



Oklahoma Educational Indicators Program



Profiles 2000 State Report



Family & Community Setting . Educational Process . Student Performance

Oklahoma Educational Indicators Program

Profiles 2000 State Report



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All Oklahoma Public Schools

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April 1, 2001

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue “PROFILES 2000,” 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 2000” furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

“PROFILES 2000” 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 Secretary of Education, 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,

- signed -

T.D. Churchwell, Chairman
Education Oversight Board

- signed -

Floyd Coppedge
Chief Executive Officer

EXECUTIVE SUMMARY

INTRODUCTION

When evaluating education, it is important to remember that no single score, ratio, or measurement can quantify the academic soundness of a state, district, school, or student. Therefore, “Profiles 2000” presents a host of relevant educational statistics, and readers are free to evaluate educational entities based on those factors they feel are most important in the educational process.

COMMUNITY CHARACTERISTICS

The average community characteristics for districts within the state are as follows: average population of districts, 5,862; population density per square mile, 41; household income, \$24,088; percent of population living below poverty level, 17%; per student valuation of property, \$23,789; percent of population over age 55, 22%; unemployment rate, 7%; percent of children living in single parent homes, 23%; percent of 15-19 year old females who are mothers without high school diplomas, 8%. The following apply to criminally referred juvenile offenders: in 1999-2000, there was one out of every 56.0 public school students who were charged with a crime through the juvenile justice system (11,111 offenders statewide). Each offender was charged with an average of 1.9 criminal offenses (21,318 statewide) and 249 of the offenders statewide were alleged gang members (2.2% of offenders). The following is a break down of Oklahoma public school enrollment by ethnic group: Caucasian, 66%; Black, 11%; Asian, 1%; Hispanic, 5%; and Native American, 16%. The educational attainment of the state’s population in 1990 was as follows: college degree, 23%; some college, 22%; high school diploma, 30%; less than a high school diploma, 25%.

DISTRICT EDUCATIONAL PROCESS

The “Profiles 2000” series reports on 544 individual Oklahoma school districts and 1,792 conventional school sites: 1,019 elementary schools, 309 middle schools/junior highs and 464 senior highs. Total ADM in 1999-2000 was 623,054, a decrease of 746 students from the 1998-99 school year. This represented a decrease of 0.1%. The 1999-2000 statewide enrollment was a 7.7% increase over the enrollment 10 years earlier. There is also a rapid decline in ADM from 9th through 12th grade. During the 1999-2000 school year, 12th grade ADM was 10,760 students lower than 9th grade ADM that same year. This dramatic decrease in enrollment between 9th and 12th grade is not a single year occurrence.

During the 1999-2000 school year, 75,624 Oklahoma students (12%) qualified for the Gifted/Talented program; 82,999 (13%) Oklahoma students qualified for the special education program; 300,273 (48.2%) Oklahoma students were eligible for the Free or Reduced-Pay Lunch Program.

Statewide, the number of regular classroom teachers increased by 275 FTEs for the 1999-2000 school year (35,761 in 1998-99 to 36,036 in 1999-2000), with ADM (excluding non-graded students) decreasing by 661 students (620,961 in 1998-99 compared to 620,300 in 1999-2000). The statewide gross student/teacher ratio for regular classroom teachers in 1999-2000 was 17.2 students per teacher. The average salary of teachers for the 1999-2000 school year was \$31,015, an increase of \$164 from the previous year (\$30,851 in 1998-99) and 30% held an advanced degree. Regular classroom teachers averaged 12.2 years of experience. There were 4,072 Special Education Teachers, each possessed 11.4 years of experience and earned \$32,681 on average. There were 20.4 students identified as needing "Special Education" per special education teacher in the state.

The 1999-2000 school year saw a 30% decrease in the number of administrators from the previous year. In 1999-2000 there were 2,111 administrator FTEs at the 544 districts, a decrease of 887 FTEs over the 1998-99 school year count of 2,998 administrator FTEs. There were 3.9 administrators per school district and each received an average of \$54,035, an increase of \$810, or 1.5% over last year. Although the number of administrators dropped dramatically, the number of teachers that they oversaw did not. On average, each supervised 17 teacher FTEs in 1999-2000, an increase of four teacher FTEs per administrator over the 1998-99 school year. Each possessed 21 years of experience.

The Office of Accountability used a school site questionnaire to obtain data that were not available through other sources and 84% of principals responded to the survey. On average, 67.3% of students statewide had one or more parents attend a parent-teacher conference; 68.4% of 1st graders had some type of pre-K instruction; one out of every 17 students statewide was suspended for 10 days or less; for more than 10 days, the average was one out of every 143 students. Of principals at sites offering 5th, 8th, or 11th grade, 97% said that they made use of the CRT results. Ninety eight percent (98%) felt that it was important to determine their school's performance relative to that of the state and 95% felt that it was important to be able to compare their students' performance relative to their national counterparts. Eighty three percent (83%) of districts responded that they tested students in grades other than those required by the state testing program. The survey also collects high school GPA information from schools statewide. The GPA of the Oklahoma high school seniors was 3.0, 8.0% were planning to attend out-of-state colleges and 67.0% had completed the 15 units required by Oklahoma public colleges and universities.

Looking at school funding, the largest portion is provided by the State at 57.2% (\$1.9 billion), followed by Local & County with 32.8% (\$1.2 billion), and Federal funds that provide 10.0% (\$356 million) (Figure 14). However, these sources have changed considerably over the last 20 to 30 years. State Appropriated funding has increased substantially over the last 27 years. This is important, given the fact that local boards, and the communities they serve, ultimately decide whether state funds are being spent effectively within their districts.

District expenditures by the percent spent in each area are as follows: Instruction, 56.6%; Student Support, 5.9%; Instructional Support, 3.1%; District Administration, 3.6%; School Administration, 5.4%; District Support, 17.7%; Other, 8.1%; and Debt Service, 6.0% of all other expenditures combined. Statewide total expenditures from ALL FUNDS were \$3.5 billion, which includes debt service. The expenditure per student was \$5,636 using ALL FUNDS, an increase of \$289 over last year.

STUDENT PERFORMANCE

The Oklahoma Core Curriculum Test is a criterion-referenced test (CRT) which is used by the Oklahoma School Testing Program to evaluate students in grades 5, 8, and 11. The testing cost the state \$23 million to administer in 1999-2000. The program tested 126,423 students which cost roughly \$182 per student tested. The Oklahoma criterion referenced tests are more than 100 times as expensive as the NRTs that were phased out during the overhaul of the Oklahoma School Testing Program Act.

The Oklahoma Core Curriculum Test results were as follows. For the 5th grade, the percentage of students scoring satisfactory or above was: Science, 82%; Mathematics, 85%; Reading, 76%; Writing, 96%; US Hist./Const./Gov., 70%; Geography, 68%; and Arts, 58%. For the 8th grade, the percentage of students scoring satisfactory or above were: Science, 87%; Mathematics, 71%; Reading, 77%; Writing, 99%; US Hist./Const./Gov., 64%; Geography, 47%; and Arts, 50%. For the 11th grade, only Geography was tested. The percentage of students scoring satisfactory or above was 50%. Results by race and gender showed that minority students scored substantially lower than whites, except for Asian students who outperformed white students.

Just as students are expected to perform at a minimum level of competency, schools should also be able to achieve a minimum level of performance. In an attempt to evaluate schools' overall performance in preparing students for the Core Curriculum Tests, the Secretary of Education and Education Oversight Board chose "70% of students achieving a score of Satisfactory or above" as a logical minimum performance benchmark for schools to achieve. Figures 25 and 26 display schools' overall performance in preparing students in the Priority Academic Student Skills as measured by the Oklahoma Core Curriculum Tests. These figures show the number of schools that have 70% or more of their students scoring "Satisfactory or above" on the Core Curriculum Tests by grade and number of subject areas

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education. Oklahoma's 8th grader's score of 152 was the fifth highest score in the nation. Of the 35 states that participated in the testing program, six states scored higher than Oklahoma and 28 scored lower. Of the 39 states tested in 4th grade reading, Oklahoma's score of 220 was the seventh highest score. Ten states scored higher than Oklahoma and 28 states scored lower. Looking at the 8th grade reading results, Oklahoma's score of 265 was the seventh highest score of the 36 states tested, with nine states scoring better than Oklahoma, two scoring the same, and 24

scoring lower. The results for the 2000 NAEP test were not available for publication in this document.

Oklahoma's single year dropout rates was 5.2% (grades 9 through 12), and increase of 0.1 percentage points from last year. The national dropout rate based on a similar group was 3.8% in 1998-99. Dropouts varied greatly by race and gender in Oklahoma. Black males had the greatest student loss between grades 9 and 12 with 40%. Asian males had the least with 0% of students being lost during the high school grades. Oklahoma's graduation rate was 74.3%, a decrease of one-tenth of a percentage point from 1998-99. The national-level graduation rate based on a similar methodology was 67.0% for 1999-2000.

ACT information showed that at the Oklahoma public high schools included in this series of reports, 24,250 members of the Graduating Class of 2000 took the ACT or 64.5% of graduates. The composite score was 20.9, an increase of two-tenths of a standard score from 1998-99. Looking at the ACT scores by race, for those ethnic groups that struggle nationally, Oklahoma's students in most of those same groups fare better than their national counterparts. ACT scores by race for the last five years shows that the African American students lag significantly behind their counterparts in the state.

The 1999-2000 school year saw a 25% increase in the number of high schools across the state participating in at least one national AP exam: 187 high schools compared to 150 in 1998-99. Statewide, there were 2,882 public school seniors who had participated in the AP testing program in 1999-2000. This represents 7.2% of the seniors that year. The 2,882 seniors took 6,309 AP tests that year and 61.3% received a score of three or above. Only 37% of public schools in Oklahoma participated in the AP program compared to 60% of public schools nationally.

Information provided by the Oklahoma Department of Career and Technology Education showed that 40.1% of students enroll in an occupationally-specific Career-Tech program sometime during their high school career (44,947 Career-Tech enrollers divided by 111,994 members of the seniors class (3-year average)). Of those who enrolled in a Career-Tech occupationally-specific program, 82.8%, or 37,196, completed one or more of the competencies required for the program.

Based on a three-year average, 51.8% of the state's public high school graduates went directly to a public college in Oklahoma, 37.5% of Oklahoma public high school graduates took at least one remedial course during their freshmen year in an Oklahoma public institution of higher education, 72.9% of freshman had a GPA of 2.0 or above during the first semester and 34.3% of college students who graduated from an Oklahoma public high school completed a college degree.

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OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

“Profiles 2000” is the fulfillment of the reporting requirement of the Oklahoma Educational Indicators Program. The Oklahoma Educational Indicators Program was established in May of 1989 with the passage of Senate Bill 183 (SB 183), also known as the Oklahoma School Testing Program Act. It was codified as Section 1210.531 of Title 70 in the Oklahoma statutes. In this action, the State Board of Education was instructed to "develop and implement a system of measures whereby the performance of public schools and school districts will be assessed and reported without undue reliance upon any single type of indicator, and whereby the public, including students and parents, may be made aware of: the proper meaning and use of any tests administered under the Oklahoma School Testing Program Act, relative accomplishments of the public schools, and of progress being achieved." Also, "the Oklahoma Educational Indicators Program shall present information for comparisons of graduation rates, dropout rates, pupil-teacher ratios, and test results in the context of socioeconomic status and the finances of school districts."

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

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

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

INTRODUCTION

METHODOLOGY

“Profiles 2000” consists of three components: (1) the State Report; (2) the District Report and (3) individual School Report Cards. Each component of “Profiles 2000” 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 2000” component is as follows:

State Report

This component contains tables, graphs, and maps, all with accompanying text, concerning state-level information for major categories of measurement. The most recent data covers the 1999-2000 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 presents a wealth of educational data in both graphic and tabular form for the 1999-2000 school year.

School Report Cards

This component includes a report card for each of the 1,792 individual school sites in the State. The School Report Cards include demographic information about the district and specific information about the individual school site. This information includes enrollment counts, achievement test scores, information about teachers, and other site-specific information. Each report card also contains space for comments from the school principal. The principal is encouraged to provide information such as scores for any standardized testing conducted beyond the requirements of state law, highlights of a mission or policy that is unique to the school, and recognition of special programs or student and staff achievements. Once the principal has added his or her comments, it is their responsibility to distribute copies of the School Report Card to parents and other interested parties in the community.

Three Reporting Categories

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

Community Characteristics

The Community Characteristics category includes community and contextual information. It features demographic data for persons residing within the boundaries of the school district as of April of 1990. In the District Report, communities have been placed into groups based on socioeconomic factors and the number of students the district serves. This grouping methodology allows districts to be compared to other districts serving similar communities, as well as to state averages.

Educational Process

The Educational Process category includes educational program and process information. It depicts how each school or district delivers education to its students.

Student Performance

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

Each of the “Profiles 2000” components reports information using the same three categories and by design are directly comparable. For a comprehensive view of education in a given area, one would start with the State Report, move to the District Report, and then look at School Report Cards for schools within a given district. Each document reports similar information for the various levels of operation.

DATA GATHERING

Regarding the gathering of data, the Office of Accountability is the secondary user of the majority of the information presented. It 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. Consequently, the Office of Accountability does not control the methods used to collect, nor the categories used to report, the majority of the data presented. The Office works diligently with these agencies to see that the data used is without errors. At the same time, it is also the Office of Accountability’s policy not to change numbers received from other agencies without their expressed permission. On rare occasions a number may appear unreasonable when viewed in the context of other numbers presented in this report series. However, the Office of Accountability is bound to this in that it is the most reliable data currently collected regarding Oklahoma public education.

As a general rule, information is reported a year after the fact. A range of information is recorded all throughout the school year. The different agencies involved then begin to collect, and/or compile, this information at the close of the school year. This process continues through the beginning of the

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

While this data gathering process is taking place, there are schools closing and others opening. Only those public schools that were open during the reporting period are included in the Profiles reports. Finally, because most educational indicators relate to mainstream public school students, the “Profiles 2000” reports exclude information pertaining to alternative schools and special education centers (except where specifically mentioned). As a result, some of the state and/or district-level statistics may vary from those reported by the state agency/office charged with collecting the information.

CONSIDERATIONS WHEN USING THE DATA

When evaluating education, it is important to remember that no single score, ratio, or measurement can quantify the academic soundness of a state, district, school, or student. The various factors that contribute to the educational process are interrelated and must be evaluated accordingly. Complicating this is the fact that people have differing views on what comprises quality education. Some feel small schools with low student-teacher ratios are most important. Others believe facilities and course offerings have the most influence; and yet, others may only be concerned with a particular test score or budgetary expenditure. Therefore, “Profiles 2000” presents a host of relevant educational statistics, and readers are free to evaluate educational entities based on those factors they feel are most important in the educational process.

MAPS

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

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

I. COMMUNITY CHARACTERISTICS

CONTEXT

The first reporting category of “Profiles 2000” is the “Community Characteristics” section which provides a statistical sketch of the community in which the educational process is taking place. School districts are an extension of the community they serve and local control is a hallmark of common education in Oklahoma. Local voters affect conditions in the classroom through their support of bond issues and tax levies. Local school board members must ultimately answer to voters in the community. In addition, district policies are always under the scrutiny of parents in the community. Furthermore, community values influence student motivation and performance. Schools and their communities are so tightly interwoven that it is inappropriate, if not impossible, to evaluate education without considering the community in which it takes place.

In recent decades, it has become an expectation that schools will help students overcome adverse socioeconomic conditions that may exist within the family or community. Schools are expected to give students the foundation they need to prosper. When evaluating education, it is vital to remember that it is an uneven playing field upon which schools begin their mission. To properly measure the academic progress that a school or district has made with its students, one must keep in perspective where the students began. Establishing school district context is the purpose of the “Community Characteristics” section of “Profiles 2000.”

The information presented in the “Community Characteristics” section has an interesting origin. The majority of the information was gathered during the 1990 census and represents all persons who resided within the boundaries of the school district at that time. The Census Bureau gave states like Oklahoma (where district boundaries do not align with county or municipal boundaries) a once-in-a-lifetime opportunity. They agreed to tabulate census information based upon the actual school district boundaries. This district-level information was released in 1994-95 and, for the first time ever, reliable demographic data were available at the school district level. A number of districts have consolidated since this information was originally tabulated. The census data for closed districts has been added to the census data for the district(s) receiving the students.

Although more current data projections exist at the state and county level, the census data is still considered to be the most consistent and complete available at the school district level. Because the projections are based on samples, and due to the amount of re-apportioning that would be required to generate data at the school district level, the numbers derived would be no more than an approximation of the current conditions within a given district.

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

Figure 1

State Averages for Community Characteristics

<u>Community Characteristic</u>	<u>State Average</u>
District Population (number of residents 1990)	5,862
Population Density per Square Mile (1990/1999-2000)	41
Household Income (1990)	\$24,088
Population Living Below Poverty Level (1990)	17%
Per Student Valuation of Property (1999-2000)	\$23,789
Population Over Age 55 (1990)	22%
Unemployment Rate (1990)	7%
Single-Parent Families (1990) (varies from numbers calculated using county data)	23%
15- to 19-Year-Old Females who are Mothers w/o HS Diplomas (1990)	8%

Juvenile Offenders: In Oklahoma in 1999-2000, one out of every 56.0 public school students were charged with a crime through the juvenile justice system (11,111 offenders statewide). Each offender was charged with an average of 1.9 criminal offenses (21,318 statewide) and 249 of the offenders statewide were alleged gang members (2.2% of offenders).

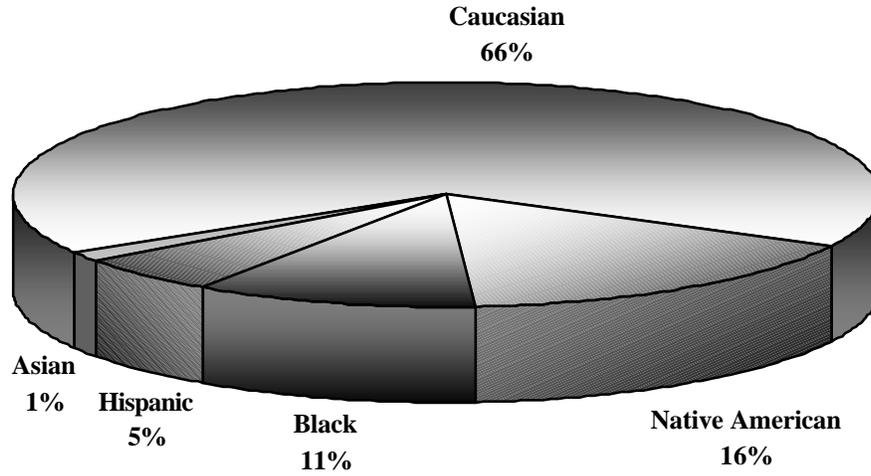
Oklahoma Public School Enrollment by Ethnic Group (Figure 2):
(based on 1999 fall enrollment)

Caucasian	66%
Black	11%
Asian	1%
Hispanic	5%
Native American	16%

Highest Educational Level of Adults Age 25 and Older (Figure 3):
(varies from numbers calculated using district data) (1990)

College Degree:	23%
Some College:	22%
High School Diploma:	30%
Less than a H.S. Diploma:	25%

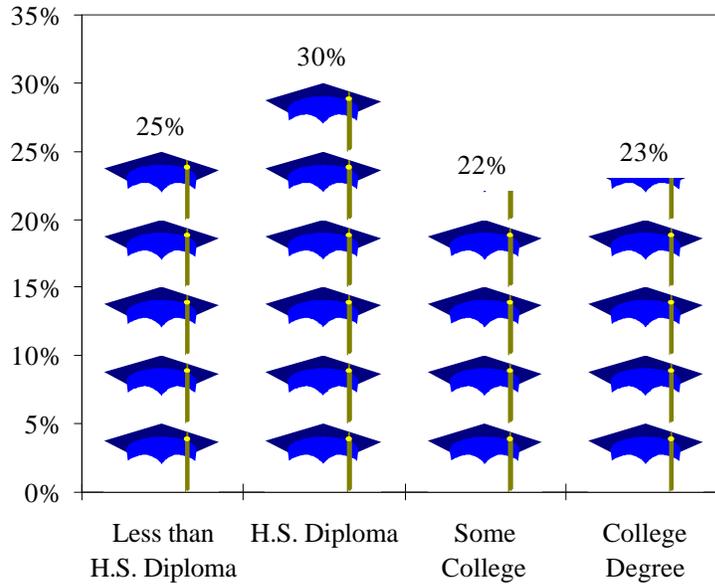
Figure 2
Oklahoma Public School Enrollment by Ethnic Group
1999-2000 School Year



Data Source: State Department of Education

Total Fall 1999 Enrollment = 622,153

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



Data Source: 1990 Census

SOCIOECONOMIC VARIANCE

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

In Oklahoma, the largest district community had a population of 294,899 persons (50 times the state average) while the smallest district community had a population of 41 persons (less than 1/100th of the state average). Median household incomes in 1989 varied greatly by district community as well. The average family in the most affluent district earned nearly \$50,000 in 1989, whereas in another district the average family had earnings of just over \$9,000 that same year. It is also important to remember that not every family in the district earns the “average.” The percent of the families living below the poverty level in 1989 helps to fill in the financial picture. The percent of persons within the district community living below the poverty level ranged from 1% to just over 50%. Financial indicators are especially important when evaluating districts because parental income has proven to be one of the best predictors of a student’s likelihood to succeed academically.

The local tax revenues available to schools varies greatly too. The average district in Oklahoma receives roughly 30% of its funding from property taxes. These taxes are levied on the assessed value of property within the district boundaries and support the general operation of the district. This indicator of district wealth is measured by the total valuation of property within the boundaries of the district divided by the total number of students. The extremes on this indicator ranged from a district with an assessed property value of \$535,333 per student in 1999-2000 to a district with a property value of \$3,048 per student (students are measured in average daily membership (ADM) which is explained in the “EDUCATIONAL PROCESS” section of this report). Furthermore, if the voters in a district approve bond issues, additional millages will be added to the tax on their property to cover the cost of capital improvement projects, school bus purchases and major technology projects. This in turn further widens the gap between districts in regard to funds available for education (see Figure 15).

The age of residents in a community can complicate the district’s ability to raise funds through the taxation of property. In districts where a large percentage of persons are retired, have finished raising their children, and may be on fixed incomes, it can be difficult to get local voters to approve additional millages for bonds. These voters realize that passage of the bond will ultimately raise property taxes within the district. Districts in this situation lack the ability to capitalize on the value of the property in their community. To address this possibility, the percent of the population age 55 or older has been included in the “Profiles 2000” reports. These statistics were collected in April of 1990 and at that time several districts had less than 10% of their population age 55 or older, while others had more than 50% of their population that fell into that age range.

The percentage of the district’s community that is unemployed can also have a great influence on the district. In 1989, unemployment rates ranged from a low of 0% at a number of districts to a high of 26% at another. An additional burden on districts is the percentage of families headed by a single parent. This ranged from a high of 62% to a number of districts with no single parent families. Likewise, the percentage of teenage girls that have not yet finished high school but that have given

birth to one or more children also affects the school's ability to fulfill its mission. As of April of 1990, the district community with the highest percentage of 15- to 19-year-old females without a high school diploma, having had at least one child at that time, was 75%, while the bulk of Oklahoma's district communities had 0%.

The use of juvenile crime statistics is a recent addition to the Profiles reports and is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 1999-2000 juvenile crime statistics are provided as another indicator of the environment in which the school must operate. The statistics presented here relate to criminal referrals only and are based on students attending one of the schools included in this report series. Statewide, 11,111 public school students were referred to the Office of Juvenile Affairs (OJA) in 1999-2000. These offenders were charged with a total of 21,318 offenses, and 249 of the offenders were said to have gang affiliation. This means that, on average, one out of every 56.0 students statewide had been charged with a crime, each offender had committed an average of 1.9 offenses and 2.2% of the charged students had gang affiliations.

Fifteen percent (15%) of districts statewide had no juvenile offenders (no students had been charged). However, a look at those districts with five or more students in the OJA database revealed that at one district, one out of every 16 students had been charged with a crime during the 1999-2000 school year. None of them, however, had gang affiliations. Yet, another district had 55 students who were affiliated with a gang. This one district accounted for 22% of the gang-affiliated offenders statewide. The gang phenomenon seems to be isolated to just a few of Oklahoma's school districts. Just four of Oklahoma's school districts accounted for more than 50% of the gang-affiliated offenders statewide. The ratios used in this analysis are based on 1999 fall enrollment. Also, not all communities report minor juvenile offenses to the Office of Juvenile Affairs. Juvenile data is only reported for those communities that had referred cases to OJA.

A break down of the juvenile offense charges shows that the bulk (38%) had to do with theft/burglary of one variety or another. Violation of municipal ordinances/obstruction of justice charges ranked second with 23%. Crimes related to sex/violence represented 16% of all arrest charges. Drug/alcohol possession made up 12% of offenses, and crimes against property accounted for roughly 8% of the arrests. Other types of offenses made up the other 3%. A more detailed listing of the offenses by type can be found in Appendix A of this report.

Oklahoma is a state of great diversity and the ethnic makeup of the state's communities and school districts is no exception. Statewide, 33% of student enrollments came from one of the four ethnic minority groups. Figure 2 shows that in school year 1999-2000, 16% of Oklahoma's students were Native American, 11% were Black, 5% were Hispanic, and 1% were Asian. At the district level, the state's ethnic diversity is even more pronounced with 25 districts in the state having 5% or less minority enrollment and five districts having 95% or more minority enrollment.

Like income statistics, adult educational attainment statistics are important because they are also one of the best predictors of how well students will perform academically. Research has shown that, generally, the children of parents with higher levels of education perform better on achievement tests than those students whose parents have lower levels of educational attainment. Looking at the percentage of the population age 20 and older, we see that one district had almost 60% of its

population that did not have a high school diploma. However, another district had only 7% of its population that fell into this educational attainment category. Now look at the percentage of persons who hold a college degree. Sixty-two districts (62) had five percent (5%) or less of the population with a college degree, whereas, only 11 districts had 30% or more of the population holding a college degree. The educational attainment information presented in the various Profiles reports varies slightly. The statistics presented in Figures 1, 3 and 4 were collected on persons age 25 and over. The information collected at the district level (used in the District Report and the School Report Cards) was based on persons age 20 and older. Although a non-standard measure, this is the only data available at the district level.

COMMUNITY GROUPING MODEL

The great diversity among school districts makes it difficult to compare them when evaluating their effectiveness in educating students. One way to make meaningful comparisons is to break the districts into “peer groups” so that similar schools can be compared one to another. To aid in this process, the Office of Accountability and the Education Oversight Board have created a “Community Grouping Model.” The model breaks the State’s 544 districts into 16 groups based on the size of their enrollment and on the general economic conditions that exist within the district. The schools are categorized with a letter designation A through H based on the size of their enrollment (page 17) and a numeric designation of 1 or 2 based on the economic conditions within the district. The most accurate, and current, predictor of economic conditions within a district is the percentage of students eligible for the federal “Free and Reduced Pay Lunch Program” (Figure 11). Districts with a percentage of students eligible for the program that is higher than state average are given the designation of 2 and the remainder of the districts are given the designation of 1. This combination of letters and numbers gives the 16 group designations. Additional information about the “Community Groups” can be found in the “EDUCATIONAL PROCESS” section of this report and a more detailed description of the “Community Grouping Model” methodology can be found in the “Profiles 2000 District Report”.

SOCIOECONOMIC ADVERSITY MAPS

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

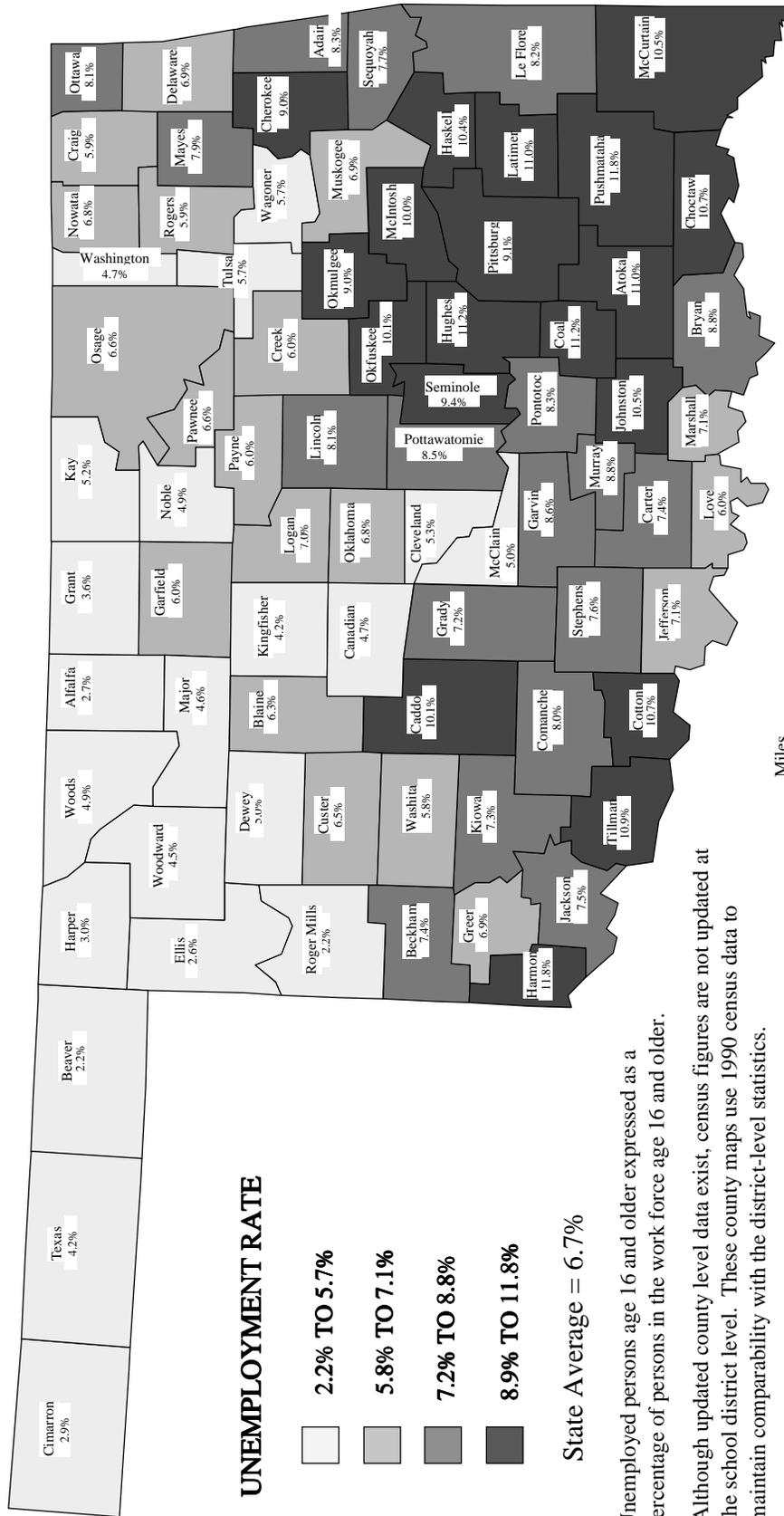
Figures 4 through 7 map social and economic characteristics across Oklahoma. The statistics were chosen because they are representative of the socioeconomic conditions that most impact student performance. They include the percentage of the population with less than a high school diploma, the percentage of families headed by a single parent, the number of public assistance dollars received per capita, and the unemployment rate. The information was collected during the 1990 census, and although dated, is still the most comparable county-level data that exists. The four maps combined

offer a visual sketch of Oklahoma’s community characteristics. These maps should be referenced again when evaluating maps relating to the “EDUCATIONAL PROCESS” and “Student Performance” sections of this report. Appendix B displays in a tabular format the information presented in this series of maps.

Figure 7

UNEMPLOYMENT RATE

1990 Census



II. EDUCATIONAL PROCESS

DISTRICTS, SCHOOLS AND STUDENT ENROLLMENT

The “Profiles 2000” series reports on 544 individual Oklahoma school districts and 1,792 conventional school sites: 1,019 elementary schools, 309 middle schools/junior highs and 464 senior highs.

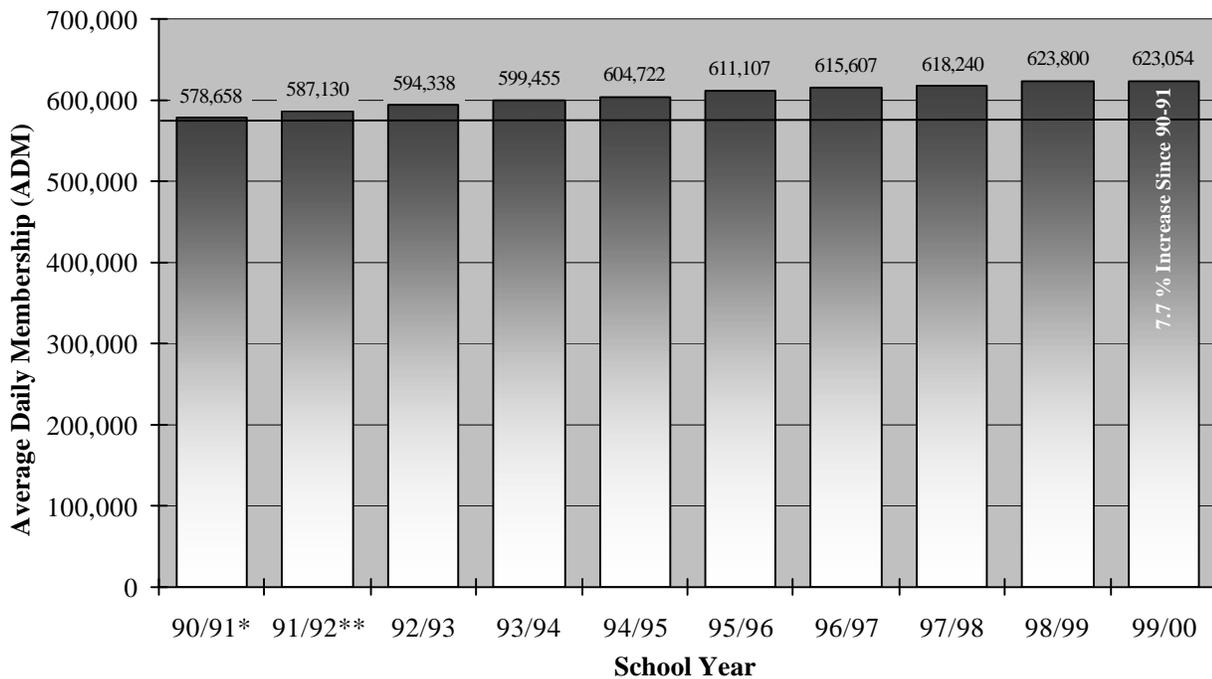
Schools and school districts in Oklahoma are organized in a variety of ways. Oklahoma school districts are accredited by the State Board of Education and are classified as either independent districts (offering pre-kindergarten through 12th grade), or elementary districts (offering pre-kindergarten through 8th grade). Students from elementary districts must be integrated into a neighboring district’s high school once students have completed 8th grade. In 1999-2000, there were 114 elementary (dependent) school districts and 430 independent school districts. Within these two classifications, districts are free to organize grade levels to suit their needs. For example, one district may have an elementary school serving grades K-8 with a high school serving grades 9-12; another district may have a lower elementary serving grades K-4, an upper elementary serving grades 5 and 6, a junior high for grades 7-9, and a high school serving grades 10-12. During 1999-2000 there were 52 different grade level combinations forming schools in Oklahoma.

Another way to look at the diversity of districts across the state is to look at the number of students they serve. Student enrollment is most often reported as Average Daily Membership (ADM). ADM refers to the average number of students enrolled at a school, or district, on any given day during the year. The smallest elementary district in operation during 1999-2000 had an ADM of 16 students and the largest independent school district had an ADM of 43,604 students. The following table provides a statewide breakdown of school districts by enrollment.

<u>Size Designation</u>	<u>District Size (in ADM)</u>	<u># of Districts</u>	<u>% of All Districts</u>	<u># of Students</u>	<u>% of All Students</u>
A	25,000 Plus	2	0.4%	82,755	13.3%
B	10,000 - 24,999	8	1.5%	126,556	20.3%
C	5,000 - 9,999	10	1.8%	64,145	10.3%
D	2,000 - 4,999	34	6.3%	97,026	15.6%
E	1,000 - 1,999	73	13.4%	98,902	15.9%
F	500 - 999	101	18.6%	70,974	11.4%
G	250 - 499	158	29.0%	57,616	9.2%
H	Less than 250	158	29.0%	25,080	4.0%
All	All Districts	544	100.0%	623,054	100.0%

At the state level, total ADM in 1999-2000 was 623,054, a decrease of 746 students from the 1998-99 school year. This represented a decrease of 0.1% (Figure 8). The 1999-2000 statewide enrollment was a 7.7% increase over the enrollment 10 years earlier.

Figure 8
Trends in Oklahoma’s Average Daily Membership



Note: * Beginning in 1990-91, Headstart qualifiers in the Early Childhood program are included in the ADM.
 ** Beginning in 1991-92, ½- day Kindergarten became mandatory.

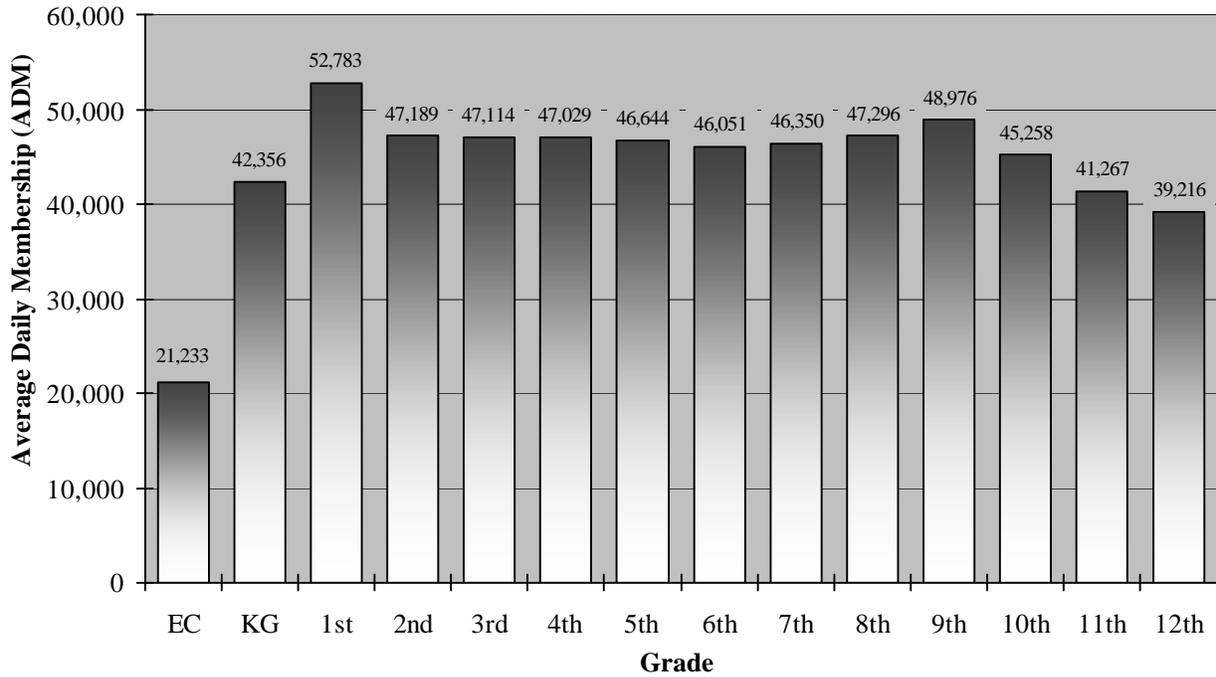
Figure 9 shows 1999-2000 statewide ADM by grade. ADM by grade is consistent with a few exceptions. Notice that first grade ADM is slightly higher than other grades. This is presumably because students are more likely to repeat this developmental grade.

The most notable part of the graph, however, is the rapid decline in ADM from 9th through 12th grade. During the 1999-2000 school year, 12th grade ADM was 10,760 students lower than 9th grade ADM that same year. Analysis in the “Student Performance” section of this document (Figure 30) shows that this dramatic decrease in enrollment between 9th and 12th grade is not a single year occurrence.

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

Figure 9

Oklahoma's Average Daily Membership by Grade* 1999-2000



Note: * Excludes enrollments for Out of Home Placement (1,539).

Data Source: State department of Education.

PROCESS INDICATORS

The community in which a student lives is not the only thing that influences his or her academic performance. The educational framework provided by the district also has a major impact on student learning. Often times, the school district helps students overcome adverse socioeconomic conditions that may exist within the family or community. The educational processes that exist within a school district reflect a consensus among the school staff, the local board, and the community about how to best meet the educational needs of all students in the district.

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

Curriculum & Programs

Gifted and Talented

Gifted and talented students are recognized at the federal-level by the Jacob K. Javits Gifted and Talented Students Education Act of 1988. Federal funds are distributed to districts based on the number of students enrolled who possess high performance capabilities in intellectual, creative, artistic, leadership, or academic fields, and who require special services to fully develop such capabilities. The State defines “Gifted and Talented Children” as those identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance and needing differentiated or accelerated education or services. This may also include students who excel in one or more of the following areas: creative thinking, leadership, visual/performing arts, and specific academic ability. For definition purposes, “demonstrated potential abilities of high performance,” means students who score in the top three percent on any national standardized test of intellectual ability. The State Department of Education has regulations and program standards for participating school districts. During the 1999-2000 school year, 75,624 Oklahoma students qualified for the Gifted/Talented program. This represented 12% of all students in the state. The extremes on this indicator ranged from 11 districts with none (0%) of their students eligible for the gifted program, to one district with more than 43% of its students qualifying.

Special Education

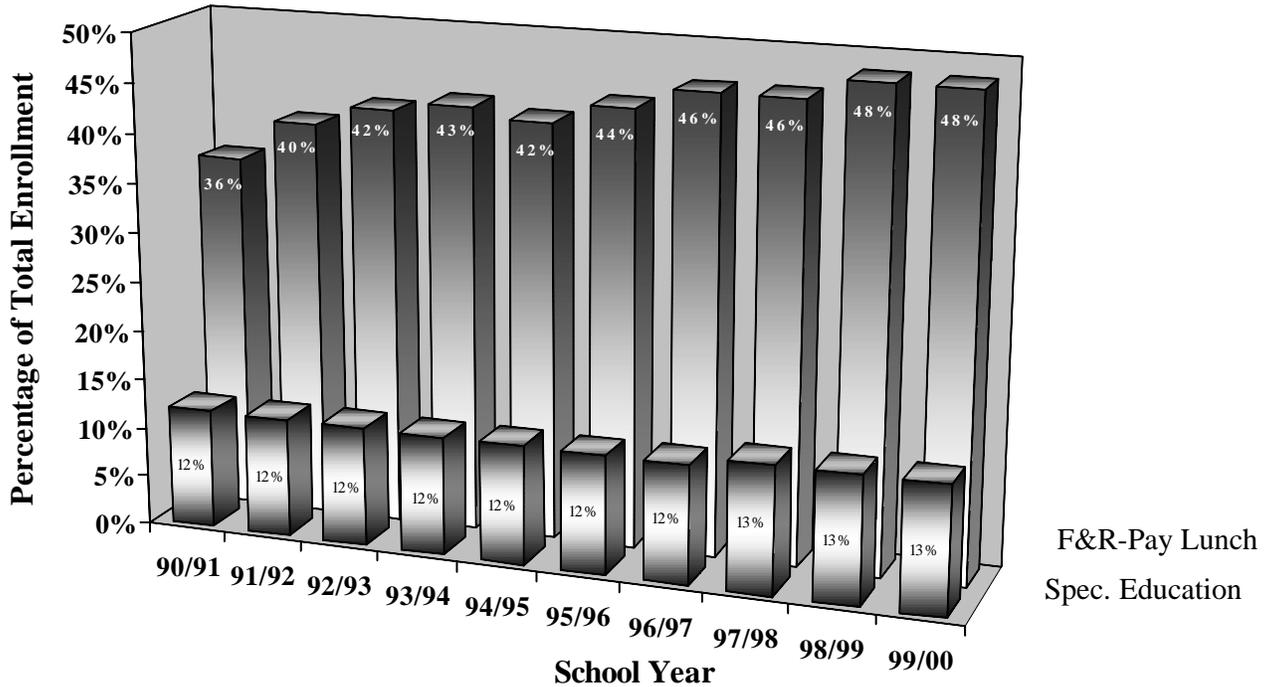
Special education students are those identified as being eligible for related services pursuant to an Individualized Educational Program (IEP). During the 1999-2000, school year 82,999 Oklahoma students qualified for the special education program, which represented 13% of all students. The Special Education participation rate has remained between 12% and 13% since the 1990-91 school year (Figure 10). The percentage of students eligible for special education services at school districts across the state ranged from a low of 4.8% to a high of 38.4%.

Free or Reduced-Pay Lunch

Eligibility for the Free or Reduced-Pay Lunch program is based on federally established criteria for family income. In 1999-2000, students’ families needed to earn less than 130% of poverty level for them to qualify for Free Lunch, and between 130% and 185% of the poverty level for them to qualify for a Reduced Payment Lunch. In 1999-2000, 300,273 Oklahoma students were eligible for the Free or Reduced-Pay Lunch Program. This represented 48.2% of all students and was an increase of 1,793 students, or 0.4 percentage-points, from the 1998-99 school year. Eligibility has steadily increased since 1989-90 with roughly a two- to three-percentage-point increase each year prior to 1999-2000 (Figure 10). Much of this increase is likely due to the federal government’s repeated easing of the family income requirement to qualify a student for inclusion in the program. This indicator is often used as a surrogate for the percentage of students within the school or district who are impoverished (Figure 11). At the district level, the percentage of students eligible for free and reduced-pay lunch ranged from a high of more than 95% at nine districts across the state, to a low of 6% at one district.

Figure 10

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



Data Source: State Department of Education

High School Course Offerings

High school course offerings greatly influence student performance at the secondary level. The State Department of Education has a number of regulations regarding the minimum number of courses a high school must offer, but many high schools greatly exceed these minimums. An earlier study by the Office of Accountability indicated that students from high schools with the greatest number of course offerings (both broad and deep curriculums) scored higher on standardized tests. Described generally, Oklahoma high schools must offer a minimum of 34 courses per year including the following six core areas plus electives: 4 units of language arts, 4 units of science, 4 units of math, 4 units of social studies, 2 units of languages, 2 units in the arts, and 14 units of other electives. In the six core subject areas, a number of high schools across Oklahoma offer only the 20 courses (units) required by law. However, many districts offer a number of additional courses with

one Oklahoma district offering 123.5 different courses in those areas. Collectively, districts across the state offered an average of 33.3 units in the six core areas in 1999-2000. A more detailed description of the minimum requirements can be found in the “Standards for Accreditation” document from the State Department of Education.

Advanced Placement Courses

Advanced Placement (AP) Courses are taught in high school but contain college-level curriculum. They serve a dual purpose. First, the courses offer high school students an opportunity to study advanced curriculum for high school credit. Secondly, students can earn college credit for their advanced studies by scoring well on a nationally standardized AP exam. AP is important, especially in smaller public school districts, because it is often the only opportunity that exceptional students may have to study an advanced curriculum. Districts are not required to offer AP courses, however, the Oklahoma Legislature has created an incentive program to encourage districts to participate. It can be beneficial for a state to have its students receive college credit through the AP program. Fewer tax dollars are contributed by the state to supplement the cost of college credits earned through the AP program than are contributed for the same credits when earned through a public college or university. Oklahoma, however, still lags behind the nation in AP participation (Appendix C). A detailed accounting of Oklahoma’s AP participation can be found in the Student Performance section of this document.

Classroom Teachers

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

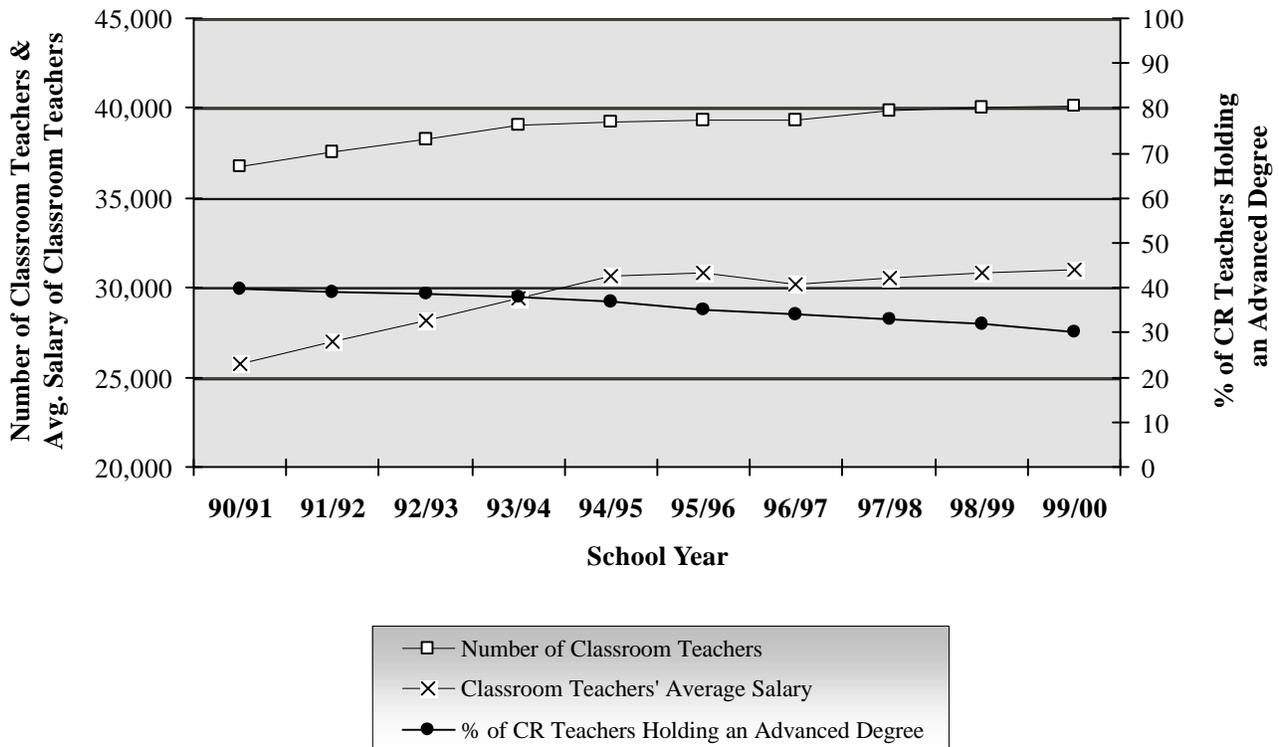
Statewide, the number of regular classroom teachers increased by 275 FTEs for the 1999-2000 school year (35,761 in 1998-99 to 36,036 in 1999-2000), with ADM (excluding non-graded students) decreasing by 661 students (620,961 in 1998-99 compared to 620,300 in 1999-2000). Based on ADM (excluding non-graded students), the statewide gross student/teacher ratio for regular classroom teachers in 1999-2000 was 17.2 students per teacher.

Figure 12 & 13 show the average salary of teachers for the 1999-2000 school year was \$31,015, an increase of \$164 from the previous year (\$30,851 in 1998-99). Average teacher salaries in Oklahoma have essentially remained unchanged since the 1994-95 school year. The number of years taught and advanced degrees held also affect teacher salaries. These figures include fringe benefits, but exclude extra duty pay. Salaries for part-time teachers have been extrapolated to their nine-month, full-day equivalent. This average also includes the salaries of teaching principals.

Teachers’ salaries are controlled by a pay schedule prescribed in State law (§70-18-114.7). A teacher’s starting salary is based on the degree held, \$22, 260 for a Bachelor’s Degree, \$23,366

Figure 12

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



Note: *Teacher FTE counts for all years include special education teachers. 1995-96, 1997-98 and 1998-99 teacher statistics are based on those public school sites included in the Profiles report series and avg. salary and % with advanced degree exclude special education teacher FTEs.

Data Source: State Department of Education

for a Master’s Degree and \$24,472 for a Doctorate Degree. Teachers’ salaries are then increased by a prescribed amount for each year of additional service beyond their first year of teaching. This amount alternates year-to-year from a \$221 to a \$332 per year increase, which averages out to a \$277 per year increase in teachers’ salaries. Based on the 1999-2000 school year, this equates to less than a 1% annual increase in teachers’ salaries.

The percent of regular classroom teachers holding advanced degrees is based on the FTE of teachers with a master’s degree or higher and is currently at 30%. The percentage of teachers with advanced degrees has slowly declined since 1991. This is not unexpected. The reduction of class size mandated in HB 1017 has caused districts to hire more beginning-level teachers. The average years of teaching experience is calculated similarly. It is based on the years of experience per FTE and averages 12.2 years statewide.

Special Education Teachers

The regular classroom teacher counts exclude special education teacher FTEs. This is because special education teachers are paid 5% more than regular classroom teachers, and serve a very specific portion of the school population. During the 1999-2000 school year, there were 4,072 Special Education Teacher FTEs. Each possessed an average of 11.4 years of teaching experience and earned, on average, \$32,681 that year. On average there were 20.4 students identified as needing “Special Education” per special education teacher in the state.

Administration

Like classroom teachers, administration is another key ingredient of education. The 1999-2000 school year saw a 30% decrease in the number of administrators from the previous year. In 1999-2000 there were 2,111 administrator FTEs at the 544 districts, a decrease of 887 FTEs over the 1998-99 school year count of 2,998 administrator FTEs. Statewide, there was an average of 3.9 administrators per school district, and each received an average salary of \$54,035 during the 1999-2000 school year. This was an increase of \$810, or 1.5% over last year’s figure of \$53,225. Although the number of administrators dropped dramatically, the number of teachers that they oversaw did not. On average, each supervised 17 teacher FTEs in 1999-2000, an increase of four teacher FTEs per administrator over the 1998-99 school year. The average experience that each possessed in a school environment remained constant at 21 years.

THE 2000 SCHOOL QUESTIONNAIRE

The Office of Accountability used a school site questionnaire to obtain data that were not available through other sources. The 2000 School Questionnaire pertained to site-level information during the 1999-2000 school year. Not all principals opted to participate. However, of the 1,779 school sites sent a survey, 1,492 (84%) responded to at least one question. The statistics displayed below are based on the responding schools only. Schools not responding to the questionnaire are noted on the School Report Cards as FTR, or Failed to Respond. The following is a summary of the data received:

Measure of Parental Involvement

Good parental participation is a key ingredient of quality common education programs. In an effort to generate meaningful numbers pertaining to parental involvement, the Office of Accountability asked the following question of all principals in the state: “As a measure of parental involvement during the 1999-2000 school year, what percentage of your students had at least one parent (guardian) attend at least one parent-teacher conference?” One-Thousand-Four-Hundred-Ninety-Two (1,492) schools responded that, on average, 67.3% of students statewide had one or more parents attend a parent-teacher conference. Parental participation was greatest in elementary school, with 82.3% of students having involved parents, and tapered off through middle school/junior high (53.7%) and high school (47.4%). Participation ranged from numerous schools that had nearly all of their parents participating, to numerous schools that reported almost no parental participation.

Pre-Kindergarten Participation

As a way of estimating the percentage of 1st graders who have had some type of early childhood or pre-kindergarten instruction, the Office of Accountability asked the following question: “In your estimation, what percentage of your 1999-2000 first graders had previously attended some form of structured, outside-the-home, public or private pre-K program?” Of the 918 sites statewide with a 1st grade, 751 (81.8%) responded. Collectively, they reported that 68.4% of 1st graders had some type of pre-K instruction. The percentage of 1st graders with pre-K instruction varied widely among schools statewide.

Out-Of-School Suspension

Students and teachers alike face more distractions in the classroom than ever before. As another measure of the adversities that some public schools face while trying to deliver education, the Office of Accountability asked the following question of all principals in the state: “During the 1999-2000 school year, how many students were suspended out-of-school for 10 days or less? ... more than 10 days?” Of the 1,779 schools asked this question, 1,470 (82.6%) responded. On average, one out of every 17 students statewide was suspended for 10 days or less; one out of every 35 in elementary

schools, one out of every 9 in middle school/junior highs and one out of every 13 in high schools. When looking at students who were suspended for more than 10 days, the average for all schools was one out of every 143 students with one out of every 1,015 for elementary schools, one out of every 66 for middle school/junior highs and one out of every 83 for high schools. While the bulk of schools had very few suspensions, there were four schools in the state where suspensions, on average, exceeded 50%. That means that, on average, more than one out of every two students was suspended during the 1999-2000 school year.

Value of the Oklahoma Core Curriculum Test Results

In an effort to determine how much use is made of the State mandated Oklahoma Core Curriculum test, the Office of Accountability asked principals statewide the following question: “For school year 1999-2000, beyond distributing results to parents, did your school (teachers and administration) make evaluative and/or diagnostic use of the results from the Oklahoma Core Curriculum Tests administered in grades 5, 8, and 11? Yes No.” Of the 1,639 principals statewide who administrated a site offering 5th, 8th, or 11th grade, 1,364 (82%) responded to the survey. Of the responding schools, 97% said that they made use of the test results and 3% reported that they did not.

Importance of Comparing Test Results with the Nation

As a measure of the value that schools place on being able to compare the performance of their students to their state and national peers, the Office of Accountability asked principals statewide the following question: “Does your school (teachers and administration) believe it is important to be able to determine your school’s performance relative to that of the state? Yes No the nation? Yes No.” Of the 1,779 principals statewide, 1,494 (84%) responded to the first part of the question concerning comparisons with the state. Of that group, 98% (1,467) responded that it was important to determine their school’s performance relative to that of the state. Two percent (2%) did not feel it was important. For the second part of the question concerning performance relative to the nation, 1,452 (82%) responded to the question. Of those responding to the second part of the question, 95% (1,382) felt that it was important to be able to compare their students’ performance relative to their national counterparts. Five percent (5%) did not feel it was important to be able to make the comparison.

Administration of Non-State Mandated Tests

The majority of districts statewide test students in grades other than those required by the state testing program. In an effort to quantify those districts that follow this practice, the Office of Accountability asked all principals statewide the following question: “During school year 1999-2000, did your school/district pay for and administer achievement tests other than those provided by the state?” Of the 544 districts statewide, 494 (91%) had at least one principal respond to the question. Of the responding districts, 409 (83%) responded that they tested students in grades other

than those required by the state testing program, while the remaining 17% (85) did not test in grades other than 5, 8, and 11.

High School Senior Grade Point Average

Statewide, 456 high schools were asked to report their seniors' high school grade point average and 385 high schools, or 84.4% responded. The average grade point of the Oklahoma high school seniors was 3.0 during the 1999-2000 school year. High school GPA should always be viewed in comparison to other performance measures as academic rigor varies from school to school (Figure 40).

Graduates Planning to Attend Out-of-State Colleges

On average, the 388 responding high school principals (85.1%) reported that 8.0% of their graduates were planning to attend out-of-state colleges. For high schools near the Oklahoma border, this number is especially important. The "Oklahoma College Going Rate" does not include students attending college in other states and the out-of-state college attendance rate may help to explain some districts' low Oklahoma college going rates.

Completion of 15 Units Required of College-Bound Students:

Three-hundred-eighty-nine (389) Principals (85.3%) responded that, on average, 67.0% of their graduates had completed the 15 units required by Oklahoma public colleges and universities. This refers to the percentage of graduates who should be prepared to enroll in non-remedial courses at an Oklahoma college or university (Figure 39).

DISTRICT FINANCES

Funds

There are many different "Funds" in which a school district may deposit revenue and from which it may make expenditures (i.e. the "General Fund," "Building Fund," etc.). The General Fund contains the bulk of a school district's operating assets and is the primary account from which a school district conducts business. It has become conventional among educators to only report revenue and expenditures of the General Fund, yet to do so overlooks a considerable amount of money. Larger schools will typically fund a number of salaries and sizeable expenditures through both the Building Fund and the Child Nutrition Programs Fund. Districts enlarging or updating their facilities often have outstanding bonds, which can cause large sums of money to flow through their Bond Fund and Sinking Fund. The Education Oversight Board and the Office of Accountability believe that all money spent by school districts, either directly or indirectly, goes toward the education of students and should be considered for accountability purposes. Therefore, "Profiles 2000" will continue to report revenues and expenditures using ALL FUNDS. ALL FUNDS includes the "General Fund,"

“Co-op Fund,” “Building Fund,” “Child Nutrition Programs Fund,” “Sinking Fund,” “Enterprise Fund” and “School Activity Fund.”

Revenue

The three basic sources of school district revenue in Oklahoma are Local & County, State, and Federal. The largest portion of funding is provided by the State at 57.2% (\$2.0 billion), followed by Local & County with 32.8% (\$1.2 billion), and Federal funds that provide 10.0% (\$356 million) (Figure 14).

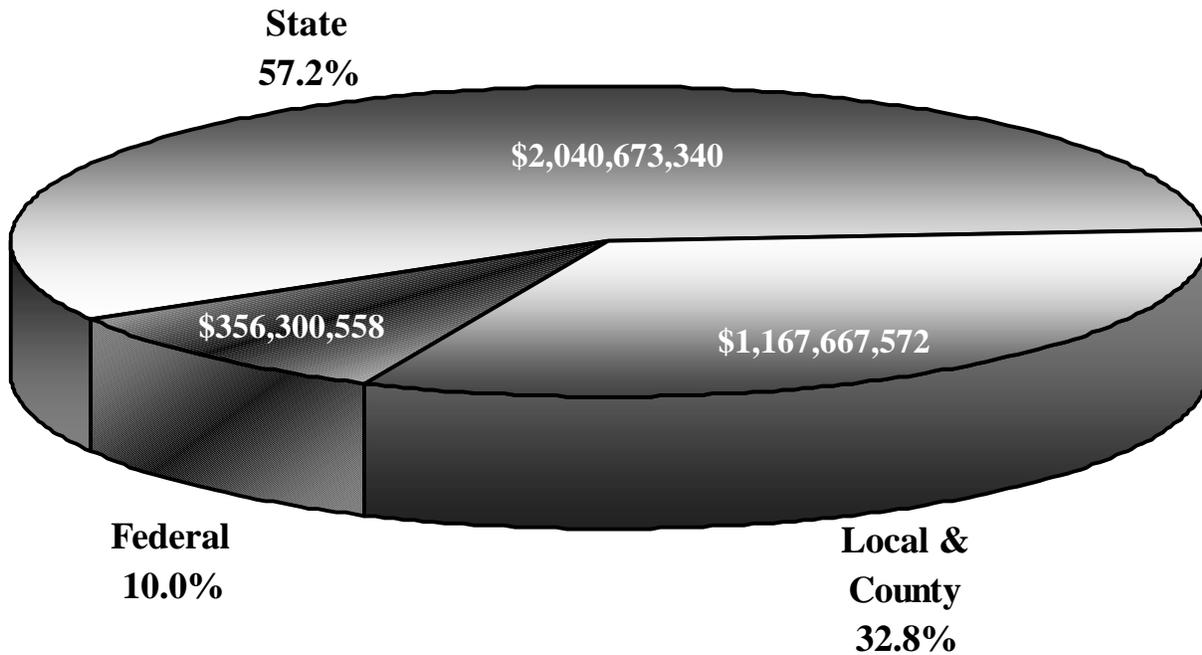
A portion of the Local & County revenues described above are to repay general obligation bonds that school districts may sell for three purposes; capital improvement (construction of new buildings or remodeling of existing structures), the purchase of busses, and/or the purchase of major equipment. Districts are allowed to bond to an amount not more than ten percent (10%) of the assessed value of the property within the district. State law requires that bond elections receive a super-majority (60% + 1) in order to pass. Bonding capacity and indebtedness vary greatly across the state. Some small rural districts have not attempted bond elections for decades while other quickly growing suburban districts pass elections yearly and keep their indebtedness as close to their limit as is reasonably possible.

Figure 15 shows the current utilization of bonding capacity by the districts in each county. The map shows how much effort is being made by districts, and their local communities, to remain bonded to the highest level possible. A look at how close districts and their communities are to reaching their bonding capacity gives an indication of local support for education and the desire to continually improve the educational environment. While the map has no way of accounting for bond issues which may have retired just last year, realize too, that by charting utilization by county, in order for a county to be listed at zero it would require that all districts within the county to currently be at zero bonding indebtedness.

Historical Revenue Sources

The revenue that schools receive from the various sources has changed considerably over the last 20 to 30 years. Figure 16 shows the percent of total General Fund revenues by source for the years 1973-74 through 1999-2000. The percentages are based on General Fund revenues so that historical comparisons can be made. The graph shows that State Appropriated funding has increased substantially over the last 27 years. In fact, the gap between the funding sources has increased dramatically since the passage of House Bill 1017 in 1989-90. This situation has created an administrative paradox. While Oklahoma school districts are still controlled by their locally elected boards of education, for most districts across the state, the bulk of their funding currently comes from tax dollars appropriated by the State Legislature. This is an important consideration, given the fact that local boards, and the communities they serve, ultimately decide whether state funds are being spent effectively within their districts.

Figure 14
1999-2000 District Revenue Sources
Reported Using ALL FUNDS*



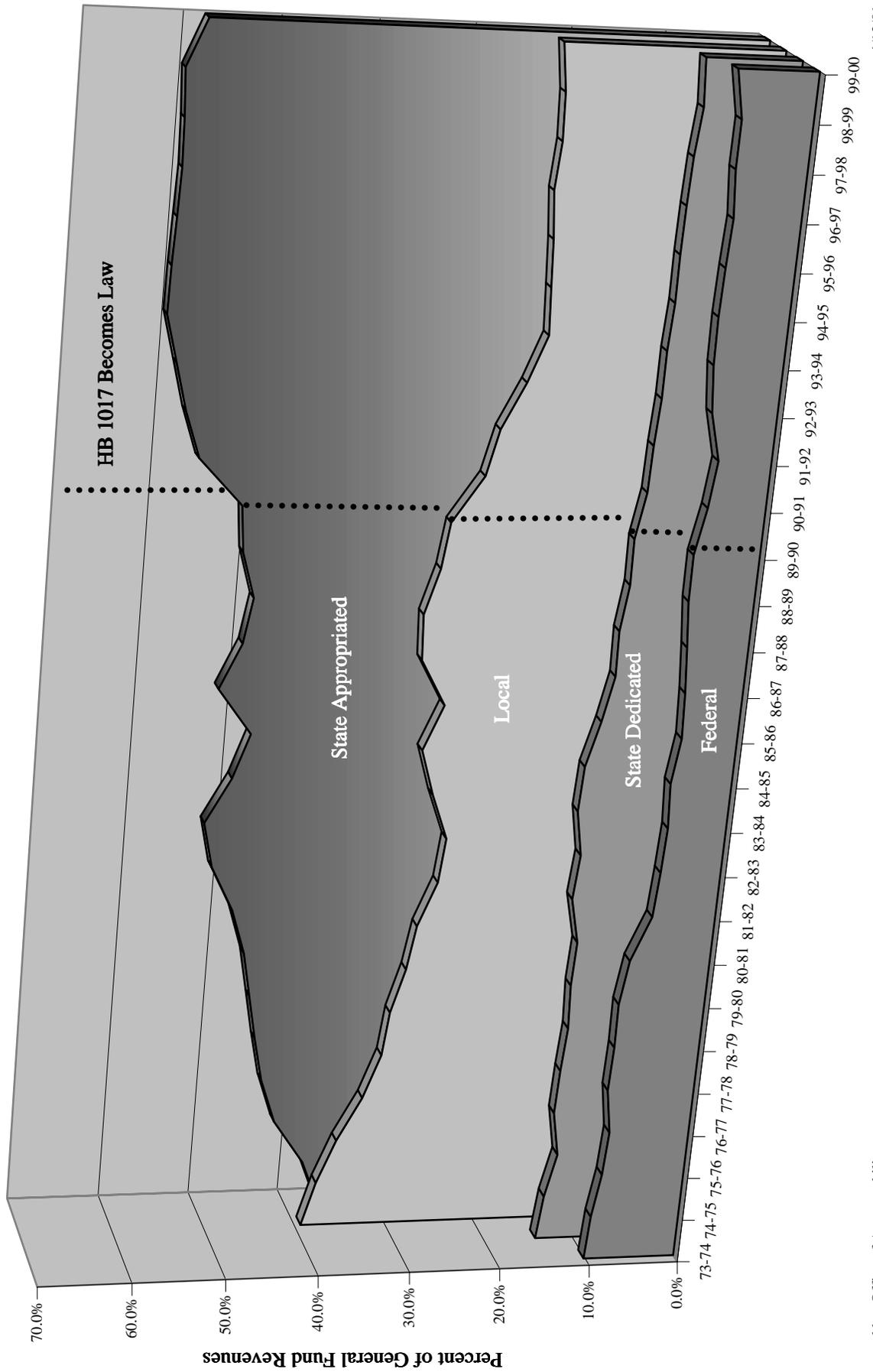
Total Revenue : \$3,564,641,471

Data Source: State Department of Education

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

Figure 16

Percent of General Fund Revenues by Source of Funding
1973-74 through 1999-2000



The State Funding Process

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

Weighted Average Daily Membership (WADM)

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

Mental and Physical Condition Weights:

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

Grade Level Weights:

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

District Size or Sparsity Weights:

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

Teacher Credential Weights:

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

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

The Funding Formula

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

FOUNDATION AID

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

TRANSPORTATION ALLOCATION

The second consideration in the funding formula deals with transportation costs. This part of the formula uses a per capita allowance based on student density multiplied by the number of students transported (hailed) each day. The resulting product is then multiplied by a “Transportation Factor” which is determined by the state.

TEACHER SALARY INCENTIVE

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

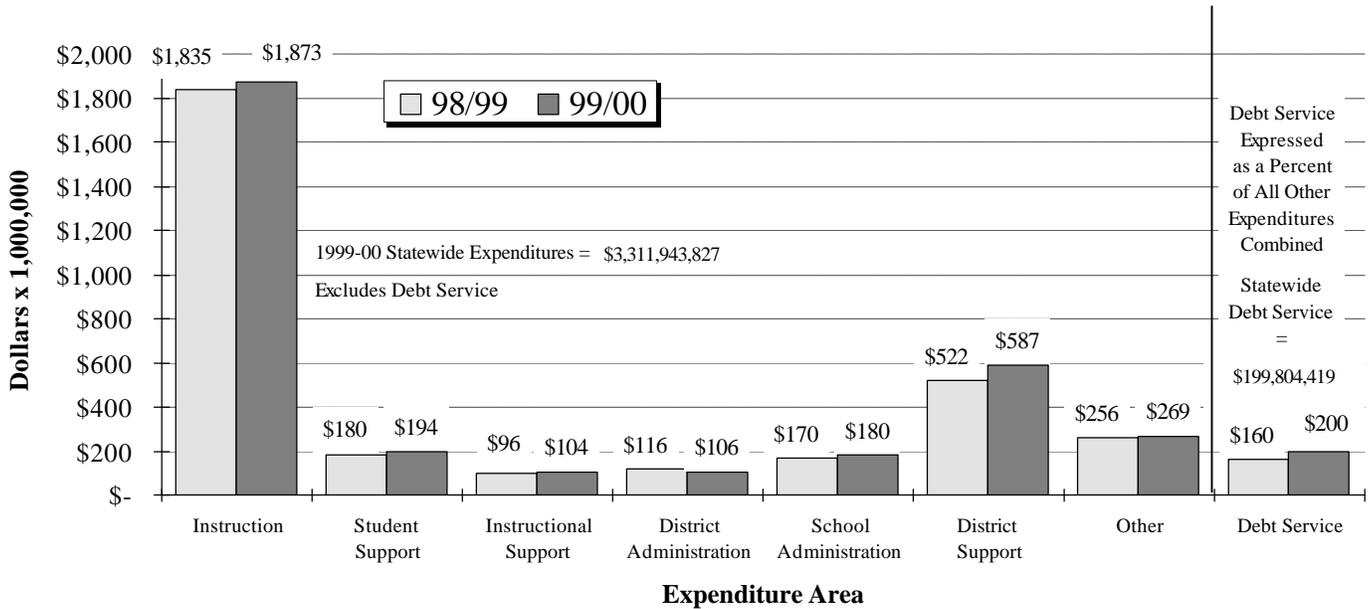
Expenditures

Figure 17 shows expenditures from ALL FUNDS on a percentage basis for the last two years. In “Profiles 2000,” expenditure amounts are classified into eight areas: Instruction, Student Support, Instructional Support, District Administration, School Administration, District Support, Other, and Debt Service (See Appendix D for a detailed listing of all accounts). Debt service is graphed separately (as a percentage of the total of the other seven areas combined) in order to standardize the expenditure percentages in the seven core expenditure areas. The majority of districts do not have outstanding bonds, and consequently they have no expenditures (0%) in the Debt Service category. By graphing Debt Service separately, districts that use bonds to build new facilities, make major renovations, or to purchase buses, technology, textbooks, etc., will not appear to have smaller expenditure percentages in the seven core expenditure areas.

The largest expenditure is in the area of “Instruction” (56.6%) with the “District Support” category a distant second (17.7%). District Support includes the district business office plus maintenance and operation of buildings and vehicles. Statewide total expenditures from ALL FUNDS were \$3.5 billion.

Figure 17

State Level Expenditures Based on ALL FUNDS



	Percent of Total Expenditure in Each Area							
1998-99	57.8%	5.7%	3.0%	3.6%	5.4%	16.4%	8.1%	5.0%
1999-00	56.6%	5.9%	3.1%	3.2%	5.4%	17.7%	8.1%	6.0%

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

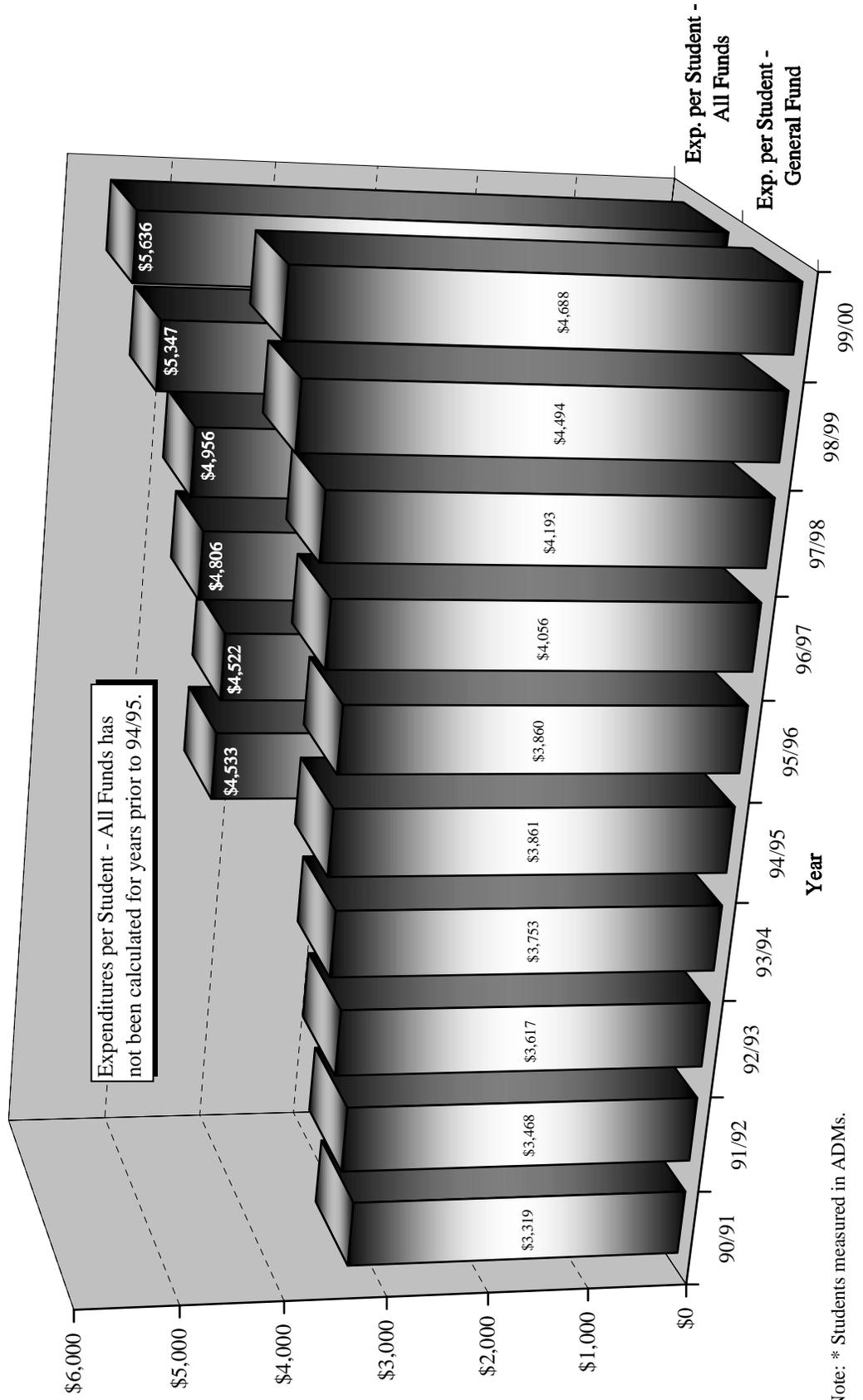
Data Source: State Department of Education

Figure 18 contrasts the conventional General Fund to the ALL FUNDS accounting of expenditures per student. The graph shows General Fund Expenditures per student for years 1990-91 through 1999-2000 and expenditures from ALL FUNDS for school years 1994-95 through 1999-2000. The expenditure per student using the General Fund in 1999-2000 was \$4,688, compared to \$5,636 from ALL FUNDS, a difference of \$948 dollars per student. Per-student funding increased \$194 in the General Fund category and \$289 in the ALL FUNDS category between the 1998-99 and 1999-2000 school years.

Per student funding varied greatly across the state (Figure 19). As described in the explanation of the state funding formula, this is partly because isolated rural schools receive additional funds to

cover the cost required to bus students long distances and for the sparsity of their student population. Based on ALL FUNDS, including Debt Service, expenditures ranged from a high of \$27,240 per student at one district to a low of \$4,372 per student at another.

Figure 18
State Level Expenditures Per Student*
Using General Fund and ALL FUNDS



Note: * Students measured in ADMs.

III. STUDENT PERFORMANCE

ACHIEVEMENT TESTS

Student performance is often viewed as the culmination of all the factors that contribute to the educational process. Socioeconomics, community support, parental involvement, educational facilities, equipment, and programs, as well as teacher and student motivation, all factor together to influence student performance.

Outside of classroom grades, standardized achievement tests are the most commonly used measure of student performance. There are two basic types of standardized tests used when evaluating students in common education. They are norm-referenced tests, and criterion-referenced tests.

Norm-referenced tests (NRTs) compare students' performance to that of a national norming sample (their national counterparts) and the results are provided in percentile ranks. For example, scoring at the 70th percentile would mean that a student scored better than 70% of the students tested in the norming sample. NRTs also provide test takers with a combined or composite score and are also designed to facilitate the monitoring of performance gains or losses across grade levels.

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

History of the Oklahoma School Testing Program

Oklahoma's School Testing Program (OSTP) was established in 1985. It was originally conceived as a norm-referenced testing program, which started with the Metropolitan Achievement Test, 6th Edition (MAT-6) being administered to students in grades 3, 7, and 10 statewide. In 1989, the state legislature expanded the program and in 1990, the Iowa Test of Basic Skills (ITBS) was administered to all students statewide in grades 3, 5, and 7. The Test of Achievement and Proficiency (TAP) was administered to all students statewide in grades 9 and 11. Oklahoma's testing program continued in this format through the 1993-94 school year. Subject areas tested included Reading, Language (writing), Social Studies, Sources of Information (interpreting charts, graphs, and maps), Mathematics and Science.

In 1994-95, norm-referenced testing (using the ITBS) was continued for grades 3 and 7 but, was discontinued in grades 5, 9, and 11. In its place, a battery of criterion-referenced tests (CRTs) were

phased-in for grades 5, 8, and 11. Over the next five years subject areas were added to the CRT until, in 1998-99, a complete battery was administered in grades 5, 8 and 11 (Figure 21). However, the 11th grade only saw one year of the complete battery.

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

The current plan for the OSTP is to phase in the administration of 11th grade End-of-Instruction tests (course specific CRTs) in English II, US History, Biology I, and Algebra I. These tests should be fully implemented by school year 2002-2003. Additionally, the core of the Iowa Test of Basic Skills (Reading, Language Arts, and Math) will again be administered to third graders statewide beginning with school year 2000-2001. Beginning in school year 2002-2003, a CRT in Reading and Math will take the place of the ITBS in the 3rd grade and 4th graders will then receive the ITBS. However, this part of the plan is contingent on funds being made available from the state legislature. At the time of this publication, there was at least one bill working its way through the legislative process, which could have further altered the Oklahoma School Testing Program.

The OSTP has also been served by a number of testing companies since its inception. The initial four years of the CRT testing contract was carried out by Harcourt-Brace. CTB McGraw-Hill took over the contract in 1998-99 and supplied tests for two years. The OSTP currently contracts with Riverside Publishing, makers of the Iowa Test of Basic Skills, to supply Oklahoma’s CRT tests.

Figure 20 shows the OSTP cost the state \$2.3 million to administer in 1999-2000. The program tested 126,423 students in grades 5, 8 and 11, which works out to roughly \$18 per student tested. The Oklahoma criterion referenced tests are 10 to 20 times as expensive as the NRTs that were phased out during the overhaul of the Oklahoma School Testing Program Act.

Figure 20
Yearly Cost for State Testing

	Criterion Referenced Tests	Norm Referenced Tests
FY-1996	\$1.7 Million	\$0.1 Million
FY-1997	\$2.6 Million	\$0.1 Million
FY-1998	\$2.8 Million	\$0.1 Million
FY-1999	\$2.5 Million	\$0.2 Million
FY-2000	\$2.3 Million	\$-0-

Data Source: State of Oklahoma FY-2002 Executive Budget

Historically, students who had limited English proficiency (LEP), and/or students who had individualized education programs (IEP) (usually special education students), were exempt from testing. However, many districts made it their policy to test all students, regardless of whether they were exempt, or not. This situation made it difficult to compare test scores from one district to the next. In 1998-99, for the first time ever, it was mandated that all students be tested and it followed that the results were released in three categories: 1) Regular Education, 2) Alternative Education, and 3) Special Education. Unless otherwise noted, the scores posted in “Profiles 2000” include only the results of “Regular Education” students.

The Oklahoma Core Curriculum Test

The Oklahoma Core Curriculum Test is a criterion-referenced test (CRT). Oklahoma law requires that the State Board of Education develop CRTs which evaluate students on the specific skills that all Oklahoma public school students are expected to have mastered in grades 5, 8, and 11. The level of academic rigor that students must meet is established by the State Board of Education. The minimum level of competency set by the State Board of Education for the Oklahoma Core Curriculum test is a score of “Satisfactory.” The score of “Satisfactory” represents the level of knowledge a student should have in a given subject area of PASS. Performance for schools and districts is then reported by the percentage of students that meet this satisfactory mark (Figure 21). Beginning in 1998-99, the State Department of Education began phasing in four levels of performance on the CRT, Advanced, Satisfactory, Limited Knowledge and Unsatisfactory. In order to maintain comparability over time, however, the Office of Accountability will continue to report performance as the percentage of students who score Satisfactory or above.

Figure 21

Oklahoma Core Curriculum Test Results

Percent Scoring Satisfactory* by Subject, Grade and Year

5th Grade Results:

Subject Area	1994-95	1995-96	1996-97	1997-98	1998-99**	1999-2000**
Science	79%	78%	81%	85%	81%	82%
Mathematics	79%	77%	80%	82%	85%	85%
Reading	Not Tested	76%	77%	76%	80%	76%
Writing	Not Tested	95%	95%	91%	92%	96%
US Hist./Const./Gov.	Not Tested	Not Tested	71%	73%	75%	70%
Geography	Not Tested	Not Tested	Not Tested	57%	68%	68%
Arts	Not Tested	Not Tested	Not Tested	Not Tested	58%	58%

8th Grade Results:

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

11th Grade Results:

Subject Area	1994-95	1995-96	1996-97	1997-98	1998-99**	1999-2000**
Science	70%	71%	72%	75%	74%	Not Tested
Mathematics	56%	59%	58%	61%	60%	Not Tested
Reading	Not Tested	73%	75%	72%	75%	Not Tested
Writing	Not Tested	87%	94%	94%	97%	Not Tested
US Hist./Const./Gov.	Not Tested	Not Tested	74%	73%	82%	Not Tested
Geography	Not Tested	Not Tested	Not Tested	43%	50%	50%
Oklahoma History	Not Tested	Not Tested	Not Tested	49%	60%	Not Tested
Arts	Not Tested	Not Tested	Not Tested	Not Tested	48%	Not Tested

Note: * Satisfactory or above for the 1998-99 and 1999-2000 writing scores as well as the 1999-2000 math and reading scores. Double Line indicates a change in testing company. ** Results are posted for "Regular Education" students only.

Data Source: State Department of Education

Percent of Students Tested

The percentage of the student body that is tested is another important factor to consider when evaluating testing results. The percentage of students tested is calculated by taking the maximum number of “Regular Education” students tested in any one of the subject areas on the CRT and dividing it by the current enrollment counts for that grade. A testing coordinator at each school site provided current enrollment counts for the days that state mandated tests were administered via a testing survey that was administered by the State Department of Education. Regrettably, for two of the last three years, the State Department of Education has not released the data required to calculate these important statistics. The State Department of Education concluded that inaccuracies in the data precluded their release. The State Department of Education is working to eliminate this problem in the future.

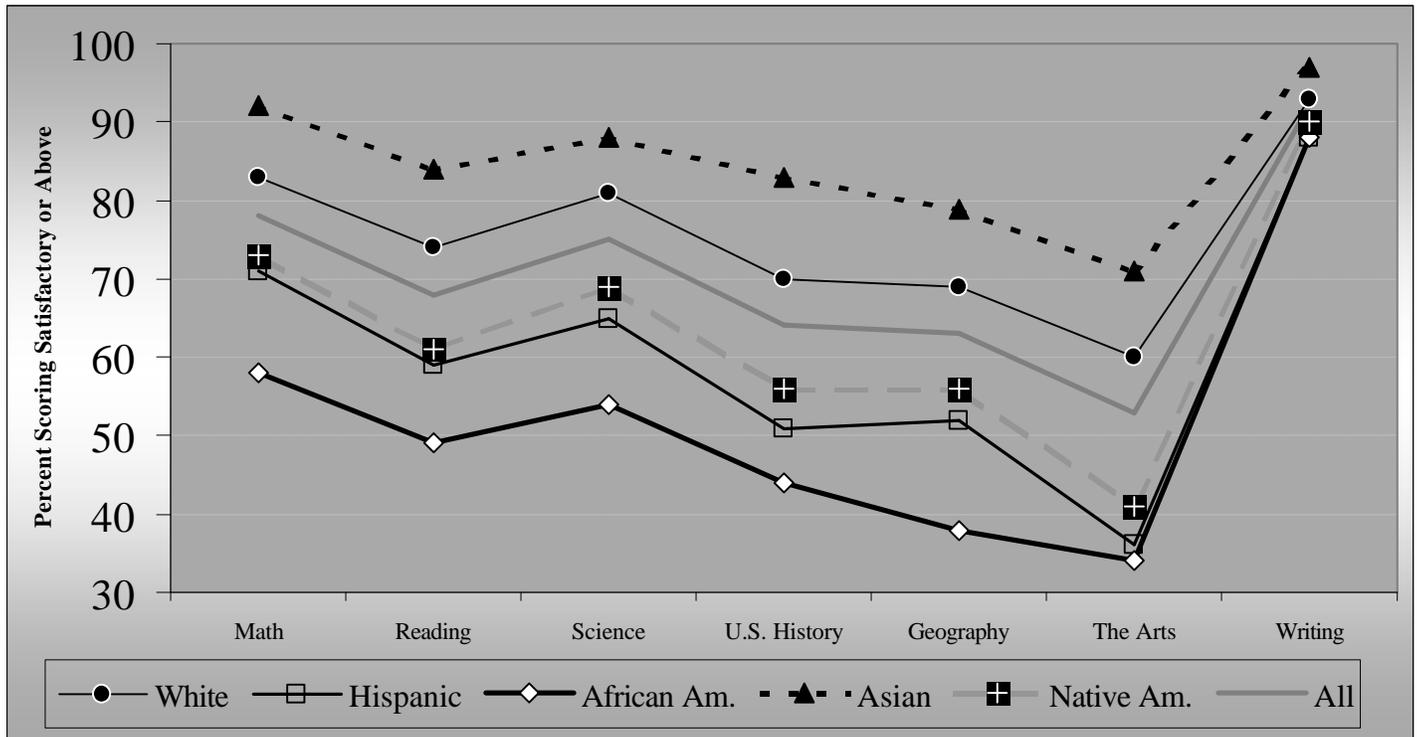
CRT Results by Race and Gender

The scores, when viewed in their aggregate format, are encouraging. The bulk of students across the state are performing well on the State’s standardized tests. However, when analyzed by sub-group, we see a much different picture. Figure 22 looks at student performance for the 5th grade by race or gender and figure 23 looks at the 8th grade performance by race or gender. Because of the way that the information is aggregated by the State Department of Education, scores are not directly comparable with those reported previously in this document. The figures by race or gender include all categories of students (Regular Education, Special Education, and Alternative Education). However, the significance of this table comes from the relative difference that exists between each of the sub-groups.

Figure 22 2000 CRT Results by Race or Gender Percent Scoring Satisfactory or Above

(results for all students – regular, alternative and special education students)

5th Grade



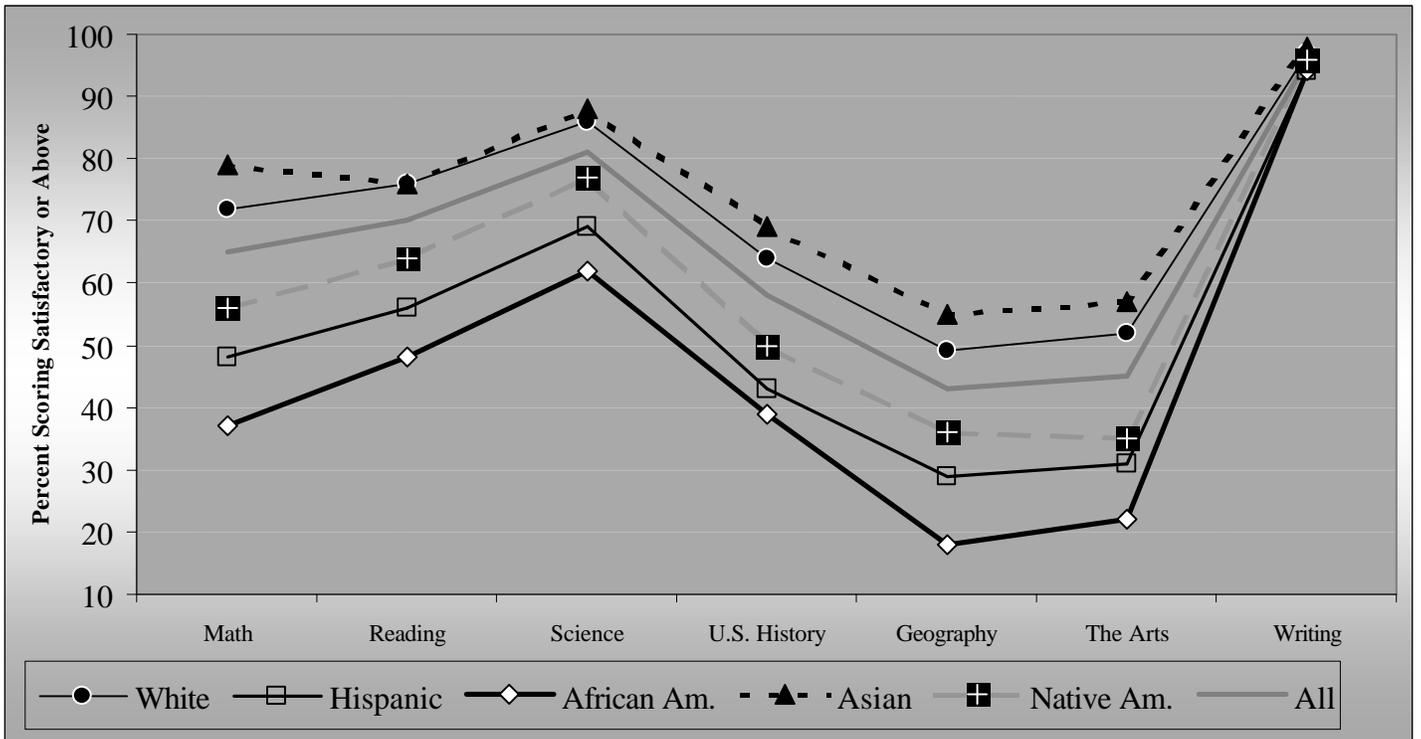
	Math	Reading	Science	U.S. History	Geography	The Arts	Writing
Female	79	74	78	65	62	56	95
Male	77	64	73	64	63	50	87
White	83	74	81	70	69	60	93
Hispanic	71	59	65	51	52	36	88
African Am.	58	49	54	44	38	34	88
Asian	92	84	88	83	79	71	97
Native Am.	73	61	69	56	56	41	90
All	78	68	75	64	63	53	92

Data source: State Department of Education

Figure 23 2000 CRT Results by Race or Gender Percent Scoring Satisfactory or Above

(results for all students – regular, alternative and special education students)

8th Grade



	Math	Reading	Science	U.S. History	Geography	The Arts	Writing
Female	65	75	83	58	36	49	98
Male	65	66	79	58	49	41	94
White	72	76	86	64	49	52	97
Hispanic	48	56	69	43	29	31	94
African Am.	37	48	62	39	18	22	94
Asian	79	76	88	69	55	57	98
Native Am.	56	64	77	50	36	35	96
All	65	70	81	58	43	45	96

Data source: State Department of Education

Cohort Analysis of the CRT

When comparing test scores over time, the most common method used is to compare a given grade's scores from this year with last. When dealing with individual schools and grades within those schools, the results of this type of comparison must be viewed with caution. Differences in the natural ability of the students who make up that grade (or group of students) can account for differences seen from year to year. This becomes particularly important when the groups being compared are small in number. A more appropriate way to analyze changes in scores is to generate groups of individual students (a class) and monitor the group's performance over time. This method is referred to as cohort analysis, or "value added" analysis. Figure 24 looks at the Oklahoma CRT results for the graduating classes of 1999 through 2004 as they progress through grades. The 11th grade testing was discontinued before any cohort to be tested in more than two grades.

The Oklahoma Performance Benchmark

The statewide results of the Core Curriculum Tests for the 1999-2000 school year are encouraging. They show that for most subjects, the bulk of Oklahoma students can satisfactorily perform the skills outlined in PASS. And, if the percentage of students achieving "Satisfactory" at each site across the state were similar to the statewide results, Oklahomans would have little to worry about concerning their K-12 education system. However, student performance varies greatly from site to site across the state.

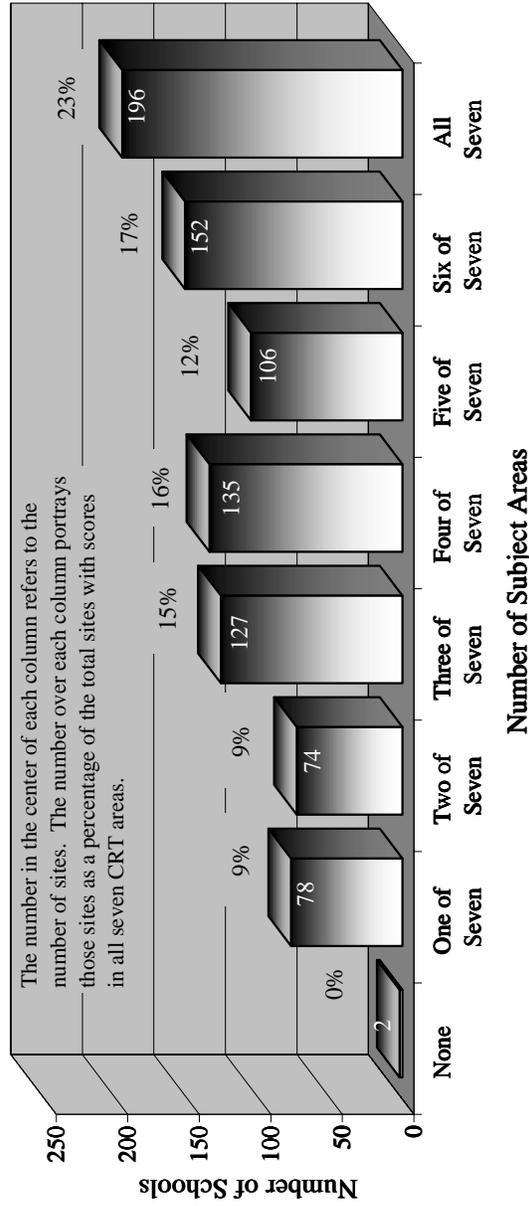
Just as students are expected to perform at a minimum level of competency, schools should also be able to achieve a minimum level of performance. In an attempt to evaluate schools' overall performance in preparing students for the Core Curriculum Tests, the Secretary of Education and Education Oversight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

Figures 25 and 26 display schools' overall performance in preparing students in the Priority Academic Student Skills as measured by the Oklahoma Core Curriculum Tests. These figures show the number of schools that have 70% or more of their students scoring "Satisfactory or above" on the Core Curriculum Tests by grade and number of subject areas.

The National Assessment of Educational Progress (NAEP)

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education. The mission of NAEP is to collect, analyze, and present reliable information about what American students know and can do. NAEP monitors the progress of education at both the national and state level by testing representative samples of students in grades 4, 8, and 12 in the areas of math, science, reading, writing, geography, history, and other subjects as selected by the NAEP board. The performance results are only provided on groups. NAEP is forbidden by federal law to report results at the individual student, school or district level. Also, it is

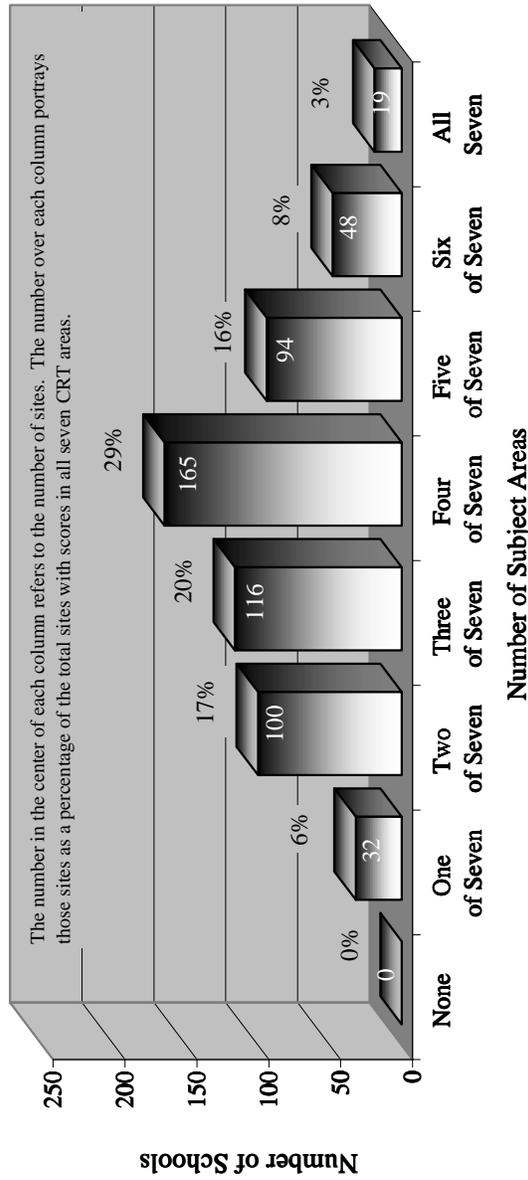
Figure 25
Schools with 70% or More of Students Scoring "Satisfactory"
On the Oklahoma Core Curriculum Test by Number of Subject Areas
Fifth Grade Criterion-Referenced Test (CRT)
 1999-00 School Year



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

Size of District in which Site Operates	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas							Total	
	None	One	Two	Three	Four	Five	Six		All Seven
25,000 or More		26	19	19	12	9	9	14	108
10,000 - 24,999		2	5	12	15	16	32	56	138
5,000 - 9,999		3	3	5	7	4	11	18	48
2,000 - 4,999	1	4	7	6	8	9	23	24	82
1,000 - 1,999		3	4	12	16	14	16	21	86
500 - 999		5	9	30	21	11	18	38	132
250 - 499		18	16	22	31	23	27	8	145
Less than 250	1	17	14	21	25	20	16	17	131
Total Sites	2	78	74	127	135	106	152	196	870

Figure 26
Schools with 70% or More of Students Scoring "Satisfactory"
On the Oklahoma Core Curriculum Test by Number of Subject Areas
Eighth Grade Criterion-Referenced Test (CRT)
1999-00 School Year



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

Size of District in which Site Operates	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas							Total	
	None	One	Two	Three	Four	Five	Six		All Seven
25,000 or More		9	10	2		1	2	2	26
10,000 - 24,999			3	4	5	12	7	2	33
5,000 - 9,999			1	3	7	3	4	1	19
2,000 - 4,999			5	9	14	5	2		35
1,000 - 1,999			9	19	32	10	2		74
500 - 999		1	25	16	41	13	5	1	102
250 - 499		10	25	38	33	33	11	6	156
Less than 250		12	22	25	33	17	15	5	129
Total Sites	0	32	100	116	165	94	48	19	574

the option of each state whether to participate. All NAEP assessment questions are based on subject-area-specific content frameworks that were developed through a national consensus process involving teachers, curriculum experts, parents, and members of the general public. NAEP is a reliable measure that many states use to evaluate the soundness of their educational system in relation to those of other states. It also helps to corroborate the results of the other achievement tests administered within the state.

NAEP was authorized by Congress in 1969 and was only required to assess reading, mathematics, and writing at least once every five years. In 1990, federal legislation was passed which required assessments in reading and mathematics at least every two years, in science and writing at least every four years, and in history or geography and other subjects selected by the NAEP governing board at least every six years. Individual states are only tested periodically by NAEP and only in certain subject areas and certain grades. Figure 27 shows the subjects tested at the state level by year and grade.

Figure 27
National Assessment of Educational Progress (NAEP)
Testing Schedule for State-by-State Results
by Year, Subject and Grade Tested

Year	Math		Reading		Writing		Science	
	4 th Grade	8 th Grade						
1991		Tested						
1992	Tested	Tested	Tested					
1994			Tested					
1996	Tested	Tested						Tested
1998			Tested	Tested		Tested		
2000	Tested	Tested					Tested	Tested
2002			Tested	Tested	Tested	Tested		

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

Oklahoma’s 1998 NAEP reading and writing results are very encouraging (Appendix E). The writing results became available in September of 1999 and show that Oklahoma students scored well compared to students in other states. At the national-level, the NAEP writing test evaluated a sample of students in grades 4, 8, and 12, but only the 8th grade students were tested on a state-by-state basis. Oklahoma’s 8th grader’s score of 152 was the fifth highest score in the nation. Of the 35 states that participated in the testing program, six states scored higher than Oklahoma and 28 scored lower.

Oklahoma also scored well on the 1998 NAEP reading test. Of the 39 states tested in 4th grade reading, Oklahoma’s score of 220 was the seventh highest score. Ten states scored higher than Oklahoma and 28 states scored lower. Looking at the 8th grade reading results, Oklahoma’s score of

265 was the seventh highest score of the 36 states tested, with nine states scoring better than Oklahoma, two scoring the same, and 24 scoring lower.

Comparisons of Oklahoma's prior NAEP performance to its most recent performance are limited in scope. With Oklahoma electing not to participate in NAEP during the 1994 and 1996 testing cycles, only the 4th grade reading scores can be compared from 1992 to 1998. In making this comparison, Oklahoma's rather high score of 220 in 1998 is the same as it was in 1992. The Oklahoma Legislature mandated the State's participation in all future NAEP testing in 1997.

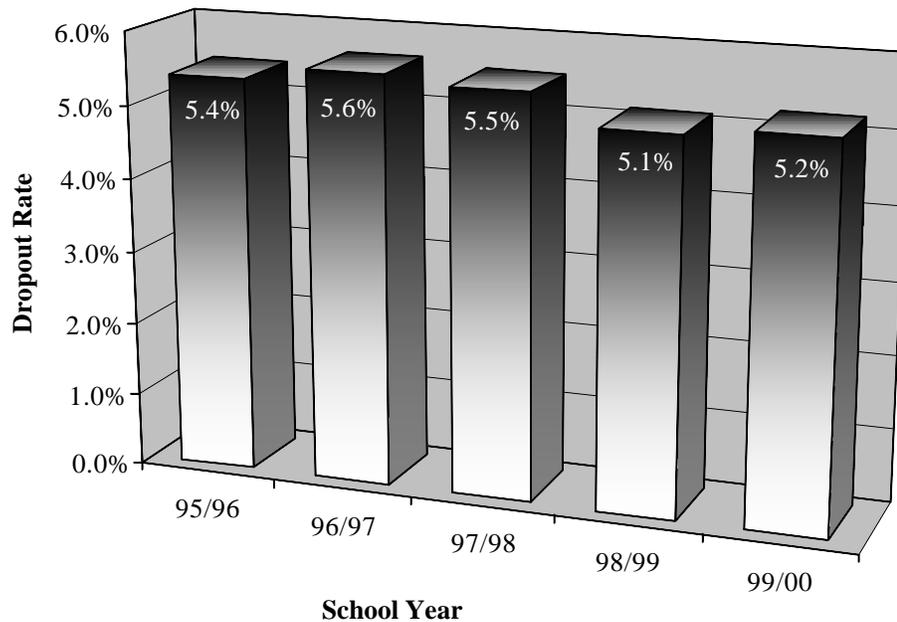
The results for the 2000 NAEP test were not available for publication in this document.

HIGH SCHOOL PERFORMANCE MEASURES

High School Dropout Rate (Single Year)

There are a number of ways to calculate high school dropout rates. The most holistic methodology follows students through their high school career. At the end of four years the total number of dropouts is divided by the number of students in the starting group, minus those that may have transferred to other schools or left the state. Oklahoma State Statutes (§70-35e), however, require dropouts to be calculated using a different methodology. The dropout calculations are based on a single-year snapshot of dropout activity. Each year, the total number of dropouts is tabulated by district, by grade, and is then compared to the district's average daily membership by grade. The numbers are aggregated to generate state-level numbers.

Figure 28
Oklahoma Single-Year Dropout Rates
9th through 12th Grade



Year	1995-96	1996-97	1998-99	1998-99	1999-00
Average Daily Membership	165,340	169,749	173802	175,510	174,717
Dropouts	8,862	9,513	9,624	8,876	9,109
Dropout Rate	5.4%	5.6%	5.5%	5.1%	5.2%

Data Source: State Department of Education

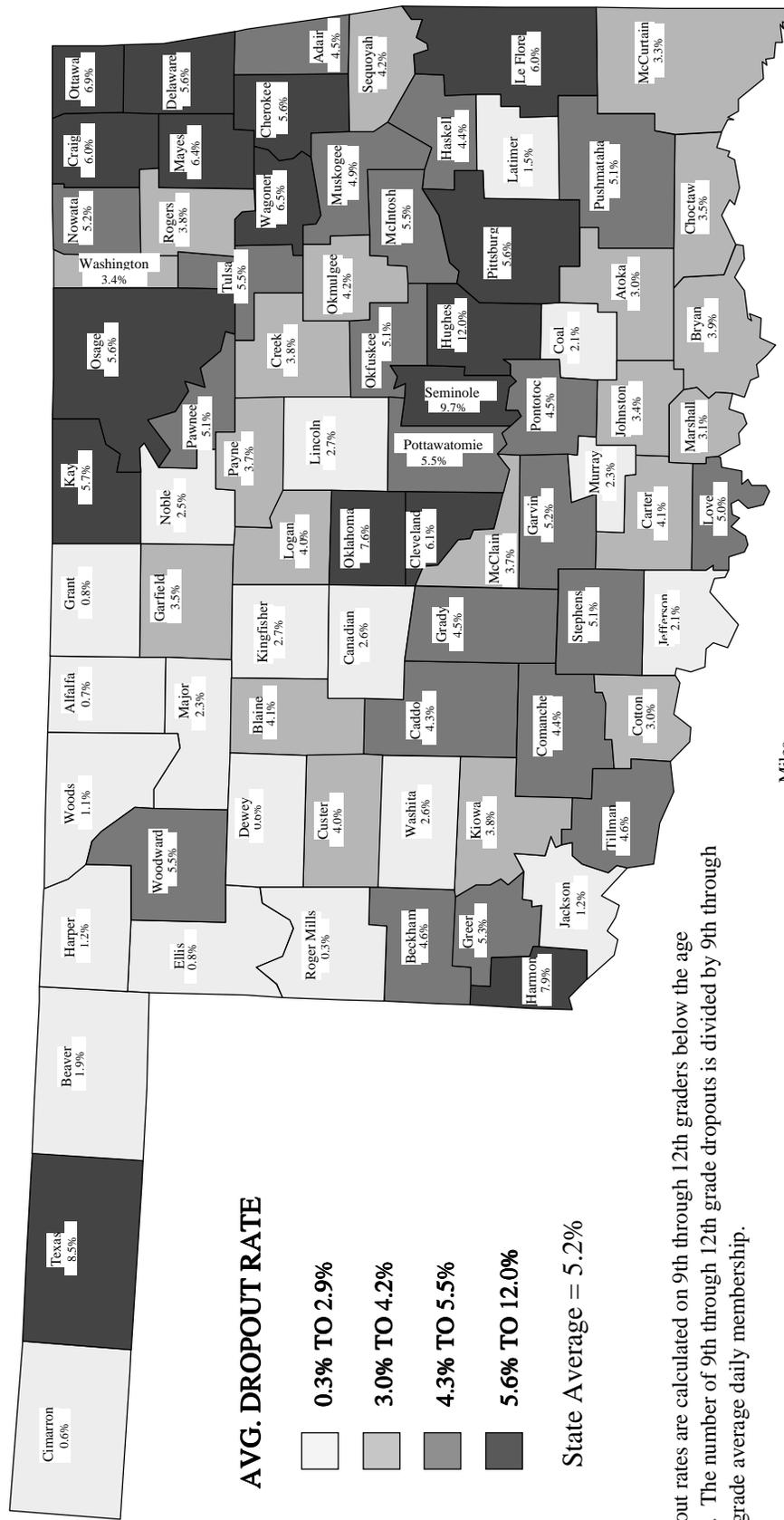
The legal definition for “school dropout” in Oklahoma is “any student who is not attending school, is under the age of nineteen (19), and has not graduated from high school.” The law goes on to state that these students must not be attending any other public or private school or otherwise be receiving an education pursuant to the law, for the full term that the school in which they reside is in session. Oklahoma’s high school dropout rates (grades 9 through 12) are graphed in Figure 28.

Dropout rates vary greatly from district to district and county to county across the state (Figure 29). At one district in Oklahoma, more than 1/3 of the 9-12 grade student body dropped out during the 1999-2000 school year. Sixty districts, however, did not lose a single student.

Although Oklahoma lacks the databases required to calculate a cohort dropout rate, a feel for total student loss can be obtained by looking at ADM counts for a given Graduating Class as they progress from grade to grade. Figure 30 shows ADM counts for five graduating classes, 1996 through 2000, as they progress through the grades. The table shows that, on average, 22% of students are lost between 9th and 12th grade. There are many reasons that students disappear from the state enrollment rosters (transfers out of state, transfers to private schools, and even incarceration or death). However, knowing that the annual dropout rate exceeds 5%, it is reasonable to conclude that the majority of student loss over the four-year period is the result of student dropouts. It should also be realized that Oklahoma has a few districts where the annual dropout rate exceeds 15%, meaning that at those schools, more students will dropout during the four-year period than will graduate.

Figure 29

AVERAGE HIGH SCHOOL DROPOUT RATE PUBLIC HIGH SCHOOLS - 1999-2000 SCHOOL YEAR



Dropout rates are calculated on 9th through 12th graders below the age of 19. The number of 9th through 12th grade dropouts is divided by 9th through 12th grade average daily membership.

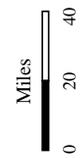
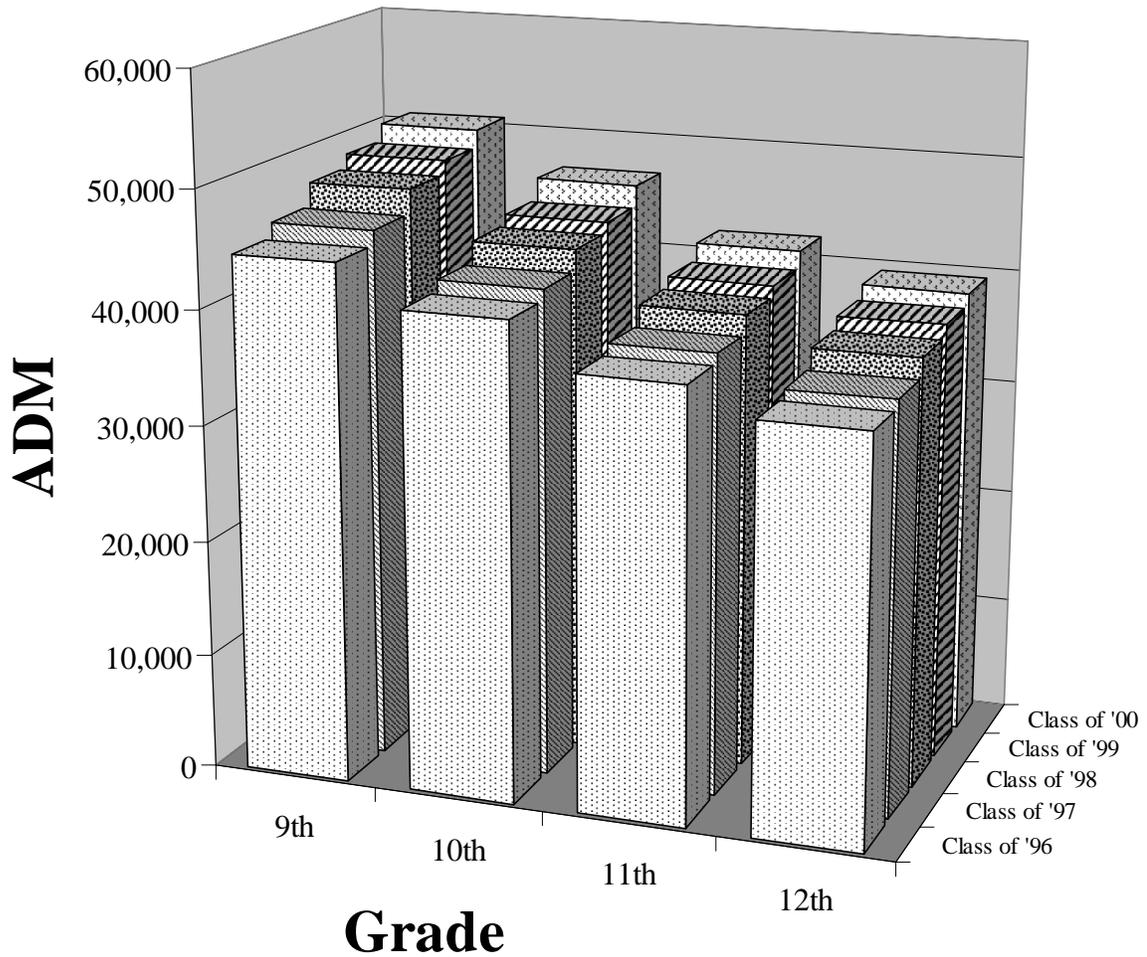


Figure 30
Average Daily Membership by Graduating Class
Statewide Student Loss Grades 9 through 12



Grade	Average Daily Membership				% Loss 9th - 12th
	9th	10th	11th	12th	
Class of '96	44,693	41,196	37,286	34,879	-22%
Class of '97	45,939	42,093	37,956	35,541	-23%
Class of '98	47,966	43,910	39,540	37,181	-22%
Class of '99	49,136	44,781	40,365	38,184	-22%
Class of '00	50,649	46,592	41,787	39,216	-23%
Five-Year Average	238,384	218,572	196,934	185,001	-22%

Data Source: State Department of Education

There are great differences in the percentage of students lost among ethnic groups during the high school years as well. Figure 31 looks at student loss between 9th and 12th grade for the graduating class of 2000 by race and gender. Because enrollment counts by race and gender are only collected using fall enrollment, Figure 31 uses fall enrollment counts from 1996-97 through 1999-2000 to assess student loss in grades 9 through 12. The statewide student loss between 9th and 12th grade for the graduating class of 2000 was 23% using both ADM and Fall Enrollment. Again, it must be considered that there are many reasons that students disappear from the state enrollment rosters. Even so, the percentage of students lost among some ethnic groups is staggering.

Figure 31
Statewide Student Loss Grades 9 through 12
By Race and Gender Based on Fall Enrollment
Graduating Class of 2000

Race & Gender	Fall Enrollments				% Loss 9th - 12th
	9th	10th	11th	12th	
	Fall 1996	Fall 1997	Fall 1998	Fall 1999	
African Am. Male	2,794	2,333	1,916	1,682	-40%
African Am. Female	2,571	2,228	1,921	1,694	-34%
Hispanic Male	1,059	924	770	712	-33%
Hispanic Female	954	839	690	669	-30%
White & Other Male	18,900	17,530	15,703	14,525	-23%
White & Other Female	17,362	16,254	14,980	14,015	-19%
Native Am. Male	3,755	3,574	3,296	3,060	-19%
Native Am. Female	3,629	3,416	3,224	2,985	-18%
Asian Female	351	320	335	347	-1%
Asian Male	334	340	317	335	0%
State Average	51,709	47,758	43,152	40,024	-23%

Data Source: State Department of Education

National Dropout Rate

In the past, differences in the methodologies used to calculate dropouts made comparisons between Oklahoma and the Nation impractical. Recently, however, the US Department of Education began releasing national dropout information in a way that made it possible to calculate a dropout rate using a methodology similar to that used in Oklahoma. The national figures for the 1998-99 school year, students in 10th through 12th grade, ages 15 through 18 was 3.8%* (349,000 dropouts divided by 9,242,000 students). These figures were collected as part of the “Current Population Survey,” conducted by the Census Bureau, and related to persons who were students during the 1998-99 school year. Oklahoma’s dropout rate calculated on 10th through 12th grade for the 1998-99 school year was 5.3% (Figure 32). (*Source: US Department of Education, National Center for Education Statistics, Dropout Rates in the United States: 1999 – Table 1.)

Figure 32
Dropout Rate of Students in Grades 10-12
Oklahoma Versus the Nation

	1997-98		1998-99	
	Oklahoma	Nation	Oklahoma	Nation
Dropouts	7,475	330,000	6,694	349,000
Enrollment	124,139	9,033,000	126,177	9,242,000
Dropout Rate	6.0%	3.7%	5.3%	3.8%

Note: National dropout rates were calculated on students age 15 through 18.

Data Source: State Department of Education & National Center for Education Statistics, US Department of Education.

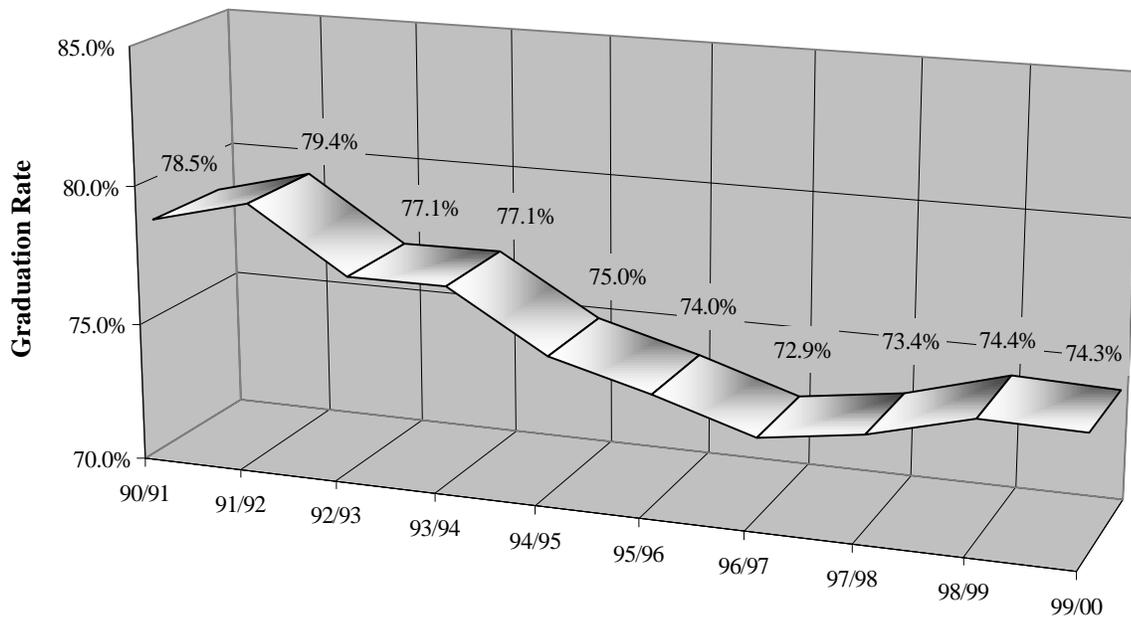
Graduation Rate

The Oklahoma graduation rate is calculated by comparing the current number of graduates to the 9th grade student enrollment (ADM) four years earlier. This method, when used at the state level, gives a reliable estimate of the number of high school students who attain a high school diploma in four years. Using this method, the 1999-2000 statewide graduation rate is 74.3% (37,558 graduates in

1999-2000 divided by a 9th grade ADM of 50,546 in 1995-96). The rate decreased one-tenth of a percentage point from 1998-99, but is down 5.1 percentage points since 1991-92 (Figure 33).

This is the most accurate system that currently exists for determining high school graduation rates within the state. Oklahoma currently has no statewide student record keeping system. Therefore, it is impossible to follow students migrating into, or out of, the state, or between districts during their high school career. For comparative purposes, the national-level graduation rate based on a similar methodology was 67.0%* for 1999-2000. (US Department of Education, National Center for Education Statistics, 2000 Digest of Education Statistics – Table 102 and 1999 Digest of Education Statistics – Table 42. Note: * based on estimated graduates.)

Figure 33
Oklahoma High School Graduation Rates
Graduates as a Percent of Freshmen 4 Years Earlier



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

Data Source: State Department of Education

A more complete accounting of the state’s annual graduation picture is given in Figure 34. In 1999-2000, Oklahoma’s 12th grade fall enrollment was 39,953 and from that group 37,558 students graduated. The 12th grade dropout total of 1,851 includes all ages and 497 students were unaccounted for in the system. Oklahoma’s event graduation rate for 1999-2000 was 94.0%.

Figure 34
Oklahoma High School Completion
1998-99 and 1999-2000

Category	1998-99		1999-2000	
	Number of Students	Rate	Number of Students	Rate
12 th Grade Enrollment (Fall)	39,582		39,953	
Graduates (Event Rate)	37,396	94.5%	37,558	94.0%
Dropouts (12 th grade)	1,689	4.3%	1,851	4.6%
Remainder of Students	497	1.2%	544	1.4%

Data Source: State Department of Education

American College Testing (ACT) Program

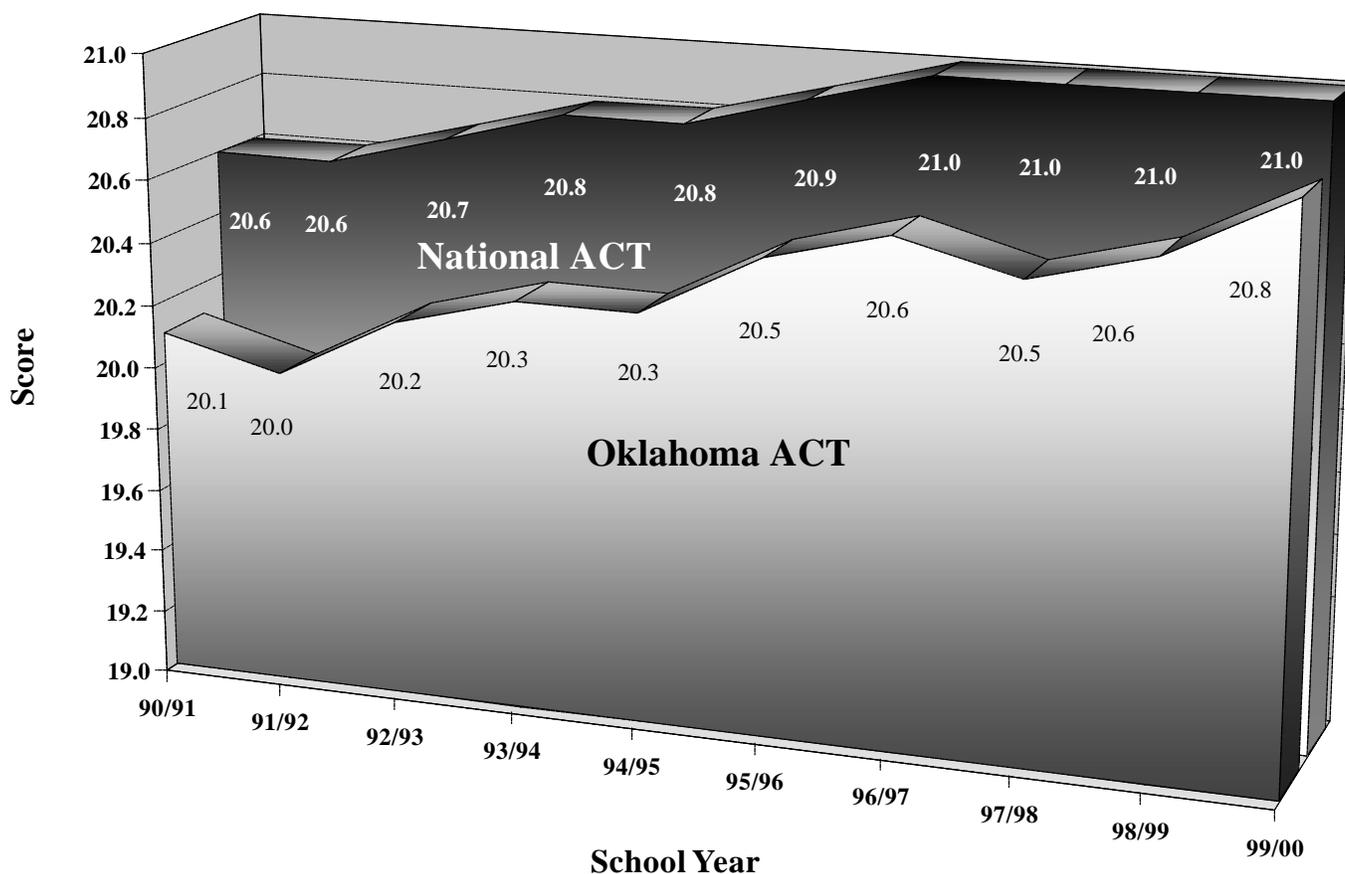
The ACT is a college-entrance exam taken by high school students who plan to apply for acceptance to an institution of higher education. It is the test most often used for admission to Oklahoma public colleges and universities. The scores are used as one measure of a student's level of academic knowledge. At the Oklahoma public high schools included in this series of reports, 24,250 members of the Graduating Class of 2000 took the ACT or 64.5% of graduates from those schools. The composite score on the ACT for this group during the 1999-2000 school year was 20.9, an increase of two-tenths of a standard score from 1998-99. The official Oklahoma score released by the ACT Corporation, which includes both public and private schools as well as alternative education centers, was 20.8, a two-tenths of a standard score increase over the 1998-99 results (Figure 35). The national composite score of 21.0 in 1999-2000 remained unchanged from the previous year. In 1999-2000, the gap between Oklahoma's statewide ACT score and the national ACT score was two-tenths of a standard score. Oklahoma's ACT score has, however, increased seven-tenths of a standard score since 1990-91 while the national score has increased only four-tenths of a standard score during that same time.

One explanation for the gap between the Oklahoma ACT score and the national score is that Oklahoma tests a much larger percentage of graduates than does the nation as a whole. Nationally, only 38% of high school graduates were tested during the 1999-2000 school year, compared to 71% in Oklahoma (based on figures provide by ACT corporation). The larger the percentage of graduates tested, the greater the likelihood that students with lower academic abilities are being included in the test group. Based on state comparisons released by ACT corporation, the percentage of students tested in Oklahoma has increased five percentage points during the last six years (66% tested in 1994) and the average score has increased five-tenths of a standard score during that period as well. This increase in the average score is impressive, because one would expect a slight decrease in the average score as a result of the increase in the percentage of students being tested.

An analysis of the 25 states that tested 50% or more of their 2000 high school graduates shows that Oklahoma out-performed only eight of those states. However, of the 12 states that tested an equal, or larger, percentage of high school graduates than Oklahoma (71% or more), Oklahoma significantly out-performed five of these states, but lagged considerably behind the other six. A table comparing Oklahoma's performance on the ACT in relation to all of the other states in the nation can be found in Appendix F.

Average ACT scores varied greatly across Oklahoma (Figure 41). Looking at scores by individual high school sites covered in this report series, the highest average ACT was a score of 23.7, with 496 graduates tested or 71%. The lowest average ACT for an Oklahoma high school was 14.6, with only 29% of graduates being tested at that school. This school's ACT tested graduates averaged in the bottom 7th percentile of all 2000 graduates tested nationally.

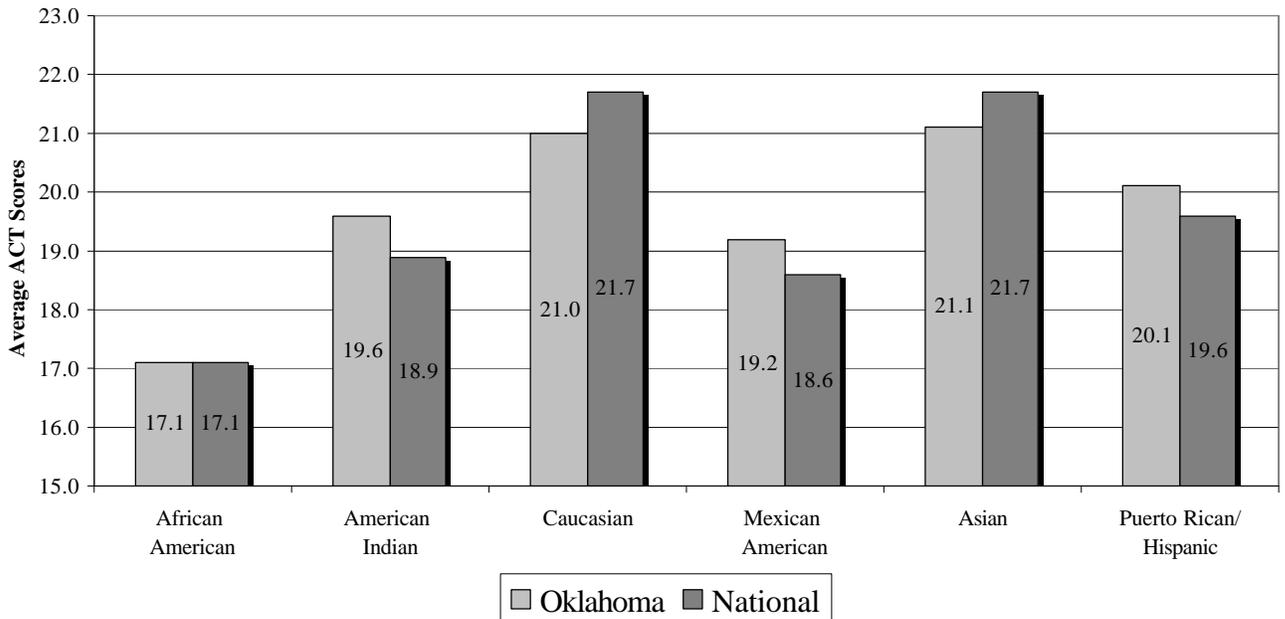
Figure 35
Oklahoma ACT Scores versus National ACT Scores



Data Source: ACT Corporation

Looking at the ACT scores by race (Figure 36) we see that, generally speaking, minority students in Oklahoma outperform their national counterparts. This success could be evidence that the initiatives set forth in House Bill 1017 in 1989 are working. Much of the focus of HB 1017, particularly the use of the minimum competencies, dealt with making sure that all students perform at grade-level. The bill shifted effort within the educational community in Oklahoma towards making sure that no student was left behind. The chart shows that for those ethnic groups that struggle nationally, Oklahoma’s students in most of those same groups fare better. The challenge to Oklahoma educators would be to achieve performance levels for all ethnic groups that are at or above the national average.

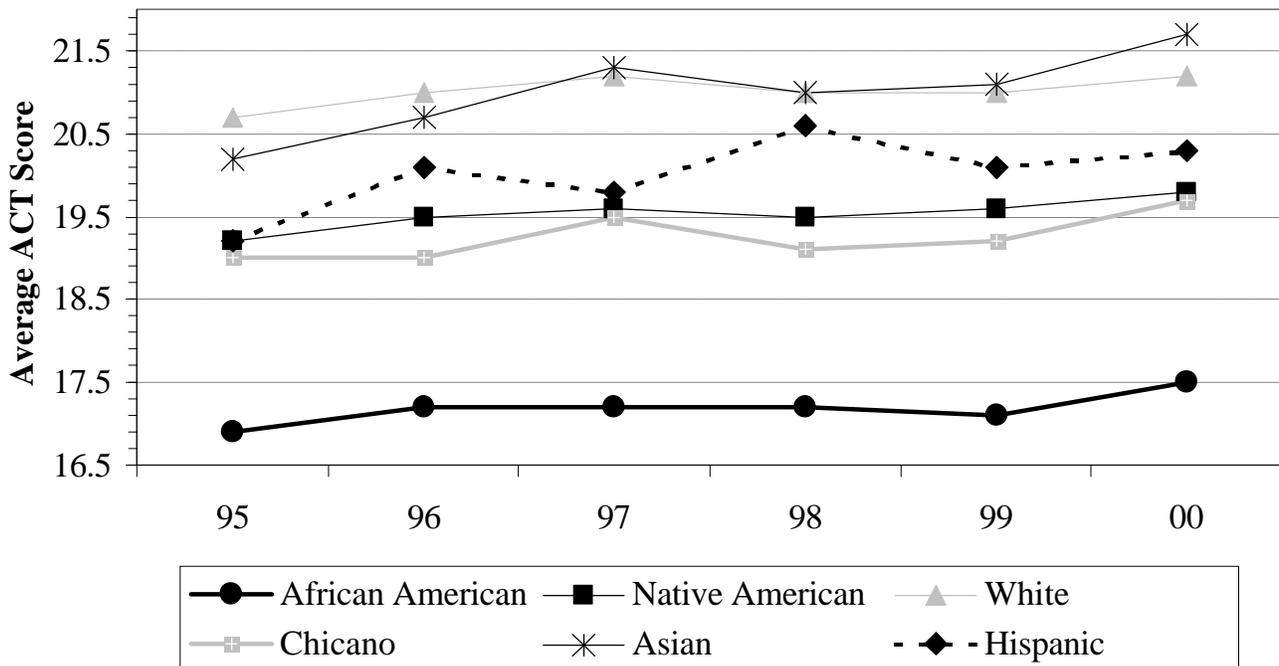
Figure 36
Oklahoma ACT Scores versus National ACT Scores
by Ethnicity for 2000 Graduates



Data Source: ACT Corporation.

ACT scores by race for the last five years shows that the African American students lag significantly behind their counterparts in the state (Figure 37). This trend is alarming, especially considering that an average ACT score of 19 or above is required for admission into one of the State’s four-year regional universities, and 22 or above for admission into OU or OSU. Students not meeting these admission scores must complete remedial classes before enrolling college-level courses.

Figure 37
Oklahoma ACT Scores by Ethnicity
1996 through 2000 Graduates



Data Source: ACT, inc.

Scholastic Aptitude Test (SAT)

The SAT is another well-recognized college entrance test, however, it is not widely taken in Oklahoma. In 1999-2000, Oklahoma's performance on the verbal and math components of the SAT was 563 and 560, respectively. National scores in these same areas were 505 and 514, respectively. While Oklahoma's scores were well above the national average, this performance must be placed in proper perspective. According to the College Board, the company responsible for the SAT, only 8% of Oklahoma's high school graduates took the SAT in 2000. Nationally, the SAT was taken by 44% of high school graduates during that same year. Most of the students who take the test in Oklahoma do so to compete for prestigious national-level scholarships or to attend out-of-state universities. Only seven states tested a smaller percentage of their graduates than Oklahoma (Appendix G).

Advanced Placement

As explained in the “EDUCATIONAL PROCESS” section of this report, the Advanced Placement (AP) program allows high school students the opportunity to study advanced curriculum and possibly earn college credit for their studies. All of the following statistics relate to the Oklahoma public high schools covered in the “Profiles 2000” reports, unless otherwise specified. The 1999-2000 school year saw a 25% increase in the number of high schools across the state participating in at least one national AP exam: 187 high schools compared to 150 in 1998-99. A student’s mastery of the subjects studied is measured by a nationally standardized Advanced Placement test. Statewide, there were 2,882 public school seniors who had participated in the AP testing program in 1999-2000. This represents 7.2% of the seniors that year. One of Oklahoma’s high schools had 44% of its 2000 seniors take at least one AP test that year. The AP program offers tests in 34 different subject areas. Many students choose to test in more than one AP course. In 1999-2000, there were 2,882 seniors who had taken 6,309 AP tests that year. AP tests are scored on a scale of one to five. Most colleges and universities in the United States will award college credit to students who score three or above on an AP test. Of the 6,309 tests administered to the Graduating Class of 2000, there were 3,886 (61.3%) that received a score of three or above. Appendix C displays statistics related to AP participation for public and private schools by state. The table shows that only 37% of public schools in Oklahoma participated in the AP program compared to 60% of public schools nationally.

Additional High School Performance Measures

Based on the Office of Accountability’s 2000 School Questionnaire, 67.0% of Oklahoma’s 2000 high school graduates were reported to have completed the college-bound curriculum required for admission to the state’s public institutions of higher education (Figure 39). The survey also revealed that seniors at the public high schools had an average GPA of 2.99 (Figure 40), and that roughly 8.0% of high school graduates planned to attend out-of-state colleges. Information provided by the Oklahoma Department of Career and Technology Education showed that 40.1% of students enroll in an occupationally-specific Career-Tech program sometime during their high school career (44,947 Career-Tech enrollers divided by 111,994 members of the seniors class (3-year average)). Of those who enrolled in a Career-Tech occupationally-specific program, 82.8%, or 37,196, completed one or more of the competencies required for the program. The Career-Tech information is based on those seniors who attended one of the high school sites covered in this report series. Career-Tech enrollments at Oklahoma high schools ranged from schools with none of their students participating in occupationally-specific programs to 11 other high schools with all of their students participating. Competency completion rates ranged from a low of 38% at one school to 11 schools with 100% of the Career-Tech enrollers completing at least one competency within a program. The Career-Tech performance measures are based on the graduating classes of 1997 through 1999. The three classes were followed for a four-year period, 1996-97 through 1999-2000.

Collegiate Performance Measures

A college student's ability to perform academically is greatly influenced by the quality of the academic preparation he or she has received during their time in the primary and secondary education system. Therefore, the overall post-secondary performance of high school graduates can reveal much about the quality of common education (K-12). The shorter the time period that transpires between high school graduation and college enrollment, the higher the correlation between K-12 academic preparation and collegiate performance. For this reason, the majority of collegiate performance measures listed below are based on students who move directly from an Oklahoma public high school to an Oklahoma public college or university. The databases required to follow individual students from high school to college do not exist in Oklahoma. Therefore, students were grouped by age to approximate movement directly from high school to college. The groups consisted of Oklahoma public high school graduates who were first-time entering freshman at an Oklahoma higher education institution during a given fall semester. The students needed to be age 17, 18, or 19 at that time and could be either full or part-time college students. This group was then assumed to represent the high school graduating class from the months of May and June in that same year. The following data relate only to the high schools covered in this report series and the performance of their graduates once they enroll in an Oklahoma college or university. The data were provided by the Oklahoma State Regents for Higher Education.

Based on a three-year average, 51.8% of the state's public high school graduates went directly to a public college in Oklahoma (Figure 42). One high school in the state had 91% of its graduates go on to an Oklahoma public college, whereas another had only 2% of graduates go on. Once in college, 37.5% of Oklahoma public high school graduates took at least one remedial course during their freshmen year in an Oklahoma public institution of higher education (Figure 43). The percentage of college-enrolled graduates taking at least one remedial course ranged from one Oklahoma high school that had none of its college bound students that required remediation, to a high of 89% at a few other Oklahoma public high schools. Seventy-two-point-nine percent (72.9%) of freshman had a grade point average (GPA) of 2.0 or above during the first semester of their freshman year in an Oklahoma college (Figure 44). Individual Oklahoma high school sites ranged from a low of only 33% of college-enrolled graduates being able to attain a 2.0 or above, to a number of cases where nearly all, of the college-enrolled graduates were able to achieve a GPA of 2.0 or above. The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school was 34.3% (Figure 45). A number of Oklahoma public high schools had less than 10% of their college-enrolled graduates complete a degree program within 150% of ordinary completion time. One Oklahoma public high school, however, had 81% of its college bound graduates completing college degrees. The college completion rate was calculated on a group of students consisting of those who enrolled in the fall semester after their graduation from high school and who were degree-seeking at that time. Members of this group were then given three years to complete an associate degree and six years to complete a bachelor's degree. The rate is based on a three-year average, which means that some of the students involved in the study may have graduated from an Oklahoma high school as much as ten years earlier. Because so much time is required to collect these post-secondary performance measures, some high schools may have closed during this period. Therefore, the rates posted in the "Profiles 2000" reports only include high schools that were still in operation during the 1999-2000 school year.

Figure 38 Summary of Oklahoma High School Performance Measures

Summary of H.S. Performance Measures

State Average

High School Dropout Rate (Single Year)	5.2%
High School Graduation Rate	74.3%
Average GPA of High School Seniors (Class of 2000)	2.99
Advanced Placement (AP) Participation Rate (Class of 2000)	7.2%
AP Test Scoring College Credit (Class of 2000)	61.3%
Career-Tech Program Participation Rate (3-Year Average)	40.1%
Career-Tech Program (Competency) Completion Rate (3-Year Average)	82.8%
ACT Participation Rate (Class of 2000)	64.5%
Average ACT Score (Class of 2000 – Public & Private)	20.9
HS Grads Completing Coll. Bound Curriculum (15 Units)	67.0%
HS Grads Going to Out-of-State Colleges	8.0%
OK College-Going Rate (3-Year Average)*	51.8 %
OK College Remediation Rate (2-Year Average)*	37.5%
OK College Freshman GPA 2.0 or Above (3-Year Average)*	72.9%
OK College Completion Rate (3-Year Average)*	34.3%

* Includes only college students who graduated from Oklahoma public high schools open during the 1999-2000 school year.

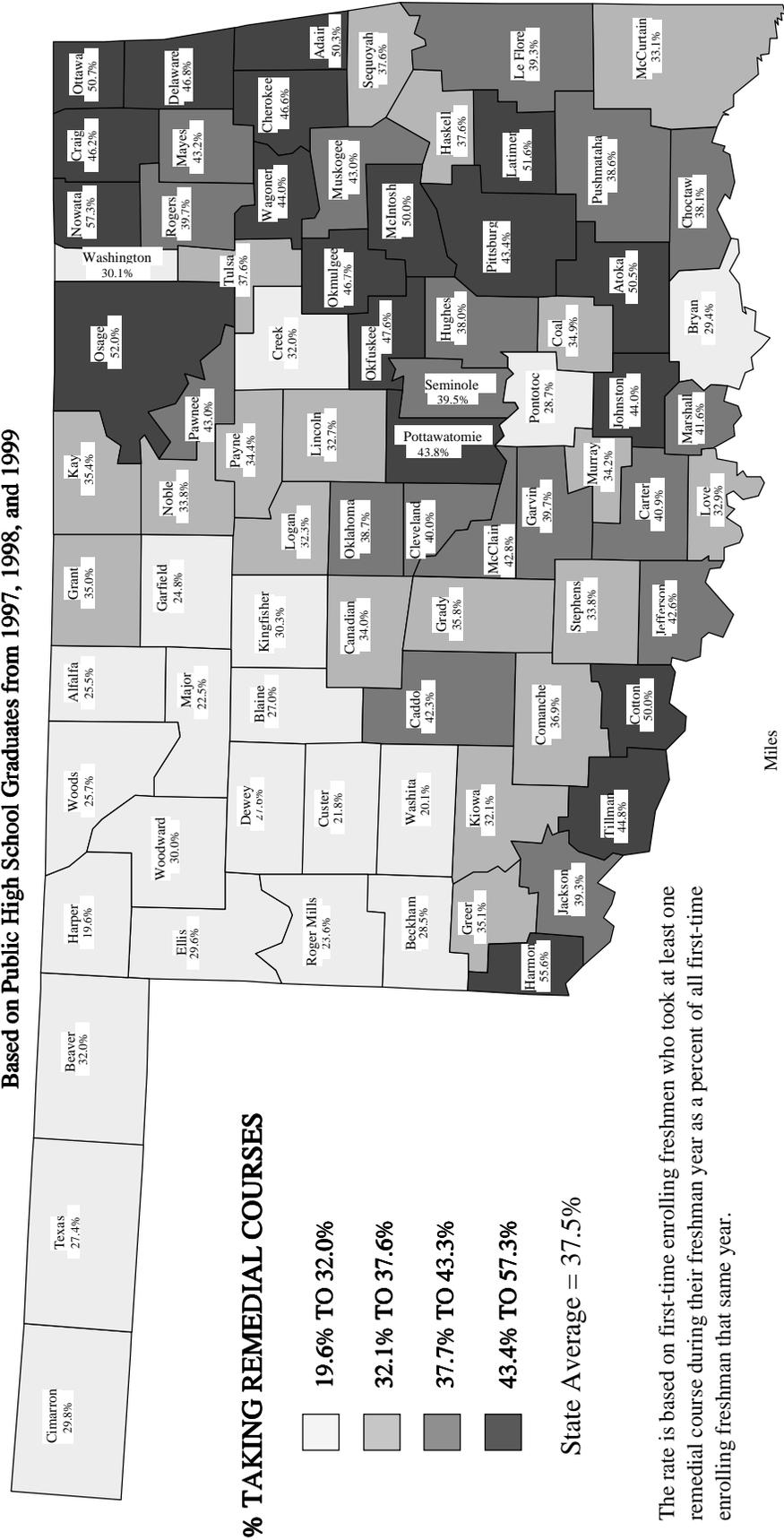
Data Sources: State Department of Education, Oklahoma Department of Career and Technology Education, Office of Accountability, ACT Corporation, and Oklahoma State Regents for Higher Education

Figure 43

PERCENT OF OKLAHOMA PUBLIC COLLEGE FRESHMEN TAKING REMEDIAL COURSES

STUDENTS GROUPED BY COUNTY IN WHICH THEY ATTENDED PUBLIC HIGH SCHOOL

Based on Public High School Graduates from 1997, 1998, and 1999



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



Prepared by: Office of Accountability
Data Source: Oklahoma State Regents for Higher Education

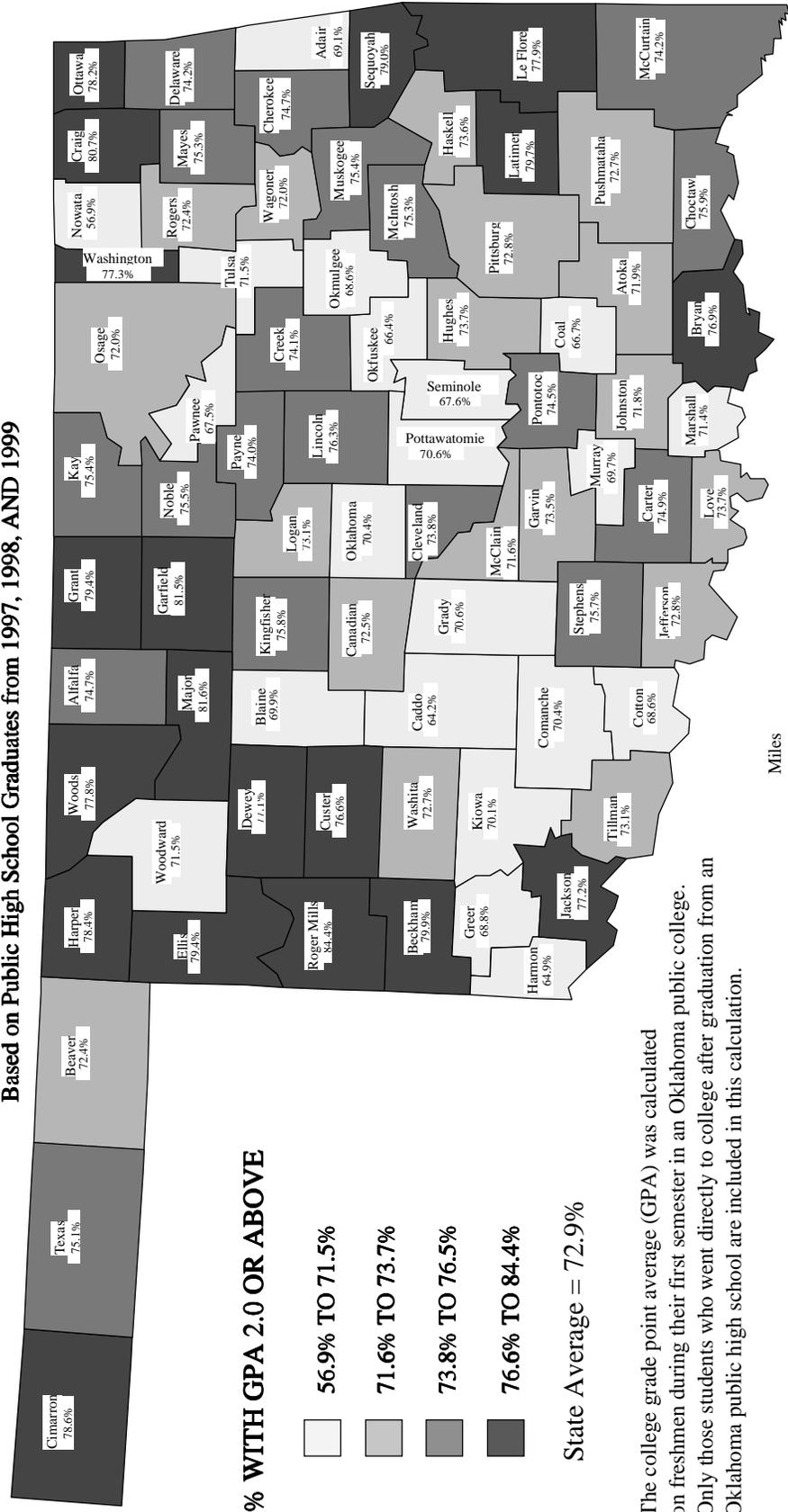
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Figure 44

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

STUDENTS GROUPED BY COUNTY IN WHICH THEY ATTENDED PUBLIC HIGH SCHOOL

Based on Public High School Graduates from 1997, 1998, AND 1999



APPENDIX A

Juvenile Arrest Data By Offense Type

1999-2000

Criminal Offenses Only

Description	Offenses	%
Homicide	66	0.3%
Kidnapping	15	0.1%
Sexual Assault	213	1.0%
Robbery	185	0.9%
Assault	2,220	10.4%
Arson	193	0.9%
Extortion	73	0.3%
Burglary	2,210	10.4%
Theft	3,258	15.3%
Theft of Auto	1,050	4.9%
Forgery	285	1.3%
Fraud	112	0.5%
Embezzlement	39	0.2%
Stolen Property	783	3.7%
Damage Property	1,434	6.7%
Dangerous Drugs/Narcotics	2,211	10.4%
Sex Offenses	168	0.8%
Domestic Violence	291	1.4%
Liquor Under Age	441	2.1%
Obstruction of Police	382	1.8%
Escape/Flight	201	0.9%
Obstructing the Judiciary	1,954	9.2%
Weapon Offenses	528	2.5%
Public Peace	1,607	7.5%
Traffic Offenses	671	3.1%
Invasion of Privacy	279	1.3%
Conservation	46	0.2%
Other Offences	403	1.9%
Total	21,318	100.0%

Data Source: Office of Juvenile Affairs

APPENDIX B

Socioeconomic Indicators

1990 Census Data Used to Indicate the Socioeconomic Conditions within Each County

County	Percent of the Population with Less Than a High School Diploma	Percent of Families with a Single Parent	Public Assistance Dollars Received per Capita	Unemployment Rate
Adair	43.9%	17.7%	\$169	8.3%
Alfalfa	22.7%	15.1%	\$137	2.7%
Atoka	40.2%	21.2%	\$140	11.0%
Beaver	24.7%	11.8%	\$51	2.2%
Beckham	33.5%	23.7%	\$147	7.4%
Blaine	28.8%	20.4%	\$85	6.3%
Bryan	32.7%	21.2%	\$167	8.8%
Caddo	33.8%	22.9%	\$121	10.1%
Canadian	17.7%	14.0%	\$39	4.7%
Carter	29.7%	23.3%	\$97	7.4%
Cherokee	30.1%	25.5%	\$140	9.0%
Choctaw	42.1%	31.3%	\$206	10.7%
Cimarron	29.0%	14.7%	\$118	2.9%
Cleveland	16.1%	17.8%	\$43	5.3%
Coal	39.6%	20.1%	\$226	11.2%
Comanche	18.9%	22.7%	\$63	8.0%
Cotton	37.2%	15.9%	\$100	10.7%
Craig	33.2%	16.5%	\$82	5.9%
Creek	31.1%	16.2%	\$71	6.0%
Custer	24.9%	18.4%	\$64	6.5%
Delaware	33.8%	17.5%	\$132	6.9%
Dewey	31.8%	12.8%	\$109	5.0%
Ellis	26.2%	13.8%	\$40	2.6%
Garfield	23.5%	21.0%	\$79	6.0%
Garvin	36.6%	19.3%	\$114	8.6%
Grady	31.0%	18.3%	\$100	7.2%
Grant	22.1%	11.9%	\$72	3.6%
Greer	35.3%	21.6%	\$142	6.9%
Harmon	42.0%	27.2%	\$188	11.8%
Harper	23.9%	13.4%	\$30	3.0%
Haskell	43.6%	19.6%	\$129	10.4%
Hughes	41.3%	25.0%	\$142	11.2%
Jackson	25.9%	19.9%	\$110	7.5%
Jefferson	41.3%	16.7%	\$134	7.1%
Johnston	39.0%	20.7%	\$183	10.5%
Kay	23.2%	17.2%	\$71	5.2%
Kingfisher	23.8%	13.4%	\$73	4.2%
Kiowa	35.0%	26.8%	\$209	7.3%
Latimer	36.9%	21.8%	\$194	11.0%
Le Flore	38.8%	18.4%	\$163	8.2%

Continued Next Page

Socioeconomic Indicators

1990 Census Data Used to Indicate the Socioeconomic Conditions within Each County Continued

County	Percent of the Population with Less Than a High School Diploma	Percent of Families with a Single Parent	Public Assistance Dollars Received per Capita	Unemployment Rate
Lincoln	31.2%	14.5%	\$99	8.1%
Logan	28.0%	19.1%	\$92	7.0%
Love	33.5%	16.1%	\$111	6.0%
McClain	27.8%	10.6%	\$61	5.0%
McCurtain	40.8%	25.2%	\$222	10.5%
McIntosh	38.5%	23.6%	\$158	10.0%
Major	29.1%	12.6%	\$133	4.6%
Marshall	39.3%	19.3%	\$85	7.1%
Mayes	32.1%	15.0%	\$96	7.9%
Murray	36.0%	18.8%	\$128	8.8%
Muskogee	31.7%	24.5%	\$143	6.9%
Noble	27.2%	16.1%	\$76	4.9%
Nowata	32.6%	17.1%	\$88	6.8%
Okfuskee	39.3%	23.0%	\$197	10.1%
Oklahoma	20.9%	27.4%	\$84	6.8%
Okmulgee	33.7%	26.5%	\$131	9.0%
Osage	27.0%	19.1%	\$105	6.6%
Ottawa	32.2%	21.5%	\$110	8.1%
Pawnee	27.0%	15.4%	\$80	6.6%
Payne	17.8%	19.2%	\$43	6.0%
Pittsburg	35.7%	20.2%	\$111	9.1%
Pontotoc	30.7%	21.3%	\$101	8.3%
Pottawatomie	29.7%	19.5%	\$122	8.5%
Pushmataha	42.2%	20.9%	\$176	11.8%
Roger Mills	27.9%	12.1%	\$83	2.2%
Rogers	21.9%	14.8%	\$63	5.9%
Seminole	37.9%	19.5%	\$178	9.4%
Sequoyah	40.4%	22.1%	\$172	7.7%
Stephens	29.2%	16.2%	\$93	7.6%
Texas	24.5%	14.4%	\$82	4.2%
Tillman	38.3%	18.2%	\$128	10.9%
Tulsa	18.3%	23.2%	\$72	5.7%
Wagoner	25.3%	14.2%	\$84	5.7%
Washington	20.4%	18.5%	\$57	4.7%
Washita	33.4%	11.3%	\$102	5.8%
Woods	23.9%	14.7%	\$102	4.9%
Woodward	26.6%	16.2%	\$64	4.5%
State Summary	25.4%	21.3%	\$92	6.7%

APPENDIX C



The
College
Board

AP

ADVANCED
PLACEMENT
Program

2000

OKLAHOMA

and NATIONAL

Summary Reports

ANNUAL AP PROGRAM PARTICIPATION FOR THE STATE OF OKLAHOMA

Year	<u>Schools</u>	<u>Candidates</u>	<u>Examinations</u>	<u>Colleges</u>
1963	-	29	37	-
1964	-	44	57	-
1965	11	43	63	-
1966	7	92	121	-
1967	13	91	121	-
1968	13	93	137	-
1969	9	98	153	8
1970	10	75	108	7
1971	11	102	142	11
1972	8	54	70	11
1973	6	50	70	9
1974	5	55	75	9
1975	6	53	78	9
1976	9	88	126	9
1977	7	104	134	12
1978	6	112	156	10
1979	10	117	177	10
1980	19	200	273	14
1981	26	361	459	17
1982	30	345	478	19
1983	32	528	766	16
1984	33	674	965	17
1985	37	834	1,178	19
1986	33	852	1,161	18
1987	47	1,147	1,583	22
1988	53	1,346	1,849	26
1989	54	1,718	2,313	24
1990	69	1,973	2,669	27
1991	82	2,160	3,022	28
1992	79	2,311	3,231	33
1993	77	2,588	3,650	34
1994	84	2,751	3,952	32
1995	81	2,863	4,325	34
1996	80	3,067	4,564	34
1997	89	3,511	5,265	41
1998	124	4,502	6,963	40
1999	167	5,616	8,581	38
2000	219	6,475	9,958	41

47,122 * 69,030

* This number is slightly inflated because some candidates take exams in more than one year.

SCHOOL REPORT OF AP EXAMINATIONS 1999-2000 (BY STATE)

U.S.*	TOTAL SCHOOLS					PUBLIC SCHOOLS					NON-PUBLIC SCHOOLS													
	AP SCHOOLS					TOTAL % SCHOOLS IN AP					TOTAL % SCHOOLS IN AP					TOTAL % SCHOOLS IN AP								
	1999	2000	1999	2000	1999-2000 % CHG	1999	2000	1999	2000	1999-2000 % CHG	1999	2000	1999	2000	1999-2000 % CHG	1999	2000	1999	2000	1999-2000 % CHG				
Alabama	286	37	36	13.9%	12.6%	-1.3%	360	161	43.3%	37.9%	11.5%	5	6	19.2%	23.1%	3.9%	130	35	25.0%	31.5%	6.5%			
Alaska	253	127	129	50.2%	0.8%	192	106	56.1%	51.0%	-5.1%	61	31	32.8%	50.8%	18.0%	61	20	40.0%	38.6%	-1.4%				
Arizona	373	123	123	32.2%	33.0%	0.8%	329	103	31.0%	32.2%	1.2%	44	20	45.0%	38.6%	-1.4%	562	315	55.5%	60.1%	4.6%			
Arkansas	1,547	1,120	1,156	72.3%	74.7%	2.4%	985	805	82.1%	83.0%	0.9%	300	150	51.2%	48.7%	-2.5%	79	40	48.8%	54.4%	5.6%			
California	379	190	189	50.7%	49.9%	-0.8%	300	150	51.2%	48.7%	-2.5%	79	40	48.8%	54.4%	5.6%	148	144	100.0%	97.3%	-2.7%			
Colorado	237	204	202	87.9%	85.2%	-2.7%	148	148	100.0%	97.3%	-2.7%	24	23	92.0%	100.0%	8.0%	35	15	42.9%	40.0%	-2.9%			
Connecticut	59	38	38	63.3%	64.4%	1.1%	24	23	92.0%	100.0%	8.0%	35	15	42.9%	40.0%	-2.9%	18	16	80.0%	100.0%	20.0%			
Delaware	38	29	36	72.5%	94.7%	22.2%	18	16	65.0%	88.9%	23.9%	303	303	82.3%	81.7%	-0.6%	300	118	39.1%	44.0%	4.9%			
District of Columbia	671	416	435	62.7%	64.8%	2.1%	371	298	80.3%	82.3%	2.0%	261	268	77.0%	80.2%	3.2%	215	76	34.9%	41.4%	6.5%			
Florida	549	337	357	60.5%	65.0%	4.5%	334	261	77.0%	80.2%	3.2%	42	34	92.7%	81.0%	-11.7%	35	24	70.6%	62.9%	-7.7%			
Georgia	77	62	56	82.7%	72.7%	-10.0%	42	63	49.0%	42.0%	-7.0%	131	63	48.5%	42.0%	-6.5%	19	8	52.6%	42.1%	-10.5%			
Hawaii	150	73	63	49.0%	42.0%	-7.0%	131	63	48.5%	42.0%	-6.5%	636	337	344	52.6%	54.1%	1.5%	203	102	50.2%	54.2%	4.0%		
Idaho	839	439	454	52.0%	54.1%	2.1%	636	337	344	52.6%	54.1%	1.5%	203	102	50.2%	54.2%	4.0%	172	31	17.7%	20.8%	3.2%		
Illinois	535	307	316	57.0%	59.1%	2.1%	363	276	75.8%	77.1%	1.3%	373	129	34.7%	31.4%	-3.3%	50	24	42.9%	48.0%	5.1%			
Indiana	423	150	141	35.6%	33.3%	-2.3%	345	83	24.0%	22.9%	-1.1%	44	18	41.9%	36.4%	-5.5%	44	18	41.9%	36.4%	-5.5%			
Iowa	389	101	95	26.0%	24.4%	-1.6%	282	170	67.2%	67.9%	0.7%	78	48	57.0%	61.5%	4.5%	78	48	57.0%	61.5%	4.5%			
Kansas	330	215	219	64.8%	66.4%	1.6%	282	170	67.2%	67.9%	0.7%	78	48	57.0%	61.5%	4.5%	142	50	33.6%	35.2%	1.6%			
Kentucky	471	114	116	24.4%	24.6%	0.2%	329	66	20.3%	20.1%	-0.2%	118	91	90	77.1%	76.3%	-0.8%	59	22	36.1%	37.3%	1.2%		
Louisiana	177	113	112	63.1%	63.3%	0.2%	118	91	90	77.1%	76.3%	-0.8%	145	92	91	54.7%	62.8%	8.1%	133	103	68.9%	77.4%	8.5%	
Maine	324	245	257	74.9%	79.3%	4.4%	179	163	90.9%	90.9%	0.0%	263	233	239	89.8%	90.9%	1.3%	225	100	44.4%	43.1%	-1.3%		
Maryland	396	326	342	82.5%	86.4%	3.9%	263	233	239	89.8%	90.9%	0.0%	87	39	39	44.6%	44.8%	0.2%	86	34	37.0%	41.9%	4.9%	
Massachusetts	857	488	486	56.5%	56.7%	0.2%	632	388	389	60.7%	61.6%	0.9%	225	100	97	44.4%	43.1%	-1.3%	225	100	44.4%	43.1%	-1.3%	
Michigan	482	217	215	45.3%	44.6%	-0.7%	395	178	45.4%	44.6%	-0.8%	242	90	91	36.1%	37.6%	1.5%	86	34	37.0%	41.9%	4.9%		
Minnesota	629	124	127	36.4%	38.7%	2.3%	242	90	36.1%	37.6%	1.5%	516	138	140	27.5%	27.1%	-0.4%	113	49	15.6%	15.6%	0.0%		
Mississippi	228	187	205	30.2%	32.6%	2.4%	182	63	36.4%	35.7%	-0.7%	25	3	11.5%	24.0%	12.5%	25	3	11.5%	24.0%	12.5%			
Missouri	207	66	71	33.2%	34.3%	1.1%	305	56	19.2%	18.0%	-1.2%	40	19	20	46.3%	50.0%	3.7%	40	19	20	46.3%	50.0%	3.7%	
Montana	345	75	75	22.5%	21.7%	-0.8%	78	36	46.8%	42.3%	-4.5%	28	8	8	25.0%	28.6%	3.6%	28	8	25.0%	28.6%	3.6%		
Nebraska	106	43	41	41.0%	38.7%	-2.3%	76	64	84.2%	89.5%	5.3%	36	20	21	55.6%	58.3%	2.7%	36	20	21	55.6%	58.3%	2.7%	
Nevada	112	84	89	75.0%	79.5%	4.5%	317	309	307	98.4%	96.8%	-1.6%	160	106	112	65.8%	70.0%	4.2%	160	106	112	65.8%	70.0%	4.2%
New Hampshire	477	415	419	87.4%	87.8%	0.4%	120	59	49.2%	46.7%	-2.5%	38	18	18	46.2%	60.5%	14.3%	38	18	46.2%	60.5%	14.3%		
New Jersey	158	77	79	48.4%	50.0%	1.6%	854	709	713	83.6%	83.5%	-0.1%	410	238	256	57.9%	62.4%	4.5%	410	238	256	57.9%	62.4%	4.5%
New Mexico	1,264	947	969	75.2%	76.7%	1.5%	340	303	297	88.9%	87.4%	-1.5%	198	62	62	31.2%	33.8%	2.6%	198	62	31.2%	33.8%	2.6%	
New York	538	365	364	67.6%	67.7%	0.1%	184	14	7.7%	7.6%	-0.1%	10	2	3	16.7%	30.0%	13.3%	10	2	3	16.7%	30.0%	13.3%	
North Carolina	194	16	17	8.2%	8.8%	0.6%	703	443	449	63.1%	63.9%	0.8%	186	99	112	53.2%	60.2%	7.0%	186	99	112	53.2%	60.2%	7.0%
North Dakota	889	542	561	61.0%	63.1%	2.1%	482	152	179	33.0%	37.1%	4.1%	40	15	40	44.1%	100.0%	55.9%	40	15	40	44.1%	100.0%	55.9%
Ohio	522	167	219	33.7%	42.0%	8.3%	237	122	123	51.7%	51.9%	0.2%	62	23	27	37.1%	43.5%	6.4%	62	23	27	37.1%	43.5%	6.4%
Oklahoma	299	145	150	48.7%	50.2%	1.5%	598	433	435	72.3%	72.7%	0.4%	324	141	150	42.5%	46.3%	3.8%	324	141	150	42.5%	46.3%	3.8%
Oregon	922	574	585	61.7%	63.4%	1.7%	44	35	32	79.5%	72.7%	-6.8%	23	16	15	69.6%	65.2%	-4.4%	23	16	15	69.6%	65.2%	-4.4%
Pennsylvania	67	51	47	76.1%	70.1%	-6.0%	198	179	182	90.4%	91.9%	1.5%	117	46	51	39.3%	43.6%	4.3%	117	46	51	39.3%	43.6%	4.3%
Rhode Island	315	225	233	71.4%	74.0%	2.6%	181	35	31	19.8%	17.1%	-2.7%	6	7	35.3%	41.2%	5.9%	17	6	7	35.3%	41.2%	5.9%	
South Carolina	198	41	38	21.1%	19.2%	-1.9%	298	154	150	53.1%	50.3%	-2.8%	120	63	72	53.4%	60.0%	6.6%	120	63	72	53.4%	60.0%	6.6%
South Dakota	418	217	222	53.2%	53.1%	-0.1%	1,351	854	889	63.8%	65.8%	2.0%	257	117	126	44.8%	49.0%	4.2%	257	117	126	44.8%	49.0%	4.2%
Tennessee	1,608	971	1,015	60.9%	63.1%	2.4%	109	82	87	73.9%	79.8%	5.9%	22	11	16	47.8%	72.7%	24.9%	22	11	16	47.8%	72.7%	24.9%
Texas	131	93	103	69.4%	76.6%	9.2%	64	57	56	90.5%	93.0%	2.5%	33	16	14	50.0%	42.4%	-7.6%	33	16	14	50.0%	42.4%	-7.6%
Utah	97	73	70	76.8%	72.2%	-4.6%	311	258	267	82.7%	85.9%	3.2%	163	85	87	51.2%	53.4%	2.2%	163	85	87	51.2%	53.4%	2.2%
Vermont	474	343	364	71.8%	74.7%	2.9%	331	203	200	61.0%	60.4%	-0.6%	91	45	45	48.9%	49.5%	0.6%	91	45	45	48.9%	49.5%	0.6%
Virginia	422	248	245	58.4%	55.2%	-3.3%	132	80	85	61.1%	64.4%	3.3%	40	6	10	14.0%	25.0%	11.0%	40	6	10	14.0%	25.0%	11.0%
Washington	172	86	95	49.4%	55.2%	5.8%	444	315	331	73.3%	74.5%	1.2%	136	47	48	34.8%	35.3%	0.5%	136	47	48	34.8%	35.3%	0.5%
West Virginia	580	362	379	64.1%	65.3%	1.2%	75	24	27	32.9%	36.0%	3.1%	9	1	1	11.1%	11.1%	0.0%	9	1	1	11.1%	11.1%	0.0%
Wisconsin	84	25	28	30.5%	33.3%	2.8%	16,171	9,582	9,665	59.8%	59.8%	0.0%	5,737	2,647	2,893	45.6%	50.4%	4.8%	5,737	2,647	2,893	45.6%	50.4%	4.8%
Wyoming	21,908	12,229	12,558	56.0%	57.3%	1.3%	657	695	12,886	13,253														
TOTAL (U.S.)	21,908	12,229	12,558	56.0%	57.3%	1.3%	16,171	9,582	9,665	59.8%	59.8%	0.0%	5,737	2,647	2,893	45.6%	50.4%	4.8%	5,737	2,647	2,893	45.6%	50.4%	4.8%
NON-U.S./U.S. TERR./CAN.	657	695																						
GRAND TOTAL	12,886	13,253																						

* SOURCE: Quality Education Data

APPENDIX D

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

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

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

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

- 4) **DISTRICT ADMIN.** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
 - Board of Education Services
 - Executive Administration Services
 - Special Area Administration Services

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

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

Continued on Next Page

7) DEBT SERVICE

OTHER OUTLAYS (5000 Series)
DEBT SERVICE (5100)

8) OTHER

OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series)

CHILD NUTRITION PROGRAMS OPERATIONS (3100)

Supervision of Child Nutrition Programs Operations

Food Preparation and Dispensing Services

Food and Supplies Delivery Services

Other Direct and/or Related Child Nutrition Programs

Food Procurement Services

Non-Reimbursable Services

Nutrition Education and Staff Development

Other Child Nutrition Programs Operations

OTHER ENTERPRISE SERVICES OPERATIONS (3200)

COMMUNITY SERVICES OPERATIONS (3300)

Supervision of Community Services Operations

Other Community Services Operations

FACILITIES ACQUISITION AND CONSTR. SERV. (4000 Series)

SUPERVISION OF FACILITIES ACQUISITION AND CONSTR. (4100)

SITE ACQUISITION SERVICES (4200)

SITE IMPROVEMENT SERVICES (4300)

ARCHITECTURE AND ENGINEERING SERVICES (4400)

EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500)

BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600)

BUILDING IMPROVEMENT SERVICES (4700)

OTHER FACILITIES ACQUISITION AND CONSTR. SERVICES (4900)

OTHER OUTLAYS (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)

REPAYMENT (8000 Series)

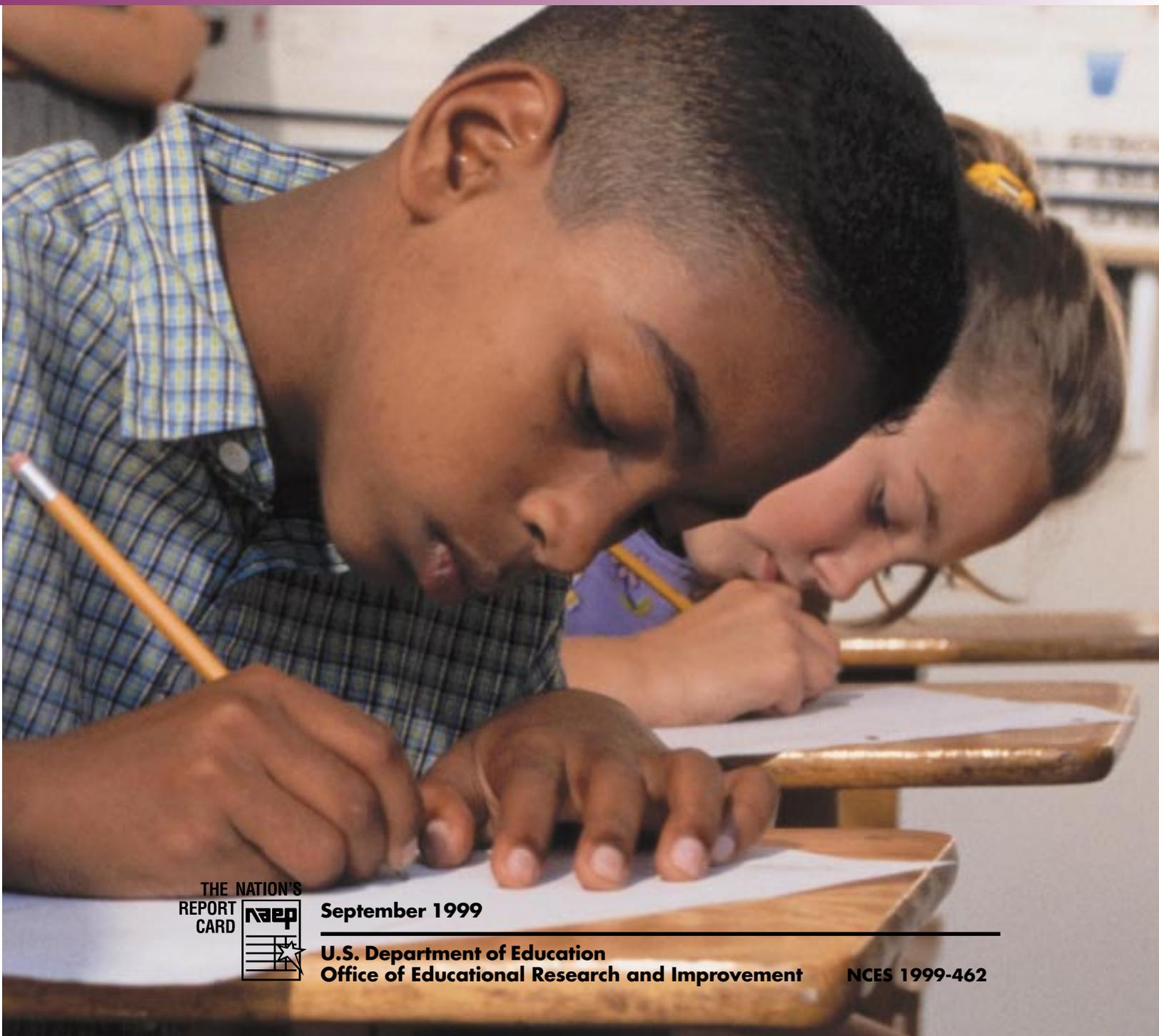
APPENDIX E

NATIONAL CENTER FOR EDUCATION STATISTICS

NAEP 1998

Writing

REPORT CARD FOR
THE NATION AND THE STATES



September 1999

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

NCES 1999-462

Table 5.1

Average grade 8 scale scores for the states for public schools only:
1998

	Average scale score
Nation	148
States	
Alabama	144
Arizona	143
Arkansas	137
California †	141
Colorado	151
Connecticut	165
Delaware	144
Florida	142
Georgia	146
Hawaii	135
Kentucky	146
Louisiana	136
Maine	155
Maryland	147
Massachusetts	155
Minnesota †	148
Mississippi	134
Missouri	142
Montana †	150
Nevada	140
New Mexico	141
New York †	146
North Carolina	150
Oklahoma	152
Oregon	149
Rhode Island	148
South Carolina	140
Tennessee	148
Texas	154
Utah	143
Virginia	153
Washington	148
West Virginia	144
Wisconsin †	153
Wyoming	146
Other Jurisdictions	
District of Columbia	126
DDESS	160
DoDDS	156
Virgin Islands	124

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

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

NOTE: National results are based on the national assessment sample, not on aggregated state assessment samples. Differences between states and jurisdictions may be partially explained by other factors not included in this table.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.

NATIONAL CENTER FOR EDUCATION STATISTICS

NAEP 1998
Reading
REPORT CARD FOR THE
NATION AND THE STATES



March, 1999

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

NCES 1999-500

Table 5.1

Average grade 4 scale scores for the states for public schools only: 1992, 1994, and 1998

	Average scale score		
	1992	1994	1998
Nation	215	212	215 ⁺
States			
Alabama	207	208	211
Arizona	209	206	207
Arkansas	211	209	209
California [†]	202	197	202
Colorado	217	213	222 ^{**+++}
Connecticut	222	222	232 ^{**+++}
Delaware	213	206	212 ⁺⁺
Florida	208	205	207
Georgia	212	207	210
Hawaii	203	201	200
Iowa [†]	225	223	223
Kansas [†]	—	—	222
Kentucky	213	212	218 ⁺⁺⁺
Louisiana	204	197	204 ⁺⁺
Maine	227	228	225
Maryland	211	210	215 ⁺
Massachusetts [†]	226	223	225
Michigan	216	—	217
Minnesota [†]	221	218	222
Mississippi	199	202	204 [*]
Missouri	220	217	216
Montana [†]	—	222	226
Nevada	—	—	208
New Hampshire [†]	228	223	226
New Mexico	211	205	206
New York [†]	215	212	216
North Carolina	212	214	217 ^{**}
Oklahoma	220	—	220
Oregon	—	—	214
Rhode Island	217	220	218
South Carolina	210	203	210 ⁺⁺
Tennessee	212	213	212
Texas	213	212	217
Utah	220	217	215 ^{**}
Virginia	221	213	218 ⁺
Washington	—	213	217 ⁺
West Virginia	216	213	216
Wisconsin [†]	224	224	224
Wyoming	223	221	219 [*]
Other Jurisdictions			
District of Columbia	188	179	182 ^{**}
DDESS	—	—	220
DoDDS	—	218	223 ⁺⁺
Virgin Islands	171	—	178 [*]

** Indicates that the average scale score in 1998 was significantly different from that in 1992 using a multiple comparison procedure based on all jurisdictions that participated both years. * Indicates that the average scale score in 1998 was significantly different from that in 1992 if only one jurisdiction is being examined. ++ Indicates that the average scale score in 1998 was significantly different from that in 1994 using a multiple comparison procedure based on all jurisdictions that participated both years. + Indicates that the average scale score in 1998 was significantly different from that in 1994 if only one jurisdiction or the nation is being examined.

— Indicates jurisdiction did not participate. † Indicates jurisdiction did not meet one or more of the guidelines for school participation. DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools. DoDDS: Department of Defense Dependents Schools (Overseas). NOTE: National results are based on the national assessment sample, not on aggregated state assessment samples. Differences between states and jurisdictions may be partially explained by other factors not included in this table. SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, and 1998 Reading Assessments.

Table 5.2

Average grade 8 scale scores for the states for public schools only:
1998

	Average scale score
	1998
Nation	261
States	
Alabama	255
Arizona	261
Arkansas	256
California [†]	253
Colorado	264
Connecticut	272
Delaware	256
Florida	253
Georgia	257
Hawaii	250
Kansas [†]	268
Kentucky	262
Louisiana	252
Maine	273
Maryland [†]	262
Massachusetts	269
Minnesota [†]	267
Mississippi	251
Missouri	263
Montana [†]	270
Nevada	257
New Mexico	258
New York [†]	266
North Carolina	264
Oklahoma	265
Oregon	266
Rhode Island	262
South Carolina	255
Tennessee	259
Texas	262
Utah	265
Virginia	266
Washington	265
West Virginia	262
Wisconsin [†]	266
Wyoming	262
Other Jurisdictions	
District of Columbia	236
DDESS	269
DoDDS	269
Virgin Islands	233

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

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools.

DoDDS: Department of Defense Dependents Schools (Overseas).

NOTE: National results are based on the national assessment sample, not on aggregated state assessment samples.

Differences between states and jurisdictions may be partially explained by other factors not included in this table.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

APPENDIX F

Cautions on the Use of State Aggregate ACT Scores

The ACT Assessment comprises four curriculum-based achievement tests designed to assess critical reasoning and higher-order thinking skills in English, mathematics, reading and science. These tests reflect students' skills and achievement levels as products of their high school experience and serve as critical measures of their preparation for academic coursework beyond high school. ACT Assessment results are used by postsecondary institutions across the nation for admissions, academic advising, course placement and scholarship decisions.

The accompanying list of average scores should not be interpreted as providing grounds for an explicit or implicit ranking of the various states' educational systems. Students who take the ACT Assessment are self-selected and do not represent the entire student population. Further, the percentages of students taking the ACT Assessment vary a great deal from state to state, as do those students' backgrounds and characteristics. Many factors--among them, motivation and the desire to learn, parental support, the quality of teaching, socioeconomic status and extracurricular experiences--contribute to individual and group student achievement. However, a core college-preparatory program can be identified as one significant precondition to success on the ACT Assessment and in postsecondary studies. ACT defines a core college-preparatory program as four years of English and three or more years each of mathematics (starting with Algebra I), science and social studies courses.

For a state with a high percentage of ACT-tested graduates, comparing the percentages and the ACT composite quartile values of the core and noncore completers reveals not only the range of achievement within each category but also the overall difference in achievement related to academic preparation. The 50th percentile (median) is the value that separates the distribution of scores into two equal halves: half of the students have scores higher than the median and half have scores lower. The 75th percentile means that 75 percent of the students had scores at or below that value (or 25 percent had scores higher than that value). Fifty percent of all scores lie between the 25th and 75th percentiles.

In general, for states with a high percentage of ACT-tested graduates, large differences exist in overall achievement, as measured by the ACT Assessment, and in levels of academic preparation. For states with a low percentage of ACT-tested students, however, the differences in achievement between core and non-core completers are not as definitive.

ACT Average Composite Scores by State 2000 ACT-Tested Graduates

State	Average Composite Score	Total					Core Completers					Non-Core Completers					No Course Data	
		% of Graduates Tested*	Quartile Values			% of Total Tested*	% of Total Tested*	Quartile Values			% of Total Tested*	Quartile Values			% of Total Tested*	Percent of Total Tested*		
			25th	50th	75th			25th	50th	75th		25th	50th	75th				
Alabama	20.2	68	16.7	19.7	23.3	72	17.7	20.7	24.2	27	15.0	17.2	20.0	2				
Alaska	21.3	36	17.3	21.4	25.3	43	21.0	24.1	27.2	27	17.5	20.5	23.9	31				
Arizona	21.5	27	18.0	21.4	24.8	67	18.9	22.1	25.4	28	16.6	19.7	23.2	4				
Arkansas	20.3	73	16.8	19.9	23.5	74	17.8	20.7	24.3	20	14.6	16.9	20.0	6				
California	21.4	12	17.7	21.2	24.9	63	18.7	22.2	25.6	32	16.1	19.3	23.0	5				
Colorado	21.5	64	18.1	21.2	24.7	58	19.4	22.4	25.7	38	16.7	19.5	22.8	4				
Connecticut	21.3	4	17.6	21.4	24.9	40	18.5	22.2	25.6	40	16.7	20.4	24.2	20				
Delaware	20.6	3	16.5	20.4	24.3	61	18.1	21.5	25.2	33	14.6	17.0	21.8	6				
Washington DC	17.8	18	13.9	16.5	20.6	63	14.3	17.0	20.6	28	13.3	15.1	19.8	9				
Florida	20.6	40	17.1	20.3	23.7	67	18.1	21.1	24.5	27	15.4	18.1	21.4	7				
Georgia	19.9	18	16.2	19.3	23.1	73	17.0	20.1	23.9	21	14.5	16.8	20.0	6				
Hawaii	21.6	20	17.9	21.3	25.0	67	18.7	22.0	25.4	28	16.2	19.7	23.7	5				
Idaho	21.4	61	18.2	21.1	24.6	48	19.5	22.4	25.6	49	17.2	20.0	23.2	3				
Illinois	21.5	72	17.8	21.2	24.9	52	19.6	22.8	26.2	46	16.3	19.3	22.9	2				
Indiana	21.4	20	18.0	21.1	24.6	63	18.9	22.0	25.3	31	16.4	19.3	22.6	6				
Iowa	22.0	69	18.7	21.7	25.0	66	19.9	22.8	25.9	32	17.0	19.5	22.5	2				
Kansas	21.6	77	18.2	21.4	24.9	57	19.7	22.9	26.1	40	16.7	19.4	22.5	3				
Kentucky	20.1	71	16.7	19.6	23.1	47	17.8	20.6	24.0	51	16.0	18.7	22.1	2				
Louisiana	19.6	80	16.0	19.2	22.5	71	17.1	20.2	23.4	26	14.3	16.4	19.2	3				
Maine	21.9	5	18.8	22.0	25.1	45	19.3	22.0	25.1	46	18.6	22.0	25.1	9				
Maryland	20.7	10	16.9	20.4	24.5	68	17.5	21.0	24.8	26	15.5	18.8	23.1	6				
Massachusetts	21.9	7	18.5	21.7	25.2	44	19.0	22.0	25.3	39	17.9	21.4	25.1	17				
Michigan	21.3	71	17.8	21.0	24.5	56	19.2	22.3	25.6	42	16.6	19.3	22.5	2				
Minnesota	22.0	66	18.8	21.8	25.1	69	19.7	22.5	25.7	28	17.2	19.9	23.1	3				
Mississippi	18.7	84	15.3	18.0	21.4	58	16.4	19.3	22.9	41	14.4	16.4	19.1	2				
Missouri	21.6	69	18.1	21.3	24.9	60	19.5	22.6	26.0	37	16.5	19.2	22.4	3				

* Totals for graduating seniors were obtained from *Projections of High School Graduates by State and Race/Ethnicity 1996-2012*, Copyright © by Western Interstate Commission for Higher Education, February, 1998.



ACT Average Composite by State 2000 ACT-Tested Graduates

State	Average Composite Score	Total					Core Completers					Non-Core Completers					No Course Data	
		% of Graduates Tested*	Quartile Values			% of Total Tested*	Quartile Values			% of Total Tested*	Quartile Values			% of Total Tested*	Quartile Values			Percent of Total Tested*
			25th	50th	75th		25th	50th	75th		25th	50th	75th					
Montana	21.8	58	18.6	21.6	24.9	55	20.3	23.1	26.2	42	17.0	19.8	22.8	3				
Nebraska	21.7	74	18.4	21.4	24.9	67	19.5	22.5	25.7	31	16.8	19.4	22.5	2				
Nevada	21.5	40	18.1	21.1	24.6	61	19.1	22.2	25.5	36	16.8	19.5	22.5	3				
New Hampshire	22.5	6	19.2	22.3	25.7	51	19.8	22.9	26.4	37	18.3	21.8	25.3	12				
New Jersey	20.7	4	17.3	20.3	23.8	31	18.2	21.1	24.6	59	16.9	19.9	23.4	10				
New Mexico	20.1	66	16.5	19.6	23.3	53	17.7	20.8	24.6	43	15.5	18.2	21.3	3				
New York	22.2	14	18.7	22.0	25.6	63	20.2	23.3	26.5	29	16.7	19.4	22.7	8				
North Carolina	19.5	13	15.8	18.8	22.7	61	16.8	20.1	23.9	34	14.4	16.9	20.1	5				
North Dakota	21.4	80	18.1	21.1	24.4	63	19.7	22.5	25.6	35	16.1	18.4	21.4	2				
Ohio	21.4	61	18.0	21.1	24.5	61	19.4	22.3	25.6	36	16.4	19.0	22.1	2				
Oklahoma	20.8	71	17.4	20.4	23.8	52	18.7	21.7	25.1	44	16.3	18.9	22.0	4				
Oregon	22.7	12	19.3	22.6	25.9	59	20.6	23.7	26.8	36	18.0	20.8	24.1	5				
Pennsylvania	21.4	8	17.9	21.1	24.8	68	18.7	21.9	25.3	26	16.2	19.2	23.1	6				
Rhode Island	21.1	4	17.5	21.0	24.8	44	18.4	21.9	25.2	44	17.0	20.6	24.5	12				
South Carolina	19.3	23	15.8	18.7	22.2	70	16.6	19.4	22.8	24	14.0	16.3	19.7	6				
South Dakota	21.5	72	18.3	21.2	24.5	63	19.4	22.3	25.4	35	16.7	19.2	22.4	2				
Tennessee	20.0	78	16.4	19.5	23.1	62	17.4	20.5	24.1	36	15.1	17.8	20.9	2				
Texas	20.3	32	16.9	20.0	23.5	73	17.7	20.7	24.1	23	15.2	17.7	20.9	4				
Utah	21.5	69	18.1	21.2	24.6	43	19.3	22.3	25.6	54	17.3	20.2	23.7	3				
Vermont	22.2	9	19.0	22.2	25.4	42	19.9	22.4	25.7	40	17.9	21.6	25.2	18				
Virginia	20.5	9	17.0	20.2	23.8	68	17.8	20.9	24.4	24	15.3	18.2	21.8	8				
Washington	22.4	18	19.0	22.2	25.6	54	20.0	23.1	26.4	42	17.8	21.0	24.5	4				
West Virginia	20.2	60	17.1	19.7	22.9	40	18.5	21.1	24.3	58	16.4	18.8	21.8	2				
Wisconsin	22.2	69	19.0	22.0	25.3	61	19.9	22.8	25.9	36	17.8	20.7	23.9	3				
Wyoming	21.6	68	18.5	21.4	24.5	55	19.6	22.6	25.5	43	17.3	19.8	23.0	2				
National	21.0	38	17.5	20.7	24.3	61	18.6	21.8	25.2	35	16.1	18.9	22.3	4				

* Totals for graduating seniors were obtained from *Projections of High School Graduates by State and Race/Ethnicity 1996-2012*, Copyright © by Western Interstate Commission for Higher Education, February, 1998.



APPENDIX G

Cautions on the use of aggregate SAT scores*

As measures of developed verbal and mathematical abilities important for success in college, SAT scores are useful in making decisions about individual students and assessing their academic preparation. Using these scores in aggregate form as a single measure to rank or rate teachers, educational institutions, districts, or states is invalid because it does not include all students. In being incomplete, this use is inherently unfair.

The most significant factor in interpreting SAT scores is the proportion of eligible students taking the exam—the participation rate. In general, the higher the percentage of students taking the test, the lower the average scores. In some states, a very small percentage of college-bound seniors take the SAT. Typically, these students have strong academic backgrounds and are applicants to the nation's most selective colleges and scholarship programs. Therefore, it is to be expected that the SAT verbal and mathematical averages reported for these states will be higher than the national average. In states where a greater proportion of students with a wide range of academic backgrounds take the SAT, and where most colleges in the state require the test for admission, the scores are closer to the national average. Thus, to make useful comparisons of students' performance between states, a common test given to all students would be required. Because the percentage of SAT takers varies widely among the states, and because the test takers are self-selected, the SAT is inappropriate for this purpose.

In looking at average SAT scores, the user must understand the context in which the particular test scores were earned. Other factors variously related to performance on the SAT include academic courses studied in high school, family background, and education of parents. These factors and others of less tangible nature could very well have a significant influence on average scores. This is not to say, however, that scores cannot be used properly as one indicator of educational quality. Average scores analyzed from a number of years can reveal trends in the academic preparation of students who take the test and can provide individual states and schools with a means of self-evaluation and self-comparison.

By studying other indicators—such as retention/attrition rates, graduation rates, number of courses taken in academic subjects, or scores on other standardized tests—one can evaluate the general direction in which education in a particular jurisdiction is headed. A careful examination of other conditions impinging on the educational enterprise, such as pupil-teacher ratios, teacher credentials, expenditures per student, and minority enrollment, is also important.

Summaries of scores and other information by state, college, or school district can be used in curriculum development, faculty staffing, financial aid assessment, planning for physical facilities, and student services such as guidance and placement. Aggregate data can also be useful to state, regional, and national education policymakers, especially in tracking changes during a period of time.

*Excerpted from *Guidelines on the Uses of College Board Test Scores and Related Data*. Copyright © 1988 by College Entrance Examination Board. All rights reserved.

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Table 3: SAT averages by state for 1990 and 1997-2000

Comparing or ranking states on the basis of SAT scores alone is invalid and strongly discouraged by the College Board											
	1990		1997		1998		1999		2000		Percent Grads With SAT Scores*
	V	M	V	M	V	M	V	M	V	M	
Alabama	545	534	561	555	562	558	561	555	559	555	9%
Alaska	514	501	520	517	521	520	516	514	519	515	50%
Arizona	521	520	523	522	525	528	524	525	521	523	34%
Arkansas	545	532	567	558	568	555	563	556	563	554	6%
California	494	508	496	514	497	516	497	514	497	518	49%
Colorado	533	534	536	539	537	542	536	540	534	537	32%
Connecticut	506	496	509	507	510	509	510	509	508	509	81%
Delaware	510	496	505	498	501	493	503	497	502	496	66%
D.C.	483	467	490	475	488	476	494	478	494	486	89%
Florida	495	493	499	499	500	501	499	498	498	500	55%
Georgia	478	473	486	481	486	482	487	482	488	486	64%
Hawaii	480	505	483	512	483	513	482	513	488	519	53%
Idaho	542	524	544	539	545	544	542	540	540	541	16%
Illinois	542	547	562	578	564	581	569	585	568	586	12%
Indiana	486	486	494	497	497	500	496	498	498	501	60%
Iowa	584	588	589	601	593	601	594	598	589	600	5%
Kansas	566	563	578	575	582	585	578	576	574	580	9%
Kentucky	548	541	548	546	547	550	547	547	548	550	12%
Louisiana	551	537	560	553	562	558	561	558	562	558	8%
Maine	501	490	507	504	504	501	507	503	504	500	68%
Maryland	506	502	507	507	506	508	507	507	507	509	65%
Massachusetts	503	498	508	508	508	508	511	511	511	513	78%
Michigan	529	534	557	566	558	569	557	565	557	569	11%
Minnesota	552	558	582	592	585	598	586	598	581	594	9%
Mississippi	552	538	567	551	562	549	563	548	562	549	4%
Missouri	548	541	567	568	570	573	572	572	572	577	8%
Montana	540	542	545	548	543	546	545	546	543	546	23%
Nebraska	559	562	562	564	565	571	568	571	560	571	9%
Nevada	511	511	508	509	510	513	512	517	510	517	34%
New Hampshire	518	510	521	518	523	520	520	518	520	519	72%
New Jersey	495	498	497	508	497	508	498	510	498	513	81%
New Mexico	554	546	554	545	554	551	549	542	549	543	12%
New York	489	496	495	502	495	503	495	502	494	506	77%
North Carolina	478	470	490	488	490	492	493	493	492	496	64%
North Dakota	579	578	588	595	590	599	594	605	588	609	4%
Ohio	526	522	535	536	536	540	534	538	533	539	26%
Oklahoma	553	542	568	560	568	564	567	560	563	560	8%
Oregon	515	509	525	524	528	528	525	525	527	527	54%
Pennsylvania	497	490	498	495	497	495	498	495	498	497	70%
Rhode Island	498	488	499	493	501	495	504	499	505	500	71%
South Carolina	475	467	479	474	478	473	479	475	484	482	59%
South Dakota	580	570	574	570	584	581	585	588	587	588	4%
Tennessee	558	544	564	556	564	557	559	553	563	553	13%
Texas	490	489	494	501	494	501	494	499	493	500	52%
Utah	566	555	576	570	572	570	570	568	570	569	5%
Vermont	507	493	508	502	508	504	514	506	513	508	70%
Virginia	501	496	506	497	507	499	508	499	509	500	67%
Washington	513	511	523	523	524	526	525	526	526	528	52%
West Virginia	520	514	524	508	525	513	527	512	526	511	19%
Wisconsin	552	559	579	590	581	594	584	595	584	597	7%
Wyoming	534	538	543	543	548	546	546	551	545	545	12%
National	500	501	505	511	505	512	505	511	505	514	44%

*Based on the projection of high school graduates in 2000 by the Western Interstate Commission for Higher Education, and the number of students in the class of 2000 who took the SAT I: Reasoning Test. Updated projections make it inappropriate to compare these percentages with those of previous years.

APPENDIX H

Indicators Displayed in Maps

Data Values for Information Presented in Maps

County	Percent of Students Eligible for Free or Reduced Lunch	Average Salary of Oklahoma Public School Teachers Including Benefits	Utilization of Bonding Capacity Public Education by County	Per student Expenditures at Oklahoma Public Schools Using ALL FUNDS	Oklahoma Public School 9th through 12th Grade Dropout Rate	Percent of Oklahoma HS Graduates Completing Courses Required for Admission to Oklahoma Public Colleges
Adair	74.5%	\$31,162	0.0%	\$6,793	4.5%	76.6%
Alfalfa	43.6%	\$31,740	19.6%	\$6,608	0.7%	76.0%
Atoka	71.6%	\$30,370	3.6%	\$6,020	3.0%	49.4%
Beaver	40.4%	\$30,781	26.1%	\$7,488	1.9%	82.4%
Beckham	55.0%	\$31,088	61.4%	\$5,452	4.6%	75.9%
Blaine	65.0%	\$31,199	26.0%	\$6,325	4.1%	82.7%
Bryan	61.7%	\$31,244	38.7%	\$5,650	3.9%	77.1%
Caddo	68.5%	\$30,509	52.2%	\$6,268	4.3%	73.9%
Canadian	24.7%	\$30,263	71.9%	\$5,037	2.6%	67.5%
Carter	54.8%	\$30,017	54.4%	\$5,806	4.1%	69.2%
Cherokee	71.6%	\$31,512	55.2%	\$6,009	5.6%	54.7%
Choctaw	69.0%	\$30,965	3.4%	\$5,744	3.5%	35.5%
Cimarron	52.6%	\$29,807	10.1%	\$8,301	0.6%	76.7%
Cleveland	28.3%	\$31,375	65.5%	\$5,149	6.1%	71.7%
Coal	71.5%	\$30,024	46.7%	\$7,058	2.1%	50.9%
Comanche	54.7%	\$33,769	10.6%	\$5,267	4.4%	59.6%
Cotton	47.4%	\$29,034	7.0%	\$5,332	3.0%	83.5%
Craig	57.0%	\$30,543	42.6%	\$5,923	6.0%	50.4%
Creek	49.5%	\$30,076	62.5%	\$5,103	3.8%	76.6%
Custer	53.3%	\$30,327	42.8%	\$5,706	4.0%	83.4%
Delaware	61.6%	\$30,988	36.5%	\$5,954	5.6%	55.7%
Dewey	48.9%	\$30,480	19.3%	\$7,918	0.6%	87.8%
Ellis	53.6%	\$29,914	12.4%	\$7,363	0.8%	68.4%
Garfield	39.8%	\$31,540	42.0%	\$5,478	3.5%	33.6%
Garvin	49.3%	\$29,904	51.5%	\$5,429	5.2%	81.7%
Grady	40.7%	\$30,019	65.7%	\$5,307	4.5%	53.1%
Grant	37.9%	\$30,751	15.2%	\$7,084	0.8%	83.8%
Greer	58.6%	\$31,483	60.1%	\$6,422	5.3%	37.1%
Harmon	68.5%	\$32,226	0.0%	\$6,551	7.9%	56.6%
Harper	44.1%	\$32,155	0.0%	\$7,450	1.2%	86.6%
Haskell	59.1%	\$31,223	20.2%	\$5,647	4.4%	78.0%
Hughes	70.6%	\$29,931	25.7%	\$6,344	12.0%	79.7%
Jackson	45.5%	\$34,050	3.3%	\$5,529	1.2%	56.3%
Jefferson	63.9%	\$29,824	5.2%	\$6,173	2.1%	55.2%
Johnston	64.7%	\$30,941	23.3%	\$5,978	3.4%	58.9%
Kay	46.6%	\$30,473	76.5%	\$5,378	5.7%	45.9%
Kingfisher	49.2%	\$30,170	31.8%	\$5,897	2.7%	76.5%
Kiowa	59.4%	\$30,094	16.3%	\$6,480	3.8%	64.8%
Latimer	62.0%	\$29,979	15.0%	\$5,901	1.5%	47.8%
Le Flore	63.1%	\$30,716	26.4%	\$5,674	6.0%	44.8%

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Indicators Displayed in Maps

Data Values for Information Presented in Maps

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County	Percent of Students Eligible for Free or Reduced Lunch	Average Salary of Oklahoma Public School Teachers Including Benefits	Utilization of Bonding Capacity Public Education by County	Per student Expenditures at Oklahoma Public Schools Using ALL FUNDS	Oklahoma Public School 9th through 12th Grade Dropout Rate	Percent of Oklahoma HS Graduates Completing Courses Required for Admission to Oklahoma Public Colleges
Lincoln	48.4%	\$30,178	61.9%	\$5,037	2.7%	67.7%
Logan	48.7%	\$30,793	50.5%	\$5,479	4.0%	87.5%
Love	63.1%	\$29,332	50.1%	\$5,404	5.0%	93.4%
Major	40.3%	\$31,406	42.1%	\$6,619	2.3%	65.7%
Marshall	62.4%	\$29,665	18.0%	\$5,796	3.1%	85.3%
Mayes	50.6%	\$31,104	28.2%	\$5,319	6.4%	54.4%
McClain	38.5%	\$29,375	59.7%	\$4,984	3.7%	56.6%
McCurtain	70.8%	\$29,993	23.7%	\$5,872	3.3%	64.0%
McIntosh	74.3%	\$29,873	0.9%	\$5,768	5.5%	66.3%
Murray	54.1%	\$30,493	51.6%	\$5,447	2.3%	58.7%
Muskogee	57.5%	\$31,643	48.8%	\$5,861	4.9%	59.7%
Noble	48.4%	\$30,592	23.6%	\$6,665	2.5%	69.6%
Nowata	49.1%	\$31,532	54.4%	\$5,490	5.2%	43.3%
Okfuskee	73.4%	\$30,221	46.5%	\$6,555	5.1%	68.3%
Oklahoma	51.3%	\$31,734	58.7%	\$5,637	7.6%	72.0%
Okmulgee	59.5%	\$31,358	56.3%	\$5,542	4.2%	73.8%
Osage	58.1%	\$29,947	58.7%	\$5,852	5.6%	68.4%
Ottawa	58.9%	\$31,002	24.2%	\$5,459	6.9%	61.5%
Pawnee	54.7%	\$30,450	55.7%	\$5,051	5.1%	58.7%
Payne	37.5%	\$31,243	87.2%	\$5,992	3.7%	67.5%
Pittsburg	59.2%	\$31,142	12.9%	\$5,754	5.6%	55.4%
Pontotoc	61.7%	\$30,406	54.5%	\$5,879	4.5%	83.3%
Pottawatomie	52.8%	\$31,182	45.1%	\$5,402	5.5%	53.3%
Pushmataha	69.1%	\$30,627	4.1%	\$6,491	5.1%	54.4%
Roger Mills	53.3%	\$31,303	19.6%	\$9,674	0.3%	77.0%
Rogers	32.3%	\$30,268	65.2%	\$5,301	3.8%	36.2%
Seminole	67.5%	\$30,063	44.7%	\$5,836	9.7%	67.7%
Sequoyah	64.5%	\$30,962	26.1%	\$5,706	4.2%	64.6%
Stephens	44.8%	\$30,547	61.0%	\$5,326	5.1%	75.2%
Texas	54.0%	\$29,138	27.1%	\$6,331	8.5%	113.0%
Tillman	62.9%	\$30,799	56.4%	\$6,325	4.6%	100.0%
Tulsa	36.7%	\$30,772	73.7%	\$5,716	5.5%	77.3%
Wagoner	51.7%	\$30,891	75.3%	\$5,267	6.5%	61.0%
Washington	32.4%	\$30,676	39.5%	\$5,233	3.4%	31.3%
Washita	58.1%	\$30,593	35.3%	\$5,522	2.6%	69.4%
Woods	41.2%	\$31,269	31.0%	\$7,017	1.1%	64.8%
Woodward	34.6%	\$30,243	45.7%	\$6,125	5.5%	80.4%
State Summary	48.2%	\$31,015	54.1%	\$5,637	5.2%	67.0%

Indicators Displayed in Maps

Data Values for Information Presented in Maps

PROFILES 2000 CONTINUED

County	Average Grade Point of Oklahoma Public HS Seniors	Average Composite ACT Score of Oklahoma Public HS Graduates	Oklahoma College Going Rate of Oklahoma Public HS Graduates	Percent of Oklahoma Public College Freshmen Taking Remedial Courses	Oklahoma Public College Freshmen with a GPA of 2.0 or Higher Who Graduated from an Oklahoma Public HS	Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates
Adair	3.17	19.9	33.2%	50.3%	69.1%	26.9%
Alfalfa	3.36	22.0	58.9%	25.5%	74.7%	40.3%
Atoka	2.97	20.2	51.2%	50.5%	71.9%	34.8%
Beaver	3.13	20.4	38.8%	32.0%	72.4%	41.8%
Beckham	3.10	20.1	54.4%	28.5%	79.9%	35.2%
Blaine	3.13	21.0	54.6%	27.0%	69.9%	36.9%
Bryan	2.93	20.5	45.5%	29.4%	76.9%	37.0%
Caddo	3.14	19.4	43.2%	42.3%	64.2%	33.0%
Canadian	3.03	21.1	58.8%	34.0%	72.5%	38.2%
Carter	3.04	20.0	58.0%	40.9%	74.9%	37.1%
Cherokee	3.02	20.7	41.4%	46.6%	74.7%	30.0%
Choctaw	2.70	19.0	44.6%	38.1%	75.9%	37.5%
Cimarron	3.25	19.0	39.4%	29.8%	78.6%	44.9%
Cleveland	3.01	22.3	55.5%	40.0%	73.8%	31.6%
Coal	3.23	19.2	47.4%	34.9%	66.7%	40.2%
Comanche	2.84	20.6	44.2%	36.9%	70.4%	30.8%
Cotton	3.18	19.8	45.2%	50.0%	68.6%	34.3%
Craig	2.86	20.1	48.9%	46.2%	80.7%	41.4%
Creek	2.96	20.4	52.9%	32.0%	74.1%	29.8%
Custer	2.99	21.4	61.0%	21.8%	76.6%	41.5%
Delaware	2.94	19.8	39.0%	46.8%	74.2%	32.3%
Dewey	3.15	19.8	54.6%	27.6%	77.1%	33.6%
Ellis	3.22	21.1	55.8%	29.6%	79.4%	44.5%
Garfield	3.04	21.4	49.1%	24.8%	81.5%	37.0%
Garvin	3.05	20.3	43.5%	39.7%	73.5%	39.9%
Grady	3.02	20.9	51.7%	35.8%	70.6%	37.9%
Grant	3.25	21.3	67.2%	35.0%	79.4%	44.9%
Greer	2.94	20.7	48.2%	35.1%	68.8%	28.8%
Harmon	3.02	20.8	67.9%	55.6%	64.9%	35.0%
Harper	3.12	19.1	62.5%	19.6%	78.4%	56.3%
Haskell	2.84	18.3	47.2%	37.6%	73.6%	38.6%
Hughes	3.03	19.6	49.8%	38.0%	73.7%	29.4%
Jackson	3.11	20.7	57.5%	39.3%	77.2%	37.5%
Jefferson	3.19	19.1	35.5%	42.6%	72.8%	42.0%
Johnston	3.00	19.0	47.3%	44.0%	71.8%	33.6%
Kay	3.00	21.4	55.2%	35.4%	75.4%	43.1%
Kingfisher	3.20	20.8	57.1%	30.3%	75.8%	40.5%
Kiowa	3.02	20.5	60.2%	32.1%	70.1%	36.9%
Latimer	2.94	20.7	42.8%	51.6%	79.7%	47.1%
Le Flore	2.71	19.9	39.0%	39.3%	77.9%	39.6%

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Indicators Displayed in Maps

Data Values for Information Presented in Maps

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County	Average Grade Point of Oklahoma Public HS Seniors	Average Composite ACT Score of Oklahoma Public HS Graduates	Oklahoma College Going Rate of Oklahoma Public HS Graduates	Percent of Oklahoma Public College Freshmen Taking Remedial Courses	Oklahoma Public College Freshmen with a GPA of 2.0 or Higher Who Graduated from an Oklahoma Public HS	Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates
Lincoln	3.11	20.4	48.0%	32.7%	76.3%	29.7%
Logan	3.06	20.3	50.0%	32.3%	73.1%	29.8%
Love	3.08	19.8	41.1%	32.9%	73.7%	30.2%
Major	3.07	21.5	59.4%	22.5%	81.6%	41.4%
Marshall	3.00	19.1	50.3%	41.6%	71.4%	33.0%
Mayes	3.06	20.2	44.2%	43.2%	75.3%	34.2%
McClain	3.02	20.1	51.7%	42.8%	71.6%	32.1%
McCurtain	2.76	18.9	43.6%	33.1%	74.2%	35.2%
McIntosh	2.86	20.1	42.3%	50.0%	75.3%	42.8%
Murray	2.82	20.2	58.0%	34.2%	69.7%	31.7%
Muskogee	2.97	20.3	45.8%	43.0%	75.4%	33.2%
Noble	3.11	21.4	56.2%	33.8%	75.5%	30.6%
Nowata	3.11	19.4	33.3%	57.3%	56.9%	31.7%
Okfuskee	2.97	18.5	38.9%	47.6%	66.4%	38.0%
Oklahoma	3.00	21.3	56.0%	38.7%	70.4%	30.5%
Okmulgee	2.92	19.8	51.6%	46.7%	68.6%	29.2%
Osage	2.91	18.9	41.9%	52.0%	72.0%	29.7%
Ottawa	3.07	20.7	47.8%	50.7%	78.2%	38.0%
Pawnee	3.05	19.8	51.2%	43.0%	67.5%	40.5%
Payne	3.29	22.0	52.0%	34.4%	74.0%	35.2%
Pittsburg	2.90	20.0	51.1%	43.4%	72.8%	41.3%
Pontotoc	3.04	21.0	53.0%	28.7%	74.5%	38.7%
Pottawatomie	2.88	20.5	46.2%	43.8%	70.6%	33.9%
Pushmataha	2.83	19.3	46.5%	38.6%	72.7%	31.5%
Roger Mills	3.33	20.6	57.5%	23.6%	84.4%	45.3%
Rogers	2.89	21.0	50.2%	39.7%	72.4%	30.3%
Seminole	3.00	20.0	50.3%	39.5%	67.6%	36.0%
Sequoyah	2.92	20.2	35.7%	37.6%	79.0%	37.4%
Stephens	3.20	20.6	50.2%	33.8%	75.7%	36.1%
Texas	3.18	20.5	40.5%	27.4%	75.1%	34.0%
Tillman	2.83	19.1	55.7%	44.8%	73.1%	37.7%
Tulsa	2.91	21.8	58.1%	37.6%	71.5%	33.2%
Wagoner	2.78	19.8	44.7%	44.0%	72.0%	32.0%
Washington	3.01	22.0	50.7%	30.1%	77.3%	38.1%
Washita	3.12	20.9	50.0%	20.1%	72.7%	31.6%
Woods	3.13	21.6	62.4%	25.7%	77.8%	44.1%
Woodward	3.27	20.6	55.9%	30.0%	71.5%	38.2%
State Summary	2.99	20.9	51.8%	37.5%	72.9%	34.3%

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