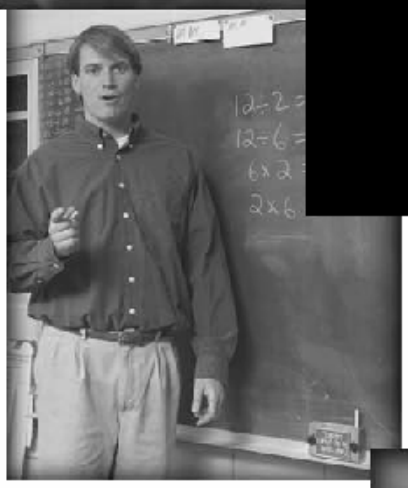
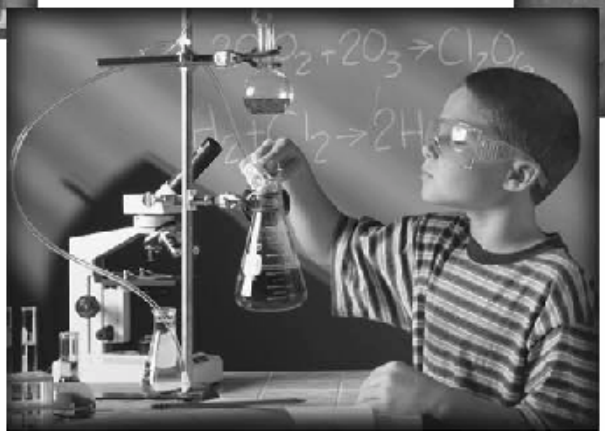
Oklahoma
Educational
Indicators
Program

Profiles 2005 State Report





Office of Accountability
May 2006

Family & Community Setting • Educational Process • Student Performance

Oklahoma Educational Indicators Program

Profiles 2005 State Report

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Prepared in Cooperation with:
Oklahoma State Department of Education
Oklahoma State Regents for Higher Education
Oklahoma Department of Career & Technology Education
Oklahoma Office of Juvenile Affairs
All Oklahoma Public Schools

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Education Oversight Board / Office of Accountability

Ron Dryden, Acting Chairman • Robert Buswell, Executive Director

May 19, 2006

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue "PROFILES 2005," 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 2005" furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

"PROFILES 2005" 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,

Ronald Dryden

Ronald Dryden
Education Oversight Board

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EXECUTIVE SUMMARY

INTRODUCTION

When evaluating education, it is important to remember that no single score, ratio, or measurement can quantify the academic soundness of a state, district, school, or student. Therefore, "Profiles 2005" 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, 6,390 persons; household income, $44,370; population living below poverty level, 15%; per student valuation of property, $31,431; single-parent families, 29%; unemployment rate, 5%; students eligible for free/reduced-price lunch, 55%; 1st through 3rd grade students in need of reading remediation, 30%; parents attending at least one parent-teacher conference, 72%; average number of days absent per student, 10.0; mobility rate (Incoming Students), 11%.

On average, there was one suspension with a duration of 10 days or less for every 11.0 students statewide. When looking at suspensions that lasted for more than 10 days, the average for all schools was one suspension for every 93.7 students statewide.

The following apply to criminally referred juvenile offenders: 9,070 public school students were referred to the Office of Juvenile Affairs (OJA). These referred students were charged with 17,844 offenses, and 216 of the offenders were said to have gang affiliation. This means that, on average, one out of every 68.4 students statewide had been charged with a crime, each offender had committed an average of 2.0 offenses and 2.4% of the charged students had gang affiliations.

The following is a breakdown of Oklahoma public school enrollment by ethnic group: Caucasian, 60%; Black, 11%; Asian, 2%; Hispanic, 8%; Native American, 19%. 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 2005" reports on 540 individual Oklahoma school districts and 1,770 conventional school sites: 1,007 elementary schools, 296 middle schools/junior highs and 467 senior highs. Total ADM in 2004-05 was 622,867, an increase of 3,695 students from the 2003-04 school year, an increase of 0.6% The 2004-05 statewide membership was 1.9% greater than the membership nine years earlier, but was 0.2% lower than the high of 623,800 set in 1998-99. ADM declined rapidly from 9th through 12th grade and this was not a single year occurrence.

During the 2004-05 school year, 77,927 Oklahoma students qualified for the Gifted/Talented program; 13% of all students in the state. That same year, 94,855 Oklahoma students qualified for the special education program, which represented 15% of all students. And, 340,550 Oklahoma students were eligible for the Free and Reduced-Priced lunch program. This equated to 54.7% of all students and was an increase of 7,285 students, or nine-tenths of a percentage-point, from the 2003-04 school year. Eligibility has increased eleven percentage-points in ten years.

The breadth and depth of high school course offerings greatly influence academic performance at the secondary level. Collectively, districts across the state offered an average of 33.6 units in the six core areas in 2004-05.

Statewide, the number of regular classroom teachers increased by 1,359 FTEs for the 2004-05 school year (34,735 in 2003-04 to 36,094 in 2004-05). Furthermore, ADM (excluding non-graded students) increased by 4,380 students. Based on an ADM of 620,202, the statewide gross student/teacher ratio for regular classroom teachers in 2004-05 was 17.2 students per teacher, a five-tenths of a student decrease from the all time high student teacher ratio recorded in 2003-04. The average salary of teachers for the 2004-05 school year was $37,701, an increase of $2,922 (8.4%) from the previous year. The percentage of teachers with an advanced degree is currently at 27.8%, a declined from its high of 41% in 1989-90. Teachers average 12.8 years of experience.

Like classroom teachers, administration is another key ingredient of education. The 2004-05 school year saw a 11% increase in the number of administrators from the previous year. There were 3,298 administrator FTEs at the 540 districts, an increase of 316 FTEs over the 2003-04 school year count of 2,982 administrator FTEs. This averaged 6.1 administrators per school district and each received an average salary of $63,257, an increase of $2,823, or 4.7% from last year. On average, each supervised 11.9 teacher FTEs and average 22 years experience.

Looking at district revenues, the largest portion of funding is provided by the State at 52.2% ($2.3 billion), followed by Local & County with 34.0% ($1.5 billion) and Federal funds which provide 13.8% ($534 million). Total revenues increased for Oklahoma's districts by $249,646,353, or 6.2%, over 2003-04 revenues of $4,203,302,497.

Statewide, total expenditures from ALL FUNDS were $4.4 billion, a $326 million increase over the 2003-04 school year. The largest expenditure was in the area of "Instruction" with 54.8%, a two-tenth of a percentage-point decrease over 2003-04. With the exception of 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 17.7% of all expenditures.

Based on ALL FUNDS, including "Debt Service," per student expenditures ranged from a high of $39,670 per student at Plainview P.S. in Cimarron County to a low of $5,180 per student at Lone Star P.S. in Creek County, with a state average of $7,038. For comparative purposes, national average on overall costs per student was $8,259 per student, putting Oklahoma roughly 19% below the national average on per student spending. Only seven states had expenditures per student lower than Oklahoma's. Spending differed amongst Oklahoma's Community Groups as well. Comparing Oklahoma's most expensive districts on a per student basis (H2s) to its least expensive (E1s) shows that the H2 districts spent an average of $8,968, or 56% more than the $5,765 averaged by the E1 districts. The bulk of the additional cost is undoubtedly the result of lower student per teacher ratios at the smaller H2 districts. Teacher personnel costs are the single greatest expenditure at districts in Oklahoma. H2 districts as a group spent $1,457 (45%) more per student in the area of "Instruction" than did the E1 districts.

STUDENT PERFORMANCE

The Oklahoma School Testing Program cost the state $4.8 million to administer in 2004-05. The State's scores, expressed as the percentage of students scoring Satisfactory or above, were as follows: 3rd grade; Math, 77% and Reading, 87%; 4th grade; Math, 82% and Reading, 91%; 5th grade; Math, 84%, Reading 79%, Social Studies, 69% and Science, 83%; 7th grade; Geography, 84%; 8th grade; Math, 76%, Reading 81%, History/Constitution/Government, 64% and Science, 83%. The results for the EOI were: English II, 66%; U.S. History, 70%; Algebra I, 31% and Biology I, 49%.

In an attempt to evaluate schools' overall performance in preparing students for the Core Curriculum Tests, the Secretary of Education and Education Oversight Board created the Performance Benchmark which requires that "70% of Regular Education students achieve a score of Satisfactory or above". Slightly less than half of the 5th grade sites were able to achieve four-out-of-four on the Oklahoma Performance Benchmark, and only 32% of the 8th grade. While many schools do perform well on the OCCT, it is of great concern that there were 59 elementary schools (7%) and 31 middle schools/junior highs (6%) 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 and speaking in general terms, Oklahoma's performance seems to be falling behind the nation's in most grades, subject areas tested, and racial groups.

The Office of Accountability used two different methodologies to calculate dropout rates starting in 2004-05. The methodologies are a "Single-Year Dropout Rate" which averaged 2.9% and a "Four-Year Dropout Rate" which averaged 14.5%. Based on the Four-Year methodology, the high school with the highest dropout rate was Northwest Classen in Oklahoma City, where 53% of the Class of 2005 dropped out in 9th through 12th grade. However, 94 Oklahoma high schools did not report a single dropout for the Class of 2005 over the four year period.

Tracking overall student attrition, 25% of students on average are lost between 9th grade and graduation and the loss rates for certain race and gender categories can be staggering. However, only 15-percentage-points of the overall statewide loss is accounted for by student dropout. 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, Single-Year Student Dropout rates have been markedly declining over the last five years while student attrition figures have remained constant.

The Profiles Report series use two different methodologies to generate student graduation rates; the Four-Year Graduation Rate and the Single-Year Rate. These rates were 75.4% and 97.3%, respectively.

There is an interesting interrelationship between the Single-Year Dropout Rate, the Four-Year Dropout Rate, the Student Loss Rate and the Four-Year Graduation Rate. While the Single-Year Dropout Rate is now at 2.9% and has been on a downward trend for a number of years, the Student Loss Rates have remained constant for some time as have the Four-Year Graduation Rates. Furthermore, the Single-Year Dropout Rate greatly under represents the 15% of students lost during the four-year span of high school. Most interesting is the discrepancy that exists between the statewide Four-Year Dropout Rate of 15% and the Statewide Student Loss Rate of 25%. Where are the missing 10% of students? Not more than one-to-two percentage-points of the missing 10% of students can be contributed to an inflation in the 9th grade base caused by students who repeat 9th grade. Students who dropout after reaching age 19 account for 1.1% of their graduating class. Students who die in grades 9 through 12 account for 0.3% of their class. And finally, students who attend all four years of high school, but who do not meet the requirements to receive a high school diploma make up .07% of their graduating class. All of these factors combined account for not more than four percentage-points of the 10% of unaccounted for students, meaning that there are anywhere from 2,800 to 3,800 students from each statewide graduating class who disappear from the state system in grades 9 through 12.

At the Oklahoma public high schools included in this series of reports, 23,863 members of the Graduating Class of 2005 (66.5%) took the ACT. The average composite score on the ACT for this group was 20.6, a drop of one-tenth of a standard score from 2003-04. The official Oklahoma score generated by the ACT Corporation, which includes both public and private schools as well as alternative education centers, was 20.4, a two-tenths of a standard score decrease from the 2003-04 results. The comparable national average was 20.9, unchanged from 2003-04. The gap between Oklahoma and the nation was five-

tenths of a standard score. Oklahoma's ACT score is down one-tenth of a standard score since 1995-96 and the national score is the same as it was in 1995-96. Average ACT scores varied greatly across Oklahoma The highest was at Classen School of Advanced Studies in Oklahoma City P.S. with a score of 24.3 and 92% of graduates being tested. The lowest reportable average ACT was at Southeast High School, also part of Oklahoma City P.S., with an average ACT of 14.7 and 74% of graduates tested. This school's ACT tested graduates averaged in the bottom 13th percentile of all 2005 graduates tested nationally. Of the 429 Oklahoma high school sites upon which Profiles reported ACT scores, 249 had average ACT scores below 20, which was the cut score required for admission to Oklahoma's regional four-year universities.

Seventy-seven percent (77.9%) of Oklahoma's 2005 high school graduates were reported to have completed the college-bound curriculum required for admission to the state's public institutions of higher education. Seniors in 2004-05 had an average GPA of 3.0 and roughly 6% attended an out-of-state college. Based on the graduating classes of 2002 through 2004, 43.6% of students enroll in an occupationally-specific Career-Tech program and 81.6% of those students went on to complete one or more of the competencies required for the program.

Based on a three-year average, 51.9% of the state's public high school graduates went directly to a public college in Oklahoma. Once in college, 35.9% of that group took at least one remedial course and 72.2% attained a GPA of 2.0 or above during the first semester in college. The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school was 42.2%.

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OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

"Profiles 2005" 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 2005" consists of three components: (1) the State Report; (2) the District Report and (3) individual School Report Cards. Each component of "Profiles 2005" divides the information presented into three major reporting categories: (I) community and environmental information, (II) educational program and process information and (III) student performance information. This methodology is meant to mirror the real-world educational process. Students have a given home and community life, they attend a school with a varied make up of teachers and administrators who deliver education through different processes and programs and finally, all of these factors come to bear on student performance.

The specific scope of each "Profiles 2005" component is as follows:

State Report

This component of Profiles 2005 contains tables, graphs and maps, all with accompanying text, concerning state-level information for major categories of measurement. The most recent data covers the 2004-05 school year. Wherever possible, tables and graphs will cover multiple years so that trends may be observed. In addition, national comparisons have been added based on data availability and comparability.

District Report

This component of Profiles 2005 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 540 school districts in the state and presents a wealth of educational data in both graphic and tabular form for the 2004-05 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 1,770 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 2005 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 Price 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 Price 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 in the district, student programs, information about teachers and administrators, revenues and expenditures and high school course offerings.

Student Performance

The Student Performance category provides a broad array of student performance information including the results of the Oklahoma School Testing Program, Dropout rates, ACT scores, Career Tech participation and collegiate performance measures.

Each of the "Profiles 2005" components reports information using the same three categories and by design is directly comparable. For a comprehensive view of education in a given area, one would start with the State Report, move to the District Report and then look at School Report Cards for schools within a given district. Each document reports similar information for the various levels of operation.

COMMUNITY GROUPING MODEL

The great diversity among school districts makes it difficult to compare their effectiveness in educating students. One way to make meaningful comparisons is to break the districts into peer groups so that similar schools 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 540 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 Price Lunch Program" (Figure 9 & 14). If the percentage of students eligible for the program is higher than state average, the district is given the designation of 2. If the percentage is equal to, or below, the state average the district is given the designation of 1. This combination of letters and numbers creates 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 2005 District Report".

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

While this data gathering process is taking place, there are school sites 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 2004" 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 2005" 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 2005" 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 2005."

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

Community Characteristic	State Average
District Population (number of residents in 2000)	6,390
Household Income (2000)	$44,370
Population Living Below Poverty Level (2000)	15%
Per Student Valuation of Property (2003-04)	$31,431
Single-Parent Families (2000)	29%
Unemployment Rate (2000)	5%
Students Eligible for Free/Reduced Lunch (2003-04)	55%
1st through 3rd Grade Students in need of Reading Remediation (2003-04)	30%
Parents Attending at Least One Parent-Teacher Conference (2003-04)	72%
Average Number of Days Absent per Student (2003-04)	10.0
Mobility Rate (Incoming Students) (2003-04)	11%

Student Suspensions: There was one incident of suspension of less than 10 days for every 11.0 students statewide and one incident of suspension of more than 10 days for every 93.7 students statewide.

Juvenile Offenders: In Oklahoma in 2004-05, one out of every 68.4 public school students were charged with a crime through the juvenile justice system (9,070 offenders statewide). Each offender was charged with an average of 2.0 criminal offenses (17,844 statewide) and 216 of the offenders statewide were alleged gang members (2.4% of offenders).

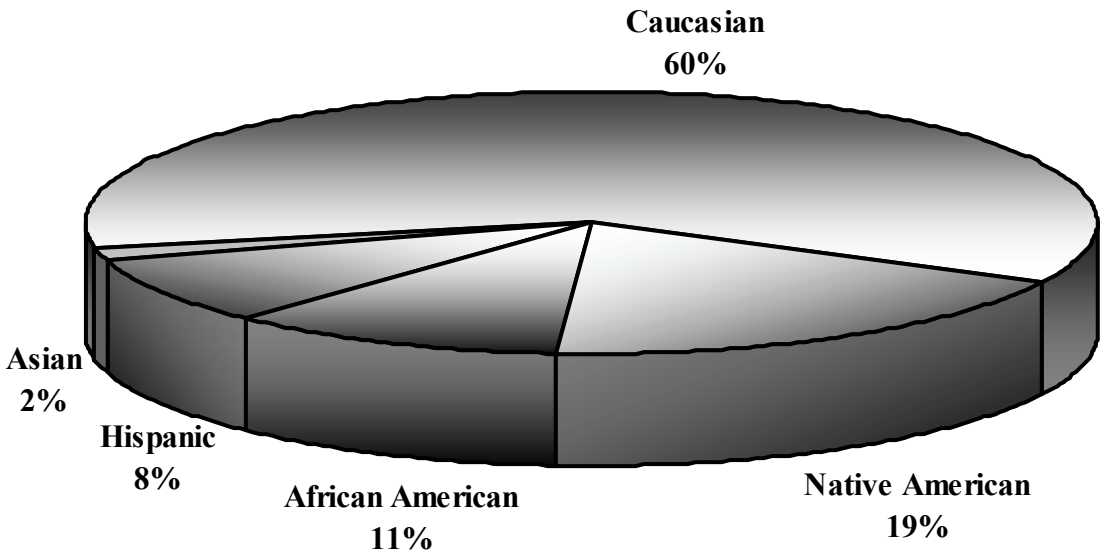
Oklahoma Public School Enrollment by Ethnic Group (Figure 2):
(based on 2004 fall enrollment)

Caucasian	60%
Black	11%
Asian	2%
Hispanic	8%
Native American	19%

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%

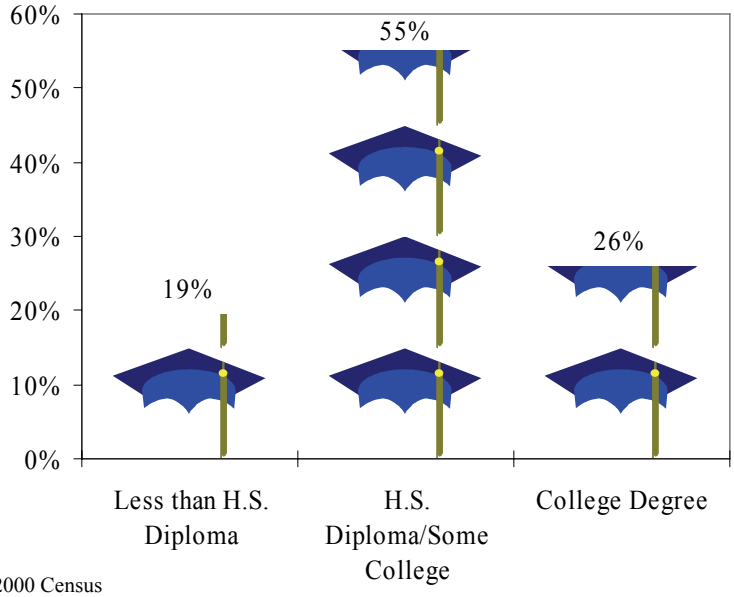
Figure 2
Oklahoma Public School Enrollment by Ethnic Group
2004-05 School Year



Data Source: State Department of Education

Total Fall 2004 Enrollment = 629,133

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



Data Source: 2000 Census

SOCIEOECONOMIC 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 (P.S.), the largest district, had a population of 298,475 persons (47 times the state average) while Plainview P.S. (Cimarron county) had the smallest district with a population of 175 persons (37 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 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 Price Lunch Program (explained in the "EDUCATIONAL PROCESS" section of this document). During the 2004-05 school year, 54.7% of Oklahoma's public school students were eligible for this program (Figure 9 & 14). The percentages ranged from 54 school sites with 100% of their students eligible to a low of 1.2% at Southeast Elementary School in Jenks P.S.

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 P.S. (Cimarron county) with an assessed property value of $640,029 per student in 2004-05 to Moffett with a property value of $2,409 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 are within Oklahoma county (Figure 8).

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 2004-05, 30.1% of students in grades 1 through 3 were in need of reading remediation (Figure 10). The data ranged from

42 sites with not a single 1st through 3rd grade student in need of reading remediation to four others where 100% of 1st through 3rd graders were in need of reading remediation.

A students' eagerness to learn also greatly impacts a schools ability to do its job. An indication of this is the average number of days absent per student. Statewide, students missed an average of 10.0 days per year. The extremes on this indicator ranged from Tom P.S. which reported that their students miss an average of one day per year, to Cave Springs P.S., who's students on average, missed 18.1 days during the 2004-05 school year.

The mobility of the student population also influences the learning environment within a school. Mobility was viewed as new enrollments as a percentage of the enrollment at the end of the school year. Using this methodology, the statewide mobility rate for 2004-05 was 11.3%, meaning that at the end of the school year, in the average classroom, 11.3% of the remaining students had entered that school sometime during the 2004-05 school year. Student mobility was highest at Nathan Hale High School in Tulsa P.S. with a mobility rate of 110%, whereas 43 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 were 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 approximately one incident of suspension with a duration of 10 days or less for every 11 students statewide; one for every 13 students in elementary schools and one for every 9 students in high school. When looking at suspensions that lasted for more than 10 days, the average for all schools was one incident for every 94 students statewide; one for every 273 elementary students and one for every 38 high school students. While the bulk of schools had very few suspensions, there were 67 schools in the state where incidents of suspension of 10 days or less exceeded one for every three students. Ten schools, however, reported that incidents of suspension for 10 days or less exceeded a one-to-one ratio with enrollment.

Parental and community support and involvement is another factor that correlates with how students perform academically. As a measure of this type of involvement, the Office of Accountability asked every public school principal in the state what percentage of students at their school had at least one parent/guardian attend at lease one parent-teacher conference and to report the total number of hours of service provided to the school by patrons, other than students, during the 2004-05 school year (Appendix A). Principals statewide responded that 72.1% of students had at least one parent/guardian attend a parent-teacher conference. The extremes on this indicator ranged from 89 schools across the state that reported perfect attendance at parent-teacher conferences to two schools (Straight P.S. and F.D. Moon Academy in Oklahoma City P.S.) which reported that no parents attended the conferences. In regard to support, principals statewide reported that on average, 2.6 hours of service were volunteered by parents and the community per student at Oklahoma's public schools. The extremes ranged from Lakehoma Elementary in Mustang P.S. that reported 80.4 hours volunteered per student to 211 schools that reported no hours of service were volunteered at their school.

Juvenile crime is another social problem that infuses the classroom. The use of juvenile crime statistics in Profiles 2005 is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 2004-05 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, 9,070 public school students were referred to the Office of Juvenile Affairs (OJA) in 2004-05. These offenders were charged with a total of 17,844 offenses and 216 of the offenders were said to have gang affiliation. This means that, on average, one out of every 68.4 students statewide had been charged with a crime, each offender had committed an average of 2.0 offenses and 2.4% of the charged students had gang affiliations.

Twenty percent (20%) of districts statewide had no juvenile offenders, meaning no students had been charged. However, a look at those districts with five or more students in the OJA database revealed that at one district (Olney P.S.), one out of every 14.8 students had been charged with a crime during the 2004-05 school year. None of those students, however, had gang affiliations. Yet, Oklahoma City P.S. had 46 students who were affiliated with a gang. This particular district accounted for 21% of the gang-affiliated offenders statewide. The gang phenomenon seems to be isolated to just a few of Oklahoma's school districts. While 56 of Oklahoma's districts were reported to have gang-affiliated offenders, just three districts (Oklahoma City, Lawton and Tulsa) accounted for 51% of the offenders, statewide, who were affiliated with gangs. The ratios used in this analysis are based on 2004-05 ADM. 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 (31%) had to do with theft/burglary of one variety or another. Violation of municipal ordinances/obstruction of justice charges ranked second with 25%. Crimes related to sex/violence represented 21% of all charges. Drug/alcohol possession made up 13% of offenses and crimes against property accounted for roughly 8% of the arrests. Other types of offenses made up the remaining 2%. A more detailed listing of the offenses by type can be found in Appendix B of this report.

Oklahoma is a state of great diversity and the ethnic makeup of the state's school districts is no exception. Figure 2 shows that in school year 2004-05, 19% of Oklahoma's students were Native American, 11% were African American, 8% were Hispanic and 2% were Asian. Statewide, 40% of student enrollments came from one of the four ethnic minority groups. Minority enrollments have increased six percentage-points in 10 years. The minority group with the largest increase since 1995-96 was the Hispanics, with a three percentage-point increase, followed by Native Americans with a two percentage-point increase and finally African Americans, with a one percentage-point increase. The state's ethnic diversity is also visible among districts. Two districts in Oklahoma (Kenwood P.S. and Tom P.S.) have 100% minority enrollment and three districts in the state have 100% Caucasian enrollment (Leonard P.S., Peckham P.S. and Grandview P.S.).

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 in Bell P.S., almost 59% of its population did not have a high school diploma. However, Deer Creek P.S. 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 (Dahlonegah P.S., Crooked Oak P.S. and Byars P.S.) had five percent (5%) or less of their population

with a college degree, whereas, Oakdale P.S. and Deer Creek P.S. had more than 57% of their community's population holding a college degree.

SOCIOECONOMIC ADVERSITY MAPS

In Oklahoma, school district boundaries vary greatly in size and shape. Some districts cover so little area that they are mere dots on a statewide map. Other districts may cover hundreds of square miles, yet serve a relatively small number of students. These factors make it difficult to accurately display information on a statewide map using school district boundaries as the base. For this reason, 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 Price 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 school (Figure 10). The maps offer a visual sketch of Oklahoma's community characteristics. These maps should be referenced again when evaluating maps in the "EDUCATIONAL PROCESS" and "STUDENT PERFORMANCE" sections of this report. Appendix C displays the information presented in this series of maps in a tabular format.

Figure 4

TOTAL POPULATION BY COUNTY

2000 Census

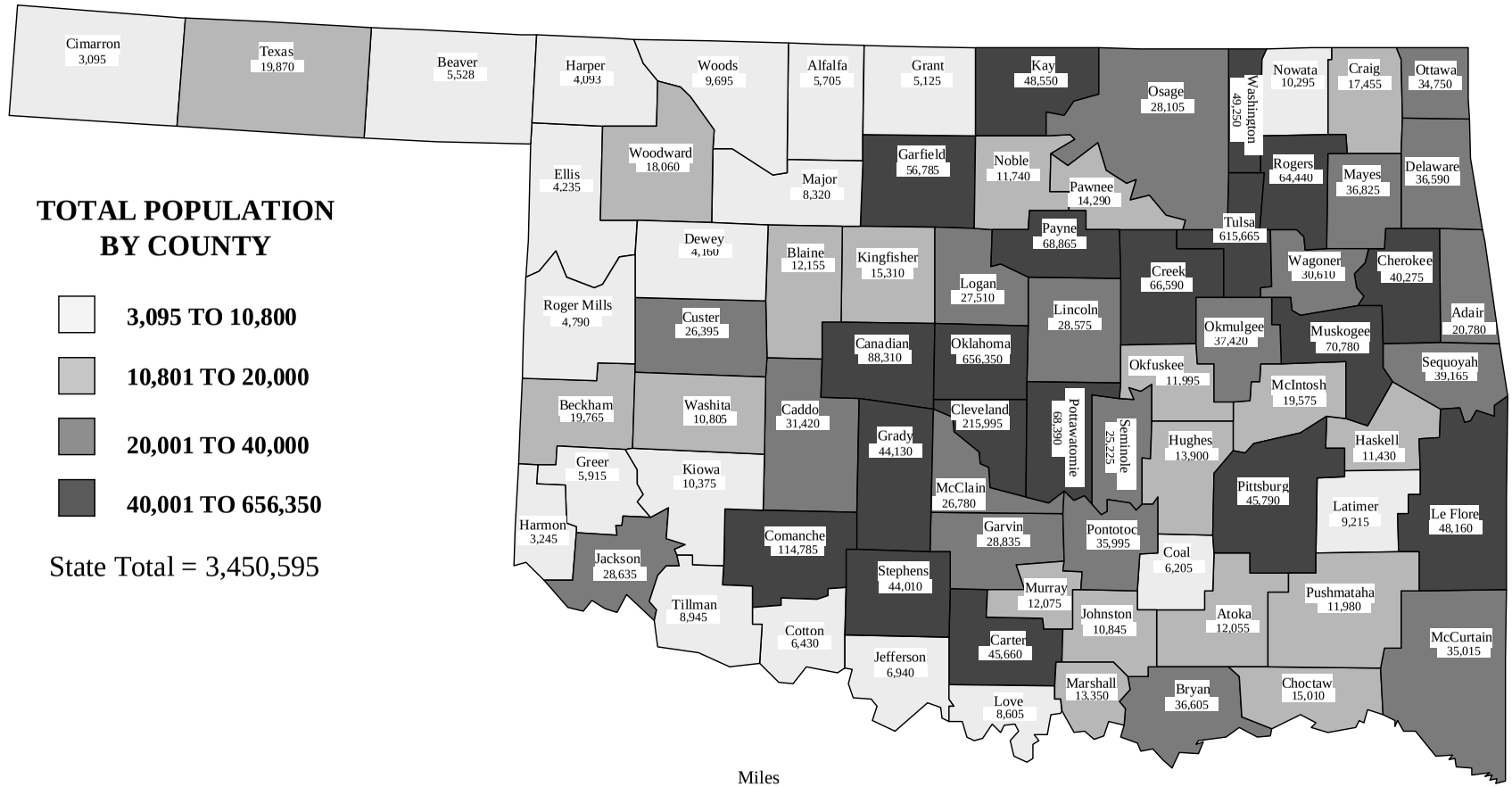
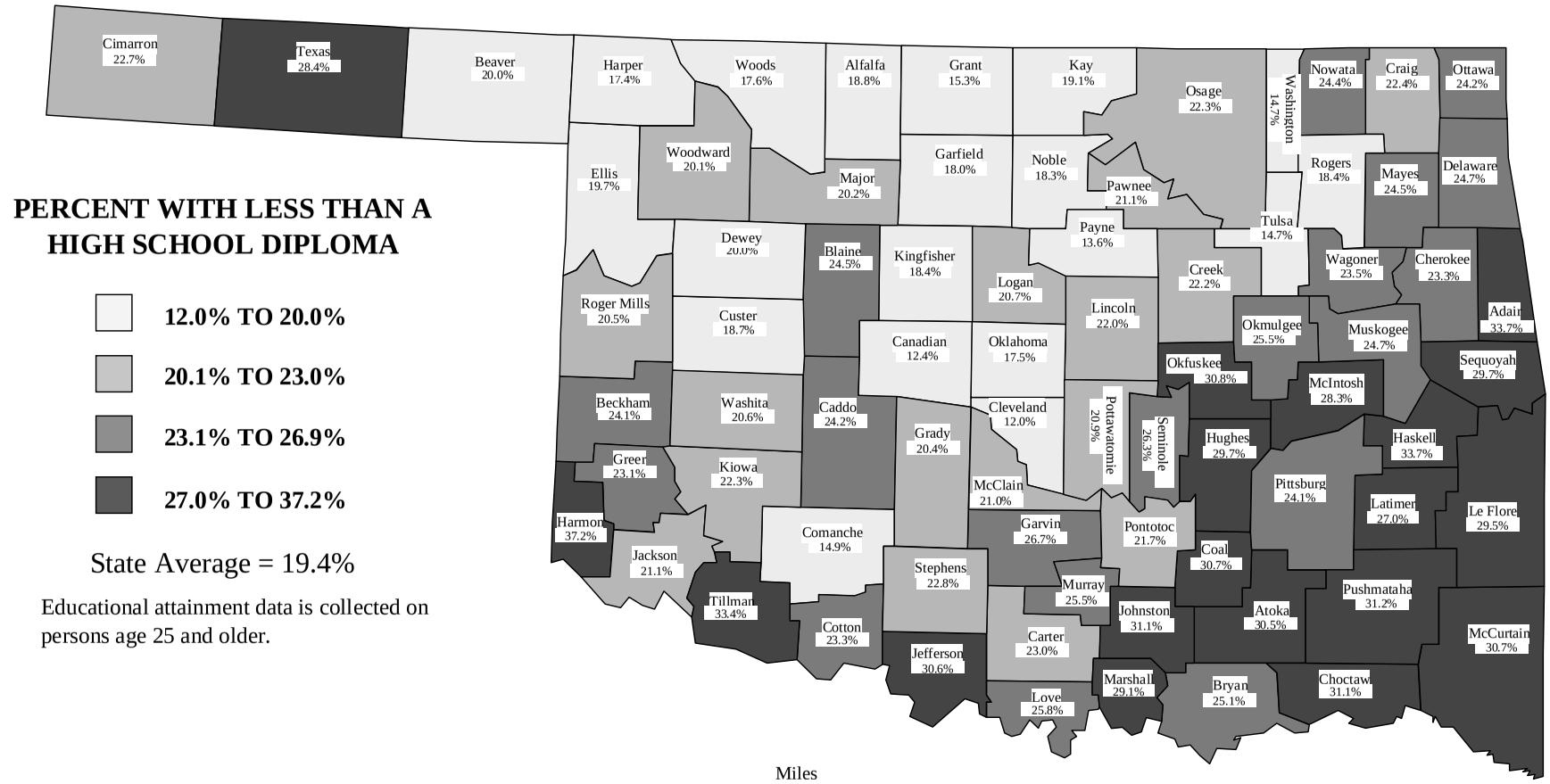


Figure 5

PERCENT OF POPULATION WITH LESS THAN A HIGH SCHOOL DIPLOMA

2000 Census



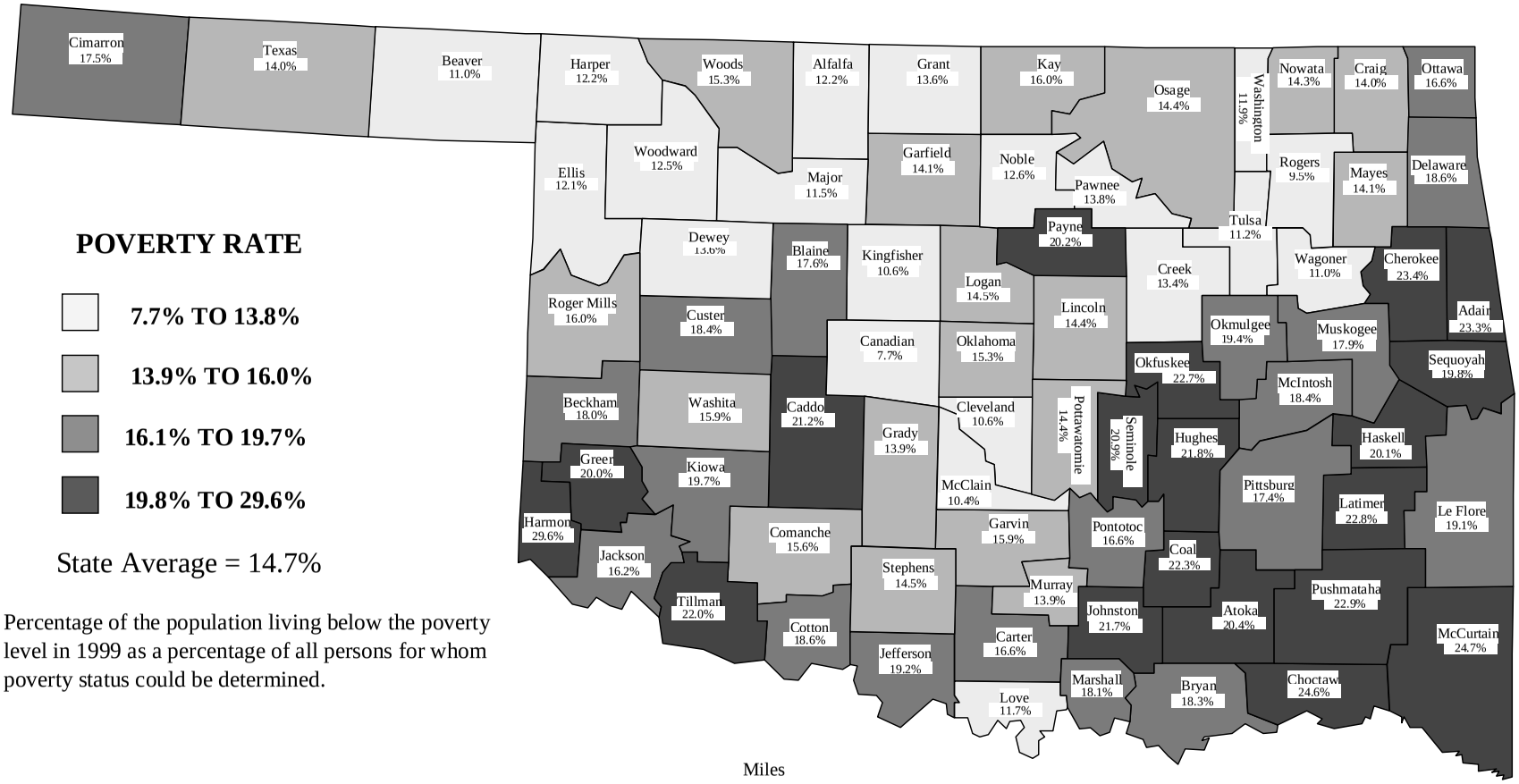
Prepared by: Office of Accountability

Date: 4/23/2004

Figure 6

POVERTY RATE

2000 Census



POVERTY RATE

- **7.7% TO 13.8%**
- **13.9% TO 16.0%**
- **16.1% TO 19.7%**
- **19.8% TO 29.6%**

State Average = 14.7%

Percentage of the population living below the poverty level in 1999 as a percentage of all persons for whom poverty status could be determined.

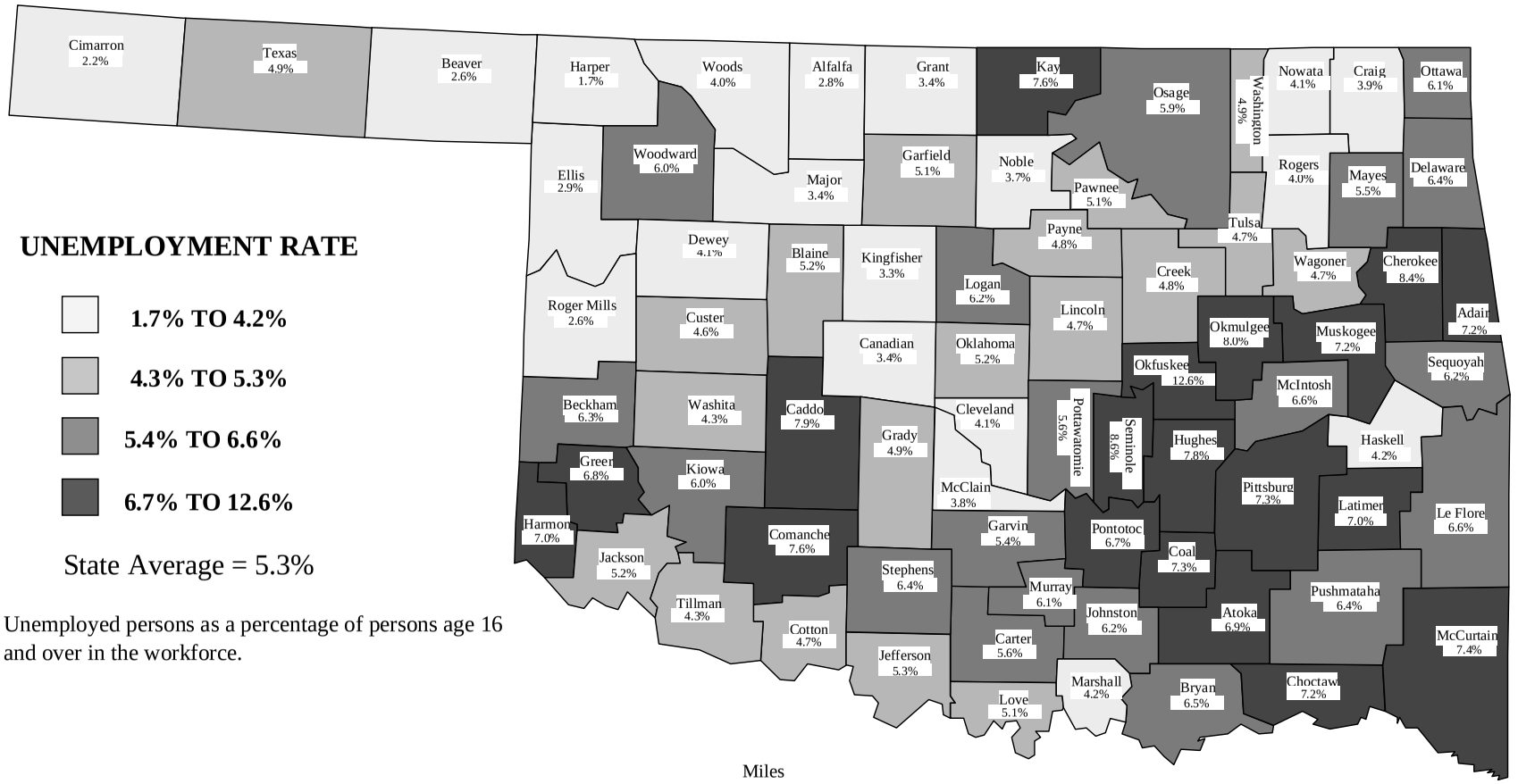
Prepared by: Office of Accountability

Date: 4/23/2004

Figure 7

UNEMPLOYMENT RATE

2000 Census



UNEMPLOYMENT RATE

- **1.7% TO 4.2%**
- **4.3% TO 5.3%**
- **5.4% TO 6.6%**
- **6.7% TO 12.6%**

State Average = 5.3%

Unemployed persons as a percentage of persons age 16 and over in the workforce.

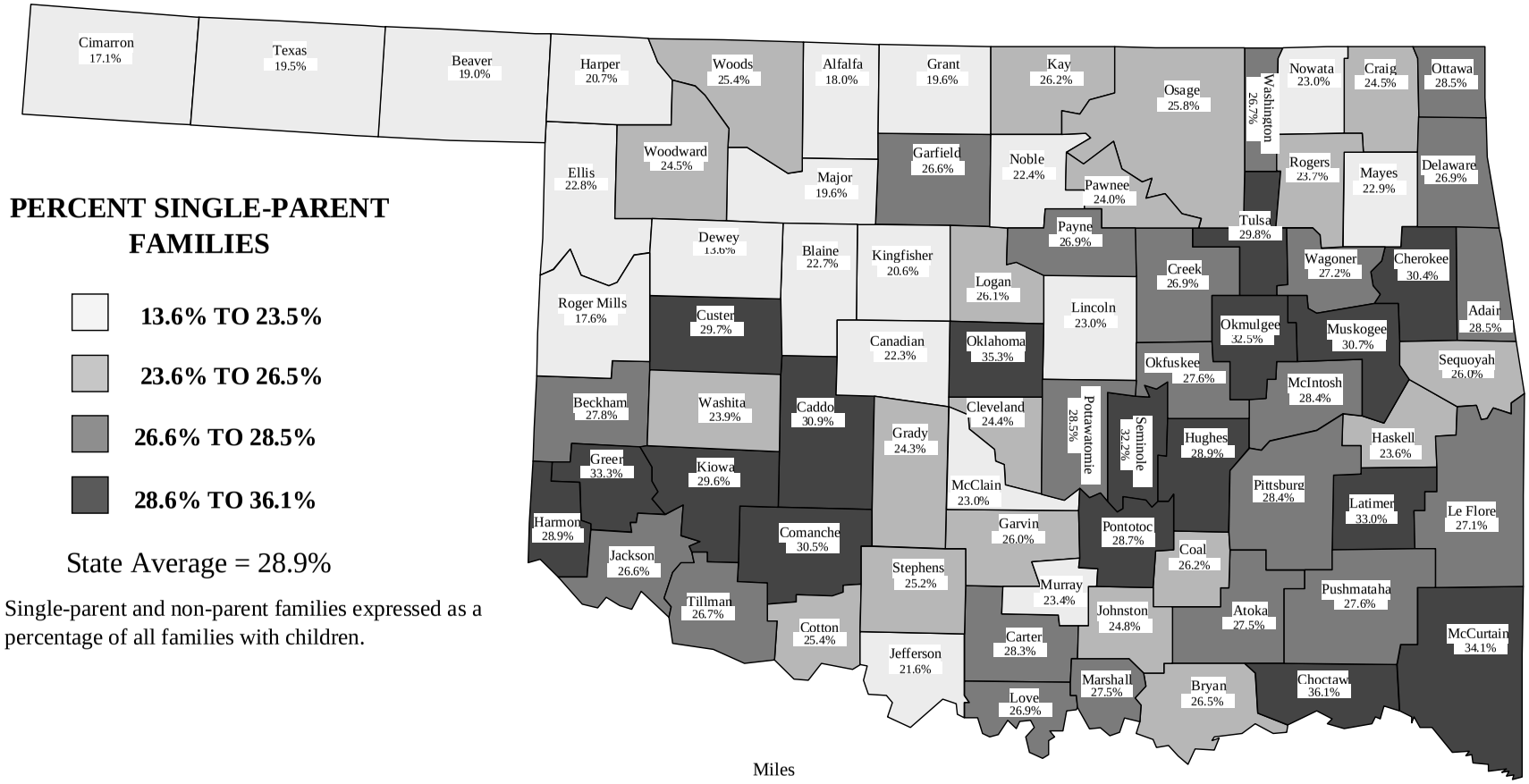
Prepared by: Office of Accountability

Date: 4/23/2004

Figure 8

PERCENT OF SINGLE-PARENT FAMILIES

2000 Census



PERCENT SINGLE-PARENT FAMILIES

- **13.6% TO 23.5%**
- **23.6% TO 26.5%**
- **26.6% TO 28.5%**
- **28.6% TO 36.1%**

State Average = 28.9%

Single-parent and non-parent families expressed as a percentage of all families with children.

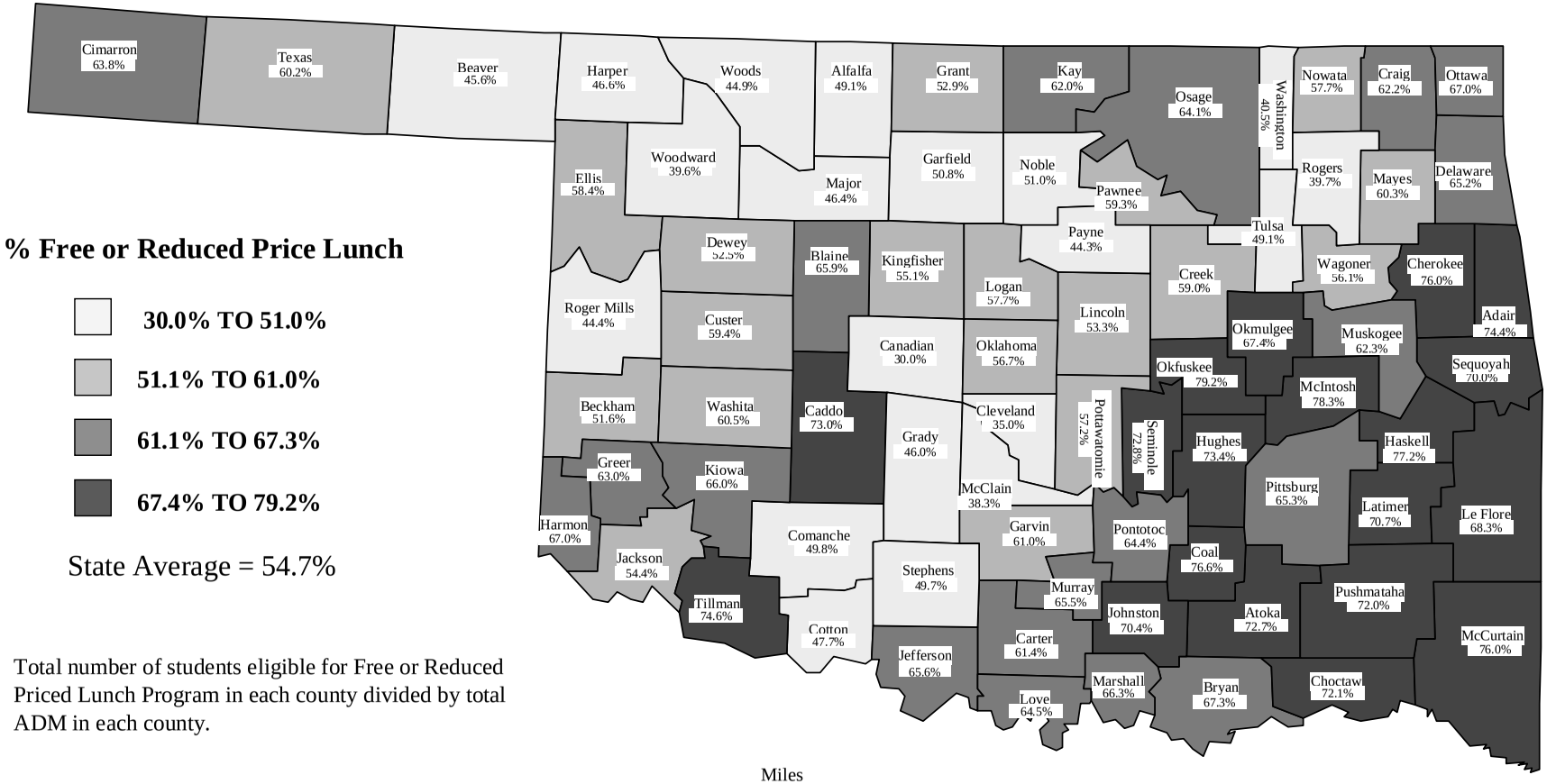
Prepared by: Office of Accountability

Date: 4/23/2004

Figure 9

PERCENT OF STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE LUNCH PROGRAM

2004-05 School Year



% Free or Reduced Price Lunch

- **30.0% TO 51.0%**
- **51.1% TO 61.0%**
- **61.1% TO 67.3%**
- **67.4% TO 79.2%**

State Average = 54.7%

Total number of students eligible for Free or Reduced Priced Lunch Program in each county divided by total ADM in each county.

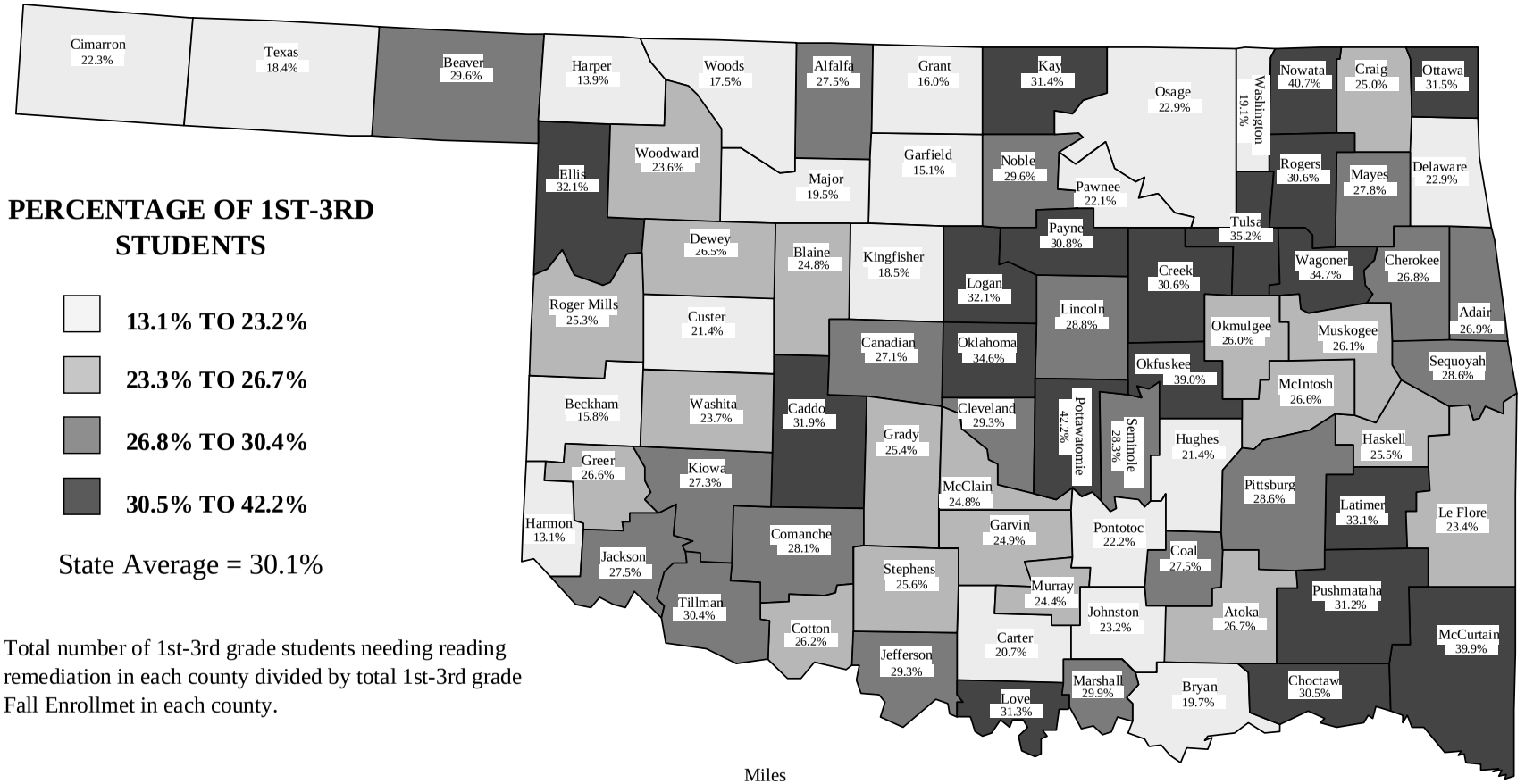
Prepared by: Office of Accountability

Date: 5/03/2006

Figure 10

PERCENTAGE OF 1ST THOUGH 3RD GRADE STUDENTS IN NEED OF READING REMEDIATION

2004-05 School Year



PERCENTAGE OF 1ST-3RD STUDENTS

- **13.1% TO 23.2%**
- **23.3% TO 26.7%**
- **26.8% TO 30.4%**
- **30.5% TO 42.2%**

State Average = 30.1%

Total number of 1st-3rd grade students needing reading remediation in each county divided by total 1st-3rd grade Fall Enrollmet in each county.

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

Date: 5/06/06

II. EDUCATIONAL PROCESS

DISTRICTS, SCHOOLS AND STUDENT ENROLLMENT

"Profiles 2005" reports on 540 individual Oklahoma school districts and 1,770 conventional school sites: 1,007 elementary schools, 296 middle schools/junior highs and 467 senior highs.

Schools and school districts in Oklahoma are organized in a variety of ways. Oklahoma school districts are accredited by the State Board of Education and are classified as either independent districts (offering pre-kindergarten through 12th grade), or elementary districts (offering pre-kindergarten through 8th grade). Students from elementary districts must be integrated into a neighboring independent district's high school program once students have completed 8th grade. In 2004-05, there were 111 elementary (dependent) school districts and 429 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 2004-05 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

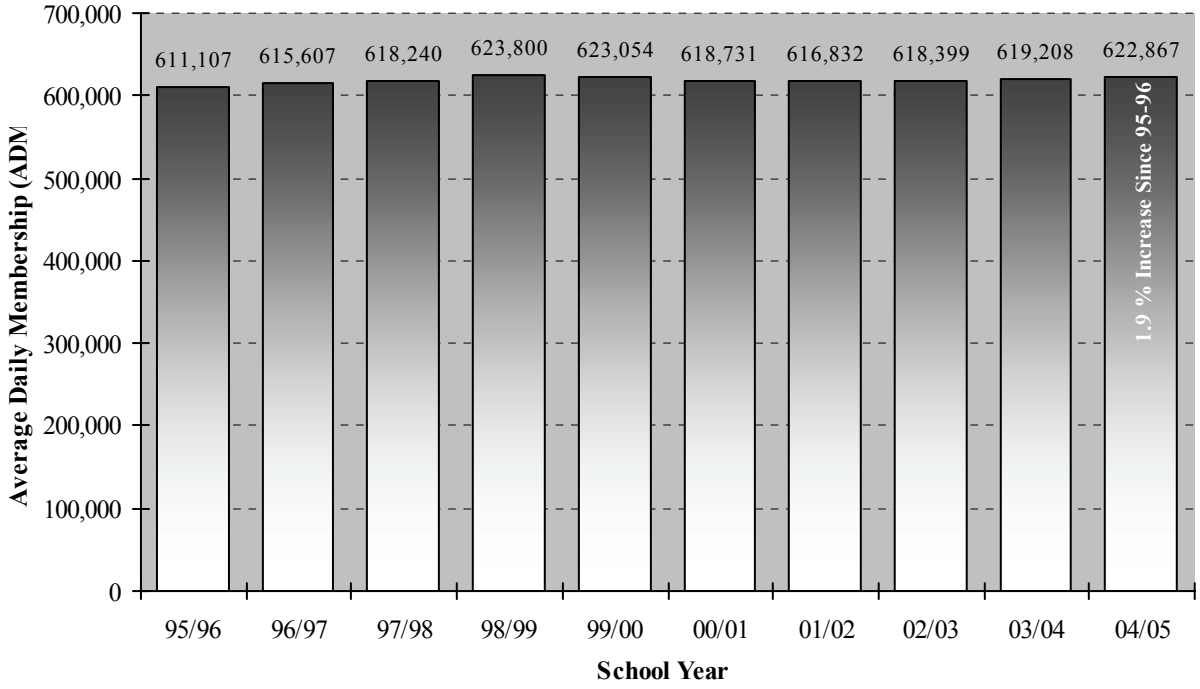
District Size in ADM	Socioeconomic Status	Group Designation	# of Districts	% of All Districts	# of Students	% of All Students
25,000 Plus	Low	A2	2	0.4%	80,490	12.9%
10,000 - 24,999	High	B1	8	1.5%	129,298	20.8%
5,000 - 9,999	High	C1	7	1.3%	48,492	7.8%
	Low	C2	3	0.6%	16,660	2.7%
2,000 - 4,999	High	D1	18	3.3%	51,829	8.3%
	Low	D2	16	3.0%	45,422	7.3%
1,000 - 1,999	High	E1	35	6.5%	47,179	7.6%
	Low	E2	41	7.6%	56,825	9.1%
500 - 999	High	F1	22	4.1%	15,575	2.5%
	Low	F2	70	13.0%	49,164	7.9%
250 - 499	High	G1	42	7.8%	14,838	2.4%
	Low	G2	120	22.2%	43,323	7.0%
Less than 250	High	H1	22	4.1%	3,495	0.6%
	Low	H2	134	24.8%	20,279	3.3%
All	All	All	540	100.0%	622,867	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 2004-05, Plainview in Cimarron county, had an ADM of 12 students while Tulsa, the largest independent school district, had an ADM of 41,349 students.

At the state level, total ADM in 2004-05 was 622,867, an increase of 3,659 students from the 2003-04 school year. This represented an increase of 0.6% (Figure 12). The 2004-05 statewide membership was 1.9% greater than the membership nine years earlier, but is 0.2% 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.

Most of the increase in ADM from last year can be accounted for by the increase of enrollments in early childhood education. The early childhood ADM for 2003-04 was 28,947, which increased to 32,093 in 2004-05, an increase of 3,596 students.

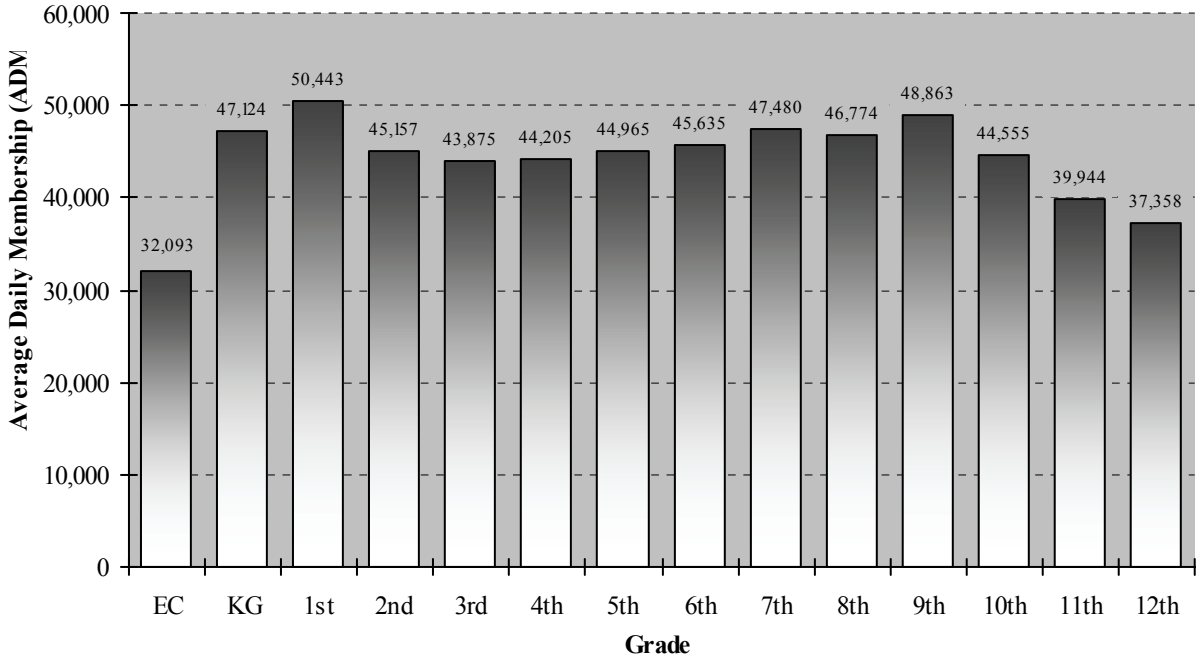
Figure 13 shows 2004-05 statewide ADM by grade. ADM by grade is consistent with a few exceptions. Notice that first grade ADM is slightly higher than other grades. This is presumably because some students are placed in "transitional first grade" and then take regular fist grade the following year. Both 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 2004-05 school year, 12th grade ADM was 11,505 students lower than 9th grade ADM that same year. Analysis in the "Student Performance" section of this document (Figure 51) 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. This means that enrollment-related statistics reported in the Profiles series will vary slightly depending on the source.

Figure 13

Oklahoma's Average Daily Membership by Grade* 2004-05



Note: * Excludes enrollments for Out of Home Placement (1,732) and Non-Graded students (2,665).

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 2004-05 school year, 77,927 Oklahoma students qualified for the Gifted/Talented program. This represented 13% of all students in the state. The percentage of children eligible for the program has remained relatively constant over the last decade. The extremes on this indicator in 2004-05 ranged from six districts with none (0%) of their students eligible for the gifted program, to one district (Sterling P.S.) with 52% (202) of its students qualifying.

Special Education

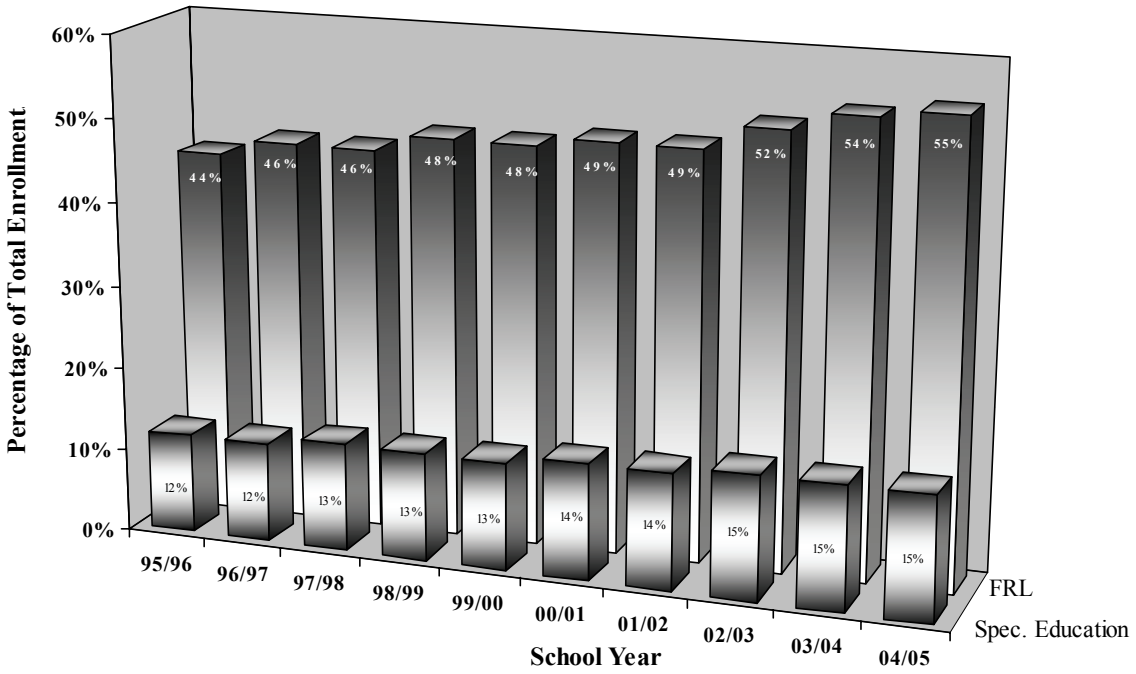
Special education students are those identified as being eligible for related services pursuant to an Individualized Educational Program (IEP). During the 2004-05 school year, 94,855 Oklahoma students qualified for the special education program, which represented 15% of all students. The Special Education 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 6% at Oak Grove P.S. to a high of 45% at Swink P.S.

Free or Reduced-Priced Lunch

Eligibility for the Free or Reduced-Priced Lunch program (FRL) 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-Priced Lunch. In 2004-05, 340,550 Oklahoma students were eligible for FLR. This represented 54.7% of all students and was an increase of 7,285 students, or nine-tenths of a percentage-point, from the 2003-04 school year. Eligibility has increased eleven 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-Price Lunch Eligibility



Data Source: State Department of Education

School Health Programs

Data in recent years has identified Oklahoma as one of the unhealthiest states in the United States. Habits that promote good health are learned early in life and many of Oklahoma's children come from homes that lack focus on healthy living skills. The most practical place for reinforcing these essential skills early in a child's life is through the school system. In an effort to quantify existing comprehensive health programs at Oklahoma's public schools, the Office of Accountability asked the following question of every principal in the state: "Does your school have a comprehensive program to fight childhood obesity that includes curriculum on proper nutrition, exercise/physical education and emphasis on living a healthier lifestyle?"

Ninety-three percent (95%) of public school principals responded to this question. Of the responding principals, 77.8% (1,310 of 1,683) said that they did have a comprehensive program to fight student obesity at their school site (Appendix A). While this number is encouraging, there is still work to be done to increase the number of students involved in a comprehensive health program and improve the message that is delivered concerning healthy living. The Education Oversight Board will continue to promote and monitor this topic, which is vital to Oklahoma's future.

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 99 different courses in those core areas. Collectively, districts across the state offered an average of 33.6 units in the six core areas in 2004-05. 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

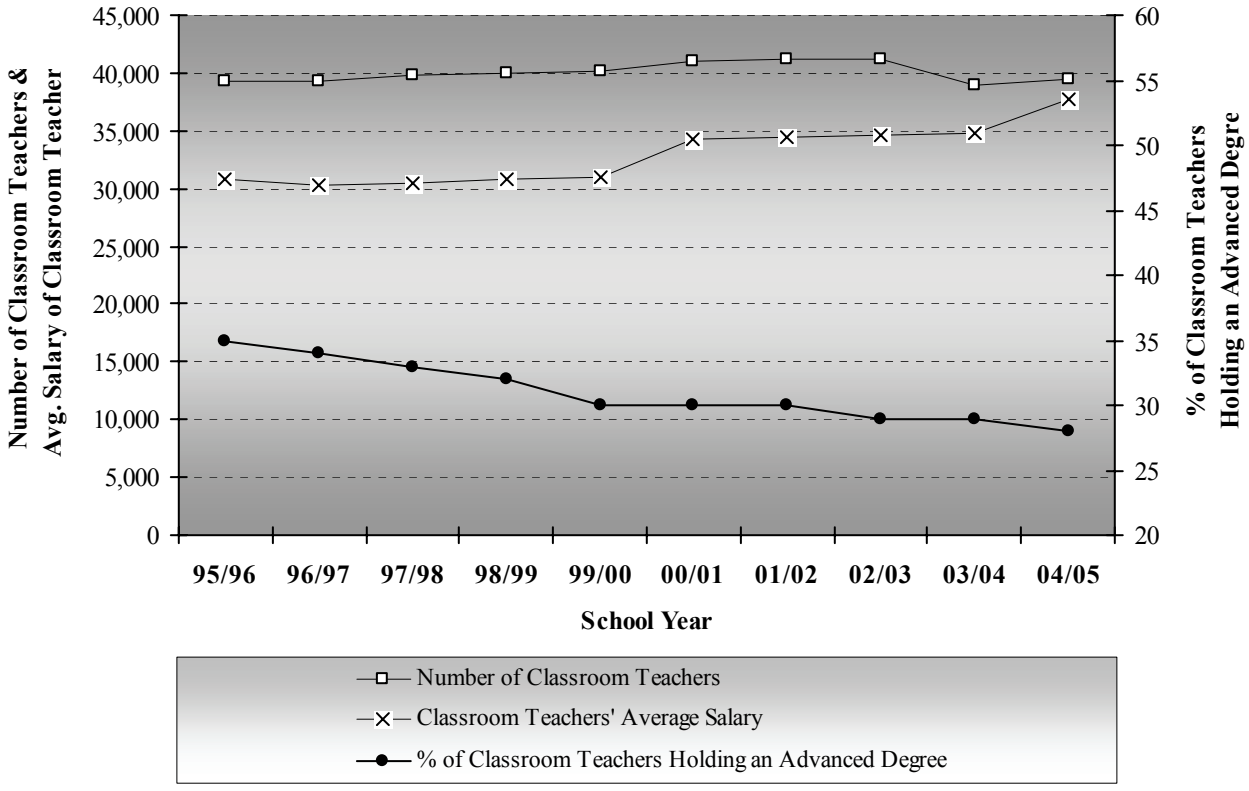
The number of regular classroom teachers is measured by Full-Time Equivalency (FTE). For less than full-time teachers, a decimal amount is used for that portion of the day spent in the classroom. This includes time spent in the classroom by teaching principals. Also, the statistics reported by the Office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

Statewide, the number of regular classroom teachers increased by 1,359 FTEs for the 2004-05 school year (34,735 in 2003-04 to 36,094 in 2004-05). Furthermore, ADM (excluding non-graded students) increased by 4,380 students (615,822 in 2003-04 compared to 620,202 in 2004-05). Based on an ADM of 620,202, the statewide gross student/teacher ratio for regular classroom teachers in 2004-05 was 17.2 students per teacher, a five-tenths of a student decrease from the all time high student teacher ratio recorded in 2003-04.

Figure 15 shows the average salary of teachers for the 2004-05 school year was $37,701, an increase of $2,922 (8.4%) from the previous year ($34,779 in 2003-04). The number of years a teacher has taught and any advanced degrees they may hold also affects their 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.

Figure 15

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



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

Data Source: State Department of Education

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 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 2004-05, 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 statues 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 27.8%. The percentage of teachers with advanced degrees has slowly declined from its high of 41% in 1989-90. The average years of teaching experience is calculated similarly. It is based on the years of experience per FTE and averages 12.8 years statewide.

Special Education Teachers

The regular classroom teacher count excludes special education teacher FTEs. This is because state law requires special education teachers to be paid 5% more than regular classroom teachers and they serve a very specific portion of the school population. During the 2004-05 school year, there were 3,312 Special Education Teacher FTEs. Each possessed an average of 13.1 years of teaching experience and earned, on average, $39,378. On average there were 28.6 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 2004-05 school year saw a 11% increase in the number of administrators from the previous year. In 2004-05 there were 3,298 administrator FTEs at the 540 districts, an increase of 316 FTEs over the 2003-04 school year count of 2,982 administrator FTEs. Statewide, there was an average of 6.1 administrators per school district and each received an average salary of $63,257 during the 2004-05 school year. This was an increase of $2,823, or 4.7% over last year's figure of $60,434. On average, each supervised 11.9 teacher FTEs in 2004-05. The average experience that each possessed in a school environment was 22 years.

DISTRICT FINANCES

Funds

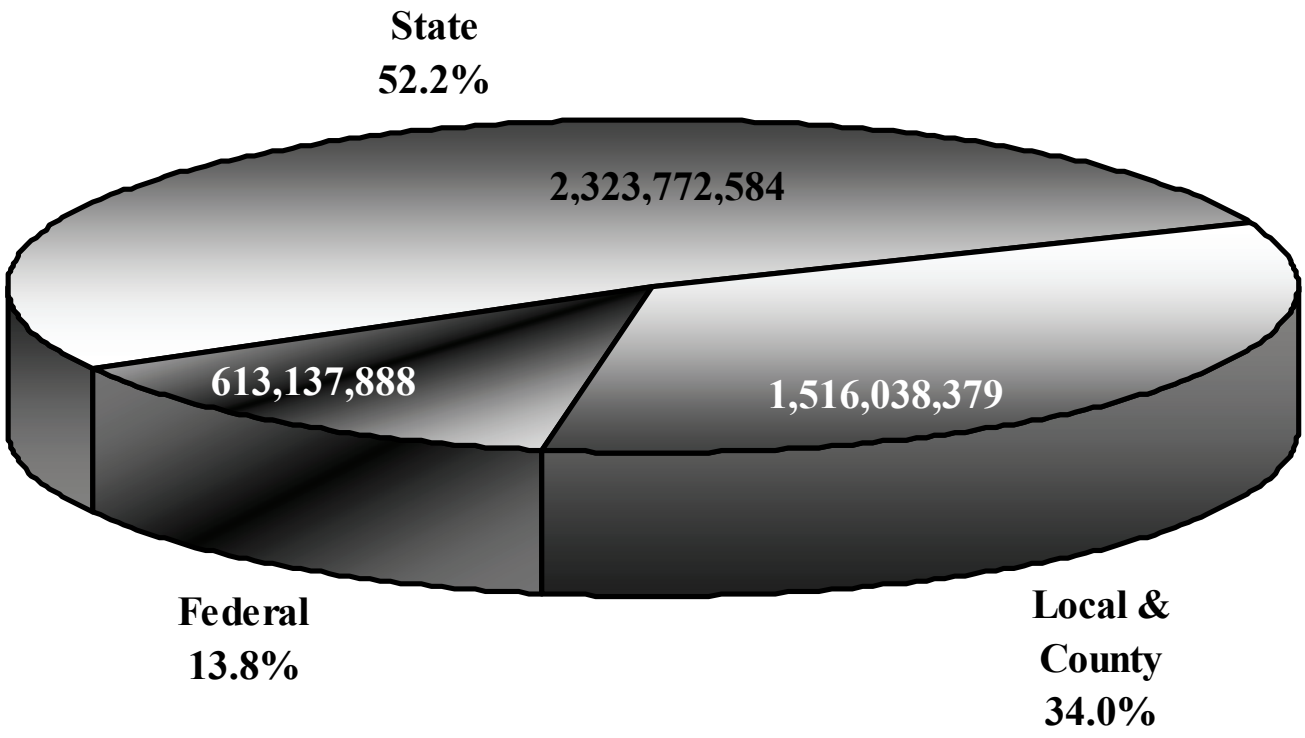
There are many different "Funds" in which a school district receives revenue and from which it may make expenditures (i.e. the "General Fund," "Building Fund," etc.). The General Fund contains the bulk of a school district's operating assets and is the primary account from which a school district conducts 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 2005" will continue to report revenues and expenditures using "ALL FUNDS". ALL FUNDS includes the "General Fund," "Co-op Fund," "Building Fund," "Child Nutrition Programs Fund," "MAPS Fund," "Municipal Tax Levy Fund," "Child Care and Limited Services for Children Fund," "Sinking Fund," "Endowment Fund" and "School Activity Fund."

Revenue

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 52.2% ($2.3 billion), followed by Local & County with 34.0% ($1.5 billion) and Federal funds which provide 13.8% ($534 million) (Figure 16). Total revenues increased for Oklahoma's districts by $249,646,353, or 6.2%, over 2003-04 revenues of $4,203,302,497.

Figure 17 depicts by county the percentage of state funding received by districts.

Figure 16
2004-05 District Revenue Sources
Reported Using ALL FUNDS*



Total Revenue: $4,452,948,851

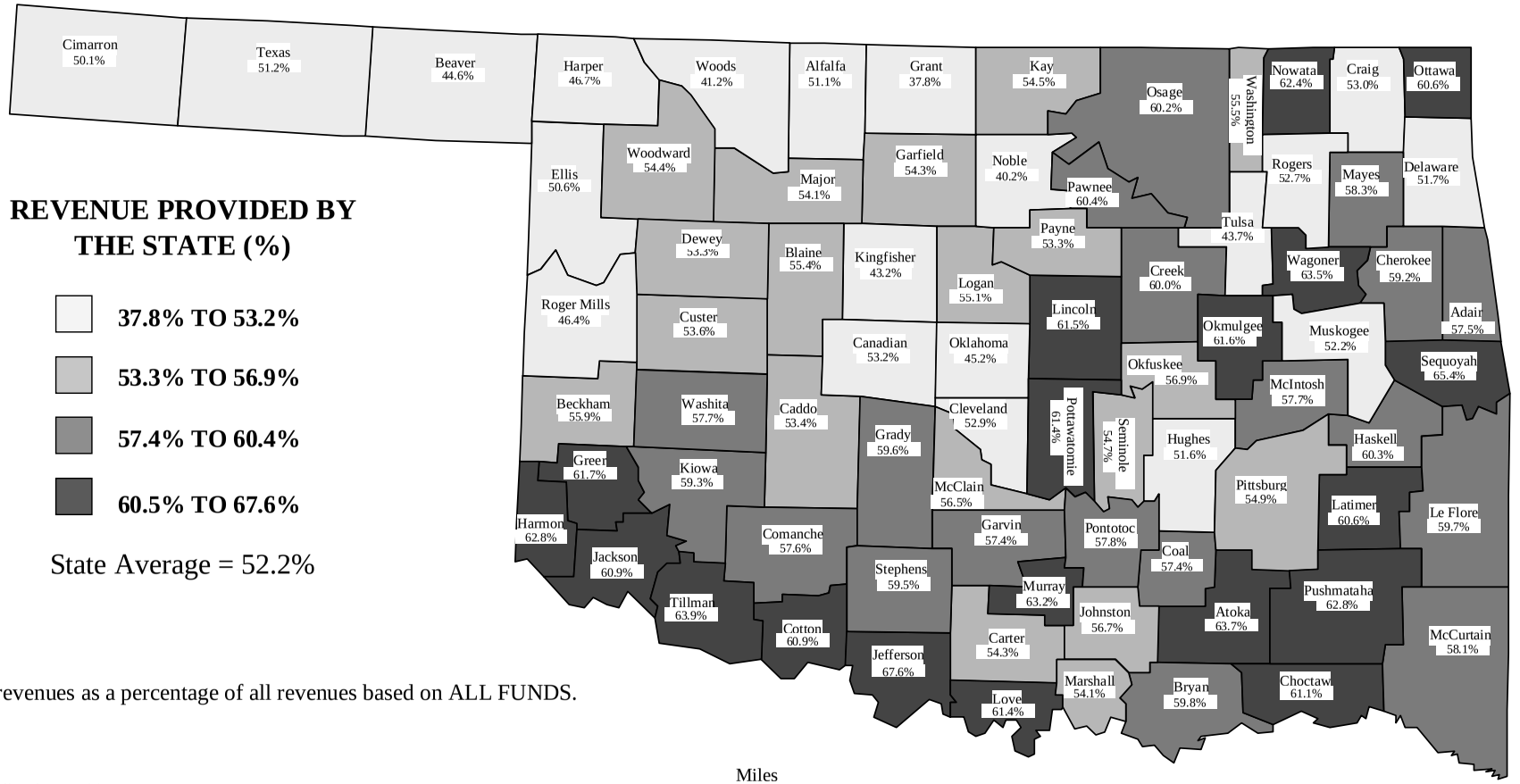
Data Source: State Department of Education

*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.

Figure 17

PERCENTAGE OF PUBLIC EDUCATION REVENUE PROVIDED BY THE STATE

2004-05 School Year



REVENUE PROVIDED BY THE STATE (%)

- **37.8% TO 53.2%**
- **53.3% TO 56.9%**
- **57.4% TO 60.4%**
- **60.5% TO 67.6%**

State Average = 52.2%

State revenues as a percentage of all revenues based on ALL FUNDS.

Miles

0 20 40

Prepared by: Office of Accountability

Data Source: State Department of Education

Date: 05/06/2006

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 degree holdings 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)	1.20
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.	Seventh Grade	1.20
Early Childhood (Half Day)	0.70	Eighth Grade	1.20
Early Childhood (Full Day)	1.30	Ninth Grade	1.20
Kindergarten (Half Day)	1.30	Tenth Grade	1.20
Kindergarten (Full Day)	1.50	Eleventh Grade	1.20
First Grade	1.351	Twelfth Grade	1.20
Second Grade	1.351	Non-Graded	1.20
Third Grade	1.051	Out of Home Placement 1 (OHP1)	1.50
Fourth Grade	1.00	Out of Home Placement 2 (OHP2)	1.80
Fifth Grade	1.00	Out of Home Placement 3 (OHP3)	2.30
Sixth Grade	1.00	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 initial state aid allocation, the higher Weighted ADM year is selected from the previous two fiscal years. For the midyear allocation, the highest Weighted ADM year is selected from three fiscal years, the previous two years and the first nine weeks of the current year. This year selection process allows districts with declining enrollments a budgetary cushion and allows them 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 (hauled) each day. The resulting product is then multiplied by a "Transportation Factor" which is determined by the state.

TEACHER SALARY INCENTIVE

The third and final aspect of the funding formula deals with Teacher Salary Incentive. An incentive amount is calculated by multiplying an "Incentive Aid Factor" by the WADM. Subtracted from this product is the Adjusted District Assessed Valuation expressed in thousands of dollars. Teacher Salary Incentive is finally derived by multiplying the resulting amount by 20 mills. For more information on the state funding formula, refer to the "School Finance – Technical Assistance Document, " published by the State Department of Education.

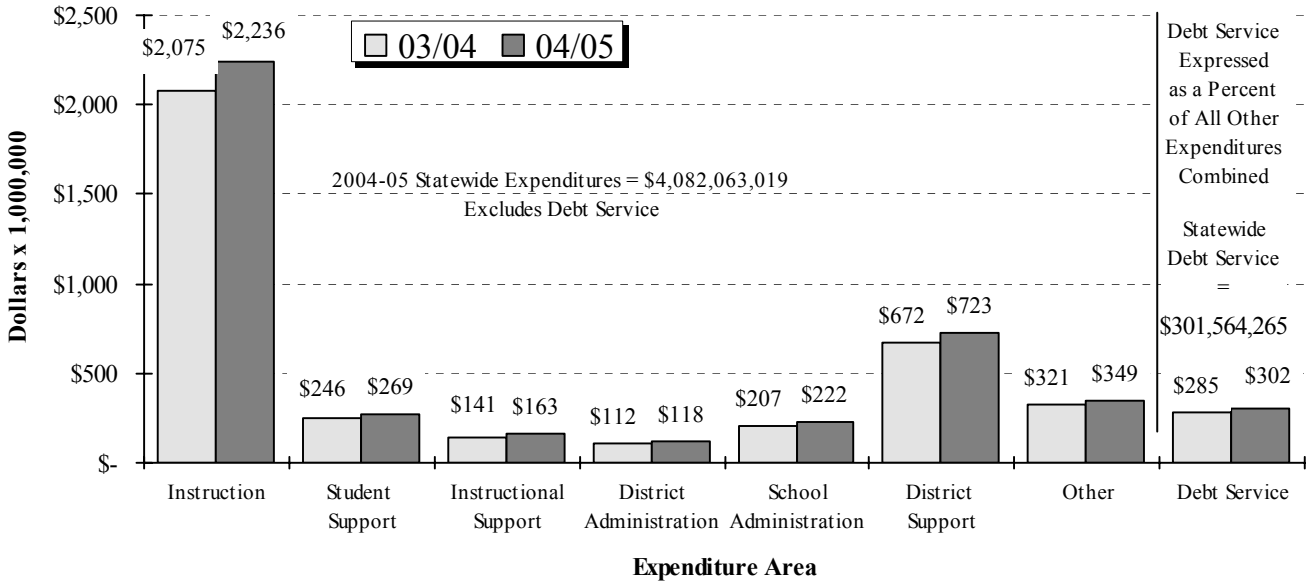
Expenditures

Figure 18 shows expenditures from ALL FUNDS for the last two years. In "Profiles 2005," 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 54.8%, a two-tenth of a percentage-point decrease over 2003-04. With the exception of 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 17.7% 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 $4.4 billion, a $326 million increase over the 2003-04 school year.

Figure 18

State Level Expenditures Based on ALL FUNDS



	Percent of Total Expenditure in Each Area							
2003-04	55.0%	6.5%	3.7%	3.0%	5.5%	17.8%	8.5%	7.5%
2004-05	54.8%	6.6%	4.0%	2.9%	5.4%	17.7%	8.6%	7.4%

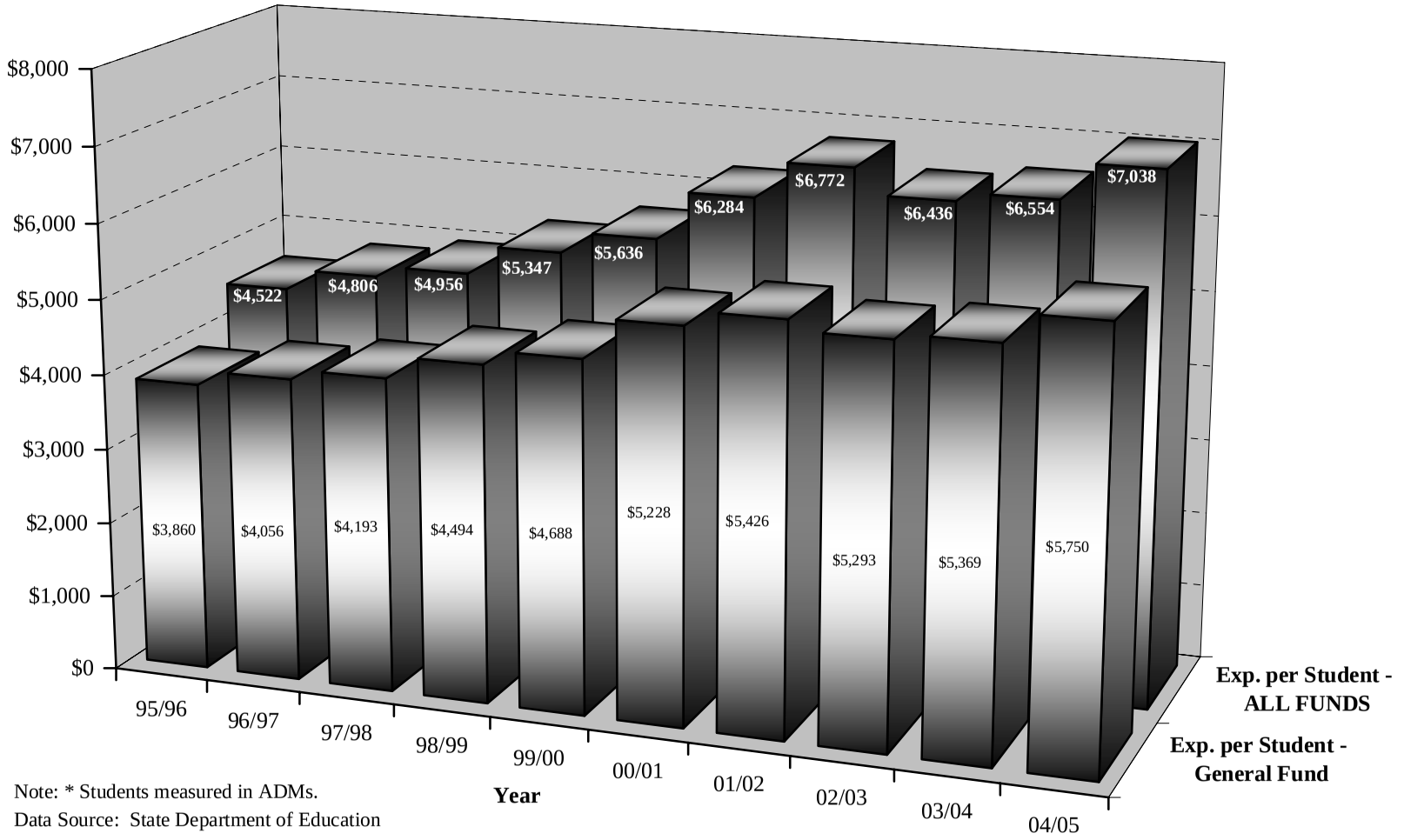
See Appendix D for a complete listing of all accounts under each expenditure area.

Data Source: State Department of Education

Figure 19 contrasts the General Fund to the ALL FUNDS accounting of expenditures per student for years 1995-96 through 2004-05. The expenditure per student using the General Fund in 2004-05 was $7,038 compared to $5,750 from ALL FUNDS, a difference of $1,288 dollars per student. Per-student funding increased $381 in the General Fund category and $484 in the ALL FUNDS category between the 2003-04 and 2004-05 school years.

Figure 19

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

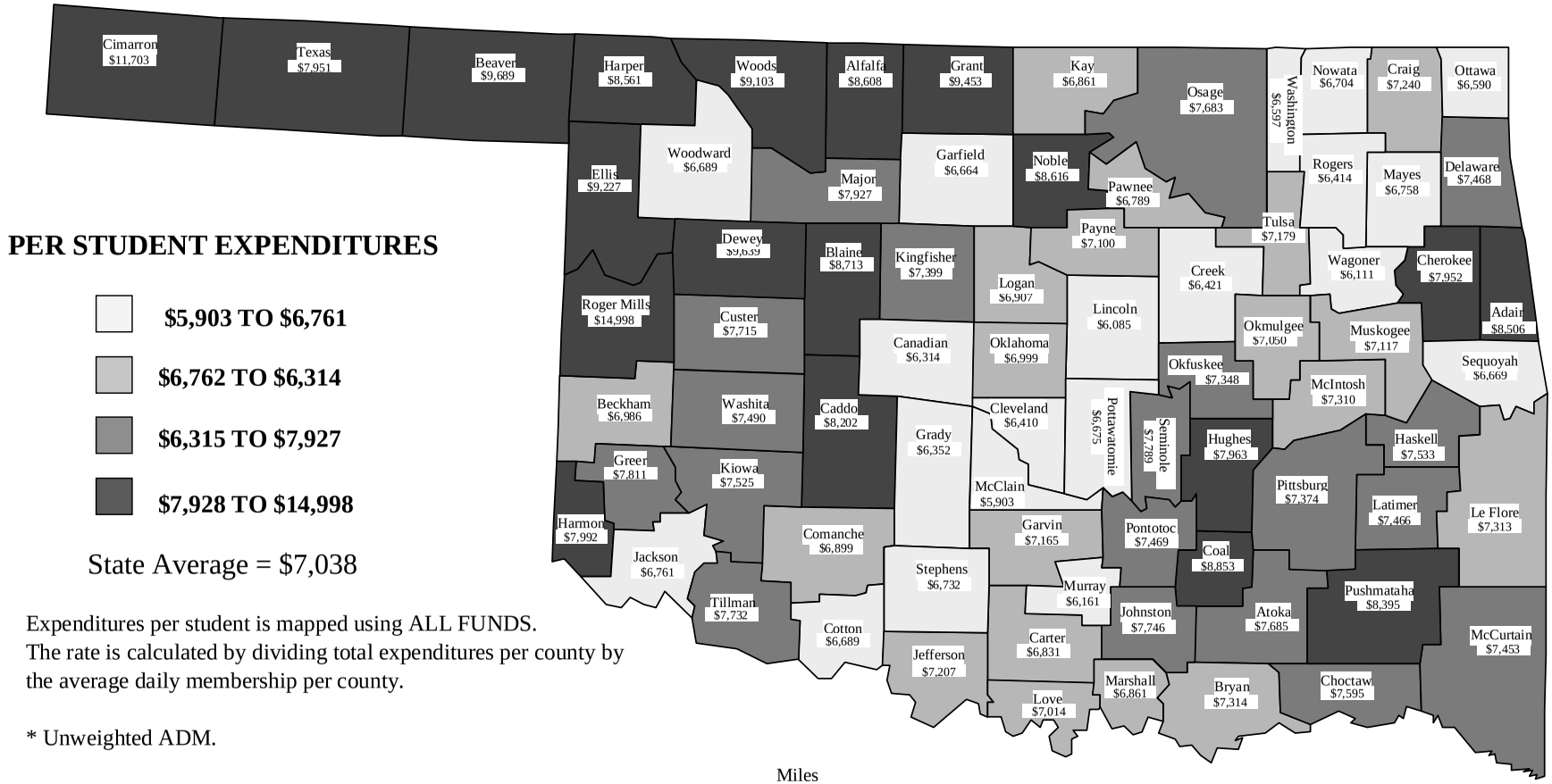


Note: * Students measured in ADMs.
Data Source: State Department of Education

Figure 20

PER STUDENT* EXPENDITURES

PUBLIC SCHOOLS - 2004-05 SCHOOL YEAR



PER STUDENT EXPENDITURES

- **$5,903 TO $6,761**
- **$6,762 TO $6,314**
- **$6,315 TO $7,927**
- **$7,928 TO $14,998**

State Average = $7,038

Expenditures per student is mapped using ALL FUNDS.
The rate is calculated by dividing total expenditures per county by the average daily membership per county.

* Unweighted ADM.

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

Date: 5/6/2006

Figure 21
Expenditures by Area for 2004-05
By Community Group

Size of District in ADM	Community Grouping Designation	Expenditures in Instruction		Expenditures in Student Support		Expenditures in Instructional Support		Expenditures in District Administration	
		$/ADM	% of Total Budget	$/ADM	% of Total Budget	$/ADM	% of Total Budget	$/ADM	% of Total Budget
25,000 or More	**A2**	$3,644	52.6%	$502	7.2%	$406	5.9%	$95	1.4%
10,000 - 24,999	**B1**	$3,261	54.6%	$449	7.5%	$244	4.1%	$82	1.4%
5,000 - 9,999	**C1**	$3,239	55.3%	$470	8.0%	$211	3.6%	$102	1.7%
	C2	$3,661	56.3%	$402	6.2%	$229	3.5%	$157	2.4%
2,000 - 4,999	**D1**	$3,260	56.4%	$396	6.9%	$189	3.3%	$143	2.5%
	D2	$3,767	55.5%	$450	6.6%	$340	5.0%	$175	2.6%
1,000 - 1,999	**E1**	$3,304	57.3%	$366	6.3%	$164	2.9%	$168	2.9%
	E2	$3,773	55.5%	$429	6.3%	$272	4.0%	$205	3.0%
500 - 999	**F1**	$3,522	55.8%	$396	6.3%	$176	2.8%	$255	4.0%
	F2	$3,853	55.1%	$427	6.1%	$242	3.5%	$284	4.1%
250 - 499	**G1**	$3,929	54.5%	$375	5.2%	$209	2.9%	$373	5.2%
	G2	$4,096	53.7%	$417	5.5%	$250	3.3%	$396	5.2%
Less than 250	**H1**	$4,689	52.7%	$344	3.9%	$300	3.4%	$658	7.4%
	H2	$4,760	53.0%	$334	3.7%	$332	3.7%	$721	8.0%
Total	**All**	**$3,590**	**54.8%**	**$432**	**6.6%**	**$262**	**4.0%**	**$190**	**2.9%**

Note: * Debt Service is expressed as a percentage of all other expenditure areas combined (total minus debt service).
Data Source: State Department of Education.

Per student expenditures varied greatly across the state (Figure 20). 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 $39,670 per student at Plainview P.S. in Cimarron County to a low of $5,180 per student at Lone Star P.S. in Creek County.

Figure 21 displays expenditures by area for each of the 14 Community Grouping Designations used in Profiles 2005. Spending differences are highlighted by comparing Oklahoma's most expensive districts on a per student basis (H2) to its least expensive (E1). Analysis of the Total Expenditures (minus "Debt Service") category best highlights the overall differences between the A2s and the H2s.

Overall operations (Total Expenditures (minus "Debt Service")) in 2004-05 at the H2 districts cost $8,968 per student, or 56% more than the $5,765 averaged by the E1 districts. The bulk of the additional cost is accounted for in the area of "Instruction." This is undoubtedly the result of lower student per teacher ratios at the smaller H2 districts. Teacher personnel costs are the single greatest expenditure at districts in Oklahoma.

Figure 21
Expenditures by Area for 2004-05
By Community Group
(continued)

Expenditures in School Administration		Expenditures in District Support		Expenditures in Other		Total Expenditures (Minus Debt Service)	Expenditures in Debt Service*		Total Expenditures (ALL FUNDS)
$/ADM	% of Total Budget	$/ADM	% of Total Budget	$/ADM	% of Total Budget	$/ADM	$/ADM	% of Total Budget	$/ADM
$392	5.7%	$1,395	20.1%	$500	7.2%	$6,935	$801	11.5%	$7,735
$349	5.9%	$1,066	17.8%	$524	8.8%	$5,974	$690	11.6%	$6,665
$350	6.0%	$1,001	17.1%	$487	8.3%	$5,859	$732	12.5%	$6,592
$376	5.8%	$1,125	17.3%	$557	8.6%	$6,508	$671	10.3%	$7,179
$360	6.2%	$1,019	17.6%	$414	7.2%	$5,781	$533	9.2%	$6,314
$351	5.2%	$1,087	16.0%	$624	9.2%	$6,794	$296	4.4%	$7,090
$326	5.7%	$988	17.1%	$450	7.8%	$5,765	$382	6.6%	$6,147
$375	5.5%	$1,145	16.9%	$599	8.8%	$6,797	$222	3.3%	$7,019
$357	5.7%	$1,115	17.7%	$488	7.7%	$6,309	$265	4.2%	$6,574
$374	5.4%	$1,182	16.9%	$625	9.0%	$6,987	$181	2.6%	$7,168
$346	4.8%	$1,346	18.7%	$637	8.8%	$7,216	$296	4.1%	$7,512
$371	4.9%	$1,314	17.2%	$781	10.2%	$7,625	$181	2.4%	$7,805
$266	3.0%	$1,820	20.5%	$817	9.2%	$8,893	$269	3.0%	$9,163
$243	2.7%	$1,656	18.4%	$941	10.5%	$8,986	$160	1.8%	$9,146
$357	**5.4%**	**$1,162**	**17.7%**	**$561**	**8.6%**	**$6,554**	**$484**	**7.4%**	**$7,038**

When this large and fixed, expenditure is spread out amongst a smaller number of students, the cost per student will naturally be higher. H2 districts as a group spent $1,457 (45%) more per student in the area of "Instruction" than did the E1 districts.

Another fixed cost that is apportioned on a per student basis is the area of "District Administration." H2 districts spent an additional $553 per student, more than five-and-a-half times as much, on "District Administration" than did E1 districts. The areas where E1 outspend H2s are "Debt Service" and "Student Support." "Debt Service" is "extra money" provided to districts by local tax payers. This money is used to repay locally approved bonds. The E1 districts spent $382 per student on "Debt Service", more than twice as much as the H2 districts. Looking at the areas of "Student Support", E1 districts spent $32 per student more than H2 districts. These support areas cover services to students such as guidance counseling, health care, speech and hearing pathology and psychological testing.

National Expenditures per Student

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 (2001-02), Oklahoma's expenditure per ADA was $6,672. The national average for that same year was $8,259, meaning that Oklahoma's expenditures were 19% below the national average. Only seven states had expenditures per student lower than Oklahoma's (2004 Digest of Education Statistics, Table 168).

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 on which they are based is the Priority Academic Student Skills (PASS). PASS is said to be the "Oklahoma Curriculum" and represents the basic skills and knowledge all Oklahoma students should learn in the elementary and secondary grades. The Oklahoma Core Curriculum Test and the High School End-of-Instruction test were designed to evaluate whether students have satisfactorily achieved the academic skills set forth in PASS.

History of the Oklahoma School Testing Program

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

In 1994-95, norm-referenced testing was continued for grades 3 and 7 but, was discontinued in grades 5, 9 and 11. In its place, 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 11th grade Geography test was dropped and 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 and all NRT's were phased out of the OSTP by 2004-05. A CRT in Reading and Math took the place of the NRTs in the 3rd grade beginning in school year 2004-2005, as well as a math and reading CRT in grade 4 and a geography CRT in grade 7 the same year. Additional CRTs in math and reading will be implemented in grade 6 and 7 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 24 & 25). 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. Venders 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 22 shows the cost of the OSTP over the last 10 years. The OSTP cost the state $4.8 million to administer in 2004-05.

Figure 22
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
FY-2004	$4.6 Million	$0.2 Million
FY-2005	$4.8 Million	$-0-

Data Source: State of Oklahoma Executive Budget for years FY-1996 through FY-2000 and the State Department of Education for FY-2001 through 2005.

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 2005" 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 2005" include only "Non-High Mobility" students.

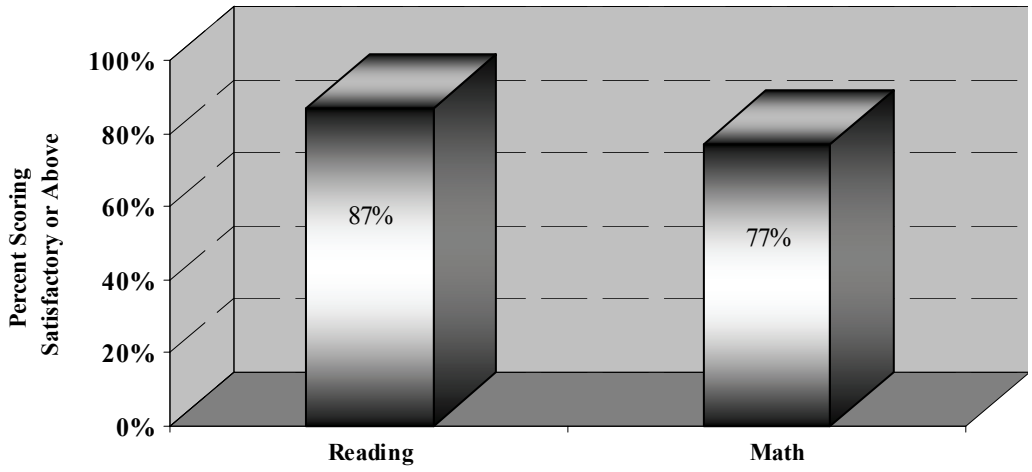
The Oklahoma Core Curriculum Test

The Oklahoma Core Curriculum Test is a criterion-referenced test (CRT). Oklahoma law requires that the State Board of Education design CRTs that indicate whether students have achieved the competencies defined by PASS. Each student's performance is compared to a preset standard of expected achievement by subject at each grade level. The level of academic rigor that students must meet is established by the State Board of Education. The score of "Satisfactory" represents the competencies students are expected to have achieved 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 who have reached

this level of academic achievement on the CRT. 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 23 through 25).

Figure 23
Oklahoma Core Curriculum Test Results
Percent Scoring Satisfactory or Above

3rd Grade Results



4th Grade Results

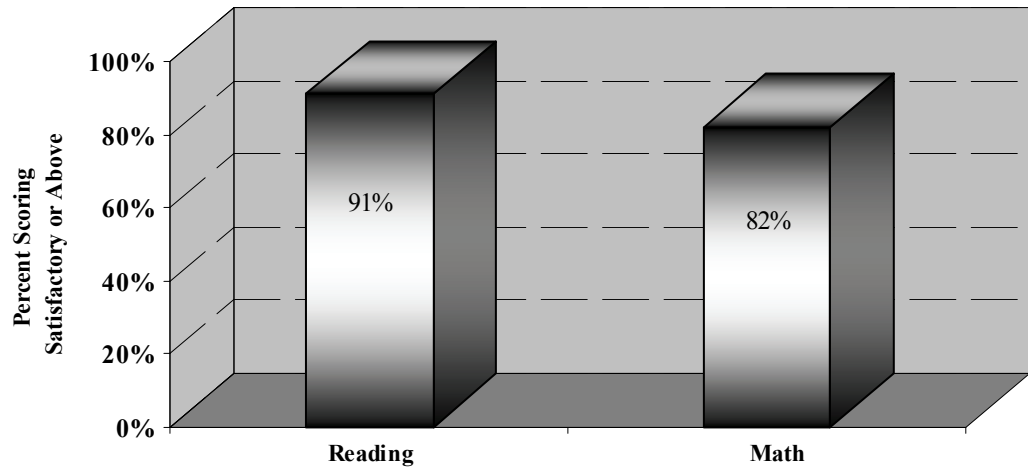
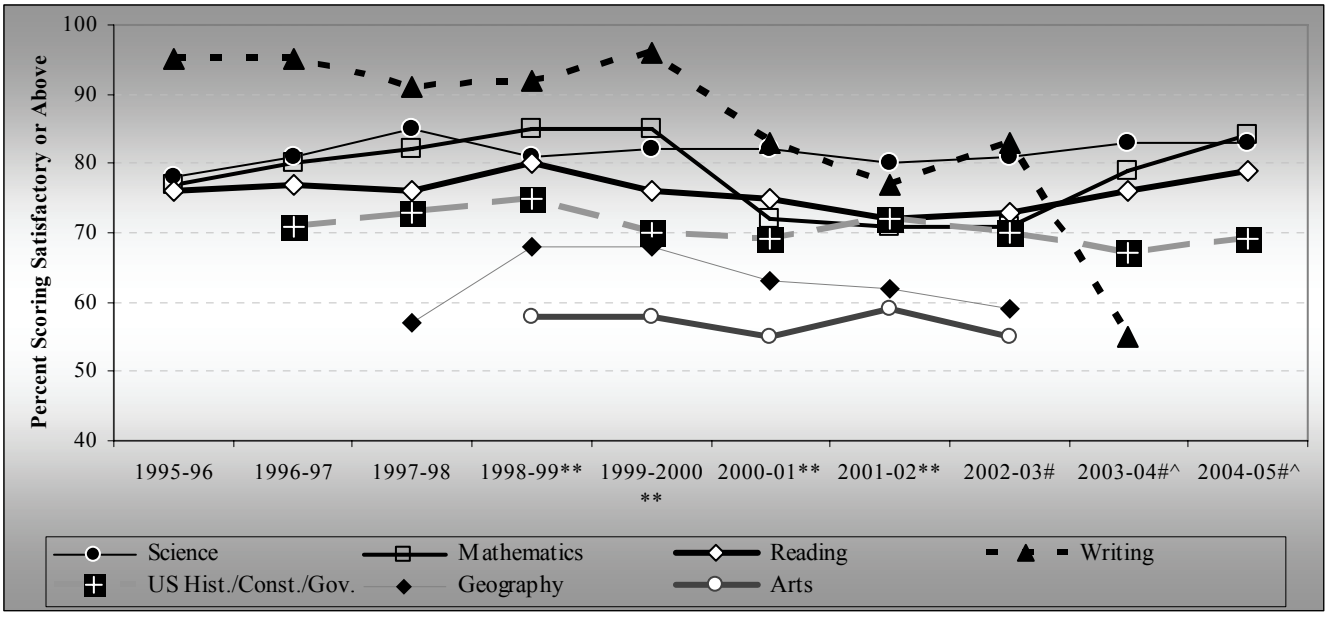


Figure 24
Oklahoma Core Curriculum Test Results
Percent Scoring Satisfactory* by Subject, Grade and Year

5th Grade Results



Subject Area	1995-96	1996-97	1997-98	1998-99**	1999-2000**	2000-01**	2001-02**	2002-03#	2003-04#^	2004-05#^
Science	78%	81%	85%	81%	82%	82%	80%	81%	83%	83%
Mathematics	77%	80%	82%	85%	85%	72%	71%	71%	79%	84%
Reading	76%	77%	76%	80%	76%	75%	72%	73%	76%	79%
Writing	95%	95%	91%	92%	96%	83%	77%	83%	55%	Not Tested
US Hist./Const./Gov.	Not Tested	71%	73%	75%	70%	69%	72%	70%	67%♦	69%♦
Geography	Not Tested	Not Tested	57%	68%	68%	63%	62%	59%	Not Tested	Not Tested
Arts	Not Tested	Not Tested	Not Tested	58%	58%	55%	59%	55%	Not Tested	Not Tested

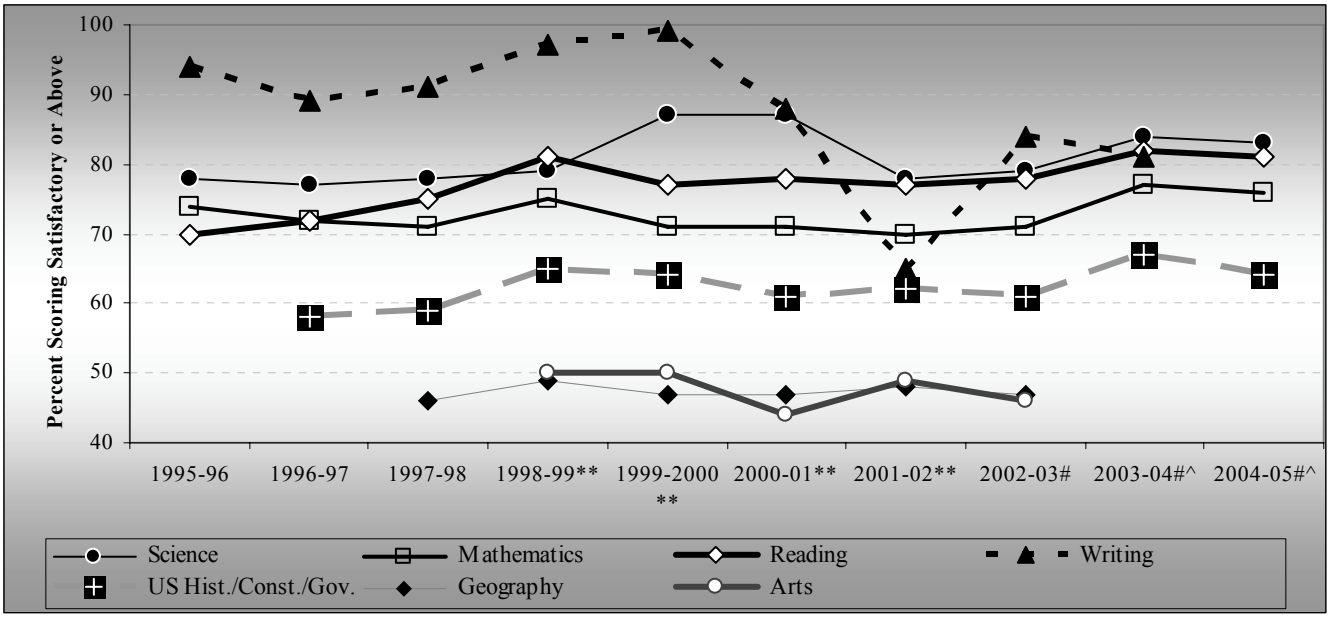
Note: * Satisfactory or above for the 1998-99 through 2003-04 writing scores as well as the 1999-2000 through 2003-04 math and reading scores and the 2001-02 through 2003-04 science scores. Double Line indicates a change in testing company. ** Results are posted for "Traditional" students only. # Results are posted for "Regular Education" students only (Traditional plus Alternative Education). ^ Results are posted for "Non-High Mobility" students only. ♦Subject area changed to "Social Studies" in 2003-04.

Data Source: State Department of Education

Starting in the 2004-05 school year, a geography test was administered to 7th grade students of which 84% scored Satisfactory or Above.

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

8th Grade Results



Subject Area	1995-96	1996-97	1997-98	1998-99**	1999-2000**	2000-01**	2001-02**	2002-03#	2003-04#^	2004-05#^
Science	78%	77%	78%	79%	87%	87%	78%	79%	84%	83%
Mathematics	74%	72%	71%	75%	71%	71%	70%	71%	77%	76%
Reading	70%	72%	75%	81%	77%	78%	77%	78%	82%	81%
Writing	94%	89%	91%	97%	99%	88%	65%	84%	81%	Not Tested
US Hist./Const./Gov.	Not Tested	58%	59%	65%	64%	61%	62%	61%	67%	64%
Geography	Not Tested	Not Tested	46%	49%	47%	47%	48%	47%	Not Tested	Not Tested
Arts	Not Tested	Not Tested	Not Tested	50%	50%	44%	49%	46%	Not Tested	Not Tested

Note: * Satisfactory or above for the 1998-99 through 2003-04 writing scores as well as the 1999-2000 through 2003-04 math and reading scores and the 2001-02 through 2003-04 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). ^ Results are posted for "Non-High Mobility" students only.

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 26 and 27 look at student performance on the CRTs for the 5th and 8th grade by race. The results of 5th and 8th grade are used because those grades have the most complete battery of tests administered through the Oklahoma School Testing Program.

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

CRT Results by County

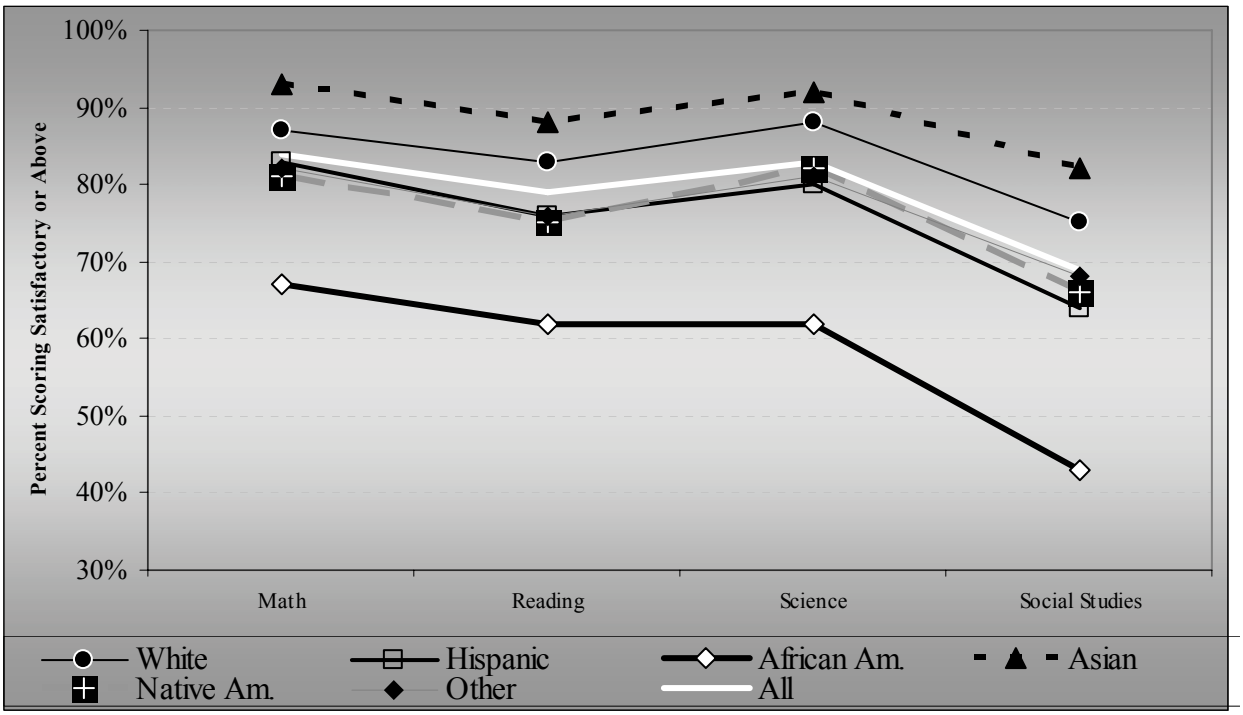
Figures 28 through 35 plot the 2004-05 results of the CRT in the areas of Math and Reading for grades 3, 4, 5 and 8 by county. The maps show a generalized geographical trend in student performance that parallels the general socioeconomics of the state, especially in upper grades. The maps in the "COMMUNITY CHARACTERISTICS" section (Figures 4 through 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. So to it follows with CRT results. Generally, higher CRT scores are found in the northwest quadrant of the state and lower scores are found in the southeast quadrant of the state. Schools must operate in the communities that they serve, so this is not an unexpected finding. This general trend also bears out in many of the student performance maps found later in this section.

The socioeconomic conditions within a given community have a profound impact on student learning. The Profiles Report series is designed to help districts improve the educational delivery process while working within the socioeconomic constraints of their community. The community grouping model described near the end of the "COMMUNITY CHARACTERISTICS" section of this document (Figure 11) clusters districts by the size of their enrollment and the general economic conditions in the community they serve. Using these peer groupings, educators can look to districts in their "community group" for educational delivery techniques that work in their particular socioeconomic environment and adopt those proven strategies in their own district.

Figure 26
2005 CRT Results by Race
Percent Scoring Satisfactory or Above

(Regular Non-High Mobility Students Only)

5th Grade



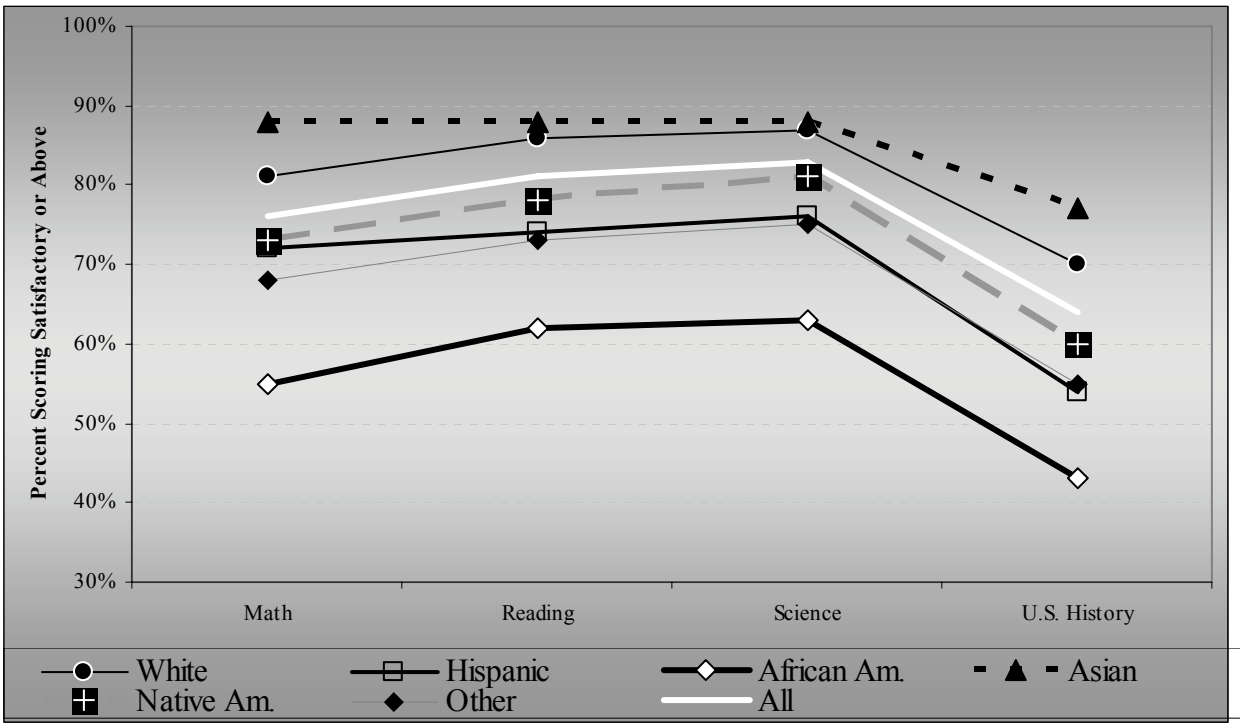
	Math	Reading	Science	Social Studies
Female	83%	81%	83%	66%
Male	85%	77%	84%	72%
White	87%	83%	88%	75%
Hispanic	83%	76%	80%	64%
African Am.	67%	62%	62%	43%
Asian	93%	88%	92%	82%
Native Am.	81%	75%	82%	66%
Other	82%	76%	81%	68%
All	84%	79%	83%	69%

Data source: State Department of Education

Figure 27
2005 CRT Results by Race
Percent Scoring Satisfactory or Above

(Regular Non-High Mobility Students Only)

8th Grade



	Math	Reading	Science	U.S. History
Female	75%	83%	83%	60%
Male	78%	79%	83%	69%
White	81%	86%	87%	70%
Hispanic	72%	74%	76%	54%
African Am.	55%	62%	63%	43%
Asian	88%	88%	88%	77%
Native Am.	73%	78%	81%	60%
Other	68%	73%	75%	55%
All	76%	81%	83%	64%

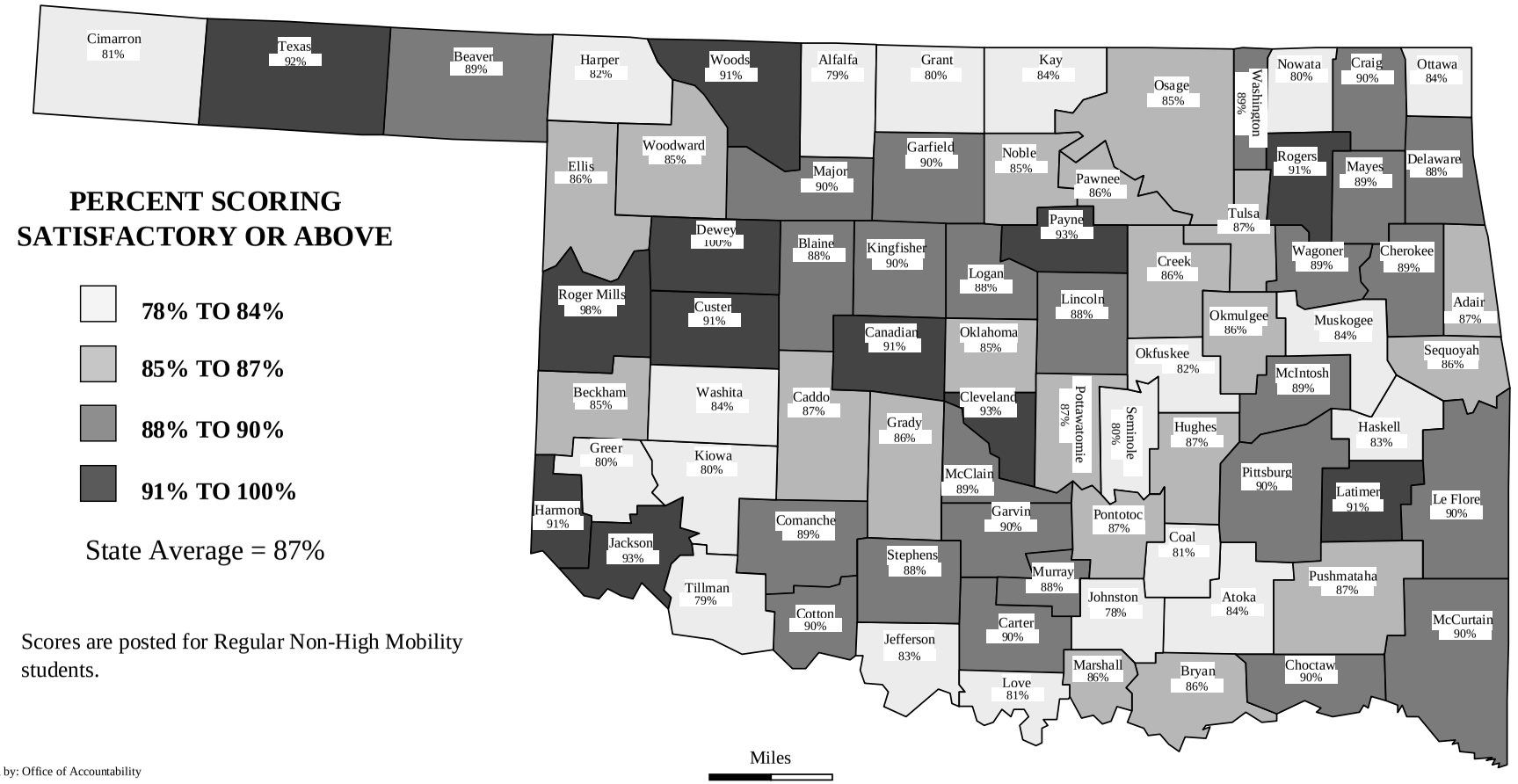
Data source: State Department of Education

Figure 28

3RD GRADE CRT - READING SCORES

Percent of Students Scoring Satisfactory or Above

2004-05 School Year



Scores are posted for Regular Non-High Mobility students.

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

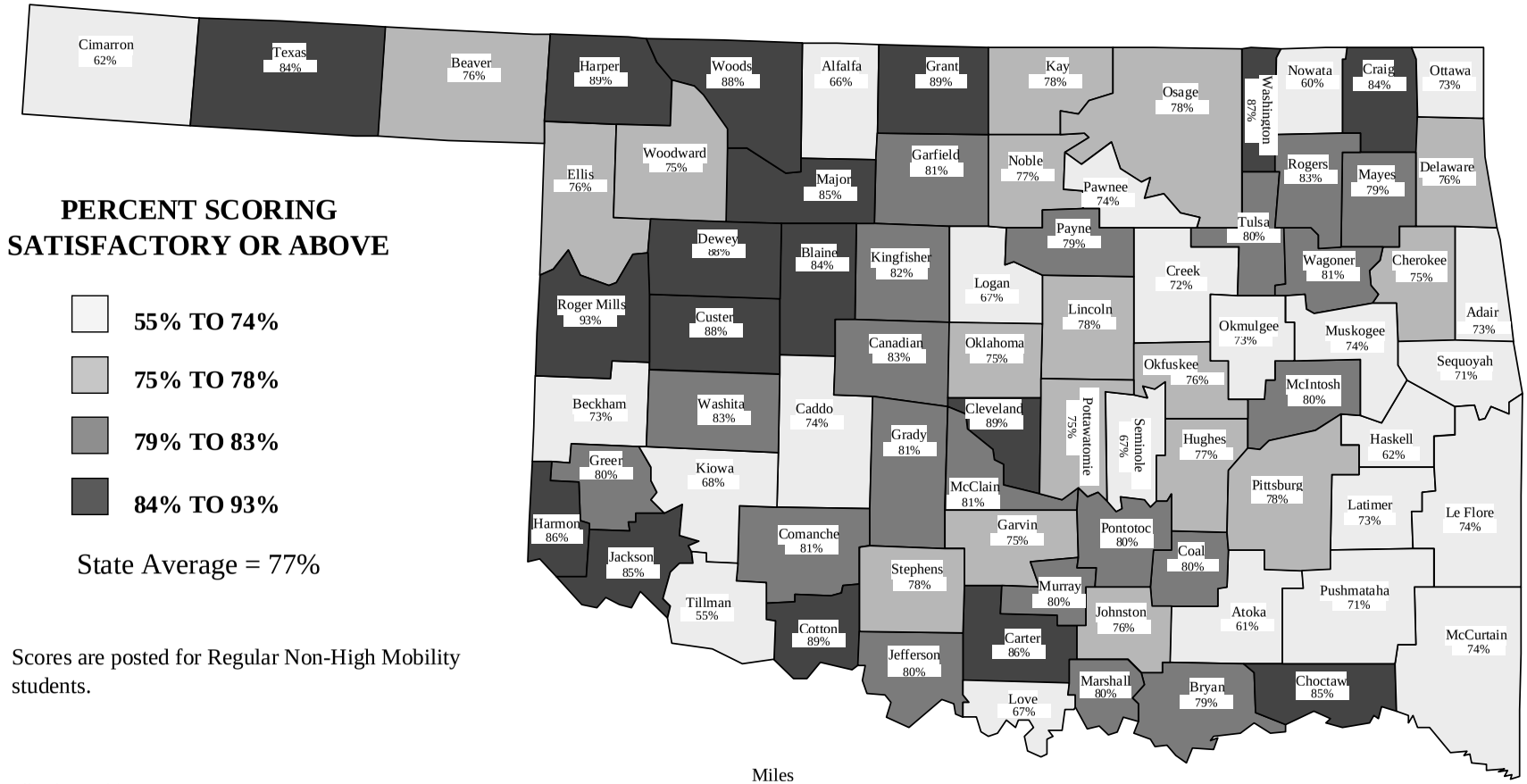
Date: 5/6/2006

Figure 29

3RD GRADE CRT - MATH SCORES

Percent of Students Scoring Satisfactory or Above

2004-05 School Year



Scores are posted for Regular Non-High Mobility students.

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

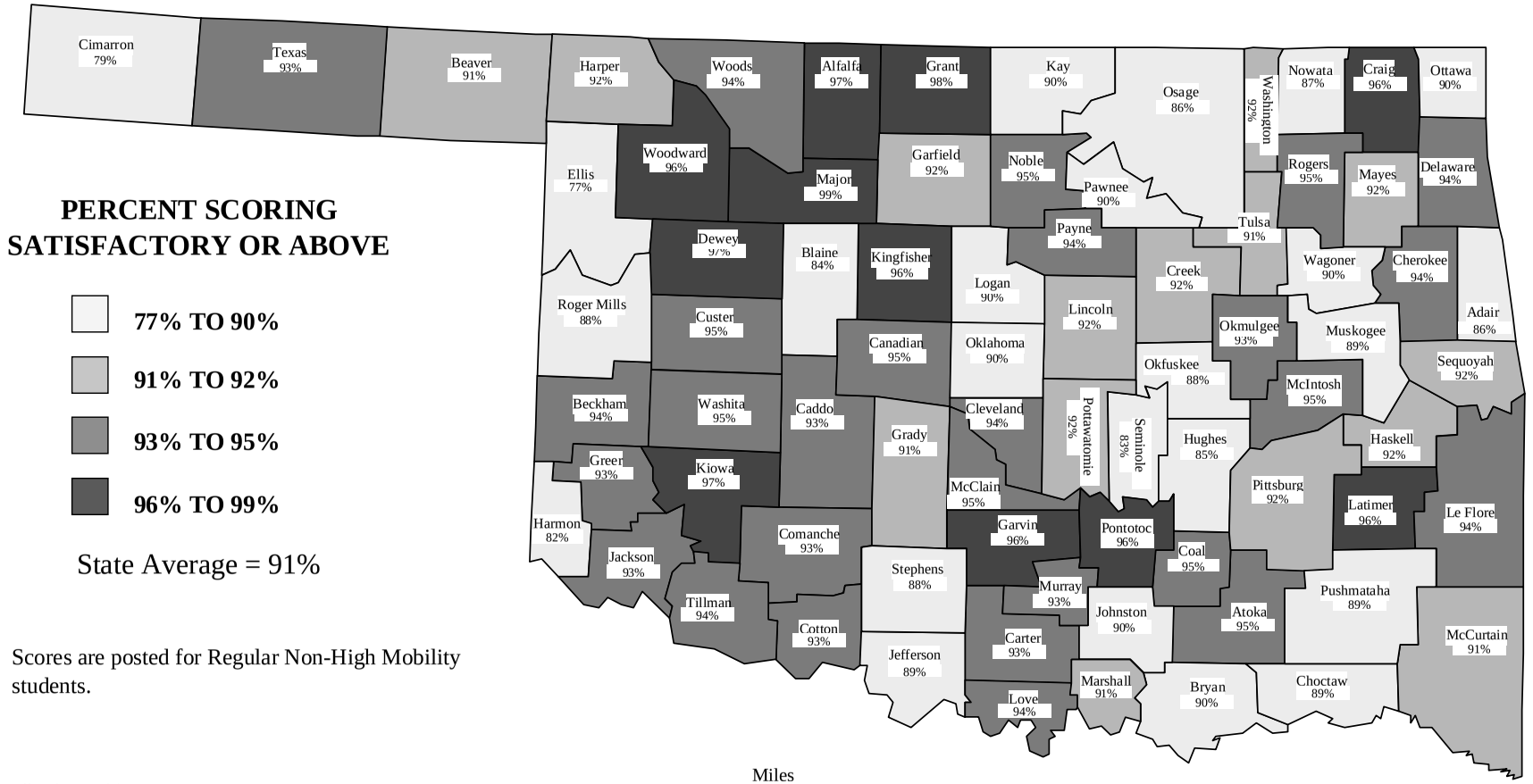
Date: 5/6/2006

Figure 30

4TH GRADE CRT - READING SCORES

Percent of Students Scoring Satisfactory or Above

2004-05 School Year



Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

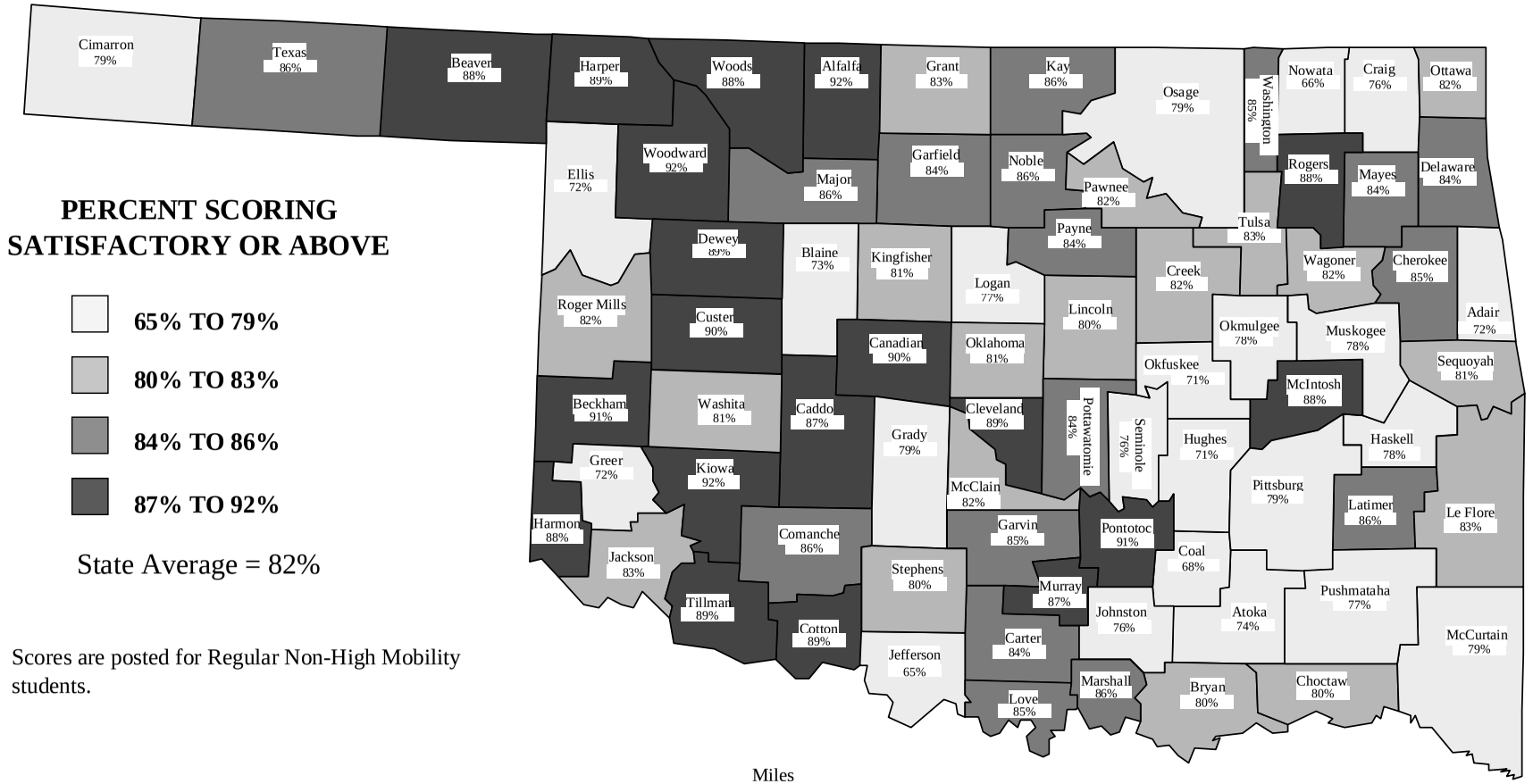
Date: 5/6/2006

Figure 31

4TH GRADE CRT - MATH SCORES

Percent of Students Scoring Satisfactory or Above

2004-05 School Year



Scores are posted for Regular Non-High Mobility students.

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

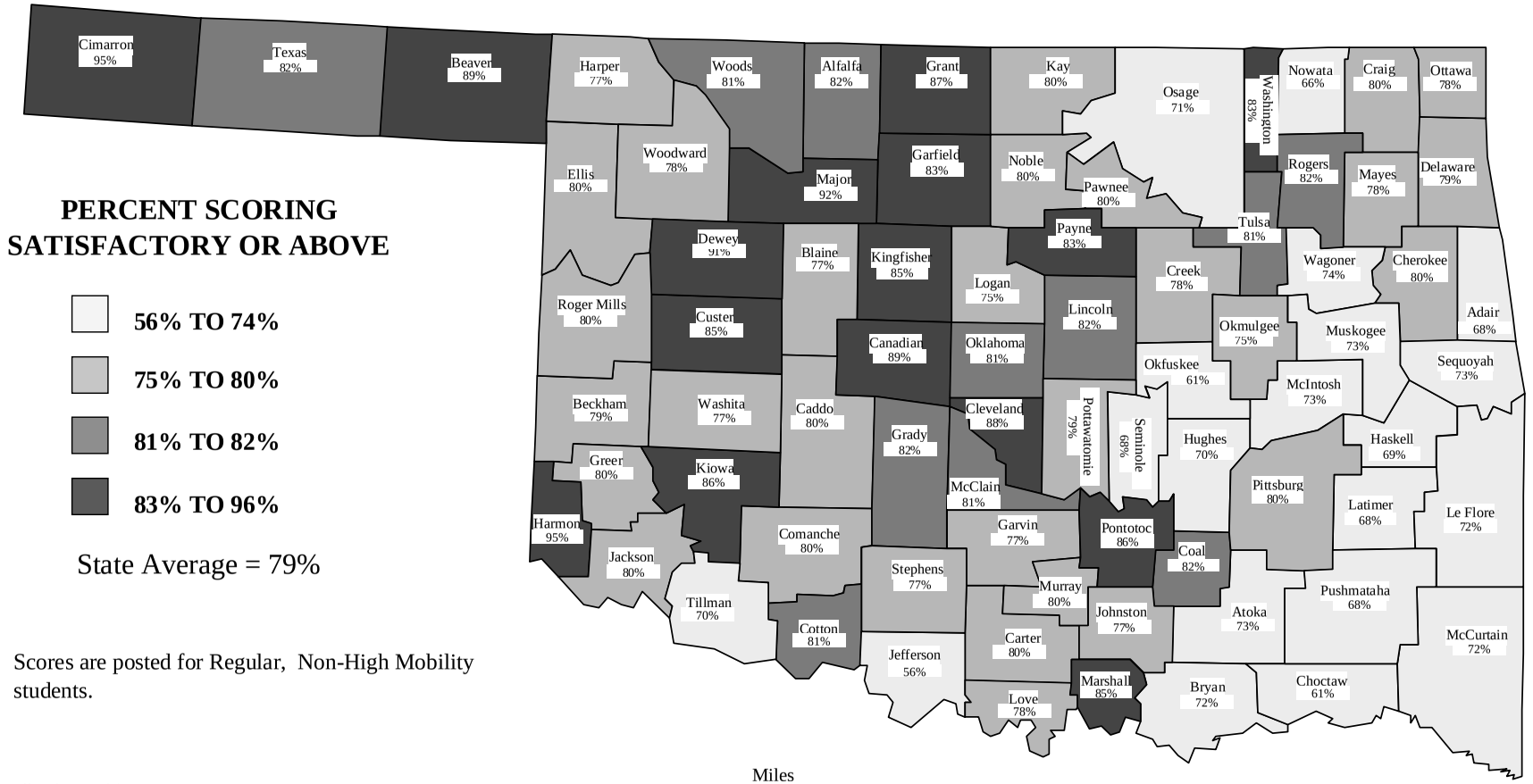
Date: 5/6/2006

Figure 32

5TH GRADE CRT - READING SCORES

Percent of Students Scoring Satisfactory or Above

2004-05 School Year



PERCENT SCORING SATISFACTORY OR ABOVE

- **56% TO 74%**
- **75% TO 80%**
- **81% TO 82%**
- **83% TO 96%**

State Average = 79%

Scores are posted for Regular, Non-High Mobility students.

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

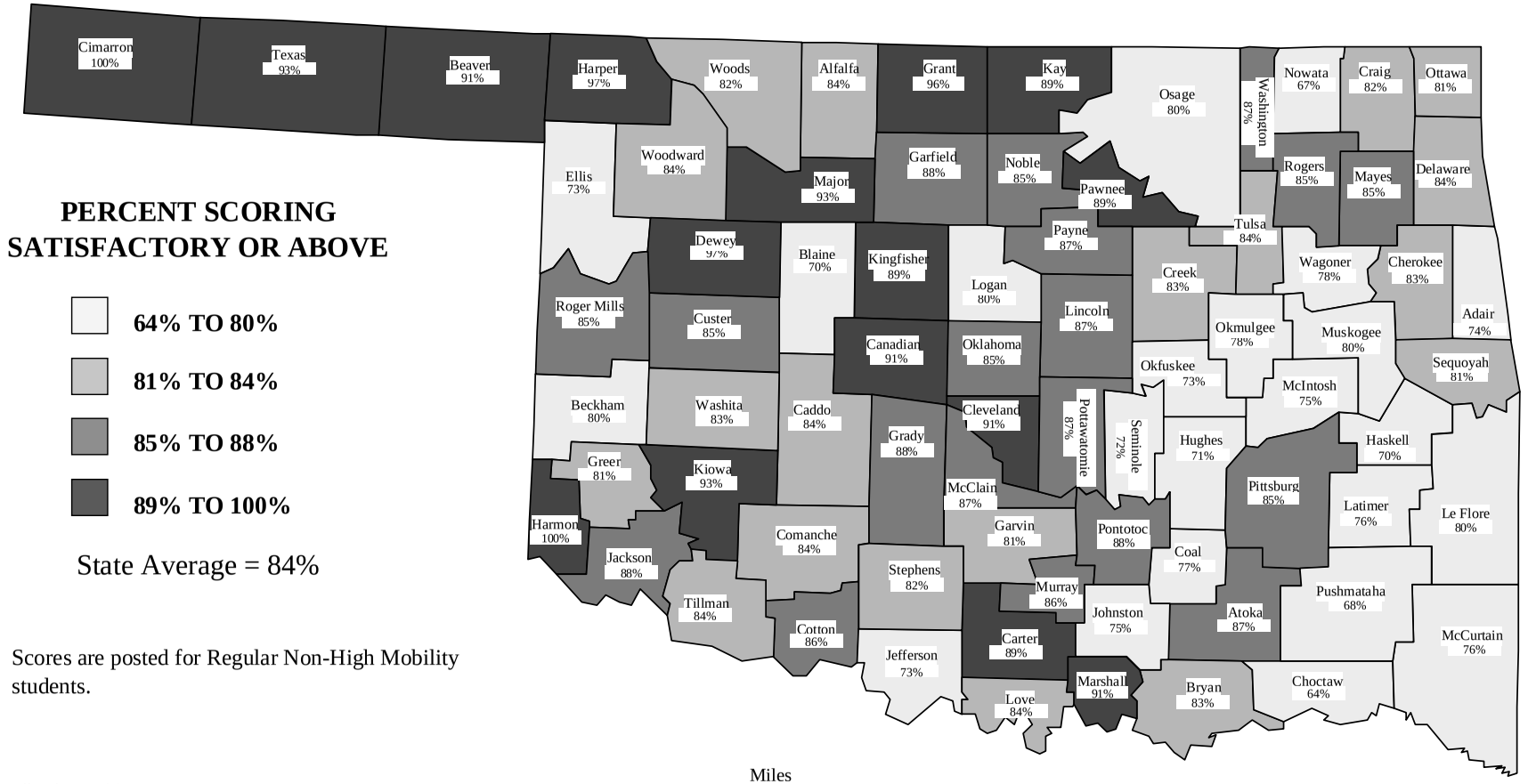
Date: 5/6/2006

Figure 33

5TH GRADE CRT - MATH SCORES

Percent of Students Scoring Satisfactory or Above

2004-05 School Year



PERCENT SCORING SATISFACTORY OR ABOVE

- **64% TO 80%**
- **81% TO 84%**
- **85% TO 88%**
- **89% TO 100%**

State Average = 84%

Scores are posted for Regular Non-High Mobility students.

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

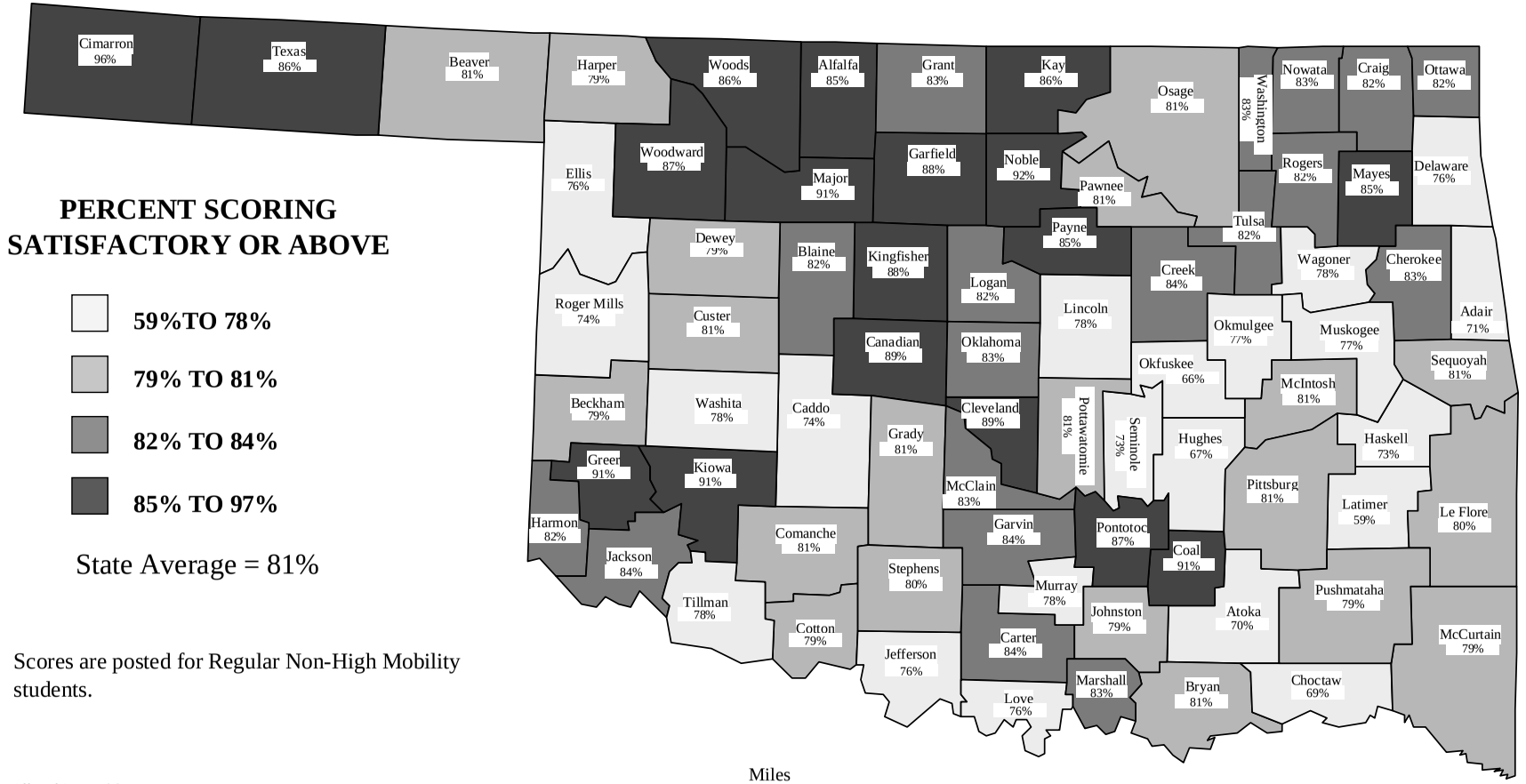
Date: 5/6/2006

Figure 34

8TH GRADE CRT - READING SCORES

Percent of Students Scoring Satisfactory or Above

2004-05 School Year



PERCENT SCORING SATISFACTORY OR ABOVE

- **59%TO 78%**
- **79% TO 81%**
- **82% TO 84%**
- **85% TO 97%**

State Average = 81%

Scores are posted for Regular Non-High Mobility students.

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

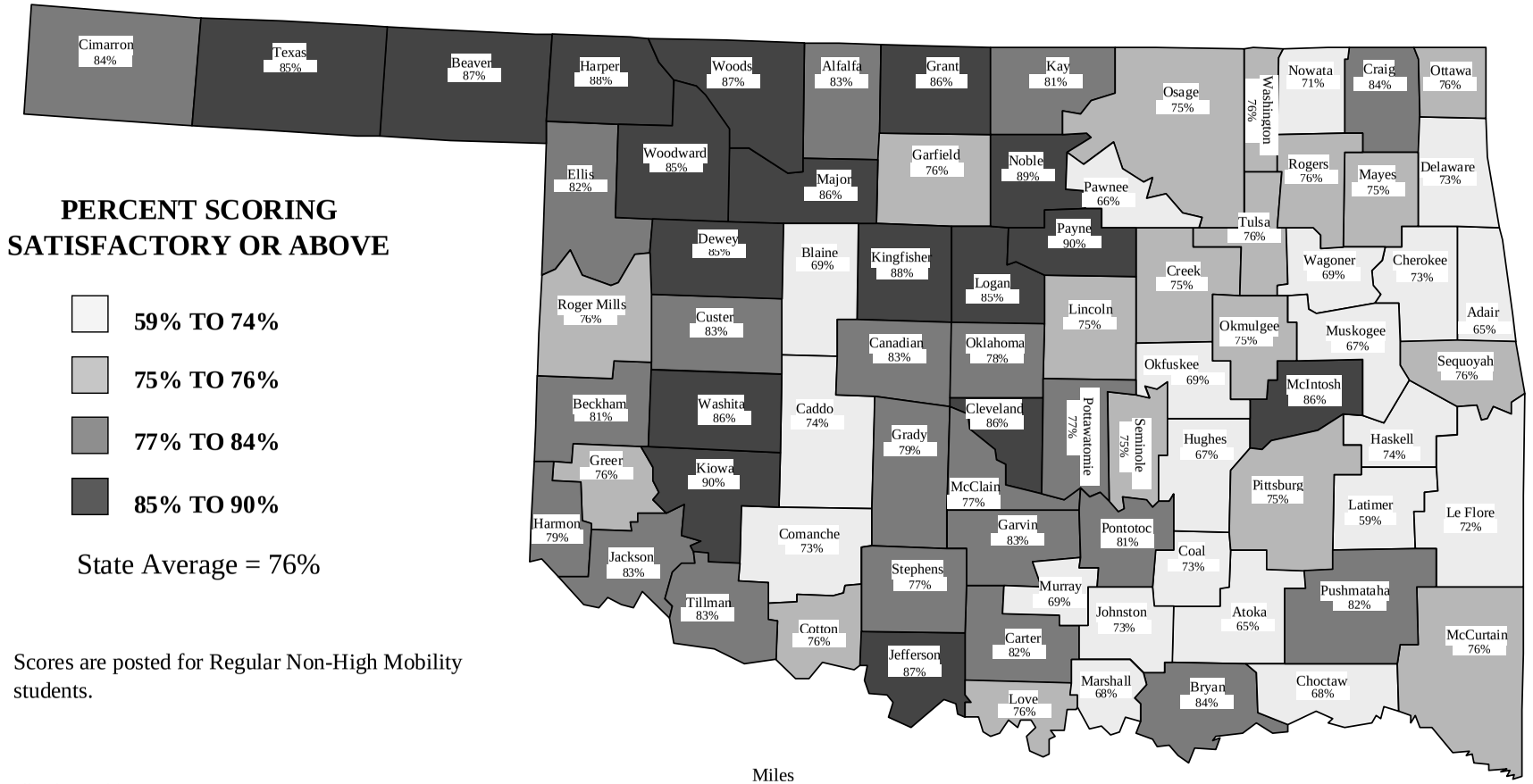
Date: 5/6/2005

Figure 35

8TH GRADE CRT - MATH SCORES

Percent of Students Scoring Satisfactory or Above

2004-05 School Year



PERCENT SCORING SATISFACTORY OR ABOVE

- **59% TO 74%**
- **75% TO 76%**
- **77% TO 84%**
- **85% TO 90%**

State Average = 76%

Scores are posted for Regular Non-High Mobility students.

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

Date: 5/6/2006

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 (Figure 36). 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 2000-01 and 2001-02. Algebra I and Biology I were tested for the first time in 2002-03.

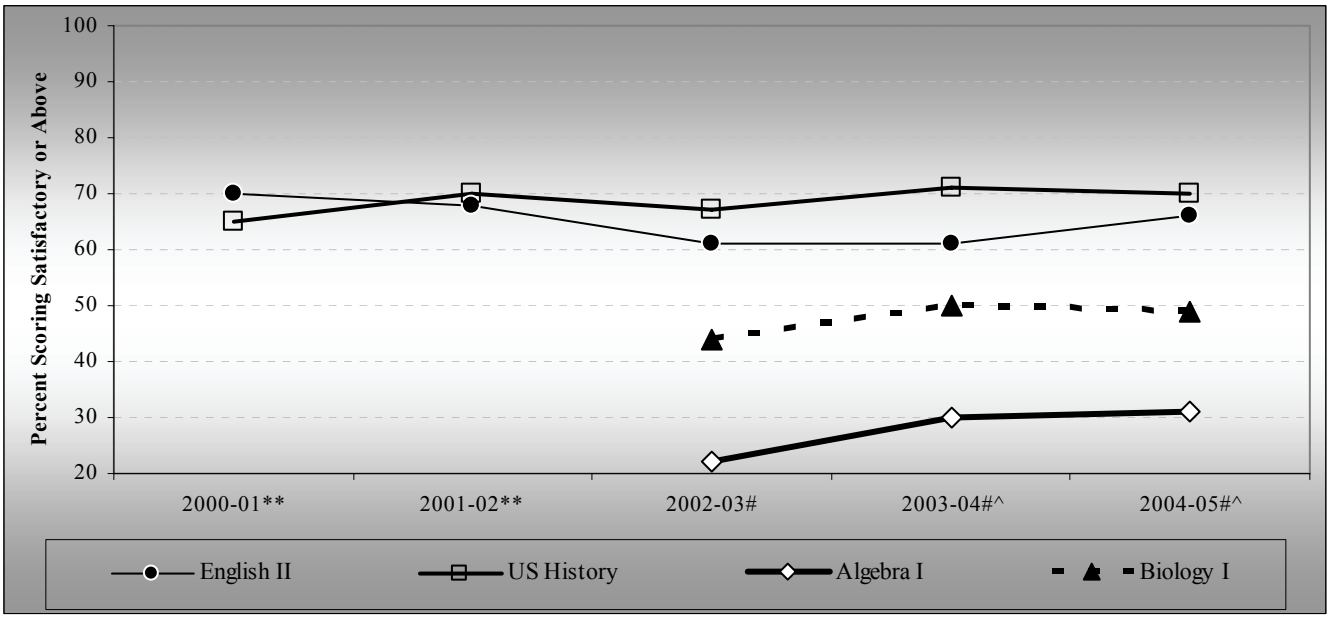
EOI Results by County

Figures 37 through 40 plot the 2004-05 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 36
Oklahoma End-of-Instruction Test Results
Percent Scoring Satisfactory* by Subject and Year



Subject Area	2000-01	2001-02	2002-03	2003-04^	2004-05^
English II	70%	68%	61%	61%	66%
US History	65%	70%	67%	71%	70%
Algebra I	Not Tested	Not Tested	22%	30%	31%
Biology I	Not Tested	Not Tested	44%	50%	49%

Note: *Results are posted for "Traditional" students only in '01 and '02 and Regular Education students in '03 and '04. ^Only the results of non-high mobility students were used from '04 on. Double Line indicates a change in testing company.

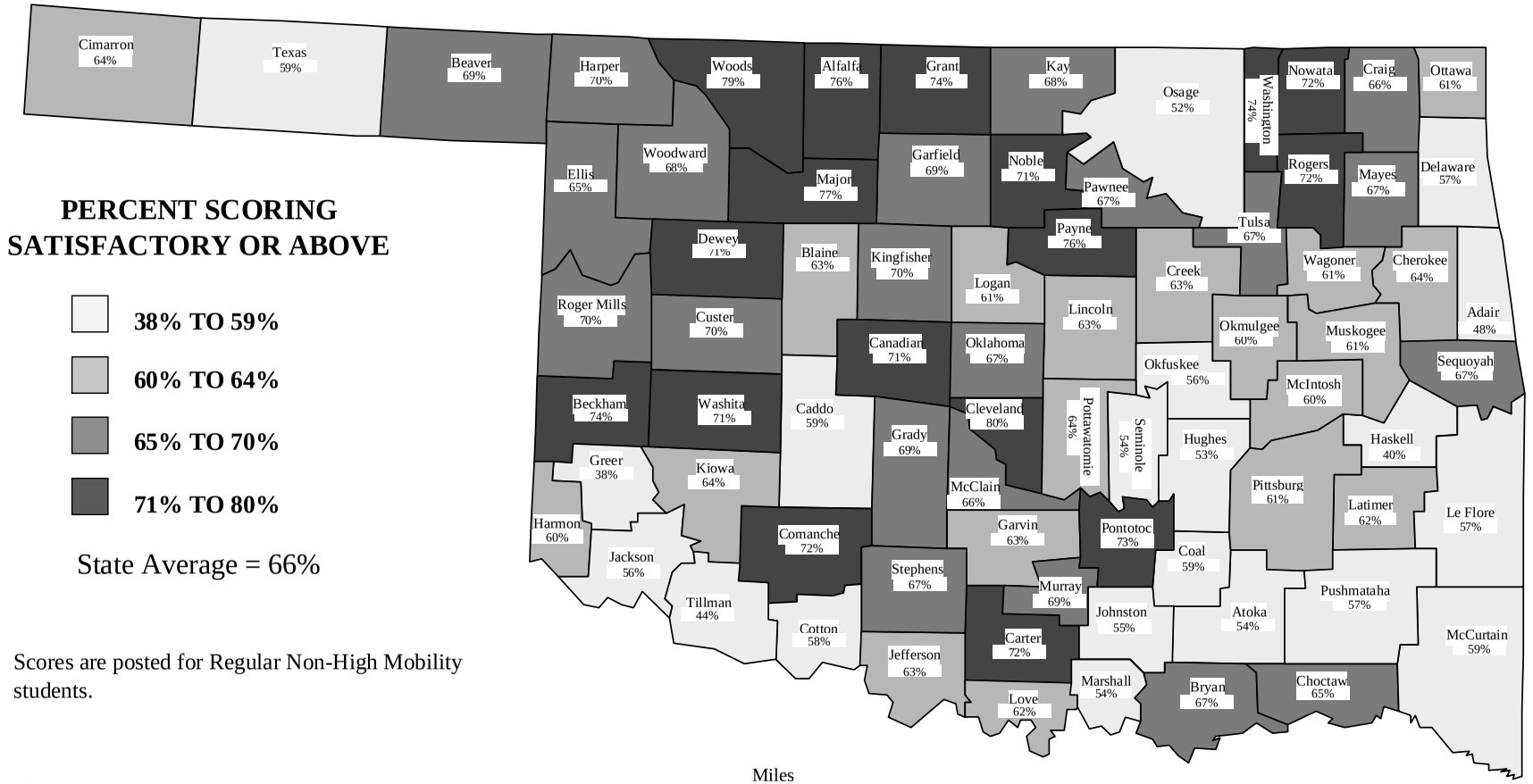
Data Source: State Department of Education

Figure 37

HIGH SCHOOL END-OF-INSTRUCTION TEST - ENGLISH II

Percent of Students Scoring Satisfactory or Above

2004-05 School Year



PERCENT SCORING SATISFACTORY OR ABOVE

- **38% TO 59%**
- **60% TO 64%**
- **65% TO 70%**
- **71% TO 80%**

State Average = 66%

Scores are posted for Regular Non-High Mobility students.

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

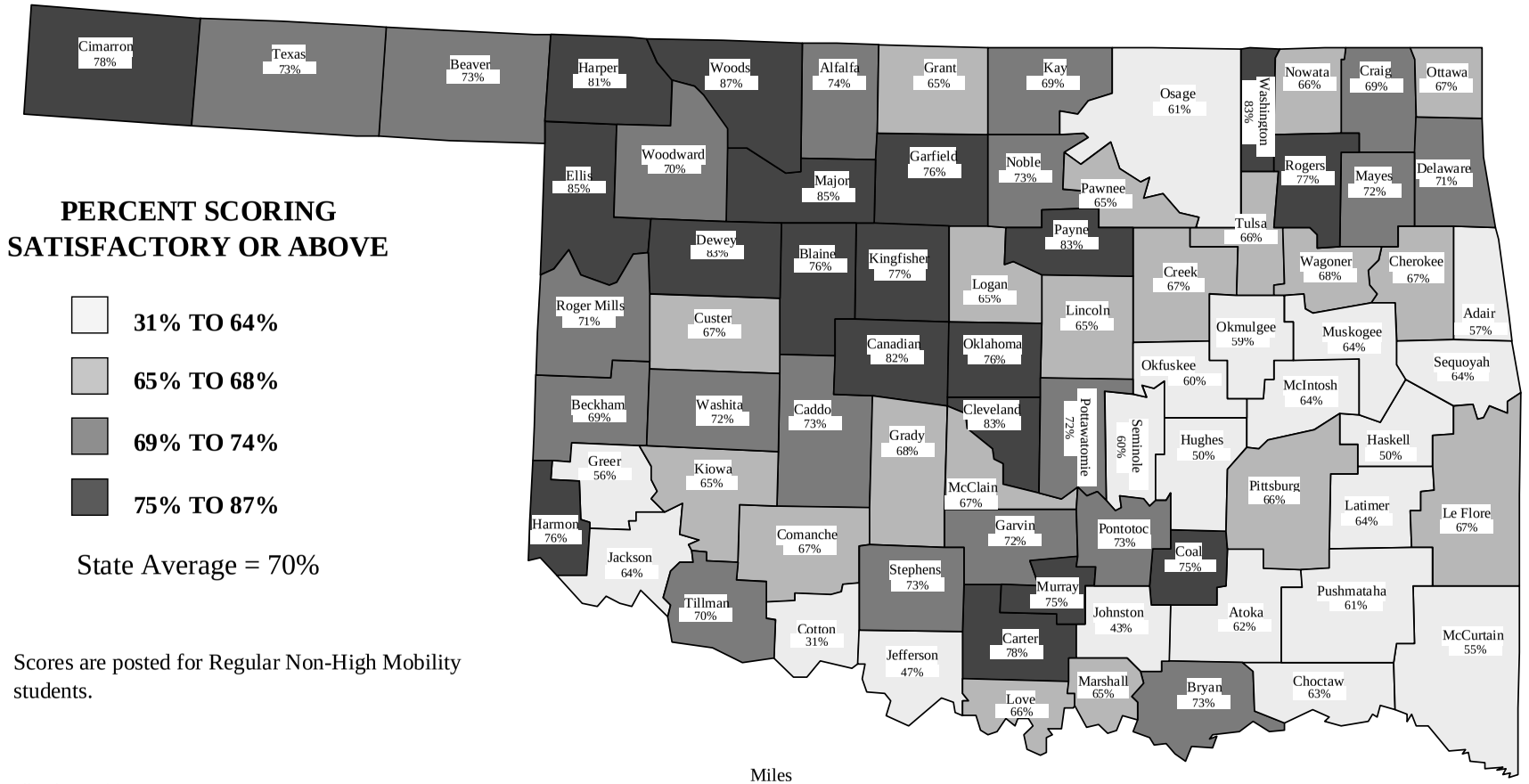
Date: 5/6/2006

Figure 38

HIGH SCHOOL END-OF-INSTRUCTION TEST - U.S. HISTORY

Percent of Students Scoring Satisfactory or Above

2004-05 School Year



Scores are posted for Regular Non-High Mobility students.

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

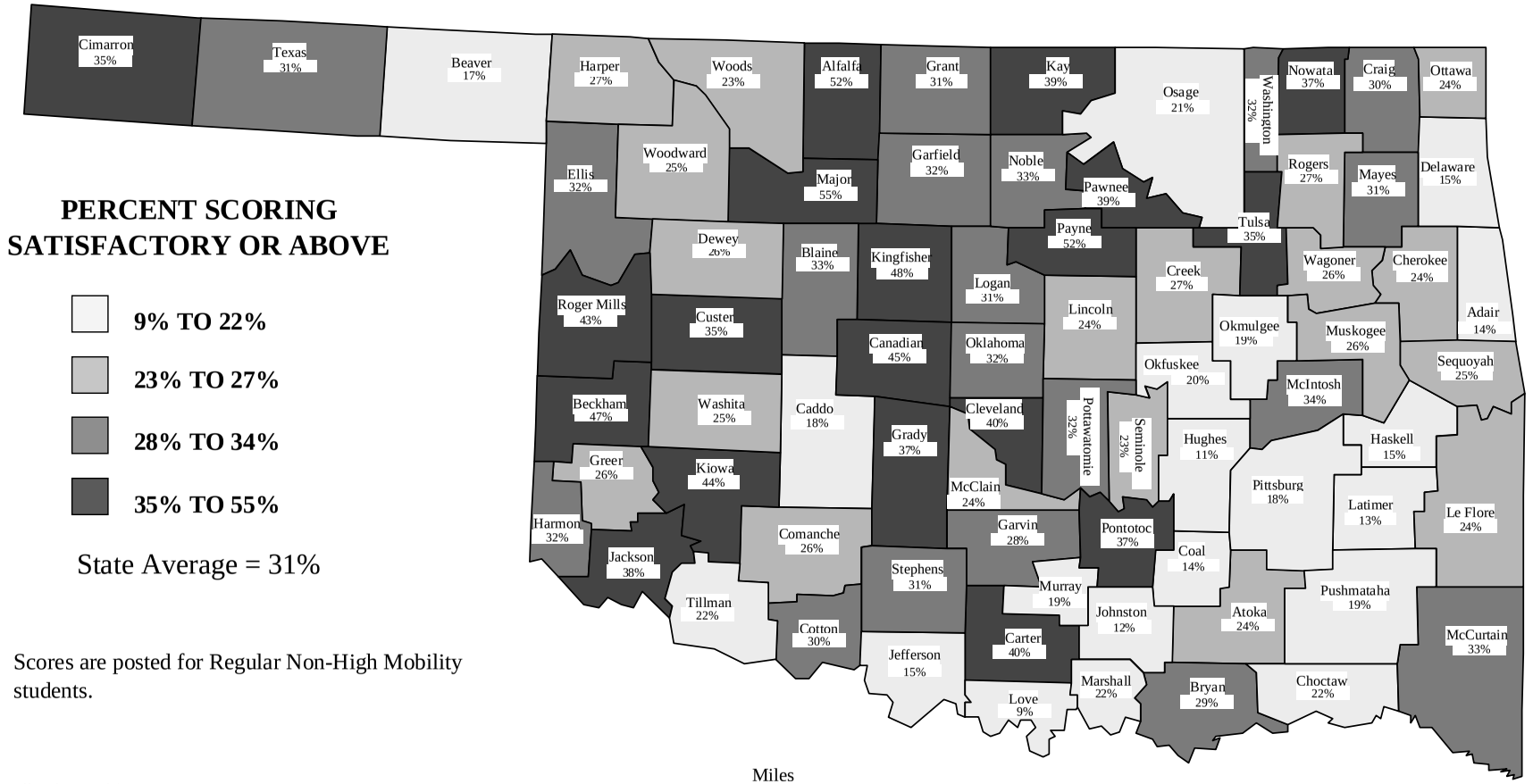
Date: 5/6/2006

Figure 39

HIGH SCHOOL END-OF-INSTRUCTION TEST - ALGEBRA I

Percent of Students Scoring Satisfactory or Above

2004-05 School Year



PERCENT SCORING SATISFACTORY OR ABOVE

- **9% TO 22%**
- **23% TO 27%**
- **28% TO 34%**
- **35% TO 55%**

State Average = 31%

Scores are posted for Regular Non-High Mobility students.

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

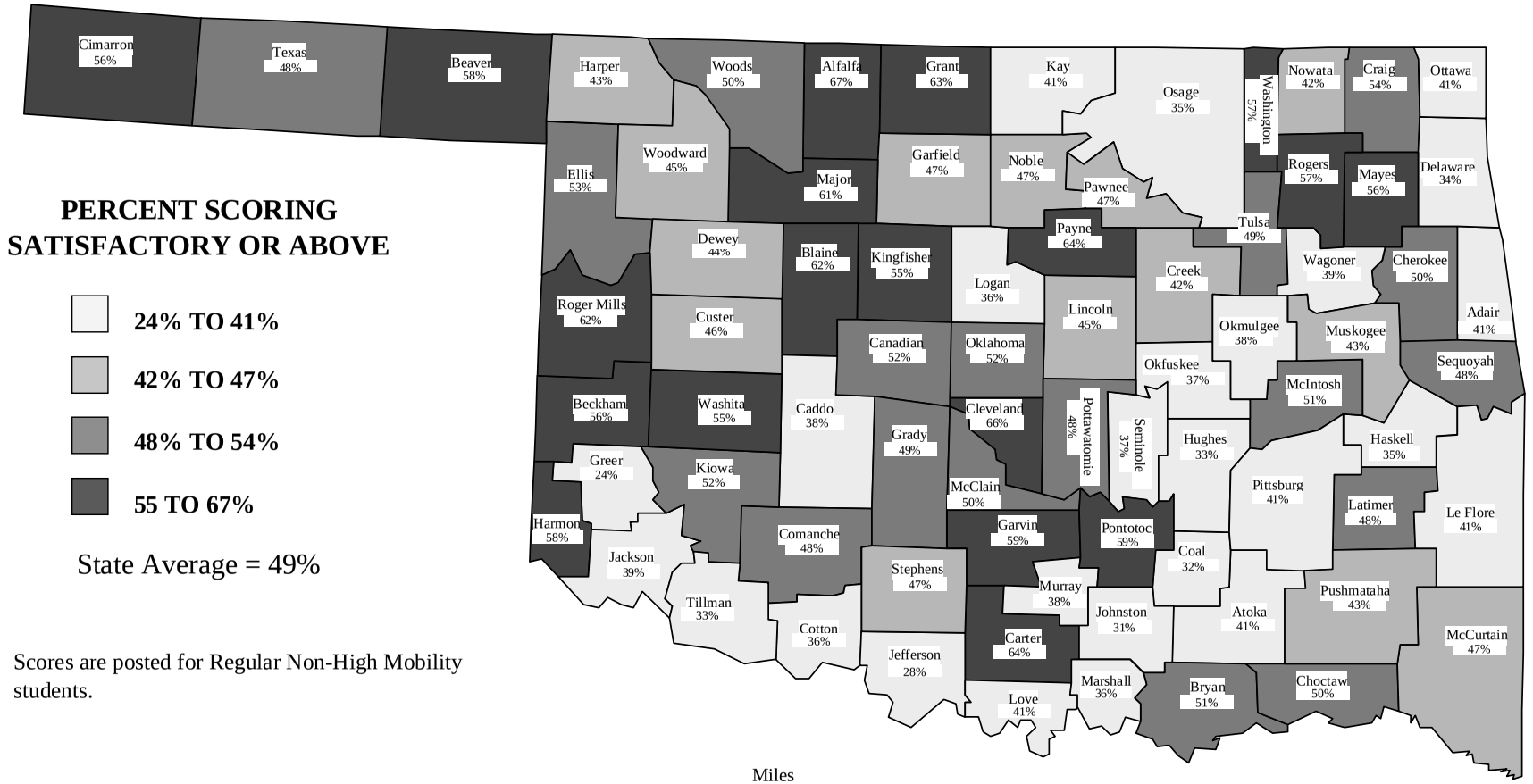
Date: 5/6/2006

Figure 40

HIGH SCHOOL END-OF-INSTRUCTION TEST - BIOLOGY I

Percent of Students Scoring Satisfactory or Above

2004-05 School Year



PERCENT SCORING SATISFACTORY OR ABOVE

- **24% TO 41%**
- **42% TO 47%**
- **48% TO 54%**
- **55 TO 67%**

State Average = 49%

Scores are posted for Regular Non-High Mobility students.

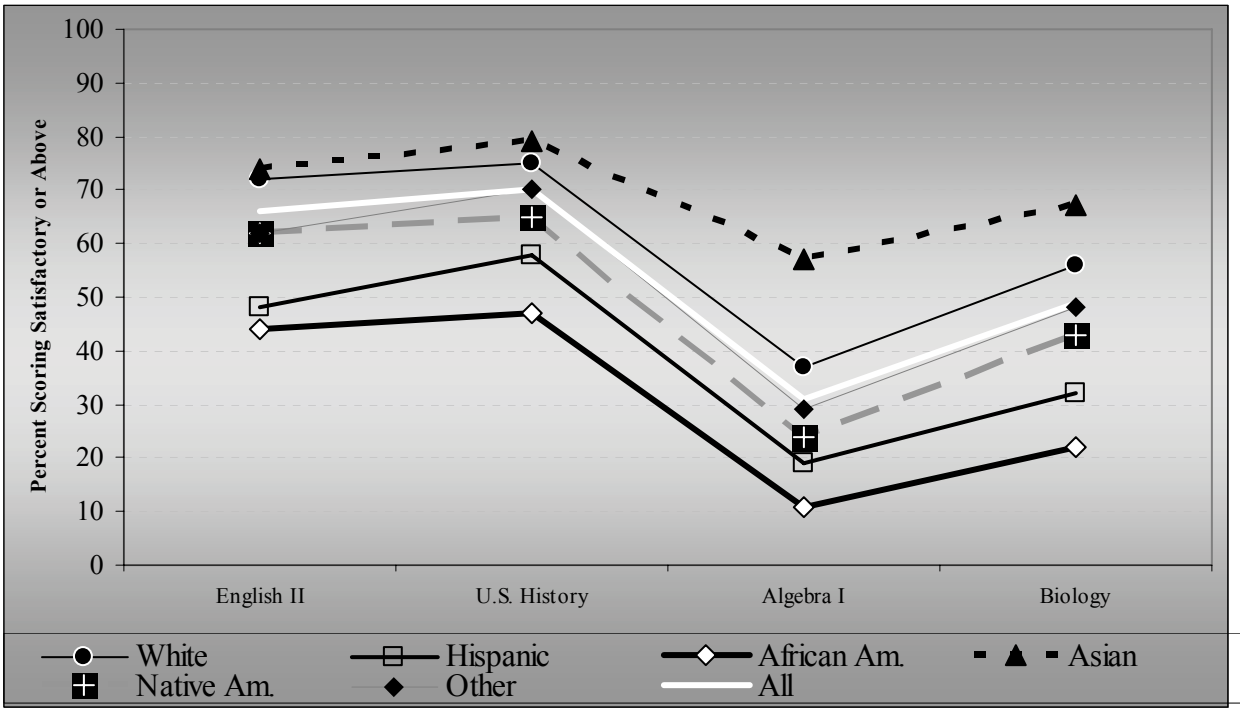
Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

Date: 5/6/2006

Figure 41
2005 EOI Results by Race
Percent Scoring Satisfactory or Above

(Regular Non-High Mobility Students)



	English II	U.S. History	Algebra I	Biology
Female	70	67	29	46
Male	62	74	33	53
White	72	75	37	56
Hispanic	48	58	19	32
African Am.	44	47	11	22
Asian	74	79	57	67
Native Am.	62	65	24	43
Other	62	70	29	48
All	66	70	31	49

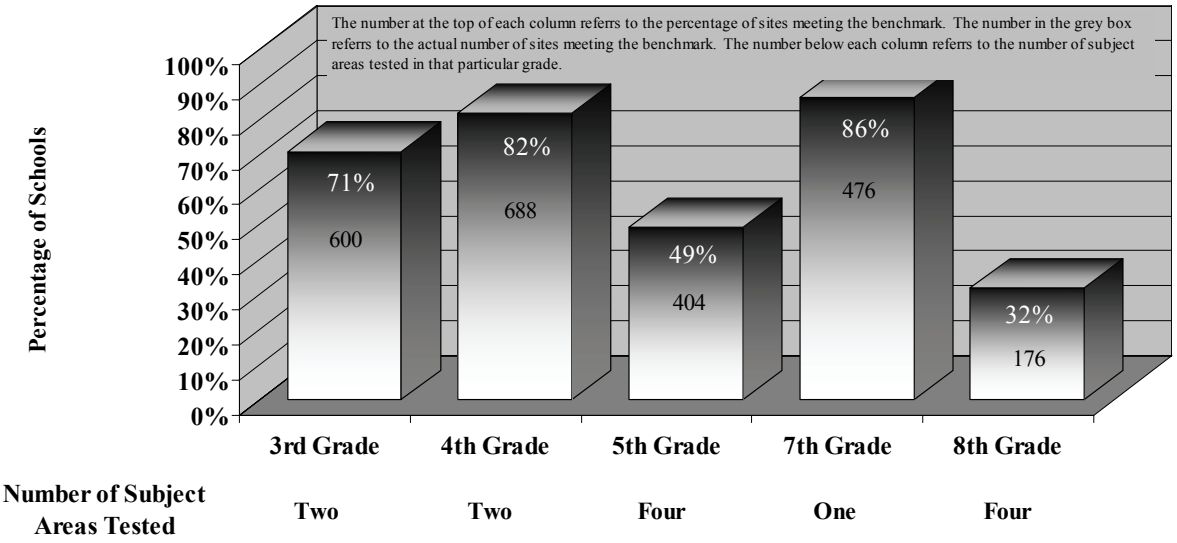
Data source: State Department of Education

The Oklahoma Performance Benchmark

The statewide results of the Core Curriculum Tests for the 2004-05 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 April of 1998, 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. Figure 42 plots the number of schools that were able to meet this benchmark in all subject areas tested as part of the Oklahoma School Testing Program.

Figure 42
Schools with 70% or More of Students Scoring Satisfactory, or Above On All Subject Areas Tested by the Oklahoma Core Curriculum Test By Grade 2004-05 School Year
(Regular Non-High Mobility Students)



Data Source: State Department of Education

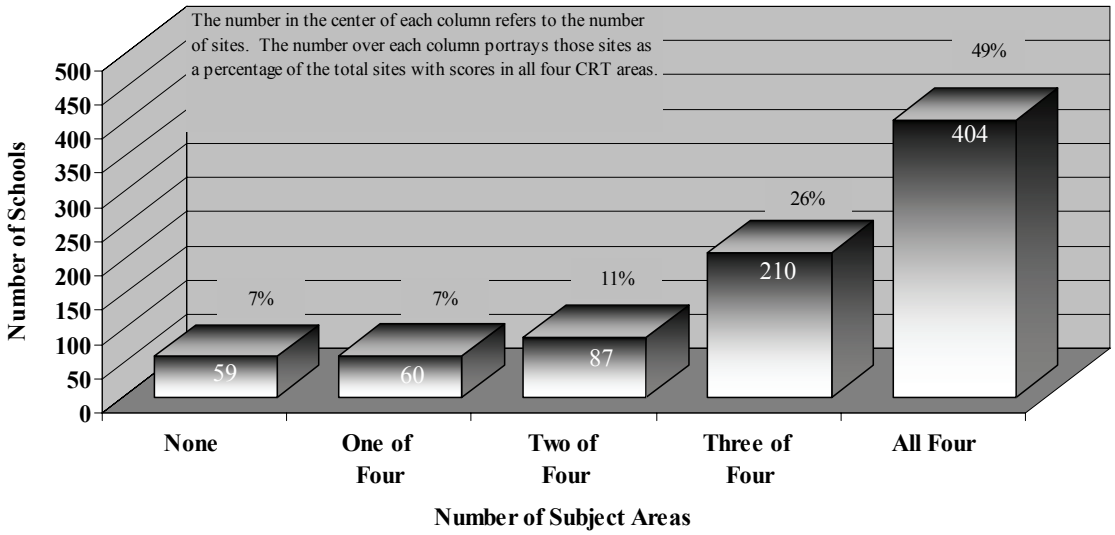
Figures 43 and 44 display schools' overall performance in preparing students in the Priority Academic Student Skills as measured by the Oklahoma Core Curriculum Tests (OCCT) in grades 5th and 8th. Only these two grades were used in this detailed analysis because they have the most extensive battery of tests administered under the Oklahoma School Testing Program. These figures show by grade the number of subject areas in which schools were able to achieve the Performance Benchmark. In 2004-05, the OCCT tested students in these two grades in four subject areas, so the highest performance that a school can achieve is four-out-of-four on the Performance Benchmark.

Historically, 5th grade sites have the best performance on this benchmark. Slightly less than half of the 5th grade sites were able to achieve four-out-of-four or better on the Performance Benchmark, whereas, only 32% of the 8th grade sites were able to achieve this level of performance. While the bulk of schools do perform well on the OCCT, it is of great concern that there were 59 elementary schools (7%) and 31 middle schools/junior highs (6%) that were unable to get at least 70% of their students to score Satisfactory or above on <u>any</u> subject area tested under the OCCT.

The difference in performance from one community to another can also be noted in the table at the bottom of both Figures 43 and 44. In 5th grade, districts with the C1 community grouping designation had 84% (37 of 44) of sites achieving a four-out-of-four on the Performance Benchmark, whereas, only 27% (29 of 107) of the schools from districts with the designation of A2 achieved this level of performance. In 8th grade, districts with the F2 community grouping designation had only 12% (8 of 68) of their sites achieving a four-out-of- four on the Performance Benchmark, whereas, 76% (26 of 34) of the schools from districts with the designation of B1 were able to fully meet the benchmark. In 5th grade, Oklahoma's largest districts, the A2s, had the highest percentage of school sites unable to meet the benchmark in any subject area tested, 19% (20 of 107). In 8th grade, the C2 community group has the largest percentage of sites in the "None out of Four" category, 33% (1 of 3).

As with all other areas of student performance, socioeconomics plays an important roll in schools' performance on the Performance Benchmark. When looking at schools that were not able to meet the benchmark in <u>any</u> of the subject areas tested, 87% (51 of 59) of the sites offering 5th grade and 100% (31 of 31) of the sites offering 8th grade came from districts with the community grouping designation of "2" meaning that their student body was more impoverished than average for Oklahoma.

Figure 43
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) 2004-05 School Year
(Regular Non-High Mobility Students)

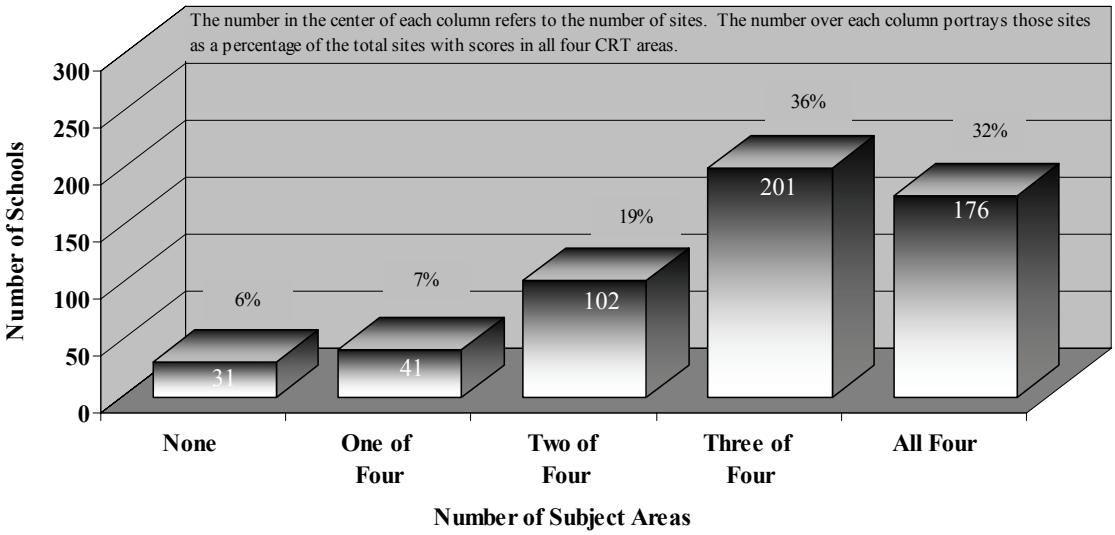


Number of School Sites Scoring Satisfactory by Size of the District in which the Site Operates

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	All Four	**Total**
25,000 or More	**A2**	20	15	16	27	29	**107**
10,000 - 24,999	**B1**	1	5	8	27	91	**132**
5,000 - 9,999	**C1**	1	0	1	5	37	**44**
	C2	2	0	4	7	8	**21**
2,000 - 4,999	**D1**	3	1	0	11	22	**37**
	D2	1	2	1	14	21	**39**
1,000 - 1,999	**E1**	1	0	0	7	27	**35**
	E2	3	1	8	15	18	**45**
500 - 999	**F1**	1	1	1	4	15	**22**
	F2	6	4	8	28	24	**70**
250 - 499	**G1**	1	2	2	12	24	**41**
	G2	7	16	24	27	46	**120**
Less than 250	**H1**	0	0	1	3	14	**18**
	H2	12	13	13	23	28	**89**
Total Sites	**All**	**59**	**60**	**87**	**210**	**404**	**820**

Data Source: State Department of Education.

Figure 44
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) 2004-05 School Year
(Regular Non-High Mobility 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	All Four	**Total**
25,000 or More	**A2**	7	5	4	6	4	**26**
10,000 - 24,999	**B1**	0	0	3	5	26	**34**
5,000 - 9,999	**C1**	0	0	1	3	8	**12**
	C2	1	0	0	1	1	**3**
2,000 - 4,999	**D1**	0	0	3	7	9	**19**
	D2	0	0	3	8	5	**16**
1,000 - 1,999	**E1**	0	0	4	15	16	**35**
	E2	2	4	10	18	8	**42**
500 - 999	**F1**	0	1	1	10	10	**22**
	F2	4	5	17	34	8	**68**
250 - 499	**G1**	1	0	3	19	18	**41**
	G2	8	10	27	46	29	**120**
Less than 250	**H1**	0	2	2	5	7	**16**
	H2	8	14	24	24	27	**97**
Total Sites	**All**	**31**	**41**	**102**	**201**	**176**	**551**

Data Source: State Department of Education.

The National Assessment of Educational Progress (NAEP)

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

NAEP was authorized by Congress in 1969 and was only required to assess reading, mathematics and writing at least once every five years. In 1990, federal legislation was passed which required assessments in reading and mathematics at least every two years, 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 45 shows the subjects tested at the state level by year and grade.

Figure 45
National Assessment of Educational Progress (NAEP)
Testing Schedule for State-by-State Results
by Year, Subject and Grade Tested

	Math		Reading		Writing		Science	
Year	4th Grade	8th Grade	4th Grade	8th Grade	4th Grade	8th Grade	4th Grade	8th Grade
1990		Tested						
1992	Tested	Tested	Tested					
1994			Tested					
1996	Tested	Tested						Tested
1998			Tested	Tested		Tested		
2000	Tested	Tested					Tested	Tested
2002			Tested	Tested	Tested	Tested		
2003	Tested	Tested	Tested	Tested				
2005	Tested	Tested	Tested	Tested			Tested	Tested
2007	Tested	Tested	Tested	Tested	Tested	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

NAEP is an enormously important evaluation instrument for Oklahoma. It is the only means by which Oklahoma can judge it progress relative to that of the nation at the elementary school level. That being said, Oklahoma's overall performance seems to be falling behind that of the nation's.

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 (Appendix E). 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 that 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 (Figure 46). As of the release of this report, the 2005 NAEP Science results had not yet been released.

The NAEP reading results show an alarming trend. On the 2005 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 217 for their national counterparts. Only 9 States had lower scale scores than Oklahoma's in 2005. Oklahoma's 4th grade reading score was unchanged from 2003 and the national score was up one standard score. Oklahoma's 4th grade scores have been falling (-6 scale scores) since 1998 and the nations scores have been on the increase (+2 scale scores) over the same period. This indicates that our 4th grade students have fallen off the pace of the nation by minus eight points since 1998 (Figure 46). Oklahoma's 4th grade students have lost the five point lead they enjoyed over the nation in 1998 and now suffer a three point deficit over their national counterparts. Oklahoma's 8th graders scored the same as their national counterparts in 2005, a scale sore of 260 points. Eighth grade scores have been slipping for both Oklahoma and the nation, however, Oklahoma's scores have been declining at a greater rate. Oklahoma's 8th grade students had a four point advantage over their national counterparts in 1998 which has now diminished to zero. The nations score has slumped one point since 1998 and Oklahoma's has dropped five (Figure 46). Oklahoma's 8th grade performance on the reading test ranked about midpoint among the 50 states (Appendix E).

Oklahoma's math scores on NAEP have been on the rise, however, the nations gains have overshadowed Oklahoma's (Figure 46). In 4th grade, Oklahoma scores have increased 14 points since 1992 and the nation's have increased 17 points, meaning Oklahoma's 4th graders have fallen off the pace by three points. Twelve states had scale scores lower than Oklahoma's on the 4th grade NAEP math test. The gap was more dramatic in 8th grade. Figure 46 shows that Oklahoma' scale score had increased eight points since 1990, whereas, the nations had increased 16 points over the same period. Oklahoma's 8th graders had fallen off the nation's pace by eight standard scores on the NAEP test. Only eight states had lower scores on the NAEP 8th grade mathematics test than did Oklahoma (Appendix E).

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. Figure 46 looks at and compares both Oklahoma's and the nation's trends over time on a race-by-race basis. In most subject areas and across all racial categories, the nation is outpacing Oklahoma. This is true even in mathematics, where Oklahoma has made noticeable gains over time.

Across the board, Oklahoma's White students have lost the most ground over their national counterparts, followed closely by Hispanics and Blacks. Oklahoma's American Indian students have the most consistent improvement over time and perform most competitively with 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's 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 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 47 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 prior to 2005 focused 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 if the percentage of students in the "Basic" and above were taken into consideration. With the release of the 2002 NAEP results, this is clearly no longer the case. From 2000 through 2003, the nation's performance steadily improved while Oklahoma's performance improved at a lesser rate in math and performance had decreased in reading and writing. The release of the 2005 NAEP results in Math and Reading have shown a continuation of this trend, baring 4th grade Math and 8th Grade Reading.

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 (12% to 17%) in the percentage of students scoring "Below Basic" 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 "Below Basic" had slipped to 16%, a four-percentage-points increase and the nation had improved one-

Figure 46
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
Change	***-2***	***-2***	***1***	***1***	***1***
2002 Nation	152	159	134	135	138
1998 Nation	148	156	130	129	131
Change	***4***	***3***	***4***	***6***	***7***
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**

Figure 46
National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation
(continued)

READING RESULTS

Grade 4

	All	White	Black	Hispanic	American Indian
2005 Oklahoma	214	219	197	204	211
2003 Oklahoma	214	220	195	200	206
1998 Oklahoma	220	225	192	207	214
1992 Oklahoma	220	224	201	208	217
Change	***-6***	***-5***	***-4***	***-4***	***-6***
2005 Nation	217	228	199	201	205
2003 Nation	216	227	197	199	202
1998 Nation	215	225	193	195	200
1992 Nation	215	223	192	199	205
Change	***2***	***5***	***7***	***2***	***0***
Oklahoma Relative to Nation Change 1992 to 2005	**-8**	**-10**	**-11**	**-6**	**-6**

Grade 8

	All	White	Black	Hispanic	American Indian
2005 Oklahoma	260	265	243	247	254
2003 Oklahoma	262	267	240	250	257
1998 Oklahoma	265	269	251	252	258
Change	***-5***	***-4***	***-8***	***-5***	***-4***
2005 Nation	260	269	242	245	251
2003 Nation	261	270	244	244	248
1998 Nation	261	270	241	243	248
Change	***-1***	***-1***	***1***	***2***	***3***
Oklahoma Relative to Nation Change 1998 to 2005	**-4**	**-3**	**-9**	**-7**	**-7**

Figure 46
National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation
(continued)

MATH RESULTS

Grade 4

	All	White	Black	Hispanic	American Indian
2005 Oklahoma	234	240	217	226	229
2003 Oklahoma	229	235	211	220	225
2000 Oklahoma	225	230	206	215	222
1992 Oklahoma	220	227	202	210	213
Change	***14***	***13***	***15***	***16***	***16***
2005 Nation	237	246	220	225	227
2003 Nation	234	243	216	221	224
2000 Nation	226	235	205	211	215
1992 Nation	220	225	192	201	210
Change	***17***	***21***	***28***	***24***	**17**
Oklahoma Relative to Nation Change 1992 to 2005	**-3**	**-8**	**-13**	**-8**	**-1**

Grade 8

	All	White	Black	Hispanic	American Indian
2005 Oklahoma	271	278	249	257	267
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	***8***	***8***	***12***	***11***	***12***
2005 Nation	278	288	254	261	266
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	***16***	***19***	***17***	***19***	***22***
Oklahoma Relative to Nation Change 1990 to 2005	**-8**	**-11**	**-5**	**-8**	**-10**

percentage-point to 16%, meaning Oklahoma was now only on par with the nation. Looking at the percentage scoring "Proficient or Above", the nation had gained six-percentage-points to Oklahoma's two, putting the nation at 30% and Oklahoma at 27%. Fourth grade writing was first tested in 2002 and the results there are less encouraging. Oklahoma lagged by six-percentage-points (21% to 15%) in the "Below Basic" 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 (Figure 47) 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; Oklahoma is slipping relative to the nation. 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%. The only bright spot is that Oklahoma's relative rank in 4th grade reading has remained unchanged from 2002 to 2005.

In the 8th grade reading the story is similar, but easier to explain. The drop in performance on the NAEP reading test between 1998 and 2005 was accounted for by students moving from the "Basic" and "Proficient" categories to the "Below Basic" category. The percentage of students scoring in the "Below Basic" category increased eight-percentage-points in eight years. The percentage of Oklahoma's students scoring in the "Basic" category dropped four-percentage-points from 51% to 47% and the percentage in the "Proficient" category decreased by four-percentage-points as well, from 28% to 24%. The nation's 8th grade score remained relatively unchanged over the eight-year period. Oklahoma's 8th graders still maintain the slightest advantage over students tested nationally. However, if the current trend continues, Oklahoma's 8th graders will have lost this advantage by the 2007 testing cycle.

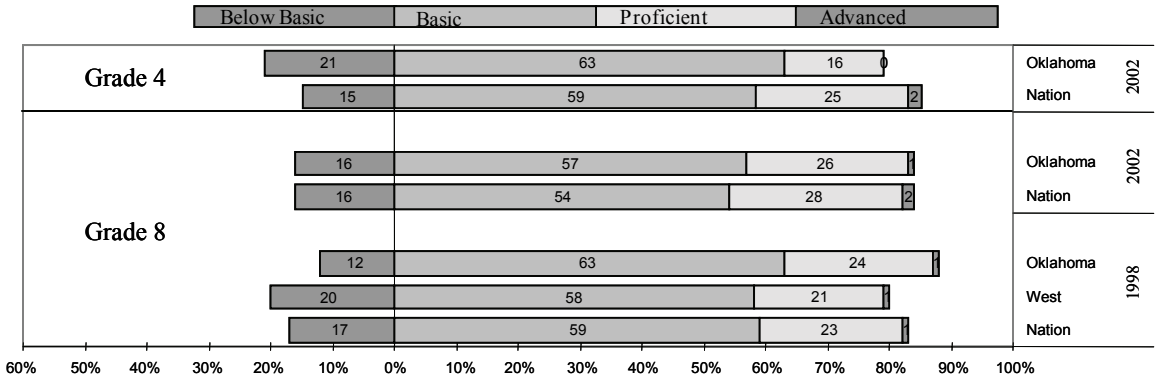
Mathematics is the subject in which Oklahoma's scores have improved most dramatically. The nation, however, has improved at an even greater rate. Oklahoma has gone from being slightly ahead of the nation in the "Basic and Above" category in both 4th and 8th grade to being below the nation in both "Basic and Above" and "Proficient and Above" in 2005. In 1990, 52% of Oklahoma's 8th grade students scored "Basic or Above" compared to 51% of the nation's 8th graders. By 2005, Oklahoma had increased to 63% of their students scoring in this range but the nation had risen to 68%. In the "Proficient or Above" category in 1990, Oklahoma's 8th graders trailed just two-percentage-points behind the nation, 13% to 15%. By 2005, Oklahoma's 8th graders lagged by nine-percentage-points, 20% to 29%.

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 21%, a 22-percentage-point decrease. In Oklahoma in 1992, 40% of students scored in the "Below Basic" category. By 2005, this was also down to 21%, but that represents only a 19-percentage-point drop. Looking at "Proficient and Above", the nation in 1992 had only 17% of 4th graders score in this range. However, by 2005, the nation had 35% of students scoring in this range, an 18-percentage-point increase. In Oklahoma in 1992, 14% of students scored in the "Proficient or Above" range compared to 28% in 2005, only a 14-percentage-point increase. It is worth mentioning, however, that Oklahoma's 4th graders made a considerable gain on the nation in math between the 2003 and 2005 testing cycles. Hopefully, this marks a change in the trend and Oklahoma will be able to enjoy an advantage over the nation in the 2007 and subsequent testing cycles.

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

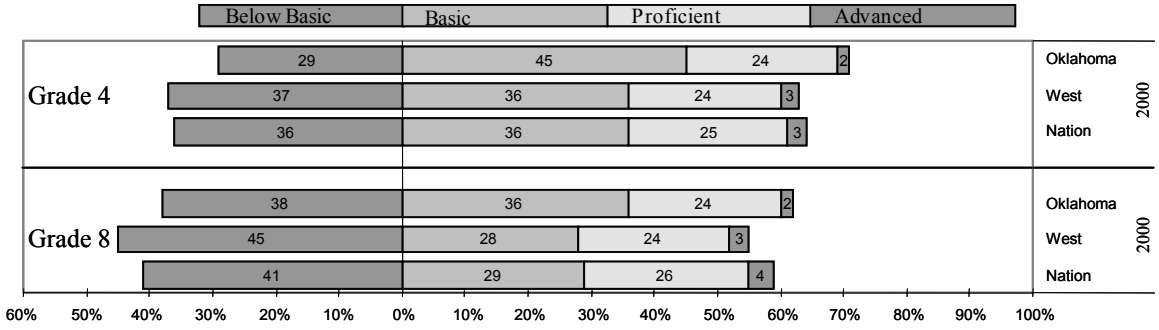
Figure 47
National Assessment of Educational Progress (NAEP)
Test Results by Achievement Level

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.

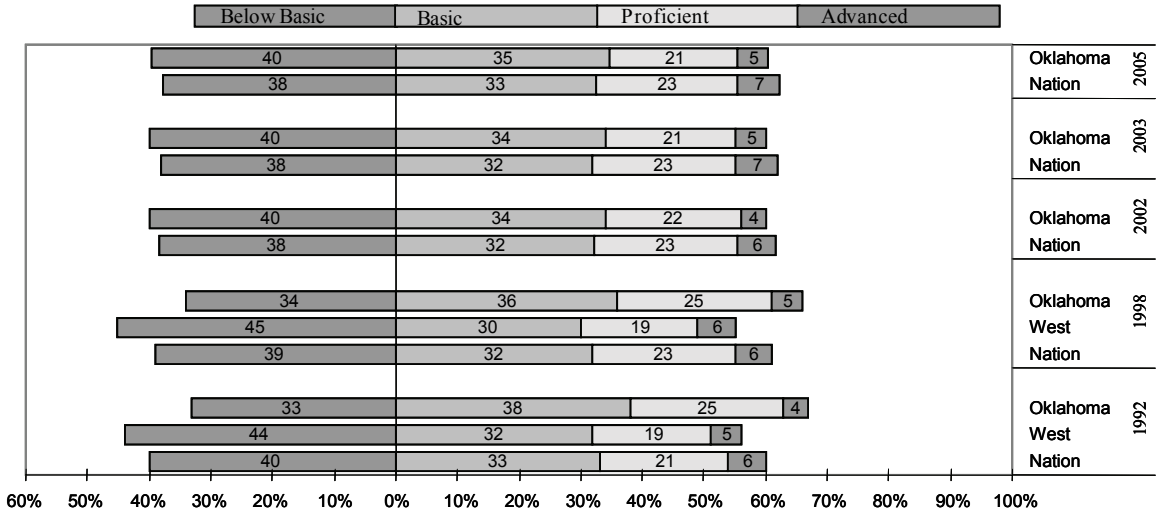
Science Results



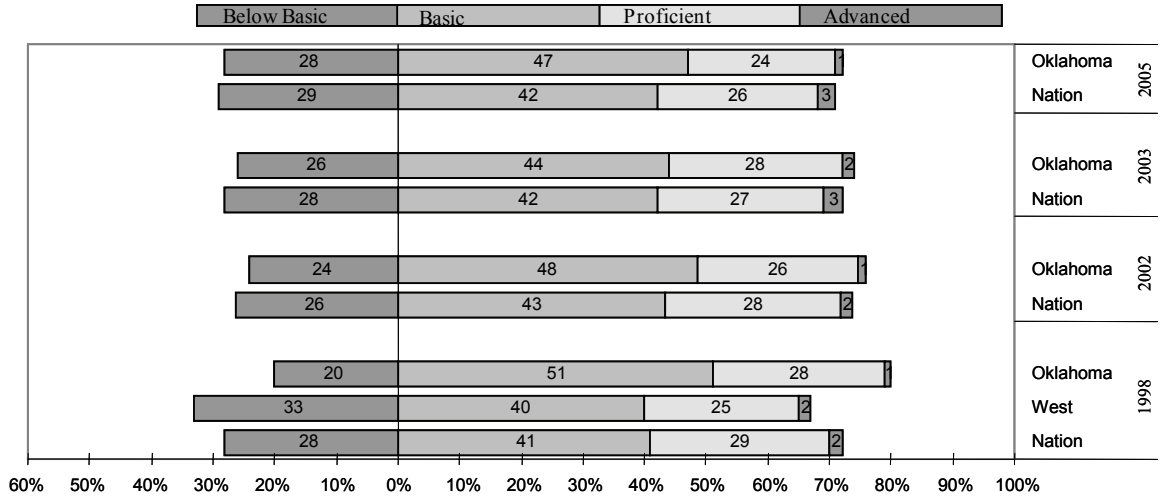
Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), "The Nation's Report Card, Science 2000 - Report for Oklahoma," Figure 3A & 3B.

Figure 47
National Assessment of Educational Progress (NAEP)
Test Results by Achievement Level
(continued)

4th Grade Reading Results



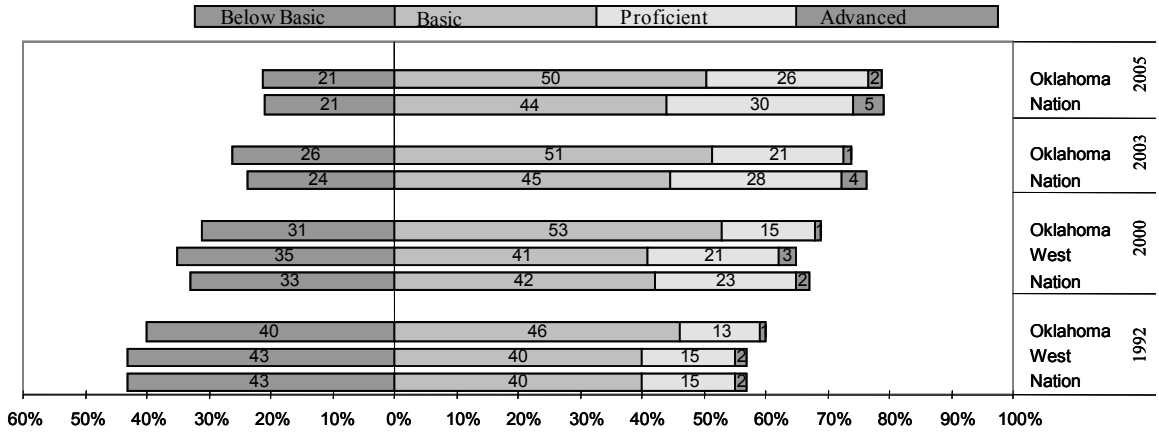
8th Grade Reading Results



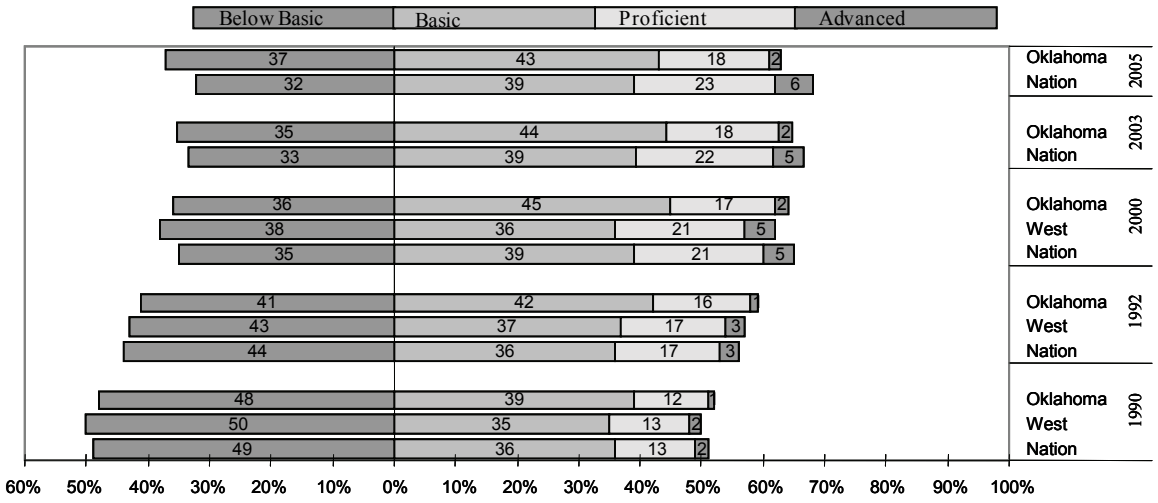
Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), "1992 Reading" and "1998 Reading – State Report for Oklahoma," Figure 4 and 5." "The Nation's Report Card, Reading 2002 - Report for Oklahoma," Figure 28 & 2.9. "The Nation's Report Card, Reading Highlights 2003," Figure 3 & 4. "The Nation's Report Card, Reading 2005," Figure 11 & 12.

Figure 47
National Assessment of Educational Progress (NAEP)
Test Results by Achievement Level
(continued)

4th Grade Math Results



8th Grade 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

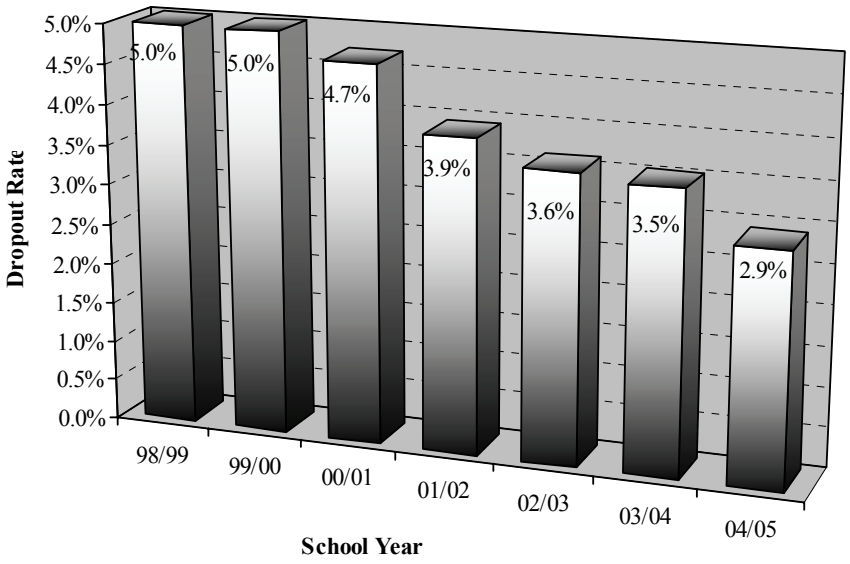
High School Dropout Rates

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 "Four-Year Dropout Rate". Although Oklahoma lacks the data system required to calculate this type of rate precisely, the Education Oversight Board and Office of Accountability, for the first time ever, have derived a methodology which closely approximates this measure.

Single-Year High School Dropout Rate

Historically, Oklahoma has reported dropout activity as a single-year occurrence. Oklahoma State Statutes (§70-35e), require dropouts to be reported annually. The statutes require that the total number of dropouts be tabulated by district, by grade. In an effort to make the numbers meaningful, the dropout counts are then compared to the district's fall enrollment by grade. The numbers are aggregated to generate state-level numbers. The statutory definition for "school dropout" in Oklahoma is "any student who is not attending school, is under the age of nineteen (19) and has not graduated from high school."

Figure 48
Oklahoma Single-Year Dropout Rates
9th through 12th Grade



Data Source: State Department of Education.

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 single-year high school dropout rates (grades 9 through 12) are graphed in Figure 48. These rates have dropped dramatically during the seven years measured under this methodology.

Four-Year High School Dropout Rate

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

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

Figure 49
Four-Year Dropout Rates
By Community Group
Class of 2005

Size of District in ADM	Community Group Designation	Class of 2005 Enrollment	Class of 2005 Dropouts	Class of 2005 Dropout Rate
25,000 or More	**A2**	4,460	1,360	30.5%
10,000 - 24,999	**B1**	9,198	1,240	13.5%
5,000 - 9,999	**C1**	3,442	347	10.1%
	C2	1,218	165	13.5%
2,000 - 4,999	**D1**	3,848	583	15.2%
	D2	3,275	681	20.8%
1,000 - 1,999	**E1**	3,373	339	10.1%
	E2	4,044	575	14.2%
500 - 999	**F1**	1,112	62	5.6%
	F2	3,491	445	12.7%
250 - 499	**G1**	909	35	3.9%
	G2	2,771	221	8.0%
Less than 250	**H1**	104	7	6.7%
	H2	902	66	7.3%
Total	**All**	**42,147**	**6,126**	**14.5%**

Data Source: State Department of Education

taken off the rolls for other legitimate reasons. The statewide four-year dropout rate was 14.5% and rates varied greatly by "Community Group" in Oklahoma (Figure 49).

Dropout rates also vary greatly from site to site and county to county across the state (Figure 50). The high school with the highest dropout rate was Northwest Classen in Oklahoma City, where 53% of the Class of 2005 dropped out in 9th through 12th grade. However, 94 Oklahoma high schools did not report a single dropout for the Class of 2005 over the four year period.

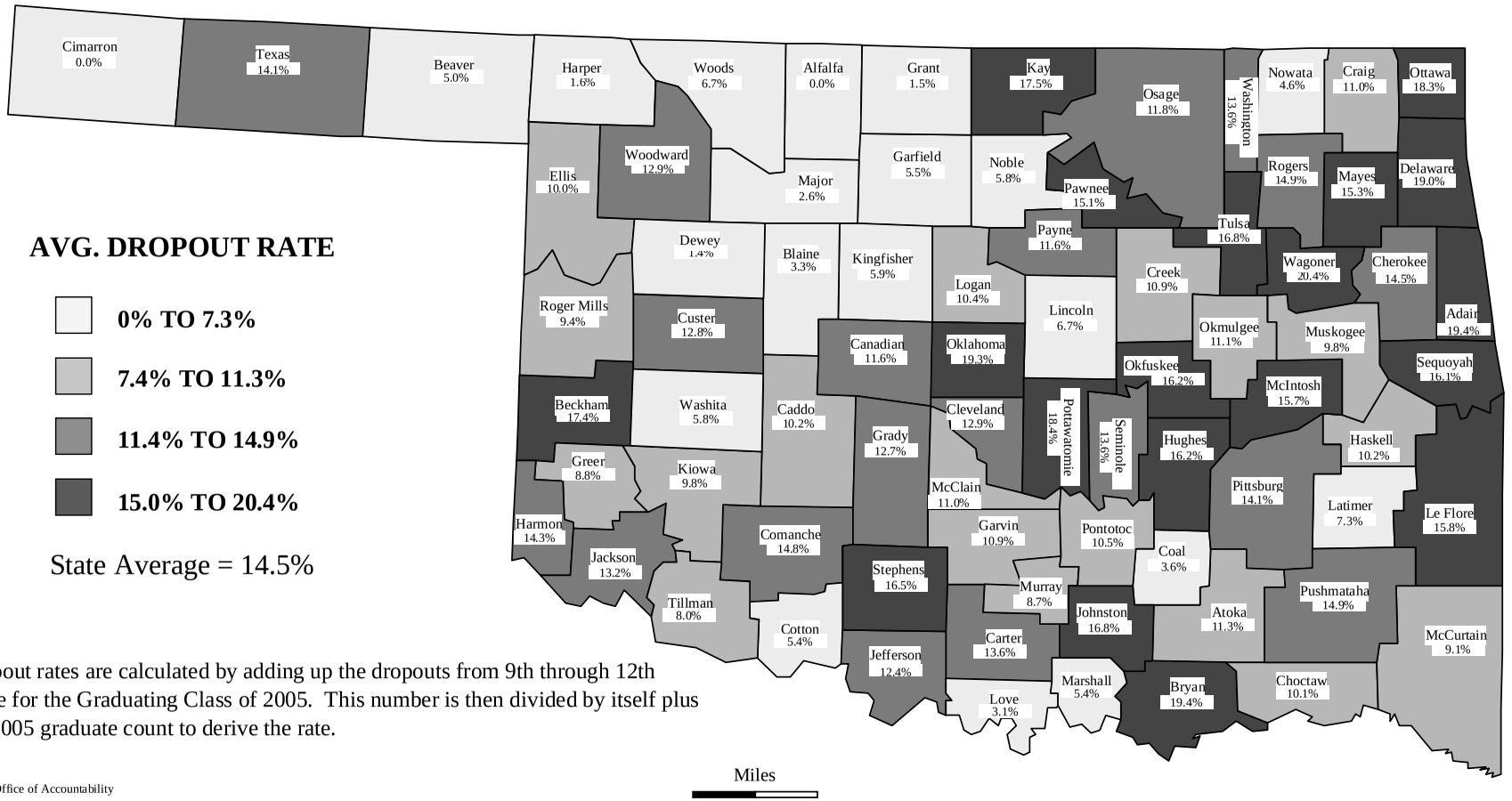
Student Attrition

Although Oklahoma lacks the databases required to calculate a precise cohort dropout rate, a feel for total student loss can be obtained by looking at ADM counts for a given graduating class as they progress from grade to grade. Figure 51 shows ADM counts for five graduating classes, 2001 through 2005, 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, home schooling and even death), however, the new Four-Year Dropout Rate shows that roughly 15% of the students are lost as the result dropout. 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, Single-Year Student Dropout rates have been markedly declining over the last five years (Figure 48) while student attrition figures have remained constant.

Figure 50

FOUR-YEAR PUBLIC HIGH SCHOOL DROPOUT RATE

CLASS OF 2005 - GRADES 9-12



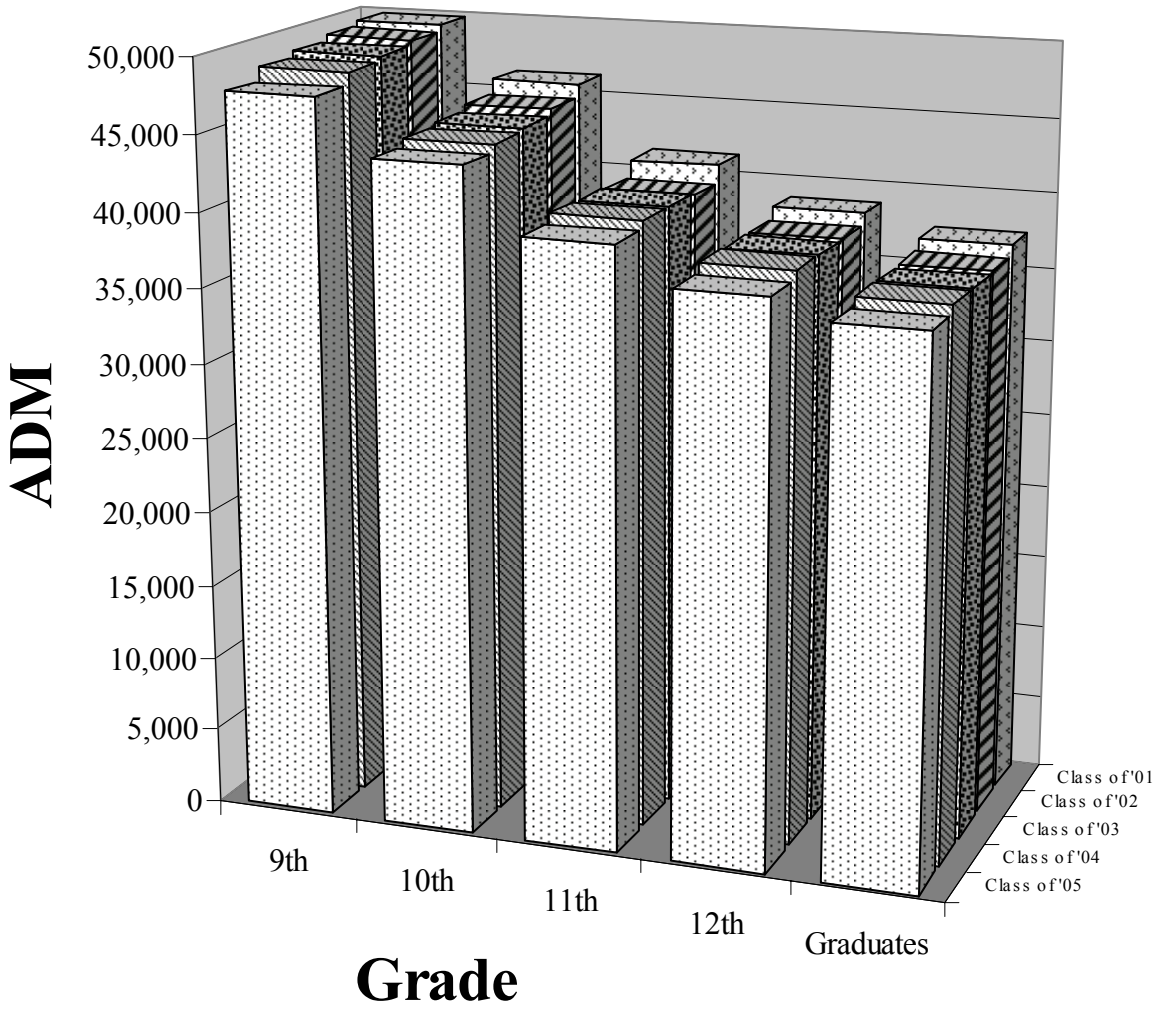
Dropout rates are calculated by adding up the dropouts from 9th through 12th grade for the Graduating Class of 2005. This number is then divided by itself plus the 2005 graduate count to derive the rate.

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

Date: 5/6/2006

Figure 51
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 '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%
Class of '04	48,598	44,586	40,384	37,970	36,609	-25%
Class of '05	47,800	44,111	39,869	37,358	36,021	-25%
Five-Year Average	**48,874**	**44,999**	**40,408**	**37,980**	**36,604**	**-25%**

Data Source: State Department of Education

NATIONAL ATTRITION RATE

As alarming as Oklahoma's attrition rate may seem, its rate is lower than the Nation's. However, only two of the surrounding states, New Mexico and Texas, have higher attrition rates than Oklahoma. Furthermore, the Nations attrition rate has been declining in recent years while Oklahoma's has begun to increase. Oklahoma's rank among its surrounding states has also begun to slip relative to previous years (see Profiles 2003 and 2004 State Report). Figure 52 shows the attrition rate for the Nation, Oklahoma and its surrounding states using data provided by the National Center for Education Statistics. Figure 52 reports on the Graduating Class of 2003 which is the most current data available at the national level.

Figure 52
Statewide Student Loss 9th Grade through Graduation
Graduating Class of 2003
Oklahoma Compared to Nation and Surrounding States
Based on Fall Enrollment

Grade	Fall Enrollment				Estimated Graduates	% Loss 9th - Grad.
	9th	10th	11th	12th		
Nation	***3,934,899***	***3,486,928***	***3,173,937***	***2,989,514***	***2,744,220***	***-30%***
Arkansas	36,657	34,958	32,257	29,277	27,290	-26%
Colorado	58,710	54,101	50,459	46,790	42,650	-27%
Kansas	39,683	37,229	34,645	33,829	30,220	-24%
Missouri	75,791	69,939	63,408	60,920	57,150	-25%
New Mexico	29,307	25,476	21,907	19,002	18,090	-38%
Oklahoma	50,270	45,912	41,575	38,443	36,410	-28%
Texas	359,368	287,355	260,674	238,882	233,530	-35%

Data Source: NCES, Digest of Education Statistics: 2004, Tables 38, 39 and 103; 2002, Table 38; and 2001, Table 38.

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 53 looks at student loss between 9th and 12th grade for the graduating class of 2005 by race and gender. Because enrollment counts by race and gender are only collected using fall enrollment, Figure 53 uses fall enrollment and graduation counts from 2001-02 through 2004-05 to assess student loss between 9th grade and graduation. The statewide student loss for the Graduating Class of 2005, using fall enrollment figures, was 26%. Again, it must be considered that there are many reasons for students to disappear from the state enrollment rosters. Even so, the percentage of students lost among some ethnic groups is greatly concerning.

Figure 53
Statewide Student Loss 9th Grade through Graduation
By Race and Gender
Graduating Class of 2005

Race & Gender	Fall Enrollments				Graduates	%Gain/ Loss 9th - Graduation
	9th	10th	11th	12th		
	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Incl. Summer 2005	
African Am. Male	2,727	2,317	1,916	1,601	1,594	-42%
African Am. Female	2,605	2,221	1,974	1,736	1,751	-33%
Native Am. Male	4,409	4,108	3,775	3,373	3,249	-26%
Native Am. Female	3,973	3,788	3,592	3,280	3,175	-20%
Hispanic Male	1,586	1,338	1,164	1,057	990	-38%
Hispanic Female	1,363	1,198	1,065	942	926	-32%
Asian Male	390	359	369	343	368	-6%
Asian Female	314	330	315	325	315	0%
White & Other Male	15,985	14,871	13,745	12,729	11,973	-25%
White & Other Female	15,061	14,174	13,119	12,291	11,680	-22%
State Total	48,413	44,704	41,034	37,677	36,021	-26%

Data Source: State Department of Education

Graduation Rates

The Profiles Report Series use two different methodologies to generate student graduation rates. The method that has been historically used involves looking at graduates as a percentage of students who started 9th grade four years earlier. This methodology is referred to as the Four-Year Graduation Rate. The other methodology, the Senior Graduation Rate, looks as graduates as a percentage of the 12th grade class and tries to account for student mobility. The two methodologies are described below.

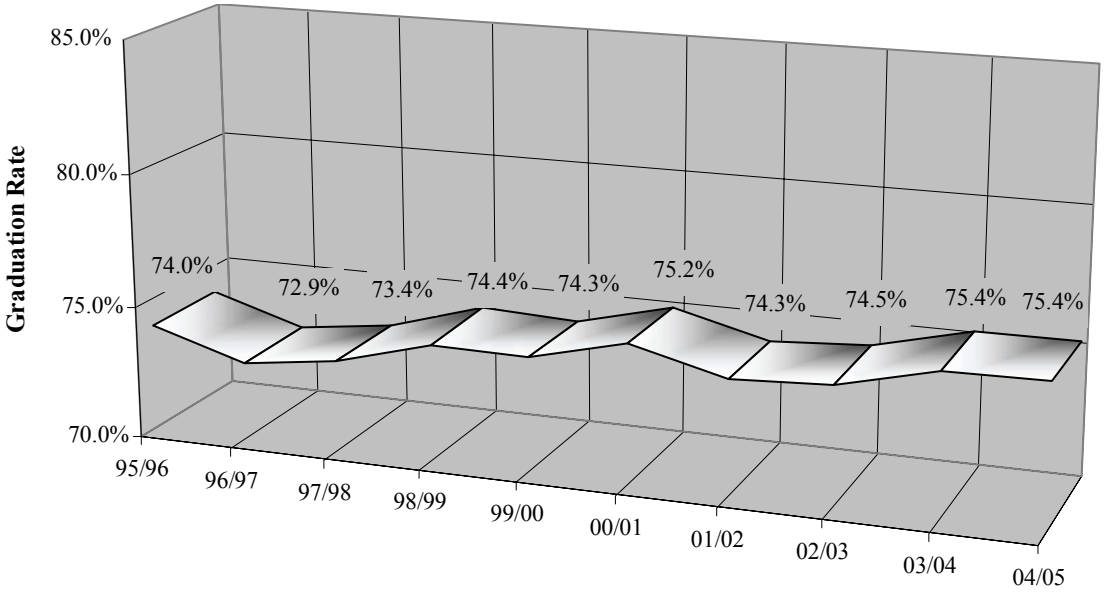
Four –Year Graduation Rate

Historically, the graduation rate calculated in the Profiles Report series was a four-year rate. The rate was calculated by dividing current graduates by the 9th grade enrollment from four years earlier. At the state level, this gave a very close approximation of the percentage of public high school students who actually received diplomas. At the district level, however, the rate did not account for student mobility and consequentially, in many districts with outward migration between 9th and 12th grades, the graduation rates posted were artificially low. Transversely, in districts with in-migration during the four years, the rates were artificially high. Due to this lack of reliability at the district level, the Four-Year Graduation Rate was abandoned in the Profiles District Reports. It was replaced by a Senior Graduation Rate, which does a good job of accounting for student mobility in the 12th grade. To complete the 9th through 12th grade picture, a Four-Year Dropout Rate was introduced in the same year. However, the Profiles State Report will continue to follow the Four-Year Graduation Rate at the state level so that

trends may be observed. When the new graduation and dropout rates have been posted for several year, the old methodologies used to generate these rates may be discontinued.

Using the Four-Year methodology, the 2004-05 statewide graduation rate is 75.4% (36,021 graduates in 2004-05 divided by a 9th grade ADM of 47,800 in 2001-02). The rate was identical to 2003-04 and is up four tenths of a percentage-point since 1995-96 (Figure 54).

Figure 54
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 four-year graduation rate.

Data Source: State Department of Education

Senior Graduation Rate

Starting in 2005, the profiles series switched to a Senior Graduation Rate, which divides current year graduates by current year graduates plus dropouts for the 12th grade that same year. This methodology closely approximates the 12th grade student body after transfers to other high schools and other legitimate reasons for removal from the roll have been taken into consideration. For 2004-05 the statewide Senior Graduation Rate was 97.3% or 36,021 Graduates divided by 36,021 Graduates plus 1,002 12th grade dropouts that same year [36,021 ÷ (36,021+1,002)].

The 2004-05 Senior Graduation rate varied by Community Group and can be found in Figure 55.

Figure 55
Oklahoma Senior Graduation Rate
By Community Group for 2004-05

Size of District in ADM	Community Group Designation	2004-05 Graduates (Including Summer)	2004-05 12th Grade Dropouts	2004-05 Graduates & Dropouts Combined	Graduation Rate
25,000 or More	**A2**	3,100	107	3,207	96.7%
10,000 - 24,999	**B1**	7,958	188	8,146	97.7%
5,000 - 9,999	**C1**	3,095	71	3,166	97.8%
	C2	1,053	17	1,070	98.4%
2,000 - 4,999	**D1**	3,265	129	3,394	96.2%
	D2	2,594	134	2,728	95.1%
1,000 - 1,999	**E1**	3,034	73	3,107	97.7%
	E2	3,469	97	3,566	97.3%
500 - 999	**F1**	1,050	21	1,071	98.0%
	F2	3,046	89	3,135	97.2%
250 - 499	**G1**	874	13	887	98.5%
	G2	2,550	44	2,594	98.3%
Less than 250	**H1**	97	0	97	100.0%
	H2	836	19	855	97.8%
Total	**All**	**36,021**	**1,002**	**37,023**	**97.3%**

Data Source: State Department of Education

Comparison of Various Oklahoma Rates

There is an interesting interrelationship between the Single-Year Dropout Rate, the Four-Year Dropout Rate, the Student Loss Rate and the Four-Year Graduation Rate. While the Single-Year Dropout Rate is now at 2.9% and has been on a downward trend for a number of years (Figure 48), the Student Loss Rates have remained constant for some time as have the Four-Year Graduation Rates. Furthermore, the Single-Year Dropout Rate greatly under represents the 15% of students lost during the four-year span of high school (Figure 50). Most interesting is the discrepancy that exists between the statewide Four-Year Dropout Rate of 15% and the Statewide Student Loss Rate of 25% (Figure 51). Where are the missing 10% of students? There are bits and pieces that can explain part of the missing 10%, but the loss to the system cannot be completely explained away.

The biggest quandary in this analysis is, "What exactly is the starting number of 9th graders for any given graduating class?" In Figure 13 it can be observed that enrollments crest in 9th grade and this crest occurs in 9th grade year-after-year. Over the last five years, increase in enrollments from 8th grade to 9th grade averages approximately 1,300 students, or a 3% increase. Some of this increase is likely the result of students who fail enough courses during this difficult transition year that they are designated as 9th graders again the following year. This behavior creates a "standing wave" in the enrollment counts as some students recirculate in their flow from 8th to 9th to 10th grade. This recirculation creates an

artificially high base, upon which the dropout and student loss analyses are conducted. However, the base is not nearly as flawed as it may appear. Not all of the 3% is accounted for by students who repeat 9th grade. Some of the increase is due to students who transfer into the public education system from private elementary schools or from home schooling environments. Students from these groups represent a true increase in the 9th grade enrollment and must be included in the analysis. Because of this legitimate inflow of students into the state system in 9th grade, it would be improper to simply use 8th grade enrollment for the base of the analysis. The problem is that no records are currently gathered to accurately account for how much of the increase in 9th grade enrollment is attributed to which group of students. The perfect base for this analysis would be 9th grade enrollment minus those students who were required to repeat 9th grade the following year. However, because the "true 9th grade enrollment" of any graduating class cannot be determined, the Profiles reports continue to use the actual 9th grade enrollment count as the base of these analyses.

Now that it has been established that the "standing wave" in 9th grade enrollment likely accounts for not more than one or two percentage-points of the missing 10% of students, we can look at other factors that contribute to the disparity between the two methodologies. First, students who dropout after reaching age 19 are, by State Statute, not to be included with the dropout count. However, these students are a loss to the statewide system. Based on the most recent five graduating classes, "Over Age 19" dropouts average about 540 students, or 1.1% of their graduating class. Secondly, students who die in grades 9 through 12 average about 135 students, or 0.3% of their class. And finally, students who attend all four years of high school, but who do not meet the requirements to receive a high school diploma, average about 345 students, or .07% of their graduating class. All of these factors combined account for not more than four percentage-points of the 10% of unaccounted for students, meaning that there are anywhere from 2,800 to 3,800 students from each statewide graduating class who disappear from the state system in grades 9 through 12. This loss occurs year-in and year-out, year-after-year. Assuming that the average school bus in Oklahoma has a maximum capacity of 60 students, 2,800 to 3,800 students would be in the range of 45 to 60 school busses full of children lost to the system each year. Imagine the concern that the actual disappearance of just one bus-load of students would create and yet, the statewide record keeping system loses track of 45 to 60 busses worth of students from each graduating class.

National Graduation Rates

As discomforting as the analysis of Oklahoma's various rates may be, national figures show that Oklahoma may be doing a better than average job of getting students a high school diploma. The national-level four-year graduation rate based on the four-year methodology was 69.6%* for 2003-04. There were 2,757,540 graduates* in 2003-04 divided by 3,963,294 9th grade students in fall of 2000 (U.S. Department of Education, National Center for Education Statistics, 2004 Digest of Education Statistics – Table 103 and 2003 Digest of Education Statistics – Table 39). For comparative purposes, using those same USDE tables, Oklahoma's graduation rate was 73.8%* for the 2003-04 school year. (Note: * based on estimated graduates.) Comparable rates for the Senior Graduation Rate were not available.

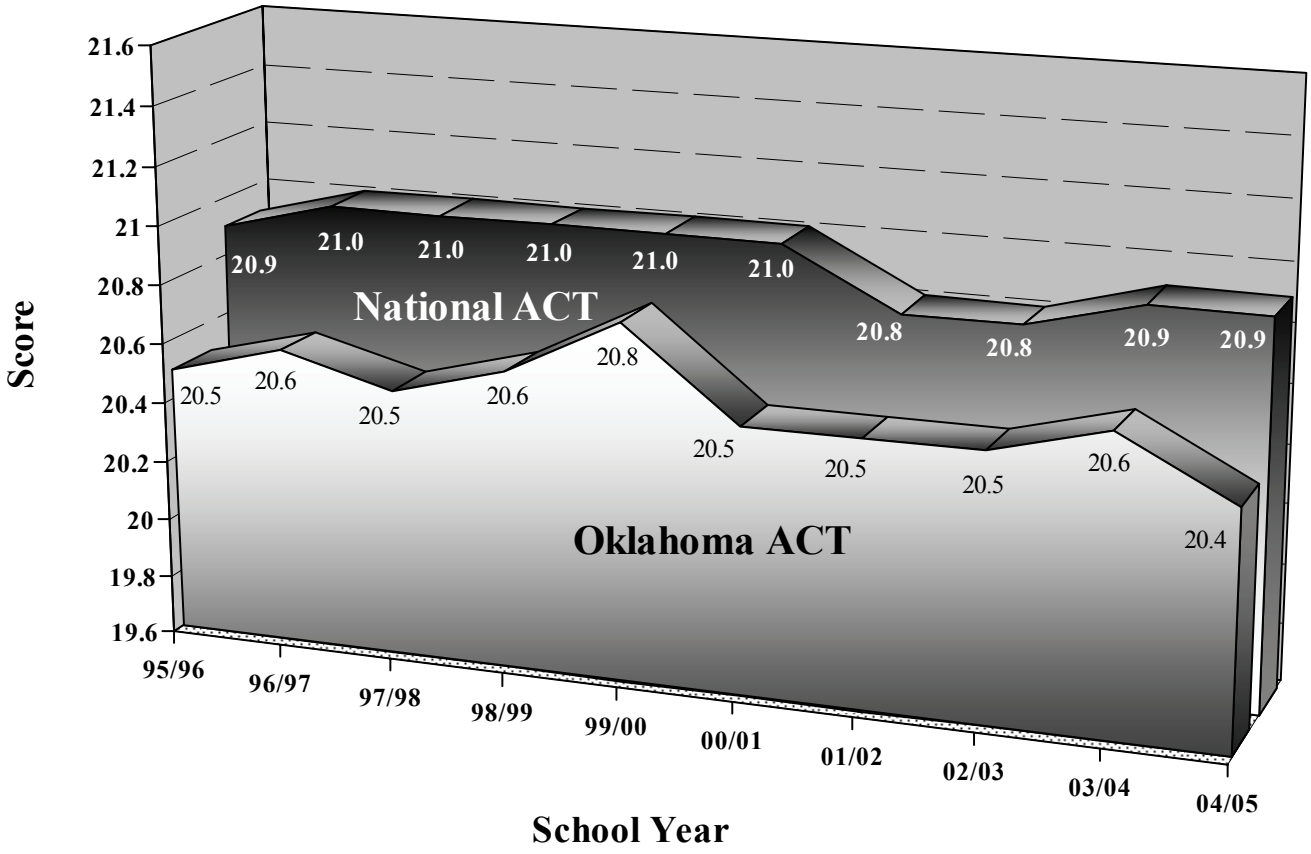
American College Testing (ACT) Program

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, 23,863 members of the Graduating Class of 2005 (66.5%) took the ACT. The average composite score on the ACT for this group was 20.6, a drop of one-tenth of a standard score from 2003-04. The official Oklahoma score generated by the ACT Corporation, which includes both public and private schools as well as alternative education centers, was 20.4, a two-tenths of a standard score decrease from the 2003-04 results (Figure 56). The comparable national average composite score was 20.9, unchanged from 2003-04. In 2004-05, the gap between Oklahoma's statewide ACT score and the national ACT score was five-tenths of a standard score. Oklahoma's ACT score is down one-tenth of a standard score since 1995-96 and the national score is the same as it was in 1995-96.

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 2004-05 school year, compared to 69% in Oklahoma (based on figures provided by ACT corporation – see "Average ACT Score by State – 2005 ACT-Tested Graduates" 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.

An analysis of the 25 states that tested 50%, or more, of their 2005 high school graduates shows that Oklahoma out-performed only seven of those states. Analysis of the 22 states that tested a similar percentage of high school graduates (65% or more) shows that Oklahoma out-performed six of those states, but lagged behind 13 with the difference being considerable for 12 of the states. Oklahoma scored the same as Kentucky and Tennessee (see "Average ACT Score by State – 2005 ACT-Tested Graduates" at www.act.org).

Figure 56
Oklahoma ACT Scores versus National ACT Scores



Average ACT Scores by Community Group for the Graduating Class of 2004-05

Based Only On High Schools Covered in the Profiles 2005 Series

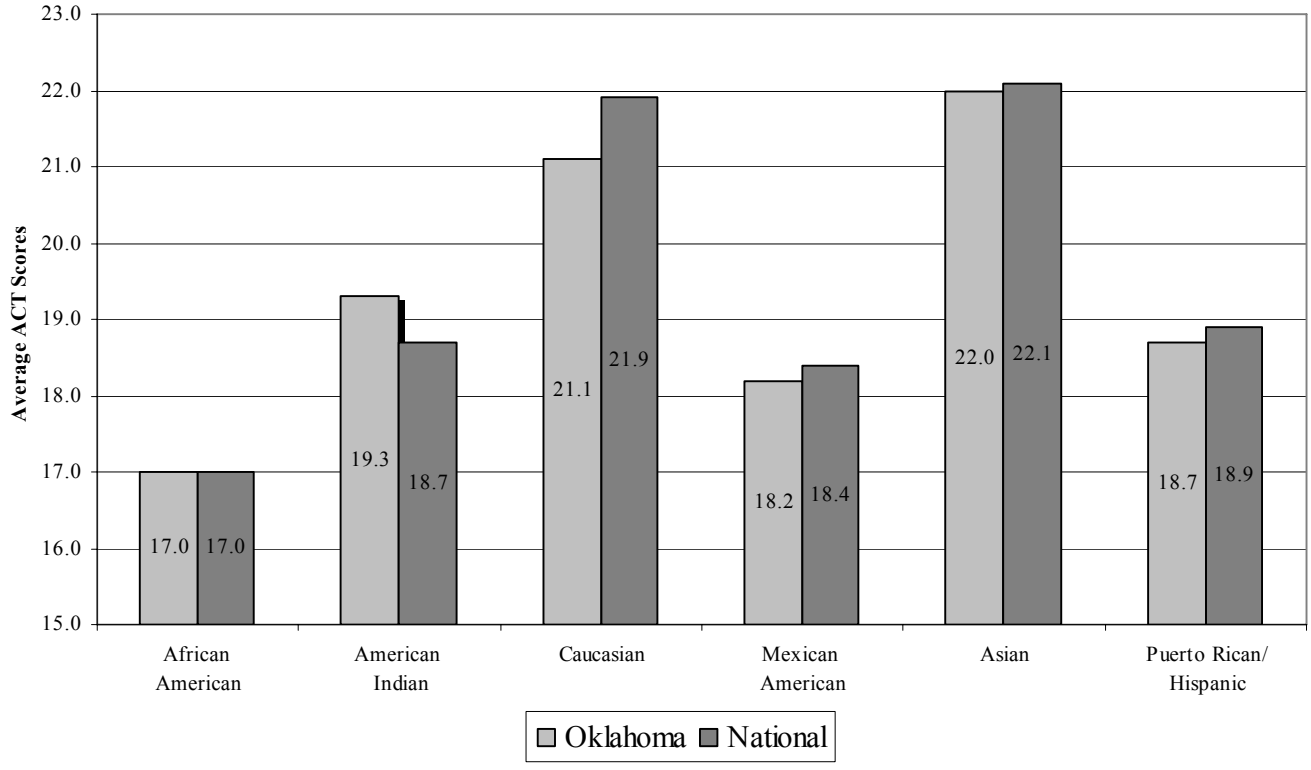
Size of District in ADM	25,000 or More	10,000 - 24,999	5,000 - 9,999		2,000 - 4,999		1,000 - 1,999		500 - 999		250 - 499		Less than 250		Total
Community Group Designation	A2	B1	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2	All
Average ACT Sore	18.6	21.9	22.3	20.8	21.1	20.5	20.5	19.4	20.4	19.3	20.3	18.8	19.8	19.2	**20.6**

Data Source: ACT, Inc.

ACT Scores by Race

Figure 57 displays Oklahoma's ACT scores by race compared to those of the nation.

Figure 57
Oklahoma ACT Scores versus National ACT Scores
by Ethnicity for 2005 Graduates

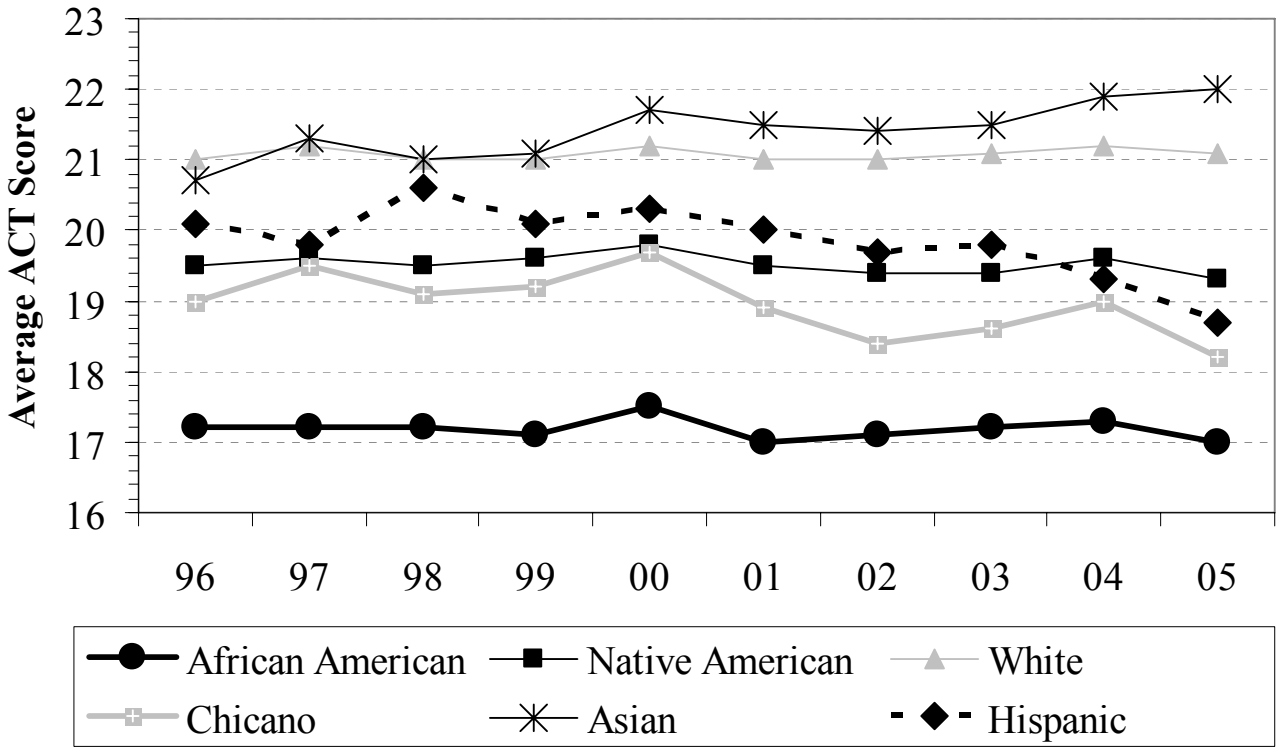


Data Source: ACT, Inc.

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 58). This trend is concerning, bearing in mind that an average ACT score of 20 or above was required for admission into any of the State's four-year regional universities, 23 or above for admission into OSU and a 24 or above for admission into OU. Students not meeting these admission scores, or alternate methods of admission, needed to complete remedial classes before enrolling in college-level courses.

Figure 58
Oklahoma ACT Scores by Ethnicity
1996 through 2005 Graduates



Data Source: ACT, inc.

ACT Scores by County

Average ACT scores varied greatly across Oklahoma (Figure 62). Looking at average ACT scores for high schools covered in this report series, the highest was at Classen School of Advanced Studies in Oklahoma City P.S. with a score of 24.3 and 92% of graduates being tested. The lowest reportable average ACT was at Southeast High School, also part of Oklahoma City P.S., with an average ACT of 14.7 and 74% of graduates tested. This school's ACT tested graduates averaged in the bottom 13th percentile of all 2005 graduates tested nationally. Of the 429 Oklahoma high school sites upon which Profiles reported ACT scores, 249 had average ACT scores below 20, which was the cut score required for admission to Oklahoma's regional four-year universities. This means that the average ACT tested graduate at 58% of the State's high schools would not be eligible for admission to any of Oklahoma's public four-year institutions of higher education by means of the standard admissions process.

Scholastic Aptitude Test (SAT)

The SAT is another well-recognized college entrance test, however, it is not widely taken in Oklahoma. In 2004-05, Oklahoma's public school students performance on the verbal and math components of the SAT was 570 and 563, respectively. National scores in these same areas were 508 and 520, 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 7% of Oklahoma's public high school graduates took the SAT in 2005. Nationally, the SAT was taken by 49% 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 59 gives a summary of all of the figures covered in this section. Based on the Office of Accountability's 2005 School Questionnaire (Appendix A), 77.9% of Oklahoma's 2005 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 60). The survey also revealed that seniors at the public high schools had an average GPA of 3.0 (Figure 61) and that roughly 6% of high school graduates attended out-of-state colleges. Information provided by the Oklahoma Department of Career and Technology Education is based on the graduating classes of 2002 through 2004. The three classes were followed for a four-year period, 2001-02 through 2004-05. The data showed that 43.6% of students enroll in an occupationally-specific Career-Tech program sometime during their high school career (50,180 Career-Tech enrollers divided by 115,011 members of the senior class (3-years)). Of those who enrolled in a Career-Tech occupationally-specific program, 81.6%, or 40,935, 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 13 schools with less than 5% of their students participating in occupationally-specific programs to 11 high schools with more than 95% of their students participating. Competency completion rates ranged from a low of 12.2% at Milburn High School to 52 high schools with 95% or more of the Career-Tech enrollers completing at least one competency within a program.

COLLEGIATE PERFORMANCE MEASURES

Figure 59 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, 51.9% of the state's public high school graduates went directly to a public college in Oklahoma (Figure 63 & Appendix F). Leedey High School had the highest college going rate with 81% of its graduates going on to an Oklahoma public college, whereas Graham High School had only 5% of its graduates going on to an Oklahoma public college.

Once in college, 35.9% 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 64). The percentage of college-enrolled graduates taking at least one remedial course ranged from two Oklahoma high schools (Mulhall-Orlando and Butler) that had only 10% of their college bound students that required remediation, to two other Oklahoma public high schools (White Oak and Boley), that had 100%, of their students needing remediation.

Statewide, 72.2% 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 65). Thackerville and Washita Heights High Schools had 100% of college-enrolled graduates being able to attain a 2.0 or above. Boley and Boynton-Moton High Schools, however, had less than 1% of their college-enrolled graduates from the last three years 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 42.2% (Figure 66). Sasakwa and Springer High Schools had 10% or less of their college-enrolled graduates complete a degree program within 150% of ordinary completion time. Billings High School, however, had 79% of its college bound graduates completing college degrees in six years, or less. The college completion rate was calculated on a group of students consisting of those who enrolled in the fall semester after their graduation from high school and who were degree-seeking at that time. Members of this group were then given three years to complete an associate 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 2005" reports only include high schools that were still in operation during the 2004-05 school year.

Figure 59
Summary of Oklahoma
High School Performance Measures

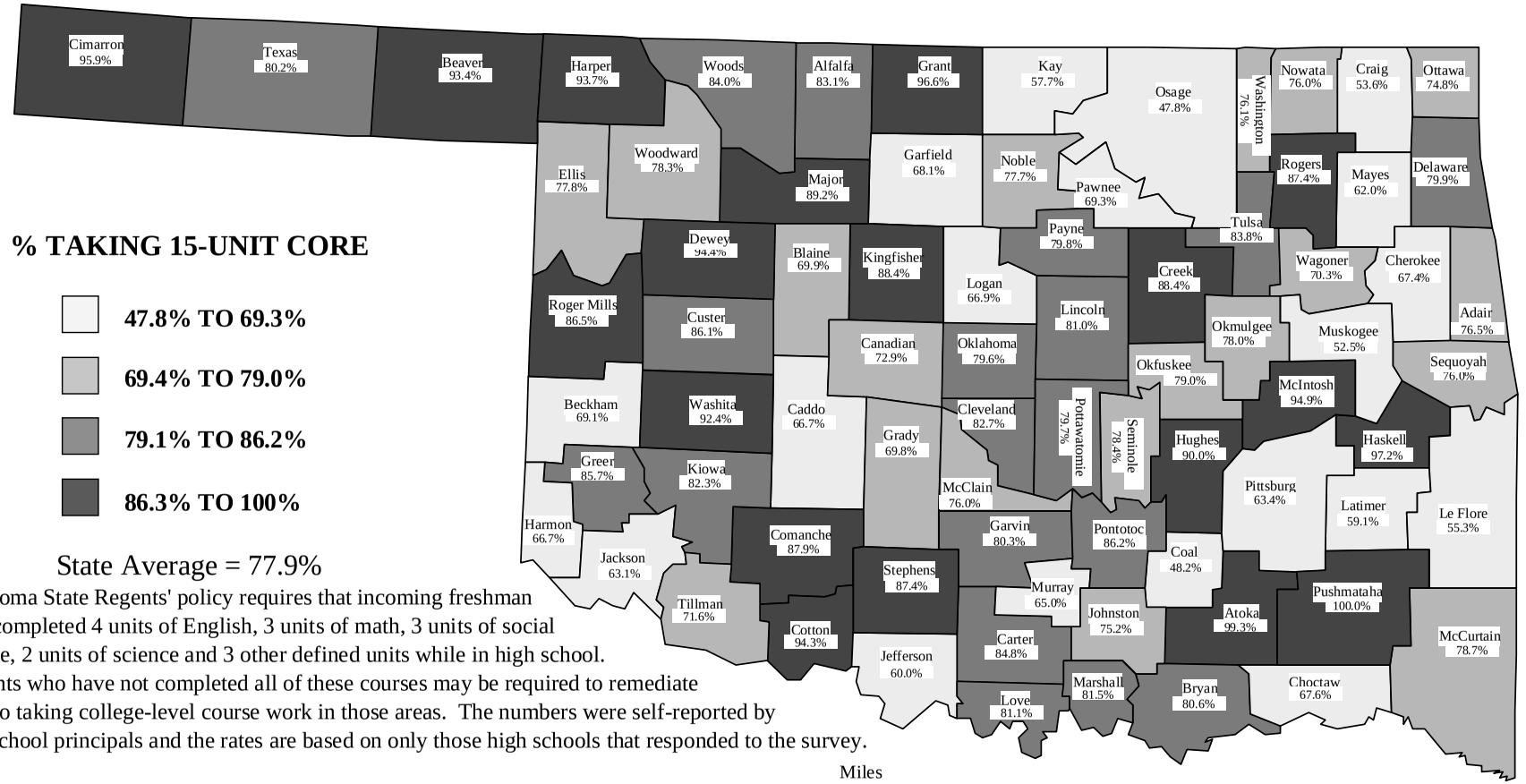
Summary of H.S. Performance Measures	State Average
Four-Year High School Dropout Rate	14.5%
Senior Graduation Rate	97.3%
Average GPA of High School Seniors (Class of 2004)	3.0
Career-Tech Program Participation Rate (3-Year Average)	43.6%
Career-Tech Program (Competency) Completion Rate (3-Year Average)	81.6%
ACT Participation Rate (Class of 2004)	66.5%
Average ACT Score (Class of 2004 – Public & Private)	20.4
HS Grads Completing Coll. Bound Curriculum (15 Units)	77.9%
HS Grads Going to Out-of-State Colleges	6.4%
OK College-Going Rate (3-Year Average)*	51.9%
OK College Remediation Rate (3-Year Average)*	35.9%
OK College Freshman GPA 2.0 or Above (3-Year Average)*	72.2%
OK College Completion Rate (3-Year Average)*	42.2%

* Includes only college students who graduated from Oklahoma public high schools open during the 2004-05 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 60

PERCENT OF HIGH SCHOOL GRADUATES COMPLETING COURSES REQUIRED FOR ADMISSION TO COLLEGE

2004-05 Graduates having taken State Regents' 15-Unit Core Curriculum



State Average = 77.9%

Oklahoma State Regents' policy requires that incoming freshman have completed 4 units of English, 3 units of math, 3 units of social science, 2 units of science and 3 other defined units while in high school. Students who have not completed all of these courses may be required to remediate prior to taking college-level course work in those areas. The numbers were self-reported by high school principals and the rates are based on only those high schools that responded to the survey.

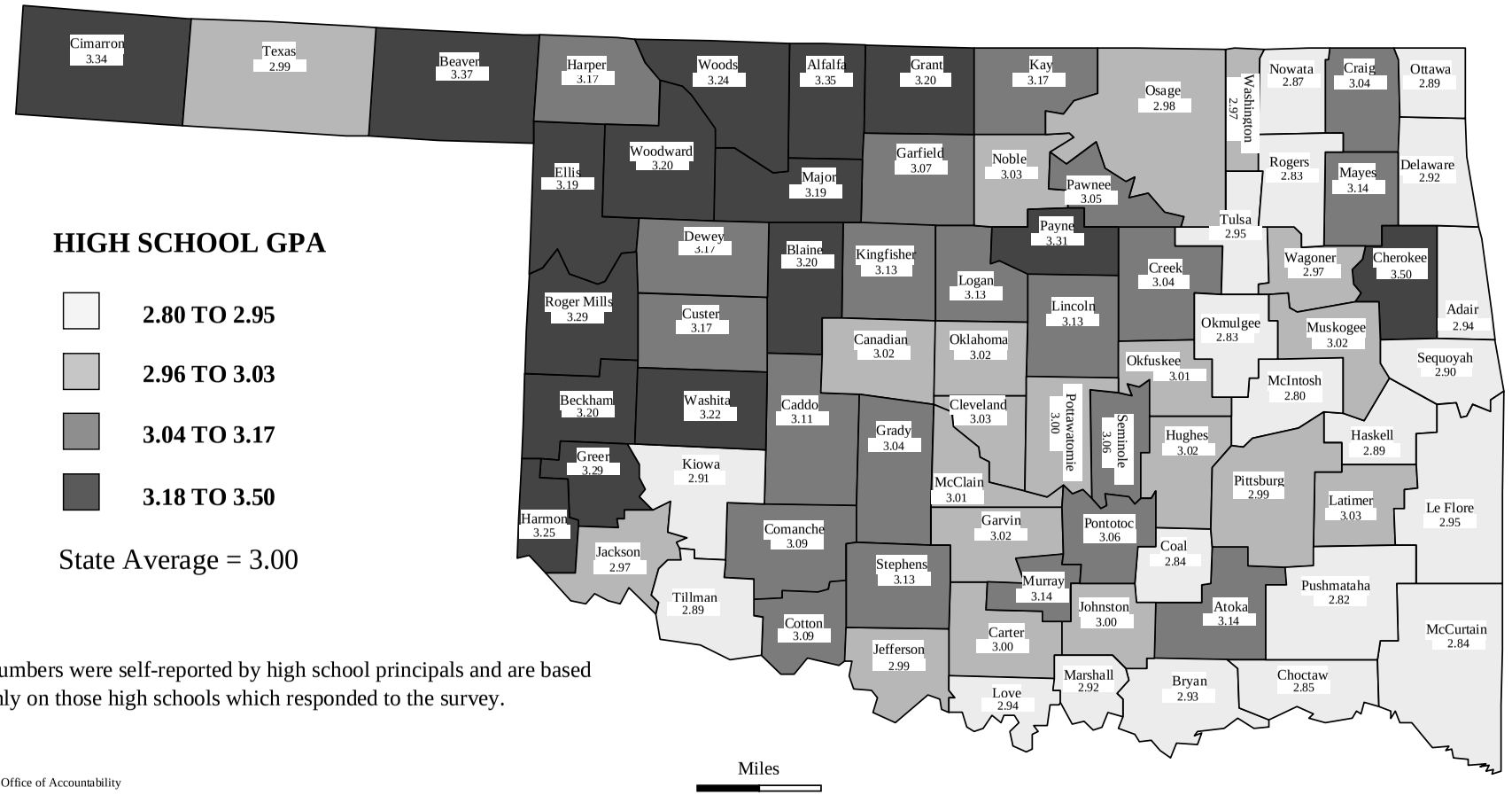
Prepared by: Office of Accountability

Data Source: Office of Accountability

Date: 5/6/2006

Figure 61

HIGH SCHOOL GRADE POINT AVERAGE
2005 HIGH SCHOOL SENIORS



Numbers were self-reported by high school principals and are based only on those high schools which responded to the survey.

Prepared by: Office of Accountability

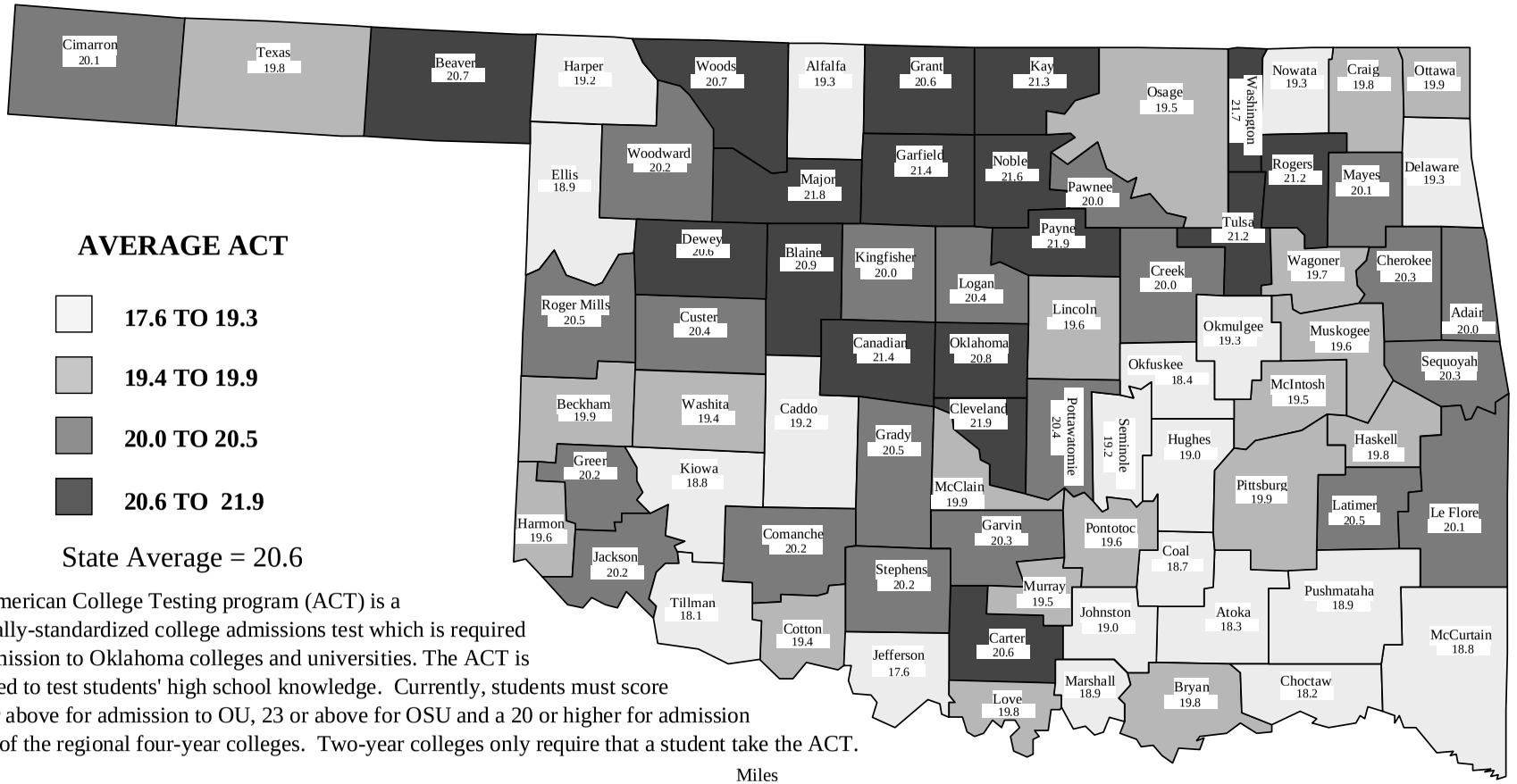
Data Source: Office of Accountability

Date: 6/5/2006

Figure 62

AVERAGE ACT SCORES
PUBLIC HIGH SCHOOLS - CLASS OF 2005

Weighted Average



The American College Testing program (ACT) is a nationally-standardized college admissions test which is required for admission to Oklahoma colleges and universities. The ACT is designed to test students' high school knowledge. Currently, students must score a 24 or above for admission to OU, 23 or above for OSU and a 20 or higher for admission to one of the regional four-year colleges. Two-year colleges only require that a student take the ACT.

Prepared by: Office of Accountability

Data Source: Oklahoma State Regents for Higher Education

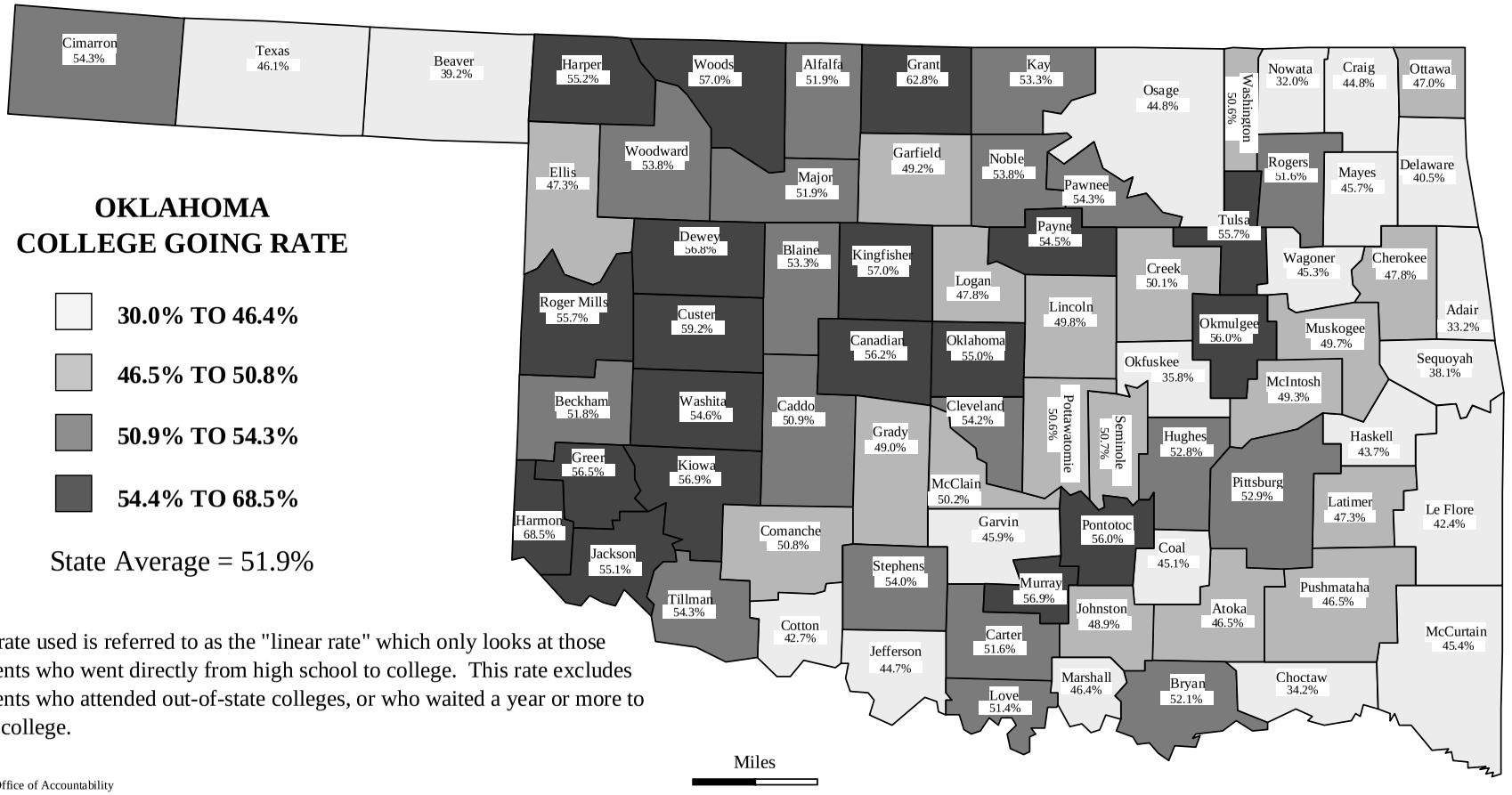
Date: 5/6/2006

Figure 63

OKLAHOMA COLLEGE-GOING RATE

OKLAHOMA HIGH SCHOOL GRADUATES ATTENDING OKLAHOMA COLLEGES

Based on Public High School Graduates from 2002, 2003 and 2004



OKLAHOMA COLLEGE GOING RATE

- **30.0% TO 46.4%**
- **46.5% TO 50.8%**
- **50.9% TO 54.3%**
- **54.4% TO 68.5%**

State Average = 51.9%

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.

Prepared by: Office of Accountability

Data Source: Oklahoma State Regents for Higher Education

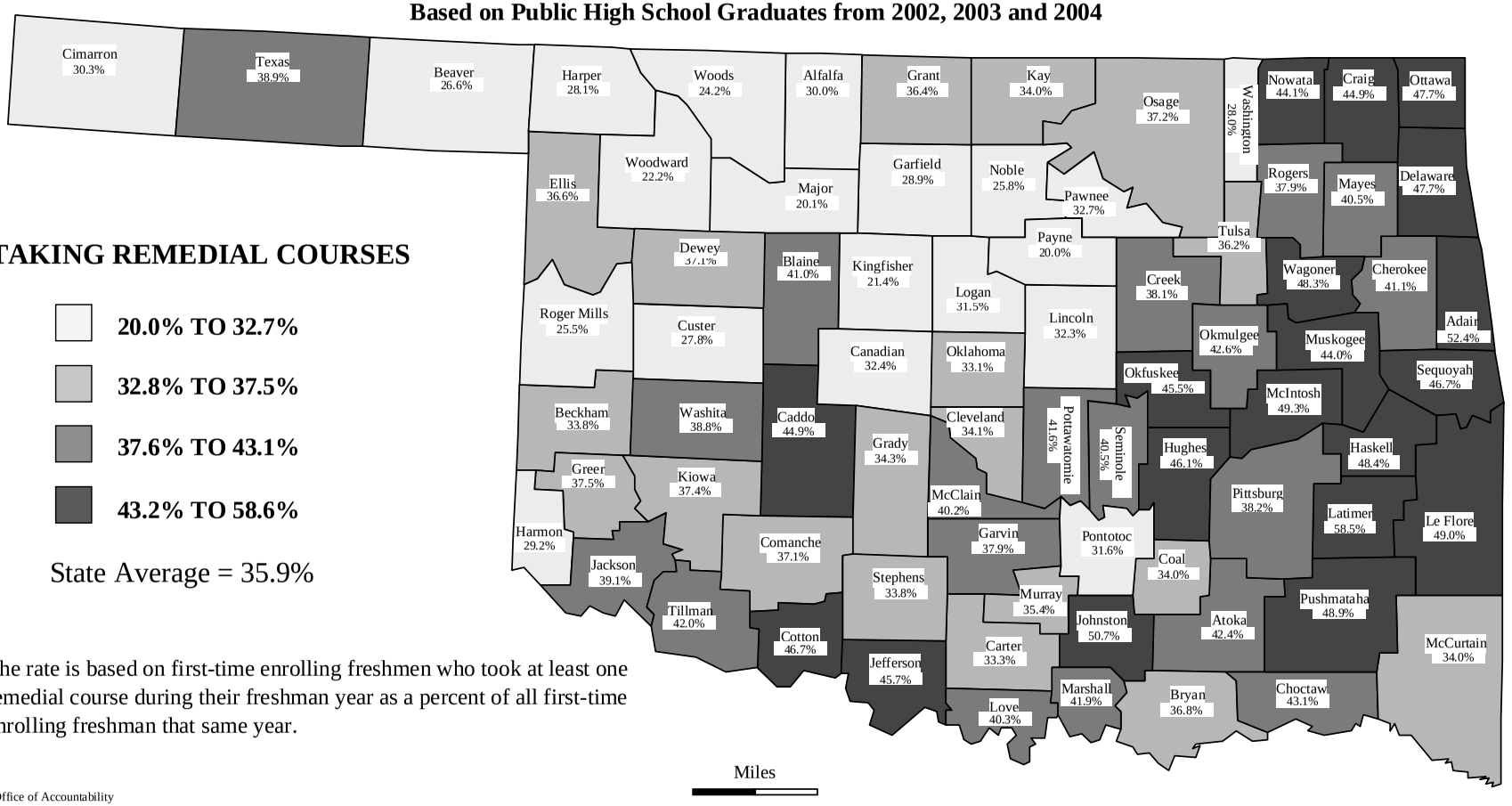
Date: 4/25/2006

Figure 64

PERCENT OF OKLAHOMA PUBLIC COLLEGE FRESHMEN TAKING REMEDIAL COURSES

STUDENTS GROUPED BY COUNTY IN WHICH THEY ATTENDED PUBLIC HIGH SCHOOL

Based on Public High School Graduates from 2002, 2003 and 2004



% TAKING REMEDIAL COURSES

- **20.0% TO 32.7%**
- **32.8% TO 37.5%**
- **37.6% TO 43.1%**
- **43.2% TO 58.6%**

State Average = 35.9%

The rate is based on first-time enrolling freshmen who took at least one remedial course during their freshman year as a percent of all first-time enrolling freshman that same year.

Prepared by: Office of Accountability

Data Source: Oklahoma State Regents for Higher Education

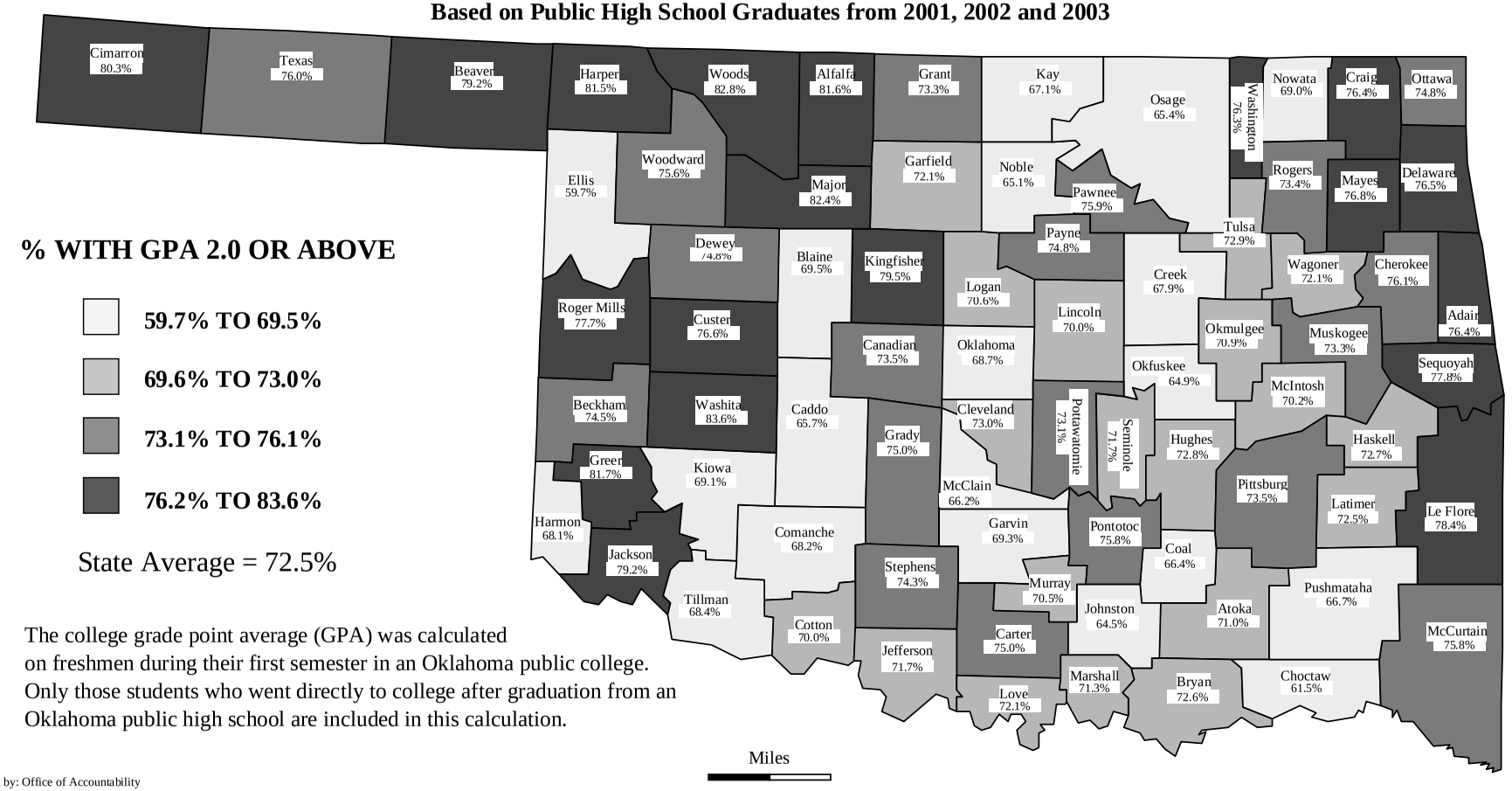
Date: 5/6/2006

Figure 65

PERCENT OF OKLAHOMA PUBLIC COLLEGE FRESHMEN WITH GPA OF 2.0 OR HIGHER

STUDENTS GROUPED BY COUNTY IN WHICH THEY ATTENDED PUBLIC HIGH SCHOOL

Based on Public High School Graduates from 2001, 2002 and 2003



% WITH GPA 2.0 OR ABOVE

- **59.7% TO 69.5%**
- **69.6% TO 73.0%**
- **73.1% TO 76.1%**
- **76.2% TO 83.6%**

State Average = 72.5%

The college grade point average (GPA) was calculated on freshmen during their first semester in an Oklahoma public college. Only those students who went directly to college after graduation from an Oklahoma public high school are included in this calculation.

Prepared by: Office of Accountability

Data Source: Oklahoma State Regents for Higher Education

Date: 5/6/2006

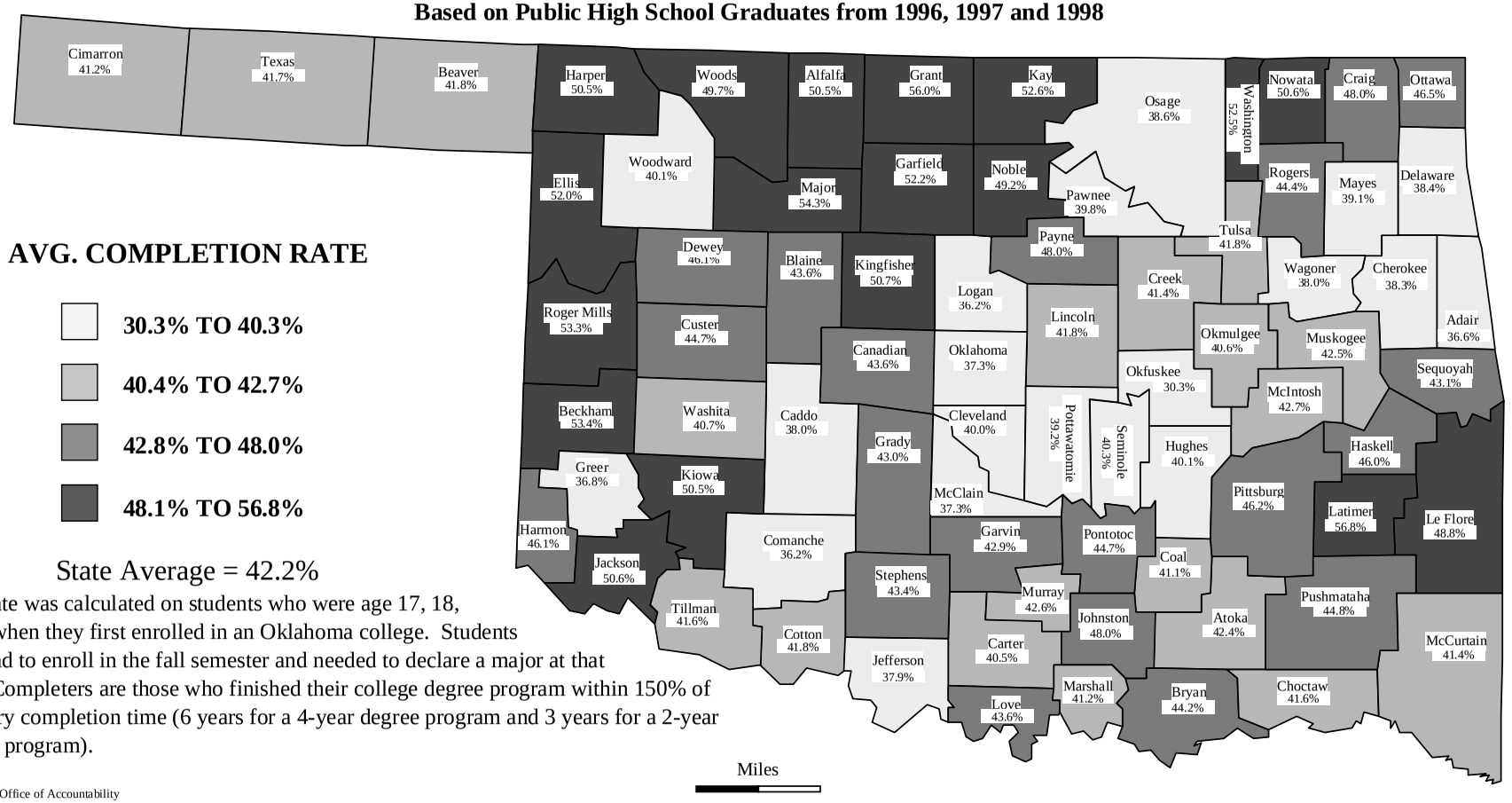
Figure 66

OKLAHOMA COLLEGE COMPLETION RATE

OF PUBLIC HIGH SCHOOL GRADUATES

STUDENTS GROUPED BY COUNTY IN WHICH THEY ATTENDED PUBLIC HIGH SCHOOL

Based on Public High School Graduates from 1996, 1997 and 1998



AVG. COMPLETION RATE

- **30.3% TO 40.3%**
- **40.4% TO 42.7%**
- **42.8% TO 48.0%**
- **48.1% TO 56.8%**

State Average = 42.2%

This rate was calculated on students who were age 17, 18, or 19 when they first enrolled in an Oklahoma college. Students also had to enroll in the fall semester and needed to declare a major at that time. Completers are those who finished their college degree program within 150% of ordinary completion time (6 years for a 4-year degree program and 3 years for a 2-year degree program).

Prepared by: Office of Accountability

Data Source: Oklahoma State Regents for Higher Education

Date: 5/6/2006

APPENDIX A

THE 2005 SCHOOL QUESTIONNAIRE

The Office of Accountability uses a school site questionnaire to obtain data that are not available through other sources. The 2005 School Questionnaire pertained to site-level information during the 2004-05 school year. A copy of the 2005 School Questionnaire is located at the end of this section.

Not all principals opted to participate. However, of the 1,770 school sites sent a survey, 1,697 (96%) 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 fifth strait year, the Office of Accountability gathered information needed to calculate a mobility rate for every school site in the state. This was the fourth year that the results were deemed usable. Information on students transferring in and students transferring out were gathered at 1,649 sites (93%) 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 11.3%; 11.7% at elementary schools and 10.3% at high schools.

Measure of Parental Involvement

Good parental participation is a key ingredient of quality common education programs. In an effort to generate meaningful numbers pertaining to parental involvement, the Office of Accountability asked principals statewide what percentage of their students had at least one parent (guardian) attend at least one parent-teacher conference. One-Thousand-Six-Hundred-Seventy-Eight (1,678) principals (95%) responded that, on average, 72.1% of students statewide had one or more parents attend a parent-teacher conference. Parental participation was greatest in elementary school, with 80.3% of students having parents that attended a parent teacher conference and parental participation was lesser in high school with a rate of only 54.1%.

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 1,770 schools asked this question, 1,692 (96%) supplied a response. On average, there was one suspension with a duration of 10 days or less for every 11.0 students statewide; one for every 12.6 students in elementary schools and one for every 8.6 students in high schools. When looking

at suspensions that lasted for more than 10 days, the average for all schools was one incident for every 93.7 students statewide; one for every 272.6 elementary students and one for every 38.4 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-five percent (95%) of principals responded to this question. On average, patrons of schools across the state volunteered 2.6 hours of service for every student that attended school; 3.3 hours for each elementary school student and 1.2 hours for every high school student in the state. Lakehoma Elementary in Mustang P.S. reported the most hours of service volunteer for each student in the state with 80.4 hours per student. Conversely, there were 211 schools (12%) that reported no time (0 hours) volunteered at their school.

School Health Programs

Data in recent years has identified Oklahoma as one of the unhealthiest states in the United States. In an effort to quantify existing comprehensive health programs at Oklahoma's public schools, the Office of Accountability asked the following question of every principal in the state: "Does your school have a comprehensive program to fight childhood obesity that includes curriculum on proper nutrition, exercise/physical education and living a healthier lifestyle?" Ninety-five percent (95%) of public school principals responded to this question. Of the responding principals, 78% (1,310 of 1,683) said that they did have a comprehensive program to fight student obesity at their school site. This information was not included on the Profiles 2005 School Report Cards, but will be monitored in the future to chronicle schools progress on this important endeavor.

Analysis and Use of Test Results

With more and more emphasis on testing, questions began to arise on just how and how many, schools were using the results of student assessments. In an effort to quantify what schools were using test data in what ways, the Office of Accountability asked each principal in the state the following two-part yes-no question. "Does your school have someone on staff or available at the district level, who at least yearly: a.) analyzes test results by student, teacher, subject and grade?" and: "b.) reviews curriculum for horizontal and vertical alignment?" Of the principals sent this survey, 96% responded. Of those responding, 98% said that they did have someone that analyzed test results by student, teacher, subject and grade. Furthermore, 96% said that they did have someone who uses testing data to review curriculum for horizontal and vertical alignment. This information was not included on the Profiles 2005 School Report Cards, but will likely continue to be monitored in the future.

HIGH SCHOOLS ONLY

The following three questions on the survey were asked only of principals at the 467 high schools with 12th grade enrollments. Ninety-four percent (94%) of the high school principals from this group (438 of 467) 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 2004-05 school year at the 433 high schools (93%) 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 61).

Graduates Planning to Attend Out-of-State Colleges

On average, the 438 responding high school principals (94%) reported that 6.4% 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-thirty-seven (437) Principals (94%) responded that, on average, 77.9% 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 60).

Education Oversight Board / Office of Accountability

Don McCorkell, Chairman / Robert Buswell, Executive Director

2005 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 2005 Educational Indicators Reports, and the 2004-05 School Report Cards. Please complete and return the following questionnaire by **December 16, 2005.** This will be the only mailing of this year's questionnaire. Failure to respond will be noted as "FTR" on your school's report. Thank you for your time.

PLEASE PROVIDE OR VERIFY THE FOLLOWING:

_____
Principal's Name (please print)

County: *01 - ADAIR*

District: *C001 - SKELLY*

_____
Principal's Signature

School: *105 - SKELLY ES*

Principal's email address: _____

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

(Survey # 1)

ALL PRINCIPALS:

1. At your site, for school year 2004-05, please provide the total number of students added to your membership roster after October 1, 2004. _____ (write 0 if no students transferred in)

2. At your site, for school year 2004-05, please provide the total number of students dropped from your membership roster after October 1, 2004. _____ (write 0 if no students transferred out)

3. As a measure of parental involvement during the 2004-05 school year, what percentage of your students had at least 1 parent (guardian) attend at least 1 parent-teacher conference? _____%

4. During the 2004-05 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)

5. During the 2004-05 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)

6. What was the total number of hours volunteered by patrons, excluding students, at your school during the 2004-05 school year? _____ Hours (write 0 if there were no volunteer hours)

7. Does your school have a comprehensive program to fight childhood obesity that includes curriculum on proper nutrition, exercise/physical education, and emphasis on living a healthier lifestyle? (Check one) _____ Yes _____ No

8. Does your school have someone on staff or available at the district level, who at least yearly…
   a.) analyzes test results by student, teacher, subject and grade? _____ Yes _____ No
   b.) reviews curriculum for horizontal and vertical alignment? _____ Yes _____ No

HIGH SCHOOL PRINCIPALS ONLY:

1. What was the average GPA (based upon a 4.0 system) of your high school senior class for school year 2004-05? _____

2. Of your 2005 graduates, how many were planning to go out-of-state for college? _____

3. How many of your 2005 graduates completed the State Regents' 15-unit college-bound curriculum? _____

QUESTIONS? Call the Office of Accountability at (405) 225-9470
QUICK AND EASY RETURN!! Either FAX it to us at (405) 225-9474 or
1) Refold so that proper return address is showing. 2) Tape closed. No staples. 3) Affix postage and mail.

APPENDIX B

Juvenile Arrest Data By Offense Type
2004-05

Criminal Offenses Only

Description	Offenses	%
In Need of Supervision	1	0.0%
Homicide	28	0.2%
Kidnapping	24	0.0%
Sexual Assault	216	1.1%
Robbery	102	0.8%
Assault	2,366	11.9%
Arson	135	1.2%
Extortion	21	0.1%
Burglary	1,858	11.0%
Theft	1,911	11.5%
Theft of Auto	753	4.5%
Forgery	179	1.1%
Fraud	61	0.4%
Embezzlement	19	0.1%
Stolen Property	535	3.2%
Damage Property	1,333	7.7%
Dangerous Drugs/Narcotics	1,952	9.6%
Sex Offenses	163	1.1%
Domestic Violence	482	2.6%
Liquor Under Age	294	2.0%
Obstruction of Police	418	1.9%
Escape/Flight	151	0.9%
Obstructing the Judiciary	2,102	10.9%
Weapon Offenses	469	2.4%
Public Peace	1,151	6.8%
Traffic Offenses	573	3.5%
Invasion of Privacy	214	1.9%
Conservation	51	0.2%
Other Offences	282	1.4%
Total	**17,844**	**100%**

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%	74.4%	26.9%
Alfalfa	5,705	18.8%	12.2%	2.8%	18.0%	49.1%	27.5%
Atoka	12,055	30.5%	20.4%	6.9%	27.5%	72.7%	26.7%
Beaver	5,528	20.0%	11.0%	2.6%	19.0%	45.6%	29.6%
Beckham	19,765	24.1%	18.0%	6.3%	27.8%	51.6%	15.8%
Blaine	12,155	24.5%	17.6%	5.2%	22.7%	65.9%	24.8%
Bryan	36,605	25.1%	18.3%	6.5%	26.5%	67.3%	19.7%
Caddo	31,420	24.2%	21.2%	7.9%	30.9%	73.0%	31.9%
Canadian	88,310	12.4%	7.7%	3.4%	22.3%	30.0%	27.1%
Carter	45,660	23.0%	16.6%	5.6%	28.3%	61.4%	20.7%
Cherokee	40,275	23.3%	23.4%	8.4%	30.4%	76.0%	26.8%
Choctaw	15,010	31.1%	24.6%	7.2%	36.1%	72.1%	30.5%
Cimarron	3,095	22.7%	17.5%	2.2%	17.1%	63.8%	22.3%
Cleveland	215,995	12.0%	10.6%	4.1%	24.4%	35.0%	29.3%
Coal	6,205	30.7%	22.3%	7.3%	26.2%	76.6%	27.5%
Comanche	114,785	14.9%	15.6%	7.6%	30.5%	49.8%	28.1%
Cotton	6,430	23.3%	18.6%	4.7%	25.4%	47.7%	26.2%
Craig	17,455	22.4%	14.0%	3.9%	24.5%	62.2%	25.0%
Creek	66,590	22.2%	13.4%	4.8%	26.9%	59.0%	30.6%
Custer	26,395	18.7%	18.4%	4.6%	29.7%	59.4%	21.4%
Delaware	36,590	24.7%	18.6%	6.4%	26.9%	65.2%	22.9%
Dewey	4,160	20.0%	13.6%	4.1%	13.6%	52.5%	26.5%
Ellis	4,235	19.7%	12.1%	2.9%	22.8%	58.4%	32.1%
Garfield	56,785	18.0%	14.1%	5.1%	26.6%	50.8%	15.1%
Garvin	28,835	26.7%	15.9%	5.4%	26.0%	61.0%	24.9%
Grady	44,130	20.4%	13.9%	4.9%	24.3%	46.0%	25.4%
Grant	5,125	15.3%	13.6%	3.4%	19.6%	52.9%	16.0%
Greer	5,915	23.1%	20.0%	6.8%	33.3%	63.0%	26.6%
Harmon	3,245	37.2%	29.6%	7.0%	28.9%	67.0%	13.1%
Harper	4,093	17.4%	12.2%	1.7%	20.7%	46.6%	13.9%
Haskell	11,430	33.7%	20.1%	4.2%	23.6%	77.2%	25.5%
Hughes	13,900	29.7%	21.8%	7.8%	28.9%	73.4%	21.4%
Jackson	28,635	21.1%	16.2%	5.2%	26.6%	54.4%	27.5%
Jefferson	6,940	30.6%	19.2%	5.3%	21.6%	65.6%	29.3%
Johnston	10,845	31.1%	21.7%	6.2%	24.8%	70.4%	23.2%
Kay	48,550	19.1%	16.0%	7.6%	26.2%	62.0%	31.4%
Kingfisher	15,310	18.4%	10.6%	3.3%	20.6%	55.1%	18.5%
Kiowa	10,375	22.3%	19.7%	6.0%	29.6%	66.0%	27.3%
Latimer	9,215	27.0%	22.8%	7.0%	33.0%	70.7%	33.1%
Le Flore	48,160	29.5%	19.1%	6.6%	27.1%	68.3%	23.4%

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%	53.3%	28.8%
Logan	27,510	20.7%	14.5%	6.2%	26.1%	57.7%	32.1%
Love	8,605	25.8%	11.7%	5.1%	26.9%	64.5%	31.3%
McClain	26,780	21.0%	10.4%	3.8%	23.0%	38.3%	24.8%
McCurtain	35,015	30.7%	24.7%	7.4%	34.1%	76.0%	39.9%
McIntosh	19,575	28.3%	18.4%	6.6%	28.4%	78.3%	26.6%
Major	8,320	20.2%	11.5%	3.4%	19.6%	46.4%	19.5%
Marshall	13,350	29.1%	18.1%	4.2%	27.5%	66.3%	29.9%
Mayes	36,825	24.5%	14.1%	5.5%	22.9%	60.3%	27.8%
Murray	12,075	25.5%	13.9%	6.1%	23.4%	65.5%	24.4%
Muskogee	70,780	24.7%	17.9%	7.2%	30.7%	62.3%	26.1%
Noble	11,740	18.3%	12.6%	3.7%	22.4%	51.0%	29.6%
Nowata	10,295	24.4%	14.3%	4.1%	23.0%	57.7%	40.7%
Okfuskee	11,995	30.8%	22.7%	12.6%	27.6%	79.2%	39.0%
Oklahoma	656,350	17.5%	15.3%	5.2%	35.3%	56.7%	34.6%
Okmulgee	37,420	25.5%	19.4%	8.0%	32.5%	67.4%	26.0%
Osage	28,105	22.3%	14.4%	5.9%	25.8%	64.1%	22.9%
Ottawa	34,750	24.2%	16.6%	6.1%	28.5%	67.0%	31.5%
Pawnee	14,290	21.1%	13.8%	5.1%	24.0%	59.3%	22.1%
Payne	68,865	13.6%	20.2%	4.8%	26.9%	44.3%	30.8%
Pittsburg	45,790	24.1%	17.4%	7.3%	28.4%	65.3%	28.6%
Pontotoc	35,995	21.7%	16.6%	6.7%	28.7%	64.4%	22.2%
Pottawatomie	68,390	20.9%	14.4%	5.6%	28.5%	57.2%	42.2%
Pushmataha	11,980	31.2%	22.9%	6.4%	27.6%	72.0%	31.2%
Roger Mills	4,790	20.5%	16.0%	2.6%	17.6%	44.4%	25.3%
Rogers	64,440	18.4%	9.5%	4.0%	23.7%	39.7%	30.6%
Seminole	25,225	26.3%	20.9%	8.6%	32.2%	72.8%	28.3%
Sequoyah	39,165	29.7%	19.8%	6.2%	26.0%	70.0%	28.6%
Stephens	44,010	22.8%	14.5%	6.4%	25.2%	49.7%	25.6%
Texas	19,870	28.4%	14.0%	4.9%	19.5%	60.2%	18.4%
Tillman	8,945	33.4%	22.0%	4.3%	26.7%	74.6%	30.4%
Tulsa	615,665	14.7%	11.2%	4.7%	29.8%	49.1%	35.2%
Wagoner	30,610	23.5%	11.0%	4.7%	27.2%	56.1%	34.7%
Washington	49,250	14.7%	11.9%	4.9%	26.7%	40.5%	19.1%
Washita	10,805	20.6%	15.9%	4.3%	23.9%	60.5%	23.7%
Woods	9,695	17.6%	15.3%	4.0%	25.4%	44.9%	17.5%
Woodward	18,060	20.1%	12.5%	6.0%	24.5%	39.6%	23.6%
State Summary	**3,450,595**	**19.4%**	**14.7%**	**5.3%**	**28.9%**	**54.7%**	**30.1%**

APPENDIX D

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

1) INSTRUCTION INSTRUCTION (1000 Series)

2) STUDENT SUPPORT SUPPORT SERVICES (2000 Series)

SUPPORT SERVICES - STUDENTS (2100)
- Attendance and Social Work Services
- Guidance Services
- Health Services
- Psychological Services
- Speech Pathology and Audiology Services
- Other Support Services - Student

3) INSTR. SUPPORT SUPPORT SERVICES (2000 Series)

SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
- Improvement of Instruction Services
- Library / Media Services
- Instruction–Related Technology
- Academic Student Assessment

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
- Other Support Services – School Administration

6) DISTRICT SUPPORT SUPPORT SERVICES (2000 Series)

CENTRAL SERVICES (2500)
- Fiscal Services
- Purchasing, Warehousing and Distributing Services
- Printing, Publishing and Duplicating Services
- Planning, Research, Development and Evaluation Services
- Information Services
- Personnel (Staff) Services
- Administrative Technology Services

OPERATION AND MAINTENANCE OF PLANT SERVICES (2600)
- 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
- Safety

STUDENT TRANSPORTATION SERVICES (2700)
- Vehicle Operation Services
- Monitoring Services
- Vehicle Servicing and Maintenance Services

7) DEBT SERVICE OTHER USES (5000 Series)

DEBT SERVICE (5100)

8) OTHER OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series)

CHILD NUTRITION PROGRAMS OPERATIONS (3100)
- Food Preparation and Dispensing Services
- Food and Supplies Delivery Services
- Other Direct and/or Related Child Nutrition Programs Services
- Food Procurement Services
- Non-Reimbursable Services
- Nutrition Education and Staff Development
- Other Child Nutrition Programs Operations

ENTERPRISE SERVICES OPERATIONS (3200)

COMMUNITY SERVICES OPERATIONS (3300)

FACILITIES ACQUISITION AND CONSTR. SERV. (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 CLAIMS (7800)

OTHER USES (7900)

APPENDIX E

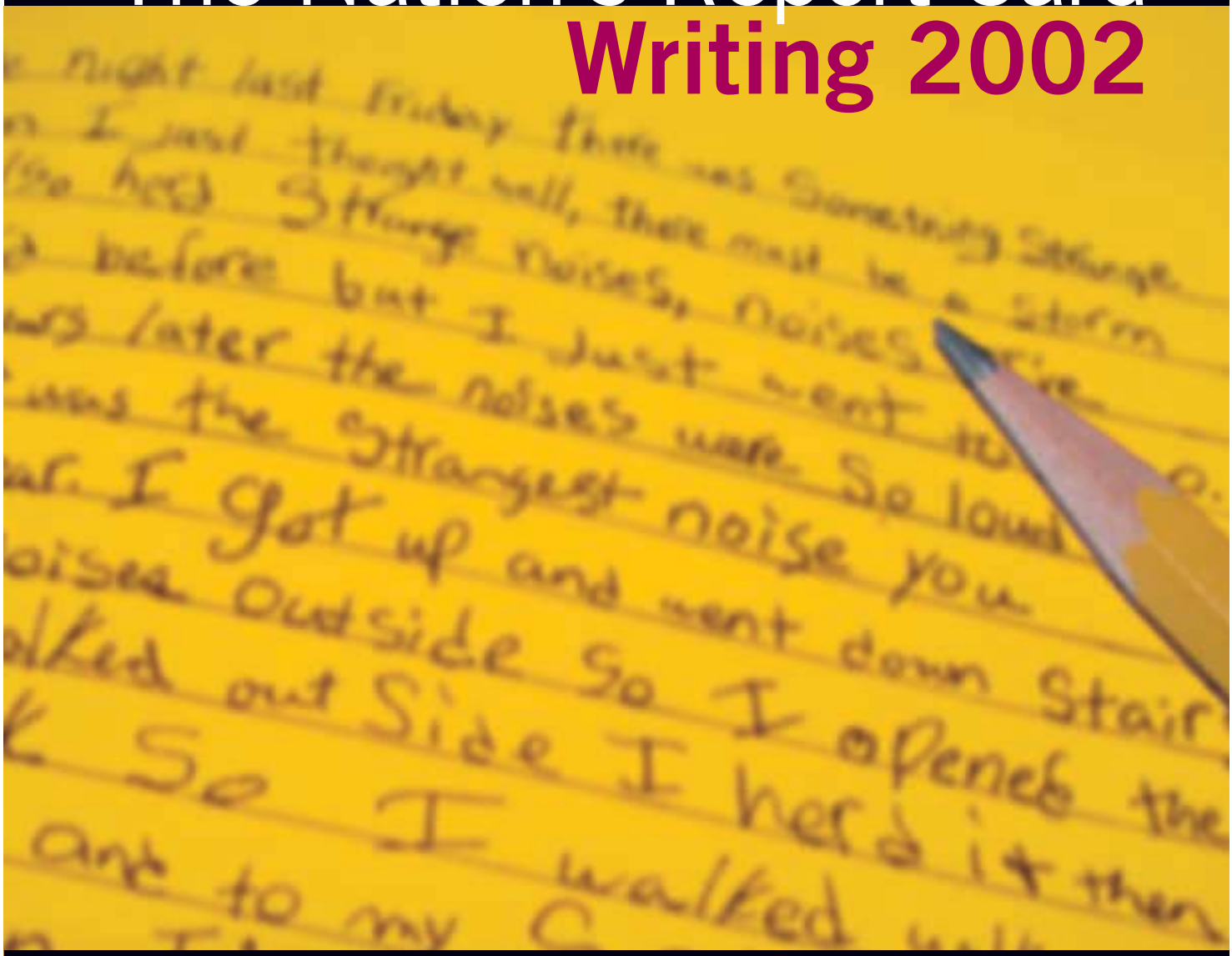
NCES
National Center for Education Statistics

The Nation's Report Card NAEP

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

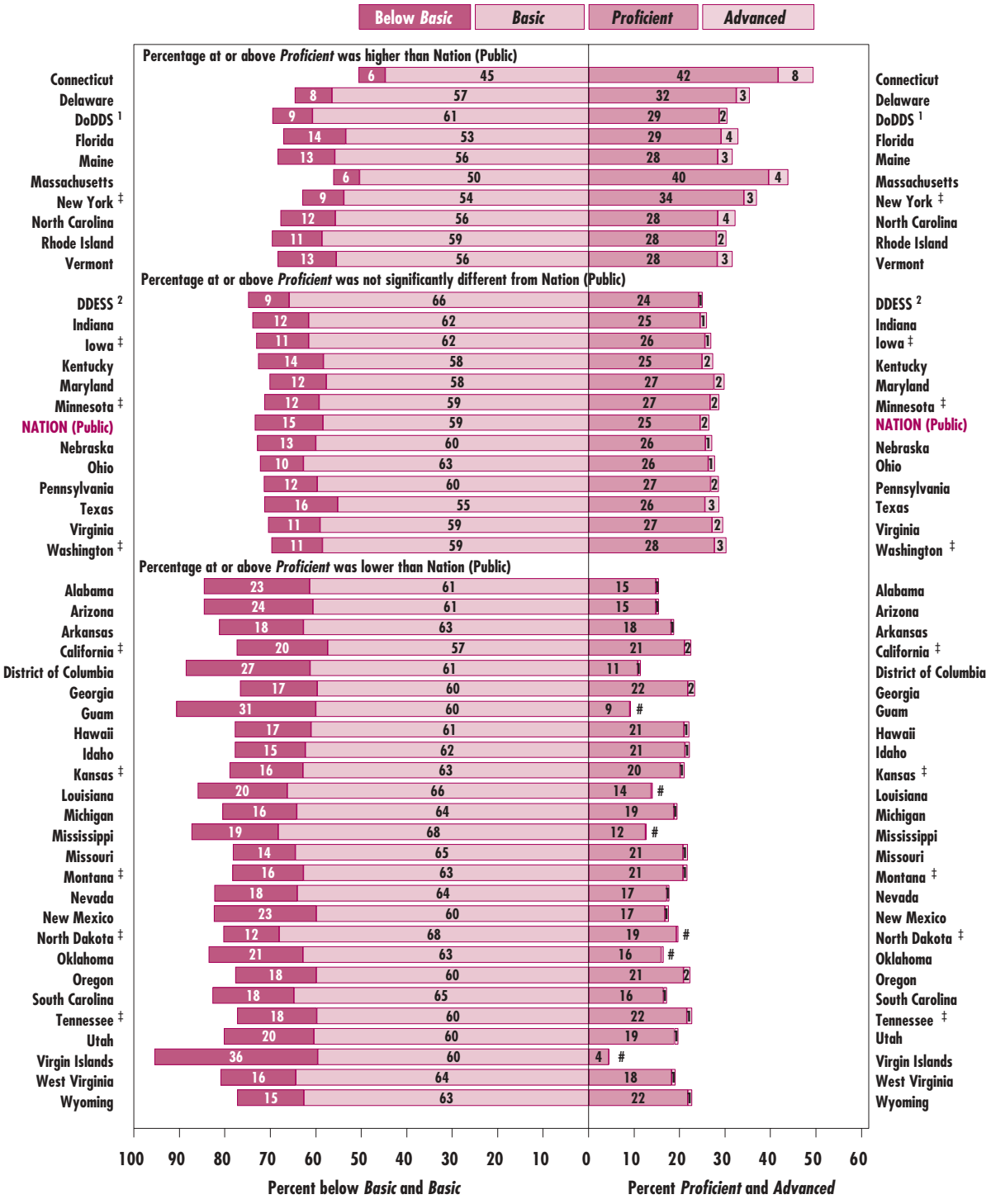
	1998	2002
Nation (Public) [1]	148 *	152
Alabama	144	142
Arizona	143	141
Arkansas	137 *,**	142
California ‡	141	144
Colorado	151	—
Connecticut	165	164
Delaware	144 *,**	159
Florida	142 *,**	154
Georgia	146	147
Hawaii	135	138
Idaho	—	151
Indiana	—	150
Kansas ‡	—	155
Kentucky	146	149
Louisiana	136 *,**	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.

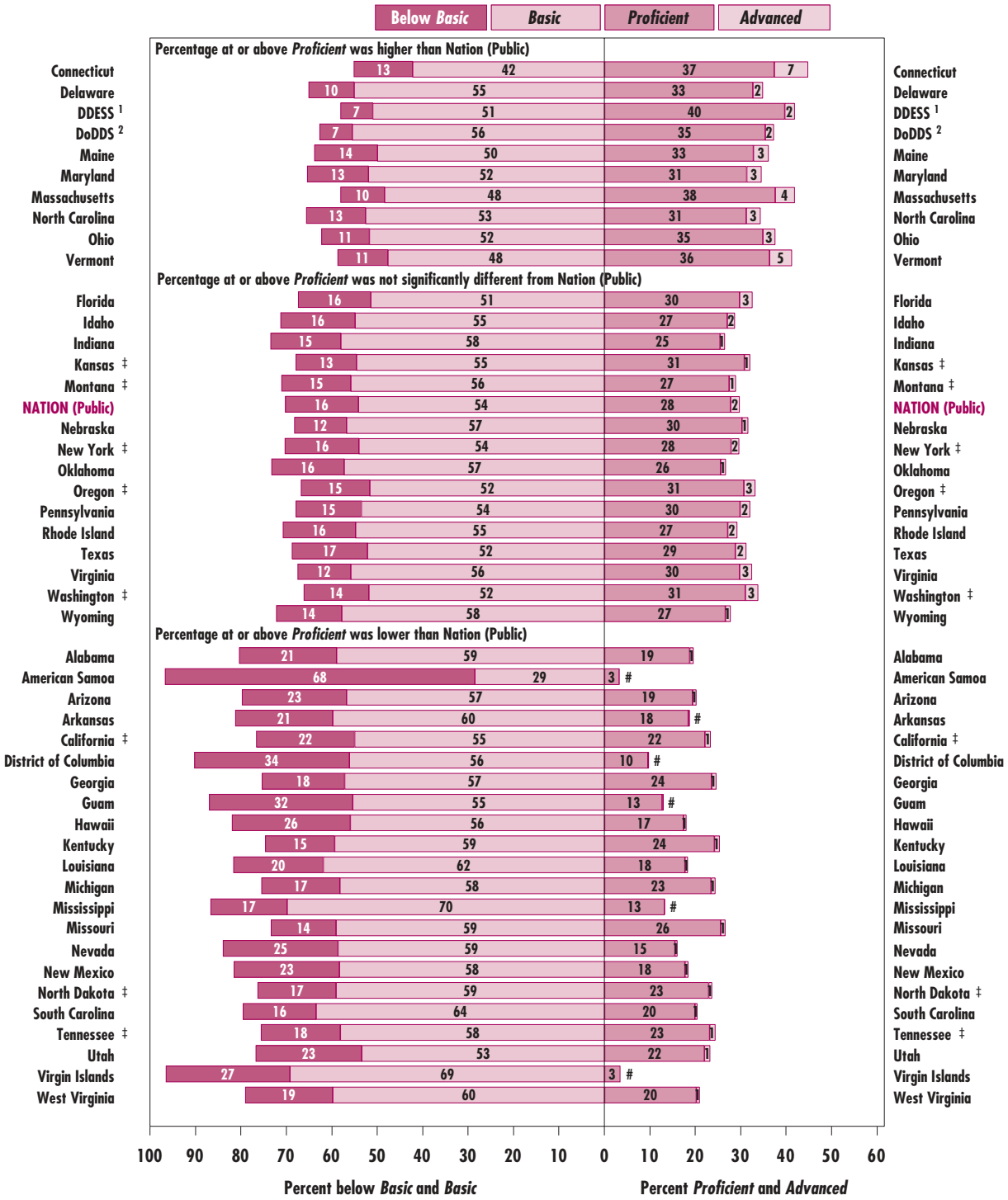


Percentage rounds to zero.
‡ Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.
1 Department of Defense Dependents Schools (Overseas).
2 Department of Defense Domestic Dependent Elementary and Secondary Schools.
NOTE: Percentages may not add to 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.

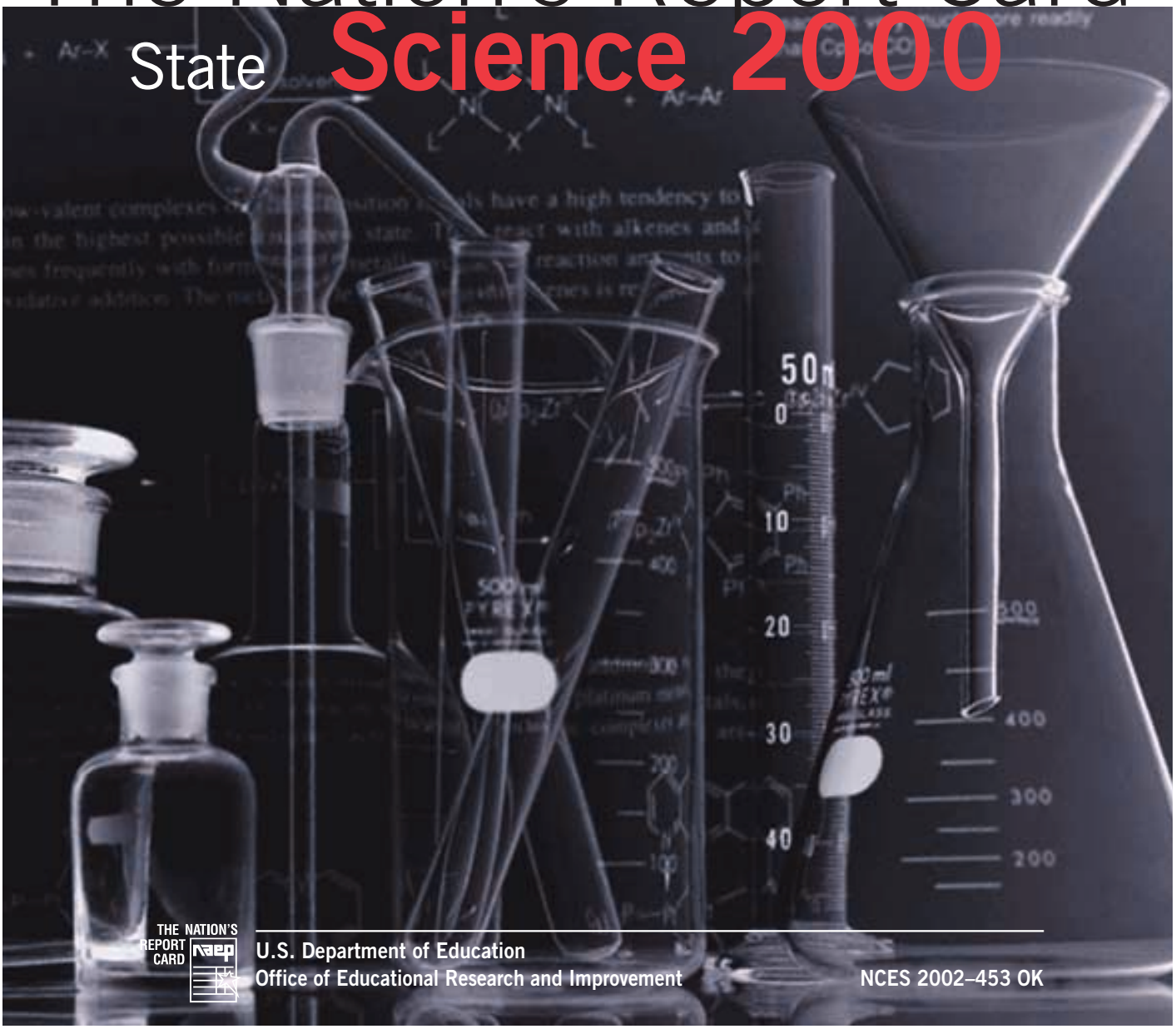
Report for Oklahoma

Findings from the
National Assessment of Educational Progress

National Center for Education Statistics

The Nation's Report Card

State Science 2000



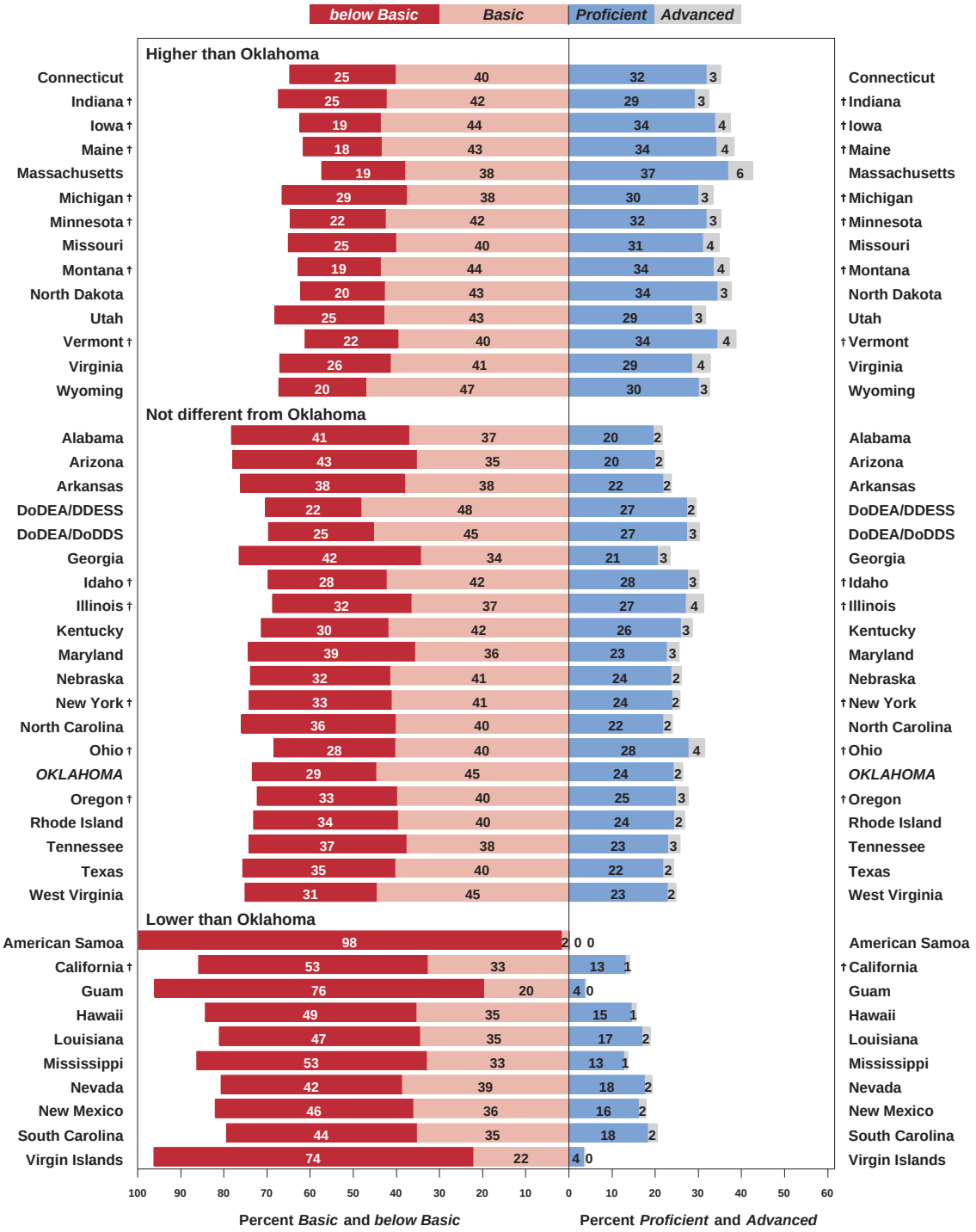
THE NATION'S REPORT CARD

U.S. Department of Education
Office of Educational Research and Improvement
NCES 2002–453 OK

FIGURE 3A

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



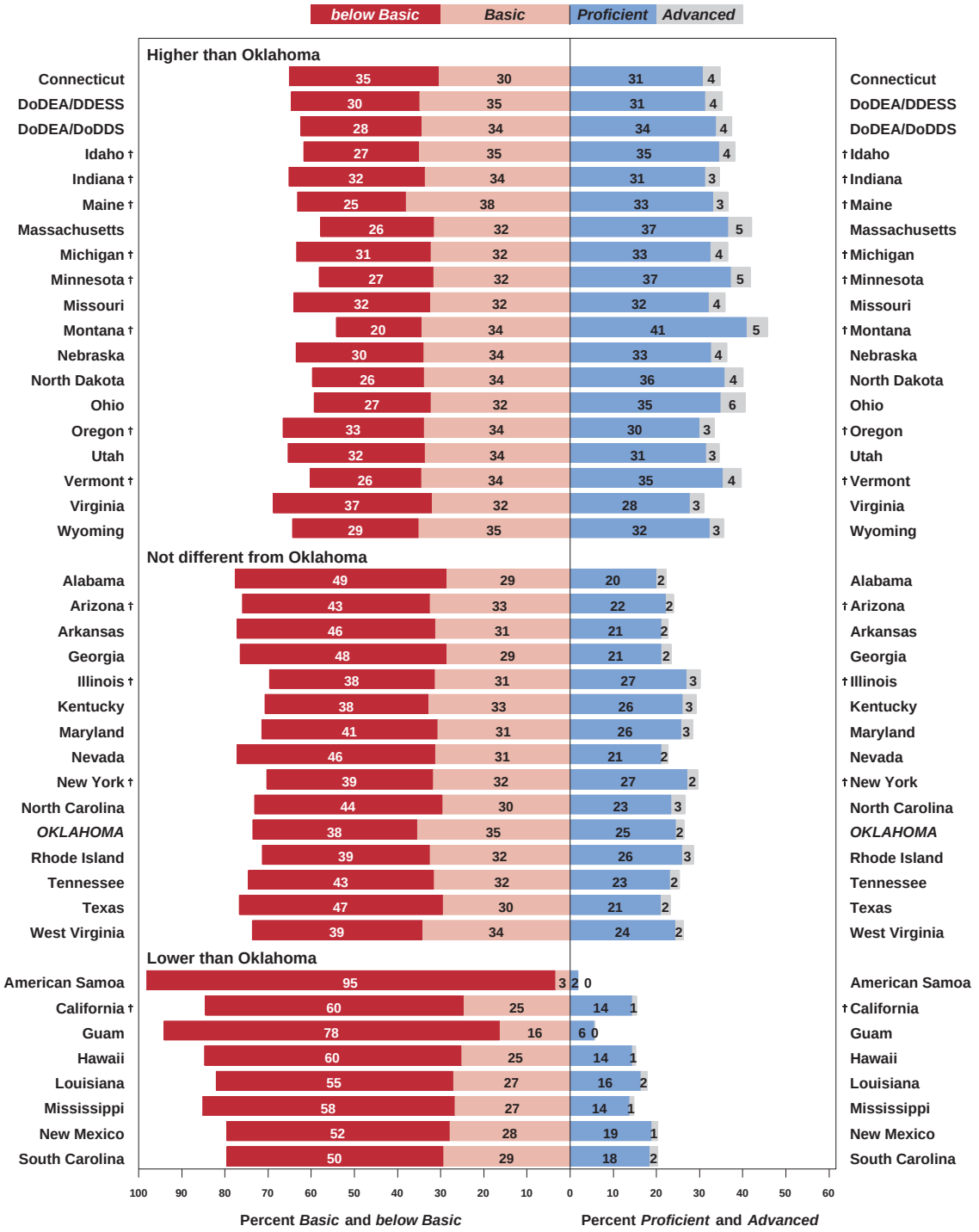
† Indicates that the jurisdiction did not meet one or more of the guidelines for school participation.

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.

FIGURE 3B

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.

TABLE 7

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)	----	--- (--.-)	----	--- (--.-)

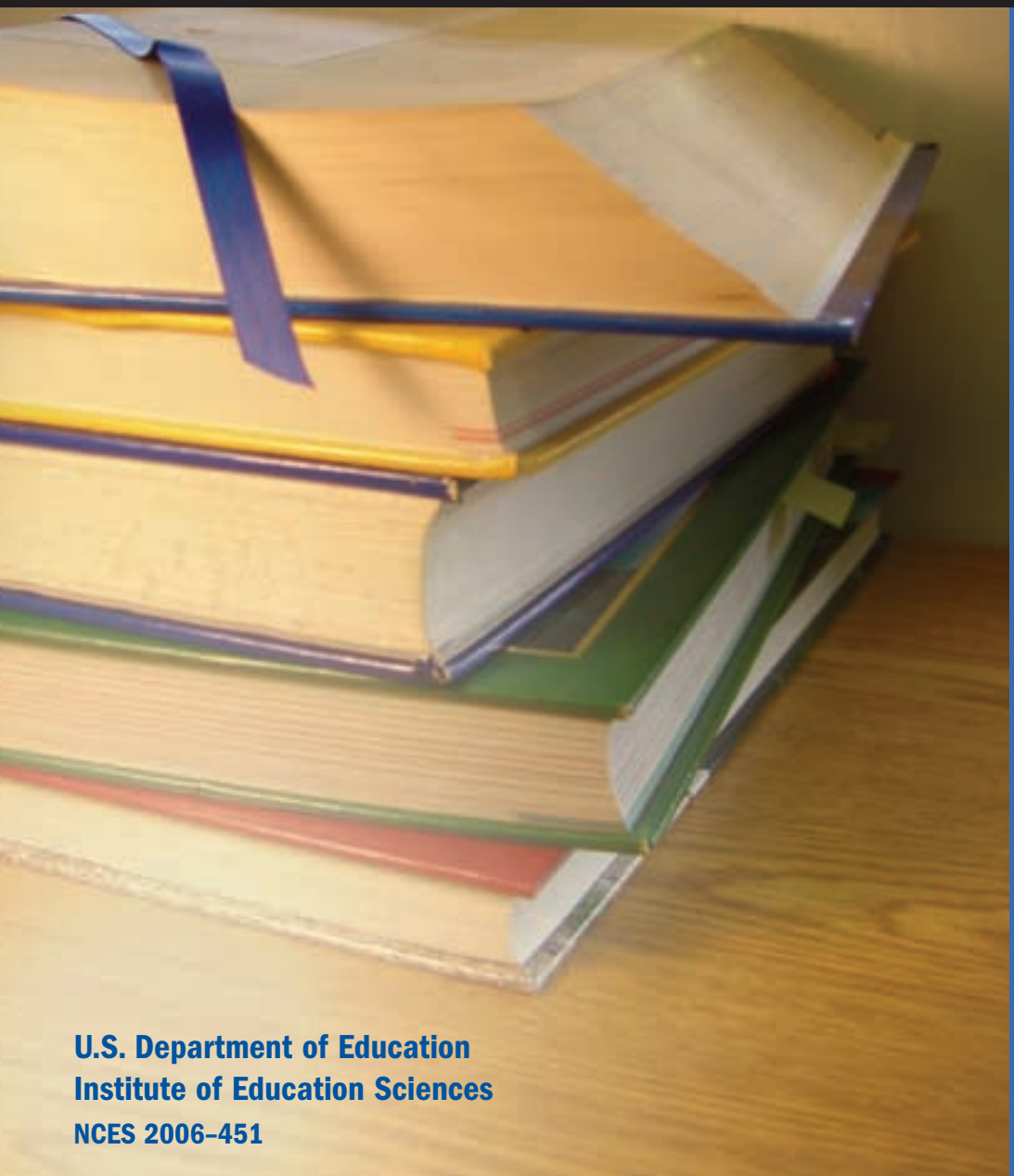
NOTE: The NAEP science scale ranges from 0 to 300. The standard errors of the statistics in the table appear in parentheses.
† Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in one or both grades.
* Indicates that the average scale score for the sample 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.

National Assessment of Educational Progress

The Nation's Report Card™

Reading 2005

CONTENTS

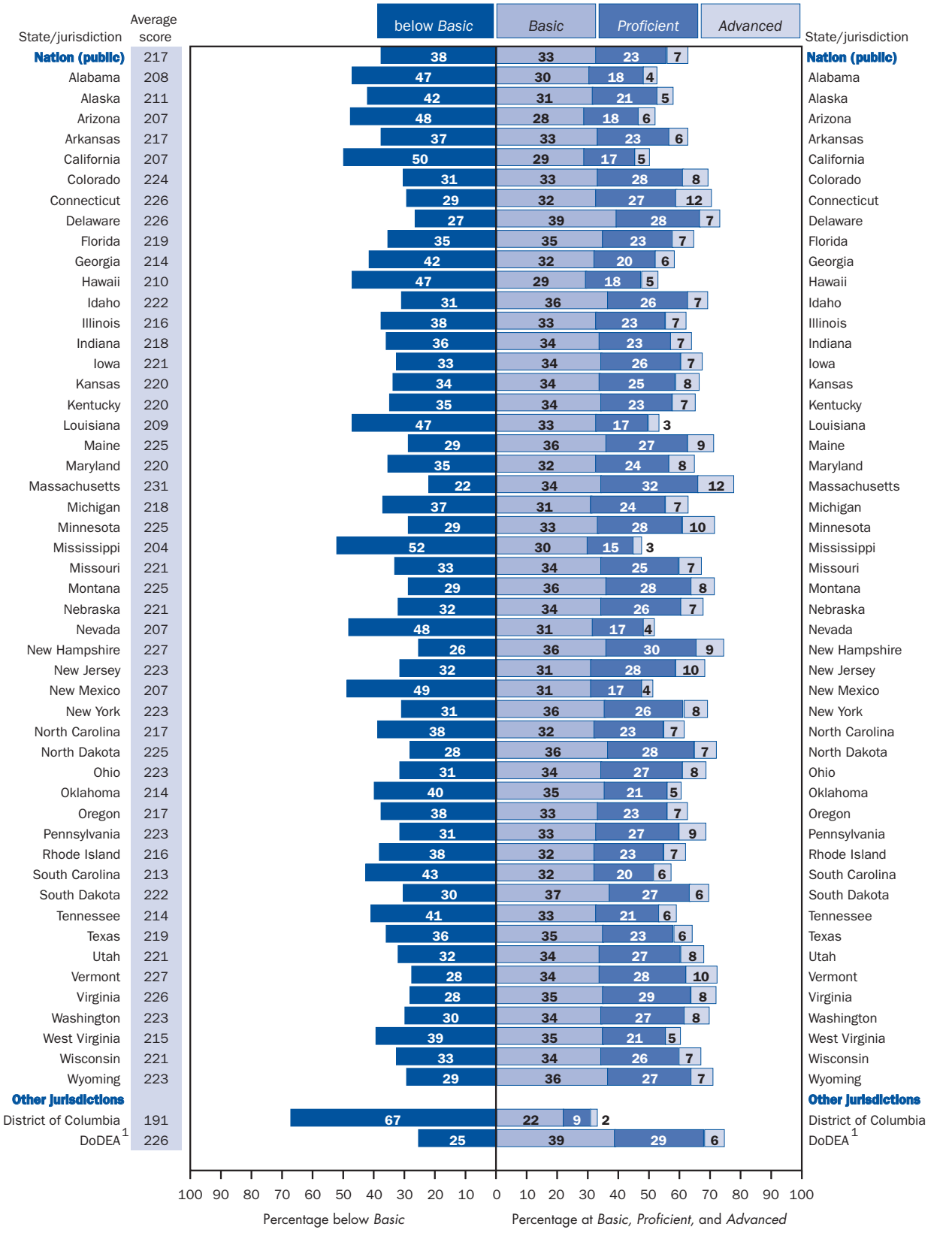


U.S. Department of Education
Institute of Education Sciences
NCES 2006–451

The Nation's Report Card NAEP

NCES National Center for Education Statistics

Figure 11. Average reading scale scores and percentage of students within each achievement level, grade 4 public schools: By state, 2005



[1] Department of Defense Education Activity.

NOTE: The NAEP reading scale ranges from 0 to 500. Detail may not sum to totals because of rounding. The shaded bars are graphed using unrounded numbers.

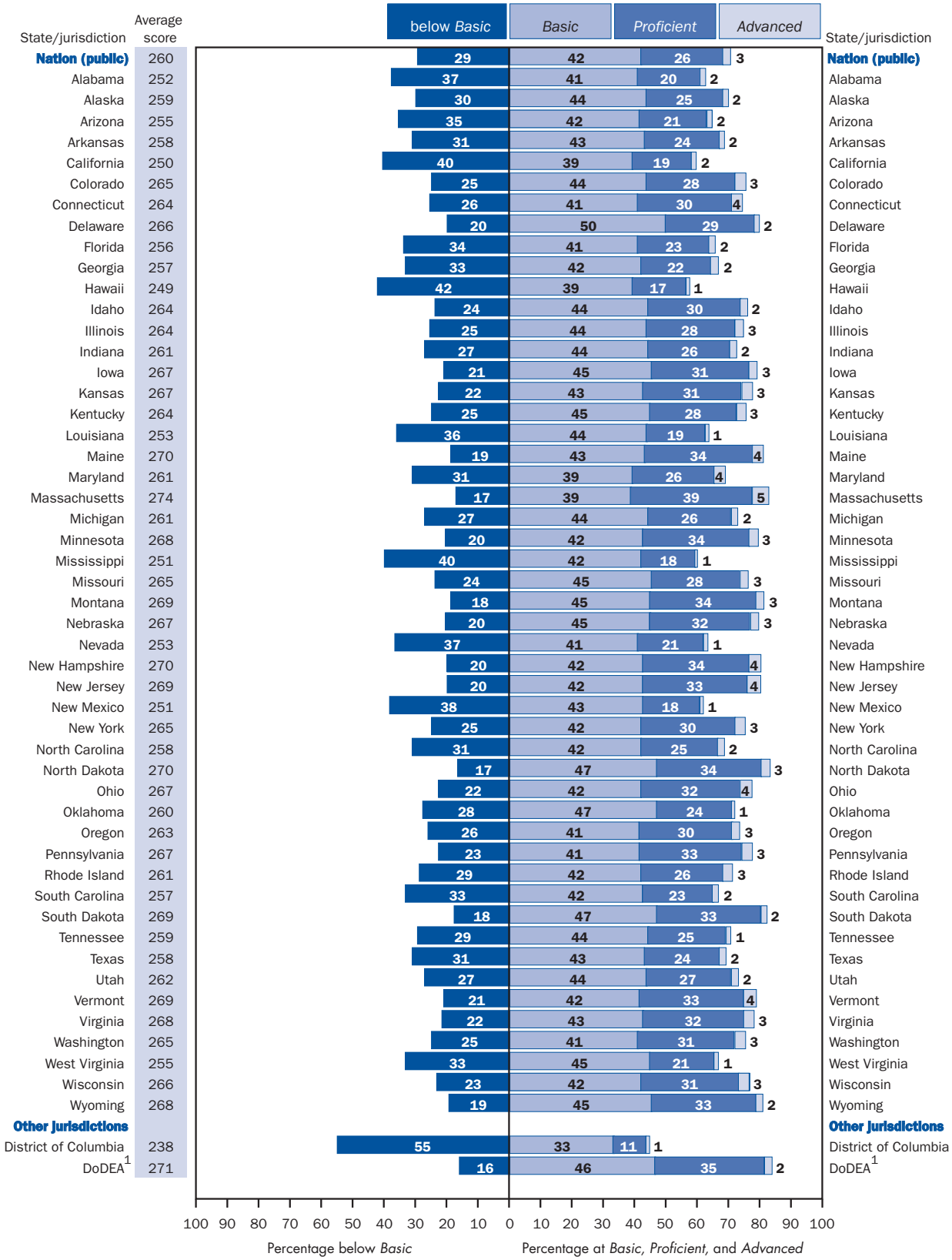
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table 1. Percentage of students at or above *Basic* in reading, grade 4 public schools: By state, various years, 1992–2005

	Accommodations not permitted			Accommodations permitted			
State/jurisdiction	1992	1994	1998	1998	2002	2003	2005
Nation (public)[1]	60*	59*	61	58*	62	62*	62
Alabama	51	52	56	56	52	52	53
Alaska	–	–	–	–	–	58	58
Arizona	54	52	53	51	51	54	52
Arkansas	56*	54*	55*	54*	58	60	63
California	48	44*	48	48	50	50	50
Colorado	64*	59*	69	67	–	69	69
Connecticut	69	68	78*	76*	74*	74	71
Delaware	57*	52*	57*	53*	71	71	73
Florida	53*	50*	54*	53*	60*	63	65
Georgia	57	52*	55	54	59	59	58
Hawaii	48*	46*	45*	45*	52	53	53
Idaho	67	–	–	–	67	64*	69
Illinois	–	–	–	–	–	61	62
Indiana	68	66	–	–	68	66	64
Iowa	73*	69	70	67	69	70	67
Kansas	–	–	71*	70	68	66	66
Kentucky	58*	56*	63	62	64	64	65
Louisiana	46*	40*	48	44*	50	49	53
Maine	75*	75*	73	72	72	70	71
Maryland	57*	55*	61	58*	62	62	65
Massachusetts	74*	69*	73*	70*	80	73*	78
Michigan	62	–	63	62	64	64	63
Minnesota	68	65*	69	67*	73	69	71
Mississippi	41*	45	48	47	45	49	48
Missouri	67	62*	63	61*	66	68	67
Montana	–	69	73	72	71	69	71
Nebraska	68	66	–	–	68	66	68
Nevada	–	–	53	51	54	52	52
New Hampshire	76	70	75	74	–	75	74
New Jersey	69	65	–	–	–	70	68
New Mexico	55	49	52	51	52	47	51
New York	61*	57*	62*	62*	67	67	69
North Carolina	56*	59	62	58	67*	66*	62
North Dakota	74	73	–	–	71	69	72
Ohio	63*	–	–	–	68	69	69
Oklahoma	67*	–	66*	66*	60	60	60
Oregon	–	–	61	58	66	63	62
Pennsylvania	68	61*	–	–	66	65	69
Rhode Island	63	65	65	64	65	62	62
South Carolina	53	48*	55	53	58	59	57
South Dakota	–	–	–	–	–	69	70
Tennessee	57	58	58	57	58	57	59
Texas	57*	58*	63	59	62	59*	64
Utah	67	64	62*	62*	69	66	68
Vermont	–	–	–	–	73	73	72
Virginia	67*	57*	64*	62*	71	69	72
Washington	–	59*	63*	64*	70	67	70
West Virginia	61	58	62	60	65*	65*	61
Wisconsin	71	71	72*	69	–	68	67
Wyoming	71	68	65*	64*	68	69	71
Other jurisdictions							
District of Columbia	30	24*	28*	27*	31	31	33
DoDEA[2]	–	–	68*	66*	72	71*	75

– Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different from 2005 when only one jurisdiction or the nation is being examined.
[1] National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.
[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
NOTE: State-level data were not collected in 2000.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

Figure 12. Average reading scale scores and percentage of students within each achievement level, grade 8 public schools: By state, 2005



[1] Department of Defense Education Activity.

NOTE: The NAEP reading scale ranges from 0 to 500. 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), 2005 Reading Assessment.

Table 2. Percentage of students at or above *Basic* in reading, grade 8 public schools: By state, various years, 1998–2005

	Accommodations not permitted	Accommodations permitted			
State/jurisdiction	1998	1998	2002	2003	2005
Nation (public)[1]	72	71	74*	72*	71
Alabama	66	67	64	65	63
Alaska	–	–	–	67	70
Arizona	73*	72*	68	66	65
Arkansas	68	68	72	70	69
California	64	63	61	61	60
Colorado	76	77	–	78	75
Connecticut	82*	81*	76	77	74
Delaware	66*	64*	81	77*	80
Florida	65	67	72*	68	66
Georgia	68	68	70	69	67
Hawaii	60	59	64*	61*	58
Idaho	–	–	79	76	76
Illinois	–	–	–	77	75
Indiana	–	–	77*	77*	73
Iowa	–	–	–	79	79
Kansas	81	81	81	77	78
Kentucky	74	74	78	78	75
Louisiana	64	63	68	64	64
Maine	84	83	82	79	81
Maryland	72	70	73	71	69
Massachusetts	80	79*	81	81	83
Michigan	–	–	77	75	73
Minnesota	81	78	–	78	80
Mississippi	61	62	67*	65*	60
Missouri	76	75	82*	79	76
Montana	83	83	85	82	82
Nebraska	–	–	83*	77	80
Nevada	69*	70*	62	63	63
New Hampshire	–	–	–	81	80
New Jersey	–	–	–	79	80
New Mexico	70*	71*	64	62	62
New York	78	76	76	75	75
North Carolina	76*	74*	76*	72*	69
North Dakota	–	–	82	81	83
Ohio	–	–	82	78	78
Oklahoma	80*	80*	76*	74	72
Oregon	78*	78*	80*	75	74
Pennsylvania	–	–	77	76	77
Rhode Island	74	76*	73	71	71
South Carolina	65	66	68	69	67
South Dakota	–	–	–	82	82
Tennessee	71	71	71	69	71
Texas	76*	74*	73*	71	69
Utah	77*	77*	75	76*	73
Vermont	–	–	82*	81	79
Virginia	78	78	80	79	78
Washington	77	76	78	76	75
West Virginia	74*	75*	77*	72*	67
Wisconsin	79	78	–	77	77
Wyoming	76*	76*	78	79	81
Other jurisdictions					
District of Columbia	44	44	48	47	45
DoDEA[2]	80*	79*	88*	85	84

– Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different from 2005 when only one jurisdiction or the nation is being examined.
[1] National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.
[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
NOTE: State-level data were not collected in 1992, 1994, or 2000.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Table 3. Average reading scale scores, grade 4 public schools: By state, various years, 1992–2005

	Accommodations not permitted			Accommodations permitted			
State/jurisdiction	1992	1994	1998	1998	2002	2003	2005
Nation (public)[1]	215*	212*	215*	213*	217	216*	217
Alabama	207	208	211	211	207	207	208
Alaska	–	–	–	–	–	212	211
Arizona	209	206	207	206	205	209	207
Arkansas	211*	209*	209*	209*	213*	214*	217
California	202*	197*	202	202	206	206	207
Colorado	217*	213*	222	220	–	224	224
Connecticut	222*	222	232*	230*	229*	228	226
Delaware	213*	206*	212*	207*	224	224	226
Florida	208*	205*	207*	206*	214*	218	219
Georgia	212	207*	210*	209*	215	214	214
Hawaii	203*	201*	200*	200*	208	208	210
Idaho	219*	–	–	–	220	218*	222
Illinois	–	–	–	–	–	216	216
Indiana	221	220	–	–	222*	220	218
Iowa	225*	223	223	220	223	223	221
Kansas	–	–	222	221	222	220	220
Kentucky	213*	212*	218	218	219	219	220
Louisiana	204*	197*	204*	200*	207	205*	209
Maine	227	228*	225	225	225	224	225
Maryland	211*	210*	215*	212*	217	219	220
Massachusetts	226*	223*	225*	223*	234	228*	231
Michigan	216	–	217	216	219	219	218
Minnesota	221*	218*	222	219*	225	223	225
Mississippi	199*	202	204	203	203	205	204
Missouri	220	217*	216*	216*	220	222	221
Montana	–	222	226	225	224	223	225
Nebraska	221	220	–	–	222	221	221
Nevada	–	–	208	206	209	207	207
New Hampshire	228	223*	226	226	–	228	227
New Jersey	223	219*	–	–	–	225	223
New Mexico	211*	205	206	205	208	203	207
New York	215*	212*	216*	215*	222	222	223
North Carolina	212*	214	217	213*	222*	221*	217
North Dakota	226	225	–	–	224	222*	225
Ohio	217*	–	–	–	222	222	223
Oklahoma	220*	–	220*	219*	213	214	214
Oregon	–	–	214	212*	220	218	217
Pennsylvania	221	215*	–	–	221	219*	223
Rhode Island	217	220	218	218	220	216	216
South Carolina	210	203*	210	209*	214	215	213
South Dakota	–	–	–	–	–	222	222
Tennessee	212	213	212	212	214	212	214
Texas	213*	212*	217	214*	217	215*	219
Utah	220	217*	215*	216*	222	219	221
Vermont	–	–	–	–	227	226	227
Virginia	221*	213*	218*	217*	225	223	226
Washington	–	213*	217*	218*	224	221	223
West Virginia	216	213	216	216	219*	219*	215
Wisconsin	224	224*	224*	222	–	221	221
Wyoming	223	221	219*	218*	221	222	223
Other jurisdictions							
District of Columbia	188*	179*	182*	179*	191	188	191
DoDEA[2]	–	–	222*	220*	224*	224*	226

– Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

* Significantly different from 2005 when only one jurisdiction or the nation is being examined.

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

[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: State-level data were not collected in 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Reading Assessments.

Table 4. Average reading scale scores, grade 8 public schools: By state, various years, 1998–2005

	Accommodations not permitted	Accommodations permitted			
State/jurisdiction	1998	1998	2002	2003	2005
Nation (public)[1]	261	261	263*	261*	260
Alabama	255	255	253	253	252
Alaska	–	–	–	256	259
Arizona	261*	260*	257	255	255
Arkansas	256	256	260	258	258
California	253	252	250	251	250
Colorado	264	264	–	268	265
Connecticut	272*	270*	267	267	264
Delaware	256*	254*	267	265	266
Florida	253	255	261*	257	256
Georgia	257	257	258	258	257
Hawaii	250	249	252*	251*	249
Idaho	–	–	266	264	264
Illinois	–	–	–	266*	264
Indiana	–	–	265*	265*	261
Iowa	–	–	–	268	267
Kansas	268	268	269	266	267
Kentucky	262	262	265	266	264
Louisiana	252	252	256	253	253
Maine	273	271	270	268	270
Maryland	262	261	263	262	261
Massachusetts	269*	269*	271	273	274
Michigan	–	–	265	264	261
Minnesota	267	265	–	268	268
Mississippi	251	251	255*	255*	251
Missouri	263	262	268*	267	265
Montana	270	271	270	270	269
Nebraska	–	–	270	266	267
Nevada	257*	258*	251	252	253
New Hampshire	–	–	–	271	270
New Jersey	–	–	–	268	269
New Mexico	258*	258*	254	252	251
New York	266	265	264	265	265
North Carolina	264*	262*	265*	262*	258
North Dakota	–	–	268*	270	270
Ohio	–	–	268	267	267
Oklahoma	265*	265*	262	262	260
Oregon	266	266	268*	264	263
Pennsylvania	–	–	265	264	267
Rhode Island	262	264*	262	261	261
South Carolina	255	255	258	258	257
South Dakota	–	–	–	270	269
Tennessee	259	258	260	258	259
Texas	262*	261	262*	259	258
Utah	265*	263	263	264*	262
Vermont	–	–	272*	271	269
Virginia	266	266	269	268	268
Washington	265	264	268*	264	265
West Virginia	262*	262*	264*	260*	255
Wisconsin	266	265	–	266	266
Wyoming	262*	263*	265*	267	268
Other jurisdictions					
District of Columbia	236	236	240	239	238
DoDEA[2]	269	269	273*	272	271

– Not available. The jurisdiction did not participate or did not meet minimum participation guidelines for reporting.
* Significantly different from 2005 when only one jurisdiction or the nation is being examined.
[1] National results for assessments prior to 2002 are based on the national sample, not on aggregated state samples.
[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
NOTE: State-level data were not collected in 1992, 1994, or 2000.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2005 Reading Assessments.

Table 5. Average reading scale scores, grade 4 public schools: By state and student group, 2005

State/jurisdiction	Race/ethnicity					Eligibility for free/reduced-price school lunch		Gender	
	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native	Eligible	Not eligible	Male	Female
Nation (public)	228	199	201	227	205	203	230	214	220
Alabama	220	188	‡	‡	‡	196	223	205	211
Alaska	225	212	209	206	183	193	223	207	215
Arizona	224	193	192	224	‡	192	223	203	211
Arkansas	225	194	212	‡	‡	206	230	213	221
California	225	195	193	222	213	193	224	203	210
Colorado	232	207	206	231	‡	208	232	221	227
Connecticut	234	201	203	236	‡	202	235	222	230
Delaware	235	212	216	239	‡	214	233	223	229
Florida	228	203	215	230	‡	209	230	217	222
Georgia	226	199	203	243	‡	201	229	210	219
Hawaii	224	205	211	205	‡	197	221	205	214
Idaho	226	‡	199	‡	‡	210	230	218	225
Illinois	230	194	199	230	‡	198	230	215	218
Indiana	223	197	208	‡	‡	207	227	214	222
Iowa	224	201	200	224	‡	208	227	218	224
Kansas	225	196	203	238	‡	208	230	218	223
Kentucky	222	203	‡	‡	‡	212	228	218	222
Louisiana	223	195	‡	‡	‡	200	226	208	211
Maine	225	‡	‡	‡	‡	213	231	221	228
Maryland	232	201	210	239	‡	198	231	217	223
Massachusetts	237	211	203	234	‡	211	239	230	233
Michigan	226	190	‡	‡	‡	201	227	216	221
Minnesota	231	192	204	216	‡	209	232	221	229
Mississippi	220	190	‡	‡	‡	196	222	200	208
Missouri	226	200	210	‡	‡	209	231	218	224
Montana	228	‡	226	‡	201	212	232	222	227
Nebraska	228	194	202	‡	‡	205	232	219	224
Nevada	219	192	194	212	‡	192	219	203	212
New Hampshire	228	‡	‡	‡	‡	213	231	224	231
New Jersey	232	199	206	241	‡	203	232	221	226
New Mexico	225	206	199	‡	190	199	225	203	211
New York	232	207	208	237	‡	210	234	220	225
North Carolina	227	200	204	221	‡	202	229	213	221
North Dakota	228	‡	‡	‡	198	214	230	222	227
Ohio	230	197	211	‡	‡	206	233	219	226
Oklahoma	219	197	204	‡	211	205	225	211	217
Oregon	223	200	194	220	‡	204	225	213	220
Pennsylvania	229	200	203	233	‡	205	233	219	227
Rhode Island	224	197	192	219	‡	197	228	212	221
South Carolina	225	197	215	‡	‡	200	228	210	217
South Dakota	226	‡	‡	‡	201	210	231	219	227
Tennessee	222	195	199	‡	‡	200	226	210	218
Texas	232	206	210	234	‡	208	232	216	222
Utah	226	‡	199	218	‡	208	229	216	226
Vermont	227	‡	‡	‡	‡	210	234	223	230
Virginia	233	207	218	239	‡	209	234	223	228
Washington	228	212	202	230	‡	213	231	219	228
West Virginia	215	202	‡	‡	‡	206	225	211	218
Wisconsin	227	194	208	226	‡	204	230	219	224
Wyoming	227	‡	204	‡	‡	216	228	221	226
Other jurisdictions									
District of Columbia	252	187	193	‡	‡	183	215	186	195
DoDEA[1]	232	218	219	223	‡	‡	‡	222	230

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
[1] Department of Defense Education Activity.
NOTE: Results are not shown for students whose race/ethnicity was "unclassified" and for students whose eligibility status for free/reduced-price lunch was not available.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table 6. Average reading scale scores, grade 8 public schools: By state and student group, 2005

State/jurisdiction	Race/ethnicity					Eligibility for free/reduced-price school lunch		Gender	
	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native	Eligible	Not eligible	Male	Female
Nation (public)	269	242	245	270	251	247	270	255	266
Alabama	263	235	‡	‡	‡	239	265	245	260
Alaska	268	249	254	260	240	241	267	253	265
Arizona	267	242	242	‡	240	242	265	249	260
Arkansas	266	236	250	‡	‡	247	268	252	263
California	264	240	239	264	‡	239	262	246	255
Colorado	273	254	247	269	‡	248	272	261	268
Connecticut	272	240	245	279	‡	243	272	258	270
Delaware	274	252	253	276	‡	254	271	261	271
Florida	265	238	252	273	‡	246	264	249	262
Georgia	268	241	247	275	‡	243	269	251	263
Hawaii	261	‡	242	246	‡	239	256	242	256
Idaho	267	‡	246	‡	‡	256	269	258	271
Illinois	272	244	253	281	‡	248	273	258	269
Indiana	265	241	247	‡	‡	250	268	256	267
Iowa	269	246	256	‡	‡	255	272	261	273
Kansas	271	247	249	‡	‡	254	275	262	271
Kentucky	266	248	‡	‡	‡	256	271	258	270
Louisiana	264	240	‡	‡	‡	244	264	247	259
Maine	270	‡	‡	‡	‡	261	274	264	276
Maryland	272	244	256	283	‡	243	269	256	266
Massachusetts	279	253	246	282	‡	256	280	269	278
Michigan	268	239	250	‡	‡	246	267	256	266
Minnesota	273	239	244	262	‡	252	275	263	274
Mississippi	264	237	‡	‡	‡	241	266	246	255
Missouri	270	242	258	‡	‡	253	272	260	270
Montana	272	‡	‡	‡	248	259	274	265	274
Nebraska	271	243	245	‡	‡	253	274	261	274
Nevada	261	240	241	263	‡	240	259	247	258
New Hampshire	270	‡	‡	‡	‡	255	273	264	275
New Jersey	278	251	251	291	‡	252	276	266	273
New Mexico	264	‡	245	‡	240	243	263	247	255
New York	276	242	250	274	‡	253	276	260	270
North Carolina	267	240	248	275	‡	244	267	251	266
North Dakota	272	‡	‡	‡	250	260	274	267	274
Ohio	272	243	245	‡	‡	251	274	261	272
Oklahoma	265	243	247	‡	254	252	267	254	265
Oregon	267	245	245	267	‡	252	269	258	268
Pennsylvania	273	239	246	275	‡	247	276	262	271
Rhode Island	268	243	237	257	‡	243	269	256	266
South Carolina	267	242	‡	‡	‡	246	268	252	262
South Dakota	272	‡	‡	‡	245	259	274	264	273
Tennessee	265	240	‡	‡	‡	246	268	255	264
Texas	270	246	248	280	‡	247	269	254	263
Utah	265	‡	243	266	‡	254	266	255	269
Vermont	269	‡	‡	‡	‡	255	274	262	276
Virginia	275	251	259	282	‡	253	273	263	273
Washington	268	255	245	270	255	251	272	260	269
West Virginia	256	236	‡	‡	‡	245	263	250	261
Wisconsin	271	236	247	262	‡	249	272	261	273
Wyoming	270	‡	256	‡	251	259	272	264	272
Other jurisdictions									
District of Columbia	301	235	247	‡	‡	234	249	230	245
DoDEA[1]	276	258	268	274	‡	‡	‡	266	276

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
[1] Department of Defense Education Activity.
NOTE: Results are not shown for students whose race/ethnicity was "unclassified" and for students whose eligibility status for free/reduced-price lunch was not available.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

National Assessment of Educational Progress

The Nation's Report Card™

Mathematics 2005

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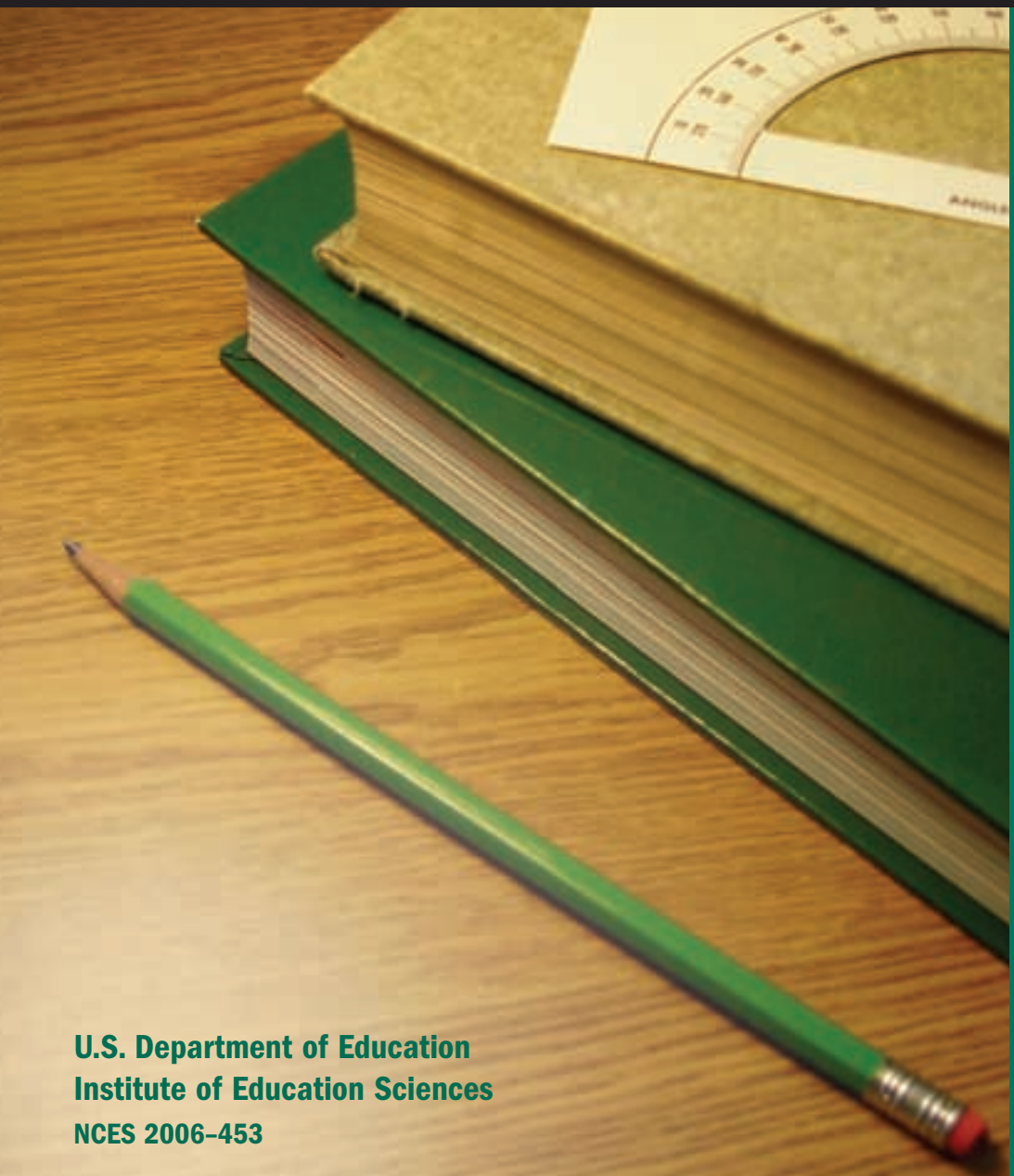

U.S. Department of Education
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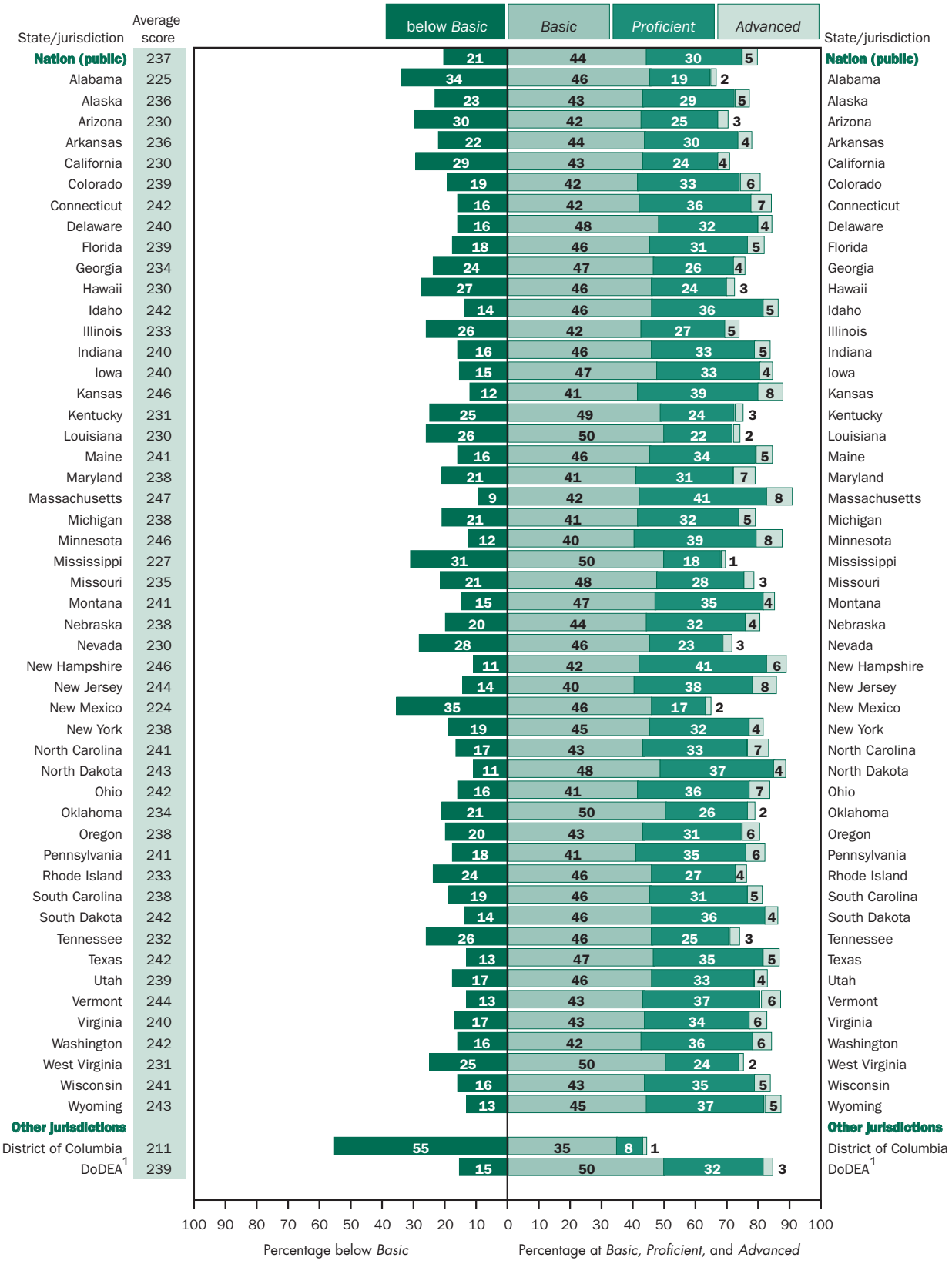
The Nation's Report Card NAEP ™

NCES National Center for Education Statistics

Figure 11. Average mathematics scale scores and percentage of students within each achievement level, grade 4 public schools: By state, 2005



[1] Department of Defense Education Activity.

NOTE: The NAEP mathematics scale ranges from 0 to 500. 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), 2005 Mathematics Assessment.

Table 1. Percentage of students at or above *Basic* in mathematics, grade 4 public schools: By state, various years, 1992–2005

	Accommodations not permitted			Accommodations permitted		
State/jurisdiction	1992	1996	2000	2000	2003	2005
Nation (public)[1]	57*	62*	67*	64*	76*	79
Alabama	43*	48*	57*	55*	65	66
Alaska	–	65*	–	–	75	77
Arizona	53*	57*	58*	57*	70	70
Arkansas	47*	54*	56*	55*	71*	78
California	46*	46*	52*	50*	67*	71
Colorado	61*	67*	–	–	77	81
Connecticut	67*	75*	77*	76*	82	84
Delaware	55*	54*	–	–	81*	84
Florida	52*	55*	–	–	76*	82
Georgia	53*	53*	58*	57*	72*	76
Hawaii	52*	53*	55*	55*	68*	73
Idaho	63*	–	71*	68*	80*	86
Illinois	–	–	66*	63*	73	74
Indiana	60*	72*	78*	77*	82	84
Iowa	72*	74*	78*	75*	83	85
Kansas	–	–	75*	76*	85*	88
Kentucky	51*	60*	60*	59*	72	75
Louisiana	39*	44*	57*	57*	67*	74
Maine	75*	75*	74*	73*	83	84
Maryland	55*	59*	61*	60*	73*	79
Massachusetts	68*	71*	79*	77*	84*	91
Michigan	61*	68*	72*	71*	77	79
Minnesota	71*	76*	78*	76*	84*	88
Mississippi	36*	42*	45*	45*	62*	69
Missouri	62*	66*	72*	71*	79	79
Montana	–	71*	73*	72*	81*	85
Nebraska	67*	70*	67*	65*	80	80
Nevada	–	57*	61*	60*	69	72
New Hampshire	72*	–	–	–	87	89
New Jersey	68*	68*	–	–	80*	86
New Mexico	50*	51*	51*	50*	63	65
New York	57*	64*	67*	66*	79	81
North Carolina	50*	64*	76*	73*	85	83
North Dakota	72*	75*	75*	73*	83*	89
Ohio	57*	–	73*	73*	81	84
Oklahoma	60*	–	69*	67*	74*	79
Oregon	–	65*	67*	65*	79	80
Pennsylvania	65*	68*	–	–	78*	82
Rhode Island	54*	61*	67*	65*	72*	76
South Carolina	48*	48*	60*	59*	79	81
South Dakota	–	–	–	–	82*	86
Tennessee	47*	58*	60*	59*	70	74
Texas	56*	69*	77*	76*	82*	87
Utah	66*	69*	70*	69*	79*	83
Vermont	–	67*	73*	73*	85	87
Virginia	59*	62*	73*	71*	83	83
Washington	–	67*	–	–	81	84
West Virginia	52*	63*	68*	65*	75	75
Wisconsin	71*	74*	–	–	79*	84
Wyoming	69*	64*	73*	71*	87	87
Other jurisdictions						
District of Columbia	23*	20*	24*	24*	36*	45
DoDEA[2]	–	64*	70*	69*	84	85

– Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different from 2005 when only one jurisdiction or the nation is being examined.
[1] National results for assessments prior to 2003 are based on the national sample, not on aggregated state samples.
[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
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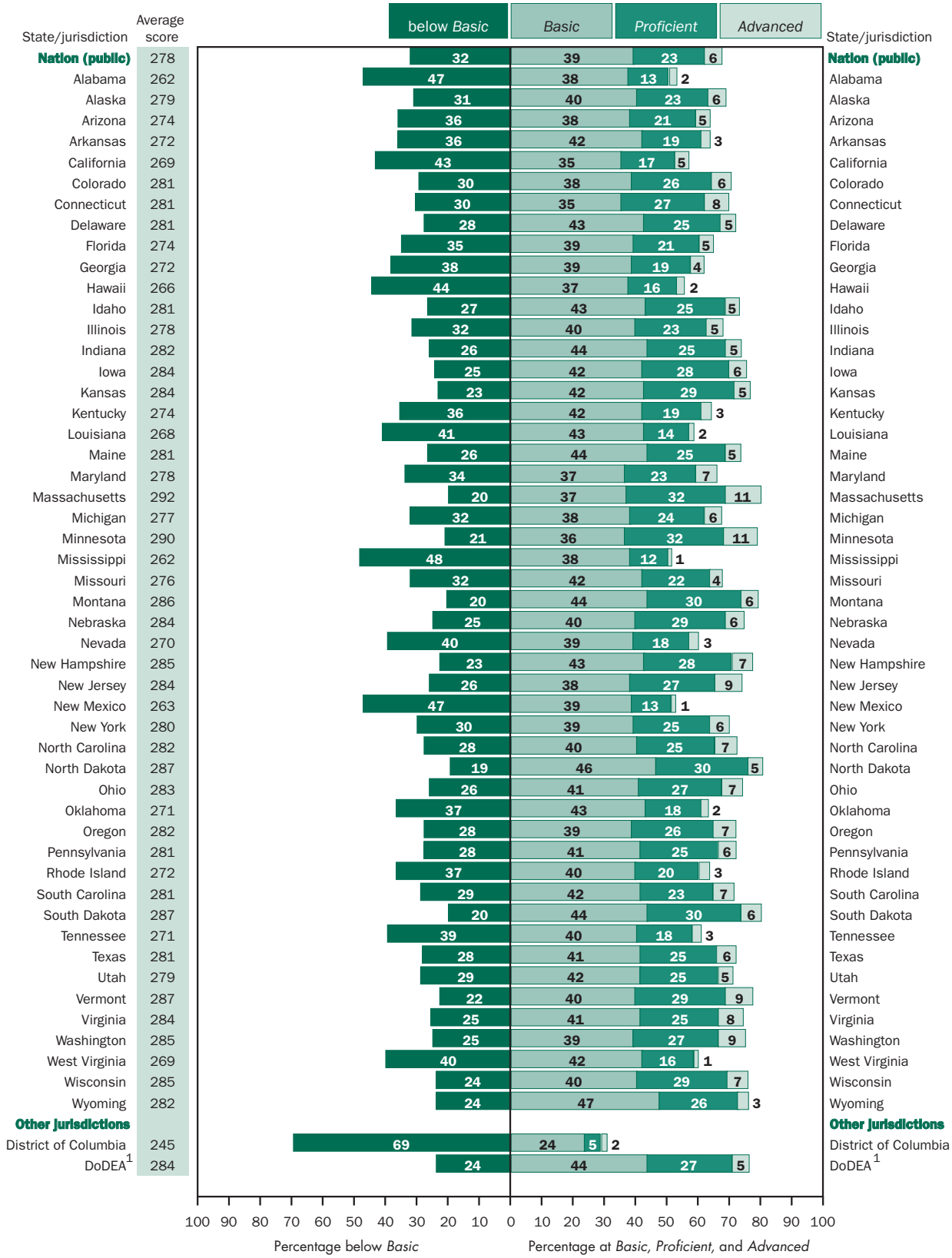
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Mathematics Assessments.

Figure 12. Average mathematics scale scores and percentage of students within each achievement level, grade 8 public schools: By state, 2005



[1] Department of Defense Education Activity.

NOTE: The NAEP mathematics scale ranges from 0 to 500. 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), 2005 Mathematics Assessment.

Table 2. Percentage of students at or above *Basic* in mathematics, grade 8 public schools: By state, various years, 1990–2005

State/jurisdiction	Accommodations not permitted				Accommodations permitted		
	1990	1992	1996	2000	2000	2003	2005
Nation (public)[1]	51*	56*	61*	65*	62*	67*	68
Alabama	40*	39*	45*	52	53	53	53
Alaska	–	–	68	–	–	70	69
Arizona	48*	55*	57*	62	60	61	64
Arkansas	44*	44*	52*	52*	49*	58*	64
California	45*	50*	51*	52*	50*	56	57
Colorado	57*	64*	67	–	–	74	70
Connecticut	60*	64*	70	72	70	73	70
Delaware	48*	52*	55*	–	–	68*	72
Florida	43*	49*	54*	–	–	62	65
Georgia	47*	48*	51*	55*	54*	59	62
Hawaii	40*	46*	51*	52*	51*	56	56
Idaho	63*	68*	–	71	70	73	73
Illinois	50*	–	–	68	67	66	68
Indiana	56*	60*	68*	76	74	74	74
Iowa	70*	76	78	–	–	76	75
Kansas	–	–	–	77	76	76	77
Kentucky	43*	51*	56*	63	60	65	64
Louisiana	32*	37*	38*	48*	47*	57	59
Maine	–	72	77	76	73	75	74
Maryland	50*	54*	57*	65	62	67	66
Massachusetts	–	63*	68*	76*	70*	76*	80
Michigan	53*	58*	67	70	68	68	68
Minnesota	67*	74*	75*	80	80	82	79
Mississippi	–	33*	36*	41*	42*	47*	52
Missouri	–	62*	64	67	64	71	68
Montana	74*	–	75*	80	79	79	80
Nebraska	68*	70*	76	74	73	74	75
Nevada	–	–	–	58	55*	59	60
New Hampshire	65*	71*	–	–	–	79	77
New Jersey	58*	62*	–	–	–	72	74
New Mexico	43*	48*	51	50	48*	52	53
New York	50*	57*	61*	68	63*	70	70
North Carolina	38*	47*	56*	70	67*	72	72
North Dakota	75*	78	77*	77	76*	81	81
Ohio	53*	59*	–	75	73	74	74
Oklahoma	52*	59*	–	64	62	65	63
Oregon	62*	–	67*	71	71	70	72
Pennsylvania	56*	62*	–	–	–	69	72
Rhode Island	49*	56*	60	64	59	63	63
South Carolina	–	48*	48*	55*	53*	68	71
South Dakota	–	–	–	–	–	78	80
Tennessee	–	47*	53*	53*	52*	59	61
Texas	45*	53*	59*	68*	67*	69*	72
Utah	–	67*	70	68	66*	72	71
Vermont	–	–	72*	75	73*	77	78
Virginia	52*	57*	58*	67*	65*	72	75
Washington	–	–	67*	–	–	72	75
West Virginia	42*	47*	54*	62	58	63	60
Wisconsin	66*	71*	75	–	–	75	76
Wyoming	64*	67*	68*	70*	69*	77	76
Other jurisdictions							
District of Columbia	17*	22*	20*	23*	23*	29	31
DoDEA[2]	–	–	64*	70*	68*	79	76

– Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different from 2005 when only one jurisdiction or the nation is being examined.
[1] National results for assessments prior to 2003 are based on the national sample, not on aggregated state samples.
[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Mathematics Assessments.

Table 3. Average mathematics scale scores, grade 4 public schools: By state, various years, 1992-2005

	Accommodations not permitted			Accommodations permitted		
State/jurisdiction	1992	1996	2000	2000	2003	2005
Nation (public)[1]	219*	222*	226*	224*	234*	237
Alabama	208*	212*	218*	217*	223	225
Alaska	–	224*	–	–	233	236
Arizona	215*	218*	219*	219*	229	230
Arkansas	210*	216*	217*	216*	229*	236
California	208*	209*	214*	213*	227*	230
Colorado	221*	226*	–	–	235*	239
Connecticut	227*	232*	234*	234*	241	242
Delaware	218*	215*	–	–	236*	240
Florida	214*	216*	–	–	234*	239
Georgia	216*	215*	220*	219*	230*	234
Hawaii	214*	215*	216*	216*	227*	230
Idaho	222*	–	227*	224*	235*	242
Illinois	–	–	225*	223*	233	233
Indiana	221*	229*	234*	233*	238	240
Iowa	230*	229*	233*	231*	238	240
Kansas	–	–	232*	232*	242*	246
Kentucky	215*	220*	221*	219*	229	231
Louisiana	204*	209*	218*	218*	226*	230
Maine	232*	232*	231*	230*	238*	241
Maryland	217*	221*	222*	222*	233*	238
Massachusetts	227*	229*	235*	233*	242*	247
Michigan	220*	226*	231*	229*	236	238
Minnesota	228*	232*	235*	234*	242*	246
Mississippi	202*	208*	211*	211*	223*	227
Missouri	222*	225*	229*	228*	235	235
Montana	–	228*	230*	228*	236*	241
Nebraska	225*	228*	226*	225*	236	238
Nevada	–	218*	220*	220*	228*	230
New Hampshire	230*	–	–	–	243*	246
New Jersey	227*	227*	–	–	239*	244
New Mexico	213*	214*	214*	213*	223	224
New York	218*	223*	227*	225*	236	238
North Carolina	213*	224*	232*	230*	242	241
North Dakota	229*	231*	231*	230*	238*	243
Ohio	219*	–	231*	230*	238*	242
Oklahoma	220*	–	225*	224*	229*	234
Oregon	–	223*	227*	224*	236	238
Pennsylvania	224*	226*	–	–	236*	241
Rhode Island	215*	220*	225*	224*	230*	233
South Carolina	212*	213*	220*	220*	236	238
South Dakota	–	–	–	–	237*	242
Tennessee	211*	219*	220*	220*	228*	232
Texas	218*	229*	233*	231*	237*	242
Utah	224*	227*	227*	227*	235*	239
Vermont	–	225*	232*	232*	242	244
Virginia	221*	223*	230*	230*	239	240
Washington	–	225*	–	–	238*	242
West Virginia	215*	223*	225*	223*	231	231
Wisconsin	229*	231*	–	–	237*	241
Wyoming	225*	223*	229*	229*	241*	243
Other jurisdictions						
District of Columbia	193*	187*	193*	192*	205*	211
DoDEA[2]	–	224*	228*	227*	237*	239

– Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

* Significantly different from 2005 when only one jurisdiction or the nation is being examined.

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

[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.

NOTE: State-level data were not collected in 1990.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2005 Mathematics Assessments.

Table 4. Average mathematics scale scores, grade 8 public schools: By state, various years, 1990–2005

	Accommodations not permitted				Accommodations permitted		
State/jurisdiction	1990	1992	1996	2000	2000	2003	2005
Nation (public)[1]	262*	267*	271*	274*	272*	276*	278
Alabama	253*	252*	257*	262	264	262	262
Alaska	–	–	278	–	–	279	279
Arizona	260*	265*	268*	271	269*	271	274
Arkansas	256*	256*	262*	261*	257*	266*	272
California	256*	261*	263*	262*	260*	267	269
Colorado	267*	272*	276*	–	–	283	281
Connecticut	270*	274*	280	282	281	284	281
Delaware	261*	263*	267*	–	–	277*	281
Florida	255*	260*	264*	–	–	271	274
Georgia	259*	259*	262*	266*	265*	270	272
Hawaii	251*	257*	262*	263	262*	266	266
Idaho	271*	275*	–	278	277*	280	281
Illinois	261*	–	–	277	275	277	278
Indiana	267*	270*	276*	283	281	281	282
Iowa	278*	283	284	–	–	284	284
Kansas	–	–	–	284	283	284	284
Kentucky	257*	262*	267*	272	270*	274	274
Louisiana	246*	250*	252*	259*	259*	266	268
Maine	–	279	284	284	281	282	281
Maryland	261*	265*	270*	276	272*	278	278
Massachusetts	–	273*	278*	283*	279*	287*	292
Michigan	264*	267*	277	278	277	276	277
Minnesota	275*	282*	284*	288	287	291	290
Mississippi	–	246*	250*	254*	254*	261	262
Missouri	–	271*	273	274	271*	279	276
Montana	280*	–	283*	287	285	286	286
Nebraska	276*	278*	283	281*	280*	282	284
Nevada	–	–	–	268	265*	268	270
New Hampshire	273*	278*	–	–	–	286	285
New Jersey	270*	272*	–	–	–	281	284
New Mexico	256*	260*	262	260	259*	263	263
New York	261*	266*	270*	276	271*	280	280
North Carolina	250*	258*	268*	280	276*	281	282
North Dakota	281*	283*	284*	283*	282*	287	287
Ohio	264*	268*	–	283	281	282	283
Oklahoma	263*	268*	–	272	270	272	271
Oregon	271*	–	276*	281	280	281	282
Pennsylvania	266*	271*	–	–	–	279	281
Rhode Island	260*	266*	269*	273	269*	272	272
South Carolina	–	261*	261*	266*	265*	277*	281
South Dakota	–	–	–	–	–	285*	287
Tennessee	–	259*	263*	263*	262*	268	271
Texas	258*	265*	270*	275*	273*	277*	281
Utah	–	274*	277	275*	274*	281	279
Vermont	–	–	279*	283*	281*	286	287
Virginia	264*	268*	270*	277*	275*	282	284
Washington	–	–	276*	–	–	281*	285
West Virginia	256*	259*	265*	271	266	271	269
Wisconsin	274*	278*	283	–	–	284	285
Wyoming	272*	275*	275*	277*	276*	284	282
Other jurisdictions							
District of Columbia	231*	235*	233*	234*	235*	243	245
DoDEA[2]	–	–	274*	278*	277*	285	284

– Not available. The jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different from 2005 when only one jurisdiction or the nation is being examined.
[1] National results for assessments prior to 2003 are based on the national sample, not on aggregated state samples.
[2] Department of Defense Education Activity (overseas and domestic schools). Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. Pre-2005 data presented here were recalculated for comparability.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2005 Mathematics Assessments.

Table 5. Average mathematics scale scores, grade 4 public schools: By state and student group, 2005

State/jurisdiction	Race/ethnicity					Eligibility for free/reduced-price school lunch		Gender	
	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	Eligible	Not eligible	Male	Female
Nation (public)	246	220	225	251	227	225	248	238	236
Alabama	235	211	‡	‡	‡	214	238	225	225
Alaska	244	226	227	238	220	223	243	236	235
Arizona	243	217	218	241	‡	220	242	233	227
Arkansas	242	214	229	‡	‡	226	247	236	235
California	245	215	219	249	228	219	244	231	229
Colorado	247	222	223	242	‡	224	248	241	238
Connecticut	250	219	223	253	‡	223	249	244	241
Delaware	249	226	229	260	‡	229	247	241	238
Florida	247	224	233	259	‡	229	250	240	238
Georgia	243	221	229	255	‡	224	245	234	233
Hawaii	241	221	219	229	‡	220	239	229	231
Idaho	245	‡	226	‡	‡	234	248	242	241
Illinois	245	212	219	258	‡	218	245	234	232
Indiana	245	221	230	‡	‡	231	247	240	240
Iowa	242	224	222	‡	‡	231	244	242	238
Kansas	249	228	234	262	‡	235	254	247	245
Kentucky	234	217	‡	‡	‡	224	240	233	230
Louisiana	241	219	‡	‡	‡	224	244	231	229
Maine	241	‡	‡	‡	‡	230	245	243	239
Maryland	250	220	232	256	‡	221	247	240	237
Massachusetts	252	228	225	258	‡	231	254	248	247
Michigan	245	211	‡	‡	‡	223	246	240	236
Minnesota	251	219	223	242	‡	231	252	247	245
Mississippi	238	216	‡	‡	‡	221	241	227	226
Missouri	240	215	221	‡	‡	225	243	237	233
Montana	243	‡	234	‡	223	231	247	243	239
Nebraska	244	211	219	‡	‡	225	246	239	236
Nevada	240	214	219	243	‡	219	239	231	229
New Hampshire	246	‡	226	‡	‡	232	249	247	244
New Jersey	251	224	230	264	‡	227	252	246	242
New Mexico	238	213	218	‡	217	217	238	225	223
New York	247	222	226	254	‡	228	248	240	237
North Carolina	250	225	234	256	‡	229	251	242	241
North Dakota	245	‡	‡	‡	223	234	247	244	241
Ohio	248	221	231	‡	‡	227	252	243	241
Oklahoma	240	217	226	‡	229	227	243	235	233
Oregon	243	222	218	248	‡	230	244	239	238
Pennsylvania	247	219	220	‡	‡	225	250	241	240
Rhode Island	241	211	211	240	‡	218	243	234	233
South Carolina	250	223	236	‡	‡	227	250	238	238
South Dakota	245	‡	‡	‡	221	232	249	243	240
Tennessee	238	214	229	‡	‡	220	242	233	231
Texas	254	228	235	264	‡	233	253	244	240
Utah	242	‡	220	235	‡	229	244	240	237
Vermont	244	‡	‡	‡	‡	230	250	246	241
Virginia	247	224	230	256	‡	225	249	242	239
Washington	246	231	224	245	‡	231	250	242	241
West Virginia	231	226	‡	‡	‡	225	238	232	229
Wisconsin	247	210	224	236	‡	225	249	242	239
Wyoming	245	‡	234	‡	‡	236	247	244	242
Other jurisdictions									
District of Columbia	266	207	215	‡	‡	206	229	212	211
DoDEA[1]	245	227	235	239	‡	‡	‡	241	237

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

[1] Department of Defense Education Activity.

NOTE: Results are not shown for students whose race/ethnicity was "unclassified" and for students whose eligibility status for free/reduced-price lunch was not available.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

Table 6. Average mathematics scale scores, grade 8 public schools: By state and student group, 2005

State/jurisdiction	Race/ethnicity					Eligibility for free/reduced-price school lunch		Gender	
	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	Eligible	Not eligible	Male	Female
Nation (public)	288	254	261	294	266	261	288	278	277
Alabama	276	240	‡	‡	‡	248	276	261	264
Alaska	288	266	272	270	264	264	287	280	278
Arizona	288	261	260	‡	259	260	285	274	274
Arkansas	281	243	266	‡	‡	260	282	270	273
California	284	248	254	293	‡	254	282	269	268
Colorado	292	256	260	‡	‡	261	290	281	281
Connecticut	293	249	254	292	‡	255	292	281	281
Delaware	291	264	268	306	‡	265	288	283	279
Florida	286	251	265	299	‡	260	285	276	272
Georgia	284	255	258	301	‡	257	285	273	272
Hawaii	277	‡	257	264	‡	251	276	265	266
Idaho	284	‡	261	‡	‡	272	286	280	282
Illinois	289	249	265	300	‡	258	290	279	276
Indiana	286	257	261	‡	‡	268	290	283	280
Iowa	286	256	264	‡	‡	269	290	283	284
Kansas	289	256	266	‡	‡	270	293	285	283
Kentucky	276	255	‡	‡	‡	264	283	275	273
Louisiana	281	252	‡	‡	‡	258	280	267	268
Maine	281	‡	‡	‡	‡	269	286	282	280
Maryland	292	258	262	304	‡	258	287	278	278
Massachusetts	297	263	265	314	‡	273	299	291	292
Michigan	285	247	265	‡	‡	258	285	279	275
Minnesota	296	251	263	285	‡	270	297	291	289
Mississippi	279	247	‡	‡	‡	253	279	263	262
Missouri	284	247	‡	‡	‡	262	286	278	275
Montana	290	‡	‡	‡	259	272	293	286	287
Nebraska	289	243	261	‡	‡	268	291	285	283
Nevada	280	247	256	281	‡	256	277	270	269
New Hampshire	286	‡	‡	‡	‡	271	288	286	285
New Jersey	295	260	264	309	‡	262	292	286	282
New Mexico	279	257	255	‡	253	254	278	264	262
New York	290	259	262	298	‡	267	291	280	280
North Carolina	292	263	265	303	‡	266	293	281	282
North Dakota	290	‡	‡	‡	261	274	292	287	287
Ohio	289	255	259	‡	‡	265	290	284	282
Oklahoma	278	249	257	‡	267	260	283	272	271
Oregon	287	258	257	299	274	270	289	284	281
Pennsylvania	287	250	267	297	‡	262	289	283	279
Rhode Island	281	249	244	278	‡	252	282	272	273
South Carolina	294	263	269	‡	‡	267	294	282	281
South Dakota	291	‡	‡	‡	260	276	294	287	287
Tennessee	278	246	‡	‡	‡	256	282	270	271
Texas	295	264	271	308	‡	268	293	283	279
Utah	283	‡	255	273	‡	268	284	280	278
Vermont	288	‡	‡	‡	‡	272	293	287	287
Virginia	293	263	270	300	‡	263	292	285	283
Washington	289	265	262	294	273	269	294	285	285
West Virginia	270	251	‡	‡	‡	259	278	268	270
Wisconsin	291	246	265	286	‡	263	292	285	284
Wyoming	284	‡	265	‡	262	272	287	283	281
Other jurisdictions									
District of Columbia	317	241	252	‡	‡	241	261	246	245
DoDEA[1]	292	267	280	290	‡	‡	‡	285	283

‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.
[1] Department of Defense Education Activity.
NOTE: Results are not shown for students whose race/ethnicity was "unclassified" and for students whose eligibility status for free/reduced-price lunch was not available.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

APPENDIX F

Indicators Displayed in Maps

Data Values for Information Presented in Maps

County	Percent of Revenue Provied by the State	Per student Expenditures Using ALL FUNDS	3rd Grade CRT Reading Scores % Satisfactory or Above	3rd Grade CRT Math Scores % Satisfactory or Above	4th Grade CRT Reading Scores % Satisfactory or Above	4th Grade CRT Math Scores % Satisfactory or Above	5th Grade CRT Reading Scores % Satisfactory or Above	5th Grade CRT Math Scores % Satisfactory or Above
Adair	57.5%	$8,506	87%	73%	86%	72%	68%	74%
Alfalfa	51.1%	$8,608	79%	66%	97%	92%	82%	84%
Atoka	63.7%	$7,685	84%	61%	95%	74%	73%	87%
Beaver	44.6%	$9,689	89%	76%	91%	88%	89%	91%
Beckham	55.9%	$6,986	85%	73%	94%	91%	79%	80%
Blaine	55.4%	$8,713	88%	84%	84%	73%	77%	70%
Bryan	59.8%	$7,314	86%	79%	90%	80%	72%	83%
Caddo	53.4%	$8,202	87%	74%	93%	87%	80%	84%
Canadian	53.2%	$6,314	91%	83%	95%	90%	89%	91%
Carter	54.3%	$6,831	90%	86%	93%	84%	80%	89%
Cherokee	59.2%	$7,952	89%	75%	94%	85%	80%	83%
Choctaw	61.1%	$7,595	90%	85%	89%	80%	61%	64%
Cimarron	50.1%	$11,703	81%	62%	79%	79%	95%	100%
Cleveland	52.9%	$6,410	93%	89%	94%	89%	88%	91%
Coal	57.4%	$8,853	81%	80%	95%	68%	82%	77%
Comanche	57.6%	$6,899	89%	81%	93%	86%	80%	84%
Cotton	60.9%	$6,689	90%	89%	93%	89%	81%	86%
Craig	53.0%	$7,240	90%	84%	96%	76%	80%	82%
Creek	60.0%	$6,421	86%	72%	92%	82%	78%	83%
Custer	53.6%	$7,715	91%	88%	95%	90%	85%	85%
Delaware	51.7%	$7,468	88%	76%	94%	84%	79%	84%
Dewey	53.3%	$9,639	100%	88%	97%	89%	91%	97%
Ellis	50.6%	$9,227	86%	76%	77%	72%	80%	73%
Garfield	54.3%	$6,664	90%	81%	92%	84%	83%	88%
Garvin	57.4%	$7,165	90%	75%	96%	85%	77%	81%
Grady	59.6%	$6,352	86%	81%	91%	79%	82%	88%
Grant	37.8%	$9,453	80%	89%	98%	83%	87%	96%
Greer	61.7%	$7,811	80%	80%	93%	72%	80%	81%
Harmon	62.8%	$7,992	91%	86%	82%	88%	95%	100%
Harper	46.7%	$8,561	82%	89%	92%	89%	77%	97%
Haskell	60.3%	$7,533	83%	62%	92%	78%	69%	70%
Hughes	51.6%	$7,963	87%	77%	85%	71%	70%	71%
Jackson	60.9%	$6,761	93%	85%	93%	83%	80%	88%
Jefferson	67.6%	$7,207	83%	80%	89%	65%	56%	73%
Johnston	56.7%	$7,746	78%	76%	90%	76%	77%	75%
Kay	54.5%	$6,861	84%	78%	90%	86%	80%	89%
Kingfisher	43.2%	$7,399	90%	82%	96%	81%	85%	89%
Kiowa	59.3%	$7,525	80%	68%	97%	92%	86%	93%
Latimer	60.6%	$7,466	91%	73%	96%	86%	68%	76%
Le Flore	59.7%	$7,313	90%	74%	94%	83%	72%	80%

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Data Values for Information Presented in Maps

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County	Percent of Revenue Provied by the State	Per student Expenditures Using ALL FUNDS	3rd Grade CRT Reading Scores % Satisfactory or Above	3rd Grade CRT Math Scores % Satisfactory or Above	4th Grade CRT Reading Scores % Satisfactory or Above	4th Grade CRT Math Scores % Satisfactory or Above	5th Grade CRT Reading Scores % Satisfactory or Above	5th Grade CRT Math Scores % Satisfactory or Above
Lincoln	61.5%	$6,085	88%	78%	92%	80%	82%	87%
Logan	55.1%	$6,907	88%	67%	90%	77%	75%	80%
Love	61.4%	$7,014	81%	67%	94%	85%	78%	84%
Major	54.1%	$7,927	90%	85%	99%	86%	92%	93%
Marshall	54.1%	$6,861	86%	80%	91%	86%	85%	91%
Mayes	58.3%	$6,758	89%	79%	92%	84%	78%	85%
McClain	56.5%	$5,903	89%	81%	95%	82%	81%	87%
McCurtain	58.1%	$7,453	90%	74%	91%	79%	72%	76%
McIntosh	57.7%	$7,310	89%	80%	95%	88%	73%	75%
Murray	63.2%	$6,161	88%	80%	93%	87%	80%	86%
Muskogee	52.2%	$7,117	84%	74%	89%	78%	73%	80%
Noble	40.2%	$8,616	85%	77%	95%	86%	80%	85%
Nowata	62.4%	$6,704	80%	60%	87%	66%	66%	67%
Okfuskee	56.9%	$7,348	82%	76%	88%	71%	61%	73%
Oklahoma	45.2%	$6,999	85%	75%	90%	81%	81%	85%
Okmulgee	61.6%	$7,050	86%	73%	93%	78%	75%	78%
Osage	60.2%	$7,683	85%	78%	86%	79%	71%	80%
Ottawa	60.6%	$6,590	84%	73%	90%	82%	78%	81%
Pawnee	60.4%	$6,789	86%	74%	90%	82%	80%	89%
Payne	53.3%	$7,100	93%	79%	94%	84%	83%	87%
Pittsburg	54.9%	$7,374	90%	78%	92%	79%	80%	85%
Pontotoc	57.8%	$7,469	87%	80%	96%	91%	86%	88%
Pottawatomie	61.4%	$6,675	87%	75%	92%	84%	79%	87%
Pushmataha	62.8%	$8,395	87%	71%	89%	77%	68%	68%
Roger Mills	46.4%	$14,998	98%	93%	88%	82%	80%	85%
Rogers	52.7%	$6,414	91%	83%	95%	88%	82%	85%
Seminole	54.7%	$7,789	80%	67%	83%	76%	68%	72%
Sequoyah	65.4%	$6,669	86%	71%	92%	81%	73%	81%
Stephens	59.5%	$6,732	88%	78%	88%	80%	77%	82%
Texas	51.2%	$7,951	92%	84%	93%	86%	82%	93%
Tillman	63.9%	$7,732	79%	55%	94%	89%	70%	84%
Tulsa	43.7%	$7,179	87%	80%	91%	83%	81%	84%
Wagoner	63.5%	$6,111	89%	81%	90%	82%	74%	78%
Washington	55.5%	$6,597	89%	87%	92%	85%	83%	87%
Washita	57.7%	$7,490	84%	83%	95%	81%	77%	83%
Woods	41.2%	$9,103	91%	88%	94%	88%	81%	82%
Woodward	54.4%	$6,689	85%	75%	96%	92%	78%	84%
State Summary	**52.2%**	**$7,038**	**87%**	**77%**	**91%**	**82%**	**79%**	**84%**

Indicators Displayed in Maps

Data Values for Information Presented in Maps

County	8th Grade CRT Reading Scores % Satisfactory or Above	8th Grade CRT Math Scores % Satisfactory or Above	Engligh II EOI % Satisfactory or Above	US History EOI % Satisfactory or Above	Algebra I EOI % Satisfactory or Above	Biology EOI % Satisfactory or Above	Oklahoma Public School Four-Year Dropout Rate
Adair	71%	65%	48%	57%	14%	41%	19.4%
Alfalfa	85%	83%	76%	74%	52%	67%	0.0%
Atoka	70%	65%	54%	62%	24%	41%	11.3%
Beaver	81%	87%	69%	73%	17%	58%	5.0%
Beckham	79%	81%	74%	69%	47%	56%	17.4%
Blaine	82%	69%	63%	76%	33%	62%	3.3%
Bryan	81%	84%	67%	73%	29%	51%	19.4%
Caddo	74%	74%	59%	73%	18%	38%	10.2%
Canadian	89%	83%	71%	82%	45%	52%	11.6%
Carter	84%	82%	72%	78%	40%	64%	13.6%
Cherokee	83%	73%	64%	67%	24%	50%	14.5%
Choctaw	69%	68%	65%	63%	22%	50%	10.1%
Cimarron	96%	84%	64%	78%	35%	56%	0.0%
Cleveland	89%	86%	80%	83%	40%	66%	12.9%
Coal	91%	73%	59%	75%	14%	32%	3.6%
Comanche	81%	73%	72%	67%	26%	48%	14.8%
Cotton	79%	76%	58%	31%	30%	36%	5.4%
Craig	82%	84%	66%	69%	30%	54%	11.0%
Creek	84%	75%	63%	67%	27%	42%	10.9%
Custer	81%	83%	70%	67%	35%	46%	12.8%
Delaware	76%	73%	57%	71%	15%	34%	19.0%
Dewey	79%	85%	71%	83%	26%	44%	1.4%
Ellis	76%	82%	65%	85%	32%	53%	10.0%
Garfield	88%	76%	69%	76%	32%	47%	5.5%
Garvin	84%	83%	63%	72%	28%	59%	10.9%
Grady	81%	79%	69%	68%	37%	49%	12.7%
Grant	83%	86%	74%	65%	31%	63%	1.5%
Greer	91%	76%	38%	56%	26%	24%	8.8%
Harmon	82%	79%	60%	76%	32%	58%	14.3%
Harper	79%	88%	70%	81%	27%	43%	1.6%
Haskell	73%	74%	40%	50%	15%	35%	10.2%
Hughes	67%	67%	53%	50%	11%	33%	16.2%
Jackson	84%	83%	56%	64%	38%	39%	13.2%
Jefferson	76%	87%	63%	47%	15%	28%	12.4%
Johnston	79%	73%	55%	43%	12%	31%	16.8%
Kay	86%	81%	68%	69%	39%	41%	17.5%
Kingfisher	88%	88%	70%	77%	48%	55%	5.9%
Kiowa	91%	90%	64%	65%	44%	52%	9.8%
Latimer	59%	59%	62%	64%	13%	48%	7.3%
Le Flore	80%	72%	57%	67%	24%	41%	15.8%

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Data Values for Information Presented in Maps

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County	8th Grade CRT Reading Scores % Satisfactory or Above	8th Grade CRT Math Scores % Satisfactory or Above	Engligh II EOI % Satisfactory or Above	US History EOI % Satisfactory or Above	Algebra I EOI % Satisfactory or Above	Biology EOI % Satisfactory or Above	Oklahoma Public School Four-Year Dropout Rate
Lincoln	78%	75%	63%	65%	24%	45%	6.7%
Logan	82%	85%	61%	65%	31%	36%	10.4%
Love	76%	76%	62%	66%	9%	41%	3.1%
Major	91%	86%	77%	85%	55%	61%	2.6%
Marshall	83%	68%	54%	65%	22%	36%	5.4%
Mayes	85%	75%	67%	72%	31%	56%	15.3%
McClain	83%	77%	66%	67%	24%	50%	11.0%
McCurtain	79%	76%	59%	55%	33%	47%	9.1%
McIntosh	81%	86%	60%	64%	34%	51%	15.7%
Murray	78%	69%	69%	75%	19%	38%	8.7%
Muskogee	77%	67%	61%	64%	26%	43%	9.8%
Noble	92%	89%	71%	73%	33%	47%	5.8%
Nowata	83%	71%	72%	66%	37%	42%	4.6%
Okfuskee	66%	69%	56%	60%	20%	37%	16.2%
Oklahoma	83%	78%	67%	76%	32%	52%	19.3%
Okmulgee	77%	75%	60%	59%	19%	38%	11.1%
Osage	81%	75%	52%	61%	21%	35%	11.8%
Ottawa	82%	76%	61%	67%	24%	41%	18.3%
Pawnee	81%	66%	67%	65%	39%	47%	15.1%
Payne	85%	90%	76%	83%	52%	64%	11.6%
Pittsburg	81%	75%	61%	66%	18%	41%	14.1%
Pontotoc	87%	81%	73%	73%	37%	59%	10.5%
Pottawatomie	81%	77%	64%	72%	32%	48%	18.4%
Pushmataha	79%	82%	57%	61%	19%	43%	14.9%
Roger Mills	74%	76%	70%	71%	43%	62%	9.4%
Rogers	82%	76%	72%	77%	27%	57%	14.9%
Seminole	73%	75%	54%	60%	23%	37%	13.6%
Sequoyah	81%	76%	67%	64%	25%	48%	16.1%
Stephens	80%	77%	67%	73%	31%	47%	16.5%
Texas	86%	85%	59%	73%	31%	48%	14.1%
Tillman	78%	83%	44%	70%	22%	33%	8.0%
Tulsa	82%	76%	67%	66%	35%	49%	16.8%
Wagoner	78%	69%	61%	68%	26%	39%	20.4%
Washington	83%	76%	74%	83%	32%	57%	13.6%
Washita	78%	86%	71%	72%	25%	55%	5.8%
Woods	86%	87%	79%	87%	23%	50%	6.7%
Woodward	87%	85%	68%	70%	25%	45%	12.9%
State Summary	**81%**	**76%**	**66%**	**70%**	**31%**	**49%**	**14.5%**

Indicators Displayed in Maps

Data Values for Information Presented in Maps

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County	Graduates Completeing Courses Required for Admission to College	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	76.5%	2.94	20.0	33.2%	52.4%	76.4%	36.6%
Alfalfa	83.1%	3.35	19.3	51.9%	30.0%	81.6%	50.5%
Atoka	99.3%	3.14	18.3	46.5%	42.4%	71.0%	42.4%
Beaver	93.4%	3.37	20.7	39.2%	26.6%	79.2%	41.8%
Beckham	69.1%	3.20	19.9	51.8%	33.8%	74.5%	53.4%
Blaine	69.9%	3.20	20.9	53.3%	41.0%	69.5%	43.6%
Bryan	80.6%	2.93	19.8	52.1%	36.8%	72.6%	44.2%
Caddo	66.7%	3.11	19.2	50.9%	44.9%	65.7%	38.0%
Canadian	72.9%	3.02	21.4	56.2%	32.4%	73.5%	43.6%
Carter	84.8%	3.00	20.6	51.6%	33.3%	75.0%	40.5%
Cherokee	67.4%	3.50	20.3	47.8%	41.1%	76.1%	38.3%
Choctaw	67.6%	2.85	18.2	34.2%	43.1%	61.5%	41.6%
Cimarron	95.9%	3.34	20.1	54.3%	30.3%	80.3%	41.2%
Cleveland	82.7%	3.03	21.9	54.2%	34.1%	73.0%	40.0%
Coal	48.2%	2.84	18.7	45.1%	34.0%	66.4%	41.1%
Comanche	87.9%	3.09	20.2	50.8%	37.1%	68.2%	36.2%
Cotton	94.3%	3.09	19.4	42.7%	46.7%	70.0%	41.8%
Craig	53.6%	3.04	19.8	44.8%	44.9%	76.4%	48.0%
Creek	88.4%	3.04	20.0	50.1%	38.1%	67.9%	41.4%
Custer	86.1%	3.17	20.4	59.2%	27.8%	76.6%	44.7%
Delaware	79.9%	2.92	19.3	40.5%	47.7%	76.5%	38.4%
Dewey	94.4%	3.17	20.6	56.8%	37.1%	74.8%	46.1%
Ellis	77.8%	3.19	18.9	47.3%	36.6%	59.7%	52.0%
Garfield	68.1%	3.07	21.4	49.2%	28.9%	72.1%	52.2%
Garvin	80.3%	3.02	20.3	45.9%	37.9%	69.3%	42.9%
Grady	69.8%	3.04	20.5	49.0%	34.3%	75.0%	43.0%
Grant	96.6%	3.20	20.6	62.8%	36.4%	73.3%	56.0%
Greer	85.7%	3.29	20.2	56.5%	37.5%	81.7%	36.8%
Harmon	66.7%	3.25	19.6	68.5%	29.2%	68.1%	46.1%
Harper	93.7%	3.17	19.2	55.2%	28.1%	81.5%	50.5%
Haskell	97.2%	2.89	19.8	43.7%	48.4%	72.7%	46.0%
Hughes	90.0%	3.02	19.0	52.8%	46.1%	72.8%	40.1%
Jackson	63.1%	2.97	20.2	55.1%	39.1%	79.2%	50.6%
Jefferson	60.0%	2.99	17.6	44.7%	45.7%	71.7%	37.9%
Johnston	75.2%	3.00	19.0	48.9%	50.7%	64.5%	48.0%
Kay	57.7%	3.17	21.3	53.3%	34.0%	67.1%	52.6%
Kingfisher	88.4%	3.13	20.0	57.0%	21.4%	79.5%	50.7%
Kiowa	82.3%	2.91	18.8	56.9%	37.4%	69.1%	50.5%
Latimer	59.1%	3.03	20.5	47.3%	58.5%	72.5%	56.8%
Le Flore	55.3%	2.95	20.1	42.4%	49.0%	78.4%	48.8%

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County	Graduates Completeing Courses Required for Admission to College	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	81.0%	3.13	19.6	49.8%	32.3%	70.0%	41.8%
Logan	66.9%	3.13	20.4	47.8%	31.5%	70.6%	36.2%
Love	81.1%	2.94	19.8	51.4%	40.3%	72.1%	43.6%
Major	89.2%	3.19	21.8	51.9%	20.1%	82.4%	54.3%
Marshall	81.5%	2.92	18.9	46.4%	41.9%	71.3%	41.2%
Mayes	62.0%	3.14	20.1	45.7%	40.5%	76.8%	39.1%
McClain	76.0%	3.01	19.9	50.2%	40.2%	66.2%	37.3%
McCurtain	78.7%	2.84	18.8	45.4%	34.0%	75.8%	41.4%
McIntosh	94.9%	2.80	19.5	49.3%	49.3%	70.2%	42.7%
Murray	65.0%	3.14	19.5	56.9%	35.4%	70.5%	42.6%
Muskogee	52.5%	3.02	19.6	49.7%	44.0%	73.3%	42.5%
Noble	77.7%	3.03	21.6	53.8%	25.8%	65.1%	49.2%
Nowata	76.0%	2.87	19.3	32.0%	44.1%	69.0%	50.6%
Okfuskee	79.0%	3.01	18.4	35.8%	45.5%	64.9%	30.3%
Oklahoma	79.6%	3.02	20.8	55.0%	33.1%	68.7%	37.3%
Okmulgee	78.0%	2.83	19.3	56.0%	42.6%	70.9%	40.6%
Osage	47.8%	2.98	19.5	44.8%	37.2%	65.4%	38.6%
Ottawa	74.8%	2.89	19.9	47.0%	47.7%	74.8%	46.5%
Pawnee	69.3%	3.05	20.0	54.3%	32.7%	75.9%	39.8%
Payne	79.8%	3.31	21.9	54.5%	20.0%	74.8%	48.0%
Pittsburg	63.4%	2.99	19.9	52.9%	38.2%	73.5%	46.2%
Pontotoc	86.2%	3.06	19.6	56.0%	31.6%	75.8%	44.7%
Pottawatomie	79.7%	3.00	20.4	50.6%	41.6%	73.1%	39.2%
Pushmataha	100.0%	2.82	18.9	46.5%	48.9%	66.7%	44.8%
Roger Mills	86.5%	3.29	20.5	55.7%	25.5%	77.7%	53.3%
Rogers	87.4%	2.83	21.2	51.6%	37.9%	73.4%	44.4%
Seminole	78.4%	3.06	19.2	50.7%	40.5%	71.7%	40.3%
Sequoyah	76.0%	2.90	20.3	38.1%	46.7%	77.8%	43.1%
Stephens	87.4%	3.13	20.2	54.0%	33.8%	74.3%	43.4%
Texas	80.2%	2.99	19.8	46.1%	38.9%	76.0%	41.7%
Tillman	71.6%	2.89	18.1	54.3%	42.0%	68.4%	41.6%
Tulsa	83.8%	2.95	21.2	55.7%	36.2%	72.9%	41.8%
Wagoner	70.3%	2.97	19.7	45.3%	48.3%	72.1%	38.0%
Washington	76.1%	2.97	21.7	50.6%	28.0%	76.3%	52.5%
Washita	92.4%	3.22	19.4	54.6%	38.8%	83.6%	40.7%
Woods	84.0%	3.24	20.7	57.0%	24.2%	82.8%	49.7%
Woodward	78.3%	3.20	20.2	53.8%	22.2%	75.6%	40.1%
State Summary	**77.9%**	**3.00**	**20.6**	**51.9%**	**35.9%**	**72.2%**	**42.2%**