

Oklahoma Educational Indicators Program

Profiles 2004

Background & Methodologies



Education Oversight Board

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Oklahoma Office of Juvenile Affairs
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Education Oversight Board / Office of Accountability

Don McCorkell, Chairman • Robert Buswell, Executive Director

May 10, 2005

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue “PROFILES 2004,” 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 2004” furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

“PROFILES 2004” consists of three publications, a “STATE REPORT,” a “DISTRICT REPORT,” and the “SCHOOL REPORT CARDS.” These publications are the result of a collaborative effort headed by the Office of Accountability and include data from the following sources: the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, the Office of Juvenile Affairs, a school survey administered directly by the Office of Accountability, as well as other sources.

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

Sincerely,

Don McCorkell, Chairman
Education Oversight Board

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OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

“Profiles 2004” 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 2004” consists of three components: (1) the State Report, (2) the District Report and (3) individual School Report Cards. Each component of “Profiles 2004” divides the information presented into three major reporting categories: (I) community and environment information, (II) educational program and process information, and (III) student performance information. This methodology is meant to mirror the real-world educational process. Students have a given home and community life, they attend a school with a varied make up of teachers and administrators who deliver education through different processes and programs, and finally, all of these factors come to bear on student performance.

The specific scope of each “Profiles 2004” component is as follows:

State Report: This component contains many tables, graphs, and maps, all with accompanying text, concerning state-level information for the major categories of measurement. The most recent data covers the 2003-04 school year. Wherever possible, tables and graphs will cover multiple years in order that trends may be observed. Also, national comparisons have been added based on data availability and comparability.

District Report: This component contains a two-page spread for each school district in the state and depicts indicator information in graphic and tabular form for the 2003-04 school year.

School Report Cards: This component includes a report card for each of the 1,787 individual school sites in the state. The School Report Cards include demographic and financial information about the district and specific information about the individual school site. This information includes enrollment counts, achievement test scores, community involvement, information about teachers, and other site-specific information. 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 required by state law that they distribute copies of the School Report Card to the parents.

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

- I) The Community Characteristics category includes community and contextual information. It features demographic data from the 2003-04 school year plus data from the most recent U.S. Census for persons residing within the boundaries of the school district as of April of 2000. In the District Report, communities have been placed into one of 16 groups based upon the number of students the district serves and based upon a socio-economic indicator. This grouping methodology allows districts to be compared to other districts serving similar communities, as well as to state averages in each of the three reporting sections.
- II) The District Educational Process category includes program and process information. It depicts how each school district delivers education to its students.

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

Each of the “Profiles 2004” components reports information using the same three categories and by design are directly comparable. For a comprehensive view of education in a given region of the state, one would start with the State Report, focus more closely by moving to the District Report, and then finally looking at the School Report Cards for information specific to each school within a given district. Each document reports information that is similar between the different levels of operation.

Regarding the gathering of data, the Office of Accountability is the secondary user of the majority of the information presented in the “Profiles 2004” reports. The Office of Accountability relies on agencies such as the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, and several others to supply the required information in a timely, accurate and usable fashion. The information is then combined across agencies by the Office of Accountability to generate meaningful statewide statistics regarding the educational performance of students. Consequently, the Office of Accountability does not control the methods used to collect, or the categories used to report, the majority of the data presented.

As a general rule, information is reported a year after the fact. Statistics are collected at the close of the school year, and are then verified and analyzed prior to publication. While this process is taking place, there are schools closing and others that are opening. Only those public schools that were open during the reporting period are included in the indicator reports. Finally, because most educational indicators relate to mainstream public school students, the “Profiles 2004” reports exclude information pertaining to alternative schools and special education centers (except where specifically mentioned). For these reasons, some of the statistics included may vary from those reported by the state agency/office charged with collecting the information.

When evaluating education, it is important to remember that no single 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 must be evaluated while paying attention to their interrelationship. Complicating this is the fact that people have differing views on what comprises quality education. Some feel small schools with low student-teacher ratios are most important. Others believe facilities and course offerings have the most influence; and yet, others may only be concerned with a particular test score or budgetary expenditure. Therefore, “Profiles 2004” presents a host of meaningful educational statistics, and readers are free to evaluate educational entities based on the factors they feel are most important in the educational process.

DISTRICTS INCLUDED IN THIS REPORT

There were 541 individual districts in Oklahoma during the 2003-04 school year. For this reason, the District Report has been divided into two volumes, Volume 1 reports on districts in counties Adair through Lincoln and Volume 2 reports on those in counties Logan through Woodward. The following tables display the districts in each volume alphabetically followed by the page number on which the report appears.

ALPHABETICAL LISTING OF SCHOOL DISTRICTS IN VOLUME 1 of 2

District	Page	District	Page	District	Page
ACHILLE	35	CALUMET	55	ELGIN	109
AGRA	264	CALVIN	202	ELK CITY	27
ALEX	176	CAMERON	249	ELMORE CITY-PERNELL	168
ALLEN-BOWDEN	124	CANEY	17	ENID	163
ALTUS	208	CANTON	31	ERICK	28
AMBER-POCASSET	177	CARNEGIE	46	FANSHAWE	250
ANADARKO	43	CARNEY	265	FARGO	157
ARAPAHO	139	CASHION	233	FARRIS	18
ARDMORE	64	CAVE SPRINGS	2	FELT	93
ARKOMA	247	CEMENT	47	FLETCHER	110
ARNETT	156	CHANDLER	266	FLOWER MOUND	111
ATOKA	16	CHATTANOOGA	108	FORGAN	25
BALKO	23	CHEROKEE	14	FORT COBB-BROXTON	49
BANNER	54	CHICKASHA	179	FORT TOWSON	86
BEAVER	24	CHISHOLM	160	FOX	66
BELL	1	CLEORA	144	FRIEND	180
BENNINGTON	36	CLINTON	141	GAGE	158
BIG PASTURE	116	COALGATE	102	GARBER	164
BINGER-ONEY	44	COLBERT	39	GEARY	32
BISHOP	106	COLCORD	145	GERONIMO	112
BLACKWELL	225	COLEMAN	218	GOODLAND	87
BLAIR	209	COTTONWOOD	103	GRACEMONT	50
BLUEJACKET	119	COVINGTON-DOUGLAS	161	GRAND VIEW	74
BOISE CITY	92	CYRIL	48	GRANITE	192
BOKOSHE	248	DAHLONEGAH	3	GRANT	88
BOONE-APACHE	45	DARLINGTON	56	GREASY	4
BOSWELL	85	DAVENPORT	267	GROVE	146
BRAMAN	226	DEER CREEK-LAMONT	188	GYPSY	128
BRIDGE CREEK	178	DEPEW	126	HARMONY	19
BRIGGS	73	DICKSON	65	HEALDTON	67
BRISTOW	125	DOVER	234	HEAVENER	251
BUFFALO	195	DRUMMOND	162	HENNESSEY	235
BUFFALO VALLEY	243	DRUMRIGHT	127	HINTON	51
BURLINGTON	13	DUKE	210	HOBART	239
BUTLER	140	DURANT	40	HODGEN	252
CACHE	107	DUSTIN	203	HOLDENVILLE	204
CADDO	37	EL RENO	57	HOLLIS	194
CALERA	38	ELDORADO	211	HOWE	253

District	Page	District	Page	District	Page
HUGO	89	MOORE	98	SHADY GROVE	81
HULBERT	75	MOSELEY	151	SHADY POINT	259
HYDRO-EAKLY	52	MOSS	205	SHATTUCK	159
INDIAHOMA	113	MOUNDS	134	SILO	42
JAY	147	MTN. VIEW-GOTEBO	241	SKELLY	8
KANSAS	148	MUSTANG	59	SNYDER	242
KAW CITY	227	NAVAJO	212	SOPER	90
KELLYVILLE	129	NEWKIRK	229	SPIRO	260
KENWOOD	149	NINNEKAH	183	SPRINGER	70
KEOTA	197	NOBLE	99	STERLING	115
KETCHUM	120	NORMAN	100	STIGLER	200
KEYES	94	NORWOOD	79	STILWELL	9
KEYS	76	OAKS-MISSION	152	STRATFORD	173
KIEFER	130	OILTON	135	STRINGTOWN	21
KILDARE	228	OKARCHE	238	STROUD	270
KINGFISHER	236	OKEENE	33	STUART	206
KINTA	198	OLIVE	136	SWINK	91
KREMLIN-HILLSDALE	165	OLNEY	104	TAHLEQUAH	82
LANE	20	OLUSTEE	213	TALIHINA	261
LAVERNE	196	PANAMA	256	TALOGA	154
LAWTON	114	PANOLA	244	TEMPLE	117
LE FLORE	254	PAOLI	171	TENKILLER	83
LEACH	150	PAULS VALLEY	172	TERRAL	216
LEXINGTON	96	PEAVINE	6	THOMAS-FAY-CUSTER	142
LINDSAY	169	PECKHAM	230	TIMBERLAKE	15
LITTLE AXE	97	PEGGS	80	TISHOMINGO	223
LOMEGA	237	PIEDMONT	60	TONKAWA	232
LONE GROVE	68	PIONEER	184	TUPELO	105
LONE STAR	131	PIONEER-PLSNT. VALE	166	TURPIN	26
LONE WOLF	240	PLAINVIEW	69	TUSHKA	22
LOOKEBA SICKLES	53	PLAINVIEW	95	TUTTLE	186
LOST CITY	77	POCOLA	257	UNION CITY	62
LOWREY	78	PONCA CITY	231	VERDEN	187
MANGUM	193	POND CREEK-HUNTER	190	VICI	155
MANNFORD	132	POTEAU	258	VINITA	121
MANNSVILLE	219	PRAGUE	269	WAKITA	191
MAPLE	58	PRETTY WATER	137	WALTERS	118
MARYETTA	5	RAVIA	222	WAPANUCKA	224
MAYSVILLE	170	RED OAK	245	WATONGA	34
McCURTAIN	199	RINGLING	214	WATTS	10
MEDFORD	189	RIVERSIDE	61	WAUKOMIS	167
MEEKER	268	ROBIN HILL	101	WAURIKA	217
MERRITT	29	ROCK CREEK	41	WEATHERFORD	143
MIDDLEBERG	181	ROCKY MOUNTAIN	7	WELCH	122
MILBURN	220	RUSH SPRINGS	185	WELLSTON	271
MILFAY	133	RYAN	215	WESTVILLE	11
MILL CREEK	221	SAPULPA	138	WETUMKA	207
MINCO	182	SAYRE	30	WHITE OAK	123
MONROE	255	SEILING	153	WHITE ROCK	272

District	Page	District	Page	District	Page
WHITEBEAD	174	WILSON	71	YUKON	63
WHITEFIELD	201	WISTER	263	ZANEIS	72
WHITESBORO	262	WOODALL	84	ZION	12
WILBURTON	246	WYNNEWOOD	175		

ALPHABETICAL LISTING OF SCHOOL DISTRICTS IN VOLUME 2 of 2

District	Page	District	Page	District	Page
ADA	419	CENTRAL	476	FORT GIBSON	327
ADAIR	287	CENTRAL HIGH	487	FORT SUPPLY	538
AFTON	387	CHECOTAH	317	FOYIL	457
ALBION	442	CHELSEA	455	FREDERICK	504
ALINE-CLEO	281	CHEYENNE	449	FREEDOM	536
ALLEN	420	CHOCTAW/NICOMA PK.	351	FRINK-CHAMBERS	407
ALVA	535	CHOUTEAU-MAZIE	288	FRONTIER	337
ANDERSON	375	CIMARRON	282	GANS	477
ANTLERS	443	CLAREMORE	456	GLENCOE	399
ASHER	428	CLAYTON	444	GLENPOOL	511
AVANT	376	CLEVELAND	395	GLOVER	307
BARNSDALL	377	COLLINSVILLE	510	GOODWELL	494
BARTLESVILLE	526	COMANCHE	488	GORE	478
BATTIEST	302	COMMERCE	388	GRAHAM	345
BEARDEN	343	COPAN	528	GRANDFIELD	505
BEGGS	365	CORDELL	532	GRANDVIEW	491
BELFONTE	474	COWETA	522	GREENVILLE	277
BERRYHILL	507	COYLE	273	GROVE	432
BETHANY	350	CRESCENT	274	GUTHRIE	275
BETHEL	429	CROOKED OAK	352	GUYMON	495
BILLINGS	336	CROWDER	406	HAILEYVILLE	408
BIXBY	508	CRUTCHO	353	HAMMON	450
BLANCHARD	295	CUSHING	398	HANNA	319
BOLEY	344	DALE	430	HARDESTY	496
BOWLEGS	463	DAVIDSON	503	HARRAH	356
BOWRING	378	DAVIS	323	HARTSHORNE	409
BOYNTON-MOTON	325	DEER CREEK	354	HASKELL	328
BRAGGS	326	DENISON	304	HAWORTH	308
BRAY-DOYLE	486	DEWAR	366	HAYWOOD	410
BROKEN ARROW	509	DEWEY	529	HENRYETTA	367
BROKEN BOW	303	DIBBLE	297	HILLDALE	329
BRUSHY	475	DUNCAN	489	HOLLY CREEK	309
BURNS FLAT-DILL CITY	530	EAGLETOWN	305	HOMINY	379
BUTNER	464	EARLSBORO	431	HOOKER	497
BYARS	296	EDMOND	355	IDABEL	310
BYNG	421	EMPIRE	490	INDIANOLA	411
CANADIAN	405	EUFAULA	318	INOLA	458
CANEY VALLEY	527	FAIRLAND	389	JENKS	512
CANUTE	531	FAIRVIEW	283	JENNINGS	396
CATOOSA	454	FOREST GROVE	306	JONES	357

District	Page	District	Page	District	Page
JUSTICE	465	OKMULGEE	370	SPERRY	519
JUSTUS-TIAWAH	459	OKTAHA	331	STIDHAM	322
KEYSTONE	513	OOLOGAH-TALALA	460	STILLWATER	403
KINGSTON	285	OPTIMA	498	STONEWALL	426
KIOWA	412	OSAGE	290	STRAIGHT	499
KONAWA	466	OSAGE HILLS	381	STROTHER	471
KREBS	413	OWASSO	516	SULPHUR	324
LATTA	422	PADEN	348	SWEETWATER	453
LEEDEY	451	PAWHUSKA	382	TANNEHILL	418
LEONARD	514	PAWNEE	397	TECUMSEH	440
LIBERTY	368	PERKINS-TRYON	401	TEXHOMA	500
LIBERTY	479	PERRY	339	THACKERVILLE	279
LIBERTY	515	PICHER-CARDIN	391	TIPTON	506
LOCUST GROVE	289	PICKETT-CENTER	424	TOM	313
LUKFATA	311	PITTSBURG	415	TULSA	520
LUTHER	358	PLEASANT GROVE	437	TURKEY FORD	393
MACOMB	433	PLEASANT GROVE	468	TURNER	280
MADILL	286	PORTER CONSOL.	524	TUSKAHOMA	448
MARBLE CITY	480	PORUM	332	TWIN HILLS	373
MARIETTA	278	PRESTON	371	TYRONE	501
MARLOW	492	PRUE	383	UNION	521
MASON	346	PRYOR	291	VALLIANT	314
MAUD	434	PURCELL	299	VANOSS	427
McALESTER	414	PUTNAM CITY	363	VARNUM	472
McCORD	380	QUAPAW	392	VELMA-ALMA	493
McLISH (Closed)	423	QUINTON	416	VERDIGRIS	462
McLOUD	435	RATTAN	447	VIAN	485
MIAMI	390	REYDON	452	WAGONER	525
MIDWAY	320	RINGWOOD	284	WAINWRIGHT	333
MWC-DEL CITY	359	RIPLEY	402	WANETTE	441
MILLWOOD	360	ROFF	425	WARNER	334
MOFFETT	481	ROLAND	483	WASHINGTON	300
MOORELAND	539	RYAL	321	WASHITA HEIGHTS	534
MORRIS	369	S ROCK CREEK	438	WATSON	315
MORRISON	338	SALINA	292	WAYNE	301
MOYERS	445	SALLISAW	484	WAYNOKA	537
MULDROW	482	SAND SPRINGS	517	WEBBERS FALLS	335
MULHALL-ORLANDO	276	SASAKWA	469	WELEETKA	349
MUSKOGEE	330	SAVANNA	417	WESTERN HEIGHTS	364
NASHOBA	446	SCHULTER	372	WEWOKA	473
NEW LIMA	467	SEMINOLE	470	WICKLIFFE	294
NEWCASTLE	298	SENTINEL	533	WILSON	374
NORTH ROCK CREEK	436	SEQUOYAH	461	WOODLAND	385
NOWATA	340	SHARON-MUTUAL	540	WOODWARD	541
OAK GROVE	400	SHAWNEE	439	WRIGHT CITY	316
OAKDALE	361	SHIDLER	384	WYANDOTTE	394
OKAY	523	SKIATOOK	518	WYNONA	386
OKEMAH	347	SMITHVILLE	312	YALE	404
OKLAHOMA CITY	362	SOUTH COFFEYVILLE	342	YARBROUGH	502
OKLAHOMA UNION	341	SPAVINAW	293		

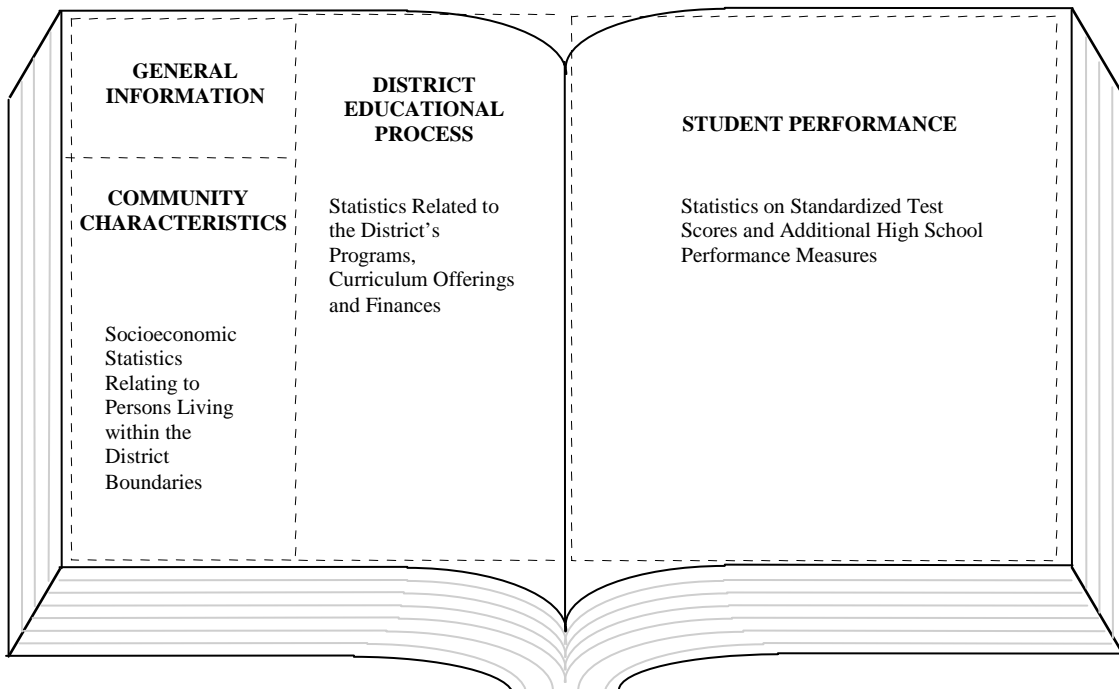
THE DISTRICT REPORT LAYOUT

The information presented in the “Profiles 2004 District Report” is divided into three major reporting categories: (1) Community Characteristics, (2) District Educational Process, and (3) Student Performance. Each of these categories represent a column of information on each school district’s report (see diagram below).

The first column has two parts. The first offers general information that identifies the district and gives the information required to contact the Superintendent. The second part, labeled Community Characteristics provides a statistical sketch of the featured district’s community. This information has been obtained primarily from the 2000 census and has been specifically tabulated on those persons who live within the school district boundaries. Included is information about the educational attainment of adults, average household income, and other socioeconomic indicators.

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

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

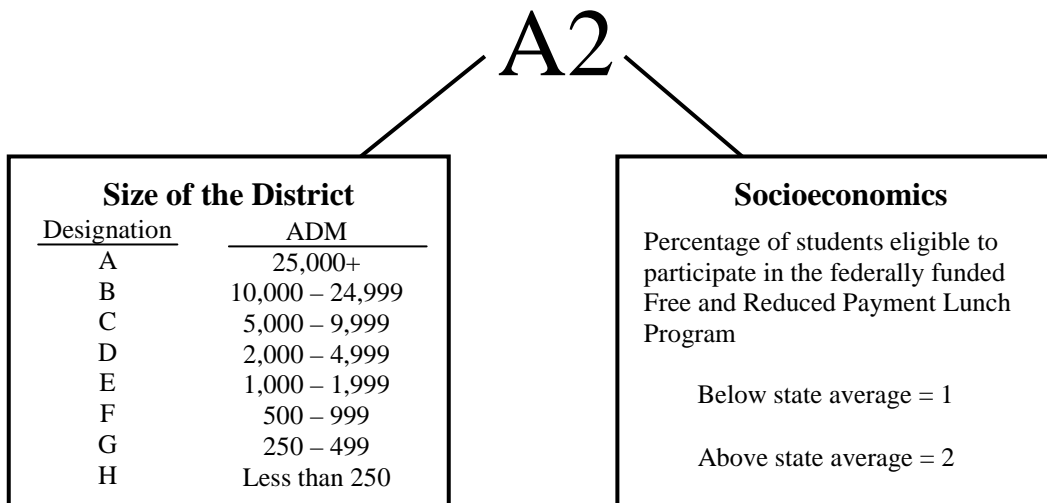


COMMUNITY GROUPING MODEL

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

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

The model breaks the state’s 541 districts into “district communities” which are categorized with a letter designation of A through H based upon district ADM (see listing below) and a numeric designation of 1 or 2 based upon the percentage of students eligible to participate in the Free and Reduced Payment Lunch Program. District communities with eligibility percentages above the state average (higher poverty) are given the designation of 2 while the remaining districts are given the designation of 1. This combination of letters and numbers yields 16 community group designations, A1 through H2.



The “Profiles 2004 District Report,” in most cases, reports an indicator for the featured district and gives two comparative statistics, Community Group Average and State Average. The Community Group Average is the average of all the districts in a given community group (districts serving similar communities). For a listing of districts within each group, see Appendix B “Index by Community Group.”

EXPLANATION OF TERMS AND DATA

General Information

District Name

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

County Name

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

Superintendent's Name, Address & Telephone Number

Information needed to contact the Superintendent of the featured district.

Community Characteristics [2000 census data except where noted]

Much of the information presented in this section is based on persons living within each school district's boundaries and was collected during the 2000 census. A few districts have been annexed or consolidated since the data was originally tabulated. The data for consolidated districts has been re-distributed to the districts receiving their students. For those districts that consolidated with multiple districts, the re-distribution of data was based on what percentage of the consolidating district's average daily membership (ADM) transferred to each of the receiving districts.

Community Group

See explanation on Page xvii.

Ethnic Makeup

Ethnic makeup of the district as determined through the district's 2003 Fall Enrollment count, based on all sites including alternative and special education centers. [State Department of Education (SDE)]

Average Property Valuation per Student

Total assessed value of property within the boundaries of the district in 2004 divided by the district average daily membership (ADM), or average enrollment, for 2004. These figures were supplied on February 3, 2005 and were current as of that date. [SDE]

Students Eligible for Free or Reduced Lunch

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

District Population

The number of residents living within the boundaries of the district in April of 2000.

Poverty Rate

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

Unemployment Rate

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

Single-Parent Families

The percentage of family households with children headed by a single parent, plus non-family households with children, expressed as a percentage of all households with children as of April 2000.

Average Household Income

The average income of the households within the district. The figures are based on wages earned by all working members of the household in 1999.

Highest Educational Level for Adults

The percentage of the population age 25 and older having attained various levels of education as of April 2000.

1st- 3rd Graders in need of Reading Remediation

This represents the percentage of 1st through 3rd grade students who have been assessed as not reading at grade level during the 2003-04 school year. The information was reported in the "Reading Sufficiency Act Report" published by the State Department of Education. Districts administered approved reading assessment instruments and reported the results to the State Department of Education by site and grade. The rate was calculated by taking the number of students not reading at grade level in 1st through 3rd grades and dividing it by 1st through 3rd grade fall enrollment. [SDE]

Parents attending at least One Parent-Teacher Conference

The principals' estimation of what percentage of the school's 2003-04 students had at least one parent or guardian attend a minimum of one parent-teacher conference. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A]

Average Number of Days Absent per Student

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

Mobility Rate (Incoming Students)

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

Suspensions of 10 Days or Less

Principals were surveyed about the number of suspensions at their school during the 2003-04 school year with a duration of 10 days or less. This number was then aggregated to the district-level and expressed as a ratio of district enrollment (2003 Fall Enrollment excluding non-graded

students). Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A]

Suspensions of More than 10 Days

Principals were surveyed about the number of suspensions at their school during the 2003-04 school year with a duration of more than 10 days. This number was then aggregated to the district-level and expressed as a ratio of district enrollment (2003 Fall Enrollment excluding non-graded students). Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A]

Juveniles Charged

The juvenile statistics are based on criminal offenses only. This number refers to those juveniles charged with an offense in school year 2003-04, who reported that they attended one of the schools in the district, expressed as a ratio of district enrollment (2003 Fall Enrollment excluding non-graded students). For the purposes of generating statewide averages, schools with no information reported were assumed to have no juveniles charged with an offense in 2003-04. On the District Report these districts were listed as "None Reported." Alternative and special education centers are not included in the tabulation of data. [Office of Juvenile Affairs (OJA)]

Offenses per Juvenile Charged

The juvenile statistics are based on criminal offenses only. The average number of offenses committed by each of the charged juveniles who reported that they attended one of the schools in the district during 2003-04. Excludes alternative and special education centers. [OJA]

The Number of Those Charged Who were Alleged Gang Members

The number of juvenile offenders in 2003-04 whom reported that they attended one of the schools in the district and were deemed to have gang affiliation. Excludes alternative and special education centers. [OJA]

Symbol Key

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

ADM = Average Daily Membership (average enrollment)

FTE = Full-Time Equivalent

NA = Not Applicable

** = Data protected by privacy laws

FTR = School/District Failed to Respond to Office of Accountability Survey with usable data

DNA = Data Not Available

RM = Revised Methodology

District Educational Process [State Department of Education (2003-04) except where noted]

All of the statistics in this section are based on the 1,769 schools included in the “Profiles 2004” report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions.

Grade Organization, Area, and Enrollment

The grades offered by the district and the number of school sites open during the 2003-04 school year. The area of the district in square miles and student density expressed in students per square mile is also displayed in this section.

2002/2003 Average Daily Membership (ADM)

The average number of students on the school roster throughout the 2002-2003 school year. Also referred to as average enrollment. ADM is not reported at the site-level, therefore, alternative and special education centers cannot be isolated for removal from the count. ADM includes all sites.

2003/2004 Average Daily Membership (ADM)

The average number of students on the school roster throughout the 2003-2004 school year. Also referred to as average enrollment. ADM is not reported at the site level, therefore, alternative and special education centers cannot be isolated for removal from the count. ADM includes all sites.

Change in ADM from 02/03 to 03/04

The numeric and percentage change in average daily membership between the 2002-03 school year and the 2003-04 school year.

Students in Gifted and Talented

The number of students identified as Gifted and Talented divided by the district ADM.

Students in Special Education

The number of students in Special Education Programs divided by the district ADM.

Regular Classroom Teachers

Regular Classroom Teachers are counted based on the percentage of the day they spend in the classroom and their contract length. In order to account for part-time positions, teachers are counted in full time equivalents (FTEs). Teaching principals were assumed to contribute half of their time to classroom teaching (counted as 0.5 teacher FTE). This count excludes the time teachers spend teaching at alternative and special education centers.

Students per Regular Classroom Teacher

District ADM (excluding non-graded students) divided by total Regular Classroom Teacher FTEs for the district.

Average Salary (w/ Fringe) of Regular Classroom Teachers

Teacher salaries are allocated to school sites based on the percentage of time spent at each school site (the majority of teachers in the state spend 100% of their time at one school site). The total of all salaries paid to regular classroom teachers in the district are then divided by total regular

classroom teacher FTEs in the district to obtain the average salary per regular classroom teacher FTE. These figures include fringe benefits, but exclude extra duty pay.

Regular Classroom Teachers with Advanced Degree(s)

The percentage of regular classroom teachers in the district with a college degree beyond a bachelors degree. This calculation is weighted by teacher FTE.

Average Years of Experience for Regular Classroom Teachers

The district average is determined by weighting the average years of experience by the FTE for each regular classroom teacher in the district.

Special Education Teachers

Special Education teachers are counted based on the percentage of the day they spend in the classroom and their contract length. In order to account for part-time positions, teachers are counted in full time equivalents (FTEs). This count excludes the time Special Education teachers spend teaching at alternative and special education centers.

Other Professional Staff

Number of non-classroom certified staff (FTE). Includes Curriculum Consultant, Instructional Specialist, Counselor, Librarian, Nurse, Psychologist, Psychometrist, Occupational Therapist, Physical Therapist and persons identified as site-based Supervisors, Consultants, Directors. (Also see School and District Administrators below).

Teacher Assistants

Number of non-certified support staff (FTE) classified as Teaching Assistants. Teaching Assistant FTE's are calculated based on 1,440 classroom hours per year (8 hours X 180 school days).

School and District Administrators

Number of Superintendents, Assistant Superintendents, non-teaching Principals, non-teaching Assistant Principals and persons identified as district-wide Supervisors, Consultants or Directors (FTE). Teaching Principals and teaching Assistant Principals were designated as contributing 0.5 FTE toward administration.

Average Salary of Administrators

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

Teachers per Administrator

Teacher FTE (regular classroom and special education) for the district divided by the Administrator FTE for the district.

District Revenue (ALL FUNDS)

There are many different "Funds" in which a school district may deposit revenue and from which it may make expenditures. "Profiles 2004" reports revenues and expenditures using "ALL FUNDS." The three basic sources of school district revenue in the state of Oklahoma are: Local & County, State, and Federal. (See Appendix C in this report and the "Profiles 2004 State Report" for a further description of district finances).

District Expenditures (ALL FUNDS)

There are many different “Funds” in which a school district may deposit revenue and from which it may make expenditures. “Profiles 2004” reports revenues and expenditures using “ALL FUNDS.” ALL FUNDS excludes three fund categories: Bond Fund, Trust & Agency Fund and General Long Term Debt Fund. Also, note that Debt Service, which is the major component of the Sinking Fund, has been accounted for separately to not adversely affect expenditure percentages in other areas. The expenditures are reported two ways. First, expenditures in each category are reported as a percentage of the total expenditures and second as the actual dollars spent per ADM (See Appendix C in this report and the “Profiles 2004 State Report” for a further description of district finances).

Average 2003-04 HS Curriculum

Oklahoma high schools must offer a minimum of 34 units per year including: 4 units of language arts, 4 units of science, 4 units of math, 4 units of social studies, 2 units of fine arts, 2 units of languages, and 14 units of other electives. This curriculum table looks at only 20 of the 34 units. These 20 units are in the six core areas noted above. A more detailed explanation of course offerings can be found in the “Profiles 2004 State Report.” This information is based on those high school sites covered in the “Profiles 2004” report series, which offer 10th grade, and above. For districts with junior high schools, the 9th grade course offerings of each junior high were added to the course offerings for each high school in the district. For districts with multiple high school sites, the number posted reflects the average number of courses offered in each subject area. However, for districts with 9th – 10th grade centers and 11th – 12th grade centers, the course offerings were summed at the district level.

Student Performance

All of the statistics in this section are based on the 1,769 schools included in the “Profiles 2004” report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions. Also unless otherwise noted, the Profiles 2004 series of reports will only report the performance of Regular Education – Non-High Mobility students. “Regular Education” students equate to rank and file classroom students and Non-High Mobility students have attended the same school for at least one year.

The Stanford 9 Achievement Test

The Stanford 9 is a Norm-Referenced Test (NRT) and the scores shown are National Percentile Ranks (NPRs). Only the Math and Reading portion of the 3rd grade Stanford 9 was administered for the 2003-04 school year. The scores posted in “Profiles 2004” only include the results of “Regular Education – Non-High Mobility” students. [SDE]

Oklahoma Core Curriculum Tests

Results are graphed for the 5th and 8th grade Oklahoma Core Curriculum tests, also referred to as the Criterion-Referenced Tests (CRT). Results are shown as the percentage of students scoring at, or above, the “Satisfactory” level set by the State Board of Education. The scores posted in “Profiles 2004” only include the results of “Regular Education – Non-High Mobility” students. [SDE]

High School End-of-Instruction Tests

The High School End-of-Instruction (EOI) tests are administered to students as they complete English II, U.S. History, Algebra I and Biology I. The tests measure how well each student has mastered the course content as outlined in the Priority Academic Student Skills (PASS) curriculum. Results are shown as the percentage of students scoring at, or above, the “Satisfactory” level set by the State Board of Education. The scores posted in “Profiles 2004” only include the results of “Regular Education – Non-High Mobility” students. [SDE]

Dropout Rate

The Oklahoma dropout rate is calculated on 9th through 12th graders that are under the age of 19. Rates are calculated by dividing the number of dropouts at a site/district during the school year by 9th through 12th grade fall enrollment for that site/district. In previous Profiles reports the reporting cycle started in September and only 3 quarters were reported. Starting with Profiles 2002, the reporting cycle ran from October through September and all four quarters are now reported. [SDE]

Graduation Rate

This rate is computed by dividing the number of 2003-04 graduates in a district by the 9th grade ADM four years earlier (2000-2001). Because Oklahoma does not have a statewide student information system that would facilitate studies of student migration, the graduation rate could be understated or overstated for any given school district. This fact should be considered in an evaluation of district performance in reference to this indicator. This number is required to be reported under current state law. [SDE]

Average GPA of HS Seniors

Principals at each high school in the state were requested to report the average Grade Point Average (GPA) for their senior class. All comparative numbers (averages) are based solely on information submitted by high schools responding to the Office of Accountability survey. A weighted average based on 2003-04 12th graders was used for all comparative averages and for districts with multiple high school sites. Schools not responding to the survey were not included in this calculation. [O of A]

Career-Tech Occupationally-Specific Program Participation Rate

This refers to the percent of the senior class that had ever enrolled in an occupationally-specific Career-Tech program during their high school career. The classes were followed for a four-year period. This number is the senior class Career-Tech enrollments divided by total members of the senior class. The Career-Tech performance measures are a three-year average based on the graduating classes of 2001 through 2003. This information is based on those high school sites covered in the “Profiles 2004” reports, which offer 12th grade. A more detailed explanation of the methodology used can be obtained from the Office of Accountability. [Department of Career and Technology Education (Career-Tech)]

Career-Tech Occupationally-Specific Program Completion Rate

This rate is based on Occupationally-Specific Program (OSP) completers as a percentage of OSP enrollments. Completers are students who have completed one or more of the competencies required for the program. The Career-Tech performance measures are a three-year average based on the graduating classes of 2001 through 2003. The classes were followed for a four-year period. This information is based on those high school sites covered in the “Profiles 2004” reports, which offer 12th grade. A more detailed explanation of the methodology used can be obtained from the Office of Accountability. [Career-Tech]

ACT Participation Rate

Members of the Graduating Class of 2004 that have participated in the American College Testing (ACT) program divided by 2003-04 high school graduates. [Oklahoma State Regents for Higher Education (OSRHE)]

Average ACT Score

The average ACT score of all 2003-04 high school graduates in the district having taken the ACT any time during their high school career. The ACT is scored on a scale of 1 to 36. A weighted average based on the number of students who took the ACT was used for districts with multiple high school sites. [OSRHE]

High School Graduates Completing Regents’ College-Bound Curriculum

Principals were asked to report the number of 2003-04 high school graduates having completed the 15 units required for admission to Oklahoma public colleges and universities. This number was then divided by the district’s 2003-04 graduates. Schools not responding to the Office of Accountability survey were not included in the calculation. [O of A]

Out-of-State College-Going Rate

Principals were asked to report the number of 2003-04 high school graduates who were planning to attend out-of-state colleges. This number was then divided by the district’s 2003-04 graduates.

Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A]

Oklahoma College-Going Rate

The average number of graduates from the district attending an Oklahoma public college or university during the last three years. The rate used is referred to as the “Linear Rate” because it only includes those students who went directly from high school to college. A three-year running average is used in order to most accurately represent the college-going trends of students from smaller districts. Students included in this calculation were freshmen in the fall of 2001, 2002, or 2003. [OSRHE]

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

The percentage of Oklahoma public college freshmen from each district who, during their freshman year, were required to take at least one remedial course in Math, English, Science, or Reading, before beginning college-level coursework in these areas. This calculation is also a three-year running average. Students included in this calculation were freshmen in the fall of 2001, 2002, or 2003. [OSRHE]

Oklahoma College Freshmen with GPA of 2.0 or Above

The percentage of Oklahoma public college freshmen from each district who achieved a GPA of 2.0 or greater during their first semester in college. This calculation is also a three-year running average. Students included in this calculation were freshmen in the fall of 2001, 2002, or 2003. [OSRHE]

Oklahoma College Completion Rate

The college completion rate was calculated on students who enrolled for the fall semester after their graduation from high school and who were degree-seeking at that time. These students were then given three years to complete an associate’s degree and six years to complete a bachelor’s degree. The rate is based on a three-year running average, which means that some of the students involved in the study may have graduated from an Oklahoma high school as much as nine years ago. This calculation is based on students who were freshmen in the fall of 1995, 1996, or 1997. Because some high schools may have closed since this time, the rate includes only those students who graduated from a high school that was still open during the 2002-03 school year. [OSRHE]

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APPENDIX C

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

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

- 2) **STUDENT SUPPORT** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - STUDENTS (2100)
 - Attendance and Social Work Services
 - Guidance Services
 - Health Services
 - Psychological 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
 - 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 (5000 Series)

PRIVATE, NON-PROFIT SCHOOLS (5500)

OTHER USES (7000 Series)

SCHOLARSHIPS (7100)

STUDENT AID (7200)

STAFF AWARDS (7300)

WORKER'S COMPENSATION CLAIMS (7400)

TORT LIABILITY CLAIMS (7500)

MEDICAL CARE CLAIMS (7600)

FLEX BENEFITS (7700)

LONG-TERM DISABILITY CLAIMS (7800)

OTHER USES (7900)

REPAYMENT (8000 Series)

RESTRICTED FUNDS (state / federal) (8100)

OTHER REFUNDS (8900)