

# Oklahoma Educational Indicators Program

## Profiles 2009

### Background & Methodologies



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Oklahoma State Regents for Higher Education  
Oklahoma Department of Career & Technology Education  
Oklahoma Office of Juvenile Affairs  
Oklahoma Tax Commission  
All Oklahoma Public Schools





## *Education Oversight Board / Office of Accountability*

*Susan Field, Chairman • Robert Buswell, Executive Director*

May 24, 2010

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue “PROFILES 2009,” 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 2009” furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

“PROFILES 2009” 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, Oklahoma Tax Commission, 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,

A handwritten signature in cursive script that reads "Susan Field".

Susan Field  
Education Oversight Board



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# OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

“Profiles 2009” 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 2009” consists of three components: (1) the State Report, (2) the District Report and (3) individual School Report Cards. Each component of “Profiles 2009” 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 2009” 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 2008-09 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 2008-09 school year.

**School Report Cards:** This component includes 1,708 individual school report cards. The 2009 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 2008-09 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 2009” 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 2009” 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, the Oklahoma Office of Juvenile Affairs, the Oklahoma Tax Commission, and several others to supply the required information in a timely, accurate and usable fashion. The information is then combined across agencies by the 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 2009” 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 2009” 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 534 individual districts in Oklahoma during the 2008-09 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	CALVIN	199	ELK CITY	27
AGRA	261	CAMERON	246	ELMORE CITY-PERNELL	165
ALEX	173	CANEY	17	ENID	160
ALLEN-BOWDEN	122	CANTON	31	ERICK	28
ALTUS	205	CARNEGIE	46	FANSHAWE	247
AMBER-POCASSET	174	CARNEY	262	FARGO	154
ANADARKO	43	CASHION	230	FARRIS	18
ARAPAHO-BUTLER	137	CAVE SPRINGS	2	FELT	92
ARDMORE	64	CEMENT	47	FLETCHER	108
ARKOMA	244	CHANDLER	263	FLOWER MOUND	109
ARNETT	153	CHATTANOOGA	106	FORGAN	25
ATOKA	16	CHEROKEE	14	FORT COBB-BROXTON	49
BALKO	23	CHICKASHA	176	FORT TOWSON	85
BANNER	54	CHISHOLM	157	FOX	66
BEAVER	24	CLEORA	141	FRIEND	177
BELL	1	CLINTON	138	GAGE	155
BENNINGTON	36	COALGATE	101	GARBER	161
BIG PASTURE	114	COLBERT	39	GEARY	32
BINGER-ONEY	44	COLCORD	142	GERONIMO	110
BISHOP	104	COLEMAN	215	GOODLAND	86
BLACKWELL	222	COTTONWOOD	102	GRACEMONT	50
BLAIR	206	COVINGTON-DOUGLAS	158	GRAND VIEW	74
BLUEJACKET	117	CYRIL	48	GRANITE	189
BOISE CITY	91	DAHLONEGAH	3	GRANT	87
BOKOSHE	245	DARLINGTON	56	GREASY	4
BOONE-APACHE	45	DAVENPORT	264	GROVE	143
BOSWELL	84	DEER CREEK-LAMONT	185	GYPSY	126
BRAMAN	223	DEPEW	124	HARMONY	19
BRIDGE CREEK	175	DICKSON	65	HEALDTON	67
BRIGGS	73	DOVER	231	HEAVENER	248
BRISTOW	123	DRUMMOND	159	HENNESSEY	232
BUFFALO	192	DRUMRIGHT	125	HINTON	51
BUFFALO VALLEY	240	DUKE	207	HOBART	236
BURLINGTON	13	DURANT	40	HODGEN	249
CACHE	105	DUSTIN	200	HOLDENVILLE	201
CADDO	37	EL RENO	57	HOLLIS	191
CALERA	38	ELDORADO	208	HOWE	250
CALUMET	55	ELGIN	107	HUGO	88

<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>
HULBERT	75	MOSS	202	SILO	42
HYDRO-EAKLY	52	MOUNDS	132	SKELLY	8
INDIAHOMA	111	MOUNTAIN VIEW-GOTEBO	238	SNYDER	239
JAY	144	MUSTANG	59	SOPER	89
KANSAS	145	NAVAJO	209	SPIRO	257
KAW CITY (Closed)	224	NEWKIRK	226	SPRINGER	70
KELLYVILLE	127	NINNEKAH	180	STERLING	113
KENWOOD	146	NOBLE	98	STIGLER	197
KEOTA	194	NORMAN	99	STILWELL	9
KETCHUM	118	NORWOOD	78	STRATFORD	170
KEYES	93	OAKS-MISSION	149	STRINGTOWN	21
KEYS	76	OILTON	133	STROUD	267
KIEFER	128	OKARCHE	235	STUART	203
KILDARE	225	OKEENE	33	SWINK	90
KINGFISHER	233	OLIVE	134	TAHLEQUAH	81
KINTA	195	OLUSTEE	210	TALIHINA	258
KREMLIN-HILLSDALE	162	PANAMA	253	TALOGA	151
LANE	20	PANOLA	241	TEMPLE	115
LAVERNE	193	PAOLI	168	TENKILLER	82
LAWTON	112	PAULS VALLEY	169	TERRAL	213
LEACH	147	PEAVINE	6	THOMAS-FAY-CUSTER	139
LeFLORE	251	PECKHAM	227	TIMBERLAKE	15
LEXINGTON	95	PEGGS	79	TISHOMINGO	220
LINDSAY	166	PIEDMONT	60	TONKAWA	229
LITTLE AXE	96	PIONEER	181	TUPELO	103
LOMEGA	234	PIONEER-PLEASANT VALE	163	TURPIN	26
LONE GROVE	68	PLAINVIEW	69	TUSHKA	22
LONE STAR	129	PLAINVIEW	94	TUTTLE	183
LONE WOLF	237	POCOLA	254	UNION CITY	62
LOOKEBA SICKLES	53	PONCA CITY	228	VERDEN	184
LOWREY	77	POND CREEK-HUNTER	187	VICI	152
MANGUM	190	POTEAU	255	VINITA	119
MANNFORD	130	PRAGUE	266	WAKITA	188
MANNSVILLE	216	PRETTY WATER	135	WALTERS	116
MAPLE	58	RAVIA	219	WAPANUCKA	221
MARYETTA	5	RED OAK	242	WATONGA	34
MAYSVILLE	167	RINGLING	211	WATTS	10
McCURTAIN	196	RIVERSIDE	61	WAUKOMIS	164
MEDFORD	186	ROBIN HILL	100	WAURIKA	214
MEEKER	265	ROCK CREEK	41	WEATHERFORD	140
MERRITT	29	ROCKY MOUNTAIN	7	WELCH	120
MIDDLEBERG	178	RUSH SPRINGS	182	WELLSTON	268
MILBURN	217	RYAN	212	WESTVILLE	11
MILFAY	131	SAPULPA	136	WETUMKA	204
MILL CREEK	218	SAYRE	30	WHITE OAK	121
MINCO	179	SEILING	150	WHITE ROCK	269
MONROE	252	SHADY GROVE	80	WHITEBEAD	171
MOORE	97	SHADY POINT	256	WHITEFIELD	198
MOSELEY	148	SHATTUCK	156	WHITESBORO	259

<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>
WILBURTON	243	WOODALL	83	ZANEIS	72
WILSON	71	WYNNEWOOD	172	ZION	12
WISTER	260	YUKON	63		

## ALPHABETICAL LISTING OF SCHOOL DISTRICTS IN VOLUME 2 of 2

<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>
ADA	414	CENTRAL HIGH	481	FOYIL	451
ADAIR	284	CHECOTAH	313	FREDERICK	498
AFTON	382	CHELSEA	449	FREEDOM	529
ALBION	436	CHEYENNE	443	FRINK-CHAMBERS	402
ALINE-CLEO	278	CHOCTAW/NICOMA PARK	347	FRONTIER	333
ALLEN	415	CHOUTEAU-MAZIE	285	GANS	471
ALVA	528	CIMARRON	279	GLENCOE	394
ANDERSON	370	CLAREMORE	450	GLENPOOL	505
ANTLERS	437	CLAYTON	438	GLOVER	304
ASHER	422	CLEVELAND	390	GOODWELL	488
AVANT	371	COLLINSVILLE	504	GORE	472
BARNSDALL	372	COMANCHE	482	GRAHAM	341
BARTLESVILLE	519	COMMERCE	383	GRANDFIELD	499
BATTIEST	299	COPAN	521	GRANDVIEW	485
BEARDEN	339	CORDELL	525	GREENVILLE	274
BEGGS	361	COWETA	515	GROVE	426
BELFONTE	468	COYLE	270	GUTHRIE	272
BERRYHILL	501	CRESCENT	271	GUYMON	489
BETHANY	346	CROOKED OAK	348	HAILEYVILLE	403
BETHEL	423	CROWDER	401	HAMMON	444
BILLINGS	332	CRUTCHO	349	HANNA	315
BIXBY	502	CUSHING	393	HARDESTY	490
BLANCHARD	292	DALE	424	HARRAH	352
BOLEY	340	DAVIDSON	497	HARTSHORNE	404
BOWLEGS	457	DAVIS	319	HASKELL	324
BOWRING	373	DEER CREEK	350	HAWORTH	305
BOYNTON-MOTON	321	DENISON	301	HAYWOOD	405
BRAGGS	322	DEWAR	362	HENRYETTA	363
BRAY-DOYLE	480	DEWEY	522	HILLDALE	325
BROKEN ARROW	503	DIBBLE	294	HOLLY CREEK	306
BROKEN BOW	300	DUNCAN	483	HOMINY	374
BRUSHY	469	EAGLETOWN	302	HOOKER	491
BURNS FLAT-DILL CITY	523	EARLSBORO	425	IDABEL	307
BUTNER	458	EDMOND	351	INDIANOLA	406
BYARS	293	EMPIRE	484	INOLA	452
BYNG	416	EUFAULA	314	JENKS	506
CANADIAN	400	FAIRLAND	384	JENNINGS	391
CANEY VALLEY	520	FAIRVIEW	280	JONES	353
CANUTE	524	FOREST GROVE	303	JUSTICE	459
CATOOSA	448	FORT GIBSON	323	JUSTUS-TIAWAH	453
CENTRAL	470	FORT SUPPLY	531	KEYSTONE	507

<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>
KINGSTON	282	OSAGE	287	STILLWATER	398
KIOWA	407	OSAGE HILLS	376	STONEWALL	420
KONAWA	460	OWASSO	509	STRAIGHT	493
KREBS	408	PADEN	344	STROTHER	465
LATTA	417	PAWHUSKA	377	SULPHUR	320
LEEDEY	445	PAWNEE	392	SWEETWATER	447
LIBERTY	473	PERKINS-TRYON	396	TANNEHILL	413
LIBERTY	508	PERRY	335	TECUMSEH	434
LOCUST GROVE	286	PICHER-CARDIN (Closed)	386	TEXHOMA	494
LUKFATA	308	PICKETT-CENTER	418	THACKERVILLE	276
LUTHER	354	PITTSBURG	410	TIPTON	500
MACOMB	427	PLEASANT GROVE	431	TULSA	513
MADILL	283	PLEASANT GROVE	462	TURKEY FORD	388
MARBLE CITY	474	PORTER CONSOLIDATED	517	TURNER	277
MARIETTA	275	PORUM	328	TUSKAHOMA	442
MARLOW	486	PRESTON	366	TWIN HILLS	368
MASON	342	PRUE	378	TYRONE	495
MAUD	428	PRYOR	288	UNION	514
McALESTER	409	PURCELL	296	VALLIANT	310
McCORD	375	PUTNAM CITY	359	VANOSS	421
McLOUD	429	QUAPAW	387	VARNUM	466
MIAMI	385	QUINTON	411	VELMA-ALMA	487
MIDWAY	316	RATTAN	441	VERDIGRIS	456
MIDWEST CITY-DEL CITY	355	REYDON	446	VIAN	479
MILLWOOD	356	RINGWOOD	281	WAGONER	518
MOFFETT	475	RIPLEY	397	WAINWRIGHT	329
MOORELAND	532	ROFF	419	WANETTE	435
MORRIS	364	ROLAND	477	WARNER	330
MORRISON	334	RYAL	317	WASHINGTON	297
MOYERS	439	SALINA	289	WASHITA HEIGHTS	527
MULDROW	476	SALLISAW	478	WATSON	311
MULHALL-ORLANDO	273	SAND SPRINGS	510	WAYNE	298
MUSKOGEE	326	SASAKWA	463	WAYNOKA	530
NASHOBA	440	SAVANNA	412	WEBBERS FALLS	331
NEW LIMA	461	SCHULTER	367	WELEETKA	345
NEWCASTLE	295	SEMINOLE	464	WESTERN HEIGHTS	360
NORTH ROCK CREEK	430	SENTINEL	526	WEWOKA	467
NOWATA	336	SEQUOYAH	455	WICKLIFFE	291
OAK GROVE	395	SHARON-MUTUAL	533	WILSON	369
OAKDALE	357	SHAWNEE	432	WOODLAND	380
OKAY	516	SHIDLER	379	WOODWARD	534
OKEMAH	343	SKIATOOK	511	WRIGHT CITY	312
OKLAHOMA CITY	358	SMITHVILLE	309	WYANDOTTE	389
OKLAHOMA UNION	337	SOUTH COFFEYVILLE	338	WYNONA	381
OKMULGEE	365	SOUTH ROCK CREEK	433	YALE	399
OKTAHA	327	SPAVINAW	290	YARBROUGH	496
OOLOGAH-TALALA	454	SPERRY	512		
OPTIMA	492	STIDHAM	318		

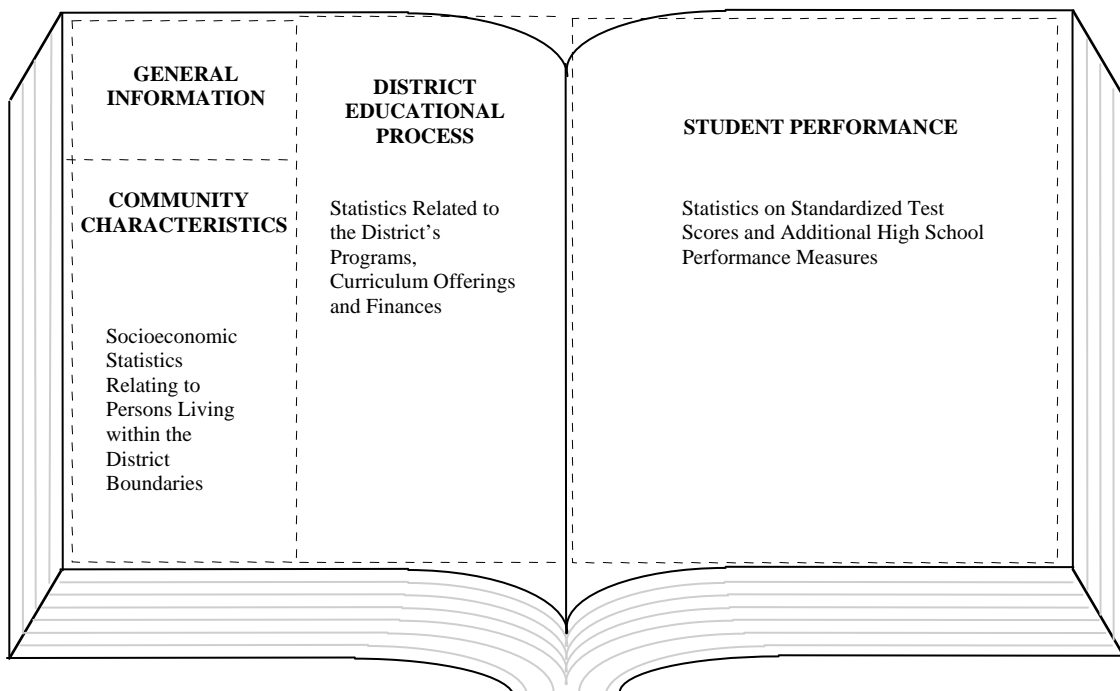
# THE DISTRICT REPORT LAYOUT

The information presented in the “Profiles 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.





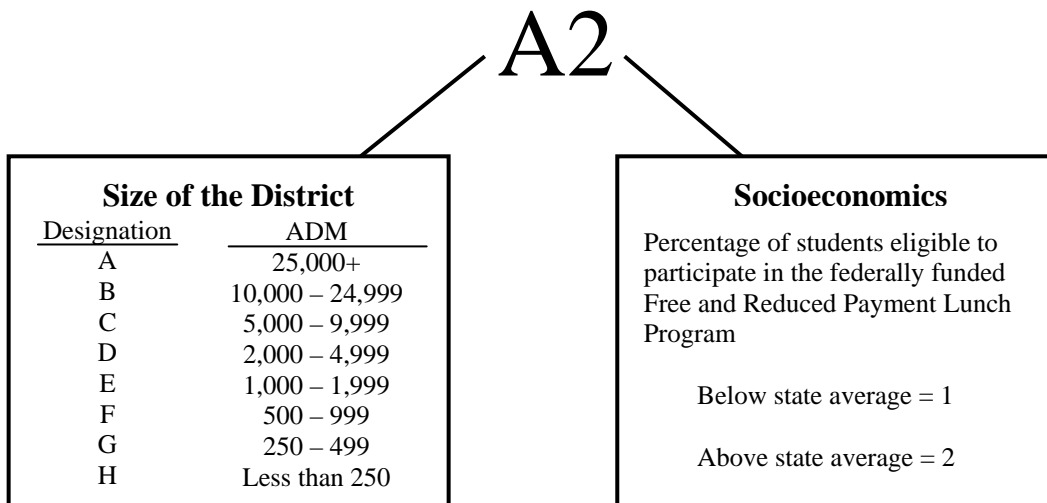


# COMMUNITY GROUPING MODEL

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



The “Profiles 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.

### **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 Fall Enrollment count, based on all sites including alternative and special education centers. [State Department of Education (SDE)]

### **Average Property Valuation per Student**

Total assessed value of property within the boundaries of the district divided by the average daily membership (ADM), or average enrollment, for 2009. These figures were supplied in December, 2009 and were current as of that date. [Oklahoma Tax Commission / SDE]

### **Students Eligible for Free or Reduced Lunch**

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

### **District Population**

The number of residents living within the boundaries of the district 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.

### **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.

### **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.

### **Highest Educational Level for Adults**

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

### **1<sup>st</sup>- 3<sup>rd</sup> Graders Receiving Reading Remediation**

This represents the percentage of 1<sup>st</sup> through 3<sup>rd</sup> grade students who were on reading remediation programs during the school year. The information was reported in the “Reading Sufficiency Act Report” published by the State Department of Education. Districts administered approved reading assessment instruments and reported the results to the State Department of Education by site and grade. The rate was calculated by taking the number of students on reading remediation program in 1<sup>st</sup> through 3<sup>rd</sup> grades and dividing it by 1<sup>st</sup> through 3<sup>rd</sup> grade fall enrollment. [SDE]

### **Average Number of Days Absent per Student**

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

### **Mobility Rate (Incoming Students)**

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

### **Suspensions of 10 Days or Less**

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

### **Suspensions of More than 10 Days**

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

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

### **Volunteer Hours per Student**

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

### **Parents attending at least One Parent-Teacher Conference**

The principals' estimation of what percentage of the students had at least one parent or guardian attend a minimum of one parent-teacher conference. Schools not responding to the 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 from September of 2008 to August of 2009, who reported that they attended one of the schools in the district, expressed as a ratio of fall enrollment to juvenile offenders. For the purposes of generating statewide averages, schools with no information reported were assumed to have no juveniles charged with an offense. On the District Report these districts were listed as "None Reported." Alternative and special education centers are not included in the tabulation of data. [Office of Juvenile Affairs (OJA) / SDE]

### **Offenses per Juvenile Charged**

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

### **The Number of Those Charged Who were Alleged Gang Members**

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

### **Symbol Key**

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

ADM = Average Daily Membership (average enrollment)

FTE = Full-Time Equivalent

NA = Not Applicable

\*\* = Data protected by privacy laws

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

DNA = Data Not Available

RM = Revised Methodology

## **District Educational Process** [State Department of Education (2008-09) except where noted]

All of the statistics in this section are based on the 1,779 schools included in the “Profiles 2009” report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions.

### **Grade Organization, Area, and Enrollment**

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

### **2007/2008 Average Daily Membership (ADM)**

The average number of students on the school roster throughout the 2007-2008 school year. Also referred to as average enrollment. ADM includes all sites.

### **2008/2009 Average Daily Membership (ADM)**

The average number of students on the school roster throughout the 2008-2009 school year. Also referred to as average enrollment. ADM includes all sites.

### **Change in ADM from 2007/2008 to 2008/2009**

The numeric and percentage change in average daily membership between the 2007-08 school year and the 2008-09 school year.

### **Students Identified as Gifted and Talented**

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

### **Students in Special Education**

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

### **Non-Special Ed. Teachers (FTEs)**

Non-Special Ed. Teachers (job code = 210 or 213 except program code = 240 or 241) are counted based upon the percentage of the day they spend in the classroom and their contract length in order to calculate their Full Time Equivalent (FTE). This count excludes the time teachers spend teaching at alternative and special education centers.

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

Teacher salaries are allocated to school sites based upon the percentage of time spent at each school site (the majority of teachers in the state spend 100% of their time at one school site). Co-op teachers were the only exception, as their time was only considered at the district level and was fully attributed to the district that submitted their records. The total of all salaries paid to non-special education teachers are then divided by total non-special education teacher FTEs to obtain the average salary per non-special education teacher FTE. These figures include fringe benefits, but exclude extra duty pay.

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

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

### **Average Years of Experience for Non-Special Ed. Teachers**

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

### **Special Education Teachers (FTEs)**

Special Education Teachers (job code = 210 or 213 AND program code = 240 or 241) are counted based upon the percentage of the day they spend in the classroom and their contract length in order to calculate their Full Time Equivalent (FTE). This count excludes the time Special Education teachers spend teaching at alternative and special education centers.

### **Counselors (FTEs)**

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

### **Other Certified Professional Staff (FTEs)**

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

### **School and District Administrators (FTEs)**

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

### **Average Salary of Administrators**

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

### **Teachers per Administrator**

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

### **District Revenue (ALL FUNDS)**

There are many different "Funds" in which a school district may deposit revenue and from which it may make expenditures. "Profiles 2009" 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 2009 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 2009" reports revenues and expenditures using "ALL FUNDS." ALL FUNDS excludes Trust & Agency Fund and Bond Fund. Also, note that Debt Service, which is the major component of the Sinking Fund, has been accounted for separately to not adversely affect expenditure percentages in other areas. The expenditures are reported 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 2009 State Report” for a further description of district finances).

### **Average HS Curriculum**

Oklahoma high schools must offer a minimum of 38 units or courses per year although four units may be offered on a two year alternating plan. These courses may be broken down into the following six core areas plus electives: language arts, science, math, social studies, arts, and foreign languages or computer technology. This curriculum table looks at only the six core areas noted above. A more detailed explanation of course offerings can be found in the “Profiles 2009 State Report.” This information is based on those high school sites covered in the “Profiles 2009” report series, which offer 10th grade, and above. For districts with junior high schools, the 9<sup>th</sup> 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 9<sup>th</sup> – 10<sup>th</sup> grade centers and 11<sup>th</sup> – 12<sup>th</sup> grade centers, the course offerings were summed at the district level.



## **Student Performance**

All of the statistics in this section are based on the 1,779 schools included in the “Profiles 2009” report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions.

### **Oklahoma Core Curriculum Tests**

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

### **End-of-Instruction Tests**

The End-of-Instruction (EOI) tests are administered to students as they complete Algebra I, English II, U.S. History, Biology I, Algebra II, Geometry and English III. The tests measure how well each student has mastered the course content as outlined in the 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 only include the results for “Regular Education – Full Academic Year” students. The results include the scores from alternative sites. [SDE]

### **4-Year Dropout Rate**

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

### **Senior Graduation Rate**

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

### **Average GPA of HS Seniors**

Principals at each high school in the state were requested to report the average Grade Point Average (GPA) for their senior class. All comparative numbers (averages) are based solely on information submitted by high schools responding to the Office of Accountability survey. A weighted average based on 12<sup>th</sup> 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 2006 through 2008. This information is based on those high school sites covered in the “Profiles 2009” reports, which offer 12<sup>th</sup> 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) / SDE]

### **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 2006 through 2008. The classes were followed for a four-year period. This information is based on those high school sites covered in the “Profiles 2009” reports, which offer 12<sup>th</sup> grade. A more detailed explanation of the methodology used can be obtained from the Office of Accountability. [Career-Tech / SDE]

### **Average ACT Score**

The average ACT score of all 2008-09 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 2008-09 high school graduates having completed the 15 units required for admission to Oklahoma public colleges and universities. This number was then divided by the number of 2008-09 graduates. Schools not responding to the Office of Accountability survey were not included in the calculation. [O of A / SDE]

### **Out-of-State College-Going Rate**

Principals were asked to report the number of 2008-09 high school graduates who were planning to attend out-of-state colleges. This number was then divided by the number of 2008-09 graduates. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A / SDE]

### **Oklahoma College-Going Rate**

The average number of graduates from the district attending an Oklahoma public college or university during the last three years. The rate used is referred to as the “Linear Rate” because it only includes those students who went directly from high school to college. A three-year running average is used in order to most accurately represent the college-going trends of students from smaller districts. Students included in this calculation were freshmen in the fall of 2005, 2006, or 2007. [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 2006, 2007, or 2008. [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 2005, 2006, or 2007. [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 1999, 2000, or 2001. 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 2008-09 school year. [OSRHE]



# **APPENDIX A**

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# **APPENDIX C**

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

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



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WORKER'S COMPENSATION CLAIMS (7400)

TORT LIABILITY CLAIMS (7500)

MEDICAL CARE CLAIMS (7600)

FLEX BENEFITS (7700)

LONG-TERM DISABILITY (LTD) CLAIMS (7800)

OTHER USES (7900)