

Oklahoma Educational Indicators Program

Profiles 2014

Background & Methodologies



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Oklahoma Office of Juvenile Affairs
Oklahoma Tax Commission
All Oklahoma Public Schools



Office of Educational Quality and Accountability

www.oeqa.ok.gov

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OFFICE OF EDUCATIONAL QUALITY & ACCOUNTABILITY

May 22, 2015

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue *Profiles 2014*, prepared by the Office of Educational Quality and Accountability. This series of reports is the yearly capstone for the Oklahoma Educational Indicators Program, a system set forth in the Oklahoma Educational Reform Act of 1990 (House Bill 1017) to assist you in assessing the performance of **your** public schools.

Profiles 2014 is a unique set of publications that furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers; and helps to ensure that every Oklahoma student receives their best educational opportunity. School boards and school administrators may use the reports to benchmark and set goals as well as make comparisons with similar schools.

Profiles 2014 consists of three publications, a *State Report*, a *District Report*, and the *School Profiles*. These publications are the result of a collaborative effort headed by the Office of Educational Quality and Accountability and include data for the 2013 – 2014 school year from the following sources: the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, the Office of Juvenile Affairs, the Oklahoma Tax Commission, and a school survey administered directly by the Office of Educational Quality and Accountability, as well as other sources.

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

Sincerely,

Natalie Shirley, Chairman
Commission for Educational
Quality and Accountability

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OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

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

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

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

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

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INTRODUCTION & METHODOLOGY

The Profiles consists of three components: (1) the *State*, (2) the *District*, and (3) the *School Profiles*. Each component of *The Profiles* 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 *The Profiles* component is as follows:

State Profiles: This component contains many tables, graphs, and maps, all with accompanying text, concerning state-level information for the major categories of measurement. Wherever possible, tables and graphs will cover multiple years in order that trends may be observed. Also, national comparisons have been added based on data availability and comparability.

District Profiles: This component covers each school district in the state and depicts indicator information in graphic and tabular form for the reporting school year.

School Profiles: This component includes over 1,600 individual school profiles. The *School Profiles* include demographic and financial information about the district and specific information about the individual school site. This information includes enrollment counts, achievement test scores, community involvement, information about teachers, and other site-specific information. The *School Profiles* also contain 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 required by state law that they distribute copies of the *School Profiles* to the parents.

Each of the three components has data organized into three major reporting categories:

- I) The Community Characteristics category includes community and contextual information. It features demographic data from the reporting school year plus data from the most recent U.S. Census for persons residing within the boundaries of the school district. In the *District Profiles*, communities have been placed into one of 16 groups based upon the number of students the district serves and based upon a socio-economic indicator. This grouping methodology allows districts to be compared to other districts serving similar communities, as well as to state averages in each of the three reporting sections.
- II) The District Educational Process category includes program and process information. It depicts how each school district delivers education to its students.

- III) The Student Performance category provides a broad array of student performance information.

Each of *The Profiles* components reports information using the same three categories and by design are directly comparable. For a comprehensive view of education in a given region of the state, one would start with the *State Profiles*, focus more closely by moving to the *District Profiles*, and then finally looking at the *School Profiles* for information specific to each school within a given district. Each document reports information that is similar between the different levels of operation.

Regarding the gathering of data, the Office of Educational Quality and Accountability (OEQA) is the secondary user of the majority of the information presented in *The Profiles* reports. The OEQA relies on agencies such as the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, the Oklahoma Office of Juvenile Affairs, the Oklahoma Tax Commission, and several others to supply the required information in a timely, accurate and usable fashion. The information is then combined across agencies by the OEQA to generate meaningful statewide statistics regarding the educational performance of students. Consequently, the OEQA does not control the methods used to collect, or the categories used to report, the majority of the data presented.

As a general rule, information is reported a year after the fact. Statistics are collected at the close of the school year, and are then verified and analyzed prior to publication. While this process is taking place, there are schools closing and others that are opening. Only those public schools that were open during the reporting period are included in the indicator reports. Finally, because most educational indicators relate to mainstream public school students, *The Profiles* reports exclude information pertaining to alternative schools and special education centers (except where specifically mentioned). For these reasons, some of the statistics included may vary from those reported by the state agency/office charged with collecting the information.

When evaluating education, it is important to remember that no single data item alone can quantify the academic soundness of a state, district, school, or student. The various factors that contribute to the educational process must be evaluated while paying attention to their interrelationship. 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, *The Profiles* presents a host of meaningful educational statistics, and readers are free to evaluate educational entities based on the factors they feel are most important in the educational process.

DISTRICTS INCLUDED IN THIS REPORT

There were 517 individual districts in Oklahoma during the 2013-14 school year. For this reason, the *District Profiles* has been divided into two volumes, Volume 1 reports on districts in counties Adair through Lincoln and Volume 2 reports on those in counties Logan through Woodward. The following tables display the districts in each volume alphabetically followed by the page number on which the report appears.

ALPHABETICAL LISTING OF SCHOOL DISTRICTS IN VOLUME 1 of 2

District	Page	District	Page	District	Page
ACHILLE	32	CANEY	15	ERICK	25
AGRA	251	CANTON	28	FANSHAWE	237
ALEX	167	CARNEGIE	43	FARGO	148
ALLEN-BOWDEN	117	CARNEY	252	FELT	88
ALTUS	197	CASHION	220	FLETCHER	103
AMBER-POCASSET	168	CAVE SPRINGS	1	FLOWER MOUND	104
ANADARKO	40	CEMENT	44	FORGAN	22
ARAPAHO-BUTLER	131	CHANDLER	253	FORT COBB-BROXTON	46
ARDMORE	61	CHATTANOOGA	101	FORT TOWSON	82
ARKOMA	234	CHEROKEE	12	FOX	63
ARNETT	147	CHICKASHA	170	FRIEND	171
ATOKA	14	CHISHOLM	151	GAGE	149
BALKO	20	CLEORA	135	GARBER	155
BANNER	51	CLINTON	132	GEARY	29
BEAVER	21	COALGATE	96	GERONIMO	105
BENNINGTON	33	COLBERT	36	GRACEMONT	47
BIG PASTURE	109	COLCORD	136	GRAND VIEW	71
BINGER-ONEY	41	COLEMAN	207	GRANITE	182
BISHOP	99	COTTONWOOD	97	GRANT	83
BLACKWELL	214	COVINGTON-DOUGLAS	152	GREASY	3
BLAIR	198	CYRIL	45	GROVE	137
BLUEJACKET	112	DAHLONEGAH	2	GYPSY	121
BOISE CITY	87	DARLINGTON	53	HARMONY	16
BOKOSHE	235	DAVENPORT	254	HEALDTON	64
BOONE-APACHE	42	DEER CREEK-LAMONT	179	HEAVENER	238
BOSWELL	81	DEPEW	119	HENNESSEY	222
BRIDGE CREEK	169	DICKSON	62	HINTON	48
BRIGGS	70	DOVER	221	HOBART	226
BRISTOW	118	DRUMMOND	153	HODGEN	239
BUFFALO	185	DRUMRIGHT	120	HOLDENVILLE	193
BUFFALO VALLEY	230	DUKE	199	HOLLIS	184
BURLINGTON	11	DURANT	37	HOWE	240
CACHE	100	EL RENO	54	HUGO	84
CADDO	34	ELDORADO	200	HULBERT	72
CALERA	35	ELGIN	102	HYDRO-EAKLY	49
CALUMET	52	ELK CITY	24	INDIAHOMA	106
CALVIN	192	ELMORE CITY-PERNELL	159	JAY	138
CAMERON	236	ENID	154	KANSAS	139

District	Page	District	Page	District	Page
KELLYVILLE	122	NOBLE	93	STRATFORD	164
KENWOOD	140	NORMAN	94	STRINGTOWN	18
KEOTA	187	NORWOOD	75	STROUD	257
KETCHUM	113	OAKS-MISSION	143	STUART	195
KEYES	89	OILTON	127	SWINK	86
KEYS	73	OKARCHE	225	TAHLEQUAH	78
KIEFER	123	OKEENE	30	TALIHINA	248
KILDARE	215	OLIVE	128	TALOGA	145
KINGFISHER	223	OLUSTEE	202	TEMPLE	110
KINTA	188	PANAMA	243	TENKILLER	79
KREMLIN-HILLSDALE	156	PANOLA	231	TERRAL	205
LANE	17	PAOLI	162	THOMAS-FAY-CUSTER	133
LAVERNE	186	PAULS VALLEY	163	TIMBERLAKE	13
LAWTON	107	PEAVINE	5	TISHOMINGO	212
LEACH	141	PECKHAM	217	TONKAWA	219
LeFLORE	241	PEGGS	76	TUPELO	98
LEXINGTON	90	PIEDMONT	57	TURPIN	23
LINDSAY	160	PIONEER	175	TUSHKA	19
LITTLE AXE	91	PIONEER-PLEASANT VALE	157	TUTTLE	177
LOMEGA	224	PLAINVIEW	66	UNION CITY	59
LONE GROVE	65	POCOLA	244	VERDEN	178
LONE STAR	124	PONCA CITY	218	VICI	146
LONE WOLF	227	POND CREEK-HUNTER	181	VINITA	114
LOOKEBA SICKLES	50	POTEAU	245	WALTERS	111
LOWREY	74	PRAGUE	256	WAPANUCKA	213
MANGUM	183	PRETTY WATER	129	WATONGA	31
MANNFORD	125	RAVIA	211	WATTS	8
MANNSVILLE	208	RED OAK	232	WAUKOMIS	158
MAPLE	55	RINGLING	203	WAURIKA	206
MARYETTA	4	RIVERSIDE	58	WEATHERFORD	134
MAYSVILLE	161	ROBIN HILL	95	WELCH	115
McCURTAIN	189	ROCK CREEK	38	WELLSTON	258
MEDFORD	180	ROCKY MOUNTAIN	6	WESTVILLE	9
MEEKER	255	RUSH SPRINGS	176	WETUMKA	196
MERRITT	26	RYAN	204	WHITE OAK	116
MIDDLEBERG	172	SAPULPA	130	WHITE ROCK	259
MILBURN	209	SAYRE	27	WHITEBEAD	165
MILL CREEK	210	SEILING	144	WHITEFIELD	191
MINCO	173	SHADY GROVE	77	WHITESBORO	249
MONROE	242	SHADY POINT	246	WILBURTON	233
MOORE	92	SHATTUCK	150	WILSON	68
MOSELEY	142	SILO	39	WISTER	250
MOSS	194	SNYDER	229	WOODALL	80
MOUNDS	126	SOPER	85	WYNNEWOOD	166
MOUNTAIN VIEW-GOTEBO	228	SPIRO	247	YUKON	60
MUSTANG	56	SPRINGER	67	ZANEIS	69
NAVAJO	201	STERLING	108	ZION	10
NEWKIRK	216	STIGLER	190		
NINNEKAH	174	STILWELL	7		

ALPHABETICAL LISTING OF SCHOOL DISTRICTS IN VOLUME 2 of 2

District	Page	District	Page	District	Page
ADA	400	CIMARRON	269	GORE	456
ADAIR	274	CLAREMORE	435	GRAHAM-DUSTIN	328
AFTON	369	CLAYTON	423	GRANDFIELD	483
ALBION	421	CLEVELAND	376	GRANDVIEW	469
ALINE-CLEO	268	COLLINSVILLE	488	GREENVILLE	264
ALLEN	401	COMANCHE	466	GROVE	411
ALVA	511	COMMERCE	370	GUTHRIE	262
ANDERSON	357	COPAN	505	GUYMON	473
ANTLERS	422	CORDELL	509	HAILEYVILLE	389
ASHER	407	COWETA	499	HAMMON	429
AVANT	358	COYLE	260	HANNA	304
BARNSDALL	359	CRESCENT	261	HARDESTY	474
BARTLESVILLE	503	CROOKED OAK	335	HARRAH	339
BATTIEST	289	CROWDER	387	HARTSHORNE	390
BEARDEN	327	CRUTCHO	336	HASKELL	312
BEGGS	348	CUSHING	379	HAWORTH	295
BELFONTE	452	DALE	409	HAYWOOD	391
BERRYHILL	485	DAVIDSON	481	HENRYETTA	350
BETHANY	333	DAVIS	308	HILLDALE	313
BETHEL	408	DEER CREEK	337	HOLLY CREEK	296
BILLINGS	320	DENISON	291	HOMINY	361
BIXBY	486	DEWAR	349	HOOKER	475
BLANCHARD	282	DEWEY	506	IDABEL	297
BOWLEGS	442	DIBBLE	284	INDIANOLA	392
BOWRING	360	DUNCAN	467	INOLA	437
BRAGGS	310	EAGLETOWN	292	JENKS	490
BRAY-DOYLE	464	EARLSBORO	410	JENNINGS	377
BROKEN ARROW	487	EDMOND	338	JONES	340
BROKEN BOW	290	EMPIRE	468	JUSTICE	444
BRUSHY	453	EUFAULA	303	JUSTUS-TIAWAH	438
BURNS FLAT-DILL CITY	507	FAIRLAND	371	KEYSTONE	491
BUTNER	443	FAIRVIEW	270	KINGSTON	272
BYARS	283	FOREST GROVE	293	KIOWA	393
BYNG	402	FORT GIBSON	311	KONAWA	445
CANADIAN	386	FORT SUPPLY	514	KREBS	394
CANEY VALLEY	504	FOYIL	436	LATTA	403
CANUTE	508	FREDERICK	482	LEEDEY	430
CATOOSA	433	FREEDOM	512	LIBERTY	457
CENTRAL	454	FRINK-CHAMBERS	388	LIBERTY	492
CENTRAL HIGH	465	FRONTIER	321	LOCUST GROVE	276
CHECOTAH	302	GANS	455	LUKFATA	298
CHELSEA	434	GLENCOE	380	LUTHER	341
CHEYENNE	428	GLENPOOL	489	MACOMB	412
CHOCTAW-NICOMA PARK	334	GLOVER	294	MADILL	273
CHOUTEAU-MAZIE	275	GOODWELL	472	MARBLE CITY	458

District	Page	District	Page	District	Page
MARIETTA	265	PITTSBURG	396	SWEETWATER	432
MARLOW	470	PLEASANT GROVE	416	TANNEHILL	399
MASON	329	PORTER CONSOLIDATED	501	TECUMSEH	419
MAUD	413	PORUM	316	TEXHOMA	478
McALESTER	395	PRESTON	353	THACKERVILLE	266
McCORD	362	PRUE	365	TIPTON	484
McLOUD	414	PRYOR	278	TULSA	497
MIAMI	372	PURCELL	286	TURKEY FORD	374
MIDWAY	305	PUTNAM CITY	346	TURNER	267
MIDWEST CITY-DEL CITY	342	QUAPAW	373	TUSKAHOMA	427
MILLWOOD	343	QUINTON	397	TWIN HILLS	355
MOFFETT	459	RATTAN	426	TYRONE	479
MOORELAND	515	REYDON	431	UNION	498
MORRIS	351	RINGWOOD	271	VALLIANT	300
MORRISON	322	RIPLEY	383	VANOSS	406
MOYERS	424	ROFF	404	VARNUM	450
MULDROW	460	ROLAND	461	VELMA-ALMA	471
MULHALL-ORLANDO	263	RYAL	306	VERDIGRIS	441
MUSKOGEE	314	SALINA	279	VIAN	463
NASHOBA	425	SALLISAW	462	WAGONER	502
NEW LIMA	446	SAND SPRINGS	494	WAINWRIGHT	317
NEWCASTLE	285	SASAKWA	447	WANETTE	420
NORTH ROCK CREEK	415	SAVANNA	398	WARNER	318
NOWATA	324	SCHULTER	354	WASHINGTON	287
OAK GROVE	381	SEMINOLE	448	WAYNE	288
OAKDALE	344	SENTINEL	510	WAYNOKA	513
OKAY	500	SEQUOYAH	440	WEBBERS FALLS	319
OKEMAH	330	SHARON-MUTUAL	516	WELEETKA	332
OKLAHOMA CITY	345	SHAWNEE	417	WESTERN HEIGHTS	347
OKLAHOMA UNION	325	SHIDLER	366	WEWOKA	451
OKMULGEE	352	SKIATOOK	495	WICKLIFFE	281
OKTAHA	315	SMITHVILLE	299	WILSON	356
OOLOGAH-TALALA	439	SOUTH COFFEYVILLE	326	WOODLAND	367
OPTIMA	476	SOUTH ROCK CREEK	418	WOODWARD	517
OSAGE	277	SPAVINAW	280	WRIGHT CITY	301
OSAGE HILLS	363	SPERRY	496	WYANDOTTE	375
OWASSO	493	STIDHAM	307	WYNONA	368
PADEN	331	STILLWATER	384	YALE	385
PAWHUSKA	364	STONEWALL	405	YARBROUGH	480
PAWNEE	378	STRAIGHT	477		
PERKINS-TRYON	382	STROTHER	449		
PERRY	323	SULPHUR	309		

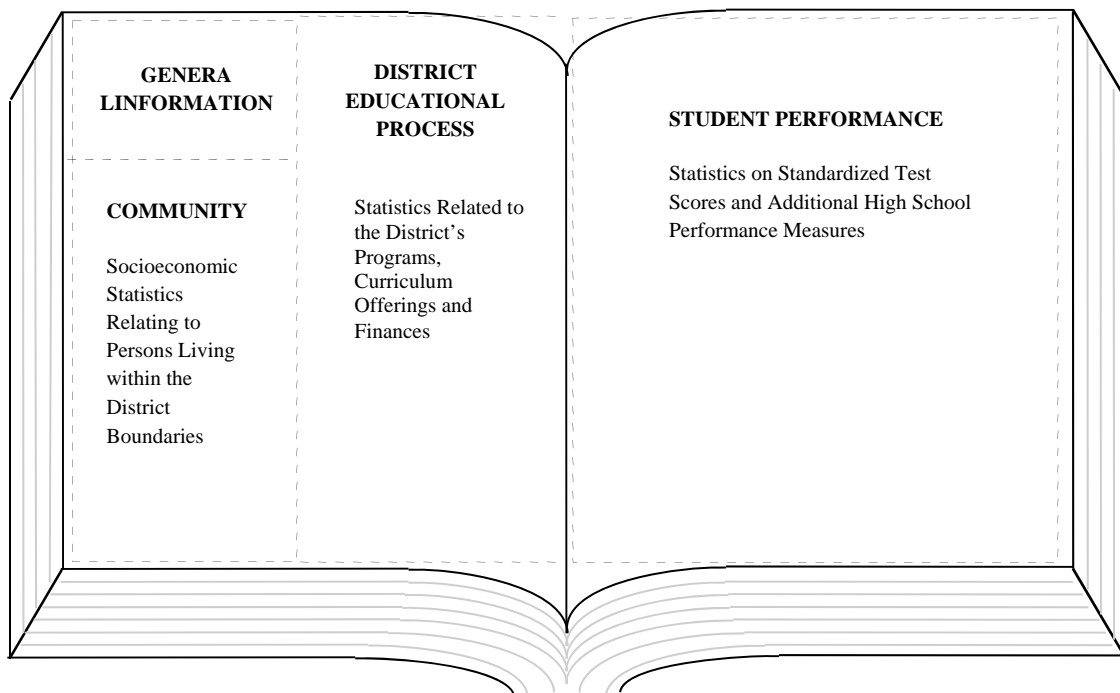
THE DISTRICT REPORT LAYOUT

The information presented in the *District Profiles* is divided into three major reporting categories: (1) Community Characteristics, (2) District Educational Process, and (3) Student Performance. Each of these categories represent a column of information on each school district's profiles (see diagram below).

The first column has two parts. The first offers general information that identifies the district and gives the information required to contact the Superintendent. The second part, labeled Community Characteristics provides a statistical sketch of the featured district's community. This information has been obtained primarily from the U.S. Census and has been specifically tabulated on those persons who live within the school district boundaries. Included is information about the educational attainment of adults, average household income, and other socioeconomic indicators.

The District Educational Process section reflects the learning environment provided by the school district. This section includes information on the credentials of teachers, the number of administrators and other staff, information on the various academic programs offered, and high school curriculum offerings. Additionally, a table in this section reports the amount of money the district spent in each of the major financial reporting categories.

The Student Performance section of the report contains information on test scores for the Oklahoma Core Curriculum Tests (OCCT), also known as the Criterion-Referenced Tests (CRT). Additional data is included to show how graduating seniors fared in higher education, as well as the percentage of students who participated in Career-Tech programs in conjunction with their high school course work.



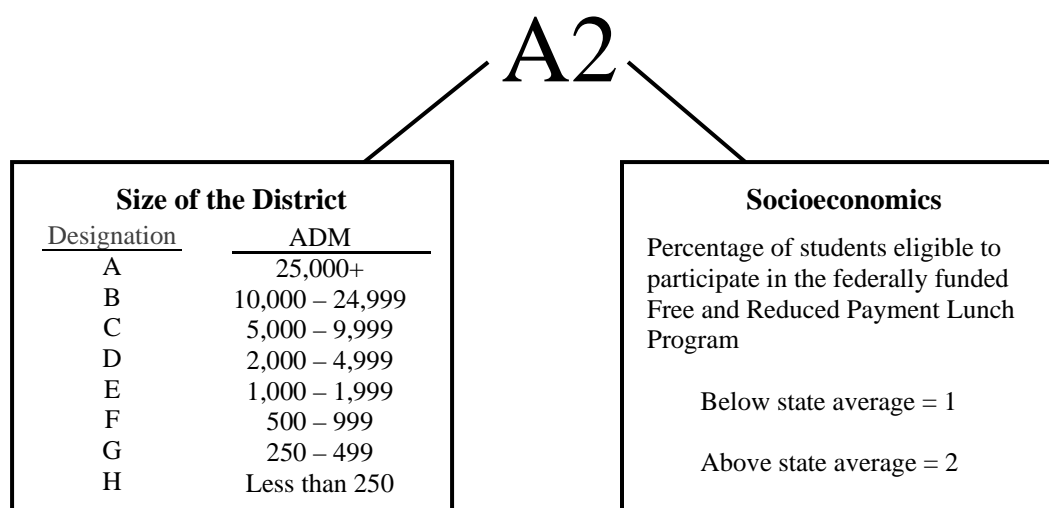
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COMMUNITY GROUPING MODEL

The great diversity in Oklahoma communities, and the school districts that serve them, causes difficulty in contrasting district educational effectiveness. One way to make meaningful comparisons is to break the communities into “peer groups.” In this way, the educational effectiveness of a school district serving its community can be compared to the educational effectiveness of districts serving similar communities.

Therefore, the Office of Educational Quality and Accountability (OEQA) employs a “Community Grouping Model” that utilizes a district’s Average Daily Membership (ADM) and the percentage of students that are eligible to participate in the federally funded Free and Reduced Payment Lunch Program. The Free and Reduced Payment Lunch Program is based on the income of the student’s parents and serves as a good measure of poverty within a district. The larger percentage of students eligible for the program, the more impoverished the district community.

The model breaks the state’s school districts into “district communities” which are categorized with a letter designation of A through H based upon district ADM (see listing below) and a numeric designation of 1 or 2 based upon the percentage of students eligible to participate in the Free and Reduced Payment Lunch Program. District communities with eligibility percentages above the state average (higher poverty) are given the designation of 2 while the remaining districts are given the designation of 1. This combination of letters and numbers yields 16 community group designations, A1 through H2.



The *District Profiles*, in most cases, reports an indicator for the featured district and gives two comparative statistics, Community Group Average and State Average. The Community Group Average is the average of all the districts in a given community group (districts serving similar communities). For a listing of districts within each group, see Appendix B “Index by Community Group.”

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EXPLANATION OF TERMS AND DATA

General Information

District Name

The name of the school district for which information is being presented.

County Name

The county in which the district resides, or the county in which the Superintendent's office resides if the district covers multiple counties.

Address & Telephone Number

Information needed to contact the Superintendent of the featured district.

Community Characteristics

A great portion of community characteristics comes from the U.S. Census statistics, which is based on persons living within each school district's boundaries. A few districts have been annexed or consolidated since the data was originally tabulated. The data for consolidated districts has been re-distributed to the districts receiving their students. For those districts that consolidated with multiple districts, the re-distribution of data was based on what percentage of the consolidating district's average daily membership (ADM) transferred to each of the receiving districts. There are two types of U.S. Census being used in this report: the 2010 Decennial Census and the most current American Community Survey 5-Year Average (ACS 5-Year Average).

Community Group

See explanation on Page xvii.

Ethnic Makeup

Ethnic makeup of the district as determined through the district's Fall Enrollment count, based on all sites including alternative and special education centers. [State Department of Education (SDE)]

Average Property Valuation per Student

Total assessed value of property within the boundaries of the district divided by the average daily membership (ADM), or average enrollment, for 2014. These figures were supplied in December, 2014 and were current as of that date. [Oklahoma Tax Commission / SDE]

Students Eligible for Free or Reduced Lunch

The number of students eligible for participation in the federally funded Free or Reduced Payment Lunch Program divided by the district's total Fall Enrollment. [SDE]

District Population

The number of residents living within the boundaries of the district. [ACS 5-Year Average]

Poverty Rate

Persons living below the poverty level as a percentage of all persons for whom poverty status could be determined. [ACS 5-Year Average]

Unemployment Rate

The ratio of unemployed persons to total persons in the civilian labor force expressed as a percentage. Civilian labor force consists of all persons age 16 and older that are employed, or wish to be employed. [ACS 5-Year Average]

Average Household Income

The average income of the households within the district. The figures are based on wages earned by all working members of the household. [ACS 5-Year Average]

Single-Parent Families

The percentage of family households with children headed by a single parent expressed as a percentage of all households with own children. [ACS 5-Year Average]

Highest Educational Level for Adults

The percentage of the population age 25 and older having attained various levels of education. [ACS 5-Year Average]

Kindergarten - 3rd Graders Receiving Reading Remediation

This represents the percentage of kindergarten through 3rd grade students who were on reading remediation programs during the school year. The information was reported in the “Reading Sufficiency Act Report” published by the State Department of Education. Districts administered approved reading assessment instruments and reported the results to the State Department of Education by site and grade. The rate was calculated by taking the number of students on reading remediation program in kindergarten through 3rd grades and dividing it by kindergarten through 3rd grade fall enrollment. [SDE]

Average Number of Days Absent per Student

The average daily attendance divided by the average daily membership, subtracted from 1, with result being multiplied by 175 school days. [SDE]

Mobility Rate (Incoming Students)

The number of incoming students divided by the sum of total enrollment plus incoming students minus outgoing students. [OEQA / SDE]

Suspensions of 10 Days or Less

Principals were surveyed about the number of suspensions at their school during the school year with a duration of 10 days or less. This indicator was expressed as a ratio of fall enrollment to incidents of suspension. Schools not responding to the Office of Educational Quality and Accountability (OEQA) survey were not included in this calculation. [OEQA / SDE]

Suspensions of More than 10 Days

Principals were surveyed about the number of suspensions at their school during the school year with a duration of more than 10 days. This indicator was expressed as a ratio of fall enrollment

to incidents of suspension. Schools not responding to the OEQA survey were not included in this calculation. [OEQA / SDE]

Volunteer Hours per Student

Principals were surveyed about the number of volunteer hours at their school during the school year. This number was then divided by fall enrollment. Schools not responding to the OEQA survey were not included in this calculation. [OEQA / SDE]

Parents attending at least One Parent-Teacher Conference

The principals' estimation of what percentage of the students had at least one parent or guardian attend a minimum of one parent-teacher conference. Schools not responding to the OEQA survey were not included in this calculation. [OEQA]

Juveniles Charged

The juvenile statistics are based on criminal offenses only. This number refers to those juveniles charged with an offense from September of 2013 to August of 2014, who reported that they attended one of the schools in the district, expressed as a ratio of fall enrollment to juvenile offenders. For the purposes of generating statewide averages, schools with no information reported were assumed to have no juveniles charged with an offense. On the District Report these districts were listed as "None Reported." Alternative and special education centers are not included in the tabulation of data. [Office of Juvenile Affairs (OJA) / SDE]

Offenses per Juvenile Charged

The juvenile statistics are based on criminal offenses only. The average number of offenses committed by each of the charged juveniles who reported that they attended one of the schools in the district. Excludes alternative and special education centers. [OJA]

The Number of Those Charged Who were Alleged Gang Members

The number of juvenile offenders whom reported that they attended one of the schools in the district and were deemed to have gang affiliation. Excludes alternative and special education centers. [OJA]

Symbol Key

A key identifying all of the symbols or abbreviations used in the report. They are:

ADM = Average Daily Membership (average enrollment)

FTE = Full-Time Equivalent

NA = Not Applicable

** = Data protected by privacy laws

FTR = School/District Failed to Respond to OEQA Survey with usable data

DNA = Data Not Available

RM = Revised Methodology

District Educational Process [State Department of Education (2013-14) except where noted]

All of the statistics in this section are based on the 1,767 schools included in *The Profiles* report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions.

Grade Organization, Area, and Enrollment

The grades offered by the district and the number of school sites open during the school year. The area of the district in square miles and student density expressed in students per square mile is also displayed in this section.

2012/2013 Average Daily Membership (ADM)

The average number of students on the school roster throughout the 2012-2013 school year. Also referred to as average enrollment. ADM includes all sites.

2013/2014 Average Daily Membership (ADM)

The average number of students on the school roster throughout the 2013-2014 school year. Also referred to as average enrollment. ADM includes all sites.

Change in ADM from 2012/2013 to 2013/2014

The numeric and percentage change in average daily membership between the 2012-13 school year and the 2013-14 school year.

Students Identified as Gifted and Talented

The number of students identified as Gifted and Talented divided by the district's total Fall Enrollment.

Students in Special Education

The number of students in Special Education Programs divided by the district's Fall Enrollment.

Students as English Language Learners (ELL)

The number of students identified as English Language Learners (ELL) divided by the district's Fall Enrollment.

Non-Special Ed. Teachers (FTEs)

Non-Special Ed. Teachers (job code = 210 or 213 except program code = 239) are counted based upon the percentage of the day they spend in the classroom and their contract length in order to calculate their Full Time Equivalent (FTE). This count excludes the time teachers spend teaching at alternative and special education centers.

Average Salary (w/ Fringe) of Non-Special Ed. Teachers

Teacher salaries are allocated to school sites based upon the percentage of time spent at each school site (the majority of teachers in the state spend 100% of their time at one school site). Co-op teachers were the only exception, as their time was only considered at the district level and was fully attributed to the district that submitted their records. The total of all salaries paid to non-special education teachers are then divided by total non-special education teacher FTEs to

obtain the average salary per non-special education teacher FTE. These figures include fringe benefits, but exclude extra duty pay.

Non-Special Ed. Teachers with Advanced Degree(s)

The percentage of non-special education teachers with a college degree beyond a bachelor's degree. This calculation is weighted by teacher FTE.

Average Years of Experience for Non-Special Ed. Teachers

This average is determined by weighting the average years of experience by the FTE for each non-special education teacher.

Special Education Teachers (FTEs)

Special Education Teachers (job code = 210 or 213 AND program code = 239) are counted based upon the percentage of the day they spend in the classroom and their contract length in order to calculate their Full Time Equivalent (FTE). This count excludes the time Special Education teachers spend teaching at alternative and special education centers.

Counselors (FTEs)

Counselors (job code = 203) are counted based upon the percentage of the day they spend in the school and their contract length in order to calculate their Full Time Equivalent (FTE). This count excludes the time counselors spend at alternative and special education centers.

Other Certified Professional Staff (FTEs)

All certified personnel except teachers, counselors, and administrators. This count excludes the time these staff members spend at alternative and special education centers.

School and District Administrators (FTEs)

Administrators (job code = 100 series) perform management activities that require developing broad policies and executing those policies through direction of individuals at all levels. This also includes high-level administrative activities performed directly for policy makers. This count excludes the time administrators spend at alternative and special education centers.

Average Salary of Administrators

Total salary of administrators divided by the total number of administrator FTEs. These figures include fringe benefits, but exclude extra duty pay.

Teachers per Administrator

Teacher FTE (all teachers) divided by the Administrator FTE.

District Revenue (ALL FUNDS)

There are many different "Funds" in which a school district may deposit revenue and from which it may make expenditures. *The Profiles* reports revenues and expenditures using "ALL FUNDS." The three basic sources of school district revenue in the state of Oklahoma are: Local & County, State, and Federal. (See Appendix C in this report and the *State Profiles* for a further description of district finances).

District Expenditures (ALL FUNDS)

There are many different “Funds” in which a school district may deposit revenue and from which it may make expenditures. *The Profiles* reports revenues and expenditures using “ALL FUNDS.” ALL FUNDS excludes Trust & Agency Fund and Bond Fund. Also, note that Debt Service, which is the major component of the Sinking Fund, has been accounted for separately to not adversely affect expenditure percentages in other areas. The expenditures are reported in two ways. First, expenditures in each category are reported as a percentage of the total expenditures and second as the actual dollars spent per ADM (See Appendix C in this report and the *State Profiles* for a further description of district finances).

Average HS Curriculum

Oklahoma high schools must offer a minimum of 38 units or courses per year although four units may be offered on a two year alternating plan. These courses may be broken down into the following six core areas plus electives: language arts, science, math, social studies, arts, and foreign languages or computer technology. This curriculum table looks at only the six core areas noted above. A more detailed explanation of course offerings can be found in the *State Profiles*. This information is based on those high school sites covered in *The Profiles* report series, which offer 10th grade, and above. For districts with junior high schools, the 9th grade course offerings of each junior high were added to the course offerings for each high school in the district. For districts with multiple high school sites, the number posted reflects the average number of courses offered in each subject area. However, for districts with 9th – 10th grade centers and 11th – 12th grade centers, the course offerings were summed at the district level.

Student Performance

All of the statistics in this section are based on the schools included in *The Profiles* report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions.

Oklahoma Core Curriculum Tests (OCCT)

Results of the Oklahoma Core Curriculum tests, also referred to as the Criterion-Referenced Tests (CRT), are graphed for grades 3 through 8. Results are shown as the percentage of students scoring at, or above, the “Proficient” level set by the State Board of Education. The scores posted only include the results for “Regular Education – Full Academic Year (FAY)” students. “Regular Education – FAY” students equate to rank and file students that have attended the same school for at least one full year. The results include the scores from alternative sites. [SDE]

End-of-Instruction Tests

The End-of-Instruction (EOI) tests are administered to students as they complete Algebra I, English II, U.S. History, Biology I, Algebra II, Geometry and English III. The tests measure how well each student has mastered the course content as outlined in the Oklahoma Academic Standard (OAS). Results are shown as the percentage of students scoring at, or above, the “Proficient” level set by the State Board of Education. The scores posted only include the results for “Regular Education – Full Academic Year” students. The results include the scores from alternative sites. [SDE]

4-Year Dropout Rate

First, the total number of dropouts for a graduating class was calculated by adding the dropout counts (under age 19) for the 9th, 10th 11th and 12th grades over the previous four-year period, respectively. This sum was labeled "Legal Dropouts". The four-year dropout rate for a given graduating class is then generated by dividing "Legal Dropouts" by the sum of their graduates plus "Legal Dropouts". It is assumed that this denominator accounts for all members of the graduating class except for those who were dropped from the rolls for legitimate reasons. [SDE]

Senior Graduation Rate

The senior graduation rate is computed by dividing the number of graduates by the sum of the graduate count plus senior dropouts (under age 19). It is assumed that this denominator accounts for all seniors except for those who were dropped from the rolls for legitimate reasons. [SDE]

Average GPA of HS Seniors

Principals at each high school in the state were requested to report the average Grade Point Average (GPA) for their senior class. All comparative numbers (averages) are based solely on information submitted by high schools responding to the Office of Educational Quality and Accountability (OEQA) survey. A weighted average based on 12th graders was used for all comparative averages and for districts with multiple high school sites. Schools not responding to the survey were not included in this calculation. [OEQA]

Career-Tech Occupationally-Specific Program Participation Rate

This refers to the percent of the senior class that had enrolled in a Career-Tech’s Occupationally-Specific Program (OSP) during their senior year. This number is the senior class OSP enrollment

divided by total number of seniors. This information is based on those high school sites covered in *The Profiles* reports, which offer 12th grade. [Department of Career and Technology Education (Career-Tech) / SDE]

Average ACT Score

The average ACT score of all high school graduates in the district having taken the ACT any time during their high school career. The ACT is scored on a scale of 1 to 36. A weighted average based on the number of students who took the ACT was used for districts with multiple high school sites. [OSRHE]

High School Graduates Completing Regents' College-Bound Curriculum

Principals were asked to report the number of high school graduates having completed the 15 units required for admission to Oklahoma public colleges and universities. This number was then divided by the number of graduates. Schools not responding to the OEQA survey were not included in the calculation. [OEQA / SDE]

Out-of-State College-Going Rate

Principals were asked to report the number of high school graduates who were planning to attend out-of-state colleges. This number was then divided by the number of graduates. Schools not responding to the OEQA survey were not included in this calculation. [OEQA / SDE]

Oklahoma College-Going Rate

The average number of graduates from the district attending an Oklahoma public college or university during the last three years. The rate used is referred to as the “Linear Rate” because it only includes those students who went directly from high school to college. A three-year running average is used in order to most accurately represent the college-going trends of students from smaller districts. [OSRHE]

Oklahoma College Freshmen taking at least one remedial course in Math, English, Science, or Reading

The percentage of Oklahoma public college freshmen from each district who, during their freshman year, were required to take at least one remedial course in Math, English, Science, or Reading, before beginning college-level coursework in these areas. This calculation is also a three-year running average. [OSRHE]

Oklahoma College Freshmen with GPA 2.0 or Above

The percentage of Oklahoma public college freshmen from each district who achieved a GPA of 2.0 or greater during their first semester in college. This calculation is also a three-year running average. [OSRHE]

APPENDIX A

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APPENDIX C

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

- 1) **INSTRUCTION** INSTRUCTION (1000 Series)
- 2) **STUDENT SUPPORT** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - STUDENTS (2100)
- 3) **INSTR. SUPPORT** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
- 4) **DISTRICT ADMIN.** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
- 5) **SCHOOL ADMIN.** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - SCHOOL ADMINISTRATION (2400)
- 6) **DISTRICT SUPPORT** SUPPORT SERVICES (2000 Series)
 - CENTRAL SERVICES (2500)
 - OPERATION AND MAINTENANCE OF PLANT SERVICES (2600)
 - STUDENT TRANSPORTATION SERVICES (2700)
- 7) **DEBT SERVICE** OTHER USES (5000 Series)
 - DEBT SERVICE (5100)
- 8) **OTHER** OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series)
 - CHILD NUTRITION PROGRAMS OPERATIONS (3100)
 - ENTERPRISE OPERATIONS (3200)
 - COMMUNITY SERVICES OPERATIONS (3300)
 - FACILITIES ACQUISITION AND CONSTR. SERVICES (4000 Series)
 - LAND ACQUISITION SERVICES (4200)
 - LAND IMPROVEMENT SERVICES (4300)
 - ARCHITECTURE AND ENGINEERING SERVICES (4400)
 - EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500)
 - BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600)
 - BUILDING IMPROVEMENT SERVICES (4700)
 - OTHER USES (7000 Series)
 - SCHOLARSHIPS (7100)
 - STUDENT AID (7200)

STAFF AWARDS (7300)

WORKER'S COMPENSATION CLAIMS (7400)

TORT LIABILITY CLAIMS (7500)

MEDICAL CARE CLAIMS (7600)

FLEX BENEFITS (7700)

LONG-TERM DISABILITY (LTD) CLAIMS (7800)

OTHER USES (7900)