Oklahoma
Educational
Indicators
Program

Profiles 2010 State Report

Office of Accountability
April 2011

Family & Community Setting • Educational Process • Student Performance

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Oklahoma Educational Indicators Program

Profiles 2010 State Report

Office of Accountability
Robert Buswell, Executive Director
Jeff Wallace, Assistant Director
Jerry (Yu-Chao) Hsieh, Database Design Analyst
Dr. Lonnie Melvin, Coordinator of School Improvement

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

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Education Oversight Board / Office of Accountability

Susan Field, Chairman • Robert Buswell, Executive Director

May 16, 2011

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue *Profiles 2010*, 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 2010* furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

Profiles 2010 consists of three publications, a *State Report*, a *District Report*, and the *School Report Cards*. These publications are the result of a collaborative effort headed by the Office of Accountability and include data from the following sources: the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, the Office of Juvenile Affairs, a school survey administered directly by the Office of Accountability, as well as other sources.

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

Sincerely,

Susan Field

Susan Field, Chairman
Education Oversight Board

655 Research Parkway, Suite 301 • Oklahoma City, OK 73104 • (405) 225-9470 • Fax (405) 225-9474 • www.SchoolReportCard.org

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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 2010* 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 2010* are for the 2009-10 school year. Some variables are selected from the U.S. Census Bureau. The 2010 Decennial Census and the 2005 – 2009 American Community Survey (ACS) provide the census information for school districts in this year's report. Selected information also comes from the 2009 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, 7,051 persons (Census 2010); household income, $56,492; population living below poverty level, 16.4%; single-parent families, 32.5%; unemployment rate, 5.8% (ACS 2005-2009). Students eligible for free or reduced price lunch, 58.9%; 1st through 3rd grade students on the reading remediation program, 34.0%; average number of days absent per student, 10.2; mobility rate (incoming students), 10.0%; parents attending at least one parent-teacher conference, 72.2%; and volunteer hours per student, 2.4 are for the 2009-10 school year. Per student valuation of property, $39,903 was calculated for 12/2010.

The educational attainment of the state's population over age 25 in the year 2009 has persons with less than a high school diploma at 14.4% and persons with a high school diploma at 85.6%. It also includes levels of college degrees with those with a Bachelor's or higher degree at 22.7%.

On average for 2009-10, there was one suspension of 10 days or less for every 12.0 students statewide. When looking at suspensions that lasted for more than 10 days, the average for all schools was one suspension for every 140.3 students statewide.

There were 8,231 public school students criminally referred to the Office of Juvenile Affairs (OJA) for school year 2009-10. These referred students were charged with 16,427 offenses and 308 of the offenders were said to have gang affiliation. This means that, on average, one out of every 79.2 students statewide had been charged with a crime, each offender had committed an average of 2.0 offenses but only 3.7% of the charged students had gang affiliations.

The following is a breakdown of Fall 2009 Oklahoma public school enrollment by ethnic group: Caucasian, 56.4%; Black, 10.9%; Native American, 19.3%; Asian, 2.2%; and Hispanic, 11.2%.

EDUCATIONAL PROCESS

Profiles 2010 reports on 532 individual Oklahoma school districts and 1,778 conventional school sites: 1,010 elementary schools, 292 middle schools/junior highs, and 476 senior highs. Total average daily membership (ADM) in 2009-10 was 646,704, an increase of 8,942 students (1.4%) from the 2008-09 school year. The 2009-10 statewide membership was 4.5% 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 2009-10 school year, 105,528 Oklahoma students qualified for the Gifted/Talented program; 16.2% of all students in the state. That same year, 94,724 Oklahoma students qualified for the special education program which represented 14.5% of all students. There were 384,964 Oklahoma students eligible for the Free or Reduced Price Lunch Program. This equated to 58.9% of all students and was an increase of over 22,000 students or 6.2%, from the 2008-09 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 37.2 units in the six core areas of language arts (English), math, science, history/social studies, fine arts, and language in 2009-10.

Statewide, the number of regular classroom teachers increased by 348 full-time equivalents (FTEs) for the 2009-10 school year (37,660 in 2008-09 to 38,008 in 2009-10) while ADM increased by 8,942 students. Based on the ADM of 646,704, the statewide gross student/teacher ratio for regular classroom teachers in 2009-10 was 17.0 students per teacher; down from the high of 17.7 students per teacher ratio recorded in 2003-04. The average salary of teachers for the 2009-10 school year was $43,998, an increase of $414 (0.9%) from the previous year. The percentage of teachers with an advanced degree is currently at 25.9%; up from 25.7% last years but a decline from its high of 41% in 1989-90. Classroom teachers averaged 12.7 years of experience.

Like classroom teachers, administration is another key ingredient of education. Similar to classroom teachers, the 2009-10 school year saw an increase in the number of administrators from the previous year. There were 3,549 administrator FTEs at the 532 districts, an increase of 36 FTEs over the 2008-09 school year's count of 3,513 administrator FTEs. This resulted in an average of 6.7 administrators per school district and each received an average salary of $74,387, an increase of $829, or 1.1% over last year. On average, each administrator supervised 12.0 teacher FTEs and had 21.6 years experience in public education.

The largest portion of district revenues is funding provided by the State at 46.5% ($2.55 billion), followed by Local & County with 36.1% ($1.98billion) and Federal funds which provide 17.4% ($954 million). Total revenues for Oklahoma's districts decreased to $5,487,215,800 by $36 million, or -0.7%, from 2008-09 revenues of $5.52 billion.

Statewide, total expenditures from ALL FUNDS (Oklahoma State Department of Education) were $5.47 billion, a $110 million increase over the 2008-09 school year. The largest expenditure is in the area of Instruction with 56.1%, a 0.7 percentage-point increase over 2008-09. This is the first increase in

Instruction in three years but still below a high mark of 58.6% of ALL FUNDS in 1995-96. District Support ran a distant second in 2009-10 at 16.9% of all expenditures. Per student expenditures, based on ALL FUNDS, including Debt Service, ranged from a high of $48,647 per student in Plainview P.S. in Cimarron County to a low of $3,872 per student at White Oak P.S. in Craig County, with a state average of $8,464.

STUDENT PERFORMANCE

The Oklahoma School Testing Program cost the state $10.8 million to administer in 2009-10. The state's scores, expressed as the percentage of students scoring Satisfactory and above were as follows: 3rd grade: Reading 74% and Math 73%; 4th grade: Reading 69% and Math 70%; 5th grade: Reading 70%, Math 72%, Science 90%, Social Studies 78%, and Writing 89%; 6th grade: Reading 68% and Math 67%; 7th grade: Reading 71%, Math 68%, and Geography 89%; 8th grade: Reading 74%, Math 69%, Science 91%, History 77%, and Writing 95%. The results for the high school End of Instruction (EOI) exams were: Algebra I 78%, English II 87%, U.S. History 75%, Biology I 78%, Algebra II 69%, English III 87%, and Geometry 83%.

In an attempt to evaluate schools' overall performance in preparing students for the Oklahoma Core Curriculum Tests (OCCT), the Secretary of Education and the Education Oversight Board created the Performance Benchmark which requires that "70% of Regular Education students achieve a score of Satisfactory and above." These sites receive checkmarks on there report card. Thirty-nine percent of the 5th grade sites were able to achieve five-out-of-five on the Oklahoma Performance Benchmark, as were 36% 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 15 elementary schools (1.8%) and 2 middle schools/junior highs (0.4%) that were unable to get at least 70% of their students to score Satisfactory and above on any subject area tested.

Now in its fourth year, to identify those truly superior schools, the Education Oversight Board's 25% Advanced Performance Benchmark or 25% of Regular Education students achieving a score of Advanced in all subject areas tested. These sites receive stars on their report cars. Sixty-three (63) sites achieved the 25% Advanced Performance Benchmark for at least one grade within their school. This is down from 95 sites in 2008-09. Seven sites had multiple grades meet the advanced benchmark giving 71 stars in 2009-10, also a decrease from 110 stars in 2008-09. Although, 71 stars is an increase from the first year of the benchmark of 60 stars.

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 that of the nation in the categories tested by NAEP. However, American Indian students produced higher scores in all subject and grades tested in 2009.

The Office of Accountability uses two different methodologies to display dropout rates. The methodologies are a single-year dropout rate which averaged 2.2% and a four-year dropout rate which averaged 11.1%. Based on the four-year methodology, three high schools in the state had a dropout rate above 40% for the Class of 2010 in 9th through 12th grade. However, 120 Oklahoma high schools did not report a single dropout for the Class of 2010.

Tracking overall student attrition, a five year average of 23.5% 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, 78.4% 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 2.2% and has been on a downward trend for a number of years, yet the student loss rates have remained constant for some time as have the four-year graduation rates. Furthermore, the single-year dropout rate greatly under represents the 11.1% 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 11.1% and the statewide student loss rate of 23.5%. Where are the missing students? Not more than a few percentage-points of the missing 12% 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 1.1% of their graduating class. Students who die in grades 9 through 12 account for 0.4% of their class. Finally, students who attend all four years of high school, but who do not meet the requirements to receive a high school diploma make up 2.4% of their graduating class. These four factors combined account for only seven to eight percentage-points of the 12% of unaccounted for students.

The average composite score on the ACT for the Oklahoma public high schools included in this series of reports was 20.8, the same standard score for 2008-09 and 2007-08. The official Oklahoma score generated by the ACT Corporation, which includes public and private schools as well as alternative education centers, was 20.7, the same standard score as the 2008-09 and 2007-08 results. The comparable national average was 21.0, fell one tenth of a point from 2008-09. In 2009-10, the gap between Oklahoma's statewide ACT score and the national ACT score was three-tenths of a standard score. Average ACT scores varied greatly across Oklahoma. Classen High School of Advanced Studies in Oklahoma City P.S. and Edmond North High School in Edmond P.S. each had a score of 24.6 with each having over 83.0% of graduates taking the ACT. In total, there are 15 high schools in the state that averaged a 23 or higher on the ACT. Conversely, 10 high schools averaged below a 16. Of the 430 Oklahoma high school sites upon which *Profiles* reported ACT scores, 235 had average ACT scores below 20, which was the cut score required for admission to Oklahoma's regional four-year universities.

From the principal survey returned to the Office of Accountability, 81.0% of Oklahoma's 2010 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 2009-10 had an average GPA of 3.0 and over 6% attended an out-of-state college. Based on the graduating class of 2009, 50.9% of students had enrolled in an occupationally-specific Career Tech

Based on a 2006-08 three-year average, 50.9% the state's public high school graduates went directly to a public college in Oklahoma. Based on a 2007-09 three-year average, 39.2% of college freshman took at least one remedial course.

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OKLAHOMA EDUCATIONAL
INDICATORS PROGRAM OVERVIEW

Profiles 2010 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 2010 consists of three components: (1) the State Report; (2) the District Report; and (3) individual School Report Cards. Each component of *Profiles 2010* 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 2010* component is as follows:

State Report

This component of *Profiles 2010* contains tables, graphs, and maps, all with accompanying text concerning state-level information for major categories of measurement. The most recent data covers the 2009-10 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 2010* 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 532 school districts in the state and presents a wealth of educational data in both graphic and tabular form for the 2009-10 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 2010* includes a report card for 1,705 individual school sites in the state. Only school sites that serve grade 3 and above have report cards produced. A few selected special school sites like the Oklahoma School for the Deaf are also not included. The School Report Cards include demographic information about the district and specific information about the individual school

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

Three Reporting Categories

The *Profiles 2010 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 21).

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 2010* 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 532 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 21). 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 & 25). If the percentage is equal to, or below, the state average the district is given the designation of 1. If the percentage of students eligible for the program is higher than state average, the district is given the designation of 2. This combination of letters and numbers creates the 16 group designations. Additional information about the Community Groups may be found in the EDUCATIONAL PROCESS section of this report and a more detailed description of the Community Grouping Model methodology may be found in the *Profiles 2010 District Report*.

DATA GATHERING

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

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

While this data gathering process is taking place, there are school sites that open and others that close. Only those public school sites that were open during the reporting period are included in the *Profiles*

Reports. Finally, because most educational indicators relate to mainstream public school students, the *Profiles 2010* 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 2010* 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 2010, the 2009 American Community Survey (ACS) released social and economic variables at the state level and the 2005 – 2009 ACS 5-year estimates were released for social and economic variables for all small geographies including school districts. The 2005 – 2009 ACS release is the first release of these social and economic variables for school districts since the 2000 Census. The ACS will continue to release social and economic variables on an annual basis.

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 2010* 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 2010*.

The source of the census data presented in the COMMUNITY CHARACTERSTICS section has changed slightly for this year's report. The American Community Survey (ACS) 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. 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 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 (12/2010)	$39,903
Students Eligible for Free or Reduced Price Lunch (2009-10)	58.9%
District Population (number of residents from 2010 Census)	7,051
Household Income (2005-2009 ACS)	$56,492
Population Living Below Poverty Level (2005-2009 ACS)	16.4%
Unemployment Rate (2005-2009 ACS)	5.8%
Single-Parent Families (2005-2009 ACS)	32.5%
1st through 3rd Grade Students on the Reading Remediation program (2009-10)	34.0%
Average Number of Days Absent per Student (2009-10)	10.2
Mobility Rate (Incoming Students) (2009-10)	10.0%
Parents Attending at Least One Parent-Teacher Conference (2009-10)	72.2%
Volunteer Hours per Student (2009-10)	2.4

Student Suspensions (2009-10): One suspension of less than 10 days for every 12.0 students statewide
One suspension of more than 10 days for every 140.3 students statewide

Juvenile Offenders (2009-10): One out of every 79.2 public school students were charged with a crime through the juvenile justice system (8,231 offenders statewide). Each offender was charged with an average of 2.0 criminal offenses (16,427 statewide) and 308 of the offenders statewide were alleged gang members (3.7% of offenders).

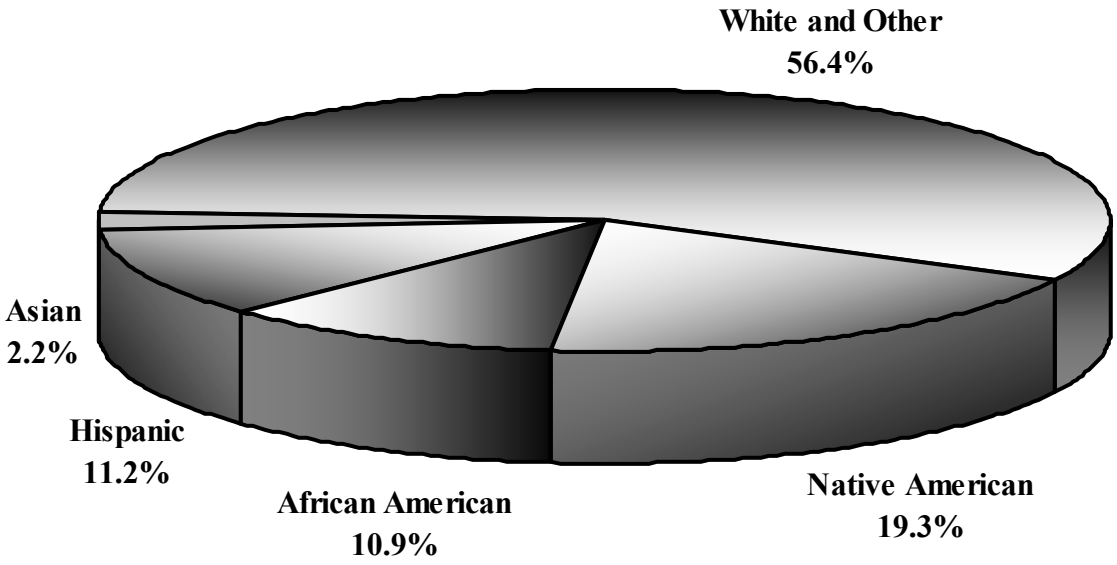
Oklahoma Public School Enrollment by Ethnic Group (Figure 2):
(based on 2009 fall enrollment)

White and Other	56.4%
Black	10.9%
Native American	19.3%
Asian	2.2%
Hispanic	11.2%

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

	2000	2009
Less than a High School Diploma:	19.4%	14.4%
High School Diploma:	80.6%	85.6%
Some College, no degree	23.4%	24.3%
Associate's Degree:	5.4%	6.7%
Bachelor's Degree:	13.5%	15.3%
Graduate or Professional Degree:	6.8%	7.4%

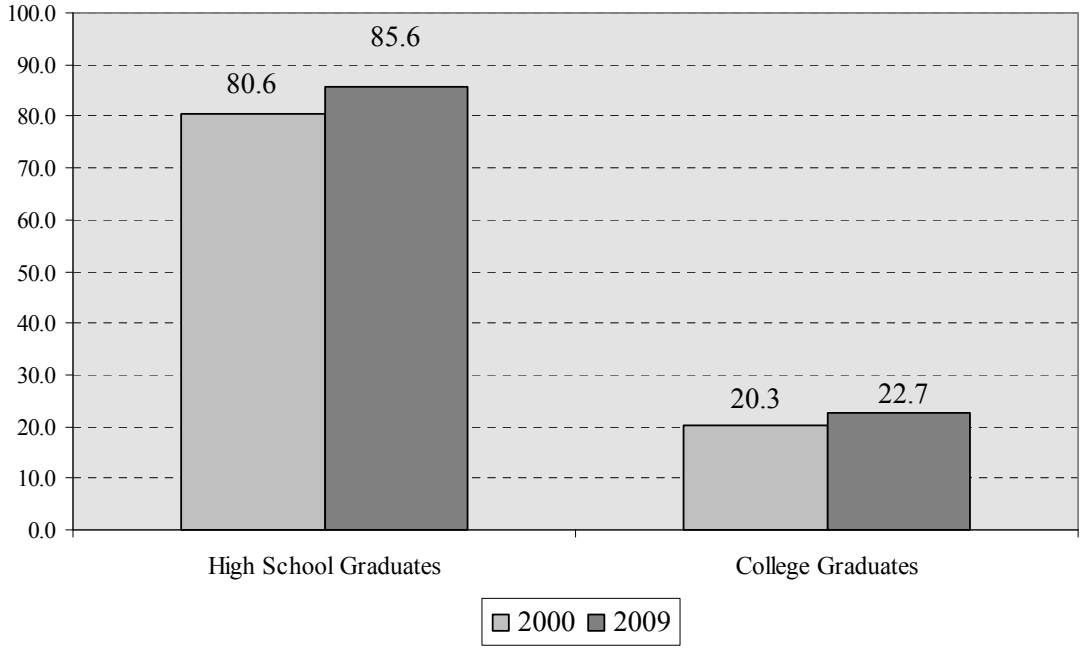
Figure 2
Oklahoma Public School Enrollment by Ethnic Group
October 1, 2009



Data Source: Oklahoma State Department of Education

October 1, 2009 Total Enrollment = 654,542

Figure 3
Education Attainment of Adults Age 25 and Older
2000 and 2009



Data Source: 2000 Census and 2009 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.) had the smallest district with a population of 127 persons. Plainview P.S. is a dependent district serving students through the 5th grade. 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 Plainview P.S. (Cimarron Co.) with an assessed property value of $1,069,000 per student for FY 2011 to Moffett P.S. (Sequoyah Co.) with a property value of $2,368 per student (students are measured in average daily membership (ADM), which is explained in the EDUCATIONAL PROCESS section of this report). There are nine other school districts with valuation per ADM above $200,000 and seventeen 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.

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 2009-10 school year, 58.9% of Oklahoma's public school students were eligible for this program. The percentages ranged from 47 school sites with 100% of their students eligible to 12 schools with less than 10% of students eligible.

The average household income in Oklahoma from the ACS for 2005-2009 was $56,492. 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 $226,000 for 2005-2009, whereas in Moffett P.S. (Sequoyah Co.), the average family had earnings of just over $23,000 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 2005-2009 ACS helps to fill in the financial picture. The average percentage of persons within the district living below the poverty level was 16.4%. However, poverty rates ranged from roughly 2% at Robin Hill P.S. (Cleveland Co.) to over 73% 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 2005-2009 ACS is 5.8%. Four districts in the state had unemployment rates above 20.0%. There are 24 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 eight school districts above 60.0% of families headed by a single parent to lows of eleven school districts less than 2%. This data along with the population, income, poverty, and unemployment rate is from the Census Bureau's 2005-2009 ACS. These census variables will now be able 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 2009-10, 34.0% of students in grades 1 through 3 were on the reading remediation program. The data ranged from 57 sites with not a single 1st through 3rd grade student on the reading remediation program to 10 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 10.2 days per year (based on a 175 day school year in 2009-10). The extremes on this indicator ranged from three schools missing less than one day per year (Farris E.S. in Atoka Co; Yuba E.S. in the Achille P.S. in Bryan Co.; and Kinta E.S. in Haskell Co.) with five other schools with students missing on average less than 2 days per year, to five schools with students who missed an average of more than 25 days per year.

The mobility of the student population also influences the learning environment within a school. Mobility was viewed as new enrollments as a percentage of the enrollment at the end of the school year. Using this methodology, the statewide mobility rate for 2009-10 was 10.0%, meaning that in the average classroom at the end of the school year, 10.0% of the students had entered that school sometime during the school year. In 2009-10, nine school sites had a 50% or more mobility rate and thirty-five 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 2009-10 school year. Principals statewide responded that 72.2% of students had at least one parent/guardian attend a parent-teacher conference. The extremes on this indicator ranged from 94 schools across the state that reported perfect attendance at parent-teacher conferences to 10 schools reporting less than 10% of parents attended the conferences. In regard to support, principals statewide reported that on average, 2.4 hours of service were volunteered by parents and the community per student at Oklahoma's public schools. The extremes ranged from five schools (four in the Tulsa P.S. and led by Bryant Elementary) reporting more than 40 hours volunteered per student to 166 school sites that reported zero hours of service volunteered at their school. Not surprisingly, elementary schools double the volunteer hours per student of high schools; 2.8 hours to 1.4 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 12.0 students statewide; one for every 13.9 students in elementary schools and one for every 9.0 students in high school. For suspensions that lasted for more than 10 days, the average for all schools was one incident for every 140.3 students statewide; one for every 295.7 elementary students and one for every 61.9 high school students. The bulk of schools had very few suspensions; 287 schools had no incidents of suspensions of 10 days or less and 881 had less than 10 incidents out of 1,719 school sites reporting. There were 65 schools in the state where incidents of suspension of 10 days or less exceeded one for every three students. Four schools had incidents of suspension for 10 days or less that exceeded a one-to-one ratio with enrollment.

Juvenile crime is another social problem that influences performance in the classroom. The use of juvenile crime statistics in *Profiles 2010* is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 2009-10 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, 8,231 public school students were referred to the Office of Juvenile Affairs (OJA) in 2009-10. These offenders were charged with a total of 16,427 offenses and 308 of the offenders were said to have gang affiliation. This means that, on average, one out of every 79.2 students statewide had been charged with a crime. Each offender had committed an average of 2.0 offenses and 3.7% of the charged students had gang affiliations.

Over twenty percent (22.2%) of districts statewide had no juvenile offenders, meaning no students had been charged. However, a look at those districts with five or more students in the OJA database revealed that five districts (Boise City P.S. in Cimarron Co., Whitesboro P.S. in LeFlore Co., Temple P.S. in Cotton Co., Grandfield P.S. in Tillman Co., and Medford P.S. in Grant Co.) had more than one out of every 25 students charged with a crime during the 2009-10 school year. Tulsa P.S. had 101 juvenile offenders who were affiliated with a gang and Oklahoma City P.S. had 62 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-nine of Oklahoma's 532 districts were reported to have gang-affiliated offenders. These 59 districts were located in only 30 counties. The ratios used in this analysis are based on 2009-10 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 – 34.4%. Sex/violence charges ranked second with 29.8%. Crimes related to violation of municipal ordinances/obstruction of justice represented 18.6% of all charges. Drug/alcohol possession made up 14.5% of offenses and crimes against property accounted for 9.2% 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 2009-10, 19.3% of Oklahoma's students were Native American, 10.9% were African American, 11.2% were Hispanic, and 2.2% were Asian. Statewide, 43.6% of student enrollments came from some ethnic minority group. Minority enrollments have increased almost 36% in the past 10 years. The number of Hispanics enrolled has more than doubled and moved past African Americans to become the second largest minority in the State. Asian

enrollments have increased over 66% since 1999-2000. American Indian enrollments increased almost 24% during the same period.

The state's ethnic diversity is also visible among school districts. Four districts in Oklahoma have over 50% African American enrollment (Millwood P.S. in Oklahoma Co., Boley P.S. in Okmulgee Co., Boynton-Moton P.S. in Muskogee Co., and Crutcho P.S. in Oklahoma Co.) and four districts have over 50% Hispanic enrollment (Optima P.S., Guymon P.S., and Hardesty P.S. in Texas Co. and Crooked Oak P.S. in Oklahoma Co.) Five districts have over 90% American Indian enrollment (Dahlonegah P.S., Bell P.S., Cave Springs P.S., and Greasy P.S. in Adair Co. and Kenwood P.S. in Delaware Co.) and two districts in the state have 100% Caucasian enrollment (Braman P.S. in Kay Co. and Grandview P.S. in Stephens 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 2005-2009 ACS, Crooked Oak P.S. in Oklahoma Co. has 46.1% of its population age 25 and over not having a high school diploma. However, Oakdale P.S. in Oklahoma Co. had less than 1.0% of its population that fell into this educational attainment category. Fifteen 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).

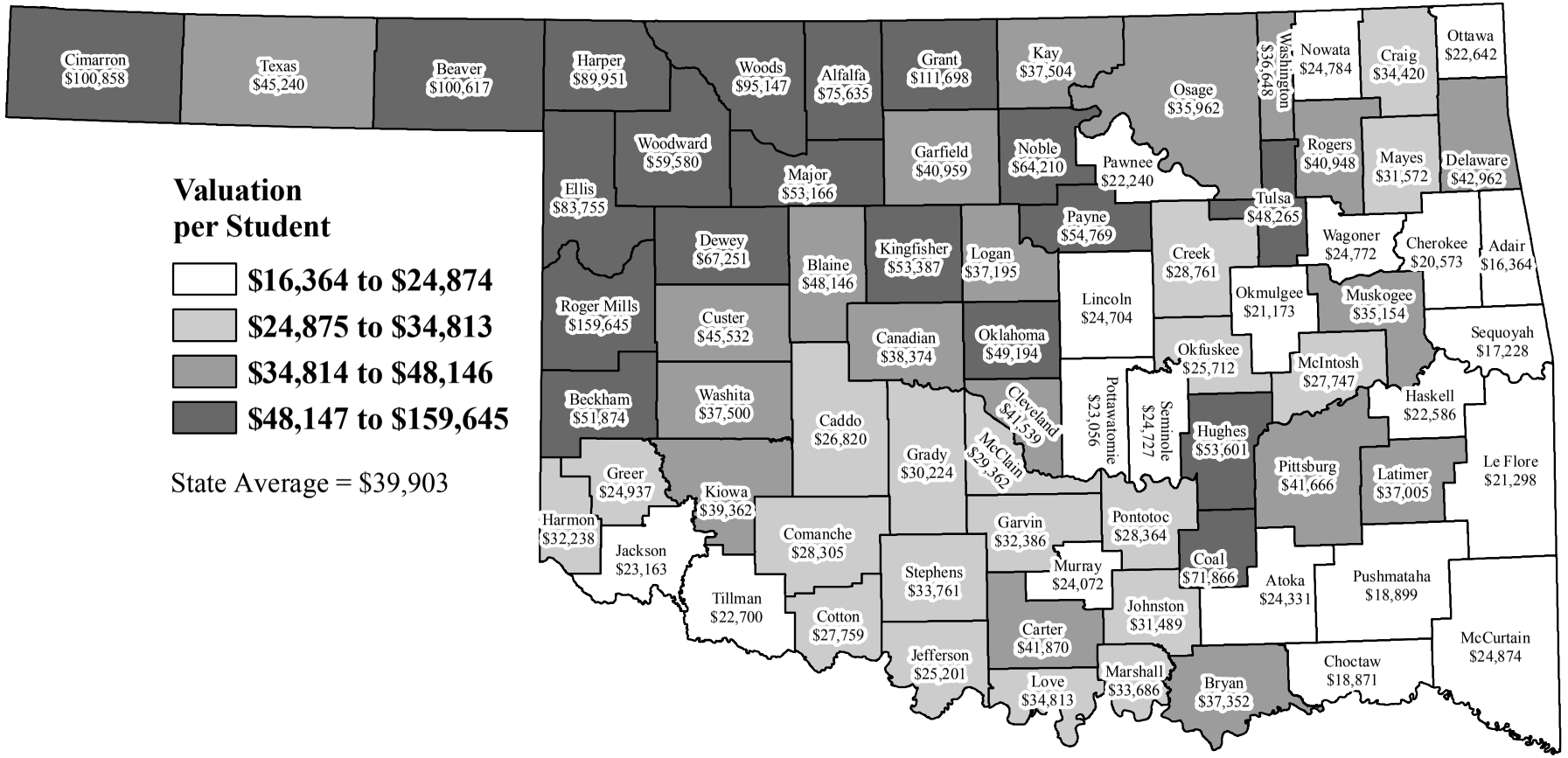
According to the 2009 ACS, the percent of high school graduates increased to 85.6% from 80.6% in 2000. Likewise, the percent of college graduates (Bachelor's Degree and higher) increased to 22.7% in 2009 from 20.3% in 2000.

SOCIOECONOMIC ADVERSITY MAPS

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

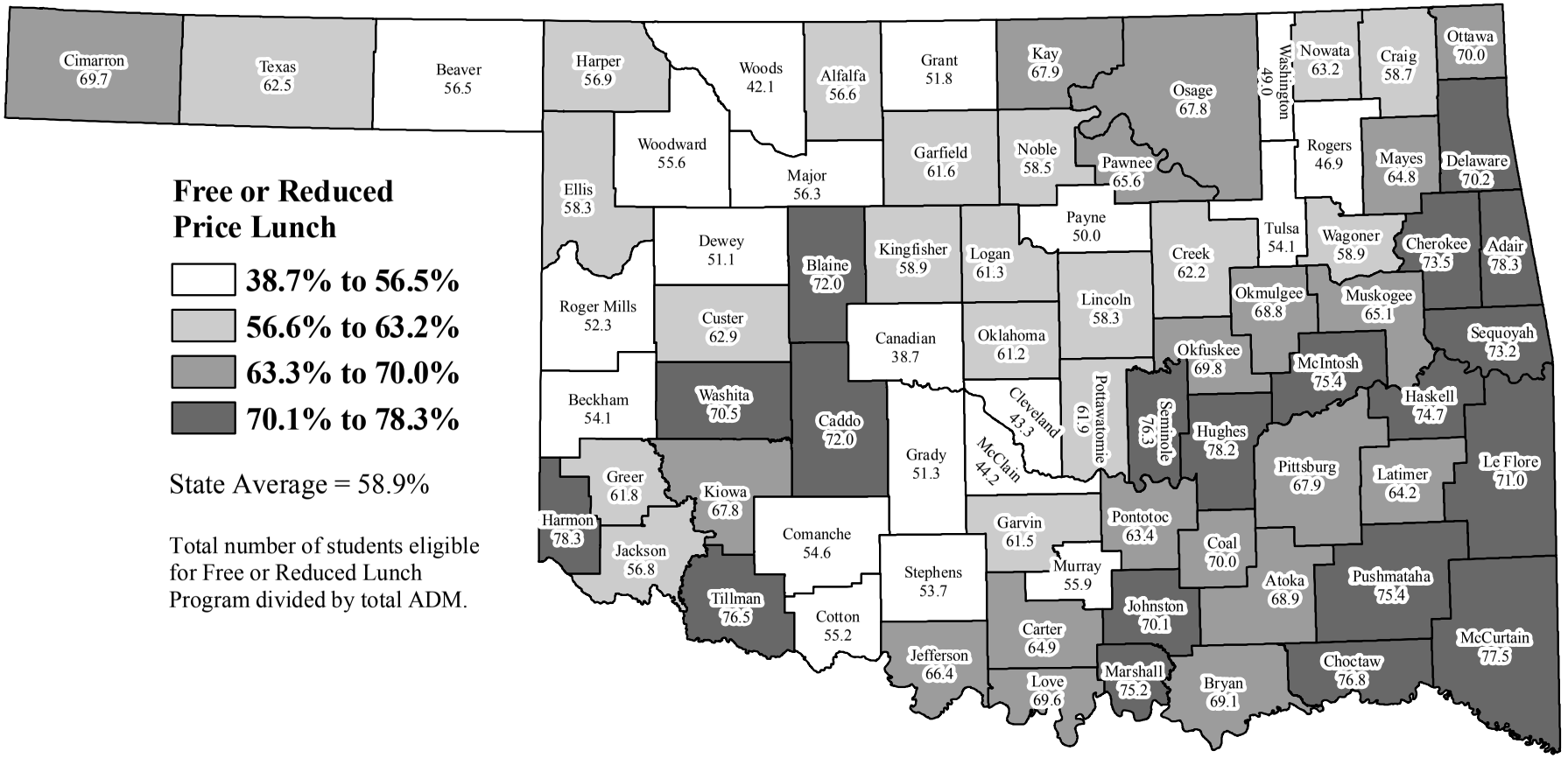
Figures 4 through 20 are maps showing social and economic characteristics across Oklahoma. The statistics were chosen because they are representative of the socioeconomic conditions that most impact student performance. The information presented on seven of the maps (Figures 9 through 12, and 18 through 20) was collected from the 2005-09 ACS and three of the maps (Figures 6 through 8) are from the 2010 Census. The other maps (Figures 4, 5, and 13 through 17) provide current social and economic characteristics from the Oklahoma Tax Commission, Oklahoma State Department of Education, 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
12/2010



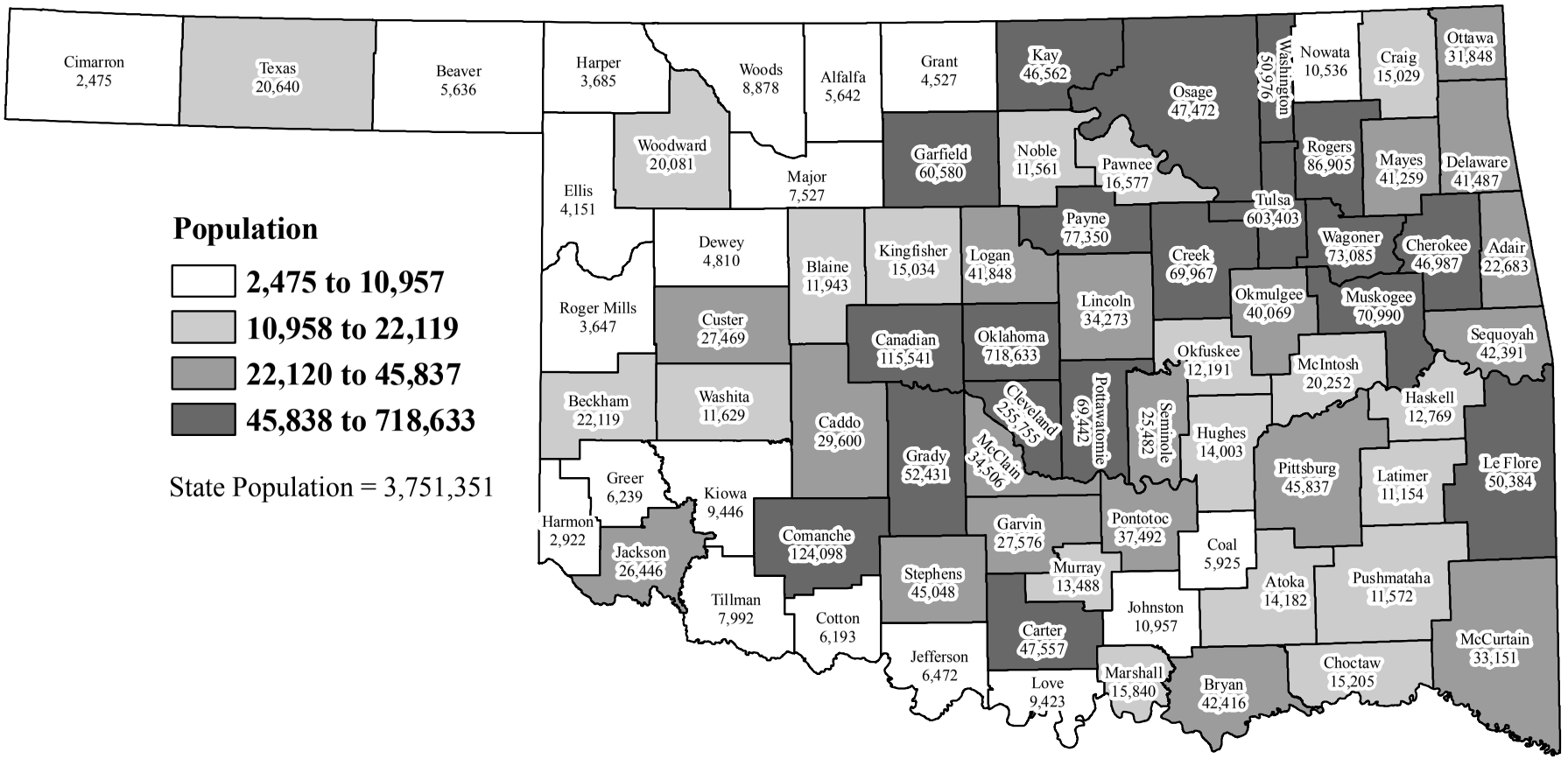
Source: Oklahoma Tax Commission

Figure 5
PERCENT OF STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE LUNCH PROGRAM
2009-10 School Year



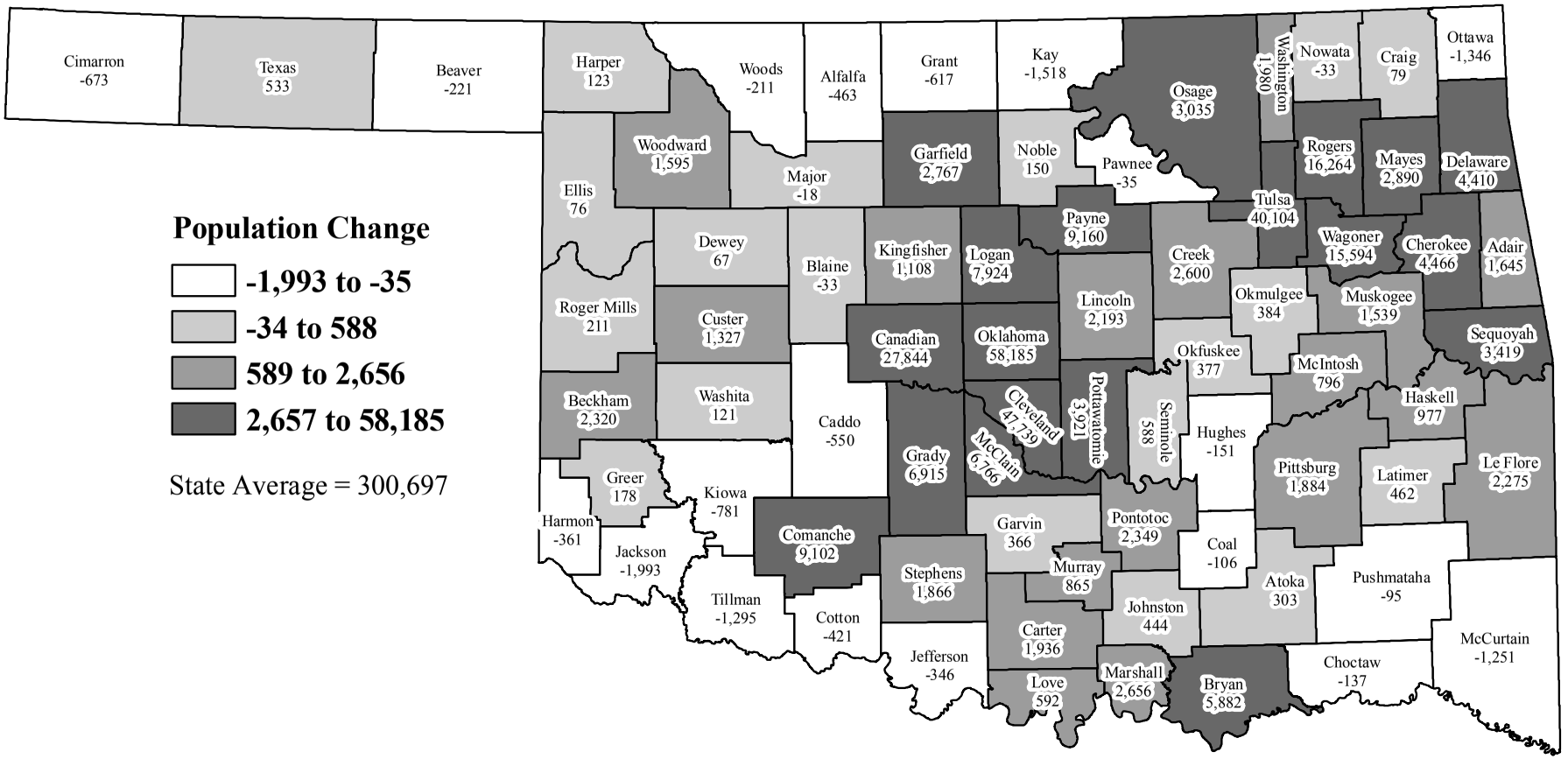
Source: Oklahoma State Department of Education

Figure 6
TOTAL POPULATION
Census 2010



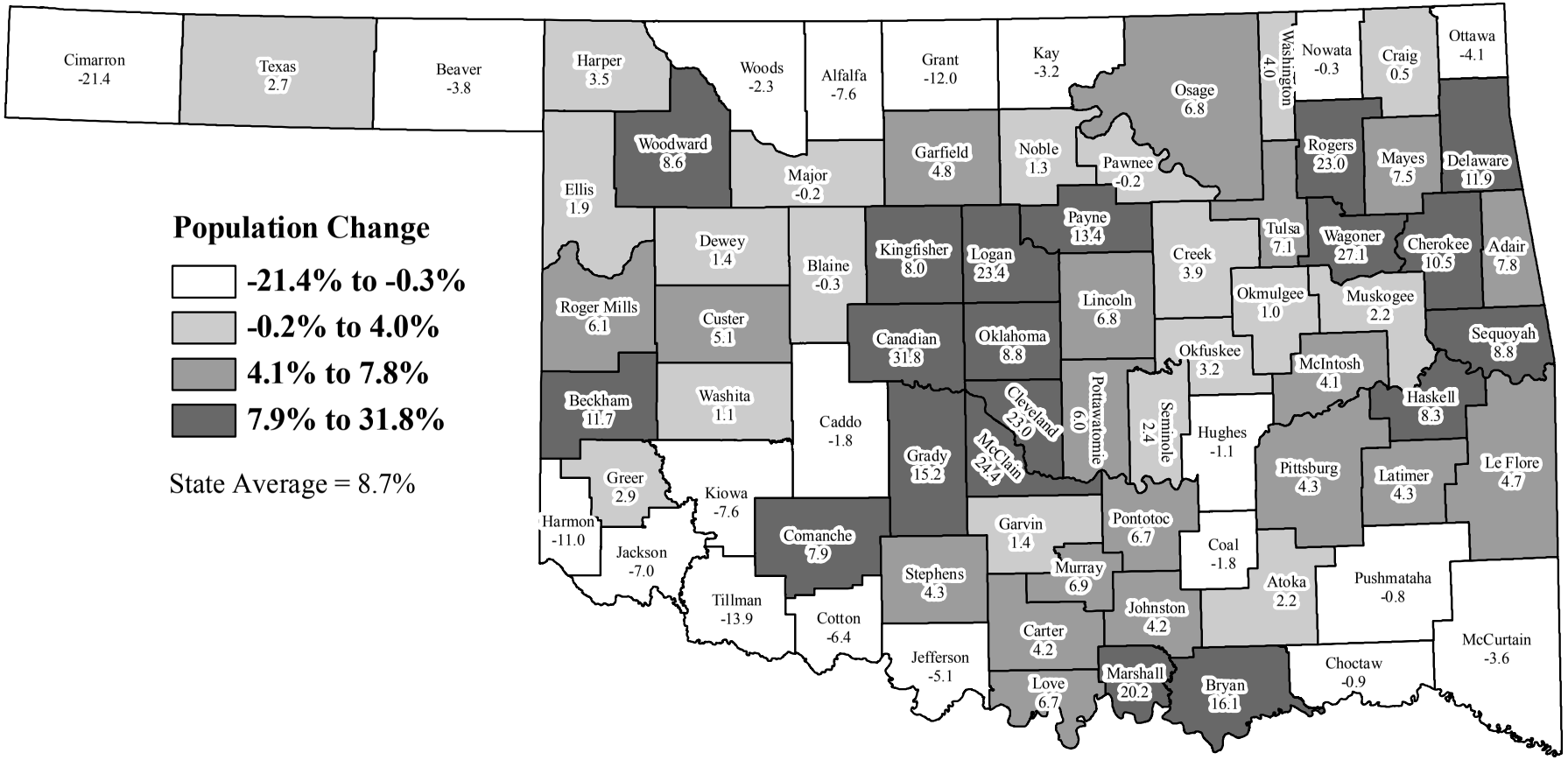
Source: U.S. Census Bureau

Figure 7
NUMBER CHANGE IN POPULATION
Census 2000 to Census 2010



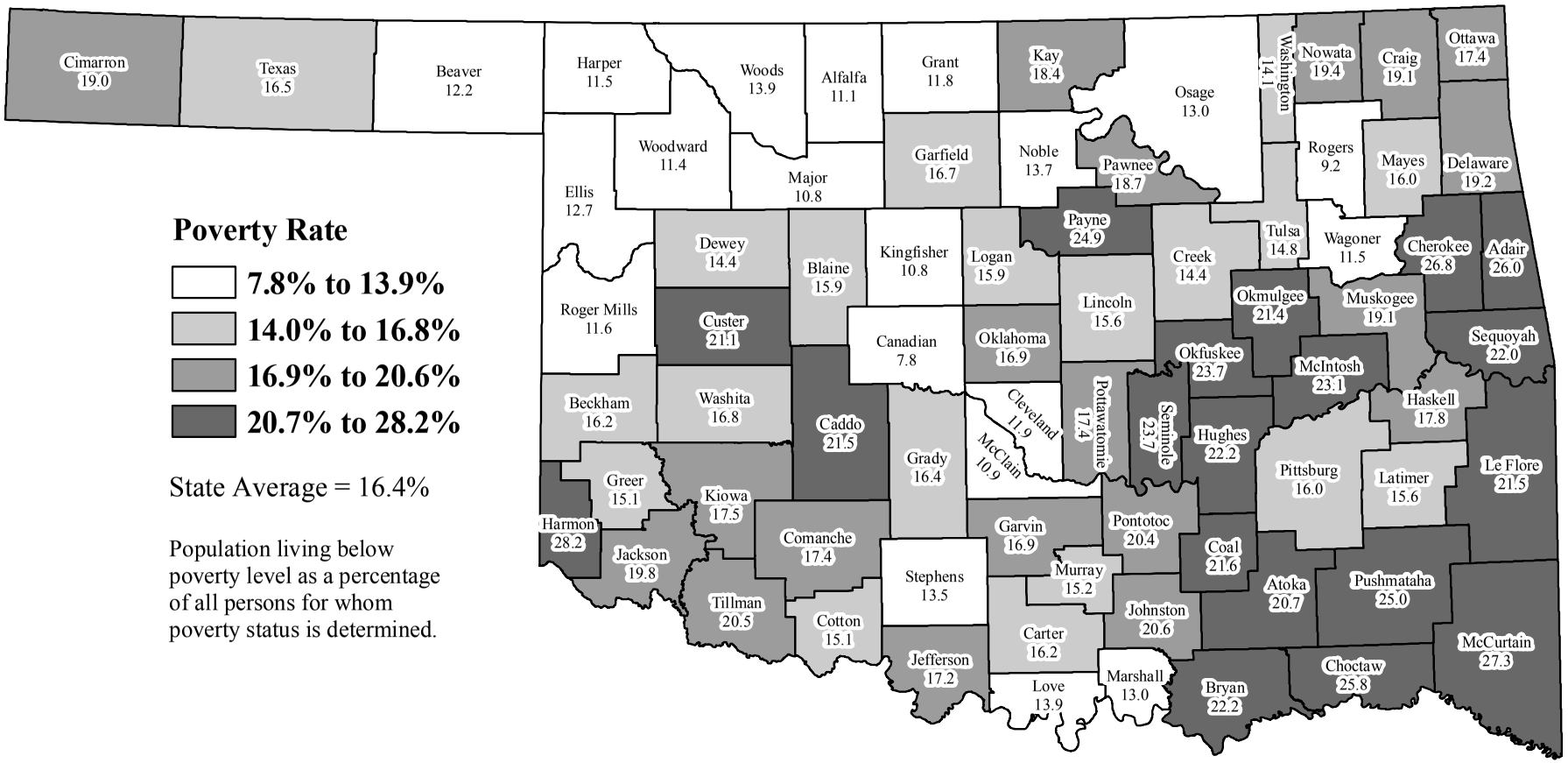
Source: U.S. Census Bureau

Figure 8
PERCENT CHANGE IN POPULATION
Census 2000 to Census 2010



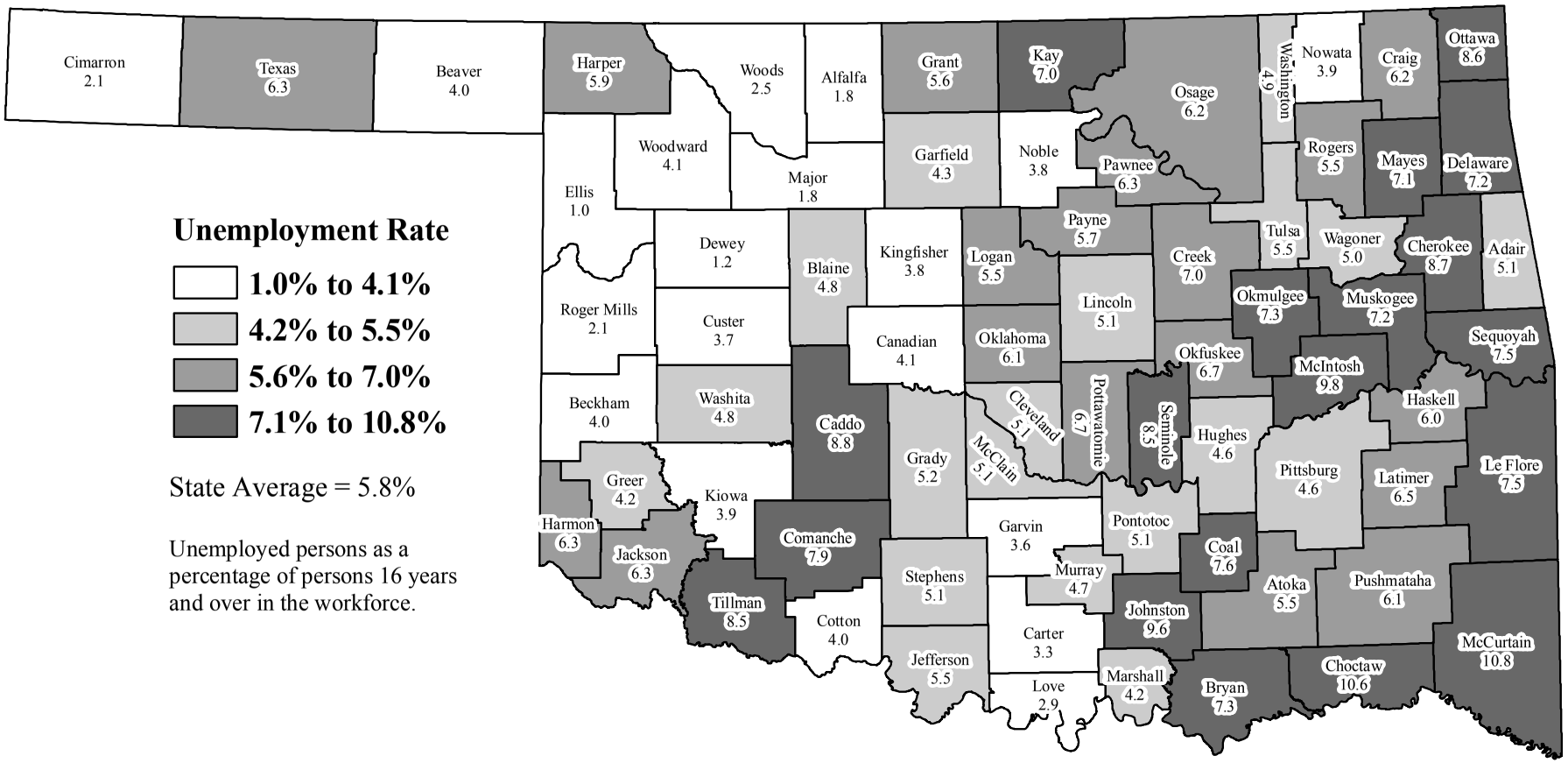
Source: U.S. Census Bureau

Figure 9
POVERTY RATE
American Community Survey 2005-2009



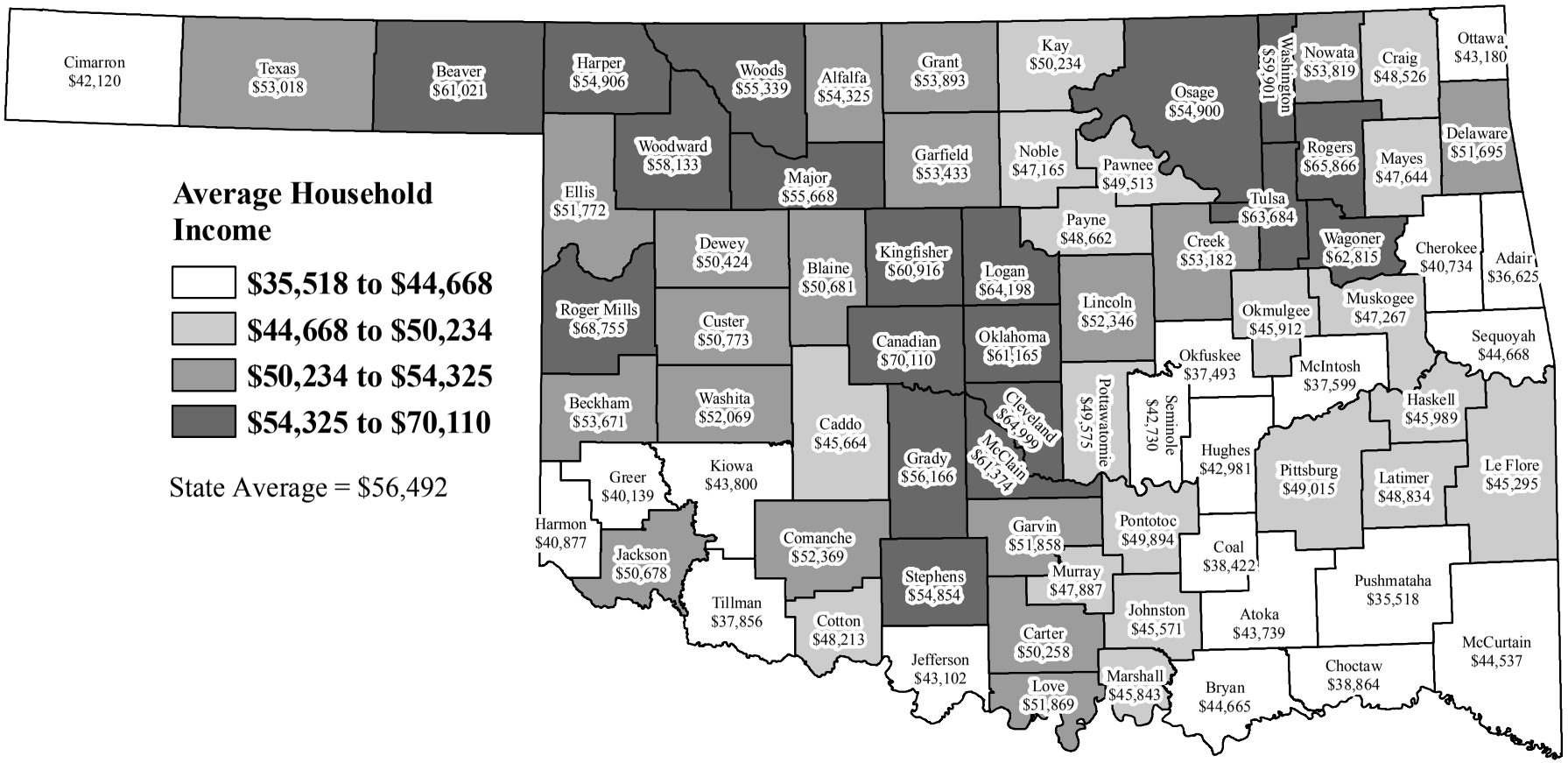
Source: U.S. Census Bureau

Figure 10
UNEMPLOYMENT RATE
American Community Survey 2005-2009



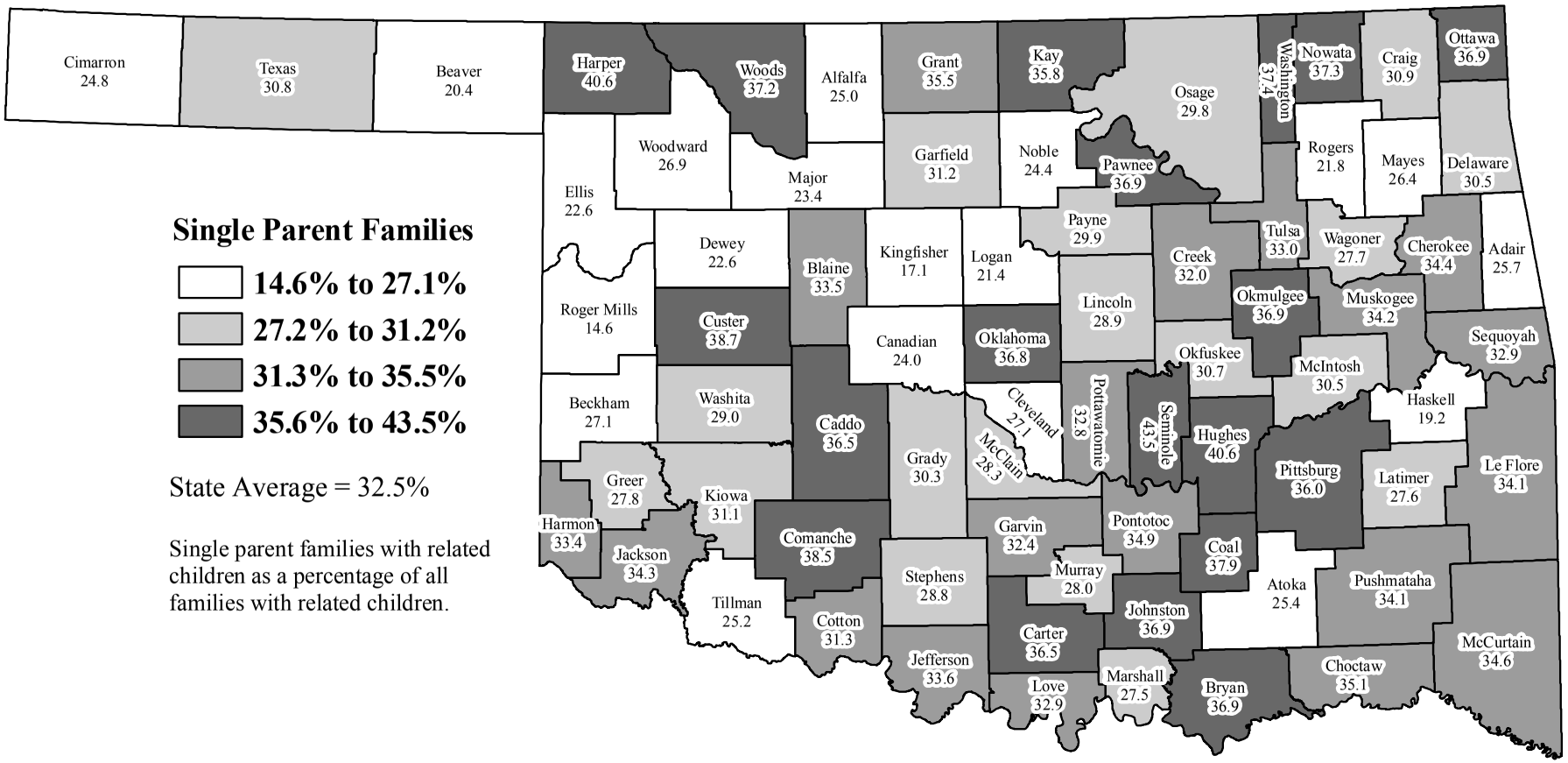
Source: U.S. Census Bureau

Figure 11
AVERAGE HOUSEHOLD INCOME
American Community Survey 2005-2009



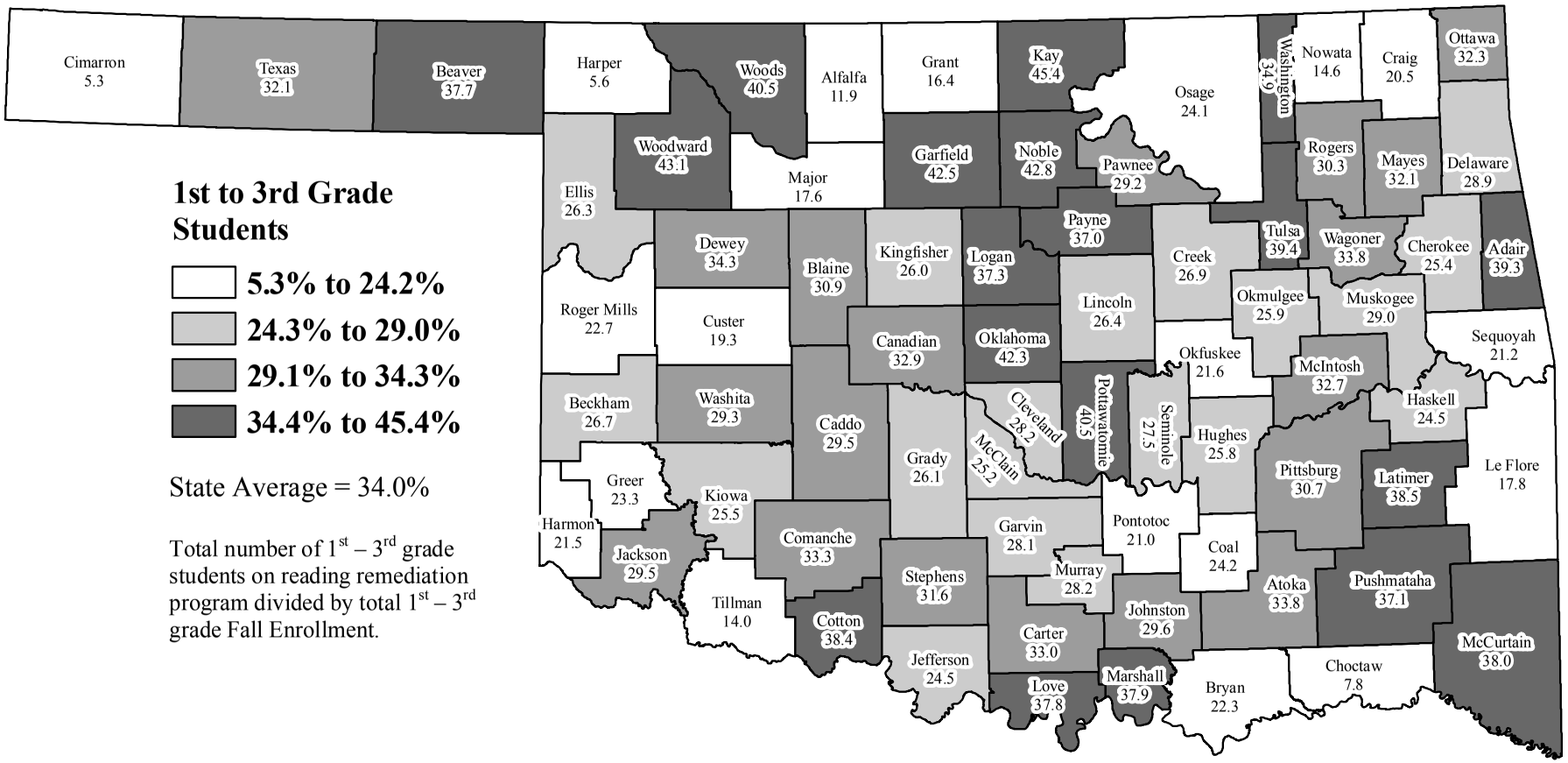
Source: U.S. Census Bureau

Figure 12
PERCENT OF SINGLE PARENT FAMILIES WITH RELATED CHILDREN
American Community Survey 2005-2009



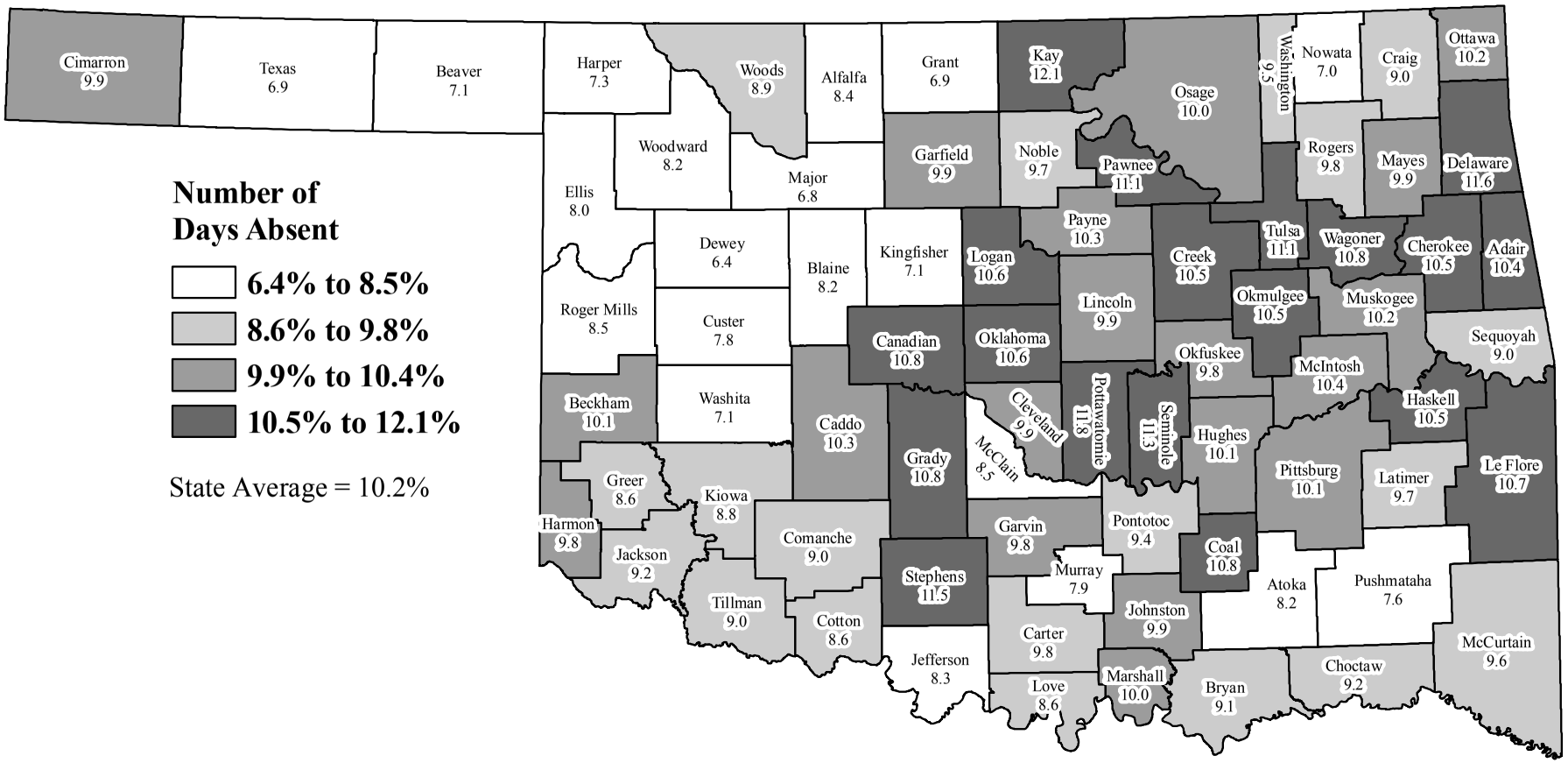
Source: U.S. Census Bureau

Figure 13
PERCENT OF 1st THROUGH 3rd GRADE STUDENTS ON READING REMEDIATION PROGRAM
2009-10 School Year



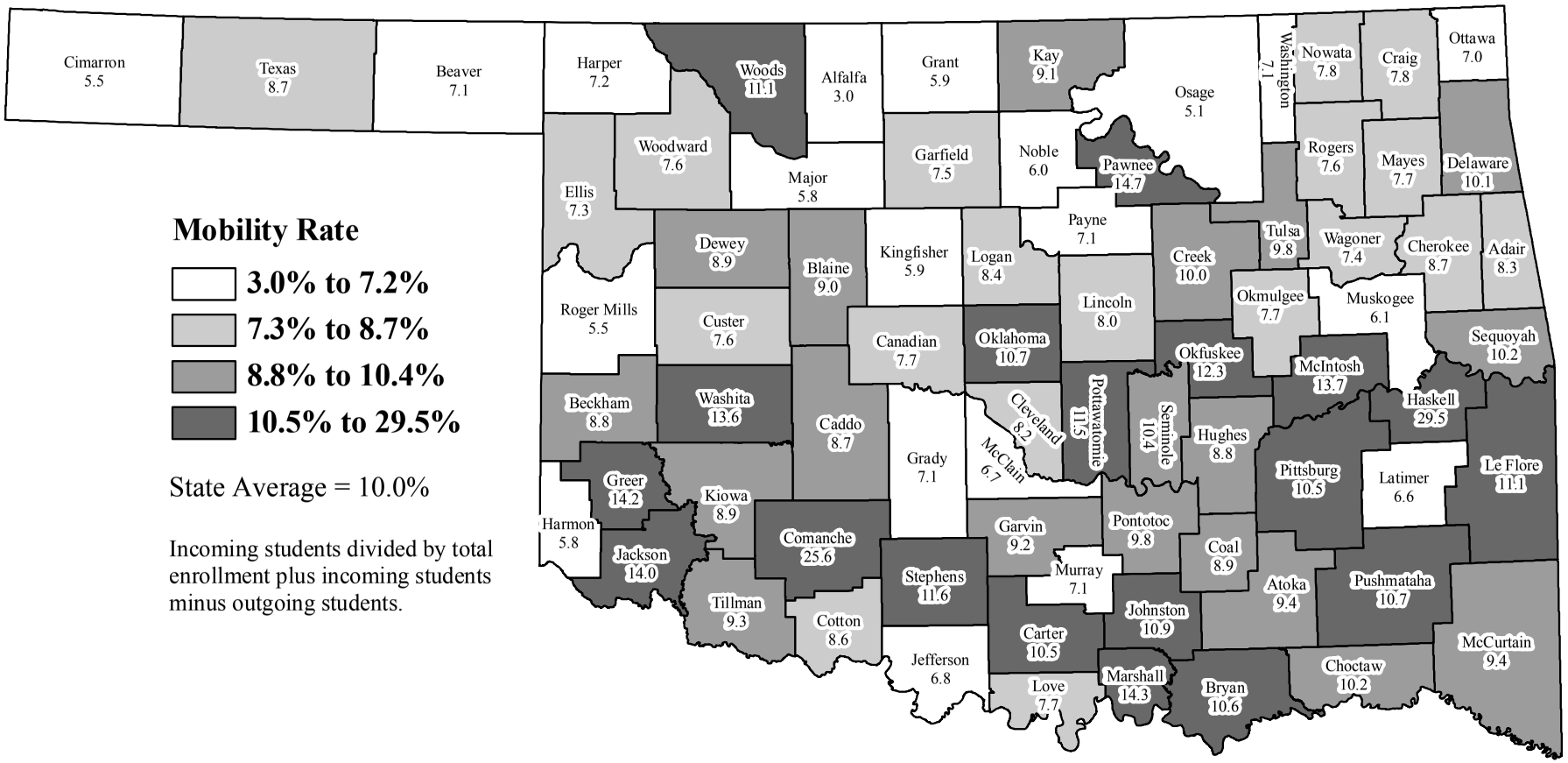
Source: Oklahoma State Department of Education

Figure 14
AVERAGE NUMBER OF DAYS ABSENT PER STUDENT
2009-10 School Year



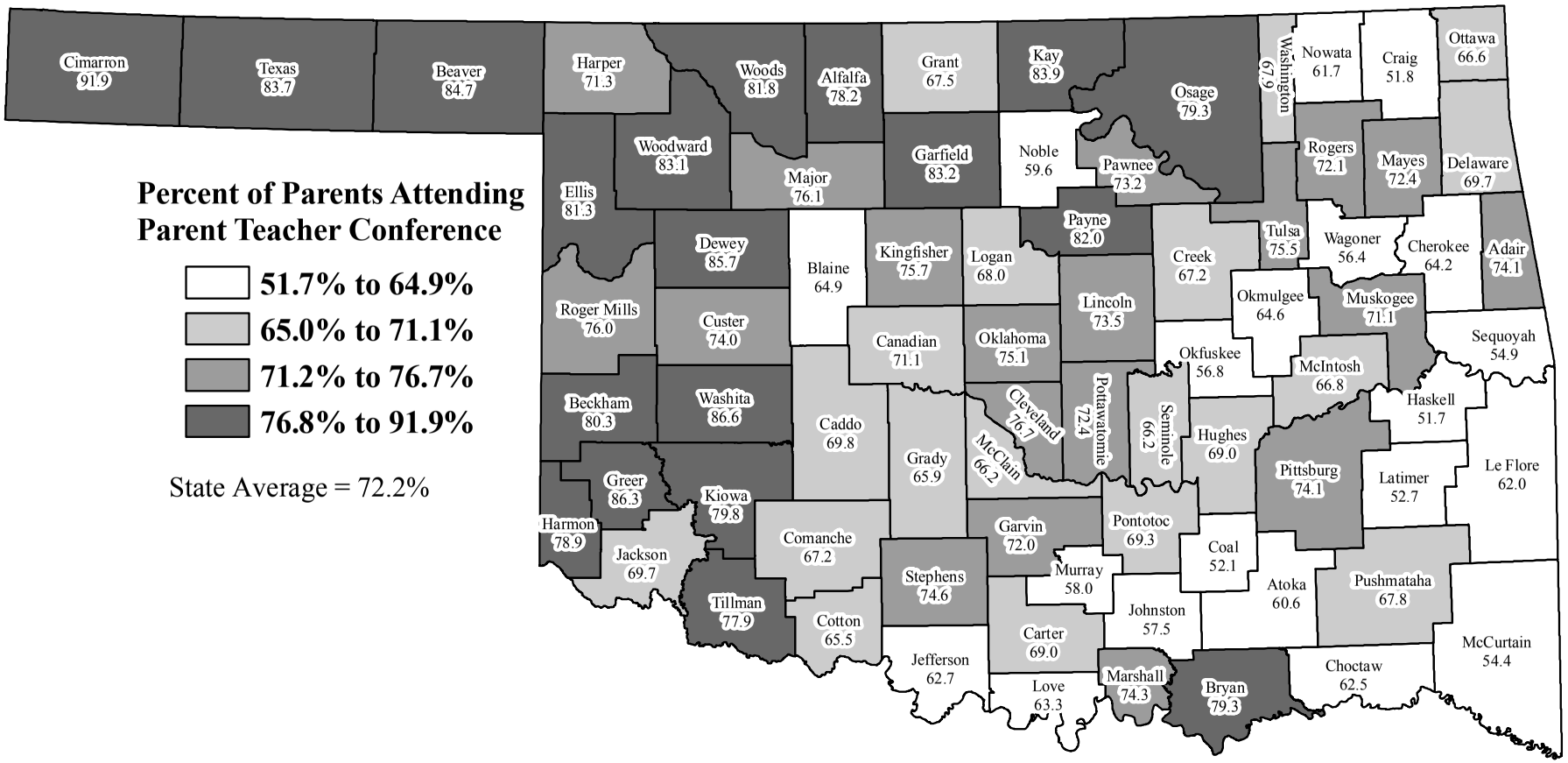
Source: Oklahoma State Department of Education

Figure 15
MOBILITY RATE
2009-10 School Year



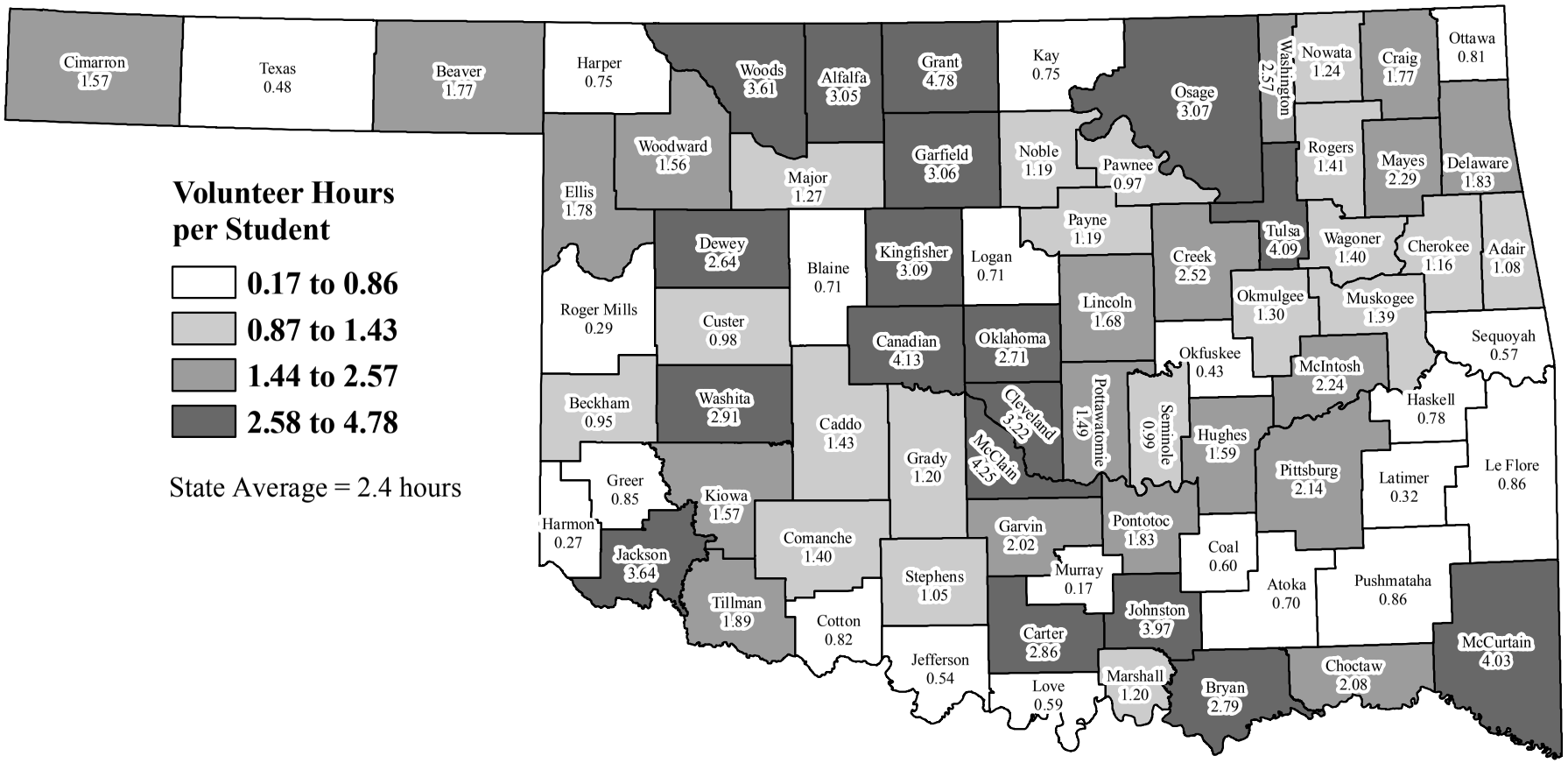
Source: Office of Accountability

Figure 16
PERCENT OF PARENTS ATTENDING AT LEAST ONE PARENT TEACHER CONFERENCE
2009-10 School Year



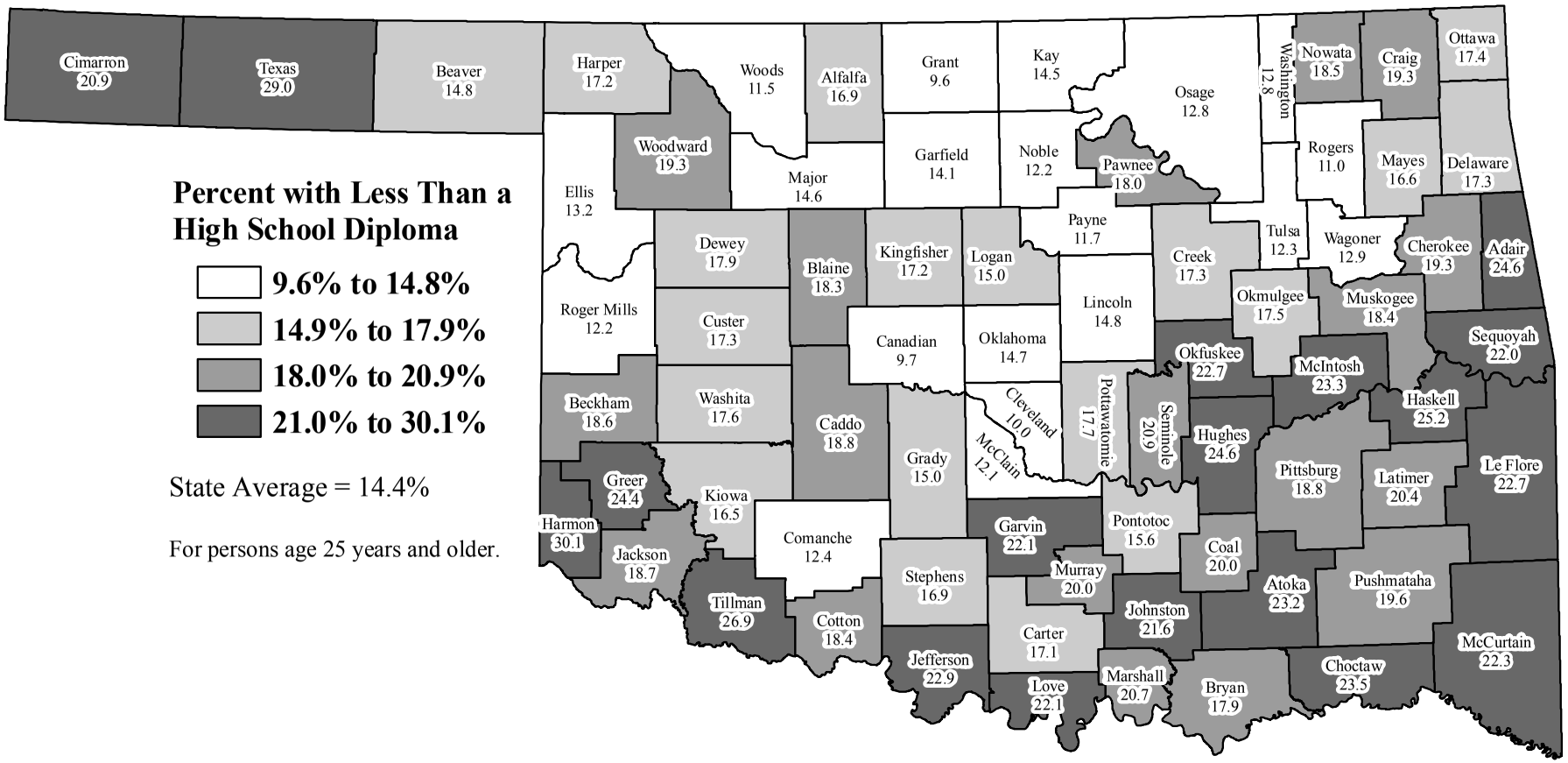
Source: Office of Accountability

Figure 17
VOLUNTEER HOURS PER STUDENT
2009-10 School Year



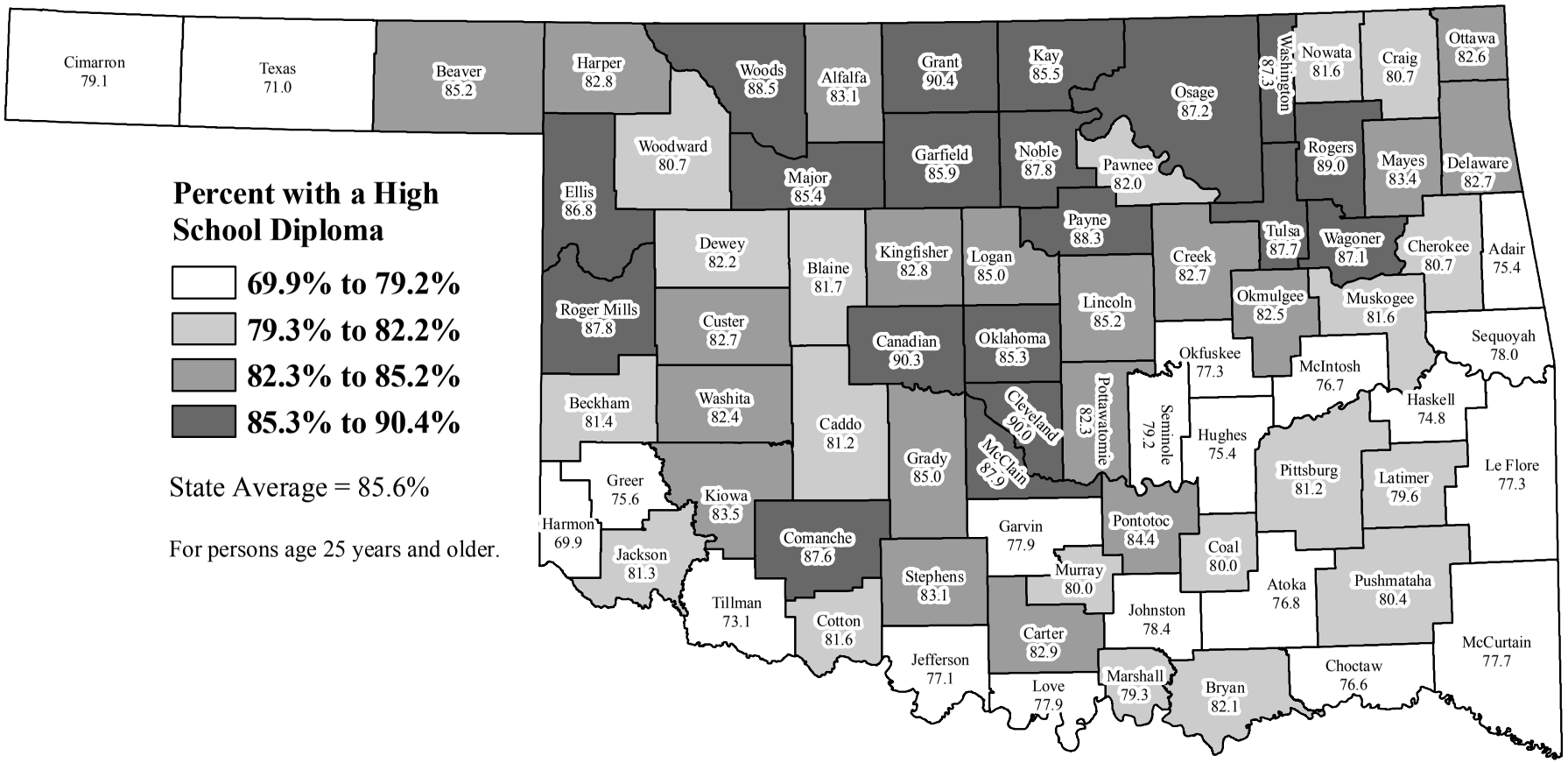
Source: Office of Accountability

Figure 18
PERCENT OF POPULATION WITH LESS THAN A HIGH SCHOOL DIPLOMA
American Community Survey 2005-2009



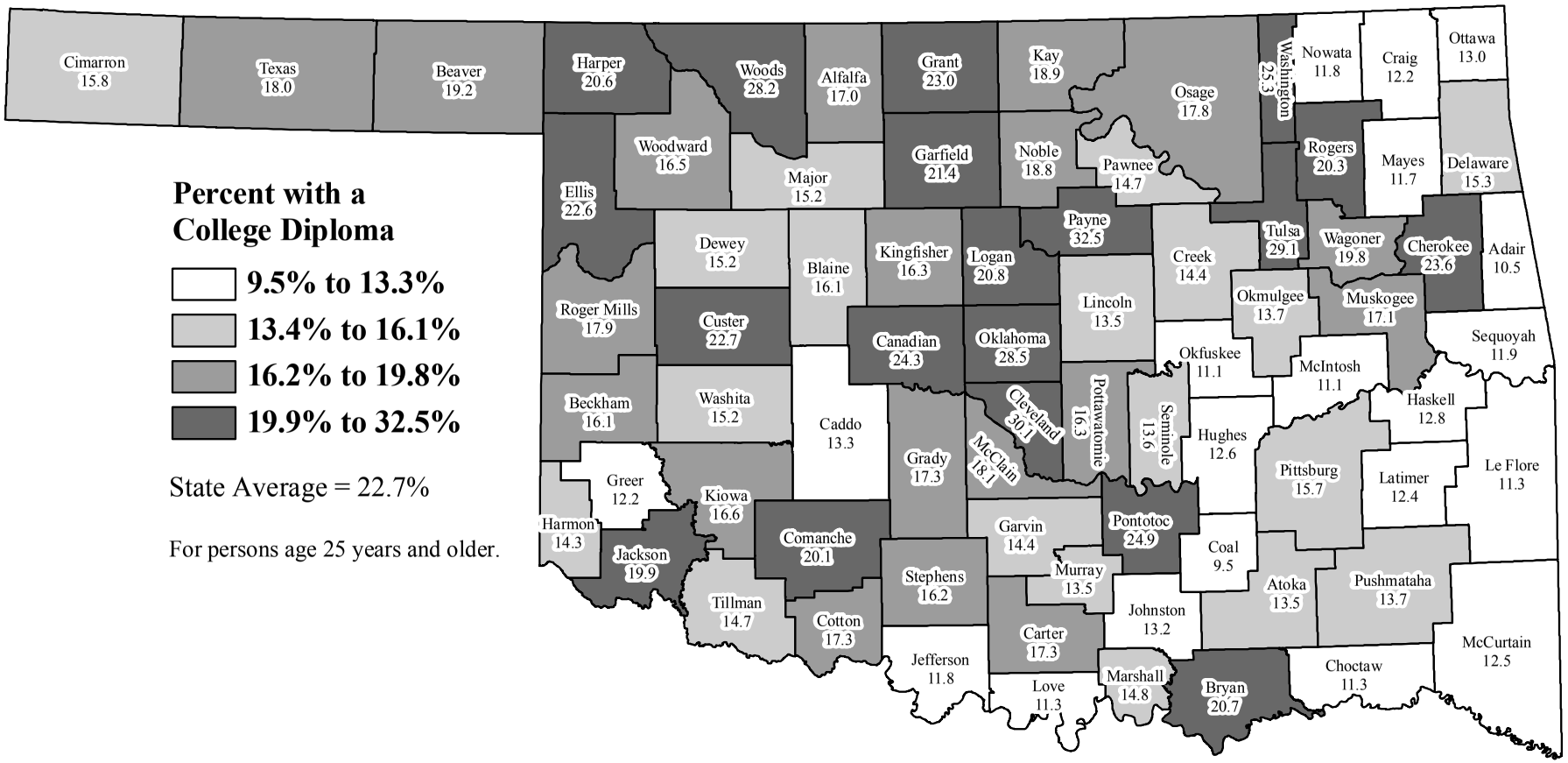
Source: U.S. Census Bureau

Figure 19
PERCENT OF POPULATION WITH A HIGH SCHOOL DIPLOMA
American Community Survey 2005-2009



Source: U.S. Census Bureau

Figure 20
PERCENT OF POPULATION WITH A COLLEGE DEGREE
American Community Survey 2005-2009



Source: U.S. Census Bureau

II. EDUCATIONAL PROCESS

DISTRICTS, SCHOOLS, AND STUDENT ENROLLMENT

Profiles 2010 reports on 532 individual Oklahoma school districts and 1,778 conventional school sites made up of 1,010 elementary schools, 292 middle schools/junior highs, and 476 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 2009-10, there were 107 elementary (dependent) school districts and 425 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 2009-10 there were 48 different grade level combinations forming schools in Oklahoma.

Figure 21
Oklahoma's Districts by Enrollment and Socioeconomic Status
2009-10

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%	82,022	12.7%
10,000 - 24,999	High	B1	7	1.3%	114,483	17.7%
	Low	B2	2	0.4%	32,845	5.1%
5,000 - 9,999	High	C1	5	0.9%	36,168	5.6%
	Low	C2	4	0.8%	23,626	3.7%
2,000 - 4,999	High	D1	18	3.4%	57,138	8.8%
	Low	D2	18	3.4%	50,512	7.8%
1,000 - 1,999	High	E1	33	6.2%	46,601	7.2%
	Low	E2	39	7.3%	54,482	8.4%
500 - 999	High	F1	27	5.1%	18,504	2.9%
	Low	F2	74	13.9%	52,607	8.1%
250 - 499	High	G1	42	7.9%	14,641	2.3%
	Low	G2	112	21.1%	40,010	6.2%
Less than 250	High	H1	27	5.1%	4,932	0.8%
	Low	H2	122	22.9%	18,132	2.8%
All	All	All	532	100.0%	646,704	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

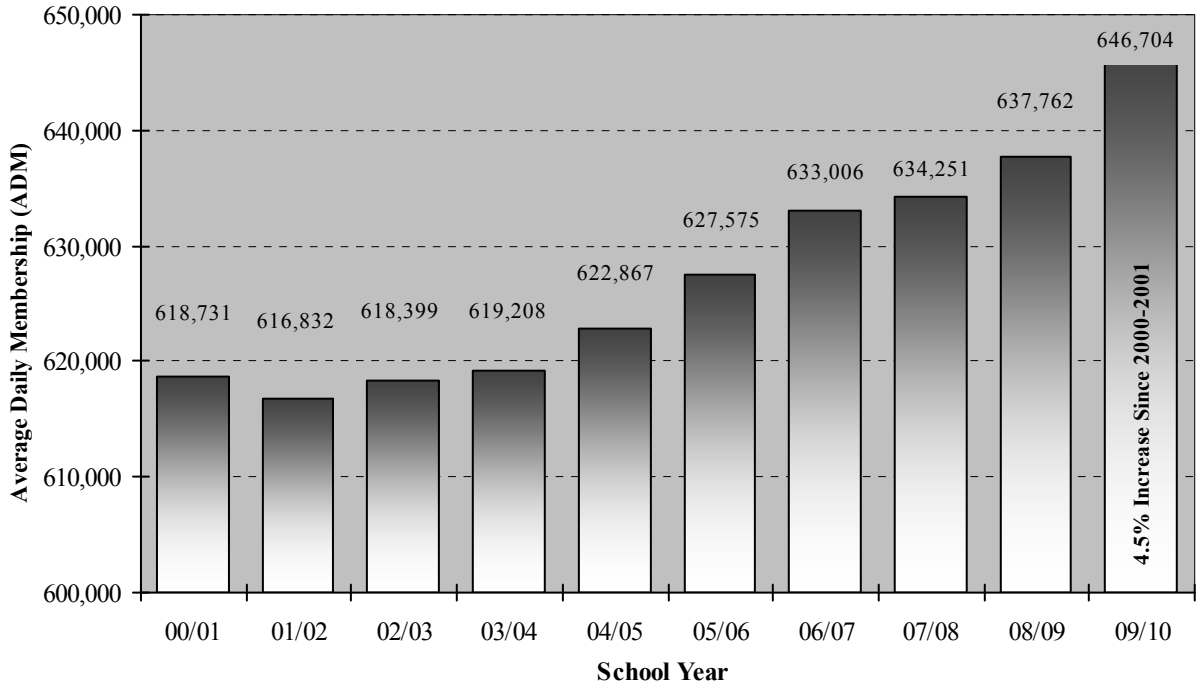
enrollment numbers are a "census count," tallied on October 1 of each year. Statewide fall enrollment for October 1, 2009 is 654,542, up from 644,777 on October 1, 2008. This means that enrollment-related statistics reported in the *Profiles* series will vary slightly depending upon the source.

Another way to look at the diversity of districts across the state is to look at the number of students they serve (Figure 21). Student enrollment is often reported as Average Daily Membership (ADM).

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 2009-10, Plainview in Cimarron Co., had an ADM of nine students while the smallest independent district in the state in 2009-10, Felt also in Cimarron County had an ADM of 66 students. Oklahoma City, the largest independent school district, had an ADM of 41,860 students with the Tulsa district following closely with an ADM of 40,162. There are 35 school districts in the state with ADM's less than 100 students. Twenty-seven of these are elementary or dependent districts and eight are independent districts. There are 303 districts with less than 500 students ADM, 101 dependent and 202 independent.

At the state level, total ADM in 2009-10 was 646,704, an increase of 8,942 students from the 2008-09 school year. This represented an increase of 1.4% (Figure 22). This is the largest annual increase in ADM in well over 25 years. The 2009-10 statewide membership is 4.5% greater than the membership ten years earlier.

Figure 22
Oklahoma's Average Daily Membership
2000-01 to 2009-10



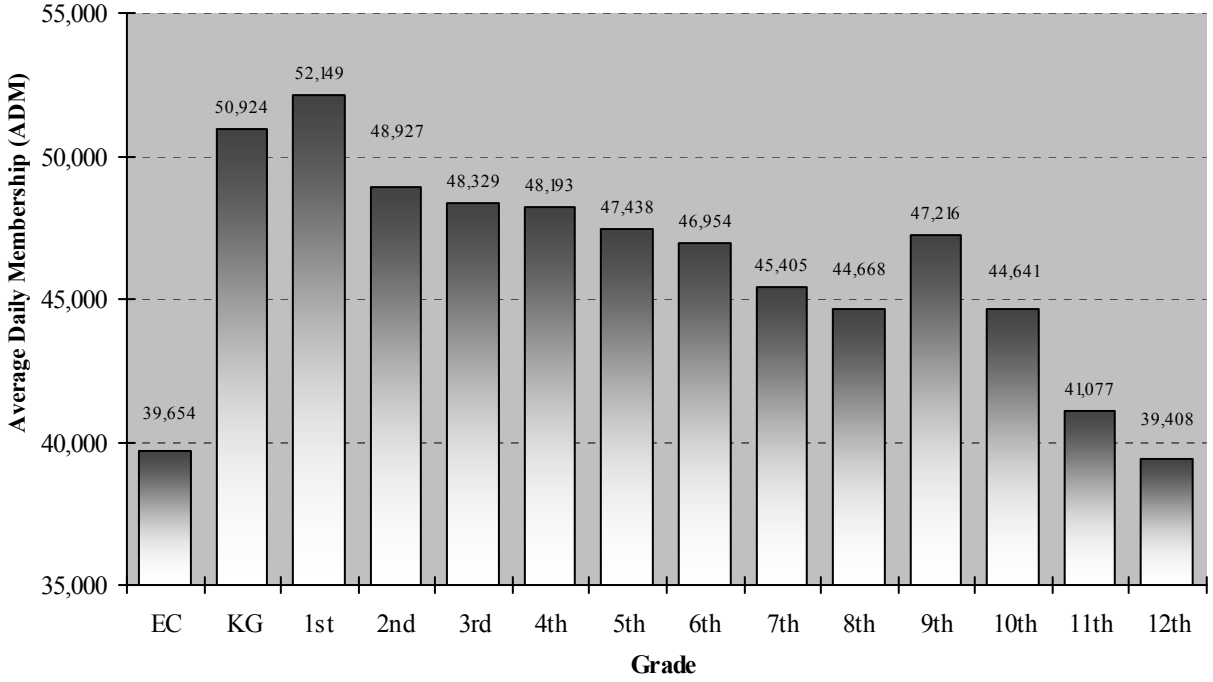
Data Source: Oklahoma State Department of Education

The increase in ADM from last year is accounted for by the increase of enrollments in Early Childhood through 8th grade which increased by 7,544 students and an increase in high school students (grade 9 to 12) of 2,223.

Figure 23 shows 2009-10 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 2009-10 school year, 12th grade ADM was 7,808 students lower than 9th grade ADM that same year. Analysis in the STUDENT PERFORMANCE section of this document (Figure 81) shows that this dramatic decrease in enrollment between 9th and 12th grade is not a single year occurrence.

Figure 23
Oklahoma's Average Daily Membership by Grade*
2009-10



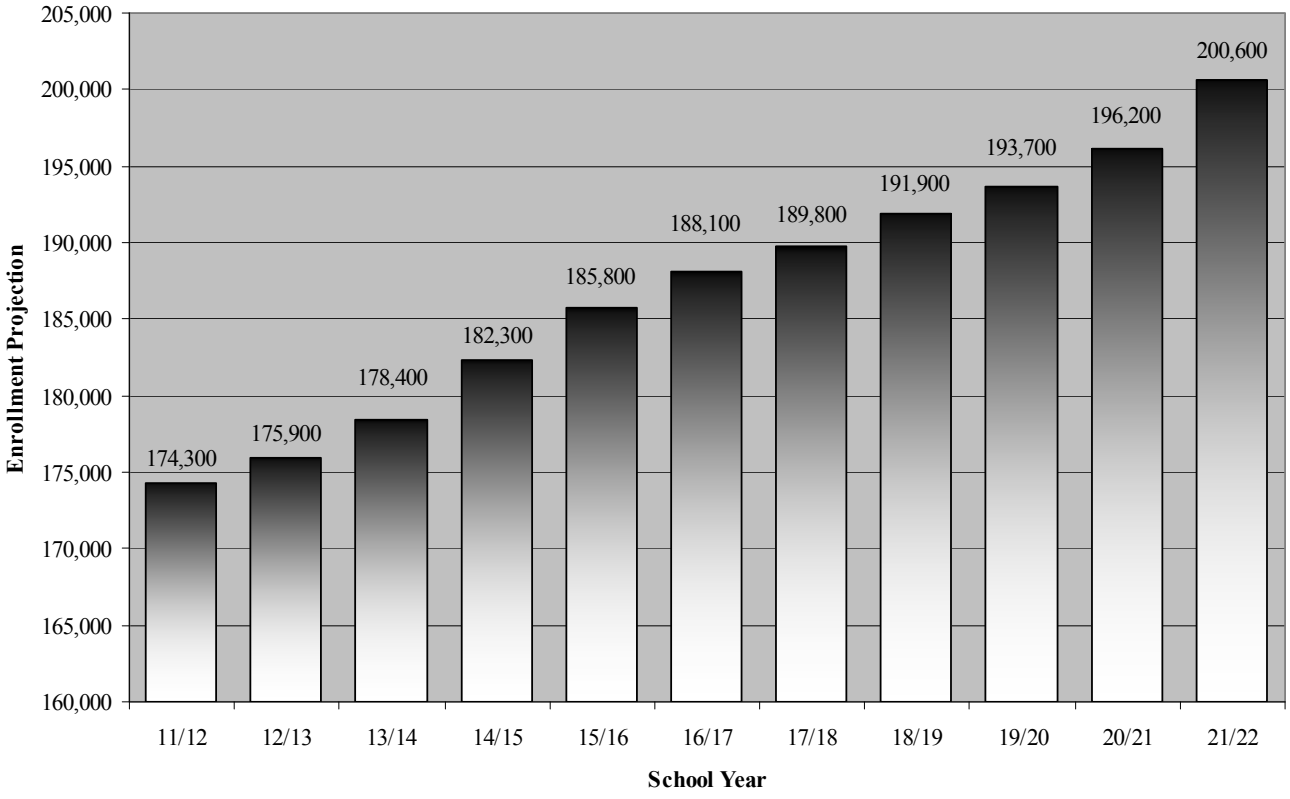
Note: * Excludes 1,720 Out of Home Placement students.
Data Source: Oklahoma State Department of Education

An area of tremendous growth over the past ten years is early childhood or pre kindergarten. From the 2000-01 school year to 2009-10, the kindergarten class has increased 21.9% increase. The early childhood/pre kindergarten class, which includes 3 and 4 year olds, has increased 71.5% from 2000-01 to 2009-10. 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 24 shows the statewide high school enrollment projections from the Office of Accountability's model.

Figure 24
Projected Oklahoma High School (9^{th} – 12^{th}) Enrollment
2011-12 to 2021-22



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.

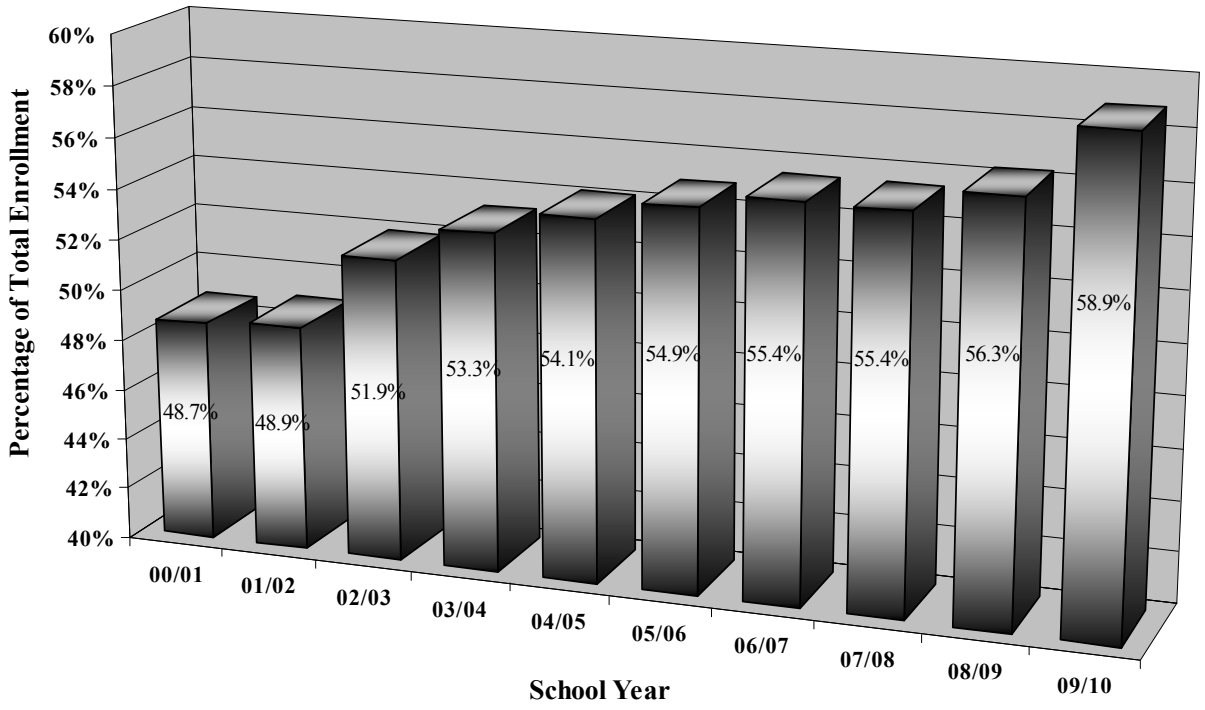
Process indicators include the functions, actions, and changes made by the school district to promote student success. Some of the process indicators included in this publication are curriculum, local-state-federal programs, classroom teachers, administrators, and the number of other professional staff.

Programs and Curriculum

Free or Reduced Price Lunch

In 2009-10, 384,964 Oklahoma students were eligible for FRL. This represented 58.9% of all students (based on enrollment) and was an increase of 22,417 students, or 6.2%, from the 2008-09 school year. This is the largest year to year increase since 2002-03. Eligibility has increased over ten percentage-points in ten years.

Figure 25
Free or Reduced Price Lunch Program Eligibility
2000-01 to 2009-10



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. 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 2010, a family of four with two children making $22,113 was considered to be living in poverty.

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 2010*).

During the 2009-10 school year, 105,528 Oklahoma students qualified for the Gifted/Talented program. This represented 16.2% 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 2009-10 ranged from six districts reporting none of their students eligible for the gifted program, to eight 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 2009-10 school year, 94,724 Oklahoma students qualified for the special education program, which represented 14.5% of all students (based on enrollment). The Special Education participation rate has dropped 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-six districts with less than 10% of students eligible to four districts having 40% or more students eligible.

High School Course Offerings

The breadth and depth of high school course offerings greatly influence academic performance at the secondary level. The State Department of Education has a number of regulations regarding the minimum number of courses a high school must offer, however many high schools greatly exceed these minimums. An earlier study by the Office of Accountability indicated that students from high schools with the greatest number of course offerings (both broad and deep curriculums) scored higher on standardized tests. 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, four districts offered over 90 different courses in those core areas (Jenks P.S., Lawton P.S., Broken Arrow P.S., and Putnam City P.S.). Collectively, districts across the state offered an average of 37.2 units in the six core areas in 2009-10. 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 approximately 80 high school courses while the states two largest districts (Oklahoma City and Tulsa) offer an average of just over 50 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 64.2 courses and those in the 2,000 to 5,000 range offer 53.6 courses. The 1,000 to 2,000 student range school districts offer 43.7 courses and school districts with 500 to 1,000 students offer 34.3 courses. The smallest two student ranges; 250 to 500 and less than 250 offer an average of only 26.4 and 22.9 courses respectively.

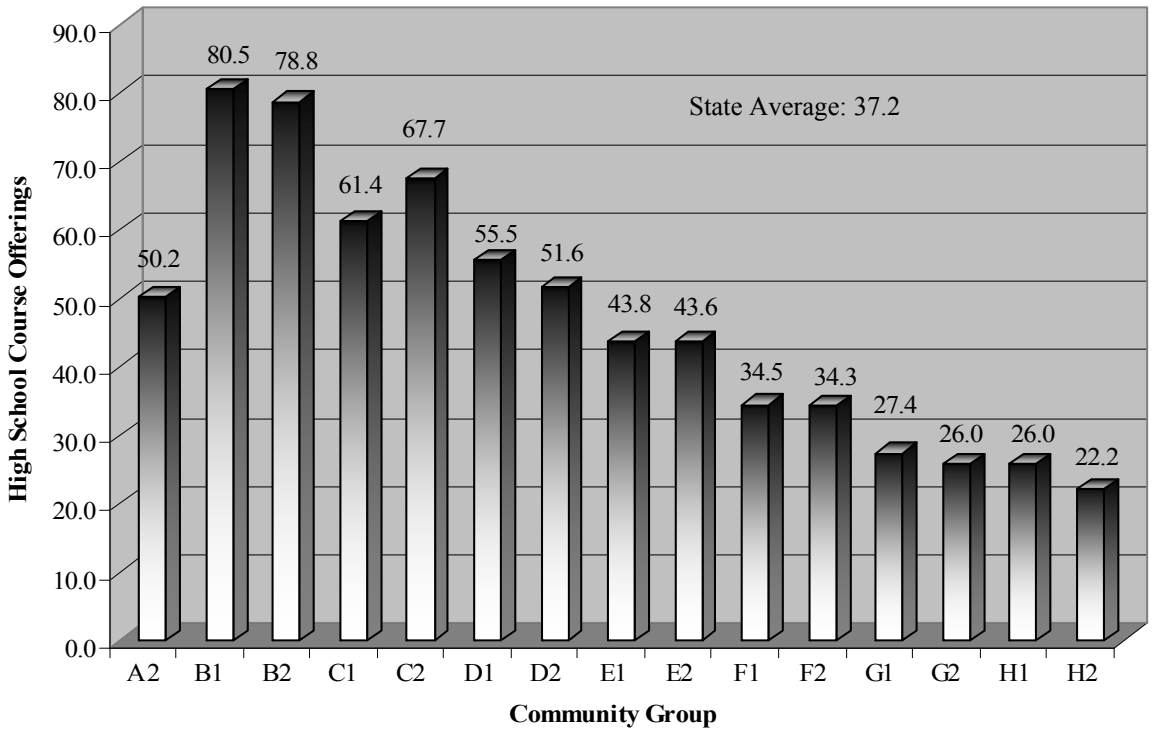
Beginning in the 2006-07 school year, students entering the 9th grade must complete the following college preparatory/work-ready curriculum to graduate from high school: 4 units English, 3 units Math, 3 units Science, 3 units History/Citizenship, 2 units Foreign Language or 2 units Computer Technology, 1 unit Fine Arts, 1 additional unit from the above list, and 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 26 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 80.5 and the H2 community group has the lowest at 22.2.

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 26
High School Course Offerings
By Community Group
2009-10



Data Source: Oklahoma State Department of Education

Classroom Teachers

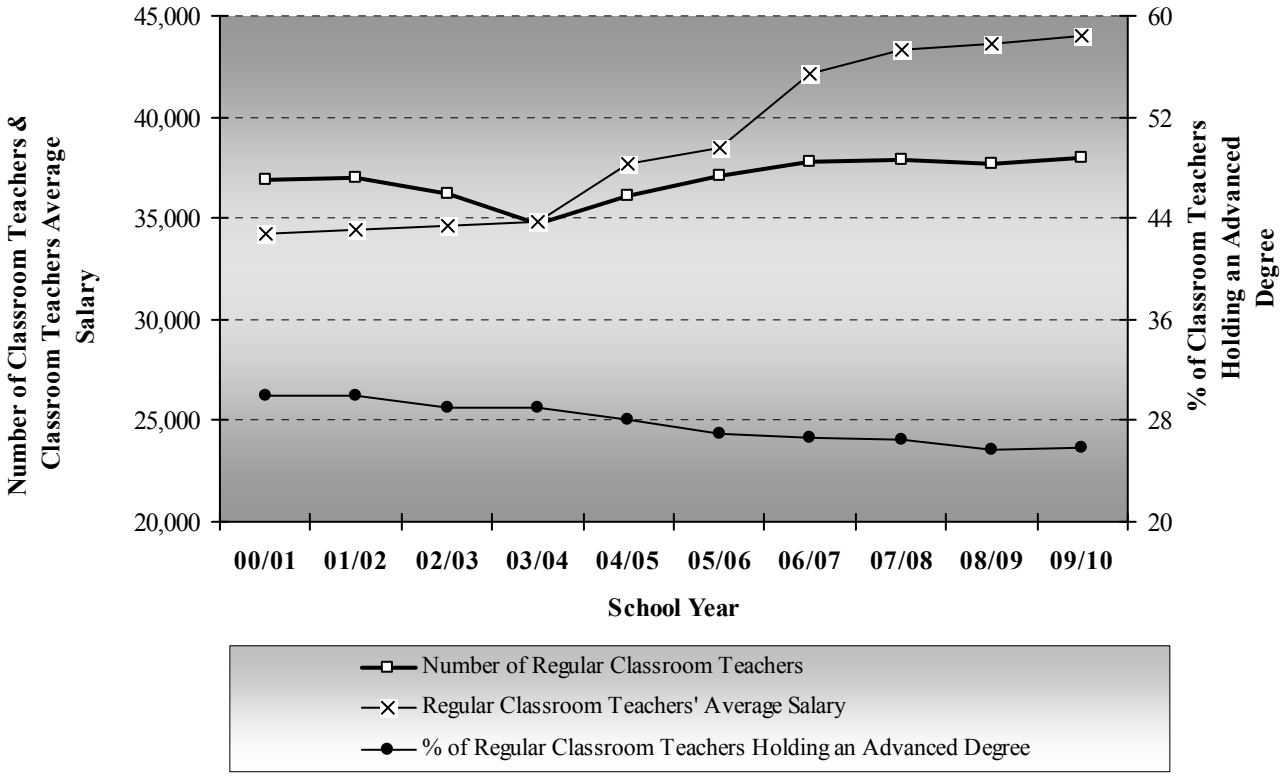
The number of regular classroom teachers is measured by Full-Time Equivalency (FTE). For less than full-time teachers, a decimal amount is used for that portion of the day spent in the classroom. Time spent in the classroom by teaching principals is also included in the FTE. The statistics reported by 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 increased by 348 FTEs for the 2009-10 school year (37,660 in 2008-09 to 38,008 in 2009-10). This increase offsets the decrease of 188 FTE from 2007-08 to 2008-09. Figure 27 shows the slight decline in classroom teachers in 2003 and 2004 (part of the last slight economic downturn). Furthermore, ADM increased by 8,942 students (646,704 in 2009-10 compared to 637,762 in 2008-09). Based only on the graded student ADM of 646,704, the statewide

gross student/teacher ratio for regular classroom teachers in 2009-10 was 17.0 students per teacher, down from the high of 17.7 students per teacher ratio recorded in 2003-04.

Figure 27 also shows the average annualized salary of teachers for the 2009-10 school year was $43,998, an increase of only $414 (0.9%) from the previous year ($43,584 in 2008-09). After three years of notable salary increases for teachers (2003-04 to 2006-07), there have been smaller increases in teachers salaries. The number of years a teacher has taught and any advanced degrees they may hold also affect their salary. The average annualized salary figures include fringe benefits, but exclude extra duty pay. Salaries for part-time teachers have been extrapolated to their nine-month, full-day equivalent. This average also includes the salaries of teaching principals.

Figure 27
Number of Teachers, Average Salary of Teachers, and Percentage of Teachers Holding Advanced Degrees 2000-01 to 2009-10



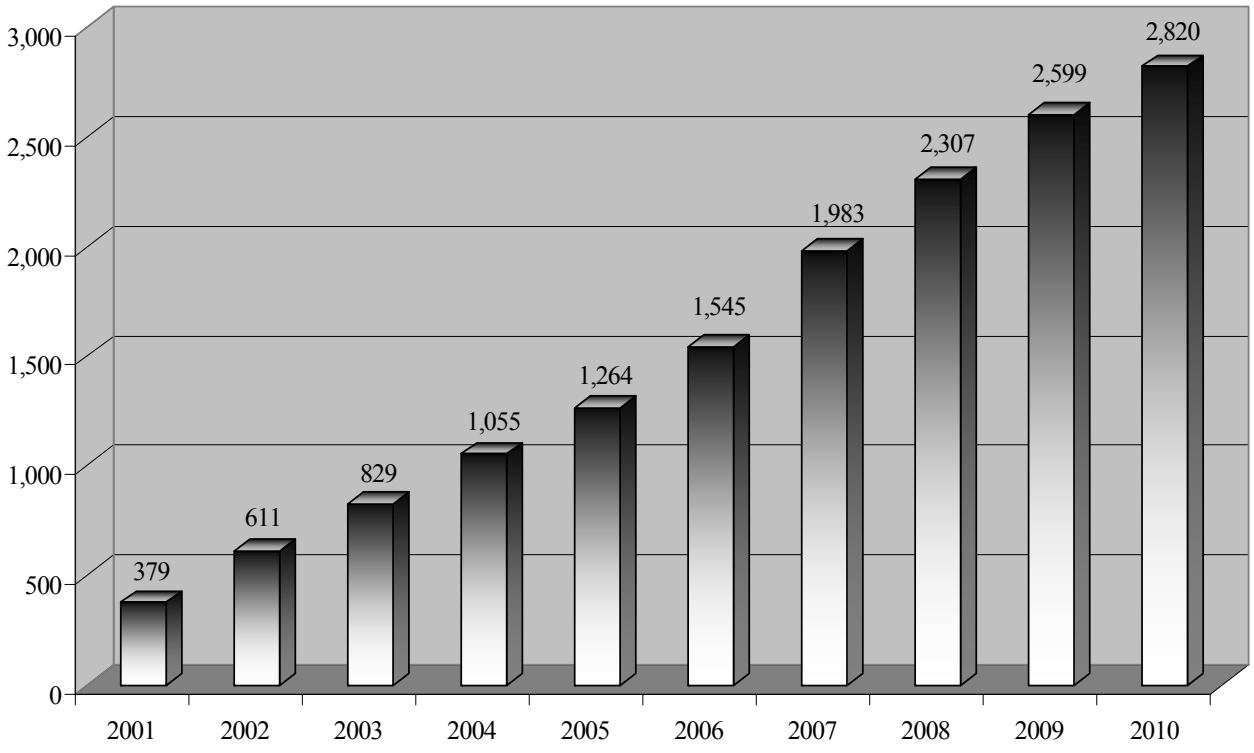
Data Source: Oklahoma State Department of Education

Teachers' salaries are controlled by a pay schedule prescribed in state law (70 O.S. § 18-114.12). In school year 2009-10, a teacher's starting salary was based on the degree held; $31,600 for a Bachelor's Degree, $32,800 for a Master's Degree and $34,000 for a Doctorate Degree. Teachers' salaries are then increased by a prescribed amount for each year of additional service. Teachers receive an annual addition to their salaries of $375 for the completion each year, one through four. Completion of years

five through nine earn them an addition of $400 with each succeeding year and $425 for each added year, 11 through 25. After the tenth year in the classroom, teachers with a Bachelor's Degree receive $850, those with a Master's Degree; $1,275, and those with a Doctorate; $2,125. This works out to an average annual salary increase of $429 to $480 per year of service depending upon the highest degree earned. Districts may exceed the minimum pay schedule prescribed in state statutes and many do.

The percent of regular classroom teachers holding advanced degrees is based on the FTE of teachers with a Master's Degree or higher and is currently at 25.9% (up from 25.7% last year). This is the first increase in the percentage of teachers with advanced degrees since its high of 41% in 1989-90. The average years of teaching experience is calculated similarly. It is based on the years of experience per FTE and averages 12.7 years statewide. One reason for the drop in teachers with Master's Degrees could be the increase in teachers working on and receiving their National Board Certification (NBC). Oklahoma had 225 new NBC teachers for the 2009-10 school year. This is the ninth year in a row that Oklahoma has had more than 200 new NBC teachers. This brings the total of NBC teachers in the state to 2,820; 7.4% of classroom teachers.

Figure 28
Oklahoma National Board Certified Teachers
2001 to 2010



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 2009-10 school year, there were 4,488 Special Education Teacher FTEs, up 126 FTE from the previous year. Each possessed an average of 13.0 years of teaching experience and earned, on average, $46,535. On average there were 21.1 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 2009-10 school year saw a slight increase – 348, the number of administrators rose at approximately the same rate. In 2009-10 there were 3,549 administrator FTEs at the 532 districts, an increase of 36 FTEs over the 2008-09 school year count of 3,513 administrator FTEs. Statewide, there was an average of 6.7 administrators per school district and each received an average annualized salary of $74,387 during the 2009-10 school year. This was an increase of $829, or 1.1% over last year's figure of $73,559. On average, each supervised 12.0 teacher FTEs (regular and special education teachers) in 2009-10. The average experience that each possessed in a school environment was 21.6 years.

Counselors and Other Certified Staff

The number of counselors in schools increased by 19 (1,666 to 1,685) between 2008-09 and 2009-10. Other certified staff FTEs rose 324 (9.9%). Counselor's average annualized salary for the 2009-10 school year was $49,979 and the average annualized salary for other certified staff for the same school year was $48,428. Other certified staff includes Title 1, ELL, as well as other non-regular education teachers.

DISTRICT FINANCES

Funds

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

districts, either directly or indirectly, goes toward the education of students and should be considered for accountability purposes. Therefore, *Profiles 2010* 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

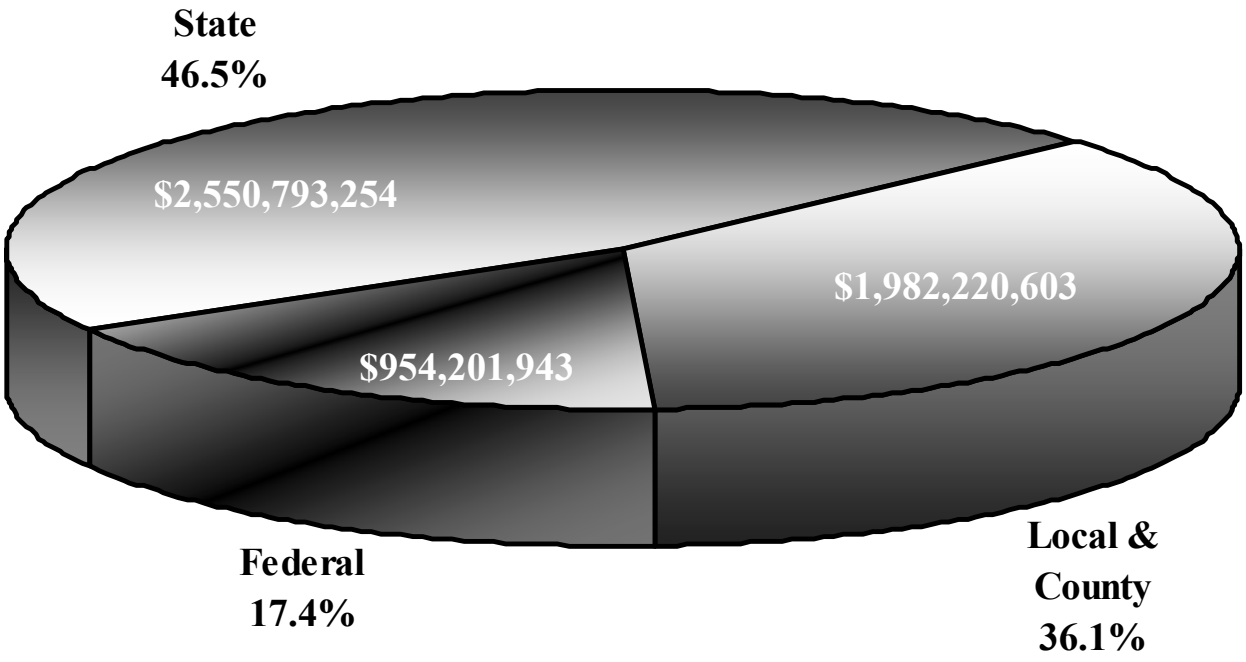
In Oklahoma, the three basic sources of school district revenue are Local & County, State, and Federal. Total revenue for 2009-10 was $5,487,215,800. The largest portion of funding was provided by the State at 46.5% ($2.55 billion), followed by Local & County with 36.1% ($1.98 billion) and Federal funds which provide 17.4% ($954 million) (Figure 29). Total revenues decreased for Oklahoma's districts by $36,022,184, or -0.7%, over 2008-09 revenues of $5,523,237,984. This is only the third decrease in revenue since 1973 (the earliest year for which we have revenue data). The other years there were decreases in annual revenue were the early and mid 1980's. 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 2009-10 school year, 46.5% of all revenues came from the state. This percentage amount is down from 58.0% just 10 years earlier (2000-2001). The percentage of revenue from the federal government is up dramatically from 10 years prior. The first ARRA stimulus money came to the state in February of 2009 and should continue through the end of the 2010-2011 school year. This explains much of the increase in the percentage of federal revenue. For 2009-10, the percentage of federal revenue is 17.4%, up from 10.2% in 2000-2001. The percentage of local and county revenue is up slightly from the previous year to 36.1%.

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 (19.7%) of all revenues for school districts below 1,000 ADM are from the federal government compared to 16.9% for school districts above 10,000 ADM and 16.4% for school districts between 1,000 and 10,000. School districts above 10,000 in ADM receive only forty percent of their revenue from the state compared to 50.7% for school districts below 1,000 ADM and 49.8% for school districts between 1,000 and 10,000. School districts below 1,000 in ADM receive 29.6% of their revenue from local sources compared to 43.0% for school districts above 10,000 ADM and 33.8% for school districts between 1,000 and 10,000.

School districts below (better off economically) the state average Free or Reduced Price Lunch rate 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 is 36.1% of funding coming from local sources; local funding makes up 42.6% for those school districts below the state average Free or Reduced Price Lunch rate and only 31.3% for those school 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 (20.3%) than those schools below the state average at 13.6%. School districts above the state average Free or Reduced Price Lunch rate (48.5%) also have a higher percentage of their revenue coming from the state than those schools below the state average (43.9%).

Figure 29
District Revenue Sources
Reported Using ALL FUNDS*
2009-10



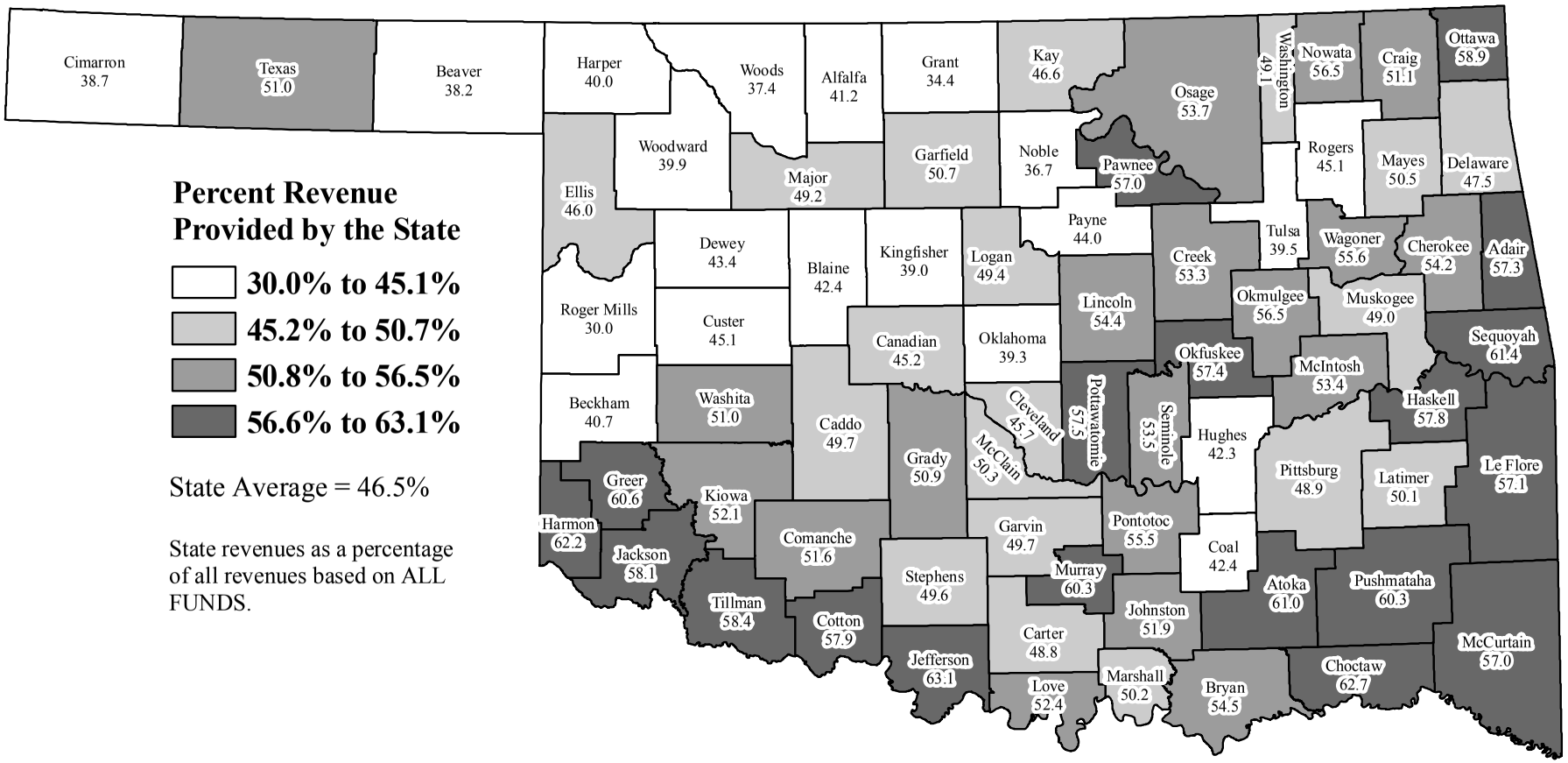
Total Revenue: $5,487,215,800

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

Figure 30
PERCENT OF PUBLIC EDUCATION REVENUE PROVIDED BY THE STATE
2009-10 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.

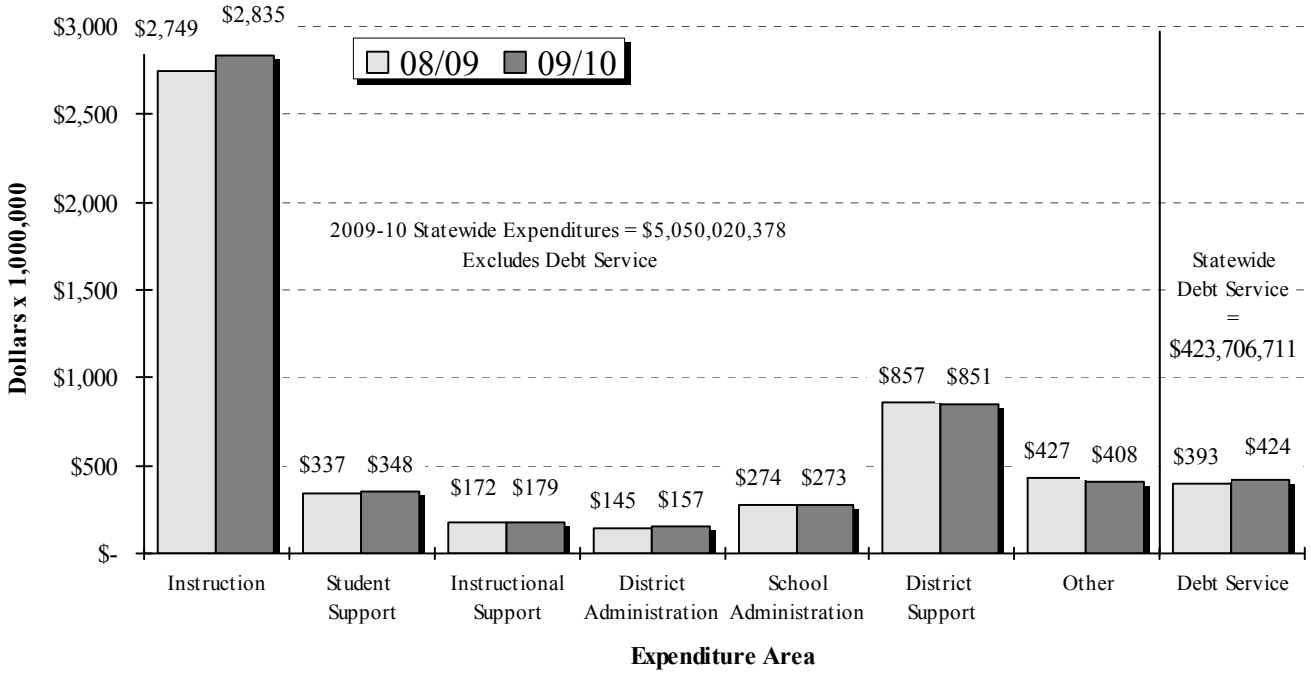
Expenditures

Figure 31 shows expenditures from ALL FUNDS for the last two years. In *Profiles 2010*, 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 two-thirds 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 to purchase buses, technology, textbooks, etc., will not appear to have smaller expenditure percentages in

the seven core expenditure areas. Debt service has increased 91.1% in the past ten years to over $424 million in 2010.

The largest expenditure is in the area of Instruction with 56.1%, a 0.7 percentage-point increase over 2008-09. This is the first increase in Instruction in three years but still below a high mark of 58.6% of ALL FUNDS in 1995-96. District Support ran a distant second in 2009-10 at 16.8% 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 $5.47 billion, a $113 million increase over the 2008-09 school year.

Figure 31
State Level Expenditures Based on ALL FUNDS
2008-09 and 2009-10



	Percent of Total Expenditure in Each Area							
2008-09	55.4%	6.8%	3.5%	2.9%	5.5%	17.3%	8.6%	7.9%
2009-10	56.1%	6.9%	3.5%	3.1%	5.4%	16.8%	8.1%	8.4%

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

Figure 32 displays the percent of expenditures by type and community group. Two areas that show a noticeable difference in how large and small districts operate are student support and district administration. A large percent of expenditures goes to student support in larger districts where district administration gets a larger percent in smaller schools. Student support items include social work services, health services, psychological services, and speech pathology and audiology services. Larger schools typically have more need for these services due to the number of students they serve. District

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

Figure 32
Expenditures Based on ALL FUNDS
By Community Group
2009-10

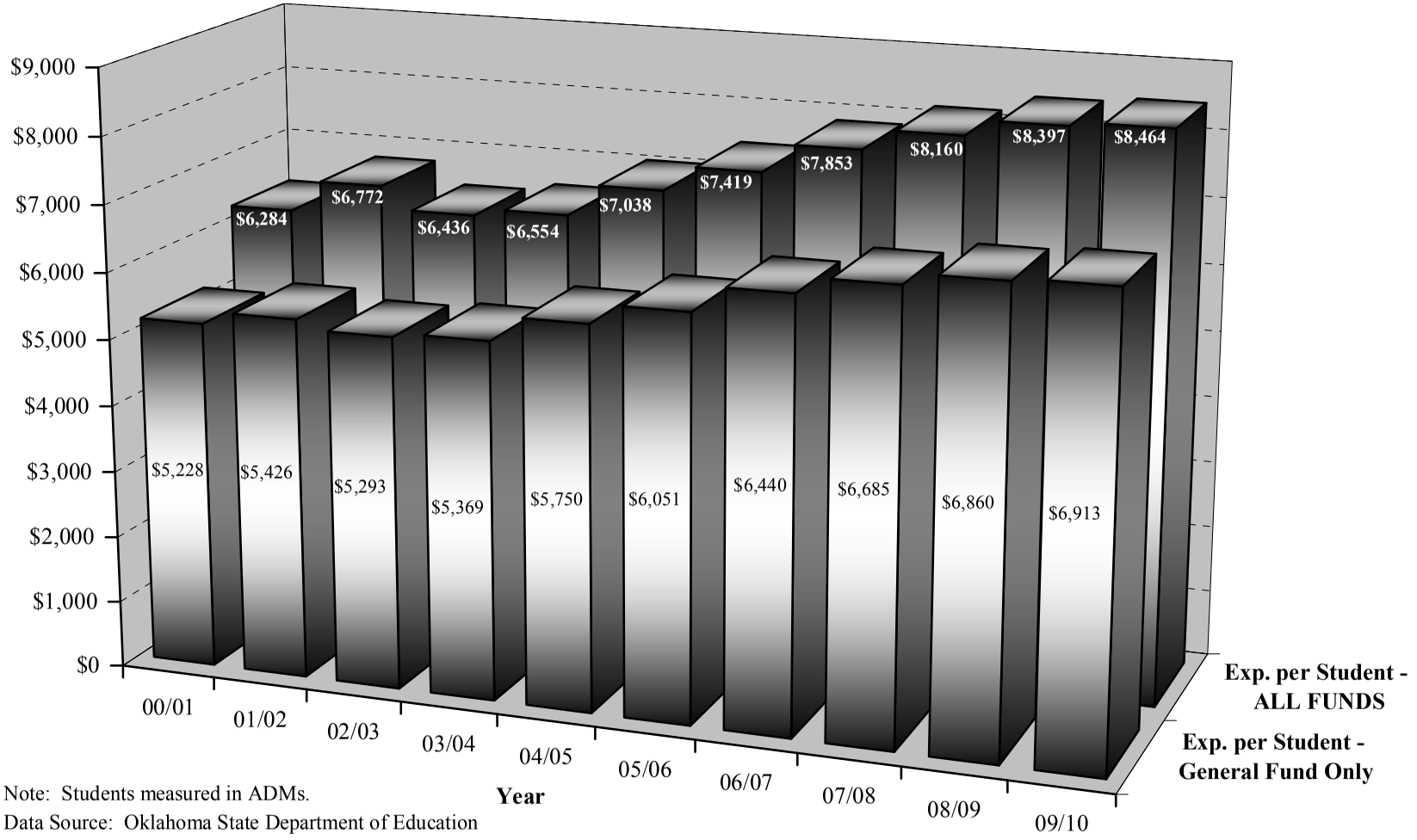
Size of District	Community Group	Instruction	Student Support	Instructional Support	District Administration	School Administration	District Support	Other
25,000 or more	A2	53.6%	7.1%	6.3%	1.9%	5.5%	18.0%	7.6%
10,000 to 24,999	B1	55.8%	8.4%	3.7%	1.7%	5.5%	17.5%	7.4%
	B2	56.4%	7.6%	4.0%	2.1%	6.0%	15.2%	8.7%
5,000 to 9,999	C1	56.6%	7.2%	3.0%	2.1%	5.3%	17.1%	8.8%
	C2	57.2%	6.3%	4.2%	2.5%	5.6%	16.1%	8.2%
2,000 to 4,999	D1	58.5%	7.4%	3.2%	2.7%	5.7%	15.9%	6.7%
	D2	57.5%	7.0%	3.1%	3.0%	5.6%	16.1%	7.7%
1,000 to 1,999	E1	58.3%	6.6%	2.4%	2.9%	5.5%	15.9%	8.3%
	E2	57.0%	6.4%	3.1%	3.3%	5.7%	16.4%	8.2%
500 to 999	F1	56.5%	6.8%	2.3%	4.2%	5.5%	17.2%	7.6%
	F2	57.0%	6.2%	2.9%	3.9%	5.5%	16.1%	8.4%
250 to 499	G1	55.0%	6.0%	2.1%	5.4%	5.0%	16.9%	9.6%
	G2	54.7%	5.6%	2.5%	5.4%	5.1%	17.3%	9.4%
Less than 250	H1	53.0%	4.7%	2.4%	7.1%	3.3%	20.1%	9.4%
	H2	53.9%	4.5%	2.7%	8.1%	3.0%	18.3%	9.5%
	Statewide	56.1%	6.9%	3.5%	3.1%	5.4%	16.8%	8.1%

Data Source: Oklahoma State Department of Education

Figure 33 contrasts the General Fund to the ALL FUNDS accounting of expenditures per student for years 2000-2001 through 2009-10. The expenditure per student (ADM) using the General Fund in 2009-10 was $6,913 compared to $8,464 from ALL FUNDS, a difference of $1,551 dollars per student. Per-student funding increased $53 in the General Fund category and $67 in the ALL FUNDS category between the 2008-09 and 2009-10 school years.

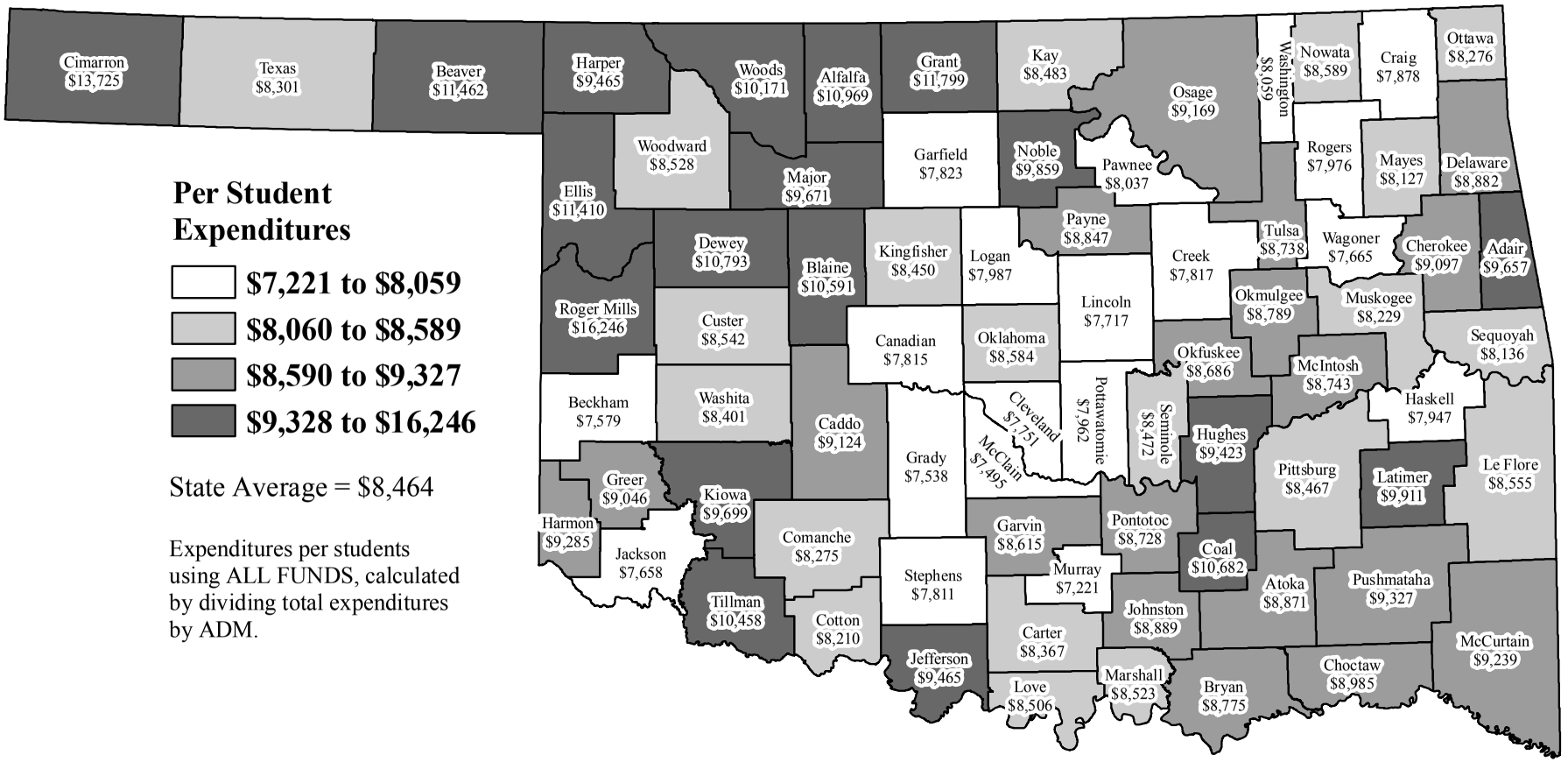
Per student expenditures varied greatly across the state (Figure 34). As described in the explanation of the state funding formula, this is partly because isolated rural schools receive additional funds to cover the cost required to bus students long distances and for the sparsity of their student population. Per student expenditures, based on ALL FUNDS, including Debt Service (Oklahoma State Department of Education), ranged from a high of $48,647 per student in Plainview P.S. in Cimarron County to a low of $3,872 per student at White Oak P.S. in Craig County. ALL FUNDS expenditures are typically highest in northwest Oklahoma. Roger Mills County has the highest per student expenditure at $16,246 while Murray County has the lowest at $7,221.

Figure 33
State Level Expenditures Per Student
General Fund Only and ALL FUNDS



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

Figure 34
EXPENDITURES PER STUDENT – ALL FUNDS
2009-10 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 Satisfactory" on the Algebra I and English II tests as well as any two of the remaining five EOIs in order to graduate with a standard diploma.

In addition to changing test types, the OSTP has also been served by a number of testing companies since its inception. The norm-referenced portion of the testing program was provided by Riverside Publishing, through the 2000-01 school year. The initial four years of the CRT contract were carried out by Harcourt-Brace. CTB McGraw-Hill took over the CRT contract for 1998-99 and 1999-2000. During the 2000-01 school year OSTP contracted with Riverside Publishing for both the Iowa Test of Basic Skills (an NRT) and the CRTs including the EOI tests. Starting in 2001-2002, the CRT's and 3rd Grade NRT were supplied by Harcourt-Brace and the EOI tests by CTB McGraw-Hill. The CRT component was taken over by Data Recognition Corporation (DRC) in 2005-06. Riverside Publishing returned to assist with testing for 2006-07. Pearson Assessment and Information began administering the EOIs in 2007-08.

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 2010* 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 35 shows the cost of the OSTP over the last 10 years. The OSTP cost $10.8 million to administer in 2009-10.

Figure 35
Yearly Cost for State Testing
FY- 2001 to FY-2010

FY-2001	$2.1 Million
FY-2002	$3.1 Million
FY-2003	$2.3 Million
FY-2004	$4.8 Million
FY-2005	$4.8 Million
FY-2006	$8.6 Million
FY-2007	$10.5 Million
FY-2008	$10.8 Million
FY-2009	$10.8 Million
FY-2010	$10.8 Million

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

The Oklahoma Core Curriculum Test

The Oklahoma Core Curriculum Test is a criterion-referenced test (CRT). Oklahoma law requires that the State Board of Education design CRTs that indicate whether students have achieved the competencies defined by PASS. Each student's performance is compared to a preset standard of expected achievement by subject at each grade level. The level of academic rigor that students must meet is established by the State Board of Education. The score of Satisfactory represents the competencies students are expected to have achieved. Performance for schools and districts is then reported by the percentage of students who have reached this level of academic achievement on the CRTs. Beginning in 1998-99, the State Department of Education began phasing in four levels of performance on the CRTs: Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory. In order to maintain comparability over time, however, the Office of Accountability will continue to report performance as the percentage of students who score Satisfactory and above (Figures 36 through 75).

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.

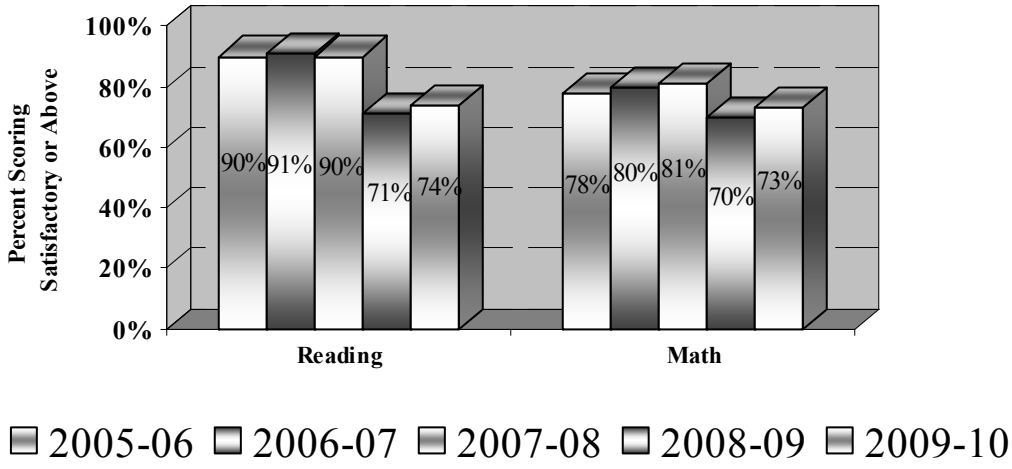
Third grade CRT results (Figure 36) showed improvement in both reading and math between 2008-09 and 2009-10. Both subjects increased three percentage points in the percentage of students scoring satisfactory and above. This increase does follow a dramatic decrease from 2007-08 to 2008-09. This decrease is due to the raising of standards by the State Board of Education. Prior to this decrease, the percentage of students scoring satisfactory and above had risen slightly in math but was relatively stable in reading. Fourth grade CRT results (Figure 37) showed slight improvement in reading between 2008-09 and 2009-10 and a slight decrease in math over the same time period. Both reading and math had risen from 2005-06 to 2007-08 in the percentage of students scoring satisfactory and above.

Fifth grade CRT results (Figure 38) show similar trends for most of the subjects tested. Science has the highest percentage of students scoring satisfactory and above of the five test given to fifth graders. In 2008-09, 90% of all students taking the science CRT scored satisfactory 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 high 80s or low 90s since and current has 89% students scoring satisfactory and above. The social studies CRT has also shown a nice increase in students scoring satisfactory and above since 2003-04 and has risen from 67% to 78% in 2009-10. The two subjects that have not seen the same consistency are reading and math. 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 72% and reading stayed the same at 70% from 2008-09 to 2009-10.

Sixth grade CRT results (Figure 39) have a very slight – 1 percentage point – decrease in both reading and math from 2008-09 to 2009-10. Prior to the statewide raising of standards, both subjects did show improvement from 2006-07 to 2007-08. Seventh grade CRT results (Figure 40) show similar trends as the other grades in reading and math. After the drop due the change in standards, reading has a slight decrease and math a slight increase in the percentage of students scoring satisfactory and above. Prior the change in standards both subjects had seen minimal increase. The third seventh grade test, geography, did not have a standard change and has shown an increase from 86% in 2005-06 to 89% in 2009-10 for the percentage of students scoring "satisfactory and above".

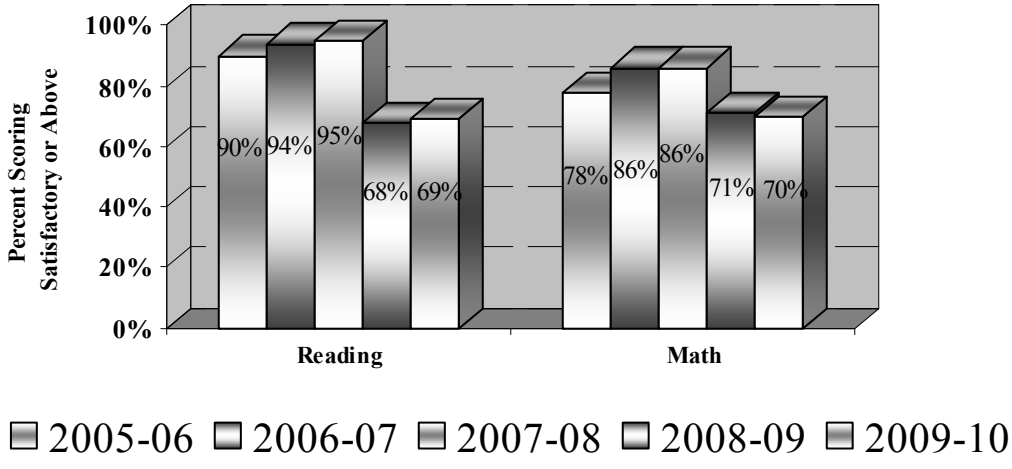
Eighth grade CRT results (Figure 41) are similar to the fifth grade results. As with fifth grade, eighth graders take five tests. The writing CRT has the highest percentage of students scoring satisfactory and above at 95%. Writing rose from 92% in 2005-06 to 95% in 2009-10. Science has the second highest eighth grade CRT score at 91% and has risen from a low of 78% in 2001-02. U.S. History has also seen very good growth in CRT scores, rising from 61% of students scoring satisfactory and above in 2000-01to 77% in 2009-10. Both reading and math were showing gains until the change in standards two years ago. After the change in standard, both of these subjects increased the percentage of students scoring satisfactory and above for 2008-09 to 2009-10.

Figure 36
3rd Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Satisfactory and Above
(Regular Education Full Academic Year Students Only)



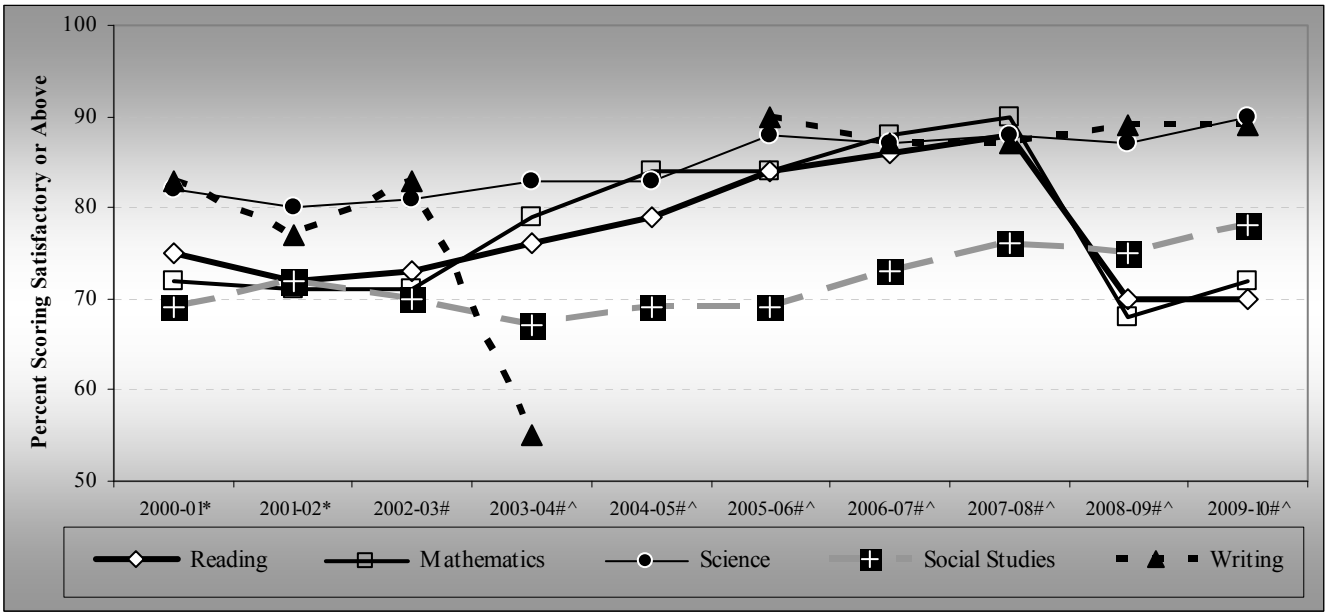
Data Source: Oklahoma State Department of Education
(2008-09 – New standard for Reading and Math)

Figure 37
4th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Satisfactory and Above
(Regular Education Full Academic Year Students Only)



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

Figure 38
5th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Satisfactory and Above
by Subject and Year

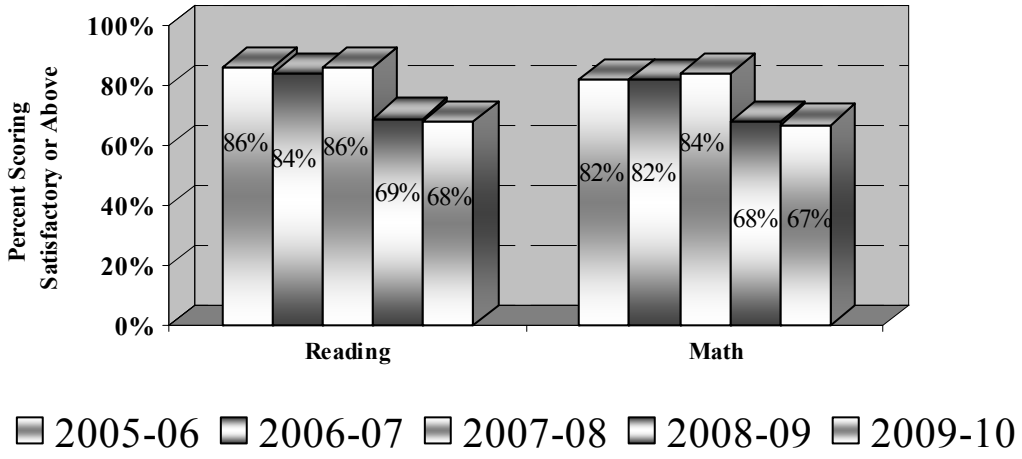


Subject Area	2000-01*	2001-02*	2002-03#	2003-04#^	2004-05#^	2005-06#^	2006-07#^	2007-08#^	2008-09#^	2009-10#^
Reading	75%	72%	73%	76%	79%	84%	86%	88%	70%	70%
Mathematics	72%	71%	71%	79%	84%	84%	88%	90%	68%	72%
Science	82%	80%	81%	83%	83%	88%	87%	88%	87%	90%
Social Studies	69%♦	72%♦	70%♦	67%	69%	69%	73%	76%	75%	78%
Writing	83%	77%	83%	55%	Not Tested	90%	87%	87%	89%	89%

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.

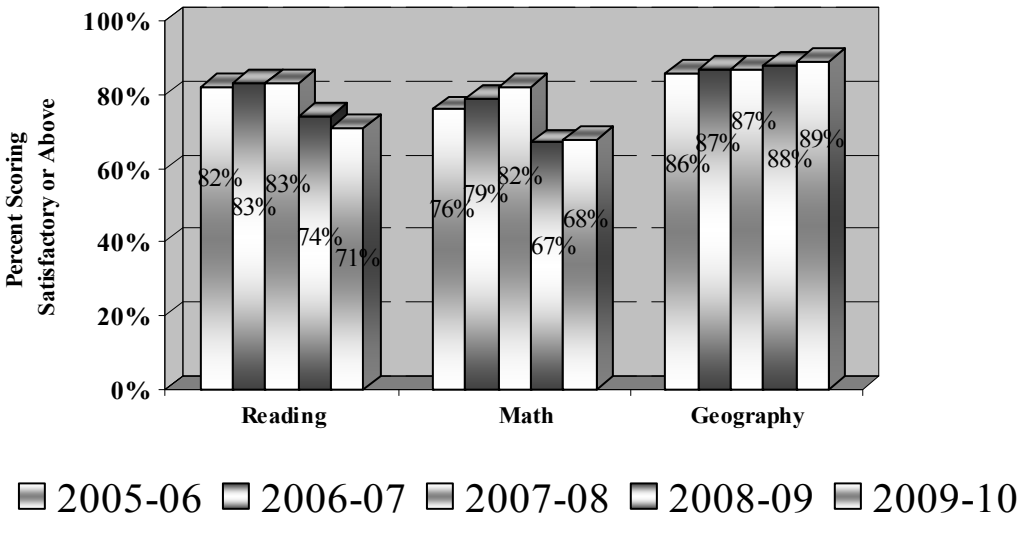
Data Source: Oklahoma State Department of Education
(2008-09 – New standard for Reading and Math)

Figure 39
6th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Satisfactory and Above
(Regular Education Full Academic Year Students Only)



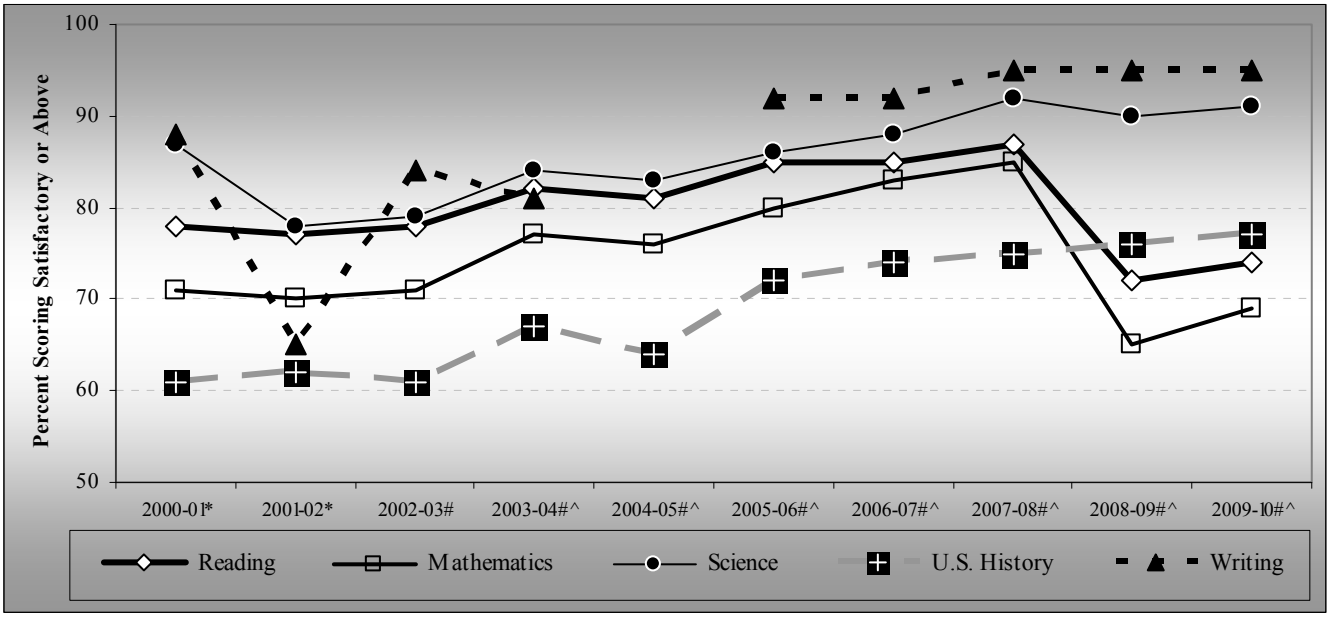
Data Source: Oklahoma State Department of Education
(2008-09 – New standard for Reading and Math)

Figure 40
7th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Satisfactory and Above
(Regular Education Full Academic Year Students Only)



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

Figure 41
8th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Satisfactory and Above
by Subject and Year



Subject Area	2000-01*	2001-02*	2002-03#	2003-04#^	2004-05#^	2005-06#^	2006-07#^	2007-08#^	2008-09#^	2009-10#^
Reading	78%	77%	78%	82%	81%	85%	85%	87%	72%	74%
Mathematics	71%	70%	71%	77%	76%	80%	83%	85%	65%	69%
Science	87%	78%	79%	84%	83%	86%	88%	92%	90%	91%
U.S. History	61%	62%	61%	67%	64%	72%	74%	75%	76%	77%
Writing	88%	65%	84%	81%	Not Tested	92%	92%	95%	95%	95%

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 42 and 43 look at student performance on the CRTs for the 5th and 8th grade by race. The results of 5th and 8th grade are used because those grades have the most complete battery of tests administered through the OSTP.

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

The performance gap between African American students and all students is significant and varies greatly by subject. The gap in writing is only seven and five percentage points for 5th and 8th grade, respectively but 22 percentage points for 5th grade social studies and 20 percentage points for 8th grade reading. The gap is 19 percentage points for 5th grade reading and 8th grade history. The gap for 5th grade math is 17 percentage points and 16 percentage points for 8th grade math. The gap for 5th grade science is 13 percentage points and for 8th grade science it is 11 percentage points.

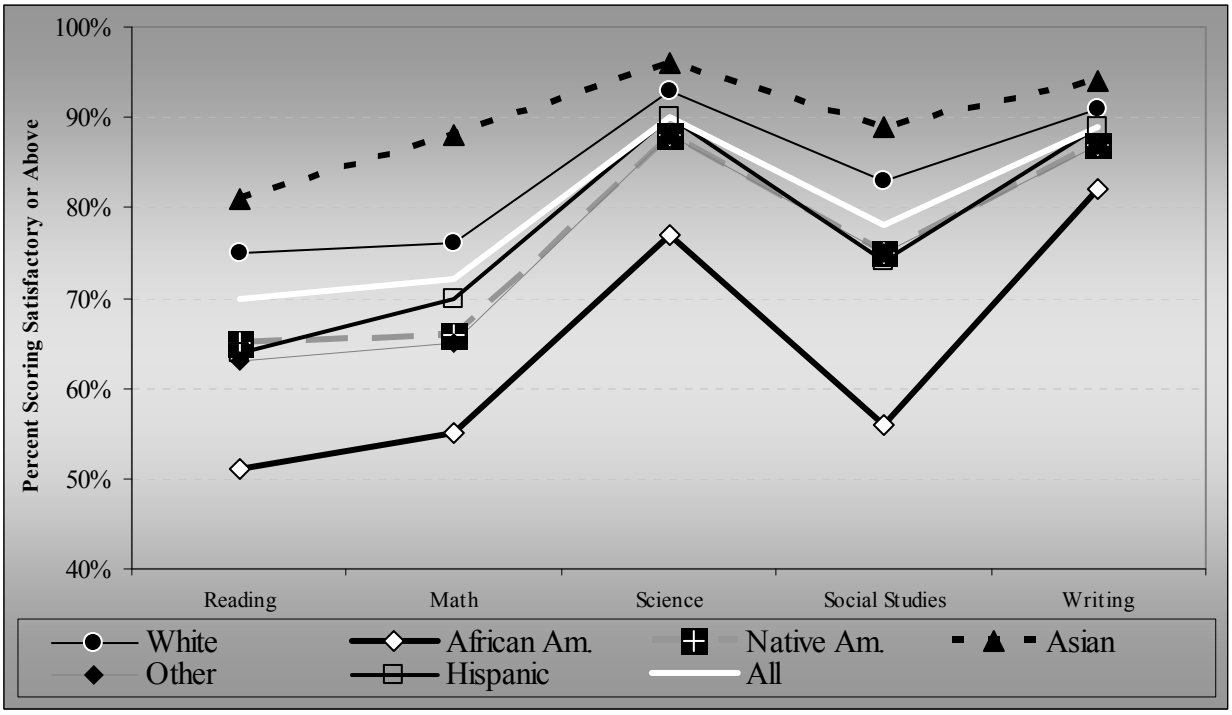
CRT Results by County

Figures 42 through 62 show the 2009-10 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 20) 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 21) 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 42
5th Grade Results
OCCT by Race and Gender
Percent Scoring Satisfactory and Above
2009-10

(Regular Education Full Academic Year Students Only)

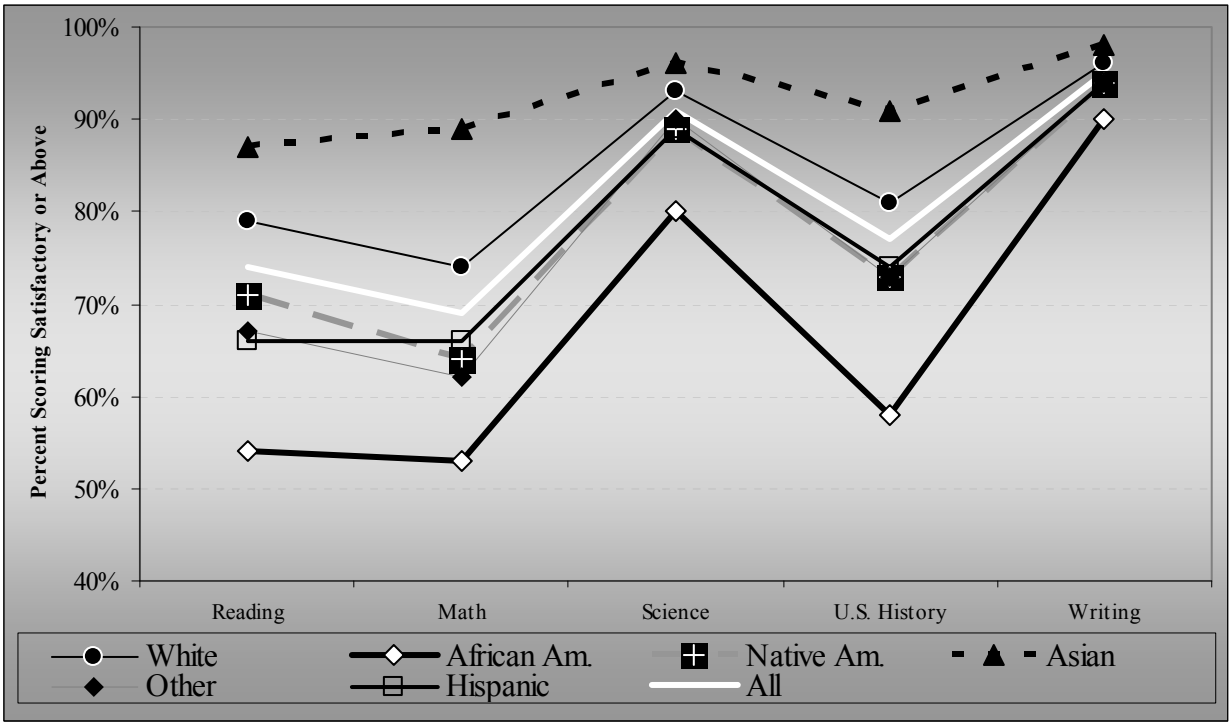


	Reading	Math	Science	Social Studies	Writing
Male	69%	73%	90%	81%	85%
Female	70%	70%	90%	75%	93%
White	75%	76%	93%	83%	91%
African Am.	51%	55%	77%	56%	82%
Native Am.	65%	66%	88%	75%	87%
Asian	81%	88%	96%	89%	94%
Other	63%	65%	88%	75%	87%
Hispanic	64%	70%	90%	74%	89%
All	70%	72%	90%	78%	89%

Data source: Oklahoma State Department of Education

Figure 43
8th Grade Results
OCCT by Race and Gender
Percent Scoring Satisfactory and Above
2009-10

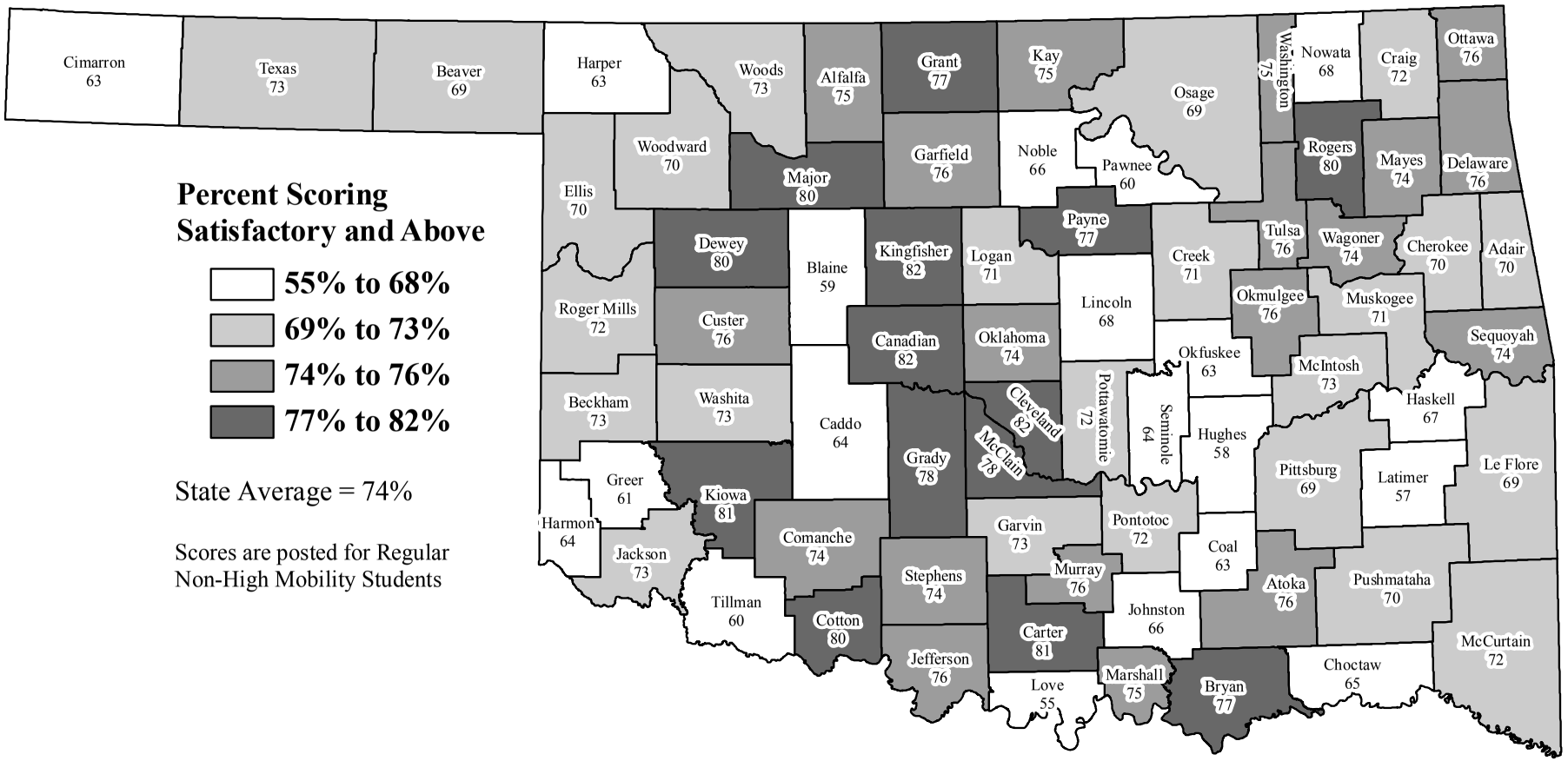
(Regular Education Full Academic Year Students Only)



	Reading	Math	Science	U.S. History	Writing
Male	72%	70%	91%	80%	92%
Female	76%	69%	91%	74%	97%
White	79%	74%	93%	81%	96%
African Am.	54%	53%	80%	58%	90%
Native Am.	71%	64%	89%	73%	94%
Asian	87%	89%	96%	91%	98%
Other	67%	62%	90%	73%	94%
Hispanic	66%	66%	89%	74%	94%
All	74%	69%	91%	77%	95%

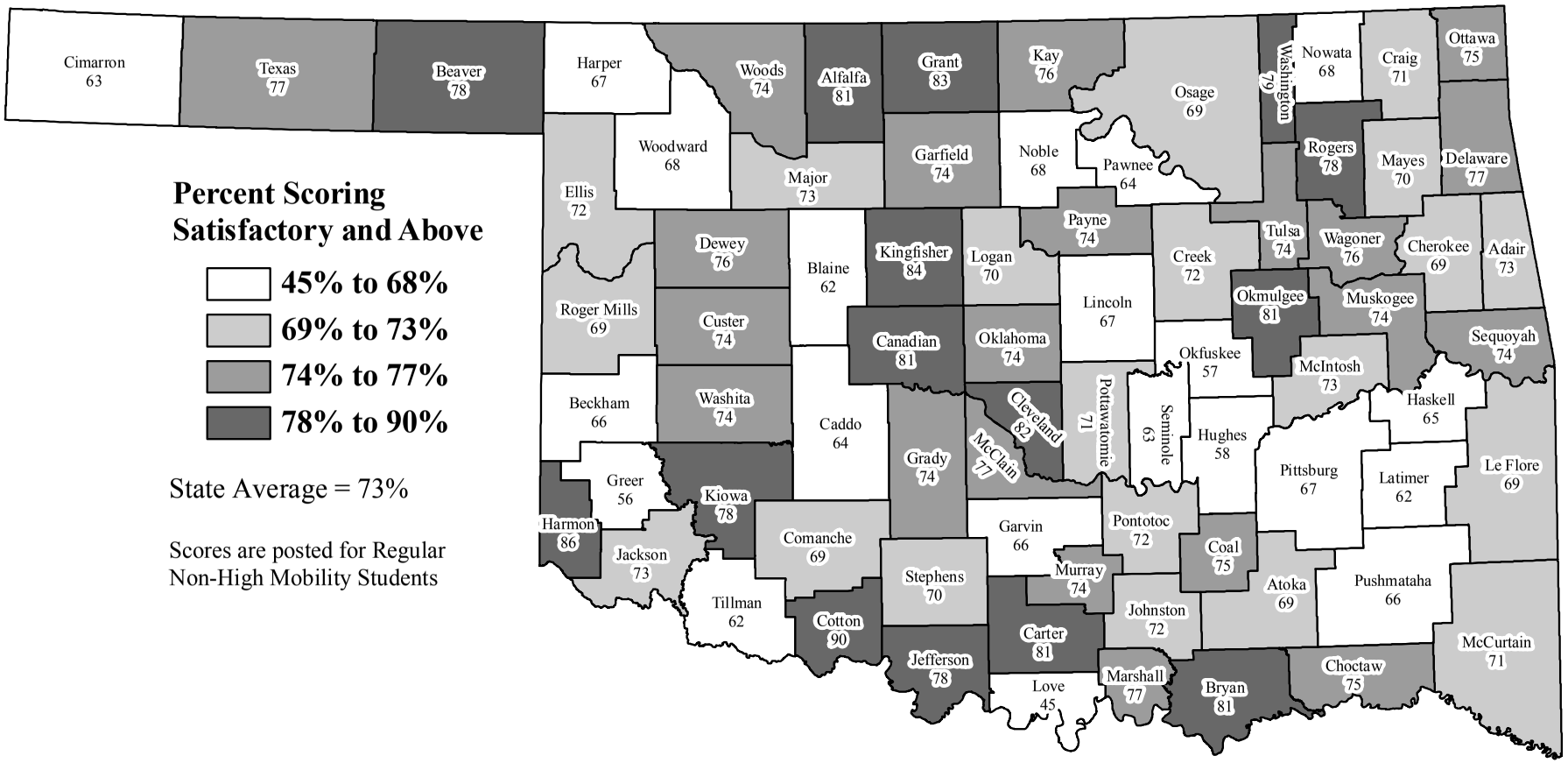
Data source: Oklahoma State Department of Education

Figure 44
3rd GRADE CRT – READING SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



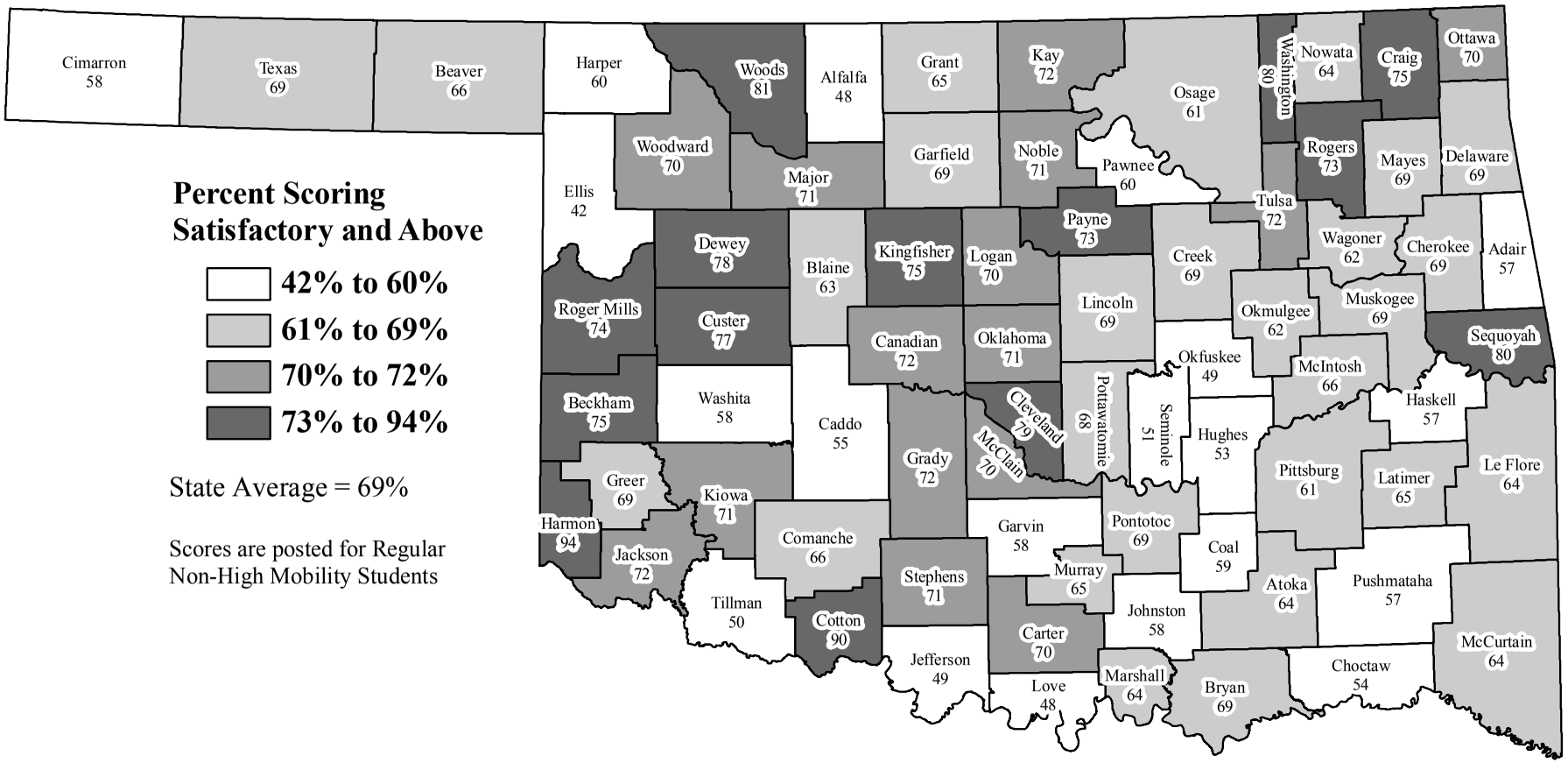
Source: Oklahoma State Department of Education

Figure 45
3rd GRADE CRT – MATH SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



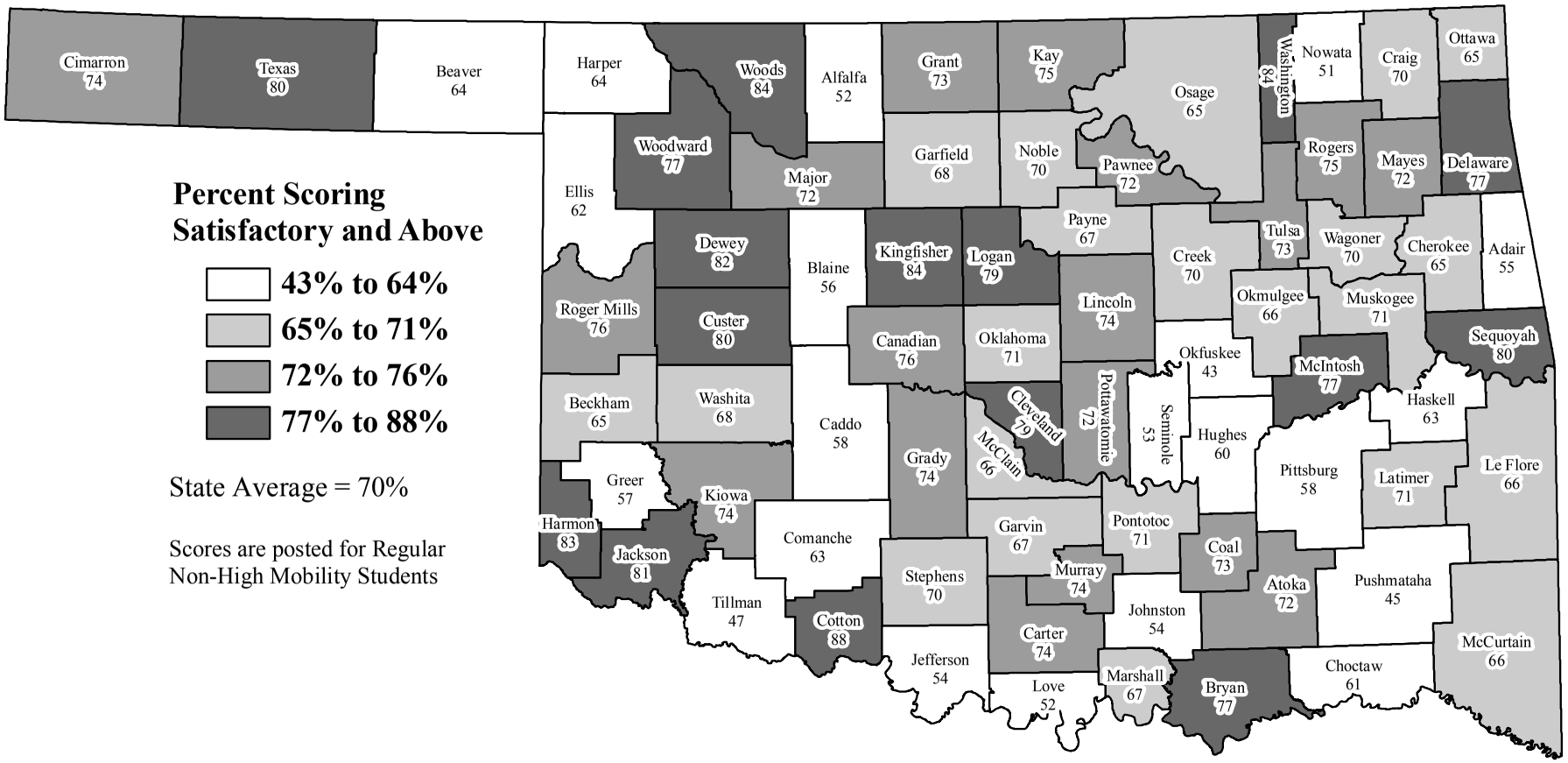
Source: Oklahoma State Department of Education

Figure 46
4th GRADE CRT – READING SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



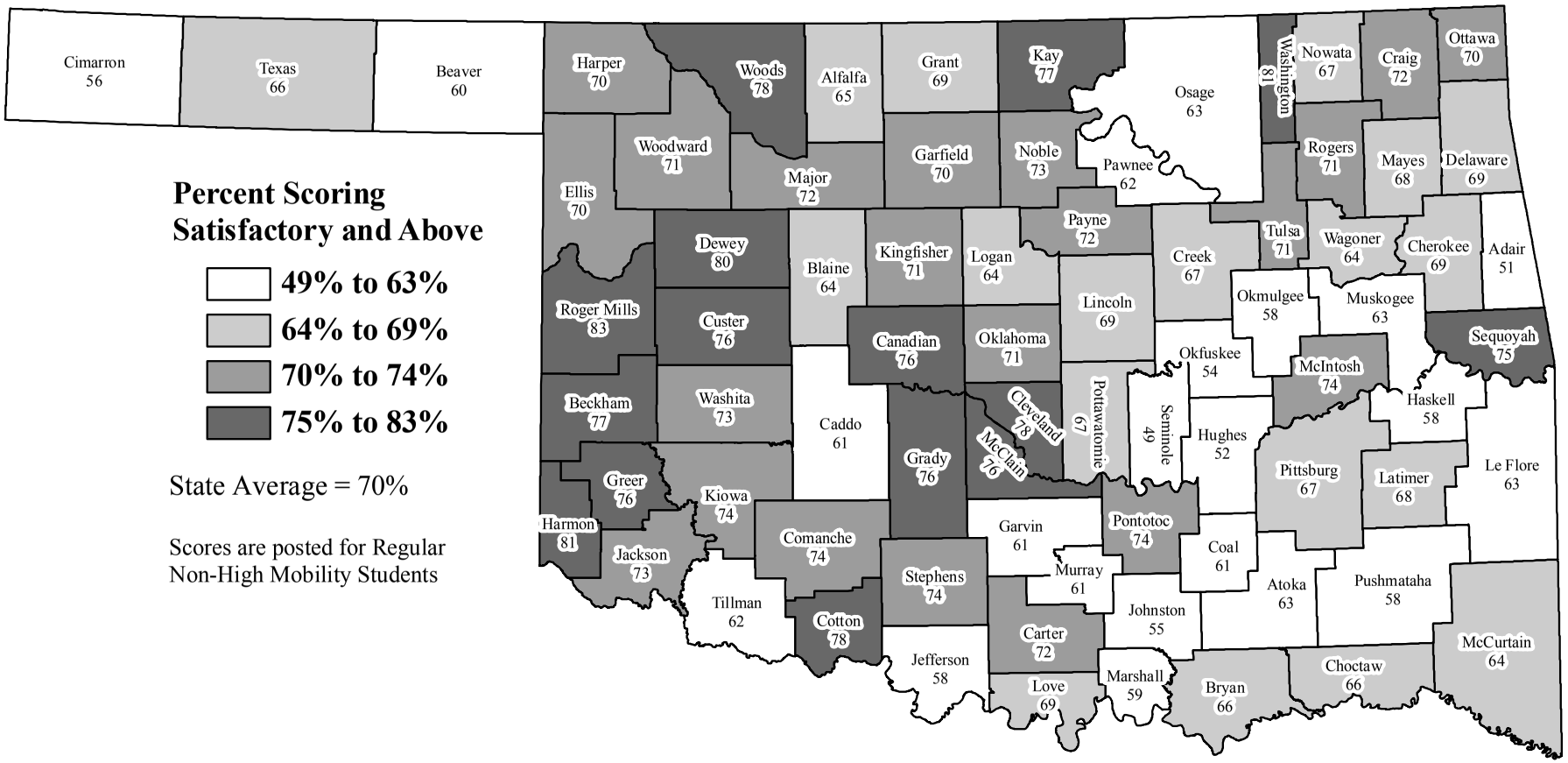
Source: Oklahoma State Department of Education

Figure 47
4th GRADE CRT – MATH SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



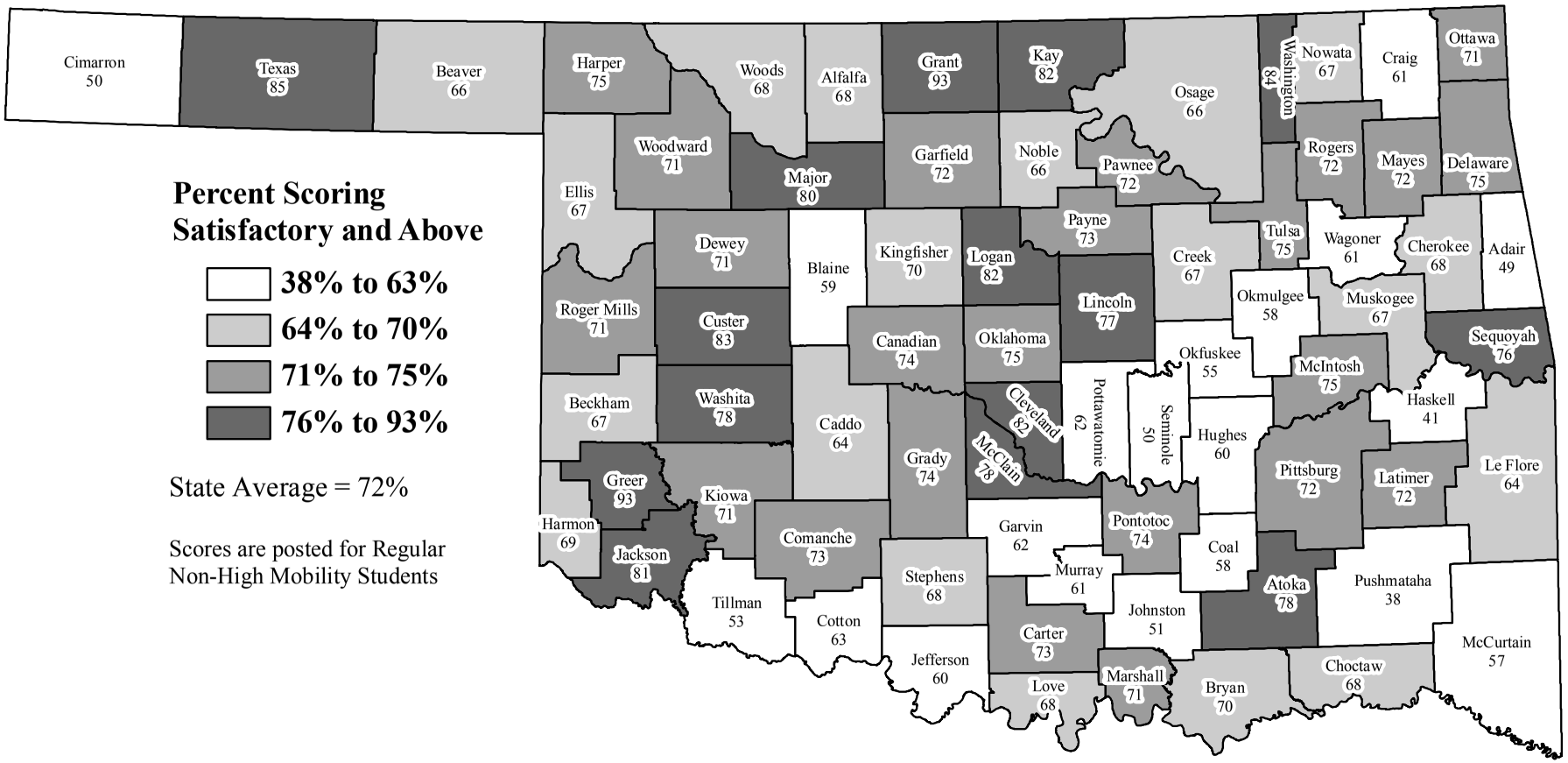
Source: Oklahoma State Department of Education

Figure 48
5th GRADE CRT – READING SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



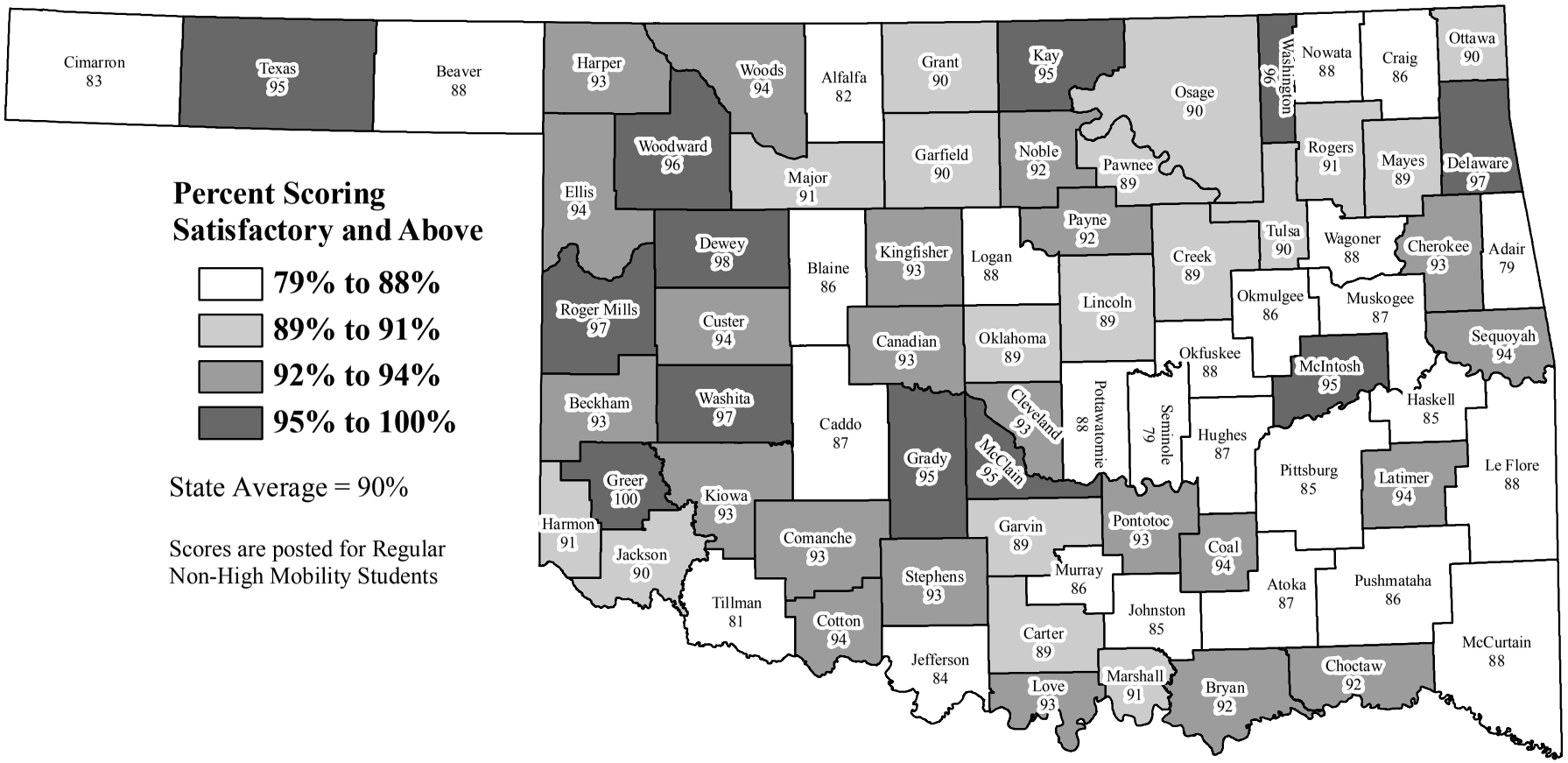
Source: Oklahoma State Department of Education

Figure 49
5th GRADE CRT – MATH SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



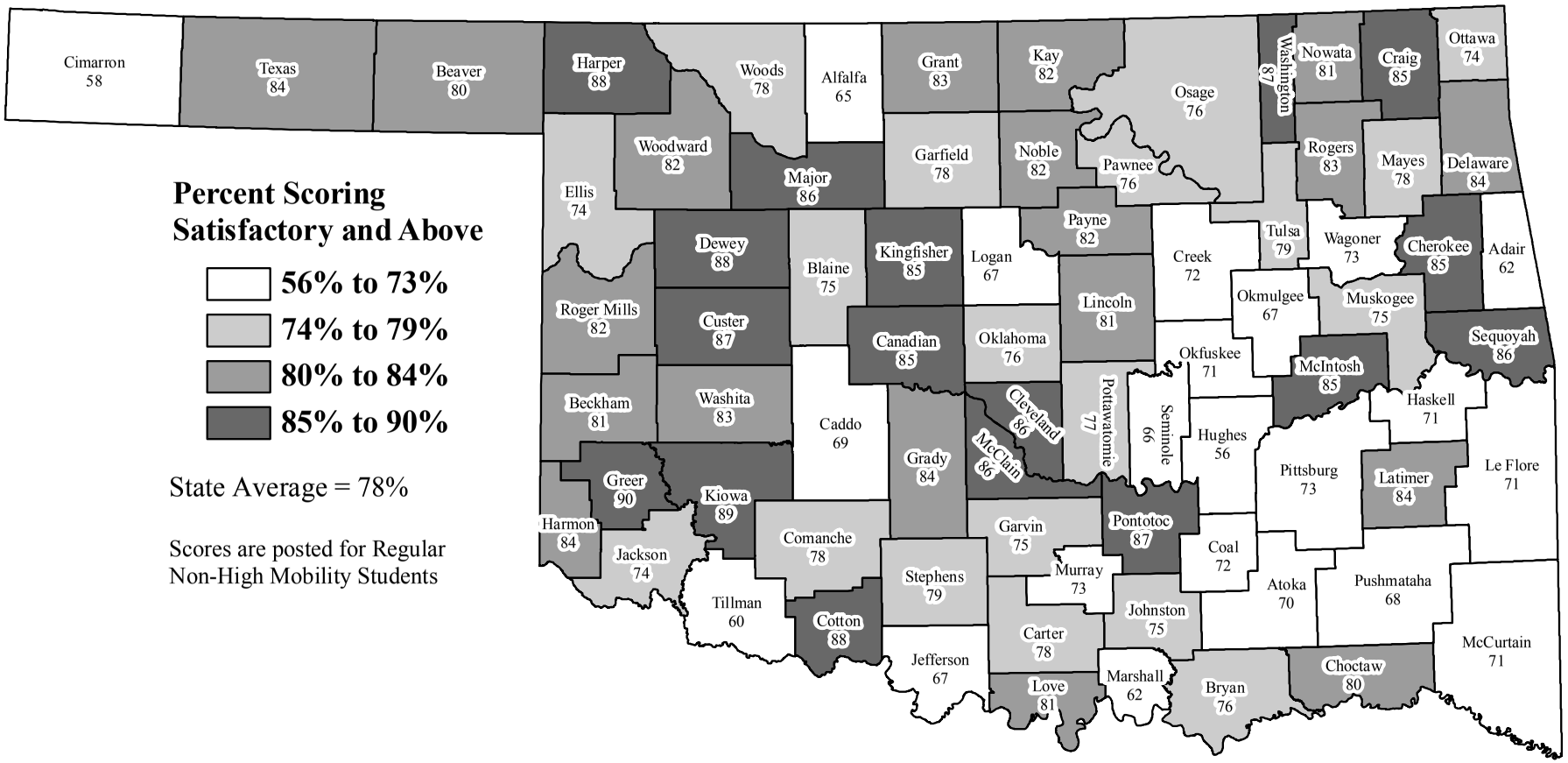
Source: Oklahoma State Department of Education

Figure 50
5th GRADE CRT – SCIENCE SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



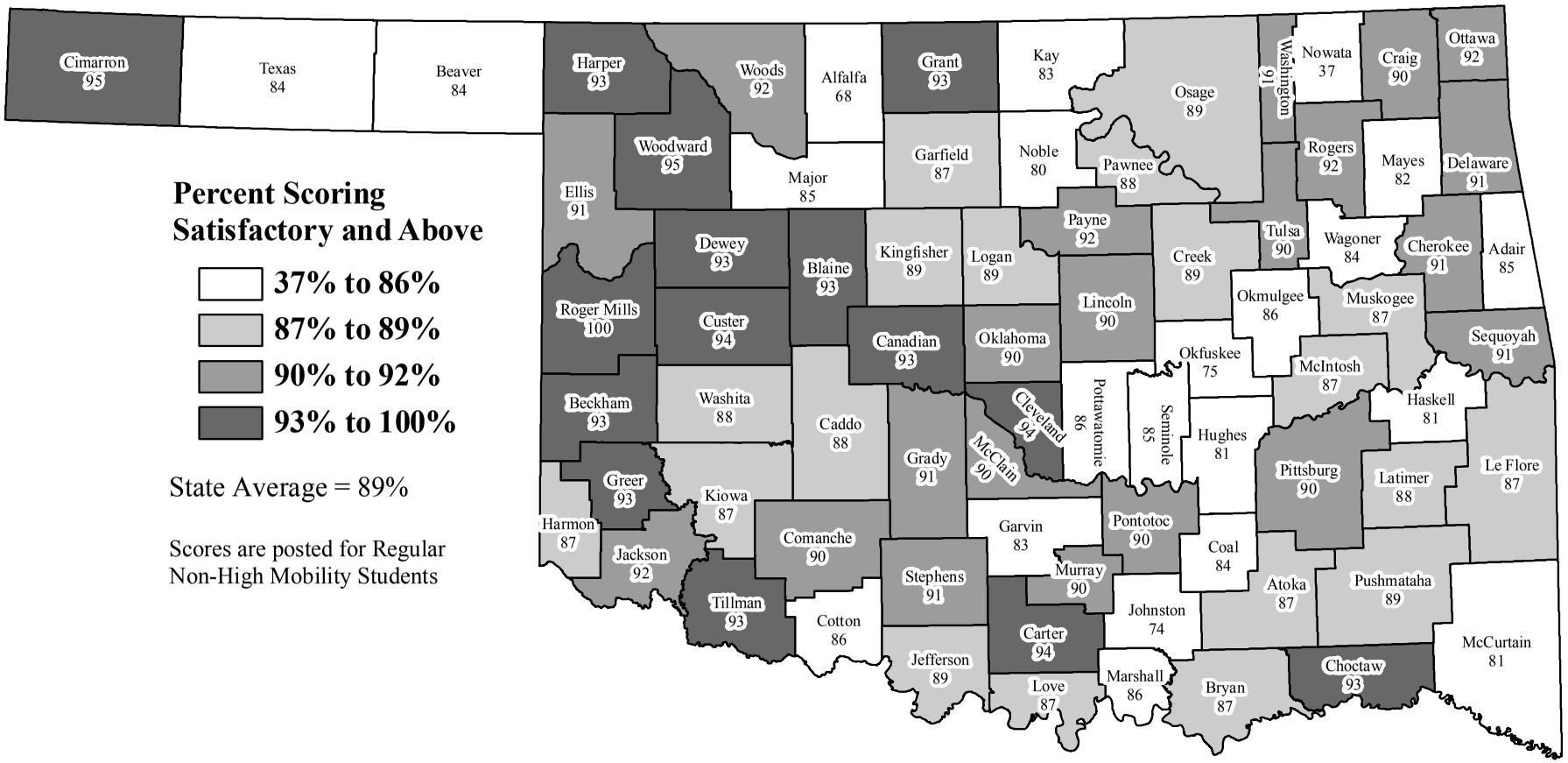
Source: Oklahoma State Department of Education

Figure 51
5th GRADE CRT – SOCIAL STUDIES SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



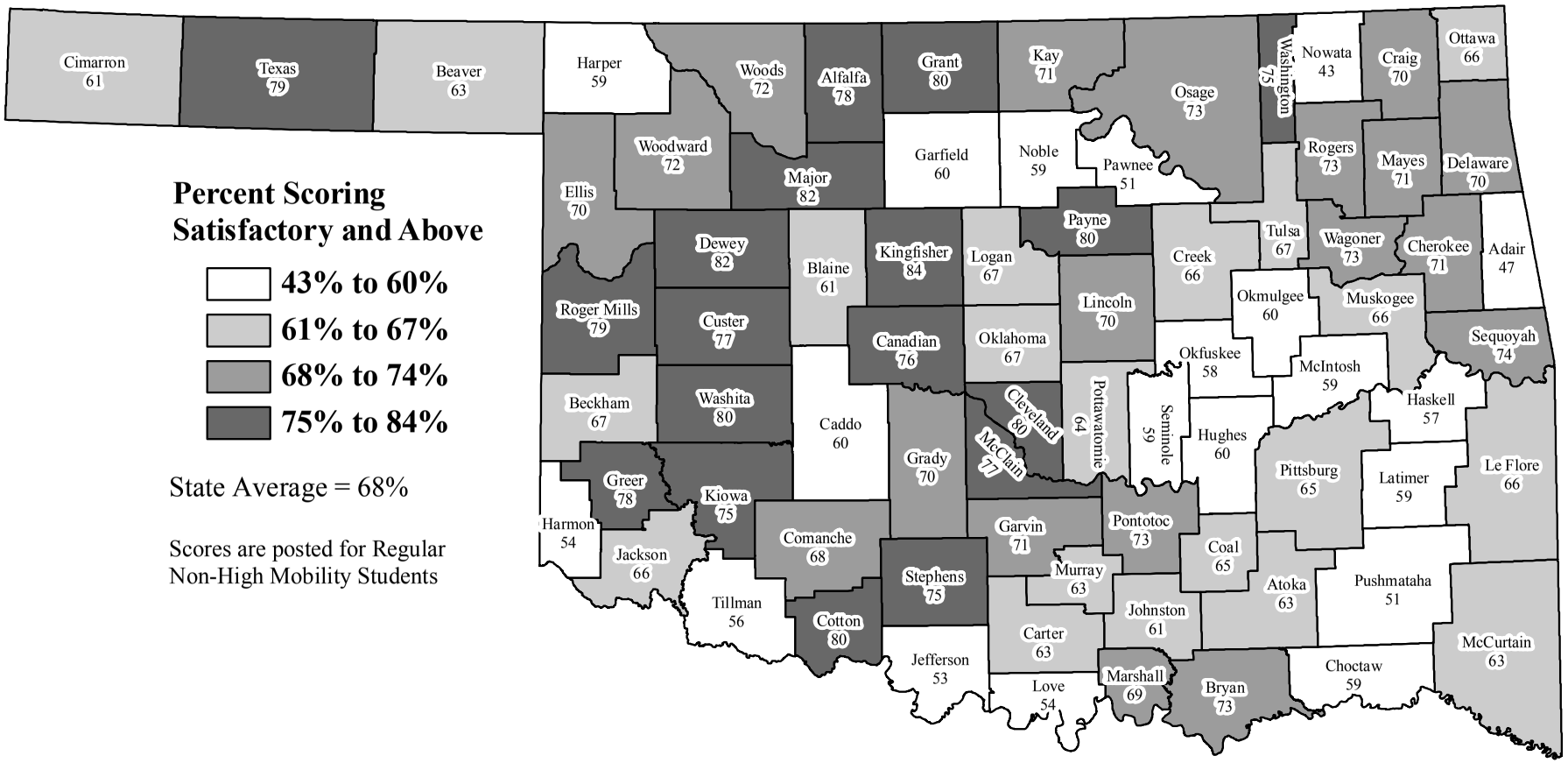
Source: Oklahoma State Department of Education

Figure 52
5th GRADE CRT – WRITING SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



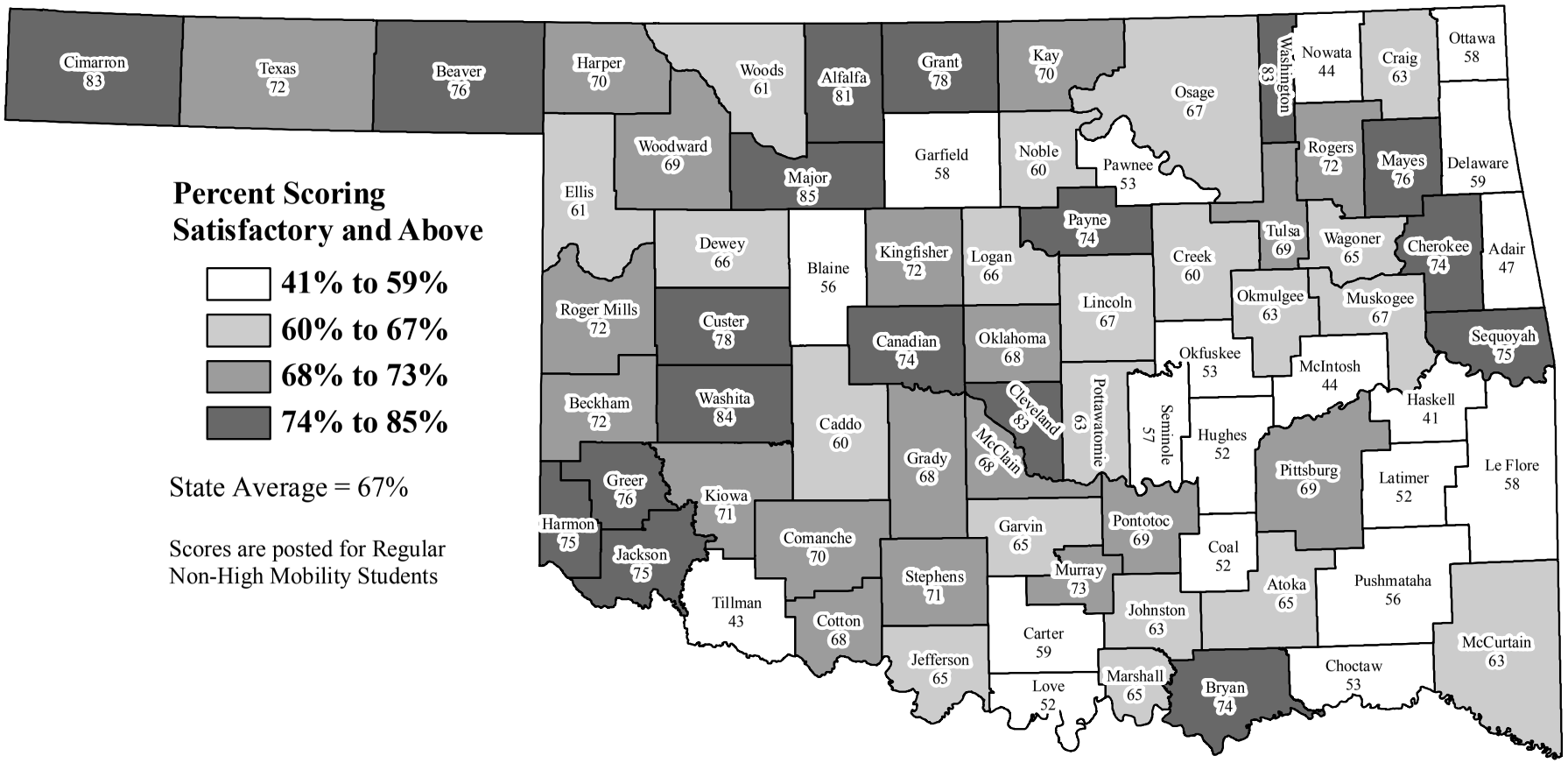
Source: Oklahoma State Department of Education

Figure 53
6th GRADE CRT – READING SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



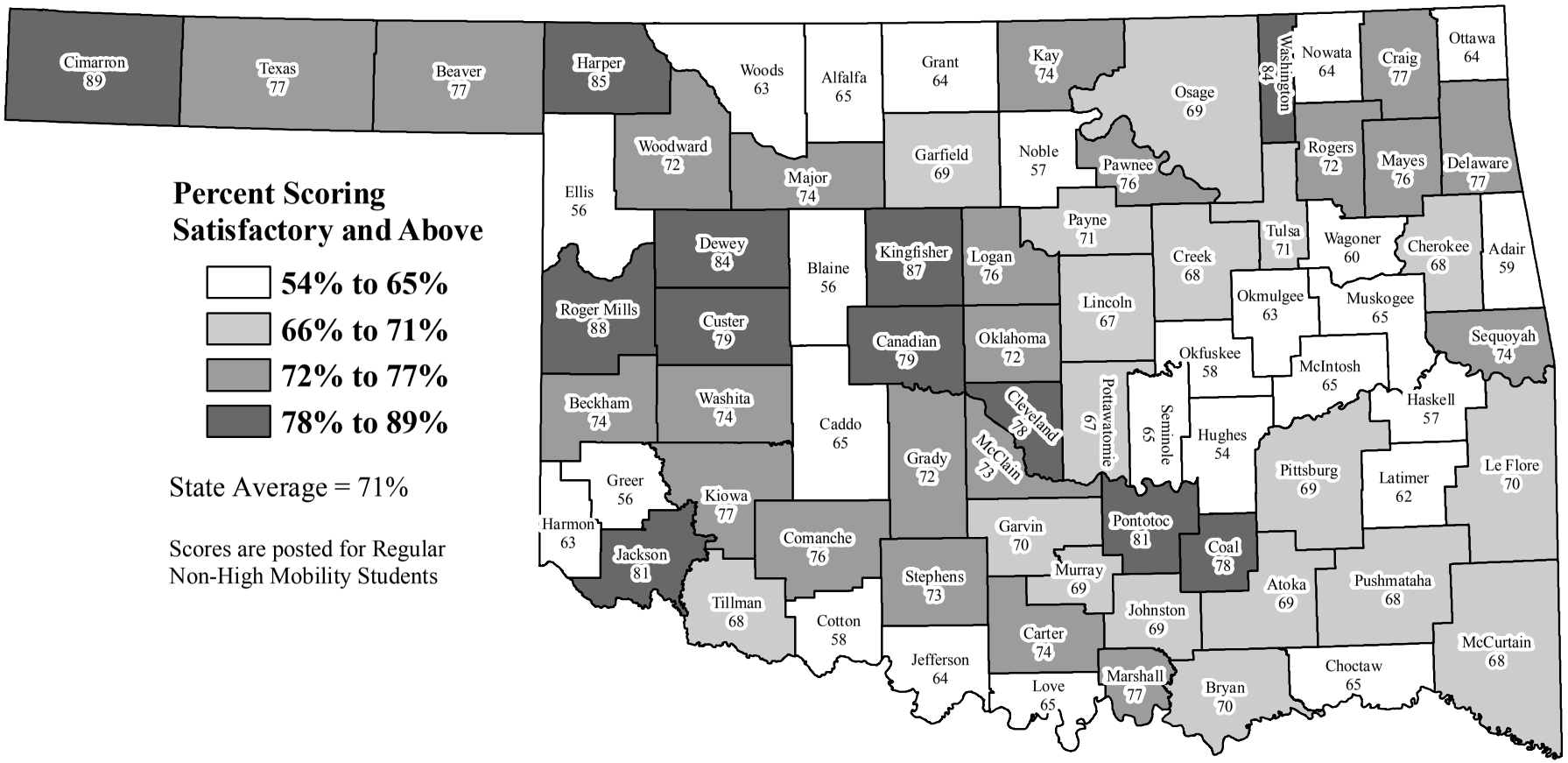
Source: Oklahoma State Department of Education

Figure 54
6th GRADE CRT – MATH SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



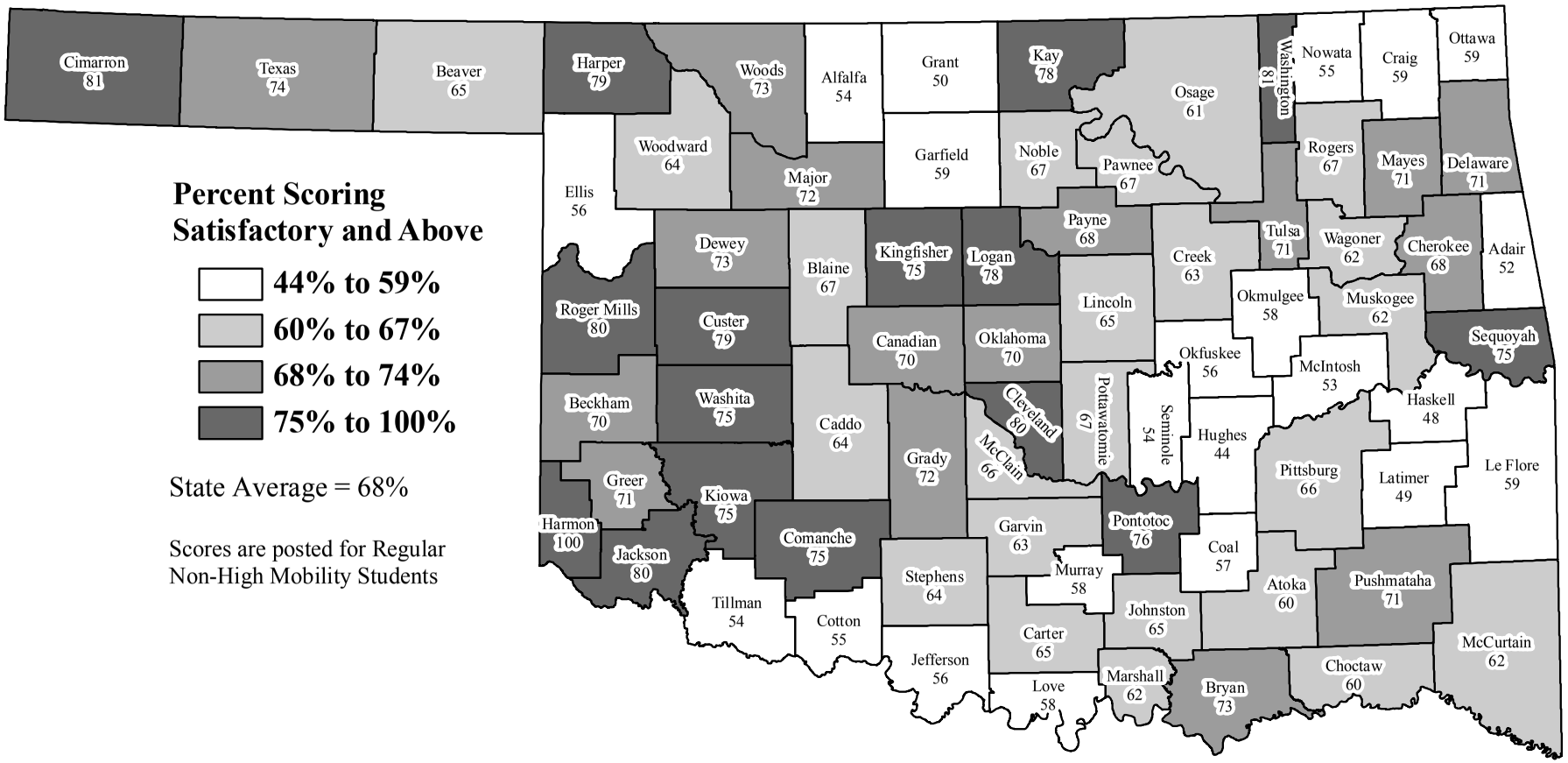
Source: Oklahoma State Department of Education

Figure 55
7th GRADE CRT – READING SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



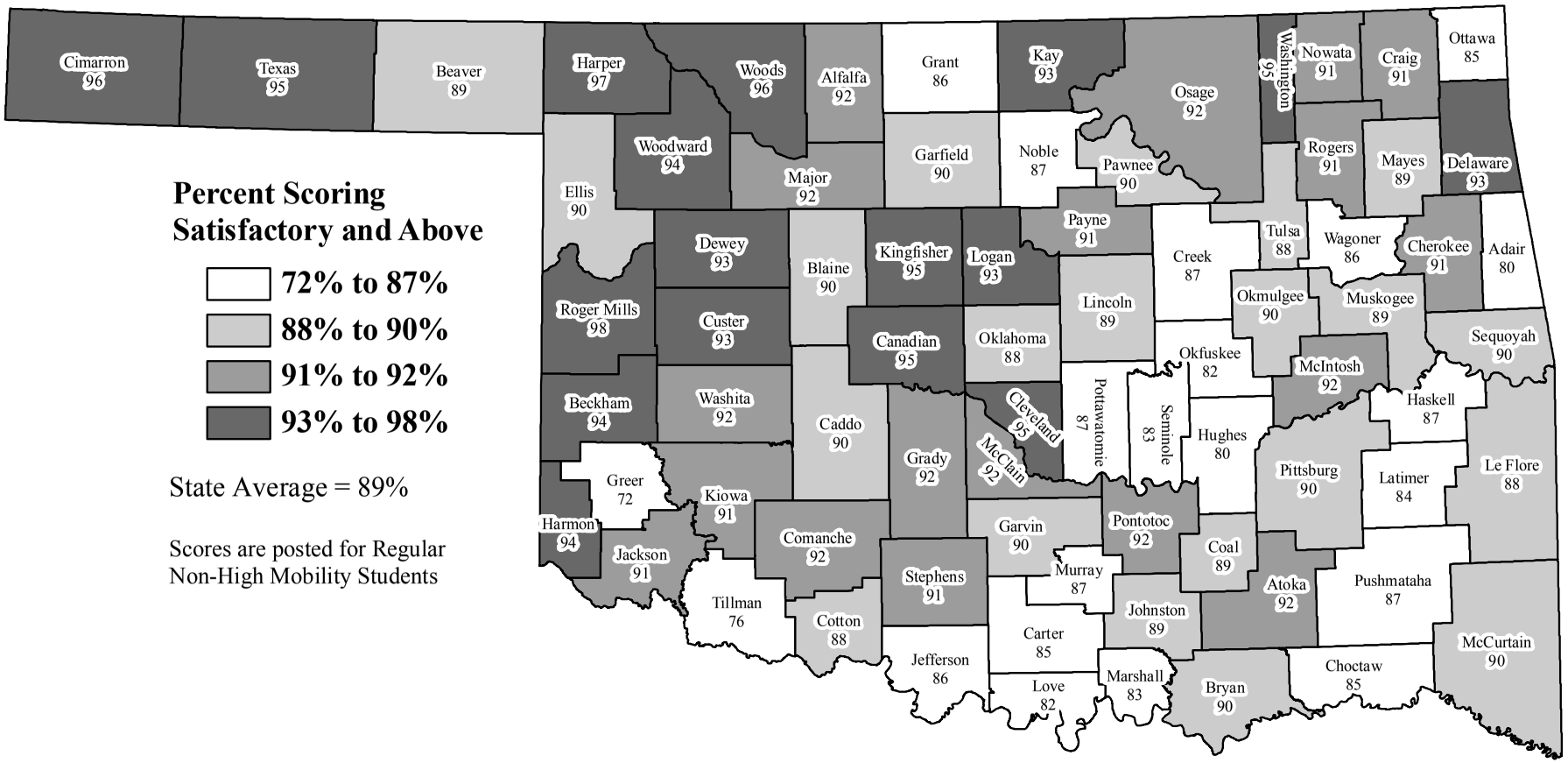
Source: Oklahoma State Department of Education

Figure 56
7th GRADE CRT – MATH SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



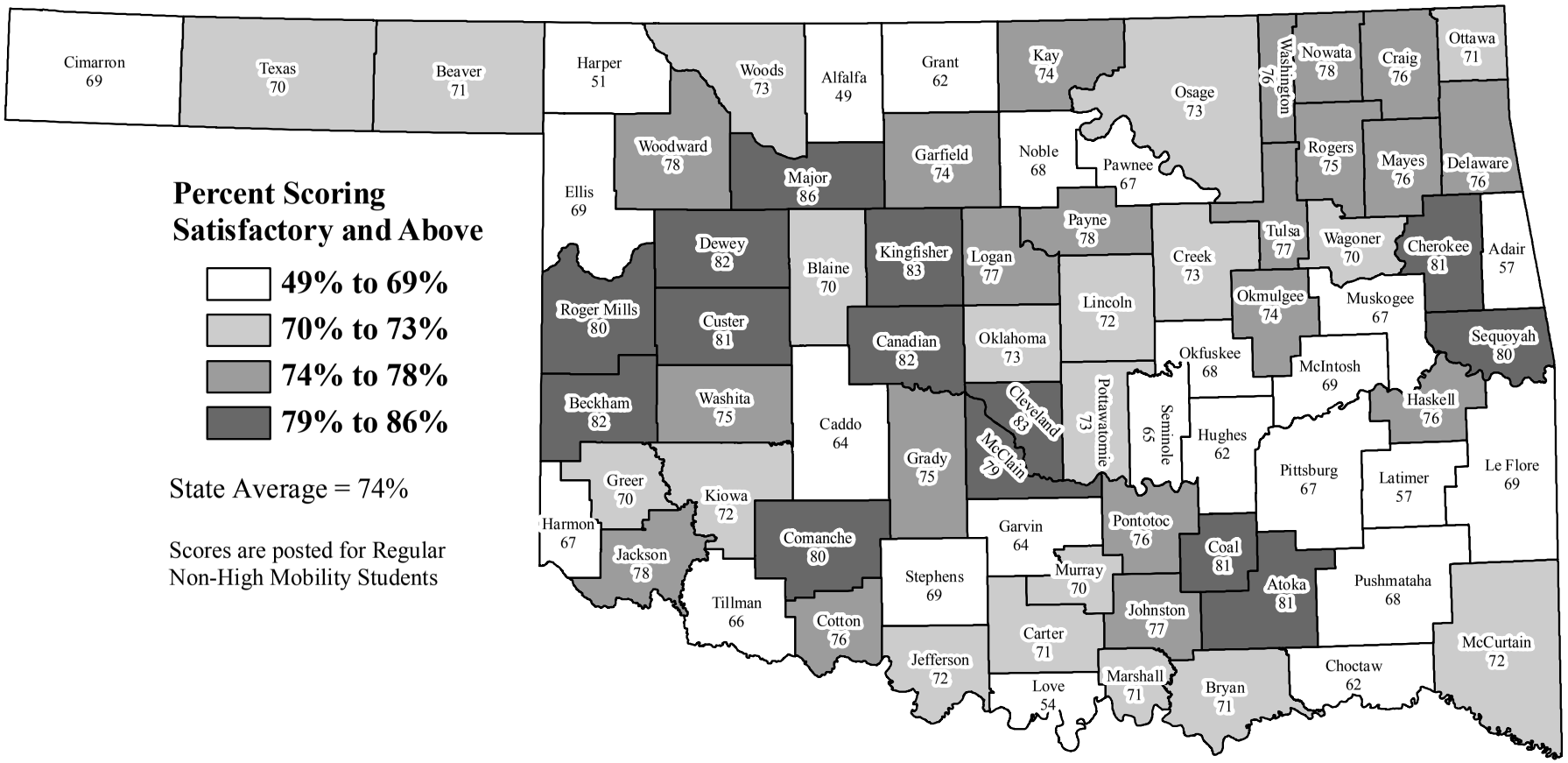
Source: Oklahoma State Department of Education

Figure 57
7th GRADE CRT – GEOGRAPHY SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



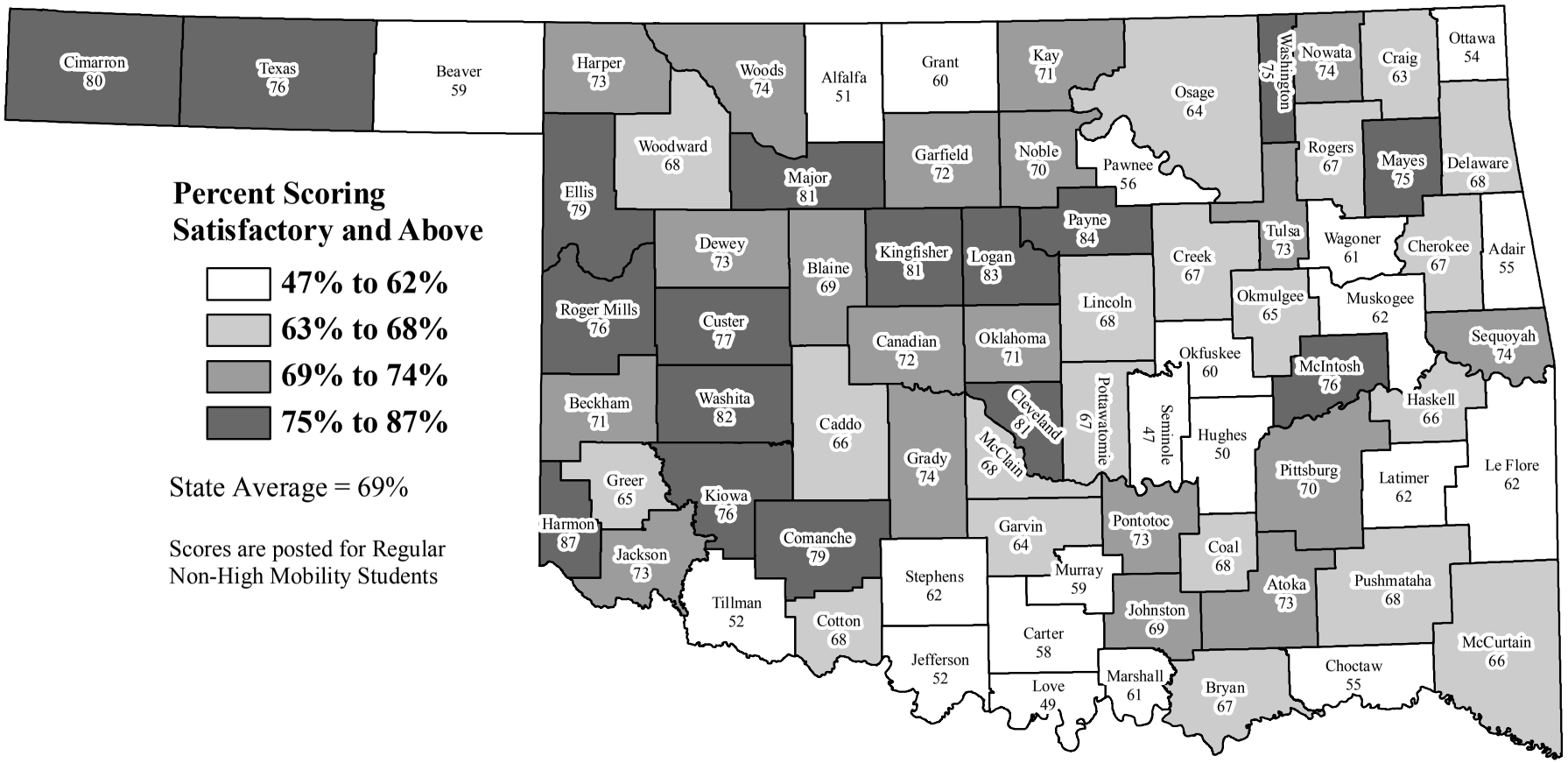
Source: Oklahoma State Department of Education

Figure 58
8th GRADE CRT – READING SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



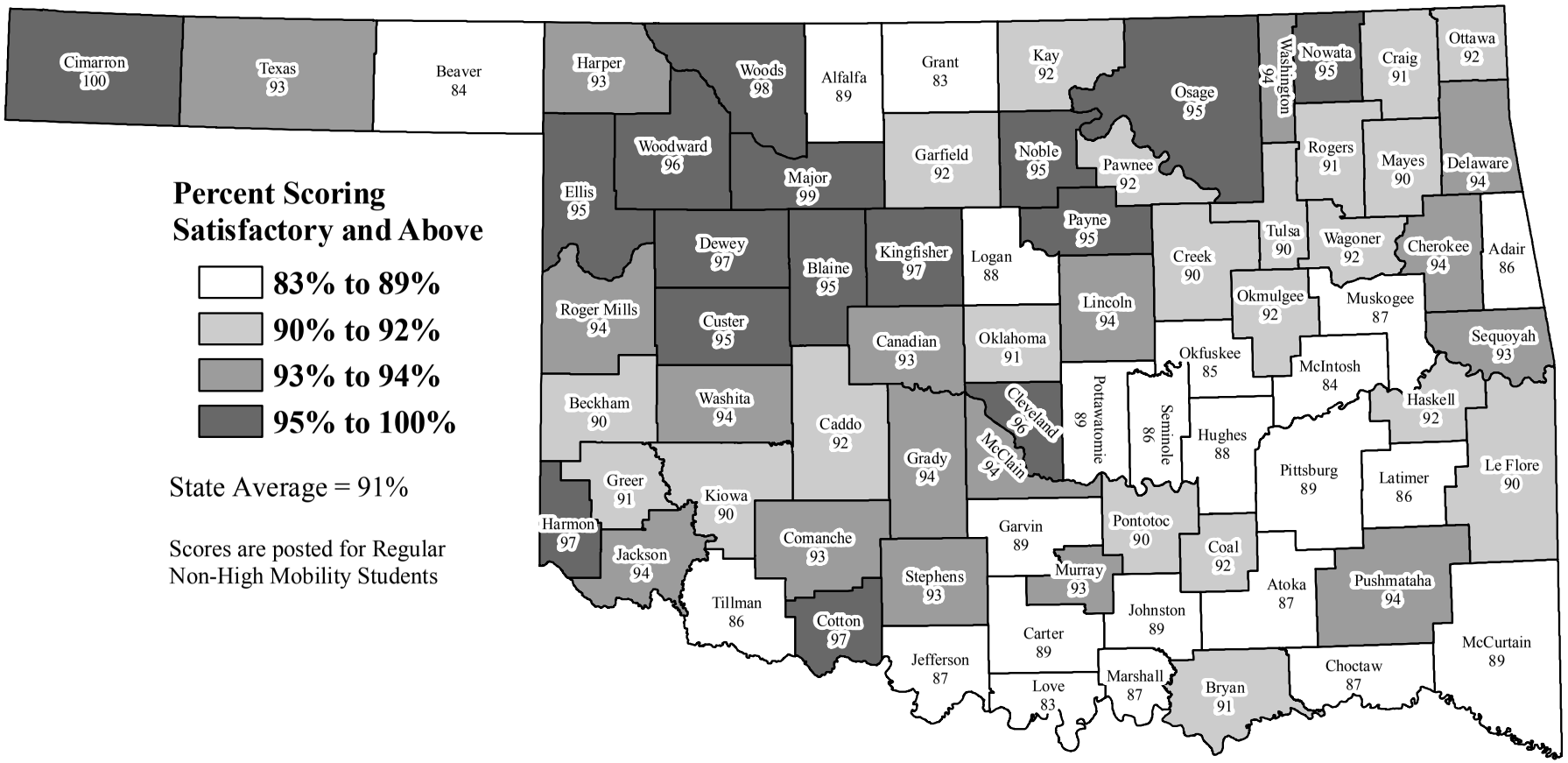
Source: Oklahoma State Department of Education

Figure 59
8th GRADE CRT – MATH SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



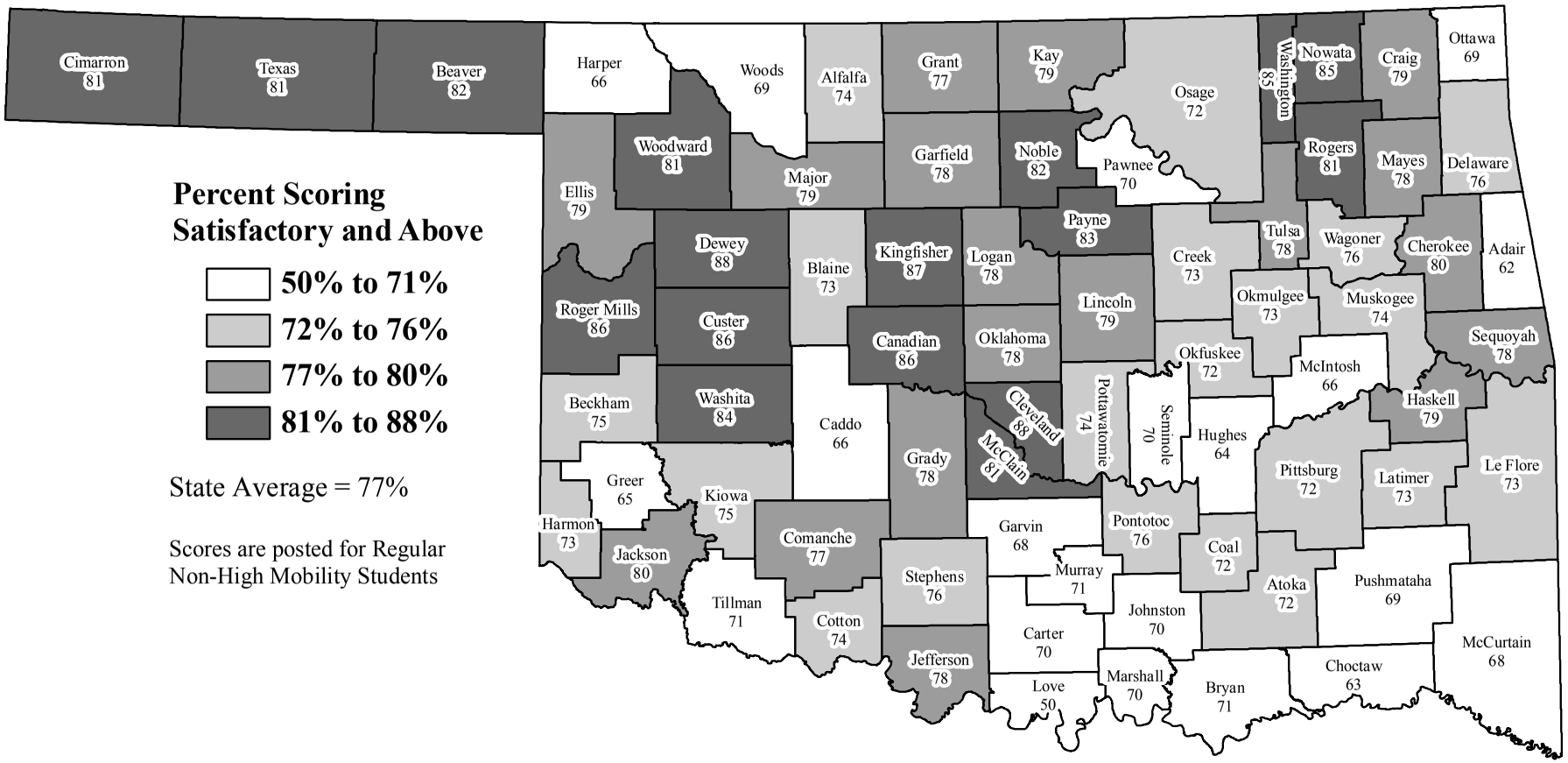
Source: Oklahoma State Department of Education

Figure 60
8th GRADE CRT – SCIENCE SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



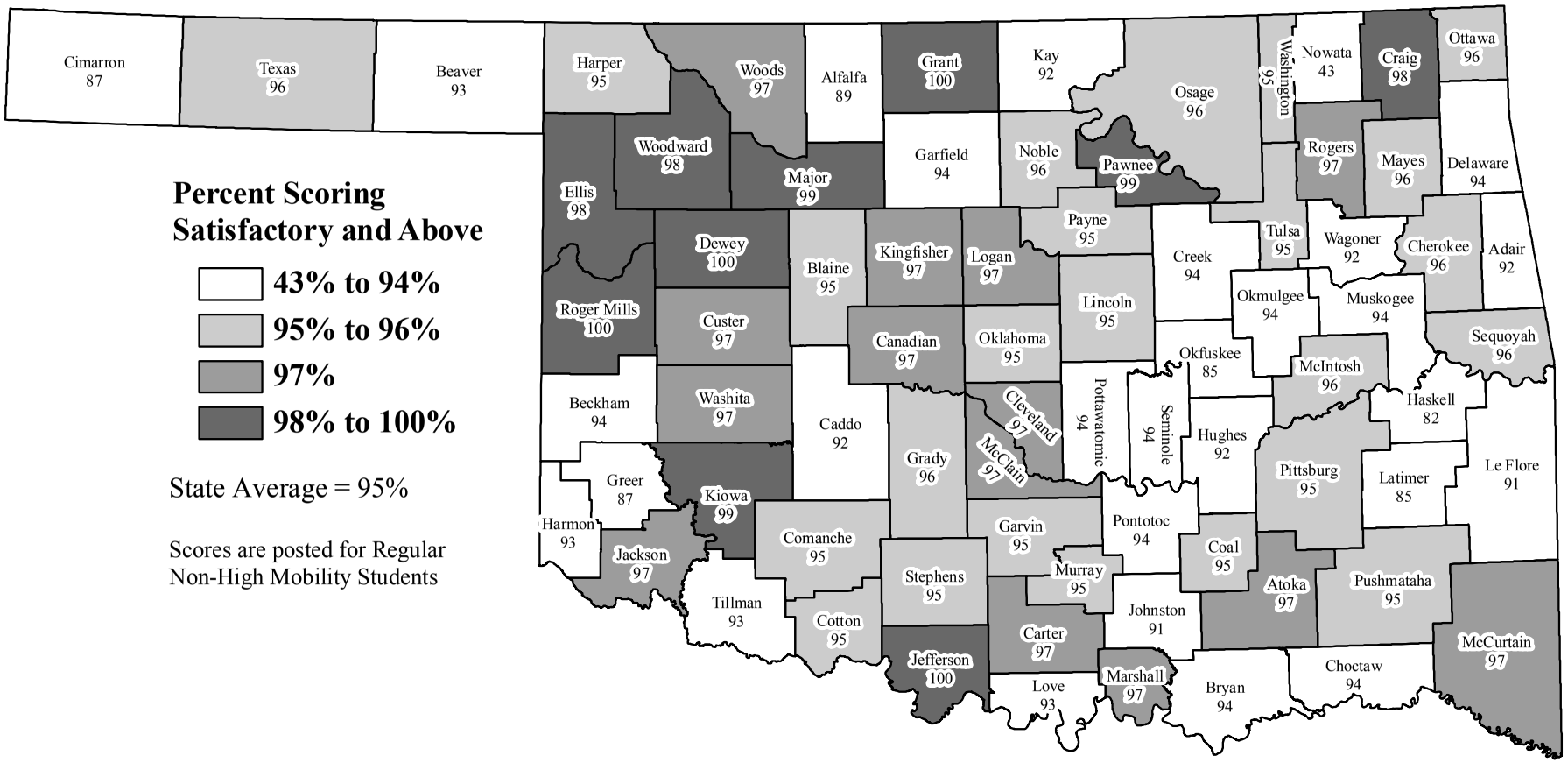
Source: Oklahoma State Department of Education

Figure 61
8th GRADE CRT – U.S. HISTORY SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



Source: Oklahoma State Department of Education

Figure 62
8th GRADE CRT – WRITING SCORES
Percent of Students Scoring Satisfactory and Above
2009-10 School Year

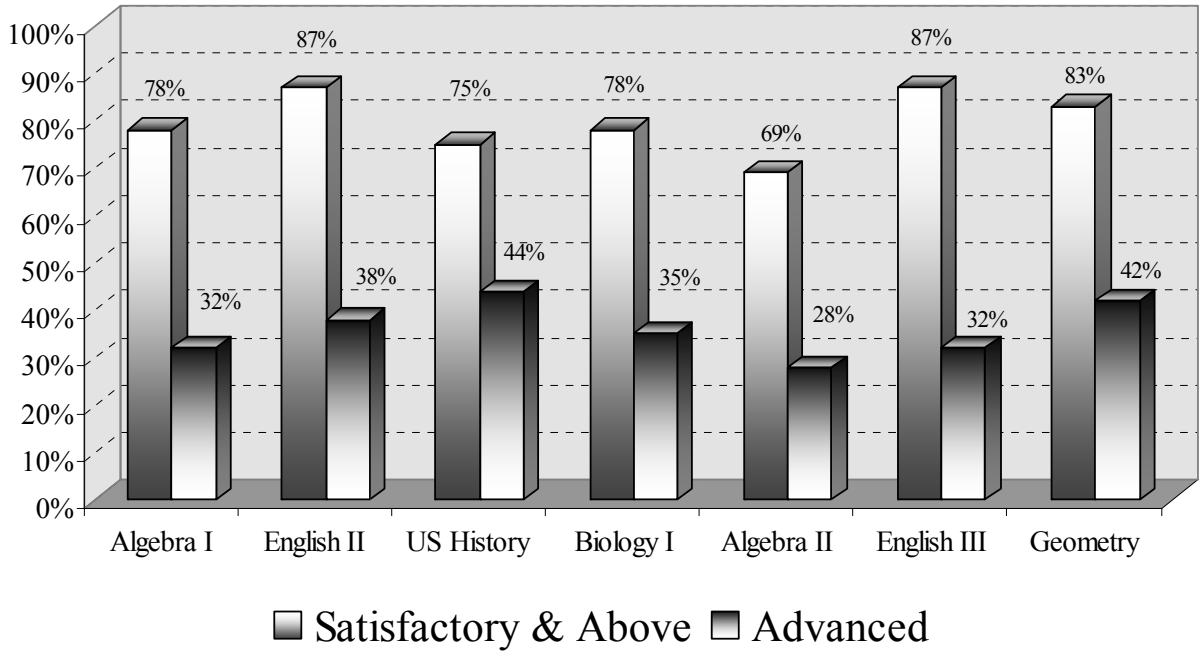


Source: Oklahoma State Department of Education

High School End-of-Instruction Tests

In early grades, the coursework is defined by the grade of the students being taught. For example, we might refer to 5th grade Math or 8th grade Science. As students get older, however, they have greater flexibility to decide when they would like to be introduced to a given subject area. For example, some students may take an Algebra I course in middle school, most students will take Algebra I in 9th grade and some may put it off until 10th or perhaps even 11th grade. By high school, the knowledge that a student should have can no longer be defined by the grade-level of the student. For this reason, secondary students are tested over specific subject matter as they complete key courses during their high school career. Since 2002-03 the High School End of Instruction (EOI) tests have been administered to students as they complete Algebra I, English II, U.S. History, and Biology I courses. Beginning in 2007-08, three additional EOIs were given: Algebra II, English III, and Geometry. The tests indicate whether students have achieved the competencies defined by the Priority Academic Student Skills (PASS) curriculum. Results are shown as the percentage of students scoring at or above the "Satisfactory" and "Advanced" level (Figure 63).

Figure 63
Oklahoma End-of-Instruction Test Results
Percent Scoring "Satisfactory & Above" and "Advanced"
2009 – 10
(Regular Education Full Academic Year Students Only)



Data Source: Oklahoma State Department of Education

There was improvement in the percentage of students scoring satisfactory and above in six of the seven EOI tests between 2008-09 and 2009-10. There was also improvement in the percentage of students scoring advanced in five of the seven subjects. English II and English III tied with the highest percentage of students scoring satisfactory and above at 87%. Geometry is at 83% scoring satisfactory and above with Algebra I at 78% and Algebra II at 69%. Biology has 78% of students scoring satisfactory and above while U.S. History has 75%.

The gaps between students scoring satisfactory and above and advanced varies for the seven EOI subjects tested. The smallest gap is in the U.S. History test with a 31 percentage point difference. The gap is largest in English III at 55 percentage points. There is a 46 percentage point gap for the Algebra I test and a 41 percentage point gap for the Algebra II test. Biology I has a 43 percentage point gap with a 41 percentage point gap for Geometry. English II has a 49 percentage point gap. These gaps between satisfactory and above and advanced are very similar to last year.

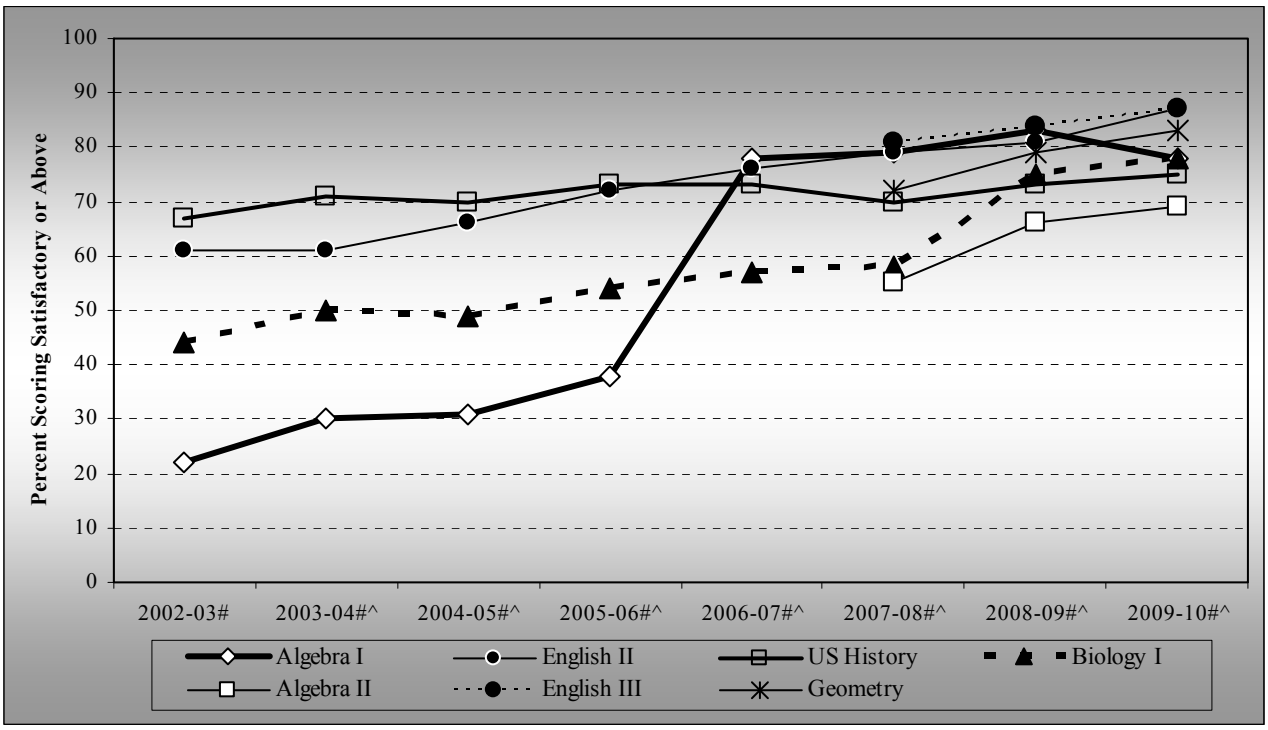
Three of the four EOI subjects (English II, U.S. History, and Biology I) that have been administered since 2002-03 have see slow but steady improvement in the percentage of students scoring satisfactory and above. The fourth EOI (Algebra I) started out very low and has seen a significant rise in scores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

The English II EOI percentage of students scoring satisfactory and above in 2002-03 was 61%. This percentage has increased steadily through 2009-10 to 87%. The 2002-03 EOI with the highest percentage of students scoring satisfactory 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 75% in 2009-10. Biology I began in 2002-03 with 44% of students scoring satisfactory and above. After a slow start, Biology I has had strong growth over the last three years and is at 78% in 2009-10.

Algebra I scores have seen the largest swing in the percentage of students scoring satisfactory and above. Between 2002-03 and 2005-06 the percentage of students scoring satisfactory 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 2008-09 the percentage of students scoring satisfactory and above grew to 83% then dropped in 2009-10 to 78%.

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 satisfactory and above rising from 55% in 2007-08 to 69% in 2009-10. English III is tied with English II in having the highest percentage of students scoring satisfactory and above at 87% in 2009-10. English III has shown consistent increase since staring with 81% in 2007-08. Geometry also has shown a nice increase in the percentage of students scoring satisfactory and above by increasing from 72% in 2007-08 to 83% in 2009-10. Beginning in 2012, students must pass Algebra I, English II and two of the remaining five EOIs to graduate from high school. With additional requirement placed on the importance of the EOIs, the scores should continue to rise in the coming years.

Figure 64
Oklahoma End-of-Instruction Test
Percent Scoring Satisfactory and Above
by Subject and Year
2002-03 to 2009-10



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

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)

EOI Results by County

Figures 65 through 71 show the 2009-10 EOI test results by county. The trends observed are somewhat similar to those in the 3rd through 8th grade CRT results. Again, the challenge is to help students overcome adverse social conditions in order to achieve at higher levels.

The range of percent scoring satisfactory and above by county for Algebra I by county is 39 percentage points, 55% to 94%. The English III EOI had the smallest range of students scoring satisfactory and above at 26 percentage points, 70% to 96%. Algebra II had the largest range for the percentage of students scoring satisfactory and above. The range for counties for the Algebra II EOI is 45 percentage points, 44% to 89%.

U.S. History had a range of 43 percentage points across all counties; 46% to 89%, Geometry had a range of 41; 56% to 97%, Biology I had a range of 37; 57% to 94%, and English II had a range of 27; 73% to 100%. English II had the highest lower and upward bounds of any of the EOI subjects. Algebra II and History had the lowest upper bound and Algebra II had the lowest lower bound.

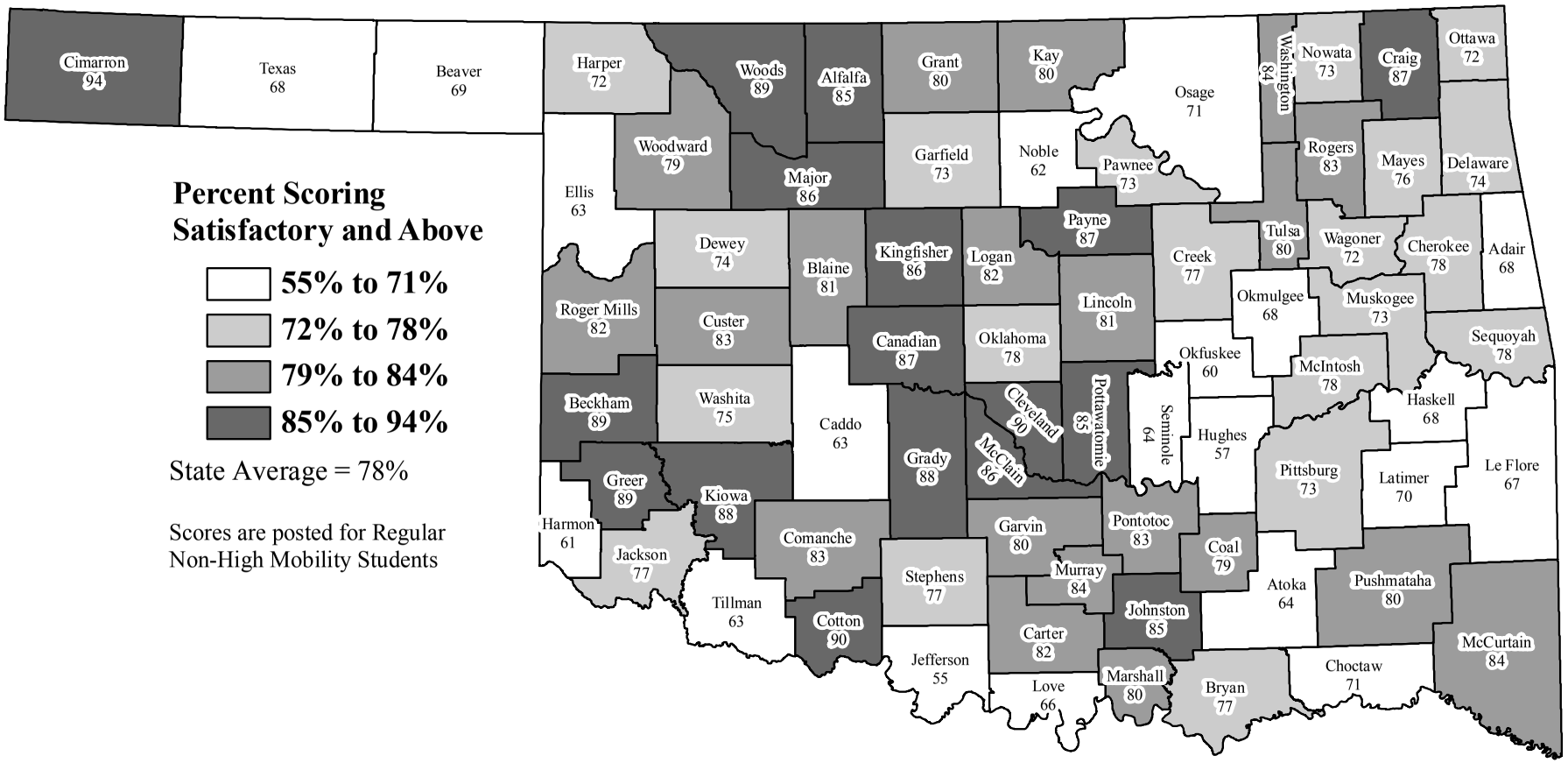
There are three counties that had over 90% of students score satisfactory and above on the Algebra I EOI and ten counties had less than 65% of students score satisfactory and above. For the English II EOI, three counties had over 95% score satisfactory and above and four counties had less than 80%. On the U.S. History EOI, four counties had over 85% score satisfactory and above while eight counties had below 60% score satisfactory and above. Three counties had over 90% of students score satisfactory and above on the Biology I EOI and four counties below 65%.

For the Algebra II EOI, four counties had over 85% score satisfactory and above and seven counties had less than 50%. In the English III EOI, three counties had over 95% score satisfactory and above while five counties had below 80% score satisfactory and above. Nine counties had over 90% of students score satisfactory and above in Geometry EOI and four counties with less than 70% score satisfactory and above.

Harmon Co. was the only county in any subject (English II) to have 100% of its students score satisfactory and above. Two districts in the state had 100% of its students score satisfactory and above in six of the seven EOIs (Arnett P.S. in Ellis Co. and Lomega P.S. in Kingfisher Co.). Two other school districts had 100% of its students score satisfactory and above in five of the seven EOIs and four school districts four of the seven.

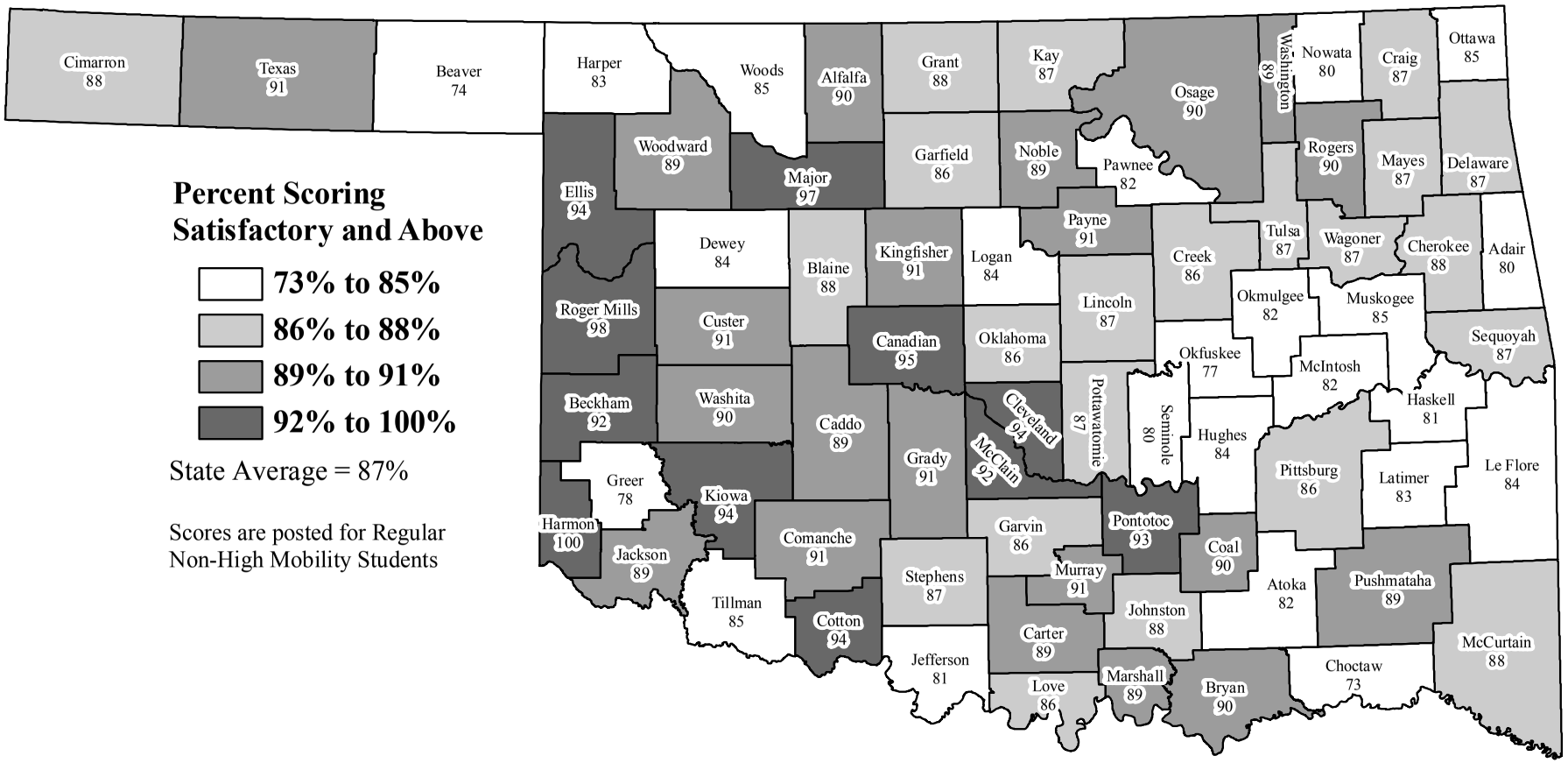
Two counties (Canadian and Cleveland) had their scores of satisfactory and above fall in the top quartile of every EOI subject tested and two counties (Latimer and Okmulgee) had their scores of satisfactory and above fall in the bottom quartile of every EOI subject tested. None of the counties had the highest or lowest percentage of students score satisfactory and above but were the most consistent across all subjects.

Figure 65
HIGH SCHOOL END-OF-INSTRUCTION TEST–ALGEBRA I
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



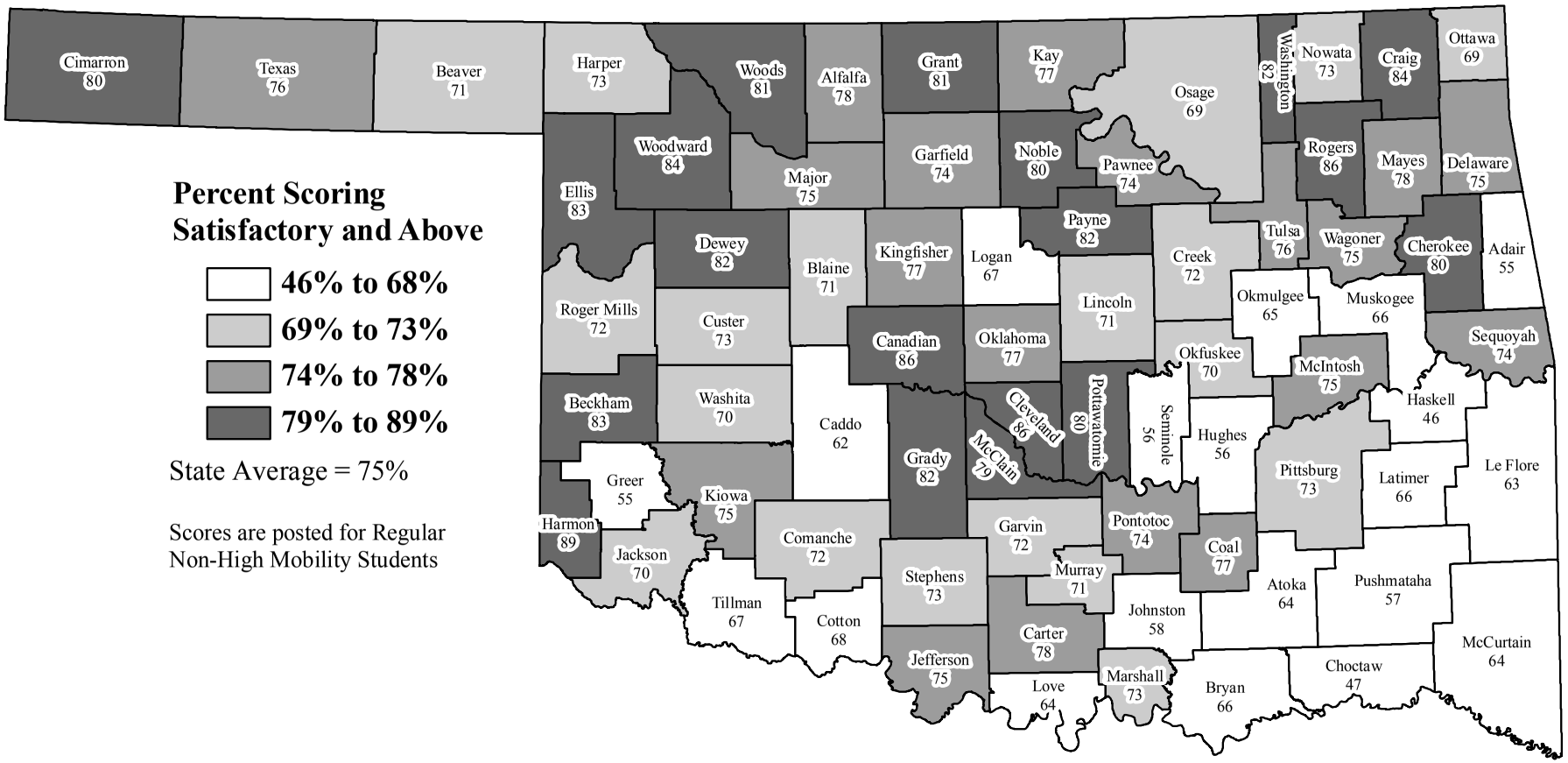
Source: Oklahoma State Department of Education

Figure 66
HIGH SCHOOL END-OF-INSTRUCTION TEST–ENGLISH II
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



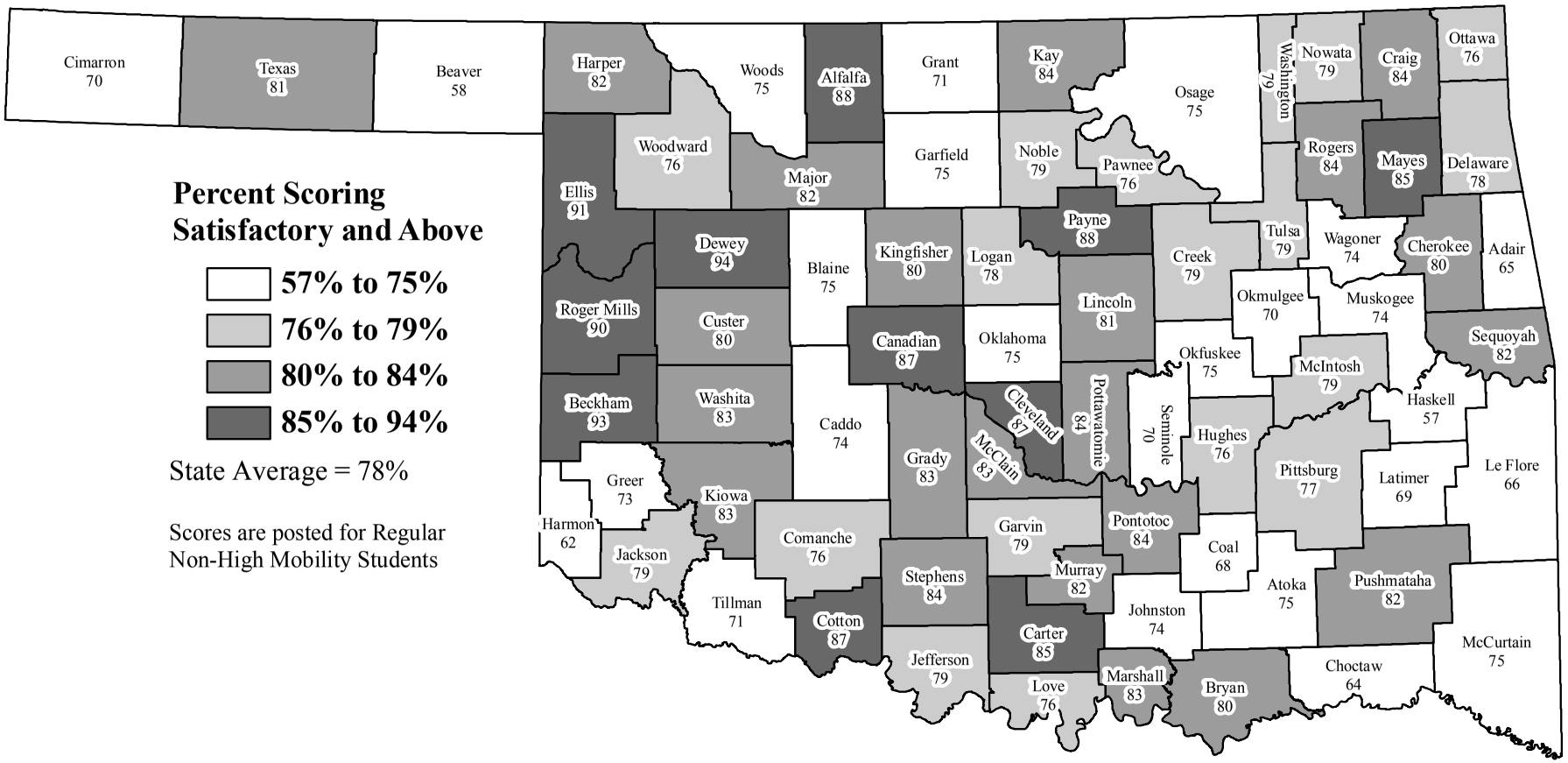
Source: Oklahoma State Department of Education

Figure 67
HIGH SCHOOL END-OF-INSTRUCTION TEST–U.S.HISTORY
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



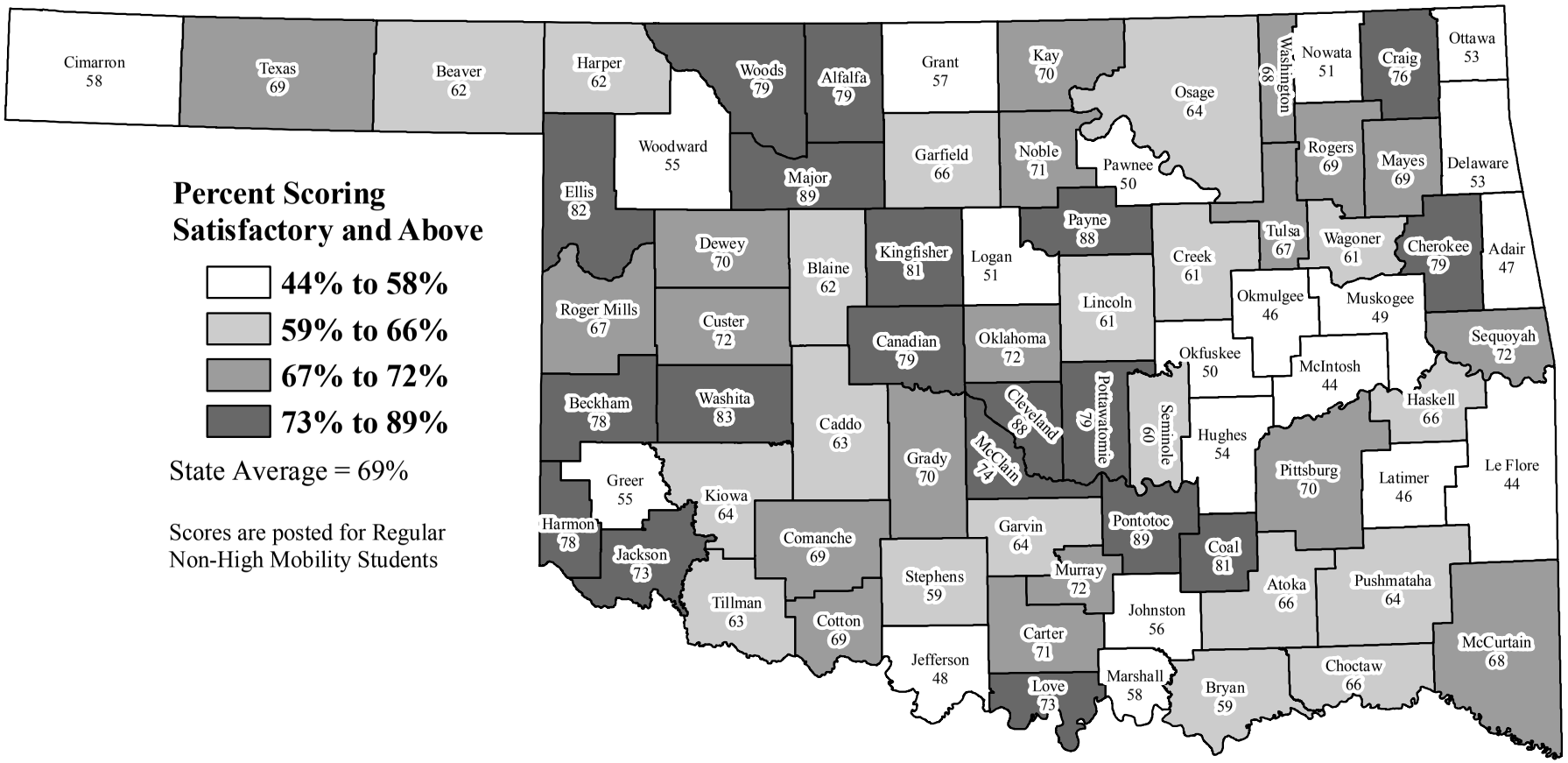
Source: Oklahoma State Department of Education

Figure 68
HIGH SCHOOL END-OF-INSTRUCTION TEST–BIOLOGY I
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



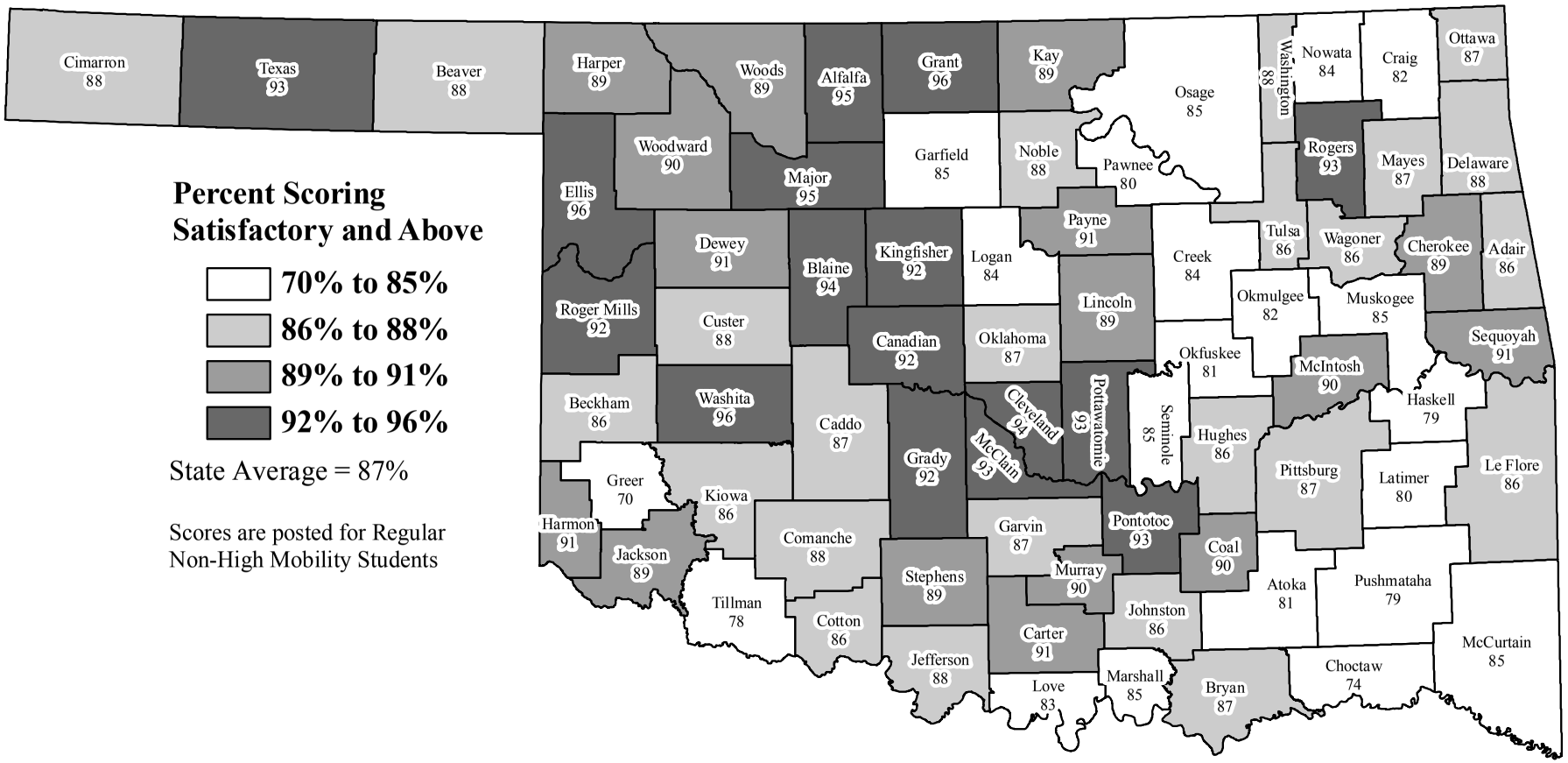
Source: Oklahoma State Department of Education

Figure 69
HIGH SCHOOL END-OF-INSTRUCTION TEST–ALGEBRA II
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



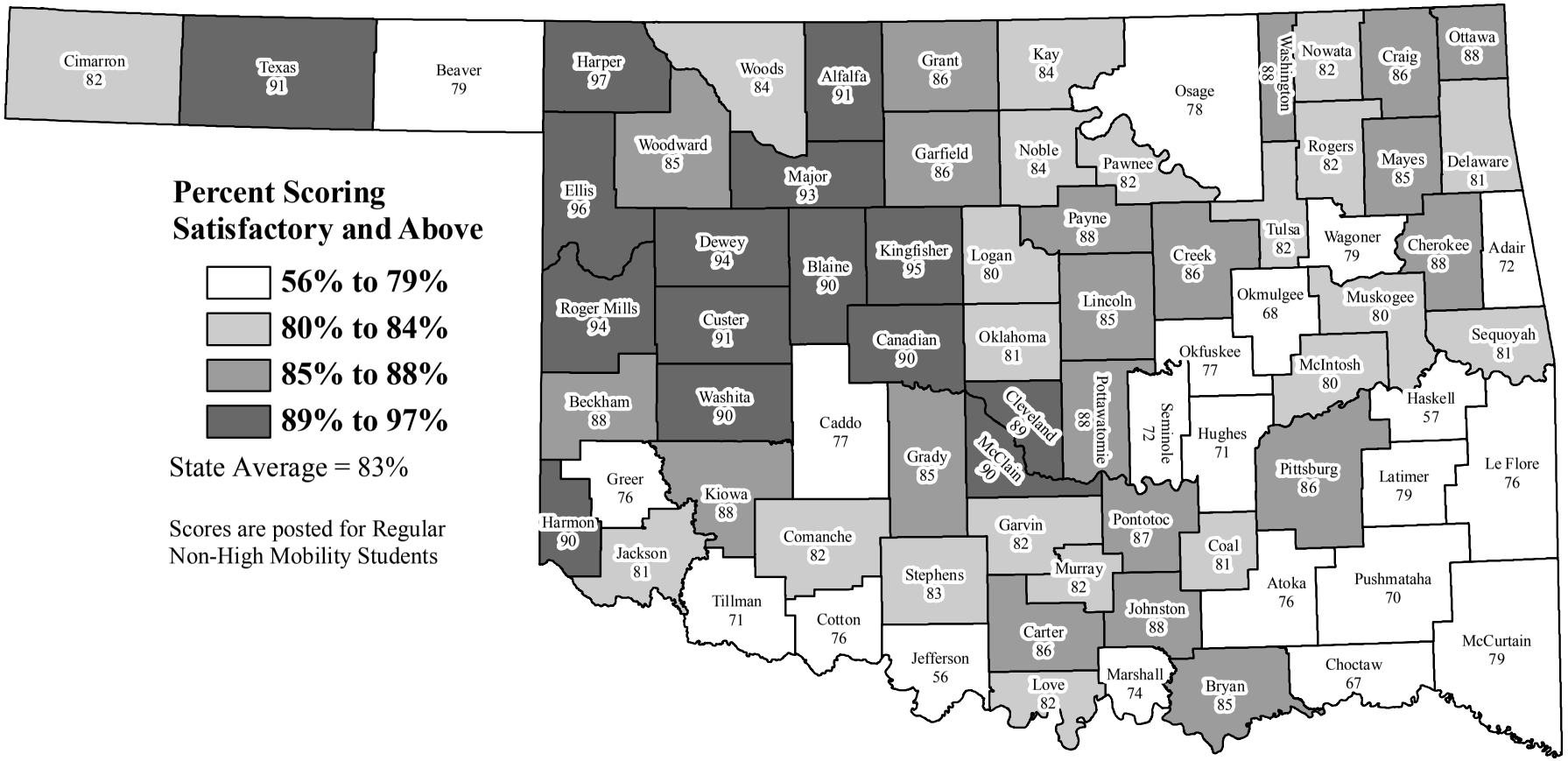
Source: Oklahoma State Department of Education

Figure 70
HIGH SCHOOL END-OF-INSTRUCTION TEST–ENGLISH III
Percent of Students Scoring Satisfactory and Above
2009-10 School Year



Source: Oklahoma State Department of Education

Figure 71
HIGH SCHOOL END-OF-INSTRUCTION TEST–GEOMETRY
Percent of Students Scoring Satisfactory and Above
2009-10 School Year

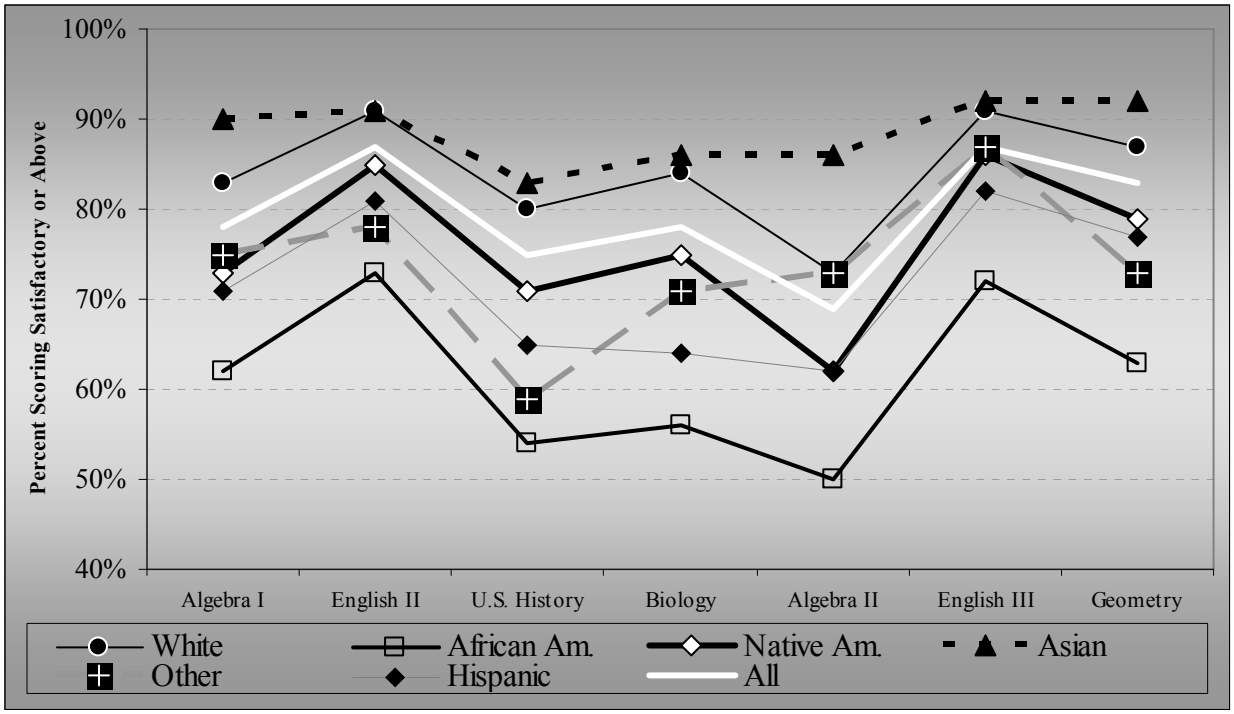


Source: Oklahoma State Department of Education

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 72 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 72
Oklahoma EOI Results by Race and Gender
Percent Scoring Satisfactory and Above
2009-10
(Regular Education Full Academic Year Students Only)



	Algebra I	English II	U.S. History	Biology	Algebra II	English III	Geometry
Male	77%	85%	80%	80%	68%	85%	84%
Female	79%	89%	70%	76%	69%	90%	82%
White	83%	91%	80%	84%	73%	91%	87%
African Am.	62%	73%	54%	56%	50%	72%	63%
Native Am.	73%	85%	71%	75%	62%	86%	79%
Asian	90%	91%	83%	86%	86%	92%	92%
Other	75%	78%	59%	71%	73%	87%	73%
Hispanic	71%	81%	65%	64%	62%	82%	77%
All	78%	87%	75%	78%	69%	87%	83%

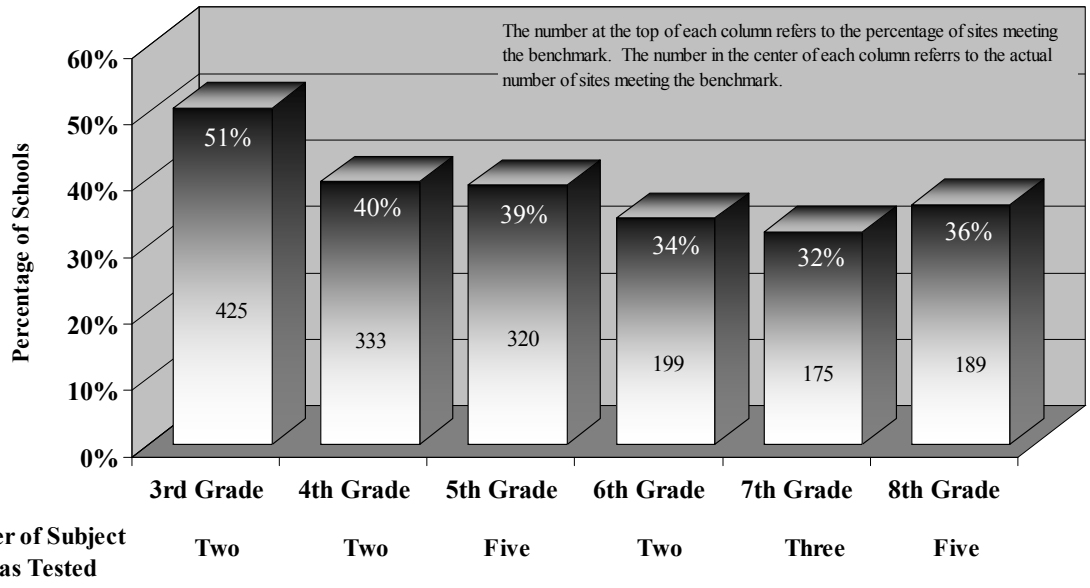
Data source: Oklahoma State Department of Education

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 Satisfactory and above as a reasonable minimum performance benchmark for schools to achieve. Figure 73 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 2009-10 school year show mixed results, with a the number of sites meeting the 70% benchmark but with much room for improvement. This shows the Oklahoma students that can satisfactorily perform the skills outlined in PASS. If the percentage of students achieving "Satisfactory" at each site across the state were similar to these schools results, Oklahomans would have little to worry about concerning their K-12 education system. However, student performance varies greatly from site to site across the state.

Figure 73
Schools with 70% or More Students Scoring Satisfactory and Above On All Subject Areas Tested by OCCT by Grade 2009-10
(Regular Education Full Academic Year Students Only)



Data Source: Oklahoma State Department of Education

Fifth and eighth grades must have 70% of students score satisfactory 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 (51%) of the third grade sites in the state met the 70% performance benchmark in 2009-10 up from 42% in 2008-09. Sixty-nine more 3rd grade sites met the benchmark in 2009-10 than in 2008-09. Fourth, fifth, and eighth grades also saw improvements in the number of sites meeting the benchmark. Fourth grade sites had 40% pass the 70% performance benchmark; up 16 sites from 2008-09. There were 28 more fifth grade sites (39%) and 33 more eighth grades sites (36%) pass the benchmark inn 2009-10 over 2008-09. Sixth and seventh grades declined slightly in the number of sites meeting the 70% performance benchmark. There were 17 fewer sixth grade sites (34%) and 16 fewer seventh grade site (32%) pass the 70 performance benchmark in 2009-10 than in 2008-09.

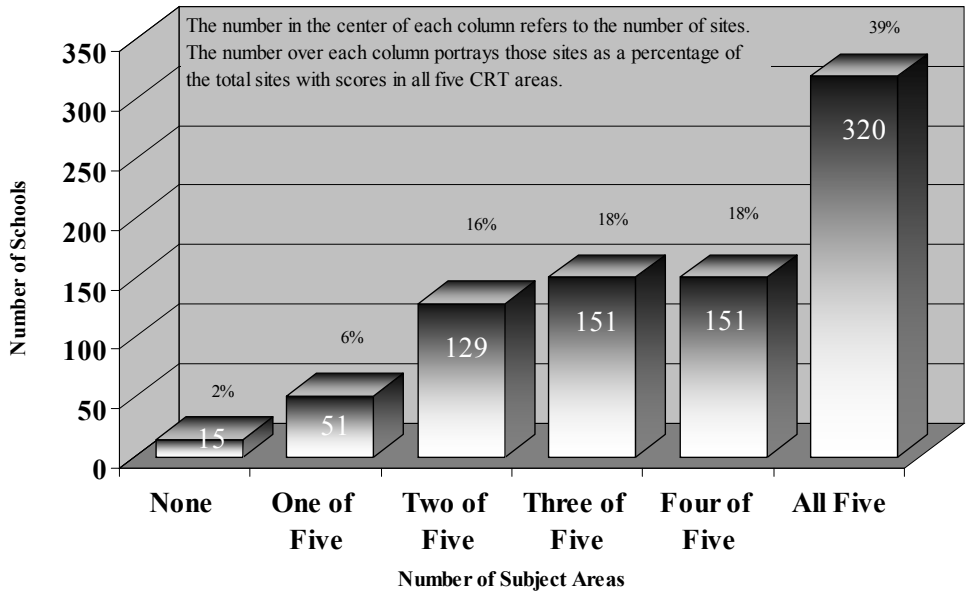
Overall school performance in preparing students for PASS objectives as measured by the Oklahoma Core Curriculum tests (OCCT) in 5th and 8th grades are displayed in Figures 74 and 75. Only these two grades were used in this detailed analysis because they have the most extensive battery of tests administered under the OSTP. These figures show by grade the number of subject areas in which schools were able to achieve the Performance Benchmark. In 2009-10, the OCCT tested students in these two grades in five subject areas, so the highest performance that a school can achieve is five-out-of-five on the Performance Benchmark.

Historically, 5th grade sites have the better performance on this benchmark. Thirty-nine percent of the 5th grade sites and thirty-six 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 66 elementary schools (8.1%) and 14 middle schools/junior highs (2.7%) that had 70% of their students to score satisfactory and above on only one or no subject areas tested under the OCCT.

The difference in performance from one community to another can also be noted in the table at the bottom of both Figures 74 and 75. In 5th grade, districts with the C1 community grouping designation had 82.4% (28 of 34) of sites achieving a five-out-of-five on the Performance Benchmark, whereas, only 20.0% (15 of 75) of the schools from districts with the designation of F2 achieved this level of performance. In 8th grade, districts with the B1 (25 of 25) community grouping designations lead the pack on the Performance Benchmark with 100% of sites offering 8th grade achieving a five-out-of-five. Community group G2 had the lowest percentage of site achieve five-out-of-five at 19.6% (21 of 107).

There were 15 sites for 5th grade and 2 sites for 8th grade for 2009-10 that were unable to meet the benchmark in <u>any</u> of the subjects areas tested. This is very similar to last year when 11 sites in 5th grade and 3 sites in 8th grade were unable to meet the benchmark in <u>any</u> of the subjects tested.

Figure 74
Fifth Grade Schools with 70% or More of Students Scoring Satisfactory and Above On the Oklahoma Core Curriculum Test by Number of Subject Areas 2009-10
(Regular Education Full Academic Year Students Only)

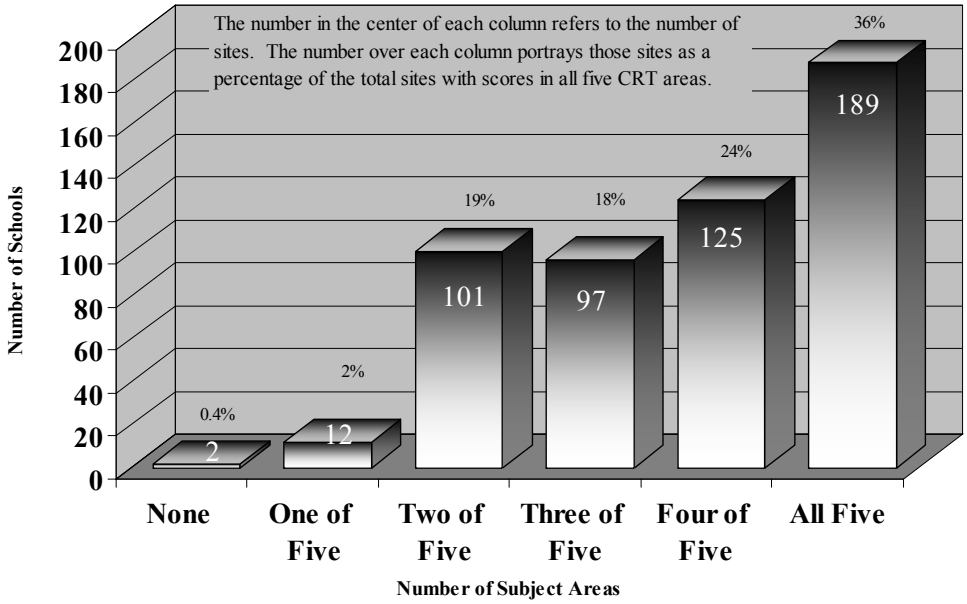


Number of School Sites Scoring Satisfactory by Size of the District in which the Site Operates

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas						
		None	One	Two	Three	Four	All Five	**Total**
25,000 or More	**A2**	8	21	24	20	11	32	**116**
10,000 - 24,999	**B1**	0	2	5	9	19	70	**105**
	B2	0	0	3	7	5	20	**35**
5,000 - 9,999	**C1**	0	0	1	3	2	28	**34**
	C2	1	4	1	10	3	12	**31**
2,000 - 4,999	**D1**	0	1	1	5	12	19	**38**
	D2	0	2	8	6	4	13	**33**
1,000 - 1,999	**E1**	0	0	1	5	7	20	**33**
	E2	0	2	10	9	6	14	**41**
500 - 999	**F1**	0	0	2	4	9	12	**27**
	F2	0	2	19	21	18	15	**75**
250 - 499	**G1**	1	0	2	12	12	13	**40**
	G2	3	11	29	26	20	24	**113**
Less than 250	**H1**	0	0	2	2	5	13	**22**
	H2	2	6	21	12	18	15	**74**
Total Sites	**All**	**15**	**51**	**129**	**151**	**151**	**320**	**817**

Data Source: Oklahoma State Department of Education.

Figure 75
Eighth Grade Schools with 70% or More of Students Scoring Satisfactory and Above On the Oklahoma Core Curriculum Test by Number of Subject Areas 2009-10
(Regular Education Full Academic Year Students Only)



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

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas						
		None	One	Two	Three	Four	All Five	**Total**
25,000 or More	**A2**	1	4	13	6	1	8	**33**
10,000 - 24,999	**B1**	0	0	0	0	0	25	**25**
	B2	0	0	1	1	2	6	**10**
5,000 - 9,999	**C1**	0	0	0	0	1	7	**8**
	C2	0	0	1	2	1	4	**8**
2,000 - 4,999	**D1**	0	0	0	2	8	9	**19**
	D2	0	0	3	4	4	7	**18**
1,000 - 1,999	**E1**	0	0	2	6	6	19	**33**
	E2	0	0	9	6	9	13	**37**
500 - 999	**F1**	0	0	3	7	6	11	**27**
	F2	0	0	20	15	25	15	**75**
250 - 499	**G1**	0	0	3	11	12	15	**41**
	G2	1	3	26	21	35	21	**107**
Less than 250	**H1**	0	1	1	2	6	10	**20**
	H2	0	4	19	14	9	19	**65**
Total Sites	**All**	**2**	**12**	**101**	**97**	**125**	**189**	**526**

Data Source: Oklahoma State Department of Education.

25% Advanced Performance Benchmark

When the Education Oversight Board initiated the 70% Performance Benchmark for the 1996-97 school year, the benchmark was quite discriminating and only 85 schools offering 8th grade held the distinction. With the passing of time, teachers, counselors, and administrators have worked very hard to improve the performance of students; however, the testing companies contracted to design and score the tests and the rigor of some subjects included in the state testing program have also changed. Over the years, a school's achieving the 70% Performance Benchmark has become much more common and the Education Oversight Board felt the need to establish a more rigorous point of reference. Beginning with the *Profiles 2007*, the board adopted the 25% Advanced Performance Benchmark or 25% of Regular Education students achieving a score of advanced in all subject areas tested to identify those truly superior schools. Below are the results of the Education Oversight Board's new 25% Advanced Performance Benchmark by grade level. Now in its fourth year, this benchmark is displayed as a star on the Office of Accountability's *2010 School Report Cards*.

Sixty-three (63) school sites (3rd through 8th) achieved the 25% Advanced Performance Benchmark. Seven school sites in the state have multiple grades making the advanced benchmark. Seventh grade school sites lead all grades in 2009-10 with 31 sites or 6.6% of all 7th grade sites meeting the advanced benchmark. This is up from 2007-08 when only 23 sites or 4.3% met the advanced benchmark. Fifth grade sites had the 2nd most school sites meet the advanced benchmark at 22. There were 71 total stars in the 63 school sites in 2009-10. This is down from the 110 stars in 2008-09 and 106 stars in 2007-08 but above the 60 stars in 2006-07, the first year of the 25% Advanced Performance Benchmark.

Figure 76
Schools with 25% or More of Students Scoring Advanced On All Subject Areas Tested by the Oklahoma Core Curriculum Test By Grade 2009-10
(Regular Education Full Academic Year Students Only)

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Number of Sites	0	1	22	9	31	8
Percent of Sites	0.1%	0.1%	2.7%	1.5%	6.6%	1.9%

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

NAEP was authorized by Congress in 1969 and was only required to assess reading, mathematics, and writing at least once every five years. In 1990, federal legislation was passed which required assessments in reading and mathematics at least every two years. 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 May 2010. Figure 77 shows the subjects tested at the state level by year and grade.

Figure 77
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 NAEP

Oklahoma's NAEP results for 2011 will start being released in the fall of 2011. The 2011 NAEP tests include reading and math for 4th and 8th graders along with a science test for 8th graders. Results are available by race categories and by achievement categories. Racial categories include White, Black, American Indian, Asian, and Hispanic. Typically, the Asian student sample in Oklahoma is too small to report scores. Achievement levels include advanced, proficient, basic, and below basic. Detailed results from 2009 and prior NAEP years by subject, race, and achievement level were reported in last years *State Report*.

Figure 78 displays 2009 results for reading, math, and science for grades 4 and 8. Oklahoma's scale scores are lower for "All" students in all subjects and grades levels except 8th grade science where the scale scores are the same. American Indian students compare the most favorably of the separate racial categories. In 2009, American Indian students in Oklahoma are two to nine scale scores higher than their national counterparts. Hispanic Oklahoma students are above their national counterparts in three of the six subject and grade categories and Black Oklahoma students are above in two of the six categories and the same in one category. White students in Oklahoma fall below their national counterparts in all six of the categories.

Figure 78
National Assessment of Education Progress
Scale Scores by Subject and Race
Oklahoma versus the Nation – 2009

	Grade 4					Grade 8				
Reading						**Reading**				
	All	White	Black	American Indian	Hispanic	All	White	Black	American Indian	Hispanic
2009 Oklahoma	217	223	197	215	207	259	264	247	258	246
2009 Nation	220	229	204	206	204	262	271	245	252	248
Math						**Math**				
	All	White	Black	American Indian	Hispanic	All	White	Black	American Indian	Hispanic
2009 Oklahoma	237	241	222	234	229	276	282	261	269	263
2009 Nation	239	248	222	227	227	282	292	260	267	266
Science						**Science**				
	All	White	Black	American Indian	Hispanic	All	White	Black	American Indian	Hispanic
2009 Oklahoma	148	159	125	145	131	149	155	124	142	127
2009 Nation	149	162	127	137	130	149	161	125	138	131

Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card; Reading 2009, Mathematics 2009, and Science 2009*

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

HIGH SCHOOL PERFORMANCE MEASURES

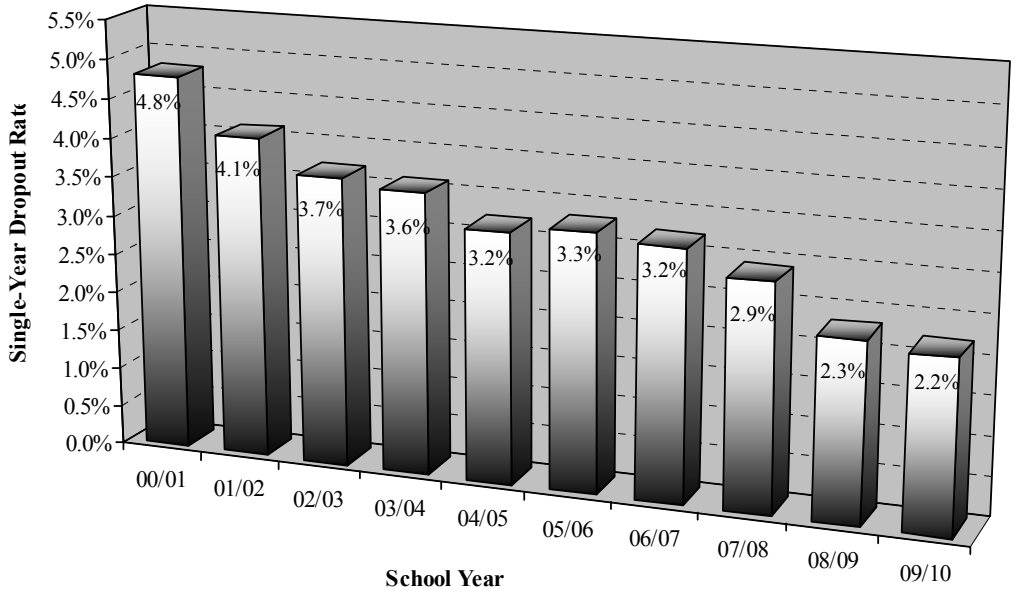
High School Dropout Rates

There are a number of ways to calculate high school dropout rates. Two of 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 79
Oklahoma Single-Year Dropout Rates
9th through 12th Grade
2000-01 through 2009-10



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 79. These rates have dropped from 4.8% to 2.2% during the ten years measured under this methodology.

Four-Year High School Dropout Rate

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

Figure 80
Four-Year High School Dropout Rates by Community Group Class of 2010

Size of District in ADM	Community Group Designation	Class of 2010 Enrollment	Class of 2010 Dropouts	Class of 2010 Dropout Rate
25,000 or More	**A2**	4,448	863	19.4%
10,000 - 24,999	**B1**	7,948	783	9.9%
	B2	2,132	181	8.5%
5,000 - 9,999	**C1**	2,638	307	11.6%
	C2	1,615	283	17.5%
2,000 - 4,999	**D1**	4,071	497	12.2%
	D2	3,471	471	13.6%
1,000 - 1,999	**E1**	3,289	260	7.9%
	E2	3,896	419	10.8%
500 - 999	**F1**	1,112	72	6.5%
	F2	3,878	340	8.8%
250 - 499	**G1**	919	60	6.5%
	G2	2,466	117	4.7%
Less than 250	**H1**	294	47	16.0%
	H2	805	67	8.3%
Total	**All**	**42,982**	**4,767**	**11.1%**

Data Source: Oklahoma State Department of Education

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

The statewide four-year dropout rate was 11.1%, a continued decrease from previous years. Oklahoma's four-year dropout rate varies greatly by Community Group (Figure 80). Oklahoma's two largest school districts (Oklahoma City and Tulsa), have a 19.4% four-year dropout rate. School districts between 250 and 499 students and above the state average participation in the Free or Reduced Price Lunch Program (Community Group G1) have only a 4.7% four-year dropout rate.

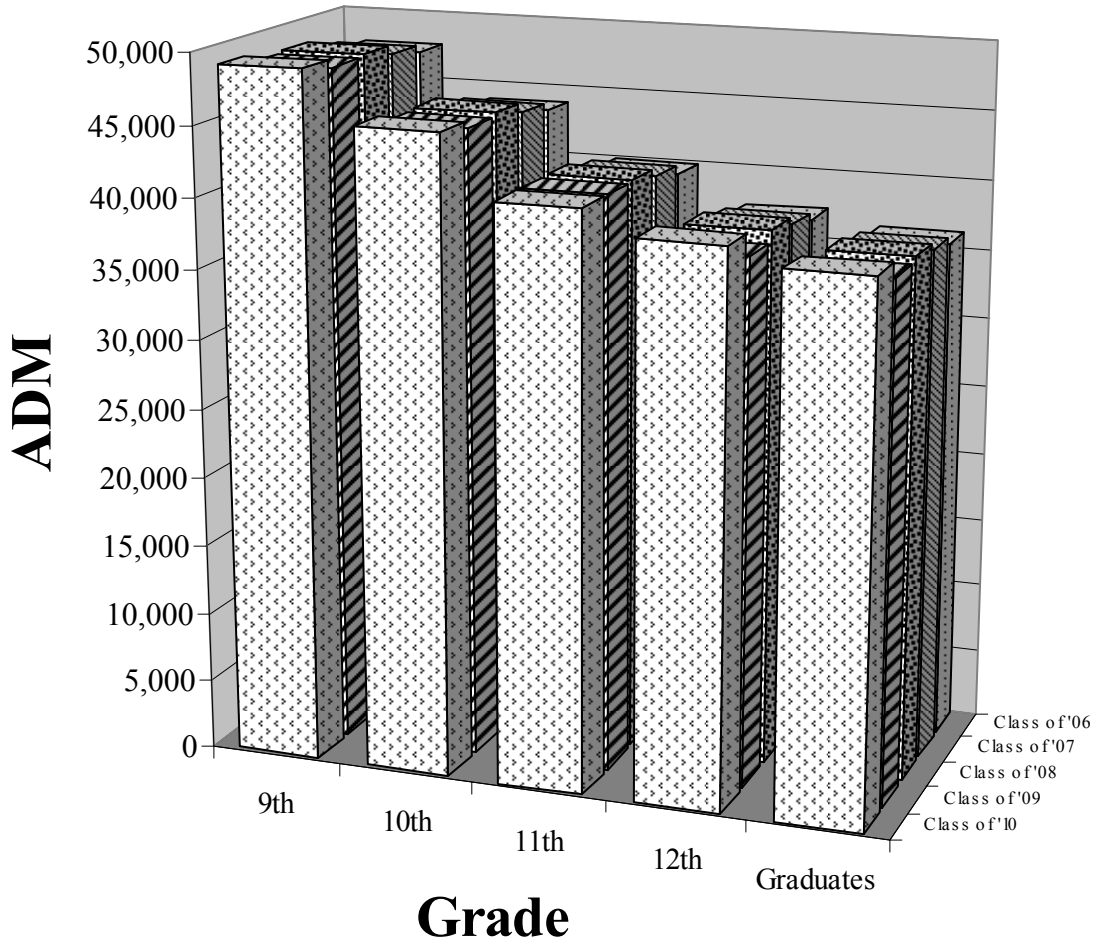
Dropout rates also vary greatly from site to site and county to county across the state (Figure 82). Based upon the four-year methodology (9th through 12th grade), the Class of 2010 had three high schools in the state with a dropout rate above 40%. However, 120 Oklahoma high schools (26%) did not report a single dropout over the four year period for the Class of 2010.

Low four-year dropout rates are more predominant in northern and western Oklahoma but other parts of the state have their fair share of low four-year dropout rates. Cimarron, Cotton, and Dewey Counties had zero dropouts for the Class of 2010. Three counties (Adair, Kay, and Okfuskee) had a four-year dropout rate of 20% or higher (Figure 82).

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 81 shows ADM counts for five graduating classes, 2006 through 2010, as they progressed through the grades. The table shows that, on average, 23.5% 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 11.1% of the students are lost as the result of a dropout. There is a bit of a paradox regarding student loss and the reporting of student dropout rates. There are many ways to calculate student loss. Single-year student dropout rates have declined in each of the last four years (Figure 79) and 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.

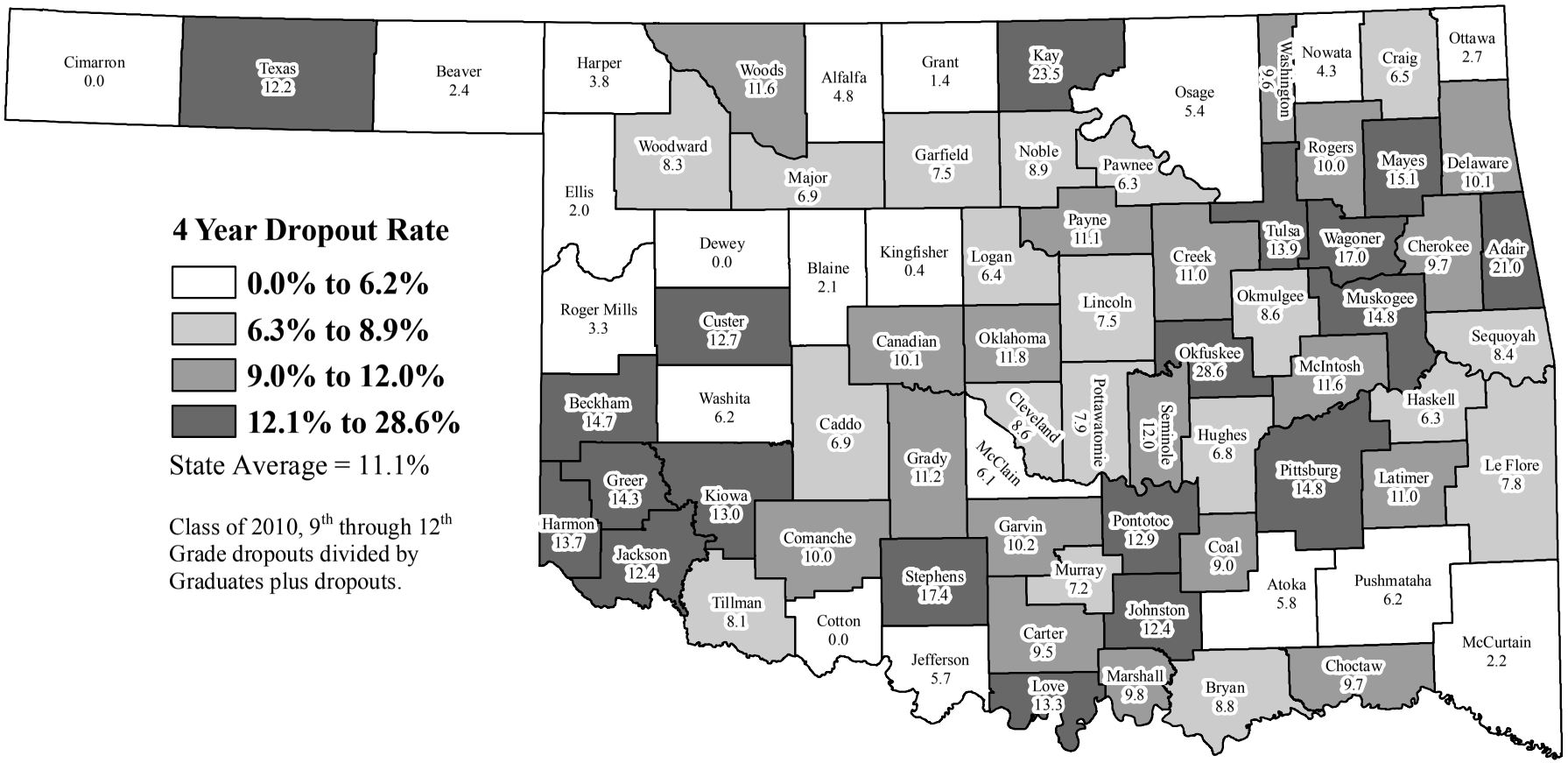
Figure 81
Student Loss 9th Grade through Graduation
Student Counts by Graduating Class
Class of 2006 to 2010



Grade	Average Daily Membership				Graduates	% Loss 9th - Grad.
	9th	10th	11th	12th		
Class of '06	47,680	43,876	39,944	37,245	36,251	-24.0%
Class of '07	48,232	44,555	40,650	37,897	36,846	-23.6%
Class of '08	48,863	45,310	41,252	38,477	37,403	-23.5%
Class of '09	48,694	45,097	41,144	37,659	36,991	-24.0%
Class of '10	49,308	45,596	41,193	39,408	38,215	-22.5%
Five-Year Average	**48,555**	**44,887**	**40,837**	**38,137**	**37,141**	**-23.5%**

Data Source: Oklahoma State Department of Education

Figure 82
FOUR-YEAR PUBLIC HIGH SCHOOL DROPOUT RATE
Class of 2010 – Grades 9-12



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 84 looks at student loss between 9th grade and graduation for the senior class of 2010 by race and gender. Because enrollment counts by race and gender are only collected using fall enrollment, Figure 84 uses fall enrollment and graduation counts from 2006 through 2009 to assess student loss between 9th grade and graduation. The statewide student loss for the Graduating Class of 2010, using fall enrollment figures, was -24.4%.

Again, it must be considered that there are many reasons for students to disappear from the state enrollment rosters. Even so, the percentage of students lost among some ethnic groups is greatly concerning. Female students have a lower loss rate than males for all racial categories. Hispanic and African American males have a student loss rate above 40.0% while Asian students have a gain (largely due to the increase of Asian students from 9th through 11th grade).

Figure 83
Student Loss 9th Grade through Graduation
By Race and Gender
Graduating Class of 2010

Race & Gender	Fall Enrollments				Graduates	% Gain / Loss 9th - Graduation
	9th	10th	11th	12th		
	Fall 2006	Fall 2007	Fall 2008	Fall 2009		
White & Other Male	15,423	14,368	13,312	12,292	11,837	-23.3%
White & Other Female	14,369	13,640	12,697	11,950	11,594	-19.3%
African Am. Male	2,970	2,556	2,142	1,906	1,761	-40.7%
African Am. Female	2,809	2,463	2,147	1,969	1,868	-33.5%
Native Am. Male	4,947	4,537	4,139	3,825	3,589	-27.5%
Native Am. Female	4,811	4,496	4,082	3,777	3,681	-23.5%
Asian Male	462	514	530	500	545	18.0%
Asian Female	433	466	509	481	513	18.5%
Hispanic Male	2,321	1,991	1,635	1,530	1,386	-40.3%
Hispanic Female	1,994	1,867	1,604	1,488	1,441	-27.7%
State Total	50,539	46,898	42,797	39,718	38,215	-24.4%

Data Source: Oklahoma State Department of Education

National Attrition Rate

As alarming as Oklahoma's attrition rate may seem, its rate is lower than the nation's. However, only three of the surrounding states, Arkansas, New Mexico, and Texas, have higher attrition rates than Oklahoma. Figure 83 shows the attrition rates for the nation, Oklahoma, and the surrounding states

using data provided by the National Center for Education Statistics (NCES). Figure 83 reports on the Graduating Class of 2009 which is the most current data available at the national level.

Figure 84
Student Loss 9th Grade through Graduation
Oklahoma Compared to Nation and Surrounding States
Graduating Class of 2009
Based on Fall Enrollment

Grade	Fall Enrollment				Estimated Graduates	% Loss 9th - Grad.
	9th	10th	11th	12th		
Nation	***4,287,123***	***3,882,204***	***3,557,585***	***3,399,689***	***3,004,570***	***-29.9%***
Arkansas	38,952	37,233	33,613	30,256	28,720	***-26.3%***
Colorado	63,818	60,272	56,772	55,936	48,220	***-24.4%***
Kansas	38,340	36,464	33,859	32,267	29,580	***-22.8%***
Missouri	80,473	73,311	67,715	66,266	61,400	***-23.7%***
New Mexico	30,026	26,787	22,736	19,940	17,690	***-41.1%***
Oklahoma	50,065	46,155	42,648	38,798	37,630	***-24.8%***
Texas	394,739	327,151	294,661	280,308	260,140	***-34.1%***

Data Source: NCES, Digest of Education Statistics: 2010, Tables 37, 38 and 111; 2009, Table 36; and 2008, Table 35.

Graduation Rates

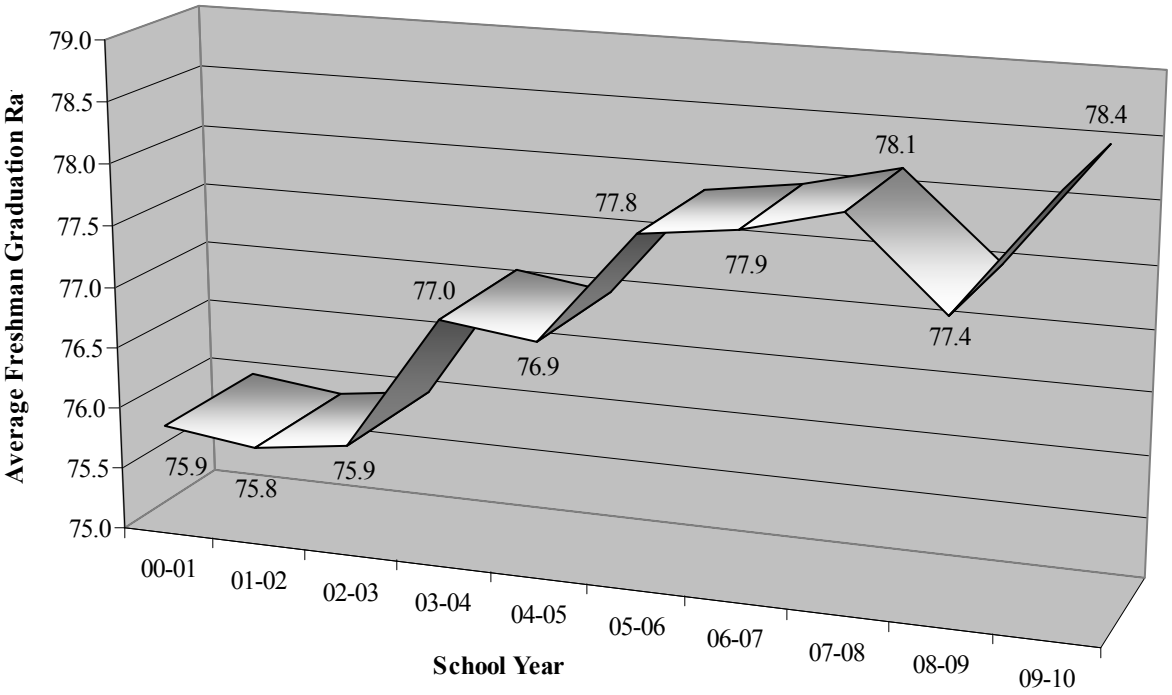
The *Profiles Report Series* use two different methodologies to generate student graduation rates. Average freshman graduation rate is a new methodology recently adopted by the National Center for Education Statistics. It uses the average number of students in 8th, 9th, and 10th grades compared to graduates.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

Average Freshman Graduation Rate

For only the third 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, 2009-10, this methodology uses the cohort of 8th graders from 2005-06, 9th graders from 2006-07, and 10th graders from 2007-08. This rate has climbed steadily since 2000-01 to 78.4% in 2009-10. Factors including a slightly smaller

graduating class combined with larger numbers in the 8th, 9th, and 10th grade cohort enrollment caused a small decrease in the rate 2008-09. With dropout rates improving and a nice increase in graduates, the AFGR had a nice increase from 2008-09 to 2009-10. 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 85
Average High School Freshman Graduation Rate
2000-01 to 2009-10



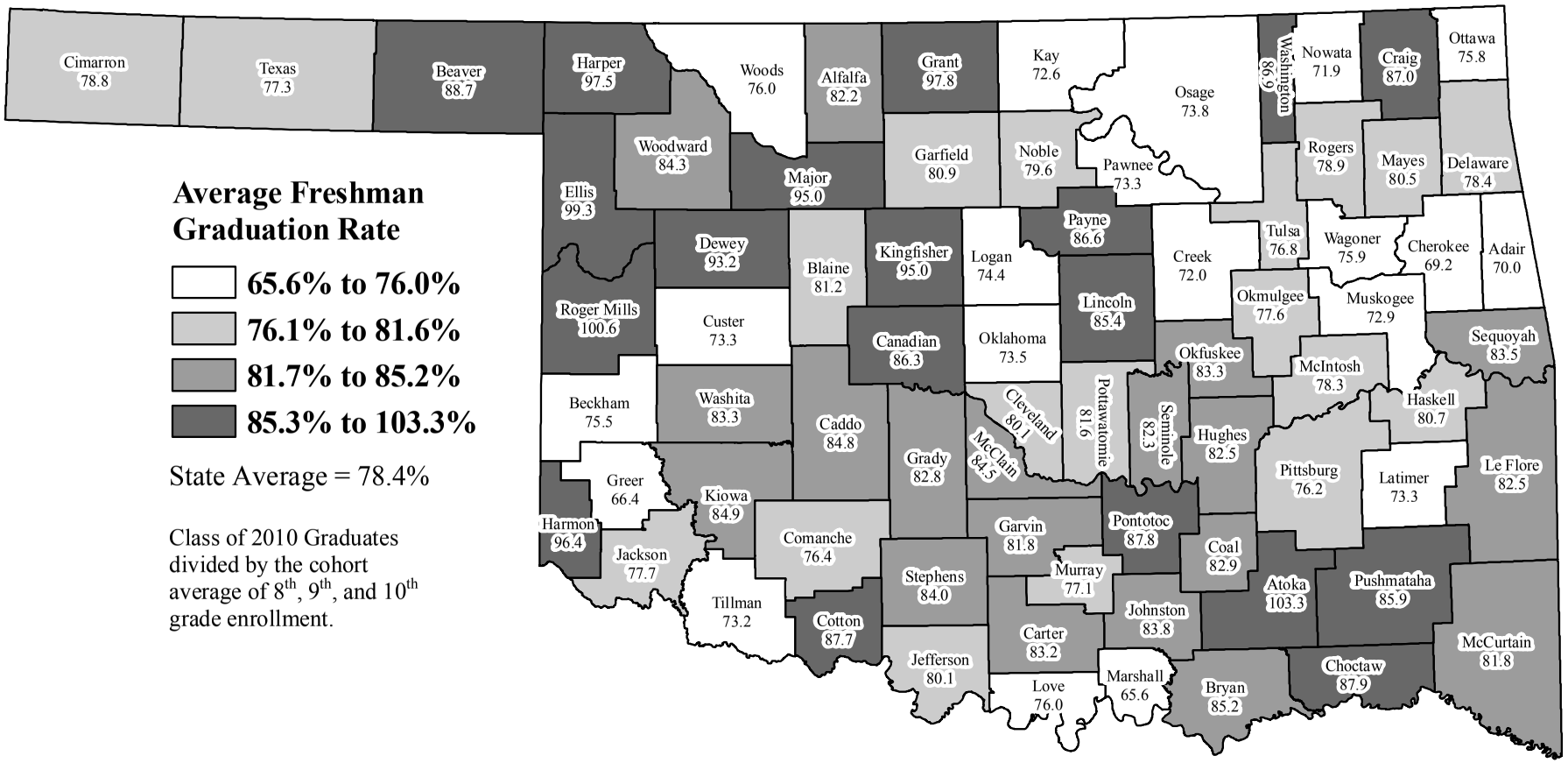
Data Source: Oklahoma State Department of Education

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 2009-10 the statewide senior graduation rate was 97.9%. This includes the 38,215 graduates and the 815 12th grade dropouts.

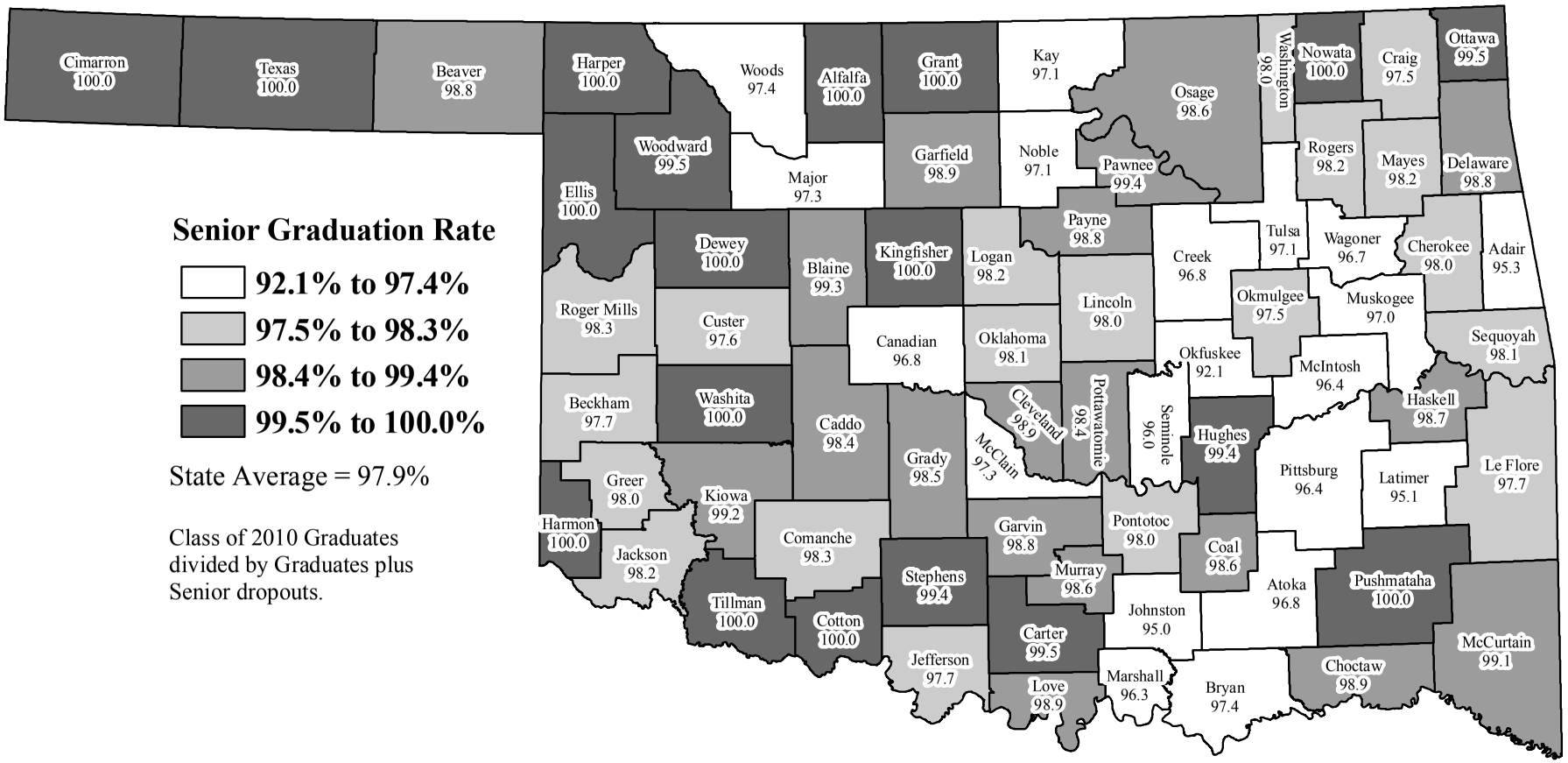
Fourteen counties had no senior dropouts for a 100% senior graduation rate. Five counties had less than 96% senior graduation rate. Counties with high senior graduation rates can be found throughout the state (Figure 86). The 2009-10 senior graduation rates varied by Community Group and can be found in Figure 87.

Figure 86
AVERAGE HIGH SCHOOL FRESHMAN GRADUATION RATE
Class of 2010



Source: Oklahoma State Department of Education

Figure 87
SENIOR GRADUATION RATE
Class of 2010



Source: Oklahoma State Department of Education

Figure 88
Oklahoma Senior Graduation Rate
By Community Group
2009-10

Size of District in ADM	Community Group Designation	2009-10 Graduates	2009-10 12th Grade Dropouts	2009-10 Graduates & Dropouts Combined	Graduation Rate
25,000 or More	**A2**	3,585	91	3,676	97.5%
10,000 - 24,999	**B1**	7,165	159	7,324	97.8%
	B2	1,951	32	1,983	98.4%
5,000 - 9,999	**C1**	2,331	68	2,399	97.2%
	C2	1,332	34	1,366	97.5%
2,000 - 4,999	**D1**	3,574	80	3,654	97.8%
	D2	3,000	81	3,081	97.4%
1,000 - 1,999	**E1**	3,029	48	3,077	98.4%
	E2	3,477	78	3,555	97.8%
500 - 999	**F1**	1,040	17	1,057	98.4%
	F2	3,538	61	3,599	98.3%
250 - 499	**G1**	859	14	873	98.4%
	G2	2,349	22	2,371	99.1%
Less than 250	**H1**	247	15	262	94.3%
	H2	738	15	753	98.0%
Total	**All**	**38,215**	**815**	**39,030**	**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 70.1%* for 2008-09. There were 3,004,570 graduates* in 2008-09 divided by 4,287,123 9th grade students in fall of 2005 (U.S. Department of Education, National Center for Education Statistics, *2010 Digest of Education Statistics* – Table 11 and *2008 Digest of Education Statistics* – Table 35). For comparative purposes, using those same USDE tables, Oklahoma's graduation rate was 73.2%* for the 2008-09 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 2.2% (Figure 79), while the student loss rates averages over 23% and the average freshman graduation rate is over 78%. Furthermore, the single-year dropout rate greatly under represents the 11.1% of students lost as dropouts during the four-year span of high school (Figure 80). Most interesting is the discrepancy that exists between the statewide four-year dropout rate of 11.1% and the statewide student loss rate of 23.5% (Figure 81). Where are the missing students? There are bits and pieces that explain part of the missing 12%, 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 23 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 almost 2,900 students, or a 6.3% 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 6.3% is accounted for by students who repeat 9th grade. Some of the increase is due to students who transfer into the public education system from private elementary schools or from home schooling environments. Students from these groups represent a true increase in the 9th grade enrollment and must be included in the analysis. Because of this legitimate inflow of students into the state system in 9th grade, it would be improper to simply use 8th grade enrollment for the base of the analysis. The perfect base for this analysis would be first time 9th grade enrollment. However, because this base cannot be determined, the *Profiles* reports must continue to use the actual 9th grade enrollment count as the basis for of these analyses.

The established standing wave in 9th grade enrollment likely accounts for not more than few percentage points of the missing 12% 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 430 students, or 1.1% of their graduating class. Secondly, students who die in grades 9 through 12 average 159 students, or 0.4% of their class. And finally, students who attend all four years of high school, but who do not meet the requirements to receive a high school diploma, average 918 students, or 2.4% of their graduating class. These four factors combined, account for seven to eight percentage-points of the 12% unaccounted for students, meaning that there are still students from each statewide graduating class who disappear from the state system in grades 9 through 12.

There are still other factors why students may disappear from the state system each year. 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 2009-10 average composite score on the ACT for the Oklahoma public high schools included in this series of reports was 20.8, the same standard score as for 2008-09 and 2007-08. The official 2009-10 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 four years in a row (Figure 88). The comparable national average composite score was 21.0, one-tenth of a standard score lower than 2008-09. In 2009-10, the gap between Oklahoma's average ACT score and the national average ACT score was three-tenths of a standard score. Both the Oklahoma and national ACT scores have fluctuated over the past ten years. Differences between the two Oklahoma ACT scores are due to one being based upon the latest score of the student and the other is the highest score of the student.

One explanation for the gap between the Oklahoma ACT score and the national score is that Oklahoma tests a much larger percentage of graduates than does the nation as a whole. Nationally, only 47% of 2009-10 high school graduates were tested; compared to 73% 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 2010 high school graduates shows that Oklahoma tied for 13th in composite ACT score. Analysis of the 15 states that tested a similar percentage of high school graduates (81% to 64%) shows that Oklahoma out-performed four of those states, tied one state, but lagged behind nine. (see Average ACT Score by State – 2010 ACT-Tested Graduates at www.act.org).

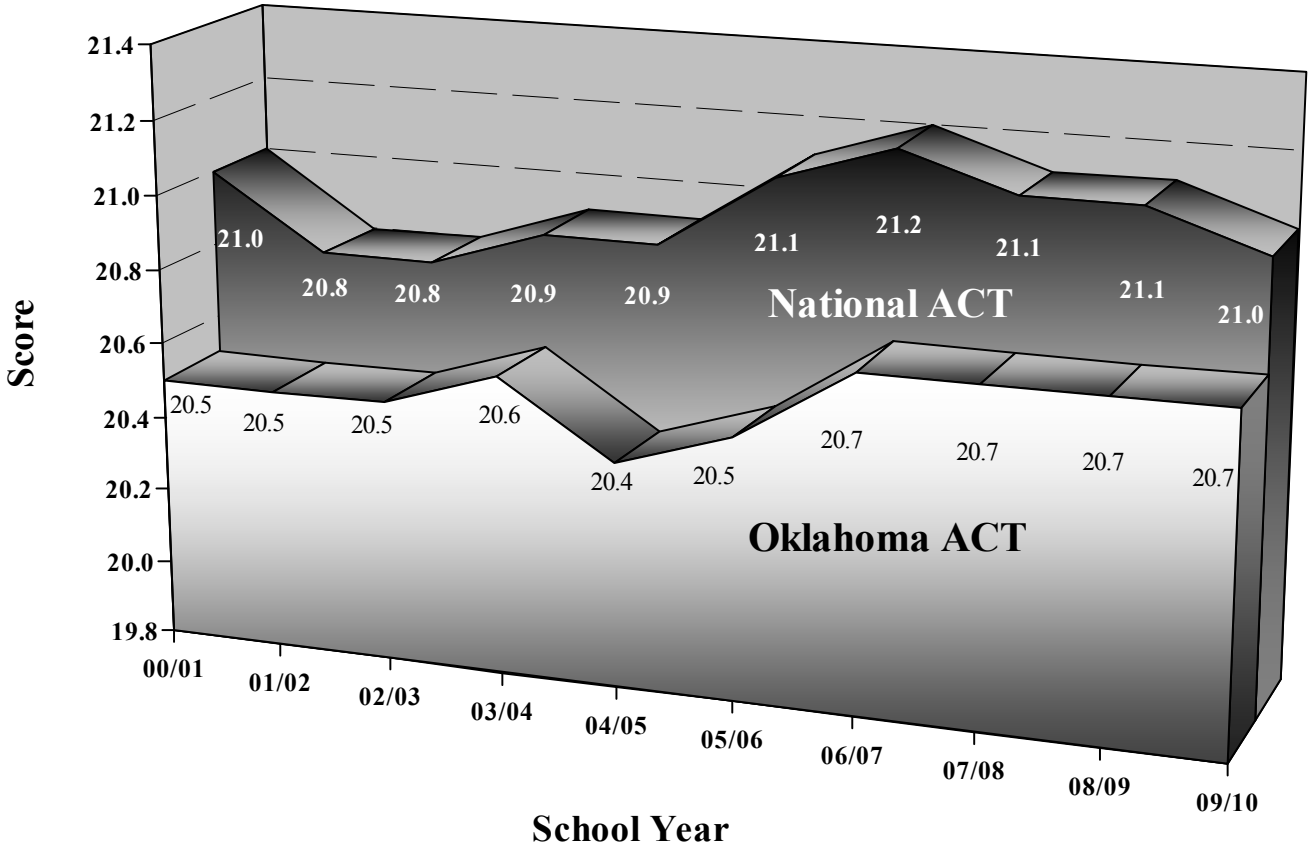
EXPLORE and PLAN

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 roll (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 2009-10 composite score for EXPLORE is 14.9 and for PLAN 16.8. 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 89
Oklahoma ACT Scores versus National ACT Scores
2000-01 to 2009-10

Based On All Public and Private High Schools



Data Source: ACT, Inc.

Figure 90
Average ACT Scores by Community Group
Graduating Class of 2010

Based Only On High Schools Covered in the *Profiles 2010* Series

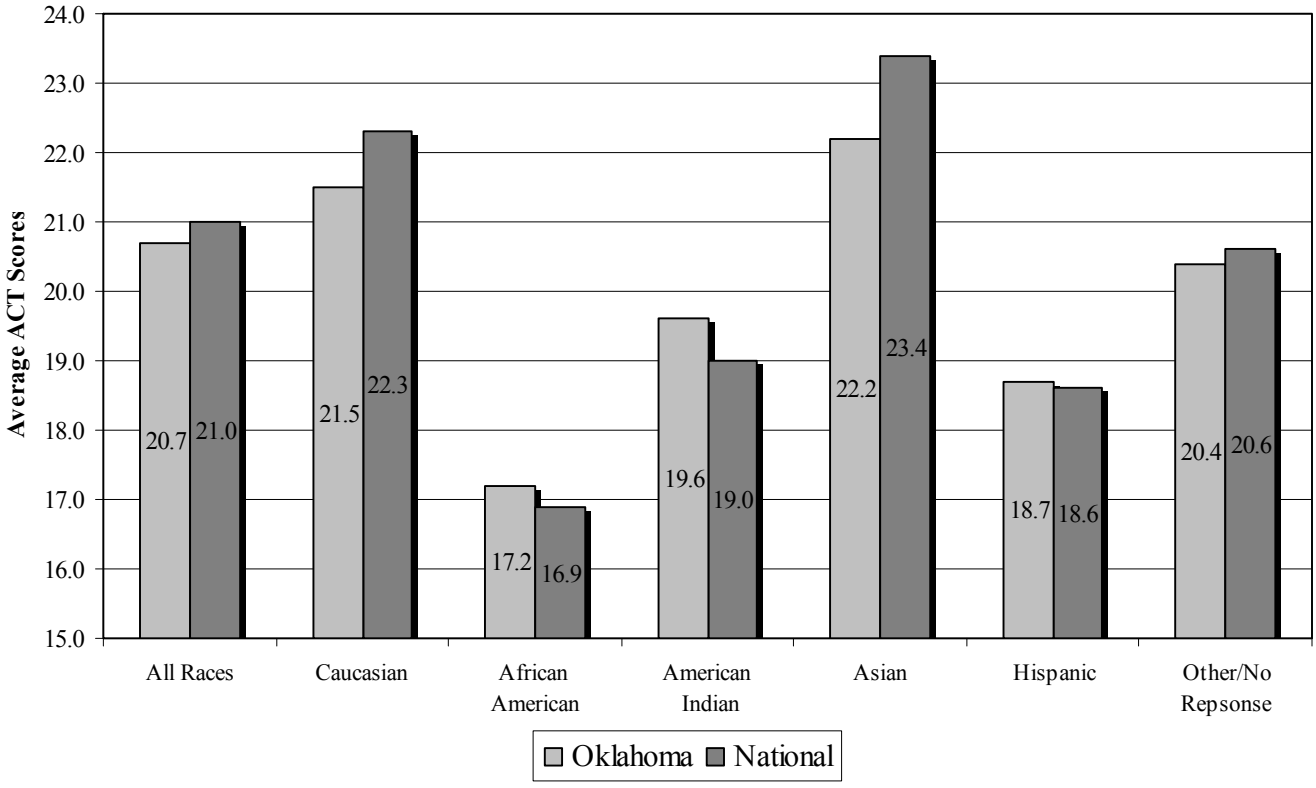
Size of District in ADM	25,000 or More	10,000 - 24,999		5,000 - 9,999		2,000 - 4,999		1,000 - 1,999		500 - 999		250 - 499		Less than 250		Total
Community Group Designation	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2	All
Average ACT Sore	18.9	22.6	21.0	22.3	21.0	21.0	20.6	21.0	19.5	20.9	19.4	20.5	19.0	20.0	18.3	**20.8**

Data Source: ACT, Inc.

ACT Scores by Race

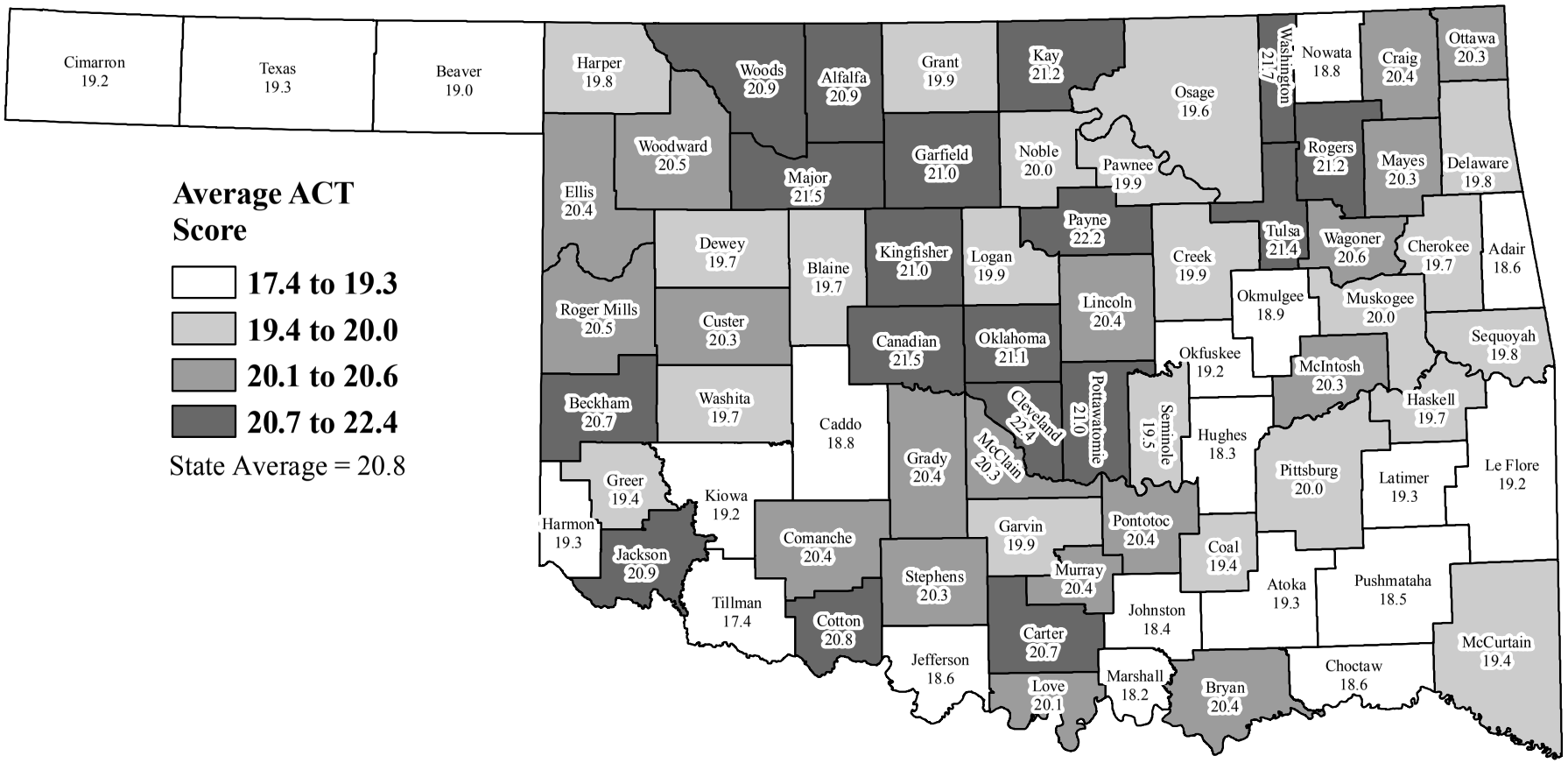
Figure 90 displays Oklahoma's ACT scores by race compared to those of the nation. Since 2000, only American Indian students had higher scores in Oklahoma than their national counterparts. For the fourth year in a row, African American students and Hispanic students in Oklahoma scored above their national counterparts. Oklahoma's African American students outscored their national counterparts by three-tenths of a standard score, American Indian students outscored their national counterparts by six-tenths of a standard score, and Hispanic students outscored their national counterparts by one-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 91
Oklahoma ACT Scores versus National ACT Scores
by Ethnicity
2010 Graduates



Data Source: ACT, Inc.

Figure 92
AVERAGE ACT SCORES
Public High Schools – Class of 2010

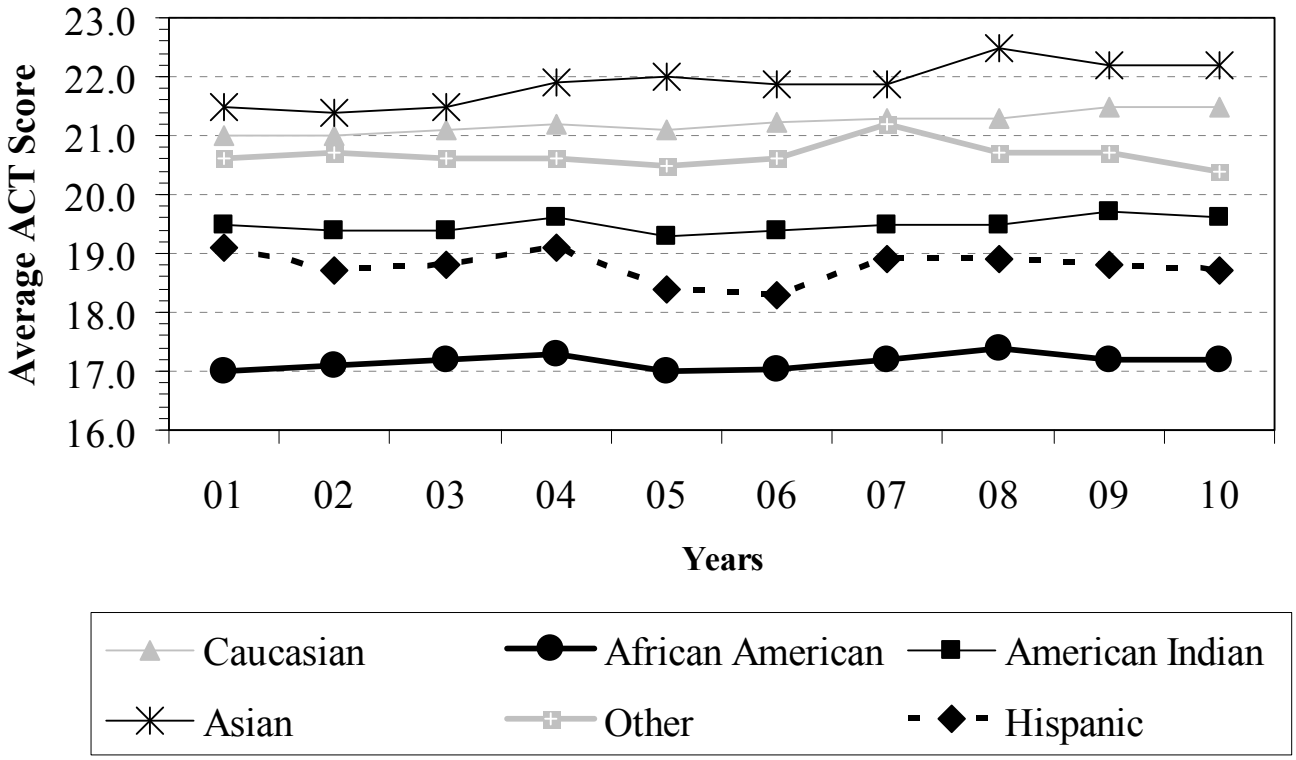


Source: ACT, Inc.

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 91). 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 93
Oklahoma ACT Scores by Ethnicity
2001 through 2010 Graduates



Data Source: ACT, Inc.

ACT Scores by School

Average ACT scores varied greatly across Oklahoma (Figure 91). Looking at average ACT scores for high schools covered in this report series, two schools tied for the highest score. Classen High School of Advanced Studies in Oklahoma City P.S. and Edmond North High School in Edmond P.S. each had a score of 24.6 with each having over 83.0% of graduates taking the ACT. In total, there are 15 high schools in the state that averaged a 23 or higher on the ACT. Conversely, 10 high schools averaged below a 16. Of the 430 Oklahoma high school sites upon which *Profiles* reported ACT scores, 235 had

average ACT scores below 20, which was the cut score required for admission to Oklahoma's regional four-year universities. This means that the average ACT tested graduate at 54.7% 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 2009-10, Oklahoma's public school student performance was 569 for critical reading, 568 for the mathematics, and 547 for the writing component, out of 800 each. National scores in these same areas were 501, 516, and 492, respectively. While Oklahoma's scores were well above the national average, this performance must be placed in proper perspective. According to the College Board, the company responsible for the SAT, only 5% or 1,895 of Oklahoma's public high school students took the SAT in 2009-10. This is down slightly from the 2,002 students who took the SAT in 2008-09. Nationally, the SAT was taken by 47% 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 2010 School Questionnaire (Appendix A), 81.0% of Oklahoma's 2010 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 96). The survey also revealed that seniors at the public high schools had an average GPA of 3.0 (Figure 94). Over 6% of high school graduates attended out-of-state colleges and this percentage is naturally higher in counties near the state lines (Figure 97).

Information provided by the Oklahoma Department of Career and Technology Education is based upon the graduating class of 2009. The data showed that 50.9% of students enroll in an occupationally-specific Career Tech program sometime during their high school career (Figure 95); 19,592 Career Tech enrollers divided by 38,478 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 15 schools with none of their students participating in occupationally-specific programs to 46 high schools with more than 95% of their students participating. Figure 93 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 93 gives a summary of all of the figures covered in this section.

Based on a 2006-08 three-year average, 50.9% of the state's public high school graduates went directly to a public college in Oklahoma (Figure 98). Lomega High School in Kingfisher Co. had the highest college-going rate with 80.0% of its graduates going on to an Oklahoma public college. Four other schools had higher than 70% of their graduates continue on an Oklahoma public college while eleven schools had less the 20% of students continue.

Once in college, 39.2% of 2007-09 Oklahoma public high school graduates took at least one remedial course during their freshmen year in an Oklahoma public institution of higher education (Figure 99). The percentage of college-enrolled graduates taking at least one remedial course ranged from two schools below 10% (Wakita High School in Grant Co. and Frontier High School in Noble Co.) to nineteen schools having over 75% of their students needing remediation.

The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school from 2001 to 2003 was 44.0% (Figure 100). Five high schools (Balko High School in Beaver Co., Boise City High School in Cimarron Co., Red Oak High School in Latimer Co., Ringwood High School in Major Co., and Waynoka High School in Woods Co.) had over 70% of their college-enrolled graduates complete a degree program within 150% (three years for an Associate's Degree; six years for a Bachelor's Degree) of ordinary completion time. Conversely, thirteen schools had less than 20% of its college bound graduates completing college degrees in six years, or less.

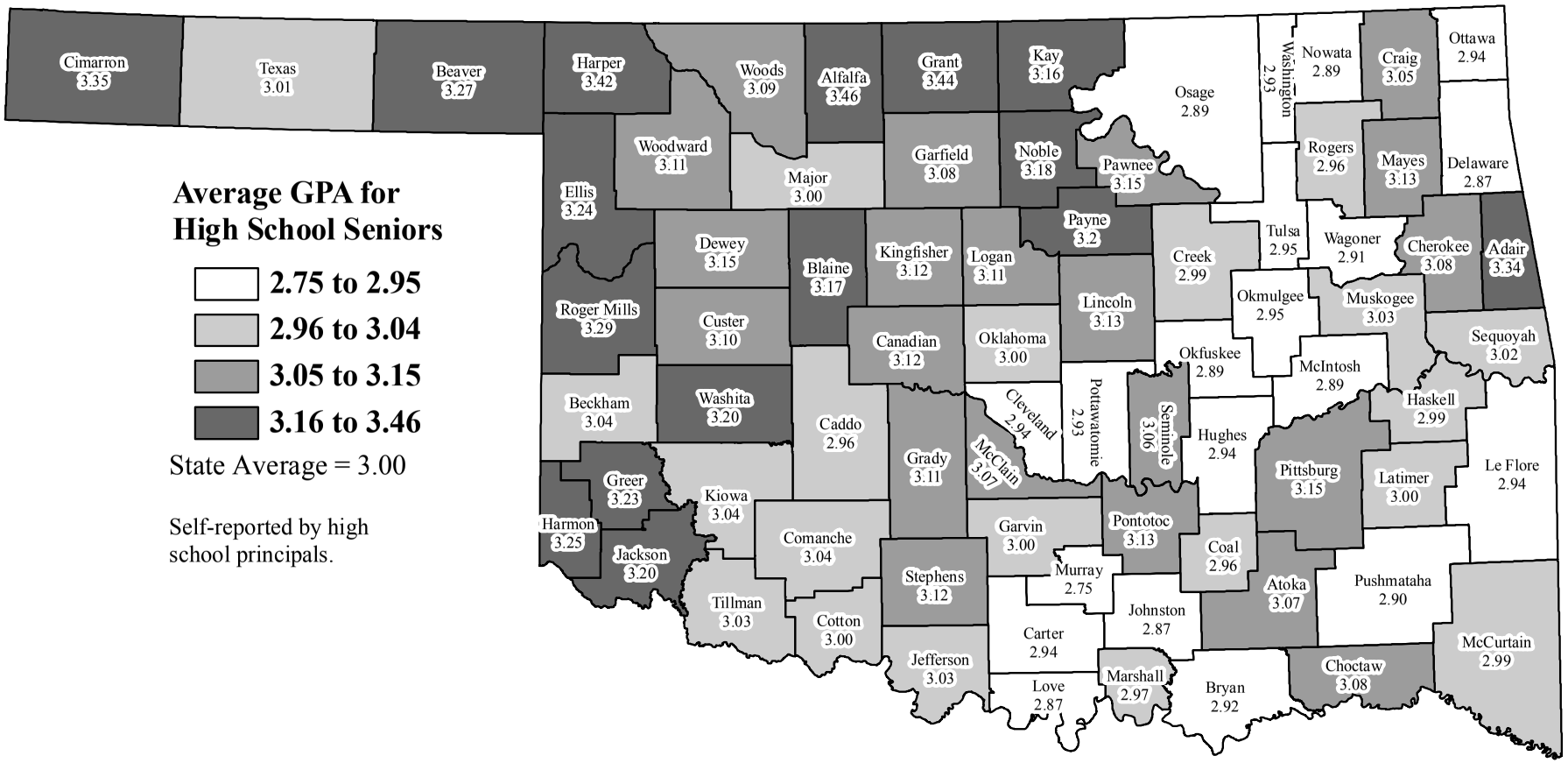
The college completion rate was calculated on a group of students consisting of those who enrolled in the fall semester after their graduation from high school and who were degree-seeking at that time. Members of this group were then given three years to complete an Associate's Degree and six years to complete a Bachelor's Degree. The rate is based on a three-year average, which means that some of the students involved in the study graduated from an Oklahoma high school nine years earlier. Because so much time is required to collect these post-secondary performance measures, some high schools may have closed during this period. Therefore, the rates posted in the *Profiles 2010* reports only include high schools that were still in operation during the 2009-10 school year.

Figure 94
Oklahoma High School and Collegiate Performance Measures

Summary of Performance Measures	State Average
Four-Year High School Dropout Rate (Class of 2010)	11.1%
Senior Graduation Rate (Class of 2010)	97.9%
Average GPA of High School Seniors (Class of 2010)	3.0
Career Tech Program Participation Rate (Class of 2009)	50.9%
Average ACT Score (Class of 2010)	20.8
HS Grads Completing College Bound Curriculum (15 Units) (Class of 2010)	81.0%
HS Grads Going to Out-of-State Colleges (Class of 2010)	6.2%
OK College-Going Rate (2006-08; 3-Year Average)*	50.9%
OK College Freshman Remediation Rate (2007-09; 3-Year Average)*	39.2%
OK College Completion Rate (2001-03; 3-Year Average)*	44.0%

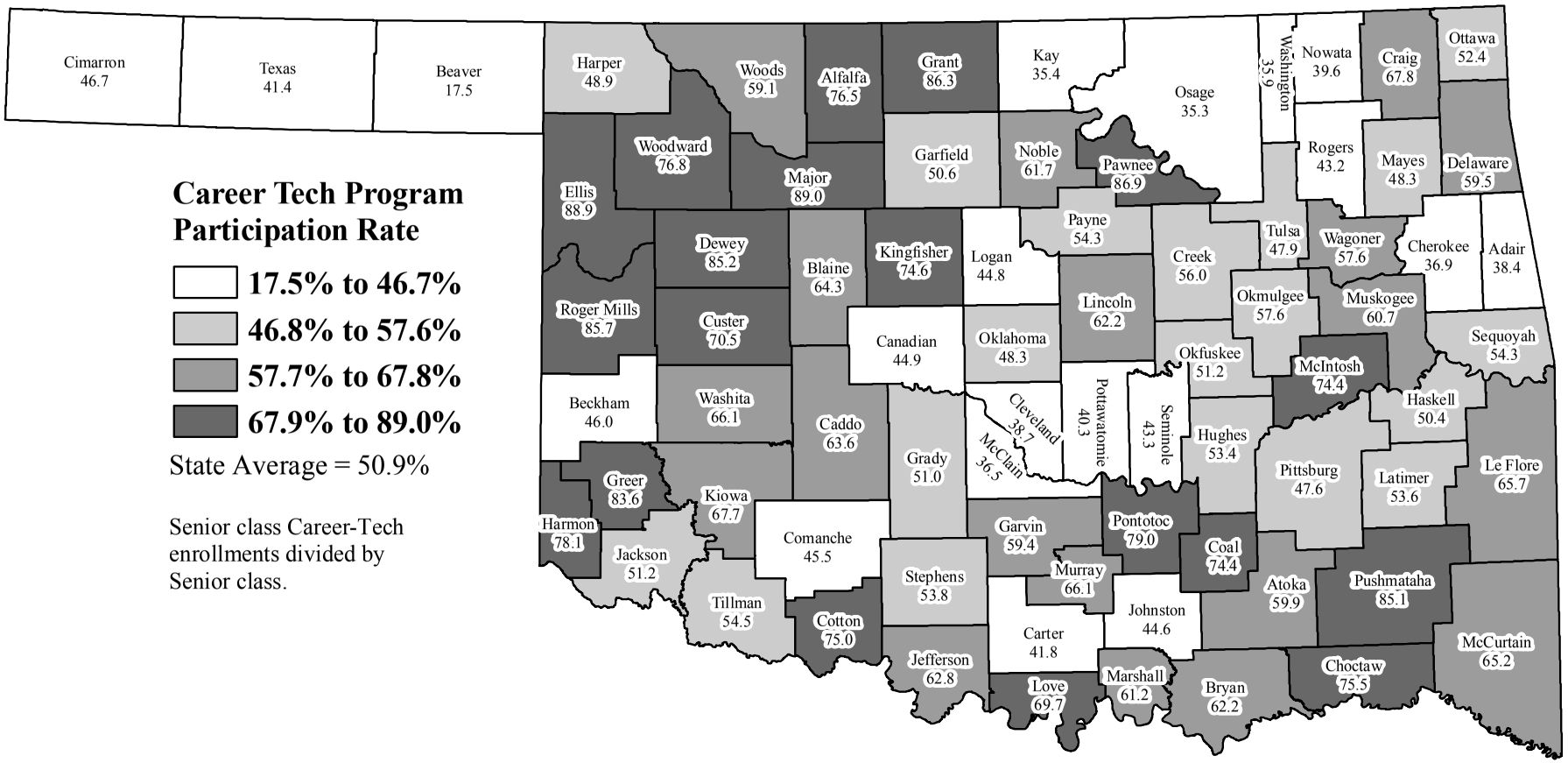
* Includes only college students who graduated from Oklahoma public high schools open during the 2009-10 school year.
Data Sources: Oklahoma State Department of Education, Oklahoma Department of Career and Technology Education, Office of Accountability, ACT Corporation, and Oklahoma State Regents for Higher Education.

Figure 95
HIGH SCHOOL GRADE POINT AVERAGE
2010 High School Seniors



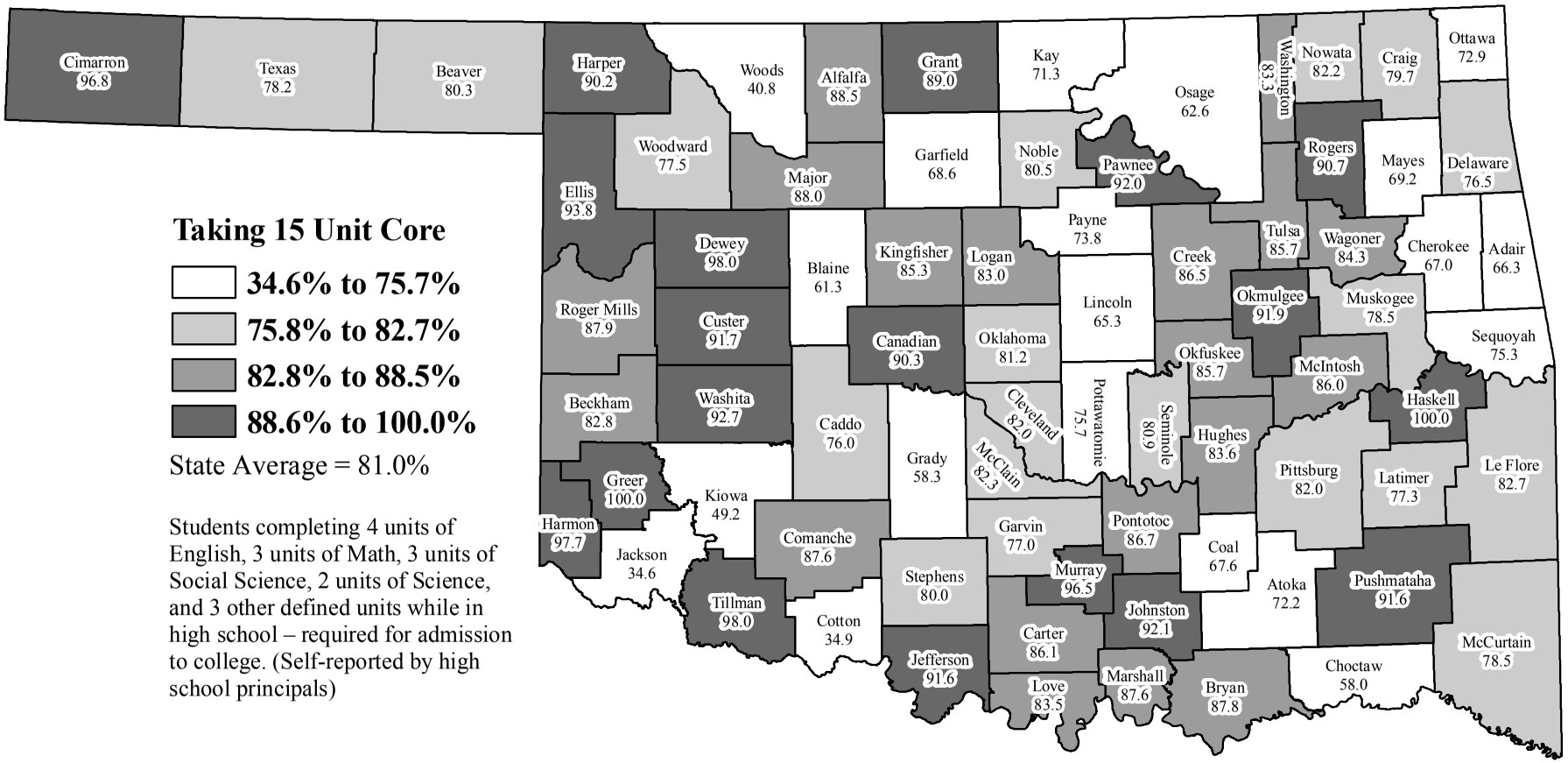
Source: Office of Accountability

Figure 96
CAREER TECH PROGRAM PARTICIPATION RATE
Class of 2009



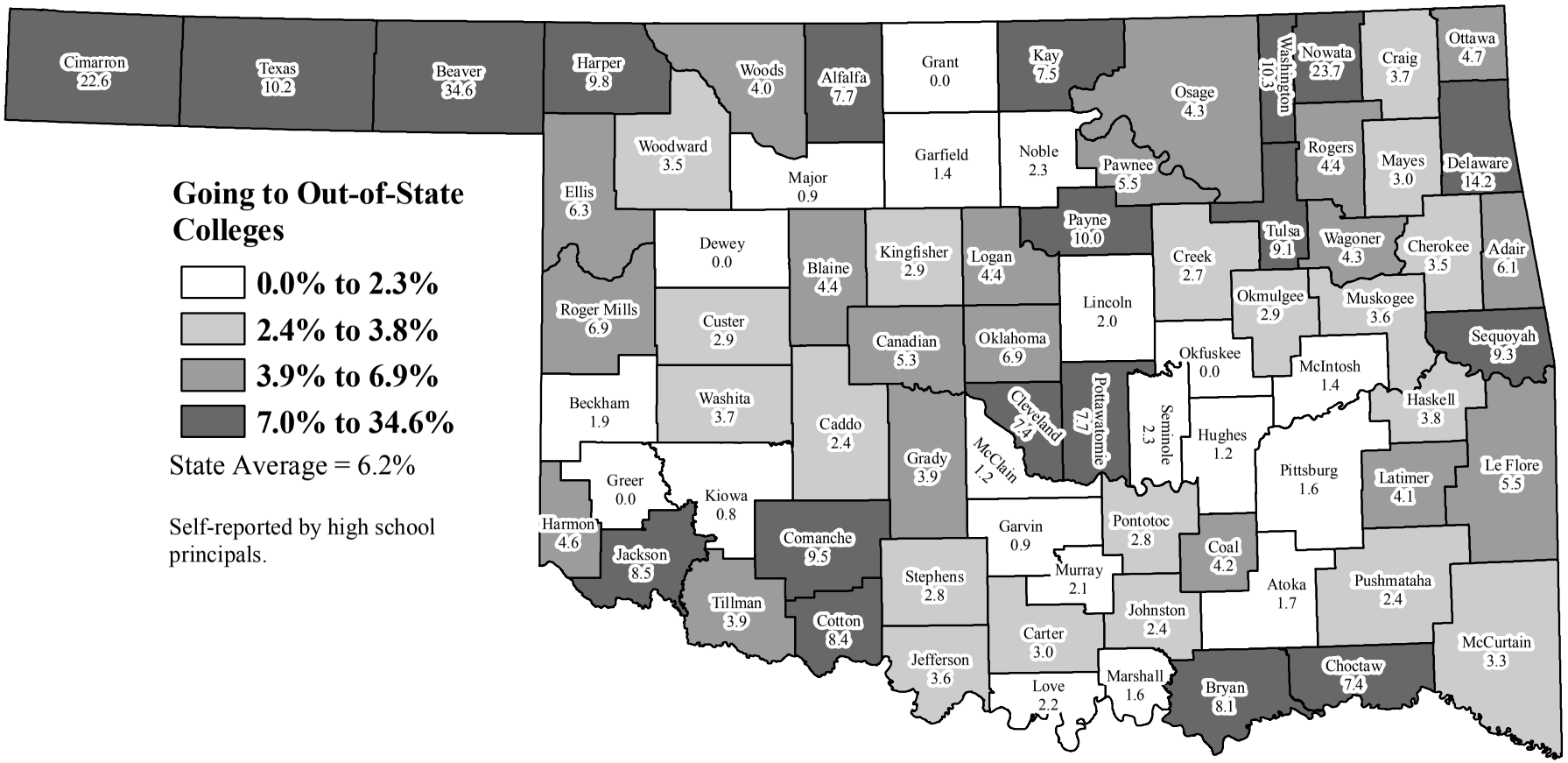
Source: Oklahoma Department of Career and Technology Education

Figure 97
HIGH SCHOOL GRADUATES COMPLETING COLLEGE BOUND CURRICULUM
Class of 2010 completing State Regents 15-Unit Core Curriculum



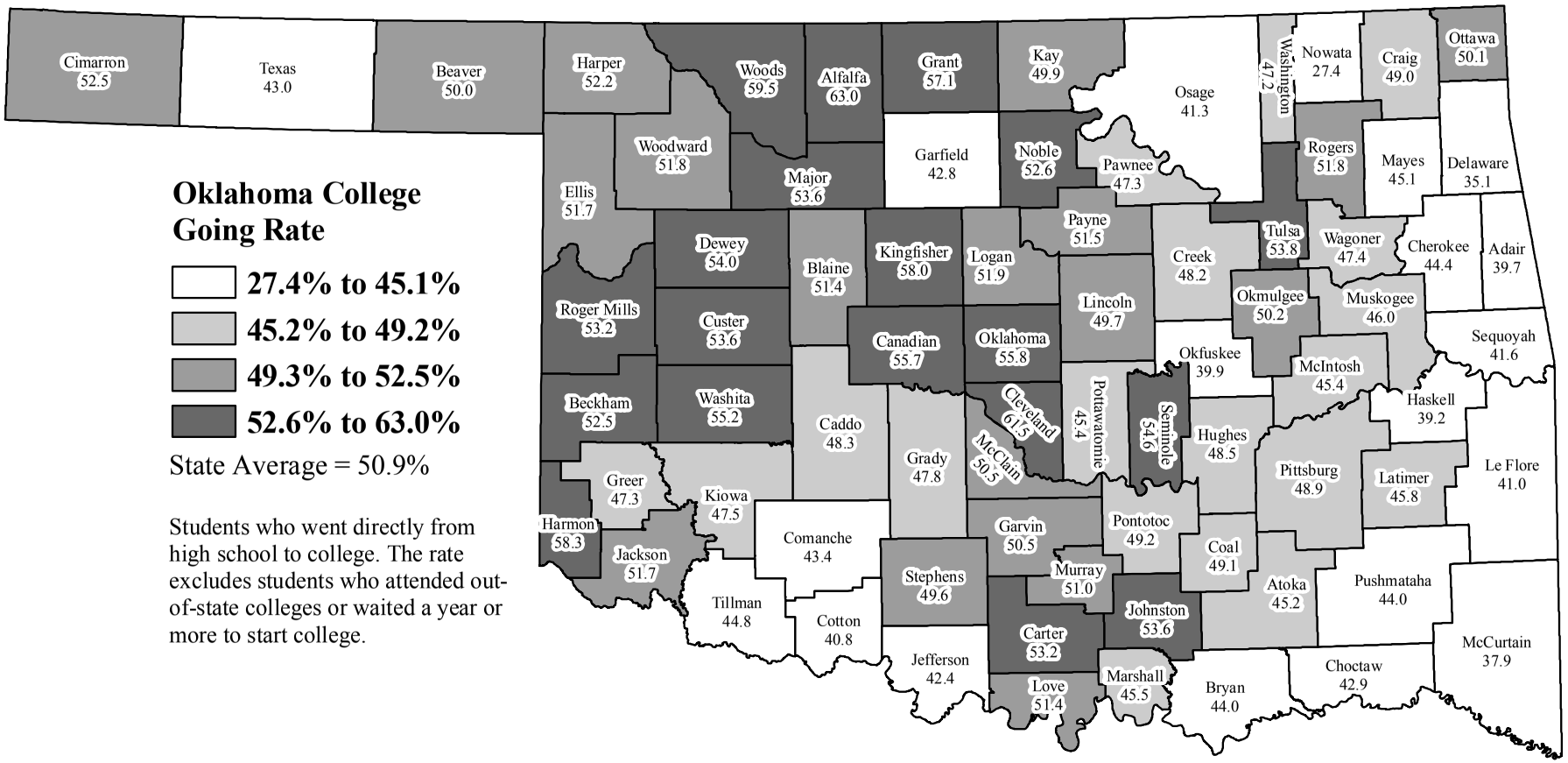
Source: Office of Accountability

Figure 98
HIGH SCHOOL GRADUATES GOING TO OUT-OF-STATE COLLEGES
Class of 2010



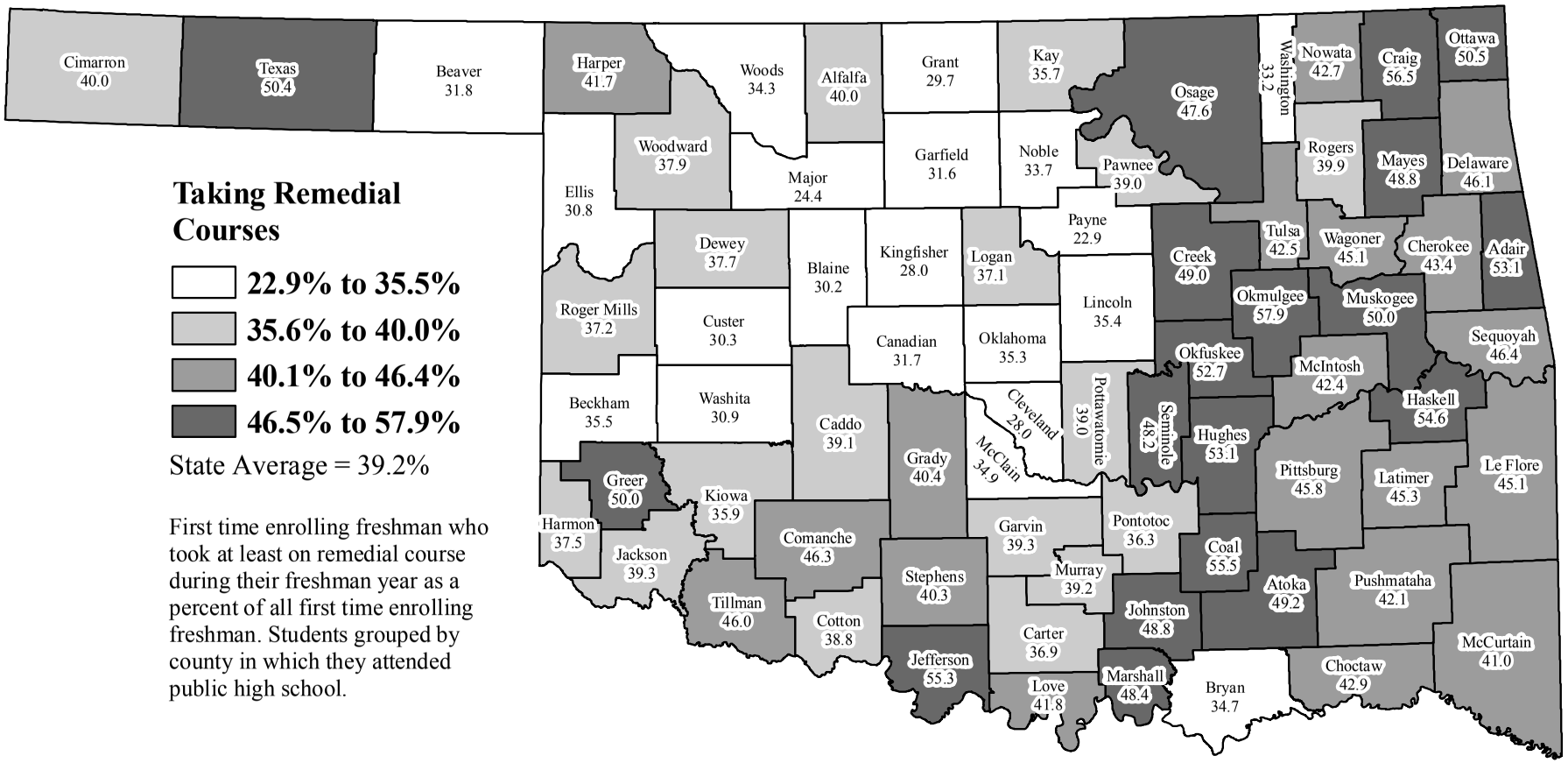
Source: Office of Accountability

Figure 99
OKLAHOMA COLLEGE-GOING RATE
Public High School Graduates from 2006, 2007, and 2008



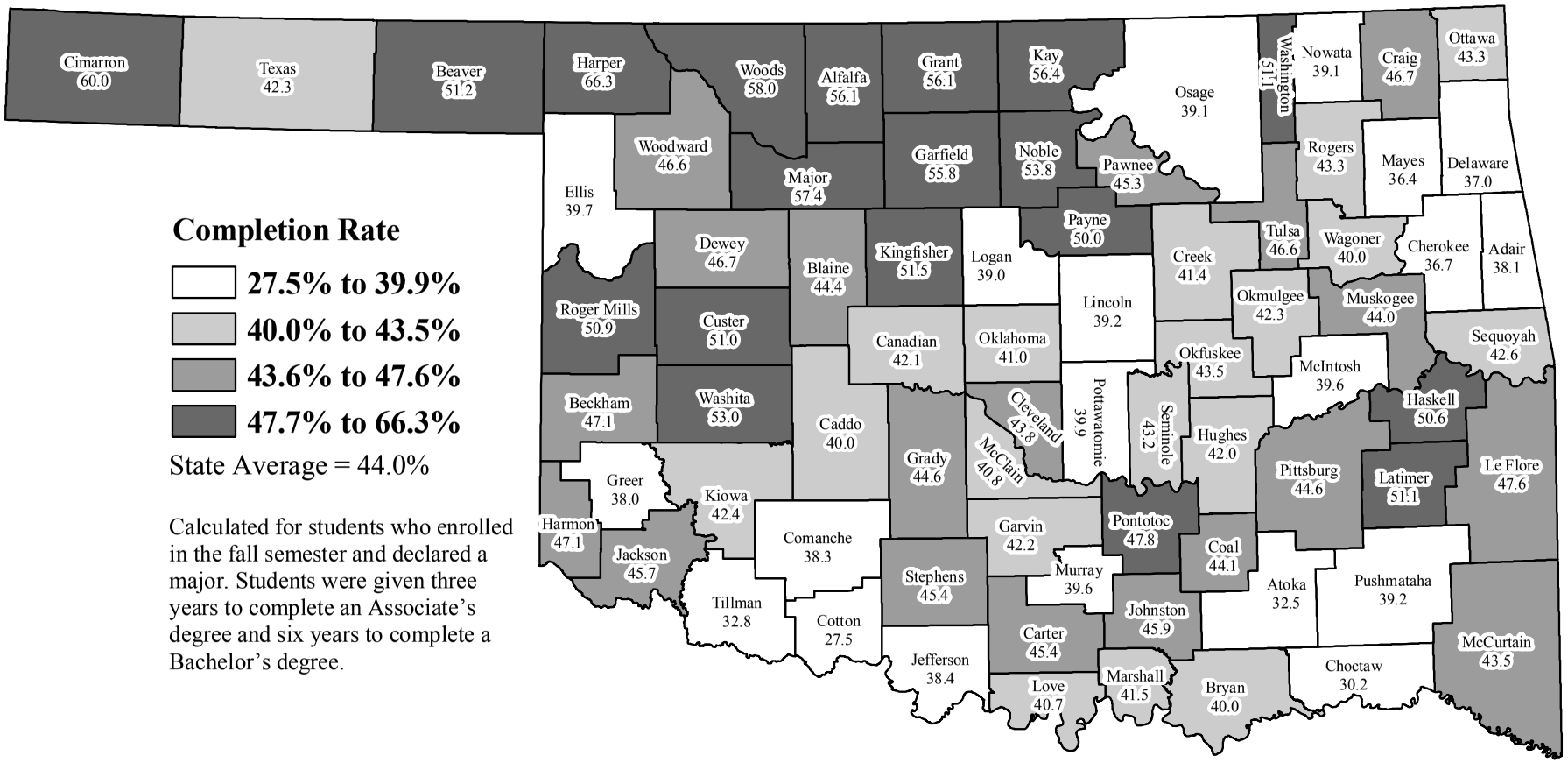
Source: Oklahoma State Regents for Higher Education

Figure 100
OKLAHOMA PUBLIC COLLEGE FRESHMAN REMEDIATION RATE
Public High School Graduates from 2007, 2008, and 2009



Source: Oklahoma State Regents for Higher Education

Figure 101
OKLAHOMA COLLEGE COMPLETION RATE OF PUBLIC HIGH SCHOOL GRADUATES
Public High School Graduates from 2001, 2002, and 2003



Source: Oklahoma State Regents for Higher Education

APPENDIX A

THE 2010 SCHOOL QUESTIONNAIRE

The Office of Accountability uses a school site questionnaire to obtain data that are not available through other sources. The 2010 School Questionnaire pertained to site-level information during the 2009-10 school year. A copy of the 2010 School Questionnaire is located at the end of this section.

Not all principals opted to participate. However, of the 1,764 school sites sent a survey, 1,735 (98.4%) responded to at least one question. This percentage ties last year for the highest response in the history of the school questionnaire. The statistics displayed below are based on the responding schools only. Schools not responding to the questionnaire are noted on the School Report Cards as FTR, or Failed to Respond. The following is a summary of the data received:

Student Mobility

Student mobility is an important issue in education. Oklahoma does have the data system in place to generate a student mobility rate but the system has not been in place long enough to calculate this variable. For the tenth straight year, the Office of Accountability gathered information needed to calculate a mobility rate for every school site in the state. This was the ninth year that the results were deemed usable. Information on students transferring in and students transferring out were gathered at 1,727 sites (97.9%) statewide. This information was then used to calculate a mobility rate using the following formula: students added during the school year divided by fall enrollment minus students dropped during the year plus students added during the year (in / (enrollment - out + in). The statewide mobility rate was 10.0%; 10.3% at elementary schools and 9.3% at high schools.

Measure of Parental Involvement

Good parental participation is a key ingredient of quality common education programs. In an effort to generate meaningful numbers pertaining to parental involvement, the Office of Accountability asked principals statewide what percentage of their students had at least one parent (guardian) attend at least one parent-teacher conference. One-thousand-seven-hundred-twenty-two (1,722) principals (97.6%) responded that, on average, 72.2% 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 80.0% of students having elementary parents attend a parent teacher conference compared to only 53.6% 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 1,764 schools asked this question, 1,719 (97.4%) supplied a response. On average,

there was one suspension with a duration of 10 days or less for every 12.0 students statewide; one for every 13.9 students in elementary schools and one for every 9.0 students in high schools. For suspensions that lasted for more than 10 days, the average for all schools was one incident for every 140.3 students statewide; one for every 295.7 elementary students and one for every 61.9 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. Almost ninety-seven percent (96.9%) of principals responded to this question. On average, patrons of schools across the state volunteered 2.4 hours of service for every student that attended school; 2.8 hours for each elementary school student and 1.4 hours for every high school student in the state.

HIGH SCHOOLS ONLY

The following three questions on the survey were asked only of principals at the 458 high schools with 12th grade enrollments. Over ninety-six percent (96.7%) of the high school principals from this group (443 of 458) 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 2009-10 school year at the 442 high schools (96.5%) 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 443 responding high school principals (96.7%) reported that 6.2% of their graduates were planning to attend out-of-state colleges. For high schools near the Oklahoma border, this number is especially important. The "Oklahoma College Going Rate" does not include students attending college in other states and the out-of-state college attendance rate may help to explain some districts' otherwise low Oklahoma's college going rates.

Completion of 15 Units Required of College-Bound Students

Four-hundred-forty-three (443) Principals (96.7%) responded that, on average, 81.0% 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

2010 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 2010 Educational Indicators Reports, and the 2009-10 School Report Cards. Please complete and return the following questionnaire by **November 30, 2010**. This will be the only mailing of this year's questionnaire. Failure to respond will be noted as "FTR" on your school's report. Thank you for your time.

PLEASE PROVIDE OR VERIFY THE FOLLOWING:

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

_____ Principal's Name (please print)

_____ Principal's Signature

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

(Survey #)

ALL PRINCIPALS:

_____ 1. At your site, for school year 2009-10, please provide the total number of students added to your membership roster after October 1, 2009. (write 0 if no students transferred in)

_____ 2. At your site, for school year 2009-10, please provide the total number of students dropped from your membership roster after October 1, 2009. (write 0 if no students transferred out)

_____ % 3. As a measure of parental involvement during the 2009-10 school year, what percentage of your students had at least 1 parent (guardian) attend at least 1 parent-teacher conference?

_____ 4. During the 2009-10 school year, how many incidents of out-of-school suspension were for 10 days or less? (write 0 if no suspensions for 10 days or less)

_____ 5. During the 2009-10 school year, how many incidents of out-of-school suspension were for more than 10 days? (write 0 if no suspensions for more than 10 days)

_____ 6. What was the total number of hours volunteered by patrons, excluding students, at your school during the 2009-10 school year? (write 0 if there were no volunteer hours)

HIGH SCHOOL PRINCIPALS ONLY:

_____ 1. What was the average GPA (based upon a 4.0 system) of your high school senior class for school year 2009-10?

_____ 2. Of your 2010 graduates, how many were planning to go out-of-state for college?

_____ 3. How many of your 2010 graduates completed the State Regents' 15-unit college-bound curriculum?
(For more information, please visit
http://www.okcollegestart.org/Plan_for_College/Courses_to_Take/_default.aspx)

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

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

APPENDIX B

Juvenile Arrest Data By Offense Type
2009-10

Criminal Offenses Only

Description	Offenses	%
Homicide	42	0.3%
Kidnapping	12	0.1%
Sexual Assault	172	1.0%
Robbery	230	1.4%
Assault	1,879	11.4%
Arson	107	0.7%
Extortion	12	0.1%
Burglary	2,160	13.1%
Theft	2,005	12.2%
Theft of Auto	481	2.9%
Forgery	69	0.4%
Fraud	71	0.4%
Embezzlement	19	0.1%
Stolen Property	600	3.7%
Damage Property	1,410	8.6%
Dangerous Drugs/Narcotics	2,112	12.9%
Sex Offenses	108	0.7%
Domestic Violence	585	3.6%
Liquor Under Age	263	1.6%
Obstruction of Police	479	2.9%
Escape/Flight	140	0.9%
Obstructing the Judiciary	726	4.4%
Weapon Offenses	452	2.8%
Public Peace	1,251	7.6%
Traffic Offenses	466	2.8%
Invasion of Privacy	213	1.3%
Conservation	34	0.2%
Other Offences	329	2.0%
Total	**16,427**	**100%**

Data Source: Office of Juvenile Affairs

APPENDIX C

Indicators Displayed in Maps

Data Used to Indicate the Socioeconomic Conditions within Each County

County	Per Student Valuation of Property	Free or Reduced Lunch	Census 2010 Population	Population Number Change 2000 - 2010	Population Percent Change 2000 - 2010	Poverty Rate	Unemp-loyment Rate	Mean Household Income
Adair	$16,364	78.3%	22,683	1,645	7.8%	26.0%	5.1%	$36,625
Alfalfa	$75,635	56.6%	5,642	-463	-7.6%	11.1%	1.8%	$54,325
Atoka	$24,331	68.9%	14,182	303	2.2%	20.7%	5.5%	$43,739
Beaver	$100,617	56.5%	5,636	-221	-3.8%	12.2%	3.9%	$61,021
Beckham	$51,874	54.1%	22,119	2,320	11.7%	16.2%	4.0%	$53,671
Blaine	$48,146	72.0%	11,943	-33	-0.3%	15.9%	4.8%	$50,681
Bryan	$37,352	69.1%	42,416	5,882	16.1%	22.2%	7.3%	$44,665
Caddo	$26,820	72.0%	29,600	-550	-1.8%	21.5%	8.8%	$45,664
Canadian	$38,374	38.7%	115,541	27,844	31.8%	7.8%	4.1%	$70,110
Carter	$41,870	64.9%	47,557	1,936	4.2%	16.2%	3.3%	$50,258
Cherokee	$20,573	73.5%	46,987	4,466	10.5%	26.8%	8.7%	$40,734
Choctaw	$18,871	76.8%	15,205	-137	-0.9%	25.8%	10.6%	$38,864
Cimarron	$100,858	69.7%	2,475	-673	-21.4%	19.0%	2.1%	$42,120
Cleveland	$41,539	43.3%	255,755	47,739	22.9%	11.9%	5.1%	$64,999
Coal	$71,866	70.0%	5,925	-106	-1.8%	21.6%	7.6%	$38,422
Comanche	$28,305	54.6%	124,098	9,102	7.9%	17.4%	7.9%	$52,369
Cotton	$27,759	55.2%	6,193	-421	-6.4%	15.1%	4.0%	$48,213
Craig	$34,420	58.7%	15,029	79	0.5%	19.1%	6.2%	$48,526
Creek	$28,761	62.2%	69,967	2,600	3.9%	14.4%	7.0%	$53,182
Custer	$45,532	62.9%	27,469	1,327	5.1%	21.1%	3.7%	$50,773
Delaware	$42,962	70.2%	41,487	4,410	11.9%	19.2%	7.2%	$51,695
Dewey	$67,251	51.1%	4,810	67	1.4%	14.4%	1.2%	$50,424
Ellis	$83,755	58.3%	4,151	76	1.9%	12.7%	1.0%	$51,772
Garfield	$40,959	61.6%	60,580	2,767	4.8%	16.7%	4.3%	$53,433
Garvin	$32,386	61.5%	27,576	366	1.3%	16.9%	3.6%	$51,858
Grady	$30,224	51.3%	52,431	6,915	15.2%	16.4%	5.2%	$56,166
Grant	$111,698	51.8%	4,527	-617	-12.0%	11.8%	5.5%	$53,893
Greer	$24,937	61.8%	6,239	178	2.9%	15.1%	4.2%	$40,139
Harmon	$32,238	78.3%	2,922	-361	-11.0%	28.2%	6.3%	$40,877
Harper	$89,951	56.9%	3,685	123	3.5%	11.5%	5.9%	$54,906
Haskell	$22,586	74.7%	12,769	977	8.3%	17.8%	6.0%	$45,989
Hughes	$53,601	78.2%	14,003	-151	-1.1%	22.2%	4.6%	$42,981
Jackson	$23,163	56.8%	26,446	-1,993	-7.0%	19.8%	6.3%	$50,678
Jefferson	$25,201	66.4%	6,472	-346	-5.1%	17.2%	5.5%	$43,102
Johnston	$31,489	70.1%	10,957	444	4.2%	20.6%	9.6%	$45,571
Kay	$37,504	67.9%	46,562	-1,518	-3.2%	18.4%	7.0%	$50,234
Kingfisher	$53,387	58.9%	15,034	1,108	8.0%	10.8%	3.8%	$60,916
Kiowa	$39,362	67.8%	9,446	-781	-7.6%	17.5%	3.9%	$43,800
Latimer	$37,005	64.2%	11,154	462	4.3%	15.6%	6.4%	$48,834
Le Flore	$21,298	71.0%	50,384	2,275	4.7%	21.5%	7.5%	$45,295

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Indicators Displayed in Maps

Data Used to Indicate the Socioeconomic Conditions within Each County

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County	Per Student Valuation of Property	Free or Reduced Lunch	Census 2010 Population	Population Number Change 2000 - 2010	Population Percent Change 2000 - 2010	Poverty Rate	Unemp-loyment Rate	Mean Household Income
Lincoln	$24,704	58.3%	34,273	2,193	6.8%	15.6%	5.1%	$52,346
Logan	$37,195	61.3%	41,848	7,924	23.4%	15.9%	5.5%	$64,198
Love	$34,813	69.6%	9,423	592	6.7%	13.9%	2.9%	$51,869
Major	$53,166	56.3%	7,527	-18	-0.2%	10.8%	1.8%	$55,668
Marshall	$33,686	75.2%	15,840	2,656	20.1%	13.0%	4.2%	$45,843
Mayes	$31,572	64.8%	41,259	2,890	7.5%	16.0%	7.1%	$47,644
McClain	$29,362	44.2%	34,506	6,766	24.4%	10.9%	5.1%	$61,374
McCurtain	$24,874	77.5%	33,151	-1,251	-3.6%	27.3%	10.8%	$44,537
McIntosh	$27,747	75.4%	20,252	796	4.1%	23.1%	9.8%	$37,599
Murray	$24,072	55.9%	13,488	865	6.9%	15.2%	4.7%	$47,887
Muskogee	$35,154	65.1%	70,990	1,539	2.2%	19.1%	7.2%	$47,267
Noble	$64,210	58.5%	11,561	150	1.3%	13.7%	3.8%	$47,165
Nowata	$24,784	63.2%	10,536	-33	-0.3%	19.4%	3.9%	$53,819
Okfuskee	$25,712	69.8%	12,191	377	3.2%	23.7%	6.7%	$37,493
Oklahoma	$49,194	61.2%	718,633	58,185	8.8%	16.9%	6.1%	$61,165
Okmulgee	$21,173	68.8%	40,069	384	1.0%	21.4%	7.3%	$45,912
Osage	$35,962	67.8%	47,472	3,035	6.8%	13.0%	6.2%	$54,900
Ottawa	$22,642	70.0%	31,848	-1,346	-4.1%	17.4%	8.6%	$43,180
Pawnee	$22,240	65.6%	16,577	-35	-0.2%	18.7%	6.3%	$49,513
Payne	$54,769	50.0%	77,350	9,160	13.4%	24.9%	5.7%	$48,662
Pittsburg	$41,666	67.9%	45,837	1,884	4.3%	16.1%	4.6%	$49,015
Pontotoc	$28,364	63.4%	37,492	2,349	6.7%	20.4%	5.1%	$49,894
Pottawatomie	$23,056	61.9%	69,442	3,921	6.0%	17.4%	6.7%	$49,575
Pushmataha	$18,899	75.4%	11,572	-95	-0.8%	25.0%	6.1%	$35,518
Roger Mills	$159,645	52.3%	3,647	211	6.1%	11.6%	2.1%	$68,755
Rogers	$40,948	46.9%	86,905	16,264	23.0%	9.2%	5.5%	$65,866
Seminole	$24,727	76.3%	25,482	588	2.4%	23.7%	8.5%	$42,730
Sequoyah	$17,228	73.2%	42,391	3,419	8.8%	22.1%	7.5%	$44,668
Stephens	$33,761	53.7%	45,048	1,866	4.3%	13.5%	5.1%	$54,854
Texas	$45,240	62.5%	20,640	533	2.7%	16.5%	6.3%	$53,018
Tillman	$22,700	76.5%	7,992	-1,295	-13.9%	20.5%	8.5%	$37,856
Tulsa	$48,265	54.1%	603,403	40,104	7.1%	14.8%	5.5%	$63,684
Wagoner	$24,772	58.9%	73,085	15,594	27.1%	11.5%	5.0%	$62,815
Washington	$36,648	49.0%	50,976	1,980	4.0%	14.1%	4.9%	$59,901
Washita	$37,500	70.5%	11,629	121	1.1%	16.8%	4.8%	$52,069
Woods	$95,147	42.1%	8,878	-211	-2.3%	13.9%	2.5%	$55,339
Woodward	$59,580	55.6%	20,081	1,595	8.6%	11.4%	4.1%	$58,133
State Summary	**$39,903**	**58.9%**	**3,751,351**	**300,697**	**8.7%**	**16.4%**	**5.8%**	**$56,492**

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

Indicators Displayed in Maps

Data Used to Indicate the Socioeconomic Conditions within Each County

County	Percent of Single Parent Families	Percent on Reading Remediation	Average Days Absent per Student	Mobility Rate	Percent Parents Attending Confernce	Less than a High School Diploma	Percent High School Graduates	Percent College Graduates
Adair	25.7%	39.3%	10.4%	8.3%	74.1%	24.6%	75.4%	10.5%
Alfalfa	25.0%	11.9%	8.4%	3.0%	78.2%	16.9%	83.1%	17.0%
Atoka	25.4%	33.8%	8.2%	9.4%	60.6%	23.2%	76.8%	13.5%
Beaver	20.4%	37.7%	7.1%	7.1%	84.7%	14.8%	85.2%	19.2%
Beckham	27.1%	26.7%	10.1%	8.8%	80.3%	18.6%	81.4%	16.1%
Blaine	33.5%	30.9%	8.2%	9.0%	64.9%	18.3%	81.7%	16.1%
Bryan	36.9%	22.3%	9.1%	10.6%	79.3%	17.9%	82.1%	20.7%
Caddo	36.5%	29.5%	10.3%	8.7%	69.8%	18.8%	81.2%	13.3%
Canadian	24.0%	32.9%	10.8%	7.7%	71.0%	9.7%	90.3%	24.3%
Carter	36.5%	33.0%	9.7%	10.5%	69.0%	17.1%	82.9%	17.3%
Cherokee	34.4%	25.4%	10.5%	8.7%	64.2%	19.3%	80.7%	23.6%
Choctaw	35.1%	7.8%	9.2%	10.2%	62.5%	23.4%	76.6%	11.3%
Cimarron	24.8%	5.3%	9.9%	5.5%	91.9%	20.9%	79.1%	15.8%
Cleveland	27.1%	28.2%	9.9%	8.2%	76.7%	10.0%	90.0%	30.1%
Coal	37.9%	24.2%	10.8%	8.9%	52.1%	20.0%	80.0%	9.5%
Comanche	38.5%	33.3%	9.0%	25.6%	67.2%	12.4%	87.6%	20.1%
Cotton	31.3%	38.4%	8.6%	8.6%	65.5%	18.4%	81.6%	17.3%
Craig	30.9%	20.5%	9.0%	7.8%	51.8%	19.3%	80.7%	12.2%
Creek	32.0%	26.9%	10.5%	10.0%	67.2%	17.3%	82.7%	14.4%
Custer	38.7%	19.3%	7.8%	7.6%	74.0%	17.3%	82.7%	22.7%
Delaware	30.5%	28.9%	11.6%	10.1%	69.7%	17.3%	82.7%	15.3%
Dewey	22.6%	34.3%	6.4%	8.9%	85.7%	17.8%	82.2%	15.2%
Ellis	22.6%	26.3%	8.0%	7.3%	81.3%	13.2%	86.8%	22.6%
Garfield	31.2%	42.5%	9.9%	7.5%	83.2%	14.1%	85.9%	21.4%
Garvin	32.4%	28.1%	9.8%	9.2%	72.0%	22.1%	77.9%	14.4%
Grady	30.3%	26.1%	10.8%	7.1%	65.9%	15.0%	85.0%	17.3%
Grant	35.5%	16.4%	6.9%	5.9%	67.5%	9.6%	90.4%	23.0%
Greer	27.8%	23.3%	8.6%	14.2%	86.3%	24.4%	75.6%	12.2%
Harmon	33.4%	21.5%	9.8%	5.8%	78.9%	30.1%	69.9%	14.3%
Harper	40.6%	5.6%	7.3%	7.2%	71.3%	17.2%	82.8%	20.6%
Haskell	19.2%	24.5%	10.5%	29.5%	51.7%	25.2%	74.8%	12.8%
Hughes	40.6%	25.8%	10.1%	8.8%	69.0%	24.6%	75.4%	12.6%
Jackson	34.3%	29.5%	9.2%	14.0%	69.7%	18.7%	81.3%	19.9%
Jefferson	33.6%	24.5%	8.3%	6.8%	62.7%	22.9%	77.1%	11.8%
Johnston	36.9%	29.6%	9.9%	10.9%	57.6%	21.6%	78.4%	13.2%
Kay	35.8%	45.4%	12.1%	9.1%	84.0%	14.5%	85.5%	18.9%
Kingfisher	17.1%	26.0%	7.1%	5.9%	75.7%	17.2%	82.8%	16.3%
Kiowa	31.1%	25.5%	8.8%	8.9%	79.8%	16.5%	83.5%	16.6%
Latimer	27.6%	38.5%	9.7%	6.6%	52.7%	20.4%	79.6%	12.4%
Le Flore	34.1%	17.8%	10.7%	11.1%	62.0%	22.7%	77.3%	11.3%

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Indicators Displayed in Maps

Data Used to Indicate the Socioeconomic Conditions within Each 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	Less than a High School Diploma	Percent High School Graduates	Percent College Graduates
Lincoln	28.8%	26.4%	9.9%	8.0%	73.5%	14.8%	85.2%	13.5%
Logan	21.4%	37.3%	10.6%	8.4%	68.0%	15.0%	85.0%	20.8%
Love	32.9%	37.8%	8.6%	7.7%	63.3%	22.1%	77.9%	11.3%
Major	23.4%	17.6%	6.8%	5.8%	76.1%	14.6%	85.4%	15.2%
Marshall	27.5%	37.9%	10.0%	14.3%	74.3%	20.7%	79.3%	14.8%
Mayes	26.4%	32.1%	10.0%	7.7%	72.4%	16.6%	83.4%	11.7%
McClain	28.3%	25.2%	8.5%	6.7%	66.2%	12.1%	87.9%	18.1%
McCurtain	34.6%	38.0%	9.6%	9.3%	54.4%	22.3%	77.7%	12.5%
McIntosh	30.5%	32.7%	10.4%	13.7%	66.8%	23.3%	76.7%	11.1%
Murray	28.0%	28.2%	7.9%	7.1%	58.1%	20.0%	80.0%	13.5%
Muskogee	34.2%	29.0%	10.2%	6.1%	71.1%	18.4%	81.6%	17.1%
Noble	24.4%	42.8%	9.7%	6.0%	59.6%	12.2%	87.8%	18.8%
Nowata	37.3%	14.6%	7.0%	7.8%	61.7%	18.5%	81.5%	11.8%
Okfuskee	30.7%	21.6%	9.8%	12.3%	56.8%	22.6%	77.4%	11.1%
Oklahoma	36.8%	42.3%	10.6%	10.7%	75.1%	14.7%	85.3%	28.5%
Okmulgee	36.9%	25.9%	10.5%	7.7%	64.6%	17.5%	82.5%	13.7%
Osage	29.8%	24.1%	10.0%	5.1%	79.3%	12.8%	87.2%	17.8%
Ottawa	36.9%	32.3%	10.2%	7.0%	66.6%	17.4%	82.6%	13.0%
Pawnee	36.9%	29.2%	11.1%	14.7%	73.2%	18.0%	82.0%	14.7%
Payne	29.8%	37.0%	10.3%	7.1%	82.0%	11.7%	88.3%	32.5%
Pittsburg	36.0%	30.7%	10.1%	10.5%	74.1%	18.8%	81.2%	15.7%
Pontotoc	34.9%	21.0%	9.4%	9.8%	69.3%	15.6%	84.4%	24.9%
Pottawatomie	32.8%	40.5%	11.8%	11.5%	72.4%	17.7%	82.3%	16.3%
Pushmataha	34.1%	37.1%	7.6%	10.6%	67.9%	19.6%	80.4%	13.7%
Roger Mills	14.6%	22.7%	8.5%	5.5%	76.0%	12.2%	87.8%	17.9%
Rogers	21.8%	30.3%	9.8%	7.6%	72.1%	11.0%	89.0%	20.3%
Seminole	43.5%	27.5%	11.3%	10.4%	66.2%	20.8%	79.2%	13.6%
Sequoyah	32.9%	21.2%	9.0%	10.2%	54.9%	22.0%	78.0%	11.9%
Stephens	28.8%	31.6%	11.4%	11.6%	74.6%	16.9%	83.1%	16.2%
Texas	30.8%	32.1%	6.9%	8.7%	83.7%	29.0%	71.0%	17.9%
Tillman	25.2%	14.0%	9.0%	9.3%	77.9%	26.9%	73.1%	14.7%
Tulsa	33.0%	39.4%	11.1%	9.8%	75.5%	12.3%	87.7%	29.1%
Wagoner	27.7%	33.8%	10.8%	7.4%	56.4%	12.9%	87.1%	19.8%
Washington	37.4%	34.9%	9.5%	7.1%	67.9%	12.8%	87.2%	25.3%
Washita	28.9%	29.3%	7.1%	13.6%	86.6%	17.6%	82.4%	15.2%
Woods	37.2%	40.5%	8.9%	11.1%	81.8%	11.5%	88.5%	28.2%
Woodward	26.9%	43.1%	8.2%	7.6%	83.1%	19.3%	80.7%	16.5%
State Summary	**32.5%**	**34.0%**	**10.2%**	**10.0%**	**72.2%**	**15.2%**	**84.8%**	**22.4%**

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

Indicators Displayed in Maps

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

County	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	3rd Grade CRT Reading Scores % Satisfactory or Above	3rd Grade CRT Math Scores % Satisfactory or Above	4th Grade CRT Reading Scores % Satisfactory or Above	4th Grade CRT Math Scores % Satisfactory or Above	5th Grade CRT Reading Scores % Satisfactory or Above
Adair	57.3%	$9,657	70%	73%	57%	55%	51%
Alfalfa	41.2%	$10,969	75%	81%	48%	52%	65%
Atoka	61.0%	$8,871	76%	69%	64%	72%	63%
Beaver	38.2%	$11,462	69%	78%	66%	64%	60%
Beckham	40.7%	$7,579	73%	66%	75%	65%	77%
Blaine	42.4%	$10,591	59%	62%	63%	56%	64%
Bryan	54.5%	$8,775	77%	81%	69%	77%	66%
Caddo	49.7%	$9,124	64%	64%	55%	58%	61%
Canadian	45.2%	$7,815	82%	81%	72%	76%	76%
Carter	48.8%	$8,367	81%	81%	70%	74%	72%
Cherokee	54.2%	$9,097	70%	69%	69%	65%	69%
Choctaw	62.7%	$8,985	65%	75%	54%	61%	66%
Cimarron	38.7%	$13,725	63%	63%	58%	74%	56%
Cleveland	45.7%	$7,751	82%	82%	79%	79%	78%
Coal	42.4%	$10,682	63%	75%	59%	73%	61%
Comanche	51.6%	$8,275	74%	69%	66%	63%	74%
Cotton	57.9%	$8,210	80%	90%	90%	88%	78%
Craig	51.1%	$7,878	72%	71%	75%	70%	72%
Creek	53.3%	$7,817	71%	72%	69%	70%	67%
Custer	45.1%	$8,542	76%	74%	77%	80%	76%
Delaware	47.5%	$8,882	76%	77%	69%	77%	69%
Dewey	43.4%	$10,793	80%	76%	78%	82%	80%
Ellis	46.0%	$11,410	70%	72%	42%	62%	70%
Garfield	50.6%	$7,823	76%	74%	69%	68%	70%
Garvin	49.7%	$8,615	73%	66%	58%	67%	61%
Grady	50.9%	$7,538	78%	74%	72%	74%	76%
Grant	34.4%	$11,799	77%	83%	65%	73%	69%
Greer	60.6%	$9,046	61%	56%	69%	57%	76%
Harmon	62.2%	$9,285	64%	86%	94%	83%	81%
Harper	40.0%	$9,465	63%	67%	60%	64%	70%
Haskell	57.8%	$7,947	67%	65%	57%	63%	58%
Hughes	42.3%	$9,423	58%	58%	53%	60%	52%
Jackson	58.1%	$7,658	73%	73%	72%	81%	73%
Jefferson	63.1%	$9,465	76%	78%	49%	54%	58%
Johnston	51.9%	$8,889	66%	72%	58%	54%	55%
Kay	46.6%	$8,483	75%	76%	72%	75%	77%
Kingfisher	39.0%	$8,450	82%	84%	75%	84%	71%
Kiowa	52.1%	$9,699	81%	78%	71%	74%	74%
Latimer	50.1%	$9,911	57%	62%	65%	71%	68%
Le Flore	57.1%	$8,555	69%	69%	64%	66%	63%

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Indicators Displayed in Maps

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

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County	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	3rd Grade CRT Reading Scores % Satisfactory or Above	3rd Grade CRT Math Scores % Satisfactory or Above	4th Grade CRT Reading Scores % Satisfactory or Above	4th Grade CRT Math Scores % Satisfactory or Above	5th Grade CRT Reading Scores % Satisfactory or Above
Lincoln	54.4%	$7,717	68%	67%	69%	74%	69%
Logan	49.4%	$7,987	71%	70%	70%	79%	64%
Love	52.4%	$8,506	55%	45%	48%	52%	69%
Major	49.2%	$9,671	80%	73%	71%	72%	72%
Marshall	50.2%	$8,523	75%	77%	64%	67%	59%
Mayes	50.6%	$8,127	74%	70%	69%	72%	68%
McClain	50.3%	$7,495	78%	77%	70%	66%	76%
McCurtain	57.0%	$9,239	72%	71%	64%	66%	64%
McIntosh	53.4%	$8,743	73%	73%	66%	77%	74%
Murray	60.4%	$7,221	76%	74%	65%	74%	61%
Muskogee	49.0%	$8,229	71%	74%	69%	71%	63%
Noble	36.7%	$9,859	66%	68%	71%	70%	73%
Nowata	56.5%	$8,589	68%	68%	64%	51%	67%
Okfuskee	57.4%	$8,686	63%	57%	49%	43%	54%
Oklahoma	39.3%	$8,584	74%	74%	71%	71%	71%
Okmulgee	56.5%	$8,789	76%	81%	62%	66%	58%
Osage	53.7%	$9,169	69%	69%	61%	65%	63%
Ottawa	58.9%	$8,276	76%	75%	70%	65%	70%
Pawnee	57.0%	$8,037	60%	64%	60%	72%	62%
Payne	44.0%	$8,847	77%	74%	73%	67%	72%
Pittsburg	48.9%	$8,467	69%	67%	61%	58%	67%
Pontotoc	55.5%	$8,728	72%	72%	69%	71%	74%
Pottawatomie	57.5%	$7,962	72%	71%	68%	72%	67%
Pushmataha	60.3%	$9,327	70%	66%	57%	45%	58%
Roger Mills	30.0%	$16,246	72%	69%	74%	76%	83%
Rogers	45.1%	$7,582	80%	78%	73%	75%	71%
Seminole	53.5%	$8,472	64%	63%	51%	53%	49%
Sequoyah	61.4%	$8,136	74%	74%	80%	80%	75%
Stephens	49.6%	$7,811	74%	70%	71%	70%	74%
Texas	51.0%	$8,301	73%	77%	69%	80%	66%
Tillman	58.4%	$10,458	60%	62%	50%	47%	62%
Tulsa	39.5%	$8,738	76%	74%	72%	73%	71%
Wagoner	55.6%	$7,665	74%	76%	62%	70%	64%
Washington	49.1%	$8,059	75%	79%	80%	84%	81%
Washita	51.0%	$8,401	73%	74%	58%	68%	73%
Woods	37.4%	$10,171	73%	74%	81%	84%	78%
Woodward	39.9%	$8,528	70%	68%	70%	77%	71%
State Summary	**46.5%**	**$8,464**	**74%**	**73%**	**69%**	**70%**	**70%**

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

Data Used to Indicate Percentage of CRT Scores within Each County

County	5th Grade CRT Math Scores % Satisfactory or Above	5th Grade CRT Science Scores % Satisfactory or Above	5th Grade CRT Soc. Stud. Scores % Satisfactory or Above	5th Grade CRT Writing Scores % Satisfactory or Above	6th Grade CRT Reading Scores % Satisfactory or Above	6th Grade CRT Math Scores % Satisfactory or Above	7th Grade CRT Reading Scores % Satisfactory or Above
Adair	49%	79%	62%	85%	47%	47%	59%
Alfalfa	68%	82%	65%	68%	78%	81%	65%
Atoka	78%	87%	70%	87%	63%	65%	69%
Beaver	66%	88%	80%	84%	63%	76%	77%
Beckham	67%	93%	81%	93%	67%	72%	74%
Blaine	59%	86%	75%	93%	61%	56%	56%
Bryan	70%	92%	76%	87%	73%	74%	70%
Caddo	64%	87%	69%	88%	60%	60%	65%
Canadian	74%	93%	85%	93%	76%	74%	79%
Carter	73%	89%	78%	94%	63%	59%	74%
Cherokee	68%	93%	85%	91%	71%	74%	68%
Choctaw	68%	92%	80%	93%	59%	53%	65%
Cimarron	50%	83%	58%	95%	61%	83%	89%
Cleveland	82%	93%	86%	94%	80%	83%	78%
Coal	58%	94%	72%	84%	65%	52%	78%
Comanche	73%	93%	78%	90%	68%	70%	76%
Cotton	63%	94%	88%	86%	80%	68%	58%
Craig	61%	86%	85%	90%	70%	63%	77%
Creek	67%	89%	72%	89%	66%	60%	68%
Custer	83%	94%	87%	94%	77%	78%	79%
Delaware	75%	97%	84%	91%	70%	59%	77%
Dewey	71%	98%	88%	93%	82%	66%	84%
Ellis	67%	94%	74%	91%	70%	61%	56%
Garfield	72%	90%	78%	87%	60%	58%	69%
Garvin	62%	89%	75%	83%	71%	65%	70%
Grady	74%	95%	84%	91%	70%	68%	72%
Grant	93%	90%	83%	93%	80%	78%	64%
Greer	93%	100%	90%	93%	78%	76%	56%
Harmon	69%	91%	84%	87%	54%	75%	63%
Harper	75%	93%	88%	93%	59%	70%	85%
Haskell	41%	85%	71%	81%	57%	41%	57%
Hughes	60%	87%	56%	81%	60%	52%	54%
Jackson	81%	90%	74%	92%	66%	75%	81%
Jefferson	60%	84%	67%	89%	53%	65%	64%
Johnston	51%	85%	75%	74%	61%	63%	69%
Kay	82%	95%	82%	83%	71%	70%	74%
Kingfisher	70%	93%	85%	89%	84%	72%	87%
Kiowa	71%	93%	89%	87%	75%	71%	77%
Latimer	72%	94%	84%	88%	59%	52%	62%
Le Flore	64%	88%	71%	87%	66%	58%	70%

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Indicators Displayed in Maps

Data Used to Indicate Percentage of CRT Scores within Each County

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County	5th Grade CRT Math Scores % Satisfactory or Above	5th Grade CRT Science Scores % Satisfactory or Above	5th Grade CRT Soc. Stud. Scores % Satisfactory or Above	5th Grade CRT Writing Scores % Satisfactory or Above	6th Grade CRT Reading Scores % Satisfactory or Above	6th Grade CRT Math Scores % Satisfactory or Above	7th Grade CRT Reading Scores % Satisfactory or Above
Lincoln	77%	89%	81%	90%	70%	67%	67%
Logan	82%	88%	67%	89%	67%	66%	76%
Love	68%	93%	81%	87%	54%	52%	65%
Major	80%	91%	86%	85%	82%	85%	74%
Marshall	71%	91%	62%	86%	69%	65%	77%
Mayes	72%	89%	78%	82%	71%	76%	76%
McClain	78%	95%	86%	90%	77%	68%	73%
McCurtain	57%	88%	71%	81%	63%	63%	68%
McIntosh	75%	95%	85%	87%	59%	44%	65%
Murray	61%	86%	73%	90%	63%	73%	69%
Muskogee	67%	87%	75%	87%	66%	67%	65%
Noble	66%	92%	82%	80%	59%	60%	57%
Nowata	67%	88%	81%	37%	43%	44%	64%
Okfuskee	55%	88%	71%	75%	58%	53%	58%
Oklahoma	75%	89%	76%	90%	67%	68%	72%
Okmulgee	58%	86%	67%	86%	60%	63%	63%
Osage	66%	90%	76%	89%	73%	67%	69%
Ottawa	71%	90%	74%	92%	66%	58%	64%
Pawnee	72%	89%	76%	88%	51%	53%	76%
Payne	73%	92%	82%	92%	80%	74%	71%
Pittsburg	72%	85%	73%	90%	65%	69%	69%
Pontotoc	74%	93%	87%	90%	73%	69%	81%
Pottawatomie	62%	88%	77%	86%	64%	63%	67%
Pushmataha	38%	86%	68%	89%	51%	56%	68%
Roger Mills	71%	97%	82%	100%	79%	72%	88%
Rogers	72%	91%	83%	92%	73%	72%	72%
Seminole	50%	79%	66%	85%	59%	57%	65%
Sequoyah	76%	94%	86%	91%	74%	75%	74%
Stephens	68%	93%	79%	91%	75%	71%	73%
Texas	85%	95%	84%	84%	79%	72%	77%
Tillman	53%	81%	60%	93%	56%	43%	68%
Tulsa	75%	90%	79%	90%	67%	69%	71%
Wagoner	61%	88%	73%	84%	73%	65%	60%
Washington	84%	96%	87%	91%	75%	83%	84%
Washita	78%	97%	83%	88%	80%	84%	74%
Woods	68%	94%	78%	92%	72%	61%	63%
Woodward	71%	96%	82%	95%	72%	69%	72%
State Summary	**72%**	**90%**	**78%**	**89%**	**68%**	**67%**	**71%**

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

Data Used to Indicate Percentage of CRT Scores within Each County

County	7th Grade CRT Math Scores % Satisfactory or Above	7th Grade CRT Geography Scores % Satisfactory or Above	8th Grade CRT Reading Scores % Satisfactory or Above	8th Grade CRT Math Scores % Satisfactory or Above	8th Grade CRT Science Scores % Satisfactory or Above	8th Grade CRT History Scores % Satisfactory or Above	8th Grade CRT Writing Scores % Satisfactory or Above
Adair	52%	80%	57%	55%	86%	62%	92%
Alfalfa	54%	92%	49%	51%	89%	74%	89%
Atoka	60%	92%	81%	73%	87%	72%	97%
Beaver	65%	89%	71%	59%	84%	82%	93%
Beckham	70%	94%	82%	71%	90%	75%	94%
Blaine	67%	90%	70%	69%	95%	73%	95%
Bryan	73%	90%	71%	67%	91%	71%	94%
Caddo	64%	90%	64%	66%	92%	66%	92%
Canadian	70%	95%	82%	72%	93%	86%	97%
Carter	65%	85%	71%	58%	89%	70%	97%
Cherokee	68%	91%	81%	67%	94%	80%	96%
Choctaw	60%	85%	62%	55%	87%	63%	94%
Cimarron	81%	96%	69%	80%	100%	81%	87%
Cleveland	80%	95%	83%	81%	96%	88%	97%
Coal	57%	89%	81%	68%	92%	72%	95%
Comanche	75%	92%	80%	79%	93%	77%	95%
Cotton	55%	88%	76%	68%	97%	74%	95%
Craig	59%	91%	76%	63%	91%	79%	98%
Creek	63%	87%	73%	67%	90%	73%	94%
Custer	79%	93%	81%	77%	95%	86%	97%
Delaware	71%	93%	76%	68%	94%	76%	94%
Dewey	73%	93%	82%	73%	97%	88%	100%
Ellis	56%	90%	69%	79%	95%	79%	98%
Garfield	59%	90%	74%	72%	92%	78%	94%
Garvin	63%	90%	64%	64%	89%	68%	95%
Grady	72%	92%	75%	74%	94%	78%	96%
Grant	50%	86%	62%	60%	83%	77%	100%
Greer	71%	72%	70%	65%	91%	65%	87%
Harmon	100%	94%	67%	87%	97%	73%	93%
Harper	79%	97%	51%	73%	93%	66%	95%
Haskell	48%	87%	76%	66%	92%	79%	82%
Hughes	44%	80%	62%	50%	88%	64%	92%
Jackson	80%	91%	78%	73%	94%	80%	97%
Jefferson	56%	86%	72%	52%	87%	78%	100%
Johnston	65%	89%	77%	69%	89%	70%	91%
Kay	78%	93%	74%	71%	92%	79%	92%
Kingfisher	75%	95%	83%	81%	97%	87%	97%
Kiowa	75%	91%	72%	76%	90%	75%	99%
Latimer	49%	84%	57%	62%	86%	73%	85%
Le Flore	59%	88%	69%	62%	90%	73%	91%

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Indicators Displayed in Maps

Data Used to Indicate Percentage of CRT Scores within Each County

continued from previous page

County	7th Grade CRT Math Scores % Satisfactory or Above	7th Grade CRT Geography Scores % Satisfactory or Above	8th Grade CRT Reading Scores % Satisfactory or Above	8th Grade CRT Math Scores % Satisfactory or Above	8th Grade CRT Reading Scores % Satisfactory or Above	8th Grade CRT Reading Scores % Satisfactory or Above	8th Grade CRT Math Scores % Satisfactory or Above
Lincoln	65%	89%	72%	68%	94%	79%	95%
Logan	78%	93%	77%	83%	88%	78%	97%
Love	58%	82%	54%	49%	83%	50%	93%
Major	72%	92%	86%	81%	99%	79%	99%
Marshall	62%	83%	71%	61%	87%	70%	97%
Mayes	71%	89%	76%	75%	90%	78%	96%
McClain	66%	92%	79%	68%	94%	81%	97%
McCurtain	62%	90%	72%	66%	89%	68%	97%
McIntosh	53%	92%	69%	76%	84%	66%	96%
Murray	58%	87%	70%	59%	93%	71%	95%
Muskogee	62%	89%	67%	62%	87%	74%	94%
Noble	67%	87%	68%	70%	95%	82%	96%
Nowata	55%	91%	78%	74%	95%	85%	43%
Okfuskee	56%	82%	68%	60%	85%	72%	85%
Oklahoma	70%	88%	73%	71%	91%	78%	95%
Okmulgee	58%	90%	74%	65%	92%	73%	94%
Osage	61%	92%	73%	64%	95%	72%	96%
Ottawa	59%	85%	71%	54%	92%	69%	96%
Pawnee	67%	90%	67%	56%	92%	70%	99%
Payne	68%	91%	78%	84%	95%	83%	95%
Pittsburg	66%	90%	67%	70%	89%	72%	95%
Pontotoc	76%	92%	76%	73%	90%	76%	94%
Pottawatomie	67%	87%	73%	67%	89%	74%	94%
Pushmataha	71%	87%	68%	68%	94%	69%	95%
Roger Mills	80%	98%	80%	76%	94%	86%	100%
Rogers	67%	91%	75%	67%	91%	81%	97%
Seminole	54%	83%	65%	47%	86%	70%	94%
Sequoyah	75%	90%	80%	74%	93%	78%	96%
Stephens	64%	91%	69%	62%	93%	76%	95%
Texas	74%	95%	70%	76%	93%	81%	96%
Tillman	54%	76%	66%	52%	86%	71%	93%
Tulsa	71%	88%	77%	73%	90%	78%	95%
Wagoner	62%	86%	70%	61%	92%	76%	92%
Washington	81%	95%	76%	75%	94%	85%	95%
Washita	75%	92%	75%	82%	94%	84%	97%
Woods	73%	96%	73%	74%	98%	69%	97%
Woodward	64%	94%	78%	68%	96%	81%	98%
State Summary	**68%**	**89%**	**74%**	**69%**	**91%**	**77%**	**95%**

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

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

County	Algebra I EOI % Satisfactory or Above	English II EOI % Satisfactory or Above	US History EOI % Satisfactory or Above	Biology I EOI % Satisfactory or Above	Algebra II EOI % Satisfactory or Above	English III EOI % Satisfactory or Above	Geometry EOI % Satisfactory or Above	4-Year Dropout Rate	Senior Graduation Rate
Adair	68%	80%	55%	65%	47%	86%	72%	21.0%	95.3%
Alfalfa	85%	90%	78%	88%	79%	95%	91%	4.8%	100.0%
Atoka	64%	82%	64%	75%	66%	81%	76%	5.8%	96.8%
Beaver	69%	74%	71%	58%	62%	88%	79%	2.4%	98.8%
Beckham	89%	92%	83%	93%	78%	86%	88%	14.7%	97.7%
Blaine	81%	88%	71%	75%	62%	94%	90%	2.1%	99.3%
Bryan	77%	90%	66%	80%	59%	87%	85%	8.8%	97.4%
Caddo	63%	89%	62%	74%	63%	87%	77%	7.0%	98.4%
Canadian	87%	95%	86%	87%	79%	92%	90%	10.1%	96.8%
Carter	82%	89%	78%	85%	71%	91%	86%	9.5%	99.5%
Cherokee	78%	88%	80%	80%	79%	89%	88%	9.7%	98.0%
Choctaw	71%	73%	47%	64%	66%	74%	67%	9.7%	98.9%
Cimarron	94%	88%	80%	70%	58%	88%	82%	0.0%	100.0%
Cleveland	90%	94%	86%	87%	88%	94%	89%	8.6%	98.9%
Coal	79%	90%	77%	68%	81%	90%	81%	9.0%	98.6%
Comanche	83%	91%	72%	76%	69%	88%	82%	10.0%	98.3%
Cotton	90%	94%	68%	87%	69%	86%	76%	0.0%	100.0%
Craig	87%	87%	84%	84%	76%	82%	86%	6.5%	97.5%
Creek	77%	86%	72%	79%	61%	84%	86%	11.0%	96.8%
Custer	83%	91%	73%	80%	72%	88%	91%	12.7%	97.6%
Delaware	74%	87%	75%	78%	53%	88%	81%	10.1%	98.8%
Dewey	74%	84%	82%	94%	70%	91%	94%	0.0%	100.0%
Ellis	63%	94%	83%	91%	82%	96%	96%	2.0%	100.0%
Garfield	73%	86%	74%	75%	66%	85%	86%	7.5%	98.9%
Garvin	80%	86%	72%	79%	64%	87%	82%	10.2%	98.8%
Grady	88%	91%	82%	83%	70%	92%	85%	11.2%	98.5%
Grant	80%	88%	81%	71%	57%	96%	86%	1.4%	100.0%
Greer	89%	78%	55%	73%	55%	70%	76%	14.3%	98.0%
Harmon	61%	100%	89%	62%	78%	91%	90%	13.7%	100.0%
Harper	72%	83%	73%	82%	62%	89%	97%	3.8%	100.0%
Haskell	68%	81%	46%	57%	66%	79%	57%	6.3%	98.7%
Hughes	57%	84%	56%	76%	54%	86%	71%	6.8%	99.4%
Jackson	77%	89%	70%	79%	73%	89%	81%	12.4%	98.2%
Jefferson	55%	81%	75%	79%	48%	88%	56%	5.7%	97.7%
Johnston	85%	88%	58%	74%	56%	86%	88%	12.4%	95.0%
Kay	80%	87%	77%	84%	70%	89%	84%	23.5%	97.1%
Kingfisher	86%	91%	77%	80%	81%	92%	95%	0.4%	100.0%
Kiowa	88%	94%	75%	83%	64%	86%	88%	13.0%	99.2%
Latimer	70%	83%	66%	69%	46%	80%	79%	11.0%	95.1%
Le Flore	67%	84%	63%	66%	44%	86%	76%	7.8%	97.7%

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Indicators Displayed in Maps

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

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County	Algebra I EOI % Satisfactory or Above	English II EOI % Satisfactory or Above	US History EOI % Satisfactory or Above	Biology I EOI % Satisfactory or Above	Algebra II EOI % Satisfactory or Above	English III EOI % Satisfactory or Above	Geometry EOI % Satisfactory or Above	4-Year Dropout Rate	Senior Graduation Rate
Lincoln	81%	87%	71%	81%	61%	89%	85%	7.5%	98.0%
Logan	82%	84%	67%	78%	51%	84%	80%	6.4%	98.2%
Love	66%	86%	64%	76%	73%	83%	82%	13.3%	98.9%
Major	86%	97%	75%	82%	89%	95%	93%	6.9%	97.3%
Marshall	80%	89%	73%	83%	58%	85%	74%	9.8%	96.3%
Mayes	76%	87%	78%	85%	69%	87%	85%	15.1%	98.2%
McClain	86%	92%	79%	83%	74%	93%	90%	6.1%	97.3%
McCurtain	84%	88%	64%	75%	68%	85%	79%	2.2%	99.1%
McIntosh	78%	82%	75%	79%	44%	90%	80%	11.6%	96.4%
Murray	84%	91%	71%	82%	72%	90%	82%	7.2%	98.6%
Muskogee	73%	85%	66%	74%	49%	85%	80%	14.8%	97.0%
Noble	62%	89%	80%	79%	71%	88%	84%	8.9%	97.1%
Nowata	73%	80%	73%	79%	51%	84%	82%	4.3%	100.0%
Okfuskee	60%	77%	70%	75%	50%	81%	77%	28.6%	92.1%
Oklahoma	78%	86%	77%	75%	72%	87%	81%	11.8%	98.1%
Okmulgee	68%	82%	65%	70%	46%	82%	68%	8.6%	97.5%
Osage	71%	90%	69%	75%	64%	85%	78%	5.4%	98.6%
Ottawa	72%	85%	69%	76%	53%	87%	88%	2.7%	99.5%
Pawnee	73%	82%	74%	76%	50%	80%	82%	6.3%	99.4%
Payne	87%	91%	82%	88%	88%	91%	88%	11.1%	98.8%
Pittsburg	73%	86%	73%	77%	70%	87%	86%	14.8%	96.4%
Pontotoc	83%	93%	74%	84%	89%	93%	87%	12.9%	98.0%
Pottawatomie	85%	87%	80%	84%	79%	93%	88%	8.0%	98.4%
Pushmataha	80%	89%	57%	82%	64%	79%	70%	6.2%	100.0%
Roger Mills	82%	98%	72%	90%	67%	92%	94%	3.3%	98.3%
Rogers	83%	90%	86%	84%	69%	93%	82%	10.0%	98.2%
Seminole	64%	80%	56%	70%	60%	85%	72%	12.0%	96.0%
Sequoyah	78%	87%	74%	82%	72%	91%	81%	8.4%	98.1%
Stephens	77%	87%	73%	84%	59%	89%	83%	17.4%	99.4%
Texas	68%	91%	76%	81%	69%	93%	91%	12.2%	100.0%
Tillman	63%	85%	67%	71%	63%	78%	71%	8.1%	100.0%
Tulsa	80%	87%	76%	79%	67%	86%	82%	13.9%	97.1%
Wagoner	72%	87%	75%	74%	61%	86%	79%	17.0%	96.7%
Washington	84%	89%	82%	79%	68%	88%	88%	9.7%	98.0%
Washita	75%	90%	70%	83%	83%	96%	90%	6.2%	100.0%
Woods	89%	85%	81%	75%	79%	89%	84%	11.6%	97.4%
Woodward	79%	89%	84%	76%	55%	90%	85%	8.3%	99.5%
State Summary	**78%**	**87%**	**75%**	**78%**	**69%**	**87%**	**83%**	**11.1%**	**97.9%**

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

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

County	Average Freshman Graduation Rate	Senior GPA	Career Tech Program Participation Rate	Avg. ACT Oklahoma Public HS Graduates	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	Public College Completion Rate
Adair	70.0%	3.34	38.4%	18.6	66.3%	6.1%	39.7%	53.1%	38.1%
Alfalfa	82.2%	3.46	76.5%	20.9	88.5%	7.7%	63.0%	40.0%	56.1%
Atoka	103.3%	3.07	59.9%	19.3	72.2%	1.7%	45.2%	49.2%	32.5%
Beaver	88.7%	3.27	17.5%	19.0	80.3%	34.6%	50.0%	31.8%	51.2%
Beckham	75.5%	3.04	46.0%	20.7	82.8%	1.9%	52.5%	35.5%	47.1%
Blaine	81.2%	3.17	64.3%	19.7	61.3%	4.4%	51.4%	30.2%	44.4%
Bryan	85.2%	2.92	62.2%	20.4	87.8%	8.1%	44.0%	34.7%	40.0%
Caddo	84.8%	2.96	63.6%	18.8	76.0%	2.4%	48.3%	39.1%	40.0%
Canadian	86.2%	3.12	44.9%	21.5	90.3%	5.3%	55.7%	31.7%	42.1%
Carter	83.2%	2.94	41.8%	20.7	86.1%	3.0%	53.2%	36.9%	45.4%
Cherokee	69.2%	3.08	36.9%	19.7	67.0%	3.5%	44.4%	43.4%	36.7%
Choctaw	87.9%	3.08	75.5%	18.6	58.0%	7.4%	42.9%	42.9%	30.2%
Cimarron	78.8%	3.35	46.7%	19.2	96.8%	22.6%	52.5%	40.0%	60.0%
Cleveland	80.1%	2.94	38.7%	22.4	82.0%	7.4%	61.5%	28.0%	43.8%
Coal	82.9%	2.96	74.4%	19.4	67.6%	4.2%	49.1%	55.5%	44.1%
Comanche	76.4%	3.04	45.5%	20.4	87.6%	9.5%	43.4%	46.4%	38.3%
Cotton	87.7%	3.00	75.0%	20.8	34.9%	8.4%	40.9%	38.8%	27.5%
Craig	87.0%	3.05	67.8%	20.4	79.7%	3.7%	49.0%	56.6%	46.7%
Creek	72.0%	2.99	56.0%	19.9	86.5%	2.7%	48.2%	49.1%	41.4%
Custer	73.3%	3.10	70.5%	20.3	91.7%	2.9%	53.6%	30.3%	51.0%
Delaware	78.4%	2.87	59.5%	19.8	76.5%	14.2%	35.1%	46.1%	37.0%
Dewey	93.2%	3.15	85.2%	19.7	98.0%	0.0%	54.0%	37.7%	46.7%
Ellis	99.3%	3.24	88.9%	20.4	93.8%	6.3%	51.7%	30.8%	39.7%
Garfield	80.9%	3.08	50.6%	21.0	68.6%	1.4%	42.8%	31.6%	55.8%
Garvin	81.8%	3.00	59.4%	19.9	77.0%	0.9%	50.5%	39.3%	42.2%
Grady	82.8%	3.11	51.0%	20.4	58.3%	3.9%	47.8%	40.4%	44.6%
Grant	97.8%	3.44	86.3%	19.9	89.0%	0.0%	57.1%	29.7%	56.1%
Greer	66.4%	3.23	83.6%	19.4	100.0%	0.0%	47.3%	50.0%	38.0%
Harmon	96.4%	3.25	78.1%	19.3	97.7%	4.6%	58.3%	37.5%	47.1%
Harper	97.5%	3.42	48.9%	19.8	90.2%	9.8%	52.2%	41.7%	66.3%
Haskell	80.7%	2.99	50.4%	19.7	100.0%	3.8%	39.2%	54.6%	50.6%
Hughes	82.5%	2.94	53.4%	18.3	83.6%	1.2%	48.5%	53.1%	42.0%
Jackson	77.7%	3.20	51.2%	20.9	34.6%	8.5%	51.7%	39.3%	45.7%
Jefferson	80.1%	3.03	62.8%	18.6	91.6%	3.6%	42.4%	55.3%	38.4%
Johnston	83.8%	2.87	44.6%	18.4	92.1%	2.4%	53.6%	48.8%	45.9%
Kay	72.6%	3.16	35.4%	21.2	71.3%	7.5%	49.9%	35.7%	56.4%
Kingfisher	95.0%	3.12	74.6%	21.0	85.3%	2.9%	58.0%	28.0%	51.5%
Kiowa	84.9%	3.04	67.7%	19.2	49.2%	0.8%	47.5%	35.9%	42.4%
Latimer	73.3%	3.00	53.6%	19.3	77.3%	4.1%	45.9%	45.3%	51.1%
Le Flore	82.5%	2.94	65.7%	19.2	82.7%	5.5%	41.0%	45.1%	47.6%

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Indicators Displayed in Maps

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

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County	Average Freshman Graduation Rate	Senior GPA	Career Tech Program Participation Rate	Avg. ACT Oklahoma Public HS Graduates	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	Public College Completion Rate
Lincoln	85.4%	3.13	62.2%	20.4	65.3%	2.0%	49.7%	35.4%	39.2%
Logan	74.4%	3.11	44.8%	19.9	83.0%	4.4%	51.9%	37.1%	39.0%
Love	76.0%	2.87	69.7%	20.1	83.5%	2.2%	51.4%	41.8%	40.7%
Major	95.0%	3.00	89.0%	21.5	88.0%	0.9%	53.6%	24.4%	57.4%
Marshall	65.6%	2.97	61.2%	18.2	87.6%	1.6%	45.6%	48.4%	41.5%
Mayes	80.5%	3.13	48.3%	20.3	69.2%	3.0%	45.1%	48.8%	36.4%
McClain	84.5%	3.07	36.5%	20.3	82.3%	1.2%	50.5%	34.9%	40.8%
McCurtain	81.8%	2.99	65.2%	19.4	78.5%	3.3%	37.9%	41.1%	43.5%
McIntosh	78.3%	2.89	74.4%	20.3	86.0%	1.4%	45.4%	42.4%	39.6%
Murray	77.0%	2.75	66.1%	20.4	96.5%	2.1%	51.0%	39.2%	39.6%
Muskogee	72.9%	3.03	60.7%	20.0	78.5%	3.6%	46.0%	50.1%	44.0%
Noble	79.6%	3.18	61.7%	20.0	80.5%	2.3%	52.6%	33.7%	53.8%
Nowata	71.9%	2.89	39.6%	18.8	82.2%	23.7%	27.4%	42.7%	39.1%
Okfuskee	83.3%	2.89	51.2%	19.2	85.7%	0.0%	39.9%	52.7%	43.5%
Oklahoma	73.4%	3.00	48.3%	21.1	81.2%	6.9%	55.8%	35.3%	41.0%
Okmulgee	77.6%	2.95	57.6%	18.9	91.9%	2.9%	50.2%	57.9%	42.3%
Osage	73.8%	2.89	35.3%	19.6	62.6%	4.3%	41.3%	47.6%	39.1%
Ottawa	75.8%	2.94	52.4%	20.3	72.9%	4.7%	50.1%	50.5%	43.3%
Pawnee	73.3%	3.15	86.9%	19.9	92.0%	5.5%	47.3%	39.0%	45.3%
Payne	86.6%	3.20	54.3%	22.2	73.8%	10.0%	51.5%	22.9%	50.0%
Pittsburg	76.2%	3.15	47.6%	20.0	82.0%	1.6%	48.9%	45.8%	44.6%
Pontotoc	87.8%	3.13	79.0%	20.4	86.7%	2.8%	49.2%	36.3%	47.8%
Pottawatomie	81.6%	2.93	40.3%	21.0	75.7%	7.7%	45.4%	39.0%	39.9%
Pushmataha	85.9%	2.90	85.1%	18.5	91.6%	2.4%	44.0%	42.1%	39.2%
Roger Mills	100.6%	3.29	85.7%	20.5	87.9%	6.9%	53.2%	37.2%	50.9%
Rogers	78.9%	2.96	43.2%	21.2	90.7%	4.4%	51.8%	39.9%	43.3%
Seminole	82.3%	3.06	43.3%	19.5	80.9%	2.3%	54.6%	48.2%	43.2%
Sequoyah	83.5%	3.02	54.3%	19.8	75.3%	9.3%	41.6%	46.4%	42.6%
Stephens	84.0%	3.12	53.8%	20.3	80.0%	2.8%	49.6%	40.3%	45.4%
Texas	77.3%	3.01	41.4%	19.3	78.2%	10.2%	43.0%	50.4%	42.3%
Tillman	73.2%	3.03	54.5%	17.4	98.0%	3.9%	44.8%	46.0%	32.8%
Tulsa	76.8%	2.95	47.9%	21.4	85.7%	9.1%	53.8%	42.5%	46.6%
Wagoner	75.9%	2.91	57.6%	20.6	84.3%	4.3%	47.4%	45.1%	40.0%
Washington	86.9%	2.93	35.9%	21.7	83.3%	10.3%	47.2%	33.2%	51.1%
Washita	83.3%	3.20	66.1%	19.7	92.7%	3.7%	55.2%	30.9%	53.0%
Woods	76.0%	3.09	59.1%	20.9	40.8%	4.0%	59.5%	34.3%	58.0%
Woodward	84.3%	3.11	76.8%	20.5	77.5%	3.5%	51.8%	37.9%	46.6%
State Summary	**78.4%**	**3.00**	**50.9%**	**20.8**	**81.0%**	**6.2%**	**50.9%**	**39.2%**	**44.0%**

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

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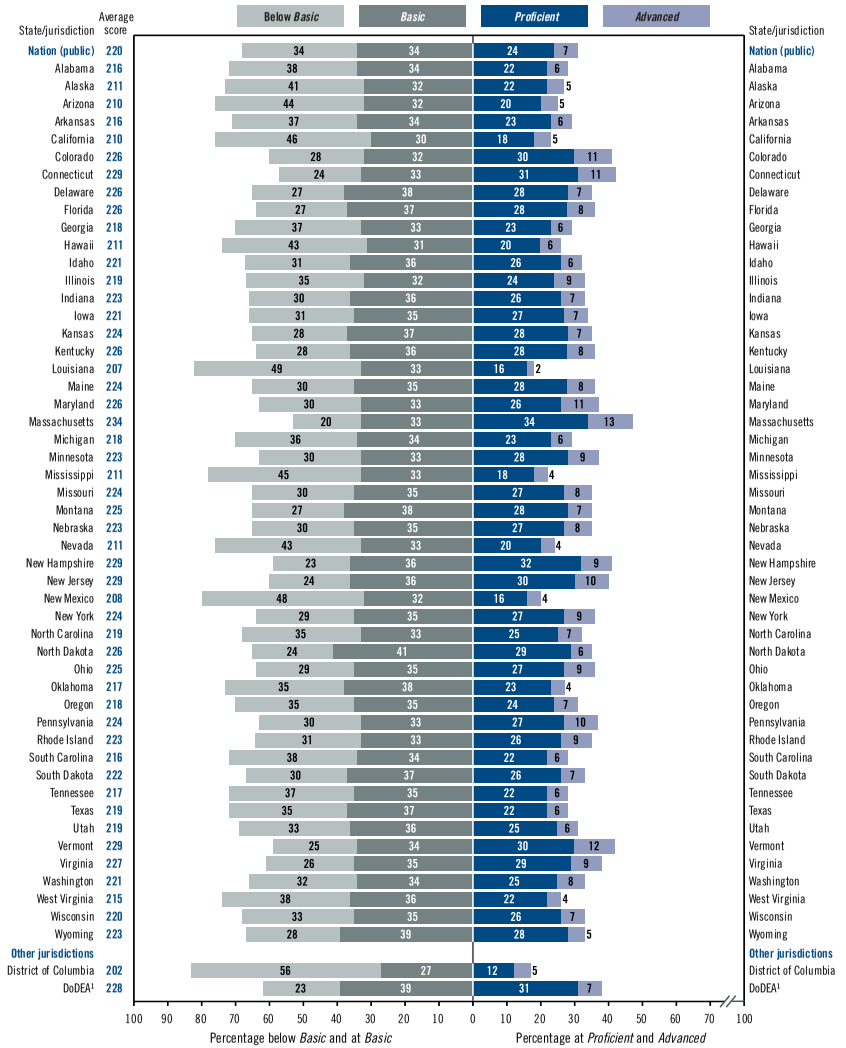
APPENDIX D

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)

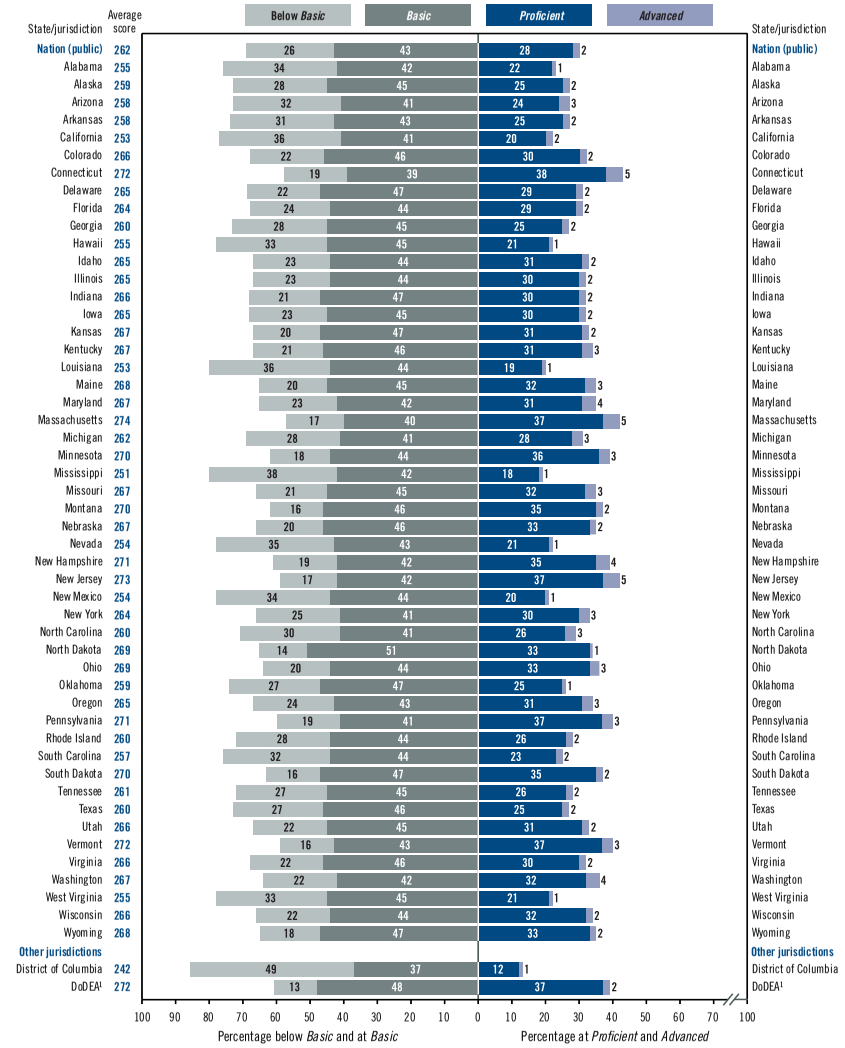
APPENDIX E

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



[1]Department of Defense Education Activity (overseas and domestic schools).
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

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



[1]Department of Defense Education Activity (overseas and domestic schools).
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

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

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

See notes at end of table.

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

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

Rounds to zero.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was unclassified. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

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

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

See notes at end of table.

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

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

Rounds to zero.

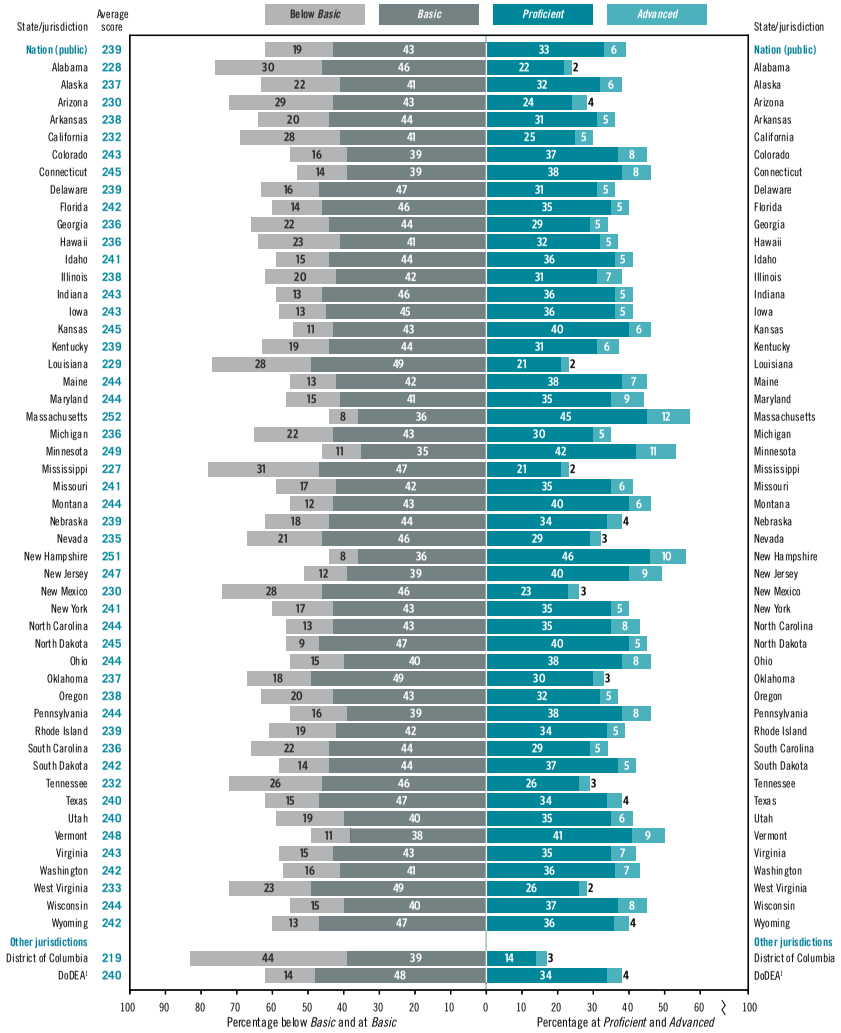
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

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

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

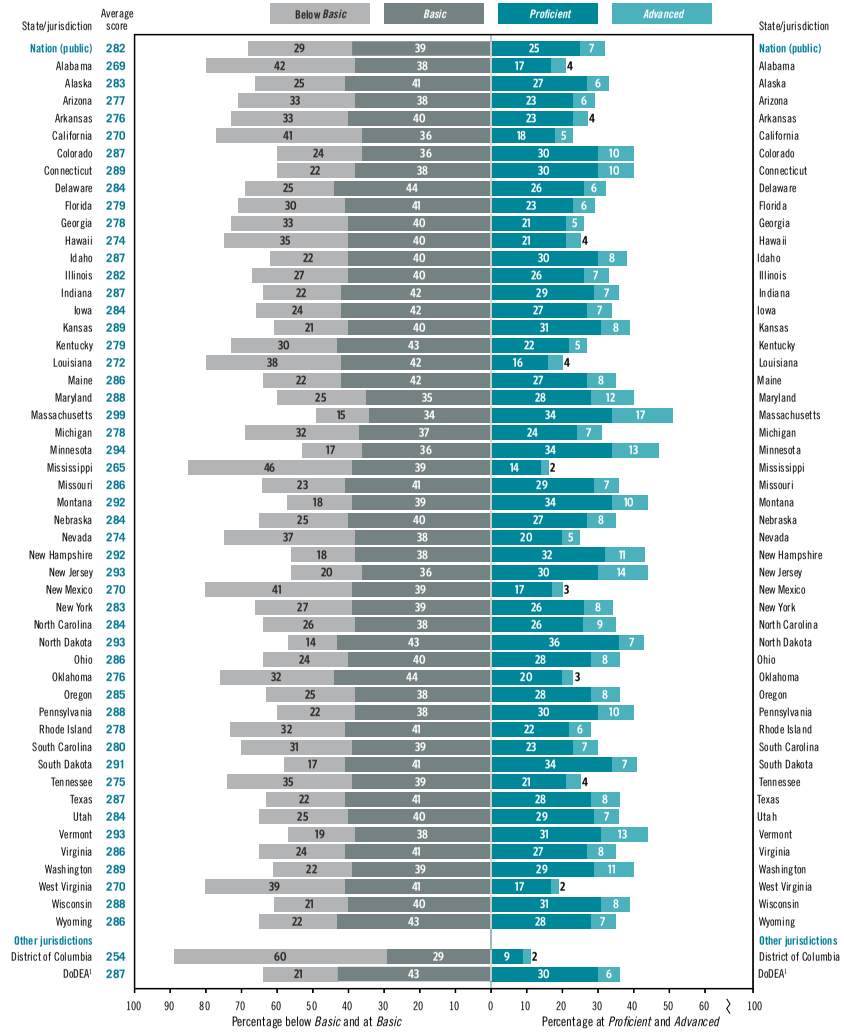
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

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



[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

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



[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment.

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

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

See notes at end of table.

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

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

Rounds to zero.

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

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

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

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

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

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

See notes at end of table.

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

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

Rounds to zero.

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

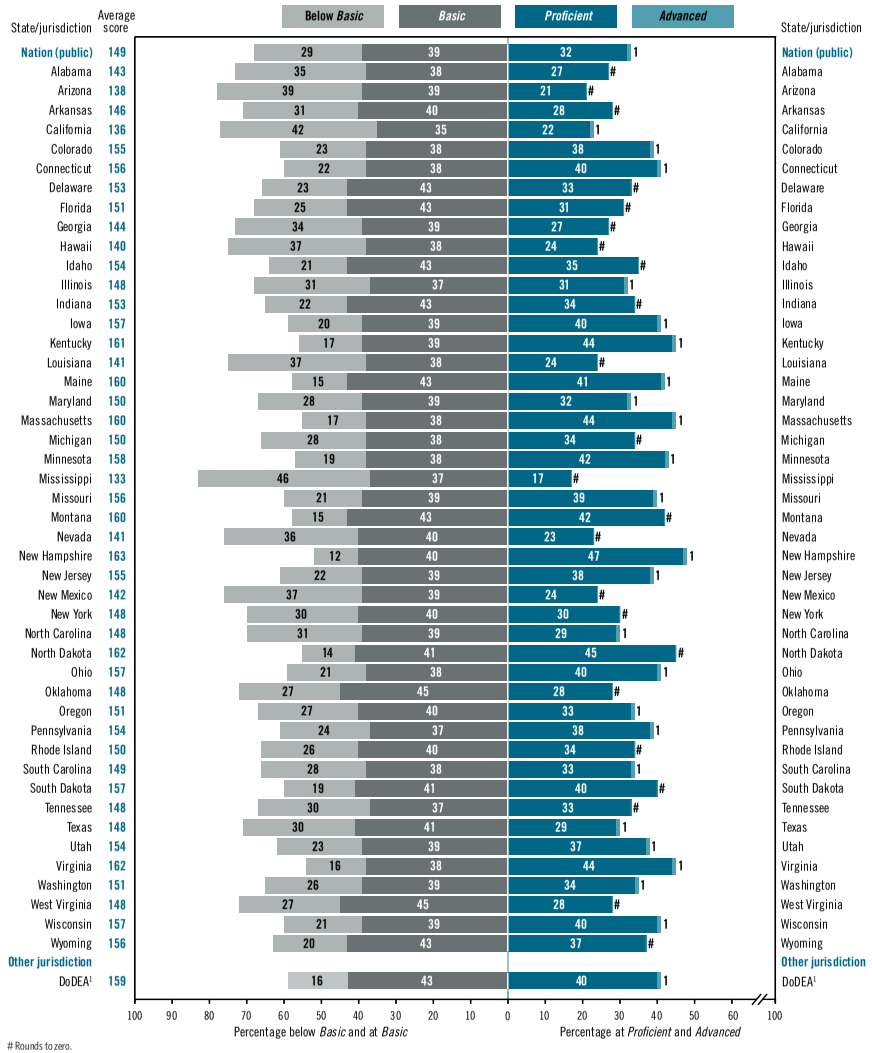
[1] Department of Defense Education Activity (overseas and domestic schools).

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

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

GRADE
4

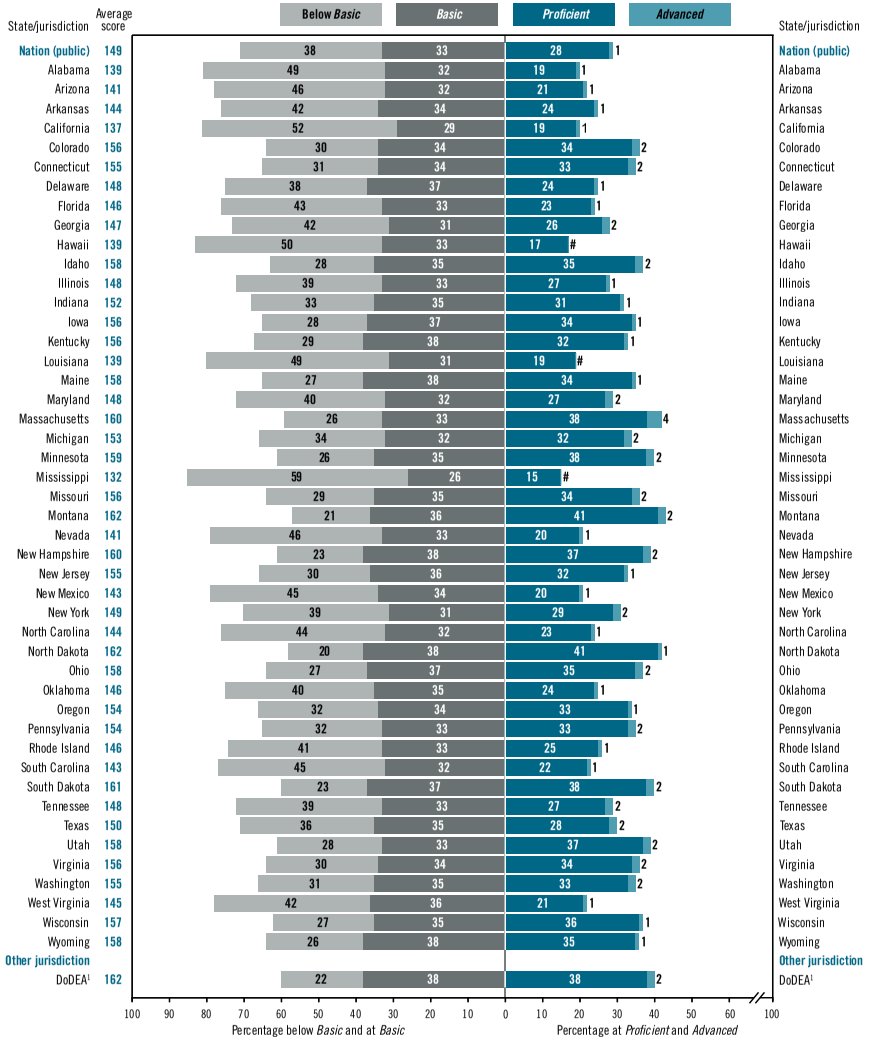
Figure 17. Average scores and achievement-level results in NAEP science for public school students at grade 4, by state/jurisdiction: 2009



Rounds to zero.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: Alaska, the District of Columbia, Kansas, Nebraska, and Vermont did not participate in the 2009 science assessment at the state level. The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Science Assessment.

GRADE
8

Figure 36. Average scores and achievement-level results in NAEP science for public school students at grade 8, by state/jurisdiction: 2009



Rounds to zero.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: Alaska, the District of Columbia, Kansas, Nebraska, and Vermont did not participate in the 2009 science assessment at the state level. The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Science Assessment.

Table **A-8.** Average scores and achievement-level results in NAEP science for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2009

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)	**162**	**14**	**86**	**46**	**1**	**127**	**54**	**46**	**10**	**#**	**130**	**48**	**52**	**13**	**#**
Alabama	155	20	80	39	#	121	61	39	6	#	125	55	45	9	#
Alaska	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Arizona	155	19	81	37	1	129	48	52	13	#	124	55	45	9	#
Arkansas	157	18	82	38	#	117	66	34	6	#	136	42	58	15	#
California	157	19	81	41	1	122	59	41	9	#	121	58	42	8	#
Colorado	166	11	89	53	1	128	48	52	12	#	134	44	56	15	#
Connecticut	167	10	90	53	1	129	51	49	9	#	128	52	48	11	#
Delaware	166	9	91	50	#	135	43	57	11	#	142	34	66	20	#
Florida	163	12	88	46	#	131	49	51	10	#	144	30	70	23	#
Georgia	159	16	84	42	#	126	55	45	10	#	133	47	53	15	#
Hawaii	159	18	82	43	1	134	43	57	16	#	134	42	58	22	#
Idaho	159	16	84	40	#	‡	‡	‡	‡	‡	128	53	47	10	#
Illinois	164	13	87	48	1	120	63	37	9	#	129	49	51	10	#
Indiana	158	16	84	41	1	129	50	50	9	#	136	41	59	15	#
Iowa	161	15	85	45	1	130	50	50	14	#	134	40	60	15	#
Kansas	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Kentucky	164	13	87	49	1	135	43	57	15	#	150	27	73	31	2
Louisiana	159	15	85	42	1	123	60	40	8	#	144	31	69	23	1
Maine	161	14	86	43	1	139	38	62	26	1	‡	‡	‡	‡	‡
Maryland	164	13	87	48	1	131	50	50	12	#	143	34	66	21	#
Massachusetts	169	8	92	56	1	138	39	61	17	#	132	44	56	12	#
Michigan	160	17	83	43	1	118	66	34	6	#	138	40	60	20	#
Minnesota	166	11	89	51	1	129	50	50	12	#	134	45	55	16	#
Mississippi	152	22	78	31	#	116	68	32	4	#	142	34	66	21	#
Missouri	164	13	87	47	1	127	54	46	12	#	141	34	66	21	#
Montana	164	10	90	47	1	‡	‡	‡	‡	‡	149	27	73	26	#
Nebraska	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Nevada	156	19	81	37	#	122	59	41	8	#	128	51	49	12	#
New Hampshire	165	11	89	49	1	‡	‡	‡	‡	‡	139	39	61	20	#
New Jersey	166	10	90	52	1	133	46	54	12	#	136	42	58	15	#
New Mexico	163	14	86	48	1	134	44	56	16	#	134	45	55	15	#
New York	161	14	86	44	1	127	55	45	9	#	130	49	51	13	#
North Carolina	162	14	86	45	1	126	56	44	9	#	132	49	51	11	#
North Dakota	165	10	90	49	1	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	165	11	89	50	1	129	53	47	10	#	140	42	58	26	1
Oklahoma	156	17	83	37	#	125	56	44	8	#	131	47	53	12	#
Oregon	157	20	80	40	1	131	47	53	12	#	128	53	47	12	#
Pennsylvania	164	13	87	48	1	121	61	39	7	#	125	54	46	12	#
Rhode Island	161	14	86	44	#	126	54	46	10	#	124	56	44	9	#
South Carolina	163	13	87	49	1	128	53	47	10	#	140	35	65	23	#
South Dakota	162	13	87	46	1	‡	‡	‡	‡	‡	145	28	72	23	#
Tennessee	159	19	81	43	1	121	61	39	8	#	134	44	56	17	#
Texas	168	10	90	53	2	139	38	62	18	#	136	42	58	16	#
Utah	161	16	84	45	1	‡	‡	‡	‡	‡	129	50	50	12	#
Vermont	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Virginia	172	7	93	59	2	141	36	64	18	#	152	20	80	32	#
Washington	160	15	85	44	1	127	51	49	8	#	125	56	44	10	#
West Virginia	150	25	75	29	#	130	50	50	11	#	‡	‡	‡	‡	‡
Wisconsin	164	12	88	49	1	121	62	38	8	#	138	40	60	17	#
Wyoming	159	16	84	41	#	‡	‡	‡	‡	‡	140	38	62	18	#
Other jurisdictions															
District of Columbia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
DoDEA[1]	166	9	91	51	1	141	35	65	16	#	153	22	78	32	#

See notes at end of table.

Table **A-8.** Average scores and achievement-level results in NAEP science for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2009—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)	**160**	**20**	**80**	**45**	**2**	**137**	**40**	**60**	**19**	**#**
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	156	22	78	43	#	123	57	43	9	#
Arkansas	152	23	77	34	1	‡	‡	‡	‡	‡
California	160	19	81	45	3	‡	‡	‡	‡	‡
Colorado	162	15	85	48	1	‡	‡	‡	‡	‡
Connecticut	164	14	86	48	#	‡	‡	‡	‡	‡
Delaware	169	11	89	53	5	‡	‡	‡	‡	‡
Florida	158	19	81	44	2	‡	‡	‡	‡	‡
Georgia	167	11	89	50	1	‡	‡	‡	‡	‡
Hawaii	138	40	60	21	#	‡	‡	‡	‡	‡
Idaho	156	23	77	39	3	‡	‡	‡	‡	‡
Illinois	166	14	86	51	3	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	156	24	76	43	1	‡	‡	‡	‡	‡
Kansas	—	—	—	—	—	—	—	—	—	—
Kentucky	172	11	89	65	3	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	164	14	86	47	1	‡	‡	‡	‡	‡
Massachusetts	167	14	86	53	4	‡	‡	‡	‡	‡
Michigan	162	21	79	49	2	‡	‡	‡	‡	‡
Minnesota	147	33	67	31	#	134	42	58	12	#
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	137	39	61	16	#
Nebraska	—	—	—	—	—	—	—	—	—	—
Nevada	151	25	75	32	#	‡	‡	‡	‡	‡
New Hampshire	171	8	92	57	2	‡	‡	‡	‡	‡
New Jersey	173	10	90	63	4	‡	‡	‡	‡	‡
New Mexico	‡	‡	‡	‡	‡	126	56	44	8	#
New York	156	20	80	38	1	‡	‡	‡	‡	‡
North Carolina	163	17	83	52	#	128	54	46	10	#
North Dakota	‡	‡	‡	‡	‡	135	45	55	15	#
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	‡	‡	‡	‡	‡	145	29	71	23	#
Oregon	159	20	80	44	3	143	35	65	25	#
Pennsylvania	166	16	84	53	2	‡	‡	‡	‡	‡
Rhode Island	152	29	71	37	1	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	128	52	48	11	#
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	163	16	84	47	2	‡	‡	‡	‡	‡
Utah	147	30	70	28	1	124	64	36	9	#
Vermont	—	—	—	—	—	—	—	—	—	—
Virginia	174	7	93	61	4	‡	‡	‡	‡	‡
Washington	156	22	78	41	1	137	37	63	18	#
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	153	27	73	37	#	145	29	71	20	#
Wyoming	‡	‡	‡	‡	‡	134	43	57	9	#
Other jurisdictions										
District of Columbia	—	—	—	—	—	—	—	—	—	—
DoDEA[1]	161	15	85	44	#	‡	‡	‡	‡	‡

— Not available.
Rounds to zero.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was unclassified. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Science Assessment.

Table A-14. Average scores and achievement-level results in NAEP science for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2009

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)	**161**	**23**	**77**	**41**	**2**	**125**	**68**	**32**	**8**	**#**	**131**	**59**	**41**	**12**	**#**
Alabama	152	32	68	28	1	115	77	23	4	#	129	66	34	10	#
Alaska	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Arizona	157	26	74	35	1	126	63	37	8	#	127	64	36	10	#
Arkansas	154	29	71	32	1	111	81	19	4	#	134	54	46	12	#
California	157	29	71	38	2	122	69	31	8	#	122	67	33	7	#
Colorado	166	17	83	48	2	135	56	44	13	#	137	52	48	14	#
Connecticut	164	18	82	44	2	126	65	35	9	#	128	65	35	9	#
Delaware	159	23	77	35	1	133	59	41	10	#	141	51	49	16	#
Florida	158	28	72	36	2	126	68	32	7	#	139	49	51	17	#
Georgia	161	25	75	41	3	129	64	36	10	#	137	49	51	15	#
Hawaii	153	32	68	30	#	133	55	45	15	#	148	38	62	25	1
Idaho	162	23	77	42	2	‡	‡	‡	‡	‡	137	53	47	14	#
Illinois	162	21	79	41	2	118	77	23	4	#	131	60	40	10	#
Indiana	159	25	75	38	2	126	66	34	8	#	135	54	46	16	#
Iowa	160	24	76	38	1	127	62	38	9	#	133	55	45	12	#
Kansas	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Kentucky	159	25	75	36	2	137	54	46	16	#	145	42	58	24	2
Louisiana	155	30	70	31	1	120	73	27	5	#	‡	‡	‡	‡	‡
Maine	159	26	74	36	1	126	67	33	11	#	‡	‡	‡	‡	‡
Maryland	164	20	80	44	2	127	66	34	8	#	136	54	46	12	1
Massachusetts	167	18	82	48	4	132	58	42	13	1	131	57	43	14	#
Michigan	162	23	77	42	3	121	73	27	6	#	139	50	50	20	1
Minnesota	166	17	83	46	2	128	64	36	11	#	132	60	40	14	#
Mississippi	150	35	65	27	#	114	81	19	3	#	‡	‡	‡	‡	‡
Missouri	161	23	77	40	2	129	62	38	9	#	150	38	62	29	2
Montana	166	17	83	46	2	‡	‡	‡	‡	‡	155	29	71	33	1
Nebraska	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Nevada	153	32	68	30	1	127	66	34	9	#	129	61	39	10	#
New Hampshire	161	22	78	40	2	‡	‡	‡	‡	‡	131	59	41	12	#
New Jersey	165	17	83	44	2	127	65	35	8	#	138	51	49	13	#
New Mexico	163	19	81	39	2	‡	‡	‡	‡	‡	135	56	44	14	#
New York	164	20	80	45	3	123	70	30	7	#	125	66	34	11	#
North Carolina	158	27	73	36	2	121	75	25	5	#	132	59	41	11	#
North Dakota	166	16	84	46	1	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	164	18	82	43	2	126	68	32	6	#	140	52	48	18	#
Oklahoma	155	30	70	33	1	124	68	32	7	#	127	63	37	9	#
Oregon	160	25	75	40	2	135	52	48	13	#	130	60	40	12	#
Pennsylvania	162	22	78	42	2	123	70	30	7	#	121	73	27	7	#
Rhode Island	155	30	70	33	2	125	68	32	8	#	119	74	26	5	#
South Carolina	158	26	74	35	2	124	70	30	6	#	129	58	42	13	#
South Dakota	165	17	83	45	2	141	45	55	24	1	135	55	45	10	1
Tennessee	157	28	72	36	2	122	70	30	6	#	139	52	48	21	1
Texas	167	17	83	47	3	133	57	43	13	#	141	47	53	17	#
Utah	164	21	79	45	2	‡	‡	‡	‡	‡	129	60	40	13	#
Vermont	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Virginia	166	18	82	48	2	135	57	43	11	#	144	41	59	20	#
Washington	161	23	77	41	2	135	54	46	16	#	132	57	43	9	#
West Virginia	146	41	59	23	1	127	65	35	10	#	‡	‡	‡	‡	‡
Wisconsin	165	18	82	44	2	120	74	26	6	#	134	54	46	15	#
Wyoming	162	21	79	40	2	‡	‡	‡	‡	‡	137	51	49	12	#
Other jurisdictions															
District of Columbia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
DoDEA[1]	170	13	87	53	3	144	45	55	14	#	155	28	72	28	1

See notes at end of table.

Table A-14. Average scores and achievement-level results in NAEP science for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2009—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)	**159**	**28**	**72**	**40**	**3**	**138**	**51**	**49**	**18**	**#**
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	159	32	68	43	5	126	65	35	7	#
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	154	31	69	34	2	‡	‡	‡	‡	‡
Colorado	161	21	79	41	2	‡	‡	‡	‡	‡
Connecticut	169	22	78	52	7	‡	‡	‡	‡	‡
Delaware	160	25	75	40	3	‡	‡	‡	‡	‡
Florida	163	21	79	40	4	‡	‡	‡	‡	‡
Georgia	172	15	85	58	6	‡	‡	‡	‡	‡
Hawaii	136	54	46	14	#	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	167	20	80	48	5	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Kansas	—	—	—	—	—	—	—	—	—	—
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	169	14	86	51	5	‡	‡	‡	‡	‡
Massachusetts	168	22	78	49	10	‡	‡	‡	‡	‡
Michigan	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Minnesota	141	50	50	23	2	141	44	56	14	#
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	167	22	78	48	7	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	138	51	49	18	#
Nebraska	—	—	—	—	—	—	—	—	—	—
Nevada	148	37	63	26	1	‡	‡	‡	‡	‡
New Hampshire	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
New Jersey	174	10	90	58	4	‡	‡	‡	‡	‡
New Mexico	‡	‡	‡	‡	‡	130	64	36	10	#
New York	161	25	75	43	4	‡	‡	‡	‡	‡
North Carolina	165	21	79	44	5	119	70	30	6	#
North Dakota	‡	‡	‡	‡	‡	135	56	44	11	#
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	‡	‡	‡	‡	‡	142	47	53	19	#
Oregon	160	26	74	45	2	153	34	66	35	#
Pennsylvania	159	26	74	41	2	‡	‡	‡	‡	‡
Rhode Island	146	41	59	21	2	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	137	52	48	16	#
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	170	18	82	55	5	‡	‡	‡	‡	‡
Utah	147	43	57	31	2	130	59	41	10	#
Vermont	—	—	—	—	—	—	—	—	—	—
Virginia	168	17	83	49	4	‡	‡	‡	‡	‡
Washington	157	31	69	39	3	142	47	53	20	#
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	152	35	65	28	2	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other jurisdictions										
District of Columbia	—	—	—	—	—	—	—	—	—	—
DoDEA[1]	160	23	77	41	1	‡	‡	‡	‡	‡

— Not available.
Rounds to zero.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was unclassified. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Science Assessment.

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Office of Accountability
655 Research Parkway, Suite 301
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