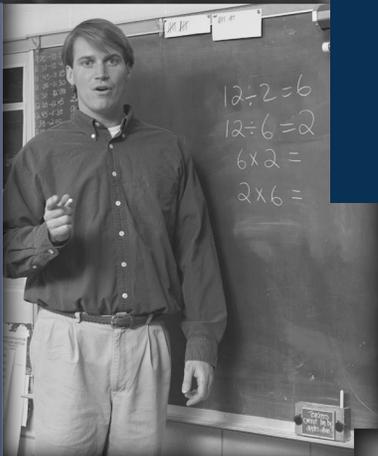




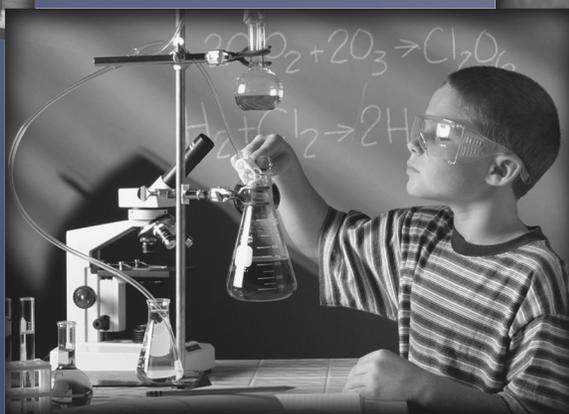
# Oklahoma Educational Indicators Program



# Profiles 2016 State Report



Office of Educational Quality and Accountability  
May 2017



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# Oklahoma Educational Indicators Program

## Profiles 2016 State Report



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Oklahoma State Regents for Higher Education

Oklahoma Department of Career & Technology Education

Oklahoma Office of Juvenile Affairs

Oklahoma Tax Commission

All Oklahoma Public Schools

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OFFICE OF EDUCATIONAL  
QUALITY & ACCOUNTABILITY

May 19, 2017

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue *Profiles 2016*, prepared by the Office of Educational Quality and 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 2016* is a unique set of publications that furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers; and helps to ensure that every Oklahoma student receives their best educational opportunity. School boards and school administrators may use the reports to benchmark and set goals as well as make comparisons with similar schools.

*Profiles 2016* consists of three levels of statistics – State, District, and School. These are the result of a collaborative effort headed by the Office of Educational Quality and Accountability and include data for the 2015 – 16 school year 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, the Oklahoma Tax Commission, and a school survey administered directly by the Office of Educational Quality and Accountability, as well as other sources including the U.S. Census Bureau.

The Commission for Educational Quality and Accountability and the Office of Educational Quality and 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 commission meetings.

Sincerely,

Natalie Shirley  
Secretary of Education and Workforce Development  
Chairman: Commission for Educational Quality and Accountability

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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 2015* 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 2016* are for the 2015-16 school year. Some variables are selected from the U.S. Census Bureau. The 2010 Decennial Census and the 2011 – 2015 American Community Survey (ACS) provide the census information for school districts in this year's report. Selected information also comes from the 2015 ACS for some state level statistics.

The characteristics for an average school district are as follows: per student valuation of property, \$49,623 (December 2016) and students eligible for free or reduced price lunch, 62.4% (2015-16 school year). The breakdown of Fall 2015 Oklahoma public school enrollment by ethnic group include: White, 50.0%; Black, 8.9%; Native American, 14.3%; Asian, 2.3%; 2 or more races, 8.4%; and Hispanic, 16.2%.

The average population of a district is 7,461 persons; household income, \$63,890; population living below poverty level, 16.7%; unemployment rate, 6.3%; single-parent families, 34.1%; (ACS 2011 – 2015). The 2015 educational attainment of the state's population over age 25 has persons with less than a high school diploma at 12.7% and persons with a high school diploma at 87.3%. It also includes levels of college degrees with those with a Bachelor's or higher degree at 24.6%. School districts also are extremely varied in their physical size. Bethany PS in Oklahoma Co. is just over one square mile and Boise City PS in Cimarron Co. is over 1,000 square miles.

The percentage of kindergarten through 3rd grade students on the reading remediation program is 39.4%; average number of days absent per student, 9.4; mobility rate (incoming students), 10.3%; parents attending at least one parent-teacher conference, 74.3%; and volunteer hours per student, 3.43 are for the 2015-16 school year. On average for 2015-16, there was one suspension of 10 days or less for every 13.7 students statewide. When looking at suspensions that lasted for more than 10 days, the average for all schools was one suspension for every 171.4 students statewide.

There were 5,680 public school students criminally referred to the Office of Juvenile Affairs (OJA) for school year 2015-16. These referred students were charged with 12,350 offenses and 185 of the offenders had a gang affiliation. This means that, on average, one out of every 119.2 students statewide had been charged with a crime, each offender had committed an average of 2.2 offenses but only 3.3% of the charged students had gang affiliations.

## EDUCATIONAL PROCESS

*Profiles 2016* reports on 516 individual Oklahoma school districts and 1,761 conventional school sites: 1,001 elementary schools, 303 middle schools/junior highs, and 457 senior highs. Total average daily membership (ADM) in 2015-16 was 673,602, an increase of 1,796 students (0.3%) from the 2014-15 school year. The 2015-16 statewide membership was 6.4% greater than the membership ten years earlier. ADM by grade level follows population estimates between kindergarten and 8<sup>th</sup> grade then declines rapidly from 9<sup>th</sup> through 12<sup>th</sup> grade and this decline is not a single year occurrence.

During the 2015-16 school year, 96,133 Oklahoma students qualified for the Gifted/Talented program; 14.2% of all students in the state. For the same year, 105,792 Oklahoma students qualified for the special education program which represented 15.6% of all students. There were 423,919 Oklahoma students eligible for the Free or Reduced Price Lunch Program (FRL). This equated to 62.4% of all students and was an increase of 9,692 students or 2.3%, from the 2014-15 school year. Eligibility for FRL has increased 7.0 percentage-points in ten years. There were 48,884 Oklahoma students identified as English language learners or limited English proficient or 7.2% of the state enrollment.

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 35.9 units in the six core areas of language arts (English), math, science, history/social studies, fine arts, and language in 2015-16.

Statewide, the number of regular classroom teachers increased by 82 full-time equivalents (FTEs) for the 2015-16 school year (37,517 in 2015-16 from 37,435 in 2014-15) while ADM increased by 1,796 students. Based on the ADM of 673,602, the statewide gross student/teacher ratio for regular classroom teachers in 2015-16 was 18.0 students per teacher. This is one of the highest student teacher ratios in the last 25 years. The average salary of teachers for the 2015-16 school year was \$45,017, an increase of \$263 from the previous year. The percentage of teachers with an advanced degree is 25.5% (above last year's 24.5%). The current percentage of teachers with an advanced degree is well below the high of 41% in 1989-90. Classroom teachers averaged 13.1 years of experience.

Like classroom teachers, administration is another key ingredient of education. Similar to classroom teachers, the 2015-16 school year saw an increase in the number of administrators from the previous year. There were 3,595 administrator FTEs at the 516 districts, an increase of 19 FTEs over the 2014-15 school year's count of 3,576 administrator FTEs. This resulted in an average of 7.0 administrators per school district and each received an average salary of \$79,182, an increase of \$833, or 1.1% over last year. On average, each administrator supervised 11.7 teacher FTEs and had 21.6 years of experience in public education.

The largest portion of district revenues is funding provided by the State at 46.3% (\$2.73 billion), followed by Local & County with 42.1% (\$2.48 billion) and Federal funds which provide 11.6% (\$683 million). Total revenues for Oklahoma's districts decreased to \$5,891,937,085 by \$11,034,800; (-0.2%), from 2014-15 revenues of \$5,902,971,885.

Statewide, total expenditures from ALL FUNDS (Oklahoma State Department of Education) were \$5.84 billion, an \$11 million decrease over the 2014-15 school year. The largest expenditure is in the area of Instruction with 53.7%, a 0.7 percentage-point increase over 2014-15. This marks the first increase in

Instruction since 2009-10 and below a high mark of 58.6% of ALL FUNDS in 1995-96. District Support ran a distant second in 2015-16 at 17.6% of all expenditures. The state average of per student expenditures, based on ALL FUNDS, including Debt Service is \$8,681.

## STUDENT PERFORMANCE

The Oklahoma School Testing Program cost the state \$16.1 million to administer in 2015-16. The state's scores, expressed as the percentage of students scoring Proficient and above for regular education full academic year students were as follows: 3<sup>rd</sup> grade: Reading 82% and Math 75%; 4<sup>th</sup> grade: Reading 78% and Math 77%; 5<sup>th</sup> grade: Reading 82%, Math 79%, Social Studies 77%, and Science 65%; 6<sup>th</sup> grade: Reading 74% and Math 76%; 7<sup>th</sup> grade: Reading 82%, Math 76%, and Geography 66%; 8<sup>th</sup> grade: Reading 86%, Math 64%, History 65%, and Science 66%. The results for the high school End of Instruction (EOI) exams were: Algebra I 83%, English II 86%, U.S. History 69%, Biology I 55%, Algebra II 75%, English III 91%, and Geometry 85%.

In an attempt to evaluate schools' overall performance in preparing students for the Oklahoma Core Curriculum Tests (OCCT), the Secretary of Education and the Commission for Educational Quality and Accountability have approved a Performance Benchmark which requires that "70% of Regular Education students achieve a score of Proficient and above in every given within a grade level." These sites receive checkmarks on their profile report. Sixty-five percent of the 3<sup>rd</sup> grade sites were able to achieve the Oklahoma Performance Benchmark for all subjects tested, as were sixty-one percent of the 4<sup>th</sup> grade sites, fifty-two percent of 6<sup>th</sup> grades, thirty-four percent of 5<sup>th</sup> grade sites, and thirty-one percent of 7<sup>th</sup> grade sites. While many schools do perform well on the OCCT, there is great concern for those that do not. There were 100 5<sup>th</sup> grade school sites (12.8%) and 33 8<sup>th</sup> grade school sites (6.7%) that were unable to get at least 70% of their students to score Proficient and above on any subject area tested.

To identify those truly superior schools, the Commission for Educational Quality and Accountability also has approved a 25% Advanced Performance Benchmark to acknowledge schools with 25% students achieving a score of Advanced in all subject areas tested. These sites receive stars on their profile reports. One hundred and two (102) sites achieved the 25% Advanced Performance Benchmark for at least one grade within their school. Twenty-six sites had multiple grades meet the advanced benchmark giving a total of 131 stars in 2015-16. Benchmarks are calculated for regular education students but just in its third year, *Profiles 2016* will include testing information for all students.

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. Oklahoma's performance lags behind that of the nation in several categories tested by NAEP. However, several racial and subject categories in Oklahoma produced higher scores than their national counterparts in 2015.

The Office of Educational Quality and Accountability uses two different methodologies to display dropout rates. The methodologies are a single-year dropout rate at 1.9% and a four-year dropout rate at 7.2%. Based on the four-year methodology, three high schools in the state had a dropout rate above 40% for the Class of 2016 in 9<sup>th</sup> through 12<sup>th</sup> grade. Conversely, 150 Oklahoma high schools did not report a single dropout for the Class of 2016.

Tracking overall student attrition, a five year average of 20.1% of all students are lost between 9<sup>th</sup> 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, 82.9% and the senior graduation rate, 98.3%.

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 1.9%, a slight decrease from last year's 2.0%. Student-loss rates have started to improve as have the four-year graduation rates. Furthermore, the single-year dropout rate greatly under represents the loss of 7.2% of students during the four-year span of high school. Most interesting is the discrepancy that exists between the statewide four-year dropout rate of 7.2% and the statewide student-loss rate of 20.1%. Where are the missing students? Not more than a few percentage-points of the missing almost 13% of students can be attributed to the inflation in the 9th grade base caused by students who repeat 9<sup>th</sup> 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 just over 0.3% 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 2.9% of their graduating class. These factors combined make up only five or six percentage-points of the 13% unaccounted for students.

The average composite score on the ACT for the Oklahoma public high schools included in this series of reports was 20.6, down 0.1 from 2014-15. The official 2015-16 Oklahoma score generated by ACT Inc., which includes all public, private, and alternative schools, was 20.4, down three-tenths of a standard score from last year. This standard score is the same score for Oklahoma for eight of the last nine years. The comparable national average composite score was 20.8, down two-tenths of a same standard score from 2014-15. In 2015-16, the gap between Oklahoma's average ACT score and the national average ACT score is four-tenths of a standard score. Average ACT scores varied greatly across Oklahoma. Classen High School of advanced Studies had the highest average score of 25.3 with all of its graduates taking the ACT. In total, there are fifteen high schools in the state that averaged a 23 or higher on the ACT. Conversely, six high schools averaged below a 16. Of the 436 Oklahoma high school sites upon which *Profiles 2016* reported ACT scores, 243 had average ACT scores below 20, the cut score required for admission to Oklahoma's regional universities.

From the principal survey returned to the Office of Educational Quality and Accountability, 80.8% of Oklahoma's 2016 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 2015-16 had an average GPA of 3.08 and 6.0% attended an out-of-state college. Based on the graduating class of 2016, 49.5% of students had enrolled in an occupationally-specific Career Tech program.

# TABLE OF CONTENTS

<b>OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>2</b>
<b>METHODOLOGY.....</b>	<b>2</b>
State Report.....	2
District Profile.....	2
School Profile Reports.....	2
Three Reporting Categories.....	3
Community Characteristics.....	3
Educational Process.....	3
Student Performance.....	3
<b>COMMUNITY GROUPING MODEL.....</b>	<b>4</b>
<b>DATA GATHERING.....</b>	<b>4</b>
<b>CONSIDERATIONS WHEN USING THE DATA.....</b>	<b>5</b>
<b>MAPS .....</b>	<b>5</b>
<b>I. COMMUNITY CHARACTERISTICS.....</b>	<b>7</b>
CONTEXT.....	7
COMMUNITY CHARACTERISTIC MAPS.....	8
COMMUNITY CHARACTERISTICS.....	8
Socioeconomic.....	8
U.S. Census Bureau.....	12
Preparation, Motivation, and Parental Support.....	25
Juvenile Offenders and Offenses.....	26
<b>II. EDUCATIONAL PROCESS.....</b>	<b>35</b>
DISTRICTS, SCHOOLS, AND STUDENT ENROLLMENT.....	35
Enrollment and Population Projections.....	38
PROCESS INDICATORS.....	39
Programs and Curriculum.....	39
Free or Reduced Price Lunch.....	39
Gifted and Talented.....	40
English Language Learners/Limited English Proficiency.....	41
Special Education.....	41
High School Course Offerings.....	45
Classroom Teachers.....	46
Special Education Teachers.....	49
Administration.....	49
Counselors and Other Certified Staff.....	49
DISTRICT FINANCES.....	50
Funds.....	50
Revenue.....	50
The State Funding Process.....	55
Weighted Average Daily Membership (WADM).....	55

The Funding Formula.....	56
Foundation Aid.....	57
Transportation Allocation.....	57
Teacher Salary Incentive.....	57
Charter Schools.....	57
Expenditures.....	57

**III. STUDENT PERFORMANCE..... 63**

ACHIEVEMENT TESTS.....	63
History of the Oklahoma School Testing Program.....	63
The Oklahoma Core Curriculum Test – Regular Education Students.....	66
OCCT Results by Race and Gender.....	89
OCCT Results by County.....	89
High School End-of-Instruction Tests – Regular Education Students.....	92
EOI Results by County, Community Group, and School.....	95
EOI Results by Race and Gender.....	103
The 70% Performance Benchmark.....	104
The 25% Advanced Performance Benchmark.....	108
The Oklahoma School Testing Program – All Students.....	109
The National Assessment of Educational Progress (NAEP).....	111
Oklahoma’s NAEP.....	112
HIGH SCHOOL PERFORMANCE MEASURES.....	113
High School Dropout Rates.....	113
Single-Year High School Dropout Rate.....	113
High School Four-Year Dropout Rate.....	114
Student Attrition.....	116
Student Attrition by Race and Gender.....	118
National Attrition Rate.....	118
Graduation Rates.....	119
Average High School Freshman Graduation Rate.....	119
Senior Graduation Rate.....	120
National Graduation Rate.....	123
Comparison of Various Oklahoma Rates.....	124
ACT Testing Program.....	125
EXPLORE and PLAN.....	125
ACT Scores by Race.....	127
ACT Trends over time by Race.....	129
ACT Scores by School.....	130
Scholastic Aptitude Test (SAT).....	130
Additional High School Performance Measures.....	130
COLLEGIATE PERFORMANCE MEASURES.....	131

**GRAPHS AND TABLES**

Figure 1: State Averages for Socioeconomic Community Characteristics – 2015-16..... 9

Figure 4: Oklahoma Public School Enrollment by Ethnic Group – October 2015..... 12

Figure 5: State Averages for U.S. Census Bureau Community Characteristics – Census 2000 and 2010: ACS 2015 and 2011 – 2015..... 13

Figure 6: Education Attainment of Adults Age 25 and Older – 2000, 2010, and 2015..... 14

Figure 17: State Averages for Preparation, Motivation, and Parental Support Community Characteristics – 2015-16..... 25

Figure 18: Juvenile Arrest Data by Offense Type – 2015-16..... 27

Figure 26: Oklahoma’s Districts by Enrollment and Socioeconomic Status Community Group Designation – 2015-16..... 35

Figure 27: Oklahoma’s Average Daily Membership – 2006-07 to 2015-16..... 36

Figure 28: Oklahoma’s Average Daily Membership by Grade – 2015-16..... 37

Figure 29: Projected Oklahoma High School Enrollment – 2017-18 to 2027-28..... 38

Figure 30: Free or Reduced Price Lunch Program Eligibility – 2006-07 to 2015-16..... 40

Figure 34: High School Course Offerings by Community Group – 2015-16..... 45

Figure 35: Number of Teachers, Average Salary of Teachers, and Percentage of Teachers Holding Advanced Degrees – 2006-07 to 2015-16..... 47

Figure 36: National Board Certified Teachers: Oklahoma – 2007 to 2016..... 48

Figure 37: Revenue Sources for Oklahoma Public Education Reported Using ALL FUNDS – 2015-16..... 52

Figure 38: District Revenue Sources Reported Using ALL FUNDS – 2006-07 to 2015-16..... 53

Figure 40: State Level Expenditures Based on ALL FUNDS – 2014-15 and 2015-16..... 58

Figure 41: Expenditures Based on ALL FUNDS by Community Group – 2015-16..... 59

Figure 42: State Level Expenditures Per Student: General Fund and ALL FUNDS – 2006-07 to 2015-16..... 60

Figure 44: State Student Assessment Expenditures – FY 2007 to FY 2016..... 65

Figure 45: 3<sup>rd</sup> Grade Results, Oklahoma Core Curriculum Test, Percent Scoring Proficient and Above – 2011-12 to 2015-16..... 68

Figure 46: 4<sup>th</sup> Grade Results, Oklahoma Core Curriculum Test, Percent Scoring Proficient and Above – 2011-12 to 2015-16..... 68

Figure 51: 5<sup>th</sup> Grade Results, Oklahoma Core Curriculum Test, Percent Scoring Proficient and Above – 2006-07 to 2015-16..... 73

Figure 56: 6<sup>th</sup> Grade Results, Oklahoma Core Curriculum Test, Percent Scoring Proficient and Above – 2011-12 to 2015-16..... 78

Figure 57: 7<sup>th</sup> Grade Results, Oklahoma Core Curriculum Test, Percent Scoring Proficient and Above – 2011-12 to 2015-16..... 78

Figure 63: 8<sup>th</sup> Grade Results, Oklahoma Core Curriculum Test, Percent Scoring Proficient and Above – 2006-07 to 2015-16..... 84

Figure 68: 5<sup>th</sup> Grade Results, OCCT by Race and Gender, Percent Scoring Proficient and Above – 2015-16..... 90

Figure 69: 8<sup>th</sup> Grade Results, OCCT by Race and Gender, Percent Scoring Proficient and Above – 2015-16..... 91

Figure 70: Oklahoma End-of-Instruction Test Results, Percent Scoring “Proficient & Above” and “Advanced” – 2015-16..... 92

Figure 71: Oklahoma End-of-Instruction Test Results, Percent Scoring Proficient & Above by Subject – 2006-07 to 2015-16.....	94
Figure 79: Oklahoma EOI Test Results by Race and Gender; Percent Scoring Proficient and Above – 2015-16.....	103
Figure 80: Schools with 70% or More Students Scoring Proficient and Above On All Subject Areas Tested by the Oklahoma Core Curriculum Test by Grade – 2015-16.....	104
Figure 81: 5 <sup>th</sup> Grade Schools with 70% or More Students Scoring Proficient and Above On the Oklahoma Core Curriculum Test by Number of Subject Areas – 2015-16.....	106
Figure 82: 8 <sup>th</sup> Grade Schools with 70% or More Students Scoring Proficient and Above On the Oklahoma Core Curriculum Test by Number of Subject Areas – 2015-16.....	107
Figure 83: Schools Meeting 25% Advanced Performance Benchmark On All Subject Areas Tested by the Oklahoma Core Curriculum Test by Grade – 2015-16.....	108
Figure 84: Oklahoma School Testing Program Results: All Students – 2013-14 to 2015-2016.....	110
Figure 85: National Assessment of Educational Progress Testing Schedule by Year, Subject, and Grade Tested.....	111
Figure 86: National Assessment of Educational Progress Scale Scores by Subject and Race, Oklahoma vs the Nation: 2013 and 2015.....	112
Figure 87: Oklahoma Single-Year Dropout Rates, 9 <sup>th</sup> through 12 <sup>th</sup> Grade – 2006-07 to 2015-16.....	113
Figure 88: High School Four-Year Dropout Rates by Community Group – Class of 2016.....	114
Figure 90: Student-Loss 9 <sup>th</sup> Grade through Graduation by Graduating Class – Class of 2012 to 2016.....	117
Figure 91: Student-Loss 9 <sup>th</sup> Grade through Graduation by Race and Gender – Graduating Class of 2016.....	118
Figure 92: Student-Loss 9 <sup>th</sup> Grade through Graduation Oklahoma Compared to Nation and Surrounding States – Graduation Class of 2015.....	119
Figure 93: Average High School Freshman Graduation Rate – 2006-07 to 2015-16.....	120
Figure 96: Oklahoma Senior Graduation Rate by Community Group – 2015-16.....	123
Figure 97: Oklahoma ACT Scores versus National ACT Scores – Graduating Class 2007 to 2016.....	126
Figure 98: Average ACT Scores by Community Group – Graduating Class of 2016.....	126
Figure 99: Oklahoma ACT Scores versus National ACT Scores by Ethnicity – 2016 Graduates...	127
Figure 101: Oklahoma ACT Scores by Ethnicity – Graduating Class 2007 to 2016.....	129
Figure 102: Additional Oklahoma High School and Collegiate Performance Measures.....	131

**MAPS**

Figure 2: Per Student Valuation of Property – December 2016.....	10
Figure 3: Percent of Students Eligible for Free or Reduced Price Lunch Program – 2015-16.....	11
Figure 7: Population by County – Census Estimate 2016.....	15
Figure 8: Numeric Change in Population – Census 2010 to Census Estimate 2016.....	16
Figure 9: Percent Change in Population – Census 2010 to Census Estimate 2016.....	17
Figure 10: Average Household Income – ACS 2011-2015.....	18
Figure 11: Poverty Rate – ACS 2011-2015.....	19
Figure 12: Unemployment Rate – ACS 2011-2015.....	20
Figure 13: Percent of Single Parent Families with Related Children – ACS 2011-2015.....	21

Figure 14: Percent of Adult Population with Less Than a High School Diploma – ACS 2011-2015.....	22
Figure 15: Percent of Adult Population with a High School Diploma – ACS 2011-2015.....	23
Figure 16: Percent of Adult Population with a College Degree – ACS 2011-2015.....	24
Figure 19: Percent of Kindergarten through 3 <sup>rd</sup> Grade Students on Reading Remediation Program – 2015-16.....	28
Figure 20: Average Number of Days Absent Per Student – 2015-16.....	29
Figure 21: Student Mobility Rate – 2015-16.....	30
Figure 22: Percent of Parents Attending at Least One Parent-Teacher Conference – 2015-16.....	31
Figure 23: Volunteer Hours per Student – 2015-16.....	32
Figure 24: Student Suspension Rate – 2015-16.....	33
Figure 25: Juvenile Arrest Rate – 2015-16.....	34
Figure 31: Students in a Gifted or Talented Program – 2015-16.....	42
Figure 32: English Language Learners – 2015-16.....	43
Figure 33: Students in a Special Education Program – 2015-16.....	44
Figure 39: Percent of Public Education Revenue Provided by the State – 2015-16.....	54
Figure 43: Expenditures Per Student – ALL FUNDS – 2015-16.....	61
Figure 47: 3 <sup>rd</sup> Grade OCCT Reading Scores, Percent Scoring Proficient and Above – 2015-16.....	69
Figure 48: 3 <sup>rd</sup> Grade OCCT Math Scores, Percent Scoring Proficient and Above – 2015-16.....	70
Figure 49: 4 <sup>th</sup> Grade OCCT Reading Scores, Percent Scoring Proficient and Above – 2015-16.....	71
Figure 50: 4 <sup>th</sup> Grade OCCT Math Scores, Percent Scoring Proficient and Above – 2015-16.....	72
Figure 52: 5 <sup>th</sup> Grade OCCT Reading Scores, Percent Scoring Proficient and Above – 2015-16.....	74
Figure 53: 5 <sup>th</sup> Grade OCCT Math Scores, Percent Scoring Proficient and Above – 2015-16.....	75
Figure 54: 5 <sup>th</sup> Grade OCCT Science Scores, Percent Scoring Proficient and Above – 2015-16.....	76
Figure 55: 5 <sup>th</sup> Grade OCCT Social Studies Scores, Percent Scoring Proficient and Above – 2015-16.....	77
Figure 58: 6 <sup>th</sup> Grade OCCT Reading Scores, Percent Scoring Proficient and Above – 2015-16.....	79
Figure 59: 6 <sup>th</sup> Grade OCCT Math Scores, Percent Scoring Proficient and Above – 2015-16.....	80
Figure 60: 7 <sup>th</sup> Grade OCCT Reading Scores, Percent Scoring Proficient and Above – 2015-16.....	81
Figure 61: 7 <sup>th</sup> Grade OCCT Math Scores, Percent Scoring Proficient and Above – 2015-16.....	82
Figure 62: 7 <sup>th</sup> Grade OCCT Geography Scores, Percent Scoring Proficient and Above – 2015-16.....	83
Figure 64: 8 <sup>th</sup> Grade OCCT Reading Scores, Percent Scoring Proficient and Above – 2015-16.....	85
Figure 65: 8 <sup>th</sup> Grade OCCT Math Scores, Percent Scoring Proficient and Above – 2015-16.....	86
Figure 66: 8 <sup>th</sup> Grade OCCT Science Scores, Percent Scoring Proficient and Above – 2015-16.....	87
Figure 67: 8 <sup>th</sup> Grade OCCT U.S. History Scores, Percent Scoring Proficient and Above – 2015-16.....	88
Figure 72: High School EOI Test Algebra I, Percent Scoring Proficient and Above – 2015-16.....	96
Figure 73: High School EOI Test English II, Percent Scoring Proficient and Above – 2015-16.....	97
Figure 74: High School EOI Test U.S. History, Percent Scoring Proficient and Above – 2015-16.....	98
Figure 75: High School EOI Test Biology I, Percent Scoring Proficient and Above – 2015-16.....	99
Figure 76: High School EOI Test Algebra II, Percent Scoring Proficient and Above – 2015-16.....	100

Figure 77: High School EOI Test English III, Percent Scoring Proficient and Above – 2015-16.....	101
Figure 78: High School EOI Test Geometry, Percent Scoring Proficient and Above – 2015-16...	102
Figure 89: Public High School Four-Year Dropout Rate – Class of 2016.....	115
Figure 94: Average High School Freshman Graduation Rate – Class of 2016.....	121
Figure 95: Senior Graduation Rate – Class of 2016.....	122
Figure 100: Average ACT Scores – Class of 2016.....	128
Figure 103: High School Senior Grade Point Average – 2016 High School Seniors.....	132
Figure 104: High School Graduates Completing College Bound Curriculum – Class of 2016.....	133
Figure 105: High School Graduates Going to Out-of-State College – Class of 2016.....	134
Figure 106: Career Tech Program Participation Rate – Class of 2016.....	135
APPENDIX A: The 2016 School Questionnaire.....	137
APPENDIX B: Indicators Displayed in County Maps.....	139
APPENDIX C: Breakdown of ALL FUNDS Expenditure Areas.....	157
APPENDIX D: NAEP Results.....	159
APPENDIX E: Select Indicators by School District.....	165

# OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

*Profiles 2016* 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.”

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 2012, Senate Bill 1797 changed the name of the Office of Accountability to the Office of Educational Quality and Accountability and the Education Oversight Board was restructured to become the Commission for Educational Quality and Accountability. The new commission is appointed by the Governor and chaired by the Governor’s Secretary of Education and Workforce Development.

# INTRODUCTION

## METHODOLOGY

*Profiles 2016* consists of three components: (1) the State Report; (2) the District Profile; and (3) individual School Profile Reports. Each component of *Profiles 2016* 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 these factors combine to influence student performance.

The specific scope of each *Profiles 2016* component is as follows:

### State Report

This component of *Profiles 2016* contains tables, graphs, and maps, all with accompanying text concerning state-level information for major categories of measurement. The most recent data covers the 2015-16 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 Profile

The second component of *Profiles 2016* 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 516 school districts in the state and presents a wealth of educational data in both graphic and tabular form for the 2015-16 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. Charter schools sponsored by public school district are included with the sponsoring districts information.

### School Profile Reports

This final component of *Profiles 2016* includes a school site report for 1,675 individual school sites in the state. Only school sites that serve grade 3 and above have these profile reports produced. Selected special school sites like the Oklahoma School for the Deaf, virtual schools, and charter schools not

sponsored by public school districts do not have profiles produced. The School Profile Reports 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 profile report 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 Profile Report to parents and other interested parties in the community.

## **Three Reporting Categories**

The *Profiles 2016 State Report*, *District Profile*, and *School Profile Reports* 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 Profiles*, 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 26).

### **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 2016* 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 Profile* and then look at *School Profile Reports* 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 organize the districts into peer groups so that similar schools may be compared one to another. To aid in this process, the Office of Educational Quality and Accountability created a Community Grouping model. The model assigns the state's 516 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 26). 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 3 & 30). If the percentage is equal to, or below, the state average the district is given the designation of 1. If the percentage of students eligible for the program is higher than state average, the district is given the designation of 2. This combination of letters and numbers creates the 16 group designations. There are no schools with an "A1" designation. Additional information about the Community Groups may be found in the EDUCATIONAL PROCESS section of this report and a more detailed description of the Community Grouping Model methodology may be found in the *Profiles 2016 District Profile*.

## DATA GATHERING

The Office of Educational Quality and Accountability (OEQA) 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. The OEQA then combines the data into a more meaningful format for the evaluation of Oklahoma's educational entities. The OEQA 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 OEQA works diligently with these other agencies to see that the data used are without errors. At the same time, it is also the OEQA'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 OEQA is bound to the data in that it is the official number of record. The OEQA also uses a school site questionnaire to obtain data that are not available through other sources.

As a general rule, information is reported a year after the fact. A range of information is recorded throughout the school year. The different agencies involved then begin to collect and/or compile this information at the close of the school year. This process continues through the beginning of the following school year. The majority of the information used in the report series is delivered to the OEQA 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 OEQA prior to publication in the *Profiles*. The OEQA 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*.

Finally, because most educational indicators relate to mainstream public school students, the *Profiles 2016* 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 2016* 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. The American Community Survey (ACS) releases demographic, social, and economic variables at the state level annually as single year estimates and also releases 5-year estimates for small geographies including school districts and counties annually. The most recent annual ACS state level information is for 2015 and school district and county information is based on data collected from 2011 to 2015. While *Profiles 2016* use some census variables for school districts, there are many more variables available if users want to dig deeper into the census information. *Profiles* also uses “race” when discussing Hispanic origin, others may consider “Hispanic” as an ethnic category.

## **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 2016* is the COMMUNITY CHARACTERISTICS 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. 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. 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. Local control is a major hallmark of common education in Oklahoma.

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 CHARACTERISTICS section of *Profiles 2016*.

The sources of the census data presented in the COMMUNITY CHARACTERISTICS section are the 2010 Decennial Census and American Community Survey (ACS). The American Community Survey has been used for several years to collect social and economic data. The ACS is conducted annually with results for areas 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 five year span of 2005 through 2009. This year, estimates from 2011 through 2015 will be displayed. The Census Bureau gave states like Oklahoma, where district boundaries do not align with county or municipal boundaries, a valuable tool. The Census Bureau agreed to tabulate census information based upon the actual school district boundaries. This district-level information provides the only reliable demographic data available specifically for school districts. A few districts have consolidated since this information was originally gathered. The census data for closed districts has been incorporated into the data for the district(s) receiving their students. While prior census information was based on the decennial census and available only every 10 years, the ACS data will continue to be updated every year.

The contextual indicators from the census are augmented with more current information from state agencies such as the Department of Education, Office of Juvenile Affairs, and the Office of Educational Quality and Accountability. The state averages for the community characteristics are shown in Figures 1, 5, 17, and 18.

## COMMUNITY CHARACTERISTIC MAPS

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

The statistics were chosen because they are representative of the socioeconomic conditions that most impact student performance. The information presented on the maps are from a number of sources including the 2011-2015 ACS, the 2010 Census and 2016 Population Estimates, the Oklahoma Tax Commission, the Oklahoma State Department of Education, the Oklahoma Office of Juvenile Affairs, and the Office of Educational Quality and 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 B displays the information presented in this series of maps in a tabular format.

## COMMUNITY CHARACTERISTICS

### Socioeconomic

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.

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 Taloga P.S. (Dewey Co.) with an assessed property value of \$618,737 per student for December 2016 to Moffett P.S. (Sequoyah Co.) with a property value of \$3,138 per student (students are measured in average daily membership (ADM), which is explained in the EDUCATIONAL PROCESS section of this report). There are twenty-seven school districts with valuation per ADM above \$200,000 and eleven with valuation per ADM below \$10,000. Furthermore, if the voters in a district approve bond issues, additional millages will be added to the tax on their property to cover the cost of capital improvement projects, school bus purchases, and major technology projects. This in turn further widens the gap between districts in regard to funds available for education. The state average is \$49,623.

One significant 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 2015-16 school year, 62.4% of Oklahoma's public school students were eligible for this program. The percentages ranged from 102 school sites with 100%

of their students eligible to sixty school with less than 25% of students eligible and eleven schools with less than 10% of students eligible.

**Figure 1**  
**State Averages for**  
**Socioeconomic Community Characteristics**  
**2015-16**

<u>Socioeconomic Community Characteristics</u>	<u>State Average</u>
Per Student Valuation of Property (December 2016)	\$49,623
Students Eligible for Free or Reduced Price Lunch (2015-16)	62.4%
Oklahoma Public School Enrollment Percent by Ethnic Group: (based on 2015 Fall Enrollment)	
White	50.0%
Black	8.9%
Native American	14.3%
Asian	2.3%
Two or more races	8.4%
Hispanic	16.2%

Oklahoma is a state of great diversity and the ethnic makeup of the state’s school districts are no exception. Figures 1 and 4 show that for the 2015 Fall enrollment, 16.2% of Oklahoma’s students were Hispanic, 14.3% were Native American, 8.9% were African American, and 2.3% were Asian. An additional 8.4% of all students were classified as two or more races. Statewide, 50.0% of student enrollment came from some ethnic minority group. Minority enrollment has increased 31.0% in the past 10 years. Hispanic enrollment has increased 85% in that time and is now the largest minority in the State – Hispanic students surpassed American Indian students for the 2014-15 school year. Asian enrollment has increased 34.0% since Fall 2006. White, African American, and American Indian enrollments have dropped over the past 10 years. Students of two or more races (collected as a separate category for only the sixth consecutive year) continue tremendous growth, increasing almost 10% since last year and almost tripled since 2010.

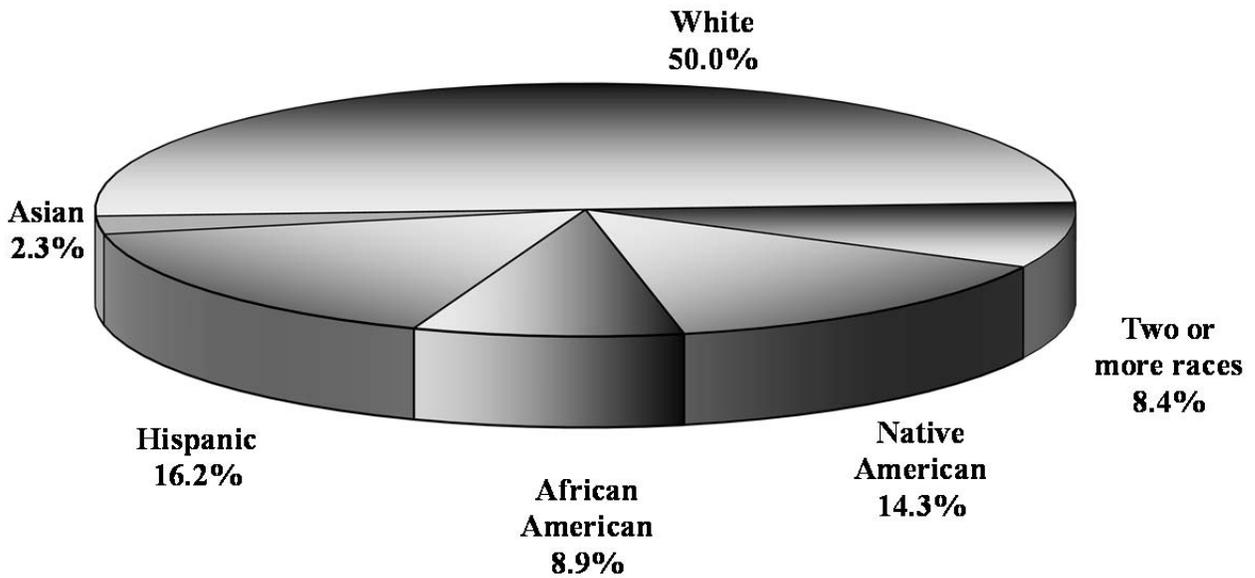
The state’s ethnic diversity is also visible among school districts. For 2015-16, two districts in Oklahoma have over 50% African American enrollment (Millwood P.S. and Crutchco P.S. in Oklahoma Co.) and seven other districts have over 25% African American. Five districts have over 85% American Indian enrollment (one over 90% - Kenwood P.S. in Delaware Co.). There are six other districts with 75% or more American Indian enrollment with all these being dependent K-8 districts.

Six districts have 50% or over Hispanic enrollment (three in Texas Co. and two in Oklahoma Co.). There are thirteen more districts with over 40% Hispanic enrollment. Texas Co. has over 60% Hispanic student population. Two districts have more than 10% Asian enrollment (Enid P.S. in Garfield Co. and Jenks P.S. in Tulsa Co.) with six other districts having more than 5% Asian enrollment.





**Figure 4**  
**Oklahoma Public School Enrollment by Ethnic Group**  
**October 1, 2015**



Data Source: Oklahoma State Department of Education

October 1, 2015 Total Enrollment = 692,670

## U.S. Census Bureau

Based on the 2011-2015 ACS, Oklahoma City P.S. had a total population of 293,970 persons followed closely by Tulsa P.S. with 284,835 persons. Moffett P.S. (Sequoyah Co.) is the smallest dependent district; serving students through 8<sup>th</sup> grade; with 137 persons. The smallest independent district serving students through 12<sup>th</sup> grade is Felt P.S. (Cimarron Co.) with a population of 336. According to Census Bureau population estimates, the 2016 state population of 3,923,561 has increased 4.6% (172,210) from 2010 to 2016.

School districts also are extremely varied in their physical size. Bethany PS in Oklahoma Co. is just about one square mile and Boise City PS in Cimarron Co. is over 1,000 square miles. There are twelve district less than 10 square miles and seven over 500 square miles with an average size school districts in the state of 135 square miles.

The average household income in Oklahoma from the ACS for 2011-2015 was \$63,890. However, this indicator also varied greatly by school district. The average household income in Oakdale P.S. (Oklahoma Co.), the most affluent district in the state, earned \$213,884 for 2011-2015, whereas in Crutchto P.S. (Oklahoma Co.), the average household had earnings of \$32,736. There are nine districts in the state that average over \$100,000 and twelve that average less than \$40,000.

It is also important to remember that not every family in the district earns the “average.” The percentage of the persons living below the poverty level from the 2011-2015 ACS helps to fill in the financial picture. The average percentage of persons within the district living below the poverty level was 16.7%. However, poverty rates ranged from 2.1% at Darlington P.S. (Canadian Co.) to 36.1% at Dahlonega P.S. (Adair Co.). There are fourteen districts in the state with a poverty rate less than 5% and seventeen that average more than 30%. 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 2011-2015 ACS is 6.3%. Six districts in the state had unemployment rates above 15.0%. There are twelve districts with an unemployment rate of less than 1.0% with five of these districts at 0% unemployment rate.

**Figure 5**  
**State Averages for**  
**U.S. Census Bureau Community Characteristics**  
**Census 2000 and 2010; ACS 2015 and 2011-2015**

<u>U.S. Census Bureau Community Characteristic</u>					<u>State Average</u>
District Population (number of residents from 2011-2015 ACS)					7,461
Household Income (2011-2015 ACS)					\$63,890
Population Living Below Poverty Level (2011-2015 ACS)					16.7%
Unemployment Rate (2011-2015 ACS)					6.3%
Single-Parent Families (2011-2015 ACS)					34.1%
Educational Level of Adults Age 25 and Older and Median Earnings: (Census 2000, ACS 2010 & 2015)					
	<u>2000</u>	<u>2010</u>	<u>2015</u>	<u>2015</u>	<b>Earnings</b>
Less than a High School Diploma:	19.4%	13.8%	12.7%	\$22,135	
High School Diploma:	80.6%	86.2%	87.3%	\$27,321	
Some College, no degree	23.4%	24.5%	24.6%	\$32,197	
Associate’s Degree:	5.4%	6.8%	7.4%	\$42,195	
Bachelor’s Degree:	13.5%	15.4%	16.5%	\$55,490	
Graduate or Professional Degree:	6.8%	7.5%	8.1%		

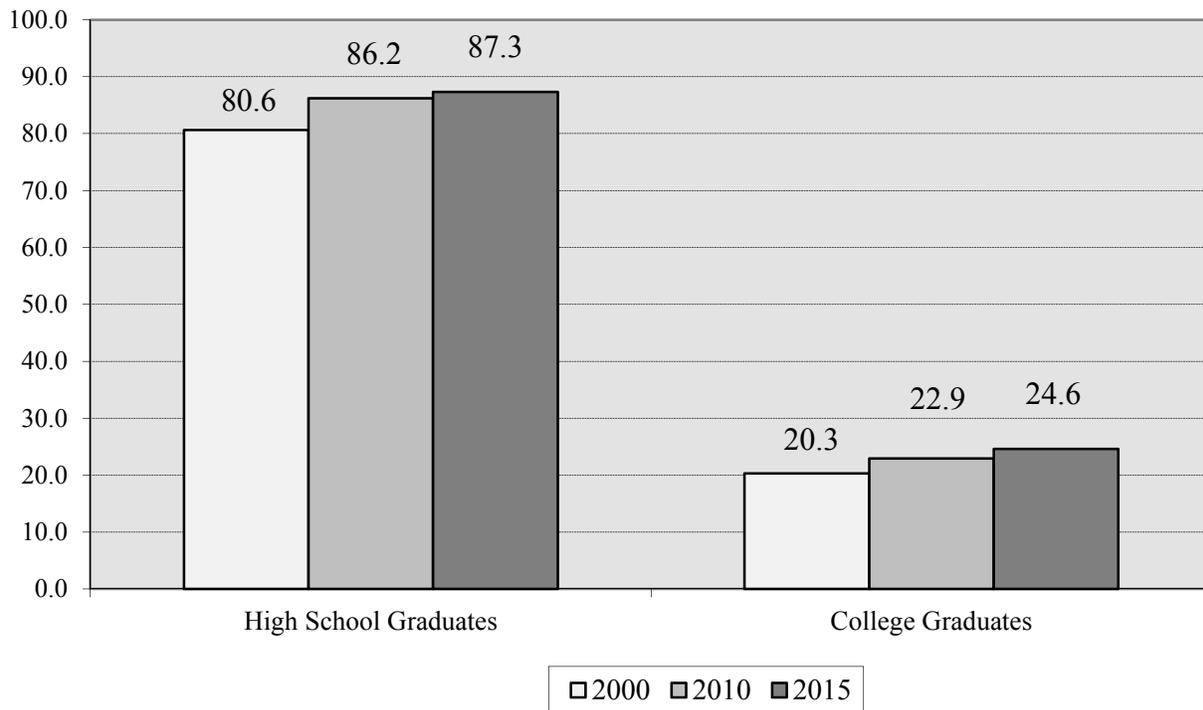
An additional challenge to districts is the percentage of families with related children headed by a single parent. This variable also from the 2011-2015 ACS has a state average of 34.1% and the indicator ranged from highs of eighteen school districts above 50.0% of families headed by a single parent and four school districts above 60.0% to lows of eleven school districts less than 10.0%.

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 2011-2015 ACS, six districts had over 30% of their population age 25 and over not having a high school diploma and five districts had five percent (5%) or less of their population without a high school diploma or equivalent. Ten districts had better than 40% of their population age 25 and over with college degrees. Three of these, Oakdale P.S., Deer Creek P.S., and Edmond 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 2015 ACS, the percent of high school graduates increased to 87.3% from 86.2% in 2010. Likewise, the percent of college graduates (Bachelor’s Degree and higher) increased to 24.6% in 2015 from 22.9% in 2010. The increase in high school and college graduates will strengthen Oklahoma’s economic base. Data also from the 2015 ACS shows a person 25 years and over without a high school diploma earned only \$22,135 but a high school graduate earned \$27,321 and a college graduate with a Bachelor’s Degree earned \$42,195. With the State of Oklahoma pursuing programs to increase the number of college graduates, these numbers should see significant increases in the future. This data along with population, income, poverty, unemployment rate, and single parent families is from the U.S. Census Bureau. These census variables are updated every year through ACS.

**Figure 6**  
**Education Attainment of Adults Age 25 and Older**  
**2000, 2010, and 2015**

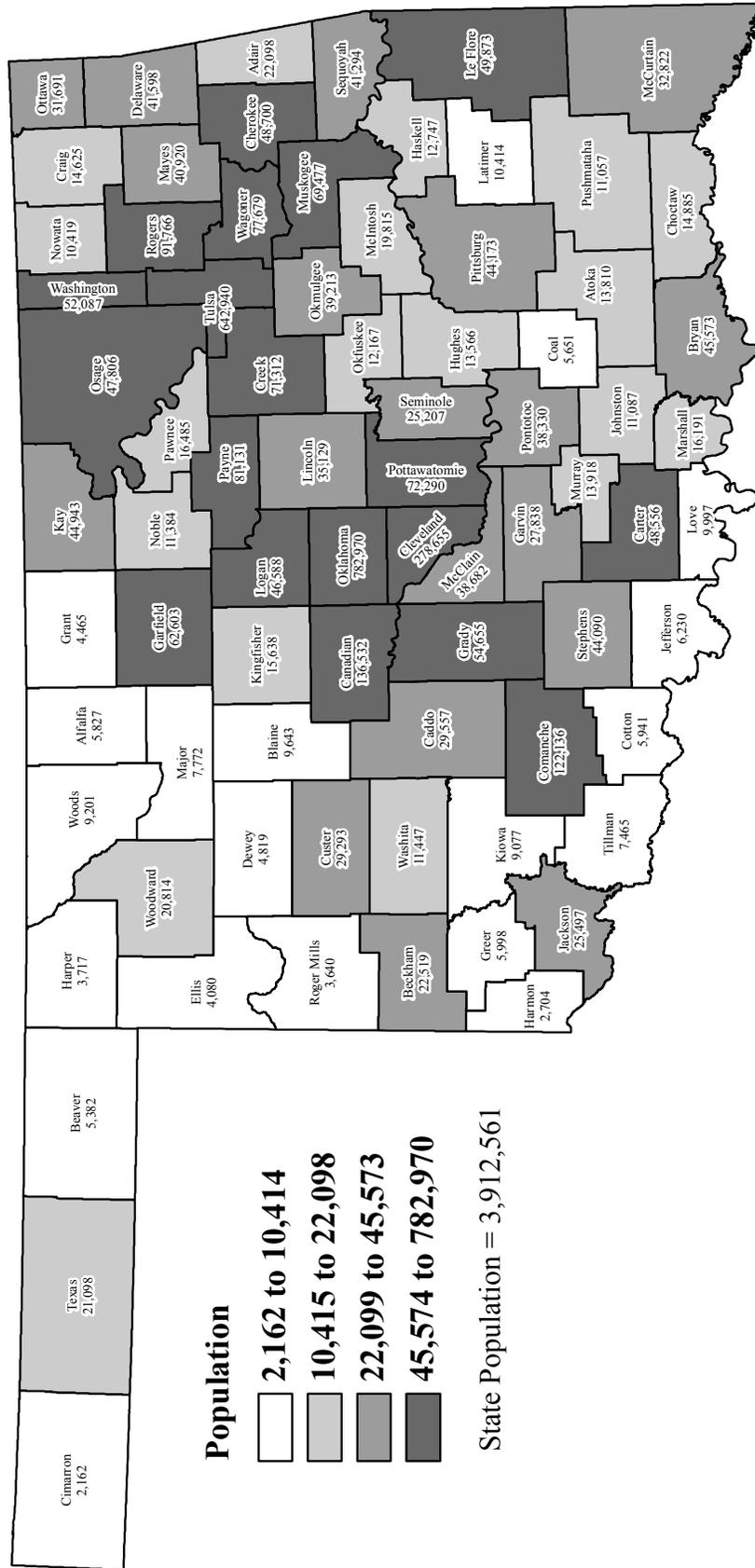


Data Source: 2000 Census, 2010 American Community Survey, and 2015 American Community Survey  
 (College Graduates include Bachelors and higher only)

# Figure 7

## POPULATION BY COUNTY

### Census Estimate 2016



**Population**

- 2,162 to 10,414
- 10,415 to 22,098
- 22,099 to 45,573
- 45,574 to 782,970

State Population = 3,912,561

Source: U.S. Census Bureau



















## Preparation, Motivation, and Parental Support

The degree to which students are prepared to learn when they first come to school is expressed by the percentage of kindergarten through 3<sup>rd</sup> grade students on the reading remediation program. In 2014-15, 39.4% of students in kindergarten through grade 3 were on the reading remediation program. The following information is based on elementary school sites which taught students in kindergarten through 3<sup>rd</sup> grade. The data ranged from twenty-one sites with less than 10% kindergarten through 3<sup>rd</sup> grade students on the reading remediation program to eleven sites with more than 80% of kindergarten through 3<sup>rd</sup> graders on the reading remediation program.

A student's eagerness to learn also greatly impacts a school's ability to do its job. An indication of this is the average number of days absent per student. Statewide, students missed an average of 9.4 days per year (based on a 175 day school year in 2015-16). The extremes on this indicator ranged from students in eight schools missing on average less than three days per year and sixty-seven other schools with students missing on average less than five days per year to five schools with students who missed an average of more than 25 days per year. Elementary school students on average miss fewer days than students in junior and high school students; 8.7 days to 11.0 days.

### Figure 17 State Averages for Preparation, Motivation, and Parental Support Community Characteristics 2015-16

<u>Preparation, Motivation, and Parental Support Community Characteristic</u>	<u>State Average</u>
Kindergarten through 3 <sup>rd</sup> Grade Students on Reading Remediation (2015-16)	39.4%
Average Number of Days Absent per Student (2015-16)	9.4
Student Mobility Rate (Incoming Students) (2015-16)	10.3%
Parents Attending at Least One Parent-Teacher Conference (2015-16)	74.3%
Volunteer Hours per Student (2015-16)	3.43
Student Suspensions (2015-16) One suspension of less than 10 days for every 13.7 students statewide One suspension of more than 10 days for every 171.4 students statewide	

The mobility of the student population also influences the learning environment within a school. Student mobility was viewed as new enrollments as a percentage of the enrollment at the end of the school year or incoming students divided by sum of fall enrollment plus incoming students minus outgoing students. Using this methodology, the statewide mobility rate for 2015-16 was 10.3%. In 2015-16, twenty-nine school sites had a 50% or higher mobility rate and twenty-seven 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 Educational Quality and 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 during the 2015-16 school year. Principals statewide responded that 74.3% of students had at least one parent/guardian attend a parent-teacher conference. The extremes on this indicator ranged from 103 schools across the state that reported perfect attendance at parent-teacher conferences to seven schools reporting less than 10% of parents attended the conferences. In regard to support, principals statewide reported that on average, 3.43 hours of service were volunteered by parents and the community per student at Oklahoma's public schools. The extremes ranged from ten schools reporting more than 50 hours volunteered per student to forty-one school sites that reported zero hours of service volunteered at their school. Not surprisingly, elementary schools have more volunteer hours per student than high schools; 3.81 hours to 3.53 hours but the difference is smaller than in past years.

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 13.7 students statewide; one for every 15.2 students in elementary schools and one for every 10.9 students in high school. For suspensions that lasted for more than 10 days, the average for all schools was one incident for every 171.4 students statewide; one for every 334.1 elementary students and one for every 78.6 high school students. Many schools have very few suspensions; 247 schools had no incidents of suspensions of 10 days or less and 871 had less than 10 incidents out of 1,725 school sites reporting. There were 45 schools in the state where incidents of suspension of 10 days or less exceeded one for every three students.

## **Juvenile Offenders and Offenses**

Juvenile crime is another social problem that influences performance in the classroom. The use of juvenile crime statistics in *Profiles 2016* is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 2015-16 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, 5,680 public school students were referred to the Office of Juvenile Affairs (OJA) in 2014-15. These offenders were charged with a total of 12,350 offenses and 185 of the offenders had a gang affiliation. This means that, on average, one out of every 119.2 students statewide had been charged with a crime. Each offender had committed an average of 2.2 offenses and 3.3% of the charged students had gang affiliations. 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.

Almost a quarter (23.4%; 121 out of 516) of districts statewide had no juvenile offenders, meaning no students had been charged. However, a look at the 187 districts with five or more students in the OJA database reveals that only six districts had more than one out of every 35 students charged with a crime during the 2015-16 school year. Tulsa P.S. had 42 juvenile offenders who were affiliated with a gang, Oklahoma City P.S. had 40, and Lawton P.S. 12 juvenile offenders affiliated with a gang. These three districts accounted for just over half (50.8%) of the gang-affiliated offenders statewide. While troubling, the gang phenomenon does not seem to be widespread. Forty-eight of Oklahoma's 517 districts were

reported to have gang-affiliated offenders. These 48 districts were located in only 29 counties. The ratios used in this analysis are based on 2015 fall enrollments.

A breakdown of the juvenile offense charges show that most had to do with theft/burglary of one variety or another – 30.0%. Sex/violence charges ranked second with 23.8%. Crimes related to violation of municipal ordinances/obstruction of justice represented 17.9% of all charges. Drug/alcohol possession made up 15.6% of offenses and crimes against property accounted for 9.0% of the arrests. A detailed listing of the offenses by type is below.

**Figure 18**  
**Juvenile Arrest Data By Offense Type**  
**2015-16**  
 Criminal Offenses Only

Description	Offenses	%	Description	Offenses	%
Homicide	19	0.2%	Damage Property	1,032	8.4%
Kidnapping	11	0.1%	Dangerous Drugs/Narcotics	1,745	14.1%
Sexual Assault	204	1.7%	Sex Offenses	161	1.3%
Robbery	208	1.7%	Domestic Violence	278	2.3%
Assault	1,862	15.1%	Liquor Under Age	187	1.5%
Arson	74	0.6%	Obstruction of Police	481	3.9%
Extortion	11	0.1%	Escape/Flight	113	0.9%
Burglary	1,243	10.1%	Obstructing the Judiciary	421	3.4%
Theft	1,171	9.5%	Weapon Offenses	410	3.3%
Theft of Auto	527	4.3%	Public Peace	807	6.5%
Forgery	39	0.3%	Traffic Offenses	386	3.1%
Fraud	54	0.4%	Invasion of Privacy	128	1.0%
Embezzlement	21	0.2%	Conservation	57	0.5%
Stolen Property	429	3.5%	Other Offenses	271	2.2%
			<b>Total</b>	<b>12,350</b>	<b>100%</b>

Data Source: Office of Juvenile Affairs

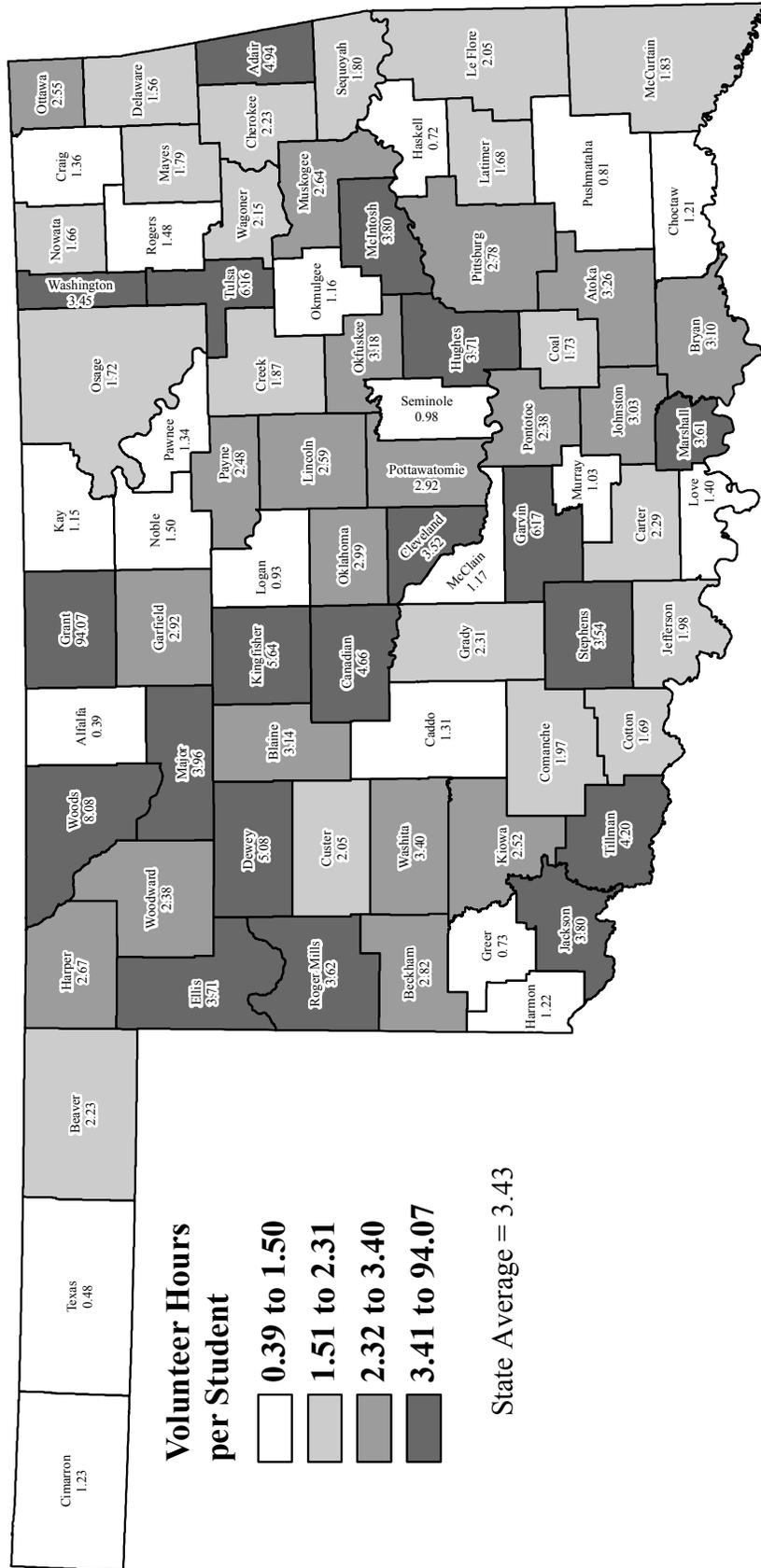








# Figure 23 VOLUNTEER HOURS PER STUDENT 2015 – 16 School Year



Source: Office of Educational Quality and Accountability





## II. EDUCATIONAL PROCESS

### DISTRICTS, SCHOOLS, AND STUDENT ENROLLMENT

*Profiles 2016* reports on 516 individual Oklahoma school districts and 1,761 conventional school sites made up of 1,001 elementary schools, 303 middle schools/junior highs, and 457 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 12<sup>th</sup> grade) or elementary districts (offering pre-kindergarten through 8<sup>th</sup> grade). Students from elementary districts must be integrated into a neighboring independent district's high school program once students have completed 8<sup>th</sup> grade. In 2015-16, there were 97 elementary (dependent) school districts and 419 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 2015-16 there were 51 different grade level combinations of schools sites in Oklahoma.

**Figure 26**  
**Oklahoma's Districts by Enrollment and Socioeconomic Status**  
**Community Group Designation**  
**2015-16**

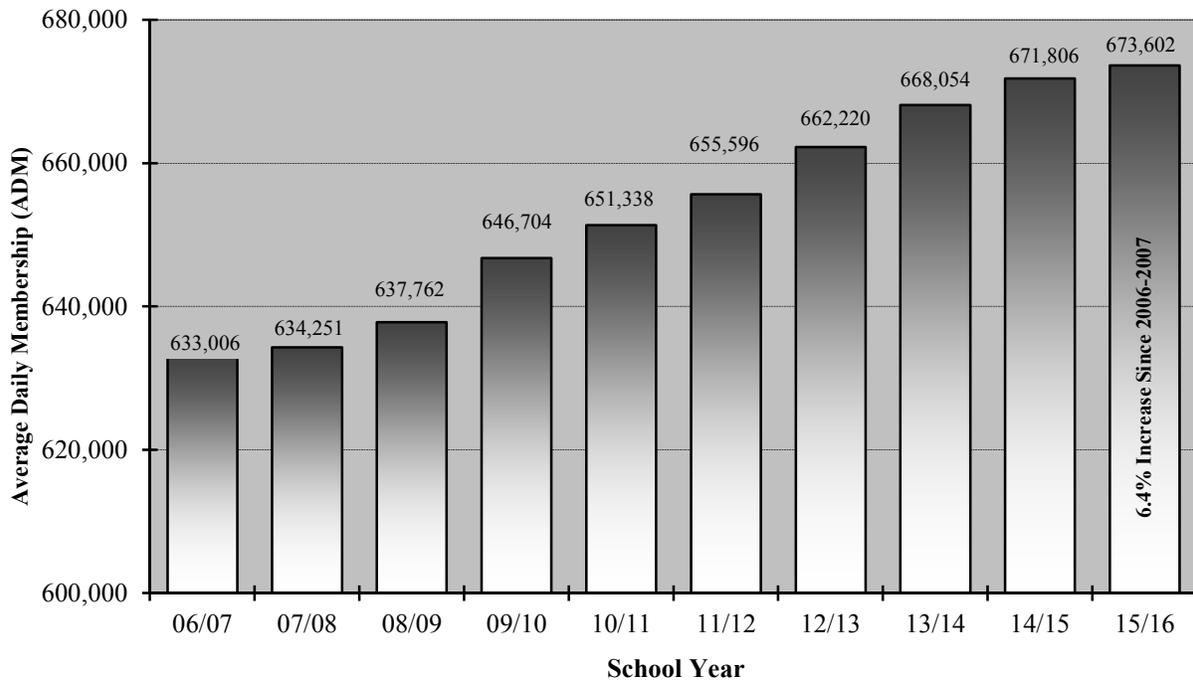
<u>District Size in ADM</u>	<u>Socioeconomic Status</u>	<u>Community Group Designation</u>	<u># of Districts</u>	<u>% of All Districts</u>	<u># of Students</u>	<u>% of All Students</u>
25,000 Plus	Low	A2	2	0.4%	85,144	12.6%
10,000 - 24,999	High	B1	6	1.2%	104,862	15.6%
	Low	B2	4	0.8%	64,290	9.5%
5,000 - 9,999	High	C1	8	1.6%	52,898	7.9%
	Low	C2	3	0.6%	19,053	2.8%
2,000 - 4,999	High	D1	18	3.5%	49,539	7.4%
	Low	D2	17	3.3%	51,094	7.6%
1,000 - 1,999	High	E1	36	7.0%	51,690	7.7%
	Low	E2	37	7.2%	50,182	7.4%
500 - 999	High	F1	29	5.6%	19,406	2.9%
	Low	F2	71	13.8%	50,301	7.5%
250 - 499	High	G1	57	11.0%	20,856	3.1%
	Low	G2	99	19.2%	34,250	5.1%
Less than 250	High	H1	24	4.7%	3,998	0.6%
	Low	H2	105	20.3%	16,039	2.4%
All	All	All	516	100.0%	673,602	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. This means that enrollment-related statistics reported in the *Profiles* series will vary slightly depending upon the source. Statewide fall enrollment for October 1, 2015 is 692,670, up from 688,300 on October 1, 2014.

Average Daily Membership (ADM) refers to the average number of students enrolled at a school, or district, on any given day during the school year. Straight P.S. in Texas Co. was the smallest elementary (dependent) district in operation during 2015-16 with an ADM of 41 students while the smallest independent district in the state in 2015-16 was Davidson P.S. in Tillman Co. with an ADM of 65 students. Oklahoma City P.S., the largest independent school district, had an ADM of 44,892 students with Tulsa P.S. second with an ADM of 40,252. There are 28 school districts in the state with ADM’s less than 100 students. Twenty of these are elementary or dependent districts and eight are independent districts. There are 285 districts with less than 500 students ADM – 90 dependent and 195 independent.

**Figure 27**  
**Oklahoma’s Average Daily Membership**  
**2006-07 to 2015-16**



Data Source: Oklahoma State Department of Education

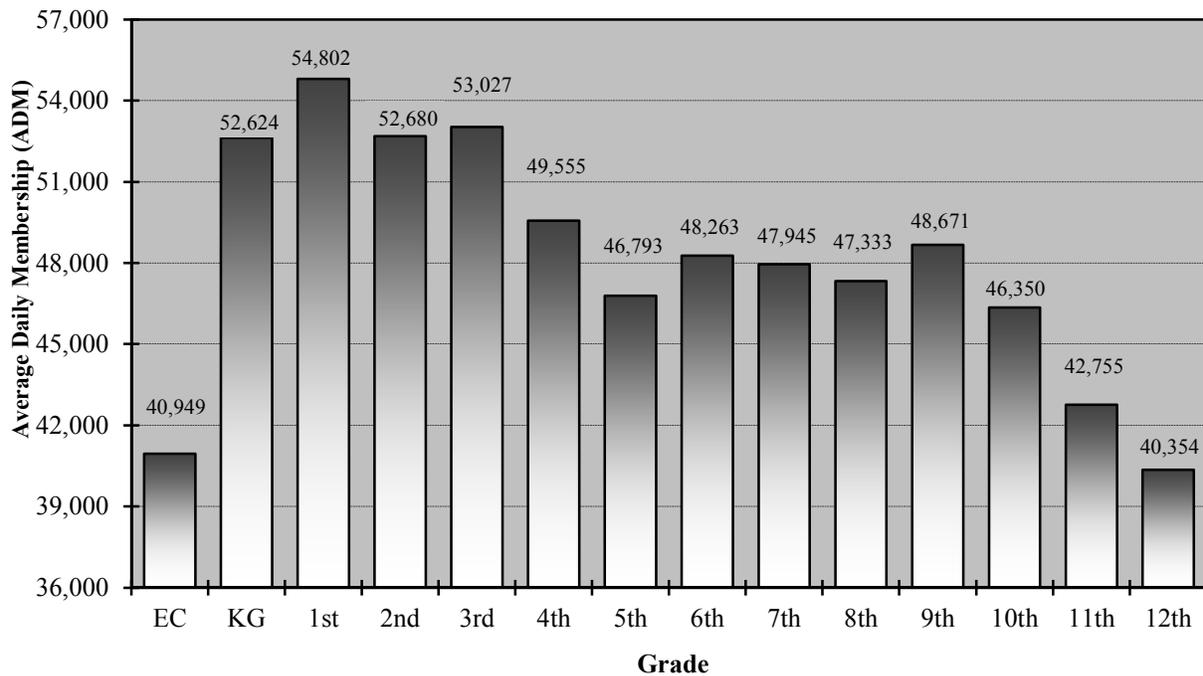
At the state level, total ADM in 2015-16 was 673,602, an increase of 1,796 (0.3%) students from the 2014-15 school year. The 1,796 additional students in ADM is not quite as large as the past few years but marks the fourteenth year in a row for growth in ADM. The 2015-16 statewide membership is 6.4% greater than the membership ten years earlier.

The increase in ADM from last year is accounted for by the increase of enrollments in Early Childhood through 8<sup>th</sup> grade which increased by 81 students and an increase in high school students (grade 9 to 12) of 1,820.

Figure 28 shows 2015-16 statewide ADM by grade. Typically, student populations follow the trend in population estimates although there are exceptions. The number of pre-kindergarten students dropped for the just the second time and as in past years, there are more 1<sup>st</sup> grade students than any grade of all public school students. There are fewer fifth grade students in 2015-16 compared to prior years. During the high school years student populations fall dramatically.

The most notable part of the graph, however, is the rapid decline in ADM from 9<sup>th</sup> through 12<sup>th</sup> grade. There are many reasons that there are more 9<sup>th</sup> graders than 8<sup>th</sup> graders in any given year. Home school parents not wanting to take on the high school years and students moving from a private school to public school are two typical reasons for the difference between 8<sup>th</sup> and 9<sup>th</sup> grade. During the 2015-16 school year, 12<sup>th</sup> grade ADM was 8,317 students lower than 9<sup>th</sup> grade ADM. Analysis in the STUDENT PERFORMANCE section of this document (Figure 87) shows that the dramatic decrease in enrollment between 9<sup>th</sup> and 12<sup>th</sup> grade is not a single year occurrence.

**Figure 28**  
**Oklahoma’s Average Daily Membership by Grade\***  
**2015-16**



Note: \* Excludes 1,501 Out of Home Placement students.  
Data Source: Oklahoma State Department of Education

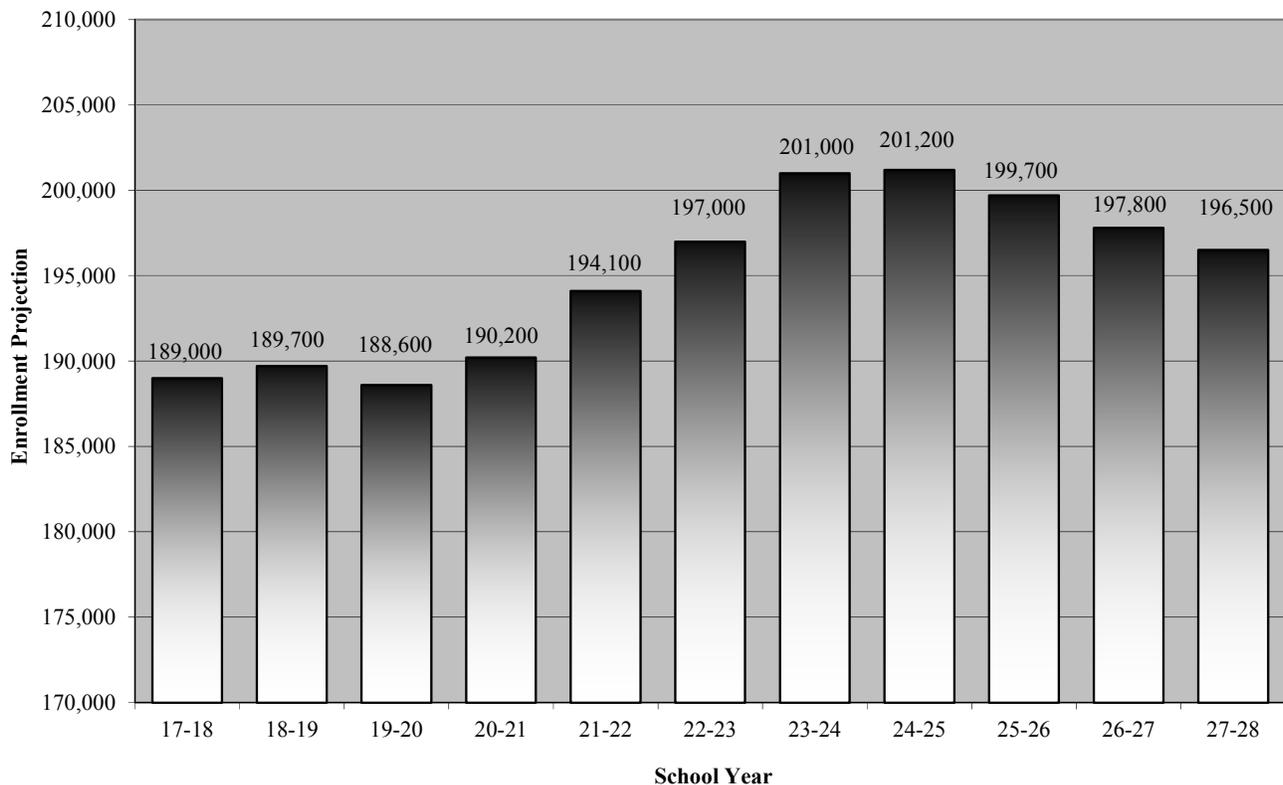
An area of tremendous growth over the past ten years is early childhood or pre-kindergarten. From the 2006-07 school year to 2015-16, the early childhood/pre-kindergarten class, which includes 3 and 4 year old students, has increased 20.5%. This is a much larger increase than that of the kindergarten class with

a 6.7% increase and the 1<sup>st</sup> grade class with an 6.4% increase. Oklahoma is one of the nation’s leaders in publically funded early childhood education as well as the percentage of 4 year olds enrolled in public schools.

## Enrollment and Population Projections

A factor that may be used to determine future school resource needs are enrollment 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 Educational Quality and Accountability has a model that uses enrollment by grade and births to project high school (9<sup>th</sup> to 12<sup>th</sup> grade) enrollment. 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 29**  
**Projected Oklahoma High School (9<sup>th</sup> – 12<sup>th</sup>) Enrollment**  
**2017-18 to 2027-28**



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

The Office of Educational Quality and Accountability can produce these projections for every school district in the state. Local administrators may use these projections as an additional tool in the decision making process to help determine the future needs of a district. After mostly years of increased high school enrollment, the projections show a drop in enrollment after the 2024-25 school year. This drop is brought on by factors such as low births in the state and the ebb and flow of the school populations brought on by the baby boom and subsequent waves. This drop in enrollment likely will not be significant as waves from the original baby boom get smaller with each generation.

## **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**

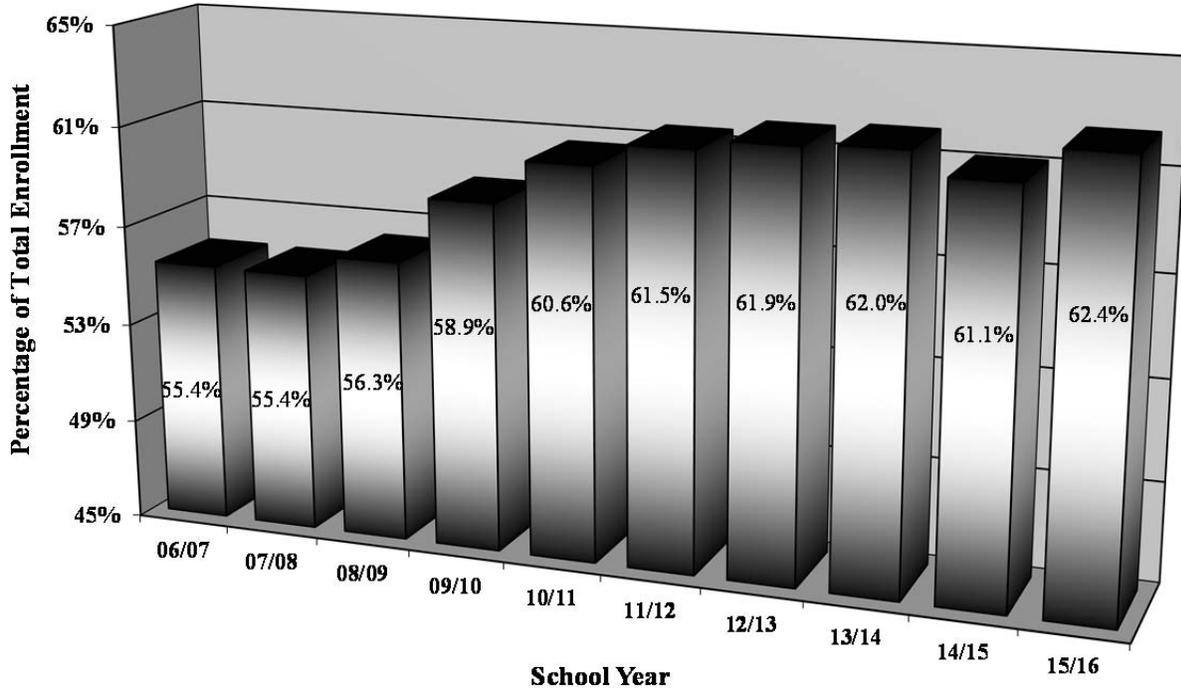
#### **Free or Reduced Price Lunch**

In 2015-16, 423,611 Oklahoma students were eligible for the Free or Reduced Price Lunch Program (FRL). This represented 62.4% of all students (based on enrollment) and was an increase of 9,692 students, or 2.3%, from the 2014-15 school year. This is the third largest annual increase in the past ten years following last year's only decline over that time period. Eligibility has increased 7.0 percentage-points in the past ten years. From 2008-09 to 2009-10, there was an increase of 6.2% or 22,417 in the number of students eligible for FRL and a 3.7% or 14,073 student increase from 2009-10 to 2010-11.

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. Only one district has fewer than 10% of its students eligible for the program and six districts have 25% or less eligible. Fifteen districts have over 95% of the students eligible the for free or reduced price lunch program and ten have 100% eligible.

Eligibility for the 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. For 2016, a family of four with two children making \$24,339 was considered to be living below the poverty level.

**Figure 30**  
**Free or Reduced Price Lunch Program Eligibility**  
**2006-07 to 2015-16**



Data Source: Oklahoma State Department of Education

Local Educational Agencies (LEA) serving schools where 40% of students qualify for FRL may be designated as a Title I school, which then qualifies the school to receive federal funding. The purpose of Title 1, Part A programs is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessment.

### **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 17<sup>th</sup> 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 per student (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. § 1210.301-307) 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. The policy is required to specify criteria for placement and to be consistent for Grades 1 - 12. 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 2016*).

During the 2015-16 school year, 96,133 Oklahoma students qualified for the Gifted/Talented program. This represented 14.2% 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 2015-16 ranged from six districts reporting none of their students eligible for the gifted program and forty-nine districts with less than 5% eligible, to four districts with over one-third of their students qualifying.

### **English Language Learners/Limited English Proficient**

English language learners (ELL) or limited English proficient (LEP) students are those identified as

- (i) not born in the United States or whose native language is other than English,
- (ii) Native American and comes from an environment where a language other than English has a significant impact, and
- (iii) migratory, whose language is other than English.

Other factors used in identification include

- (i) ability to meet state’s proficient level on assessments,
- (ii) ability to successfully achieve in English speaking classrooms, and
- (iii) opportunity to participate fully in society.

During the 2015-16 school year, 48,884 (7.2%) Oklahoma students were identified as ELL/LEP. A much higher percentage of elementary students were identified (8.7%) than high school students (3.5%). The percentage of students identified as ELL/LEP varies greatly between school districts across the state. Forty-seven districts have more than 10% of their students identified as ELL/LEP with five districts identifying more than 1/3 of their students as ELL/LEP and 230 districts having zero ELL/LEP students.

### **Special Education**

Special education students are those identified as being eligible for services pursuant to an Individualized Educational Program (IEP). During the 2015-16 school year, 105,792 Oklahoma students qualified for the special education program, which represented 15.6% of all students (based on enrollment). There has been a rise in the Special Education participation rate since 2009-10 and is at its highest mark since these educational indicators have been collected. Throughout the 1990’s the rate hovered close to 12% then increased to the 14% and 15% range through the 2000’s. The percentage of students eligible for special education services at school districts across the state ranged from eleven districts with less than 10% of students eligible to four districts (all dependent districts) having 40% or more students eligible.



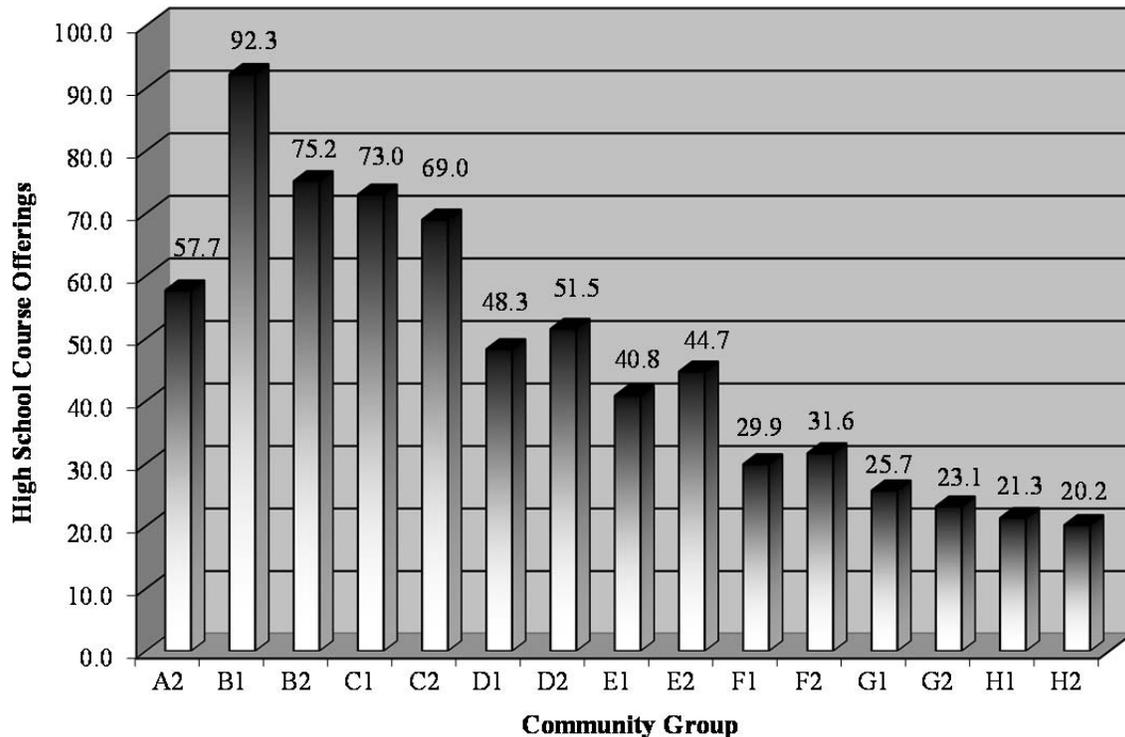




## High School Course Offerings

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. Previous studies indicate 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, five school districts offered over 90 different courses in core areas and nine others offered over 80 different courses. Collectively, districts across the state offered an average of 35.9 units in the six core areas in 2015-16. The 35.9 unit's average statewide is up from last year's 35.3 units statewide. A more detailed description of the minimum requirements can be found in the *Standards for Accreditation* document from the State Department of Education.

**Figure 34**  
**High School Course Offerings**  
**By Community Group**  
**2015-16**



State Average = 35.9

Data Source: Oklahoma State Department of Education

In general, school districts with larger district enrollments have greater course offerings than smaller districts. School districts ranging in size from 10,000 to 25,000 students offer on average 85.4 high school courses while the state's two largest districts (Oklahoma City and Tulsa) offer an average of 57.7 courses per high school. As the size range of school districts decreases so does the number of courses offered. School districts in the 5,000 to 10,000 student range offer an average of 71.9 courses and those in the 2,000 to 5,000 range offer 49.9 courses. The 1,000 to 2,000 student range school districts offer 42.8 courses and school districts with 500 to 1,000 students offer 31.1 courses. The smallest two district enrollment ranges of 250 to 500 and less than 250 offer an average of only 24.1 and 20.4 courses respectively.

Figure 34 shows the trend of fewer course offerings as the school district size decreases. It displays the average number of course offerings for all community groups. The B1 community group has the highest average number of course offerings at 92.3 and the H2 community group has the lowest at 20.2.

Beginning in the 2006-07 school year, students entering the 9<sup>th</sup> 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.

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 their students' curricular needs.

The state averages of the number of classes by curriculum subject are language arts (English), 8.0; fine arts, 6.9; math, 6.6; science, 6.2; social studies/history, 5.6; and languages, 2.6.

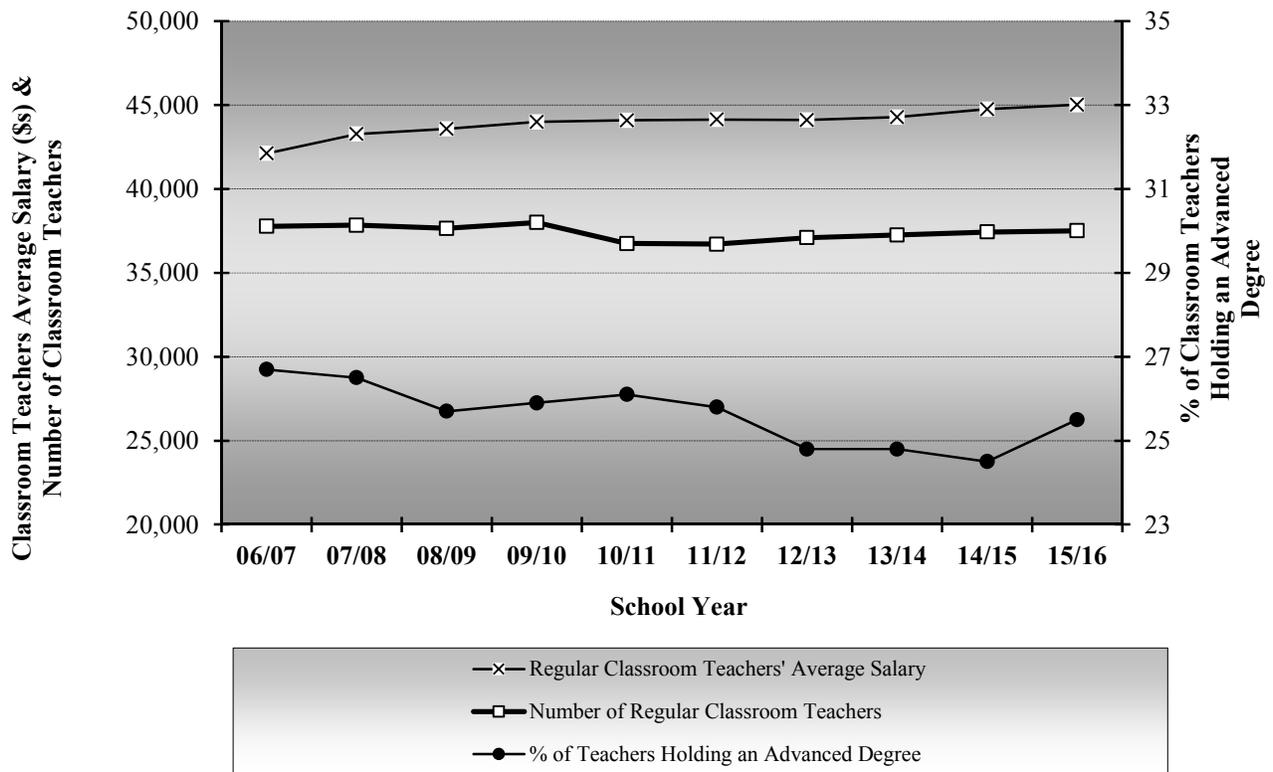
## **Classroom Teachers**

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 Educational Quality and 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 82 FTEs for the 2015-16 school year from the previous year (37,517 in 2015-16; 37,435 in 2014-15). This is the fourth year in a row for an increase in the number of classroom teachers (although less than 1,000 in those four years) and the state is still not back to the number of teachers in 2009-2010. This increase of 809 teachers in the past four years does not offset the decline of 1,300 teachers over the two year period of 2010-11 and 2011-12.

Figure 35 shows the very slight rise and fall of the number of classroom teachers over the past ten years. Furthermore, ADM increased by 1,796 students (673,602 in 2015-16; 671,806 in 2014-15). Based on student ADM of 673,602, the statewide gross student/teacher ratio for regular classroom teachers in 2015-16 was 18.0 students per teacher. This is one of the highest student teacher ratios in the last 25 years and continues the trend of rising student teacher ratios.

**Figure 35**  
**Number of Teachers, Average Salary of Teachers, and**  
**Percentage of Teachers Holding Advanced Degrees**  
**2006-07 to 2015-16**



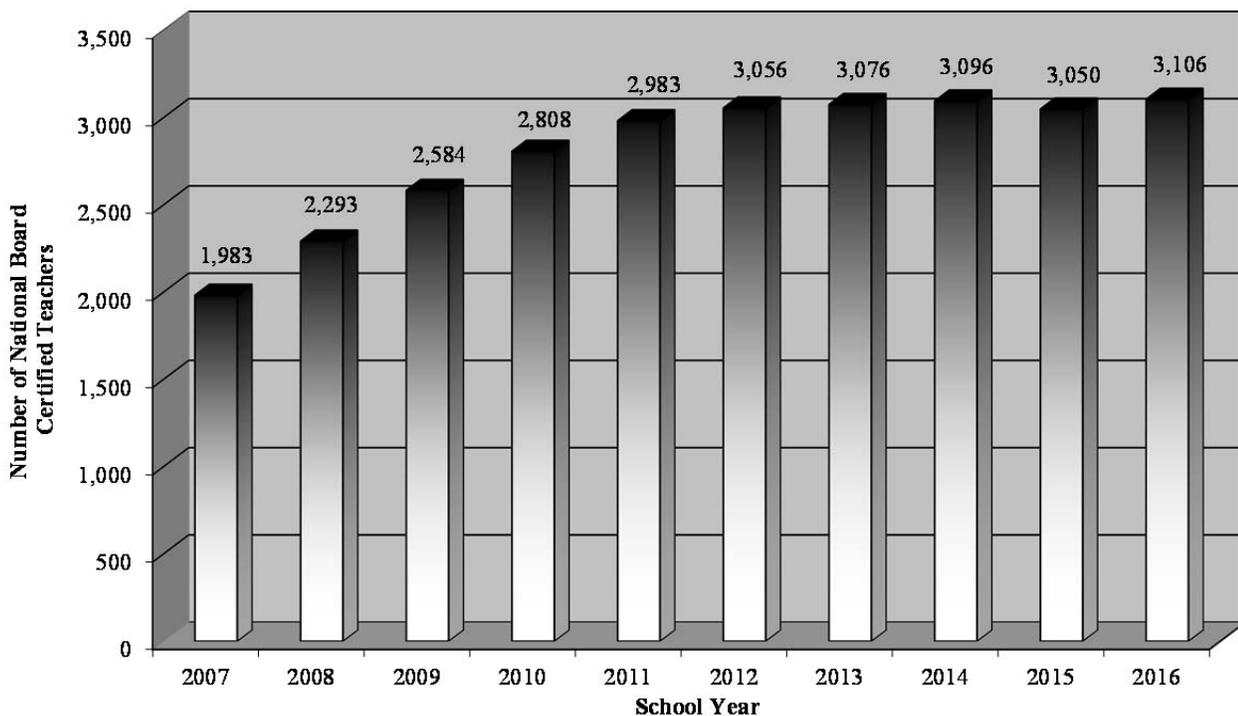
	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Number of Regular Classroom Teachers	37,778	37,848	37,660	38,008	36,749	36,708	37,104	37,258	37,435	37,517
Regular Classroom Teachers' Average Salary	\$42,117	\$43,275	\$43,584	\$43,998	\$44,094	\$44,145	\$44,118	\$44,285	\$44,754	\$45,017
% of Regular Classroom Teachers Holding an Advanced Degree	26.7	26.5	25.7	25.9	26.1	25.8	24.8	24.8	24.5	25.5

Data Source: Oklahoma State Department of Education

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 25.5% (above last year’s 24.5%). The percentage of teachers with an advanced degree is well below the high of 41% in 1989-1990. The average years of teaching experience is calculated similarly. It is based on the years of experience per FTE and averages 13.1 years statewide.

Figure 35 also shows the average annualized salary of teachers for the 2015-16 school year was \$45,017, an increase of \$263 from the previous year (\$44,754 in 2014-15). This year's increase is \$200 less than the increase from the year before. After a number of years of notable salary increases for teachers (2003-04 to 2007-08), there have been smaller increases and even one year of decline in teachers' salaries since 2008-09. The number of years a teacher has taught, any advanced degrees they may hold, and national board certification also has an 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 36**  
**National Board Certified Teachers**  
**Oklahoma**  
**2007 to 2016**



Data Source: National Board for Professional Teaching Standards (NBPTS)

Oklahoma had 8 new and 42 renewed NBC teachers for the 2015-16 school year. This brings the total of NBC teachers in the state to 3,106; 7.5% of classroom teachers. The 8 new NBC teachers is the lowest number since 1998. The NBPTS has changed the process for teachers to become nationally board certified. There is a three year process to complete and new candidates must get through the entire process before receiving their certification. Once the initial class has completed the process the number of new NBC teachers should increase significantly. There are currently 99 candidates working on the national board certification.

Teachers' salaries are controlled by a salary schedule prescribed in state law (70 O.S. § 18-114.14). In school year 2015-16, a teacher's starting salary was based on the degree held; \$31,600 for a Bachelor's Degree, \$32,600 for a Bachelor's Degree plus National Board Certification, \$32,800 for a Master's Degree, \$33,600 for a Master's Degree plus National Board Certification, 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 salary scheduled has not changed since 2008 except to add National Board Certification. Career Technology Agriculture, Career Technology Economic, Other Career Technology, and Special Education teachers receive an additional percentage or stipend to the minimum salary.

## **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 2015-16 school year, there were 4,462 Special Education Teacher FTEs, up 71 FTE from the previous year. Each possessed an average of 13.9 years of teaching experience and earned, on average, \$47,689. On average there were 23.7 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 2015-16 school year saw an increase of 82, the number of administrators increased by 19. In 2015-16 there were 3,595 administrator FTEs at the 516 districts, up from the 2014-15 school year count of 3,576 administrator FTEs. Statewide, there was an average of 7.0 administrators per school district and each received an average annualized salary of \$79,182 during the 2015-16 school year. This was an increase of \$833 or 1.1% over last year's figure of \$78,349. On average, each supervised 11.7 teacher FTEs (regular and special education teachers) in 2015-16. 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 decreased by 12 (1,582 from 1,593) between 2014-15 and 2015-16. Other certified staff FTEs decreased by 9 (3,547 from 3,556). Counselor's average annualized salary for the 2015-16 school year was \$51,053, up \$379 from the previous year and the average annualized salary for other certified staff for the same school year was \$50,655, up \$393 from the previous year. Other certified staff includes Reading Specialist, English Language Learners, as well as other non-regular education teachers.

# DISTRICT FINANCES

## Funds

There are many different Funds in which a school district receives revenue and from which it may make expenditures (i.e. General Fund, Building Fund, etc.). The General Fund contains the bulk of a school district's operating assets and is the primary account from which a school district conducts business. It has become conventional among educators and policy makers to only consider revenue and expenditures of the General Fund, yet in doing so they overlook a considerable amount of money. Larger schools will typically fund a number of salaries and have sizeable expenditures from both the Building Fund and the Child Nutrition Programs Fund. Districts enlarging or updating their facilities often have outstanding bonds, which can cause large sums of money to flow through their Bond Fund and Sinking Fund. The Office of Educational Quality and 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 2016* 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 2015-16 was \$5,891,937,085. The largest portion of funding was provided by the State at 46.3% (\$2.73 billion), followed by Local & County with 42.1% (\$2.48 billion), and Federal funds which provide 11.6% (\$683 million) (Figure 34). Total revenues decreased for Oklahoma's districts by \$11,034,800, or -0.2%, from 2014-15 revenues of \$5,902,971,885. Over the past eight years, there have been four years of year-to-year increase and four years of year-to-year decrease. After 2008-09, there was a significant decrease in state revenue and the state has not yet returned to the state revenue amount from that year. Each year, roughly one-third of Oklahoma's state budget goes to K-12 public education.

This year's percentage of revenue from the state is 1.4 percentage points lower than the last years. For the 2015-16 school year, 46.3% of all revenues came from the state. This percentage amount is down from 52.7% 10 years earlier (2006-07). The percentage of revenue from the federal government is same as last year after dropping five years in a row. The first American Recovery and Reinvestment Act (ARRA) stimulus money came to the state in February of 2009 and continued through the end of the 2010-2011 school year. The percentage of revenue from the federal government is back to the levels of ten years ago (11.6%). For 2009-10 and 2010-11 school years, the percentage of federal revenue had been over 17.0%. The percentage of federal revenue has been 11.6% to 13.8% for thirteen of the last fifteen years. Prior to 2001-02, the percent of federal revenue was typically around 10%. The percentage of local and county revenue is up from the previous years to 42.1%. There has been growth every year in local and county revenue.

There are twenty-three school districts with less than 20% of their revenue coming from the state and six of those have less than 10% of their revenue coming from the state. Five of these six also have 85% or

more of their revenue coming from local and county sources. Conversely; twenty-one districts have over two-thirds of their revenue coming from the state with four districts receiving more than 70% of their revenue from the state.

Seven school districts have less than 10% of their revenue coming from local and county sources with all six of these being dependent school districts (PK – 8). Sixteen school districts have over 75% of their revenue coming from local and county sources. Six of these are dependent school districts. One reason that so many dependent districts are on the extremes of these percentages is they are small enough that small portions make up a large percentage.

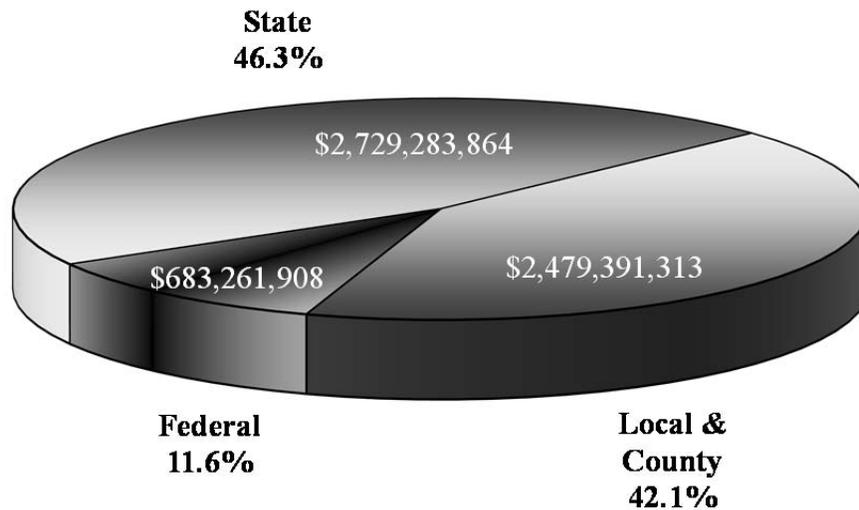
Seven school districts have over one-third of their revenue coming from the federal government. All but one of these are dependent school districts serving only students from pre-kindergarten through eighth grade. Twenty-eight school districts have less than 5% of their revenue coming from the federal government. There has been a significant decrease in the percentage of revenues coming from the federal government due to the ending of the ARRA stimulus money.

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. Over thirteen percent (13.6%) of all revenues for school districts below 1,000 ADM are from the federal government compared to 11.0% for school districts between 1,000 and 10,000 ADM and 11.0% for school districts above 10,000. School districts above 10,000 in ADM receive only 42.6% of their revenue from the state compared to 47.3% for school districts below 1,000 ADM and 49.4% for school districts between 1,000 and 10,000. School districts below 1,000 in ADM receive 39.1% of their revenue from local sources compared to 46.4% for school districts above 10,000 ADM and 39.6% for school districts between 1,000 and 10,000.

School districts below the state average Free or Reduced Price Lunch eligibility rate (better off economically) have a much higher percentage of their revenue coming from local sources than those schools above the state average (poorer economically). While the state average has 42.1% of funding coming from local sources; local funding makes up 49.4% for those school districts below the state average Free or Reduced Price Lunch rate and only 36.4% for those school districts above the state average. Conversely, school districts above the state average Free or Reduced Price Lunch rate have a higher percentage of their revenue coming from the federal government (14.5%) than those districts below the state average at 7.8%. School districts above the state average Free or Reduced Price Lunch rate (49.0%) also have a higher percentage of their revenue coming from the state than those schools below the state average (42.8%).

Pushmataha Co. has the highest percentage of revenues from the state to school districts at 65.3% with eight other counties having over 60% of school district revenue coming from the state. Grant Co. has 21.3% coming from the state with seven other counties below 33%. Grant Co. has the highest percentage of revenues from local and county sources to school districts at 73.8% with four other counties having over 60% of school district revenue coming from the local and county sources. Adair Co. has the lowest percentage at 15.3% with eleven others under 25%. Adair Co. has the highest percentage of revenues from the federal government to school districts at 24.9% with two other counties having over 20% of school district revenue coming from the federal government. Alfalfa Co. has only 3.9% of revenue from the federal government going to school districts with three other counties under 6%.

## Figure 37 Revenue Sources for Oklahoma Public Education Reported Using ALL FUNDS\* 2015-16



Total Revenue: \$5,891,937,085

Data Source: Oklahoma State Department of Education

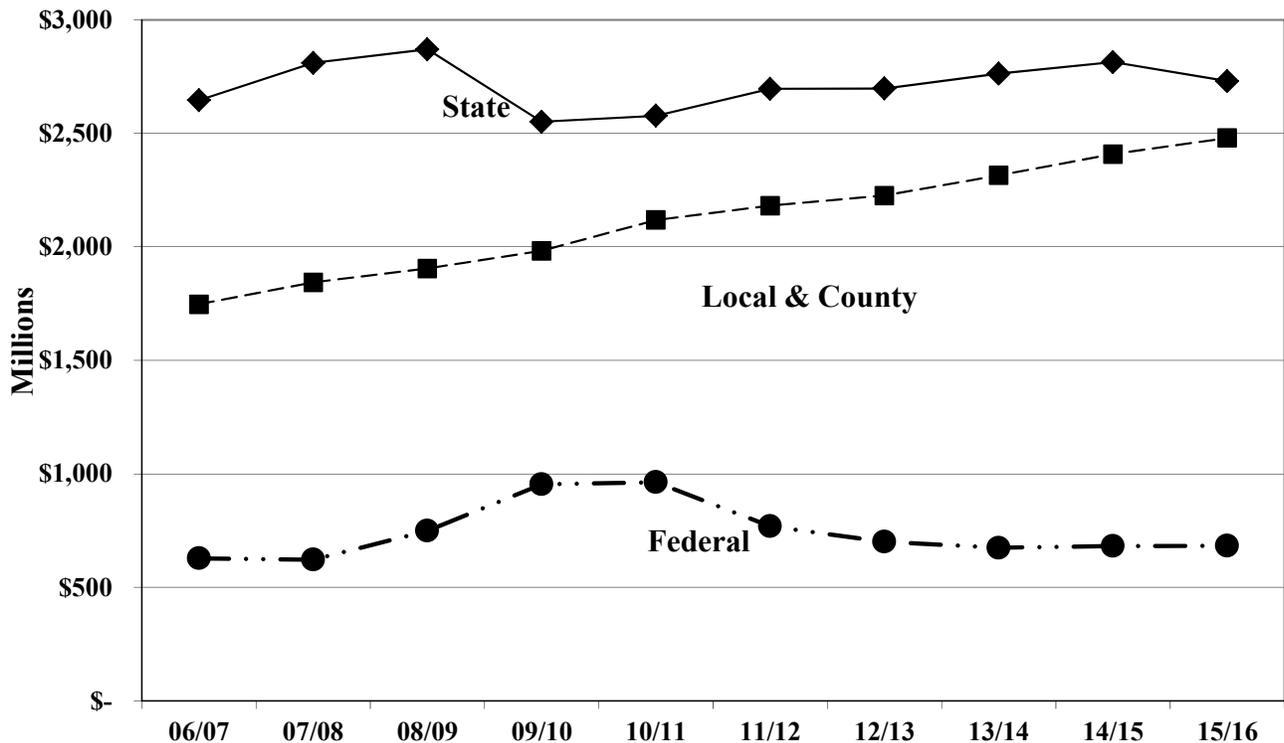
\*ALL FUNDS does exclude two fund categories: Bond Fund and Trust & Agency Fund. The Sinking Fund, which is included in ALL FUNDS, represents funds used to repay bonds for capital improvements and major transportation and technology purchases. The Bond Fund is excluded because its inclusion would, in 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 C for more information about the categories used for the reporting of District Finances.

Revenues by source (state, local and county, and federal) have risen and fallen over the past thirty years. Revenue from the federal government has risen from under \$100 million in the early 1980s to almost \$1 billion during the ARRA stimulus funding period from 2009 to 2011. Local and county funding has risen from under \$500 million during the early 1980s to almost \$2.5 billion currently. State revenue has risen from under \$1 billion 30 years ago to over \$2.7 billion.

The following table shows the past ten years by source of district revenues. Revenue from the federal government was relatively stable staying close to \$600 million until 2008-2009. From 2005-2006 to 2010-2011, the second year of ARRA stimulus funds, federal revenue grew 57.2%. From 2010-2011 to 2013-2014, federal revenue dropped 29.3% from \$964 million to \$675 million with an increase of 1.1% or \$682 million in 2014-2015. Local and county revenue has seen the most consistent growth over the past ten years. Local and county revenue grew 42.0% to \$2,479 million from 2006-07 to 2015-16.

Revenue from the state has its multiple ups and downs over the past decade. State revenue grew 23.0% from \$2,324 million to \$2,870 million from 2005-2006 to 2008-2009. There was then a drop of 11.1% to \$2,551 million in 2009-2010. Since 2009-2010, (even with the drop from the past year) state revenue has risen 7.0% to \$2,729 million for 2015-16; still below the high of 2008-2009.

**Figure 38**  
**District Revenue Sources**  
**Reported Using ALL FUNDS**  
**2006-07 to 2015-16**



in Millions	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
State	\$2,646	\$2,810	\$2,870	\$2,551	\$2,577	\$2,696	\$2,697	\$2,762	\$2,813	\$2,729
Local & County	\$1,747	\$1,844	\$1,904	\$1,982	\$2,118	\$2,181	\$2,226	\$2,315	\$2,408	\$2,479
Federal	\$628	\$622	\$749	\$954	\$964	\$769	\$701	\$675	\$682	\$683

Data 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:

<b>Condition</b>	<b>WGT.</b>	<b>Condition</b>	<b>WGT.</b>
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 multi-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 funding 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 (hailed) 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 (excluding virtual) 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: *School Finance – Technical Assistance Document*, published by the Oklahoma State Department of Education.

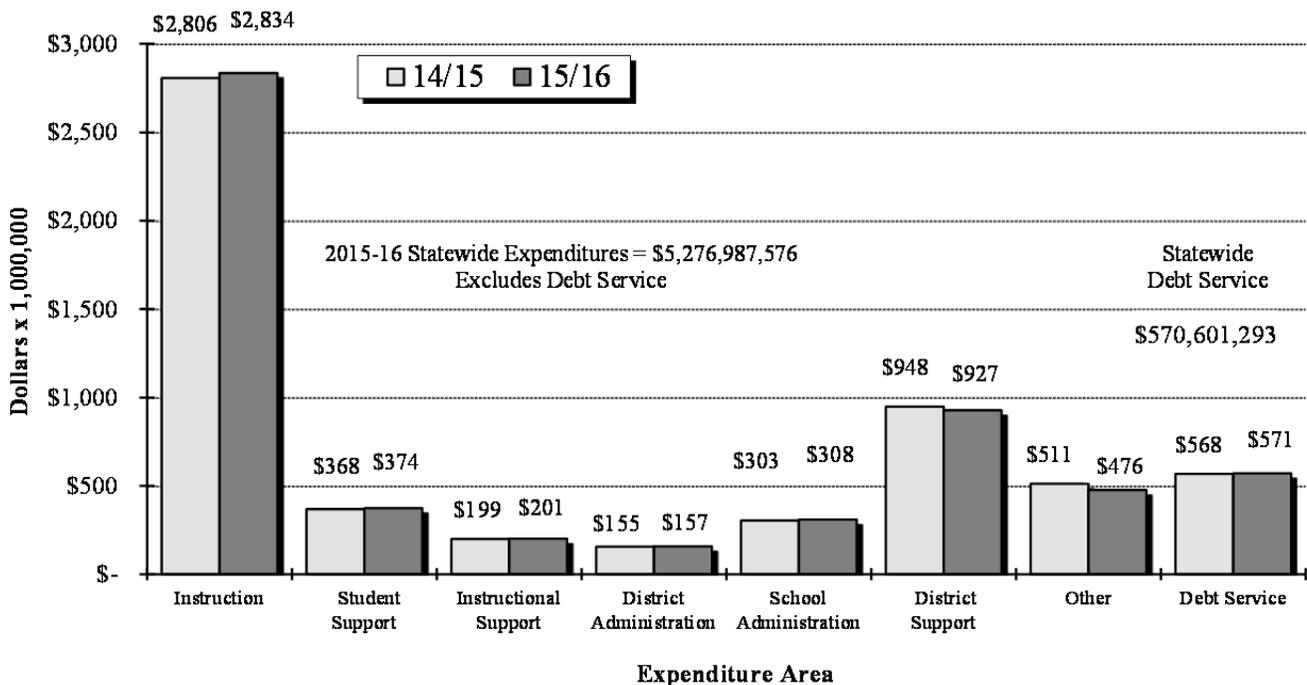
## **Expenditures**

Figure 40 shows expenditures from ALL FUNDS for the last two years. In *Profiles 2016*, expenditure amounts are classified into eight areas: Instruction, Student Support, Instructional Support, District Administration, School Administration, District Support, Other, and Debt Service (See Appendix C for a listing of all accounts). Debt service is graphed separately in order to standardize the expenditure percentages in the seven core expenditure areas. When expressed as a percentage, Debt Service is divided by the combined expenditures in the other seven areas. Approximately seventy-seven percent of all districts have outstanding bonds and consequently have expenditures in the Debt Service category. By graphing Debt Service separately, districts that use bonds to build new facilities, make major renovations, or purchase buses, technology, textbooks, etc., will not appear to have smaller expenditure

percentages in the seven core expenditure areas. Debt service has increased 66.3% in the past ten years to \$570.6 million in 2016 from \$343.1 million in 2007.

The largest expenditure is in the area of Instruction with 53.7%, a 0.7 percentage-point increase from 2014-15. This is the second increase in the percent of expenditures going to Instruction since 2009-2010 and it is below its high mark of 58.6% of ALL FUNDS in 1995-96. District Support ran a distant second in 2015-16 at 17.6% 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 \$5.85 billion, an \$11 million decrease over the 2014-15 school year; the first decrease in the past five years.

**Figure 40**  
**State Level Expenditures Based on ALL FUNDS**  
**2014-15 and 2015-16**



	Percent of Total Expenditure in Each Area							
	Instruction	Student Support	Instructional Support	District Administration	School Administration	District Support	Other	Debt Service
<b>2014-15</b>	53.0%	7.0%	3.8%	2.9%	5.7%	17.9%	9.7%	10.7%
<b>2015-16</b>	53.7%	7.1%	3.8%	3.0%	5.8%	17.6%	9.0%	10.8%

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

Figure 41 displays the percent of expenditures by type and community group. Two areas that show a noticeable difference in how large and small districts operate are student support and district administration. A larger percent of expenditures goes to student support in larger districts where district administration gets a larger percent in smaller schools. Student support items include social work

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

**Figure 41**  
**Expenditures Based on ALL FUNDS**  
**By Community Group**  
**2015-16**

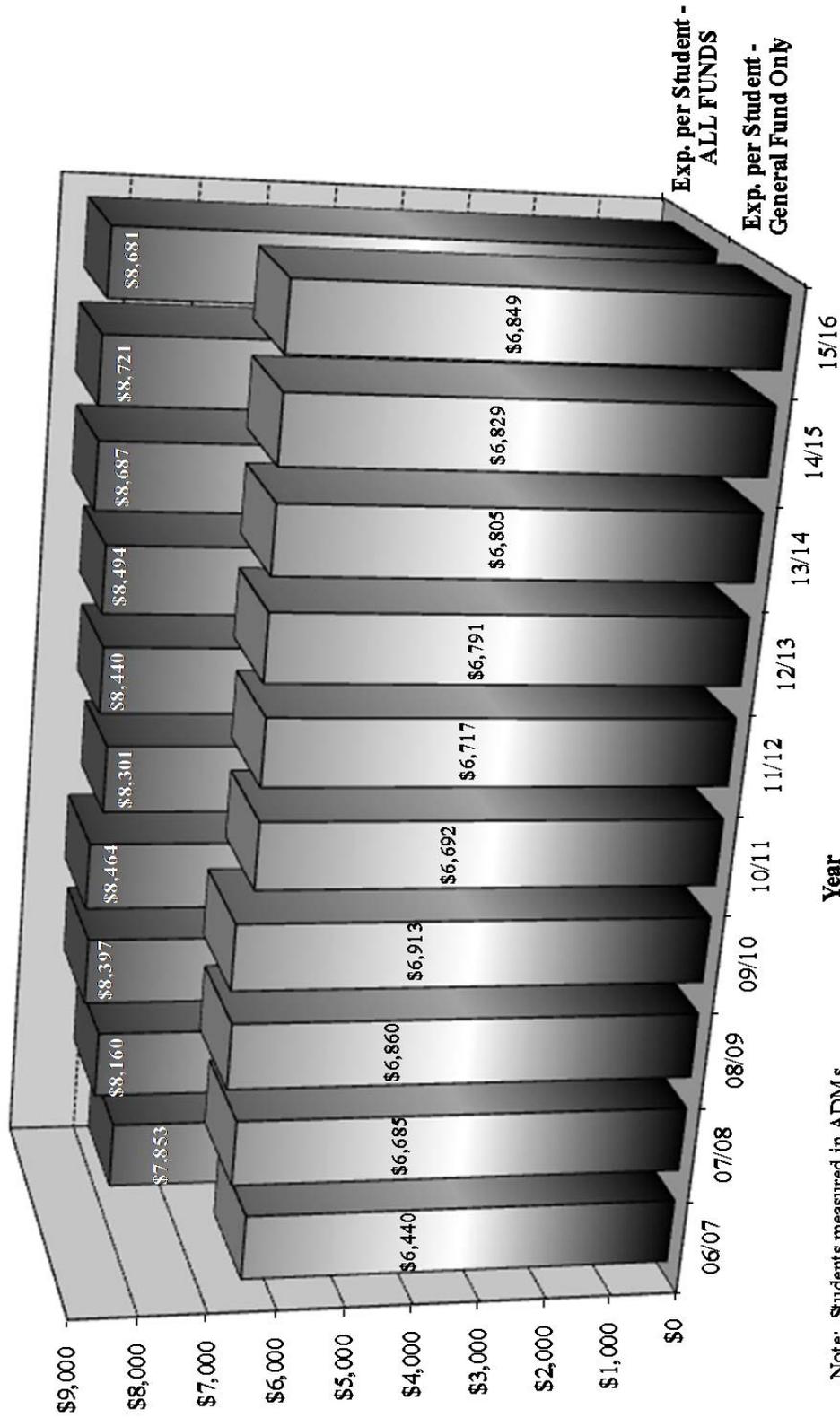
Size of District	Community Group	Instruction	Student Support	Instructional Support	District Administration	School Administration	District Support	Other
25,000 or more	A2	50.7%	7.4%	5.8%	1.6%	6.4%	19.1%	9.1%
10,000 to 24,999	B1	54.7%	8.3%	4.1%	2.0%	5.6%	17.5%	7.8%
	B2	52.6%	7.9%	4.1%	2.0%	6.1%	17.8%	9.5%
5,000 to 9,999	C1	54.8%	7.7%	3.9%	2.6%	5.8%	17.1%	8.1%
	C2	52.1%	6.3%	5.8%	2.1%	5.8%	17.6%	10.4%
2,000 to 4,999	D1	55.5%	7.2%	3.2%	2.5%	5.9%	16.8%	8.8%
	D2	54.4%	6.9%	4.1%	2.7%	6.0%	17.4%	8.5%
1,000 to 1,999	E1	56.7%	6.4%	3.0%	3.0%	6.0%	16.9%	8.0%
	E2	55.3%	6.5%	3.2%	3.3%	5.7%	16.7%	9.4%
500 to 999	F1	55.8%	6.6%	2.5%	4.1%	5.9%	16.6%	8.7%
	F2	54.7%	6.8%	2.9%	4.2%	5.8%	16.2%	9.5%
250 to 499	G1	52.2%	6.6%	2.4%	5.1%	5.4%	18.2%	10.2%
	G2	52.3%	6.1%	2.4%	5.3%	5.6%	18.2%	10.2%
Less than 250	H1	46.8%	4.9%	2.6%	5.7%	4.5%	19.3%	16.2%
	H2	52.1%	5.1%	2.7%	7.0%	4.7%	18.9%	9.7%
Statewide		53.0%	7.1%	3.8%	3.0%	5.8%	17.6%	9.0%

Data Source: Oklahoma State Department of Education

Figure 42 contrasts the General Fund versus the ALL FUNDS accounting of expenditures per student for years 2006-07 through 2015-16. The expenditure per student (ADM) using the General Fund in 2015-16 was \$6,849 compared to \$8,681 from ALL FUNDS, a difference of \$1,832 dollars per student. Per-student funding increased \$20 in the General Fund category but decreased \$40 in the ALL FUNDS category between the 2014-15 and 2015-16 school years.

Per student expenditures varied greatly across the state (Figure 43). As described in the explanation of the state funding formula, this is partly due to larger revenues from utility interests and natural resource development. Per student expenditures, based on ALL FUNDS, including Debt Service, ranged from a high of \$43,708 per student in Reydon P.S. in Roger Mills Co. to a low of \$6,162 per student at Flower Mound P.S. in Comanche Co. Roger Mills Co. has the highest per student expenditure at \$20,240 while Murray Co. has the lowest at \$7,457.

**Figure 42**  
**State Level Expenditures Per Student**  
**General Fund Only and ALL FUNDS**  
**2006-07 to 2015-16**



Note: Students measured in ADMs.  
 Data 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 (OCCT) for grades 3 – 8 and the High School End-of-Instruction (EOI) test. The curriculum upon which these tests 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 OCCT and the High School EOI 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 11<sup>th</sup> grade only saw one year of the complete battery

before it was discontinued. In 1999-2000 all norm-referenced testing was discontinued and the 11<sup>th</sup> 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 11<sup>th</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> grade beginning in school year 2004-05, 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 grades 6 and 7 in school year 2005-06.

In 2006, legislation was enacted which required Oklahoma high school students to be given three additional EOI tests when coursework was completed in the subjects of Algebra II, Geometry, and English III. Field testing in these additional areas began in the 2006-07 school year. Students from the freshman class of 2008-09 forward must score "at least Proficient" on the Algebra I and English II tests as well as any two of the remaining five EOIs in order to graduate with a standard diploma. In 2009, the "Satisfactory" classification was changed to "Proficient."

In addition to changing test types, the OSTP has also been served by a number of testing companies since its inception. The norm-referenced portion of the testing program was provided by Riverside Publishing, through the 2000-01 school year. The initial four years of the CRT contract were carried out by Harcourt-Brace. CTB McGraw-Hill took over the CRT contract for 1998-99 and 1999-2000. During the 2000-01 school year OSTP contracted with Riverside Publishing for both the Iowa Test of Basic Skills (an NRT) and the CRTs including the EOI tests. Starting in 2001-02, the CRT's and 3<sup>rd</sup> Grade NRT were supplied by Harcourt-Brace and the EOI tests by CTB McGraw-Hill. The CRT component was taken over by Data Recognition Corporation (DRC) in 2005-06. Riverside Publishing returned to assist with testing for 2006-07. Pearson Assessment and Information began administering the EOIs in 2007-08. In 2010-11, Pearson Assessment also began administering the CRT's. During the 2012-13 school year CTB-McGraw-Hill again was contracted to conduct both CRT's and EOI's. This contract continued for 2013-14. Measured Progress conducted field tests for reading and math for grades 3 through 8. Starting in 2014-15 and continuing to 2015-16, Measured Progress has the contract for all state testing.

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). Benchmarks used in *Profiles 2016* are

based on Regular Education and Full Academic Year students. Scores based on All and Full Academic Year students are also presented.

From a policy-making standpoint, the Commission for Educational Quality and Accountability and its predecessor, the Education Oversight Board, 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. The Oklahoma Modified Alternative Assessment Program (OMAAP) was not given to first-time test takers in 2013-14.

Figure 44 shows the state expenditures for the OSTP over the last 10 years. The OSTP cost \$14.2 million to administer in 2015-16. These expenditures cover different testing companies from year to year and the number of tests given each year has risen from some years to the next.

**Figure 44**  
**State Student Assessment Expenditures**  
**FY- 2007 to FY-2016**

FY-2007	\$8.3 Million
FY-2008	\$6.8 Million
FY-2009	\$7.3 Million
FY-2010	\$10.0 Million
FY-2011	\$8.5 Million
FY-2012	\$7.6 Million
FY-2013	\$7.4 Million
FY-2014	\$12.9 Million
FY-2015	\$14.2 Million
FY-2016	\$16.1 Million

Data Source: Oklahoma State Department of Education

## The Oklahoma Core Curriculum Test – Regular Education Students

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.

Beginning in 1998-99, the State Department of Education began phasing in four levels of performance on the CRTs: Advanced, Proficient, Limited Knowledge, and Unsatisfactory. In order to maintain comparability over time, however, the Office of Educational Quality and Accountability will continue to report performance as the percentage of students who score Proficient and above (Figures 45 through 82). The State Board of Education raised the standards for cut scores in Reading and Math prior to the 2008-09 testing cycle and the standards for cut scores in science and writing prior to the 2012-13 testing cycle. The Commission for Educational Quality and Accountability (with assistance from the State Department of Education) reset the standards for 5<sup>th</sup> Grade Social Studies, 8<sup>th</sup> Grade U.S. History, and the U.S. History EOI for the 2013-14 testing cycle and 7<sup>th</sup> Grade Geography for 2014-15. Viewing trends must be done carefully, one must take these changes into consideration when comparing to the previous years.

Historically, the *Profiles Reports* have provided information for regular education; full academic year students. These students are used to calculate select benchmarks for schools set by the Commission for Educational Quality and Accountability (described later in the report). All full academic year students also have information provided in the reports. Regular education students exclude those students that are English language learners or limited English proficient (ELL/LEP) and students on an individualized education program (IEP). Benchmarks are not provided for all, full academic year students.

Third grade CRT results (Figure 45) showed improvement each year in reading from 2011-12 to 2015-16 but mixed results in in math for the past five years. Reading increased five percentage points in the percentage of students scoring proficient and above (77% to 82%) from 2011-12 to 2015-16 while math fell from 75% in 2013-14 to 71% in 2014-15 the rose back to 75% in 2015-16.

Fourth grade CRT reading results (Figure 46) increased between 2011-12 and 2014-2015 twelve percentage points (68% to 80%) then fell two percentage points from 2014-15 to 2015-16. Math results rose and fell twice each in the past five years, with a low of 74% in 2013-14, a high of 79% in 2014-15, and currently at 77% for 2015-16..

Fifth grade CRT results (Figure 51) show a ten year trends for all subjects tested. Reading and math have seen nice increases since 2008-09. Standards were raised in both reading and math in 2008-09. While lower than prior to 2008-09, math has increased from 68% to 79% and reading increased from 70% to 82% from 2008-09 to 2015-16. The standard for science was changed prior to the 2012-13 testing. Prior to this change, the percentage of students scoring proficient and above for science has been the high 80s and low 90s. For 2012-13, 57% of students taking the science CRT scored proficient and above and has risen eight percentage points to 65% in 2015-16. The social studies CRT was given as a field test in 2012-13, students took the field test to help assess new standards for this test. The standard was changed for social studies for 2013-04 and 85% of the students that took the social studies CRT in

2013-14 scored proficient and above and has dropped to 77% in 2015-16. The writing CRT percentage of students scoring proficient and above has been in the mid to high 80s from 2006-07 to 2011-12. There was also a standard change for writing prior to the 2012-13 testing year. The writing CRT was given as a field test in 2015-16, therefore there are no results.

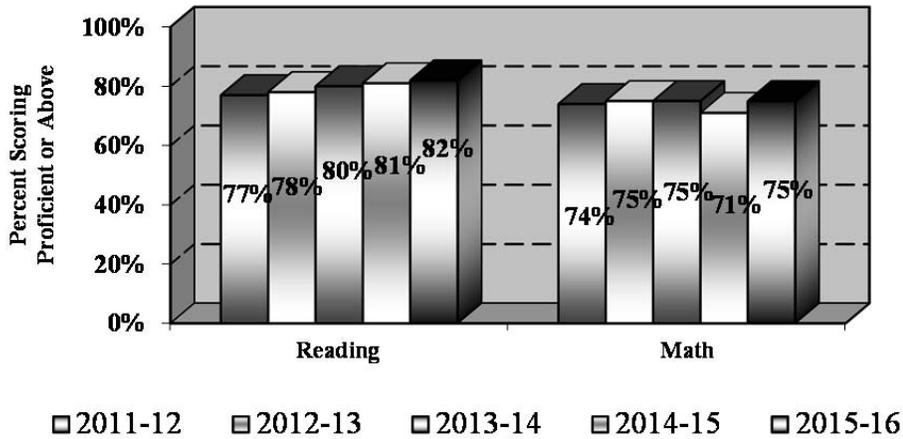
Sixth grade CRT results (Figure 56) show reading at 74% for 2015-16, the same as the previous year. The math sixth grade CRT result shows a consistency over the past three years, staying at 76% from 2013-14 to 2015-16. Both sixth grade reading and math are down slightly (one percentage point) from the highs of the last five years for students scoring proficient and above.

Reading and math for seventh grade (Figure 57) show an almost identical pattern to the sixth grade results for each subject. Reading increased three percentage points from 2011-12 to 2015-16 (79% to 82%) and math also rose three percentage points from 2011-12 to 2015-16 (73% to 76%). The third seventh grade test, geography, was not given in 2012-13 or 2013-14 (field tests were given). After a standard change, the 2014-15 percentage of students scoring proficient and above was 72% then dropped to 66% for 2015-16.

Eighth grade CRT results (Figure 63) are very similar to the fifth grade results with ups and downs in different subjects. As with fifth grade, eighth graders have historically taken five tests (although writing was field tested only for both 5<sup>th</sup> and 8<sup>th</sup> grades in 2015-16). Both reading and math were showing gains until the change in standards eight years ago. After the change in standard, both of these subjects continued to increase in the percentage of students scoring proficient and above from 2008-09 to 2011-12. Reading increased from 72% to 83% then fell one percentage point from in 2012-13 to 82% and has increased to 86% for 2015-16. Math had shown an increase of seven percentage points from 65% to 72% from 2008-09 to 2012-13 but dropped to 63% for 2013-14 then increased to 64% for 2015-16. A reason for this drop is that for the first time in 2013-14 any grade school student (3<sup>rd</sup> through 8<sup>th</sup> grade) taking any math EOI (Algebra I, Algebra II, or Geometry) did not have to take their grade CRT. This accounted for approximately 13,000 math students not taking a grade school OCCT because they took an EOI and were exempt due to no double testing in math subjects.

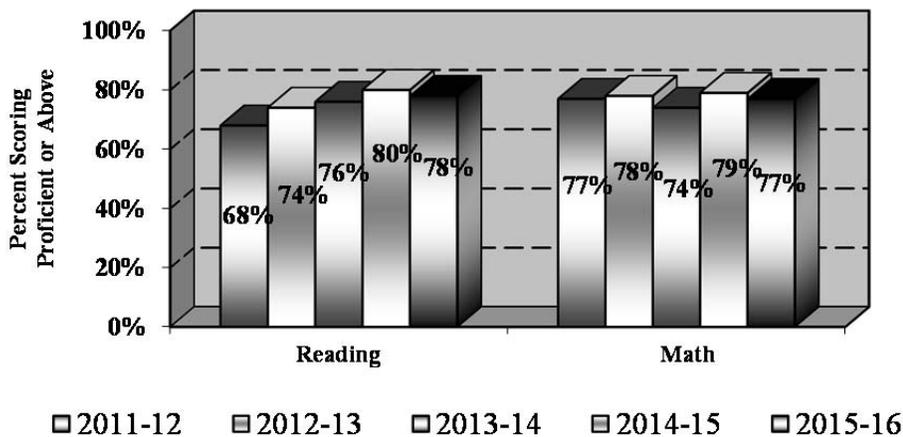
As with the 5<sup>th</sup> grade science test, 8<sup>th</sup> grade science had a standard change prior to 2012-13. Prior to this change science did drop slightly from 93% to 90% in the percentage of students scoring proficient and above from 2010-11 to 2011-12 but then dropped dramatically with the standard change to 58% in 2012-13 but has shown a nice increase to 66% in 2015-16. After a year of field tests in 2012-13 and change in standard, the percentage of students scoring proficient and above was 74% in U.S. History in 2013-14 and has dropped to 65% for 2015-16. 8<sup>th</sup> grade writing test also had a change in standard for the 2012-13 and was field tested in 2015-16 with no results being released.

**Figure 45**  
**3<sup>rd</sup> Grade Results Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
 (Regular Education Full Academic Year Students Only)  
 2011-12 to 2015-16



Data Source: Oklahoma State Department of Education

**Figure 46**  
**4<sup>th</sup> Grade Results Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
 (Regular Education Full Academic Year Students Only)  
 2011-12 to 2015-16



Data Source: Oklahoma State Department of Education

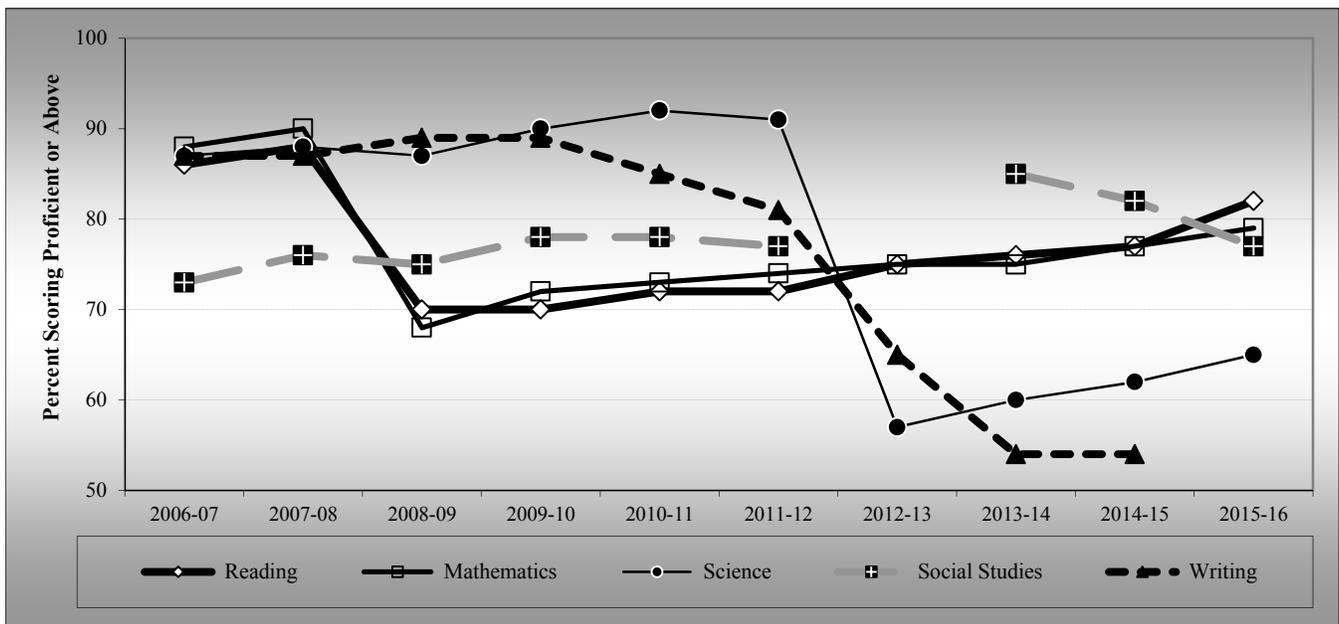








**Figure 51**  
**5<sup>th</sup> Grade Results**  
**Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
**by Subject and Year**  
 (Regular Education Full Academic Year Students Only)  
 2006-07 to 2015-16



Subject Area	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Reading	86%	88%	70%	70%	72%	72%	75%	76%	77%	82%
Mathematics	88%	90%	68%	72%	73%	74%	75%	75%	77%	79%
Science	87%	88%	87%	90%	92%	91%	57%	60%	62%	65%
Social Studies	73%	76%	75%	78%	78%	77%	Not Tested	85%	82%	77%
Writing	87%	87%	89%	89%	85%	81%	65%	54%	54%	Field Test

Note: Double Line indicates a change in testing company.

Data Source: Oklahoma State Department of Education  
 (2008-09 – New standard for Reading and Math)  
 (2012-13 – New standard for Science and Writing)  
 (2013-14 – New standard for Social Studies)

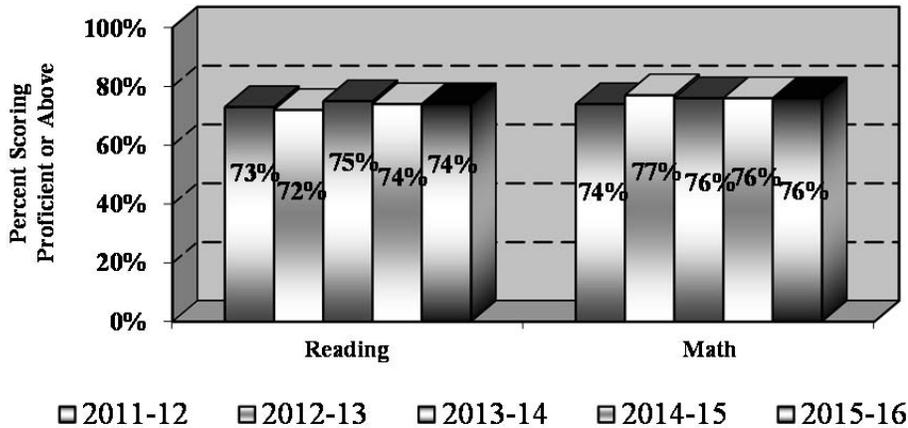






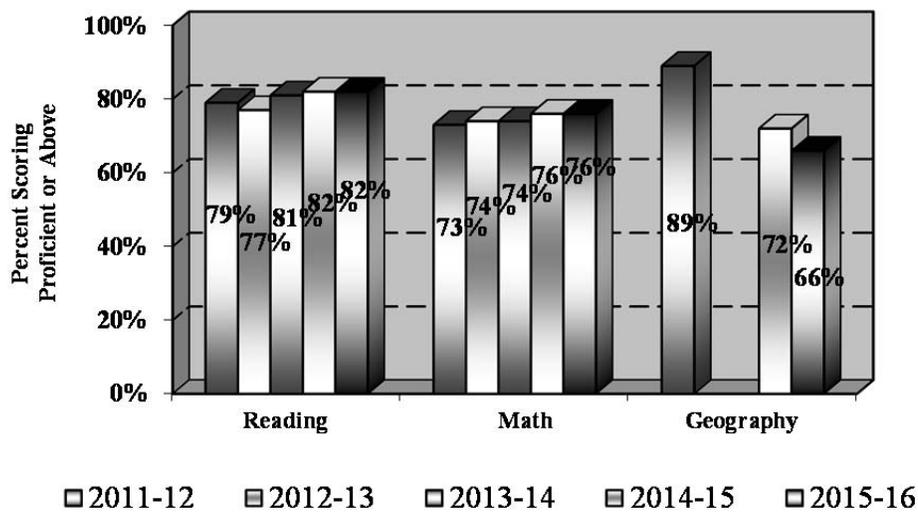


**Figure 56**  
**6<sup>th</sup> Grade Results Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
 (Regular Education Full Academic Year Students Only)  
 2011-12 to 2015-16



Data Source: Oklahoma State Department of Education

**Figure 57**  
**7<sup>th</sup> Grade Results Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
 (Regular Education Full Academic Year Students Only)  
 2011-12 to 2015-16



Data Source: Oklahoma State Department of Education  
 (2013-2014 – New standard for Geography)



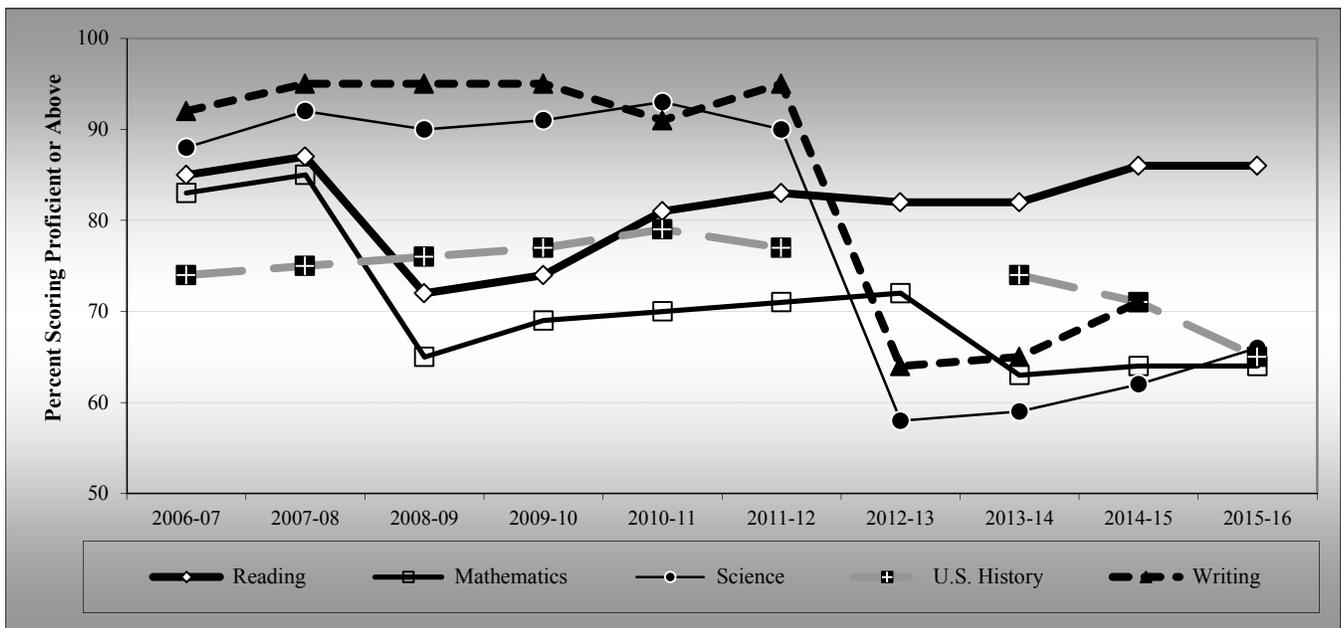








**Figure 63**  
**8<sup>th</sup> Grade Results**  
**Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
**by Subject and Year**  
 (Regular Education Full Academic Year Students Only)  
 2006-07 to 2015-16



Note: Double Line indicates a change in testing company.

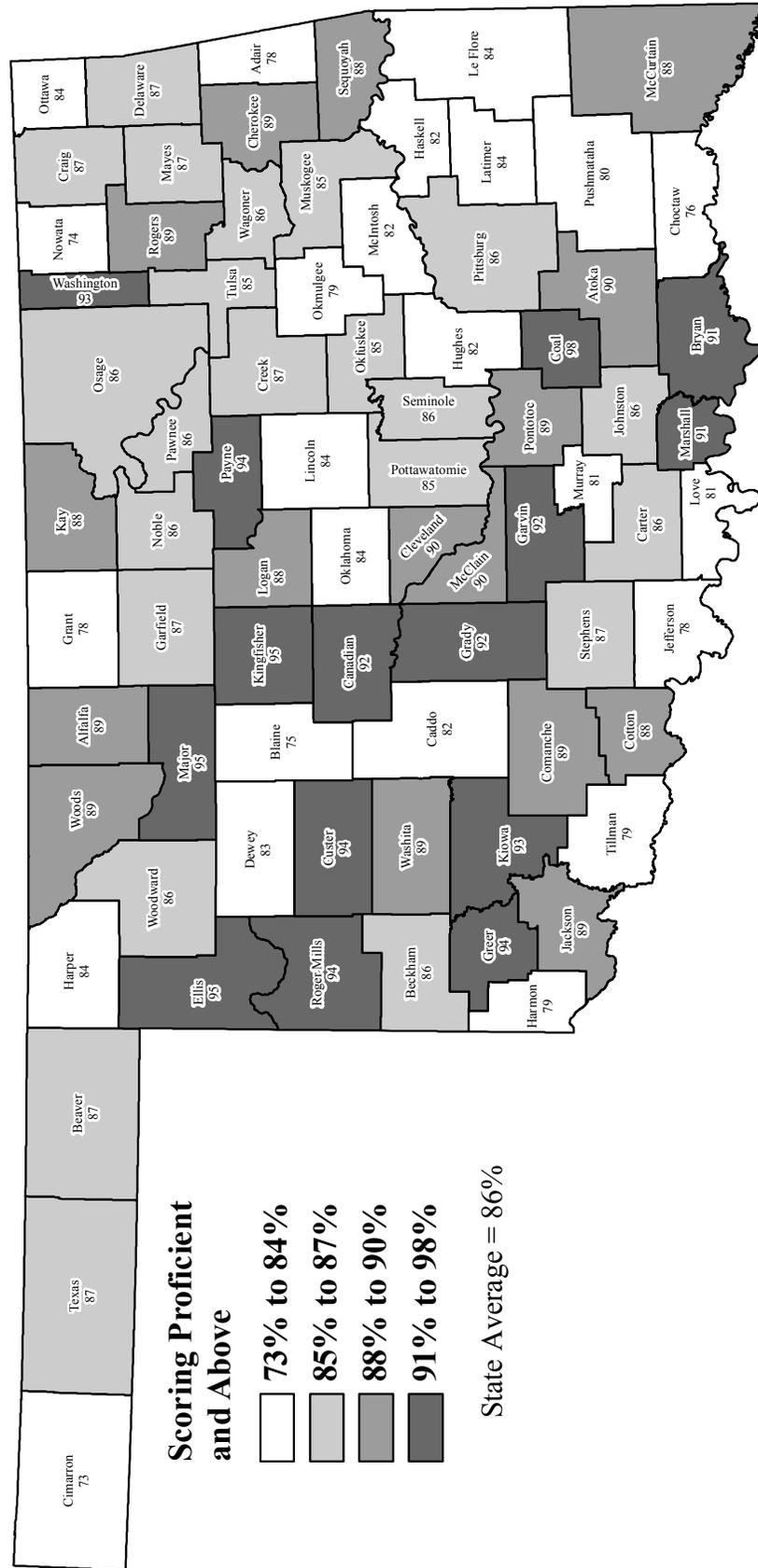
Data Source: Oklahoma State Department of Education  
 (2008-09 – New standard for Reading and Math)  
 (2012-13 – New standard for Science and Writing)  
 (2013-14 – New standard for U.S. History)

# Figure 64

## 8<sup>TH</sup> GRADE OCCT – READING SCORES

### Percent of Students Scoring Proficient and Above

#### 2015 – 16 School Year



**Scoring Proficient and Above**

- 73% to 84%
- 85% to 87%
- 88% to 90%
- 91% to 98%

State Average = 86%

Source: Oklahoma State Department of Education







## **OCCT 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 68 and 69 look at student performance on the CRTs for the 5<sup>th</sup> and 8<sup>th</sup> grade by race. The results of 5<sup>th</sup> and 8<sup>th</sup> grade are used because those grades have the most complete battery of tests administered through the OSTP.

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

The performance gap between African American students and all students is significant and varies greatly by subject. The gap is twenty-five percentage points for 8<sup>th</sup> grade science, twenty-two percentage points for 5<sup>th</sup> grade science, and twenty-one percentage points in 8<sup>th</sup> grade history. Gaps for Hispanic and American Indian students are also of concern. For Hispanics the largest gaps are ten percentage points for 8<sup>th</sup> grade science and eight percentage points for 5<sup>th</sup> grade science. For American Indians the largest gap is six percentage points for 8<sup>th</sup> grade science and 8<sup>th</sup> grade history and five percentage points in 5<sup>th</sup> grade science.

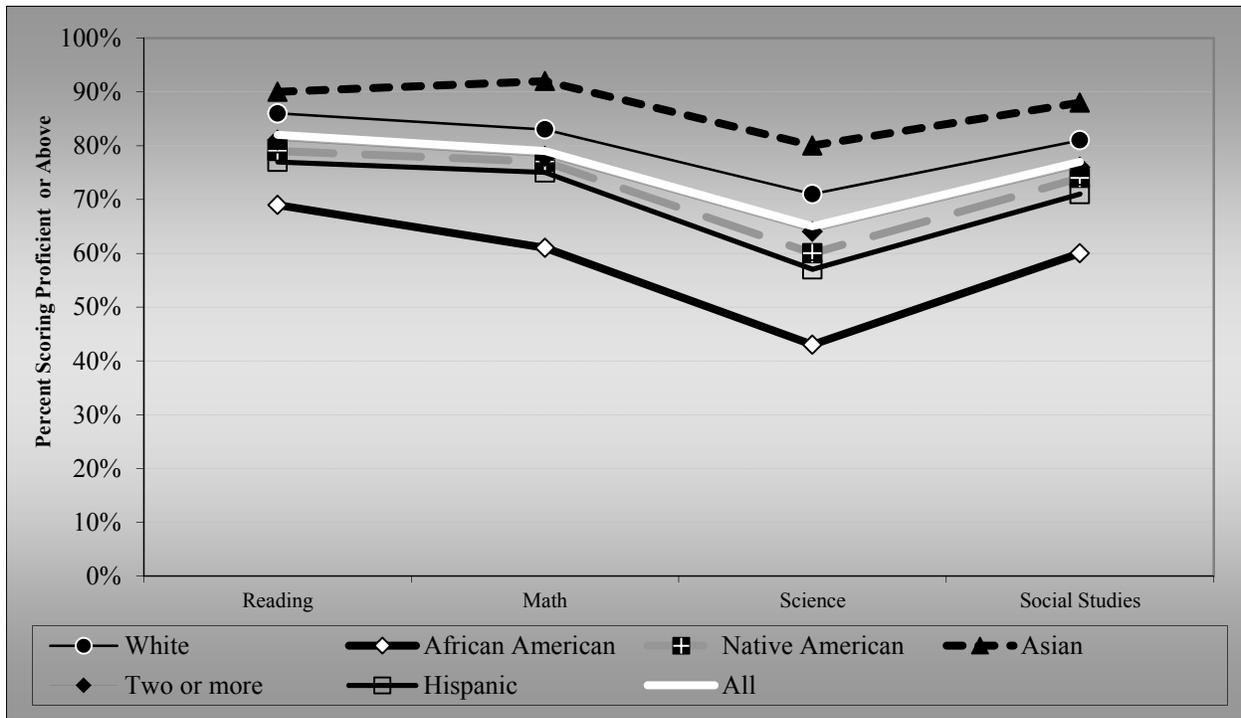
## **OCCT Results by County**

Figures 47 – 50, 52 – 55, 58 – 62, and 64 – 67 display the county maps with the 2015-16 CRT results. These are in the areas of Reading and Math for grades 3 through 8 along with 5<sup>th</sup> grade science and social studies, 7<sup>th</sup> grade geography, and 8<sup>th</sup> grade science and U.S. History. The maps will show any generalized geographical trend in student performance. The maps in the COMMUNITY CHARACTERISTICS section 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.

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 26) 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.

Analysis of the CRT testing results reveals that for schools in “1” categories of the community group model (lower than state average for Free and Reduced Lunch) typically have a higher percentage of students scoring proficient and above. Out of the 119 community groups categories (with a “1” and “2” designation and seventeen subjects by grade level) there were only two occurrences that the “2” category was higher or tied with the “1” for the percentage of students scoring proficient and above.

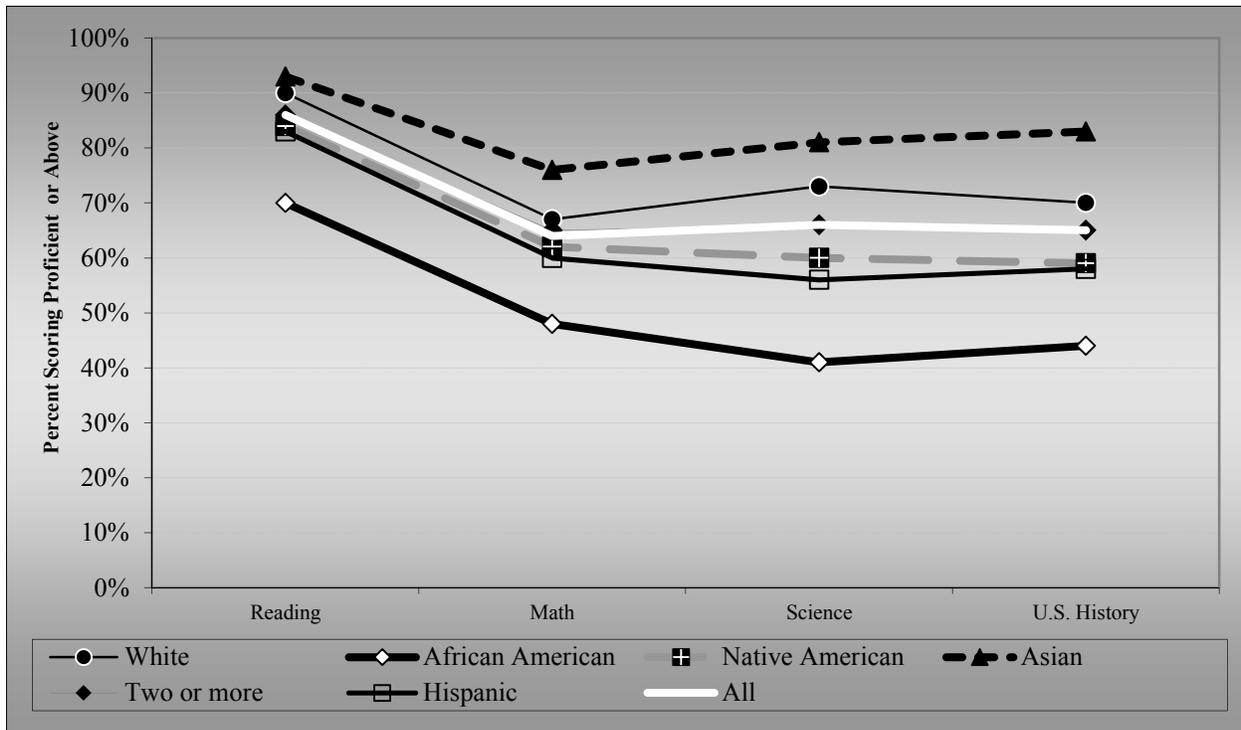
**Figure 68**  
**5<sup>th</sup> Grade Results**  
**OCCT by Race and Gender**  
**Percent Scoring Proficient and Above**  
**(Regular Education Full Academic Year Students Only)**  
**2015-16**



	Reading	Math	Science	Social Studies
Male	81%	81%	67%	79%
Female	83%	77%	63%	74%
White	86%	83%	71%	81%
African American	69%	61%	43%	60%
Native American	79%	77%	60%	74%
Asian	90%	92%	80%	88%
Two or more	81%	78%	64%	76%
Hispanic	77%	75%	57%	71%
All	82%	79%	65%	77%

Data source: Oklahoma State Department of Education

**Figure 69**  
**8<sup>th</sup> Grade Results**  
**OCCT by Race and Gender**  
**Percent Scoring Proficient and Above**  
**(Regular Education Full Academic Year Students Only)**  
**2015-16**



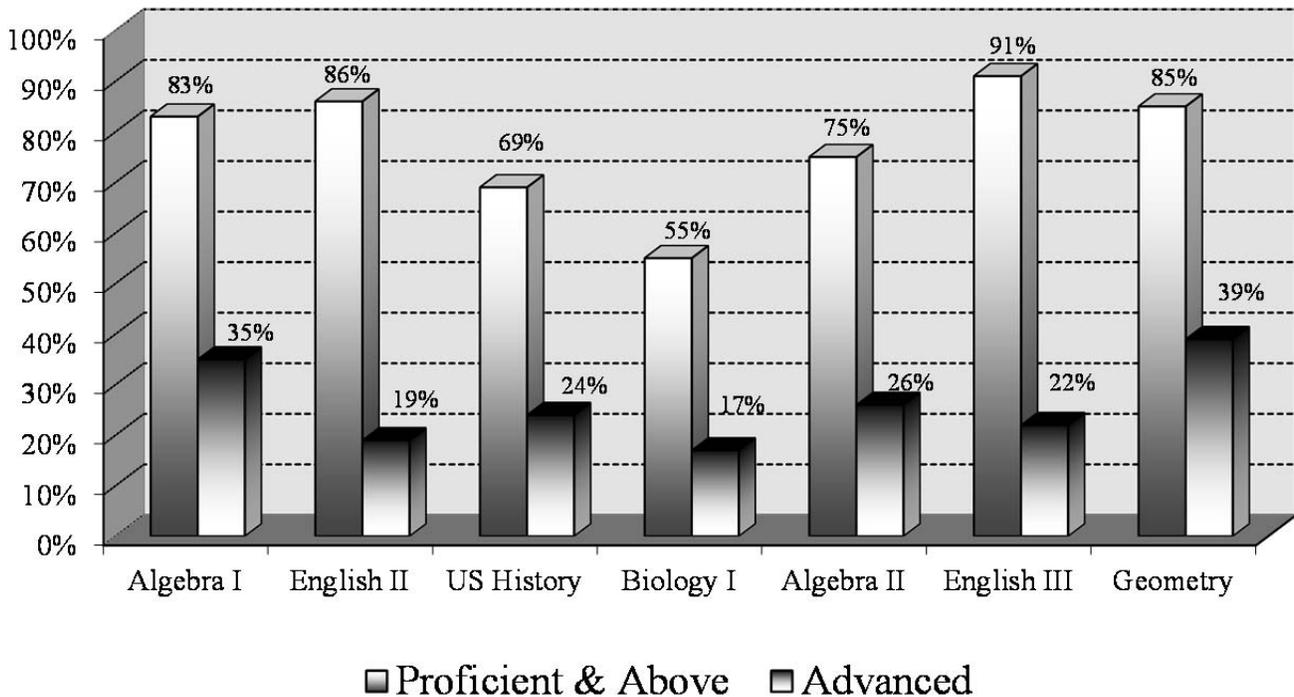
	Reading	Math	Science	U.S. History
Male	84%	61%	67%	70%
Female	88%	66%	64%	59%
White	90%	67%	73%	70%
African American	70%	48%	41%	44%
Native American	84%	62%	60%	59%
Asian	93%	76%	81%	83%
Two or more	86%	65%	66%	65%
Hispanic	83%	60%	56%	58%
All	86%	64%	66%	65%

Data source: Oklahoma State Department of Education

## High School End-of-Instruction Tests – Regular Education Students

In early grades, the coursework is defined by the grade of the students being taught. For example, we might refer to 5<sup>th</sup> grade Math or 8<sup>th</sup> 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 9<sup>th</sup> grade and some may put it off until 10<sup>th</sup> or perhaps even 11<sup>th</sup> grade. By high school, the knowledge that a student should have can no longer be defined by the grade-level of the student. For this reason, secondary students are tested over specific subject matter as they complete key courses during their high school career. Since 2002-03 the High School End of Instruction (EOI) tests have been administered to students as they complete Algebra I, English II, U.S. History, and Biology I courses. Beginning in 2007-08, three additional EOIs were given: Algebra II, English III, and Geometry. The tests indicate whether students have achieved the competencies defined by the Priority Academic Student Skills (PASS) curriculum. Results are shown as the percentage of students scoring at or above the “Proficient” and “Advanced” level. These results do not include students exempt from taking the EOIs due to passing an alternative assessment.

**Figure 70**  
**Oklahoma End-of-Instruction Test Results**  
**Percent Scoring “Proficient & Above” and “Advanced”**  
**(Regular Education Full Academic Year Students Only)**  
**2015 – 16**



Data Source: Oklahoma State Department of Education

Only one subject (Geometry) did not see a decrease in the percentage of students scoring proficient and above in the seven EOI tests between 2014-15 and 2015-16. There was improvement in the percentage of students scoring advanced in two of the seven subjects (Algebra I and Geometry) with three subjects (Biology I, Algebra I, and English III) staying the same as last year. English III had the highest percentage of students scoring proficient and above at 91%. English II had the second highest percentage of students scoring proficient and above at 86%. Geometry is at 85% scoring proficient and above followed by Algebra I at 83% with Algebra II at 75% and U.S. History at 69%. Biology I had 55% of students scoring proficient and above.

The gaps between students scoring proficient and above and advanced varies for the seven EOI subjects tested. The smallest gap is 38 percentage point difference in the Biology I test. The gap is largest in English III at 69 percentage points followed closely by English II at 67 percentage points. There is a 49 percentage point gap for the Algebra II test and a 48 percentage point gap for the Algebra I test. Geometry has a 46 percentage point gap and a 45 percentage point gap for U.S. History.

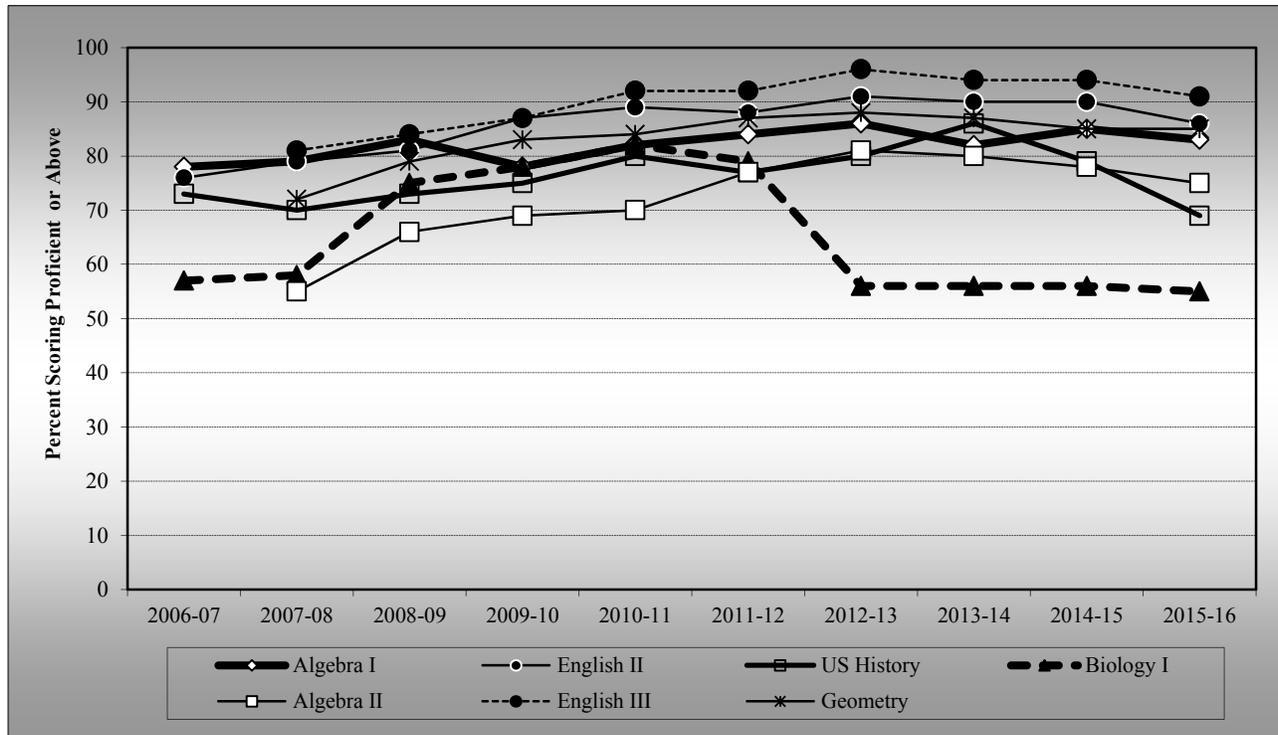
Four EOI subjects (Algebra I, English II, U.S. History, and Biology I) have been administered longer than three of the others (Algebra II, English III, and Geometry). Over the past ten years, most subjects have shown improvements, with minor fluctuations along the way, in the percentage of students scoring proficient and above. Biology I had a change in standard prior to the 2012-13 testing year and U.S. History had a standard change prior to 2013-14. The three most recent EOI subjects (Algebra II, English III, and Geometry) have seen the same growth with similar ups and downs as the original four in the nine years the tests have been administered.

The Algebra I EOI percentage of students scoring proficient and above in 2006-07 was 78%. This percentage has increased to 83% in 2008-09, fell to 78% in 2009-10, and then rose to 86% in 2012-13. Algebra I is currently at 83% scoring proficient and above falling two percentage points from last year. The percentage of students scoring proficient and above for English II was 76% in 2016-07. English II had consistent growth through 2012-13 to 91% scoring proficient and above, dropped slightly to 90% in 2013-14 and 2014-15, and is currently at 86%.

U.S. History began in 2006-07 with 73% of students scoring proficient and above. After a slow start, U.S. History has had strong growth to 86% in 2013-14 then a drop in 2014-15 to 79%. U.S. History is currently at 69% of students scoring proficient and above, the largest change in scores between 2014-15 and 2015-16 of the seven EIO tests. Biology I scores have seen some of the largest swings in the percentage of students scoring proficient and above. In 2006-07 the percentage of students scoring proficient and above was 57%. Biology I rose to 82% in 2010-11 and has since fallen to 55% in 2015-16. The standard was changed for 2012-13 and the testing company has changed twice since the high in 2010-11.

Algebra II, English III, and Geometry EOI tests began being administered in 2007-08. Algebra II has had a nice increase in the percentage of students scoring proficient and above rising from 55% in 2007-08 to 81% in 2012-13 and dropped to the current level of 75%. English III has the highest percentage of students scoring proficient and above at 91% in 2015-16 and has risen from 81% in 2007-08 to 96% in 2012-13. Geometry also has shown a nice increase in the percentage of students scoring proficient and above by increasing from 72% in 2007-08 to 88% in 2012-13 and currently at 85%.

**Figure 71**  
**Oklahoma End-of-Instruction Test Results**  
**Percent Scoring Proficient and Above**  
**by Subject and Year**  
**(Regular Education Full Academic Year Students Only)**  
**2006-07 to 2015-16**



Note: Double Line indicates a change in testing company.

Data Source: Oklahoma State Department of Education  
 (2012-13 – New standard for Biology I)  
 (2013-14 – New standard for U.S. History)

## **EOI Results by County, Community Group, and School**

Figures 72 through 78 show the 2015-16 EOI test results by county. The trends observed are somewhat similar to those in the 3<sup>rd</sup> through 8<sup>th</sup> grade CRT results. As with the grade school CRT's, the challenge is to help students overcome adverse social conditions in order to achieve at higher levels.

The range of percent scoring proficient and above by county for Algebra I is 45 percentage points, 55% to 100%. English III had the smallest range of students scoring proficient and above is 23 percentage points, 77% to 100%. The largest range for counties was for the Algebra II EOI at 47 percentage points, 43% to 90%. The English II EOI had a range of 26 percentage points across all counties; 67% to 93%.

Geometry had a range of 41; 55% to 96%, U.S. History had a range of 44; 41% to 85%, and Biology I had a range of 44; 27% to 71%.

There are eight counties that had over 90% of students score proficient and above on the Algebra I EOI with Harmon Co. at 100% and five counties had less than 70% of students score proficient and above. For the English II EOI, four counties had over 90% score proficient and above and eight counties had less than 80%. On the U.S. History EOI, four counties had above 85% score proficient and above while four counties had below 50% score proficient and above. Six counties had over 65% of students score proficient and above on the Biology I EOI and five counties below 35%.

For the Algebra II EOI, seven counties had over 85% score proficient and above and four counties had less than 50%. In the English III EOI, there were four counties with 100% score proficient and above (Grant Co., Greer Co., Harper Co., and Kiowa Co.) with six others above 95% or better while four counties less than 85% score proficient and above. Seven counties had over 92% and over of students score proficient and above in the Geometry EOI and eight counties with below 75% score proficient and above.

Analysis of the EOI testing results reveals that for all but one subject area and one ADM range, the schools in "1" categories of the community group model (lower than state average for Free and Reduced Lunch) have higher percentage of students score proficient and above. While some of the differences by subject are not large, this gives another example of the struggles for students in difficult economic situations. Across all subjects tested, on average the "B1" and "C1" community groups have the largest percentages of students scoring proficient and above.

Mulhall-Orlando HS in Logan Co. and Warner HS in Muskogee Co. had 100% of its students score proficient and above in five of the seven EOIs. Four high schools had 100% of its students score proficient and above in four of the seven and four high schools had three of the seven. Three hundred and twenty-two schools in 147 districts had students score proficient and above in at least one of the seven EOIs administered in 2015-16.

Beginning with the Class of 2012, students had to pass Algebra I, English II and two of the remaining five EOIs to graduate from high school. With this additional requirement placed on the importance of the EOIs, the scores began to rise. After the 2015-16 school year, state law changed to remove this requirement. Students scoring above set benchmarks on other assessments may be exempt from taking EOIs and are not counted in this analysis.











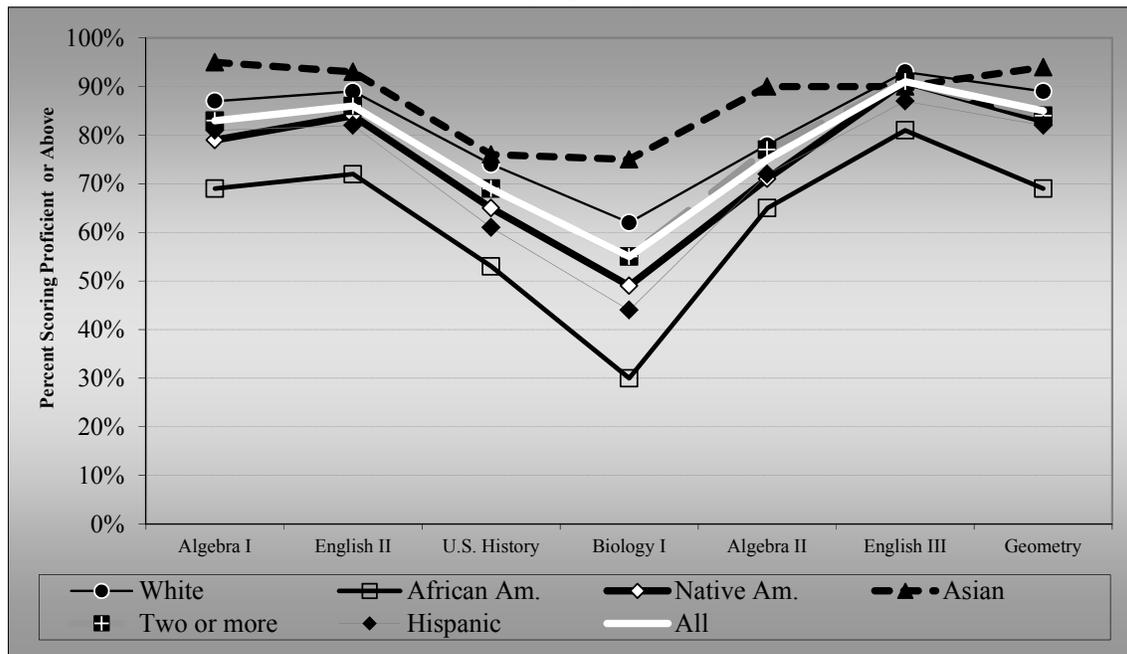




## EOI Results by Race and Gender

A performance gap exists when there are relative differences in performance between each of the racial sub-groups. The following figure 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. African American students had the largest gap in the difference between racial categories and “All” students for all EOI subjects. The largest gap was twenty-five percentage points in Biology 1 and the smallest gap was in Algebra II and English III at ten percentage points.

**Figure 79**  
**Oklahoma EOI Test Results by Race and Gender**  
**Percent Scoring Proficient and Above**  
**(Regular Education Full Academic Year Students Only)**  
**2015-16**



	Algebra I	English II	U.S. History	Biology I	Algebra II	English III	Geometry
Male	82%	83%	76%	58%	73%	89%	85%
Female	84%	88%	63%	52%	77%	93%	85%
White	87%	89%	74%	62%	78%	93%	89%
African Am.	69%	72%	53%	30%	65%	81%	69%
Native Am.	79%	84%	65%	49%	71%	91%	83%
Asian	95%	93%	76%	75%	90%	90%	94%
Two or more	83%	86%	69%	55%	77%	91%	84%
Hispanic	81%	82%	61%	44%	72%	87%	82%
All	83%	86%	69%	55%	75%	91%	85%

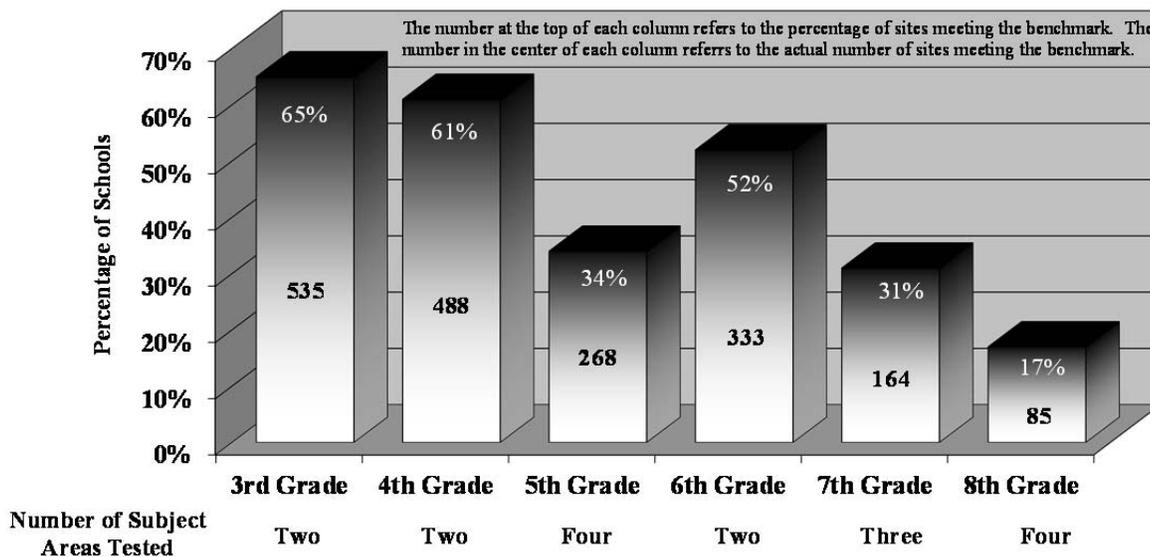
Data source: Oklahoma State Department of Education

## The 70% Performance Benchmark

Just as students are expected to perform at a minimum level of competency, schools should also be able to achieve a minimum level of performance. In April of 1998, in an attempt to evaluate schools' overall performance in preparing students for the Oklahoma Core Curriculum tests, the Secretary of Education and Education Oversight Board chose 70% of Regular Education students achieving a score of Proficient and above as a reasonable minimum performance benchmark for schools to achieve. The Commission for Educational Quality and Accountability also approved the 70% Performance Benchmark to continue the trend of evaluating school performance.

Figure 80 displays the number of schools that were able to meet this benchmark in all subject areas tested as part of the OSTP. Fifth and eighth grades must have 70% of students score proficient or above on four different tests to meet the performance benchmark. Third, fourth, and sixth grades have two tests to meet the benchmark with the seventh grade having three tests.

**Figure 80**  
**Schools with 70% or More Students Scoring Proficient and Above**  
**On All Subject Areas Tested by the**  
**Oklahoma Core Curriculum Test by Grade**  
**(Regular Education Full Academic Year Students Only)**  
**2015-16**



Data Source: Oklahoma State Department of Education

The statewide results of the Core Curriculum tests for the 2015-16 school year show mixed results. There are a number of sites meeting the 70% benchmark but there still is much room for improvement. This shows the Oklahoma students that can satisfactorily perform the skills outlined in PASS. If the

percentage of students achieving “Proficient” at each site across the state were similar to these schools results, Oklahomans would have little to worry about concerning their K-12 education system. However, student performance varies greatly from site to site across the state.

Fifth and eighth grades must have 70% of students score proficient or above on four different tests to meet the performance benchmark. Almost two-thirds (65%) of the third grade sites in the state met the 70% performance benchmark in 2015-16 up from 56% in 2014-15. Seventy-six more 3<sup>rd</sup> grade sites met the benchmark in 2015-16 than in 2014-15. Fourth grade sites had 61% pass the 70% performance benchmark; down forty-five sites from 2014-15. There were 171 more fifth grade sites meeting the benchmark in 2015-16 compared to 2014-15. This increased the percent of fifth grade sites from 12% in 2014-15 to 34% in 2015-16. There were sixteen more sixth grades sites (52%) pass the benchmark in 2015-16 over 2014-15. The number of seventh grade sites decreased by thirty-seven for 31% meeting the 70% performance benchmark. Eighth grade sites had 17% with twenty more sites pass the 70% performance benchmark in 2015-16 than in 2014-15.

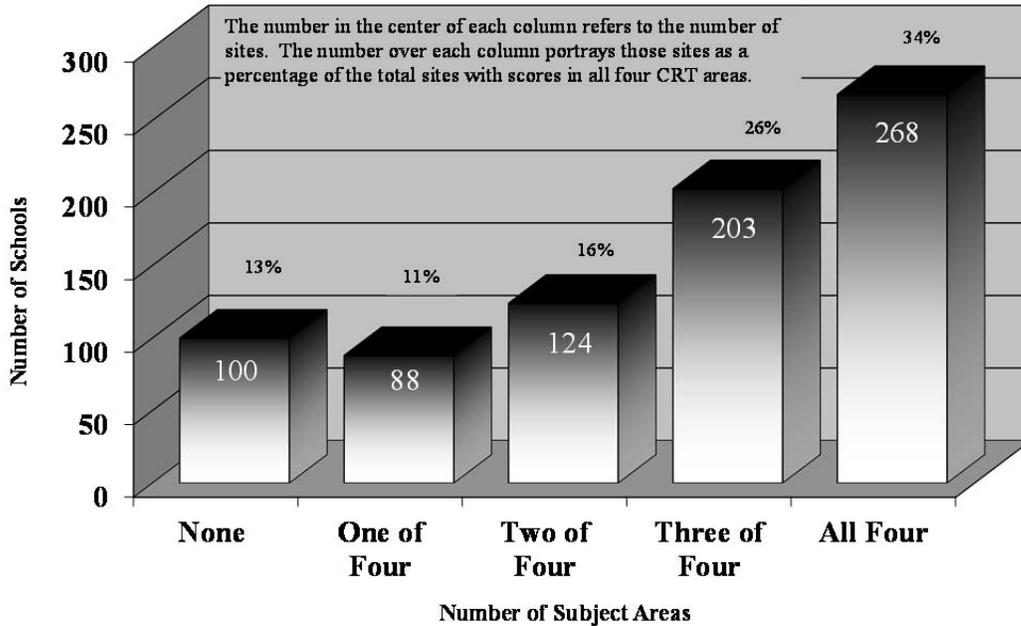
Overall school performance preparing students for PASS objectives as measured by the Oklahoma Core Curriculum tests (OCCT) in 5<sup>th</sup> and 8<sup>th</sup> grades are displayed in Figures 81 and 82. Only these two grades were used in this detailed analysis because they have the most extensive battery 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 2015-16, the OCCT tested students in these two grades in four subject areas, so the highest performance that a school can achieve is four-out-of-four on the Performance Benchmark. This is down from previous years five-out-of-five tests for 5<sup>th</sup> and 8<sup>th</sup> grade. No results were released for the 2015-16 Writing test.

Historically, 5<sup>th</sup> grade sites have a better performance on this benchmark. There have been only three years since the 70% benchmark has been in place that 8<sup>th</sup> grade sites have a higher percentage of sites meeting benchmark for all subjects tested. Thirty-four percent of the 5<sup>th</sup> grade sites and seventeen percent of the 8<sup>th</sup> grade sites were able to achieve four-out-of-four on the Performance Benchmark in 2015-16. Fifth grade is up twenty-two percentage points and 8<sup>th</sup> grade up four percentage points from 2014-15 to 2015-16.

There were 100 5<sup>th</sup> grade sites (12.8%) and 33 8<sup>th</sup> grade sites (6.7%) that had none of the subjects area tested meet the benchmark of 70% of their students to score proficient and above in 2015-16. These are both down slightly from last year; 107 in 5<sup>th</sup> grade and 36 in 8<sup>th</sup> grade; but still higher than previous years. There were 24 sites in 2011-12 and 7 sites in 2010-11 for 5<sup>th</sup> grade with one site in 2011-12 and 0 sites in 2010-11 for 8<sup>th</sup> grade unable to meet the benchmark in any of the subjects tested.

The difference in performance from one community to another can also be noted in the tables at the bottom of both Figures 81 and 82. In 5<sup>th</sup> grade, districts with the C1 community grouping designation had 70.6% (24 of 34) of sites and the E1 community group had 64.9% (24 of 37) achieving a four-out-of-four on the Performance Benchmark, whereas, 11.9 (8 of 67) of the schools from districts with the designation of H2 and 15.5% (17 of 110) in A2 achieved this level of performance. In 8<sup>th</sup> grade, districts with the C1 community grouping designations lead the pack on the Performance Benchmark with (7 of 10) for 70.0% of sites and H1 with 50.0% (9 of 18) offering 8<sup>th</sup> grade achieving a five-out-of-five. Community group E2 and F2 had the lowest percentage of sites achieve five-out-of-five at 5.6% (2 of 36) and 5.8% (4 of 69) respectively.

**Figure 81**  
**5<sup>th</sup> Grade Schools with 70% or More of Students**  
**Scoring Proficient and Above On the Oklahoma Core Curriculum Test**  
**by Number of Subject Areas: 2015-16**  
**(Regular Education Full Academic Year Students Only)**

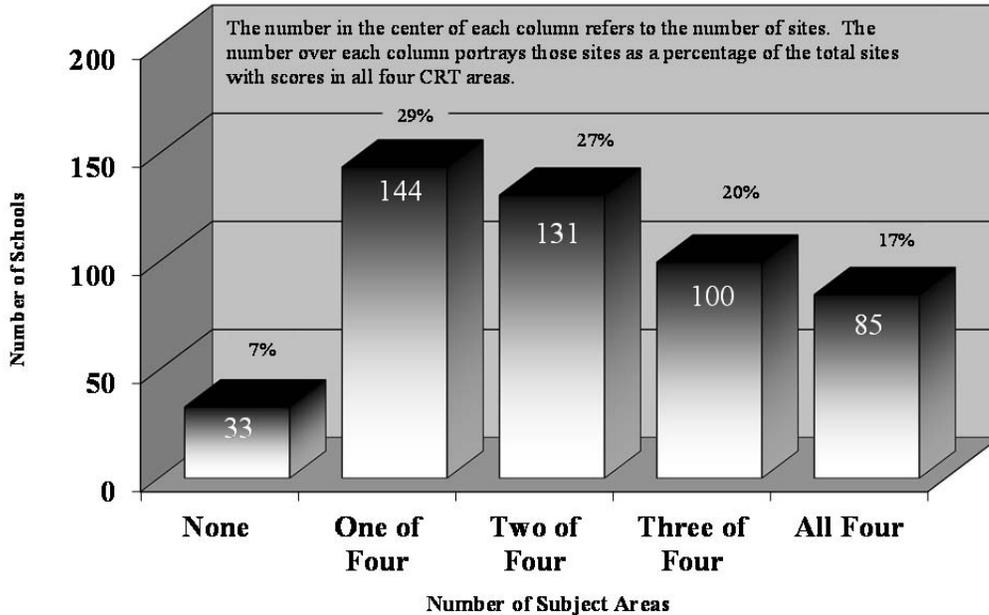


**Number of School Sites Scoring Proficient by Size of the District in which the Site Operates**

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Proficient" by Number of Subject Areas					Total
		None	One	Two	Three	All Four	
25,000 or More	A2	40	21	20	12	17	110
10,000 - 24,999	B1	1	2	6	24	42	75
	B2	2	5	9	25	22	63
5,000 - 9,999	C1	1	1	1	7	24	34
	C2	2	8	6	3	8	27
2,000 - 4,999	D1	0	3	2	9	16	30
	D2	2	4	5	9	7	27
1,000 - 1,999	E1	1	2	2	8	24	37
	E2	3	4	6	17	7	37
500 - 999	F1	3	0	4	12	10	29
	F2	6	5	13	23	25	72
250 - 499	G1	5	5	7	13	27	57
	G2	16	15	22	22	23	98
Less than 250	H1	0	2	4	6	8	20
	H2	18	11	17	13	8	67
<b>Total Sites</b>	<b>All</b>	<b>100</b>	<b>88</b>	<b>124</b>	<b>203</b>	<b>268</b>	<b>783</b>

Data Source: Oklahoma State Department of Education.

**Figure 82**  
**8<sup>th</sup> Grade Schools with 70% or More of Students**  
**Scoring Proficient and Above On the Oklahoma Core Curriculum Test**  
**by Number of Subject Areas: 2015-16**  
**(Regular Education Full Academic Year Students Only)**



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

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Proficient" by Number of Subject Areas					Total
		None	One	Two	Three	All Four	
25,000 or More	A2	10	8	2	2	3	25
10,000 - 24,999	B1	0	2	3	7	10	22
	B2	0	5	6	2	2	15
5,000 - 9,999	C1	0	1	1	1	7	10
	C2	1	2	3	0	1	7
2,000 - 4,999	D1	0	7	4	2	5	18
	D2	1	9	4	2	1	17
1,000 - 1,999	E1	0	4	7	10	15	36
	E2	1	14	9	10	2	36
500 - 999	F1	0	11	3	8	6	28
	F2	5	25	23	12	4	69
250 - 499	G1	1	9	17	16	7	50
	G2	6	28	31	17	9	91
Less than 250	H1	1	1	3	4	9	18
	H2	7	18	15	7	4	51
<b>Total Sites</b>	<b>All</b>	<b>33</b>	<b>144</b>	<b>131</b>	<b>100</b>	<b>85</b>	<b>493</b>

Data Source: Oklahoma State Department of Education.

## **The 25% Advanced Performance Benchmark**

When the Education Oversight Board initiated the 70% Performance Benchmark for the 1996-97 school year, the benchmark was quite discriminating in that only 85 schools offering 8<sup>th</sup> 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, achieving the 70% Performance Benchmark has become much more common and there became a need to establish a more rigorous point of reference. Beginning with the *Profiles 2007*, the board adopted an additional 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. The Commission for Educational Quality and Accountability has also approved the 25% Advanced Performance Benchmark. Below are the results of the Commission for Educational Quality and Accountability's 25% Advanced Performance Benchmark by grade level. Now in its tenth year, this benchmark is displayed as a star on the Office of Educational Quality and Accountability's *2016 School Profiles*.

One hundred and two (102) school sites (3<sup>rd</sup> through 8<sup>th</sup>) achieved the 25% Advanced Performance Benchmark in at least one grade level; up from 90 school sites last year. Twenty-six school sites in the state have multiple grades making the advanced benchmark. There were a total of 131 stars in 73 school districts across the state. Seventh grade school sites lead all grades in the number of sites in 2015-16 with 58 sites or 11.0% of all 7<sup>th</sup> grade sites meeting the advanced benchmark.

There were 96 total stars in the 90 school sites in 2014-15. This is down from the 149 total stars in the 123 school sites in 2013-2014. In 2012-2013, there were only 57 stars in 50 school sites. There were 135 stars in 104 sites in 2011-2012 and 104 stars at 83 sites in 2010-2011. There were 60 stars in 2006-2007, the first year of the 25% Advanced Performance Benchmark.

**Figure 83**  
**Schools Meeting 25% Advanced Performance Benchmark**  
**On All Subject Areas Tested by the**  
**Oklahoma Core Curriculum Test by Grade**  
**(Regular Education Full Academic Year Students Only)**  
**2015-16**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Number of Sites	6	1	27	11	58	28
Percent of Sites	0.7%	0.1%	3.4%	1.7%	11.0%	5.7%

Data Source: Oklahoma State Department of Education

## The Oklahoma School Testing Program – All Students

Historically, the *Profiles Reports* has provided information for regular education full academic year students. These students are used to calculate select benchmarks for schools set by the Commission for Educational Quality and Accountability (described earlier in this report). For the third time, all full academic year students will have information provided in the reports. Regular education students exclude those students that are English language learners or limited English proficient (ELL/LEP) and students on an individualized education program (IEP). Benchmarks are provided for All Full Academic Year students. Figure 84 shows the 2013-14 through 2015-16 OCCT results for all grades 3 through 8 and EOIs for the percentage of students scoring proficient and above and the percentage of students scoring advanced.

Third grade showed some modest growth from 2014-15 to 2015-16, rising from 70% to 72% for the percentage of students scoring proficient and above. Third grade reading was the second lowest for reading results in grades 3 through 8 at 4% in the percentage of students scoring advanced. Math scores rose in 3<sup>rd</sup> grade from 2014-15 to 2015-16 after falling the year before and is now 67%. Students scoring advanced in 3<sup>rd</sup> grade math is 26%, a slight increase from the year before. The fourth grade student's percentage of students scoring proficient and above in reading fell slightly over the past year to 68% from 71% and is a very low 3% for the percentage of students scoring advanced (lowest of all reading advanced scores for grades 3 through 8). Fourth grade math students had a decrease from the previous year having 70% scoring proficient and above down from 73% and 21% down from 28% scoring advanced.

Fifth grade percentages of students scoring proficient and above rose in three of the four subjects given from 2014-15 to 2015-16; 73% from 66% in reading, 71% from 68% in math, and 58% from 54% in science. Fifth grade social studies dropped to 70% from 74% over the same time period. The percentage of students scoring advanced dropped in three of the four fifth grade subjects with reading at 10%, math at 29%, science at 17%, and social studies at 37%.

Sixth grade results show reading at 64% and math at 67% (the same as last year) for students scoring proficient and above. Students' scoring advanced is 6% for reading and 22% for math in sixth grade (slight increases from last year). Seventh grade results show reading at 72%, math at 67%, and geography at 58% for students scoring proficient and above. Students' scoring advanced is 17% for reading, 18% for math, and 30% for geography in seventh grade.

Eighth grade results are similar to fifth grade with ups and downs depending on the subject. Students scoring proficient and above by subject are reading (76%), math (55%), science (57%), and history (57%). The results for students scoring advanced are reading (17%), math (16%), science (17%), and history (23%).

End of Instruction (EOI) test for all students follow similar trends as regular education students by subject. English III has the highest percentage of students scoring proficient and above at 82% and Geometry has the highest percentage of students scoring advanced at 35%. Biology I students have the lowest percentage of students scoring proficient and above at 48% and the lowest percentage of students scoring advanced at 14%. Other subject percentage of students scoring proficient and above include Algebra I at 75%, English II at 77%, U.S. History at 63%, Algebra II at 72%, and Geometry at 79%.

Other subject percentage of students scoring advanced include Algebra I at 30%, English II at 16%, U.S. History at 21%, Algebra II at 24%, and English III at 19%.

All EOI subjects had decreases in the percent of all EOI students scoring proficient and above from 2014-15 to 2015-16 except Geometry with remained the same. Algebra I and Geometry rose in the percent scoring advanced while Algebra II and English III remained the same and the others fell.

**Figure 84**  
**Oklahoma School Testing Program Results**  
**Percent Scoring “Proficient & Above” and “Advanced”**  
**(All Full Academic Year Students)**  
**2013-14 to 2015-16**

	Proficient and Above			Advanced		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>3rd Grade</b>						
Reading	70%	70%	72%	2%	3%	4%
Math	68%	63%	67%	24%	23%	26%
<b>4th Grade</b>						
Reading	65%	71%	68%	5%	4%	3%
Math	66%	73%	70%	22%	28%	21%
<b>5th Grade</b>						
Reading	65%	66%	73%	9%	11%	10%
Math	66%	68%	71%	28%	28%	29%
Science	52%	54%	58%	14%	19%	17%
Social Studies	77%	74%	70%	49%	43%	37%
Writing	47%	47%	n/a	3%	7%	n/a
<b>6th Grade</b>						
Reading	65%	64%	64%	12%	4%	6%
Math	67%	67%	67%	19%	20%	22%
<b>7th Grade</b>						
Reading	71%	73%	72%	17%	16%	17%
Math	65%	67%	67%	19%	20%	18%
Geography	n/a	64%	58%	n/a	36%	30%
<b>8th Grade</b>						
Reading	72%	76%	76%	13%	16%	17%
Math	54%	55%	55%	17%	11%	16%
Science	51%	53%	57%	15%	17%	17%
U.S. History	67%	63%	57%	39%	33%	23%
Writing	57%	63%	n/a	7%	11%	n/a
<b>EOIs</b>						
Algebra I	75%	78%	75%	30%	29%	30%
English II	82%	82%	77%	19%	22%	16%
U.S. History	80%	73%	63%	43%	31%	21%
Biology I	50%	49%	48%	15%	15%	14%
Algebra II	77%	74%	72%	25%	24%	24%
English III	87%	87%	82%	25%	19%	19%
Geometry	81%	79%	79%	37%	33%	35%

Data Source: Oklahoma State Department of Education

## The National Assessment of Educational Progress (NAEP)

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education. The mission of NAEP is to collect, analyze, and present reliable information about what American students know and can do. NAEP monitors the progress of education at both the national and state levels by testing representative samples of students in grades 4, 8, and 12 in the areas of math, science, reading, writing, geography, history, and other subjects as selected by the NAEP governing board. The performance results are only provided for groups not individual students. NAEP is forbidden by federal law from reporting results at the individual student, school, or district level. All NAEP assessment questions are based on subject-area-specific content frameworks that were developed through a national consensus process involving teachers, curriculum experts, parents, and members of the general public. NAEP is a measure that many states use to evaluate the soundness of their educational system in relation to those of other states. It also helps to corroborate the results of the other achievement tests administered within the state. Starting with the 2003 testing cycle, all states are required to participate in NAEP.

NAEP was authorized by Congress in 1969 and was only required to assess reading, mathematics, and writing at least once every five years. In 1990, federal legislation was passed which required assessments in reading and mathematics at least every two years. This schedule of NAEP assessments assumes continuing legislative authority. The schedule may also be augmented, with advance public notice, as resources permit. The schedule through 2017 was approved by the National Assessment Governing Board in December 2011. Figure 85 shows the subjects tested at the state level by year and grade.

**Figure 85**  
**National Assessment of Educational Progress (NAEP)**  
**Testing Schedule by Year, Subject, and Grade Tested**

Year	Reading		Math		Science		Writing	
	4 <sup>th</sup> Grade	8 <sup>th</sup> 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	Tested	Tested	Tested	Tested				
2015	Tested	Tested	Tested	Tested	Tested	Tested		
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 2015 were released starting in the fall of 2015. 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 2015 and prior NAEP years were reported in last year's *State Report*.

Figure 86 displays 2013 and 2015 results for reading and math for grades 4 and 8. Oklahoma has improved its results for "All" 4<sup>th</sup> grade students between 2013 and 2015 in both reading and math and 8<sup>th</sup> grade reading but dropped slightly in 8<sup>th</sup> grade math. The State improved its scale score by five points in 4<sup>th</sup> grade reading, improved one point in 4<sup>th</sup> grade math and 8<sup>th</sup> grade reading, but dropped one point in 8<sup>th</sup> grade math. Oklahoma lags the nation in three of the four of these categories and is the same in one category (4<sup>th</sup> grade math).

Hispanic students compare the most favorably of the separate racial categories. In 2015, Hispanic students in Oklahoma are one to nine scale scores higher than their national counterparts. Other races have at least one subject and grade with no growth or a decline from 2013 to 2015.

**Figure 86**  
**National Assessment of Education Progress**  
**Scale Scores by Subject and Race**  
**Oklahoma vs the Nation: 2013 and 2015**

READING RESULTS							MATH RESULTS				
Grade 4							Grade 4				
		All	White	Black	American Indian	Hispanic	All	White	Black	American Indian	Hispanic
2015	Oklahoma	222	226	205	223	213	240	245	223	235	232
2013	Oklahoma	217	223	201	217	204	239	245	219	238	229
2015	Nation	223	232	206	205	208	240	248	224	227	231
2013	Nation	222	232	206	205	207	242	250	224	227	230
Grade 8							Grade 8				
		All	White	Black	American Indian	Hispanic	All	White	Black	American Indian	Hispanic
2015	Oklahoma	263	268	244	261	257	275	281	260	269	266
2013	Oklahoma	262	268	245	259	252	276	281	256	275	265
2015	Nation	265	274	248	252	253	282	292	260	267	270
2013	Nation	268	276	250	251	256	285	294	263	269	272

Data Source: National Center for Education Statistics

Selected information on NAEP from reading and math is located in Appendix D.

# HIGH SCHOOL PERFORMANCE MEASURES

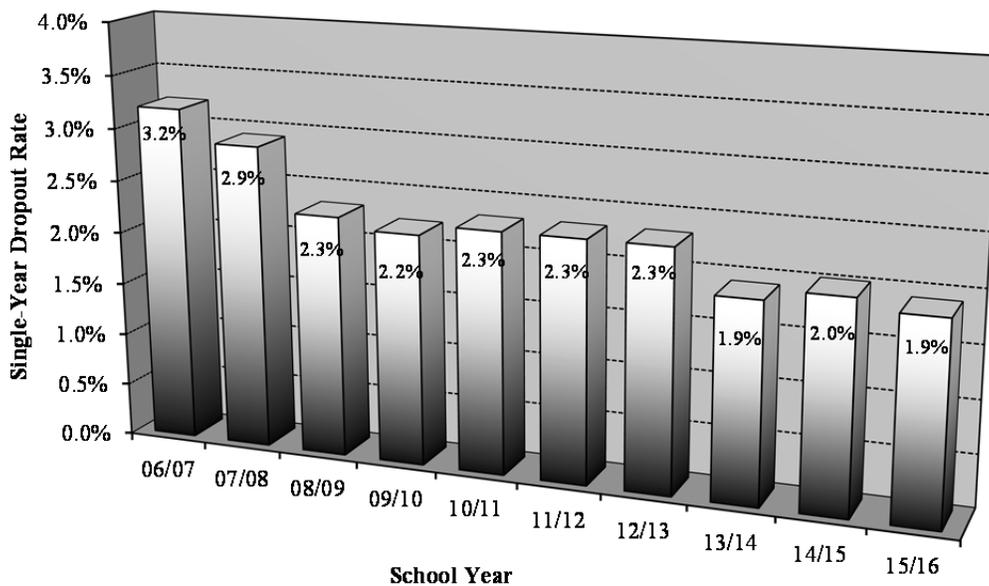
## High School Dropout Rates

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 that 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; referred to as a four-year dropout rate. With *Profiles 2005*, the Office of Accountability (now the Office of Educational Quality and 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 grade and school district. In an effort to make the numbers meaningful, the dropout counts are then compared to the district’s fall enrollment by grade and aggregated to 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 87**  
**Oklahoma Single-Year Dropout Rates**  
**9<sup>th</sup> through 12<sup>th</sup> Grade**  
**2006-07 through 2015-16**



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 87. The dropout rate in 2015-16 is 1.9%. The rate has dropped from 3.2% in 2006-07. This rate ties for the lowest dropout rate during the past ten years measured under this methodology. The total number of dropouts is over 2,000 less than ten years ago.

### **High School Four-Year Dropout Rate**

For well over a decade, the Commission for Educational Quality and Accountability 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 Educational Quality and Accountability has calculated a high school four-year dropout rate starting with the *Profiles 2005* report series.

**Figure 88**  
**High School Four-Year Dropout Rates**  
**by Community Group**  
**Class of 2016**

Size of District in ADM	Community Group Designation	Class of 2016 Enrollment	Class of 2016 Dropouts	Class of 2016 Dropout Rate
25,000 or More	A2	4,382	809	18.5%
10,000 - 24,999	B1	6,776	383	5.7%
	B2	4,276	297	6.9%
5,000 - 9,999	C1	3,683	171	4.6%
	C2	1,186	141	11.9%
2,000 - 4,999	D1	3,312	202	6.1%
	D2	3,578	343	9.6%
1,000 - 1,999	E1	3,467	132	3.8%
	E2	3,615	230	6.4%
500 - 999	F1	1,159	44	3.8%
	F2	3,342	150	4.5%
250 - 499	G1	1,154	35	3.0%
	G2	2,056	93	4.5%
Less than 250	H1	206	5	2.4%
	H2	662	41	6.2%
<b>Total</b>	<b>All</b>	<b>42,854</b>	<b>3,076</b>	<b>7.2%</b>

Data Source: Oklahoma State Department of Education



The total number of dropouts for a graduating class was calculated by adding the dropout counts (under age 19) for the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> 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 7.2%, a 0.6 percentage point drop from last year and a 7.0 percentage point drop from the Class of 2007. Oklahoma’s four-year dropout rate varies greatly by Community Group (Figure 88). Oklahoma’s two largest school districts (Oklahoma City and Tulsa), have an 18.5% four-year dropout rate. School districts with less than 250 students and below the state average participation in the Free or Reduced Price Lunch Program (Community Group H1) have only a 2.4% four-year dropout rate.

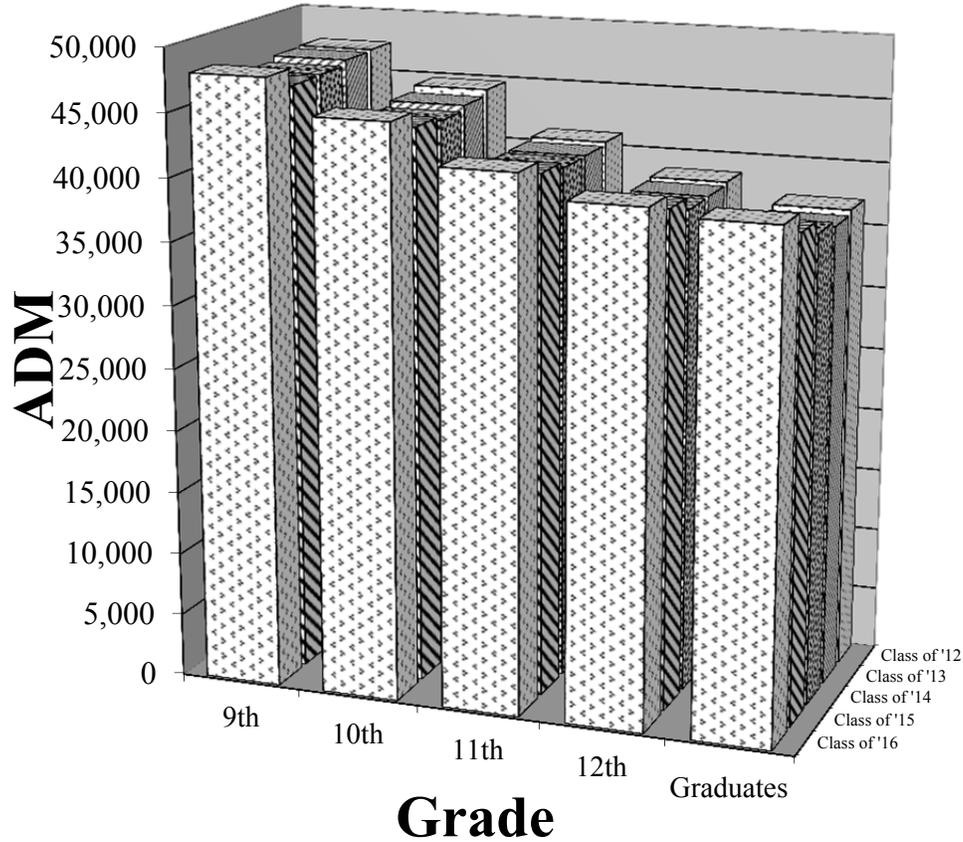
Dropout rates also vary greatly from site to site and county to county across the state. Based upon the four-year methodology (9<sup>th</sup> through 12<sup>th</sup> grade), the Class of 2016 had three high schools in the state with a dropout rate above 40%. However, 150 Oklahoma high schools (33.0%) did not report a single dropout over the four year period for the Class of 2016.

Low four-year dropout rates are scattered throughout the state. Alfalfa, Cimarron, Harmon, and Harper Counties had zero dropouts for the Class of 2016. Three counties had a four-year dropout rate of 10% or higher (Figure 89).

## **Student Attrition**

Total student-loss is another method of looking at student dropout. Student attrition can be obtained by looking at ADM counts for a given graduating class as they progress from grade to grade. Figure 90 shows ADM counts for five graduating classes, 2012 through 2016, as they progressed through the grades. The table shows that, on average, 20.1% of students are lost between 9<sup>th</sup> 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 7.2% of the students are lost as the result of a dropout. There is a bit of a paradox regarding student-loss and the reporting of student dropout rates. There are many ways to calculate student-loss. Single-year student dropout rates (Figure 87) are lower than ten years ago. After one year of a rise in student attrition the last three years have shown significant improvement. The number of graduates has improved three straight years after three years of decline and is the third highest increase in graduates in the past twenty years. For the past five graduating classes, ADMs for 9<sup>th</sup> graders have dropped four years while the ADMs for the other three grades have fluctuated from year to year.

**Figure 90**  
**Student-Loss 9<sup>th</sup> Grade through Graduation**  
**Student Counts by Graduating Class**  
**Class of 2012 to 2016**



Grade	Average Daily Membership				Graduates	% Loss 9th - Grad.
	9th	10th	11th	12th		
<b>Class of 2012</b>	47,332	44,641	41,029	38,485	36,980	-21.9%
<b>Class of 2013</b>	47,216	44,165	40,808	38,293	36,650	-22.4%
<b>Class of 2014</b>	46,799	43,760	40,761	38,250	37,123	-20.7%
<b>Class of 2015</b>	46,751	44,137	41,257	39,272	38,224	-18.2%
<b>Class of 2016</b>	48,089	45,344	42,216	40,354	39,778	-17.3%
<b>Five-Year Average</b>	<b>47,237</b>	<b>44,409</b>	<b>41,214</b>	<b>38,931</b>	<b>37,751</b>	<b>-20.1%</b>

Data Source: Oklahoma State Department of Education

## Student Attrition by Race and Gender

There are also great differences in the percentage of students lost among racial groups during the high school years as well. Figure 91 looks at student-loss between 9<sup>th</sup> grade and graduation for the senior class of 2016 by race and gender. Because enrollment counts by race and gender are only collected using fall enrollment, this figure uses 2012 through 2015 fall enrollment and 2016 graduation counts to assess student-loss between 9<sup>th</sup> grade and graduation. The statewide student-loss for the Graduating Class of 2016, using fall enrollment figures, was -18.4%.

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 racial groups is greatly concerning. Female students have a better loss rate than males for all racial categories. African American males and Hispanic males have above a 25% loss rate and African American females and Native American males are above a 20% loss rate.

**Figure 91**  
**Student-Loss 9<sup>th</sup> Grade through Graduation**  
**By Race and Gender**  
**Graduating Class of 2016**

Race & Gender	Fall Enrollment				Graduates Spring 2016	% Gain / Loss 9th - Graduation
	9th	10th	11th	12th		
	Fall 2012	Fall 2013	Fall 2014	Fall 2015		
<b>White Male</b>	13,561	12,818	11,874	11,229	10,921	-19.5%
<b>White Female</b>	12,439	11,907	11,302	10,668	10,572	-15.0%
<b>African Am. Male</b>	2,600	2,300	2,044	1,871	1,753	-32.6%
<b>African Am. Female</b>	2,415	2,162	1,981	1,844	1,816	-24.8%
<b>Native Am. Male</b>	4,126	3,805	3,455	3,278	3,118	-24.4%
<b>Native Am. Female</b>	3,787	3,550	3,284	3,105	3,060	-19.2%
<b>Asian Male</b>	494	490	508	485	478	-3.2%
<b>Asian Female</b>	516	552	566	535	524	1.6%
<b>2 or more races Male</b>	1,346	1,372	1,330	1,314	1,283	-4.7%
<b>2 or more races Female</b>	1,272	1,363	1,300	1,334	1,340	5.3%
<b>Hispanic Male</b>	3,214	3,024	2,824	2,514	2,402	-25.3%
<b>Hispanic Female</b>	2,950	2,843	2,749	2,542	2,511	-14.9%
<b>State Total</b>	48,720	46,186	43,217	40,719	39,778	-18.4%

Data Source: Oklahoma State Department of Education

## National Attrition Rate

Oklahoma is only surpassed by New Mexico of all surrounding states in student loss between 9<sup>th</sup> grade and graduation. Oklahoma, all surrounding states, and the nation improved over last year's student loss. This is the second year in a row that Oklahoma's student loss is greater than the nation. Figure 92 shows

the attrition rates for the nation, Oklahoma, and the surrounding states using the most current national data available provided by the National Center for Education Statistics (NCES).

**Figure 92**  
**Student-Loss 9th Grade through Graduation**  
**Oklahoma Compared to Nation and Surrounding States**  
**Graduating Class of 2015**  
**Based on Fall Enrollment**

Grade	Fall Enrollment				Estimated Graduates Spring 2015	% Loss 9th - Grad.
	9th	10th	11th	12th		
	Fall 2011	Fall 2012	Fall 2013	Fall 2014		
<i>Nation</i>	3,956,990	3,729,960	3,525,617	3,496,484	3,166,260	-20.0%
Arkansas	38,078	36,343	34,158	32,428	30,360	-20.3%
Colorado	62,358	60,842	59,281	63,001	51,890	-16.8%
Kansas	36,197	34,486	33,204	32,731	31,750	-12.3%
Missouri	71,813	68,242	65,303	63,388	60,780	-15.4%
New Mexico	29,325	25,711	22,363	21,147	19,180	-34.6%
Oklahoma	48,154	45,628	42,850	40,729	37,640	-21.8%
Texas	394,326	350,949	330,538	314,039	308,820	-21.7%

Data Source: NCES, Digest of Education Statistics: 2016, Tables 203.40, 203.45, and 219.20; 2015, Table 203.45; and 2014, Table 203.45;

## Graduation Rates

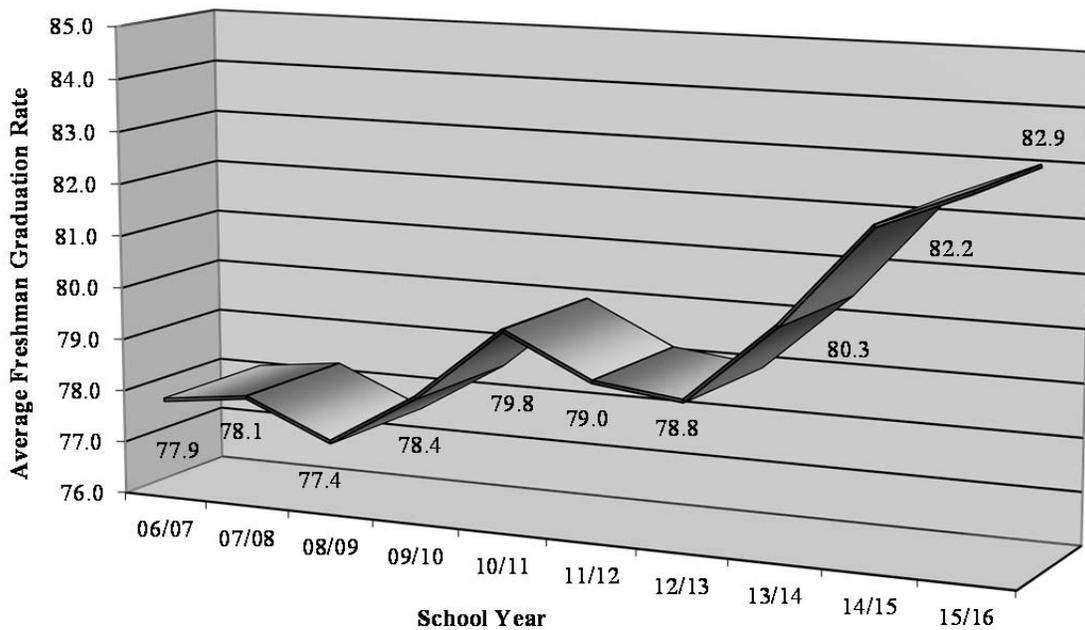
The *Profiles Report Series* uses two different methodologies to generate student graduation rates. Average freshman graduation rate is a newer methodology adopted by the National Center for Education Statistics. It uses the average number of students in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades compared to graduates. This method helps to control the impact of students repeating 9<sup>th</sup> grade or just entering the public school system from private schools or home-schooling. One historic method that has been used involves looking at graduates as a percentage of students who started 9<sup>th</sup> 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 12<sup>th</sup> grade class and tries to account for student mobility and is currently used on the *District Reports*. The two methodologies are described below.

### Average High School Freshman Graduation Rate

The average freshman graduation rate (AFGR) is calculated by dividing current graduates by the cohort average of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade enrollment. For the current school year's graduates, (39,778), this methodology uses the cohort of 8<sup>th</sup> graders from 2011-12, 9<sup>th</sup> graders from 2012-13, and 10<sup>th</sup> graders from 2013-14. The 2015-16 rate has increased to 82.9% from 77.9% in 2006-07 with only a couple of downturns in the past ten years. The decreases after 2010-2011 are due to the decrease in the number of graduates compared to a much smaller decrease in the number of average freshman. The increase for

2015-16 is due to several factors; the number of graduates increased for the third year in a row, cohort student enrollment is growing half as fast as graduates, and dropout rates are decreasing. Figure 96 displays the AFGR by community group. Community groups G1 and H1 are above 90% while A2 and H2 are below 70%. 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 93**  
**Average High School Freshman Graduation Rate**  
**2006-07 to 2015-16**



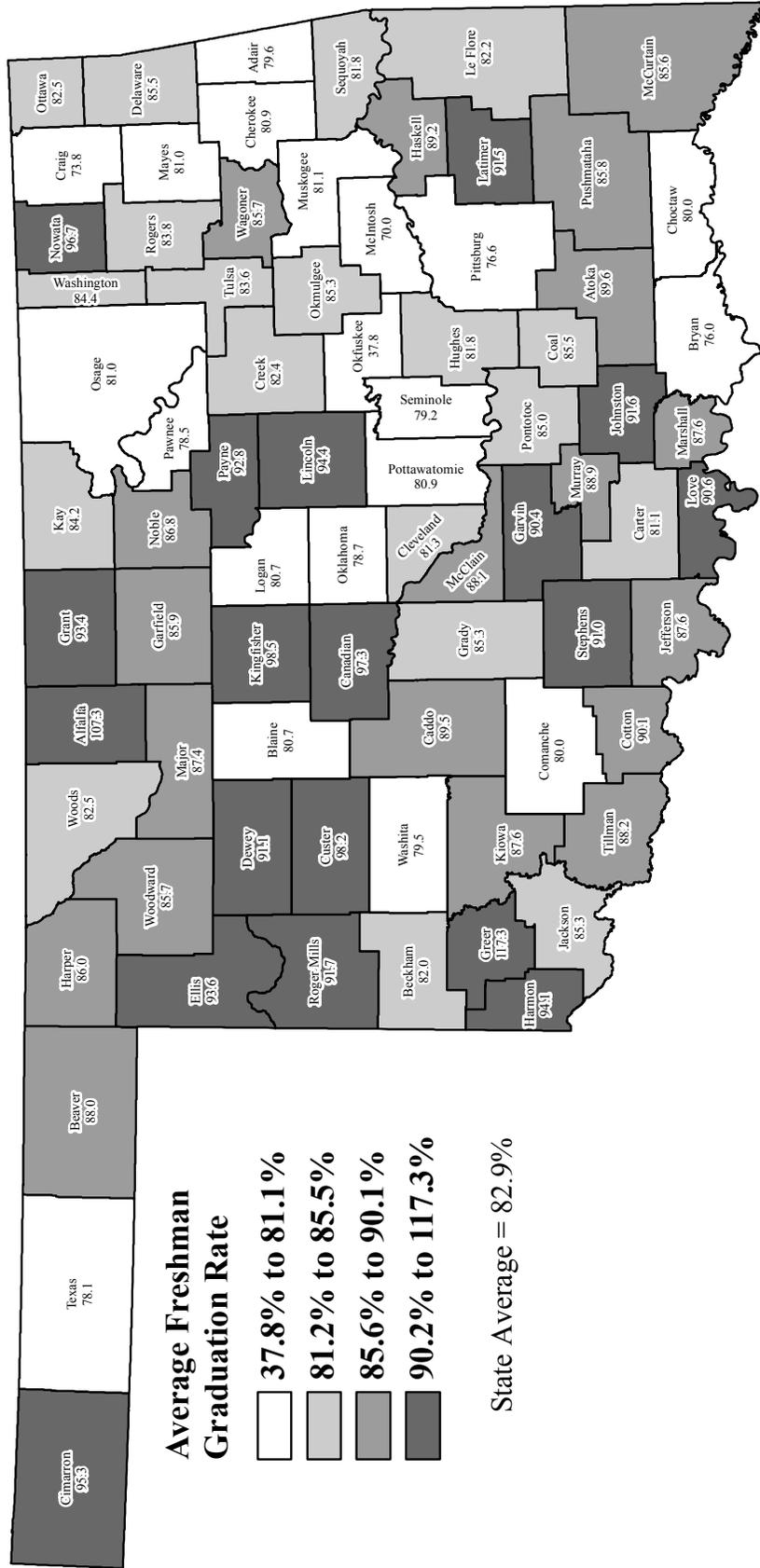
Data Source: Oklahoma State Department of Education

### **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 12<sup>th</sup> grade. This methodology closely approximates the 12<sup>th</sup> grade student body after transfers to other high schools and other legitimate reasons for removal from the roll have been taken into consideration. For 2015-16 the statewide senior graduation rate was 98.3%. This includes the 39,778 graduates and the 678 12<sup>th</sup> grade dropouts.

Fifteen counties had no senior dropouts for a 100% senior graduation rate. Counties with high senior graduation rates can be found throughout the state (Figure 95). The 2015-16 senior graduation rates varied by Community Group and can be found in Figure 96. Community group G1 has a 99.6 senior graduation rate and 4 others (E1, F1, G2, and H1) are at 99.0%. A2 and B2 are at 97.6% and C2 and D2 are at 97.8%.

# Figure 94 AVERAGE HIGH SCHOOL FRESHMAN GRADUATION RATE Class of 2016



**Average Freshman Graduation Rate**

- 37.8% to 81.1%
- 81.2% to 85.5%
- 85.6% to 90.1%
- 90.2% to 117.3%

State Average = 82.9%

Source: Oklahoma State Department of Education

Rates above 100% due to high in-mobility.



**Figure 96**  
**Oklahoma Senior Graduation Rate**  
**By Community Group**  
**2015-16**

Size of District in ADM	Community Group Designation	2015-16 Graduates	2015-16 12th Grade Dropouts	2015-16 Graduates & Dropouts Combined	Senior Graduation Rate
25,000 or More	A2	3,573	89	3,662	97.6%
10,000 - 24,999	B1	6,393	101	6,494	98.4%
	B2	3,979	99	4,078	97.6%
5,000 - 9,999	C1	3,512	50	3,562	98.6%
	C2	1,045	23	1,068	97.8%
2,000 - 4,999	D1	3,110	55	3,165	98.3%
	D2	3,235	74	3,309	97.8%
1,000 - 1,999	E1	3,335	32	3,367	99.0%
	E2	3,385	61	3,446	98.2%
500 - 999	F1	1,115	11	1,126	99.0%
	F2	3,192	50	3,242	98.5%
250 - 499	G1	1,119	4	1,123	99.6%
	G2	1,963	19	1,982	99.0%
Less than 250	H1	201	2	203	99.0%
	H2	621	8	629	98.7%
<b>Total</b>	<b>All</b>	<b>39,778</b>	<b>678</b>	<b>40,456</b>	<b>98.3%</b>

Data Source: Oklahoma State Department of Education

### National Graduation Rates

As discomfoting 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 80.0%\* for 2014-15. There were 3,166,260 graduates\* in 2014-15 divided by 3,956,990 9<sup>th</sup> grade students in fall of 2011 (U.S. Department of Education, National Center for Education Statistics, *2016 Digest of Education Statistics* – Table 219.20 and *2014 Digest of Education Statistics* – Table 203.45). For comparative purposes, using those same USDE tables, Oklahoma’s graduation rate was 78.2%\* for the 2014-15 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 9<sup>th</sup> 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 this 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 1.9% (Figure 87), while the student-loss rates averages 20.1% and the average freshman graduation rate is 82.9%. Furthermore, the single-year dropout rate greatly under represents the 7.2% of students lost as dropouts during the four-year span of high school (Figure 88). Most interesting is the discrepancy that exists between the statewide four-year dropout rate of 7.2% and the statewide student-loss rate of 17.3% (Figure 90). Where are the missing students? There are bits and pieces that explain part of the missing 10%, 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 9<sup>th</sup> graders for any given graduating class?” In Figure 28 it can be observed that enrollments spike up in 9<sup>th</sup> grade and this 9<sup>th</sup> grade crest occurs year-after-year. Over the last five years, the increase in enrollments from 8<sup>th</sup> grade to 9<sup>th</sup> grade averages just over 1,500 students, or a 3.2% 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 9<sup>th</sup> graders again the following year. This behavior creates a standing wave in the enrollment counts as some students re-circulate in the flow from 8<sup>th</sup> to 9<sup>th</sup> to 10<sup>th</sup> 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 3.2% is accounted for by students who repeat 9<sup>th</sup> grade. Some of the increase is due to students who transfer into the public education system from private schools or from home schooling environments. Students from these groups represent a true increase in the 9<sup>th</sup> grade enrollment and must be included in the analysis. Because of this legitimate inflow of students into the state system in 9<sup>th</sup> grade, it would be improper to simply use 8<sup>th</sup> grade enrollment for the base of the analysis. The perfect base for this analysis would be first time 9<sup>th</sup> grade enrollment.

The established standing wave in 9<sup>th</sup> grade enrollment likely accounts for not more than a few percentage points of the missing 10% of students. Other factors include the following. 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 422 students, or 1.1% of their graduating class. Secondly, students who die in grades 9 through 12 average 127 students, or just over 0.3% of their class. And finally, students who attend all four years of high school, but who do not meet the requirements to receive a high school diploma, average 1,114 students, or 2.9% of their graduating class. These factors combined make up five or six percentage-points of the 10% 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. Another segment of students that need to be considered for any given year are the approximate 1,250 students age 16 through 19 not graduating from a public high school but taking the GED or HiSET; the two high school equivalency tests given in Oklahoma.

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 2015-16 average composite score on the ACT for the Oklahoma public high schools included in this series of reports was 20.6, down 0.1 of a standard score from last year. The official 2015-16 Oklahoma score generated by the ACT Corporation, which includes public and private schools as well as alternative education centers, was 20.4, down three-tenths of a standard score from last year (20.7). This score is down from last year, due in part by the higher percentage of students taking the exam. The comparable national average composite score was 20.8, down two-tenths of a standard score from 2014-15. In 2015-16, the gap between Oklahoma's average ACT score and the national average ACT score was four-tenths of a standard score. Differences between the two Oklahoma ACT scores are due to one being based upon the latest score of the student and the other is the highest score of the student.

One explanation for the gap between the Oklahoma ACT score and the national score is that Oklahoma tests a much larger percentage of graduates than does the nation as a whole. Nationally, only 64% of 2015-16 high school graduates were tested; compared to 82% 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.

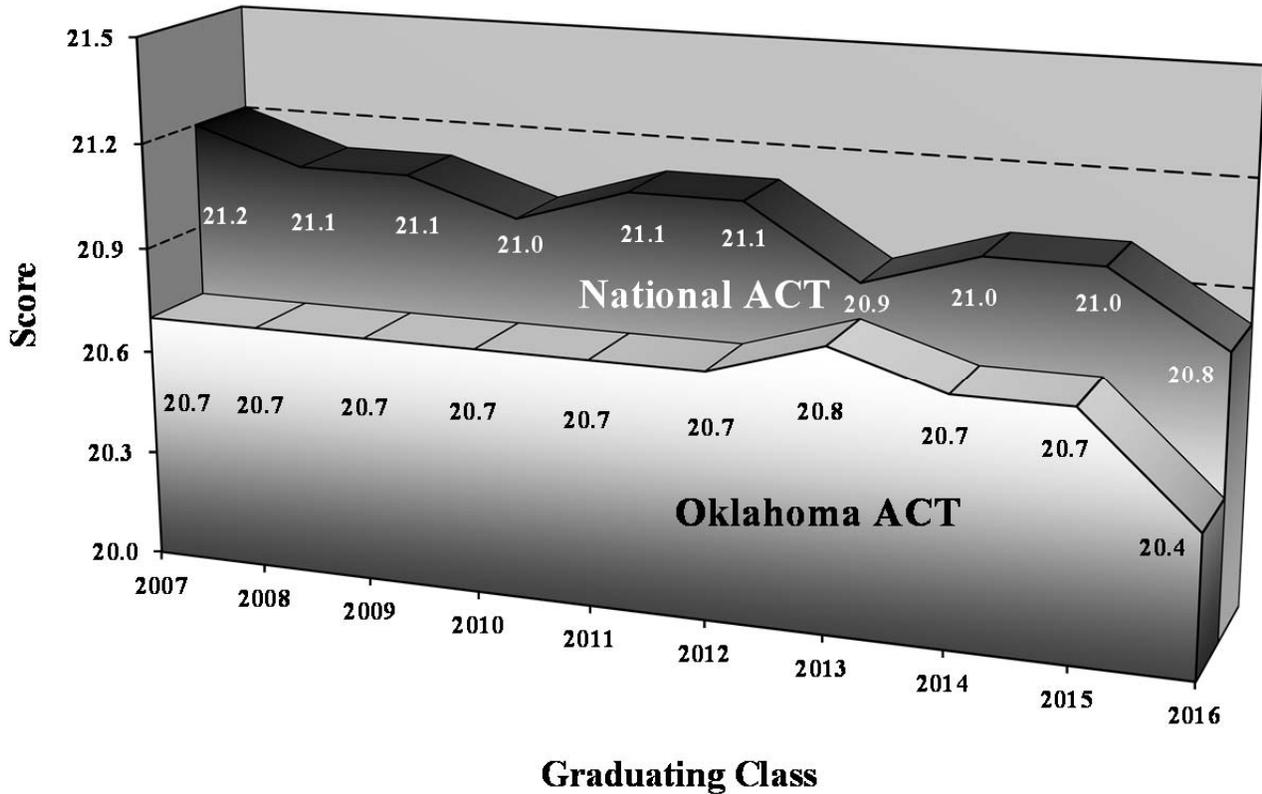
An analysis of the thirty-one states that tested 50% or more of their 2016 high school graduates shows that Oklahoma tied for twelfth in composite ACT score. Analysis of the seven states that tested a similar percentage of high school graduates (73% to 94%) shows that Oklahoma ranked fifth in the composite ACT score (see Comparing Average Scores by State – Data for the Class of 2016 at [www.act.org](http://www.act.org)).

### **EXPLORE and PLAN**

In addition to the ACT, intended primarily for 11<sup>th</sup> and 12<sup>th</sup> graders, two assessment tools are available to support students in their college prep and career planning. These tools are the EXPLORE for 8<sup>th</sup> graders and PLAN for 10<sup>th</sup> graders. These additional assessment areas align with the ACT and provide longitudinal tracking of college readiness. The Oklahoma State Regents for Higher Education (OSRHE) plays an active role (both monetarily and staffing) in making these assessments available to 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 2015-16 composite score for EXPLORE is 14.4 and for PLAN 15.4. 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 13; PLAN, 15; and ACT, 18. The Math benchmark for EXPLORE is 17; PLAN, 19; and ACT, 22. Students meeting 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/](http://www.okhighered.org/epas/).

**Figure 97**  
**Oklahoma ACT Scores versus National ACT Scores**  
**Graduating Class 2007 to 2016**  
 Based On All Public and Private High Schools



Data Source: ACT, Inc.

**Figure 98**  
**Average ACT Scores by Community Group**  
**Graduating Class of 2016**  
 Based Only On High Schools Covered in the *Profiles 2016* Series

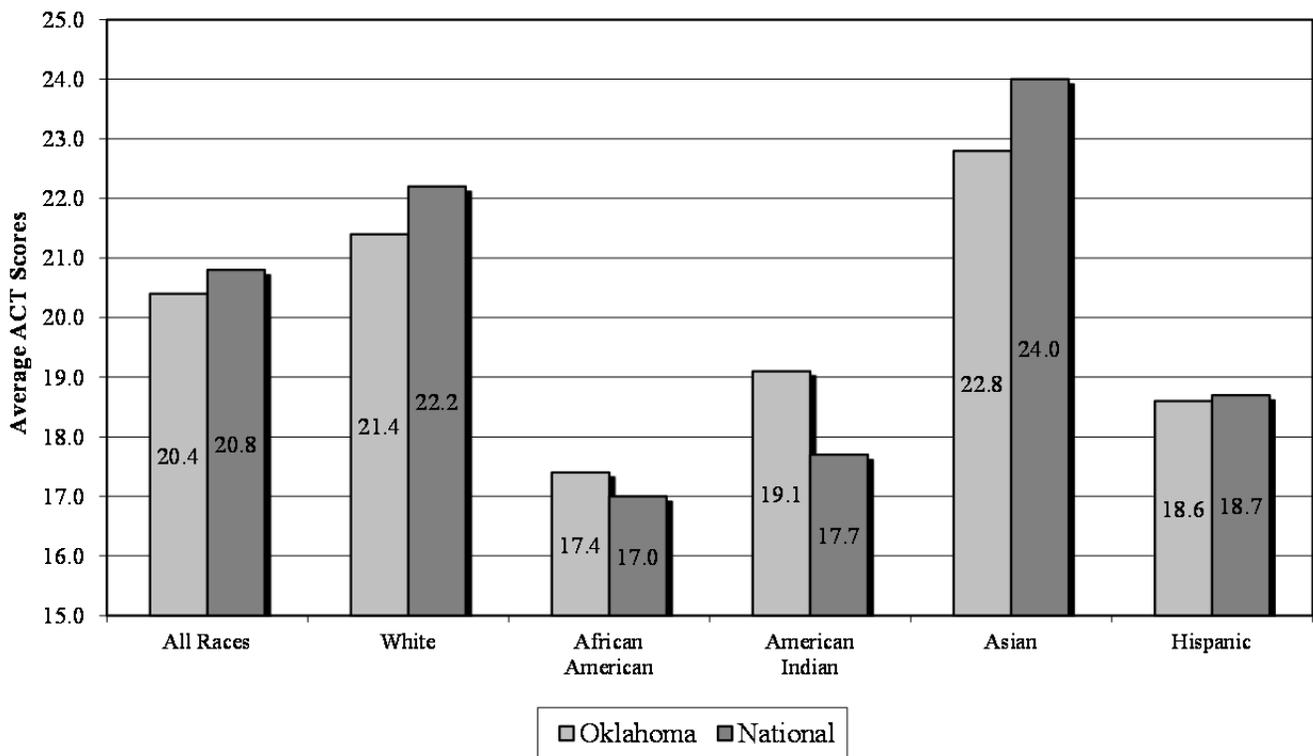
Size of District in ADM	25,000 or More		10,000 - 24,999		5,000 - 9,999		2,000 - 4,999		1,000 - 1,999		500 - 999		250 - 499		Less than 250		Total
	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2		
Average ACT Score	19.2	22.9	19.9	22.6	20.4	20.6	19.6	21.0	19.2	20.1	19.3	20.3	19.0	20.5	18.3	20.6	

Data Source: ACT, Inc.

## ACT Scores by Race

Since 2000, American Indian students had higher scores in Oklahoma than their national counterparts. For the tenth year in a row, African American students in Oklahoma scored above their national counterparts. Oklahoma’s African American students have outscored their national counterparts all but one year since 2000 and Oklahoma’s Hispanic students have outscored their national counterparts in all but three years since 2000. Oklahoma’s African American students outscored their national counterparts by four-tenths of a standard score and American Indian students outscored their national counterparts by one and four-tenths of a standard score. White students in Oklahoma fall below the national average by eight-tenths of a standard score, Asian students lag by one and two-tenths of a standard score, and Hispanic students lag their national counterparts by one-tenth.

**Figure 99**  
**Oklahoma ACT Scores versus National ACT Scores**  
**by Ethnicity**  
**2016 Graduates**



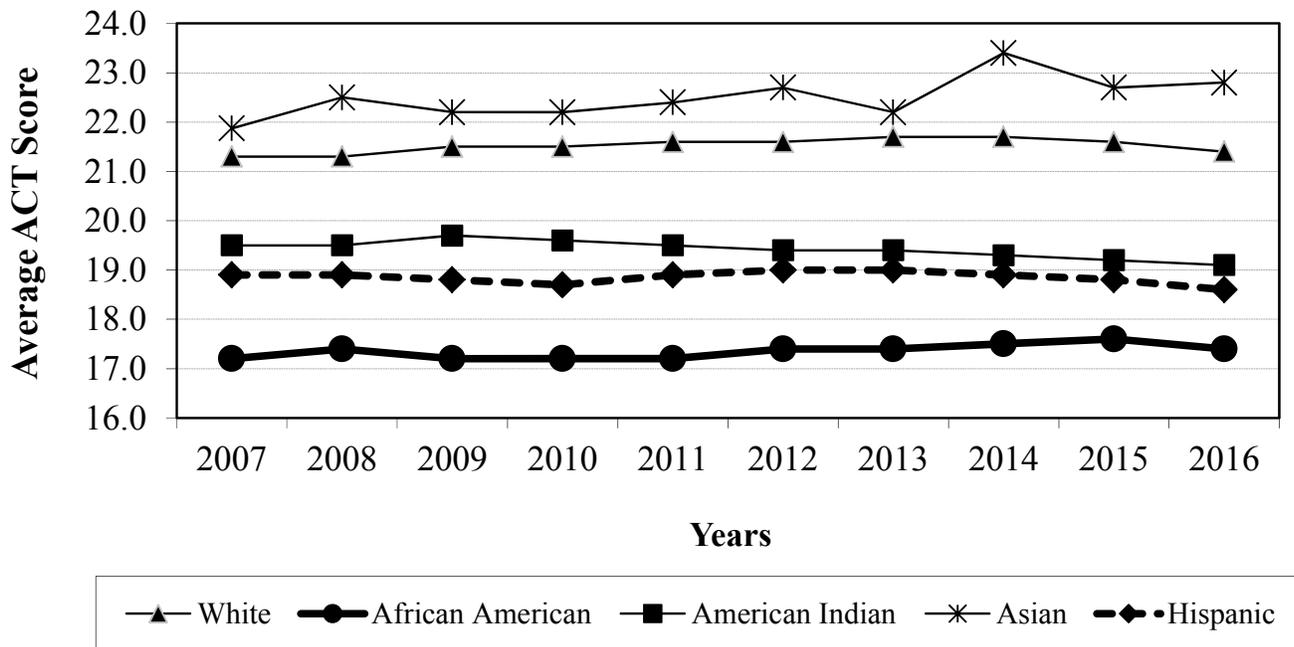
Data Source: ACT, Inc.



**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. 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 101  
Oklahoma ACT Scores by Ethnicity  
Graduating Class 2007 to 2016**



	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
White	21.3	21.3	21.5	21.5	21.6	21.6	21.7	21.7	21.6	21.4
African American	17.2	17.4	17.2	17.2	17.2	17.4	17.4	17.5	17.6	17.4
American Indian	19.5	19.5	19.7	19.6	19.5	19.4	19.4	19.3	19.2	19.1
Asian	21.9	22.5	22.2	22.2	22.4	22.7	22.2	23.4	22.7	22.8
Hispanic	18.9	18.9	18.8	18.7	18.9	19.0	19.0	18.9	18.8	18.6

Data Source: ACT, Inc.

## **ACT Scores by School**

Average ACT scores varied greatly across Oklahoma (Figure 100). Looking at average ACT scores for high schools covered in this report series, Classen High School of Advanced Studies in Oklahoma Co. in Oklahoma City P.S. had the highest ACT scores at 25.3. Edmond North HS (24.9), Harding Charter Preparatory HS (24.8) in Oklahoma City P.S., Felt HS (24.3) in Cimarron Co., and Edmond Memorial HS (24.2) followed closely. All four of these schools had over 85.0% of graduates taking the ACT. In total, there are fifteen high schools in the state that averaged a 23 or higher on the ACT.

Conversely, six high schools averaged below a 16. Of the 436 Oklahoma high school sites upon which *Profiles 2016* reported ACT scores, 243 had average ACT scores below 20, which was the cut score required for admission to Oklahoma's regional four-year universities. This means that the average ACT tested graduate at 55.7% of the state's high schools would not be eligible for admission to any of Oklahoma's public four-year institutions of higher education by means of the standard admissions process.

Statewide, 78.4% of the 2016 graduates in school districts covered in this report took the ACT. Eighty-four high schools had over 95.0% of graduates take the ACT and sixteen had less than 50.0% take the ACT.

## **Scholastic Aptitude Test (SAT)**

The SAT is another well-recognized college entrance test; however, it is not widely taken in Oklahoma. For the Class of 2016, Oklahoma's public school student performance was 582 for critical reading, 573 for the mathematics, and 553 for the writing component, out of 800 each. National scores in these same areas were 494, 508, and 482, 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, approximately 3.8% or 1,503 of Oklahoma's Class of 2016 took the SAT. This is down slightly from the 1,720 students from the Class of 2016. Nationally, the SAT was taken by approximately 51% of high school graduates during that same year. Most of the students who take the test in Oklahoma do so to compete for prestigious national-level scholarships or to attend out-of-state universities.

## **Additional High School Performance Measures**

Based upon the Office of Educational Quality and Accountability's 2016 School Questionnaire (Appendix A) the average GPA for seniors at public high schools was 3.08 (Figure 103). Twenty-eight high schools stated their average senior GPA was above 3.50 while five stated it was below 2.50.

Also from the school questionnaire, 80.8% of Oklahoma's 2016 high school graduates were reported to have completed the 15 unit college-bound curriculum required for admission to the state's public institutions of higher education (Figure 104). Many schools, 148, reported that at least 95.0% of their graduates or better completed the college-bound curriculum while thirty-four schools reported less than 50.0% completed the curriculum.

Six percent (6.0%) of high school graduates attended out-of-state colleges and this percentage is naturally higher in counties near the state lines (Figure 105). Not surprisingly, most of the schools with high percentages of their graduates attending out-of-state colleges are near the state borders. Six of the top ten schools are located in the panhandle with thirteen of the top twenty located in counties on the state line.

Information provided by the Oklahoma Department of Career and Technology Education is based upon the graduating Class of 2016. The data showed that 49.5% of students enroll in an occupationally-specific Career Tech program sometime during their high school career (Figure 106); 20,107 Career Tech enrollers divided by 40,616 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 11 schools with none of their students participating in occupationally-specific programs to 38 high schools with more than 95% of their students participating.

## 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. These data are provided by the Oklahoma State Regents for Higher Education but the methodology for calculating these variables is in the process of being updated and the *Profiles* reports will include data from the updated methodology in coming years.

### Figure 102

#### Additional Oklahoma High School and Collegiate Performance Measures

<u>Summary of Performance Measures</u>	<u>State Average</u>
Average GPA of High School Seniors (Class of 2016)	3.08
Career Tech Program Participation Rate (Class of 2016)	49.5%
HS Grads Completing College Bound Curriculum (15 Units) (Class of 2016)	80.8%
HS Grads Going to Out-of-State Colleges (Class of 2016)	6.0%









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# APPENDIX A

# THE 2016 SCHOOL QUESTIONNAIRE

The Office of Educational Quality and Accountability uses a school site questionnaire to obtain data items that are not available through other sources. The 2016 School Questionnaire (located below) pertained to site-level information during the 2015-2016 school year.

While our response rate is outstanding, not all principals opted to participate. However, of the 1,751 school sites sent a survey, 1,726 (98.6%) responded to at least one question. Schools not responding to the questionnaire are noted on the School Profiles as FTR, or Failed to Respond. The office does receive assistance from the many of the larger school districts in the state that have research units in regard to collecting data for schools in their districts that close or open from one year to the next.

	<b>Office of Educational Quality &amp; Accountability (OEQA)</b>	
	<b>Profiles 2016 School Questionnaire</b>	
<p>The OEQA 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 2016 Educational Indicators Reports, and the 2015-16 School Profiles Report. Please respond to the following questions by <b>January 15, 2017</b>. This will be the only mailing of this year's questionnaire. Failure to respond will be noted as "FTR" or "Failed to Respond with Useable Information" on your school's report. Thank you for your time.</p>		
<b>PLEASE PROVIDE OR VERIFY THE FOLLOWING:</b>		
County: 00 - SAMPLE	_____ Principal's Name (please print)	
District: 1000 - SAMPLE DISTRICT	_____ Principal's Signature	
School: 000 - SAMPLE SITE (1-12)		
Principal's email address: Sample@SamplePublicSchool.com		

**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, please call the OEQA at (405) 522-5399.

Survey# \_\_\_\_\_ Verification# @@@@

**Instructions for Completing the Survey:**

1. Visit <http://www.schoolreportcard.org> and click on **Profiles 2016 Principal Survey** at the bottom of the page.
2. Use the **Survey#** and **Verification#** provided in the gray shaded bar above to access your questionnaire.

ONLY use an alternative method of submittal when the web method fails: fax (405) 522-5399 or return mail (address printed on back). Please do NOT mail or fax additional copy of the questionnaire if it was completed online.

**ALL PRINCIPALS: (For this site only)**

1. For school year 2015-16, how many students entered this site after the October Fall Enrollment count was reported to the State Department of Education. (enter 0 if none; do NOT count suspensions)
2. For school year 2015-16, how many students left this site after the October Fall Enrollment count was reported to the State Department of Education. (enter 0 if none; do NOT count suspensions)
3. As a measure of parental involvement during the 2015-16 school year, what percentage of your students had at least 1 parent (guardian) attend at least 1 parent teacher conference?
4. During the 2015-16 school year, how many incidents (not students) of out-of-school suspension were for 10 days or less? (enter 0 if none)
5. During the 2015-16 school year, how many incidents (not students) of out-of-school suspension were for more than 10 days? (enter 0 if none)
6. What was the total number of hours volunteered by patrons, excluding students, at your school during the 2015-16 school year? (estimate if needed; enter 0 if none)

**HIGH SCHOOL PRINCIPALS ONLY:**

1. What was the average GPA (based on a 4.0 system) of your high school senior class for school year 2015-16?
2. Of your 2016 graduates, how many were planning to go out-of-state for college? (enter 0 if none)
3. How many of your 2016 graduates completed the State Regents' 15-unit college-bound curriculum? (enter 0 if none) ( For more information, please visit [https://secure.okcollegestart.org/College\\_Planning/Prepare\\_for\\_College/courses\\_to\\_take.aspx](https://secure.okcollegestart.org/College_Planning/Prepare_for_College/courses_to_take.aspx) )

# APPENDIX B

# Indicators Displayed in Maps

## Socioeconomic Conditions by County

County	Per Student Valuation of Property	Free or Reduced Lunch	Census 2016 Population Estimate	Population Number Change 2010 - 16	Population Percent Change 2010 - 16	Mean Household Income	Poverty Rate
Adair	\$18,177	83.7%	22,098	-585	-2.6%	\$44,077	26.9%
Alfalfa	\$127,677	50.2%	5,827	185	3.3%	\$74,136	12.9%
Atoka	\$32,071	73.8%	13,810	-372	-2.6%	\$50,911	22.5%
Beaver	\$147,529	56.9%	5,382	-254	-4.5%	\$69,234	9.0%
Beckham	\$64,921	61.2%	22,519	400	1.8%	\$73,828	13.0%
Blaine	\$86,593	72.9%	9,643	-2,300	-19.3%	\$55,364	16.1%
Bryan	\$44,000	73.2%	45,573	3,157	7.4%	\$51,814	18.3%
Caddo	\$33,172	76.9%	29,557	-43	-0.1%	\$53,475	21.2%
Canadian	\$49,238	40.5%	136,532	20,991	18.2%	\$78,187	7.3%
Carter	\$49,424	67.1%	48,556	999	2.1%	\$58,755	15.3%
Cherokee	\$24,052	75.8%	48,700	1,713	3.6%	\$51,729	22.6%
Choctaw	\$26,021	84.8%	14,885	-320	-2.1%	\$43,480	28.8%
Cimarron	\$125,802	67.8%	2,162	-313	-12.6%	\$61,643	17.9%
Cleveland	\$47,976	48.7%	278,655	22,900	9.0%	\$72,560	12.7%
Coal	\$84,335	77.2%	5,651	-274	-4.6%	\$57,743	20.7%
Comanche	\$33,877	59.7%	122,136	-1,962	-1.6%	\$61,379	17.6%
Cotton	\$32,996	63.2%	5,941	-252	-4.1%	\$54,452	17.3%
Craig	\$50,858	67.9%	14,625	-404	-2.7%	\$49,473	19.0%
Creek	\$36,347	69.1%	71,312	1,345	1.9%	\$59,326	15.5%
Custer	\$45,918	64.6%	29,293	1,824	6.6%	\$61,465	16.7%
Delaware	\$53,049	72.3%	41,598	111	0.3%	\$52,582	20.4%
Dewey	\$205,430	53.0%	4,819	9	0.2%	\$68,026	16.6%
Ellis	\$119,441	58.9%	4,080	-71	-1.7%	\$67,556	14.5%
Garfield	\$52,907	65.1%	62,603	2,023	3.3%	\$63,042	13.0%
Garvin	\$54,091	63.2%	27,838	262	1.0%	\$54,444	18.6%
Grady	\$51,859	55.9%	54,655	2,224	4.2%	\$65,187	12.7%
Grant	\$237,816	58.5%	4,465	-62	-1.4%	\$66,433	9.8%
Greer	\$25,617	70.2%	5,998	-241	-3.9%	\$51,819	14.6%
Harmon	\$37,926	74.6%	2,704	-218	-7.5%	\$48,891	17.5%
Harper	\$90,020	56.7%	3,717	32	0.9%	\$61,331	14.0%
Haskell	\$22,281	75.5%	12,747	-22	-0.2%	\$46,377	19.8%
Hughes	\$54,537	77.1%	13,566	-437	-3.1%	\$50,443	18.6%
Jackson	\$30,950	59.5%	25,497	-949	-3.6%	\$55,047	17.0%
Jefferson	\$33,927	72.9%	6,230	-242	-3.7%	\$46,905	21.3%
Johnston	\$50,622	72.6%	11,087	130	1.2%	\$51,043	19.3%
Kay	\$53,805	67.3%	44,943	-1,619	-3.5%	\$55,931	18.3%
Kingfisher	\$84,002	58.5%	15,638	604	4.0%	\$70,917	7.2%
Kiowa	\$59,761	72.5%	9,077	-369	-3.9%	\$55,402	20.8%
Latimer	\$37,367	69.1%	10,414	-740	-6.6%	\$54,244	17.7%
Le Flore	\$24,749	72.3%	49,873	-511	-1.0%	\$49,281	22.8%

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# Indicators Displayed in Maps

## Socioeconomic Conditions by County

continued from previous page

County	Per Student Valuation of Property	Free or Reduced Lunch	Census 2016 Population Estimate	Population Number Change 2010 - 16	Population Percent Change 2010 - 16	Mean Household Income	Poverty Rate
Lincoln	\$67,933	59.5%	35,129	856	2.5%	\$58,171	15.7%
Logan	\$44,951	62.4%	46,588	4,740	11.3%	\$76,598	11.5%
Love	\$52,036	71.0%	9,997	574	6.1%	\$55,566	13.5%
Major	\$60,884	55.5%	38,682	4,176	12.1%	\$68,904	14.1%
Marshall	\$43,166	81.6%	32,822	-329	-1.0%	\$52,052	16.8%
Mayer	\$80,109	70.5%	19,815	-437	-2.2%	\$52,379	21.3%
McClain	\$34,563	43.8%	7,772	245	3.3%	\$70,551	10.9%
McCurtain	\$32,608	81.8%	16,191	351	2.2%	\$44,882	25.3%
McIntosh	\$36,952	77.8%	40,920	-339	-0.8%	\$47,975	21.1%
Murray	\$43,624	55.7%	13,918	430	3.2%	\$56,710	15.1%
Muskogee	\$39,356	70.1%	69,477	-1,513	-2.1%	\$52,579	22.2%
Noble	\$89,201	62.1%	11,384	-177	-1.5%	\$64,697	13.3%
Nowata	\$30,751	67.0%	10,419	-117	-1.1%	\$50,120	18.7%
Okfuskee	\$35,583	79.6%	12,167	-24	-0.2%	\$48,003	24.8%
Oklahoma	\$55,788	63.9%	782,970	64,337	9.0%	\$68,830	18.2%
Okmulgee	\$24,808	75.1%	39,213	-856	-2.1%	\$50,586	20.8%
Osage	\$59,854	72.0%	47,806	334	0.7%	\$58,046	15.8%
Ottawa	\$27,829	71.1%	31,691	-157	-0.5%	\$46,227	22.9%
Pawnee	\$31,613	71.9%	16,485	-92	-0.6%	\$57,449	13.8%
Payne	\$71,545	51.3%	81,131	3,781	4.9%	\$54,877	25.9%
Pittsburg	\$47,466	70.4%	44,173	-1,664	-3.6%	\$57,150	18.7%
Pontotoc	\$37,868	64.3%	38,330	838	2.2%	\$54,370	18.5%
Pottawatomie	\$28,757	66.7%	72,290	2,848	4.1%	\$58,185	18.2%
Pushmataha	\$22,365	74.4%	11,057	-515	-4.5%	\$48,545	24.6%
Roger Mills	\$257,249	47.7%	3,640	-7	-0.2%	\$67,296	14.5%
Rogers	\$53,134	53.7%	91,766	4,861	5.6%	\$73,938	9.4%
Seminole	\$35,446	76.4%	25,207	-275	-1.1%	\$50,514	21.7%
Sequoyah	\$21,980	77.8%	41,294	-1,097	-2.6%	\$46,721	25.1%
Stephens	\$44,948	54.1%	44,090	-958	-2.1%	\$59,709	15.3%
Texas	\$60,592	69.6%	21,098	458	2.2%	\$59,278	13.0%
Tillman	\$27,809	77.7%	7,465	-527	-6.6%	\$49,251	23.8%
Tulsa	\$52,766	60.5%	642,940	39,537	6.6%	\$70,179	15.7%
Wagoner	\$29,892	55.6%	77,679	4,594	6.3%	\$68,334	10.9%
Washington	\$43,764	53.1%	52,087	1,111	2.2%	\$68,124	14.4%
Washita	\$56,786	68.8%	11,447	-182	-1.6%	\$63,660	15.2%
Woods	\$180,336	46.7%	9,201	323	3.6%	\$67,673	15.8%
Woodward	\$70,451	56.8%	20,814	733	3.7%	\$69,784	13.0%
<b>State Summary</b>	<b>\$49,623</b>	<b>62.4%</b>	<b>3,923,561</b>	<b>172,210</b>	<b>4.6%</b>	<b>\$63,890</b>	<b>16.7%</b>

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

# Indicators Displayed in Maps

## Socioeconomic Conditions by County

County	Unemployment Rate	Percent of Single Parent Families	Less than a High School Diploma	Percent High School Graduate	Percent College Graduate	Percent Parents Attending Conference	Volunteer Hours per Student
Adair	7.9%	36.0%	21.0%	79.0%	13.8%	63.2%	4.94
Alfalfa	4.9%	31.1%	11.8%	88.2%	20.2%	81.1%	0.39
Atoka	8.7%	36.7%	18.2%	81.8%	14.0%	67.4%	3.26
Beaver	3.0%	21.7%	17.3%	82.7%	20.1%	86.0%	2.23
Beckham	2.9%	33.2%	16.7%	83.3%	17.6%	79.1%	2.82
Blaine	3.0%	34.3%	14.6%	85.4%	16.3%	71.6%	3.14
Bryan	8.1%	31.1%	15.8%	84.2%	21.5%	75.5%	3.10
Caddo	9.5%	33.0%	15.4%	84.6%	15.8%	70.6%	1.31
Canadian	4.5%	26.8%	8.3%	91.7%	25.5%	78.6%	4.66
Carter	6.1%	33.7%	14.2%	85.8%	18.8%	67.1%	2.29
Cherokee	7.9%	38.9%	14.4%	85.6%	24.4%	78.8%	2.23
Choctaw	8.9%	46.8%	19.9%	80.1%	13.2%	60.8%	1.21
Cimarron	2.2%	31.4%	15.6%	84.4%	19.1%	65.1%	1.23
Cleveland	4.9%	30.6%	8.8%	91.2%	31.0%	75.4%	3.52
Coal	9.1%	41.0%	17.2%	82.8%	14.8%	70.5%	1.73
Comanche	8.6%	38.6%	10.7%	89.3%	20.8%	73.4%	1.97
Cotton	9.2%	35.3%	15.3%	84.7%	15.4%	67.6%	1.69
Craig	6.4%	36.7%	15.4%	84.6%	13.9%	59.3%	1.36
Creek	5.7%	31.2%	14.7%	85.3%	15.0%	68.8%	1.87
Custer	3.7%	31.9%	13.7%	86.3%	26.9%	81.4%	2.05
Delaware	9.2%	33.6%	15.1%	84.9%	16.8%	71.7%	1.56
Dewey	2.7%	24.5%	10.0%	90.0%	21.8%	85.1%	5.08
Ellis	5.0%	26.7%	11.7%	88.3%	22.0%	74.5%	3.71
Garfield	5.6%	30.7%	13.5%	86.5%	21.7%	80.6%	2.92
Garvin	4.4%	28.4%	15.4%	84.6%	15.2%	80.0%	6.17
Grady	4.3%	27.3%	13.2%	86.8%	17.6%	67.3%	2.31
Grant	3.6%	33.1%	8.9%	91.1%	23.5%	76.8%	94.07
Greer	4.4%	28.3%	15.6%	84.4%	13.1%	89.2%	0.73
Harmon	8.7%	31.9%	20.7%	79.3%	22.8%	68.9%	1.22
Harper	1.6%	23.1%	16.7%	83.3%	20.7%	67.8%	2.67
Haskell	8.7%	33.8%	21.2%	78.8%	11.5%	65.3%	0.72
Hughes	7.1%	36.6%	20.6%	79.4%	12.2%	86.3%	3.71
Jackson	7.6%	33.5%	17.7%	82.3%	19.7%	78.2%	3.80
Jefferson	6.5%	39.6%	15.5%	84.5%	11.7%	50.0%	1.98
Johnston	6.7%	40.5%	18.1%	81.9%	16.1%	69.7%	3.03
Kay	7.8%	39.6%	13.5%	86.5%	18.4%	77.3%	1.15
Kingfisher	3.6%	26.6%	12.7%	87.3%	19.7%	83.8%	5.64
Kiowa	5.5%	35.6%	15.4%	84.6%	18.8%	77.2%	2.52
Latimer	7.8%	33.5%	16.5%	83.5%	14.0%	60.1%	1.68
Le Flore	9.4%	31.6%	18.5%	81.5%	13.8%	62.5%	2.05

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# Indicators Displayed in Maps

## Socioeconomic Conditions by County

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County	Unemployment Rate	Percent of Single Parent Families	Less than a High School Diploma	Percent High School Graduate	Percent College Graduate	Percent Parents Attending Conference	Volunteer Hours per Student
Lincoln	7.1%	27.4%	15.3%	84.7%	13.4%	73.4%	2.59
Logan	6.0%	21.3%	9.7%	90.3%	26.1%	59.7%	0.93
Love	4.0%	28.4%	15.9%	84.1%	14.2%	66.0%	1.40
Major	3.9%	24.6%	12.8%	87.2%	16.7%	84.0%	3.96
Marshall	8.3%	32.2%	20.3%	79.7%	13.4%	70.6%	3.61
Mayer	10.8%	32.2%	13.8%	86.2%	16.3%	73.1%	1.79
McClain	5.4%	24.9%	12.7%	87.3%	22.4%	73.2%	1.17
McCurtain	7.6%	39.7%	19.0%	81.0%	13.4%	55.8%	1.83
McIntosh	7.0%	34.0%	17.3%	82.7%	13.8%	65.7%	3.80
Murray	3.6%	31.1%	17.7%	82.3%	20.2%	67.6%	1.03
Muskogee	8.2%	38.0%	14.9%	85.1%	18.4%	76.6%	2.64
Noble	5.9%	23.0%	11.3%	88.7%	22.7%	68.5%	1.50
Nowata	8.4%	32.4%	15.0%	85.0%	13.8%	70.0%	1.66
Okfuskee	9.6%	37.4%	20.0%	80.0%	12.1%	61.5%	3.18
Oklahoma	6.0%	37.4%	13.8%	86.2%	30.6%	74.5%	2.99
Okmulgee	10.4%	43.2%	13.1%	86.9%	15.2%	71.5%	1.16
Osage	7.1%	32.2%	12.5%	87.5%	16.1%	73.2%	1.72
Ottawa	9.4%	37.7%	16.3%	83.7%	13.7%	78.1%	2.55
Pawnee	6.3%	31.3%	12.8%	87.2%	16.5%	74.4%	1.34
Payne	6.3%	32.5%	8.7%	91.3%	36.9%	80.5%	2.48
Pittsburg	6.2%	34.7%	14.8%	85.2%	16.2%	74.1%	2.78
Pontotoc	6.2%	36.7%	12.1%	87.9%	27.1%	72.2%	2.38
Pottawatomie	6.8%	34.5%	13.0%	87.0%	18.1%	78.0%	2.92
Pushmataha	10.6%	31.4%	19.0%	81.0%	13.2%	70.4%	0.81
Roger Mills	0.8%	27.2%	9.4%	90.6%	20.4%	87.9%	3.62
Rogers	5.5%	25.4%	8.9%	91.1%	23.4%	77.9%	1.48
Seminole	8.4%	36.4%	16.7%	83.3%	13.7%	70.3%	0.98
Sequoyah	9.8%	36.4%	18.2%	81.8%	13.5%	67.9%	1.80
Stephens	6.6%	31.3%	14.4%	85.6%	17.3%	71.6%	3.54
Texas	3.5%	28.9%	30.4%	69.6%	19.1%	81.9%	0.48
Tillman	7.1%	37.3%	23.5%	76.5%	16.7%	84.2%	4.20
Tulsa	6.5%	37.5%	11.2%	88.8%	30.4%	77.4%	6.16
Wagoner	6.0%	28.1%	10.4%	89.6%	21.8%	59.6%	2.15
Washington	5.3%	31.0%	9.8%	90.2%	26.9%	58.6%	3.45
Washita	3.5%	29.9%	13.1%	86.9%	20.0%	84.3%	3.40
Woods	2.8%	29.5%	12.1%	87.9%	27.2%	82.0%	8.08
Woodward	5.1%	23.3%	13.4%	86.6%	18.1%	91.3%	2.38
<b>State Summary</b>	<b>6.3%</b>	<b>34.1%</b>	<b>13.1%</b>	<b>86.9%</b>	<b>24.1%</b>	<b>74.3%</b>	<b>3.43</b>

Data Source: U.S. Census Bureau; Office of Educational Quality and Accountability;

# Indicators Displayed in Maps

## Educational Attainment and Program Information by County

County	Suspensions to Student Ratio	Juvenile Offenders	Percent on Reading Remediation	Average Days Absent per Student	Mobility Rate	Gifted and Talented Students	English Language Learners
Adair	88.3	216.8	43.5%	10.2	9.2%	17.2%	13.7%
Alfalfa	48.3	217.5	21.6%	7.6	6.0%	14.0%	1.2%
Atoka	18.7	103.9	30.5%	8.6	9.3%	22.2%	0.0%
Beaver	114.2	163.1	32.7%	8.4	5.8%	8.1%	12.2%
Beckham	23.9	165.0	29.3%	8.3	16.3%	8.7%	5.3%
Blaine	18.3	90.5	35.1%	7.1	7.5%	10.2%	6.2%
Bryan	31.5	105.6	33.4%	7.8	11.1%	21.9%	2.6%
Caddo	28.5	116.7	30.4%	8.4	13.3%	15.1%	3.3%
Canadian	26.7	247.9	32.3%	8.9	7.3%	16.8%	4.1%
Carter	14.1	106.9	33.0%	8.3	9.7%	13.5%	3.5%
Cherokee	89.8	173.5	36.3%	8.9	7.6%	15.9%	9.0%
Choctaw	13.2	70.6	49.4%	8.8	21.1%	9.6%	0.2%
Cimarron	117.3	67.0	25.3%	7.5	6.0%	8.7%	8.1%
Cleveland	14.5	206.2	25.2%	10.0	7.8%	18.1%	3.1%
Coal	16.3	234.4	30.8%	7.9	12.2%	10.4%	0.0%
Comanche	12.8	61.3	43.8%	10.1	15.3%	11.7%	3.0%
Cotton	21.3	83.5	24.0%	7.8	9.9%	19.7%	0.7%
Craig	17.9	79.6	29.7%	9.8	8.2%	8.7%	0.2%
Creek	13.1	118.1	41.6%	10.2	8.4%	9.7%	1.1%
Custer	35.6	91.4	32.7%	7.7	6.0%	19.8%	11.6%
Delaware	44.9	61.8	56.6%	11.0	9.8%	6.9%	2.3%
Dewey	29.6	88.8	38.3%	6.4	6.1%	4.2%	3.2%
Ellis	378.0	141.5	20.1%	6.5	4.1%	10.7%	2.8%
Garfield	14.8	53.2	51.1%	8.0	9.4%	17.9%	12.0%
Garvin	31.7	63.7	30.6%	7.8	8.2%	11.8%	3.9%
Grady	22.5	162.2	28.7%	9.3	7.2%	13.3%	1.9%
Grant	48.3	43.2	30.4%	8.1	9.1%	16.2%	0.4%
Greer	30.3	103.1	20.6%	8.2	8.3%	24.7%	0.3%
Harmon	17.1	48.3	20.4%	8.5	5.5%	15.1%	15.4%
Harper	766.0	191.5	26.6%	5.8	6.1%	8.9%	17.8%
Haskell	42.0	99.5	35.2%	9.2	9.8%	9.6%	0.0%
Hughes	12.1	128.0	27.8%	9.8	8.5%	11.2%	1.2%
Jackson	24.5	163.8	41.5%	7.6	9.4%	13.8%	5.0%
Jefferson	27.5	115.3	29.6%	7.1	9.6%	12.1%	0.9%
Johnston	25.3	123.8	36.6%	8.2	9.9%	7.7%	0.6%
Kay	11.7	70.6	50.3%	9.8	10.1%	11.3%	3.1%
Kingfisher	48.3	229.5	28.0%	6.3	5.8%	10.3%	10.5%
Kiowa	13.8	66.4	40.6%	9.5	7.9%	8.0%	1.5%
Latimer	65.8	72.0	25.2%	5.9	7.3%	16.4%	0.1%
Le Flore	17.4	167.0	30.6%	9.2	12.6%	12.0%	4.4%

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# Indicators Displayed in Maps

## Educational Attainment and Program Information by County

continued from previous page

County	Suspensions to Student Ratio	Juvenile Offenders	Percent on Reading Remediation	Average Days Absent per Student	Mobility Rate	Gifted and Talented Students	English Language Learners
Lincoln	17.0	172.3	30.3%	9.0	7.6%	10.9%	0.0%
Logan	11.5	44.5	38.3%	10.2	9.0%	5.8%	2.9%
Love	23.8	234.6	37.8%	9.6	8.2%	15.1%	13.5%
Major	52.3	98.1	32.4%	6.7	10.4%	11.7%	5.6%
Marshall	12.0	122.7	21.6%	9.2	22.8%	10.7%	9.5%
Mayes	24.2	209.6	34.3%	9.6	6.6%	11.2%	0.9%
McClain	25.4	207.9	23.5%	7.7	6.6%	12.4%	3.9%
McCurtain	30.3	83.4	30.6%	8.4	6.9%	16.9%	3.1%
McIntosh	16.2	77.6	40.3%	10.3	14.9%	13.2%	0.2%
Murray	29.0	94.3	31.3%	7.7	6.8%	10.2%	2.2%
Muskogee	10.7	97.7	46.1%	9.6	7.1%	15.0%	2.5%
Noble	13.3	106.8	44.5%	8.4	7.0%	12.1%	0.9%
Nowata	14.4	72.5	36.5%	9.0	7.1%	10.4%	0.3%
Okfuskee	12.5	214.3	40.7%	9.4	10.8%	16.2%	0.4%
Oklahoma	8.3	253.2	46.5%	9.9	9.7%	14.4%	15.4%
Okmulgee	14.6	250.9	42.5%	9.8	11.5%	11.3%	0.4%
Osage	16.4	113.1	42.2%	9.4	8.2%	9.6%	0.8%
Ottawa	19.1	67.6	35.1%	9.5	7.1%	14.5%	4.9%
Pawnee	15.1	119.0	49.5%	10.8	9.3%	13.6%	0.3%
Payne	37.4	104.1	38.0%	8.7	7.5%	17.9%	2.9%
Pittsburg	15.8	134.4	39.3%	9.9	7.6%	11.4%	1.5%
Pontotoc	51.6	69.3	30.4%	8.4	10.1%	15.1%	2.1%
Pottawatomie	15.0	78.6	36.2%	9.3	9.3%	16.0%	1.7%
Pushmataha	52.6	125.6	33.5%	8.3	9.0%	12.3%	0.2%
Roger Mills	58.6	123.7	27.3%	7.8	5.7%	8.6%	0.6%
Rogers	17.8	133.9	40.6%	8.8	7.5%	12.6%	2.9%
Seminole	12.7	71.3	40.1%	9.9	12.4%	12.3%	0.4%
Sequoyah	23.5	80.8	38.2%	8.0	12.1%	12.3%	3.0%
Stephens	20.5	89.1	30.7%	10.0	9.4%	12.7%	3.2%
Texas	31.9	122.5	52.0%	6.9	6.2%	6.3%	31.4%
Tillman	7.2	110.8	45.5%	8.3	9.5%	11.8%	14.9%
Tulsa	10.4	105.7	43.3%	9.9	15.4%	14.9%	10.9%
Wagoner	27.3	156.6	52.8%	9.9	6.1%	10.1%	2.0%
Washington	41.9	68.1	34.6%	9.5	9.0%	17.7%	3.4%
Washita	43.5	167.4	40.0%	7.5	15.4%	16.0%	1.3%
Woods	38.8	151.0	37.5%	7.5	8.4%	23.7%	2.5%
Woodward	47.5	109.4	41.8%	7.1	5.3%	10.7%	7.0%
<b>State Summary</b>	<b>13.7</b>	<b>119.2</b>	<b>39.4%</b>	<b>9.4</b>	<b>10.3%</b>	<b>14.2%</b>	<b>7.2%</b>

Data Source: Oklahoma State Department of Education; Office of Educational Quality and Accountability;  
Oklahoma Office of Juvenile Affairs

# Indicators Displayed in Maps

## Program Information, Revenue, Expenditure, and CRT Scores by County

County	Special Education (Students on IEP)	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	3rd Gr. CRT Reading % Proficient or Above	3rd Gr. CRT Math % Proficient or Above	4th Gr. CRT Reading % Proficient or Above	4th Gr. CRT Math % Proficient or Above
Adair	19.7%	59.9%	\$9,487	79%	68%	69%	73%
Alfalfa	19.9%	44.0%	\$17,959	85%	87%	90%	100%
Atoka	25.3%	55.8%	\$9,925	91%	91%	85%	95%
Beaver	13.3%	34.1%	\$11,505	96%	90%	93%	96%
Beckham	14.5%	39.8%	\$7,906	89%	79%	85%	78%
Blaine	15.8%	31.3%	\$11,216	79%	70%	69%	78%
Bryan	19.6%	53.4%	\$8,358	90%	87%	86%	84%
Caddo	13.9%	48.6%	\$9,073	87%	76%	72%	77%
Canadian	13.4%	46.0%	\$7,852	88%	85%	87%	87%
Carter	16.2%	44.7%	\$8,854	82%	73%	76%	73%
Cherokee	17.0%	57.4%	\$9,180	87%	79%	80%	84%
Choctaw	22.7%	62.2%	\$9,104	79%	72%	72%	75%
Cimarron	16.0%	32.4%	\$12,170	86%	76%	89%	89%
Cleveland	16.0%	46.8%	\$7,789	89%	83%	84%	84%
Coal	28.2%	43.8%	\$10,835	90%	87%	80%	87%
Comanche	17.2%	53.4%	\$8,629	88%	76%	81%	82%
Cotton	16.4%	55.9%	\$8,233	96%	91%	84%	89%
Craig	22.2%	50.9%	\$9,226	82%	69%	81%	79%
Creek	17.4%	55.6%	\$8,167	81%	75%	80%	75%
Custer	13.1%	47.8%	\$8,689	91%	82%	79%	84%
Delaware	16.4%	45.3%	\$9,529	84%	78%	80%	84%
Dewey	15.2%	25.7%	\$12,979	87%	70%	68%	58%
Ellis	15.3%	34.5%	\$17,002	90%	81%	88%	83%
Garfield	13.9%	46.8%	\$8,793	83%	75%	83%	83%
Garvin	17.8%	46.3%	\$8,628	83%	78%	73%	70%
Grady	14.0%	47.1%	\$7,937	86%	80%	82%	80%
Grant	17.3%	21.3%	\$17,148	94%	94%	83%	91%
Greer	16.0%	64.6%	\$8,745	73%	68%	79%	87%
Harmon	17.0%	59.8%	\$9,410	81%	85%	65%	55%
Harper	13.7%	38.4%	\$10,209	89%	84%	69%	77%
Haskell	23.1%	61.1%	\$8,226	82%	71%	81%	80%
Hughes	23.2%	44.6%	\$9,187	90%	86%	81%	74%
Jackson	13.5%	61.2%	\$8,087	82%	79%	81%	85%
Jefferson	24.4%	62.6%	\$9,836	89%	85%	62%	65%
Johnston	21.6%	49.5%	\$9,068	81%	64%	66%	66%
Kay	17.8%	46.0%	\$8,641	84%	78%	78%	77%
Kingfisher	15.4%	37.8%	\$9,178	93%	95%	83%	85%
Kiowa	15.9%	47.6%	\$8,727	78%	59%	65%	69%
Latimer	19.6%	51.3%	\$9,060	87%	80%	65%	57%
Le Flore	16.4%	60.9%	\$8,385	85%	75%	74%	75%

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# Indicators Displayed in Maps

## Program Information, Revenue, Expenditure, and CRT Scores by County

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County	Special Education (Students on IEP)	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	3rd Gr. CRT Reading % Proficient or Above	3rd Gr. CRT Math % Proficient or Above	4th Gr. CRT Reading % Proficient or Above	4th Gr. CRT Math % Proficient or Above
Lincoln	15.4%	44.2%	\$8,288	88%	77%	85%	83%
Logan	15.3%	51.7%	\$7,729	72%	63%	76%	81%
Love	16.4%	46.1%	\$8,606	71%	54%	70%	70%
Major	18.3%	41.2%	\$9,808	86%	83%	85%	79%
Marshall	16.6%	47.7%	\$8,946	91%	88%	84%	90%
Mayes	18.1%	40.0%	\$9,048	87%	80%	79%	79%
McClain	14.8%	50.9%	\$8,089	90%	79%	85%	88%
McCurtain	16.7%	58.9%	\$9,105	82%	79%	76%	77%
McIntosh	22.5%	53.8%	\$9,160	84%	88%	81%	88%
Murray	16.7%	57.0%	\$7,457	94%	81%	81%	87%
Muskogee	16.2%	51.0%	\$8,342	83%	74%	77%	79%
Noble	16.3%	30.9%	\$9,730	93%	87%	94%	91%
Nowata	14.1%	56.2%	\$8,771	88%	76%	89%	91%
Okfuskee	22.9%	48.3%	\$10,288	75%	75%	54%	67%
Oklahoma	13.2%	41.6%	\$8,778	79%	70%	77%	74%
Okmulgee	18.1%	57.6%	\$8,530	78%	72%	76%	73%
Osage	19.3%	46.7%	\$8,942	81%	77%	76%	67%
Ottawa	16.7%	61.5%	\$8,061	80%	75%	78%	74%
Pawnee	17.9%	54.5%	\$8,026	77%	70%	73%	65%
Payne	15.8%	36.4%	\$9,268	86%	82%	89%	85%
Pittsburg	19.4%	50.1%	\$8,672	87%	82%	84%	83%
Pontotoc	17.7%	55.3%	\$8,422	85%	80%	84%	82%
Pottawatomie	16.0%	57.6%	\$7,942	80%	75%	77%	71%
Pushmataha	24.9%	65.3%	\$9,593	72%	67%	82%	79%
Roger Mills	16.4%	24.4%	\$20,240	91%	86%	84%	79%
Rogers	15.9%	43.5%	\$8,059	87%	80%	86%	83%
Seminole	19.4%	54.0%	\$8,671	73%	66%	67%	77%
Sequoyah	22.1%	62.0%	\$8,282	87%	86%	81%	84%
Stephens	13.2%	48.8%	\$8,125	87%	80%	81%	81%
Texas	12.2%	51.6%	\$8,400	82%	72%	77%	73%
Tillman	17.4%	58.0%	\$9,189	77%	65%	68%	76%
Tulsa	14.8%	40.8%	\$8,870	80%	72%	76%	74%
Wagoner	18.5%	56.9%	\$7,621	88%	81%	69%	72%
Washington	12.7%	48.3%	\$8,401	86%	80%	86%	84%
Washita	17.0%	47.8%	\$8,912	88%	80%	78%	84%
Woods	14.4%	31.7%	\$13,242	87%	86%	92%	90%
Woodward	13.8%	33.8%	\$10,253	85%	70%	84%	86%
<b>State Summary</b>	<b>15.6%</b>	<b>46.3%</b>	<b>\$8,681</b>	<b>82%</b>	<b>75%</b>	<b>78%</b>	<b>77%</b>

Data Source: Oklahoma State Department of Education

# Indicators Displayed in Maps

## CRT Scores by County

County	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	6th Gr. CRT Reading % Proficient or Above	6th Gr. CRT Math % Proficient or Above	7th Gr. CRT Reading % Proficient or Above
Adair	66%	62%	46%	59%	70%	75%	78%
Alfalfa	88%	89%	68%	92%	94%	100%	82%
Atoka	84%	81%	65%	87%	86%	88%	93%
Beaver	90%	74%	72%	84%	85%	83%	83%
Beckham	79%	81%	70%	78%	69%	64%	77%
Blaine	78%	65%	57%	68%	61%	74%	76%
Bryan	83%	83%	72%	90%	77%	80%	91%
Caddo	77%	78%	57%	71%	70%	72%	81%
Canadian	87%	88%	72%	85%	77%	83%	86%
Carter	87%	81%	70%	85%	72%	71%	78%
Cherokee	80%	84%	65%	74%	76%	82%	83%
Choctaw	77%	68%	52%	68%	67%	61%	66%
Cimarron	80%	90%	85%	75%	84%	60%	86%
Cleveland	88%	85%	72%	84%	83%	87%	87%
Coal	81%	96%	71%	82%	85%	87%	82%
Comanche	86%	86%	70%	78%	73%	79%	83%
Cotton	89%	94%	86%	74%	74%	71%	83%
Craig	77%	76%	68%	89%	72%	72%	81%
Creek	83%	79%	64%	81%	73%	76%	82%
Custer	82%	80%	71%	83%	78%	84%	84%
Delaware	84%	82%	69%	72%	70%	73%	82%
Dewey	79%	84%	69%	81%	71%	92%	72%
Ellis	83%	83%	66%	75%	94%	88%	76%
Garfield	85%	81%	69%	82%	70%	73%	82%
Garvin	77%	79%	61%	77%	78%	76%	87%
Grady	84%	80%	69%	86%	81%	84%	91%
Grant	62%	74%	59%	62%	73%	85%	80%
Greer	90%	79%	78%	86%	79%	86%	83%
Harmon	86%	86%	82%	86%	90%	95%	80%
Harper	92%	83%	59%	77%	85%	93%	82%
Haskell	78%	76%	63%	66%	77%	86%	78%
Hughes	82%	81%	62%	76%	86%	77%	84%
Jackson	82%	88%	64%	74%	75%	79%	81%
Jefferson	80%	65%	59%	69%	74%	73%	77%
Johnston	68%	53%	43%	56%	62%	50%	85%
Kay	78%	79%	59%	68%	77%	88%	88%
Kingfisher	86%	88%	74%	84%	80%	71%	94%
Kiowa	70%	68%	53%	67%	68%	80%	85%
Latimer	74%	76%	67%	70%	79%	84%	85%
Le Flore	79%	77%	62%	74%	76%	74%	84%

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# Indicators Displayed in Maps

## CRT Scores by County

continued from previous page

County	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	6th Gr. CRT Reading % Proficient or Above	6th Gr. CRT Math % Proficient or Above	7th Gr. CRT Reading % Proficient or Above
Lincoln	85%	83%	57%	78%	77%	77%	81%
Logan	78%	81%	61%	75%	67%	80%	85%
Love	74%	75%	59%	68%	68%	80%	75%
Major	75%	82%	71%	77%	78%	80%	79%
Marshall	87%	91%	74%	88%	75%	77%	88%
Mayes	83%	85%	63%	76%	76%	79%	86%
McClain	85%	88%	71%	81%	87%	85%	90%
McCurtain	79%	78%	62%	75%	74%	76%	83%
McIntosh	82%	79%	61%	82%	69%	75%	84%
Murray	84%	66%	60%	82%	82%	73%	86%
Muskogee	81%	80%	60%	74%	76%	77%	82%
Noble	76%	70%	55%	70%	75%	71%	78%
Nowata	86%	90%	64%	85%	79%	90%	75%
Okfuskee	68%	58%	49%	59%	57%	60%	73%
Oklahoma	82%	79%	64%	76%	72%	74%	81%
Okmulgee	76%	65%	63%	73%	60%	65%	75%
Osage	77%	68%	53%	63%	75%	85%	83%
Ottawa	81%	76%	65%	80%	74%	72%	85%
Pawnee	79%	89%	62%	81%	66%	64%	80%
Payne	83%	87%	76%	84%	84%	85%	86%
Pittsburg	79%	79%	61%	70%	79%	84%	85%
Pontotoc	83%	83%	66%	81%	78%	81%	85%
Pottawatomie	77%	67%	58%	67%	70%	75%	83%
Pushmataha	76%	81%	64%	61%	71%	80%	81%
Roger Mills	88%	92%	76%	81%	83%	80%	90%
Rogers	87%	83%	67%	83%	76%	83%	85%
Seminole	74%	79%	57%	66%	70%	79%	78%
Sequoyah	76%	80%	62%	73%	78%	74%	86%
Stephens	86%	84%	68%	83%	72%	78%	78%
Texas	74%	79%	53%	75%	65%	74%	79%
Tillman	95%	95%	74%	87%	59%	62%	70%
Tulsa	83%	77%	66%	78%	71%	73%	79%
Wagoner	78%	69%	59%	66%	81%	75%	85%
Washington	85%	86%	74%	84%	86%	86%	82%
Washita	88%	84%	73%	75%	81%	77%	84%
Woods	81%	83%	68%	83%	84%	78%	81%
Woodward	81%	78%	56%	75%	64%	72%	80%
<b>State Summary</b>	<b>82%</b>	<b>79%</b>	<b>65%</b>	<b>77%</b>	<b>74%</b>	<b>76%</b>	<b>82%</b>

Data Source: Oklahoma State Department of Education

# Indicators Displayed in Maps

## CRT and EOI Scores by County

County	7th Gr. CRT Math % Proficient or Above	7th Gr. CRT Geography % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT U.S. History % Proficient or Above	Algebra I EOI % Proficient or Above
Adair	77%	51%	78%	75%	56%	53%	78%
Alfalfa	89%	73%	89%	77%	62%	71%	81%
Atoka	93%	75%	90%	68%	71%	62%	73%
Beaver	72%	79%	87%	70%	62%	51%	87%
Beckham	75%	66%	86%	57%	71%	58%	91%
Blaine	75%	70%	75%	76%	67%	55%	85%
Bryan	83%	66%	91%	75%	67%	65%	87%
Caddo	71%	63%	82%	58%	61%	55%	84%
Canadian	86%	82%	92%	82%	76%	80%	89%
Carter	70%	55%	86%	60%	64%	60%	81%
Cherokee	81%	67%	89%	62%	61%	61%	86%
Choctaw	52%	34%	76%	33%	44%	40%	65%
Cimarron	78%	83%	73%	46%	35%	48%	80%
Cleveland	81%	78%	90%	70%	75%	77%	92%
Coal	82%	71%	98%	65%	81%	62%	88%
Comanche	80%	65%	89%	66%	67%	68%	84%
Cotton	73%	60%	88%	78%	57%	65%	85%
Craig	61%	46%	87%	68%	74%	62%	90%
Creek	78%	67%	87%	68%	62%	63%	79%
Custer	82%	68%	94%	74%	67%	64%	82%
Delaware	73%	63%	87%	57%	61%	60%	89%
Dewey	78%	65%	83%	47%	71%	40%	77%
Ellis	66%	61%	95%	66%	85%	49%	82%
Garfield	71%	61%	87%	59%	65%	66%	80%
Garvin	78%	57%	92%	73%	70%	64%	84%
Grady	82%	73%	92%	71%	71%	69%	89%
Grant	71%	53%	78%	55%	65%	46%	85%
Greer	88%	55%	94%	69%	65%	62%	100%
Harmon	85%	35%	79%	39%	39%	29%	55%
Harper	92%	77%	84%	75%	72%	68%	90%
Haskell	75%	40%	82%	70%	50%	50%	75%
Hughes	73%	61%	82%	38%	51%	44%	71%
Jackson	83%	51%	89%	76%	60%	57%	84%
Jefferson	73%	63%	78%	31%	44%	53%	67%
Johnston	76%	51%	86%	72%	67%	55%	76%
Kay	91%	75%	88%	73%	59%	60%	75%
Kingfisher	90%	74%	95%	75%	78%	74%	87%
Kiowa	81%	48%	93%	63%	69%	51%	77%
Latimer	82%	85%	84%	82%	75%	76%	83%
Le Flore	76%	60%	84%	58%	60%	56%	77%

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# Indicators Displayed in Maps

## CRT and EOI Scores by County

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County	7th Gr. CRT Math % Proficient or Above	7th Gr. CRT Geography % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT U.S. History % Proficient or Above	Algebra I EOI % Proficient or Above
Lincoln	76%	66%	84%	64%	61%	63%	84%
Logan	80%	61%	88%	73%	64%	64%	90%
Love	69%	62%	81%	60%	63%	69%	75%
Major	86%	56%	95%	70%	62%	62%	87%
Marshall	82%	63%	91%	90%	62%	81%	84%
Mayes	82%	64%	87%	67%	63%	62%	84%
McClain	86%	75%	90%	76%	77%	71%	93%
McCurtain	77%	51%	88%	69%	65%	53%	79%
McIntosh	80%	61%	82%	61%	55%	47%	80%
Murray	78%	70%	81%	47%	74%	72%	87%
Muskogee	72%	61%	85%	65%	66%	63%	68%
Noble	70%	56%	86%	70%	71%	73%	87%
Nowata	71%	61%	74%	65%	53%	53%	80%
Okfuskee	70%	45%	85%	70%	50%	37%	73%
Oklahoma	74%	67%	84%	65%	65%	67%	85%
Okmulgee	73%	56%	79%	60%	49%	52%	80%
Osage	74%	59%	86%	64%	58%	58%	79%
Ottawa	73%	56%	84%	44%	54%	62%	78%
Pawnee	70%	76%	86%	56%	52%	55%	76%
Payne	86%	78%	94%	70%	73%	81%	87%
Pittsburg	78%	57%	86%	65%	64%	60%	87%
Pontotoc	82%	63%	89%	69%	66%	50%	91%
Pottawatomie	80%	62%	85%	58%	64%	59%	80%
Pushmataha	81%	66%	80%	73%	65%	50%	92%
Roger Mills	90%	79%	94%	74%	85%	79%	93%
Rogers	82%	68%	89%	71%	69%	68%	89%
Seminole	78%	49%	86%	72%	58%	57%	83%
Sequoyah	83%	66%	88%	67%	70%	68%	79%
Stephens	70%	56%	87%	63%	60%	66%	80%
Texas	74%	55%	87%	55%	59%	60%	77%
Tillman	72%	38%	79%	48%	53%	63%	77%
Tulsa	73%	69%	85%	55%	67%	66%	84%
Wagoner	79%	70%	86%	61%	64%	67%	87%
Washington	86%	73%	93%	80%	77%	70%	87%
Washita	81%	70%	89%	78%	67%	47%	91%
Woods	71%	49%	89%	47%	75%	74%	84%
Woodward	62%	57%	86%	56%	68%	53%	63%
<b>State Summary</b>	<b>76%</b>	<b>66%</b>	<b>86%</b>	<b>64%</b>	<b>66%</b>	<b>65%</b>	<b>83%</b>

Data Source: Oklahoma State Department of Education

# Indicators Displayed in Maps

## EOI Scores and High School Information by County

County	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology I EOI % Proficient or Above	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate
Adair	69%	59%	46%	62%	84%	75%	7.9%
Alfalfa	80%	59%	42%	88%	77%	79%	0.0%
Atoka	85%	82%	66%	88%	95%	80%	8.0%
Beaver	89%	59%	41%	58%	90%	89%	4.7%
Beckham	91%	81%	60%	83%	90%	90%	8.6%
Blaine	88%	54%	45%	74%	87%	93%	8.9%
Bryan	90%	74%	62%	76%	97%	87%	6.8%
Caddo	86%	61%	44%	61%	89%	82%	4.8%
Canadian	90%	76%	66%	85%	94%	91%	4.2%
Carter	84%	74%	53%	89%	89%	87%	5.3%
Cherokee	88%	67%	64%	84%	92%	81%	8.0%
Choctaw	74%	47%	30%	48%	90%	72%	3.3%
Cimarron	92%	62%	50%	53%	86%	89%	0.0%
Cleveland	90%	78%	66%	86%	90%	92%	6.8%
Coal	85%	77%	46%	71%	87%	96%	1.4%
Comanche	87%	69%	52%	72%	94%	87%	4.7%
Cotton	82%	67%	36%	75%	91%	81%	3.8%
Craig	91%	67%	65%	83%	92%	91%	4.4%
Creek	82%	62%	55%	72%	91%	83%	9.7%
Custer	89%	69%	47%	70%	93%	92%	2.3%
Delaware	83%	66%	41%	60%	93%	86%	7.9%
Dewey	93%	63%	48%	79%	92%	90%	6.5%
Ellis	80%	43%	56%	53%	88%	74%	5.3%
Garfield	85%	70%	53%	57%	88%	84%	8.8%
Garvin	88%	65%	61%	82%	94%	92%	4.1%
Grady	88%	69%	61%	81%	95%	87%	2.8%
Grant	89%	64%	50%	49%	100%	76%	3.7%
Greer	76%	74%	27%	79%	100%	91%	1.3%
Harmon	67%	69%	63%	68%	79%	55%	0.0%
Harper	83%	85%	61%	83%	100%	92%	0.0%
Haskell	86%	64%	32%	69%	94%	77%	5.1%
Hughes	78%	41%	39%	56%	86%	75%	4.0%
Jackson	90%	58%	34%	72%	93%	85%	4.0%
Jefferson	87%	67%	61%	76%	89%	90%	8.2%
Johnston	87%	66%	59%	70%	94%	77%	3.3%
Kay	86%	57%	41%	43%	88%	86%	6.9%
Kingfisher	88%	66%	53%	72%	93%	89%	0.4%
Kiowa	87%	54%	58%	73%	100%	96%	2.6%
Latimer	86%	60%	49%	72%	92%	85%	6.5%
Le Flore	82%	54%	43%	57%	88%	79%	5.7%

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# Indicators Displayed in Maps

## EOI Scores and High School Information by County

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County	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology I EOI % Proficient or Above	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate
Lincoln	89%	65%	62%	75%	95%	88%	5.2%
Logan	82%	70%	36%	59%	86%	87%	7.7%
Love	80%	62%	40%	64%	96%	71%	11.1%
Major	81%	52%	32%	62%	85%	94%	5.7%
Marshall	82%	63%	46%	81%	97%	72%	5.1%
Mayer	85%	62%	66%	80%	95%	92%	9.9%
McClain	88%	74%	54%	84%	93%	93%	4.6%
McCurtain	84%	60%	45%	67%	89%	80%	4.1%
McIntosh	82%	57%	52%	48%	88%	85%	6.8%
Murray	89%	75%	62%	82%	95%	83%	2.5%
Muskogee	83%	60%	46%	75%	86%	81%	9.5%
Noble	90%	74%	58%	90%	86%	91%	2.4%
Nowata	83%	61%	46%	62%	89%	78%	1.9%
Okfuskee	90%	54%	53%	64%	85%	67%	8.7%
Oklahoma	87%	74%	59%	83%	90%	84%	8.3%
Okmulgee	79%	57%	38%	64%	88%	80%	4.2%
Osage	85%	58%	42%	52%	87%	71%	6.7%
Ottawa	81%	64%	54%	65%	92%	83%	5.0%
Pawnee	82%	60%	52%	84%	89%	85%	6.0%
Payne	89%	80%	69%	81%	93%	94%	4.9%
Pittsburg	84%	73%	48%	85%	91%	82%	10.7%
Pontotoc	88%	74%	48%	76%	93%	91%	6.8%
Pottawatomie	84%	65%	54%	80%	92%	87%	8.0%
Pushmataha	86%	60%	54%	75%	99%	80%	2.3%
Roger Mills	90%	76%	71%	77%	98%	89%	3.5%
Rogers	85%	72%	55%	72%	93%	88%	5.5%
Seminole	80%	59%	44%	78%	91%	78%	4.1%
Sequoyah	88%	68%	57%	82%	91%	89%	7.9%
Stephens	83%	65%	43%	66%	94%	87%	3.9%
Texas	88%	68%	35%	58%	91%	91%	8.7%
Tillman	84%	43%	62%	86%	82%	84%	7.8%
Tulsa	85%	70%	56%	76%	90%	84%	10.3%
Wagoner	85%	68%	52%	67%	90%	83%	5.7%
Washington	90%	83%	64%	84%	95%	91%	5.7%
Washita	83%	64%	54%	86%	98%	95%	3.1%
Woods	79%	76%	53%	-4%	92%	67%	8.1%
Woodward	78%	63%	55%	69%	92%	83%	6.4%
<b>State Summary</b>	<b>86%</b>	<b>65%</b>	<b>55%</b>	<b>75%</b>	<b>91%</b>	<b>85%</b>	<b>7.2%</b>

Data Source: Oklahoma State Department of Education

# Indicators Displayed in Maps

## High School and College Information by County

County	Average Freshman Graduation Rate	Senior Graduation Rate	Avg. ACT Oklahoma Public HS Graduates	Senior GPA	Career Tech Program Participation Rate	Public HS Graduates Completing Coll. Curr.	Public HS Graduates to Out-of-State Colleges
Adair	79.6%	98.6%	17.3	3.00	45.0%	86.5%	2.2%
Alfalfa	107.3%	100.0%	19.7	3.49	68.7%	84.4%	0.0%
Atoka	89.6%	96.2%	19.0	3.14	65.3%	84.0%	1.3%
Beaver	88.0%	96.8%	19.5	3.32	17.9%	98.4%	31.2%
Beckham	82.0%	98.5%	19.9	3.30	61.6%	36.0%	3.7%
Blaine	80.7%	97.9%	19.7	3.12	88.4%	72.8%	2.2%
Bryan	76.0%	97.9%	20.8	3.07	72.4%	90.2%	4.6%
Caddo	89.5%	98.4%	19.0	3.16	60.3%	75.8%	2.8%
Canadian	97.3%	99.3%	21.8	3.09	45.6%	73.9%	5.1%
Carter	81.1%	98.7%	19.6	3.03	45.7%	76.0%	1.8%
Cherokee	80.9%	97.9%	20.7	3.08	47.0%	63.6%	5.3%
Choctaw	80.0%	97.4%	18.1	3.43	65.0%	70.8%	2.0%
Cimarron	95.3%	100.0%	19.8	3.14	46.2%	87.8%	29.3%
Cleveland	81.3%	98.6%	22.2	3.04	41.6%	76.2%	7.6%
Coal	85.5%	100.0%	20.2	3.17	66.2%	62.0%	0.0%
Comanche	80.0%	99.7%	20.4	3.06	40.9%	88.5%	9.8%
Cotton	90.1%	97.4%	19.6	3.24	63.6%	97.4%	11.8%
Craig	73.8%	97.5%	19.8	2.98	67.5%	68.2%	5.6%
Creek	82.4%	96.8%	19.3	3.09	54.7%	73.4%	4.2%
Custer	98.2%	99.7%	20.3	2.94	58.4%	82.6%	0.9%
Delaware	85.5%	98.4%	19.5	2.92	55.6%	75.8%	8.6%
Dewey	91.1%	100.0%	19.1	3.33	87.7%	96.6%	1.7%
Ellis	93.6%	98.2%	18.9	3.26	60.3%	100.0%	3.8%
Garfield	85.9%	98.6%	20.9	2.98	47.5%	74.2%	3.6%
Garvin	90.4%	100.0%	20.5	3.25	53.1%	82.8%	0.9%
Grady	85.3%	99.8%	20.6	3.13	51.3%	87.7%	2.1%
Grant	93.4%	100.0%	21.2	3.41	82.4%	98.1%	5.8%
Greer	117.3%	100.0%	19.6	3.07	88.4%	71.4%	1.3%
Harmon	94.1%	100.0%	19.0	3.20	63.2%	100.0%	5.4%
Harper	86.0%	100.0%	19.7	3.42	87.2%	84.6%	7.7%
Haskell	89.2%	98.0%	18.5	3.38	65.2%	58.0%	2.6%
Hughes	81.8%	100.0%	18.8	3.23	56.3%	91.0%	0.0%
Jackson	85.3%	99.1%	20.8	3.10	62.3%	25.2%	5.9%
Jefferson	87.6%	100.0%	19.9	3.10	71.1%	83.3%	3.9%
Johnston	91.6%	99.2%	19.6	3.30	44.1%	92.1%	1.0%
Kay	84.2%	96.7%	20.6	2.89	49.5%	74.1%	5.8%
Kingfisher	98.5%	99.6%	20.9	3.30	72.5%	91.3%	4.2%
Kiowa	87.6%	97.4%	18.7	3.06	55.7%	85.0%	3.5%
Latimer	91.5%	98.1%	19.8	3.07	53.4%	81.2%	1.0%
Le Flore	82.2%	98.4%	19.7	3.00	65.6%	77.3%	5.8%

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# Indicators Displayed in Maps

## High School and College Information by County

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County	Average Freshman Graduation Rate	Senior Graduation Rate	Avg. ACT Oklahoma Public HS Graduates	Senior GPA	Career Tech Program Participation Rate	Public HS Graduates Completing Coll. Curr.	Public HS Graduates to Out-of-State Colleges
Lincoln	94.4%	99.3%	20.7	3.19	64.1%	68.0%	1.9%
Logan	80.7%	98.0%	19.8	2.97	39.2%	90.6%	2.5%
Love	90.6%	98.3%	17.8	2.88	69.8%	96.4%	7.1%
Major	87.4%	98.8%	21.7	3.33	71.4%	98.8%	7.2%
Marshall	87.6%	100.0%	18.3	3.02	43.9%	82.3%	1.1%
Mayer	81.0%	96.7%	20.8	3.05	42.9%	88.1%	3.8%
McClain	88.1%	98.5%	21.2	3.24	53.2%	88.2%	3.2%
McCurtain	85.6%	98.8%	19.4	3.25	72.9%	80.5%	4.2%
McIntosh	70.0%	98.5%	18.5	2.96	74.6%	80.1%	2.6%
Murray	88.9%	99.4%	20.0	3.31	47.6%	92.4%	4.5%
Muskogee	81.1%	98.9%	19.7	3.18	56.3%	79.6%	9.2%
Noble	86.8%	98.4%	20.9	3.12	68.0%	90.9%	4.1%
Nowata	96.7%	99.4%	18.5	2.99	48.7%	94.3%	19.1%
Okfuskee	37.8%	96.1%	18.1	3.07	65.3%	85.0%	1.4%
Oklahoma	78.7%	97.8%	20.6	3.10	47.9%	86.7%	8.0%
Okmulgee	85.3%	98.3%	18.9	3.21	44.2%	95.1%	1.1%
Osage	81.0%	96.5%	19.2	3.05	59.3%	77.6%	5.6%
Ottawa	82.5%	99.0%	20.0	3.03	60.4%	78.0%	7.0%
Pawnee	78.5%	97.5%	20.7	2.95	75.2%	79.8%	3.8%
Payne	92.8%	99.3%	21.8	3.26	45.2%	81.7%	11.7%
Pittsburg	76.6%	98.6%	20.0	3.02	59.4%	89.2%	4.9%
Pontotoc	85.0%	97.8%	20.5	3.26	73.0%	85.3%	3.0%
Pottawatomie	80.9%	97.9%	19.6	2.81	43.6%	82.3%	2.0%
Pushmataha	85.8%	100.0%	19.5	3.09	85.4%	81.9%	0.8%
Roger Mills	91.7%	100.0%	20.1	3.33	67.3%	90.9%	5.5%
Rogers	83.8%	98.8%	20.5	3.09	55.1%	75.0%	5.9%
Seminole	79.2%	99.7%	19.4	3.16	57.0%	83.8%	1.0%
Sequoyah	81.8%	98.5%	19.9	3.21	67.4%	85.7%	6.1%
Stephens	91.0%	97.8%	19.7	3.19	57.0%	84.4%	3.5%
Texas	78.1%	98.8%	17.9	3.07	56.1%	98.8%	18.0%
Tillman	88.2%	100.0%	19.1	3.19	70.2%	79.3%	2.1%
Tulsa	83.6%	97.8%	21.6	3.01	37.2%	78.8%	7.0%
Wagoner	85.7%	99.3%	20.5	3.16	37.6%	82.3%	4.6%
Washington	84.4%	97.5%	21.5	3.23	28.6%	77.8%	7.2%
Washita	79.5%	99.2%	20.3	3.22	62.0%	92.9%	3.2%
Woods	82.5%	97.6%	21.1	3.23	75.0%	85.0%	3.8%
Woodward	85.7%	99.6%	19.6	3.15	69.9%	80.4%	2.7%
<b>State Summary</b>	<b>82.9%</b>	<b>98.3%</b>	<b>20.6</b>	<b>3.08</b>	<b>49.5%</b>	<b>80.8%</b>	<b>6.0%</b>

Data Source: Oklahoma State Department of Education; ACT, Inc.; Office of Educational Quality and Accountability; Oklahoma Department of Career and Technology Education

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# APPENDIX C

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

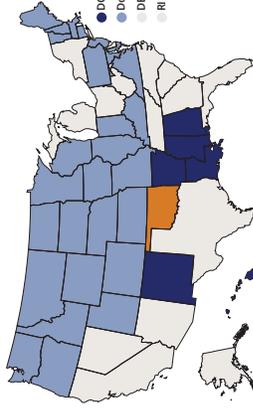
<b>1) INSTRUCTION</b>	INSTRUCTION (1000 Series)
<b>2) STUDENT SUPPORT</b>	SUPPORT SERVICES (2000 Series) SUPPORT SERVICES - STUDENTS (2100)
<b>3) INSTRUCTIONAL SUPPORT</b>	SUPPORT SERVICES (2000 Series) SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
<b>4) DISTRICT ADMINISTRATION</b>	SUPPORT SERVICES (2000 Series) SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
<b>5) SCHOOL ADMINISTRATION</b>	SUPPORT SERVICES (2000 Series) SUPPORT SERVICES - SCHOOL ADMINISTRATION (2400)
<b>6) DISTRICT SUPPORT</b>	SUPPORT SERVICES (2000 Series) CENTRAL SERVICES (2500) OPERATION AND MAINTENANCE OF PLANT SERVICES (2600) STUDENT TRANSPORTATION SERVICES (2700)
<b>7) DEBT SERVICE</b>	OTHER USES (5000 Series) DEBT SERVICE (5100)
<b>8) OTHER</b>	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 D

Overall Results

- In 2015, the average score of eighth-grade students in Oklahoma was 263. This was not significantly different from the average score of 264 for public school students in the nation.
- The average score for students in Oklahoma in 2015 (263) was not significantly different from their average score in 2013 (262) and in 1998 (265).
- The percentage of students in Oklahoma who performed at or above the NAEP Proficient level was 29 percent in 2015. This percentage was not significantly different from that in 2013 (29 percent) and in 1998 (30 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP Basic level was 76 percent in 2015. This percentage was not significantly different from that in 2013 (75 percent) and was smaller than that in 1998 (80 percent).

Compare the Average Score in 2015 to Other States/Jurisdictions

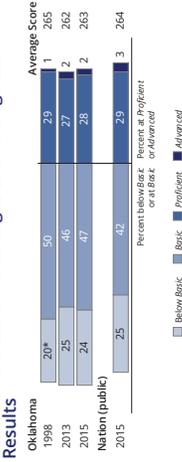


In 2015, the average score in Oklahoma (263) was

- lower than those in 28 states/jurisdictions
- higher than those in 7 states/jurisdictions
- not significantly different from those in 16 states/jurisdictions

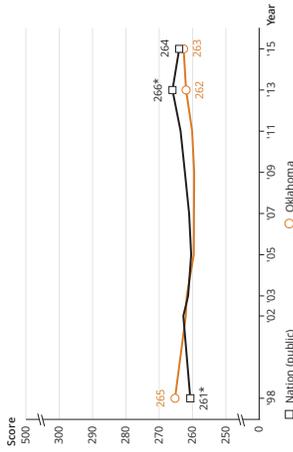
DoDEA = Department of Defense Education Activity (overseas and domestic schools)

Achievement-Level Percentages and Average Score Results



\* Significantly different ( $p < .05$ ) from state's results in 2015. Significance tests were performed using unrounded numbers.  
NOTE: Detail may not sum to totals because of rounding.

Average Scores for State/Jurisdiction and Nation (public)



\* Significantly different ( $p < .05$ ) from 2015. Significance tests were performed using unrounded numbers.

Score Gaps for Student Groups

- In 2015, Black students had an average score that was 23 points lower than that for White students. This performance gap was not significantly different from that in 1998 (16 points).
- In 2015, Hispanic students had an average score that was 11 points lower than that for White students. This performance gap was not significantly different from that in 1998 (14 points).
- In 2015, female students in Oklahoma had an average score that was higher than that for male students by 8 points.
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 17 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 1998 (13 points).

Reporting Groups	Percentage of students	Avg. score	Percentage at or above Basic	Percentage at or above Proficient	Advanced
White	50	268	81	35	2
Black	9	244	57	9	#
Hispanic	14	257	70	22	1
Asian	2	†	†	†	†
American Indian/Alaska Native	19	261	75	27	2
Native Hawaiian/Pacific Islander	#	†	†	†	†
Two or more races	6	263	78	30	2
Gender					
Male	51	259	73	25	1
Female	49	267	79	34	2
National School Lunch Program					
Eligible	57	255	69	21	1
Not eligible	43	272	85	41	3

# Reporting standards not met.  
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic individuals. Latino. Race categories exclude Hispanic origin.

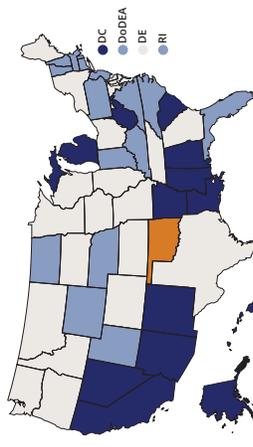
ies NATIONAL CENTER FOR EDUCATION STATISTICS  
INSTITUTE OF EDUCATION SCIENCES

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998-2015. Reading Assessments.

Overall Results

- In 2015, the average score of fourth-grade students in Oklahoma was 222. This was not significantly different from the average score of 221 for public school students in the nation.
- The average score for students in Oklahoma in 2015 (222) was higher than their average score in 2013 (217) and was not significantly different from their average score in 1998 (219).
- The percentage of students in Oklahoma who performed at or above the NAEP Proficient level was 33 percent in 2015. This percentage was not significantly different from that in 2013 (30 percent) and in 1998 (30 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP Basic level was 71 percent in 2015. This percentage was greater than that in 2013 (65 percent) and in 1998 (66 percent).

Compare the Average Score in 2015 to Other States/Jurisdictions

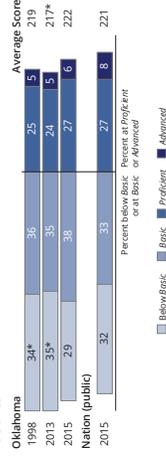


In 2015, the average score in Oklahoma (222) was

- lower than those in 17 states/jurisdictions
- higher than those in 14 states/jurisdictions
- not significantly different from those in 20 states/jurisdictions

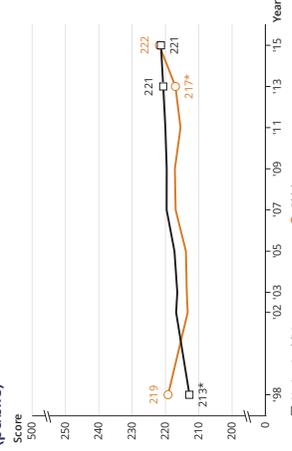
DoDEA = Department of Defense Education Activity (overseas and domestic schools)

Achievement-Level Percentages and Average Score Results



\* Significantly different ( $p < .05$ ) from state's results in 2015. Significance tests were performed using unrounded numbers.  
NOTE: Detail may not sum to totals because of rounding.

Average Scores for State/Jurisdiction and Nation (public)



\* Significantly different ( $p < .05$ ) from 2015. Significance tests were performed using unrounded numbers.

Score Gaps for Student Groups

- In 2015, Black students had an average score that was 21 points lower than that for White students. This performance gap was not significantly different from that in 1998 (30 points).
- In 2015, Hispanic students had an average score that was 14 points lower than that for White students. This performance gap was not significantly different from that in 1998 (21 points).
- In 2015, female students in Oklahoma had an average score that was higher than that for male students by 6 points.
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 20 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 1998 (23 points).

Reporting Groups	Percentage of students	Avg. score	Percentage at or above Basic	Percentage at or above Proficient	Advanced
White	52	226	76	37	6
Black	9	205	50	17	3
Hispanic	16	213	60	21	3
Asian	2	†	†	†	†
American Indian/Alaska Native	14	223	73	33	6
Native Hawaiian/Pacific Islander	#	†	†	†	†
Two or more races	7	225	72	36	7
Gender					
Male	52	219	68	30	5
Female	48	225	74	35	6
National School Lunch Program					
Eligible	61	214	62	23	3
Not eligible	38	224	84	48	10

# Reporting standards not met.  
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic individuals. Latino. Race categories exclude Hispanic origin.

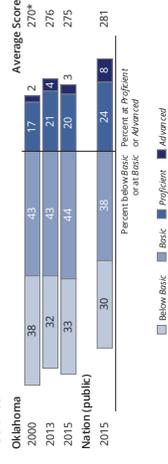
ies NATIONAL CENTER FOR EDUCATION STATISTICS  
INSTITUTE OF EDUCATION SCIENCES

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998-2015. Reading Assessments.

Overall Results

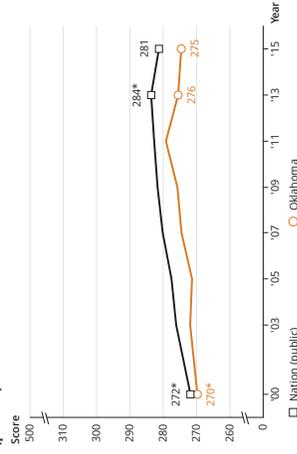
- In 2015, the average score of eighth-grade students in Oklahoma was 275. This was lower than the average score of 281 for public school students in the nation.
- The average score for students in Oklahoma in 2015 (275) was not significantly different from their average score in 2013 (276) and was higher than their average score in 2000 (270).
- The percentage of students in Oklahoma who performed at or above the NAEP Proficient level was 23 percent in 2015. This percentage was not significantly different from that in 2013 (25 percent) and was greater than that in 2000 (18 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP Basic level was 67 percent in 2015. This percentage was not significantly different from that in 2013 (68 percent) and in 2000 (62 percent).

Achievement-Level Percentages and Average Score Results



\* Significantly different ( $p < .05$ ) from state's results in 2015. Significance tests were performed using percentages. NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2015 to Other States/Jurisdictions



\* Significantly different ( $p < .05$ ) from 2015. Significance tests were performed using unrounded numbers.

Score Gaps for Student Groups

- In 2015, Black students had an average score that was 21 points lower than that for White students. This performance gap was not significantly different from that in 2000 (29 points).
- In 2015, Hispanic students had an average score that was 15 points lower than that for White students. This performance gap was not significantly different from that in 2000 (14 points).
- In 2015, male students in Oklahoma had an average score that was not significantly different from that for female students.
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 21 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2000 (19 points).

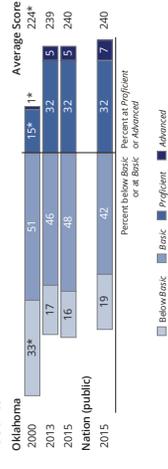
Reporting Groups	Percentage of students	Avg. score	Percentage at or above score	Advanced
White	50	281	75	29
Black	9	260	47	8
Hispanic	14	266	58	14
Asian	2	†	†	†
American Indian/Alaska Native	19	269	61	18
Native Hawaiian/Pacific Islander	6	†	†	†
Two or more races	6	273	64	23
Gender				
Male	50	275	67	25
Female	50	274	67	21
National School Lunch Program				
Eligible	56	265	57	13
Not eligible	44	287	80	35

† Reporting standards not met. NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic individuals. Race categories exclude Hispanic origin.

Overall Results

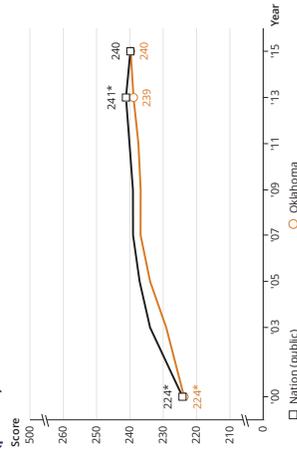
- In 2015, the average score of fourth-grade students in Oklahoma was 240. This was not significantly different from the average score of 240 for public school students in the nation.
- The average score for students in Oklahoma in 2015 (240) was not significantly different from their average score in 2013 (239) and was higher than their average score in 2000 (224).
- The percentage of students in Oklahoma who performed at or above the NAEP Proficient level was 37 percent in 2015. This percentage was not significantly different from that in 2013 (36 percent) and was greater than that in 2000 (16 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP Basic level was 84 percent in 2015. This percentage was not significantly different from that in 2013 (83 percent) and was greater than that in 2000 (67 percent).

Achievement-Level Percentages and Average Score Results



\* Significantly different ( $p < .05$ ) from state's results in 2015. Significance tests were performed using percentages. NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2015 to Other States/Jurisdictions



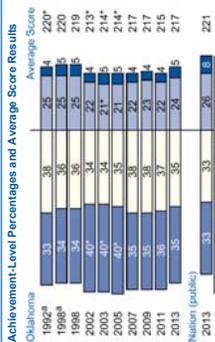
\* Significantly different ( $p < .05$ ) from 2015. Significance tests were performed using unrounded numbers.

Score Gaps for Student Groups

- In 2015, Black students had an average score that was 22 points lower than that for White students. This performance gap was not significantly different from that in 2000 (24 points).
- In 2015, Hispanic students had an average score that was 13 points lower than that for White students. This performance gap was not significantly different from that in 2000 (18 points).
- In 2015, male students in Oklahoma had an average score that was higher than that for female students by 4 points.
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 19 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2000 (18 points).

Reporting Groups	Percentage of students	Avg. score	Percentage at or above score	Advanced
White	52	245	90	44
Black	9	223	67	15
Hispanic	16	232	77	27
Asian	2	†	†	†
American Indian/Alaska Native	14	235	81	28
Native Hawaiian/Pacific Islander	7	†	†	†
Two or more races	7	242	88	41
Gender				
Male	52	242	86	40
Female	48	238	83	34
National School Lunch Program				
Eligible	62	232	79	25
Not eligible	38	252	93	50

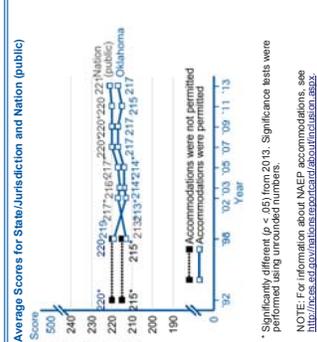
† Reporting standards not met. NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic individuals. Race categories exclude Hispanic origin.



**Overall Results**

- In 2013, the average score of fourth-grade students in Oklahoma was 217. This was lower than the average score of 221 for public school students in the nation.
- The average score for students in Oklahoma in 2013 (217) was not significantly different from their average score in 2011 (215) and was lower than their average score in 1992 (220).
- The score gap between higher performing students in Oklahoma (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 45 points in 2013. This performance gap was not significantly different from that in 1992 (41 points).
- The percentage of students in Oklahoma who performed at or above the NAEP Proficient level was 30 percent in 2013. This percentage was not significantly different from that in 2011 (27 percent) and in 1992 (29 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP Basic level was 65 percent in 2013. This percentage was not significantly different from that in 2011 (64 percent) and in 1992 (67 percent).

NOTE: Detail may not sum to totals because of rounding.



**Compare the Average Score in 2013 to Other States/Jurisdictions**

- In 2013, the average score in **Oklahoma** (217) was
  - lower than those in 30 states/jurisdictions
  - higher than those in 7 states/jurisdictions
  - not significantly different from those in 14 states/jurisdictions

Legend: District of Columbia, DODEA\*, Department of Defense Education Activity (overseas and domestic schools).

\* Significantly different ( $p < .05$ ) from state's results in 2013. Significance tests were performed using unrounded numbers.  
 \* Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/ipeds/datacenter/about/inclusion.asp>.

NOTE: Detail may not sum to totals because of rounding.

**Score Gaps for Student Groups**

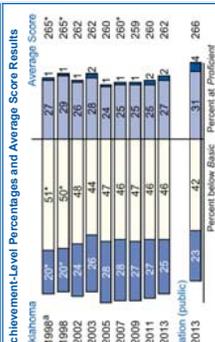
- In 2013, Black students had an average score that was 23 points lower than White students. This performance gap was not significantly different from that in 1992 (22 points).
- In 2013, Hispanic students had an average score that was 19 points lower than White students. This performance gap was not significantly different from that in 1992 (16 points).
- In 2013, female students in Oklahoma had an average score that was higher than male students by 9 points.
- In 2013, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 22 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (23 points).

**Results for Student Groups in 2013**

Reporting Groups	Percent of students	Avg. score	Percent at or above Basic	Percent at Proficient	Percent at Advanced
Race/Ethnicity					
White	52	223	73	36	7
Black	11	201	46	14	2
Hispanic	14	204	51	17	2
Asian	2	228	73	41	12
American Indian/Alaska Native	15	217	66	30	5
Native Hawaiian/Pacific Islander	#	†	†	†	†
Two or more races	5	216	64	26	6
Gender					
Male	51	213	61	27	5
Female	49	221	69	33	6
National School Lunch Program					
Eligible	60	206	55	21	3
Not eligible	40	230	80	45	10

# Rounds to zero.  
 † Reporting standards not met.  
 \* NOTE: Detail may not sum to totals because of rounding, and because the information not available category for the National School Lunch Program, which includes students who are eligible for free/reduced-price school lunch. African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

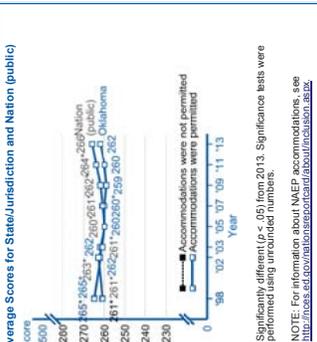
NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Information is available for the National Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2013 Reading Assessments.



**Overall Results**

- In 2013, the average score of eighth-grade students in Oklahoma was 262. This was lower than the average score of 266 for public school students in the nation.
- The average score for students in Oklahoma in 2013 (262) was not significantly different from their average score in 2011 (260) and was lower than their average score in 1988 (265).
- The score gap between higher performing students in Oklahoma (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 42 points in 2013. This performance gap was wider than that in 1988 (35 points).
- The percentage of students in Oklahoma who performed at or above the NAEP Proficient level was 29 percent in 2013. This percentage was not significantly different from that in 2011 (27 percent) and in 1998 (30 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP Basic level was 75 percent in 2013. This percentage was not significantly different from that in 2011 (73 percent) and was smaller than that in 1988 (80 percent).

NOTE: Detail may not sum to totals because of rounding.



**Compare the Average Score in 2013 to Other States/Jurisdictions**

- In 2013, the average score in **Oklahoma** (262) was
  - lower than those in 35 states/jurisdictions
  - higher than those in 6 states/jurisdictions
  - not significantly different from those in 10 states/jurisdictions

Legend: District of Columbia, DODEA\*, Department of Defense Education Activity (overseas and domestic schools).

\* Significantly different ( $p < .05$ ) from state's results in 2013. Significance tests were performed using unrounded numbers.  
 \* Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/ipeds/datacenter/about/inclusion.asp>.

NOTE: Detail may not sum to totals because of rounding.

**Score Gaps for Student Groups**

- In 2013, Black students had an average score that was 23 points lower than White students. This performance gap was not significantly different from that in 1998 (16 points).
- In 2013, Hispanic students had an average score that was 16 points lower than White students. This performance gap was not significantly different from that in 1998 (14 points).
- In 2013, female students in Oklahoma had an average score that was higher than male students by 7 points.
- In 2013, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 18 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (13 points).

**Results for Student Groups in 2013**

Reporting Groups	Percent of students	Avg. score	Percent at or above Basic	Percent at Proficient	Percent at Advanced
Race/Ethnicity					
White	54	268	81	35	3
Black	10	245	50	14	#
Hispanic	13	252	65	18	1
Asian	2	†	†	†	†
American Indian/Alaska Native	16	259	72	25	1
Native Hawaiian/Pacific Islander	#	†	†	†	†
Two or more races	5	260	76	25	1
Gender					
Male	50	258	72	25	1
Female	50	266	78	33	2
National School Lunch Program					
Eligible	53	254	67	20	1
Not eligible	47	271	84	38	3

# Rounds to zero.  
 † Reporting standards not met.  
 \* NOTE: Detail may not sum to totals because of rounding, and because the information not available category for the National School Lunch Program, which includes students who are eligible for free/reduced-price school lunch. African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Information is available for the National Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990-2013 Reading Assessments.



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# APPENDIX E

# School District Indicators

## Socioeconomic Conditions

County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Adair	Cave Springs	\$10,822	91.8%	\$50,982	21.6%	29.9%	18.1%
Adair	Dahlongeah	\$11,678	100.0%	\$33,684	36.1%	39.2%	FTR
Adair	Greasy	\$18,966	87.8%	\$41,452	21.7%	20.0%	FTR
Adair	Maryetta	\$5,490	78.0%	\$46,909	25.8%	42.0%	4.5%
Adair	Peavine	\$25,100	90.5%	\$46,992	21.1%	26.8%	28.0%
Adair	Rocky Mountain	\$6,974	77.7%	\$48,152	20.8%	40.3%	10.4%
Adair	Stilwell	\$22,851	89.5%	\$38,662	31.4%	38.2%	7.7%
Adair	Watts	\$30,906	80.1%	\$40,895	28.3%	38.3%	13.1%
Adair	Westville	\$22,297	79.0%	\$47,925	24.3%	36.9%	9.3%
Adair	Zion	\$10,180	80.7%	\$58,882	14.6%	14.1%	6.6%
Alfalfa	Burlington	\$224,151	43.0%	\$123,968	7.0%	13.2%	2.3%
Alfalfa	Cherokee	\$83,544	52.6%	\$79,034	16.6%	35.5%	6.9%
Alfalfa	Timberlake	\$134,781	51.1%	\$56,230	13.0%	30.0%	7.1%
Atoka	Atoka	\$31,490	72.6%	\$44,214	31.8%	47.9%	10.1%
Atoka	Caney	\$40,666	83.0%	\$44,737	20.7%	30.6%	10.8%
Atoka	Harmony	\$36,411	85.5%	\$60,017	16.8%	20.6%	9.6%
Atoka	Lane	\$27,823	74.7%	\$59,700	17.5%	32.8%	10.2%
Atoka	Stringtown	\$25,881	80.3%	\$52,268	9.5%	31.5%	10.2%
Atoka	Tushka	\$32,245	61.2%	\$51,928	17.4%	35.3%	5.2%
Beaver	Balko	\$434,601	41.4%	\$74,505	4.3%	18.5%	1.8%
Beaver	Beaver	\$81,147	59.4%	\$72,321	7.2%	16.8%	6.5%
Beaver	Forgan	\$202,953	58.5%	\$65,149	16.9%	43.3%	6.8%
Beaver	Turpin	\$77,371	60.0%	\$65,309	12.8%	18.8%	6.3%
Beckham	Elk City	\$53,130	58.4%	\$70,103	12.5%	40.5%	21.6%
Beckham	Erick	\$44,549	53.7%	\$51,438	23.9%	19.8%	9.8%
Beckham	Merritt	\$63,890	66.7%	\$115,206	5.9%	15.8%	4.4%
Beckham	Sayre	\$107,282	66.2%	\$62,404	16.7%	36.0%	11.0%
Blaine	Canton	\$134,684	60.9%	\$63,317	16.9%	24.7%	10.8%
Blaine	Geary	\$110,915	93.1%	\$61,355	20.1%	41.9%	6.0%
Blaine	Okeene	\$76,510	58.7%	\$56,344	9.2%	31.8%	3.7%
Blaine	Watonga	\$53,909	74.6%	\$53,328	22.2%	38.8%	8.4%
Bryan	Achille	\$92,131	75.6%	\$53,539	12.8%	28.3%	10.7%
Bryan	Bennington	\$126,962	83.2%	\$40,952	22.9%	29.7%	28.1%
Bryan	Caddo	\$32,909	75.9%	\$50,224	19.3%	34.3%	3.0%
Bryan	Calera	\$49,687	70.5%	\$57,695	11.5%	21.6%	9.7%
Bryan	Colbert	\$24,402	76.1%	\$48,570	16.1%	27.4%	8.0%
Bryan	Durant	\$34,807	72.0%	\$46,828	24.8%	37.9%	12.0%
Bryan	Rock Creek	\$43,734	74.3%	\$52,473	16.1%	20.5%	8.8%
Bryan	Silo	\$57,168	71.5%	\$64,349	11.1%	26.2%	9.4%
Caddo	Anadarko	\$17,880	85.1%	\$53,556	31.1%	43.8%	5.8%

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# School District Indicators

## Socioeconomic Conditions

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County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Caddo	Binger-Oney	\$57,565	70.0%	\$51,384	21.0%	19.1%	7.5%
Caddo	Boone-Apache	\$43,627	80.4%	\$57,878	16.7%	36.7%	5.0%
Caddo	Carnegie	\$29,746	83.9%	\$43,842	22.8%	32.8%	11.4%
Caddo	Cement	\$31,418	80.8%	\$50,185	11.7%	18.9%	19.4%
Caddo	Cyril	\$18,897	68.3%	\$45,484	15.7%	15.9%	7.3%
Caddo	Fort Cobb-Broxton	\$25,788	77.9%	\$51,494	16.6%	30.6%	8.5%
Caddo	Gracemont	\$31,975	67.9%	\$58,214	17.9%	37.5%	14.7%
Caddo	Hinton	\$57,905	63.8%	\$61,148	17.4%	35.8%	40.3%
Caddo	Hydro-Eakly	\$51,092	60.5%	\$56,447	13.8%	22.7%	7.0%
Caddo	Lookeba Sickles	\$26,738	80.0%	\$57,174	11.6%	25.0%	3.0%
Canadian	Banner	\$279,469	42.2%	\$96,095	8.0%	21.3%	63.4%
Canadian	Calumet	\$281,840	74.1%	\$85,274	12.9%	33.1%	1.6%
Canadian	Darlington	\$123,821	86.1%	\$78,784	2.1%	4.2%	3.3%
Canadian	El Reno	\$24,895	68.0%	\$60,315	14.0%	37.0%	9.2%
Canadian	Maple	\$351,620	31.7%	\$86,805	9.8%	15.6%	4.7%
Canadian	Mustang	\$44,100	36.1%	\$80,463	6.1%	24.8%	5.0%
Canadian	Piedmont	\$43,119	20.2%	\$96,974	4.3%	16.4%	2.5%
Canadian	Riverside	\$201,696	77.5%	\$72,839	16.7%	36.9%	9.7%
Canadian	Union City	\$59,689	51.9%	\$79,770	6.1%	10.3%	42.6%
Canadian	Yukon	\$42,556	43.0%	\$77,883	5.6%	27.6%	6.4%
Carter	Ardmore	\$56,464	92.2%	\$52,524	20.3%	45.0%	14.1%
Carter	Dickson	\$31,329	58.2%	\$66,260	10.8%	28.3%	6.4%
Carter	Fox	\$95,352	85.5%	\$51,372	12.0%	13.8%	13.1%
Carter	Healdton	\$36,405	69.9%	\$48,794	16.0%	35.8%	10.8%
Carter	Lone Grove	\$25,908	49.0%	\$52,077	14.1%	27.4%	5.9%
Carter	Plainview	\$58,834	33.4%	\$84,584	8.2%	25.9%	6.7%
Carter	Springer	\$199,797	74.5%	\$52,768	11.7%	47.4%	15.7%
Carter	Wilson	\$26,762	71.2%	\$59,016	14.9%	20.2%	5.7%
Carter	Zaneis	\$31,304	83.7%	\$63,106	17.7%	19.4%	10.7%
Cherokee	Briggs	\$17,964	92.9%	\$46,853	22.6%	26.8%	11.6%
Cherokee	Grand View	\$21,028	84.0%	\$43,887	24.5%	47.4%	6.0%
Cherokee	Hulbert	\$21,549	70.8%	\$47,745	13.4%	33.3%	5.4%
Cherokee	Keys	\$38,129	67.7%	\$66,053	12.8%	23.5%	8.8%
Cherokee	Lowrey	\$33,256	87.7%	\$59,702	20.7%	18.8%	13.2%
Cherokee	Norwood	\$29,112	89.7%	\$58,163	15.3%	17.0%	12.2%
Cherokee	Peggs	\$21,697	77.0%	\$52,412	19.8%	17.0%	5.9%
Cherokee	Shady Grove	\$19,792	81.4%	\$51,171	19.8%	24.8%	15.7%
Cherokee	Tahlequah	\$24,896	74.1%	\$49,396	29.4%	51.1%	7.4%
Cherokee	Tenkiller	\$15,521	79.8%	\$44,604	16.1%	12.1%	8.2%
Cherokee	Woodall	\$10,039	68.1%	\$55,785	18.2%	29.5%	2.5%

continued on next page

# School District Indicators

## Socioeconomic Conditions

continued from previous page

County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Choctaw	Boswell	\$19,856	76.1%	\$36,950	26.5%	42.4%	51.2%
Choctaw	Fort Towson	\$38,224	83.6%	\$45,733	25.9%	34.6%	11.6%
Choctaw	Grant	-\$3	110.2%	\$41,321	23.7%	23.4%	FTR
Choctaw	Hugo	\$29,352	91.2%	\$43,122	34.5%	59.1%	10.0%
Choctaw	Soper	\$12,450	64.8%	\$48,373	17.1%	23.3%	7.4%
Choctaw	Swink	\$19,170	91.8%	\$50,831	20.7%	16.2%	FTR
Cimarron	Boise City	\$135,480	73.7%	\$62,631	20.8%	41.1%	4.6%
Cimarron	Felt	\$57,965	52.7%	\$69,535	14.0%	20.0%	0.0%
Cimarron	Keyes	\$170,144	63.9%	\$50,941	11.7%	0.0%	17.2%
Cleveland	Lexington	\$18,142	64.4%	\$57,688	13.2%	21.8%	6.3%
Cleveland	Little Axe	\$17,886	70.6%	\$59,388	11.5%	23.3%	7.7%
Cleveland	Moore	\$45,731	44.6%	\$74,645	8.4%	29.3%	7.4%
Cleveland	Noble	\$25,889	66.2%	\$61,828	13.8%	41.9%	6.3%
Cleveland	Norman	\$60,164	48.8%	\$71,495	17.9%	32.5%	8.8%
Cleveland	Robin Hill	\$24,818	39.5%	\$87,271	5.3%	6.5%	3.6%
Coal	Coalgate	\$111,856	81.6%	\$58,088	21.2%	51.1%	11.1%
Coal	Cottonwood	\$24,545	63.5%	\$66,733	16.0%	9.1%	16.9%
Coal	Tupelo	\$51,079	74.7%	\$51,086	23.6%	29.4%	11.9%
Comanche	Bishop	\$26,850	62.9%	\$61,105	18.6%	30.1%	12.0%
Comanche	Cache	\$61,263	42.9%	\$93,638	10.9%	26.1%	6.5%
Comanche	Chattanooga	\$44,812	46.9%	\$57,160	23.7%	30.5%	7.5%
Comanche	Elgin	\$31,327	33.0%	\$91,269	6.2%	18.8%	9.1%
Comanche	Fletcher	\$31,720	57.9%	\$68,626	15.3%	30.7%	4.6%
Comanche	Flower Mound	\$34,841	32.4%	\$72,572	7.2%	28.2%	3.6%
Comanche	Geronimo	\$55,083	71.7%	\$57,882	9.0%	42.3%	9.5%
Comanche	Indianapolis	\$26,046	70.1%	\$65,773	12.7%	30.0%	10.7%
Comanche	Lawton	\$30,828	66.5%	\$55,236	19.9%	43.1%	19.2%
Comanche	Sterling	\$25,450	50.2%	\$68,147	14.4%	33.3%	3.2%
Cotton	Big Pasture	\$47,245	58.4%	\$59,521	11.6%	27.9%	11.4%
Cotton	Temple	\$46,740	80.8%	\$48,281	22.2%	42.0%	16.5%
Cotton	Walters	\$25,388	60.2%	\$54,332	18.1%	34.2%	7.8%
Craig	Bluejacket	\$38,207	67.9%	\$51,605	12.4%	26.3%	8.5%
Craig	Ketchum	\$101,301	70.0%	\$53,585	23.1%	43.9%	6.1%
Craig	Vinita	\$32,667	70.3%	\$48,292	21.6%	43.3%	7.6%
Craig	Welch	\$40,865	50.4%	\$53,473	14.5%	22.9%	13.5%
Craig	White Oak	\$154,971	87.0%	\$52,769	14.5%	23.5%	13.3%
Creek	Allen-Bowden	\$50,670	78.2%	\$61,916	7.6%	18.9%	9.2%
Creek	Bristow	\$25,662	78.9%	\$52,274	20.4%	29.6%	6.6%
Creek	Depew	\$78,746	66.5%	\$59,588	10.5%	17.1%	11.1%
Creek	Drumright	\$35,121	82.0%	\$52,616	14.6%	44.1%	18.7%

continued on next page

# School District Indicators

## Socioeconomic Conditions

continued from previous page

County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Creek	Gypsy	\$58,290	93.9%	\$51,803	12.3%	24.4%	8.1%
Creek	Kellyville	\$34,081	70.3%	\$60,259	17.0%	31.6%	8.1%
Creek	Kiefer	\$57,572	50.9%	\$72,052	13.0%	28.0%	6.8%
Creek	Lone Star	\$7,984	55.3%	\$53,355	21.9%	36.3%	14.0%
Creek	Mannford	\$28,034	66.5%	\$58,558	13.0%	40.3%	5.0%
Creek	Mounds	\$28,463	73.1%	\$58,157	14.7%	45.5%	3.4%
Creek	Oilton	\$18,594	80.0%	\$45,553	20.0%	39.1%	13.1%
Creek	Olive	\$31,837	63.3%	\$60,251	17.0%	19.7%	4.6%
Creek	Pretty Water	\$34,208	66.0%	\$67,403	8.5%	24.5%	4.2%
Creek	Sapulpa	\$44,934	68.1%	\$62,075	14.5%	29.5%	8.3%
Custer	Arapaho-Butler	\$65,599	43.1%	\$63,223	13.6%	21.6%	4.4%
Custer	Clinton	\$32,999	82.0%	\$62,331	15.0%	40.6%	7.2%
Custer	Thomas-Fay-Custer	\$99,465	50.0%	\$67,157	19.1%	19.8%	6.0%
Custer	Weatherford	\$44,083	54.1%	\$59,883	17.7%	30.3%	5.1%
Delaware	Cleora	\$348,976	57.5%	\$60,049	17.4%	36.9%	1.6%
Delaware	Colcord	\$15,584	91.3%	\$42,311	21.2%	22.3%	10.0%
Delaware	Grove	\$84,959	62.1%	\$58,220	14.9%	37.3%	8.9%
Delaware	Jay	\$31,147	78.8%	\$43,602	30.7%	37.3%	8.8%
Delaware	Kansas	\$15,275	79.4%	\$48,605	22.4%	20.9%	8.7%
Delaware	Kenwood	\$6,570	78.2%	\$40,163	24.5%	33.3%	14.6%
Delaware	Leach	\$19,575	75.2%	\$47,608	18.2%	28.6%	6.0%
Delaware	Moseley	\$38,361	67.2%	\$44,645	14.2%	29.4%	6.5%
Delaware	Oaks-Mission	\$17,977	67.8%	\$49,149	20.0%	30.0%	28.2%
Dewey	Seiling	\$221,674	51.6%	\$71,953	14.0%	36.4%	8.1%
Dewey	Taloga	\$618,737	68.8%	\$87,871	12.0%	23.4%	9.5%
Dewey	Vici	\$57,622	49.9%	\$59,550	16.1%	27.3%	2.4%
Ellis	Arnett	\$138,363	48.1%	\$87,313	8.9%	25.5%	10.0%
Ellis	Fargo	\$200,557	75.4%	\$67,477	8.7%	8.3%	1.6%
Ellis	Gage	\$14,399	76.3%	\$50,675	21.5%	42.9%	FTR
Ellis	Shattuck	\$87,850	51.8%	\$62,732	18.4%	31.2%	1.8%
Garfield	Chisholm	\$64,524	30.3%	\$89,662	7.2%	17.7%	5.9%
Garfield	Covington-Douglas	\$101,810	69.9%	\$56,867	16.8%	34.4%	8.9%
Garfield	Drummond	\$42,485	48.9%	\$64,025	17.8%	22.8%	2.6%
Garfield	Enid	\$36,582	72.5%	\$59,926	13.6%	33.2%	10.5%
Garfield	Garber	\$123,215	51.5%	\$63,599	9.3%	16.0%	3.6%
Garfield	Kremlin-Hillsdale	\$100,554	39.1%	\$98,632	4.8%	6.5%	9.9%
Garfield	Pioneer-Pleasant Vale	\$177,151	59.7%	\$54,855	18.7%	41.6%	5.6%
Garfield	Waukomis	\$48,211	55.3%	\$60,584	13.6%	30.1%	12.0%
Garvin	Elmore City-Pernell	\$59,419	59.4%	\$63,597	15.0%	21.6%	9.6%
Garvin	Lindsay	\$63,679	55.7%	\$59,505	15.8%	25.4%	5.9%

continued on next page

# School District Indicators

## Socioeconomic Conditions

continued from previous page

County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Garvin	Maysville	\$43,524	75.2%	\$44,954	22.5%	30.2%	6.3%
Garvin	Paoli	\$29,664	74.1%	\$53,007	15.2%	18.4%	28.6%
Garvin	Pauls Valley	\$31,593	67.1%	\$52,454	21.0%	35.1%	9.4%
Garvin	Stratford	\$20,848	69.4%	\$46,285	22.9%	23.2%	4.9%
Garvin	Whitebead	\$33,937	58.2%	\$67,694	13.2%	28.7%	3.0%
Garvin	Wynnewood	\$133,734	58.9%	\$54,913	15.8%	31.1%	8.4%
Grady	Alex	\$281,649	77.7%	\$61,468	14.6%	14.3%	4.7%
Grady	Amber-Pocasset	\$62,023	61.0%	\$67,742	10.8%	16.0%	5.4%
Grady	Bridge Creek	\$27,332	46.3%	\$74,057	7.5%	26.7%	8.5%
Grady	Chickasha	\$35,495	74.2%	\$53,210	17.3%	34.1%	9.7%
Grady	Friend	\$51,416	63.7%	\$83,347	7.5%	26.3%	0.8%
Grady	Middleberg	\$68,872	49.0%	\$82,861	8.5%	18.3%	6.4%
Grady	Minco	\$114,376	56.9%	\$57,835	12.4%	23.4%	8.9%
Grady	Ninnekah	\$47,098	68.6%	\$69,560	16.7%	39.3%	8.7%
Grady	Pioneer	\$26,648	47.2%	\$62,589	20.6%	22.0%	2.3%
Grady	Rush Springs	\$48,457	63.0%	\$47,223	16.0%	32.2%	8.9%
Grady	Tuttle	\$41,141	27.1%	\$81,664	7.3%	18.5%	5.0%
Grady	Verden	\$35,417	71.5%	\$61,581	8.2%	18.2%	3.4%
Grant	Deer Creek-Lamont	\$154,908	51.9%	\$80,912	9.1%	40.0%	5.0%
Grant	Medford	\$360,727	61.2%	\$67,000	9.9%	32.5%	10.2%
Grant	Pond Creek-Hunter	\$184,139	59.7%	\$61,026	10.3%	26.9%	10.2%
Greer	Granite	\$34,289	64.9%	\$48,356	14.8%	31.7%	13.7%
Greer	Mangum	\$22,423	72.2%	\$51,241	14.8%	27.3%	6.3%
Harmon	Hollis	\$37,926	74.6%	\$48,638	17.3%	32.8%	5.5%
Harper	Buffalo	\$81,715	59.6%	\$50,268	11.4%	30.7%	7.1%
Harper	Laverne	\$94,620	55.0%	\$71,710	14.7%	17.9%	5.6%
Haskell	Keota	\$16,360	83.9%	\$48,385	20.1%	29.9%	13.5%
Haskell	Kinta	\$39,504	100.0%	\$46,937	22.4%	35.8%	FTR
Haskell	McCurtain	\$22,931	85.2%	\$45,290	24.5%	35.8%	16.5%
Haskell	Stigler	\$21,645	68.8%	\$44,695	19.3%	38.1%	8.0%
Haskell	Whitefield	\$21,265	65.9%	\$49,962	17.8%	25.6%	5.7%
Hughes	Calvin	\$186,528	82.0%	\$48,653	16.6%	31.7%	21.3%
Hughes	Holdenville	\$37,256	79.0%	\$45,457	19.6%	43.1%	8.5%
Hughes	Moss	\$65,451	60.4%	\$63,782	8.4%	8.5%	3.4%
Hughes	Stuart	\$88,918	75.2%	\$62,551	14.6%	28.4%	10.5%
Hughes	Wetumka	\$25,453	82.1%	\$44,977	20.5%	30.9%	6.4%
Jackson	Altus	\$30,131	62.1%	\$52,346	17.5%	36.1%	9.9%
Jackson	Blair	\$23,551	60.0%	\$67,619	16.0%	36.6%	9.2%
Jackson	Duke	\$54,975	33.3%	\$59,270	11.3%	21.7%	2.6%
Jackson	Eldorado	\$99,921	81.1%	\$50,452	25.3%	40.3%	21.1%

continued on next page

# School District Indicators

## Socioeconomic Conditions

continued from previous page

County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Jackson	Navajo	\$22,591	40.2%	\$77,066	11.0%	15.4%	6.1%
Jackson	Olustee	\$29,203	81.1%	\$52,626	22.4%	20.5%	11.4%
Jefferson	Ringling	\$32,460	70.8%	\$47,557	23.4%	28.2%	9.5%
Jefferson	Ryan	\$29,499	70.2%	\$43,771	14.4%	34.9%	8.5%
Jefferson	Terral	\$47,487	101.5%	\$43,419	27.7%	34.8%	5.6%
Jefferson	Waurika	\$35,781	72.1%	\$49,292	21.4%	52.3%	11.1%
Johnston	Coleman	\$61,455	73.7%	\$59,877	18.1%	22.9%	14.2%
Johnston	Mannsville	\$72,306	89.8%	\$51,710	18.5%	31.1%	37.8%
Johnston	Milburn	\$54,860	79.0%	\$54,495	14.2%	31.3%	11.7%
Johnston	Mill Creek	\$112,564	77.8%	\$63,346	11.8%	31.0%	9.0%
Johnston	Ravia	\$76,454	100.0%	\$57,281	15.3%	22.3%	14.4%
Johnston	Tishomingo	\$30,707	68.2%	\$46,331	23.5%	54.6%	5.4%
Johnston	Wapanucka	\$55,581	64.3%	\$57,796	18.0%	46.2%	FTR
Kay	Blackwell	\$30,480	70.0%	\$53,031	21.1%	44.8%	9.1%
Kay	Kildare	\$215,321	69.2%	\$74,638	9.3%	18.4%	3.8%
Kay	Newkirk	\$46,938	68.5%	\$52,057	17.8%	36.5%	7.3%
Kay	Peckham	\$374,950	86.5%	\$77,694	5.5%	27.3%	4.0%
Kay	Ponca City	\$54,724	67.2%	\$56,367	18.1%	39.5%	11.1%
Kay	Tonkawa	\$37,208	59.0%	\$57,889	17.7%	37.4%	9.7%
Kingfisher	Cashion	\$123,602	32.3%	\$75,045	3.5%	27.0%	4.8%
Kingfisher	Dover	\$65,847	85.1%	\$65,279	8.5%	40.8%	15.8%
Kingfisher	Hennessey	\$48,148	86.2%	\$76,709	7.2%	37.8%	3.0%
Kingfisher	Kingfisher	\$56,230	54.0%	\$67,119	6.4%	20.8%	7.8%
Kingfisher	Lomega	\$108,810	73.1%	\$83,769	3.9%	13.7%	3.5%
Kingfisher	Okarche	\$225,412	19.5%	\$88,254	7.7%	6.2%	3.1%
Kiowa	Hobart	\$34,741	72.3%	\$60,298	23.3%	41.9%	7.8%
Kiowa	Lone Wolf	\$137,653	77.3%	\$52,646	13.5%	42.5%	8.5%
Kiowa	Mountain View-Gotebo	\$110,771	68.9%	\$54,341	24.1%	36.0%	7.2%
Kiowa	Snyder	\$53,964	73.7%	\$51,842	16.9%	22.4%	8.3%
Latimer	Buffalo Valley	\$46,795	69.4%	\$54,975	12.0%	18.1%	8.5%
Latimer	Panola	\$58,955	74.3%	\$55,600	16.6%	37.4%	16.7%
Latimer	Red Oak	\$44,257	76.7%	\$65,102	10.0%	14.6%	7.9%
Latimer	Wilburton	\$29,783	65.7%	\$54,469	19.2%	42.8%	5.3%
Le Flore	Arkoma	\$17,032	81.4%	\$36,394	29.8%	36.9%	14.2%
Le Flore	Bokoshe	\$26,432	92.4%	\$44,737	27.8%	42.6%	15.3%
Le Flore	Cameron	\$42,986	82.1%	\$54,288	24.5%	30.9%	20.0%
Le Flore	Fanshawe	\$67,804	63.2%	\$58,874	20.3%	12.3%	0.0%
Le Flore	Heavener	\$20,124	72.5%	\$39,548	29.3%	32.9%	9.9%
Le Flore	Hodgen	\$14,946	86.8%	\$49,923	26.5%	11.2%	13.4%
Le Flore	Howe	\$12,958	84.6%	\$48,600	26.1%	40.6%	6.7%

continued on next page

# School District Indicators

## Socioeconomic Conditions

continued from previous page

County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Le Flore	Leflore	\$24,893	74.6%	\$56,255	17.1%	17.1%	10.9%
Le Flore	Monroe	\$47,888	73.9%	\$59,698	13.0%	19.3%	52.8%
Le Flore	Panama	\$29,881	87.7%	\$42,311	26.4%	36.4%	8.8%
Le Flore	Pocola	\$25,703	71.3%	\$44,288	22.5%	35.8%	9.3%
Le Flore	Poteau	\$27,080	54.1%	\$58,333	19.2%	29.5%	12.5%
Le Flore	Shady Point	\$30,557	88.4%	\$54,327	18.7%	26.8%	23.4%
Le Flore	Spiro	\$32,963	79.4%	\$49,606	22.9%	31.7%	13.9%
Le Flore	Talihina	\$11,538	76.0%	\$39,944	29.9%	41.3%	10.0%
Le Flore	Whitesboro	\$21,307	85.6%	\$42,582	16.4%	26.9%	FTR
Le Flore	Wister	\$15,622	64.5%	\$47,031	21.3%	35.0%	FTR
Lincoln	Agra	\$22,471	85.5%	\$75,721	17.0%	20.7%	14.2%
Lincoln	Carney	\$28,214	80.3%	\$50,428	25.9%	19.8%	10.8%
Lincoln	Chandler	\$32,016	48.8%	\$53,308	16.8%	34.8%	6.6%
Lincoln	Davenport	\$43,396	60.5%	\$53,314	19.2%	32.6%	4.6%
Lincoln	Meeker	\$23,814	59.1%	\$69,694	11.0%	20.0%	8.4%
Lincoln	Prague	\$29,928	59.8%	\$69,585	8.7%	25.6%	6.7%
Lincoln	Stroud	\$289,330	59.4%	\$55,995	13.9%	31.1%	8.8%
Lincoln	Wellston	\$26,674	54.4%	\$58,001	15.7%	20.9%	4.3%
Lincoln	White Rock	\$53,501	81.8%	\$52,046	17.0%	14.8%	10.6%
Logan	Coyle	\$63,970	69.9%	\$58,870	18.8%	23.3%	FTR
Logan	Crescent	\$37,706	57.6%	\$60,053	10.0%	29.4%	7.0%
Logan	Guthrie	\$39,303	63.0%	\$62,800	14.4%	30.7%	9.6%
Logan	Mulhall-Orlando	\$119,143	57.3%	\$65,288	16.4%	22.8%	6.8%
Love	Greenville	\$57,299	80.7%	\$59,320	15.3%	31.5%	2.9%
Love	Marietta	\$27,981	76.6%	\$53,312	16.3%	32.1%	7.0%
Love	Thackerville	\$114,234	67.5%	\$48,123	11.7%	34.1%	13.2%
Love	Turner	\$62,477	51.9%	\$63,403	9.4%	13.3%	9.1%
Major	Aline-Cleo	\$114,406	57.8%	\$71,366	11.1%	29.8%	14.8%
Major	Cimarron	\$81,788	48.0%	\$63,289	9.1%	13.8%	13.9%
Major	Fairview	\$50,420	55.7%	\$62,613	19.9%	34.3%	12.2%
Major	Ringwood	\$45,206	59.2%	\$72,032	7.0%	10.3%	3.1%
Marshall	Kingston	\$53,645	94.8%	\$51,701	20.0%	36.7%	13.5%
Marshall	Madill	\$35,843	72.4%	\$52,392	13.9%	29.5%	27.9%
Mayes	Adair	\$28,239	53.1%	\$64,062	11.9%	35.8%	5.6%
Mayes	Chouteau-Mazie	\$57,786	76.1%	\$51,163	27.4%	32.2%	5.9%
Mayes	Locust Grove	\$21,922	96.6%	\$46,813	19.5%	23.0%	6.3%
Mayes	Osage	\$118,480	64.1%	\$64,050	8.4%	22.0%	11.1%
Mayes	Pryor	\$157,814	57.5%	\$53,970	22.7%	31.1%	5.4%
Mayes	Salina	\$23,450	81.4%	\$43,929	26.4%	40.8%	11.3%
Mayes	Spavinaw	\$16,031	86.4%	\$41,617	25.0%	37.2%	FTR

continued on next page

# School District Indicators

## Socioeconomic Conditions

continued from previous page

County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Mayes	Wickliffe	\$15,310	80.2%	\$45,888	22.5%	26.5%	10.9%
McClain	Blanchard	\$29,083	42.5%	\$69,687	12.3%	23.6%	5.9%
McClain	Dibble	\$27,626	55.7%	\$58,555	10.3%	33.4%	9.3%
McClain	Newcastle	\$47,117	31.0%	\$84,294	6.5%	26.5%	5.1%
McClain	Purcell	\$29,360	56.8%	\$58,421	17.0%	23.9%	10.2%
McClain	Washington	\$27,739	31.2%	\$84,213	3.3%	22.0%	3.2%
McClain	Wayne	\$40,465	73.8%	\$60,705	15.5%	33.4%	9.1%
McCurtain	Battiest	\$43,481	80.6%	\$47,132	22.5%	19.5%	7.2%
McCurtain	Broken Bow	\$31,793	80.7%	\$42,599	24.5%	41.3%	5.4%
McCurtain	Denison	\$20,244	58.5%	\$53,930	20.2%	49.7%	3.7%
McCurtain	Eagletown	\$41,954	80.5%	\$40,444	25.9%	26.4%	16.6%
McCurtain	Forest Grove	\$43,789	87.6%	\$55,190	23.2%	43.9%	8.8%
McCurtain	Glover	\$39,091	100.0%	\$44,669	23.8%	35.9%	22.1%
McCurtain	Haworth	\$13,331	81.1%	\$47,858	19.0%	37.9%	5.5%
McCurtain	Holly Creek	\$11,978	71.6%	\$50,036	24.3%	10.8%	6.6%
McCurtain	Idabel	\$21,038	100.0%	\$39,590	34.2%	56.1%	11.3%
McCurtain	Lukfata	\$16,952	59.8%	\$43,752	21.6%	33.3%	3.3%
McCurtain	Smithville	\$28,506	81.7%	\$48,025	16.3%	26.6%	4.8%
McCurtain	Valliant	\$85,426	77.6%	\$49,663	23.9%	37.3%	5.5%
McCurtain	Wright City	\$8,818	80.8%	\$43,568	19.9%	31.3%	4.7%
McIntosh	Checotah	\$36,866	78.1%	\$49,834	20.9%	30.6%	11.2%
McIntosh	Eufaula	\$41,924	73.7%	\$45,991	20.9%	40.5%	16.1%
McIntosh	Hanna	\$36,697	82.3%	\$51,608	31.7%	29.8%	10.2%
McIntosh	Midway	\$28,261	86.0%	\$44,740	18.3%	29.0%	21.5%
McIntosh	Ryal	\$9,643	88.5%	\$56,441	19.4%	5.3%	50.0%
McIntosh	Stidham	\$19,507	89.4%	\$42,899	21.6%	22.2%	5.1%
Murray	Davis	\$71,771	50.7%	\$57,192	13.2%	22.1%	4.6%
Murray	Sulphur	\$24,398	59.1%	\$54,291	17.7%	36.4%	8.2%
Muskogee	Braggs	\$32,025	77.3%	\$49,871	15.1%	31.0%	31.3%
Muskogee	Fort Gibson	\$67,650	47.1%	\$71,856	13.9%	30.0%	4.9%
Muskogee	Haskell	\$30,018	69.9%	\$63,104	22.4%	22.6%	7.4%
Muskogee	Hilldale	\$25,525	54.4%	\$68,613	9.0%	23.2%	3.9%
Muskogee	Muskogee	\$45,526	79.9%	\$46,758	26.8%	46.5%	7.3%
Muskogee	Oktaha	\$12,512	75.4%	\$63,622	9.5%	16.5%	8.1%
Muskogee	Porum	\$12,038	72.0%	\$38,531	27.4%	33.5%	9.2%
Muskogee	Wainwright	\$30,944	85.7%	\$46,852	21.7%	31.6%	16.2%
Muskogee	Warner	\$17,326	70.0%	\$56,249	15.2%	37.0%	6.5%
Muskogee	Webbers Falls	\$28,815	86.2%	\$53,413	22.7%	34.5%	9.6%
Noble	Billings	\$176,107	89.2%	\$46,592	27.4%	29.2%	25.9%
Noble	Frontier	\$225,005	82.4%	\$59,658	19.9%	41.4%	6.8%

continued on next page

# School District Indicators

## Socioeconomic Conditions

continued from previous page

County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Noble	Morrison	\$66,729	56.2%	\$74,865	9.7%	17.2%	2.8%
Noble	Perry	\$48,552	56.4%	\$62,022	13.0%	19.4%	7.7%
Nowata	Nowata	\$31,061	75.0%	\$47,637	20.5%	34.1%	7.0%
Nowata	Oklahoma Union	\$30,598	55.1%	\$51,921	18.1%	34.9%	6.8%
Nowata	South Coffeyville	\$30,037	67.8%	\$57,263	12.7%	25.6%	8.4%
Okfuskee	Bearden	\$44,937	68.4%	\$61,358	15.6%	27.5%	6.2%
Okfuskee	Graham-Dustin	\$34,705	84.4%	\$59,103	24.2%	42.5%	20.9%
Okfuskee	Mason	\$18,586	76.5%	\$59,675	10.7%	15.8%	5.9%
Okfuskee	Okemah	\$28,878	79.3%	\$42,712	29.5%	45.8%	12.4%
Okfuskee	Paden	\$75,742	67.7%	\$50,165	20.1%	26.7%	8.8%
Okfuskee	Weleetka	\$34,050	89.7%	\$47,764	26.9%	31.4%	8.5%
Oklahoma	Bethany	\$8,500	40.7%	\$44,944	22.3%	29.8%	2.5%
Oklahoma	Choctaw-Nicoma Park	\$38,046	46.3%	\$83,596	6.1%	22.3%	6.3%
Oklahoma	Crooked Oak	\$56,577	95.9%	\$36,429	31.1%	60.1%	6.6%
Oklahoma	Crutcho	\$37,888	97.5%	\$32,736	33.9%	73.8%	6.6%
Oklahoma	Deer Creek	\$66,280	9.1%	\$142,657	3.9%	11.5%	4.7%
Oklahoma	Edmond	\$77,419	26.7%	\$101,694	8.1%	21.6%	7.0%
Oklahoma	Harrah	\$37,572	52.9%	\$65,434	12.3%	24.3%	4.7%
Oklahoma	Jones	\$33,602	56.3%	\$73,424	11.5%	27.3%	5.2%
Oklahoma	Luther	\$105,905	60.4%	\$91,192	10.2%	22.4%	7.1%
Oklahoma	Midwest City-Del City	\$35,590	69.4%	\$56,255	15.7%	44.8%	10.3%
Oklahoma	Millwood	\$49,116	99.0%	\$70,456	9.9%	35.2%	2.6%
Oklahoma	Oakdale	\$154,340	13.4%	\$213,884	3.8%	4.1%	2.1%
Oklahoma	Oklahoma City	\$50,805	83.3%	\$53,956	27.5%	46.6%	11.5%
Oklahoma	Putnam City	\$52,050	76.3%	\$63,931	16.3%	43.0%	13.0%
Oklahoma	Western Heights	\$98,681	92.5%	\$45,216	20.6%	46.1%	12.7%
Okmulgee	Beggs	\$30,883	72.0%	\$61,361	13.0%	30.2%	8.6%
Okmulgee	Dewar	\$10,069	64.0%	\$49,161	18.4%	32.1%	4.7%
Okmulgee	Henryetta	\$22,964	78.0%	\$46,389	23.2%	39.6%	11.1%
Okmulgee	Morris	\$17,924	63.3%	\$62,351	16.3%	39.1%	4.5%
Okmulgee	Okmulgee	\$36,815	92.0%	\$41,845	27.0%	57.1%	22.3%
Okmulgee	Preston	\$13,267	57.4%	\$66,033	14.6%	50.9%	3.9%
Okmulgee	Schulter	\$27,844	89.1%	\$46,191	28.0%	39.2%	12.2%
Okmulgee	Twin Hills	\$21,441	69.8%	\$57,178	11.9%	23.6%	13.9%
Okmulgee	Wilson	\$17,622	82.2%	\$61,773	5.1%	21.3%	17.9%
Osage	Anderson	\$74,683	56.7%	\$79,040	9.3%	14.2%	0.0%
Osage	Avant	\$119,169	87.2%	\$58,568	17.2%	12.2%	7.1%
Osage	Barnsdall	\$52,124	56.8%	\$58,642	14.8%	28.6%	9.0%
Osage	Bowring	\$92,467	73.1%	\$57,473	16.4%	39.5%	10.8%
Osage	Hominy	\$36,225	77.7%	\$46,084	20.8%	50.3%	6.7%

continued on next page

# School District Indicators

## Socioeconomic Conditions

continued from previous page

County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Osage	McCord	\$36,751	55.4%	\$63,564	10.7%	15.0%	8.5%
Osage	Osage Hills	\$106,591	57.1%	\$71,586	4.5%	25.8%	5.2%
Osage	Pawhuska	\$40,063	75.2%	\$45,638	17.9%	41.9%	10.4%
Osage	Prue	\$48,908	87.8%	\$54,790	18.0%	30.5%	6.8%
Osage	Shidler	\$158,985	68.6%	\$51,781	15.8%	28.0%	8.5%
Osage	Woodland	\$58,859	82.9%	\$45,610	24.4%	31.3%	11.9%
Osage	Wynona	\$80,803	82.7%	\$51,712	16.9%	20.8%	6.3%
Ottawa	Afton	\$33,812	80.7%	\$47,367	26.3%	34.2%	9.4%
Ottawa	Commerce	\$25,304	80.8%	\$38,430	27.4%	43.0%	2.5%
Ottawa	Fairland	\$25,935	64.1%	\$45,459	19.4%	26.2%	2.3%
Ottawa	Miami	\$25,724	67.7%	\$46,084	23.3%	43.8%	8.9%
Ottawa	Quapaw	\$34,453	75.2%	\$49,413	24.4%	31.6%	9.6%
Ottawa	Turkey Ford	\$69,790	69.9%	\$52,908	15.5%	17.8%	10.0%
Ottawa	Wyandotte	\$24,385	65.8%	\$51,610	18.2%	26.5%	6.6%
Pawnee	Cleveland	\$30,418	71.7%	\$61,091	12.8%	27.7%	9.5%
Pawnee	Jennings	\$25,735	77.3%	\$47,672	19.2%	25.4%	10.6%
Pawnee	Pawnee	\$36,174	70.7%	\$50,975	13.3%	35.5%	8.4%
Payne	Cushing	\$154,951	60.0%	\$54,593	18.3%	36.0%	8.3%
Payne	Glencoe	\$55,557	70.7%	\$72,391	6.8%	18.8%	11.3%
Payne	Oak Grove	\$32,141	53.8%	\$60,470	14.9%	22.4%	0.0%
Payne	Perkins-Tryon	\$38,500	42.8%	\$52,655	21.8%	41.7%	6.0%
Payne	Ripley	\$43,974	73.7%	\$59,499	13.8%	26.1%	10.7%
Payne	Stillwater	\$61,039	47.1%	\$53,671	30.8%	31.4%	7.2%
Payne	Yale	\$46,848	62.7%	\$62,392	15.8%	28.0%	9.5%
Pittsburg	Canadian	\$74,182	81.7%	\$53,796	19.5%	25.1%	14.8%
Pittsburg	Crowder	\$45,477	72.3%	\$59,430	13.5%	25.1%	6.2%
Pittsburg	Frink-Chambers	\$46,801	56.6%	\$87,564	4.7%	24.3%	2.3%
Pittsburg	Haileyville	\$39,591	84.6%	\$52,214	19.4%	48.3%	20.6%
Pittsburg	Hartshorne	\$22,533	62.0%	\$68,975	14.0%	32.4%	8.2%
Pittsburg	Haywood	\$101,375	83.2%	\$62,628	13.8%	22.1%	23.1%
Pittsburg	Indianola	\$84,293	74.7%	\$62,454	14.9%	23.9%	11.5%
Pittsburg	Kiowa	\$228,437	60.7%	\$51,696	22.8%	42.4%	5.0%
Pittsburg	Krebs	\$65,789	72.6%	\$61,296	13.8%	20.9%	8.7%
Pittsburg	McAlester	\$29,839	68.7%	\$50,880	23.9%	42.7%	4.7%
Pittsburg	Pittsburg	\$30,837	70.4%	\$51,528	17.2%	25.8%	5.3%
Pittsburg	Quinton	\$30,223	84.4%	\$45,320	22.9%	24.6%	10.5%
Pittsburg	Savanna	\$28,049	66.9%	\$63,587	12.5%	35.3%	6.6%
Pittsburg	Tannehill	\$62,658	77.4%	\$73,011	6.7%	22.4%	6.3%
Pontotoc	Ada	\$38,545	64.9%	\$46,836	25.3%	44.3%	10.7%
Pontotoc	Allen	\$48,125	82.4%	\$59,029	17.1%	23.8%	8.7%

continued on next page

# School District Indicators

## Socioeconomic Conditions

continued from previous page

County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Pontotoc	Byng	\$29,650	60.3%	\$61,855	13.8%	44.9%	9.9%
Pontotoc	Latta	\$30,067	47.0%	\$64,620	15.5%	32.6%	5.9%
Pontotoc	Roff	\$50,417	77.2%	\$65,036	15.8%	25.2%	5.8%
Pontotoc	Stonewall	\$66,144	78.9%	\$56,328	12.8%	23.3%	17.6%
Pontotoc	Vanoss	\$32,291	64.5%	\$57,233	13.2%	20.5%	12.4%
Pottawatomie	Asher	\$21,185	70.0%	\$46,801	24.5%	31.0%	8.7%
Pottawatomie	Bethel	\$20,115	52.1%	\$73,618	6.7%	24.9%	5.9%
Pottawatomie	Dale	\$21,340	36.8%	\$67,048	19.4%	38.0%	6.5%
Pottawatomie	Earlsboro	\$27,960	72.0%	\$63,647	21.4%	31.8%	15.1%
Pottawatomie	Grove	\$91,837	23.4%	\$100,814	3.1%	19.5%	3.9%
Pottawatomie	Macomb	\$29,966	86.2%	\$56,123	23.6%	10.6%	13.1%
Pottawatomie	Maud	\$23,201	89.5%	\$49,436	18.2%	31.6%	10.7%
Pottawatomie	McLoud	\$25,194	59.1%	\$63,551	12.6%	27.2%	6.8%
Pottawatomie	North Rock Creek	\$67,767	50.3%	\$63,235	15.4%	23.4%	5.3%
Pottawatomie	Pleasant Grove	\$12,310	100.0%	\$112,900	12.9%	55.9%	8.4%
Pottawatomie	Shawnee	\$30,746	87.6%	\$45,006	25.5%	47.8%	14.7%
Pottawatomie	South Rock Creek	\$25,712	37.7%	\$60,886	5.0%	9.9%	4.1%
Pottawatomie	Tecumseh	\$15,020	61.9%	\$57,288	16.1%	26.8%	6.9%
Pottawatomie	Wanette	\$49,980	80.8%	\$50,934	16.5%	27.9%	11.8%
Pushmataha	Albion	\$35,853	94.5%	\$46,870	12.6%	30.8%	0.0%
Pushmataha	Antlers	\$21,178	73.4%	\$51,170	30.5%	31.6%	8.5%
Pushmataha	Clayton	\$27,643	81.1%	\$40,543	21.3%	35.8%	12.5%
Pushmataha	Moyers	\$17,305	74.5%	\$50,662	20.1%	45.5%	14.7%
Pushmataha	Nashoba	\$72,412	80.7%	\$40,056	17.7%	19.4%	0.0%
Pushmataha	Rattan	\$13,080	65.1%	\$51,492	16.0%	37.7%	7.9%
Pushmataha	Tuskahoma	\$40,096	91.8%	\$44,312	22.0%	23.1%	8.1%
Roger Mills	Cheyenne	\$204,515	35.8%	\$69,155	12.4%	32.7%	3.4%
Roger Mills	Hammon	\$256,067	57.9%	\$60,811	27.5%	15.7%	9.5%
Roger Mills	Leedey	\$148,190	30.9%	\$63,185	8.6%	19.8%	3.9%
Roger Mills	Reydon	\$352,747	50.0%	\$69,802	8.4%	15.2%	2.5%
Roger Mills	Sweetwater	\$492,396	85.5%	\$68,060	17.0%	17.2%	10.7%
Rogers	Catoosa	\$82,259	68.7%	\$68,714	10.1%	26.7%	10.7%
Rogers	Chelsea	\$28,723	75.6%	\$55,576	17.0%	32.2%	5.5%
Rogers	Claremore	\$40,599	56.5%	\$57,919	14.3%	38.5%	9.2%
Rogers	Foyil	\$22,834	77.2%	\$51,557	16.7%	27.5%	10.3%
Rogers	Inola	\$29,687	51.0%	\$70,677	9.1%	30.4%	5.4%
Rogers	Justus-Tiawah	\$58,810	35.1%	\$81,370	5.7%	17.3%	5.9%
Rogers	Oologah-Talala	\$74,705	45.7%	\$79,127	7.3%	21.3%	7.3%
Rogers	Sequoyah	\$27,997	42.8%	\$70,051	6.8%	20.1%	4.8%
Rogers	Verdigris	\$93,960	27.8%	\$82,097	4.9%	22.3%	3.2%

continued on next page

# School District Indicators

## Socioeconomic Conditions

continued from previous page

County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Seminole	Bowlegs	\$29,264	93.9%	\$56,574	10.7%	26.0%	21.0%
Seminole	Butner	\$98,670	84.6%	\$50,513	20.2%	27.0%	18.9%
Seminole	Justice	\$8,100	94.1%	\$61,600	15.3%	11.4%	10.5%
Seminole	Konawa	\$64,482	74.6%	\$50,305	19.8%	23.1%	8.6%
Seminole	New Lima	\$24,061	83.0%	\$60,783	15.8%	36.4%	11.7%
Seminole	Sasakwa	\$26,950	101.9%	\$48,655	23.6%	27.4%	14.0%
Seminole	Seminole	\$28,978	66.3%	\$49,847	23.7%	44.4%	10.7%
Seminole	Strother	\$34,109	69.3%	\$67,781	10.5%	20.3%	8.3%
Seminole	Varnum	\$23,799	71.8%	\$56,891	19.4%	29.9%	7.5%
Seminole	Wewoka	\$22,633	84.6%	\$37,665	33.7%	53.2%	19.5%
Sequoyah	Belfonte	\$8,847	100.0%	\$45,718	35.2%	23.2%	13.2%
Sequoyah	Brushy	\$9,564	86.4%	\$47,389	22.0%	20.9%	3.7%
Sequoyah	Central	\$17,568	65.2%	\$49,928	21.2%	27.8%	8.0%
Sequoyah	Gans	\$14,065	86.7%	\$48,201	17.0%	29.4%	28.5%
Sequoyah	Gore	\$40,245	67.7%	\$52,594	18.2%	20.2%	17.2%
Sequoyah	Liberty	\$28,141	67.7%	\$47,255	29.3%	43.9%	19.2%
Sequoyah	Marble City	\$26,258	83.0%	\$42,682	35.9%	23.9%	14.2%
Sequoyah	Moffett	\$3,138	88.7%	\$40,173	32.8%	72.7%	3.3%
Sequoyah	Muldrow	\$19,812	71.5%	\$47,894	24.0%	28.5%	11.6%
Sequoyah	Roland	\$23,484	79.1%	\$49,038	29.1%	49.8%	12.6%
Sequoyah	Sallisaw	\$27,560	80.1%	\$43,282	26.4%	38.1%	12.3%
Sequoyah	Vian	\$21,714	78.0%	\$44,683	25.7%	48.9%	8.1%
Stephens	Bray-Doyle	\$117,831	54.0%	\$64,700	13.3%	19.7%	11.0%
Stephens	Central High	\$33,028	43.3%	\$75,039	7.3%	13.6%	5.1%
Stephens	Comanche	\$30,940	62.6%	\$60,595	11.3%	33.1%	7.1%
Stephens	Duncan	\$45,481	55.4%	\$55,669	17.8%	35.4%	13.3%
Stephens	Empire	\$27,213	59.4%	\$71,089	11.8%	24.9%	6.8%
Stephens	Grandview	\$28,524	58.2%	\$59,342	13.9%	16.9%	FTR
Stephens	Marlow	\$30,629	48.0%	\$64,094	13.9%	27.1%	3.8%
Stephens	Velma-Alma	\$90,863	46.0%	\$65,612	10.7%	26.5%	5.7%
Texas	Goodwell	\$152,603	35.6%	\$52,302	26.0%	56.6%	FTR
Texas	Guymon	\$46,317	76.3%	\$57,775	10.6%	30.0%	7.1%
Texas	Hardesty	\$197,400	70.3%	\$59,635	14.3%	27.3%	5.6%
Texas	Hooker	\$45,431	61.7%	\$65,491	13.4%	19.0%	3.1%
Texas	Optima	\$91,970	85.5%	\$46,719	31.5%	44.0%	4.5%
Texas	Straight	\$276,805	41.5%	\$76,949	9.3%	17.9%	FTR
Texas	Texhoma	\$81,741	45.6%	\$59,073	6.0%	10.4%	3.5%
Texas	Tyrone	\$31,535	63.0%	\$66,191	19.8%	37.8%	7.5%
Texas	Yarbrough	\$136,717	94.5%	\$72,015	9.4%	27.3%	9.1%
Tillman	Davidson	\$70,043	96.9%	\$47,134	23.5%	74.3%	FTR

continued on next page

# School District Indicators

## Socioeconomic Conditions

continued from previous page

County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Tillman	Frederick	\$23,808	75.7%	\$47,855	24.9%	42.1%	10.2%
Tillman	Grandfield	\$26,026	85.8%	\$45,514	21.1%	33.6%	5.9%
Tillman	Tipton	\$31,889	71.8%	\$55,689	23.5%	19.1%	10.1%
Tulsa	Berryhill	\$32,176	30.7%	\$71,315	5.2%	21.9%	4.4%
Tulsa	Bixby	\$65,796	21.8%	\$100,478	6.1%	18.8%	3.9%
Tulsa	Broken Arrow	\$44,985	45.2%	\$78,768	7.9%	29.6%	8.0%
Tulsa	Collinsville	\$30,124	41.9%	\$73,019	7.7%	19.4%	4.8%
Tulsa	Glenpool	\$29,838	54.8%	\$66,988	12.5%	34.0%	6.2%
Tulsa	Jenks	\$66,783	37.0%	\$101,403	9.1%	25.1%	5.8%
Tulsa	Keystone	\$50,152	73.1%	\$57,793	14.7%	50.5%	5.7%
Tulsa	Liberty	\$29,657	58.3%	\$66,416	8.8%	19.2%	11.6%
Tulsa	Owasso	\$52,133	30.5%	\$84,896	6.3%	21.0%	5.1%
Tulsa	Sand Springs	\$32,375	58.4%	\$63,028	11.1%	29.0%	7.3%
Tulsa	Skiatook	\$33,632	51.0%	\$63,901	16.3%	35.7%	7.1%
Tulsa	Sperry	\$25,345	55.6%	\$62,480	9.2%	19.0%	6.6%
Tulsa	Tulsa	\$60,320	88.2%	\$58,191	23.4%	50.1%	32.7%
Tulsa	Union	\$50,044	66.3%	\$71,736	12.4%	36.1%	8.3%
Wagoner	Coweta	\$30,032	40.6%	\$71,331	9.9%	30.4%	4.6%
Wagoner	Okay	\$32,684	72.4%	\$60,609	14.0%	23.3%	8.0%
Wagoner	Porter Consolidated	\$33,024	63.0%	\$53,204	14.4%	21.2%	6.6%
Wagoner	Wagoner	\$28,481	72.1%	\$49,278	19.0%	41.1%	7.9%
Washington	Bartlesville	\$47,301	49.8%	\$69,233	15.0%	32.2%	9.5%
Washington	Caney Valley	\$41,488	67.2%	\$74,347	7.4%	19.6%	8.8%
Washington	Copan	\$64,302	68.5%	\$76,743	10.5%	16.6%	17.8%
Washington	Dewey	\$24,164	57.8%	\$56,118	14.8%	34.1%	5.4%
Washita	Burns Flat-Dill City	\$26,069	79.3%	\$62,369	14.9%	34.9%	18.2%
Washita	Canute	\$50,099	61.2%	\$62,078	16.8%	26.2%	25.3%
Washita	Cordell	\$58,396	64.6%	\$64,849	13.3%	32.3%	10.8%
Washita	Sentinel	\$116,082	68.4%	\$56,916	15.0%	15.1%	7.9%
Woods	Alva	\$157,500	50.7%	\$69,748	16.6%	25.5%	7.3%
Woods	Freedom	\$271,925	50.0%	\$72,086	7.8%	22.9%	18.3%
Woods	Waynoka	\$240,476	29.8%	\$61,447	11.0%	47.1%	9.8%
Woodward	Fort Supply	\$216,965	51.7%	\$62,387	24.8%	37.7%	4.3%
Woodward	Mooreland	\$85,726	55.4%	\$64,095	13.3%	23.1%	6.3%
Woodward	Sharon-Mutual	\$121,316	40.9%	\$69,992	7.7%	14.2%	9.9%
Woodward	Woodward	\$54,937	59.0%	\$70,806	13.1%	23.5%	4.6%
<b>State Summary</b>		<b>\$49,623</b>	<b>62.4%</b>	<b>\$63,890</b>	<b>16.7%</b>	<b>34.1%</b>	<b>10.3%</b>

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

# School District Indicators

## Socioeconomic Conditions, Revenues, and Expenditures

County	School District	Percent High School Graduate	Percent College Graduate	Percent Parents Attending Conference	Volunteer Hours per Student	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Adair	Cave Springs	81.4%	15.9%	33.2%	74.43	52.0%	\$11,446
Adair	Dahlongegah	65.1%	5.5%	FTR	FTR	42.0%	\$14,569
Adair	Greasy	74.8%	11.2%	FTR	FTR	53.5%	\$12,876
Adair	Maryetta	85.6%	19.1%	80.0%	2.57	58.2%	\$9,825
Adair	Peavine	79.8%	14.2%	20.0%	0.40	60.2%	\$10,381
Adair	Rocky Mountain	80.4%	10.4%	86.0%	1.49	60.5%	\$10,053
Adair	Stilwell	79.8%	13.5%	55.9%	1.92	59.1%	\$10,040
Adair	Watts	74.8%	6.9%	36.8%	1.39	65.5%	\$8,239
Adair	Westville	77.5%	13.4%	74.5%	2.27	65.0%	\$8,025
Adair	Zion	86.6%	26.0%	63.0%	0.20	65.7%	\$8,283
Alfalfa	Burlington	90.3%	28.7%	90.6%	0.00	36.0%	\$23,017
Alfalfa	Cherokee	88.8%	25.1%	73.3%	0.10	48.3%	\$15,663
Alfalfa	Timberlake	88.3%	16.3%	87.2%	1.09	44.7%	\$18,304
Atoka	Atoka	80.0%	14.0%	64.1%	4.47	53.3%	\$10,074
Atoka	Caney	84.0%	14.4%	63.6%	1.26	49.0%	\$9,793
Atoka	Harmony	80.3%	21.1%	74.0%	1.25	64.6%	\$9,212
Atoka	Lane	81.1%	8.2%	80.0%	1.75	55.3%	\$12,626
Atoka	Stringtown	79.3%	17.0%	57.3%	1.69	60.6%	\$9,610
Atoka	Tushka	88.1%	19.8%	72.5%	4.40	59.1%	\$8,576
Beaver	Balko	88.8%	25.5%	78.2%	0.93	24.9%	\$16,099
Beaver	Beaver	79.6%	18.8%	94.6%	3.78	42.0%	\$10,117
Beaver	Forgan	90.6%	23.6%	80.3%	4.63	20.5%	\$14,303
Beaver	Turpin	77.8%	14.1%	83.9%	0.55	40.4%	\$9,955
Beckham	Elk City	83.4%	18.1%	76.9%	3.95	46.0%	\$7,745
Beckham	Erick	80.2%	13.3%	76.1%	1.75	56.4%	\$9,614
Beckham	Merritt	93.4%	23.7%	92.4%	1.27	35.8%	\$7,460
Beckham	Sayre	78.2%	14.3%	65.9%	0.24	21.5%	\$8,210
Blaine	Canton	87.9%	19.0%	44.6%	0.27	23.5%	\$12,312
Blaine	Geary	87.7%	20.9%	93.9%	13.29	28.5%	\$11,296
Blaine	Okeene	86.7%	19.3%	93.5%	0.70	34.4%	\$12,392
Blaine	Watonga	82.9%	11.8%	64.4%	0.32	36.5%	\$10,115
Bryan	Achille	84.8%	14.9%	52.7%	3.36	28.3%	\$9,712
Bryan	Bennington	82.3%	18.2%	74.7%	2.18	27.2%	\$10,895
Bryan	Caddo	83.5%	20.9%	65.6%	0.28	58.1%	\$8,672
Bryan	Calera	90.7%	18.8%	80.0%	1.90	52.6%	\$8,118
Bryan	Colbert	79.4%	11.7%	59.9%	0.85	63.9%	\$8,630
Bryan	Durant	82.0%	24.7%	82.1%	5.02	56.7%	\$8,029
Bryan	Rock Creek	84.6%	15.6%	73.8%	1.10	57.9%	\$9,274
Bryan	Silo	88.8%	28.4%	73.6%	0.97	46.5%	\$7,668
Caddo	Anadarko	85.6%	18.0%	65.0%	1.35	53.7%	\$9,292

continued on next page

# School District Indicators

## Socioeconomic Conditions, Revenues, and Expenditures

continued from previous page

County	School District	Percent High School Graduate	Percent College Graduate	Percent Parents Attending Conference	Volunteer Hours per Student	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Caddo	Binger-Oney	82.1%	12.3%	72.2%	1.23	40.1%	\$10,908
Caddo	Boone-Apache	87.3%	19.3%	45.7%	0.42	39.5%	\$8,586
Caddo	Carnegie	81.6%	13.4%	73.6%	1.16	52.0%	\$9,346
Caddo	Cement	77.3%	8.4%	79.2%	0.99	50.1%	\$7,462
Caddo	Cyril	91.1%	17.5%	95.1%	0.09	59.6%	\$8,136
Caddo	Fort Cobb-Broxton	87.5%	21.8%	65.2%	2.47	47.1%	\$10,529
Caddo	Gracemont	87.6%	12.9%	85.4%	3.00	50.7%	\$10,529
Caddo	Hinton	81.0%	11.2%	87.1%	0.40	42.2%	\$8,233
Caddo	Hydro-Eakly	86.3%	18.3%	81.0%	3.05	40.8%	\$8,706
Caddo	Lookeba Sickles	84.9%	17.0%	48.3%	2.53	56.3%	\$8,614
Canadian	Banner	85.0%	29.9%	93.0%	7.78	8.0%	\$11,760
Canadian	Calumet	87.9%	17.8%	62.8%	1.68	9.9%	\$14,959
Canadian	Darlington	94.0%	25.3%	77.0%	5.25	18.0%	\$11,470
Canadian	El Reno	85.0%	11.7%	80.0%	1.61	55.3%	\$8,717
Canadian	Maple	85.4%	18.3%	99.0%	6.55	7.2%	\$20,846
Canadian	Mustang	93.2%	25.4%	84.6%	4.40	48.3%	\$7,222
Canadian	Piedmont	94.2%	43.8%	86.6%	7.40	46.6%	\$7,426
Canadian	Riverside	86.6%	21.8%	85.0%	6.94	9.1%	\$12,009
Canadian	Union City	89.7%	18.2%	86.5%	1.48	46.1%	\$8,862
Canadian	Yukon	93.3%	28.7%	66.3%	4.80	48.1%	\$7,812
Carter	Ardmore	81.6%	17.0%	65.7%	3.50	39.2%	\$9,936
Carter	Dickson	89.4%	19.6%	49.9%	0.25	52.0%	\$7,665
Carter	Fox	87.5%	12.7%	62.5%	0.94	22.9%	\$10,786
Carter	Healdton	84.8%	12.8%	72.5%	2.05	51.7%	\$8,648
Carter	Lone Grove	86.6%	13.4%	68.1%	1.24	55.3%	\$8,002
Carter	Plainview	92.8%	34.1%	83.8%	3.74	45.9%	\$8,082
Carter	Springer	83.3%	14.7%	95.0%	0.60	19.5%	\$12,413
Carter	Wilson	85.9%	11.8%	46.5%	0.07	52.1%	\$7,965
Carter	Zaneis	85.9%	20.3%	77.0%	3.65	49.8%	\$8,751
Cherokee	Briggs	83.2%	23.5%	87.0%	1.08	58.7%	\$9,673
Cherokee	Grand View	84.1%	25.6%	98.0%	1.57	57.0%	\$9,576
Cherokee	Hulbert	85.5%	17.4%	56.8%	0.63	54.5%	\$9,154
Cherokee	Keys	91.3%	26.2%	76.3%	3.57	49.8%	\$8,409
Cherokee	Lowrey	84.4%	18.7%	45.0%	1.41	58.3%	\$8,930
Cherokee	Norwood	84.3%	14.8%	81.5%	1.96	60.6%	\$9,795
Cherokee	Peggs	80.7%	14.6%	80.0%	5.41	62.8%	\$11,013
Cherokee	Shady Grove	89.8%	21.0%	90.0%	0.55	66.4%	\$10,240
Cherokee	Tahlequah	85.1%	29.8%	79.6%	2.61	57.6%	\$9,011
Cherokee	Tenkiller	80.5%	13.5%	70.0%	1.49	57.1%	\$11,225
Cherokee	Woodall	86.9%	16.6%	82.0%	0.91	65.4%	\$8,175

continued on next page

# School District Indicators

## Socioeconomic Conditions, Revenues, and Expenditures

continued from previous page

County	School District	Percent High School Graduate	Percent College Graduate	Percent Parents Attending Conference	Volunteer Hours per Student	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Choctaw	Boswell	79.7%	11.4%	58.3%	0.21	54.6%	\$10,070
Choctaw	Fort Towson	84.7%	14.1%	62.1%	0.15	57.3%	\$9,432
Choctaw	Grant	70.8%	10.0%	FTR	FTR	62.0%	\$12,578
Choctaw	Hugo	79.1%	13.6%	67.4%	1.93	63.5%	\$8,452
Choctaw	Soper	85.6%	14.1%	42.1%	1.06	67.5%	\$8,582
Choctaw	Swink	83.6%	9.5%	FTR	FTR	72.2%	\$9,359
Cimarron	Boise City	83.5%	17.6%	45.6%	0.17	28.0%	\$11,763
Cimarron	Felt	90.3%	31.0%	100.0%	4.30	50.5%	\$12,258
Cimarron	Keyes	84.4%	16.3%	94.8%	1.51	27.1%	\$13,479
Cleveland	Lexington	76.8%	7.6%	62.6%	0.58	65.1%	\$7,514
Cleveland	Little Axe	81.2%	12.8%	59.6%	1.33	62.9%	\$7,664
Cleveland	Moore	91.6%	26.2%	72.2%	3.17	47.3%	\$7,348
Cleveland	Noble	87.4%	16.5%	63.1%	1.59	58.1%	\$7,592
Cleveland	Norman	93.0%	42.4%	84.5%	4.85	41.9%	\$8,532
Cleveland	Robin Hill	89.4%	21.5%	90.0%	1.00	60.9%	\$6,780
Coal	Coalgate	83.8%	14.5%	77.6%	0.91	35.3%	\$10,764
Coal	Cottonwood	87.0%	12.7%	62.0%	7.30	67.1%	\$13,063
Coal	Tupelo	77.4%	17.2%	57.8%	0.27	50.2%	\$9,565
Comanche	Bishop	87.9%	17.0%	80.0%	2.86	58.1%	\$6,818
Comanche	Cache	94.4%	26.7%	73.0%	2.95	36.8%	\$8,245
Comanche	Chattanooga	93.2%	15.2%	78.6%	2.28	56.0%	\$11,573
Comanche	Elgin	90.5%	27.2%	76.5%	0.44	51.8%	\$8,778
Comanche	Fletcher	91.1%	19.1%	66.5%	4.54	57.7%	\$7,656
Comanche	Flower Mound	88.9%	21.7%	86.0%	1.39	58.3%	\$6,162
Comanche	Geronimo	77.3%	8.4%	80.0%	2.41	41.8%	\$9,020
Comanche	Indianapolis	91.8%	20.9%	97.1%	11.61	53.0%	\$11,056
Comanche	Lawton	89.2%	20.5%	72.4%	1.77	55.6%	\$8,722
Comanche	Sterling	92.2%	22.7%	62.5%	3.77	56.4%	\$8,511
Cotton	Big Pasture	86.0%	17.5%	87.4%	4.37	54.5%	\$10,561
Cotton	Temple	80.0%	9.9%	60.7%	0.56	45.9%	\$8,973
Cotton	Walters	85.8%	17.0%	63.8%	1.23	59.8%	\$7,378
Craig	Bluejacket	82.8%	13.3%	65.6%	5.92	55.3%	\$8,950
Craig	Ketchum	86.4%	18.7%	60.3%	2.55	29.0%	\$9,767
Craig	Vinita	82.9%	14.5%	55.9%	0.10	58.7%	\$8,609
Craig	Welch	88.9%	12.8%	69.8%	2.20	58.3%	\$10,590
Craig	White Oak	90.6%	13.4%	56.0%	0.76	25.9%	\$14,422
Creek	Allen-Bowden	83.5%	12.7%	80.0%	0.74	50.6%	\$7,257
Creek	Bristow	86.0%	13.0%	63.9%	3.61	61.7%	\$8,324
Creek	Depew	86.4%	15.7%	58.0%	2.29	41.6%	\$9,128
Creek	Drumright	84.7%	17.4%	85.0%	0.99	52.4%	\$9,588

continued on next page

# School District Indicators

## Socioeconomic Conditions, Revenues, and Expenditures

continued from previous page

County	School District	Percent High School Graduate	Percent College Graduate	Percent Parents Attending Conference	Volunteer Hours per Student	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Creek	Gypsy	84.1%	10.8%	91.0%	1.83	52.3%	\$12,436
Creek	Kellyville	82.4%	10.9%	79.2%	1.96	59.6%	\$7,490
Creek	Kiefer	88.2%	20.4%	69.6%	2.87	47.1%	\$7,694
Creek	Lone Star	85.4%	7.2%	87.0%	1.66	65.8%	\$6,303
Creek	Mannford	84.8%	14.4%	70.8%	1.56	62.1%	\$7,212
Creek	Mounds	87.4%	17.3%	10.0%	0.00	55.3%	\$8,364
Creek	Oilton	85.7%	11.4%	63.2%	0.28	62.6%	\$8,067
Creek	Olive	88.3%	12.0%	86.7%	0.55	59.8%	\$9,095
Creek	Pretty Water	86.1%	10.6%	80.0%	13.21	58.4%	\$8,311
Creek	Sapulpa	85.2%	17.6%	60.8%	0.81	50.7%	\$8,775
Custer	Arapaho-Butler	88.5%	16.1%	94.4%	2.23	43.7%	\$7,998
Custer	Clinton	80.7%	20.5%	84.7%	2.41	54.3%	\$8,870
Custer	Thomas-Fay-Custer	87.9%	25.3%	89.9%	1.18	30.2%	\$12,134
Custer	Weatherford	91.2%	35.4%	73.9%	1.82	46.7%	\$7,926
Delaware	Cleora	89.8%	20.9%	98.0%	3.85	8.0%	\$13,671
Delaware	Colcord	79.3%	7.3%	59.8%	0.00	58.2%	\$8,960
Delaware	Grove	89.2%	22.3%	86.4%	2.18	32.8%	\$8,621
Delaware	Jay	79.2%	11.5%	75.9%	0.64	47.7%	\$11,289
Delaware	Kansas	83.2%	11.3%	61.2%	1.51	63.3%	\$8,484
Delaware	Kenwood	75.9%	15.3%	40.0%	0.59	58.4%	\$10,868
Delaware	Leach	86.4%	20.0%	85.0%	10.34	62.9%	\$9,912
Delaware	Moseley	75.5%	8.6%	15.0%	1.00	56.3%	\$8,986
Delaware	Oaks-Mission	84.9%	16.8%	21.9%	0.67	61.5%	\$9,302
Dewey	Seiling	86.7%	18.0%	86.0%	1.04	22.3%	\$11,770
Dewey	Taloga	93.3%	25.3%	94.7%	0.55	11.3%	\$25,178
Dewey	Vici	89.6%	24.1%	80.9%	11.66	48.6%	\$10,812
Ellis	Arnett	87.7%	24.7%	86.0%	8.63	33.9%	\$14,462
Ellis	Fargo	91.1%	17.1%	90.0%	1.57	31.8%	\$20,022
Ellis	Gage	81.3%	19.8%	FTR	FTR	31.3%	\$13,090
Ellis	Shattuck	90.6%	24.0%	59.1%	1.91	37.7%	\$17,776
Garfield	Chisholm	92.8%	26.6%	86.0%	3.57	36.7%	\$8,941
Garfield	Covington-Douglas	88.3%	19.6%	74.1%	3.20	34.4%	\$11,891
Garfield	Drummond	84.7%	19.3%	82.3%	1.49	48.7%	\$9,881
Garfield	Enid	85.3%	21.7%	79.3%	3.03	53.5%	\$8,554
Garfield	Garber	91.2%	19.1%	91.1%	0.29	36.6%	\$9,130
Garfield	Kremlin-Hillsdale	91.7%	29.0%	97.8%	5.84	16.9%	\$8,584
Garfield	Pioneer-Pleasant Vale	80.9%	13.2%	79.6%	1.79	16.9%	\$10,112
Garfield	Waukomis	90.3%	18.1%	73.3%	1.62	45.4%	\$8,305
Garvin	Elmore City-Pernell	86.0%	16.2%	81.1%	6.60	45.2%	\$8,345
Garvin	Lindsay	86.4%	12.2%	74.2%	0.57	44.7%	\$7,820

continued on next page

# School District Indicators

## Socioeconomic Conditions, Revenues, and Expenditures

continued from previous page

County	School District	Percent High School Graduate	Percent College Graduate	Percent Parents Attending Conference	Volunteer Hours per Student	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Garvin	Maysville	79.4%	8.4%	79.5%	0.80	44.4%	\$11,178
Garvin	Paoli	90.0%	19.2%	98.7%	68.97	57.6%	\$8,807
Garvin	Pauls Valley	82.1%	17.9%	78.6%	2.60	53.0%	\$8,593
Garvin	Stratford	85.9%	17.3%	86.3%	11.64	53.5%	\$8,992
Garvin	Whitebead	85.8%	17.7%	97.0%	3.41	62.5%	\$7,126
Garvin	Wynnewood	87.5%	16.5%	70.2%	0.78	21.6%	\$9,527
Grady	Alex	86.5%	14.1%	84.1%	9.08	21.3%	\$11,502
Grady	Amber-Pocasset	89.7%	21.4%	97.1%	4.82	36.4%	\$8,674
Grady	Bridge Creek	89.9%	14.3%	47.3%	0.93	57.1%	\$6,311
Grady	Chickasha	83.8%	19.4%	67.7%	1.85	53.0%	\$8,689
Grady	Friend	88.9%	21.0%	90.0%	0.39	46.9%	\$7,450
Grady	Middleberg	90.1%	23.7%	74.0%	0.87	28.9%	\$7,850
Grady	Minco	88.0%	16.0%	55.6%	2.33	27.0%	\$8,370
Grady	Ninnekah	84.6%	12.9%	84.5%	4.07	43.5%	\$9,084
Grady	Pioneer	78.8%	13.1%	80.0%	0.91	59.2%	\$6,641
Grady	Rush Springs	80.5%	15.2%	69.0%	0.73	51.9%	\$7,848
Grady	Tuttle	92.0%	17.8%	63.8%	2.82	48.5%	\$7,215
Grady	Verden	81.7%	17.1%	66.6%	2.92	49.8%	\$9,222
Grant	Deer Creek-Lamont	90.2%	24.4%	81.9%	2.55	34.4%	\$14,570
Grant	Medford	91.1%	23.9%	91.3%	6.76	19.1%	\$17,297
Grant	Pond Creek-Hunter	86.8%	21.3%	63.0%	206.87	18.3%	\$18,349
Greer	Granite	84.6%	9.9%	97.4%	0.79	59.2%	\$9,452
Greer	Mangum	83.7%	15.0%	86.1%	0.71	66.8%	\$8,484
Harmon	Hollis	79.1%	22.9%	68.9%	1.22	59.8%	\$9,410
Harper	Buffalo	85.4%	19.2%	76.5%	0.57	41.4%	\$11,981
Harper	Laverne	81.9%	21.9%	63.1%	3.81	36.5%	\$9,227
Haskell	Keota	75.4%	9.2%	63.3%	0.53	56.0%	\$9,847
Haskell	Kinta	82.2%	12.3%	FTR	FTR	45.6%	\$9,733
Haskell	McCurtain	78.9%	9.8%	20.6%	0.17	61.7%	\$9,158
Haskell	Stigler	78.8%	11.9%	71.3%	0.80	66.7%	\$7,235
Haskell	Whitefield	80.5%	16.8%	86.0%	1.48	57.1%	\$9,069
Hughes	Calvin	86.1%	19.8%	82.7%	15.57	18.2%	\$15,044
Hughes	Holdenville	75.3%	10.0%	83.1%	0.45	55.5%	\$8,021
Hughes	Moss	85.1%	13.8%	78.6%	3.21	41.6%	\$9,766
Hughes	Stuart	85.8%	11.2%	95.0%	8.51	25.2%	\$10,834
Hughes	Wetumka	79.6%	13.4%	94.3%	5.15	51.6%	\$8,732
Jackson	Altus	80.1%	18.2%	79.5%	3.00	62.2%	\$7,765
Jackson	Blair	90.3%	17.6%	94.0%	10.07	64.4%	\$8,290
Jackson	Duke	92.6%	25.3%	83.8%	1.08	46.7%	\$10,627
Jackson	Eldorado	87.1%	19.3%	14.9%	38.92	48.6%	\$16,767

continued on next page

# School District Indicators

## Socioeconomic Conditions, Revenues, and Expenditures

continued from previous page

County	School District	Percent High School Graduate	Percent College Graduate	Percent Parents Attending Conference	Volunteer Hours per Student	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Jackson	Navajo	92.0%	35.8%	69.0%	0.97	62.8%	\$7,382
Jackson	Olustee	89.1%	15.6%	80.3%	6.59	61.8%	\$10,200
Jefferson	Ringling	83.7%	12.5%	46.6%	0.29	61.6%	\$9,047
Jefferson	Ryan	78.5%	11.2%	30.0%	0.16	65.5%	\$10,928
Jefferson	Terral	81.1%	8.3%	88.0%	22.79	68.7%	\$12,102
Jefferson	Waurika	86.4%	12.1%	59.6%	1.40	60.5%	\$9,621
Johnston	Coleman	84.3%	20.2%	70.0%	0.11	56.1%	\$9,496
Johnston	Mannsville	81.4%	10.6%	65.0%	13.06	39.4%	\$10,144
Johnston	Milburn	83.8%	19.1%	91.9%	0.89	47.4%	\$8,580
Johnston	Mill Creek	81.8%	18.4%	69.4%	16.37	24.2%	\$9,435
Johnston	Ravia	78.1%	15.6%	85.0%	0.69	43.9%	\$10,949
Johnston	Tishomingo	82.8%	14.8%	64.1%	0.89	56.1%	\$8,799
Johnston	Wapanucka	78.3%	18.6%	FTR	FTR	48.4%	\$8,819
Kay	Blackwell	83.4%	13.9%	91.3%	0.50	55.7%	\$7,604
Kay	Kildare	90.6%	19.4%	84.0%	25.99	12.9%	\$12,040
Kay	Newkirk	89.1%	13.5%	79.5%	2.02	51.8%	\$8,929
Kay	Peckham	89.5%	12.1%	93.0%	3.37	35.4%	\$9,768
Kay	Ponca City	86.9%	20.5%	73.1%	0.78	43.4%	\$8,854
Kay	Tonkawa	85.9%	21.2%	75.7%	1.02	48.3%	\$8,213
Kingfisher	Cashion	94.7%	22.9%	85.6%	1.61	23.0%	\$9,611
Kingfisher	Dover	83.7%	17.9%	85.3%	9.94	31.0%	\$12,555
Kingfisher	Hennessey	79.6%	16.0%	62.3%	1.38	47.7%	\$8,826
Kingfisher	Kingfisher	89.4%	20.9%	91.0%	3.25	43.1%	\$8,882
Kingfisher	Lomega	92.1%	32.4%	99.4%	1.13	38.5%	\$10,020
Kingfisher	Okarche	92.8%	24.4%	95.3%	34.20	20.7%	\$8,420
Kiowa	Hobart	81.7%	16.9%	73.4%	0.93	52.7%	\$7,737
Kiowa	Lone Wolf	89.4%	22.2%	94.5%	7.20	42.0%	\$7,550
Kiowa	Mountain View-Gotebo	86.3%	18.8%	78.2%	5.31	30.2%	\$11,035
Kiowa	Snyder	86.2%	21.0%	78.8%	2.50	55.8%	\$9,559
Latimer	Buffalo Valley	85.0%	16.9%	40.0%	0.35	54.3%	\$10,880
Latimer	Panola	81.4%	14.1%	84.7%	6.43	48.5%	\$11,853
Latimer	Red Oak	85.6%	12.4%	46.1%	4.08	44.3%	\$9,422
Latimer	Wilburton	83.3%	13.3%	63.7%	0.35	53.8%	\$8,155
Le Flore	Arkoma	77.9%	10.5%	69.8%	1.93	59.1%	\$8,868
Le Flore	Bokoshe	82.1%	9.1%	50.5%	0.00	57.4%	\$8,921
Le Flore	Cameron	84.5%	11.7%	54.6%	0.53	57.1%	\$9,487
Le Flore	Fanshawe	88.0%	21.6%	58.0%	2.63	35.4%	\$8,841
Le Flore	Heavener	73.9%	9.4%	79.1%	3.33	57.6%	\$10,160
Le Flore	Hodgen	79.8%	12.5%	69.0%	0.45	66.3%	\$8,035
Le Flore	Howe	76.6%	8.9%	55.9%	0.94	65.6%	\$7,460

continued on next page

# School District Indicators

## Socioeconomic Conditions, Revenues, and Expenditures

continued from previous page

County	School District	Percent High School Graduate	Percent College Graduate	Percent Parents Attending Conference	Volunteer Hours per Student	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Le Flore	Leflore	87.2%	16.8%	79.1%	2.37	55.7%	\$9,304
Le Flore	Monroe	86.3%	19.9%	80.0%	0.84	51.5%	\$8,959
Le Flore	Panama	77.9%	7.8%	47.9%	0.83	58.5%	\$7,631
Le Flore	Pocola	88.4%	9.9%	71.4%	9.95	65.6%	\$7,345
Le Flore	Poteau	86.3%	22.5%	71.4%	1.28	62.5%	\$7,806
Le Flore	Shady Point	80.5%	11.9%	60.0%	1.02	54.3%	\$8,700
Le Flore	Spiro	76.2%	10.8%	44.4%	0.15	60.7%	\$7,931
Le Flore	Talihina	80.2%	16.5%	35.5%	0.38	60.5%	\$9,610
Le Flore	Whitesboro	84.7%	18.4%	FTR	FTR	69.9%	\$11,461
Le Flore	Wister	82.8%	9.7%	FTR	FTR	64.0%	\$7,961
Lincoln	Agra	83.5%	10.1%	70.2%	0.12	60.1%	\$10,019
Lincoln	Carney	81.4%	8.7%	70.6%	1.58	57.0%	\$7,003
Lincoln	Chandler	87.6%	14.9%	64.9%	2.76	53.7%	\$7,172
Lincoln	Davenport	82.0%	9.2%	94.2%	6.45	49.4%	\$8,157
Lincoln	Meeker	86.0%	18.6%	82.0%	2.12	61.4%	\$7,547
Lincoln	Prague	86.8%	13.6%	68.1%	0.89	57.4%	\$7,197
Lincoln	Stroud	82.7%	11.1%	86.8%	0.77	10.0%	\$12,285
Lincoln	Wellston	86.0%	16.7%	65.3%	3.89	56.3%	\$7,341
Lincoln	White Rock	85.4%	14.7%	40.0%	20.83	55.2%	\$10,050
Logan	Coyle	88.0%	25.1%	FTR	FTR	43.2%	\$9,471
Logan	Crescent	90.3%	16.1%	64.4%	0.75	47.9%	\$9,777
Logan	Guthrie	89.8%	22.3%	57.4%	0.69	56.5%	\$7,029
Logan	Mulhall-Orlando	87.0%	15.3%	80.5%	4.59	27.7%	\$10,202
Love	Greenville	88.0%	16.7%	47.0%	8.67	50.8%	\$8,950
Love	Marietta	83.3%	13.3%	65.5%	0.99	57.4%	\$7,553
Love	Thackerville	83.2%	9.5%	51.3%	0.30	21.7%	\$10,618
Love	Turner	85.6%	18.2%	92.1%	0.95	41.5%	\$9,795
Major	Aline-Cleo	90.5%	11.7%	87.6%	4.92	33.1%	\$11,959
Major	Cimarron	92.8%	20.2%	86.0%	2.02	36.0%	\$10,523
Major	Fairview	87.2%	17.4%	77.2%	4.31	44.4%	\$9,766
Major	Ringwood	86.5%	18.5%	93.5%	4.25	43.6%	\$8,591
Marshall	Kingston	82.5%	12.3%	76.3%	7.87	40.0%	\$9,930
Marshall	Madill	77.1%	14.5%	66.5%	0.64	54.0%	\$8,259
Mayes	Adair	89.4%	16.9%	89.2%	2.09	54.0%	\$7,846
Mayes	Chouteau-Mazie	84.0%	15.8%	66.6%	1.62	51.6%	\$10,237
Mayes	Locust Grove	84.6%	12.1%	66.6%	3.32	58.5%	\$8,961
Mayes	Osage	91.5%	20.7%	15.0%	0.20	28.1%	\$13,266
Mayes	Pryor	88.4%	20.8%	78.2%	1.24	17.7%	\$8,946
Mayes	Salina	82.0%	12.9%	62.2%	1.11	56.2%	\$8,531
Mayes	Spavinaw	82.9%	8.1%	FTR	FTR	48.8%	\$12,282

continued on next page

# School District Indicators

## Socioeconomic Conditions, Revenues, and Expenditures

continued from previous page

County	School District	Percent High School Graduate	Percent College Graduate	Percent Parents Attending Conference	Volunteer Hours per Student	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Mayes	Wickliffe	80.0%	5.3%	85.0%	0.54	61.3%	\$11,201
McClain	Blanchard	93.9%	22.8%	66.0%	1.88	53.0%	\$7,820
McClain	Dibble	78.7%	11.5%	65.5%	0.78	59.5%	\$7,843
McClain	Newcastle	91.2%	30.1%	88.5%	1.19	40.3%	\$8,418
McClain	Purcell	80.2%	17.5%	74.7%	0.87	56.2%	\$8,204
McClain	Washington	90.1%	21.9%	55.9%	0.72	54.9%	\$7,301
McClain	Wayne	84.7%	19.7%	76.5%	0.67	55.1%	\$9,261
McCurtain	Battiest	86.0%	13.8%	62.0%	0.52	59.3%	\$11,435
McCurtain	Broken Bow	81.2%	12.3%	49.1%	0.28	58.2%	\$8,405
McCurtain	Denison	83.4%	13.4%	89.0%	3.54	68.5%	\$6,680
McCurtain	Eagletown	83.4%	9.7%	35.0%	1.34	65.3%	\$14,114
McCurtain	Forest Grove	85.0%	19.1%	40.0%	8.43	55.0%	\$9,588
McCurtain	Glover	79.3%	12.7%	58.0%	0.17	62.6%	\$13,402
McCurtain	Haworth	78.8%	10.1%	56.0%	2.62	68.1%	\$9,909
McCurtain	Holly Creek	79.7%	14.8%	87.0%	2.41	69.8%	\$8,978
McCurtain	Idabel	81.0%	18.1%	59.8%	2.26	58.2%	\$9,251
McCurtain	Lukfata	78.3%	12.2%	82.0%	3.00	64.1%	\$7,606
McCurtain	Smithville	84.0%	13.0%	62.2%	0.27	58.8%	\$12,248
McCurtain	Valliant	79.9%	10.7%	33.2%	0.84	41.6%	\$8,530
McCurtain	Wright City	80.1%	11.0%	57.9%	4.48	64.6%	\$8,652
McIntosh	Checotah	81.7%	13.3%	66.4%	0.37	52.5%	\$8,757
McIntosh	Eufaula	85.1%	14.7%	61.8%	4.27	52.8%	\$9,058
McIntosh	Hanna	76.6%	15.7%	75.5%	4.96	53.7%	\$13,355
McIntosh	Midway	78.0%	13.8%	66.4%	1.49	59.3%	\$8,951
McIntosh	Ryal	84.2%	5.1%	77.0%	91.80	59.8%	\$14,029
McIntosh	Stidham	79.5%	12.1%	80.0%	2.40	65.3%	\$9,473
Murray	Davis	82.8%	18.5%	74.2%	1.91	44.6%	\$7,531
Murray	Sulphur	80.7%	20.1%	63.1%	0.43	66.0%	\$7,407
Muskogee	Braggs	86.5%	12.4%	63.9%	3.69	57.9%	\$10,430
Muskogee	Fort Gibson	94.6%	26.2%	77.0%	0.92	35.9%	\$8,457
Muskogee	Haskell	81.8%	12.7%	57.4%	2.23	57.7%	\$7,855
Muskogee	Hilldale	92.1%	25.8%	66.1%	4.42	59.2%	\$7,427
Muskogee	Muskogee	83.8%	18.2%	86.1%	3.43	47.9%	\$8,575
Muskogee	Oktaha	87.9%	14.5%	82.7%	0.27	66.8%	\$8,048
Muskogee	Porum	79.0%	8.5%	67.7%	0.91	63.0%	\$8,492
Muskogee	Wainwright	85.0%	12.5%	76.0%	1.00	65.2%	\$10,042
Muskogee	Warner	86.6%	18.3%	81.7%	2.71	59.5%	\$8,064
Muskogee	Webbers Falls	80.0%	16.1%	44.2%	0.02	53.1%	\$9,413
Noble	Billings	86.6%	12.2%	90.6%	2.71	26.0%	\$13,795
Noble	Frontier	88.3%	11.8%	57.0%	0.88	15.0%	\$14,380

continued on next page

# School District Indicators

## Socioeconomic Conditions, Revenues, and Expenditures

continued from previous page

County	School District	Percent High School Graduate	Percent College Graduate	Percent Parents Attending Conference	Volunteer Hours per Student	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Noble	Morrison	90.3%	25.6%	77.0%	3.28	32.7%	\$9,224
Noble	Perry	88.5%	25.9%	66.7%	0.77	41.0%	\$8,130
Nowata	Nowata	83.9%	13.3%	65.6%	2.07	52.9%	\$8,584
Nowata	Oklahoma Union	84.1%	11.4%	67.0%	0.82	57.7%	\$9,464
Nowata	South Coffeyville	91.4%	17.2%	93.5%	2.27	65.2%	\$7,713
Okfuskee	Bearden	83.6%	9.2%	83.0%	10.08	55.6%	\$9,508
Okfuskee	Graham-Dustin	84.4%	9.4%	87.1%	1.08	45.7%	\$13,039
Okfuskee	Mason	84.0%	14.8%	60.8%	0.06	62.7%	\$8,483
Okfuskee	Okemah	77.6%	13.9%	52.8%	4.38	46.1%	\$11,271
Okfuskee	Paden	80.8%	7.5%	78.8%	6.84	38.0%	\$7,918
Okfuskee	Weleetka	83.4%	11.1%	53.0%	0.19	49.9%	\$9,927
Oklahoma	Bethany	86.5%	28.2%	73.4%	2.38	71.3%	\$7,845
Oklahoma	Choctaw-Nicoma Park	91.0%	27.2%	91.4%	2.07	47.5%	\$7,511
Oklahoma	Crooked Oak	64.4%	7.5%	54.4%	0.10	42.9%	\$9,949
Oklahoma	Crutcho	83.8%	10.9%	30.0%	0.54	48.7%	\$8,797
Oklahoma	Deer Creek	98.0%	59.6%	89.7%	5.55	31.1%	\$8,354
Oklahoma	Edmond	96.2%	52.2%	73.4%	4.34	28.1%	\$8,253
Oklahoma	Harrah	89.5%	19.2%	71.2%	1.76	51.8%	\$7,254
Oklahoma	Jones	88.6%	17.6%	69.3%	2.15	49.6%	\$8,346
Oklahoma	Luther	91.4%	22.9%	72.7%	1.47	22.9%	\$9,765
Oklahoma	Midwest City-Del City	89.5%	19.8%	77.8%	1.93	50.7%	\$8,215
Oklahoma	Millwood	89.2%	33.4%	53.3%	0.35	42.5%	\$9,394
Oklahoma	Oakdale	95.9%	62.1%	90.0%	3.88	8.2%	\$12,866
Oklahoma	Oklahoma City	77.1%	22.4%	70.8%	2.90	46.1%	\$9,320
Oklahoma	Putnam City	90.0%	31.9%	79.0%	2.42	44.0%	\$8,839
Oklahoma	Western Heights	79.2%	11.4%	58.8%	3.14	26.3%	\$10,002
Okmulgee	Beggs	85.9%	14.5%	67.7%	1.63	51.7%	\$9,283
Okmulgee	Dewar	85.2%	12.5%	77.5%	2.08	68.3%	\$7,176
Okmulgee	Henryetta	85.1%	13.4%	65.6%	1.61	59.3%	\$8,012
Okmulgee	Morris	91.8%	15.0%	68.9%	0.40	61.4%	\$8,074
Okmulgee	Okmulgee	86.9%	16.7%	74.3%	0.39	52.3%	\$9,380
Okmulgee	Preston	92.5%	23.6%	73.8%	1.00	64.7%	\$6,888
Okmulgee	Schulter	81.1%	12.6%	62.3%	2.92	55.8%	\$10,512
Okmulgee	Twin Hills	85.8%	17.3%	90.0%	1.61	63.1%	\$8,335
Okmulgee	Wilson	88.6%	14.9%	74.8%	1.91	61.8%	\$9,866
Osage	Anderson	89.9%	18.2%	73.0%	5.67	36.0%	\$8,697
Osage	Avant	87.8%	17.2%	50.0%	2.31	31.2%	\$10,214
Osage	Barnsdall	87.4%	15.9%	52.9%	1.10	43.0%	\$8,263
Osage	Bowring	84.2%	16.9%	80.0%	2.82	37.5%	\$11,805
Osage	Hominy	82.3%	11.2%	82.3%	2.91	49.6%	\$8,651

continued on next page

# School District Indicators

## Socioeconomic Conditions, Revenues, and Expenditures

continued from previous page

County	School District	Percent High School Graduate	Percent College Graduate	Percent Parents Attending Conference	Volunteer Hours per Student	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Osage	McCord	91.7%	15.9%	98.0%	1.63	55.4%	\$6,995
Osage	Osage Hills	87.3%	19.7%	91.0%	2.86	31.3%	\$8,995
Osage	Pawhuska	90.7%	7.0%	80.0%	0.52	48.4%	\$9,438
Osage	Prue	83.7%	14.2%	42.5%	0.70	45.8%	\$8,648
Osage	Shidler	86.3%	8.8%	63.6%	1.33	51.2%	\$10,131
Osage	Woodland	82.7%	12.6%	80.8%	1.11	57.2%	\$9,379
Osage	Wynona	84.5%	8.8%	63.5%	0.24	36.0%	\$8,777
Ottawa	Afton	83.4%	13.3%	86.6%	1.53	60.2%	\$8,246
Ottawa	Commerce	76.8%	9.5%	86.9%	3.53	64.0%	\$8,046
Ottawa	Fairland	88.5%	11.8%	78.4%	6.32	60.8%	\$7,784
Ottawa	Miami	84.9%	15.8%	74.6%	2.69	63.2%	\$7,921
Ottawa	Quapaw	83.7%	8.7%	70.6%	0.43	57.8%	\$8,227
Ottawa	Turkey Ford	83.7%	15.5%	98.0%	2.85	41.6%	\$9,941
Ottawa	Wyandotte	82.6%	14.5%	76.4%	0.45	60.9%	\$8,247
Pawnee	Cleveland	86.2%	16.0%	65.0%	0.69	55.6%	\$7,587
Pawnee	Jennings	85.2%	8.7%	97.0%	6.94	47.5%	\$10,214
Pawnee	Pawnee	89.0%	20.5%	89.8%	1.19	54.7%	\$8,404
Payne	Cushing	80.5%	12.8%	67.7%	1.13	16.8%	\$11,525
Payne	Glencoe	95.9%	24.7%	69.1%	3.10	39.2%	\$8,162
Payne	Oak Grove	87.3%	18.5%	65.0%	0.58	61.3%	\$7,467
Payne	Perkins-Tryon	88.0%	23.0%	74.1%	0.64	50.7%	\$7,578
Payne	Ripley	86.0%	22.6%	83.5%	20.53	43.5%	\$9,490
Payne	Stillwater	95.0%	48.3%	88.4%	2.07	38.0%	\$9,218
Payne	Yale	85.1%	19.8%	57.4%	0.70	46.7%	\$7,847
Pittsburg	Canadian	80.5%	14.8%	66.9%	0.90	38.8%	\$10,106
Pittsburg	Crowder	88.5%	14.5%	77.9%	3.01	51.1%	\$8,223
Pittsburg	Frink-Chambers	91.0%	26.5%	90.0%	1.62	45.5%	\$6,810
Pittsburg	Haileyville	88.8%	13.1%	75.7%	17.14	54.7%	\$9,550
Pittsburg	Hartshorne	87.2%	16.0%	76.3%	0.67	57.0%	\$9,327
Pittsburg	Haywood	89.5%	17.6%	81.0%	5.73	36.4%	\$11,090
Pittsburg	Indianola	86.0%	13.9%	65.4%	0.25	29.4%	\$10,097
Pittsburg	Kiowa	84.1%	11.7%	81.7%	0.74	16.5%	\$14,361
Pittsburg	Krebs	89.3%	26.6%	85.0%	0.17	38.4%	\$7,571
Pittsburg	McAlester	83.3%	15.6%	70.4%	2.74	58.5%	\$7,618
Pittsburg	Pittsburg	83.7%	11.1%	68.7%	0.80	50.8%	\$10,587
Pittsburg	Quinton	81.2%	8.0%	70.0%	1.47	53.5%	\$9,444
Pittsburg	Savanna	89.3%	18.3%	77.5%	5.69	64.0%	\$8,352
Pittsburg	Tannehill	90.9%	18.2%	68.0%	1.70	50.7%	\$10,068
Pontotoc	Ada	87.2%	32.2%	62.9%	2.04	56.5%	\$8,590
Pontotoc	Allen	86.9%	16.3%	87.7%	0.80	45.8%	\$8,133

continued on next page

# School District Indicators

## Socioeconomic Conditions, Revenues, and Expenditures

continued from previous page

County	School District	Percent High School Graduate	Percent College Graduate	Percent Parents Attending Conference	Volunteer Hours per Student	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Pontotoc	Byng	87.3%	25.4%	82.6%	2.68	62.2%	\$8,021
Pontotoc	Latta	93.5%	30.7%	84.9%	5.00	56.4%	\$8,252
Pontotoc	Roff	89.4%	20.6%	78.8%	3.00	49.8%	\$9,102
Pontotoc	Stonewall	91.4%	23.7%	62.8%	0.33	39.9%	\$9,378
Pontotoc	Vanoss	84.8%	19.3%	53.7%	1.78	54.1%	\$8,227
Pottawatomie	Asher	82.6%	11.2%	76.3%	6.15	57.7%	\$8,534
Pottawatomie	Bethel	92.1%	15.1%	69.2%	1.41	64.3%	\$6,687
Pottawatomie	Dale	88.8%	19.0%	48.4%	0.78	64.6%	\$6,902
Pottawatomie	Earlsboro	80.8%	15.3%	74.4%	1.14	59.5%	\$8,210
Pottawatomie	Grove	97.7%	45.3%	100.0%	31.08	24.5%	\$7,618
Pottawatomie	Macomb	79.5%	14.6%	42.0%	0.37	62.9%	\$8,294
Pottawatomie	Maud	85.4%	11.6%	60.0%	0.26	52.0%	\$9,711
Pottawatomie	McLoud	82.8%	13.4%	80.3%	0.75	61.5%	\$7,664
Pottawatomie	North Rock Creek	90.0%	18.3%	97.0%	2.59	34.3%	\$9,307
Pottawatomie	Pleasant Grove	88.1%	29.3%	100.0%	1.01	67.7%	\$8,154
Pottawatomie	Shawnee	84.3%	17.0%	77.5%	2.42	56.7%	\$8,458
Pottawatomie	South Rock Creek	90.5%	20.5%	93.0%	0.62	63.4%	\$7,073
Pottawatomie	Tecumseh	89.9%	14.7%	83.3%	2.88	64.1%	\$7,540
Pottawatomie	Wanette	83.7%	8.8%	85.1%	0.37	46.2%	\$11,489
Pushmataha	Albion	88.5%	11.0%	40.0%	0.00	59.5%	\$12,171
Pushmataha	Antlers	79.6%	14.5%	70.5%	1.10	64.3%	\$8,051
Pushmataha	Clayton	78.7%	11.2%	83.2%	0.00	68.1%	\$12,044
Pushmataha	Moyers	78.3%	10.2%	57.4%	0.62	70.1%	\$9,281
Pushmataha	Nashoba	74.1%	8.6%	98.0%	3.23	61.6%	\$11,941
Pushmataha	Rattan	84.8%	15.4%	69.8%	0.61	65.5%	\$10,347
Pushmataha	Tuskahoma	86.5%	11.2%	67.0%	0.85	59.2%	\$11,715
Roger Mills	Cheyenne	91.7%	19.9%	79.6%	1.23	28.0%	\$15,262
Roger Mills	Hammon	88.9%	18.9%	91.0%	0.05	24.3%	\$18,947
Roger Mills	Leedey	91.5%	26.5%	93.3%	8.65	30.0%	\$16,238
Roger Mills	Reydon	87.7%	19.9%	87.0%	10.79	22.0%	\$43,708
Roger Mills	Sweetwater	89.8%	19.8%	95.2%	1.45	16.8%	\$21,272
Rogers	Catoosa	87.8%	17.1%	82.1%	2.92	29.2%	\$9,484
Rogers	Chelsea	83.4%	15.0%	69.2%	0.38	57.3%	\$8,185
Rogers	Claremore	90.8%	21.1%	88.2%	1.69	48.2%	\$8,356
Rogers	Foyil	83.1%	10.0%	67.3%	0.11	62.6%	\$7,880
Rogers	Inola	90.1%	17.5%	64.0%	1.29	57.2%	\$7,929
Rogers	Justus-Tiawah	94.3%	23.8%	90.0%	2.31	41.6%	\$7,440
Rogers	Oologah-Talala	92.0%	26.3%	73.3%	0.80	33.2%	\$7,095
Rogers	Sequoyah	91.1%	17.1%	60.5%	0.77	56.1%	\$7,191
Rogers	Verdigris	94.5%	26.4%	84.6%	1.42	25.1%	\$7,456

continued on next page

# School District Indicators

## Socioeconomic Conditions, Revenues, and Expenditures

continued from previous page

County	School District	Percent High School Graduate	Percent College Graduate	Percent Parents Attending Conference	Volunteer Hours per Student	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Seminole	Bowlegs	82.0%	14.7%	84.4%	0.72	56.0%	\$8,881
Seminole	Butner	80.8%	13.4%	93.8%	2.08	29.8%	\$8,818
Seminole	Justice	85.9%	21.4%	48.0%	0.96	53.1%	\$12,784
Seminole	Konawa	85.0%	14.0%	73.7%	1.80	36.9%	\$7,751
Seminole	New Lima	88.3%	13.0%	77.8%	1.55	63.0%	\$7,636
Seminole	Sasakwa	80.7%	7.1%	33.0%	1.15	56.0%	\$10,025
Seminole	Seminole	82.8%	15.1%	75.0%	0.98	63.9%	\$7,800
Seminole	Strother	88.6%	13.3%	43.5%	0.16	52.8%	\$7,938
Seminole	Varnum	83.9%	14.3%	68.9%	0.73	62.6%	\$8,303
Seminole	Wewoka	80.4%	12.7%	71.7%	0.16	52.1%	\$11,239
Sequoyah	Belfonte	63.8%	7.3%	48.3%	1.59	51.2%	\$12,052
Sequoyah	Brushy	76.4%	13.8%	81.0%	0.84	66.8%	\$7,955
Sequoyah	Central	83.0%	15.7%	63.1%	0.81	63.3%	\$7,558
Sequoyah	Gans	79.1%	11.8%	80.9%	3.84	67.7%	\$7,550
Sequoyah	Gore	81.1%	17.6%	69.7%	0.31	56.8%	\$9,282
Sequoyah	Liberty	78.8%	7.7%	96.0%	3.07	63.6%	\$7,678
Sequoyah	Marble City	74.7%	10.4%	20.0%	2.22	47.2%	\$12,235
Sequoyah	Moffett	67.0%	3.2%	92.0%	0.72	70.6%	\$7,801
Sequoyah	Muldrow	82.6%	12.8%	68.5%	1.28	67.0%	\$7,872
Sequoyah	Roland	85.1%	10.5%	58.0%	0.65	64.8%	\$8,171
Sequoyah	Sallisaw	82.6%	13.2%	62.9%	2.24	59.1%	\$8,318
Sequoyah	Vian	82.2%	19.2%	71.6%	3.59	58.3%	\$8,358
Stephens	Bray-Doyle	88.2%	15.3%	78.8%	1.62	25.7%	\$10,217
Stephens	Central High	90.9%	24.9%	79.8%	8.47	50.4%	\$8,832
Stephens	Comanche	82.9%	11.8%	72.6%	2.94	56.3%	\$7,930
Stephens	Duncan	84.8%	19.1%	68.9%	4.14	47.5%	\$8,051
Stephens	Empire	89.2%	12.1%	87.0%	3.69	52.9%	\$7,589
Stephens	Grandview	84.7%	9.0%	FTR	FTR	69.6%	\$7,086
Stephens	Marlow	87.4%	18.3%	68.4%	1.98	56.0%	\$7,810
Stephens	Velma-Alma	86.6%	13.5%	71.7%	1.91	35.4%	\$8,696
Texas	Goodwell	88.7%	42.4%	FTR	FTR	52.0%	\$8,341
Texas	Guymon	64.1%	16.8%	83.8%	0.51	54.6%	\$7,730
Texas	Hardesty	77.0%	15.1%	100.0%	0.78	22.3%	\$13,493
Texas	Hooker	81.1%	22.6%	88.4%	0.12	58.2%	\$7,840
Texas	Optima	55.0%	8.9%	100.0%	0.17	37.3%	\$10,748
Texas	Straight	84.0%	28.2%	FTR	FTR	25.0%	\$15,175
Texas	Texhoma	74.0%	20.0%	50.0%	0.13	48.4%	\$11,403
Texas	Tyrone	78.6%	15.0%	66.7%	0.82	52.8%	\$9,011
Texas	Yarbrough	87.5%	30.4%	87.8%	2.33	32.0%	\$13,269
Tillman	Davidson	71.3%	15.4%	FTR	FTR	45.6%	\$11,288

continued on next page

# School District Indicators

## Socioeconomic Conditions, Revenues, and Expenditures

continued from previous page

County	School District	Percent High School Graduate	Percent College Graduate	Percent Parents Attending Conference	Volunteer Hours per Student	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Tillman	Frederick	74.6%	16.1%	84.2%	3.27	57.6%	\$8,193
Tillman	Grandfield	83.4%	17.8%	82.2%	4.45	60.5%	\$9,451
Tillman	Tipton	76.4%	16.4%	85.9%	6.99	60.2%	\$11,578
Tulsa	Berryhill	94.0%	24.3%	91.0%	2.41	52.1%	\$6,421
Tulsa	Bixby	94.7%	41.9%	79.8%	2.81	31.6%	\$8,052
Tulsa	Broken Arrow	93.7%	29.4%	66.7%	2.74	45.7%	\$8,224
Tulsa	Collinsville	92.3%	26.1%	49.9%	1.35	54.3%	\$7,014
Tulsa	Glenpool	89.7%	21.7%	67.3%	11.43	55.7%	\$6,965
Tulsa	Jenks	94.7%	49.6%	88.8%	20.20	31.0%	\$9,732
Tulsa	Keystone	86.5%	11.2%	85.0%	1.85	52.4%	\$7,969
Tulsa	Liberty	87.0%	17.2%	60.1%	0.95	51.5%	\$8,194
Tulsa	Owasso	92.7%	32.3%	74.4%	2.25	40.4%	\$7,561
Tulsa	Sand Springs	87.5%	17.3%	90.7%	4.48	53.3%	\$8,609
Tulsa	Skiatook	86.9%	16.5%	72.6%	1.39	50.0%	\$7,872
Tulsa	Sperry	88.8%	14.9%	79.7%	2.53	57.0%	\$7,717
Tulsa	Tulsa	85.0%	25.9%	80.6%	7.07	38.6%	\$9,802
Tulsa	Union	89.8%	33.5%	76.7%	3.41	41.9%	\$8,954
Wagoner	Coweta	88.7%	22.0%	69.3%	2.17	56.2%	\$7,563
Wagoner	Okay	89.9%	17.0%	60.6%	3.00	55.9%	\$8,347
Wagoner	Porter Consolidated	85.1%	12.5%	82.1%	2.63	52.8%	\$8,272
Wagoner	Wagoner	83.8%	14.5%	37.6%	1.81	59.1%	\$7,424
Washington	Bartlesville	90.9%	31.4%	59.8%	4.00	47.1%	\$8,532
Washington	Caney Valley	88.0%	15.7%	61.6%	2.00	45.6%	\$8,473
Washington	Copan	87.2%	15.7%	45.0%	1.39	39.1%	\$9,625
Washington	Dewey	88.2%	11.6%	53.4%	2.03	58.7%	\$7,489
Washita	Burns Flat-Dill City	86.5%	16.4%	68.9%	0.82	56.3%	\$8,810
Washita	Canute	90.5%	16.1%	94.3%	11.60	45.5%	\$8,205
Washita	Cordell	87.8%	22.7%	92.7%	1.60	48.3%	\$8,940
Washita	Sentinel	83.4%	16.4%	81.7%	1.53	36.7%	\$9,916
Woods	Alva	88.7%	30.3%	78.3%	10.23	30.6%	\$11,905
Woods	Freedom	87.7%	19.9%	88.5%	1.28	28.7%	\$24,903
Woods	Waynoka	84.9%	17.5%	94.5%	1.76	36.1%	\$14,875
Woodward	Fort Supply	73.3%	9.4%	95.6%	11.56	16.4%	\$19,819
Woodward	Mooreland	89.9%	17.2%	92.5%	0.87	32.2%	\$9,560
Woodward	Sharon-Mutual	94.9%	20.1%	88.3%	1.14	18.1%	\$13,908
Woodward	Woodward	86.9%	19.3%	91.2%	2.32	38.4%	\$9,517
<b>State Summary</b>		<b>86.9%</b>	<b>24.1%</b>	<b>74.3%</b>	<b>3.43</b>	<b>46.3%</b>	<b>\$8,681</b>

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

# School District Indicators

## CRT Scores

County	School District	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math% Proficient or Above
Adair	Cave Springs	n/a	n/a	n/a	n/a	n/a	n/a
Adair	Dahlonegah	56%	67%	44%	89%	n/a	n/a
Adair	Greasy	n/a	n/a	n/a	n/a	n/a	n/a
Adair	Maryetta	78%	88%	69%	75%	83%	76%
Adair	Peavine	75%	63%	63%	38%	38%	25%
Adair	Rocky Mountain	n/a	n/a	n/a	n/a	92%	92%
Adair	Stilwell	64%	36%	39%	76%	53%	64%
Adair	Watts	60%	60%	10%	30%	100%	100%
Adair	Westville	56%	50%	39%	42%	84%	80%
Adair	Zion	79%	89%	54%	68%	91%	89%
Alfalfa	Burlington	67%	100%	67%	100%	90%	100%
Alfalfa	Cherokee	93%	81%	70%	93%	92%	75%
Alfalfa	Timberlake	86%	100%	64%	86%	82%	n/a
Atoka	Atoka	92%	78%	65%	95%	91%	64%
Atoka	Caney	100%	67%	50%	50%	79%	43%
Atoka	Harmony	67%	75%	67%	67%	78%	n/a
Atoka	Lane	50%	63%	50%	75%	88%	83%
Atoka	Stringtown	92%	85%	54%	92%	100%	69%
Atoka	Tushka	84%	100%	84%	95%	96%	87%
Beaver	Balko	92%	85%	69%	69%	100%	56%
Beaver	Beaver	76%	43%	62%	81%	82%	73%
Beaver	Forgan	100%	83%	67%	67%	n/a	n/a
Beaver	Turpin	100%	95%	86%	100%	87%	75%
Beckham	Elk City	74%	77%	56%	70%	92%	51%
Beckham	Erick	90%	80%	80%	80%	83%	67%
Beckham	Merritt	82%	77%	82%	85%	n/a	n/a
Beckham	Sayre	90%	98%	98%	95%	68%	68%
Blaine	Canton	65%	26%	48%	48%	59%	82%
Blaine	Geary	74%	61%	48%	70%	53%	82%
Blaine	Okeene	93%	93%	73%	80%	67%	58%
Blaine	Watonga	83%	80%	63%	74%	93%	78%
Bryan	Achille	83%	75%	50%	92%	82%	67%
Bryan	Bennington	73%	93%	60%	73%	100%	100%
Bryan	Caddo	100%	96%	87%	100%	96%	82%
Bryan	Calera	94%	91%	82%	97%	81%	61%
Bryan	Colbert	76%	97%	76%	91%	87%	85%
Bryan	Durant	82%	79%	72%	88%	94%	78%
Bryan	Rock Creek	70%	70%	70%	85%	92%	54%
Bryan	Silo	83%	79%	69%	94%	87%	73%
Caddo	Anadarko	56%	59%	31%	44%	80%	60%

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# School District Indicators

## CRT Scores

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County	School District	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math% Proficient or Above
Caddo	Binger-Oney	100%	93%	93%	100%	82%	65%
Caddo	Boone-Apache	81%	87%	61%	90%	84%	63%
Caddo	Carnegie	94%	94%	61%	81%	86%	67%
Caddo	Cement	67%	73%	40%	60%	70%	33%
Caddo	Cyril	87%	73%	73%	93%	73%	7%
Caddo	Fort Cobb-Broxton	83%	67%	42%	50%	92%	50%
Caddo	Gracemont	83%	67%	33%	75%	n/a	n/a
Caddo	Hinton	86%	92%	84%	84%	86%	62%
Caddo	Hydro-Eakly	100%	100%	86%	90%	100%	88%
Caddo	Lookeba Sickles	81%	94%	75%	94%	60%	40%
Canadian	Banner	100%	100%	91%	100%	100%	100%
Canadian	Calumet	89%	89%	89%	100%	94%	75%
Canadian	Darlington	89%	100%	39%	50%	83%	50%
Canadian	El Reno	87%	75%	57%	87%	86%	77%
Canadian	Maple	100%	100%	64%	100%	86%	n/a
Canadian	Mustang	82%	86%	67%	78%	95%	84%
Canadian	Piedmont	87%	89%	75%	91%	95%	89%
Canadian	Riverside	92%	77%	85%	77%	n/a	n/a
Canadian	Union City	88%	94%	71%	88%	94%	41%
Canadian	Yukon	92%	93%	80%	92%	88%	81%
Carter	Ardmore	83%	80%	68%	80%	81%	41%
Carter	Dickson	90%	81%	75%	94%	82%	51%
Carter	Fox	71%	64%	71%	64%	83%	63%
Carter	Healdton	86%	95%	57%	95%	100%	88%
Carter	Lone Grove	92%	76%	75%	86%	91%	64%
Carter	Plainview	97%	94%	82%	97%	95%	85%
Carter	Springer	57%	50%	21%	21%	82%	36%
Carter	Wilson	65%	53%	29%	59%	69%	50%
Carter	Zaneis	94%	100%	75%	94%	93%	n/a
Cherokee	Briggs	71%	79%	46%	57%	77%	13%
Cherokee	Grand View	77%	93%	73%	90%	97%	50%
Cherokee	Hulbert	76%	92%	76%	72%	73%	47%
Cherokee	Keys	80%	74%	62%	87%	97%	61%
Cherokee	Lowrey	69%	46%	62%	46%	n/a	n/a
Cherokee	Norwood	59%	63%	35%	29%	77%	50%
Cherokee	Peggs	94%	88%	69%	69%	100%	n/a
Cherokee	Shady Grove	67%	67%	50%	83%	100%	73%
Cherokee	Tahlequah	83%	91%	70%	78%	92%	72%
Cherokee	Tenkiller	81%	69%	56%	56%	82%	38%
Cherokee	Woodall	89%	85%	67%	81%	88%	86%

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# School District Indicators

## CRT Scores

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County	School District	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math% Proficient or Above
Choctaw	Boswell	91%	83%	61%	61%	94%	50%
Choctaw	Fort Towson	89%	68%	74%	74%	70%	50%
Choctaw	Grant	n/a	n/a	n/a	n/a	50%	17%
Choctaw	Hugo	73%	66%	52%	78%	82%	21%
Choctaw	Soper	71%	79%	21%	43%	68%	n/a
Choctaw	Swink	60%	60%	40%	80%	n/a	n/a
Cimarron	Boise City	100%	100%	100%	86%	59%	36%
Cimarron	Felt	86%	100%	100%	100%	100%	100%
Cimarron	Keyes	50%	67%	50%	33%	n/a	n/a
Cleveland	Lexington	79%	79%	67%	79%	82%	80%
Cleveland	Little Axe	81%	90%	66%	85%	89%	67%
Cleveland	Moore	91%	87%	76%	88%	91%	78%
Cleveland	Noble	86%	90%	76%	82%	85%	63%
Cleveland	Norman	85%	82%	65%	77%	89%	49%
Cleveland	Robin Hill	72%	72%	39%	67%	88%	63%
Coal	Coalgate	77%	97%	68%	81%	97%	85%
Coal	Cottonwood	100%	100%	100%	100%	100%	n/a
Coal	Tupelo	83%	83%	50%	67%	100%	44%
Comanche	Bishop	91%	100%	86%	88%	n/a	n/a
Comanche	Cache	85%	86%	72%	82%	97%	71%
Comanche	Chattanooga	85%	38%	62%	85%	80%	70%
Comanche	Elgin	79%	87%	76%	83%	94%	75%
Comanche	Fletcher	88%	84%	84%	100%	79%	48%
Comanche	Flower Mound	91%	100%	94%	100%	n/a	n/a
Comanche	Geronimo	100%	94%	56%	63%	92%	100%
Comanche	Indianapolis	78%	56%	67%	100%	100%	100%
Comanche	Lawton	86%	85%	67%	74%	88%	62%
Comanche	Sterling	90%	97%	74%	81%	53%	100%
Cotton	Big Pasture	67%	100%	78%	89%	100%	80%
Cotton	Temple	78%	78%	56%	22%	83%	83%
Cotton	Walters	96%	96%	93%	82%	84%	76%
Craig	Bluejacket	67%	83%	33%	100%	88%	29%
Craig	Ketchum	90%	90%	71%	90%	70%	50%
Craig	Vinita	72%	74%	68%	88%	92%	82%
Craig	Welch	85%	62%	77%	85%	91%	75%
Craig	White Oak	n/a	n/a	n/a	n/a	n/a	n/a
Creek	Allen-Bowden	60%	56%	56%	52%	96%	100%
Creek	Bristow	91%	96%	90%	98%	88%	73%
Creek	Depew	87%	93%	73%	73%	89%	93%
Creek	Drumright	88%	64%	64%	92%	54%	77%

continued on next page

# School District Indicators

## CRT Scores

continued from previous page

County	School District	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math% Proficient or Above
Creek	Gypsy	n/a	n/a	n/a	n/a	n/a	n/a
Creek	Kellyville	80%	85%	48%	65%	85%	32%
Creek	Kiefer	94%	82%	79%	100%	86%	85%
Creek	Lone Star	80%	81%	60%	89%	90%	60%
Creek	Mannford	85%	74%	69%	99%	95%	81%
Creek	Mounds	68%	61%	37%	44%	77%	56%
Creek	Oilton	92%	92%	92%	83%	95%	100%
Creek	Olive	78%	94%	56%	72%	67%	44%
Creek	Pretty Water	75%	75%	46%	67%	92%	69%
Creek	Sapulpa	86%	75%	64%	79%	88%	61%
Custer	Arapaho-Butler	96%	87%	87%	86%	94%	57%
Custer	Clinton	75%	80%	66%	84%	94%	65%
Custer	Thomas-Fay-Custer	88%	92%	80%	76%	100%	78%
Custer	Weatherford	85%	76%	70%	82%	94%	81%
Delaware	Cleora	63%	88%	88%	75%	100%	n/a
Delaware	Colcord	96%	87%	52%	61%	87%	37%
Delaware	Grove	92%	90%	75%	86%	91%	78%
Delaware	Jay	78%	72%	62%	59%	81%	53%
Delaware	Kansas	87%	90%	92%	87%	94%	45%
Delaware	Kenwood	17%	17%	17%	17%	78%	22%
Delaware	Leach	86%	86%	71%	57%	82%	64%
Delaware	Moseley	83%	83%	50%	71%	71%	29%
Delaware	Oaks-Mission	42%	50%	50%	25%	80%	20%
Dewey	Seiling	71%	75%	54%	67%	86%	36%
Dewey	Taloga	n/a	n/a	n/a	n/a	n/a	n/a
Dewey	Vici	84%	92%	80%	92%	83%	61%
Ellis	Arnett	100%	100%	92%	92%	100%	75%
Ellis	Fargo	57%	57%	57%	57%	100%	90%
Ellis	Gage	n/a	n/a	n/a	n/a	n/a	n/a
Ellis	Shattuck	91%	86%	59%	77%	89%	55%
Garfield	Chisholm	95%	81%	81%	95%	98%	85%
Garfield	Covington-Douglas	63%	69%	25%	50%	85%	69%
Garfield	Drummond	67%	78%	67%	67%	70%	50%
Garfield	Enid	84%	80%	69%	81%	86%	51%
Garfield	Garber	94%	94%	88%	94%	90%	81%
Garfield	Kremlin-Hillsdale	85%	85%	70%	65%	95%	58%
Garfield	Pioneer-Pleasant Vale	97%	97%	79%	97%	73%	77%
Garfield	Waukomis	73%	64%	55%	77%	76%	65%
Garvin	Elmore City-Pernell	85%	85%	78%	74%	96%	78%
Garvin	Lindsay	84%	93%	64%	88%	95%	93%

continued on next page

# School District Indicators

## CRT Scores

continued from previous page

County	School District	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math% Proficient or Above
Garvin	Maysville	88%	63%	44%	94%	88%	17%
Garvin	Paoli	63%	50%	38%	25%	67%	50%
Garvin	Pauls Valley	83%	78%	66%	77%	98%	88%
Garvin	Stratford	64%	83%	64%	85%	94%	79%
Garvin	Whitebead	96%	93%	78%	96%	90%	25%
Garvin	Wynnewood	47%	53%	28%	41%	89%	69%
Grady	Alex	93%	100%	64%	86%	95%	38%
Grady	Amber-Pocasset	89%	93%	75%	89%	78%	60%
Grady	Bridge Creek	88%	73%	82%	92%	96%	93%
Grady	Chickasha	73%	73%	62%	82%	84%	41%
Grady	Friend	89%	84%	79%	89%	100%	n/a
Grady	Middleberg	76%	88%	53%	94%	100%	85%
Grady	Minco	86%	79%	45%	86%	97%	87%
Grady	Ninnekah	90%	76%	62%	97%	93%	43%
Grady	Pioneer	95%	92%	89%	100%	93%	100%
Grady	Rush Springs	74%	44%	44%	63%	82%	86%
Grady	Tuttle	92%	92%	77%	88%	99%	75%
Grady	Verden	57%	79%	36%	43%	93%	100%
Grant	Deer Creek-Lamont	83%	67%	50%	50%	88%	63%
Grant	Medford	77%	85%	62%	77%	71%	n/a
Grant	Pond Creek-Hunter	40%	67%	60%	53%	80%	80%
Greer	Granite	100%	90%	70%	80%	85%	92%
Greer	Mangum	88%	77%	79%	87%	96%	62%
Harmon	Hollis	86%	86%	82%	86%	79%	39%
Harper	Buffalo	88%	79%	58%	79%	100%	57%
Harper	Laverne	96%	87%	61%	74%	78%	85%
Haskell	Keota	94%	94%	65%	65%	79%	67%
Haskell	Kinta	n/a	n/a	n/a	n/a	71%	86%
Haskell	McCurtain	70%	40%	40%	40%	60%	67%
Haskell	Stigler	82%	84%	69%	75%	90%	70%
Haskell	Whitefield	30%	30%	40%	40%	n/a	n/a
Hughes	Calvin	75%	50%	25%	75%	88%	33%
Hughes	Holdenville	73%	75%	52%	73%	77%	33%
Hughes	Moss	85%	92%	77%	85%	n/a	n/a
Hughes	Stuart	93%	93%	86%	71%	93%	73%
Hughes	Wetumka	96%	93%	74%	81%	80%	28%
Jackson	Altus	82%	93%	69%	79%	90%	83%
Jackson	Blair	94%	72%	56%	56%	78%	89%
Jackson	Duke	89%	67%	56%	33%	92%	54%
Jackson	Eldorado	n/a	n/a	n/a	n/a	n/a	n/a

continued on next page

# School District Indicators

## CRT Scores

continued from previous page

County	School District	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math% Proficient or Above
Jackson	Navajo	81%	76%	46%	68%	89%	50%
Jackson	Olustee	83%	83%	83%	100%	n/a	n/a
Jefferson	Ringling	61%	39%	39%	61%	72%	40%
Jefferson	Ryan	100%	73%	73%	82%	91%	27%
Jefferson	Terral	n/a	n/a	n/a	n/a	n/a	n/a
Jefferson	Waurika	88%	83%	71%	71%	75%	25%
Johnston	Coleman	n/a	n/a	n/a	n/a	100%	88%
Johnston	Mannsville	n/a	n/a	n/a	n/a	n/a	n/a
Johnston	Milburn	80%	60%	60%	80%	88%	63%
Johnston	Mill Creek	n/a	n/a	n/a	n/a	83%	83%
Johnston	Ravia	n/a	n/a	n/a	n/a	83%	67%
Johnston	Tishomingo	77%	58%	48%	60%	87%	77%
Johnston	Wapanucka	53%	21%	26%	32%	76%	71%
Kay	Blackwell	77%	87%	57%	62%	87%	89%
Kay	Kildare	75%	63%	88%	88%	n/a	n/a
Kay	Newkirk	83%	83%	58%	63%	87%	65%
Kay	Peckham	n/a	n/a	n/a	n/a	33%	83%
Kay	Ponca City	77%	75%	59%	65%	90%	74%
Kay	Tonkawa	85%	97%	59%	92%	81%	52%
Kingfisher	Cashion	76%	91%	64%	70%	95%	67%
Kingfisher	Dover	n/a	n/a	n/a	n/a	n/a	33%
Kingfisher	Hennessey	88%	91%	72%	87%	94%	36%
Kingfisher	Kingfisher	88%	79%	78%	82%	96%	92%
Kingfisher	Lomega	100%	100%	82%	100%	100%	100%
Kingfisher	Okarche	78%	100%	78%	94%	100%	75%
Kiowa	Hobart	70%	72%	58%	76%	94%	95%
Kiowa	Lone Wolf	n/a	n/a	n/a	n/a	86%	43%
Kiowa	Mountain View-Gotebo	92%	75%	67%	75%	92%	17%
Kiowa	Snyder	59%	56%	37%	48%	93%	52%
Latimer	Buffalo Valley	50%	67%	33%	67%	67%	83%
Latimer	Panola	14%	43%	43%	29%	57%	57%
Latimer	Red Oak	75%	75%	50%	50%	50%	50%
Latimer	Wilburton	93%	86%	89%	93%	96%	95%
Le Flore	Arkoma	75%	65%	75%	90%	92%	75%
Le Flore	Bokoshe	50%	50%	50%	33%	100%	29%
Le Flore	Cameron	73%	64%	73%	82%	80%	43%
Le Flore	Fanshawe	71%	43%	57%	71%	n/a	n/a
Le Flore	Heavener	70%	72%	42%	60%	90%	73%
Le Flore	Hodgen	67%	80%	53%	80%	92%	79%
Le Flore	Howe	97%	77%	61%	77%	85%	44%

continued on next page

# School District Indicators

## CRT Scores

continued from previous page

County	School District	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math% Proficient or Above
Le Flore	Leflore	69%	77%	77%	62%	94%	72%
Le Flore	Monroe	67%	67%	33%	17%	75%	75%
Le Flore	Panama	81%	87%	58%	81%	76%	85%
Le Flore	Pocola	85%	94%	81%	69%	79%	34%
Le Flore	Poteau	78%	81%	58%	76%	92%	61%
Le Flore	Shady Point	63%	13%	25%	75%	78%	78%
Le Flore	Spiro	84%	84%	66%	83%	83%	64%
Le Flore	Talihina	84%	68%	89%	79%	71%	18%
Le Flore	Whitesboro	69%	77%	62%	77%	50%	n/a
Le Flore	Wister	88%	68%	65%	68%	73%	73%
Lincoln	Agra	64%	50%	30%	45%	72%	50%
Lincoln	Carney	90%	70%	70%	60%	86%	50%
Lincoln	Chandler	87%	88%	58%	82%	88%	89%
Lincoln	Davenport	65%	74%	39%	52%	82%	71%
Lincoln	Meeker	92%	84%	53%	79%	77%	46%
Lincoln	Prague	93%	98%	70%	83%	89%	60%
Lincoln	Stroud	85%	76%	54%	90%	73%	33%
Lincoln	Wellston	78%	75%	58%	83%	84%	63%
Lincoln	White Rock	86%	100%	71%	57%	100%	43%
Logan	Coyle	64%	36%	27%	55%	70%	50%
Logan	Crescent	61%	56%	36%	64%	74%	32%
Logan	Guthrie	81%	88%	66%	76%	91%	83%
Logan	Mulhall-Orlando	93%	100%	93%	100%	100%	100%
Love	Greenville	29%	14%	14%	43%	n/a	n/a
Love	Marietta	82%	92%	66%	80%	78%	49%
Love	Thackerville	63%	71%	63%	53%	84%	93%
Love	Turner	86%	50%	50%	57%	94%	75%
Major	Aline-Cleo	83%	100%	100%	100%	100%	86%
Major	Cimarron	36%	64%	55%	36%	89%	100%
Major	Fairview	97%	97%	89%	94%	97%	70%
Major	Ringwood	62%	66%	48%	66%	94%	46%
Marshall	Kingston	96%	100%	70%	89%	100%	100%
Marshall	Madill	81%	86%	76%	88%	84%	79%
Mayes	Adair	95%	98%	92%	100%	92%	65%
Mayes	Chouteau-Mazie	77%	79%	49%	58%	66%	63%
Mayes	Locust Grove	76%	77%	56%	73%	83%	60%
Mayes	Osage	88%	88%	75%	88%	n/a	n/a
Mayes	Pryor	87%	85%	68%	82%	94%	73%
Mayes	Salina	78%	88%	44%	54%	83%	93%
Mayes	Spavinaw	n/a	n/a	n/a	n/a	n/a	n/a

continued on next page

# School District Indicators

## CRT Scores

continued from previous page

County	School District	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math% Proficient or Above
Mayes	Wickliffe	78%	100%	56%	78%	70%	n/a
McClain	Blanchard	83%	94%	68%	88%	98%	91%
McClain	Dibble	79%	97%	70%	82%	77%	56%
McClain	Newcastle	86%	85%	72%	77%	92%	75%
McClain	Purcell	82%	74%	72%	68%	85%	64%
McClain	Washington	90%	93%	72%	88%	88%	76%
McClain	Wayne	85%	93%	78%	85%	78%	69%
McCurtain	Battiest	100%	100%	69%	85%	83%	75%
McCurtain	Broken Bow	74%	79%	58%	63%	89%	82%
McCurtain	Denison	70%	65%	40%	50%	89%	72%
McCurtain	Eagletown	70%	70%	60%	60%	75%	33%
McCurtain	Forest Grove	92%	92%	83%	100%	64%	73%
McCurtain	Glover	n/a	n/a	n/a	n/a	83%	50%
McCurtain	Haworth	90%	87%	77%	80%	97%	74%
McCurtain	Holly Creek	73%	73%	60%	80%	100%	n/a
McCurtain	Idabel	81%	73%	65%	77%	84%	59%
McCurtain	Lukfata	84%	84%	71%	84%	96%	38%
McCurtain	Smithville	74%	42%	42%	84%	90%	90%
McCurtain	Valliant	69%	83%	58%	81%	89%	69%
McCurtain	Wright City	90%	90%	70%	90%	82%	58%
McIntosh	Checotah	76%	75%	51%	75%	88%	59%
McIntosh	Eufaula	90%	86%	68%	96%	80%	73%
McIntosh	Hanna	n/a	n/a	n/a	n/a	n/a	n/a
McIntosh	Midway	77%	85%	77%	85%	56%	33%
McIntosh	Ryal	n/a	n/a	n/a	n/a	n/a	n/a
McIntosh	Stidham	n/a	n/a	n/a	n/a	57%	43%
Murray	Davis	82%	53%	57%	87%	82%	17%
Murray	Sulphur	86%	75%	63%	78%	81%	70%
Muskogee	Braggs	64%	91%	64%	82%	92%	92%
Muskogee	Fort Gibson	82%	77%	67%	76%	91%	81%
Muskogee	Haskell	81%	85%	67%	89%	79%	79%
Muskogee	Hilldale	87%	84%	71%	79%	93%	97%
Muskogee	Muskogee	74%	73%	51%	64%	80%	33%
Muskogee	Oktaha	91%	95%	52%	73%	92%	87%
Muskogee	Porum	81%	87%	65%	84%	54%	62%
Muskogee	Wainwright	n/a	n/a	n/a	n/a	n/a	n/a
Muskogee	Warner	94%	93%	74%	91%	98%	83%
Muskogee	Webbers Falls	82%	73%	55%	73%	71%	57%
Noble	Billings	n/a	n/a	n/a	n/a	n/a	n/a
Noble	Frontier	71%	76%	62%	71%	90%	86%

continued on next page

# School District Indicators

## CRT Scores

continued from previous page

County	School District	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math% Proficient or Above
Noble	Morrison	77%	80%	60%	83%	80%	78%
Noble	Perry	79%	64%	50%	63%	88%	62%
Nowata	Nowata	79%	88%	72%	86%	79%	74%
Nowata	Oklahoma Union	93%	97%	62%	86%	71%	48%
Nowata	South Coffeyville	93%	80%	47%	80%	67%	80%
Okfuskee	Bearden	100%	83%	50%	50%	n/a	n/a
Okfuskee	Graham-Dustin	n/a	n/a	n/a	n/a	100%	50%
Okfuskee	Mason	46%	31%	31%	23%	50%	50%
Okfuskee	Okemah	56%	44%	44%	59%	91%	59%
Okfuskee	Paden	86%	86%	64%	79%	88%	82%
Okfuskee	Weleetka	83%	83%	65%	74%	90%	90%
Oklahoma	Bethany	96%	100%	72%	83%	94%	93%
Oklahoma	Choctaw-Nicoma Park	85%	81%	69%	83%	91%	66%
Oklahoma	Crooked Oak	65%	59%	42%	55%	86%	78%
Oklahoma	Crutcho	76%	81%	29%	29%	59%	n/a
Oklahoma	Deer Creek	93%	91%	81%	97%	94%	72%
Oklahoma	Edmond	91%	90%	76%	86%	95%	89%
Oklahoma	Harrah	89%	96%	79%	87%	91%	66%
Oklahoma	Jones	77%	84%	73%	76%	94%	80%
Oklahoma	Luther	59%	80%	48%	75%	83%	71%
Oklahoma	Midwest City-Del City	82%	75%	59%	77%	81%	57%
Oklahoma	Millwood	63%	46%	28%	15%	71%	13%
Oklahoma	Oakdale	90%	92%	90%	94%	98%	63%
Oklahoma	Oklahoma City	71%	64%	47%	60%	71%	50%
Oklahoma	Putnam City	84%	84%	69%	80%	86%	67%
Oklahoma	Western Heights	48%	37%	38%	50%	58%	17%
Okmulgee	Beggs	81%	73%	80%	88%	73%	52%
Okmulgee	Dewar	63%	37%	53%	53%	81%	42%
Okmulgee	Henryetta	70%	58%	49%	56%	79%	61%
Okmulgee	Morris	86%	93%	81%	75%	85%	81%
Okmulgee	Okmulgee	69%	42%	44%	74%	70%	67%
Okmulgee	Preston	72%	78%	47%	69%	94%	55%
Okmulgee	Schulter	n/a	n/a	n/a	n/a	n/a	n/a
Okmulgee	Twin Hills	84%	73%	81%	95%	80%	40%
Okmulgee	Wilson	90%	50%	80%	50%	69%	38%
Osage	Anderson	77%	74%	52%	65%	n/a	n/a
Osage	Avant	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Barnsdall	62%	85%	67%	62%	88%	67%
Osage	Bowring	83%	67%	50%	33%	n/a	n/a
Osage	Hominy	76%	55%	45%	55%	67%	21%

continued on next page

# School District Indicators

## CRT Scores

continued from previous page

County	School District	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math% Proficient or Above
Osage	McCord	89%	93%	64%	100%	n/a	n/a
Osage	Osage Hills	83%	83%	75%	83%	100%	100%
Osage	Pawhuska	76%	59%	43%	59%	86%	65%
Osage	Prue	73%	55%	55%	55%	100%	93%
Osage	Shidler	92%	77%	69%	77%	100%	91%
Osage	Woodland	63%	37%	53%	26%	100%	53%
Osage	Wynona	n/a	n/a	n/a	n/a	n/a	n/a
Ottawa	Afton	58%	53%	26%	53%	91%	75%
Ottawa	Commerce	74%	82%	58%	82%	94%	72%
Ottawa	Fairland	86%	73%	54%	78%	90%	75%
Ottawa	Miami	90%	76%	78%	89%	77%	32%
Ottawa	Quapaw	79%	96%	71%	88%	90%	28%
Ottawa	Turkey Ford	71%	100%	71%	57%	n/a	n/a
Ottawa	Wyandotte	70%	70%	62%	65%	82%	14%
Pawnee	Cleveland	82%	85%	59%	82%	85%	59%
Pawnee	Jennings	59%	94%	59%	59%	100%	64%
Pawnee	Pawnee	83%	97%	70%	90%	86%	46%
Payne	Cushing	68%	83%	58%	69%	93%	87%
Payne	Glencoe	69%	77%	62%	62%	100%	71%
Payne	Oak Grove	79%	100%	86%	71%	100%	63%
Payne	Perkins-Tryon	77%	89%	79%	89%	91%	57%
Payne	Ripley	71%	76%	76%	71%	92%	58%
Payne	Stillwater	90%	89%	82%	89%	94%	73%
Payne	Yale	88%	65%	53%	65%	95%	n/a
Pittsburg	Canadian	89%	100%	78%	79%	80%	50%
Pittsburg	Crowder	81%	86%	53%	71%	100%	72%
Pittsburg	Frink-Chambers	95%	92%	84%	89%	93%	81%
Pittsburg	Haileyville	65%	59%	41%	24%	86%	73%
Pittsburg	Hartshorne	73%	70%	60%	63%	80%	76%
Pittsburg	Haywood	63%	63%	50%	50%	n/a	n/a
Pittsburg	Indianola	n/a	n/a	n/a	n/a	91%	91%
Pittsburg	Kiowa	88%	100%	88%	100%	96%	94%
Pittsburg	Krebs	86%	90%	69%	83%	76%	81%
Pittsburg	McAlester	74%	73%	54%	66%	85%	51%
Pittsburg	Pittsburg	71%	71%	43%	43%	78%	67%
Pittsburg	Quinton	84%	74%	63%	95%	84%	48%
Pittsburg	Savanna	n/a	n/a	n/a	n/a	93%	53%
Pittsburg	Tannehill	67%	58%	33%	42%	100%	78%
Pontotoc	Ada	86%	83%	61%	82%	89%	80%
Pontotoc	Allen	78%	67%	63%	74%	73%	33%

continued on next page

# School District Indicators

## CRT Scores

continued from previous page

County	School District	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math% Proficient or Above
Pontotoc	Byng	93%	93%	75%	93%	97%	67%
Pontotoc	Latta	92%	92%	69%	90%	86%	85%
Pontotoc	Roff	47%	79%	58%	74%	91%	93%
Pontotoc	Stonewall	61%	57%	61%	48%	89%	31%
Pontotoc	Vanoss	75%	72%	61%	69%	96%	75%
Pottawatomie	Asher	67%	83%	58%	75%	95%	100%
Pottawatomie	Bethel	92%	87%	80%	86%	94%	52%
Pottawatomie	Dale	87%	85%	67%	77%	93%	77%
Pottawatomie	Earlsboro	100%	70%	50%	30%	79%	53%
Pottawatomie	Grove	91%	72%	69%	78%	92%	n/a
Pottawatomie	Macomb	36%	36%	29%	21%	55%	36%
Pottawatomie	Maud	85%	62%	54%	46%	75%	40%
Pottawatomie	McLoud	65%	58%	54%	46%	89%	52%
Pottawatomie	North Rock Creek	81%	63%	65%	88%	89%	57%
Pottawatomie	Pleasant Grove	86%	86%	64%	57%	82%	n/a
Pottawatomie	Shawnee	77%	61%	49%	63%	71%	45%
Pottawatomie	South Rock Creek	71%	75%	58%	83%	96%	70%
Pottawatomie	Tecumseh	73%	63%	56%	73%	88%	72%
Pottawatomie	Wanette	86%	100%	86%	57%	n/a	n/a
Pushmataha	Albion	n/a	n/a	n/a	n/a	n/a	n/a
Pushmataha	Antlers	86%	94%	75%	73%	87%	83%
Pushmataha	Clayton	60%	90%	60%	10%	92%	92%
Pushmataha	Moyers	50%	30%	30%	50%	67%	44%
Pushmataha	Nashoba	n/a	n/a	n/a	n/a	n/a	n/a
Pushmataha	Rattan	82%	86%	68%	75%	69%	58%
Pushmataha	Tuskahoma	n/a	n/a	n/a	n/a	n/a	n/a
Roger Mills	Cheyenne	100%	100%	86%	100%	93%	78%
Roger Mills	Hammon	71%	71%	57%	79%	91%	71%
Roger Mills	Leedey	88%	88%	75%	63%	92%	55%
Roger Mills	Reydon	n/a	n/a	n/a	n/a	100%	100%
Roger Mills	Sweetwater	92%	100%	85%	62%	n/a	n/a
Rogers	Catoosa	84%	93%	64%	83%	83%	41%
Rogers	Chelsea	80%	48%	45%	77%	88%	73%
Rogers	Claremore	87%	84%	70%	88%	87%	72%
Rogers	Foyil	76%	80%	68%	80%	74%	65%
Rogers	Inola	70%	76%	49%	66%	88%	62%
Rogers	Justus-Tiawah	90%	90%	71%	85%	100%	81%
Rogers	Oologah-Talala	96%	80%	72%	82%	95%	73%
Rogers	Sequoyah	98%	93%	80%	85%	97%	93%
Rogers	Verdigris	95%	92%	72%	90%	85%	91%

continued on next page

# School District Indicators

## CRT Scores

continued from previous page

County	School District	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math% Proficient or Above
Seminole	Bowlegs	90%	60%	50%	60%	83%	67%
Seminole	Butner	69%	62%	31%	31%	64%	79%
Seminole	Justice	22%	67%	33%	33%	92%	100%
Seminole	Konawa	89%	92%	86%	92%	83%	50%
Seminole	New Lima	72%	83%	33%	39%	100%	83%
Seminole	Sasakwa	33%	83%	50%	17%	85%	54%
Seminole	Seminole	75%	78%	57%	70%	90%	76%
Seminole	Strother	83%	100%	74%	70%	78%	74%
Seminole	Varnum	80%	93%	73%	100%	93%	87%
Seminole	Wewoka	65%	58%	35%	55%	79%	50%
Sequoyah	Belfonte	50%	67%	50%	67%	86%	n/a
Sequoyah	Brushy	71%	79%	59%	71%	88%	100%
Sequoyah	Central	84%	79%	79%	89%	95%	42%
Sequoyah	Gans	75%	81%	56%	50%	67%	56%
Sequoyah	Gore	87%	91%	91%	96%	96%	73%
Sequoyah	Liberty	47%	53%	40%	73%	100%	n/a
Sequoyah	Marble City	n/a	n/a	n/a	n/a	44%	89%
Sequoyah	Moffett	91%	84%	47%	75%	100%	n/a
Sequoyah	Muldrow	79%	96%	74%	79%	96%	69%
Sequoyah	Roland	69%	75%	78%	72%	66%	n/a
Sequoyah	Sallisaw	75%	64%	44%	63%	93%	53%
Sequoyah	Vian	76%	87%	67%	80%	94%	79%
Stephens	Bray-Doyle	89%	72%	67%	100%	100%	86%
Stephens	Central High	90%	100%	86%	86%	88%	53%
Stephens	Comanche	90%	86%	66%	95%	86%	51%
Stephens	Duncan	84%	83%	69%	83%	90%	53%
Stephens	Empire	88%	92%	72%	84%	86%	53%
Stephens	Grandview	n/a	n/a	n/a	n/a	67%	67%
Stephens	Marlow	85%	82%	61%	82%	85%	83%
Stephens	Velma-Alma	88%	85%	70%	61%	70%	75%
Texas	Goodwell	78%	94%	67%	89%	86%	93%
Texas	Guymon	76%	79%	50%	75%	85%	24%
Texas	Hardesty	83%	83%	50%	83%	n/a	n/a
Texas	Hooker	81%	73%	65%	86%	86%	81%
Texas	Optima	n/a	n/a	n/a	n/a	n/a	n/a
Texas	Straight	n/a	n/a	n/a	n/a	n/a	n/a
Texas	Texhoma	33%	67%	17%	17%	94%	59%
Texas	Tyrone	62%	85%	54%	62%	92%	77%
Texas	Yarbrough	n/a	n/a	n/a	n/a	n/a	n/a
Tillman	Davidson	n/a	n/a	n/a	n/a	n/a	n/a

continued on next page

# School District Indicators

## CRT Scores

continued from previous page

County	School District	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math% Proficient or Above
Tillman	Frederick	98%	98%	78%	86%	83%	61%
Tillman	Grandfield	88%	100%	88%	81%	86%	71%
Tillman	Tipton	90%	80%	30%	100%	72%	28%
Tulsa	Berryhill	85%	71%	71%	84%	95%	91%
Tulsa	Bixby	89%	86%	78%	89%	96%	85%
Tulsa	Broken Arrow	86%	80%	68%	83%	89%	51%
Tulsa	Collinsville	88%	80%	76%	88%	91%	81%
Tulsa	Glenpool	87%	84%	69%	80%	94%	52%
Tulsa	Jenks	92%	90%	80%	91%	90%	45%
Tulsa	Keystone	69%	79%	66%	76%	100%	78%
Tulsa	Liberty	60%	69%	34%	43%	95%	n/a
Tulsa	Owasso	93%	91%	81%	91%	88%	71%
Tulsa	Sand Springs	80%	71%	59%	69%	85%	59%
Tulsa	Skiatook	95%	93%	73%	88%	87%	49%
Tulsa	Sperry	90%	87%	87%	90%	90%	42%
Tulsa	Tulsa	73%	59%	50%	61%	74%	33%
Tulsa	Union	80%	79%	66%	78%	84%	68%
Wagoner	Coweta	83%	74%	67%	74%	87%	67%
Wagoner	Okay	80%	30%	60%	55%	78%	50%
Wagoner	Porter Consolidated	90%	77%	63%	57%	81%	53%
Wagoner	Wagoner	67%	67%	47%	58%	87%	54%
Washington	Bartlesville	86%	86%	72%	84%	95%	82%
Washington	Caney Valley	86%	81%	81%	86%	82%	67%
Washington	Copan	73%	27%	55%	73%	73%	36%
Washington	Dewey	80%	94%	81%	83%	92%	89%
Washita	Burns Flat-Dill City	78%	76%	59%	49%	82%	78%
Washita	Canute	96%	88%	80%	84%	90%	52%
Washita	Cordell	95%	98%	78%	88%	97%	92%
Washita	Sentinel	84%	63%	79%	84%	86%	81%
Woods	Alva	79%	81%	69%	79%	93%	25%
Woods	Freedom	n/a	n/a	n/a	n/a	n/a	n/a
Woods	Waynoka	92%	92%	77%	100%	88%	88%
Woodward	Fort Supply	100%	100%	89%	100%	n/a	n/a
Woodward	Mooreland	87%	83%	87%	87%	94%	77%
Woodward	Sharon-Mutual	92%	92%	77%	100%	70%	12%
Woodward	Woodward	78%	75%	48%	70%	86%	55%
<b>State Summary</b>		<b>82%</b>	<b>79%</b>	<b>65%</b>	<b>77%</b>	<b>86%</b>	<b>64%</b>

Data Source: Oklahoma State Department of Education

# School District Indicators

## CRT and EOI Scores

County	School District	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT U.S. History % Proficient or Above	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology 1 EOI % Proficient or Above
Adair	Cave Springs	n/a	n/a	26%	55%	67%	n/a
Adair	Dahlongegah	n/a	n/a	n/a	n/a	n/a	n/a
Adair	Greasy	n/a	n/a	n/a	n/a	n/a	n/a
Adair	Maryetta	27%	79%	94%	n/a	n/a	41%
Adair	Peavine	13%	n/a	n/a	n/a	n/a	n/a
Adair	Rocky Mountain	58%	58%	n/a	n/a	n/a	n/a
Adair	Stilwell	41%	37%	81%	72%	49%	42%
Adair	Watts	83%	50%	76%	67%	17%	50%
Adair	Westville	71%	53%	79%	66%	75%	56%
Adair	Zion	44%	48%	100%	n/a	n/a	79%
Alfalfa	Burlington	70%	70%	100%	83%	89%	17%
Alfalfa	Cherokee	50%	67%	93%	81%	52%	41%
Alfalfa	Timberlake	82%	82%	57%	75%	44%	53%
Atoka	Atoka	59%	44%	64%	75%	81%	63%
Atoka	Caney	54%	46%	62%	76%	40%	40%
Atoka	Harmony	67%	67%	n/a	n/a	n/a	n/a
Atoka	Lane	100%	75%	n/a	n/a	n/a	n/a
Atoka	Stringtown	69%	62%	100%	100%	94%	75%
Atoka	Tushka	91%	91%	90%	95%	97%	77%
Beaver	Balko	56%	33%	50%	80%	78%	17%
Beaver	Beaver	62%	71%	100%	88%	70%	50%
Beaver	Forgan	n/a	n/a	n/a	100%	n/a	33%
Beaver	Turpin	70%	43%	88%	88%	40%	46%
Beckham	Elk City	72%	62%	92%	93%	82%	68%
Beckham	Erick	83%	50%	100%	95%	45%	47%
Beckham	Merritt	n/a	n/a	81%	95%	90%	74%
Beckham	Sayre	62%	50%	90%	77%	n/a	21%
Blaine	Canton	65%	47%	70%	100%	76%	50%
Blaine	Geary	74%	37%	77%	77%	42%	18%
Blaine	Okeene	33%	67%	93%	94%	44%	44%
Blaine	Watonga	74%	63%	92%	86%	51%	51%
Bryan	Achille	55%	36%	93%	94%	75%	69%
Bryan	Bennington	78%	56%	90%	93%	32%	47%
Bryan	Caddo	86%	75%	95%	91%	50%	74%
Bryan	Calera	68%	73%	91%	79%	71%	63%
Bryan	Colbert	61%	39%	84%	82%	71%	53%
Bryan	Durant	70%	70%	89%	94%	77%	66%
Bryan	Rock Creek	50%	65%	83%	81%	79%	39%
Bryan	Silo	53%	61%	72%	100%	88%	60%
Caddo	Anadarko	59%	54%	90%	82%	72%	64%

continued on next page

# School District Indicators

## CRT and EOI Scores

continued from previous page

County	School District	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT U.S. History % Proficient or Above	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology 1 EOI % Proficient or Above
Caddo	Binger-Oney	65%	76%	71%	85%	53%	22%
Caddo	Boone-Apache	55%	70%	91%	87%	53%	38%
Caddo	Carnegie	54%	52%	77%	93%	57%	10%
Caddo	Cement	60%	60%	92%	100%	n/a	80%
Caddo	Cyril	40%	27%	71%	79%	63%	43%
Caddo	Fort Cobb-Broxton	63%	46%	74%	94%	30%	22%
Caddo	Gracemont	n/a	n/a	n/a	78%	56%	n/a
Caddo	Hinton	70%	35%	82%	97%	62%	56%
Caddo	Hydro-Eakly	87%	67%	94%	82%	62%	61%
Caddo	Lookeba Sickles	80%	90%	67%	79%	65%	17%
Canadian	Banner	91%	91%	n/a	n/a	n/a	n/a
Canadian	Calumet	56%	19%	80%	100%	27%	58%
Canadian	Darlington	50%	25%	n/a	n/a	n/a	n/a
Canadian	El Reno	53%	59%	81%	78%	68%	59%
Canadian	Maple	86%	71%	100%	n/a	n/a	n/a
Canadian	Mustang	79%	85%	93%	90%	77%	71%
Canadian	Piedmont	87%	79%	78%	92%	92%	63%
Canadian	Riverside	n/a	n/a	n/a	n/a	n/a	n/a
Canadian	Union City	61%	72%	78%	95%	66%	71%
Canadian	Yukon	76%	83%	90%	92%	73%	64%
Carter	Ardmore	46%	36%	67%	77%	70%	32%
Carter	Dickson	73%	59%	76%	79%	71%	59%
Carter	Fox	61%	89%	87%	100%	71%	27%
Carter	Healdton	48%	60%	72%	71%	54%	41%
Carter	Lone Grove	68%	59%	94%	93%	87%	65%
Carter	Plainview	90%	87%	100%	95%	87%	86%
Carter	Springer	55%	73%	100%	90%	88%	55%
Carter	Wilson	59%	69%	77%	80%	39%	23%
Carter	Zaneis	57%	64%	92%	n/a	n/a	n/a
Cherokee	Briggs	50%	37%	100%	n/a	n/a	n/a
Cherokee	Grand View	74%	59%	n/a	n/a	n/a	n/a
Cherokee	Hulbert	63%	67%	80%	81%	69%	67%
Cherokee	Keys	71%	68%	79%	93%	80%	52%
Cherokee	Lowrey	n/a	n/a	n/a	n/a	n/a	n/a
Cherokee	Norwood	46%	46%	n/a	n/a	n/a	n/a
Cherokee	Peggs	100%	82%	100%	n/a	n/a	n/a
Cherokee	Shady Grove	55%	73%	n/a	n/a	n/a	n/a
Cherokee	Tahlequah	61%	57%	87%	87%	63%	68%
Cherokee	Tenkiller	45%	50%	93%	n/a	n/a	n/a
Cherokee	Woodall	58%	94%	100%	n/a	n/a	n/a

continued on next page

# School District Indicators

## CRT and EOI Scores

continued from previous page

County	School District	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT U.S. History % Proficient or Above	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology 1 EOI % Proficient or Above
Choctaw	Boswell	75%	63%	100%	60%	69%	50%
Choctaw	Fort Towson	35%	45%	46%	78%	26%	35%
Choctaw	Grant	17%	17%	n/a	n/a	n/a	n/a
Choctaw	Hugo	40%	33%	60%	60%	49%	25%
Choctaw	Soper	53%	37%	76%	94%	56%	27%
Choctaw	Swink	n/a	n/a	n/a	n/a	n/a	n/a
Cimarron	Boise City	18%	35%	88%	88%	64%	44%
Cimarron	Felt	86%	86%	n/a	100%	67%	86%
Cimarron	Keyes	n/a	n/a	n/a	n/a	n/a	n/a
Cleveland	Lexington	73%	66%	84%	86%	55%	55%
Cleveland	Little Axe	66%	60%	90%	87%	72%	62%
Cleveland	Moore	76%	78%	94%	91%	77%	67%
Cleveland	Noble	64%	82%	76%	87%	72%	50%
Cleveland	Norman	76%	78%	92%	89%	83%	69%
Cleveland	Robin Hill	63%	63%	n/a	n/a	n/a	n/a
Coal	Coalgate	78%	63%	86%	91%	76%	55%
Coal	Cottonwood	88%	88%	n/a	n/a	n/a	n/a
Coal	Tupelo	83%	50%	88%	71%	80%	23%
Comanche	Bishop	n/a	n/a	n/a	n/a	n/a	n/a
Comanche	Cache	80%	62%	89%	89%	79%	64%
Comanche	Chattanooga	80%	70%	100%	100%	71%	62%
Comanche	Elgin	80%	75%	88%	94%	74%	74%
Comanche	Fletcher	54%	74%	80%	81%	41%	38%
Comanche	Flower Mound	n/a	n/a	n/a	n/a	n/a	n/a
Comanche	Geronimo	46%	77%	70%	80%	44%	10%
Comanche	Indiahoma	88%	100%	100%	82%	100%	60%
Comanche	Lawton	63%	67%	84%	86%	69%	47%
Comanche	Sterling	29%	29%	63%	95%	40%	39%
Cotton	Big Pasture	67%	67%	83%	n/a	56%	n/a
Cotton	Temple	17%	33%	78%	67%	n/a	20%
Cotton	Walters	59%	70%	87%	83%	70%	37%
Craig	Bluejacket	53%	47%	82%	92%	50%	55%
Craig	Ketchum	83%	40%	86%	97%	69%	68%
Craig	Vinita	74%	70%	95%	87%	71%	66%
Craig	Welch	73%	73%	67%	100%	56%	60%
Craig	White Oak	n/a	n/a	n/a	n/a	n/a	n/a
Creek	Allen-Bowden	80%	68%	100%	n/a	n/a	n/a
Creek	Bristow	55%	54%	81%	78%	46%	21%
Creek	Depew	78%	74%	81%	96%	60%	59%
Creek	Drumright	21%	61%	71%	73%	67%	47%

continued on next page

# School District Indicators

## CRT and EOI Scores

continued from previous page

County	School District	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT U.S. History % Proficient or Above	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology 1 EOI % Proficient or Above
Creek	Gypsy	n/a	n/a	n/a	n/a	n/a	n/a
Creek	Kellyville	70%	41%	47%	87%	67%	49%
Creek	Kiefer	74%	86%	95%	82%	66%	51%
Creek	Lone Star	60%	55%	100%	n/a	n/a	n/a
Creek	Mannford	66%	89%	91%	94%	83%	71%
Creek	Mounds	66%	71%	78%	77%	67%	63%
Creek	Oilton	68%	42%	73%	71%	43%	69%
Creek	Olive	67%	37%	73%	83%	63%	47%
Creek	Pretty Water	38%	15%	n/a	n/a	n/a	n/a
Creek	Sapulpa	63%	65%	78%	79%	59%	67%
Custer	Arapaho-Butler	89%	67%	85%	100%	64%	80%
Custer	Clinton	60%	53%	71%	84%	63%	30%
Custer	Thomas-Fay-Custer	89%	89%	94%	81%	61%	77%
Custer	Weatherford	69%	71%	92%	94%	78%	58%
Delaware	Cleora	71%	57%	n/a	n/a	n/a	n/a
Delaware	Colcord	40%	67%	83%	82%	58%	52%
Delaware	Grove	81%	71%	93%	91%	64%	51%
Delaware	Jay	48%	48%	91%	74%	71%	37%
Delaware	Kansas	62%	62%	92%	85%	67%	21%
Delaware	Kenwood	n/a	11%	n/a	n/a	n/a	n/a
Delaware	Leach	55%	55%	n/a	n/a	n/a	n/a
Delaware	Moseley	14%	43%	n/a	n/a	n/a	n/a
Delaware	Oaks-Mission	60%	60%	44%	58%	65%	11%
Dewey	Seiling	64%	36%	93%	95%	75%	44%
Dewey	Taloga	n/a	n/a	78%	83%	43%	n/a
Dewey	Vici	83%	39%	53%	95%	56%	53%
Ellis	Arnett	75%	50%	90%	93%	53%	57%
Ellis	Fargo	80%	70%	86%	73%	71%	33%
Ellis	Gage	n/a	n/a	n/a	n/a	17%	n/a
Ellis	Shattuck	89%	39%	87%	79%	29%	67%
Garfield	Chisholm	94%	84%	95%	97%	92%	72%
Garfield	Covington-Douglas	46%	46%	90%	88%	90%	44%
Garfield	Drummond	80%	70%	100%	100%	86%	54%
Garfield	Enid	62%	65%	76%	81%	64%	48%
Garfield	Garber	71%	62%	84%	95%	76%	59%
Garfield	Kremlin-Hillsdale	77%	59%	67%	92%	56%	53%
Garfield	Pioneer-Pleasant Vale	42%	77%	88%	82%	60%	65%
Garfield	Waukomis	56%	36%	76%	73%	75%	36%
Garvin	Elmore City-Pernell	91%	65%	84%	74%	41%	26%
Garvin	Lindsay	73%	77%	91%	94%	75%	52%

continued on next page

# School District Indicators

## CRT and EOI Scores

continued from previous page

County	School District	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT U.S. History % Proficient or Above	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology 1 EOI % Proficient or Above
Garvin	Maysville	50%	56%	58%	86%	45%	42%
Garvin	Paoli	61%	33%	75%	75%	46%	n/a
Garvin	Pauls Valley	79%	64%	93%	92%	68%	75%
Garvin	Stratford	63%	60%	74%	83%	61%	63%
Garvin	Whitebead	68%	71%	100%	n/a	n/a	n/a
Garvin	Wynnewood	60%	62%	82%	85%	80%	69%
Grady	Alex	65%	70%	83%	72%	10%	28%
Grady	Amber-Pocasset	78%	43%	94%	91%	81%	51%
Grady	Bridge Creek	72%	71%	93%	91%	63%	51%
Grady	Chickasha	57%	63%	76%	83%	76%	67%
Grady	Friend	69%	69%	100%	n/a	n/a	n/a
Grady	Middleberg	86%	100%	100%	n/a	n/a	n/a
Grady	Minco	79%	87%	100%	82%	87%	69%
Grady	Ninnekah	55%	55%	79%	93%	77%	63%
Grady	Pioneer	86%	79%	100%	n/a	n/a	n/a
Grady	Rush Springs	82%	73%	97%	97%	62%	61%
Grady	Tuttle	82%	73%	95%	96%	80%	82%
Grady	Verden	60%	40%	82%	82%	41%	33%
Grant	Deer Creek-Lamont	75%	88%	88%	88%	64%	38%
Grant	Medford	50%	21%	83%	100%	73%	67%
Grant	Pond Creek-Hunter	73%	47%	82%	81%	59%	44%
Greer	Granite	54%	85%	100%	80%	80%	33%
Greer	Mangum	68%	55%	100%	74%	73%	24%
Harmon	Hollis	39%	29%	55%	67%	69%	63%
Harper	Buffalo	71%	100%	100%	80%	78%	82%
Harper	Laverne	72%	56%	85%	84%	88%	52%
Haskell	Keota	33%	38%	92%	74%	48%	13%
Haskell	Kinta	43%	14%	n/a	n/a	89%	50%
Haskell	McCurtain	20%	33%	54%	70%	53%	23%
Haskell	Stigler	61%	60%	75%	89%	70%	35%
Haskell	Whitefield	n/a	n/a	n/a	n/a	n/a	n/a
Hughes	Calvin	88%	75%	71%	80%	38%	57%
Hughes	Holdenville	49%	38%	75%	73%	55%	45%
Hughes	Moss	n/a	n/a	69%	79%	n/a	n/a
Hughes	Stuart	87%	60%	95%	82%	35%	35%
Hughes	Wetumka	20%	28%	50%	83%	30%	33%
Jackson	Altus	61%	60%	85%	94%	57%	34%
Jackson	Blair	61%	22%	80%	81%	36%	56%
Jackson	Duke	62%	77%	100%	n/a	86%	n/a
Jackson	Eldorado	n/a	n/a	n/a	n/a	n/a	n/a

continued on next page

# School District Indicators

## CRT and EOI Scores

continued from previous page

County	School District	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT U.S. History % Proficient or Above	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology 1 EOI % Proficient or Above
Jackson	Navajo	71%	61%	79%	75%	67%	n/a
Jackson	Olustee	n/a	n/a	n/a	71%	n/a	17%
Jefferson	Ringling	36%	72%	58%	89%	62%	65%
Jefferson	Ryan	45%	9%	71%	82%	75%	55%
Jefferson	Terral	n/a	n/a	n/a	n/a	n/a	n/a
Jefferson	Waurika	47%	50%	78%	89%	70%	60%
Johnston	Coleman	75%	75%	64%	89%	70%	50%
Johnston	Mannsville	n/a	n/a	n/a	n/a	n/a	n/a
Johnston	Milburn	75%	38%	43%	75%	86%	n/a
Johnston	Mill Creek	100%	100%	58%	82%	58%	n/a
Johnston	Ravia	50%	50%	n/a	n/a	n/a	n/a
Johnston	Tishomingo	64%	56%	89%	91%	69%	74%
Johnston	Wapanucka	71%	41%	80%	89%	29%	56%
Kay	Blackwell	49%	51%	76%	86%	55%	25%
Kay	Kildare	n/a	n/a	n/a	n/a	n/a	n/a
Kay	Newkirk	50%	57%	69%	88%	46%	72%
Kay	Peckham	17%	33%	n/a	n/a	n/a	n/a
Kay	Ponca City	64%	68%	75%	84%	61%	41%
Kay	Tonkawa	68%	23%	81%	96%	43%	46%
Kingfisher	Cashion	89%	76%	86%	94%	69%	63%
Kingfisher	Dover	n/a	n/a	44%	78%	56%	50%
Kingfisher	Hennessey	78%	47%	94%	90%	60%	54%
Kingfisher	Kingfisher	78%	84%	89%	83%	66%	45%
Kingfisher	Lomega	100%	100%	100%	88%	88%	13%
Kingfisher	Okarche	68%	84%	79%	96%	75%	66%
Kiowa	Hobart	86%	58%	80%	86%	42%	56%
Kiowa	Lone Wolf	71%	29%	n/a	n/a	n/a	n/a
Kiowa	Mountain View-Gotebo	58%	75%	100%	100%	67%	50%
Kiowa	Snyder	52%	37%	59%	83%	69%	63%
Latimer	Buffalo Valley	67%	33%	88%	70%	22%	30%
Latimer	Panola	29%	43%	70%	80%	55%	60%
Latimer	Red Oak	70%	100%	89%	67%	67%	55%
Latimer	Wilburton	83%	81%	82%	96%	66%	48%
Le Flore	Arkoma	77%	100%	95%	78%	46%	44%
Le Flore	Bokoshe	57%	57%	64%	67%	42%	n/a
Le Flore	Cameron	67%	67%	59%	64%	21%	36%
Le Flore	Fanshawe	n/a	n/a	n/a	n/a	n/a	n/a
Le Flore	Heavener	64%	49%	73%	91%	65%	44%
Le Flore	Hodgen	67%	58%	n/a	n/a	n/a	n/a
Le Flore	Howe	45%	65%	50%	83%	45%	53%

continued on next page

# School District Indicators

## CRT and EOI Scores

continued from previous page

County	School District	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT U.S. History % Proficient or Above	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology 1 EOI % Proficient or Above
Le Flore	Leflore	39%	28%	75%	78%	27%	24%
Le Flore	Monroe	63%	63%	n/a	n/a	n/a	n/a
Le Flore	Panama	47%	68%	94%	80%	67%	45%
Le Flore	Pocola	63%	53%	83%	88%	54%	80%
Le Flore	Poteau	69%	62%	84%	83%	71%	43%
Le Flore	Shady Point	67%	22%	n/a	n/a	n/a	n/a
Le Flore	Spiro	59%	63%	75%	89%	49%	45%
Le Flore	Talihina	44%	27%	80%	79%	31%	33%
Le Flore	Whitesboro	17%	33%	78%	75%	29%	38%
Le Flore	Wister	55%	59%	71%	68%	56%	10%
Lincoln	Agra	53%	83%	89%	89%	33%	30%
Lincoln	Carney	29%	n/a	89%	90%	68%	53%
Lincoln	Chandler	71%	65%	93%	89%	68%	64%
Lincoln	Davenport	47%	47%	79%	89%	86%	n/a
Lincoln	Meeker	45%	58%	94%	89%	50%	75%
Lincoln	Prague	59%	70%	85%	85%	66%	n/a
Lincoln	Stroud	48%	50%	63%	90%	72%	46%
Lincoln	Wellston	79%	82%	73%	92%	56%	70%
Lincoln	White Rock	100%	78%	n/a	n/a	n/a	n/a
Logan	Coyle	60%	60%	89%	92%	71%	25%
Logan	Crescent	51%	38%	74%	76%	57%	41%
Logan	Guthrie	66%	67%	93%	81%	70%	36%
Logan	Mulhall-Orlando	83%	92%	100%	100%	92%	n/a
Love	Greenville	n/a	n/a	n/a	n/a	n/a	n/a
Love	Marietta	71%	84%	76%	84%	67%	51%
Love	Thackerville	42%	53%	50%	74%	50%	29%
Love	Turner	75%	56%	90%	76%	56%	25%
Major	Aline-Cleo	86%	57%	67%	78%	14%	30%
Major	Cimarron	56%	56%	85%	87%	50%	47%
Major	Fairview	52%	68%	93%	83%	73%	n/a
Major	Ringwood	72%	56%	84%	76%	30%	25%
Marshall	Kingston	83%	91%	93%	95%	60%	82%
Marshall	Madill	46%	74%	78%	76%	65%	32%
Mayes	Adair	85%	71%	96%	91%	58%	74%
Mayes	Chouteau-Mazie	47%	63%	93%	80%	48%	39%
Mayes	Locust Grove	45%	49%	81%	86%	73%	71%
Mayes	Osage	n/a	n/a	n/a	n/a	n/a	n/a
Mayes	Pryor	69%	70%	79%	87%	62%	63%
Mayes	Salina	80%	57%	86%	77%	62%	80%
Mayes	Spavinaw	n/a	n/a	n/a	n/a	n/a	n/a

continued on next page

# School District Indicators

## CRT and EOI Scores

continued from previous page

County	School District	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT U.S. History % Proficient or Above	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology 1 EOI % Proficient or Above
Mayes	Wickliffe	n/a	10%	n/a	n/a	n/a	n/a
McClain	Blanchard	84%	85%	93%	95%	76%	60%
McClain	Dibble	48%	29%	71%	80%	79%	42%
McClain	Newcastle	87%	85%	97%	96%	87%	54%
McClain	Purcell	71%	64%	98%	88%	74%	61%
McClain	Washington	70%	63%	93%	71%	54%	49%
McClain	Wayne	70%	43%	97%	75%	60%	32%
McCurtain	Battiest	50%	67%	100%	94%	76%	59%
McCurtain	Broken Bow	84%	52%	94%	87%	74%	50%
McCurtain	Denison	72%	61%	n/a	n/a	n/a	n/a
McCurtain	Eagletown	67%	42%	38%	88%	n/a	22%
McCurtain	Forest Grove	36%	27%	n/a	n/a	n/a	n/a
McCurtain	Glover	50%	17%	n/a	n/a	n/a	n/a
McCurtain	Haworth	70%	48%	78%	87%	80%	29%
McCurtain	Holly Creek	78%	100%	100%	n/a	n/a	n/a
McCurtain	Idabel	49%	63%	66%	74%	47%	47%
McCurtain	Lukfata	67%	67%	81%	n/a	n/a	n/a
McCurtain	Smithville	90%	100%	83%	91%	86%	48%
McCurtain	Valliant	44%	37%	68%	76%	36%	25%
McCurtain	Wright City	76%	29%	88%	100%	31%	73%
McIntosh	Checotah	56%	44%	78%	81%	51%	53%
McIntosh	Eufaula	56%	61%	84%	83%	68%	50%
McIntosh	Hanna	n/a	n/a	n/a	n/a	n/a	17%
McIntosh	Midway	33%	11%	86%	92%	36%	75%
McIntosh	Ryal	n/a	n/a	n/a	n/a	n/a	n/a
McIntosh	Stidham	43%	n/a	n/a	n/a	n/a	n/a
Murray	Davis	67%	70%	88%	88%	81%	39%
Murray	Sulphur	79%	74%	86%	89%	71%	84%
Muskogee	Braggs	69%	69%	83%	91%	57%	27%
Muskogee	Fort Gibson	80%	75%	88%	89%	85%	60%
Muskogee	Haskell	68%	74%	86%	90%	72%	43%
Muskogee	Hilldale	93%	78%	78%	91%	59%	44%
Muskogee	Muskogee	50%	45%	50%	74%	44%	36%
Muskogee	Oktaha	65%	75%	89%	87%	59%	48%
Muskogee	Porum	38%	69%	73%	76%	48%	56%
Muskogee	Wainwright	n/a	n/a	n/a	n/a	n/a	n/a
Muskogee	Warner	98%	95%	100%	100%	95%	86%
Muskogee	Webbers Falls	14%	43%	100%	100%	91%	58%
Noble	Billings	n/a	n/a	75%	n/a	n/a	n/a
Noble	Frontier	65%	95%	86%	94%	67%	25%

continued on next page

# School District Indicators

## CRT and EOI Scores

continued from previous page

County	School District	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT U.S. History % Proficient or Above	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology 1 EOI % Proficient or Above
Noble	Morrison	77%	71%	94%	94%	78%	55%
Noble	Perry	71%	68%	86%	85%	73%	73%
Nowata	Nowata	58%	65%	84%	87%	64%	25%
Nowata	Oklahoma Union	50%	51%	79%	84%	61%	80%
Nowata	South Coffeyville	47%	27%	72%	67%	50%	21%
Okfuskee	Bearden	n/a	n/a	n/a	n/a	n/a	n/a
Okfuskee	Graham-Dustin	38%	63%	n/a	90%	44%	27%
Okfuskee	Mason	10%	10%	35%	100%	46%	78%
Okfuskee	Okemah	54%	40%	89%	82%	57%	51%
Okfuskee	Paden	65%	35%	83%	100%	64%	45%
Okfuskee	Weleetka	57%	29%	71%	93%	50%	50%
Oklahoma	Bethany	81%	83%	93%	92%	85%	70%
Oklahoma	Choctaw-Nicoma Park	75%	64%	94%	95%	83%	69%
Oklahoma	Crooked Oak	63%	43%	64%	83%	66%	30%
Oklahoma	Crutcho	41%	32%	71%	n/a	n/a	n/a
Oklahoma	Deer Creek	81%	92%	94%	96%	79%	90%
Oklahoma	Edmond	84%	87%	96%	96%	86%	79%
Oklahoma	Harrah	61%	68%	77%	90%	69%	56%
Oklahoma	Jones	75%	74%	87%	88%	75%	66%
Oklahoma	Luther	40%	83%	60%	83%	71%	68%
Oklahoma	Midwest City-Del City	58%	60%	81%	83%	71%	51%
Oklahoma	Millwood	29%	34%	43%	69%	48%	9%
Oklahoma	Oakdale	91%	87%	100%	n/a	n/a	n/a
Oklahoma	Oklahoma City	48%	45%	81%	79%	60%	42%
Oklahoma	Putnam City	60%	71%	80%	87%	74%	50%
Oklahoma	Western Heights	42%	41%	49%	65%	58%	30%
Okmulgee	Beggs	42%	54%	78%	74%	80%	67%
Okmulgee	Dewar	48%	71%	64%	77%	67%	46%
Okmulgee	Henryetta	36%	60%	81%	88%	53%	29%
Okmulgee	Morris	69%	70%	96%	88%	63%	37%
Okmulgee	Okmulgee	42%	25%	70%	66%	31%	29%
Okmulgee	Preston	55%	58%	89%	92%	75%	45%
Okmulgee	Schulter	n/a	n/a	n/a	n/a	82%	n/a
Okmulgee	Twin Hills	48%	52%	100%	n/a	n/a	n/a
Okmulgee	Wilson	62%	23%	n/a	81%	33%	n/a
Osage	Anderson	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Avant	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Barnsdall	62%	58%	77%	74%	n/a	27%
Osage	Bowring	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Hominy	39%	61%	72%	93%	54%	16%

continued on next page

# School District Indicators

## CRT and EOI Scores

continued from previous page

County	School District	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT U.S. History % Proficient or Above	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology 1 EOI % Proficient or Above
Osage	McCord	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Osage Hills	90%	90%	n/a	n/a	n/a	n/a
Osage	Pawhuska	63%	53%	67%	78%	59%	34%
Osage	Prue	50%	50%	90%	82%	38%	71%
Osage	Shidler	55%	45%	75%	93%	75%	38%
Osage	Woodland	76%	59%	94%	100%	68%	76%
Osage	Wynona	n/a	n/a	100%	n/a	n/a	13%
Ottawa	Afton	64%	68%	83%	93%	64%	68%
Ottawa	Commerce	57%	69%	71%	66%	62%	31%
Ottawa	Fairland	83%	93%	92%	81%	73%	75%
Ottawa	Miami	50%	63%	81%	86%	61%	89%
Ottawa	Quapaw	31%	52%	68%	76%	73%	28%
Ottawa	Turkey Ford	n/a	n/a	n/a	n/a	n/a	n/a
Ottawa	Wyandotte	53%	29%	74%	71%	59%	28%
Pawnee	Cleveland	51%	46%	83%	85%	52%	54%
Pawnee	Jennings	64%	100%	n/a	n/a	n/a	n/a
Pawnee	Pawnee	51%	63%	58%	76%	76%	47%
Payne	Cushing	86%	65%	98%	85%	71%	67%
Payne	Glencoe	57%	71%	74%	93%	100%	87%
Payne	Oak Grove	42%	84%	n/a	n/a	n/a	n/a
Payne	Perkins-Tryon	59%	73%	79%	87%	77%	76%
Payne	Ripley	67%	79%	70%	71%	75%	52%
Payne	Stillwater	77%	87%	93%	95%	88%	70%
Payne	Yale	62%	76%	57%	94%	75%	52%
Pittsburg	Canadian	60%	55%	100%	96%	76%	26%
Pittsburg	Crowder	47%	42%	81%	94%	63%	27%
Pittsburg	Frink-Chambers	73%	60%	n/a	n/a	n/a	n/a
Pittsburg	Haileyville	73%	64%	74%	88%	60%	67%
Pittsburg	Hartshorne	80%	80%	85%	63%	63%	42%
Pittsburg	Haywood	n/a	n/a	n/a	n/a	n/a	n/a
Pittsburg	Indianola	64%	73%	80%	69%	71%	17%
Pittsburg	Kiowa	87%	96%	100%	92%	87%	85%
Pittsburg	Krebs	52%	76%	n/a	n/a	n/a	n/a
Pittsburg	McAlester	58%	49%	88%	85%	76%	57%
Pittsburg	Pittsburg	67%	67%	100%	n/a	83%	n/a
Pittsburg	Quinton	60%	73%	88%	79%	78%	41%
Pittsburg	Savanna	67%	47%	83%	91%	76%	30%
Pittsburg	Tannehill	78%	67%	n/a	n/a	n/a	n/a
Pontotoc	Ada	80%	48%	96%	86%	72%	43%
Pontotoc	Allen	35%	27%	87%	74%	57%	30%

continued on next page

# School District Indicators

## CRT and EOI Scores

continued from previous page

County	School District	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT U.S. History % Proficient or Above	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology 1 EOI % Proficient or Above
Pontotoc	Byng	60%	49%	85%	94%	82%	72%
Pontotoc	Latta	55%	45%	95%	96%	75%	45%
Pontotoc	Roff	86%	68%	95%	88%	40%	50%
Pontotoc	Stonewall	70%	59%	75%	83%	92%	32%
Pontotoc	Vanoss	67%	83%	96%	94%	83%	59%
Pottawatomie	Asher	80%	75%	100%	75%	43%	40%
Pottawatomie	Bethel	82%	78%	90%	91%	78%	82%
Pottawatomie	Dale	76%	80%	89%	88%	75%	69%
Pottawatomie	Earlsboro	47%	47%	100%	63%	58%	56%
Pottawatomie	Grove	75%	58%	94%	n/a	n/a	n/a
Pottawatomie	Macomb	45%	27%	50%	76%	36%	41%
Pottawatomie	Maud	58%	58%	76%	88%	57%	37%
Pottawatomie	McLoud	61%	57%	91%	87%	61%	56%
Pottawatomie	North Rock Creek	50%	47%	100%	n/a	n/a	n/a
Pottawatomie	Pleasant Grove	55%	45%	27%	n/a	n/a	n/a
Pottawatomie	Shawnee	49%	45%	75%	82%	60%	47%
Pottawatomie	South Rock Creek	93%	64%	100%	n/a	n/a	n/a
Pottawatomie	Tecumseh	67%	62%	63%	88%	86%	49%
Pottawatomie	Wanette	n/a	n/a	40%	75%	63%	58%
Pushmataha	Albion	n/a	n/a	n/a	n/a	n/a	n/a
Pushmataha	Antlers	67%	58%	93%	93%	69%	70%
Pushmataha	Clayton	85%	31%	90%	75%	62%	24%
Pushmataha	Moyers	67%	44%	70%	80%	46%	11%
Pushmataha	Nashoba	n/a	n/a	n/a	n/a	n/a	n/a
Pushmataha	Rattan	58%	50%	100%	83%	48%	61%
Pushmataha	Tuskahoma	n/a	n/a	n/a	n/a	n/a	n/a
Roger Mills	Cheyenne	87%	67%	95%	88%	71%	67%
Roger Mills	Hammon	90%	100%	78%	83%	67%	83%
Roger Mills	Leedey	73%	92%	92%	89%	100%	67%
Roger Mills	Reydon	100%	75%	n/a	n/a	n/a	n/a
Roger Mills	Sweetwater	n/a	n/a	100%	n/a	50%	n/a
Rogers	Catoosa	60%	62%	76%	80%	60%	32%
Rogers	Chelsea	67%	73%	65%	81%	63%	34%
Rogers	Claremore	66%	68%	99%	90%	82%	62%
Rogers	Foyil	57%	43%	71%	79%	63%	38%
Rogers	Inola	55%	52%	85%	85%	70%	59%
Rogers	Justus-Tiawah	79%	87%	100%	n/a	n/a	n/a
Rogers	Oologah-Talala	79%	65%	92%	81%	78%	65%
Rogers	Sequoyah	85%	75%	92%	86%	65%	48%
Rogers	Verdigris	73%	82%	100%	91%	74%	70%

continued on next page

# School District Indicators

## CRT and EOI Scores

continued from previous page

County	School District	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT U.S. History % Proficient or Above	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology 1 EOI % Proficient or Above
Seminole	Bowlegs	50%	50%	67%	72%	36%	25%
Seminole	Butner	57%	7%	n/a	71%	58%	29%
Seminole	Justice	42%	67%	n/a	n/a	n/a	n/a
Seminole	Konawa	76%	59%	74%	86%	79%	79%
Seminole	New Lima	72%	83%	78%	77%	31%	54%
Seminole	Sasakwa	54%	38%	86%	86%	50%	43%
Seminole	Seminole	61%	68%	99%	79%	64%	59%
Seminole	Strother	52%	74%	82%	96%	74%	23%
Seminole	Varnum	33%	40%	69%	100%	35%	55%
Seminole	Wewoka	44%	36%	79%	63%	55%	14%
Sequoyah	Belfonte	29%	71%	n/a	n/a	n/a	n/a
Sequoyah	Brushy	88%	71%	93%	n/a	n/a	n/a
Sequoyah	Central	86%	48%	82%	96%	76%	69%
Sequoyah	Gans	52%	43%	59%	62%	42%	40%
Sequoyah	Gore	69%	62%	67%	64%	53%	19%
Sequoyah	Liberty	95%	100%	95%	n/a	n/a	n/a
Sequoyah	Marble City	22%	78%	n/a	n/a	n/a	n/a
Sequoyah	Moffett	60%	53%	77%	n/a	n/a	n/a
Sequoyah	Muldrow	75%	75%	96%	94%	70%	67%
Sequoyah	Roland	45%	66%	51%	91%	56%	46%
Sequoyah	Sallisaw	77%	75%	100%	83%	81%	57%
Sequoyah	Vian	73%	53%	79%	100%	77%	72%
Stephens	Bray-Doyle	59%	45%	80%	94%	63%	50%
Stephens	Central High	75%	71%	88%	93%	53%	58%
Stephens	Comanche	48%	56%	85%	95%	62%	57%
Stephens	Duncan	60%	65%	75%	78%	66%	38%
Stephens	Empire	64%	64%	71%	73%	72%	30%
Stephens	Grandview	50%	50%	n/a	n/a	n/a	n/a
Stephens	Marlow	64%	86%	91%	88%	67%	17%
Stephens	Velma-Alma	75%	55%	78%	64%	63%	45%
Texas	Goodwell	71%	79%	100%	57%	70%	33%
Texas	Guymon	54%	61%	70%	87%	66%	30%
Texas	Hardesty	n/a	n/a	67%	86%	n/a	100%
Texas	Hooker	58%	61%	86%	95%	71%	51%
Texas	Optima	n/a	n/a	n/a	n/a	n/a	n/a
Texas	Straight	n/a	n/a	n/a	n/a	n/a	n/a
Texas	Texhoma	53%	53%	80%	85%	81%	20%
Texas	Tyrone	85%	62%	100%	92%	64%	50%
Texas	Yarbrough	n/a	n/a	83%	n/a	50%	n/a
Tillman	Davidson	n/a	n/a	n/a	n/a	n/a	n/a

continued on next page

# School District Indicators

## CRT and EOI Scores

continued from previous page

County	School District	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT U.S. History % Proficient or Above	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology 1 EOI % Proficient or Above
Tillman	Frederick	71%	93%	84%	80%	n/a	68%
Tillman	Grandfield	71%	14%	69%	80%	n/a	33%
Tillman	Tipton	17%	39%	71%	95%	67%	71%
Tulsa	Berryhill	80%	70%	93%	89%	n/a	56%
Tulsa	Bixby	83%	88%	95%	96%	85%	80%
Tulsa	Broken Arrow	74%	67%	84%	86%	67%	53%
Tulsa	Collinsville	73%	80%	94%	94%	85%	77%
Tulsa	Glenpool	68%	65%	94%	80%	87%	57%
Tulsa	Jenks	78%	79%	89%	90%	80%	69%
Tulsa	Keystone	92%	62%	n/a	n/a	n/a	n/a
Tulsa	Liberty	73%	55%	67%	90%	58%	49%
Tulsa	Owasso	76%	75%	85%	91%	78%	61%
Tulsa	Sand Springs	64%	46%	87%	84%	68%	50%
Tulsa	Skiatook	62%	52%	89%	85%	73%	50%
Tulsa	Sperry	71%	56%	85%	78%	70%	47%
Tulsa	Tulsa	50%	51%	72%	75%	58%	40%
Tulsa	Union	66%	72%	93%	89%	72%	63%
Wagoner	Coweta	60%	69%	88%	86%	77%	57%
Wagoner	Okay	89%	39%	82%	81%	52%	38%
Wagoner	Porter Consolidated	44%	50%	84%	84%	60%	41%
Wagoner	Wagoner	70%	71%	86%	83%	61%	52%
Washington	Bartlesville	80%	75%	90%	94%	88%	76%
Washington	Caney Valley	61%	61%	72%	74%	55%	43%
Washington	Copan	82%	64%	88%	71%	29%	67%
Washington	Dewey	70%	56%	83%	82%	85%	25%
Washita	Burns Flat-Dill City	68%	55%	97%	81%	77%	31%
Washita	Canute	57%	29%	83%	90%	35%	52%
Washita	Cordell	69%	50%	90%	78%	73%	54%
Washita	Sentinel	71%	48%	94%	87%	64%	83%
Woods	Alva	78%	74%	80%	79%	76%	55%
Woods	Freedom	n/a	n/a	86%	83%	n/a	29%
Woods	Waynoka	75%	88%	100%	80%	75%	60%
Woodward	Fort Supply	n/a	n/a	100%	n/a	n/a	n/a
Woodward	Mooreland	64%	73%	95%	76%	67%	58%
Woodward	Sharon-Mutual	70%	55%	43%	76%	41%	77%
Woodward	Woodward	68%	47%	60%	78%	64%	52%
<b>State Summary</b>		<b>66%</b>	<b>65%</b>	<b>83%</b>	<b>86%</b>	<b>69%</b>	<b>55%</b>

Data Source: Oklahoma State Department of Education

# School District Indicators

## EOI Scores and High School Information

County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Adair	Cave Springs	22%	67%	14%	18.5%	16.6	95.7%
Adair	Dahlongeah	n/a	n/a	n/a	n/a	n/a	n/a
Adair	Greasy	n/a	n/a	n/a	n/a	n/a	n/a
Adair	Maryetta	n/a	n/a	n/a	n/a	n/a	n/a
Adair	Peavine	n/a	n/a	n/a	n/a	n/a	n/a
Adair	Rocky Mountain	n/a	n/a	n/a	n/a	n/a	n/a
Adair	Stilwell	64%	82%	73%	6.9%	16.6	43.0%
Adair	Watts	n/a	65%	63%	11.5%	18.1	60.0%
Adair	Westville	67%	96%	87%	5.6%	19.0	31.0%
Adair	Zion	n/a	n/a	n/a	n/a	n/a	n/a
Alfalfa	Burlington	n/a	n/a	67%	0.0%	23.0	77.8%
Alfalfa	Cherokee	n/a	67%	n/a	0.0%	19.4	60.6%
Alfalfa	Timberlake	89%	89%	86%	0.0%	19.1	76.0%
Atoka	Atoka	93%	98%	81%	13.6%	18.3	73.8%
Atoka	Caney	n/a	87%	n/a	8.7%	17.3	95.7%
Atoka	Harmony	n/a	n/a	n/a	n/a	n/a	n/a
Atoka	Lane	n/a	n/a	n/a	n/a	n/a	n/a
Atoka	Stringtown	93%	86%	50%	0.0%	17.1	35.7%
Atoka	Tushka	97%	100%	95%	0.0%	22.0	50.0%
Beaver	Balko	67%	100%	n/a	0.0%	19.1	55.6%
Beaver	Beaver	50%	77%	95%	0.0%	20.1	30.4%
Beaver	Forgan	n/a	n/a	92%	0.0%	21.0	0.0%
Beaver	Turpin	58%	92%	81%	11.5%	18.4	0.0%
Beckham	Elk City	76%	89%	95%	10.2%	19.8	61.7%
Beckham	Erick	57%	86%	94%	6.7%	18.1	33.3%
Beckham	Merritt	91%	94%	93%	0.0%	19.6	71.0%
Beckham	Sayre	96%	90%	73%	10.9%	20.8	62.2%
Blaine	Canton	92%	100%	n/a	11.8%	19.6	103.5%
Blaine	Geary	88%	81%	100%	5.9%	15.6	77.8%
Blaine	Okeene	76%	86%	93%	0.0%	21.8	72.2%
Blaine	Watonga	61%	90%	91%	11.8%	20.2	90.0%
Bryan	Achille	n/a	96%	n/a	9.1%	19.3	77.3%
Bryan	Bennington	n/a	100%	n/a	5.9%	20.0	64.7%
Bryan	Caddo	n/a	100%	80%	0.0%	19.5	72.7%
Bryan	Calera	30%	96%	47%	2.4%	19.3	80.4%
Bryan	Colbert	n/a	92%	50%	0.0%	21.3	81.6%
Bryan	Durant	77%	97%	94%	9.9%	22.5	71.6%
Bryan	Rock Creek	84%	100%	95%	7.7%	18.4	84.0%
Bryan	Silo	92%	100%	91%	6.7%	19.0	52.2%
Caddo	Anadarko	95%	89%	88%	9.9%	18.3	31.1%

continued on next page

# School District Indicators

## EOI Scores and High School Information

continued from previous page

County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Caddo	Binger-Oney	7%	76%	65%	0.0%	19.6	83.9%
Caddo	Boone-Apache	67%	87%	90%	7.7%	19.3	85.7%
Caddo	Carnegie	26%	100%	76%	3.1%	18.6	45.2%
Caddo	Cement	33%	83%	64%	0.0%	16.1	95.2%
Caddo	Cyril	n/a	88%	69%	4.8%	18.8	100.0%
Caddo	Fort Cobb-Broxton	30%	78%	53%	0.0%	20.5	95.7%
Caddo	Gracemont	71%	83%	100%	0.0%	n/a	37.5%
Caddo	Hinton	58%	93%	81%	2.4%	20.8	58.5%
Caddo	Hydro-Eakly	82%	94%	100%	3.0%	21.5	50.0%
Caddo	Lookeba Sickles	50%	100%	72%	0.0%	18.2	66.7%
Canadian	Banner	n/a	n/a	n/a	n/a	n/a	n/a
Canadian	Calumet	60%	100%	92%	0.0%	19.9	71.9%
Canadian	Darlington	n/a	n/a	n/a	n/a	n/a	n/a
Canadian	El Reno	75%	87%	90%	0.5%	19.9	61.5%
Canadian	Maple	n/a	n/a	n/a	n/a	n/a	n/a
Canadian	Mustang	84%	95%	94%	5.6%	21.9	41.8%
Canadian	Piedmont	75%	90%	82%	0.0%	22.4	28.3%
Canadian	Riverside	n/a	n/a	n/a	n/a	n/a	n/a
Canadian	Union City	100%	78%	80%	0.0%	20.1	47.6%
Canadian	Yukon	92%	97%	91%	5.5%	22.3	48.7%
Carter	Ardmore	79%	78%	72%	12.9%	17.2	37.9%
Carter	Dickson	94%	90%	91%	2.1%	19.5	56.0%
Carter	Fox	67%	67%	n/a	0.0%	18.6	104.2%
Carter	Healdton	87%	86%	96%	0.0%	19.5	39.5%
Carter	Lone Grove	96%	100%	94%	2.9%	20.9	41.2%
Carter	Plainview	100%	99%	99%	1.0%	22.1	40.6%
Carter	Springer	n/a	86%	n/a	14.3%	19.6	75.0%
Carter	Wilson	92%	96%	90%	2.7%	19.1	39.5%
Carter	Zaneis	n/a	n/a	n/a	n/a	n/a	n/a
Cherokee	Briggs	n/a	n/a	n/a	n/a	n/a	n/a
Cherokee	Grand View	n/a	n/a	n/a	n/a	n/a	n/a
Cherokee	Hulbert	89%	89%	48%	7.3%	18.9	58.0%
Cherokee	Keys	71%	95%	100%	4.8%	20.8	69.0%
Cherokee	Lowrey	n/a	n/a	n/a	n/a	n/a	n/a
Cherokee	Norwood	n/a	n/a	n/a	n/a	n/a	n/a
Cherokee	Peggs	n/a	n/a	n/a	n/a	n/a	n/a
Cherokee	Shady Grove	n/a	n/a	n/a	n/a	n/a	n/a
Cherokee	Tahlequah	88%	92%	83%	8.9%	20.9	37.3%
Cherokee	Tenkiller	n/a	n/a	n/a	n/a	n/a	n/a
Cherokee	Woodall	n/a	n/a	n/a	n/a	n/a	n/a

continued on next page

# School District Indicators

## EOI Scores and High School Information

continued from previous page

County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Choctaw	Boswell	89%	100%	87%	3.9%	17.8	103.7%
Choctaw	Fort Towson	10%	90%	70%	0.0%	18.2	91.2%
Choctaw	Grant	n/a	n/a	n/a	n/a	n/a	n/a
Choctaw	Hugo	49%	84%	60%	5.1%	18.1	35.7%
Choctaw	Soper	n/a	96%	86%	0.0%	18.9	100.0%
Choctaw	Swink	n/a	n/a	n/a	n/a	n/a	n/a
Cimarron	Boise City	50%	n/a	87%	0.0%	18.8	64.3%
Cimarron	Felt	100%	100%	100%	0.0%	24.3	0.0%
Cimarron	Keyes	27%	n/a	n/a	0.0%	17.6	0.0%
Cleveland	Lexington	76%	96%	90%	2.3%	20.5	67.1%
Cleveland	Little Axe	98%	95%	95%	8.3%	18.8	85.9%
Cleveland	Moore	82%	89%	93%	7.6%	22.0	34.9%
Cleveland	Noble	74%	91%	82%	9.1%	20.3	57.7%
Cleveland	Norman	94%	91%	93%	5.4%	23.2	44.4%
Cleveland	Robin Hill	n/a	n/a	n/a	n/a	n/a	n/a
Coal	Coalgate	81%	90%	97%	0.0%	20.2	70.0%
Coal	Cottonwood	n/a	n/a	n/a	n/a	n/a	n/a
Coal	Tupelo	45%	79%	92%	4.8%	20.2	57.1%
Comanche	Bishop	n/a	n/a	n/a	n/a	n/a	n/a
Comanche	Cache	80%	92%	89%	2.3%	20.4	61.5%
Comanche	Chattanooga	92%	73%	88%	0.0%	20.7	76.2%
Comanche	Elgin	62%	96%	93%	1.9%	20.9	56.1%
Comanche	Fletcher	61%	77%	86%	3.0%	20.7	68.8%
Comanche	Flower Mound	n/a	n/a	n/a	n/a	n/a	n/a
Comanche	Geronimo	86%	95%	92%	0.0%	16.1	90.5%
Comanche	Indianapolis	n/a	n/a	100%	0.0%	23.9	71.4%
Comanche	Lawton	74%	95%	86%	5.8%	20.4	30.9%
Comanche	Sterling	37%	83%	78%	3.2%	22.1	96.6%
Cotton	Big Pasture	100%	100%	n/a	0.0%	20.1	91.7%
Cotton	Temple	64%	91%	78%	10.0%	18.0	80.0%
Cotton	Walters	73%	88%	79%	3.6%	19.8	54.6%
Craig	Bluejacket	58%	100%	92%	4.8%	20.2	70.0%
Craig	Ketchum	n/a	86%	50%	3.9%	19.0	61.7%
Craig	Vinita	94%	91%	97%	5.2%	20.4	65.5%
Craig	Welch	63%	100%	92%	0.0%	18.8	90.0%
Craig	White Oak	n/a	n/a	n/a	n/a	n/a	n/a
Creek	Allen-Bowden	n/a	n/a	n/a	n/a	n/a	n/a
Creek	Bristow	78%	95%	80%	12.4%	20.0	70.3%
Creek	Depew	63%	93%	91%	0.0%	19.9	51.9%
Creek	Drumright	71%	91%	59%	5.0%	19.8	65.1%

continued on next page

# School District Indicators

## EOI Scores and High School Information

continued from previous page

County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Creek	Gypsy	n/a	n/a	n/a	n/a	n/a	n/a
Creek	Kellyville	79%	89%	88%	6.6%	20.3	68.8%
Creek	Kiefer	88%	89%	89%	7.3%	20.1	58.0%
Creek	Lone Star	n/a	n/a	n/a	n/a	n/a	n/a
Creek	Mannford	n/a	92%	n/a	7.1%	20.5	33.3%
Creek	Mounds	49%	87%	64%	0.0%	19.8	21.9%
Creek	Oilton	46%	100%	100%	0.0%	20.7	100.0%
Creek	Olive	78%	81%	69%	0.0%	20.1	70.4%
Creek	Pretty Water	n/a	n/a	n/a	n/a	n/a	n/a
Creek	Sapulpa	73%	89%	86%	13.7%	18.7	51.3%
Custer	Arapaho-Butler	100%	n/a	95%	0.0%	21.8	50.0%
Custer	Clinton	15%	87%	90%	2.7%	18.6	49.7%
Custer	Thomas-Fay-Custer	91%	100%	100%	0.0%	21.3	96.6%
Custer	Weatherford	76%	99%	95%	2.8%	21.5	62.3%
Delaware	Cleora	n/a	n/a	n/a	n/a	n/a	n/a
Delaware	Colcord	24%	94%	78%	10.6%	17.6	94.9%
Delaware	Grove	57%	95%	95%	9.0%	21.1	38.2%
Delaware	Jay	79%	89%	82%	7.2%	19.9	34.0%
Delaware	Kansas	85%	98%	86%	6.4%	18.5	81.0%
Delaware	Kenwood	n/a	n/a	n/a	n/a	n/a	n/a
Delaware	Leach	n/a	n/a	n/a	n/a	n/a	n/a
Delaware	Moseley	n/a	n/a	n/a	n/a	n/a	n/a
Delaware	Oaks-Mission	13%	74%	n/a	0.0%	17.5	100.0%
Dewey	Seiling	83%	95%	86%	6.5%	19.9	80.0%
Dewey	Taloga	n/a	n/a	n/a	0.0%	n/a	100.0%
Dewey	Vici	n/a	88%	93%	7.4%	18.8	95.7%
Ellis	Arnett	78%	100%	100%	13.3%	19.8	40.0%
Ellis	Fargo	29%	100%	58%	0.0%	18.4	100.0%
Ellis	Gage	17%	67%	n/a	50.0%	16.9	42.9%
Ellis	Shattuck	67%	80%	63%	0.0%	20.7	47.8%
Garfield	Chisholm	96%	100%	95%	0.0%	23.7	29.7%
Garfield	Covington-Douglas	n/a	95%	n/a	12.5%	18.8	75.0%
Garfield	Drummond	83%	100%	100%	7.7%	21.3	72.7%
Garfield	Enid	53%	84%	82%	11.9%	20.3	46.6%
Garfield	Garber	38%	80%	100%	4.2%	22.2	59.1%
Garfield	Kremlin-Hillsdale	n/a	n/a	n/a	0.0%	22.2	54.6%
Garfield	Pioneer-Pleasant Vale	50%	97%	78%	0.0%	19.8	44.4%
Garfield	Waukomis	80%	88%	75%	0.0%	19.1	61.3%
Garvin	Elmore City-Pernell	55%	95%	86%	2.9%	21.2	67.6%
Garvin	Lindsay	91%	96%	93%	6.5%	21.1	58.9%

continued on next page

# School District Indicators

## EOI Scores and High School Information

continued from previous page

County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Garvin	Maysville	75%	100%	90%	4.6%	18.7	100.0%
Garvin	Paoli	56%	92%	70%	0.0%	19.0	31.3%
Garvin	Pauls Valley	93%	97%	99%	3.9%	21.3	49.2%
Garvin	Stratford	54%	78%	84%	0.0%	19.5	44.7%
Garvin	Whitebead	n/a	n/a	n/a	n/a	n/a	n/a
Garvin	Wynnewood	87%	100%	92%	7.7%	19.4	33.3%
Grady	Alex	67%	77%	67%	12.0%	18.6	90.9%
Grady	Amber-Pocasset	88%	100%	95%	0.0%	20.6	64.5%
Grady	Bridge Creek	89%	96%	88%	3.0%	21.1	38.2%
Grady	Chickasha	70%	90%	76%	2.0%	20.9	38.6%
Grady	Friend	n/a	n/a	n/a	n/a	n/a	n/a
Grady	Middleberg	n/a	n/a	n/a	n/a	n/a	n/a
Grady	Minco	93%	100%	97%	2.2%	20.1	90.7%
Grady	Ninnekah	n/a	100%	89%	2.9%	17.3	96.3%
Grady	Pioneer	n/a	n/a	n/a	n/a	n/a	n/a
Grady	Rush Springs	n/a	100%	100%	6.1%	19.1	83.3%
Grady	Tuttle	88%	96%	100%	1.5%	22.2	29.2%
Grady	Verden	70%	100%	100%	4.8%	19.0	100.0%
Grant	Deer Creek-Lamont	36%	100%	100%	0.0%	21.1	100.0%
Grant	Medford	69%	100%	67%	5.6%	20.4	70.6%
Grant	Pond Creek-Hunter	43%	n/a	n/a	4.8%	22.3	80.0%
Greer	Granite	n/a	100%	94%	4.6%	20.7	70.6%
Greer	Mangum	76%	100%	89%	0.0%	19.3	94.2%
Harmon	Hollis	68%	79%	55%	0.0%	19.0	63.2%
Harper	Buffalo	n/a	100%	83%	0.0%	19.7	78.6%
Harper	Laverne	83%	100%	96%	0.0%	19.7	92.0%
Haskell	Keota	83%	89%	89%	3.6%	17.9	86.7%
Haskell	Kinta	n/a	100%	74%	0.0%	16.5	51.9%
Haskell	McCurtain	46%	100%	63%	10.0%	19.3	105.6%
Haskell	Stigler	71%	94%	76%	6.0%	19.4	52.5%
Haskell	Whitefield	n/a	n/a	n/a	n/a	n/a	n/a
Hughes	Calvin	n/a	n/a	n/a	8.3%	18.5	72.7%
Hughes	Holdenville	72%	89%	85%	0.0%	18.1	45.3%
Hughes	Moss	81%	100%	76%	0.0%	19.7	80.0%
Hughes	Stuart	60%	100%	71%	0.0%	19.7	77.8%
Hughes	Wetumka	31%	70%	69%	13.9%	18.9	37.9%
Jackson	Altus	70%	93%	87%	5.1%	21.3	62.6%
Jackson	Blair	86%	90%	75%	0.0%	19.6	58.3%
Jackson	Duke	n/a	100%	92%	0.0%	18.1	70.8%
Jackson	Eldorado	25%	n/a	n/a	0.0%	-4.0	33.3%

continued on next page

# School District Indicators

## EOI Scores and High School Information

continued from previous page

County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Jackson	Navajo	93%	97%	77%	0.0%	20.8	75.0%
Jackson	Olustee	n/a	n/a	83%	9.1%	n/a	20.0%
Jefferson	Ringling	58%	90%	75%	16.2%	20.4	32.4%
Jefferson	Ryan	76%	94%	n/a	3.9%	17.8	96.3%
Jefferson	Terral	n/a	n/a	n/a	n/a	n/a	n/a
Jefferson	Waurika	91%	86%	100%	0.0%	21.2	100.0%
Johnston	Coleman	n/a	n/a	n/a	5.0%	19.1	5.0%
Johnston	Mannsville	n/a	n/a	n/a	n/a	n/a	n/a
Johnston	Milburn	67%	100%	50%	0.0%	18.3	90.9%
Johnston	Mill Creek	75%	92%	64%	14.3%	17.0	64.3%
Johnston	Ravia	n/a	n/a	n/a	n/a	n/a	n/a
Johnston	Tishomingo	84%	94%	88%	1.7%	21.0	34.5%
Johnston	Wapanucka	14%	100%	89%	0.0%	19.6	80.0%
Kay	Blackwell	23%	86%	90%	11.2%	19.7	58.4%
Kay	Kildare	n/a	n/a	n/a	n/a	n/a	n/a
Kay	Newkirk	36%	95%	80%	3.2%	18.6	38.7%
Kay	Peckham	n/a	n/a	n/a	n/a	n/a	n/a
Kay	Ponca City	52%	89%	88%	6.5%	21.6	50.0%
Kay	Tonkawa	42%	84%	71%	6.4%	20.1	43.8%
Kingfisher	Cashion	71%	97%	90%	2.8%	21.3	83.3%
Kingfisher	Dover	40%	83%	33%	0.0%	18.2	70.0%
Kingfisher	Hennessey	87%	98%	86%	0.0%	20.7	31.5%
Kingfisher	Kingfisher	59%	90%	98%	0.0%	20.7	82.1%
Kingfisher	Lomega	100%	93%	75%	0.0%	21.0	100.0%
Kingfisher	Okarche	65%	n/a	90%	0.0%	22.6	95.8%
Kiowa	Hobart	59%	100%	97%	5.0%	18.4	60.3%
Kiowa	Lone Wolf	n/a	n/a	n/a	0.0%	n/a	40.0%
Kiowa	Mountain View-Gotebo	93%	100%	100%	0.0%	19.7	100.0%
Kiowa	Snyder	100%	100%	91%	0.0%	18.9	31.6%
Latimer	Buffalo Valley	67%	80%	100%	0.0%	n/a	72.7%
Latimer	Panola	80%	91%	78%	0.0%	n/a	100.0%
Latimer	Red Oak	53%	93%	93%	0.0%	19.3	33.3%
Latimer	Wilburton	83%	94%	82%	10.8%	20.3	48.3%
Le Flore	Arkoma	70%	85%	88%	33.3%	18.5	66.7%
Le Flore	Bokoshe	n/a	100%	53%	7.1%	n/a	84.6%
Le Flore	Cameron	11%	70%	35%	0.0%	17.8	68.0%
Le Flore	Fanshawe	n/a	n/a	n/a	n/a	n/a	n/a
Le Flore	Heavener	76%	90%	77%	0.0%	18.6	63.9%
Le Flore	Hodgen	n/a	n/a	n/a	n/a	n/a	n/a
Le Flore	Howe	18%	93%	67%	0.0%	19.0	75.0%

continued on next page

# School District Indicators

## EOI Scores and High School Information

continued from previous page

County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Le Flore	Leflore	64%	93%	89%	0.0%	18.2	80.0%
Le Flore	Monroe	n/a	n/a	n/a	n/a	n/a	n/a
Le Flore	Panama	83%	89%	66%	1.3%	19.0	73.2%
Le Flore	Pocola	63%	94%	83%	5.2%	20.2	78.2%
Le Flore	Poteau	52%	91%	90%	8.3%	21.0	45.5%
Le Flore	Shady Point	n/a	n/a	n/a	n/a	n/a	n/a
Le Flore	Spiro	56%	79%	88%	10.1%	20.3	89.2%
Le Flore	Talihina	67%	91%	86%	2.4%	19.7	72.1%
Le Flore	Whitesboro	n/a	83%	67%	0.0%	20.5	66.7%
Le Flore	Wister	62%	79%	77%	3.2%	19.3	36.4%
Lincoln	Agra	61%	100%	n/a	0.0%	19.1	93.6%
Lincoln	Carney	88%	92%	95%	0.0%	18.8	21.4%
Lincoln	Chandler	85%	97%	100%	7.6%	21.2	69.6%
Lincoln	Davenport	13%	94%	71%	0.0%	19.9	41.2%
Lincoln	Meeker	78%	98%	85%	9.2%	21.2	21.4%
Lincoln	Prague	77%	98%	92%	7.8%	21.8	79.5%
Lincoln	Stroud	n/a	83%	64%	3.0%	20.4	87.7%
Lincoln	Wellston	92%	93%	97%	2.0%	20.0	75.5%
Lincoln	White Rock	n/a	n/a	n/a	n/a	n/a	n/a
Logan	Coyle	55%	83%	91%	0.0%	17.9	66.7%
Logan	Crescent	29%	81%	74%	5.9%	19.7	97.0%
Logan	Guthrie	61%	85%	88%	9.1%	20.0	28.0%
Logan	Mulhall-Orlando	100%	100%	100%	0.0%	20.5	36.8%
Love	Greenville	n/a	n/a	n/a	n/a	n/a	n/a
Love	Marietta	79%	96%	59%	9.8%	17.5	61.3%
Love	Thackerville	21%	91%	85%	0.0%	19.9	90.0%
Love	Turner	73%	100%	89%	26.1%	18.5	84.2%
Major	Aline-Cleo	n/a	n/a	n/a	8.3%	21.1	58.3%
Major	Cimarron	38%	90%	71%	4.8%	20.3	88.9%
Major	Fairview	89%	95%	100%	6.5%	22.6	89.3%
Major	Ringwood	n/a	79%	98%	4.2%	21.3	46.2%
Marshall	Kingston	92%	92%	100%	2.3%	18.6	63.6%
Marshall	Madill	74%	100%	61%	7.4%	18.1	26.7%
Mayes	Adair	100%	98%	98%	2.9%	21.5	64.7%
Mayes	Chouteau-Mazie	81%	76%	100%	13.3%	18.8	37.5%
Mayes	Locust Grove	44%	91%	85%	7.6%	20.9	48.0%
Mayes	Osage	n/a	n/a	n/a	n/a	n/a	n/a
Mayes	Pryor	89%	99%	93%	13.9%	21.5	44.9%
Mayes	Salina	81%	91%	90%	6.9%	19.6	13.5%
Mayes	Spavinaw	n/a	n/a	n/a	n/a	n/a	n/a

continued on next page

# School District Indicators

## EOI Scores and High School Information

continued from previous page

County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Mayes	Wickliffe	n/a	n/a	n/a	n/a	n/a	n/a
McClain	Blanchard	74%	98%	100%	12.0%	22.0	38.9%
McClain	Dibble	65%	94%	88%	1.8%	18.7	65.5%
McClain	Newcastle	92%	92%	94%	3.3%	21.6	41.9%
McClain	Purcell	92%	96%	92%	5.2%	21.2	57.0%
McClain	Washington	95%	93%	88%	0.0%	21.3	78.3%
McClain	Wayne	76%	73%	89%	0.0%	20.8	56.5%
McCurtain	Battiest	89%	94%	88%	11.1%	19.0	70.0%
McCurtain	Broken Bow	77%	91%	83%	5.9%	19.9	76.9%
McCurtain	Denison	n/a	n/a	n/a	n/a	n/a	n/a
McCurtain	Eagletown	n/a	71%	38%	0.0%	17.7	100.0%
McCurtain	Forest Grove	n/a	n/a	n/a	n/a	n/a	n/a
McCurtain	Glover	n/a	n/a	n/a	n/a	n/a	n/a
McCurtain	Haworth	80%	100%	92%	0.0%	18.4	81.3%
McCurtain	Holly Creek	n/a	n/a	n/a	n/a	n/a	n/a
McCurtain	Idabel	43%	79%	66%	2.3%	20.5	61.8%
McCurtain	Lukfata	n/a	n/a	n/a	n/a	n/a	n/a
McCurtain	Smithville	83%	100%	86%	10.0%	18.3	106.7%
McCurtain	Valliant	45%	85%	85%	1.4%	19.4	64.6%
McCurtain	Wright City	79%	89%	87%	8.3%	18.0	63.6%
McIntosh	Checotah	48%	92%	87%	2.8%	17.3	81.0%
McIntosh	Eufaula	36%	93%	85%	7.1%	21.0	68.6%
McIntosh	Hanna	50%	67%	n/a	n/a	17.4	63.6%
McIntosh	Midway	90%	60%	77%	25.0%	18.5	63.6%
McIntosh	Ryal	n/a	n/a	n/a	n/a	n/a	n/a
McIntosh	Stidham	n/a	n/a	n/a	n/a	n/a	n/a
Murray	Davis	86%	95%	94%	1.7%	19.4	49.2%
Murray	Sulphur	80%	95%	74%	2.9%	20.6	46.6%
Muskogee	Braggs	82%	67%	n/a	10.0%	16.5	0.0%
Muskogee	Fort Gibson	98%	90%	93%	4.8%	21.6	56.6%
Muskogee	Haskell	27%	95%	76%	8.9%	18.3	41.2%
Muskogee	Hilldale	80%	94%	94%	1.9%	20.7	32.0%
Muskogee	Muskogee	65%	79%	71%	16.6%	19.4	66.6%
Muskogee	Oktaha	100%	93%	98%	0.0%	19.1	29.4%
Muskogee	Porum	67%	71%	59%	8.7%	18.1	66.7%
Muskogee	Wainwright	n/a	n/a	n/a	n/a	n/a	n/a
Muskogee	Warner	100%	100%	100%	0.0%	19.4	85.0%
Muskogee	Webbers Falls	90%	100%	79%	0.0%	19.3	57.9%
Noble	Billings	n/a	n/a	n/a	0.0%	n/a	60.0%
Noble	Frontier	89%	88%	88%	4.2%	18.8	78.3%

continued on next page

# School District Indicators

## EOI Scores and High School Information

continued from previous page

County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Noble	Morrison	86%	96%	97%	2.5%	21.6	92.7%
Noble	Perry	94%	80%	90%	1.8%	21.2	47.5%
Nowata	Nowata	72%	95%	84%	2.6%	18.5	46.6%
Nowata	Oklahoma Union	23%	80%	75%	1.9%	18.5	62.2%
Nowata	South Coffeyville	67%	92%	78%	0.0%	18.8	36.1%
Okfuskee	Bearden	n/a	n/a	n/a	n/a	n/a	n/a
Okfuskee	Graham-Dustin	38%	89%	50%	12.5%	14.4	7.1%
Okfuskee	Mason	75%	77%	46%	3.5%	18.0	57.1%
Okfuskee	Okemah	n/a	72%	85%	10.8%	18.5	72.1%
Okfuskee	Paden	86%	100%	n/a	4.8%	18.7	119.1%
Okfuskee	Weleetka	94%	100%	59%	10.0%	18.6	46.2%
Oklahoma	Bethany	91%	94%	87%	3.3%	22.4	24.6%
Oklahoma	Choctaw-Nicoma Park	86%	99%	89%	4.4%	21.3	60.1%
Oklahoma	Crooked Oak	25%	86%	71%	7.7%	16.6	45.8%
Oklahoma	Crutcho	n/a	n/a	n/a	n/a	n/a	n/a
Oklahoma	Deer Creek	93%	96%	95%	1.4%	23.8	15.2%
Oklahoma	Edmond	95%	95%	94%	3.2%	24.0	30.2%
Oklahoma	Harrah	77%	94%	82%	2.9%	18.6	83.3%
Oklahoma	Jones	88%	92%	78%	8.6%	21.3	54.6%
Oklahoma	Luther	68%	85%	79%	0.0%	18.1	66.7%
Oklahoma	Midwest City-Del City	80%	89%	84%	4.2%	19.7	44.8%
Oklahoma	Millwood	41%	81%	60%	3.6%	18.2	70.9%
Oklahoma	Oakdale	n/a	n/a	n/a	n/a	n/a	n/a
Oklahoma	Oklahoma City	70%	77%	73%	14.9%	18.5	61.1%
Oklahoma	Putnam City	86%	93%	84%	9.7%	18.5	51.7%
Oklahoma	Western Heights	89%	85%	77%	20.4%	19.1	62.8%
Okmulgee	Beggs	41%	85%	100%	1.1%	19.1	47.0%
Okmulgee	Dewar	53%	81%	93%	8.1%	18.4	94.4%
Okmulgee	Henryetta	69%	73%	79%	5.1%	18.2	22.0%
Okmulgee	Morris	64%	98%	89%	7.8%	20.2	28.6%
Okmulgee	Okmulgee	73%	90%	63%	4.5%	17.2	63.2%
Okmulgee	Preston	87%	97%	95%	0.0%	21.1	14.3%
Okmulgee	Schulter	n/a	91%	n/a	11.1%	n/a	50.0%
Okmulgee	Twin Hills	n/a	n/a	n/a	n/a	n/a	n/a
Okmulgee	Wilson	14%	92%	50%	0.0%	17.3	81.8%
Osage	Anderson	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Avant	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Barnsdall	22%	91%	87%	7.7%	19.0	71.1%
Osage	Bowring	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Hominy	62%	87%	52%	0.0%	18.8	73.5%

continued on next page

# School District Indicators

## EOI Scores and High School Information

continued from previous page

County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Osage	McCord	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Osage Hills	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Pawhuska	15%	84%	64%	14.0%	19.8	63.2%
Osage	Prue	50%	80%	71%	5.6%	17.9	0.0%
Osage	Shidler	22%	100%	88%	4.4%	19.3	61.9%
Osage	Woodland	98%	89%	n/a	3.6%	19.5	51.9%
Osage	Wynona	n/a	100%	89%	0.0%	n/a	100.0%
Ottawa	Afton	n/a	94%	30%	0.0%	20.2	82.1%
Ottawa	Commerce	47%	95%	69%	12.0%	18.0	70.2%
Ottawa	Fairland	84%	100%	100%	0.0%	21.2	76.6%
Ottawa	Miami	66%	92%	85%	7.0%	21.1	42.3%
Ottawa	Quapaw	68%	86%	71%	4.3%	19.3	86.4%
Ottawa	Turkey Ford	n/a	n/a	n/a	n/a	n/a	n/a
Ottawa	Wyandotte	76%	87%	93%	1.7%	18.3	57.6%
Pawnee	Cleveland	92%	87%	90%	7.4%	20.8	80.2%
Pawnee	Jennings	n/a	n/a	n/a	n/a	n/a	n/a
Pawnee	Pawnee	53%	96%	78%	2.2%	20.5	60.5%
Payne	Cushing	92%	92%	92%	6.0%	20.7	67.9%
Payne	Glencoe	43%	n/a	94%	0.0%	20.3	44.1%
Payne	Oak Grove	n/a	n/a	n/a	n/a	n/a	n/a
Payne	Perkins-Tryon	70%	98%	97%	1.0%	20.3	70.3%
Payne	Ripley	54%	89%	77%	0.0%	20.0	94.6%
Payne	Stillwater	93%	94%	97%	5.4%	22.8	26.3%
Payne	Yale	54%	97%	79%	14.0%	20.3	52.6%
Pittsburg	Canadian	100%	100%	91%	8.6%	19.4	17.7%
Pittsburg	Crowder	75%	95%	63%	0.0%	20.3	84.6%
Pittsburg	Frink-Chambers	n/a	n/a	n/a	n/a	n/a	n/a
Pittsburg	Haileyville	75%	83%	62%	16.7%	17.8	110.0%
Pittsburg	Hartshorne	78%	86%	90%	8.7%	20.8	88.1%
Pittsburg	Haywood	n/a	n/a	n/a	n/a	n/a	n/a
Pittsburg	Indianola	47%	87%	80%	23.1%	16.0	27.3%
Pittsburg	Kiowa	94%	94%	85%	0.0%	23.4	82.6%
Pittsburg	Krebs	n/a	n/a	n/a	n/a	n/a	n/a
Pittsburg	McAlester	92%	92%	86%	14.0%	20.4	52.4%
Pittsburg	Pittsburg	n/a	67%	n/a	0.0%	n/a	0.0%
Pittsburg	Quinton	81%	82%	65%	15.2%	19.0	56.0%
Pittsburg	Savanna	85%	100%	73%	5.0%	19.8	40.5%
Pittsburg	Tannehill	n/a	n/a	n/a	n/a	n/a	n/a
Pontotoc	Ada	66%	93%	92%	11.7%	21.2	69.3%
Pontotoc	Allen	84%	94%	100%	3.0%	20.6	103.3%

continued on next page

# School District Indicators

## EOI Scores and High School Information

continued from previous page

County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Pontotoc	Byng	85%	94%	92%	5.5%	19.4	68.3%
Pontotoc	Latta	94%	93%	91%	5.8%	21.6	83.7%
Pontotoc	Roff	88%	100%	92%	0.0%	19.7	50.0%
Pontotoc	Stonewall	63%	89%	92%	5.3%	20.2	72.2%
Pontotoc	Vanoss	91%	92%	81%	0.0%	19.7	78.8%
Pottawatomie	Asher	100%	89%	91%	4.6%	17.9	100.0%
Pottawatomie	Bethel	94%	92%	92%	1.1%	21.2	29.0%
Pottawatomie	Dale	82%	100%	100%	0.0%	20.5	18.9%
Pottawatomie	Earlsboro	64%	100%	57%	4.0%	15.6	20.8%
Pottawatomie	Grove	n/a	n/a	n/a	n/a	n/a	n/a
Pottawatomie	Macomb	59%	88%	56%	6.5%	19.8	37.9%
Pottawatomie	Maud	63%	93%	94%	0.0%	18.6	42.9%
Pottawatomie	McLoud	72%	97%	89%	13.8%	18.0	35.2%
Pottawatomie	North Rock Creek	n/a	n/a	n/a	n/a	n/a	n/a
Pottawatomie	Pleasant Grove	n/a	n/a	n/a	n/a	n/a	n/a
Pottawatomie	Shawnee	81%	89%	88%	10.9%	20.8	41.0%
Pottawatomie	South Rock Creek	n/a	n/a	n/a	n/a	n/a	n/a
Pottawatomie	Tecumseh	90%	86%	82%	7.6%	19.0	60.1%
Pottawatomie	Wanette	14%	100%	67%	6.7%	18.9	100.0%
Pushmataha	Albion	n/a	n/a	n/a	n/a	n/a	n/a
Pushmataha	Antlers	82%	97%	78%	1.8%	19.4	83.6%
Pushmataha	Clayton	36%	100%	61%	3.1%	19.3	89.7%
Pushmataha	Moyers	57%	100%	67%	7.7%	20.2	33.3%
Pushmataha	Nashoba	n/a	n/a	n/a	n/a	n/a	n/a
Pushmataha	Rattan	100%	100%	100%	0.0%	19.6	107.4%
Pushmataha	Tuskahoma	n/a	n/a	n/a	n/a	n/a	n/a
Roger Mills	Cheyenne	100%	93%	100%	14.3%	22.9	63.6%
Roger Mills	Hammon	25%	100%	78%	0.0%	18.9	60.0%
Roger Mills	Leedey	92%	100%	78%	0.0%	20.7	72.2%
Roger Mills	Reydon	n/a	n/a	n/a	0.0%	n/a	33.3%
Roger Mills	Sweetwater	67%	100%	n/a	0.0%	n/a	100.0%
Rogers	Catoosa	59%	98%	76%	4.2%	18.3	53.2%
Rogers	Chelsea	25%	83%	70%	2.9%	18.9	82.4%
Rogers	Claremore	93%	97%	89%	10.6%	21.5	44.6%
Rogers	Foyil	67%	87%	80%	10.3%	20.2	68.8%
Rogers	Inola	64%	91%	95%	4.8%	19.9	62.4%
Rogers	Justus-Tiawah	n/a	n/a	n/a	n/a	n/a	n/a
Rogers	Oologah-Talala	85%	93%	92%	0.8%	20.5	55.6%
Rogers	Sequoyah	65%	89%	93%	0.0%	21.9	96.1%
Rogers	Verdigris	63%	95%	96%	3.6%	21.8	11.8%

continued on next page

# School District Indicators

## EOI Scores and High School Information

continued from previous page

County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Seminole	Bowlegs	47%	91%	88%	0.0%	17.9	38.5%
Seminole	Butner	50%	70%	100%	0.0%	19.0	58.8%
Seminole	Justice	n/a	n/a	n/a	n/a	n/a	n/a
Seminole	Konawa	94%	95%	85%	0.0%	19.7	75.5%
Seminole	New Lima	88%	75%	86%	4.0%	20.3	22.2%
Seminole	Sasakwa	78%	100%	86%	0.0%	19.7	53.3%
Seminole	Seminole	92%	99%	92%	7.2%	20.1	50.9%
Seminole	Strother	n/a	95%	22%	0.0%	19.0	87.5%
Seminole	Varnum	n/a	63%	n/a	0.0%	18.4	87.5%
Seminole	Wewoka	67%	87%	47%	7.5%	17.8	55.6%
Sequoyah	Belfonte	n/a	n/a	n/a	n/a	n/a	n/a
Sequoyah	Brushy	n/a	n/a	n/a	n/a	n/a	n/a
Sequoyah	Central	94%	98%	90%	0.0%	20.9	75.8%
Sequoyah	Gans	55%	74%	73%	0.0%	19.9	86.4%
Sequoyah	Gore	67%	80%	62%	0.0%	19.9	60.9%
Sequoyah	Liberty	n/a	n/a	n/a	n/a	n/a	n/a
Sequoyah	Marble City	n/a	n/a	n/a	n/a	n/a	n/a
Sequoyah	Moffett	n/a	n/a	n/a	n/a	n/a	n/a
Sequoyah	Muldrow	81%	91%	88%	6.7%	21.8	61.8%
Sequoyah	Roland	78%	90%	91%	9.1%	17.8	81.4%
Sequoyah	Sallisaw	85%	92%	99%	12.0%	20.6	51.4%
Sequoyah	Vian	86%	98%	87%	10.1%	19.0	76.1%
Stephens	Bray-Doyle	n/a	89%	79%	3.5%	19.6	96.0%
Stephens	Central High	64%	91%	93%	0.0%	20.8	51.4%
Stephens	Comanche	37%	95%	95%	1.4%	20.9	69.1%
Stephens	Duncan	68%	95%	86%	5.7%	19.4	47.5%
Stephens	Empire	50%	67%	67%	0.0%	18.2	76.9%
Stephens	Grandview	n/a	n/a	n/a	n/a	n/a	n/a
Stephens	Marlow	85%	95%	89%	4.7%	20.7	70.9%
Stephens	Velma-Alma	58%	92%	67%	0.0%	18.9	41.0%
Texas	Goodwell	90%	80%	100%	0.0%	20.2	94.1%
Texas	Guymon	40%	88%	91%	12.4%	16.9	59.5%
Texas	Hardesty	n/a	n/a	71%	0.0%	-4.0	100.0%
Texas	Hooker	94%	95%	90%	2.9%	19.7	66.7%
Texas	Optima	n/a	n/a	n/a	n/a	n/a	n/a
Texas	Straight	n/a	n/a	n/a	n/a	n/a	n/a
Texas	Texhoma	77%	100%	90%	3.7%	20.2	48.2%
Texas	Tyrone	79%	100%	90%	4.6%	19.4	0.0%
Texas	Yarbrough	67%	100%	n/a	0.0%	n/a	0.0%
Tillman	Davidson	n/a	n/a	n/a	0.0%	16.3	87.5%

continued on next page

# School District Indicators

## EOI Scores and High School Information

continued from previous page

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Tillman	Frederick	92%	81%	86%	8.8%	19.7	58.5%
Tillman	Grandfield	n/a	n/a	n/a	5.6%	17.1	94.1%
Tillman	Tipton	60%	86%	89%	10.0%	21.9	75.0%
Tulsa	Berryhill	80%	95%	82%	2.0%	20.8	57.0%
Tulsa	Bixby	95%	94%	97%	2.8%	23.4	60.0%
Tulsa	Broken Arrow	65%	83%	83%	5.8%	22.1	0.0%
Tulsa	Collinsville	96%	96%	94%	3.9%	20.5	45.5%
Tulsa	Glenpool	92%	98%	87%	2.0%	20.0	76.7%
Tulsa	Jenks	86%	94%	88%	7.3%	23.7	50.8%
Tulsa	Keystone	n/a	n/a	n/a	n/a	n/a	n/a
Tulsa	Liberty	78%	95%	79%	0.0%	18.7	94.0%
Tulsa	Owasso	86%	93%	93%	3.6%	22.9	0.0%
Tulsa	Sand Springs	66%	87%	79%	7.6%	20.9	40.5%
Tulsa	Skiatook	79%	94%	92%	5.0%	20.7	57.0%
Tulsa	Sperry	43%	89%	93%	2.4%	20.3	45.6%
Tulsa	Tulsa	64%	83%	72%	21.8%	20.1	54.0%
Tulsa	Union	86%	93%	90%	7.0%	21.3	42.0%
Wagoner	Coweta	80%	93%	84%	6.0%	21.0	33.5%
Wagoner	Okay	26%	96%	70%	0.0%	18.5	54.2%
Wagoner	Porter Consolidated	50%	90%	96%	2.9%	18.7	57.9%
Wagoner	Wagoner	67%	82%	83%	6.8%	20.7	36.0%
Washington	Bartlesville	88%	94%	93%	5.7%	22.7	29.3%
Washington	Caney Valley	67%	93%	80%	0.0%	18.2	32.7%
Washington	Copan	75%	100%	60%	27.8%	18.4	50.0%
Washington	Dewey	79%	98%	92%	4.1%	20.0	20.0%
Washita	Burns Flat-Dill City	88%	100%	100%	13.3%	20.4	50.0%
Washita	Canute	100%	100%	86%	0.0%	20.3	88.5%
Washita	Cordell	73%	95%	95%	0.0%	20.6	36.0%
Washita	Sentinel	100%	100%	100%	0.0%	19.3	100.0%
Woods	Alva	n/a	88%	n/a	8.5%	21.2	67.9%
Woods	Freedom	n/a	n/a	67%	22.2%	20.6	100.0%
Woods	Waynoka	n/a	100%	n/a	0.0%	21.3	85.0%
Woodward	Fort Supply	n/a	n/a	100%	0.0%	20.6	111.1%
Woodward	Mooreland	86%	100%	73%	11.8%	21.2	67.7%
Woodward	Sharon-Mutual	40%	100%	76%	0.0%	17.1	88.9%
Woodward	Woodward	70%	89%	85%	6.3%	19.5	65.8%
<b>State Summary</b>		<b>75%</b>	<b>91%</b>	<b>85%</b>	<b>7.2%</b>	<b>20.6</b>	<b>49.5%</b>

Data Source: Oklahoma State Department of Education: ACT, Inc.; Oklahoma Department of Career and Technology Education FTR -Fail to Respond n/a-Not applicable

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