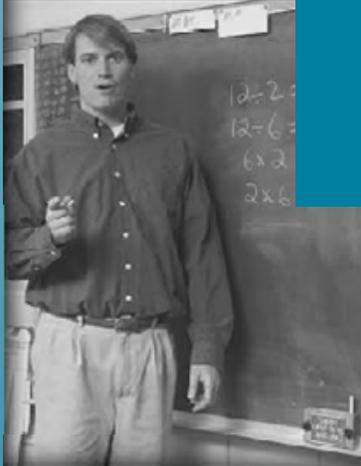


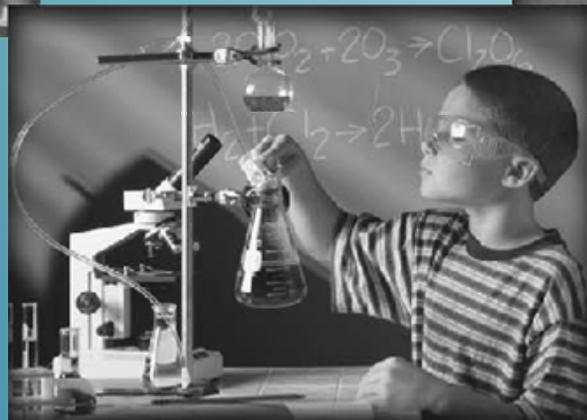
Oklahoma
Educational
Indicators
Program



Profiles 2007 State Report



Office of Accountability
May 2008



Oklahoma Educational Indicators Program

Profiles 2007 State Report



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

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Education Oversight Board / Office of Accountability

Susan Field, Chairman • Robert Buswell, Executive Director

May 16, 2008

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue *Profiles 2007*, 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 2007* furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

Profiles 2007 consists of three publications, a *State Report*, a *District Report*, and the *School Report Cards*. These publications are the result of a collaborative effort headed by the Office of Accountability and include data from the following sources: the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, the Office of Juvenile Affairs, a school survey administered directly by the Office of Accountability, as well as other sources.

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

Sincerely,

Susan Field
Education Oversight Board

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 2007* presents a host of relevant educational statistics. Readers are free to evaluate educational entities based on those factors they feel are most important in the educational process.

COMMUNITY CHARACTERISTICS

It is vital to remember that schools begin their mission on an uneven playing field. The COMMUNITY CHARACTERISTICS section is meant to give a generalized depiction of districts' communities.

The average community characteristics for districts within the state are as follows: population of district, 6,390 persons; household income, \$44,370; population living below poverty level, 15%; per student valuation of property, \$34,815; single-parent families, 29%; unemployment rate, 5%; students eligible for free/reduced-price lunch, 56%; 1st through 3rd grade students on the reading remediation program, 35%; parents attending at least one parent-teacher conference, 72%; average number of days absent per student, 10.2; mobility rate (Incoming Students), 10%.

The educational attainment of the state's population over age 25 in the year 2000 was as follows: College Degree, 25.7%; High School Diploma/ Some College, 54.9%; Less than a H.S. Diploma, 19.4%. High School graduation percentage in 2000 was 80.6% and College graduation percentage was 20.3%.

On average, there was one suspension with a duration of 10 days or less for every 12.1 students statewide. When looking at suspensions that lasted for more than 10 days, the average for all schools was one suspension for every 111.8 students statewide.

The following apply to criminally referred juvenile offenders: 8,869 public school students were referred to the Office of Juvenile Affairs (OJA). These referred students were charged with 17,681 offenses, and 417 of the offenders were said to have gang affiliation. This means that, on average, one out of every 71.8 students statewide had been charged with a crime, each offender had committed an average of 2.0 offenses and 4.7% of the charged students had gang affiliations.

The following is a breakdown of Fall 2006 Oklahoma public school enrollment by ethnic group: Caucasian, 58.6%; Black, 10.8%; Asian, 1.8%; Hispanic, 9.5%; Native American, 19.3%.

EDUCATIONAL PROCESS

Profiles 2007 reports on 540 individual Oklahoma school districts and 1,776 conventional school sites: 1,012 elementary schools, 296 middle schools/junior highs and 468 senior highs. Total average daily membership (ADM) in 2006-07 was 633,006, an increase of 5,431 students (0.9%) from the 2005-06 school year. The 2006-07 statewide membership was 2.4% greater than the membership ten years earlier, and the highest in the last ten years. ADM declined rapidly from 9th through 12th grade and this was not a single year occurrence.

During the 2006-07 school year, 80,849 Oklahoma students qualified for the Gifted/Talented program; 12.8% of all students in the state. That same year, 95,583 Oklahoma students qualified for the special education program, which represented 15% of all students. There were 354,204 Oklahoma students eligible for the Free and Reduced-Priced Lunch Program. This equated to 56.0% of all students and was an increase of 5,983 students, or 1.7%, from the 2005-06 school year. Eligibility has increased ten percentage-points in ten years.

The breadth and depth of high school course offerings greatly influence academic performance at the secondary level. Collectively, districts across the state offered an average of 39.7 units in the six core areas in 2006-07.

Statewide, the number of regular classroom teachers increased by 675 full time equivalents (FTEs) for the 2006-07 school year (37,103 in 2005-06 to 37,778 in 2006-07). Furthermore, ADM (excluding non-graded students) increased by 5,488 students. Based on the non-graded ADM of 630,518, the statewide gross student/teacher ratio for regular classroom teachers in 2006-07 was 16.7 students per teacher, a one student decrease from the all time high student teacher ratio recorded in 2003-04. The average salary of teachers for the 2006-07 school year was \$42,117, an increase of \$3,609 (9.4%) from the previous year. The percentage of teachers with an advanced degree is currently at 26.7%, a decline from its high of 41% in 1989-90. Teachers average 12.7 years of experience.

Like classroom teachers, administration is another key ingredient of education. The 2006-07 school year saw a minor decrease in the number of administrators from the previous year. There were 3,414 administrator FTEs at the 540 districts, a decrease of 4 FTEs over the 2005-06 school year count of 3,418 administrator FTEs. This averaged 6.3 administrators per school district and each received an average salary of \$70,032, an increase of \$4,673, or 7.1% from last year. On average, each administrator supervised 12.3 teacher FTEs and had 21.6 years experience in public education.

Looking at district revenues, the largest portion of funding is provided by the State at 52.7% (\$2.6 billion), followed by Local & County with 34.8% (\$1.7 billion) and Federal funds which provide 12.5% (\$628 million). Total revenues increased for Oklahoma's districts by \$337,059,927, or 7.6%, over 2005-06 revenues of \$4,682,978,667.

Statewide, total expenditures from ALL FUNDS (Oklahoma State Department of Education) were \$4.97 billion, a \$315 million increase over the 2005-06 school year. The largest expenditure is in the area of Instruction with 56.3%, a 1.4 percentage-point increase over 2005-06. This is the first increase of expenditures in Instruction since 2002-03 but is still below the 1995-96 percentage when it represented 58.6% of ALL FUNDS. District Support ran a distant second in 2006-07 at 16.9% of all expenditures.

Based on ALL FUNDS, including Debt Service, per student expenditures ranged from a high of \$63,342 per student at Plainview P.S. in Cimarron County to a low of \$5,693 per student at Lone Star P.S. in Creek County, with a state average of \$7,853.

For comparative purposes, national average (U.S. Department of Education) on overall costs per student was \$8,701 per student, putting Oklahoma's \$6,601 roughly 32% below the national average on per student spending. Only four states had expenditures per student lower than Oklahoma's.

STUDENT PERFORMANCE

The Oklahoma School Testing Program cost the state \$10.5 million to administer in 2006-07. The state's scores, expressed as the percentage of students scoring Satisfactory or above, were as follows: 3rd grade: Math 80% and Reading 91%; 4th grade: Math 86% and Reading 94%; 5th grade: Math 88%, Reading 86%, Social Studies 73%, Science 87%, and Writing, 87%; 6th grade: Math 82% and Reading 84%; 7th grade: Math 79%, Reading 83%, and Geography, 87%; 8th grade: Math 83%, Reading 85%, History/Constitution/Government 74%, Science 88%, and Writing 92%. The results for the high school end of instruction (EOI) exams were: English II 76%, U.S. History 73%, Algebra I 78%, and Biology I 57%.

In an attempt to evaluate schools' overall performance in preparing students for the Oklahoma Core Curriculum Tests (OCCT), the Secretary of Education and the Education Oversight Board created the Performance Benchmark which requires that "70% of Regular Education students achieve a score of Satisfactory or above." Fifty-eight percent of the 5th grade sites were able to achieve five-out-of-five on the Oklahoma Performance Benchmark, as were fifty-five percent of the 8th grade sites. While many schools do perform well on the OCCT, it is of great concern that there were 17 elementary schools (2%) and 6 middle schools/junior highs (1%) that were unable to get at least 70% of their students to score Satisfactory or above on any subject area tested.

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education. Generally, Oklahoma's overall performance seems to be falling behind that of the nation. (Appendix E)

The Office of Accountability used two different methodologies to calculate dropout rates starting in 2004-05. The methodologies are a single-year dropout rate which averaged 3.2% and a four-year dropout rate which averaged 14.2%. Based on the four-year methodology, the high school with the highest dropout rate was Nathan Hale in Tulsa, where 48.4% of the Class of 2007 dropped out in 9th through 12th grade. However, 88 Oklahoma high schools did not report a single dropout for the Class of 2007 over the four year period.

Tracking overall student attrition, 24% of students on average are lost between 9th grade and graduation and the loss rates for certain race and gender categories can be staggering. However, only about 14-percentage-points of the overall statewide loss is accounted for by student dropout. There is a bit of a paradox regarding student loss and the reporting of student dropout rates. As reported by the State Department of Education, single-year student dropout rates have mostly been declining over the last five years while student attrition figures have remained constant.

The *Profiles Report* series use two different methodologies to generate student graduation rates; the four-year graduation rate and the single-year rate. These rates were 76.4% and 97.0%, respectively.

There is an interesting interrelationship between the single-year dropout rate, the four-year dropout rate, the student loss rate and the four-year graduation rate. While the single-year dropout rate is now at 3.2% and has been on a downward trend for a number of years, the student loss rates have remained constant for some time as have the four-year graduation rates. Furthermore, the single-year dropout rate greatly under represents the 14% of students lost during the four-year span of high school. Most interesting is the discrepancy that exists between the statewide four-year dropout rate of 14.2% and the statewide student loss rate of 24.5%. Where are the missing students? Not more than two-to-three percentage-points of the missing 10% of students can be contributed to an inflation in the 9th grade base caused by students who repeat 9th grade. Students who dropout after reaching age 19 account for 1.4% of their graduating class. Students who die in grades 9 through 12 account for 0.3% of their class. Finally, students who attend all four years of high school, but who do not meet the requirements to receive a high school diploma make up 1.0% of their graduating class. These four factors combined account for only five to six percentage-points of the 10% of unaccounted for students.

The average composite score on the ACT for the Oklahoma public high schools included in this series of reports was 20.8, up two-tenths of a standard score increase from 2005-06. The official Oklahoma score generated by the ACT Corporation, which includes both public and private schools as well as alternative education centers, was 20.7, also up two-tenths of a standard score increase from the 2005-06 results. The comparable national average was 21.2, up one-tenth of a standard score from 2005-06. In 2006-07, the gap between Oklahoma's statewide ACT score and the national ACT score was five-tenths of a standard score. Oklahoma's ACT score is up two-tenths of a standard score since 1997-98 and the national score is also up two-tenths during the same time period. Average ACT scores varied greatly across Oklahoma. The highest was at Classen High School of Advanced Studies in Oklahoma City P.S. with a score of 24.4 and 87% of graduates being tested. The lowest reportable average ACT was at Moyers High School in Pushmataha Co. with an average ACT of 14.6 and 89% of graduates tested. Of the 423 Oklahoma high school sites upon which *Profiles 2007* reported ACT scores, 223 (53%) had average ACT scores below 20, which was the cut score required for admission to Oklahoma's regional four-year universities.

Of the principal survey returned to the Office of Accountability, 77.9% of Oklahoma's 2007 high school graduates were reported to have completed the college-bound curriculum required for admission to the state's public institutions of higher education. Seniors in 2006-07 had an average GPA of 3.0 and roughly 7% attended an out-of-state college. Based on the graduating classes of 2004 through 2006, 46.0% of students enroll in an occupationally-specific Career-Tech program and 80.2% of those students went on to complete one or more of the competencies required for the program.

Based on a three-year average, 52.7% of the state's public high school graduates went directly to a public college in Oklahoma. Once in college, 36.4% of that group took at least one remedial course and 71.2% attained a GPA of 2.0 or above during the first semester in college. The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school was 43.6%.

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OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

Profiles 2007 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 2007 consists of three components: (1) the State Report; (2) the District Report; and (3) individual School Report Cards. Each component of *Profiles 2007* divides the information presented into three major reporting categories: (I) community and environmental information, (II) educational program and process information, and (III) student performance information. This methodology is meant to mirror the real-world educational process. Students have a given home and community life, they attend a school with a varied make up of teachers and administrators who deliver education through different processes and programs, and finally, all of these factors come to bear on student performance.

The specific scope of each *Profiles 2007* component is as follows:

State Report

This component of *Profiles 2007* contains tables, graphs and maps, all with accompanying text, concerning state-level information for major categories of measurement. The most recent data covers the 2006-07 school year. Wherever possible, tables and graphs will cover multiple years so that trends may be observed. In addition, national comparisons have been added based on data availability and comparability.

District Report

The second component of *Profiles 2007* is the most extensive compilation of information, presenting over 100 data elements per district. It consists of a two-page spread for each of the 540 school districts in the state and presents a wealth of educational data in both graphic and tabular form for the 2006-07 school year. The district report covers demographic data such as, poverty rates, household income and percent of single parent families for the district's community. It covers issues specific to the district, such as student mobility, parental support and juvenile crime. The district's educational processes are highlighted with data covering student programs, teachers and administrators, revenues and expenditures and high school course offerings. The final section covers student performance with information like standardized test scores, dropout rates, ACT scores, Career Tech participation and how the district's graduates performed in college.

School Report Cards

This final component of *Profiles 2007* includes a report card for each of the 1,776 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 comments, it is his or her responsibility to distribute copies of the School Report Card to parents and other interested parties in the community.

Three Reporting Categories

The *Profiles 2007 State Report*, *District Report*, and *School Report Cards* each have the data organized into three major reporting categories:

Community Characteristics

The Community Characteristics category includes community and contextual information. It features 2000 census data particular to the district, as well as current information on students eligible for Free and Reduced Price Lunch, student preparation, motivation, mobility and juvenile crime. In the *State* and *District Reports*, communities have been placed into groups based on Free and Reduced Price Lunch counts (a measure of impoverishment) and the number of students the district serves. This grouping methodology allows districts to be compared to other districts serving similar communities, as well as to state averages (Figure 11).

Educational Process

The Educational Process category includes educational program and process information. It depicts how each school or district organizes and structures itself to deliver education to its students. The data presented includes the number of school sites in the district, student programs, information about teachers and administrators, revenues and expenditures and high school course offerings.

Student Performance

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

Each of the *Profiles 2007* components reports information using the same three categories and by design is directly comparable. For a comprehensive view of education in a given area, one would start with the *State Report*, move to the *District Report* and then look at *School Report Cards* for schools within a given district. Each document reports similar information for the various levels of operation.

COMMUNITY GROUPING MODEL

The great diversity among school districts makes it difficult to compare their effectiveness in educating students. One way to make meaningful comparisons is to break the districts into peer groups so that similar schools can be compared one to another. To aid in this process, the Office of Accountability and

the Education Oversight Board have created a Community Grouping model. The model breaks the state's 540 districts into 16 possible groups based on the size of their enrollment and the general economic conditions that exist within the district. The schools are categorized with a letter designation A through H based on the size of their enrollment and a numeric designation of 1 or 2 based on the economic conditions within the district (Figure 11). The most accurate and current predictor of economic conditions within a district is the percentage of students eligible for the federal Free and Reduced Price Lunch Program (Figures 9 & 14). If the percentage is equal to, or below, the state average the district is given the designation of 1. If the percentage of students eligible for the program is higher than state average, the district is given the designation of 2. This combination of letters and numbers creates the 16 group designations. Additional information about the Community Groups can be found in the EDUCATIONAL PROCESS section of this report and a more detailed description of the Community Grouping Model methodology can be found in the *Profiles 2007 District Report*.

DATA GATHERING

The Office of Accountability is the secondary user of the majority of the information presented. The Office gathers data from the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education and several others, and combines the data into a more meaningful format for the evaluation of Oklahoma's educational entities. The Office depends on the other agencies to supply the required information in a timely, accurate and usable fashion. Consequently, it does not control the methods used to collect - or the categories used to report - the majority of the data presented. The Office works diligently with these other agencies to see that the data used is without errors. At the same time, it is also the Office of Accountability's policy not to change numbers received from other agencies without their expressed permission. On rare occasion, a number may appear unreasonable when viewed in the context of other numbers presented in this report series. However, the Office of Accountability is bound to the data in that it is the official number of record. The Office of Accountability uses a school site questionnaire to obtain data that are not available through other sources.

As a general rule, information is reported a year after the fact. A range of information is recorded throughout the school year. The different agencies involved then begin to collect and/or compile this information at the close of the school year. This process continues through the beginning of the following school year. The majority of the information used in the report series is delivered to the Office of Accountability from November through January. However, a few of the key pieces of information often arrive as late as mid-March. The information must then be verified and analyzed by the Office of Accountability prior to publication in the *Profiles Reports*. The Office of Accountability finalizes the reports in April. After a short period for review by the schools, the documents are printed and released to the media and public.

While this data gathering process is taking place, there are school sites that open and others that close. 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 2007* 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 2007* presents a host of relevant educational statistics and readers are free to evaluate educational entities based on those factors they feel are most important in the educational process.

MAPS

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

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

I. COMMUNITY CHARACTERISTICS

CONTEXT

The first reporting category of *Profiles 2007* is the COMMUNITY CHARACTERISTICS section, which provides a statistical sketch of the community in which the educational process is taking place. A school district is the extension of the community it serves 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 2007*.

The census data presented in the COMMUNITY CHARACTERISTICS section has an interesting origin. It was gathered during the 2000 national census and represents all persons residing within the boundaries of the school district at that time. The Census Bureau gave states like Oklahoma, where district boundaries do not align with county or municipal boundaries, a valuable tool. The Census Bureau agreed to tabulate census information based upon the actual school district boundaries. This district-level information provides the only reliable demographic data available specifically for school districts. A few districts have consolidated since this information was originally gathered. The census data for closed districts has been incorporated into the data for the district(s) receiving their students.

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

Figure 1 State Averages for Community Characteristics

<u>Community Characteristic</u>	<u>State Average</u>
Per Student Valuation of Property (2008)	\$34,815
Students Eligible for Free/Reduced Lunch (2006-07)	56.0%
District Population (number of residents in 2000)	6,390
Population Living Below Poverty Level (2000)	14.7%
Unemployment Rate (2000)	5.3%
Household Income (2000)	\$44,370
Single-Parent Families (2000)	28.9%
1 st through 3 rd Grade Students on the Reading Remediation program (2006-07)	35.0%
Average Number of Days Absent per Student (2006-07)	10.2
Mobility Rate (Incoming Students) (2006-07)	10.2%
Parents Attending at Least One Parent-Teacher Conference (2006-07)	72.2%

Student Suspensions: There was one incident of suspension of less than 10 days for every 12.1 students statewide and one incident of suspension of more than 10 days for every 111.8 students statewide.

Juvenile Offenders: In Oklahoma in 2006-07, one out of every 71.8 public school students were charged with a crime through the juvenile justice system (8,869 offenders statewide). Each offender was charged with an average of 2.0 criminal offenses (17,681 statewide) and 417 of the offenders statewide were alleged gang members (4.7% of offenders).

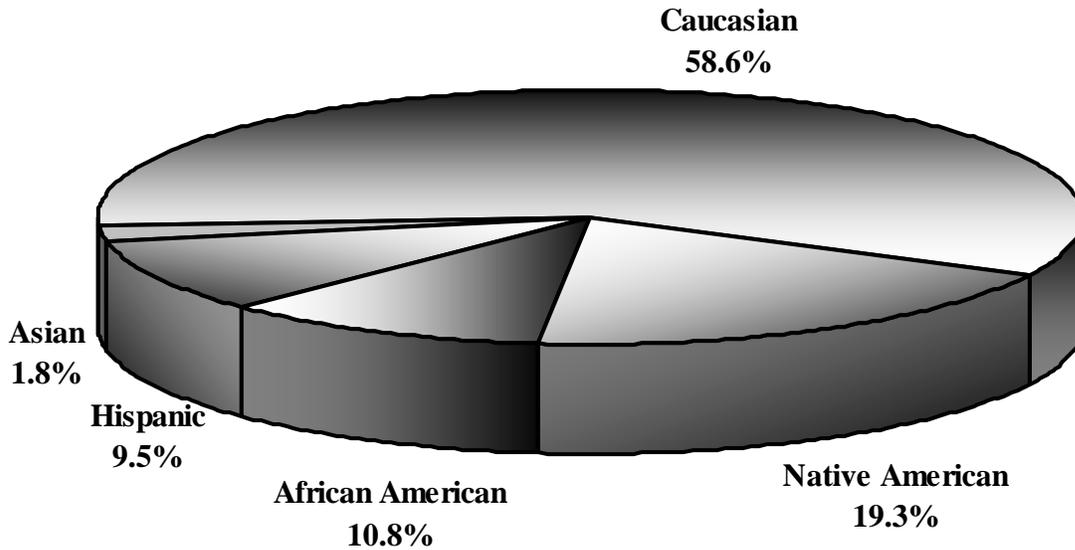
Oklahoma Public School Enrollment by Ethnic Group (Figure 2):
(based on 2006 fall enrollment)

Caucasian	58.6%
Black	10.8%
Asian	1.8%
Hispanic	9.5%
Native American	19.3%

Highest Educational Level of Adults Age 25 and Older (Figure 3)

	<u>2000</u>
College Degree:	25.7%
High School Diploma/ Some College:	54.9%
Less than a H.S. Diploma:	19.4%

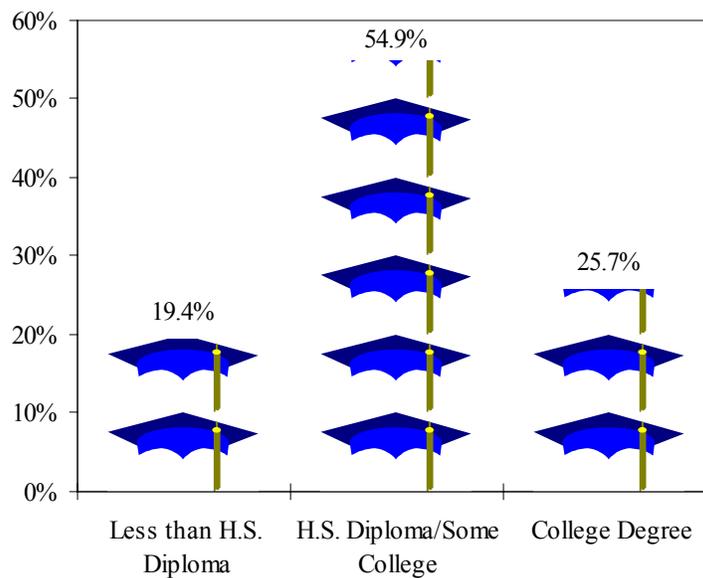
Figure 2
Oklahoma Public School Enrollment by Ethnic Group
2006-07 School Year



Data Source: Oklahoma State Department of Education

Total Fall 2006 Enrollment = 639,014

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



Data Source: 2000 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 among Oklahoma school districts and the communities they serve.

Based on the 2000 Census, Tulsa Public Schools (P.S.), the largest district, had a population of 298,475 persons (47 times the state average) while Plainview P.S. (Cimarron County) had the smallest district with a population of 175 persons (37 times smaller than the state average).

The average household income for district communities in Oklahoma in 1999 was \$44,370. However, this indicator also varied greatly by district community. The average family in Oakdale (Oklahoma Co.), the most affluent district, earned more than \$122,000 in 1999, whereas in Moffett (Sequoyah Co.), the average family had earnings of just over \$22,000 that same year. It is also important to remember that not every family in the district earns the “average.” The percentage of the families living below the poverty level in 1999 helps to fill in the financial picture. The average percentage of persons within the district living below the poverty level was 14.7%. However, poverty rates ranged from roughly 2% at Verdigris (Rogers Co.) to just over 45% at Bell (Adair Co.). Financial indicators are especially important when evaluating districts because parental income has proven to be one of the strongest predictors of a student’s likelihood to succeed academically.

One very good indicator of the relative wealth of a district’s community is the number of students who are eligible for the Federal Free and Reduced Price Lunch Program (explained in the EDUCATIONAL PROCESS section of this document). During the 2006-07 school year, 56.0% of Oklahoma’s public school students were eligible for this program (Figures 9 & 14). The percentages ranged from 54 school sites with 100% of their students eligible to a low of 1.9% at Southeast Elementary School in Jenks P.S. (Tulsa Co.).

The local tax revenues available to schools varies greatly too. The average district in Oklahoma receives roughly 30% of its funding from property taxes. These taxes are levied on the assessed value of property within the district boundaries and support the general operation of the district. This indicator of district wealth is measured by the total valuation of property within the boundaries of the district divided by the total number of students. The extremes on this indicator were Plainview P.S. (Cimarron Co.) with an assessed property value of \$1,151,458 per student for FY 2008 to Moffett (Sequoyah Co.) with a property value of \$2,590 per student (students are measured in average daily membership (ADM) which is explained in the EDUCATIONAL PROCESS section of this report). Furthermore, if the voters in a district approve bond issues, additional millages will be added to the tax on their property to cover the cost of capital improvement projects, school bus purchases and major technology projects. This in turn further widens the gap between districts in regard to funds available for education.

An additional challenge to districts is the percentage of families headed by a single parent. The average was 28.9% and the indicator ranged from a high of 56.0% of families headed by a single parent at Crutchto to a low of less than 2% at Oakdale; both districts are within Oklahoma Co. (Figure 8).

The degree to which students are prepared to learn when they first come to school is expressed by the percentage of 1st through 3rd grade students on the reading remediation program. In 2006-07, 35.0% of students in grades 1 through 3 were on the reading remediation program (Figure 10). The data ranged from 57 sites with not a single 1st through 3rd grade student on the reading remediation program to 29 others where more than 80% of 1st through 3rd graders were on the reading remediation program.

A student's eagerness to learn also greatly impacts a school's ability to do its job. An indication of this is the average number of days absent per student. Statewide, students missed an average of 10.2 days per year. The extremes on this indicator ranged from Tom P.S. in McCurtain Co. which reported that their students miss an average of 1.5 days per year, to Cave Springs P.S. in Adair Co., whose students on average missed 24.3 days during the 2006-07 school year.

The mobility of the student population also influences the learning environment within a school. Mobility was viewed as new enrollments as a percentage of the enrollment at the end of the school year. Using this methodology, the statewide mobility rate for 2006-07 was 10.2%, meaning that at the end of the school year, in the average classroom, 10.2% of the remaining students had entered that school sometime during the 2006-07 school year. Student mobility was highest at Foster Middle School in Tulsa P.S. with a mobility rate of 75.2%. 41 school sites had a mobility rate of 0% (not a single student transferred in during the school year).

Another sign of willingness to participate in school is the number of days students were suspended from school (Appendix A). Suspensions fall under two major categories in state statutes (§70-24-101.3), those of 10 days or less and those for more than 10 days. On average, there was approximately one incident of suspension with a duration of 10 days or less for every 12.1 students statewide; one for every 14.6 students in elementary schools and one for every 8.7 students in high school. For suspensions that lasted for more than 10 days, the average for all schools was one incident for every 111.8 students statewide; one for every 194.1 elementary students and one for every 57.7 high school students. The bulk of schools had very few suspensions; 276 schools had no incidents of suspensions of 10 days or less and 886 had less than 10 incidents out of 1,675 school sites reporting. There were 50 schools in the state where incidents of suspension of 10 days or less exceeded one for every three students. Three schools had incidents of suspension for 10 days or less exceeded a one-to-one ratio with enrollment.

Parental and community support and involvement is another factor that correlates with how students perform academically. As a measure of this type of involvement, the Office of Accountability asked every public school principal in the state what percentage of students at their school had at least one parent/guardian attend at least one parent-teacher conference and to report the total number of hours of service provided to the school by patrons, other than students, during the 2006-07 school year (Appendix A). Principals statewide responded that 72.2% of students had at least one parent/guardian attend a parent-teacher conference. The extremes on this indicator ranged from 94 schools across the state that reported perfect attendance at parent-teacher conferences to Sallisaw High School in Sequoyah Co. which reported that only 5.3% of parents attended the conferences. In regard to support, principals statewide reported that on average, 2.5 hours of service were volunteered by parents and the community per student at Oklahoma's public schools. The extremes ranged from Park Lane Elementary in the Broken Arrow School District that reported 54.6 hours volunteered per student to 180 schools that reported no hours of service were volunteered at their school.

Juvenile crime is another social problem that infuses the classroom. The use of juvenile crime statistics in *Profiles 2007* is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 2006-07 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, 8,869 public school students were referred to the Office of Juvenile Affairs (OJA) in 2006-07. These offenders were charged with a total of 17,681 offenses and 417 of the offenders were said to have gang affiliation. This means that, on average, one out of every 71.8 students statewide had been charged with a crime, each offender had committed an average of 2.0 offenses and 4.7% of the charged students had gang affiliations.

Twenty percent (20%) of districts statewide had no juvenile offenders, meaning no students had been charged. However, a look at those districts with five or more students in the OJA database revealed that Sweetwater P.S. in Roger Mills Co. had one out of every 12 students charged with a crime during the 2006-07 school year. None of those students, however, had gang affiliations. Oklahoma City P.S. had 125 juvenile offenders who were affiliated with a gang. This particular district accounted for 30% of the gang-affiliated offenders statewide. The gang phenomenon seems to be isolated to just a few of Oklahoma's school districts. While 75 of Oklahoma's districts were reported to have gang-affiliated offenders, just three districts (Oklahoma City, Lawton and Tulsa) accounted for 58% of the offenders, statewide, who were affiliated with gangs. The ratios used in this analysis are based on 2006-07 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 breakdown of the juvenile offense charges shows that the bulk (30%) had to do with theft/burglary of one variety or another. Violation of municipal ordinances/obstruction of justice charges ranked second with 26%. Crimes related to sex/violence represented 21% of all charges. Drug/alcohol possession made up 13% of offenses and crimes against property accounted for roughly 7% of the arrests. Other types of offenses made up the remaining 3%. A more detailed listing of the offenses by type can be found in Appendix B of this report.

Oklahoma is a state of great diversity and the ethnic makeup of the state's school districts is no exception. Figure 2 shows that in school year 2006-07, 19.3% of Oklahoma's students were Native American, 10.8% were African American, 9.5% were Hispanic, and 1.8% were Asian. Statewide, 41.4% of student enrollments came from one of the four ethnic minority groups. Minority enrollments have increased almost 33% in 10 years. The number of Hispanics enrolled has more than doubled and Asian enrollments have increased almost 40% since 1997-98. American Indian enrollments increased over 25% during the same period. The state's ethnic diversity is also visible among districts. One district in Oklahoma (Boley P.S. in Okfuskee Co.) has 100% African American enrollment and four districts in the state have 100% Caucasian enrollment (Grandview P.S. in Stephens Co., Leonard P.S. in Tulsa Co., Peckham P.S. in Kay Co., and Wakita P.S. in Grant Co.).

Like income statistics, adult educational attainment statistics are important because they are one of the best predictors of how well students will perform academically. Research has shown that, generally, the children of parents with higher levels of education perform better on achievement tests than those students whose parents have lower levels of educational attainment. Bell P.S. in Adair Co. has almost 59% of its population age 25 and over not having a high school diploma. However, Deer Creek P.S. in

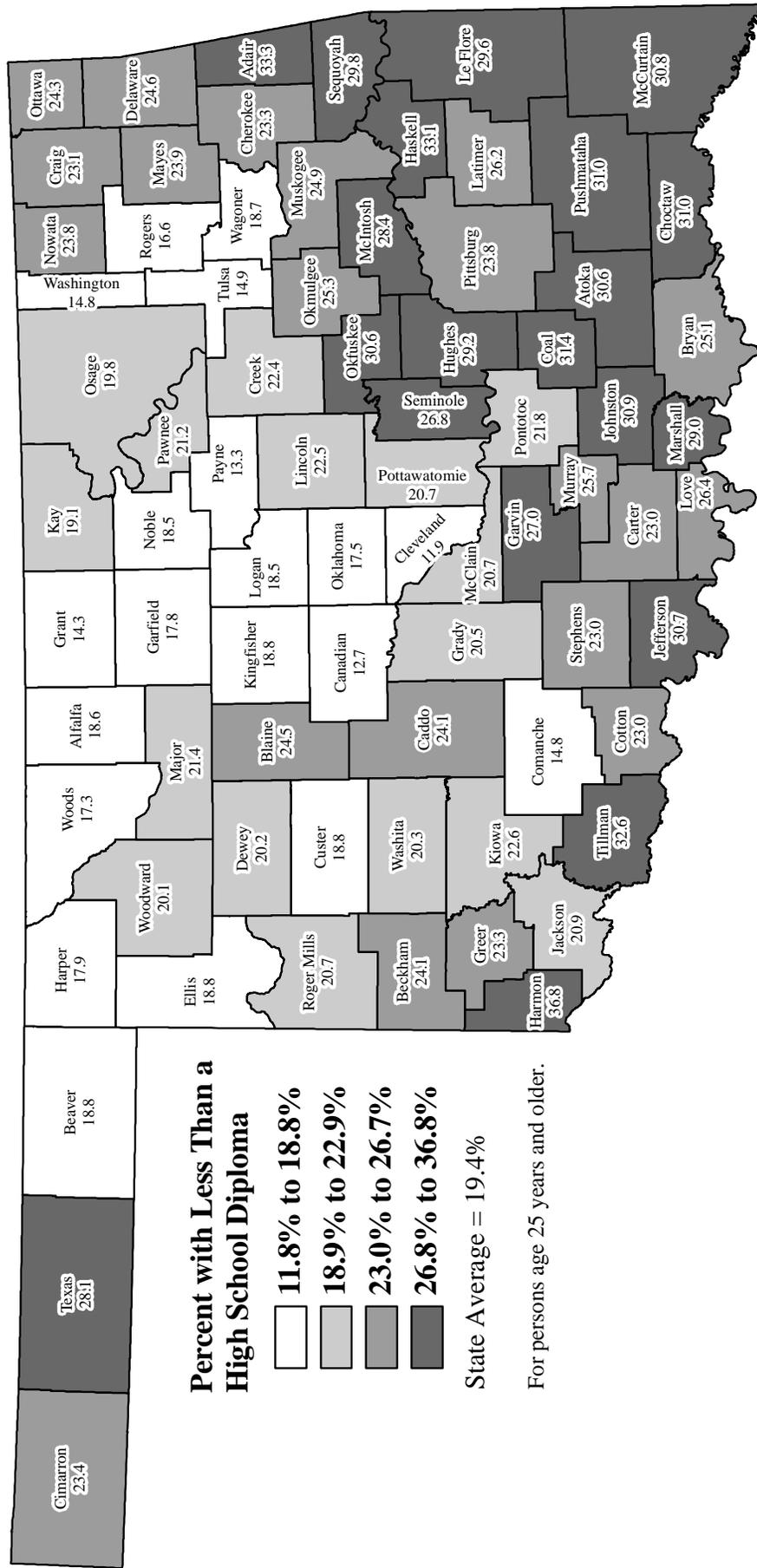
Oklahoma Co. had only 3.7% of its population that fell into this educational attainment category. Three districts (Dahlongegah P.S. in Adair Co., Crooked Oak P.S. in Oklahoma Co. and Byars P.S. in McClain Co.) had five percent (5%) or less of their population with a college degree, whereas, Oakdale P.S. and Deer Creek P.S. (both in Oklahoma Co.) had more than 57% of their community's population holding a college degree.

SOCIOECONOMIC ADVERSITY MAPS

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

Figures 4 through 10 are maps showing social and economic characteristics across Oklahoma. The statistics were chosen because they are representative of the socioeconomic conditions that most impact student performance. The information presented on the first five maps (Figures 4 through 8) was collected during the 2000 census. These include population, percent of population with less than a high school diploma, poverty rate, unemployment rate, and percent of single parent families with related children. The last two maps (Figures 9 & 10) provide more current social and economic characteristics. Another good barometer for poverty is the percentage of students that qualify for the federal Free and Reduced Price Lunch program based on their family's earnings (Figure 9). The percentage of K-3 students that are in need of reading remediation gives an indication of how prepared students are to learn before they start school (Figure 10). The maps offer a visual sketch of Oklahoma's COMMUNITY CHARACTERISTICS. These maps should be referenced again when evaluating maps in the EDUCATIONAL PROCESS and STUDENT PERFORMANCE sections of this report. Appendix C displays the information presented in this series of maps in a tabular format.

Figure 5 PERCENT OF POPULATION WITH LESS THAN A HIGH SCHOOL DIPLOMA Census 2000



Source: U.S. Census Bureau

II. EDUCATIONAL PROCESS

DISTRICTS, SCHOOLS AND STUDENT ENROLLMENT

Profiles 2007 reports on 540 individual Oklahoma school districts and 1,776 conventional school sites: 1,012 elementary schools, 296 middle schools/junior highs and 468 senior highs.

Schools and school districts in Oklahoma are organized in a variety of ways. Oklahoma school districts are accredited by the State Board of Education and are classified as either independent districts (offering pre-kindergarten through 12th grade), or elementary districts (offering pre-kindergarten through 8th grade). Students from elementary districts must be integrated into a neighboring independent district's high school program once students have completed 8th grade. In 2006-07, there were 111 elementary (dependent) school districts and 429 independent school districts. Within these two classifications, districts are free to organize grade levels to suit their needs. For example, one district may have an elementary school serving grades K-8 with a high school serving grades 9-12; another district may have a lower elementary serving grades K-4, an upper elementary serving grades 5 and 6, a junior high for grades 7-9 and a high school serving grades 10-12. During 2006-07 there were 49 different grade level combinations forming schools in Oklahoma.

Another way to look at the diversity of districts across the state is to look at the number of students they serve (Figure 11). Student enrollment is often reported as Average Daily Membership (ADM).

Figure 11
Oklahoma's Districts by Size of Enrollment and Socioeconomic Status

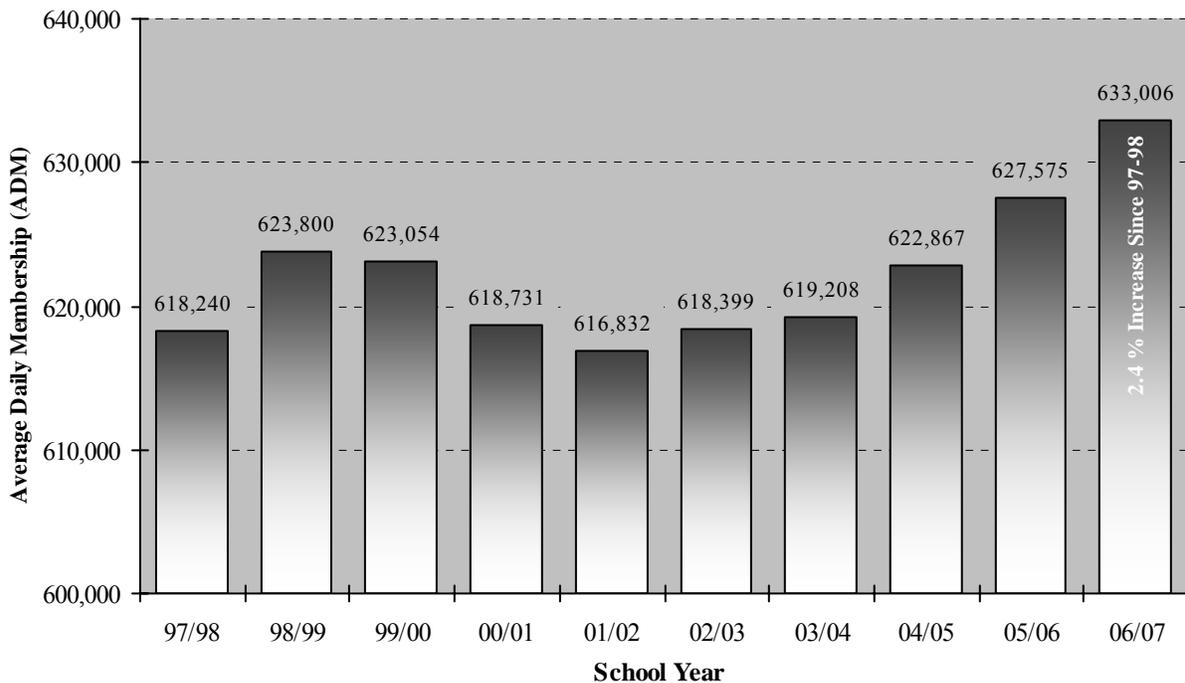
<u>District Size in ADM</u>	<u>Socioeconomic Status</u>	<u>Group Designation</u>	<u># of Districts</u>	<u>% of All Districts</u>	<u># of Students</u>	<u>% of All Students</u>
25,000 Plus	Low	A2	2	0.4%	81,137	12.8%
10,000 - 24,999	High	B1	7	1.3%	118,358	18.7%
	Low	B2	1	0.2%	14,360	2.3%
5,000 - 9,999	High	C1	7	1.3%	49,236	7.8%
	Low	C2	3	0.6%	17,921	2.8%
2,000 - 4,999	High	D1	18	3.3%	53,356	8.4%
	Low	D2	17	3.1%	48,410	7.6%
1,000 - 1,999	High	E1	35	6.5%	48,109	7.6%
	Low	E2	40	7.4%	56,042	8.9%
500 - 999	High	F1	26	4.8%	18,015	2.8%
	Low	F2	71	13.1%	49,440	7.8%
250 - 499	High	G1	50	9.3%	17,299	2.7%
	Low	G2	106	19.6%	37,884	6.0%
Less than 250	High	H1	27	5.0%	4,414	0.7%
	Low	H2	130	24.1%	19,022	3.0%
All	All	All	540	100.0%	633,006	100.0%

ADM refers to the average number of students enrolled at a school, or district, on any given day during the year. The smallest elementary district in operation during 2006-07, Plainview in Cimarron Co., had an ADM of seven students while Tulsa, the largest independent school district, had an ADM of 41,457 students.

At the state level, total ADM in 2006-07 was 633,006, an increase of 5,431 students from the 2005-06 school year. This represented an increase of 0.9% (Figure 12). The 2006-07 statewide membership is 2.4% greater than the membership ten years earlier and is the highest in ten years. The look of Figure 12 would be quite different if the scale started at “0”. The trend would be flat across the top of the graph.

Figure 12

Trends in Oklahoma’s Average Daily Membership



Data Source: Oklahoma State Department of Education.

Most of the increase in ADM from last year can be accounted for by the increase of enrollments in grades Early Childhood through 4th which increased 6,105 students, actually offsetting losses in the older elementary grades.

Figure 13 shows 2006-07 statewide ADM by grade. ADM by grade is more or less consistent barring a few grades. Notice that 1st grade ADM is slightly higher than other grades. This is presumably because

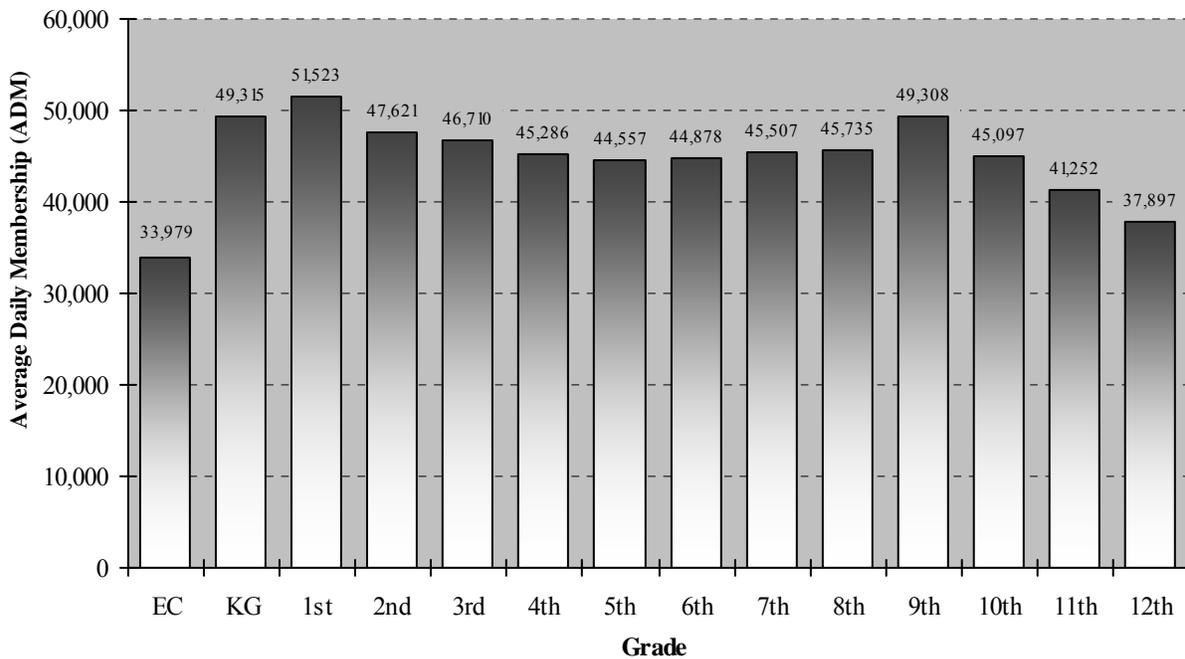
some students are placed in transitional 1st grade and then take regular 1st grade the following year. Both enrollments are included under 1st grade at the state level.

The most notable part of the graph, however, is the rapid decline in ADM from 9th through 12th grade. During the 2006-07 school year, 12th grade ADM was 11,411 students lower than 9th grade ADM that same year. Analysis in the STUDENT PERFORMANCE section of this document (Figure 57) shows that this dramatic decrease in enrollment between 9th and 12th grade is not a single year occurrence.

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

Figure 13

Oklahoma’s Average Daily Membership by Grade* 2006-07



Note: * Excludes enrollments for Out of Home Placement (1,854) and Non-Graded students (2,488).

Data Source: Oklahoma State Department of Education.

Enrollment and Population Projections

Factors that may be used to determine future need of school resources are enrollment and population projections. This data allows decision makers to see how many children potentially will be coming into

the system over the approaching years. The Office of Accountability has an enrollment projection model that uses enrollment by grade over a ten year period to project high school (9th to 12th grade) enrollment out ten years into the future. Also available are population projections by age produced by the U.S. Census Bureau. Analysis of both of these sources shows that there will be a small decline in high school age students over the next five years followed by four years of growth. School districts also need to take into account local growth patterns to determine their individual needs. The following shows the statewide high school enrollment projections from the Office of Accountability model.

2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
176,708	175,558	173,121	170,922	167,832	167,494	169,088	171,653	173,093	176,894

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. A school district can help students overcome adverse socioeconomic conditions that may exist within the family or community. The educational processes within a school district reflect a consensus among the school staff, the local board and the community about how to best meet the educational needs of all students in the district.

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

Curriculum and Programs

Gifted and Talented

U.S. Senator Jacob K. Javits, starting in the early 1970's, began to draw attention to the unique educational needs of gifted and talented students. For the next ten years, limited federal funds were made available and states, including Oklahoma, used the money as incentive for gifted and talented programs. In 1981, Oklahoma became the 17th state to provide funding for the education of gifted and talented students. Thirty-one states fund gifted programs in some way. Oklahoma's funding comes through the state aid formula and each student identified and served in gifted and talented program is assigned an additional weight of .34 students (see "State Funding Process" later in this section). However, a district can only have a maximum of 8% of their students funded in this manner.

State law (§70-1210.301-308) defines Gifted and Talented Children as those identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance and needing differentiated or accelerated education or services. For definition purposes, "demonstrated potential abilities of high performance," means students who score in the top three percent (3%) on any national standardized test of intellectual ability or students who excel in one or more of the following abilities: a) intellectual, b) creative thinking, c) leadership, d) visual or performing arts, or e) specific academic ability. In addition, multi-criteria evaluation may be used for 1st and 2nd grade students in lieu

of standardized testing measures. The State Department of Education has regulations and program standards for participating school districts (Oklahoma State Department of Education, *Annual Report on Gifted and Talented Education, FY 2008*).

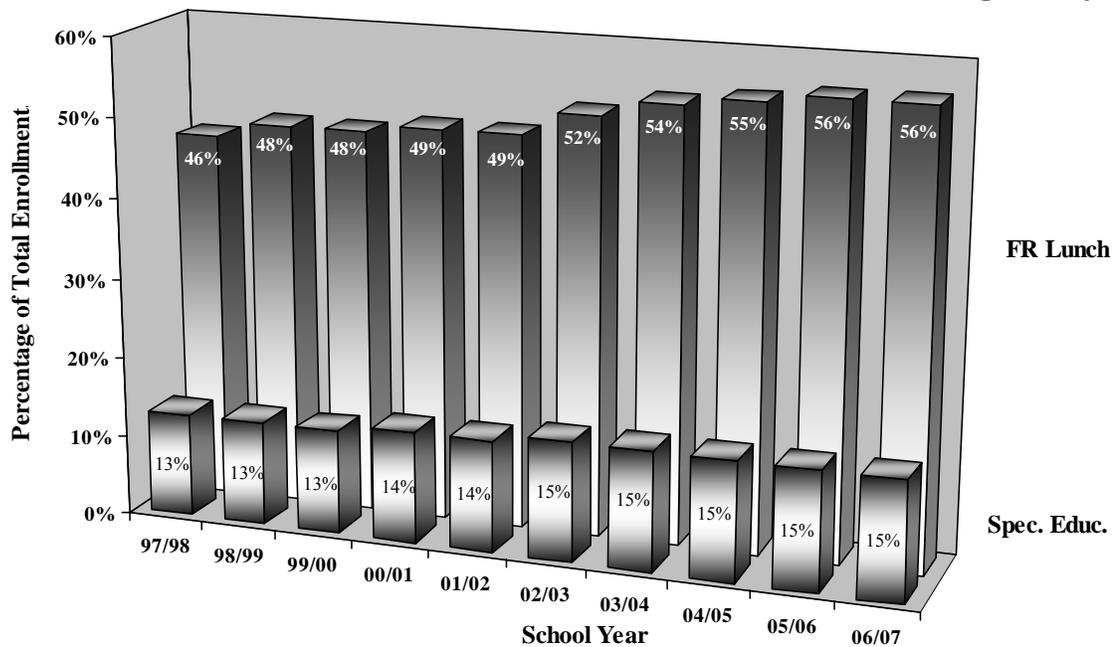
During the 2006-07 school year, 80,849 Oklahoma students qualified for the Gifted/Talented program. This represented 12.8% of all students in the state. The percentage of children eligible for the program has remained relatively constant over the last decade. The extremes on this indicator in 2006-07 ranged from eight districts with none (0%) of their students eligible for the gifted program, to one district (Sterling P.S. in Comanche Co.) with 51.6% (204) 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 2006-07 school year, 95,583 Oklahoma students qualified for the special education program, which represented 15% of all students. The Special Education participation rate has climbed slowly from 13% to 15% during the last ten years (Figure 14). The percentage of students eligible for special education services at school districts across the state ranged from a low of 4.4% at Straight P.S. in Texas Co. to a high of 55.9% at Swink P.S. in Choctaw Co.

Figure 14

Special Education Status and Free/Reduced-Price Lunch Eligibility



Data Source: Oklahoma State Department of Education

Free or Reduced-Priced Lunch

Eligibility for the Free or Reduced-Priced Lunch program (FRL) is based on federally established criteria for family income. For students to qualify for Free Lunch, their families need to earn less than 130% of poverty level. To qualify for a Reduced-Priced Lunch families must earn between 130% and 185% of the poverty level. In 2006-07, 354,204 Oklahoma students were eligible for FRL. This represented 56.0% of all students and was an increase of 5,983 students, or 1.7%, from the 2005-06 school year. Eligibility has increased ten percentage-points in ten years (Figure 14). This indicator is often used as a surrogate for the percentage of students within the school or district who are impoverished. (Figure 9)

High School Course Offerings

The breadth and depth of high school course offerings greatly influence academic performance at the secondary level. The State Department of Education has a number of regulations regarding the minimum number of courses a high school must offer, however 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 38 units or courses per year although four units may be offered on a two year alternating plan. These courses may be broken down into the following six core areas plus electives: language arts, math, science, social studies, foreign languages or computer technology, and arts. In the six core subject areas, roughly 6% of high schools across Oklahoma offer only 20 courses (units). In contrast, the three high schools in Midwest City-Del City P.S. (Oklahoma Co.) each offered between 174 and 199 different courses in those core areas. Collectively, districts across the state offered an average of 39.7 units in the six core areas in 2006-07. A more detailed description of the minimum requirements can be found in the *Standards for Accreditation* document from the State Department of Education.

Beginning in the 2006-07 school year, students entering the 9th grade must complete the following college preparatory/work ready curriculum to graduate from high school: 4 units English, 3 units Math, 3 units Science, 3 units History/Citizenship, 2 units Foreign Language or 2 units Computer Technology, 1 unit Fine Arts, 1 additional unit from the above list, and electives to equal 23 units.

Classroom Teachers

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

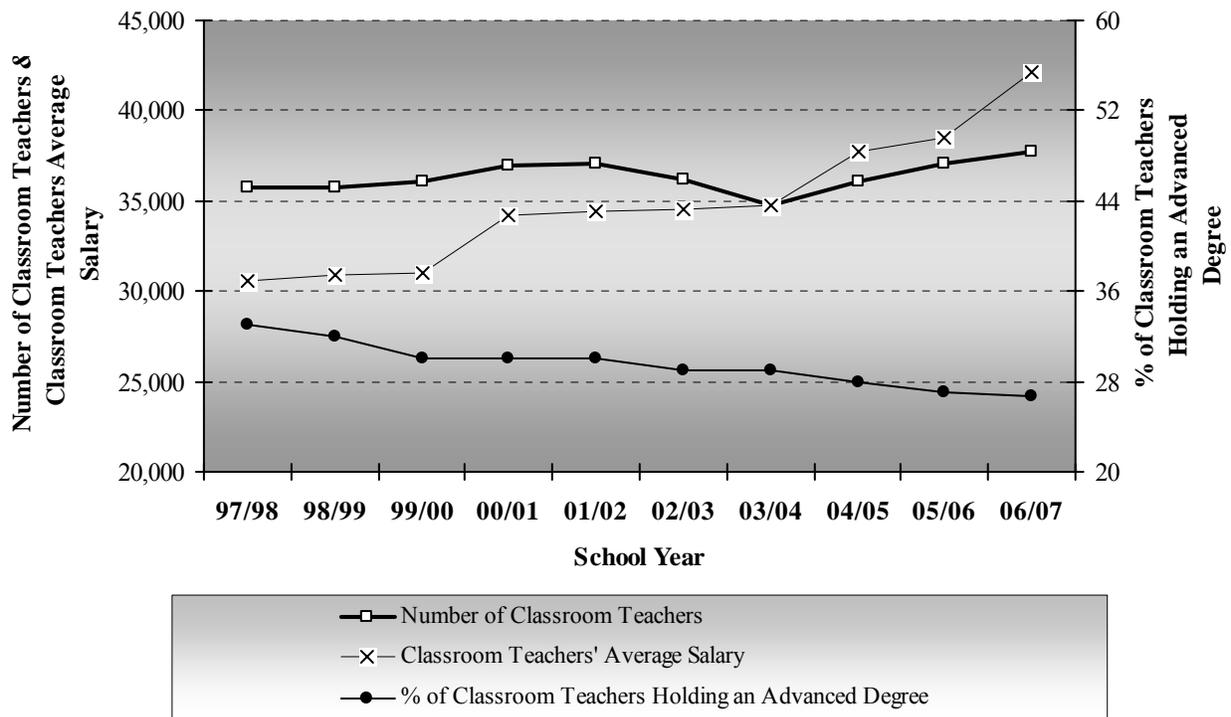
Statewide, the number of regular classroom teachers increased by 675 FTEs for the 2006-07 school year (37,103 in 2005-06 to 37,778 in 2006-07). This is the third annual increase in a row after a few years of

classroom teacher decline. Figure 15 shows this slight decline then an increase in the number of classroom teachers. Furthermore, ADM (excluding non-graded students) increased by 5,488 students (625,030 in 2005-06 compared to 630,518 in 2006-07). Based on the non-graded ADM of 630,518, the statewide gross student/teacher ratio for regular classroom teachers in 2006-07 was 16.7 students per teacher, a one student decrease from the all time high student teacher ratio recorded in 2003-04.

Figure 15 also shows the average salary of teachers for the 2006-07 school year was \$42,117, an increase of \$3,609 (9.4%) from the previous year (\$38,508 in 2005-06). There has now been three years of notable salary increases for teachers after four years of very minor growth. The number of years a teacher has taught and any advanced degrees they may hold also affect their salary. The average salary figures include fringe benefits, but exclude extra duty pay. Salaries for part-time teachers have been extrapolated to their nine-month, full-day equivalent. This average also includes the salaries of teaching principals.

Figure 15

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



Data Source: Oklahoma State Department of Education

Teachers' salaries are controlled by a pay schedule prescribed in state law (§70-18-114.12). In school year 2006-07, a teacher's starting salary is based on the degree held; \$31,000 for a Bachelor's Degree,

\$32,200 for a Master's Degree and \$33,400 for a Doctorate Degree. Teachers' salaries are then increased by a prescribed amount for each year of additional service. Teachers receive an annual addition to their salaries of \$375 for the completion each year, one through four. Completion of years five through nine earn them an addition of \$400 with each succeeding year, and \$425 for each added year, 10 through 25. This works out to an average annual salary increase of \$412 per year of service. Districts may exceed the minimum pay schedule prescribed in state statutes and some do.

The percent of regular classroom teachers holding advanced degrees is based on the FTE of teachers with a Master's Degree or higher and is currently at 26.7%. The percentage of teachers with advanced degrees has slowly declined from its high of 41% in 1989-90. The average years of teaching experience is calculated similarly. It is based on the years of experience per FTE and averages 12.7 years statewide. One reason for the drop in teachers with Master's Degrees could be the increase in teachers working on and receiving their National Board Certification (NBC). Oklahoma had 439 new NBC teachers for the 2006-07 school year. This brings the total of NBC teachers in the state to 1,995.

Special Education Teachers

The regular classroom teacher count excludes special education teacher FTEs. This is because state law requires special education teachers to be paid 5% more than regular classroom teachers and they serve a very specific portion of the school population. During the 2006-07 school year, there were 4,342 Special Education Teacher FTEs. Each possessed an average of 13.2 years of teaching experience and earned, on average, \$44,671. On average there were 22.0 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 2006-07 school year saw a minor decrease in the number of administrators from the previous year. In 2006-07 there were 3,414 administrator FTEs at the 540 districts, a decrease of 4 FTEs over the 2005-06 school year count of 3,418 administrator FTEs. Statewide, there was an average of 6.3 administrators per school district and each received an average salary of \$70,032 during the 2006-07 school year. This was an increase of \$4,673, or 7.1% over last year's figure of \$65,359. On average, each supervised 12.3 teacher FTEs in 2006-07. The average experience that each possessed in a school environment was 21.6 years.

Counselors and Other Certified Staff

While administrators (-0.1%) and special education teachers (-2.8%) had losses in FTEs between the 2005-06 and 2006-07 school years, counselors (4.0%) and other certified staff (10.9%) had increases. The number of regular classroom teachers increased only 1.8%. The number of counselors increased from 1,570 in 2005-06 to 1,632 in 2006-07. The number of other certified staff increased from 2,816 in 2005-06 to 3,123 in 2006-07. Counselor's average salary for the 2006-07 school year was \$48,013 and the average salary for other certified staff for the same school year was \$46,449.

DISTRICT FINANCES

Funds

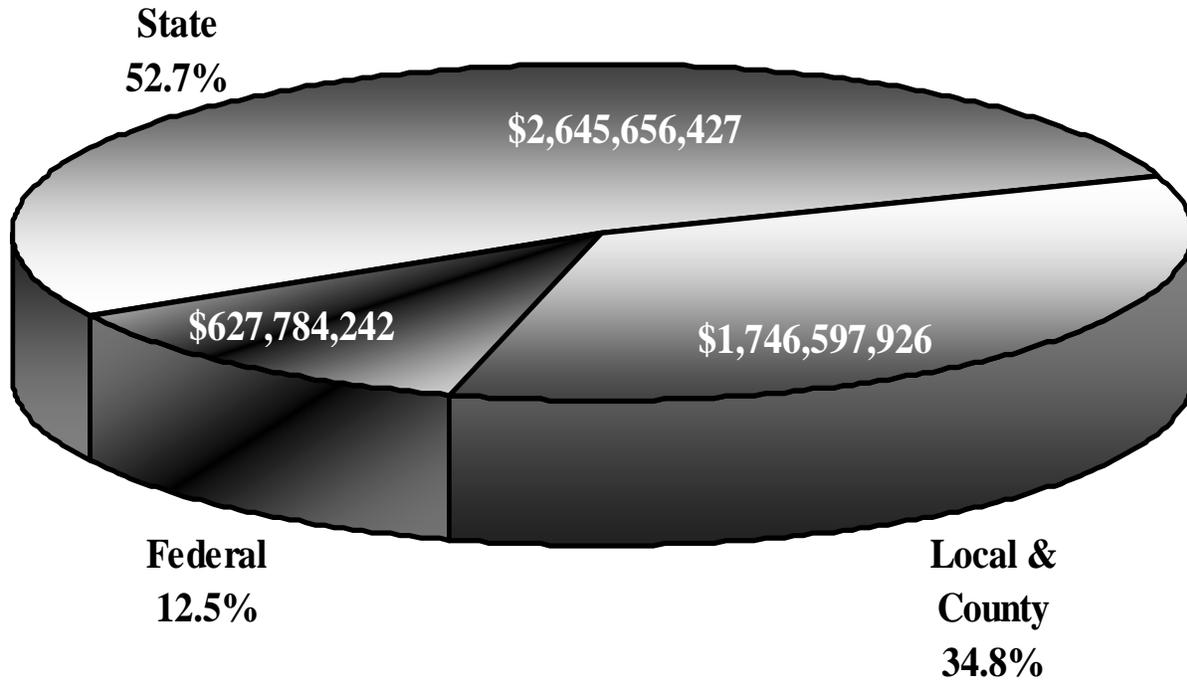
There are many different Funds in which a school district receives revenue and from which it may make expenditures (i.e. General Fund, Building Fund, etc.). The General Fund contains the bulk of a school district's operating assets and is the primary account from which a school district conducts business. It has become conventional among educators and policy makers to only consider revenue and expenditures of the General Fund, yet to do so overlooks a considerable amount of money. Larger schools will typically fund a number of salaries and have sizeable expenditures from both the Building Fund and the Child Nutrition Programs Fund. Districts enlarging or updating their facilities often have outstanding bonds, which can cause large sums of money to flow through their Bond Fund and Sinking Fund. The Education Oversight Board and the Office of Accountability believe that all money spent by school districts, either directly or indirectly, goes toward the education of students and should be considered for accountability purposes. Therefore, *Profiles 2007* will continue to report revenues and expenditures using ALL FUNDS. ALL FUNDS includes the General Fund, Co-op Fund, Building Fund, Child Nutrition Programs Fund, MAPS Fund, Municipal Tax Levy Fund, Child Care and Limited Services for Children Fund, Sinking Fund, Endowment Fund, and School Activity Fund.

Revenue

The three basic sources of school district revenue in Oklahoma are Local & County, State, and Federal. The largest portion of funding is provided by the State at 52.7% (\$2.6 billion), followed by Local & County with 34.8% (\$1.7 billion) and Federal funds which provide 12.5% (\$628 million) (Figure 16). Total revenues increased for Oklahoma's districts by \$337,059,927, or 7.6%, over 2005-06 revenues of \$4,682,978,667. Each year, roughly one-third of Oklahoma's state budget goes to K-12 public education.

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

Figure 16
2006-07 District Revenue Sources
Reported Using ALL FUNDS*



Total Revenue: \$5,020,038,594

Data Source: Oklahoma 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.

The State Funding Process

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

Weighted Average Daily Membership (WADM)

Prior to discussing the state aid formula, one must first understand Weighted Average Daily Membership (WADM). Weights are assigned to students based on the varying mental and physical characteristics they possess, as well as the grade in which they are enrolled, the size or sparsity of the district and the experience and degree holdings of their teachers. The students' weights are then added to yield the total student weight for the district (WADM). 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	Deaf-Blind	3.80
Multiple Handicapped (MH)	2.40	Special Education Summer Program	1.20
Speech Impaired (SI)	0.05	Gifted	0.34
Mentally Retarded (MR)	1.30	Bilingual	0.25
Emotionally Disturbed (ED)	2.50	Economically Disadvantaged	0.25

Grade Level Weights:

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

District Size or Sparsity Weights:

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

Teacher Credential Weights:

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

State funds are distributed to districts based on a Per WADM basis. Districts receive state funding based on their highest WADM. For the initial state aid allocation, the higher WADM year is selected from the previous two fiscal years. For the midyear allocation, the highest WADM year is selected from three fiscal years, the previous two years and the first nine weeks of the current year. This year selection process allows districts with declining enrollments a budgetary cushion and allows them to plan accordingly.

The Funding Formula

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

FOUNDATION AID

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

TRANSPORTATION ALLOCATION

The second consideration in the funding formula deals with transportation costs. This part of the formula uses a per capita allowance based on student density multiplied by the number of students transported (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.

Charter Schools

Charter schools receive a separate allocation through the state aid formula which is disbursed through their sponsoring district. Charter schools do not receive local revenues. Therefore, they have no chargeables, and are funded solely on high year WADM. The exception would be charter schools running bus routes, which would entitle them to the Transportation Allocation in the state aid formula. For more information on the state funding formula, refer to the “School Finance – Technical Assistance Document,” published by the State Department of Education.

Expenditures

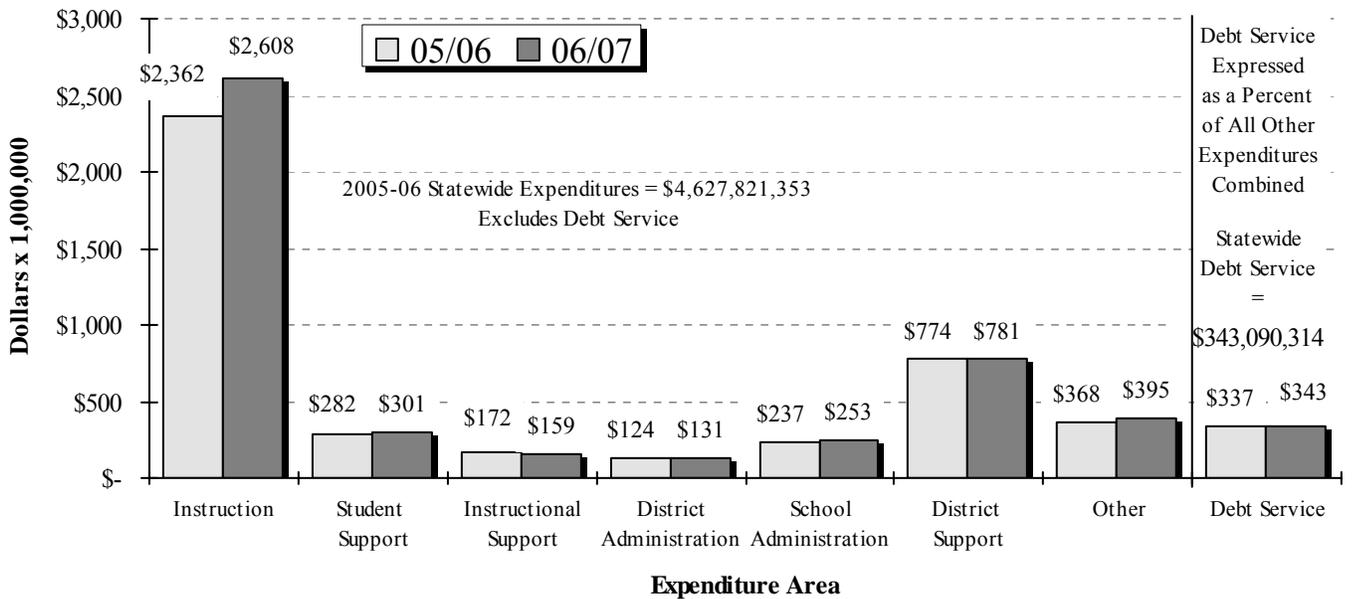
Figure 18 shows expenditures from ALL FUNDS for the last two years. In *Profiles 2007*, expenditure amounts are classified into eight areas: Instruction, Student Support, Instructional Support, District Administration, School Administration, District Support, Other and Debt Service (See Appendix D for a detailed listing of all accounts). Debt service is graphed separately in order to standardize the expenditure percentages in the seven core expenditure areas. When expressed as a percentage, Debt Service is divided by the combined expenditures in the other seven areas. The majority of districts have no outstanding bonds and consequently have no expenditures (0%) in the Debt Service category. By graphing Debt Service separately, districts that use bonds to build new facilities, make major

renovations, or to purchase buses, technology, textbooks, etc., will not appear to have smaller expenditure percentages in the seven core expenditure areas.

The largest expenditure is in the area of Instruction with 56.3%, a 1.4 percentage-point increase over 2005-06. This is the first increase of expenditures in Instruction since 2002-03 but is still below the 1995-96 percentage when it represented 58.6% of ALL FUNDS. District Support ran a distant second in 2006-07 at 16.9% of all expenditures. District Support includes the district business office plus maintenance and operation of buildings and vehicles. Statewide, total expenditures from ALL FUNDS were \$4.97 billion, a \$315 million increase over the 2005-06 school year.

Figure 18

State Level Expenditures Based on ALL FUNDS



	Percent of Total Expenditure in Each Area							
2005-06	54.7%	6.5%	4.0%	2.9%	5.5%	17.9%	8.5%	7.8%
2006-07	56.3%	6.5%	3.4%	2.8%	5.5%	16.9%	8.5%	7.4%

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

Data Source: Oklahoma State Department of Education

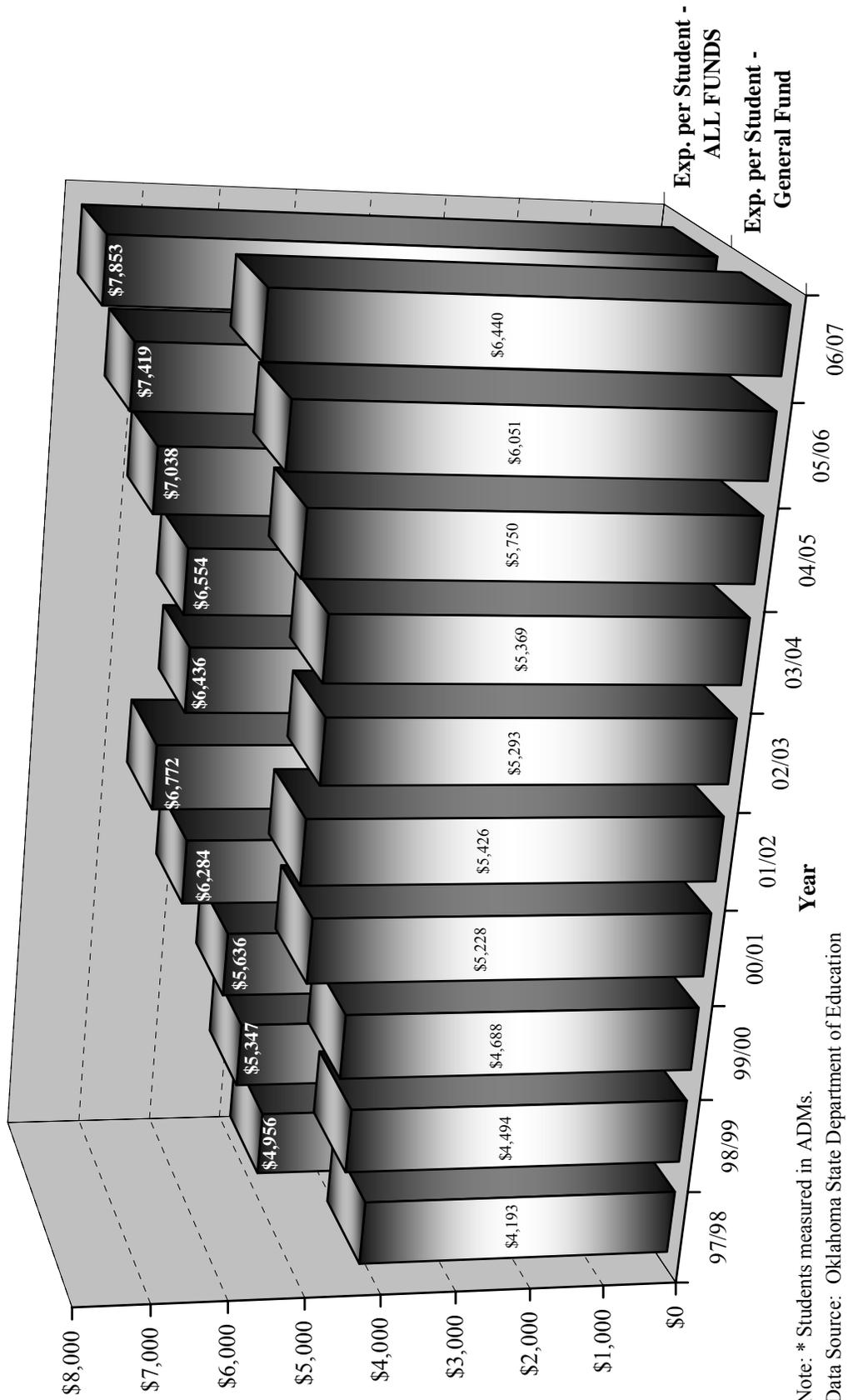
Figure 19 contrasts the General Fund to the ALL FUNDS accounting of expenditures per student for years 1997-98 through 2006-07. The expenditure per student using the General Fund in 2006-07 was \$6,440 compared to \$7,853 from ALL FUNDS, a difference of \$1,413 dollars per student. Per-student funding increased \$389 in the General Fund category and \$434 in the ALL FUNDS category between the 2005-06 and 2006-07 school years.

Per student expenditures varied greatly across the state (Figure 20). As described in the explanation of the state funding formula, this is partly because isolated rural schools receive additional funds to cover the cost required to bus students long distances and for the sparsity of their student population. Based on ALL FUNDS, including Debt Service, expenditures ranged from a high of \$63,342 per student at Plainview P.S. in Cimarron County to a low of \$5,693 per student at Lone Star P.S. in Creek County.

National Expenditures per Student

The US Department of Education calculates expenditures in a slightly different way. They use Average Daily Attendance (ADA) as a means to count students and thus express expenditures per ADA. For the most recent year available (2004-05), Oklahoma's expenditure per ADA was \$6,601. The national average for that same year was \$8,701, meaning that Oklahoma's expenditures were \$2,100, or 32% below the national average. Kansas has the highest expenditures per student in the region at \$7,926; but still below the national average. New Jersey leads the nation at \$14,117. Only four states (Utah, Arizona, Idaho, and Mississippi) had expenditures per student lower than Oklahoma's (2007 *Digest of Education Statistics*, Table 174). Oklahoma gained two places in ranking from 2003-04 to 2004-05 for expenditures per student, from 48th to 46th.

Figure 19
State Level Expenditures Per Student*
Using General Fund and ALL FUNDS



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

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 designed to facilitate the monitoring of performance gains or losses across grade levels.

Criterion-referenced tests (CRTs) evaluate whether a student can satisfactorily perform a specified set of academic skills. The tests are not nationally normed and do not provide a basis for comparing students to their national counterparts. They are designed to test a student's competency in certain subject areas as specified in a standardized curriculum. In Oklahoma, the two CRT tests are the Oklahoma Core Curriculum test and the High School End-of-Instruction (EOI) test. The curriculum on which they are based is the Priority Academic Student Skills (PASS). PASS is said to be the Oklahoma Curriculum and represents the basic skills and knowledge all Oklahoma students should learn in the elementary and secondary grades. The Oklahoma Core Curriculum Test and the High School End-of-Instruction test were designed to evaluate whether students have satisfactorily achieved the academic skills set forth in PASS.

History of the Oklahoma School Testing Program

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

In 1994-95, norm-referenced testing was continued for grades 3 and 7 but, was discontinued in grades 5, 9 and 11. In its place, a battery of criterion-referenced tests (CRTs) were phased-in for grades 5, 8 and 11. Over the next five years subject areas were added to the CRT until, in 1998-99, a complete battery

was administered in grades 5, 8 and 11. However, the 11th grade only saw one year of the complete battery before it was discontinued.

In 1999-2000 all norm-referenced testing was discontinued and the 11th grade criterion-referenced testing was diminished to Geography. In addition, requirements for schools to offer remediation and retesting to students performing poorly were removed from law.

Beginning in 2000-01, the 11th grade Geography test was dropped and OSTP began phasing-in four high school End-of-Instruction (EOI) tests (course specific CRTs) starting with English II and U.S. History. Algebra I and Biology I tests were first administered in 2002-03. Additionally, the core of the Iowa Test of Basic Skills (Reading, Language Arts and Math) was administered to 3rd grade statewide in 2000-01. This was changed to the Math and Reading components of the Stanford 9 in 2001-02 and all NRT's were phased out of the OSTP by 2004-05. A CRT in Reading and Math took the place of the NRTs in the 3rd grade beginning in school year 2004-2005, as well as a math and reading CRT in grade 4 and a geography CRT in grade 7 the same year. Additional CRTs in math and reading were implemented in grade 6 and 7 in school year 2005-06.

In 2006, legislation was enacted which required Oklahoma high school students to be administered three additional EOI tests when coursework was completed in the subjects of Algebra II, Geometry, or English III. Testing in these additional areas will begin with freshmen class in the 2008-09 school year. Oklahoma students from this class forward must score "at least Satisfactory" on the Algebra I and English II tests as well as any two of the remaining five EOIs in order to graduate with a standard diploma.

In addition to changing test types, the OSTP has also been served by a number of testing companies since its inception. The norm-referenced portion of the testing program was provided by Riverside Publishing, through the 2000-01 school year. The initial four years of the CRT contract were carried out by Harcourt-Brace. CTB McGraw-Hill took over the CRT contract for 1998-99 and 1999-2000. During the 2000-01 school year OSTP contracted with Riverside Publishing for both the Iowa Test of Basic Skills (an NRT) and the CRTs including the EOI tests. Starting in 2001-2002, the CRT's and 3rd Grade NRT were supplied by Harcourt-Brace and the EOI tests by CTB McGraw-Hill. The CRT component was taken over by Data Recognition Corporation (DRC) in the 2005-06 school year.

From a policy-making standpoint, the Education Oversight Board has had ongoing concerns over the lack of stability in the OSTP. It can be observed that when the vendors supplying the CRT changed, scores changed as well (Figures 24 & 27). The first change in vendors was between school years 1997-98 and 1998-99 and test scores, for the most part, increased. However, when the testing vendor was again changed between school years 1999-2000 and 2000-01, scores dropped in most subject areas, with the drops in Math and Writing being substantial. Vendors were again changed between 2000-01 and 2001-02 and again scores generally dropped, with science and writing being substantial. When vendors changed between 2004-05 and 2005-06 scores increased. With program stabilization being the primary goal, the state may be well served by the formation of a freestanding body that would publicly oversee the future development, administration, growth and cost of the OSTP.

Figure 21 shows the cost of the OSTP over the last 10 years. The OSTP cost \$10.5 million to administer in 2006-07.

Figure 21
Yearly Cost for State Testing

FY-1998	\$2.9 Million
FY-1999	\$2.7 Million
FY-2000	\$2.3 Million
FY-2001	\$2.1 Million
FY-2002	\$3.1 Million
FY-2003	\$2.3 Million
FY-2004	\$4.8 Million
FY-2005	\$4.8 Million
FY-2006	\$8.6 Million
FY-2007	\$10.5 Million

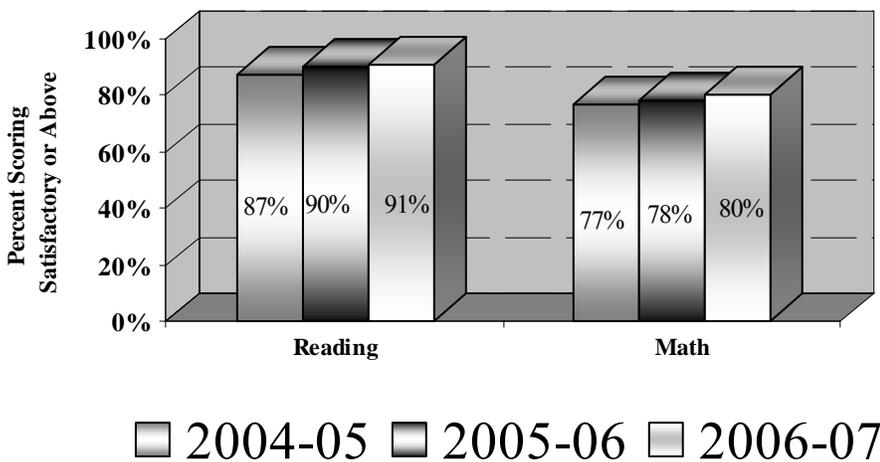
Data Source: State of Oklahoma Executive Budget for years FY-1998 through FY-2000 and the Oklahoma State Department of Education for FY-2001 through 2007.

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. Some districts made it their policy to test all students, regardless of whether they were exempt, or not. This situation made it difficult to compare test scores from one district to the next. In 1998-99, for the first time ever, it was mandated that all students be tested and it followed that the results were released in three categories: 1) Traditional, 2) Alternative Education and 3) Special Education. Starting in 2002-03 student scores were released in a category labeled Regular Education which is Traditional and Alternative Education combined. Unless otherwise noted, the scores posted in *Profiles 2007* include only the results of Regular Education students. Also starting in 2002-03 students were broken into two fundamental categories, High Mobility and Non-High Mobility. Unless otherwise noted, the scores posted in *Profiles 2007* include only Non-High Mobility students.

The Oklahoma Core Curriculum Test

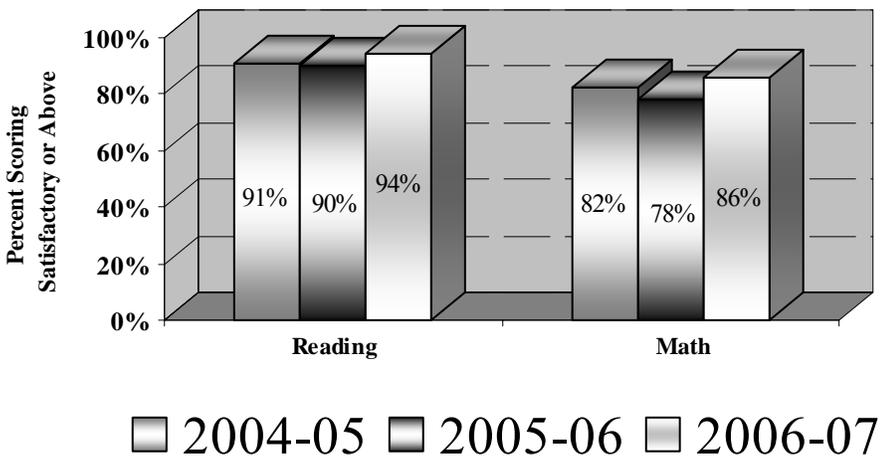
The Oklahoma Core Curriculum Test is a criterion-referenced test (CRT). Oklahoma law requires that the State Board of Education design CRTs that indicate whether students have achieved the competencies defined by PASS. Each student's performance is compared to a preset standard of expected achievement by subject at each grade level. The level of academic rigor that students must meet is established by the State Board of Education. The score of Satisfactory represents the competencies students are expected to have achieved. Performance for schools and districts is then reported by the percentage of students who have reached this level of academic achievement on the CRTs. Beginning in 1998-99, the State Department of Education began phasing in four levels of performance on the CRTs: 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 (Figures 22 through 50).

Figure 22
Oklahoma Core Curriculum Test Results
Percent Scoring Satisfactory or Above
 (Regular Non-High Mobility Students Only)
3rd Grade Results



Data Source: Oklahoma State Department of Education

Figure 23
Oklahoma Core Curriculum Test Results
Percent Scoring Satisfactory or Above
 (Regular Non-High Mobility Students Only)
4th Grade Results

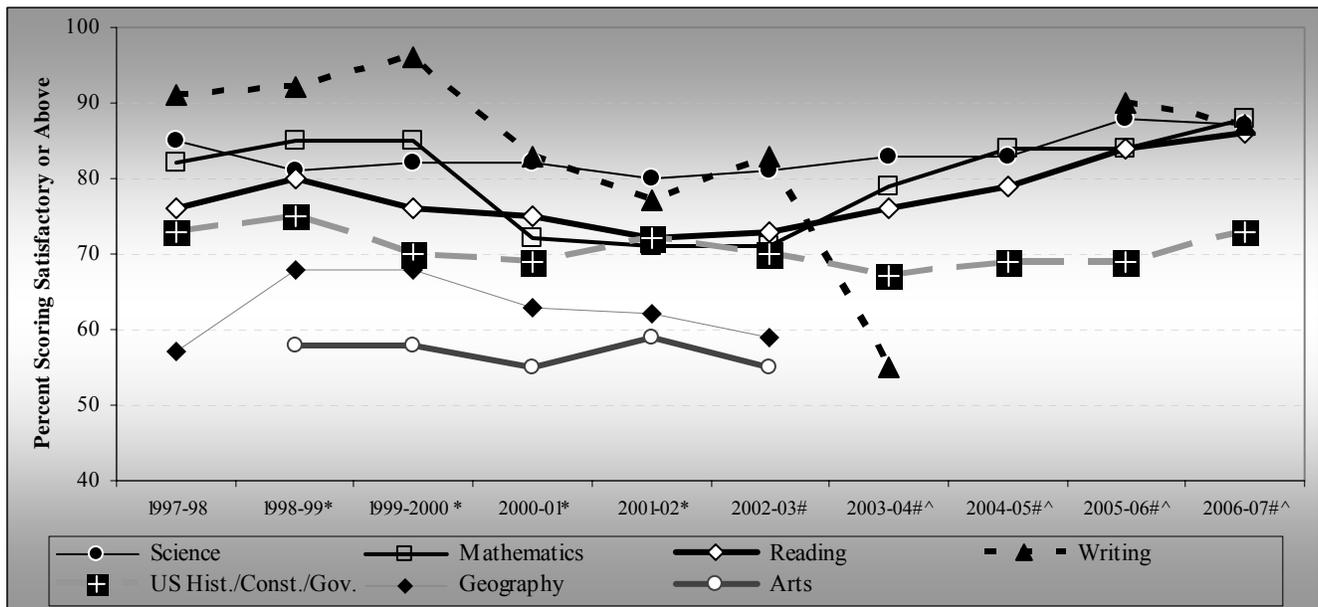


Data Source: Oklahoma State Department of Education

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

(Regular Non-High Mobility Students Only)

5th Grade Results

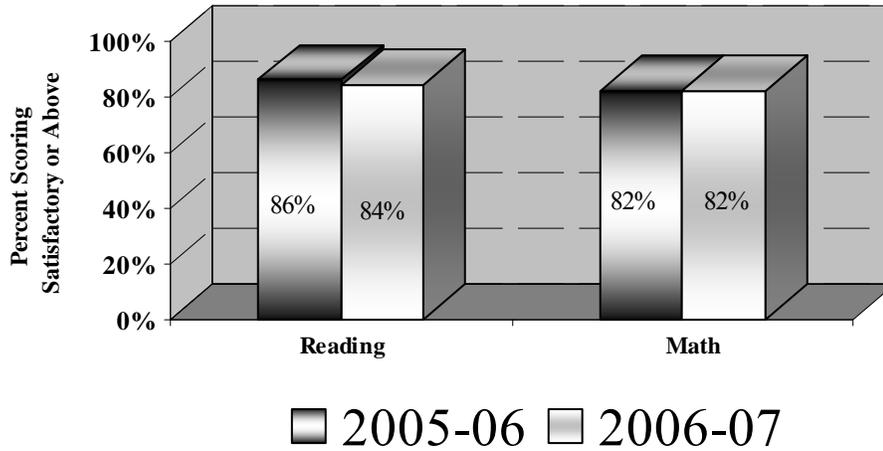


Subject Area	1997-98	1998-99*	1999-2000*	2000-01*	2001-02*	2002-03#	2003-04#^	2004-05#^	2005-06#^	2006-07#^
Science	85%	81%	82%	82%	80%	81%	83%	83%	88%	87%
Mathematics	82%	85%	85%	72%	71%	71%	79%	84%	84%	88%
Reading	76%	80%	76%	75%	72%	73%	76%	79%	84%	86%
Writing	91%	92%	96%	83%	77%	83%	55%	Not Tested	90%	87%
US Hist./Const./Gov.	73%	75%	70%	69%	72%	70%	67%	69%*	69%*	73%*
Geography	57%	68%	68%	63%	62%	59%	Not Tested	Not Tested	Not Tested	Not Tested
Arts	Not Tested	58%	58%	55%	59%	55%	Not Tested	Not Tested	Not Tested	Not Tested

Note: Double Line indicates a change in testing company. * Results are posted for “Traditional” students only.
 # Results are posted for “Regular Education” students only (Traditional plus Alternative Education).
 ^ Results are posted for “Non-High Mobility” students only. ♦ Subject area changed to “Social Studies” in 2003-04.

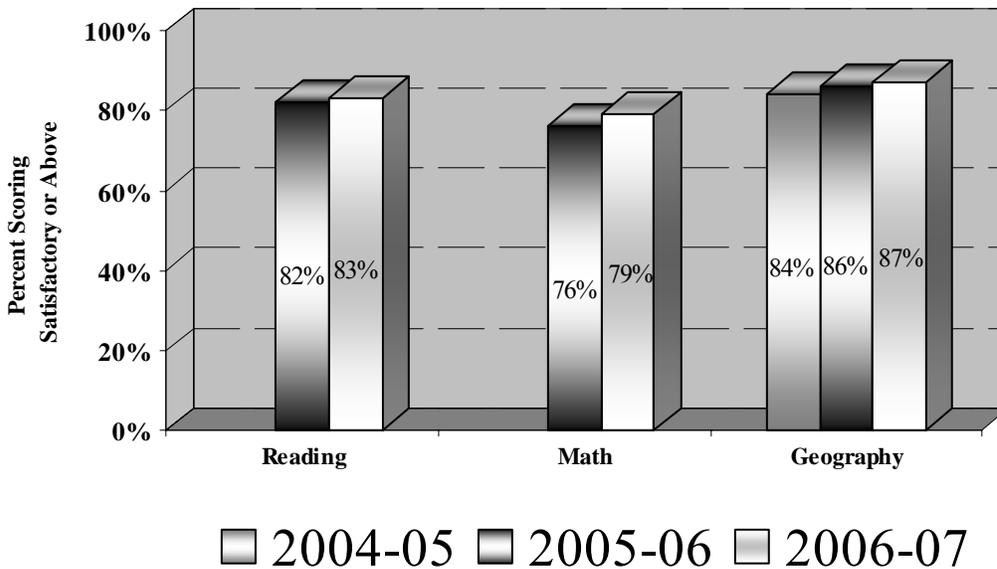
Data Source: Oklahoma State Department of Education

Figure 25
Oklahoma Core Curriculum Test Results
Percent Scoring Satisfactory or Above
 (Regular Non-High Mobility Students Only)
6th Grade Results



Data Source: Oklahoma State Department of Education

Figure 26
Oklahoma Core Curriculum Test Results
Percent Scoring Satisfactory or Above
 (Regular Non-High Mobility Students Only)
7th Grade Results

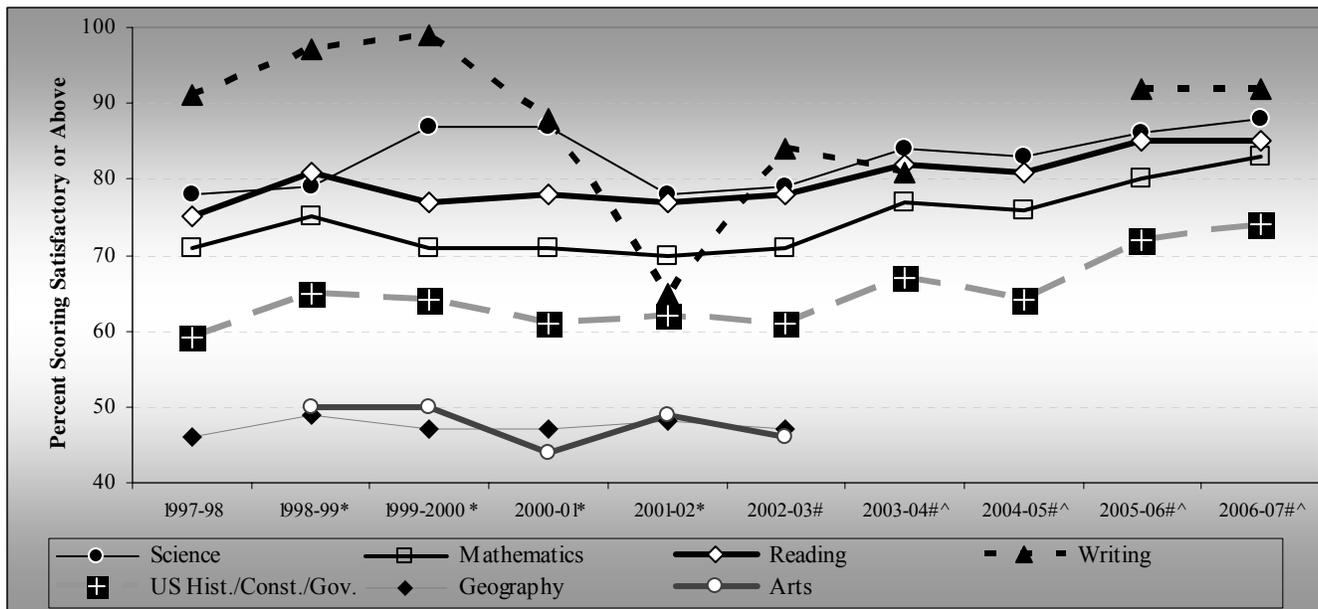


Data Source: Oklahoma State Department of Education

Figure 27 Oklahoma Core Curriculum Test Results Percent Scoring Satisfactory or Above by Subject, Grade and Year

(Regular Non-High Mobility Students Only)

8th Grade Results



Subject Area	1997-98	1998-99*	1999-2000*	2000-01*	2001-02*	2002-03#	2003-04#^	2004-05#^	2005-06#^	2006-07#^
Science	78%	79%	87%	87%	78%	79%	84%	83%	86%	88%
Mathematics	71%	75%	71%	71%	70%	71%	77%	76%	80%	83%
Reading	75%	81%	77%	78%	77%	78%	82%	81%	85%	85%
Writing	91%	97%	99%	88%	65%	84%	81%	Not Tested	92%	92%
US Hist./Const./Gov.	59%	65%	64%	61%	62%	61%	67%	64%	72%	74%
Geography	46%	49%	47%	47%	48%	47%	Not Tested	Not Tested	Not Tested	Not Tested
Arts	Not Tested	50%	50%	44%	49%	46%	Not Tested	Not Tested	Not Tested	Not Tested

Note: Double Line indicates a change in testing company. * Results are posted for “Traditional” students only.
 # Results are posted for “Regular Education” students only (Traditional plus Alternative Education).
 ^ Results are posted for “Non-High Mobility” students only.

Data Source: Oklahoma State Department of Education

CRT Results by Race and Gender

The scores, when viewed in their aggregate format, are encouraging. The bulk of students across the state are performing fairly well on the state's standardized tests. However, when analyzed by racial subgroup, a much different picture emerges. Figures 28 and 29 look at student performance on the CRTs for the 5th and 8th grade by race. The results of 5th and 8th grade are used because those grades have the most complete battery of tests administered through the OSTP.

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

CRT Results by County

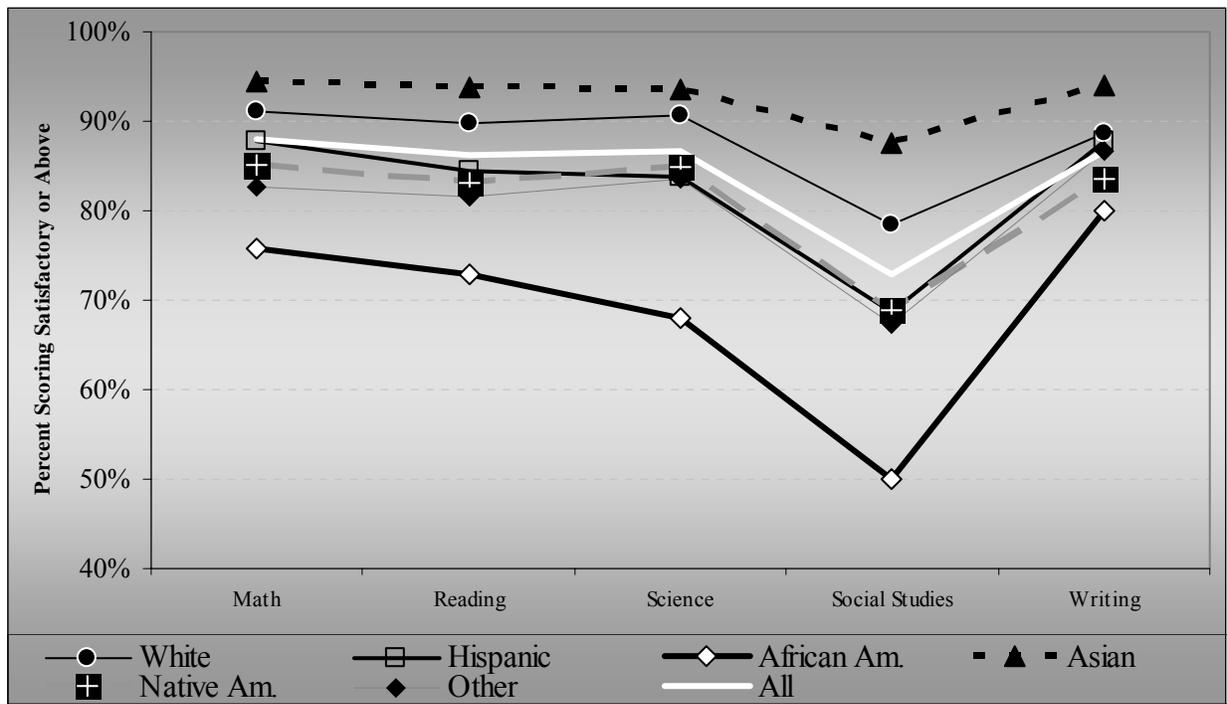
Figures 30 through 41 show the 2006-07 results of the CRT in the areas of Math and Reading for grades 3 through 8 by county. The maps show a generalized geographical trend in student performance that parallels the general socioeconomics of the state, especially in upper grades. The maps in the COMMUNITY CHARACTERISTICS section (Figures 4 through 10) show that, for the most part, the highest socioeconomic conditions in the state exist in the northwest and the socioeconomic conditions in the southeast are generally lower. CRT results also show a similar regional pattern. Generally, higher CRT scores are found in the northwest quadrant of the state and lower scores are found in the southeast quadrant of the state. Schools must operate in the communities that they serve, so this is not an unexpected finding. This general trend also bears out in many of the STUDENT PERFORMANCE maps found later in this section.

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

Figure 28
2006-07 CRT Results by Race
Percent Scoring Satisfactory or Above

(Regular Non-High Mobility Students Only)

5th Grade



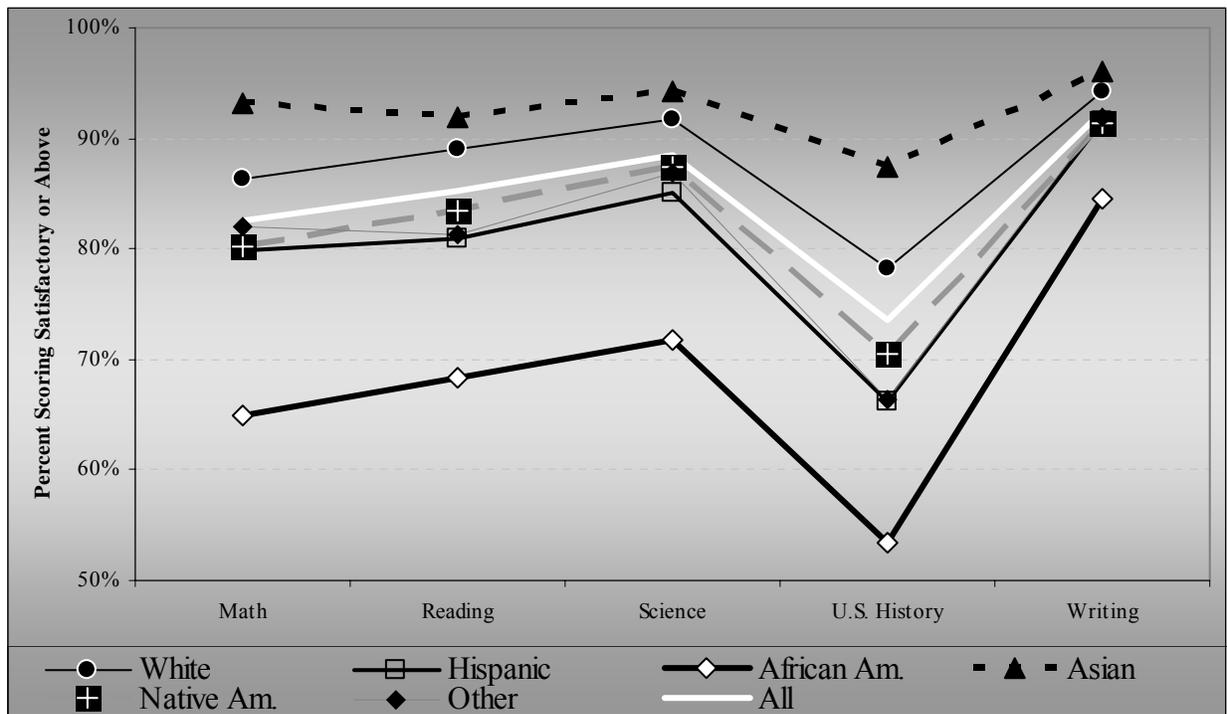
	Math	Reading	Science	Social Studies	Writing
Male	89%	84%	88%	75%	83%
Female	87%	89%	86%	71%	91%
White	91%	90%	91%	78%	89%
Hispanic	88%	84%	84%	69%	88%
African Am.	76%	73%	68%	50%	80%
Asian	94%	94%	94%	88%	94%
Native Am.	85%	83%	85%	69%	84%
Other	83%	82%	84%	67%	87%
All	88%	86%	87%	73%	87%

Data source: Oklahoma State Department of Education

Figure 29
2006-07 CRT Results by Race
Percent Scoring Satisfactory or Above

(Regular Non-High Mobility Students Only)

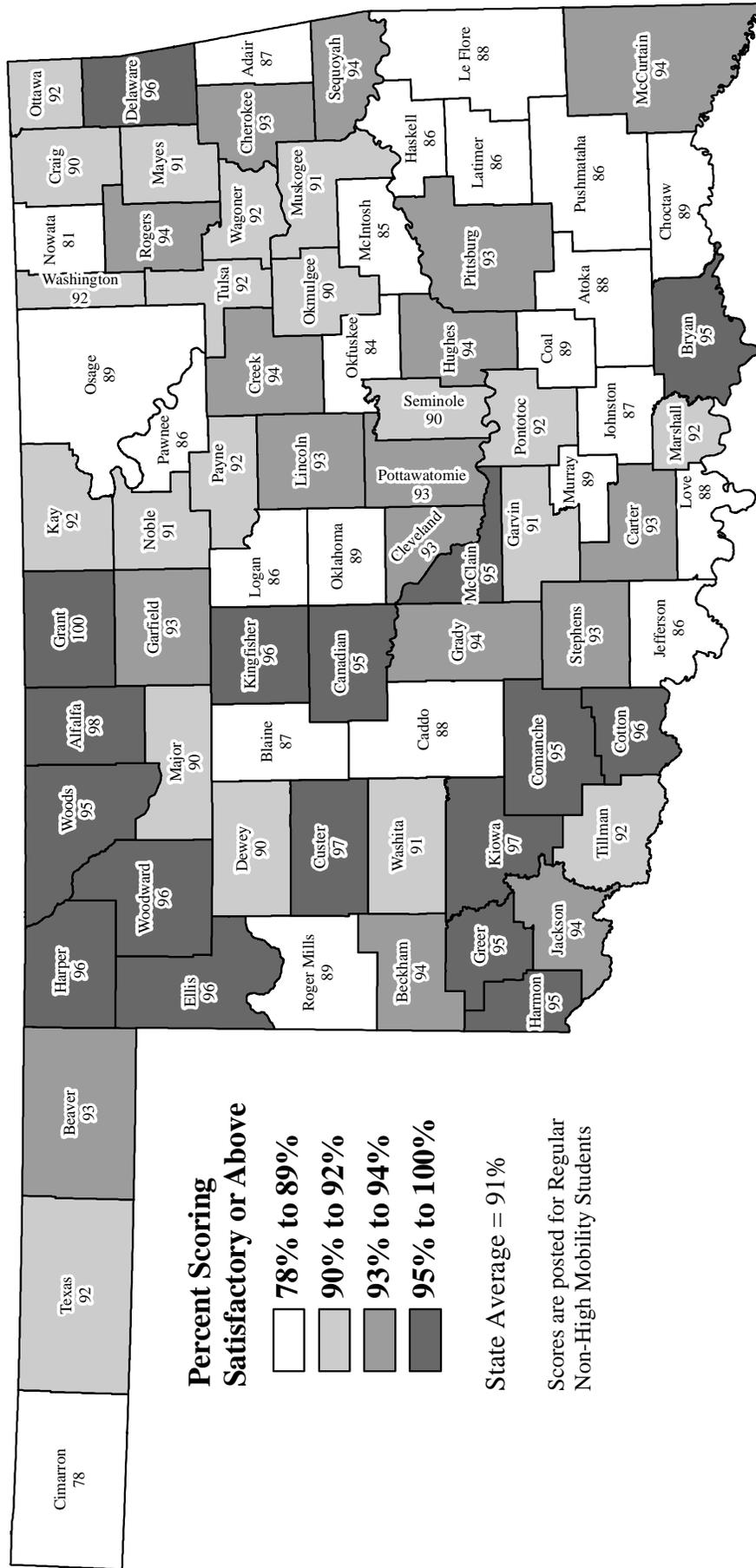
8th Grade



	Math	Reading	Science	U.S. History	Writing
Male	84%	84%	88%	77%	89%
Female	82%	86%	89%	70%	96%
White	86%	89%	92%	78%	94%
Hispanic	80%	81%	85%	66%	92%
African Am.	65%	68%	72%	53%	85%
Asian	93%	92%	94%	87%	96%
Native Am.	80%	83%	87%	70%	91%
Other	82%	81%	87%	66%	92%
All	83%	85%	88%	74%	92%

Data source: Oklahoma State Department of Education

Figure 31
3rd GRADE CRT – READING SCORES
Percent of Students Scoring Satisfactory or Above
2006-07 School Year



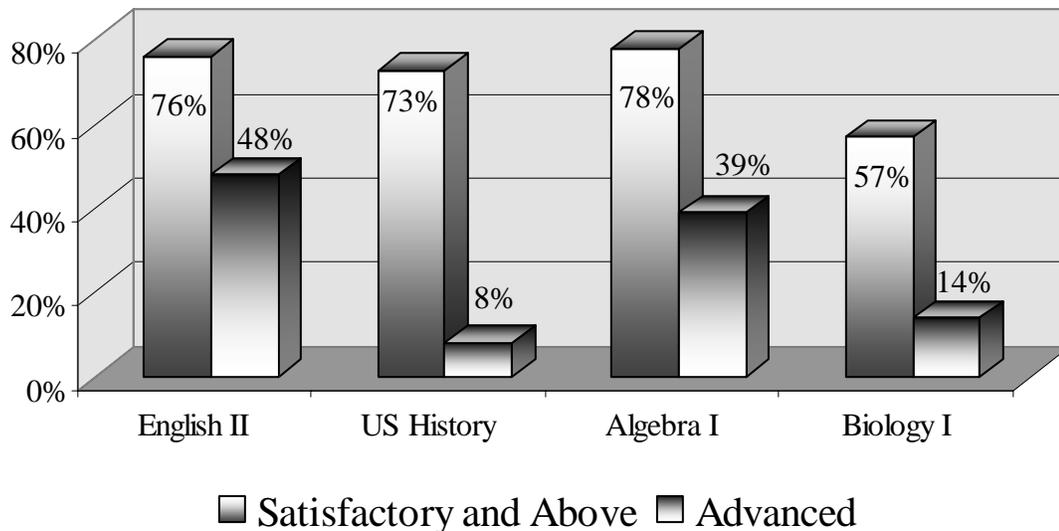
Source: Oklahoma State Department of Education

High School End-of-Instruction Tests

In early grades, the coursework is defined by the grade of the students being taught. For example, we might refer to 5th grade Math or 8th grade Science. As students get older, however, they have greater flexibility to decide when they would like to be introduced to a given subject area. Thus, some students may take an Algebra I course in middle school, the bulk will take it in 9th grade and some may put it off until 10th or perhaps even 11th grade. By high school, the knowledge that a student should have can no longer be defined by the grade-level of the student. For this reason, students are tested over specific subject matter as they complete key courses during their high school career. The High School End of Instruction (EOI) tests are administered to students as they complete English II, U.S. History, Algebra I and Biology I courses. The tests indicate whether students have achieved the competencies defined by the Priority Academic Student Skills (PASS) curriculum. Results are shown as the percentage of students scoring at or above the “Satisfactory” and “Advanced” level (Figure 42). The gap between students scoring satisfactory or above and advanced or above is largest in the U.S. History test with a 65 percentage point difference. The gap is smallest in English II at only 28 percentage points. There is a 39 percentage point gap for the Algebra I test and a 43 percentage point gap for Biology I.

Figure 42

Oklahoma End-of-Instruction Test Results Percent Scoring Satisfactory or Above and Advanced or Above (Spring 2007)



Data Source: Oklahoma State Department of Education

EOI Results by County

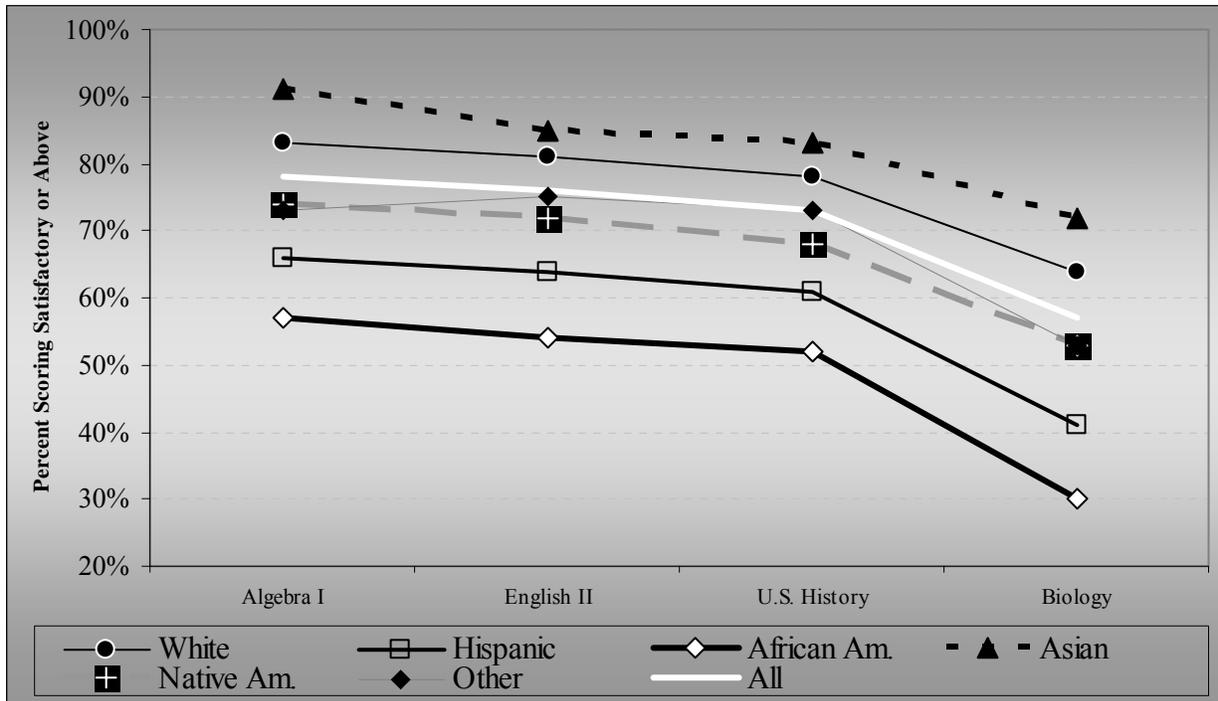
Figures 43 through 46 show the Spring 2007 EOI test results by county. The trends observed are somewhat similar to those in the 5th and 8th grade CRT results. Again, the challenge is to help students overcome adverse social conditions in order to achieve at higher levels.

EOI Results by Race and Gender

A performance gap exists when there are relative differences in performance between each of the racial sub-groups. Figure 47 looks at student performance on the End-of-Instruction tests by race. This performance gap can also be observed in other performance indicators displayed in this report.

Figure 47
Spring 2007 EOI Results by Race
Percent Scoring Satisfactory or Above

(Regular Non-High Mobility Students Only)



	Algebra I	English II	U.S. History	Biology
Male	78%	73%	75%	59%
Female	77%	79%	71%	55%
White	83%	81%	78%	64%
Hispanic	66%	64%	61%	41%
African Am.	57%	54%	52%	30%
Asian	91%	85%	83%	72%
Native Am.	74%	72%	68%	53%
Other	73%	75%	73%	53%
All	78%	76%	73%	57%

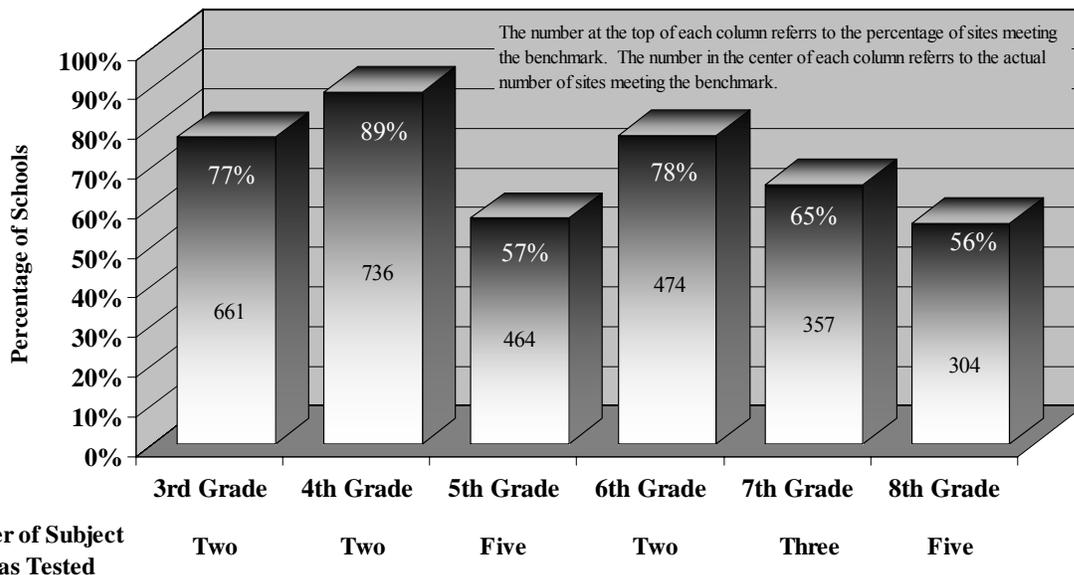
Data source: Oklahoma State Department of Education

The Oklahoma Performance Benchmark

The statewide results of the Core Curriculum Tests for the 2006-07 school year are promising. They show that for most subjects, the bulk of Oklahoma students can satisfactorily perform the skills outlined in PASS. And, if the percentage of students achieving “Satisfactory” at each site across the state were similar to the statewide results, Oklahomans would have little to worry about concerning their K-12 education system. However, student performance varies greatly from site to site across the state.

Just as students are expected to perform at a minimum level of competency, schools should also be able to achieve a minimum level of performance. In April of 1998, in an attempt to evaluate schools’ overall performance in preparing students for the Core Curriculum Tests, the Secretary of Education and Education Oversight Board chose 70% of Regular Education students achieving a score of Satisfactory or above as a reasonable minimum performance benchmark for schools to achieve. Figure 48 plots the number of schools that were able to meet this benchmark in all subject areas tested as part of the OSTP.

Figure 48
Schools with 70% or More Students Scoring Satisfactory or Above
On All Subject Areas Tested by the Oklahoma Core Curriculum Test
By Grade
2006-07 School Year
(Regular Non-High Mobility Students Only)



Data Source: Oklahoma State Department of Education

Figures 49 and 50 display schools' overall performance in preparing students in the PASS as measured by the Oklahoma Core Curriculum Tests (OCCT) in grades 5th and 8th. Only these two grades were used in this detailed analysis because they have the most extensive battery of tests administered under the OSTP. These figures show by grade the number of subject areas in which schools were able to achieve the Performance Benchmark. In 2006-07, the OCCT tested students in these two grades in five subject areas, so the highest performance that a school can achieve is five-out-of-five on the Performance Benchmark.

Historically, 5th grade sites have the better performance on this benchmark. Fifty-eight percent of the 5th grade sites and fifty-five percent of the 8th grade sites were able to achieve five-out-of-five on the Performance Benchmark. While the bulk of schools do perform well on the OCCT, it is of great concern that there were 17 elementary schools (2%) and 6 middle schools/junior highs (1%) that were unable to get at least 70% of their students to score Satisfactory or above on any subject area tested under the OCCT.

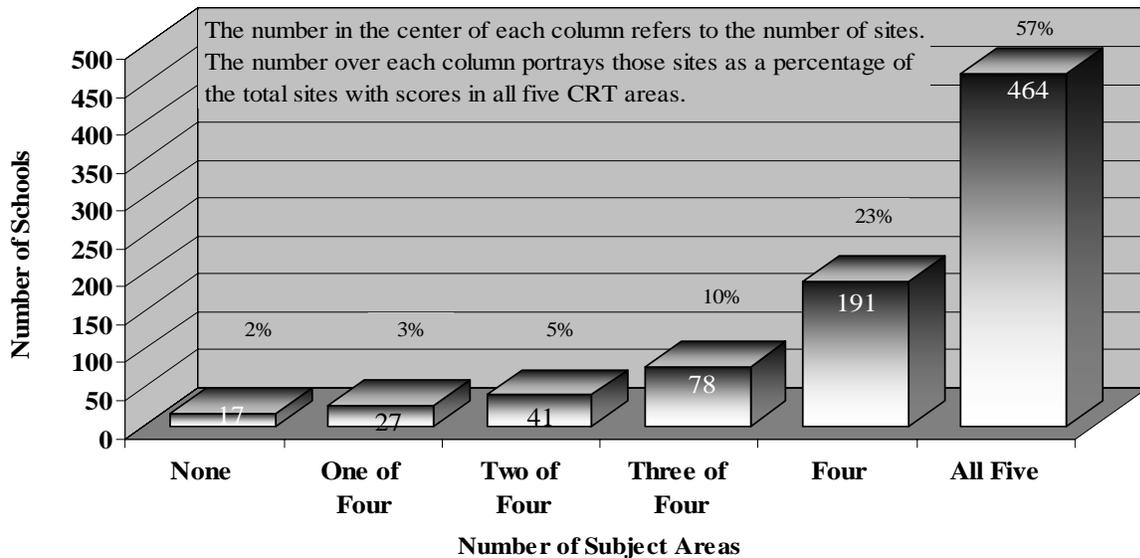
The difference in performance from one community to another can also be noted in the table at the bottom of both Figures 49 and 50. In 5th grade, districts with the E1 community grouping designation had 89% (31 of 35) of sites achieving a five-out-of-five on the Performance Benchmark, whereas, only 32% (37 of 115) of the schools from districts with the designation of A2 achieved this level of performance. In 8th grade, districts with the B1 (29 of 29) and C1 (10 of 10) community grouping designations lead the pack on the Performance Benchmark with 100% of sites offering 8th grade achieving a Five-out-of-Five.

As with all other areas of student performance, socioeconomics plays an important roll in schools' success on the Performance Benchmark. All of the 23 schools except one that were unable to meet the benchmark in any of the subject areas tested in both 5th and 8th grade came from districts with the community grouping designation of "2" meaning that their student body was more impoverished than average for Oklahoma.

When the Education Oversight Board initiated the 70% Performance Benchmark back in 1998, the benchmark was quite discriminating and only 85 schools offering 8th grade held the distinction. With the passing of time, teachers, counselors, and administrators have worked very hard to improve the performance of students; however, the testing companies contracted to design and score the tests and the rigor of some subjects included in the state testing program have also changed. In 2007, a school's achieving the 70% Performance Benchmark has become much more common (304 schools offering 8th grade) and the Education Oversight Board felt the need to establish a more rigorous point of reference. Earlier this year the board adopted the 25% Advanced Performance Benchmark or 25% of Regular Education students achieving a score of Advanced in all subject areas tested to identify those truly superior schools. Below are the results of the Education Oversight Board's new 25% Advanced Performance Benchmark by grade level. This new benchmark is an added feature (displayed as a star) on the Office of Accountability's 2006/07 School and District Report Cards.

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Number of Sites	9	4	19	9	15	4
Percent of Sites	1.1%	0.5%	2.3%	1.5%	2.7%	0.7%

Figure 49
Schools with 70% or More of Students Scoring Satisfactory or Above
On the Oklahoma Core Curriculum Test by Number of Subject Areas
Fifth Grade Criterion-Referenced Test (CRT)
2006-07 School Year
(Regular Non-High Mobility Students)

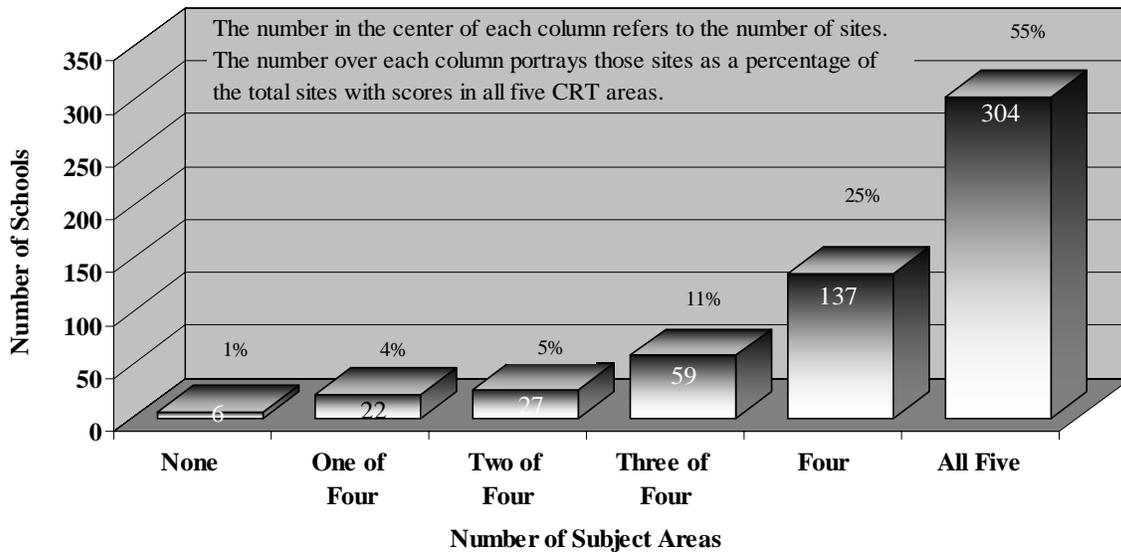


Number of School Sites Scoring Satisfactory by Size of the District in which the Site Operates

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas						Total
		None	One	Two	Three	Four	All Five	
25,000 or More	A2	6	13	16	18	25	37	115
10,000 - 24,999	B1	0	0	3	2	18	96	119
	B2	1	1	1	1	2	10	16
5,000 - 9,999	C1	0	0	0	0	8	33	41
	C2	1	0	2	1	4	16	24
2,000 - 4,999	D1	1	0	0	1	8	25	35
	D2	1	0	0	3	9	22	35
1,000 - 1,999	E1	0	0	0	0	4	31	35
	E2	0	2	0	4	14	24	44
500 - 999	F1	0	0	0	1	2	23	26
	F2	0	3	4	8	20	36	71
250 - 499	G1	0	0	2	3	10	35	50
	G2	2	3	7	12	44	38	106
Less than 250	H1	0	0	0	4	5	11	20
	H2	5	5	6	20	18	27	81
Total Sites	All	17	27	41	78	191	464	818

Data Source: Oklahoma State Department of Education.

Figure 50
Schools with 70% or More of Students Scoring Satisfactory or Above
On the Oklahoma Core Curriculum Test by Number of Subject Areas
Eighth Grade Criterion-Referenced Test (CRT)
2006-07 School Year
(Regular Non-High Mobility Students)



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

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas						Total
		None	One	Two	Three	Four	All Five	
25,000 or More	A2	3	5	3	6	5	9	31
10,000 - 24,999	B1	0	0	0	0	0	29	29
	B2	0	0	0	0	2	3	5
5,000 - 9,999	C1	0	0	0	0	0	10	10
	C2	0	0	0	1	1	5	7
2,000 - 4,999	D1	0	0	0	0	1	18	19
	D2	0	0	0	0	1	16	17
1,000 - 1,999	E1	0	0	0	0	11	24	35
	E2	0	0	2	3	12	23	40
500 - 999	F1	0	0	0	2	8	16	26
	F2	0	3	3	11	24	34	75
250 - 499	G1	0	0	1	3	11	32	47
	G2	1	2	8	15	33	46	105
Less than 250	H1	0	0	1	2	5	14	22
	H2	2	12	9	16	23	25	87
Total Sites	All	6	22	27	59	137	304	555

Data Source: Oklahoma State Department of Education.

The National Assessment of Educational Progress (NAEP)

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

NAEP was authorized by Congress in 1969 and was only required to assess reading, mathematics and writing at least once every five years. In 1990, federal legislation was passed which required assessments in reading and mathematics at least every two years, in science and writing at least every four years and in history or geography and other subjects selected by the NAEP governing board at least every six years. Individual states are only tested periodically by NAEP and only in certain subject areas and certain grades. Figure 51 shows the subjects tested at the state level by year and grade.

Figure 51

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

Year	Math		Reading		Writing		Science	
	4 th Grade	8 th Grade						
1990		Tested						
1992	Tested	Tested	Tested					
1994			Tested					
1996	Tested	Tested						Tested
1998			Tested	Tested		Tested		
2000	Tested	Tested					Tested	Tested
2002			Tested	Tested	Tested	Tested		
2003	Tested	Tested	Tested	Tested				
2005	Tested	Tested	Tested	Tested			Tested	Tested
2007	Tested	Tested	Tested	Tested		Tested		
2009	Planned	Planned	Planned	Planned			Planned	Planned
2011	Planned	Planned	Planned	Planned	Planned	Planned		
2013	Planned	Planned	Planned	Planned			Planned	Planned

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

Oklahoma's Relative Rank

NAEP is an enormously important evaluation instrument for Oklahoma. It is the only means by which Oklahoma can judge its progress relative to that of the nation at the elementary school level. Although some subjects are improving, Oklahoma's overall performance seems to be falling behind that of the nations.

The 2007 8th grade writing results show that Oklahoma's score of 153, up from 150 in 2002, ranked them roughly in the middle of states tested (Appendix E). The national average was 154, up from 152 in 2002. The 4th grade 2002 writing results were less encouraging. Oklahoma's score of 142 was near the bottom of states tested. Only three states scored lower than Oklahoma. Oklahoma's 4th grade writing score was 11 points below the national average of 153. Only 8th grade writing test were given at the state level in 2007.

On the 2007 NAEP reading test, Oklahoma's as well as the nation's 4th grade scores are lower than the 8th grade test score. Fourth grade students scored 217 compared to 220 for their national counterparts. Oklahoma's 4th grade reading score is up from 214 in 2005. Oklahoma's 4th grade score ranks 36th in 2007 up slightly from 38th in 2005. The national score is also up from 217 in 2005 to 220 in 2007. Oklahoma's 4th grade scores have risen 4 scale points since 2002 and the nation's scores have only increased 3 scale points over the same period. This indicates that our 4th grade students are improving slightly better than the nation since 2002 (Figure 52). The 8th grade score in Oklahoma was one scale point lower than the nation's in 2002 – 262 to 263. This difference did not change for 2007. Oklahoma 8th graders scored 260 in 2007 compared to 261 for the nation. The 2007 score is the same as the 2005 for Oklahoma and up one point for the nation for the same time period. The state and the nation have the same change in scores between 2002 and 2007; down two scale points each. Oklahoma's 8th grade score ranks 32nd in 2007 up one spot from 2005.

Oklahoma's math scores on NAEP have been on the rise; however, the nation's gains have overshadowed Oklahoma's (Figure 52). In 4th grade, Oklahoma scores have increased 13 points since 2000 and the nation's have increased 15 points, meaning Oklahoma's 4th graders have fallen off the pace by two points. Fourteen states had scale scores lower than Oklahoma's on the 4th grade NAEP math test. The gap was similar in 8th grade. Figure 52 shows that Oklahoma's scale score had increased five points since 2000, whereas the nation's had increased 8 points over the same period. Oklahoma's 8th graders had fallen off the nation's pace by three standard scores on the NAEP test. Ten states had lower scores on the NAEP 8th grade mathematics test than did Oklahoma (Appendix E). Oklahoma did increase its math test score rank in both 4th grade and 8th grade from 2005 to 2007. The 4th grade rank increased from 36th to 33rd and the 8th grade rank increased from 41st to 38th.

NAEP did not conduct a science test in 2007. The most recent test for science was given in 2005. Oklahoma fared slightly better on the 2005 science test when compared to the nation. In 4th grade, Oklahoma came in about the middle of the pack, out-scoring the nation by one scale score (Oklahoma 150; Nation 149). In 8th grade, Oklahoma's 147 matched the national average (Figure 52). Oklahoma ranked 26th for both the 4th grade and 8th grade science tests in 2005.

Oklahoma's Results by Race

The NAEP results were also released by race and again it is important to analyze Oklahoma's outcomes relative to the nation. Figure 52 also looks at and compares both Oklahoma's and the nation's trends over time on a race-by-race basis. In many subject areas and across all racial categories, even in those areas where Oklahoma is making noticeable gains, the nation is outpacing Oklahoma. There are, however, pockets where Oklahoma is doing quite well and above the national averages.

Most racial groups have lost ground to their national counterparts when comparing test score change over time. White student test scores outpace all other racial categories but also lag the nation at a similar rate as the other races. Oklahoma's American Indian students have the most consistent improvement over time and perform most competitively with their national counterparts. In all grades and subjects that are available, only 4th grade writing shows the national test scores above Oklahoma's scores for American Indians. All other test scores for American Indians are higher in Oklahoma than in the nation.

Figure 52
National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation

WRITING RESULTS					
Grade 4					
	All	White	Black	Hispanic	American Indian
2002 Oklahoma	142	148	128	130	137
2002 Nation	153	159	139	140	138
Oklahoma Relative to Nation 2002	-11	-11	-11	-10	-1
Grade 8					
	All	White	Black	Hispanic	American Indian
2007 Oklahoma	153	156	141	143	151
2002 Oklahoma	150	154	135	135	144
Change	3	2	6	8	7
2007 Nation	154	162	140	141	143
2002 Nation	152	159	134	135	138
Change	2	3	6	6	5
Oklahoma Relative to Nation Change 2002 to 2007	1	-1	0	2	2

Figure 52
National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation
(continued)

READING RESULTS					
Grade 4					
	All	White	Black	Hispanic	American Indian
2007 Oklahoma	217	223	204	198	213
2005 Oklahoma	214	219	197	204	211
2003 Oklahoma	214	220	195	200	206
2002 Oklahoma	213	220	188	197	209
Change	4	3	16	1	4
2007 Nation	220	230	203	204	206
2005 Nation	217	228	199	201	205
2003 Nation	216	227	197	199	202
2002 Nation	217	227	198	199	207
Change	3	3	5	5	-1
Oklahoma Relative to Nation Change 2002 to 2007	1	0	11	-4	5

Grade 8					
	All	White	Black	Hispanic	American Indian
2007 Oklahoma	260	266	243	241	256
2005 Oklahoma	260	265	243	247	254
2003 Oklahoma	262	267	240	250	257
2002 Oklahoma	262	268	238	251	258
Change	-2	-2	5	-10	-2
2007 Nation	261	270	244	246	248
2005 Nation	260	269	242	245	251
2003 Nation	261	270	244	244	248
2002 Nation	263	271	244	245	252
Change	-2	-1	0	1	-4
Oklahoma Relative to Nation Change 2002 to 2007	0	-1	5	-11	2

Figure 52
National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation
 (continued)

MATH RESULTS					
Grade 4					
	All	White	Black	Hispanic	American Indian
2007 Oklahoma	237	242	220	227	234
2005 Oklahoma	234	240	217	226	229
2003 Oklahoma	229	235	211	220	225
2000 Oklahoma	224	229	205	211	221
<i>Change</i>	13	13	15	16	13
2007 Nation	239	248	222	227	229
2005 Nation	237	246	220	225	227
2003 Nation	234	243	216	221	224
2000 Nation	224	233	203	207	207
<i>Change</i>	15	15	19	20	22
Oklahoma Relative to Nation					
Change 2000 to 2007	-2	-2	-4	-4	-9
Grade 8					
	All	White	Black	Hispanic	American Indian
2007 Oklahoma	275	280	258	259	269
2005 Oklahoma	271	278	249	257	267
2003 Oklahoma	272	278	249	258	265
2000 Oklahoma	270	274	245	260	267
<i>Change</i>	5	6	13	-1	2
2007 Nation	280	290	259	264	265
2005 Nation	278	288	254	261	266
2003 Nation	276	287	252	258	265
2000 Nation	272	283	243	252	263
<i>Change</i>	8	7	16	12	2
Oklahoma Relative to Nation					
Change 2000 to 2007	-3	-1	-3	-13	0

Figure 52
National Assessment of Educational Progress
Scale Scores by Race
Oklahoma versus the Nation
 (continued)

SCIENCE RESULTS					
Grade 4					
	All	White	Black	Hispanic	American Indian
2005 Oklahoma	150	157	126	137	147
2000 Oklahoma	151	157	127	135	145
<i>Change</i>	-1	0	-1	2	2
2005 Nation	149	161	128	132	139
2000 Nation	145	158	121	121	135
<i>Change</i>	4	3	7	11	4
Oklahoma Relative to Nation Change 2000 to 2005	-5	-3	-8	-9	-2
Grade 8					
	All	White	Black	Hispanic	American Indian
2005 Oklahoma	147	155	120	132	139
2000 Oklahoma	149	155	125	129	142
<i>Change</i>	-2	0	-5	3	-3
2005 Nation	147	159	123	127	134
2000 Nation	148	159	120	125	146
<i>Change</i>	-1	0	3	2	-12
Oklahoma Relative to Nation Change 2000 to 2005	-1	0	-8	1	9

Oklahoma Black student test scores outpace the nation in 8th grade writing and 4th grade reading but are very similar to the nation for most of the other grades and subjects. Hispanic student test scores are higher in Oklahoma for 4th grade science, 8th grade writing, and 8th grade science. 4th grade math scores are the same for Hispanics in Oklahoma and the nation. While still lagging the nation, math scores in both 4th and 8th grades are showing tremendous improvement over time for all races. The challenge to Oklahoma educators is to continue to improve tests scores such as they are doing in math but also lessen the gap in the relative change when comparing Oklahoma with the nation.

Oklahoma's Performance by Achievement Categories

Another way to look at the NAEP results is by the percentage of students that score in each of four achievement categories. Figure 53 looks at the results by subject area and the scores are presented as the percentage of students that scored in each of the four achievement levels (Below Basic, Basic, Proficient, and Advanced).

Much of the analysis provided in the NAEP reports prior to 2005 focused on the percentage of students that perform at the Proficient and above level (Proficient and Advanced combined). Until the release of the 2002 NAEP results, Oklahoma generally performed slightly behind the nation in the percentage of students scoring Proficient and above. However, Oklahoma generally did a better job than the nation at pulling kids from the lowest category Below Basic into the Basic and above range. It could be construed that Oklahoma was "holding its own" relative to the nation if the percentage of students in the Basic and above were taken into consideration. With the release of the 2002 NAEP results, this is clearly no longer the case. From 2000 through 2003, the nation's performance steadily improved while Oklahoma's performance improved at a lesser rate in math and performance had decreased in reading and writing.

Looking at the results by subject area, Oklahoma's performance on the writing test (Figure 53) has improved slightly over the past 5 years. In 2002 for 8th grade, Oklahoma and the nation had the same percentage (16%) of students scoring Below Basic and Oklahoma out performed the nation by only three percentage points (57% to 54%) scoring Basic. With the release of the 2007 results, the percentage of Oklahoma's 8th grade students scoring Below Basic had improved to 11%, a five percentage point increase and the nation had improved three percentage points to 13%, meaning Oklahoma improved slightly better than the nation. Looking at the percentage scoring Basic only, the nation had gained three percentage points to Oklahoma's six. This gives Oklahoma a Basic score of 63% in 2007. The percentage scoring Proficient and above, the nation had gained one percentage point while Oklahoma stayed the same, putting the nation at 31% and Oklahoma at 27%.

Fourth grade writing was only tested in 2002 and the results there are less encouraging. Oklahoma lagged by six percentage-points (21% to 15%) in the Below Basic category and by 11-percentage-points (16% to 27%) in the Proficient and above category. Hopefully, Oklahoma will see further improvements in all categories including Proficient and above.

The results for 4th grade reading (Figure 53) show very little change over the past 10 years. Oklahoma students as well as students nationally show virtually no change from 2002 to 2005 after a slight decrease in the Basic and above levels. Each of these three years, Oklahoma 4th grade students performed at the 60% level for Basic and above and 62% for the nation. Proficient and above was 26% in Oklahoma and 29% nationally from 2002 to 2005. In 2007, Oklahoma's percentage scoring Basic and above has increased five percentage points to 65% and the nation's had increased four percentage points to 66%. Oklahoma remained the same in 2007 as 2005 in the percentage of students scoring Proficient or above staying at 26%. The nation increased one percentage point over the same period going from 30% to 31%.

While there has been no change in the percentage of 8th grade reading Basic and above scores in Oklahoma between 2005 and 2007, over the past ten years there has been a definite drop in the Basic

and above levels, dropping from 80% to 72%. Since 2002, the national levels of 8th grade reading at Basic and above have hovered between 71% and 74%. The drop in performance on the NAEP reading test between 2002 and 2007 was accounted for by students moving from the Basic and Proficient categories to the Below Basic category. The percentage of Oklahoma's students scoring in the Basic category dropped two percentage points from 48% to 46% and the percentage in the Proficient category decreased by one percentage point, from 26% to 25%. The nation's 8th grade Proficient and above score also decreased on percentage point over the five-year period, staying between 30% and 29%.

Mathematics (Figure 53) is the subject in which Oklahoma's scores have improved most dramatically. The nation, however, has improved at an even greater rate. Oklahoma has gone from being slightly ahead of the nation in the Basic and above category in both 4th and 8th grade to being below the nation in both Basic and above and Proficient and above in 2007. In 2000, 64% of Oklahoma's 8th grade students scored Basic or above compared to 65% of the nation's 8th graders. By 2007, Oklahoma had increased to 66% of their students scoring in this range but the nation had risen to 70%. For 2000, in the Proficient or above category, Oklahoma's 8th graders trailed just seven percentage points behind the nation, 19% to 26%. By 2007, Oklahoma's 8th graders lagged by ten percentage points, 21% to 31%.

A similar trend is seen in the 4th grade but it can be viewed in a slightly different way. The nation is doing a better job of shifting students out of the below basic category and shifting students into the Proficient or above range. In 2000, the nation had 33% of 4th grade students scoring in the Below Basic category. By 2007, this was down to 19%, a 14 percentage point decrease. In Oklahoma in 2000, 31% of students scored in the Below Basic category. By 2007, this was also down to 18%, but that represents a 13 percentage point drop. Looking at Proficient and above, the nation in 2000 had only 25% of 4th graders score in this range. However, by 2007, the nation had 38% of students scoring in this range, a 13 percentage point increase. In Oklahoma in 2000, 16% of students scored in the Proficient or above range compared to 33% in 2007, a 17 percentage point increase. Hopefully, these changes will continue and Oklahoma will be able to enjoy an advantage over the nation in subsequent testing cycles.

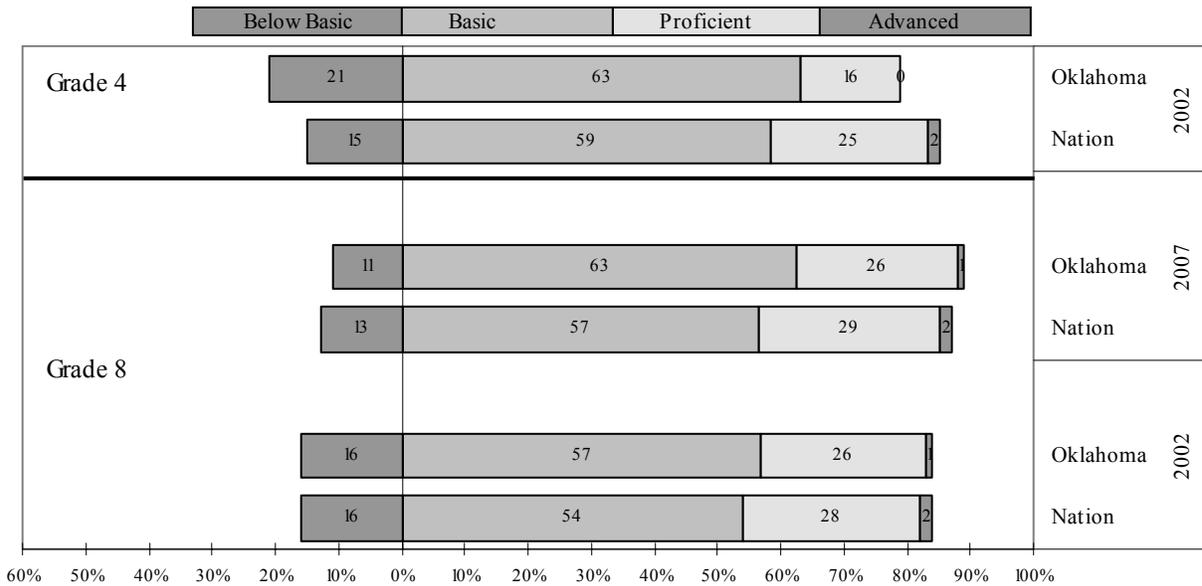
The 2005 science results (Figure 53) show that Oklahoma had a slightly larger percentage of students in the Basic category in 4th grade than did the nation, 42% to 39% and 32% to 30% in 8th grade. This made Oklahoma very similar to the nation in the Basic and above category, 67% to 66% in the 4th grade and the same at 57% in the 8th. Oklahoma did not do as well in the Proficient and above category. Oklahoma's 8th graders lagged the nation by two percentage points (25% to 27%) with 4th graders also falling below by the same two percentage points (25% to 27%).

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

NAEP scores for all states may be found in Appendix E.

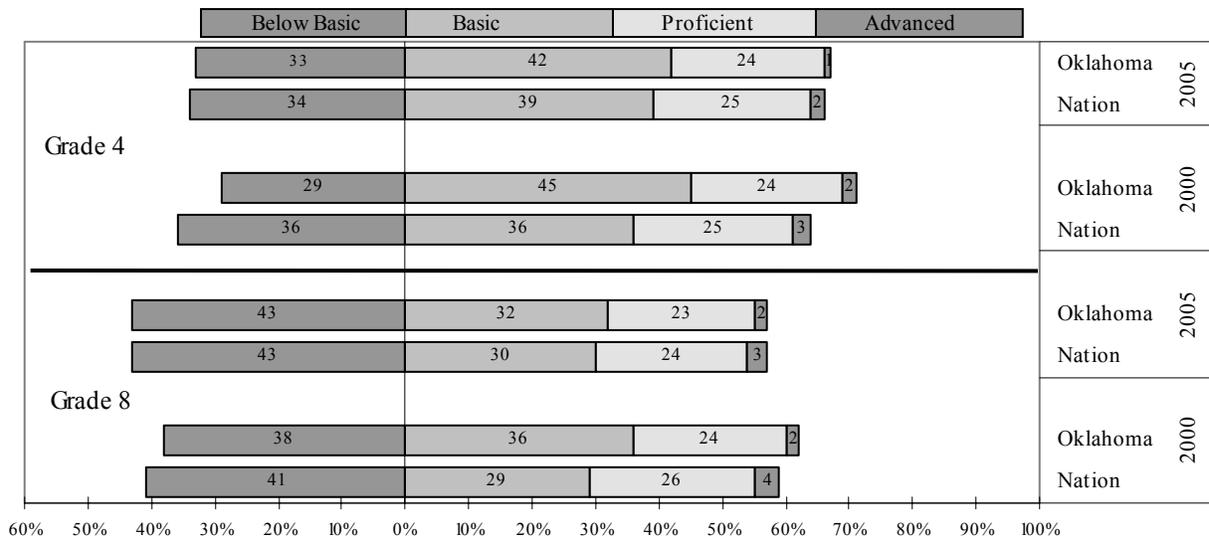
Figure 53
National Assessment of Educational Progress (NAEP)
Test Results by Achievement Level

Writing Results



Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Writing 2002*, Figures 2.8 & 2.9. *The Nation's Report Card, Writing 2007*, Figure 11.

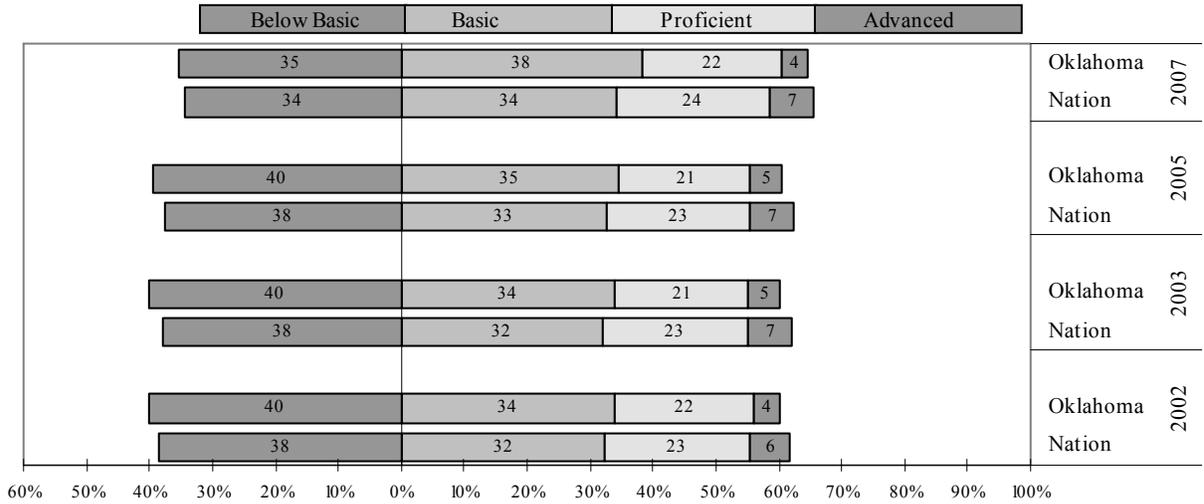
Science Results



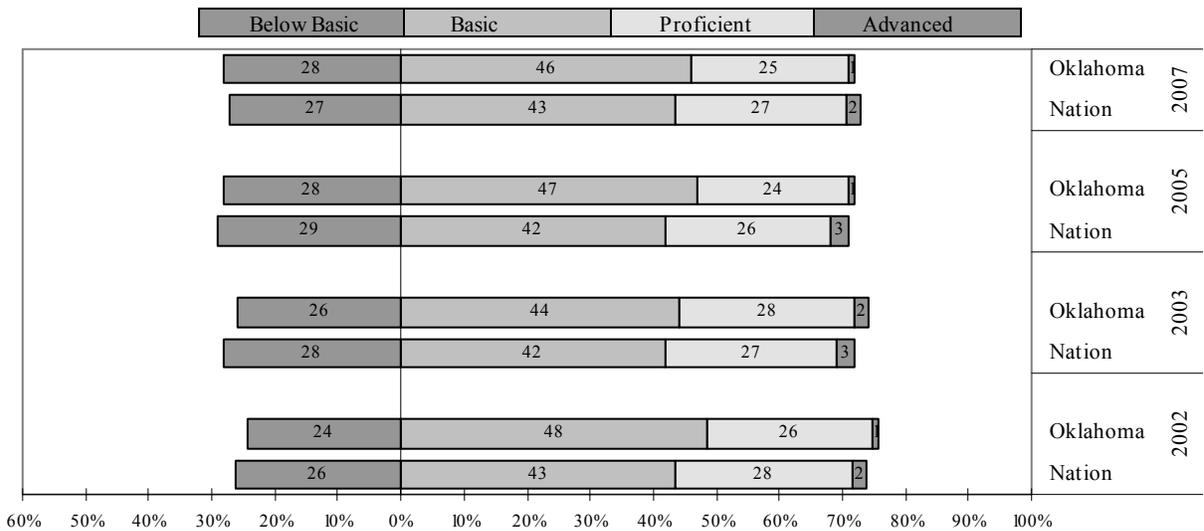
Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Science 2000 - Report for Oklahoma*, Figures 3A & 3B. *The Nation's Report Card, Science 2005*, Figures 12 & 22.

Figure 53
National Assessment of Educational Progress (NAEP)
Test Results by Achievement Level
 (continued)

4th Grade Reading Results



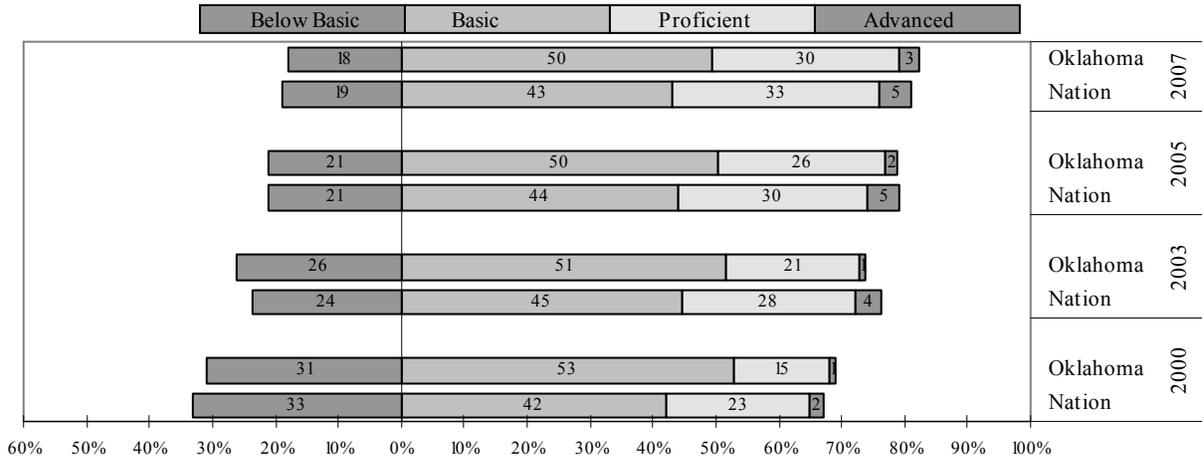
8th Grade Reading Results



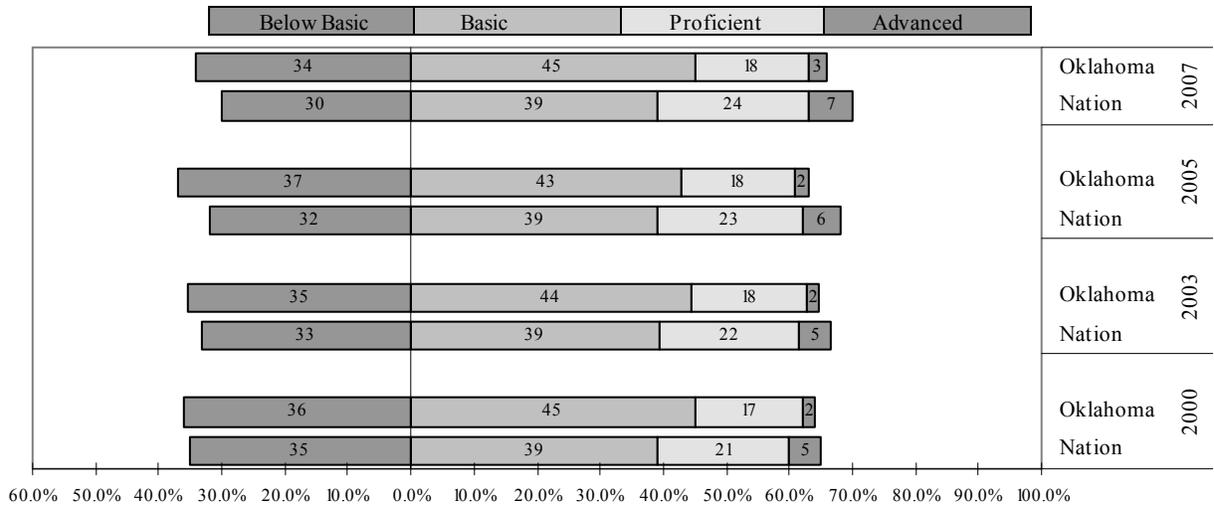
Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Reading 2002 - Report for Oklahoma*, Figures 28 & 2.9. *The Nation's Report Card, Reading Highlights 2003*, Figures 3 & 4. *The Nation's Report Card, Reading 2005*, Figures 11 & 12. *The Nation's Report Card, Reading 2007*, Figures 10 & 20.

Figure 53
National Assessment of Educational Progress (NAEP)
Test Results by Achievement Level
 (continued)

4th Grade Math Results



8th Grade Math Results



Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Math 2000 - Report for Oklahoma*, Tables 2A & 2B. *The Nation's Report Card, Mathematics Highlights 2003*, Figures 3 & Figure 4. *The Nation's Report Card, Mathematics 2005*, Figures 11 & 12. *The Nation's Report Card, Mathematics 2007*, Figures 10 & 20.

HIGH SCHOOL PERFORMANCE MEASURES

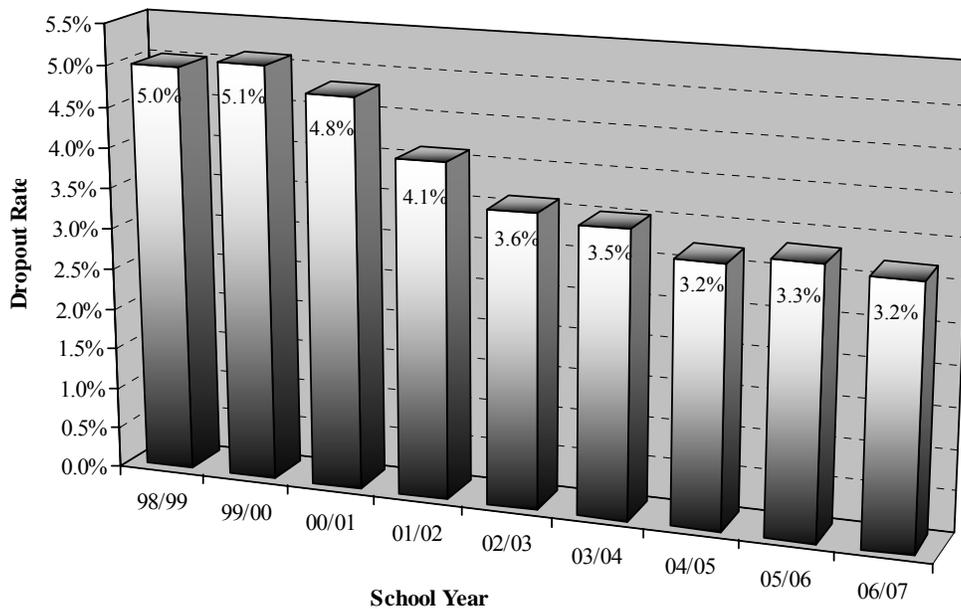
High School Dropout Rates

There are a number of ways to calculate high school dropout rates. The most holistic methodology follows students through their entire high school careers. At the end of four years the total number of dropouts is divided by the number of students in the starting group, minus those that may have transferred to other schools or left the state. This method is referred to as a four-year dropout rate. Oklahoma does have a student record data system in place to calculate this type of rate but needs at least two more years to complete the method. The Education Oversight Board and Office of Accountability derived a methodology which closely approximates this measure starting with *Profiles 2005*.

Single-Year High School Dropout Rate

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

Figure 54
Oklahoma Single-Year Dropout Rates
9th through 12th Grade



Data Source: Oklahoma State Department of Education.

The law goes on to state that these students must not be attending any other public or private school or otherwise be receiving an education pursuant to the law, for the full term that the school district in which they reside is in session. Oklahoma's single-year high school dropout rates (grades 9 through 12) are graphed in Figure 54. These rates have dropped during the nine years measured under this methodology.

Four-Year High School Dropout Rate

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

Figure 55
Four-Year Dropout Rates
By Community Group
Class of 2007

Size of District in ADM	Community Group Designation	Class of 2007 Enrollment	Class of 2007 Dropouts	Class of 2007 Dropout Rate
25,000 or More	A2	4,570	1,321	28.9%
10,000 - 24,999	B1	8,425	1,021	12.1%
	B2	952	87	9.1%
5,000 - 9,999	C1	3,691	518	14.0%
	C2	1,208	134	11.1%
2,000 - 4,999	D1	3,999	554	13.9%
	D2	3,462	733	21.2%
1,000 - 1,999	E1	3,449	329	9.5%
	E2	3,905	519	13.3%
500 - 999	F1	1,222	127	10.4%
	F2	3,422	408	11.9%
250 - 499	G1	1,132	56	4.9%
	G2	2,489	209	8.4%
Less than 250	H1	180	12	6.7%
	H2	842	74	8.8%
Total	All	42,948	6,102	14.2%

Data Source: Oklahoma State Department of Education

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

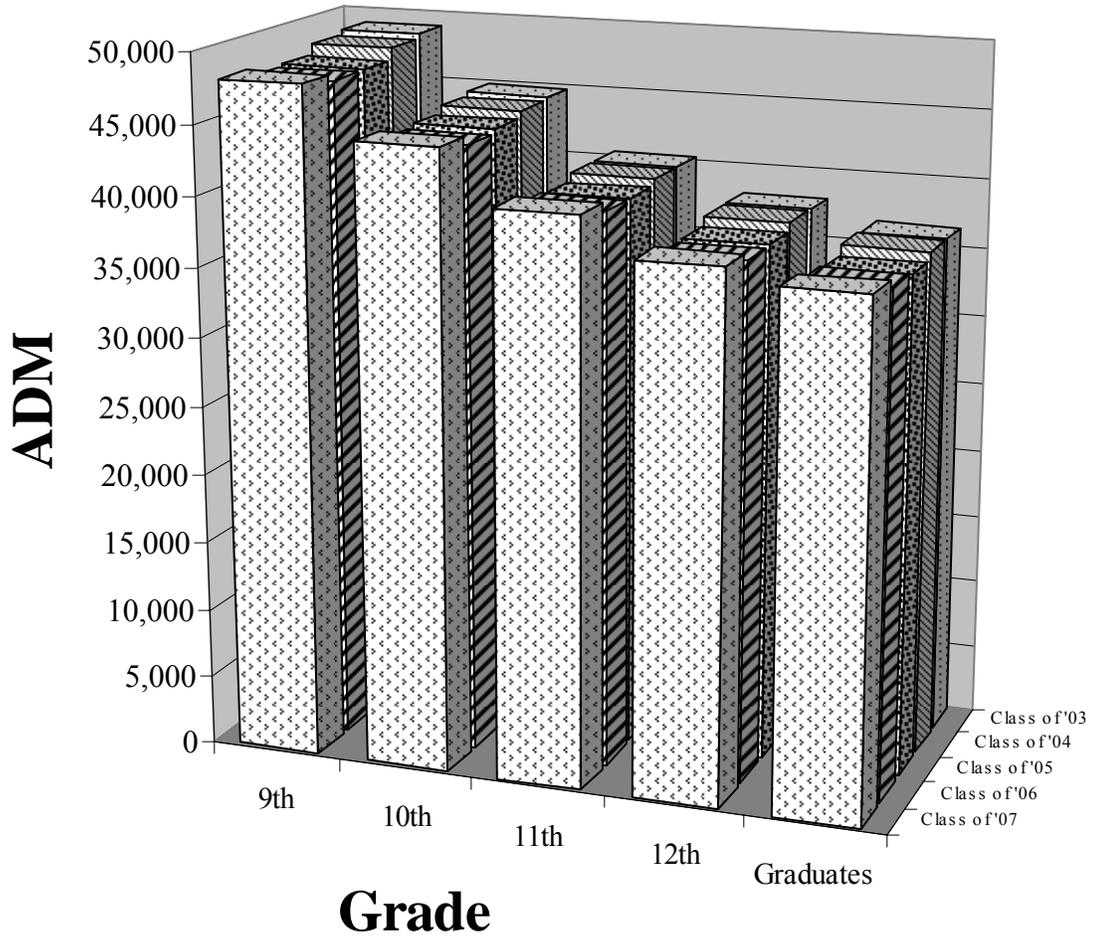
The statewide four-year dropout rate was 14.2%, a one-tenth of a percentage point increase from the previous year. Oklahoma's four-year dropout rate varies greatly by Community Group (Figure 55). Oklahoma's two largest school districts (Oklahoma City and Tulsa), have a 28.9% four-year dropout rate while school districts with 250 to 499 students and below the state average for the Free and Reduced Priced Lunch Program have a 4.9% four-year dropout rate.

Dropout rates also vary greatly from site to site and county to county across the state (Figure 56). The high school with the highest dropout rate was Nathan Hale in Tulsa, where 48.4% of the Class of 2007 dropped out in 9th through 12th grade. However, 88 Oklahoma high schools (19%) did not report a single dropout for the Class of 2007 over the four year period.

Student Attrition

Although Oklahoma's statewide student record keeping system has not been in place long enough to calculate a precise cohort dropout rate, a feel for total student loss can be obtained by looking at ADM counts for a given graduating class as they progress from grade to grade. Figure 57 shows ADM counts for five graduating classes, 2003 through 2007, as they progress through the grades. The table shows that, on average, 24% of students are lost between 9th grade and graduation. There are many reasons that students disappear from the state enrollment rosters (transfers out of state, transfers to private schools, home schooling and even death), however, the new four-year dropout rate shows that roughly 14% of the students are lost as the result of a dropout. There is a bit of a paradox regarding student loss and the reporting of student dropout rates. As reported by the State Department of Education, single-year student dropout rates have declined over the last eight years (Figure 54) while student attrition figures have remained relatively constant.

Figure 57
Statewide Student Loss 9th Grade through Graduation
Student Counts by Graduating Class



Grade	Average Daily Membership				Graduates	% Loss 9th - Grad.
	9th	10th	11th	12th		
Class of '03	48,976	44,832	40,335	37,930	36,476	-25.5%
Class of '04	48,598	44,586	40,384	37,970	36,609	-24.7%
Class of '05	47,800	44,111	39,869	37,358	36,021	-24.6%
Class of '06	47,680	43,876	39,944	37,245	36,251	-24.0%
Class of '07	48,232	44,555	40,650	37,897	36,846	-23.6%
Five-Year Average	48,257	44,392	40,236	37,680	36,441	-24.5%

Data Source: Oklahoma State Department of Education

National Attrition Rate

As alarming as Oklahoma's attrition rate may seem, its rate is lower than the nation's. However, only three of the surrounding states, Colorado, New Mexico, and Texas, have higher attrition rates than Oklahoma. Figure 58 shows the attrition rate for the nation, Oklahoma and its surrounding states using data provided by the National Center for Education Statistics. Figure 58 reports on the Graduating Class of 2006 which is the most current data available at the national level.

Figure 58
Statewide Student Loss 9th Grade through Graduation
Graduating Class of 2006
Oklahoma Compared to Nation and Surrounding States
Based on Fall Enrollment

Grade	Fall Enrollment				Estimated Graduates	% Loss 9th - Grad.
	9th	10th	11th	12th		
<i>Nation</i>	4,104,719	3,675,255	3,369,339	3,180,343	2,881,750	-30%
Arkansas	36,395	35,343	31,928	29,351	27,530	-24%
Colorado	63,076	56,844	51,770	51,818	46,520	-26%
Kansas	38,906	36,652	34,349	32,870	29,920	-23%
Missouri	75,685	70,278	64,402	62,632	57,870	-24%
New Mexico	28,861	25,622	22,163	19,119	18,110	-37%
Oklahoma	48,886	45,189	41,485	38,013	36,870	-25%
Texas	375,136	309,851	275,238	257,151	251,180	-33%

Data Source: NCES, Digest of Education Statistics: 2007, Tables 34, 35 and 101; 2006, Table 35; and 2005, Table 35.

Student Attrition by Race and Gender

There are great differences in the percentage of students lost among ethnic groups during the high school years as well. Figure 59 looks at student loss between 9th and 12th grade for the graduating class of 2007 by race and gender. Because enrollment counts by race and gender are only collected using fall enrollment, Figure 59 uses fall enrollment and graduation counts from 2003-04 through 2006-07 to assess student loss between 9th grade and graduation. The statewide student loss for the Graduating Class of 2007, using fall enrollment figures, was 25%. Again, it must be considered that there are many reasons for students to disappear from the state enrollment rosters. Even so, the percentage of students lost among some ethnic groups is greatly concerning.

Figure 59
Statewide Student Loss 9th Grade through Graduation
By Race and Gender
Graduating Class of 2007

Race & Gender	Fall Enrollments				Graduates Incl. Summer 2007	%Gain/ Loss 9th - Graduation
	9th	10th	11th	12th		
	Fall 2003	Fall 2004	Fall 2005	Fall 2006		
African Am. Male	2,720	2,309	1,984	1,591	1,605	-41%
African Am. Female	2,582	2,242	1,978	1,766	1,838	-29%
Native Am. Male	4,652	4,279	3,971	3,663	3,403	-27%
Native Am. Female	4,305	3,966	3,661	3,432	3,318	-23%
Hispanic Male	1,792	1,505	1,325	1,154	1,072	-40%
Hispanic Female	1,658	1,446	1,302	1,157	1,282	-23%
Asian Male	397	420	456	481	448	13%
Asian Female	361	383	411	423	407	13%
White & Other Male	15,637	14,624	13,462	12,279	11,580	-26%
White & Other Female	14,951	14,138	13,185	12,236	11,893	-20%
State Total	49,055	45,312	41,735	38,182	36,846	-25%

Data Source: Oklahoma State Department of Education

Graduation Rates

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

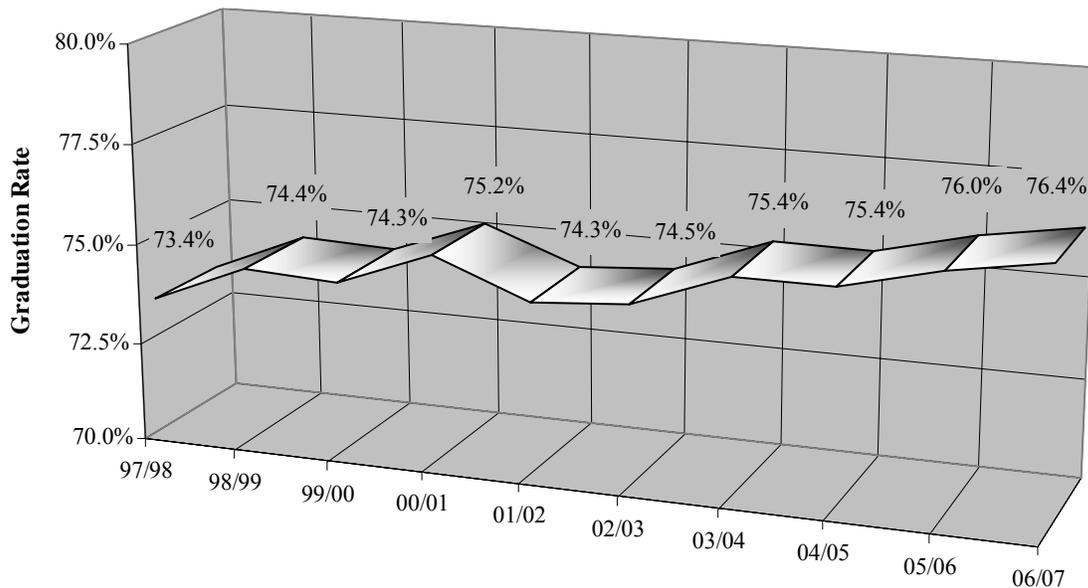
Four –Year Graduation Rate

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

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

Using the four-year methodology, the 2006-07 statewide graduation rate is 76.4% (36,846 graduates in 2006-07 divided by a 9th grade ADM of 48,232 in 2003-04). The rate was up four-tenths of a percentage point from 2005-06 and is up 3.0 percentage-points since 1996-97 (Figure 60).

Figure 60
Oklahoma High School Graduation Rates
Graduates as a Percent of Freshmen 4 Years Earlier



Note: Oklahoma's statewide student record keeping system has not been in place long enough to accurately determine a four-year graduation rate.

Data Source: Oklahoma State Department of Education

Senior Graduation Rate

Starting in 2005, the *Profiles Series* switched to a senior graduation rate, which divides current year graduates by current year graduates plus dropouts for the 12th grade that same year. This methodology closely approximates the 12th grade student body after transfers to other high schools and other legitimate reasons for removal from the roll have been taken into consideration. For 2006-07 the statewide senior graduation rate was 97.0% or 36,846 graduates divided by 36,846 graduates plus 1,145 12th grade dropouts that same year $[36,846 \div (36,846+1,145)]$.

The 2006-07 senior graduation rate varied by Community Group and can be found in Figure 61.

Figure 61
Oklahoma Senior Graduation Rate
By Community Group for 2006-07

Size of District in ADM	Community Group Designation	2006-07 Graduates (Including Summer)	2006-07 12th Grade Dropouts	2006-07 Graduates & Dropouts Combined	Graduation Rate
25,000 or More	A2	3,249	154	3,403	95.5%
10,000 - 24,999	B1	7,404	195	7,599	97.4%
	B2	865	12	877	98.6%
5,000 - 9,999	C1	3,173	96	3,269	97.1%
	C2	1,074	25	1,099	97.7%
2,000 - 4,999	D1	3,445	135	3,580	96.2%
	D2	2,729	133	2,862	95.4%
1,000 - 1,999	E1	3,120	86	3,206	97.3%
	E2	3,386	108	3,494	96.9%
500 - 999	F1	1,095	42	1,137	96.3%
	F2	3,014	88	3,102	97.2%
250 - 499	G1	1,076	13	1,089	98.8%
	G2	2,280	44	2,324	98.1%
Less than 250	H1	168	1	169	99.4%
	H2	768	13	781	98.3%
Total	All	36,846	1,145	37,991	97.0%

Data Source: Oklahoma State Department of Education

National Graduation Rates

As discomfoting as the analysis of Oklahoma’s various rates may be, national figures show that Oklahoma may be doing a better than average job of getting students a high school diploma. The national-level four-year graduation rate based on the four-year methodology was 70.3%* for 2005-06. There were 2,881,750 graduates* in 2005-06 divided by 4,104,735 9th grade students in fall of 2002 (U.S. Department of Education, National Center for Education Statistics, *2007 Digest of Education Statistics* – Table 101 and *2004 Digest of Education Statistics* – Table 38). For comparative purposes, using those same USDE tables, Oklahoma’s graduation rate was 75.4%* for the 2005-06 school year. (Note: * based on estimated graduates.)

Another graduation rate methodology is also being proposed at the national and state level. This method calculates graduation rate as on-time graduates in a given year divided by first-time entering 9th graders four years earlier plus transfers in minus transfers out. Oklahoma’s student record data system should be able to calculate the graduation rate using this methodology but not all states have a system in place to implement the methodology.

Comparison of Various Oklahoma Rates

There is an interesting interrelationship between the single-year dropout rate, the four-year dropout rate, the student loss rate, and the four-year graduation rate. The single-year dropout rate is now at 3.2% (Figure 54), while the student loss rates in high school have remained constantly near 25% for some time and the four-year graduation rate has hovered near 75%. Furthermore, the single-year dropout rate greatly under represents the 14.2% of students lost to dropout during the four-year span of high school (Figure 55). Most interesting is the discrepancy that exists between the statewide four-year dropout rate of 14.2% and the statewide student loss rate of 24.5% (Figure 57). Where are the missing 10% of students? There are bits and pieces that can explain part of the missing 10%, but the loss to the system cannot be completely explained away.

The biggest quandary in this analysis is, “What exactly is the starting number of 9th graders for any given graduating class?” In Figure 13 it can be observed that enrollments crest in 9th grade and this crest occurs in 9th grade year-after-year. Over the last five years, increase in enrollments from 8th grade to 9th grade averages approximately 2,600 students, or a 5.6% increase. Some of this increase is likely the result of students who fail enough courses during this difficult transition year that they are designated as 9th graders again the following year. This behavior creates a standing wave in the enrollment counts as some students re-circulate in their flow from 8th to 9th to 10th grade (historically only 2% to 3%). This recirculation creates an artificially high base, upon which the dropout and student loss analyses are conducted. However, the base is not as flawed as it may appear. Not all of the 5.6% is accounted for by students who repeat 9th grade. Some of the increase is due to students who transfer into the public education system from private elementary schools or from home schooling environments. Students from these groups represent a true increase in the 9th grade enrollment and must be included in the analysis. Because of this legitimate inflow of students into the state system in 9th grade, it would be improper to simply use 8th grade enrollment for the base of the analysis. The perfect base for this analysis would be first time 9th grade enrollment. However, because this base cannot be determined, the *Profiles* reports continue to use the actual 9th grade enrollment count as the base of these analyses.

Now that it has been established that the standing wave in 9th grade enrollment likely accounts for not more than one or two percentage-points of the missing 10% of students, we can look at other factors that contribute to the disparity between the two methodologies. First, students who dropout after reaching age 19 are, by State Statute, not to be included with the dropout count. However, these students are a loss to the statewide system. Based on the most recent five graduating classes, Over Age 19 dropouts average 546 students, or 1.4% of their graduating class. Secondly, students who die in grades 9 through 12 average 158 students, or 0.3% of their class. And finally, students who attend all four years of high school, but who do not meet the requirements to receive a high school diploma, average 393 students, or 1.0% of their graduating class. These four factors combined account for little more than five to six percentage-points of the 10% of unaccounted for students, meaning that there are still students from each statewide graduating class who disappear from the state system in grades 9 through 12.

There are still other factors why students may disappear from the state system each year. On-line course work may take some students out of the system but a large majority of these are more likely trying to catch up with their graduating class or trying to graduate early. In the real world there are still students that must drop out to care for and/or support a family. Anything and everything must be done to educate every student so they may play a vital role in the economy.

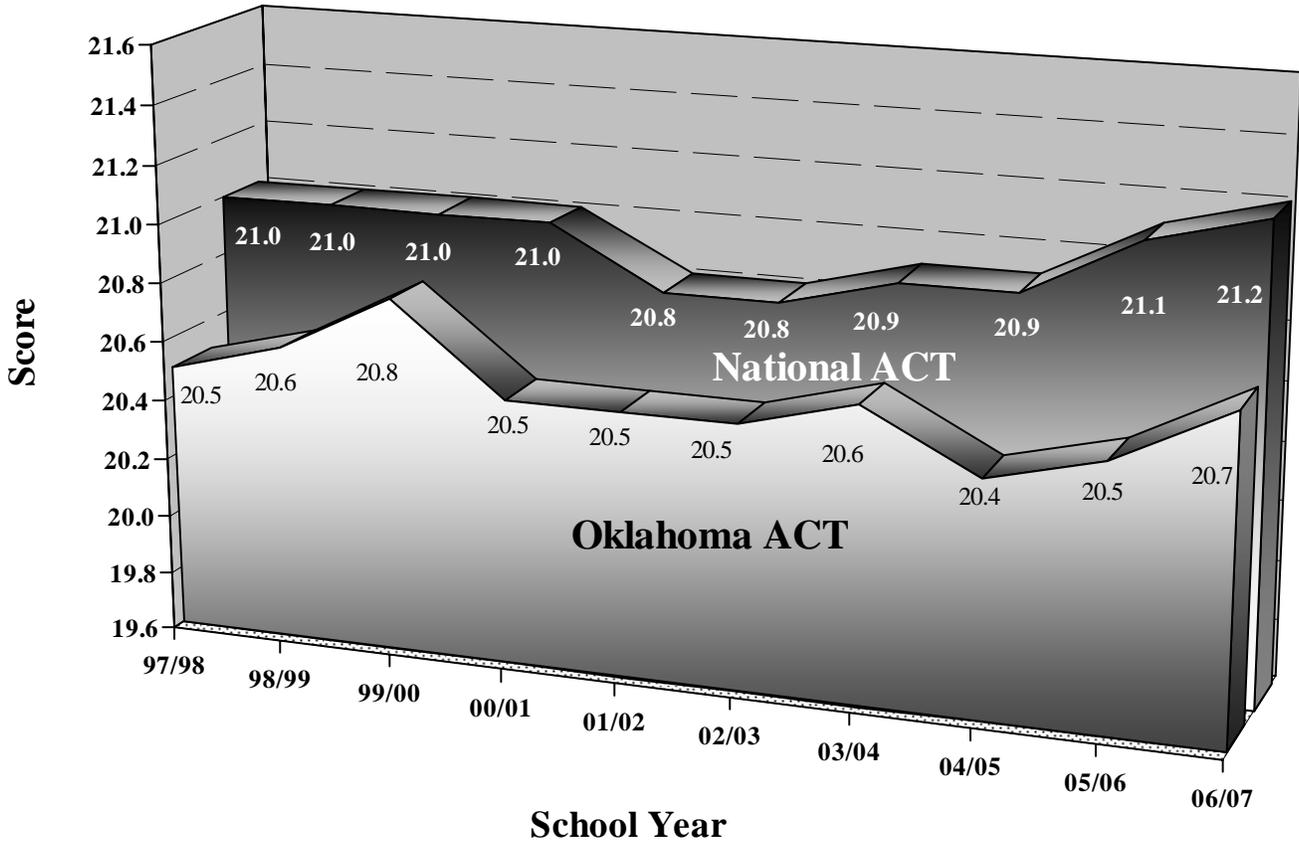
ACT Testing Program

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. The 2006-07 average composite score on the ACT for the Oklahoma public high schools included in this series of reports was 20.8, up two-tenths of a standard score increase from 2005-06. The official Oklahoma score generated by the ACT Corporation, which includes both public and private schools as well as alternative education centers, was 20.7, also up two-tenths of a standard score increase from the 2005-06 results (Figure 62). The comparable national average composite score was 21.2, up one-tenth of a standard score from 2005-06. In 2006-07, the gap between Oklahoma's statewide ACT score and the national ACT score was five-tenths of a standard score. Oklahoma's ACT score is up two-tenths of a standard score since 1997-98 and the national score is also up two-tenths during the same time period. The difference between the two Oklahoma ACT scores is due to one being based on the latest score of the student and the other is the highest score of the student.

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 42% of high school graduates were tested during the 2006-07 school year, compared to 71% in Oklahoma (based on figures provided by ACT corporation – see Average ACT Score by State – 2007 ACT-Tested Graduates at www.act.org). The larger the percentage of graduates tested, the greater the likelihood that non-college bound students are included in the test group.

An analysis of the 26 states that tested 50% or more of their 2007 high school graduates shows that Oklahoma out-performed nine of those states. Analysis of the 13 states that tested a similar percentage of high school graduates (70% to 80%) shows that Oklahoma out-performed two of those states, but lagged behind nine. Oklahoma scored the same as Kentucky (see Average ACT Score by State – 2006 ACT-Tested Graduates at www.act.org).

Figure 62
Oklahoma ACT Scores versus National ACT Scores
 Based On All Public and Private High Schools



Average ACT Scores by Community Group for the Graduating Class of 2006-07
 Based Only On High Schools Covered in the *Profiles 2007* Series

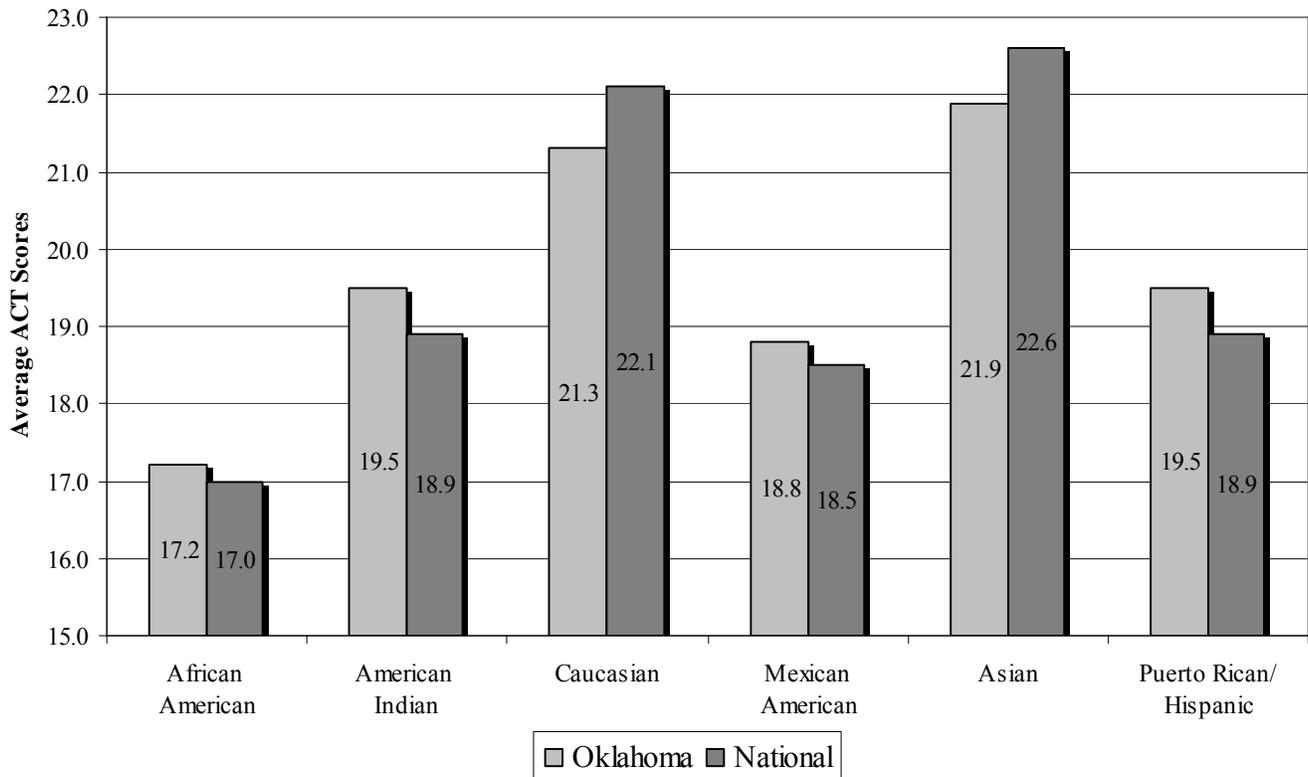
Size of District in ADM	25,000 or More		10,000 - 24,999		5,000 - 9,999		2,000 - 4,999		1,000 - 1,999		500 - 999		250 - 499		Less than 250		Total
	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2		
Average ACT Score	19.4	22.3	20.8	22.7	21.0	20.9	20.6	20.8	19.6	20.7	19.3	19.9	18.9	20.0	18.7	20.8	

Data Source: ACT, Inc.

ACT Scores by Race

Figure 63 displays Oklahoma's ACT scores by race compared to those of the nation. Last year (2006), only Native American students had higher scores in Oklahoma than their national counterparts. This year, all race designations except Caucasian and Asian in Oklahoma scored above their national counterparts. Oklahoma's Native American and Puerto Rican/Hispanic students outscored their national counterparts by six-tenths of a standard score each, Mexican American students outscored their national counterparts by three-tenths, and African American students outscored their national counterparts by two-tenths.

Figure 63
Oklahoma ACT Scores versus National ACT Scores
by Ethnicity for 2007 Graduates

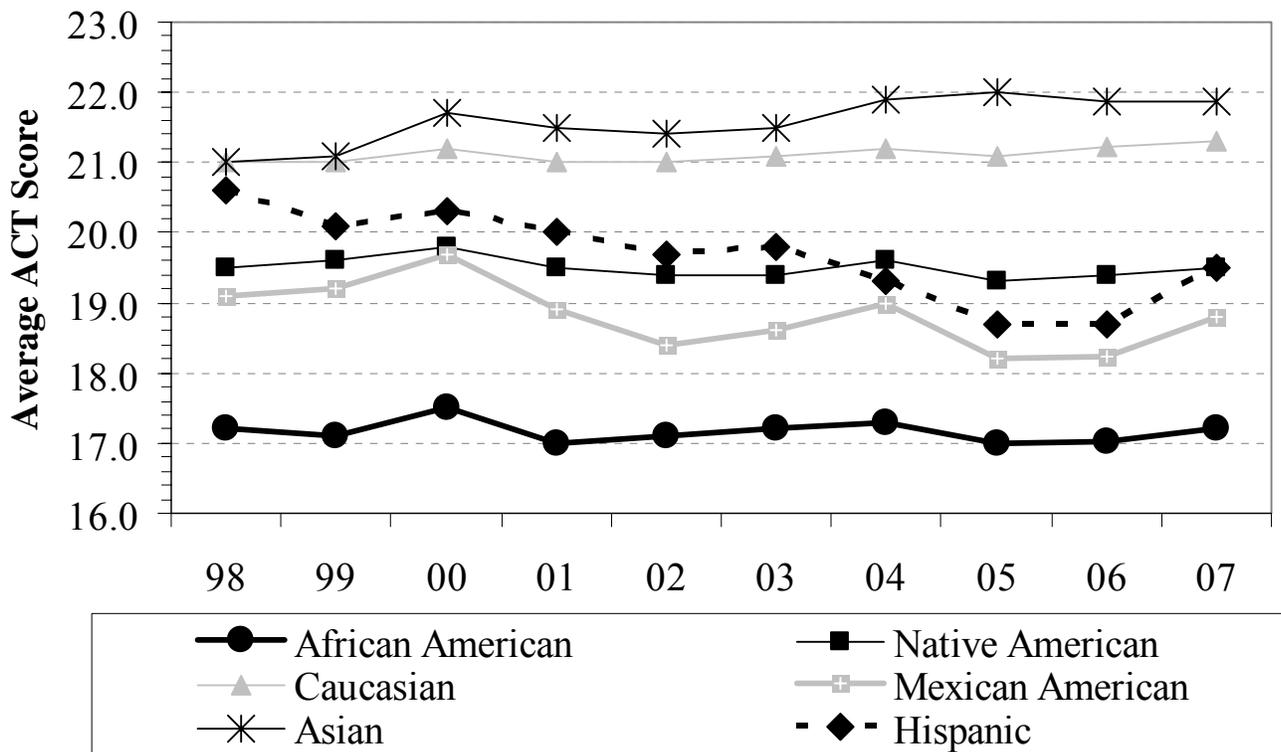


Data Source: ACT, Inc.

ACT TRENDS OVER TIME BY RACE

ACT scores by race for the last ten years shows that the African American students lag behind their counterparts in the state (Figure 64). This trend is concerning, bearing in mind that an average ACT score of 20 or above was required for admission into any of the State’s four-year regional universities and a 24 or above for admission into OSU and OU. Students not meeting these admission scores, or alternate methods of admission, may need to complete remedial classes before enrolling in college-level courses.

Figure 64
Oklahoma ACT Scores by Ethnicity
1998 through 2007 Graduates



Data Source: ACT, Inc.

ACT Scores by County

Average ACT scores varied greatly across Oklahoma (Figure 68). Looking at average ACT scores for high schools covered in this report series, the highest was at Classen High School of Advanced Studies in Oklahoma City P.S. with a score of 24.4 and 87% of graduates being tested. The lowest reportable average ACT was at Moyers High School in Pushmataha Co. with an average ACT of 14.6 and 89% of

graduates tested. Of the 423 Oklahoma high school sites upon which *Profiles* reported ACT scores, 223 had average ACT scores below 20, which was the cut score required for admission to Oklahoma's regional four-year universities. This means that the average ACT tested graduates at 53% of the state's high schools would not be eligible for admission to any of Oklahoma's public four-year institutions of higher education by means of the standard admissions process.

Scholastic Aptitude Test (SAT)

The SAT is another well-recognized college entrance test, however, it is not widely taken in Oklahoma. In 2006-07, Oklahoma's public school students performance on the verbal and math components of the SAT was 578 and 571, respectively out of 800 each. National scores in these same areas were 502 and 515, 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 6% of Oklahoma's public high school graduates took the SAT in 2007. Nationally, the SAT was taken by 48% of public high school graduates during that same year. Most of the students who take the test in Oklahoma do so to compete for prestigious national-level scholarships or to attend out-of-state universities.

Additional High School Performance Measures

Based on the Office of Accountability's 2007 School Questionnaire (Appendix A), 78.0% of Oklahoma's 2007 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 66). The survey also revealed that seniors at the public high schools had an average GPA of 3.0 (Figure 67) and that roughly 7% of high school graduates attended out-of-state colleges.

Information provided by the Oklahoma Department of Career and Technology Education is based on the graduating classes of 2004 through 2006. The three classes were followed for a four-year period, 2003-04 through 2006-07. The data showed that 46.0% of students enroll in an occupationally-specific Career-Tech program sometime during their high school career; 52,262 Career-Tech enrollers divided by 113,726 members of the senior class (3-years). Of those who enrolled in a Career-Tech occupationally-specific program, 80.2%, or 41,916 completed one or more of the competencies required for the program (3-years). The Career-Tech information is based on those seniors who attended one of the high school sites covered in this report series. Career-Tech enrollments at Oklahoma high schools ranged from 14 schools with none of their students participating in occupationally-specific programs to 19 high schools with more than 95% of their students participating. Competency completion rates ranged from a low of 32% at Milburn High School in Johnston Co. to 16 high schools with 100% of the Career-Tech enrollees completing at least one competency within a program. Figure 65 gives a summary of all of the figures covered in this section.

COLLEGIATE PERFORMANCE MEASURES

A college student's ability to perform academically is greatly influenced by the preparation he or she receives in the primary and secondary education system. Therefore, the overall post-secondary performance of high school graduates can reveal much about the quality of common education (K-12). The shorter the time period that transpires between high school graduation and college enrollment, the higher the correlation between K-12 academic preparation and collegiate performance. As a result, the collegiate performance measures listed below are based on students who move directly from an Oklahoma public high school to an Oklahoma public college or university. Higher education and common education databases needed to follow individual students from high school to college have been created and hope to begin sharing data within the next few years. Since these databases are not yet sharing data, students were grouped by age to approximate movement directly from high school to college. The groups consisted of Oklahoma public high school graduates who were first-time entering freshman at an Oklahoma higher education institution during a given fall semester. The students needed to be age 17, 18, or 19 at that time and could be either full or part-time college students. This group was then assumed to represent the high school graduating class from the months of May and June in that same year. The following data relate only to the high schools covered in this report series and the performance of their graduates once they enroll in an Oklahoma college or university. These data were provided by the Oklahoma State Regents for Higher Education. Figure 65 gives a summary of all of the figures covered in this section.

Based on a three-year average, 52.7% of the state's public high school graduates went directly to a public college in Oklahoma (Figure 69). N.E. Academy for Health, Science and Engineering in Oklahoma City Public Schools had the highest college-going rate with 92.4% of its graduates going on to an Oklahoma public college, whereas Tyrone High School in Texas Co. had only 6.8% of its graduates going on to an Oklahoma public college.

Once in college, 36.4% 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 70). The percentage of college-enrolled graduates taking at least one remedial course ranged from Gage High School in Ellis Co., which had only 10.0% of their college bound students that required remediation to Hanna High School in McIntosh Co. which had 100% of their students needing remediation.

Statewide, 71.2% of freshman had a grade point average (GPA) of 2.0 or above during the first semester of their freshman year in an Oklahoma college (Figure 71). Two high schools (Keyes in Cimarron Co. and South Coffeyville in Nowata Co.) had 100% of college-enrolled graduates being able to attain a 2.0 or above. Star Spencer High School in Oklahoma City Public Schools, however, had only 35% of their college-enrolled graduates from the last three years who were able to achieve a GPA of 2.0 or above.

The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school was 43.6% (Figure 72). Two high schools (Watts High School in Adair Co. and Graham High School in Okfuskee Co.) had none their college-enrolled graduates complete a degree program within 150% of ordinary completion time. Keyes High School in Cimarron Co., however, had 73.3% of its college bound graduates completing college degrees in six years, or less. The college completion rate was calculated on a group of students consisting of those who enrolled in the fall semester after their graduation from high school and who were degree-seeking at that time. Members of this group were

then given three years to complete an Associate Degree and six years to complete a Bachelor’s Degree. The rate is based on a three-year average, which means that some of the students involved in the study graduated from an Oklahoma high school nine years earlier. Because so much time is required to collect these post-secondary performance measures, some high schools may have closed during this period. Therefore, the rates posted in the *Profiles 2007* reports only include high schools that were still in operation during the 2006-07 school year.

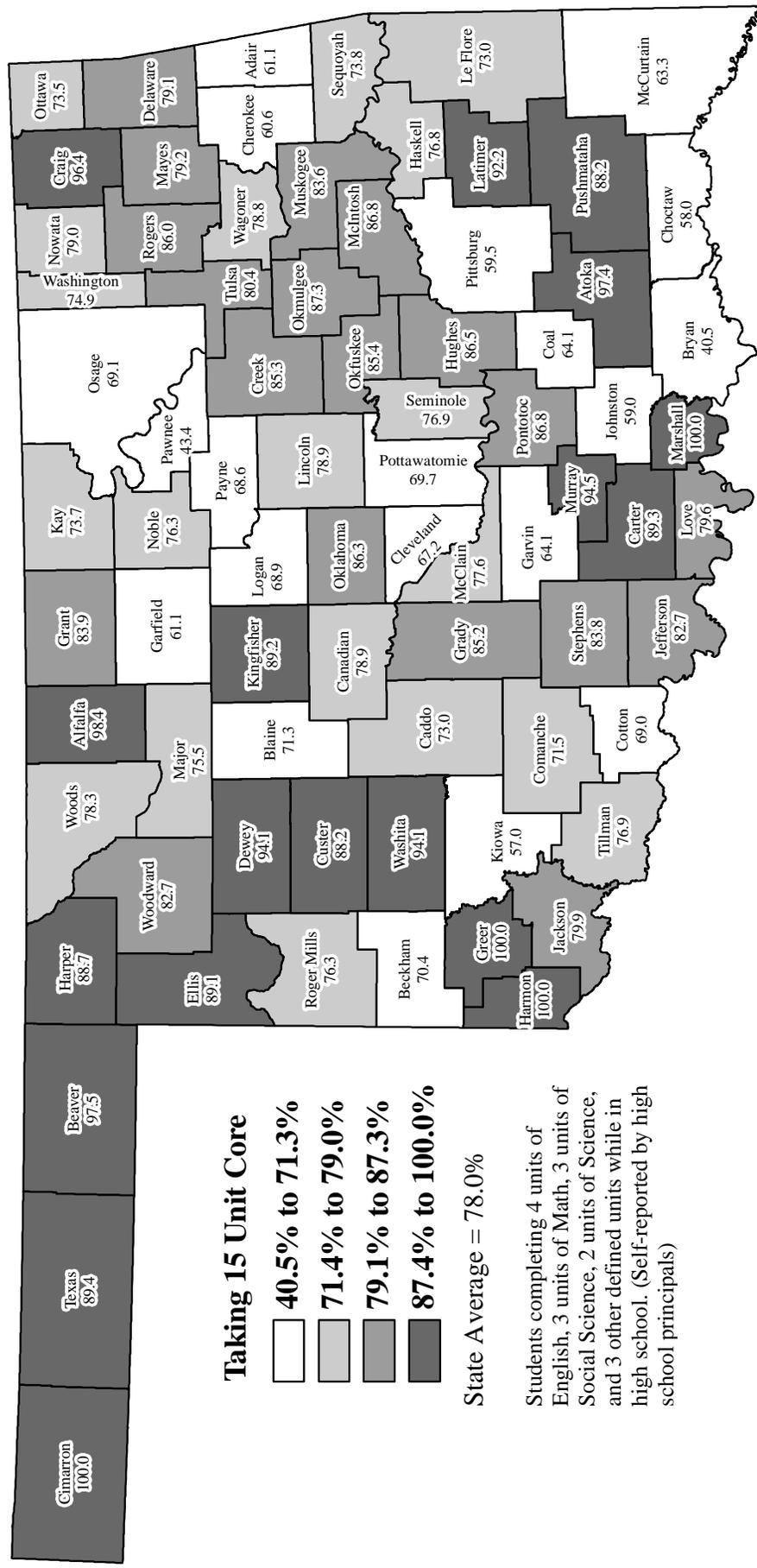
Figure 65 Summary of Oklahoma High School Performance Measures

<u>Summary of H.S. Performance Measures</u>	<u>State Average</u>
Senior Graduation Rate	97.0%
Four-Year High School Dropout Rate	14.2%
Average GPA of High School Seniors (Class of 2007)	3.0
Career-Tech Program Participation Rate (3-Year Average)	46.0%
Career-Tech Program (Competency) Completion Rate (3-Year Average)	80.2%
Average ACT Score (Class of 2007 – Public & Private)	20.8
HS Grads Completing Coll. Bound Curriculum (15 Units)	78.0%
HS Grads Going to Out-of-State Colleges	6.8%
OK College-Going Rate (3-Year Average)*	52.7%
OK College Remediation Rate (3-Year Average)*	36.4%
OK College Freshman GPA 2.0 or Above (3-Year Average)*	71.2%
OK College Completion Rate (3-Year Average)*	43.6%

* Includes only college students who graduated from Oklahoma public high schools open during the 2006-07 school year.

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

Figure 66 PERCENT OF HIGH SCHOOL GRADUATES COMPLETING COURSES REQUIRED FOR ADMISSION TO COLLEGE 2006-07 Graduates completing State Regents 15-Unit Core Curriculum



Taking 15 Unit Core

- 40.5% to 71.3%
- 71.4% to 79.0%
- 79.1% to 87.3%
- 87.4% to 100.0%

State Average = 78.0%

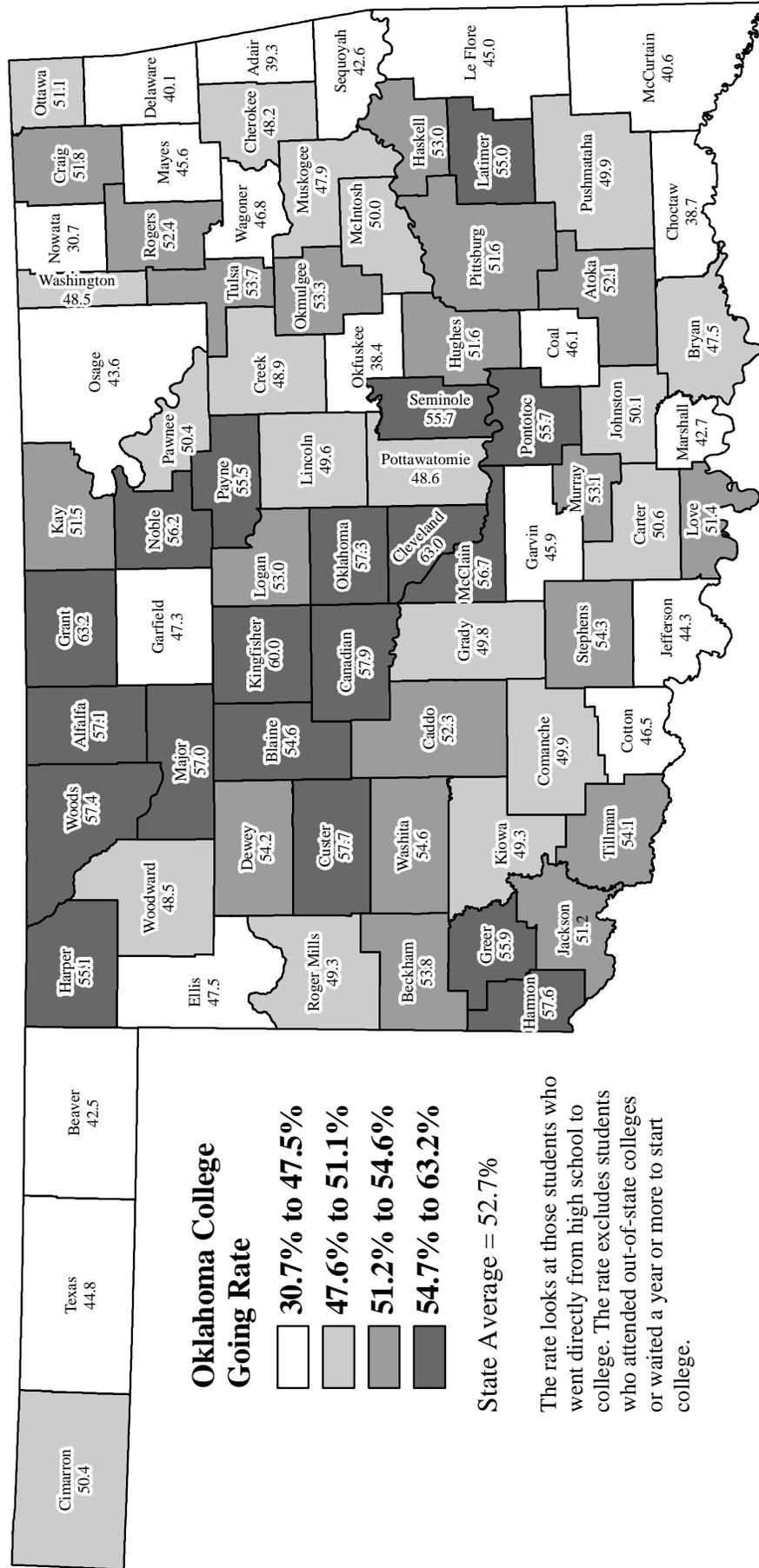
Students completing 4 units of English, 3 units of Math, 3 units of Social Science, 2 units of Science, and 3 other defined units while in high school. (Self-reported by high school principals)

Source: Office of Accountability

Figure 69

OKLAHOMA COLLEGE-GOING RATE

Public High School Graduates from 2004, 2005, and 2006



Oklahoma College Going Rate

- 30.7% to 47.5%
- 47.6% to 51.1%
- 51.2% to 54.6%
- 54.7% to 63.2%

State Average = 52.7%

The rate looks at those students who went directly from high school to college. The rate excludes students who attended out-of-state colleges or waited a year or more to start college.

Source: Oklahoma State Regents for Higher Education

APPENDIX A

THE 2007 SCHOOL QUESTIONNAIRE

The Office of Accountability uses a school site questionnaire to obtain data that are not available through other sources. The 2007 School Questionnaire pertained to site-level information during the 2006-07 school year. A copy of the 2007 School Questionnaire is located at the end of this section.

Not all principals opted to participate. However, of the 1,776 school sites sent a survey, 1,678 (94%) responded to at least one question. The statistics displayed below are based on the responding schools only. Schools not responding to the questionnaire are noted on the School Report Cards as FTR, or Failed to Respond. The following is a summary of the data received:

Student Mobility

Student mobility is an important issue in education. Yet, Oklahoma does not have the data systems in place to generate a student mobility rate. For the sixth straight year, the Office of Accountability gathered information needed to calculate a mobility rate for every school site in the state. This was the sixth year that the results were deemed usable. Information on students transferring in and students transferring out were gathered at 1,673 sites (94%) statewide. This information was then used to calculate a mobility rate using the formula: students added during the school year divided by fall enrollment minus students dropped during the year plus students added during the year. The statewide mobility rate was 10.2%; 10.8% at elementary schools and 8.8% at high schools.

Measure of Parental Involvement

Good parental participation is a key ingredient of quality common education programs. In an effort to generate meaningful numbers pertaining to parental involvement, the Office of Accountability asked principals statewide what percentage of their students had at least one parent (guardian) attend at least one parent-teacher conference. One-Thousand-Six-Hundred-Sixty-Four (1,664) principals (94%) responded that, on average, 72.2% of students statewide had one or more parents attend a parent-teacher conference. Parental participation was greatest in elementary school, with 81.0% of students having parents that attended a parent teacher conference and parental participation was lesser in high school with a rate of only 52.7%.

Out-of-School Suspension

Students and teachers alike face more distractions in the classroom than ever before. As another measure of the adversities that some public schools face while trying to deliver education, the Office of Accountability asked principals in the state how many incidents of out-of-school suspension did their school have that were for 10 days or less. Then they were asked how many incidents were for more than 10 days. Of the 1,776 schools asked this question, 1,676 (94%) supplied a response. On average, there was one suspension with a duration of 10 days or less for every 12.1 students statewide; one for every 14.6 students in elementary schools and one for every 8.7 students in high schools. When looking at

suspensions that lasted for more than 10 days, the average for all schools was one incident for every 111.8 students statewide; one for every 194.1 elementary students and one for every 57.7 high school students.

Volunteer Hours

In an effort to determine the level of support schools receive from their communities, the Office of Accountability asked principals statewide to supply the total number of hours that patrons volunteered to their schools. This count was to exclude hours volunteered by students. Ninety-four percent (94%) of principals responded to this question. On average, patrons of schools across the state volunteered 2.8 hours of service for every student that attended school; 3.0 hours for each elementary school student and 1.4 hours for every high school student in the state. Park Lane Elementary in the Broken Arrow P.S. reported the most hours of service volunteer for each student in the state with 54.6 hours per student. Conversely, there were 180 schools (11%) that reported no time (0 hours) volunteered at their school.

HIGH SCHOOLS ONLY

The following three questions on the survey were asked only of principals at the 460 high schools with 12th grade enrollments. Ninety-three percent (93%) of the high school principals from this group (429 of 460) responded to at least one of the questions.

High School Senior Grade Point Average

The average grade point of the Oklahoma high school seniors was 3.0 during the 2006-07 school year at the 426 high schools (93%) that responded to this question. High school GPA should always be viewed in comparison to other performance measures as academic rigor varies from school to school (Figure 67).

Graduates Planning to Attend Out-of-State Colleges

On average, the 428 responding high school principals (93%) reported that 6.8% of their graduates were planning to attend out-of-state colleges. For high schools near the Oklahoma border, this number is especially important. The “Oklahoma College Going Rate” does not include students attending college in other states and the out-of-state college attendance rate may help to explain some districts’ otherwise low Oklahoma college going rates.

Completion of 15 Units Required of College-Bound Students

Four-hundred-twenty-seven (427) Principals (93%) responded that, on average, 77.9% of their graduates had completed the 15 units required by Oklahoma public colleges and universities. This refers to the percentage of graduates who should be prepared to enroll in non-remedial courses at an Oklahoma college or university (Figure 66).



Education Oversight Board / Office of Accountability

Susan Field, Chairman / Robert Buswell, Executive Director

2007 School Questionnaire

The Office of Accountability is required by law to provide an annual report to the people of Oklahoma. The following information is needed for, and may be included in, the Profiles 2007 Educational Indicators Reports, and the 2006-07 School Report Cards. Please complete and return the following questionnaire by **November 30, 2007**. This will be the only mailing of this year's questionnaire. Failure to respond will be noted as "FTR" on your school's report. Thank you for your time.

PLEASE PROVIDE OR VERIFY THE FOLLOWING:

County:

Principal's Name (please print)

District:

School:

Principal's Signature

Principal's email address: _____

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

(Survey #)

ALL PRINCIPALS:

1. At your site, for school year 2006-07, please provide the total number of students added to your membership roster after October 1, 2006. _____ (write 0 if no students transferred in)
2. At your site, for school year 2006-07, please provide the total number of students dropped from your membership roster after October 1, 2006. _____ (write 0 if no students transferred out)
3. As a measure of parental involvement during the 2006-07 school year, what percentage of your students had at least 1 parent (guardian) attend at least 1 parent-teacher conference? _____ %
4. During the 2006-07 school year, how many incidents of out-of-school suspension were for 10 days or less? _____ (write 0 if no suspensions for 10 days or less)
5. During the 2006-07 school year, how many incidents of out-of-school suspension were for more than 10 days? _____ (write 0 if no suspensions for more than 10 days)
6. What was the total number of hours volunteered by patrons, excluding students, at your school during the 2006-07 school year? _____ Hours (write 0 if there were no volunteer hours)

HIGH SCHOOL PRINCIPALS ONLY:

1. What was the average GPA (based upon a 4.0 system) of your high school senior class for school year 2006-07? _____
2. Of your 2007 graduates, how many were planning to go out-of-state for college? _____
3. How many of your 2007 graduates completed the State Regents' 15-unit college-bound curriculum? _____
(For more information, please visit <http://www.okhighered.org/student-center/jrhigh-highscl/courses.shtml>)

QUESTIONS? Call the Office of Accountability at (405) 225-9470

QUICK AND EASY RETURN!!

Either FAX it to us at (405) 225-9474 or

1) Refold so that proper return address is showing.

2) Tape closed. No staples.

3) Affix postage and mail.

APPENDIX B

Juvenile Arrest Data By Offense Type 2006-07

Criminal Offenses Only

Description	Offenses	%
Homicide	43	0.2%
Kidnapping	12	0.1%
Sexual Assault	193	1.1%
Robbery	181	1.0%
Assault	2,280	12.9%
Arson	110	0.6%
Extortion	50	0.3%
Burglary	1,728	9.8%
Theft	1,714	9.7%
Theft of Auto	678	3.8%
Forgery	117	0.7%
Fraud	98	0.6%
Embezzlement	80	0.5%
Stolen Property	598	3.4%
Damage Property	1,176	6.7%
Dangerous Drugs/Narcotics	1,998	11.3%
Sex Offenses	179	1.0%
Domestic Violence	477	2.7%
Liquor Under Age	360	2.0%
Obstruction of Police	463	2.6%
Escape/Flight	162	0.9%
Obstructing the Judiciary	1,995	11.3%
Weapon Offenses	500	2.8%
Public Peace	1,319	7.5%
Traffic Offenses	613	3.5%
Invasion of Privacy	244	1.4%
Conservation	43	0.2%
Other Offences	270	1.5%
Total	17,681	100%

Data Source: Office of Juvenile Affairs

APPENDIX C

Indicators Displayed in Maps

Data Used to Indicate the Socioeconomic Conditions within Each County

County	Census 2000 Population	Less than a High School Diploma	Poverty Rate	Unemployment Rate	Percent of Single Parent Families	Free or Reduced Lunch	Percent on Reading Remediation
Adair	21,038	33.3%	23.2%	7.2%	28.4%	76.0%	28.7%
Alfalfa	6,105	18.6%	13.7%	2.8%	21.0%	43.5%	15.7%
Atoka	13,879	30.6%	19.8%	6.6%	27.0%	74.7%	30.2%
Beaver	5,857	18.8%	11.7%	2.6%	18.3%	46.9%	28.4%
Beckham	19,799	24.1%	18.2%	6.3%	27.8%	49.7%	19.4%
Blaine	11,976	24.5%	16.9%	5.3%	21.9%	63.1%	23.5%
Bryan	36,534	25.1%	18.4%	6.5%	26.4%	67.2%	21.7%
Caddo	30,150	24.1%	21.7%	8.0%	31.2%	72.9%	36.0%
Canadian	87,697	12.7%	7.9%	3.5%	22.7%	33.7%	30.8%
Carter	45,621	23.0%	16.6%	5.6%	28.3%	63.5%	38.0%
Cherokee	42,521	23.3%	22.9%	8.2%	29.5%	72.4%	34.5%
Choctaw	15,342	31.0%	24.3%	7.1%	36.1%	73.4%	56.7%
Cimarron	3,148	23.4%	17.6%	2.0%	17.4%	57.8%	89.3%
Cleveland	208,016	11.9%	10.6%	4.2%	24.1%	37.2%	34.0%
Coal	6,031	31.4%	23.1%	6.9%	25.5%	74.6%	32.2%
Comanche	114,996	14.8%	15.6%	7.6%	30.5%	53.4%	39.9%
Cotton	6,614	23.0%	18.2%	4.8%	25.5%	50.8%	22.5%
Craig	14,950	23.1%	13.7%	3.9%	24.6%	61.2%	26.0%
Creek	67,367	22.4%	13.5%	4.8%	26.5%	59.9%	24.4%
Custer	26,142	18.8%	18.5%	4.7%	29.9%	61.0%	26.0%
Delaware	37,077	24.6%	18.3%	6.6%	26.9%	67.9%	21.2%
Dewey	4,743	20.2%	15.0%	3.3%	14.0%	57.8%	16.5%
Ellis	4,075	18.8%	12.5%	2.3%	23.4%	50.9%	24.8%
Garfield	57,813	17.8%	13.9%	5.1%	26.4%	56.1%	24.2%
Garvin	27,210	27.0%	15.9%	5.6%	26.3%	59.3%	32.9%
Grady	45,516	20.5%	13.9%	4.8%	24.7%	47.1%	26.8%
Grant	5,144	14.3%	13.7%	2.7%	20.4%	53.8%	19.0%
Greer	6,061	23.3%	19.6%	6.9%	33.2%	59.4%	29.9%
Harmon	3,283	36.8%	29.7%	6.9%	28.3%	71.8%	18.6%
Harper	3,562	17.9%	10.2%	1.4%	20.8%	50.8%	17.3%
Haskell	11,792	33.1%	20.5%	4.7%	23.3%	76.3%	45.3%
Hughes	14,154	29.2%	21.9%	7.6%	28.3%	71.5%	29.2%
Jackson	28,439	20.9%	16.2%	5.2%	26.6%	56.4%	32.1%
Jefferson	6,818	30.7%	19.2%	5.5%	20.7%	67.9%	32.7%
Johnston	10,513	30.9%	22.0%	6.1%	24.5%	69.3%	21.9%
Kay	48,080	19.1%	16.0%	7.7%	26.5%	58.0%	35.3%
Kingfisher	13,926	18.8%	10.8%	3.5%	21.1%	55.6%	31.5%
Kiowa	10,227	22.6%	19.3%	6.0%	30.1%	65.0%	25.5%
Latimer	10,692	26.2%	22.7%	7.8%	34.3%	62.8%	35.7%
Le Flore	48,109	29.6%	19.1%	6.3%	26.7%	66.5%	26.1%

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Indicators Displayed in Maps

Data Used to Indicate the Socioeconomic Conditions within Each County

continued from previous page

County	Census 2000 Population	Less than a High School Diploma	Poverty Rate	Unemployment Rate	Percent of Single Parent Families	Free or Reduced Lunch	Percent on Reading Remediation
Lincoln	32,080	22.5%	14.5%	4.9%	22.8%	52.9%	25.1%
Logan	33,924	18.5%	12.9%	5.7%	22.7%	65.5%	40.8%
Love	8,831	26.4%	11.8%	5.2%	26.9%	66.3%	34.5%
Major	7,545	21.4%	12.0%	3.3%	18.3%	48.9%	6.6%
Marshall	13,184	29.0%	17.9%	4.2%	27.8%	68.7%	30.5%
Mayes	38,369	23.9%	14.3%	5.4%	23.1%	59.3%	24.8%
McClain	27,740	20.7%	10.5%	3.7%	22.2%	36.8%	30.2%
McCurtain	34,402	30.8%	24.7%	7.4%	34.1%	74.9%	45.1%
McIntosh	19,456	28.4%	18.2%	6.6%	28.5%	79.5%	20.3%
Murray	12,623	25.7%	14.1%	5.7%	23.7%	58.6%	25.8%
Muskogee	69,451	24.9%	17.9%	7.3%	31.1%	63.7%	31.8%
Noble	11,411	18.5%	12.8%	3.7%	22.1%	53.6%	29.6%
Nowata	10,569	23.8%	14.1%	3.9%	22.8%	59.0%	39.8%
Okfuskee	11,814	30.6%	23.0%	12.5%	28.0%	77.4%	44.7%
Oklahoma	660,448	17.5%	15.3%	5.2%	35.4%	58.9%	45.2%
Okmulgee	39,685	25.3%	18.9%	7.8%	31.6%	68.4%	35.1%
Osage	44,437	19.8%	13.2%	5.6%	26.3%	63.7%	24.8%
Ottawa	33,194	24.3%	16.6%	6.0%	28.6%	66.6%	34.7%
Pawnee	16,612	21.2%	13.0%	5.1%	22.6%	67.3%	31.7%
Payne	68,190	13.3%	20.3%	4.8%	27.0%	46.0%	30.9%
Pittsburg	43,953	23.8%	17.2%	7.2%	28.5%	65.0%	30.5%
Pontotoc	35,143	21.8%	16.5%	6.8%	29.1%	63.7%	30.5%
Pottawatomie	65,521	20.7%	14.6%	5.7%	28.8%	59.2%	33.0%
Pushmataha	11,667	31.0%	23.2%	6.7%	28.3%	70.9%	20.2%
Roger Mills	3,436	20.7%	16.3%	2.4%	16.9%	43.1%	19.6%
Rogers	70,641	16.6%	8.6%	3.7%	20.8%	42.0%	34.0%
Seminole	24,894	26.8%	20.8%	8.6%	32.0%	77.0%	34.7%
Sequoyah	38,972	29.8%	19.8%	6.2%	26.0%	72.4%	30.4%
Stephens	43,182	23.0%	14.6%	6.5%	25.3%	51.1%	30.7%
Texas	20,107	28.1%	14.1%	4.9%	19.4%	62.2%	39.6%
Tillman	9,287	32.6%	21.9%	4.3%	26.1%	80.6%	23.3%
Tulsa	563,299	14.9%	11.6%	4.8%	31.1%	50.7%	37.4%
Wagoner	57,491	18.7%	8.9%	3.7%	23.1%	58.0%	33.2%
Washington	48,996	14.8%	11.9%	4.9%	26.7%	42.2%	27.6%
Washita	11,508	20.3%	15.5%	4.0%	23.0%	61.3%	26.3%
Woods	9,089	17.3%	15.0%	4.1%	25.8%	44.9%	28.7%
Woodward	18,486	20.1%	12.5%	6.1%	23.8%	41.8%	28.7%
State Summary	3,450,654	19.4%	14.7%	5.3%	28.9%	56.0%	35.0%

Data Source: U.S. Census Bureau; Oklahoma State Department of Education

Indicators Displayed in Maps

Data Used to Indicate the Revenue, Expentures, and Percentage of CRT Scores within Each County

County	Percent of Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	3rd Grade CRT Math Scores % Satisfactory or Above	3rd Grade CRT Reading Scores % Satisfactory or Above	4th Grade CRT Math Scores % Satisfactory or Above	4th Grade CRT Reading Scores % Satisfactory or Above
Adair	62.6%	\$9,001	76%	87%	85%	94%
Alfalfa	50.7%	\$10,120	93%	98%	83%	94%
Atoka	66.1%	\$8,475	62%	88%	80%	90%
Beaver	43.9%	\$11,248	80%	93%	89%	89%
Beckham	52.2%	\$7,781	85%	94%	86%	96%
Blaine	52.7%	\$10,449	82%	87%	86%	97%
Bryan	57.3%	\$8,500	86%	95%	89%	94%
Caddo	53.4%	\$9,276	76%	88%	83%	93%
Canadian	53.4%	\$6,956	83%	95%	93%	96%
Carter	55.7%	\$8,024	84%	93%	85%	94%
Cherokee	60.5%	\$8,436	81%	93%	83%	92%
Choctaw	65.5%	\$7,976	74%	89%	81%	91%
Cimarron	50.6%	\$12,343	59%	78%	93%	96%
Cleveland	51.7%	\$7,178	87%	93%	91%	97%
Coal	53.3%	\$10,114	76%	89%	91%	91%
Comanche	58.3%	\$7,585	84%	95%	89%	96%
Cotton	62.0%	\$7,568	89%	96%	89%	95%
Craig	55.3%	\$8,373	73%	90%	81%	96%
Creek	60.1%	\$7,300	82%	94%	85%	97%
Custer	51.4%	\$7,972	86%	97%	89%	97%
Delaware	53.4%	\$7,937	83%	96%	90%	96%
Dewey	57.0%	\$11,024	87%	90%	85%	97%
Ellis	50.5%	\$10,534	80%	96%	85%	94%
Garfield	55.1%	\$7,667	83%	93%	90%	96%
Garvin	56.6%	\$7,845	71%	91%	83%	97%
Grady	60.2%	\$7,011	82%	94%	86%	97%
Grant	41.4%	\$10,724	95%	100%	89%	95%
Greer	67.3%	\$8,426	84%	95%	73%	96%
Harmon	67.1%	\$9,528	100%	95%	100%	100%
Harper	47.2%	\$9,806	82%	96%	92%	96%
Haskell	62.0%	\$8,353	77%	86%	92%	94%
Hughes	53.0%	\$8,736	84%	94%	83%	90%
Jackson	63.5%	\$7,328	87%	94%	92%	96%
Jefferson	68.7%	\$9,224	75%	86%	78%	92%
Johnston	57.1%	\$8,706	72%	87%	81%	93%
Kay	53.8%	\$7,632	79%	92%	88%	95%
Kingfisher	44.6%	\$8,505	92%	96%	92%	96%
Kiowa	58.1%	\$8,801	79%	97%	92%	96%
Latimer	60.0%	\$8,616	64%	86%	73%	91%
Le Flore	61.6%	\$8,050	76%	88%	81%	93%

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Indicators Displayed in Maps

Data Used to Indicate the Revenue, Expenditures, and Percentage of CRT Scores within Each County

continued from previous page

County	Percent of Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	3rd Grade CRT Math Scores % Satisfactory or Above	3rd Grade CRT Reading Scores % Satisfactory or Above	4th Grade CRT Math Scores % Satisfactory or Above	4th Grade CRT Reading Scores % Satisfactory or Above
Lincoln	62.1%	\$7,060	85%	93%	87%	95%
Logan	55.3%	\$7,811	73%	86%	94%	98%
Love	60.6%	\$7,674	68%	88%	84%	95%
Major	56.0%	\$8,962	83%	90%	94%	98%
Marshall	55.0%	\$8,086	87%	92%	90%	96%
Mayes	58.9%	\$7,728	74%	91%	90%	97%
McClain	56.9%	\$7,145	81%	95%	86%	93%
McCurtain	59.9%	\$8,272	77%	94%	83%	92%
McIntosh	57.3%	\$8,372	75%	85%	83%	99%
Murray	64.1%	\$7,320	84%	89%	86%	95%
Muskogee	54.6%	\$7,554	81%	91%	85%	92%
Noble	42.2%	\$8,980	77%	91%	91%	97%
Nowata	61.6%	\$7,823	66%	81%	82%	92%
Okfuskee	60.1%	\$8,837	67%	84%	85%	97%
Oklahoma	45.4%	\$7,858	77%	89%	85%	94%
Okmulgee	62.6%	\$7,594	76%	90%	82%	94%
Osage	61.0%	\$8,450	76%	89%	82%	93%
Ottawa	61.0%	\$7,471	80%	92%	84%	95%
Pawnee	61.5%	\$7,723	68%	86%	92%	96%
Payne	53.3%	\$7,778	77%	92%	86%	97%
Pittsburg	52.9%	\$8,418	84%	93%	82%	93%
Pontotoc	60.6%	\$8,230	81%	92%	93%	97%
Pottawatomie	61.8%	\$7,529	80%	93%	90%	95%
Pushmataha	65.2%	\$9,019	66%	86%	83%	93%
Roger Mills	47.4%	\$16,658	71%	89%	88%	100%
Rogers	52.8%	\$7,140	83%	94%	91%	97%
Seminole	58.1%	\$8,061	74%	90%	79%	90%
Sequoyah	66.5%	\$7,462	88%	94%	90%	96%
Stephens	58.0%	\$7,610	83%	93%	85%	94%
Texas	53.5%	\$8,484	78%	92%	91%	97%
Tillman	63.6%	\$8,405	71%	92%	85%	92%
Tulsa	44.9%	\$7,995	82%	92%	87%	94%
Wagoner	63.9%	\$7,050	85%	92%	87%	94%
Washington	55.9%	\$7,264	86%	92%	93%	98%
Washita	56.4%	\$8,031	81%	91%	77%	85%
Woods	41.9%	\$10,633	75%	95%	96%	97%
Woodward	52.6%	\$8,109	89%	96%	91%	97%
State Summary	52.7%	\$7,853	80%	91%	86%	94%

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

Data Used to Indicate Percentage of CRT Scores within Each County

County	5th Grade CRT Math Scores % Satisfactory or Above	5th Grade CRT Reading Scores % Satisfactory or Above	6th Grade CRT Math Scores % Satisfactory or Above	6th Grade CRT Reading Scores % Satisfactory or Above	7th Grade CRT Math Scores % Satisfactory or Above	7th Grade CRT Reading Scores % Satisfactory or Above
Adair	74%	78%	72%	79%	63%	74%
Alfalfa	87%	84%	81%	76%	81%	87%
Atoka	82%	86%	75%	75%	75%	82%
Beaver	94%	81%	96%	94%	82%	84%
Beckham	92%	87%	89%	93%	81%	81%
Blaine	89%	90%	71%	81%	75%	79%
Bryan	88%	79%	84%	81%	77%	84%
Caddo	88%	80%	88%	89%	81%	87%
Canadian	92%	91%	89%	89%	88%	92%
Carter	89%	91%	83%	87%	83%	85%
Cherokee	87%	84%	77%	84%	81%	87%
Choctaw	84%	84%	87%	83%	68%	71%
Cimarron	81%	81%	94%	83%	87%	100%
Cleveland	95%	93%	92%	91%	90%	90%
Coal	69%	83%	78%	90%	76%	92%
Comanche	93%	91%	86%	88%	80%	86%
Cotton	93%	84%	86%	87%	72%	80%
Craig	89%	85%	72%	80%	81%	79%
Creek	87%	85%	79%	83%	79%	84%
Custer	93%	88%	91%	94%	80%	84%
Delaware	88%	86%	75%	81%	70%	77%
Dewey	90%	86%	93%	91%	79%	76%
Ellis	91%	89%	91%	88%	84%	82%
Garfield	89%	88%	85%	88%	80%	82%
Garvin	82%	83%	80%	89%	74%	84%
Grady	90%	87%	83%	88%	81%	88%
Grant	91%	79%	91%	93%	78%	76%
Greer	87%	84%	76%	95%	82%	86%
Harmon	100%	87%	80%	85%	86%	83%
Harper	97%	79%	74%	80%	89%	77%
Haskell	81%	89%	79%	82%	73%	78%
Hughes	84%	80%	72%	74%	67%	75%
Jackson	91%	85%	88%	87%	91%	94%
Jefferson	90%	84%	87%	77%	66%	74%
Johnston	91%	84%	79%	75%	73%	81%
Kay	92%	87%	90%	84%	85%	87%
Kingfisher	91%	89%	92%	91%	83%	85%
Kiowa	91%	83%	91%	92%	89%	94%
Latimer	92%	79%	92%	93%	67%	81%
Le Flore	88%	84%	81%	84%	69%	78%

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Indicators Displayed in Maps

Data Used to Indicate Percentage of CRT Scores within Each County

continued from previous page

County	5th Grade CRT Math Scores % Satisfactory or Above	5th Grade CRT Reading Scores % Satisfactory or Above	6th Grade CRT Math Scores % Satisfactory or Above	6th Grade CRT Reading Scores % Satisfactory or Above	7th Grade CRT Math Scores % Satisfactory or Above	7th Grade CRT Reading Scores % Satisfactory or Above
Lincoln	92%	88%	80%	83%	80%	85%
Logan	91%	87%	83%	88%	82%	83%
Love	82%	78%	67%	71%	66%	67%
Major	91%	95%	88%	89%	96%	91%
Marshall	88%	82%	81%	86%	79%	85%
Mayes	90%	88%	85%	85%	75%	85%
McClain	89%	91%	85%	88%	81%	90%
McCurtain	83%	81%	79%	78%	66%	79%
McIntosh	90%	85%	84%	87%	76%	68%
Murray	91%	86%	85%	90%	76%	80%
Muskogee	84%	83%	84%	84%	76%	79%
Noble	79%	79%	83%	87%	82%	88%
Nowata	81%	80%	75%	83%	60%	83%
Okfuskee	80%	76%	79%	82%	73%	74%
Oklahoma	88%	87%	82%	83%	80%	85%
Okmulgee	84%	86%	73%	76%	74%	82%
Osage	82%	76%	78%	84%	74%	75%
Ottawa	84%	87%	80%	82%	86%	86%
Pawnee	88%	88%	75%	87%	80%	88%
Payne	89%	94%	83%	86%	88%	87%
Pittsburg	91%	85%	85%	84%	83%	87%
Pontotoc	89%	87%	86%	88%	83%	89%
Pottawatomie	87%	84%	85%	85%	85%	87%
Pushmataha	90%	88%	82%	84%	72%	79%
Roger Mills	100%	89%	94%	96%	96%	87%
Rogers	90%	88%	82%	85%	77%	87%
Seminole	84%	82%	80%	78%	66%	72%
Sequoyah	83%	81%	85%	81%	79%	83%
Stephens	85%	84%	83%	81%	81%	84%
Texas	97%	92%	82%	86%	85%	88%
Tillman	86%	84%	80%	82%	74%	76%
Tulsa	89%	87%	82%	82%	80%	81%
Wagoner	87%	86%	77%	85%	77%	80%
Washington	94%	94%	90%	88%	85%	85%
Washita	87%	88%	90%	89%	78%	85%
Woods	96%	87%	91%	91%	71%	80%
Woodward	86%	88%	83%	85%	76%	90%
State Summary	88%	86%	82%	84%	79%	83%

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

Data Used to Indicate Percentage of CRT and EOI Score within Each County

County	8th Grade CRT Math Scores % Satisfactory or Above	8th Grade CRT Reading Scores % Satisfactory or Above	Algebra I EOI % Satisfactory or Above	English II EOI % Satisfactory or Above	US History EOI % Satisfactory or Above	Biology I EOI % Satisfactory or Above
Adair	81%	77%	62%	65%	60%	35%
Alfalfa	87%	89%	84%	82%	78%	83%
Atoka	79%	81%	54%	73%	64%	59%
Beaver	86%	94%	63%	71%	78%	51%
Beckham	89%	91%	79%	64%	53%	55%
Blaine	83%	80%	74%	80%	74%	63%
Bryan	83%	82%	77%	77%	66%	58%
Caddo	87%	85%	63%	71%	74%	47%
Canadian	88%	93%	84%	80%	84%	68%
Carter	87%	89%	80%	77%	75%	63%
Cherokee	84%	89%	76%	81%	74%	58%
Choctaw	72%	75%	70%	61%	59%	34%
Cimarron	100%	100%	80%	80%	78%	80%
Cleveland	90%	93%	91%	88%	84%	73%
Coal	89%	97%	62%	79%	65%	43%
Comanche	86%	87%	77%	75%	65%	61%
Cotton	89%	90%	86%	82%	66%	65%
Craig	84%	82%	86%	71%	79%	59%
Creek	80%	87%	75%	76%	63%	55%
Custer	90%	91%	80%	77%	75%	51%
Delaware	74%	80%	53%	69%	64%	47%
Dewey	90%	73%	77%	84%	79%	54%
Ellis	89%	83%	89%	78%	71%	39%
Garfield	89%	88%	84%	78%	76%	62%
Garvin	80%	89%	83%	78%	72%	58%
Grady	87%	89%	81%	77%	69%	59%
Grant	93%	95%	80%	78%	77%	62%
Greer	69%	90%	63%	58%	54%	37%
Harmon	93%	100%	88%	59%	76%	51%
Harper	97%	84%	78%	69%	73%	60%
Haskell	76%	85%	78%	66%	63%	61%
Hughes	71%	78%	60%	62%	47%	33%
Jackson	95%	93%	83%	73%	79%	56%
Jefferson	90%	88%	58%	66%	61%	39%
Johnston	80%	85%	71%	75%	63%	43%
Kay	86%	90%	84%	80%	77%	58%
Kingfisher	89%	93%	72%	78%	80%	53%
Kiowa	83%	86%	87%	75%	67%	57%
Latimer	74%	73%	54%	70%	81%	53%
Le Flore	78%	84%	66%	68%	64%	38%

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Indicators Displayed in Maps

Data Used to Indicate Percentage of CRT and EOI Score within Each County

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County	8th Grade CRT Math Scores % Satisfactory or Above	8th Grade CRT Reading Scores % Satisfactory or Above	Algebra I EOI % Satisfactory or Above	English II EOI % Satisfactory or Above	US History EOI % Satisfactory or Above	Biology I EOI % Satisfactory or Above
Lincoln	81%	84%	75%	73%	68%	51%
Logan	80%	84%	66%	68%	74%	49%
Love	81%	81%	66%	65%	48%	40%
Major	95%	94%	96%	89%	80%	69%
Marshall	78%	86%	64%	58%	77%	42%
Mayes	77%	85%	75%	78%	71%	66%
McClain	85%	91%	73%	83%	73%	60%
McCurtain	80%	81%	78%	71%	59%	55%
McIntosh	90%	83%	85%	73%	79%	49%
Murray	91%	89%	73%	78%	72%	61%
Muskogee	79%	83%	75%	75%	73%	55%
Noble	77%	91%	86%	81%	78%	67%
Nowata	79%	79%	65%	71%	62%	53%
Okfuskee	66%	64%	70%	68%	61%	41%
Oklahoma	81%	83%	75%	74%	76%	55%
Okmulgee	83%	84%	60%	67%	63%	46%
Osage	79%	83%	75%	73%	64%	50%
Ottawa	84%	85%	78%	75%	72%	52%
Pawnee	84%	81%	79%	75%	82%	41%
Payne	91%	89%	88%	81%	81%	63%
Pittsburg	83%	86%	79%	73%	71%	49%
Pontotoc	88%	86%	82%	86%	76%	68%
Pottawatomie	87%	88%	84%	72%	71%	52%
Pushmataha	86%	81%	74%	77%	66%	50%
Roger Mills	88%	89%	87%	70%	82%	45%
Rogers	86%	91%	80%	71%	72%	51%
Seminole	75%	74%	64%	67%	66%	49%
Sequoyah	84%	87%	76%	76%	70%	52%
Stephens	83%	84%	74%	78%	75%	55%
Texas	92%	88%	87%	72%	77%	55%
Tillman	79%	77%	63%	66%	62%	26%
Tulsa	84%	87%	78%	78%	75%	59%
Wagoner	82%	83%	74%	73%	72%	48%
Washington	86%	87%	86%	78%	81%	68%
Washita	86%	86%	80%	73%	61%	53%
Woods	78%	87%	80%	79%	78%	58%
Woodward	89%	92%	82%	70%	59%	54%
State Summary	83%	85%	78%	76%	73%	57%

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

Data Used to Indicate High School and College Information within Each County

County	Oklahoma Public School Four-year Dropout Rate	Graduates Completing Courses Required for Admission to College	Average Grade Point of Oklahoma Public HS Seniors	Average ACT Score of Oklahoma Public HS Graduates	Oklahoma College Going Rate of Oklahoma Public HS Graduates	Percent of Oklahoma Public College Freshman Taking Remedial Courses	Oklahoma Freshman with a GPA of 2.0 or Higher Graduating from an Oklahoma Public HS	Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates
Adair	23.4%	61.1%	3.07	17.9	39.3%	49.1%	75.1%	31.1%
Alfalfa	1.6%	98.4%	3.18	20.2	57.1%	34.5%	86.3%	55.6%
Atoka	7.9%	97.4%	2.97	18.2	52.1%	44.5%	66.4%	38.3%
Beaver	2.4%	97.5%	3.30	20.2	42.5%	24.2%	75.8%	47.5%
Beckham	18.8%	70.4%	3.09	20.4	53.8%	25.0%	75.8%	53.3%
Blaine	1.5%	71.3%	3.25	20.0	54.6%	40.8%	73.3%	44.1%
Bryan	12.3%	40.5%	2.93	19.5	47.5%	33.2%	73.1%	35.4%
Caddo	12.9%	73.0%	3.05	19.4	52.3%	41.1%	65.7%	39.1%
Canadian	11.2%	78.9%	3.07	21.6	57.9%	32.4%	69.6%	43.8%
Carter	19.8%	89.3%	2.90	20.6	50.6%	31.0%	75.1%	45.2%
Cherokee	13.9%	60.6%	3.07	20.5	48.2%	45.0%	75.9%	41.5%
Choctaw	11.1%	58.0%	3.10	19.1	38.7%	40.9%	66.1%	38.6%
Cimarron	2.2%	100.0%	3.49	19.4	50.4%	37.1%	84.4%	54.9%
Cleveland	10.4%	67.2%	3.00	22.3	63.0%	33.8%	71.1%	43.1%
Coal	5.9%	64.1%	2.97	19.0	46.1%	43.6%	52.8%	33.7%
Comanche	9.7%	71.5%	3.01	20.7	49.9%	37.0%	67.8%	37.7%
Cotton	6.6%	69.0%	3.03	20.5	46.5%	47.5%	62.6%	39.8%
Craig	7.4%	96.4%	3.14	19.6	51.8%	45.9%	75.2%	46.0%
Creek	11.5%	85.3%	3.03	19.5	48.9%	40.2%	68.9%	44.0%
Custer	10.9%	88.2%	3.21	21.2	57.7%	33.1%	74.2%	50.9%
Delaware	19.0%	79.1%	2.90	19.6	40.1%	47.9%	73.6%	34.6%
Dewey	7.3%	94.1%	2.97	19.3	54.2%	33.7%	83.9%	55.2%
Ellis	8.0%	89.1%	3.19	21.1	47.5%	27.5%	73.6%	52.9%
Garfield	7.7%	61.1%	3.07	21.3	47.3%	31.1%	80.2%	53.6%
Garvin	12.7%	64.1%	3.16	20.7	45.9%	34.1%	66.5%	43.4%
Grady	12.2%	85.2%	3.17	20.5	49.8%	34.7%	72.0%	44.5%
Grant	6.1%	83.9%	3.62	20.8	63.2%	38.8%	75.4%	53.0%
Greer	10.0%	100.0%	3.00	18.8	55.9%	35.3%	69.4%	35.1%
Harmon	18.2%	102.8%	3.39	19.1	57.6%	38.5%	63.2%	46.5%
Harper	5.4%	88.7%	3.43	20.3	55.1%	35.4%	73.8%	52.3%
Haskell	13.2%	76.8%	2.93	19.1	53.0%	48.1%	72.3%	43.9%
Hughes	17.9%	86.5%	3.08	19.1	51.6%	43.8%	69.0%	39.9%
Jackson	10.0%	79.9%	2.97	20.0	51.2%	42.8%	75.3%	45.8%
Jefferson	6.9%	82.7%	2.99	20.0	44.3%	48.6%	60.2%	45.2%
Johnston	14.2%	59.0%	2.98	19.2	50.1%	48.3%	71.3%	44.0%
Kay	24.0%	73.7%	3.14	22.2	51.5%	31.5%	77.7%	55.2%
Kingfisher	4.4%	89.2%	3.11	19.8	60.0%	26.9%	80.8%	52.5%
Kiowa	9.9%	57.0%	2.93	19.6	49.3%	34.9%	66.5%	48.5%
Latimer	6.3%	92.2%	3.14	19.4	55.0%	52.5%	71.0%	48.8%
Le Flore	14.1%	73.0%	2.79	19.9	45.0%	42.9%	81.8%	50.1%

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Indicators Displayed in Maps

Data Used to Indicate High School and College Information within Each County

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County	Oklahoma Public School Four-year Dropout Rate	Graduates Completing Courses Required for Admission to College	Average Grade Point of Oklahoma Public HS Seniors	Average ACT Score of Oklahoma Public HS Graduates	Oklahoma College Going Rate of Oklahoma Public HS Graduates	Percent of Oklahoma Public College Freshman Taking Remedial Courses	Oklahoma Freshman with a GPA of 2.0 or Higher Graduating from an Oklahoma Public HS	Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates
Lincoln	7.6%	78.9%	3.02	20.7	49.6%	33.7%	72.5%	43.4%
Logan	8.4%	68.9%	3.10	19.9	53.0%	29.6%	69.1%	35.6%
Love	6.1%	79.6%	2.86	19.2	51.4%	40.2%	74.1%	35.3%
Major	8.0%	75.5%	3.16	21.9	57.0%	22.8%	84.9%	59.3%
Marshall	10.7%	100.7%	2.61	19.3	42.7%	50.5%	61.5%	43.6%
Mayes	11.4%	79.2%	2.81	20.3	45.6%	43.6%	73.0%	39.6%
McClain	10.3%	77.6%	3.10	20.5	56.7%	38.6%	67.6%	41.5%
McCurtain	6.0%	63.3%	2.88	18.6	40.6%	33.2%	71.7%	42.7%
McIntosh	8.2%	86.8%	2.82	19.9	50.0%	55.1%	69.8%	45.6%
Murray	11.0%	94.5%	2.67	20.2	53.1%	34.2%	74.8%	41.4%
Muskogee	14.1%	83.6%	2.90	19.9	47.9%	48.6%	74.9%	42.4%
Noble	6.6%	76.3%	3.05	20.4	56.2%	29.9%	74.0%	50.9%
Nowata	4.8%	79.0%	2.94	20.2	30.7%	45.1%	72.0%	43.1%
Okfuskee	14.4%	85.4%	2.93	18.7	38.4%	54.3%	73.1%	43.4%
Oklahoma	16.2%	86.3%	3.06	21.5	57.3%	34.4%	65.7%	39.9%
Okmulgee	8.0%	87.3%	3.01	19.1	53.3%	44.9%	69.5%	42.4%
Osage	12.1%	69.1%	2.87	18.4	43.6%	42.1%	69.6%	37.2%
Ottawa	15.5%	73.5%	2.91	19.5	51.1%	50.6%	71.6%	48.3%
Pawnee	7.1%	43.4%	3.08	20.3	50.4%	32.0%	77.5%	42.6%
Payne	16.6%	68.6%	3.19	22.7	55.5%	22.8%	78.7%	47.0%
Pittsburg	15.1%	59.5%	2.99	20.2	51.6%	43.3%	67.2%	45.5%
Pontotoc	19.6%	86.8%	3.07	19.7	55.7%	27.1%	75.6%	43.2%
Pottawatomie	15.3%	69.7%	3.07	20.9	48.6%	40.1%	71.5%	38.5%
Pushmataha	21.1%	88.2%	2.86	19.2	49.9%	41.5%	66.4%	39.4%
Roger Mills	7.6%	76.3%	3.28	20.5	49.3%	33.3%	73.6%	52.8%
Rogers	15.2%	86.0%	3.02	20.9	52.4%	36.9%	72.4%	43.8%
Seminole	11.6%	76.9%	3.07	19.6	55.7%	44.9%	68.7%	40.7%
Sequoyah	13.8%	73.8%	3.04	19.5	42.6%	46.0%	76.8%	45.1%
Stephens	18.8%	83.8%	3.15	20.4	54.3%	33.7%	72.2%	49.5%
Texas	11.4%	89.4%	3.09	19.7	44.8%	39.6%	69.2%	44.2%
Tillman	11.3%	76.9%	2.85	19.1	54.1%	49.7%	72.1%	47.7%
Tulsa	18.2%	80.4%	2.90	21.3	53.7%	35.5%	71.6%	44.2%
Wagoner	20.4%	78.8%	2.81	20.0	46.8%	47.8%	72.6%	39.9%
Washington	13.2%	74.9%	3.09	21.8	48.5%	27.0%	75.9%	53.3%
Washita	3.3%	94.1%	3.28	20.1	54.6%	42.9%	75.4%	51.0%
Woods	15.3%	78.3%	3.23	21.4	57.4%	25.0%	87.5%	47.5%
Woodward	11.5%	82.7%	3.22	21.0	48.5%	24.2%	77.5%	39.2%
State Summary	14.2%	77.9%	3.01	20.8	52.7%	36.4%	71.2%	43.6%

Data Source: Oklahoma State Department of Education; Oklahoma State Regents for Higher Education

APPENDIX D

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

- 1) INSTRUCTION** INSTRUCTION (1000 Series)
- 2) STUDENT SUPPORT** SUPPORT SERVICES (2000 Series)
- SUPPORT SERVICES - STUDENTS (2100)
- Attendance and Social Work Services
Guidance Services
Health Services
Psychological Services
Speech Pathology and Audiology Services
Other Support Services - Student
- 3) INSTR. SUPPORT** SUPPORT SERVICES (2000 Series)
- SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
- Improvement of Instruction Services
Library / Media Services
Instruction-Related Technology
Academic Student Assessment
- 4) DISTRICT ADMIN.** SUPPORT SERVICES (2000 Series)
- SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
- Board of Education Services
Executive Administration Services
State and Federal Relations Services
Other General and Administrative Services
- 5) SCHOOL ADMIN.** SUPPORT SERVICES (2000 Series)
- SUPPORT SERVICES - SCHOOL ADMINISTRATION (2400)
- Office of the Principal Services
Other Support Services – School Administration
- 6) DISTRICT SUPPORT** SUPPORT SERVICES (2000 Series)
- CENTRAL SERVICES (2500)
- Fiscal Services
Purchasing, Warehousing, and Distributing Services
Printing, Publishing, and Duplicating Services
Planning, Research, Development, and Evaluation Services
Information Services
Personnel (Staff) Services
Administrative Technology Services
- OPERATION AND MAINTENANCE OF PLANT SERVICES (2600)
- Operation of Buildings Services
Care and Upkeep of Grounds Services
Care and Upkeep of Equipment Services
Vehicle Operation and Maint. Services (Not Student Trans.)
Security Services
Safety
- STUDENT TRANSPORTATION SERVICES (2700)
- Vehicle Operation Services
Monitoring Services
Vehicle Servicing and Maintenance Services

7) DEBT SERVICE

OTHER USES (5000 Series)

DEBT SERVICE (5100)

8) OTHER

OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series)

CHILD NUTRITION PROGRAMS OPERATIONS (3100)

Food Preparation and Dispensing Services

Food and Supplies Delivery Services

Other Direct and/or Related Child Nutrition Programs Services

Food Procurement Services

Non-Reimbursable Services

Nutrition Education and Staff Development

Other Child Nutrition Programs Operations

ENTERPRISE OPERATIONS (3200)

COMMUNITY SERVICES OPERATIONS (3300)

FACILITIES ACQUISITION AND CONSTR. SERVICES (4000 Series)

LAND ACQUISITION SERVICES (4200)

LAND IMPROVEMENT SERVICES (4300)

ARCHITECTURE AND ENGINEERING SERVICES (4400)

EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500)

BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600)

BUILDING IMPROVEMENT SERVICES (4700)

OTHER USES (7000 Series)

SCHOLARSHIPS (7100)

STUDENT AID (7200)

STAFF AWARDS (7300)

WORKER'S COMPENSATION CLAIMS (7400)

TORT LIABILITY CLAIMS (7500)

MEDICAL CARE CLAIMS (7600)

FLEX BENEFITS (7700)

LONG-TERM DISABILITY (LTD) CLAIMS (7800)

OTHER USES (7900)

APPENDIX E

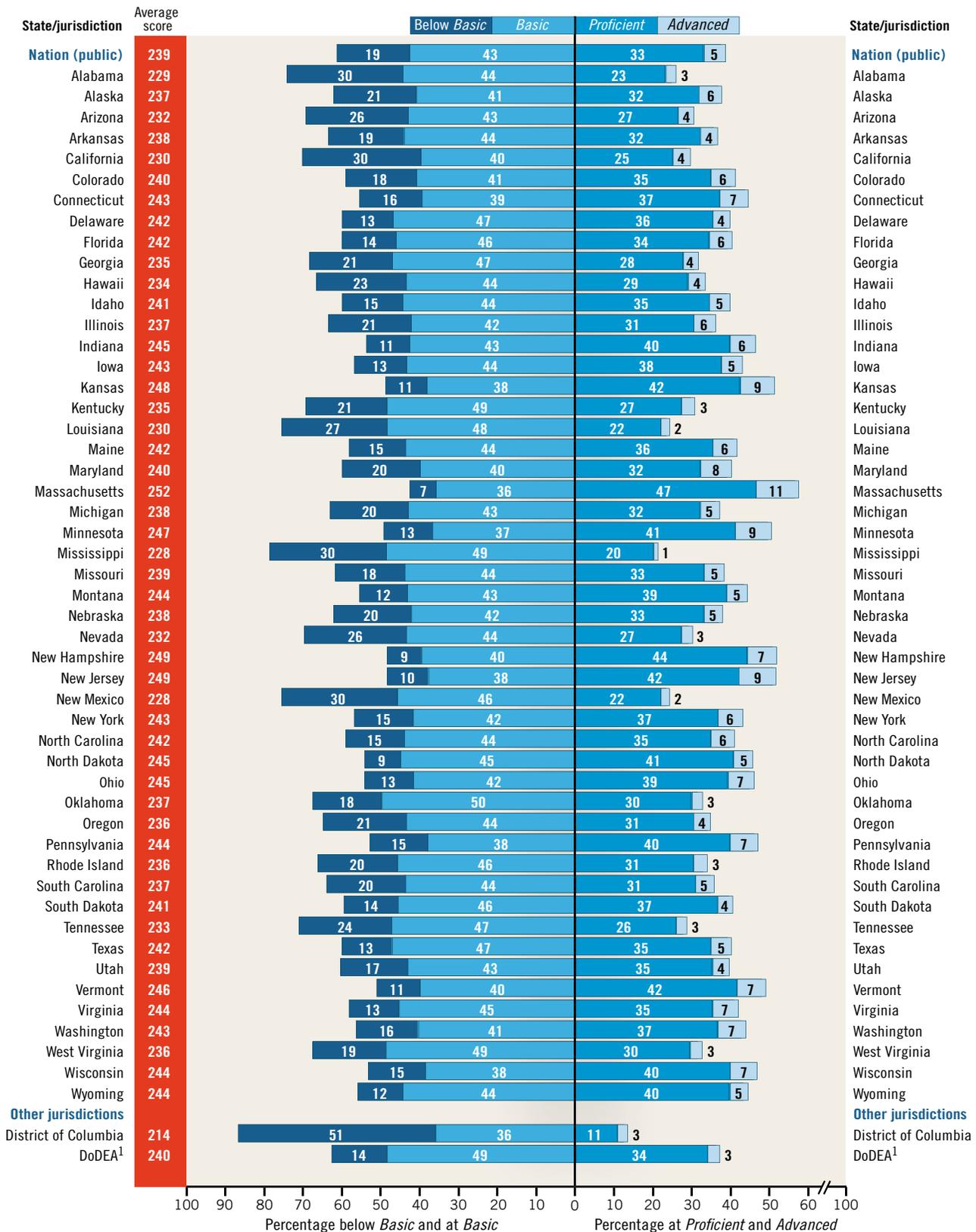
The 
Nation's
Report Card

Mathematics 2007

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 4 AND 8



Figure 10. Average scores and achievement-level results in NAEP mathematics for fourth-grade public school students, by state: 2007



¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Table 6. Average scores in NAEP mathematics for fourth-grade public school students, by state: Various years, 1992–2007

State/jurisdiction	Accommodations not permitted			Accommodations permitted			
	1992	1996	2000	2000	2003	2005	2007
Nation (public)¹	219*	222*	226*	224*	234*	237*	239
Alabama	208*	212*	218*	217*	223*	225*	229
Alaska	—	224*	—	—	233*	236	237
Arizona	215*	218*	219*	219*	229*	230	232
Arkansas	210*	216*	217*	216*	229*	236	238
California	208*	209*	214*	213*	227*	230	230
Colorado	221*	226*	—	—	235*	239	240
Connecticut	227*	232*	234*	234*	241	242	243
Delaware	218*	215*	—	—	236*	240*	242
Florida	214*	216*	—	—	234*	239*	242
Georgia	216*	215*	220*	219*	230*	234	235
Hawaii	214*	215*	216*	216*	227*	230*	234
Idaho	222*	—	227*	224*	235*	242	241
Illinois	—	—	225*	223*	233*	233*	237
Indiana	221*	229*	234*	233*	238*	240*	245
Iowa	230*	229*	233*	231*	238*	240*	243
Kansas	—	—	232*	232*	242*	246	248
Kentucky	215*	220*	221*	219*	229*	231*	235
Louisiana	204*	209*	218*	218*	226*	230	230
Maine	232*	232*	231*	230*	238*	241	242
Maryland	217*	221*	222*	222*	233*	238	240
Massachusetts	227*	229*	235*	233*	242*	247*	252
Michigan	220*	226*	231*	229*	236	238	238
Minnesota	228*	232*	235*	234*	242*	246	247
Mississippi	202*	208*	211*	211*	223*	227	228
Missouri	222*	225*	229*	228*	235*	235*	239
Montana	—	228*	230*	228*	236*	241*	244
Nebraska	225*	228*	226*	225*	236	238	238
Nevada	—	218*	220*	220*	228*	230	232
New Hampshire	230*	—	—	—	243*	246*	249
New Jersey	227*	227*	—	—	239*	244*	249
New Mexico	213*	214*	214*	213*	223*	224*	228
New York	218*	223*	227*	225*	236*	238*	243
North Carolina	213*	224*	232*	230*	242	241	242
North Dakota	229*	231*	231*	230*	238*	243*	245
Ohio	219*	—	231*	230*	238*	242	245
Oklahoma	220*	—	225*	224*	229*	234*	237
Oregon	—	223*	227*	224*	236	238	236
Pennsylvania	224*	226*	—	—	236*	241*	244
Rhode Island	215*	220*	225*	224*	230*	233	236
South Carolina	212*	213*	220*	220*	236	238	237
South Dakota	—	—	—	—	237*	242	241
Tennessee	211*	219*	220*	220*	228*	232	233
Texas	218*	229*	233*	231*	237*	242	242
Utah	224*	227*	227*	227*	235*	239	239
Vermont	—	225*	232*	232*	242*	244*	246
Virginia	221*	223*	230*	230*	239*	240*	244
Washington	—	225*	—	—	238*	242	243
West Virginia	215*	223*	225*	223*	231*	231*	236
Wisconsin	229*	231*	—	—	237*	241*	244
Wyoming	225*	223*	229*	229*	241*	243	244
Other jurisdictions							
District of Columbia	193*	187*	193*	192*	205*	211*	214
DoDEA ²	—	224*	228*	227*	237*	239	240

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

* Significantly different ($p < .05$) from 2007 when only one jurisdiction or the nation is being examined.

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

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Mathematics Assessments.

Table 7. Percentage of fourth-grade public school students and average scores in NAEP mathematics, by selected student groups and state: 2007

State/jurisdiction	Race/ethnicity									
	White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native	
	Percentage of students	Average scale score	Percentage of students	Average scale score						
Nation (public)	55	248	17	222	21	227	5	254	1	229
Alabama	58	238	37	213	3	218	1	‡	1	‡
Alaska	55	247	5	227	4	232	7	237	25	218
Arizona	43	246	5	219	44	220	3	253	5	216
Arkansas	67	245	22	217	9	230	2	236	1	‡
California	27	247	7	218	54	218	11	251	1	‡
Colorado	60	249	6	224	30	224	4	247	1	‡
Connecticut	64	252	13	220	18	223	5	255	#	‡
Delaware	54	249	33	230	10	234	3	261	#	‡
Florida	48	250	21	225	25	238	2	255	#	‡
Georgia	46	246	38	222	9	229	4	255	#	‡
Hawaii	17	244	3	230	4	224	63	233	1	‡
Idaho	81	245	1	‡	13	224	2	‡	3	215
Illinois	56	248	19	216	19	223	4	257	#	‡
Indiana	78	249	10	224	7	233	1	‡	#	‡
Iowa	86	245	5	224	6	230	2	‡	#	‡
Kansas	73	252	8	226	13	234	2	260	1	‡
Kentucky	84	238	11	219	2	221	1	‡	#	‡
Louisiana	47	240	49	219	2	234	1	‡	1	‡
Maine	95	243	2	221	1	‡	2	‡	#	‡
Maryland	50	251	35	223	8	233	6	261	#	‡
Massachusetts	75	257	7	232	11	231	6	259	#	‡
Michigan	71	244	21	216	3	230	3	261	1	‡
Minnesota	78	252	8	222	7	229	5	239	2	234
Mississippi	45	239	52	217	2	‡	1	‡	#	‡
Missouri	77	245	19	218	3	234	1	‡	#	‡
Montana	83	247	1	‡	3	241	1	‡	12	222
Nebraska	75	244	7	211	14	220	1	‡	2	‡
Nevada	43	243	8	219	40	221	7	242	1	‡
New Hampshire	91	250	2	226	4	232	3	258	#	‡
New Jersey	57	255	14	232	20	234	8	267	#	‡
New Mexico	29	242	3	220	58	222	2	‡	9	222
New York	53	251	19	225	20	230	8	260	#	‡
North Carolina	55	251	28	224	10	235	2	253	1	229
North Dakota	87	248	2	‡	2	‡	1	‡	9	224
Ohio	75	250	18	225	3	231	2	‡	#	‡
Oklahoma	58	242	11	220	9	227	2	247	20	234
Oregon	71	241	3	219	17	217	5	249	2	220
Pennsylvania	77	249	14	222	6	229	3	259	#	‡
Rhode Island	70	242	8	219	19	220	3	244	1	‡
South Carolina	57	248	36	221	4	227	1	‡	#	‡
South Dakota	83	245	2	221	2	228	1	‡	12	218
Tennessee	69	240	26	214	3	222	1	‡	#	‡
Texas	36	253	15	230	45	236	3	263	#	‡
Utah	80	244	1	‡	15	220	2	244	2	‡
Vermont	94	247	2	‡	1	‡	2	‡	1	‡
Virginia	58	251	26	228	8	235	5	256	#	‡
Washington	65	248	6	222	15	225	11	250	2	227
West Virginia	93	237	5	223	1	‡	1	‡	#	‡
Wisconsin	77	250	10	212	8	229	3	245	1	‡
Wyoming	84	246	2	‡	10	229	1	‡	3	227
Other jurisdictions										
District of Columbia	6	262	84	209	9	220	2	‡	#	‡
DoDEA ¹	51	246	17	227	14	233	7	239	1	‡

See notes at end of table.

Table 7. **Percentage of fourth-grade public school students and average scores in NAEP mathematics, by selected student groups and state: 2007—Continued**

State/jurisdiction	Eligibility for free/reduced-price school lunch				Gender			
	Eligible		Not eligible		Male		Female	
	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score
Nation (public)	46	227	53	249	51	240	49	238
Alabama	55	217	45	242	51	229	49	228
Alaska	44	225	56	247	51	238	49	237
Arizona	52	219	45	245	51	233	49	230
Arkansas	57	229	43	249	51	238	49	237
California	53	219	44	243	50	231	50	229
Colorado	40	225	60	251	51	242	49	239
Connecticut	31	222	69	252	51	243	49	242
Delaware	39	232	61	248	50	242	50	241
Florida	48	233	51	251	51	243	49	241
Georgia	52	224	46	247	50	236	50	234
Hawaii	42	224	58	242	51	233	49	236
Idaho	44	232	55	248	51	242	49	240
Illinois	44	223	56	249	50	239	50	235
Indiana	41	235	58	253	53	246	47	244
Iowa	34	231	66	249	51	244	49	241
Kansas	41	237	59	255	51	249	49	247
Kentucky	53	226	47	245	50	237	50	234
Louisiana	70	225	30	243	50	230	50	230
Maine	36	232	64	248	50	244	50	241
Maryland	34	225	66	248	50	242	50	239
Massachusetts	27	237	72	258	51	254	49	251
Michigan	38	224	62	246	51	238	49	237
Minnesota	30	232	70	253	52	249	48	245
Mississippi	69	222	29	241	51	228	49	227
Missouri	42	228	58	247	51	240	49	238
Montana	38	234	60	250	51	245	49	242
Nebraska	39	225	61	246	52	240	48	236
Nevada	45	221	51	242	50	233	50	230
New Hampshire	19	236	79	251	53	250	47	247
New Jersey	29	233	69	255	50	250	50	247
New Mexico	67	221	33	242	52	229	48	227
New York	49	233	50	252	49	244	51	242
North Carolina	48	231	50	252	50	243	50	241
North Dakota	32	235	68	250	51	248	49	243
Ohio	37	230	63	253	51	246	49	243
Oklahoma	55	230	45	245	50	238	50	236
Oregon	44	226	53	245	51	238	49	234
Pennsylvania	35	227	64	253	50	245	50	243
Rhode Island	40	222	60	245	51	236	49	235
South Carolina	53	226	47	249	50	236	50	238
South Dakota	36	230	64	247	51	242	49	240
Tennessee	49	223	51	242	51	234	49	231
Texas	55	235	43	252	51	243	49	242
Utah	37	229	62	246	51	241	49	238
Vermont	31	234	69	252	51	248	49	245
Virginia	30	230	70	250	51	245	49	242
Washington	39	230	56	251	52	244	48	241
West Virginia	50	229	50	244	51	238	49	235
Wisconsin	34	228	66	252	51	245	49	243
Wyoming	36	236	64	248	51	244	49	243
Other jurisdictions								
District of Columbia	69	207	31	228	49	213	51	214
DoDEA ¹	#	‡	#	‡	52	241	48	239

Rounds to zero.

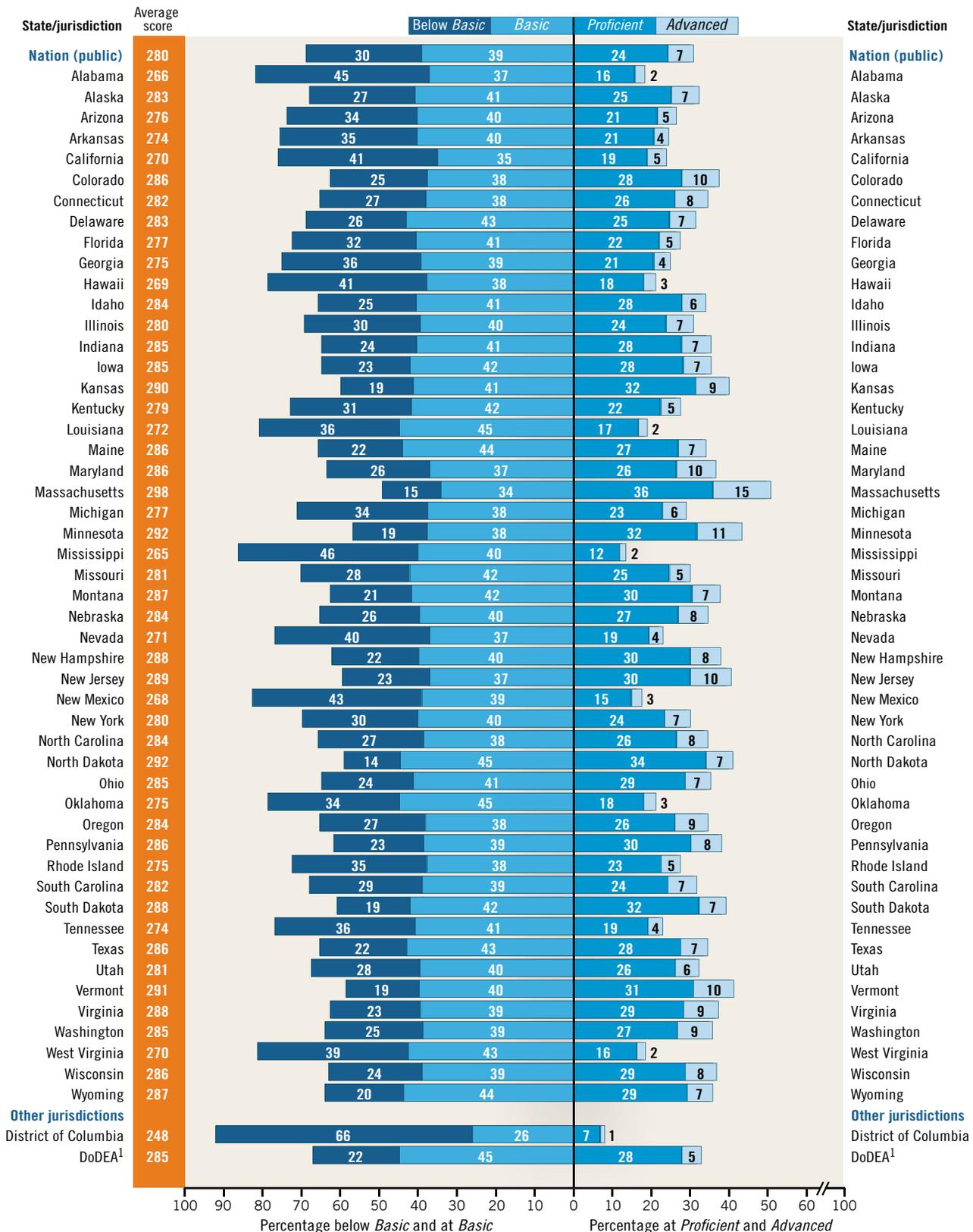
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was "unclassified" and for students whose eligibility for free/reduced-price school lunch was not available.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Figure 20. Average scores and achievement-level results in NAEP mathematics for eighth-grade public school students, by state: 2007



¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Table 11. Average scores in NAEP mathematics for eighth-grade public school students, by state: Various years, 1990–2007

State/jurisdiction	Accommodations not permitted				Accommodations permitted				
	1990	1992	1996	2000	2000	2003	2005	2007	
Nation (public)¹	262*	267*	271*	274*	272*	276*	278*	280	
Alabama	253*	252*	257*	262	264	262	262	266	
Alaska	—	—	278*	—	—	279*	279*	283	
Arizona	260*	265*	268*	271*	269*	271*	274	276	
Arkansas	256*	256*	262*	261*	257*	266*	272	274	
California	256*	261*	263*	262*	260*	267*	269	270	
Colorado	267*	272*	276*	—	—	283	281*	286	
Connecticut	270*	274*	280	282	281	284	281	282	
Delaware	261*	263*	267*	—	—	277*	281*	283	
Florida	255*	260*	264*	—	—	271*	274	277	
Georgia	259*	259*	262*	266*	265*	270*	272	275	
Hawaii	251*	257*	262*	263*	262*	266*	266*	269	
Idaho	271*	275*	—	278*	277*	280*	281*	284	
Illinois	261*	—	—	277	275*	277*	278	280	
Indiana	267*	270*	276*	283	281*	281*	282*	285	
Iowa	278*	283	284	—	—	284	284	285	
Kansas	—	—	—	284*	283*	284*	284*	290	
Kentucky	257*	262*	267*	272*	270*	274*	274*	279	
Louisiana	246*	250*	252*	259*	259*	266*	268*	272	
Maine	—	279*	284	284*	281*	282*	281*	286	
Maryland	261*	265*	270*	276*	272*	278*	278*	286	
Massachusetts	—	273*	278*	283*	279*	287*	292*	298	
Michigan	264*	267*	277	278	277	276	277	277	
Minnesota	275*	282*	284*	288*	287*	291	290	292	
Mississippi	—	246*	250*	254*	254*	261*	262	265	
Missouri	—	271*	273*	274*	271*	279	276*	281	
Montana	280*	—	283*	287	285	286	286	287	
Nebraska	276*	278*	283	281*	280*	282	284	284	
Nevada	—	—	—	268*	265*	268*	270	271	
New Hampshire	273*	278*	—	—	—	286	285*	288	
New Jersey	270*	272*	—	—	—	281*	284*	289	
New Mexico	256*	260*	262*	260*	259*	263*	263*	268	
New York	261*	266*	270*	276	271*	280	280	280	
North Carolina	250*	258*	268*	280*	276*	281	282	284	
North Dakota	281*	283*	284*	283*	282*	287*	287*	292	
Ohio	264*	268*	—	283	281*	282	283	285	
Oklahoma	263*	268*	—	272	270*	272	271*	275	
Oregon	271*	—	276*	281	280	281	282	284	
Pennsylvania	266*	271*	—	—	—	279*	281*	286	
Rhode Island	260*	266*	269*	273	269*	272*	272*	275	
South Carolina	—	261*	261*	266*	265*	277*	281	282	
South Dakota	—	—	—	—	—	285*	287	288	
Tennessee	—	259*	263*	263*	262*	268*	271*	274	
Texas	258*	265*	270*	275*	273*	277*	281*	286	
Utah	—	274*	277*	275*	274*	281	279	281	
Vermont	—	—	279*	283*	281*	286*	287*	291	
Virginia	264*	268*	270*	277*	275*	282*	284*	288	
Washington	—	—	276*	—	—	281*	285	285	
West Virginia	256*	259*	265*	271	266*	271	269	270	
Wisconsin	274*	278*	283	—	—	284	285	286	
Wyoming	272*	275*	275*	277*	276*	284*	282*	287	
Other jurisdictions									
District of Columbia	231*	235*	233*	234*	235*	243*	245*	248	
DoDEA ²	—	—	274*	278*	277*	285	284	285	

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

* Significantly different ($p < .05$) from 2007 when only one jurisdiction or the nation is being examined.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2007 Mathematics Assessments.

Table 12. **Percentage of eighth-grade public school students and average scores in NAEP mathematics, by selected student groups and state: 2007**

State/jurisdiction	Race/ethnicity									
	White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native	
	Percentage of students	Average scale score	Percentage of students	Average scale score						
Nation (public)	58	290	17	259	19	264	5	296	1	265
Alabama	60	278	35	246	2	249	1	‡	1	‡
Alaska	56	294	4	271	4	274	8	282	25	260
Arizona	47	289	5	266	39	262	3	303	7	258
Arkansas	69	282	22	254	7	256	1	‡	1	‡
California	31	287	7	253	48	256	12	293	1	263
Colorado	65	296	7	272	25	264	3	297	1	‡
Connecticut	69	293	13	255	15	254	3	307	#	‡
Delaware	56	294	31	265	9	267	4	309	#	‡
Florida	48	289	23	259	24	270	2	293	#	‡
Georgia	46	288	43	261	7	266	2	‡	#	‡
Hawaii	14	278	2	‡	2	264	70	268	#	‡
Idaho	82	287	1	‡	14	264	1	‡	2	‡
Illinois	60	291	16	253	18	265	5	303	#	‡
Indiana	77	290	12	259	7	267	1	‡	#	‡
Iowa	88	288	4	257	6	261	2	‡	#	‡
Kansas	76	295	8	267	10	269	2	302	2	‡
Kentucky	86	282	10	257	2	‡	1	‡	#	‡
Louisiana	52	283	43	258	2	‡	2	‡	1	‡
Maine	96	287	2	‡	1	‡	1	‡	#	‡
Maryland	51	300	37	265	7	272	5	313	#	‡
Massachusetts	75	305	8	264	10	270	5	315	#	‡
Michigan	75	285	18	244	3	259	2	‡	1	‡
Minnesota	81	297	7	260	4	269	5	283	2	266
Mississippi	47	279	51	251	1	‡	1	‡	#	‡
Missouri	75	288	19	253	3	270	2	‡	#	‡
Montana	85	291	1	‡	2	‡	1	‡	11	260
Nebraska	80	291	7	240	11	261	1	‡	1	‡
Nevada	47	282	10	255	34	257	8	285	1	‡
New Hampshire	94	289	2	‡	3	264	1	‡	#	‡
New Jersey	57	298	17	264	19	271	7	314	#	‡
New Mexico	32	285	3	264	52	260	1	‡	12	253
New York	55	290	19	258	18	264	6	302	1	‡
North Carolina	56	295	30	266	8	273	3	299	1	261
North Dakota	89	295	1	‡	1	‡	1	‡	8	264
Ohio	76	291	18	258	2	276	2	‡	#	‡
Oklahoma	59	280	9	258	8	259	2	‡	21	269
Oregon	73	289	3	272	15	261	5	299	2	264
Pennsylvania	76	293	15	257	6	264	3	314	#	‡
Rhode Island	70	284	9	250	17	251	4	282	1	‡
South Carolina	56	293	38	265	3	272	1	‡	#	‡
South Dakota	86	292	1	‡	2	269	1	‡	10	261
Tennessee	67	282	28	254	4	264	2	‡	#	‡
Texas	38	300	15	271	44	277	3	309	#	‡
Utah	82	286	1	‡	12	256	3	277	2	‡
Vermont	95	292	1	‡	1	‡	2	‡	1	‡
Virginia	61	296	26	268	6	275	5	299	#	‡
Washington	69	291	5	264	14	263	10	289	2	265
West Virginia	94	271	4	250	1	‡	1	‡	#	‡
Wisconsin	80	292	10	247	6	268	3	290	1	‡
Wyoming	86	290	1	‡	8	274	1	‡	3	‡
Other jurisdictions										
District of Columbia	3	‡	88	245	9	251	1	‡	#	‡
DoDEA ¹	48	291	18	272	15	282	8	284	1	‡

See notes at end of table.

Table 12. Percentage of eighth-grade public school students and average scores in NAEP mathematics, by selected student groups and state: 2007—Continued

State/jurisdiction	Eligibility for free/reduced-price school lunch				Gender			
	Eligible		Not eligible		Male		Female	
	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score
Nation (public)	41	265	58	291	51	281	49	279
Alabama	49	250	51	281	51	267	49	265
Alaska	37	266	63	292	52	282	48	283
Arizona	44	262	53	286	49	277	51	274
Arkansas	51	263	49	285	48	274	52	274
California	47	257	49	283	51	270	49	270
Colorado	33	267	67	296	52	287	48	286
Connecticut	27	256	73	292	51	282	49	283
Delaware	33	270	67	290	51	285	49	281
Florida	44	265	56	287	49	278	51	277
Georgia	47	262	53	287	50	275	50	274
Hawaii	42	258	58	276	52	267	48	270
Idaho	39	273	60	290	49	285	51	282
Illinois	39	262	61	292	50	282	50	279
Indiana	36	271	64	293	52	286	48	284
Iowa	30	270	70	292	51	287	49	284
Kansas	36	275	64	299	50	291	50	289
Kentucky	46	267	54	288	51	280	49	277
Louisiana	57	264	42	284	48	273	52	272
Maine	32	275	68	292	49	288	51	285
Maryland	28	268	72	293	50	287	50	284
Massachusetts	26	275	74	306	49	300	51	296
Michigan	33	259	67	285	52	278	48	275
Minnesota	26	273	72	298	51	292	49	292
Mississippi	66	257	33	280	48	266	52	264
Missouri	39	266	60	290	50	282	50	279
Montana	34	272	65	295	50	287	50	287
Nebraska	33	265	67	293	51	285	49	282
Nevada	37	259	59	279	51	271	49	270
New Hampshire	17	271	80	291	50	288	50	287
New Jersey	27	266	71	297	51	290	49	288
New Mexico	59	258	40	282	52	268	48	267
New York	48	268	51	292	52	281	48	280
North Carolina	44	268	55	296	50	285	50	283
North Dakota	26	280	74	296	50	293	50	290
Ohio	31	268	67	293	51	286	49	283
Oklahoma	51	264	49	285	49	277	51	273
Oregon	39	270	58	294	52	285	48	283
Pennsylvania	29	267	71	294	51	289	49	283
Rhode Island	33	257	67	285	52	276	48	275
South Carolina	49	269	51	294	48	281	52	282
South Dakota	30	275	70	294	52	290	48	287
Tennessee	45	262	55	284	49	277	51	271
Texas	50	275	50	297	50	287	50	285
Utah	30	267	68	287	52	282	48	280
Vermont	27	277	73	296	50	292	50	290
Virginia	28	268	72	295	53	289	47	286
Washington	33	268	65	294	50	285	50	285
West Virginia	48	260	52	279	51	271	49	269
Wisconsin	29	266	69	293	52	287	48	284
Wyoming	28	275	72	291	52	288	48	286
Other jurisdictions								
District of Columbia	65	243	35	259	46	248	54	248
DoDEA ¹	#	‡	#	‡	49	285	51	285

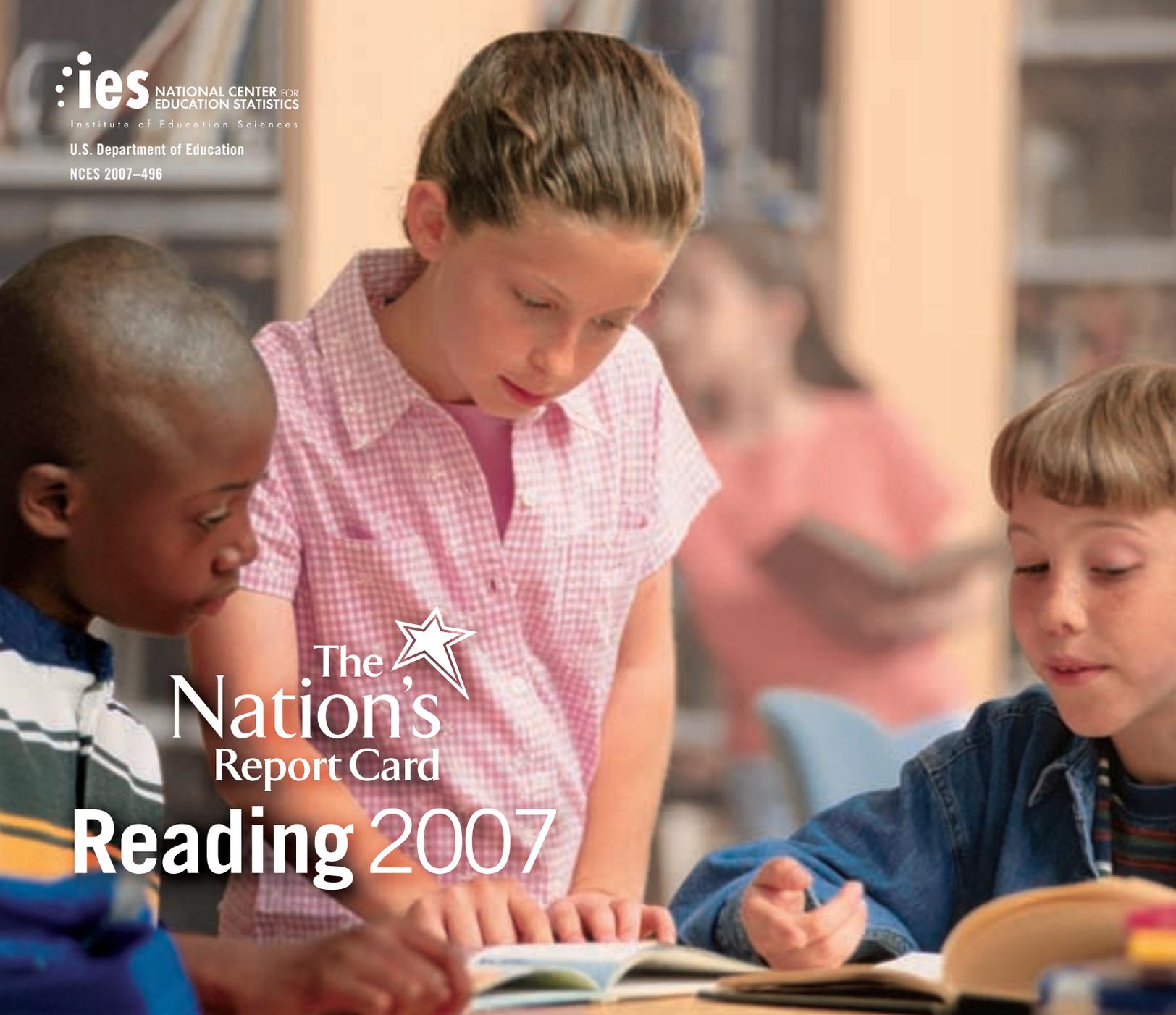
Rounds to zero.

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

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was "unclassified" and for students whose eligibility for free/reduced-price school lunch was not available.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

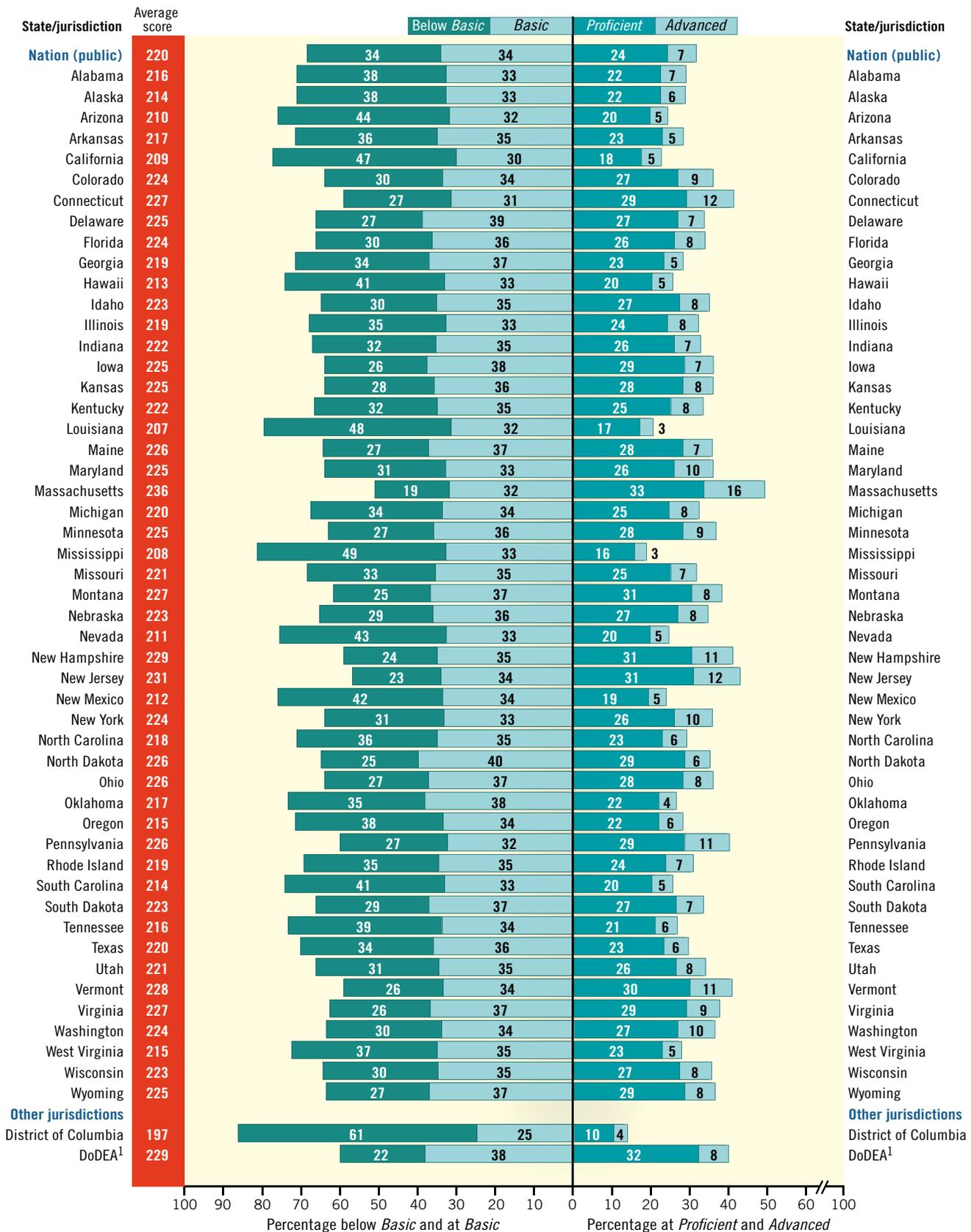


The 
Nation's
Report Card
Reading 2007

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 4 AND 8



Figure 10. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by state: 2007



¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment.

Table 6. Average scores in NAEP reading for fourth-grade public school students, by state: Various years, 1992–2007

State/jurisdiction	Accommodations not permitted			Accommodations permitted				
	1992	1994	1998	1998	2002	2003	2005	2007
Nation (public)¹	215*	212*	215*	213*	217*	216*	217*	220
Alabama	207*	208*	211*	211*	207*	207*	208*	216
Alaska	—	—	—	—	—	212	211*	214
Arizona	209	206	207	206	205	209	207	210
Arkansas	211*	209*	209*	209*	213*	214	217	217
California	202*	197*	202	202*	206	206	207	209
Colorado	217*	213*	222	220	—	224	224	224
Connecticut	222*	222*	232	230	229	228	226	227
Delaware	213*	206*	212*	207*	224	224	226	225
Florida	208*	205*	207*	206*	214*	218*	219*	224
Georgia	212*	207*	210*	209*	215*	214*	214*	219
Hawaii	203*	201*	200*	200*	208*	208*	210*	213
Idaho	219*	—	—	—	220*	218*	222	223
Illinois	—	—	—	—	—	216	216	219
Indiana	221	220	—	—	222	220	218*	222
Iowa	225	223	223	220*	223	223	221*	225
Kansas	—	—	222	221	222	220*	220*	225
Kentucky	213*	212*	218*	218*	219*	219	220	222
Louisiana	204	197*	204	200*	207	205	209	207
Maine	227	228	225	225	225	224	225	226
Maryland	211*	210*	215*	212*	217*	219*	220*	225
Massachusetts	226*	223*	225*	223*	234	228*	231*	236
Michigan	216*	—	217	216*	219	219	218	220
Minnesota	221*	218*	222	219*	225	223	225	225
Mississippi	199*	202*	204	203*	203*	205	204*	208
Missouri	220	217*	216*	216*	220	222	221	221
Montana	—	222*	226	225	224	223*	225	227
Nebraska	221	220	—	—	222	221	221	223
Nevada	—	—	208	206*	209	207*	207*	211
New Hampshire	228	223*	226*	226	—	228	227	229
New Jersey	223*	219*	—	—	—	225*	223*	231
New Mexico	211	205*	206*	205*	208*	203*	207*	212
New York	215*	212*	216*	215*	222	222	223	224
North Carolina	212*	214*	217	213*	222*	221*	217	218
North Dakota	226	225	—	—	224*	222*	225	226
Ohio	217*	—	—	—	222	222*	223	226
Oklahoma	220*	—	220	219	213*	214*	214	217
Oregon	—	—	214	212	220*	218	217	215
Pennsylvania	221*	215*	—	—	221*	219*	223*	226
Rhode Island	217	220	218	218	220	216	216	219
South Carolina	210*	203*	210	209*	214	215	213	214
South Dakota	—	—	—	—	—	222	222	223
Tennessee	212	213	212	212*	214	212	214	216
Texas	213*	212*	217	214*	217	215*	219	220
Utah	220	217*	215*	216*	222	219	221	221
Vermont	—	—	—	—	227	226	227	228
Virginia	221*	213*	218*	217*	225	223*	226	227
Washington	—	213*	217*	218*	224	221	223	224
West Virginia	216	213	216	216	219*	219*	215	215
Wisconsin	224	224	224	222	—	221	221	223
Wyoming	223	221*	219*	218*	221*	222*	223*	225
Other jurisdictions								
District of Columbia	188*	179*	182*	179*	191*	188*	191*	197
DoDEA ²	—	—	222*	220*	224*	224*	226*	229

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

* Significantly different ($p < .05$) from 2007 when only one jurisdiction or the nation is being examined.

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

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

Table 7. **Percentage of fourth-grade public school students and average scores in NAEP reading, by selected student groups and state: 2007**

State/jurisdiction	Race/ethnicity									
	White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native	
	Percentage of students	Average scale score	Percentage of students	Average scale score						
Nation (public)	56	230	17	203	20	204	5	231	1	206
Alabama	58	227	37	201	3	197	1	‡	#	‡
Alaska	54	228	4	207	4	206	6	217	26	188
Arizona	44	224	5	206	44	197	2	229	4	187
Arkansas	70	226	20	195	8	202	1	‡	1	‡
California	28	227	7	200	52	195	11	228	#	‡
Colorado	62	234	5	210	28	204	4	233	1	‡
Connecticut	64	238	14	203	16	203	4	244	#	‡
Delaware	53	233	34	213	9	218	3	246	#	‡
Florida	47	232	21	208	25	218	2	241	#	‡
Georgia	48	230	39	205	8	212	2	232	#	‡
Hawaii	16	227	3	212	4	205	65	210	1	‡
Idaho	81	227	1	‡	13	204	2	‡	2	202
Illinois	55	230	20	201	20	205	3	240	#	‡
Indiana	80	226	10	201	6	207	1	‡	#	‡
Iowa	86	227	5	205	6	208	2	235	#	‡
Kansas	73	229	8	208	13	209	3	229	2	‡
Kentucky	84	225	11	203	1	‡	1	‡	#	‡
Louisiana	49	220	48	194	2	213	1	‡	1	‡
Maine	96	226	2	‡	1	‡	1	‡	#	‡
Maryland	52	236	34	208	8	213	5	243	#	‡
Massachusetts	75	241	8	211	10	209	6	241	#	‡
Michigan	71	227	20	197	4	210	3	233	1	‡
Minnesota	78	231	8	198	6	200	6	218	2	205
Mississippi	47	222	51	195	2	‡	1	‡	#	‡
Missouri	75	226	20	200	3	213	2	‡	#	‡
Montana	83	230	1	‡	3	220	1	‡	12	204
Nebraska	76	230	8	194	13	203	2	‡	1	‡
Nevada	44	224	9	202	37	196	8	220	2	‡
New Hampshire	92	230	2	215	3	209	2	235	#	‡
New Jersey	59	238	15	212	18	214	8	245	#	‡
New Mexico	32	228	3	208	55	204	2	‡	8	197
New York	53	234	19	208	19	206	8	236	#	‡
North Carolina	56	228	27	202	10	205	2	228	2	202
North Dakota	88	229	2	‡	2	‡	1	‡	8	204
Ohio	75	231	17	204	2	214	1	‡	#	‡
Oklahoma	60	223	10	204	8	198	2	221	20	213
Oregon	69	222	3	198	18	190	6	218	2	206
Pennsylvania	76	233	15	200	6	200	3	228	#	‡
Rhode Island	68	227	9	198	18	198	4	219	1	‡
South Carolina	56	224	36	199	4	205	1	‡	#	‡
South Dakota	84	228	2	‡	2	209	1	‡	12	196
Tennessee	70	224	25	192	3	208	2	‡	#	‡
Texas	37	232	16	207	43	212	4	236	#	‡
Utah	81	226	1	‡	13	201	3	217	2	‡
Vermont	94	229	2	‡	1	‡	2	‡	1	‡
Virginia	60	233	26	213	7	216	5	237	#	‡
Washington	66	229	6	206	15	206	11	232	3	205
West Virginia	93	216	6	202	1	‡	1	‡	#	‡
Wisconsin	79	229	11	191	7	208	2	222	1	‡
Wyoming	84	228	2	‡	10	210	1	‡	4	200
Other jurisdictions										
District of Columbia	6	258	86	192	7	206	1	‡	#	‡
DoDEA ¹	49	235	19	218	14	223	7	228	1	‡

See notes at end of table.

Table 7. **Percentage of fourth-grade public school students and average scores in NAEP reading, by selected student groups and state: 2007—Continued**

State/jurisdiction	Eligibility for free/reduced-price school lunch				Gender			
	Eligible		Not eligible		Male		Female	
	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score
Nation (public)	45	205	54	232	50	216	50	223
Alabama	55	203	45	232	51	213	49	219
Alaska	42	197	58	227	51	210	49	219
Arizona	51	196	46	224	52	206	48	214
Arkansas	56	205	44	232	50	213	50	221
California	53	195	44	225	51	204	49	213
Colorado	38	206	62	235	51	221	49	226
Connecticut	30	201	70	239	51	224	49	231
Delaware	38	214	61	232	50	222	50	228
Florida	49	213	50	234	51	220	49	227
Georgia	50	207	49	231	49	216	51	222
Hawaii	42	203	58	221	51	208	49	219
Idaho	43	212	56	232	51	221	49	226
Illinois	44	204	56	232	51	217	49	222
Indiana	40	209	59	231	50	219	50	224
Iowa	32	212	68	231	50	222	50	228
Kansas	40	212	60	233	49	221	51	228
Kentucky	52	212	48	234	49	219	51	226
Louisiana	69	200	31	225	51	203	49	212
Maine	36	213	64	233	51	223	49	228
Maryland	33	207	67	234	50	221	50	228
Massachusetts	26	214	73	243	50	233	50	238
Michigan	36	204	64	229	50	216	50	224
Minnesota	28	206	72	233	50	223	50	227
Mississippi	69	200	29	225	50	204	50	212
Missouri	42	208	57	230	51	216	49	225
Montana	37	215	60	234	51	225	49	228
Nebraska	39	208	61	232	51	221	49	225
Nevada	42	197	55	222	50	208	50	214
New Hampshire	18	212	80	233	50	226	50	232
New Jersey	27	210	71	238	51	228	49	234
New Mexico	65	203	35	228	49	210	51	213
New York	47	209	52	237	49	220	51	227
North Carolina	47	205	51	229	50	214	50	222
North Dakota	31	215	69	231	51	224	49	229
Ohio	36	211	64	234	51	223	49	228
Oklahoma	54	209	46	227	50	214	50	220
Oregon	44	200	54	228	51	212	49	218
Pennsylvania	35	207	65	237	50	223	50	230
Rhode Island	40	202	60	230	51	215	49	223
South Carolina	52	201	48	228	53	210	47	218
South Dakota	36	209	64	231	51	220	49	227
Tennessee	48	202	52	229	50	213	50	219
Texas	54	209	44	232	50	217	50	223
Utah	36	208	63	229	50	217	50	225
Vermont	31	212	69	235	51	225	49	232
Virginia	29	213	71	233	50	224	50	230
Washington	38	210	58	234	51	221	49	227
West Virginia	52	206	48	225	52	211	48	220
Wisconsin	32	205	67	232	51	222	49	224
Wyoming	34	214	65	231	50	222	50	228
Other jurisdictions								
District of Columbia	66	188	34	216	48	194	52	200
DoDEA ¹	#	‡	#	‡	50	226	50	233

Rounds to zero.

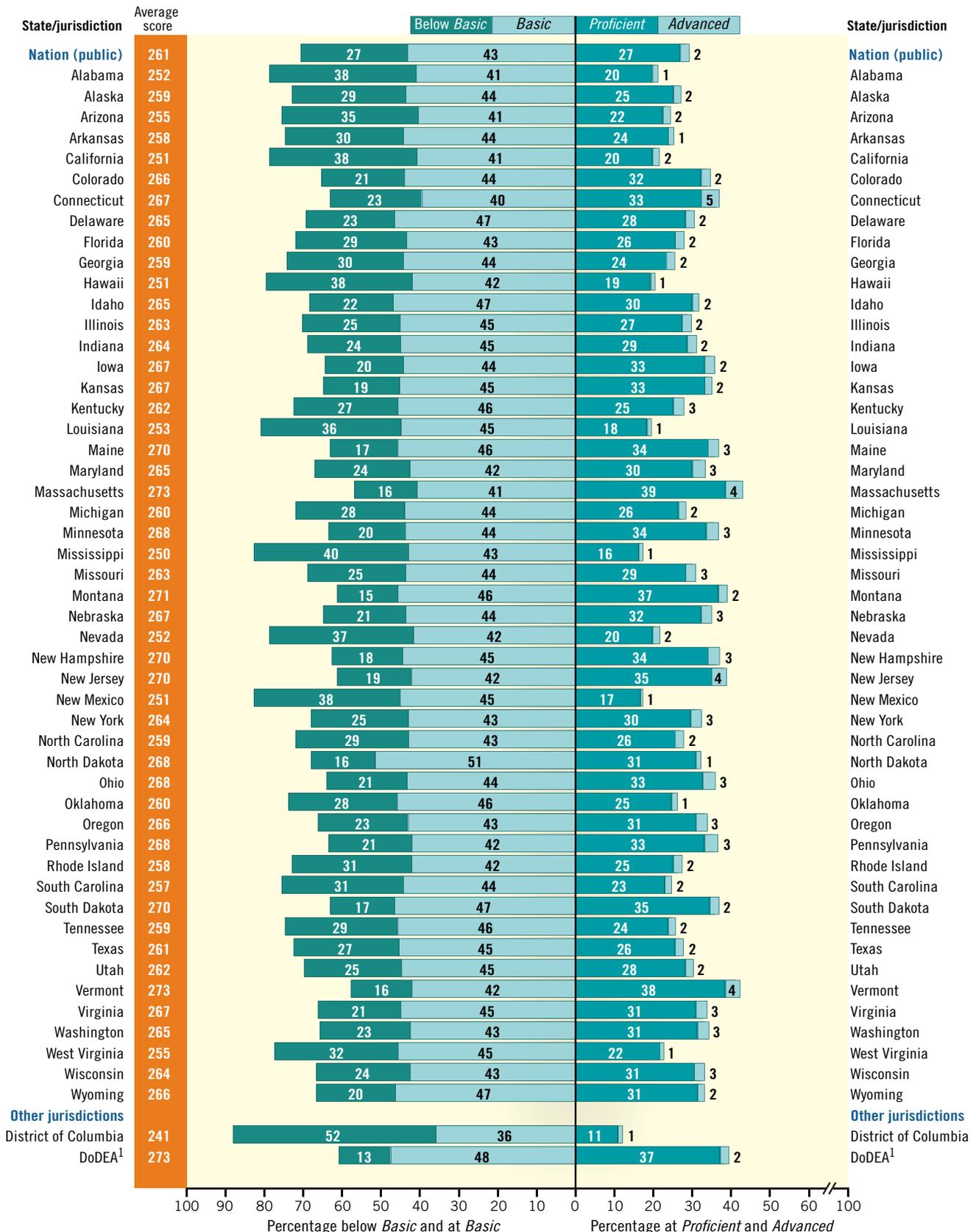
‡ Reporting standards not met. Sample size is insufficient to permit a reliable estimate.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was "unclassified" and for students whose eligibility for free/reduced-price school lunch was not available.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment.

Figure 20. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by state: 2007



¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment.

Table 11. Average scores in NAEP reading for eighth-grade public school students, by state: Various years, 1998–2007

State/jurisdiction	Accommodations not permitted	Accommodations permitted				
	1998	1998	2002	2003	2005	2007
Nation (public)¹	261	261	263*	261	260*	261
Alabama	255	255	253	253	252	252
Alaska	—	—	—	256	259	259
Arizona	261*	260*	257	255	255	255
Arkansas	256	256	260	258	258	258
California	253	252	250	251	250	251
Colorado	264	264	—	268	265	266
Connecticut	272*	270	267	267	264	267
Delaware	256*	254*	267*	265	266	265
Florida	253*	255*	261	257	256*	260
Georgia	257	257	258	258	257	259
Hawaii	250	249	252	251	249*	251
Idaho	—	—	266	264	264	265
Illinois	—	—	—	266*	264	263
Indiana	—	—	265	265	261	264
Iowa	—	—	—	268	267	267
Kansas	268	268	269	266	267	267
Kentucky	262	262	265*	266*	264	262
Louisiana	252	252	256	253	253	253
Maine	273	271	270	268	270	270
Maryland	262	261	263	262	261*	265
Massachusetts	269*	269*	271	273	274	273
Michigan	—	—	265*	264	261	260
Minnesota	267	265	—	268	268	268
Mississippi	251	251	255*	255*	251	250
Missouri	263	262	268*	267*	265	263
Montana	270	271	270	270	269	271
Nebraska	—	—	270*	266	267	267
Nevada	257*	258*	251	252	253	252
New Hampshire	—	—	—	271	270	270
New Jersey	—	—	—	268	269	270
New Mexico	258*	258*	254*	252	251	251
New York	266	265	264	265	265	264
North Carolina	264*	262*	265*	262	258	259
North Dakota	—	—	268	270	270*	268
Ohio	—	—	268	267	267	268
Oklahoma	265*	265*	262*	262	260	260
Oregon	266	266	268	264	263	266
Pennsylvania	—	—	265	264	267	268
Rhode Island	262*	264*	262*	261*	261*	258
South Carolina	255	255	258	258	257	257
South Dakota	—	—	—	270	269	270
Tennessee	259	258	260	258	259	259
Texas	262	261	262	259	258*	261
Utah	265	263	263	264	262	262
Vermont	—	—	272	271*	269*	273
Virginia	266	266	269	268	268	267
Washington	265	264	268*	264	265	265
West Virginia	262*	262*	264*	260*	255	255
Wisconsin	266	265	—	266	266	264
Wyoming	262*	263*	265	267	268	266
Other jurisdictions						
District of Columbia	236*	236*	240	239	238*	241
DoDEA ²	269*	269*	273	272	271	273

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

* Significantly different ($p < .05$) from 2007 when only one jurisdiction or the nation is being examined.

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

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

NOTE: State-level data were not collected in 1992, 1994, or 2000.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2007 Reading Assessments.

Table 12. **Percentage of eighth-grade public school students and average scores in NAEP reading, by selected student groups and state: 2007**

State/jurisdiction	Race/ethnicity									
	White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native	
	Percentage of students	Average scale score	Percentage of students	Average scale score						
Nation (public)	58	270	17	244	18	246	5	269	1	248
Alabama	60	261	36	236	3	250	1	‡	#	‡
Alaska	55	270	5	250	4	257	7	263	26	236
Arizona	47	269	5	248	39	241	2	277	7	233
Arkansas	68	266	24	236	6	249	1	‡	1	‡
California	33	266	7	237	47	239	12	264	1	251
Colorado	64	275	7	252	25	249	3	269	1	‡
Connecticut	69	276	13	246	15	243	3	272	#	‡
Delaware	55	274	34	250	8	257	3	277	#	‡
Florida	49	268	23	244	23	256	3	278	#	‡
Georgia	46	271	45	246	5	250	2	‡	#	‡
Hawaii	13	262	2	255	3	249	68	249	#	‡
Idaho	84	268	1	‡	12	243	2	‡	1	‡
Illinois	60	271	17	244	17	250	4	277	#	‡
Indiana	79	268	12	242	5	255	1	‡	#	‡
Iowa	87	270	5	247	6	250	2	‡	#	‡
Kansas	77	272	8	246	10	248	2	‡	2	‡
Kentucky	84	264	12	247	2	‡	1	‡	#	‡
Louisiana	53	264	44	240	2	‡	1	‡	1	‡
Maine	96	270	2	‡	1	‡	1	‡	#	‡
Maryland	51	276	38	249	5	258	5	287	#	‡
Massachusetts	76	278	8	253	9	251	5	281	#	‡
Michigan	75	267	19	236	3	241	2	‡	1	‡
Minnesota	82	273	6	245	5	245	6	258	1	247
Mississippi	44	264	53	238	2	‡	1	‡	#	‡
Missouri	75	270	20	242	3	248	2	‡	#	‡
Montana	84	274	1	‡	2	‡	1	‡	11	249
Nebraska	80	271	7	243	10	255	2	‡	1	‡
Nevada	46	263	11	248	33	238	8	261	2	‡
New Hampshire	94	270	1	‡	2	252	2	‡	#	‡
New Jersey	57	278	17	249	17	257	9	285	#	‡
New Mexico	32	265	3	248	51	246	1	‡	12	234
New York	57	274	19	246	17	246	7	269	#	‡
North Carolina	58	270	30	241	7	246	2	265	1	236
North Dakota	88	270	1	‡	2	‡	1	‡	8	248
Ohio	76	274	18	246	1	260	1	‡	#	‡
Oklahoma	59	266	11	243	7	241	2	‡	21	256
Oregon	75	270	2	250	14	243	5	270	2	260
Pennsylvania	77	272	14	248	6	244	3	284	#	‡
Rhode Island	70	267	9	239	18	233	3	258	1	‡
South Carolina	56	268	38	242	3	244	1	‡	#	‡
South Dakota	87	272	2	‡	1	‡	1	‡	9	249
Tennessee	68	267	27	240	3	252	2	‡	#	‡
Texas	39	275	16	249	41	251	3	280	#	‡
Utah	81	266	1	‡	13	242	4	261	1	‡
Vermont	94	273	2	‡	1	‡	2	‡	1	‡
Virginia	61	273	26	252	6	258	5	280	#	‡
Washington	68	270	5	247	14	247	10	268	3	252
West Virginia	94	256	5	241	1	‡	#	‡	#	‡
Wisconsin	81	270	9	231	6	247	3	264	1	‡
Wyoming	85	269	1	‡	9	248	1	‡	4	253
Other jurisdictions										
District of Columbia	3	‡	88	238	8	249	1	‡	#	‡
DoDEA ¹	47	278	19	259	15	273	7	276	#	‡

See notes at end of table.

Table 12. **Percentage of eighth-grade public school students and average scores in NAEP reading, by selected student groups and state: 2007—Continued**

State/jurisdiction	Eligibility for free/reduced-price school lunch				Gender			
	Eligible		Not eligible		Male		Female	
	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score
Nation (public)	40	247	58	271	50	256	50	266
Alabama	49	241	51	263	50	247	50	257
Alaska	37	244	62	268	51	253	49	264
Arizona	44	241	54	265	50	251	50	259
Arkansas	51	247	49	269	49	253	51	263
California	48	239	48	264	51	246	49	257
Colorado	32	251	68	273	51	262	49	271
Connecticut	26	243	74	275	49	262	51	272
Delaware	33	254	67	270	50	260	50	269
Florida	42	249	57	268	52	254	48	266
Georgia	48	247	52	270	50	253	50	264
Hawaii	41	243	59	257	50	244	50	259
Idaho	37	256	62	270	51	260	49	270
Illinois	39	249	61	272	49	259	51	267
Indiana	35	251	65	271	50	259	50	270
Iowa	31	253	69	274	52	263	48	272
Kansas	36	253	64	275	51	263	49	272
Kentucky	48	252	52	271	48	257	52	266
Louisiana	59	245	41	265	50	248	50	258
Maine	33	261	67	274	50	264	50	276
Maryland	29	251	71	271	49	260	51	270
Massachusetts	26	256	74	279	52	269	48	278
Michigan	32	244	68	268	50	255	50	266
Minnesota	26	254	72	273	51	263	49	274
Mississippi	66	242	32	266	52	246	48	255
Missouri	38	252	61	271	50	259	50	268
Montana	34	260	65	277	52	265	48	278
Nebraska	32	254	68	273	50	262	50	272
Nevada	36	240	60	260	49	245	51	259
New Hampshire	16	257	81	272	50	264	50	275
New Jersey	26	251	73	277	51	266	49	274
New Mexico	60	242	40	264	52	247	48	255
New York	46	250	53	275	50	258	50	269
North Carolina	44	246	55	270	52	254	48	265
North Dakota	26	258	74	272	51	264	49	272
Ohio	31	251	67	275	50	264	50	272
Oklahoma	50	252	50	268	52	255	48	264
Oregon	38	253	59	274	50	260	50	271
Pennsylvania	31	253	68	275	50	265	50	270
Rhode Island	33	242	67	267	50	256	50	261
South Carolina	47	245	53	269	50	253	50	262
South Dakota	30	259	70	274	50	266	50	274
Tennessee	45	247	55	269	49	254	51	264
Texas	52	249	48	273	49	256	51	266
Utah	32	252	67	267	51	258	49	267
Vermont	26	260	74	278	49	268	51	278
Virginia	26	252	74	272	49	262	51	272
Washington	33	251	65	272	49	260	51	270
West Virginia	46	246	54	263	51	248	49	262
Wisconsin	29	246	69	272	50	257	50	272
Wyoming	27	255	73	270	50	261	50	271
Other jurisdictions								
District of Columbia	65	234	35	253	44	235	56	245
DoDEA ¹	#	‡	#	‡	50	267	50	279

Rounds to zero.

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

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was "unclassified" and for students whose eligibility for free/reduced-price school lunch was not available.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment.

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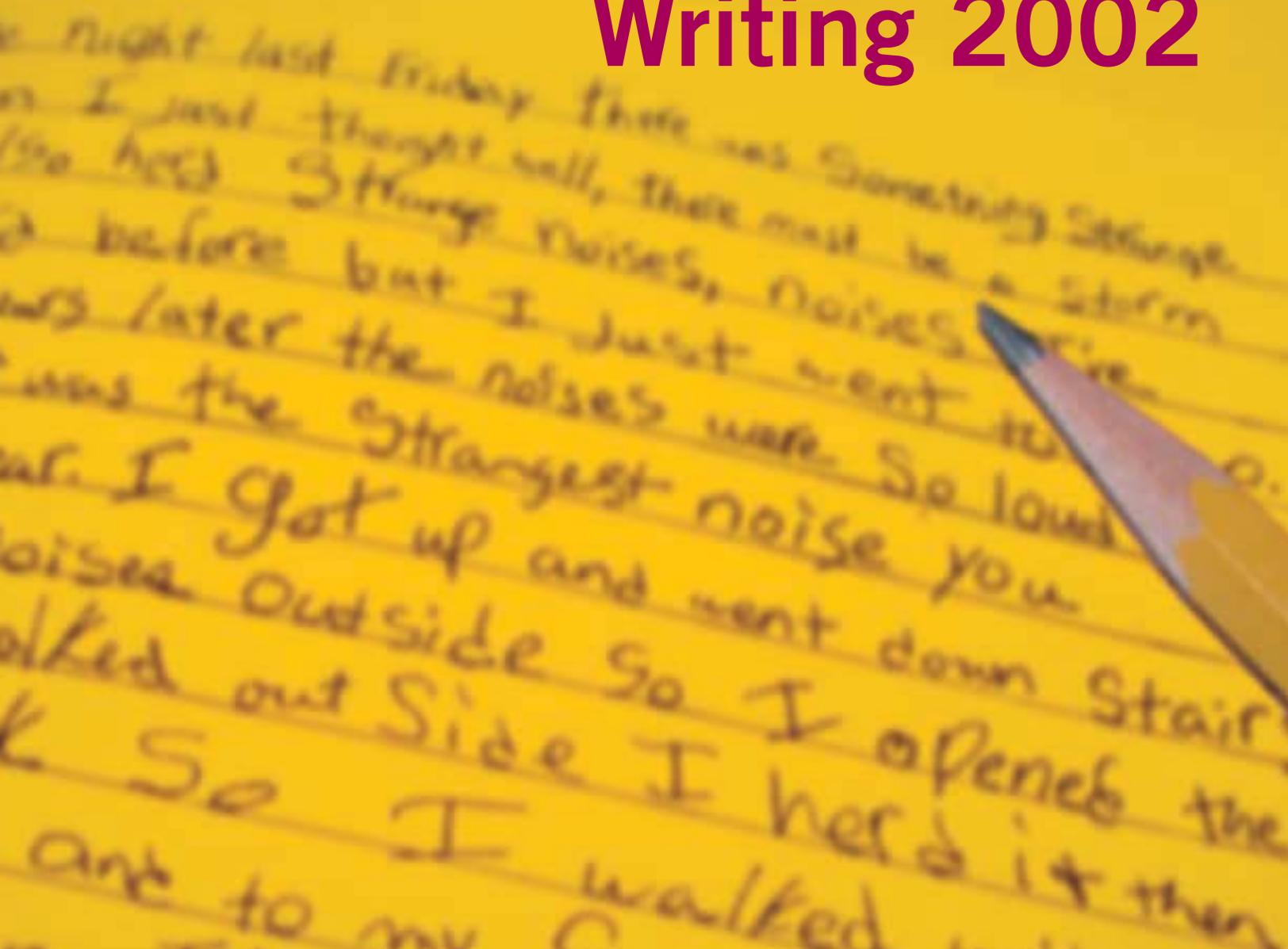
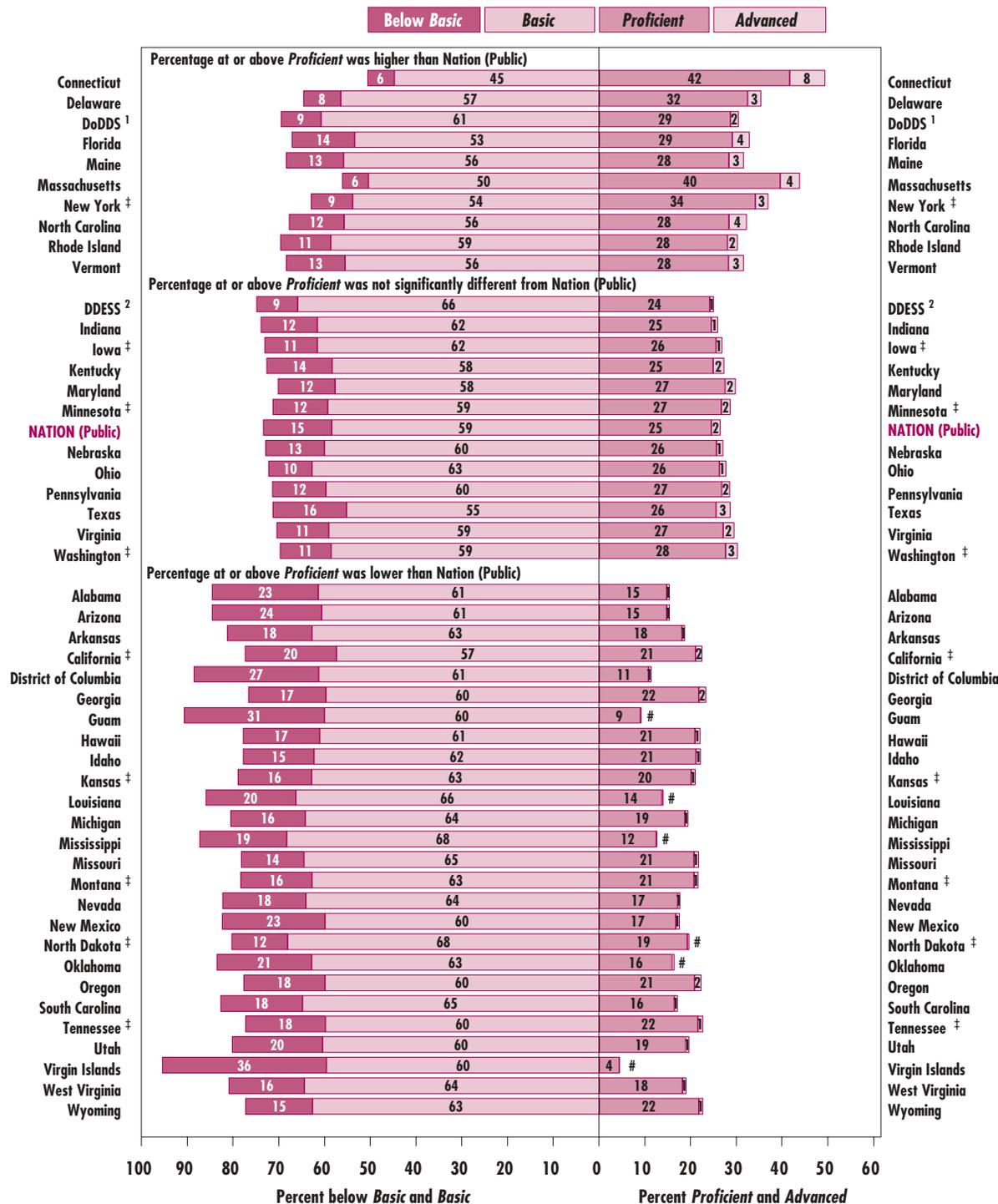


Figure 2.8 Percentage of students within each writing achievement level range, grade 4 public schools: By state, 2002

Grade 4

The bars below contain percentages of students in each NAEP writing achievement level range. Each population of students is aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. States are listed alphabetically within three groups: the percentage at or above *Proficient* was higher than, not found to be significantly different from, or lower than the nation.



Percentage rounds to zero.

‡ Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

¹ Department of Defense Dependents Schools (Overseas).

² Department of Defense Domestic Dependent Elementary and Secondary Schools.

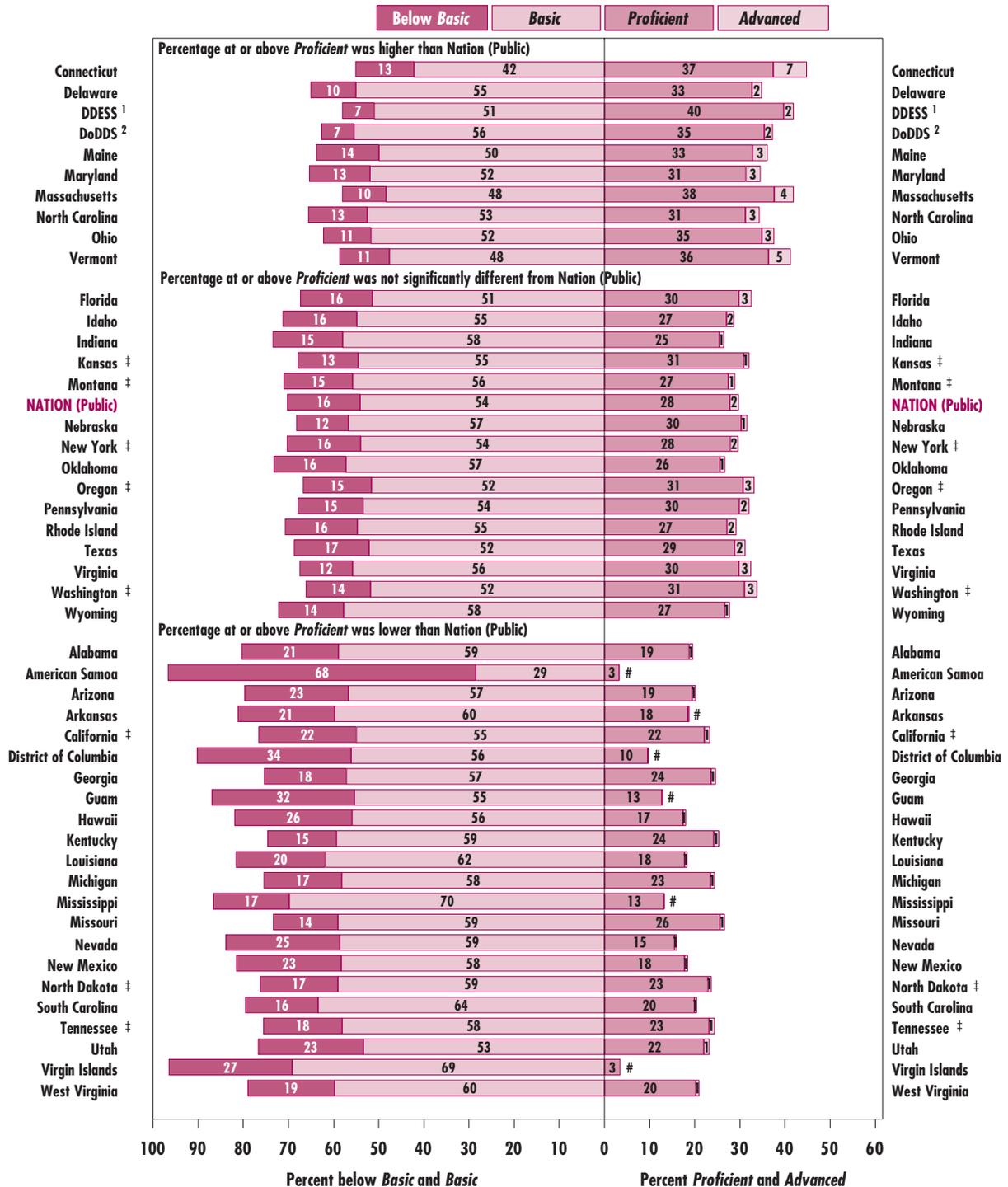
NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

Figure 2.9 Percentage of students within each writing achievement level range, grade 8 public schools: By state, 2002

Grade 8

The bars below contain percentages of students in each NAEP writing achievement level range. Each population of students is aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. States are listed alphabetically within three groups: the percentage at or above *Proficient* was higher than, not found to be significantly different from, or lower than the nation.



Percentage rounds to zero.

‡ Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

Table 3.20 Average writing scale scores, by race/ethnicity, grade 4 public schools: By state, 2002

Grade 4	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Other
Nation (Public)	159	139	140	166	138	153
Alabama	146	130	***	***	***	***
Arizona	149	143	129	***	121	***
Arkansas	151	130	139	***	***	***
California †	158	138	135	164	***	***
Connecticut	182	149	154	179	***	***
Delaware	171	150	148	181	***	***
Florida	165	144	154	***	***	***
Georgia	157	138	136	171	***	***
Hawaii	152	147	145	148	***	151
Idaho	152	***	138	***	***	***
Indiana	157	138	144	***	***	***
Iowa †	156	146	139	***	***	***
Kansas †	152	134	137	***	***	***
Kentucky	156	143	***	***	***	***
Louisiana	151	133	***	***	***	***
Maine	158	***	***	***	***	***
Maryland	165	144	149	170	***	***
Massachusetts	175	151	142	168	***	***
Michigan	152	131	139	***	***	***
Minnesota †	159	136	129	153	143	***
Mississippi	151	132	***	***	***	***
Missouri	153	138	***	***	***	***
Montana †	151	***	***	***	133	***
Nebraska	158	139	137	***	***	***
Nevada	152	133	135	159	133	***
New Mexico	151	***	139	***	126	***
New York †	172	148	149	176	***	***
North Carolina	167	147	145	161	***	161
North Dakota †	152	***	***	***	137	***
Ohio	162	140	***	***	***	***
Oklahoma	148	128	130	***	137	147
Oregon	151	139	132	165	***	***
Pennsylvania	161	135	136	***	***	***
Rhode Island	164	141	136	150	***	***
South Carolina	153	135	***	***	***	***
Tennessee †	153	135	139	***	***	***
Texas	168	142	145	176	***	***
Utah	148	***	126	143	***	***
Vermont	158	***	***	***	***	***
Virginia	163	140	145	168	***	***
Washington †	160	145	138	164	***	***
West Virginia	147	146	***	***	***	***
Wyoming	151	***	144	***	142	***
Other Jurisdictions						
District of Columbia	183	132	137	***	***	***
DDESS ¹	160	151	150	***	***	154
DoDDS ²	163	150	152	163	***	159
Guam	***	***	***	131	***	***
Virgin Islands	***	125	122	***	***	***

† Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

*** Sample size is insufficient to permit a reliable estimate.

¹ Department of Defense Domestic Dependent Elementary and Secondary Schools.

² Department of Defense Dependents Schools (Overseas).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

Table 3.21 Average writing scale scores, by race/ethnicity, grade 8 public schools: By state, 1998 and 2002

Grade 8	White		Black		Hispanic		Asian/ Pacific Islander		American Indian/ Alaska Native		Other	
	1998	2002	1998	2002	1998	2002	1998	2002	1998	2002	1998	2002
	Nation (Public) ¹											
Nation (Public) ¹	155 *	159	130 *	134	130 *	135	152	159	130	138	143	150
Alabama	150	150	129	127	***	***	***	***	***	***	***	***
Arizona	153	150	123	137	127	126	***	***	130	126	***	***
Arkansas	142 *	147	119 *	125	***	130	***	***	***	***	***	***
California †	154	156	134	128	123 *,**	132	157	155	***	***	***	***
Colorado	157	—	133	—	130	—	159	—	***	—	***	—
Connecticut	172	175	138	134	137	136	***	172	***	***	***	***
Delaware	151 **,	165	130 **,	145	132 *	144	***	182	***	***	***	***
Florida	150 **,	163	126 **,	137	136 *	144	***	167	***	***	***	***
Georgia	156	156	132	138	***	119	***	152	***	***	***	***
Hawaii	142	142	***	139	***	***	135	137	***	***	131	136
Idaho	—	153	—	***	—	130	—	***	—	***	—	***
Indiana	—	153	—	125	—	***	—	***	—	***	—	***
Kansas †	—	159	—	135	—	132	—	***	—	***	—	***
Kentucky	148	150	129	137	***	***	***	***	***	***	***	***
Louisiana	145 **,	153	122 *	129	***	***	***	***	***	***	***	***
Maine	155	157	***	***	***	***	***	***	***	***	***	***
Maryland	156 **,	167	130 **,	140	138	143	164	172	***	***	***	***
Massachusetts	160 **,	171	134	139	122	132	159	167	***	***	***	***
Michigan	—	152	—	130	—	***	—	***	—	***	—	***
Minnesota †	151	—	118	—	***	—	131	—	***	—	***	—
Mississippi	145	149	123 **,	132	***	***	***	***	***	***	***	***
Missouri	145 **,	153	124 **,	139	***	***	***	***	***	***	***	***
Montana †	152	155	***	***	***	***	***	***	132	129	***	***
Nebraska	—	160	—	131	—	128	—	***	—	***	—	***
Nevada	145	143	132	128	123	123	144	149	***	***	***	***
New Mexico	152	152	150	***	133	134	***	***	132	131	***	***
New York †	156 **,	163	131	134	125	133	148	155	***	***	***	***
North Carolina	158 **,	165	134 **,	141	***	132	***	***	141	***	***	***
North Dakota †	—	148	—	***	—	***	—	***	—	125	—	***
Ohio	—	165	—	133	—	***	—	***	—	***	—	***
Oklahoma	155	154	134	135	139	135	***	***	143	144	***	***
Oregon †	151 *	157	***	***	133	133	157	162	***	***	***	***
Pennsylvania	—	160	—	124	—	133	—	154	—	***	—	***
Rhode Island	152 **,	158	133	133	120	128	143	***	***	***	***	***
South Carolina	149 **,	155	126 **,	135	***	***	***	***	***	***	***	***
Tennessee †	153	152	130	132	***	***	***	***	***	***	***	***
Texas	163	168	146	140	143	137	159	156	***	***	***	***
Utah	145	146	***	***	118	119	136	139	***	***	***	***
Vermont	—	163	—	***	—	***	—	***	—	***	—	***
Virginia	158	162	140	140	151	146	162	171	***	***	***	***
Washington †	151 *	158	131	142	118 **,	137	150	156	***	***	***	***
West Virginia	144	145	142	136	***	***	***	***	***	***	***	***
Wisconsin †	155	—	140	—	138	—	***	—	***	—	***	—
Wyoming	147 **,	153	***	***	136	138	***	***	120	134	***	***
Other Jurisdictions												
American Samoa	—	***	—	***	—	***	—	94	—	***	—	***
District of Columbia	170	***	124	126	128	130	***	***	***	***	***	***
DDESS ²	167	171	151	154	153	160	***	***	***	***	***	168
DoDDS ³	160 *	166	147	149	154	155	153	161	***	***	155 **,	163
Guam	—	***	—	***	—	***	—	130	—	***	—	***
Virgin Islands	***	***	124	128	119	128	***	***	***	***	***	***

— Indicates that the jurisdiction did not participate or did not meet minimum participation guidelines for reporting.

† Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

* Significantly different from 2002 when only one jurisdiction or the nation is being examined.

** Significantly different from 2002 when using a multiple-comparison procedure based on all jurisdictions that participated both years.

*** Sample size is insufficient to permit a reliable estimate.

¹ National results for the 1998 assessment are based on the national sample, not on aggregated state assessment samples.

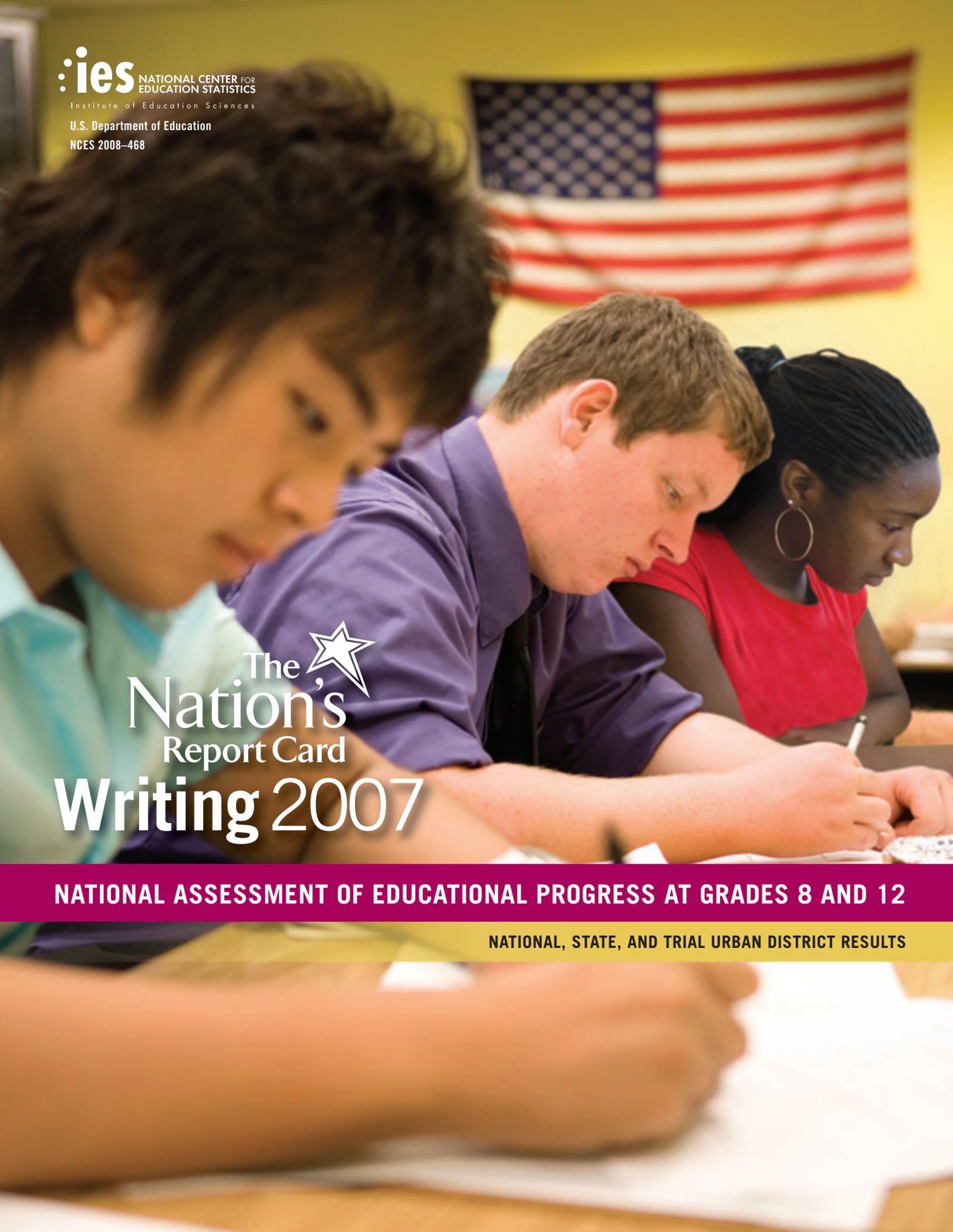
² Department of Defense Domestic Dependent Elementary and Secondary Schools. ³ Department of Defense Dependents Schools (Overseas).

NOTE: Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited English proficient students in the NAEP samples.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

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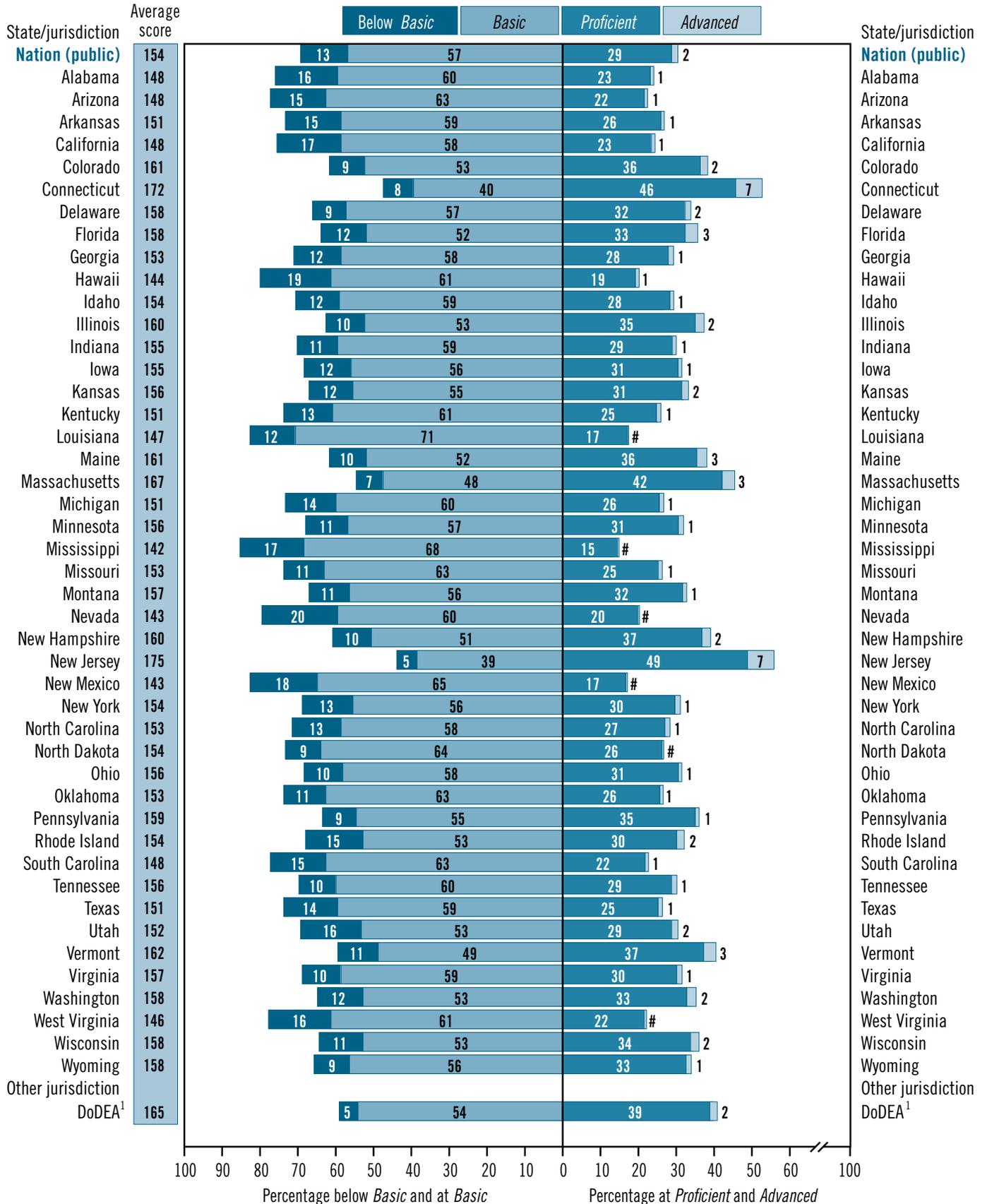


The 
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Writing 2007

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 8 AND 12

NATIONAL, STATE, AND TRIAL URBAN DISTRICT RESULTS

Figure 11. Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by state: 2007



Rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The shaded bars are graphed using unrounded numbers. Alaska, the District of Columbia, Maryland, Nebraska, Oregon, and South Dakota did not participate in 2007. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Writing Assessment.

Table 5. Average scores in NAEP writing for eighth-grade public school students, by state: 1998, 2002, and 2007

State/jurisdiction	1998	2002	2007
Nation (public)¹	148*	152*	154
Alabama	144*	142*	148
Alaska	—	—	—
Arizona	143*	141*	148
Arkansas	137*	142*	151
California	141*	144	148
Colorado	151*	—	161
Connecticut	165*	164*	172
Delaware	144*	159	158
Florida	142*	154*	158
Georgia	146*	147*	153
Hawaii	135*	138*	144
Idaho	—	151*	154
Illinois	—	—	160
Indiana	—	150*	155
Iowa	—	—	155
Kansas	—	155	156
Kentucky	146*	149	151
Louisiana	136*	142*	147
Maine	155*	157*	161
Maryland	147	157	—
Massachusetts	155*	163	167
Michigan	—	147	151
Minnesota	148*	—	156
Mississippi	134*	141	142
Missouri	142*	151	153
Montana	150*	152*	157
Nebraska	—	156	—
Nevada	140*	137*	143
New Hampshire	—	—	160
New Jersey	—	—	175
New Mexico	141	140	143
New York	146*	151	154
North Carolina	150	157*	153
North Dakota	—	147*	154
Ohio	—	160	156
Oklahoma	152	150	153
Oregon	149	155	—
Pennsylvania	—	154*	159
Rhode Island	148*	151*	154
South Carolina	140*	146	148
South Dakota	—	—	—
Tennessee	148*	148*	156
Texas	154	152	151
Utah	143*	143*	152
Vermont	—	163	162
Virginia	153*	157	157
Washington	148*	155	158
West Virginia	144	144	146
Wisconsin	153*	—	158
Wyoming	146*	151*	158
Other jurisdictions			
District of Columbia	126	128	—
DoDEA ²	157*	162*	165

— Not available. The state/jurisdiction did not participate or did not meet minimum participation guidelines for reporting.

* Significantly different ($p < .05$) from 2007 when only one state/jurisdiction or the nation is being examined.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2007 Writing Assessments.



FOR MORE INFORMATION...

State Comparison Tool orders states by students' performance overall and by student groups both within an assessment year and based on changes across years (<http://nces.ed.gov/nationsreportcard/nde/statecomp>).

State Profiles provide information on each state's school and student populations and a summary of its NAEP results (<http://nces.ed.gov/nationsreportcard/states>).

Table 6. Percentage of eighth-grade public school students and average scores in NAEP writing for selected student groups, by state: 2007

State/jurisdiction	Race/ethnicity									
	White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native	
	Percentage of students	Average scale score	Percentage of students	Average scale score						
Nation (public)	58	162	17	140	19	141	5	166	1	143
Alabama	61	157	36	132	2	‡	1	‡	#	‡
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	46	160	6	143	39	136	3	169	7	133
Arkansas	67	156	24	138	7	141	1	‡	#	‡
California	31	161	7	138	48	137	12	164	1	136
Colorado	62	170	7	145	27	142	3	173	1	‡
Connecticut	69	181	12	150	15	147	3	173	#	‡
Delaware	55	167	35	147	8	142	3	177	#	‡
Florida	49	167	22	144	23	150	2	170	#	‡
Georgia	48	162	43	144	6	142	2	‡	#	‡
Hawaii	14	150	2	140	3	137	69	143	1	‡
Idaho	83	157	1	‡	13	136	1	‡	2	‡
Illinois	58	169	19	142	18	143	4	180	#	‡
Indiana	78	158	12	140	6	139	1	‡	#	‡
Iowa	87	157	5	134	5	133	2	173	#	‡
Kansas	76	160	8	140	11	138	2	‡	1	‡
Kentucky	86	153	10	141	2	‡	1	‡	#	‡
Louisiana	52	153	44	139	2	‡	1	‡	1	‡
Maine	96	161	2	‡	1	‡	1	‡	#	‡
Maryland	—	—	—	—	—	—	—	—	—	—
Massachusetts	74	173	9	146	10	138	5	175	#	‡
Michigan	75	156	19	132	3	135	2	‡	1	‡
Minnesota	80	160	7	133	4	140	6	153	2	135
Mississippi	46	151	52	134	1	‡	1	‡	#	‡
Missouri	77	156	19	140	3	142	2	‡	#	‡
Montana	85	160	1	‡	2	‡	1	‡	11	133
Nebraska	—	—	—	—	—	—	—	—	—	—
Nevada	45	152	11	134	35	132	8	151	2	‡
New Hampshire	94	161	1	‡	3	140	2	‡	#	‡
New Jersey	58	184	16	152	18	162	8	191	#	‡
New Mexico	31	153	2	‡	53	138	2	‡	12	136
New York	56	161	19	140	18	140	7	170	#	‡
North Carolina	57	162	29	138	7	138	2	164	1	145
North Dakota	89	155	1	‡	1	‡	1	‡	8	135
Ohio	76	160	19	138	2	141	1	‡	#	‡
Oklahoma	60	156	9	141	8	143	2	‡	20	151
Oregon	—	—	—	—	—	—	—	—	—	—
Pennsylvania	76	164	15	138	6	145	3	170	#	‡
Rhode Island	71	162	8	136	17	128	3	160	#	‡
South Carolina	55	156	39	137	4	140	1	‡	#	‡
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	68	161	26	144	5	147	1	‡	#	‡
Texas	37	165	16	142	44	142	3	167	#	‡
Utah	81	156	1	‡	13	128	3	157	2	‡
Vermont	95	162	2	‡	1	‡	1	‡	1	‡
Virginia	61	163	27	142	6	145	4	173	#	‡
Washington	69	162	6	150	13	139	10	162	2	138
West Virginia	93	147	5	136	1	‡	1	‡	#	‡
Wisconsin	80	162	10	131	6	149	3	167	1	‡
Wyoming	85	160	1	‡	10	153	1	‡	4	127
Other jurisdictions	—	—	—	—	—	—	—	—	—	—
District of Columbia	—	—	—	—	—	—	—	—	—	—
DoDEA ¹	47	167	18	155	14	165	8	172	1	‡

See notes at end of table.

Table 6. Percentage of eighth-grade public school students and average scores in NAEP writing for selected student groups, by state: 2007—Continued

State/jurisdiction	Eligibility for free/reduced-price school lunch				Gender			
	Eligible		Not eligible		Male		Female	
	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score	Percentage of students	Average scale score
Nation (public)	41	141	58	164	51	144	49	164
Alabama	50	135	50	160	50	138	50	157
Alaska	—	—	—	—	—	—	—	—
Arizona	44	136	53	157	51	139	49	157
Arkansas	53	141	47	161	52	139	48	164
California	47	136	49	159	52	139	48	157
Colorado	36	143	64	171	50	152	50	169
Connecticut	27	149	73	181	51	163	49	181
Delaware	32	146	67	165	49	151	51	166
Florida	43	146	57	167	50	147	50	169
Georgia	47	141	53	165	48	143	52	164
Hawaii	41	132	59	151	53	134	47	155
Idaho	38	144	60	160	53	143	47	167
Illinois	40	142	60	172	51	150	49	170
Indiana	35	142	65	161	50	144	50	165
Iowa	31	140	69	161	52	143	48	167
Kansas	36	142	64	164	50	144	50	168
Kentucky	47	141	53	160	50	142	50	161
Louisiana	60	140	40	157	52	138	48	156
Maine	34	150	66	167	51	149	49	174
Maryland	—	—	—	—	—	—	—	—
Massachusetts	27	146	73	174	52	157	48	178
Michigan	32	137	68	158	50	140	50	162
Minnesota	28	140	71	162	50	144	50	168
Mississippi	66	136	32	153	49	132	51	152
Missouri	37	141	62	160	51	143	49	163
Montana	35	143	64	164	52	145	48	169
Nebraska	—	—	—	—	—	—	—	—
Nevada	37	132	60	151	51	131	49	156
New Hampshire	17	143	80	164	52	149	48	173
New Jersey	26	155	72	183	50	168	50	183
New Mexico	62	137	37	153	48	133	52	152
New York	47	145	51	164	50	145	50	163
North Carolina	44	141	55	163	51	142	49	164
North Dakota	27	145	73	157	51	142	49	166
Ohio	32	140	66	163	52	147	48	166
Oklahoma	48	146	52	159	51	143	49	162
Oregon	—	—	—	—	—	—	—	—
Pennsylvania	30	144	70	166	51	151	49	168
Rhode Island	31	136	69	162	50	143	50	165
South Carolina	50	139	50	157	49	137	51	159
South Dakota	—	—	—	—	—	—	—	—
Tennessee	45	146	55	165	51	146	49	167
Texas	50	140	50	162	51	142	49	160
Utah	32	139	67	158	52	140	48	165
Vermont	28	144	72	168	53	149	47	176
Virginia	27	141	73	163	51	146	49	168
Washington	34	144	64	166	52	146	48	170
West Virginia	47	137	53	155	50	133	50	159
Wisconsin	29	142	69	164	51	146	49	170
Wyoming	29	145	71	163	52	146	48	171
Other jurisdictions								
District of Columbia	—	—	—	—	—	—	—	—
DoDEA ¹	#	‡	#	‡	53	156	47	175

— Not available. The state/jurisdiction did not participate.

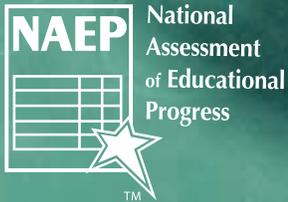
Rounds to zero.

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

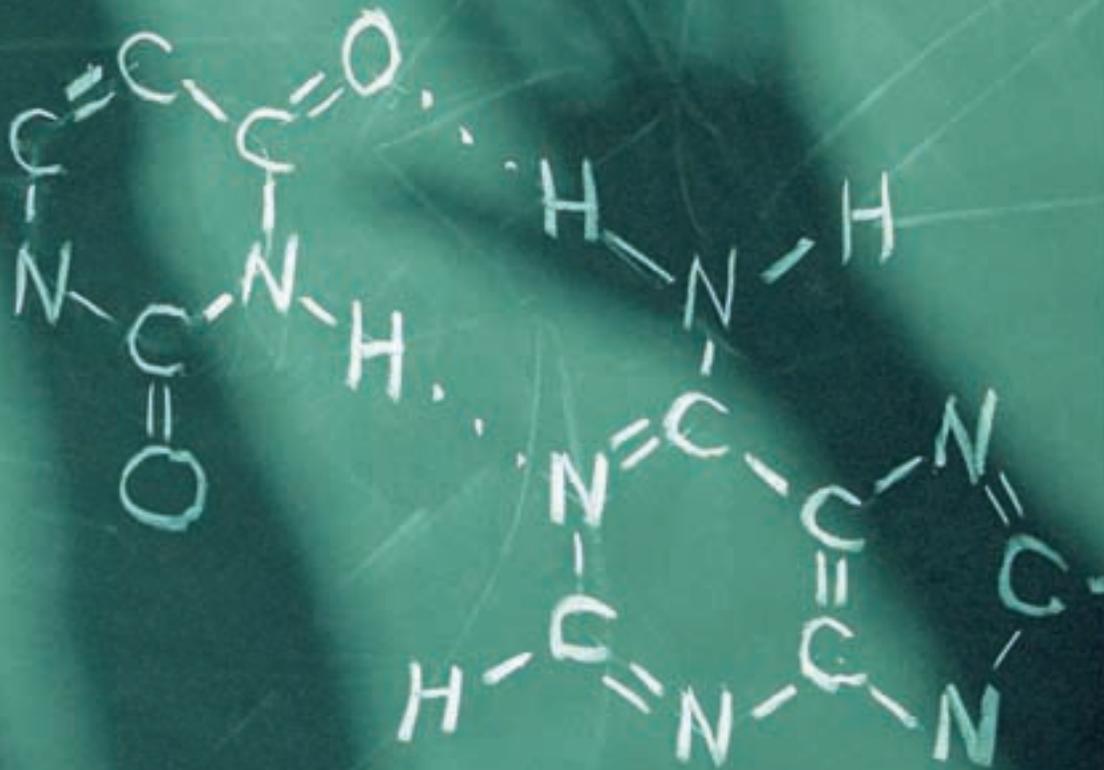
¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students whose race/ethnicity was unclassified and for students whose eligibility for free/reduced-price school lunch was not available. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Writing Assessment.



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NCES 2006-466



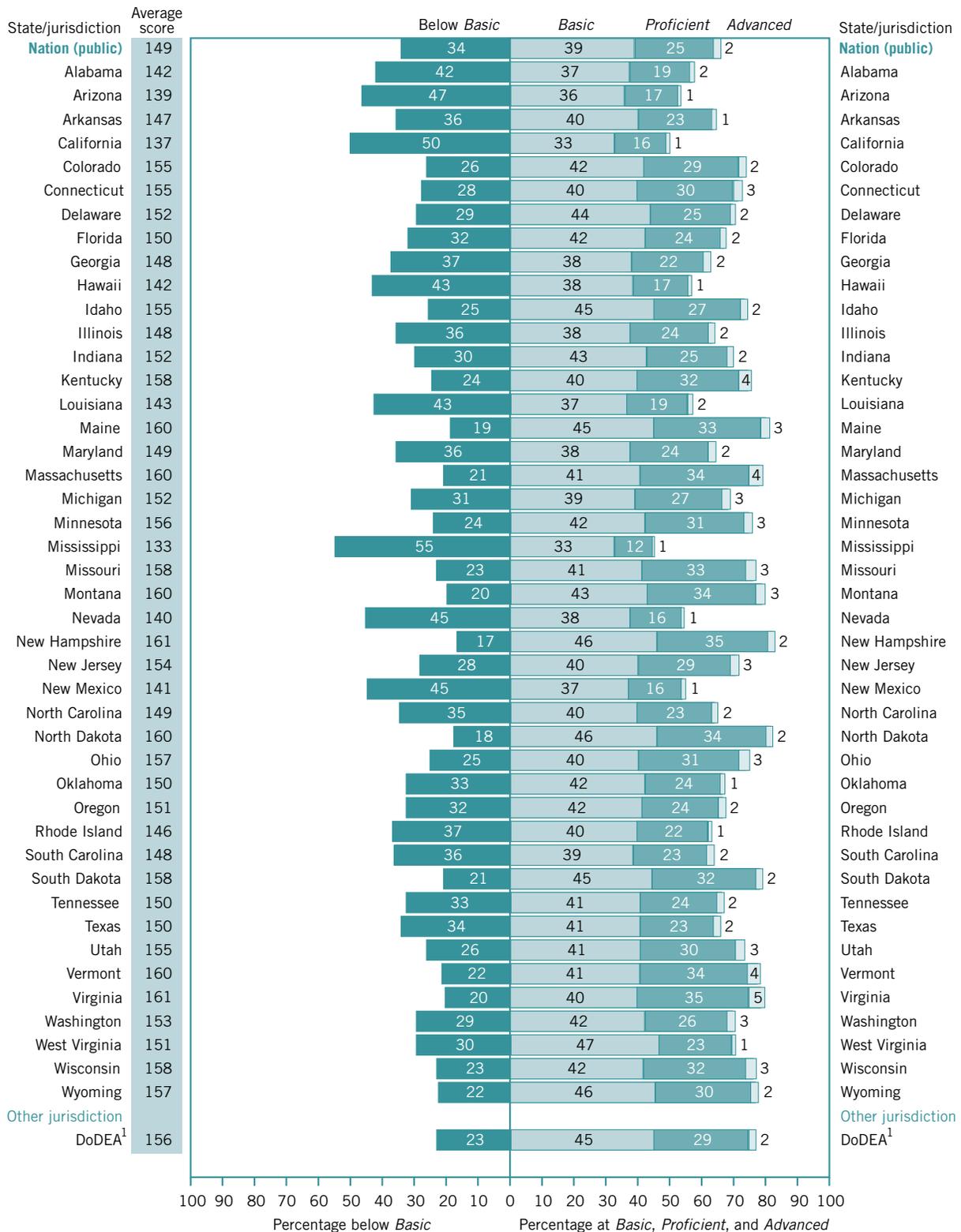
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ASSESSMENT OF STUDENT PERFORMANCE IN GRADES 4, 8, AND 12

State Results

Figure 12 Average fourth-grade NAEP science scores and percentage of students in each achievement level in 2005, by state



¹ Department of Defense Education Activity.

NOTE: The shaded bars are graphed using unrounded numbers. Percentages may not add to 100 due to rounding.

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

Table 4 Average fourth-grade NAEP science scores and achievement-level performance, by state

State/jurisdiction	Average scale score		Percentage of students					
			At or above <i>Basic</i>		At or above <i>Proficient</i>		At <i>Advanced</i>	
	2000	2005	2000	2005	2000	2005	2000	2005
Nation (public)	145*	149	61*	66	26	27	3	2
Alabama	143	142	58	58	22	21	2	2
Alaska	—	—	—	—	—	—	—	—
Arizona	140	139	55	53	22	18	2	1
Arkansas	145	147	62	64	23	24	2	1
California	129*	137	45	50	13*	17	1	1
Colorado	—	155	—	74	—	32	—	2
Connecticut	156	155	75	72	35	33	3	3
Delaware	—	152	—	71	—	27	—	2
Florida	—	150	—	68	—	26	—	2
Georgia	142*	148	57*	63	23	25	3	2
Hawaii	136*	142	51*	57	16	19	1	1
Idaho	152	155	74	75	29	29	2	2
Illinois	150	148	68	64	31	27	3	2
Indiana	154	152	74	70	32	27	3	2
Iowa	159	—	79	—	36	—	3	—
Kansas	—	—	—	—	—	—	—	—
Kentucky	152*	158	69*	76	28*	36	2*	4
Louisiana	139	143	54	57	18	20	2	2
Maine	161	160	82	81	37	36	4	3
Maryland	145*	149	61	64	24	27	3	2
Massachusetts	161	160	81	79	42	38	5	4
Michigan	152	152	70	69	32	30	3	3
Minnesota	157	156	78	76	34	33	3	3
Mississippi	133	133	46	45	13	12	1	1
Missouri	157	158	76	77	34	36	3	3
Montana	160	160	80	80	36	37	3	3
Nebraska	150	—	68	—	26	—	2	—
Nevada	142	140	58	55	19	17	1	1
New Hampshire	—	161	—	83	—	37	—	2
New Jersey	—	154	—	72	—	32	—	3
New Mexico	140	141	54	55	17	18	1	1
New York	148	—	66	—	24	—	2	—
North Carolina	147	149	63	65	23	25	2	2
North Dakota	160	160	81	82	36	36	3	2
Ohio	155	157	73	75	31	35	3	3
Oklahoma	151	150	70	67	26	25	2	1
Oregon	148	151	66	68	27	26	3	2
Pennsylvania	—	—	—	—	—	—	—	—
Rhode Island	148	146	65	63	25	23	2*	1
South Carolina	140*	148	54*	64	20*	25	2	2
South Dakota	—	158	—	79	—	35	—	2
Tennessee	145*	150	61*	67	24	26	2	2
Texas	145*	150	62	66	23	25	2	2
Utah	154	155	73	74	31	33	3	3
Vermont	160	160	79	78	38	38	4	4
Virginia	155*	161	72*	80	32*	40	3	5
Washington	—	153	—	71	—	28	—	3
West Virginia	149	151	68	70	24	24	2	1
Wisconsin	‡	158	‡	77	‡	35	‡	3
Wyoming	156	157	77	78	31	32	2	2
Other jurisdictions								
District of Columbia	—	—	—	—	—	—	—	—
DoDEA ¹	156	156	76	77	30	32	3	2

— Not available. The jurisdiction did not participate.

‡ Reporting standards not met.

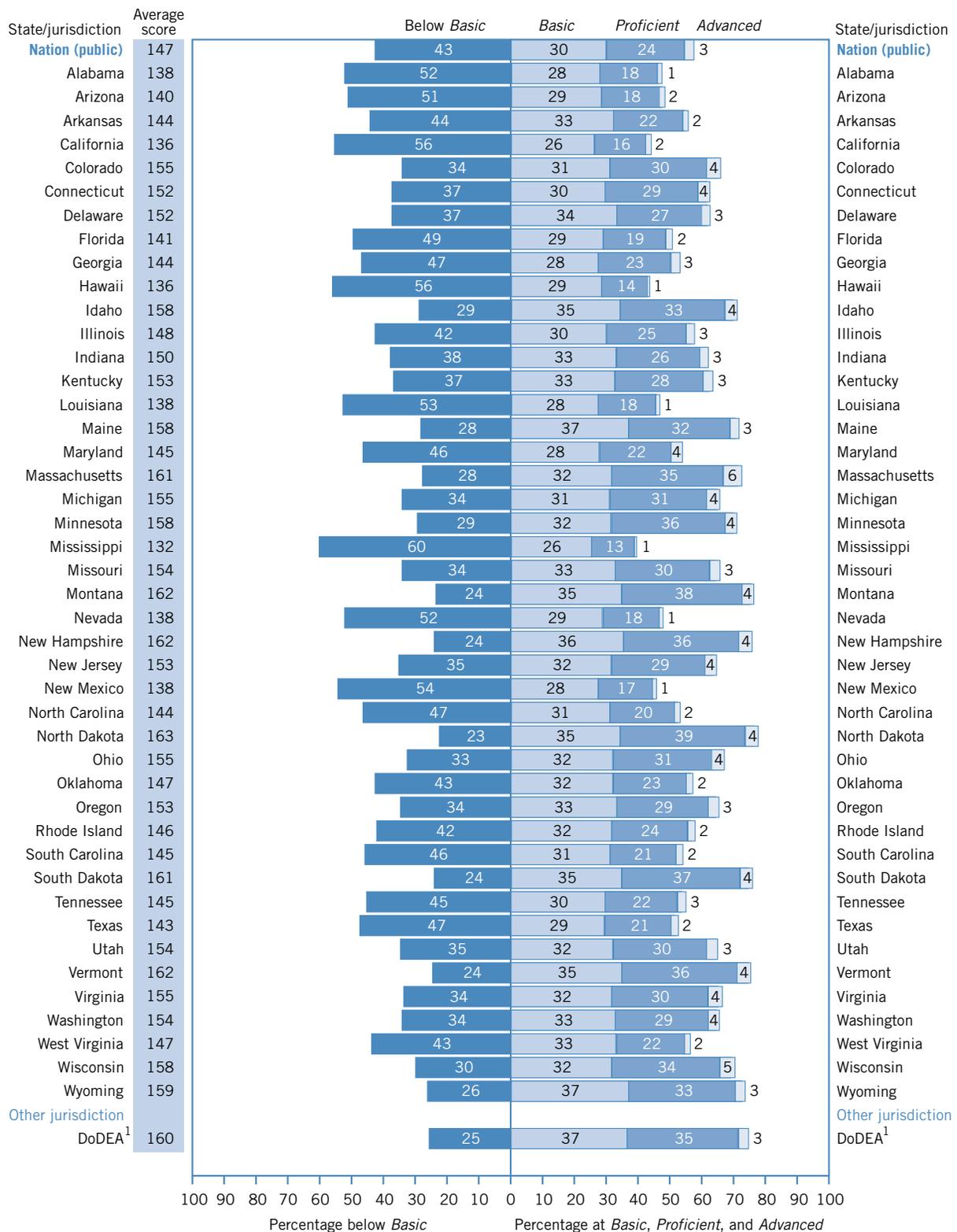
* Significantly different from 2005 when only one jurisdiction or the nation is being examined.

¹ Department of Defense Education Activity. Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. For this table, 2000 data were recalculated for comparability.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2005 Science Assessments.

State Results

Figure 22 Average eighth-grade NAEP science scores and percentage of students in each achievement level in 2005, by state



¹ Department of Defense Education Activity.

NOTE: The shaded bars are graphed using unrounded numbers. Percentages may not add to 100 due to rounding.

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

Table 7 Average eighth-grade NAEP science scores and achievement-level performance, by state

State/jurisdiction	Average scale score			Percentage of students								
				At or above <i>Basic</i>			At or above <i>Proficient</i>			At <i>Advanced</i>		
	1996 ¹	2000	2005	1996 ¹	2000	2005	1996 ¹	2000	2005	1996 ¹	2000	2005
Nation (public)	148	148	147	60	57	57	27	29	27	3	4*	3
Alabama	139	143*	138	47	53	48	18	23	19	1	2	1
Alaska	153	—	—	65	—	—	31	—	—	3	—	—
Arizona	145*	145*	140	55*	55*	49	23	23	20	2	2	2
Arkansas	144	142	144	55	53	56	22	22	23	1	1	2
California	138	129*	136	47	38*	44	20	14*	18	1	1	2
Colorado	155	—	155	68	—	66	32	—	35	2*	—	4
Connecticut	155	153	152	68*	64	63	36	35	33	3	4	4
Delaware	142*	—	152	51*	—	63	21*	—	29	1*	—	3
Florida	142	—	141	51	—	51	21	—	21	1	—	2
Georgia	142	142	144	49	52	53	21*	23	25	1*	2	3
Hawaii	135	130*	136	42	40	44	15	14	15	1	1	1
Idaho	—	158	158	—	71	71	—	37	36	—	4	4
Illinois	—	148	148	—	59	58	—	29	27	—	3	3
Indiana	153	154*	150	65	66	62	30	33	29	2	3	3
Iowa	158	—	—	71	—	—	36	—	—	3	—	—
Kansas	—	—	—	—	—	—	—	—	—	—	—	—
Kentucky	147*	150*	153	58*	60	63	23*	28	31	2	3	3
Louisiana	132*	134*	138	40*	44	47	13*	18	19	1*	1	1
Maine	163*	158	158	78*	72	72	41*	35	34	4	3	3
Maryland	145	146	145	55	57	54	25	27	26	2*	3	4
Massachusetts	157*	158*	161	69	70	72	37	39	41	4*	5	6
Michigan	153	155	155	65	68	66	32	35	35	3	4	4
Minnesota	159	159	158	72	72	71	37	41	39	3	4	4
Mississippi	133	134	132	39	41	40	12	15	14	1	1	1
Missouri	151	154	154	64	66	66	28*	33	33	2	3	3
Montana	162	164	162	77	79	76	41	44	42	3	5	4
Nebraska	157	158	—	71	71	—	35	38	—	3	4	—
Nevada	‡	141*	138	‡	52	48	‡	22	19	‡	2	1
New Hampshire	‡	—	162	‡	—	76	‡	—	41	‡	—	4
New Jersey	‡	—	153	‡	—	65	‡	—	33	‡	—	4
New Mexico	141*	139	138	49	48	46	19	20	18	1	1	1
New York	146	145	—	57	58	—	27	28	—	2	2	—
North Carolina	147	145	144	56	54	53	24	25	22	2	3	2
North Dakota	162	159*	163	78	72*	77	41	38*	43	3	4	4
Ohio	—	159	155	—	72	67	—	39	35	—	5	4
Oklahoma	—	149	147	—	60	57	—	25	25	—	2	2
Oregon	155	154	153	68	68	66	32	34	32	3	3	3
Pennsylvania	—	—	—	—	—	—	—	—	—	—	—	—
Rhode Island	149*	148	146	59	58	58	26	27	26	2	2	2
South Carolina	139*	140*	145	45*	48*	54	17*	20	23	1	2	2
South Dakota	—	—	161	—	—	76	—	—	41	—	—	4
Tennessee	143	145	145	53	55	55	22	24	25	2	2	3
Texas	145	143	143	55	52	53	23	23	23	1	2	2
Utah	156*	154	154	70*	67	65	32	34	33	2*	3	3
Vermont	157*	159*	162	70*	71*	76	34*	39	41	3*	4	4
Virginia	149*	151*	155	59*	61*	66	27*	29*	35	2*	3	4
Washington	150*	—	154	61*	—	66	27*	—	33	2*	—	4
West Virginia	147	146	147	56	57	57	21	24	23	1*	2	2
Wisconsin	160	‡	158	73	‡	70	39	‡	39	4	‡	5
Wyoming	158	156*	159	71	69*	74	34	34*	37	2	3	3
Other jurisdictions												
District of Columbia	113	—	—	19	—	—	5	—	—	#	—	—
DoDEA ²	155*	158*	160	67*	71*	75	30*	36	38	2	4	3

— Not available. The jurisdiction did not participate.

The estimate rounds to zero.

‡ Reporting standards not met.

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

¹ Accommodations were not permitted for this assessment.

² Department of Defense Education Activity. Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. For this table, 1996 and 2000 data were recalculated for comparability.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments.

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