



Oklahoma Educational Indicators Program



Profiles 2003 State Report



Family & Community Setting . Educational Process . Student Performance

Oklahoma Educational Indicators Program

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Education Oversight Board

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Oklahoma State Regents for Higher Education
Oklahoma Department of Career & Technology Education
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ACT Corporation, The College Board
All Oklahoma Public Schools

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Education Oversight Board / Office of Accountability

Don McCorkell, Chairman • Robert Buswell, Executive Director

May 10, 2004

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue "PROFILES 2003," prepared by the Office of Accountability. This series of reports is the yearly capstone for the Oklahoma Educational Indicators Program, a system set forth in the Oklahoma Educational Reform Act of 1990 (House Bill 1017) to assist you in assessing the performance of **your** public schools. "PROFILES 2003" furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers

"PROFILES 2003" consists of three publications, a "STATE REPORT," a "DISTRICT REPORT," and the "SCHOOL REPORT CARDS." These publications are the result of a collaborative effort headed by the Office of Accountability and include data from the following sources: the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, the Office of Juvenile Affairs, a school survey administered directly by the Office of Accountability, as well as other sources.

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

Sincerely,

Don McCorkell, Chairman
Education Oversight Board

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 2003” presents a host of relevant educational statistics, and readers are free to evaluate educational entities based on those factors they feel are most important in the educational process.

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 districts’ communities.

The average community characteristics for districts within the state are as follows: population of district, 6,378 persons; household income, \$44,370; population living below poverty level, 15%; per student valuation of property, \$28,002; single-parent families, 29%; unemployment rate, 5%; students eligible for free/reduced-pay lunch, 52%; 1st through 3rd grade students in need of reading remediation, 29%; parents attending at least one parent-teacher conference, 71%; average number of days absent per student, 10.4; mobility rate (Incoming Students), 10%.

On average, there was one suspension with a duration of 10 days or less for every 12.9 students statewide. When looking at suspensions that lasted for more than 10 days, the average for all schools was one suspension for every 109 students statewide.

The following apply to criminally referred juvenile offenders: 9,802 public school students were referred to the Office of Juvenile Affairs (OJA). These referred students were charged with 9,215 offenses, and 181 of the offenders were said to have gang affiliation. This means that, on average, one out of every 63.2 students statewide had been charged with a crime, each offender had committed an average of 2.0 offenses and 1.8% of the charged students had gang affiliations.

The following is a breakdown of Oklahoma public school enrollment by ethnic group: Caucasian, 62%; Black, 11%; Asian, 2%; Hispanic, 7%; Native American, 18%. The educational attainment of the state’s population over age 25 in the year 2000 was as follows: College Degree, 26%; High School Diploma/ Some College, 55%; Less than a H.S. Diploma, 19%.

EDUCATIONAL PROCESS

“Profiles 2003” reports on 541 individual Oklahoma school districts and 1,787 conventional school sites: 1,020 elementary schools, 301 middle schools/junior highs and 466 senior highs. Total ADM in 2002-03 was 618,399, an increase of 1,567 students from the 2001-02 school year. This represented an increase of 0.3%. There was also a rapid decline in ADM from 9th through 12th grade.

During the 2002-03 school year, 78,687 Oklahoma students (13%) qualified for the Gifted/Talented program; 91,056 Oklahoma students (15%) qualified for special education; and 323,951 Oklahoma students (52.4%) were eligible for the Free or Reduced-Pay Lunch Program.

Statewide, the number of regular classroom teachers decreased by 870 FTEs for the 2002-03 school year (37,034 to 36,164), with ADM (excluding non-graded students) increasing by 1,399 students (613,705 to 615,104). The statewide gross student/teacher ratio for regular classroom teachers in 2002-03 was 17.0 students per teacher. The average salary of teachers was \$34,586, an increase of \$128 from the previous year. The percent of regular classroom teachers holding advanced degrees is 29.0% and the average years of teaching experience was 12.9 years.

The 2002-03 school year saw a 2.3% decrease in the number of administrators (72 FTEs) from the previous year. In 2002-03 there were 3,101 administrator FTEs at the 541 districts. Each received an average salary of \$59,713, an increase of \$462, or 0.8% over last year’s figure of \$59,251. On average, each supervised 13.0 teacher FTEs and possessed 21 years of experience in a school environment.

Looking at district funding, the largest portion is provided by the State at 53.5% (\$2.2 billion), followed by Local & County at 33.8% (\$1.4 billion), and Federal funds that provide 12.7% (\$512 million). Even though school year 2002-03 was tight economically for schools, total revenues increased by \$37,562,372, or 0.9%, over 2001-02 revenues of \$3,983,060,337. Had not Federal revenues increased by almost \$200 million, Oklahoma schools would have seen a significant decrease in overall funding in 2002-03.

The largest expenditure was in the area of “Instruction” with 56.3%, a one-tenth of a percentage-point increase over 2001-02. Baring the last two years, the percentage of expenditures in “Instruction” has been on the decline since 1994-95 when it represented 58.7% of ALL FUNDS. “District Support” runs a distant second at 17.4% of all expenditures. Statewide, total expenditures from ALL FUNDS were \$4.0 billion, a \$197 million decrease over the 2001-02 school year. Collectively, district spending decreased even though district revenues increased \$38 million in 2002-03. The expenditure per student using ALL FUNDS was \$6,436, a decrease of \$336. Baring the \$1.00 per student drop that took place in 1995-96, this was the first time expenditures dropped in the history of the Profiles reports. Oklahoma’s expenditures were nearly 22% below the national average (based on 1999-2000 data).

STUDENT PERFORMANCE

The state testing program cost the state \$2.3 million to administer in 2002-03. The program tested 260,475 students in grades 3, 5, 8 and high school, which works out to roughly \$9 per student tested.

Only the Math and Reading portions of the 3rd grade Stanford 9 were administered for the 2002-03 school year and the national percentile ranks were 59 and 63, respectively.

The Oklahoma Core Curriculum Test results were as follows. For the 5th grade, the percentage of students scoring satisfactory or above was: Science, 81%; Mathematics, 71%; Reading, 73%; Writing, 83%; U.S. Hist./Const./Gov., 70%; Geography, 59%; and Arts, 55%. For the 8th grade, the percentage of students scoring satisfactory or above was: Science, 79%; Mathematics, 71%; Reading, 78%; Writing, 84%; U.S. Hist./Const./Gov., 62%; Geography, 47%; and Arts, 46%. The results by race showed that minority students perform at lower levels than whites and Asians. In addition, the results by county show that higher scores are generally found in the northwest quadrant of the state and lower scores are found in the southeast quadrant of the state.

The High School End-of-Instruction tests were administered to students as they completed English II, US History, Biology I and Algebra I courses. The percentage of students scoring at, or above, the “Satisfactory” level in 2002-03 was: English II, 61%; U.S. History, 67%; Algebra I, 22%; and Biology I, 44%.

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 an attempt to evaluate schools’ overall performance in preparing students for the Core Curriculum Tests, the Secretary of Education and the Education Oversight Board created the Oklahoma 70% Performance Benchmark. Historically, the 5th grade sites have had the best performance on this benchmark, although 5th grade performance has dropped over time. Eighth grade performance is lower than 5th grade (fewer schools achieving 70% of students scoring “Satisfactory” or above by subject area). It is of great concern that there are 53 elementary schools (6%) and 15 middle schools/junior highs (3%) that were unable to get at least 70% of their students to score Satisfactory or above on any subject area tested.

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education. Oklahoma’s performance seems to be falling behind the nation’s over time. Oklahoma’s 2002 8th grade writing score of 150 ranked them roughly in the middle of states tested. The national average was 152. Oklahoma’s 2002 4th grade writing score of 142 was near the bottom of states tested. Only three states scored lower than Oklahoma. Oklahoma’s 4th grade writing score was 11 points below the national average of 153. Oklahoma’s 2000 4th grade science score was 152 putting them about the middle of states tested, out scoring the nation by four scale scores (Nation 148). In 8th grade, Oklahoma’s 149 on science matched the national average. On the 2003 NAEP reading test, Oklahoma’s 4th grade results were lower than the 8th grade’s. Fourth grade students in Oklahoma had a standard score of 214 compared

to 216 for their national counterparts. Only 10 States had lower scale scores than Oklahoma. Fourth grade reading scores were down for both Oklahoma and the nation over previous years. Oklahoma's 8th grade performance on the reading test ranked about midpoint among the 50 states. Oklahoma's scale score was 262 compared to 261 for the nation. Oklahoma's 8th grade score has declined over previous years, whereas, the nation's score has remained relatively constant. Even though Oklahoma's math scores have been improving over time, the nation is outpacing Oklahoma's gains. In 4th grade on the 2003 NAEP math test, Oklahoma scored 229 and the nation scored 234. Only eight states had 4th grade scale scores lower than Oklahoma's. In 8th grade, Oklahoma's scale score was 272 with the nation coming in at 276. Only 12 states had lower scores in 8th grade mathematics than Oklahoma.

Oklahoma's high school dropout rate (grades 9 through 12) was 3.6%, a three-tenths of a percentage-point drop from last year. Dropout rates calculated by the US Department of Education for both Oklahoma and the Nation show that Oklahoma's rate of 5.2% was distinctly higher than the National average of 4.5% (based on 2000-01 data).

In Oklahoma, on average, 25% of students are lost to the system between 9th grade and graduation. As reported by the State Department of Education, student dropout rates have been lower for the last two years while student attrition figures have remained constant. There are great differences in the percentage of students lost among ethnic groups during the high school years as well. However, Oklahoma's attrition rate is noticeably lower than the Nation's and only one of the surrounding state, Kansas, has a lower attrition rate than Oklahoma.

The Oklahoma graduation rate is 74.5% (36,476 graduates in 2002-03 divided by a 9th grade ADM of 48,965 in 1999-00). The rate increased two-tenths of a percentage-point from 2001-02 but, is down 2.6-percentage-points since 1993-94. The national-level four-year graduation rate based on a similar methodology was 67.6%* for 2001-02.

At the Oklahoma public high schools included in this series of reports, 24,969 members of the Graduating Class of 2003 (68.7%) took the ACT. The average composite score on the ACT for this group was 20.7, a one-tenth of a standard score increase from 2001-02. The official Oklahoma score generated by the ACT Corporation was 20.5, which remained unchanged from the 2001-02 results. The comparable national average composite score was 20.8 and remained unchanged from 2001-02. In 2002-03, the gap between Oklahoma's statewide ACT score and the national ACT score was three-tenths of a standard score. Oklahoma's ACT score has increased two-tenths of a standard score since 1993-94 and the national score is the same as in 1993-94. Interestingly, minority students in Oklahoma outperform their national counterparts. It is still true, however, that Oklahoma's African American students still perform significantly lower than other racial groups in the state.

Seventy-seven percent (77.0%) of Oklahoma's 2003 high school graduates were reported to have completed the college-bound curriculum required for admission to the state's public institutions of higher education. Oklahoma's seniors at the public high schools had

an average GPA of 3.0, and roughly 6% attended out-of-state colleges. Forty-point-three percent (40.3%) of students enroll in an occupationally-specific Career-Tech program sometime during their high school career (47,510 Career-Tech enrollers divided by 117,770 members of the senior class (3-years)). Of those who enrolled in a Career-Tech occupationally-specific program, 82.8%, or 39,348, completed one or more of the competencies required for the program (3-years).

Based on a three-year average, 51.0% of the state's public high school graduates went directly to a public college in Oklahoma. Once in college, 35.5% of Oklahoma public high school graduates took at least one remedial course during their freshmen year in an Oklahoma public institution of higher education. Statewide, 73.2% of freshman had a grade point average (GPA) of 2.0 or above during the first semester of their freshman year in an Oklahoma college. The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school was 39.8%.

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OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

“Profiles 2000” 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, and test results in the context of socioeconomic status and the finances of school districts."

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

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

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

INTRODUCTION

METHODOLOGY

“Profiles 2003” consists of three components: (1) the State Report; (2) the District Report and (3) individual School Report Cards. Each component of “Profiles 2003” divides the information presented into three major reporting categories: (I) community and environment information, (II) educational program and process information, and (III) student performance information. This methodology is meant to mirror the real-world educational process. Students have a given home and community life, they attend a school with a varied make up of teachers and administrators who deliver education through different processes and programs, and finally, all of these factors come to bear on student performance.

The specific scope of each “Profiles 2003” component is as follows:

State Report

This component of Profiles 2003 contains tables, graphs, and maps, all with accompanying text, concerning state-level information for major categories of measurement. The most recent data covers the 2002-03 school year. Wherever possible, tables and graphs will cover multiple years in order that trends may be observed. In addition, national comparisons have been added based on data availability and comparability.

District Report

This component of Profiles 2003 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 541 school districts in the state and presents a wealth of educational data in both graphic and tabular form for the 2002-03 school year. The district report covers demographic data such as, poverty rates, household income and percent of single parent families for the district’s community. It covers issues specific to the district, such as student mobility, parental support, and juvenile crime. The district’s educational processes are highlighted with data covering student programs, teachers and administrators, revenues and expenditures, and high school course offerings. The final section covers student performance with information like standardized test scores, dropout rates, ACT scores, Career Tech participation, and how the district’s graduates performed in college.

School Report Cards

This component includes a report card for each of the 1,787 individual school sites in the State. The School Report Cards include demographic information about the district and specific information about the individual school site. This information includes enrollment counts, achievement test scores, information about teachers, and other site-specific information. Each report card also contains space for

comments from the school principal. The principal is encouraged to provide information such as scores for any standardized testing conducted beyond the requirements of state law, 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 his or her comments, it is their responsibility to distribute copies of the School Report Card to parents and other interested parties in the community.

Three Reporting Categories

The Profiles 2003 State Report, District Report and School Report Cards each have the data organized into three major reporting categories:

Community Characteristics

The Community Characteristics category includes community and contextual information. It features 2000 census data particular to the district, as-well-as current information on students eligible for free and reduced pay lunch, student preparation, motivation, mobility, and juvenile crime. In the State and District Reports, communities have been placed into groups based on Free and Reduced Pay Lunch counts (a measure of impoverishment) and the number of students the district serves. This grouping methodology allows districts to be compared to other districts serving similar communities, as well as to state averages (Figure 11).

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 tin 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 2003” components reports information using the same three categories and by design is directly comparable. For a comprehensive view of education in a given area, one would start with the State Report, move to the District Report, and then look at School Report Cards for schools within a given district. Each document reports similar information for the various levels of operation.

DATA GATHERING

Regarding the gathering of data, the Office of Accountability is the secondary user of the majority of the information presented. The Office gathers data from the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, and several others, and combines the data into a more meaningful format for the evaluation

of Oklahoma's educational entities. The Office depends on the other agencies to supply the required information in a timely, accurate and usable fashion. Consequently, it does not control the methods used to collect, nor the categories used to report, the majority of the data presented. The Office works diligently with these other agencies to see that the data used is without errors. At the same time, it is also the Office of Accountability's policy not to change numbers received from other agencies without their expressed permission. On rare occasion, a number may appear unreasonable when viewed in the context of other numbers presented in this report series. However, the Office of Accountability is bound to the data in that it is the official number of record.

As a general rule, information is reported a year after the fact. A range of information is recorded all 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 in the fall. The majority of the information used in the report series is delivered to the Office of Accountability from November through January. However, a few of the key pieces of information often arrive as late as mid-March. The information must then be verified and analyzed by the Office of Accountability prior to publication in the Profiles Reports. The Office of Accountability finalizes the reports in April. After a short period for review by the schools, the documents are printed and released to the media and public.

While this data gathering process is taking place, there are schools closing and others opening. Only those public schools that were open during the reporting period are included in the Profiles reports. Finally, because most educational indicators relate to mainstream public school students, the "Profiles 2003" 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 2003" presents a host of relevant educational statistics, and readers are free to evaluate educational entities based on those factors they feel are most important in the educational process.

MAPS

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

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

I. COMMUNITY CHARACTERISTICS

CONTEXT

The first reporting category of “Profiles 2003” is the “Community Characteristics” section, which provides a statistical sketch of the community in which the educational process is taking place. School districts are an extension of the community they serve and local control is a hallmark of common education in Oklahoma. Local voters affect conditions in the classroom through their support of bond issues and tax levies. Local school board members must ultimately answer to voters in the community. In addition, district policies are always under the scrutiny of parents in the community. Furthermore, community values influence student motivation and performance. Schools and their communities are so tightly interwoven that it is inappropriate, if not impossible, to evaluate education without considering the community in which it takes place.

In recent decades, it has become an expectation that schools will help students overcome adverse socioeconomic conditions that may exist within the family or community. Schools are expected to give students the foundation they need to prosper. When evaluating education, it is vital to remember that it is an uneven playing field upon which schools begin their mission. To properly measure the academic progress that a school or district has made with its students, one must keep in perspective where the students began. Establishing school district context is the purpose of the “Community Characteristics” section of “Profiles 2003.”

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

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

Figure 1 State Averages for Community Characteristics

<u>Community Characteristic</u>	<u>State Average</u>
District Population (number of residents in 2000)	6,378
Household Income (2000)	\$44,370
Population Living Below Poverty Level (2000)	15%
Per Student Valuation of Property (2002-03)	\$28,002
Single-Parent Families (2000)	29%
Unemployment Rate (2000)	5%
Students Eligible for Free/Reduced Lunch (2002-03)	52%
1 st through 3 rd Grade Students in need of Reading Remediation (2002-03)	29%
Parents Attending at Least One Parent-Teacher Conference (2002-03)	71%
Average Number of Days Absent per Student (2002-03)	10.4
Mobility Rate (Incoming Students) (2002-03)	10%

Student Suspensions: There was one suspension of less than 10 days for every 12.9 students statewide and one suspension of more than 10 days for every 109.1 students statewide.

Juvenile Offenders: In Oklahoma in 2002-03, one out of every 63.2 public school students were charged with a crime through the juvenile justice system (9,802 offenders statewide). Each offender was charged with an average of 2.0 criminal offenses (19,215 statewide) and 181 of the offenders statewide were alleged gang members (1.8% of offenders).

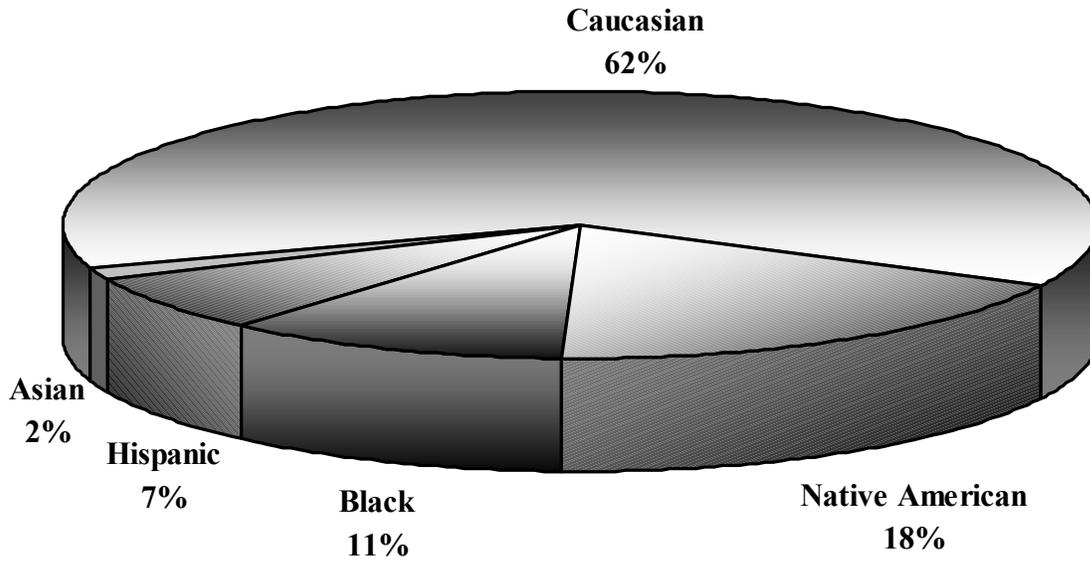
Oklahoma Public School Enrollment by Ethnic Group (Figure 2):
(based on 2002 fall enrollment)

Caucasian	62%
Black	11%
Asian	2%
Hispanic	7%
Native American	18%

Highest Educational Level of Adults Age 25 and Older (Figure 3) (2000):

College Degree:	26%
High School Diploma/ Some College:	55%
Less than a H.S. Diploma:	19%

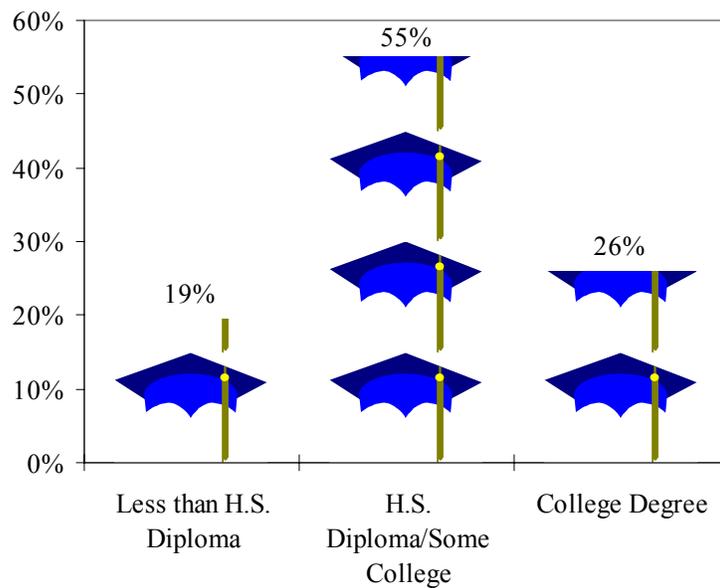
Figure 2
Oklahoma Public School Enrollment by Ethnic Group
2002-03 School Year



Data Source: State Department of Education

Total Fall 2002 Enrollment = 624,176

Figure 3
Highest Education Level of Adults Age 25 and Older
Oklahoma



Data Source: 2000 Census

SOCIOECONOMIC VARIANCE

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

Tulsa Public Schools had the largest district community with a population of 298,475 persons (47 times the state average) while Plainview Public Schools (Cimarron county) had the smallest district community with a population of 175 persons (36 times smaller than the state average).

The average household income for district communities in Oklahoma in 1999 was \$44,370. However, this indicator also varied greatly by district community. The average family in Oakdale, the most affluent district, earned more than \$122,000 in 1999, whereas in Moffett, the average family had earnings of just over \$22,000 that same year. It is also important to remember that not every family in the district earns the “average.” The percent of the families living below the poverty level in 1999 helps to fill in the financial picture. The average percentage of persons within the district community living below the poverty level was 15%. However, poverty rates ranged from roughly 2% at Verdigris to just over 45% at Bell. 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.

One very good indicator of the relative wealth of a district’s community is the number of students who are eligible for the Federal Free and Reduced Pay Lunch Program (explained in the “EDUCATIONAL PROCESS” section of this document). During the 2002-03 school year, 52.4% of Oklahoma’s public school students were eligible for this program (Figure 9 & 14). The percentages ranged from 45 school sites with 100% of their students eligible to a low of 0% at Lee Elementary (Lawton), Classen MS and NE Academy MS (both Oklahoma City Public Schools).

The local tax revenues available to schools varies greatly too. The average district in Oklahoma receives roughly 30% of its funding from property taxes. These taxes are levied on the assessed value of property within the district boundaries and support the general operation of the district. This indicator of district wealth is measured by the total valuation of property within the boundaries of the district divided by the total number of students. The extremes on this indicator were Plainview with an assessed property value of \$588,657 per student in 2002-03 to Moffett with a property value of \$2,292 per student (students are measured in average daily membership (ADM) which is explained in the “EDUCATIONAL PROCESS” section of this report). Furthermore, if the voters in a district approve bond issues, additional millages will be added to the tax on their property to cover the cost of capital improvement projects, school bus purchases and major technology projects. This in turn further widens the gap between districts in regard to funds available for education.

An additional challenge to districts is the percentage of families headed by a single parent. The average was 29% and the indicator ranged from a high of 56% of families headed by a single parent at Crutcho to a low of less than 2% at Oakdale, both districts within Oklahoma county.

The degree to which students are prepared to learn when they first come to school is expressed by the percentage of 1st through 3rd grade students in need of reading remediation. In 2002-03, 29.0% of students in grades 1 through 3 were in need of reading remediation (Figure 10). District communities ranged from eight sites with not a single 1st through 3rd grade student in need of reading remediation to three others (Dahlongah Elementary, Marble City Elementary, and Boley Elementary) where 95% or more were in need of reading remediation.

A student's eagerness to learn also greatly impacts a school's ability to do its job. An indication of this is the average number of days absent per student. Statewide, students missed an average of 10.4 days per year. The extremes on this indicator ranged from Tom Public Schools and Felt Public Schools which both reported that their students miss an average of 2.8 days per year, to Cave Springs, whose students on average, missed 22.5 days during the 2002-03 school year.

The mobility of the student population also deters from the learning environment within a school. Mobility was viewed as new enrollments as a percentage of the enrollment at the end of the school year. Using this methodology, the statewide mobility rate for 2002-03 was 10%, meaning that at the end of the school year, in the average classroom, 10% of the students had entered that school sometime during the 2002-03 school year. Student mobility was highest at Nathan Hale High School (Tulsa Public Schools) with a mobility rate of 75%, whereas 32 school sites had a mobility rate of 0% (not a single student transferred in during the school year).

Another sign of willingness to participate in school is the number of days students are suspended from school (Appendix A). Suspensions fall under two major categories in state statutes (§70-24-101.3), those of 10 days or less, and those for more than 10 days. On average, there was one suspension with a duration of 10 days or less for roughly every 13 students statewide; one for every 30 students in elementary schools, one for every 6 students in middle school/junior high and one for every 11 students in high school. When looking at suspensions that lasted for more than 10 days, the average for all schools was one for every 109 students statewide; one for every 159 elementary students, one for every 83.6 middle school/junior high students and one for every 78 high school students. While the bulk of schools had very few suspensions, there were 35 schools in the state where suspensions of 10 days or less, on average, exceeded one for every three students. Oklahoma City Public Schools had three middle schools (Jackson, Jefferson, and Hoover) where it was reported that incidents of suspension for 10 days or less exceeded a one-to-one ratio with enrollment.

Juvenile crime is another social problem that infuses the classroom. The use of juvenile crime statistics in Profiles 2003 is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 2002-03 juvenile crime statistics are provided as another indicator of the environment in which the school must operate. The statistics presented here relate to criminal referrals only and are based on students attending one of the schools included in this report series. Statewide, 9,802 public school students were referred to the Office of Juvenile Affairs (OJA) in 2002-03. These offenders were charged with a total of 19,215 offenses, and 181 of the offenders were said to have gang affiliation. This means that, on average, one out of every 63.2 students statewide had been charged with a crime, each offender had committed an average of 2.0 offenses and 1.9% of the charged students had gang affiliations.

Seventeen percent (17%) of districts statewide had no juvenile offenders (no students had been charged). However, a look at those districts with five or more students in the OJA database revealed that at one district (Fort Supply), one out of every 15.1 students had been charged with a crime during the 2002-03 school year. None of those students, however, had gang affiliations. Yet, Oklahoma City Public Schools had 39 students who were affiliated with a gang. This one district accounted for 22% of the gang-affiliated offenders statewide. The gang phenomenon seems to be isolated to just a few of Oklahoma's school districts. Just three of Oklahoma's school districts (Oklahoma City, Lawton, and Tulsa) accounted for 46% of the gang-affiliated offenders statewide. The ratios used in this analysis are based on 2002 fall enrollment excluding non-graded students. Also, not all communities report minor juvenile offenses to the Office of Juvenile Affairs. Juvenile data is only reported for those communities that had referred cases to OJA.

A break down of the juvenile offense charges shows that the bulk (33%) had to do with theft/burglary of one variety or another. Violation of municipal ordinances/obstruction of justice charges ranked second with 24%. Crimes related to sex/violence represented 19% of all charges. Drug/alcohol possession made up 12% of offenses, and crimes against property accounted for roughly 9% of the arrests. Other types of offenses made up the remaining 3%. A more detailed listing of the offenses by type can be found in Appendix B of this report.

Oklahoma is a state of great diversity and the ethnic makeup of the state's communities and school districts is no exception. Statewide, 38% of student enrollments came from one of the four ethnic minority groups. Figure 2 shows that in school year 2002-03, 18% of Oklahoma's students were Native American, 11% were Black, 7% were Hispanic, and 2% were Asian. The state's ethnic diversity is also visible amongst districts. Two districts in Oklahoma (Kenwood and Boley) have 100% minority enrollment and four districts in the state have 100% Caucasian enrollment (Leonard, Peckham, Grandview and Balko).

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. Looking at the percentage of the population age 25 and older, we see that Bell Public School's community had almost 59% of its population that did not have a high school diploma. However, Deer Creek had only 3.7% of its population that fell into this educational attainment category. Now look at the percentage of persons who hold a college degree. Three districts (Dahlongegah, Crooked Oak, and Byars) had five percent (5%) or less of the population with a college degree, whereas, Oakdale and Deer Creek had more than 57% of their community's population holding a college degree.

COMMUNITY GROUPING MODEL

The great diversity among school districts makes it difficult to compare their effectiveness in educating students. One way to make meaningful comparisons is to break the districts into peer groups so that similar schools can be compared one to another. To aid in this process, the Office of Accountability and the Education Oversight Board have created a "Community Grouping" model. The model breaks the State's 541 districts into 16 possible groups based on the size of their enrollment and the general

economic conditions that exist within the district. The schools are categorized with a letter designation A through H based on the size of their enrollment and a numeric designation of 1 or 2 based on the economic conditions within the district (Figure 11). The most accurate, and current, predictor of economic conditions within a district is the percentage of students eligible for the federal “Free and Reduced Pay Lunch Program” (Figure 9 & 14). Districts with a percentage of students eligible for the program that is higher than state average are given the designation of 2 and the remainder of the districts are given the designation of 1. This combination of letters and numbers gives the 16 group designations. Additional information about the “Community Groups” can be found in the “EDUCATIONAL PROCESS” section of this report and a more detailed description of the “Community Grouping Model” methodology can be found in the “Profiles 2003 District Report”.

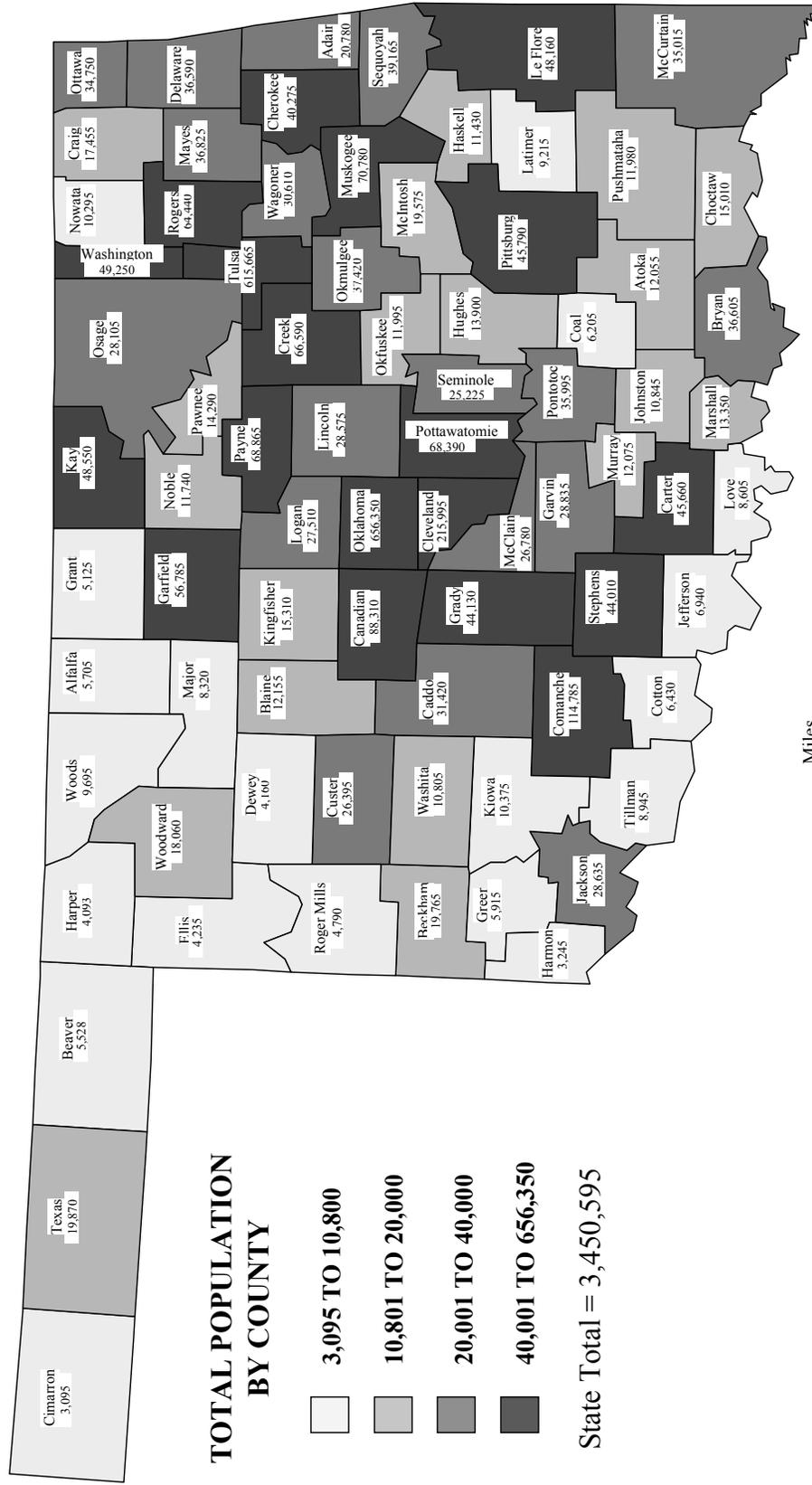
SOCIOECONOMIC ADVERSITY MAPS

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

Figures 4 through 10 map social and economic characteristics across Oklahoma. The statistics were chosen because they are representative of the socioeconomic conditions that most impact student performance. The information presented on the first five maps (Figures 4 through 8) was collected during the 2000 census. The last two maps (Figures 9 & 10) provide more current social and economic characteristics. Students qualify for the federal Free and Reduced Pay Lunch program based on their family’s earnings, which makes it a good barometer for poverty (Figure 9). The percentage of K-3 students that are in need of reading remediation gives an indication of how prepared students are to learn before they start their K-12 educational careers (Figure 10). The seven maps combined offer a visual sketch of Oklahoma’s community characteristics. These maps should be referenced again when evaluating maps in the “EDUCATIONAL PROCESS” and “STUDENT PERFORMANCE” sections of this report. Appendix C displays the information presented in this series of maps in a tabular format.

Figure 4 TOTAL POPULATION BY COUNTY

2000 Census



II. EDUCATIONAL PROCESS

DISTRICTS, SCHOOLS AND STUDENT ENROLLMENT

“Profiles 2003” reports on 541 individual Oklahoma school districts and 1,787 conventional school sites: 1,020 elementary schools, 301 middle schools/junior highs and 466 senior highs.

Schools and school districts in Oklahoma are organized in a variety of ways. Oklahoma school districts are accredited by the State Board of Education and are classified as either independent districts (offering pre-kindergarten through 12th grade), or elementary districts (offering pre-kindergarten through 8th grade). Students from elementary districts must be integrated into a neighboring district’s high school program once students have completed 8th grade. In 2002-03, there were 111 elementary (dependent) school districts and 430 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 serving grades K-4, an upper elementary serving grades 5 and 6, a junior high for grades 7-9, and a high school serving grades 10-12. During 2002-03 there were 53 different grade level combinations forming schools in Oklahoma.

Another way to look at the diversity of districts across the state is to look at the number of students they serve (Figure 11). Student enrollment is most often reported as Average Daily Membership (ADM).

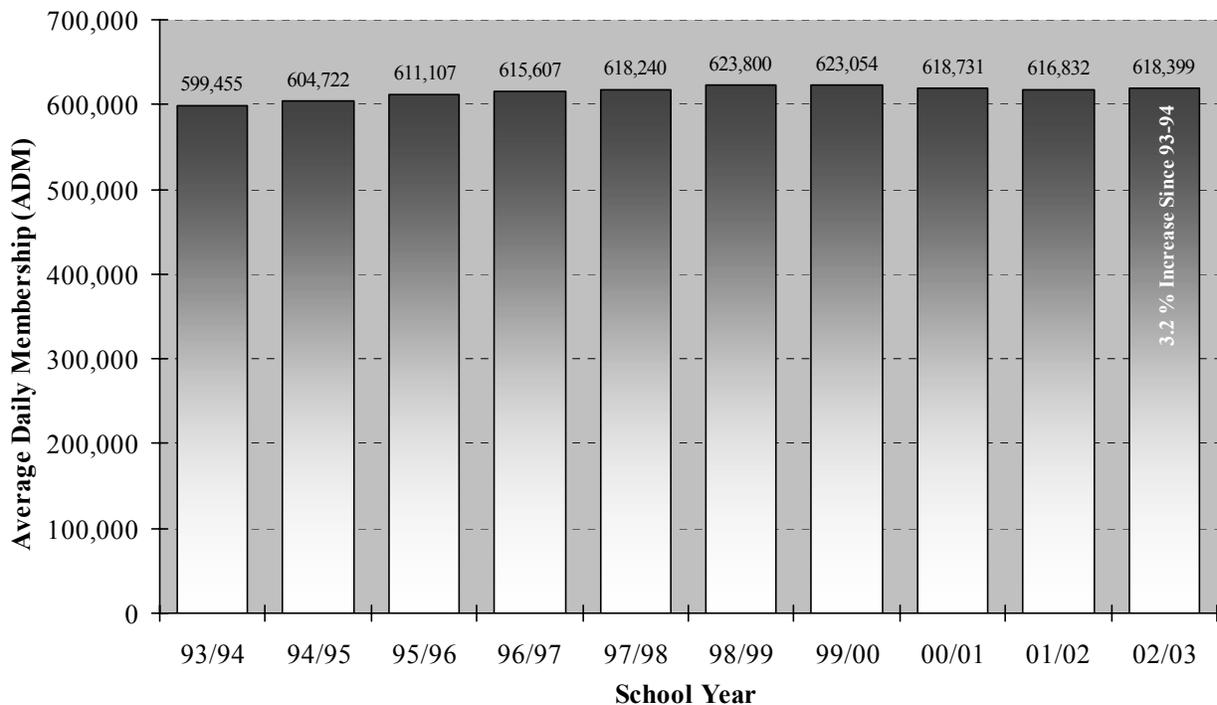
Figure 11
Oklahoma’s Districts by Size of Enrollment and Socioeconomic Status

<u>District Size in ADM</u>	<u>Socioeconomic Status</u>	<u>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%	82,201	13.3%
10,000 - 24,999	High	B1	8	1.5%	126,801	20.5%
5,000 - 9999	High	C1	8	1.5%	52,223	8.4%
	Low	C2	2	0.4%	11,831	1.9%
2,000 - 4,999	High	D1	17	3.1%	50,290	8.1%
	Low	D2	15	2.8%	41,455	6.7%
1,000 - 1,999	High	E1	36	6.7%	48,538	7.8%
	Low	E2	39	7.2%	54,508	8.8%
500 - 999	High	F1	26	4.8%	19,259	3.1%
	Low	F2	69	12.8%	48,371	7.8%
250 - 499	High	G1	36	6.7%	13,135	2.1%
	Low	G2	124	22.9%	44,997	7.3%
Less than 250	High	H1	30	5.5%	5,241	0.8%
	Low	H2	129	23.8%	19,547	3.2%
All	All	All	541	100.0%	618,399	100.0%

ADM refers to the average number of students enrolled at a school, or district, on any given day during the year. The smallest elementary district in operation during 2002-03 (Plainview – Cimarron county) had an ADM of 14 students and Tulsa, the largest independent school district, had an ADM of 42,461 students.

At the state level, total ADM in 2002-03 was 618399, an increase of 1,567 students from the 2001-02 school year. This represented an increase of 0.3% (Figure 12). The 2002-03 statewide membership was a 3.2% greater than the membership 10 years earlier, but is 0.9% lower than the high of 623, 800 set in 1998-99.

Figure 12
Trends in Oklahoma’s Average Daily Membership



Data Source: State Department of Education.

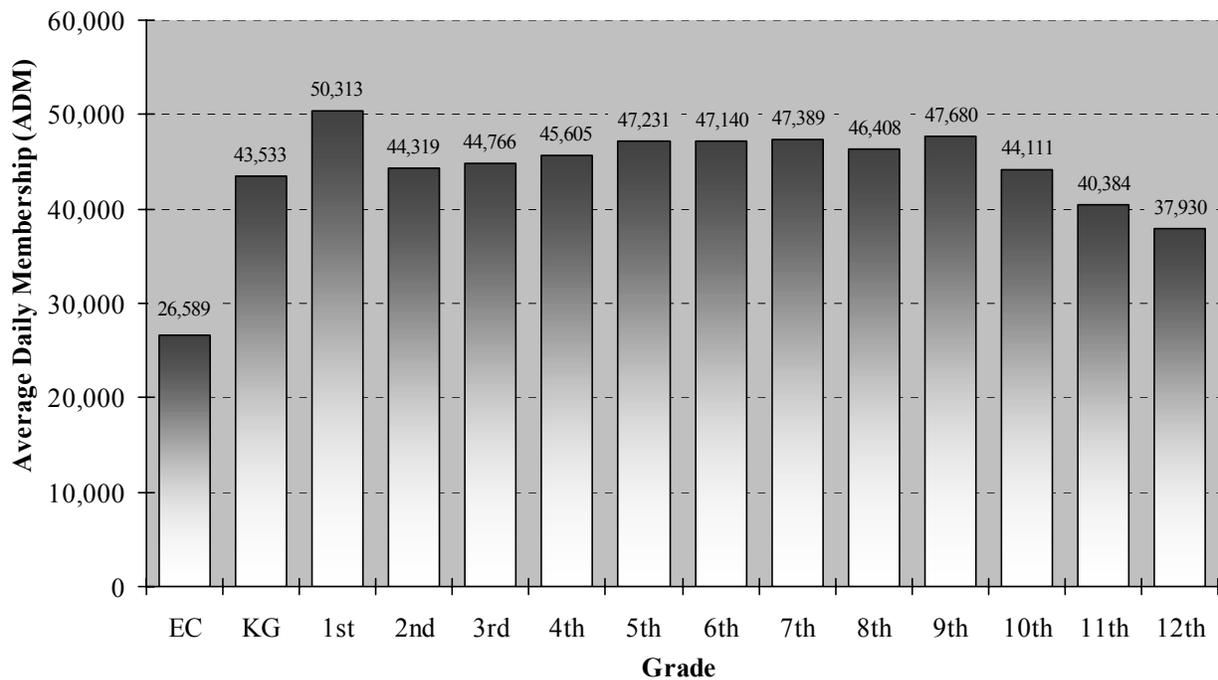
Figure 13 shows 2002-03 statewide ADM by grade. ADM by grade is consistent with a few exceptions. Notice that first grade ADM is slightly higher than other grades. This is presumably because some students are placed in “transitional first grade” and then take regular first grade the following year. Both enrollments are included under first grade at the state level.

The most notable part of the graph, however, is the rapid decline in ADM from 9th through 12th grade. During the 2002-03 school year, 12th grade ADM was 9,750 students lower than 9th grade ADM that same year. Analysis in the “Student Performance” section of this document (Figure 49) shows that this dramatic decrease in enrollment between 9th and 12th grade is not a single year occurrence.

There are two basic methods for calculating enrollment: ADM and Fall Enrollment. ADM is the preferred method for measuring enrollment because it takes into account student migration. Fall enrollment numbers are a “census count,” tallied on October 1 of each year. ADM numbers, although preferred, are only reported at the district level. This means that enrollment-related statistics reported in the Profiles series will vary slightly from the site level to the district level.

Figure 13

Oklahoma’s Average Daily Membership by Grade* 2002-03



Note: * Excludes enrollments for Out of Home Placement (1,707) and Non-Graded students (3,294).

Data Source: State Department of Education.

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. Often times, the school district helps students overcome adverse socioeconomic conditions that may exist within the family or community. The educational processes within a school district reflect a consensus among the school staff, the local board, and the community about how to best meet the educational needs of all students in the district.

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

Curriculum & Programs

Gifted and Talented

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

State law (§70-1210.301-307) 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 potential abilities of high performance," means students who score in the top three percent (3%) on any national standardized test of intellectual ability or students who excel in one or more of the following abilities: a) intellectual, b) creative thinking, c) leadership, d) visual or performing arts, or e) specific academic ability. In addition, multicriteria evaluation may be used for 1st and 2nd grade students in lieu of standardized testing measures. The State Department of Education has regulations and program standards for participating school districts (Oklahoma State Department of Education, "Annual Report on Gifted and Talented Education", FY 2003).

During the 2002-03 school year, 78,687 Oklahoma students qualified for the Gifted/Talented program. This represented 13% of all students in the state. The extremes on this indicator ranged from five districts with none (0%) of their students eligible for the gifted program, to one district (Sterling) with 51% (200) of its students qualifying.

Special Education

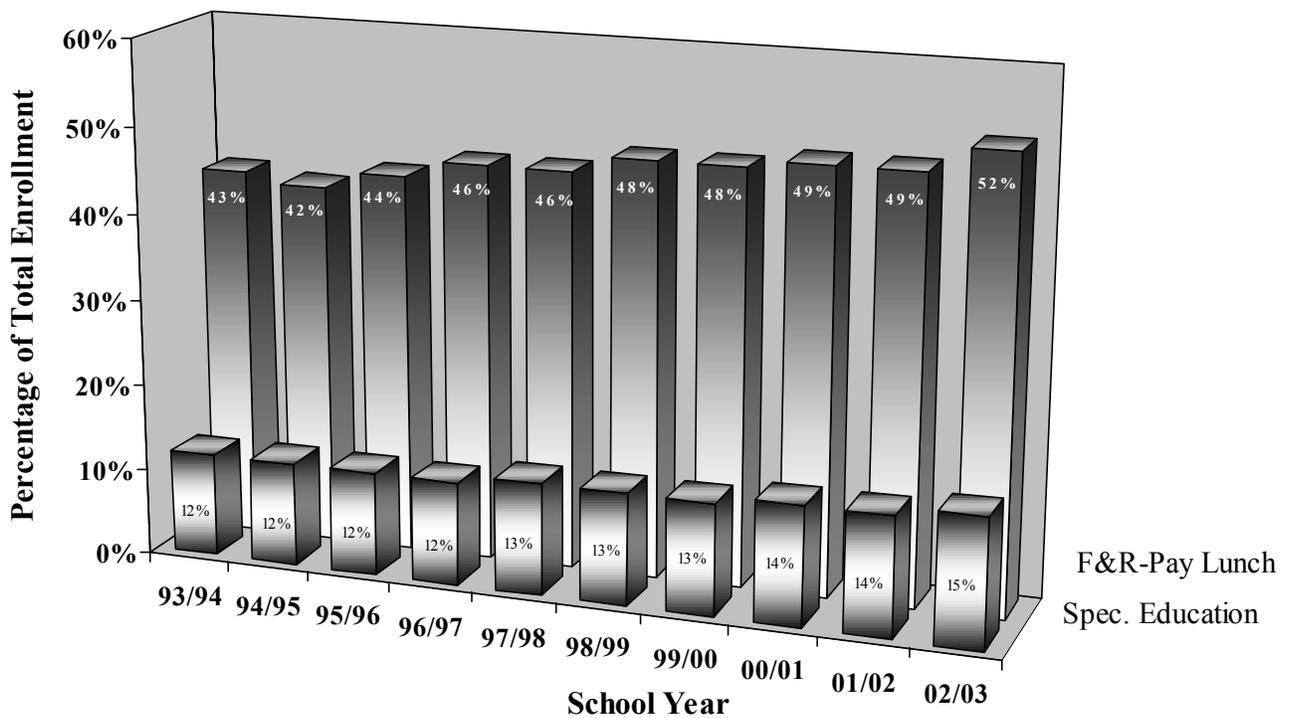
Special education students are those identified as being eligible for related services pursuant to an Individualized Educational Program (IEP). During the 2002-03 school year, 91,056 Oklahoma students qualified for the special education program, which represented 15% of all students. The Special Education participation rate has climbed steadily from 12% to 15% during the last ten years (Figure 14). The percentage of students eligible for special education services at school districts across the state ranged from a low of 0% at three public schools to a high of 50% at Swink.

Free or Reduced-Pay Lunch

Eligibility for the Free or Reduced-Pay Lunch program is based on federally established criteria for family income. For students to qualify for Free Lunch, their families need to earn less than 130% of poverty level and between 130% and 185% of the poverty level for them to qualify for a Reduced Payment Lunch. In 2002-03, 323,951 Oklahoma students were eligible for the Free or Reduced-Pay Lunch Program. This represented 52.4% of all students and was an increase of 19,690 students, or 3.1 percentage-points, from the 2001-02 school year. Eligibility has increased nine-percentage-points in ten years (Figure 14). This indicator is often used as a surrogate for the percentage of students within the school or district who are impoverished (Figure 9).

Figure 14

Special Education Status, and Free/Reduced-Pay Lunch Eligibility



Data Source: State Department of Education

High School Course Offerings

The breadth and depth of high school course offerings greatly influence academic performance at the secondary level. The State Department of Education has a number of regulations regarding the minimum number of courses a high school must offer, but many high schools greatly exceed these minimums. An earlier study by the Office of Accountability indicated that students from high schools with the greatest number of course offerings (both broad and deep curriculums) scored higher on standardized tests. Described generally, Oklahoma high schools must offer a minimum of 34 courses per year including the following six core areas plus electives: 4 units of language arts, 4 units of science, 4 units of math, 4 units of social studies, 2 units of languages, 2 units in the arts, and 14 units of other electives. In the six core subject areas, a number of high schools across Oklahoma offer only the 20 courses (units) required by law. However, many districts offer a number of additional courses with Del City High School offering 105 different courses in those core areas. Collectively, districts across the state offered an average of 34.4 units in the six core areas in 2002-03. A more detailed description of the minimum requirements can be found in the “Standards for Accreditation” document from the State Department of Education.

Classroom Teachers

The number of regular classroom teachers is measured by Full-Time Equivalency (FTE). For less than full-time teachers, a decimal amount is used for that portion of the day spent in the classroom. Teaching principals are considered as being one-half (0.5) administrative FTE and one-half (0.5) teaching FTE. Also, the statistics reported by the Office of Accountability relating to regular classroom teachers exclude special education teachers and teachers at alternative education centers.

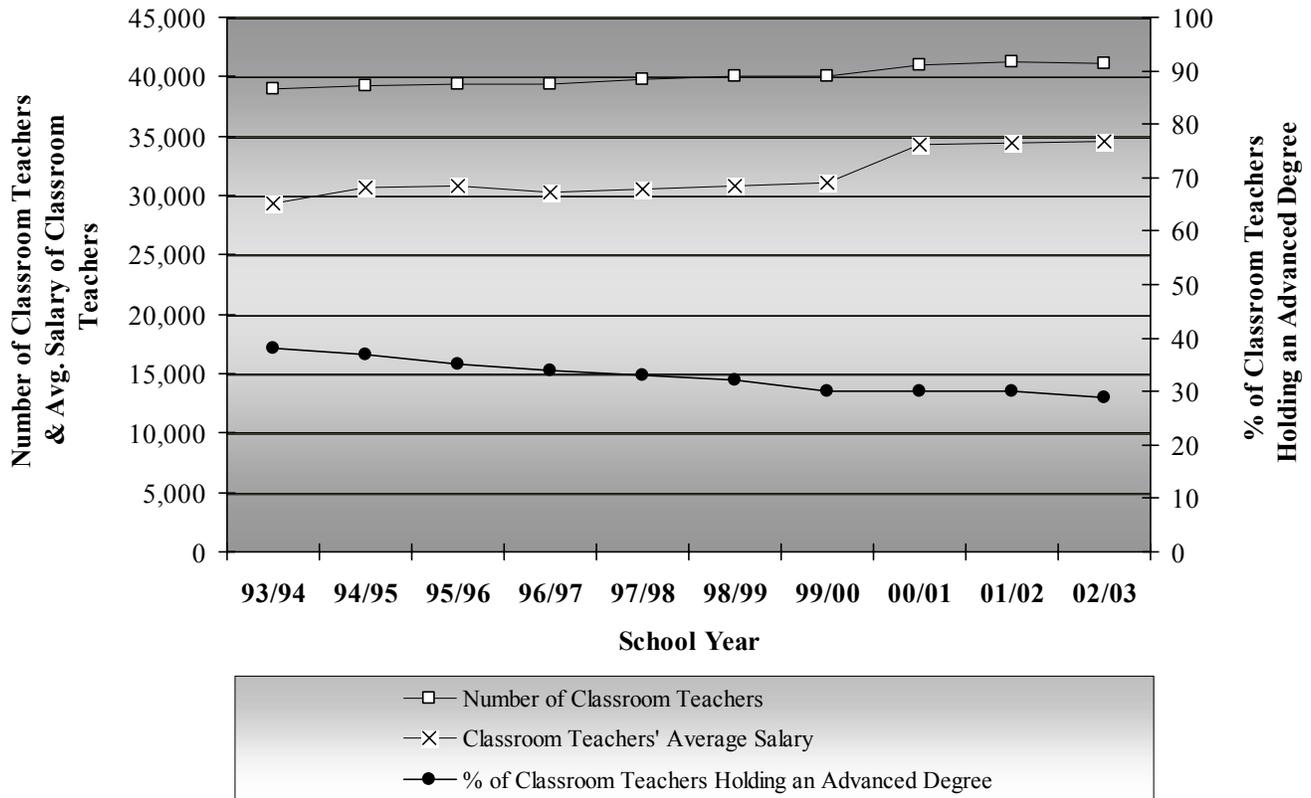
Statewide, the number of regular classroom teachers decreased by 870 FTEs for the 2002-03 school year (37,034 in 2001-02 to 36,164 in 2002-03), with ADM (excluding non-graded students) increasing by 1,399 students (613,705 in 2001-02 compared to 615,104 in 2002-03). Based on ADM (excluding non-graded students), the statewide gross student/teacher ratio for regular classroom teachers in 2002-03 was 17.0 students per teacher. This ratio, although up from last year, is still down from its high of 17.4 students per teacher in 1998-99.

Figure 15 shows the average salary of teachers for the 2002-03 school year was \$34,586, an increase of \$128 from the previous year (\$34,458 in 2001-02). The number of years an individual has taught and any advanced degrees they may hold also affect a teacher’s salary. The average salary figures include fringe benefits, but exclude extra duty pay. Salaries for part-time teachers have been extrapolated to their nine-month, full-day equivalent. This average also includes the salaries of teaching principals.

Teachers’ salaries are controlled by a pay schedule prescribed in State law (§70-18-114.7). A teacher’s starting salary is based on the degree held; \$27,060 for a Bachelor’s Degree, \$28,166 for a Master’s

Figure 15

Number of Teachers*, Average Salary of Teachers*, and Percentage of Teachers* Holding Advanced Degrees



Note: *Teacher FTE counts for all years include special education teachers. From 1995-96 on, teacher statistics are based on those public school sites included in the Profiles report series and avg. salary and percent with advanced degree exclude special education teacher FTEs.

Data Source: State Department of Education

Degree and \$29,272 for a Doctorate Degree. Teachers' salaries are then increased by a prescribed amount for each year of additional service. Teachers completing their first year receive a \$1,161 salary increase. After the first year, the amount increases by \$332 for each additional year of service. Based on the average salary for 2002-03, this years-of-service salary increase equates to less than 1% annually for the average teacher in Oklahoma. Districts may exceed the minimum pay schedule prescribed in state statutes and some do.

The percent of regular classroom teachers holding advanced degrees is based on the FTE of teachers with a master's degree or higher and is currently at 29.0%. The percentage of teachers with advanced degrees has slowly declined since 1992. The average years of teaching experience is calculated similarly. It is based on the years of experience per FTE and averages 12.9 years statewide.

Special Education Teachers

The regular classroom teacher counts exclude 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 2002-03 school year, there were 4,135 Special Education Teacher FTEs. Each possessed an average of 12.8 years of teaching experience and earned, on average, \$36,605 that year. On average there were 22.0 students identified as needing “Special Education” per special education teacher in the state.

Administration

Like classroom teachers, administration is another key ingredient of education. The 2002-03 school year saw a 2.3% decrease in the number of administrators from the previous year. In 2002-03 there were 3,101 administrator FTEs at the 541 districts, a decrease of 72 FTEs over the 2001-02 school year count of 3,173 administrator FTEs. Statewide, there was an average of 5.7 administrators per school district, and each received an average salary of \$59,713 during the 2002-03 school year. This was an increase of \$462, or 0.8% over last year’s figure of \$59,251. On average, each supervised 13.0 teacher FTEs in 2002-03. The average experience that each possessed in a school environment remained constant at 21 years.

DISTRICT FINANCES

Funds

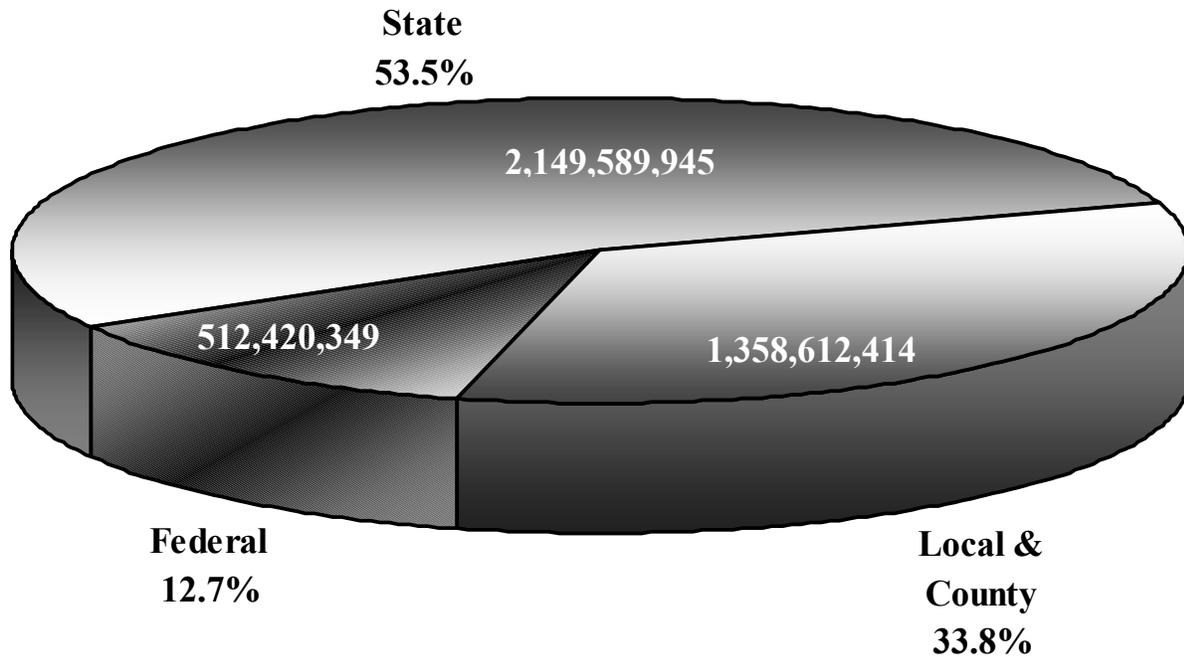
There are many different “Funds” in which a school district receives revenue and from which it may make expenditures (i.e. the “General Fund,” “Building Fund,” etc.). The General Fund contains the bulk of a school district’s operating assets and is the primary account from which a school district conducts business. It has become conventional among educators and policy makers to only consider revenue and expenditures of the General Fund, yet to do so overlooks a considerable amount of money. Larger schools will typically fund a number of salaries and have sizeable expenditures from both the Building Fund and the Child Nutrition Programs Fund. Districts enlarging or updating their facilities often have outstanding bonds, which can cause large sums of money to flow through their Bond Fund and Sinking Fund. The Education Oversight Board and the Office of Accountability believe that all money spent by school districts, either directly or indirectly, goes toward the education of students and should be considered for accountability purposes. Therefore, “Profiles 2003” 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,” “Sinking Fund,” “Municipal Levy Fund” and “School Activity Fund.”

Revenue

The three basic sources of school district revenue in Oklahoma are Local & County, State, and Federal. The largest portion of funding is provided by the State at 53.5% (\$2.2 billion), followed by Local & County with 33.8% (\$1.4 billion), and Federal funds that provide 12.7% (\$512 million) (Figure 16). Even though school year 2002-03 was tight economically for schools, total revenues increased by \$37,562,372, or 0.9%, over 2001-02 revenues of \$3,983,060,337. Had not Federal revenues increased by almost \$200 million, Oklahoma schools would have seen a significant decrease in overall funding in 2002-03.

Figure 17 depicts by county the percentage of state funding received by districts. There seems to be an inverse correlation between this map and the expenditure data plotted in Figure 22.

Figure 16
2002-03 District Revenue Sources
Reported Using ALL FUNDS*



Total Revenue: \$4,020,622,708

Data Source: State Department of Education

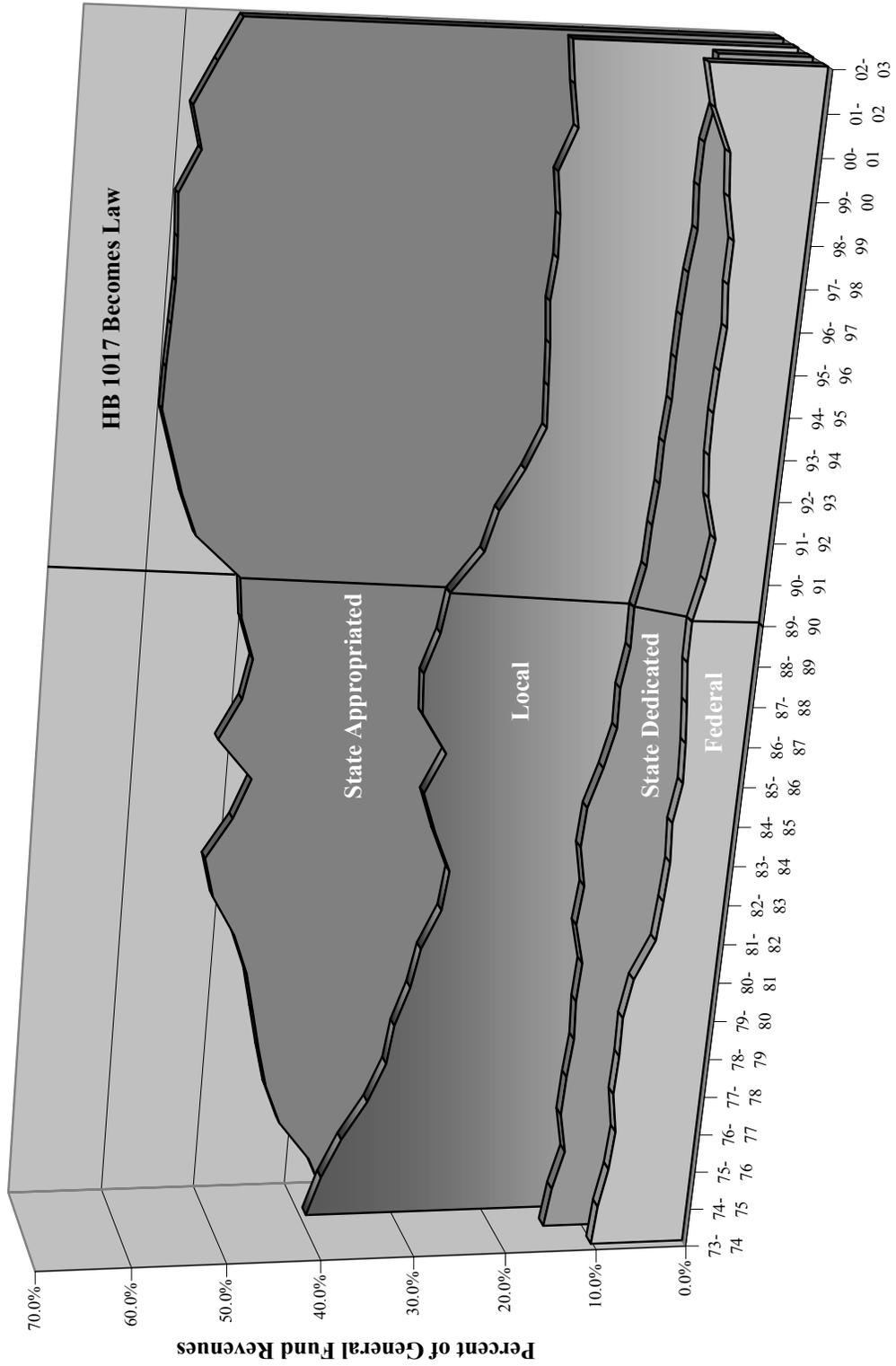
*ALL FUNDS does exclude two fund categories: Bond Fund and Trust & Agency Fund. The Sinking Fund, which is included in ALL FUNDS, represents funds used to repay bonds for capital improvements and major transportation and technology purchases. The Bond Fund is excluded because its inclusion would, in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

Historical Revenue Sources

The revenue that schools receive from the various sources has changed considerably over the last 20 to 30 years. Figure 18 shows the percent of total General Fund revenues by source for the years 1973-74 through 2002-03. The percentages are based on General Fund revenues so that historical comparisons can be made. The graph shows that State Appropriated funding has increased substantially over the last 30 years. In fact, the gap between the funding sources has increased dramatically since the passage of House Bill 1017 in 1989-90. This situation has created an administrative paradox. While Oklahoma school districts are still controlled by their locally elected boards of education, for most districts across the state, the bulk of their funding currently comes from tax dollars appropriated by the State Legislature. This is an important consideration, given the fact that local boards, and the communities they serve, ultimately decide whether state funds are being spent effectively within their districts.

Figure 18

Percent of General Fund Revenues by Source 1973-74 through 2002-03



The State Funding Process

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

Weighted Average Daily Membership (WADM)

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

Mental and Physical Condition Weights:

Condition	WGT.	Physically Handicapped (PH)	
Learning Disabilities (LD)	0.40	Autism	2.40
Hearing Impaired (HI)	2.90	Traumatic Brain Injury (TBI)	2.40
Vision Impaired (VI)	3.80	Gifted	0.34
Multiple Handicapped (MH)	2.40	Deaf-Blind	3.80
Speech Impaired (SI)	0.05	Bilingual	0.25
Mentally Retarded (MR)	1.30	Special Education Summer Program	1.20
Emotionally Disturbed (ED)	2.50	Economically Disadvantaged	0.25

Grade Level Weights:

Grade	WGT.		
Early Childhood (Half Day)	0.70	Eighth Grade	1.20
Early Childhood (Full Day)	1.30	Ninth Grade	1.20
Kindergarten	1.30	Tenth Grade	1.20
First Grade	1.351	Eleventh Grade	1.20
Second Grade	1.351	Twelfth Grade	1.20
Third Grade	1.051	Non-Graded	1.20
Fourth Grade	1.00	Out of Home Placement 1 (OHP1)	1.50
Fifth Grade	1.00	Out of Home Placement 2 (OHP2)	1.80
Sixth Grade	1.00	Out of Home Placement 3 (OHP3)	2.30
Seventh Grade	1.20	Out of Home Placement 4 (OHP4)	3.00

District Size or Sparsity Weights:

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

Teacher Credential Weights:

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

State funds are distributed to districts based on a “Per Weighted ADM” basis. Districts receive state funding based on their highest “Weighted ADM” for the last three years. This allows districts with declining enrollments a budgetary cushion and allows them to plan accordingly.

The Funding Formula

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

FOUNDATION AID

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

TRANSPORTATION ALLOCATION

The second consideration in the funding formula deals with transportation costs. This part of the formula uses a per capita allowance based on student density multiplied by the number of students transported (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. For more information on the state funding formula, refer to the “School Finance – Technical Assistance Document, ” published by the State Department of Education.

Expenditures

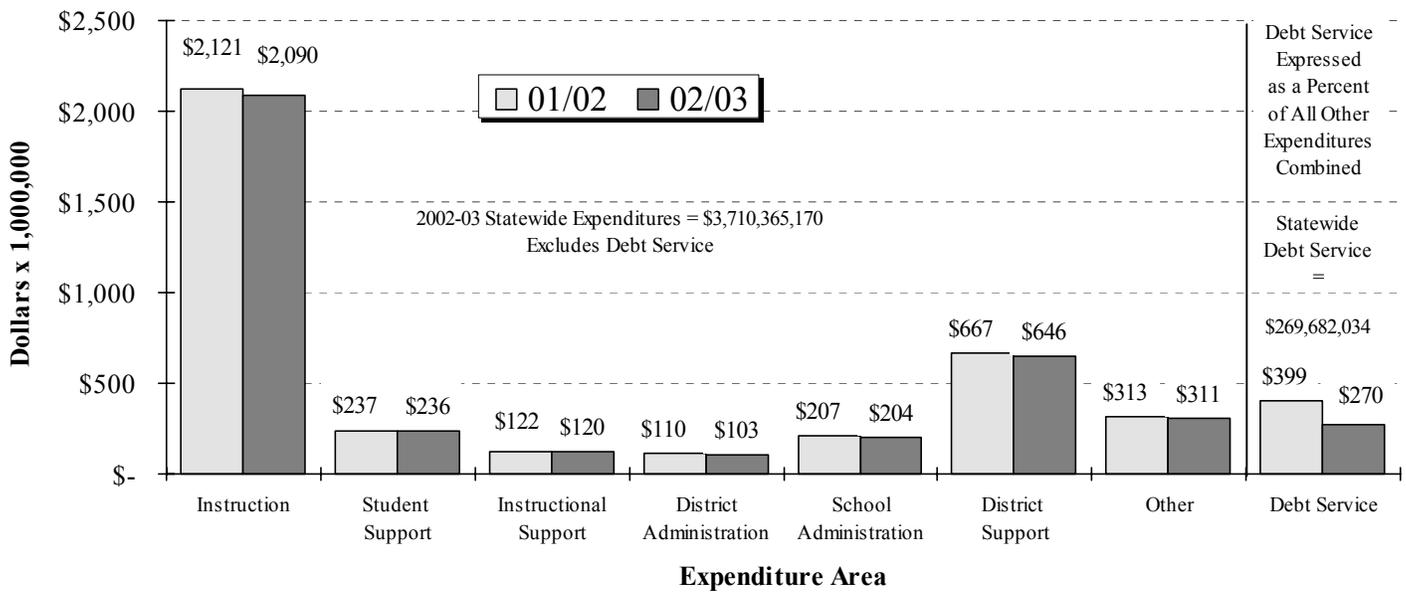
Figure 19 shows expenditures from ALL FUNDS for the last two years. In “Profiles 2003,” expenditure amounts are classified into eight areas: Instruction, Student Support, Instructional Support, District Administration, School Administration, District Support, Other, and Debt Service (See Appendix D for a detailed listing of all accounts). Debt service is graphed separately in order to standardize the expenditure percentages in the seven core expenditure areas. When expressed as a percentage, Debt Service is divided by the combined expenditures in the other seven areas. The majority of districts have no outstanding bonds, and consequently have no expenditures (0%) in the Debt Service category. By graphing Debt Service separately, districts that use bonds to build new facilities, make major renovations, or to purchase buses, technology, textbooks, etc., will not appear to have smaller expenditure percentages in the seven core expenditure areas.

The largest expenditure is in the area of “Instruction” with 56.3%, a one-tenth of a percentage-point increase over 2001-02. Baring the last two year, the percentage of expenditures in “Instruction” has been on the decline since 1994-95 when it represented 58.7% of ALL FUNDS. “District Support” runs a distant second at 17.4% 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 \$4.0 billion, a \$197 million decrease over the 2001-02 school year. Collectively, district spending decreased even though district revenues increased \$38 million in 2002-03.

Figure 19

State Level Expenditures Based on ALL FUNDS



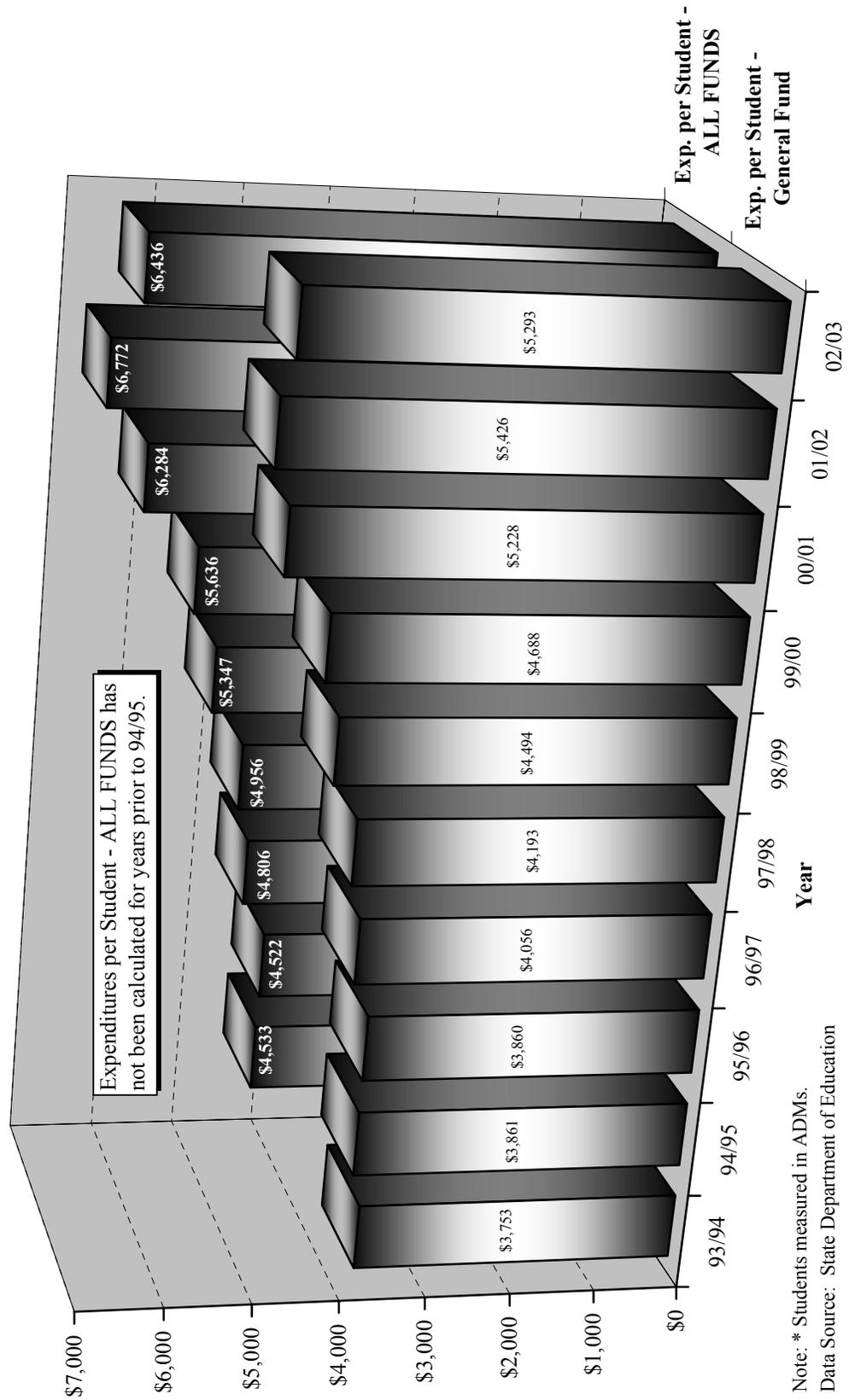
Percent of Total Expenditure in Each Area								
2001-02	56.2%	6.3%	3.2%	2.9%	5.5%	17.7%	8.3%	10.6%
2002-03	56.3%	6.4%	3.2%	2.8%	5.5%	17.4%	8.4%	7.3%

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

Data Source: State Department of Education

Figure 20 contrasts the General Fund to the ALL FUNDS accounting of expenditures per student. The graph shows General Fund Expenditures per student for years 1993-94 through 2002-03 and expenditures from ALL FUNDS for school years 1994-95 through 2002-03. The expenditure per student using the General Fund in 2002-03 was \$5,293 compared to \$6,436 from ALL FUNDS, a difference of \$1,143 dollars per student. Per-student funding decreased \$133 in the General Fund category and \$336 in the ALL FUNDS category between the 2001-02 and 2002-03 school years. Baring

Figure 20
State Level Expenditures Per Student*
Using General Fund and ALL FUNDS



the \$1.00 per student drop that took place in 1995-96, this was the first time expenditures dropped in the history of the Profiles reports. Figure 21 displays three expenditure areas from Figure 19, Instruction, District Administration and Total Expenditures, by community grouping designation for school year 2002-03.

Figure 21
Expenditures in Three Key Areas for 2002-03
By Community Group

Size of District in ADM	Community Grouping Designation	Expenditures in Instruction		Expenditures in District Administration		Total Expenditures (ALL FUNDS)
		\$/ADM	% of Total Budget	\$/ADM	% of Total Budget	\$/ADM
25,000 or More	A2	\$3,367	52.6%	\$91	1.4%	\$7,021
10,000 - 24,999	B1	\$3,049	56.4%	\$64	1.2%	\$6,071
5,000 - 9,999	C1	\$3,009	56.1%	\$81	1.5%	\$5,985
	C2	\$3,245	57.1%	\$128	2.3%	\$6,333
2,000 - 4,999	D1	\$3,115	58.5%	\$141	2.7%	\$5,738
	D2	\$3,569	56.9%	\$171	2.7%	\$6,613
1,000 - 1,999	E1	\$3,150	58.6%	\$163	3.0%	\$5,770
	E2	\$3,569	57.6%	\$183	3.0%	\$6,396
500 - 999	F1	\$3,297	58.8%	\$201	3.6%	\$5,811
	F2	\$3,673	57.0%	\$259	4.0%	\$6,651
250 - 499	G1	\$3,710	57.3%	\$325	5.0%	\$6,737
	G2	\$3,933	56.2%	\$356	5.1%	\$7,186
Less than 250	H1	\$4,604	56.0%	\$467	5.7%	\$8,593
	H2	\$4,528	55.1%	\$535	6.5%	\$8,375
Total	All	\$3,380	56.3%	\$167	2.8%	\$6,436

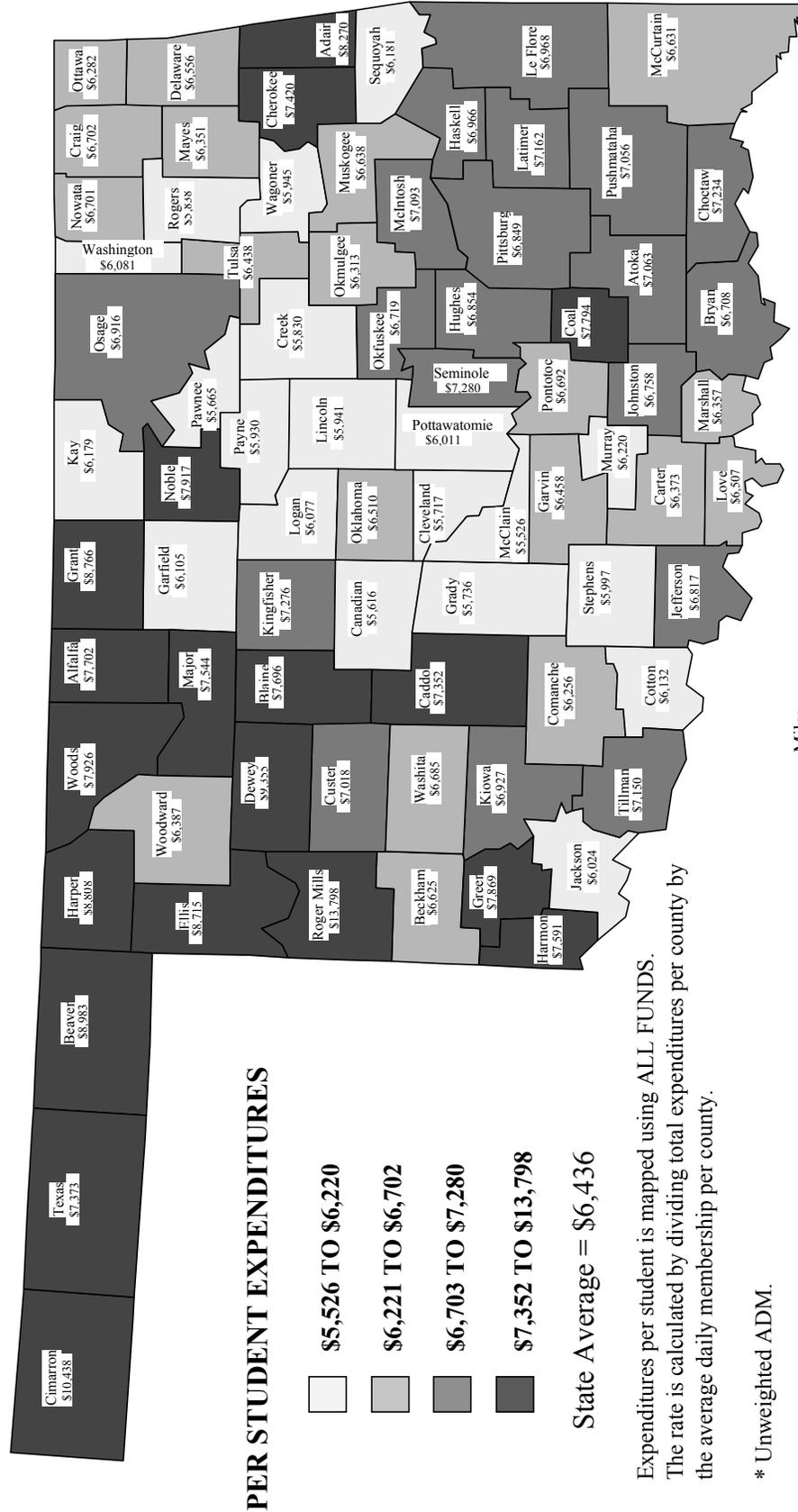
Data Source: State Department of Education

The US Department of Education calculates expenditures in a slightly different way. They use Average Daily Attendance (ADA) as a means to count students and thus express expenditures per ADA. For the most recent year available (1999-2000), Oklahoma's expenditure per ADA was \$5,770. The national average for that same year was \$7,392, meaning that Oklahoma's expenditures were nearly 22% below the national average (2002 Digest of Education Statistics, Table 168).

Per student expenditures varied greatly across the state (Figure 22). As described in the explanation of the state funding formula, this is partly because isolated rural schools receive additional funds to cover the cost required to bus students long distances and for the sparsity of their student population. Based on ALL FUNDS, including Debt Service, expenditures ranged from a high of \$31,418 per student at Plainview in Cimarron County to a low of \$4,516 per student at Lone Star public schools in Creek County.

Figure 22 PER STUDENT* EXPENDITURES

PUBLIC SCHOOLS - 2002-03 SCHOOL YEAR



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 counter parts) and the results are provided in percentile ranks. For example, scoring at the 70th percentile would mean that a student scored better than 69% of the students tested in the norming sample. NRTs also provide test takers with a combined or composite score and are designed to facilitate the monitoring of performance gains or losses across grade levels.

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

History of the Oklahoma School Testing Program

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

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

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

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

Beginning in 2000-01, the OSTP began phasing-in four high school End-of-Instruction tests (course specific CRTs) starting with English II and U.S. History. Algebra I and Biology I tests were first administered in 2002-03. Additionally, the core of the Iowa Test of Basic Skills (Reading, Language Arts, and Math) was administered to 3rd grade statewide in 2000-01. This was changed to the Math and Reading components of the Stanford 9 in 2001-02. This year, 2002-03, will be the last year that an NRT will be administered through the OSTP. A CRT in Reading and Math will take the place of the NRTs in the 3rd grade beginning in school year 2004-2005 and a similar CRT will be administered in grade 4 the same year. Additional CRTs will be implemented in grade 6 (math and reading) and grade 7 (math, reading and geography) starting in school year 2005-06.

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 End-of-Course tests. Starting in 2001-2002, the CRT's and 3rd Grade NRT were supplied by Harcourt-Brace, and the End-of-Course tests by CTB McGraw-Hill.

From a policy-making standpoint, the Education Oversight Board has had ongoing concerns over the lack of stability in the Oklahoma School Testing Program. It can be observed that when the vendors supplying the CRT changed, scores changed as well (Figure 25 & 26). 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. Changes of this magnitude would not ordinarily be expected when such large numbers of students are being tested. 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 Oklahoma School Testing Program.

Figure 23 shows the OSTP cost the state \$2.3 million to administer in 2002-03. The program tested 260,475 students in grades 3,5, 8 and high school, which works out to roughly \$9 per student tested.

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. However, some districts made it their policy to test all students, regardless of whether they were exempt, or not. This situation made it difficult to compare test scores from one district to the next. In

1998-99, for the first time ever, it was mandated that all students be tested and it followed that the results were released in three categories: 1) Traditional, 2) Alternative Education, and 3) Special Education. Starting in 2002-03 student scores were released in a category labeled “Regular Education” which is “Traditional” and “Alternative Education” combined. Unless otherwise noted, the scores posted in “Profiles 2003” include only the results of “Regular Education” students. Also starting in 2002-03 students were broken into two fundamental categories, “High Mobility” and “Non-High Mobility.” Unless otherwise noted, the scores posted in “Profiles 2003” include “High Mobility, and “Non-High Mobility” combined.

Figure 23
Yearly Cost for State Testing

	Criterion Referenced Tests	Norm Referenced Tests
FY-1996	\$1.7 Million	\$0.1 Million
FY-1997	\$2.6 Million	\$0.1 Million
FY-1998	\$2.8 Million	\$0.1 Million
FY-1999	\$2.5 Million	\$0.2 Million
FY-2000	\$2.3 Million	\$-0-
FY-2001*	\$2.0 Million	\$0.1 Million
FY-2002*	\$3.0 Million	\$0.1 Million
FY-2003*	\$2.1 Million	\$0.2 Million

Data Source: State of Oklahoma FY-2000 Executive Budget

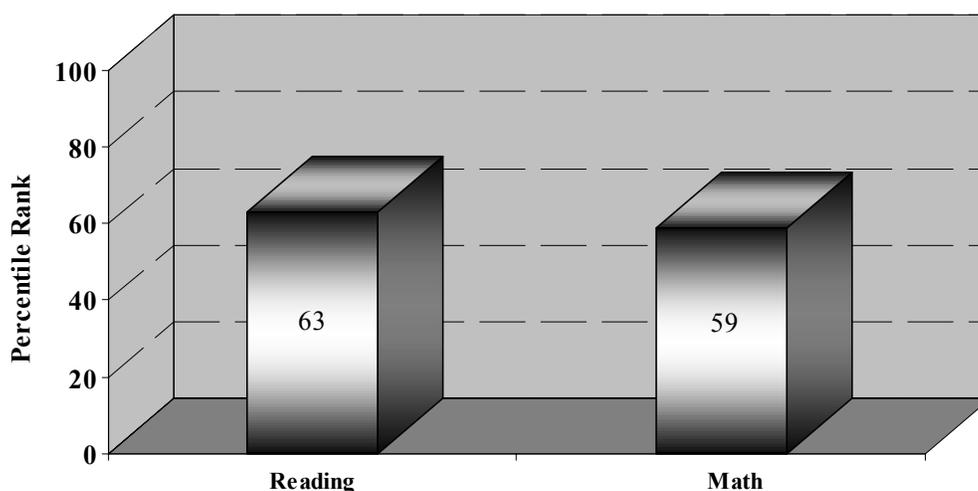
Note: *FY-2001, 2002 & 2003 Figures Supplied by State Department of Education

The Stanford 9 Achievement Test

The Stanford 9 Achievement Test is a Norm-Referenced Test (NRT), developed by the Harcourt Educational Measurement for use by schools across the nation. A norm-referenced test enables student performance on certain academic subjects to be compared to that of their national and state counterparts. Its focus is on student progress and diagnosis of strengths and weaknesses. The national average is said to be a National Percentile Rank (NPR) of 50. The NPR received by other students taking the test can then be evaluated against the standardized NPR of 50. For example, in 2002-03, Oklahoma 3rd grade students scored at the 59th percentile rank on the math section of the Stanford 9 and therefore scored higher than 58% of 3rd graders in the national norm group taking the test (Figure 24). This score was higher than the average of the national norm group. Only the Math and Reading portions of the 3rd grade Stanford 9 were administered for the 2002-03 school year.

Figure 24
The Stanford 9 Results
National Percentile Ranks by Subject Area
Oklahoma, 2002-03

3rd Grade Results



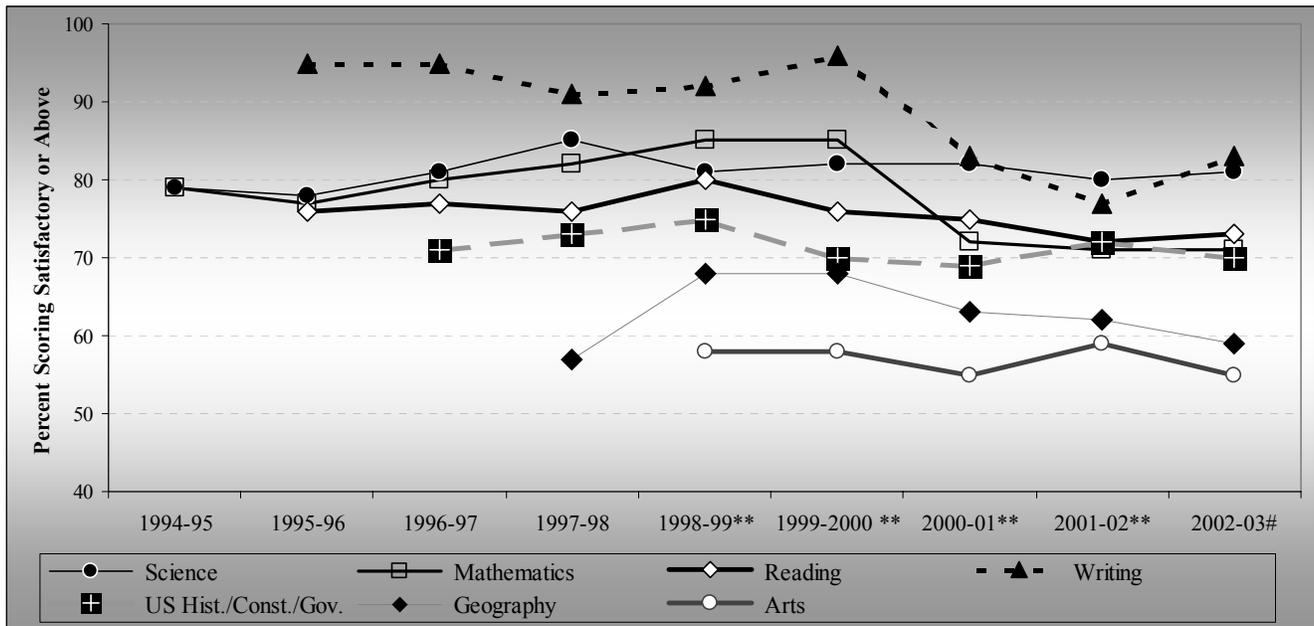
Data Source: State Department of Education

The Oklahoma Core Curriculum Test

The Oklahoma Core Curriculum Test is a criterion-referenced test (CRT). Oklahoma law requires that the State Board of Education design CRTs that indicate whether students have achieved the competencies defined by PASS. Each student is compared to a preset standard of expected achievement in grades 5 and 8. The level of academic rigor that students must meet is established by the State Board of Education. The score of “Satisfactory” represents the competencies students are expected to have achieved in mathematics, science, reading and writing of English, history, constitution and government of the United States, geography, and the arts. Performance for schools and districts is then reported by the percentage of students scoring Satisfactory on the CRT (Figure 25 & 26). Beginning in 1998-99, the State Department of Education began phasing in four levels of performance on the CRT, Advanced, Satisfactory, Limited Knowledge and Unsatisfactory. In order to maintain comparability over time, however, the Office of Accountability will continue to report performance as the percentage of students who score Satisfactory or above.

Figure 25 Oklahoma Core Curriculum Test Results Percent Scoring Satisfactory* by Subject, Grade and Year

5th Grade Results



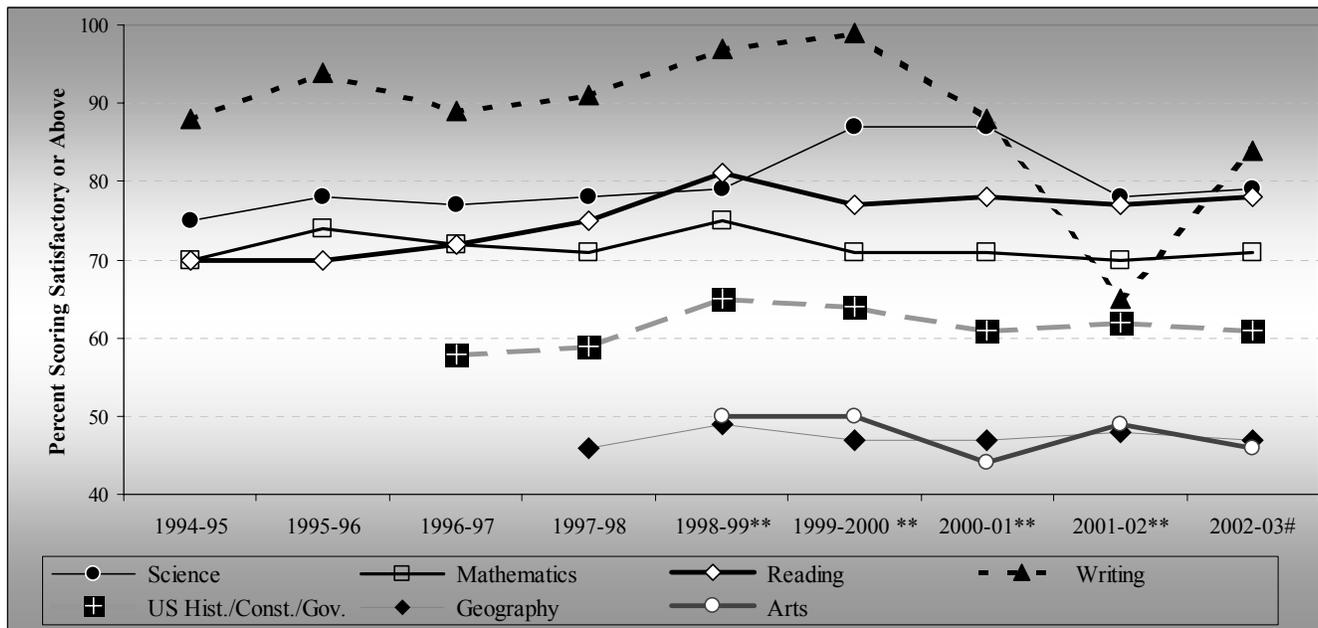
Subject Area	1994-95	1995-96	1996-97	1997-98	1998-99**	1999-2000**	2000-01**	2001-02**	2002-03#
Science	79%	78%	81%	85%	81%	82%	82%	80%	81%
Mathematics	79%	77%	80%	82%	85%	85%	72%	71%	71%
Reading	Not Tested	76%	77%	76%	80%	76%	75%	72%	73%
Writing	Not Tested	95%	95%	91%	92%	96%	83%	77%	83%
US Hist./Const./Gov.	Not Tested	Not Tested	71%	73%	75%	70%	69%	72%	70%
Geography	Not Tested	Not Tested	Not Tested	57%	68%	68%	63%	62%	59%
Arts	Not Tested	Not Tested	Not Tested	Not Tested	58%	58%	55%	59%	55%

Note: * Satisfactory or above for the 1998-99 through 2002-03 writing scores as well as the 1999-2000 through 2002-03 math and reading scores and the 2001-02 through 2002-03 science scores. Double Line indicates a change in testing company. ** Results are posted for “Traditional” students only. # Results are posted for “Regular Education” students only (Traditional plus Alternative Education).

Data Source: State Department of Education

Figure 26
Oklahoma Core Curriculum Test Results
Percent Scoring Satisfactory* by Subject, Grade and Year

8th Grade Results



Subject Area	1994-95	1995-96	1996-97	1997-98	1998-99**	1999-2000**	2000-01**	2001-02**	2002-03#
Science	75%	78%	77%	78%	79%	87%	87%	78%	79%
Mathematics	70%	74%	72%	71%	75%	71%	71%	70%	71%
Reading	70%	70%	72%	75%	81%	77%	78%	77%	78%
Writing	88%	94%	89%	91%	97%	99%	88%	65%	84%
US Hist./Const./Gov.	Not Tested	Not Tested	58%	59%	65%	64%	61%	62%	61%
Geography	Not Tested	Not Tested	Not Tested	46%	49%	47%	47%	48%	47%
Arts	Not Tested	Not Tested	Not Tested	Not Tested	50%	50%	44%	49%	46%

Note: * Satisfactory or above for the 1998-99 through 2002-03 writing scores as well as the 1999-2000 through 2002-03 math and reading scores and the 2001-02 through 2002-03 science scores. Double Line indicates a change in testing company. ** Results are posted for “Traditional” students only. # Results are posted for “Regular Education” students only (Traditional plus Alternative Education).

Data Source: State Department of Education

CRT Results by Race and Gender

The scores, when viewed in their aggregate format, are encouraging. The bulk of students across the state are performing fairly well on the State's standardized tests. However, when analyzed by racial sub-group, a much different picture emerges. Figures 27 and 28 look at student performance on the CRTs for the 5th and 8th grade by race. The results by race were only available for "Non-High Mobility" students.

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 other performance indicators displayed in this report. It is this performance gap that educators and policymakers are working so hard to narrow.

CRT Results by County

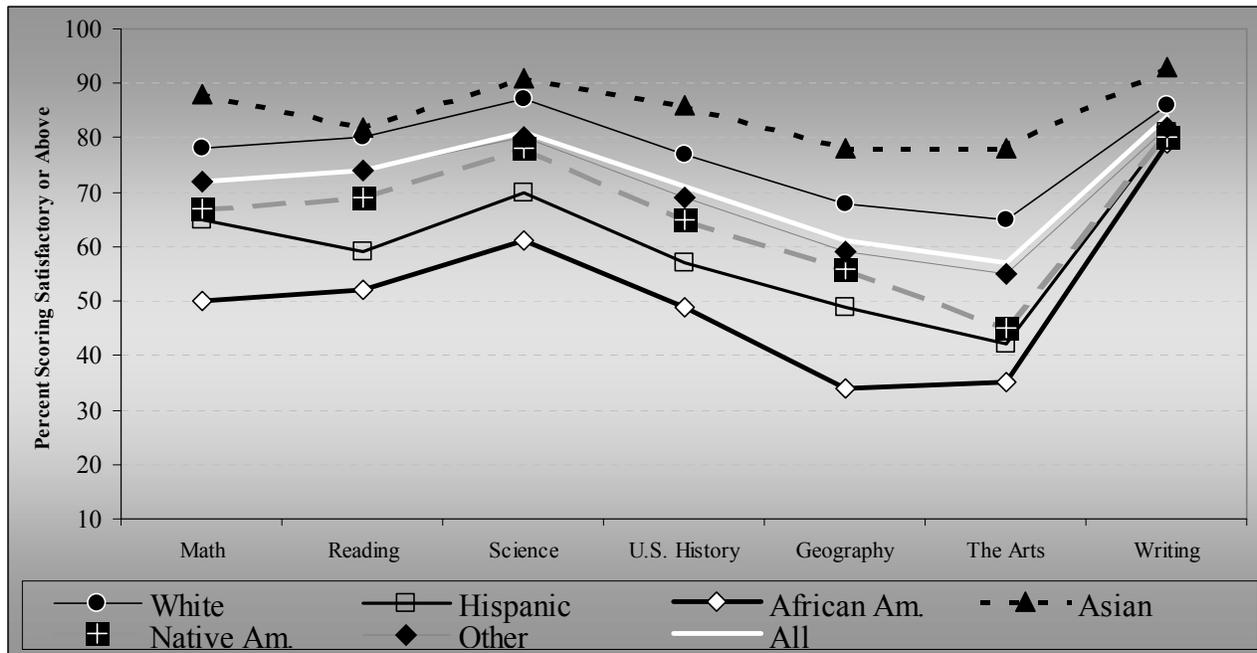
Figures 29 through 34 plot the 2002-03 results of the CRT in the areas of Math, Reading and Science for grades 5 and 8 by county. The maps show a generalized geographical trend in student performance. Generally, higher scores are found in the northwest quadrant of the state and lower scores are found in the southeast quadrant of the state. Schools must operate in the communities that they serve, so this is not an unexpected finding. The maps in the "COMMUNITY CHARACTERISTICS" section (Figures 5 through 10) 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. This general trend also bears out in many of the student performance maps found later in this section.

The socioeconomic conditions within a given community have a big impact on student learning. The challenge to communities with lower socioeconomic conditions, and to the districts that serve them, is to find ways to help their children overcome those societal handicaps. The Profiles Report series is designed to help communities and districts in this pursuit. The community grouping model described near the end of the "COMMUNITY CHARACTERISTICS" section of this document (Figure 11) groups districts by the size of their enrollment and the general economic conditions in the community. Districts can then examine their peers for ways to mitigate the societal handicaps their students face. They can then communicate with those peer districts and acquire strategies that will help their students achieve at higher levels.

Figure 27
2003 CRT Results by Race
Percent Scoring Satisfactory or Above

(Regular Students, Non-High Mobility Only)

5th Grade



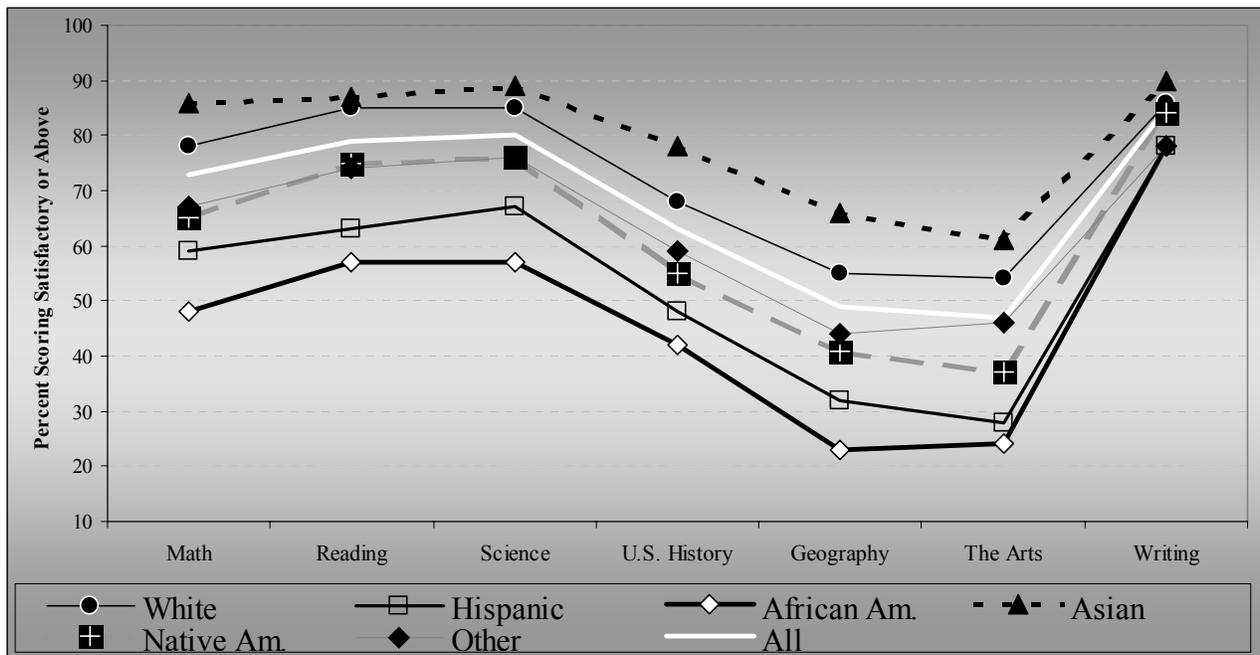
	Math	Reading	Science	U.S. History	Geography	The Arts	Writing
Female	70	75	83	69	57	58	89
Male	75	72	81	73	65	56	80
White	78	80	87	77	68	65	86
Hispanic	65	59	70	57	49	42	81
African Am.	50	52	61	49	34	35	79
Asian	88	82	91	86	78	78	93
Native Am.	67	69	78	65	56	45	80
Other	72	74	80	69	59	55	82
All	72	74	81	71	61	57	84

Data source: State Department of Education

Figure 28 2003 CRT Results by Race Percent Scoring Satisfactory or Above

(Regular Students, Non-High Mobility Only)

8th Grade



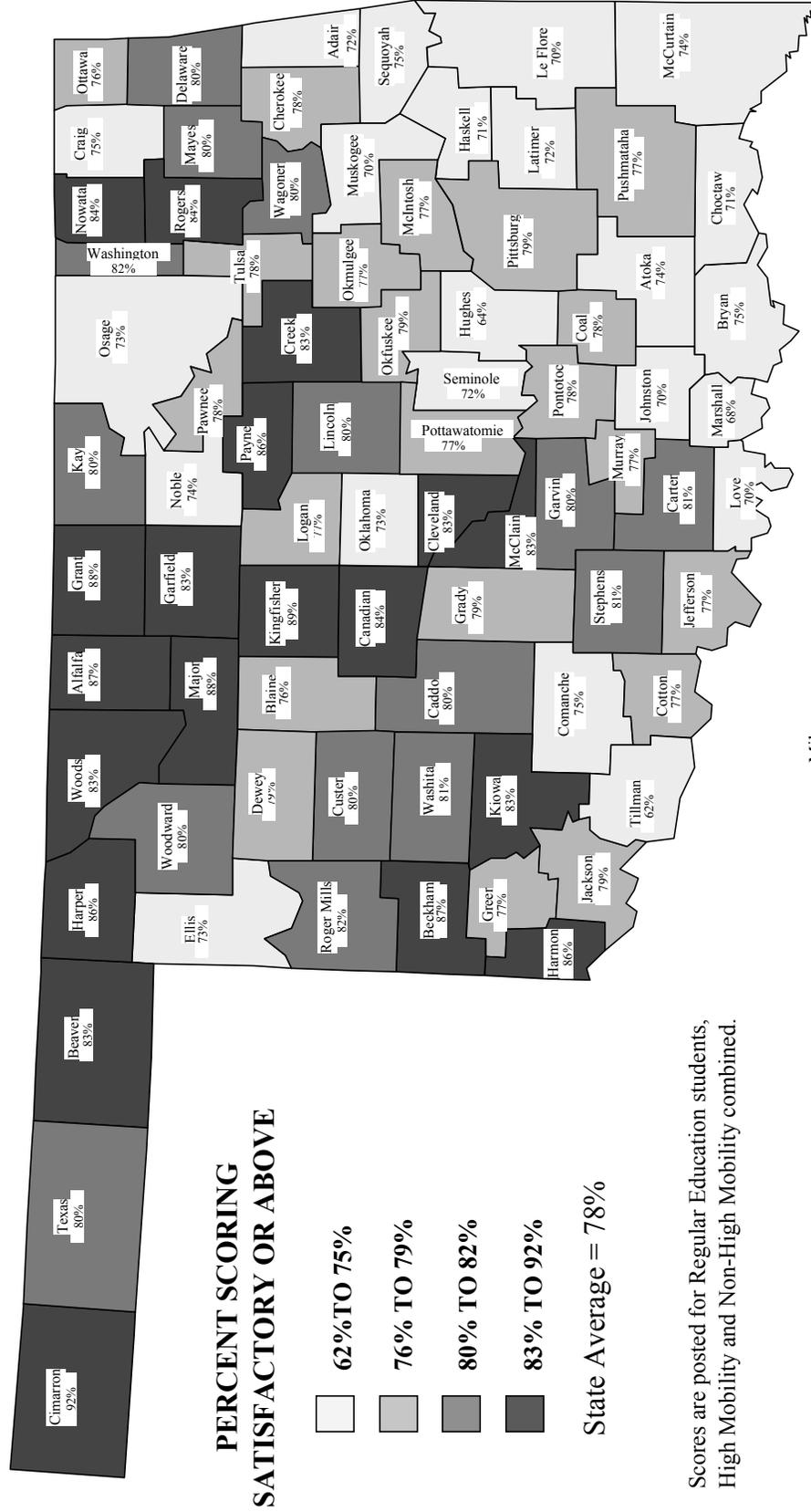
	Math	Reading	Science	U.S. History	Geography	The Arts	Writing
Female	71	81	81	59	44	50	90
Male	74	76	80	66	54	44	79
White	78	85	85	68	55	54	86
Hispanic	59	63	67	48	32	28	78
African Am.	48	57	57	42	23	24	78
Asian	86	87	89	78	66	61	90
Native Am.	65	75	76	55	41	37	84
Other	67	74	76	59	44	46	78
All	73	79	80	63	49	47	85

Data source: State Department of Education

Figure 33

8TH GRADE CRT - READING SCORES Percent of Students Scoring Satisfactory or Above

2002-03 School Year



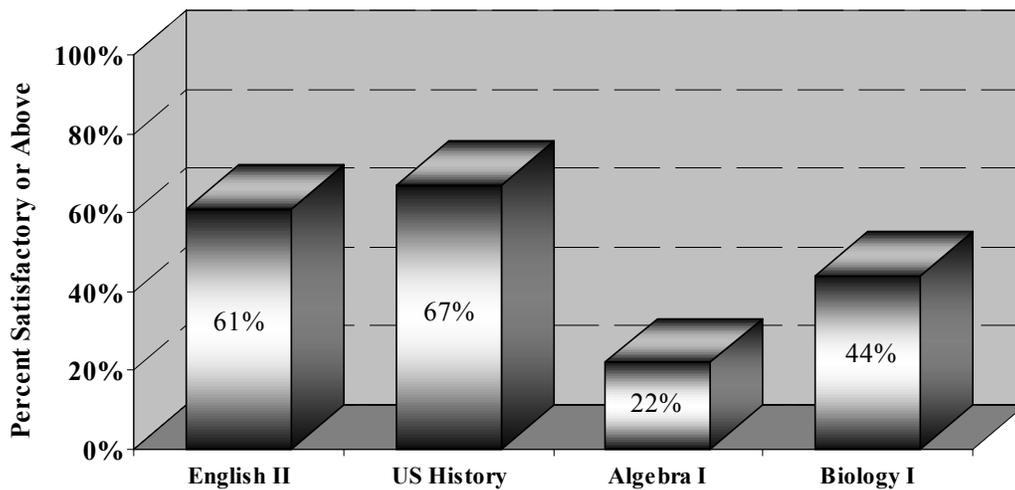
Date: 4/24/2004

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

High School End-of-Instruction Tests

In early grades, the course work is defined by the grade of the students being taught. For example, we might refer to 5th grade Math, or 8th grade Science. As students get older, however, they have greater flexibility to decide when they would like to be introduced to a given subject area. Thus, some students may take an Algebra I course in middle school, the bulk will take it in 9th grade and some may put it off until 10th or perhaps even 11th grade. By high school, the knowledge that a student should have can no longer be defined by the grade-level of the student. For this reason, students are tested over specific subject matter as they complete key courses during their high school career. The High School End of Instruction tests are administered to students as they complete English II, U.S. History, Algebra I and Biology I courses. The tests indicate whether students have achieved the competencies defined by the Priority Academic Student Skills (PASS) curriculum. Results are shown as the percentage of students scoring at, or above, the “Satisfactory” level. The High School End of Instruction tests were administered for the first time during the 2000-01 school year. The subject areas are being phased in, so only English II and US History were tested in both 2000-01 and 2001-02. Algebra I and Biology I were tested for the first time in 2002-03 (Figure 36). When the distribution of scores for Algebra I was explored by school level, it revealed an interesting trend. A far greater percentage of middle school students were scoring “Satisfactory or Above” than were the high school students; 54% compared to 17%. It should be noted, however, that the number of students tested at the middle school level was substantially lower than those tested in high school. Only 5,536 students were tested in schools who’s highest grade offering was less than 9th grade, whereas, 36,069 students were tested in schools offering higher grades. The difference in performance and number of students is understandable, however, because Algebra I is ordinarily taken by 9th grade students and those students taking the test before 9th grade would be considered accelerated.

Figure 35
Oklahoma “End-of-Instruction” Test Results
Percent Scoring Satisfactory by Subject Area
2002-03



Note: Results are posted for “Regular Education” students.

Data Source: State Department of Education

Figure 36
Oklahoma End of Instruction Test Results
Percent Scoring Satisfactory or Above by Subject and Year

Subject Area	2000-01	2001-02	2002-03
English II	70%	68%	61%
US History	65%	70%	67%
Algebra I	Not Tested	Not Tested	22%
Biology	Not Tested	Not Tested	44%

Note: Results are posted for “Traditional” students only in '01 and '02 and Regular Education students in '03 Double Line indicates a change in testing company.

Data Source: State Department of Education

EOI Results by County

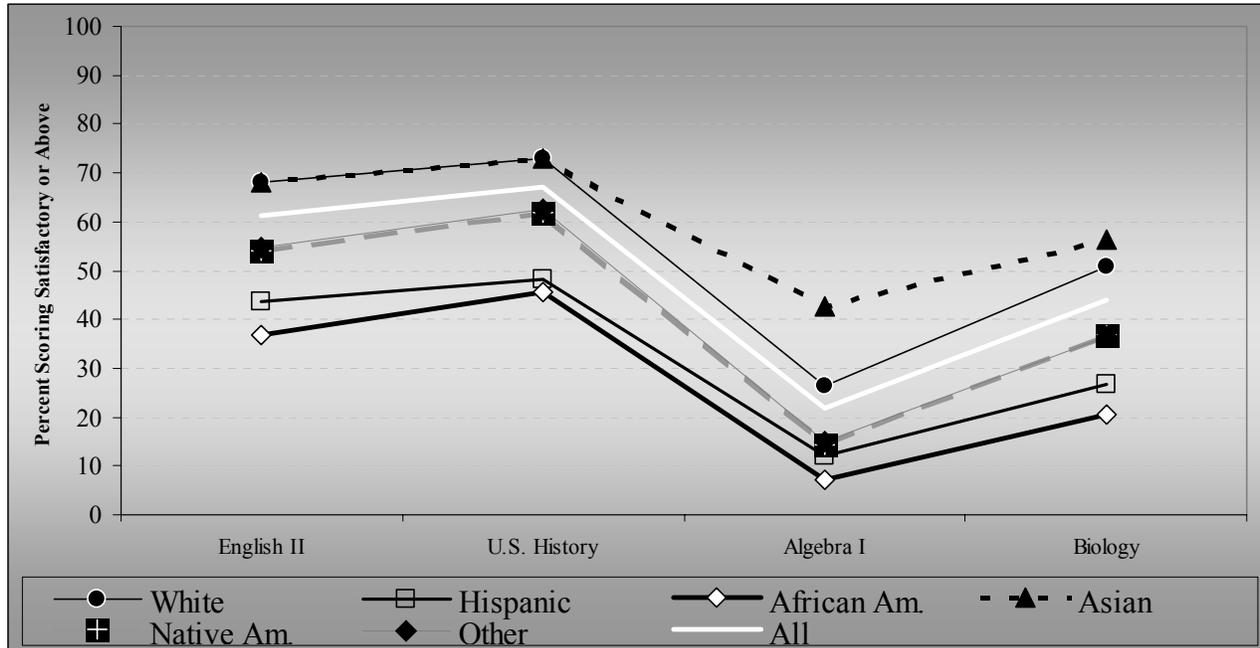
Figures 37 through 40 plot the 2002-03 EOI test results by county. The trends observed are somewhat similar to those in the 5th and 8th grade CRT results. Again, the challenge is to help students overcome adverse social conditions in order to achieve at higher levels.

EOI Results by Race and Gender

Even when the EOI results are viewed in aggregate, it can be seen that problems exist. The picture gets more disturbing when analyzed by racial sub-group. Figure 41 looks at student performance on the End-of-Instruction tests by race. 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 other performance indicators displayed in this report.

Figure 41 2003 EOI Results by Race Percent Scoring Satisfactory or Above

(Regular Students, High Mobility and Non-High Mobility Combined)



	English II	U.S. History	Algebra I	Biology
Female	66	65	21	42
Male	56	70	23	46
White	68	73	26	51
Hispanic	44	48	12	27
African Am.	37	46	7	21
Asian	68	73	43	57
Native Am.	54	62	14	37
Other	55	63	15	37
All	61	67	22	44

Data source: State Department of Education

The Oklahoma Performance Benchmark

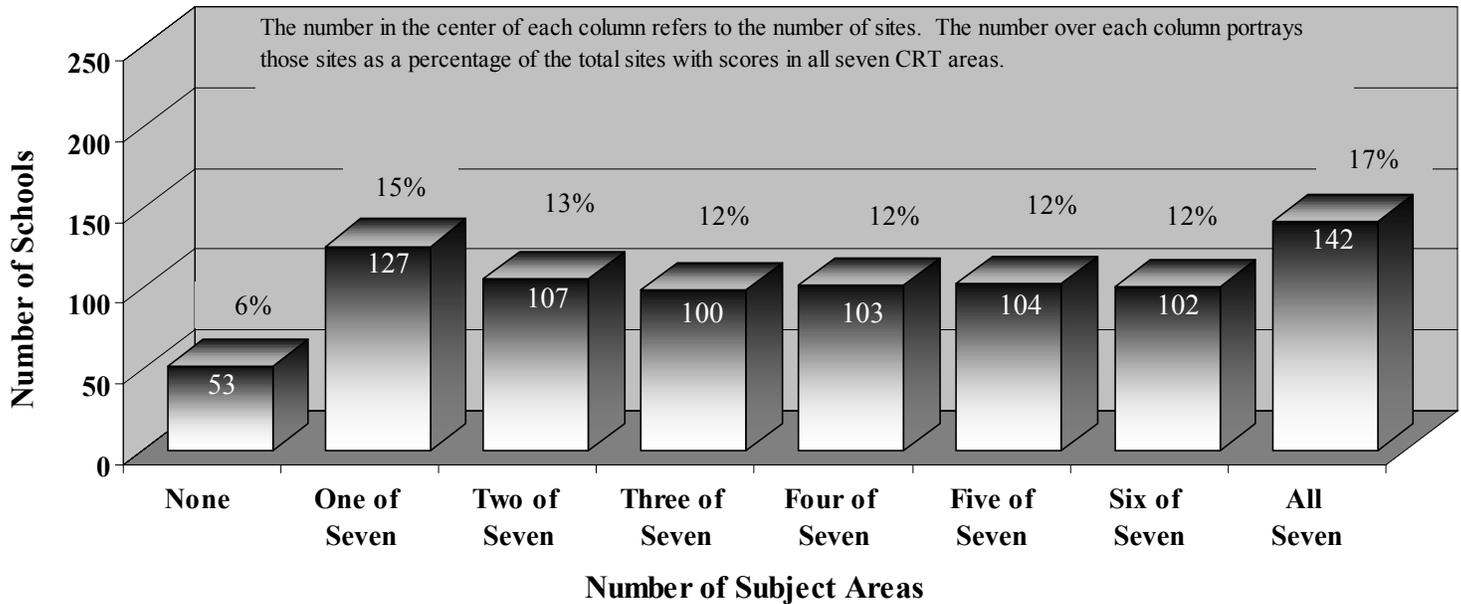
The statewide results of the Core Curriculum Tests for the 2002-03 school year are encouraging. They show that for most subjects, the bulk of Oklahoma students can satisfactorily perform the skills outlined in PASS. And, if the percentage of students achieving “Satisfactory” at each site across the state were similar to the statewide results, Oklahomans would have little to worry about concerning their K-12 education system. However, student performance varies greatly from site to site across the state.

Just as students are expected to perform at a minimum level of competency, schools should also be able to achieve a minimum level of performance. In an attempt to evaluate schools’ overall performance in preparing students for the Core Curriculum Tests, the Secretary of Education and Education Oversight Board chose “70% of Regular Education students achieving a score of Satisfactory or above” as a reasonable minimum performance benchmark for schools to achieve.

Figures 42 and 43 display schools’ overall performance in preparing students in the Priority Academic Student Skills as measured by the Oklahoma Core Curriculum Tests. These figures show the number of schools that have 70% or more of their students scoring “Satisfactory or above” on the Core Curriculum Tests by grade and number of subject areas in which they were able to achieve this level of success.

Historically, the 5th grade sites have had the best performance on this benchmark, although 5th grade performance has dropped over time. Eighth grade performance is lower than 5th grade (fewer schools achieving 70% of students scoring “Satisfactory” or above by subject area). It is of great concern that there are 53 elementary schools (6%) and 15 middle schools/junior highs (3%) that were unable to get at least 70% of their students to score Satisfactory or above on any subject area tested.

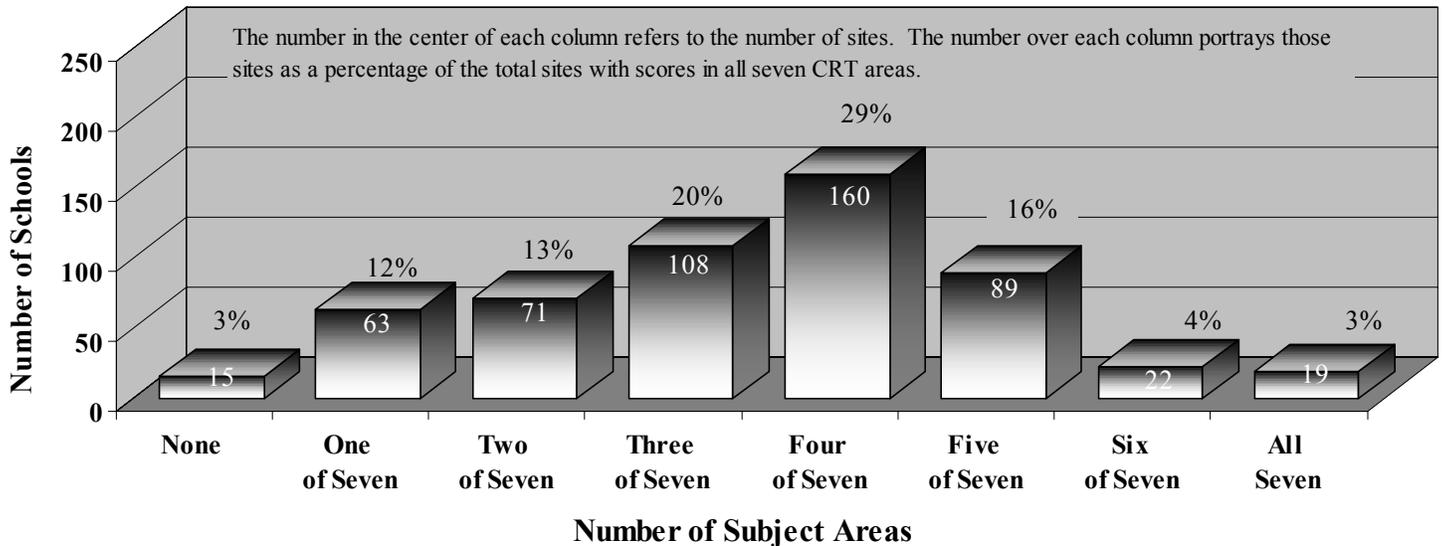
Figure 42
Schools with 70% or More of Students Scoring "Satisfactory", or Above
On the Oklahoma Core Curriculum Test by Number of Subject Areas
Fifth Grade Criterion-Referenced Test (CRT)
2002-03 School Year
(Regular Education Students)



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

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas								
		None	One	Two	Three	Four	Five	Six	All Seven	Total
25,000 or More	A2	21	40	13	8	4	8	8	13	115
10,000 - 24,999	B1	2	10	9	11	11	13	23	56	135
5,000 - 9,999	C1	1	1	3	3	5	2	9	25	49
	C2	4	3	3	1	2	1	0	4	18
2,000 - 4,999	D1	2	2	3	3	4	13	6	5	38
	D2	2	4	6	4	6	4	8	1	35
1,000 - 1,999	E1	0	1	4	4	6	8	8	6	37
	E2	1	12	6	6	7	5	6	1	44
500 - 999	F1	1	1	6	1	3	7	4	3	26
	F2	7	13	11	15	10	6	2	3	67
250 - 499	G1	0	3	1	5	8	10	0	9	36
	G2	6	20	22	22	23	13	12	3	121
Less than 250	H1	0	1	3	4	2	4	5	6	25
	H2	6	16	17	13	12	10	11	7	92
Total Sites	All	53	127	107	100	103	104	102	142	838

Figure 43
Schools with 70% or More of Students Scoring "Satisfactory", or Above
On the Oklahoma Core Curriculum Test by Number of Subject Areas
Eighth Grade Criterion-Referenced Test (CRT)
2002-03 School Year
(Regular Education Students)



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

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas								
		None	One	Two	Three	Four	Five	Six	All Seven	Total
25,000 or More	A2	6	11	5	1	2	4	0	2	31
10,000 - 24,999	B1	1	1	1	4	10	11	4	2	34
5,000 - 9,999	C1	0	0	0	1	6	6	1	0	14
	C2	1	0	0	0	1	1	0	0	3
2,000 - 4,999	D1	0	0	1	7	8	2	0	0	18
	D2	0	1	1	6	6	1	0	0	15
1,000 - 1,999	E1	0	0	1	4	15	12	1	3	36
	E2	0	5	5	12	13	3	1	0	39
500 - 999	F1	0	2	2	6	7	8	1	0	26
	F2	2	9	15	15	18	4	2	1	66
250 - 499	G1	0	0	2	8	16	5	3	2	36
	G2	3	24	18	30	33	9	3	3	123
Less than 250	H1	0	1	1	2	8	8	2	2	24
	H2	2	9	19	12	17	15	4	4	82
Total Sites	All	15	63	71	108	160	89	22	19	547

The National Assessment of Educational Progress (NAEP)

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

NAEP was authorized by Congress in 1969 and was only required to assess reading, mathematics, and writing at least once every five years. In 1990, federal legislation was passed which required assessments in reading and mathematics at least every two years, in science and writing at least every four years, and in history or geography and other subjects selected by the NAEP governing board at least every six years. Individual states are only tested periodically by NAEP and only in certain subject areas and certain grades. Figure 44 shows the subjects tested at the state level by year and grade.

Figure 44
National Assessment of Educational Progress (NAEP)
Testing Schedule for State-by-State Results
by Year, Subject and Grade Tested

Year	Math		Reading		Writing		Science	
	4 th Grade	8 th 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	Tested		
2009	Tested	Tested	Tested	Tested			Tested	Tested
2011	Tested	Tested	Tested	Tested	Tested	Tested		

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

Oklahoma's Relative Rank

Oklahoma's performance seems to be falling behind the nation's over time (Appendix E & F). The 2002 8th grade writing results show that Oklahoma's score of 150, down from 152 in 1998, ranked them roughly in the middle of states tested. The national average was 152, up from 148 in 1998. The 4th grade 2002 writing results were less encouraging. Oklahoma's score of 142 was near the bottom of states tested. Only three states scored lower than Oklahoma. Oklahoma's 4th grade writing score was 11 points below the national average of 153.

Oklahoma fared slightly better on the 2000 science test. In 4th grade, Oklahoma came in about the middle of the pack, out scoring the nation by four scale scores (Oklahoma 152; Nation 148). In 8th grade, Oklahoma's 149 matched the national average.

On the 2003 NAEP reading test, Oklahoma's 4th grade results were lower than the 8th grade's. Fourth grade students in Oklahoma had a standard score of 214 compared to 216 for their national counterparts. Only 10 States had lower scale scores than Oklahoma. Fourth grade reading scores were down for both Oklahoma and the nation over previous years. Oklahoma's 8th grade performance on the reading test ranked about midpoint among the 50 states. Oklahoma's scale score was 262 compared to 261 for the nation. Oklahoma's 8th grade score has declined over previous years, whereas, the nation's score has remained relatively constant.

Oklahoma did not rank as well on the 2003 NAEP math test as it did in other subject areas. Even though Oklahoma's math scores have been improving over time, the nation is still outpacing Oklahoma's gains. In 4th grade, Oklahoma scored 229 and the nation scored 234. Only eight states had scale scores lower than Oklahoma's. In 8th grade, Oklahoma's scale score was 272 with the nation coming in at 276. Only 12 states had lower scores in 8th grade mathematics than Oklahoma.

Oklahoma's Results by Race

The NAEP results were also released by race and again it is important to analyze Oklahoma's outcomes relative to the nation (See Appendix F). Appendix F looks at and compares both Oklahoma's and the nation's trends over time on a race-by-race basis. In all subject areas, and across most racial categories, the nation is outpacing Oklahoma. This is true even in mathematics, where Oklahoma has made noticeable gains over time. American Indian students have the most consistent improvement over time and outperformed their national counterparts by the largest margin. Unfortunately, Oklahoma's Black students, who consistently have the lowest overall scores, are also now losing ground at a rapid pace relative to their national counterparts.

Some interesting trends can be seen by comparing Oklahoma's scores to the nation on a race-by-race basis for the most recent administration of each NAEP subject area. Although white students' scores were always substantially higher than minority students' scores, the disparity between Oklahoma's score and the nation was nearly always greater for Whites than it was for minority students. That is to say, Oklahoma's minority students, for the most part, performed better relative to their national counterparts than did white students. The success of Oklahoma's minorities on the NAEP tests could be evidence that the initiatives set forth in House Bill 1017 in 1989 are working. Much of the focus of HB 1017

shifted effort within the educational community in Oklahoma towards making sure that no student was left behind. The charts show that for those ethnic groups that struggle nationally, Oklahoma's students in most of those same groups fare better. The challenge to Oklahoma educators would be two-fold, have all ethnic groups perform better than their national counterparts and then have all ethnic groups achieve the same high performance level.

Oklahoma's Performance by Achievement Categories

Another way to look at the NAEP results is by the percentage of students that score in each of four achievement categories. Figure 45 looks at the results by subject area and the scores are presented as the percentage of students that scored in each of the four achievement levels (Below Basic, Basic, Proficient, and Advanced).

Much of the analysis provided in the NAEP reports focuses on the percentage of students that perform at the "Proficient and Above" level (Proficient and Advanced combined). Until the release of the 2002 NAEP results, Oklahoma generally performed slightly behind the nation in the percentage of student scoring "Proficient and Above." However, Oklahoma generally did a better job than the nation at pulling kids from the lowest category "Below Basic" into the "Basic and Above" range. It could be construed that Oklahoma was "holding its own" relative to the nation considering both factors. With the release of the 2002 and 2003 NAEP results, this is clearly no longer the case. From 2000 through the present, the nation's performance has been steadily improving while Oklahoma's performance has improved at a lesser rate in math, and performance has decreased in reading and writing leaving a noticeable gap between Oklahoma and the nation in all three subject areas.

Looking at the results by subject area, Oklahoma's performance on the writing test has slumped. In 1998 in 8th grade, Oklahoma outperformed the nation by five-percentage-points (88% to 83%) in the percentage of students scoring "Basic and Above" and one-percentage-point (25% to 24%) in "Proficient and Above." With the release of the 2002 results, the percentage of Oklahoma's students scoring "Basic and Above" had slipped four-percentage-points to 84%, and the nation had gained one-percentage-point to 84%. Looking at the percentage scoring "Proficient or Above", the nation had gained six-percentage-points to Oklahoma's two, leaving the nation at 30% and Oklahoma at 27%. Fourth grade writing was tested for the first time in 2002 and the results there are less encouraging. Oklahoma lagged by seven-percentage-points (79% to 86%) in the "Basic and Above" category and by 11-percentage-points (16% to 27%) in the "Proficient and Above" category. Based solely on the 1998 8th grade results, there had been hope that writing might be Oklahoma's strength. The 2002 results dampened that optimism.

The 2000 science results show that Oklahoma had a larger percentage of students in the "Basic" category in 4th grade than did the nation, 45% to 36% and 36% to 29% in 8th grade. This made Oklahoma fare well in the "Basic and Above" category, 71% to 64% in the 4th grade and 62% to 59% in the 8th. Oklahoma did not do as well in the "Proficient and Above" category. Oklahoma's 8th graders lagged by four-percentage-points (26% to 30%) and the 4th grade by two-percentage-points (26% to 28%).

The results for reading show an alarming trend. Looking at 4th grade students, it is seen that in 1992, Oklahoma's students out performed the nation in both categories, "Basic and Above" (67% to 60%) and "Proficient and Above" (29% to 27%). By 2003, Oklahoma's percentage scoring "Basic and Above" had slipped seven-percentage-points to 60% and the nation's had increased two-percentage-points to 62%. Oklahoma had also slipped in the percentage of students scoring "Proficient or Above" going from 29% in 1992 to 26% in 2003. The nation, on the other hand, had increased over the same period going from 27% up to 30%. All of the slippage in Oklahoma's 4th grade reading performance is accounted for by the seven-percentage-point increase in the percentage of students scoring in the "Below Basic" category. In the 8th grade, the story is similar, but easier to explain. The drop in performance on the NAEP reading test between 1998 and 2003 was accounted for by students moving from the "Basic" category to the "Below Basic" category. The percentage of Oklahoma's students scoring in the "Basic" category dropped seven-percentage-points from 51% to 44% and the percentage in the "Below Basic" category increased by six-percentage-points from 20% to 26%. Oklahoma had a one-percentage-point increase in the Advanced category over the same period. The nation's 8th grade score remained relatively unchanged over the five-year period.

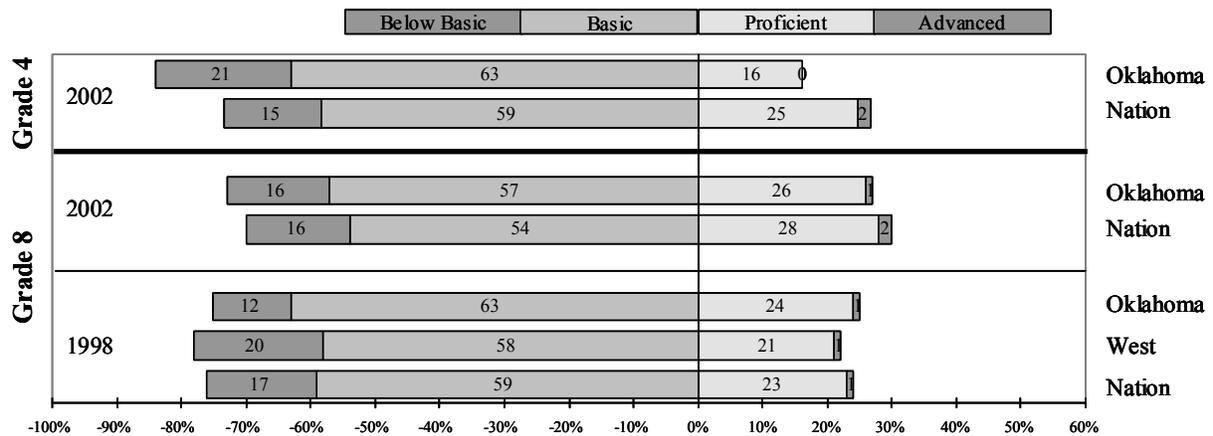
Mathematics is the subject in which Oklahoma's scores have improved most dramatically. The nation, however, has improved at an even greater rate. Oklahoma has gone from being slightly ahead of the nation in the "Basic and Above" category in both 4th and 8th grade to being below the nation in both "Basic and Above" and "Proficient and Above" in 2003. In 1990, 52% of Oklahoma's 8th grade students scored "Basic or Above" compared to 51% of the nation's 8th graders. By 2003, Oklahoma had increased to 73% of their students scoring in this range but the nation had risen to 77%. In the "Proficient or Above" category in 1990, Oklahoma's 8th graders trailed just two-percentage-points behind the nation, 13% to 15%. By 2003, Oklahoma's 8th graders lagged by seven-percentage-points, 20% to 27%.

A similar trend is seen in the 4th grade but it can be viewed in a slightly different way. The nation is doing a better job of shifting students out of the below basic category and shifting students into the "Proficient or Above" range. In 1992, the nation had 43% of 4th grade students scoring in the "Below Basic" category. By 2003, this was down to 24%, a 19-percentage-point decrease. In Oklahoma in 1992, 40 percent of students scored in the "Below Basic" category. By 2003, this was down to 26%, only a 14-percentage-point drop. Looking at "Proficient and Above", the nation in 1992 had 17% of 4th graders score in this range. By 2003, the nation had 32% of students scoring in this range, a 15-percentage-point increase. In Oklahoma in 1992, 14% of students scored in the "Proficient or Above" range compared to 23% in 2003, only a nine-percentage-point increase.

A wealth of information can be found on the results of the NAEP in reports available through the National Center for Education Statistics (NCES) or by visiting their website at www.ed.gov.

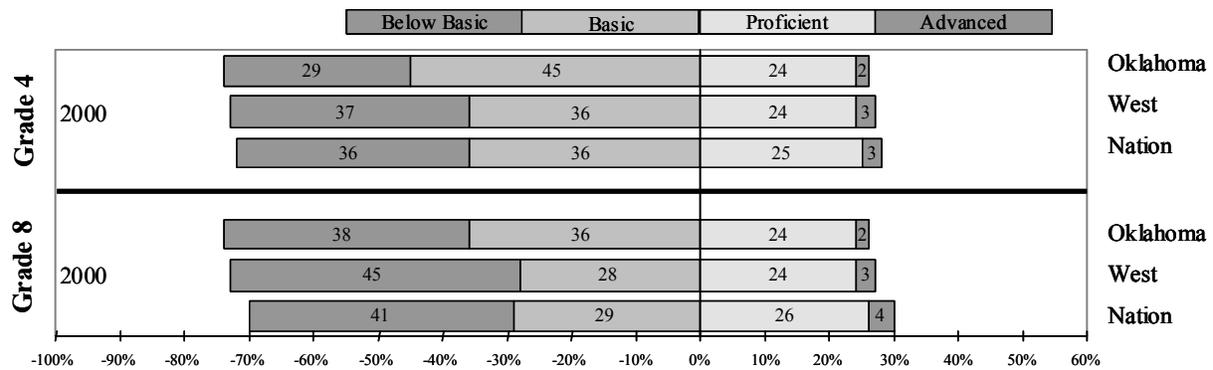
Figure 45
National Assessment of Educational Progress (NAEP)
Test Results by Achievement Level

Writing Results



Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), "The Nation's Report Card, Writing 2002," Figure 2.8 & 2.9. "NAEP 1998 Writing, - State Report for Oklahoma," Figure 1.3.

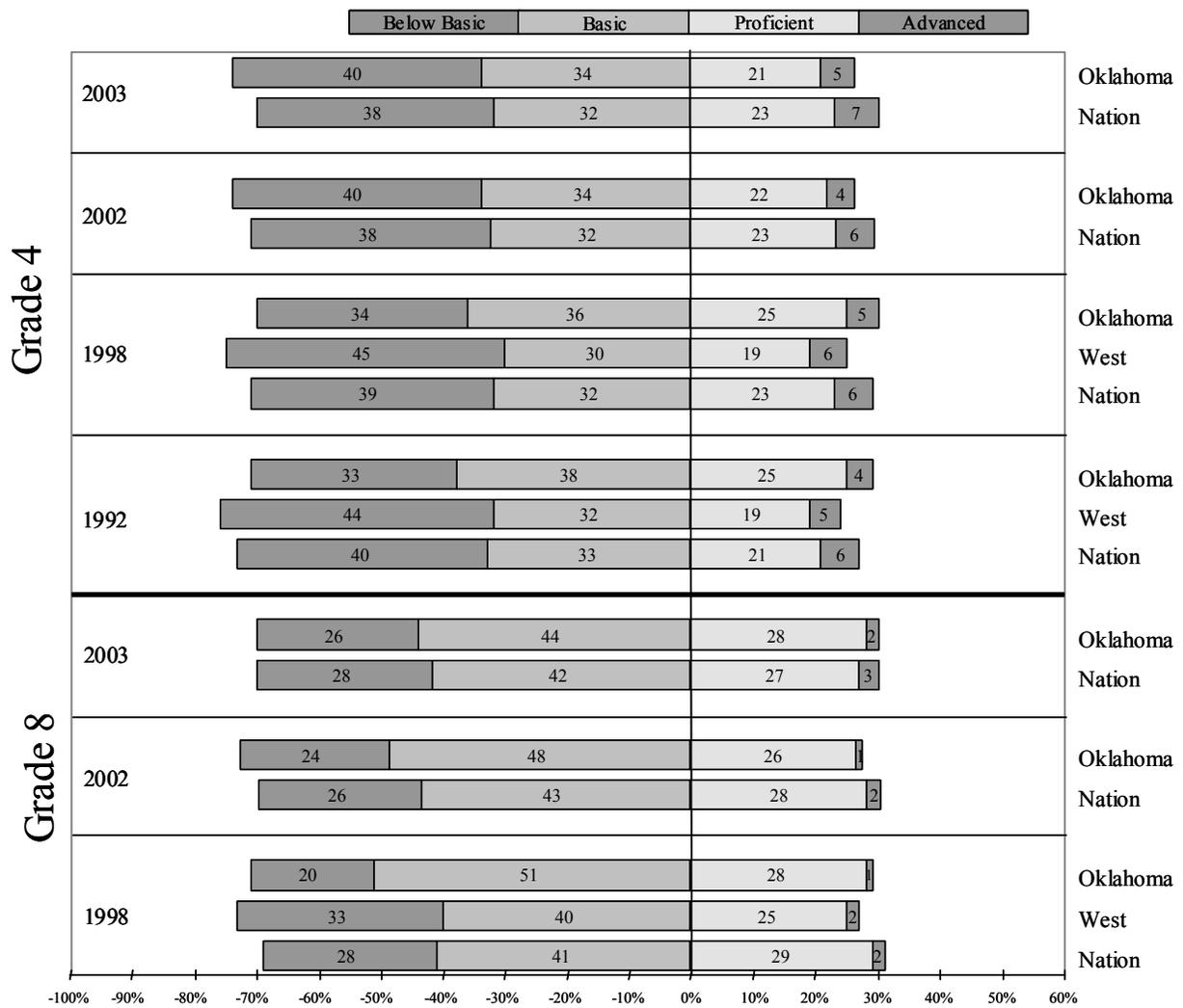
Science Results



Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), "The Nation's Report Card, Science 2000 - Report for Oklahoma," Figure 3A & 3B.

Figure 45
National Assessment of Educational Progress (NAEP)
Test Results by Achievement Level
(continued)

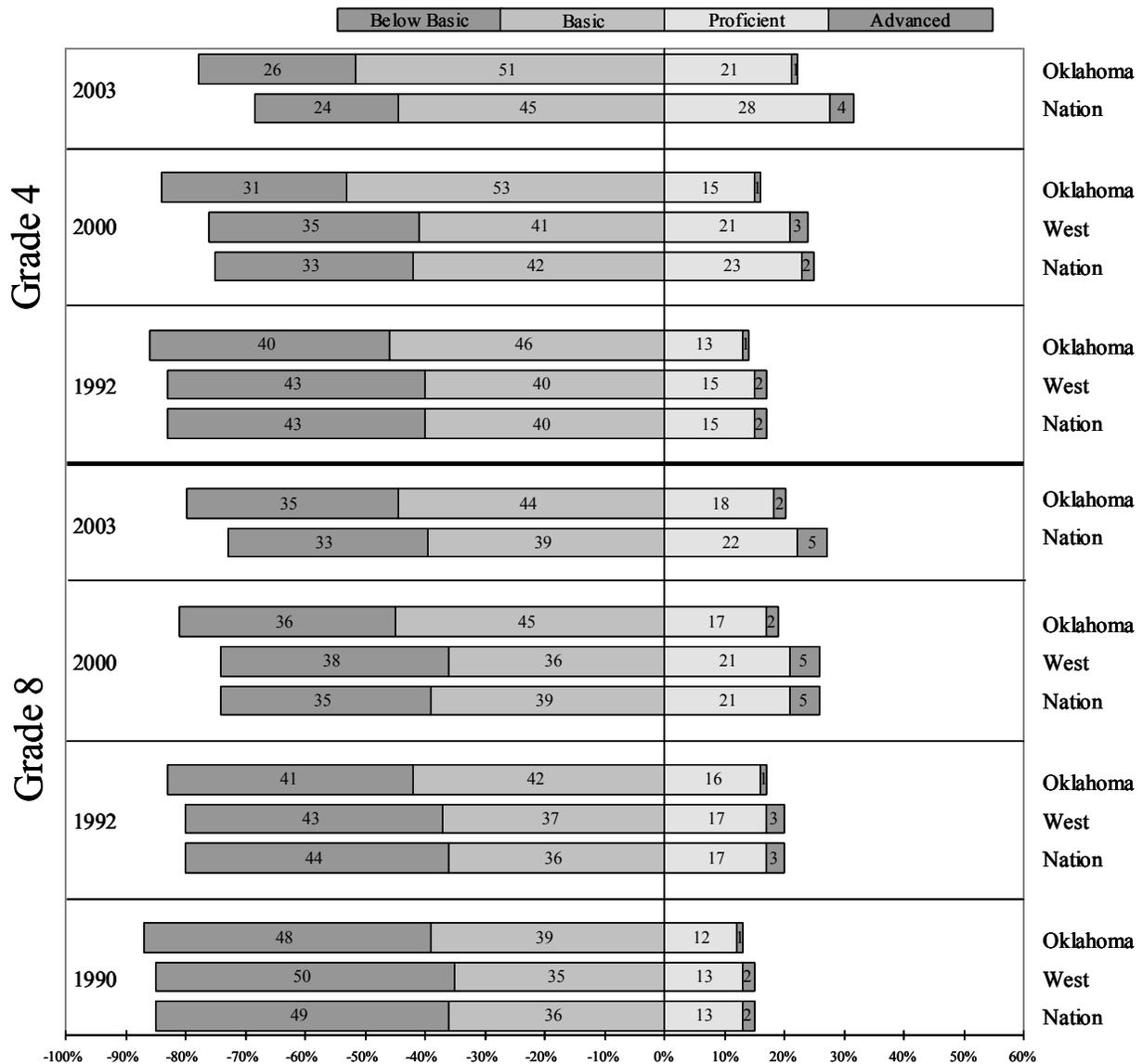
Reading Results



Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), “1992 Reading”, and “1998 Reading – State Report for Oklahoma,” Figure 4 and 5.” “The Nation’s Report Card, Reading 2002 - Report for Oklahoma,” Figure 28 & 2.9.

Figure 45
National Assessment of Educational Progress (NAEP)
Test Results by Achievement Level
(continued)

Math Results



Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), "The Nation's Report Card, Math 2000 - Report for Oklahoma," Table 2A & 2B. "The Nation's Report Card, Mathematics Highlights 2003," Figure 3 & Figure 4.

HIGH SCHOOL PERFORMANCE MEASURES

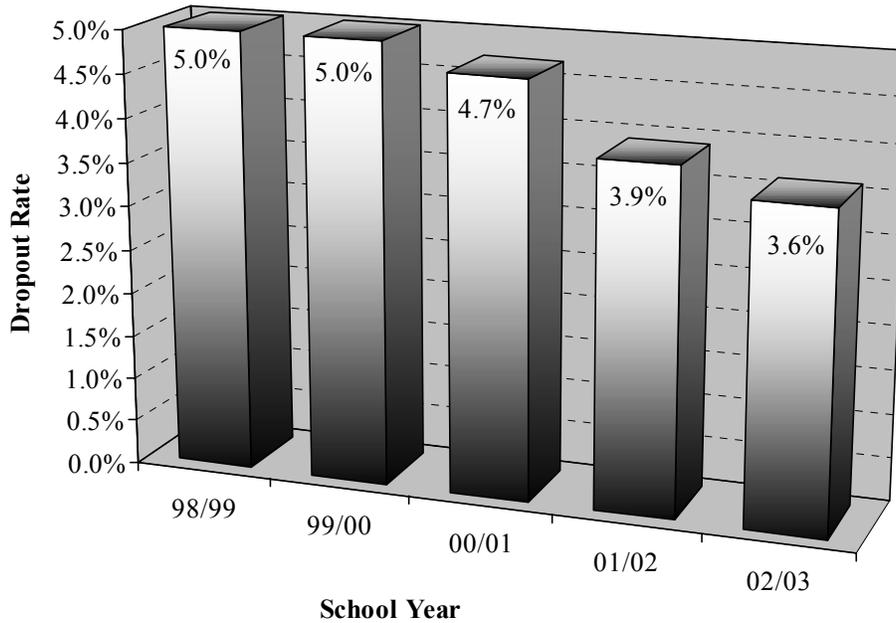
High School Dropout Rate (Single Year)

There are a number of ways to calculate high school dropout rates. The most holistic methodology follows students through their entire high school career. At the end of four years the total number of dropouts is divided by the number of students in the starting group, minus those that may have transferred to other schools or left the state. This method is referred to as a cohort dropout rate. However, Oklahoma lacks the data systems required to calculate this type of rate.

Oklahoma State Statutes (§70-35e), require dropouts to be reported annually. Currently these reports are based on a single-year snapshot of dropout activity. The total number of dropouts is tabulated by district, by grade, and is then compared to the district's average fall enrollment by grade. The numbers are aggregated to generate state-level numbers. The legal definition for "school dropout" in Oklahoma is "any student who is not attending school, is under the age of nineteen (19), and has not graduated from high school." The law goes on to state that these students must not be attending any other public or private school or otherwise be receiving an education pursuant to the law, for the full term that the school district in which they reside is in session. Oklahoma's high school dropout rates (grades 9 through 12) are graphed in Figure 46.

Dropout rates vary greatly from site to site and county to county across the state (Figure 47). The high school with the highest dropout rate was Will Rodgers HS in Tulsa where 14.4% of the 9-12 grade student body dropped out during the 2002-03 school year. However, 133 Oklahoma schools (nearly ¼ of the sites offering 9th grade or above) did not report a single dropout.

Figure 46
Oklahoma Single-Year Dropout Rates
9th through 12th Grade



Dropouts Rates by Community Group for 2002-03

Size of District in ADM	Community Group Designation	Fall Enrollment Grades 9-12	Dropouts Grades 9-12	Dropout Rate
25,000 or More	A2	18,087	1,409	7.8%
10,000 - 24,999	B1	37,942	1,308	3.5%
5,000 - 9,999	C1	15,631	349	2.2%
	C2	3,518	149	4.2%
2,000 - 4,999	D1	15,074	516	3.4%
	D2	12,486	663	5.3%
1,000 - 1,999	E1	14,458	410	2.8%
	E2	16,219	535	3.3%
500 - 999	F1	5,614	88	1.6%
	F2	13,866	405	2.9%
250 - 499	G1	3,584	31	0.9%
	G2	11,819	267	2.3%
Less than 250	H1	1,185	20	1.7%
	H2	3,428	58	1.7%
Total	All	172,911	6,208	3.6%

Data Source: State Department of Education

National Dropout Rate

Figure 48 shows the dropout rate for both Oklahoma and the Nation as reported by the US Department of Education through the National Center for Education Statistics. The information is for school year 2000-01, which is the latest year for which data is available. The methodology used to generate these rates is very similar to the methodology used in Oklahoma. The numbers are based on students in grades 9 through 12 for a single year. The primary difference is that dropouts age 19 and older are included in this calculation. Oklahoma's rate of 5.2% was distinctly higher than the National average of 4.5% and one-percentage-point higher than the median of the 45 reporting states, which was 4.2%.

Figure 48
Dropout Rate of Students in Grades 9-12
Oklahoma versus the Nation*

	2000-01	
	Oklahoma	Nation
Dropouts	9,202	471,286
Enrollment	177,577	10,396,115
Dropout Rate	5.2%	4.5%

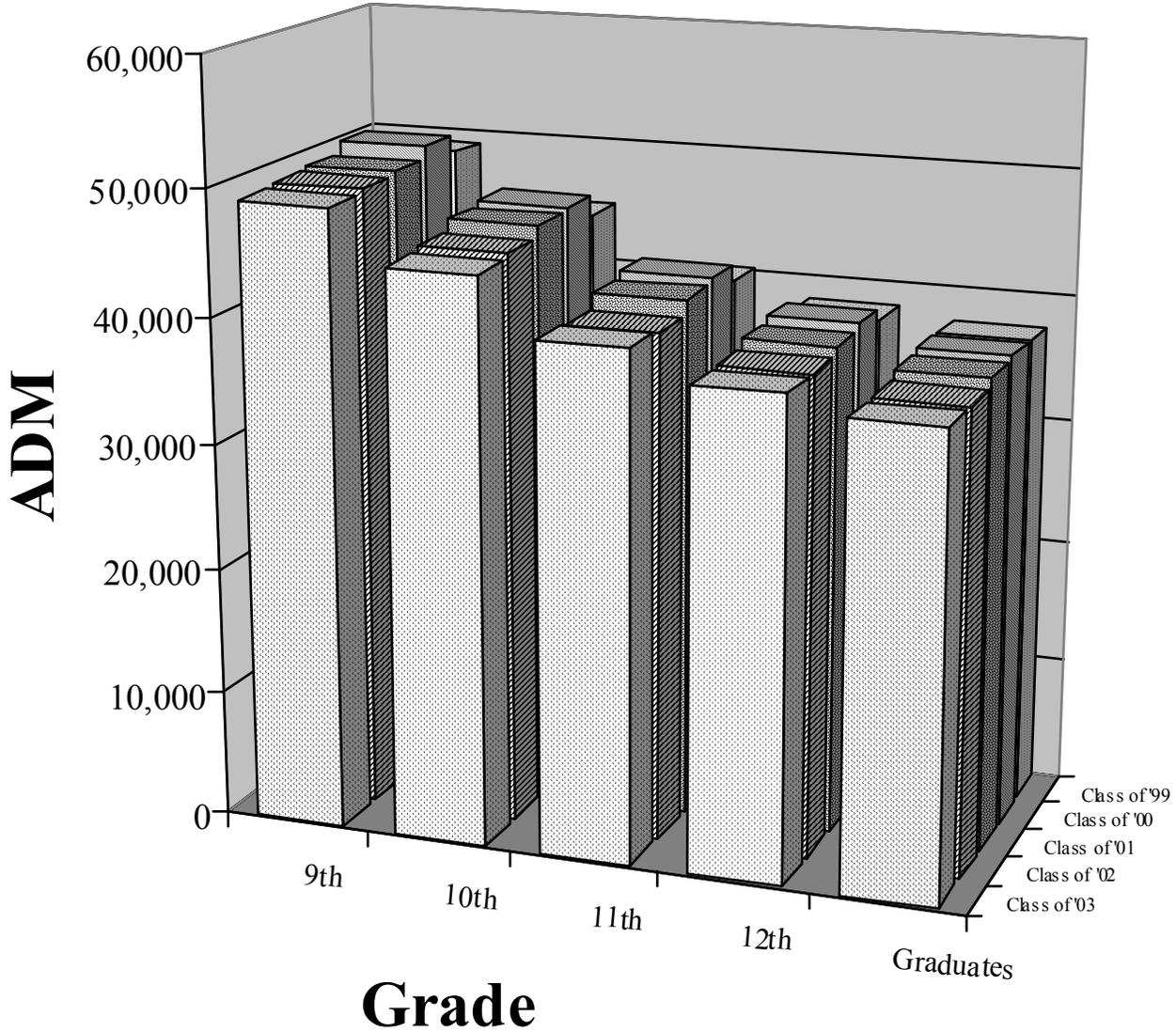
Note: *National dropout rates were calculated using data from the 45 states that submitted usable data.

Data Source: U.S. Department of Education, National Center for Education Statistics, "Public High School Dropouts and Completers From the Common Core of Data: School Year 2000-01," Table 1.

Student Attrition

Although Oklahoma lacks the databases required to calculate a cohort dropout rate, a feel for total student loss can be obtained by looking at ADM counts for a given Graduating Class as they progress from grade to grade. Figure 49 shows ADM counts for five graduating classes, 1999 through 2003, as they progress through the grades. The table shows that, on average, 25% of students are lost between 9th grade and graduation. There are many reasons that students disappear from the state enrollment rosters (transfers out of state, transfers to private schools, and even incarceration or death), however, it is reasonable to conclude that the majority of student loss over the four-year period is the result of student dropouts. There is a bit of a paradox regarding student loss and the reporting of student dropout rates. As reported by the State Department of Education, student dropout rates have been lower for the last two years while student attrition figures have remained constant. The student attrition figures will have to be monitored in the future in the hope that they will also decline.

Figure 49
Statewide Student Loss 9th Grade through Graduation
Student Counts by Graduating Class



Grade	Average Daily Membership				Graduates	% Loss 9th - Grad.
	9th	10th	11th	12th		
Class of '99	49,136	44,781	40,365	38,184	37,396	-24%
Class of '00	50,649	46,592	41,787	39,216	37,558	-26%
Class of '01	49,664	46,206	41,267	38,708	37,317	-25%
Class of '02	49,333	45,258	40,186	37,934	36,595	-26%
Class of '03	48,976	44,832	40,335	37,930	36,476	-26%
Five-Year Average	49,552	45,534	40,788	38,395	37,068	-25%

Data Source: State Department of Education

NATIONAL ATTRITION RATE

As alarming as these figures may seem, Oklahoma’s attrition rate is noticeably lower than the Nation’s and only one of the surrounding states, Kansas, has a lower attrition rate than Oklahoma. Figure 50 shows the attrition rate for the Nation, Oklahoma and its surrounding states using data provided by the National Center for Education Statistics.

Figure 50
Statewide Student Loss 9th Grade through Graduation
Graduating Class of 2001
Oklahoma Compared to Nation and Surrounding States
Based on Fall Enrollment

Grade	Fall Enrollment				Estimated Graduates	% Loss 9th - Grad.
	9th	10th	11th	12th		
<i>Nation</i>	<i>3,818,929</i>	<i>3,382,134</i>	<i>3,033,941</i>	<i>2,799,484</i>	<i>2,567,991</i>	<i>-33%</i>
Arkansas	37,038	35,264	31,839	28,918	27,100	-27%
Colorado	56,644	51,622	47,725	43,480	39,275	-31%
Kansas	39,397	37,153	34,333	33,085	29,360	-25%
Missouri	74,724	68,955	62,280	58,103	54,014	-28%
New Mexico	29,843	26,245	22,054	19,102	18,245	-39%
Oklahoma	51,060	47,393	42,652	39,409	37,044	-27%
Texas	347,951	273,161	243,627	219,943	217,242	-38%

Data Source: NCES, Digest of Education Statistics: 2002, Tables 38, 39 and 104; 2000, Table 39; and 1999, Table 41.

STUDENT ATTRITION BY RACE AND GENDER

There are great differences in the percentage of students lost among ethnic groups during the high school years as well. Figure 51 looks at student loss between 9th and 12th grade for the graduating class of 2003 by race and gender. Because enrollment counts by race and gender are only collected using fall enrollment, Figure 51 uses fall enrollment and graduation counts from 1999-00 through 2002-03 to assess student loss between 9th grade and graduation. The statewide student loss for the graduating class of 2003 was 27%. Again, it must be considered that there are many reasons for students to disappear from the state enrollment rosters. Even so, the percentage of students lost among some ethnic groups is dramatic.

Figure 51
Statewide Student Loss 9th Grade through Graduation
By Race and Gender
Graduating Class of 2003

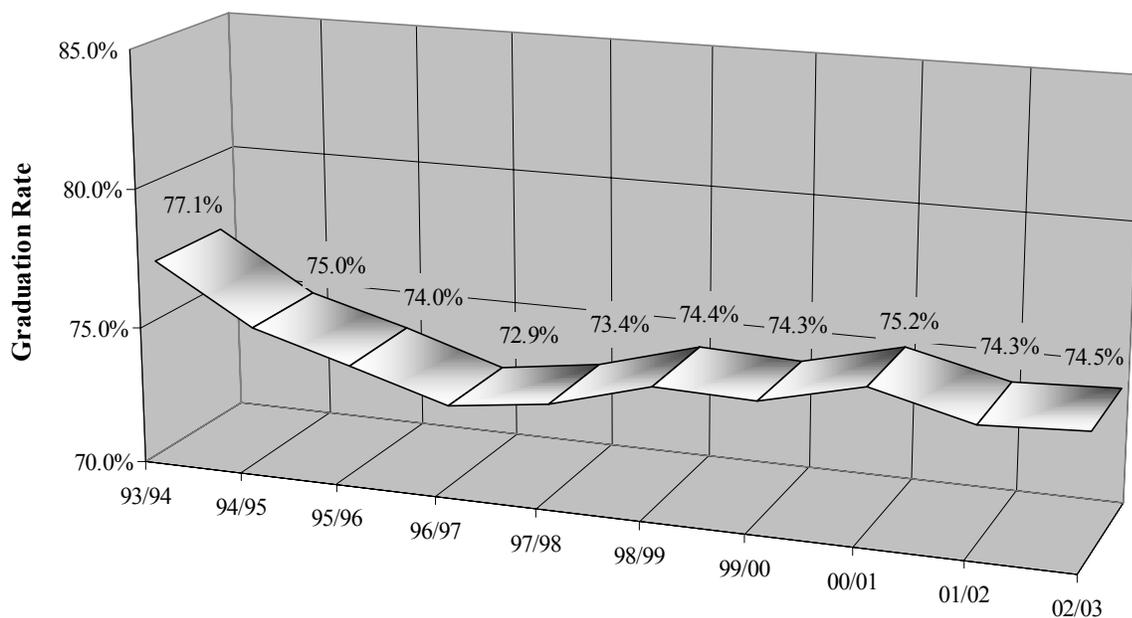
Race & Gender	Fall Enrollments				Graduates	% Loss 9th - Graduation
	9th	10th	11th	12th		
	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Summer 2003	
African Am. Male	2,882	2,300	1,888	1,602	1,555	-46%
African Am. Female	2,555	2,095	1,809	1,666	1,680	-34%
Native Am. Male	4,037	3,701	3,463	3,267	3,086	-24%
Native Am. Female	3,807	3,525	3,379	3,142	3,025	-21%
Hispanic Male	1,355	1,154	945	826	783	-42%
Hispanic Female	1,148	1,014	899	807	782	-32%
Asian Male	352	350	337	346	334	-5%
Asian Female	356	334	338	343	320	-10%
White & Other Male	17,717	16,102	14,495	13,286	12,502	-29%
White & Other Female	16,061	15,135	13,793	12,916	12,409	-23%
State Total	50,270	45,710	41,346	38,201	36,476	-27%

Data Source: State Department of Education

Graduation Rate

The Oklahoma graduation rate is calculated by comparing the current number of graduates to the 9th grade student enrollment (ADM) four years earlier. This method, when used at the state level, gives a reliable estimate of the number of high school students who attain a high school diploma in four years. Using this method, the 2002-03 statewide graduation rate is 74.5% (36,476 graduates in 2002-03 divided by a 9th grade ADM of 48,965 in 1999-00). The rate increased two-tenths of a percentage-point from 2001-02 and is down 2.6-percentage-points since 1993-94 (Figure 52). Again, the drop in the graduation rate from 2001-02 to 2002-03 is odd in that during this same period, the State's reported dropout rate also saw a decline. Oklahoma's graduation rates by community group can be viewed in Figure 53.

Figure 52
Oklahoma High School Graduation Rates
Graduates as a Percent of Freshmen 4 Years Earlier



Note: Oklahoma does not have a statewide student record keeping system and, therefore, lacks the ability to follow student migration, which is critical to the accurate determination of a graduation rate.

Data Source: State Department of Education

Figure 53
Oklahoma High School Graduation Rates
By Community Group for 2002-03

Size of District in ADM	Community Group Designation	1999-2000 9th Grade ADM	2002-03 Graduates (Summer)	Graduation Rate
25,000 or More	A2	6,073	3,112	51.2%
10,000 - 24,999	B1	10,322	7,958	77.1%
5,000 - 9,999	C1	4,316	3,476	80.5%
	C2	1,065	743	69.8%
2,000 - 4,999	D1	4,026	3,254	80.8%
	D2	3,679	2,543	69.1%
1,000 - 1,999	E1	3,957	3,193	80.7%
	E2	4,561	3,424	75.1%
500 - 999	F1	1,538	1,228	79.8%
	F2	3,829	2,943	76.9%
250 - 499	G1	995	856	86.1%
	G2	3,321	2,667	80.3%
Less than 250	H1	344	290	84.2%
	H2	939	789	84.0%
Total	All	48,965	36,476	74.5%

Data Source: State Department of Education

An accounting of the state's annual graduation picture is given in Figure 54. In 2002-03, Oklahoma's 12th grade fall enrollment was 38,201 and from that group 36,476 students graduated. This equates to an event graduation rate of 95.5% for 2002-03. The 12th grade dropout total of 1,381 includes all ages and 344 students were unaccounted for in the system. This is the most accurate system that currently exists for determining high school completion within the state. Oklahoma currently has no statewide student record keeping system. Therefore, it is impossible to follow students migrating into, or out of, the state, or between districts during their high school careers.

Figure 54
Oklahoma High School Completion
2000-01 and 2001-02

Category	2001-02		2002-03	
	Number of Students	Rate	Number of Students	Rate
12 th Grade Enrollment (Fall)	38,453		38,201	
Graduates (Event Rate)	36,595	95.2%	36,476	95.5%
Dropouts (12 th grade)	1,555	4.0%	1,381	3.6%
Remainder of Students	303	0.8%	344	0.9%

Data Source: State Department of Education

National Graduation Rate

The national-level four-year graduation rate based on a similar methodology was 67.6%* for 2001-02. There were 2,608,736 graduates* in 2001-02 divided by 3,856,464 9th grade students in 1998-99 (US Department of Education, National Center for Education Statistics, 2002 Digest of Education Statistics – Table 104 and 2001 Digest of Education Statistics – Table 38). For comparative purposes, using those same USDE tables, Oklahoma’s graduation rate was 73.9%* for the 2001-02 school year. (Note: * based on estimated graduates.)

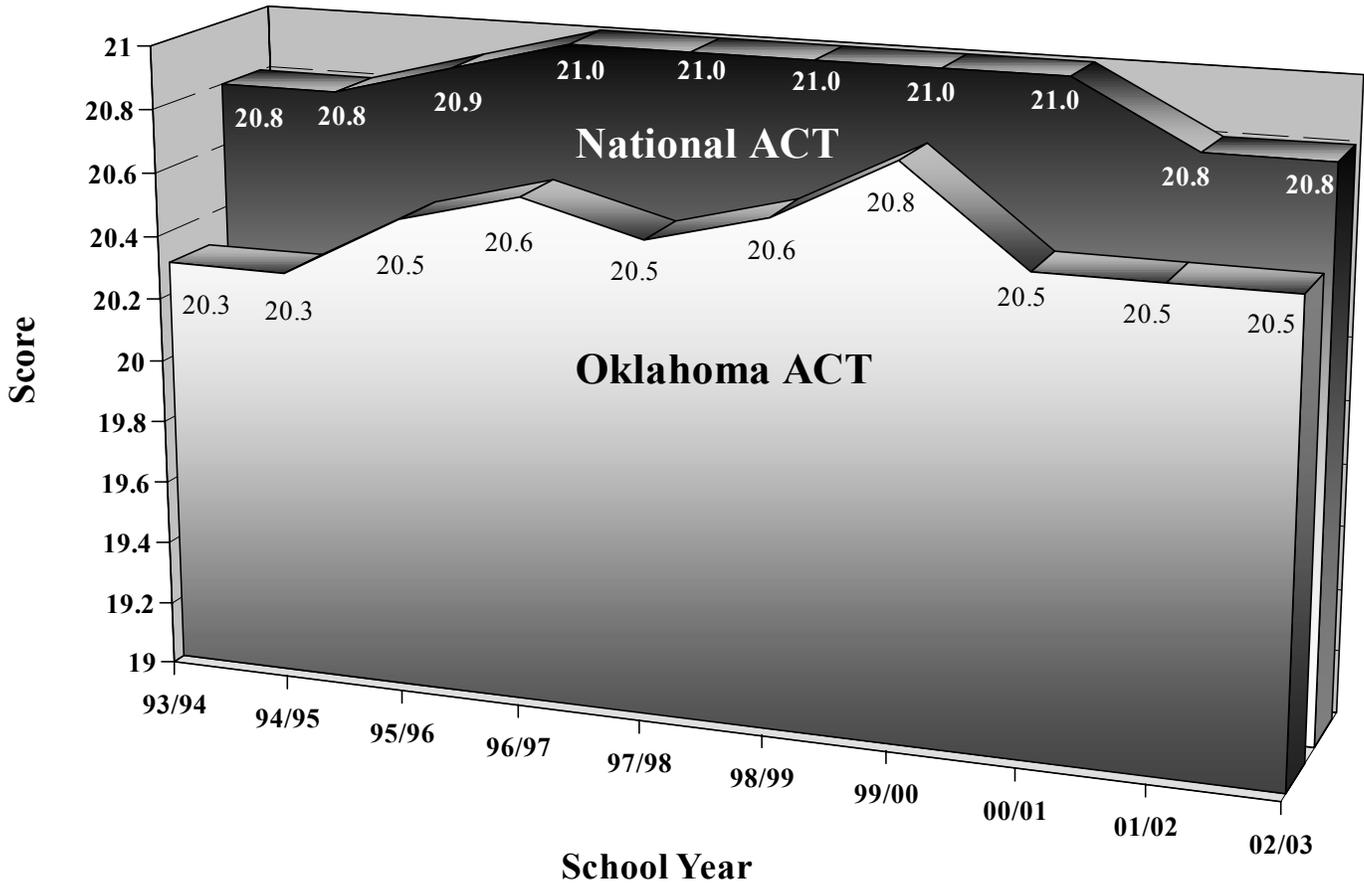
American College Testing (ACT) Program

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. At the Oklahoma public high schools included in this series of reports, 24,969 members of the Graduating Class of 2003 (68.7%) took the ACT. The average composite score on the ACT for this group was 20.7, a one-tenth of a standard score increase from 2001-02. The official Oklahoma score generated by the ACT Corporation, which includes both public and private schools as well as alternative education centers, was 20.5, which remained unchanged from the 2001-02 results (Figure 55). The comparable national average composite score was 20.8 and remained unchanged from 2001-02. In 2002-03, the gap between Oklahoma’s statewide ACT score and the national ACT score was three-tenths of a standard score. Oklahoma’s ACT score has increased two-tenths of a standard score since 1993-94 and the national score is the same as in 1993-94.

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 40% of high school graduates were tested during the 2002-03 school year, compared to 69% in Oklahoma (based on figures provided by ACT corporation – see “2003 ACT Average Composite Scores by State” at www.act.org). The larger the percentage of graduates tested, the greater the likelihood that non-college bound students are included in the test group. Based on state comparisons released by ACT corporation, the percentage of students tested in Oklahoma has increased three-percentage-points during the last ten years (66% were tested in 1994) and the average score has increased two-tenths of a standard score during that period. This increase in the average score is promising, because one would expect a decrease in the average score as a result of the increase in the percentage of students being tested.

An analysis of the 25 states that tested 50% or more of their 2003 high school graduates shows that Oklahoma out-performed ten of those states. Analysis of the 16 states that tested an equal, or larger, percentage of high school graduates than Oklahoma (69% or more) shows that Oklahoma out-performed eight of those states, but lagged considerably behind the other seven (see “2003 ACT Average Composite Scores by State” at www.act.org).

Figure 55
Oklahoma ACT Scores versus National ACT Scores



Data Source: ACT Corporation

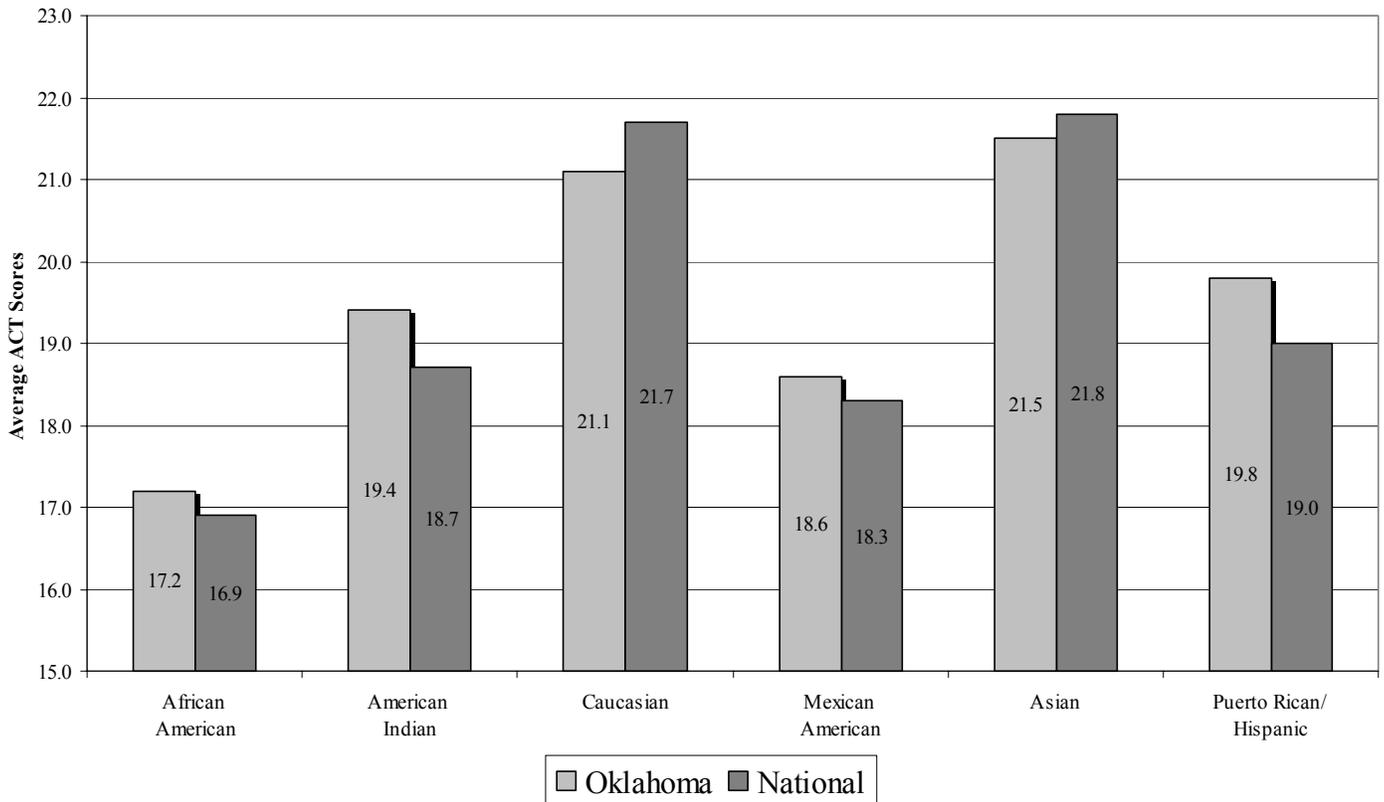
Average ACT Scores by Community Group for the Graduating Class of 2002-03
 Based Only On High Schools Covered in the Profiles 2003 Series

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	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2	
Average ACT Score	19.6	21.8	22.3	21.5	20.8	20.4	20.7	19.7	20.5	19.3	20.3	19.1	20.6	18.8	20.5

ACT Scores by Race

Figure 56 displays Oklahoma's ACT scores by race compared to those of the nation. The graph shows that minority students in Oklahoma outperform their national counterparts. Again, this success could be evidence that the initiatives set forth in House Bill 1017 are working and again, the challenge to Oklahoma educators would be to extend this achievement so that all Oklahoma students perform at or above the overall national average.

Figure 56
Oklahoma ACT Scores versus National ACT Scores
by Ethnicity for 2003 Graduates

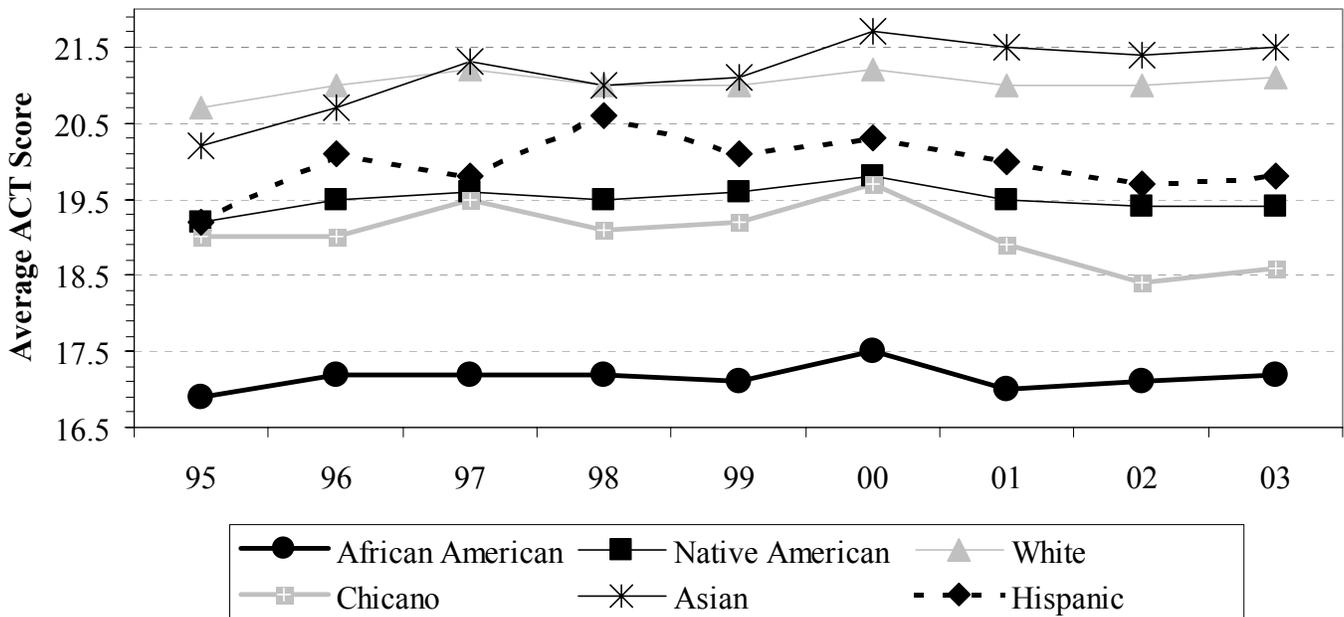


Data Source: ACT, inc.

ACT TRENDS OVER TIME BY RACE

ACT scores by race for the last nine years shows that the African American students lag significantly behind their counterparts in the state (Figure 57). This trend is concerning, bearing in mind that an average ACT score of 20 or above is required for admission into any of the State’s four-year regional universities, 24 or above for admission into OU and a 22 or above for admission into OSU. Students not meeting these admission scores, or alternate methods of admission, must complete remedial classes before enrolling in college-level courses.

Figure 57
Oklahoma ACT Scores by Ethnicity
1995 through 2003 Graduates



Data Source: ACT, inc.

ACT Scores by County

Average ACT scores varied greatly across Oklahoma (Figure 61). Looking at average ACT scores for high schools covered in this report series, the highest was at Classen School of Advanced Studies, Oklahoma City Public Schools with a score of 24.8, and 89% of graduates being tested. The lowest average ACT was at Tulsa High School for Science & Technology with an average ACT of 13.7 and only 43% of graduates tested. This school's ACT tested graduates averaged in the bottom 8th percentile of all 2003 graduates tested nationally. Of the 430 Oklahoma high school sites upon which ACT scores were reported, 189 (44%) had average ACT scores below 20, which is the current cut score for admission to Oklahoma's regional four-year universities.

Scholastic Aptitude Test (SAT)

The SAT is another well-recognized college entrance test, however, it is not widely taken in Oklahoma. In 2002-03, Oklahoma's public school students performance on the verbal and math components of the SAT was 569 and 562, respectively. National scores in these same areas were 507 and 519, respectively. While Oklahoma's scores were well above the national average, this performance must be placed in proper perspective. According to the College Board, the company responsible for the SAT, only 8% of Oklahoma's public high school graduates took the SAT in 2003. Nationally, the SAT was taken by 48% of public high school graduates during that same year. Most of the students who take the test in Oklahoma do so to compete for prestigious national-level scholarships or to attend out-of-state universities.

Additional High School Performance Measures

Figure 58 gives a summary of all of the figures covered in this section. Based on the Office of Accountability's 2003 School Questionnaire (Appendix A), 77.0% of Oklahoma's 2003 high school graduates were reported to have completed the college-bound curriculum required for admission to the state's public institutions of higher education (Figure 59). The survey also revealed that seniors at the public high schools had an average GPA of 3.0 (Figure 60), and that roughly 6% of high school graduates attended out-of-state colleges. Information provided by the Oklahoma Department of Career and Technology Education showed that 40.3% of students enroll in an occupationally-specific Career-Tech program sometime during their high school career (47,510 Career-Tech enrollers divided by 117,770 members of the senior class (3-years)). Of those who enrolled in a Career-Tech occupationally-specific program, 82.8%, or 39,348, completed one or more of the competencies required for the program (3-years). The Career-Tech information is based on those seniors who attended one of the high school sites covered in this report series. Career-Tech enrollments at Oklahoma high schools ranged from 12 schools with less than 5% of their students participating in occupationally-specific programs to seven high schools with more than 95% of their students participating. Competency completion rates ranged from a low of 37.0% at Oologah-Talala High School to 41 high schools with more than 95% of the Career-Tech enrollers completing at least one competency within a program. The Career-Tech

performance measures are based on the graduating classes of 2000 through 2002. The three classes were followed for a four-year period, 1999-00 through 2002-03.

COLLEGIATE PERFORMANCE MEASURES

Figure 58 gives a summary of all of the figures covered in this section. 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). The shorter the time period that transpires between high school graduation and college enrollment, the higher the correlation between K-12 academic preparation and collegiate performance. As a result, the collegiate performance measures listed below are based on students who move directly from an Oklahoma public high school to an Oklahoma public college or university. The databases required to follow individual students from high school to college do not exist in Oklahoma. Therefore, students were grouped by age to approximate movement directly from high school to college. The groups consisted of Oklahoma public high school graduates who were first-time entering freshman at an Oklahoma higher education institution during a given fall semester. The students needed to be age 17, 18, or 19 at that time and could be either full or part-time college students. This group was then assumed to represent the high school graduating class from the months of May and June in that same year. The following data relate only to the high schools covered in this report series and the performance of their graduates once they enroll in an Oklahoma college or university. These data were provided by the Oklahoma State Regents for Higher Education.

Based on a three-year average, 51.0% of the state's public high school graduates went directly to a public college in Oklahoma (Figure 62 & Appendix G). Leedey High School had the highest college going rate with 78% of its graduates going on to an Oklahoma public college, whereas South Coffeeyville High School has had only 2% of its graduates going on to an Oklahoma public college.

Once in college, 35.5% of Oklahoma public high school graduates took at least one remedial course during their freshmen year in an Oklahoma public institution of higher education (Figure 63). The percentage of college-enrolled graduates taking at least one remedial course ranged from two Oklahoma high schools (Cheyenne and Okarche) that had 10% or less of their college bound students that required remediation, to three other Oklahoma public high schools (Boynton, Cave Springs and Crooked Oak), that had as many as 85%, of their students needing remediation.

Statewide, 73.2% of freshman had a grade point average (GPA) of 2.0 or above during the first semester of their freshman year in an Oklahoma college (Figure 64). Arkoma High School had 100% of college-enrolled graduates being able to attain a 2.0 or above. Boynton and Sasakwa, however, had only a third of their college-enrolled graduates who were able to achieve a GPA of 2.0 or above.

The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school was 39.8% (Figure 65). Carney, Mason, and Boley High Schools had less than 10% of their college-enrolled graduates complete a degree program within 150% of ordinary completion time and Dustin and Sasakwa High Schools had 0%. Okarche and Gans High Schools, however, had 71% of their college bound graduates completing college degrees in six years, or less. The college completion rate

was calculated on a group of students consisting of those who enrolled in the fall semester after their graduation from high school and who were degree-seeking at that time. Members of this group were then given three years to complete an associate degree and six years to complete a bachelor's degree. The rate is based on a three-year average, which means that some of the students involved in the study graduated from an Oklahoma high school nine years earlier. Because so much time is required to collect these post-secondary performance measures, some high schools may have closed during this period. Therefore, the rates posted in the "Profiles 2003" reports only include high schools that were still in operation during the 2002-03 school year.

Figure 58 Summary of Oklahoma High School Performance Measures

<u>Summary of H.S. Performance Measures</u>	<u>State Average</u>
High School Dropout Rate (Single Year)	3.6%
High School Graduation Rate	74.5%
Average GPA of High School Seniors (Class of 2002)	3.0
Career-Tech Program Participation Rate (3-Year Average)	40.3%
Career-Tech Program (Competency) Completion Rate (3-Year Average)	82.8%
ACT Participation Rate (Class of 2002)	68.7%
Average ACT Score (Class of 2002 – Public & Private)	20.5
HS Grads Completing Coll. Bound Curriculum (15 Units)	77.0%
HS Grads Going to Out-of-State Colleges	6.2%
OK College-Going Rate (3-Year Average)*	50.1%
OK College Remediation Rate (3-Year Average)*	35.5%
OK College Freshman GPA 2.0 or Above (3-Year Average)*	73.2%
OK College Completion Rate (3-Year Average)*	39.8%

* Includes only college students who graduated from Oklahoma public high schools open during the 2001-02 school year.

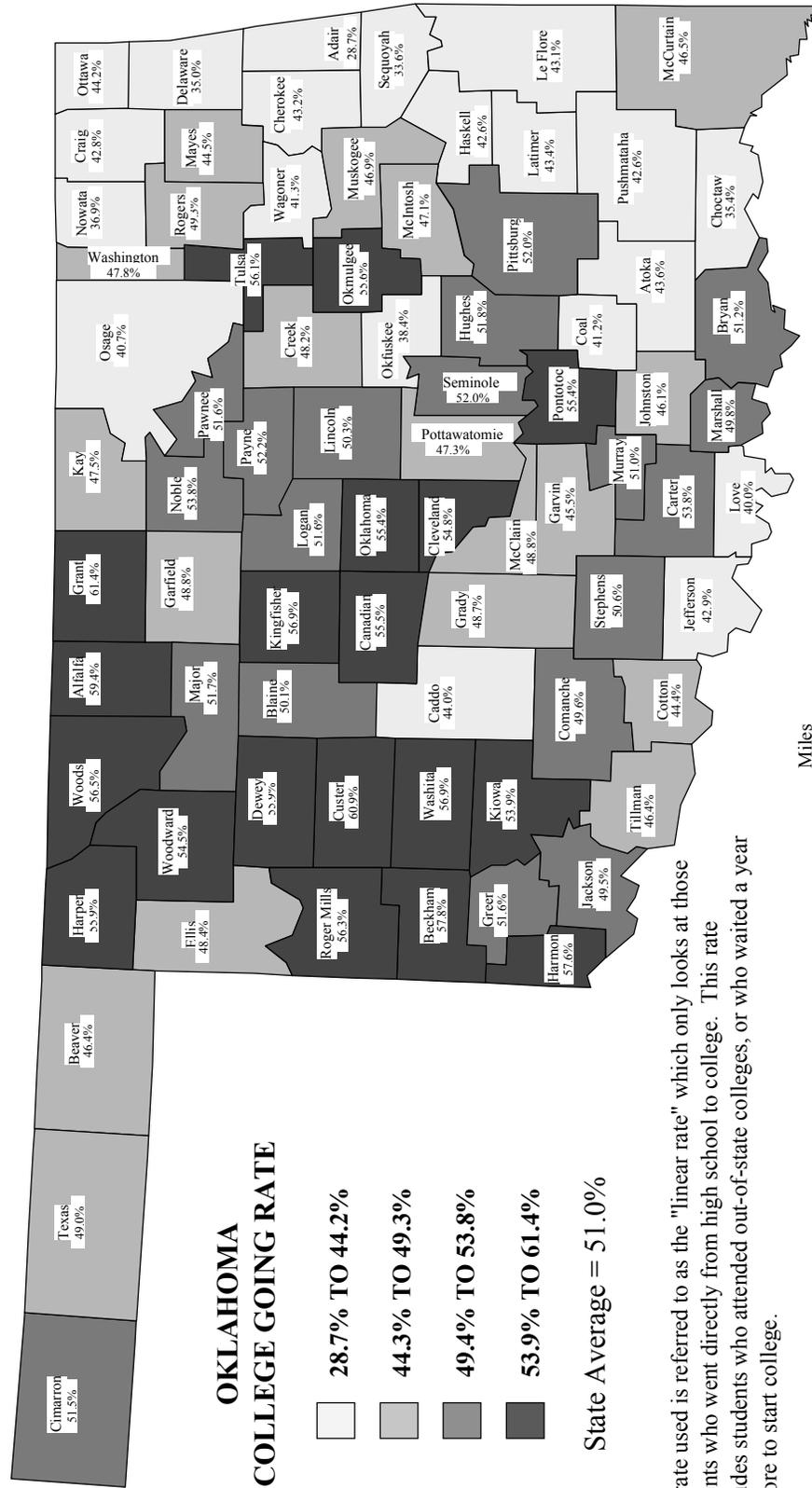
Data Sources: State Department of Education, Oklahoma Department of Career and Technology Education, Office of Accountability, ACT Corporation, and Oklahoma State Regents for Higher Education

Figure 62

OKLAHOMA COLLEGE-GOING RATE

OKLAHOMA HIGH SCHOOL GRADUATES ATTENDING OKLAHOMA COLLEGES

Based on Public High School Graduates from 2000, 2001 and 2002



The rate used is referred to as the "linear rate" which only looks at those students who went directly from high school to college. This rate excludes students who attended out-of-state colleges, or who waited a year or more to start college.

APPENDIX A

THE 2003 SCHOOL QUESTIONNAIRE

The Office of Accountability uses a school site questionnaire to obtain data that are not available through other sources. The 2003 School Questionnaire pertained to site-level information during the 2002-02 school year. A copy of the 2003 School Questionnaire is located at the end of this section.

Not all principals opted to participate. However, of the 1,775 school sites sent a survey, 1,670 (94%) responded to at least one question. The statistics displayed below are based on the responding schools only. Schools not responding to the questionnaire are noted on the School Report Cards as FTR, or Failed to Respond. The following is a summary of the data received:

Student Mobility

Student mobility is an important issue in education. Yet, Oklahoma does not have the data systems in place to generate a student mobility rate. For the fourth straight year, the Office of Accountability gathered information needed to calculate a mobility rate for every school site in the state. This was only the second year that the results were deemed usable. Information on students transferring in and students transferring out were gathered at 1,669 sites (94%) statewide. This information was then used to calculate a mobility rate using the formula: students added during the school year divided by fall enrollment minus students dropped during the year plus students added during the year. The statewide mobility rate was 10.0%; 10.5% at elementary schools, 10.2% at middle schools, and 8.9% at high schools. These rates are nearly identical to those in 2001-02.

Measure of Parental Involvement

Good parental participation is a key ingredient of quality common education programs. In an effort to generate meaningful numbers pertaining to parental involvement, the Office of Accountability asked principals statewide what percentage of their students had at least one parent (guardian) attend at least one parent-teacher conference. One-Thousand-Six-Hundred-Sixty-One (1,661) principals (94%) responded that, on average, 70.8% of students statewide had one or more parents attend a parent-teacher conference. Parental participation was greatest in elementary school, with 83.8% of students having parents that attended a parent teacher conference. Participation then tapered off through middle school/junior high (59.4%) and high school (52.4%).

Out-Of-School Suspension

Students and teachers alike face more distractions in the classroom than ever before. As another measure of the adversities that some public schools face while trying to deliver education, the Office of Accountability asked principals in the state how many incidents of out-of-school suspension did your school have that were for 10 days or less? Then they were asked how many incidents were for more than 10 days. Of the 1,775 schools asked this question, 1,668 (94%) supplied a response. On average, there was one suspension with a duration of 10 days or less for every 12.9 students statewide; one for

every 29.7 students in elementary schools, one for every 5.7 students in middle school/junior highs and one for every 10.6 students in high schools. When looking at suspensions that lasted for more than 10 days, the average for all schools was one for every 109.1 students statewide; one for every 158.9 elementary students, one for every 83.6 middle school/junior high students and one for every 77.7 high school students.

Volunteer Hours

In an effort to determine the level of support schools receive from their communities, the Office of Accountability asked principals statewide to supply the total number of hours that patrons volunteered to their schools. This count was to exclude hours volunteered by students. Ninety-three percent (93%) of principals responded to this question. On average, patrons of schools across the state volunteered 2.8 hours of service for every student that attended school; 3.9 hours for each elementary school student, 1.5 hours for every middle school/ junior high student, and 1.5 hours for every high school student in the state. Three schools (Verden Elementary, Mustang Lakehoma Elementary, and Asher Elementary) reported more than 70 hours of service volunteered for each student at their school. Conversely, there were 222 schools (13%) that reported no time (0 hours) volunteered at their school.

HIGH SCHOOLS ONLY

The following three questions on the survey were asked only of the 457 high schools with 12th grade enrollments. Ninety-Six percent (96%) of the high school principals from this group responded to at least one of the questions.

High School Senior Grade Point Average

The average grade point of the Oklahoma high school seniors was 3.0 during the 2002-03 school year at the 422 high schools (92%) that responded to this question. High school GPA should always be viewed in comparison to other performance measures as academic rigor varies from school to school (Figure 60).

Graduates Planning to Attend Out-of-State Colleges

On average, the 427 responding high school principals (93%) reported that 6.2% of their graduates were planning to attend out-of-state colleges. For high schools near the Oklahoma border, this number is especially important. The “Oklahoma College Going Rate” does not include students attending college in other states and the out-of-state college attendance rate may help to explain some districts’ otherwise low Oklahoma college going rates.

Completion of 15 Units Required of College-Bound Students:

Four-hundred-twenty-five (425) Principals (93%) responded that, on average, 77.0% of their graduates had completed the 15 units required by Oklahoma public colleges and universities. This refers to the percentage of graduates who should be prepared to enroll in non-remedial courses at an Oklahoma college or university (Figure 59).



Education Oversight Board / Office of Accountability

Don McCorkell, Chairman / Robert Buswell, Executive Director

2003 School Questionnaire

The Office of Accountability is required by law to provide an annual report to the people of Oklahoma. The following information is needed for, and may be included in, the Profiles 2003 Educational Indicators Reports, and the 2002-03 School Report Cards. Please complete and return the following questionnaire by **December 19, 2003**. This will be the only mailing of this year's questionnaire. Failure to respond will be noted as "FTR" on your school's report. Thank you for your time.

Robert Buswell

Important Note: This is a site-specific survey. Principals acting as administrator for more than one school should complete one survey for each site. Please do not provide district-level results.

ALL PRINCIPALS:

- At your site for school year 2002-03, please provide the total number of students added to your membership roster after October 1, 2002. _____ (write 0 if no students transferred in)
- At your site for school year 2002-03, please provide the total number of students dropped from your membership roster after October 1, 2002. _____ (write 0 if no students transferred out)
- As a measure of parental involvement during the 2002-03 school year, what percentage of your students had at least 1 parent (guardian) attend at least 1 parent-teacher conference? _____%
- During the 2002-03 school year, how many incidents of out-of-school suspension were for 10 days or less? _____ (write 0 if no students were suspended for 10 days or less)
- During the 2002-03 school year, how many incidents of out-of-school suspension were for more than 10 days? _____ (write 0 if no students were suspended for more than 10 days)
- What was the total number of hours volunteered by patrons, excluding students, at your school during the 2002-03 school year? _____ Hours (write 0 if there were no volunteer hours)

HIGH SCHOOL PRINCIPALS ONLY:

- What was the average GPA (based upon a 4.0 system) of your high school senior class for school year 2002-03? _____
- Of your 2003 graduates, how many were planning to go out-of-state for college? _____
- How many of your 2003 graduates completed the State Regents' 15-unit college-bound curriculum? _____

PRINCIPALS PLEASE PROVIDE:

_____ County Name _____ District Name _____ School Name

_____ Principal's Name (please print) _____ Principal's Signature

County Number

District Number

Site Number

QUESTIONS?

Call the Office of Accountability at (405) 225-9470 FAX (405) 225-9474

QUICK AND EASY RETURN!!

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

APPENDIX B

Juvenile Arrest Data By Offense Type 2002-2003

Criminal Offenses Only

Description	Offenses	%
In Need of Supervision	5	0.0%
Homicide	30	0.2%
Kidnapping	6	0.0%
Sexual Assault	218	1.1%
Robbery	161	0.8%
Assault	2,288	11.9%
Arson	221	1.2%
Extortion	19	0.1%
Burglary	2,122	11.0%
Theft	2,214	11.5%
Theft of Auto	867	4.5%
Forgery	207	1.1%
Fraud	83	0.4%
Embezzlement	22	0.1%
Stolen Property	623	3.2%
Damage Property	1,474	7.7%
Dangerous Drugs/Narcotics	1,836	9.6%
Sex Offenses	203	1.1%
Domestic Violence	490	2.6%
Liquor Under Age	375	2.0%
Obstruction of Police	363	1.9%
Escape/Flight	173	0.9%
Obstructing the Judiciary	2,104	10.9%
Weapon Offenses	464	2.4%
Public Peace	1,312	6.8%
Traffic Offenses	664	3.5%
Invasion of Privacy	365	1.9%
Conservation	35	0.2%
Other Offences	271	1.4%
Total	19,215	100.0%

Data Source: Office of Juvenile Affairs

APPENDIX C

Socioeconomic Indicators

Data Used to Indicate the Socioeconomic Conditions within Each County

County	Total Population	Less Than a High School Diploma	Poverty Rate	Unemployment Rate	Percent of Single-Parent Families	Free or Reduced Lunch	Reading Remediation
Adair	20,780	33.7%	23.3%	7.2%	28.5%	74.8%	21.3%
Alfalfa	5,705	18.8%	12.2%	2.8%	18.0%	44.6%	24.5%
Atoka	12,055	30.5%	20.4%	6.9%	27.5%	73.6%	21.9%
Beaver	5,528	20.0%	11.0%	2.6%	19.0%	45.3%	16.2%
Beckham	19,765	24.1%	18.0%	6.3%	27.8%	51.9%	14.2%
Blaine	12,155	24.5%	17.6%	5.2%	22.7%	65.6%	22.4%
Bryan	36,605	25.1%	18.3%	6.5%	26.5%	68.5%	20.6%
Caddo	31,420	24.2%	21.2%	7.9%	30.9%	73.0%	30.3%
Canadian	88,310	12.4%	7.7%	3.4%	22.3%	27.8%	24.3%
Carter	45,660	23.0%	16.6%	5.6%	28.3%	58.5%	26.6%
Cherokee	40,275	23.3%	23.4%	8.4%	30.4%	72.7%	28.1%
Choctaw	15,010	31.1%	24.6%	7.2%	36.1%	73.5%	35.3%
Cimarron	3,095	22.7%	17.5%	2.2%	17.1%	59.3%	15.8%
Cleveland	215,995	12.0%	10.6%	4.1%	24.4%	32.0%	29.0%
Coal	6,205	30.7%	22.3%	7.3%	26.2%	73.6%	11.1%
Comanche	114,785	14.9%	15.6%	7.6%	30.5%	50.9%	26.1%
Cotton	6,430	23.3%	18.6%	4.7%	25.4%	50.8%	24.0%
Craig	17,455	22.4%	14.0%	3.9%	24.5%	58.6%	25.2%
Creek	66,590	22.2%	13.4%	4.8%	26.9%	55.8%	29.1%
Custer	26,395	18.7%	18.4%	4.6%	29.7%	66.1%	22.2%
Delaware	36,590	24.7%	18.6%	6.4%	26.9%	65.5%	23.0%
Dewey	4,160	20.0%	13.6%	4.1%	13.6%	50.8%	28.2%
Ellis	4,235	19.7%	12.1%	2.9%	22.8%	55.1%	31.8%
Garfield	56,785	18.0%	14.1%	5.1%	26.6%	46.7%	15.3%
Garvin	28,835	26.7%	15.9%	5.4%	26.0%	55.9%	30.0%
Grady	44,130	20.4%	13.9%	4.9%	24.3%	42.9%	30.9%
Grant	5,125	15.3%	13.6%	3.4%	19.6%	43.7%	15.1%
Greer	5,915	23.1%	20.0%	6.8%	33.3%	59.7%	31.5%
Harmon	3,245	37.2%	29.6%	7.0%	28.9%	68.5%	18.7%
Harper	4,093	17.4%	12.2%	1.7%	20.7%	46.6%	10.2%
Haskell	11,430	33.7%	20.1%	4.2%	23.6%	78.6%	23.8%
Hughes	13,900	29.7%	21.8%	7.8%	28.9%	73.2%	25.7%
Jackson	28,635	21.1%	16.2%	5.2%	26.6%	50.7%	22.7%
Jefferson	6,940	30.6%	19.2%	5.3%	21.6%	70.5%	33.2%
Johnston	10,845	31.1%	21.7%	6.2%	24.8%	68.9%	21.0%
Kay	48,550	19.1%	16.0%	7.6%	26.2%	57.2%	28.9%
Kingfisher	15,310	18.4%	10.6%	3.3%	20.6%	52.2%	19.3%
Kiowa	10,375	22.3%	19.7%	6.0%	29.6%	62.6%	21.3%
Latimer	9,215	27.0%	22.8%	7.0%	33.0%	70.8%	26.2%
Le Flore	48,160	29.5%	19.1%	6.6%	27.1%	70.4%	22.7%

Continued Next Page

Socioeconomic Indicators

Data Used to Indicate the Socioeconomic Conditions within Each County

Continued

County	Total Population	Less Than a High School Diploma	Poverty Rate	Unemployment Rate	Percent of Single-Parent Families	Free or Reduced Lunch	Reading Remediation
Lincoln	28,575	22.0%	14.4%	4.7%	23.0%	49.0%	24.3%
Logan	27,510	20.7%	14.5%	6.2%	26.1%	59.4%	44.9%
Love	8,605	25.8%	11.7%	5.1%	26.9%	66.2%	29.9%
McClain	26,780	21.0%	10.4%	3.8%	23.0%	37.2%	29.5%
McCurtain	35,015	30.7%	24.7%	7.4%	34.1%	72.1%	30.4%
McIntosh	19,575	28.3%	18.4%	6.6%	28.4%	75.5%	19.3%
Major	8,320	20.2%	11.5%	3.4%	19.6%	45.3%	26.3%
Marshall	13,350	29.1%	18.1%	4.2%	27.5%	67.5%	29.2%
Mayes	36,825	24.5%	14.1%	5.5%	22.9%	58.4%	31.1%
Murray	12,075	25.5%	13.9%	6.1%	23.4%	54.3%	33.3%
Muskogee	70,780	24.7%	17.9%	7.2%	30.7%	58.0%	26.4%
Noble	11,740	18.3%	12.6%	3.7%	22.4%	47.7%	22.9%
Nowata	10,295	24.4%	14.3%	4.1%	23.0%	55.0%	29.0%
Okfuskee	11,995	30.8%	22.7%	12.6%	27.6%	74.0%	30.2%
Oklahoma	656,350	17.5%	15.3%	5.2%	35.3%	53.3%	34.4%
Okmulgee	37,420	25.5%	19.4%	8.0%	32.5%	63.8%	21.8%
Osage	28,105	22.3%	14.4%	5.9%	25.8%	62.6%	24.0%
Ottawa	34,750	24.2%	16.6%	6.1%	28.5%	66.3%	33.0%
Pawnee	14,290	21.1%	13.8%	5.1%	24.0%	59.7%	29.2%
Payne	68,865	13.6%	20.2%	4.8%	26.9%	39.8%	28.6%
Pittsburg	45,790	24.1%	17.4%	7.3%	28.4%	63.4%	23.0%
Pontotoc	35,995	21.7%	16.6%	6.7%	28.7%	62.1%	21.1%
Pottawatomie	68,390	20.9%	14.4%	5.6%	28.5%	53.2%	36.8%
Pushmataha	11,980	31.2%	22.9%	6.4%	27.6%	72.4%	33.7%
Roger Mills	4,790	20.5%	16.0%	2.6%	17.6%	46.2%	32.6%
Rogers	64,440	18.4%	9.5%	4.0%	23.7%	38.1%	31.5%
Seminole	25,225	26.3%	20.9%	8.6%	32.2%	72.0%	32.1%
Sequoyah	39,165	29.7%	19.8%	6.2%	26.0%	66.3%	26.2%
Stephens	44,010	22.8%	14.5%	6.4%	25.2%	49.5%	25.3%
Texas	19,870	28.4%	14.0%	4.9%	19.5%	58.2%	17.0%
Tillman	8,945	33.4%	22.0%	4.3%	26.7%	68.3%	27.6%
Tulsa	615,665	14.7%	11.2%	4.7%	29.8%	46.1%	30.8%
Wagoner	30,610	23.5%	11.0%	4.7%	27.2%	57.4%	38.4%
Washington	49,250	14.7%	11.9%	4.9%	26.7%	36.0%	25.7%
Washita	10,805	20.6%	15.9%	4.3%	23.9%	57.9%	34.8%
Woods	9,695	17.6%	15.3%	4.0%	25.4%	44.3%	24.0%
Woodward	18,060	20.1%	12.5%	6.0%	24.5%	40.1%	30.0%
State Summa	6,355	19.4%	14.7%	5.3%	28.9%	52.4%	29.0%

APPENDIX D

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

- 1) **INSTRUCTION** INSTRUCTION (1000 Series)

- 2) **STUDENT SUPPORT** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - STUDENTS (2100)
 - Attendance and Social Work Services
 - Guidance Services
 - Health Services
 - Psychological Individual Services
 - Speech Pathology and Audiology Services
 - Other Support Services

- 3) **INSTR. SUPPORT** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
 - Improvement of Instruction Services
 - Educational Media Services
 - Other Support Services - Instr. Staff

- 4) **DISTRICT ADMIN.** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
 - Board of Education Services
 - Executive Administration Services
 - State and Federal Relations Services
 - Other General and Administrative Services

- 5) **SCHOOL ADMIN.** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - SCHOOL ADMINISTRATION (2400)
 - Office of the Principal Services (Independent Districts)
 - Office of Director
 - Office of Coordinator
 - Other Support Services

- 6) **DISTRICT SUPPORT** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - BUSINESS (2500)
 - Fiscal Services
 - Internal Services
 - OPERATION AND MAINTENANCE OF PLANT SERVICES (2600)
 - Supervision of Operation and Maintenance of Plant Services
 - Operation of Buildings Services
 - Care and Upkeep of Grounds Services
 - Care and Upkeep of Equipment Services
 - Vehicle Operation and Maint. Services (Not Student Trans.)
 - Security Services
 - Asbestos Abatement Services
 - Other Operation and Maintenance of Plant Services
 - STUDENT TRANSPORTATION SERVICES (2700)
 - Supervision of Student Transportation Services
 - Vehicle Operation Services
 - Monitoring Services
 - Vehicle Servicing and Maintenance Services
 - Other Student Transportation Services
 - SUPPORT SERVICES - CENTRAL (2800)
 - Planning, Research, Development, and Evaluation Services
 - Information Services
 - Staff Services
 - Data Processing Services
 - OTHER SUPPORT SERVICES (2900)

Continued on Next Page

7) **DEBT SERVICE** OTHER USES (5000 Series)
 DEBT SERVICE (5100)

8) **OTHER** OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series)
 CHILD NUTRITION PROGRAMS OPERATIONS (3100)
 Supervision of Child Nutrition Programs Operations
 Food Preparation and Dispensing Services
 Food and Supplies Delivery Services
 Other Direct and/or Related Child Nutrition Programs
 Food Procurement Services
 Non-Reimbursable Services
 Nutrition Education and Staff Development
 Other Child Nutrition Programs Operations
 OTHER ENTERPRISE SERVICES OPERATIONS (3200)
 COMMUNITY SERVICES OPERATIONS (3300)
 Supervision of Community Services Operations
 Other Community Services Operations

FACILITIES ACQUISITION AND CONSTR. SERV. (4000 Series)
 SUPERVISION OF FACILITIES ACQUISITION AND CONSTR. (4100)
 SITE ACQUISITION SERVICES (4200)
 SITE IMPROVEMENT SERVICES (4300)
 ARCHITECTURE AND ENGINEERING SERVICES (4400)
 EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500)
 BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600)
 BUILDING IMPROVEMENT SERVICES (4700)
 OTHER FACILITIES ACQUISITION AND CONSTR. SERVICES (4900)

OTHER USES (5000 Series)
 PRIVATE, NON-PROFIT SCHOOLS (5500)

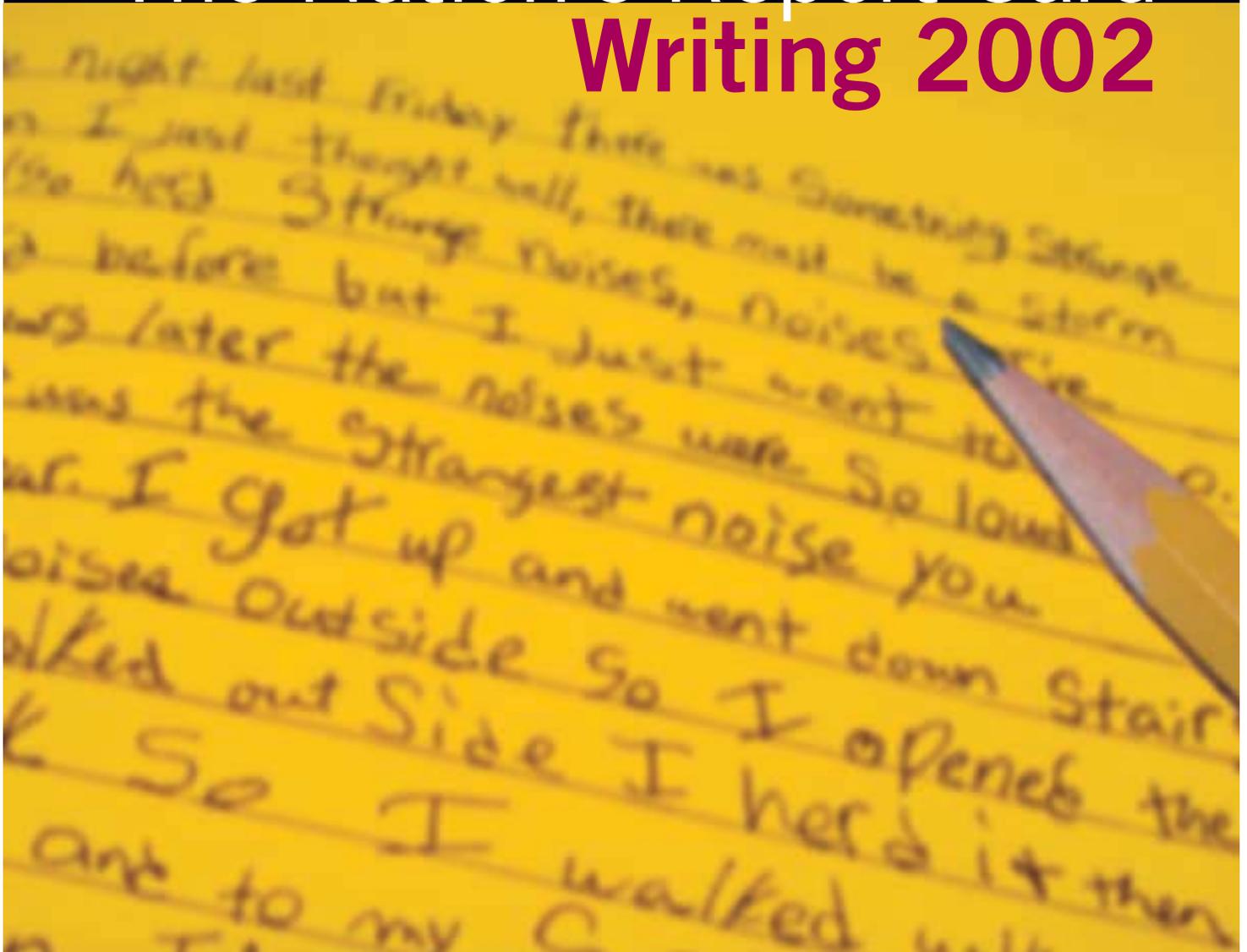
OTHER USES (7000 Series)
 SCHOLARSHIPS (7100)
 STUDENT AID (7200)
 STAFF AWARDS (7300)
 WORKER'S COMPENSATION CLAIMS (7400)
 TORT LIABILITY CLAIMS (7500)
 MEDICAL CARE CLAIMS (7600)
 FLEX BENEFITS (7700)
 LONG-TERM DISABILITY (LTD) CLAIMS (7800)
 OTHER (7900)

REPAYMENT (8000 Series)



U.S. Department of Education
Institute of Education Sciences
NCES 2003-529

The Nation's Report Card Writing 2002



The National Assessment of Educational Progress

Table 2.2 Average writing scale scores, grade 4 public schools: By state, 2002

Grade 4	2002
Nation (Public)	153
Alabama	140
Arizona	140
Arkansas	145
California †	146
Connecticut	174
Delaware	163
Florida	158
Georgia	149
Hawaii	149
Idaho	150
Indiana	154
Iowa †	155
Kansas †	149
Kentucky	154
Louisiana	142
Maine	158
Maryland	157
Massachusetts	170
Michigan	147
Minnesota †	156
Mississippi	141
Missouri	151
Montana †	149
Nebraska	154
Nevada	145
New Mexico	142
New York †	163
North Carolina	159
North Dakota †	150
Ohio	157
Oklahoma	142
Oregon	149
Pennsylvania	156
Rhode Island	157
South Carolina	145
Tennessee †	149
Texas	154
Utah	145
Vermont	158
Virginia	157
Washington †	158
West Virginia	147
Wyoming	150
Other Jurisdictions	
District of Columbia	135
DDESS ¹	156
DoDDS ²	159
Guam	131
Virgin Islands	125

† Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

Table 2.3 Average writing scale scores, grade 8 public schools: By state, 1998 and 2002

Grade 8	1998	2002
Nation (Public) ¹	148 *	152
Alabama	144	142
Arizona	143	141
Arkansas	137 **	142
California †	141	144
Colorado	151	—
Connecticut	165	164
Delaware	144 **	159
Florida	142 **, *	154
Georgia	146	147
Hawaii	135	138
Idaho	—	151
Indiana	—	150
Kansas †	—	155
Kentucky	146	149
Louisiana	136 **	142
Maine	155	157
Maryland	147 **	157
Massachusetts	155 **	163
Michigan	—	147
Minnesota †	148	—
Mississippi	134 **	141
Missouri	142 **	151
Montana †	150	152
Nebraska	—	156
Nevada	140	137
New Mexico	141	140
New York †	146 **	151
North Carolina	150 **	157
North Dakota †	—	147
Ohio	—	160
Oklahoma	152	150
Oregon †	149 *	155
Pennsylvania	—	154
Rhode Island	148 **	151
South Carolina	140 **, *	146
Tennessee †	148	148
Texas	154	152
Utah	143	143
Vermont	—	163
Virginia	153	157
Washington †	148 **, *	155
West Virginia	144	144
Wisconsin †	153	—
Wyoming	146 **, *	151
Other Jurisdictions		
American Samoa	—	95
District of Columbia	126	128
DDESS ²	160	164
DoDDS ³	156 **, *	161
Guam	—	130
Virgin Islands	124	128

— Indicates that the jurisdiction did not participate or did not meet minimum participation guidelines for reporting.

† Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

* Significantly different from 2002 when only one jurisdiction or the nation is being examined.

** Significantly different from 2002 when using a multiple-comparison procedure based on all jurisdictions that participated both years.

¹ National results for the 1998 assessment are based on the national sample, not on aggregated state assessment samples.

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

³ Department of Defense Dependents Schools (Overseas).

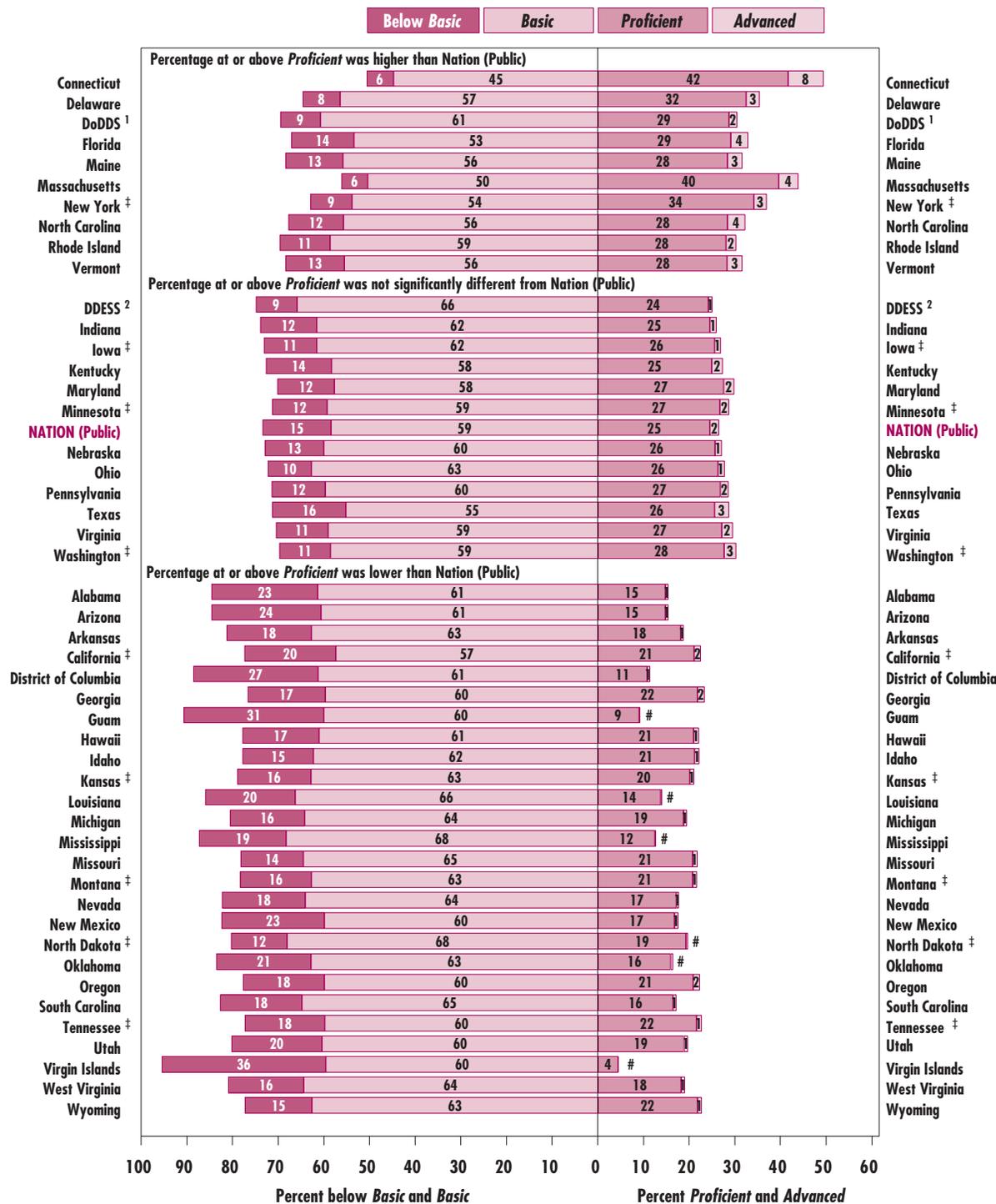
NOTE: Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited English proficient students in the NAEP samples.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

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

Grade 4

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



Percentage rounds to zero.

‡ Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

¹ Department of Defense Dependents Schools (Overseas).

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

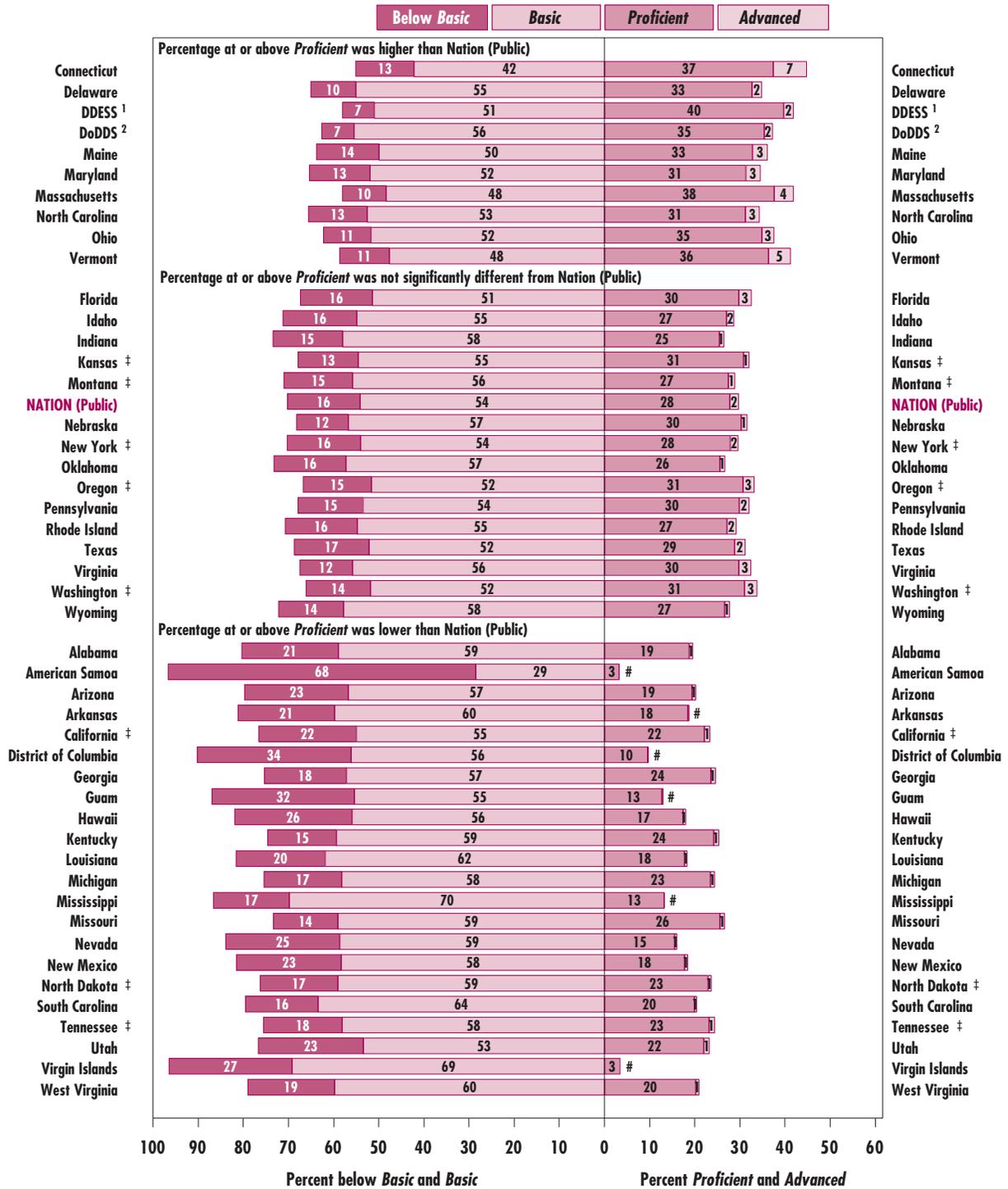
NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

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

Grade 8

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



Percentage rounds to zero.

‡ Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

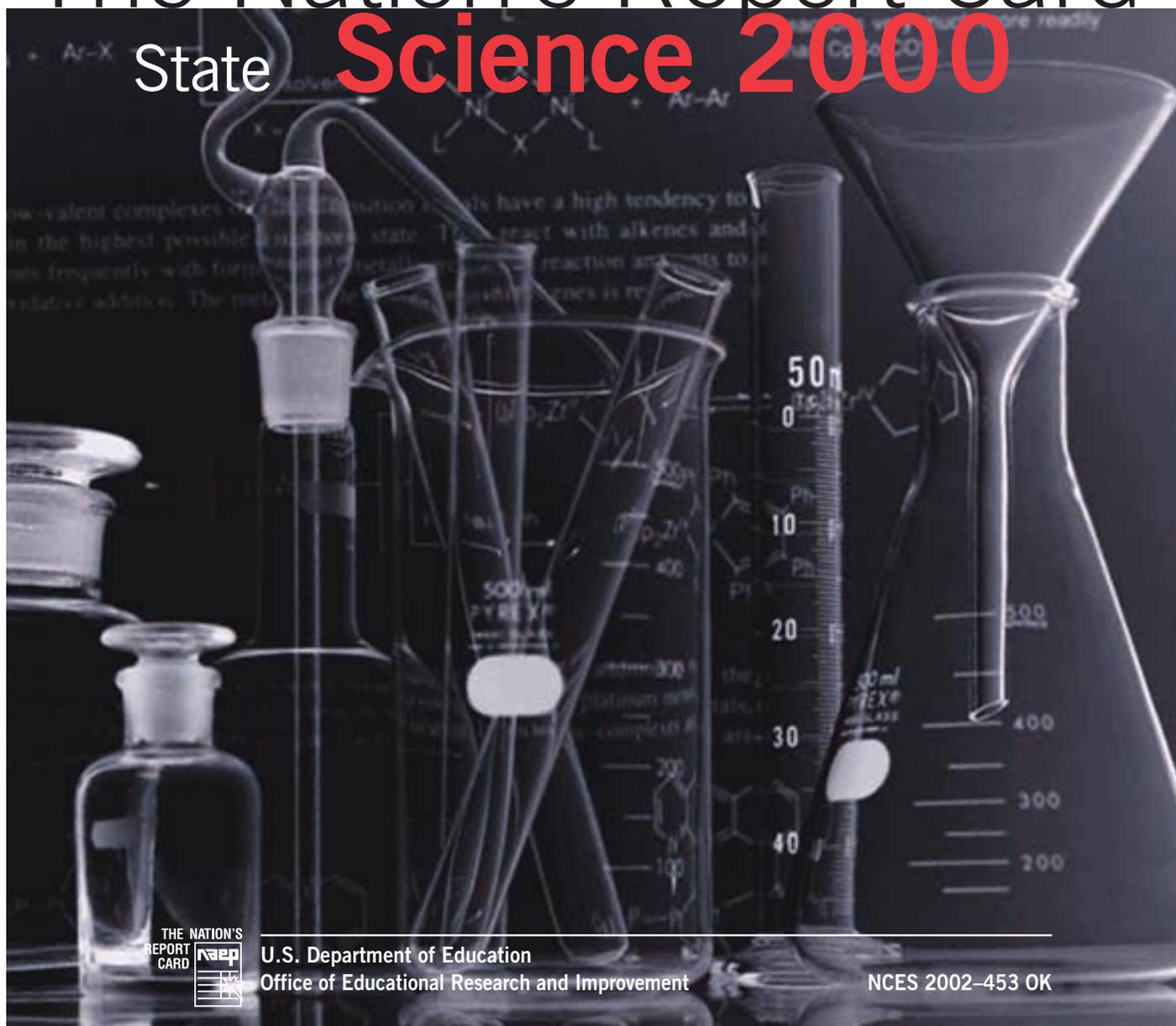
Report for Oklahoma

Findings from the
National Assessment of Educational Progress

National Center for Education Statistics

The Nation's Report Card

State **Science 2000**

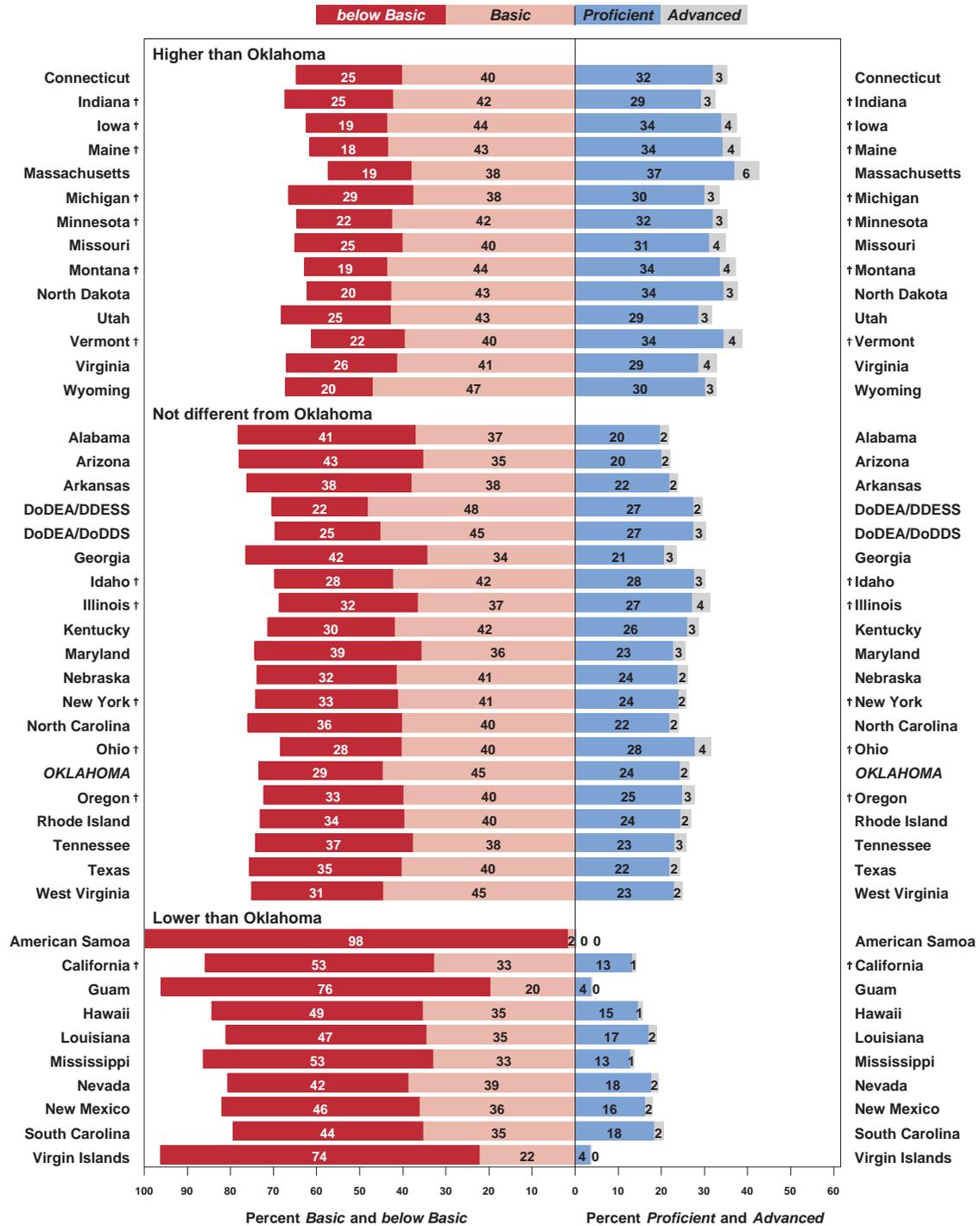


U.S. Department of Education
Office of Educational Research and Improvement

NCES 2002-453 OK



The Nation's Report Card Science 2000 State Assessment
 The percentage of public school students at or above the Proficient level in Oklahoma compared with those in other participating jurisdictions at grade 4 in 2000, based on the sample in which accommodations were not permitted



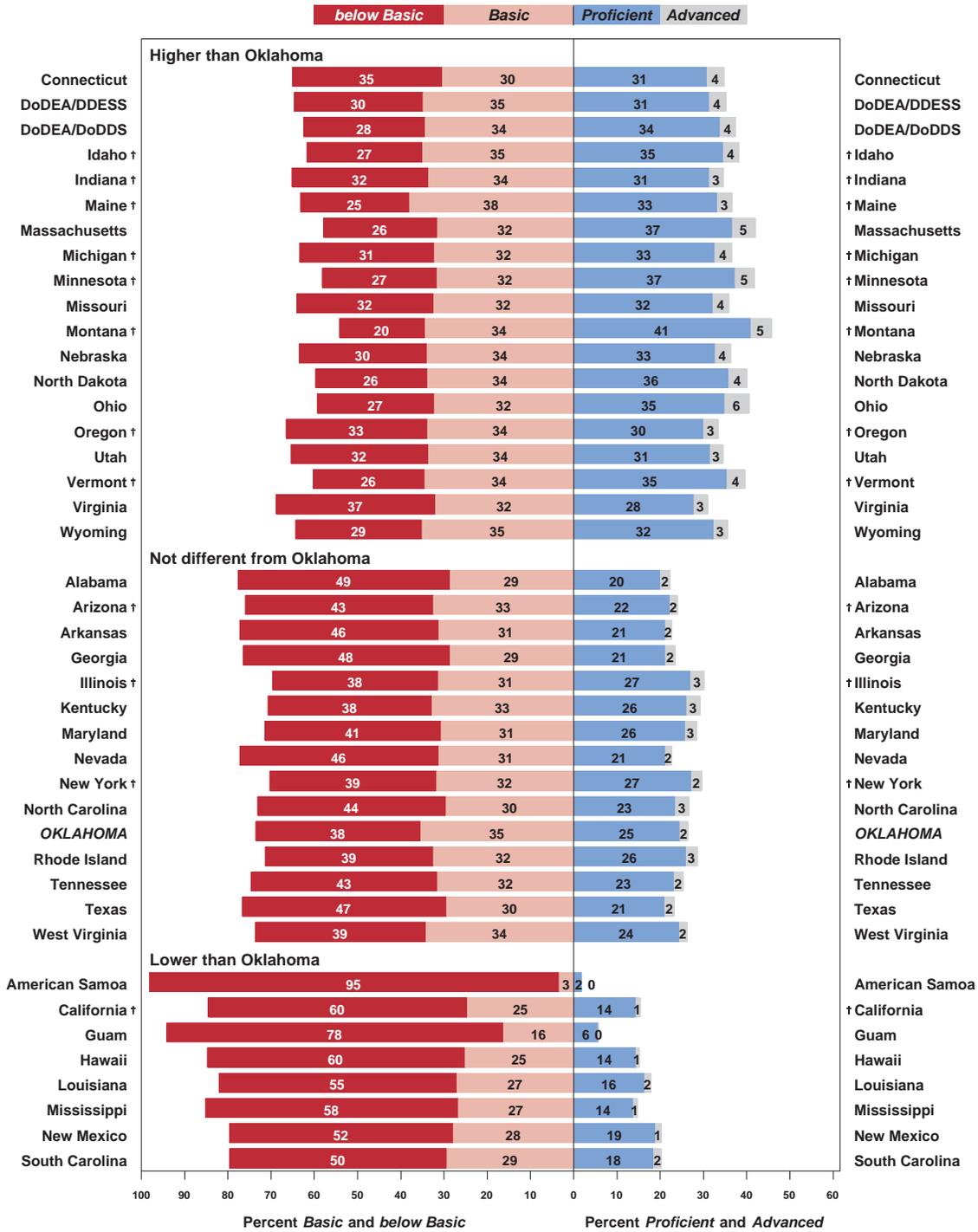
† Indicates that the jurisdiction did not meet one or more of the guidelines for school participation.

NOTE: The bars above contain estimated percentages of students in each NAEP science achievement category. Each population of students is aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above. Numbers may not add to 100, or to the exact percentage at or above achievement levels, due to rounding.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment.



The Nation's Report Card Science 2000 State Assessment
 The percentage of public school students at or above the Proficient level in Oklahoma compared with those in other participating jurisdictions at grade 8 in 2000, based on the sample in which accommodations were not permitted



† Indicates that the jurisdiction did not meet one or more of the guidelines for school participation.

NOTE: The bars above contain estimated percentages of students in each NAEP science achievement category. Each population of students is aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above. Numbers may not add to 100, or to the exact percentage at or above achievement levels, due to rounding.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment.



The Nation's Report Card Science 2000 State Assessment

Sample sizes and average scale scores in the sample in which accommodations were not permitted and the sample in which accommodations were permitted for each jurisdiction participating in the 2000 science assessment

	Grade 4				Grade 8			
	Sample in which accommodations were not permitted		Sample in which accommodations were permitted		Sample in which accommodations were not permitted		Sample in which accommodations were permitted	
	N	Average	N	Average	N	Average	N	Average
Alabama	2526	143 (1.7)	2552	143 (1.7)	2400	141 (1.9)	2382	143 (1.7)
Arizona †	2080	141 (1.4)	2068	140 (1.8)	1783	146 (1.6)	1822	145 (1.3)
Arkansas	2175	144 (1.7)	2214	145 (1.3)	2115	143 (1.3)	2140	142 (1.2)
California †	1682	131 (2.0)	1714	129 (3.0)	1650	132 (1.5)	1723	129 (1.8)
Connecticut	2493	156 (1.3)	2550	156 (1.3)	2506	154 (1.4)	2551	153 (1.6)
Georgia	2640	143 (1.4)	2687	142 (1.4)	2550	144 (1.5)	2578	142 (1.6)
Hawaii	2425	136 (1.4)	2439	136 (1.4)	2268	132 (1.2)	2285	130 (1.4)
Idaho †	1717	153 (1.5)	1750	152 (1.4)	1973	159 (1.1)	2003	158 (1.0)
Illinois †	1596	151 (1.6)	1671	150 (2.4)	1753	150 (1.9)	1808	148 (1.7)
Indiana †	1812	155 (1.6)	1870	154 (1.5)	1878	156 (1.7)	1904	154 (1.4)
Iowa †	1887	160 (1.4)	1951	159 (1.3)	----	--- (---)	----	--- (---)
Kentucky	2248	152 (1.1)	2311	152 (1.2)	2303	152 (1.3)	2383	150 (1.2)
Louisiana	2452	139 (1.9)	2538	139 (1.8)	2373	136 (1.7)	2393	134 (1.5)
Maine †	2094	161 (1.0)	2184	161 (1.1)	2156	160 (1.0)	2254	158 (0.9)
Maryland	2648	146 (1.3)	2737	145 (1.3)	2336	149 (1.3)	2434	146 (1.4)
Massachusetts	2274	162 (1.2)	2351	161 (1.4)	2277	161 (1.6)	2389	158 (1.1)
Michigan †	1875	154 (1.8)	1922	152 (1.8)	2024	156 (1.7)	2047	155 (1.8)
Minnesota †	1853	157 (1.5)	1894	157 (1.6)	1435	160 (2.1)	1458	159 (1.2)
Mississippi	2776	133 (1.4)	2799	133 (1.4)	2495	134 (1.2)	2514	134 (1.2)
Missouri	2367	156 (1.6)	2473	157 (1.2)	2320	156 (1.1)	2415	154 (1.2)
Montana †	1176	160 (2.1)	1201	160 (1.5)	1692	165 (1.2)	1745	164 (1.4)
Nebraska	1289	150 (1.8)	1315	150 (1.8)	1898	157 (1.0)	1863	158 (1.4)
Nevada	2526	142 (1.3)	2619	142 (1.2)	2694	143 (1.1)	2733	141 (1.0)
New Mexico	1895	138 (2.0)	1999	140 (1.8)	1903	140 (1.6)	1981	139 (1.5)
New York †	1764	149 (1.4)	1848	148 (1.3)	1616	149 (2.4)	1697	145 (2.1)
North Carolina	2374	148 (1.4)	2482	147 (1.3)	2342	147 (1.5)	2452	145 (1.4)
North Dakota	2338	160 (0.8)	2400	160 (0.9)	2194	161 (0.9)	2221	159 (1.1)
Ohio †	1887	154 (1.6)	1922	155 (1.4)	2122	161 (1.5)	2169	159 (1.5)
Oklahoma	2377	152 (1.4)	2475	151 (1.3)	2452	149 (1.2)	2515	149 (1.1)
Oregon †	1625	150 (1.9)	1686	148 (2.0)	1751	154 (1.6)	1780	154 (1.4)
Rhode Island	2395	148 (1.5)	2500	148 (1.3)	2360	150 (1.3)	2440	148 (0.9)
South Carolina	2448	141 (1.2)	2495	140 (1.3)	2298	142 (1.3)	2336	140 (1.4)
Tennessee	2496	147 (1.5)	2522	145 (1.4)	2227	146 (1.5)	2257	145 (1.5)
Texas	2125	147 (1.6)	2229	145 (1.8)	2302	144 (1.5)	2331	143 (1.7)
Utah	2652	155 (1.1)	2694	154 (1.3)	2446	155 (0.9)	2475	154 (1.0)
Vermont †	1237	159 (1.7)	1312	160 (1.3)	1966	161 (0.9)	2021	159 (1.0)
Virginia	2502	156 (1.6)	2615	155 (1.4)	2435	152 (1.2)	2508	151 (1.0)
West Virginia	2522	150 (1.1)	2639	149 (1.3)	2436	150 (1.1)	2567	146 (1.1)*
Wyoming	1745	158 (1.1)	1821	156 (1.3)	2560	158 (1.0)	2575	156 (1.0)
American Samoa	453	51 (1.7)	475	54 (1.6)	445	72 (2.3)	471	74 (4.2)
DDESS	1295	157 (0.7)	1300	157 (0.9)	650	159 (1.2)	701	155 (1.6)
DoDDS	2790	156 (0.5)	2825	155 (0.8)	1962	159 (0.8)	1999	159 (0.8)
Guam	996	110 (2.3)	1064	114 (1.2)	945	114 (4.5)	921	114 (1.8)
Virgin Islands	690	116 (1.1)	698	116 (1.7)	----	--- (---)	----	--- (---)

NOTE: The NAEP science scale ranges from 0 to 300. The standard errors of the statistics in the table appear in parentheses.
 † Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in one or both grades.
 * Indicates that the average scale score for the sample in which accommodations were permitted was significantly different from the average scale score for the sample in which accommodations were not permitted within a single jurisdiction.
 ** Indicates that the average scale score for the sample in which accommodations were permitted was significantly different from the average scale score for the sample in which accommodations were not permitted using a multiple comparison procedure based on all jurisdictions that participated.
 --- Iowa did not participate at grade 8. Virgin Islands failed to meet participation guidelines to report results at grade 8.
 SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment.

INSIDE THIS ISSUE:

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- 3 2003 Assessment Design
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Important Indicator of Educational Progress

Since 1969 the National Assessment of Educational Progress (NAEP) has been an ongoing nationally representative indicator of what American students know and can do in major academic subjects.

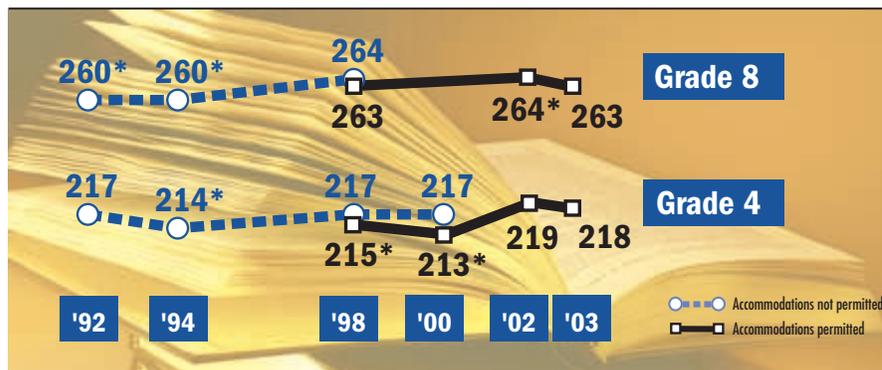
Over the years, NAEP has measured students' achievement in many subjects, including reading, mathematics, science, writing, U.S. history, geography, civics, and the arts. In 2003, NAEP conducted a national and state assessment in reading at grades 4 and 8.

NAEP is a project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education, and is overseen by the National Assessment Governing Board (NAGB).



Average Fourth- and Eighth-Grade Reading Scores Show Little Change

No significant change was detected between 2002 and 2003 in the average score for fourth-graders. The average fourth-grade score in 2003 was not found to differ significantly from that in 1992. The average reading score for eighth-graders decreased by 1 point between 2002 and 2003; however, the score in 2003 was higher than that in 1992. (Differences are discussed in this report only if they were found to be statistically significant.)



*Significantly different from 2003.

NOTE: Average reading scores are reported on a 0-500 scale. Data were not collected at grade 8 in 2000. In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998-2003) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

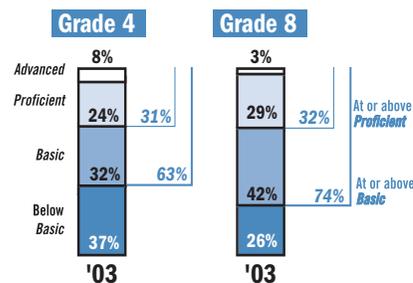
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, 2002, and 2003 Reading Assessments.

How well did students perform in 2003?

The figures to the right show that 31 percent of fourth-graders and 32 percent of eighth-graders performed at or above the *Proficient* level in 2003. The percentage of students performing at or above the *Basic* level in 2003 was 63 percent at grade 4 and 74 percent at grade 8.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.



Background Information

Average test scores have a standard error—a range of up to a few points above or below the score—due to sampling error and measurement error. Statistical tests are used to determine whether the differences between average scores are significant; therefore, not all apparent differences may be found to be statistically significant. All the differences discussed in this report were tested for statistical significance at the .05 level.

Beginning in 2002, the NAEP national sample was obtained by aggregating the samples from each state, rather than by obtaining an independently selected national sample. As a

consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. In keeping with past practice, all statistically significant differences are indicated in the current report.

The results presented in the figures and tables throughout this report distinguish between two different reporting samples that reflect a change in administration procedures. The more recent results are based on administration procedures in

which testing accommodations (e.g., extended time, small group testing) were permitted for students with disabilities and limited-English-proficient students. Accommodations were not permitted in 1992 or 1994. Comparisons between results from 2003 and those from assessment years in which both types of administration procedures were used (in 1998 and 2000 at grade 4 and in 1998 at grade 8) are discussed based on the results when accommodations were permitted, even though significant differences in results when accommodations were not permitted may be noted in the figures and tables.

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How States Performed in Reading

In addition to national results, the 2003 reading assessment collected performance data for fourth- and eighth-graders who attended public schools in states and other jurisdictions that participated. In 2003, all 50

states and 3 other jurisdictions participated at grades 4 and 8.

State Average Score Results

Tables 1 and 2 present average reading score

results for fourth- and eighth-graders, respectively. Among the 46 states and jurisdictions that participated in both the 2002 and 2003 fourth-grade assessments, 1 showed an increase in the average reading score

and 1 showed a decrease. Of the 42 states and jurisdictions that participated in both the 1992 and 2003 fourth-grade assessments, 13 showed increases and 5 showed declines in average scores.

Table 1. Average reading scale scores, grade 4 public schools: By state, 1992–2003

	Accommodations not permitted			Accommodations permitted			
	1992	1994	1998	1998	2002	2003	
Nation (public) ¹	215	212 *	215	213 *	217	216	–Not available.
Alabama	207	208	211	211	207	207	*Significantly different from 2003 when only one jurisdiction or the nation is being examined.
Alaska	–	–	–	–	–	212	**Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.
Arizona	209	206	207	206	205	209	
Arkansas	211	209 ***	209 *	209 *	213	214	
California	202	197 ***	202	202	206	206	
Colorado	217 ***	213 ***	222	220	–	224	¹ National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.
Connecticut	222 ***	222 ***	232	230	229	228	² Department of Defense Domestic Dependent Elementary and Secondary Schools.
Delaware	213 ***	206 ***	212 ***	207 ***	224	224	³ Department of Defense Dependents Schools (Overseas).
Florida	208 ***	205 ***	207 ***	206 ***	214 *	218	
Georgia	212	207 ***	210	209 ***	215	214	
Hawaii	203 *	201 ***	200 ***	200 ***	208	208	
Idaho	219	–	–	–	220	218	
Illinois	–	–	–	–	–	216	
Indiana	221	220	–	–	222	220	
Iowa	225	223	223	220	223	223	
Kansas	–	–	222	221	222	220	
Kentucky	213 ***	212 ***	218	218	219	219	
Louisiana	204	197 ***	204	200 *	207	205	
Maine	227 *	228 ***	225	225	225	224	
Maryland	211 ***	210 ***	215	212 ***	217	219	
Massachusetts	226	223 ***	225	223 ***	234 ***	228	NOTE: State-level data were not collected in 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. In addition to allowing for accommodations, the accommodations-permitted results for national public schools at grade 4 (1998–2003) differ slightly from previous years' results, and from previously reported results for 1998, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.
Michigan	216	–	217	216	219	219	
Minnesota	221	218 ***	222	219	225	223	
Mississippi	199 ***	202	204	203	203	205	
Missouri	220	217 ***	216 ***	216 ***	220	222	
Montana	–	222	226	225	224	223	
Nebraska	221	220	–	–	222	221	
Nevada	–	–	208	206	209	207	
New Hampshire	228	223 ***	226	226	–	228	
New Jersey	223	219 ***	–	–	–	225	
New Mexico	211 ***	205	206	205	208	203	
New York	215 ***	212 ***	216 ***	215 ***	222	222	
North Carolina	212 ***	214 ***	217 *	213 ***	222	221	
North Dakota	226 ***	225 ***	–	–	224	222	
Ohio	217 ***	–	–	–	222	222	
Oklahoma	220 ***	–	220 ***	219 ***	213	214	
Oregon	–	–	214	212 ***	220	218	
Pennsylvania	221	215	–	–	221	219	
Rhode Island	217	220	218	218	220	216	
South Carolina	210 ***	203 ***	210 *	209 ***	214	215	
South Dakota	–	–	–	–	–	222	
Tennessee	212	213	212	212	214	212	
Texas	213	212	217	214	217	215	
Utah	220	217	215 *	216	222	219	
Vermont	–	–	–	–	227	226	
Virginia	221	213 ***	218 *	217 ***	225	223	
Washington	–	213 ***	217 *	218	224	221	
West Virginia	216 *	213 ***	216	216	219	219	
Wisconsin	224 *	224 ***	224 *	222	–	221	
Wyoming	223	221	219	218 *	221	222	
Other jurisdictions							
District of Columbia	188	179 ***	182 ***	179 ***	191	188	
DDESS ²	–	–	220 *	219 *	225	223	
DoDDS ³	–	218 ***	223	221 ***	224	225	

At grade 8, of 44 states and jurisdictions that participated in both 2002 and 2003, 1 showed a gain and 6 showed declines in average scores. Of the 39 states and jurisdictions that participated in both 1998

(when accommodations were permitted) and 2003, 8 showed increases and 7 showed declines in average scores.

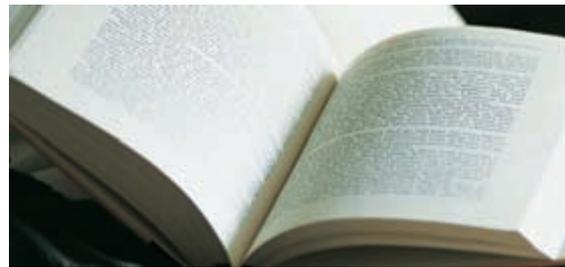


Table 2. Average reading scale scores, grade 8 public schools: By state, 1998–2003

	Accommodations not permitted		Accommodations permitted	
	1998	1998	2002	2003
Nation (public) ¹	261	261	263 *	261
Alabama	255	255	253	253
Alaska	—	—	—	256
Arizona	261 **	260 ***	257	255
Arkansas	256	256	260	258
California	253	252	250	251
Colorado	264 *	264 *	—	268
Connecticut	272 ***	270 *	267	267
Delaware	256 ***	254 ***	267 *	265
Florida	253	255	261	257
Georgia	257	257	258	258
Hawaii	250	249	252	251
Idaho	—	—	266	264
Illinois	—	—	—	266
Indiana	—	—	265	265
Iowa	—	—	—	268
Kansas	268	268	269	266
Kentucky	262 *	262 *	265	266
Louisiana	252	252	256	253
Maine	273 ***	271 *	270	268
Maryland	262	261	263	262
Massachusetts	269 *	269 *	271	273
Michigan	—	—	265	264
Minnesota	267	265	—	268
Mississippi	251 *	251	255	255
Missouri	263 ***	262 ***	268	267
Montana	270	271	270	270
Nebraska	—	—	270 *	266
Nevada	257 ***	258 ***	251	252
New Hampshire	—	—	—	271
New Jersey	—	—	—	268
New Mexico	258 ***	258 ***	254	252
New York	266	265	264	265
North Carolina	264	262	265 *	262
North Dakota	—	—	268	270
Ohio	—	—	268	267
Oklahoma	265 *	265 *	262	262
Oregon	266	266	268 *	264
Pennsylvania	—	—	265	264
Rhode Island	262	264 ***	262	261
South Carolina	255	255 *	258	258
South Dakota	—	—	—	270
Tennessee	259	258	260	258
Texas	262	261	262	259
Utah	265	263	263	264
Vermont	—	—	272	271
Virginia	266	266	269	268
Washington	265	264	268 *	264
West Virginia	262	262	264 *	260
Wisconsin	266	265	—	266
Wyoming	262 ***	263 ***	265 *	267
Other jurisdictions				
District of Columbia	236	236	240	239
DDESS ²	269	268	272	269
DoDDS ³	269 ***	269 ***	273	273

—Not available.

*Significantly different from 2003 when only one jurisdiction or the nation is being examined.

**Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

¹National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.

²Department of Defense Domestic Dependent Elementary and Secondary Schools.

³Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 1992, 1994, or 2000. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

State Achievement-Level Results

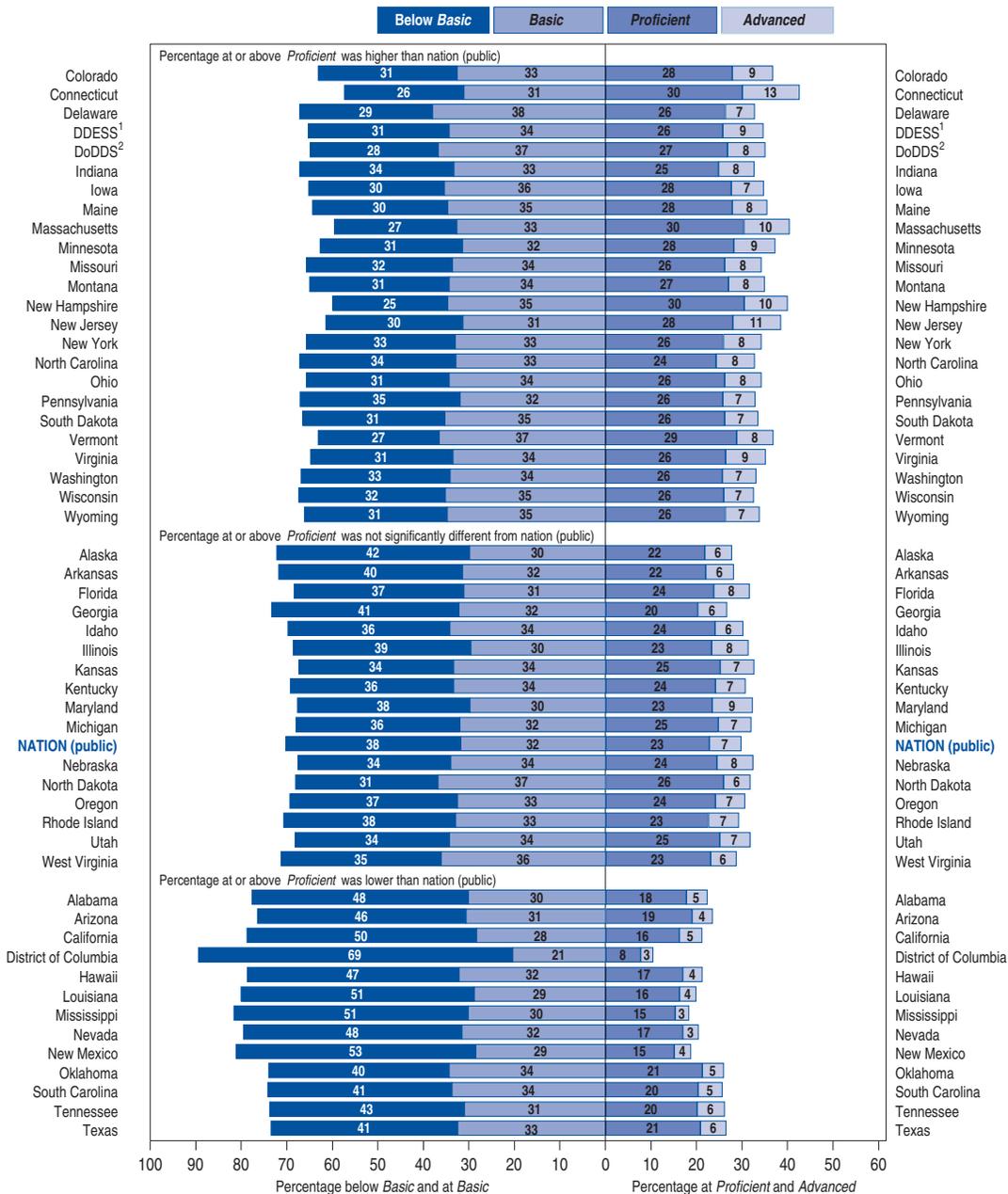
The figures on this and the next page show the percentages of fourth- and eighth-graders at each achievement level for the states and jurisdictions that participated in the 2003 reading

assessment. In both figures, the shaded bars represent the proportion of students at each of three achievement levels—*Basic*, *Proficient*, and *Advanced*—as well as the proportion below *Basic*. The central vertical line divides the proportion of students

who fell below the *Proficient* level (i.e., at *Basic* or below *Basic*) from those who performed at or above the *Proficient* achievement level (i.e., at *Proficient* or at *Advanced*). Scanning down the horizontal bars to the right of the vertical line

allows easy comparison of states' and other jurisdictions' percentages of students at or above *Proficient*—the achievement level identified by the National Assessment Governing Board as the standard all students should reach. States and other

Figure 3. Percentage of students within each reading achievement level, grade 4 public schools: By state, 2003



¹Department of Defense Domestic Dependent Elementary and Secondary Schools.

²Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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jurisdictions are listed alphabetically within three groups: percentage at or above *Proficient* was higher than, not significantly different from, or lower than the nation.

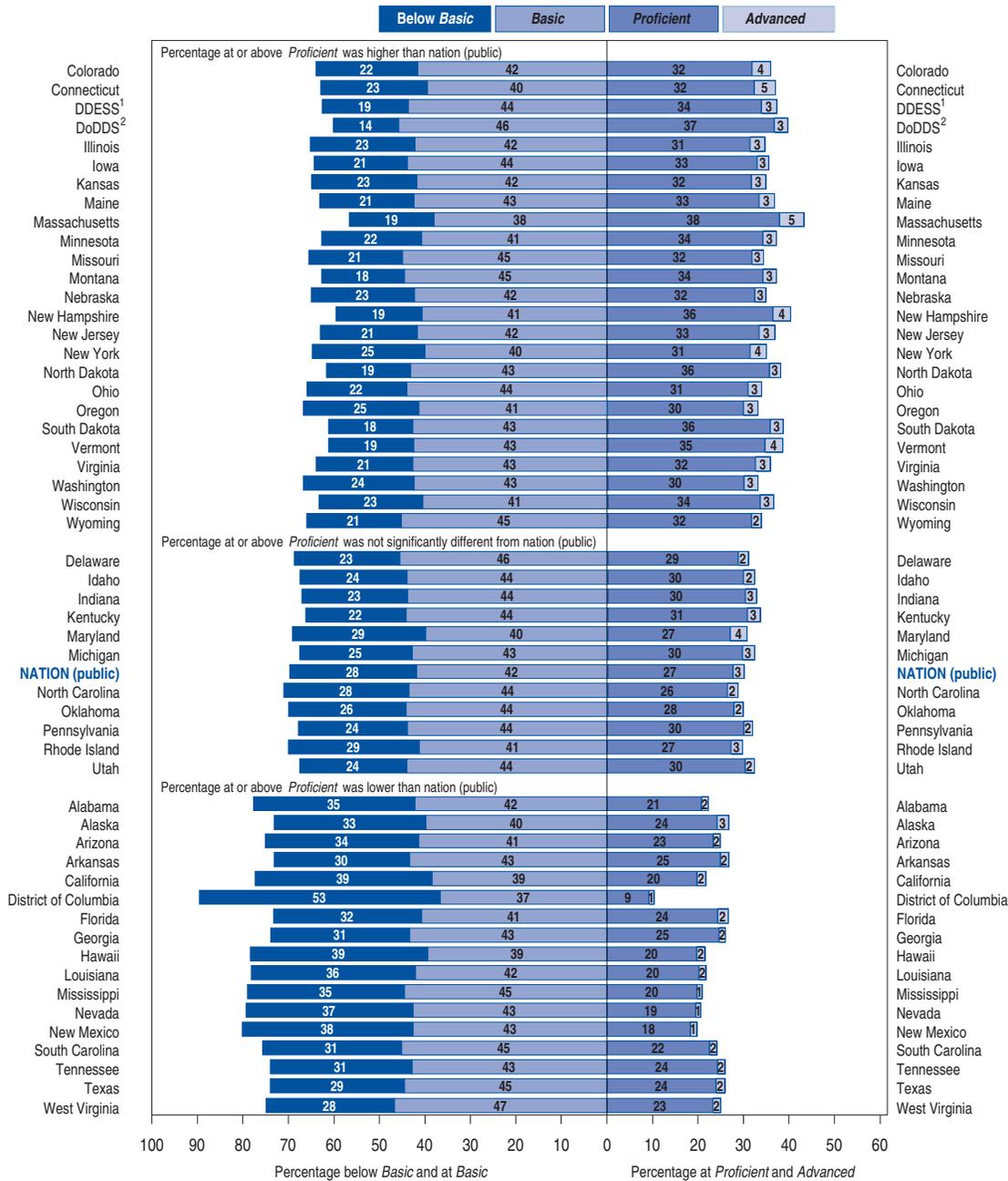
At grade 4, as shown in figure 3, 24 states and other jurisdictions had higher percentages of students at or above *Proficient* than the nation, 16 had percentages that were not found to be

statistically different from the nation, and 13 had percentages that were lower than the nation.

At grade 8, as shown in figure 4, 25 states and other jurisdictions had higher

percentages of students at or above *Proficient* than the nation, 11 had percentages that were not found to be significantly different from the nation, and 17 had percentages that were lower than the nation.

Figure 4. Percentage of students within each reading achievement level, grade 8 public schools: By state, 2003



¹Department of Defense Domestic Dependent Elementary and Secondary Schools.

²Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

INSIDE THIS ISSUE:

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Important Indicator of Educational Progress

Since 1969 the National Assessment of Educational Progress (NAEP) has been an ongoing nationally representative indicator of what American students know and can do in major academic subjects.

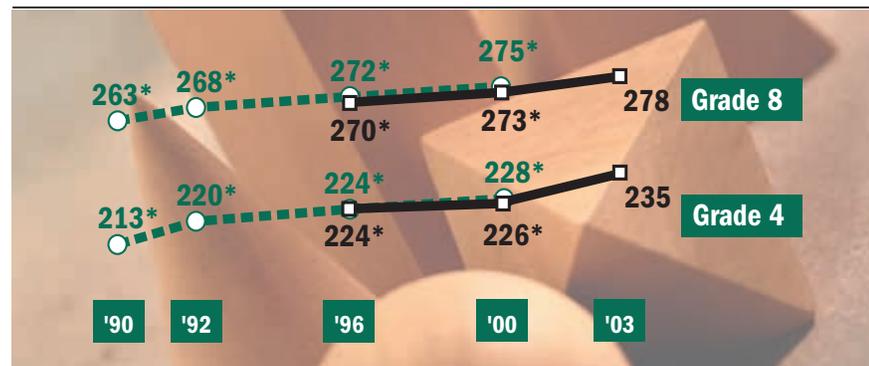
Over the years, NAEP has measured students' achievement in many subjects, including reading, mathematics, science, writing, U.S. history, geography, civics, and the arts. In 2003, NAEP conducted a national and state assessment in mathematics at grades 4 and 8.

NAEP is a project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education, and is overseen by the National Assessment Governing Board (NAGB).



Fourth- and Eighth-Graders' Average Mathematics Scores Increase

Average scores were higher in 2003 than in all the previous assessment years at both grades 4 and 8. (Differences are discussed in the report only if they were found to be statistically significant.)



*Significantly different from 2003.

NOTE: Average mathematics scores are reported on a 0-500 scale. In addition to allowing for accommodations, the accommodations-permitted results (1996-2003) differ slightly from previous years' results, and from previously reported results for 1996 and 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

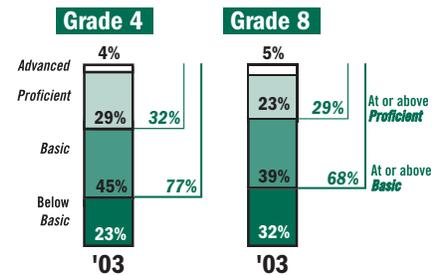
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, and 2003 Mathematics Assessments.

How well did students perform in 2003?

The figures to the right show that 32 percent of fourth-graders and 29 percent of eighth-graders performed at or above the *Proficient* level in 2003. The percentages of students performing at or above *Basic* in 2003 were 77 percent at grade 4 and 68 percent at grade 8.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.



Background Information

Average test scores have a standard error—a range of up to a few points above or below the score—due to sampling error and measurement error. Statistical tests are used to determine whether the differences between average scores are significant; therefore, not all apparent differences may be found to be statistically significant. All the differences discussed in this report were tested for statistical significance at the .05 level.

Beginning in 2002, the NAEP national sample was obtained by aggregating the samples from each state, rather than by

obtaining an independently selected national sample. As a consequence, the size of the national sample increased, and smaller differences between years or between types of students were found to be statistically significant than would have been detected in previous assessments. In keeping with past practice, all statistically significant differences are indicated in the current report.

The results presented in the figures and tables throughout this report distinguish between two different reporting samples that reflect a change in admin-

istration procedures beginning in 1996. This change involved permitting students with disabilities or limited-English-proficient students to use certain accommodations (e.g., extended time, small group testing). Comparisons between results from 2003 and those from assessment years in which both types of administration procedures were used (1996 and 2000) are discussed based on the results when accommodations were permitted, although significant differences in results when accommodations were not permitted may be noted in the figures and tables.

Most Participating States and Jurisdictions Show Gains at Grades 4 and 8

In addition to national results, the 2003 mathematics assessment collected performance data for fourth- and eighth-graders who attended public schools in 50 states and 3 other jurisdictions that participated.

State Average Score Results

Tables 1 and 2 present average mathematics score results for fourth- and eighth-graders respectively.

Among the 43 states and jurisdictions that participated in both the 2000 and 2003 fourth-grade assessments, all showed increases in average scores. Similarly,

all 42 of the states and jurisdictions that participated in the 1992 and 2003 assessments showed increases in average scores.

Table 1. Average mathematics scale scores, grade 4 public schools: By state, 1992–2003

Nation (public) ¹	Accommodations not permitted			Accommodations permitted	
	1992	1996	2000	2000	2003
Nation (public) ¹	219 *	222 *	226 *	224 *	234
Alabama	208 ***	212 ***	218 ***	217 ***	223
Alaska	—	224 ***	—	—	233
Arizona	215 ***	218 ***	219 ***	219 ***	229
Arkansas	210 ***	216 ***	217 ***	216 ***	229
California	208 ***	209 ***	214 ***	213 ***	227
Colorado	221 ***	226 ***	—	—	235
Connecticut	227 ***	232 ***	234 ***	234 ***	241
Delaware	218 ***	215 ***	—	—	236
Florida	214 ***	216 ***	—	—	234
Georgia	216 ***	215 ***	220 ***	219 ***	230
Hawaii	214 ***	215 ***	216 ***	216 ***	227
Idaho	222 ***	—	227 ***	224 ***	235
Illinois	—	—	225 ***	223 ***	233
Indiana	221 ***	229 ***	234 ***	233 ***	238
Iowa	230 ***	229 ***	233 ***	231 ***	238
Kansas	—	—	232 ***	232 ***	242
Kentucky	215 ***	220 ***	221 ***	219 ***	229
Louisiana	204 ***	209 ***	218 ***	218 ***	226
Maine	232 ***	232 ***	231 ***	230 ***	238
Maryland	217 ***	221 ***	222 ***	222 ***	233
Massachusetts	227 ***	229 ***	235 ***	233 ***	242
Michigan	220 ***	226 ***	231 ***	229 ***	236
Minnesota	228 ***	232 ***	235 ***	234 ***	242
Mississippi	202 ***	208 ***	211 ***	211 ***	223
Missouri	222 ***	225 ***	229 ***	228 ***	235
Montana	—	228 ***	230 ***	228 ***	236
Nebraska	225 ***	228 ***	226 ***	225 ***	236
Nevada	—	218 ***	220 ***	220 ***	228
New Hampshire	230 ***	—	—	—	243
New Jersey	227 ***	227 ***	—	—	239
New Mexico	213 ***	214 ***	214 ***	213 ***	223
New York	218 ***	223 ***	227 ***	225 ***	236
North Carolina	213 ***	224 ***	232 ***	230 ***	242
North Dakota	229 ***	231 ***	231 ***	230 ***	238
Ohio	219 ***	—	231 ***	230 ***	238
Oklahoma	220 ***	—	225 ***	224 ***	229
Oregon	—	223 ***	227 ***	224 ***	236
Pennsylvania	224 ***	226 ***	—	—	236
Rhode Island	215 ***	220 ***	225 ***	224 ***	230
South Carolina	212 ***	213 ***	220 ***	220 ***	236
South Dakota	—	—	—	—	237
Tennessee	211 ***	219 ***	220 ***	220 ***	228
Texas	218 ***	229 ***	233 ***	231 ***	237
Utah	224 ***	227 ***	227 ***	227 ***	235
Vermont	—	225 ***	232 ***	232 ***	242
Virginia	221 ***	223 ***	230 ***	230 ***	239
Washington	—	225 ***	—	—	238
West Virginia	215 ***	223 ***	225 ***	223 ***	231
Wisconsin	229 ***	231 ***	—	—	237
Wyoming	225 ***	223 ***	229 ***	229 ***	241
Other jurisdictions					
District of Columbia	193 ***	187 ***	193 ***	192 ***	205
DDESS ²	—	224 ***	228 ***	228 ***	237
DoDDS ³	—	223 ***	228 ***	226 ***	237

—Not available.

*Significantly different from 2003 when only one jurisdiction or the nation is being examined.

**Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.

¹National results for assessments prior to 2003 are based on the national sample, not on aggregated state samples.

²Department of Defense Domestic Dependent Elementary and Secondary Schools.

³Department of Defense Dependents Schools (Overseas).

NOTE: State-level data were not collected in 1990. Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. In addition to allowing for accommodations, the accommodations-permitted results for national public schools (2000 and 2003) differ slightly from previous years' results, and from previously reported results for 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1996, 2000, and 2003 Mathematics Assessments.

At grade 8, of the 42 states and jurisdictions that participated in both the 2000 and 2003 assessments, 28 had higher average scores in 2003 and none

showed a decline. All 38 states and jurisdictions that participated in both 1990 and 2003 had higher average scores in 2003.



Table 2. Average mathematics scale scores, grade 8 public schools: By state, 1990–2003

Nation (public) ¹	Accommodations not permitted				Accommodations permitted		Footnote
	1990	1992	1996	2000	2000	2003	
Nation (public) ¹	262 *	267 *	271 *	274	272 *	276	–Not available.
Alabama	253 ***	252 ***	257 *	262	264	262	*Significantly different from 2003 when only one jurisdiction of the nation is being examined.
Alaska	–	–	278	–	–	279	**Significantly different from 2003 when using a multiple-comparison procedure based on all jurisdictions that participated in both years.
Arizona	260 ***	265 ***	268	271	269	271	¹ National results for assessments prior to 2003 are based on the national sample, not on aggregated state samples.
Arkansas	256 ***	256 ***	262 *	261 *	257 ***	266	² Department of Defense Domestic Dependent Elementary and Secondary Schools.
California	256 ***	261 ***	263	262 *	260 ***	267	³ Department of Defense Dependents Schools (Overseas).
Colorado	267 ***	272 ***	276 ***	–	–	283	NOTE: Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples. In addition to allowing for accommodations, the accommodations-permitted results for national public schools (2000 and 2003) differ slightly from previous years' results, and from previously reported results for 2000, due to changes in sample weighting procedures. Significance tests were performed using unrounded numbers.
Connecticut	270 ***	274 ***	280 ***	282	281	284	SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, and 2003 Mathematics Assessments.
Delaware	261 ***	263 ***	267 ***	–	–	277	
Florida	255 ***	260 ***	264 ***	–	–	271	
Georgia	259 ***	259 ***	262 ***	266	265 ***	270	
Hawaii	251 ***	257 ***	262 ***	263	262 *	266	
Idaho	271 ***	275 ***	–	278	277 *	280	
Illinois	261 ***	–	–	277	275	277	
Indiana	267 ***	270 ***	276 ***	283	281	281	
Iowa	278 ***	283	284	–	–	284	
Kansas	–	–	–	284	283	284	
Kentucky	257 ***	262 ***	267 ***	272	270 ***	274	
Louisiana	246 ***	250 ***	252 ***	259 ***	259 ***	266	
Maine	–	279 ***	284	284	281	282	
Maryland	261 ***	265 ***	270 ***	276	272 ***	278	
Massachusetts	–	273 ***	278 ***	283 *	279 ***	287	
Michigan	264 ***	267 ***	277	278	277	276	
Minnesota	275 ***	282 ***	284 ***	288	287 *	291	
Mississippi	–	246 ***	250 ***	254 ***	254 ***	261	
Missouri	–	271 ***	273 ***	274 ***	271 ***	279	
Montana	280 ***	–	283	287	285	286	
Nebraska	276 ***	278 ***	283	281	280	282	
Nevada	–	–	–	268	265 ***	268	
New Hampshire	273 ***	278 ***	–	–	–	286	
New Jersey	270 ***	272 ***	–	–	–	281	
New Mexico	256 ***	260 ***	262	260	259 ***	263	
New York	261 ***	266 ***	270 ***	276	271 ***	280	
North Carolina	250 ***	258 ***	268 ***	280	276 ***	281	
North Dakota	281 ***	283 ***	284 ***	283 ***	282 ***	287	
Ohio	264 ***	268 ***	–	283	281	282	
Oklahoma	263 ***	268 ***	–	272	270	272	
Oregon	271 ***	–	276 ***	281	280	281	
Pennsylvania	266 ***	271 ***	–	–	–	279	
Rhode Island	260 ***	266 ***	269 ***	273	269 *	272	
South Carolina	–	261 ***	261 ***	266 ***	265 ***	277	
South Dakota	–	–	–	–	–	285	
Tennessee	–	259 ***	263 ***	263	262 ***	268	
Texas	258 ***	265 ***	270 ***	275	273	277	
Utah	–	274 ***	277 ***	275 ***	274 ***	281	
Vermont	–	–	279 ***	283	281 ***	286	
Virginia	264 ***	268 ***	270 ***	277 *	275 ***	282	
Washington	–	–	276 ***	–	–	281	
West Virginia	256 ***	259 ***	265 ***	271	266 ***	271	
Wisconsin	274 ***	278 ***	283	–	–	284	
Wyoming	272 ***	275 ***	275 ***	277 ***	276 ***	284	
Other jurisdictions							
District of Columbia	231 ***	235 ***	233 ***	234 ***	235 ***	243	
DDESS ²	–	–	269 ***	277	274 ***	282	
DoDDS ³	–	–	275 ***	278 ***	278 ***	286	

State Achievement-Level Results

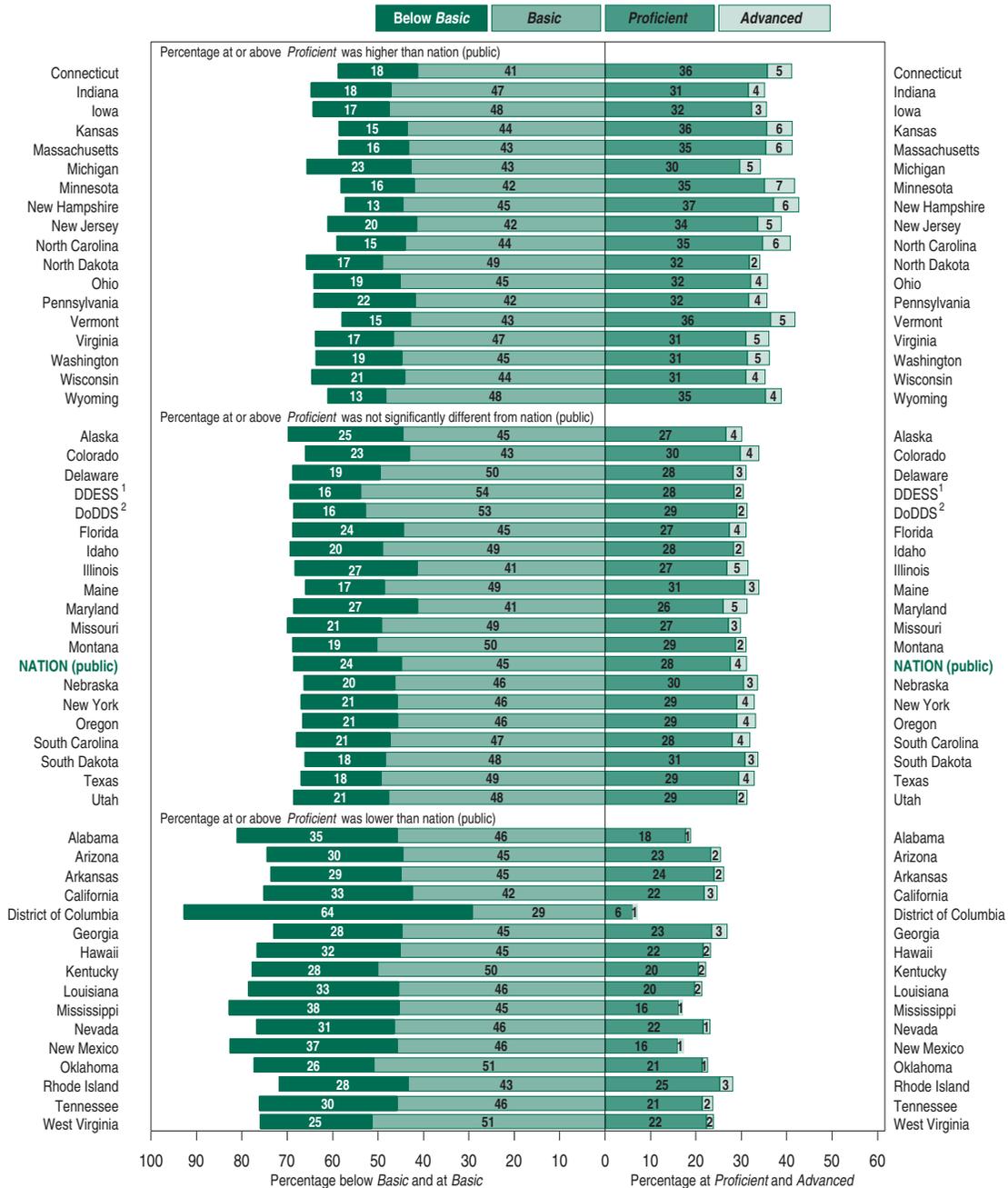
The figures on this and the next page show the percentages of fourth- and eighth-graders at each achievement level for the states and jurisdictions that participated in the 2003 mathematics assessment. In both figures, the shaded bars

represent the proportion of students at each of three achievement levels—*Basic*, *Proficient*, and *Advanced*—as well as the proportion below *Basic*. The central vertical line divides the proportion of students who fell below the *Proficient* level (i.e., at *Basic* or below *Basic*) from those who

performed at or above the *Proficient* achievement level (i.e., at *Proficient* or at *Advanced*). Scanning down the horizontal bars to the right of the vertical line allows easy comparison of states' and jurisdictions' percentages of students at or above *Proficient*—the achievement level identified by the National

Assessment Governing Board as the standard all students should reach. States and other jurisdictions are listed alphabetically within three groups; percentage at or above *Proficient* was higher than, not found to be significantly different from, or lower than the nation.

Figure 3. Percentage of students within each mathematics achievement level, grade 4 public schools: By state, 2003



¹Department of Defense Domestic Dependent Elementary and Secondary Schools.

²Department of Defense Dependents Schools (Overseas).

NOTE: Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

The Nation's Report Card

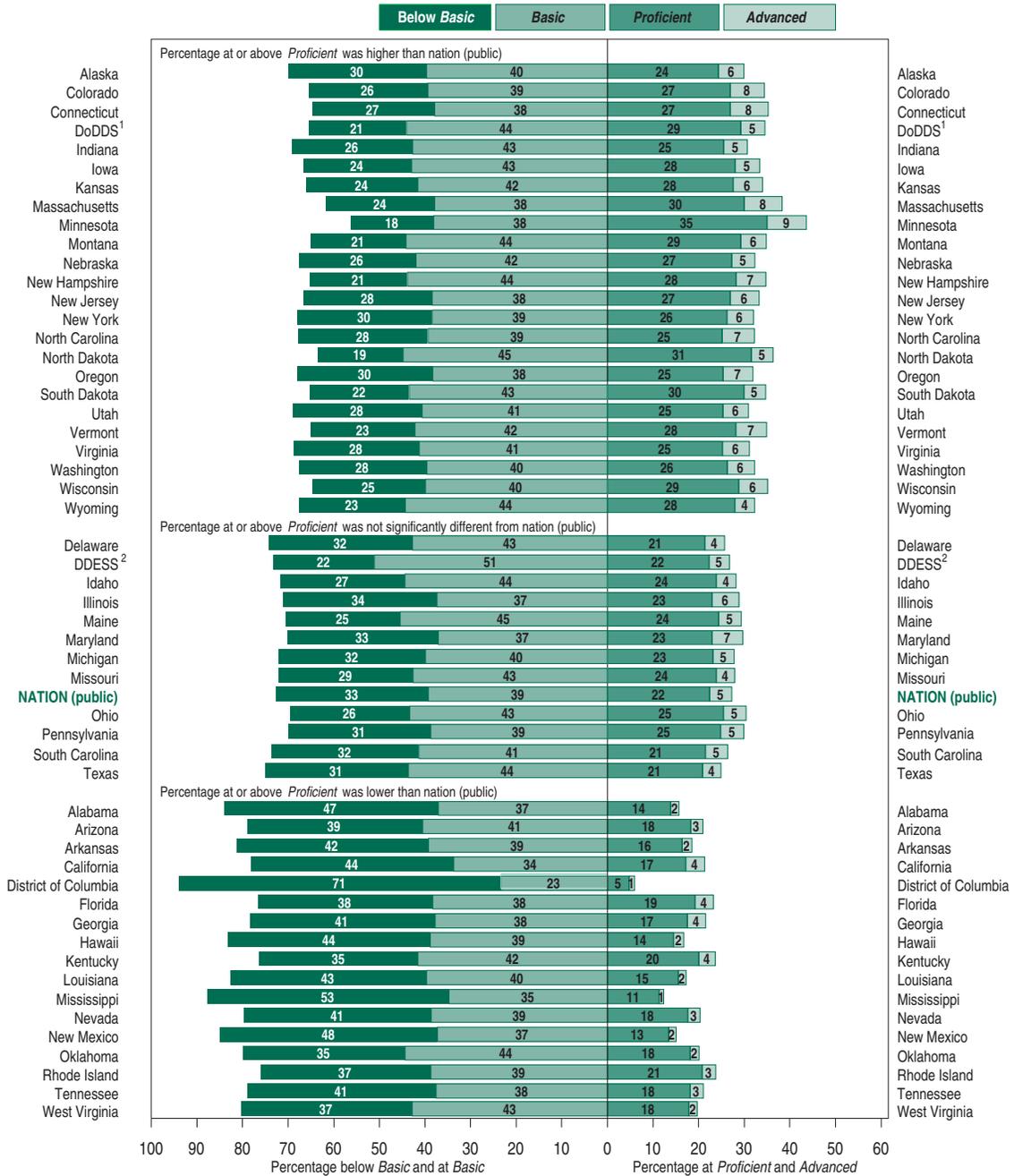
At grade 4, as shown in figure 3, 18 states and other jurisdictions had higher percentages of students at or above *Proficient* than the nation, 19 had percentages

that were not found to be statistically different from the nation, and 16 had percentages that were lower than the nation.

At grade 8, as shown in figure 4, 24 states and other jurisdictions had higher percentages of students at or above *Proficient* than the nation, 12 had percentages

that were not found to be significantly different from the nation, and 17 had percentages that were lower than the nation.

Figure 4. Percentage of students within each mathematics achievement level, grade 8 public schools: By state, 2003



¹Department of Defense Dependents Schools (Overseas).

²Department of Defense Domestic Dependent Elementary and Secondary Schools.

NOTE: Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

APPENDIX F

**National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation**

WRITING RESULTS					
Grade 4					
	All	White	Black	Hispanic	American Indian
2002 Oklahoma	142	148	128	130	137
2002 Nation	153	159	139	140	138
Oklahoma Relative to Nation	-11	-11	-11	-10	-1
Grade 8					
	All	White	Black	Hispanic	American Indian
2002 Oklahoma	150	154	135	135	144
1998 Oklahoma	152	156	134	134	143
<i>Change</i>	<i>-2</i>	<i>-2</i>	<i>1</i>	<i>1</i>	<i>1</i>
2002 Nation	152	159	134	135	138
1998 Nation	148	156	130	129	131
<i>Change</i>	<i>4</i>	<i>3</i>	<i>4</i>	<i>6</i>	<i>7</i>
Oklahoma Relative to Nation Change 1992 to 1998	-6	-5	-3	-5	-6

SCIENCE RESULTS					
Grade 4					
	All	White	Black	Hispanic	American Indian
2000 Oklahoma	152	159	133	136	148
2000 Nation	148	159	124	127	139
Oklahoma Relative to Nation	4	Same	9	9	9
Grade 8					
	All	White	Black	Hispanic	American Indian
2000 Oklahoma	149	156	127	123	145
2000 Nation	149	160	121	127	132
Oklahoma Relative to Nation	Same	-4	6	-4	13

National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation
 continued

READING RESULTS					
Grade 4					
	All	White	Black	Hispanic	American Indian
2003 Oklahoma	214	220	195	200	206
1998 Oklahoma	220	225	192	207	214
1992 Oklahoma	220	224	201	208	217
Change	-6	-4	-6	-8	-11
2003 Nation	216	227	197	199	202
1998 Nation	215	225	193	195	200
1992 Nation	215	223	192	199	205
Change	1	4	5	0	-3
Oklahoma Relative to Nation Change 1992 to 2003	-7	-8	-11	-8	-8
Grade 8					
	All	White	Black	Hispanic	American Indian
2003 Oklahoma	262	267	240	250	257
1998 Oklahoma	265	269	251	252	258
Change	-3	-2	-11	-2	-1
2003 Nation	261	270	244	244	248
1998 Nation	261	270	241	243	248
Change	0	0	3	1	0
Oklahoma Relative to Nation Change 1998 to 2003	-3	-2	-14	-3	-1

National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation
 continued

MATH RESULTS					
Grade 4					
	All	White	Black	Hispanic	American Indian
2003 Oklahoma	229	235	211	220	225
2000 Oklahoma	225	230	206	215	222
1992 Oklahoma	220	227	202	210	213
Change	9	8	9	10	12
2003 Nation	234	243	216	221	224
2000 Nation	226	235	205	211	215
1992 Nation	220	225	192	201	210
Change	14	18	24	20	14
Oklahoma Relative to Nation					
Change 1992 to 2003	-5	-10	-15	-10	4
Grade 8					
	All	White	Black	Hispanic	American Indian
2003 Oklahoma	272	278	249	258	265
2000 Oklahoma	272	277	248	254	264
1992 Oklahoma	268	273	239	253	262
1990 Oklahoma	263	270	237	246	255
Change	9	8	12	12	10
2003 Nation	276	287	252	258	265
2000 Nation	274	285	246	252	261
1992 Nation	267	277	237	245	255
1990 Nation	262	269	237	242	244
Change	14	18	15	16	21
Oklahoma Relative to Nation					
Change 1990 to 2003	-5	-10	-3	-4	-11

APPENDIX G

Indicators Displayed in Maps

Data Values for Information Presented in Maps

County	Percent of Revenue Provided by the State	Per student Expenditures Using ALL FUNDS	5th Grade CRT Math Scores % Satisfactory or Above	5th Grade CRT Reading Scores % Satisfactory or Above	5th Grade CRT Science Scores % Satisfactory or Above	8th Grade CRT Math Scores % Satisfactory or Above	8th Grade CRT Reading Scores % Satisfactory or Above	8th Grade CRT Science Scores % Satisfactory or Above
Adair	55.2%	\$8,270	62%	58%	68%	55%	72%	70%
Alfalfa	52.6%	\$7,702	78%	69%	92%	87%	87%	89%
Atoka	64.5%	\$7,063	65%	67%	76%	67%	74%	74%
Beaver	45.2%	\$8,983	74%	68%	84%	80%	83%	80%
Beckham	54.6%	\$6,625	72%	69%	83%	85%	87%	89%
Blaine	56.9%	\$7,696	75%	77%	84%	70%	76%	79%
Bryan	61.1%	\$6,708	69%	69%	78%	75%	75%	83%
Caddo	55.8%	\$7,352	62%	64%	76%	68%	80%	78%
Canadian	55.7%	\$5,616	75%	80%	87%	77%	84%	81%
Carter	57.4%	\$6,373	75%	72%	82%	75%	81%	81%
Cherokee	56.0%	\$7,420	68%	73%	82%	63%	78%	75%
Choctaw	62.2%	\$7,234	51%	55%	63%	64%	71%	73%
Cimarron	49.6%	\$10,438	80%	80%	87%	79%	92%	87%
Cleveland	54.9%	\$5,717	80%	80%	88%	78%	83%	86%
Coal	54.6%	\$7,794	56%	67%	76%	63%	78%	84%
Comanche	58.7%	\$6,256	69%	72%	82%	69%	75%	80%
Cotton	61.5%	\$6,132	80%	75%	90%	69%	77%	87%
Craig	54.5%	\$6,702	75%	75%	85%	78%	75%	80%
Creek	59.9%	\$5,830	68%	71%	80%	74%	83%	82%
Custer	55.9%	\$7,018	67%	73%	76%	70%	80%	82%
Delaware	51.7%	\$6,556	68%	75%	84%	67%	80%	80%
Dewey	54.2%	\$9,355	90%	85%	93%	78%	79%	88%
Ellis	52.4%	\$8,715	79%	81%	93%	85%	73%	88%
Garfield	57.0%	\$6,105	78%	77%	89%	76%	83%	79%
Garvin	58.4%	\$6,458	64%	64%	71%	75%	80%	80%
Grady	61.0%	\$5,736	78%	78%	88%	77%	79%	82%
Grant	40.2%	\$8,766	81%	70%	88%	81%	88%	94%
Greer	59.6%	\$7,869	60%	60%	78%	66%	77%	75%
Harmon	64.6%	\$7,591	81%	81%	89%	75%	86%	89%
Harper	46.2%	\$8,808	88%	88%	91%	98%	86%	95%
Haskell	63.8%	\$6,966	56%	58%	75%	59%	71%	66%
Hughes	54.4%	\$6,854	63%	60%	72%	51%	64%	56%
Jackson	64.1%	\$6,024	82%	77%	85%	76%	79%	76%
Jefferson	68.1%	\$6,817	78%	64%	71%	70%	77%	87%
Johnston	58.1%	\$6,758	69%	69%	82%	71%	70%	83%
Kay	52.7%	\$6,179	73%	75%	84%	73%	80%	81%
Kingfisher	44.5%	\$7,276	81%	70%	78%	84%	89%	89%
Kiowa	56.1%	\$6,927	78%	72%	86%	83%	83%	85%
Latimer	61.4%	\$7,162	61%	59%	73%	63%	72%	57%
Le Flore	58.9%	\$6,968	66%	67%	76%	66%	70%	75%

Continued Next Page

Indicators Displayed in Maps

Data Values for Information Presented in Maps

continued from previous page

County	Percent of Revenue Provided by the State	Per student Expenditures Using ALL FUNDS	5th Grade CRT Math Scores % Satisfactory or Above	5th Grade CRT Reading Scores % Satisfactory or Above	5th Grade CRT Science Scores % Satisfactory or Above	8th Grade CRT Math Scores % Satisfactory or Above	8th Grade CRT Reading Scores % Satisfactory or Above	8th Grade CRT Science Scores % Satisfactory or Above
Lincoln	61.5%	\$5,941	69%	73%	81%	71%	80%	83%
Logan	59.7%	\$6,077	68%	75%	74%	71%	77%	77%
Love	62.5%	\$6,507	69%	72%	72%	63%	70%	74%
Major	50.2%	\$7,544	84%	81%	90%	90%	88%	93%
Marshall	54.1%	\$6,357	69%	63%	76%	62%	68%	69%
Mayes	58.3%	\$6,351	68%	71%	83%	63%	80%	78%
McClain	55.8%	\$5,526	66%	74%	80%	79%	83%	85%
McCurtain	60.2%	\$6,631	66%	68%	76%	68%	74%	74%
McIntosh	55.4%	\$7,093	72%	69%	78%	70%	77%	77%
Murray	66.0%	\$6,220	78%	82%	89%	65%	77%	79%
Muskogee	53.4%	\$6,638	63%	68%	76%	67%	70%	72%
Noble	38.4%	\$7,917	78%	78%	83%	70%	74%	82%
Nowata	60.0%	\$6,701	60%	65%	77%	72%	84%	83%
Okfuskee	58.6%	\$6,719	69%	54%	70%	66%	79%	72%
Oklahoma	48.1%	\$6,510	71%	70%	77%	67%	73%	75%
Okmulgee	63.5%	\$6,313	54%	64%	73%	68%	77%	78%
Osage	60.5%	\$6,916	64%	68%	79%	71%	73%	68%
Ottawa	61.5%	\$6,282	69%	72%	80%	65%	76%	75%
Pawnee	59.7%	\$5,665	74%	78%	86%	71%	78%	85%
Payne	54.5%	\$5,930	79%	80%	87%	83%	86%	87%
Pittsburg	61.4%	\$6,849	63%	70%	81%	71%	79%	80%
Pontotoc	59.7%	\$6,692	79%	78%	87%	75%	78%	77%
Pottawatomie	62.7%	\$6,011	70%	69%	77%	76%	77%	82%
Pushmataha	66.0%	\$7,056	56%	66%	72%	71%	77%	73%
Roger Mills	47.4%	\$13,798	81%	71%	88%	78%	82%	85%
Rogers	54.7%	\$5,838	74%	74%	83%	76%	84%	85%
Seminole	55.2%	\$7,280	66%	62%	66%	63%	72%	72%
Sequoyah	65.0%	\$6,181	67%	66%	77%	66%	75%	78%
Stephens	58.6%	\$5,997	74%	75%	82%	71%	81%	77%
Texas	51.8%	\$7,373	80%	73%	81%	82%	80%	84%
Tillman	64.9%	\$7,150	63%	62%	71%	62%	62%	71%
Tulsa	44.1%	\$6,438	73%	75%	82%	69%	78%	78%
Wagoner	62.7%	\$5,945	73%	73%	82%	66%	80%	79%
Washington	56.3%	\$6,081	76%	79%	85%	74%	82%	81%
Washita	58.9%	\$6,685	76%	82%	89%	87%	81%	86%
Woods	43.2%	\$7,926	71%	78%	86%	86%	83%	89%
Woodward	57.4%	\$6,387	87%	77%	95%	72%	80%	85%
State Summa	53.5%	\$6,436	71%	73%	81%	71%	78%	79%

Indicators Displayed in Maps

Data Values for Information Presented in Maps

County	English II EOI % Satisfactory or Above	US History EOI % Satisfactory or Above	Algebra I EOI % Satisfactory or Above	Biology I EOI % Satisfactory or Above	Oklahoma Public School 9th-12th Grade Dropout Rate	Average Grade Point of Oklahoma Public HS Seniors	Average ACT Score of Oklahoma Public HS Graduates	Oklahoma College Going Rate of Oklahoma Public HS Graduates	Percent of Oklahoma Public College Freshmen Taking Remedial Courses	Oklahoma College Freshmen with a GPA of 2.0 or Higher Who Graduated from an Oklahoma Public HS	Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates
Adair	61%	69%	7%	39%	6.1%	3.07	19.0	28.7%	49.5%	76.4%	36.7%
Alfalfa	68%	84%	35%	55%	0.4%	3.25	20.2	59.4%	25.2%	77.2%	44.8%
Atoka	56%	65%	9%	55%	3.3%	2.91	18.3	43.6%	46.6%	70.3%	39.9%
Beaver	85%	76%	21%	56%	1.1%	3.33	20.6	46.4%	23.5%	73.3%	46.0%
Beckham	59%	59%	33%	42%	3.3%	3.12	20.0	57.8%	32.9%	77.2%	47.2%
Blaine	57%	66%	30%	54%	1.2%	3.26	19.6	50.1%	34.4%	70.4%	36.8%
Bryan	62%	66%	22%	44%	4.6%	3.01	20.1	51.2%	34.2%	75.8%	41.1%
Caddo	59%	62%	13%	32%	2.9%	3.09	19.4	44.0%	40.6%	69.2%	34.1%
Canadian	59%	80%	24%	46%	3.0%	2.94	21.1	55.5%	31.0%	75.5%	42.7%
Carter	68%	72%	30%	53%	3.8%	2.99	20.1	53.8%	36.2%	75.1%	41.2%
Cherokee	56%	73%	19%	46%	3.5%	3.30	20.7	43.2%	35.8%	78.8%	29.9%
Choctaw	48%	50%	12%	25%	2.5%	2.97	19.1	35.4%	41.1%	66.8%	40.4%
Cimarron	69%	79%	15%	51%	1.0%	3.21	19.4	51.5%	21.9%	83.3%	50.0%
Cleveland	70%	71%	30%	56%	4.2%	3.04	21.6	54.8%	34.4%	74.2%	39.2%
Coal	62%	70%	8%	35%	2.5%	3.07	19.1	41.2%	31.3%	73.8%	44.7%
Comanche	68%	68%	21%	46%	3.8%	2.99	20.5	49.6%	37.4%	68.2%	34.3%
Cotton	60%	76%	5%	36%	0.6%	3.10	18.6	44.4%	42.4%	65.7%	36.2%
Craig	58%	72%	16%	38%	1.7%	2.92	18.9	42.8%	44.7%	77.7%	45.2%
Creek	60%	64%	16%	37%	2.1%	3.06	20.1	48.2%	39.0%	72.0%	37.5%
Custer	65%	72%	26%	40%	3.1%	3.02	20.3	60.9%	23.5%	77.2%	41.5%
Delaware	58%	63%	13%	32%	3.3%	2.92	20.0	35.0%	47.0%	73.4%	31.4%
Dewey	65%	67%	9%	43%	0.4%	3.07	20.1	55.9%	31.6%	83.1%	46.9%
Ellis	48%	74%	25%	44%	2.0%	3.18	20.8	48.4%	38.6%	73.3%	47.3%
Garfield	68%	67%	27%	50%	1.8%	3.04	21.2	48.8%	25.2%	82.0%	44.8%
Garvin	59%	67%	31%	42%	2.8%	2.97	20.1	45.5%	38.3%	71.6%	39.9%
Grady	64%	67%	18%	41%	4.3%	3.06	20.9	48.7%	32.4%	75.9%	35.9%
Grant	70%	82%	19%	66%	0.3%	3.48	20.4	61.4%	36.4%	77.9%	47.5%
Greer	55%	82%	12%	41%	4.3%	2.89	19.9	51.6%	43.8%	71.9%	53.6%
Harmon	55%	95%	18%	38%	1.8%	3.45	19.4	57.6%	25.4%	80.9%	44.3%
Harper	66%	65%	48%	43%	0.9%	3.23	20.2	55.9%	26.3%	75.0%	55.3%
Haskell	54%	75%	7%	41%	3.6%	3.02	19.5	42.6%	47.6%	67.6%	42.9%
Hughes	48%	60%	13%	32%	3.8%	2.97	19.4	51.8%	47.6%	67.7%	34.9%
Jackson	57%	60%	19%	41%	3.3%	3.01	20.7	49.5%	40.3%	77.2%	49.4%
Jefferson	55%	50%	10%	33%	2.3%	3.13	18.7	42.9%	47.6%	69.7%	47.1%
Johnston	53%	41%	20%	33%	2.7%	3.07	19.0	46.1%	52.4%	69.6%	44.7%
Kay	59%	64%	26%	36%	3.8%	2.95	21.6	47.5%	32.3%	78.1%	50.1%
Kingfisher	60%	73%	24%	43%	1.2%	3.23	20.2	56.9%	21.7%	81.8%	46.8%
Kiowa	46%	53%	24%	28%	3.5%	2.95	20.1	53.9%	36.0%	67.5%	40.2%
Latimer	53%	67%	8%	41%	1.4%	3.24	19.6	43.4%	51.8%	70.4%	45.6%
Le Flore	53%	63%	10%	42%	3.7%	2.89	19.3	43.1%	44.1%	77.0%	47.1%

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Indicators Displayed in Maps

Data Values for Information Presented in Maps

continued from previous page

County	English II EOI % Satisfactory or Above	US History EOI % Satisfactory or Above	Algebra I EOI % Satisfactory or Above	Biology I EOI % Satisfactory or Above	Oklahoma Public School 9th-12th Grade Dropout Rate	Average Grade Point of Oklahoma Public HS Seniors	Average ACT Score of Oklahoma Public HS Graduates	Oklahoma College Going Rate of Oklahoma Public HS Graduates	Percent of Oklahoma Public College Freshmen Taking Remedial Courses	Oklahoma College Freshmen with a GPA of 2.0 or Higher Who Graduated from an Oklahoma Public HS	Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates
Lincoln	66%	72%	15%	41%	1.4%	2.89	19.9	50.3%	33.5%	74.6%	37.3%
Logan	53%	74%	18%	33%	2.0%	2.78	19.5	51.6%	27.1%	68.8%	34.6%
Love	58%	62%	10%	38%	0.7%	3.15	18.5	40.0%	52.2%	64.2%	28.6%
Major	79%	80%	53%	55%	0.6%	3.24	21.5	51.7%	22.9%	81.5%	41.8%
Marshall	45%	62%	3%	38%	0.7%	3.14	20.0	49.8%	44.4%	68.7%	38.9%
Mayes	57%	64%	8%	46%	3.6%	3.00	20.6	44.5%	43.9%	73.1%	38.3%
McClain	59%	63%	16%	43%	3.6%	3.08	20.0	48.8%	38.7%	73.6%	37.4%
McCurtain	53%	64%	16%	46%	2.7%	2.91	18.9	46.5%	36.6%	70.9%	39.6%
McIntosh	59%	58%	14%	30%	1.7%	2.98	19.7	47.1%	46.3%	70.2%	44.0%
Murray	64%	75%	30%	53%	1.8%	2.94	19.9	51.0%	34.1%	70.8%	44.9%
Muskogee	53%	59%	12%	33%	3.0%	3.07	19.8	46.9%	45.8%	70.3%	37.3%
Noble	65%	60%	34%	44%	0.6%	2.90	21.1	53.8%	32.9%	76.6%	40.6%
Nowata	52%	59%	30%	43%	0.5%	2.90	20.0	36.9%	43.1%	74.2%	48.6%
Okfuskee	52%	55%	21%	31%	4.0%	2.83	19.3	38.4%	44.8%	64.9%	31.9%
Oklahoma	59%	69%	23%	42%	4.2%	3.02	21.2	55.4%	33.7%	69.6%	36.1%
Okmulgee	53%	53%	14%	34%	2.2%	2.92	19.4	55.6%	43.7%	73.6%	34.4%
Osage	50%	55%	15%	33%	3.4%	3.05	18.7	40.7%	44.5%	67.6%	33.6%
Ottawa	57%	67%	14%	36%	4.2%	3.02	20.2	44.2%	40.5%	80.0%	46.3%
Pawnee	57%	69%	20%	41%	4.1%	3.17	20.5	51.6%	37.6%	72.4%	40.0%
Payne	74%	79%	42%	54%	3.1%	3.27	21.6	52.2%	20.3%	77.3%	43.2%
Pittsburg	53%	59%	12%	35%	4.3%	3.03	20.2	52.0%	34.9%	76.2%	47.5%
Pontotoc	68%	77%	18%	52%	2.3%	3.07	20.0	55.4%	33.0%	72.6%	40.3%
Pottawatomie	62%	71%	25%	47%	3.9%	3.07	20.9	47.3%	42.9%	72.5%	35.8%
Pushmataha	56%	50%	12%	40%	4.6%	2.93	18.9	42.6%	42.5%	71.1%	41.6%
Roger Mills	73%	83%	22%	43%	1.7%	3.22	20.8	56.3%	25.4%	82.8%	50.0%
Rogers	65%	73%	20%	54%	2.3%	2.97	20.7	49.3%	36.9%	73.7%	39.9%
Seminole	56%	59%	18%	35%	3.2%	3.11	19.8	52.0%	40.7%	68.1%	39.4%
Sequoyah	62%	62%	16%	42%	3.4%	3.01	20.3	33.6%	42.0%	75.9%	40.2%
Stephens	64%	69%	18%	44%	4.7%	3.13	20.6	50.6%	34.9%	75.1%	41.3%
Texas	56%	68%	26%	38%	4.1%	3.19	20.2	49.0%	31.9%	76.0%	41.4%
Tillman	50%	55%	14%	33%	3.2%	2.93	18.9	46.4%	38.7%	71.6%	47.4%
Tulsa	65%	64%	25%	48%	4.7%	2.95	21.3	56.1%	35.9%	73.1%	39.2%
Wagoner	57%	63%	12%	34%	4.3%	2.93	19.3	41.3%	43.1%	76.0%	33.9%
Washington	66%	83%	33%	51%	3.3%	2.91	22.3	47.8%	28.6%	78.0%	49.5%
Washita	58%	71%	16%	44%	0.5%	3.22	19.2	56.9%	28.3%	82.2%	42.5%
Woods	76%	79%	26%	49%	2.8%	3.15	20.8	56.5%	24.3%	75.0%	50.0%
Woodward	60%	66%	20%	41%	2.6%	3.17	21.0	54.5%	22.2%	72.8%	42.8%
State Summa	61%	67%	22%	44%	3.6%	3.00	20.7	51.0%	35.5%	73.2%	39.8%

