis	19.4	98.1%	11.3%	48.2%	25.8%	77.3%	53.1%
Garfield	21.3	74.5%	3.6%	45.3%	29.3%	81.9%	54.9%
Garvin	20.0	78.3%	2.2%	49.3%	31.9%	69.3%	46.5%
Grady	20.2	88.7%	3.1%	50.7%	34.4%	69.9%	45.2%
Grant	20.0	90.7%	4.0%	63.6%	35.0%	78.2%	50.7%
Greer	19.1	100.0%	0.0%	54.1%	42.6%	59.3%	39.8%
Harmon	22.3	83.3%	6.7%	54.8%	30.9%	69.5%	50.0%
Harper	19.0	93.0%	4.7%	53.2%	35.0%	68.3%	62.0%
Haskell	18.9	80.0%	4.0%	46.1%	49.4%	72.0%	44.9%
Hughes	18.8	86.2%	0.7%	51.7%	47.3%	70.3%	42.2%
Jackson	20.9	83.7%	2.4%	50.0%	41.9%	73.9%	44.9%
Jefferson	19.1	81.3%	5.3%	44.6%	49.5%	60.7%	40.2%
Johnston	19.7	59.0%	0.8%	53.6%	48.3%	70.9%	46.7%
Kay	21.9	77.0%	7.9%	51.8%	33.3%	79.5%	55.5%
Kingfisher	20.6	88.8%	1.8%	59.7%	26.2%	79.9%	49.0%
Kiowa	20.0	67.4%	12.1%	46.2%	31.6%	69.1%	46.7%
Latimer	19.5	91.8%	4.1%	54.6%	50.9%	71.4%	48.3%
Le Flore	19.4	80.3%	7.0%	45.0%	39.9%	79.7%	49.7%

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Indicators Displayed in Maps

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

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County	Average ACT Score of Oklahoma Public HS Graduates	Oklahoma Public HS Graduates Colpleting Coll. Bound Curr.	Oklahoma Public HS Graduates Going to Out-of-State Coleges	Oklahoma College Going Rate of Oklahoma Public HS Graduates	Percent of Oklahoma Public College Freshman Taking Remdial Courses	Oklahoma Freshman with a GPA of 2.0 or Higher Graduating from an Oklahoma Public HS	Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates
Lincoln	20.6	55.1%	3.0%	48.5%	33.3%	73.2%	42.6%
Logan	19.5	72.7%	1.7%	52.3%	25.6%	65.1%	36.6%
Love	19.0	82.0%	1.0%	49.1%	42.2%	72.6%	35.2%
Major	20.4	88.8%	2.0%	55.4%	35.4%	68.9%	45.5%
Marshall	19.4	64.9%	4.3%	38.6%	36.2%	70.9%	40.3%
Mayes	20.0	95.9%	0.6%	49.8%	53.1%	71.7%	45.0%
McClain	22.0	95.3%	3.8%	54.8%	25.3%	82.2%	58.9%
McCurtain	19.3	99.4%	1.2%	44.2%	51.9%	61.2%	39.2%
McIntosh	20.1	64.0%	3.3%	45.8%	46.8%	71.5%	38.5%
Murray	19.6	94.0%	0.7%	53.0%	31.1%	72.3%	41.7%
Muskogee	20.0	64.7%	3.4%	48.5%	49.7%	72.6%	42.8%
Noble	20.3	75.8%	3.3%	57.3%	36.6%	75.6%	49.6%
Nowata	19.4	64.5%	27.4%	30.9%	37.4%	73.5%	46.7%
Okfuskee	18.9	75.4%	4.7%	41.8%	57.1%	73.8%	47.1%
Oklahoma	21.3	87.1%	6.8%	58.0%	31.7%	66.5%	41.2%
Okmulgee	18.6	79.4%	2.2%	52.3%	50.7%	69.1%	42.7%
Osage	19.6	75.5%	4.6%	40.1%	42.9%	67.2%	38.6%
Ottawa	20.3	70.8%	10.3%	50.7%	52.2%	70.3%	47.9%
Pawnee	20.5	82.8%	2.6%	47.3%	32.6%	77.8%	41.7%
Payne	22.2	70.5%	7.6%	54.2%	22.5%	77.3%	47.7%
Pittsburg	20.2	77.8%	2.9%	51.6%	44.8%	66.5%	46.6%
Pontotoc	19.8	85.0%	2.4%	55.0%	29.8%	74.1%	43.6%
Pottawatomie	20.5	80.6%	12.8%	47.2%	38.4%	71.4%	37.0%
Pushmataha	18.5	93.6%	2.6%	50.7%	40.1%	70.0%	38.9%
Roger Mills	19.0	90.0%	2.0%	53.7%	27.6%	75.3%	44.3%
Rogers	21.0	87.6%	7.8%	52.9%	37.6%	69.2%	44.3%
Seminole	19.9	85.3%	1.0%	55.7%	46.8%	69.1%	39.6%
Sequoyah	19.8	86.1%	12.2%	43.3%	42.9%	75.4%	44.0%
Stephens	19.9	87.5%	2.6%	53.3%	34.3%	71.0%	46.2%
Texas	20.3	75.5%	14.2%	45.8%	41.7%	68.6%	43.3%
Tillman	19.0	95.4%	3.5%	48.0%	49.7%	74.6%	44.2%
Tulsa	21.4	86.0%	10.5%	54.5%	38.1%	68.6%	45.4%
Wagoner	20.2	81.4%	3.3%	47.4%	43.2%	71.2%	41.9%
Washington	22.1	88.0%	11.4%	48.3%	29.1%	77.1%	52.8%
Washita	20.3	94.8%	1.7%	55.9%	42.2%	67.8%	52.1%
Woods	22.2	74.4%	4.9%	59.7%	26.8%	87.5%	51.3%
Woodward	19.5	78.1%	7.1%	52.7%	29.2%	77.0%	43.6%
State Summary	**20.8**	**81.7%**	**7.0%**	**52.8%**	**36.5%**	**70.4%**	**44.1%**

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

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APPENDIX D

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

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

8) OTHER (continued)

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)

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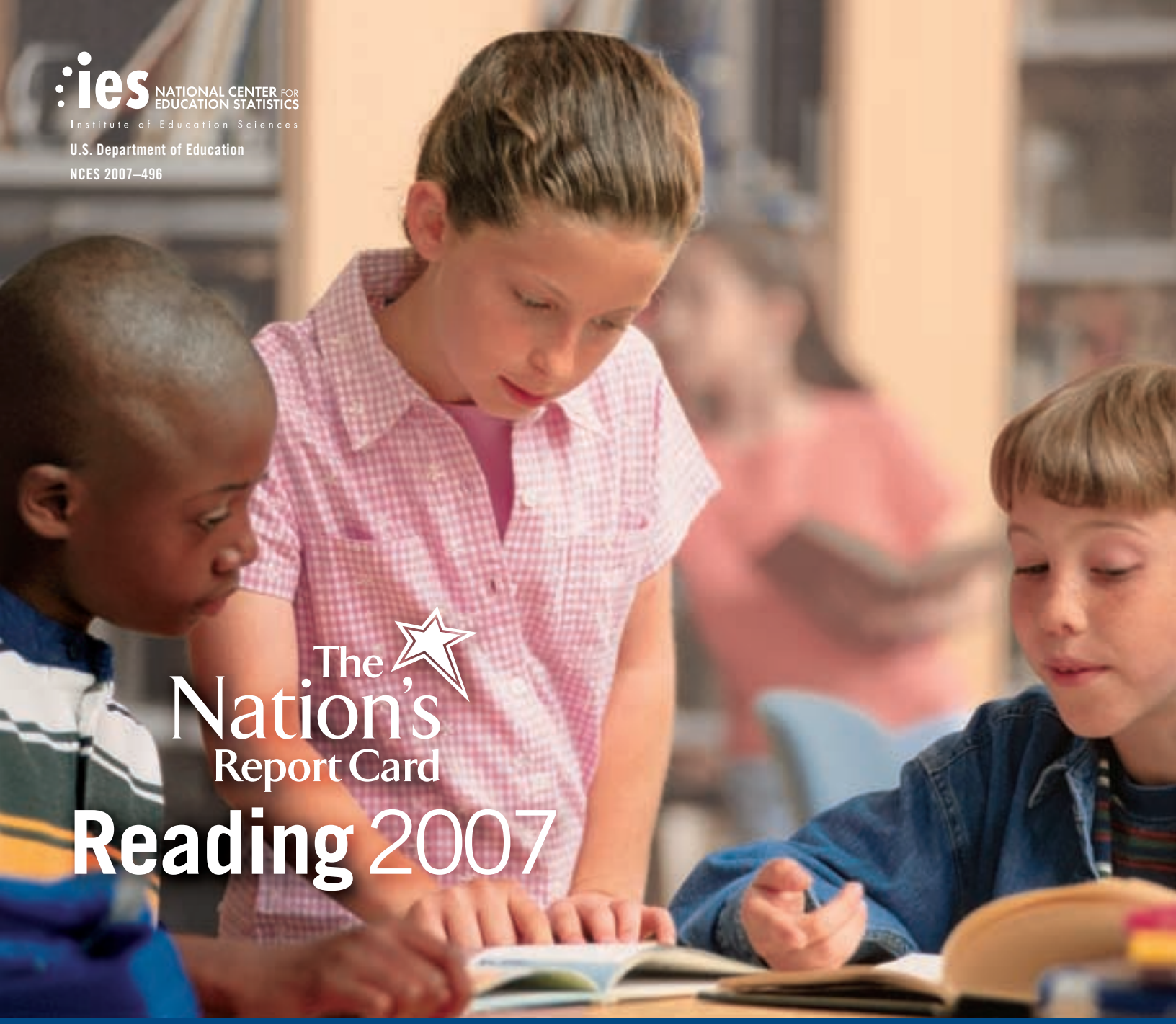
APPENDIX E

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences
U.S. Department of Education
NCES 2007–496



The Nation's Report Card
Reading 2007

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 4 AND 8

Table 6. **Average scores in NAEP reading for fourth-grade public school students, by state: Various years, 1992–2007**

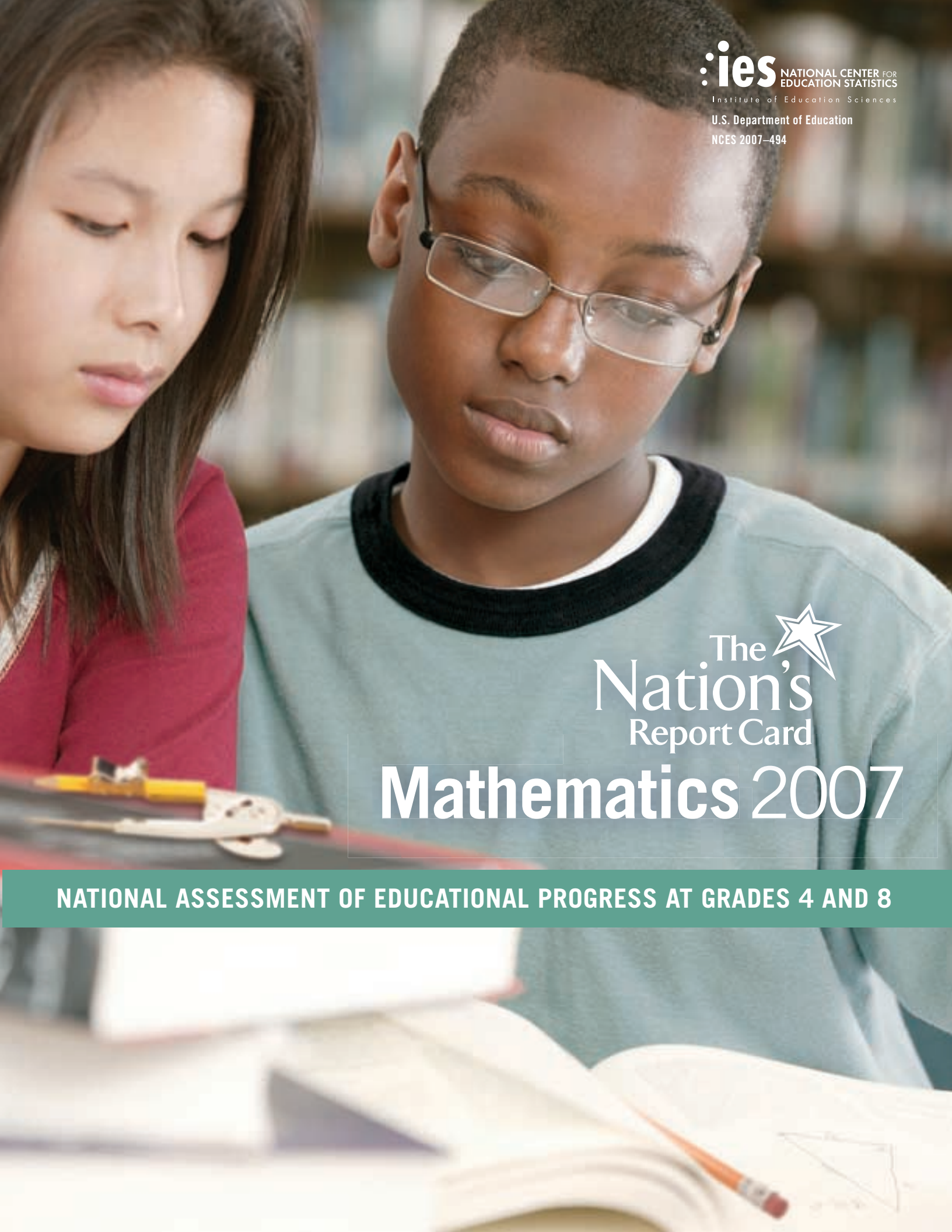
State/jurisdiction	Accommodations not permitted			Accommodations permitted				
	1992	1994	1998	1998	2002	2003	2005	2007
Nation (public)[1]	**215***	**212***	**215***	**213***	**217***	**216***	**217***	**220**
Alabama	207*	208*	211*	211*	207*	207*	208*	216
Alaska	—	—	—	—	—	212	211*	214
Arizona	209	206	207	206	205	209	207	210
Arkansas	211*	209*	209*	209*	213*	214	217	217
California	202*	197*	202	202*	206	206	207	209
Colorado	217*	213*	222	220	—	224	224	224
Connecticut	222*	222*	232	230	229	228	226	227
Delaware	213*	206*	212*	207*	224	224	226	225
Florida	208*	205*	207*	206*	214*	218*	219*	224
Georgia	212*	207*	210*	209*	215*	214*	214*	219
Hawaii	203*	201*	200*	200*	208*	208*	210*	213
Idaho	219*	—	—	—	220*	218*	222	223
Illinois	—	—	—	—	—	216	216	219
Indiana	221	220	—	—	222	220	218*	222
Iowa	225	223	223	220*	223	223	221*	225
Kansas	—	—	222	221	222	220*	220*	225
Kentucky	213*	212*	218*	218*	219*	219	220	222
Louisiana	204	197*	204	200*	207	205	209	207
Maine	227	228	225	225	225	224	225	226
Maryland	211*	210*	215*	212*	217*	219*	220*	225
Massachusetts	226*	223*	225*	223*	234	228*	231*	236
Michigan	216*	—	217	216*	219	219	218	220
Minnesota	221*	218*	222	219*	225	223	225	225
Mississippi	199*	202*	204	203*	203*	205	204*	208
Missouri	220	217*	216*	216*	220	222	221	221
Montana	—	222*	226	225	224	223*	225	227
Nebraska	221	220	—	—	222	221	221	223
Nevada	—	—	208	206*	209	207*	207*	211
New Hampshire	228	223*	226*	226	—	228	227	229
New Jersey	223*	219*	—	—	—	225*	223*	231
New Mexico	211	205*	206*	205*	208*	203*	207*	212
New York	215*	212*	216*	215*	222	222	223	224
North Carolina	212*	214*	217	213*	222*	221*	217	218
North Dakota	226	225	—	—	224*	222*	225	226
Ohio	217*	—	—	—	222	222*	223	226
Oklahoma	220*	—	220	219	213*	214*	214	217
Oregon	—	—	214	212	220*	218	217	215
Pennsylvania	221*	215*	—	—	221*	219*	223*	226
Rhode Island	217	220	218	218	220	216	216	219
South Carolina	210*	203*	210	209*	214	215	213	214
South Dakota	—	—	—	—	—	222	222	223
Tennessee	212	213	212	212*	214	212	214	216
Texas	213*	212*	217	214*	217	215*	219	220
Utah	220	217*	215*	216*	222	219	221	221
Vermont	—	—	—	—	227	226	227	228
Virginia	221*	213*	218*	217*	225	223*	226	227
Washington	—	213*	217*	218*	224	221	223	224
West Virginia	216	213	216	216	219*	219*	215	215
Wisconsin	224	224	224	222	—	221	221	223
Wyoming	223	221*	219*	218*	221*	222*	223*	225
Other jurisdictions								
District of Columbia	188*	179*	182*	179*	191*	188*	191*	197
DoDEA[2]	—	—	222*	220*	224*	224*	226*	229

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2007 when only one jurisdiction or the nation is being examined.
[1] National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.
[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
NOTE: State-level data were not collected in 2000.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

Table 11. **Average scores in NAEP reading for eighth-grade public school students, by state: Various years, 1998–2007**

State/jurisdiction	Accommodations not permitted	Accommodations permitted				
	1998	1998	2002	2003	2005	2007
Nation (public)[1]	**261**	**261**	**263***	**261**	**260***	**261**
Alabama	255	255	253	253	252	252
Alaska	—	—	—	256	259	259
Arizona	261*	260*	257	255	255	255
Arkansas	256	256	260	258	258	258
California	253	252	250	251	250	251
Colorado	264	264	—	268	265	266
Connecticut	272*	270	267	267	264	267
Delaware	256*	254*	267*	265	266	265
Florida	253*	255*	261	257	256*	260
Georgia	257	257	258	258	257	259
Hawaii	250	249	252	251	249*	251
Idaho	—	—	266	264	264	265
Illinois	—	—	—	266*	264	263
Indiana	—	—	265	265	261	264
Iowa	—	—	—	268	267	267
Kansas	268	268	269	266	267	267
Kentucky	262	262	265*	266*	264	262
Louisiana	252	252	256	253	253	253
Maine	273	271	270	268	270	270
Maryland	262	261	263	262	261*	265
Massachusetts	269*	269*	271	273	274	273
Michigan	—	—	265*	264	261	260
Minnesota	267	265	—	268	268	268
Mississippi	251	251	255*	255*	251	250
Missouri	263	262	268*	267*	265	263
Montana	270	271	270	270	269	271
Nebraska	—	—	270*	266	267	267
Nevada	257*	258*	251	252	253	252
New Hampshire	—	—	—	271	270	270
New Jersey	—	—	—	268	269	270
New Mexico	258*	258*	254*	252	251	251
New York	266	265	264	265	265	264
North Carolina	264*	262*	265*	262	258	259
North Dakota	—	—	268	270	270*	268
Ohio	—	—	268	267	267	268
Oklahoma	265*	265*	262*	262	260	260
Oregon	266	266	268	264	263	266
Pennsylvania	—	—	265	264	267	268
Rhode Island	262*	264*	262*	261*	261*	258
South Carolina	255	255	258	258	257	257
South Dakota	—	—	—	270	269	270
Tennessee	259	258	260	258	259	259
Texas	262	261	262	259	258*	261
Utah	265	263	263	264	262	262
Vermont	—	—	272	271*	269*	273
Virginia	266	266	269	268	268	267
Washington	265	264	268*	264	265	265
West Virginia	262*	262*	264*	260*	255	255
Wisconsin	266	265	—	266	266	264
Wyoming	262*	263*	265	267	268	266
Other jurisdictions						
District of Columbia	236*	236*	240	239	238*	241
DoDEA[2]	269*	269*	273	272	271	273

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2007 when only one jurisdiction or the nation is being examined.
[1] National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.
[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
NOTE: State-level data were not collected in 1992, 1994, or 2000.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2007 Reading Assessments.



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The Nation's Report Card

Mathematics 2007

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 4 AND 8

Table 6. **Average scores in NAEP mathematics for fourth-grade public school students, by state: Various years, 1992–2007**

State/jurisdiction	Accommodations not permitted			Accommodations permitted			
	1992	1996	2000	2000	2003	2005	2007
Nation (public)[1]	**219***	**222***	**226***	**224***	**234***	**237***	**239**
Alabama	208*	212*	218*	217*	223*	225*	229
Alaska	—	224*	—	—	233*	236	237
Arizona	215*	218*	219*	219*	229*	230	232
Arkansas	210*	216*	217*	216*	229*	236	238
California	208*	209*	214*	213*	227*	230	230
Colorado	221*	226*	—	—	235*	239	240
Connecticut	227*	232*	234*	234*	241	242	243
Delaware	218*	215*	—	—	236*	240*	242
Florida	214*	216*	—	—	234*	239*	242
Georgia	216*	215*	220*	219*	230*	234	235
Hawaii	214*	215*	216*	216*	227*	230*	234
Idaho	222*	—	227*	224*	235*	242	241
Illinois	—	—	225*	223*	233*	233*	237
Indiana	221*	229*	234*	233*	238*	240*	245
Iowa	230*	229*	233*	231*	238*	240*	243
Kansas	—	—	232*	232*	242*	246	248
Kentucky	215*	220*	221*	219*	229*	231*	235
Louisiana	204*	209*	218*	218*	226*	230	230
Maine	232*	232*	231*	230*	238*	241	242
Maryland	217*	221*	222*	222*	233*	238	240
Massachusetts	227*	229*	235*	233*	242*	247*	252
Michigan	220*	226*	231*	229*	236	238	238
Minnesota	228*	232*	235*	234*	242*	246	247
Mississippi	202*	208*	211*	211*	223*	227	228
Missouri	222*	225*	229*	228*	235*	235*	239
Montana	—	228*	230*	228*	236*	241*	244
Nebraska	225*	228*	226*	225*	236	238	238
Nevada	—	218*	220*	220*	228*	230	232
New Hampshire	230*	—	—	—	243*	246*	249
New Jersey	227*	227*	—	—	239*	244*	249
New Mexico	213*	214*	214*	213*	223*	224*	228
New York	218*	223*	227*	225*	236*	238*	243
North Carolina	213*	224*	232*	230*	242	241	242
North Dakota	229*	231*	231*	230*	238*	243*	245
Ohio	219*	—	231*	230*	238*	242	245
Oklahoma	220*	—	225*	224*	229*	234*	237
Oregon	—	223*	227*	224*	236	238	236
Pennsylvania	224*	226*	—	—	236*	241*	244
Rhode Island	215*	220*	225*	224*	230*	233	236
South Carolina	212*	213*	220*	220*	236	238	237
South Dakota	—	—	—	—	237*	242	241
Tennessee	211*	219*	220*	220*	228*	232	233
Texas	218*	229*	233*	231*	237*	242	242
Utah	224*	227*	227*	227*	235*	239	239
Vermont	—	225*	232*	232*	242*	244*	246
Virginia	221*	223*	230*	230*	239*	240*	244
Washington	—	225*	—	—	238*	242	243
West Virginia	215*	223*	225*	223*	231*	231*	236
Wisconsin	229*	231*	—	—	237*	241*	244
Wyoming	225*	223*	229*	229*	241*	243	244
Other jurisdictions							
District of Columbia	193*	187*	193*	192*	205*	211*	214
DoDEA[2]	—	224*	228*	227*	237*	239	240

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2007 when only one jurisdiction or the nation is being examined.
[1] National results for assessments prior to 2003 are based on the national sample, not on aggregated state samples.
[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
NOTE: State-level data were not collected in 1990.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Mathematics Assessments.

Table 11. **Average scores in NAEP mathematics for eighth-grade public school students, by state: Various years, 1990–2007**

State/jurisdiction	Accommodations not permitted				Accommodations permitted			
	1990	1992	1996	2000	2000	2003	2005	2007
Nation (public)[1]	**262***	**267***	**271***	**274***	**272***	**276***	**278***	**280**
Alabama	253*	252*	257*	262	264	262	262	266
Alaska	—	—	278*	—	—	279*	279*	283
Arizona	260*	265*	268*	271*	269*	271*	274	276
Arkansas	256*	256*	262*	261*	257*	266*	272	274
California	256*	261*	263*	262*	260*	267*	269	270
Colorado	267*	272*	276*	—	—	283	281*	286
Connecticut	270*	274*	280	282	281	284	281	282
Delaware	261*	263*	267*	—	—	277*	281*	283
Florida	255*	260*	264*	—	—	271*	274	277
Georgia	259*	259*	262*	266*	265*	270*	272	275
Hawaii	251*	257*	262*	263*	262*	266*	266*	269
Idaho	271*	275*	—	278*	277*	280*	281*	284
Illinois	261*	—	—	277	275*	277*	278	280
Indiana	267*	270*	276*	283	281*	281*	282*	285
Iowa	278*	283	284	—	—	284	284	285
Kansas	—	—	—	284*	283*	284*	284*	290
Kentucky	257*	262*	267*	272*	270*	274*	274*	279
Louisiana	246*	250*	252*	259*	259*	266*	268*	272
Maine	—	279*	284	284*	281*	282*	281*	286
Maryland	261*	265*	270*	276*	272*	278*	278*	286
Massachusetts	—	273*	278*	283*	279*	287*	292*	298
Michigan	264*	267*	277	278	277	276	277	277
Minnesota	275*	282*	284*	288*	287*	291	290	292
Mississippi	—	246*	250*	254*	254*	261*	262	265
Missouri	—	271*	273*	274*	271*	279	276*	281
Montana	280*	—	283*	287	285	286	286	287
Nebraska	276*	278*	283	281*	280*	282	284	284
Nevada	—	—	—	268*	265*	268*	270	271
New Hampshire	273*	278*	—	—	—	286	285*	288
New Jersey	270*	272*	—	—	—	281*	284*	289
New Mexico	256*	260*	262*	260*	259*	263*	263*	268
New York	261*	266*	270*	276	271*	280	280	280
North Carolina	250*	258*	268*	280*	276*	281	282	284
North Dakota	281*	283*	284*	283*	282*	287*	287*	292
Ohio	264*	268*	—	283	281*	282	283	285
Oklahoma	263*	268*	—	272	270*	272	271*	275
Oregon	271*	—	276*	281	280	281	282	284
Pennsylvania	266*	271*	—	—	—	279*	281*	286
Rhode Island	260*	266*	269*	273	269*	272*	272*	275
South Carolina	—	261*	261*	266*	265*	277*	281	282
South Dakota	—	—	—	—	—	285*	287	288
Tennessee	—	259*	263*	263*	262*	268*	271*	274
Texas	258*	265*	270*	275*	273*	277*	281*	286
Utah	—	274*	277*	275*	274*	281	279	281
Vermont	—	—	279*	283*	281*	286*	287*	291
Virginia	264*	268*	270*	277*	275*	282*	284*	288
Washington	—	—	276*	—	—	281*	285	285
West Virginia	256*	259*	265*	271	266*	271	269	270
Wisconsin	274*	278*	283	—	—	284	285	286
Wyoming	272*	275*	275*	277*	276*	284*	282*	287
Other jurisdictions								
District of Columbia	231*	235*	233*	234*	235*	243*	245*	248
DoDEA[2]	—	—	274*	278*	277*	285	284	285

— Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2007 when only one jurisdiction or the nation is being examined.
[1] National results for assessments prior to 2003 are based on the national sample, not on aggregated state samples.
[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2007 Mathematics Assessments.

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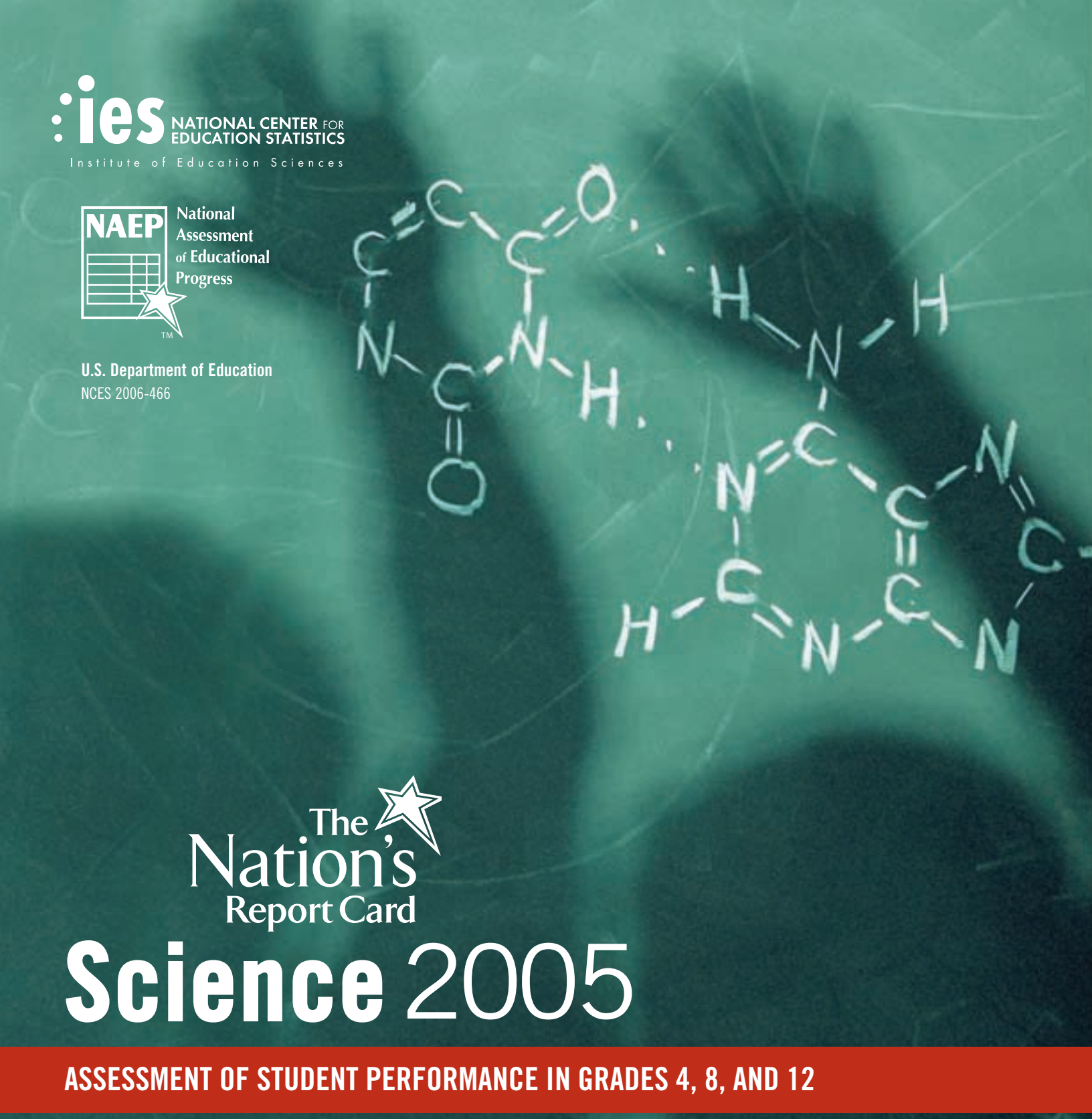

The Nation's Report Card

Science 2005

ASSESSMENT OF STUDENT PERFORMANCE IN GRADES 4, 8, AND 12

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

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

— Not available. The jurisdiction did not participate.
‡ Reporting standards not met.
* Significantly different from 2005 when only one jurisdiction or the nation is being examined.
[1] Department of Defense Education Activity. Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. For this table, 2000 data were recalculated for comparability.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2005 Science Assessments.

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

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

— Not available. The jurisdiction did not participate.
The estimate rounds to zero.
‡ Reporting standards not met.
* Significantly different from 2005 when only one jurisdiction or the nation is being examined.
[1] Accommodations were not permitted for this assessment.
[2] Department of Defense Education Activity. Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. For this table, 1996 and 2000 data were recalculated for comparability.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments.

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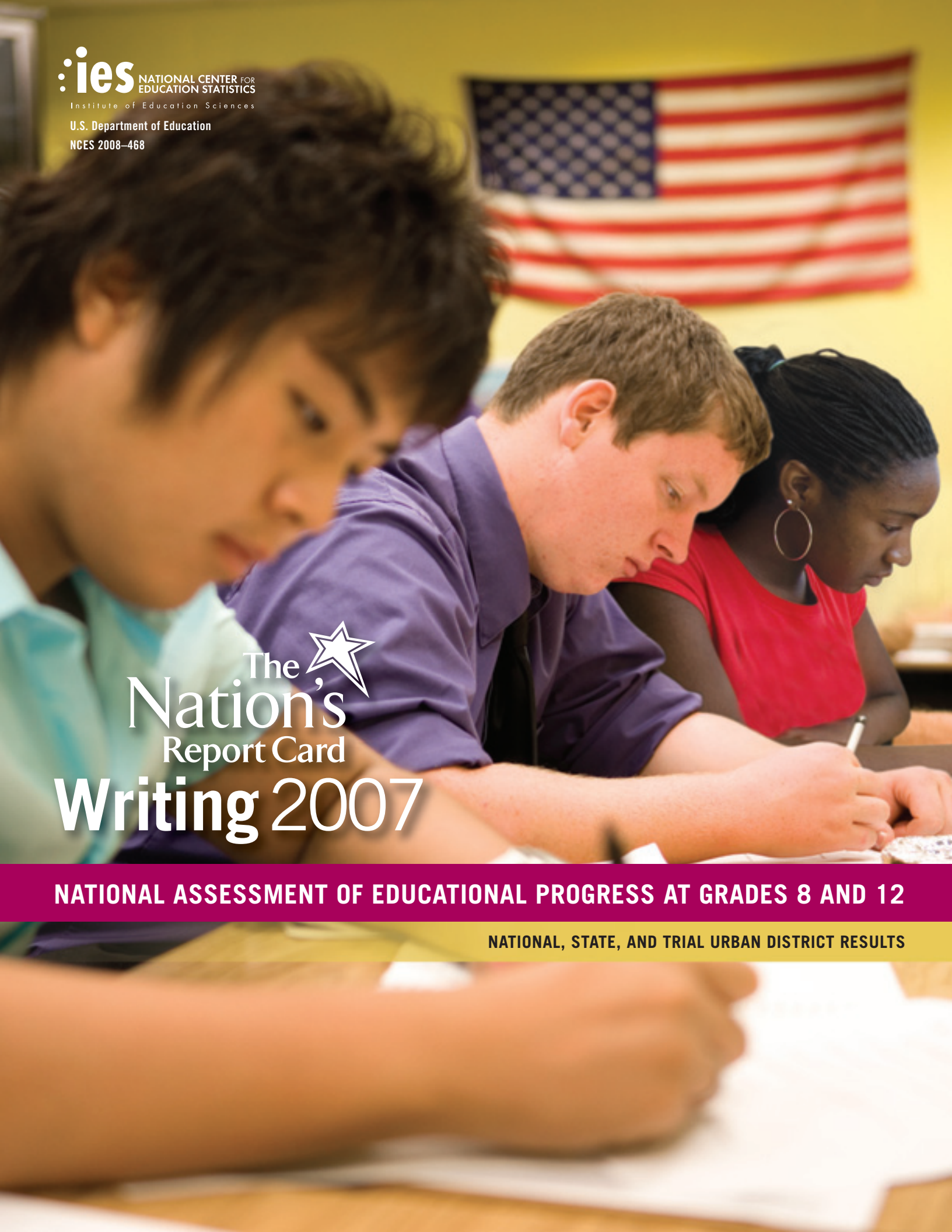

The Nation's Report Card
Writing 2007

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 8 AND 12

NATIONAL, STATE, AND TRIAL URBAN DISTRICT RESULTS

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

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

— Not available. The state/jurisdiction did not participate or did not meet minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2007 when only one state/jurisdiction or the nation is being examined.
[1] National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.
[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.

FOR MORE INFORMATION...

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

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

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