

Community Characteristics

Socioeconomic Data

	School	District	State Average
Ethnic Makeup Based upon Fall Enrollment (2002):			
Caucasian	94%	91%	63%
Black	0%	0%	11%
Asian	0%	0%	2%
Hispanic	2%	3%	7%
Native American	4%	6%	18%
Average Property Valuation per Student (2004)		\$60,586	\$28,002
Students Eligible for Free/Reduced Lunch (2003)	13%	24%	52%

2000 Census Data

	School	District	State Average
District Population		1,990	6,378
Poverty Rate		8%	15%
Unemployment Rate		3%	5%
Average Household Income		\$49,455	\$44,370
Single-Parent Families		22%	29%
Highest Educational Level for Adults Age 25+			
College Degree		23%	26%
H.S. Diploma w/o College Degree		64%	55%
Less than 12th Grade Education		13%	19%

Preparation, Motivation and Parental Support

	School	District	State Average
1st-3rd graders in need of Reading remediation		24%	29%
Average Number of Days Absent per Student		5.7	10.4
Mobility Rate (Incoming Students)	2%	5%	10%
There was 1 suspension for every ___ students			
suspensions of 10 days or less	42.0	28.7	12.9
suspensions of more than 10 days	126.0	316.0	109.1
Parents Attending Parent/Teacher Conference	50%	75%	71%
Volunteer Hours per Student	0.4	1.0	2.8

2002-2003 Juvenile Offenders & Offenses (Office of Juvenile Affairs)

Juvenile crime statistics are provided as another indicator of the environment in which schools must operate. In most cases the offenses reported were not committed at school.

One out of every ___ students was charged.	79.0	63.2
Of those charged, each averaged ___ offense(s).	1.3	2.0
Of those charged, ___ were alleged gang members.	0	0.3

Symbols Used on Report Card:

ADM = Average Daily Membership (Average Enrollment)

FTE = Full Time Equivalent

NA = Not Applicable

** = Data Protected by Privacy Laws

FTR = School/District Failed to Respond with Useable Data

DNA = Data Not Available

RM = Revised Methodology



Office of Accountability

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 (405) 225-9470 Fax: (405) 225-9474
 Web Address: www.SchoolReportCard.org

2002-2003 School Educational Process

Accreditation: Accreditation with no deficiencies

Classroom & Administration Characteristics

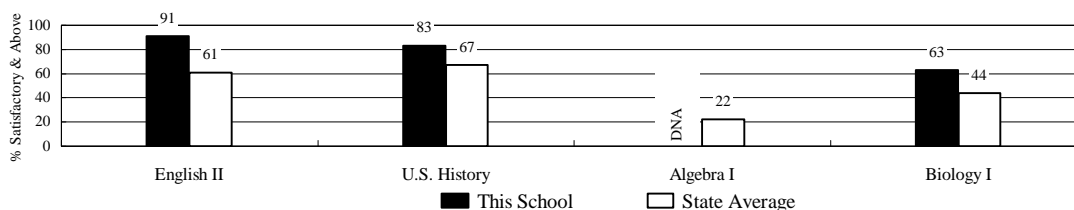
	School	District Total (All Schools)	High School State Average
Student Enrollment (Fall 2002)	126.0	316.0	350.9
Regular Classroom Teachers (FTE)	7.7	21.8	21.7
Average Salary (w/ Fringe) of Regular Classroom Teachers (FTE)	\$35,281	\$35,430	\$35,105
Regular Classroom Teachers with Advanced Degree(s) (FTE)	47.9%	49.5%	31.8%
Average Years of Experience - Regular Classroom Teachers (FTE)	15.6	16.3	13.1
Special Education Teachers (FTE)	0.5	1.4	2.2
Other Professional Staff (FTE)	1.0	2.0	1.9
Teacher Assistants (FTE)	0.0	3.0	1.5
Administrators (FTE)	0.1	1.5	1.4

2002-2003 HS Curriculum (Units Offered in Selected Subject Areas)

Language Arts	10.0	8.1
Science	6.0	6.1
Math	6.0	6.1
Social Studies	4.0	5.5
Fine Arts	3.0	5.3
Languages (non-English)	2.0	3.3
Total	31.0	34.4

HS End-of-Instruction - "Regular Ed." Students

Additional results may be posted on the MS/JHS report card.



2002-2003 Student Performance

	This School	District	High School State Average
Dropout Rate	0.8%	0.6%	3.6%
Number of Graduating Seniors	37.0	37.0	78.4
Average GPA of HS Seniors (2003 Seniors)	3.5	3.5	3.0
Career-Tech Occupationally-Specific Program Participation (Class of '00-'02)	22.6%	22.6%	40.3%
Career-Tech Occupationally-Specific Program Completion (Class of '00-'02)	87.5%	87.5%	82.8%
ACT Participation Rate (Class of 2003)	97.3%	97.3%	68.7%
Average ACT Score (Class of 2003)	21.6	21.6	20.7
HS Graduates Completing Regents' College-Bound Curriculum	86.5%	86.5%	77.0%
Out-of-State College-Going Rate	2.7%	2.7%	6.2%
Oklahoma College-Going Rate ('00-'02)	65.0%	65.0%	51.0%
Oklahoma College Freshmen taking at least one remedial course in Math, English, Science, or Reading ('00-'02)	6.6%	6.6%	35.5%
Oklahoma College Freshmen with GPA 2.0 or Above ('00-'02)	87.5%	87.5%	73.2%
Oklahoma College Completion Rate ('94-'96)	71.1%	71.1%	39.8%



2002-2003 SCHOOL REPORT CARD

FROM THE PRINCIPAL:

OKARCHE HIGH SCHOOL

OKARCHE PUBLIC SCHOOLS

PO BOX 276, OKARCHE, OK 73762-0276

Telephone (405) 263-7212

Offering Grades 10-12

From the Education Oversight Board:

Through these School Report Cards, the Office of Accountability brings to parents and public schools patrons a host of measures that chronicle the setting, operations and performance of Oklahoma's public schools. One significant measure is performance on tests from the Oklahoma School Testing Program. Under the program's current format, high school students are tested as they complete instruction in U.S. History, English II, Algebra I, and Biology I. By testing at the end of instruction, students are provided the best opportunity to demonstrate their understanding of the course work.

Most of the courses with End-of-Instruction Tests are taken by students in 9th or 10th grade, however, the age and grade level of the student is not absolute and will vary based upon an individual student's scheduling of courses and a district's offering of courses. For example, a number of districts across the state offer Algebra I to advanced students in the 8th grade while other districts in the state only offer Algebra I to high school students.

When reviewing a high school's performance on the End-of-Instruction Tests, please remember and consider that there may be additional End-of-Instruction Test results posted on either a Middle School or Junior High School report card.

In addition to End-of-Instruction Test results there is a wealth of other performance measures included on this report card. Examine the participation and performance of students in Career-Tech programs. Consider what percentage of students took college prep course work and what was their average score on the ACT college entrance exam. Also review the performance of this school's graduates once they were in college and what percentage continued on to receive a college degree.

As an involved parent or patron I urge you to weigh the information on student performance and determine for yourself the quality of the education being provided. Compare your school's report card with that of other schools. Where your school is strong, acknowledge the good work. Where the school is weak, work with staff to improve it. Become a partner to education at your local school and within the district.

Sincerely,

Don McCorkell, Chairman

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www.SchoolReportCard.org