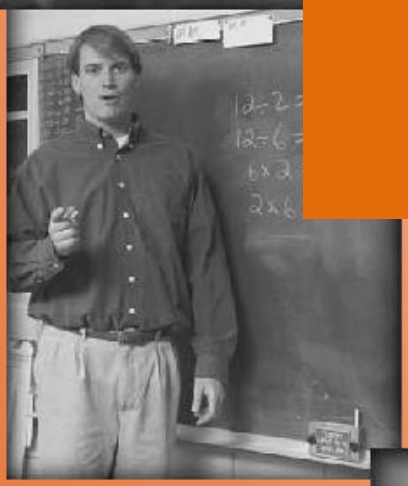
Oklahoma
Educational
Indicators
Program

Profiles 2011
State Report



Office of Accountability
April 2012

Family & Community Setting • Educational Process • Student Performance

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Oklahoma Educational Indicators Program

Profiles 2011 State Report

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Prepared in Cooperation with:
Oklahoma State Department of Education
Oklahoma State Regents for Higher Education
Oklahoma Department of Career & Technology Education
Oklahoma Office of Juvenile Affairs
Oklahoma Tax Commission
All Oklahoma Public Schools

This publication was prepared by the Office of Accountability as authorized by Title 70 of the Oklahoma Statutes, Section 3-118 and 1210.5331. It was printed by the Oklahoma State Department of Career and Technology Education Printing Department, as authorized by the Education Oversight Board. One thousand copies have been prepared at a cost of $3,200.00. Copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries. May 2012.

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Education Oversight Board / Office of Accountability

Susan Field, Chairman • Robert Buswell, Executive Director

May 18, 2012

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue *Profiles 2011*, 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 2011* furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

Profiles 2011 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, and 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, Chairman
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 2011* presents a host of relevant educational statistics. Readers are free to evaluate educational entities based on those factors they feel are most important in the educational process. The three major reporting categories are community characteristics, educational process, and student performance.

COMMUNITY CHARACTERISTICS

It is vital to remember that schools begin their mission on an uneven playing field. The COMMUNITY CHARACTERISTICS section is meant to give a generalized depiction of community that a school district serves. Most of the variables for *Profiles 2011* are for the 2010-11 school year. Some variables are selected from the U.S. Census Bureau. The 2010 Decennial Census and the 2006 – 2010 American Community Survey (ACS) provide the census information for school districts in this year's report. Selected information also comes from the 2010 ACS for some state level statistics. There is more detail on the Census Bureau products on page 5.

The characteristics for an average school district within the state are as follows: population of district, 7,118 persons (Census 2010); household income, $58,099; population living below poverty level, 16.2%; single-parent families, 32.5%; unemployment rate, 6.2% (ACS 2006-2010). Students eligible for free or reduced price lunch, 60.6%; 1st through 3rd grade students on the reading remediation program, 34.1%; average number of days absent per student, 9.7; mobility rate (incoming students), 9.7%; parents attending at least one parent-teacher conference, 72.0%; and volunteer hours per student, 2.5 are for the 2010-11 school year. Per student valuation of property, $41,038 was calculated for December 2011.

The educational attainment of the state's population over age 25 in the year 2010 has persons with less than a high school diploma at 13.8% and persons with a high school diploma at 86.2%. It also includes levels of college degrees with those with a Bachelor's or higher degree at 22.9%.

On average for 2010-11, there was one suspension of 10 days or less for every 12.6 students statewide. When looking at suspensions that lasted for more than 10 days, the average for all schools was one suspension for every 147.7 students statewide.

There were 7,068 public school students criminally referred to the Office of Juvenile Affairs (OJA) for school year 2010-11. These referred students were charged with 14,749 offenses and 295 of the offenders were said to have gang affiliation. This means that, on average, one out of every 86.3 students statewide had been charged with a crime, each offender had committed an average of 1.9 offenses but only 3.9% of the charged students had gang affiliations.

The following is a breakdown of Fall 2010 Oklahoma public school enrollment by ethnic group: Caucasian, 54.5%; Black, 10.2%; Native American, 17.7%; Asian, 2.1%; 2 or more races, 3.2%; and Hispanic, 12.3%.

EDUCATIONAL PROCESS

Profiles 2011 reports on 527 individual Oklahoma school districts and 1,765 conventional school sites: 1,005 elementary schools, 296 middle schools/junior highs, and 464 senior highs. Total average daily membership (ADM) in 2010-11 was 651,338, an increase of 4,634 students (0.7%) from the 2009-10 school year. The 2010-11 statewide membership was 5.6% greater than the membership ten years earlier. ADM by grade level remains fairly steady and follows population estimates between kindergarten and 8th grade then declines rapidly from 9th through 12th grade. This decline in ADM through the high school years is not a single year occurrence.

During the 2010-11 school year, 104,494 Oklahoma students qualified for the Gifted/Talented program; 15.9% of all students in the state. That same year, 95,911 Oklahoma students qualified for the special education program which represented 14.6% of all students. There were 399,037 Oklahoma students eligible for the Free or Reduced Price Lunch Program. This equated to 60.6% of all students and was an increase of over 14,000 students or 3.7%, from the 2009-10 school year. Eligibility has increased over 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 37.3 units in the six core areas of language arts (English), math, science, history/social studies, fine arts, and language in 2010-11.

Statewide, the number of regular classroom teachers decreased by 1,259 full-time equivalents (FTEs) for the 2010-11 school year (36,749 in 2010-11 from 38,008 in 2010-11) while ADM increased by 4,634 students. Based on the ADM of 651,338, the statewide gross student/teacher ratio for regular classroom teachers in 2010-11 was 17.7 students per teacher. This ties the last recorded high student teacher ratio in 2003-04. The average salary of teachers for the 2010-11 school year was $44,094, an increase of only $96 (0.2%) from the previous year. The percentage of teachers with an advanced degree is 26.1% (up from 25.9% last year). This is the same 0.2 percentage point increase as last year but still well below the high of 41% in 1989-90. Classroom teachers averaged 13.0 years of experience.

Like classroom teachers, administration is another key ingredient of education. Similar to classroom teachers, the 2010-11 school year saw a decrease in the number of administrators from the previous year. There were 3,433 administrator FTEs at the 527 districts, a decrease of 116 FTEs over the 2009-10 school year's count of 3,549 administrator FTEs. This resulted in an average of 6.5 administrators per school district and each received an average salary of $74,858, an increase of $427, or 0.6% over last year. On average, each administrator supervised 12.0 teacher FTEs and had 21.7 years of experience in public education.

The largest portion of district revenues is funding provided by the State at 45.5% ($2.58 billion), followed by Local & County with 37.4% ($2.12 billion) and Federal funds which provide 17.0% ($964 million). Total revenues for Oklahoma's districts increased to $5,659,051,454 by $172 million, or 3.1%, from 2009-10 revenues of $5.49 billion.

Statewide, total expenditures from ALL FUNDS (Oklahoma State Department of Education) were $5.4 billion, a $67 million decrease over the 2009-10 school year. The largest expenditure is in the area of

Instruction with 55.2%, a 0.9 percentage-point decrease over 2009-10. This marks the third decrease in Instruction in past four years and below a high mark of 58.6% of ALL FUNDS in 1995-96. District Support ran a distant second in 2010-11 at 16.9% of all expenditures. Per student expenditures, based on ALL FUNDS, including Debt Service, ranged from a high of $30,527 per student in Plainview P.S. in Cimarron County (since annexed into other districts) to a low of $4,148 per student at White Oak P.S. in Craig County, with a state average of $8,301.

STUDENT PERFORMANCE

The Oklahoma School Testing Program cost the state $14.4 million to administer in 2010-11. The state's scores, expressed as the percentage of students scoring Proficient and above were as follows: 3rd grade: Reading 75% and Math 74%; 4th grade: Reading 68% and Math 75%; 5th grade: Reading 72%, Math 73%, Science 92%, Social Studies 78%, and Writing 85%; 6th grade: Reading 69% and Math 70%; 7th grade: Reading 75%, Math 71%, and Geography 88%; 8th grade: Reading 81%, Math 70%, Science 93%, History 79%, and Writing 91%. The results for the high school End of Instruction (EOI) exams were: Algebra I 82%, English II 89%, U.S. History 80%, Biology I 82%, Algebra II 70%, English III 92%, and Geometry 84%.

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 Proficient and above." These sites receive checkmarks on their report card. Forty-two percent of the 5th grade sites were able to achieve five-out-of-five on the Oklahoma Performance Benchmark, as were 44% of the 8th grade sites. While many schools do perform well on the OCCT, there is great concern for those that do not. There were 7 elementary schools (0.8%) that were unable to get at least 70% of their students to score Proficient and above on any subject area tested.

Now in its fifth year, to identify those truly superior schools, the Education Oversight Board created the 25% Advanced Performance Benchmark to acknowledge schools with 25% students achieving a score of Advanced in all subject areas tested. These sites receive stars on their report cars. Eighty-three (83) sites achieved the 25% Advanced Performance Benchmark for at least one grade within their school. This is up from 63 sites in 2009-10. Nineteen sites had multiple grades meet the advanced benchmark giving 104 stars in 2010-11, also an increase from 71 stars in 2009-10.

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education's National Center for Educational Statistics. NAEP tests are administered every two years in math and reading. Science and writing tests are administered less often. Much of Oklahoma's performance lags behind that of the nation in the categories tested by NAEP. However, American Indian students produced higher scores in all subject and grades tested in 2011.

The Office of Accountability uses two different methodologies to display dropout rates. The methodologies are a single-year dropout rate which averaged 2.3% and a four-year dropout rate which averaged 10.2%. Based on the four-year methodology, six high schools in the state had a dropout rate above 40% for the Class of 2011 in 9th through 12th grade. However, 121 Oklahoma high schools did not report a single dropout for the Class of 2011.

Tracking overall student attrition, a five year average of 23.0% of all students are lost between 9th grade and graduation and the loss rates for certain race and gender categories can be staggering. The *Profiles Report* series also uses two different methodologies to generate student graduation rates; the average freshman graduation rate, 79.8% and the senior graduation rate, 97.9%.

There is an interesting interrelationship between the single-year dropout rate, the four-year dropout rate, the student loss rate, and the four-year graduation rate. While the single-year dropout rate is now at 2.3% and has been on a downward trend for a number of years and the student loss rates have started to improve as have the four-year graduation rates. Furthermore, the single-year dropout rate greatly under represents the 10.2 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 10.2% and the statewide student loss rate of 23.0%. Where are the missing students? Not more than a few percentage-points of the missing almost 13% of students can be attributed to the inflation in the 9th grade base caused by students who repeat 9th grade or start public school from home schooling or private schools. Dropouts over the age of 19 represent 1.0% 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 2.7% of their graduating class. These factors combined make up only seven to eight percentage-points of the 13% 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 since 2007-08. The official Oklahoma score generated by the ACT Corporation, which includes public and private schools as well as alternative education centers, was 20.7, also the same standard score since the 2007-08 results. The comparable national average was 21.1, one tenth of a point higher than 2009-10 and the same as 2008-09 and 2007-08. In 2010-11, the gap between Oklahoma's statewide ACT score and the national ACT score was four-tenths of a standard score. Average ACT scores varied greatly across Oklahoma. Classen High School of Advanced Studies in Oklahoma City P.S. had the highest average score of 25.5 and having over 95.0% of graduates taking the ACT. In total, there are 13 high schools in the state that averaged a 23 or higher on the ACT. Conversely, 8 high schools averaged below a 16. Of the 429 Oklahoma high school sites upon which *Profiles 2011* reported ACT scores, 239 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, 80.6% of Oklahoma's 2011 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 2010-11 had an average GPA of 3.01 and over 6.6% attended an out-of-state college. Based on the graduating class of 2010, 53.8% of students had enrolled in an occupationally-specific Career Tech

Based on a 2008-10 three-year average, 47.8% the state's public high school graduates went directly to a public college in Oklahoma. Based on a 2008-10 three-year average, 39.2% of college freshman took at least one remedial course.

TABLE OF CONTENTS

GRAPHS AND TABLES

MAPS

OKLAHOMA EDUCATIONAL
INDICATORS PROGRAM OVERVIEW

Profiles 2011 is the fulfillment of the reporting requirement of the Oklahoma Educational Indicators Program. The Oklahoma Educational Indicators Program was established in May of 1989 with the passage of Senate Bill 183 (SB 183), also known as the Oklahoma School Testing Program Act. It was codified as Section 1210.531 of Title 70 in the Oklahoma statutes. In this action, the State Board of Education was instructed to "develop and implement a system of measures whereby the performance of public schools and school districts will be assessed and reported without undue reliance upon any single type of indicator, and whereby the public, including students and parents, may be made aware of the proper meaning and use of any tests administered under the Oklahoma School Testing Program Act, relative accomplishments of the public schools, and of progress being achieved." Also, "the Oklahoma Educational Indicators Program shall present information for comparisons of graduation rates, dropout rates, pupil-teacher ratios, student enrollment gain and loss rates, and test results in the context of socioeconomic status and the finances of school districts."

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

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

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

INTRODUCTION

METHODOLOGY

Profiles 2011 consists of three components: (1) the State Report; (2) the District Report; and (3) individual School Report Cards. Each component of *Profiles 2011* 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 2011* component is as follows:

State Report

This component of *Profiles 2011* contains tables, graphs, and maps, all with accompanying text concerning state-level information for major categories of measurement. The most recent data covers the 2010-11 school year. Wherever possible, tables and graphs will cover multiple years so that trends may be observed. In addition, national comparisons have been added based upon data availability and comparability.

District Report

The second component of *Profiles 2011* 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 527 school districts in the state and presents a wealth of educational data in both graphic and tabular form for the 2010-11 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 2011* includes a report card for 1,691 individual school sites in the state. Only school sites that serve grade 3 and above have report cards produced. Selected special school sites like the Oklahoma School for the Deaf are not included. The School Report Cards include demographic information about the district and specific information about the individual school site.

This information includes enrollment counts, achievement test scores, information about teachers, and other site-specific information. Each report card also contains space for comments from the school principal. The principal is encouraged to provide information such as scores for any standardized testing conducted beyond the requirements of state law, highlights of a mission or policy that is unique to the school, and recognition of special programs or student and staff achievements. Once the principal has added comments, it is his or her responsibility to distribute copies of the School Report Card to parents and other interested parties in the community.

Three Reporting Categories

The *Profiles 2011 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 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 community groups based upon Free or Reduced Price Lunch counts (a measure of impoverishment) and the number of students the district serves. This grouping methodology allows districts serving similar communities to be compared to one another and to state averages (Figure 23).

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 2011* components reports information using the same three categories and by design is directly comparable. For a comprehensive view of education in a given area, one would start with the *State Report*, move to the *District Report* and then look at *School Report Cards* for schools within a given district. Each document reports similar information for the various levels of operation.

COMMUNITY GROUPING MODEL

The great diversity among school districts makes it difficult to compare their effectiveness in educating students. One way to make meaningful comparisons is to break the districts into peer groups so that similar schools may be compared one to another. To aid in this process, the Office of Accountability and the Education Oversight Board have created a Community Grouping model. The model breaks the state's 527 districts into 16 possible groups based upon the size of their enrollment and the general economic conditions that exist within the district. The schools are categorized with a letter designation A through H based upon the size of their enrollment and a numeric designation of 1 or 2 based upon the economic conditions within the district (Figure 23). 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 & 27). 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. There are no schools with an "A1" designation. Additional information about the Community Groups may be found in the EDUCATIONAL PROCESS section of this report and a more detailed description of the Community Grouping Model methodology may be found in the *Profiles 2011 District Report*.

DATA GATHERING

The Office of Accountability is the secondary user of the majority of the information presented. The Office gathers data from the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, and several others and combines the data into a more meaningful format for the evaluation of Oklahoma's educational entities. The Office depends upon the other agencies to supply the required information in a timely, accurate and usable fashion. Consequently, it does not control the methods used to collect or the categories used to report the majority of the data presented. The Office works diligently with these other agencies to see that the data used are 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 also 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 2011* 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 2011* presents a host of relevant educational statistics and readers are free to evaluate educational entities based upon those factors they feel are most important in the educational process.

The first information from the 2010 Decennial Census was released in February 2011. This information contains population by race for all levels of census geography including school districts. During the Fall of 2011, the 2010 American Community Survey (ACS) released social and economic variables at the state level and the 2006 – 2010 ACS 5-year estimates were released for social and economic variables for all small geographies including school districts. While *Profiles 2011* use some census variables for school districts, there are many more variables available if users want to dig deeper into the census information.

MAPS

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

The information on each map is presented in quartiles. Presentation by quartiles divides Oklahoma's 77 counties into four groups of basically equal number. In some cases, however, the range of the data that is being plotted may not allow for perfect quartering. In these cases, the counties are grouped as close to quarters as possible.

When viewing the maps, it is easiest to remember that counties with darker shading have higher numbers and counties with lighter shading have lower numbers. Maps should be viewed with caution because dark shading may be either favorable or unfavorable depending upon the characteristic or indicator being presented.

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I. COMMUNITY CHARACTERISTICS

CONTEXT

The first reporting category of *Profiles 2011* 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 2011*.

The sources of the census data presented in the COMMUNITY CHARACTERSTICS section are the 2010 Decennial Census and American Community Survey (ACS). The American Community Survey has been used for several years to collect social and economic data. The ACS is conducted annually with results for area larger than 65,000 population released annually. Smaller areas, including most Oklahoma counties and school districts, were released for the first time in 2010 for estimates based on the years 2005 through 2009. This year, estimates from 2006 through 2010 will be displayed. 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. While prior census information was based on the decennial census and available only every 10 years, the ACS data will continue to be updated every year.

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

Figure 1
State Averages for
Community Characteristics

Community Characteristic	State Average
Per Student Valuation of Property (December 2011)	$41,038
Students Eligible for Free or Reduced Price Lunch (2010-11)	60.6%
District Population (number of residents from 2010 Census)	7,118
Household Income (2006-2010 ACS)	$58,099
Population Living Below Poverty Level (2006-2010 ACS)	16.2%
Unemployment Rate (2006-2010 ACS)	6.2%
Single-Parent Families (2006-2010 ACS)	32.5%
1st through 3rd Grade Students on the Reading Remediation program (2010-11)	34.1%
Average Number of Days Absent per Student (2010-11)	9.7
Mobility Rate (Incoming Students) (2010-11)	9.7%
Parents Attending at Least One Parent-Teacher Conference (2010-11)	72.0%
Volunteer Hours per Student (2010-11)	2.5

Student Suspensions (2010-11): One suspension of less than 10 days for every 12.6 students statewide
One suspension of more than 10 days for every 147.7 students statewide

Juvenile Offenders (2010-11): One out of every 86.3 public school students were charged with a crime through the juvenile justice system (7,608 offenders and 14,749 offenses statewide) and 295 of the offenders statewide were alleged gang members (3.9% of offenders).

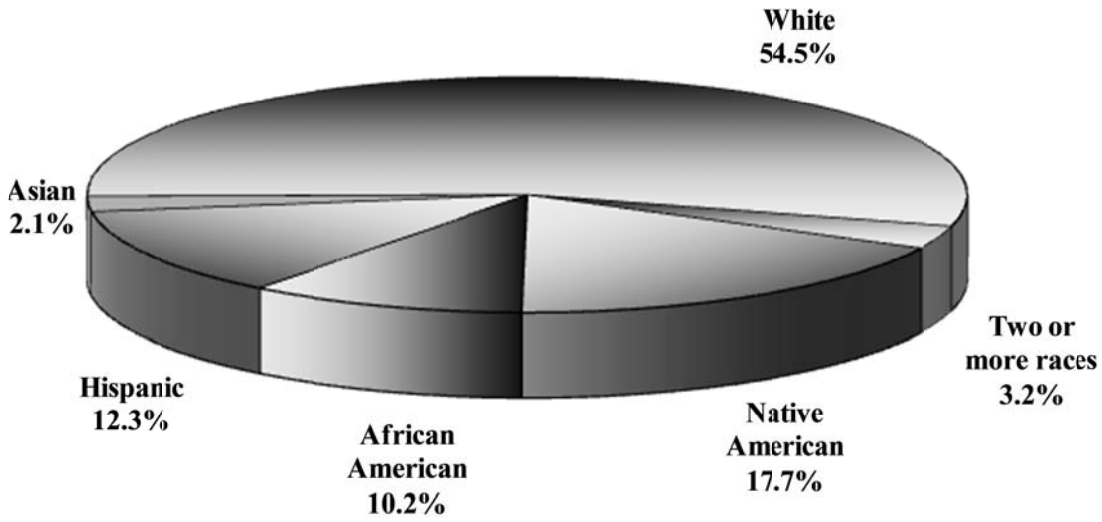
Oklahoma Public School Enrollment by Ethnic Group (Figure 2):
(based on 2010 fall enrollment)

White and Other	54.5%
Black	10.2%
Native American	17.7%
Asian	2.1%
Two or more races	3.2%
Hispanic	12.3%

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

	2000	2010	Earnings 2010
Less than a High School Diploma:	19.4%	13.8%	$17,745
High School Diploma:	80.6%	86.2%	$23,999
Some College, no degree	23.4%	24.5%	$29,424
Associate's Degree:	5.4%	6.8%	
Bachelor's Degree:	13.5%	15.4%	$40,926
Graduate or Professional Degree:	6.8%	7.5%	$50,793

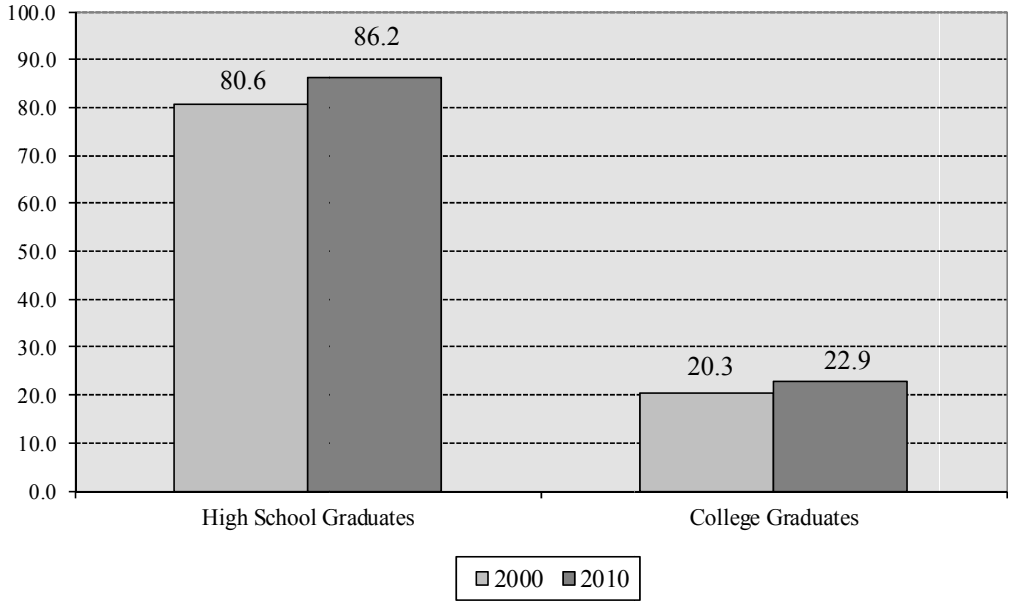
Figure 2
Oklahoma Public School Enrollment by Ethnic Group
October 1, 2010



Data Source: Oklahoma State Department of Education

October 1, 2010 Total Enrollment = 659,615

Figure 3
Education Attainment of Adults Age 25 and Older
2000 and 2010



Data Source: 2000 Census and 2010 American Community Survey
(College Graduates include Bachelors and higher only)

SOCIOECONOMIC VARIANCE

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

Based on the 2010 Census, Oklahoma City P.S., had a population of 285,940 persons followed very closely by Tulsa P.S. with 284,811 persons while Plainview P.S. (Cimarron Co.) was the smallest district with a population of 127 persons. Plainview P.S. is a dependent district serving students through the 6th grade and has since been annexed into two other districts leaving Moffett P.S. (Sequoyah Co.) as the smallest dependent district with 137 persons. The smallest independent district serving students through 12th grade is Felt P.S. (Cimarron Co.) with a population of 303. The state population has increased 8.7% from 2000 to 2010.

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 Sweetwater P.S. (Roger Mills Co.) with an assessed property value of $552,662 per student for December 2011 to Moffett P.S. (Sequoyah Co.) with a property value of $2,525 per student (students are measured in average daily membership (ADM), which is explained in the EDUCATIONAL PROCESS section of this report). There are twelve school districts with valuation per ADM above $200,000 and fifteen with valuation per ADM below $10,000. 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. The state average is $41,038.

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 2010-11 school year, 60.6% of Oklahoma's public school students were eligible for this program. The percentages ranged from 50 school sites with 100% of their students eligible to 10 schools with less than 10% of students eligible.

The average household income in Oklahoma from the ACS for 2006-2010 was $58,099. However, this indicator also varied greatly by school district. The average family in Oakdale P.S. (Oklahoma Co.), the most affluent district, earned more than $231,000 for 2006-2010, whereas in Moffett P.S. (Sequoyah Co.), the average family had earnings of $25,000 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 from the 2006-2010 ACS helps to fill in the financial picture. The average percentage of persons within the district living below the poverty level was 16.2%. However, poverty rates ranged from under 2% at Robin Hill P.S. (Cleveland Co.) to over 57% at Moffett P.S. (Sequoyah 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 the 2006-2010 ACS is 6.2%. Five districts in the state had unemployment rates above 20.0%. There are 21 districts with an unemployment rate of less than 1.0%.

An additional challenge to districts is the percentage of families with related children headed by a single parent. The average was 32.5% and the indicator ranged from highs of six school districts above 60.0% of families headed by a single parent to lows of ten school districts less than 2%. This data along with the population, income, poverty, and unemployment rate is from the Census Bureau's 2006-2010 ACS. These census variables will continue to be updated every year through ACS.

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 2010-11, 34.1% of students in grades 1 through 3 were on the reading remediation program. The data ranged from 45 sites with not a single 1st through 3rd grade student on the reading remediation program to 15 others where more than 90% of 1st through 3rd graders were on the reading remediation program.

A student's eagerness to learn also greatly impacts a school's ability to do its job. An indication of this is the average number of days absent per student. Statewide, students missed an average of 9.7 days per year (based on a 175 day school year in 2010-11). The extremes on this indicator ranged from four schools missing less than one day per year (Little Axe M.S. in Cleveland Co; Paden H.S. in Okfuskee Co.; Hanna H.S. in McIntosh Co.; and Wynona H.S. in Osage Co.) with six other schools with students missing on average less than 2 days per year, to seven schools with students who missed an average of more than 25 days per year.

The mobility of the student population also influences the learning environment within a school. Mobility was viewed as new enrollments as a percentage of the enrollment at the end of the school year or incoming students divided by sum of fall enrollment plus incoming students minus outgoing students. Using this methodology, the statewide mobility rate for 2010-11 was 9.7%. In 2010-11, six school sites had a 50% or more mobility rate and twenty-eight 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 2010-11 school year. Principals statewide responded that 72.0% of students had at least one parent/guardian attend a parent-teacher conference. The extremes on this indicator ranged from 90 schools across the state that reported perfect attendance at parent-teacher conferences to 15 schools reporting less than 10% of parents attended the conferences. In regard to support, principals statewide reported that on average, 2.5 hours of service were volunteered by parents and the community per student at Oklahoma's public schools. The extremes ranged from six schools (three in the Tulsa P.S.) reporting more than 40 hours volunteered per student to 130 school sites that reported zero hours of service volunteered at their school. Not surprisingly, elementary schools almost double the volunteer hours per student of high schools; 2.9 hours to 1.6 hours.

Another sign of willingness to participate in school is the number of days students were suspended from school. Suspensions fall under two major categories in state statutes (70 O.S. § 24-101.3), those of 10 days or less and those for more than 10 days. On average, there was approximately one incident of suspension of 10 days or less for every 12.6 students statewide; one for every 14.8 students in elementary schools and one for every 9.2 students in high school. For suspensions that lasted for more than 10 days, the average for all schools was one incident for every 147.7 students statewide; one for every 281.8 elementary students and one for every 69.0 high school students. The bulk of schools had very few suspensions; 276 schools had no incidents of suspensions of 10 days or less and 868 had less than 10 incidents out of 1,708 school sites reporting. There were 50 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 that exceeded a one-to-one ratio with enrollment.

Juvenile crime is another social problem that influences performance in the classroom. The use of juvenile crime statistics in *Profiles 2011* is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 2010-11 juvenile crime statistics are provided as another indicator of the community environment in which the school must operate. The statistics presented here relate to criminal referrals only and are based upon students attending one of the schools included in this report series. Statewide, 7,608 public school students were referred to the Office of Juvenile Affairs (OJA) in 2010-11. These offenders were charged with a total of 14,749 offenses and 295 of the offenders were said to have gang affiliation. This means that, on average, one out of every 86.3 students statewide had been charged with a crime. Each offender had committed an average of 1.9 offenses and 3.9% of the charged students had gang affiliations.

Over twenty percent (22.8%) 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 only two districts (Pauls Valley P.S. in Garvin Co. and Grandfield P.S. in Tillman Co.) had more than one out of every 25 students charged with a crime (none gang related) during the 2010-11 school year. Tulsa P.S. had 96 juvenile offenders who were affiliated with a gang and Oklahoma City P.S. had 60 juvenile offenders affiliated with a gang. These two districts accounted for more than half of the gang-affiliated offenders statewide. While troubling, the gang phenomenon does not seem to be widespread. Fifty-eight of Oklahoma's 527 districts were reported to have gang-affiliated offenders. These 58 districts were located in only 37 counties. The ratios used in this analysis are based on 2010-11 fall enrollments. Also, not all communities report minor juvenile offenses to the Office of Juvenile Affairs. Juvenile data is only reported for those communities that had referred cases to OJA.

A breakdown of the juvenile offense charges show that the bulk had to do with theft/burglary of one variety or another – 32.7%. Sex/violence charges ranked second with 21.9%. Crimes related to violation of municipal ordinances/obstruction of justice represented 19.1% of all charges. Drug/alcohol possession made up 15.2% of offenses and crimes against property accounted for 8.1% of the arrests. A more detailed listing of the offenses by type can be found in Appendix B of this report.

Oklahoma is a state of great diversity and the ethnic makeup of the state's school districts are no exception. Figure 2 shows that in school year 2010-11, 17.7% of Oklahoma's students were Native American, 12.3% were Hispanic, 10.2% were African American, and 2.1% were Asian. An additional 3.2% of all students were classified as two or more races. Statewide, 45.5% of student enrollment came

from some ethnic minority group. Minority enrollment has increased 38% in the past 10 years. Hispanic enrollment has more than doubled and moved past African Americans to become the second largest minority in the State. Asian enrollment has increased over 60% since 2000-2001. American Indian enrollment increased 11% during the same period.

The state's ethnic diversity is also visible among school districts. For 2010-11, three districts in Oklahoma have over 50% African American enrollment (Millwood P.S. and Crutcho P.S. in Oklahoma Co. and Boynton-Moton P.S. in Muskogee Co. – Boynton-Moton has since annexed into two other districts) and four districts have over 50% Hispanic enrollment (Guymon P.S., Hardesty P.S., and Optima P.S., in Texas Co. and Crooked Oak P.S. in Oklahoma Co.) Four districts have over 90% American Indian enrollment (Dahlonegah P.S., and Cave Springs P.S. in Adair Co., Kenwood P.S. in Delaware Co., and Ryal P.S. in McIntosh Co.).

Like income statistics, adult educational attainment statistics are important because they are one of the best predictors of how well students will perform academically. Research has shown that, generally, the children of parents with higher levels of education perform better on achievement tests than those students whose parents have lower levels of educational attainment. From the 2006-2010 ACS, two schools had over 40% of its population age 25 and over not having a high school diploma. However, Oakdale P.S. in Oklahoma Co. had only 1.0% of its population that fell into this educational attainment category. Eight districts had five percent (5%) or less of their population with a college degree, whereas, Oakdale P.S., Edmond P.S. and Deer Creek P.S. (all in Oklahoma Co.) had more than 50% of their community's population holding a college degree (Bachelor's Degree or higher).

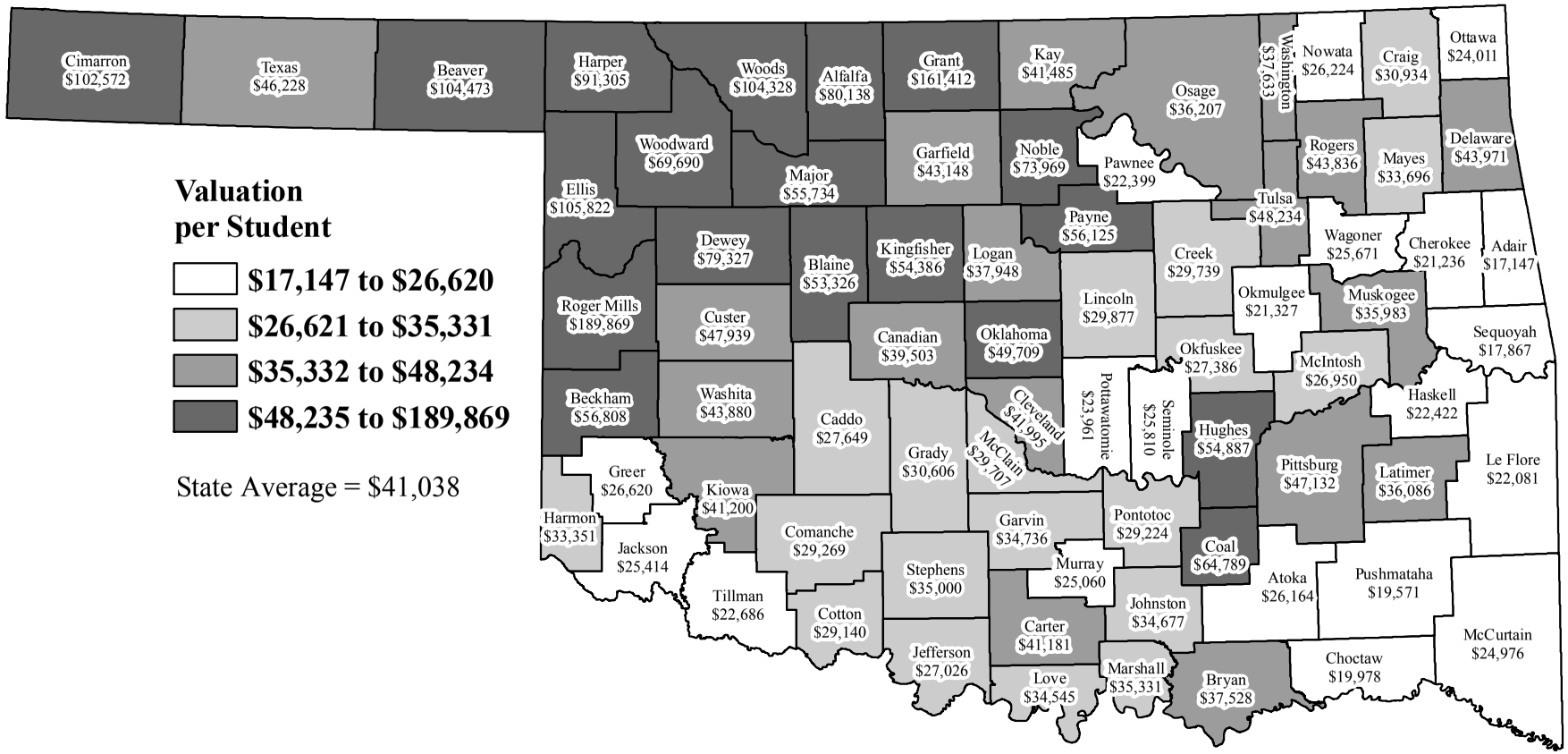
According to the 2010 ACS, the percent of high school graduates increased to 86.2% from 80.6% in 2000. Likewise, the percent of college graduates (Bachelor's Degree and higher) increased to 22.9% in 2010 from 20.3% in 2000. The increase in high school and college graduates will strengthen Oklahoma's economic base. Data also from the 2010 ACS shows a person 25 years and over without a high school diploma earned only $17,745 but a high school graduate earned $23,999 and a college graduate earned $40,926.

SOCIOECONOMIC ADVERSITY MAPS

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

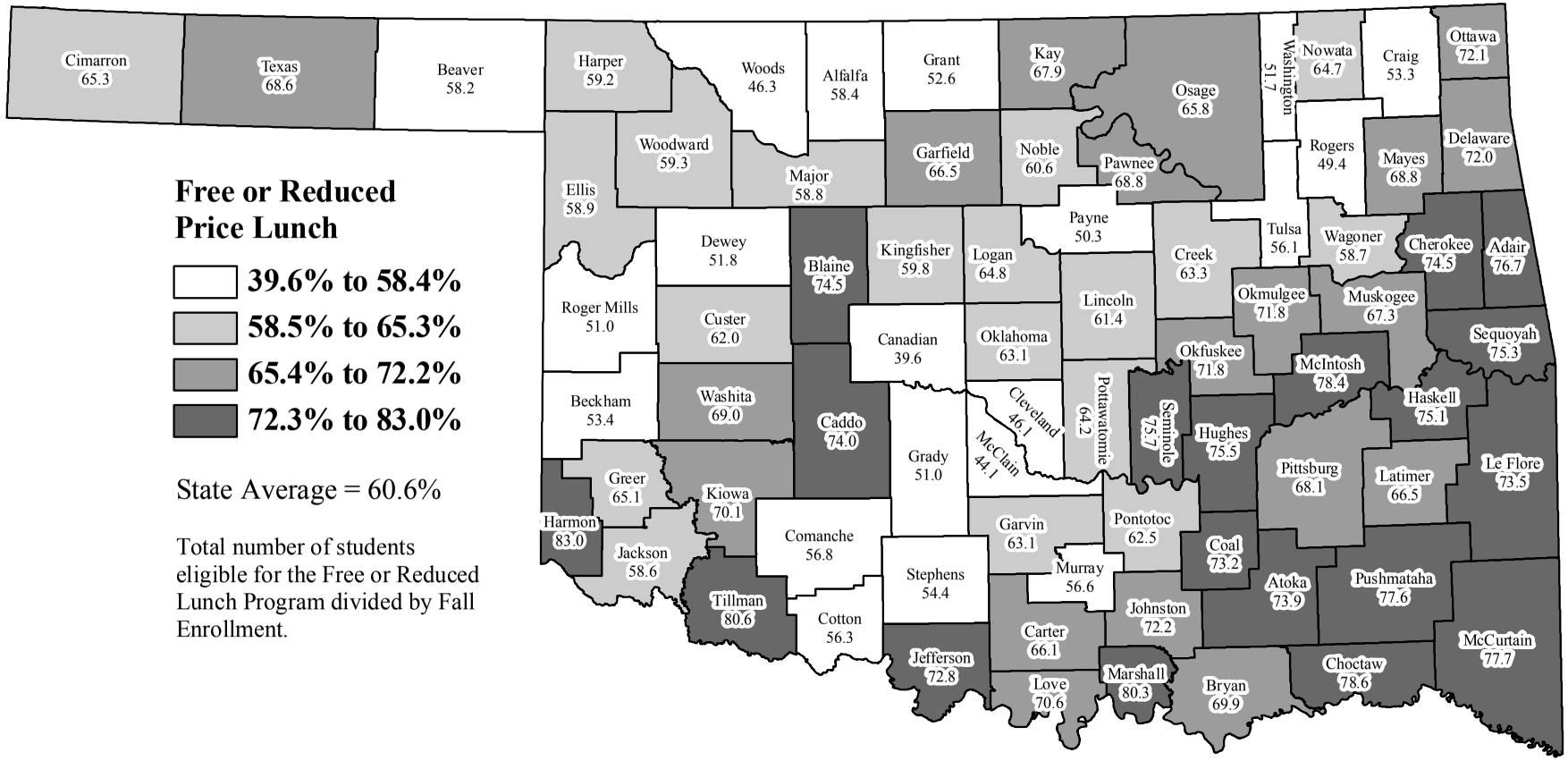
The statistics were chosen because they are representative of the socioeconomic conditions that most impact student performance. The information presented on the maps are from a number of sources including the 2006-10 ACS, the 2010 Census, the Oklahoma Tax Commission, the Oklahoma State Department of Education, the Oklahoma Office of Juvenile Affairs, and the Office of Accountability. 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
December 2011



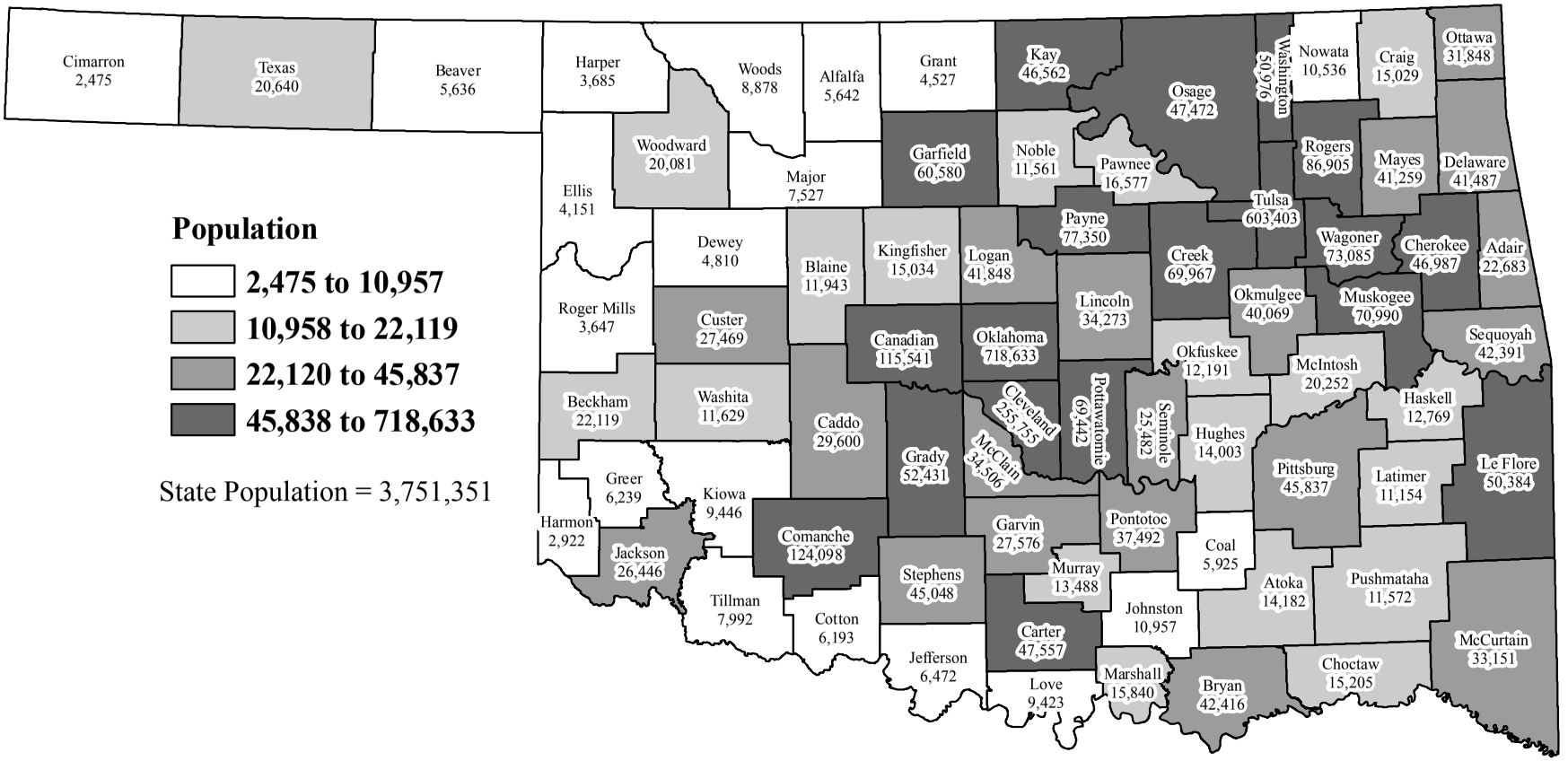
Source: Oklahoma Tax Commission

Figure 5
PERCENT OF STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE LUNCH PROGRAM
2010-11 School Year



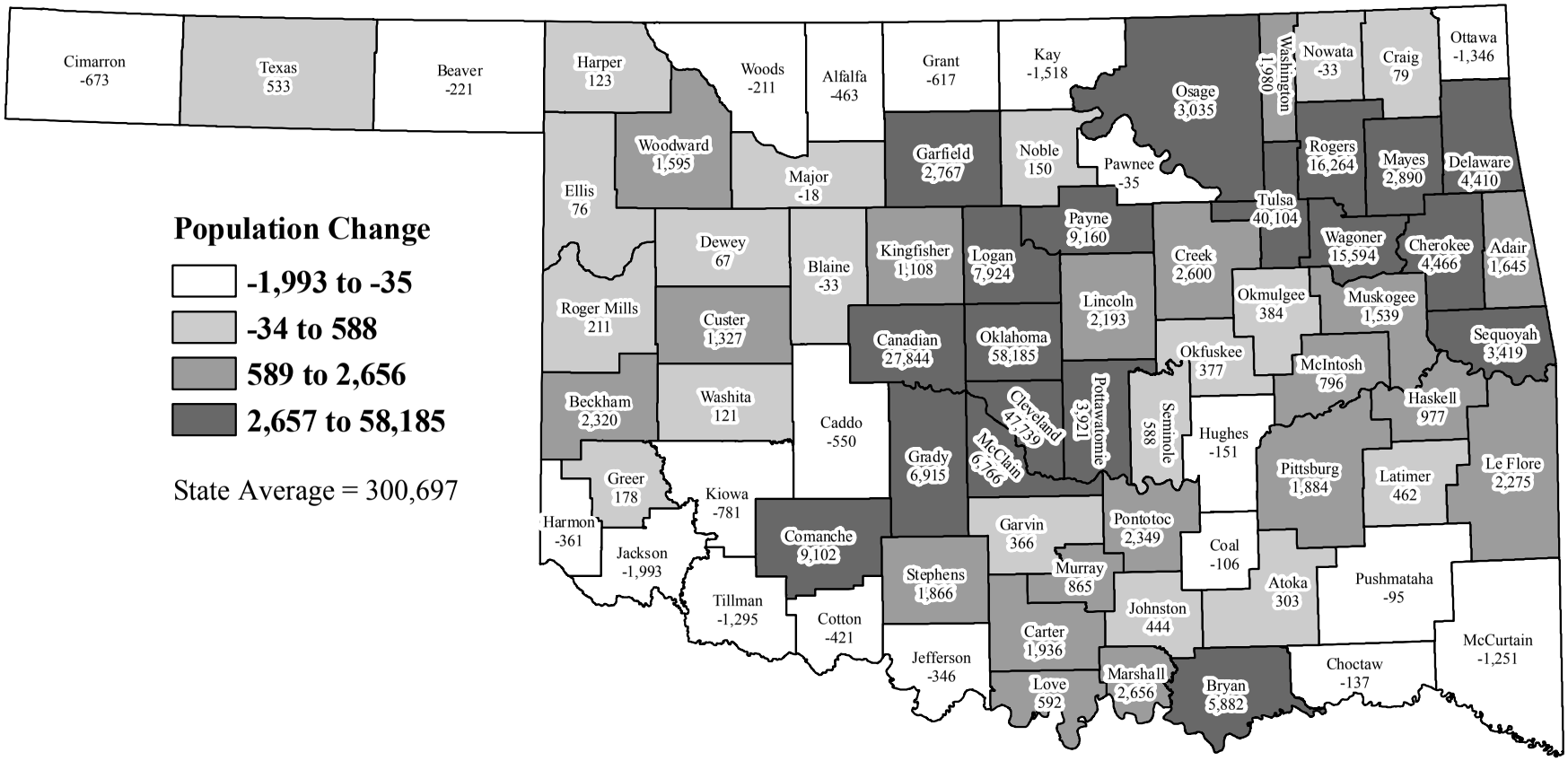
Source: Oklahoma State Department of Education

Figure 6
POPULATION BY COUNTY
Census 2010



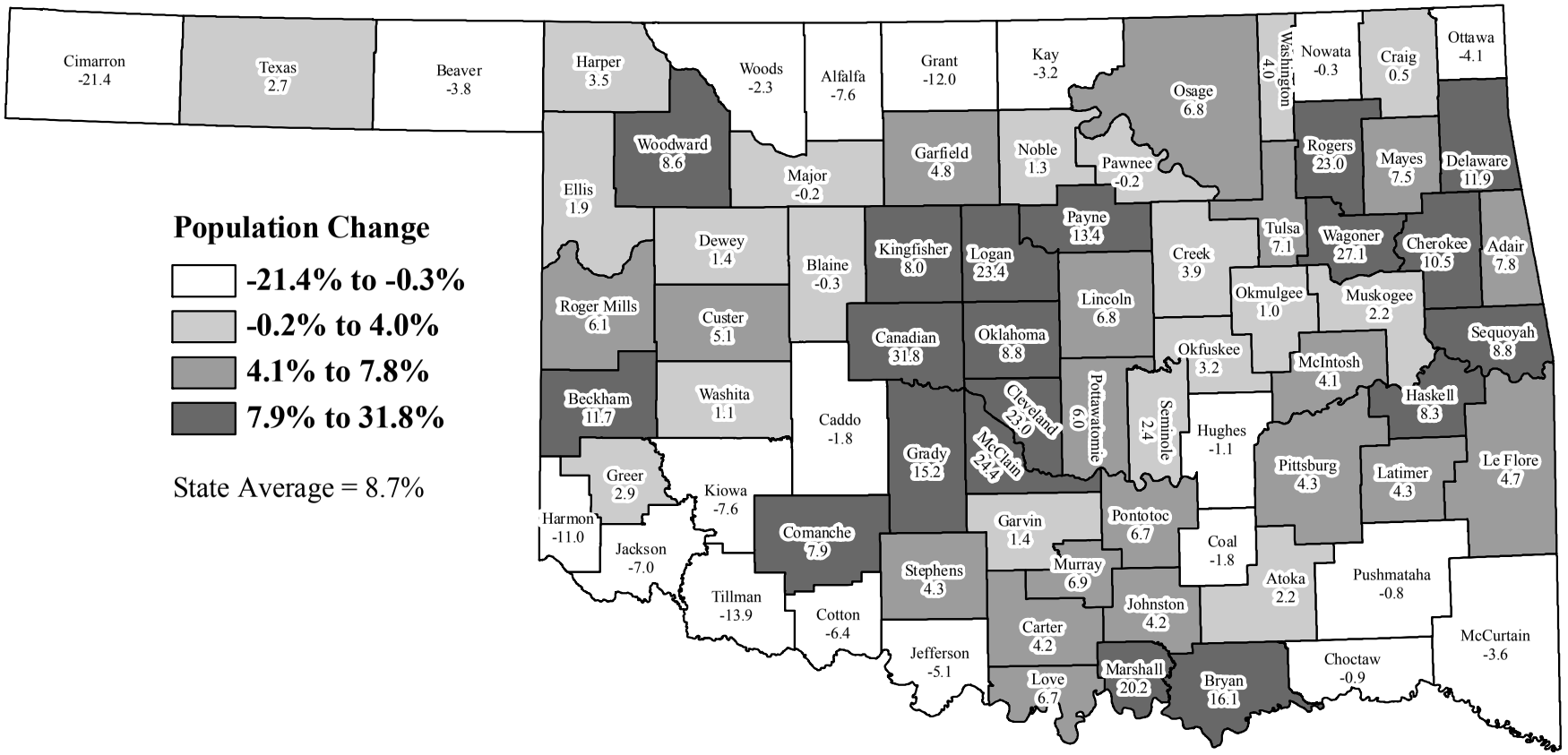
Source: U.S. Census Bureau

Figure 7
NUMERIC CHANGE IN POPULATION
Census 2000 and Census 2010



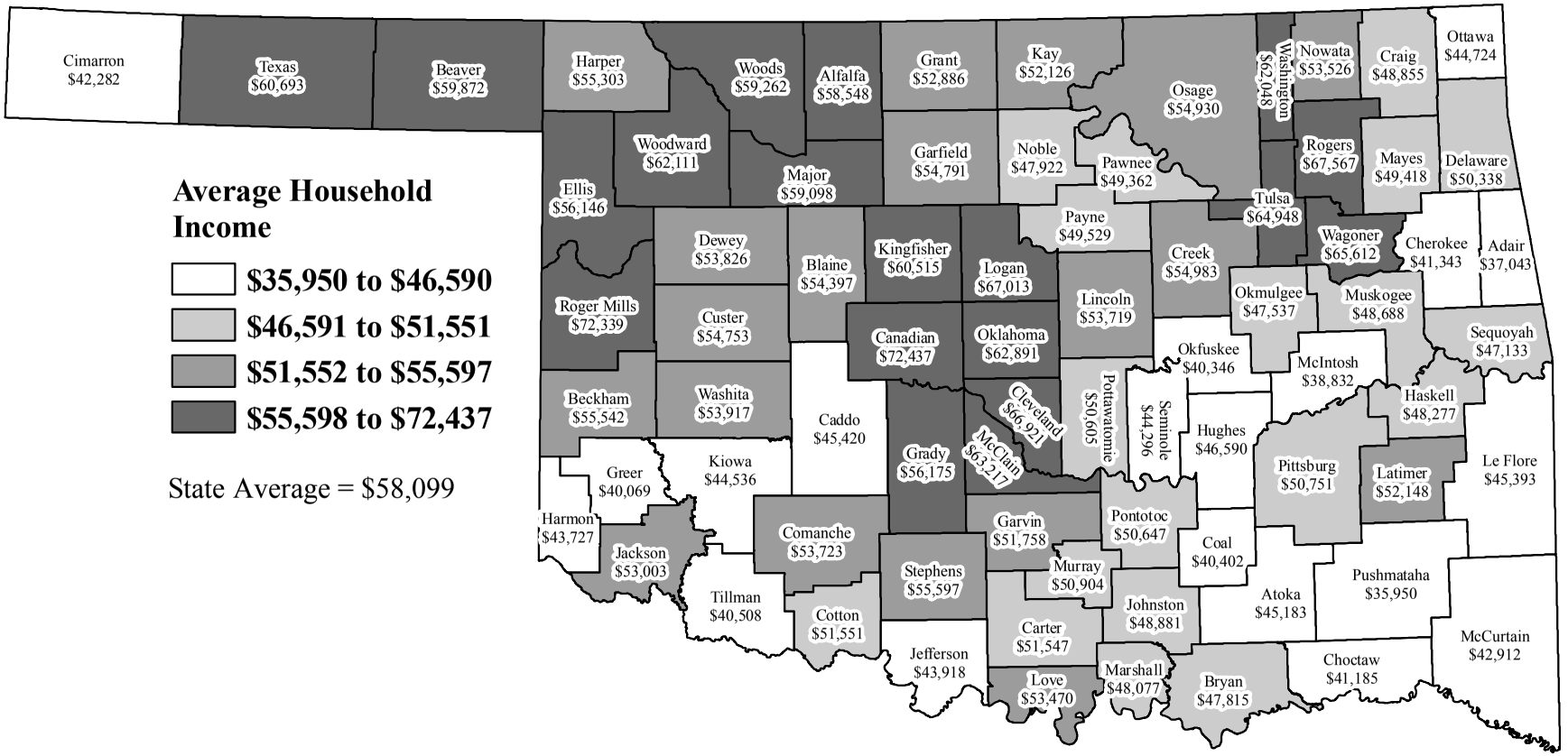
Source: U.S. Census Bureau

Figure 8
PERCENT CHANGE IN POPULATION
Census 2000 and Census 2010



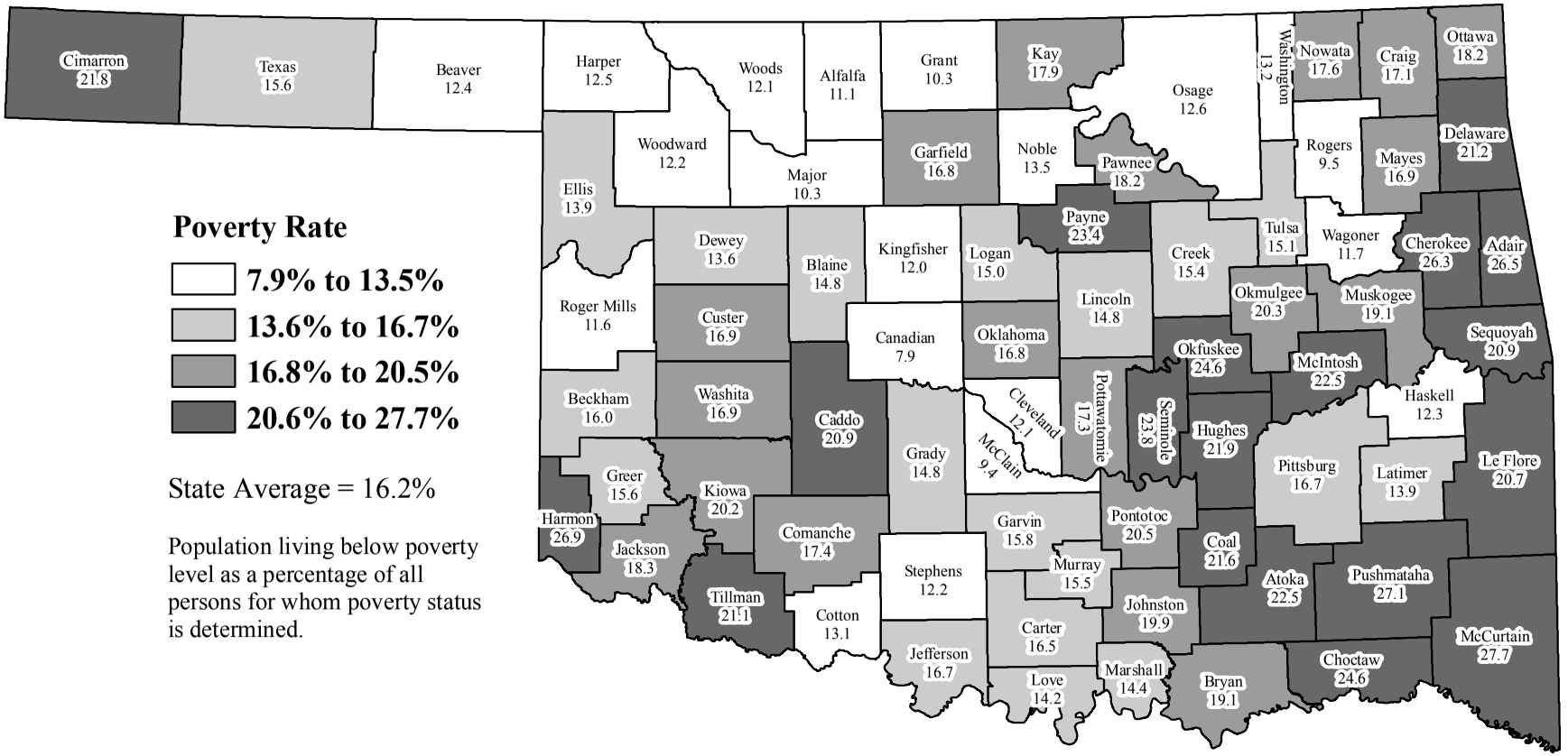
Source: U.S. Census Bureau

Figure 9
AVERAGE HOUSEHOLD INCOME
American Community Survey 2006-1010



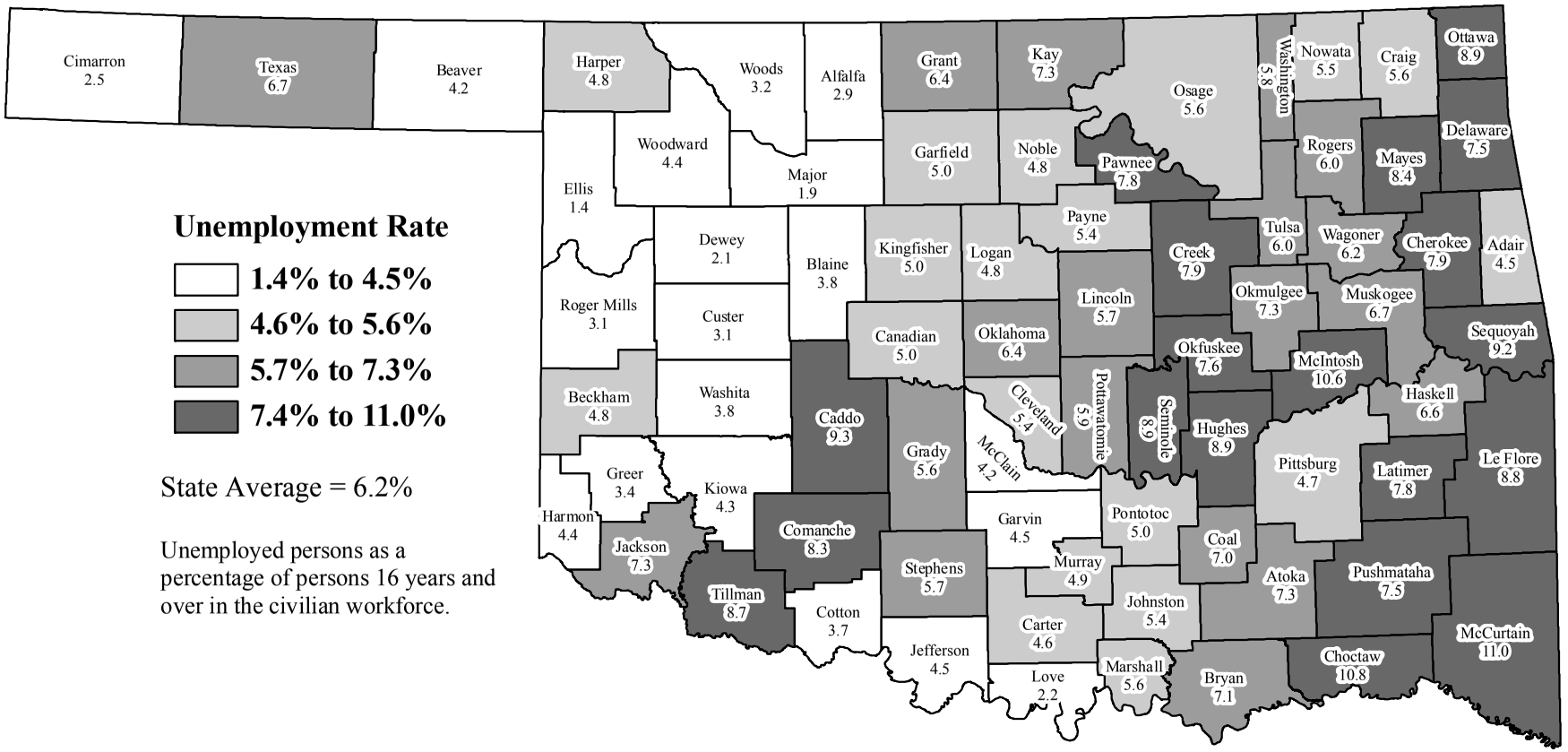
Source: U.S. Census Bureau

Figure 10
POVERTY RATE
American Community Survey 2006-1010



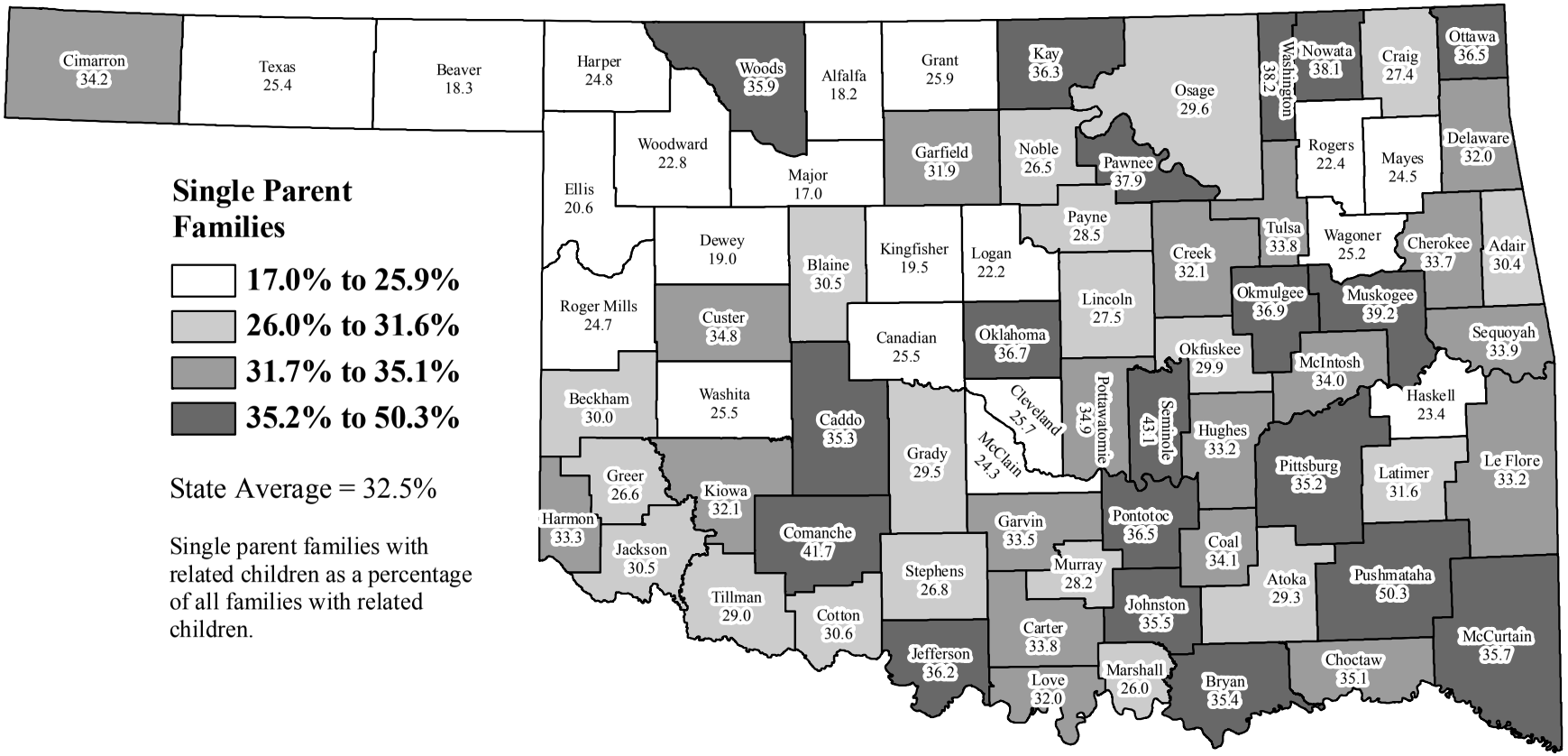
Source: U.S. Census Bureau

Figure 11
UNEMPLOYMENT RATE
American Community Survey 2006-1010



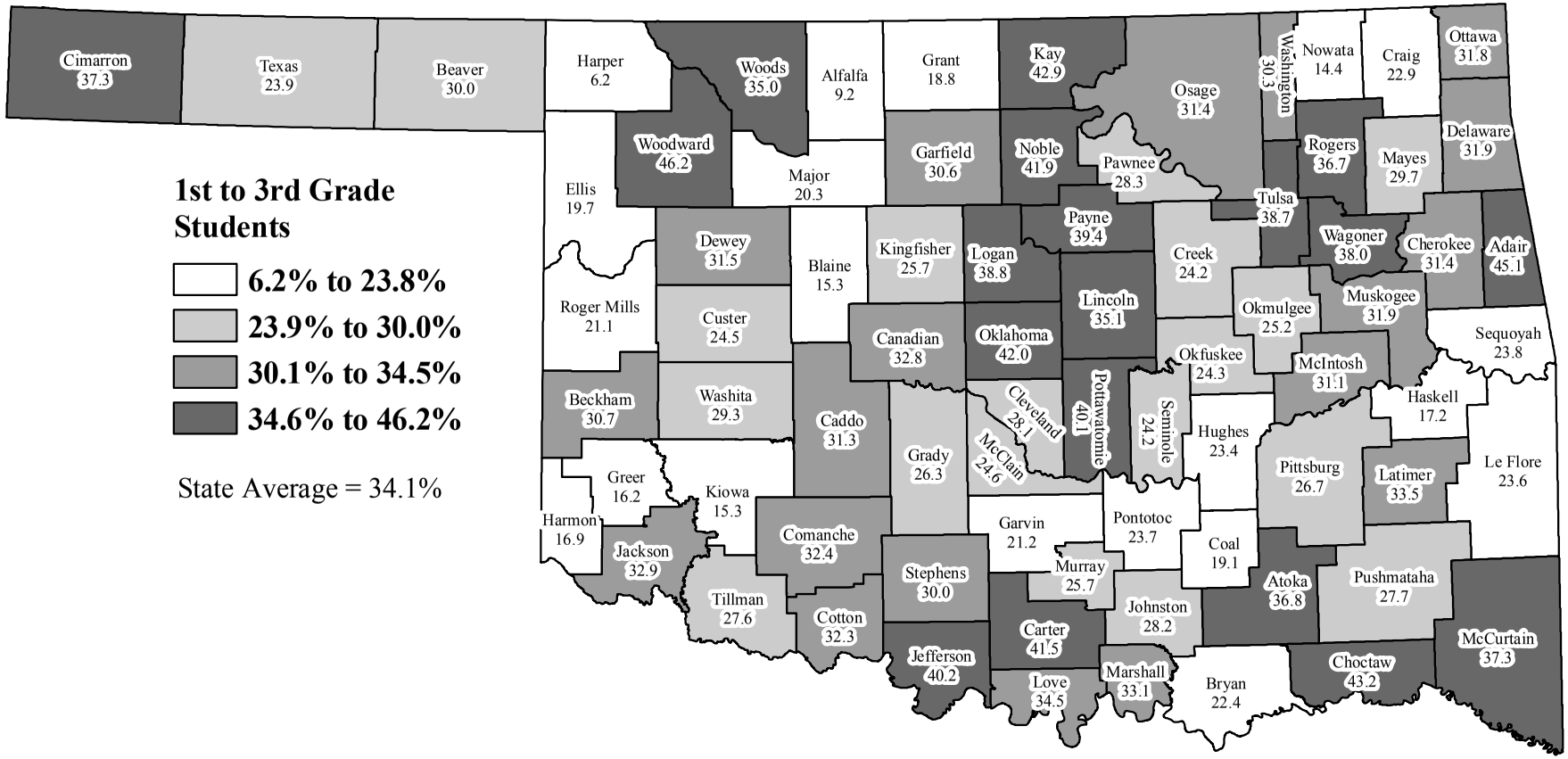
Source: U.S. Census Bureau

Figure 12
PERCENT OF SINGLE PARENT FAMILIES WITH RELATED CHILDREN
American Community Survey 2006-1010



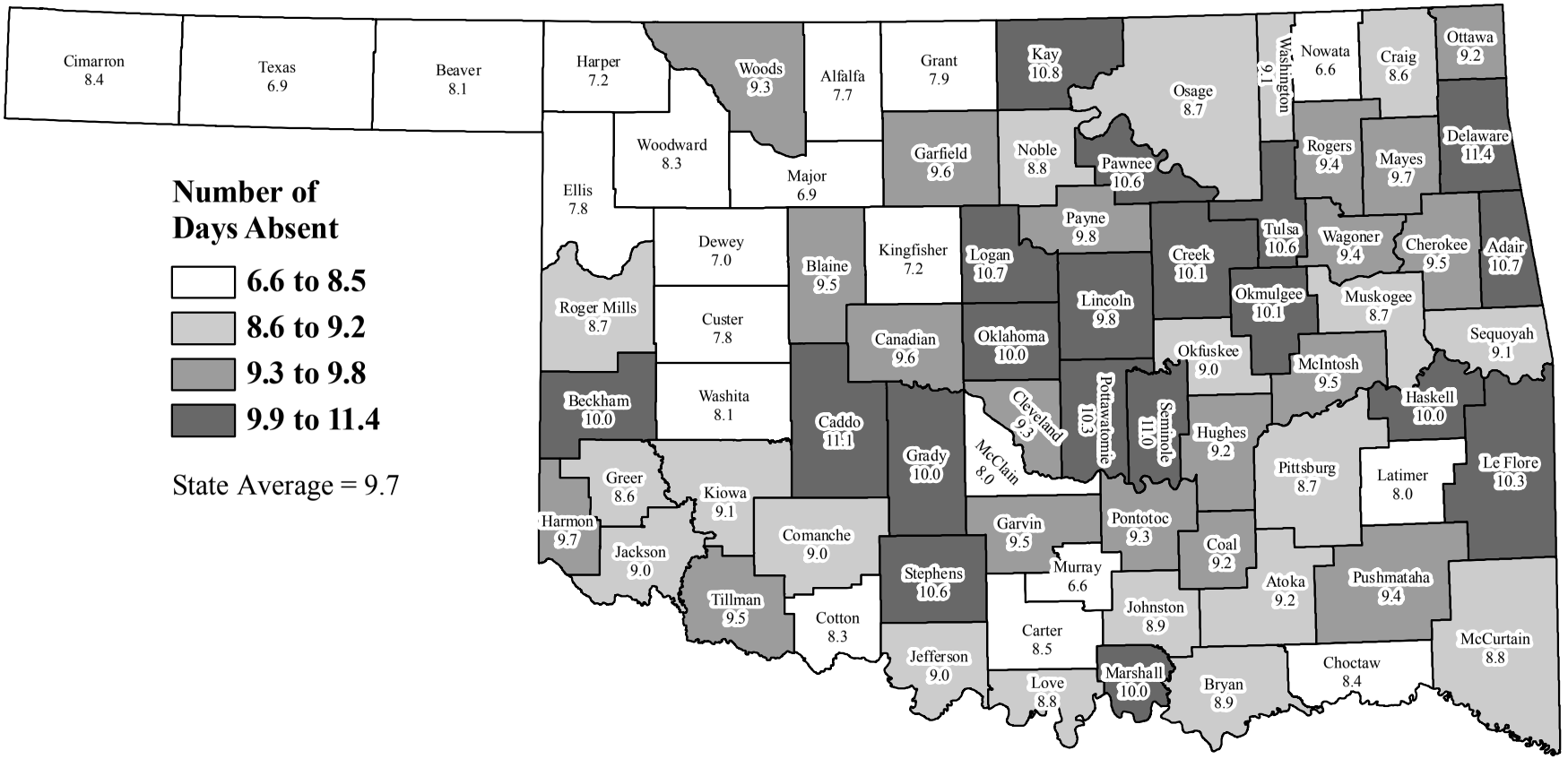
Source: U.S. Census Bureau

Figure 13
PERCENT OF 1ST THROUGH 3RD GRADE STUDENTS ON READING REMEDIATION PROGRAM
2010-11 School Year



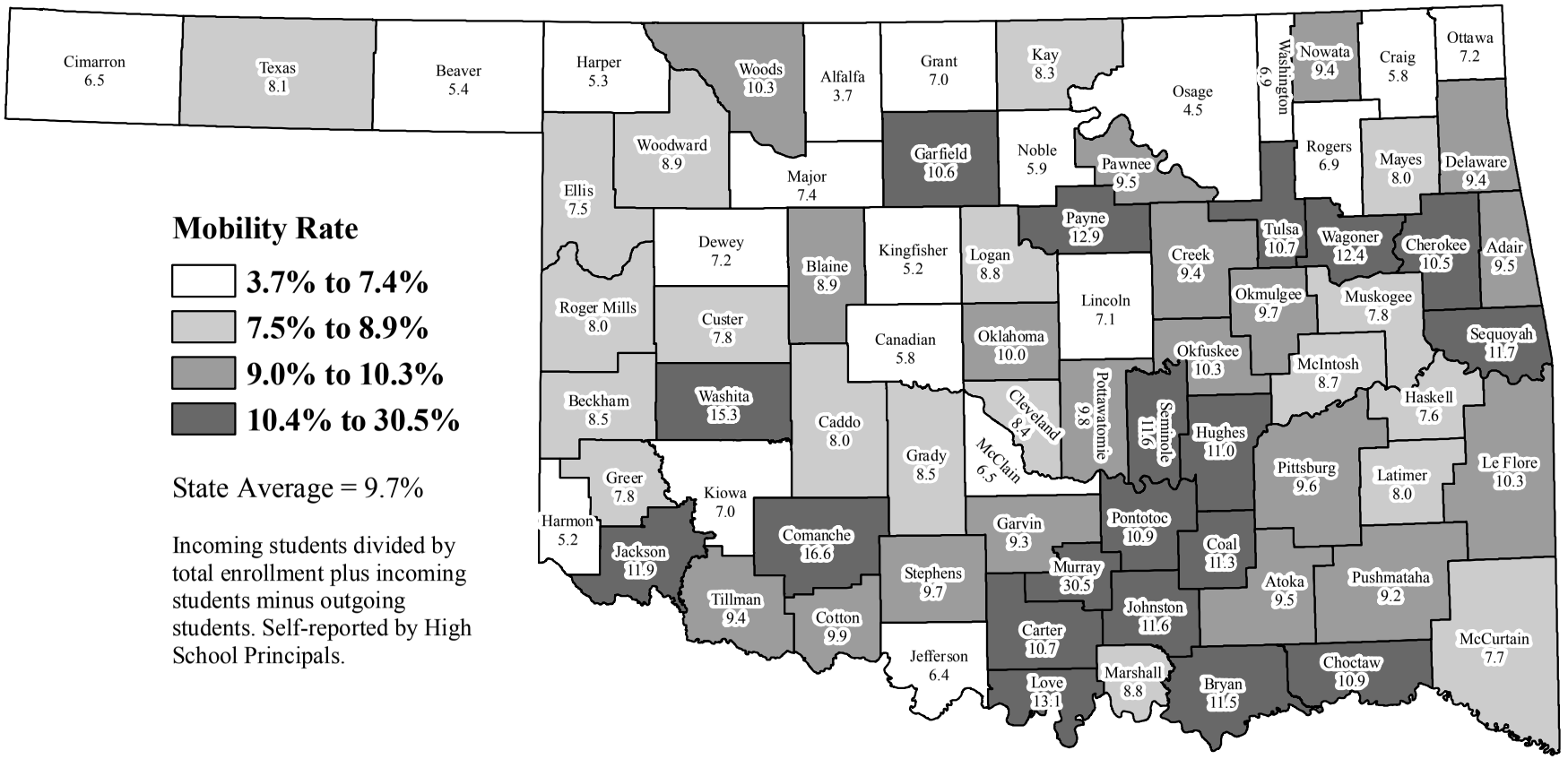
Source: Oklahoma State Department of Education

Figure 14
AVEARGE NUMBER OF DAYS ABSENT PER STUDENT
2010-11 School Year



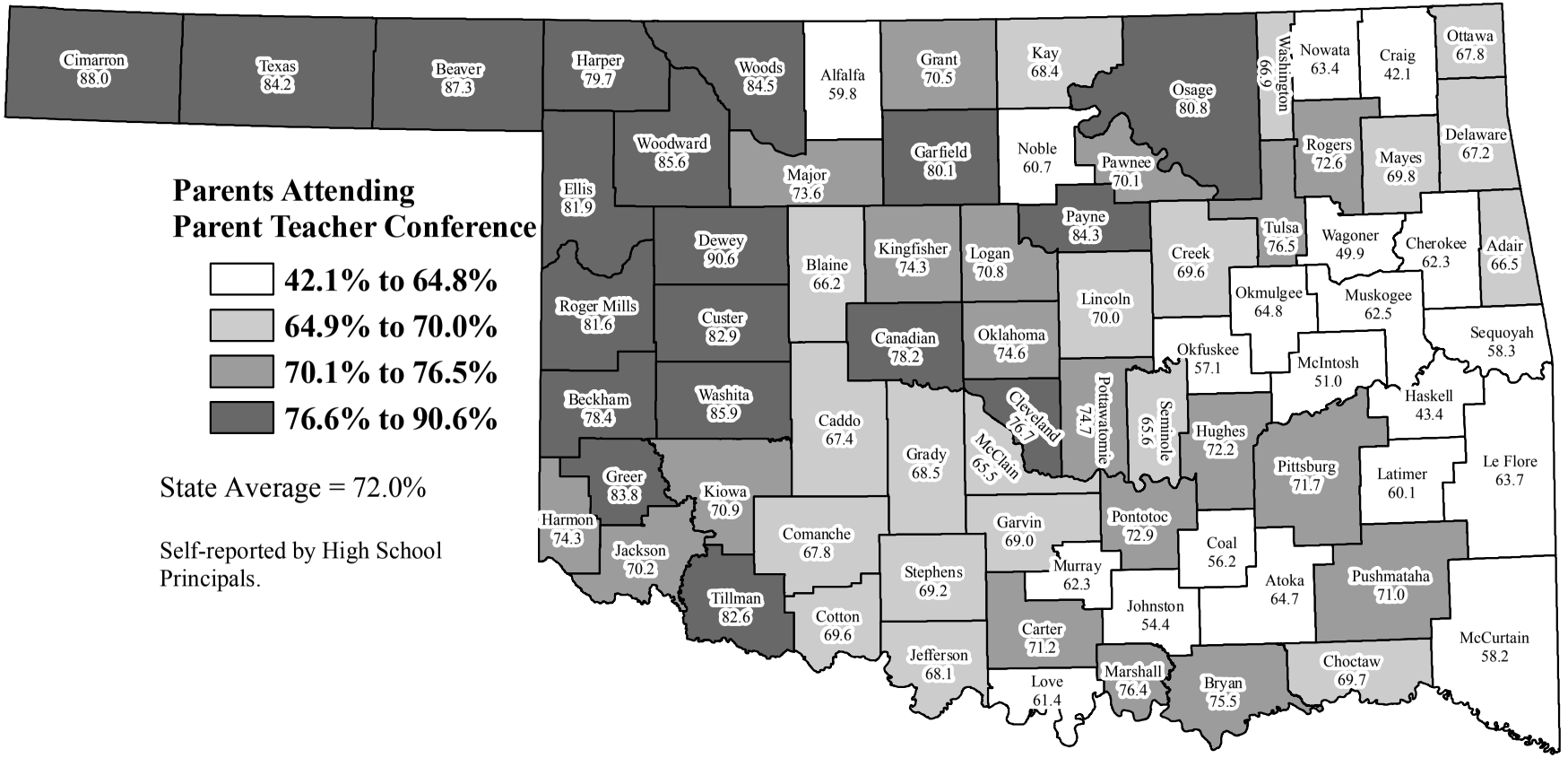
Source: Oklahoma State Department of Education

Figure 15
MOBILITY RATE
2010-11 School Year



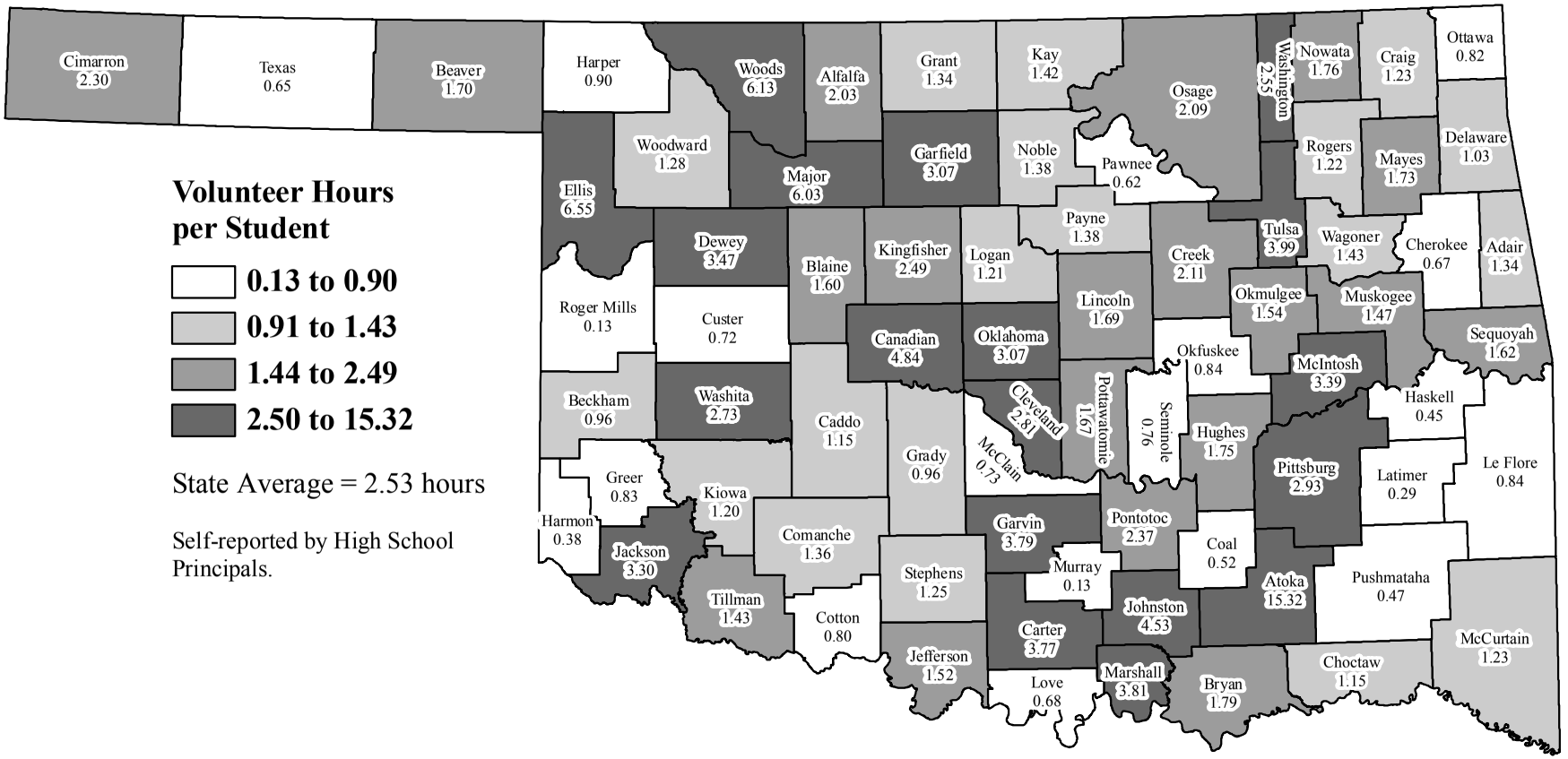
Source: Office of Accountability

Figure 16
PERCENT OF PARENTS ATTENDING AT LEAST ONE PARENT TEACHER CONFERENCE
2010-11 School Year



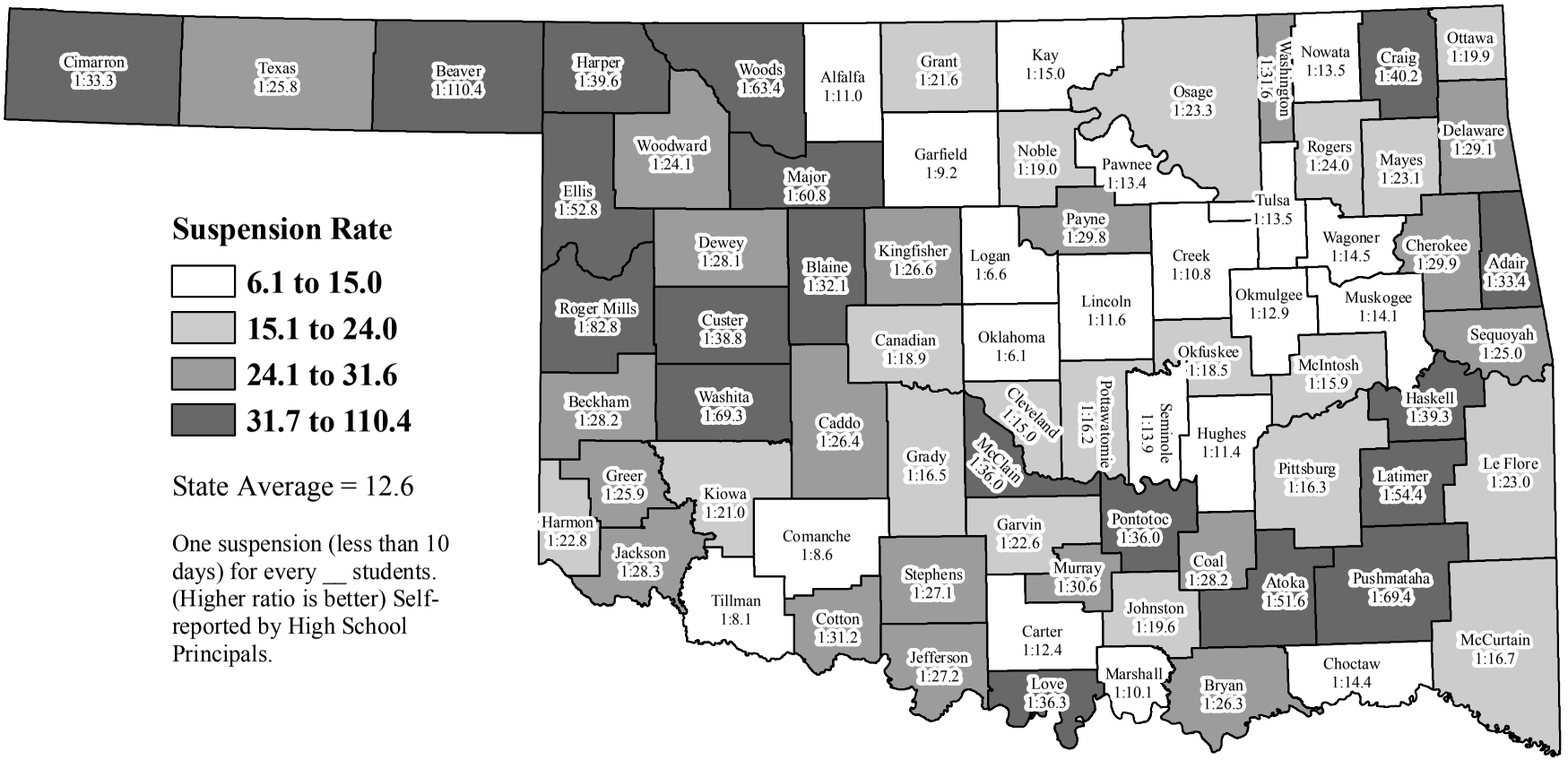
Source: Office of Accountability

Figure 17
VOLUNTEER HOURS PER STUDENT
2010-11 School Year



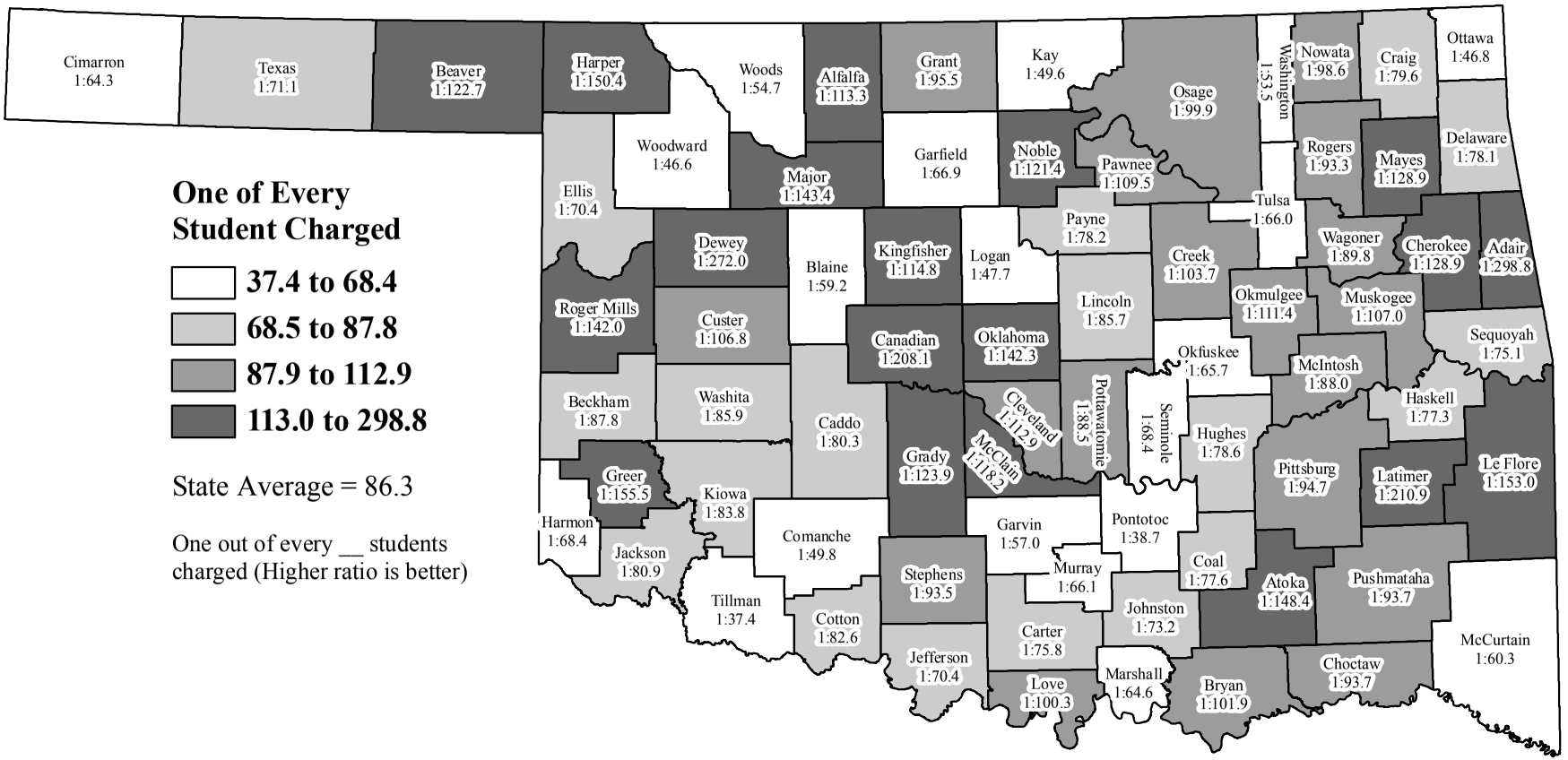
Source: Office of Accountability

Figure 18
STUDENT SUSPENSION RATE
2010-11 School Year



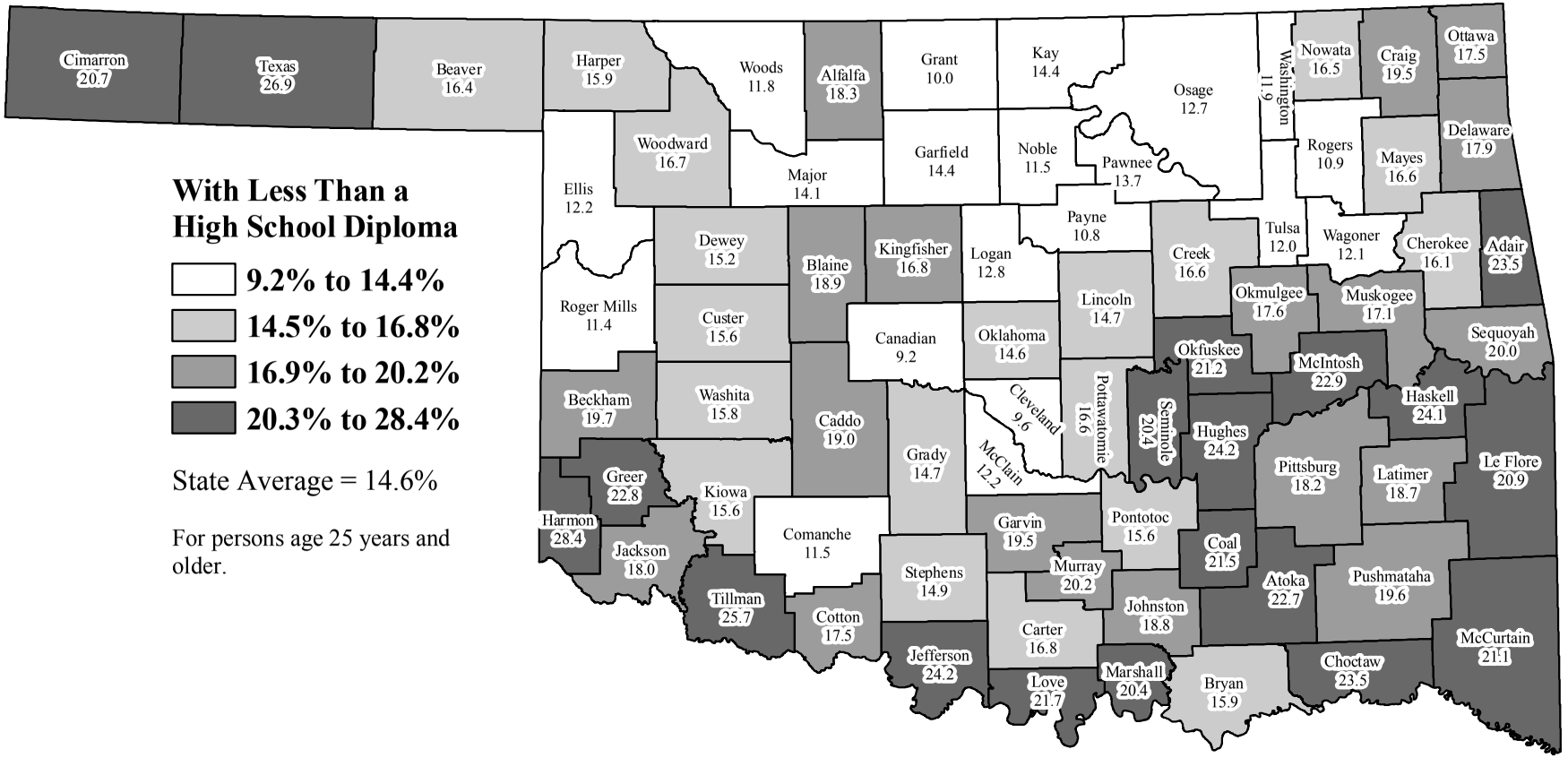
Source: Office of Accountability

Figure 19
JUVENILE OFFENSE RATE
2010-11 School Year



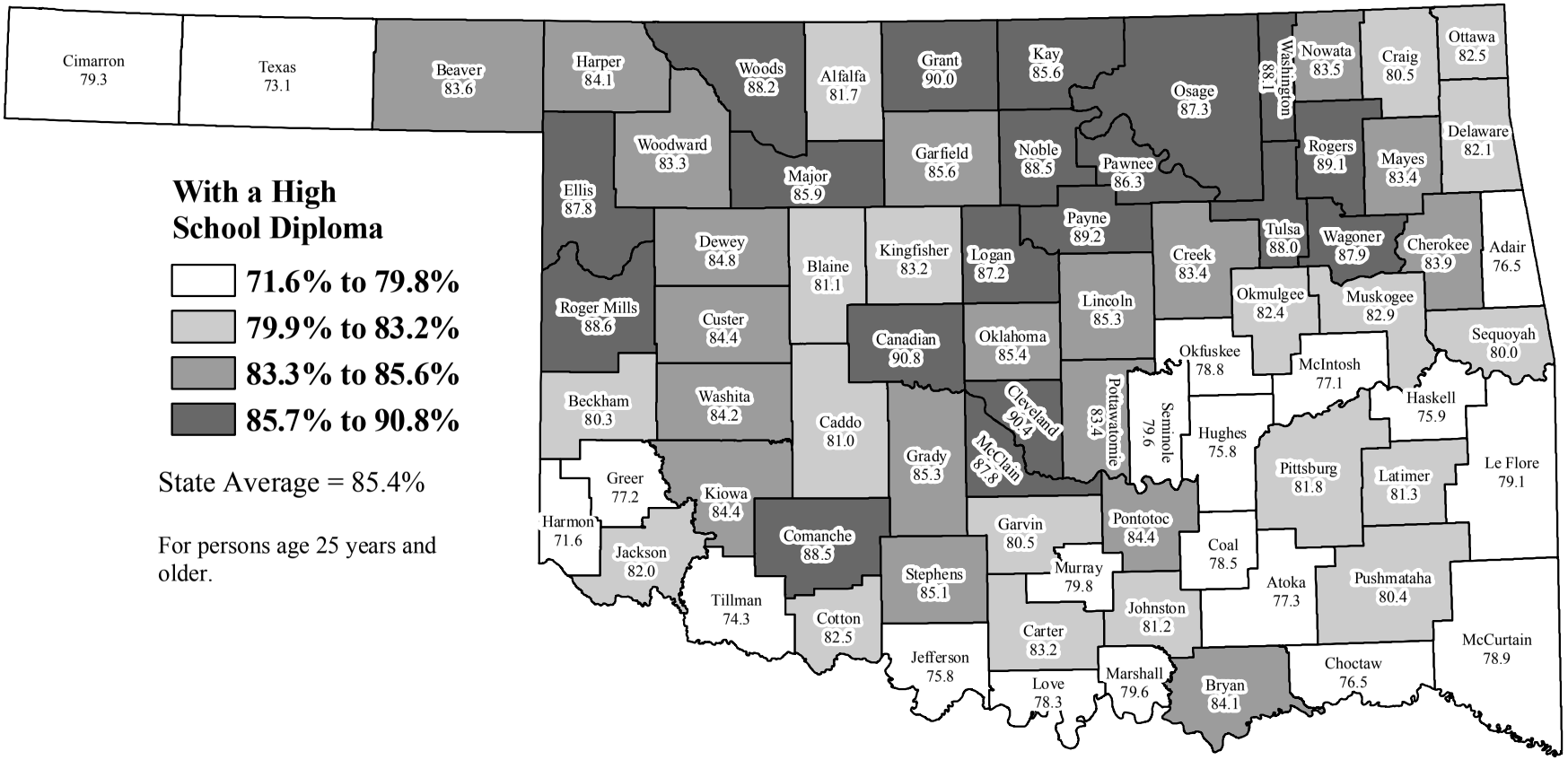
Source: Oklahoma Office of Juvenile Affairs

Figure 20
PERCENT OF ADULT POULATION WITH LESS THAN A HIGH SCHOOL DIPLOMA
American Community Survey 2006-1010



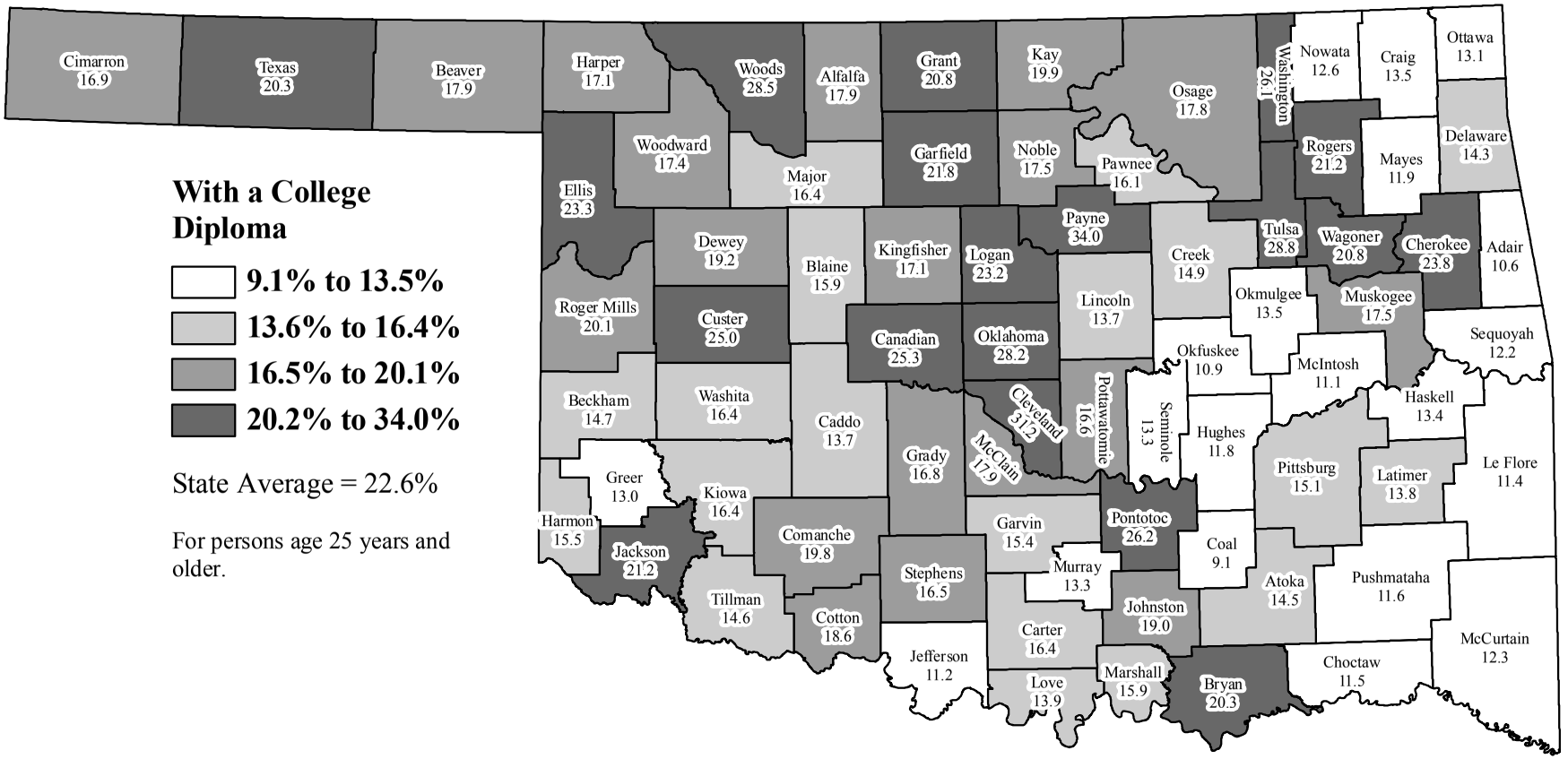
Source: U.S. Census Bureau

Figure 21
PERCENT OF ADULT POULATION WITH A HIGH SCHOOL DIPLOMA
American Community Survey 2006-1010



Source: U.S. Census Bureau

Figure 22
PERCENT OF ADULT POULATION WITH A COLLEGE DEGREE
American Community Survey 2006-1010



Source: U.S. Census Bureau

II. EDUCATIONAL PROCESS

DISTRICTS, SCHOOLS, AND STUDENT ENROLLMENT

Profiles 2011 reports on 527 individual Oklahoma school districts and 1,765 conventional school sites made up of 1,005 elementary schools, 296 middle schools/junior highs, and 464 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 2010-11, there were 105 elementary (dependent) school districts and 422 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 2010-11 there were 49 different grade level combinations forming schools in Oklahoma.

Figure 23
Oklahoma's Districts by Enrollment and Socioeconomic Status
2010-11

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%	82,937	12.7%
10,000 - 24,999	High	B1	7	1.3%	115,509	17.7%
	Low	B2	2	0.4%	33,287	5.1%
5,000 - 9,999	High	C1	8	1.5%	52,027	8.0%
	Low	C2	3	0.6%	18,306	2.8%
2,000 - 4,999	High	D1	14	2.7%	42,319	6.5%
	Low	D2	20	3.8%	56,051	8.6%
1,000 - 1,999	High	E1	36	6.8%	50,840	7.8%
	Low	E2	38	7.2%	52,869	8.1%
500 - 999	High	F1	27	5.1%	18,232	2.8%
	Low	F2	76	14.4%	53,215	8.2%
250 - 499	High	G1	46	8.7%	16,501	2.5%
	Low	G2	102	19.4%	35,842	5.5%
Less than 250	High	H1	31	5.9%	5,702	0.9%
	Low	H2	115	21.8%	17,701	2.7%
All	All	All	527	100.0%	651,338	100.0%

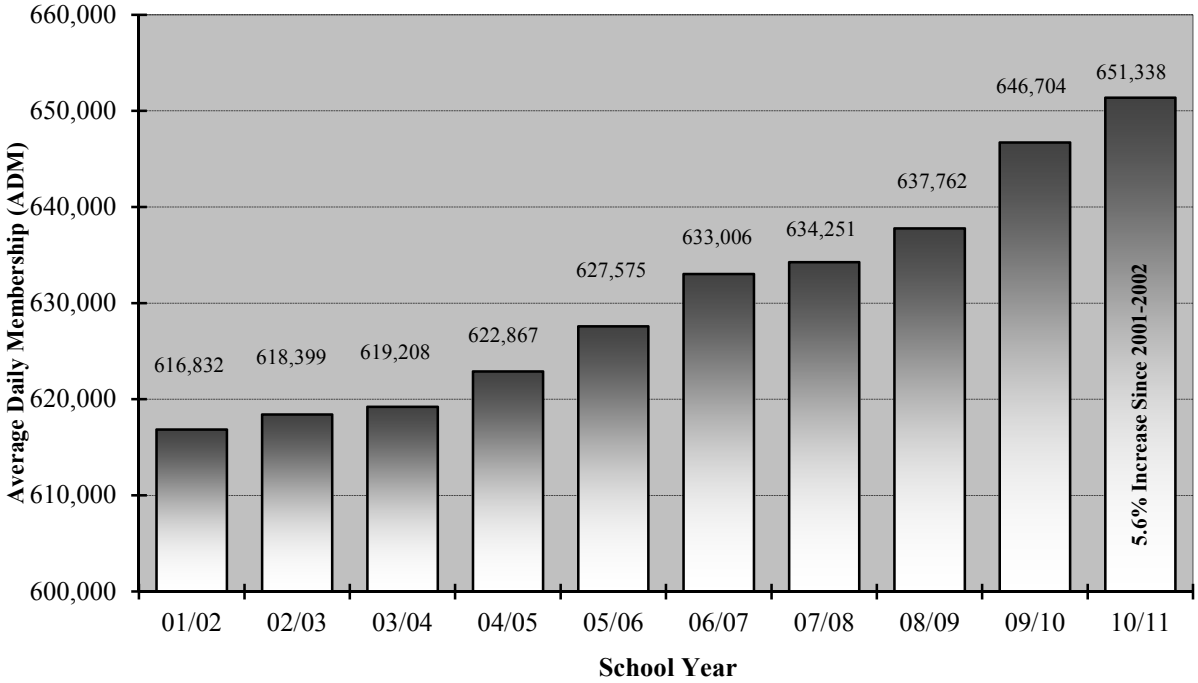
Data Source: Oklahoma State Department of Education

There are two basic methods for calculating enrollment: ADM and Fall Enrollment. ADM is the preferred method for measuring enrollment because it takes into account student migration. Fall enrollment numbers are a "census count," tallied on October 1 of each year. Statewide fall enrollment for October 1, 2010 is 656,251, up from 654,542 on October 1, 2009. This means that enrollment-related statistics reported in the *Profiles* series will vary slightly depending upon the source.

Average Daily Membership (ADM) refers to the average number of students enrolled at a school, or district, on any given day during the school year. The smallest elementary (dependent) district in operation during 2010-11, Plainview P.S. in Cimarron Co., had an ADM of seventeen students while the smallest independent district in the state in 2010-11; Boynton-Moton P.S. in Muskogee County had an ADM of 48 students (Boynton-Moton has since annexed into two other districts). Oklahoma City P.S., the largest independent school district, had an ADM of 42,129 students with the Tulsa P.S. following closely with an ADM of 40,129. There are 31 school districts in the state with ADM's less than 100 students. Twenty-one of these are elementary or dependent districts and ten are independent districts. There are 293 districts with less than 500 students ADM, 96 dependent and 197 independent.

At the state level, total ADM in 2010-11 was 651,338, an increase of 4,634 (0.7%) students from the 2009-10 school year. This annual increase in ADM is down from last year's increase of 1.4%, which was the largest in well over 25 years. The 2010-11 statewide membership is 5.6% greater than the membership ten years earlier.

Figure 24
Oklahoma's Average Daily Membership
2001-02 to 2010-11



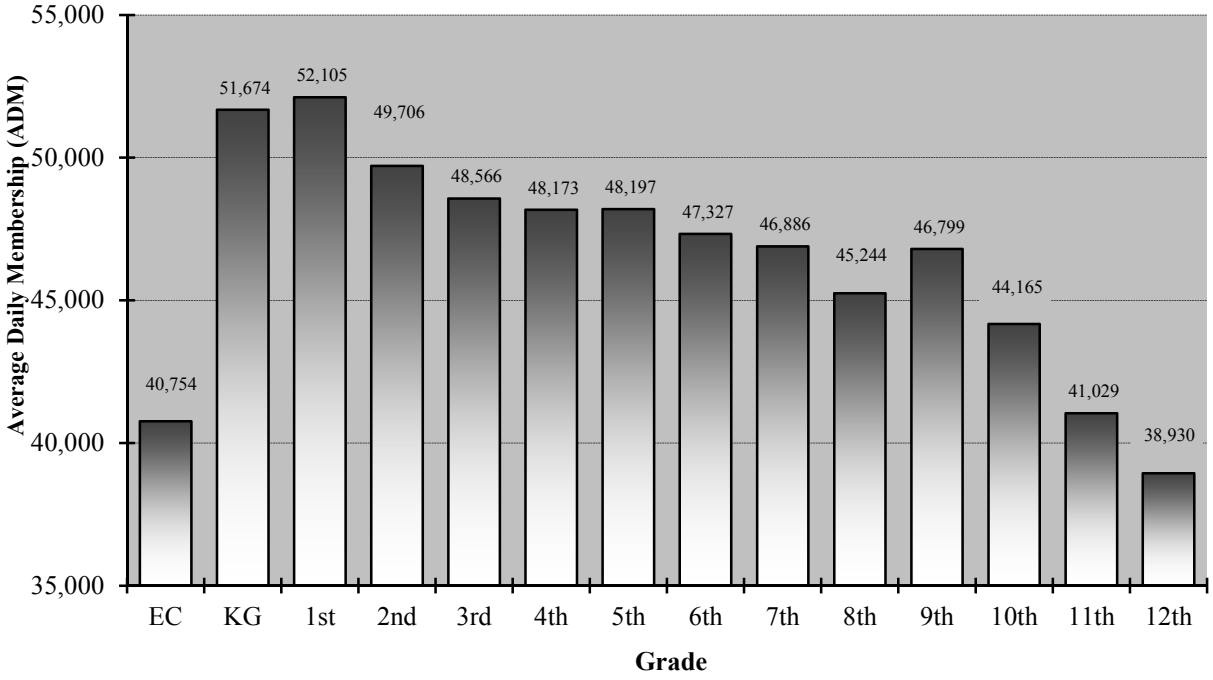
Data Source: Oklahoma State Department of Education

The increase in ADM from last year is accounted for by the increase of enrollments in Early Childhood through 8th grade which increased by 5,990 students but a decrease in high school students (grade 9 to 12) of 1,420.

Figure 25 shows 2010-11 statewide ADM by grade. Notice that 1st grade ADM is slightly higher than other grades. Some students may be placed in transitional 1st grade and then take regular 1st grade the following year. Both enrollments are included under 1st grade at the state level. Another reason for the greater number of 1st graders may be the presence of students previously enrolled in private schools and day-care schools before entering public 1st grade.

The most notable part of the graph, however, is the rapid decline in ADM from 9th through 12th grade. During the 2010-11 school year, 12th grade ADM was 7,869 students lower than 9th grade ADM that same year. Analysis in the STUDENT PERFORMANCE section of this document (Figure 84) shows that this dramatic decrease in enrollment between 9th and 12th grade is not a single year occurrence.

Figure 25
Oklahoma's Average Daily Membership by Grade*
2010-11



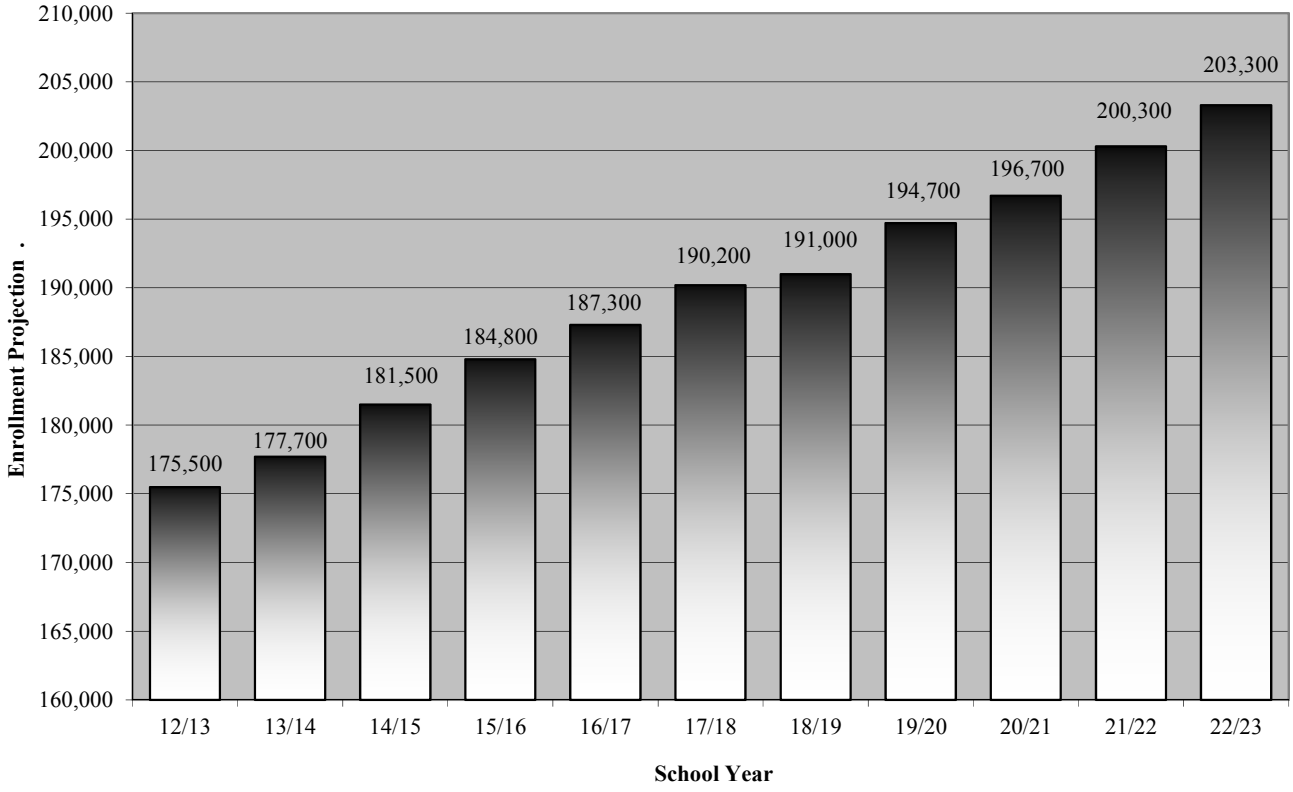
Note: * Excludes 1,784 Out of Home Placement students.
Data Source: Oklahoma State Department of Education

An area of tremendous growth over the past ten years is early childhood or pre-kindergarten. From the 2001-02 school year to 2010-11, the kindergarten class has increased 23.5% increase and the 1st grade class has increased only 3.1%. The early childhood/pre-kindergarten class, which includes 3 and 4 year olds, has increased 64.6% from 2001-02 to 2010-11. Oklahoma is one of the nation's leaders in early childhood education. This attention to the education of our youngest students should pay huge dividends in the future of the state.

Enrollment and Population Projections

Factors that may be used to determine future school resource needs are enrollment and population projections. This data allows decision makers to see how many children potentially will be coming into the system over the approaching years. The Office of Accountability has a model that uses enrollment by grade over a ten year period and births to project high school (9^{th} to 12^{th} grade) enrollment into the future. Population projections by age are also produced by the U.S. Census Bureau. Analysis of both of these sources shows the increase in high school age students over the next few years. School districts also need to take into account local growth patterns to determine their individual needs. Figure 26 shows the statewide high school enrollment projections from the Office of Accountability's model.

Figure 26
Projected Oklahoma High School (9^{th} – 12^{th}) Enrollment
2012-13 to 2022-23



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

The Office of Accountability can produce these projections for every school district in the state. Local administrators can use these projections as an additional tool in the decision making process to help determine the future needs of a district.

PROCESS INDICATORS

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

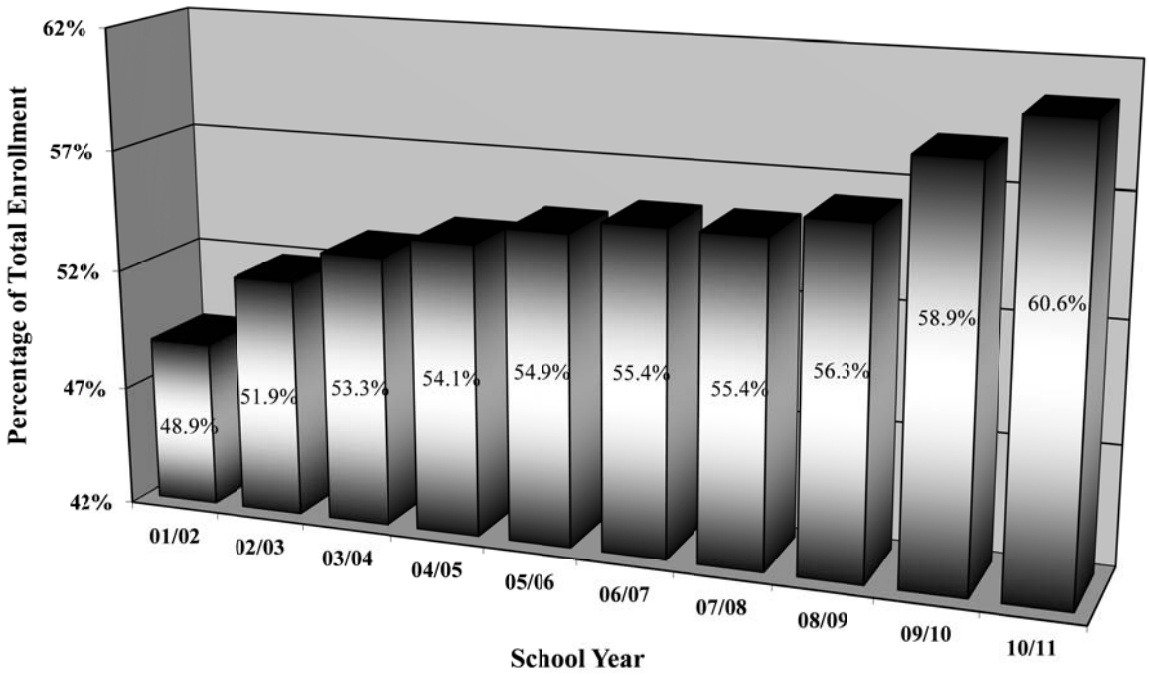
Process indicators include the functions, actions, and changes made by the school district to promote student success. Some of the process indicators included in this publication are curriculum, local-state-federal programs, classroom teachers, administrators, and the number of other professional staff.

Programs and Curriculum

Free or Reduced Price Lunch

In 2010-11, 399,037 Oklahoma students were eligible for FRL. This represented 60.6% of all students (based on enrollment) and was an increase of 14,073 students, or 3.7%, from the 2009-10 school year. Eligibility has increased over ten percentage-points in ten years.

Figure 27
Free or Reduced Price Lunch Program Eligibility
2001-02 to 2010-11



Data Source: Oklahoma State Department of Education

This indicator is often used as a surrogate for the percentage of students within the school or district who are impoverished. One reason for the increase was the downturn in the economy. As families have a harder time making ends meet their students are able to get free or reduced price meals at school. Two schools have fewer than 10% of their students eligible for the program and seven school have 25% or less eligible. Fifteen schools have over 95% of the students eligible the for free or reduced price lunch program and six have over 99% eligible.

Eligibility for the Free or Reduced Price Lunch Program (FRL) is based upon federally established criteria for family income. For students to qualify for Free Lunch, their families need to earn less than 130% of poverty level. To qualify for a Reduced-Price Lunch families must earn between 130% and 185% of the poverty level. In 2011, a family of four with two children making $22,811 was considered to be living below the poverty level.

Gifted and Talented

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

State law (70 O.S. § 1210.301-308) defines Gifted and Talented Children as those identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance and needing differentiated or accelerated education or services. For definition purposes, "demonstrated abilities of high performance capability," mean students who score in the top three percent (3%) on any nationally standardized test of intellectual ability or may include students who excel in one or more of the following areas: 1) creative thinking ability, 2) leadership ability, 3) visual or performing arts ability, and 4) specific academic ability. In addition, other evaluation mechanisms may be used for 1st and 2nd grade students in lieu of standardized testing measures. The State Department of Education has regulations and program standards for participating school districts (Oklahoma State Department of Education, *Annual Report on Gifted and Talented Education, FY 2011*).

During the 2010-11 school year, 104,494 Oklahoma students qualified for the Gifted/Talented program. This represented 15.9% 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 2010-11 ranged from two districts reporting none of their students eligible for the gifted program and 27 districts with less than 5% eligible, to seven districts with over one-third of their 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 2010-11 school year, 95,911 Oklahoma students qualified for the special education program, which represented 14.6% of all students (based on

enrollment). The Special Education participation rate has dropped slightly since 2004-05 but has been close to 12% to 15% over the last twenty years. The percentage of students eligible for special education services at school districts across the state ranged from twenty-four districts with less than 10% of students eligible to three districts having 40% or more students eligible.

High School Course Offerings

The breadth and depth of high school course offerings greatly influence academic performance at the secondary level. The State Department of Education has a number of regulations regarding the minimum number of courses a high school must offer, however many high schools greatly exceed these minimums. An earlier study by the Office of Accountability indicated that students from high schools with the greatest number of course offerings (both broad and deep curriculums) scored higher on standardized tests. 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, two districts offered over 100 different courses in those core areas (Jenks P.S. and Lawton P.S.). Collectively, districts across the state offered an average of 37.3 units in the six core areas in 2010-11. A more detailed description of the minimum requirements can be found in the *Standards for Accreditation* document from the State Department of Education.

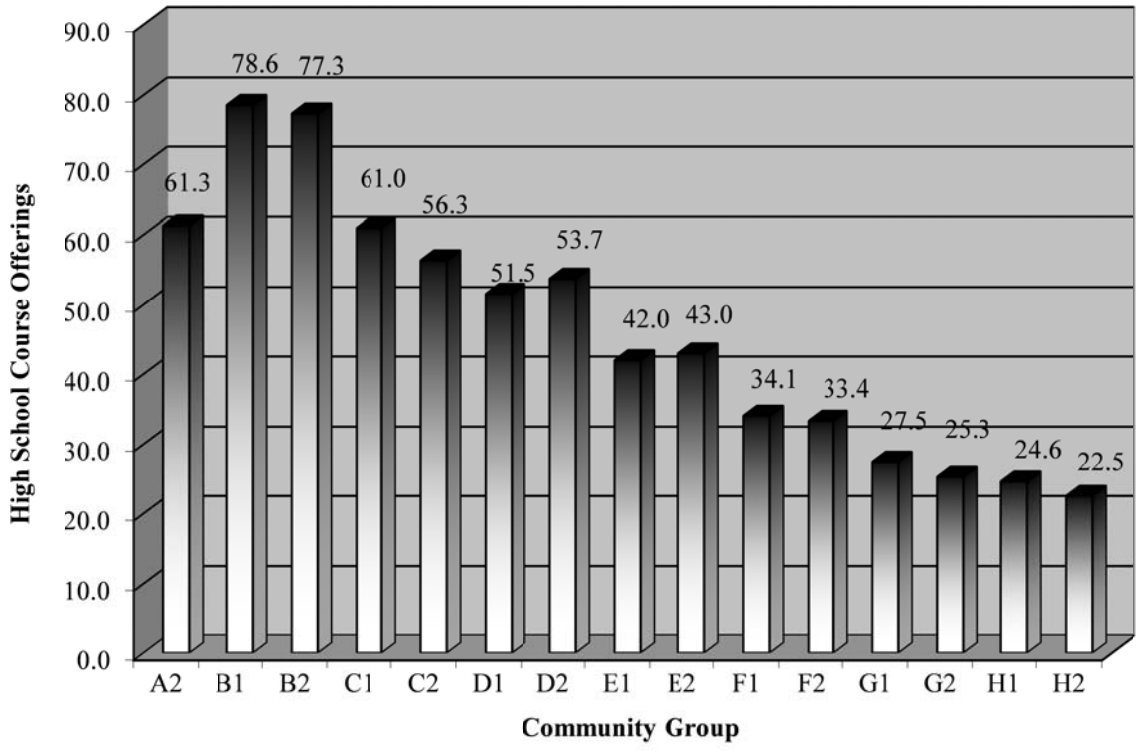
In general, larger school districts have greater course offerings than smaller districts and school districts with a better than the state average free or reduced price lunch rate offer more courses. School districts ranging in size from 10,000 to 25,000 students offer on average 78.3 high school courses while the state's two largest districts (Oklahoma City and Tulsa) offer an average of 61.3 courses per high school. As the size range of school districts decreases so do the number of courses offered. School districts in the 5,000 to 10,000 student range offer an average of 59.7 courses and those in the 2,000 to 5,000 range offer 52.8 courses. The 1,000 to 2,000 student range school districts offer 42.5 courses and school districts with 500 to 1,000 students offer 33.5 courses. The smallest two student ranges; 250 to 500 and less than 250 offer an average of only 25.9 and 23.0 courses respectively.

Beginning in the 2006-07 school year, students entering the 9^{th} 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 6 electives to equal 23 units. A local school board's graduation requirements may exceed the state graduation requirements of 23 units. The secondary academic programs may also provide the traditional units of credit to be offered in grades 9-12 with each secondary school offering and teaching at least 38 units or their equivalent each school year. Four (4) of these units may be offered on a two-year alternating plan with 34 units or their equivalent to be taught in the current school year. Career and technology center courses in which secondary students are enrolled may also count toward the 38 required units of credit or their equivalent.

Figure 28 shows the trend of fewer course offerings as the school district size decreases. The graph displays the average number of course offerings for all community groups. The B1 community group has the highest average number of course offerings at 78.6 and the H2 community group has the lowest at 22.5.

With graduates needing 23 units to graduate, some of the smaller schools in the state may struggle to have enough course offerings each year to allow students to graduate with the required credentials. Participation with career and technology centers allow schools to offer a greater variety of courses but other options may need to be explored for these smaller schools to meet the curricular needs of their students.

Figure 28
High School Course Offerings
By Community Group
2010-11



State Average = 37.2
Data Source: Oklahoma State Department of Education

Classroom Teachers

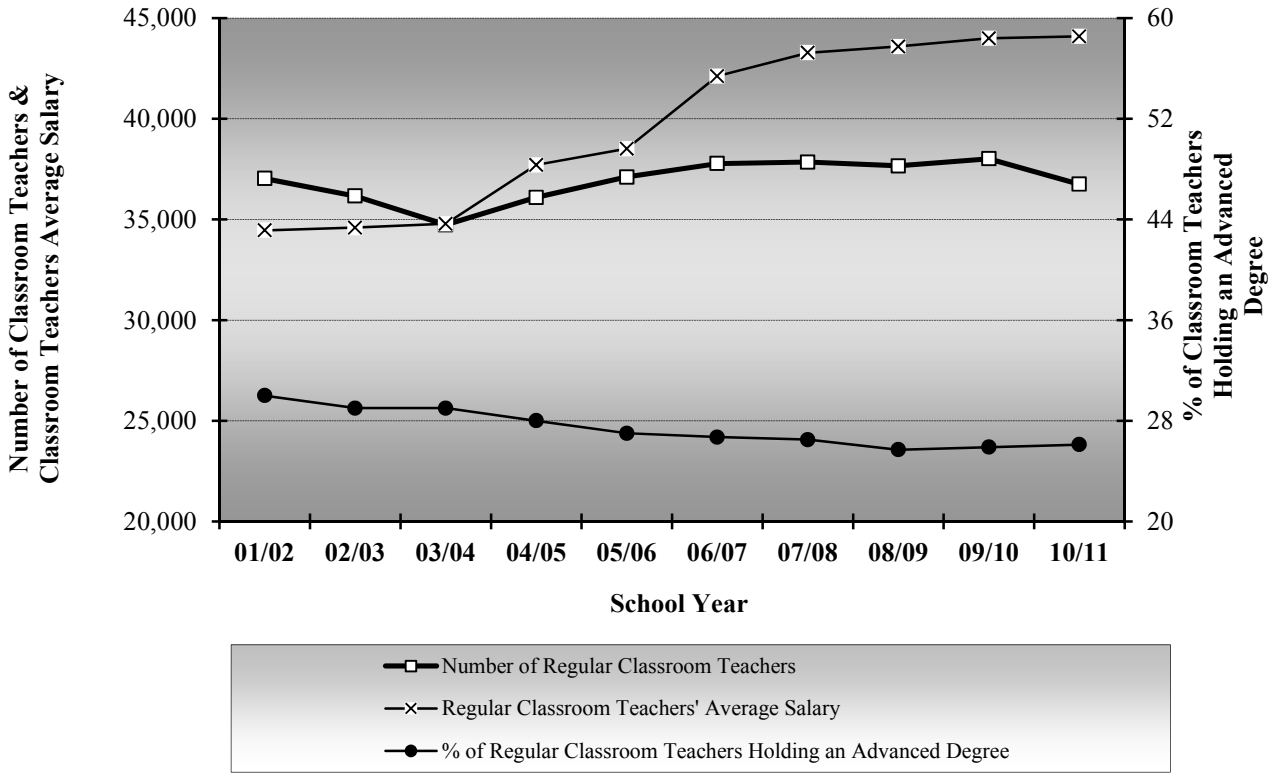
The number of regular classroom teachers is measured by Full-Time Equivalency (FTE). For less than full-time teachers, a decimal amount is used for that portion of the day spent in the classroom. Time spent in the classroom by teaching principals is also included in the FTE. The statistics reported by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

Statewide, the number of regular classroom teachers decreased by 1,259 FTEs for the 2010-11 school year from the previous year (36,749 in 2010-11 from 38,008 in 2009-10). This is the fewest number of

2003 and 2004 (part of the last economic downturn). Furthermore, ADM increased by 4,634 students (651,338 in 2010-11 compared to 646,704 in 2009-10). Based only on the graded student ADM of 651,338, the statewide gross student/teacher ratio for regular classroom teachers in 2010-11 was 17.7 students per teacher. This ties the last recorded high student teacher ratio in 2003-04.

Figure 29 also shows the average annualized salary of teachers for the 2010-11 school year was $44,094, an increase of only $96 (0.2%) from the previous year ($43,998 in 2009-10). After three years of notable salary increases for teachers (2003-04 to 2006-07), there have been smaller increases in teachers' salaries. The number of years a teacher has taught and any advanced degrees they may hold also affect their salary. The average annualized salary figures include fringe benefits, but exclude extra duty pay. Salaries for part-time teachers have been extrapolated to their nine-month, full-day equivalent. This average also includes the salaries of teaching principals. This is the smallest increase in teacher's salaries since the last decrease in teacher's salary in 1996-97.

Figure 29
Number of Teachers, Average Salary of Teachers, and Percentage of Teachers Holding Advanced Degrees 2001-02 to 2010-11



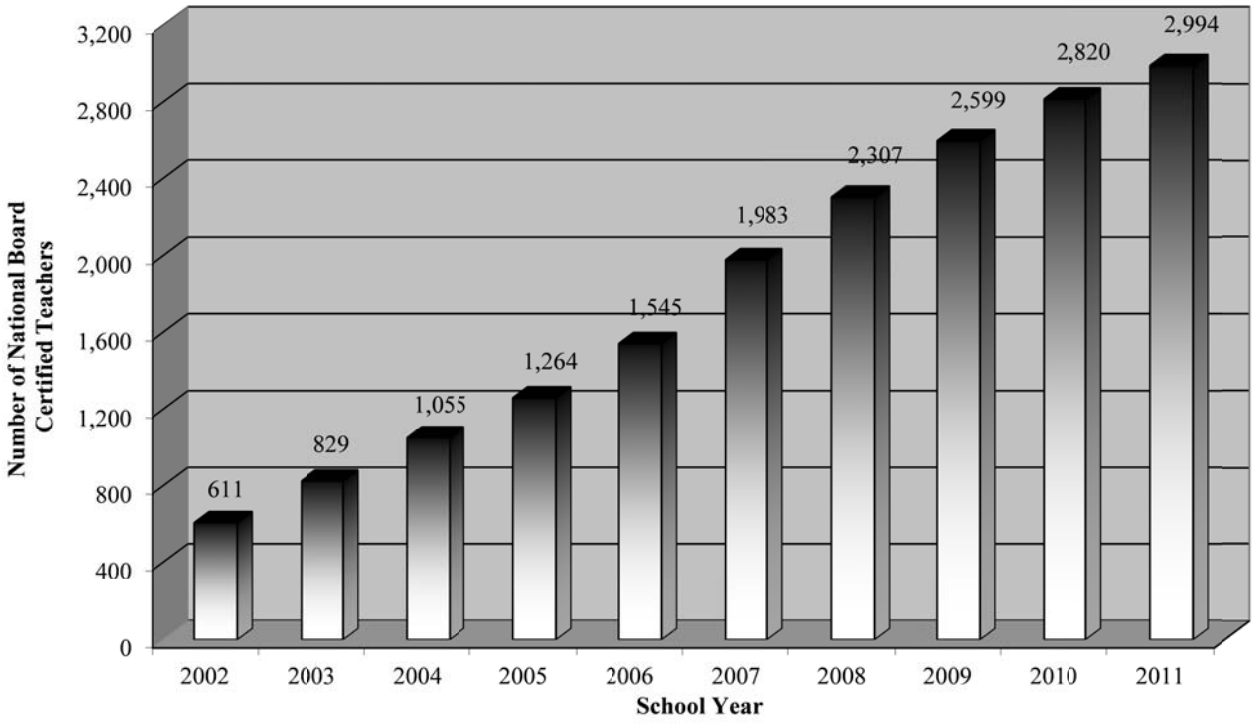
Data Source: Oklahoma State Department of Education

Teachers' salaries are controlled by a pay schedule prescribed in state law (70 O.S. § 18-114.12). In school year 2010-11, a teacher's starting salary was based on the degree held; $31,600 for a Bachelor's Degree, $32,800 for a Master's Degree and $34,000 for a Doctorate Degree. Teachers' salaries are then

Degree, $32,800 for a Master's Degree and $34,000 for a Doctorate Degree. Teachers' salaries are then increased by a prescribed amount for each year of additional service. Teachers receive an annual addition to their salaries of $375 for the completion each year, one through four. Completion of years five through nine earn them an addition of $400 with each succeeding year and $425 for each added year, 11 through 25. After the tenth year in the classroom, teachers with a Bachelor's Degree receive $850, those with a Master's Degree; $1,275, and those with a Doctorate; $2,125. This works out to an average annual salary increase of $429 to $480 per year of service depending upon the highest degree earned. Districts may exceed the minimum pay schedule prescribed in state statutes and many do.

The percent of regular classroom teachers holding advanced degrees is based on the FTE of teachers with a Master's Degree or higher and is currently at 26.1% (up from 25.9% last year). This is the same 0.2 percentage point increase as last year but still well below the 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 13.0 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 174 new NBC teachers for the 2010-11 school year. This is the first year since 2001 that Oklahoma has not had more than 200 new NBC teachers. This brings the total of NBC teachers in the state to 2,994; 8.1% of classroom teachers.

Figure 30
National Board Certified Teachers
Oklahoma
2002 to 2011



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 2010-11 school year, there were 4,436 Special Education Teacher FTEs, down 52 FTE from the previous year. Each possessed an average of 13.0 years of teaching experience and earned, on average, $46,577. On average there were 21.6 students identified as needing "Special Education" per special education teacher in the state.

Administration

Like classroom teachers, administration is another key ingredient of education. While the number of classroom teachers for the 2010-11 school year saw a decrease – 1,259, the number of administrators declined at the same rate – 3.3%. In 2010-11 there were 3,433 administrator FTEs at the 527 districts, a decrease of 116 FTEs over the 2009-10 school year count of 3,549 administrator FTEs. Statewide, there was an average of 6.5 administrators per school district and each received an average annualized salary of $74,858 during the 2010-11 school year. This was an increase of $471, or 0.6% over last year's figure of $74,387. On average, each supervised 12.0 teacher FTEs (regular and special education teachers) in 2010-11. 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 decreased by 99 (1,586 from 1,685) between 2009-10 and 2010-11. Other certified staff FTEs also declined 63 (1.8%). Counselor's average annualized salary for the 2010-11 school year was $49,997 and the average annualized salary for other certified staff for the same school year was $47,981. Other certified staff includes Title 1, English Language Learners, as well as other non-regular education teachers.

DISTRICT FINANCES

Funds

There are many different Funds in which a school district receives revenue and from which it may make expenditures (i.e. General Fund, Building Fund, etc.). The General Fund contains the bulk of a school district's operating assets and is the primary account from which a school district conducts business. It has become conventional among educators and policy makers to only consider revenue and expenditures of the General Fund, yet to do so overlooks a considerable amount of money. Larger schools will typically fund a number of salaries and have sizeable expenditures from both the Building Fund and the Child Nutrition Programs Fund. Districts enlarging or updating their facilities often have outstanding bonds, which can cause large sums of money to flow through their Bond Fund and Sinking Fund. The Education Oversight Board and the Office of Accountability believe that all money spent by school

districts, either directly or indirectly, goes toward the education of students and should be considered for accountability purposes. Therefore, *Profiles 2011* will continue to report revenues and expenditures using "ALL FUNDS." ALL FUNDS includes the General Fund, Co-op Fund, Building Fund, Child Nutrition Programs Fund, MAPS Fund, Municipal Tax Levy Fund, Child Care and Limited Services for Children Fund, Sinking Fund, Endowment Fund, and School Activity Fund.

Revenue

In Oklahoma, the three basic sources of school district revenue are Local & County, State, and Federal. Total revenue for 2010-11 was $5,659,051,454. The largest portion of funding was provided by the State at 45.5% ($2.58 billion), followed by Local & County with 37.4% ($2.12 billion) and Federal funds which provide 17.0% ($963 million) (Figure 31). Total revenues increased for Oklahoma's districts by $171,835,655, or 3.1%, over 2009-10 revenues of $5,487,215,800. This increase offsets some of the decrease seen in revenues from the previous year. Although the 3.1% increase is the smallest increase since 2002-03. Each year, roughly one-third of Oklahoma's state budget goes to K-12 public education.

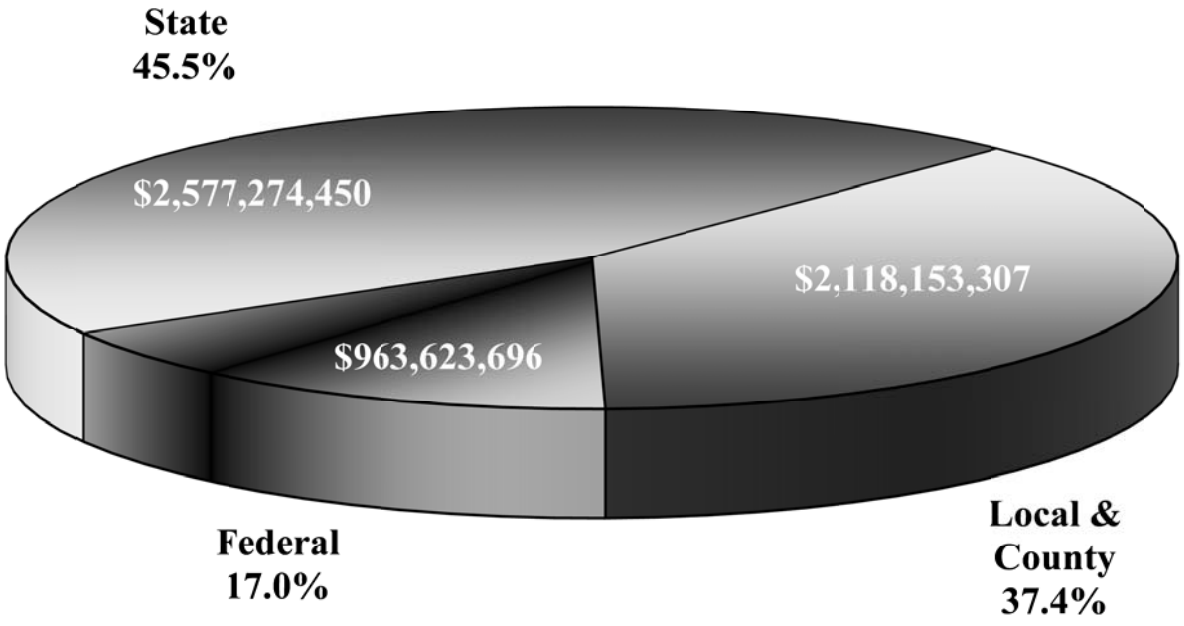
The percentage of revenue from the state is the lowest it has ever been since the *Profile Reports* have been compiled. For the 2010-11 school year, 45.5% of all revenues came from the state. This percentage amount is down from 55.0% 10 years earlier (2001-2002). The percentage of revenue from the federal government is up dramatically from 10 years prior. The first American Recovery and Reinvestment Act (ARRA) stimulus money came to the state in February of 2009 and continued through the end of the 2010-2011 school year. This explains much of the increase in the percentage of federal revenue and much of the decrease in state revenue percentage. For 2010-11, the percentage of federal revenue is 17.0%, up from 11.8% in 2001-2002 but down slightly from last year's 17.4%. We can expect the percentage of federal revenue to drop back to the historical levels of 11% to 13% next year. The percentage of local and county revenue is up slightly from the previous year to 37.4%.

School districts below 1,000 in ADM have a higher percentage of their revenue coming from the federal government than the rest of the state. Almost twenty percent (19.8%) of all revenues for school districts below 1,000 ADM are from the federal government compared to 16.5% for school districts between 1,000 and 10,000 ADM and 16.1% for school districts above 10,000. School districts above 10,000 in ADM receive only 38.4% of their revenue from the state compared to 50.5% for school districts below 1,000 ADM and 49.4% for school districts between 1,000 and 10,000. School districts below 1,000 in ADM receive 30.2% of their revenue from local sources compared to 45.5% for school districts above 10,000 ADM and 34.1% for school districts between 1,000 and 10,000.

School districts below the state average Free or Reduced Price Lunch eligibility rate (better off economically) have a much higher percentage of their revenue coming from local sources than those schools above the state average (poorer economically). While the state average has 37.1% of funding coming from local sources; local funding makes up 42.8% for those school districts below the state average Free or Reduced Price Lunch rate and only 33.3% for those school districts above the state average. Conversely; school districts above the state average Free or Reduced Price Lunch rate have a higher percentage of their revenue coming from the federal government (19.7%) than those districts below the state average at 13.6%. School districts above the state average Free or Reduced Price Lunch

rate (47.0%) also have a higher percentage of their revenue coming from the state than those schools below the state average (43.7%).

Figure 31
District Revenue Sources
Reported Using ALL FUNDS*
2010-11



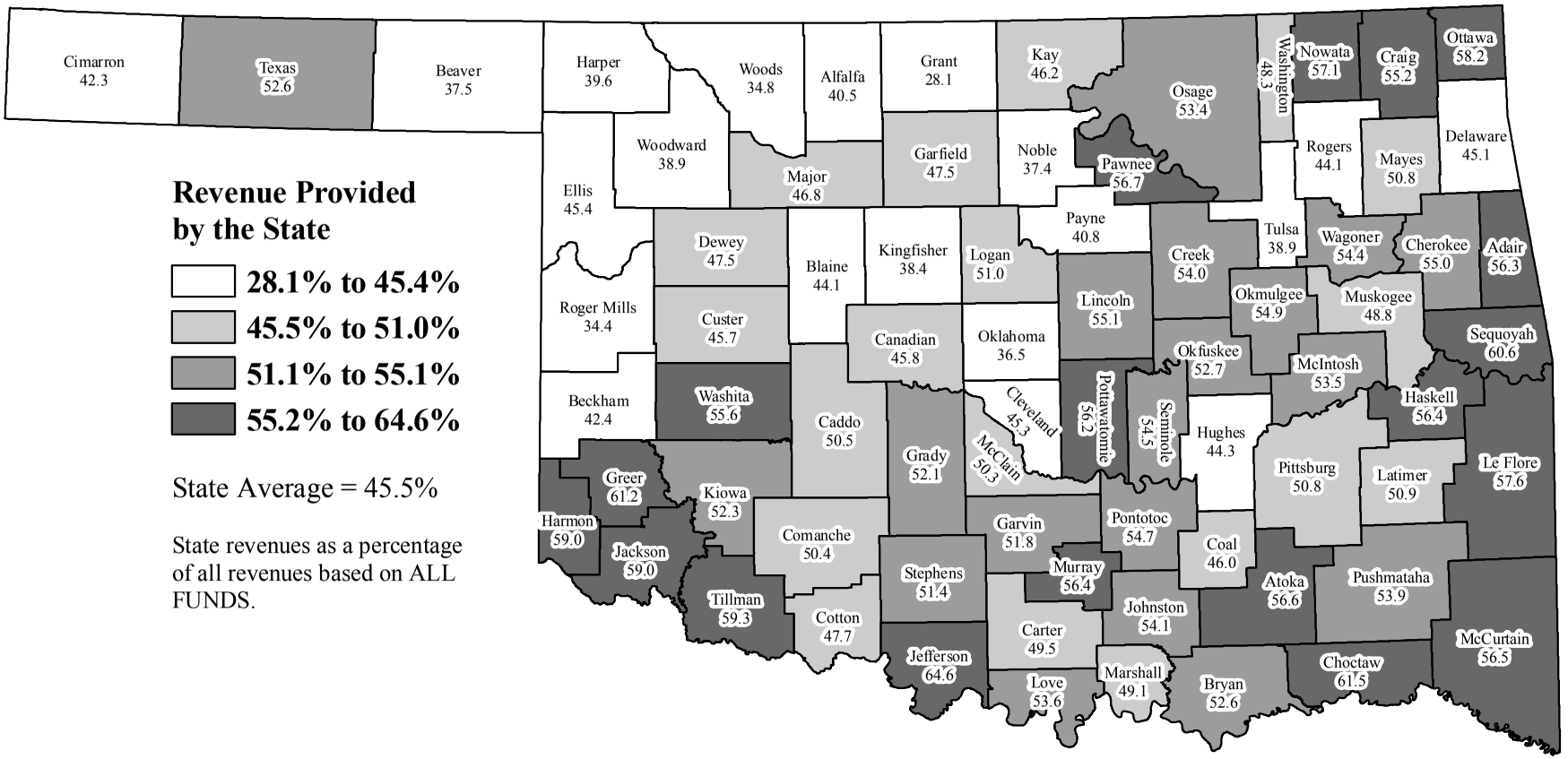
Total Revenue: $5,659,051,454

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 32 depicts by county the percentage of state funding received by districts.

Figure 32
PERCENT OF PUBLIC EDUCATION REVENUE PROVIDED BY THE STATE
2010-11 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 varying cost required to dispense education at each school district across the state. The formula takes into account a district's wealth then funds the districts accordingly. The formula takes three cost differences into consideration: (1) differences in the cost of educating various types of students; (2) differences in transportation costs; and (3) differences in the salaries districts must pay teachers with varying credentials and years of experience. Additionally, the formula proportionately withholds state funds from districts that have a greater ability to raise money through local/county revenues. The Oklahoma Legislature chose to consider the cost associated with educating students by utilizing a student weighting process. State funds are distributed to districts based on the total number of students enrolled at the district weighted by different categories. Therefore, the majority of the funding formula deals with assigning weights to students. The concept of allocating funds based upon weighted students has been around for decades and is used in many states.

Weighted Average Daily Membership (WADM)

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

Mental and Physical Condition Weights:

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

Grade Level Weights:

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

District Size or Sparsity Weights:

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

Teacher Credential Weights:

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

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

The Funding Formula

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

FOUNDATION AID

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

TRANSPORTATION ALLOCATION

The second consideration in the funding formula deals with transportation costs. This part of the formula uses a per capita allowance based upon student density multiplied by the number of students transported (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.

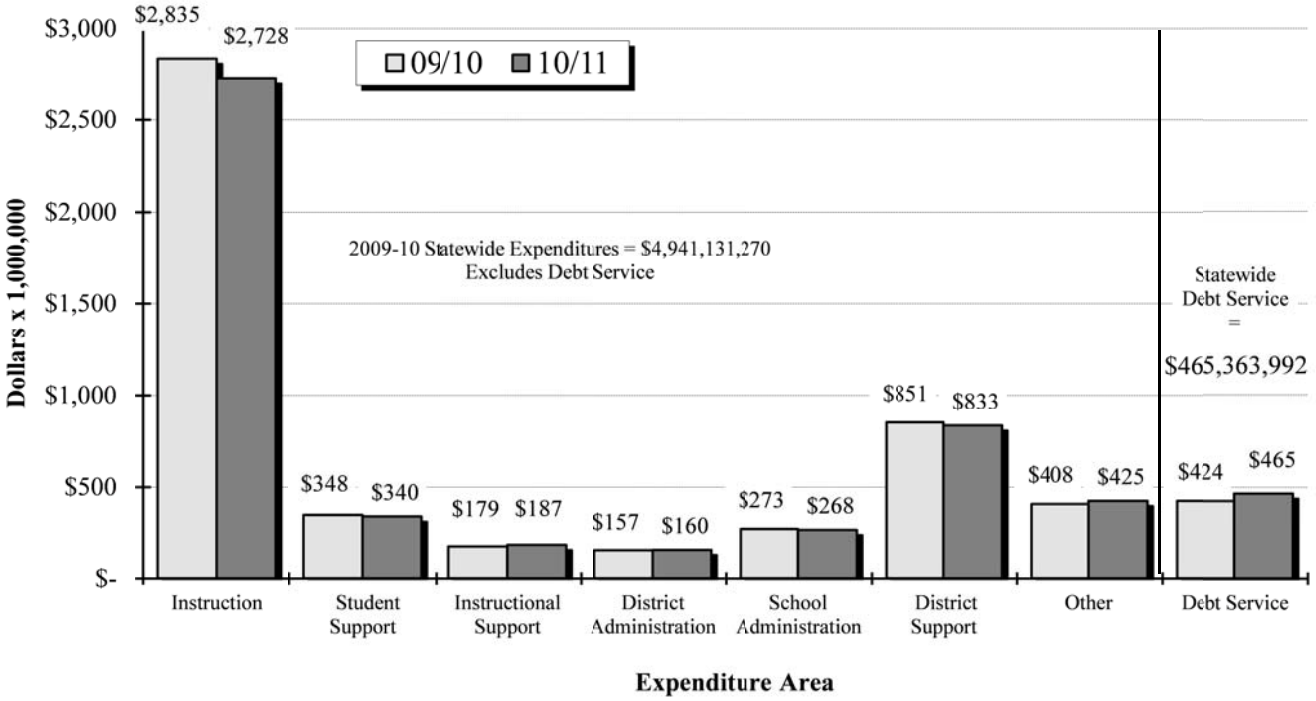
Expenditures

Figure 33 shows expenditures from ALL FUNDS for the last two years. In *Profiles 2011*, expenditure amounts are classified into eight areas: Instruction, Student Support, Instructional Support, District Administration, School Administration, District Support, Other, and Debt Service (See Appendix D for a listing of all accounts). Debt service is graphed separately in order to standardize the expenditure percentages in the seven core expenditure areas. When expressed as a percentage, Debt Service is divided by the combined expenditures in the other seven areas. Approximately seventy percent of all districts have outstanding bonds and consequently have expenditures in the Debt Service category. By graphing Debt Service separately, districts that use bonds to build new facilities, make major renovations, or purchase buses, technology, textbooks, etc., will not appear to have smaller expenditure

percentages in the seven core expenditure areas. Debt service has increased 16.6% in the past ten years to over $465 million in 2011.

The largest expenditure is in the area of Instruction with 55.2%, a 0.9 percentage-point decrease over 2009-10. This is the third decrease in Instruction in the past four years and it is still below its high mark of 58.6% of ALL FUNDS in 1995-96. District Support ran a distant second in 2010-11 at 16.9% 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 $5.4 billion, a $67 million decrease over the 2009-10 school year.

Figure 33
State Level Expenditures Based on ALL FUNDS
2009-10 and 2010-11



	Percent of Total Expenditure in Each Area							
2009-10	56.1%	6.9%	3.5%	3.1%	5.4%	16.8%	8.1%	8.4%
2010-11	55.2%	6.9%	3.8%	3.2%	5.4%	16.9%	8.6%	9.4%

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

Figure 34 displays the percent of expenditures by type and community group. Two areas that show a noticeable difference in how large and small districts operate are student support and district administration. A larger percent of expenditures goes to student support in larger districts where district administration gets a larger percent in smaller schools. Student support items include social work services, health services, psychological services, and speech pathology and audiology services. Larger

districts typically have enough students requiring these services to address the need in-house rather than participate in a cooperative effort with other districts. District administration expenditures and school administration expenditures are the costs associated with superintendent and principal positions, respectively. These are just a few examples of the conditions in which school districts operate and the obstacles they must overcome to educate students.

Figure 34
Expenditures Based on ALL FUNDS
By Community Group
2010-11

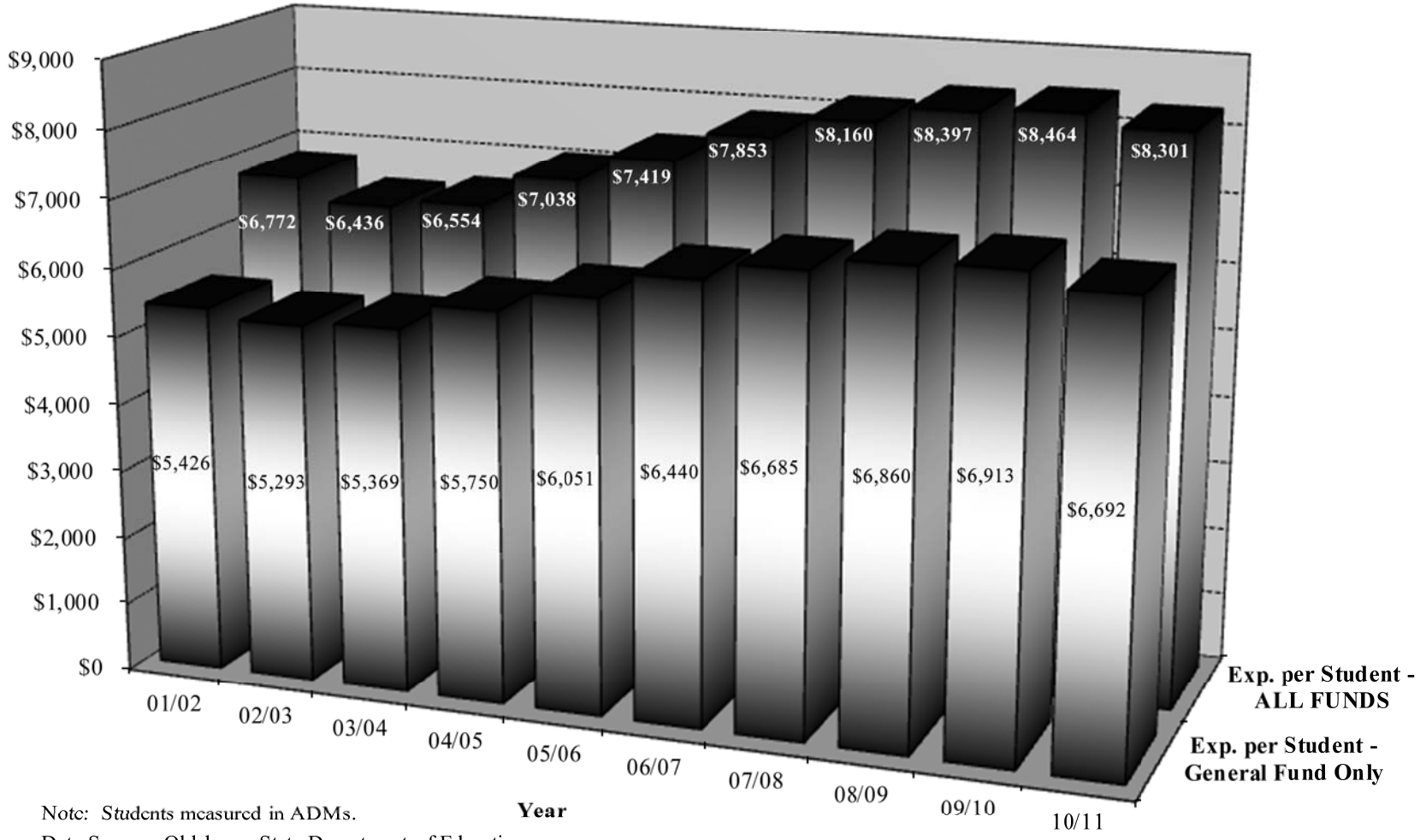
Size of District	Community Group	Instruction	Student Support	Instructional Support	District Administration	School Administration	District Support	Other
25,000 or more	A2	52.5%	7.2%	6.8%	2.1%	5.5%	17.7%	8.2%
10,000 to 24,999	B1	54.7%	8.3%	3.9%	1.9%	5.5%	17.5%	8.2%
	B2	56.0%	7.6%	4.0%	2.2%	6.1%	15.9%	8.2%
5,000 to 9,999	C1	55.9%	7.4%	3.0%	2.4%	5.5%	18.1%	7.8%
	C2	57.6%	6.3%	5.4%	2.4%	5.5%	15.3%	7.5%
2,000 to 4,999	D1	57.2%	7.4%	3.3%	2.6%	5.8%	16.2%	7.5%
	D2	56.6%	6.8%	3.6%	3.0%	5.7%	16.2%	8.2%
1,000 to 1,999	E1	57.2%	6.7%	2.7%	2.9%	5.6%	16.0%	8.9%
	E2	55.6%	6.5%	3.2%	3.4%	5.7%	16.0%	9.7%
500 to 999	F1	56.5%	6.2%	2.6%	4.3%	5.4%	15.4%	9.7%
	F2	55.8%	6.2%	2.9%	4.2%	5.4%	16.2%	9.3%
250 to 499	G1	54.2%	6.1%	2.1%	5.8%	5.1%	17.2%	9.4%
	G2	53.9%	5.5%	2.6%	5.8%	5.2%	17.5%	9.5%
Less than 250	H1	53.0%	5.3%	2.3%	8.0%	3.9%	18.9%	8.6%
	H2	53.8%	4.4%	2.4%	8.5%	2.8%	18.2%	10.1%
	Statewide	55.2%	6.9%	3.8%	3.2%	5.4%	16.8%	8.6%

Data Source: Oklahoma State Department of Education

Figure 35 contrasts the General Fund versus the ALL FUNDS accounting of expenditures per student for years 2001-2002 through 2010-11. The expenditure per student (ADM) using the General Fund in 2010-11 was $6,692 compared to $8,301 from ALL FUNDS, a difference of $1,609 dollars per student. Per-student funding decreased $221 in the General Fund category and $163 in the ALL FUNDS category between the 2009-10 and 2010-11 school years.

Per student expenditures varied greatly across the state (Figure 36). As described in the explanation of the state funding formula, this is partly due to larger revenues from utility interests and natural resource development. Per student expenditures, based on ALL FUNDS, including Debt Service, ranged from a high of $30,527 per student in Plainview P.S. in Cimarron County (since annexed into other districts) to a low of $4,148 per student at White Oak P.S. in Craig County. Roger Mills County has the highest per student expenditure at $14,310 while McClain County has the lowest at $7,082.

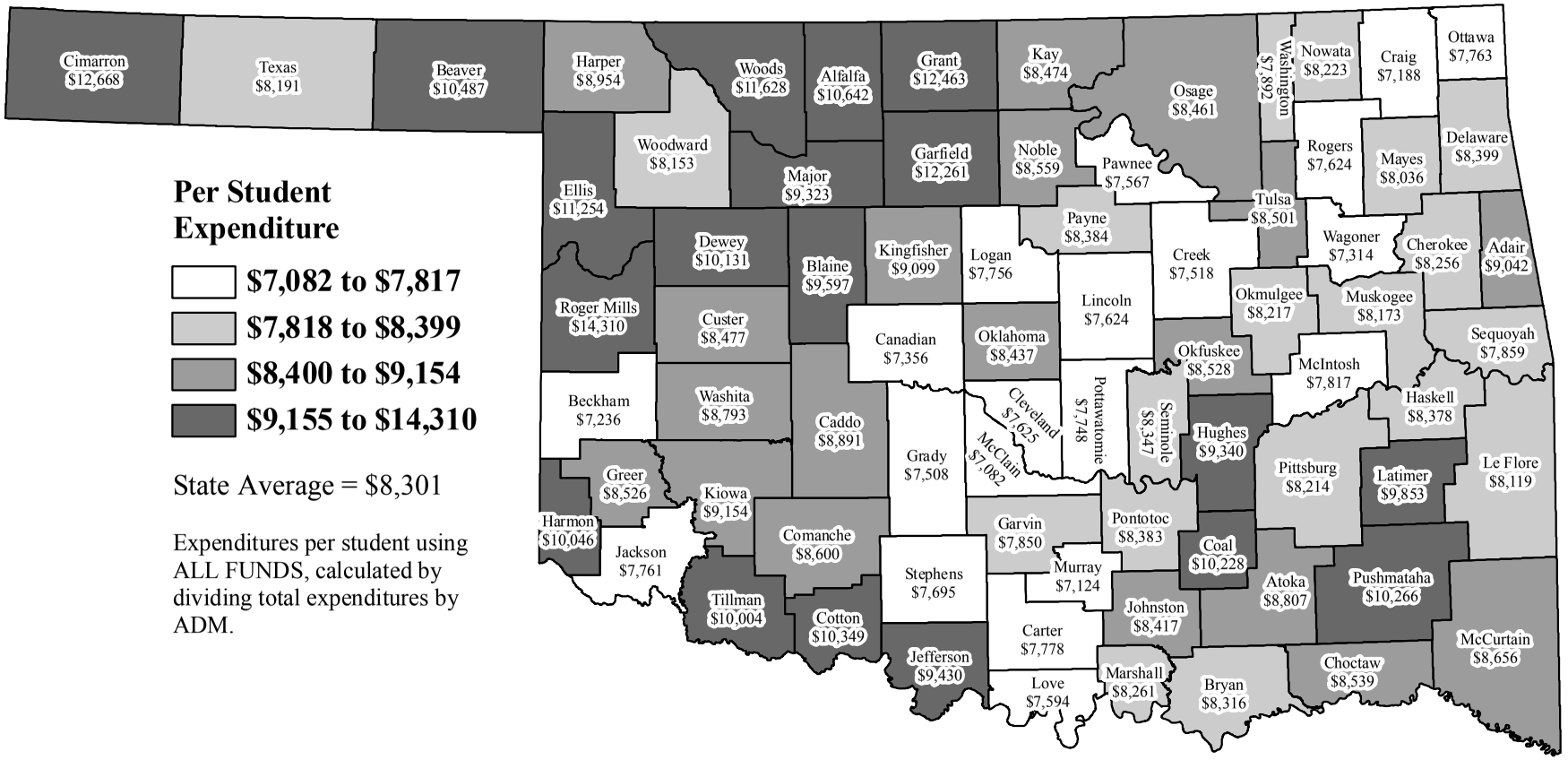
Figure 35
State Level Expenditures Per Student
General Fund Only and ALL FUNDS



Notc: Students measured in ADMs.

Data Source: Oklahoma State Department of Education

Figure 36
EXPENDITURES PER STUDENT
ALL FUNDS
2010-11 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 over time and/or across grade levels.

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

History of the Oklahoma School Testing Program

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

In 1994-95, norm-referenced testing was continued for grades 3 and 7 but was discontinued in grades 5, 9, and 11. In its place, 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, and 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 Proficient" 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 2009, the "Satisfactory" classification was changed to "Proficient."

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 2005-06. Riverside Publishing returned to assist with testing for 2006-07. Pearson Assessment and Information began administering the EOIs in 2007-08. In 2010-11, Pearson Assessment also began administering the CRT's.

Historically, students who had limited English proficiency (LEP) and/or students who had individualized education programs (IEP) (usually special education students) were exempt from testing. Some districts made it their policy to test all students, regardless of whether they were exempt, or not. This situation made it difficult to compare test scores from one district to the next. In 1998-99, for the first time ever, it was mandated that all students be tested and it followed that the results were released in three categories: 1) Traditional, 2) Alternative Education and 3) Special Education. Starting in 2002-03 student scores were released in a category labeled Regular Education which is Traditional and Alternative Education combined. Also starting in 2002-03 students were broken into two fundamental categories, High Mobility and Non-High Mobility. In 2006-07, these terms were changed to Non-Full Academic Years (non-FAY) and Full Academic Year (FAY). Unless otherwise noted, the scores posted in *Profiles 2011* include only Regular Education and Full Academic Year students.

From a policy-making standpoint, the Education Oversight Board has had ongoing concerns over the lack of stability in the OSTP. While it has not happened as often in the past few years, vendors conducting the CRT have changed year to year. 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 37 shows the cost of the OSTP over the last 10 years. The OSTP cost $14.4 million to administer in 2010-11.

Figure 37
Yearly Cost for State Testing
FY- 2002 to FY-2011

FY-2002	$3.1 Million
FY-2003	$2.3 Million
FY-2004	$4.8 Million
FY-2005	$4.8 Million
FY-2006	$8.6 Million
FY-2007	$10.5 Million
FY-2008	$10.8 Million
FY-2009	$10.8 Million
FY-2010	$10.8 Million
FY-2011	$14.4 Million

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

The Oklahoma Core Curriculum Test

The Oklahoma Core Curriculum Test is a criterion-referenced test (CRT). Oklahoma law requires that the State Board of Education design CRTs that indicate whether students have achieved the competencies defined by PASS. Each student's performance is compared to a preset standard of expected achievement by subject at each grade level. The level of academic rigor that students must meet is established by the State Board of Education. The score of Proficient 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, Proficient, 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 Proficient and above (Figures 38 through 77). The State Board of Education raised the standards in Reading and Math prior to 2008-09 testing cycle. Viewing the trends must be done carefully, one must take this change into consideration when comparing to the previous years.

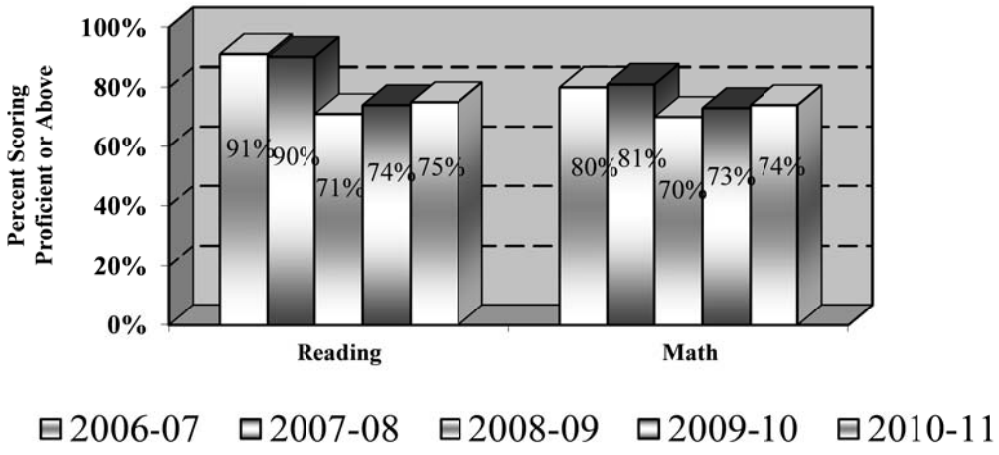
Third grade CRT results (Figure 38) showed improvement in both reading and math between 2008-09 and 2010-11. Both subjects increased four percentage points in the percentage of students scoring proficient and above. This increase does follow a dramatic decrease from 2007-08 to 2008-09. This decrease is due to the raising of standards by the State Board of Education. Prior to this decrease, the percentage of students scoring proficient and above had risen slightly in math but was relatively stable in reading. Fourth grade CRT results (Figure 39) were stable in reading between 2008-09 and 2010-11 with an increase in math over the same time period. Both reading and math were stable in 2006-07 and 2007-08 in the percentage of students scoring proficient and above.

Fifth grade CRT results (Figure 40) show similar trends for most of the subjects tested. Science has the highest percentage of students scoring proficient and above of the five test given to fifth graders. In 2010-11, 92% of all students taking the science CRT scored proficient and above. This follows a fairly consistent increase from 80% in 2001-02. The writing CRT was not given in 2004-05 but has been in the mid to high 80s and low 90s since and current has 85% students scoring proficient and above. The social studies CRT has also shown a nice increase in students scoring proficient and above since 2003-04 and has risen from 67% to 78% in 2010-11. Reading and math have seen small increases over the past three years. Though, as with all grades reading and math, the standards were raised in 2008-09. While quite a bit lower than prior to 2008-09, math did increase from 68% to 73% and reading increased from 70% to 72% from 2008-09 to 2010-11.

Sixth grade CRT results (Figure 41) have been relatively stable over the past three years – reading is at 69% for 2010-11, the same as 2008-09 and math as risen to 70% in 2010-11, up from 68% in 208-09. Prior to the statewide raising of standards, both subjects did show small improvement from 2006-07 to 2007-08. Seventh grade CRT results (Figure 42) show similar trends as the other grades in reading and math. After the drop due the change in standards, both reading and math show an increase in the percentage of students scoring proficient and above from 2008-09 to 2010-11. Prior the change in standards reading was stable and math had seen an increase. The third seventh grade test, geography, did not have a standard change and has been very stable between 87% and 89% from 2006-07 to 2010-11 for the percentage of students scoring "proficient and above".

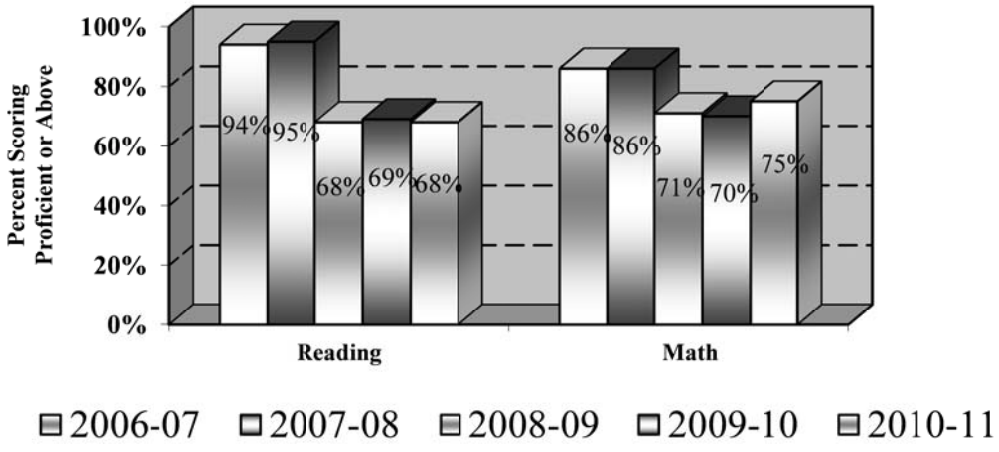
Eighth grade CRT results (Figure 43) are very similar to the fifth grade results with ups and downs in different subjects. As with fifth grade, eighth graders take five tests. The science CRT has the highest percentage of students scoring proficient and above at 93%. Writing dropped from 95% in 2009-10 to 91% in 2010-11. U.S. History has also seen very good growth in CRT scores, rising from 61% of students scoring proficient and above in 2002-03to 79% in 2010-11. Both reading and math were showing gains until the change in standards two years ago. After the change in standard, both of these subjects continued to increase in the percentage of students scoring proficient and above for 2008-09 to 2010-11. Reading increased nine percentage points from 72% to 81% and math increase five percentage points from 65% to 70%.

Figure 38
3rd Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Proficient and Above
(Regular Education Full Academic Year Students Only)



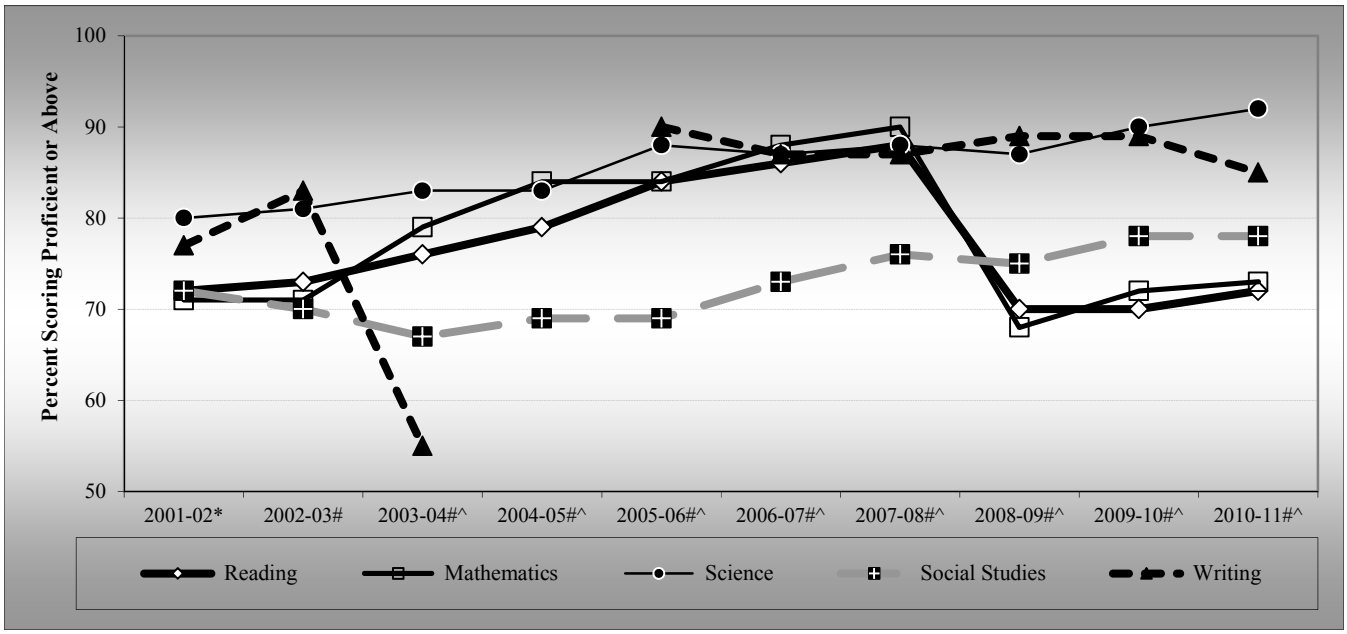
Data Source: Oklahoma State Department of Education
(2008-09 – New standard for Reading and Math)

Figure 39
4th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Proficient and Above
(Regular Education Full Academic Year Students Only)



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

Figure 40
5th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Proficient and Above
by Subject and Year

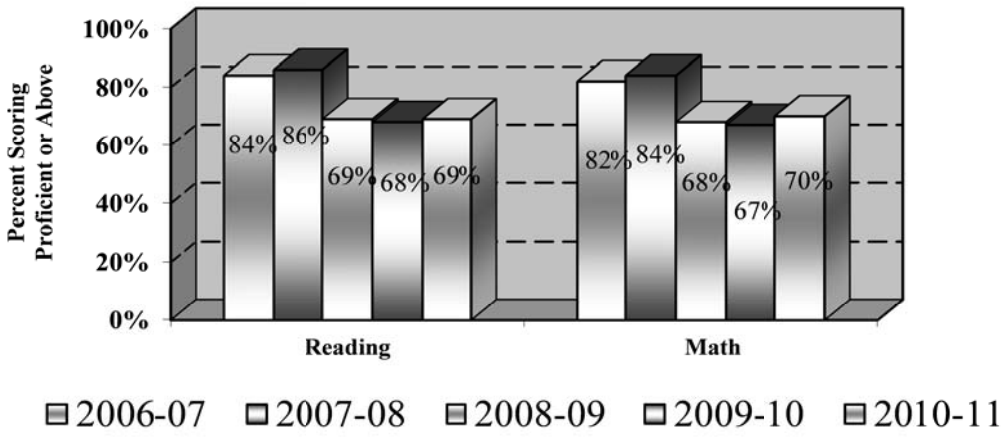


Subject Area	2001-02*	2002-03#	2003-04#^	2004-05#^	2005-06#^	2006-07#^	2007-08#^	2008-09#^	2009-10#^	2010-11#^
Reading	72%	73%	76%	79%	84%	86%	88%	70%	70%	72%
Mathematics	71%	71%	79%	84%	84%	88%	90%	68%	72%	73%
Science	80%	81%	83%	83%	88%	87%	88%	87%	90%	92%
Social Studies	72%♦	70%♦	67%	69%	69%	73%	76%	75%	78%	78%
Writing	77%	83%	55%	Not Tested	90%	87%	87%	89%	89%	85%

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

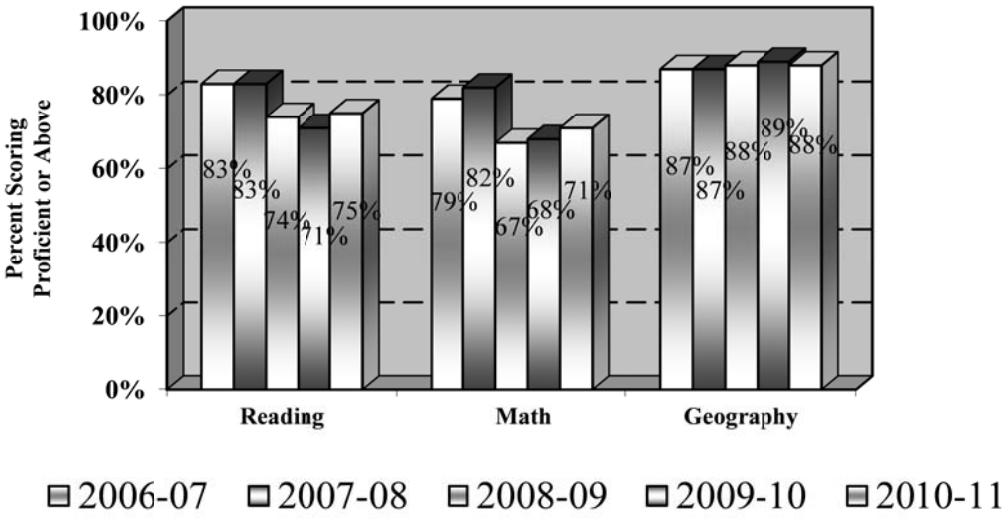
Data Source: Oklahoma State Department of Education
(2008-09 – New standard for Reading and Math)

Figure 41
6th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Proficient and Above
(Regular Education Full Academic Year Students Only)



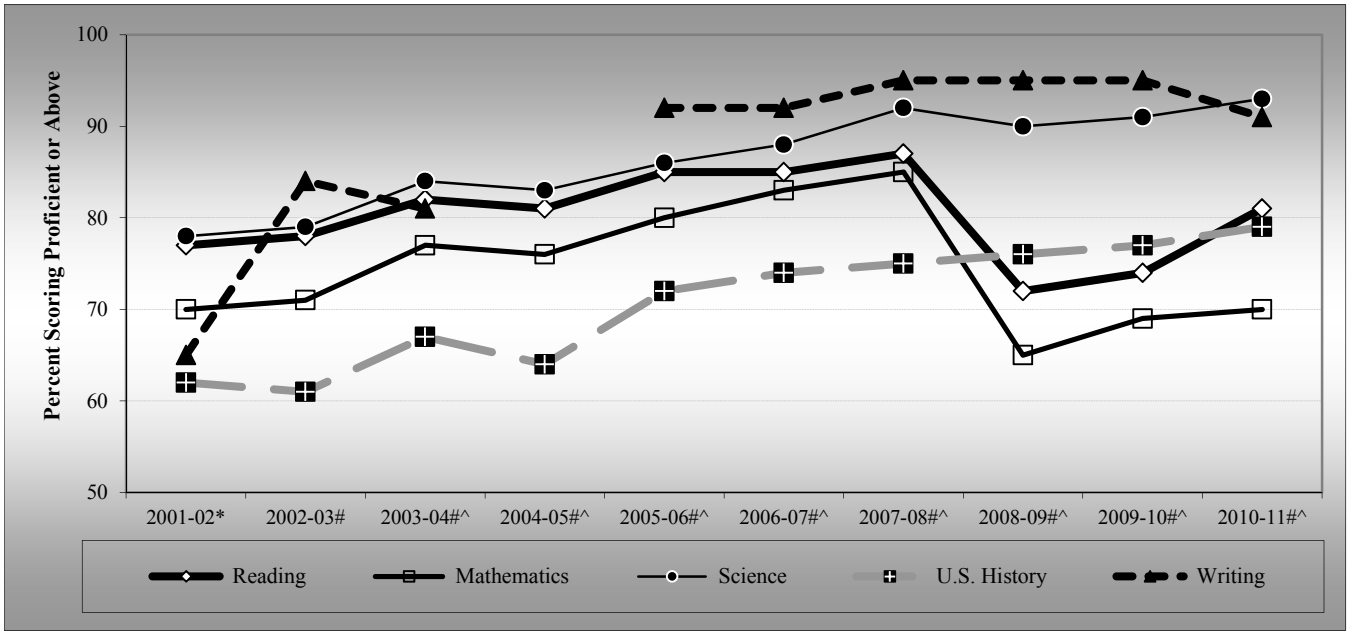
Data Source: Oklahoma State Department of Education
(2008-09 – New standard for Reading and Math)

Figure 42
7th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Proficient and Above
(Regular Education Full Academic Year Students Only)



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

Figure 43
8th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Proficient and Above
by Subject and Year



Subject Area	2001-02*	2002-03#	2003-04#^	2004-05#^	2005-06#^	2006-07#^	2007-08#^	2008-09#^	2009-10#^	2010-11#^
Reading	77%	78%	82%	81%	85%	85%	87%	72%	74%	81%
Mathematics	70%	71%	77%	76%	80%	83%	85%	65%	69%	70%
Science	78%	79%	84%	83%	86%	88%	92%	90%	91%	93%
U.S. History	62%	61%	67%	64%	72%	74%	75%	76%	77%	79%
Writing	65%	84%	81%	Not Tested	92%	92%	95%	95%	95%	91%

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

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

CRT Results by Race and Gender

The scores, when viewed in their aggregate format, show mixed results. Many students across the state are performing well on the state's standardized tests. However, when analyzed by racial sub-group, a much different picture emerges. Figures 44 and 45 look at student performance on the CRTs for the 5th and 8th grade by race. The results of 5th and 8th grade are used because those grades have the most complete battery of tests administered through the OSTP.

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

The performance gap between African American students and all students is significant and varies greatly by subject. The gap is only five percentage points for 5th grade writing but 21 percentage points for 5th grade social studies and 19 percentage points for 8th grade history and 5th grade reading. The gap is 18 percentage points for 8th grade math, 17 percentage points for 8th grade math, and 16 percentage points for 5th grade math. The gap for 5th grade science and 8th grade writing is 13 percentage points and 11 percentage points for 8th grade science.

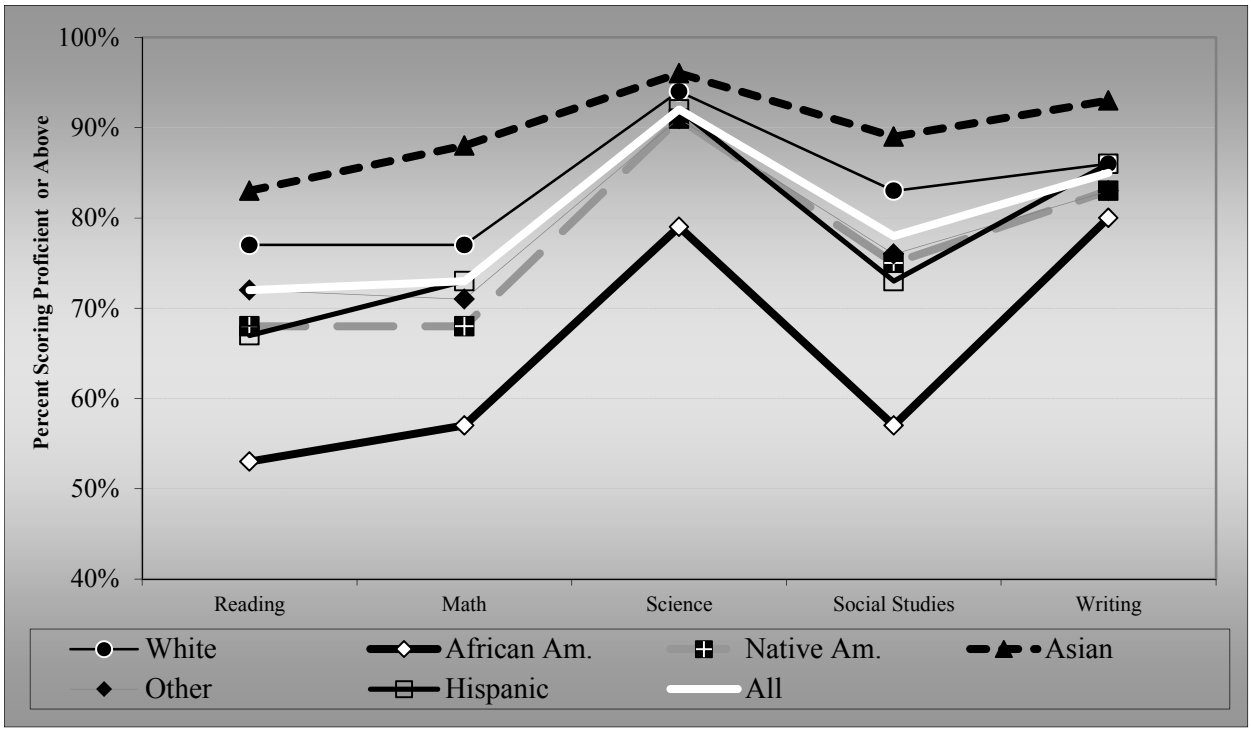
CRT Results by County

Figures 46 through 64 show maps the 2010-11 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 22) show that, for the most part, the highest socioeconomic conditions in the state exist in the northwest and the socioeconomic conditions in the southeast are generally lower. While there are exceptions, CRT results also show a similar regional pattern. Generally, higher CRT scores are found in the northwest quadrant of the state and lower scores are found in the southeast quadrant of the state. Schools must operate in the communities that they serve, so this is not an unexpected finding. This general trend also bears out in many of the STUDENT PERFORMANCE maps found later in this section.

The socioeconomic conditions within a given community have a profound impact on student learning. The *Profiles Report* series is designed to help districts improve the educational delivery process while working within the socioeconomic constraints of their community. The community grouping model described in the COMMUNITY CHARACTERISTICS section of this document (Figure 23) 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 44
5th Grade Results
OCCT by Race and Gender
Percent Scoring Proficient and Above
2010-11

(Regular Education Full Academic Year Students Only)

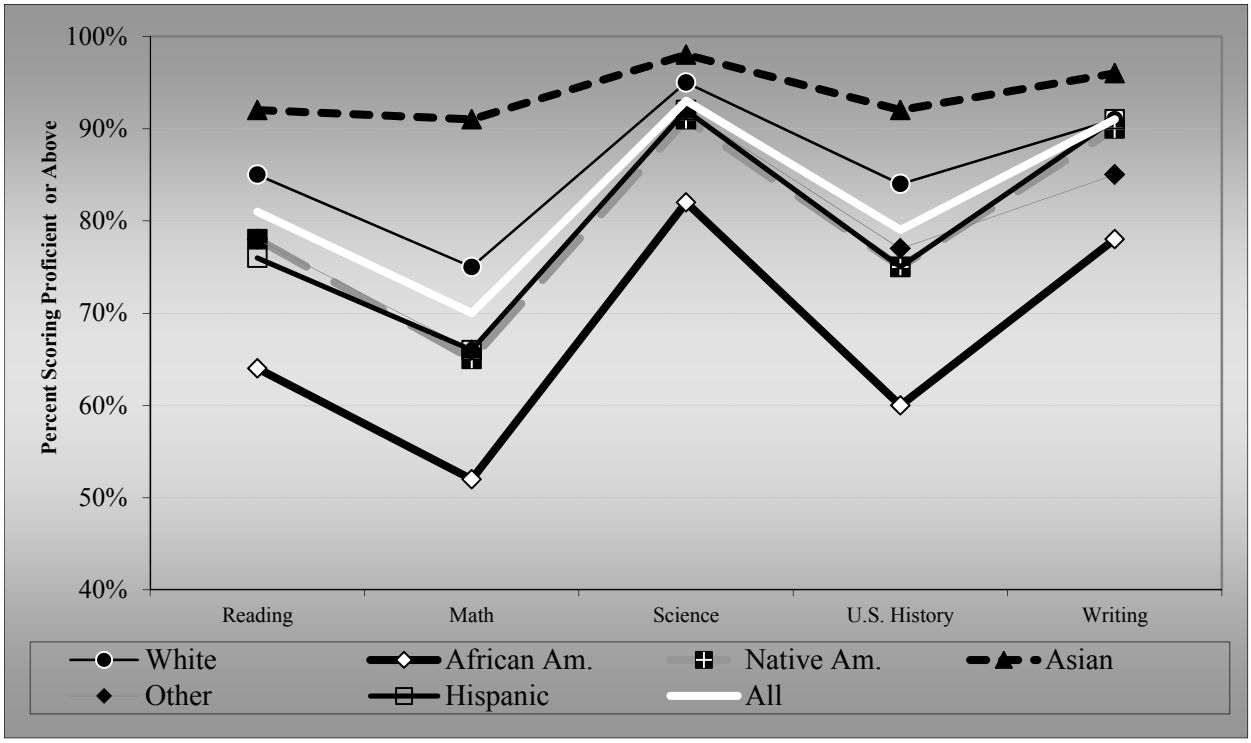


	Reading	Math	Science	Social Studies	Writing
Male	70%	74%	92%	81%	80%
Female	73%	72%	92%	75%	90%
White	77%	77%	94%	83%	86%
African Am.	53%	57%	79%	57%	80%
Native Am.	68%	68%	91%	75%	83%
Asian	83%	88%	96%	89%	93%
Other	72%	71%	91%	76%	83%
Hispanic	67%	73%	92%	73%	86%
All	72%	73%	92%	78%	85%

Data source: Oklahoma State Department of Education

Figure 45
8th Grade Results
OCCT by Race and Gender
Percent Scoring Proficient and Above
2010-11

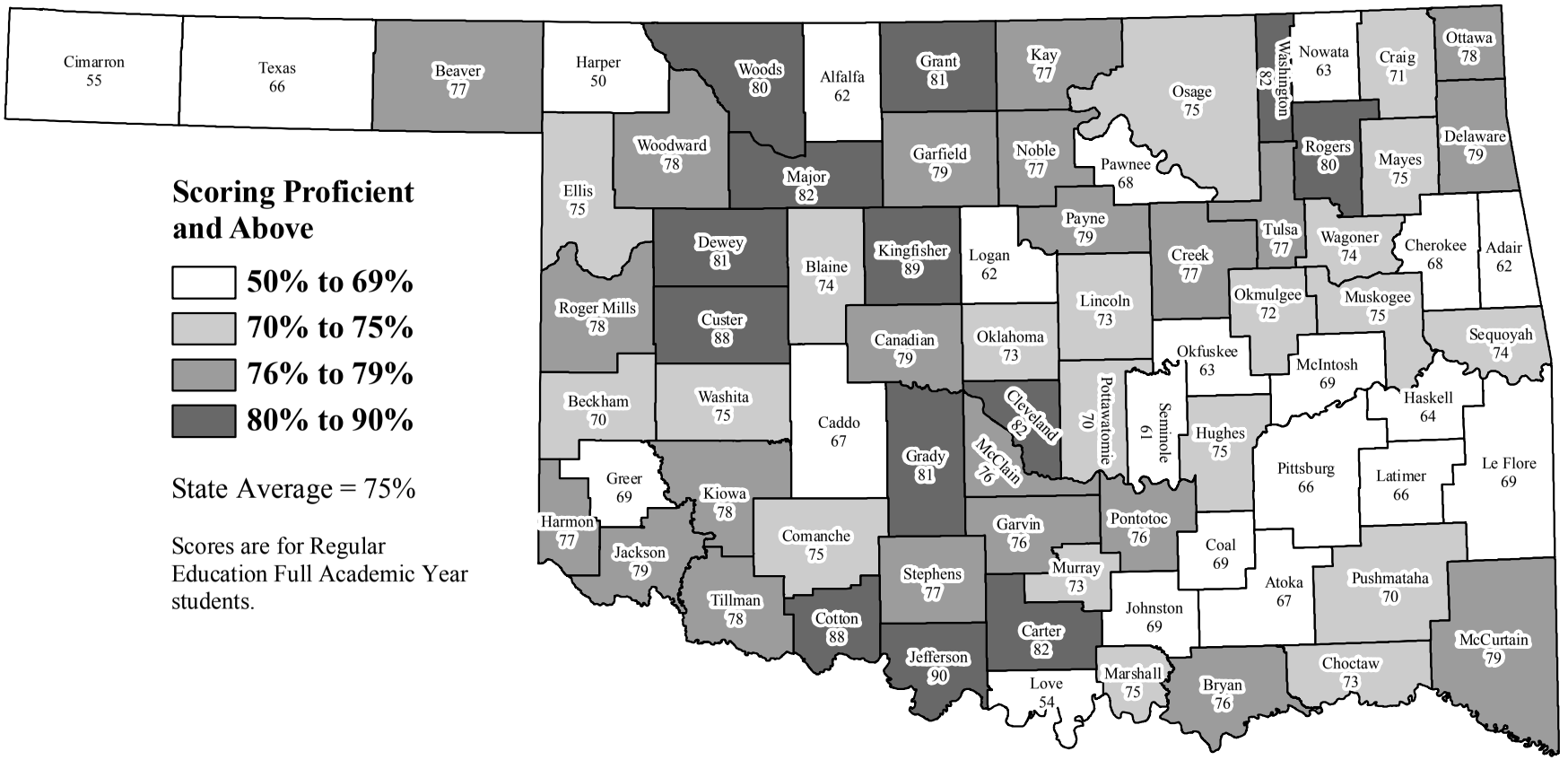
(Regular Education Full Academic Year Students Only)



	Reading	Math	Science	U.S. History	Writing
Male	78%	71%	93%	82%	88%
Female	83%	70%	92%	76%	93%
White	85%	75%	95%	84%	91%
African Am.	64%	52%	82%	60%	78%
Native Am.	78%	65%	91%	75%	90%
Asian	92%	91%	98%	92%	96%
Other	78%	66%	92%	77%	85%
Hispanic	76%	66%	92%	75%	91%
All	81%	70%	93%	79%	91%

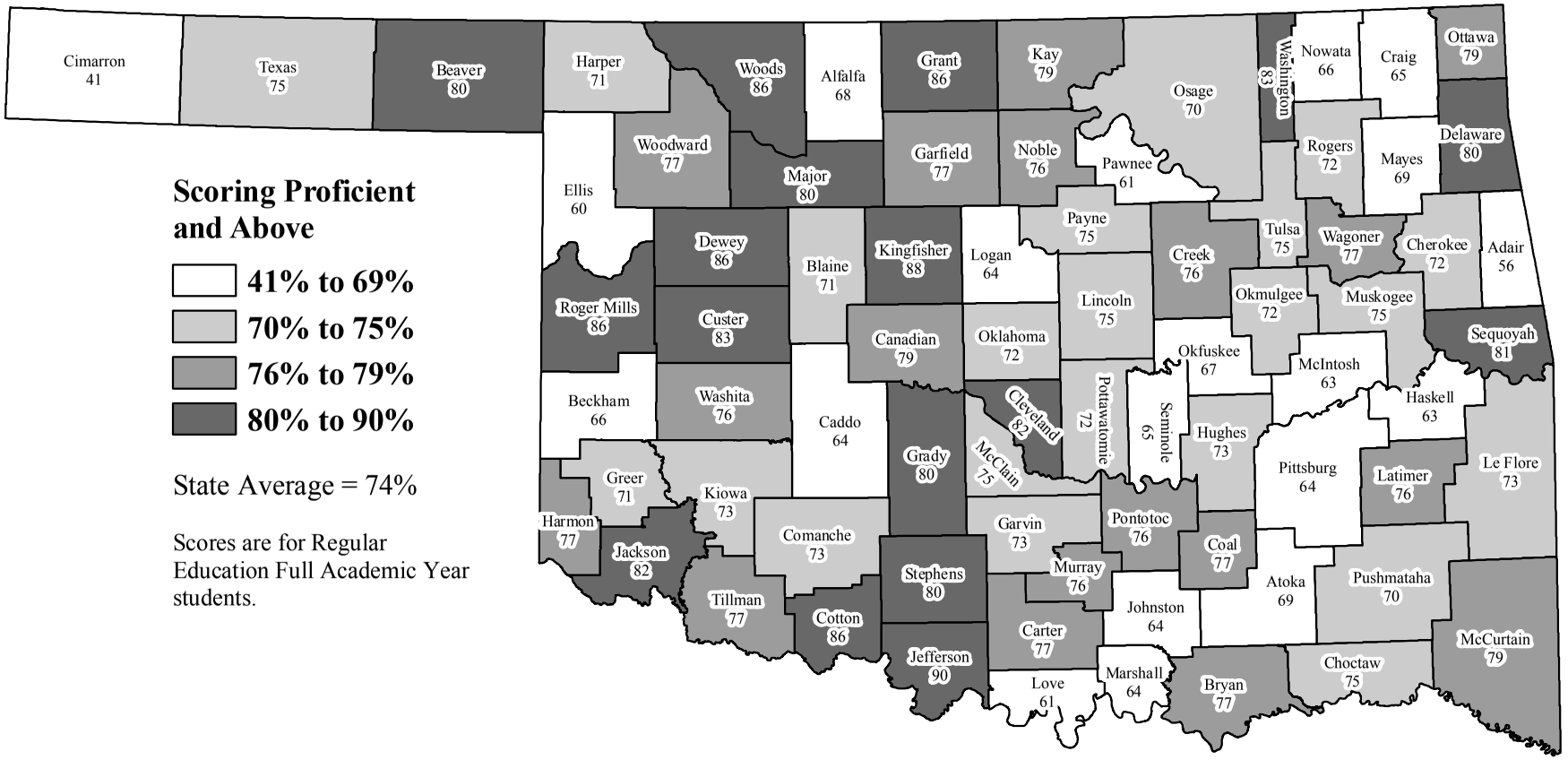
Data source: Oklahoma State Department of Education

Figure 46
3RD GRADE OCCT – READING SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



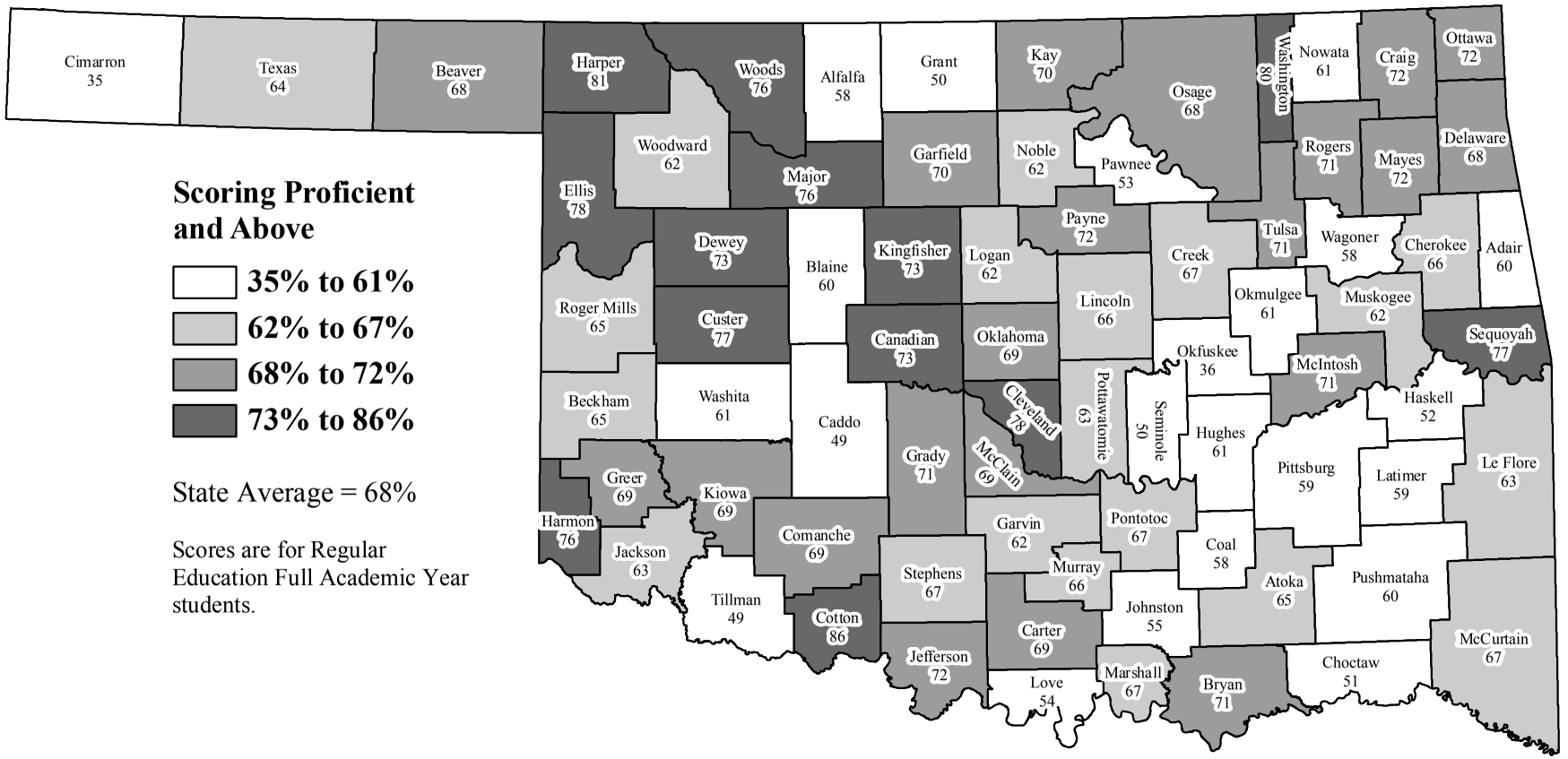
Source: Oklahoma State Department of Education

Figure 47
3RD GRADE OCCT – MATH SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



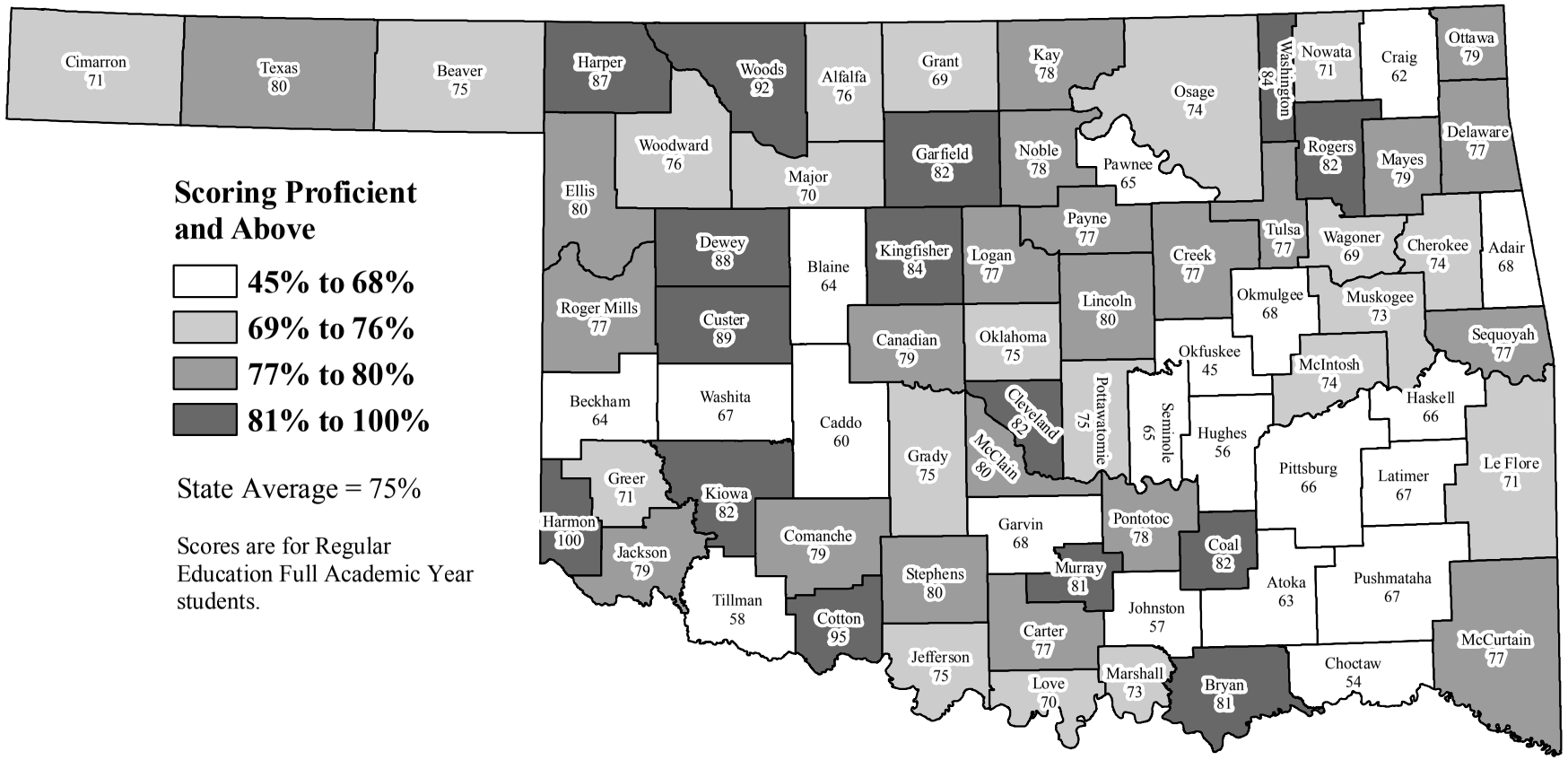
Source: Oklahoma State Department of Education

Figure 48
4TH GRADE OCCT – READING SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



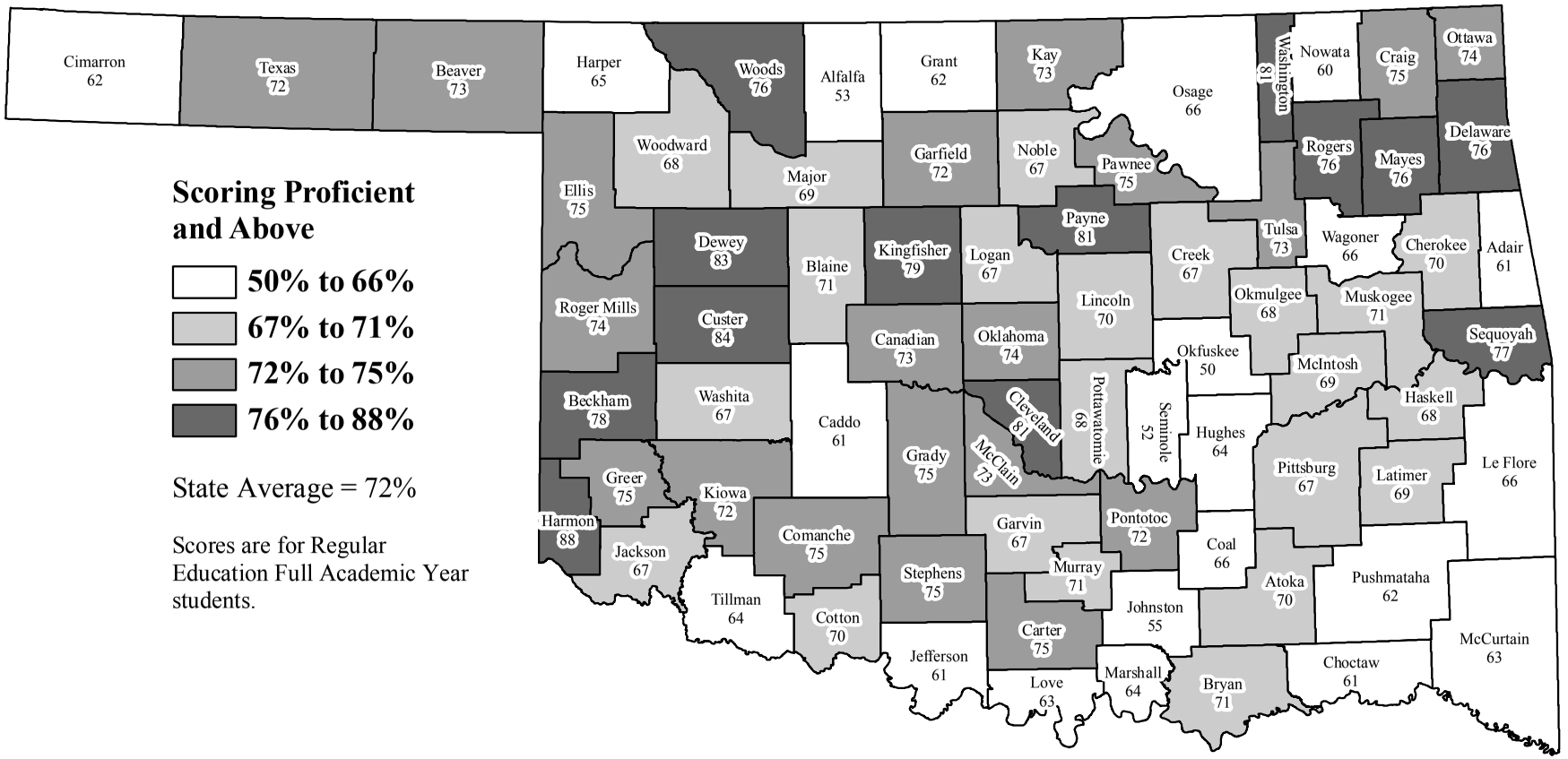
Source: Oklahoma State Department of Education

Figure 49
4TH GRADE OCCT – MATH SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



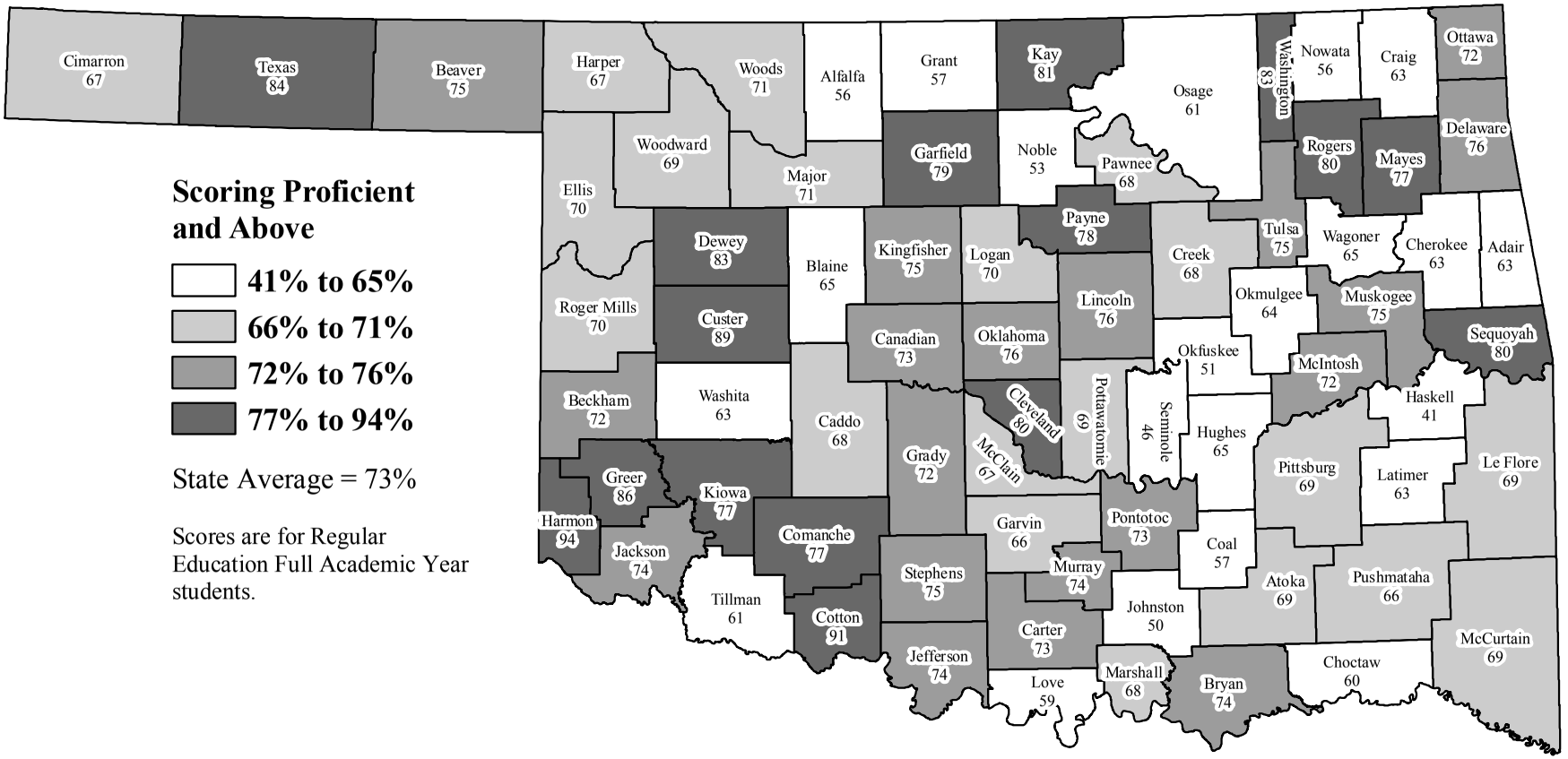
Source: Oklahoma State Department of Education

Figure 50
5TH GRADE OCCT – READING SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



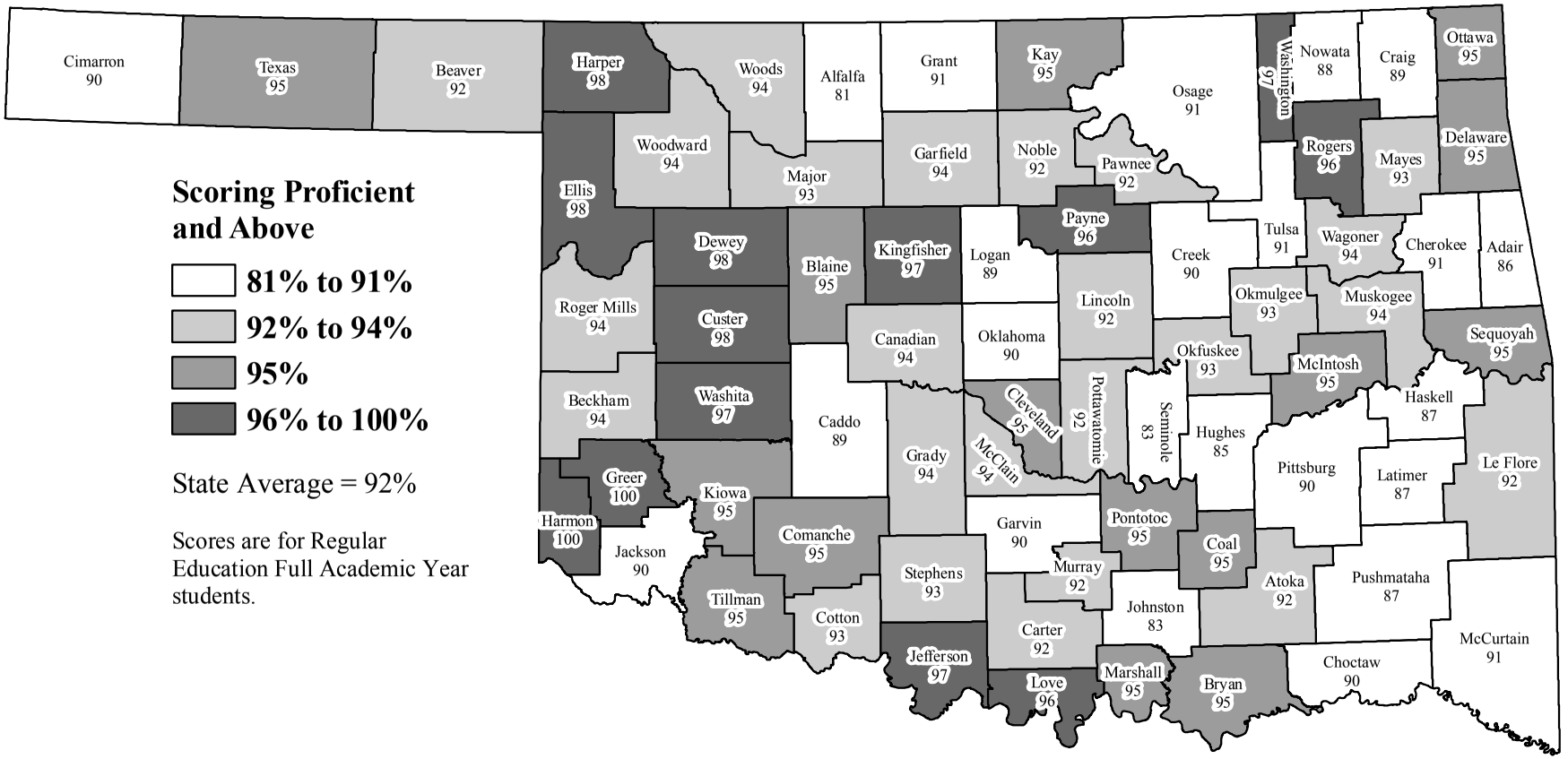
Source: Oklahoma State Department of Education

Figure 51
5TH GRADE OCCT – MATH SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



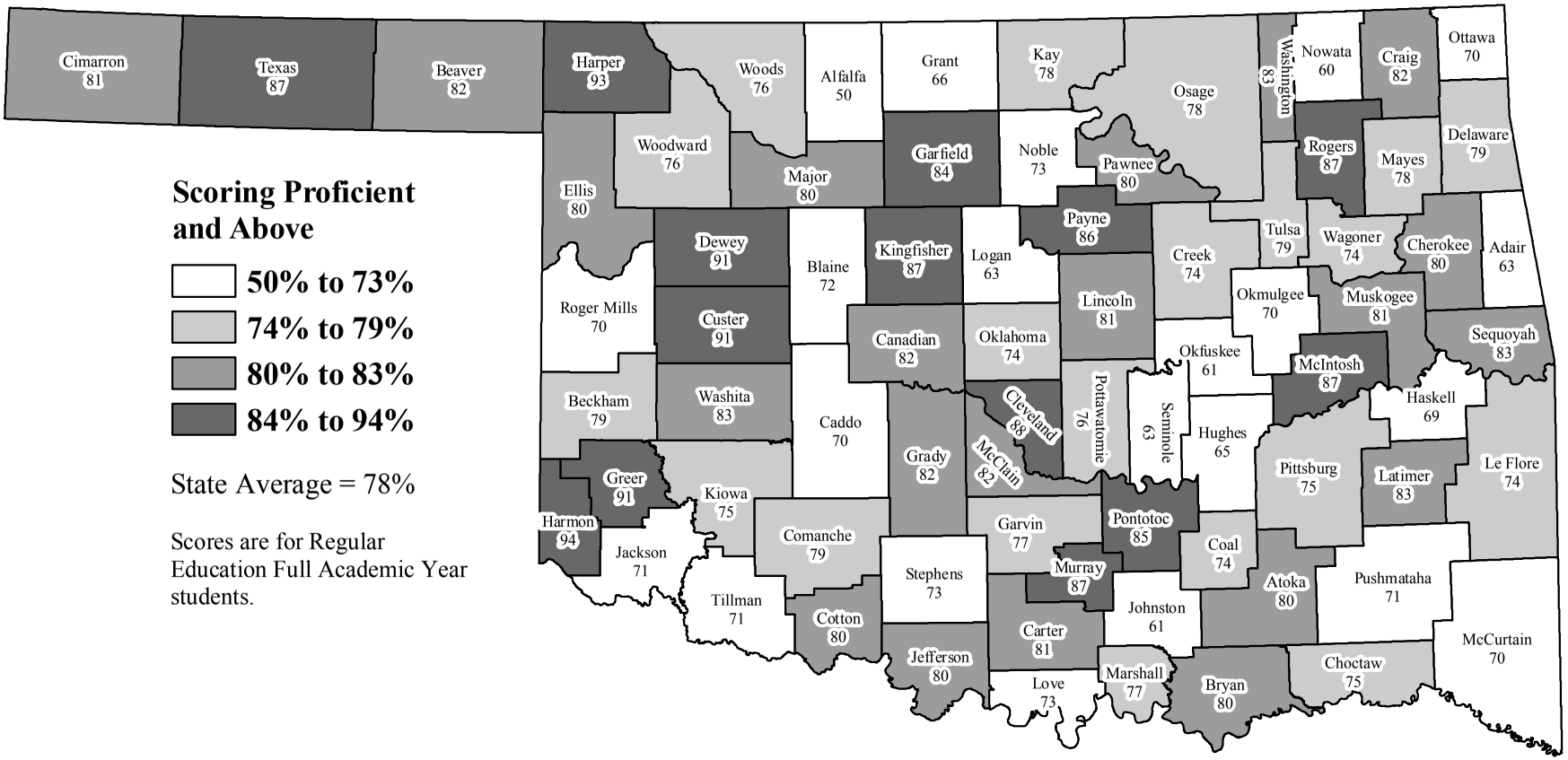
Source: Oklahoma State Department of Education

Figure 52
5TH GRADE OCCT – SCIENCE SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



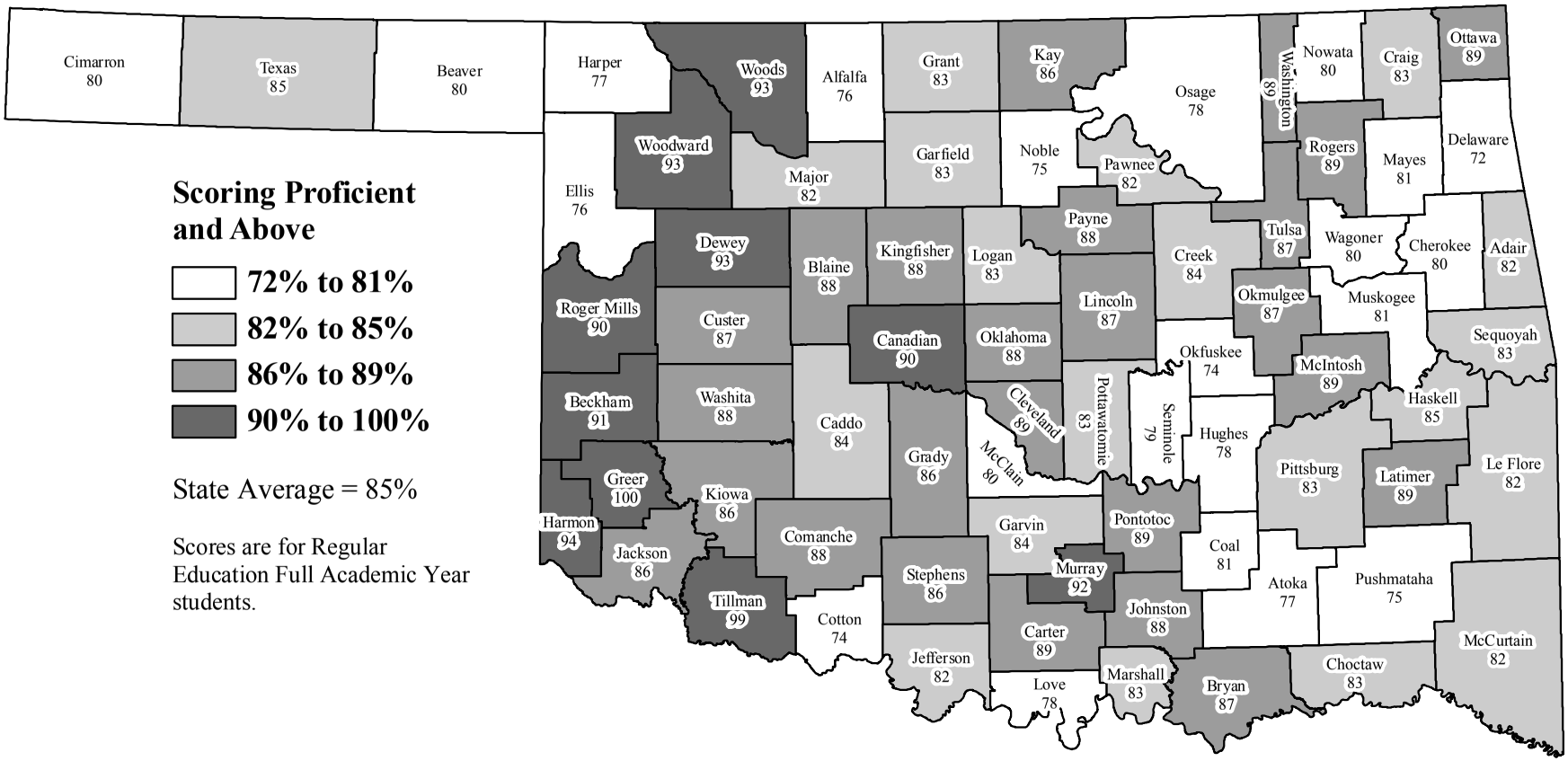
Source: Oklahoma State Department of Education

Figure 53
5TH GRADE OCCT – SOCIAL STUDIES SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



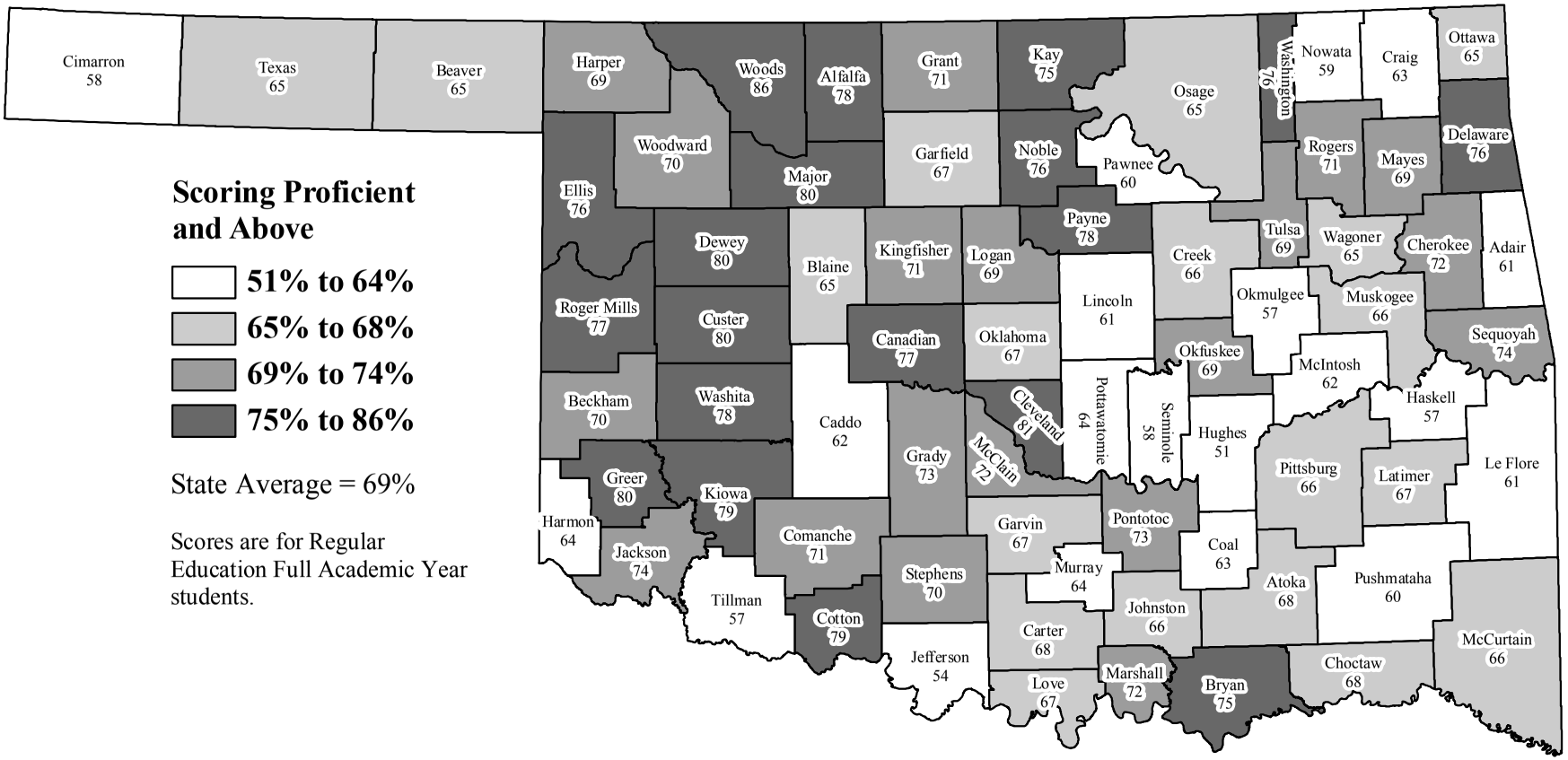
Source: Oklahoma State Department of Education

Figure 54
5TH GRADE OCCT – WRITING SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



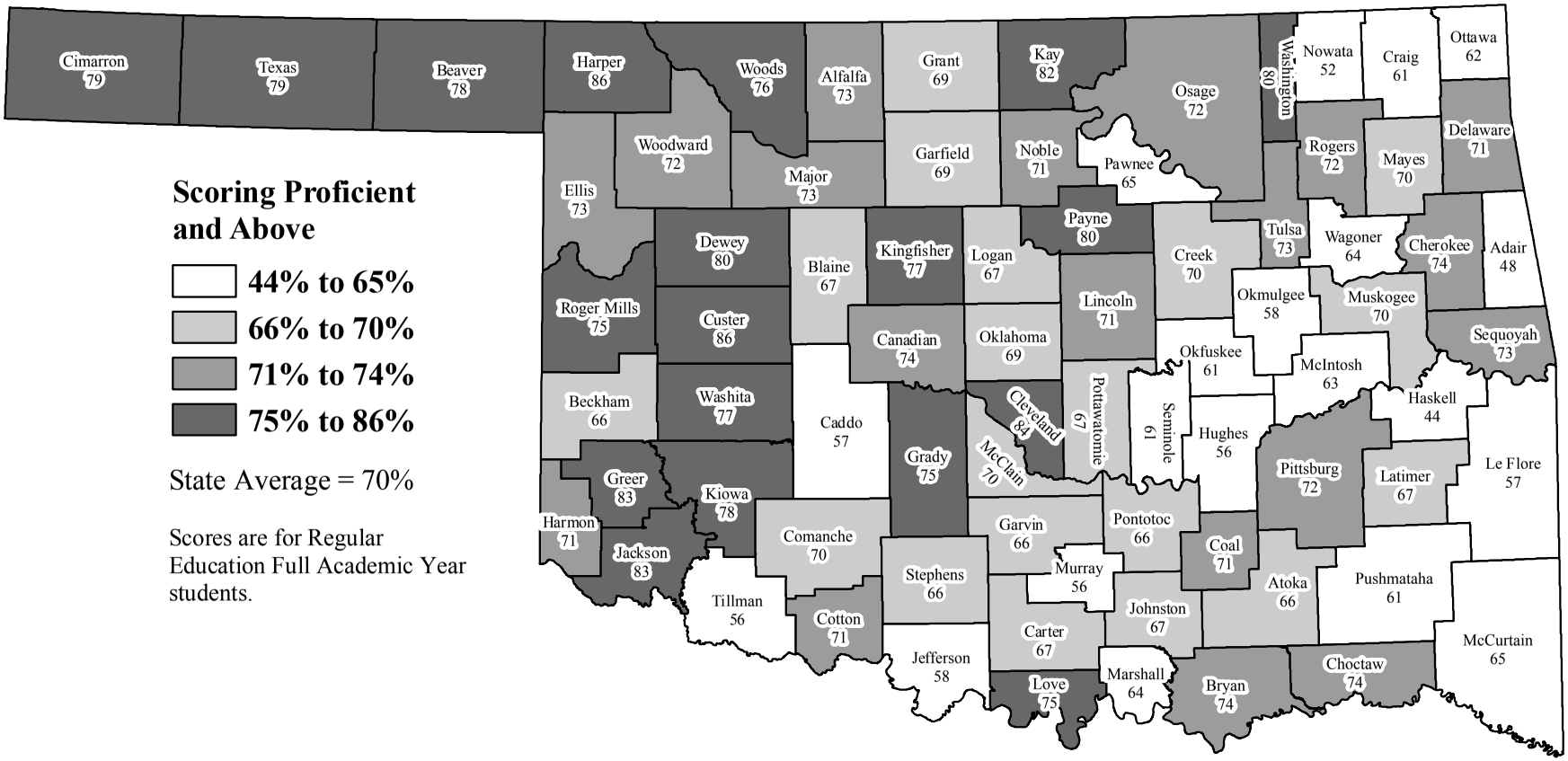
Source: Oklahoma State Department of Education

Figure 55
6TH GRADE OCCT – READING SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



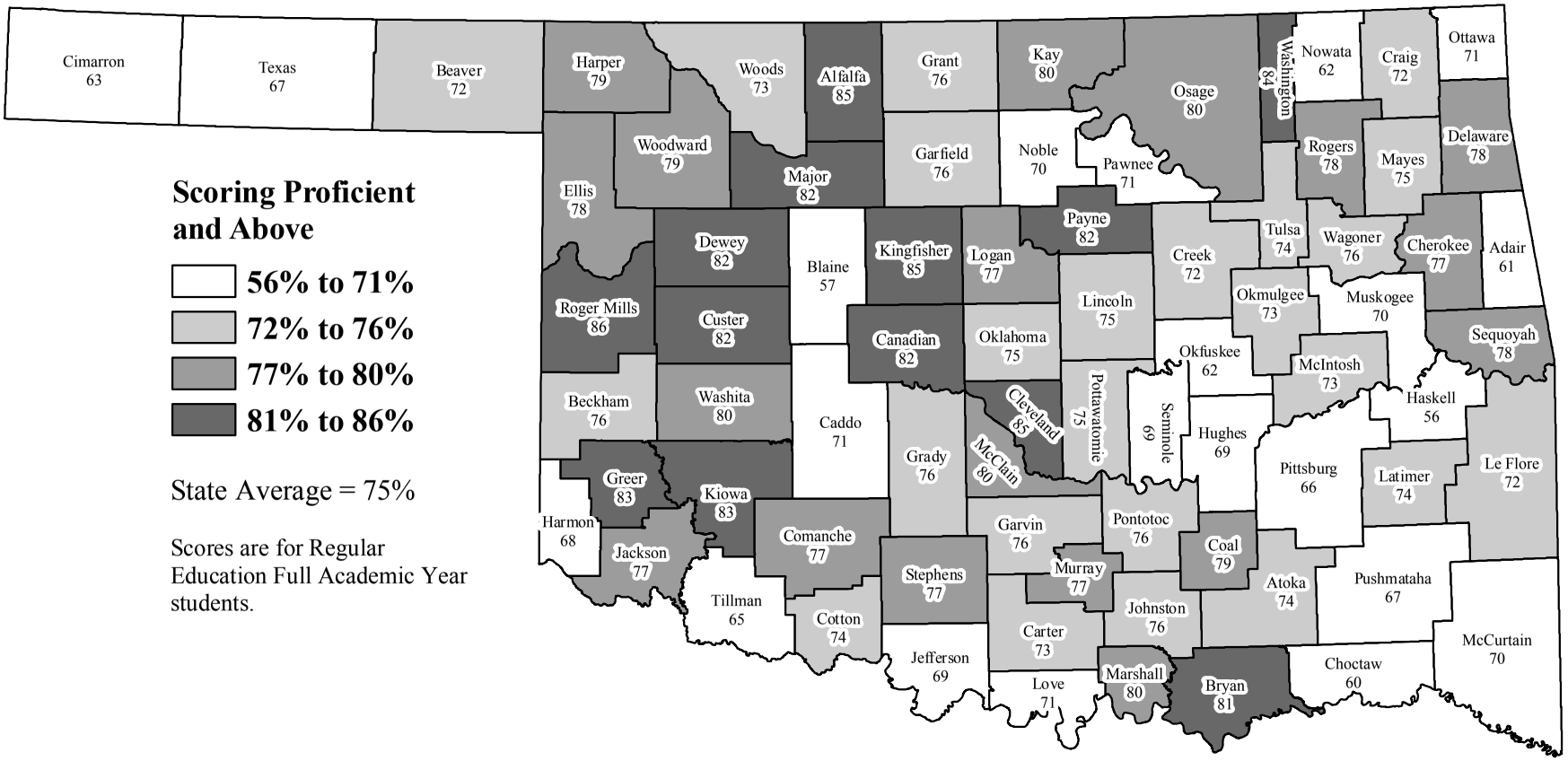
Source: Oklahoma State Department of Education

Figure 56
6TH GRADE OCCT – MATH SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



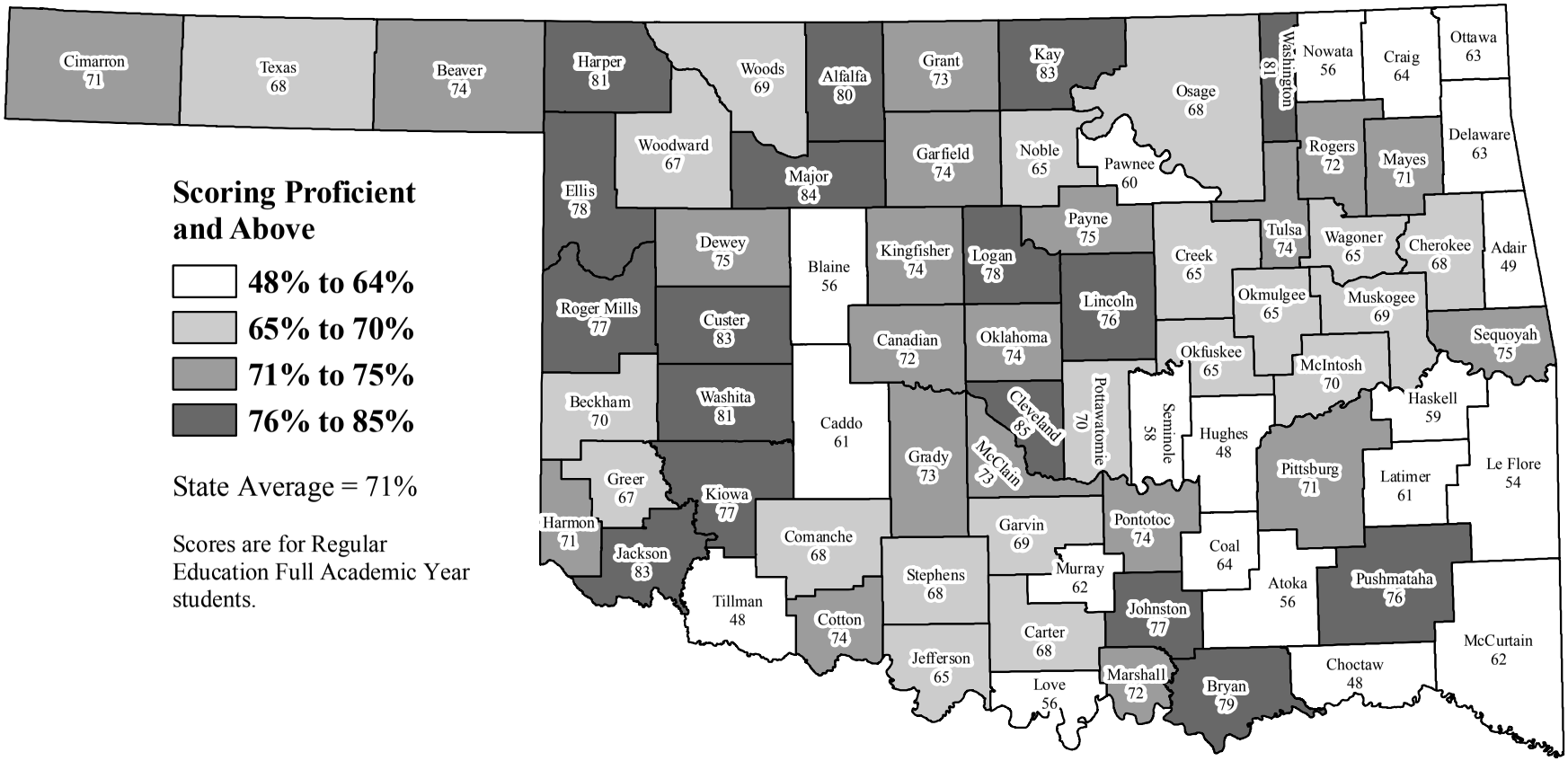
Source: Oklahoma State Department of Education

Figure 57
7TH GRADE OCCT – READING SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



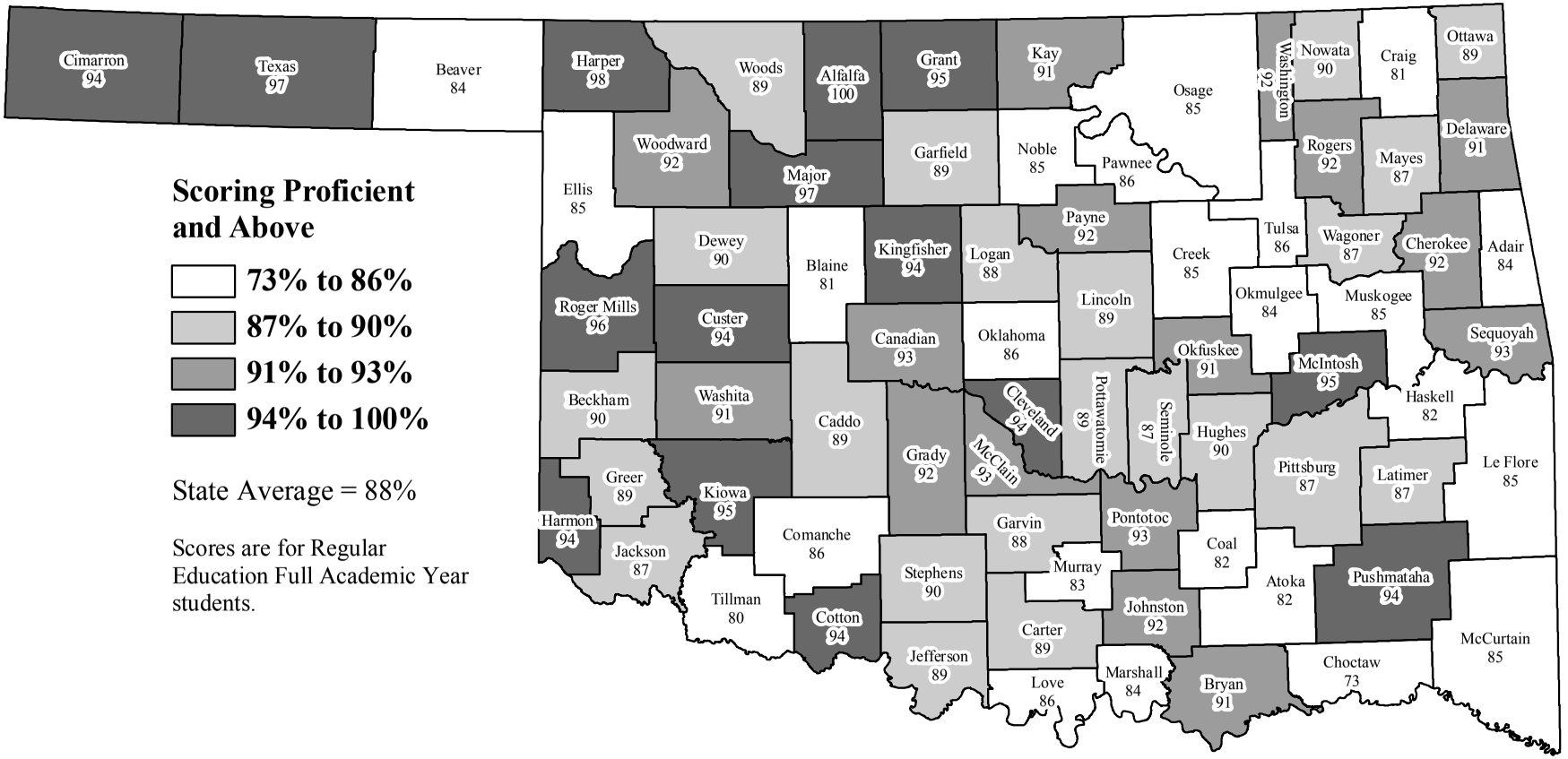
Source: Oklahoma State Department of Education

Figure 58
7TH GRADE OCCT – MATH SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



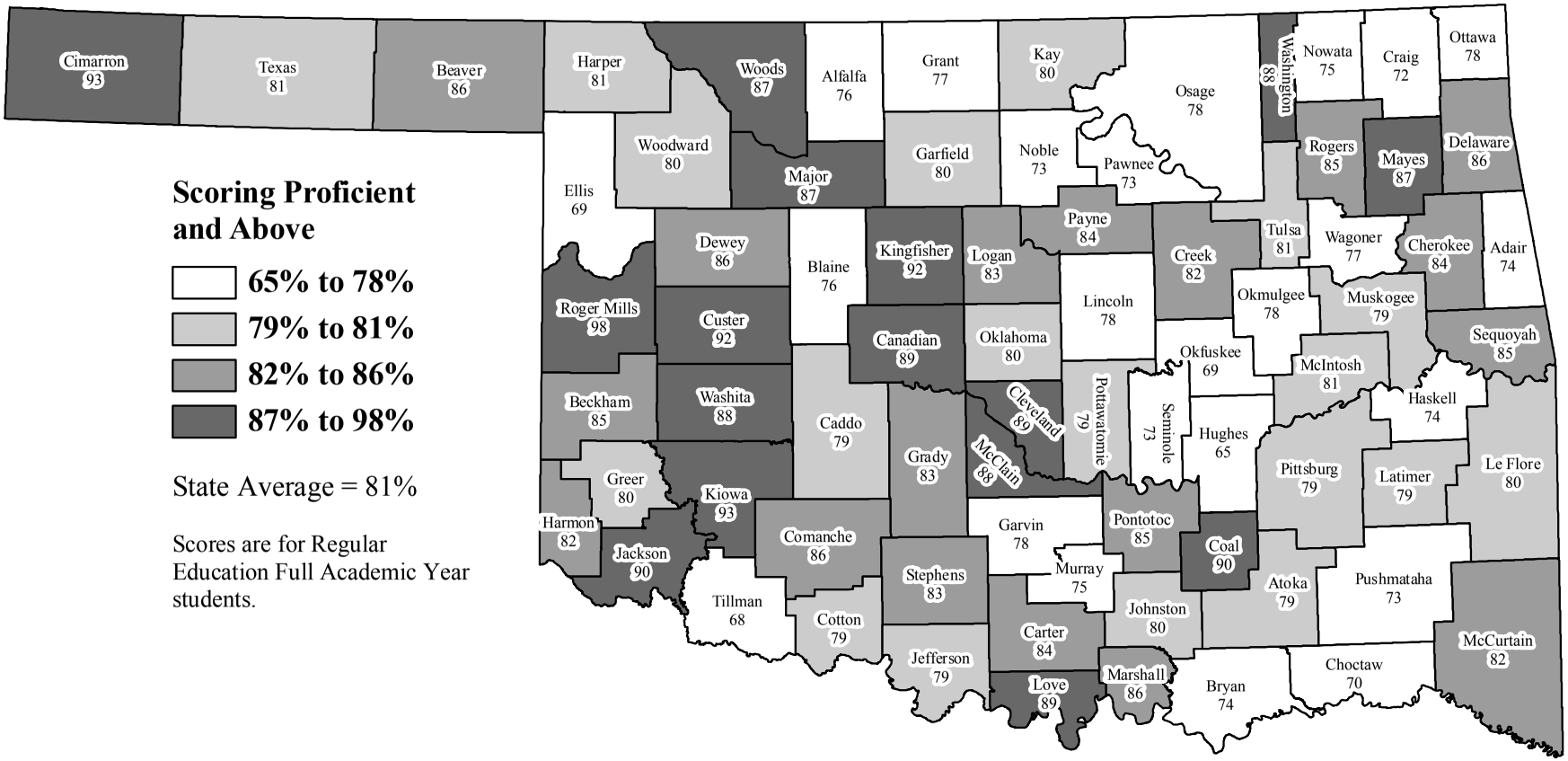
Source: Oklahoma State Department of Education

Figure 59
7TH GRADE OCCT – GEOGRAPHY SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



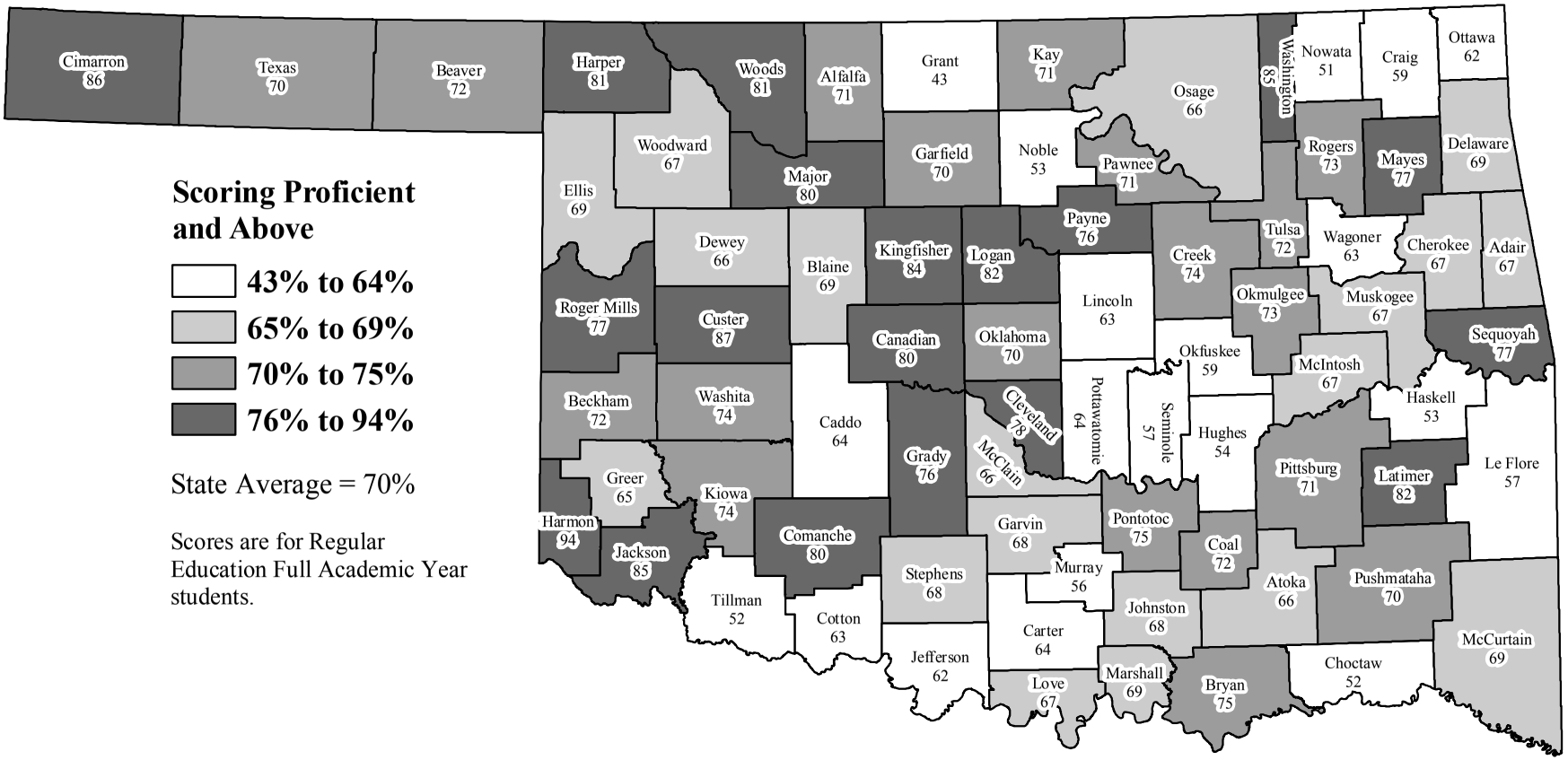
Source: Oklahoma State Department of Education

Figure 60
8TH GRADE OCCT – READING SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



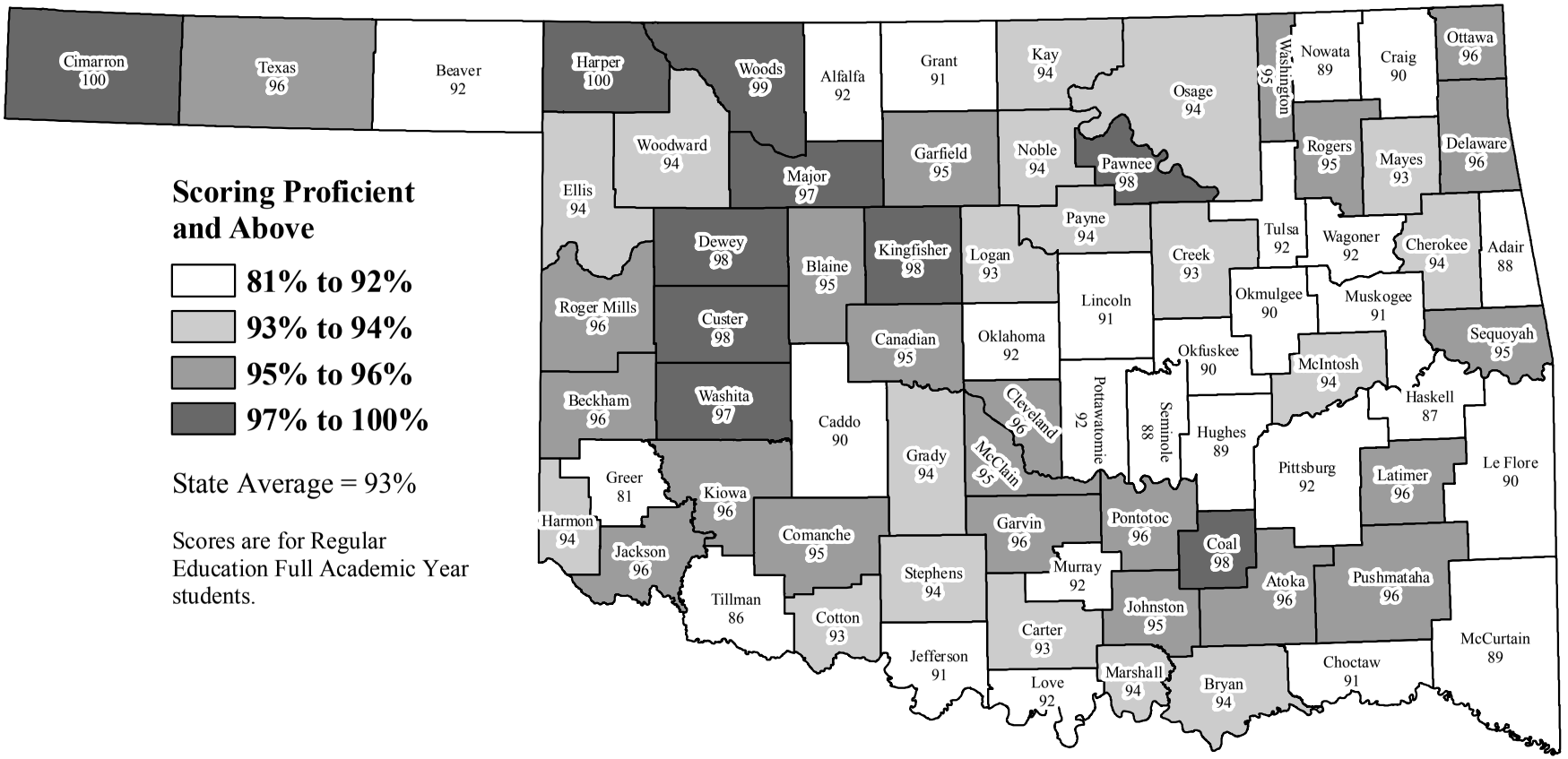
Source: Oklahoma State Department of Education

Figure 61
8TH GRADE OCCT – MATH SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



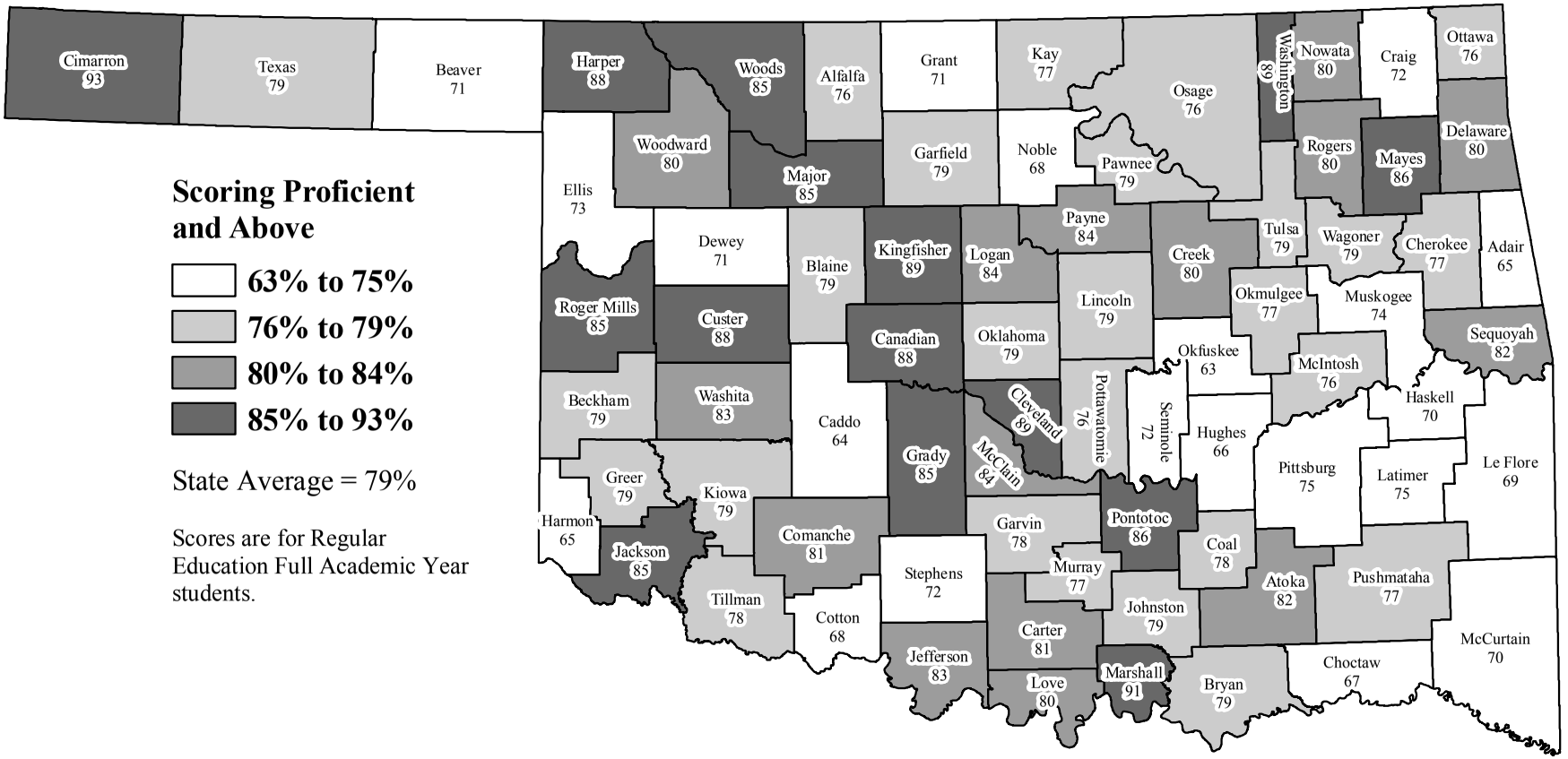
Source: Oklahoma State Department of Education

Figure 62
8TH GRADE OCCT – SCIENCE SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



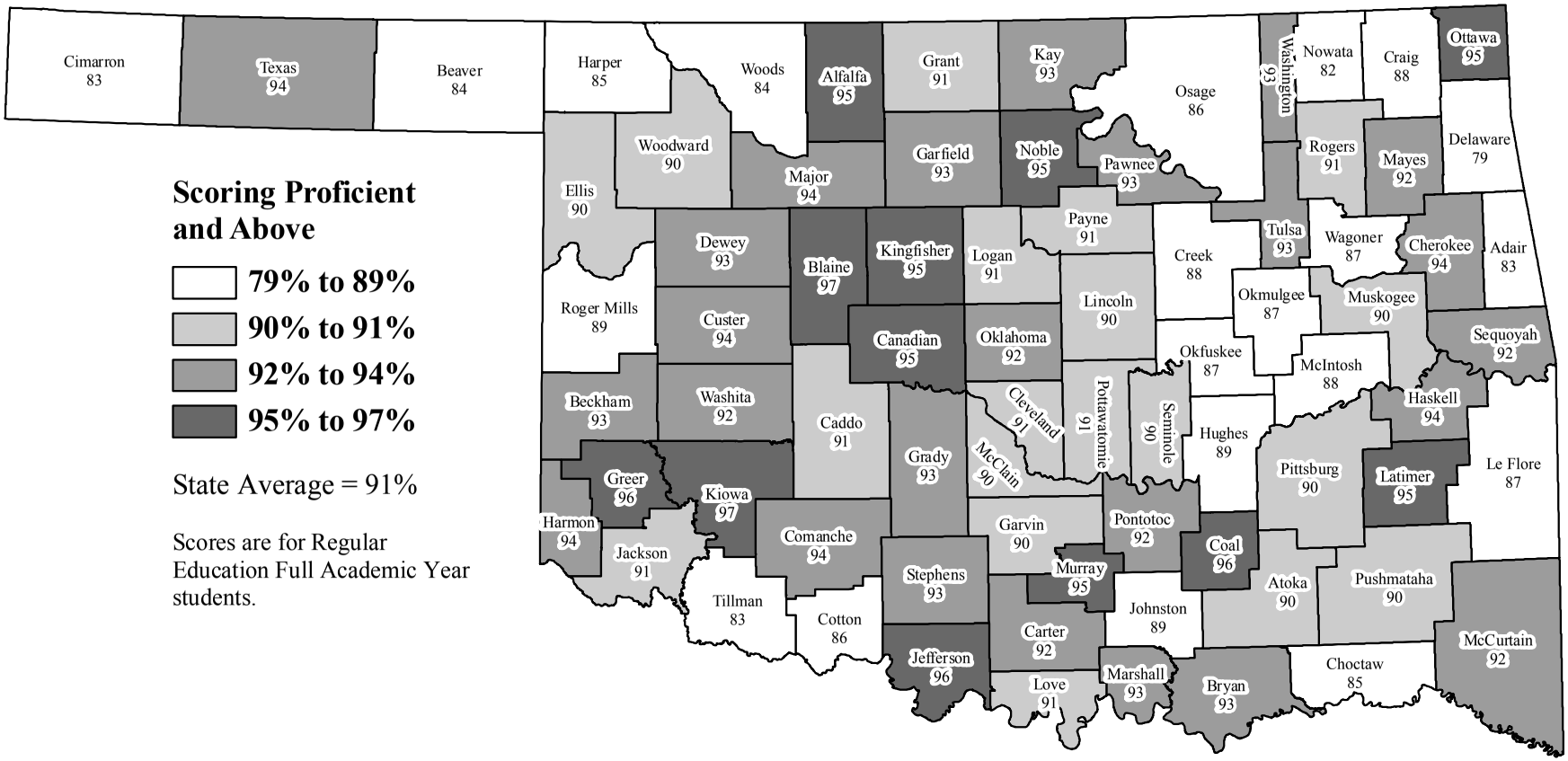
Source: Oklahoma State Department of Education

Figure 63
8TH GRADE OCCT – U.S. HISTORY SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year



Source: Oklahoma State Department of Education

Figure 64
8TH GRADE OCCT – WRITING SCORES
Percent of Students Scoring Proficient and Above
2010-11 School Year

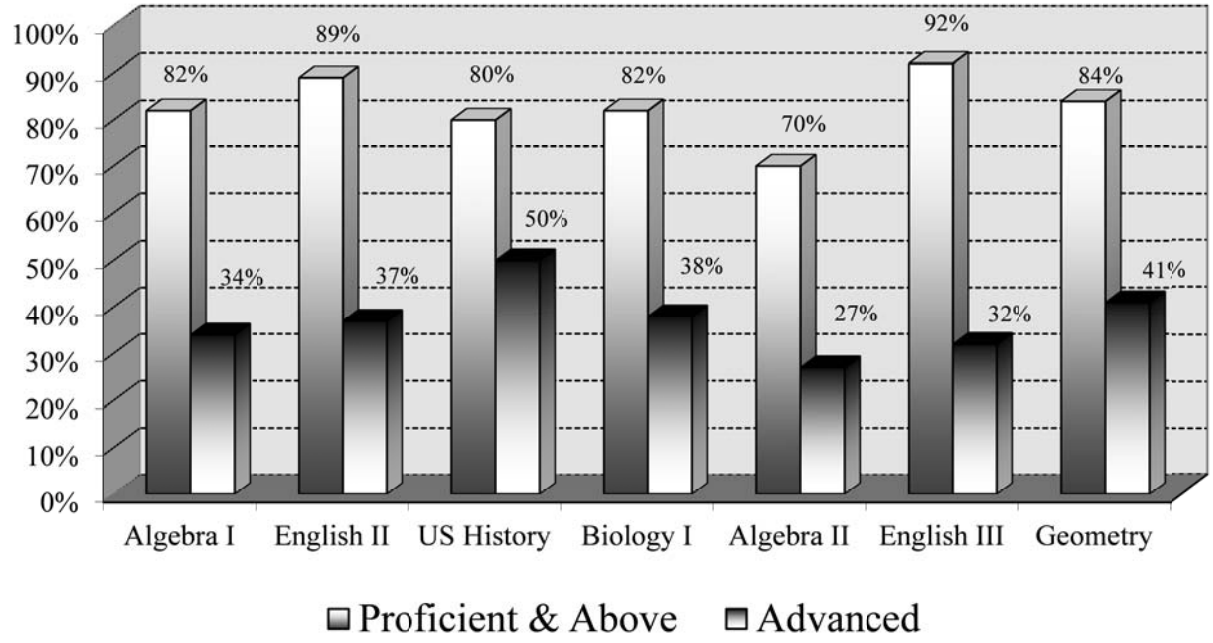


Source: Oklahoma State Department of Education

High School End-of-Instruction Tests

In early grades, the coursework is defined by the grade of the students being taught. For example, we might refer to 5th grade Math or 8th grade Science. As students get older, however, they have greater flexibility to decide when they would like to be introduced to a given subject area. For example, some students may take an Algebra I course in middle school, most students will take Algebra I in 9th grade and some may put it off until 10th or perhaps even 11th grade. By high school, the knowledge that a student should have can no longer be defined by the grade-level of the student. For this reason, secondary students are tested over specific subject matter as they complete key courses during their high school career. Since 2002-03 the High School End of Instruction (EOI) tests have been administered to students as they complete Algebra I, English II, U.S. History, and Biology I courses. Beginning in 2007-08, three additional EOIs were given: Algebra II, English III, and Geometry. The tests indicate whether students have achieved the competencies defined by the Priority Academic Student Skills (PASS) curriculum. Results are shown as the percentage of students scoring at or above the "Proficient" and "Advanced" level (Figure 65).

Figure 65
Oklahoma End-of-Instruction Test Results
Percent Scoring "Proficient & Above" and "Advanced"
2010 – 11
(Regular Education Full Academic Year Students Only)



Data Source: Oklahoma State Department of Education

There was improvement in the percentage of students scoring proficient and above in all seven of the EOI tests between 2009-10 and 2010-11. There was also improvement in the percentage of students scoring advanced in four of the seven subjects. English III had the highest percentage of students scoring proficient and above at 92%. English II had the second highest percentage of students scoring proficient and above at 89%. Geometry is at 84% scoring proficient and above with Algebra I and Biology I at 82%. U.S. History has 80% of students scoring proficient and above while Algebra II has 70%.

The gaps between students scoring proficient and above and advanced varies for the seven EOI subjects tested. The smallest gap is in the U.S. History test with a 30 percentage point difference. The gap is largest in English III at 60 percentage points. There is a 52 percentage point gap for the English II test and a 48 percentage point gap for the Algebra I test. Biology I has a 44 percentage point gap with a 41 percentage point gap for Algebra II and Geometry. These gaps between proficient and above and advanced are very similar to last year.

Three of the four EOI subjects (English II, U.S. History, and Biology I) that have been administered since 2002-03 have seen slow but steady improvement in the percentage of students scoring proficient and above. The fourth EOI (Algebra I) started out very low and has seen a significant rise in scores since 2002-03 but has been relatively stable over the past four years, hovering in the high 70s to low 80s. The three most recent EOI subjects (Algebra II, English III, and Geometry) have seen steady growth in the four years the tests have been administered.

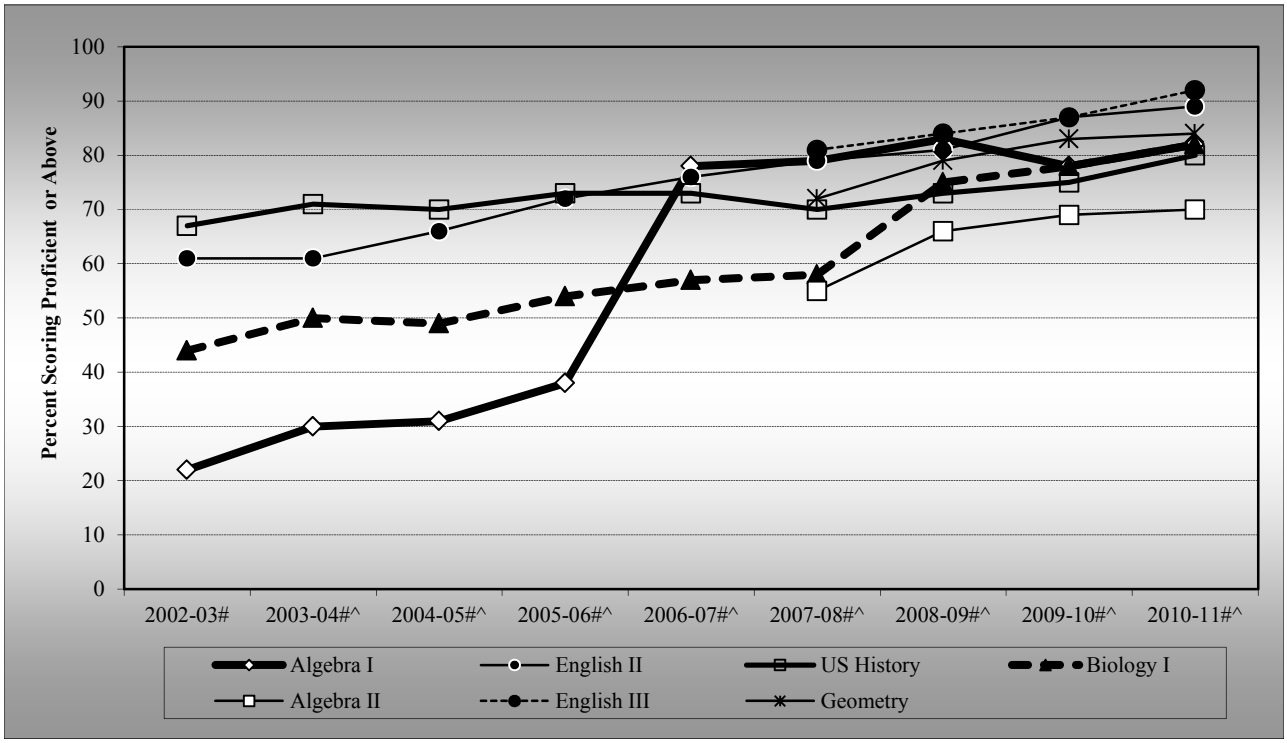
The English II EOI percentage of students scoring proficient and above in 2002-03 was 61%. This percentage has increased steadily through 2010-11 to 89%. The 2002-03 EOI with the highest percentage of students scoring proficient and above was U.S. History at 67%. After a slight increase followed by a slight decline in 2007-08, U.S. History rose to 80% in 2010-11. Biology I began in 2002-03 with 44% of students scoring proficient and above. After a slow start, Biology I has had strong growth over the last four years and is at 82% in 2010-11.

Algebra I scores have seen the largest swing in the percentage of students scoring proficient and above. Between 2002-03 and 2005-06 the percentage of students scoring proficient and above ranged from 22% to 38%. In 2006-07, the percentage jumped up to 78%. A few of the reasons for this jump include a change in testing company and the importance put on the test due to "No Child Left Behind" mandates. From 2006-07 to 2010-11, the percentage of students scoring proficient and above has fluctuated and is currently at 82%.

Algebra II, English III, and Geometry EOI tests only began being administered in 2007-08. Algebra II has had a nice increase in the percentage of students scoring proficient and above rising from 55% in 2007-08 to 70% in 2010-11. English III has the highest percentage of students scoring proficient and above at 92% in 2010-11. English III has shown consistent increase since starting with 81% in 2007-08. Geometry also has shown a nice increase in the percentage of students scoring proficient and above by increasing from 72% in 2007-08 to 84% in 2010-11.

Beginning in 2012, students must pass Algebra I, English II and two of the remaining five EOIs to graduate from high school. With this additional requirement placed on the importance of the EOIs, the scores should continue to rise in the coming years.

Figure 66
Oklahoma End-of-Instruction Test
Percent Scoring Proficient and Above
by Subject and Year
2002-03 to 2010-11



Subject Area	2002-03#	2003-04#^	2004-05#^	2005-06#^	2006-07#^	2007-08#^	2008-09#^	2009-10#^	2010-11#^
Algebra I	22%	30%	31%	38%	78%	79%	83%	78%	82%
English II	61%	61%	66%	72%	76%	79%	81%	87%	89%
U.S. History	67%	71%	70%	73%	73%	70%	73%	75%	80%
Biology I	44%	50%	49%	54%	57%	58%	75%	78%	82%
Algebra II	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	55%	66%	69%	70%
English III	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	81%	84%	87%	92%
Geometry	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	72%	79%	83%	84%

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

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

EOI Results by County

Figures 67 through 73 show the 2010-11 EOI test results by county. The trends observed are somewhat similar to those in the 3rd through 8th grade CRT results. Again, the challenge is to help students overcome adverse social conditions in order to achieve at higher levels.

The range of percent scoring proficient and above by county for Algebra I by county is 40 percentage points, 55% to 95%. The English II EOI had the smallest range of students scoring proficient and above at 20 percentage points, 78% to 98%. Algebra II had the largest range for the percentage of students scoring proficient and above. The range for counties for the Algebra II EOI is 63 percentage points, 27% to 90%.

English III had a range of 22 percentage points across all counties; 76% to 98%, Geometry had a range of 34; 62% to 96%, U.S. History had a range of 36; 58% to 94%, and Biology I had a range of 48; 45% to 93%. English II had the highest lower bound of any of the EOI subjects. Algebra II had the lowest lower bound and upper bound while English II and English III had the highest upper bound.

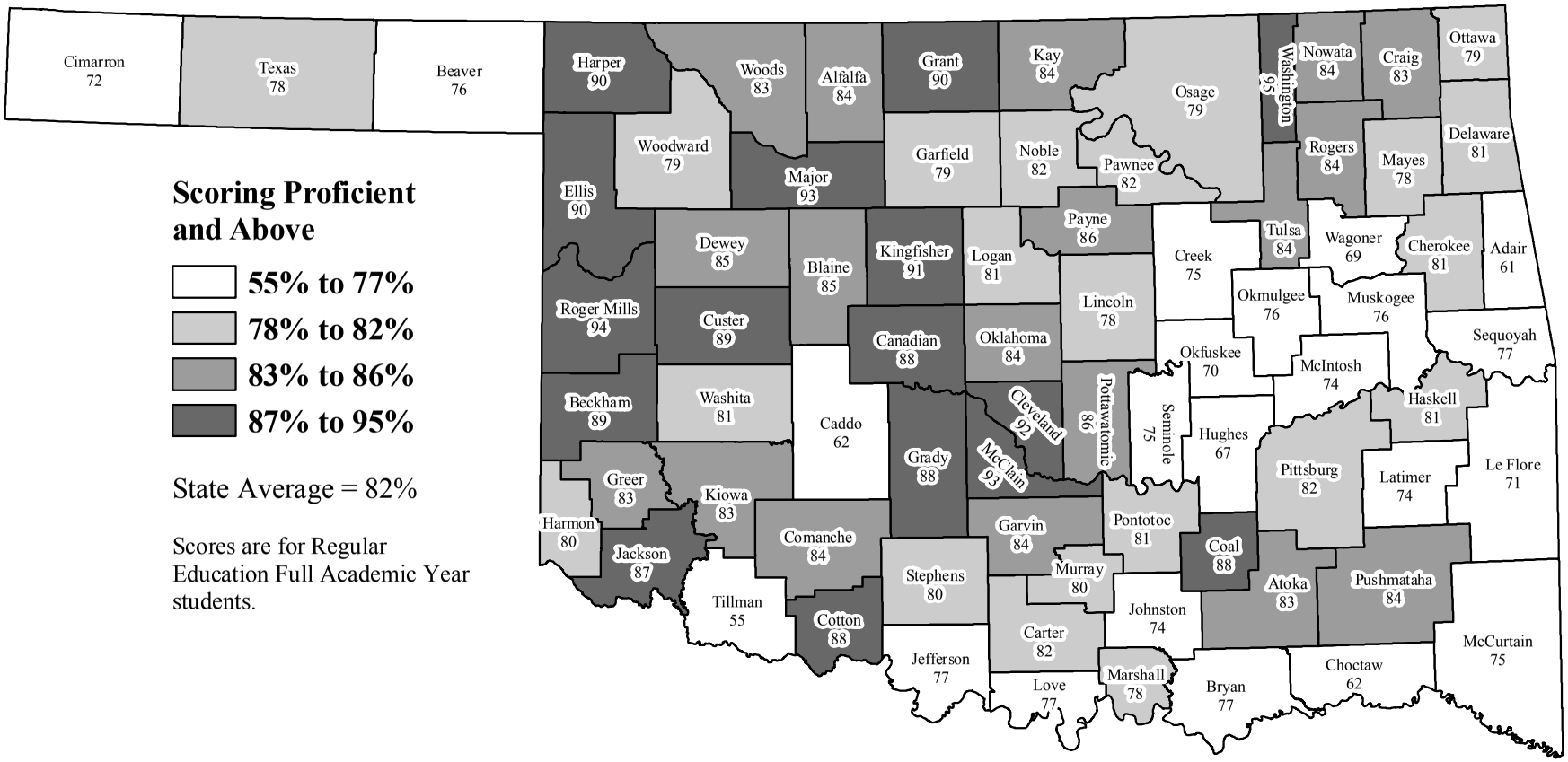
There are six counties that had over 90% of students score proficient and above on the Algebra I EOI and six counties had less than 70% of students score proficient and above. For the English II EOI, two counties had over 95% score proficient and above and six counties had less than 80%. On the U.S. History EOI, three counties had over 90% score proficient and above while four counties had below 65% score proficient and above. Four counties had over 90% of students score proficient and above on the Biology I EOI and three counties below 70%.

For the Algebra II EOI, four counties had over 85% score proficient and above and eight counties had less than 50%. In the English III EOI, eleven counties had over 95% score proficient and above while three counties had below 80% score proficient and above. Three counties had over 95% of students score proficient and above in Geometry EOI and three counties with less than 70% score proficient and above.

Battiest P.S. in McCurtain Co. had 100% of its students score proficient and above in six of the seven EOIs. Lomega P.S. in Kingfisher Co. and Mountain View-Gotebo P.S. in Kiowa Co. had 100% of their students score proficient and above in five of the seven EOIs.. Five other school districts had 100% of its students score proficient and above in four of the seven

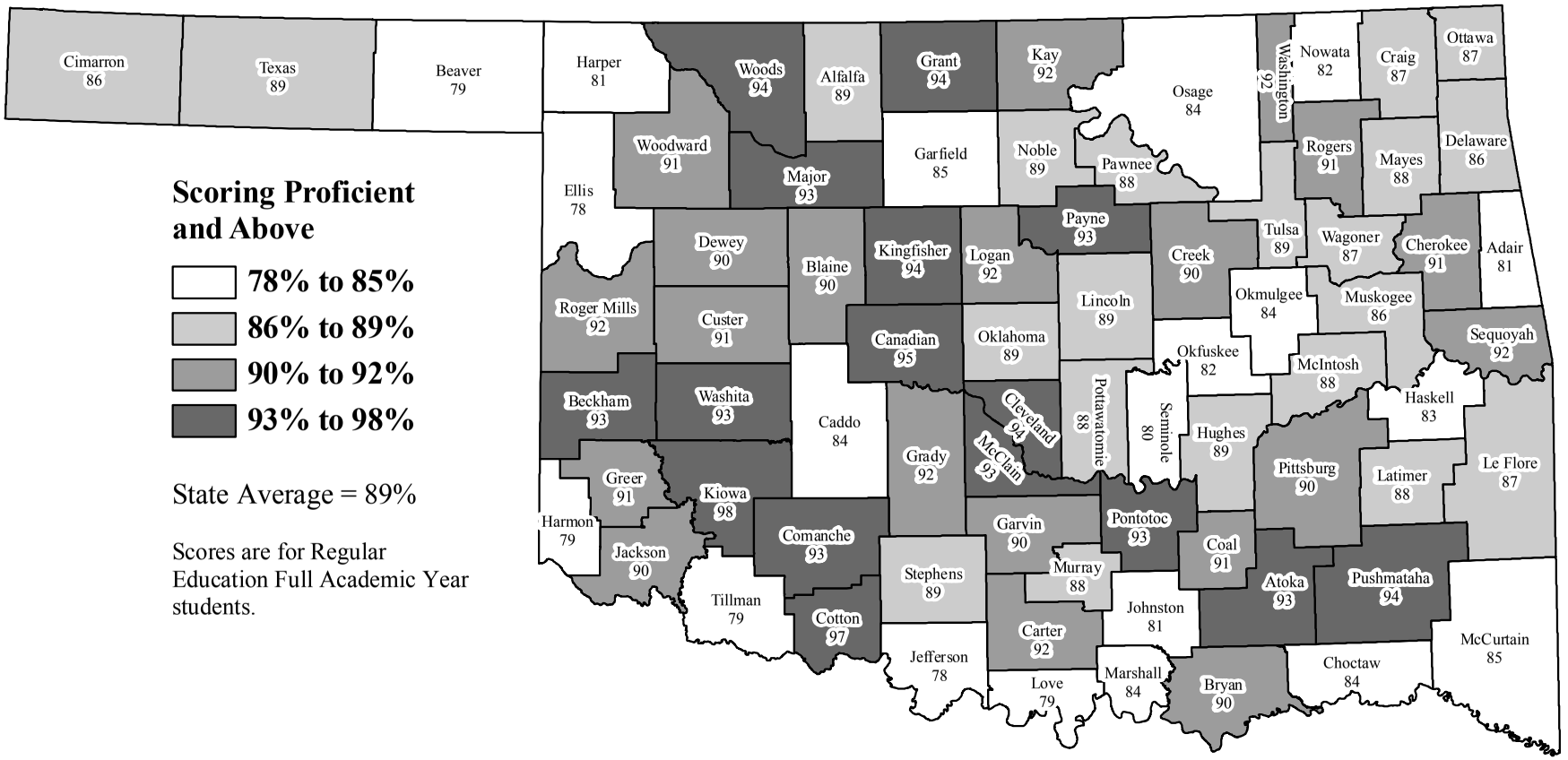
Three counties (Beckham, Canadian and Cleveland) had their scores of proficient and above fall in the top quartile of every EOI subject tested and only one county (Tillman) had its scores of proficient and above fall in the bottom quartile of every EOI subject tested.

Figure 67
HIGH SCHOOL EOI TEST – ALGEBRA I
Percent of Students Scoring Proficient and Above
2010-11 School Year



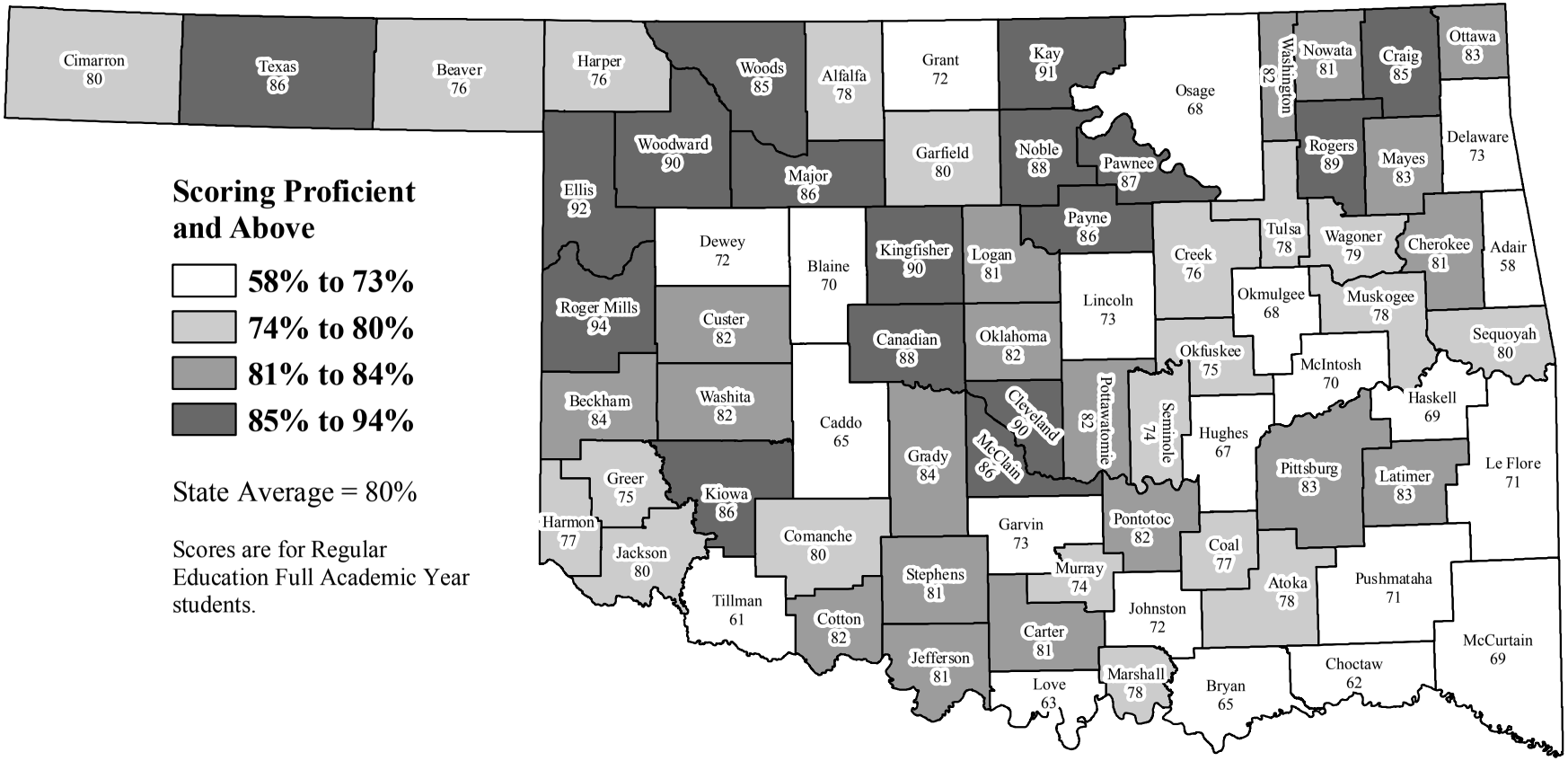
Source: Oklahoma State Department of Education

Figure 68
HIGH SCHOOL EOI TEST – ENGLISH II
Percent of Students Scoring Proficient and Above
2010-11 School Year



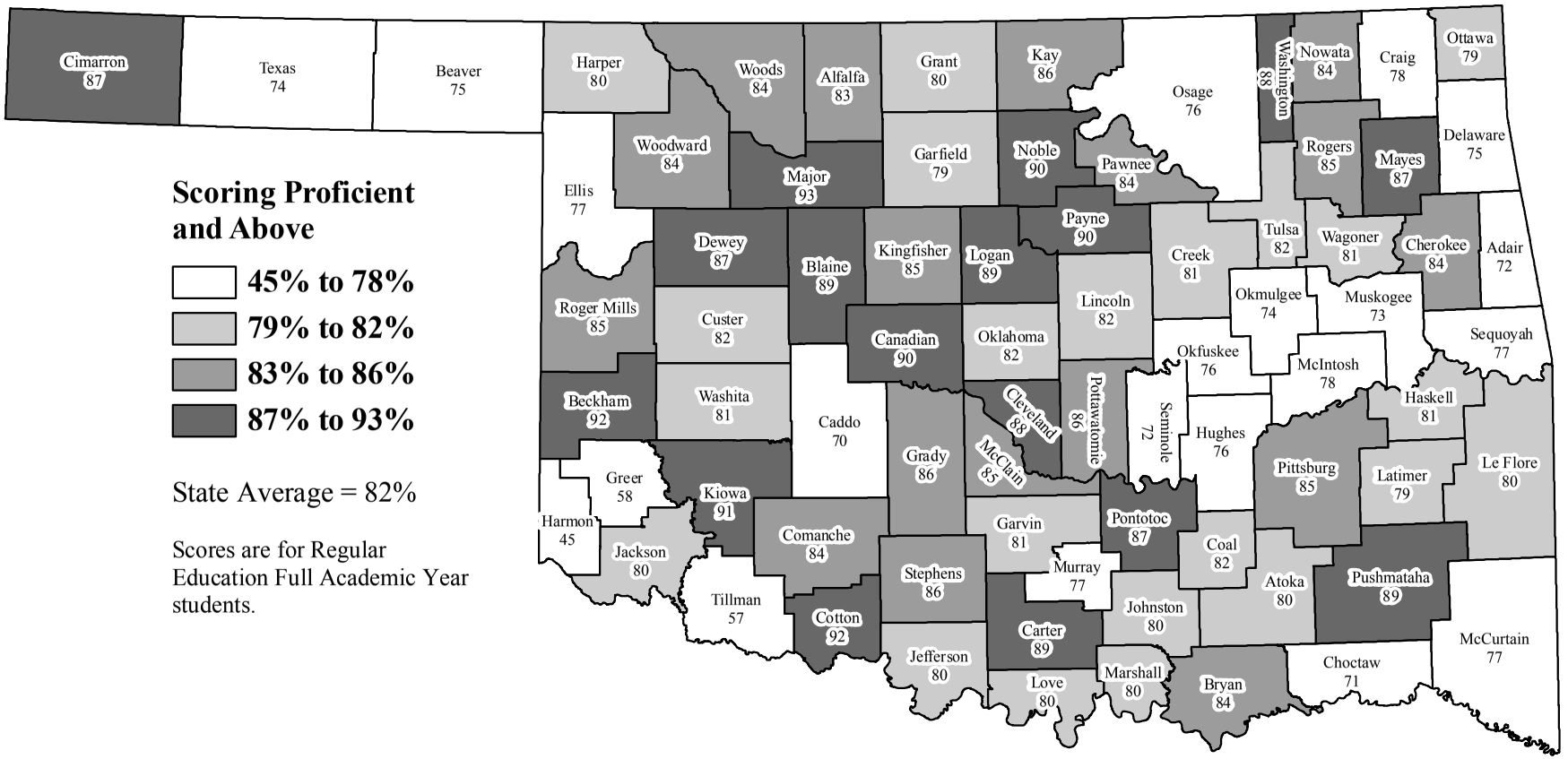
Source: Oklahoma State Department of Education

Figure 69
HIGH SCHOOL EOI TEST – U.S. HISTORY
Percent of Students Scoring Proficient and Above
2010-11 School Year



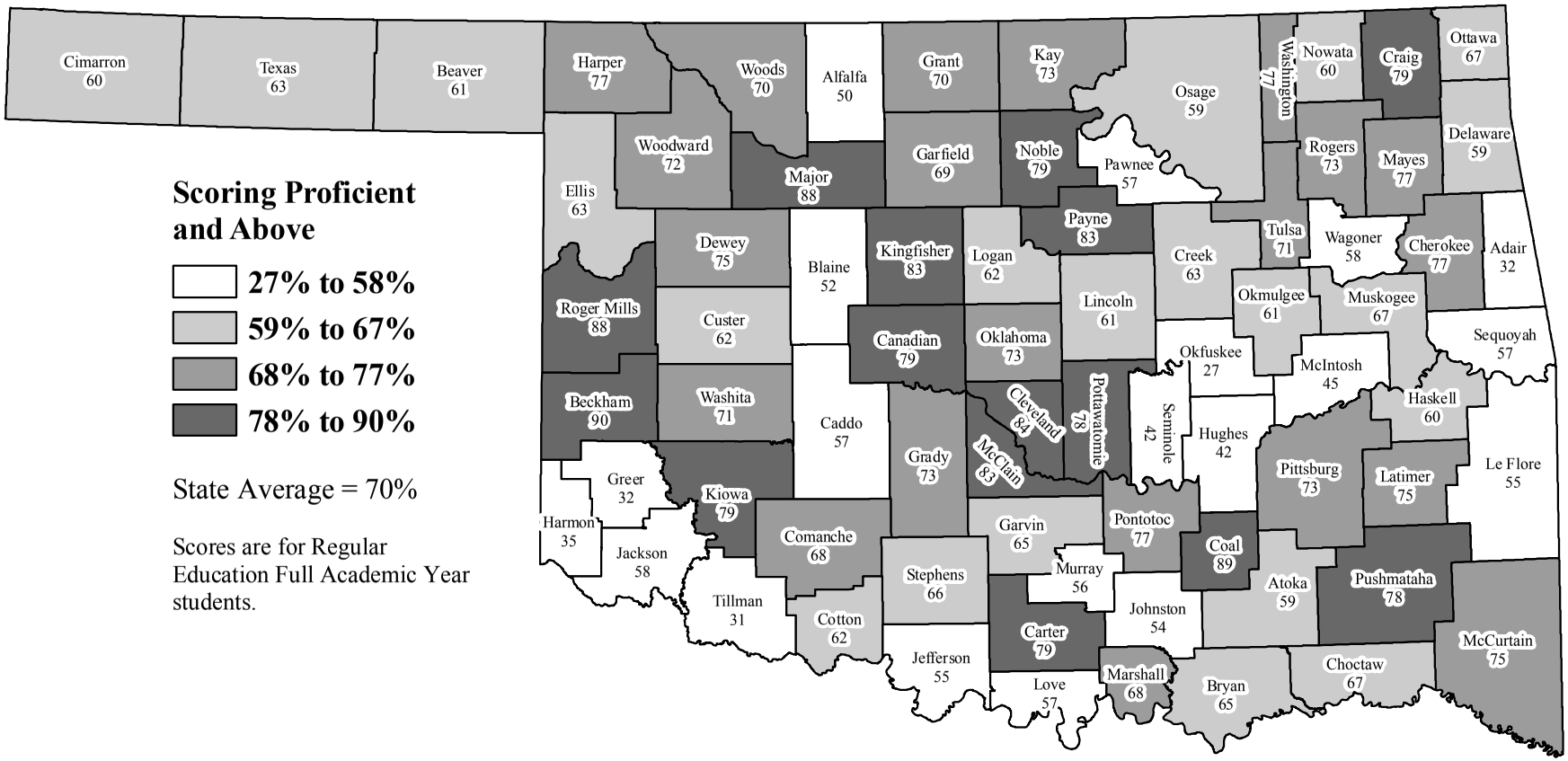
Source: Oklahoma State Department of Education

Figure 70
HIGH SCHOOL EOI TEST – BIOLOGY I
Percent of Students Scoring Proficient and Above
2010-11 School Year



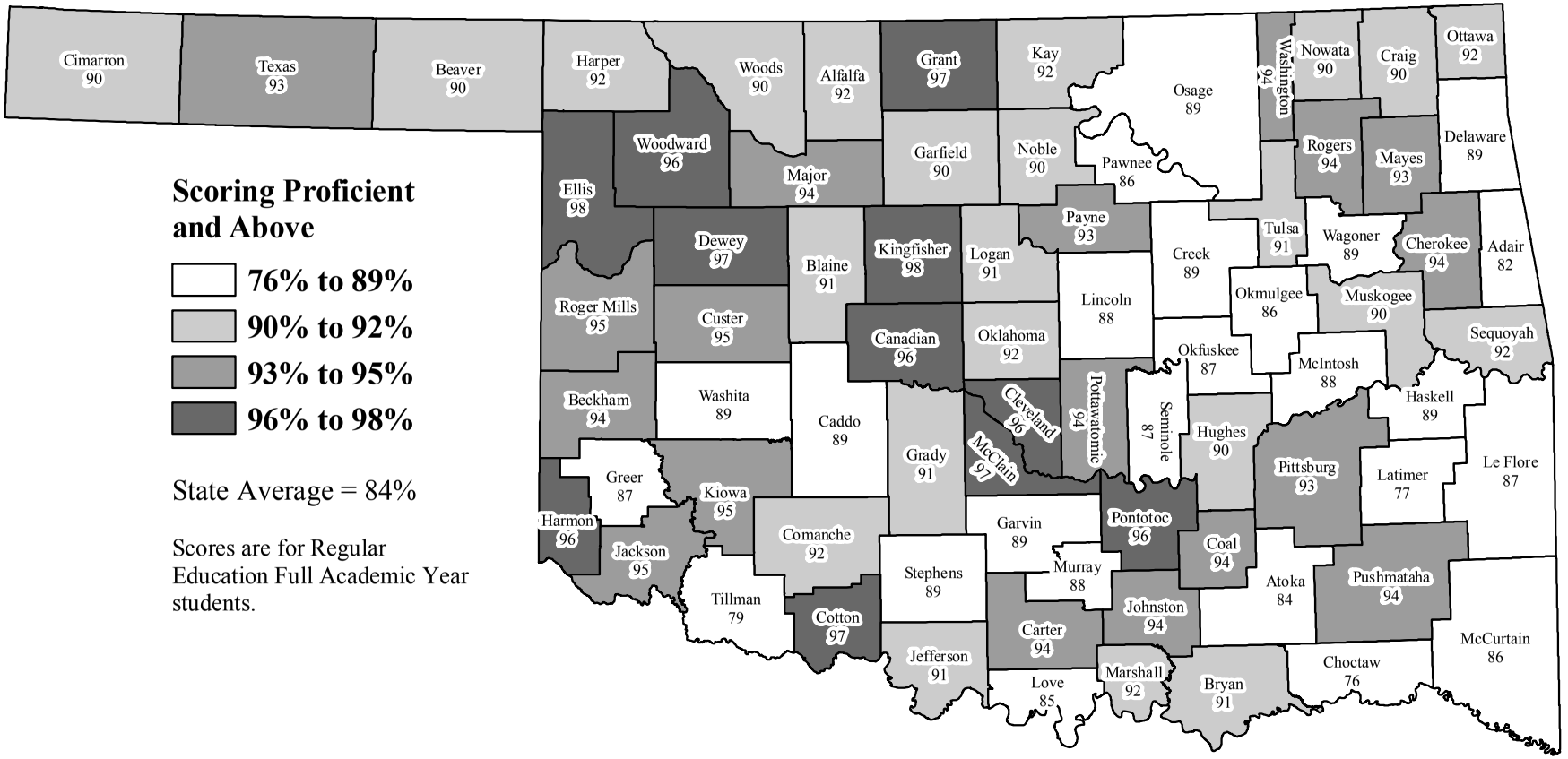
Source: Oklahoma State Department of Education

Figure 71
HIGH SCHOOL EOI TEST – ALGEBRA II
Percent of Students Scoring Proficient and Above
2010-11 School Year



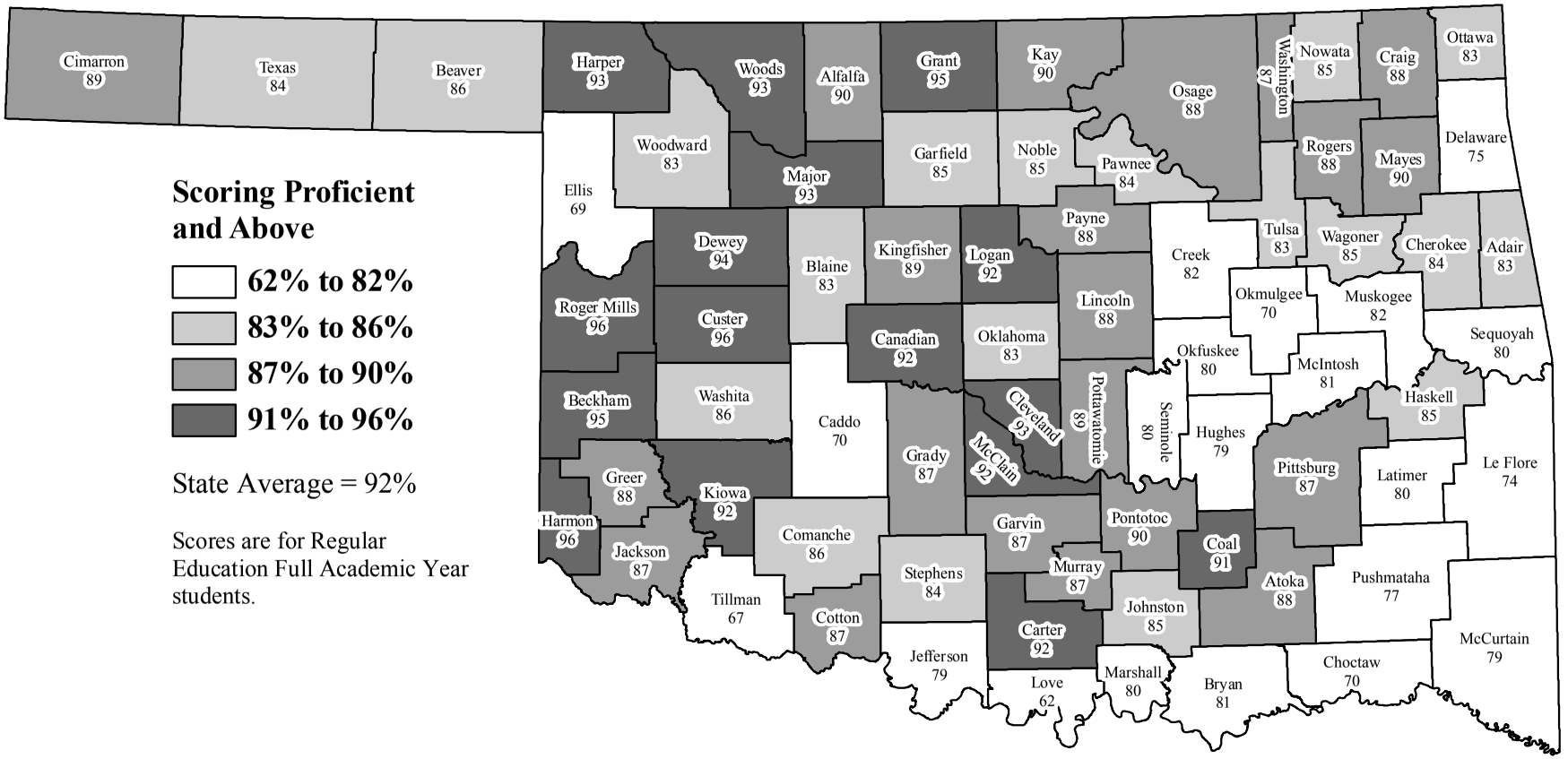
Source: Oklahoma State Department of Education

Figure 72
HIGH SCHOOL EOI TEST – ENGLISH III
Percent of Students Scoring Proficient and Above
2010-11 School Year



Source: Oklahoma State Department of Education

Figure 73
HIGH SCHOOL EOI TEST – GEOMETRY
Percent of Students Scoring Proficient and Above
2010-11 School Year

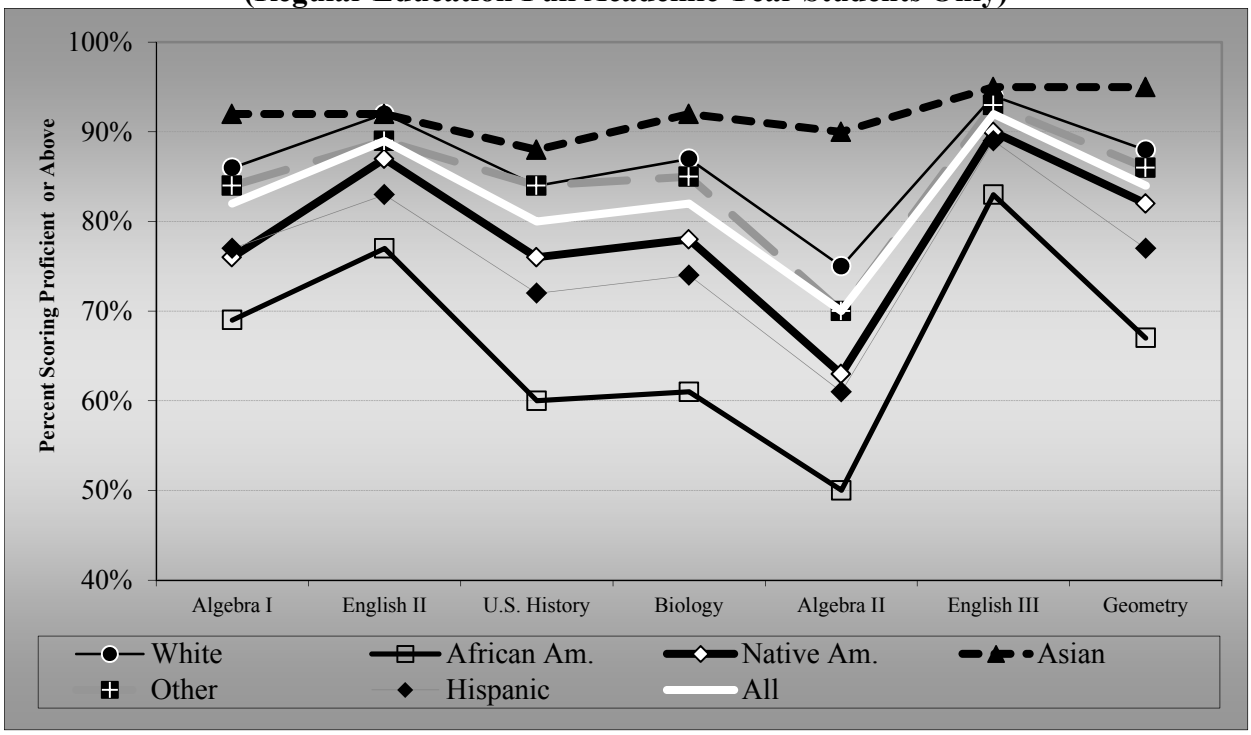


Source: Oklahoma State Department of Education

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 74 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 74
Oklahoma EOI Results by Race and Gender
Percent Scoring Proficient and Above
2010-11
(Regular Education Full Academic Year Students Only)



	Algebra I	English II	U.S. History	Biology	Algebra II	English III	Geometry
Male	81%	87%	85%	83%	69%	90%	85%
Female	82%	91%	79%	81%	71%	93%	84%
White	86%	92%	84%	87%	75%	94%	88%
African Am.	69%	77%	60%	61%	50%	83%	67%
Native Am.	76%	87%	76%	78%	63%	90%	82%
Asian	92%	92%	88%	92%	90%	95%	95%
Other	84%	89%	84%	85%	70%	93%	86%
Hispanic	77%	83%	72%	74%	61%	89%	77%
All	82%	89%	80%	82%	70%	92%	84%

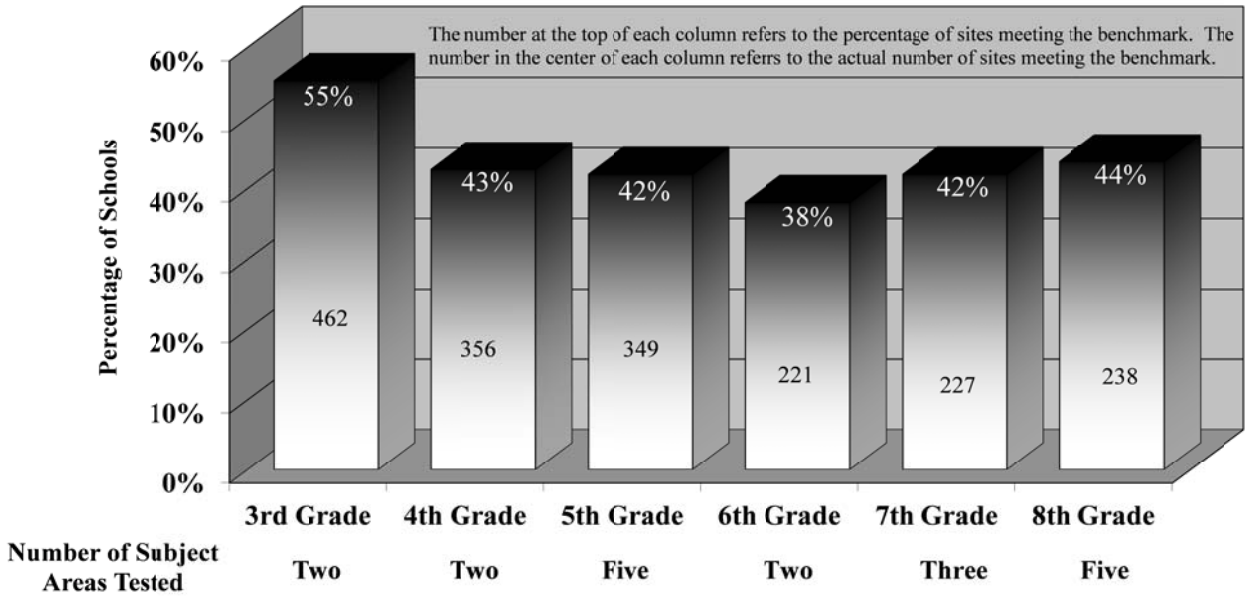
Data source: Oklahoma State Department of Education

The Education Oversight Board's 70% Performance Benchmark

Just as students are expected to perform at a minimum level of competency, schools should also be able to achieve a minimum level of performance. In April of 1998, in an attempt to evaluate schools' overall performance in preparing students for the Oklahoma Core Curriculum tests, the Secretary of Education and Education Oversight Board chose 70% of Regular Education students achieving a score of Proficient and above as a reasonable minimum performance benchmark for schools to achieve. Figure 75 displays the number of schools that were able to meet this benchmark in all subject areas tested as part of the OSTP.

The statewide results of the Core Curriculum tests for the 2010-11 school year show mixed results, with a the number of sites meeting the 70% benchmark but with much room for improvement. This shows the Oklahoma students that can satisfactorily perform the skills outlined in PASS. If the percentage of students achieving "Proficient" at each site across the state were similar to these schools results, Oklahomans would have little to worry about concerning their K-12 education system. However, student performance varies greatly from site to site across the state.

Figure 75
Schools with 70% or More Students Scoring Proficient and Above On All Subject Areas Tested by OCCT by Grade 2010-11
(Regular Education Full Academic Year Students Only)



Data Source: Oklahoma State Department of Education

Fifth and eighth grades must have 70% of students score proficient or above on five different tests to meet the performance benchmark. Seventh grade have three tests and third, fourth, and sixth grades have two tests to meet the benchmark. Over half (55%) of the third grade sites in the state met the 70% performance benchmark in 2010-11 up from 51% in 2009-10. Thirty-seven more 3rd grade sites met the benchmark in 2010-11 than in 2009-10. All other grades also saw improvements in the number of sites meeting the benchmark. Fourth grade sites had 43% pass the 70% performance benchmark; up 23 sites from 2009-10. There were 29 more fifth grade sites (42%) and 22 more six grades sites (38%) pass the benchmark in 2010-11 over 2009-10. The number of seventh grades increased the most of any grade by 52 for 42% meeting the 70% performance benchmark. Eighth sixth grade sites had a 44% with 49 more sites (the second most sites by grade) pass the 70 performance benchmark in 2010-11 than in 2009-10.

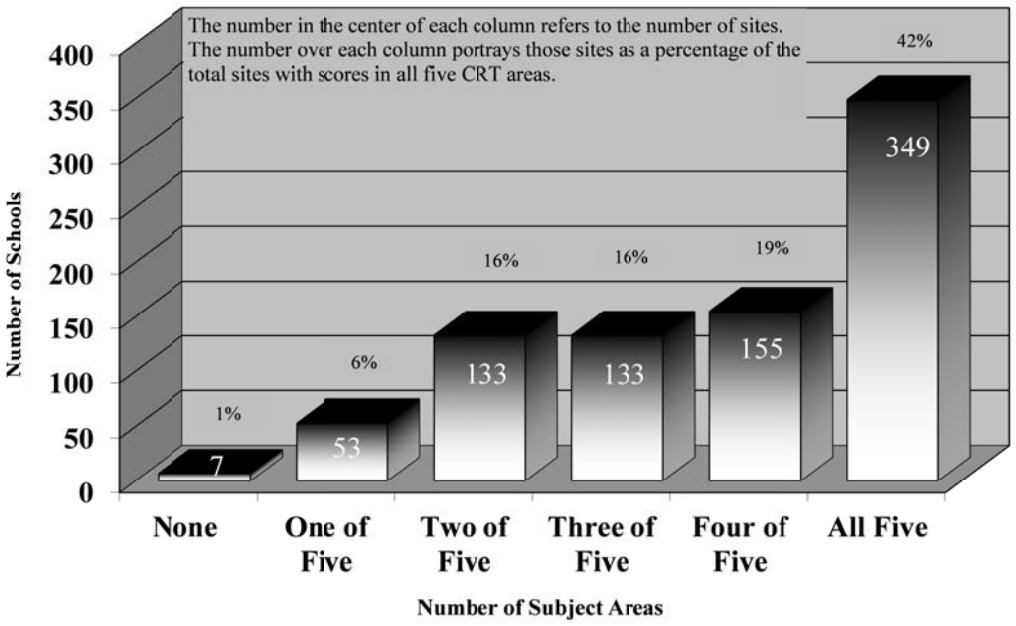
Overall school performance in preparing students for PASS objectives as measured by the Oklahoma Core Curriculum tests (OCCT) in 5th and 8th grades are displayed in Figures 76 and 77. Only these two grades were used in this detailed analysis because they have the most extensive battery of tests administered under the OSTP. These figures show by grade the number of subject areas in which schools were able to achieve the Performance Benchmark. In 2010-11, 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 but for the first time 8th grade sites have a slightly higher percentage of sites meeting the five-out-of-five benchmark. Forty-two percent of the 5th grade sites and forty-four percent of the 8th grade sites were able to achieve five-out-of-five on the Performance Benchmark. While many schools do perform well on the OCCT, there is great concern for those that do not. There were 60 elementary schools (7.2%) and 11 middle schools/junior highs (2.0%) that had 70% of their students to score proficient 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 74 and 75. In 5th grade, districts with the C1 community grouping designation had 81.8% (36 of 44) of sites achieving a five-out-of-five on the Performance Benchmark, whereas, only 16.9% (13 of 77) of the schools from districts with the designation of F2 achieved this level of performance. In 8th grade, districts with the B1 (24 of 25) community grouping designations lead the pack on the Performance Benchmark with 96% 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 21.2% (7 of 33).

There were 7 sites for 5th grade but zero sites for 8th grade for 2010-11 that were unable to meet the benchmark in <u>any</u> of the subjects areas tested. This is an improvement from 2009-10 when 15 sites in 5th grade and 2 sites in 8th grade were unable to meet the benchmark in <u>any</u> of the subjects tested.

Figure 76
Fifth Grade Schools with 70% or More of Students Scoring Proficient and Above On the Oklahoma Core Curriculum Test by Number of Subject Areas: 2010-11
(Regular Education Full Academic Year Students Only)

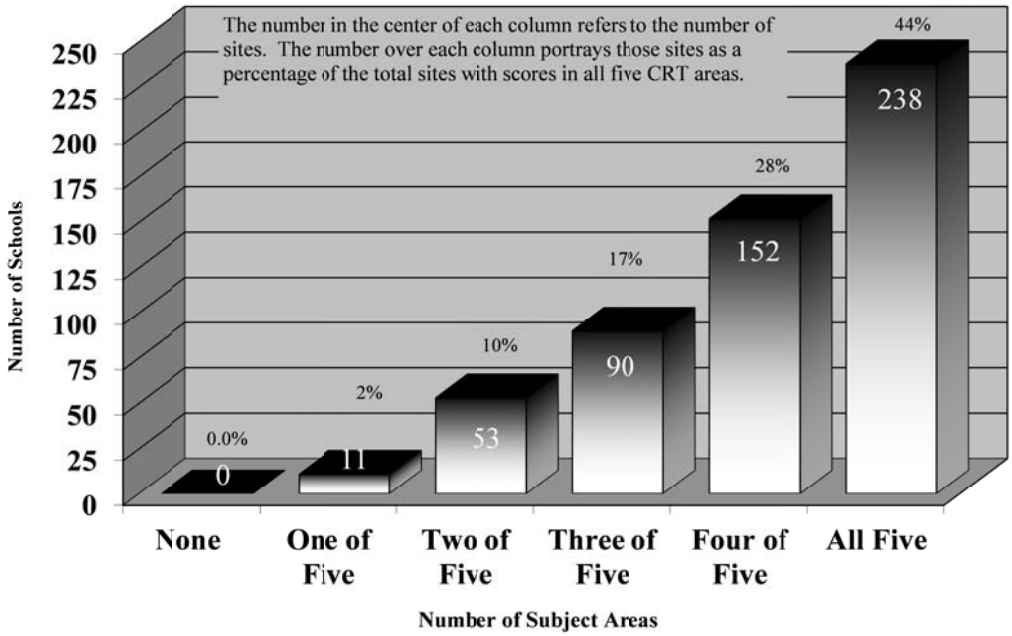


Number of School Sites Scoring Proficient by Size of the District in which the Site Operates

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Proficient" by Number of Subject Areas						
		None	One	Two	Three	Four	All Five	**Total**
25,000 or More	**A2**	3	17	33	21	14	27	**115**
10,000 - 24,999	**B1**	0	0	3	8	18	78	**107**
	B2	0	0	3	2	3	27	**35**
5,000 - 9,999	**C1**	0	0	1	3	4	36	**44**
	C2	0	2	6	2	6	11	**27**
2,000 - 4,999	**D1**	0	0	3	2	5	21	**31**
	D2	1	3	3	4	5	18	**34**
1,000 - 1,999	**E1**	0	0	2	1	10	23	**36**
	E2	0	3	8	7	8	16	**42**
500 - 999	**F1**	0	1	3	3	7	13	**27**
	F2	0	4	16	25	19	13	**77**
250 - 499	**G1**	0	1	6	8	10	20	**45**
	G2	2	11	24	27	17	20	**101**
Less than 250	**H1**	1	1	2	4	7	12	**27**
	H2	0	10	20	16	22	14	**82**
Total Sites	**All**	**7**	**53**	**133**	**133**	**155**	**349**	**830**

Data Source: Oklahoma State Department of Education.

Figure 77
Eighth Grade Schools with 70% or More of Students Scoring Proficient and Above On the Oklahoma Core Curriculum Test by Number of Subject Areas: 2010-11
(Regular Education Full Academic Year Students Only)



Number of School Sites Scoring Proficient 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 "Proficient" by Number of Subject Areas						
		None	One	Two	Three	Four	All Five	**Total**
25,000 or More	**A2**	0	4	14	4	4	7	**33**
10,000 - 24,999	**B1**	0	0	0	0	1	24	**25**
	B2	0	0	0	1	4	5	**10**
5,000 - 9,999	**C1**	0	0	0	0	3	9	**12**
	C2	0	0	0	2	2	3	**7**
2,000 - 4,999	**D1**	0	0	0	1	4	9	**14**
	D2	0	0	1	0	8	11	**20**
1,000 - 1,999	**E1**	0	0	0	3	8	25	**36**
	E2	0	0	4	5	12	17	**38**
500 - 999	**F1**	0	0	2	5	5	15	**27**
	F2	0	0	3	17	29	25	**74**
250 - 499	**G1**	0	0	6	5	12	20	**43**
	G2	0	4	13	29	25	29	**100**
Less than 250	**H1**	0	0	2	2	8	15	**27**
	H2	0	3	8	16	27	24	**78**
Total Sites	**All**	**0**	**11**	**53**	**90**	**152**	**238**	**544**

Data Source: Oklahoma State Department of Education.

25% Advanced Performance Benchmark

When the Education Oversight Board initiated the 70% Performance Benchmark for the 1996-97 school year, the benchmark was quite discriminating in that only 85 schools offering 8th grade held the distinction. With the passing of time, teachers, counselors, and administrators have worked very hard to improve the performance of students; however, the testing companies contracted to design and score the tests and the rigor of some subjects included in the state testing program have also changed. Over the years, a school's achieving the 70% Performance Benchmark has become much more common and the Education Oversight Board felt the need to establish a more rigorous point of reference. Beginning with the *Profiles 2007*, the board adopted the 25% Advanced Performance Benchmark or 25% of Regular Education students achieving a score of advanced in all subject areas tested to identify those truly superior schools. Below are the results of the Education Oversight Board's 25% Advanced Performance Benchmark by grade level. Now in its fifth year, this benchmark is displayed as a star on the Office of Accountability's *2011 School Report Cards*.

Eighty-three (83) school sites (3rd through 8th) achieved the 25% Advanced Performance Benchmark. Nineteen school sites in the state have multiple grades making the advanced benchmark. Seventh grade school sites lead all grades in 2010-11 with 48 sites or 8.9% of all 7th grade sites meeting the advanced benchmark. This is up from 2006-07 when only 15 7th grade sites or 2.7% met the advanced benchmark. Fifth grade sites had the 2nd most school sites meet the advanced benchmark at 18. There were 104 total stars in the 83 school sites in 2010-11. This is up from the 71 stars at 63 sites in 2009-10 but down from the 110 stars at 95 sites in 2008-09. There were only 60 stars in 2006-07, the first year of the 25% Advanced Performance Benchmark.

Figure 78
Schools with 25% or More of Students Scoring Advanced On All Subject Areas Tested by the Oklahoma Core Curriculum Test By Grade 2010-11
(Regular Education Full Academic Year Students Only)

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Number of Sites	6	3	18	15	48	14
Percent of Sites	0.7%	0.4%	2.2%	2.6%	8.9%	2.6%

Data Source: Oklahoma State Department of Education

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 levels 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 by groups not individual students. 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. This schedule of NAEP assessments assumes continuing legislative authority. The schedule may also be augmented, with advance public notice, as resources permit. The schedule through 2017 was approved by the National Assessment Governing Board in December 2011. Figure 79 shows the subjects tested at the state level by year and grade.

Figure 79
National Assessment of Educational Progress (NAEP) Testing Schedule
State Results by Year, Subject, and Grade Tested

	Reading		Math		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	Tested	Tested	Tested	Tested		Tested		
2013	Planned	Planned	Planned	Planned				
2015	Planned	Planned	Planned	Planned	Planned	Planned		
2017	Planned	Planned	Planned	Planned			Planned	Planned

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

Oklahoma's Relative Rank

NAEP is an enormously important evaluation instrument for Oklahoma. It is the only means by which Oklahoma can judge its position and progress relative to that of the nation at the elementary school level. Although there are some areas of improvement, Oklahoma's overall performance is lagging behind that of the nation as a whole.

On the 2011 NAEP reading test, Oklahoma's as well as the nation's 4th grade scores are lower than the 8th grade test scores. Oklahoma fourth grade students scored 215 compared to 220 for their national counterparts. 4th grade reading scores for 2011 dropped two scale points in Oklahoma from 2009 and remained the same for the United States. Oklahoma's 4th grade rank fell two places from 37th in 2009 to 39th in 2011. Oklahoma's 4th grade scores have risen 1 scale point since 2003 and the nation's score has increased 4 scale points over the same period. This indicates that since 2003 our 4th grade students have lost ground compared to the nation (Figure 80). The 8th grade score in Oklahoma was only one scale point higher than the nation's in 2003 – 262 to 261. For 2011, Oklahoma 8th graders scored 260 compared to 264 for the nation – a four scale point difference. For Oklahoma, the 2011 score is one point more than in 2009 while the nation is up two points for the same time period. Oklahoma's 8th grade score ranks 38th in 2011, the same rank as in 2009.

While still lower than the nation's scores, Oklahoma's math scores on NAEP have been on the rise (Figure 75). In 4th grade, Oklahoma scores have increased 8 points from 2003 to 2011 and the nations have increased 6 points, meaning Oklahoma's 4th graders have gained two points on the nation. Scores for 4th graders were the same in 2011 as they were in 2009 and 2007 for Oklahoma and there was a one point increase for the United States between 2009 and 2011. Ten states had scale scores lower than Oklahoma's on the 4th grade NAEP math test. With no relative change, Oklahoma's 8th graders scores are the same, four standard scores behind the nation on the NAEP test for 2011 as they were in 2003. Eleven states had lower scores on the NAEP 8th grade mathematics test than did Oklahoma (Appendix E). From 2009 to 2011, Oklahoma did increase its math test score rank in 8th grade by three points while the nation increased by one point. The 4th grade rank lowered from 36th to 37th while the 8th grade rank improved slightly from 40th to 38th.

For the 2011 NAEP science tests, only 8th grade tests were administered. For 2011 8th grade science, Oklahoma's 148 scale score is behind the national average of 151 by three. Both Oklahoma and the nation increased two scale scores from 2009 to 2011 in 8th grade science. Oklahoma was tied for 38th on the 8th grade science test in 2011. In 4th grade for 2009, Oklahoma came in about the middle of the pack, behind the nation by one scale score (Oklahoma 148; Nation 149). At that time, Oklahoma was 30th in the 4th grade science test.

Writing was not tested as part of NAEP in 2009 and 2011 and 4th grade writing was not given in 2007. The 2007 8th grade writing results show that Oklahoma's score of 153, up from 150 in 2002, ranked them roughly in the middle of states tested (Appendix E). The national average was 154, up from 152 in 2002. The 4th grade 2002 writing results were less encouraging. Oklahoma's score of 142 was near the bottom of states tested. Only three states scored lower than Oklahoma. Oklahoma's 4th grade writing score was 11 points below the national average of 153. Writing is not scheduled again until 2017.

Oklahoma's Results by Race

The NAEP results were also released by race and again it is important to analyze Oklahoma's outcomes relative to the nation. Figure 80 also looks at and compares both Oklahoma's and the nation's trends over time on a race-by-race basis. In many subject areas and across racial categories, even in those areas where Oklahoma is making noticeable gains, the nation is outpacing Oklahoma. There are, however, pockets where Oklahoma is doing quite well and is above the national averages.

Math results show the most increases by racial categories. All races in Oklahoma, with the exception of Hispanics, are gaining ground or staying relatively the same to their national counterparts in 4th and 8th grade from 2003 to 2011. Black students in Oklahoma in 4th and 8th grade improved 13 points from 2003 to 2011 while only improving 8 and 10 points respectively for the nation. Oklahoma's American Indian students also did well overall and in comparison to the nation. Oklahoma American Indian 4th grade students improved 9 points and 8th grade students improved 8 points from 2003 to 2011. These are much better than the 3 point improvement for the nation's 4th grade American Indian students and the one point increase for the nation's 8th grade American Indian students over the same time period. Overall results for Oklahoma reading scores are mixed, with increases in all races for 4th graders between 2003 and 2011 but only Black and Hispanic 8th grade students had increases between 2003 and 2011.

Figure 80
National Assessment of Educational Progress
Scale Scores by Subject and Race
Oklahoma versus the Nation

WRITING RESULTS

Grade 4

	All	White	Black	American Indian	Hispanic
2002 Oklahoma	142	148	128	137	130
2002 Nation	153	159	139	138	140
Oklahoma Relative to Nation 2002	**-11**	**-11**	**-11**	**-1**	**-10**

Grade 8

	All	White	Black	American Indian	Hispanic
2007 Oklahoma	153	156	141	151	143
2002 Oklahoma	150	154	135	144	135
Change	***+3***	***+2***	***+6***	***+7***	***+8***
2007 Nation	154	162	140	143	141
2002 Nation	152	159	134	138	135
Change	***+2***	***+3***	***+6***	***+5***	***+6***
Oklahoma Relative to Nation Change 2002 to 2007	**+1**	**-1**	**0**	**+2**	**+2**

Figure 80 (continued)
National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation

READING RESULTS

Grade 4

	All	White	Black	American Indian	Hispanic
2011 Oklahoma	215	221	199	212	207
2009 Oklahoma	217	223	197	215	207
2007 Oklahoma	217	223	204	213	198
2005 Oklahoma	214	219	197	211	204
2003 Oklahoma	214	220	195	206	200
Change	***+1***	***+1***	***+4***	***+6***	***+7***
2011 Nation	220	230	205	204	205
2009 Nation	220	229	204	206	204
2007 Nation	220	230	203	206	204
2005 Nation	217	228	199	205	201
2003 Nation	216	227	197	202	199
Change	***+4***	***+3***	***+8***	***+2***	***+6***
Oklahoma Relative to Nation Change 2003 to 2011	**-3**	**-2**	**-4**	**+4**	**+1**

Grade 8

	All	White	Black	American Indian	Hispanic
2011 Oklahoma	260	265	247	256	251
2009 Oklahoma	259	264	247	258	246
2007 Oklahoma	260	266	243	256	241
2005 Oklahoma	260	265	243	254	247
2003 Oklahoma	262	267	240	257	250
Change	***-2***	***-2***	***+7***	***-1***	***+1***
2011 Nation	264	272	248	253	251
2009 Nation	262	271	245	252	248
2007 Nation	261	270	244	248	246
2005 Nation	260	269	242	251	245
2003 Nation	261	270	244	248	244
Change	***+3***	***+2***	***+4***	***+5***	***+7***
Oklahoma Relative to Nation Change 2003 to 2011	**-5**	**-4**	**+3**	**-6**	**-6**

Figure 80 (continued)
National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation

MATH RESULTS

Grade 4

	All	White	Black	American Indian	Hispanic
2011 Oklahoma	237	243	224	234	227
2009 Oklahoma	237	241	222	234	229
2007 Oklahoma	237	242	220	234	227
2005 Oklahoma	234	240	217	229	226
2003 Oklahoma	229	235	211	225	220
Change	***+8***	***+8***	***+13***	***+9***	***+7***
2011 Nation	240	249	224	227	229
2009 Nation	239	248	222	225	227
2007 Nation	239	248	222	228	227
2005 Nation	237	246	220	227	225
2003 Nation	234	243	216	224	221
Change	***+6***	***+6***	***+8***	***+3***	***+8***
Oklahoma Relative to Nation Change 2003 to 2011	**+2**	**+2**	**+5**	**+6**	**-1**

Grade 8

	All	White	Black	American Indian	Hispanic
2011 Oklahoma	279	286	262	273	264
2009 Oklahoma	276	282	261	269	263
2007 Oklahoma	275	280	258	269	259
2005 Oklahoma	271	278	249	267	257
2003 Oklahoma	272	278	249	265	258
Change	***+7***	***+8***	***+13***	***+8***	***+6***
2011 Nation	283	293	262	266	269
2009 Nation	282	293	261	266	266
2007 Nation	280	291	260	264	265
2005 Nation	278	288	254	266	261
2003 Nation	276	287	252	265	258
Change	***+7***	***+6***	***+10***	***+1***	***+11***
Oklahoma Relative to Nation Change 2003 to 2011	**0**	**+2**	**+3**	**+7**	**-5**

Figure 80 (continued)
National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation

SCIENCE RESULTS

Grade 4

	All	White	Black	American Indian	Hispanic
2009 Oklahoma	148	156	125	145	131
2005 Oklahoma	150	157	126	147	137
2000 Oklahoma	151	157	127	145	135
Change	**-3**	**-1**	**-2**	**0**	**-4**
2009 Nation	149	162	127	137	130
2005 Nation	149	161	128	139	132
2000 Nation	145	158	121	135	121
Change	**+4**	**+4**	**+6**	**+2**	**+9**
Oklahoma Relative to Nation Change 2000 to 2009	**-7**	**-5**	**-8**	**-2**	**-13**

Grade 8

	All	White	Black	American Indian	Hispanic
2011 Oklahoma	148	156	126	146	135
2009 Oklahoma	146	155	124	142	127
2005 Oklahoma	147	155	120	139	132
2000 Oklahoma	149	155	125	142	129
Change	**-1**	**+1**	**+1**	**+4**	**+6**
2011 Nation	151	163	129	141	137
2009 Nation	149	161	125	138	131
2005 Nation	147	159	123	134	127
2000 Nation	148	159	120	146	125
Change	**+3**	**+4**	**+9**	**-5**	**+12**
Oklahoma Relative to Nation Change 2000 to 2011	**-4**	**-3**	**-8**	**+9**	**-6**

Oklahoma students testing in the NAEP reading show mixed results but there are some high points to focus on. In 4th grade reading, Hispanic students showed the most improvement from 2003 to 2011 by increasing seven points from 200 to 207. American Indian 4th grade students had the best relative change compared to the nation with a four point increase. American Indian and Hispanic students were the only races in Oklahoma above their nation counterparts. In 2011, Oklahoma American Indian

students had a 4th grade reading score of 212 compared to 204 for the nation and Oklahoma Hispanics students had a score of 207 compared to 205 for the nation.

For 8th grade reading, Oklahoma Black students had the best improvement by race from 2003 to 2011 with a seven point increase, 240 to 247. 8th grade Black students had the only positive relative change to the nation with a three point increase. American Indian students in 8th grade were the only racial category to outpace the nation, 256 to 253.

Oklahoma's Performance by Achievement Categories

Another way to look at the NAEP results is by the percentage of students that score in each of four achievement categories. Figure 81 looks at the results by subject area and the scores are presented as the percentage of students that scored in each of the four achievement levels of Below Basic, Basic, Proficient, and Advanced.

Much of the analysis provided in the NAEP reports prior to 2005 focused on the percentage of students that performed at the Proficient and above (Proficient and Advanced combined). Until the release of the 2002 NAEP results, Oklahoma generally performed slightly behind the nation in the percentage of students scoring Proficient and above. Oklahoma has done a good job pulling kids from the Below Basic category into the Basic category. It could be construed that Oklahoma was "holding its own" relative to the nation if the percentage of students in the Basic and above were taken into consideration. In almost all grades and subjects, Oklahoma has lowered the percentage of students in the Below Basic category.

Looking at the results by subject area, Oklahoma's performance on the 8th grade writing test (Figure 81) has improved slightly over the past 5 years. In 2002 for 8th grade, Oklahoma and the nation had the same percentage of students scoring Below Basic (16%) and Oklahoma outperformed the nation by only three percentage points (57% to 54%) scoring Basic. With the release of the 2007 results, the percentage of Oklahoma's 8th grade students scoring Below Basic had improved to 11%, a five percentage point decrease and the nation had improved three percentage points to 13%, meaning Oklahoma improved slightly more than the nation. Looking at the percentage scoring Basic only, the nation had gained three percentage points to Oklahoma's six. This gives Oklahoma a Basic score of 63% in 2007. For the percentage scoring Proficient and above, the nation had gained one percentage point while Oklahoma stayed the same, putting the nation at 31% and Oklahoma at 27%.

Fourth grade writing was only tested in 2002 and the results there are less encouraging. Oklahoma lagged by six percentage-points (21% to 15%) in the Below Basic category and by 11-percentage-points (16% to 27%) in the Proficient and above category. Hopefully, Oklahoma will see improvements in all categories including Proficient and above when tested again in 2017.

The results for 4th grade reading show very little change from 2003 to 2011. Oklahoma students, as well as students nationally, show virtually no change from 2003 to 2005. For 2003 and 2005, Oklahoma 4th grade students had 60% score at the Basic and above level while 62% scored at that level for the nation. Proficient and above was 26% in Oklahoma and 30% nationally in 2003. In 2009, Oklahoma's percentage scoring Basic and above had increased five percentage points to 65% and the nation's score had increased four percentage points to 66%. Oklahoma dropped slightly in 2011 to 63% scoring Basic

and above while the nation stayed the same. Oklahoma decreased one percentage point from 2009 to 2011 in the percentage of students scoring Proficient or above to 26%. The nation increased one percentage point over the same period to 32%.

There was no change in the percentage of 8th graders reading Basic and above in Oklahoma between 2009 and 2011. Oklahoma students scoring Advanced increased 1 percentage point between 2009 and 2011. Nationwide, those scoring Basic and above increased one percentage point from 2009 to 2011 and those scoring Advanced also increased one percentage point. Since 2003, the national levels of 8th grade reading at Basic and above have hovered between 71% and 74%. From 2009 to 2011, the percentage of Oklahoma's students scoring in the Basic category decreased one percentage point from 47% to 46% and the percentage in the Proficient and above category increased one percentage point from 26% to 27%. The nation's 8th grade students scoring Basic remained at 43% from 2009 to 2011 while students scoring Proficient and above increased two percentage points from 30% to 32%.

Mathematics is the subject in which Oklahoma's scores have improved most dramatically. Even with an increase of seven percentage points in the Proficient and above range, Oklahoma's 8th grade students remained seven percentage points behind the nation in 2011, the same as in 2003. For 2003, in the Proficient or above category, Oklahoma's 8th graders trailed behind the nation, 20% to 27%. Again, even with increases, the difference remained the same in 2011, Oklahoma's 8th graders lagged by seven percentage points, 27% to 34%. 8th grade students in both the nation and Oklahoma also improved seven percentage points in the Basic and above category. The nation increased from 66% to 73% and Oklahoma increased from 64% to 71% from 2003 to 2011. In 2011, Oklahoma and the nation had 28% of 8th grade students score Below Basic. Oklahoma outpaced the nation by decreasing seven percentage points from 2003 while the nation only decreased by five percentage points.

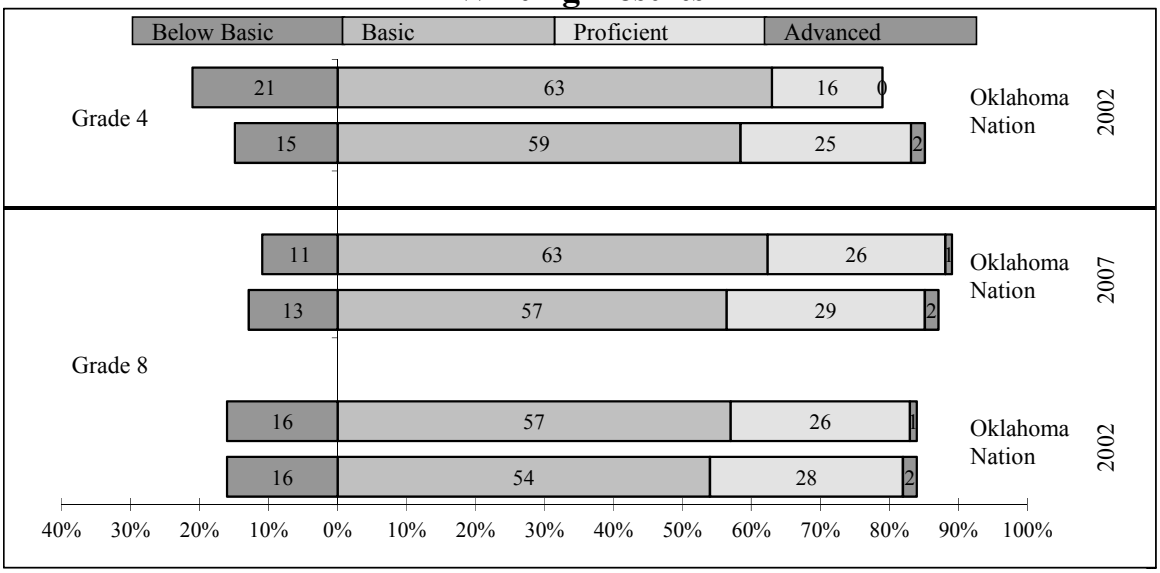
Oklahoma 4th graders in mathematics are doing well at improving scores when compared to the nation. Oklahoma has gone from being behind the nation in the Basic and above category in 4th grade in 2003 (73% to 77%) to being ahead of the nation in 2011 (83% to 81%). 4th grade math students in Oklahoma improved from 22% to 34% in the Proficient and above category - twelve percentage points - while the nation only improved from 32% to 39% - seven percentage points. Oklahoma is doing a better job of shifting students out of the Below Basic category than the nation. In 2003, the nation had 24% of 4th grade students scoring in the Below Basic category. By 2009, this was down to 18%, a 6 percentage point decrease. In Oklahoma in 2003, 26% of students scored in the Below Basic category. By 2011, this was also down to 17%, but that represents a 9 percentage point drop. Hopefully, these changes will continue and Oklahoma will be able to enjoy an advantage over the nation in subsequent testing cycles.

The NAEP science results show mixed results. NAEP did not conduct a science test in 2007 and only conducted the 8th grade test in 2011. The 4th grade 2009 science results show that Oklahoma had a larger percentage of students in the Basic category than did the nation, 45% to 39%. Oklahoma was only one percentage point above the nation in the Basic and above category, 73% to 72% in the 4th grade. For 2011, Oklahoma's 8th graders lagged the nation by five percentage points (26% to 31%) in Proficient and above but were two percentage points higher than the nation in the Basic category (36% to 34%).

All results of the NAEP can be found in reports available through the National Center for Education Statistics (NCES) at www.nces.ed.gov. Selected state information is show in Appendix E.

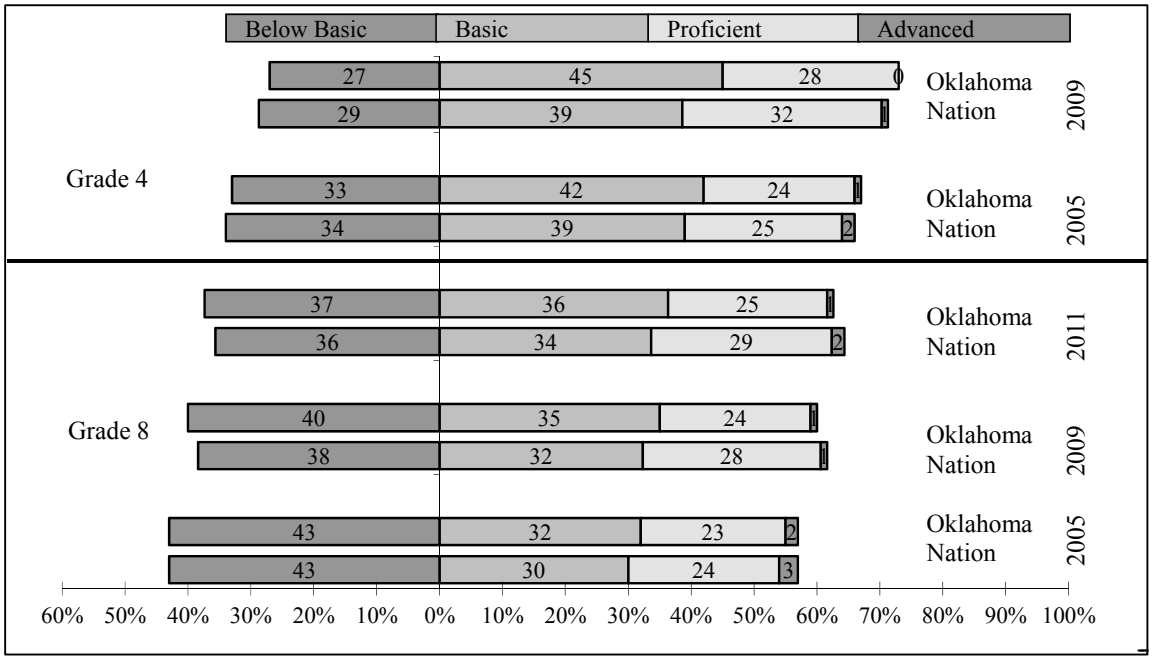
Figure 81
National Assessment of Educational Progress (NAEP)
Test Results by Achievement Categories
Oklahoma versus the Nation

Writing Results



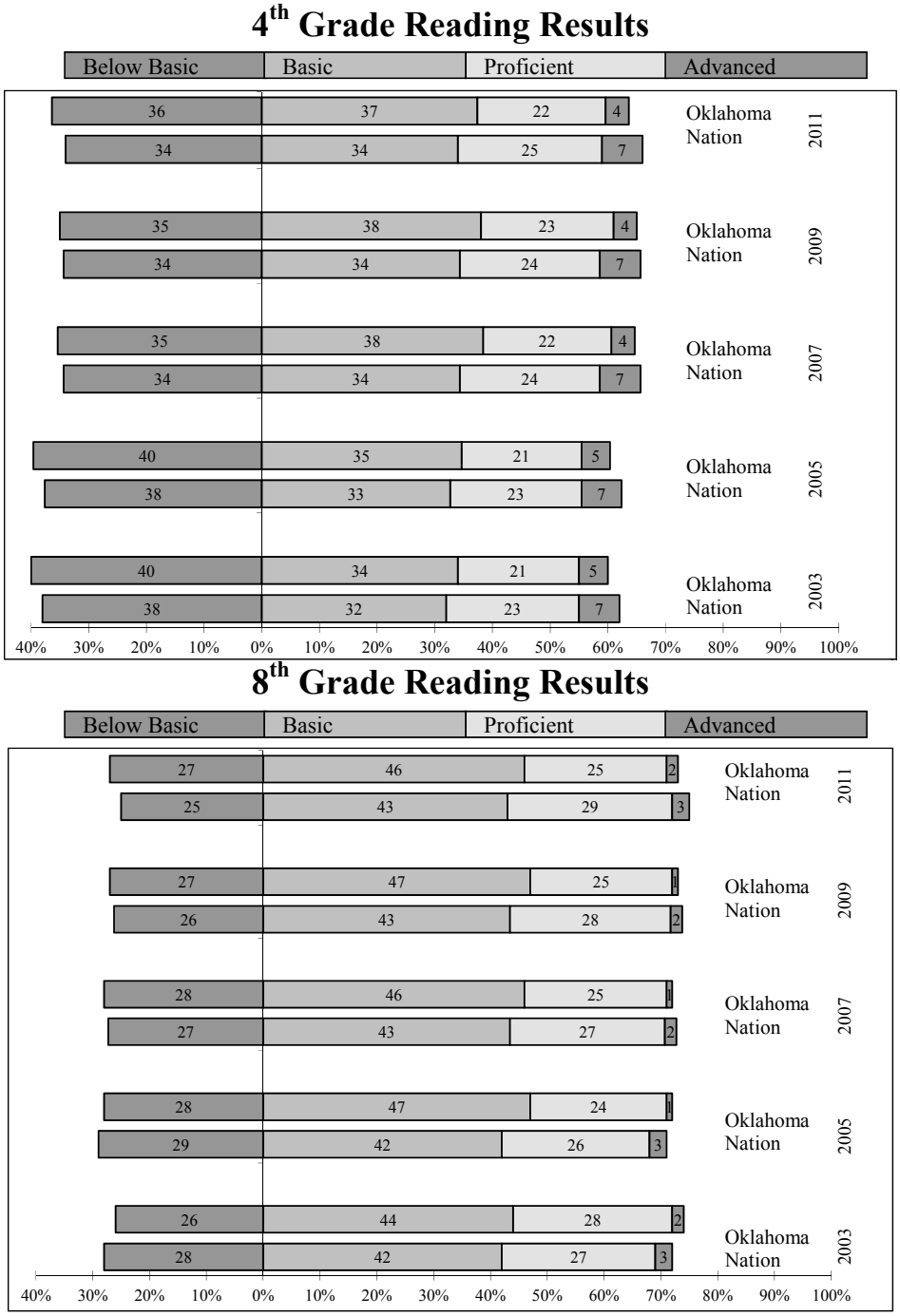
Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Writing 2002*, Figures 2.8 & 2.9 *The Nation's Report Card, Writing 2007*, Figure 11

Science Results



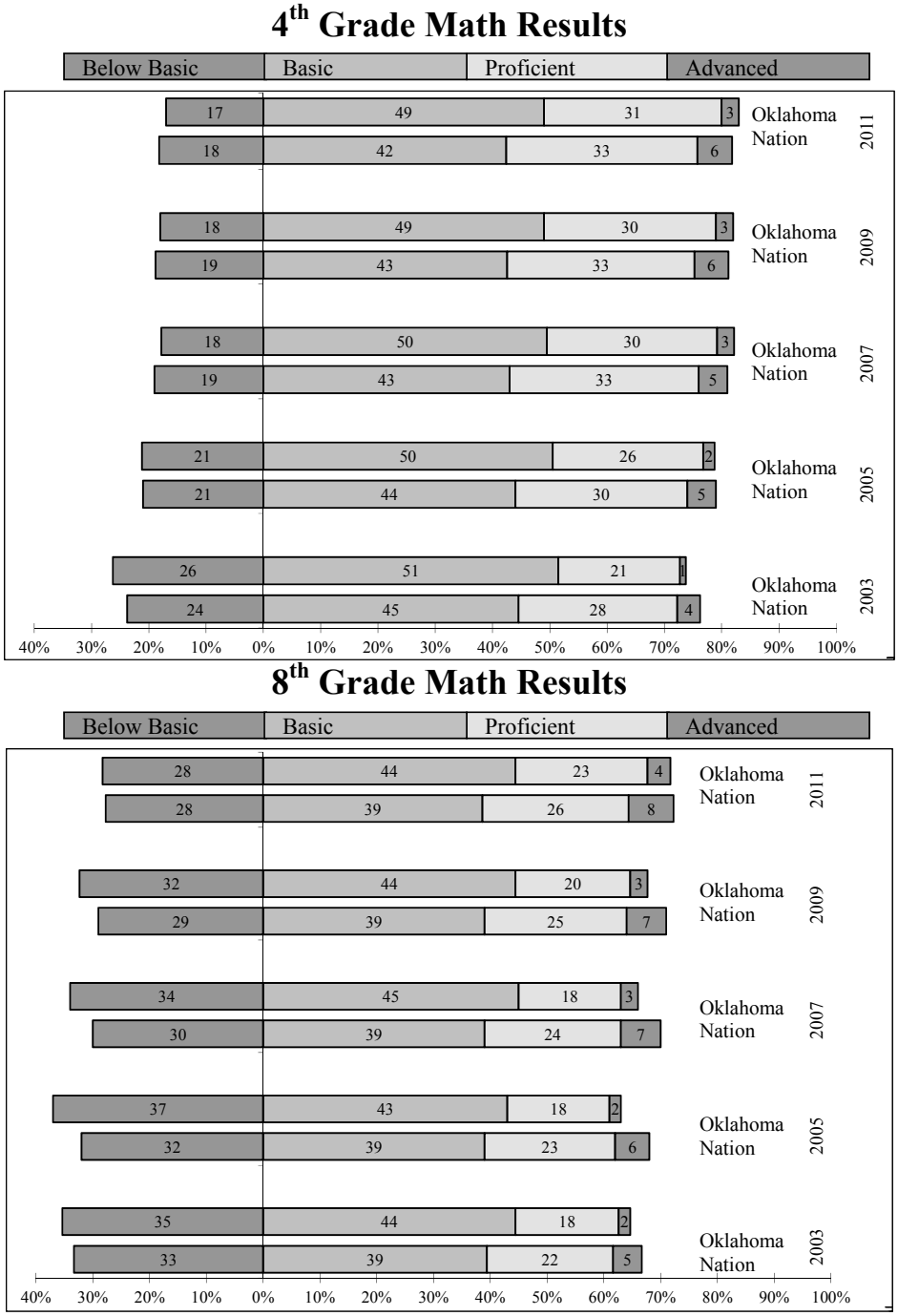
Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Science 2005*, Figures 12 & 22 *The Nation's Report Card, Science 2009*, Figures 17 & 36 *The Nation's Report Card, Science 2011, Table 2*

Figure 81 (continued)
National Assessment of Educational Progress (NAEP)
Test Results by Achievement Categories
Oklahoma versus the Nation



Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Reading Highlights 2003*, Figures 3 & 4 *The Nation's Report Card, Reading 2005*, Figures 11 & 12 *The Nation's Report Card, Reading 2007*, Figures 10 & 20 *The Nation's Report Card, Reading 2009*, Figures 11 & 23 *The Nation's Report Card, Reading 2011,* Figures 14 & 30

Figure 81 (continued)
National Assessment of Educational Progress (NAEP)
Test Results by Achievement Categories
Oklahoma versus the Nation



Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Mathematics Highlights 2003*, Figures 3 & 4 *The Nation's Report Card, Mathematics 2005*, Figures 11 & 12 *The Nation's Report Card, Mathematics 2007*, Figures 10 & 20 *The Nation's Report Card, Mathematics 2009*, Figures 11 & 23 *The Nation's Report Card, Math 2011, Figures 15 and 31*

HIGH SCHOOL PERFORMANCE MEASURES

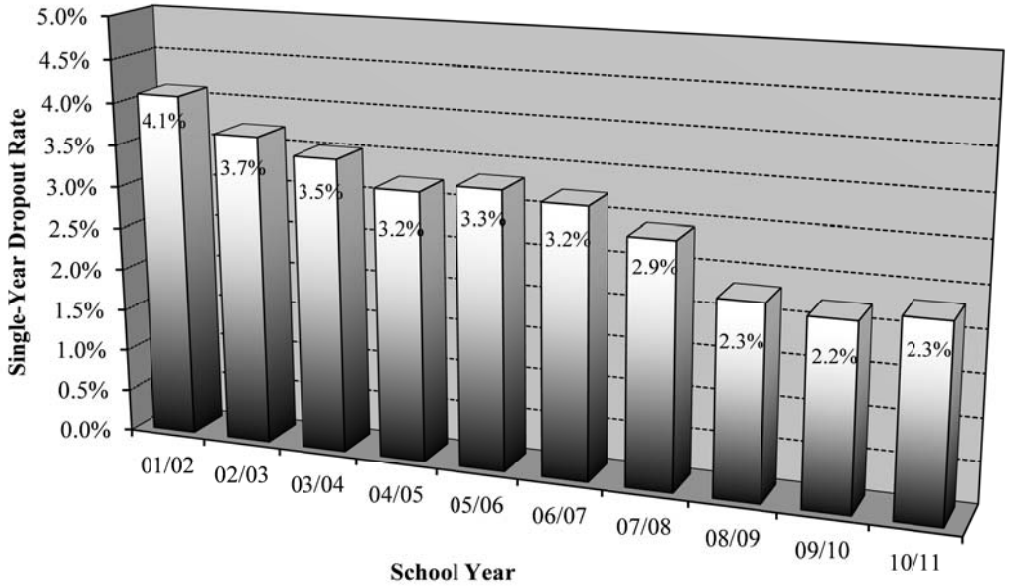
High School Dropout Rates

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

Single-Year High School Dropout Rate

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

Figure 82
Oklahoma Single-Year Dropout Rates
9th through 12th Grade
2001-02 through 2010-11



Data Source: Oklahoma State Department of Education.

The law also states 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 82. For only the second time in the last ten years, the dropout rate was higher than the year before. These rates have dropped from 4.1% to 2.3% during the ten years measured under this methodology.

High School Four-Year Dropout Rate

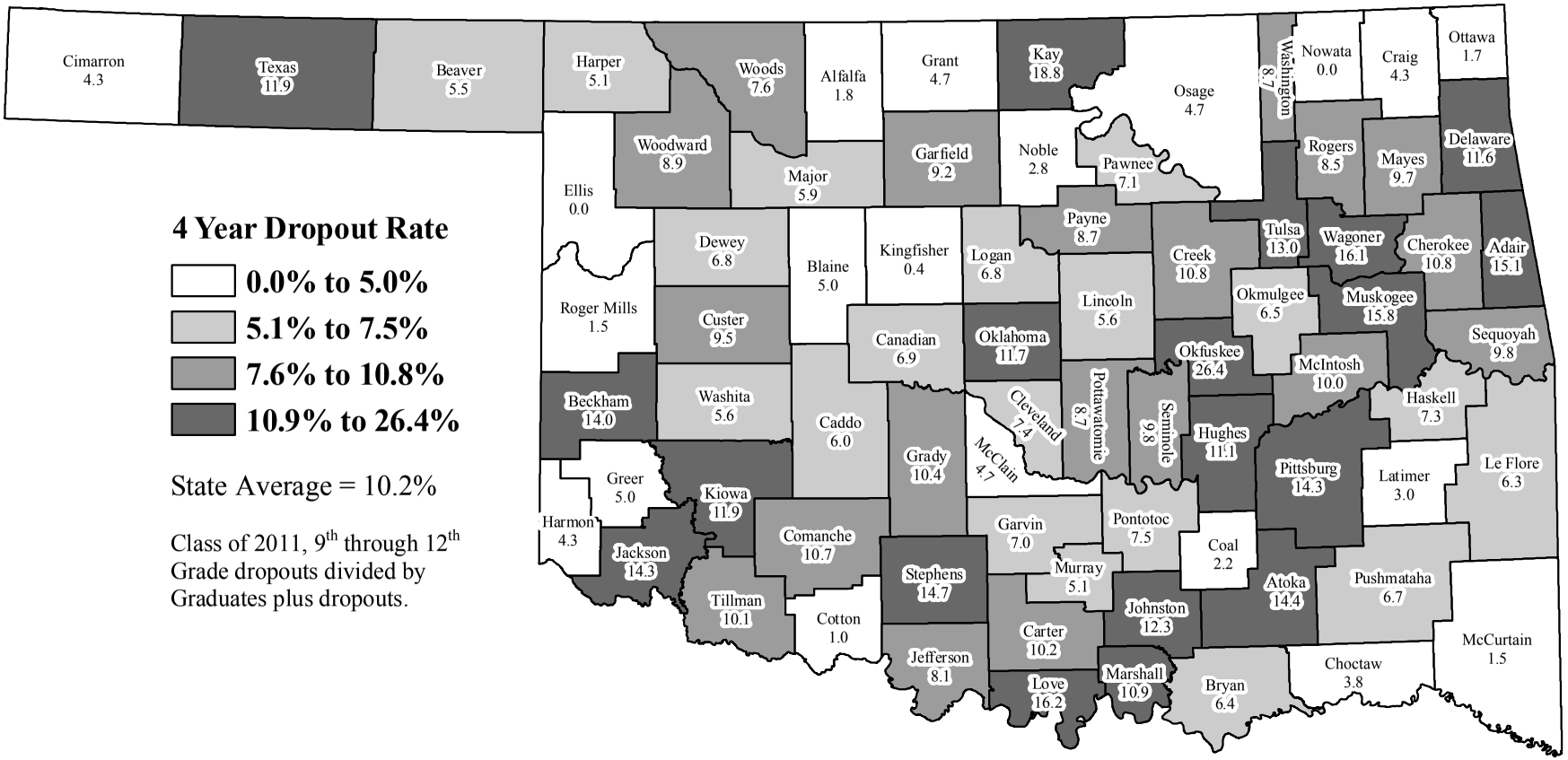
For over a decade, the Education Oversight Board has been concerned with dropout rates only being expressed as a single-year event. The common perception of a high school dropout rate is the percentage of a graduating class that drops out of school over the course of their high school careers. Single-year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

Figure 83
High School Four-Year Dropout Rates
by Community Group
Class of 2011

Size of District in ADM	Community Group Designation	Class of 2011 Enrollment	Class of 2011 Dropouts	Class of 2010 Dropout Rate
25,000 or More	**A2**	4,200	765	18.2%
10,000 - 24,999	**B1**	7,570	690	9.1%
	B2	2,076	208	10.0%
5,000 - 9,999	**C1**	3,619	305	8.4%
	C2	1,254	241	19.2%
2,000 - 4,999	**D1**	2,982	353	11.8%
	D2	3,773	468	12.4%
1,000 - 1,999	**E1**	3,433	263	7.7%
	E2	3,729	347	9.3%
500 - 999	**F1**	1,014	40	3.9%
	F2	3,786	254	6.7%
250 - 499	**G1**	1,004	87	8.7%
	G2	2,249	137	6.1%
Less than 250	**H1**	335	52	15.5%
	H2	753	57	7.6%
Total	**All**	**41,777**	**4,267**	**10.2%**

Data Source: Oklahoma State Department of Education

Figure 84
PUBLIC HIGH SCHOOL
FOUR-YEAR DROPOUT RATE
Class of 2011 – Grades 9-12



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 10.2%, a continued decrease from previous years. Oklahoma's four-year dropout rate varies greatly by Community Group (Figure 83). Oklahoma's two largest school districts (Oklahoma City and Tulsa), have an 18.2% four-year dropout rate. School districts between 500 and 999 students and below the state average participation in the Free or Reduced Price Lunch Program (Community Group F1) have only a 3.9% four-year dropout rate.

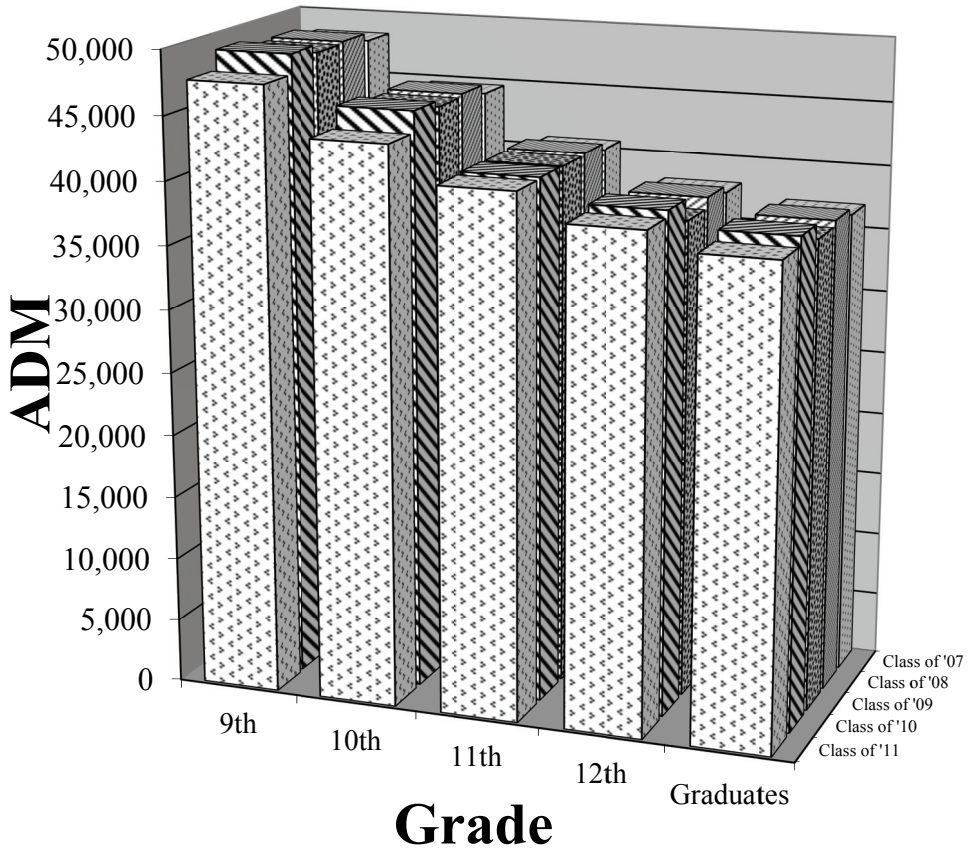
Dropout rates also vary greatly from site to site and county to county across the state. Based upon the four-year methodology (9th through 12th grade), the Class of 2011 had three high schools in the state with a dropout rate above 50%. However, 118 Oklahoma high schools (28%) did not report a single dropout over the four year period for the Class of 2011.

Low four-year dropout rates are scattered throughout the state. Ellis and Nowata Counties had zero dropouts for the Class of 2011. Six counties had a four-year dropout rate of 15% or higher (Figure 84).

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 84 shows ADM counts for five graduating classes, 2007 through 2011, as they progressed through the grades. The table shows that, on average, 23.0% of students are lost between 9th grade and graduation. There are many reasons that students disappear from the state enrollment rosters (transfers out of state, transfers to private schools, home schooling and even death), however, the four-year dropout rate shows that 10.2% 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. There are many ways to calculate student loss. Single-year student dropout rates (Figure 82) are much lower than ten years ago. Average daily membership for all four high school grades and the number of graduates decreased from 2008 to 2009. These declines did not continue from 2009 to 2010 and student attrition improved by 1.5 percentage points.

Figure 85
Student Loss 9th Grade through Graduation
Student Counts by Graduating Class
Class of 2007 to 2011



Grade	Average Daily Membership				Graduates	% Loss 9th - Grad.
	9th	10th	11th	12th		
Class of '07	48,232	44,555	40,650	37,897	36,846	-23.6%
Class of '08	48,863	45,310	41,252	38,477	37,403	-23.5%
Class of '09	48,694	45,097	41,144	37,659	36,991	-24.0%
Class of '10	49,308	45,596	41,193	39,408	38,215	-22.5%
Class of '11	47,765	43,946	41,077	38,930	37,510	-21.5%
Five-Year Average	**48,572**	**44,901**	**41,063**	**38,474**	**37,393**	**-23.0%**

Data Source: Oklahoma State Department of Education

Student Attrition by Race and Gender

There are also great differences in the percentage of students lost among ethnic groups during the high school years as well. Figure 86 looks at student loss between 9th grade and graduation for the senior class of 2011 by race and gender. Because enrollment counts by race and gender are only collected using fall enrollment, Figure 86 uses 2007 through 2010 fall enrollment and 2011 graduation counts to assess student loss between 9th grade and graduation. The statewide student loss for the Graduating Class of 2011, using fall enrollment figures, was -23.0%.

Again, it must be considered that there are many reasons for students to disappear from the state enrollment rosters. Even so, the percentage of students lost among some ethnic groups is greatly concerning. Female students have a lower loss rate than males for all racial categories. African American males, Hispanic males, and African American females have the highest student loss rate – all above 30.0% while Asian students have a gain (largely due to the high in-migration).

Figure 86
Student Loss 9th Grade through Graduation
By Race and Gender
Graduating Class of 2011

Race & Gender	Fall Enrollments				Graduates	% Gain / Loss 9th - Graduation
	9th	10th	11th	12th		
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Spring 2011	
White & Other Male	14,725	13,545	12,813	12,193	11,420	-22.4%
White & Other Female	13,878	13,184	12,505	12,143	11,711	-15.6%
African Am. Male	2,773	2,484	2,124	1,801	1,683	-39.3%
African Am. Female	2,660	2,440	2,150	1,877	1,759	-33.9%
Native Am. Male	4,890	4,422	4,095	3,594	3,446	-29.5%
Native Am. Female	4,595	4,257	3,942	3,451	3,378	-26.5%
Asian Male	447	494	505	480	528	18.1%
Asian Female	408	541	476	488	525	28.7%
Hispanic Male	2,216	2,096	1,815	1,614	1,456	-34.3%
Hispanic Female	2,101	1,981	1,834	1,704	1,604	-23.7%
State Total	48,693	45,444	42,259	39,345	37,510	-23.0%

Data Source: Oklahoma State Department of Education

National Attrition Rate

As alarming as Oklahoma's attrition rate may seem, its rate is better than the nation's. Four of the surrounding states, Arkansas, Colorado, New Mexico, and Texas, have higher attrition rates than Oklahoma. Figure 87 shows the attrition rates for the nation, Oklahoma, and the surrounding states

using data provided by the National Center for Education Statistics (NCES). Figure 87 reports on the Graduating Class of 2010 which is the most current data available at the national level.

Figure 87
Student Loss 9th Grade through Graduation
Oklahoma Compared to Nation and Surrounding States
Graduating Class of 2010
Based on Fall Enrollment

Grade	Fall Enrollment				Estimated Graduates Spring 2010	% Loss 9th - Grad.
	9th	10th	11th	12th		
	Fall 2006	Fall 2007	Fall 2008	Fall 2009		
Nation	***4,259,909***	***3,862,995***	***3,548,100***	***3,432,741***	***3,013,400***	***-29.3%***
Arkansas	38,937	36,781	33,460	30,567	28,510	***-26.8%***
Colorado	64,754	60,702	57,870	58,526	47,740	***-26.3%***
Kansas	38,439	36,316	33,803	33,522	30,060	***-21.8%***
Missouri	81,671	73,264	69,092	67,254	63,720	***-22.0%***
New Mexico	29,895	26,961	22,169	20,150	18,130	***-39.4%***
Oklahoma	51,070	47,340	43,091	40,046	38,110	***-25.4%***
Texas	399,156	332,573	303,492	291,130	265,660	***-33.4%***

Data Source: NCES, Digest of Education Statistics: 2011, Tables 37, 38 and 112; 2010, Table 38; and 2009, Table 36.

Graduation Rates

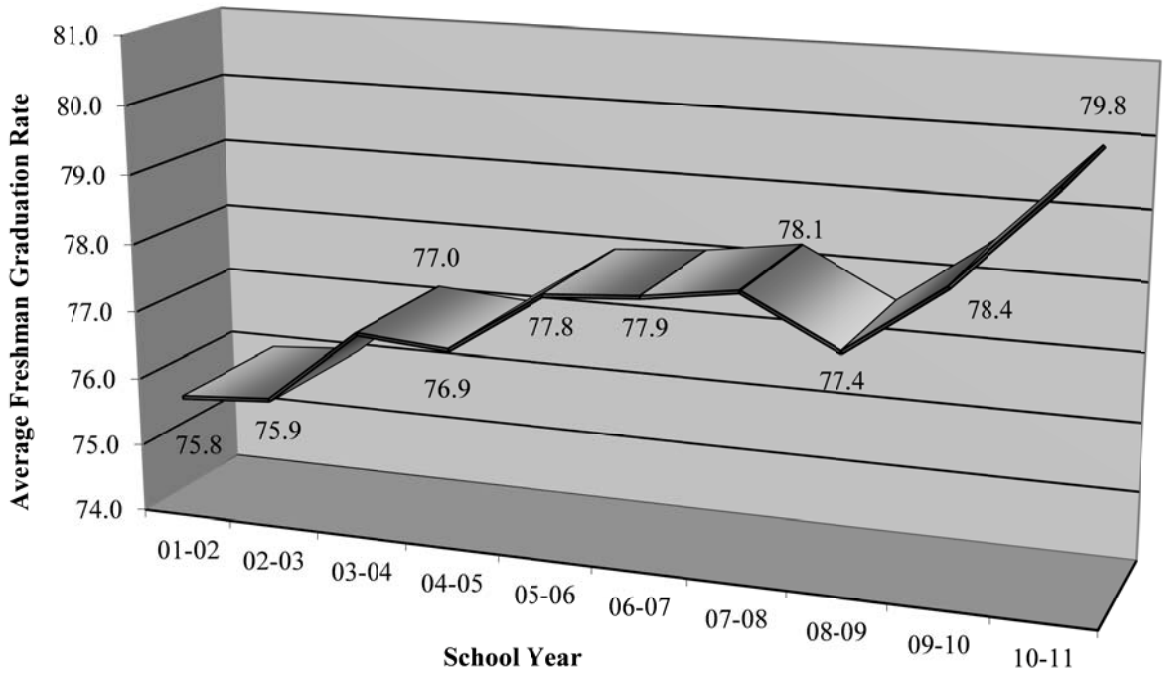
The *Profiles Report Series* use two different methodologies to generate student graduation rates. Average freshman graduation rate is a new methodology recently adopted by the National Center for Education Statistics. It uses the average number of students in 8th, 9th, and 10th grades compared to graduates. This method helps to control the impact of students repeating 9th grade or just entering the public school system from private schools or home-schooling. A historic method that has been 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 High School Freshman Graduation Rate

For only the fourth year, the *State Profiles Report* is including a calculation of an average freshman graduation rate (AFGR). The rate is calculated by dividing current graduates by the cohort average of 8th, 9th, and 10th grade enrollment. For the current school years graduates, 2010-11, this methodology uses the cohort of 8th graders from 2006-07, 9th graders from 2007-08, and 10th graders from 2008-09. This rate has climbed steadily since 2001-02 to 79.8% in 2010-11. With dropout rates improving and a

nice increase in graduates, the AFGR had a nice increase from 2008-09 to 2009-10. The increase between 2009-10 and 2010-11 is due to a significant decline in the average freshman for this cohort and a much smaller decline in the number of graduates. The National Center for Education Statistics began calculating the AFGR in 2006, that same year the Southern Regional Education Board also started using AFGR to monitor progress in southern states.

Figure 88
Average High School Freshman Graduation Rate
2001-02 to 2010-11



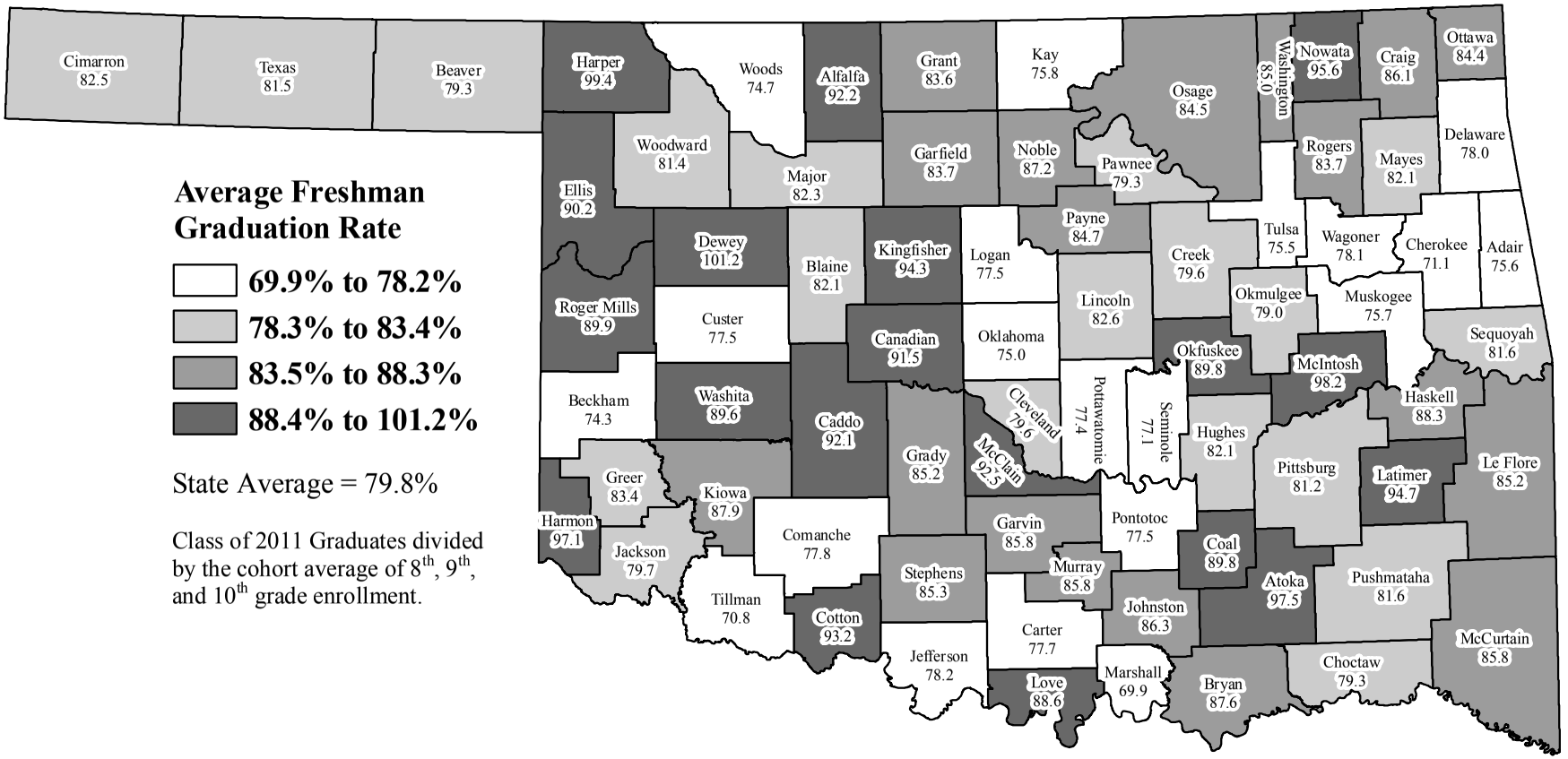
Data Source: Oklahoma State Department of Education

Senior Graduation Rate

Starting in 2005, the *Profiles Series* began using a senior graduation rate, which divides current year graduates by current year graduates plus dropouts for the 12th grade. 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 2010-11 the statewide senior graduation rate was 97.9%. This includes the 37,510 graduates and the 788 12th grade dropouts.

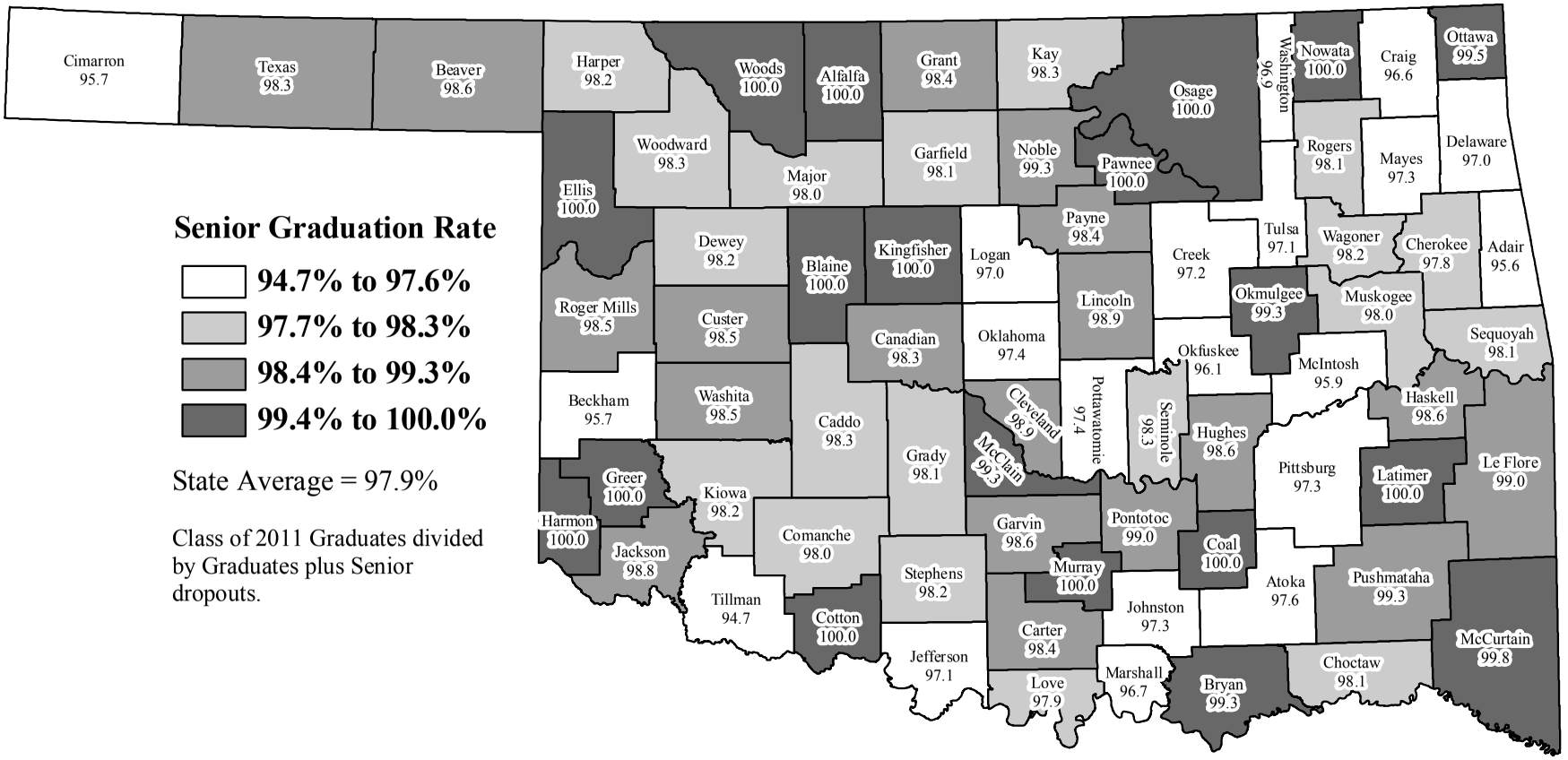
Fourteen counties had no senior dropouts for a 100% senior graduation rate. Five counties had less than 96% senior graduation rate. Counties with high senior graduation rates can be found throughout the state (Figure 90). The 2010-11 senior graduation rates varied by Community Group and can be found in Figure 91.

Figure 89
AVERAGE HIGH SCHOOL FRESHMAN GRADUATION RATE
Class of 2011



Source: Oklahoma State Department of Education

Figure 90
SENIOR GRADUATION RATE
Class of 2011



Source: Oklahoma State Department of Education

Figure 91
Oklahoma Senior Graduation Rate
By Community Group
2010-11

Size of District in ADM	Community Group Designation	2010-11 Graduates	2010-11 12th Grade Dropouts	2010-11 Graduates & Dropouts Combined	Graduation Rate
25,000 or More	**A2**	3,435	150	3,585	95.8%
10,000 - 24,999	**B1**	6,880	121	7,001	98.3%
	B2	1,868	53	1,921	97.2%
5,000 - 9,999	**C1**	3,314	63	3,377	98.1%
	C2	1,013	26	1,039	97.5%
2,000 - 4,999	**D1**	2,629	56	2,685	97.9%
	D2	3,305	89	3,394	97.4%
1,000 - 1,999	**E1**	3,170	54	3,224	98.3%
	E2	3,382	82	3,464	97.6%
500 - 999	**F1**	974	4	978	99.6%
	F2	3,532	42	3,574	98.8%
250 - 499	**G1**	917	10	927	98.9%
	G2	2,112	25	2,137	98.8%
Less than 250	**H1**	283	6	289	97.9%
	H2	696	7	703	99.0%
Total	**All**	**37,510**	**788**	**38,298**	**97.9%**

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 helping students earn a high school diploma. The national-level four-year graduation rate based upon the four-year methodology was 70.7%* for 2009-10. There were 3,013,400 graduates* in 2009-10 divided by 4,259,909 9th grade students in fall of 2006 (U.S. Department of Education, National Center for Education Statistics, *2011 Digest of Education Statistics* – Table 112 and *2009 Digest of Education Statistics* – Table 36). For comparative purposes, using those same USDE tables, Oklahoma's graduation rate was 74.6%* for the 2009-10 school year. (Note: * based on estimated graduates.)

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

Comparison of Various Oklahoma Rates

There is an interesting interrelationship between the single-year dropout rate, the four-year dropout rate, the student loss rate, and the four-year graduation rate. The single-year dropout rate is now at 2.3% (Figure 82), while the student loss rates averages 23.0% and the average freshman graduation rate is 79.8%. Furthermore, the single-year dropout rate greatly under represents the 10.2% of students lost as dropouts during the four-year span of high school (Figure 83). Most interesting is the discrepancy that exists between the statewide four-year dropout rate of 10.2% and the five year average statewide student loss rate of 23.0% (Figure 84). Where are the missing students? There are bits and pieces that explain part of the missing almost 13%, but the entire student loss to the system cannot be completely explained.

The biggest quandary in this analysis is, "What exactly is the starting number of 9th graders for any given graduating class?" In Figure 25 it can be observed that enrollments crest in 9th grade and this 9th grade crest occurs year-after-year. Over the last five years, the increase in enrollments from 8th grade to 9th grade averages over 2,100 students, or a 4.4% increase. Some of this increase is likely the result of students who fail enough courses during this difficult transition year that they are designated as 9th graders again the following year. This behavior creates a standing wave in the enrollment counts as some students re-circulate in the flow from 8th to 9th to 10th grade (historically only 2% to 3%). This recirculation creates an artificially high base, upon which the dropout and student loss analyses are conducted. However, the base is not as flawed as it may appear. Not all of the 4.4% 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 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. There is a move to collect this first time 9th grade enrollment, but until fully implemented the *Profiles* reports will continue to use the actual 9th grade enrollment count.

The established standing wave in 9th grade enrollment likely accounts for not more than few percentage points of the missing 13% of students. Other factors that contribute to the disparity between the two methodologies should be discussed. First, students who dropout after reaching age 19 are, by State Statute, not to be included with the dropout count. However, these students are a loss to the statewide system. Based upon the most recent five graduating classes, "over age 19" dropouts average 403 students, or 1.0% of their graduating class. Secondly, students who die in grades 9 through 12 average 143 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 1,031 students, or 2.7% of their graduating class. These factors combined make up seven to eight percentage-points of the 13% 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. Students not graduating from a public high school but taking a GED test may also need to be considered.

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

ACT Testing Program

The ACT is a college-entrance exam taken by high school students who plan to apply for acceptance to an institution of higher education. It is the test most often used for admission to Oklahoma public colleges and universities. The scores are used as one measure of a student's level of academic knowledge. The 2010-11 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 since 2007-08. The official 2010-11 Oklahoma score generated by the ACT Corporation, which includes public and private schools as well as alternative education centers, was 20.7, the same standard score for five years in a row (Figure 92). The comparable national average composite score was 21.1, one-tenth of a standard score higher than 2009-10. In 2010-11, the gap between Oklahoma's average ACT score and the national average ACT score was four-tenths of a standard score. Differences between the two Oklahoma ACT scores are due to one being based upon the latest score of the student and the other is the highest score of the student.

One explanation for the gap between the Oklahoma ACT score and the national score is that Oklahoma tests a much larger percentage of graduates than does the nation as a whole. Nationally, only 49% of 2010-11 high school graduates were tested; compared to 76% in Oklahoma (based on figures provided by ACT Corporation). The larger the percentage of graduates tested, the greater the likelihood non-college bound students are included in the test group.

An analysis of the 27 states that tested 50% or more of their 2011 high school graduates shows that Oklahoma tied for 13th in composite ACT score. Analysis of the 12 states that tested a similar percentage of high school graduates (81% to 66%) shows that Oklahoma ranked ninth in the composite ACT score (see Average ACT Score by State – 2011 ACT-Tested Graduates at www.act.org).

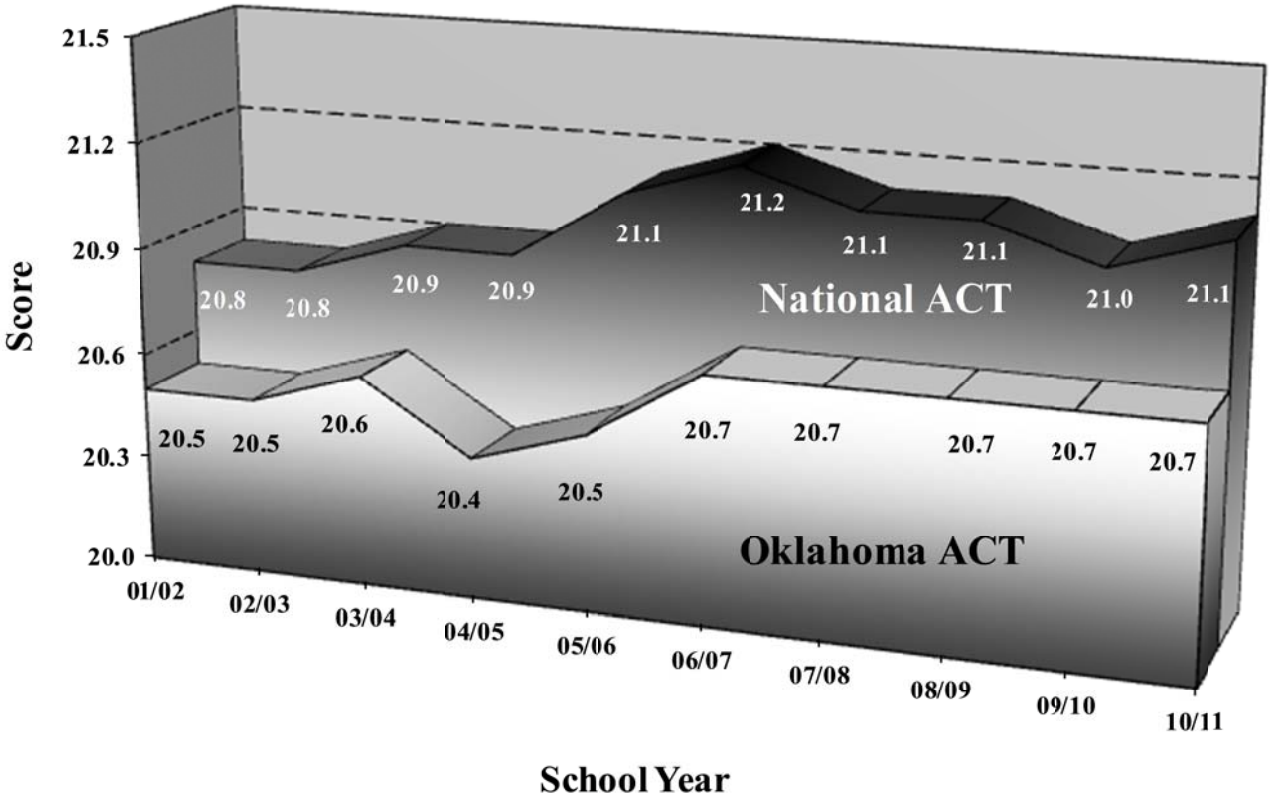
EXPLORE and PLAN

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

The scores on the EXPLORE and PLAN are built on a common scale and standard as the ACT, which in turn is used for college entrance purposes. Oklahoma's 2010-11 composite score for EXPLORE is 15.0 and for PLAN 16.9. Benchmarks for English and Math are used to reflect students expected growth from EXPLORE to PLAN to ACT. The English benchmark for college readiness for EXPLORE is 14; PLAN, 16; and ACT, 19. The Math benchmark for EXPLORE is 15; PLAN, 17; and ACT. 19. If students meet these benchmarks as they progress through school they should be well qualified for success at the college level. For more information concerning EXPLORE, PLAN, and ACT; refer to the OSRHE web site at www.okhighered.org/epas/.

Figure 92
Oklahoma ACT Scores versus National ACT Scores
2001-02 to 2010-11

Based On All Public and Private High Schools



Data Source: ACT, Inc.

Figure 93
Average ACT Scores by Community Group
Graduating Class of 2011

Based Only On High Schools Covered in the *Profiles 2011* Series

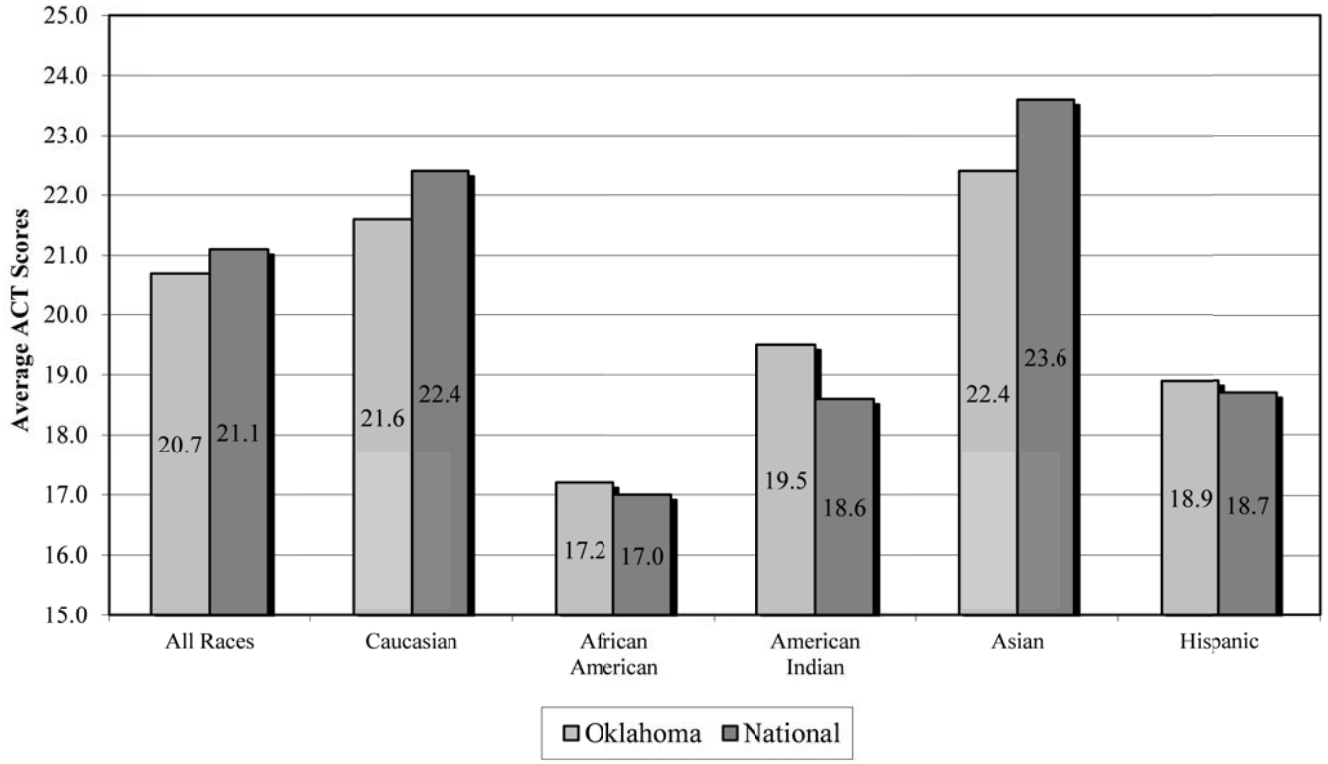
Size of District in ADM	25,000 or More	10,000 - 24,999		5,000 - 9,999		2,000 - 4,999		1,000 - 1,999		500 - 999		250 - 499		Less than 250		Total
Community Group Designation	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2	All
Average ACT Sore	19.1	22.6	20.6	22.3	20.9	21.2	20.6	20.9	19.3	20.7	19.2	20.3	19.0	19.8	18.5	**20.8**

Data Source: ACT, Inc.

ACT Scores by Race

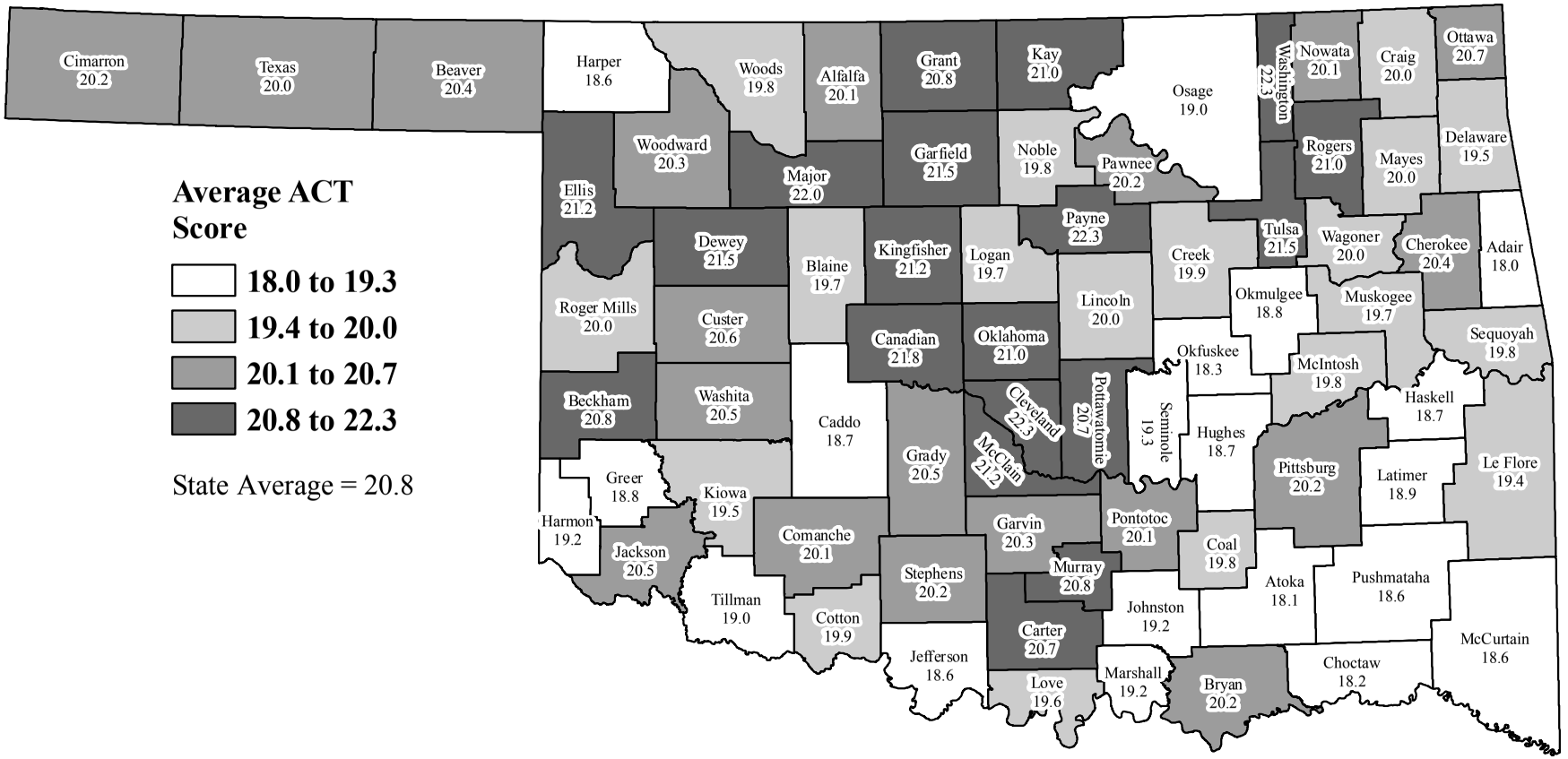
Figure 94 displays Oklahoma's ACT scores by race compared to those of the nation. Since 2000, only American Indian students had higher scores in Oklahoma than their national counterparts. For the fifth year in a row, African American students and Hispanic students in Oklahoma scored above their national counterparts. Oklahoma's African American students have outscored their national counterparts all but one year since 2000 and Oklahoma's Hispanic students have outscored their national counterparts in all but two years since 2000. Oklahoma's African American students outscored their national counterparts by two-tenths of a standard score, American Indian students outscored their national counterparts by nine-tenths of a standard score, and Hispanic students outscored their national counterparts by two-tenth. Caucasian students in Oklahoma lag the national average by eight-tenths of a standard score and Asian students lag by 1.2 of a standard score.

Figure 94
Oklahoma ACT Scores versus National ACT Scores
by Ethnicity
2011 Graduates



Data Source: ACT, Inc.

Figure 95
AVERAGE ACT SCORES
Public High Schools – Class of 2011

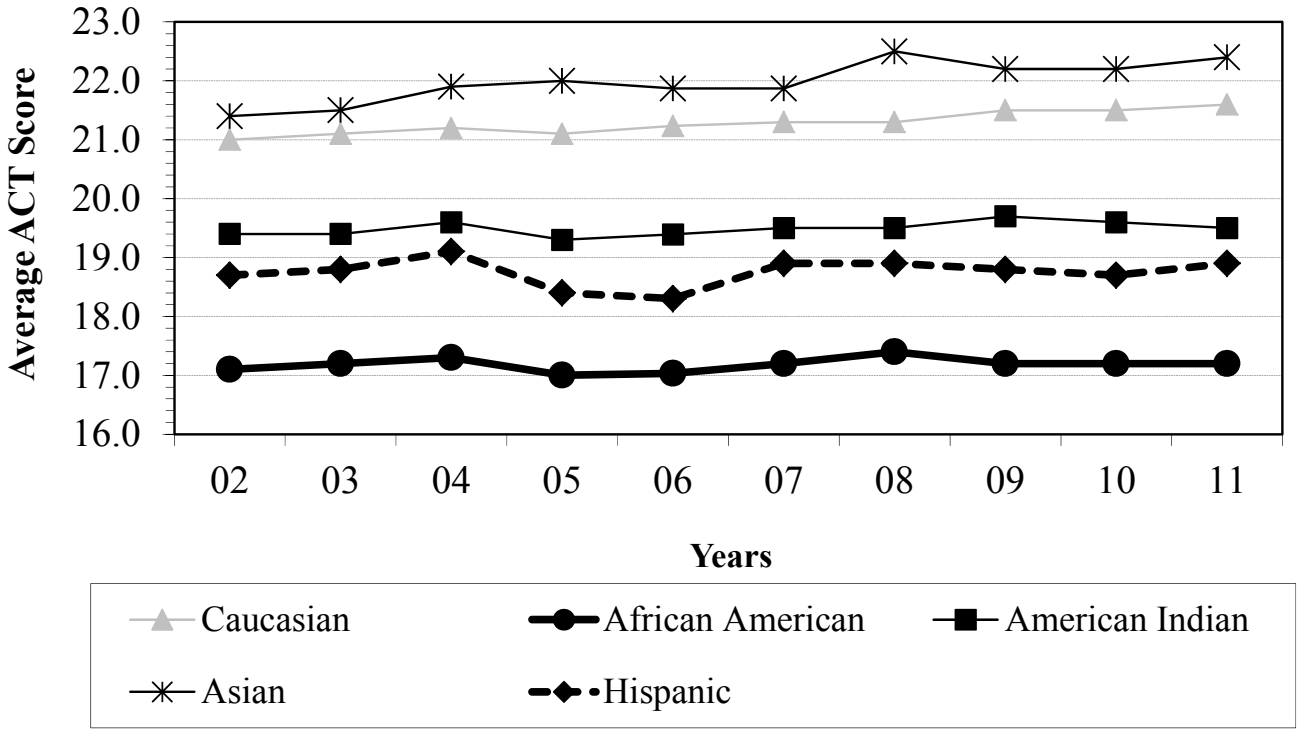


Source: ACT, Inc.

ACT Trends over time by Race

ACT scores by race for the last ten years shows that African American students lag behind their counterparts in the state (Figure 96). This trend is concerning, bearing in mind that an average ACT score of 20 or above was required for admission into any of the state's four-year regional universities (except USAO) and a 24 or above for admission into OSU, OU, and USAO. Students not meeting these admission scores, or alternate methods of admission, may need to complete remedial classes before enrolling in college-level courses.

Figure 96
Oklahoma ACT Scores by Ethnicity
2002 through 2011 Graduates



Data Source: ACT, Inc.

ACT Scores by School

Average ACT scores varied greatly across Oklahoma (Figure 92). Looking at average ACT scores for high schools covered in this report series, Classen High School of Advanced Studies in Oklahoma City P.S. had the highest at 25.5 followed by Fairview HS in Major Co. (24.3), Edmond North HS (24.3), Edmond Memorial HS (24.2), and Jenks HS (24.1) with each having over 84.0% of graduates taking the ACT. In total, there are 13 high schools in the state that averaged a 23 or higher on the ACT.

Conversely, 8 high schools averaged below a 16. Of the 429 Oklahoma high school sites upon which *Profiles 2011* reported ACT scores, 239 had average ACT scores below 20, which was the cut score required for admission to Oklahoma's regional four-year universities. This means that the average ACT tested graduate at 55.7% 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 2010-11, Oklahoma's public school student performance was 571 for critical reading, 565 for the mathematics, and 547 for the writing component, out of 800 each. National scores in these same areas were 497, 514, and 489, 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% or 2,110 of Oklahoma's public high school students took the SAT in 2010-11. This is up from the 1,895 students who took the SAT in 2009-10. Nationally, the SAT was taken by 50% of public high school students during that same year. Most of the students who take the test in Oklahoma do so to compete for prestigious national-level scholarships or to attend out-of-state universities.

Additional High School Performance Measures

Based upon the Office of Accountability's 2011 School Questionnaire (Appendix A), 80.6% of Oklahoma's 2011 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 100). The survey also revealed that seniors at the public high schools had an average GPA of 3.01 (Figure 98). Over 6.5% of high school graduates attended out-of-state colleges and this percentage is naturally higher in counties near the state lines (Figure 101).

Information provided by the Oklahoma Department of Career and Technology Education is based upon the graduating class of 2010. The data showed that 53.8% of students enroll in an occupationally-specific Career Tech program sometime during their high school career (Figure 99); 21,326 Career Tech enrollers divided by 39,663 members of the senior class. 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 13 schools with none of their students participating in occupationally-specific programs to 39 high schools with more than 95% of their students participating. Figure 97 gives a summary of all of the figures covered in this section.

COLLEGIATE PERFORMANCE MEASURES

A college student's ability to perform academically is greatly influenced by the preparation he or she receives in the primary and secondary education system. Therefore, the overall post-secondary

performance of high school graduates can reveal much about the quality of common education (K-12). There is a high correlation between K-12 academic preparation and collegiate performance if the time period between high school graduation and college enrollment is short. As a result, the collegiate performance measures listed below are based on students who move directly from an Oklahoma public high school to an Oklahoma public college or university. Higher education and common education databases that follow individual students from high school to college have been created and should begin sharing data within the next few years. Since these databases are not yet sharing data, students were grouped by age to approximate movement directly from high school to college. The groups consisted of Oklahoma public high school graduates who were first-time entering freshman at an Oklahoma public higher education institution during a given fall semester. The students needed to be age 17, 18, or 19 at that time and could be either full or part-time college students. This group was then assumed to represent the high school graduating class from the months of May and June in that same year. The following data relate only to the high schools covered in this report series and the performance of their graduates once they enroll in an Oklahoma public college or university. These data were provided by the Oklahoma State Regents for Higher Education. Figure 97 gives a summary of all of the figures covered in this section.

Based on a 2008-10 three-year average, 47.8% of the state's public high school graduates went directly to a public college in Oklahoma (Figure 102). Keyes High School in Cimarron Co. had the highest college-going rate with 83.3% of its graduates going on to an Oklahoma public college. Five other schools had higher than two-thirds of their graduates continue on an Oklahoma public college while thirteen schools had less the 20% of students continue.

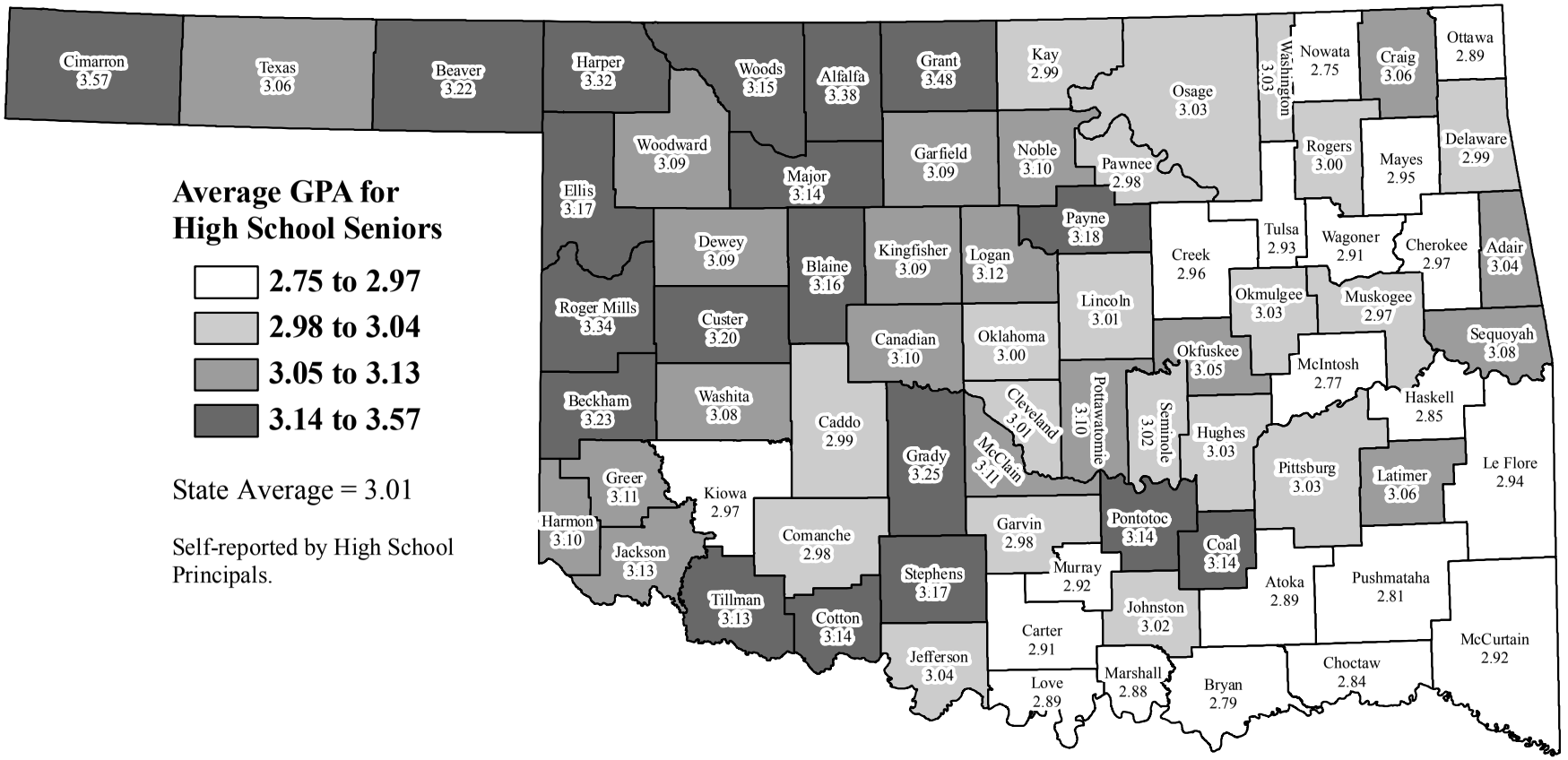
Once in college, 39.2% of 2008-10 Oklahoma public high school graduates took at least one remedial course during their freshmen year in an Oklahoma public institution of higher education (Figure 103). The percentage of college-enrolled graduates taking at least one remedial course ranged from two schools below 10% (Okarche High School in Kingfisher Co. and Wakita High School in Grant Co.) to 23 schools having over 75% of their students needing remediation.

Figure 97
Oklahoma High School and Collegiate Performance Measures

Summary of Performance Measures	State Average
Single Year Dropout Rate (2010-11)	2.3%
Four-Year High School Dropout Rate (Class of 2011)	10.2%
Average High School Freshman Graduation Rate (Class of 2011)	79.8%
Senior Graduation Rate (Class of 2011)	97.9%
Average ACT Score (Class of 2011)	20.8
Average GPA of High School Seniors (Class of 2011)	3.01
Career Tech Program Participation Rate (Class of 2010)	53.8%
HS Grads Completing College Bound Curriculum (15 Units) (Class of 2011)	80.6%
HS Grads Going to Out-of-State Colleges (Class of 2011)	6.6%
OK College-Going Rate (2008-10; 3-Year Average)*	47.8%
OK College Freshman Remediation Rate (2008-10; 3-Year Average)*	39.2%

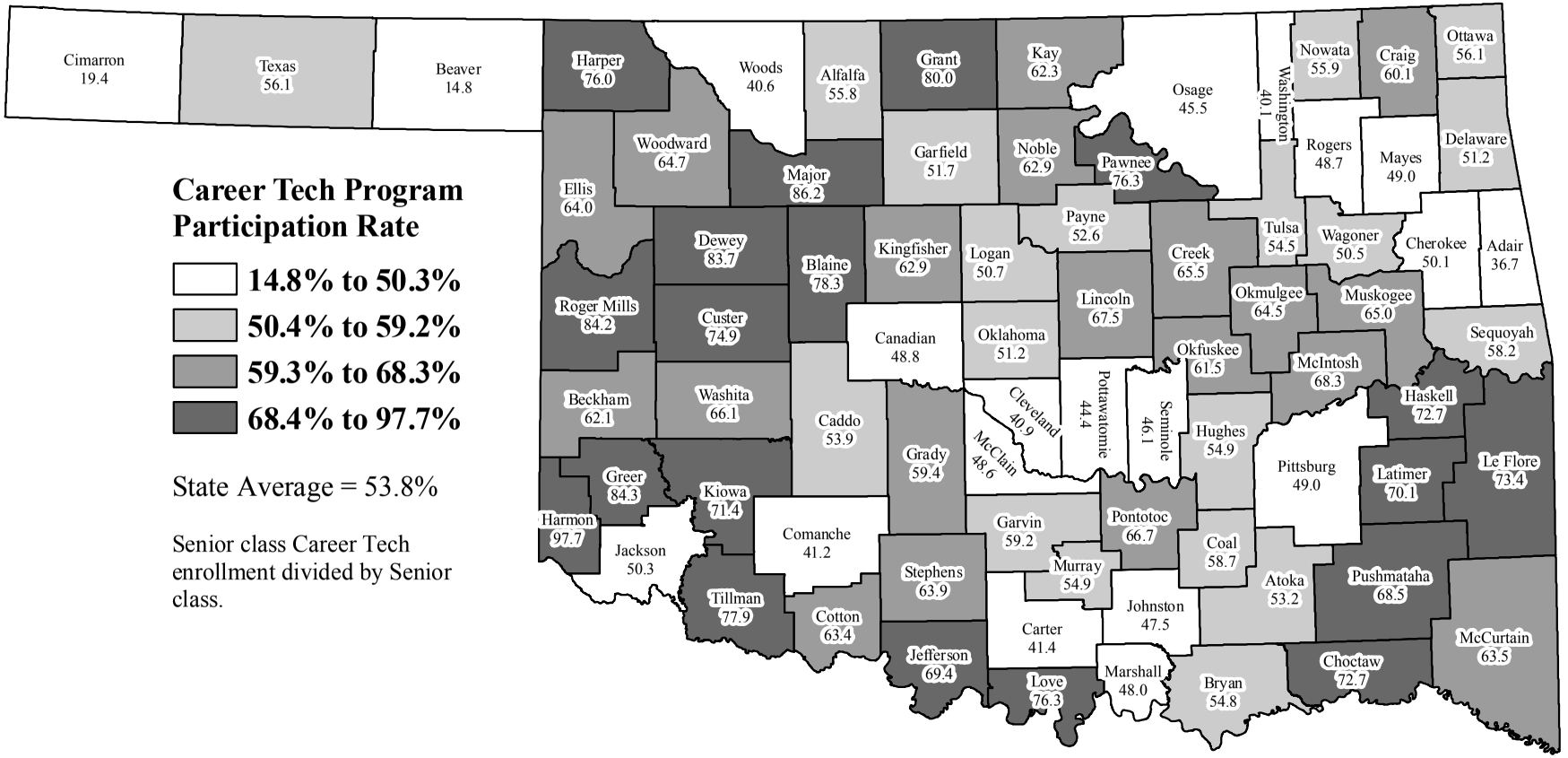
* Includes only college students who graduated from Oklahoma public high schools open during the 2010-11 school year.

Figure 98
HIGH SCHOOL GRADE POINT AVERAGE
2011 High School Seniors



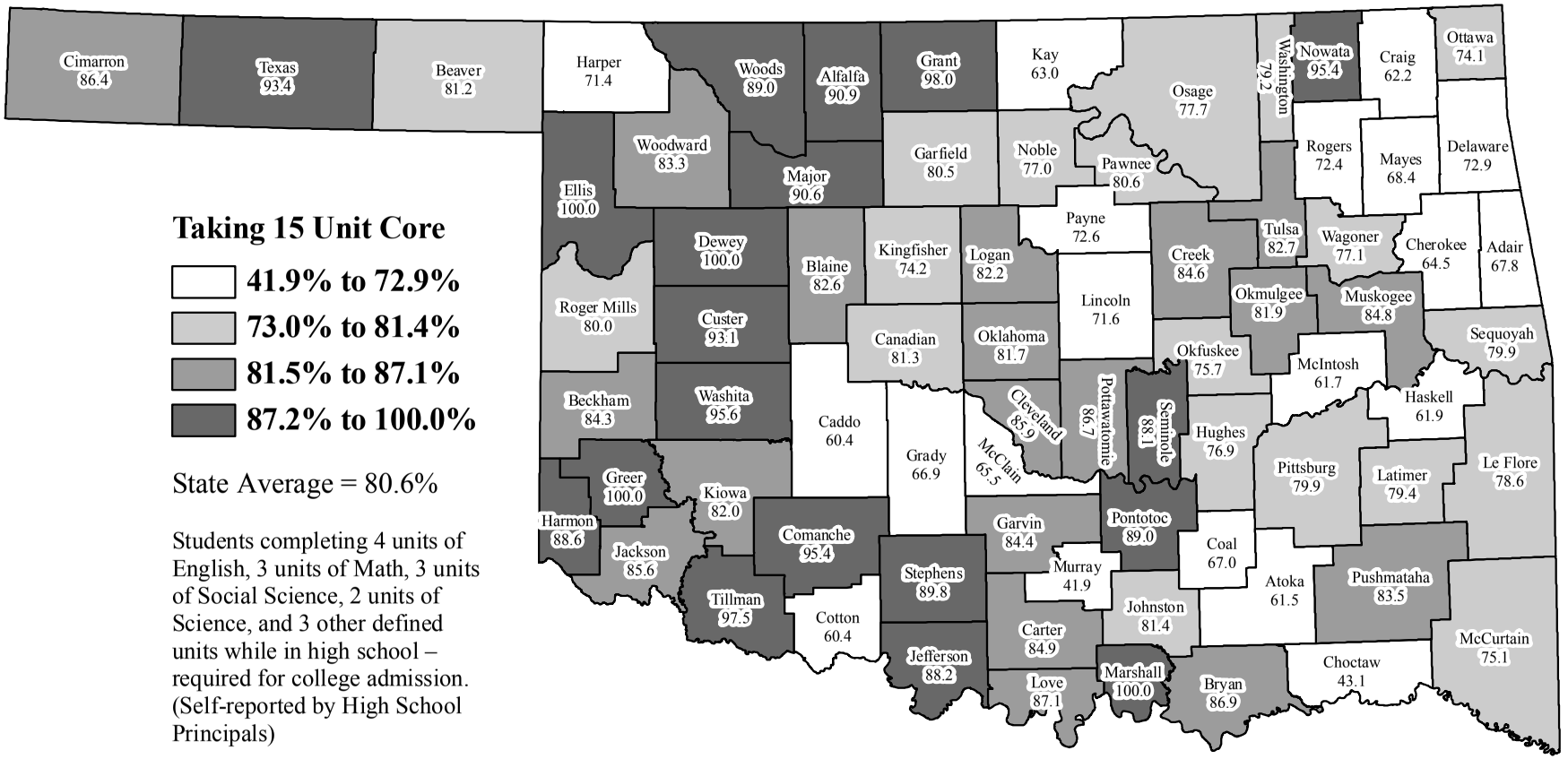
Source: Office of Accountability

Figure 99
CAREER TECH PROGRAM PARTICIPATION RATE
Class of 2010



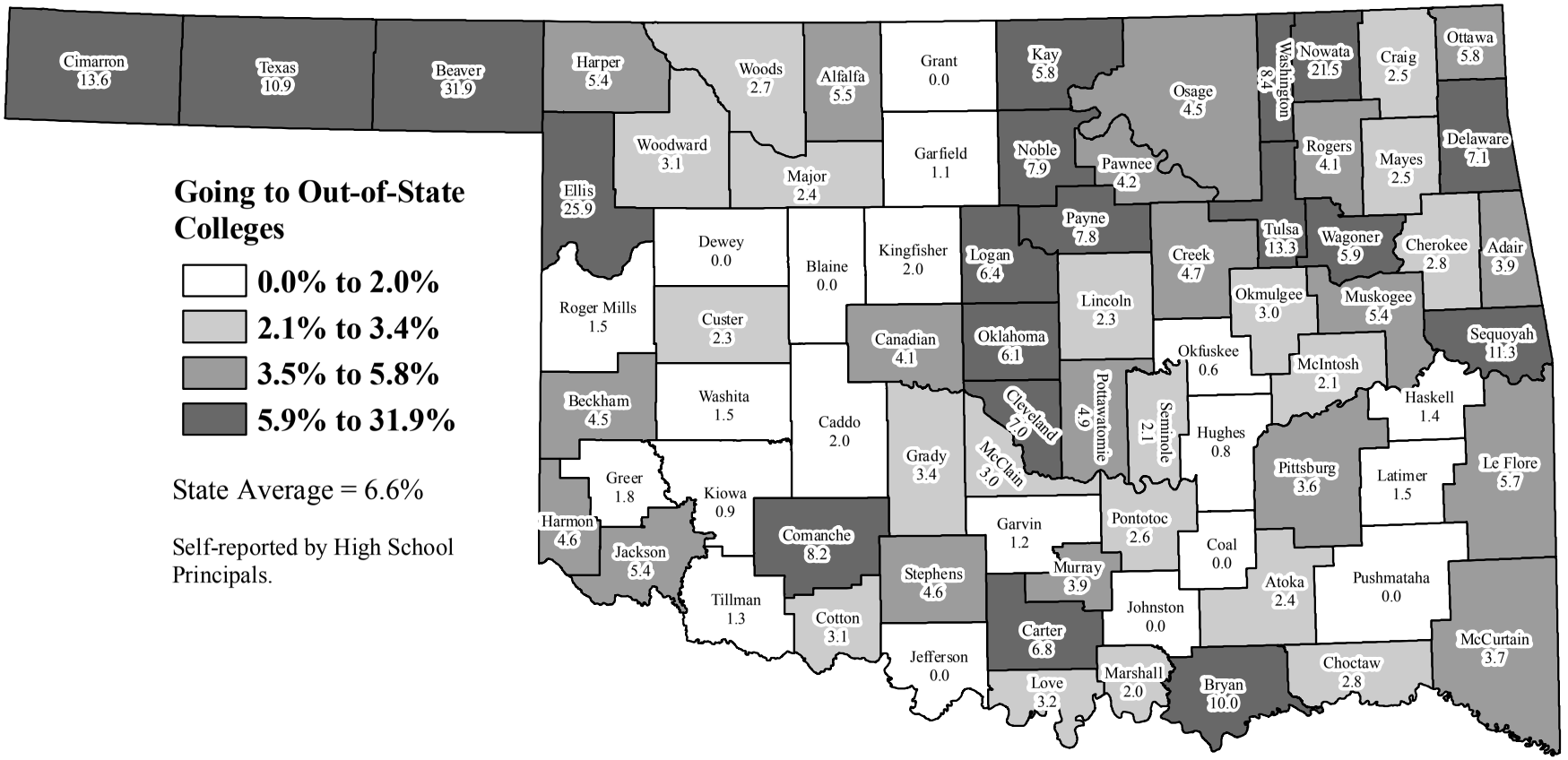
Source: Oklahoma Department of Career and Technology Education

Figure 100
HIGH SCHOOL GRADUATES COMPLETING COLLEGE BOUND CURRICULUM
Class of 2011 Completing State Regents 15-unit Core Curriculum



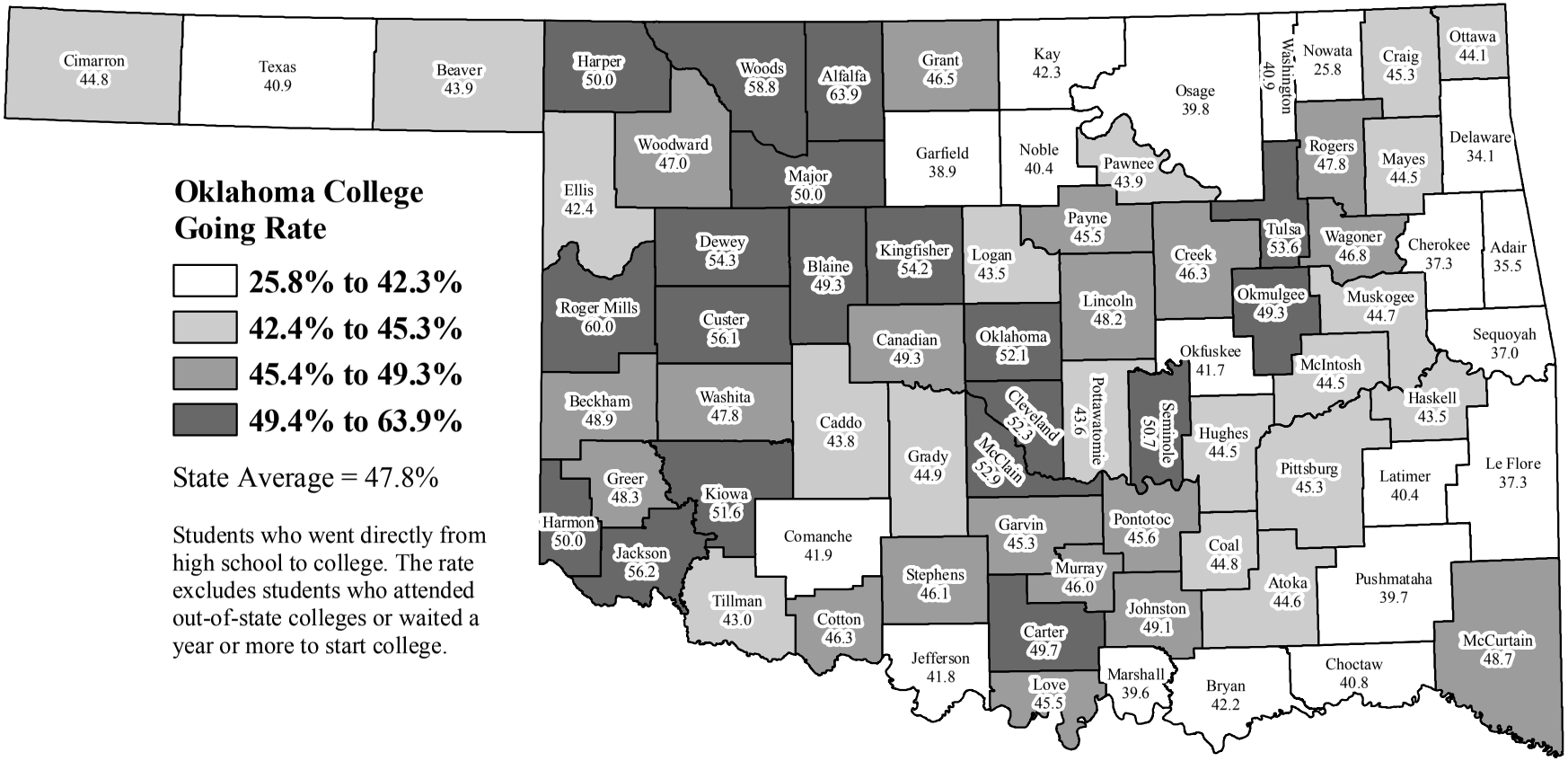
Source: Office of Accountability and Oklahoma State Department of Education

Figure 101
HIGH SCHOOL GRADUATES GOING TO OUT-OF-STATE COLLEGES
Class of 2011



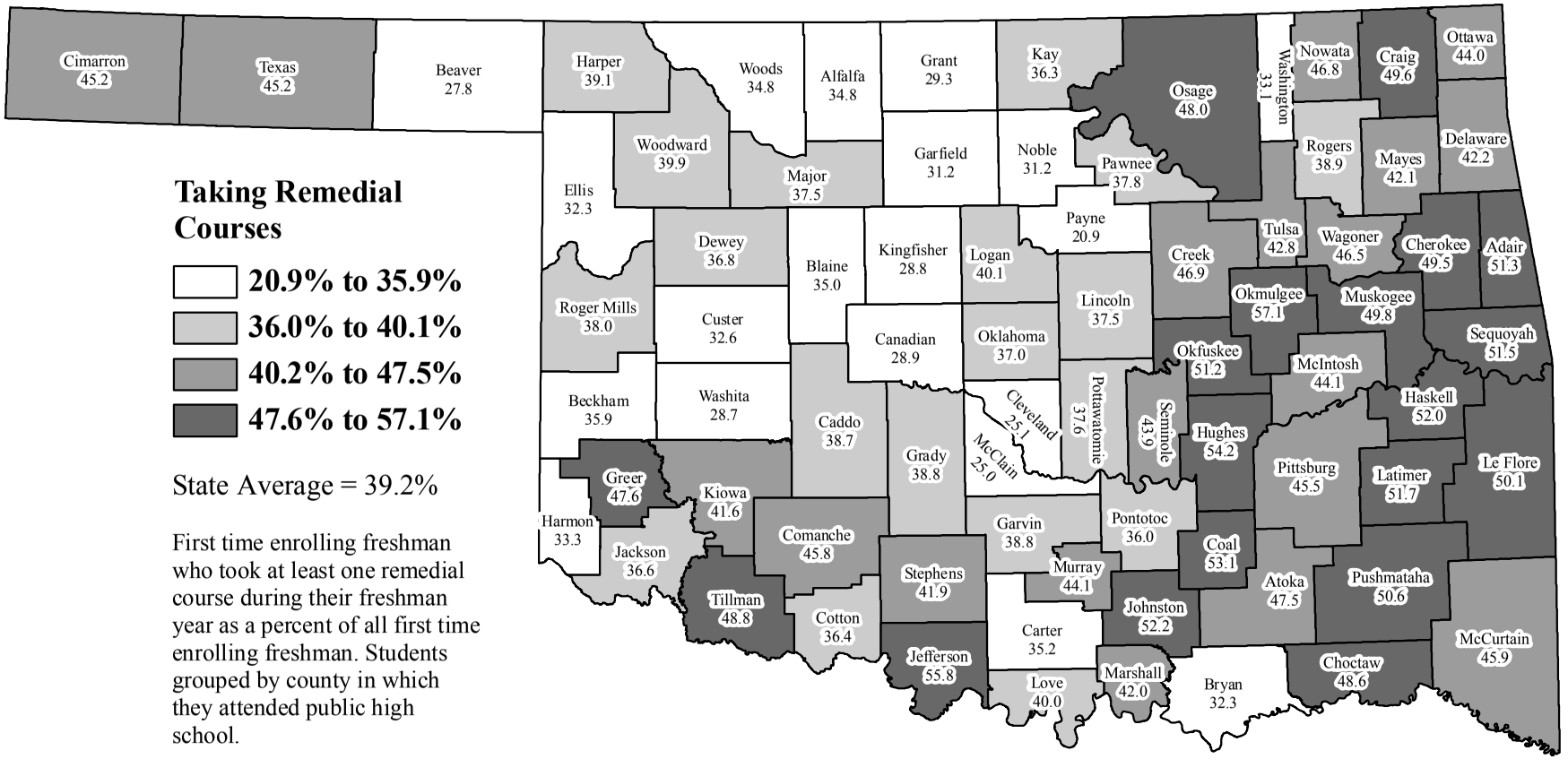
Source: Office of Accountability and Oklahoma State Department of Education

Figure 102
OKLAHOMA COLLEGE-GOING RATE
Public High School Graduates from 2008, 2009, and 2010



Source: Oklahoma State Regents for Higher Education

Figure 103
OKLAHOMA PUBLIC COLLEGE FRESHMAN REMEDIATION RATE
Public High School Graduates from 2008, 2009, and 2010



Source: Oklahoma State Regents for Higher Education

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APPENDIX A

THE 2011 SCHOOL QUESTIONNAIRE

The Office of Accountability uses a school site questionnaire to obtain data that are not available through other sources. The 2011 School Questionnaire pertained to site-level information during the 2010-11 school year. A copy of the 2011 School Questionnaire is located at the end of this section.

Not all principals opted to participate. However, of the 1,735 school sites sent a survey, 1,711 (98.6%) responded to at least one question. This percentage is the highest response in the history of the school questionnaire. The statistics displayed below are based on the responding schools only. Schools not responding to the questionnaire are noted on the School Report Cards as FTR, or Failed to Respond. The office does receive assistance from the Oklahoma City P.S. and Tulsa P.S. research units following up on data for schools in their districts that close or open from one year to the next.

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 eleventh year, the Office of Accountability gathered information needed to calculate a mobility rate for every school site in the state. This was the tenth year that the results were deemed usable. Information on students transferring in and students transferring out were gathered at 1,708 sites (98.4%) statewide. This information was then used to calculate a mobility rate using the following formula: students added during the school year divided by fall enrollment minus students dropped during the year plus students added during the year (in / (enrollment - out + in). The statewide mobility rate was 9.7%; 9.9% 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. Principals at 1,689 schools (97.3%) responded that, on average, 72.0% of students statewide had one or more parents attend a parent-teacher conference. Elementary school parent participation is higher than high school parent participation, with 79.9% of students having elementary parents attend a parent teacher conference compared to only 52.8% for high school parents.

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 1,735 schools asked this question, 1,708 (98.4%) supplied a response. On average,

there was one suspension with a duration of 10 days or less for every 12.6 students statewide; one for every 14.9 students in elementary schools and one for every 9.2 students in high schools. For suspensions that lasted for more than 10 days, the average for all schools was one incident for every 147.6 students statewide; one for every 281.7 elementary students and one for every 69.0 high school students.

Volunteer Hours

In an effort to determine the level of support schools receive from their communities, the Office of Accountability asked principals statewide to supply the total number of hours that patrons volunteered to their schools. This count was to exclude hours volunteered by students. Over ninety-seven percent (97.3%) of principals responded to this question. On average, patrons of schools across the state volunteered 2.5 hours of service for every student that attended school; 2.9 hours for each elementary school student and 1.6 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 456 high schools with 12th grade enrollments. Over ninety-seven percent (97.1) of the high school principals from this group (443 of 456) 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 2010-11 school year at the 443 high schools (97.1%) 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 439 responding high school principals (96.3%) reported that 6.6% 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

Principals at 439 high schools (96.3%) responded that, on average, 80.6% 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

2011 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 2011 Educational Indicators Reports, and the 2010-11 School Report Cards. Please complete and return the following questionnaire by **December 2, 2011**. 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.

To complete your survey:

1. **Visit http://www.schoolreportcard.org/survey/2011site.asp**
2. **Use the Survey# and Verification# provided below to access your questionnaire.**
   Or you may return this form by fax (405.225.9474) or mail it back to us (return address printed on back).

Survey# ***Vercification#*** *@@@@@*

ALL PRINCIPALS:

_____ 1. At your site, for school year 2010-11, how many students **entered** your school after the October Fall Enrollment count was reported to the State Department of Education. (enter 0 if none)

_____ 2. At your site, for school year 2010-11, how many students **left** your school after the October Fall Enrollment count was reported to the State Department of Education. (enter 0 if none)

_____ % 3. As a measure of parental involvement during the 2010-11 school year, what percentage of your students had at least 1 parent (guardian) attend at least 1 parent-teacher conference?

_____ 4. During the 2010-11 school year, how many incidents (not students) of out-of-school suspension were for 10 days or less? (enter 0 if none)

_____ 5. During the 2010-11 school year, how many incidents (not students) of out-of-school suspension were for more than 10 days? (enter 0 if none)

_____ 6. What was the total number of hours volunteered by patrons, excluding students, at your school during the 2010-11 school year? (estimate if needed; enter 0 if none)

HIGH SCHOOL PRINCIPALS ONLY:

_____ 1. What was the average GPA (based on a 4.0 system) of your high school senior class for school year 2010-11?

_____ 2. Of your 2011 graduates, how many were planning to go out-of-state for college? (enter 0 if none)

_____ 3. How many of your 2011 graduates completed the State Regents' 15-unit college-bound curriculum? (enter 0 if none) (For more information, please visit **http://www.okcollegestart.org/Plan_for_College/Courses_to_Take/_default.aspx**)

APPENDIX B

Juvenile Arrest Data By Offense Type
2010-11

Criminal Offenses Only

Description	Offenses	%
Homicide	39	0.3%
Kidnapping	10	0.1%
Sexual Assault	160	1.1%
Robbery	212	1.4%
Assault	1,883	12.8%
Arson	119	0.8%
Extortion	8	0.1%
Burglary	1,767	12.0%
Theft	1,725	11.7%
Theft of Auto	418	2.8%
Forgery	78	0.5%
Fraud	74	0.5%
Embezzlement	19	0.1%
Stolen Property	528	3.6%
Damage Property	1,076	7.3%
Dangerous Drugs/Narcotics	1,958	13.3%
Sex Offenses	160	1.1%
Domestic Violence	564	3.8%
Liquor Under Age	289	2.0%
Obstruction of Police	483	3.3%
Escape/Flight	143	1.0%
Obstructing the Judiciary	663	4.5%
Weapon Offenses	411	2.8%
Public Peace	1,138	7.7%
Traffic Offenses	386	2.6%
Invasion of Privacy	159	1.1%
Conservation	48	0.3%
Other Offences	231	1.6%
Total	**14,749**	**100%**

Data Source: Office of Juvenile Affairs

APPENDIX C

Indicators Displayed in Maps

Socioeconomic Conditions by County

County	Per Student Valuation of Property	Free or Reduced Lunch	Census 2010 Population	Population Number Change 2000 - 2010	Population Percent Change 2000 - 2010	Mean Household Income	Poverty Rate	Unemp-loyment Rate
Adair	$17,147	76.7%	22,683	1,645	7.8%	$37,043	26.5%	4.5%
Alfalfa	$80,138	58.4%	5,642	-463	-7.6%	$58,548	11.1%	2.9%
Atoka	$26,164	73.9%	14,182	303	2.2%	$45,183	22.5%	7.3%
Beaver	$104,473	58.2%	5,636	-221	-3.8%	$59,872	12.4%	4.2%
Beckham	$56,808	53.4%	22,119	2,320	11.7%	$55,542	16.0%	4.8%
Blaine	$53,326	74.5%	11,943	-33	-0.3%	$54,397	14.8%	3.8%
Bryan	$37,528	69.9%	42,416	5,882	16.1%	$47,815	19.1%	7.1%
Caddo	$27,649	74.0%	29,600	-550	-1.8%	$45,420	20.9%	9.3%
Canadian	$39,503	39.6%	115,541	27,844	31.8%	$72,437	7.9%	5.0%
Carter	$41,181	66.1%	47,557	1,936	4.2%	$51,547	16.5%	4.6%
Cherokee	$21,236	74.5%	46,987	4,466	10.5%	$41,343	26.3%	7.9%
Choctaw	$19,978	78.6%	15,205	-137	-0.9%	$41,185	24.6%	10.8%
Cimarron	$102,572	65.3%	2,475	-673	-21.4%	$42,282	21.8%	2.5%
Cleveland	$41,995	46.1%	255,755	47,739	22.9%	$66,921	12.1%	5.4%
Coal	$64,789	73.2%	5,925	-106	-1.8%	$40,402	21.6%	7.0%
Comanche	$29,269	56.8%	124,098	9,102	7.9%	$53,723	17.4%	8.3%
Cotton	$29,140	56.3%	6,193	-421	-6.4%	$51,551	13.1%	3.7%
Craig	$30,934	53.3%	15,029	79	0.5%	$48,855	17.1%	5.6%
Creek	$29,739	63.3%	69,967	2,600	3.9%	$54,983	15.4%	7.9%
Custer	$47,939	62.0%	27,469	1,327	5.1%	$54,753	16.9%	3.1%
Delaware	$43,971	72.0%	41,487	4,410	11.9%	$50,338	21.2%	7.5%
Dewey	$79,327	51.8%	4,810	67	1.4%	$53,826	13.6%	2.1%
Ellis	$105,822	58.9%	4,151	76	1.9%	$56,146	13.9%	1.4%
Garfield	$43,148	66.5%	60,580	2,767	4.8%	$54,791	16.8%	5.0%
Garvin	$34,736	63.1%	27,576	366	1.3%	$51,758	15.8%	4.5%
Grady	$30,606	51.0%	52,431	6,915	15.2%	$56,175	14.8%	5.6%
Grant	$161,412	52.6%	4,527	-617	-12.0%	$52,886	10.3%	6.4%
Greer	$26,620	65.1%	6,239	178	2.9%	$40,069	15.6%	3.4%
Harmon	$33,351	83.0%	2,922	-361	-11.0%	$43,727	26.9%	4.4%
Harper	$91,305	59.2%	3,685	123	3.5%	$55,303	12.5%	4.8%
Haskell	$22,422	75.1%	12,769	977	8.3%	$48,277	12.3%	6.6%
Hughes	$54,887	75.5%	14,003	-151	-1.1%	$46,590	21.9%	8.9%
Jackson	$25,414	58.6%	26,446	-1,993	-7.0%	$53,003	18.3%	7.3%
Jefferson	$27,026	72.8%	6,472	-346	-5.1%	$43,918	16.7%	4.5%
Johnston	$34,677	72.2%	10,957	444	4.2%	$48,881	19.9%	5.4%
Kay	$41,485	67.9%	46,562	-1,518	-3.2%	$52,126	17.9%	7.3%
Kingfisher	$54,386	59.8%	15,034	1,108	8.0%	$60,515	12.0%	5.0%
Kiowa	$41,200	70.1%	9,446	-781	-7.6%	$44,536	20.2%	4.3%
Latimer	$36,086	66.5%	11,154	462	4.3%	$52,148	13.9%	7.8%
Le Flore	$22,081	73.5%	50,384	2,275	4.7%	$45,393	20.7%	8.8%

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Indicators Displayed in Maps

Socioeconomic Conditions by County

continued from previous page

County	Per Student Valuation of Property	Free or Reduced Lunch	Census 2010 Population	Population Number Change 2000 - 2010	Population Percent Change 2000 - 2010	Mean Household Income	Poverty Rate	Unemp-loyment Rate
Lincoln	$29,877	61.4%	34,273	2,193	6.8%	$53,719	14.8%	5.7%
Logan	$37,948	64.8%	41,848	7,924	23.4%	$67,013	15.0%	4.8%
Love	$34,545	70.6%	9,423	592	6.7%	$53,470	14.2%	2.2%
Major	$55,734	58.8%	7,527	-18	-0.2%	$59,098	10.3%	1.9%
Marshall	$35,331	80.3%	15,840	2,656	20.1%	$48,077	14.4%	5.6%
Mayes	$33,696	68.8%	41,259	2,890	7.5%	$49,418	16.9%	8.4%
McClain	$29,707	44.1%	34,506	6,766	24.4%	$63,217	9.4%	4.2%
McCurtain	$24,976	77.7%	33,151	-1,251	-3.6%	$42,912	27.7%	11.0%
McIntosh	$26,950	78.4%	20,252	796	4.1%	$38,832	22.5%	10.6%
Murray	$25,060	56.6%	13,488	865	6.9%	$50,904	15.5%	4.9%
Muskogee	$35,983	67.3%	70,990	1,539	2.2%	$48,688	19.1%	6.7%
Noble	$73,969	60.6%	11,561	150	1.3%	$47,922	13.5%	4.8%
Nowata	$26,224	64.7%	10,536	-33	-0.3%	$53,526	17.6%	5.5%
Okfuskee	$27,386	71.8%	12,191	377	3.2%	$40,346	24.6%	7.6%
Oklahoma	$49,709	63.1%	718,633	58,185	8.8%	$62,891	16.8%	6.4%
Okmulgee	$21,327	71.8%	40,069	384	1.0%	$47,537	20.3%	7.3%
Osage	$36,207	65.8%	47,472	3,035	6.8%	$54,930	12.6%	5.6%
Ottawa	$24,011	72.1%	31,848	-1,346	-4.1%	$44,724	18.2%	8.9%
Pawnee	$22,399	68.8%	16,577	-35	-0.2%	$49,362	18.2%	7.8%
Payne	$56,125	50.3%	77,350	9,160	13.4%	$49,529	23.4%	5.4%
Pittsburg	$47,132	68.1%	45,837	1,884	4.3%	$50,751	16.7%	4.7%
Pontotoc	$29,224	62.5%	37,492	2,349	6.7%	$50,647	20.5%	5.0%
Pottawatomie	$23,961	64.2%	69,442	3,921	6.0%	$50,605	17.3%	5.9%
Pushmataha	$19,571	77.6%	11,572	-95	-0.8%	$35,950	27.1%	7.5%
Roger Mills	$189,869	51.0%	3,647	211	6.1%	$72,339	11.6%	3.1%
Rogers	$43,836	49.4%	86,905	16,264	23.0%	$67,567	9.5%	6.0%
Seminole	$25,810	75.7%	25,482	588	2.4%	$44,296	23.8%	8.9%
Sequoyah	$17,867	75.3%	42,391	3,419	8.8%	$47,133	20.9%	9.2%
Stephens	$35,000	54.4%	45,048	1,866	4.3%	$55,597	12.2%	5.7%
Texas	$46,228	68.6%	20,640	533	2.7%	$60,693	15.6%	6.7%
Tillman	$22,686	80.6%	7,992	-1,295	-13.9%	$40,508	21.1%	8.7%
Tulsa	$48,234	56.1%	603,403	40,104	7.1%	$64,948	15.1%	6.0%
Wagoner	$25,671	58.7%	73,085	15,594	27.1%	$65,612	11.7%	6.2%
Washington	$37,633	51.7%	50,976	1,980	4.0%	$62,048	13.2%	5.8%
Washita	$43,880	69.0%	11,629	121	1.1%	$53,917	16.9%	3.8%
Woods	$104,328	46.3%	8,878	-211	-2.3%	$59,262	12.1%	3.2%
Woodward	$69,690	59.3%	20,081	1,595	8.6%	$62,111	12.2%	4.4%
State Summary	**$41,038**	**60.6%**	**3,751,351**	**300,697**	**8.7%**	**$58,099**	**16.2%**	**6.2%**

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

Indicators Displayed in Maps

Socioeconomic Conditions by County

County	Percent of Single Parent Families	Percent on Reading Remediation	Average Days Absent per Student	Mobility Rate	Percent Parents Attending Confernce	Volenteer Hours per Student	Suspensions to Student Ratio	Juvenile Offenders
Adair	30.4%	45.1%	10.7%	9.5%	66.5%	1.34	33.4	298.8
Alfalfa	18.2%	9.2%	7.7%	3.7%	59.8%	2.03	11.0	113.3
Atoka	29.3%	36.8%	9.2%	9.5%	64.7%	15.32	51.6	148.4
Beaver	18.3%	30.0%	8.1%	5.4%	87.3%	1.70	110.4	122.7
Beckham	30.0%	30.7%	10.0%	8.5%	78.4%	0.96	28.2	87.8
Blaine	30.5%	15.3%	9.5%	8.9%	66.2%	1.60	32.1	59.2
Bryan	35.4%	22.4%	8.9%	11.5%	75.5%	1.79	26.3	101.9
Caddo	35.3%	31.3%	11.1%	8.0%	67.4%	1.15	26.4	80.3
Canadian	25.5%	32.8%	9.6%	5.8%	78.2%	4.84	18.9	208.1
Carter	33.8%	41.5%	8.5%	10.7%	71.2%	3.77	12.4	75.8
Cherokee	33.7%	31.4%	9.5%	10.5%	62.3%	0.67	29.9	128.9
Choctaw	35.1%	43.2%	8.4%	10.9%	69.7%	1.15	14.4	93.7
Cimarron	34.2%	37.3%	8.4%	6.5%	88.0%	2.30	33.3	64.3
Cleveland	25.7%	28.1%	9.3%	8.4%	76.7%	2.81	15.0	112.9
Coal	34.1%	19.1%	9.2%	11.3%	56.2%	0.52	28.2	77.6
Comanche	41.7%	32.4%	9.0%	16.6%	67.8%	1.36	8.6	49.8
Cotton	30.6%	32.3%	8.3%	9.9%	69.6%	0.80	31.2	82.6
Craig	27.4%	22.9%	8.6%	5.8%	42.1%	1.23	40.2	79.6
Creek	32.1%	24.2%	10.1%	9.4%	69.6%	2.11	10.8	103.7
Custer	34.8%	24.5%	7.8%	7.8%	82.9%	0.72	38.8	106.8
Delaware	32.0%	31.9%	11.4%	9.4%	67.2%	1.03	29.1	78.1
Dewey	19.0%	31.5%	7.0%	7.2%	90.6%	3.47	28.1	272.0
Ellis	20.6%	19.7%	7.8%	7.5%	81.9%	6.55	52.8	70.4
Garfield	31.9%	30.6%	9.6%	10.6%	80.1%	3.07	9.2	66.9
Garvin	33.5%	21.2%	9.5%	9.3%	69.0%	3.79	22.6	57.0
Grady	29.5%	26.3%	10.0%	8.5%	68.5%	0.96	16.5	123.9
Grant	25.9%	18.8%	7.9%	7.0%	70.5%	1.34	21.6	95.5
Greer	26.6%	16.2%	8.6%	7.8%	83.8%	0.83	25.9	155.5
Harmon	33.3%	16.9%	9.7%	5.2%	74.3%	0.38	22.8	68.4
Harper	24.8%	6.2%	7.2%	5.3%	79.7%	0.90	39.6	150.4
Haskell	23.4%	17.2%	10.0%	7.6%	43.4%	0.45	39.3	77.3
Hughes	33.2%	23.4%	9.2%	11.0%	72.2%	1.75	11.4	78.6
Jackson	30.5%	32.9%	9.0%	11.9%	70.2%	3.30	28.3	80.9
Jefferson	36.2%	40.2%	9.0%	6.4%	68.1%	1.52	27.2	70.4
Johnston	35.5%	28.2%	8.9%	11.6%	54.4%	4.53	19.6	73.2
Kay	36.3%	42.9%	10.8%	8.3%	68.4%	1.42	15.0	49.6
Kingfisher	19.5%	25.7%	7.2%	5.2%	74.3%	2.49	26.6	114.8
Kiowa	32.1%	15.3%	9.1%	7.0%	70.9%	1.20	21.0	83.8
Latimer	31.6%	33.5%	8.0%	8.0%	60.1%	0.29	54.4	210.9
Le Flore	33.2%	23.6%	10.3%	10.3%	63.7%	0.84	23.0	153.0

continued on next page

Indicators Displayed in Maps

Socioeconomic Conditions by County

continued from previous page

County	Percent of Single Parent Families	Percent on Reading Remediation	Average Days Absent per Student	Mobility Rate	Percent Parents Attending Confernce	Volenteer Hours per Student	Suspensions to Student Ratio	Juvenile Offenders
Lincoln	27.5%	35.1%	9.8%	7.1%	70.0%	1.69	11.6	85.7
Logan	22.2%	38.8%	10.7%	8.8%	70.8%	1.21	6.6	47.7
Love	32.0%	34.5%	8.8%	13.1%	61.4%	0.68	36.3	100.3
Major	17.0%	20.3%	6.9%	7.4%	73.6%	6.03	60.8	143.4
Marshall	26.0%	33.1%	10.0%	8.8%	76.4%	3.81	10.1	64.6
Mayes	24.5%	29.7%	9.7%	8.0%	69.8%	1.73	23.1	128.9
McClain	24.3%	24.6%	8.0%	6.5%	65.5%	0.73	36.0	118.2
McCurtain	35.7%	37.3%	8.8%	7.7%	58.2%	1.23	16.7	60.3
McIntosh	34.0%	31.1%	9.5%	8.7%	51.0%	3.39	15.9	88.0
Murray	28.2%	25.7%	6.6%	30.5%	62.3%	0.13	30.6	66.1
Muskogee	39.2%	31.9%	8.7%	7.8%	62.5%	1.47	14.1	107.0
Noble	26.5%	41.9%	8.8%	5.9%	60.7%	1.38	19.0	121.4
Nowata	38.1%	14.4%	6.6%	9.4%	63.4%	1.76	13.5	98.6
Okfuskee	29.9%	24.3%	9.0%	10.3%	57.1%	0.84	18.5	65.7
Oklahoma	36.7%	42.0%	10.0%	10.0%	74.6%	3.07	6.1	142.3
Okmulgee	36.9%	25.2%	10.1%	9.7%	64.8%	1.54	12.9	111.4
Osage	29.6%	31.4%	8.7%	4.5%	80.8%	2.09	23.3	99.9
Ottawa	36.5%	31.8%	9.2%	7.2%	67.8%	0.82	19.9	46.8
Pawnee	37.9%	28.3%	10.6%	9.5%	70.1%	0.62	13.4	109.5
Payne	28.5%	39.4%	9.8%	12.9%	84.3%	1.38	29.8	78.2
Pittsburg	35.2%	26.7%	8.7%	9.6%	71.7%	2.93	16.3	94.7
Pontotoc	36.5%	23.7%	9.3%	10.9%	72.9%	2.37	36.0	38.7
Pottawatomie	34.9%	40.1%	10.3%	9.8%	74.7%	1.67	16.2	88.5
Pushmataha	50.3%	27.7%	9.4%	9.2%	71.0%	0.47	69.4	93.7
Roger Mills	24.7%	21.1%	8.7%	8.0%	81.6%	0.13	82.8	142.0
Rogers	22.4%	36.7%	9.4%	6.9%	72.6%	1.22	24.0	93.3
Seminole	43.1%	24.2%	11.0%	11.6%	65.6%	0.76	13.9	68.4
Sequoyah	33.9%	23.8%	9.1%	11.7%	58.3%	1.62	25.0	75.1
Stephens	26.8%	30.0%	10.6%	9.7%	69.2%	1.25	27.1	93.5
Texas	25.4%	23.9%	6.9%	8.1%	84.2%	0.65	25.8	71.1
Tillman	29.0%	27.6%	9.5%	9.4%	82.6%	1.43	8.1	37.4
Tulsa	33.8%	38.7%	10.6%	10.7%	76.5%	3.99	13.5	66.0
Wagoner	25.2%	38.0%	9.4%	12.4%	49.9%	1.43	14.5	89.8
Washington	38.2%	30.3%	9.1%	6.9%	66.9%	2.55	31.6	53.5
Washita	25.5%	29.3%	8.1%	15.3%	85.9%	2.73	69.3	85.9
Woods	35.9%	35.0%	9.3%	10.3%	84.5%	6.13	63.4	54.7
Woodward	22.8%	46.2%	8.3%	8.9%	85.6%	1.28	24.1	46.6
State Summary	**32.5%**	**34.1%**	**9.7%**	**9.7%**	**72.0%**	**2.50**	**12.6**	**86.3**

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

Indicators Displayed in Maps

Educational Attainment, Revenue, Expenditures, and CRT Scores by County

County	Less than a High School Diploma	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	3rd Gr.CRT Reading % Proficient or Above	3rd Gr.CRT Math % Proficient or Above	4th Gr.CRT Reading % Proficient or Above
Adair	23.5%	76.5%	10.6%	56.3%	$9,042	62%	56%	60%
Alfalfa	18.3%	81.7%	17.9%	40.5%	$10,642	62%	68%	58%
Atoka	22.7%	77.3%	14.5%	56.6%	$8,807	67%	69%	65%
Beaver	16.4%	83.6%	17.9%	37.5%	$10,487	77%	80%	68%
Beckham	19.7%	80.3%	14.7%	42.4%	$7,236	70%	66%	65%
Blaine	18.9%	81.1%	15.9%	44.1%	$9,597	74%	71%	60%
Bryan	15.9%	84.1%	20.3%	52.6%	$8,316	76%	77%	71%
Caddo	19.0%	81.0%	13.7%	50.5%	$8,891	67%	64%	49%
Canadian	9.2%	90.8%	25.3%	45.8%	$7,356	79%	79%	73%
Carter	16.8%	83.2%	16.4%	49.5%	$7,778	82%	77%	69%
Cherokee	16.1%	83.9%	23.8%	55.0%	$8,256	68%	72%	66%
Choctaw	23.5%	76.5%	11.5%	61.5%	$8,539	73%	75%	51%
Cimarron	20.7%	79.3%	16.9%	42.3%	$12,668	55%	41%	35%
Cleveland	9.6%	90.4%	31.2%	45.3%	$7,625	82%	82%	78%
Coal	21.5%	78.5%	9.1%	46.0%	$10,228	69%	77%	58%
Comanche	11.5%	88.5%	19.8%	50.4%	$8,600	75%	73%	69%
Cotton	17.5%	82.5%	18.6%	47.7%	$10,349	88%	86%	86%
Craig	19.5%	80.5%	13.5%	55.2%	$7,188	71%	65%	72%
Creek	16.6%	83.4%	14.9%	54.0%	$7,518	77%	76%	67%
Custer	15.6%	84.4%	25.0%	45.7%	$8,477	88%	83%	77%
Delaware	17.9%	82.1%	14.3%	45.1%	$8,399	79%	80%	68%
Dewey	15.2%	84.8%	19.2%	47.5%	$10,131	81%	86%	73%
Ellis	12.2%	87.8%	23.3%	45.4%	$11,254	75%	60%	78%
Garfield	14.4%	85.6%	21.8%	47.5%	$12,261	79%	77%	70%
Garvin	19.5%	80.5%	15.4%	51.8%	$7,850	76%	73%	62%
Grady	14.7%	85.3%	16.8%	52.1%	$7,508	81%	80%	71%
Grant	10.0%	90.0%	20.8%	28.1%	$12,463	81%	86%	50%
Greer	22.8%	77.2%	13.0%	61.2%	$8,526	69%	71%	69%
Harmon	28.4%	71.6%	15.5%	59.0%	$10,046	77%	77%	76%
Harper	15.9%	84.1%	17.1%	39.6%	$8,954	50%	71%	81%
Haskell	24.1%	75.9%	13.4%	56.4%	$8,378	64%	63%	52%
Hughes	24.2%	75.8%	11.8%	44.3%	$9,340	75%	73%	61%
Jackson	18.0%	82.0%	21.2%	59.0%	$7,761	79%	82%	63%
Jefferson	24.2%	75.8%	11.2%	64.6%	$9,430	90%	90%	72%
Johnston	18.8%	81.2%	19.0%	54.1%	$8,417	69%	64%	55%
Kay	14.4%	85.6%	19.9%	46.2%	$8,474	77%	79%	70%
Kingfisher	16.8%	83.2%	17.1%	38.4%	$9,099	89%	88%	73%
Kiowa	15.6%	84.4%	16.4%	52.3%	$9,154	78%	73%	69%
Latimer	18.7%	81.3%	13.8%	50.9%	$9,853	66%	76%	59%
Le Flore	20.9%	79.1%	11.4%	57.6%	$8,119	69%	73%	63%

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Indicators Displayed in Maps

Educational Attainment, Revenue, Expenditures, and CRT Scores by County

continued from previous page

County	Less than a High School Diploma	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	3rd Gr.CRT Reading % Proficient or Above	3rd Gr.CRT Math % Proficient or Above	4th Gr.CRT Reading % Proficient or Above
Lincoln	14.7%	85.3%	13.7%	55.1%	$7,624	73%	75%	66%
Logan	12.8%	87.2%	23.2%	51.0%	$7,756	62%	64%	62%
Love	21.7%	78.3%	13.9%	53.6%	$7,594	54%	61%	54%
Major	14.1%	85.9%	16.4%	46.8%	$9,323	82%	80%	76%
Marshall	20.4%	79.6%	15.9%	49.1%	$8,261	75%	64%	67%
Mayes	16.6%	83.4%	11.9%	50.8%	$8,036	75%	69%	72%
McClain	12.2%	87.8%	17.9%	50.3%	$7,082	76%	75%	69%
McCurtain	21.1%	78.9%	12.3%	56.5%	$8,656	79%	79%	67%
McIntosh	22.9%	77.1%	11.1%	53.5%	$7,817	69%	63%	71%
Murray	20.2%	79.8%	13.3%	56.4%	$7,124	73%	76%	66%
Muskogee	17.1%	82.9%	17.5%	48.8%	$8,173	75%	75%	62%
Noble	11.5%	88.5%	17.5%	37.4%	$8,559	77%	76%	62%
Nowata	16.5%	83.5%	12.6%	57.1%	$8,223	63%	66%	61%
Okfuskee	21.2%	78.8%	10.9%	52.7%	$8,528	63%	67%	36%
Oklahoma	14.6%	85.4%	28.2%	36.5%	$8,437	73%	72%	69%
Okmulgee	17.6%	82.4%	13.5%	54.9%	$8,217	72%	72%	61%
Osage	12.7%	87.3%	17.8%	53.4%	$8,461	75%	70%	68%
Ottawa	17.5%	82.5%	13.1%	58.2%	$7,763	78%	79%	72%
Pawnee	13.7%	86.3%	16.1%	56.7%	$7,567	68%	61%	53%
Payne	10.8%	89.2%	34.0%	40.8%	$8,384	79%	75%	72%
Pittsburg	18.2%	81.8%	15.1%	50.8%	$8,214	66%	64%	59%
Pontotoc	15.6%	84.4%	26.2%	54.7%	$8,383	76%	76%	67%
Pottawatomie	16.6%	83.4%	16.6%	56.2%	$7,748	70%	72%	63%
Pushmataha	19.6%	80.4%	11.6%	53.9%	$10,266	70%	70%	60%
Roger Mills	11.4%	88.6%	20.1%	34.4%	$14,310	78%	86%	65%
Rogers	10.9%	89.1%	21.2%	44.1%	$7,624	80%	72%	71%
Seminole	20.4%	79.6%	13.3%	54.5%	$8,347	61%	65%	50%
Sequoyah	20.0%	80.0%	12.2%	60.6%	$7,859	74%	81%	77%
Stephens	14.9%	85.1%	16.5%	51.4%	$7,695	77%	80%	67%
Texas	26.9%	73.1%	20.3%	52.6%	$8,191	66%	75%	64%
Tillman	25.7%	74.3%	14.6%	59.3%	$10,004	78%	77%	49%
Tulsa	12.0%	88.0%	28.8%	38.9%	$8,501	77%	75%	71%
Wagoner	12.1%	87.9%	20.8%	54.4%	$7,314	74%	77%	58%
Washington	11.9%	88.1%	26.1%	48.3%	$7,892	82%	83%	80%
Washita	15.8%	84.2%	16.4%	55.6%	$8,793	75%	76%	61%
Woods	11.8%	88.2%	28.5%	34.8%	$11,628	80%	86%	76%
Woodward	16.7%	83.3%	17.4%	38.9%	$8,153	78%	77%	62%
State Summary	**14.6%**	**85.4%**	**22.6%**	**45.5%**	**$8,301**	**75%**	**74%**	**68%**

Data Source: Oklahoma State Department of Education, U.S. Census Bureau

Indicators Displayed in Maps

CRT Scores by County

County	4th Gr.CRT Math % Proficient or Above	5th Gr.CRT Reading % Proficient or Above	5th Gr.CRT Math % Proficient or Above	5th Gr.CRT Science % Proficient or Above	5th Gr.CRT Soc.Stud. % Proficient or Above	5th Gr.CRT Writing % Proficient or Above	6th Gr.CRT Reading % Proficient or Above	6th Gr.CRT Math % Proficient or Above
Adair	68%	61%	63%	86%	63%	82%	61%	48%
Alfalfa	76%	53%	56%	81%	50%	76%	78%	73%
Atoka	63%	70%	69%	92%	80%	77%	68%	66%
Beaver	75%	73%	75%	92%	82%	80%	65%	78%
Beckham	64%	78%	72%	94%	79%	91%	70%	66%
Blaine	64%	71%	65%	95%	72%	88%	65%	67%
Bryan	81%	71%	74%	95%	80%	87%	75%	74%
Caddo	60%	61%	68%	89%	70%	84%	62%	57%
Canadian	79%	73%	73%	94%	82%	90%	77%	74%
Carter	77%	75%	73%	92%	81%	89%	68%	67%
Cherokee	74%	70%	63%	91%	80%	80%	72%	74%
Choctaw	54%	61%	60%	90%	75%	83%	68%	74%
Cimarron	71%	62%	67%	90%	81%	80%	58%	79%
Cleveland	82%	81%	80%	95%	88%	89%	81%	84%
Coal	82%	66%	57%	95%	74%	81%	63%	71%
Comanche	79%	75%	77%	95%	79%	88%	71%	70%
Cotton	95%	70%	91%	93%	80%	74%	79%	71%
Craig	62%	75%	63%	89%	82%	83%	63%	61%
Creek	77%	67%	68%	90%	74%	84%	66%	70%
Custer	89%	84%	89%	98%	91%	87%	80%	86%
Delaware	77%	76%	76%	95%	79%	72%	76%	71%
Dewey	88%	83%	83%	98%	91%	93%	80%	80%
Ellis	80%	75%	70%	98%	80%	76%	76%	73%
Garfield	82%	72%	79%	94%	84%	83%	67%	69%
Garvin	68%	67%	66%	90%	77%	84%	67%	66%
Grady	75%	75%	72%	94%	82%	86%	73%	75%
Grant	69%	62%	57%	91%	66%	83%	71%	69%
Greer	71%	75%	86%	100%	91%	100%	80%	83%
Harmon	100%	88%	94%	100%	94%	94%	64%	71%
Harper	87%	65%	67%	98%	93%	77%	69%	86%
Haskell	66%	68%	41%	87%	69%	85%	57%	44%
Hughes	56%	64%	65%	85%	65%	78%	51%	56%
Jackson	79%	67%	74%	90%	71%	86%	74%	83%
Jefferson	75%	61%	74%	97%	80%	82%	54%	58%
Johnston	57%	55%	50%	83%	61%	88%	66%	67%
Kay	78%	73%	81%	95%	78%	86%	75%	82%
Kingfisher	84%	79%	75%	97%	87%	88%	71%	77%
Kiowa	82%	72%	77%	95%	75%	86%	79%	78%
Latimer	67%	69%	63%	87%	83%	89%	67%	67%
Le Flore	71%	66%	69%	92%	74%	82%	61%	57%

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Indicators Displayed in Maps

CRT Scores by County

continued from previous page

County	4th Gr.CRT Math % Proficient or Above	5th Gr.CRT Reading % Proficient or Above	5th Gr.CRT Math % Proficient or Above	5th Gr.CRT Science % Proficient or Above	5th Gr.CRT Soc.Stud. % Proficient or Above	5th Gr.CRT Writing % Proficient or Above	6th Gr.CRT Reading % Proficient or Above	6th Gr.CRT Math % Proficient or Above
Lincoln	80%	70%	76%	92%	81%	87%	61%	71%
Logan	77%	67%	70%	89%	63%	83%	69%	67%
Love	70%	63%	59%	96%	73%	78%	67%	75%
Major	70%	69%	71%	93%	80%	82%	80%	73%
Marshall	73%	64%	68%	95%	77%	83%	72%	64%
Mayes	79%	76%	77%	93%	78%	81%	69%	70%
McClain	80%	73%	67%	94%	82%	80%	72%	70%
McCurtain	77%	63%	69%	91%	70%	82%	66%	65%
McIntosh	74%	69%	72%	95%	87%	89%	62%	63%
Murray	81%	71%	74%	92%	87%	92%	64%	56%
Muskogee	73%	71%	75%	94%	81%	81%	66%	70%
Noble	78%	67%	53%	92%	73%	75%	76%	71%
Nowata	71%	60%	56%	88%	60%	80%	59%	52%
Okfuskee	45%	50%	51%	93%	61%	74%	69%	61%
Oklahoma	75%	74%	76%	90%	74%	88%	67%	69%
Okmulgee	68%	68%	64%	93%	70%	87%	57%	58%
Osage	74%	66%	61%	91%	78%	78%	65%	72%
Ottawa	79%	74%	72%	95%	70%	89%	65%	62%
Pawnee	65%	75%	68%	92%	80%	82%	60%	65%
Payne	77%	81%	78%	96%	86%	88%	78%	80%
Pittsburg	66%	67%	69%	90%	75%	83%	66%	72%
Pontotoc	78%	72%	73%	95%	85%	89%	73%	66%
Pottawatomie	75%	68%	69%	92%	76%	83%	64%	67%
Pushmataha	67%	62%	66%	87%	71%	75%	60%	61%
Roger Mills	77%	74%	70%	94%	70%	90%	77%	75%
Rogers	82%	76%	80%	96%	87%	89%	71%	72%
Seminole	65%	52%	46%	83%	63%	79%	58%	61%
Sequoyah	77%	77%	80%	95%	83%	83%	74%	73%
Stephens	80%	75%	75%	93%	73%	86%	70%	66%
Texas	80%	72%	84%	95%	87%	85%	65%	79%
Tillman	58%	64%	61%	95%	71%	99%	57%	56%
Tulsa	77%	73%	75%	91%	79%	87%	69%	73%
Wagoner	69%	66%	65%	94%	74%	80%	65%	64%
Washington	84%	81%	83%	97%	83%	89%	76%	80%
Washita	67%	67%	63%	97%	83%	88%	78%	77%
Woods	92%	76%	71%	94%	76%	93%	86%	76%
Woodward	76%	68%	69%	94%	76%	93%	70%	72%
State Summary	**75%**	**72%**	**73%**	**92%**	**78%**	**85%**	**69%**	**70%**

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

CRT Scores by County

County	7th Gr.CRT Reading % Proficient or Above	7th Gr.CRT Math % Proficient or Above	7th Gr.CRT Geography % Proficient or Above	8th Gr.CRT Reading % Proficient or Above	8th Gr.CRT Math % Proficient or Above	8th Gr.CRT Science % Proficient or Above	8th Gr.CRT History % Proficient or Above	8th Gr.CRT Writing % Proficient or Above
Adair	61%	49%	84%	74%	67%	65%	88%	83%
Alfalfa	85%	80%	100%	76%	71%	76%	92%	95%
Atoka	74%	56%	82%	79%	66%	82%	96%	90%
Beaver	72%	74%	84%	86%	72%	71%	92%	84%
Beckham	76%	70%	90%	85%	72%	79%	96%	93%
Blaine	57%	56%	81%	76%	69%	79%	95%	97%
Bryan	81%	79%	91%	74%	75%	79%	94%	93%
Caddo	71%	61%	89%	79%	64%	64%	90%	91%
Canadian	82%	72%	93%	89%	80%	88%	95%	95%
Carter	73%	68%	89%	84%	64%	81%	93%	92%
Cherokee	77%	68%	92%	84%	67%	77%	94%	94%
Choctaw	60%	48%	73%	70%	52%	67%	91%	85%
Cimarron	63%	71%	94%	93%	86%	93%	100%	83%
Cleveland	85%	85%	94%	89%	78%	89%	96%	91%
Coal	79%	64%	82%	90%	72%	78%	98%	96%
Comanche	77%	68%	86%	86%	80%	81%	95%	94%
Cotton	74%	74%	94%	79%	63%	68%	93%	86%
Craig	72%	64%	81%	72%	59%	72%	90%	88%
Creek	72%	65%	85%	82%	74%	80%	93%	88%
Custer	82%	83%	94%	92%	87%	88%	98%	94%
Delaware	78%	63%	91%	86%	69%	80%	96%	79%
Dewey	82%	75%	90%	86%	66%	71%	98%	93%
Ellis	78%	78%	85%	69%	69%	73%	94%	90%
Garfield	76%	74%	89%	80%	70%	79%	95%	93%
Garvin	76%	69%	88%	78%	68%	78%	96%	90%
Grady	76%	73%	92%	83%	76%	85%	94%	93%
Grant	76%	73%	95%	77%	43%	71%	91%	91%
Greer	83%	67%	89%	80%	65%	79%	81%	96%
Harmon	68%	71%	94%	82%	94%	65%	94%	94%
Harper	79%	81%	98%	81%	81%	88%	100%	85%
Haskell	56%	59%	82%	74%	53%	70%	87%	94%
Hughes	69%	48%	90%	65%	54%	66%	89%	89%
Jackson	77%	83%	87%	90%	85%	85%	96%	91%
Jefferson	69%	65%	89%	79%	62%	83%	91%	96%
Johnston	76%	77%	92%	80%	68%	79%	95%	89%
Kay	80%	83%	91%	80%	71%	77%	94%	93%
Kingfisher	85%	74%	94%	92%	84%	89%	98%	95%
Kiowa	83%	77%	95%	93%	74%	79%	96%	97%
Latimer	74%	61%	87%	79%	82%	75%	96%	95%
Le Flore	72%	54%	85%	80%	57%	69%	90%	87%

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Indicators Displayed in Maps

CRT Scores by County

continued from previous page

County	7th Gr.CRT Reading % Proficient or Above	7th Gr.CRT Math % Proficient or Above	7th Gr.CRT Geography % Proficient or Above	8th Gr.CRT Reading % Proficient or Above	8th Gr.CRT Math % Proficient or Above	8th Gr.CRT Science % Proficient or Above	8th Gr.CRT History % Proficient or Above	8th Gr.CRT Writing % Proficient or Above
Lincoln	75%	76%	89%	78%	63%	79%	91%	90%
Logan	77%	78%	88%	83%	82%	84%	93%	91%
Love	71%	56%	86%	89%	67%	80%	92%	91%
Major	82%	84%	97%	87%	80%	85%	97%	94%
Marshall	80%	72%	84%	86%	69%	91%	94%	93%
Mayes	75%	71%	87%	87%	77%	86%	93%	92%
McClain	80%	73%	93%	88%	66%	84%	95%	90%
McCurtain	70%	62%	85%	82%	69%	70%	89%	92%
McIntosh	73%	70%	95%	81%	67%	76%	94%	88%
Murray	77%	62%	83%	75%	56%	77%	92%	95%
Muskogee	70%	69%	85%	79%	67%	74%	91%	90%
Noble	70%	65%	85%	73%	53%	68%	94%	95%
Nowata	62%	56%	90%	75%	51%	80%	89%	82%
Okfuskee	62%	65%	91%	69%	59%	63%	90%	87%
Oklahoma	75%	74%	86%	80%	70%	79%	92%	92%
Okmulgee	73%	65%	84%	78%	73%	77%	90%	87%
Osage	80%	68%	85%	78%	66%	76%	94%	86%
Ottawa	71%	63%	89%	78%	62%	76%	96%	95%
Pawnee	71%	60%	86%	73%	71%	79%	98%	93%
Payne	82%	75%	92%	84%	76%	84%	94%	91%
Pittsburg	66%	71%	87%	79%	71%	75%	92%	90%
Pontotoc	76%	74%	93%	85%	75%	86%	96%	92%
Pottawatomie	75%	70%	89%	79%	64%	76%	92%	91%
Pushmataha	67%	76%	94%	73%	70%	77%	96%	90%
Roger Mills	86%	77%	96%	98%	77%	85%	96%	89%
Rogers	78%	72%	92%	85%	73%	80%	95%	91%
Seminole	69%	58%	87%	73%	57%	72%	88%	90%
Sequoyah	78%	75%	93%	85%	77%	82%	95%	92%
Stephens	77%	68%	90%	83%	68%	72%	94%	93%
Texas	67%	68%	97%	81%	70%	79%	96%	94%
Tillman	65%	48%	80%	68%	52%	78%	86%	83%
Tulsa	74%	74%	86%	81%	72%	79%	92%	93%
Wagoner	76%	65%	87%	77%	63%	79%	92%	87%
Washington	84%	81%	92%	88%	85%	89%	95%	93%
Washita	80%	81%	91%	88%	74%	83%	97%	92%
Woods	73%	69%	89%	87%	81%	85%	99%	84%
Woodward	79%	67%	92%	80%	67%	80%	94%	90%
State Summary	**75%**	**71%**	**88%**	**81%**	**70%**	**93%**	**79%**	**91%**

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

EOI Scores and High School Information by County

County	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology I EOI % Proficient or Above	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Average Freshman Graduation Rate
Adair	61%	81%	58%	72%	32%	83%	82%	15.1%	75.6%
Alfalfa	84%	89%	78%	83%	50%	90%	92%	1.8%	92.2%
Atoka	83%	93%	78%	80%	59%	88%	84%	14.4%	97.5%
Beaver	76%	79%	76%	75%	61%	86%	90%	5.5%	79.3%
Beckham	89%	93%	84%	92%	90%	95%	94%	14.0%	74.3%
Blaine	85%	90%	70%	89%	52%	83%	91%	5.0%	82.1%
Bryan	77%	90%	65%	84%	65%	81%	91%	6.4%	87.6%
Caddo	62%	84%	65%	70%	57%	70%	89%	6.0%	92.1%
Canadian	88%	95%	88%	90%	79%	92%	96%	6.9%	91.5%
Carter	82%	92%	81%	89%	79%	92%	94%	10.2%	77.7%
Cherokee	81%	91%	81%	84%	77%	84%	94%	10.8%	71.1%
Choctaw	62%	84%	62%	71%	67%	70%	76%	3.8%	79.3%
Cimarron	72%	86%	80%	87%	60%	89%	90%	4.3%	82.5%
Cleveland	92%	94%	90%	88%	84%	93%	96%	7.4%	79.6%
Coal	88%	91%	77%	82%	89%	91%	94%	2.2%	89.8%
Comanche	84%	93%	80%	84%	68%	86%	92%	10.7%	77.8%
Cotton	88%	97%	82%	92%	62%	87%	97%	1.0%	93.2%
Craig	83%	87%	85%	78%	79%	88%	90%	4.3%	86.1%
Creek	75%	90%	76%	81%	63%	82%	89%	10.8%	79.6%
Custer	89%	91%	82%	82%	62%	96%	95%	9.5%	77.5%
Delaware	81%	86%	73%	75%	59%	75%	89%	11.6%	78.0%
Dewey	85%	90%	72%	87%	75%	94%	97%	6.8%	101.2%
Ellis	90%	78%	92%	77%	63%	69%	98%	0.0%	90.2%
Garfield	79%	85%	80%	79%	69%	85%	90%	9.2%	83.7%
Garvin	84%	90%	73%	81%	65%	87%	89%	7.0%	85.8%
Grady	88%	92%	84%	86%	73%	87%	91%	10.4%	85.2%
Grant	90%	94%	72%	80%	70%	95%	97%	4.7%	83.6%
Greer	83%	91%	75%	58%	32%	88%	87%	5.0%	83.4%
Harmon	80%	79%	77%	45%	35%	96%	96%	4.3%	97.1%
Harper	90%	81%	76%	80%	77%	93%	92%	5.1%	99.4%
Haskell	81%	83%	69%	81%	60%	85%	89%	7.3%	88.3%
Hughes	67%	89%	67%	76%	42%	79%	90%	11.1%	82.1%
Jackson	87%	90%	80%	80%	58%	87%	95%	14.3%	79.7%
Jefferson	77%	78%	81%	80%	55%	79%	91%	8.1%	78.2%
Johnston	74%	81%	72%	80%	54%	85%	94%	12.3%	86.3%
Kay	84%	92%	91%	86%	73%	90%	92%	18.8%	75.8%
Kingfisher	91%	94%	90%	85%	83%	89%	98%	0.4%	94.3%
Kiowa	83%	98%	86%	91%	79%	92%	95%	11.9%	87.9%
Latimer	74%	88%	83%	79%	75%	80%	77%	3.0%	94.7%
Le Flore	71%	87%	71%	80%	55%	74%	87%	6.3%	85.2%

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Indicators Displayed in Maps

EOI Scores and High School Information by County

continued from previous page

County	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology I EOI % Proficient or Above	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Average Freshman Graduation Rate
Lincoln	78%	89%	73%	82%	61%	88%	88%	5.6%	82.6%
Logan	81%	92%	81%	89%	62%	92%	91%	6.8%	77.5%
Love	77%	79%	63%	80%	57%	62%	85%	16.2%	88.6%
Major	93%	93%	86%	93%	88%	93%	94%	5.9%	82.3%
Marshall	78%	84%	78%	80%	68%	80%	92%	10.9%	69.9%
Mayes	78%	88%	83%	87%	77%	90%	93%	9.7%	82.1%
McClain	93%	93%	86%	85%	83%	92%	97%	4.7%	92.5%
McCurtain	75%	85%	69%	77%	75%	79%	86%	1.5%	85.8%
McIntosh	74%	88%	70%	78%	45%	81%	88%	10.0%	98.2%
Murray	80%	88%	74%	77%	56%	87%	88%	5.1%	85.8%
Muskogee	76%	86%	78%	73%	67%	82%	90%	15.8%	75.7%
Noble	82%	89%	88%	90%	79%	85%	90%	2.8%	87.2%
Nowata	84%	82%	81%	84%	60%	85%	90%	0.0%	95.6%
Okfuskee	70%	82%	75%	76%	27%	80%	87%	26.4%	89.8%
Oklahoma	84%	89%	82%	82%	73%	83%	92%	11.7%	75.0%
Okmulgee	76%	84%	68%	74%	61%	70%	86%	6.5%	79.0%
Osage	79%	84%	68%	76%	59%	88%	89%	4.7%	84.5%
Ottawa	79%	87%	83%	79%	67%	83%	92%	1.7%	84.4%
Pawnee	82%	88%	87%	84%	57%	84%	86%	7.1%	79.3%
Payne	86%	93%	86%	90%	83%	88%	93%	8.7%	84.7%
Pittsburg	82%	90%	83%	85%	73%	87%	93%	14.3%	81.2%
Pontotoc	81%	93%	82%	87%	77%	90%	96%	7.5%	77.5%
Pottawatomie	86%	88%	82%	86%	78%	89%	94%	8.7%	77.4%
Pushmataha	84%	94%	71%	89%	78%	77%	94%	6.7%	81.6%
Roger Mills	94%	92%	94%	85%	88%	96%	95%	1.5%	89.9%
Rogers	84%	91%	89%	85%	73%	88%	94%	8.5%	83.7%
Seminole	75%	80%	74%	72%	42%	80%	87%	9.8%	77.1%
Sequoyah	77%	92%	80%	77%	57%	80%	92%	9.8%	81.6%
Stephens	80%	89%	81%	86%	66%	84%	89%	14.7%	85.3%
Texas	78%	89%	86%	74%	63%	84%	93%	11.9%	81.5%
Tillman	55%	79%	61%	57%	31%	67%	79%	10.1%	70.8%
Tulsa	84%	89%	78%	82%	71%	83%	91%	13.0%	75.5%
Wagoner	69%	87%	79%	81%	58%	85%	89%	16.1%	78.1%
Washington	95%	92%	82%	88%	77%	87%	94%	8.7%	85.0%
Washita	81%	93%	82%	81%	71%	86%	89%	5.6%	89.6%
Woods	83%	94%	85%	84%	70%	93%	90%	7.6%	74.7%
Woodward	79%	91%	90%	84%	72%	83%	96%	8.9%	81.4%
State Summary	**82%**	**89%**	**80%**	**82%**	**70%**	**84%**	**92%**	**10.2%**	**79.8%**

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

High School and College Information by County

County	Senior Graduation Rate	Avg. ACT Oklahoma Public HS Graduates	Senior GPA	Career Tech Program Participation Rate	Public HS Graduates Completing Coll. Curr.	Public HS Graduates to Out-of-State Colleges	Public HS Graduates OK College Going Rate	Public Coll. Freshman in Remedial Courses
Adair	95.6%	18.0	3.04	36.7%	67.8%	3.9%	35.5%	51.3%
Alfalfa	100.0%	20.1	3.38	55.8%	90.9%	5.5%	63.9%	34.8%
Atoka	97.6%	18.1	2.89	53.2%	61.5%	2.4%	44.6%	47.5%
Beaver	98.6%	20.4	3.22	14.8%	81.2%	31.9%	43.9%	27.8%
Beckham	95.7%	20.8	3.23	62.1%	84.3%	4.5%	48.9%	35.9%
Blaine	100.0%	19.7	3.16	78.3%	82.6%	0.0%	49.3%	35.0%
Bryan	99.3%	20.2	2.79	54.8%	86.9%	10.0%	42.2%	32.3%
Caddo	98.3%	18.7	2.99	53.9%	60.4%	2.0%	43.8%	38.7%
Canadian	98.3%	21.8	3.10	48.8%	81.3%	4.1%	49.3%	28.9%
Carter	98.4%	20.7	2.91	41.4%	84.9%	6.8%	49.7%	35.2%
Cherokee	97.8%	20.4	2.97	50.1%	64.5%	2.8%	37.3%	49.5%
Choctaw	98.1%	18.2	2.84	72.7%	43.1%	2.8%	40.8%	48.6%
Cimarron	95.7%	20.2	3.57	19.4%	86.4%	13.6%	44.8%	45.2%
Cleveland	98.9%	22.3	3.01	40.9%	85.9%	7.0%	52.3%	25.1%
Coal	100.0%	19.8	3.14	58.7%	67.0%	0.0%	44.8%	53.1%
Comanche	98.0%	20.1	2.98	41.2%	95.4%	8.2%	41.9%	45.8%
Cotton	100.0%	19.9	3.14	63.4%	60.4%	3.1%	46.3%	36.4%
Craig	96.6%	20.0	3.06	60.1%	62.2%	2.5%	45.3%	49.6%
Creek	97.2%	19.9	2.96	65.5%	84.6%	4.7%	46.3%	46.9%
Custer	98.5%	20.6	3.20	74.9%	93.1%	2.3%	56.1%	32.6%
Delaware	97.0%	19.5	2.99	51.2%	72.9%	7.1%	34.1%	42.2%
Dewey	98.2%	21.5	3.09	83.7%	104.1%	0.0%	54.3%	36.8%
Ellis	100.0%	21.2	3.17	64.0%	101.7%	25.9%	42.4%	32.3%
Garfield	98.1%	21.5	3.09	51.7%	80.5%	1.1%	38.9%	31.2%
Garvin	98.6%	20.3	2.98	59.2%	84.4%	1.2%	45.3%	38.8%
Grady	98.1%	20.5	3.25	59.4%	66.9%	3.4%	44.9%	38.8%
Grant	98.4%	20.8	3.48	80.0%	98.0%	0.0%	46.5%	29.3%
Greer	100.0%	18.8	3.11	84.3%	103.5%	1.8%	48.3%	47.6%
Harmon	100.0%	19.2	3.10	97.7%	88.6%	4.6%	50.0%	33.3%
Harper	98.2%	18.6	3.32	76.0%	71.4%	5.4%	50.0%	39.1%
Haskell	98.6%	18.7	2.85	72.7%	61.9%	1.4%	43.5%	52.0%
Hughes	98.6%	18.7	3.03	54.9%	76.9%	0.8%	44.5%	54.2%
Jackson	98.8%	20.5	3.13	50.3%	85.6%	5.4%	56.2%	36.6%
Jefferson	97.1%	18.6	3.04	69.4%	88.2%	0.0%	41.8%	55.8%
Johnston	97.3%	19.2	3.02	47.5%	81.4%	0.0%	49.1%	52.2%
Kay	98.3%	21.0	2.99	62.3%	63.0%	5.8%	42.3%	36.3%
Kingfisher	100.0%	21.2	3.09	62.9%	74.2%	2.0%	54.2%	28.8%
Kiowa	98.2%	19.5	2.97	71.4%	82.0%	0.9%	51.6%	41.6%
Latimer	100.0%	18.9	3.06	70.1%	79.4%	1.5%	40.4%	51.7%
Le Flore	99.0%	19.4	2.94	73.4%	78.6%	5.7%	37.3%	50.1%

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Indicators Displayed in Maps

High School and College Information by County

continued from previous page

County	Senior Graduation Rate	Avg. ACT Oklahoma Public HS Graduates	Senior GPA	Career Tech Program Participation Rate	Public HS Graduates Completing Coll. Curr.	Public HS Graduates to Out-of-State Colleges	Public HS Graduates OK College Going Rate	Public Coll. Freshman in Remedial Courses
Lincoln	98.9%	20.0	3.01	67.5%	71.6%	2.3%	48.2%	37.5%
Logan	97.0%	19.7	3.12	50.7%	82.2%	6.4%	43.5%	40.1%
Love	97.9%	19.6	2.89	76.3%	87.1%	3.2%	45.5%	40.0%
Major	98.0%	22.0	3.14	86.2%	90.6%	2.4%	50.0%	37.5%
Marshall	96.7%	19.2	2.88	48.0%	100.0%	2.0%	39.6%	42.0%
Mayes	97.3%	20.0	2.95	49.0%	68.4%	2.5%	44.5%	42.1%
McClain	99.3%	21.2	3.11	48.6%	65.5%	3.0%	52.9%	25.0%
McCurtain	99.8%	18.6	2.92	63.5%	75.1%	3.7%	48.7%	45.9%
McIntosh	95.9%	19.8	2.77	68.3%	61.7%	2.1%	44.5%	44.1%
Murray	100.0%	20.8	2.92	54.9%	41.9%	3.9%	46.0%	44.1%
Muskogee	98.0%	19.7	2.97	65.0%	84.8%	5.4%	44.7%	49.8%
Noble	99.3%	19.8	3.10	62.9%	77.0%	7.9%	40.4%	31.2%
Nowata	100.0%	20.1	2.75	55.9%	95.4%	21.5%	25.8%	46.8%
Okfuskee	96.1%	18.3	3.05	61.5%	75.7%	0.6%	41.7%	51.2%
Oklahoma	97.4%	21.0	3.00	51.2%	81.7%	6.1%	52.1%	37.0%
Okmulgee	99.3%	18.8	3.03	64.5%	81.9%	3.0%	49.3%	57.1%
Osage	100.0%	19.0	3.03	45.5%	77.7%	4.5%	39.8%	48.0%
Ottawa	99.5%	20.7	2.89	56.1%	74.1%	5.8%	44.1%	44.0%
Pawnee	100.0%	20.2	2.98	76.3%	80.6%	4.2%	43.9%	37.8%
Payne	98.4%	22.3	3.18	52.6%	72.6%	7.8%	45.5%	20.9%
Pittsburg	97.3%	20.2	3.03	49.0%	79.9%	3.6%	45.3%	45.5%
Pontotoc	99.0%	20.1	3.14	66.7%	89.0%	2.6%	45.6%	36.0%
Pottawatomie	97.4%	20.7	3.10	44.4%	86.7%	4.9%	43.6%	37.6%
Pushmataha	99.3%	18.6	2.81	68.5%	83.5%	0.0%	39.7%	50.6%
Roger Mills	98.5%	20.0	3.34	84.2%	80.0%	1.5%	60.0%	38.0%
Rogers	98.1%	21.0	3.00	48.7%	72.4%	4.1%	47.8%	38.9%
Seminole	98.3%	19.3	3.02	46.1%	88.1%	2.1%	50.7%	43.9%
Sequoyah	98.1%	19.8	3.08	58.2%	79.9%	11.3%	37.0%	51.5%
Stephens	98.2%	20.2	3.17	63.9%	89.8%	4.6%	46.1%	41.9%
Texas	98.3%	20.0	3.06	56.1%	93.4%	10.9%	40.9%	45.2%
Tillman	94.7%	19.0	3.13	77.9%	97.5%	1.3%	43.0%	48.8%
Tulsa	97.1%	21.5	2.93	54.5%	82.7%	13.3%	53.6%	42.8%
Wagoner	98.2%	20.0	2.91	50.5%	77.1%	5.9%	46.8%	46.5%
Washington	96.9%	22.3	3.03	40.1%	79.2%	8.4%	40.9%	33.1%
Washita	98.5%	20.5	3.08	66.1%	95.6%	1.5%	47.8%	28.7%
Woods	100.0%	19.8	3.15	40.6%	89.0%	2.7%	58.8%	34.8%
Woodward	98.3%	20.3	3.09	64.7%	83.3%	3.1%	47.0%	39.9%
State Summary	**97.9%**	**20.8**	**3.01**	**53.8%**	**80.6%**	**6.6%**	**47.8%**	**39.2%**

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

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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) OTHER USES (7000 Series) SCHOLARSHIPS (7100) STUDENT AID (7200) STAFF AWARDS (7300) WORKER'S COMPENSATION CLAIMS (7400) TORT LIABILITY CLAIMS (7500) MEDICAL CARE CLAIMS (7600) FLEX BENEFITS (7700) LONG-TERM DISABILITY (LTD) CLAIMS (7800) OTHER USES (7900)

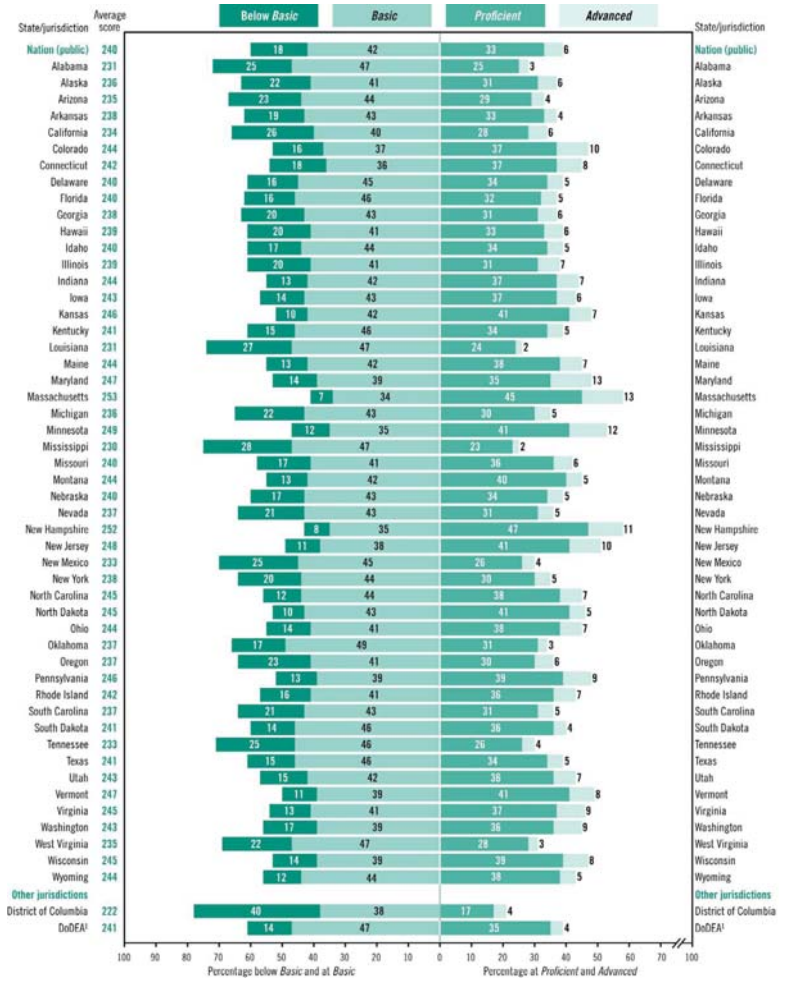
APPENDIX E

Table 7. Average scores in NAEP mathematics for fourth-grade public school students, by state/jurisdiction: Various years, 1992–2011

State/jurisdiction	Accommodations not permitted			Accommodations permitted					
	1992	1996	2000	2000	2003	2005	2007	2009	2011
Nation (public)	**219***	**222***	**226***	**224***	**234***	**237***	**239***	**239***	**240**
Alabama	208*	212*	218*	217*	223*	225*	229	228*	231
Alaska	—	224*	—	—	233*	236	237	237	236
Arizona	215*	218*	219*	219*	229*	230*	232*	230*	235
Arkansas	210*	216*	217*	216*	229*	236	238	238	238
California	208*	209*	214*	213*	227*	230*	230*	232	234
Colorado	221*	226*	—	—	235*	239*	240*	243	244
Connecticut	227*	232*	234*	234*	241	242	243	245	242
Delaware	218*	215*	—	—	236*	240	242*	239	240
Florida	214*	216*	—	—	234*	239	242	242	240
Georgia	216*	215*	220*	219*	230*	234*	235*	236*	238
Hawaii	214*	215*	216*	216*	227*	230*	234*	236*	239
Idaho	222*	—	227*	224*	235*	242	241	241	240
Illinois	—	—	225*	223*	233*	233*	237	238	239
Indiana	221*	229*	234*	233*	238*	240*	245	243	244
Iowa	230*	229*	233*	231*	238*	240*	243	243	243
Kansas	—	—	232*	232*	242*	246	248	245	246
Kentucky	215*	220*	221*	219*	229*	231*	235*	239	241
Louisiana	204*	209*	218*	218*	226*	230	230	229	231
Maine	232*	232*	231*	230*	238*	241*	242	244	244
Maryland	217*	221*	222*	222*	233*	238*	240*	244*	247
Massachusetts	227*	229*	235*	233*	242*	247*	252	252	253
Michigan	220*	226*	231*	229*	236	238	238	236	236
Minnesota	228*	232*	235*	234*	242*	246*	247	249	249
Mississippi	202*	208*	211*	211*	223*	227*	228	227	230
Missouri	222*	225*	229*	228*	235*	235*	239	241	240
Montana	—	228*	230*	228*	236*	241*	244	244	244
Nebraska	225*	228*	226*	225*	236*	238	238	239	240
Nevada	—	218*	220*	220*	228*	230*	232*	235	237
New Hampshire	230*	—	—	—	243*	246*	249*	251	252
New Jersey	227*	227*	—	—	239*	244*	249	247	248
New Mexico	213*	214*	214*	213*	223*	224*	228*	230*	233
New York	218*	223*	227*	225*	236	238	243*	241*	238
North Carolina	213*	224*	232*	230*	242*	241*	242*	244	245
North Dakota	229*	231*	231*	230*	238*	243*	245	245	245
Ohio	219*	—	231*	230*	238*	242	245	244	244
Oklahoma	220*	—	225*	224*	229*	234*	237	237	237
Oregon	—	223*	227*	224*	236	238	236	238	237
Pennsylvania	224*	226*	—	—	236*	241*	244	244	246
Rhode Island	215*	220*	225*	224*	230*	233*	236*	239*	242
South Carolina	212*	213*	220*	220*	236	238	237	236	237
South Dakota	—	—	—	—	237*	242	241	242	241
Tennessee	211*	219*	220*	220*	228*	232	233	232	233
Texas	218*	229*	233*	231*	237*	242	242	240	241
Utah	224*	227*	227*	227*	235*	239*	239*	240	243
Vermont	—	225*	232*	232*	242*	244*	246	248	247
Virginia	221*	223*	230*	230*	239*	240*	244	243	245
Washington	—	225*	—	—	238*	242	243	242	243
West Virginia	215*	223*	225*	223*	231*	231*	236	233	235
Wisconsin	229*	231*	—	—	237*	241*	244	244	245
Wyoming	225*	223*	229*	229*	241*	243	244	242*	244
Other jurisdictions									
District of Columbia	193*	187*	193*	192*	205*	211*	214*	219*	222
DoDEA[1]	—	224*	228*	227*	237*	239*	240	240	241

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2011 when only one state/jurisdiction or the nation is being examined.
[1] Department of Defense Education Activity (overseas and domestic schools).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Mathematics Assessments.

Figure 15. Average scores and achievement-level results in NAEP mathematics for fourth-grade public school students, by state/jurisdiction: 2011



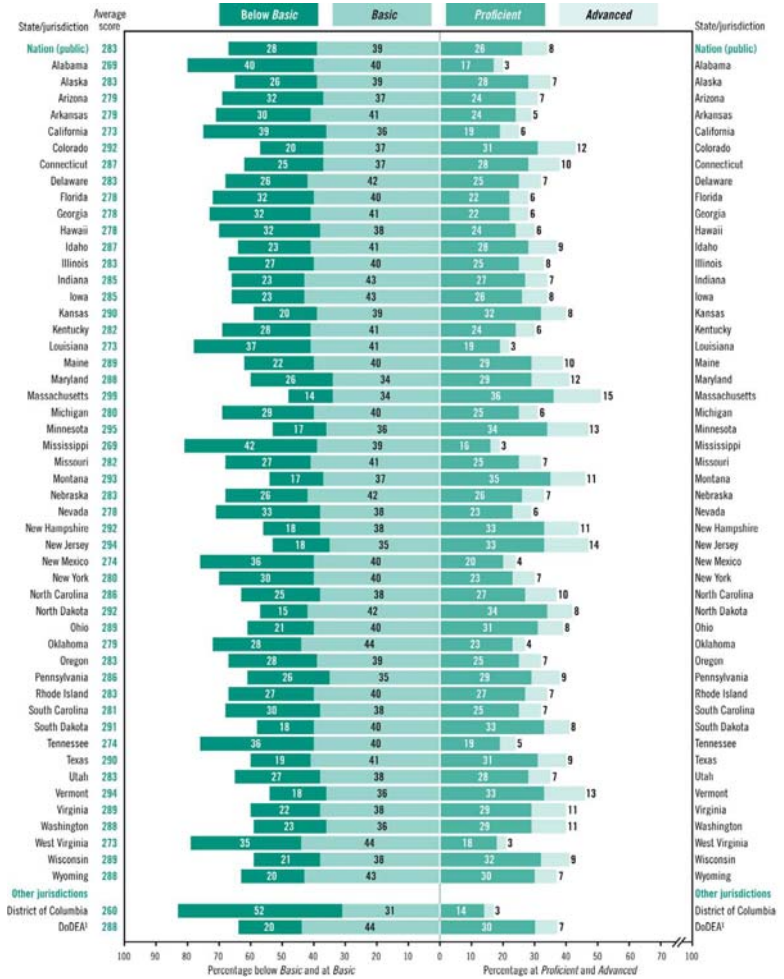
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

Table 13. Average scores in NAEP mathematics for eighth-grade public school students, by state/jurisdiction: Various years, 1990–2011

	Accommodations not permitted				Accommodations permitted					
State/jurisdiction	1990	1992	1996	2000	2000	2003	2005	2007	2009	2011
Nation (public)	**262***	**267***	**271***	**274***	**272***	**276***	**278***	**280***	**282***	**283**
Alabama	253*	252*	257*	262*	264*	262*	262*	266	269	269
Alaska	—	—	278*	—	—	279*	279*	283	283	283
Arizona	260*	265*	268*	271*	269*	271*	274*	276*	277	279
Arkansas	256*	256*	262*	261*	257*	266*	272*	274*	276*	279
California	256*	261*	263*	262*	260*	267*	269*	270	270	273
Colorado	267*	272*	276*	—	—	283*	281*	286*	287*	292
Connecticut	270*	274*	280*	282*	281*	284*	281*	282*	289	287
Delaware	261*	263*	267*	—	—	277*	281*	283	284	283
Florida	255*	260*	264*	—	—	271*	274*	277	279	278
Georgia	259*	259*	262*	266*	265*	270*	272*	275*	278	278
Hawaii	251*	257*	262*	263*	262*	266*	266*	269*	274*	278
Idaho	271*	275*	—	278*	277*	280*	281*	284*	287	287
Illinois	261*	—	—	277*	275*	277*	278*	280	282	283
Indiana	267*	270*	276*	283	281*	281*	282*	285	287	285
Iowa	278*	283	284	—	—	284	284	285	284	285
Kansas	—	—	—	284*	283*	284*	284*	290	289	290
Kentucky	257*	262*	267*	272*	270*	274*	274*	279*	279	282
Louisiana	246*	250*	252*	259*	259*	266*	268*	272	272	273
Maine	—	279*	284*	284*	281*	282*	281*	286*	286*	289
Maryland	261*	265*	270*	276*	272*	278*	278*	286	288	288
Massachusetts	—	273*	278*	283*	279*	287*	292*	298	299	299
Michigan	264*	267*	277	278	277	276	277	277	278	280
Minnesota	275*	282*	284*	288*	287*	291*	290*	292*	294	295
Mississippi	—	246*	250*	254*	254*	261*	262*	265*	265*	269
Missouri	—	271*	273*	274*	271*	279*	276*	281	286*	282
Montana	280*	—	283*	287*	285*	286*	286*	287*	292	293
Nebraska	276*	278*	283	281	280*	282	284	284	284	283
Nevada	—	—	—	268*	265*	268*	270*	271*	274*	278
New Hampshire	273*	278*	—	—	—	286*	285*	288*	292	292
New Jersey	270*	272*	—	—	—	281*	284*	289*	293	294
New Mexico	256*	260*	262*	260*	259*	263*	263*	268*	270*	274
New York	261*	266*	270*	276	271*	280	280	280	283	280
North Carolina	250*	258*	268*	280*	276*	281*	282*	284	284	286
North Dakota	281*	283*	284*	283*	282*	287*	287*	292	293	292
Ohio	264*	268*	—	283*	281*	282*	283*	285*	286*	289
Oklahoma	263*	268*	—	272*	270*	272*	271*	275*	276*	279
Oregon	271*	—	276*	281	280	281	282	284	285	283
Pennsylvania	266*	271*	—	—	—	279*	281*	286	288	286
Rhode Island	260*	266*	269*	273*	269*	272*	272*	275*	278*	283
South Carolina	—	261*	261*	266*	265*	277*	281	282	280	281
South Dakota	—	—	—	—	—	285*	287*	288*	291	291
Tennessee	—	259*	263*	263*	262*	268*	271*	274	275	274
Texas	258*	265*	270*	275*	273*	277*	281*	286*	287*	290
Utah	—	274*	277*	275*	274*	281*	279*	281	284	283
Vermont	—	—	279*	283*	281*	286*	287*	291*	293	294
Virginia	264*	268*	270*	277*	275*	282*	284*	288	286	289
Washington	—	—	276*	—	—	281*	285*	285*	289	288
West Virginia	256*	259*	265*	271*	266*	271	269*	270*	270*	273
Wisconsin	274*	278*	283*	—	—	284*	285*	286*	288	289
Wyoming	272*	275*	275*	277*	276*	284*	282*	287	286	288
Other jurisdictions										
District of Columbia	231*	235*	233*	234*	235*	243*	245*	248*	254*	260
DoDEA[1]	—	—	274*	278*	277*	285*	284*	285*	287	288

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2011 when only one state/jurisdiction or the nation is being examined.
[1] Department of Defense Education Activity (overseas and domestic schools).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2011 Mathematics Assessments.

Figure 31. Average scores and achievement-level results in NAEP mathematics for eighth-grade public school students, by state/jurisdiction: 2011



[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

Table A-15. Average scores and achievement-level results in NAEP mathematics for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2011

State/jurisdiction	White					Black					Hispanic				
		Percentage of students					Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**249**	**9**	**91**	**52**	**9**	**224**	**34**	**66**	**17**	**1**	**229**	**28**	**72**	**24**	**2**
Alabama	240	14	86	37	4	215	46	54	9	#	227	29	71	21	#
Alaska	248	10	90	50	9	225	32	68	15	2	239	18	82	36	5
Arizona	246	11	89	49	8	224	38	62	22	3	227	30	70	21	1
Arkansas	244	12	88	45	6	219	42	58	16	1	233	24	76	28	3
California	252	8	92	57	12	225	32	68	19	1	222	38	62	17	1
Colorado	254	7	93	60	14	225	34	66	21	1	230	28	72	26	3
Connecticut	253	7	93	60	11	220	41	59	15	1	222	38	62	19	2
Delaware	250	7	93	53	7	227	29	71	19	1	231	24	76	25	1
Florida	250	8	92	52	9	226	30	70	18	1	236	19	81	31	3
Georgia	249	9	91	51	10	224	35	65	18	1	233	24	76	29	3
Hawaii	248	11	89	53	10	233	25	75	32	4	237	22	78	39	4
Idaho	244	12	88	44	6	‡	‡	‡	‡	‡	223	36	64	17	1
Illinois	249	10	90	51	10	219	42	58	14	2	226	30	70	20	1
Indiana	249	9	91	51	9	223	35	65	15	#	234	21	79	29	3
Iowa	246	11	89	47	6	224	37	63	18	2	229	27	73	24	1
Kansas	251	7	93	56	9	227	28	72	18	1	235	17	83	26	1
Kentucky	243	13	87	41	6	225	31	69	17	1	236	18	82	30	3
Louisiana	241	13	87	40	4	219	41	59	12	1	230	25	75	20	#
Maine	246	11	89	47	8	212	55	45	10	1	‡	‡	‡	‡	‡
Maryland	258	6	94	64	18	230	27	73	23	2	245	13	87	43	9
Massachusetts	258	4	96	67	15	235	19	81	27	3	236	20	80	32	4
Michigan	242	14	86	41	5	211	53	47	8	#	228	31	69	21	2
Minnesota	255	6	94	60	14	225	37	63	23	3	230	27	73	28	2
Mississippi	241	14	86	38	3	217	44	56	10	#	229	25	75	22	2
Missouri	246	11	89	48	7	216	47	53	14	1	231	23	77	24	1
Montana	247	9	91	50	6	‡	‡	‡	‡	‡	237	18	82	31	3
Nebraska	247	10	90	48	7	213	49	51	7	1	226	32	68	20	1
Nevada	247	11	89	48	8	226	33	67	23	1	229	29	71	24	1
New Hampshire	252	7	93	59	10	235	19	81	27	3	235	23	77	30	2
New Jersey	256	5	95	64	12	231	23	77	24	2	234	21	79	28	2
New Mexico	247	11	89	48	8	226	32	68	19	3	228	29	71	23	2
New York	245	11	89	46	7	224	35	65	17	1	226	31	69	20	1
North Carolina	253	5	95	58	10	229	25	75	18	#	238	14	86	33	2
North Dakota	249	6	94	52	6	‡	‡	‡	‡	‡	233	20	80	24	2
Ohio	249	9	91	53	8	226	32	68	20	2	233	24	76	27	4
Oklahoma	243	11	89	41	3	224	34	66	14	#	227	28	72	19	2
Oregon	243	16	84	43	7	215	50	50	14	2	220	42	58	15	1
Pennsylvania	251	8	92	56	11	224	33	67	17	1	226	31	69	20	2
Rhode Island	249	9	91	53	10	225	31	69	20	2	224	33	67	21	1
South Carolina	248	10	90	52	9	220	39	61	13	#	234	20	80	28	2
South Dakota	246	9	91	46	5	227	32	68	21	1	226	29	71	18	2
Tennessee	239	18	82	36	5	216	45	55	12	1	228	28	72	19	1
Texas	253	6	94	60	9	232	23	77	25	1	235	19	81	29	2
Utah	247	10	90	49	8	‡	‡	‡	‡	‡	223	36	64	17	1
Vermont	248	10	90	50	8	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	251	8	92	56	11	229	27	73	20	1	237	17	83	31	4
Washington	249	11	89	53	10	227	29	71	20	2	226	32	68	22	2
West Virginia	235	21	79	32	3	227	30	70	20	2	‡	‡	‡	‡	‡
Wisconsin	251	8	92	55	10	217	45	55	12	1	228	29	71	22	1
Wyoming	246	9	91	47	6	‡	‡	‡	‡	‡	235	20	80	31	2
Other jurisdictions															
District of Columbia	272	1	99	84	33	215	46	54	13	1	223	36	64	21	2
DoDEA[1]	246	9	91	47	5	228	27	73	19	#	236	18	82	30	2

See notes at end of table.

Table A-15. Average scores and achievement-level results in NAEP mathematics for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2011—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
		Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**256**	**9**	**91**	**62**	**20**	**227**	**32**	**68**	**24**	**2**
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	234	23	77	29	3	213	50	50	14	1
Arizona	249	13	87	53	14	216	45	55	14	1
Arkansas	247	17	83	53	13	‡	‡	‡	‡	‡
California	256	9	91	63	19	‡	‡	‡	‡	‡
Colorado	246	21	79	55	15	‡	‡	‡	‡	‡
Connecticut	255	10	90	62	18	‡	‡	‡	‡	‡
Delaware	262	4	96	69	24	‡	‡	‡	‡	‡
Florida	257	4	96	64	17	‡	‡	‡	‡	‡
Georgia	263	6	94	70	29	‡	‡	‡	‡	‡
Hawaii	237	21	79	37	6	‡	‡	‡	‡	‡
Idaho	247	16	84	52	12	‡	‡	‡	‡	‡
Illinois	257	7	93	63	19	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	248	15	85	52	14	‡	‡	‡	‡	‡
Kansas	253	5	95	59	11	‡	‡	‡	‡	‡
Kentucky	261	6	94	66	27	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	246	15	85	48	11	‡	‡	‡	‡	‡
Maryland	267	5	95	74	33	‡	‡	‡	‡	‡
Massachusetts	267	2	98	76	30	‡	‡	‡	‡	‡
Michigan	263	7	93	71	25	‡	‡	‡	‡	‡
Minnesota	253	12	88	57	16	233	26	74	30	4
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	252	10	90	57	17	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	220	43	57	16	1
Nebraska	241	15	85	40	10	‡	‡	‡	‡	‡
Nevada	252	11	89	58	12	‡	‡	‡	‡	‡
New Hampshire	264	5	95	70	29	‡	‡	‡	‡	‡
New Jersey	265	4	96	75	29	‡	‡	‡	‡	‡
New Mexico	254	11	89	63	18	219	42	58	15	2
New York	252	12	88	58	17	‡	‡	‡	‡	‡
North Carolina	263	3	97	71	26	225	36	64	20	3
North Dakota	‡	‡	‡	‡	‡	221	39	61	15	1
Ohio	254	8	92	58	11	‡	‡	‡	‡	‡
Oklahoma	252	4	96	55	10	234	22	78	29	3
Oregon	249	16	84	51	17	220	41	59	21	3
Pennsylvania	264	4	96	75	25	‡	‡	‡	‡	‡
Rhode Island	251	8	92	49	13	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	220	40	60	15	#
Tennessee	249	13	87	51	13	‡	‡	‡	‡	‡
Texas	263	3	97	69	27	‡	‡	‡	‡	‡
Utah	236	22	78	31	8	214	46	54	14	1
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	262	4	96	70	24	‡	‡	‡	‡	‡
Washington	256	10	90	62	20	223	37	63	20	1
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	242	20	80	42	12	231	29	71	34	5
Wyoming	‡	‡	‡	‡	‡	223	38	62	23	2
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA[1]	244	13	87	45	6	‡	‡	‡	‡	‡

Rounds to zero.

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

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

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

Table A-24. Average scores and achievement-level results in NAEP mathematics for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2011

State/jurisdiction	White					Black					Hispanic				
		Percentage of students					Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**293**	**17**	**83**	**43**	**10**	**262**	**50**	**50**	**13**	**1**	**269**	**40**	**60**	**20**	**3**
Alabama	280	26	74	28	4	250	64	36	7	#	255	60	40	9	1
Alaska	296	12	88	47	10	273	34	66	17	1	277	33	67	25	5
Arizona	294	17	83	46	12	269	39	61	18	1	266	45	55	18	2
Arkansas	287	21	79	37	6	257	56	44	9	1	272	36	64	20	2
California	290	20	80	41	11	254	58	42	12	1	260	51	49	13	1
Colorado	302	10	90	55	16	270	39	61	17	2	271	38	62	20	3
Connecticut	297	14	86	48	13	262	50	50	11	2	262	51	49	13	1
Delaware	294	15	85	43	10	266	44	56	14	1	274	32	68	21	2
Florida	287	21	79	37	8	258	54	46	11	1	274	35	65	22	3
Georgia	291	18	82	40	9	262	49	51	12	1	277	31	69	25	5
Hawaii	290	18	82	41	7	277	28	72	26	5	263	52	48	19	2
Idaho	291	18	82	41	10	‡	‡	‡	‡	‡	267	42	58	16	3
Illinois	294	16	84	44	11	260	52	48	10	1	272	36	64	19	3
Indiana	290	18	82	40	8	264	46	54	11	1	275	32	68	21	3
Iowa	288	20	80	37	9	258	52	48	11	1	269	38	62	14	1
Kansas	295	14	86	47	10	269	41	59	16	2	274	35	65	22	2
Kentucky	284	25	75	33	7	261	53	47	12	1	269	39	61	18	1
Louisiana	283	25	75	31	4	259	54	46	10	1	269	39	61	16	1
Maine	290	21	79	40	11	265	42	58	18	3	‡	‡	‡	‡	‡
Maryland	303	11	89	56	18	267	45	55	18	3	273	39	61	27	4
Massachusetts	304	9	91	58	17	275	35	65	26	4	273	36	64	21	3
Michigan	286	22	78	35	6	250	66	34	7	#	274	36	64	23	5
Minnesota	302	11	89	55	16	266	45	55	18	1	270	41	59	18	3
Mississippi	283	24	76	30	5	255	60	40	8	#	273	30	70	20	2
Missouri	288	21	79	36	8	254	60	40	8	#	267	42	58	16	#
Montana	297	13	87	49	12	‡	‡	‡	‡	‡	285	23	77	31	7
Nebraska	290	18	82	39	8	255	58	42	8	1	261	52	48	11	1
Nevada	292	17	83	43	10	259	55	45	12	1	266	45	55	15	2
New Hampshire	293	17	83	45	11	‡	‡	‡	‡	‡	266	45	55	15	2
New Jersey	304	9	91	59	17	272	37	63	21	3	274	33	67	24	3
New Mexico	290	19	81	40	8	265	49	51	16	2	269	41	59	18	2
New York	291	18	82	40	9	264	47	53	13	1	263	49	51	13	1
North Carolina	296	15	85	48	13	267	43	57	15	2	275	34	66	23	4
North Dakota	296	11	89	47	9	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	295	14	86	46	10	263	50	50	12	1	273	39	61	26	4
Oklahoma	286	19	81	34	5	262	48	52	11	1	264	44	56	14	1
Oregon	287	22	78	37	9	263	51	49	18	1	268	42	58	17	2
Pennsylvania	294	17	83	47	11	257	56	44	9	1	269	42	58	22	3
Rhode Island	292	18	82	42	10	256	52	48	12	1	261	49	51	13	2
South Carolina	293	17	83	43	10	263	50	50	14	2	273	37	63	25	4
South Dakota	295	13	87	47	10	270	40	60	21	1	274	34	66	20	3
Tennessee	281	27	73	28	6	252	62	38	9	1	266	44	56	15	1
Texas	304	8	92	58	15	277	29	71	21	4	283	24	76	31	4
Utah	289	20	80	41	8	‡	‡	‡	‡	‡	257	57	43	9	1
Vermont	295	18	82	47	13	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	297	15	85	48	14	268	42	58	18	1	279	31	69	27	5
Washington	294	17	83	46	12	265	44	56	15	2	269	42	58	22	3
West Virginia	274	34	66	22	3	260	51	49	10	#	‡	‡	‡	‡	‡
Wisconsin	295	15	85	47	11	256	57	43	11	1	270	40	60	21	3
Wyoming	291	16	84	41	8	‡	‡	‡	‡	‡	271	37	63	20	2
Other jurisdictions															
District of Columbia	319	3	97	76	32	256	56	44	13	2	261	50	50	17	2
DoDEA[1]	295	13	87	46	10	274	32	68	17	2	282	26	74	29	4

See notes at end of table.

Table A-24. Average scores and achievement-level results in NAEP mathematics for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2011—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
		Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**302**	**15**	**85**	**55**	**22**	**266**	**45**	**55**	**17**	**4**
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	282	29	71	32	8	258	52	48	15	3
Arizona	302	11	89	58	17	253	60	40	12	3
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	298	17	83	50	19	‡	‡	‡	‡	‡
Colorado	313	8	92	67	30	‡	‡	‡	‡	‡
Connecticut	307	8	92	60	20	‡	‡	‡	‡	‡
Delaware	311	7	93	67	24	‡	‡	‡	‡	‡
Florida	312	8	92	65	25	‡	‡	‡	‡	‡
Georgia	302	12	88	52	24	‡	‡	‡	‡	‡
Hawaii	277	33	67	29	6	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	314	8	92	67	31	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	291	23	77	45	11	‡	‡	‡	‡	‡
Kansas	300	15	85	53	22	‡	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	311	9	91	65	27	‡	‡	‡	‡	‡
Massachusetts	320	6	94	72	39	‡	‡	‡	‡	‡
Michigan	310	13	87	63	31	‡	‡	‡	‡	‡
Minnesota	282	27	73	35	7	263	49	51	11	4
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	264	47	53	19	5
Nebraska	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nevada	287	27	73	41	11	‡	‡	‡	‡	‡
New Hampshire	303	16	84	60	24	‡	‡	‡	‡	‡
New Jersey	318	6	94	73	36	‡	‡	‡	‡	‡
New Mexico	‡	‡	‡	‡	‡	258	56	44	7	1
New York	302	14	86	55	21	‡	‡	‡	‡	‡
North Carolina	314	12	88	71	38	265	46	54	22	5
North Dakota	‡	‡	‡	‡	‡	264	46	54	15	2
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	304	13	87	60	19	273	36	64	21	3
Oregon	297	18	82	49	18	260	55	45	16	3
Pennsylvania	310	14	86	62	33	‡	‡	‡	‡	‡
Rhode Island	287	23	77	41	7	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	263	48	52	14	2
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	316	3	97	69	30	‡	‡	‡	‡	‡
Utah	284	24	76	35	7	244	73	27	4	2
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	313	7	93	65	32	‡	‡	‡	‡	‡
Washington	302	16	84	55	25	256	51	49	12	2
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	290	24	76	43	16	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA[1]	290	17	83	40	8	‡	‡	‡	‡	‡

Rounds to zero.

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

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

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. Detail may not sum to totals because of rounding.

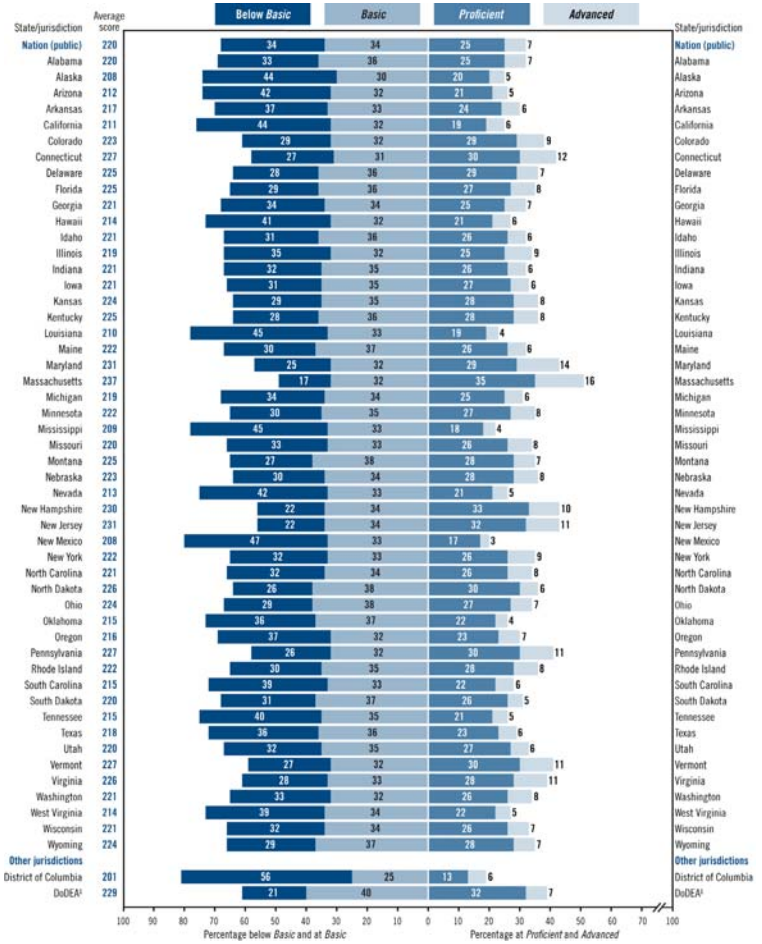
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

Table 8. Average scores in NAEP reading for fourth-grade public school students, by state/jurisdiction: Various years, 1992–2011

	Accommodations not permitted			Accommodations permitted						
State/jurisdiction	1992	1994	1998	1998	2002	2003	2005	2007	2009	2011
Nation (public)	**215***	**212***	**215***	**213***	**217***	**216 ***	**217***	**220**	**220**	**220**
Alabama	207*	208*	211*	211*	207*	207 *	208*	216*	216 *	220
Alaska	—	—	—	—	—	212	211	214*	211	208
Arizona	209	206*	207*	206*	205*	209 *	207*	210	210	212
Arkansas	211*	209*	209*	209*	213*	214	217	217	216	217
California	202*	197*	202*	202*	206	206 *	207*	209	210	211
Colorado	217*	213*	222	220	—	224	224	224	226	223
Connecticut	222*	222*	232	230	229	228	226	227	229	227
Delaware	213*	206*	212*	207*	224	224	226	225	226	225
Florida	208*	205*	207*	206*	214*	218 *	219*	224	226	225
Georgia	212*	207*	210*	209*	215*	214 *	214*	219	218	221
Hawaii	203*	201*	200*	200*	208*	208 *	210*	213	211 *	214
Idaho	219	—	—	—	220	218 *	222	223*	221	221
Illinois	—	—	—	—	—	216	216	219	219	219
Indiana	221	220	—	—	222	220	218	222	223	221
Iowa	225*	223	223	220	223	223	221	225*	221	221
Kansas	—	—	222	221	222	220 *	220	225	224	224
Kentucky	213*	212*	218*	218*	219*	219 *	220*	222	226	225
Louisiana	204*	197*	204*	200*	207	205 *	209	207	207	210
Maine	227*	228*	225*	225	225	224	225*	226*	224	222
Maryland	211*	210*	215*	212*	217*	219 *	220*	225*	226 *	231
Massachusetts	226*	223*	225*	223*	234*	228 *	231*	236	234 *	237
Michigan	216	—	217	216	219	219	218	220	218	219
Minnesota	221	218*	222	219	225	223	225	225	223	222
Mississippi	199*	202*	204*	203*	203*	205 *	204*	208	211	209
Missouri	220	217	216*	216*	220	222	221	221	224 *	220
Montana	—	222	226	225	224	223	225	227	225	225
Nebraska	221	220	—	—	222	221	221	223	223	223
Nevada	—	—	208*	206*	209*	207 *	207*	211	211	213
New Hampshire	228	223*	226*	226*	—	228 *	227*	229	229	230
New Jersey	223*	219*	—	—	—	225 *	223*	231	229	231
New Mexico	211	205	206	205	208	203 *	207	212 *	208	208
New York	215*	212*	216*	215*	222	222	223	224	224	222
North Carolina	212*	214*	217*	213*	222	221	217*	218*	219	221
North Dakota	226	225	—	—	224	222 *	225	226	226	226
Ohio	217*	—	—	—	222	222	223	226	225	224
Oklahoma	220*	—	220*	219*	213	214	214	217	217	215
Oregon	—	—	214	212*	220	218	217	215	218	216
Pennsylvania	221*	215*	—	—	221*	219 *	223*	226	224	227
Rhode Island	217*	220	218*	218*	220*	216 *	216*	219*	223	222
South Carolina	210*	203*	210*	209*	214	215	213	214	216	215
South Dakota	—	—	—	—	—	222	222*	223 *	222*	220
Tennessee	212	213	212	212	214	212	214	216	217	215
Texas	213*	212*	217	214	217	215	219	220	219	218
Utah	220	217	215*	216*	222	219	221	221	219	220
Vermont	—	—	—	—	227	226	227	228	229	227
Virginia	221*	213*	218*	217*	225	223	226	227	227	226
Washington	—	213*	217*	218	224	221	223	224	221	221
West Virginia	216	213	216	216	219*	219*	215	215	215	214
Wisconsin	224	224*	224*	222	—	221	221	223	220	221
Wyoming	223	221	219*	218*	221*	222	223	225	223	224
Other jurisdictions										
District of Columbia	188*	179*	182*	179*	191*	188*	191*	197*	202	201
DoDEA[1]	—	—	222*	220*	224*	224*	226*	229	228	229

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2011 when only one state/jurisdiction or the nation is being examined.
[1] Department of Defense Education Activity (overseas and domestic schools).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Reading Assessments.

Figure 14. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by state/jurisdiction: 2011



[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

GRADE 8

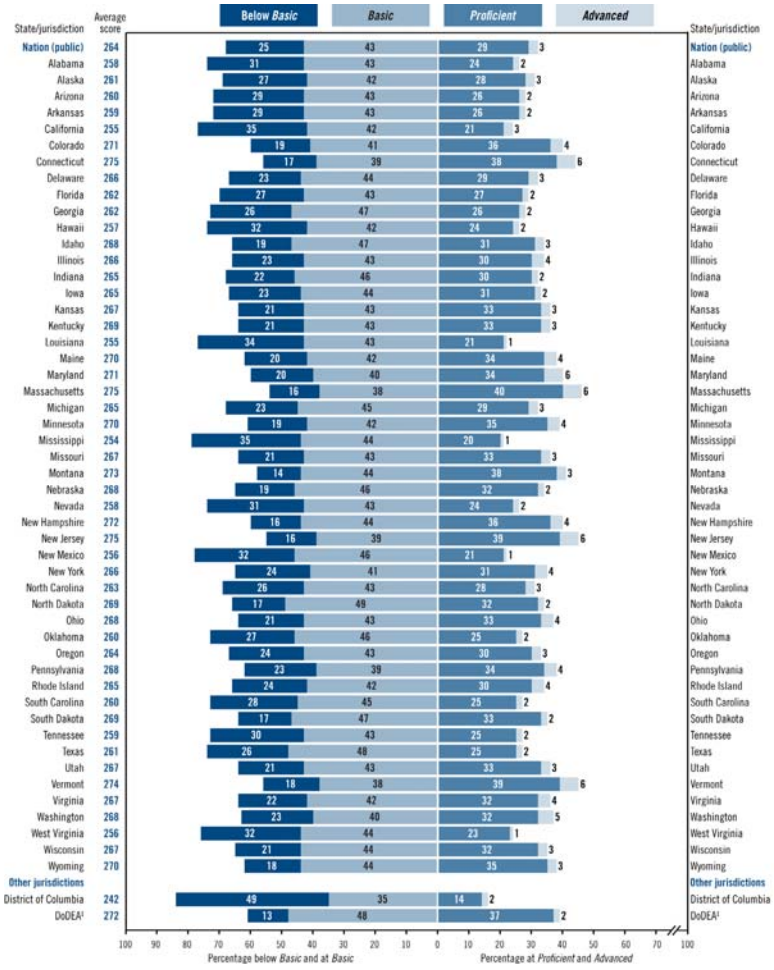
Table 15. Average scores in NAEP reading for eighth-grade public school students, by state/jurisdiction: Various years, 1998–2011

State/jurisdiction	Accommodations not permitted	Accommodations permitted						
	1998	1998	2002	2003	2005	2007	2009	2011
Nation (public)	**261***	**261***	**263**	**261***	**260***	**261***	**262***	**264**
Alabama	255	255	253*	253*	252*	252*	255	258
Alaska	—	—	—	256*	259*	259	259	261
Arizona	261	260	257	255*	255*	255*	258	260
Arkansas	256*	256*	260	258	258	258	258	259
California	253	252	250*	251*	250*	251*	253	255
Colorado	264*	264*	—	268	265*	266*	266*	271
Connecticut	272*	270*	267*	267*	264*	267*	272*	275
Delaware	256*	254*	267	265	266	265	265	266
Florida	253*	255*	261	257*	256*	260	264	262
Georgia	257*	257*	258*	258*	257*	259*	260	262
Hawaii	250*	249*	252*	251*	249*	251*	255*	257
Idaho	—	—	266	264*	264*	265*	265*	268
Illinois	—	—	—	266	264	263*	265	266
Indiana	—	—	265	265	261*	264	266	265
Iowa	—	—	—	268*	267	267*	265	265
Kansas	268	268	269	266	267	267	267	267
Kentucky	262*	262*	265*	266	264*	262*	267	269
Louisiana	252	252	256	253	253	253	253	255
Maine	273	271	270	268	270	270	268	270
Maryland	262*	261*	263*	262*	261*	265*	267*	271
Massachusetts	269*	269*	271*	273	274	273	274	275
Michigan	—	—	265	264	261*	260*	262*	265
Minnesota	267	265*	—	268	268	268	270	270
Mississippi	251	251	255	255	251	250*	251	254
Missouri	263*	262*	268	267	265	263*	267	267
Montana	270*	271	270*	270*	269*	271	270*	273
Nebraska	—	—	270	266	267	267	267	268
Nevada	257	258	251*	252*	253*	252*	254*	258
New Hampshire	—	—	—	271	270	270	271	272
New Jersey	—	—	—	268*	269*	270*	273	275
New Mexico	258	258	254	252*	251*	251*	254	256
New York	266	265	264	265	265	264	264	266
North Carolina	264	262	265	262	258*	259*	260*	263
North Dakota	—	—	268	270	270	268	269	269
Ohio	—	—	268	267	267	268	269	268
Oklahoma	265*	265*	262	262	260	260	259	260
Oregon	266	266	268*	264	263	266	265	264
Pennsylvania	—	—	265	264	267	268	271	268
Rhode Island	262*	264	262*	261*	261*	258*	260*	265
South Carolina	255*	255*	258	258	257*	257*	257	260
South Dakota	—	—	—	270	269	270	270	269
Tennessee	259	258	260	258	259	259	261	259
Texas	262	261	262	259	258*	261	260	261
Utah	265	263*	263*	264*	262*	262*	266	267
Vermont	—	—	272	271*	269*	273	272	274
Virginia	266	266	269	268	268	267	266	267
Washington	265	264*	268	264*	265	265	267	268
West Virginia	262*	262*	264*	260*	255	255	255	256
Wisconsin	266	265	—	266	266	264*	266	267
Wyoming	262*	263*	265*	267*	268	266*	268	270
Other jurisdictions								
District of Columbia	236*	236*	240	239*	238*	241	242	242
DoDEA[1]	269*	269*	273	272	271	273	272	272

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2011 when only one state/jurisdiction or the nation is being examined.
[1] Department of Defense Education Activity (overseas and domestic schools).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998-2011 Reading Assessments.

GRADE 8

Figure 30. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by state/jurisdiction: 2011



[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-15. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2011

State/jurisdiction	White					Black					Hispanic				
	Average scale score	Percentage of students				Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**230**	**23**	**77**	**42**	**10**	**205**	**51**	**49**	**16**	**2**	**205**	**50**	**50**	**18**	**2**
Alabama	230	21	79	41	9	204	52	48	14	2	205	50	50	16	2
Alaska	223	29	71	36	8	206	50	50	20	3	212	40	60	24	5
Arizona	225	28	72	38	9	204	53	47	20	5	203	52	48	16	2
Arkansas	224	28	72	38	8	197	60	40	11	1	204	50	50	18	3
California	229	24	76	40	10	208	47	53	19	4	198	58	42	12	1
Colorado	236	16	84	51	13	207	47	53	18	2	203	51	49	18	3
Connecticut	239	15	85	55	17	204	52	48	14	2	204	50	50	17	3
Delaware	234	17	83	47	11	215	40	60	23	3	214	41	59	22	3
Florida	235	17	83	48	12	209	46	54	17	2	220	33	67	30	6
Georgia	231	22	78	43	11	208	49	51	19	3	214	40	60	25	4
Hawaii	226	26	74	38	9	215	40	60	26	7	209	44	56	22	4
Idaho	225	26	74	37	7	‡	‡	‡	‡	‡	201	54	46	15	2
Illinois	231	22	78	45	12	198	58	42	12	2	204	51	49	18	2
Indiana	226	26	74	38	8	203	56	44	13	2	203	49	51	17	1
Iowa	225	27	73	37	7	193	62	38	11	1	201	52	48	15	2
Kansas	229	24	76	42	10	204	54	46	18	3	209	45	55	19	2
Kentucky	226	27	73	37	8	210	48	52	19	2	222	32	68	35	6
Louisiana	223	30	70	33	6	197	61	39	11	1	208	44	56	22	4
Maine	223	29	71	33	7	192	60	40	14	1	‡	‡	‡	‡	‡
Maryland	242	13	87	56	19	213	43	57	22	4	226	29	71	37	8
Massachusetts	243	11	89	59	18	216	39	61	24	3	216	38	62	23	4
Michigan	225	26	74	37	7	192	67	33	8	1	206	51	49	20	3
Minnesota	229	22	78	42	10	199	56	44	16	3	201	55	45	12	2
Mississippi	220	32	68	30	6	198	60	40	12	1	203	53	47	25	3
Missouri	226	27	73	39	10	199	57	43	14	2	209	46	54	23	5
Montana	229	22	78	39	8	‡	‡	‡	‡	‡	217	34	66	23	2
Nebraska	230	23	77	42	10	199	56	44	15	1	208	46	54	20	2
Nevada	224	29	71	36	8	202	55	45	15	1	203	51	49	17	2
New Hampshire	231	21	79	44	10	‡	‡	‡	‡	‡	217	38	62	26	6
New Jersey	239	12	88	53	14	216	39	61	25	4	216	38	62	25	4
New Mexico	225	28	72	34	8	208	47	53	17	2	202	54	46	15	1
New York	232	21	79	46	12	208	48	52	18	3	209	46	54	20	3
North Carolina	232	19	81	45	12	206	50	50	16	2	207	48	52	20	4
North Dakota	228	23	77	38	7	220	33	67	29	5	214	40	60	22	2
Ohio	229	22	78	39	8	204	54	46	13	1	211	41	59	19	1
Oklahoma	221	29	71	31	5	199	55	45	13	1	207	47	53	18	4
Oregon	222	30	70	35	8	202	51	49	18	3	196	60	40	12	2
Pennsylvania	233	19	81	47	13	204	52	48	19	3	202	52	48	17	3
Rhode Island	230	22	78	43	10	208	42	58	23	2	204	51	49	16	1
South Carolina	226	27	73	39	9	199	56	44	12	2	208	43	57	20	3
South Dakota	225	25	75	35	6	204	52	48	18	2	207	44	56	21	3
Tennessee	221	32	68	31	6	198	59	41	11	1	201	52	48	16	2
Texas	233	19	81	45	11	210	45	55	18	3	210	46	54	19	2
Utah	226	26	74	38	7	‡	‡	‡	‡	‡	196	59	41	13	2
Vermont	228	26	74	42	11	205	50	50	24	6	‡	‡	‡	‡	‡
Virginia	235	19	81	49	15	210	45	55	19	2	209	45	55	21	3
Washington	229	24	76	42	10	209	44	56	19	1	199	55	45	16	2
West Virginia	216	38	62	28	5	196	58	42	14	1	‡	‡	‡	‡	‡
Wisconsin	227	26	74	39	8	196	61	39	12	2	202	52	48	13	1
Wyoming	227	25	75	38	8	‡	‡	‡	‡	‡	213	42	58	21	3
Other jurisdictions															
District of Columbia	255	8	92	74	37	193	63	37	12	2	202	52	48	19	4
DoDEA[1]	233	17	83	44	9	222	27	73	29	3	226	24	76	33	5

See notes at end of table.

Table A-15. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2011—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
	Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**234**	**21**	**79**	**49**	**17**	**204**	**51**	**49**	**19**	**4**
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	197	58	42	13	1	175	74	26	8	1
Arizona	226	28	72	42	14	185	70	30	8	2
Arkansas	220	37	63	34	7	‡	‡	‡	‡	‡
California	233	20	80	48	15	‡	‡	‡	‡	‡
Colorado	234	20	80	51	13	‡	‡	‡	‡	‡
Connecticut	241	17	83	57	21	‡	‡	‡	‡	‡
Delaware	240	17	83	57	17	‡	‡	‡	‡	‡
Florida	244	12	88	57	25	‡	‡	‡	‡	‡
Georgia	242	13	87	57	21	‡	‡	‡	‡	‡
Hawaii	211	44	56	25	5	‡	‡	‡	‡	‡
Idaho	224	29	71	43	11	‡	‡	‡	‡	‡
Illinois	237	17	83	52	18	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	227	27	73	45	13	‡	‡	‡	‡	‡
Kansas	228	27	73	43	15	‡	‡	‡	‡	‡
Kentucky	249	6	94	67	26	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	219	29	71	28	5	‡	‡	‡	‡	‡
Maryland	251	10	90	67	31	‡	‡	‡	‡	‡
Massachusetts	243	15	85	56	25	‡	‡	‡	‡	‡
Michigan	236	19	81	48	15	‡	‡	‡	‡	‡
Minnesota	217	37	63	32	10	195	60	40	14	2
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	233	28	72	52	21	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	200	57	43	14	2
Nebraska	234	23	77	56	15	‡	‡	‡	‡	‡
Nevada	222	33	67	32	8	‡	‡	‡	‡	‡
New Hampshire	234	22	78	47	14	‡	‡	‡	‡	‡
New Jersey	247	12	88	64	27	‡	‡	‡	‡	‡
New Mexico	222	31	69	39	11	193	64	36	12	2
New York	235	20	80	49	17	‡	‡	‡	‡	‡
North Carolina	236	19	81	48	19	192	62	38	10	2
North Dakota	‡	‡	‡	‡	‡	206	50	50	15	2
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	225	31	69	38	11	212	40	60	25	4
Oregon	230	28	72	47	16	213	39	61	28	7
Pennsylvania	242	18	82	60	24	‡	‡	‡	‡	‡
Rhode Island	232	18	82	47	12	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	197	58	42	13	2
Tennessee	234	24	76	51	15	‡	‡	‡	‡	‡
Texas	247	8	92	59	24	‡	‡	‡	‡	‡
Utah	217	37	63	32	7	187	66	34	14	4
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	236	20	80	50	19	‡	‡	‡	‡	‡
Washington	227	30	70	43	15	202	54	46	19	6
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	225	32	68	39	11	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	192	65	35	11	2
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA[1]	231	18	82	40	9	‡	‡	‡	‡	‡

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-24. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2011

State/jurisdiction	White					Black					Hispanic				
		Percentage of students					Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**272**	**16**	**84**	**41**	**4**	**248**	**42**	**58**	**14**	**1**	**251**	**37**	**63**	**18**	**1**
Alabama	268	20	80	34	3	243	49	51	11	#	246	44	56	16	2
Alaska	274	15	85	42	4	252	34	66	17	1	260	26	74	24	1
Arizona	272	18	82	41	4	248	42	58	18	1	251	37	63	17	#
Arkansas	267	21	79	35	2	238	54	46	9	#	253	36	64	21	1
California	268	21	79	35	5	243	47	53	11	1	245	44	56	14	1
Colorado	278	11	89	49	5	257	34	66	22	2	254	35	65	22	1
Connecticut	283	9	91	54	9	255	34	66	21	1	255	34	66	22	1
Delaware	273	15	85	42	5	254	34	66	18	1	259	27	73	26	2
Florida	270	18	82	38	3	248	43	57	14	1	259	29	71	27	2
Georgia	272	15	85	38	2	251	39	61	14	#	258	30	70	21	1
Hawaii	273	16	84	41	4	261	27	73	25	2	246	44	56	17	1
Idaho	271	16	84	37	3	‡	‡	‡	‡	‡	254	33	67	17	1
Illinois	274	15	85	44	5	249	38	62	15	1	257	31	69	23	2
Indiana	269	18	82	36	2	247	41	59	14	1	255	32	68	22	2
Iowa	267	20	80	35	2	247	43	57	12	1	251	38	62	20	1
Kansas	272	16	84	41	3	248	42	58	15	1	254	34	66	19	#
Kentucky	271	18	82	39	4	248	42	58	13	#	264	25	75	30	2
Louisiana	264	24	76	31	2	241	49	51	10	#	249	42	58	19	2
Maine	271	19	81	39	4	248	45	55	21	2	‡	‡	‡	‡	‡
Maryland	282	10	90	52	8	255	34	66	21	1	262	29	71	30	3
Massachusetts	282	9	91	53	8	255	32	68	20	2	248	41	59	18	1
Michigan	269	18	82	36	3	244	46	54	11	#	260	25	75	26	1
Minnesota	274	14	86	44	4	246	42	58	15	1	257	31	69	23	2
Mississippi	267	18	82	33	1	240	52	48	9	#	‡	‡	‡	‡	‡
Missouri	271	17	83	40	3	244	44	56	12	#	258	30	70	26	5
Montana	275	12	88	44	3	‡	‡	‡	‡	‡	262	24	76	27	3
Nebraska	272	14	86	39	3	250	36	64	15	1	252	37	63	20	1
Nevada	269	19	81	37	3	250	38	62	17	2	247	42	58	16	#
New Hampshire	273	15	85	41	3	‡	‡	‡	‡	‡	253	37	63	16	1
New Jersey	284	8	92	56	8	256	34	66	21	1	257	29	71	22	1
New Mexico	270	17	83	36	2	248	39	61	14	#	251	37	63	16	1
New York	276	14	86	46	6	251	37	63	18	1	251	38	62	20	1
North Carolina	271	17	83	40	4	247	42	58	14	#	256	33	67	22	1
North Dakota	272	13	87	37	2	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	274	15	85	43	4	247	42	58	14	1	252	35	65	17	#
Oklahoma	265	22	78	32	2	247	40	60	13	1	251	37	63	15	#
Oregon	269	19	81	37	3	248	41	59	19	1	250	39	61	16	1
Pennsylvania	275	15	85	46	5	244	46	54	13	#	250	40	60	16	1
Rhode Island	272	17	83	41	5	248	42	58	17	1	248	43	57	14	1
South Carolina	269	18	82	37	3	246	44	56	11	#	257	31	69	22	2
South Dakota	273	12	88	39	2	256	30	70	17	1	256	32	68	22	1
Tennessee	265	23	77	31	3	240	52	48	12	#	255	32	68	24	1
Texas	274	13	87	42	3	252	37	63	15	#	254	32	68	17	1
Utah	272	16	84	40	3	‡	‡	‡	‡	‡	247	42	58	13	#
Vermont	274	17	83	45	6	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	273	16	84	43	5	251	38	62	16	1	259	28	72	24	1
Washington	272	18	82	42	5	254	34	66	22	1	250	40	60	17	1
West Virginia	256	31	69	24	1	249	43	57	19	1	‡	‡	‡	‡	‡
Wisconsin	272	16	84	40	3	240	51	49	11	#	248	40	60	13	1
Wyoming	272	16	84	40	3	‡	‡	‡	‡	‡	258	31	69	26	1
Other jurisdictions															
District of Columbia	292	6	94	66	15	239	52	48	12	1	239	50	50	16	1
DoDEA[1]	277	9	91	46	3	263	19	81	25	1	268	16	84	32	1

See notes at end of table.

Table A-24. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2011—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
		Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**275**	**18**	**82**	**46**	**8**	**253**	**36**	**64**	**22**	**2**
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	261	28	72	29	3	234	56	44	10	1
Arizona	269	19	81	34	8	241	50	50	15	1
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	271	21	79	41	6	‡	‡	‡	‡	‡
Colorado	285	11	89	60	12	‡	‡	‡	‡	‡
Connecticut	282	11	89	55	9	‡	‡	‡	‡	‡
Delaware	285	10	90	56	11	‡	‡	‡	‡	‡
Florida	279	16	84	48	10	‡	‡	‡	‡	‡
Georgia	277	12	88	48	6	‡	‡	‡	‡	‡
Hawaii	255	34	66	23	2	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	280	12	88	53	11	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	266	23	77	38	5	‡	‡	‡	‡	‡
Kansas	269	24	76	46	7	‡	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	294	5	95	68	19	‡	‡	‡	‡	‡
Massachusetts	288	10	90	61	14	‡	‡	‡	‡	‡
Michigan	279	20	80	53	14	‡	‡	‡	‡	‡
Minnesota	267	26	74	37	6	258	33	67	30	5
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	257	33	67	25	2
Nebraska	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nevada	264	25	75	34	4	‡	‡	‡	‡	‡
New Hampshire	280	18	82	49	14	‡	‡	‡	‡	‡
New Jersey	291	8	92	66	15	‡	‡	‡	‡	‡
New Mexico	273	20	80	40	9	242	48	52	16	1
New York	276	17	83	50	6	‡	‡	‡	‡	‡
North Carolina	274	17	83	44	8	245	48	52	16	3
North Dakota	‡	‡	‡	‡	‡	245	48	52	13	2
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	‡	‡	‡	‡	‡	256	31	69	23	1
Oregon	263	31	69	38	9	256	34	66	30	7
Pennsylvania	285	15	85	62	13	‡	‡	‡	‡	‡
Rhode Island	261	26	74	31	4	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	244	48	52	14	1
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	284	8	92	59	6	‡	‡	‡	‡	‡
Utah	257	33	67	30	1	244	43	57	18	#
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	282	11	89	55	8	‡	‡	‡	‡	‡
Washington	279	17	83	51	10	254	40	60	24	4
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	271	22	78	39	7	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA[1]	272	16	84	39	2	‡	‡	‡	‡	‡

Rounds to zero.

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

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

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

NAEP Results for Newly Reported Racial/Ethnic Groups

In compliance with standards from the U.S. Office of Management and Budget for collecting and reporting data on race/ethnicity, additional information on students' race/ethnicity was collected in 2011. This change makes it possible for results to be reported separately for Asian students, Native Hawaiian/Other Pacific Islander students, and students categorized as being of two or more races (multiracial). See the Technical Notes for more information.

In 2011, the average score for White students was higher than the score for the combined category of Asian and Pacific Islander students (**table 1**). When results for Asian students are reported separately, there is no significant difference between the scores of Asian and White students. In 2011, White and Asian students scored higher than all other reported racial/ethnic groups. Native Hawaiian/Other Pacific Islander students scored higher on average than Black students; lower than White, Asian, and multiracial students; and not significantly different from Hispanic and American Indian/Alaska Native students. The score for multiracial students was higher on average than the scores for Black, Hispanic, American Indian/Alaska Native, and Native Hawaiian/Other Pacific Islander students, but lower than the scores for Asian and White students.

Table 1. Percentage of students and average scores in eighth-grade NAEP science, by race/ethnicity: 2011

Race/ethnicity	Percentage of students	Average scale score
White	55	163
Black	15	129
Hispanic	21	137
Asian/Pacific Islander	5	159
Asian	5	161
Native Hawaiian/Other Pacific Islander	#	139
American Indian/Alaska Native	1	141
Two or more races	2	156

Rounds to zero.
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Science Assessment.

State Results

State participation in the NAEP science assessment is voluntary and while most states participated in the 2009 assessment at grade 8, all 50 states, the District of Columbia, and Department of Defense schools elected to participate in 2011. These 52 states and jurisdictions are all referred to as "states" in the following summary of results. Results for the 47 states that participated in the 2009 assessment are also available.

The results presented in this section for the nation and states are for public school students only and may differ from the national results presented earlier that are based on data for both public and private school students.

Students in 16 states score higher in 2011 than in 2009

Among the 47 states that participated in both years, scores were higher in 2011 than in 2009 for Arkansas, Colorado, Georgia, Hawaii, Maine, Maryland, Michigan, Mississippi, Nevada, North Carolina, Rhode Island, South Carolina, Utah, Virginia, West Virginia, and Wyoming (**table 2**). No state scored lower in 2011 than in 2009.

Thirty-one percent of eighth-grade public school students in the nation performed at or above the *Proficient* level in 2011, with percentages ranging from 8 percent in the District of Columbia to 45 percent in North Dakota (**figure 11**).

Compare Results Among Participating States

The NAEP State Comparison Tool (http://nces.ed.gov/nationsreportcard/statecomparisons/) provides tables and maps showing how the average scores in states overall and for selected student groups compare, or how the change in performance between two assessment years compares across states.

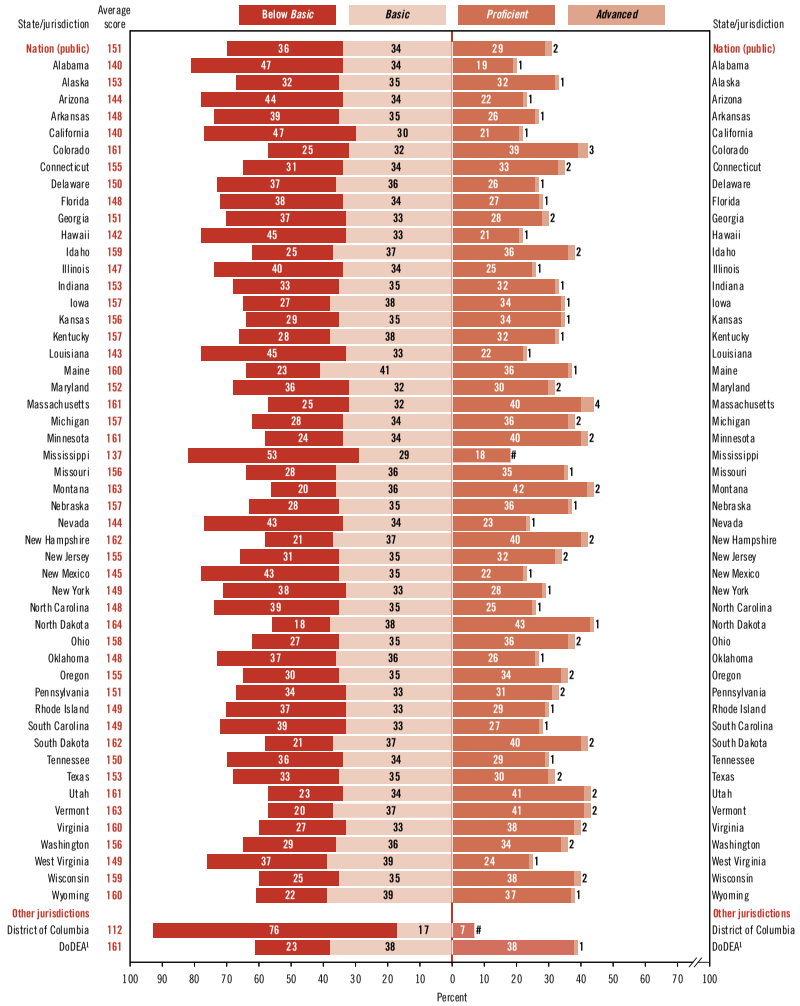
Table 2. Average scores in NAEP science for eighth-grade public school students, by state/jurisdiction: 2009 and 2011

State/jurisdiction	2009	2011
Nation (public)	**149***	**151**
Alabama	139	140
Alaska	—	153
Arizona	141	144
Arkansas	144*	148
California	137	140
Colorado	156*	161
Connecticut	155	155
Delaware	148	150
Florida	146	148
Georgia	147*	151
Hawaii	139*	142
Idaho	158	159
Illinois	148	147
Indiana	152	153
Iowa	156	157
Kansas	—	156
Kentucky	156	157
Louisiana	139	143
Maine	158*	160
Maryland	148*	152
Massachusetts	160	161
Michigan	153*	157
Minnesota	159	161
Mississippi	132*	137
Missouri	156	156
Montana	162	163
Nebraska	—	157
Nevada	141*	144
New Hampshire	160	162
New Jersey	155	155
New Mexico	143	145
New York	149	149
North Carolina	144*	148
North Dakota	162	164
Ohio	158	158
Oklahoma	146	148
Oregon	154	155
Pennsylvania	154	151
Rhode Island	146*	149
South Carolina	143*	149
South Dakota	161	162
Tennessee	148	150
Texas	150	153
Utah	158*	161
Vermont	—	163
Virginia	156*	160
Washington	155	156
West Virginia	145*	149
Wisconsin	157	159
Wyoming	158*	160
Other jurisdictions		
District of Columbia	—	112
DoDEA[1]	162	161

— Not available. Did not participate at state level in 2009.
* Significantly different ($p < .05$) from 2011.
[1] Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Science Assessments.

Figure 11. Average scores and achievement-level results in NAEP science for eighth-grade public school students, by state/jurisdiction: 2011



Rounds to zero.

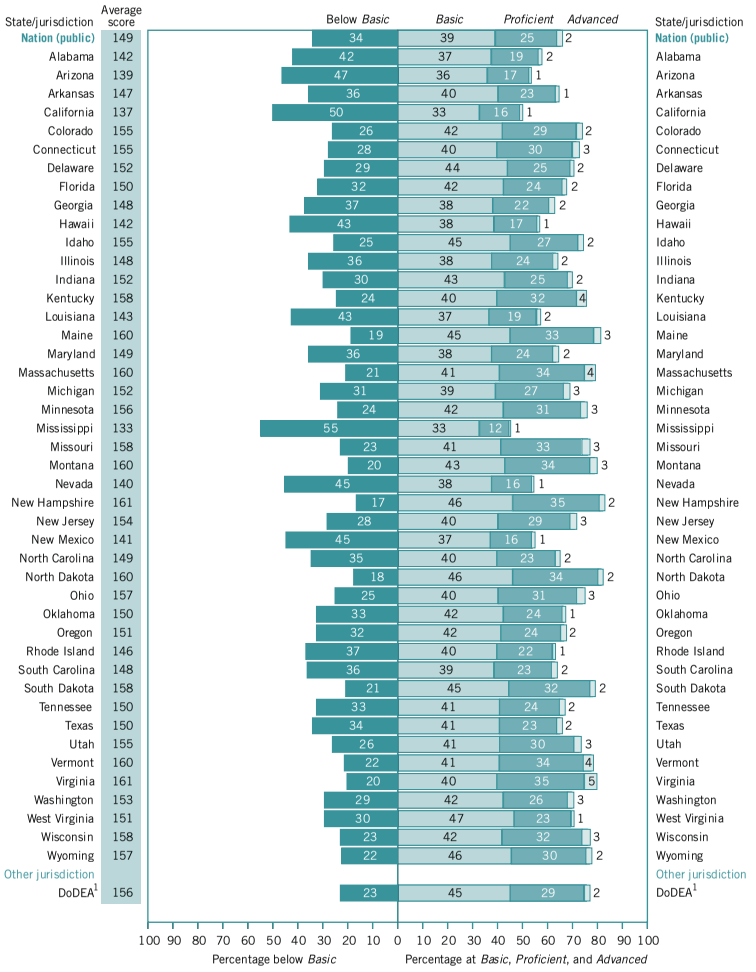
[1] Department of Defense Education Activity (overseas and domestic schools).

NOTE: The bars in this figure were graphed using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Science Assessment.

State Results

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



[1] Department of Defense Education Activity.
NOTE: The shaded bars are graphed using unrounded numbers. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Science Assessment.

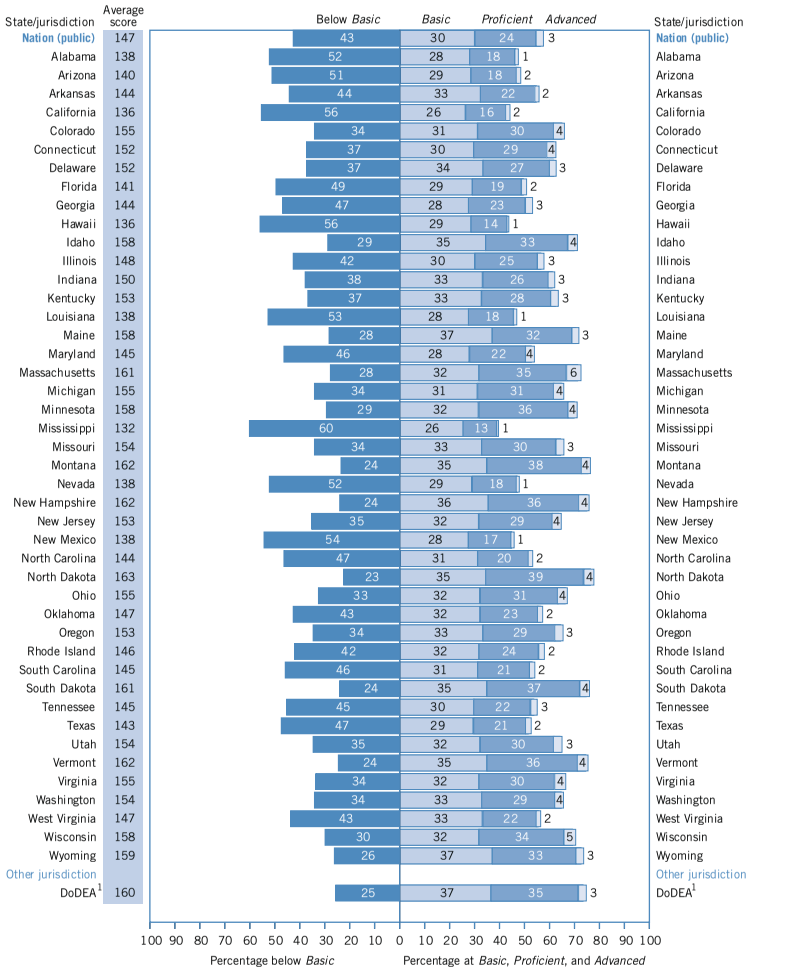
Table 4 Average fourth-grade NAEP science scores and achievement-level performance, by state

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

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

State Results

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



[1] Department of Defense Education Activity.
NOTE: The shaded bars are graphed using unrounded numbers. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Science Assessment.

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

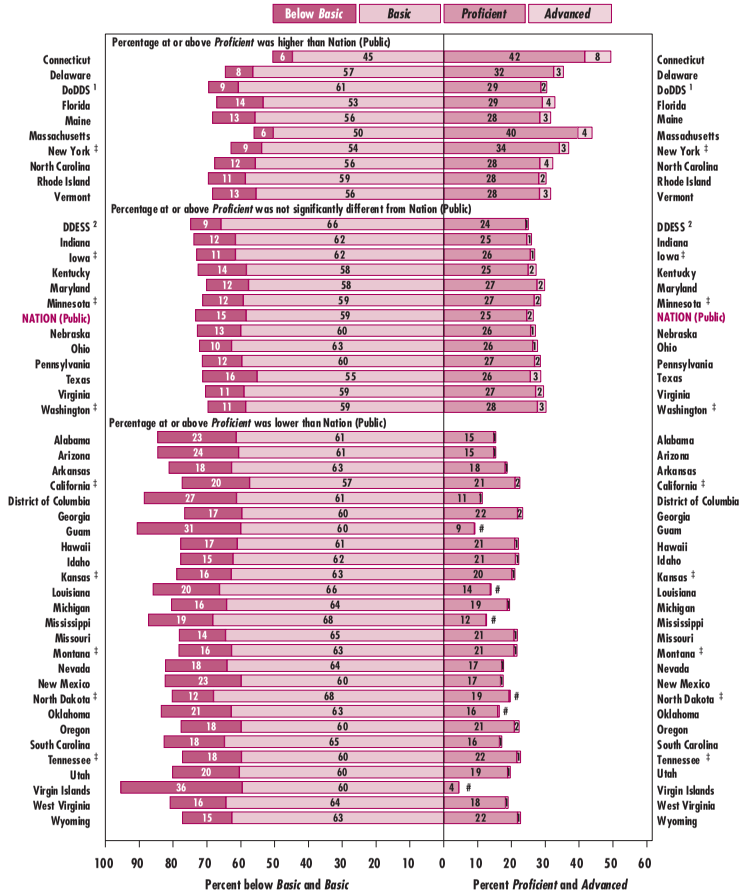
State/jurisdiction	Average scale score			Percentage of students: At or above *Basic*			At or above *Proficient*			At *Advanced*		
	1996[1]	2000	2005	1996[1]	2000	2005	1996[1]	2000	2005	1996[1]	2000	2005
Nation (public)	148	148	147	60	57	57	27	29	27	3	4*	3
Alabama	139	143*	138	47	53	48	18	23	19	1	2	1
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.

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

Grade 4

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

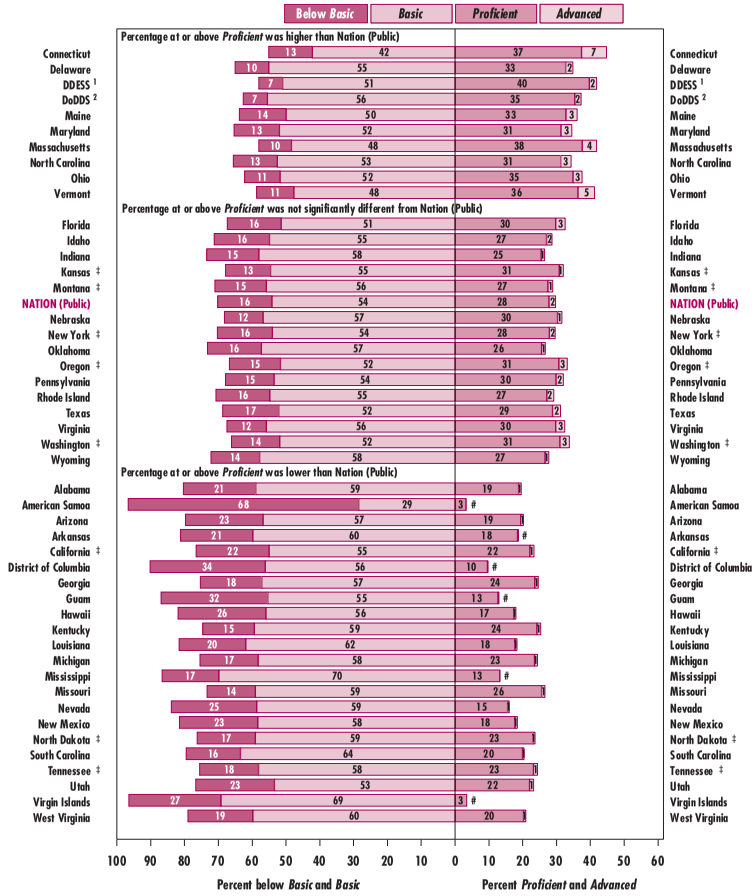


Percentage rounds to zero.
‡ Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.
1 Department of Defense Dependents Schools (Overseas).
2 Department of Defense Domestic Dependent Elementary and Secondary Schools.
NOTE: Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

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

Grade 8

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



Percentage rounds to zero.
‡ Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.
1 Department of Defense Domestic Dependent Elementary and Secondary Schools.
2 Department of Defense Dependents Schools (Overseas).
NOTE: Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

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

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

‡ Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.
*** Sample size is insufficient to permit a reliable estimate.
[1] Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2] Department of Defense Dependents Schools (Overseas).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

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

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

— Indicates that the jurisdiction did not participate or did not meet minimum participation guidelines for reporting.
‡ Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.
* Significantly different from 2002 when only one jurisdiction or the nation is being examined.
** Significantly different from 2002 when using a multiple-comparison procedure based on all jurisdictions that participated both years.
*** Sample size is insufficient to permit a reliable estimate.
[1] National results for the 1998 assessment are based on the national sample, not on aggregated state assessment samples.
[2] Department of Defense Domestic Dependent Elementary and Secondary Schools. [3] Department of Defense Dependents Schools (Overseas).
NOTE: Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited English proficient students in the NAEP samples.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

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