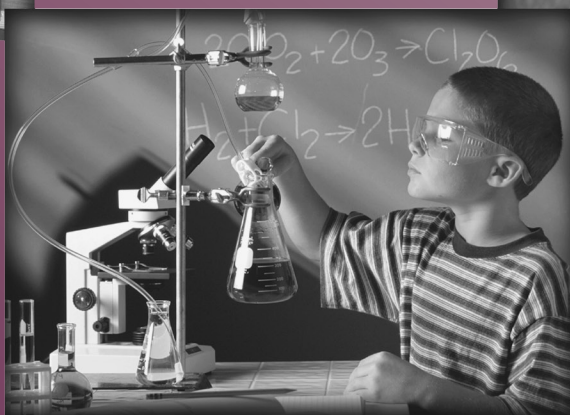
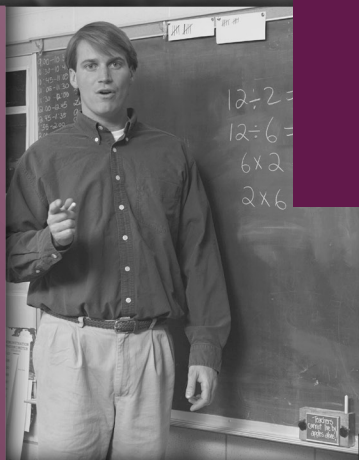




## Oklahoma Educational Indicators Program



# Profiles 2012 State Report



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# Oklahoma Educational Indicators Program

## Profiles 2012 State Report



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

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## *Education Oversight Board / Office of Accountability*

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

May 17, 2013

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue *Profiles 2012*, 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 2012* furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

*Profiles 2012* 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, and 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, Chairman  
Education Oversight Board

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# EXECUTIVE SUMMARY

## INTRODUCTION

When evaluating education, it is important to remember that no single score, ratio, or measurement can quantify the academic soundness of a state, district, school, or student. Therefore, *Profiles 2012* 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. The three major reporting categories are community characteristics, educational process, and student performance.

## 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 community that a school district serves. Most of the variables for *Profiles 2012* are for the 2011-12 school year. Some variables are selected from the U.S. Census Bureau. The 2010 Decennial Census and the 2007 – 2011 American Community Survey (ACS) provide the census information for school districts in this year's report. Selected information also comes from the 2011 ACS for some state level statistics. There is more detail on the Census Bureau products on page 5.

The characteristics for an average school district are as follows: per student valuation of property, \$42,215 (December 2012) and students eligible for free or reduced price lunch, 61.5% (2011-12 school year). The breakdown of Fall 2011 Oklahoma public school enrollment by ethnic group include: Caucasian, 53.7%; Black, 9.8%; Native American, 16.6%; Asian, 2.1%; 2 or more races, 4.7%; and Hispanic, 13.1%.

Average population of a district, 7,186 persons (Census 2010); household income, \$59,961; population living below poverty level, 16.3%; unemployment rate, 6.5%; single-parent families, 32.5%; (ACS 2007-2011). The educational attainment of the state's population over age 25 in the year 2011 has persons with less than a high school diploma at 13.7% and persons with a high school diploma at 86.3%. It also includes levels of college degrees with those with a Bachelor's or higher degree at 23.8%.

1st through 3rd grade students on the reading remediation program, 35.7%; average number of days absent per student, 9.3; mobility rate (incoming students), 10.9%; parents attending at least one parent-teacher conference, 73.5%; and volunteer hours per student, 3.2 are for the 2011-12 school year. On average for 2011-12, there was one suspension of 10 days or less for every 11.6 students statewide. When looking at suspensions that lasted for more than 10 days, the average for all schools was one suspension for every 127.3 students statewide.

There were 7,496 public school students criminally referred to the Office of Juvenile Affairs (OJA) for school year 2011-12. These referred students were charged with 14,995 offenses and 285 of the offenders were said to have gang affiliation. This means that, on average, one out of every 88.0 students statewide had been charged with a crime, each offender had committed an average of 2.0 offenses but only 3.8% of the charged students had gang affiliations.

## EDUCATIONAL PROCESS

*Profiles 2012* reports on 522 individual Oklahoma school districts and 1,753 conventional school sites: 994 elementary schools, 296 middle schools/junior highs, and 463 senior highs. Total average daily membership (ADM) in 2011-12 was 655,596, an increase of 4,258 students (0.7%) from the 2010-11 school year. The 2011-12 statewide membership was 6.0% greater than the membership ten years earlier. ADM by grade level remains fairly steady and follows population estimates between kindergarten and 8<sup>th</sup> grade then declines rapidly from 9<sup>th</sup> through 12<sup>th</sup> grade. This decline in ADM through the high school years is not a single year occurrence.

During the 2011-12 school year, 102,256 Oklahoma students qualified for the Gifted/Talented program; 15.5% of all students in the state. For the same year, 97,617 Oklahoma students qualified for the special education program which represented 14.8% of all students. There were 406,756 Oklahoma students eligible for the Free or Reduced Price Lunch Program. This equated to 61.5% of all students and was an increase of over 7,700 students or 1.9%, from the 2010-11 school year. Eligibility has increased just under 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 36.5 units in the six core areas of language arts (English), math, science, history/social studies, fine arts, and language in 2011-12.

Statewide, the number of regular classroom teachers decreased by 41 full-time equivalents (FTEs) for the 2011-12 school year (36,708 in 2011-12 from 36,749 in 2010-11) while ADM increased by 4,258 students. Based on the ADM of 655,596, the statewide gross student/teacher ratio for regular classroom teachers in 2011-12 was 17.9 students per teacher. This is one of the highest high student teacher ratios in the last 20 years. The average salary of teachers for the 2011-12 school year was \$44,145, an increase of only \$51 (0.1%) from the previous year. The percentage of teachers with an advanced degree is 25.8% (down slightly from 26.1% last year). The current percentage of teachers with an advanced degree is well below the high of 41% in 1989-90. Classroom teachers averaged 12.8 years of experience.

Like classroom teachers, administration is another key ingredient of education. Similar to classroom teachers, the 2011-12 school year saw a decrease in the number of administrators from the previous year. There were 3,386 administrator FTEs at the 522 districts, a decrease of 47 FTEs over the 2010-11 school year's count of 3,433 administrator FTEs. This resulted in an average of 6.5 administrators per school district and each received an average salary of \$75,865, an increase of just over \$1,000, or 1.3% over last year. On average, each administrator supervised 12.2 teacher FTEs and had 21.5 years of experience in public education.

The largest portion of district revenues is funding provided by the State at 47.7% (\$2.70 billion), followed by Local & County with 38.6% (\$2.18 billion) and Federal funds which provide 13.6% (\$769 million). Total revenues for Oklahoma's districts decreased to \$5,645,546,831 by \$13.5 million, or 0.2%, from 2010-11 revenues of \$5.66 billion.

Statewide, total expenditures from ALL FUNDS (Oklahoma State Department of Education) were \$5.5 billion, a \$127 million increase over the 2010-11 school year. The largest expenditure is in the area of

Instruction with 54.0%, a 1.2 percentage-point decrease over 2010-11. This marks the fourth decrease in Instruction in past five years and below a high mark of 58.6% of ALL FUNDS in 1995-96. District Support ran a distant second in 2011-12 at 17.8% of all expenditures. The state average of per student expenditures, based on ALL FUNDS, including Debt Service is \$8,440.

## **STUDENT PERFORMANCE**

The Oklahoma School Testing Program cost the state \$7.2 million to administer in 2011-12. The state's scores, expressed as the percentage of students scoring Proficient and above were as follows: 3<sup>rd</sup> grade: Reading 77% and Math 74%; 4<sup>th</sup> grade: Reading 68% and Math 77%; 5<sup>th</sup> grade: Reading 72%, Math 74%, Science 91%, Social Studies 77%, and Writing 81%; 6<sup>th</sup> grade: Reading 73% and Math 74%; 7<sup>th</sup> grade: Reading 79%, Math 73%, and Geography 89%; 8<sup>th</sup> grade: Reading 83%, Math 71%, Science 90%, History 77%, and Writing 95%. The results for the high school End of Instruction (EOI) exams were: Algebra I 84%, English II 88%, U.S. History 77%, Biology I 79%, Algebra II 77%, English III 92%, and Geometry 87%.

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 Proficient and above." These sites receive checkmarks on their report card. Forty-two percent of the 5<sup>th</sup> grade sites were able to achieve five-out-of-five on the Oklahoma Performance Benchmark, as were 46% of the 8<sup>th</sup> grade sites. While many schools do perform well on the OCCT, there is great concern for those that do not. There were 24 elementary schools (3.0%) that were unable to get at least 70% of their students to score Proficient and above on any subject area tested.

Now in its sixth year, to identify those truly superior schools, the Education Oversight Board created the 25% Advanced Performance Benchmark to acknowledge schools with 25% students achieving a score of Advanced in all subject areas tested. These sites receive stars on their report cards. One hundred and four (104) sites achieved the 25% Advanced Performance Benchmark for at least one grade within their school. This is up from 83 sites in 2010-11. Thirty sites had multiple grades meet the advanced benchmark giving 135 stars in 2011-12, also an increase from 104 stars in 2010-11.

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education's National Center for Educational Statistics. NAEP tests are administered every two years in math and reading. Science and writing tests are administered less often. Much of Oklahoma's performance lags behind that of the nation in the categories tested by NAEP. However, American Indian students produced higher scores in all subject and grades tested in 2011.

The Office of Accountability uses two different methodologies to display dropout rates. The methodologies are a single-year dropout rate which averaged 2.3% and a four-year dropout rate which averaged 9.6%. Based on the four-year methodology, six high schools in the state had a dropout rate above 40% for the Class of 2012 in 9<sup>th</sup> through 12<sup>th</sup> grade. However, 139 Oklahoma high schools did not report a single dropout for the Class of 2012.

Tracking overall student attrition, a five year average of 22.7% of all students are lost between 9<sup>th</sup> grade and graduation and the loss rates for certain race and gender categories can be staggering. The *Profiles*

*Report* series also uses two different methodologies to generate student graduation rates; the average freshman graduation rate, 79.0% and the senior graduation rate, 97.7%.

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 2.3% and has been on a downward trend for a number of years and the student-loss rates have started to improve as have the four-year graduation rates. Furthermore, the single-year dropout rate greatly underrepresents the loss of 9.6% of students during the four-year span of high school. Most interesting is the discrepancy that exists between the statewide four-year dropout rate of 9.6% and the statewide student-loss rate of 23.8%. Where are the missing students? Not more than a few percentage-points of the missing almost 14% of students can be attributed to the inflation in the 9th grade base caused by students who repeat 9<sup>th</sup> grade or start public school from home schooling or private schools. Dropouts over the age of 19 represent 1.0% of their graduating class. Students who die in grades 9 through 12 account for 0.4% 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 3.1% of their graduating class. These factors combined make up only seven to eight percentage-points of the 14% 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, the same standard score since 2007-08. The official Oklahoma score generated by the ACT Corporation, which includes public and private schools as well as alternative education centers, was 20.7, also the same standard score since the 2006-07 results. The comparable national average was 21.1, the same as 2010-11. In 2011-12, the gap between Oklahoma's statewide ACT score and the national ACT score was four-tenths of a standard score. Average ACT scores varied greatly across Oklahoma. Classen High School of Advanced Studies in Oklahoma City P.S. had the highest average score of 26.1 and having 94.4% of graduates taking the ACT. In total, there are 9 high schools in the state that averaged a 23 or higher on the ACT. Conversely, 8 high schools averaged below a 16. Of the 425 Oklahoma high school sites upon which *Profiles 2012* reported ACT scores, 215 had average ACT scores below 20, which was the cut score required for admission to Oklahoma's regional four-year universities.

From the principal survey returned to the Office of Accountability, 82.8% of Oklahoma's 2012 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 2011-12 had an average GPA of 3.02 and over 5.4% attended an out-of-state college. Based on the graduating class of 2012, 52.2% of students had enrolled in an occupationally-specific Career Tech program.

Based on a 2008-10 three-year average, 47.8% the state's public high school graduates went directly to a public college in Oklahoma. Based on a 2009-11 three-year average, 39.9% of college freshman took at least one remedial course.

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# **OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW**

*Profiles 2012* 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, student enrollment gain and loss rates, 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. In 2012, Senate Bill 1797 created the Commission of Educational Quality and Accountability and the Office of Educational Quality and Accountability. The Education Oversight Board will cease to exist in July 2013 and the Office of Accountability will become the Office of Educational Quality and Accountability. In July 2014, the Commission for Teacher Preparation will also become part of the Commission of Educational Quality and Accountability.

# INTRODUCTION

## METHODOLOGY

*Profiles 2012* consists of three components: (1) the State Report; (2) the District Report; and (3) individual School Report Cards. Each component of *Profiles 2012* 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 combine to influence student performance.

The specific scope of each *Profiles 2012* component is as follows:

### State Report

This component of *Profiles 2012* contains tables, graphs, and maps, all with accompanying text concerning state-level information for major categories of measurement. The most recent data covers the 2011-12 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 upon data availability and comparability.

### District Report

The second component of *Profiles 2012* 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 522 school districts in the state and presents a wealth of educational data in both graphic and tabular form for the 2011-12 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 2012* includes a report card for 1,676 individual school sites in the state. Only school sites that serve grade 3 and above have report cards produced. Selected special school sites like the Oklahoma School for the Deaf are not included. 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 2012 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 census data particular to the district, as well as current information on students eligible for Free or Reduced Price Lunch, student preparation, motivation, mobility and juvenile crime. In the *State* and *District Reports*, communities have been placed into community groups based upon Free or Reduced Price Lunch counts (a measure of impoverishment) and the number of students the district serves. This grouping methodology allows districts serving similar communities to be compared to one another and to state averages (Figure 26).

### **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 2012* 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 organize the districts into peer groups so that similar schools may 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 assigns the state's 522 districts into 16 possible groups based upon 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 upon the size of their enrollment and a numeric designation of 1 or 2 based upon the economic conditions within the district (Figure 26). The most accurate and current predictor of economic conditions within a district is the percentage of students eligible for the federal Free or Reduced Price Lunch Program (Figures 3 & 30). 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. There are no schools with an "A1" designation. Additional information about the Community Groups may be found in the EDUCATIONAL PROCESS section of this report and a more detailed description of the Community Grouping Model methodology may be found in the *Profiles 2012 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. The Office then combines the data into a more meaningful format for the evaluation of Oklahoma's educational entities. The Office depends upon 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 are 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 also 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 school sites 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 2012* 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 2012* presents a host of relevant educational statistics and readers are free to evaluate educational entities based upon those factors they feel are most important in the educational process.

The first information from the 2010 Decennial Census was released in February 2011. This information contains population by race for all levels of census geography including school districts. The American Community Survey (ACS) releases demographic, social, and economic variables at the state level annually as single year estimates and also releases 5-year estimates for small geographies including school districts and counties annually. The most recent annual ACS state level information is for 2011 and school district and county information is based on data collected from 2007 to 2011. While *Profiles 2012* use some census variables for school districts, there are many more variables available if users want to dig deeper into the census information.

## **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 upon 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.

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# I. COMMUNITY CHARACTERISTICS

## CONTEXT

The first reporting category of *Profiles 2012* 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 2012*.

The sources of the census data presented in the COMMUNITY CHARACTERISTICS section are the 2010 Decennial Census and American Community Survey (ACS). The American Community Survey has been used for several years to collect social and economic data. The ACS is conducted annually with results for area larger than 65,000 population released annually. Smaller areas, including most Oklahoma counties and school districts, were released for the first time in 2010 for estimates based on the five year span of 2005 through 2009. This year, estimates from 2007 through 2011 will be displayed. 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. While prior census information was based on the decennial census and available only every 10 years, the ACS data will continue to be updated every year.

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, and the Office of Accountability. The state averages for the community characteristics are shown in Figures 1, 5, 17, and 18.

## COMMUNITY CHARACTERISTIC 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, most of the indicators presented in this report are aggregated and mapped by county.

The statistics were chosen because they are representative of the socioeconomic conditions that most impact student performance. The information presented on the maps are from a number of sources including the 2007-11 ACS, the 2010 Census, the Oklahoma Tax Commission, the Oklahoma State Department of Education, the Oklahoma Office of Juvenile Affairs, and the Office of Accountability. 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 B displays the information presented in this series of maps in a tabular format.

## COMMUNITY CHARACTERISTICS

### Socioeconomic

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.

The local tax revenues available to schools also vary greatly. 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 Taloga P.S. (Dewey Co.) with an assessed property value of \$519,626 per student for December 2012 to Moffett P.S. (Sequoyah Co.) with a property value of \$2,603 per student (students are measured in average daily membership (ADM), which is explained in the EDUCATIONAL PROCESS section of this report). There are twelve school districts with valuation per ADM above \$200,000 and fourteen with valuation per ADM below \$10,000. 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. The state average is \$42,215.

One significant indicator of the relative wealth of a district's community is the number of students who are eligible for the federal Free or Reduced Price Lunch Program (explained in the EDUCATIONAL PROCESS section of this document). During the 2011-12 school year, 61.5% of Oklahoma's public

school students were eligible for this program. The percentages ranged from 56 school sites with 100% of their students eligible to 12 schools with less than 10% of students eligible.

## **Figure 1** **State Averages for** **Socioeconomic Community Characteristics** **2011-12**

<b><u>Socioeconomic Community Characteristics</u></b>	<b><u>State Average</u></b>
Per Student Valuation of Property (December 2012)	\$42,215
Students Eligible for Free or Reduced Price Lunch (2011-12)	61.5%
Oklahoma Public School Enrollment Percent by Ethnic Group: (based on 2011 fall enrollment)	
White and Other	53.7%
Black	9.8%
Native American	16.6%
Asian	2.1%
Two or more races	4.7%
Hispanic	13.1%

Oklahoma is a state of great diversity and the ethnic makeup of the state's school districts are no exception. Figures 1 and 4 show that for the 2011 Fall enrollment, 16.6% of Oklahoma's students were Native American, 13.1% were Hispanic, 9.8% were African American, and 2.1% were Asian. An additional 4.7% of all students were classified as two or more races. Statewide, 46.3% of student enrollment came from some ethnic minority group. Minority enrollment has increased 36.3% in the past 10 years. Hispanic enrollment has more than doubled and is the second largest minority in the State. Asian enrollment has increased 56.5% since Fall 2001. American Indian enrollment increased only 1.6% during the same period. White and African American enrollments have dropped over the past 10 years.

The state's ethnic diversity is also visible among school districts. For 2011-12, two districts in Oklahoma have over 50% African American enrollment (Millwood P.S. and Crutch P.S. in Oklahoma Co.) and ten other districts with over 25% African American enrollment – two of these include Oklahoma City P.S. and Tulsa P.S. Two districts have over 90% American Indian enrollment (Dahlgren P.S. in Adair Co. and Kenwood P.S. in Delaware Co.). There are eleven other districts with more than 80% American Indian enrollment with all but two of these being dependent K-8 districts.

Four districts have over 50% Hispanic enrollment (Guymon P.S., Hardesty P.S., and Optima P.S., in Texas Co. and Crooked Oak P.S. in Oklahoma Co.). There are seven more districts with over 40% Hispanic enrollment. Two districts have more than 7% Asian enrollment (Enid P.S. in Garfield Co. and Union P.S. in Tulsa Co.) and five other districts have more than 5% Asian enrollment.

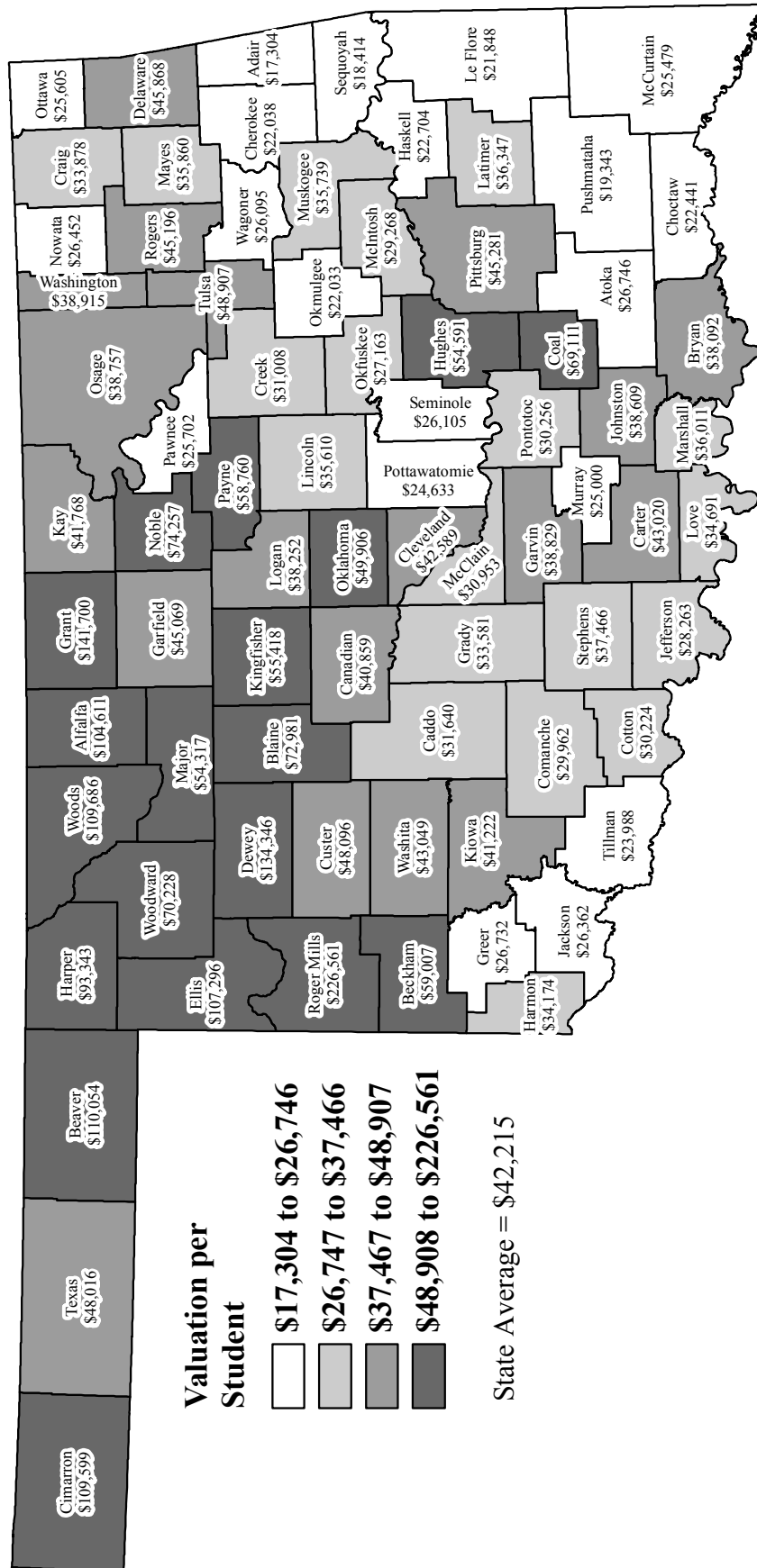


# Figure 2

## PER STUDENT VALUATION

### OF PROPERTY

### December 2012

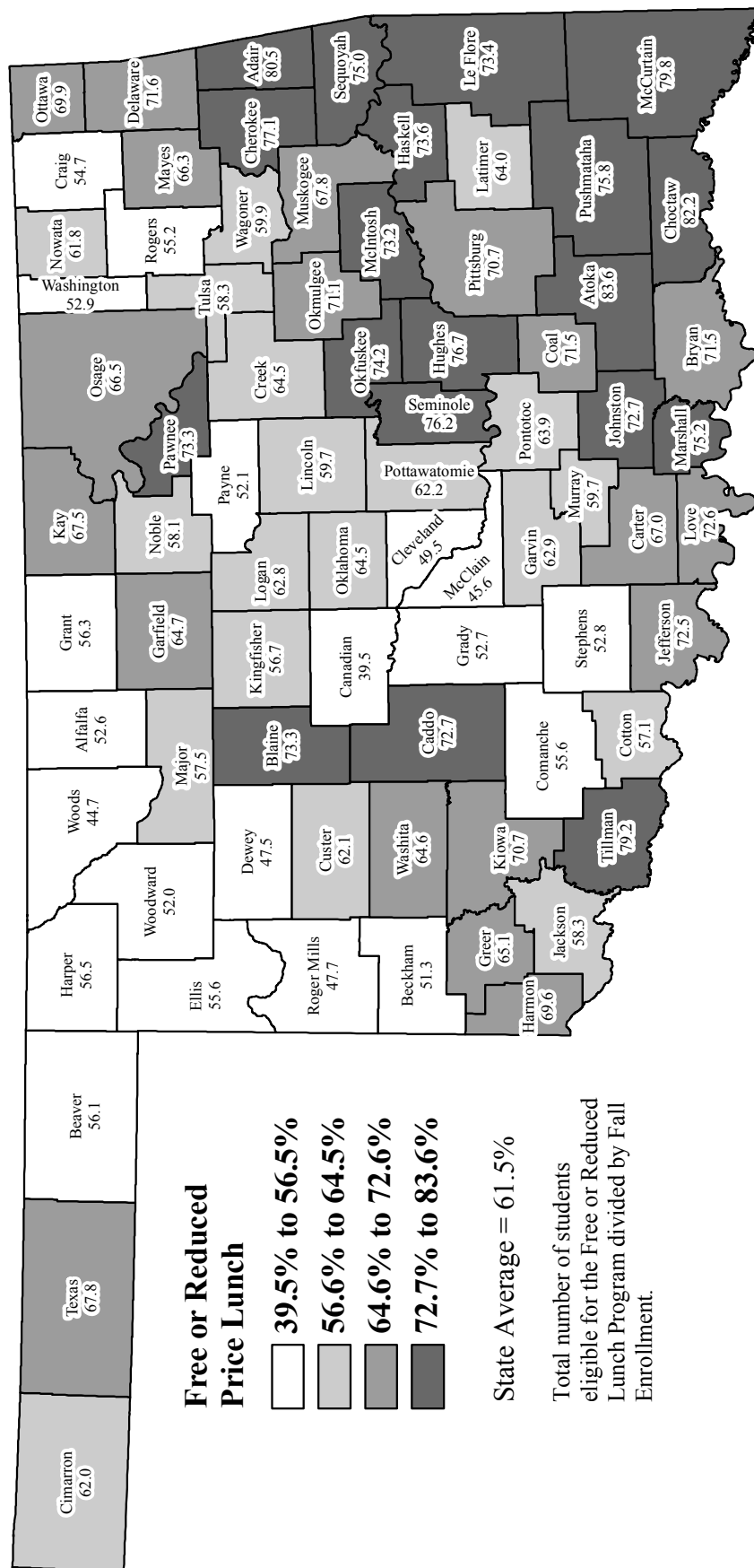


Source: Oklahoma Tax Commission

# Figure 3

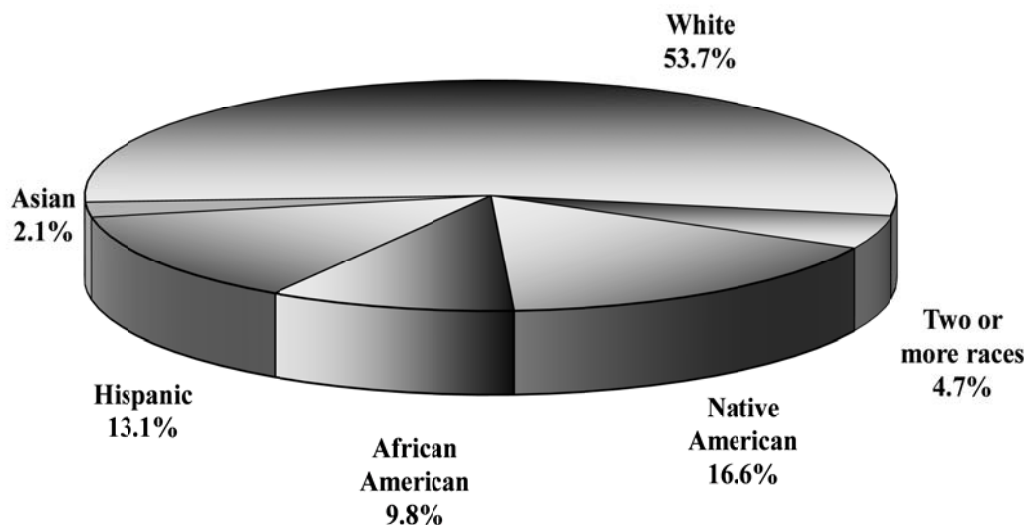
## PERCENT OF STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE LUNCH PROGRAM

### 2011-12 School Year



Source: Oklahoma State Department of Education

**Figure 4**  
**Oklahoma Public School Enrollment by Ethnic Group**  
**October 1, 2011**



Data Source: Oklahoma State Department of Education

October 1, 2011 Total Enrollment = 665,841

## U.S. Census Bureau

Based on the 2010 Census, Oklahoma City P.S., had a total population of 285,940 persons followed very closely by Tulsa P.S. with 284,811 persons while Moffett P.S. (Sequoyah Co.) is the smallest dependent district; serving students through 8<sup>th</sup> grade; with 137 persons. The smallest independent district serving students through 12<sup>th</sup> grade is Felt P.S. (Cimarron Co.) with a population of 303. The state population has increased 8.7% from 2000 to 2010.

The average household income in Oklahoma from the ACS for 2007-2011 was \$59,961. However, this indicator also varied greatly by school district. The average family in Oakdale P.S. (Oklahoma Co.), the most affluent district, earned \$219,877 for 2007-2011, whereas in Crooked Oak P.S. (Oklahoma Co.), the average family had earnings of \$27,803 that same year. There are ten districts in the state that average over \$95,000 and thirteen that average less than \$35,000.

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 from the 2007-2011 ACS helps to fill in the financial picture. The average percentage of persons within the district living below the poverty level was 16.3%. However, poverty rates ranged from 2.3% at Deer Creek P.S. (Oklahoma Co.) to 54.8% at Moffett P.S. (Sequoyah Co.). There are fourteen districts in the state with a poverty rate less than 5% and fourteen that average more than 30%. 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.

The employment status of parents also may be of concern. If parents stress over work and financial issues, their children may sense these feelings and not put the proper effort into school work. The state unemployment rate from the 2007-2011 ACS is 6.5%. Four districts in the state had unemployment rates above 20.0%. There are 17 districts with an unemployment rate of less than 1.0% with 6 of these districts at 0% unemployment rate.

### **Figure 5** **State Averages for** **U.S. Census Bureau Community Characteristics** **2000, 2010, and 2011**

<u>U.S. Census Bureau Community Characteristic</u>	<u>State Average</u>			
District Population (number of residents from 2010 Census)	7,186			
Household Income (2007-2011 ACS)	\$59,961			
Population Living Below Poverty Level (2007-2011 ACS)	16.3%			
Unemployment Rate (2007-2011 ACS)	6.5%			
Single-Parent Families (2007-2011 ACS)	32.5%			
Educational Level of Adults Age 25 and Older and Median Earnings: (Census 2000, ACS 2010 & 2011)				
	<u>2000</u>	<u>2010</u>	<u>2011</u>	<u>Earnings</u> <u>2011</u>
Less than a High School Diploma:	19.4%	13.8%	13.7%	\$17,793
High School Diploma:	80.6%	86.2%	86.3%	\$25,283
Some College, no degree	23.4%	24.5%	24.1%	\$30,094
Associate’s Degree:	5.4%	6.8%	7.0%	
Bachelor’s Degree:	13.5%	15.4%	16.0%	\$41,779
Graduate or Professional Degree:	6.8%	7.5%	7.8%	\$51,631

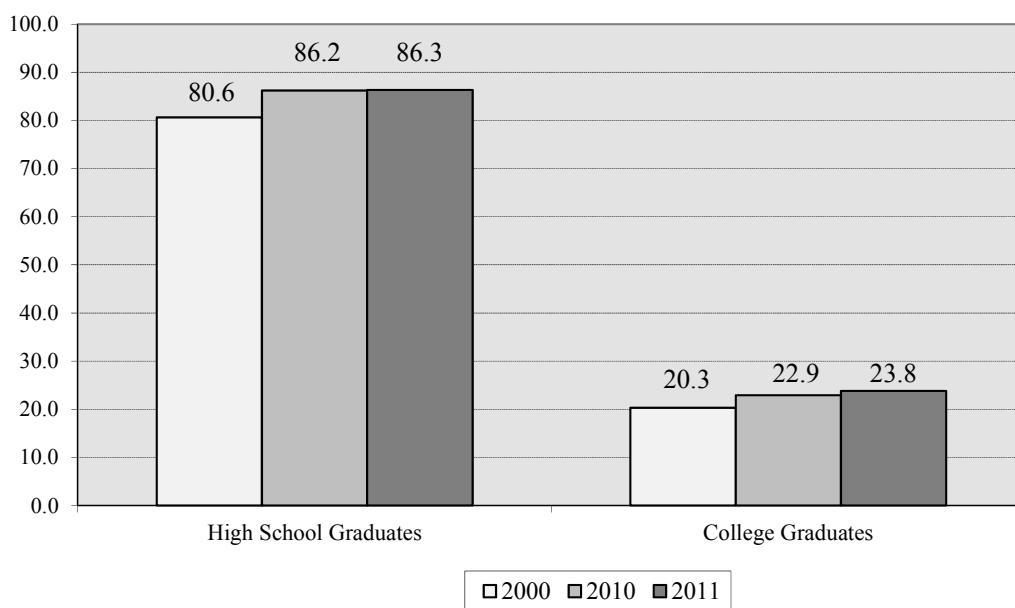
An additional challenge to districts is the percentage of families with related children headed by a single parent. This variable also from the 2007-2011 ACS has a state average of 32.5% and the indicator ranged from highs of six school districts above 60.0% of families headed by a single parent to lows of thirty-two school districts less than 10% and six of these with 0 families headed by single parents.

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. From the 2007-2011 ACS, twelve districts had over 30% of their population age 25 and over not having a high school diploma. However, seven districts had five percent (5%) or less of their population without a high school diploma or equivalent. Ten districts had better than 40% of their population age 25 and over with college degrees.

Three of these, Oakdale P.S., Edmond P.S. and Deer Creek P.S. (all in Oklahoma Co.) had more than 50% of their community's population holding a college degree (Bachelor's Degree or higher).

According to the 2011 ACS, the percent of high school graduates increased to 86.3% from 80.6% in 2000. Likewise, the percent of college graduates (Bachelor's Degree and higher) increased to 23.8% in 2011 from 20.3% in 2000. The increase in high school and college graduates will strengthen Oklahoma's economic base. Data also from the 2011 ACS shows a person 25 years and over without a high school diploma earned only \$17,793 but a high school graduate earned \$25,283 and a college graduate earned \$41,779. With the State of Oklahoma pursuing programs to increase the number of college graduates, these numbers should see significant increases in the future. This data along with population, income, poverty, unemployment rate, and single parent families is from the U.S. Census Bureau. These census variables are updated every year through ACS.

**Figure 6**  
**Education Attainment of Adults Age 25 and Older**  
**2000, 2010 and 2011**



Data Source: 2000 Census, 2010 American Community Survey, and 2011 American Community Survey  
(College Graduates include Bachelors and higher only)

# Figure 7



10,958 to 22,119

45,838 to 718,633

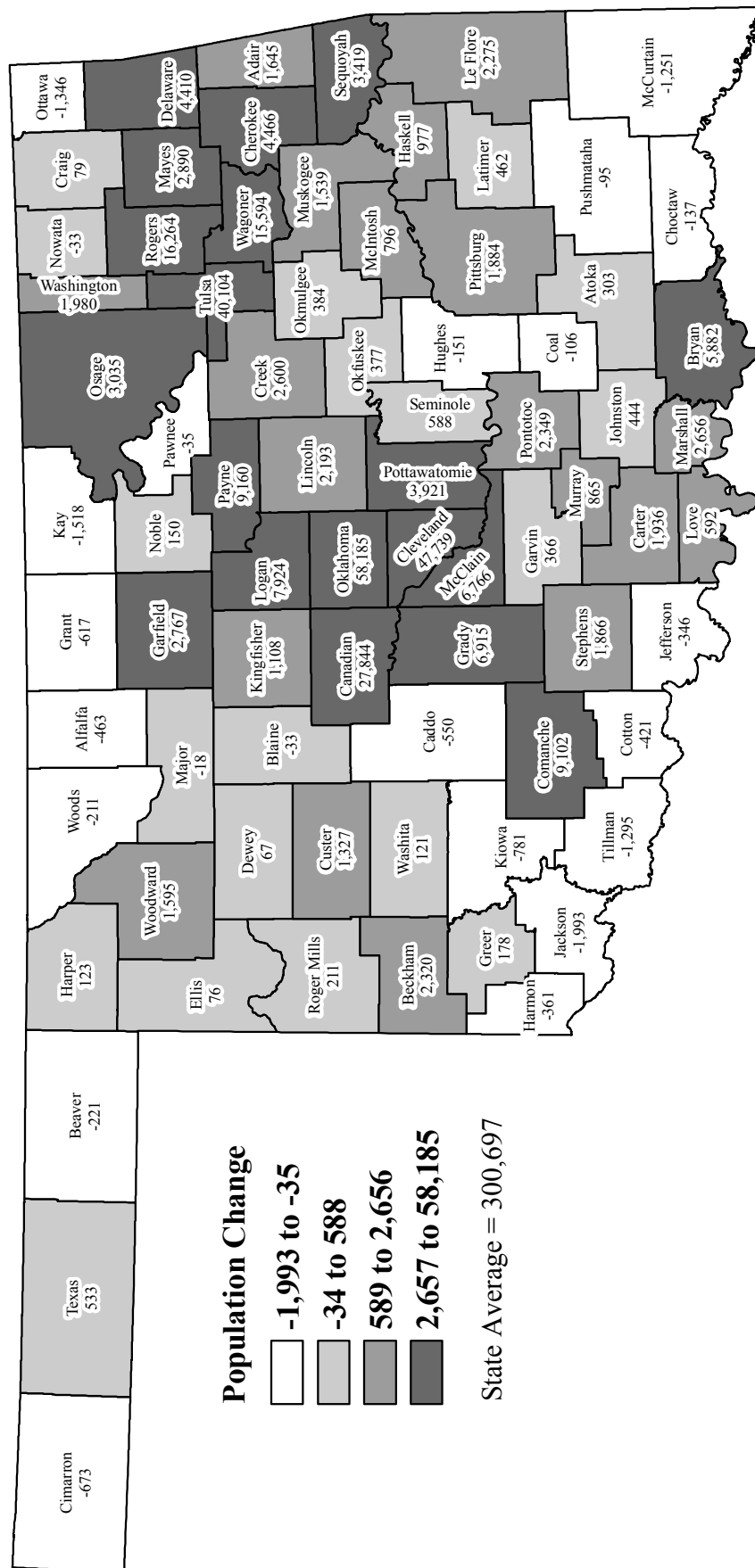
State Population = 3,751,351

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# Figure 8

## NUMERIC CHANGE IN POPULATION

### Census 2000 and Census 2010



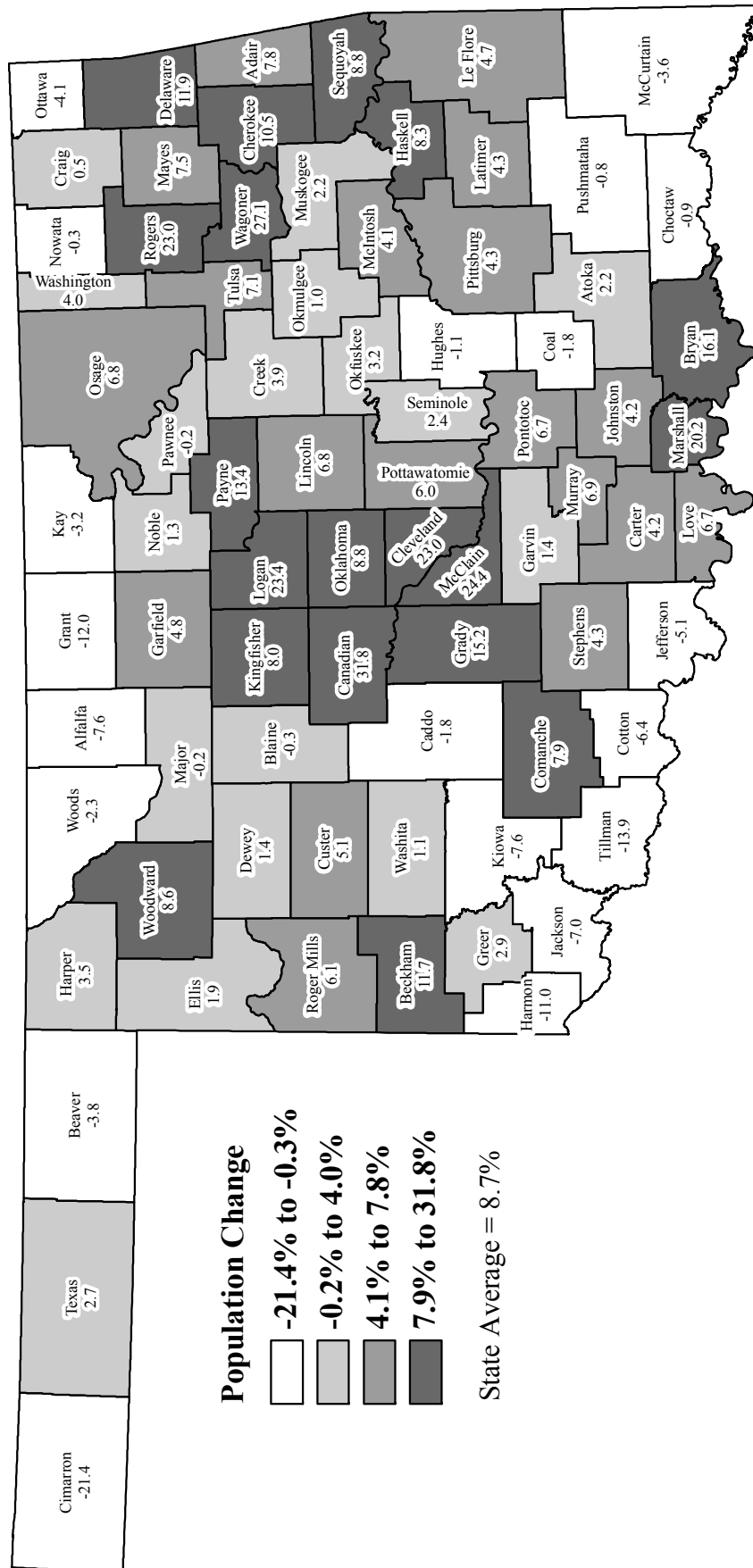
Source: U.S. Census Bureau



# Figure 9

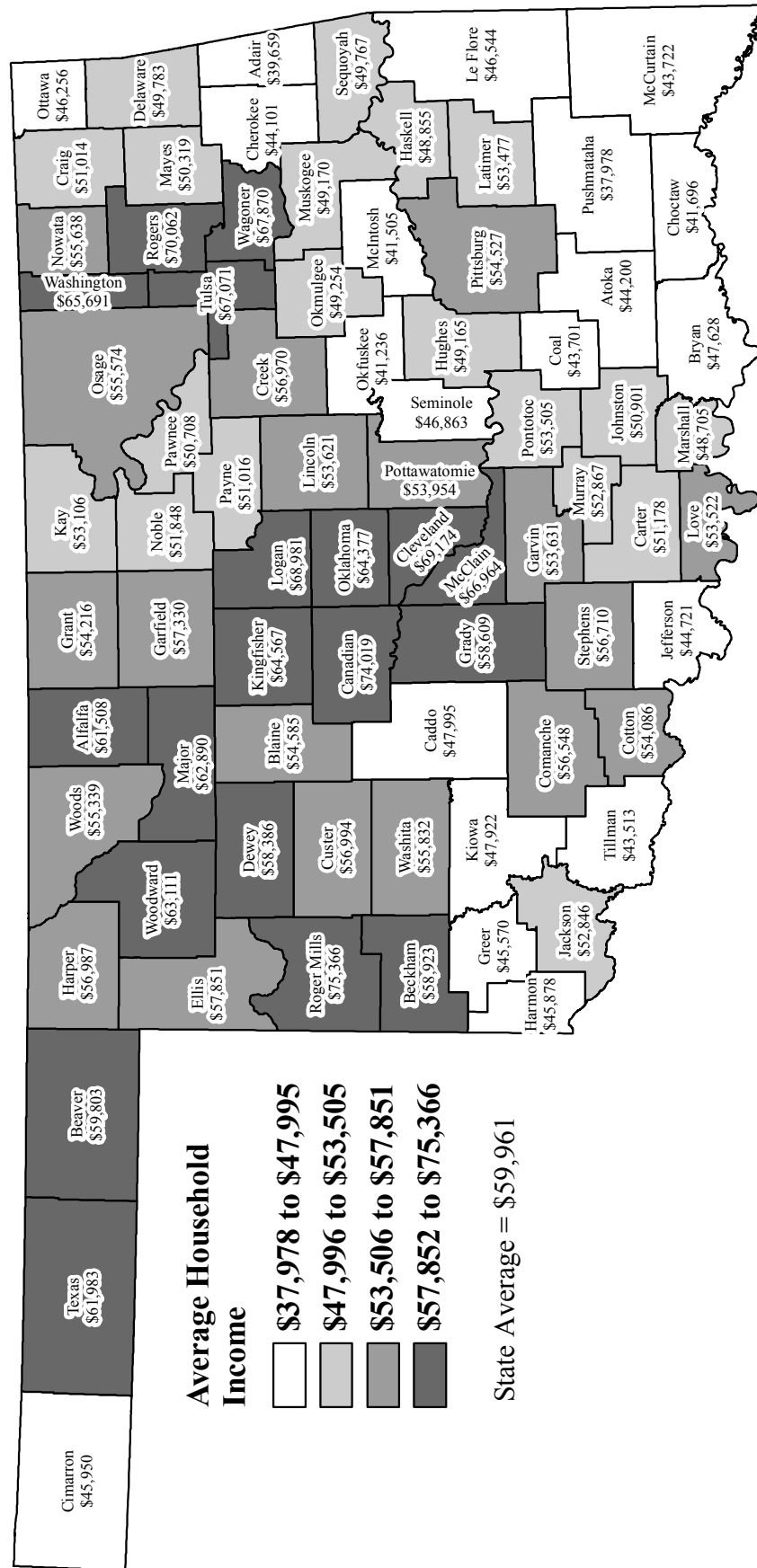
## PERCENT CHANGE IN POPULATION

### Census 2000 and Census 2010



Source: U.S. Census Bureau

**Figure 10**  
**AVERAGE HOUSEHOLD INCOME**  
**American Community Survey 2007-2011**

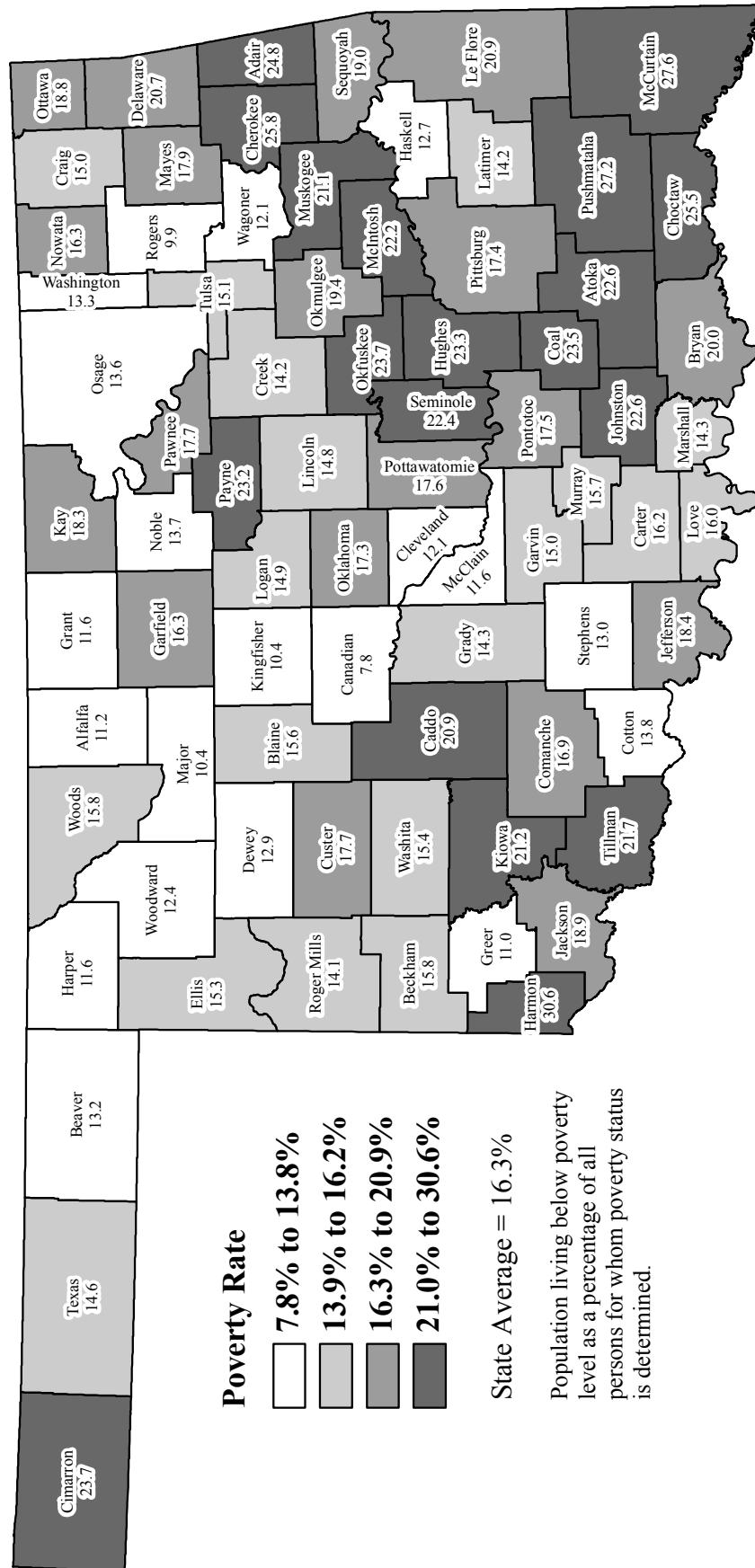


Source: U.S. Census Bureau

# Figure 11

## POVERTY RATE

### American Community Survey 2007-2011

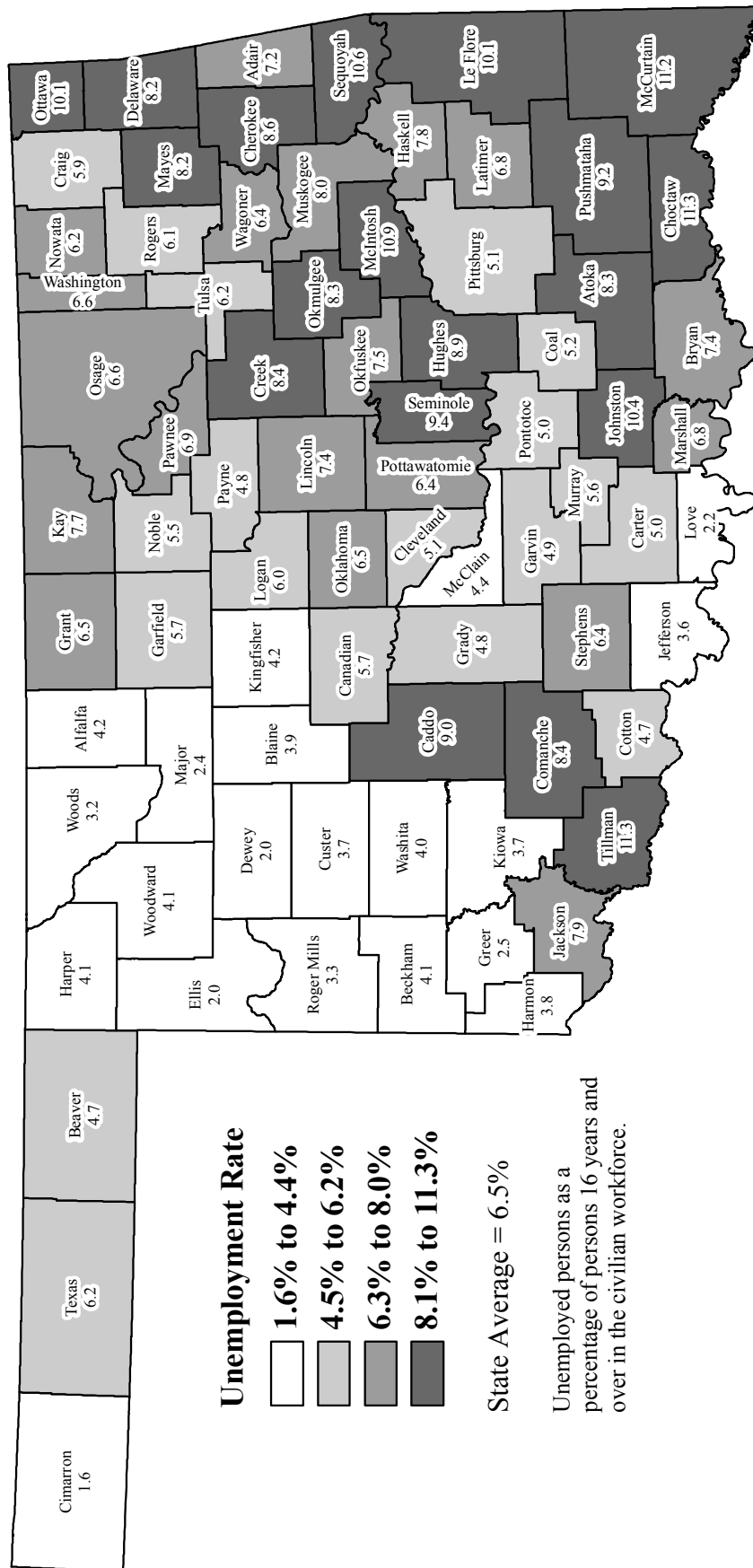


Source: U.S. Census Bureau

# Figure 12

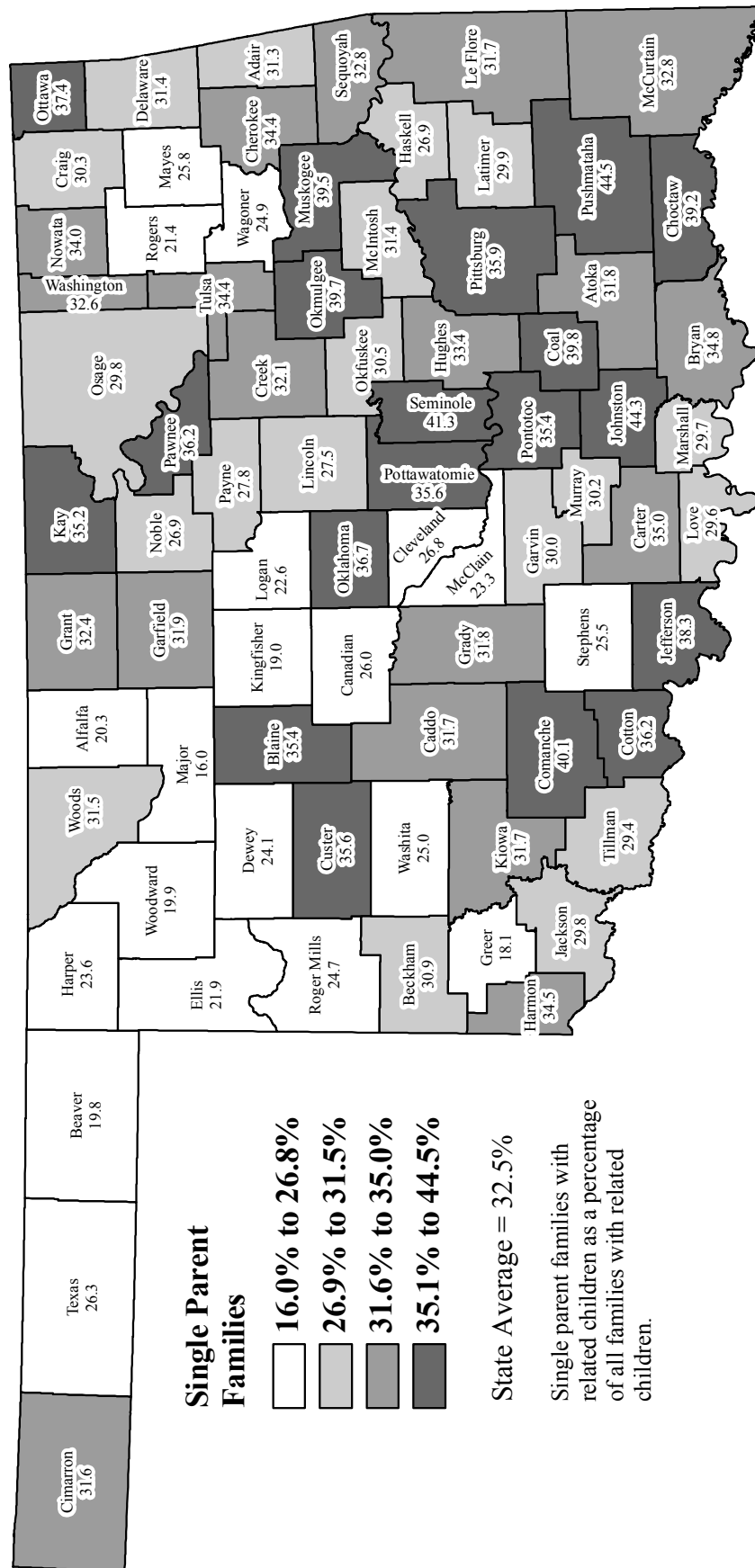
## UNEMPLOYMENT RATE

### American Community Survey 2007-2011



Source: U.S. Census Bureau

**Figure 13**  
**PERCENT OF SINGLE PARENT FAMILIES**  
**WITH RELATED CHILDREN**  
**American Community Survey 2007-2011**

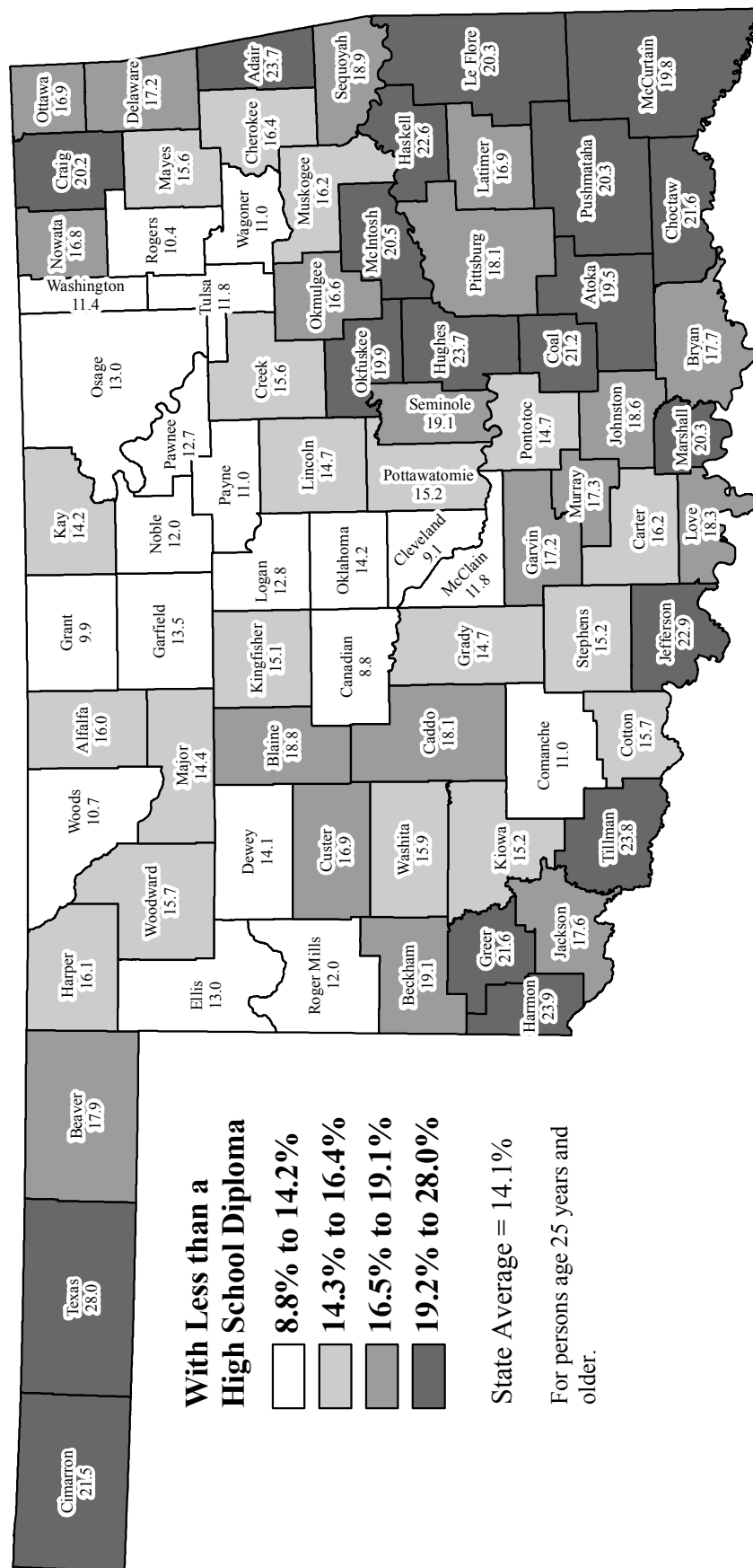


Source: U.S. Census Bureau

# Figure 14

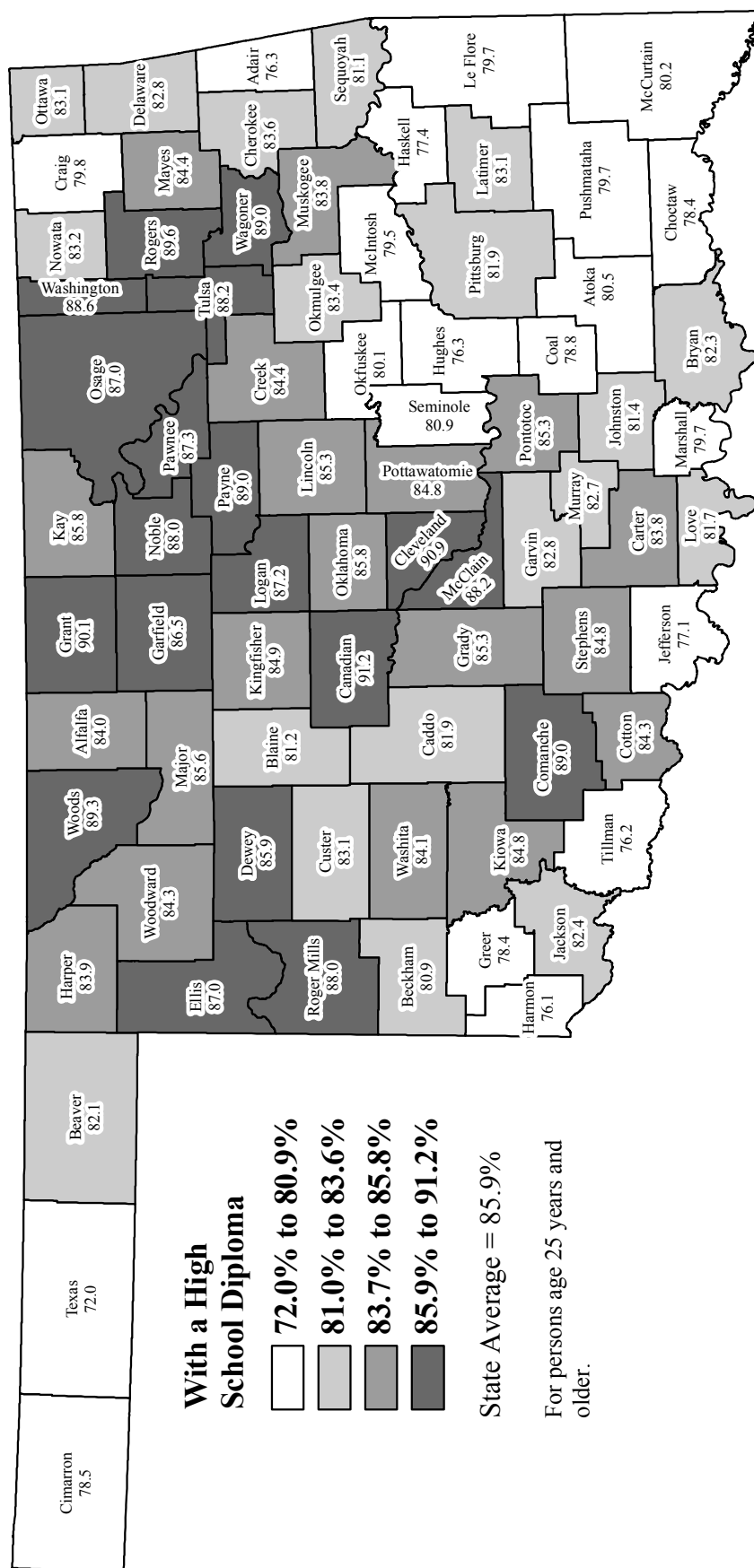
## PERCENT OF ADULT POULATION WITH LESS THAN A HIGH SCHOOL DIPLOMA

### American Community Survey 2007-2011



Source: U.S. Census Bureau

**Figure 15**  
**PERCENT OF ADULT POULATION**  
**WITH A HIGH SCHOOL DIPLOMA**  
**American Community Survey 2007-2011**

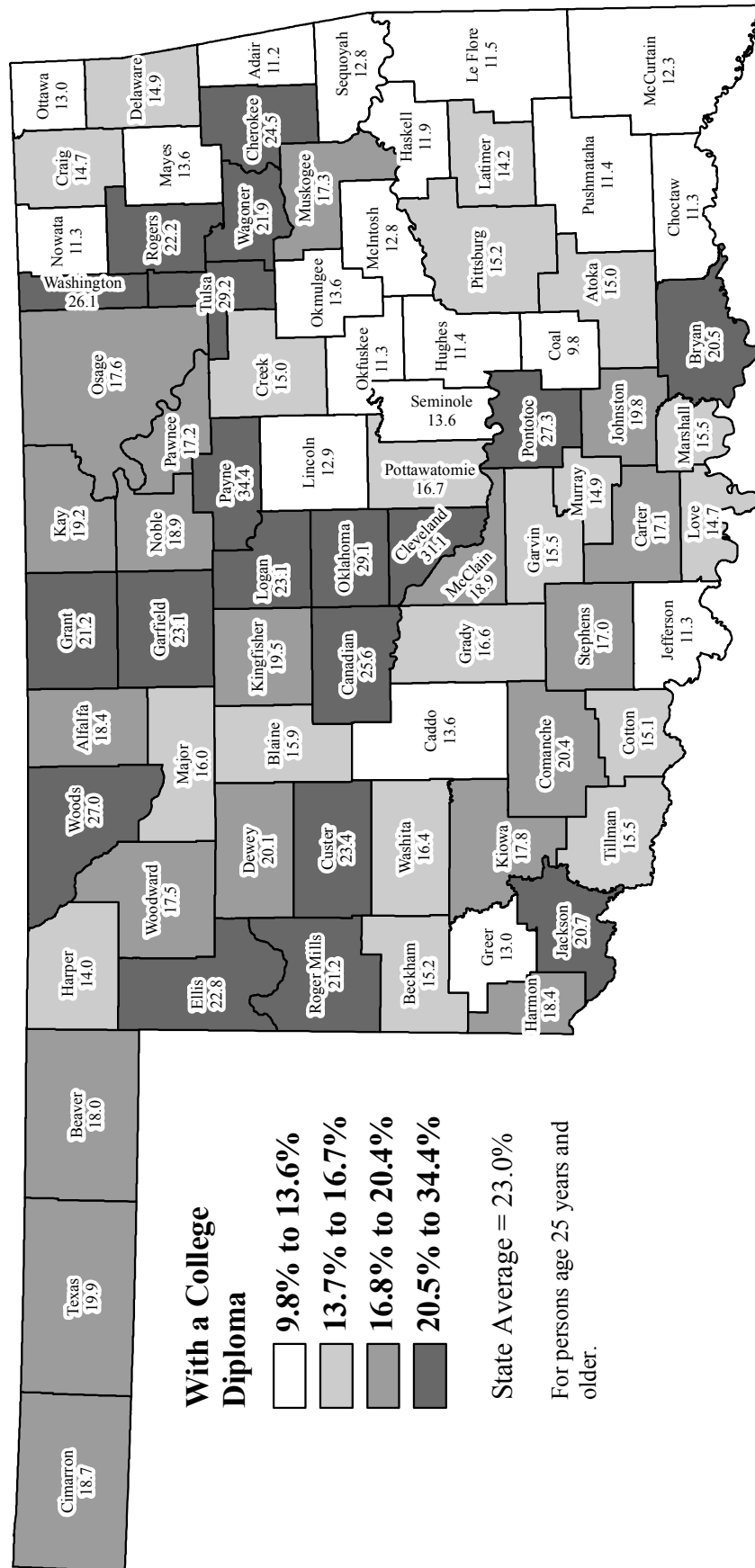


Source: U.S. Census Bureau

# Figure 16

## PERCENT OF ADULT POULATION WITH A COLLEGE DEGREE

### American Community Survey 2007-2010





## Preparation, Motivation, and Parental Support

The degree to which students are prepared to learn when they first come to school is expressed by the percentage of 1<sup>st</sup> through 3<sup>rd</sup> grade students on the reading remediation program. In 2011-12, 35.7% of students in grades 1 through 3 were on the reading remediation program. The following information is based on elementary school sites which taught students in 1<sup>st</sup> through 3<sup>rd</sup> grade. The data ranged from 25 sites with not a single 1<sup>st</sup> through 3<sup>rd</sup> grade student on the reading remediation program to seven others where more than 90% of 1<sup>st</sup> through 3<sup>rd</sup> 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 9.3 days per year (based on a 175 day school year in 2011-12). The extremes on this indicator ranged from two schools missing less than one day per year (Albion E.S. in Pushmataha Co and Farris E.S. in Atoka Co. – recently annexed into Lane P.S.) with fourteen other schools with students missing on average less than 2 days per year, to nine schools with students who missed an average of more than 25 days per year. Elementary school students on average miss fewer days than students in junior and high school students; 8.6 days to 11.2 days.

### **Figure 17** **State Averages for** **Preparation, Motivation, and Parental Support** **Community Characteristics** **2011-12**

<b><u>Preparation, Motivation, and Parental Support Community Characteristic</u></b>	<b><u>State Average</u></b>
1 <sup>st</sup> through 3 <sup>rd</sup> Grade Students on the Reading Remediation program (2011-12)	35.7%
Average Number of Days Absent per Student (2011-12)	9.3
Mobility Rate (Incoming Students) (2011-12)	10.9%
Parents Attending at Least One Parent-Teacher Conference (2011-12)	73.5%
Volunteer Hours per Student (2011-12)	3.2
Student Suspensions (2011-12) One suspension of less than 10 days for every 11.6 students statewide One suspension of more than 10 days for every 127.3 students statewide	

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 or incoming students divided by sum of fall enrollment plus incoming students minus outgoing students. Using this methodology, the statewide mobility rate for 2011-12 was 10.9%. In 2011-12, nine school sites had a 50% or higher mobility rate and thirty-two school sites had a mobility rate of 0% (not a single student transferred in during the school year).

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 2011-12 school year. Principals statewide responded that 73.5% of students had at least one parent/guardian attend a parent-teacher conference. The extremes on this indicator ranged from 111 schools across the state that reported perfect attendance at parent-teacher conferences to 14 schools reporting less than 10% of parents attended the conferences. In regard to support, principals statewide reported that on average, 3.2 hours of service were volunteered by parents and the community per student at Oklahoma's public schools. The extremes ranged from ten schools reporting more than 40 hours volunteered per student to 52 school sites that reported zero hours of service volunteered at their school. Not surprisingly, elementary schools have more volunteer hours per student than high schools; 3.3 hours to 2.8 hours but the difference is much smaller than in recent years.

Another sign of willingness to participate in school is the number of days students were suspended from school. Suspensions fall under two major categories in state statutes (70 O.S. § 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 of 10 days or less for every 11.6 students statewide; one for every 13.4 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 127.3 students statewide; one for every 219.1 elementary students and one for every 62.9 high school students. The majority of schools had very few suspensions; 257 schools had no incidents of suspensions of 10 days or less and 877 had less than 10 incidents out of 1,731 school sites reporting. There were 62 schools in the state where incidents of suspension of 10 days or less exceeded one for every three students. Five schools had incidents of suspension for 10 days or less that exceeded a one-to-one ratio with enrollment.

## **Juvenile Offenders and Offenses**

Juvenile crime is another social problem that influences performance in the classroom. The use of juvenile crime statistics in *Profiles 2012* is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 2011-12 juvenile crime statistics are provided as another indicator of the community environment in which the school must operate. The statistics presented here relate to criminal referrals only and are based upon students attending one of the schools included in this report series. Statewide, 7,496 public school students were referred to the Office of Juvenile Affairs (OJA) in 2011-12. These offenders were charged with a total of 14,995 offenses and 285 of the offenders were said to have gang affiliation. This means that, on average, one out of every 88.0 students statewide had been charged with a crime. Each offender had committed an average of 2.0 offenses and 3.8% of the charged students had gang affiliations. 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.

Over twenty percent (20.3%; 106 out of 522) 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 only four districts had more than one out of every 25 students charged with a crime (none gang related) during the 2011-12 school year. Tulsa P.S. had 85 juvenile offenders who were affiliated with a gang and Oklahoma City P.S. had 48 juvenile offenders affiliated with a gang. These two districts accounted for almost half (46.7%) of the gang-affiliated offenders statewide. While troubling, the gang phenomenon does not seem to be widespread. Sixty-three of Oklahoma's 522

districts were reported to have gang-affiliated offenders. These 63 districts were located in only 34 counties. The ratios used in this analysis are based on 2011-12 fall enrollments.

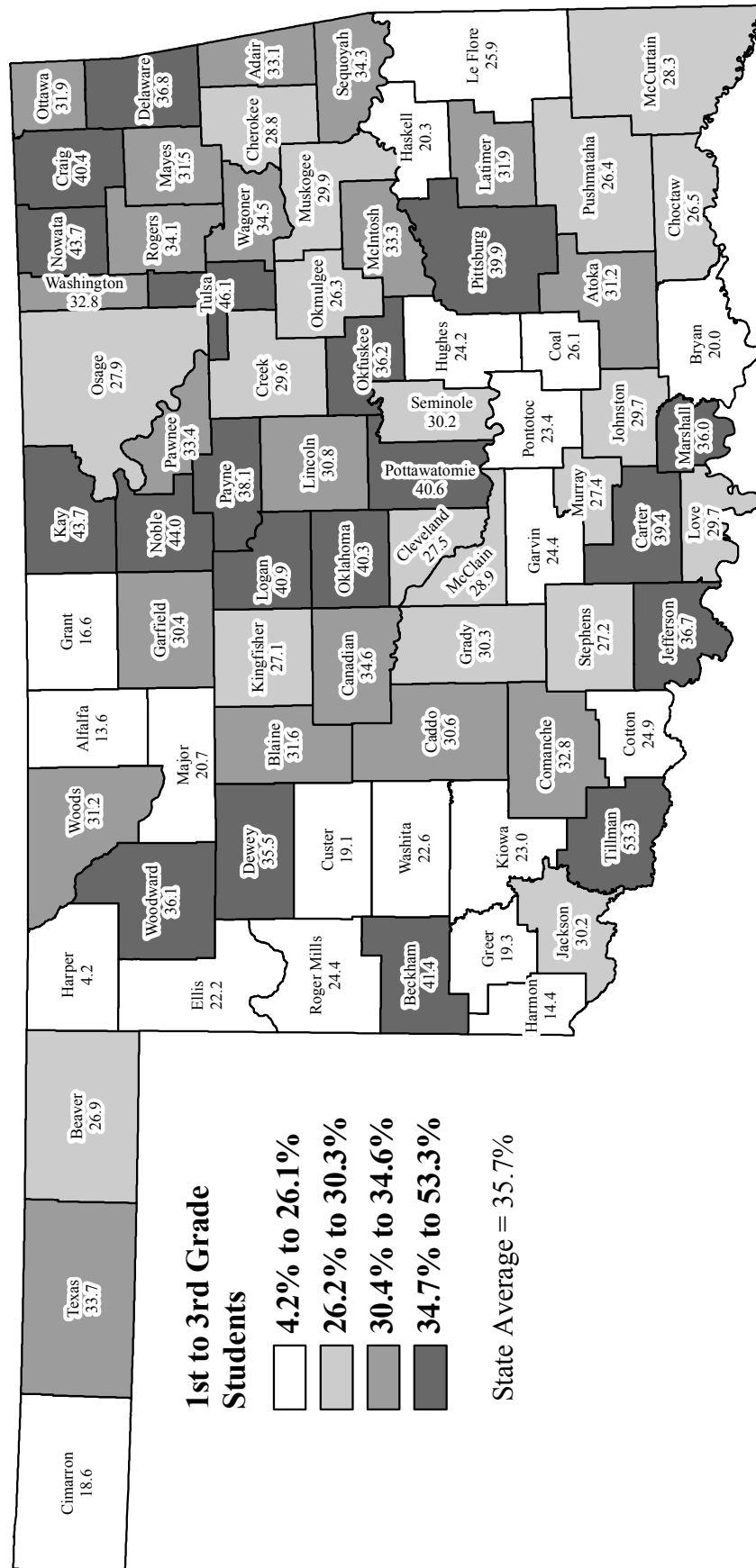
A breakdown of the juvenile offense charges show that most had to do with theft/burglary of one variety or another – 32.9%. Sex/violence charges ranked second with 21.2%. Crimes related to violation of municipal ordinances/obstruction of justice represented 19.6% of all charges. Drug/alcohol possession made up 14.2% of offenses and crimes against property accounted for 9.0% of the arrests. A detailed listing of the offenses by type is in Figure 18.

**Figure 18**  
**Juvenile Arrest Data By Offense Type**  
**2011-12**  
Criminal Offenses Only

Description	Offenses	%	Description	Offenses	%
Homicide	21	0.3%	Damage Property	1,261	17.7%
Kidnapping	14	0.2%	Dangerous Drugs/Narcotics	1,898	26.6%
Sexual Assault	216	3.0%	Sex Offenses	147	2.1%
Robbery	195	2.7%	Domestic Violence	553	7.7%
Assault	1,863	26.1%	Liquor Under Age	227	3.2%
Arson	95	1.3%	Obstruction of Police	442	6.2%
Extortion	11	0.2%	Escape/Flight	156	2.2%
Burglary	1,755	24.6%	Obstructing the Judiciary	758	10.6%
Theft	1,783	25.0%	Weapon Offenses	369	5.2%
Theft of Auto	467	6.5%	Public Peace	1,094	15.3%
Forgery	76	1.1%	Traffic Offenses	494	6.9%
Fraud	86	1.2%	Invasion of Privacy	152	2.1%
Embezzlement	23	0.3%	Conservation	47	0.7%
Stolen Property	533	7.5%	Other Offenses	259	3.6%
			<b>Total</b>	<b>7,138</b>	<b>100%</b>

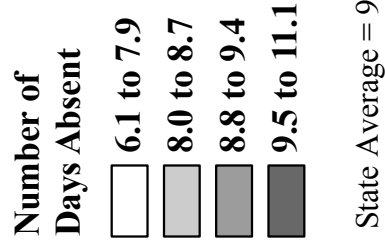
Data Source: Office of Juvenile Affairs

**Figure 19**  
**PERCENT OF 1<sup>ST</sup> THROUGH 3<sup>RD</sup> GRADE STUDENTS**  
**ON READING REMEDIATION PROGRAM**  
**2011-12 School Year**



Source: Oklahoma State Department of Education

# Figure 20

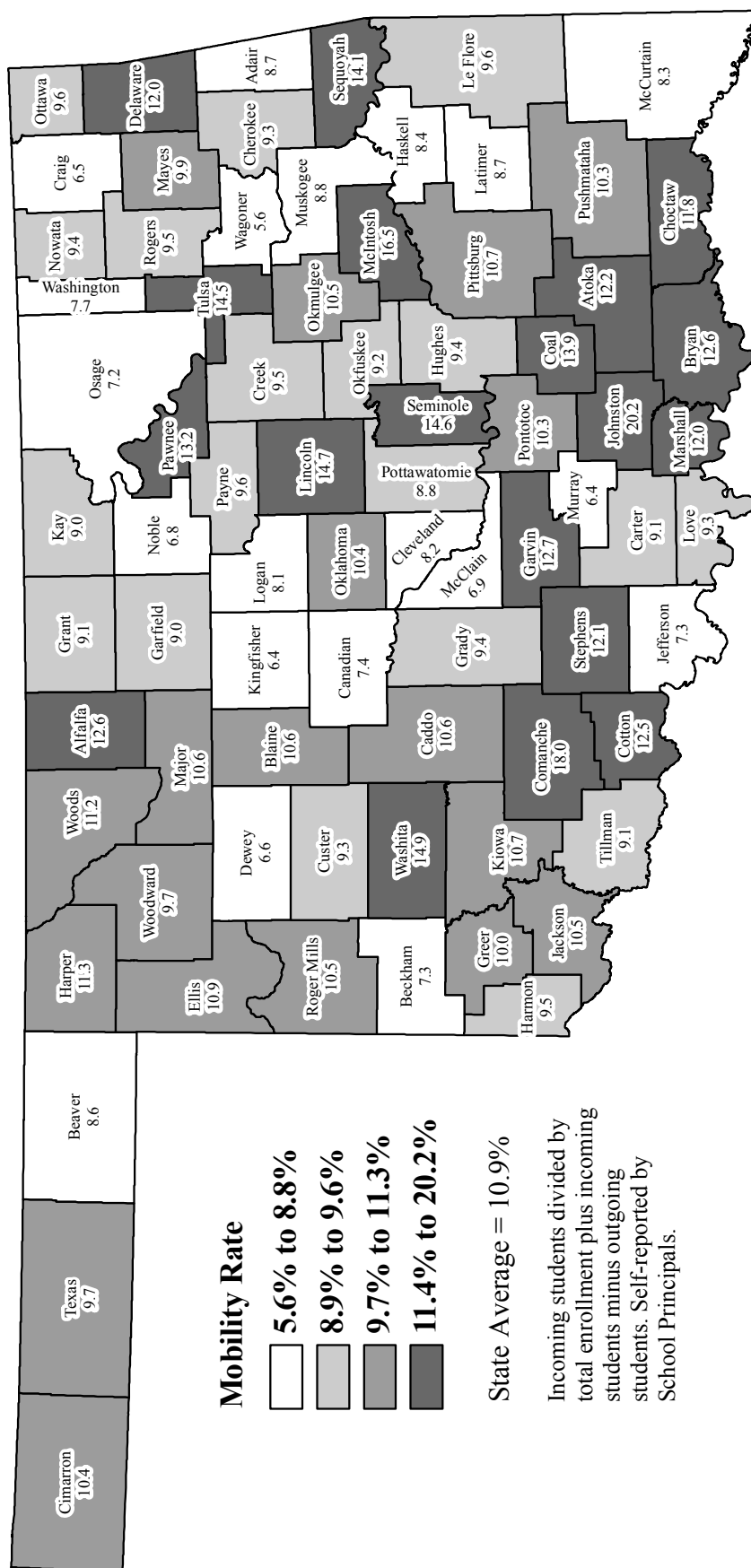


Source: Oklahoma State Department of Education

# Figure 21

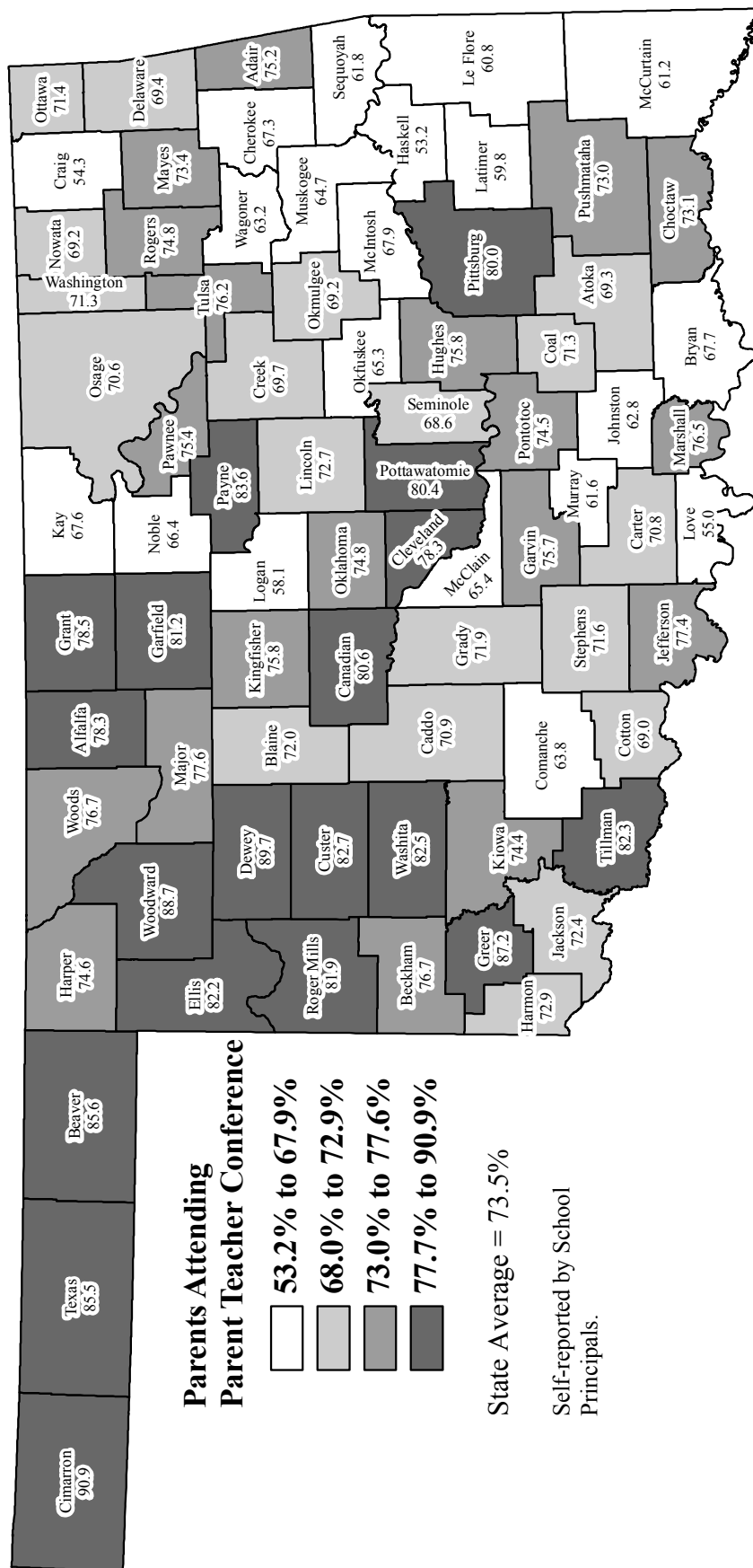
## MOBILITY RATE

### 2011-12 School Year



Source: Office of Accountability

**Figure 22**  
**PERCENT OF PARENTS ATTENDING AT LEAST**  
**ONE PARENT TEACHER CONFERENCE**  
**2011-12 School Year**

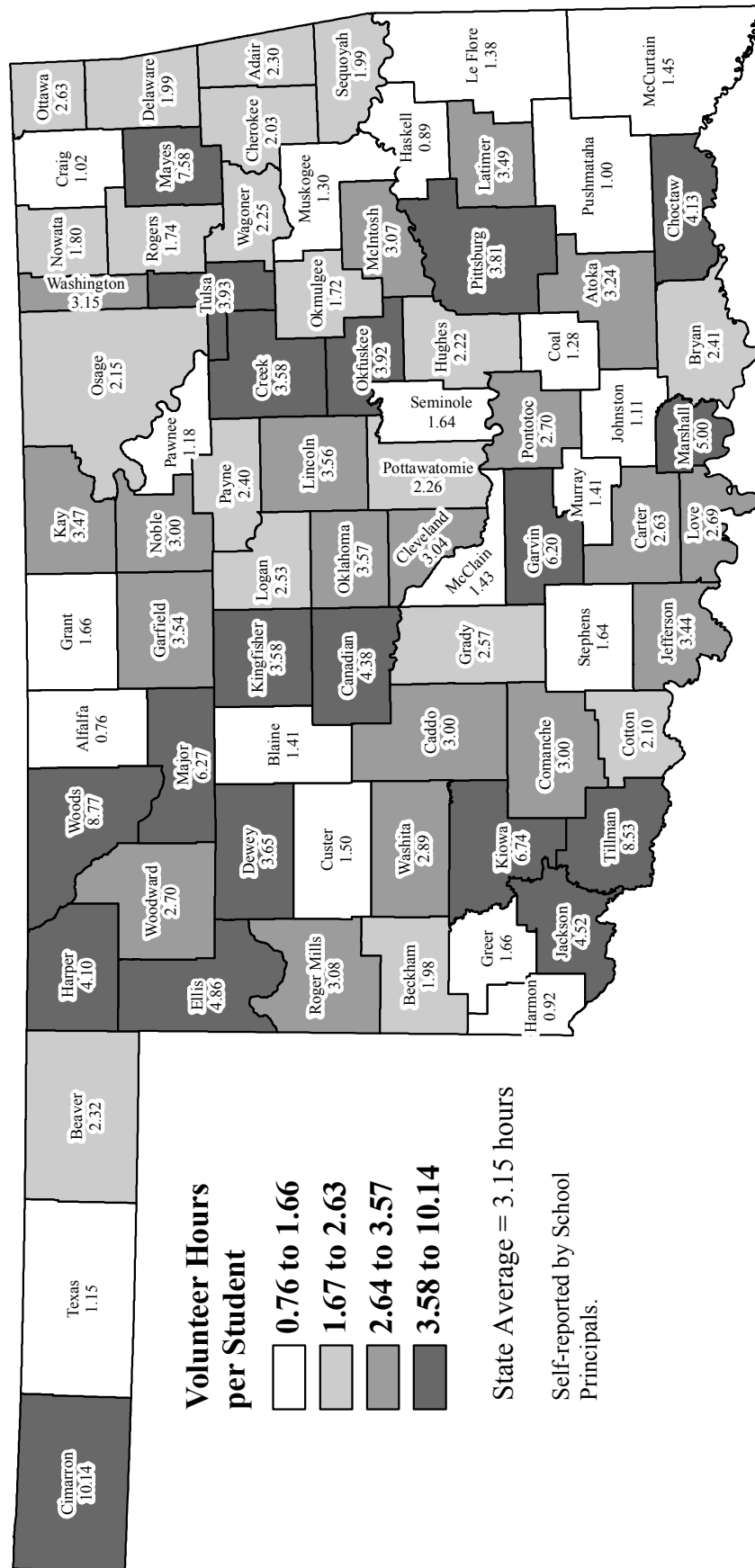


Source: Office of Accountability

# Figure 23

## VOLUNTEER HOURS PER STUDENT

### 2011-12 School Year



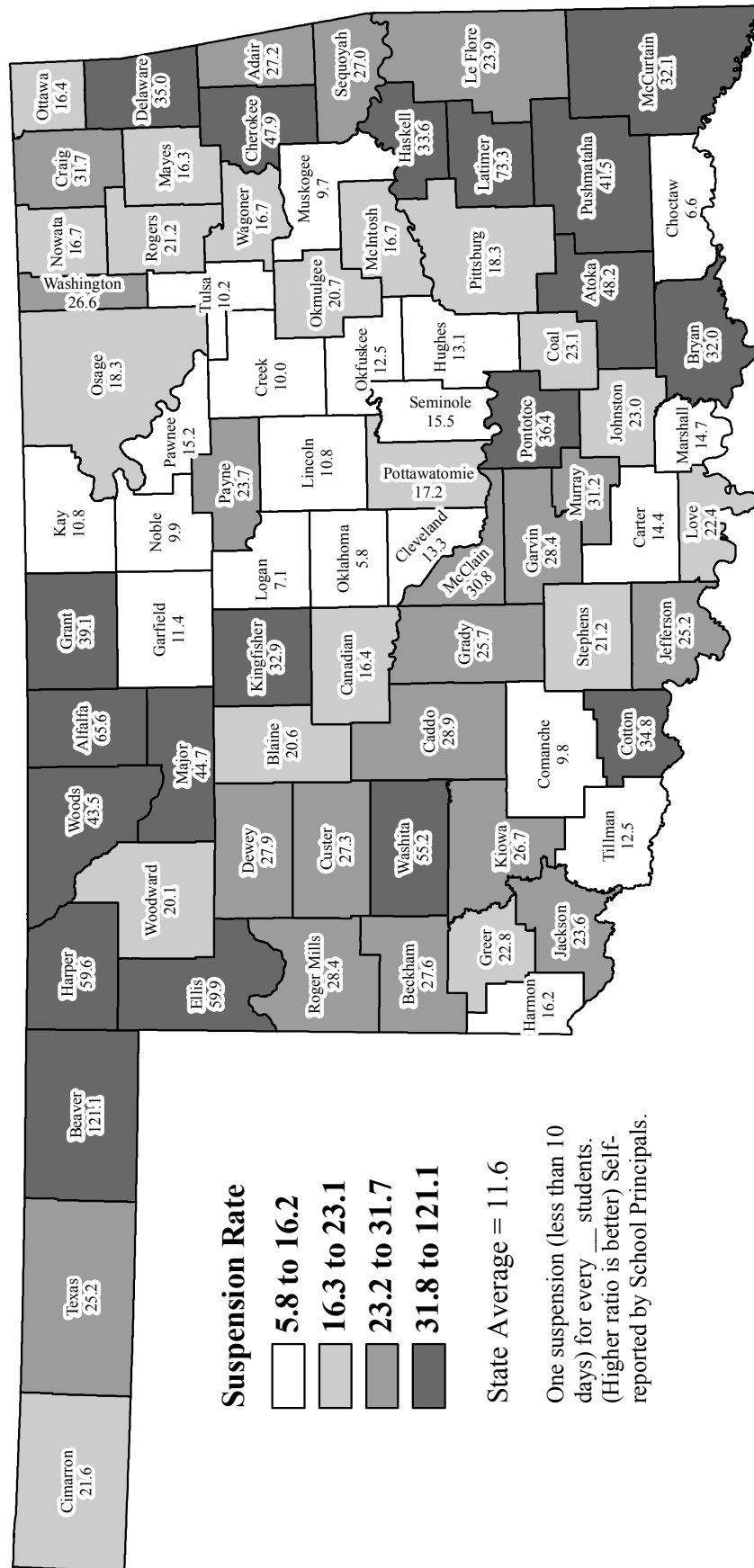
Source: Office of Accountability



# Figure 24

## STUDENT SUSPENSION RATE

### 2011-12 School Year

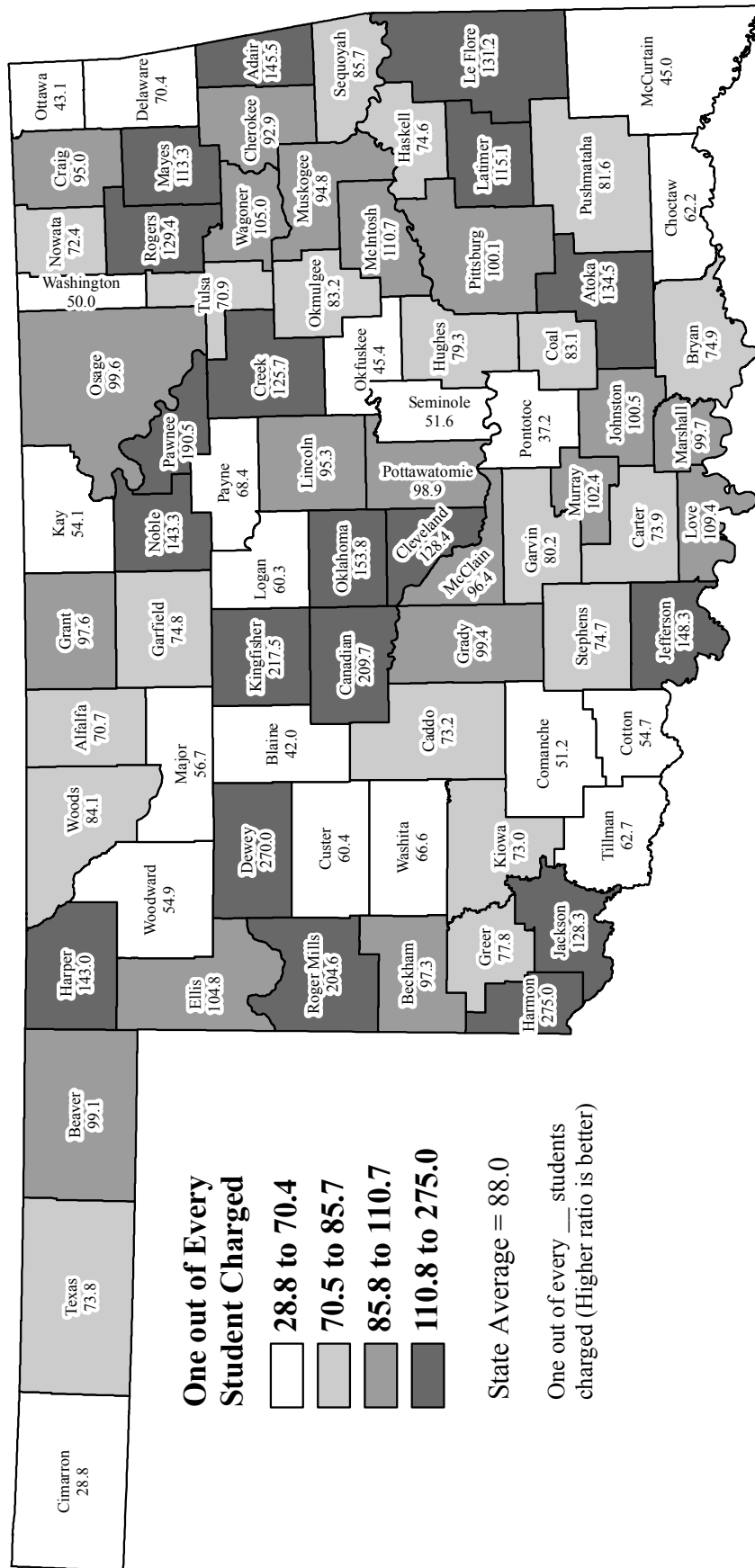


Source: Office of Accountability

# Figure 25

## JUVENILE OFFENSE RATE

### 2011-12 School Year



Source: Oklahoma Office of Juvenile Affairs

## II. EDUCATIONAL PROCESS

### DISTRICTS, SCHOOLS, AND STUDENT ENROLLMENT

*Profiles 2012* reports on 522 individual Oklahoma school districts and 1,753 conventional school sites made up of 994 elementary schools, 296 middle schools/junior highs, and 463 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 12<sup>th</sup> grade) or elementary districts (offering pre-kindergarten through 8<sup>th</sup> grade). Students from elementary districts must be integrated into a neighboring independent district's high school program once students have completed 8<sup>th</sup> grade. In 2011-12, there were 102 elementary (dependent) school districts and 420 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 school serving grades K-4, an upper elementary school serving grades 5 and 6, a junior high for grades 7-9 and a high school serving grades 10-12. During 2011-12 there were 50 different grade level combinations of schools sites in Oklahoma.

**Figure 26**  
**Oklahoma's Districts by Enrollment and Socioeconomic Status**  
**2011-12**

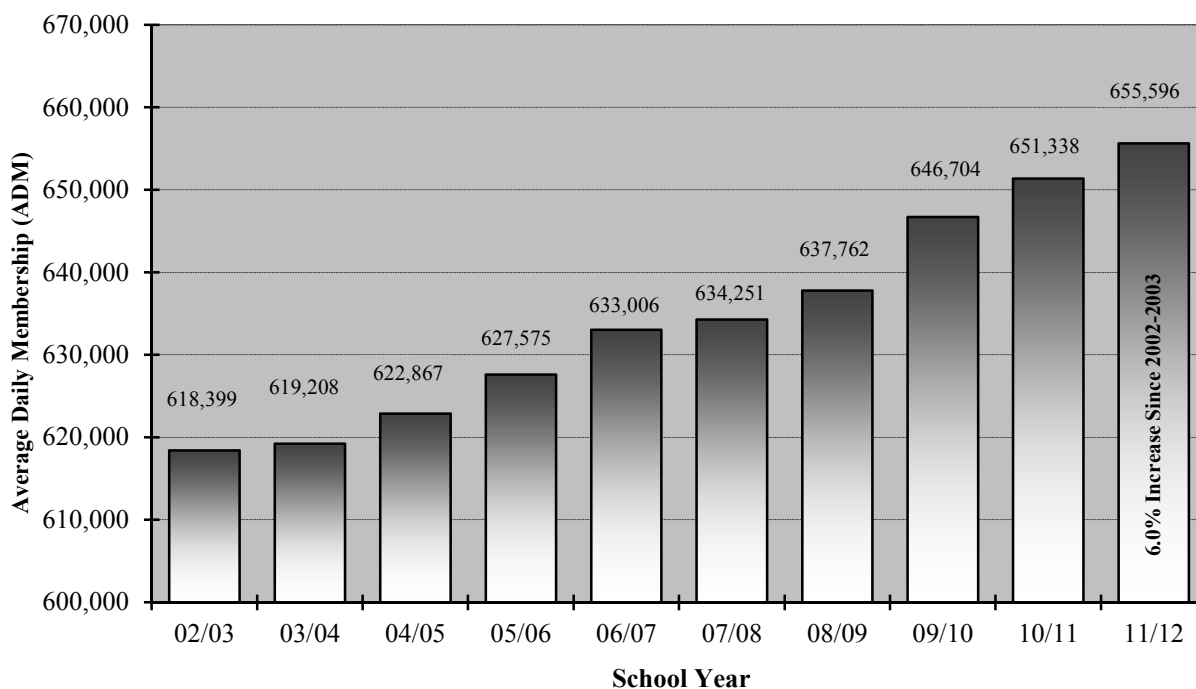
<u>District Size in ADM</u>	<u>Socioeconomic Status</u>	<u>Group Designation</u>	<u># of Districts</u>	<u>% of All Districts</u>	<u># of Students</u>	<u>% of All Students</u>
25,000 Plus	Low	A2	2	0.4%	83,070	12.7%
10,000 - 24,999	High	B1	7	1.3%	117,664	17.9%
	Low	B2	2	0.4%	33,326	5.1%
5,000 - 9,999	High	C1	7	1.3%	48,145	7.3%
	Low	C2	4	0.8%	23,815	3.6%
2,000 - 4,999	High	D1	14	2.7%	40,754	6.2%
	Low	D2	20	3.8%	58,796	9.0%
1,000 - 1,999	High	E1	35	6.7%	49,759	7.6%
	Low	E2	40	7.7%	55,240	8.4%
500 - 999	High	F1	30	5.7%	20,882	3.2%
	Low	F2	67	12.8%	46,902	7.2%
250 - 499	High	G1	58	11.1%	20,108	3.1%
	Low	G2	97	18.6%	34,831	5.3%
Less than 250	High	H1	26	5.0%	4,548	0.7%
	Low	H2	113	21.6%	17,758	2.7%
All	All	All	522	100.0%	655,596	100.0%

Data Source: Oklahoma State Department of Education

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 upon the source. Statewide fall enrollment for October 1, 2011 is 665,841, up from 656,251 on October 1, 2010.

Average Daily Membership (ADM) refers to the average number of students enrolled at a school, or district, on any given day during the school year. Straight P.S. in Texas Co. was the smallest elementary (dependent) district in operation during 2011-12 with an ADM of 40 students while the smallest independent district in the state in 2011-12 was Dustin P.S. in Hughes County with an ADM of 70 students. Oklahoma City P.S., the largest independent school district, had an ADM of 42,662 students with Tulsa P.S. following closely with an ADM of 40,408. There are 31 school districts in the state with ADM’s less than 100 students. Twenty-one of these are elementary or dependent districts and ten are independent districts. There are 294 districts with less than 500 students ADM – 94 dependent and 200 independent.

**Figure 27**  
**Oklahoma’s Average Daily Membership**  
**2002-03 to 2011-12**



Data Source: Oklahoma State Department of Education

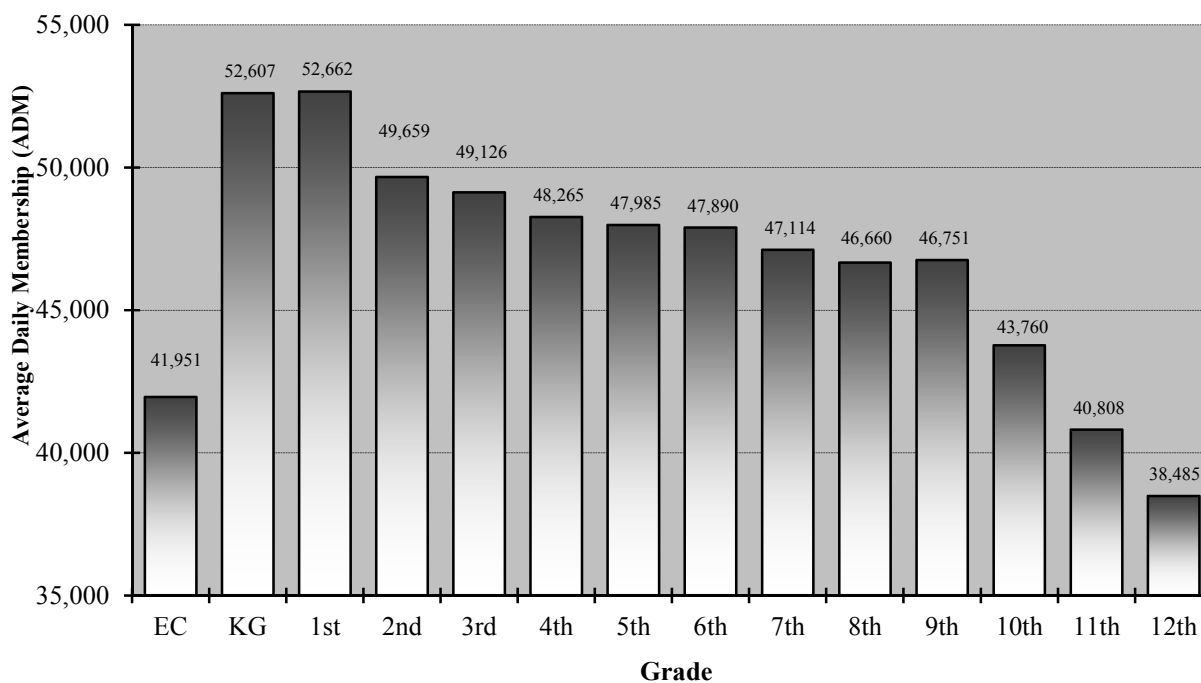
At the state level, total ADM in 2011-12 was 655,596, an increase of 4,258 (0.7%) students from the 2010-11 school year. This annual increase in ADM is the same as last year and half the growth from the year before (2009-10) when the growth was 1.4%, - the largest numerical growth and second largest annual percent increase in well over 25 years. The 2011-12 statewide membership is 6.0% greater than the membership ten years earlier.

The increase in ADM from last year is accounted for by the increase of enrollments in Early Childhood through 8<sup>th</sup> grade which increased by 5,288 students but a decrease in high school students (grade 9 to 12) of 1,119.

Figure 28 shows 2011-12 statewide ADM by grade. Notice that 1<sup>st</sup> grade ADM is slightly higher than other grades. Some students may be placed in transitional 1<sup>st</sup> grade and then take regular 1<sup>st</sup> grade the following year. Both enrollments are included under 1<sup>st</sup> grade at the state level. Another reason for the greater number of 1<sup>st</sup> graders may be the presence of students previously enrolled in private schools and day-care schools before entering public 1<sup>st</sup> grade.

The most notable part of the graph, however, is the rapid decline in ADM from 9<sup>th</sup> through 12<sup>th</sup> grade. During the 2011-12 school year, 12<sup>th</sup> grade ADM was 8,266 students lower than 9<sup>th</sup> grade ADM that same year. Analysis in the STUDENT PERFORMANCE section of this document (Figure 87) shows that this dramatic decrease in enrollment between 9<sup>th</sup> and 12<sup>th</sup> grade is not a single year occurrence.

**Figure 28**  
**Oklahoma's Average Daily Membership by Grade\***  
**2011-12**



Note: \* Excludes 1,873 Out of Home Placement students.

Data Source: Oklahoma State Department of Education

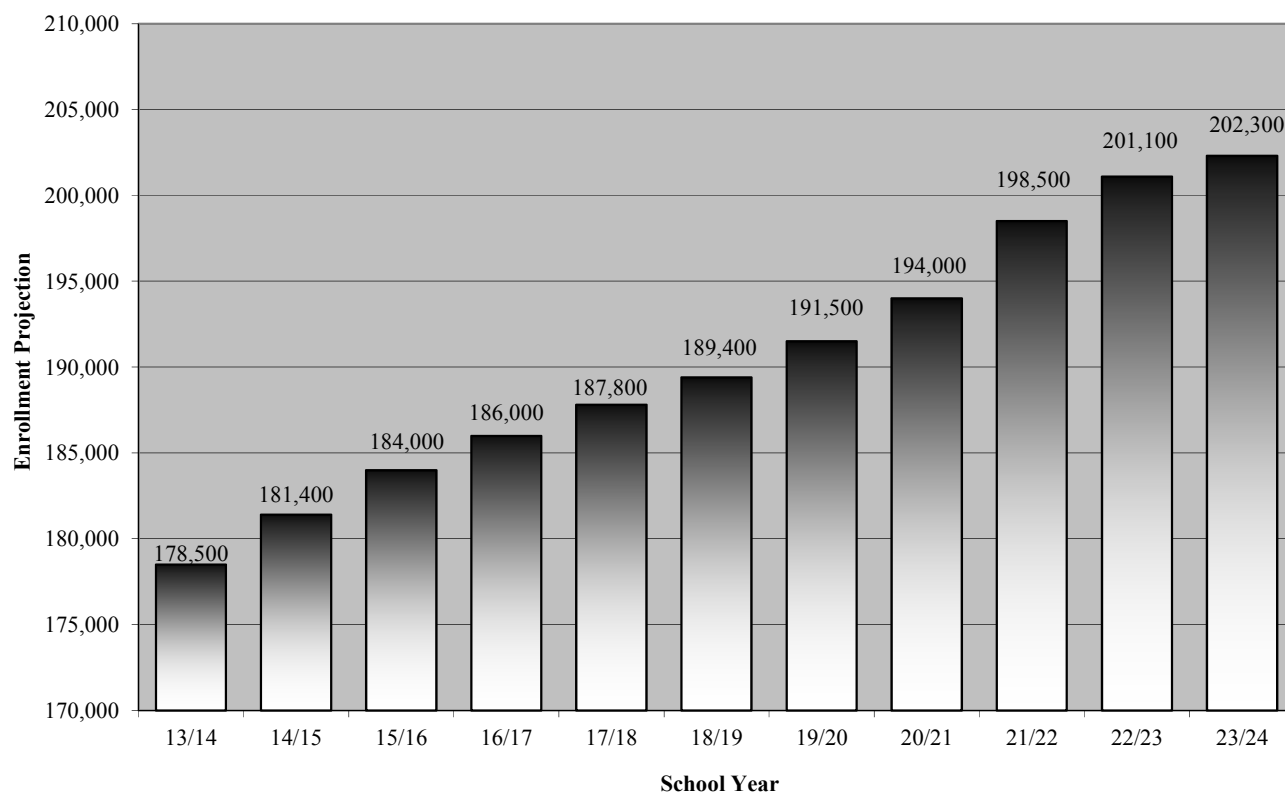
An area of tremendous growth over the past ten years is early childhood or pre-kindergarten. From the 2002-03 school year to 2011-12, the early childhood/pre-kindergarten class, which includes 3 and 4 year old students, has increased 57.8%. This is a much larger increase than that of the kindergarten class with a 20.8% increase and the 1<sup>st</sup> grade class with a 4.7% increase. Oklahoma is one of the nation's

leaders in early childhood education. This attention to the education of our youngest students should pay huge dividends in the future of the state.

## Enrollment and Population Projections

Factors that may be used to determine future school resource needs 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 a model that uses enrollment by grade over a ten year period and births to project high school (9<sup>th</sup> to 12<sup>th</sup> grade) enrollment into the future. Population projections by age are also produced by the U.S. Census Bureau. Analysis of both of these sources shows the increase in high school age students over the next few years. School districts also need to take into account local growth patterns to determine their individual needs. Figure 29 shows the statewide high school enrollment projections from the Office of Accountability's model.

**Figure 29**  
**Projected Oklahoma High School (9<sup>th</sup> – 12<sup>th</sup>) Enrollment**  
**2013-14 to 2023-24**



Data Source: Oklahoma State Department of Education, Oklahoma State Department of Health  
Prepared by: Oklahoma Office of Accountability

The Office of Accountability can produce these projections for every school district in the state. Local administrators may use these projections as an additional tool in the decision making process to help determine the future needs of a district.

## **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 the number of other professional staff.

### **Programs and Curriculum**

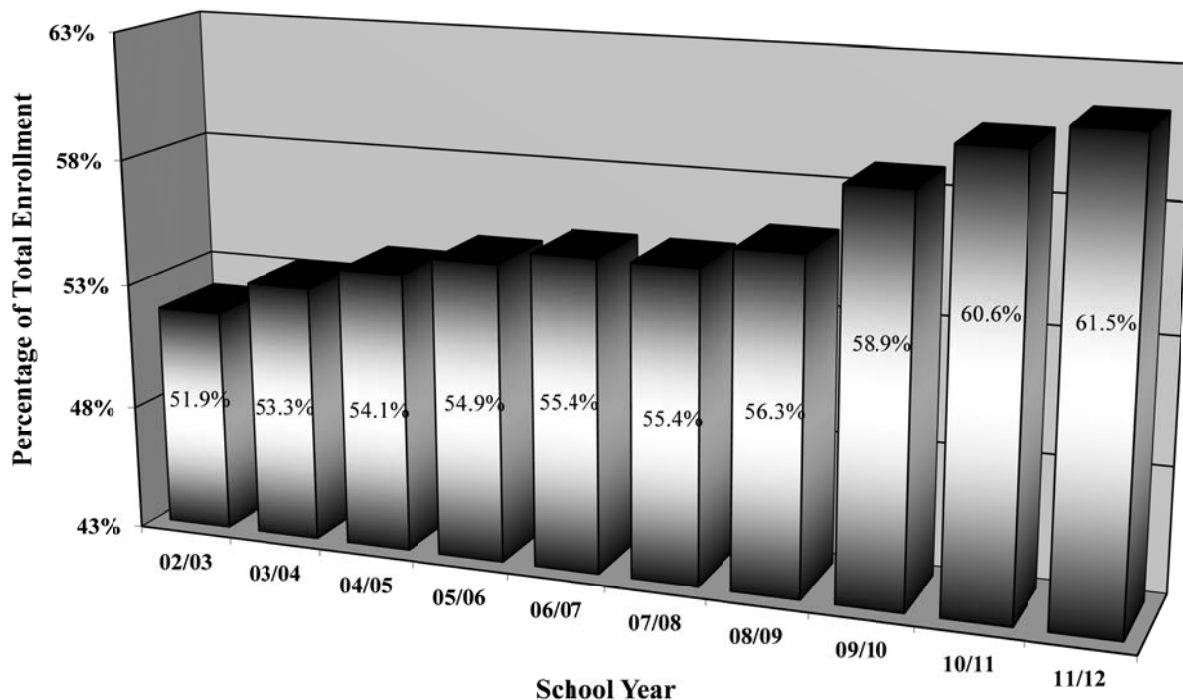
#### **Free or Reduced Price Lunch**

In 2011-12, 406,756 Oklahoma students were eligible for the Free or Reduced Price Lunch Program (FRL). This represented 61.5% of all students (based on enrollment) and was an increase of 7,719 students, or 1.9%, from the 2010-11 school year. Eligibility has increased over ten percentage-points in ten years. From 2008-09 to 2009-10, there was an increase of 6.2% or 22,417 in the number of students eligible for FRL and a 3.7% or 14,073 student increase from 2009-10 to 2010-11. This slight decline in the growth of students eligible for FRL may be a sign the economy is gradually improving.

This indicator is often used as a surrogate for the percentage of students within the school or district who are impoverished. One reason for the increase was the downturn in the economy. As families have a harder time making ends meet their students are able to get free or reduced price meals at school. Two districts have fewer than 10% of their students eligible for the program and nine districts have 25% or less eligible. Eleven districts have over 95% of the students eligible the for free or reduced price lunch program and five have 100% eligible.

Eligibility for the FRL is based upon 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-Price Lunch families must earn between 130% and 185% of the poverty level. In 2012, a family of four with two children making \$23,283 was considered to be living below the poverty level.

**Figure 30**  
**Free or Reduced Price Lunch Program Eligibility**  
**2002-03 to 2011-12**



Data Source: Oklahoma State Department of Education

## **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 17<sup>th</sup> 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 by a 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 O.S. § 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 abilities of high performance capability," mean students who score in the top three percent (3%) on any nationally standardized test of intellectual ability or may include students who excel in one or more of the following areas: 1) creative thinking ability, 2) leadership ability, 3) visual or performing arts ability, and 4) specific academic ability. In addition, other evaluation mechanisms may



be used for 1<sup>st</sup> and 2<sup>nd</sup> 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 2012*).

During the 2011-12 school year, 102,256 Oklahoma students qualified for the Gifted/Talented program. This represented 15.5% 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 2011-12 ranged from three districts reporting none of their students eligible for the gifted program and 36 districts with less than 5% eligible, to eight districts with over one-third of their students qualifying.

## **Special Education**

Special education students are those identified as being eligible for services pursuant to an Individualized Educational Program (IEP). During the 2011-12 school year, 97,617 Oklahoma students qualified for the special education program, which represented 14.8% of all students (based on enrollment). The Special Education participation rate peaked in 2004-05 at 15.1% but has been close to 12% to 15% over the last twenty years. The percentage of students eligible for special education services at school districts across the state ranged from sixteen districts with less than 10% of students eligible to five districts (all dependent districts) having 40% or more students eligible.

## **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. 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, Jenks P.S. offered over 100 different courses in those core areas. Collectively, districts across the state offered an average of 36.5 units in the six core areas in 2011-12. A more detailed description of the minimum requirements can be found in the *Standards for Accreditation* document from the State Department of Education.

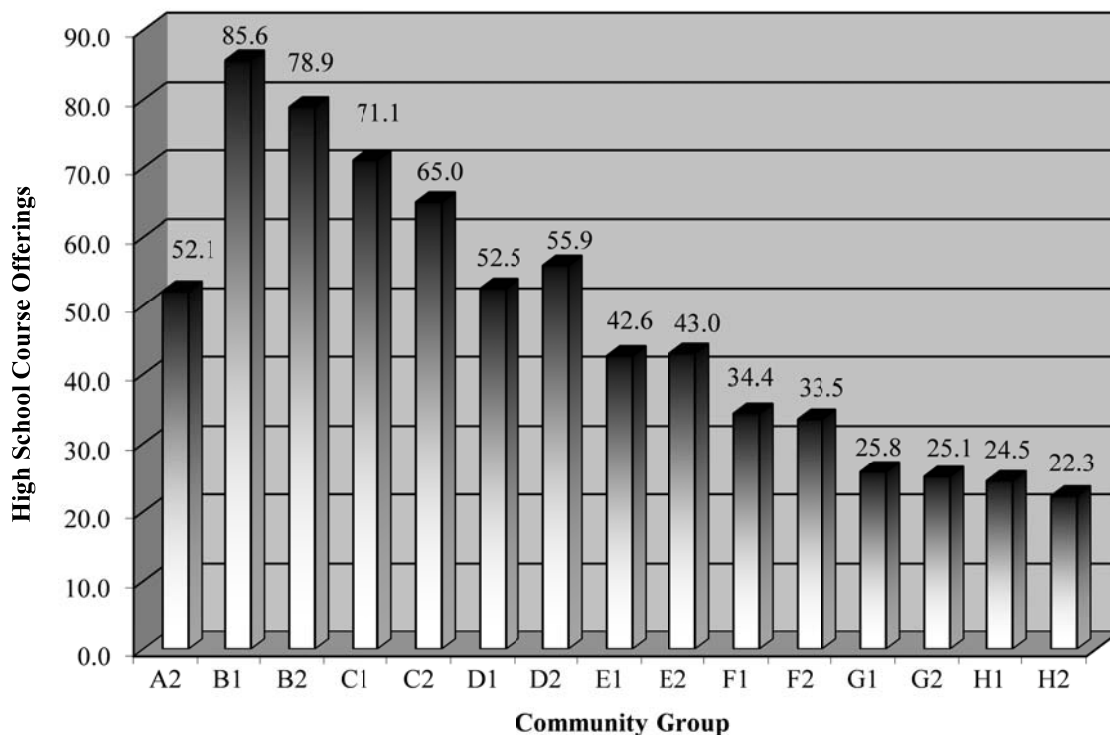
In general, school districts with larger district enrollments have greater course offerings than smaller districts. School districts ranging in size from 10,000 to 25,000 students offer on average 84.1 high school courses while the state's two largest districts (Oklahoma City and Tulsa) offer an average of 52.1 courses per high school. As the size range of school districts decreases so do the number of courses offered. School districts in the 5,000 to 10,000 student range offer an average of 69.4 courses and those in the 2,000 to 5,000 range offer 54.5 courses. The 1,000 to 2,000 student range school districts offer 42.8 courses and school districts with 500 to 1,000 students offer 33.7 courses. The smallest two district enrollment ranges of 250 to 500 and less than 250 offer an average of only 25.3 and 22.7 courses respectively.

Beginning in the 2006-07 school year, students entering the 9<sup>th</sup> 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 6 electives to equal 23 units. A local school board's graduation requirements may exceed the state graduation requirements of 23 units. The secondary academic programs may also provide the traditional units of credit to be offered in grades 9-12 with each secondary school offering and teaching at least 38 units or their equivalent each school year. Four (4) of these units may be offered on a two-year alternating plan with 34 units or their equivalent to be taught in the current school year. Career and technology center courses in which secondary students are enrolled may also count toward the 38 required units of credit or their equivalent.

Figure 31 shows the trend of fewer course offerings as the school district size decreases. It displays the average number of course offerings for all community groups. The B1 community group has the highest average number of course offerings at 85.6 and the H2 community group has the lowest at 22.3.

**Figure 31**  
**High School Course Offerings**  
**By Community Group**  
**2011-12**



State Average = 36.5

Data Source: Oklahoma State Department of Education

With graduates needing 23 units to graduate, some of the smaller schools in the state may struggle to have enough course offerings each year to allow students to graduate with the required credentials. Participation with career and technology centers allow schools to offer a greater variety of courses but other options may need to be explored for these smaller schools to meet their students curricular needs.

## Classroom Teachers

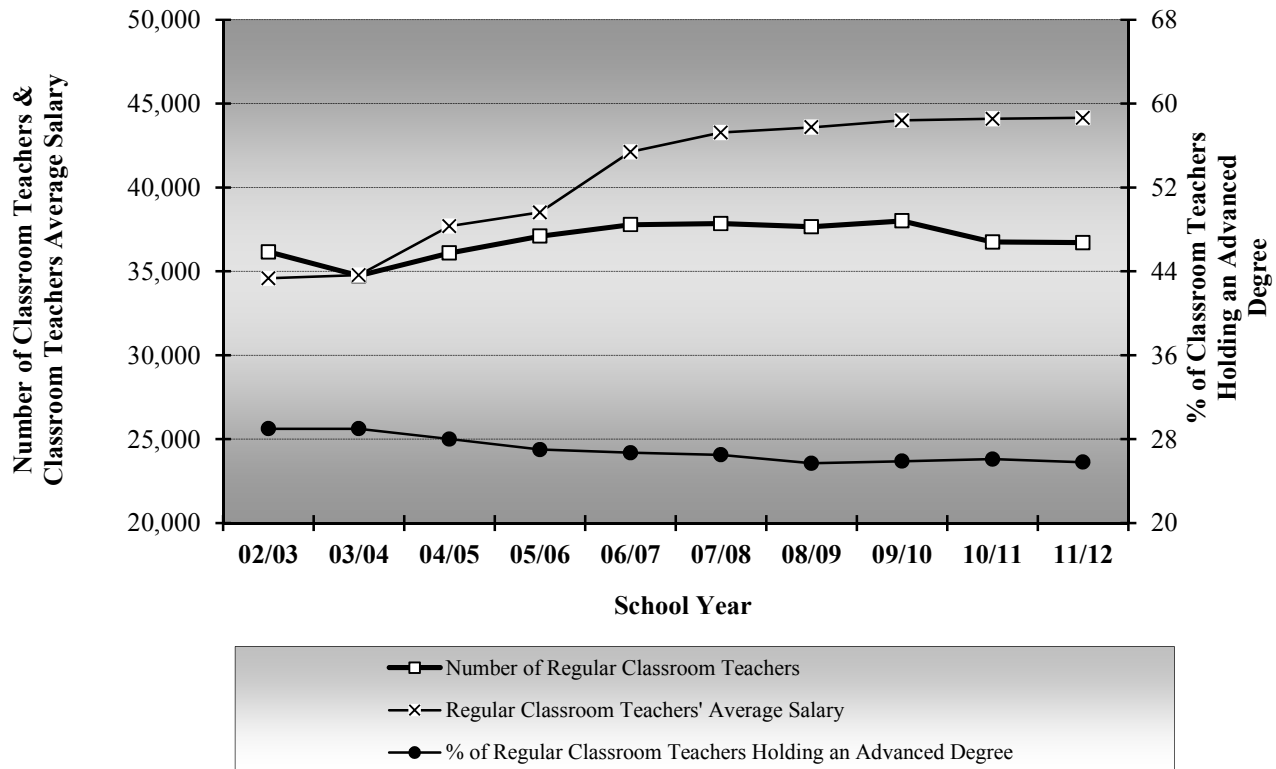
The number of regular classroom teachers is measured by Full-Time Equivalency (FTE). For less than full-time teachers, a decimal amount is used for that portion of the day spent in the classroom. Time spent in the classroom by teaching principals is also included in the FTE. The statistics reported by 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 decreased by 41 FTEs for the 2011-12 school year from the previous year (36,708 in 2011-12 from 36,749 in 2010-11). This is the third decrease in the number of classroom teachers in four years. The decline of 41 teachers this year is significantly better than the decline of over 1,200 teachers between 2009-10 and 2010-11. This is the fewest number of regular classroom teachers since 2004-05. Figure 32 shows the slight decline in classroom teachers in 2003 and 2004 (part of the last economic downturn). Furthermore, ADM increased by 4,258 students (655,596 in 2011-12 compared to 651,338 in 2010-11). Based only on the graded student ADM of 655,596, the statewide gross student/teacher ratio for regular classroom teachers in 2011-12 was 17.9 students per teacher. This is one of the highest student teacher ratios in the last 20 years.

Figure 32 also shows the average annualized salary of teachers for the 2011-12 school year was \$44,145, an increase of only \$51 (0.1%) from the previous year (\$44,094 in 2010-11). This is the smallest increase in annualized teacher salary in over 20 years. There has been only one year (1996) of actual decrease in teacher salary. After three years of notable salary increases for teachers (2003-04 to 2006-07), there have been smaller increases in teachers' salaries. The number of years a teacher has taught and any advanced degrees they may hold also affect their salary. The average annualized 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. This is the smallest increase in teacher's salaries since the last decrease in teacher's salary in 1996-97.

Teachers' salaries are controlled by a salary schedule prescribed in state law (70 O.S. § 18-114.12). In school year 2011-12, a teacher's starting salary was based on the degree held; \$31,600 for a Bachelor's Degree, \$32,800 for a Master's Degree and \$34,000 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, 11 through 25. After the tenth year in the classroom, teachers with a Bachelor's Degree receive \$850, those with a Master's Degree; \$1,275, and those with a Doctorate; \$2,125. This works out to an average annual salary increase of \$429 to \$480 per year of service depending upon the highest degree earned. Districts may exceed the minimum pay schedule prescribed in state statutes and many do. The salary scheduled has not changed since 2008. Career Technology Agriculture, Career Technology Economic, Other Career Technology, and Special Education teachers receive an additional percentage or stipend to the minimum salary.

**Figure 32**  
**Number of Teachers, Average Salary of Teachers, and**  
**Percentage of Teachers Holding Advanced Degrees**  
**2002-03 to 2011-12**



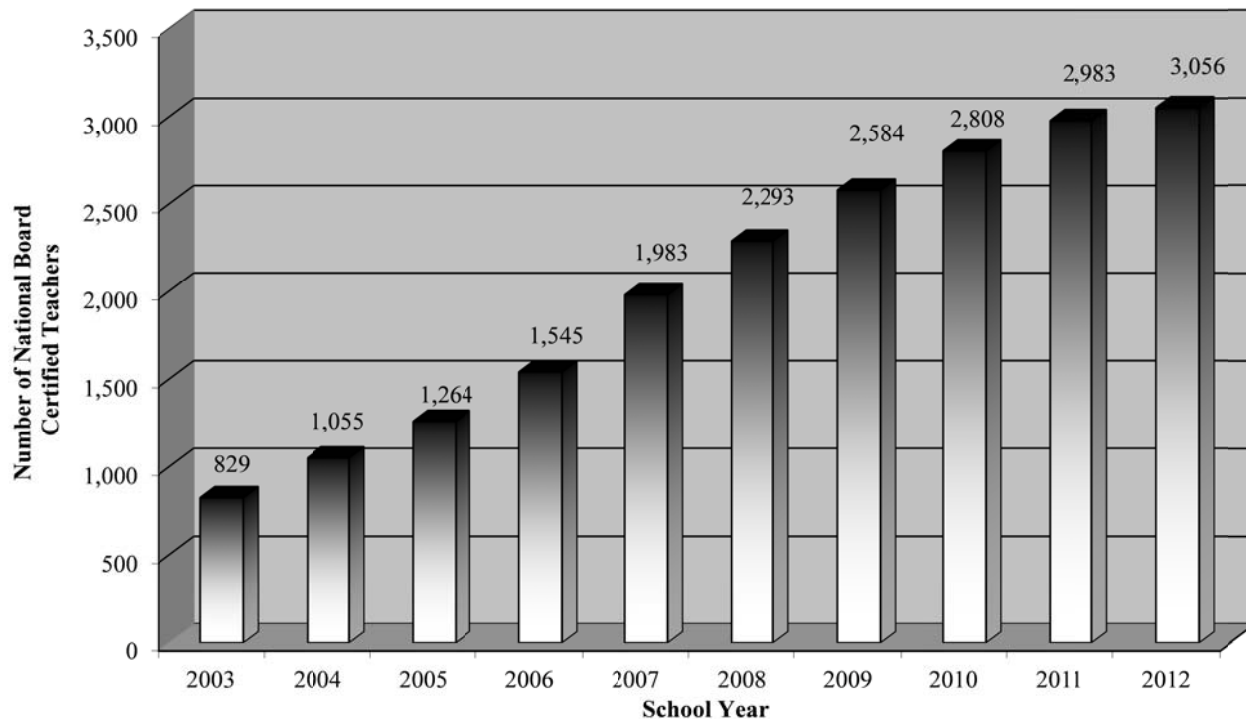
Data Source: Oklahoma State Department of Education

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 25.8% (down slightly from 26.1% last year). The percentage of teachers with an advanced degree has risen slightly between 2008 and 2011 but is still well below the high of 41% in 1989-90. The average years of teaching experience is calculated similarly. It is based on the years of experience per FTE and averages 12.8 years statewide.

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 73 new NBC teachers for the 2011-12 school year. This brings the total of NBC teachers in the state to 3,056; 8.3% of classroom

teachers. The 73 new NBC teachers is the lowest number since 1999. The controversy over the additional stipend for NBC may be keeping some teachers from pursuing the certification.

**Figure 33**  
**National Board Certified Teachers**  
**Oklahoma**  
**2003 to 2012**



Data Source: National Board for Professional Teaching Standards

## 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 2011-12 school year, there were 4,434 Special Education Teacher FTEs, down only 2 FTE from the previous year. Each possessed an average of 13.1 years of teaching experience and earned, on average, \$46,602. 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. While the number of classroom teachers for the 2011-12 school year saw a decrease – 41, the number of administrators declined by 47. In 2011-12 there were 3,386 administrator FTEs at the 522 districts, down from the 2010-11 school year count of 3,433 administrator FTEs. Statewide, there was an average of 6.5 administrators per school district and each received an average annualized salary of \$75,865 during the 2011-12 school year. This was an increase of just over \$1,000, or 1.3% over last year's figure of \$74,858. On average, each supervised 12.2 teacher FTEs (regular and special education teachers) in 2011-12. The average experience that each possessed in a school environment was 21.5 years.

## **Counselors and Other Certified Staff**

The number of counselors in schools increased by 7 (1,586 to 1,593) between 2010-11 and 2011-12. Other certified staff FTEs also increased by 18 (0.5%). Counselor's average annualized salary for the 2011-12 school year was \$49,892 and the average annualized salary for other certified staff for the same school year was \$48,192. Other certified staff includes Title 1, English Language Learners, as well as other non-regular education teachers.

## **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 in doing so they overlook 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 2012* 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**

In Oklahoma, the three basic sources of school district revenue are Local & County, State, and Federal. Total revenue for 2011-12 was \$5,645,546,831. The largest portion of funding was provided by the State at 47.7% (\$2.70 billion), followed by Local & County with 38.6% (\$2.18 billion) and Federal

funds which provide 13.6% (\$769 million) (Figure 34). Total revenues decreased for Oklahoma's districts by \$13,504,624, or 0.2%, over 2010-11 revenues of \$5,659,051,454. This is the second decrease in three years. Two years ago, there was a significant decrease in state revenue and this year there is a major decrease in federal revenue. Each year, roughly one-third of Oklahoma's state budget goes to K-12 public education.

This year's percentage of revenue from the state is 2.2 percentage points higher than last year's, which was the lowest it has ever been since the *Profile Reports* have been compiled. For the 2011-12 school year, 47.7% of all revenues came from the state. This percentage amount is down from 53.5% 10 years earlier (2002-2003). The percentage of revenue from the federal government is down from the previous year. The first American Recovery and Reinvestment Act (ARRA) stimulus money came to the state in February of 2009 and continued through the end of the 2010-2011 school year. The percentage of revenue from the federal government is the same as three years ago (13.6%). For the last two years the percentage of federal revenue has been over 17.0%. The percentage of federal revenue has been close to 13.5% for four of the last eight years. Prior to 2002-03, the percent of federal revenue was typically 10 to 11%. The percentage of local and county revenue is up slightly from the previous year to 38.6%. There has been growth every year for the past ten years in local and county revenue.

There are twenty school districts with less than 20% of their revenue coming from the state and two of those have less than 10% of their revenue coming from the state (Oakdale P.S. in Oklahoma Co. and Cleora P.S. in Delaware Co.). Oakdale P.S. and Cleora P.S. also have less than 5% of their revenue coming from the federal government and close to 90% of their revenue coming from local and county sources. Conversely; thirty-one districts have over two-thirds of their revenue coming from the state and two of these have over 75% of their revenue coming from the state.

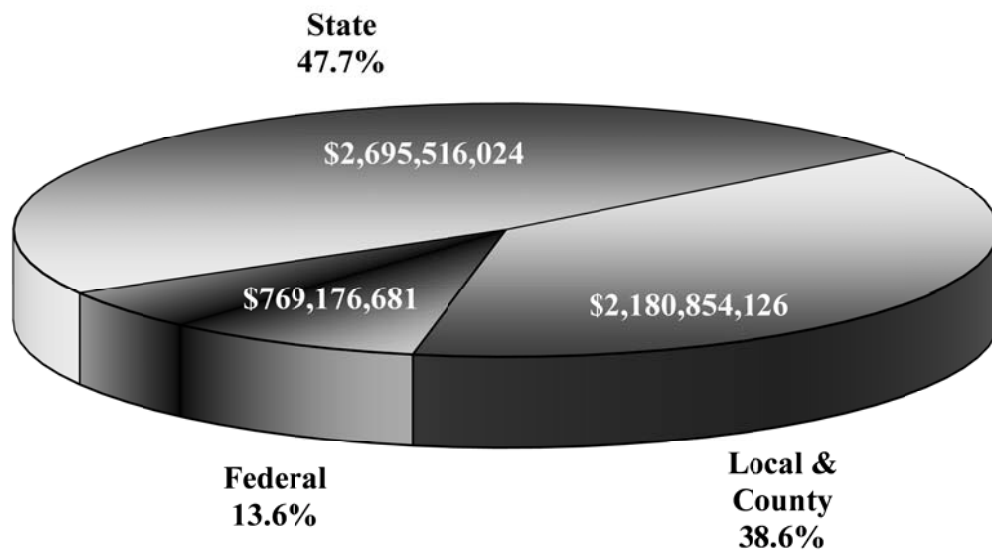
Eight school districts have over 40% of their revenue coming from the federal government. Seven of these are dependent school districts serving only students from pre-kindergarten through eighth grade. Fourteen school districts have less than 5% of their revenue coming from the federal government. There was a significant decrease in the percentage of revenues coming from the federal government due to the ending of the ARRA stimulus money.

Nine school districts have less than 10% of their revenue coming from local and county sources with all but two of these being dependent school districts. Eight school districts have over 75% of their revenue coming from local and county sources. Five of these are dependent school districts. One reason that so many dependent districts are on the extremes of these percentages is they are small enough that small portions make up a large percentage.

School districts below 1,000 in ADM have a higher percentage of their revenue coming from the federal government than the rest of the state. Over fifteen percent (15.3%) of all revenues for school districts below 1,000 ADM are from the federal government compared to 12.7% for school districts between 1,000 and 10,000 ADM and 13.6% for school districts above 10,000. School districts above 10,000 in ADM receive only 40.8% of their revenue from the state compared to 52.5% for school districts below 1,000 ADM and 51.4% for school districts between 1,000 and 10,000. School districts below 1,000 in ADM receive 32.2% of their revenue from local sources compared to 45.6% for school districts above 10,000 ADM and 35.9% for school districts between 1,000 and 10,000.

School districts below the state average Free or Reduced Price Lunch eligibility rate (better off economically) have a much higher percentage of their revenue coming from local sources than those schools above the state average (poorer economically). While the state average has 38.6% of funding coming from local sources; local funding makes up 44.4% for those school districts below the state average Free or Reduced Price Lunch rate and only 34.2% for those school districts above the state average. Conversely; school districts above the state average Free or Reduced Price Lunch rate have a higher percentage of their revenue coming from the federal government (16.6%) than those districts below the state average at 9.7%. School districts above the state average Free or Reduced Price Lunch rate (49.2%) also have a higher percentage of their revenue coming from the state than those schools below the state average (45.8%).

**Figure 34**  
**District Revenue Sources**  
**Reported Using ALL FUNDS\***  
**2011-12**



Total Revenue: \$5,645,546,831

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 C for more information about the categories used for the reporting of District Finances.

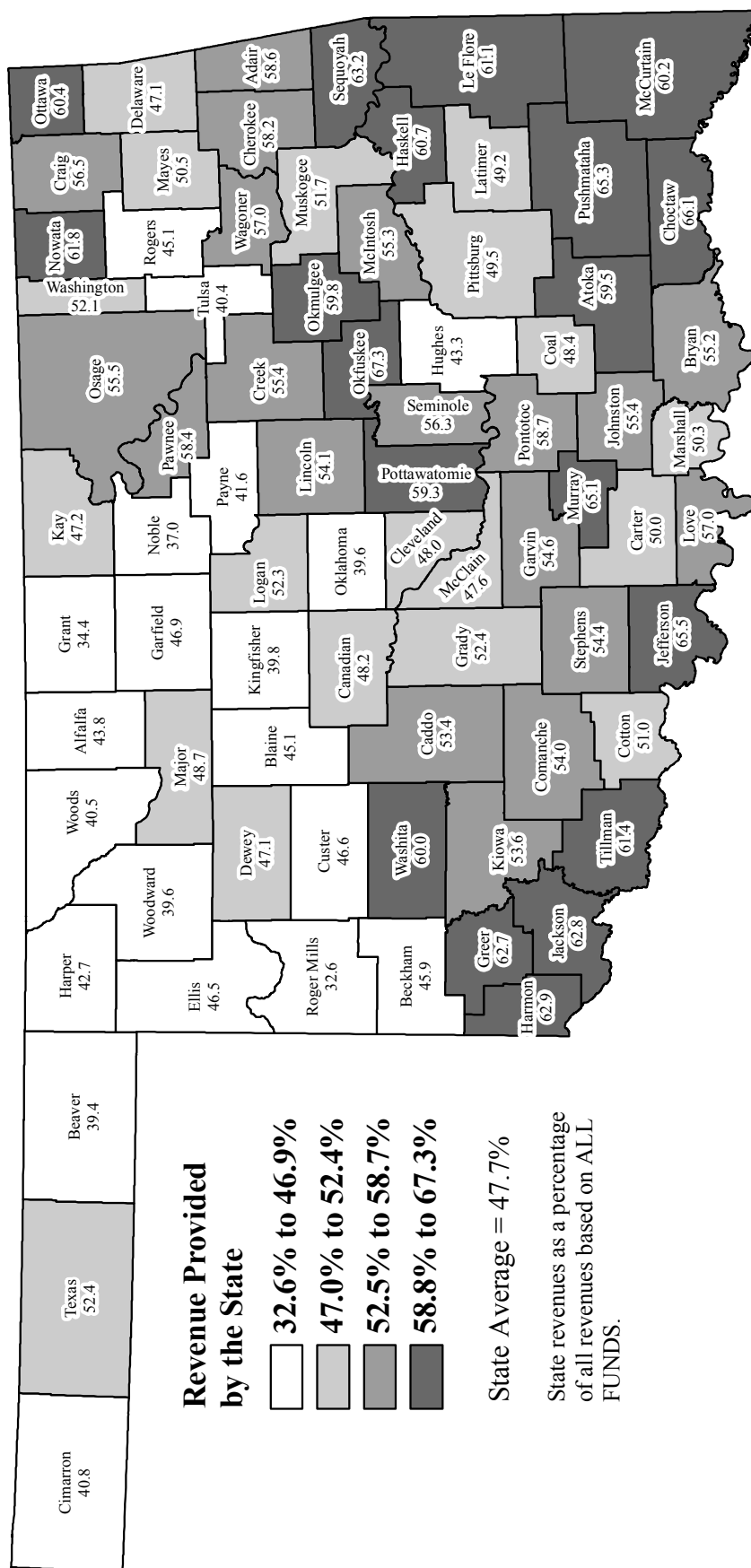
Figure 35 depicts by county the percentage of state funding received by school districts.



# Figure 35

## PERCENT OF PUBLIC EDUCATION REVENUE PROVIDED BY THE STATE

### 2011-12 School Year



Source: Oklahoma State Department of Education

## 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 varying cost required to dispense education at each school district across the state. The formula takes into account a district's wealth then funds the 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 students enrolled at the district weighted by different categories. Therefore, the majority of the funding formula deals with assigning weights to students. The concept of allocating funds based upon 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 upon 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:

<b>Condition</b>	<b>WGT.</b>	<b>Condition</b>	<b>WGT.</b>
Vision Impaired	3.80	Physically Handicapped	1.20
Learning Disabilities	0.40	Speech Impaired	0.05
Deaf or Hard-of-Hearing	2.90	Trainable Mentally Handicapped	1.30
Deaf and Blind	3.80	Bilingual	0.25
Educable Mentally Handicapped	1.30	Special Education Summer Program	1.20
Emotionally Disturbed	2.50	Economically Disadvantaged	0.25
Gifted	0.34	Optional Extended School Year program	As determined by State Board
Multiple Handicapped	2.40		

#### Grade Level Weights:

<b>Grade</b>	<b>WGT.</b>	<b>Grade</b>	<b>WGT.</b>
Early Childhood (Half Day)	0.70	Third Grade	1.051
Early Childhood (Full Day)	1.30	Fourth to Sixth Grade	1.00
Kindergarten (Half Day)	1.30	Seventh to Twelfth Grade and Non-graded	1.20
Kindergarten (Full Day)	1.50	Out of Home Placement (OHP)	1.50
First and Second Grade	1.351		

#### 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:

<b>YEARS OF EXPERIENCE</b>	<b>WEIGHT BY DEGREE TYPE</b>		
	<b>BACHELORS</b>	<b>MASTERS</b>	<b>DOCTORATE</b>
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 upon a per WADM basis. Districts receive state funding based upon 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 time 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 upon student density multiplied by the number of students transported (hauled) each day. The resulting product is then multiplied by a Transportation Factor which is determined by the state.

## ***TEACHER SALARY INCENTIVE***

The third and final aspect of the funding formula deals with Teacher Salary Incentive. An incentive amount is calculated by multiplying an Incentive Aid Factor by the WADM. Subtracted from this product is the Adjusted District Assessed Valuation expressed in thousands of dollars. Teacher Salary Incentive is finally derived by multiplying the resulting amount by 20 mills.

## **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 Oklahoma State Department of Education.

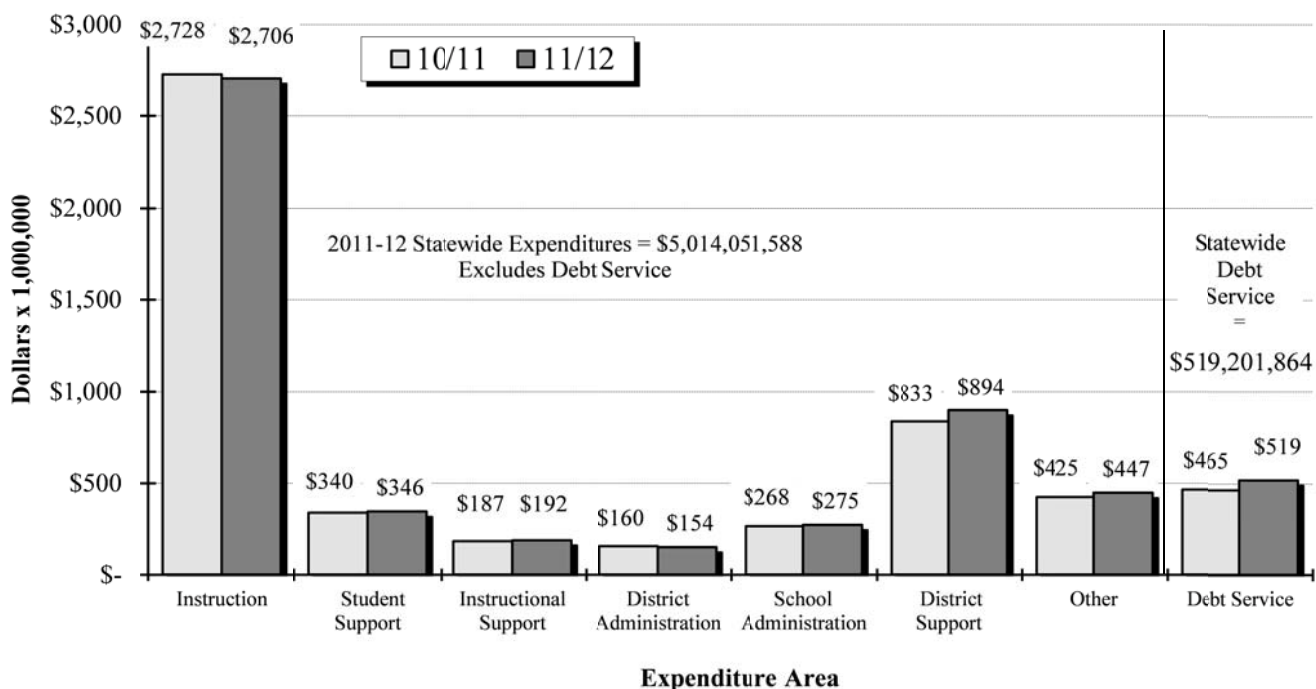
## **Expenditures**

Figure 36 shows expenditures from ALL FUNDS for the last two years. In *Profiles 2012*, expenditure amounts are classified into eight areas: Instruction, Student Support, Instructional Support, District Administration, School Administration, District Support, Other, and Debt Service (See Appendix C for a 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. Approximately seventy percent of all districts have outstanding bonds and consequently have expenditures in the Debt Service category. By graphing Debt Service separately, districts that use bonds to build new facilities, make major renovations, or purchase buses, technology, textbooks, etc., will not appear to have smaller expenditure

percentages in the seven core expenditure areas. Debt service has almost doubled in the past ten years to \$519.2 million in 2012 from \$269.7 million in 2003.

The largest expenditure is in the area of Instruction with 54.0%, a 1.2 percentage-point decrease over 2010-11. This is the fourth decrease in Instruction in the past five years and it is below its high mark of 58.6% of ALL FUNDS in 1995-96. District Support ran a distant second in 2011-12 at 17.8% 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 \$5.5 billion, a \$127 million increase over the 2010-11 school year.

**Figure 36**  
**State Level Expenditures Based on ALL FUNDS**  
**2010-11 and 2011-12**



	Percent of Total Expenditure in Each Area							
2010-11	55.2%	6.9%	3.8%	3.2%	5.4%	16.9%	8.6%	9.4%
2011-12	54.0%	6.9%	3.8%	3.1%	5.5%	17.8%	8.9%	10.4%

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

Data Source: Oklahoma State Department of Education

Figure 37 displays the percent of expenditures by type and community group. Two areas that show a noticeable difference in how large and small districts operate are student support and district administration. A larger percent of expenditures goes to student support in larger districts where district administration gets a larger percent in smaller schools. Student support items include social work services, health services, psychological services, and speech pathology and audiology services. Larger

districts typically have enough students requiring these services to address the need in-house rather than participate in a cooperative effort with other districts. District administration expenditures and school administration expenditures are the costs associated with superintendent and principal positions, respectively. These are just a few examples of the conditions in which school districts operate and the obstacles they must overcome to educate students.

**Figure 37**  
**Expenditures Based on ALL FUNDS**  
**By Community Group**  
**2011-12**

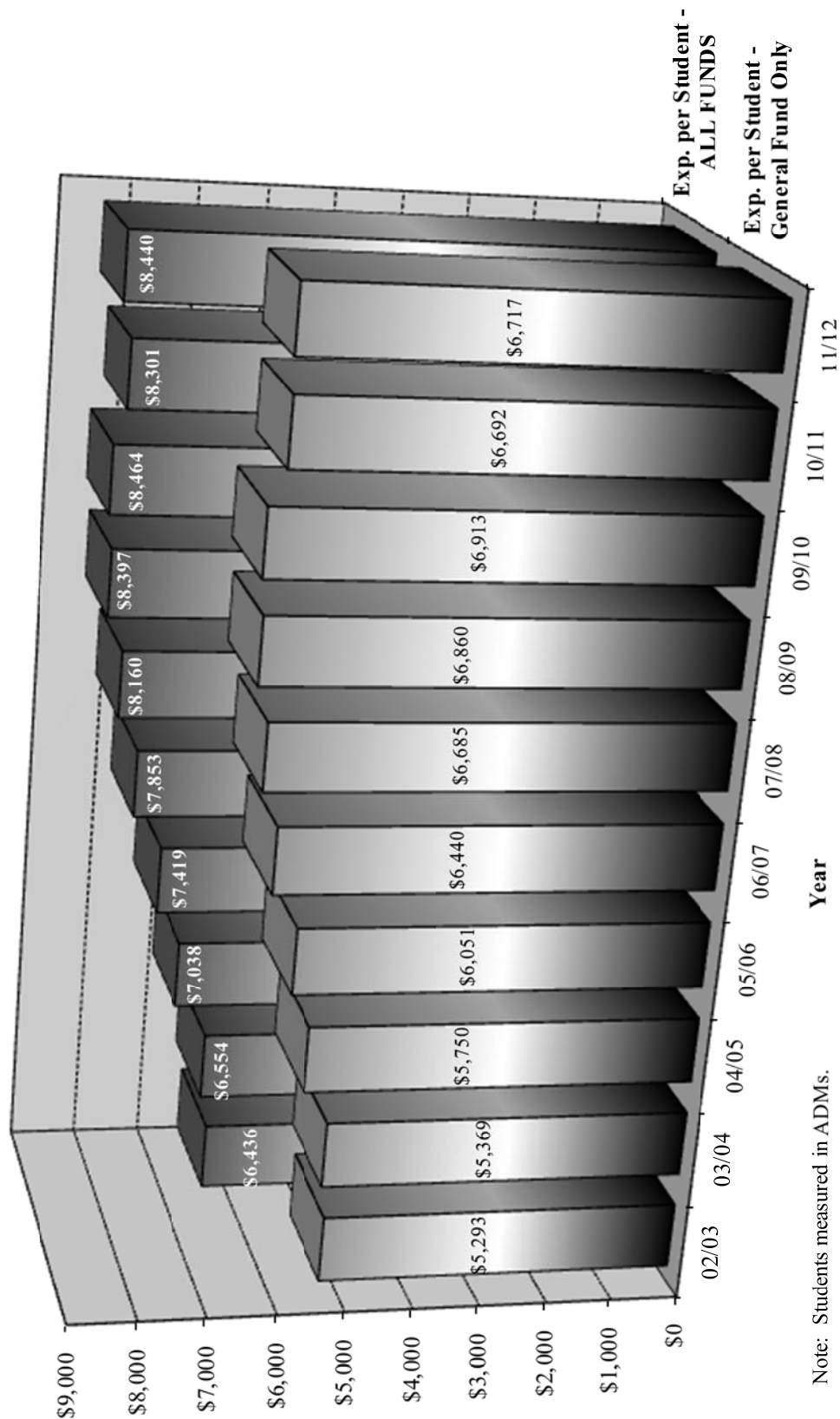
Size of District	Community Group	Instruction	Student Support	Instructional Support	District Administration	School Administration	District Support	Other
25,000 or more	A2	50.6%	6.9%	6.7%	2.1%	5.4%	19.2%	9.2%
10,000 to 24,999	B1	53.3%	8.2%	3.9%	1.9%	5.7%	18.4%	8.7%
	B2	55.1%	7.9%	4.7%	2.1%	6.2%	16.0%	8.0%
5,000 to 9,999	C1	55.6%	7.3%	3.2%	2.3%	5.6%	18.4%	7.7%
	C2	55.7%	6.2%	5.1%	2.4%	5.5%	17.1%	8.0%
2,000 to 4,999	D1	56.5%	7.0%	3.2%	2.5%	5.9%	16.7%	8.3%
	D2	55.1%	7.1%	3.8%	2.8%	5.5%	17.3%	8.4%
1,000 to 1,999	E1	55.7%	6.5%	2.8%	2.9%	5.4%	18.0%	8.7%
	E2	54.8%	6.5%	3.1%	3.3%	5.6%	16.8%	9.9%
500 to 999	F1	55.5%	6.5%	2.7%	4.0%	5.5%	16.3%	9.5%
	F2	55.0%	6.6%	2.9%	3.9%	5.5%	17.0%	9.2%
250 to 499	G1	52.0%	6.5%	2.4%	6.1%	5.2%	18.5%	9.3%
	G2	53.4%	5.7%	2.5%	5.3%	5.3%	17.9%	10.0%
Less than 250	H1	53.1%	4.8%	2.3%	6.3%	3.7%	20.9%	8.9%
	H2	52.0%	4.7%	2.5%	7.3%	4.0%	19.1%	10.4%
	Statewide	54.0%	6.9%	3.8%	3.1%	5.5%	17.8%	8.9%

Data Source: Oklahoma State Department of Education

Figure 38 contrasts the General Fund versus the ALL FUNDS accounting of expenditures per student for years 2002-2003 through 2011-12. The expenditure per student (ADM) using the General Fund in 2011-12 was \$6,717 compared to \$8,440 from ALL FUNDS, a difference of \$1,723 dollars per student. Per-student funding increased \$25 in the General Fund category and \$139 in the ALL FUNDS category between the 2010-11 and 2011-12 school years. These increases do not offset the decreases from the previous year when the general fund per student dropped \$221 and ALL FUNDS per student dropped \$163.

Per student expenditures varied greatly across the state (Figure 39). As described in the explanation of the state funding formula, this is partly due to larger revenues from utility interests and natural resource development. Per student expenditures, based on ALL FUNDS, including Debt Service, ranged from a high of \$24,302 per student in Cave Springs P.S. in Adair County to a low of \$5,043 per student at White Oak P.S. in Craig County. Roger Mills County has the highest per student expenditure at \$15,679 while Beckham County has the lowest at \$7,101.

**Figure 38**  
**State Level Expenditures Per Student**  
**General Fund Only and ALL FUNDS**  
**2002-03 to 2011-12**



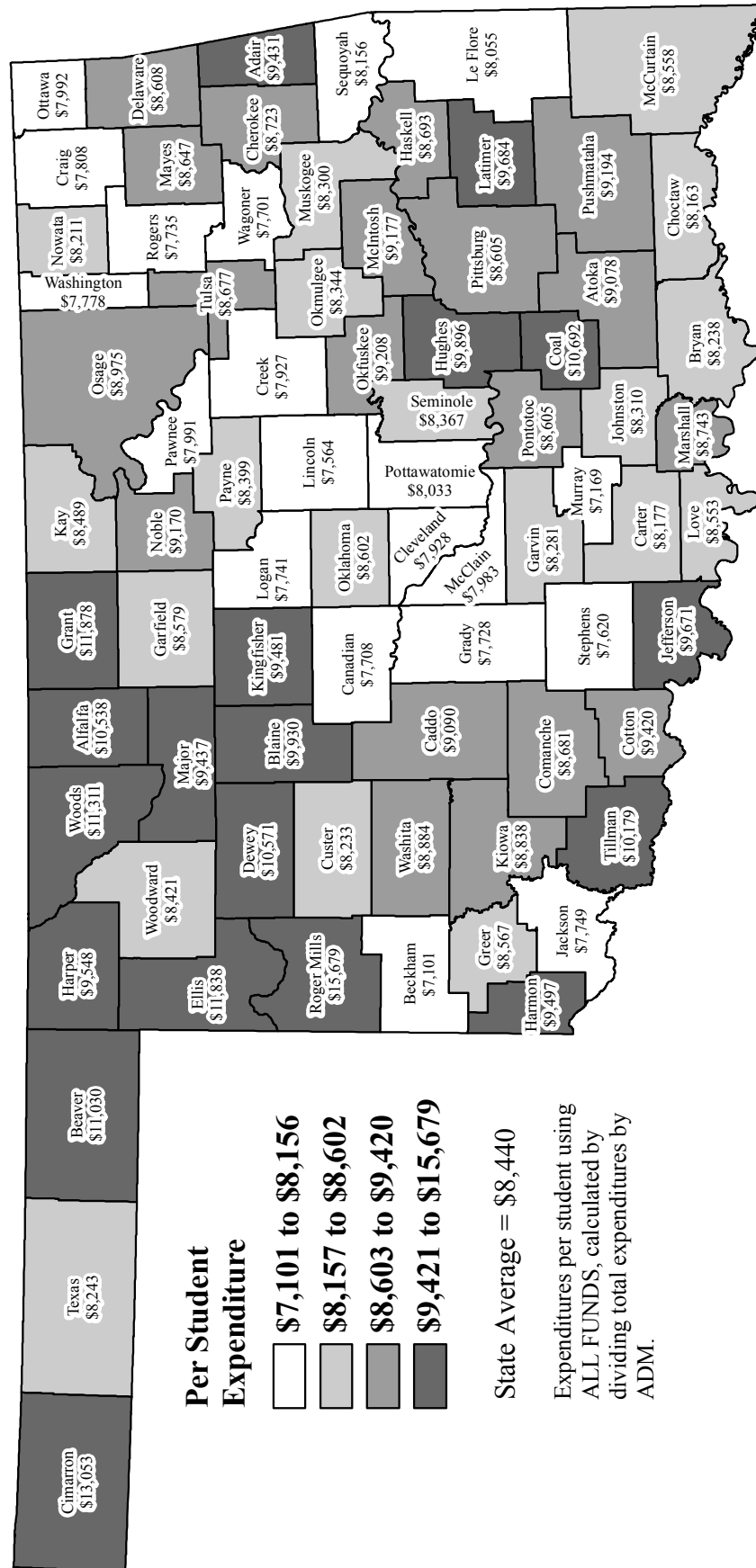
Note: Students measured in ADMs.  
 Data Source: Oklahoma State Department of Education

# Figure 39

## EXPENDITURES PER STUDENT

### ALL FUNDS

#### 2011-12 School Year



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 over time and/or 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 (OCCT) for grades 3 – 8 and the High School End-of-Instruction (EOI) test. The curriculum upon 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 OCCT and the High School EOI 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, 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 11<sup>th</sup> grade only saw one year of the complete battery before it was discontinued.

In 1999-2000 all norm-referenced testing was discontinued and the 11<sup>th</sup> 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 11<sup>th</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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, and English III. Field testing in these additional areas began in the 2006-07 school year. Students from the freshman class of 2008-09 forward must score "at least Proficient" 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 2009, the "Satisfactory" classification was changed to "Proficient."

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 3<sup>rd</sup> 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 2005-06. Riverside Publishing returned to assist with testing for 2006-07. Pearson Assessment and Information began administering the EOIs in 2007-08. In 2010-11, Pearson Assessment also began administering the CRT's.

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. Also starting in 2002-03 students were broken into two fundamental categories, High Mobility and Non-High Mobility. In 2006-07, these terms were changed to Non-Full Academic Years (non-FAY) and Full Academic Year (FAY). Unless otherwise noted, the scores posted in *Profiles 2012* include only Regular Education and Full Academic Year students.

From a policy-making standpoint, the Education Oversight Board has had ongoing concerns over the lack of stability in the OSTP. While it has not happened as often in the past few years, vendors

conducting the CRT have changed year to year. 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 40 shows the cost of the OSTP over the last 10 years. The OSTP cost \$7.2 million to administer in 2011-12.

**Figure 40**  
**Yearly State Expenditures for Testing**  
**FY- 2003 to FY-2012**

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
FY-2008	\$10.8 Million
FY-2009	\$10.8 Million
FY-2010	\$10.8 Million
FY-2011	\$6.3 Million
FY-2012	\$7.2 Million

Data Source: State of Oklahoma Executive Budget, Oklahoma State Department of Education

## **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 Proficient 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, Proficient, 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 Proficient and above (Figures 41 through 80). The State Board of Education raised the standards for cut scores in Reading and Math prior to the 2008-09

testing cycle. Viewing the trends must be done carefully, one must take this change into consideration when comparing to the previous years.

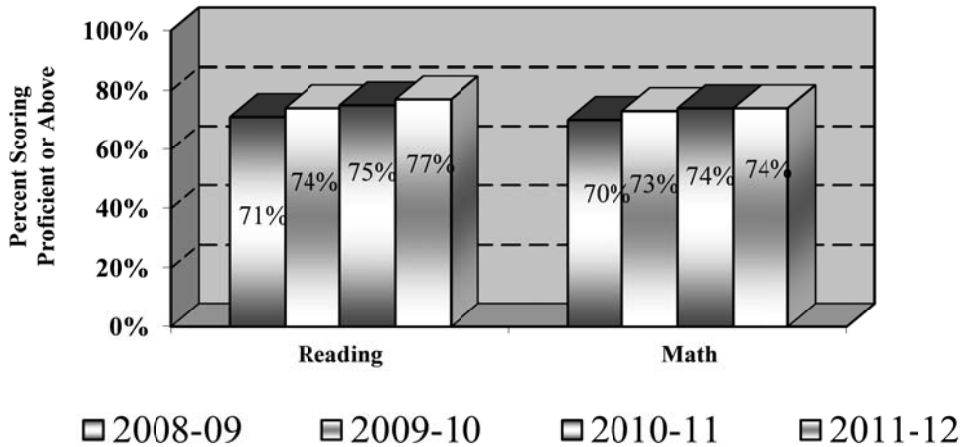
Third grade CRT results (Figure 41) showed improvement in both reading and math between 2008-09 and 2011-12. Reading increased six percentage points in the percentage of students scoring proficient and above and Math increased four percentage points. Fourth grade CRT results (Figure 42) were stable in reading between 2008-09 and 2011-12 with an increase of six percentage points in math over the same time period.

Fifth grade CRT results (Figure 47) show similar trends for most of the subjects tested. Science has the highest percentage of students scoring proficient and above of the five test given to fifth graders. In 2011-12, 91% of all students taking the science CRT scored proficient and above, down one percentage point from the prior year. This follows a fairly consistent increase from 81% in 2002-03. The writing CRT was not given in 2004-05 but since then has been in the mid to high 80s and 90% and currently has 81% students scoring proficient and above in 2011-12. The social studies CRT has also shown a nice increase in students scoring proficient and above since 2003-04 and has risen from 67% to 77% in 2011-12 with a one percentage point drop from the past two years. Reading and math have seen small increases over the past three years. Though, as with all grades in reading and math, the standards were raised in 2008-09. While quite a bit lower than prior to 2008-09, math did increase from 68% to 74% and reading increased from 70% to 72% from 2008-09 to 2011-12.

Sixth grade CRT results (Figure 53) show reading at 73% for 2011-12, up from 69% in 2008-09 and math Seventh grade CRT results (Figure 54) show similar trends as the other grades in reading and math. Both reading and math show an increase in the percentage of students scoring proficient and above from 2008-09 to 2011-12. Reading increased five percentage points and math rose six percentage points. The third seventh grade test, geography, did not have a standard change and has been very stable between 88% and 89% from 2008-09 to 2011-12 for the percentage of students scoring “proficient and above”.

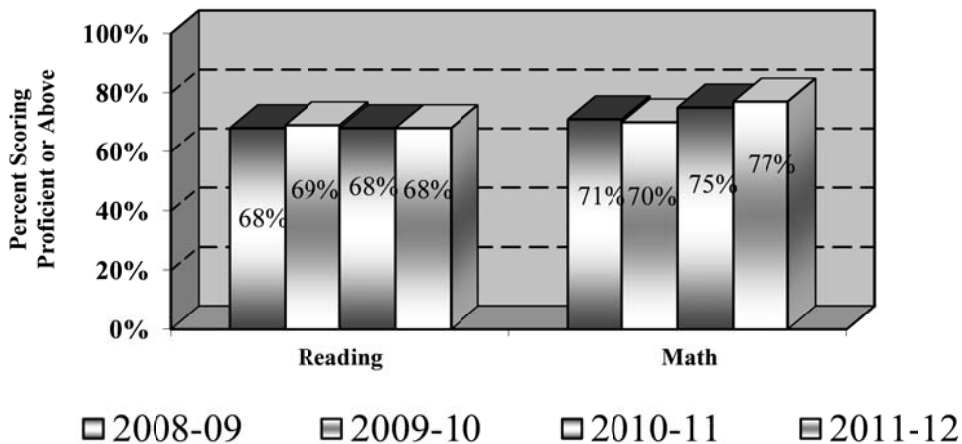
Eighth grade CRT results (Figure 60) are very similar to the fifth grade results with ups and downs in different subjects. As with fifth grade, eighth graders take five tests. The science CRT has the highest percentage of students scoring proficient and above at 90%, down three percentage points from last year. Writing increased to 95% in 2011-12 after falling to 91% in 2010-11. U.S. History has seen good growth in CRT scores, rising from 61% of students scoring proficient and above in 2002-03 to 79% in 2010-11 then dropping slightly for 2011-12. Both reading and math were showing gains until the change in standards four years ago. After the change in standard, both of these subjects continued to increase in the percentage of students scoring proficient and above for 2008-09 to 2011-12. Reading increased eleven percentage points from 72% to 83% and math increase six percentage points from 65% to 71%.

**Figure 41**  
**3<sup>rd</sup> Grade Results Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
 (Regular Education Full Academic Year Students Only)  
 2008-09 to 2011-12



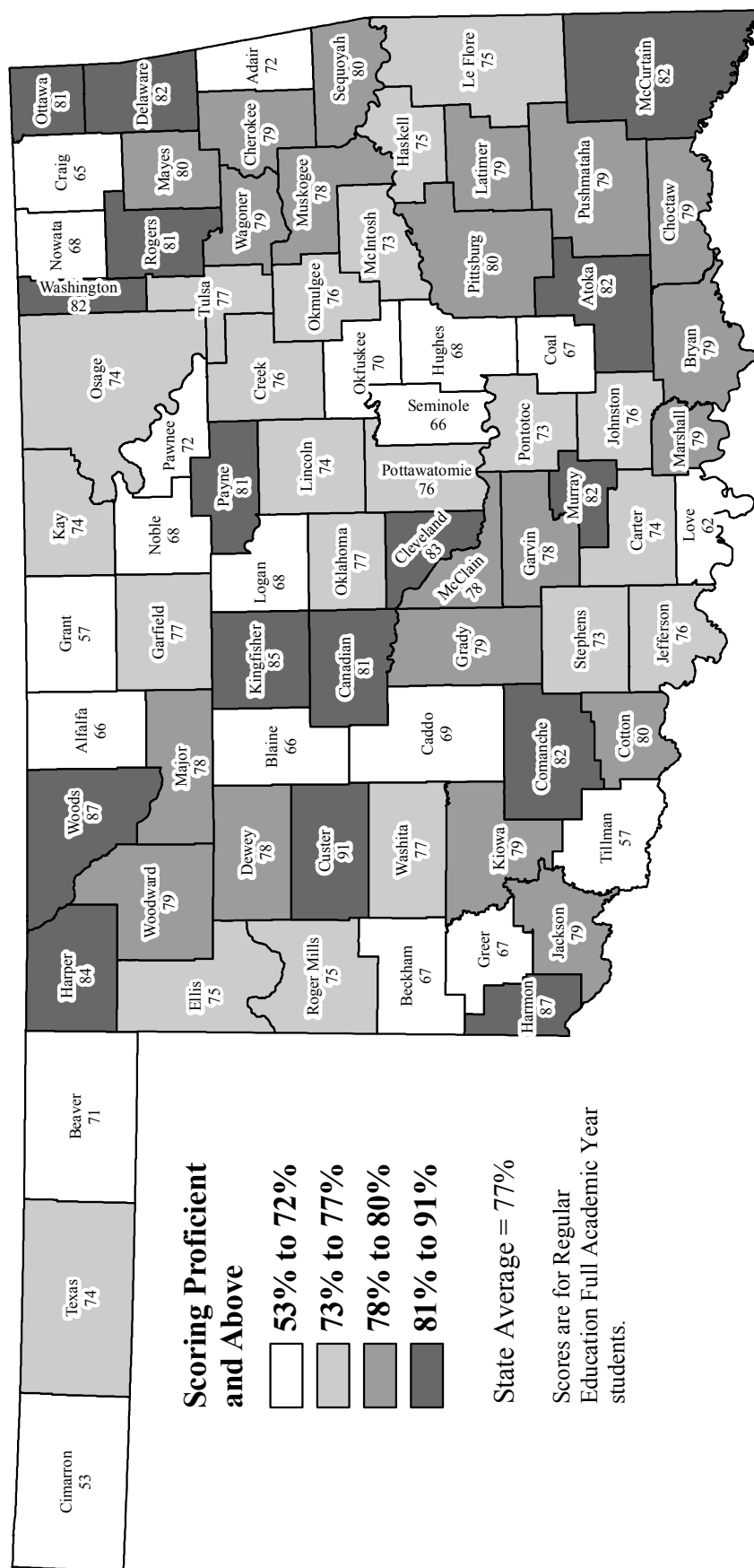
Data Source: Oklahoma State Department of Education

**Figure 42**  
**4<sup>th</sup> Grade Results Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
 (Regular Education Full Academic Year Students Only)  
 2008-09 to 2011-12



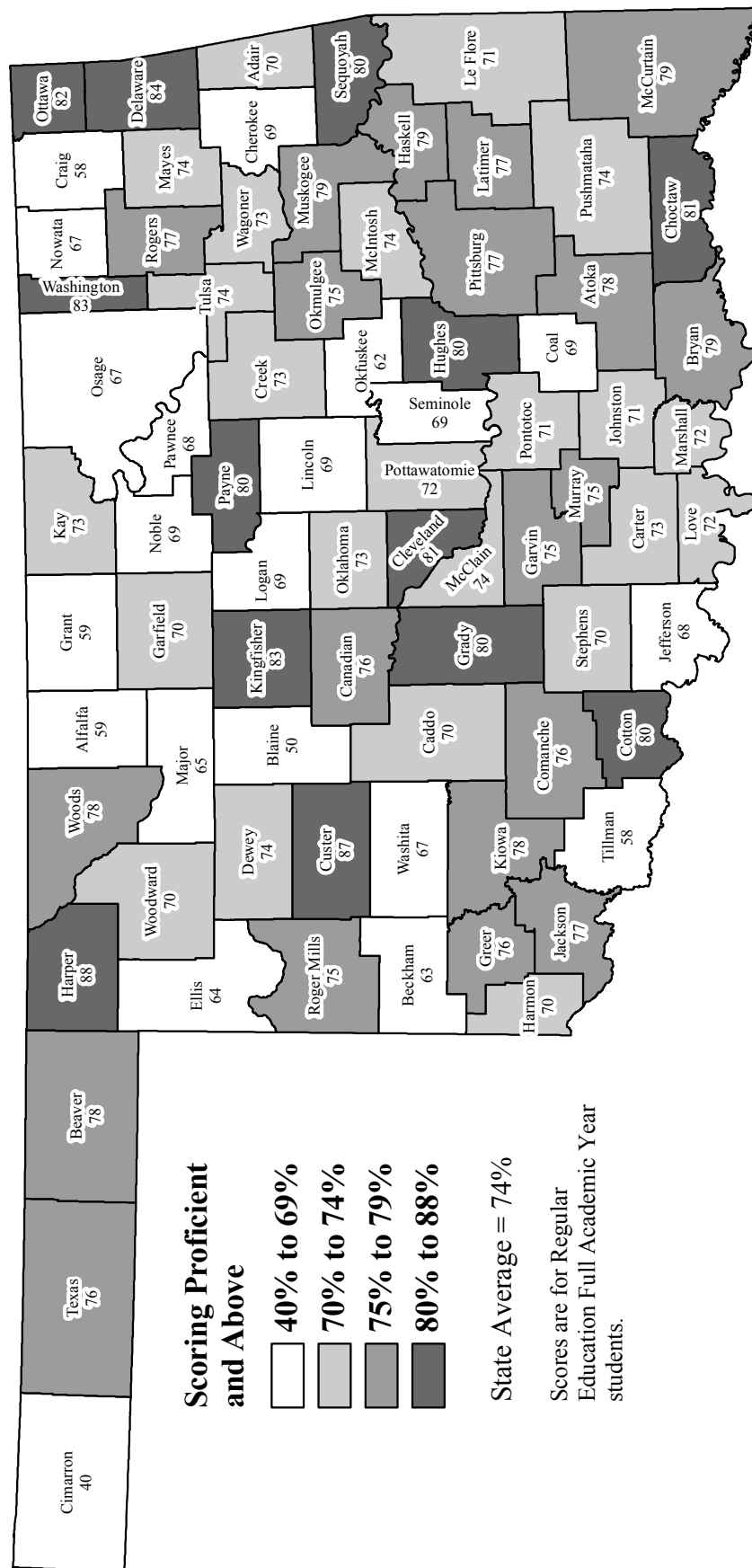
Data Source: Oklahoma State Department of Education

**Figure 43**  
**3<sup>RD</sup> GRADE OCCT – READING SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



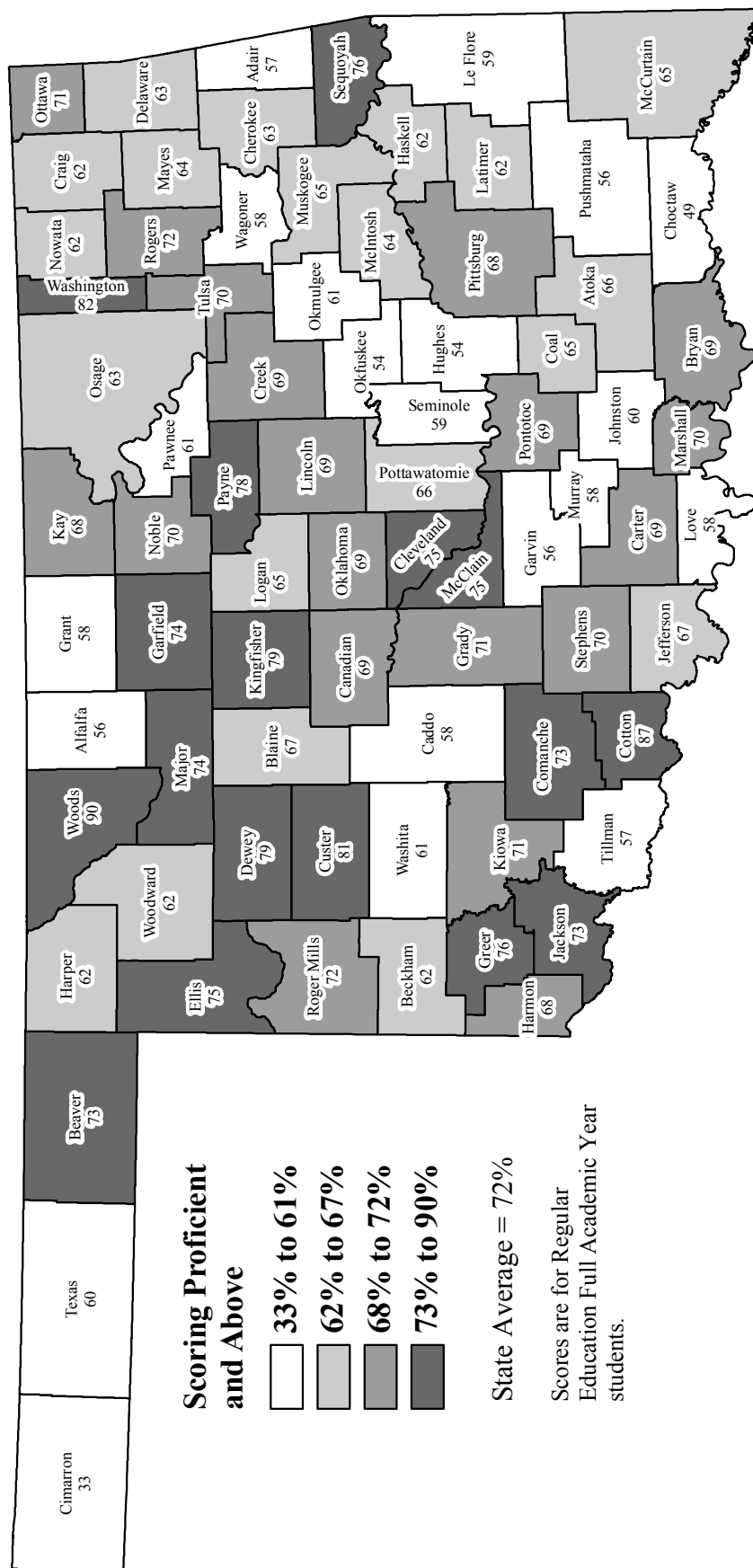
Source: Oklahoma State Department of Education

**Figure 44**  
**3<sup>RD</sup> GRADE OCCT – MATH SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



Source: Oklahoma State Department of Education

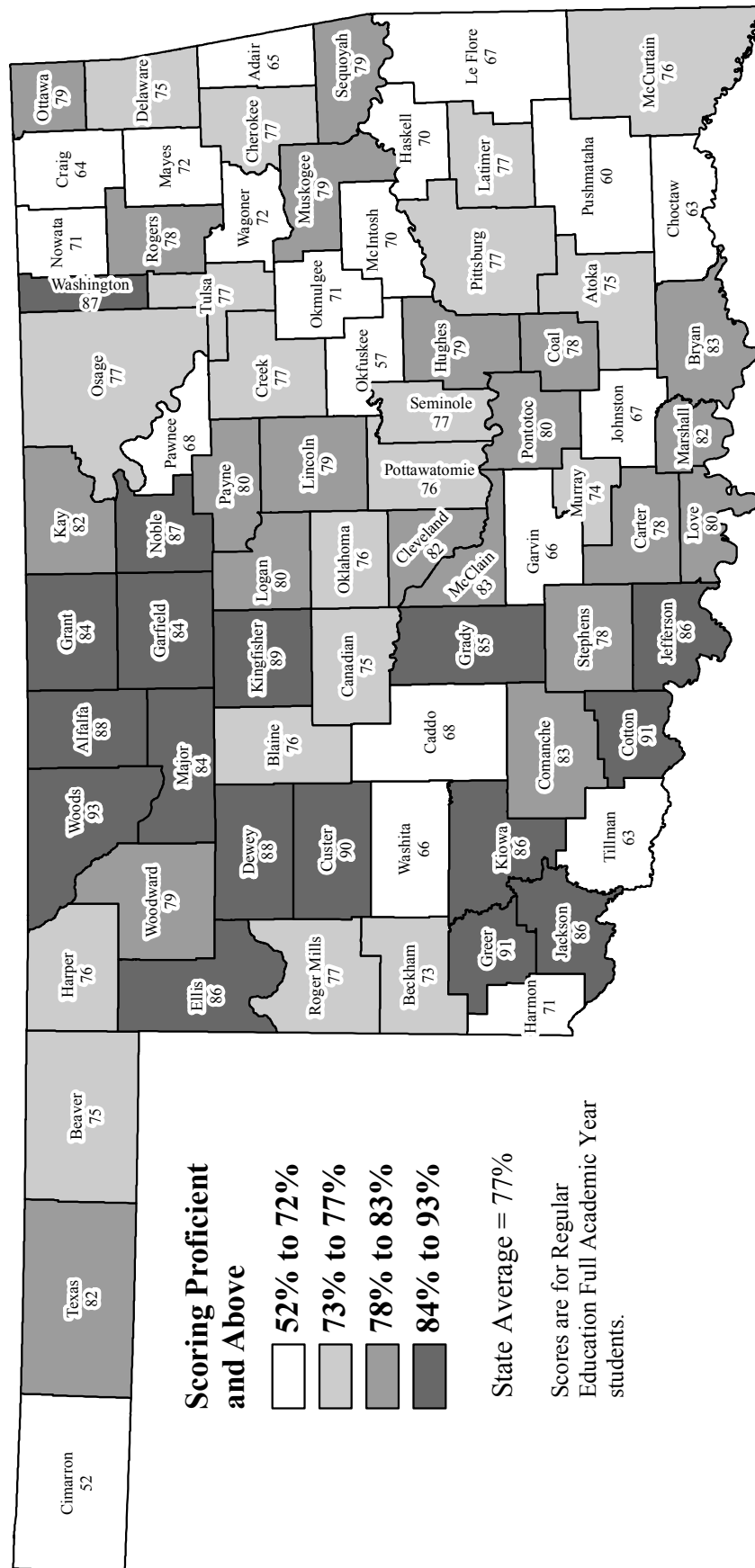
**Figure 45**  
**4<sup>TH</sup> GRADE OCCT – READING SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



Source: Oklahoma State Department of Education

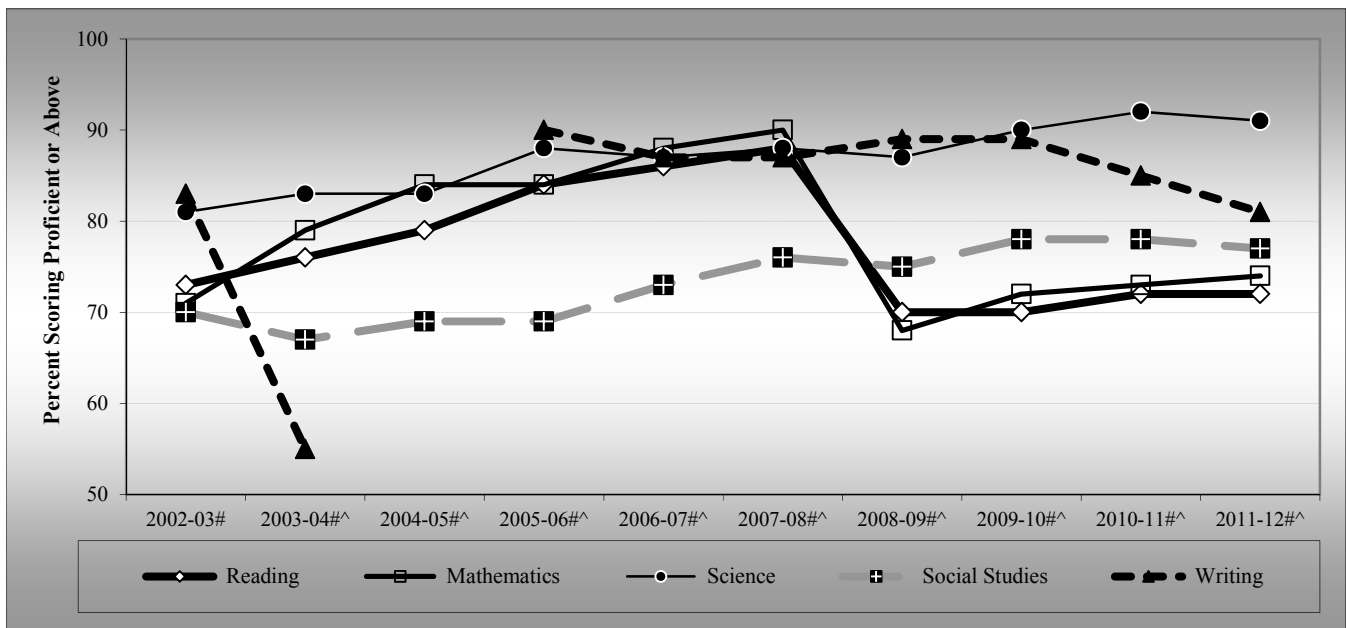


**Figure 46**  
**4<sup>TH</sup> GRADE OCCCT – MATH SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



Source: Oklahoma State Department of Education

**Figure 47**  
**5<sup>th</sup> Grade Results**  
**Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
**by Subject and Year**  
**2002-03 to 2011-12**







Subject Area	2002-03#	2003-04#^	2004-05#^	2005-06#^	2006-07#^	2007-08#^	2008-09#^	2009-10#^	2010-11#^	2011-12#^
Reading	73%	76%	79%	84%	86%	88%	70%	70%	72%	72%
Mathematics	71%	79%	84%	84%	88%	90%	68%	72%	73%	74%
Science	81%	83%	83%	88%	87%	88%	87%	90%	92%	91%
Social Studies	70%*	67%	69%	69%	73%	76%	75%	78%	78%	77%
Writing	83%	55%	Not Tested	90%	87%	87%	89%	89%	85%	81%

Note: Double Line indicates a change in testing company. \* Subject area was "U.S. History" prior to 2003-04.  
# Results are posted for "Regular Education" students only (Traditional plus Alternative Education).  
^ Results are posted for "Full Academic Year" students only.

Data Source: Oklahoma State Department of Education  
(2008-09 – New standard for Reading and Math)

# Figure 48



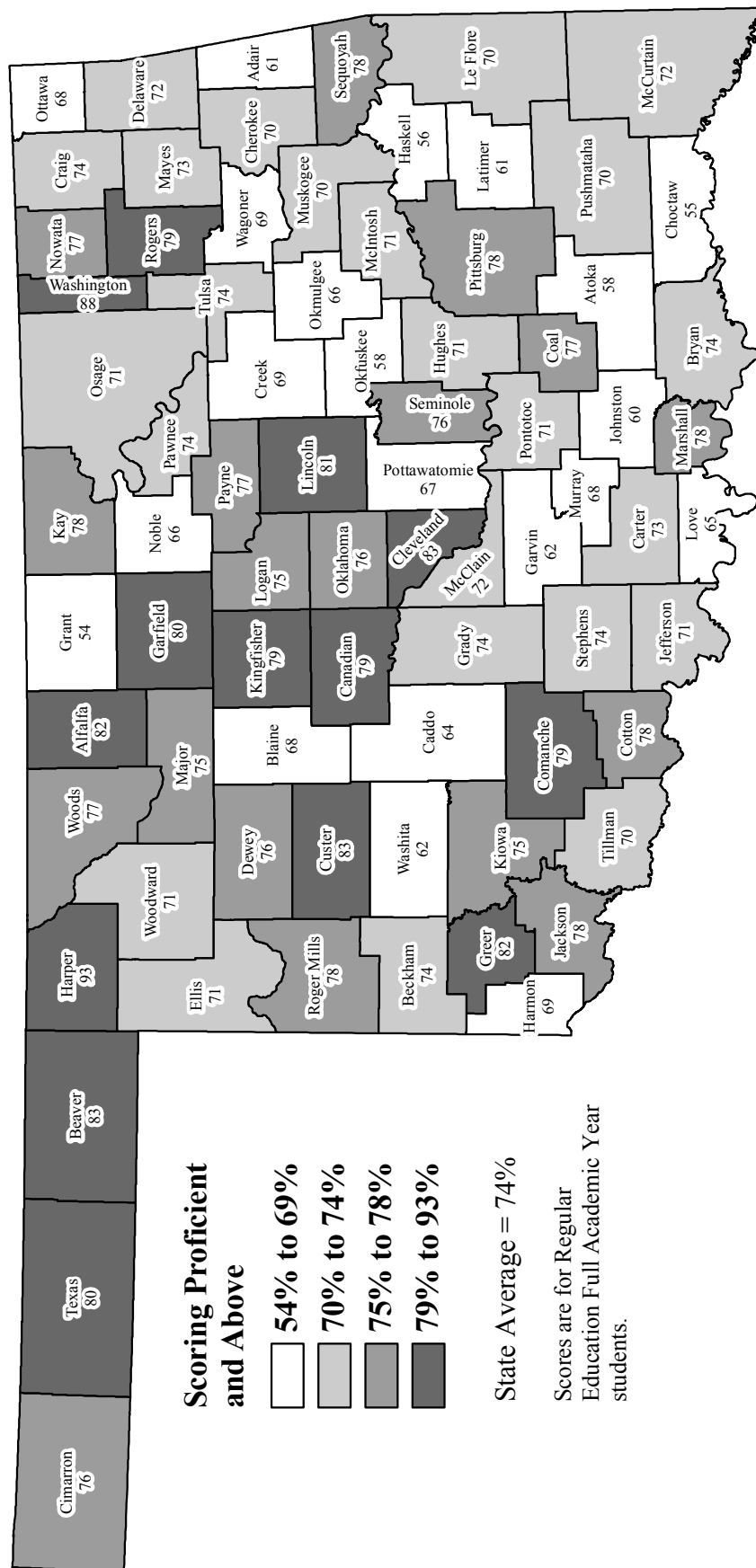
	<b>50% to 66%</b>
	<b>67% to 71%</b>
	<b>72% to 76%</b>
	<b>77% to 95%</b>

State Average = 72%

Scores are for Regular Education Full Academic Year students.

Source: Oklahoma State Department of Education

**Figure 49**  
**5<sup>TH</sup> GRADE OCCT – MATH SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



Source: Oklahoma State Department of Education

# Figure 50



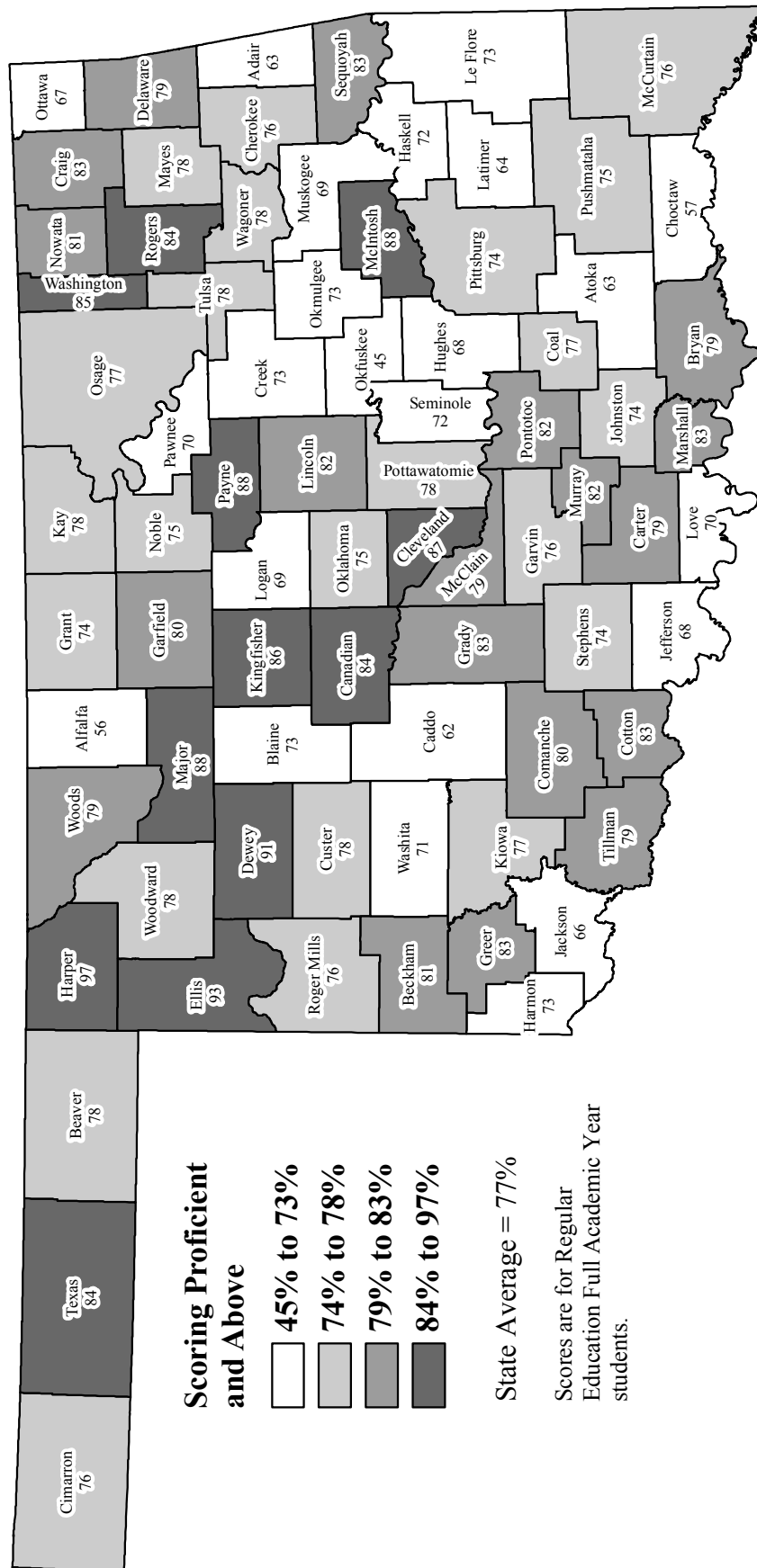
Response	Percentage
Yes	81% to 90%
No	91% to 93%
Don't know	94% to 96%
Refuse to answer	97% to 100%

State Average = 91%

Scores are for Regular Education Full Academic Year students.

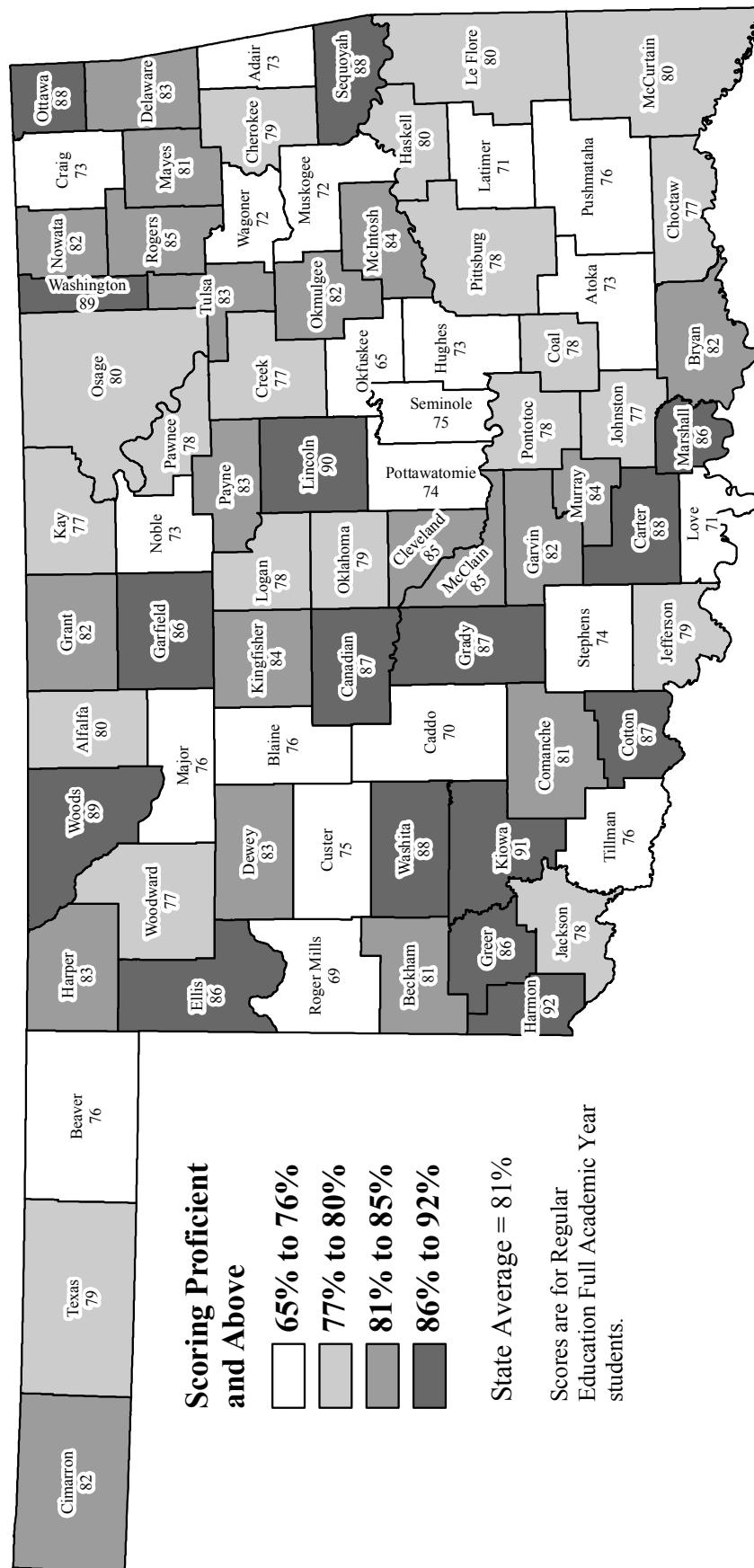
Source: Oklahoma State Department of Education

**Figure 51**  
**5<sup>TH</sup> GRADE OCCCT – SOCIAL STUDIES SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



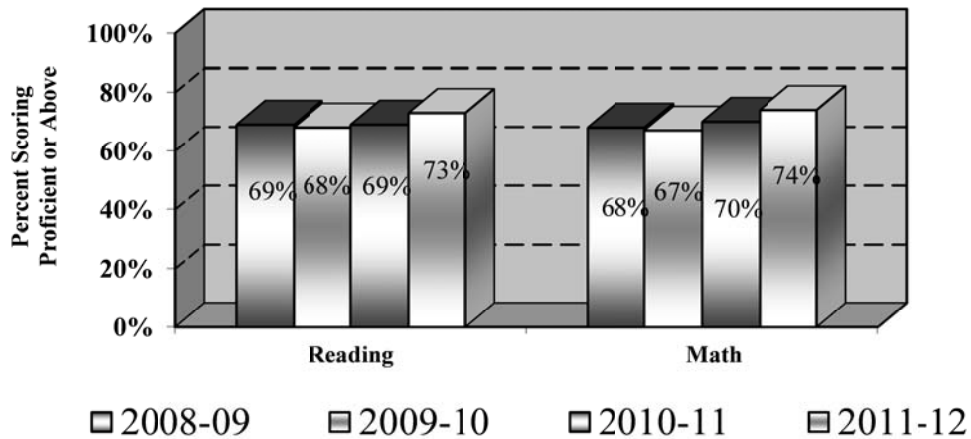
Source: Oklahoma State Department of Education

**Figure 52**  
**5<sup>TH</sup> GRADE OCCT – WRITING SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



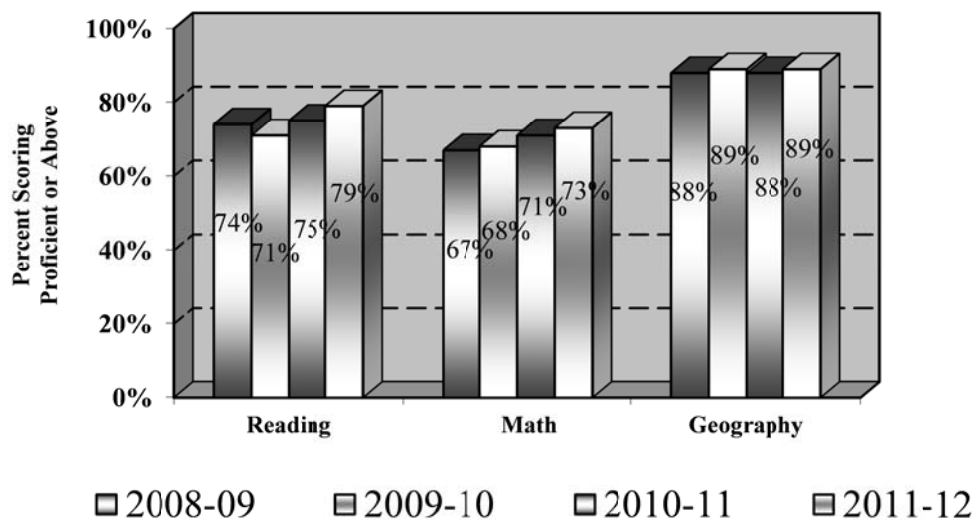
Source: Oklahoma State Department of Education

**Figure 53**  
**6<sup>th</sup> Grade Results Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
 (Regular Education Full Academic Year Students Only)  
 2008-09 to 2011-12



Data Source: Oklahoma State Department of Education

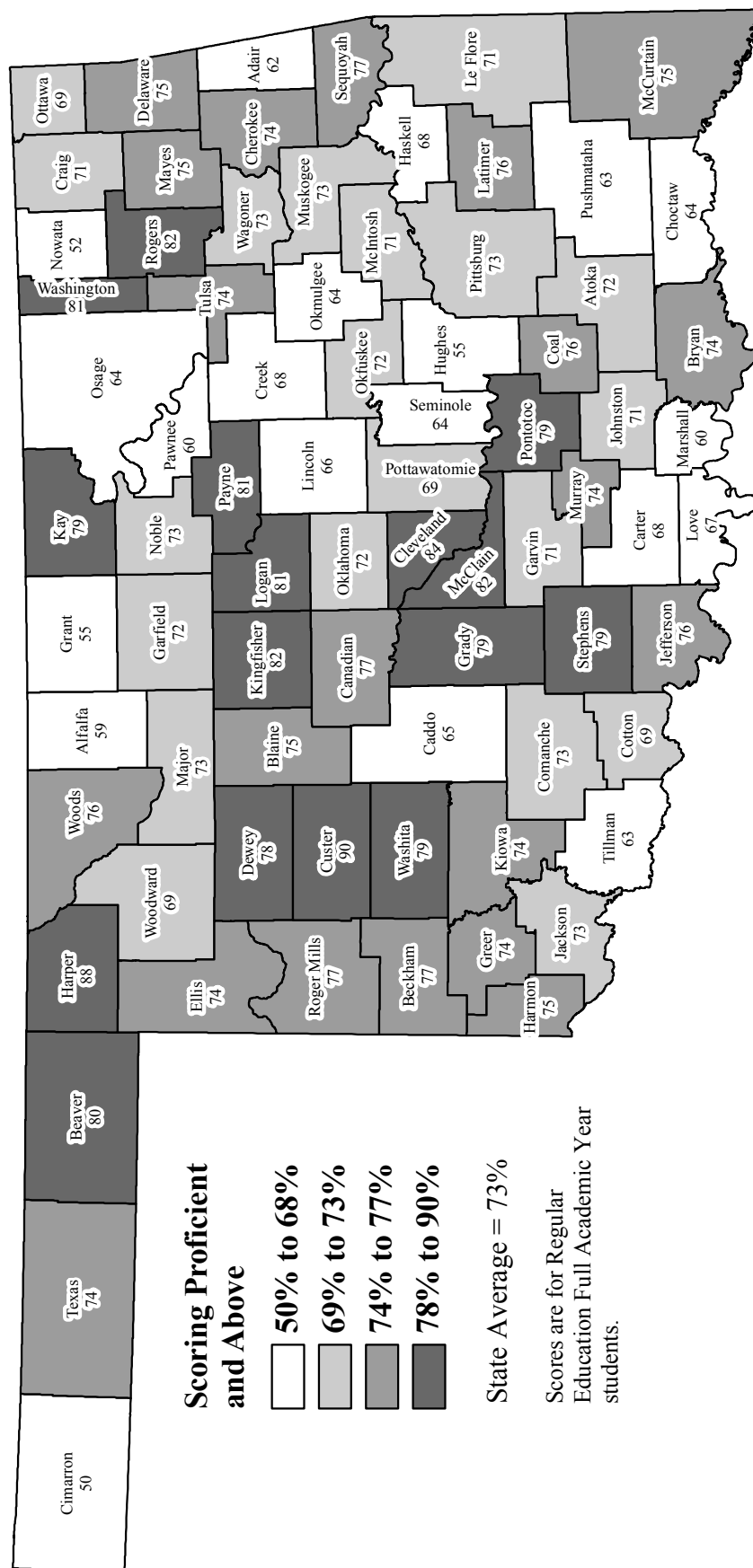
**Figure 54**  
**7<sup>th</sup> Grade Results Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
 (Regular Education Full Academic Year Students Only)  
 2008-09 to 2011-12



Data Source: Oklahoma State Department of Education

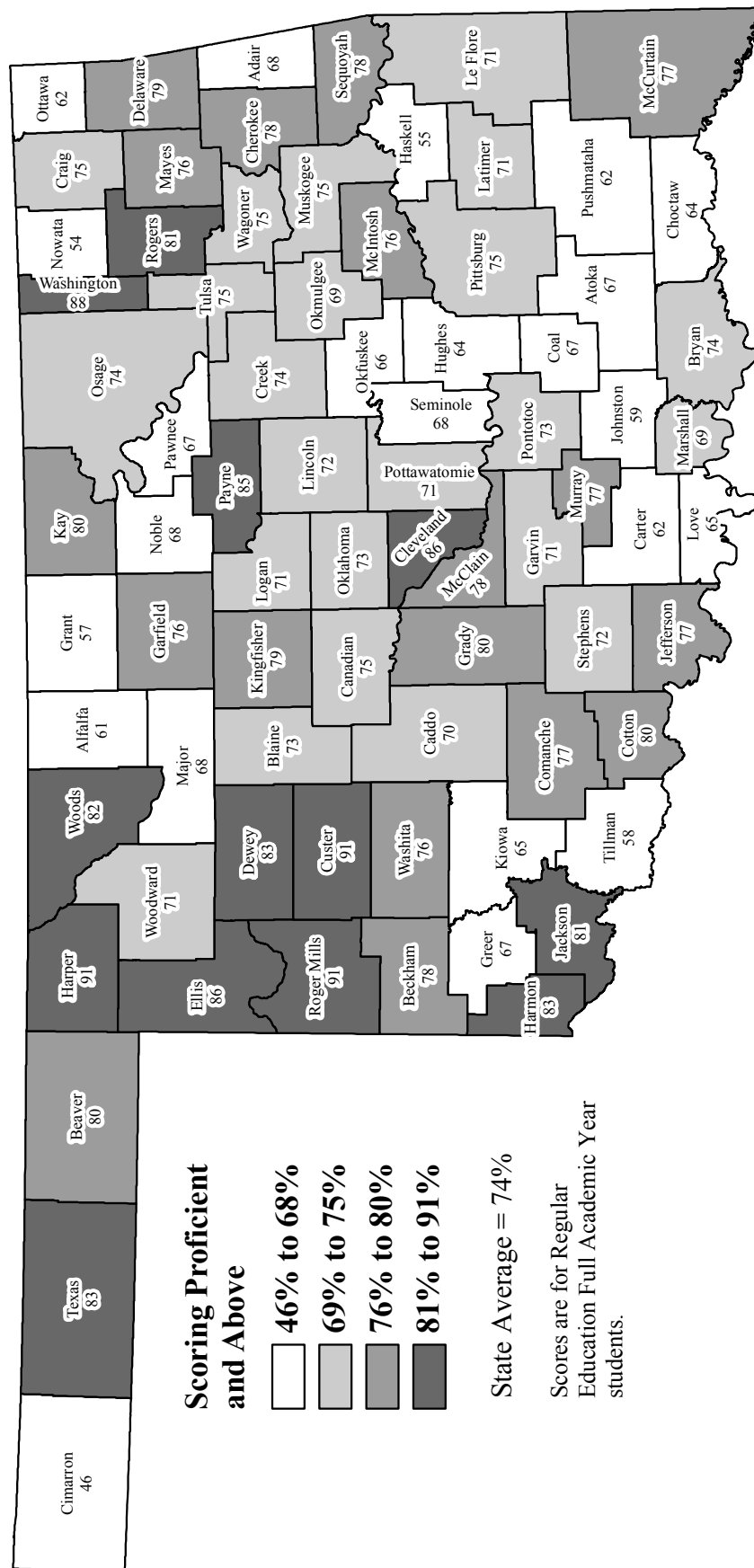


**Figure 55**  
**6<sup>TH</sup> GRADE OCCT – READING SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



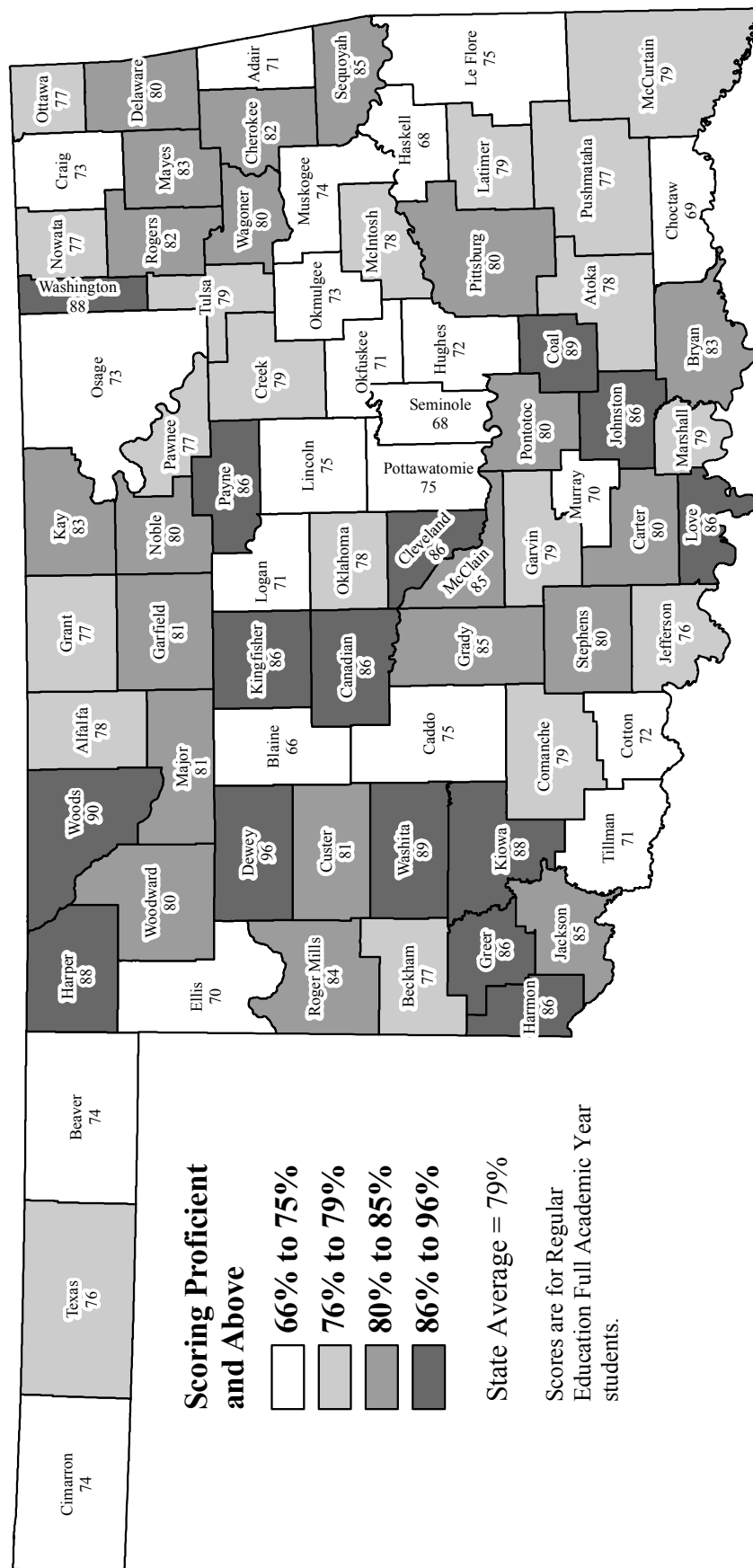
Source: Oklahoma State Department of Education

**Figure 56**  
**6<sup>TH</sup> GRADE OCCT – MATH SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



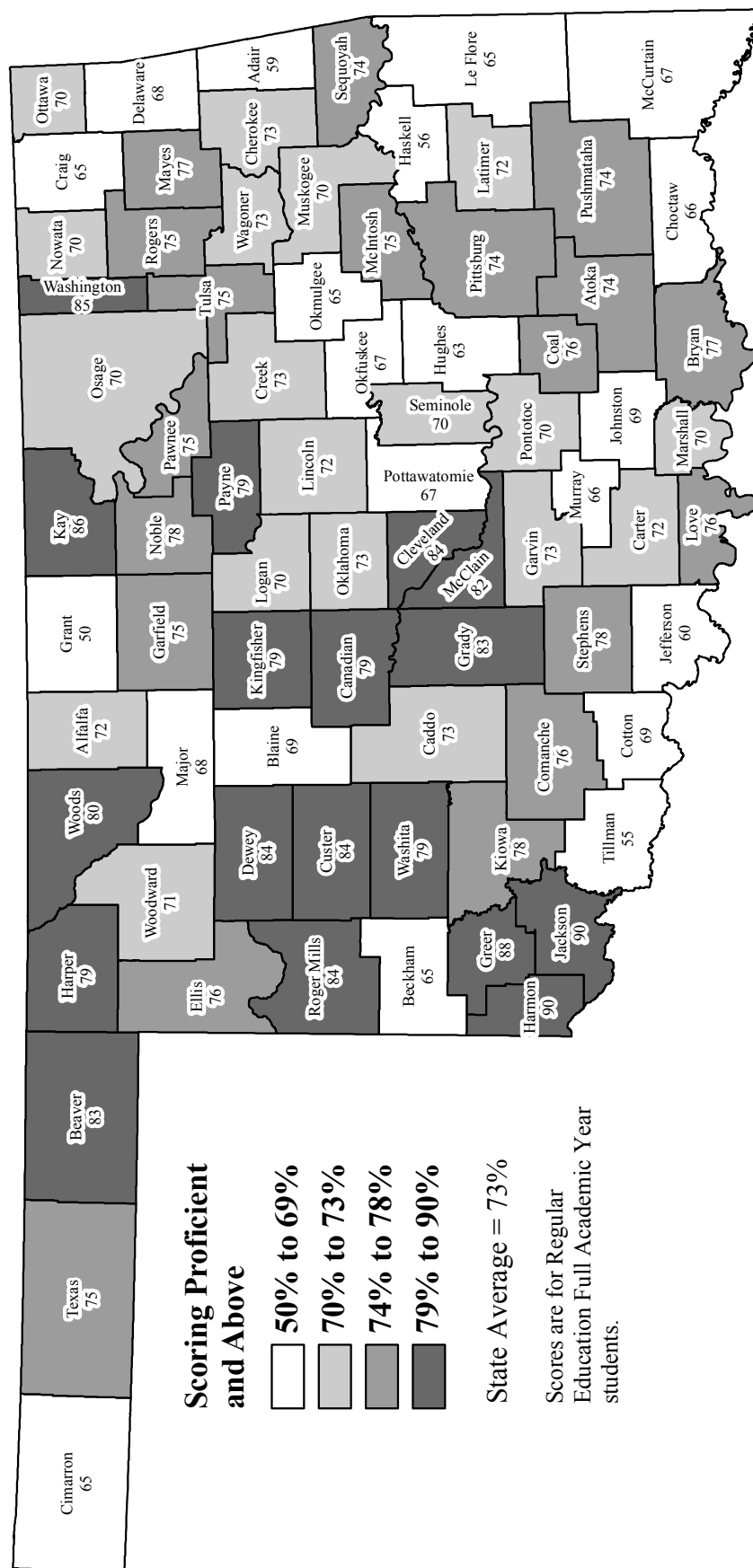
Source: Oklahoma State Department of Education

**Figure 57**  
**7<sup>TH</sup> GRADE OCCT – READING SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



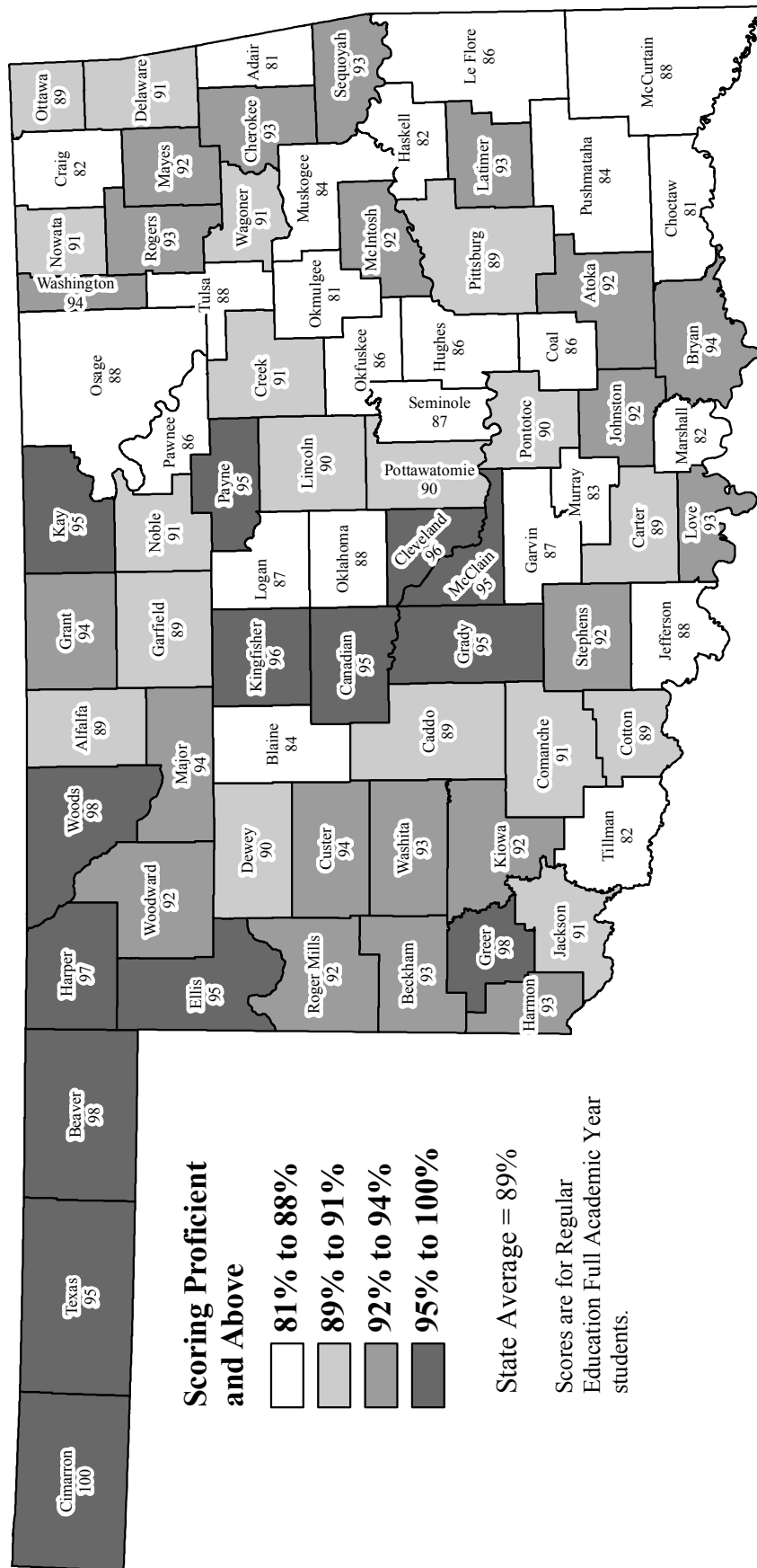
Source: Oklahoma State Department of Education

**Figure 58**  
**7<sup>TH</sup> GRADE OCCT – MATH SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



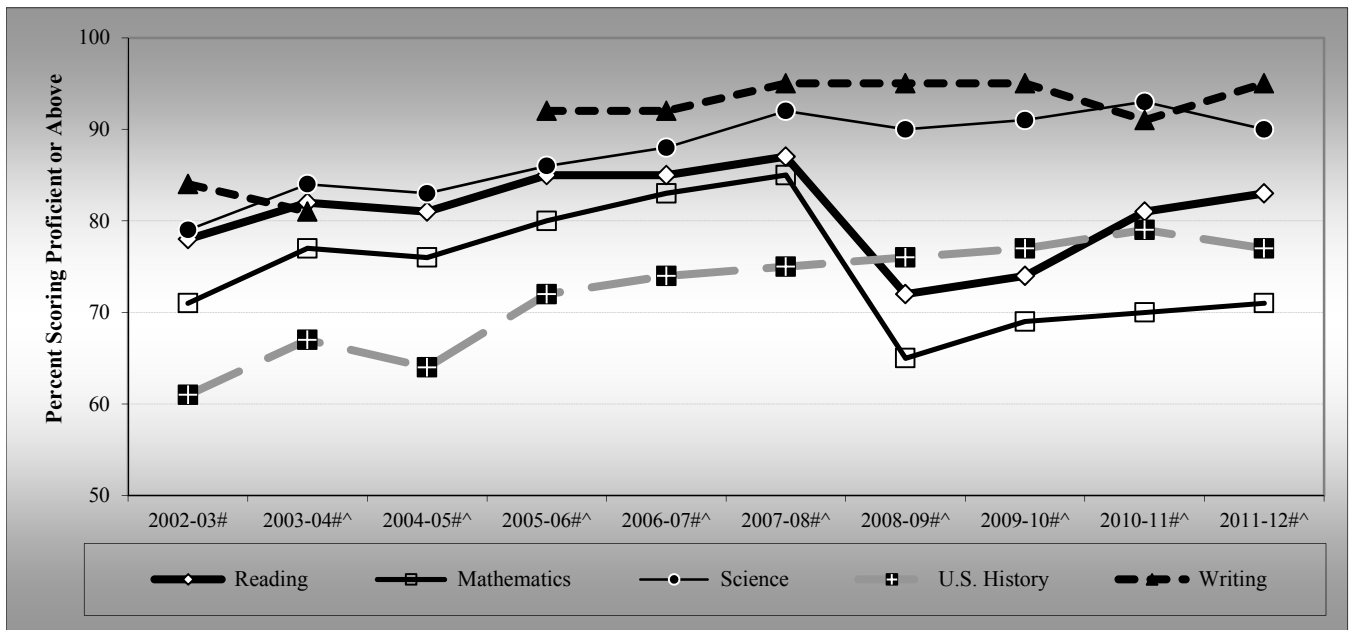
Source: Oklahoma State Department of Education

**Figure 59**  
**7<sup>TH</sup> GRADE OCCT – GEOGRAPHY SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



Source: Oklahoma State Department of Education

**Figure 60**  
**8<sup>th</sup> Grade Results**  
**Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
**by Subject and Year**  
**2002-03 to 2011-12**



Subject Area	2002-03#	2003-04#^	2004-05#^	2005-06#^	2006-07#^	2007-08#^	2008-09#^	2009-10#^	2010-11#^	2011-12#^
Reading	78%	82%	81%	85%	85%	87%	72%	74%	81%	83%
Mathematics	71%	77%	76%	80%	83%	85%	65%	69%	70%	71%
Science	79%	84%	83%	86%	88%	92%	90%	91%	93%	90%
U.S. History	61%	67%	64%	72%	74%	75%	76%	77%	79%	77%
Writing	84%	81%	Not Tested	92%	92%	95%	95%	95%	91%	95%

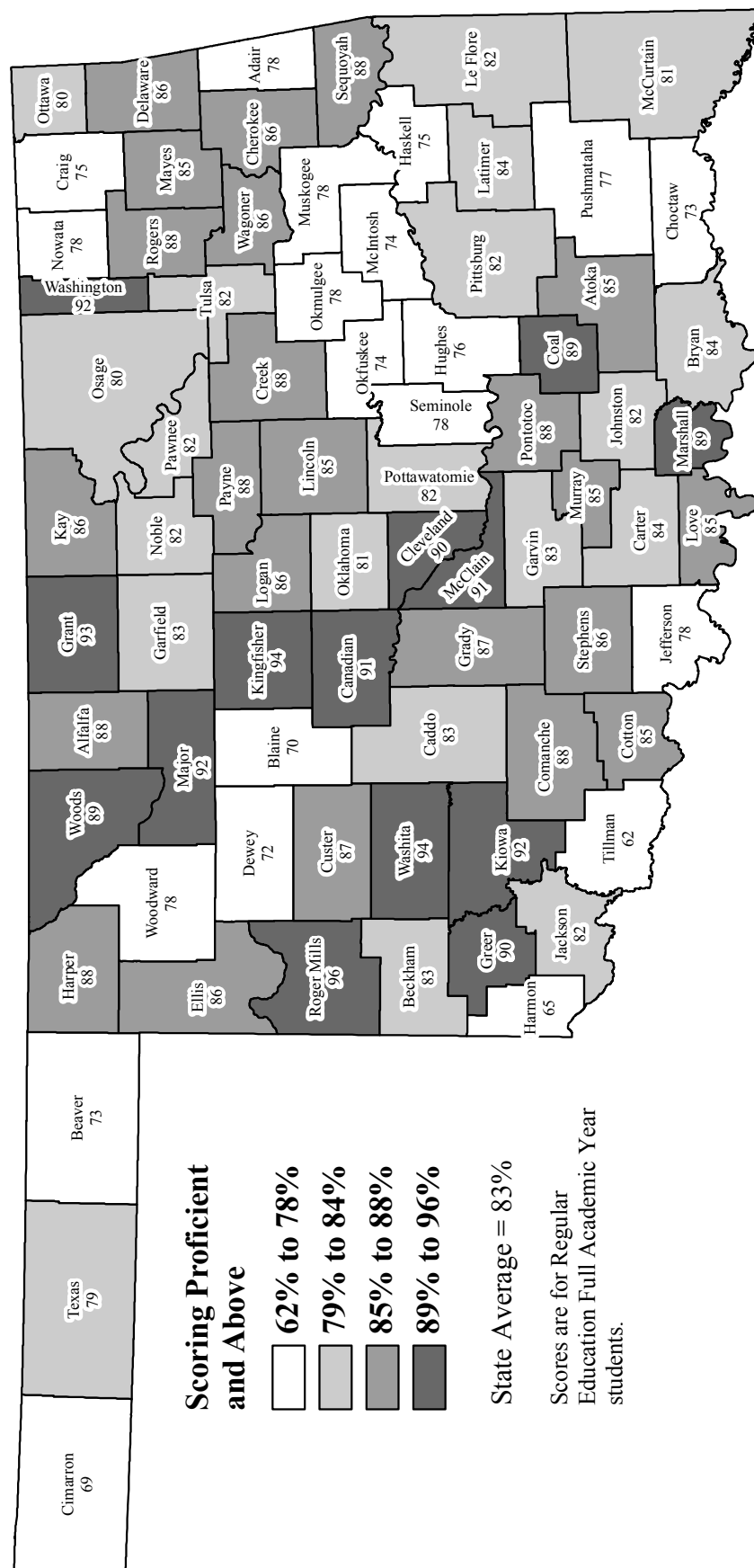
Note: Double Line indicates a change in testing company.

# Results are posted for "Regular Education" students only (Traditional plus Alternative Education).

^ Results are posted for "Full Academic Year" students only.

Data Source: Oklahoma State Department of Education  
(2008-09 – New standard for Reading and Math)

**Figure 61**  
**8<sup>TH</sup> GRADE OCCT – READING SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



Source: Oklahoma State Department of Education

# Figure 62



44% to 66%

67% to 71%

72% to 77%

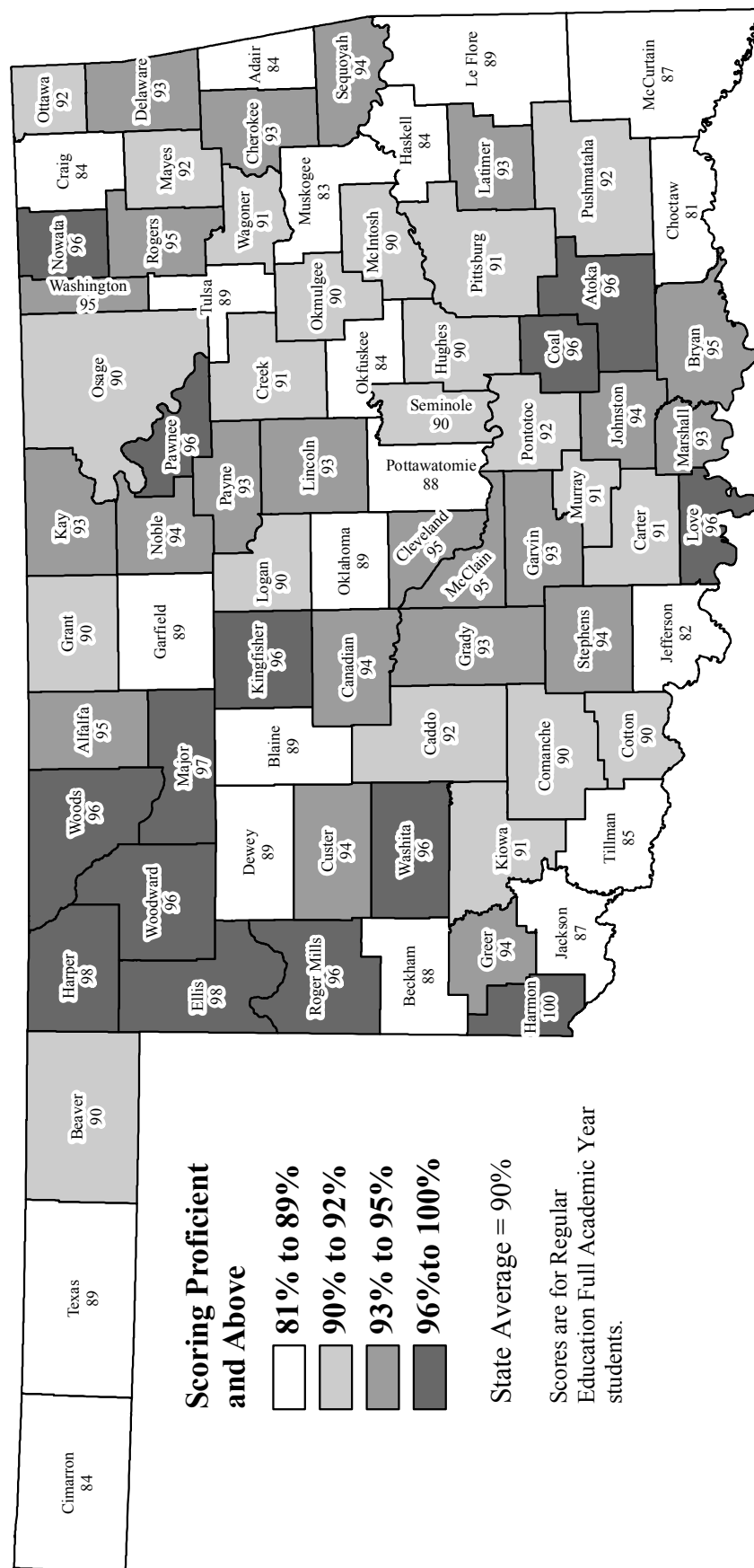
78% to 89%

State Average = 71%

Scores are for Regular Education Full Academic Year students.

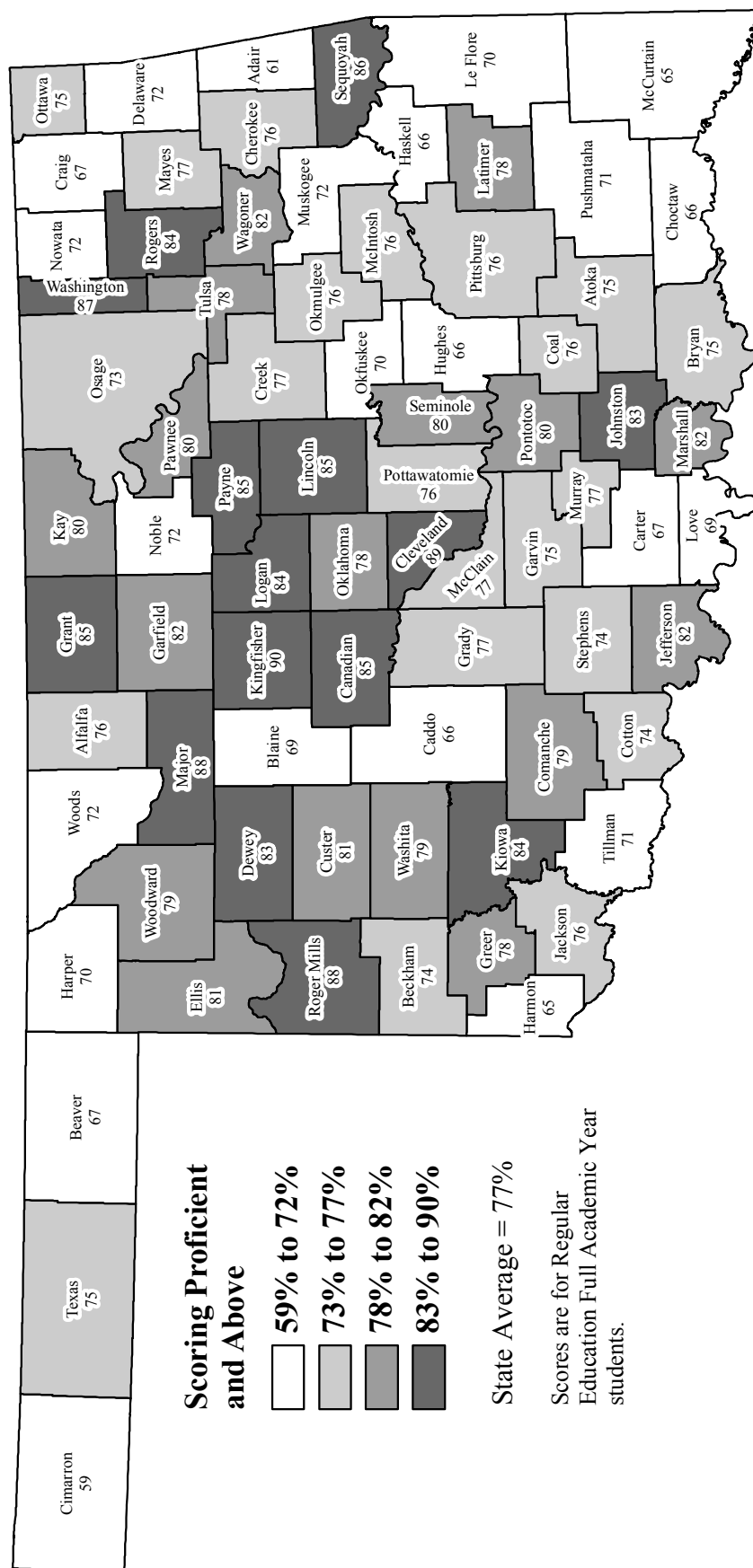


**Figure 63**  
**8<sup>TH</sup> GRADE OCCT – SCIENCE SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



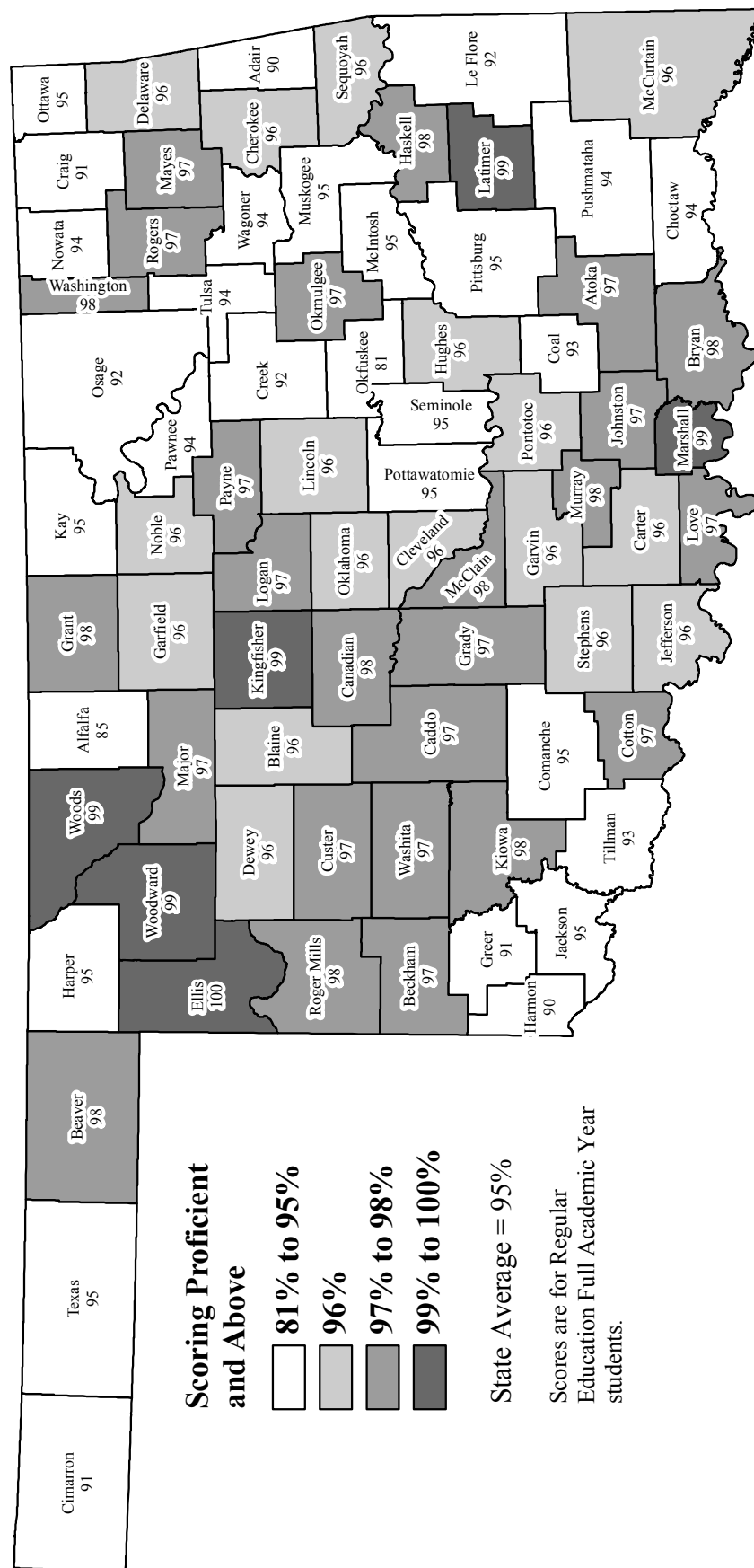
Source: Oklahoma State Department of Education

**Figure 64**  
**8<sup>TH</sup> GRADE OCCT – U.S. HISTORY SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



Source: Oklahoma State Department of Education

**Figure 65**  
**8<sup>TH</sup> GRADE OCCT – WRITING SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



Source: Oklahoma State Department of Education

## **OCCT Results by Race and Gender**

The scores, when viewed in their aggregate format, show mixed results. Many students across the state are performing well on the state's standardized tests. However, when analyzed by racial sub-group, a much different picture emerges. Figures 66 and 67 look at student performance on the CRTs for the 5<sup>th</sup> and 8<sup>th</sup> grade by race. The results of 5<sup>th</sup> and 8<sup>th</sup> 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 under 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.

The performance gap between African American students and all students is significant and varies greatly by subject. The gap is only three percentage points for 8<sup>th</sup> grade writing but 23 percentage points for 5<sup>th</sup> grade social studies and 21 percentage points for 5<sup>th</sup> grade reading and 5<sup>th</sup> grade math. The gap is 17 percentage points for 8<sup>th</sup> grade history, 16 percentage points for 5<sup>th</sup> grade science and 8<sup>th</sup> grade reading. The gap is 15 percentage points for 8<sup>th</sup> grade science, 14 percentage points for 8<sup>th</sup> grade math, and 11 percentage points for 5<sup>th</sup> grade writing.

## **OCCT Results by County**

Figures 43 – 46, 48 – 52, 55 – 59, and 61 – 65 show maps the 2011-12 results of the CRT in the areas of Reading and Math for grades 3 through 8 by county along with 5<sup>th</sup> grade science, social studies, and writing; 7<sup>th</sup> grade geography; and 8<sup>th</sup> grade science, U.S. History, and writing. 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 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. While there are exceptions, 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 in the COMMUNITY CHARACTERISTICS section of this document (Figure 26) 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 66

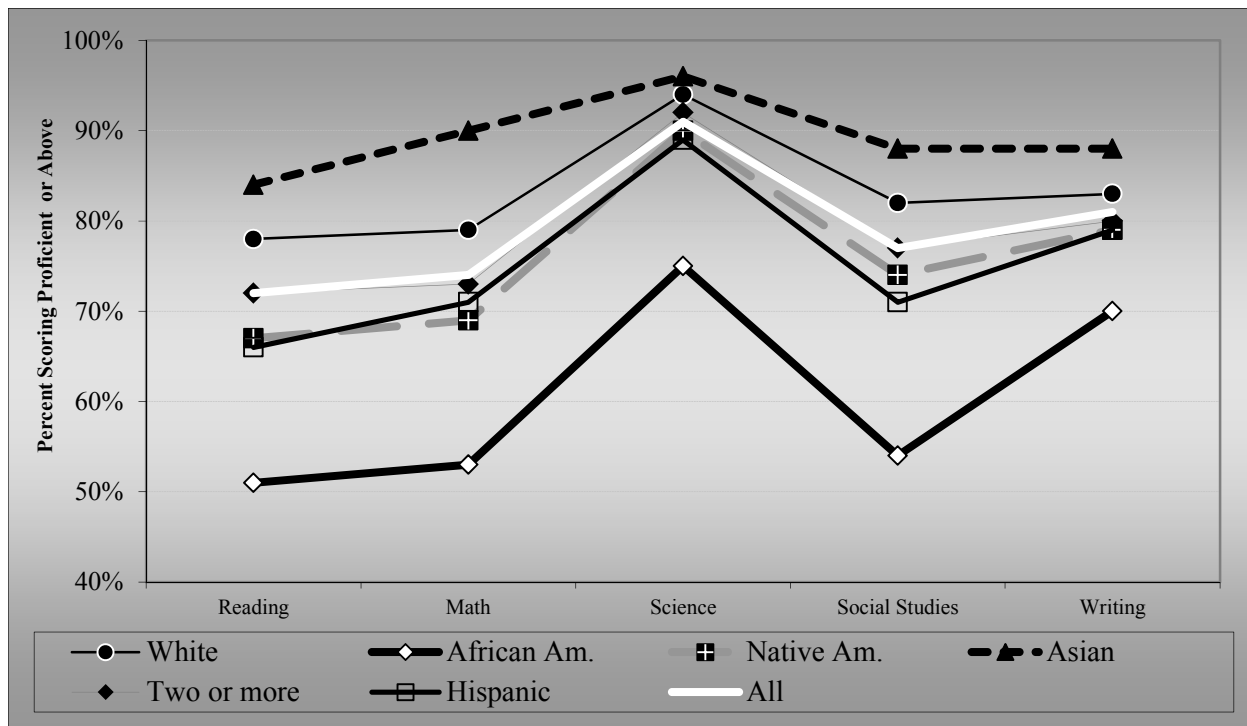
## 5<sup>th</sup> Grade Results

### OCCT by Race and Gender

#### Percent Scoring Proficient and Above

#### 2011-12

(Regular Education Full Academic Year Students Only)



	Reading	Math	Science	Social Studies	Writing
Male	71%	75%	91%	79%	74%
Female	73%	72%	91%	75%	87%
White	78%	79%	94%	82%	83%
African Am.	51%	53%	75%	54%	70%
Native Am.	67%	69%	90%	74%	79%
Asian	84%	90%	96%	88%	88%
Two or more	72%	73%	92%	77%	80%
Hispanic	66%	71%	89%	71%	79%
All	72%	74%	91%	77%	81%

Data source: Oklahoma State Department of Education

# Figure 67

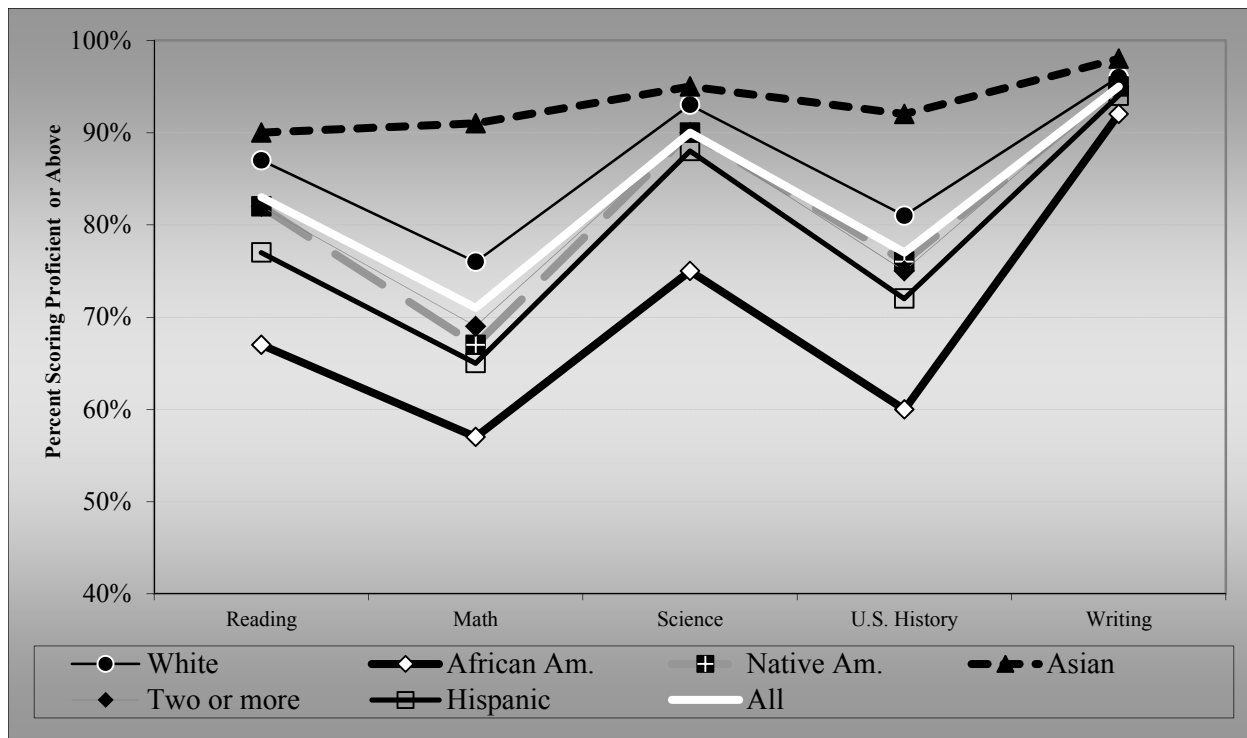
## 8<sup>th</sup> Grade Results

### OCCT by Race and Gender

#### Percent Scoring Proficient and Above

#### 2011-12

(Regular Education Full Academic Year Students Only)



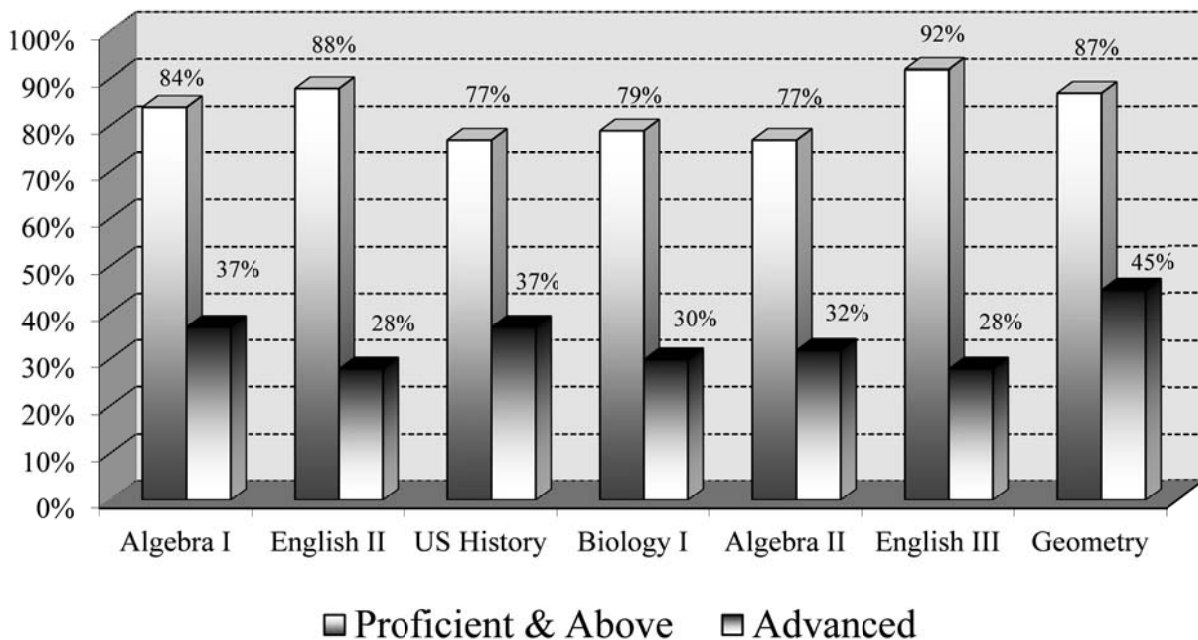
	Reading	Math	Science	U.S. History	Writing
Male	81%	71%	90%	81%	93%
Female	85%	72%	90%	74%	97%
White	87%	76%	93%	81%	96%
African Am.	67%	57%	75%	60%	92%
Native Am.	82%	67%	90%	76%	95%
Asian	90%	91%	95%	92%	98%
Two or more	82%	69%	90%	75%	95%
Hispanic	77%	65%	88%	72%	94%
All	83%	71%	90%	77%	95%

Data 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 5<sup>th</sup> grade Math or 8<sup>th</sup> 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. For example, some students may take an Algebra I course in middle school, most students will take Algebra I in 9<sup>th</sup> grade and some may put it off until 10<sup>th</sup> or perhaps even 11<sup>th</sup> 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, secondary students are tested over specific subject matter as they complete key courses during their high school career. Since 2002-03 the High School End of Instruction (EOI) tests have been administered to students as they complete Algebra I, English II, U.S. History, and Biology I courses. Beginning in 2007-08, three additional EOIs were given: Algebra II, English III, and Geometry. 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 “Proficient” and “Advanced” level (Figure 68).

**Figure 68**  
**Oklahoma End-of-Instruction Test Results**  
**Percent Scoring “Proficient & Above” and “Advanced”**  
**2011 – 12**  
**(Regular Education Full Academic Year Students Only)**



Data Source: Oklahoma State Department of Education

There was improvement in the percentage of students scoring proficient and above in three of the seven EOI tests with one subject remaining the same between 2010-11 and 2011-12. There was improvement in the percentage of students scoring advanced in three of the seven subjects. English III had the highest percentage of students scoring proficient and above at 92%. English II had the second highest percentage of students scoring proficient and above at 88%. Geometry is at 87% scoring proficient and above with Algebra I at 84% and Biology I at 79%. U.S. History and Algebra II had 77% of students scoring proficient and above.

The gaps between students scoring proficient and above and advanced varies for the seven EOI subjects tested. The smallest gap is in the U.S. History test with a 40 percentage point difference. The gap is largest in English III at 64 percentage points. There is a 60 percentage point gap for the English II test and a 49 percentage point gap for the Biology I test. Algebra I has a 47 percentage point gap with a 45 percentage point gap for Algebra II and a 42 percentage point gap for Geometry.

Three of the four EOI subjects (English II, U.S. History, and Biology I) that have been administered since 2002-03 have seen slow but steady improvement in the percentage of students scoring proficient and above. All three of these subjects did drop off slightly between 2010-11 and 2011-12. The fourth EOI (Algebra I) started out very low and has seen a significant rise in scores since 2002-03 but has been relatively stable over the past four years, hovering in the high 70s to low to mid 80s. The three most recent EOI subjects (Algebra II, English III, and Geometry) have seen steady growth in the four years the tests have been administered.

The English II EOI percentage of students scoring proficient and above in 2002-03 was 61%. This percentage has increased steadily through 2010-11 to 89% then fell slightly to 88% in 2011-12. The 2002-03 EOI with the highest percentage of students scoring proficient and above was U.S. History at 67%. After a slight increase followed by a slight decline in 2007-08, U.S. History rose to 80% in 2010-11 but also dropped in 2011-12 to 77%. Biology I began in 2002-03 with 44% of students scoring proficient and above. After a slow start, Biology I has had strong growth to 82% in 2010-11 but also fell in 2011-12 to 79%.

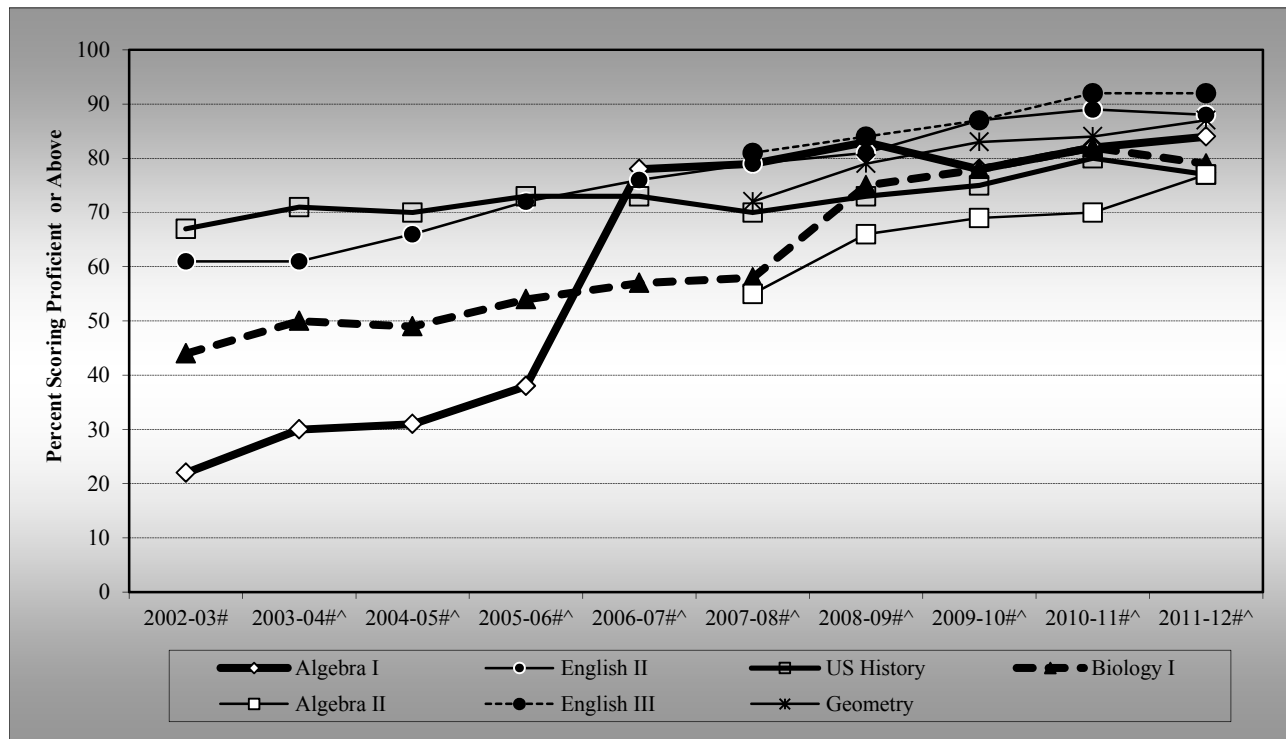
Algebra I scores have seen the largest swing in the percentage of students scoring proficient and above. Between 2002-03 and 2005-06 the percentage of students scoring proficient and above ranged from 22% to 38%. From 2006-07 to 2011-12, the percentage of students scoring proficient and above has fluctuated and is currently at 84%.

Algebra II, English III, and Geometry EOI tests only began being administered in 2007-08. Algebra II has had a nice increase in the percentage of students scoring proficient and above rising from 55% in 2007-08 to 77% in 2011-12. English III has the highest percentage of students scoring proficient and above at 92% in 2011-12. English III has shown consistent increase since starting with 81% in 2007-08. Geometry also has shown a nice increase in the percentage of students scoring proficient and above by increasing from 72% in 2007-08 to 87% in 2011-12.

The improvement in the percentage of students scoring proficient and above in Algebra II can also be seen in the improvements of ACT scores for the Math component scores although not quite as dramatic. The improvements in English III have not been as large as Algebra II but the English component score of the ACT has been more stable over the past 5 years.



**Figure 69**  
**Oklahoma End-of-Instruction Test**  
**Percent Scoring Proficient and Above**  
**by Subject and Year**  
**2002-03 to 2011-12**



Subject Area	2002-03#	2003-04#^	2004-05#^	2005-06#^	2006-07#^	2007-08#^	2008-09#^	2009-10#^	2010-11#^	2011-12#^
Algebra I	22%	30%	31%	38%	78%	79%	83%	78%	82%	84%
English II	61%	61%	66%	72%	76%	79%	81%	87%	89%	88%
U.S. History	67%	71%	70%	73%	73%	70%	73%	75%	80%	77%
Biology I	44%	50%	49%	54%	57%	58%	75%	78%	82%	79%
Algebra II	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	55%	66%	69%	70%	77%
English III	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	81%	84%	87%	92%	92%
Geometry	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	72%	79%	83%	84%	87%

Note: Double Line indicates a change in testing company.

# Results are posted for "Regular Education" students only (Traditional plus Alternative Education).

^ Results are posted for "Full Academic Year" students only.

Data Source: Oklahoma State Department of Education  
(2008-09 – New standard for Reading and Math)

## **EOI Results by County**

Figures 70 through 76 show the 2011-12 EOI test results by county. The trends observed are somewhat similar to those in the 3<sup>rd</sup> through 8<sup>th</sup> grade CRT results. Again, the challenge is to help students overcome adverse social conditions in order to achieve at higher levels.

The range of percent scoring proficient and above by county for Algebra I by county is 34 percentage points, 66% to 100%. The English II EOI had the smallest range of students scoring proficient and above at 22 percentage points, 76% to 98%. Algebra II had the largest range for the percentage of students scoring proficient and above. The range for counties for the Algebra II EOI is 52 percentage points, 42% to 94%.

English III had a range of 23 percentage points across all counties; 77% to 100%, Geometry had a range of 25; 74% to 99%, U.S. History had a range of 37; 53% to 90%, and Biology I had a range of 34; 56% to 90%.

There are eleven counties that had over 90% of students score proficient and above on the Algebra I EOI and nine counties had less than 75% of students score proficient and above. For the English II EOI, eight counties had over 93% score proficient and above and eight counties had less than 83%. On the U.S. History EOI, four counties had over 85% score proficient and above while five counties had below 60% score proficient and above. Seven counties had over 87% of students score proficient and above on the Biology I EOI and six counties below 67%.

For the Algebra II EOI, five counties had over 87% score proficient and above and four counties had less than 60%. In the English III EOI, five counties had over 97% score proficient and above while four counties had below 85% score proficient and above. Five counties had over 95% of students score proficient and above in Geometry EOI and five counties with less than 78% score proficient and above.

Goodwell P.S. in Texas Co. had 100% of its students score proficient and above in six of the seven EOIs. Arnett P.S. in Ellis Co., Lomega P.S. in Kingfisher Co., Mulhall-Orlando P.S. in Logan Co. and Leedey P.S. in Roger Mills Co. had 100% of their students score proficient and above in five of the seven EOIs.. Eight other school districts had 100% of its students score proficient and above in four of the seven

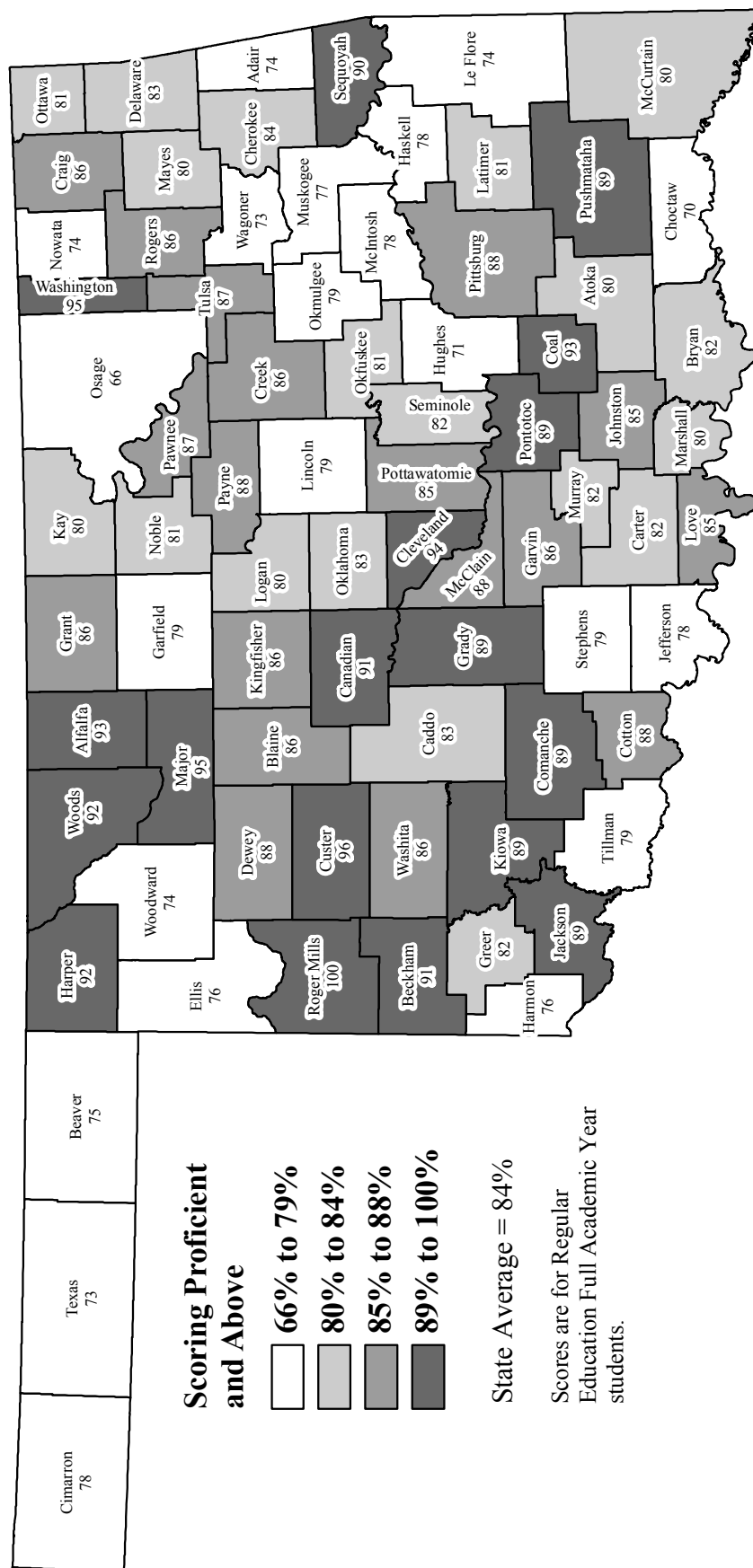
Beginning with the Class of 2012, students must pass Algebra I, English II and two of the remaining five EOIs to graduate from high school. With this additional requirement placed on the importance of the EOIs, the scores should rise in the coming years.

# Figure 70

## HIGH SCHOOL EOI TEST – ALGEBRA I

### Percent of Students Scoring Proficient and Above

#### 2011-12 School Year



Source: Oklahoma State Department of Education

# Figure 71



☐ 76% to 86%

87% to 89%

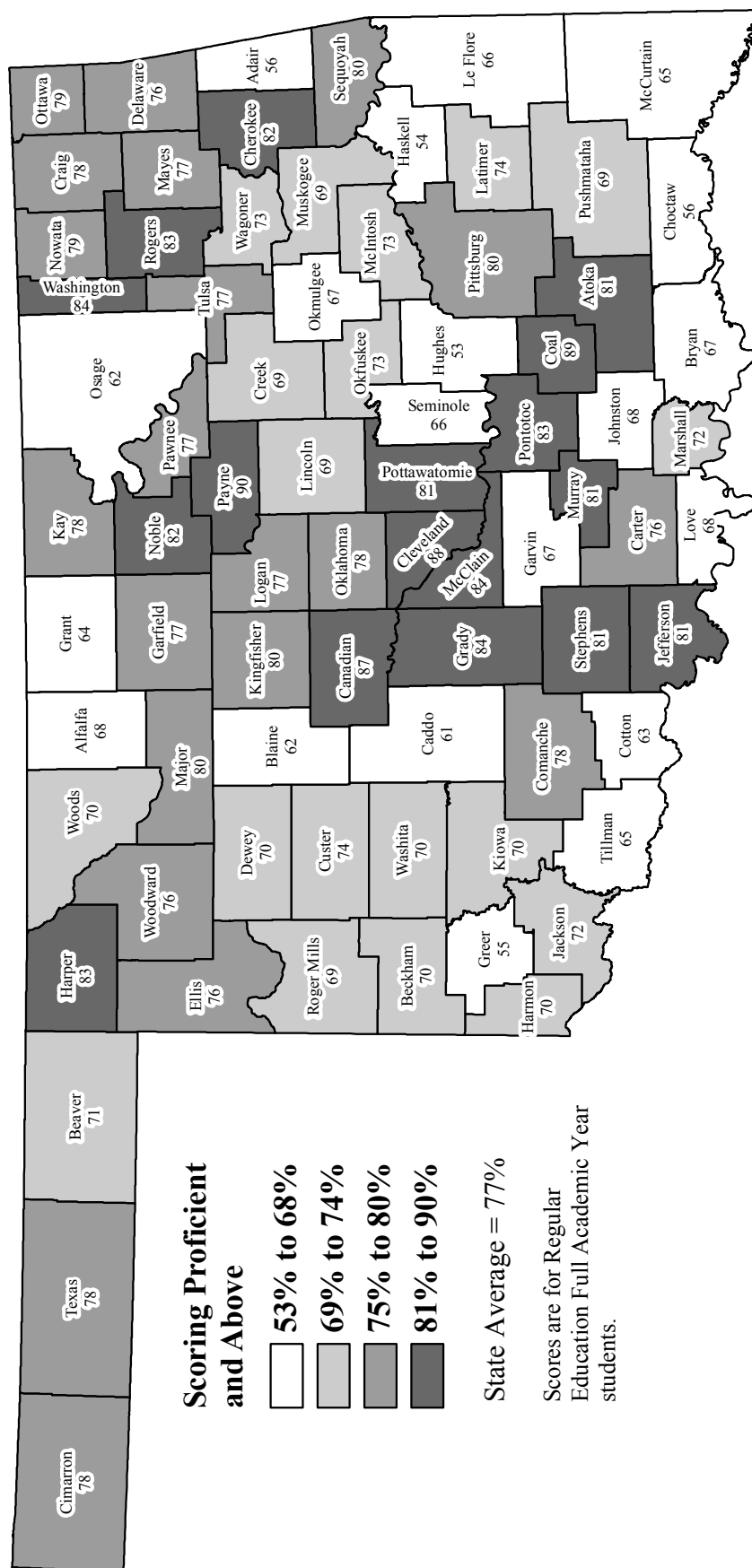
90% to 92%

93% to 98%

State Average = 88%

Scores are for Regular Education Full Academic Year students.

**Figure 72**  
**HIGH SCHOOL EOI TEST – U.S. HISTORY**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



Source: Oklahoma State Department of Education

# Figure 73



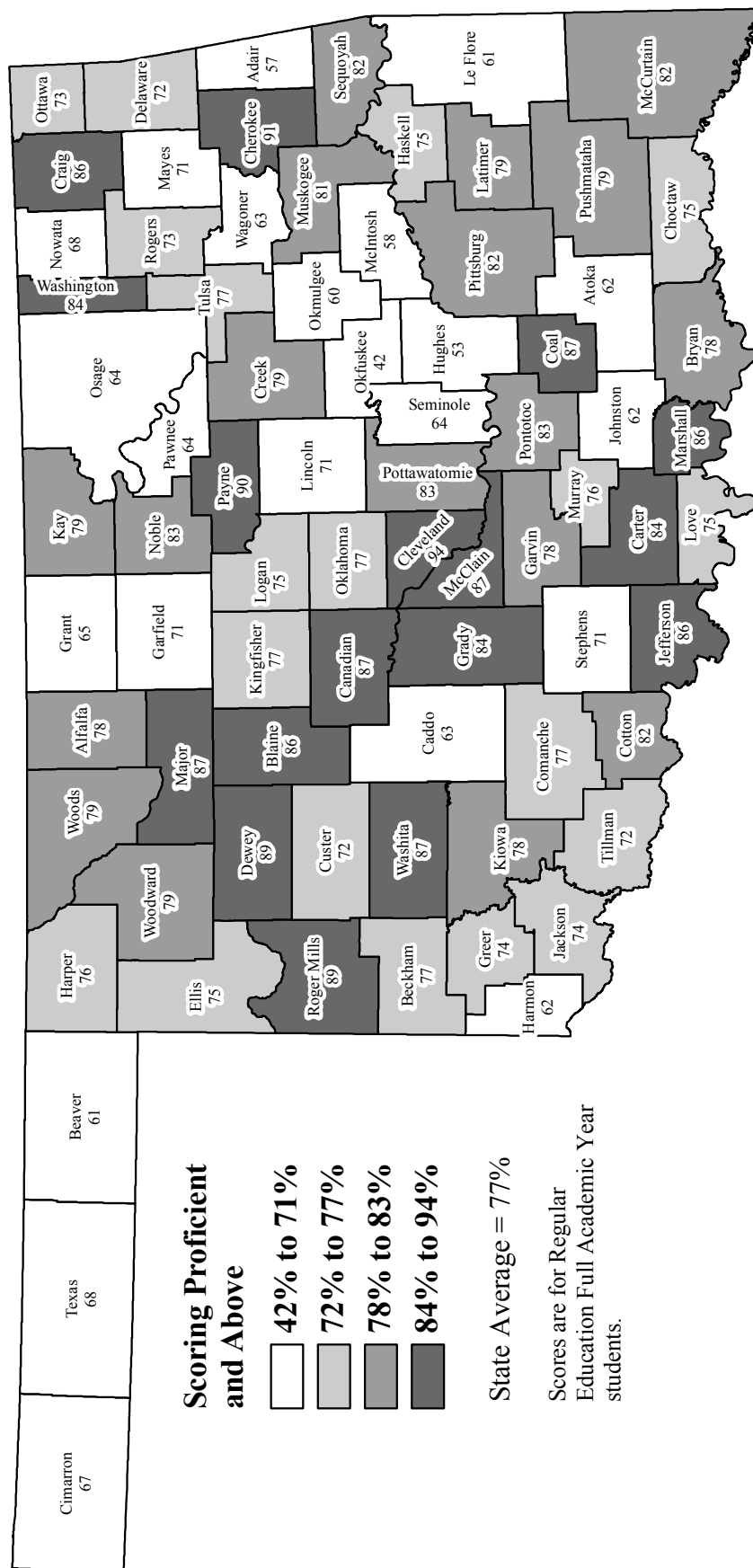
74% to 80%

85% to 90%

State Average = 79%

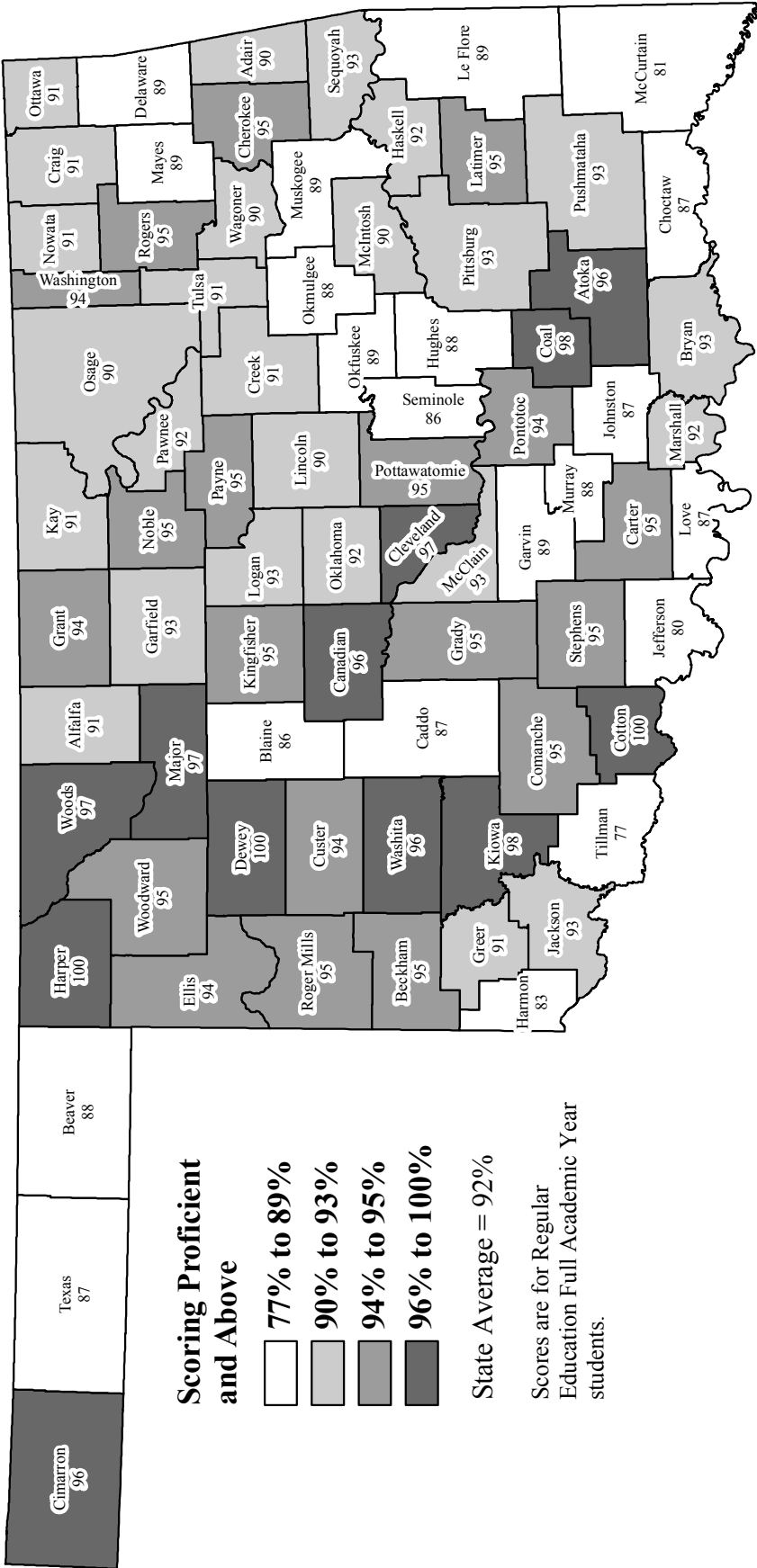
Scores are for Regular Education Full Academic Year students.

**Figure 74**  
**HIGH SCHOOL EOI TEST – ALGEBRA II**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**



Source: Oklahoma State Department of Education

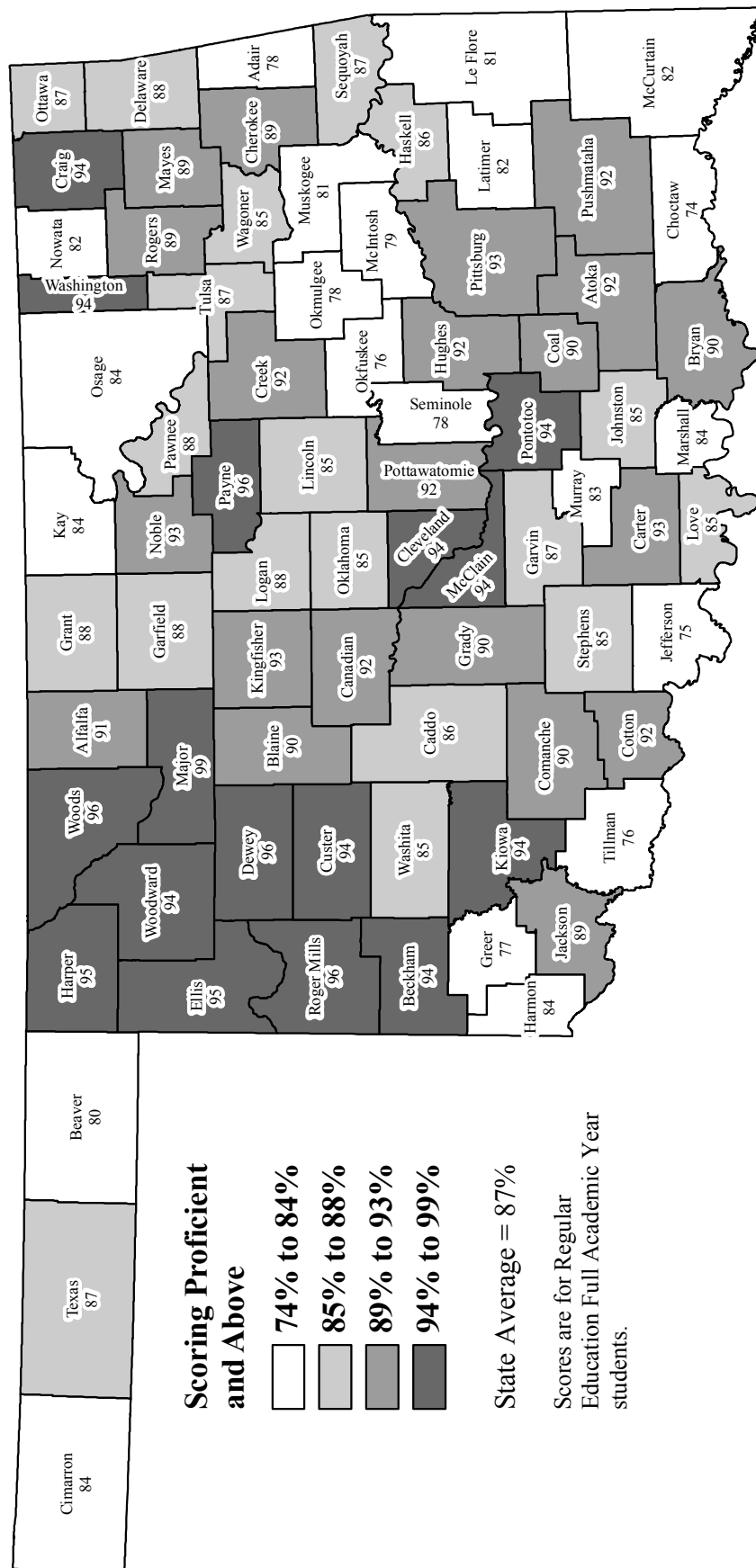
# Figure 75



Source: Oklahoma State Department of Education



**Figure 76**  
**HIGH SCHOOL EOI TEST – GEOMETRY**  
**Percent of Students Scoring Proficient and Above**  
**2011-12 School Year**

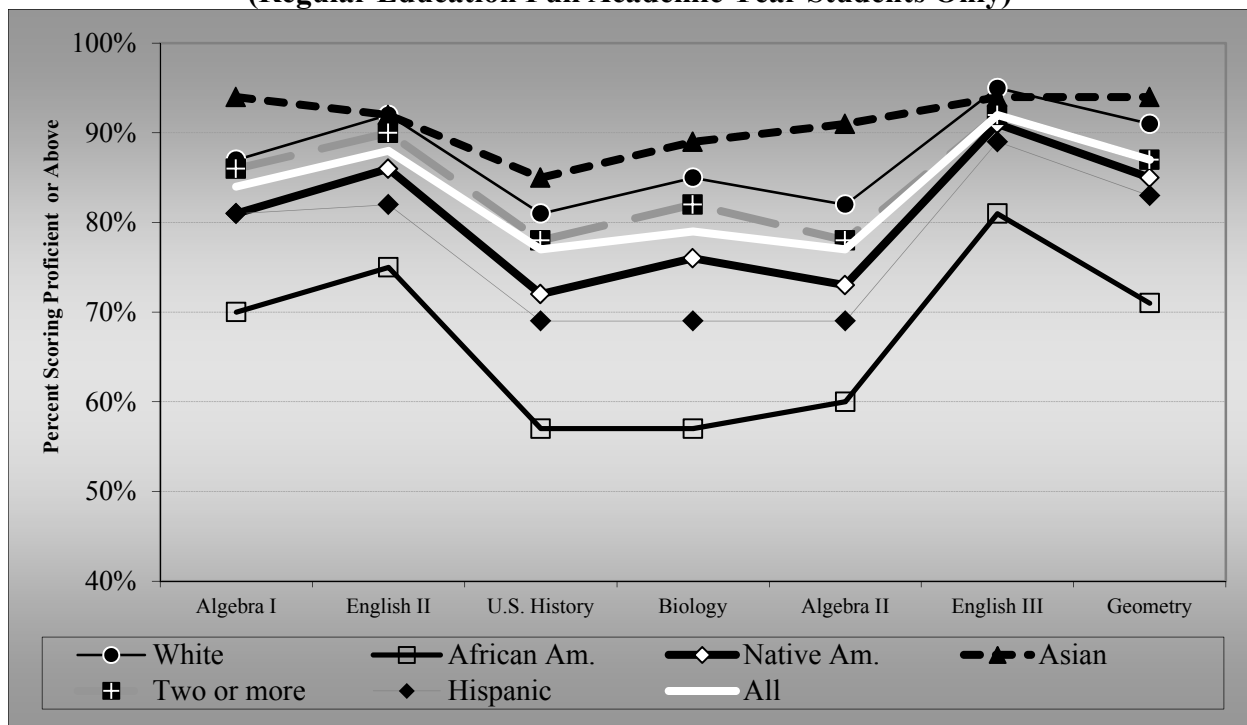


Source: Oklahoma State Department of Education

## 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 77 looks at student performance on the EOI tests by race. This performance gap can also be observed in other performance indicators displayed in this report.

**Figure 77**  
**Oklahoma EOI Test Results by Race and Gender**  
**Percent Scoring Proficient and Above**  
**2011-12**  
**(Regular Education Full Academic Year Students Only)**



	Algebra I	English II	U.S. History	Biology	Algebra II	English III	Geometry
Male	83%	87%	82%	82%	77%	91%	88%
Female	85%	89%	72%	77%	78%	93%	87%
White	87%	92%	81%	85%	82%	95%	91%
African Am.	70%	75%	57%	57%	60%	81%	71%
Native Am.	81%	86%	72%	76%	73%	91%	85%
Asian	94%	92%	85%	89%	91%	94%	94%
Two or more	86%	90%	78%	82%	78%	92%	87%
Hispanic	81%	82%	69%	69%	69%	89%	83%
All	84%	88%	77%	79%	77%	92%	87%

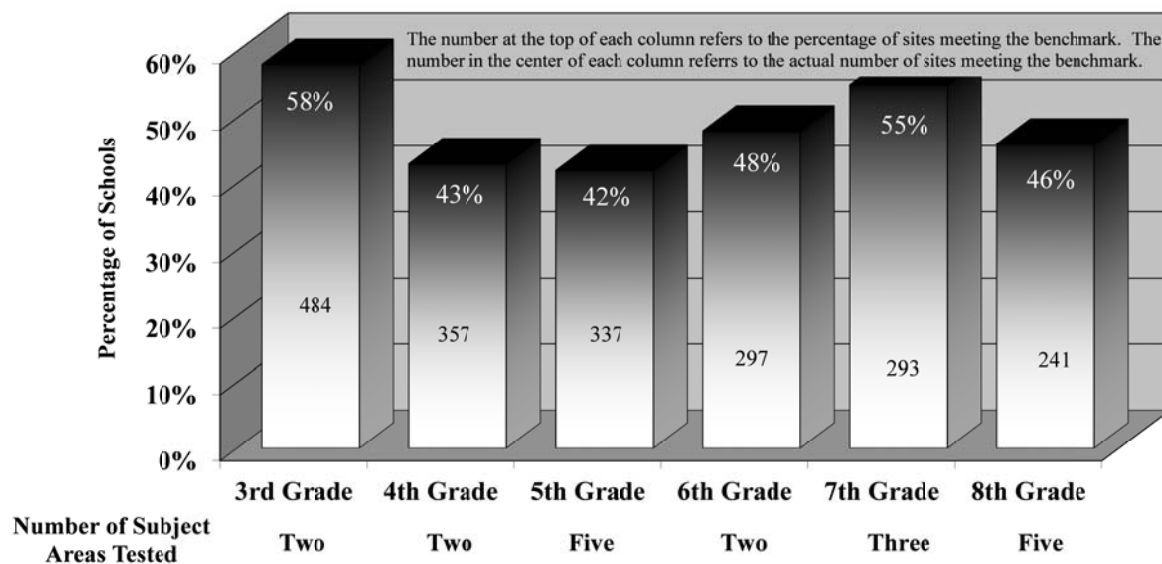
Data source: Oklahoma State Department of Education

## The Education Oversight Board's 70% Performance Benchmark

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 Oklahoma Core Curriculum tests, the Secretary of Education and Education Oversight Board chose 70% of Regular Education students achieving a score of Proficient and above as a reasonable minimum performance benchmark for schools to achieve. Figure 78 displays the number of schools that were able to meet this benchmark in all subject areas tested as part of the OSTP.

The statewide results of the Core Curriculum tests for the 2011-12 school year show mixed results, with a the number of sites meeting the 70% benchmark but with much room for improvement. This shows the Oklahoma students that can satisfactorily perform the skills outlined in PASS. If the percentage of students achieving "Proficient" at each site across the state were similar to these schools 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.

**Figure 78**  
**Schools with 70% or More Students Scoring Proficient and Above**  
**On All Subject Areas Tested by the**  
**Oklahoma Core Curriculum Test by Grade**  
**2011-12**  
**(Regular Education Full Academic Year Students Only)**



Data Source: Oklahoma State Department of Education

Fifth and eighth grades must have 70% of students score proficient or above on five different tests to meet the performance benchmark. Seventh grade have three tests and third, fourth, and sixth grades have two tests to meet the benchmark. Well over half (58%) of the third grade sites in the state met the 70% performance benchmark in 2011-12 up from 55% in 2010-11. Twenty-two more 3<sup>rd</sup> grade sites met the benchmark in 2011-12 than in 2010-11. All other grades except 5<sup>th</sup> grade saw improvements in the number of sites meeting the benchmark. Fourth grade sites had 43% pass the 70% performance benchmark; up just 1 site from 2010-11. There were 12 less fifth grade sites (42%) and 76 more sixth grades sites (48%) pass the benchmark in 2011-12 over 2010-11. The number of seventh grade sites increased by 66 for 55% meeting the 70% performance benchmark. Eighth grade sites had a 46% with 3 more sites pass the 70% performance benchmark in 2011-12 than in 2010-11.

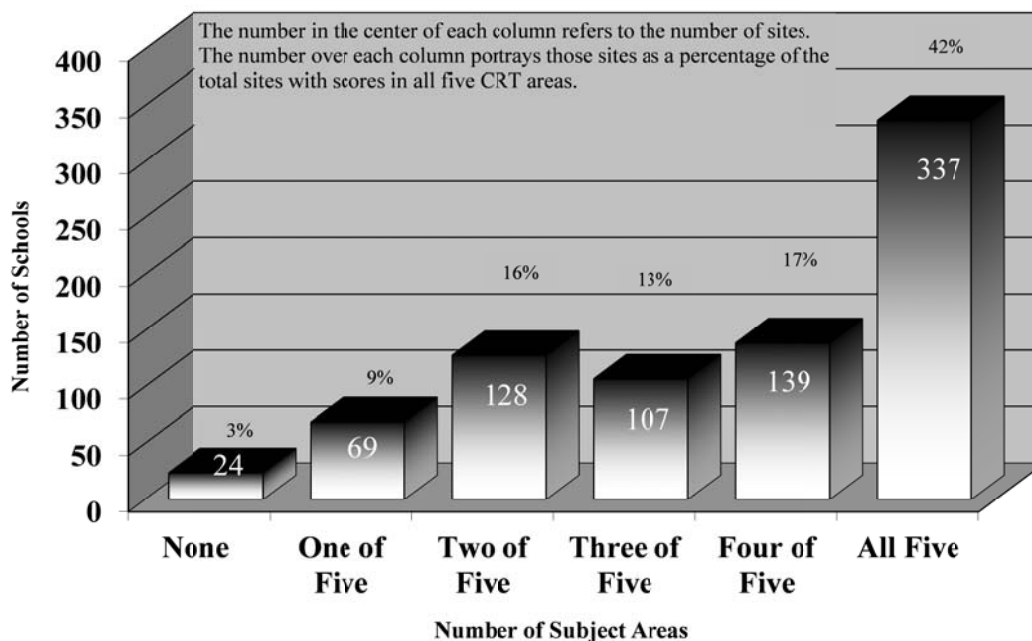
Overall school performance in preparing students for PASS objectives as measured by the Oklahoma Core Curriculum tests (OCCT) in 5<sup>th</sup> and 8<sup>th</sup> grades are displayed in Figures 79 and 80. Only these two grades were used in this detailed analysis because they have the most extensive 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 2011-12, 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, 5<sup>th</sup> grade sites have the better performance on this benchmark but for just the second time 8<sup>th</sup> grade sites have a higher percentage of sites meeting the five-out-of-five benchmark. Forty-two percent of the 5<sup>th</sup> grade sites and forty-six percent of the 8<sup>th</sup> grade sites were able to achieve five-out-of-five on the Performance Benchmark. While many schools do perform well on the OCCT, there is great concern for those that do not. There were 93 elementary schools (11.6%) and 12 middle schools/junior highs (2.3%) that had 70% of their students to score proficient and above on only one or no subject areas 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 79 and 80. In 5<sup>th</sup> grade, districts with the C1 community grouping designation had 91.2% (31 of 34) of sites achieving a five-out-of-five on the Performance Benchmark, whereas, only 20.2% (22 of 109) of the schools from districts with the designation of A2 achieved this level of performance. In 8<sup>th</sup> grade, districts with the C1 (9 of 10) community grouping designations lead the pack on the Performance Benchmark with 90% of sites offering 8<sup>th</sup> grade achieving a five-out-of-five. Community group A2 had the lowest percentage of site achieve five-out-of-five at 23.3% (7 of 30).

There were 24 sites for 5<sup>th</sup> grade and one site for 8<sup>th</sup> grade for 2011-12 that were unable to meet the benchmark in any of the subjects areas tested. This is a decline 2010-11 when 7 sites in 5<sup>th</sup> grade and zero sites in 8<sup>th</sup> grade were unable to meet the benchmark in any of the subjects tested.

**Figure 79**  
**Fifth Grade Schools with 70% or More of Students**  
**Scoring Proficient and Above On the Oklahoma Core Curriculum Test**  
**by Number of Subject Areas: 2011-12**  
**(Regular Education Full Academic Year Students Only)**

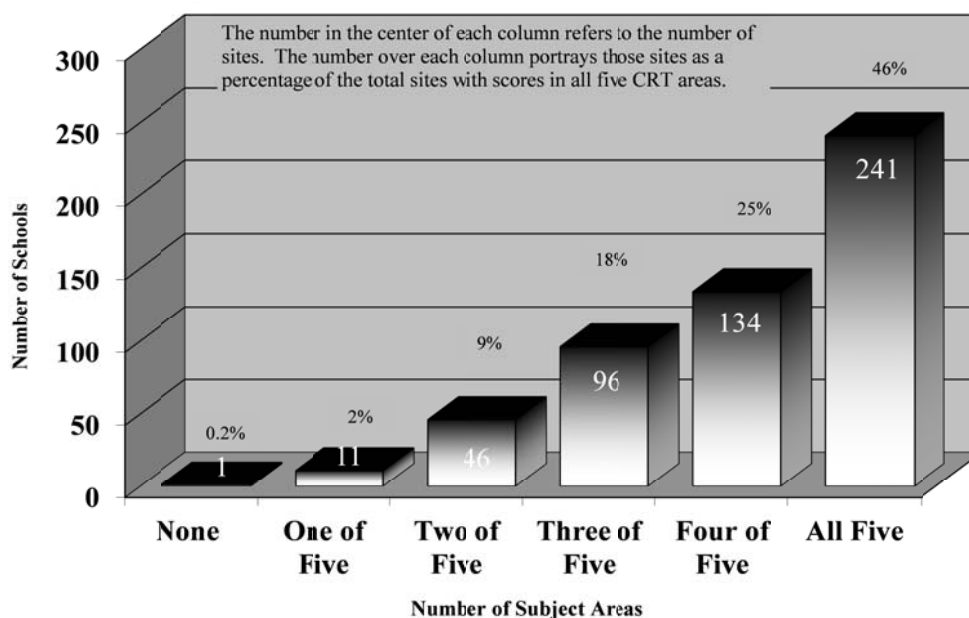


**Number of School Sites Scoring Proficient by Size of the District in which the Site Operates**

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Proficient" by Number of Subject Areas						Total
		None	One	Two	Three	Four	All Five	
25,000 or More	A2	14	20	31	8	14	22	109
10,000 - 24,999	B1	0	1	4	11	16	73	105
	B2	0	2	6	2	5	20	35
5,000 - 9,999	C1	0	0	0	1	2	31	34
	C2	0	5	3	5	3	15	31
2,000 - 4,999	D1	1	1	2	1	2	21	28
	D2	1	5	5	6	5	16	38
1,000 - 1,999	E1	0	0	2	5	8	20	35
	E2	2	4	6	4	13	14	43
500 - 999	F1	0	0	4	5	8	13	30
	F2	0	8	16	13	15	16	68
250 - 499	G1	0	1	6	11	13	26	57
	G2	3	12	21	20	16	25	97
Less than 250	H1	0	1	2	1	8	7	19
	H2	3	9	20	14	11	18	75
Total Sites	All	24	69	128	107	139	337	804

Data Source: Oklahoma State Department of Education.

**Figure 80**  
**Eighth Grade Schools with 70% or More of Students**  
**Scoring Proficient and Above On the Oklahoma Core Curriculum Test**  
**by Number of Subject Areas: 2011-12**  
**(Regular Education Full Academic Year Students Only)**



**Number of School Sites Scoring Proficient 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 "Proficient" by Number of Subject Areas						
		None	One	Two	Three	Four	All Five	Total
25,000 or More	A2	1	5	9	6	2	7	30
10,000 - 24,999	B1	0	0	0	1	3	21	25
	B2	0	0	0	2	2	6	10
5,000 - 9,999	C1	0	0	0	0	1	9	10
	C2	0	0	0	1	2	5	8
2,000 - 4,999	D1	0	0	0	0	7	7	14
	D2	0	0	0	3	5	12	20
1,000 - 1,999	E1	0	0	0	1	7	27	35
	E2	0	0	1	7	15	17	40
500 - 999	F1	0	0	1	3	7	18	29
	F2	0	0	5	10	28	25	68
250 - 499	G1	0	0	3	12	12	25	52
	G2	0	1	13	27	27	27	95
Less than 250	H1	0	1	0	2	2	13	18
	H2	0	4	14	21	14	22	75
Total Sites	All	1	11	46	96	134	241	529

Data Source: Oklahoma State Department of Education.

## **25% Advanced Performance Benchmark**

When the Education Oversight Board initiated the 70% Performance Benchmark for the 1996-97 school year, the benchmark was quite discriminating in that only 85 schools offering 8<sup>th</sup> 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. Over the years, a school's achieving the 70% Performance Benchmark has become much more common and the Education Oversight Board felt the need to establish a more rigorous point of reference. Beginning with the *Profiles 2007*, the board adopted an additional 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 25% Advanced Performance Benchmark by grade level. Now in its sixth year, this benchmark is displayed as a star on the Office of Accountability's *2012 School Report Cards*.

One hundred and four (104) school sites (3<sup>rd</sup> through 8<sup>th</sup>) achieved the 25% Advanced Performance Benchmark. Thirty (30) school sites in the state have multiple grades making the advanced benchmark. Seventh grade school sites lead all grades in 2011-12 with 59 sites or 11.1% of all 7<sup>th</sup> grade sites meeting the advanced benchmark. This is up from 2010-11 when 48 7<sup>th</sup> grade sites or 8.9% met the advanced benchmark. Eighth grade sites had the 2<sup>nd</sup> most school sites meet the advanced benchmark at 28 followed closely by fifth grade sites with 24. There were 135 total stars in the 104 school sites in 2011-12. This is up from the 104 stars at 83 sites in 2010-11. There were only 60 stars in 2006-07, the first year of the 25% Advanced Performance Benchmark.

**Figure 81**  
**Schools with 25% or More of Students Scoring Advanced**  
**On All Subject Areas Tested by the**  
**Oklahoma Core Curriculum Test by Grade**  
**2011-12**  
**(Regular Education Full Academic Year Students Only)**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Number of Sites	1	6	24	17	59	28
Percent of Sites	0.1%	0.7%	3.0%	2.7%	11.1%	5.3%

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 levels 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 by groups not individual students. 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. This schedule of NAEP assessments assumes continuing legislative authority. The schedule may also be augmented, with advance public notice, as resources permit. The schedule through 2017 was approved by the National Assessment Governing Board in December 2011. Figure 82 shows the subjects tested at the state level by year and grade.

**Figure 82**  
**National Assessment of Educational Progress (NAEP)**  
**Testing Schedule by Year, Subject, and Grade Tested**

	Reading		Math		Science		Writing	
Year	4 <sup>th</sup> Grade	8 <sup>th</sup> Grade	4 <sup>th</sup> Grade	8 <sup>th</sup> Grade	4 <sup>th</sup> Grade	8 <sup>th</sup> Grade	4 <sup>th</sup> Grade	8 <sup>th</sup> 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	Tested	Tested	Tested	Tested	Tested	Tested		
2011	Tested	Tested	Tested	Tested		Tested		
2013	Tested	Tested	Tested	Tested				
2015	Planned	Planned	Planned	Planned	Planned	Planned		
2017	Planned	Planned	Planned	Planned			Planned	Planned

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



## Oklahoma's NAEP

Oklahoma's NAEP results for 2013 will be released starting in the fall of 2013. Results are available by race categories and by achievement categories. Racial categories include White, Black, American Indian, Asian, and Hispanic. Typically, the Asian student sample in Oklahoma is too small to report scores. Achievement levels include advanced, proficient, basic, and below basic. Detailed results from 2011 and prior NAEP years were reported in last year's *State Report*.

Figure 83 displays 2009 and 2011 results for reading and math for grades 4 and 8. While Oklahoma has improved its results for "All" 8<sup>th</sup> grade students between 2009 and 2011, 4<sup>th</sup> grade results remained the same or dropped. The State improved its scale score by three points in 8<sup>th</sup> grade math and one point in 8<sup>th</sup> grade reading. Oklahoma lags the nation in all four of these categories.

American Indian students compare the most favorably of the separate racial categories. In 2011, American Indian students in Oklahoma are three to eight scale scores higher than their national counterparts. White students in Oklahoma fall six to nine scale scores below their national counterparts.

**Figure 83**  
**National Assessment of Education Progress**  
**Scale Scores by Subject and Race**  
**Oklahoma vs the Nation: 2009 and 2011**

READING RESULTS						MATH RESULTS					
Grade 4						Grade 4					
		All	White	Black	American Indian	Hispanic	All	White	Black	American Indian	Hispanic
2011	Oklahoma	215	221	199	212	207	237	243	224	234	227
2009	Oklahoma	217	223	197	215	207	237	241	222	234	229
2011	Nation	220	230	205	204	205	240	249	224	227	229
2009	Nation	220	229	204	206	204	239	248	222	225	227
Grade 8						Grade 8					
		All	White	Black	American Indian	Hispanic	All	White	Black	American Indian	Hispanic
2011	Oklahoma	260	265	247	256	251	279	286	262	273	264
2009	Oklahoma	259	264	247	258	246	276	282	261	269	263
2011	Nation	264	272	248	253	251	283	293	262	266	269
2009	Nation	262	271	245	252	248	282	293	261	266	266

Data Source: National Center for Education Statistics

Selected information on NAEP from reading and math is located in Appendix D.

# HIGH SCHOOL PERFORMANCE MEASURES

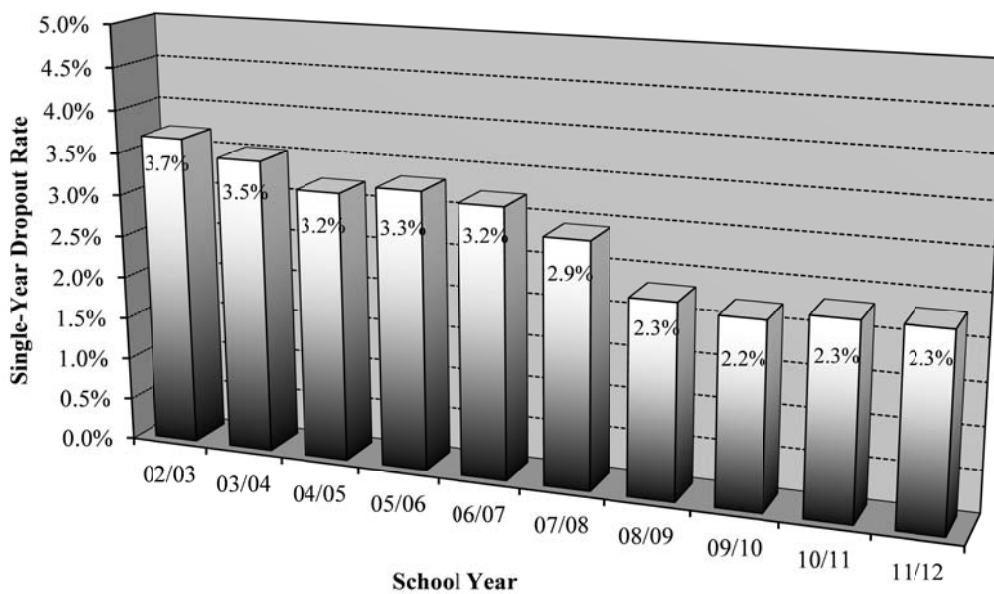
## High School Dropout Rates

There are a number of ways to calculate high school dropout rates. Two of these rates are a single-year dropout rate and a four-year dropout rate. 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 more time is needed to have a cohort complete a cycle in order to use this method. Starting with *Profiles 2005*, the Office of Accountability derived a four-year methodology which closely approximates this measure.

### Single-Year High School Dropout Rate

Historically, Oklahoma has reported dropout activity as a single-year occurrence. Oklahoma State Statutes (§70-35e), require dropouts to be reported annually. The statutes require that the total number of dropouts be tabulated by district, by grade. In an effort to make the numbers meaningful, the dropout counts are then compared to the district's fall enrollment by grade. The numbers are aggregated to generate state-level numbers. The statutory definition for a high 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 84**  
**Oklahoma Single-Year Dropout Rates**  
**9<sup>th</sup> through 12<sup>th</sup> Grade**  
**2002-03 through 2011-12**



Data Source: Oklahoma State Department of Education.

The law also states 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 84. For the second year in a row and third time in four years, the dropout rate is 2.3%. The rate has dropped from 3.7% to 2.3% during the ten years measured under this methodology.

### **High School Four-Year Dropout Rate**

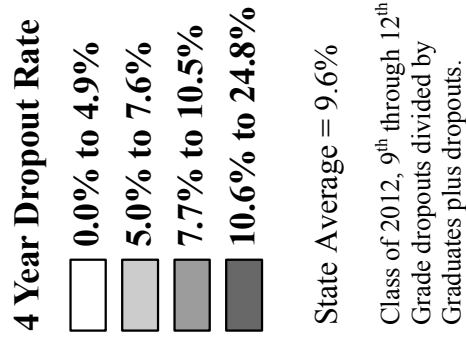
For well over a decade, the Education Oversight Board has been concerned with dropout rates only being expressed as a single-year event. The common perception of a high school dropout rate is the percentage of a graduating class that drops out of school over the course of their high school careers. Single-year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

**Figure 85**  
**High School Four-Year Dropout Rates**  
**by Community Group**  
**Class of 2012**

Size of District in ADM	Community Group Designation	Class of 2012 Enrollment	Class of 2012 Dropouts	Class of 2012 Dropout Rate
25,000 or More	A2	3,923	723	18.4%
10,000 - 24,999	B1	7,698	678	8.8%
	B2	2,068	174	8.4%
5,000 - 9,999	C1	3,333	262	7.9%
	C2	1,514	228	15.1%
2,000 - 4,999	D1	2,685	269	10.0%
	D2	4,010	473	11.8%
1,000 - 1,999	E1	3,430	236	6.9%
	E2	3,734	339	9.1%
500 - 999	F1	1,072	52	4.9%
	F2	3,182	216	6.8%
250 - 499	G1	1,185	67	5.7%
	G2	2,067	104	5.0%
Less than 250	H1	257	44	17.1%
	H2	771	84	10.9%
<b>Total</b>	<b>All</b>	<b>40,929</b>	<b>3,949</b>	<b>9.6%</b>

Data Source: Oklahoma State Department of Education

# Figure 86



State Average = 9.6%

Class of 2012, 9<sup>th</sup> through 12<sup>th</sup>  
Grade dropouts divided by  
Graduates plus dropouts.

First, the total number of dropouts for a graduating class was calculated by adding the dropout counts (under age 19) for the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> 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 9.6%, a continued decrease from previous years. Oklahoma’s four-year dropout rate varies greatly by Community Group (Figure 85). Oklahoma’s two largest school districts (Oklahoma City and Tulsa), have an 18.4% four-year dropout rate. School districts between 500 and 999 students and below the state average participation in the Free or Reduced Price Lunch Program (Community Group F1) have only a 4.9% four-year dropout rate.

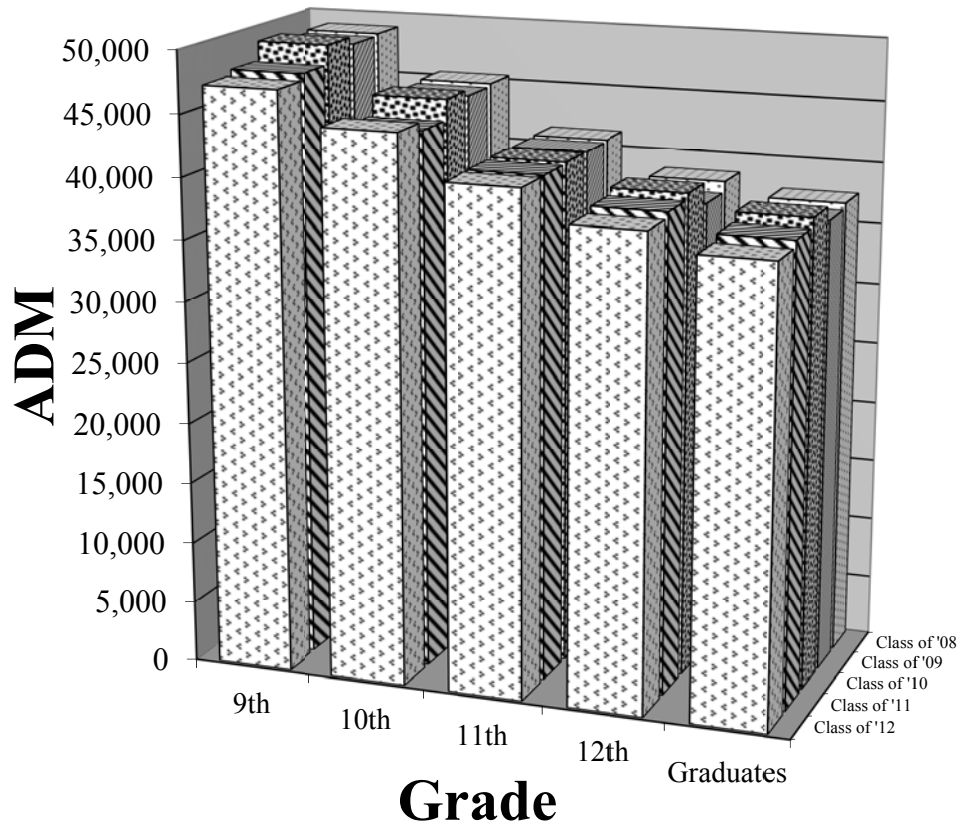
Dropout rates also vary greatly from site to site and county to county across the state. Based upon the four-year methodology (9<sup>th</sup> through 12<sup>th</sup> grade), the Class of 2012 had six high schools in the state with a dropout rate above 40%. However, 139 Oklahoma high schools (30.5%) did not report a single dropout over the four year period for the Class of 2012.

Low four-year dropout rates are scattered throughout the state. Ellis, Grant, and Jefferson Counties had zero dropouts for the Class of 2012. Three counties had a four-year dropout rate of 15% or higher (Figure 86).

## **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 87 shows ADM counts for five graduating classes, 2008 through 2012, as they progressed through the grades. The table shows that, on average, 22.7% of students are lost between 9<sup>th</sup> 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 four-year dropout rate shows that 9.6% 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. There are many ways to calculate student-loss. Single-year student dropout rates (Figure 84) are much lower than ten years ago. After three years of improvement in student attrition there was a slight increase between 2011 and 2012. The number of graduates has dropped slightly over the past three years while ADMs in most grades have also decreased but at different rates.

**Figure 87**  
**Student-Loss 9<sup>th</sup> Grade through Graduation**  
**Student Counts by Graduating Class**  
**Class of 2008 to 2012**



Grade	Average Daily Membership				Graduates	% Loss 9th - Grad.
	9th	10th	11th	12th		
Class of '08	48,863	45,310	41,252	38,477	37,403	-23.5%
Class of '09	48,694	45,097	41,144	37,659	36,991	-24.0%
Class of '10	49,308	45,596	41,193	39,408	38,215	-22.5%
Class of '11	47,765	43,946	41,077	38,930	37,510	-21.5%
Class of '12	47,332	44,641	41,029	38,485	36,980	-21.9%
Five-Year Average	48,392	44,918	41,139	38,592	37,420	-22.7%

Data Source: Oklahoma State Department of Education

## **Student Attrition by Race and Gender**

There are also great differences in the percentage of students lost among ethnic groups during the high school years as well. Figure 88 looks at student-loss between 9<sup>th</sup> grade and graduation for the senior class of 2012 by race and gender. Because enrollment counts by race and gender are only collected using fall enrollment, Figure 88 uses 2008 through 2011 fall enrollment and 2012 graduation counts to assess student-loss between 9<sup>th</sup> grade and graduation. The statewide student-loss for the Graduating Class of 2012, using fall enrollment figures, was -23.8%.

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. Female students have a lower loss rate than males for all racial categories except Asian. African American males and females and Native American and Hispanic males all have above 30.0% loss rate while Asian male students have a gain (largely due to the high in-migration).

**Figure 88**  
**Student-Loss 9<sup>th</sup> Grade through Graduation**  
**By Race and Gender**  
**Graduating Class of 2012**

Race & Gender	Fall Enrollments				2012 Graduates	% Gain / Loss 9th - Graduation
	9th	10th	11th	12th		
	Fall 2008	Fall 2009	Fall 2010	Fall 2011		
White & Other Male	14,746	13,686	13,630	12,287	11,470	-22.2%
White & Other Female	13,271	12,788	12,895	11,768	11,254	-15.2%
African Am. Male	2,911	2,580	2,143	1,875	1,638	-43.7%
African Am. Female	2,720	2,415	2,130	1,923	1,793	-34.1%
Native Am. Male	4,863	4,449	3,884	3,426	3,260	-33.0%
Native Am. Female	4,573	4,263	3,784	3,324	3,302	-27.8%
Asian Male	473	530	525	490	506	7.0%
Asian Female	501	523	515	464	480	-4.2%
Hispanic Male	2,373	2,233	1,955	1,791	1,655	-30.3%
Hispanic Female	2,095	1,856	1,815	1,723	1,622	-22.6%
State Total	48,526	45,323	43,276	39,071	36,980	-23.8%

Data Source: Oklahoma State Department of Education

## **National Attrition Rate**

As alarming as Oklahoma's attrition rate may seem, its rate is better than the nation's. Three of the surrounding states, Arkansas, New Mexico, and Texas, have higher attrition rates than Oklahoma. Figure 89 shows the attrition rates for the nation, Oklahoma, and the surrounding states using data

provided by the National Center for Education Statistics (NCES). Figure 89 reports on the Graduating Class of 2011 which is the most current data available at the national level.

**Figure 89**  
**Student-Loss 9th Grade through Graduation**  
**Oklahoma Compared to Nation and Surrounding States**  
**Graduating Class of 2011**  
**Based on Fall Enrollment**

Grade	Fall Enrollment				Estimated Graduates Spring 2011	% Loss 9th - Grad.
	9th	10th	11th	12th		
	Fall 2007	Fall 2008	Fall 2009	Fall 2010		
<i><b>Nation</b></i>	<i><b>4,199,967</b></i>	<i><b>3,822,200</b></i>	<i><b>3,540,964</b></i>	<i><b>3,471,888</b></i>	<i><b>3,103,540</b></i>	<i><b>-26.1%</b></i>
<b>Arkansas</b>	37,819	35,853	32,567	30,330	28,440	<b>-24.8%</b>
<b>Colorado</b>	63,333	60,554	57,964	60,899	51,820	<b>-18.2%</b>
<b>Kansas</b>	37,569	35,662	33,596	33,180	31,320	<b>-16.6%</b>
<b>Missouri</b>	79,020	71,882	67,577	65,990	62,470	<b>-20.9%</b>
<b>New Mexico</b>	30,031	26,530	22,448	20,594	19,080	<b>-36.5%</b>
<b>Oklahoma</b>	49,091	45,894	42,591	39,634	38,120	<b>-22.3%</b>
<b>Texas</b>	399,047	332,620	310,288	298,400	279,970	<b>-29.8%</b>

Data Source: NCES, Digest of Education Statistics: 2012, Tables 37, 38 and 112; 2011, Table 38; and 2010, Table 38.

## Graduation Rates

The *Profiles Report Series* use two different methodologies to generate student graduation rates. Average freshman graduation rate is a new methodology recently adopted by the National Center for Education Statistics. It uses the average number of students in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades compared to graduates. This method helps to control the impact of students repeating 9<sup>th</sup> grade or just entering the public school system from private schools or home-schooling. A historic method that has been used involves looking at graduates as a percentage of students who started 9<sup>th</sup> grade four years earlier. This methodology is referred to as the four-year graduation rate and has been discontinued in favor of the new average freshman graduation rate. The other methodology, the senior graduation rate, looks at graduates as a percentage of the 12<sup>th</sup> grade class and tries to account for student mobility and is currently used on the *District Reports*. The two methodologies are described below.

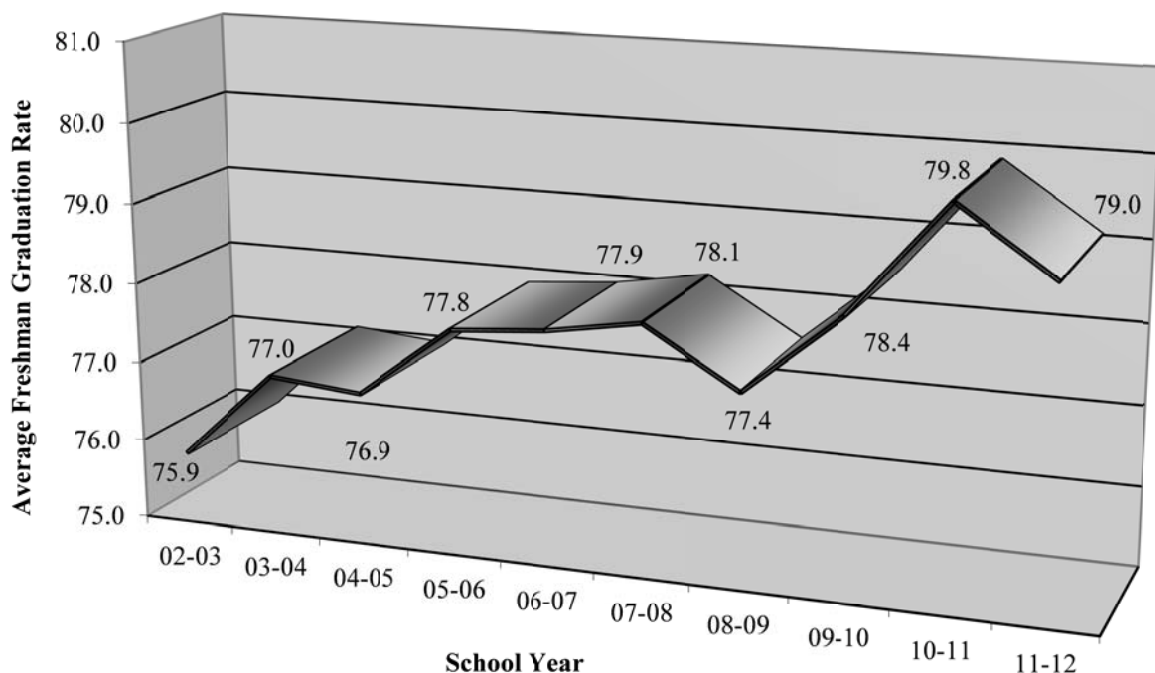
### Average High School Freshman Graduation Rate

For only the fifth year, the *State Profiles Report* is including a calculation of an average freshman graduation rate (AFGR). The rate is calculated by dividing current graduates by the cohort average of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade enrollment. For the current school year's graduates, 2011-12, this methodology uses the cohort of 8<sup>th</sup> graders from 2007-08, 9<sup>th</sup> graders from 2008-09, and 10<sup>th</sup> graders from 2009-10. This rate has nice increase from 75.9% since 2002-03 with only a couple of downturns in the past ten



years. The decrease from 2010-11 to 2011-12 is due to a decrease in the number of graduates compared to a much smaller decrease in the number of average freshman. This one year drop is not expected to continue based on a number of factors; the drop in graduates is not expected to continue, trends in student enrollments are increasing, and dropout rates are decreasing. The National Center for Education Statistics began calculating the AFGR in 2006, that same year the Southern Regional Education Board also started using AFGR to monitor progress in southern states.

**Figure 90**  
**Average High School Freshman Graduation Rate**  
**2002-03 to 2011-12**



Data Source: Oklahoma State Department of Education

## **Senior Graduation Rate**

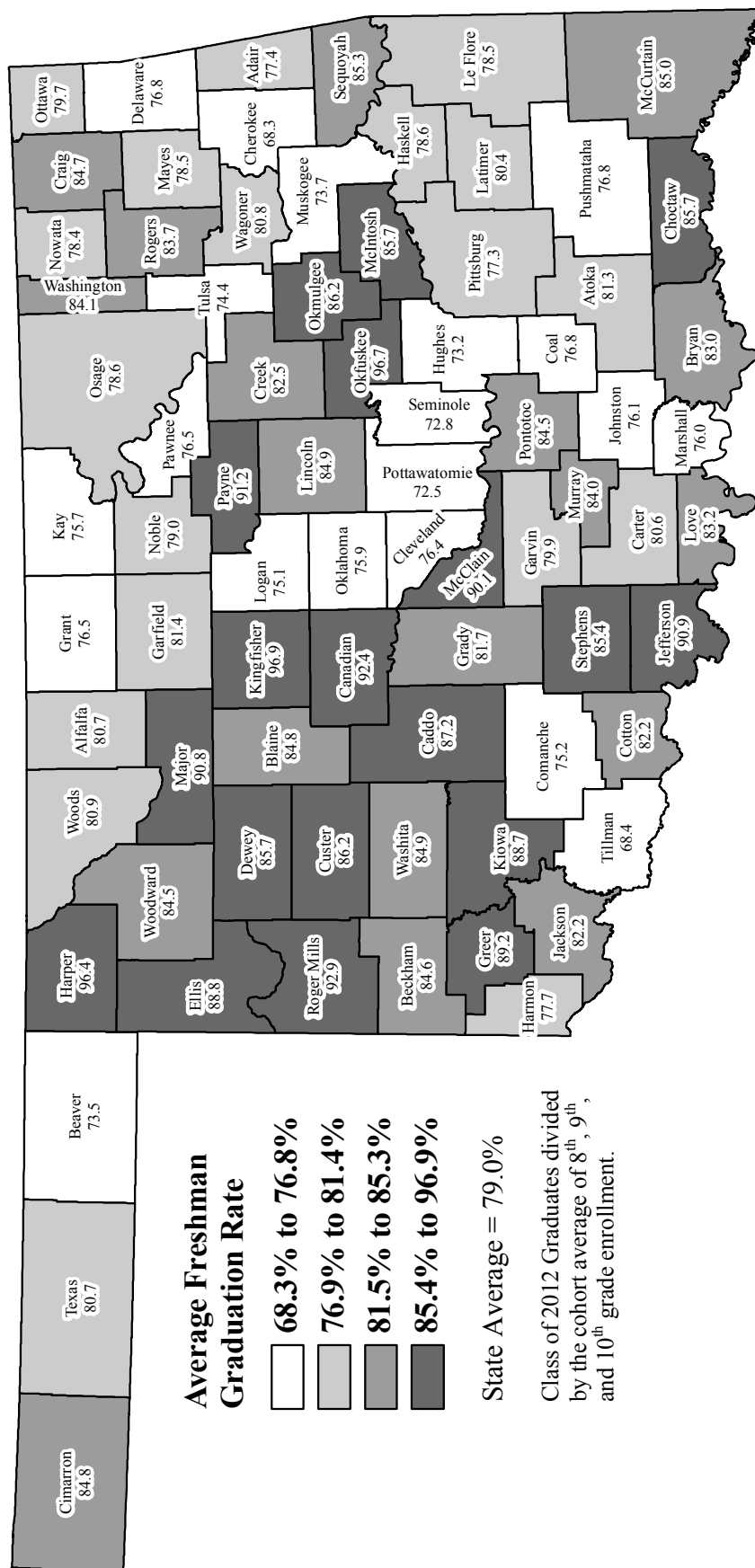
Starting in 2005, the *Profiles Series* began using a senior graduation rate, which divides current year graduates by current year graduates plus dropouts for the 12<sup>th</sup> grade. This methodology closely approximates the 12<sup>th</sup> grade student body after transfers to other high schools and other legitimate reasons for removal from the roll have been taken into consideration. For 2011-12 the statewide senior graduation rate was 97.7%. This includes the 36,980 graduates and the 880 12<sup>th</sup> grade dropouts.

Thirteen counties had no senior dropouts for a 100% senior graduation rate. Counties with high senior graduation rates can be found throughout the state (Figure 92). The 2011-12 senior graduation rates varied by Community Group and can be found in Figure 93.

# Figure 91

## AVERAGE HIGH SCHOOL FRESHMAN GRADUATION RATE

### Class of 2012

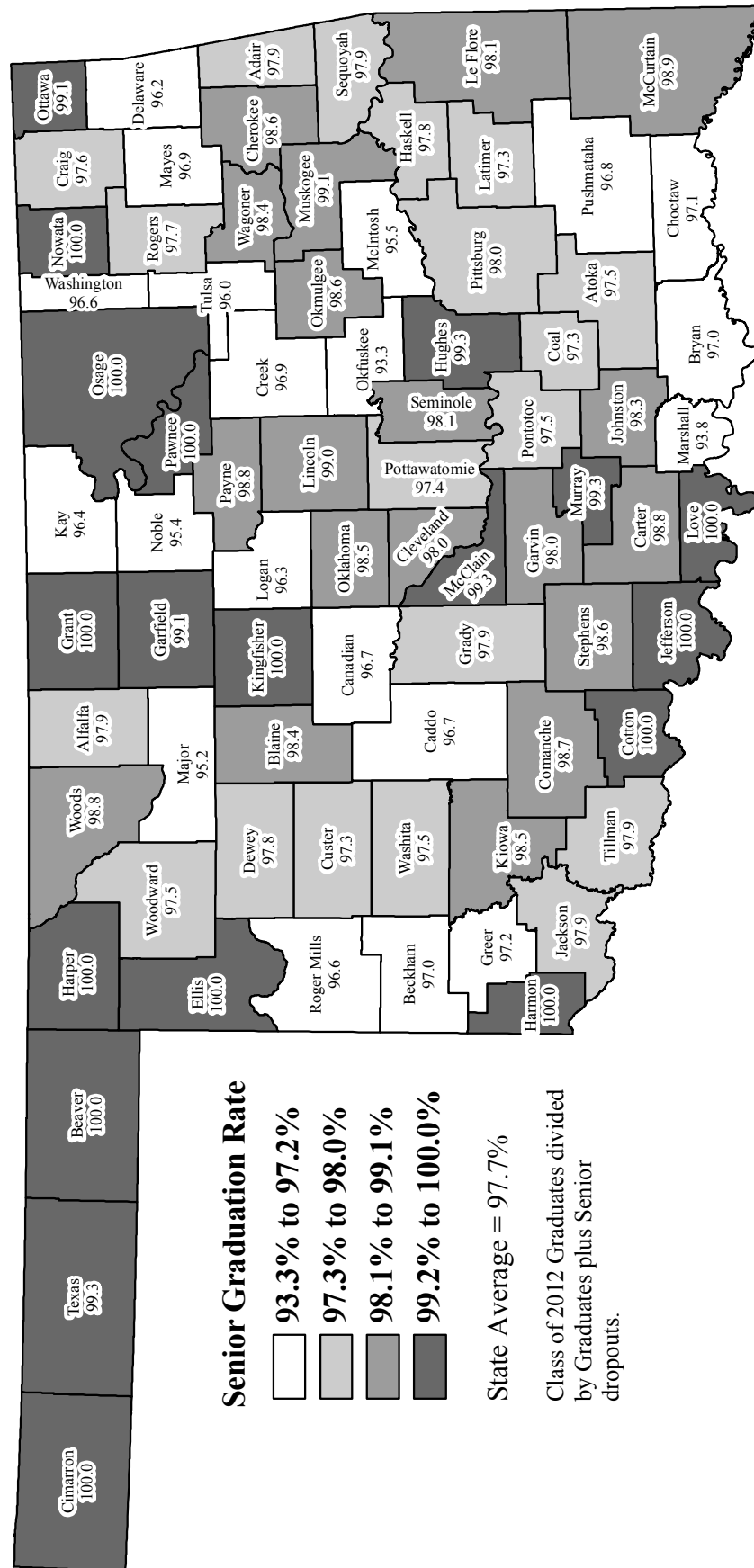


Source: Oklahoma State Department of Education

# Figure 92

## SENIOR GRADUATION RATE

### Class of 2012



Source: Oklahoma State Department of Education

**Figure 93**  
**Oklahoma Senior Graduation Rate**  
**By Community Group**  
**2011-12**

Size of District in ADM	Community Group Designation	2011-12 Graduates	2011-12 12th Grade Dropouts	2011-12 Graduates & Dropouts Combined	Graduation Rate
25,000 or More	A2	3,200	158	3,358	95.3%
10,000 - 24,999	B1	7,020	150	7,170	97.9%
	B2	1,894	33	1,927	98.3%
5,000 - 9,999	C1	3,071	88	3,159	97.2%
	C2	1,286	32	1,318	97.6%
2,000 - 4,999	D1	2,416	45	2,461	98.2%
	D2	3,537	106	3,643	97.1%
1,000 - 1,999	E1	3,194	50	3,244	98.5%
	E2	3,395	82	3,477	97.6%
500 - 999	F1	1,020	15	1,035	98.6%
	F2	2,966	65	3,031	97.9%
250 - 499	G1	1,118	11	1,129	99.0%
	G2	1,963	30	1,993	98.5%
Less than 250	H1	213	7	220	96.8%
	H2	687	8	695	98.8%
Total	All	36,980	880	37,860	97.7%

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 helping students earn a high school diploma. The national-level four-year graduation rate based upon the four-year methodology was 73.9%\* for 2010-11. There were 3,103,540 graduates\* in 2010-11 divided by 4,199,967 9<sup>th</sup> grade students in fall of 2007 (U.S. Department of Education, National Center for Education Statistics, *2012 Digest of Education Statistics* – Table 112 and *2010 Digest of Education Statistics* – Table 38). For comparative purposes, using those same USDE tables, Oklahoma's graduation rate was 77.7%\* for the 2010-11 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 9<sup>th</sup> 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 2.3% (Figure 84), while the student-loss rates averages 22.7% and the average freshman graduation rate is 79.0%. Furthermore, the single-year dropout rate greatly under represents the 9.6% of students lost as dropouts during the four-year span of high school (Figure 85). Most interesting is the discrepancy that exists between the statewide four-year dropout rate of 9.6% and the five year average statewide student-loss rate of 23.8% (Figure 87). Where are the missing students? There are bits and pieces that explain part of the missing 14%, but the entire student-loss to the system cannot be completely explained.

The biggest quandary in this analysis is, “What exactly is the starting number of 9<sup>th</sup> graders for any given graduating class?” In Figure 28 it can be observed that enrollments crest in 9<sup>th</sup> grade and this 9<sup>th</sup> grade crest occurs year-after-year. Over the last five years, the increase in enrollments from 8<sup>th</sup> grade to 9<sup>th</sup> grade averages over 2,000 students, or a 4.3% increase. Some of this increase is likely the result of students who fail enough courses during this difficult transition year that they are designated as 9<sup>th</sup> graders again the following year. This behavior creates a standing wave in the enrollment counts as some students re-circulate in the flow from 8<sup>th</sup> to 9<sup>th</sup> to 10<sup>th</sup> 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 4.3% is accounted for by students who repeat 9<sup>th</sup> grade. Some of the increase is due to students who transfer into the public education system from private schools or from home schooling environments. Students from these groups represent a true increase in the 9<sup>th</sup> grade enrollment and must be included in the analysis. Because of this legitimate inflow of students into the state system in 9<sup>th</sup> grade, it would be improper to simply use 8<sup>th</sup> grade enrollment for the base of the analysis. The perfect base for this analysis would be first time 9<sup>th</sup> grade enrollment. There is a move to collect this first time 9<sup>th</sup> grade enrollment, but until fully implemented the *Profiles* reports will continue to use the actual 9<sup>th</sup> grade enrollment count.

The established standing wave in 9<sup>th</sup> grade enrollment likely accounts for not more than few percentage points of the missing 14% of students. Other factors include the following. 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 upon the most recent five graduating classes, “over age 19” dropouts average 380 students, or 1.0% of their graduating class. Secondly, students who die in grades 9 through 12 average 143 students, or 0.4% 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 1,194 students, or 3.1% of their graduating class. These factors combined make up seven to eight percentage-points of the 14% 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 over 3,300 students age 16 through 19 not graduating from a public high school but taking a GED with over 75% of these students passing the GED that also may need to be considered.

There are still other factors why students may disappear from the state system each year. Online course work may take some students out of the system but a large majority of these are 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 2011-12 average composite score on the ACT for the Oklahoma public high schools included in this series of reports was 20.8, the same standard score since 2007-08. The official 2011-12 Oklahoma score generated by the ACT Corporation, which includes public and private schools as well as alternative education centers, was 20.7, the same standard score for six years in a row (Figure 94). The comparable national average composite score was 21.1, the same standard score as in 2010-11. In 2011-12, the gap between Oklahoma's average ACT score and the national average ACT score was four-tenths of a standard score. Differences between the two Oklahoma ACT scores are due to one being based upon 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 52% of 2011-12 high school graduates were tested; compared to 80% in Oklahoma (based on figures provided by ACT Corporation). The larger the percentage of graduates tested, the greater the likelihood non-college bound students are included in the test group.

An analysis of the 28 states that tested 50% or more of their 2012 high school graduates shows that Oklahoma tied for 12<sup>th</sup> in composite ACT score. Analysis of the 12 states that tested a similar percentage of high school graduates (70% to 90%) shows that Oklahoma ranked eighth in the composite ACT score (see Average ACT Score by State – 2012 ACT-Tested Graduates at [www.act.org](http://www.act.org)).

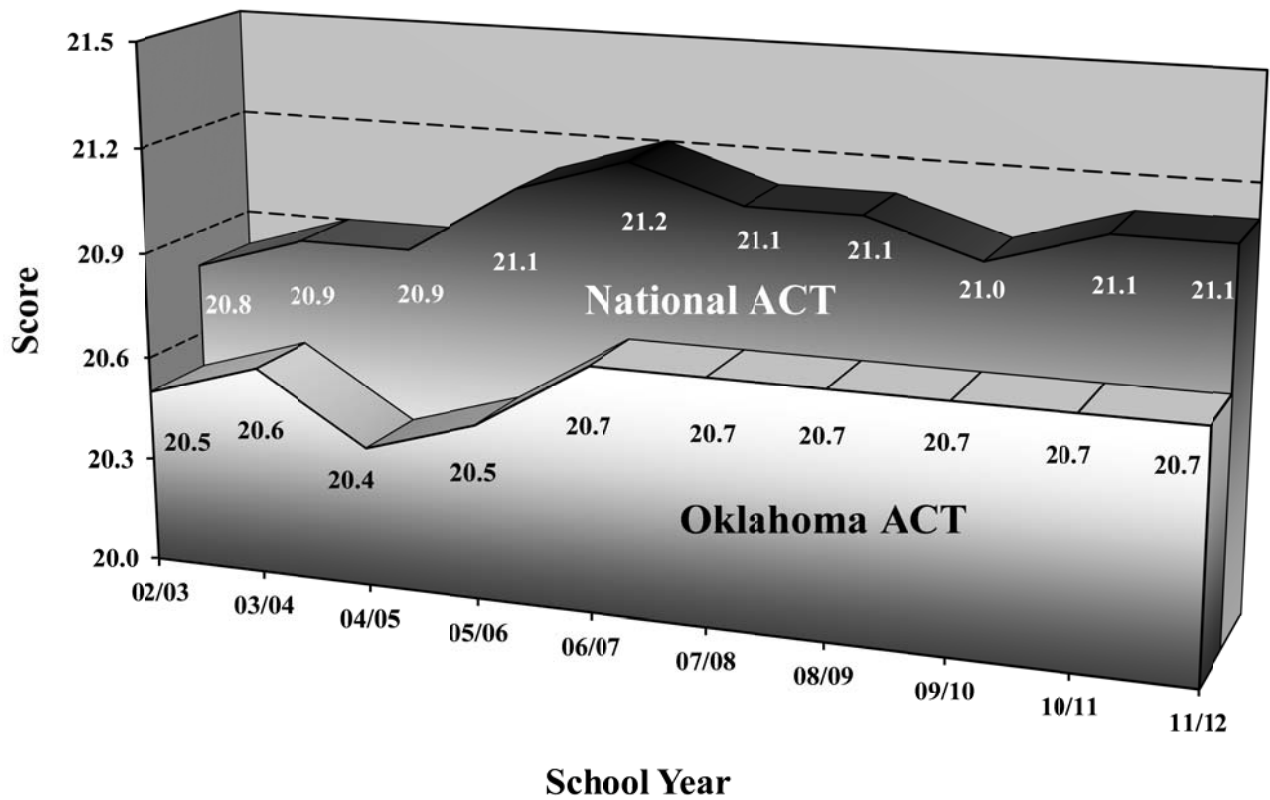
### **EXPLORE and PLAN**

In addition to the ACT, intended primarily for 11<sup>th</sup> and 12<sup>th</sup> graders, two assessment tools are available to support students in their college prep and career planning. These tools are the EXPLORE for 8<sup>th</sup> graders and PLAN for 10<sup>th</sup> graders. These additional assessments are aligned with the ACT and provide longitudinal tracking of college readiness. The Oklahoma State Regents for Higher Education (OSRHE) plays an active role (both monetarily and staffing) in making these assessments available to all students (public and private) throughout the state.

The scores on the EXPLORE and PLAN are built on a common scale and standard as the ACT, which in turn is used for college entrance purposes. Oklahoma's 2011-12 composite score for EXPLORE is 14.9 and for PLAN 17.0. Benchmarks for English and Math are used to reflect students expected growth from EXPLORE to PLAN to ACT. The English benchmark for college readiness for EXPLORE is 14; PLAN, 16; and ACT, 19. The Math benchmark for EXPLORE is 15; PLAN, 17; and ACT, 19. If students meet these benchmarks as they progress through school they should be well qualified for success at the college level. For more information concerning EXPLORE, PLAN, and ACT; refer to the OSRHE web site at [www.okhighered.org/epas/](http://www.okhighered.org/epas/).

**Figure 94**  
**Oklahoma ACT Scores versus National ACT Scores**  
**2002-03 to 2011-12**

Based On All Public and Private High Schools



Data Source: ACT, Inc.

**Figure 95**  
**Average ACT Scores by Community Group**  
**Graduating Class of 2012**  
 Based Only On High Schools Covered in the *Profiles 2011* Series

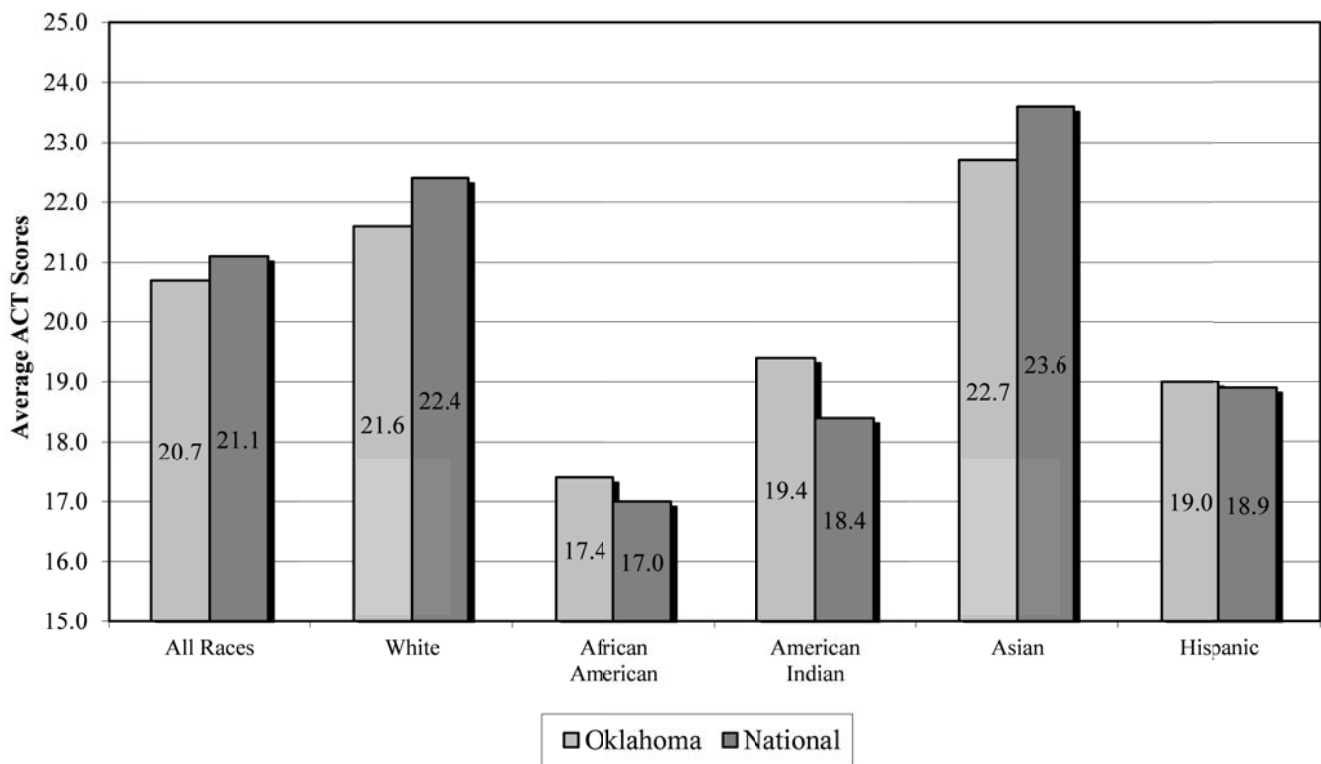
Size of District in ADM	25,000 or More	10,000 - 24,999		5,000 - 9,999		2,000 - 4,999		1,000 - 1,999		500 - 999		250 - 499		Less than 250		Total
Community Group Designation	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2	All
Average ACT Score	19.1	22.6	20.7	22.3	21.3	21.3	20.6	21.1	19.6	20.7	19.4	20.1	19.1	20.2	19.0	20.8

Data Source: ACT, Inc.

## ACT Scores by Race

Figure 96 displays Oklahoma's ACT scores by race compared to those of the nation. Since 2000, only American Indian students had higher scores in Oklahoma than their national counterparts. For the sixth year in a row, African American students and Hispanic students in Oklahoma scored above their national counterparts. Oklahoma's African American students have outscored their national counterparts all but one year since 2000 and Oklahoma's Hispanic students have outscored their national counterparts in all but two years since 2000. Oklahoma's African American students outscored their national counterparts by four-tenths of a standard score, American Indian students outscored their national counterparts by one standard score, and Hispanic students outscored their national counterparts by one-tenth. Caucasian students in Oklahoma fall below the national average by eight-tenths of a standard score and Asian students lag by nine-tenths of a standard score.

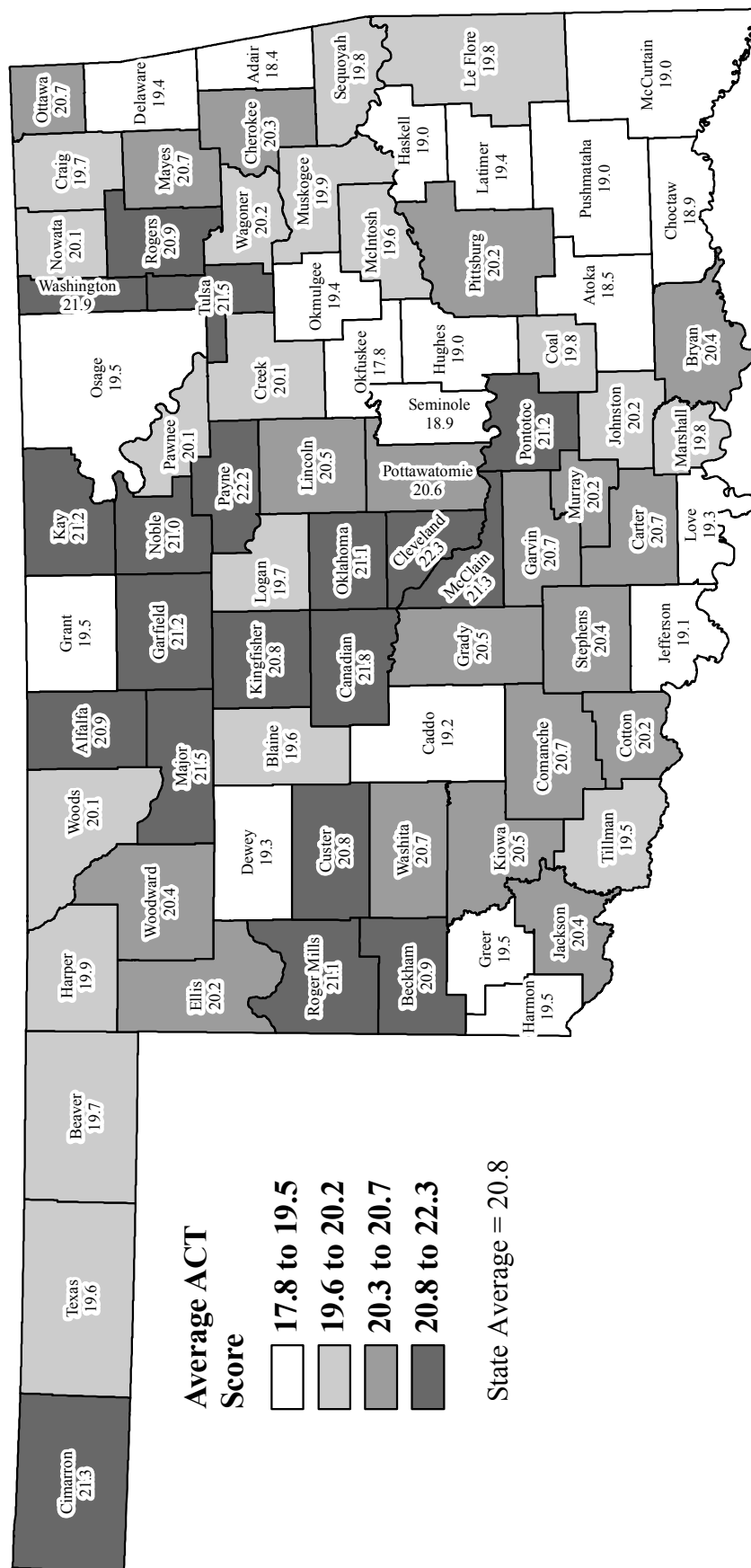
**Figure 96**  
**Oklahoma ACT Scores versus National ACT Scores**  
**by Ethnicity**  
**2012 Graduates**



Data Source: ACT, Inc.



**Figure 97**  
**AVERAGE ACT SCORES**  
**Public High Schools – Class of 2012**

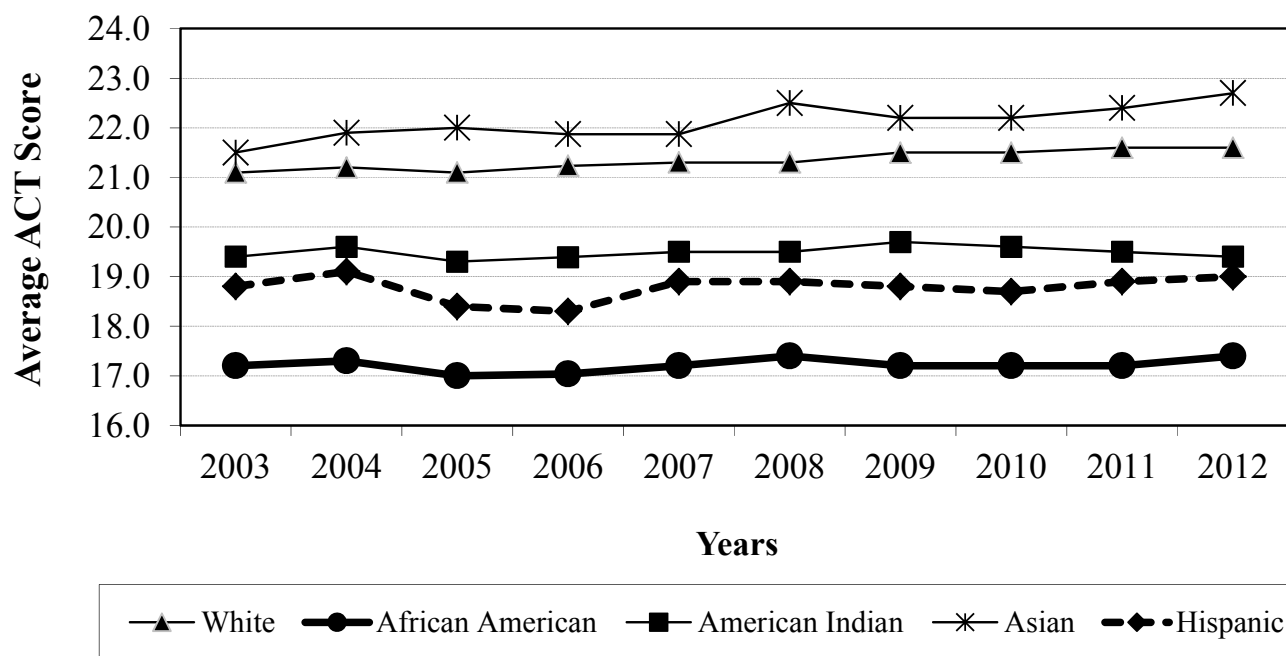


Source: ACT, Inc.

### ACT Trends over time by Race

ACT scores by race for the last ten years shows that African American students lag behind their counterparts in the state (Figure 98). 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 (except USAO) and a 24 or above for admission into OSU, OU, and USAO. Students not meeting these admission scores, or alternate methods of admission, may need to complete remedial classes before enrolling in college-level courses.

**Figure 98**  
**Oklahoma ACT Scores by Ethnicity**  
**2003 through 2012 Graduates**



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
White	21.1	21.2	21.1	21.2	21.3	21.3	21.5	21.5	21.6	21.6
African American	17.2	17.3	17.0	17.0	17.2	17.4	17.2	17.2	17.2	17.4
American Indian	19.4	19.6	19.3	19.4	19.5	19.5	19.7	19.6	19.5	19.4
Asian	21.5	21.9	22.0	21.9	21.9	22.5	22.2	22.2	22.4	22.7
Hispanic	18.8	19.1	18.4	18.3	18.9	18.9	18.8	18.7	18.9	19.0

Data Source: ACT, Inc.

## **ACT Scores by School**

Average ACT scores varied greatly across Oklahoma (Figure 97). Looking at average ACT scores for high schools covered in this report series, Classen High School of Advanced Studies in Oklahoma City P.S. had the highest at 26.1 followed by, Edmond North HS (24.5) and Norman North HS (24.1) with each having over 84.0% of graduates taking the ACT. In total, there are 9 high schools in the state that averaged a 23 or higher on the ACT.

Conversely, 8 high schools averaged below a 16. Of the 425 Oklahoma high school sites upon which *Profiles 2012* reported ACT scores, 215 had average ACT scores below 20, which was the cut score required for admission to Oklahoma's regional four-year universities. This means that the average ACT tested graduate at 50.6% 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 2011-12, Oklahoma's public school student performance was 568 for critical reading, 566 for the mathematics, and 546 for the writing component, out of 800 each. National scores in these same areas were 496, 514, and 488, 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 5% or 1,996 of Oklahoma's high school students took the SAT in 2011-12. This is down from the 2,110 students who took the SAT in 2010-11. Nationally, the SAT was taken by 52% of high school students 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 upon the Office of Accountability's 2012 School Questionnaire (Appendix A), 82.8% of Oklahoma's 2012 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 102). The survey also revealed that seniors at the public high schools had an average GPA of 3.02 (Figure 100). Over 5.4% of high school graduates attended out-of-state colleges and this percentage is naturally higher in counties near the state lines (Figure 103).

Information provided by the Oklahoma Department of Career and Technology Education is based upon the graduating class of 2012. The data showed that 52.2% of students enroll in an occupationally-specific Career Tech program sometime during their high school career (Figure 101); 20,297 Career Tech enrollers divided by 38,888 members of the senior class. 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 16 schools with none of their students participating

in occupationally-specific programs to 30 high schools with more than 95% of their students participating.

## 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). There is a high correlation between K-12 academic preparation and collegiate performance if the time period between high school graduation and college enrollment is short. 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 that follow individual students from high school to college have been created and should 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 public 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. 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 public college or university. These data were provided by the Oklahoma State Regents for Higher Education.

Based on a 2008-10 three-year average, 47.8% of the state's public high school graduates went directly to a public college in Oklahoma (Figure 104). Keyes High School in Cimarron Co. had the highest college-going rate with 83.3% of its graduates going on to an Oklahoma public college. Five other schools had higher than two-thirds of their graduates continue on an Oklahoma public college while thirteen schools had less the 20% of students continue.

Once in college, 39.9% of 2009-11 Oklahoma public high school graduates took at least one remedial course during their freshmen year in an Oklahoma public institution of higher education (Figure 105). The percentage of college-enrolled graduates taking at least one remedial course ranged from two schools below 10% (Okarche High School in Kingfisher Co. and Ringwood High School in Major Co.) to 25 schools having over 75% of their students needing remediation.

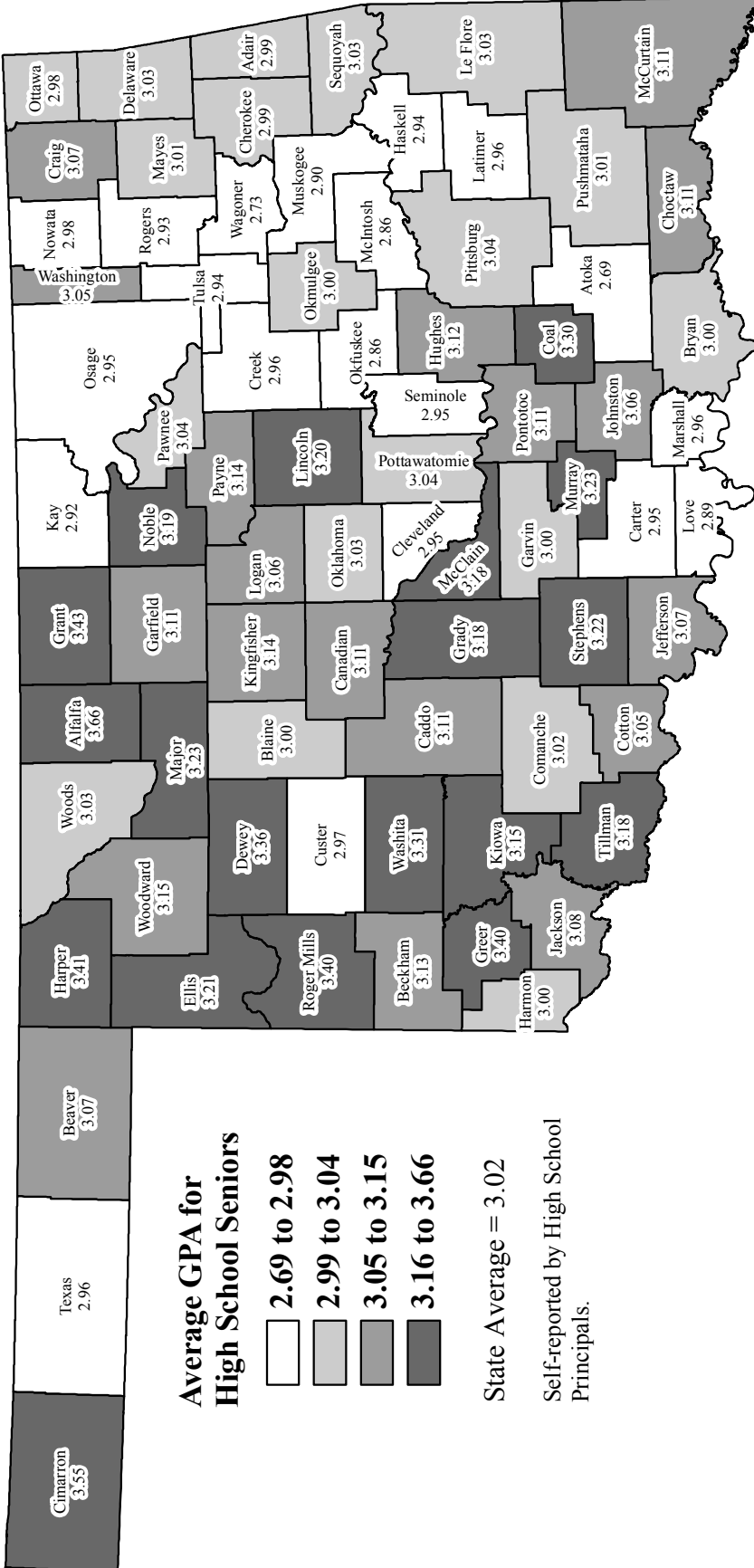
### Figure 99

#### Additional Oklahoma High School and Collegiate Performance Measures

##### Summary of Performance Measures

	<u>State Average</u>
Average GPA of High School Seniors (Class of 2012)	3.02
Career Tech Program Participation Rate (Class of 2012)	52.2%
HS Grads Completing College Bound Curriculum (15 Units) (Class of 2012)	82.8%
HS Grads Going to Out-of-State Colleges (Class of 2012)	5.4%
OK College-Going Rate (2008-10; 3-Year Average)	47.8%
OK College Freshman Remediation Rate (2009-11; 3-Year Average)	39.9%

# Figure 100

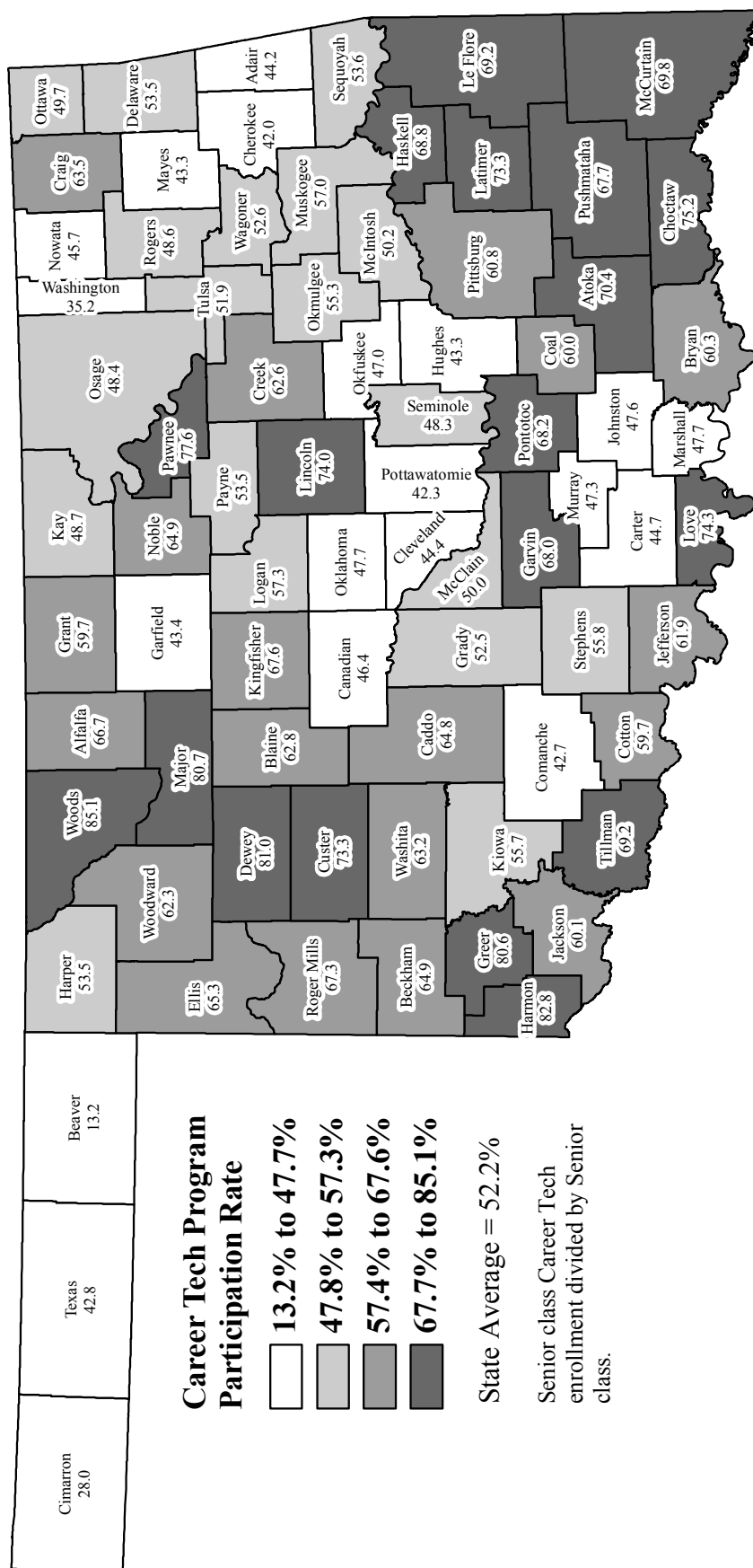


Source: Office of Accountability

# Figure 101

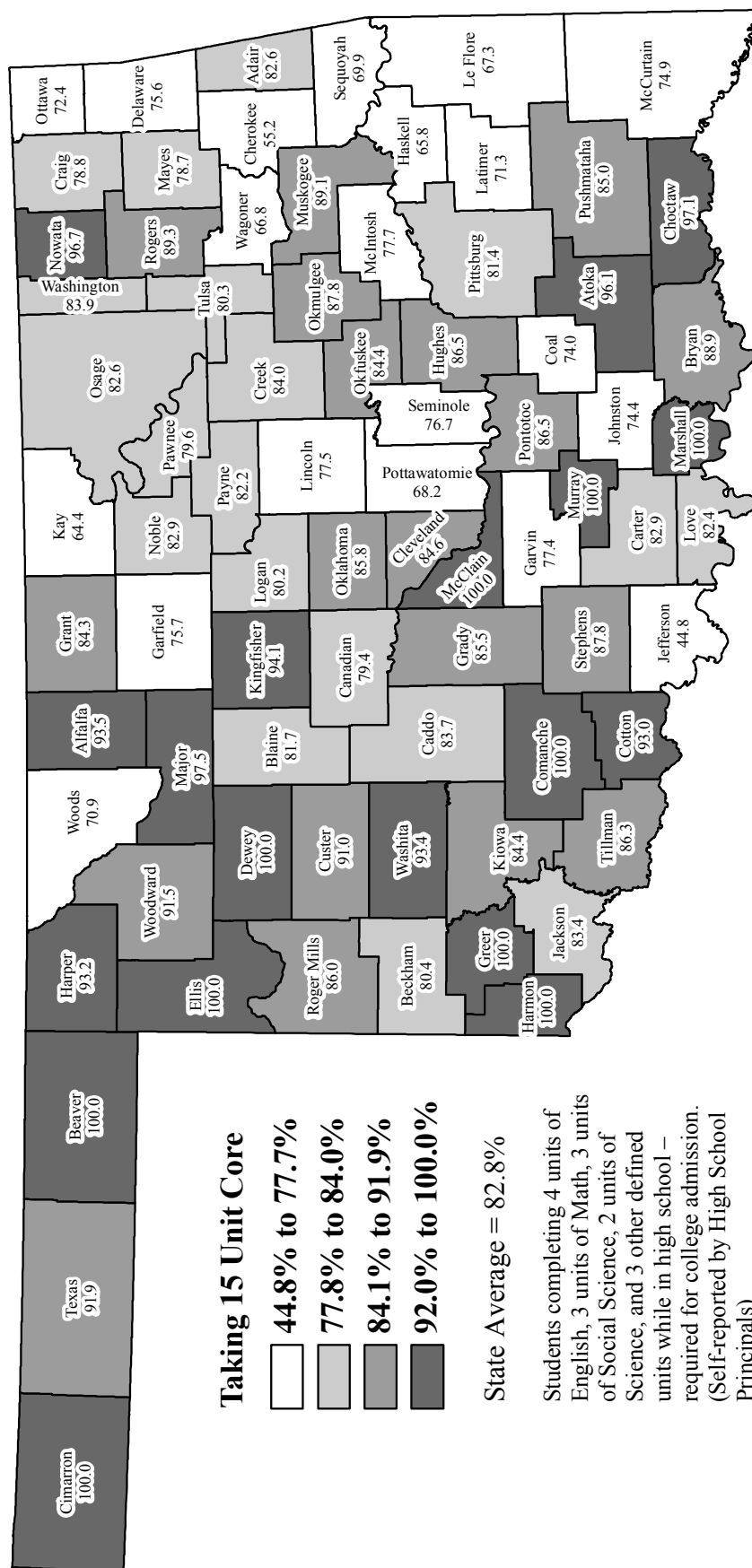
## CAREER TECH PROGRAM PARTICIPATION RATE

### Class of 2012



Source: Oklahoma Department of Career and Technology Education

**Figure 102**  
**HIGH SCHOOL GRADUATES COMPLETING**  
**COLLEGE BOUND CURRICULUM**  
**Class of 2012 Completing State Regents 15-unit Core Curriculum**

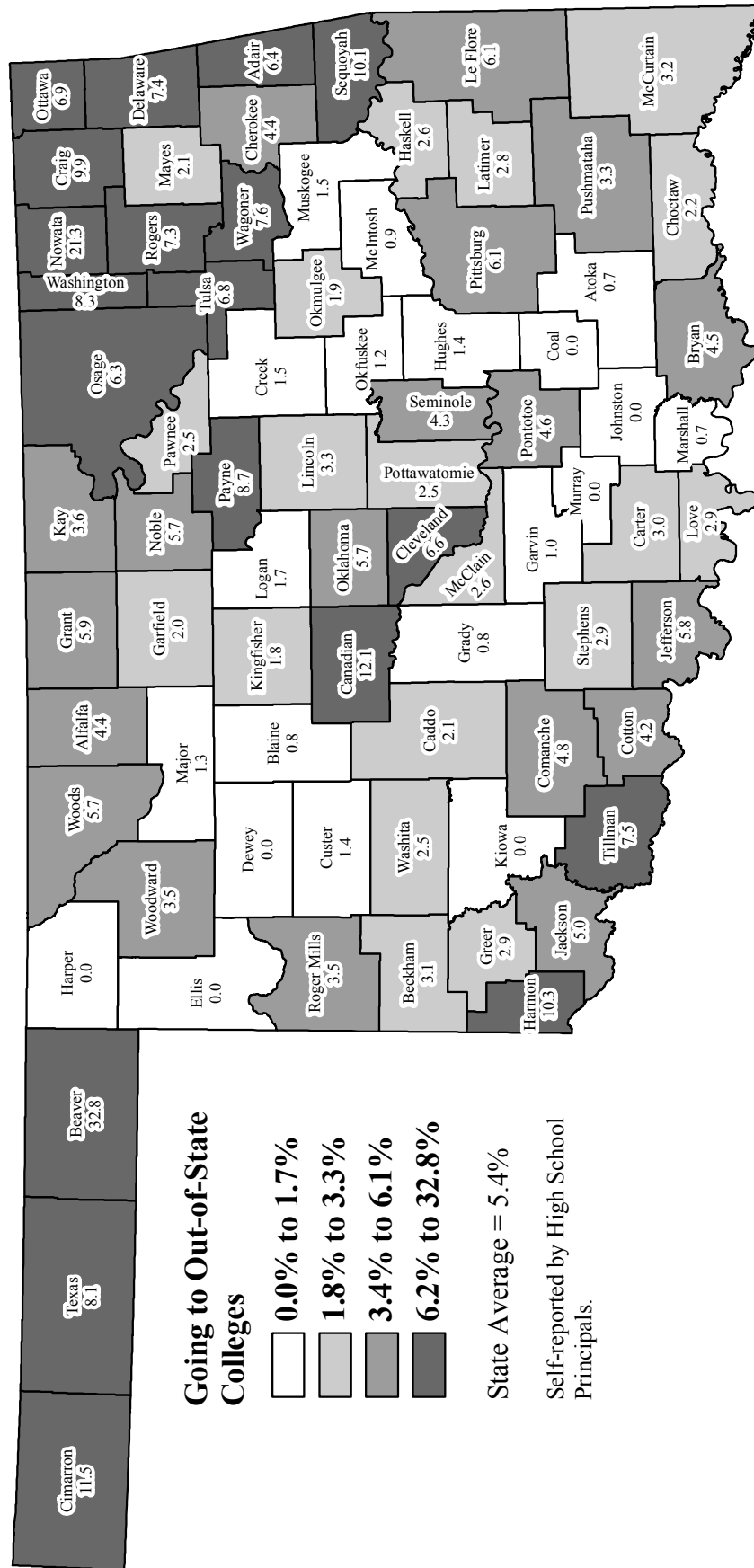


Source: Office of Accountability and Oklahoma State Department of Education

# Figure 103

## HIGH SCHOOL GRADUATES GOING TO OUT-OF-STATE COLLEGES

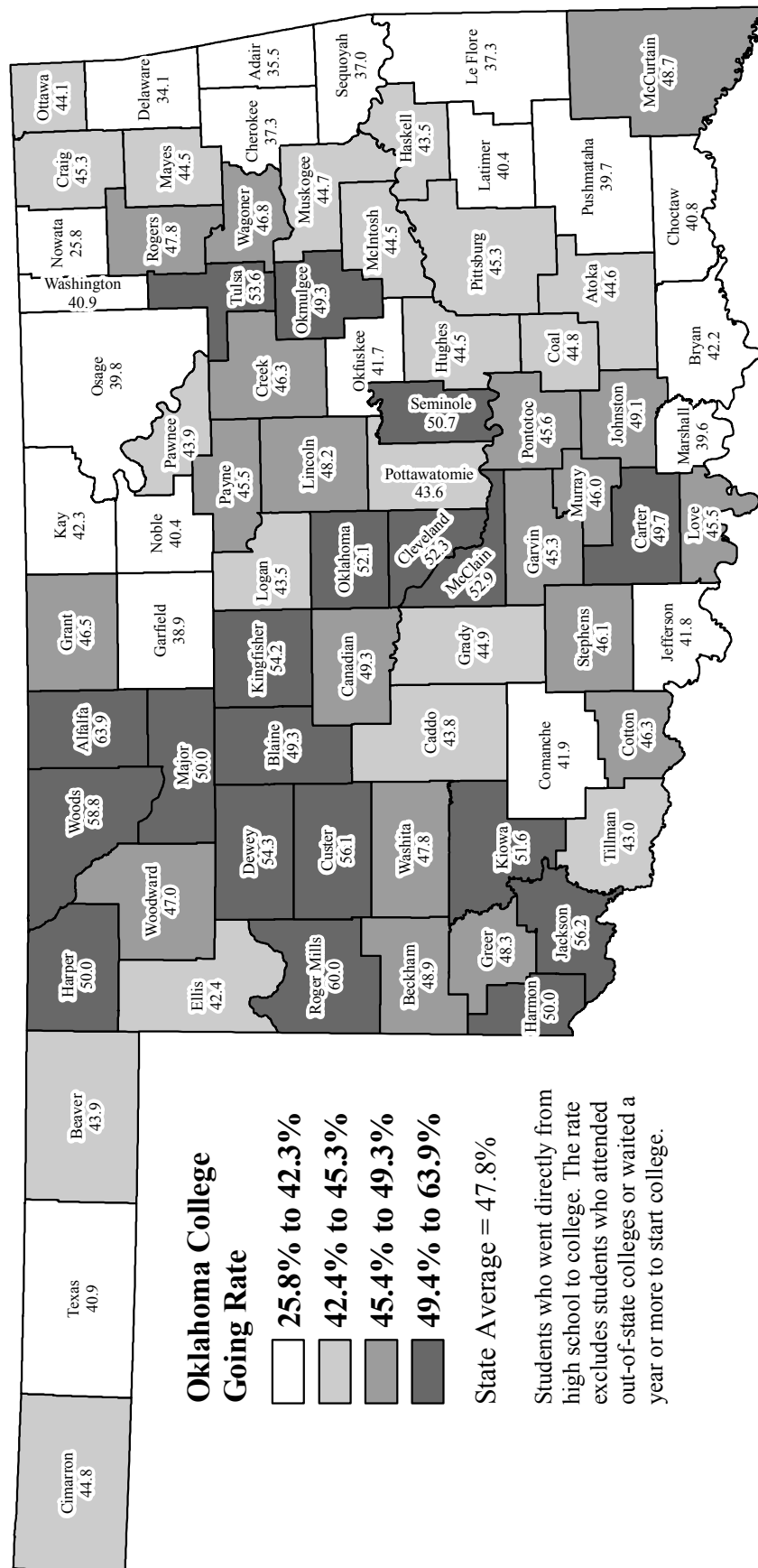
### Class of 2012



Source: Office of Accountability and Oklahoma State Department of Education

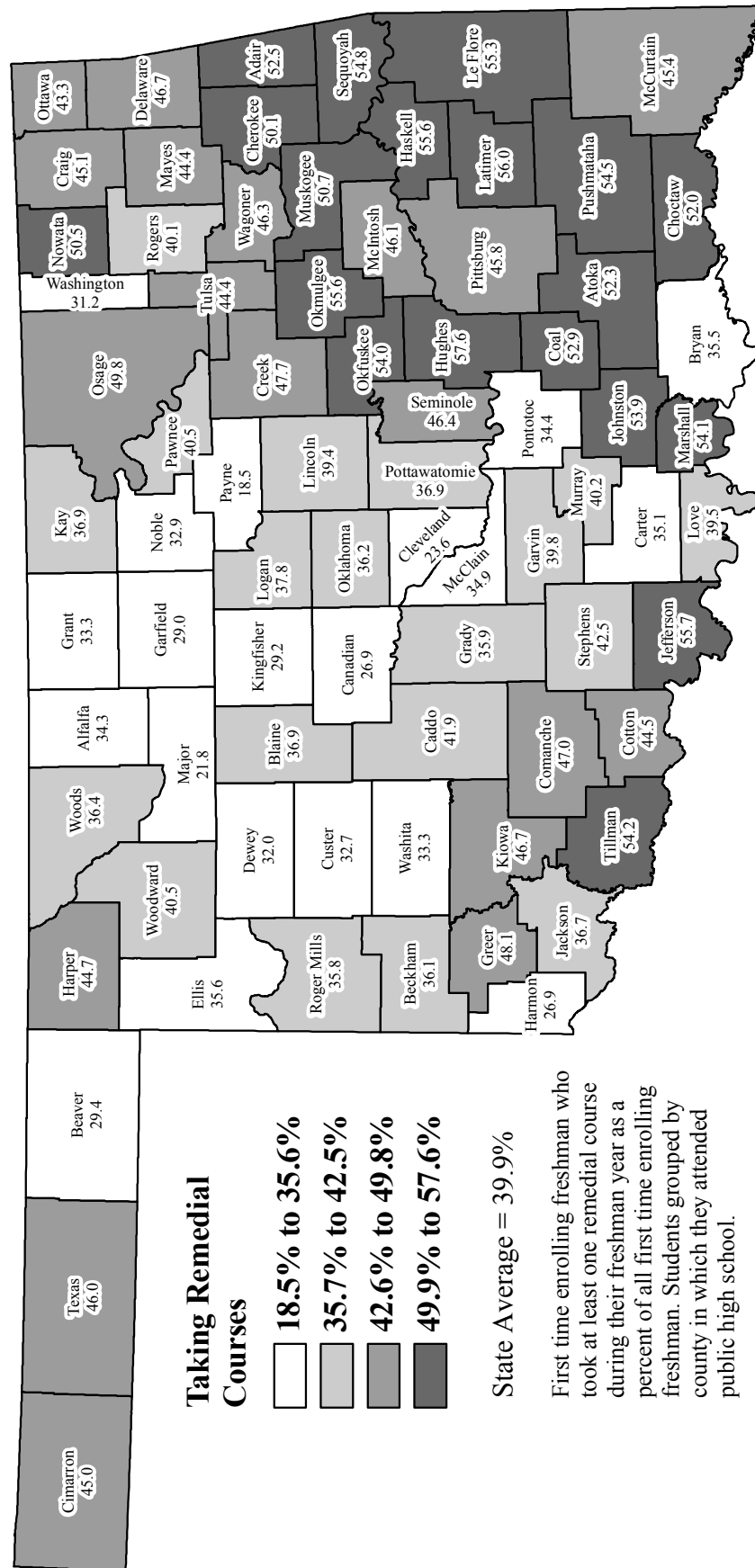


**Figure 104**  
**OKLAHOMA COLLEGE-GOING RATE**  
Public High School Graduates from 2008, 2009, and 2010



Source: Oklahoma State Regents for Higher Education

**Figure 105**  
**OKLAHOMA PUBLIC COLLEGE**  
**FRESHMAN REMEDIATION RATE**  
**Public High School Graduates from 2009, 2010, and 2011**



Source: Oklahoma State Regents for Higher Education

# APPENDIX A

## **THE 2012 SCHOOL QUESTIONNAIRE**

The Office of Accountability uses a school site questionnaire to obtain data that are not available through other sources. The 2012 School Questionnaire pertained to site-level information during the 2011-12 school year. A copy of the 2012 School Questionnaire is located at the end of this section.

Not all principals opted to participate. However, of the 1,748 school sites sent a survey, 1,731 (99.0%) responded to at least one question. This percentage is the highest response in the history of the school questionnaire. 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 office does receive assistance from the Oklahoma City P.S. and Tulsa P.S. research units following up on data for schools in their districts that close or open from one year to the next.

### **Student Mobility**

Student mobility is an important issue in education. For the twelfth year, the Office of Accountability gathered information needed to calculate a mobility rate for every school site in the state. This was the eleventh year that the results were deemed usable. Information on students transferring in and students transferring out were gathered at 1,729 sites (98.9%) statewide. This information was then used to calculate a mobility rate using the following formula: students added during the school year divided by fall enrollment minus students dropped during the year plus students added during the year (in / (enrollment - out + in). The statewide mobility rate was 10.9%; 11.1% at elementary schools and 10.3% at high schools.

### **Measure of Parental Involvement**

Good parental participation is a key ingredient of quality common education programs. In an effort to generate meaningful numbers pertaining to parental involvement, the Office of Accountability asked principals statewide what percentage of their students had at least one parent (guardian) attend at least one parent-teacher conference. Principals at 1,716 schools (98.2%) responded that, on average, 73.5% of students statewide had one or more parents attend a parent-teacher conference. Elementary school parent participation is higher than high school parent participation, with 81.0% of students having elementary parents attend a parent teacher conference compared to only 55.0% for high school parents.

### **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 1,748 schools asked this question, 1,731 (99.0%) supplied a response. On average, there was one suspension with a duration of 10 days or less for every 11.6 students statewide; one for

every 13.4 students in elementary schools and one for every 8.7 students in high schools. For suspensions that lasted for more than 10 days, the average for all schools was one incident for every 127.3 students statewide; one for every 219.1 elementary students and one for every 62.9 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. Over ninety-eight percent (98.1%) of principals responded to this question. On average, patrons of schools across the state volunteered 3.2 hours of service for every student that attended school; 3.3 hours for each elementary school student and 2.8 hours for every high school student in the state.

## **HIGH SCHOOLS ONLY**

The following three questions on the survey were asked only of principals at the 455 high schools with 12<sup>th</sup> grade enrollments. Over ninety-seven percent (98.2%) of the high school principals from this group (447 of 455) 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 3.02 during the 2011-12 school year at the 447 high schools (98.2%) 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.

### **Graduates Planning to Attend Out-of-State Colleges**

On average, the 444 responding high school principals (97.5%) reported that 5.4% of their graduates were planning to attend out-of-state colleges. For high schools near the Oklahoma border, this number is especially important. The “Oklahoma College Going Rate” does not include students attending college in other states and the out-of-state college attendance rate may help to explain some districts’ otherwise low Oklahoma’s college going rates.

### **Completion of 15 Units Required of College-Bound Students**

Principals at 443 high schools (97.4%) responded that, on average, 82.8% 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.



# Education Oversight Board / Office of Accountability

Susan Field, Chairman / Robert Buswell, Executive Director

## 2012 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 2012 Educational Indicators Reports, and the 2011-12 School Report Cards. Please complete and return the following questionnaire by **December 31, 2012**. 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: 00 - *SAMPLE*

District: 1000 - *SAMPLE DISTRICT*

School: 000 - *SAMPLE SITE (1-12)*

Principal's email address: Sample@SamplePublicSchool.com

Principal's Name (please print)

Principal's Signature

**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. If you have any questions, call the Office of Accountability at (405) 225-9470.

Survey#                      Verification# @@@@

### To complete your survey:

1. Visit <http://www.schoolreportcard.org/survey/2012site.asp>
2. Use the Survey# and Verification# provided above to access your questionnaire.

Alternative methods ONLY when the web method fails: fax (405.225.9474) or mail (return address printed on back)

### ALL PRINCIPALS:

- \_\_\_\_\_ 1. At your site, for school year 2011-12, how many students **entered** your school after the October Fall Enrollment count was reported to the State Department of Education. (enter 0 if none)
- \_\_\_\_\_ 2. At your site, for school year 2011-12, how many students **left** your school after the October Fall Enrollment count was reported to the State Department of Education. (enter 0 if none)
- \_\_\_\_\_ % 3. As a measure of parental involvement during the 2011-12 school year, what percentage of your students had at least 1 parent (guardian) attend at least 1 parent-teacher conference?
- \_\_\_\_\_ 4. During the 2011-12 school year, how many incidents (not students) of out-of-school suspension were for 10 days or less? (enter 0 if none)
- \_\_\_\_\_ 5. During the 2011-12 school year, how many incidents (not students) of out-of-school suspension were for more than 10 days? (enter 0 if none)
- \_\_\_\_\_ 6. What was the total number of hours volunteered by patrons, excluding students, at your school during the 2011-12 school year? (estimate if needed; enter 0 if none)

### HIGH SCHOOL PRINCIPALS ONLY:

- \_\_\_\_\_ 1. What was the average GPA (based on a 4.0 system) of your high school senior class for school year 2011-12?
- \_\_\_\_\_ 2. Of your 2012 graduates, how many were planning to go out-of-state for college? (enter 0 if none)
- \_\_\_\_\_ 3. How many of your 2012 graduates completed the State Regents' 15-unit college-bound curriculum? (enter 0 if none) ( For more information, please visit [http://www.okcollegestart.org/Plan\\_for\\_College/Courses\\_to\\_Take/\\_default.aspx](http://www.okcollegestart.org/Plan_for_College/Courses_to_Take/_default.aspx) )

# APPENDIX B

# Indicators Displayed in Maps

## Socioeconomic Conditions by County

County	Per Student Valuation of Property	Free or Reduced Lunch	Census 2010 Population	Population Number Change 2000 - 2010	Population Percent Change 2000 - 2010	Mean Household Income	Poverty Rate	Unemp- loyment Rate
Adair	\$17,304	80.5%	22,683	1,645	7.8%	\$39,659	24.8%	7.2%
Alfalfa	\$104,611	52.6%	5,642	-463	-7.6%	\$61,508	11.2%	4.2%
Atoka	\$26,746	83.6%	14,182	303	2.2%	\$44,200	22.6%	8.3%
Beaver	\$110,054	56.1%	5,636	-221	-3.8%	\$59,803	13.2%	4.7%
Beckham	\$59,007	51.3%	22,119	2,320	11.7%	\$58,923	15.8%	4.1%
Blaine	\$72,981	73.3%	11,943	-33	-0.3%	\$54,585	15.6%	3.9%
Bryan	\$38,092	71.5%	42,416	5,882	16.1%	\$47,628	20.0%	7.4%
Caddo	\$31,640	72.7%	29,600	-550	-1.8%	\$47,995	20.9%	9.0%
Canadian	\$40,859	39.5%	115,541	27,844	31.8%	\$74,019	7.8%	5.7%
Carter	\$43,020	67.0%	47,557	1,936	4.2%	\$51,178	16.2%	5.0%
Cherokee	\$22,038	77.1%	46,987	4,466	10.5%	\$44,101	25.8%	8.6%
Choctaw	\$22,441	82.2%	15,205	-137	-0.9%	\$41,696	25.5%	11.3%
Cimarron	\$109,599	62.0%	2,475	-673	-21.4%	\$45,950	23.7%	1.6%
Cleveland	\$42,589	49.5%	255,755	47,739	22.9%	\$69,174	12.1%	5.1%
Coal	\$69,111	71.5%	5,925	-106	-1.8%	\$43,701	23.5%	5.2%
Comanche	\$29,962	55.6%	124,098	9,102	7.9%	\$56,548	16.9%	8.4%
Cotton	\$30,224	57.1%	6,193	-421	-6.4%	\$54,086	13.8%	4.7%
Craig	\$33,878	54.7%	15,029	79	0.5%	\$51,014	15.0%	5.9%
Creek	\$31,008	64.5%	69,967	2,600	3.9%	\$56,970	14.2%	8.4%
Custer	\$48,096	62.1%	27,469	1,327	5.1%	\$56,994	17.7%	3.7%
Delaware	\$45,868	71.6%	41,487	4,410	11.9%	\$49,783	20.7%	8.2%
Dewey	\$134,346	47.5%	4,810	67	1.4%	\$58,386	12.9%	2.0%
Ellis	\$107,296	55.6%	4,151	76	1.9%	\$57,851	15.3%	2.0%
Garfield	\$45,069	64.7%	60,580	2,767	4.8%	\$57,330	16.3%	5.7%
Garvin	\$38,829	62.9%	27,576	366	1.3%	\$53,631	15.0%	4.9%
Grady	\$33,581	52.7%	52,431	6,915	15.2%	\$58,609	14.3%	4.8%
Grant	\$141,700	56.3%	4,527	-617	-12.0%	\$54,216	11.6%	6.5%
Greer	\$26,732	65.1%	6,239	178	2.9%	\$45,570	11.0%	2.5%
Harmon	\$34,174	69.6%	2,922	-361	-11.0%	\$45,878	30.6%	3.8%
Harper	\$93,343	56.5%	3,685	123	3.5%	\$56,987	11.6%	4.1%
Haskell	\$22,704	73.6%	12,769	977	8.3%	\$48,855	12.7%	7.8%
Hughes	\$54,591	76.7%	14,003	-151	-1.1%	\$49,165	23.3%	8.9%
Jackson	\$26,362	58.3%	26,446	-1,993	-7.0%	\$52,846	18.9%	7.9%
Jefferson	\$28,263	72.5%	6,472	-346	-5.1%	\$44,721	18.4%	3.6%
Johnston	\$38,609	72.7%	10,957	444	4.2%	\$50,901	22.6%	10.4%
Kay	\$41,768	67.5%	46,562	-1,518	-3.2%	\$53,106	18.3%	7.7%
Kingfisher	\$55,418	56.7%	15,034	1,108	8.0%	\$64,567	10.4%	4.2%
Kiowa	\$41,222	70.7%	9,446	-781	-7.6%	\$47,922	21.2%	3.7%
Latimer	\$36,347	64.0%	11,154	462	4.3%	\$53,477	14.2%	6.8%
Le Flore	\$21,848	73.4%	50,384	2,275	4.7%	\$46,544	20.9%	10.1%

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# Indicators Displayed in Maps

## Socioeconomic Conditions by County

continued from previous page

County	Per Student Valuation of Property	Free or Reduced Lunch	Census 2010 Population	Population Number Change 2000 - 2010	Population Percent Change 2000 - 2010	Mean Household Income	Poverty Rate	Unemp- loyment Rate
Lincoln	\$35,610	59.7%	34,273	2,193	6.8%	\$53,621	14.8%	7.4%
Logan	\$38,252	62.8%	41,848	7,924	23.4%	\$68,981	14.9%	6.0%
Love	\$34,691	72.6%	9,423	592	6.7%	\$53,522	16.0%	2.2%
Major	\$54,317	57.5%	7,527	-18	-0.2%	\$62,890	10.4%	2.4%
Marshall	\$36,011	75.2%	15,840	2,656	20.1%	\$48,705	14.3%	6.8%
Mayes	\$35,860	66.3%	41,259	2,890	7.5%	\$50,319	17.9%	8.2%
McClain	\$30,953	45.6%	34,506	6,766	24.4%	\$66,964	11.6%	4.4%
McCurtain	\$25,479	79.8%	33,151	-1,251	-3.6%	\$43,722	27.6%	11.2%
McIntosh	\$29,268	73.2%	20,252	796	4.1%	\$41,505	22.2%	10.9%
Murray	\$25,000	59.7%	13,488	865	6.9%	\$52,867	15.7%	5.6%
Muskogee	\$35,739	67.8%	70,990	1,539	2.2%	\$49,170	21.1%	8.0%
Noble	\$74,257	58.1%	11,561	150	1.3%	\$51,848	13.7%	5.5%
Nowata	\$26,452	61.8%	10,536	-33	-0.3%	\$55,638	16.3%	6.2%
Okfuskee	\$27,163	74.2%	12,191	377	3.2%	\$41,236	23.7%	7.5%
Oklahoma	\$49,906	64.5%	718,633	58,185	8.8%	\$64,377	17.3%	6.5%
Okmulgee	\$22,033	71.1%	40,069	384	1.0%	\$49,254	19.4%	8.3%
Osage	\$38,757	66.5%	47,472	3,035	6.8%	\$55,574	13.6%	6.6%
Ottawa	\$25,605	69.9%	31,848	-1,346	-4.1%	\$46,256	18.8%	10.1%
Pawnee	\$25,702	73.3%	16,577	-35	-0.2%	\$50,708	17.7%	6.9%
Payne	\$58,760	52.1%	77,350	9,160	13.4%	\$51,016	23.2%	4.8%
Pittsburg	\$45,281	70.7%	45,837	1,884	4.3%	\$54,527	17.4%	5.1%
Pontotoc	\$30,256	63.9%	37,492	2,349	6.7%	\$53,505	17.5%	5.0%
Pottawatomie	\$24,633	62.2%	69,442	3,921	6.0%	\$53,954	17.6%	6.4%
Pushmataha	\$19,343	75.8%	11,572	-95	-0.8%	\$37,978	27.2%	9.2%
Roger Mills	\$226,561	47.7%	3,647	211	6.1%	\$75,366	14.1%	3.3%
Rogers	\$45,196	55.2%	86,905	16,264	23.0%	\$70,062	9.9%	6.1%
Seminole	\$26,105	76.2%	25,482	588	2.4%	\$46,863	22.4%	9.4%
Sequoyah	\$18,414	75.0%	42,391	3,419	8.8%	\$49,767	19.0%	10.6%
Stephens	\$37,466	52.8%	45,048	1,866	4.3%	\$56,710	13.0%	6.4%
Texas	\$48,016	67.8%	20,640	533	2.7%	\$61,983	14.6%	6.2%
Tillman	\$23,988	79.2%	7,992	-1,295	-13.9%	\$43,513	21.7%	11.3%
Tulsa	\$48,907	58.3%	603,403	40,104	7.1%	\$67,071	15.1%	6.2%
Wagoner	\$26,095	59.9%	73,085	15,594	27.1%	\$67,870	12.1%	6.4%
Washington	\$38,915	52.9%	50,976	1,980	4.0%	\$65,691	13.3%	6.6%
Washita	\$43,049	64.6%	11,629	121	1.1%	\$55,832	15.4%	4.0%
Woods	\$109,686	44.7%	8,878	-211	-2.3%	\$55,339	15.8%	3.2%
Woodward	\$70,228	52.0%	20,081	1,595	8.6%	\$63,111	12.4%	4.1%
<b>State Summary</b>	<b>\$42,215</b>	<b>61.5%</b>	<b>3,751,351</b>	<b>300,697</b>	<b>8.7%</b>	<b>\$59,961</b>	<b>16.3%</b>	<b>6.5%</b>

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

# Indicators Displayed in Maps

## Socioeconomic Conditions by County

County	Percent of Single Parent Families	Percent on Reading Remediation	Average Days Absent per Student	Mobility Rate	Percent Parents Attending Conference	Volunteer Hours per Student	Suspensions to Student Ratio	Juvenile Offenders
Adair	31.3%	33.1%	10.4%	8.7%	75.2%	2.30	27.2	145.5
Alfalfa	20.3%	13.6%	7.2%	12.6%	78.3%	0.76	65.6	70.7
Atoka	31.8%	31.2%	8.9%	12.2%	69.3%	3.24	48.2	134.5
Beaver	19.8%	26.9%	7.8%	8.6%	85.6%	2.32	121.1	99.1
Beckham	30.9%	41.4%	9.2%	7.3%	76.7%	1.98	27.6	97.3
Blaine	35.4%	31.6%	6.8%	10.6%	72.0%	1.41	20.6	42.0
Bryan	34.8%	20.0%	8.3%	12.6%	67.7%	2.41	32.0	74.9
Caddo	31.7%	30.6%	8.5%	10.6%	70.9%	3.00	28.9	73.2
Canadian	26.0%	34.6%	9.0%	7.4%	80.6%	4.38	16.4	209.7
Carter	35.0%	39.4%	8.7%	9.1%	70.8%	2.63	14.4	73.9
Cherokee	34.4%	28.8%	9.6%	9.3%	67.3%	2.03	47.9	92.9
Choctaw	39.2%	26.5%	8.0%	11.8%	73.1%	4.13	6.6	62.2
Cimarron	31.6%	18.6%	7.6%	10.4%	90.9%	10.14	21.6	28.8
Cleveland	26.8%	27.5%	9.2%	8.2%	78.3%	3.04	13.3	128.4
Coal	39.8%	26.1%	9.6%	13.9%	71.3%	1.28	23.1	83.1
Comanche	40.1%	32.8%	8.4%	18.0%	63.8%	3.00	9.8	51.2
Cotton	36.2%	24.9%	8.4%	12.5%	69.0%	2.10	34.8	54.7
Craig	30.3%	40.4%	7.8%	6.5%	54.3%	1.02	31.7	95.0
Creek	32.1%	29.6%	9.9%	9.5%	69.7%	3.58	10.0	125.7
Custer	35.6%	19.1%	6.2%	9.3%	82.7%	1.50	27.3	60.4
Delaware	31.4%	36.8%	11.1%	12.0%	69.4%	1.99	35.0	70.4
Dewey	24.1%	35.5%	6.3%	6.6%	89.7%	3.65	27.9	270.0
Ellis	21.9%	22.2%	6.6%	10.9%	82.2%	4.86	59.9	104.8
Garfield	31.9%	30.4%	9.1%	9.0%	81.2%	3.54	11.4	74.8
Garvin	30.0%	24.4%	8.6%	12.7%	75.7%	6.20	28.4	80.2
Grady	31.8%	30.3%	9.8%	9.4%	71.9%	2.57	25.7	99.4
Grant	32.4%	16.6%	7.0%	9.1%	78.5%	1.66	39.1	97.6
Greer	18.1%	19.3%	8.0%	10.0%	87.2%	1.66	22.8	77.8
Harmon	34.5%	14.4%	8.7%	9.5%	72.9%	0.92	16.2	275.0
Harper	23.6%	4.2%	6.5%	11.3%	74.6%	4.10	59.6	143.0
Haskell	26.9%	20.3%	9.0%	8.4%	53.2%	0.89	33.6	74.6
Hughes	33.4%	24.2%	9.1%	9.4%	75.8%	2.22	13.1	79.3
Jackson	29.8%	30.2%	8.5%	10.5%	72.4%	4.52	23.6	128.3
Jefferson	38.3%	36.7%	10.3%	7.3%	77.4%	3.44	25.2	148.3
Johnston	44.3%	29.7%	7.5%	20.2%	62.8%	1.11	23.0	100.5
Kay	35.2%	43.7%	10.5%	9.0%	67.6%	3.47	10.8	54.1
Kingfisher	19.0%	27.1%	6.3%	6.4%	75.8%	3.58	32.9	217.5
Kiowa	31.7%	23.0%	8.5%	10.7%	74.4%	6.74	26.7	73.0
Latimer	29.9%	31.9%	6.4%	8.7%	59.8%	3.49	73.3	115.1
Le Flore	31.7%	25.9%	9.3%	9.6%	60.8%	1.38	23.9	131.2

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# Indicators Displayed in Maps

## Socioeconomic Conditions by County

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County	Percent of Single Parent Families	Percent on Reading Remediation	Average Days Absent per Student	Mobility Rate	Percent Parents Attending Conference	Volunteer Hours per Student	Suspensions to Student Ratio	Juvenile Offenders
Lincoln	27.5%	30.8%	9.3%	14.7%	72.7%	3.56	10.8	95.3
Logan	22.6%	40.9%	10.6%	8.1%	58.1%	2.53	7.1	60.3
Love	29.6%	29.7%	8.6%	9.3%	55.0%	2.69	22.4	109.4
Major	16.0%	20.7%	6.8%	10.6%	77.6%	6.27	44.7	56.7
Marshall	29.7%	36.0%	9.3%	12.0%	76.5%	5.00	14.7	99.7
Mayes	25.8%	31.5%	9.7%	9.9%	73.4%	7.58	16.3	113.3
McClain	23.3%	28.9%	7.9%	6.9%	65.4%	1.43	30.8	96.4
McCurtain	32.8%	28.3%	8.8%	8.3%	61.2%	1.45	32.1	45.0
McIntosh	31.4%	33.3%	9.0%	16.5%	67.9%	3.07	16.7	110.7
Murray	30.2%	27.4%	6.1%	6.4%	61.6%	1.41	31.2	102.4
Muskogee	39.5%	29.9%	9.1%	8.8%	64.7%	1.30	9.7	94.8
Noble	26.9%	44.0%	8.1%	6.8%	66.4%	3.00	9.9	143.3
Nowata	34.0%	43.7%	8.0%	9.4%	69.2%	1.80	16.7	72.4
Okfuskee	30.5%	36.2%	8.6%	9.2%	65.3%	3.92	12.5	45.4
Oklahoma	36.7%	40.3%	9.7%	10.4%	74.8%	3.57	5.8	153.8
Oklmulgee	39.7%	26.3%	9.2%	10.5%	69.2%	1.72	20.7	83.2
Osage	29.8%	27.9%	8.5%	7.2%	70.6%	2.15	18.3	99.6
Ottawa	37.4%	31.9%	9.4%	9.6%	71.4%	2.63	16.4	43.1
Pawnee	36.2%	33.4%	10.0%	13.2%	75.4%	1.18	15.2	190.5
Payne	27.8%	38.1%	8.9%	9.6%	83.6%	2.40	23.7	68.4
Pittsburg	35.9%	39.9%	8.3%	10.7%	80.0%	3.81	18.3	100.1
Pontotoc	35.4%	23.4%	9.4%	10.3%	74.5%	2.70	36.4	37.2
Pottawatomie	35.6%	40.6%	9.8%	8.8%	80.4%	2.26	17.2	98.9
Pushmataha	44.5%	26.4%	6.9%	10.3%	73.0%	1.00	41.5	81.6
Roger Mills	24.7%	24.4%	8.3%	10.5%	81.9%	3.08	28.4	204.6
Rogers	21.4%	34.1%	9.2%	9.5%	74.8%	1.74	21.2	129.4
Seminole	41.3%	30.2%	10.6%	14.6%	68.6%	1.64	15.5	51.6
Sequoyah	32.8%	34.3%	8.1%	14.1%	61.8%	1.99	27.0	85.7
Stephens	25.5%	27.2%	9.7%	12.1%	71.6%	1.64	21.2	74.7
Texas	26.3%	33.7%	6.2%	9.7%	85.5%	1.15	25.2	73.8
Tillman	29.4%	53.3%	9.8%	9.1%	82.3%	8.53	12.5	62.7
Tulsa	34.4%	46.1%	10.5%	14.5%	76.2%	3.93	10.2	70.9
Wagoner	24.9%	34.5%	10.0%	5.6%	63.2%	2.25	16.7	105.0
Washington	32.6%	32.8%	8.5%	7.7%	71.3%	3.15	26.6	50.0
Washita	25.0%	22.6%	6.9%	14.9%	82.5%	2.89	55.2	66.6
Woods	31.5%	31.2%	9.1%	11.2%	76.7%	8.77	43.5	84.1
Woodward	19.9%	36.1%	7.7%	9.7%	88.7%	2.70	20.1	54.9
<b>State Summary</b>	<b>32.5%</b>	<b>35.7%</b>	<b>9.3%</b>	<b>10.9%</b>	<b>73.5%</b>	<b>3.20</b>	<b>11.3</b>	<b>88.0</b>

Data Source: Oklahoma State Department of Education; Office of Accountability; U.S. Census Bureau  
Oklahoma Office of Juvenile Affairs

# Indicators Displayed in Maps

## Educational Attainment, Revenue, Expenditures, and CRT Scores by County

County	Less than a High School Diploma	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	3rd Gr. CRT Reading % Proficient or Above	3rd Gr. CRT Math % Proficient or Above	4th Gr. CRT Reading % Proficient or Above
Adair	23.7%	76.3%	11.2%	58.6%	\$9,431	72%	70%	57%
Alfalfa	16.0%	84.0%	18.4%	43.8%	\$10,538	66%	59%	56%
Atoka	19.5%	80.5%	15.0%	59.5%	\$9,078	82%	78%	66%
Beaver	17.9%	82.1%	18.0%	39.4%	\$11,030	71%	78%	73%
Beckham	19.1%	80.9%	15.2%	45.9%	\$7,101	67%	63%	62%
Blaine	18.8%	81.2%	15.9%	45.1%	\$9,930	66%	50%	67%
Bryan	17.7%	82.3%	20.5%	55.2%	\$8,238	79%	79%	69%
Caddo	18.1%	81.9%	13.6%	53.4%	\$9,090	69%	70%	58%
Canadian	8.8%	91.2%	25.6%	48.2%	\$7,708	81%	76%	69%
Carter	16.2%	83.8%	17.1%	50.0%	\$8,177	74%	73%	69%
Cherokee	16.4%	83.6%	24.5%	58.2%	\$8,723	79%	69%	63%
Choctaw	21.6%	78.4%	11.3%	66.1%	\$8,163	79%	81%	49%
Cimarron	21.5%	78.5%	18.7%	40.8%	\$13,053	53%	40%	33%
Cleveland	9.1%	90.9%	31.1%	48.0%	\$7,928	83%	81%	75%
Coal	21.2%	78.8%	9.8%	48.4%	\$10,692	67%	69%	65%
Comanche	11.0%	89.0%	20.4%	54.0%	\$8,681	82%	76%	73%
Cotton	15.7%	84.3%	15.1%	51.0%	\$9,420	80%	80%	87%
Craig	20.2%	79.8%	14.7%	56.5%	\$7,808	65%	58%	62%
Creek	15.6%	84.4%	15.0%	55.4%	\$7,927	76%	73%	69%
Custer	16.9%	83.1%	23.4%	46.6%	\$8,233	91%	87%	81%
Delaware	17.2%	82.8%	14.9%	47.1%	\$8,608	82%	84%	63%
Dewey	14.1%	85.9%	20.1%	47.1%	\$10,571	78%	74%	79%
Ellis	13.0%	87.0%	22.8%	46.5%	\$11,838	75%	64%	75%
Garfield	13.5%	86.5%	23.1%	46.9%	\$8,579	77%	70%	74%
Garvin	17.2%	82.8%	15.5%	54.6%	\$8,281	78%	75%	56%
Grady	14.7%	85.3%	16.6%	52.4%	\$7,728	79%	80%	71%
Grant	9.9%	90.1%	21.2%	34.4%	\$11,878	57%	59%	58%
Greer	21.6%	78.4%	13.0%	62.7%	\$8,567	67%	76%	76%
Harmon	23.9%	76.1%	18.4%	62.9%	\$9,497	87%	70%	68%
Harper	16.1%	83.9%	14.0%	42.7%	\$9,548	84%	88%	62%
Haskell	22.6%	77.4%	11.9%	60.7%	\$8,693	75%	79%	62%
Hughes	23.7%	76.3%	11.4%	43.3%	\$9,896	68%	80%	54%
Jackson	17.6%	82.4%	20.7%	62.8%	\$7,749	79%	77%	73%
Jefferson	22.9%	77.1%	11.3%	65.5%	\$9,671	76%	68%	67%
Johnston	18.6%	81.4%	19.8%	55.4%	\$8,310	76%	71%	60%
Kay	14.2%	85.8%	19.2%	47.2%	\$8,489	74%	73%	68%
Kingfisher	15.1%	84.9%	19.5%	39.8%	\$9,481	85%	83%	79%
Kiowa	15.2%	84.8%	17.8%	53.6%	\$8,838	79%	78%	71%
Latimer	16.9%	83.1%	14.2%	49.2%	\$9,684	79%	77%	62%
Le Flore	20.3%	79.7%	11.5%	61.1%	\$8,055	75%	71%	59%

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# Indicators Displayed in Maps

## Educational Attainment, Revenue, Expenditures, and CRT Scores by County

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County	Less than a High School Diploma	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	3rd Gr. CRT Reading % Proficient or Above	3rd Gr. CRT Math % Proficient or Above	4th Gr. CRT Reading % Proficient or Above
Lincoln	14.7%	85.3%	12.9%	54.1%	\$7,564	74%	69%	69%
Logan	12.8%	87.2%	23.1%	52.3%	\$7,741	68%	69%	65%
Love	18.3%	81.7%	14.7%	57.0%	\$8,553	62%	72%	58%
Major	14.4%	85.6%	16.0%	48.7%	\$9,437	78%	65%	74%
Marshall	20.3%	79.7%	15.5%	50.3%	\$8,743	79%	72%	70%
Mayes	15.6%	84.4%	13.6%	50.5%	\$8,647	80%	74%	64%
McClain	11.8%	88.2%	18.9%	47.6%	\$7,983	78%	74%	75%
McCurtain	19.8%	80.2%	12.3%	60.2%	\$8,558	82%	79%	65%
McIntosh	20.5%	79.5%	12.8%	55.3%	\$9,177	73%	74%	64%
Murray	17.3%	82.7%	14.9%	65.1%	\$7,169	82%	75%	58%
Muskogee	16.2%	83.8%	17.3%	51.7%	\$8,300	78%	79%	65%
Noble	12.0%	88.0%	18.9%	37.0%	\$9,170	68%	69%	70%
Nowata	16.8%	83.2%	11.3%	61.8%	\$8,211	68%	67%	62%
Okfuskee	19.9%	80.1%	11.3%	67.3%	\$9,208	70%	62%	54%
Oklahoma	14.2%	85.8%	29.1%	39.6%	\$8,602	77%	73%	69%
Okmulgee	16.6%	83.4%	13.6%	59.8%	\$8,344	76%	75%	61%
Osage	13.0%	87.0%	17.6%	55.5%	\$8,975	74%	67%	63%
Ottawa	16.9%	83.1%	13.0%	60.4%	\$7,992	81%	82%	71%
Pawnee	12.7%	87.3%	17.2%	58.4%	\$7,991	72%	68%	61%
Payne	11.0%	89.0%	34.4%	41.6%	\$8,399	81%	80%	78%
Pittsburg	18.1%	81.9%	15.2%	49.5%	\$8,605	80%	77%	68%
Pontotoc	14.7%	85.3%	27.3%	58.7%	\$8,605	73%	71%	69%
Pottawatomie	15.2%	84.8%	16.7%	59.3%	\$8,033	76%	72%	66%
Pushmataha	20.3%	79.7%	11.4%	65.3%	\$9,194	79%	74%	56%
Roger Mills	12.0%	88.0%	21.2%	32.6%	\$15,679	75%	75%	72%
Rogers	10.4%	89.6%	22.2%	45.1%	\$7,735	81%	77%	72%
Seminole	19.1%	80.9%	13.6%	56.3%	\$8,367	66%	69%	59%
Sequoyah	18.9%	81.1%	12.8%	63.2%	\$8,156	80%	80%	76%
Stephens	15.2%	84.8%	17.0%	54.4%	\$7,620	73%	70%	70%
Texas	28.0%	72.0%	19.9%	52.4%	\$8,243	74%	76%	60%
Tillman	23.8%	76.2%	15.5%	61.4%	\$10,179	57%	58%	57%
Tulsa	11.8%	88.2%	29.2%	40.4%	\$8,677	77%	74%	70%
Wagoner	11.0%	89.0%	21.9%	57.0%	\$7,701	79%	73%	58%
Washington	11.4%	88.6%	26.1%	52.1%	\$7,778	82%	83%	82%
Washita	15.9%	84.1%	16.4%	60.0%	\$8,884	77%	67%	61%
Woods	10.7%	89.3%	27.0%	40.5%	\$11,311	87%	78%	90%
Woodward	15.7%	84.3%	17.5%	39.6%	\$8,421	79%	70%	62%
<b>State Summary</b>	<b>14.1%</b>	<b>85.9%</b>	<b>23.0%</b>	<b>47.7%</b>	<b>\$8,440</b>	<b>77%</b>	<b>74%</b>	<b>68%</b>

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

# Indicators Displayed in Maps

## CRT Scores by County

County	4th Gr. CRT Math % Proficient or Above	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	5th Gr. CRT Writing % Proficient or Above	6th Gr. CRT Reading % Proficient or Above	6th Gr. CRT Math % Proficient or Above
Adair	65%	62%	61%	89%	63%	73%	62%	68%
Alfalfa	88%	65%	82%	88%	56%	80%	59%	61%
Atoka	75%	67%	58%	81%	63%	73%	72%	67%
Beaver	75%	68%	83%	90%	78%	76%	80%	80%
Beckham	73%	72%	74%	96%	81%	81%	77%	78%
Blaine	76%	69%	68%	92%	73%	76%	75%	73%
Bryan	83%	75%	74%	94%	79%	82%	74%	74%
Caddo	68%	63%	64%	83%	62%	70%	65%	70%
Canadian	75%	79%	79%	95%	84%	87%	77%	75%
Carter	78%	72%	73%	93%	79%	88%	68%	62%
Cherokee	77%	69%	70%	92%	76%	79%	74%	78%
Choctaw	63%	55%	55%	82%	57%	77%	64%	64%
Cimarron	52%	50%	76%	100%	76%	82%	50%	46%
Cleveland	82%	82%	83%	95%	87%	85%	84%	86%
Coal	78%	78%	77%	98%	77%	78%	76%	67%
Comanche	83%	77%	79%	93%	80%	81%	73%	77%
Cotton	91%	78%	78%	97%	83%	87%	69%	80%
Craig	64%	75%	74%	93%	83%	73%	71%	75%
Creek	77%	67%	69%	90%	73%	77%	68%	74%
Custer	90%	74%	83%	96%	78%	75%	90%	91%
Delaware	75%	77%	72%	95%	79%	83%	75%	79%
Dewey	88%	76%	76%	100%	91%	83%	78%	83%
Ellis	86%	95%	71%	100%	93%	86%	74%	86%
Garfield	84%	75%	80%	92%	80%	86%	72%	76%
Garvin	66%	66%	62%	91%	76%	82%	71%	71%
Grady	85%	76%	74%	93%	83%	87%	79%	80%
Grant	84%	58%	54%	91%	74%	82%	55%	57%
Greer	91%	80%	82%	97%	83%	86%	74%	67%
Harmon	71%	69%	69%	88%	73%	92%	75%	83%
Harper	76%	76%	93%	100%	97%	83%	88%	91%
Haskell	70%	55%	56%	93%	72%	80%	68%	55%
Hughes	79%	61%	71%	83%	68%	73%	55%	64%
Jackson	86%	66%	78%	87%	66%	78%	73%	81%
Jefferson	86%	68%	71%	93%	68%	79%	76%	77%
Johnston	67%	60%	60%	92%	74%	77%	71%	59%
Kay	82%	75%	78%	93%	78%	77%	79%	80%
Kingfisher	89%	81%	79%	95%	86%	84%	82%	79%
Kiowa	86%	66%	75%	90%	77%	91%	74%	65%
Latimer	77%	61%	61%	88%	64%	71%	76%	71%
Le Flore	67%	65%	70%	89%	73%	80%	71%	71%

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# Indicators Displayed in Maps

## CRT Scores by County

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County	4th Gr. CRT Math % Proficient or Above	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	5th Gr. CRT Writing % Proficient or Above	6th Gr. CRT Reading % Proficient or Above	6th Gr. CRT Math % Proficient or Above
Lincoln	79%	73%	81%	94%	82%	90%	66%	72%
Logan	80%	69%	75%	87%	69%	78%	81%	71%
Love	80%	57%	65%	89%	70%	71%	67%	65%
Major	84%	81%	75%	98%	88%	76%	73%	68%
Marshall	82%	70%	78%	90%	83%	86%	60%	69%
Mayes	72%	73%	73%	94%	78%	81%	75%	76%
McClain	83%	73%	72%	93%	79%	85%	82%	78%
McCurtain	76%	65%	72%	88%	76%	80%	75%	77%
McIntosh	70%	76%	71%	95%	88%	84%	71%	76%
Murray	74%	78%	68%	94%	82%	84%	74%	77%
Muskogee	79%	67%	70%	90%	69%	72%	73%	75%
Noble	87%	64%	66%	90%	75%	73%	73%	68%
Nowata	71%	66%	77%	94%	81%	82%	52%	54%
Okfuskee	57%	54%	58%	85%	45%	65%	72%	66%
Oklahoma	76%	74%	76%	90%	75%	79%	72%	73%
Okmulgee	71%	61%	66%	89%	73%	82%	64%	69%
Osage	77%	65%	71%	88%	77%	80%	64%	74%
Ottawa	79%	71%	68%	90%	67%	88%	69%	62%
Pawnee	68%	60%	74%	89%	70%	78%	60%	67%
Payne	80%	83%	77%	97%	88%	83%	81%	85%
Pittsburg	77%	69%	78%	94%	74%	78%	73%	75%
Pontotoc	80%	70%	71%	96%	82%	78%	79%	73%
Pottawatomie	76%	67%	67%	93%	78%	74%	69%	71%
Pushmataha	60%	74%	70%	90%	75%	76%	63%	62%
Roger Mills	77%	67%	78%	91%	76%	69%	77%	91%
Rogers	78%	78%	79%	94%	84%	85%	82%	81%
Seminole	77%	66%	76%	93%	72%	75%	64%	68%
Sequoyah	79%	76%	78%	96%	83%	88%	77%	78%
Stephens	78%	72%	74%	90%	74%	74%	79%	72%
Texas	82%	66%	80%	93%	84%	79%	74%	83%
Tillman	63%	70%	70%	92%	79%	76%	63%	58%
Tulsa	77%	72%	74%	89%	78%	83%	74%	75%
Wagoner	72%	68%	69%	91%	78%	72%	73%	75%
Washington	87%	86%	88%	97%	85%	89%	81%	88%
Washita	66%	61%	62%	96%	71%	88%	79%	76%
Woods	93%	85%	77%	96%	79%	89%	76%	82%
Woodward	79%	69%	71%	95%	78%	77%	69%	71%
<b>State Summary</b>	<b>77%</b>	<b>72%</b>	<b>74%</b>	<b>91%</b>	<b>77%</b>	<b>81%</b>	<b>73%</b>	<b>74%</b>

Data Source: Oklahoma State Department of Education

# Indicators Displayed in Maps

## CRT Scores by County

County	7th Gr. CRT Reading % Proficient or Above	7th Gr. CRT Math % Proficient or Above	7th Gr. CRT Geography % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT History % Proficient or Above	8th Gr. CRT Writing % Proficient or Above
Adair	71%	59%	81%	78%	69%	61%	84%	90%
Alfalfa	78%	72%	89%	88%	71%	76%	95%	85%
Atoka	78%	74%	92%	85%	70%	75%	96%	97%
Beaver	74%	83%	98%	73%	65%	67%	90%	98%
Beckham	77%	65%	93%	83%	66%	74%	88%	97%
Blaine	66%	69%	84%	70%	68%	69%	89%	96%
Bryan	83%	77%	94%	84%	78%	75%	95%	98%
Caddo	75%	73%	89%	83%	72%	66%	92%	97%
Canadian	86%	79%	95%	91%	82%	85%	94%	98%
Carter	80%	72%	89%	84%	77%	67%	91%	96%
Cherokee	82%	73%	93%	86%	66%	76%	93%	96%
Choctaw	69%	66%	81%	73%	44%	66%	81%	94%
Cimarron	74%	65%	100%	69%	57%	59%	84%	91%
Cleveland	86%	84%	96%	90%	82%	89%	95%	96%
Coal	89%	76%	86%	89%	75%	76%	96%	93%
Comanche	79%	76%	91%	88%	77%	79%	90%	95%
Cotton	72%	69%	89%	85%	75%	74%	90%	97%
Craig	73%	65%	82%	75%	51%	67%	84%	91%
Creek	79%	73%	91%	88%	72%	77%	91%	92%
Custer	81%	84%	94%	87%	83%	81%	94%	97%
Delaware	80%	68%	91%	86%	71%	72%	93%	96%
Dewey	96%	84%	90%	72%	55%	83%	89%	96%
Ellis	70%	76%	95%	86%	71%	81%	98%	100%
Garfield	81%	75%	89%	83%	78%	82%	89%	96%
Garvin	79%	73%	87%	83%	70%	75%	93%	96%
Grady	85%	83%	95%	87%	77%	77%	93%	97%
Grant	77%	50%	94%	93%	71%	85%	90%	98%
Greer	86%	88%	98%	90%	82%	78%	94%	91%
Harmon	86%	90%	93%	65%	61%	65%	100%	90%
Harper	88%	79%	97%	88%	78%	70%	98%	95%
Haskell	68%	56%	82%	75%	50%	66%	84%	98%
Hughes	72%	63%	86%	76%	60%	66%	90%	96%
Jackson	85%	90%	91%	82%	78%	76%	87%	95%
Jefferson	76%	60%	88%	78%	55%	82%	82%	96%
Johnston	86%	69%	92%	82%	72%	83%	94%	97%
Kay	83%	86%	95%	86%	74%	80%	93%	95%
Kingfisher	86%	79%	96%	94%	82%	90%	96%	99%
Kiowa	88%	78%	92%	92%	85%	84%	91%	98%
Latimer	79%	72%	93%	84%	75%	78%	93%	99%
Le Flore	75%	65%	86%	82%	61%	70%	89%	92%

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# Indicators Displayed in Maps

## CRT Scores by County

continued from previous page

County	7th Gr. CRT Reading % Proficient or Above	7th Gr. CRT Math % Proficient or Above	7th Gr. CRT Geography % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT History % Proficient or Above	8th Gr. CRT Writing % Proficient or Above
Lincoln	75%	72%	90%	85%	73%	85%	93%	96%
Logan	71%	70%	87%	86%	82%	84%	90%	97%
Love	86%	76%	93%	85%	76%	69%	96%	97%
Major	81%	68%	94%	92%	86%	88%	97%	97%
Marshall	79%	70%	82%	89%	67%	82%	93%	99%
Mayes	83%	77%	92%	85%	71%	77%	92%	97%
McClain	85%	82%	95%	91%	68%	77%	95%	98%
McCurtain	79%	67%	88%	81%	66%	65%	87%	96%
McIntosh	78%	75%	92%	74%	74%	76%	90%	95%
Murray	70%	66%	83%	85%	67%	77%	91%	98%
Muskogee	74%	70%	84%	78%	61%	72%	83%	95%
Noble	80%	78%	91%	82%	67%	72%	94%	96%
Nowata	77%	70%	91%	78%	74%	72%	96%	94%
Okfuskee	71%	67%	86%	74%	58%	70%	84%	81%
Oklahoma	78%	73%	88%	81%	73%	78%	89%	96%
Okmulgee	73%	65%	81%	78%	69%	76%	90%	97%
Osage	73%	70%	88%	80%	68%	73%	90%	92%
Ottawa	77%	70%	89%	80%	65%	75%	92%	95%
Pawnee	77%	75%	86%	82%	66%	80%	96%	94%
Payne	86%	79%	95%	88%	80%	85%	93%	97%
Pittsburg	80%	74%	89%	82%	75%	76%	91%	95%
Pontotoc	80%	70%	90%	88%	79%	80%	92%	96%
Pottawatomie	75%	67%	90%	82%	67%	76%	88%	95%
Pushmataha	77%	74%	84%	77%	84%	71%	92%	94%
Roger Mills	84%	84%	92%	96%	84%	88%	96%	98%
Rogers	82%	75%	93%	88%	76%	84%	95%	97%
Seminole	68%	70%	87%	78%	66%	80%	90%	95%
Sequoyah	85%	74%	93%	88%	82%	86%	94%	96%
Stephens	80%	78%	92%	86%	73%	74%	94%	96%
Texas	76%	75%	95%	79%	65%	75%	89%	95%
Tillman	71%	55%	82%	62%	53%	71%	85%	93%
Tulsa	79%	75%	88%	82%	70%	78%	89%	94%
Wagoner	80%	73%	91%	86%	68%	82%	91%	94%
Washington	88%	85%	94%	92%	89%	87%	95%	98%
Washita	89%	79%	93%	94%	74%	79%	96%	97%
Woods	90%	80%	98%	89%	70%	72%	96%	99%
Woodward	80%	71%	92%	78%	67%	79%	96%	99%
<b>State Summary</b>	<b>79%</b>	<b>73%</b>	<b>89%</b>	<b>83%</b>	<b>71%</b>	<b>90%</b>	<b>77%</b>	<b>95%</b>

Data Source: Oklahoma State Department of Education

# Indicators Displayed in Maps

## EOI Scores and High School Information by County

County	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology I EOI % Proficient or Above	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Average Freshman Graduation Rate
Adair	74%	82%	56%	70%	57%	90%	78%	7.8%	77.4%
Alfalfa	93%	84%	68%	81%	78%	91%	91%	4.2%	80.7%
Atoka	80%	87%	81%	87%	62%	96%	92%	14.4%	81.3%
Beaver	75%	82%	71%	69%	61%	88%	80%	1.6%	73.5%
Beckham	91%	90%	70%	86%	77%	95%	94%	11.4%	84.6%
Blaine	86%	86%	62%	82%	86%	86%	90%	3.9%	84.8%
Bryan	82%	89%	67%	84%	78%	93%	90%	7.6%	83.0%
Caddo	83%	86%	61%	70%	63%	87%	86%	6.9%	87.2%
Canadian	91%	94%	87%	87%	87%	96%	92%	8.6%	92.4%
Carter	82%	92%	76%	81%	84%	95%	93%	7.2%	80.6%
Cherokee	84%	92%	82%	80%	91%	95%	89%	11.7%	68.3%
Choctaw	70%	76%	56%	56%	75%	87%	74%	4.9%	85.7%
Cimarron	78%	87%	78%	84%	67%	96%	84%	7.1%	84.8%
Cleveland	94%	94%	88%	88%	94%	97%	94%	7.4%	76.4%
Coal	93%	85%	89%	84%	87%	98%	90%	5.2%	76.8%
Comanche	89%	92%	78%	78%	77%	95%	90%	12.2%	75.2%
Cotton	88%	95%	63%	82%	82%	100%	92%	2.7%	82.2%
Craig	86%	91%	78%	77%	86%	91%	94%	2.4%	84.7%
Creek	86%	88%	69%	79%	79%	91%	92%	10.6%	82.5%
Custer	96%	86%	74%	81%	72%	94%	94%	10.8%	86.2%
Delaware	83%	86%	76%	68%	72%	89%	88%	10.9%	76.8%
Dewey	88%	97%	70%	79%	89%	100%	96%	4.4%	85.7%
Ellis	76%	98%	76%	88%	75%	94%	95%	0.0%	88.8%
Garfield	79%	86%	77%	75%	71%	93%	88%	6.9%	81.4%
Garvin	86%	89%	67%	80%	78%	89%	87%	7.3%	79.9%
Grady	89%	90%	84%	85%	84%	95%	90%	8.6%	81.7%
Grant	86%	95%	64%	66%	65%	94%	88%	0.0%	76.5%
Greer	82%	80%	55%	59%	74%	91%	77%	8.0%	89.2%
Harmon	76%	88%	70%	67%	62%	83%	84%	6.5%	77.7%
Harper	92%	84%	83%	82%	76%	100%	95%	8.3%	96.4%
Haskell	78%	85%	54%	72%	75%	92%	86%	7.0%	78.6%
Hughes	71%	82%	53%	68%	53%	88%	92%	9.0%	73.2%
Jackson	89%	92%	72%	79%	74%	93%	89%	14.5%	82.2%
Jefferson	78%	79%	81%	84%	86%	80%	75%	0.0%	90.9%
Johnston	85%	87%	68%	77%	62%	87%	85%	7.9%	76.1%
Kay	80%	88%	78%	82%	79%	91%	84%	16.5%	75.7%
Kingfisher	86%	90%	80%	79%	77%	95%	93%	1.8%	96.9%
Kiowa	89%	93%	70%	90%	78%	98%	94%	3.0%	88.7%
Latimer	81%	89%	74%	65%	79%	95%	82%	8.5%	80.4%
Le Flore	74%	83%	66%	71%	61%	89%	81%	7.9%	78.5%

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# Indicators Displayed in Maps

## EOI Scores and High School

### Information by County

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County	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above	Biology I EOI % Proficient or Above	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Average Freshman Graduation Rate
Lincoln	79%	84%	69%	79%	71%	90%	85%	4.6%	84.9%
Logan	80%	90%	77%	79%	75%	93%	88%	8.9%	75.1%
Love	85%	81%	68%	79%	75%	87%	85%	3.8%	83.2%
Major	95%	95%	80%	87%	87%	97%	99%	9.2%	90.8%
Marshall	80%	84%	72%	81%	86%	92%	84%	12.6%	76.0%
Mayes	80%	86%	77%	88%	71%	89%	89%	11.7%	78.5%
McClain	88%	92%	84%	84%	87%	93%	94%	4.7%	90.1%
McCurtain	80%	83%	65%	81%	82%	81%	82%	2.7%	85.0%
McIntosh	78%	87%	73%	71%	58%	90%	79%	16.5%	85.7%
Murray	82%	85%	81%	85%	76%	88%	83%	6.7%	84.0%
Muskogee	77%	86%	69%	76%	81%	89%	81%	13.6%	73.7%
Noble	81%	92%	82%	84%	83%	95%	93%	6.1%	79.0%
Nowata	74%	91%	79%	81%	68%	91%	82%	1.6%	78.4%
Okfuskee	81%	81%	73%	73%	42%	89%	76%	24.8%	96.7%
Oklahoma	83%	87%	78%	78%	77%	92%	85%	9.7%	75.9%
Okmulgee	79%	87%	67%	71%	60%	88%	78%	6.3%	86.2%
Osage	66%	87%	62%	66%	64%	90%	84%	4.5%	78.6%
Ottawa	81%	92%	79%	81%	73%	91%	87%	3.8%	79.7%
Pawnee	87%	87%	77%	89%	64%	92%	88%	2.5%	76.5%
Payne	88%	93%	90%	88%	90%	95%	96%	6.7%	91.2%
Pittsburg	88%	89%	80%	82%	82%	93%	93%	12.7%	77.3%
Pontotoc	89%	91%	83%	85%	83%	94%	94%	10.5%	84.5%
Pottawatomie	85%	88%	81%	83%	83%	95%	92%	7.1%	72.5%
Pushmataha	89%	94%	69%	85%	79%	93%	92%	9.1%	76.8%
Roger Mills	100%	93%	69%	78%	89%	95%	96%	5.0%	92.9%
Rogers	86%	89%	83%	86%	73%	95%	89%	9.9%	83.7%
Seminole	82%	88%	66%	65%	64%	86%	78%	12.0%	72.8%
Sequoyah	90%	91%	80%	85%	82%	93%	87%	8.1%	85.3%
Stephens	79%	87%	81%	78%	71%	95%	85%	11.9%	85.4%
Texas	73%	88%	78%	71%	68%	87%	87%	9.5%	80.7%
Tillman	79%	83%	65%	67%	72%	77%	76%	6.1%	68.4%
Tulsa	87%	89%	77%	79%	77%	91%	87%	12.6%	74.4%
Wagoner	73%	90%	73%	80%	63%	90%	85%	11.2%	80.8%
Washington	95%	92%	84%	88%	84%	94%	94%	7.3%	84.1%
Washita	86%	87%	70%	83%	87%	96%	85%	5.6%	84.9%
Woods	92%	91%	70%	81%	79%	97%	96%	8.1%	80.9%
Woodward	74%	93%	76%	73%	79%	95%	94%	8.3%	84.5%
<b>State Summary</b>	<b>84%</b>	<b>88%</b>	<b>77%</b>	<b>79%</b>	<b>77%</b>	<b>92%</b>	<b>87%</b>	<b>9.6%</b>	<b>79.0%</b>

Data Source: Oklahoma State Department of Education

# Indicators Displayed in Maps

## High School and College Information by County

County	Senior Graduation Rate	Avg. ACT Oklahoma Public HS Graduates	Senior GPA	Career Tech Program Participation Rate	Public HS Graduates Completing Coll. Curr.	Public HS Graduates to Out-of-State Colleges	Public HS Graduates OK College Going Rate	Public Coll. Freshman in Remedial Courses
Adair	97.9%	18.4	2.99	44.2%	82.6%	6.4%	35.5%	52.5%
Alfalfa	97.9%	20.9	3.66	66.7%	93.5%	4.4%	63.9%	34.3%
Atoka	97.5%	18.5	2.69	70.4%	96.1%	0.7%	44.6%	52.3%
Beaver	100.0%	19.7	3.07	13.2%	100.0%	32.8%	43.9%	29.4%
Beckham	97.0%	20.9	3.13	64.9%	80.4%	3.1%	48.9%	36.1%
Blaine	98.4%	19.6	3.00	62.8%	81.7%	0.8%	49.3%	36.9%
Bryan	97.0%	20.4	3.00	60.3%	88.9%	4.5%	42.2%	35.5%
Caddo	96.7%	19.2	3.11	64.8%	83.7%	2.1%	43.8%	41.9%
Canadian	96.7%	21.8	3.11	46.4%	79.4%	12.1%	49.3%	26.9%
Carter	98.8%	20.7	2.95	44.7%	82.9%	3.0%	49.7%	35.1%
Cherokee	98.6%	20.3	2.99	42.0%	55.2%	4.4%	37.3%	50.1%
Choctaw	97.1%	18.9	3.11	75.2%	97.1%	2.2%	40.8%	52.0%
Cimarron	100.0%	21.3	3.55	28.0%	100.0%	11.5%	44.8%	45.0%
Cleveland	98.0%	22.3	2.95	44.4%	84.6%	6.6%	52.3%	23.6%
Coal	97.3%	19.8	3.30	60.0%	74.0%	0.0%	44.8%	52.9%
Comanche	98.7%	20.7	3.02	42.7%	100.0%	4.8%	41.9%	47.0%
Cotton	100.0%	20.2	3.05	59.7%	93.0%	4.2%	46.3%	44.5%
Craig	97.6%	19.7	3.07	63.5%	78.8%	9.9%	45.3%	45.1%
Creek	96.9%	20.1	2.96	62.6%	84.0%	1.5%	46.3%	47.7%
Custer	97.3%	20.8	2.97	73.3%	91.0%	1.4%	56.1%	32.7%
Delaware	96.2%	19.4	3.03	53.5%	75.6%	7.4%	34.1%	46.7%
Dewey	97.8%	19.3	3.36	81.0%	100.0%	0.0%	54.3%	32.0%
Ellis	100.0%	20.2	3.21	65.3%	100.0%	0.0%	42.4%	35.6%
Garfield	99.1%	21.2	3.11	43.4%	75.7%	2.0%	38.9%	29.0%
Garvin	98.0%	20.7	3.00	68.0%	77.4%	1.0%	45.3%	39.8%
Grady	97.9%	20.5	3.18	52.5%	85.5%	0.8%	44.9%	35.9%
Grant	100.0%	19.5	3.43	59.7%	84.3%	5.9%	46.5%	33.3%
Greer	97.2%	19.5	3.40	80.6%	100.0%	2.9%	48.3%	48.1%
Harmon	100.0%	19.5	3.00	82.8%	100.0%	10.3%	50.0%	26.9%
Harper	100.0%	19.9	3.41	53.5%	93.2%	0.0%	50.0%	44.7%
Haskell	97.8%	19.0	2.94	68.8%	65.8%	2.6%	43.5%	55.6%
Hughes	99.3%	19.0	3.12	43.3%	86.5%	1.4%	44.5%	57.6%
Jackson	97.9%	20.4	3.08	60.1%	83.4%	5.0%	56.2%	36.7%
Jefferson	100.0%	19.1	3.07	61.9%	44.8%	5.8%	41.8%	55.7%
Johnston	98.3%	20.2	3.06	47.6%	74.4%	0.0%	49.1%	53.9%
Kay	96.4%	21.2	2.92	48.7%	64.4%	3.6%	42.3%	36.9%
Kingfisher	100.0%	20.8	3.14	67.6%	94.1%	1.8%	54.2%	29.2%
Kiowa	98.5%	20.5	3.15	55.7%	84.4%	0.0%	51.6%	46.7%
Latimer	97.3%	19.4	2.96	73.3%	71.3%	2.8%	40.4%	56.0%
Le Flore	98.1%	19.8	3.03	69.2%	67.3%	6.1%	37.3%	55.3%

continued on next page

# Indicators Displayed in Maps

## High School and College

### Information by County

continued from previous page

County	Senior Graduation Rate	Avg. ACT Oklahoma Public HS Graduates	Senior GPA	Career Tech Program Participation Rate	Public HS Graduates Completing Coll. Curr.	Public HS Graduates to Out-of-State Colleges	Public HS Graduates OK College Going Rate	Public Coll. Freshman in Remedial Courses
Lincoln	99.0%	20.5	3.20	74.0%	77.5%	3.3%	48.2%	39.4%
Logan	96.3%	19.7	3.06	57.3%	80.2%	1.7%	43.5%	37.8%
Love	100.0%	19.3	2.89	74.3%	82.4%	2.9%	45.5%	39.5%
Major	95.2%	21.5	3.23	80.7%	97.5%	1.3%	50.0%	21.8%
Marshall	93.8%	19.8	2.96	47.7%	100.0%	0.7%	39.6%	54.1%
Mayes	96.9%	20.7	3.01	43.3%	78.7%	2.1%	44.5%	44.4%
McClain	99.3%	21.3	3.18	50.0%	100.0%	2.6%	52.9%	34.9%
McCurtain	98.9%	19.0	3.11	69.8%	74.9%	3.2%	48.7%	45.4%
McIntosh	95.5%	19.6	2.86	50.2%	77.7%	0.9%	44.5%	46.1%
Murray	99.3%	20.2	3.23	47.3%	100.0%	0.0%	46.0%	40.2%
Muskogee	99.1%	19.9	2.90	57.0%	89.1%	1.5%	44.7%	50.7%
Noble	95.4%	21.0	3.19	64.9%	82.9%	5.7%	40.4%	32.9%
Nowata	100.0%	20.1	2.98	45.7%	96.7%	21.3%	25.8%	50.5%
Okfuskee	93.3%	17.8	2.86	47.0%	84.4%	1.2%	41.7%	54.0%
Oklahoma	98.5%	21.1	3.03	47.7%	85.8%	5.7%	52.1%	36.2%
Okmulgee	98.6%	19.4	3.00	55.3%	87.8%	1.9%	49.3%	55.6%
Osage	100.0%	19.5	2.95	48.4%	82.6%	6.3%	39.8%	49.8%
Ottawa	99.1%	20.7	2.98	49.7%	72.4%	6.9%	44.1%	43.3%
Pawnee	100.0%	20.1	3.04	77.6%	79.6%	2.5%	43.9%	40.5%
Payne	98.8%	22.2	3.14	53.5%	82.2%	8.7%	45.5%	18.5%
Pittsburg	98.0%	20.2	3.04	60.8%	81.4%	6.1%	45.3%	45.8%
Pontotoc	97.5%	21.2	3.11	68.2%	86.5%	4.6%	45.6%	34.4%
Pottawatomie	97.4%	20.6	3.04	42.3%	68.2%	2.5%	43.6%	36.9%
Pushmataha	96.8%	19.0	3.01	67.7%	85.0%	3.3%	39.7%	54.5%
Roger Mills	96.6%	21.1	3.40	67.3%	86.0%	3.5%	60.0%	35.8%
Rogers	97.7%	20.9	2.93	48.6%	89.3%	7.3%	47.8%	40.1%
Seminole	98.1%	18.9	2.95	48.3%	76.7%	4.3%	50.7%	46.4%
Sequoyah	97.9%	19.8	3.03	53.6%	69.9%	10.1%	37.0%	54.8%
Stephens	98.6%	20.4	3.22	55.8%	87.8%	2.9%	46.1%	42.5%
Texas	99.3%	19.6	2.96	42.8%	91.9%	8.1%	40.9%	46.0%
Tillman	97.9%	19.5	3.18	69.2%	86.3%	7.5%	43.0%	54.2%
Tulsa	96.0%	21.5	2.94	51.9%	80.3%	6.8%	53.6%	44.4%
Wagoner	98.4%	20.2	2.73	52.6%	66.8%	7.6%	46.8%	46.3%
Washington	96.6%	21.9	3.05	35.2%	83.9%	8.3%	40.9%	31.2%
Washita	97.5%	20.7	3.31	63.2%	93.4%	2.5%	47.8%	33.3%
Woods	98.8%	20.1	3.03	85.1%	70.9%	5.7%	58.8%	36.4%
Woodward	97.5%	20.4	3.15	62.3%	91.5%	3.5%	47.0%	40.5%
<b>State Summary</b>	<b>97.7%</b>	<b>20.8</b>	<b>3.02</b>	<b>52.2%</b>	<b>82.8%</b>	<b>5.4%</b>	<b>47.8%</b>	<b>39.9%</b>

Data Source: Oklahoma State Department of Education; Office of Accountability; Oklahoma State Regents  
for Higher Education, Oklahoma Department of Career and Technology Education

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# APPENDIX C

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

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

**Table 7. Average scores in NAEP mathematics for fourth-grade public school students, by state/jurisdiction: Various years, 1992-2011**

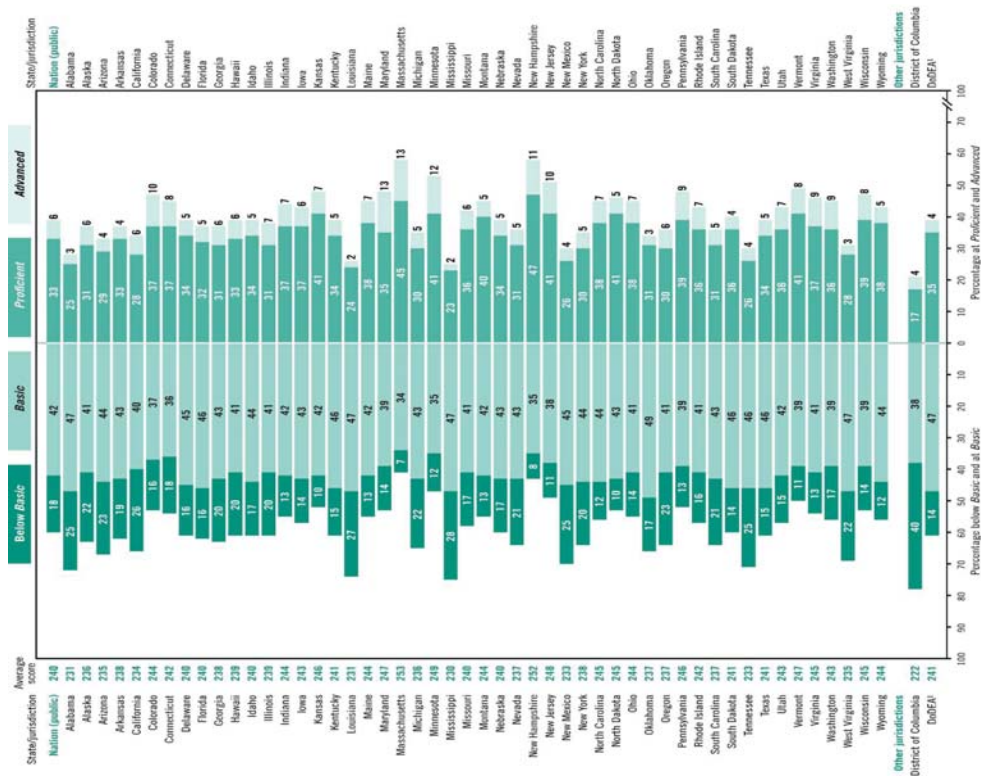
State/jurisdiction	Accommodations not permitted				Accommodations permitted			
	1992	1996	2000	2003	2005	2007	2009	2011
<b>Nation (public)</b>	<b>219*</b>	<b>222*</b>	<b>226*</b>	<b>224*</b>	<b>237*</b>	<b>239*</b>	<b>239*</b>	<b>240</b>
Alabama	208*	212*	218*	217*	225*	229*	228*	231
Alaska	—	224*	—	—	233*	236	237	236
Arizona	215*	218*	219*	219*	229*	232*	230*	235
Arkansas	208*	216*	217*	216*	229*	236	238	238
California	208*	209*	214*	213*	227*	230*	232	234
Colorado	221*	225*	228*	235*	238*	240*	243	244
Connecticut	227*	232*	234*	234*	241	242	243	245
Delaware	218*	215*	—	—	234*	239	242	240
Florida	214*	215*	—	—	234*	239	242	242
Georgia	216*	215*	219*	219*	230*	235*	236*	238
Hawaii	214*	215*	216*	216*	230*	234*	236*	239
Idaho	222*	—	223*	223*	242	241	241	240
Illinois	221*	225*	225*	223*	233*	237	238	239
Indiana	230*	229*	233*	238*	240*	245	243	244
Iowa	—	230*	233*	231*	238*	240*	243	243
Kansas	—	232*	232*	242*	246	248	245	246
Kentucky	215*	220*	219*	219*	231*	235*	239	241
Louisiana	204*	209*	218*	218*	226*	230	229	231
Maine	232*	231*	231*	230*	241*	242	244	244
Massachusetts	217*	221*	222*	222*	233*	238*	240*	241
Michigan	220*	226*	231*	233*	242*	247*	252	253
Minnesota	228*	232*	235*	234*	246*	247	249	249
Mississippi	202*	208*	211*	211*	223*	227*	228	227
Missouri	222*	225*	229*	228*	235*	239	241	240
Montana	—	228*	230*	235*	241*	244	244	244
Nebraska	225*	228*	226*	228*	238	238	239	240
Nevada	—	218*	220*	220*	228*	230*	232	237
New Hampshire	230*	—	—	—	243*	246*	249*	251
New Jersey	227*	227*	—	—	239*	244*	249	247
New Mexico	213*	214*	214*	213*	223*	224*	228*	230
New York	218*	223*	227*	225*	236	238	243*	241*
North Carolina	213*	224*	232*	230*	242*	241*	242*	244
North Dakota	229*	231*	230*	230*	238*	243*	245	245
Ohio	219*	—	231*	230*	238*	242	245	244
Oklahoma	220*	—	225*	224*	229*	232*	237	237
Oregon	—	223*	227*	224*	236	238	236	237
Pennsylvania	224*	226*	—	—	236*	241*	244	246
Rhode Island	215*	220*	225*	224*	230*	233*	236*	239*
South Carolina	212*	213*	220*	220*	236	238	237	236
South Dakota	—	—	—	—	237*	242	241	241
Tennessee	211*	218*	220*	220*	228*	232	233	232
Texas	218*	223*	233*	231*	237*	242	242	240
Utah	224*	227*	227*	227*	235*	239*	240	243
Vermont	—	225*	232*	232*	242*	246	248	247
Virginia	221*	223*	230*	230*	239*	240*	243	245
Washington	—	225*	233*	230*	240*	244	243	243
West Virginia	215*	223*	225*	223*	231*	242	242	243
Wisconsin	229*	231*	229*	229*	237*	241*	244	245
Wyoming	225*	223*	229*	229*	241*	243	244	244
<b>Other jurisdictions</b>	<b>189*</b>	<b>187*</b>	<b>189*</b>	<b>189*</b>	<b>205*</b>	<b>211*</b>	<b>214*</b>	<b>222</b>
District of Columbia	—	224*	228*	227*	237*	239*	240	241
DOEA <sup>1</sup>	—	—	—	—	—	—	240	241

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

<sup>1</sup> Significantly different (p < .05) from 2011 when only one state/jurisdiction or the nation is being examined.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Mathematics Assessments.

**Figure 15. Average scores and achievement-level results in NAEP mathematics for fourth-grade public school students, by state/jurisdiction: 2011**



<sup>1</sup> 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), 2011 Mathematics Assessment.

**Table 13. Average scores in NAEP mathematics for eighth-grade public school students, by state/jurisdiction: Various years, 1990-2011**

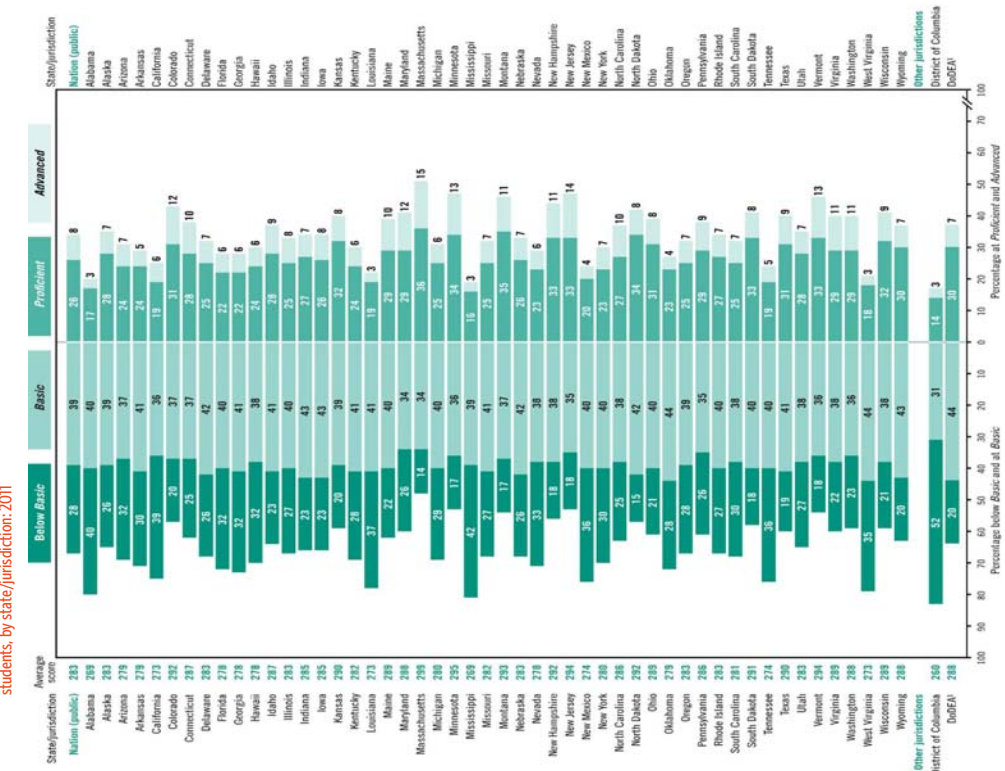
State/jurisdiction	1990	1992	1996	2000	2003	2005	2007	2009	2011
<b>Nation (public)</b>	<b>262*</b>	<b>267*</b>	<b>271*</b>	<b>274*</b>	<b>276*</b>	<b>278*</b>	<b>280*</b>	<b>282*</b>	<b>283</b>
Alabama	253*	252*	257*	262*	262*	262*	266	269	269
Alaska	—	—	278*	—	279*	279*	283	283	283
Arizona	260*	265*	268*	271*	269*	271*	276*	277	279
Arkansas	256*	256*	262*	261*	259*	266*	274*	276*	279
California	256*	261*	263*	262*	267*	269*	270	270	273
Colorado	267*	272*	276*	—	283*	281*	287*	287*	292
Connecticut	270*	274*	280*	282*	281*	281*	283*	289	287
Delaware	261*	263*	267*	—	277*	277*	281*	284	283
Florida	255*	250*	264*	—	271*	271*	277	279	278
Georgia	259*	259*	262*	266*	265*	270*	275*	278	278
Hawaii	251*	257*	262*	263*	265*	265*	269*	274*	287
Idaho	271*	275*	262*	278*	280*	281*	284*	287	287
Illinois	261*	267*	—	277*	277*	278*	280	282	287
Indiana	267*	270*	276*	283	281*	282*	285	287	285
Iowa	278*	283	284	284	284	284	285	284	285
Kansas	293*	292*	297*	298*	298*	298*	299	299	298
Kentucky	246*	250*	262*	272*	270*	274*	279*	279	282
Louisiana	246*	250*	262*	272*	270*	274*	279*	279	282
Maine	279*	284*	284*	284*	284*	284*	285	284	285
Maryland	261*	267*	277	278	277	277	277	278	280
Massachusetts	275*	282*	284	288*	287*	291*	292*	294	295
Minnesota	—	246*	250*	254*	254*	262*	265*	265*	269
Mississippi	—	271*	273*	274*	271*	279*	281	286*	282
Missouri	280*	—	283*	287*	285*	286*	287*	292	293
Montana	276*	278*	283	281	280*	282	284	284	283
Nebraska	—	—	—	268*	265*	270*	271*	274*	278
Nevada	273*	278*	—	—	286*	285*	288*	292	292
New Hampshire	270*	272*	—	—	281*	284*	285*	293	294
New Jersey	256*	260*	262*	260*	259*	263*	268*	270*	274
New Mexico	261*	266*	270*	276	271*	280	280	283	280
New York	250*	258*	268*	280*	276*	281*	282*	284	286
North Carolina	281*	283*	284	283*	282*	287*	292	293	292
North Dakota	264*	268*	—	283*	281*	282*	283*	285*	289
Ohio	263*	268*	—	272*	270*	272*	271*	275*	279
Oklahoma	271*	—	276*	—	280	281	282	284	285
Oregon	—	259*	263*	263*	269*	279*	281*	286	288
Pennsylvania	266*	271*	—	273*	269*	272*	277*	278*	283
Rhode Island	260*	266*	269*	266*	272*	272*	281	282	280
South Carolina	—	261*	261*	266*	265*	271*	281	282	281
South Dakota	—	—	—	—	—	285*	287*	291	291
Tennessee	—	259*	263*	263*	262*	268*	271*	274	275
Texas	258*	265*	270*	273*	273*	277*	281*	286*	287
Utah	—	274*	279*	275*	277*	277*	281	281	284
Vermont	264*	268*	270*	275*	281*	279*	281	284	283
Virginia	—	—	276*	—	281*	285*	287*	291*	293
Washington	256*	259*	265*	271*	282*	282*	288	286	289
West Virginia	274*	278*	283*	—	—	281*	285*	285*	289
Wisconsin	272*	275*	275*	—	266*	271*	269*	270*	273
Wyoming	—	—	—	276*	266*	284*	282*	287	286
<b>Other jurisdictions</b>	<b>231*</b>	<b>235*</b>	<b>233*</b>	<b>234*</b>	<b>235*</b>	<b>243*</b>	<b>245*</b>	<b>254*</b>	<b>260</b>
<b>District of Columbia</b>	<b>278*</b>	<b>278*</b>	<b>274*</b>	<b>278*</b>	<b>277*</b>	<b>285*</b>	<b>284*</b>	<b>285*</b>	<b>287</b>

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

† Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990-2011 Mathematics Assessments.

**Figure 31. Average scores and achievement-level results in NAEP mathematics for eighth-grade public school students, by state/jurisdiction: 2011**



† Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

**Table A-15. Average scores and achievement-level results in NAEP mathematics for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2011**

State/Jurisdiction	White										Black										Hispanic									
	Percentage of students					Percentage of students					Percentage of students					Percentage of students														
	Average scale score	Below Basic	Basic	Proficient	At or above Advanced	Average scale score	Below Basic	Basic	Proficient	At or above Advanced	Average scale score	Below Basic	Basic	Proficient	At or above Advanced	Average scale score	Below Basic	Basic	Proficient	At or above Advanced	Average scale score	Below Basic	Basic	Proficient	At or above Advanced					
<b>Nation (public)</b>	<b>249</b>	<b>9</b>	<b>91</b>	<b>52</b>	<b>9</b>	<b>224</b>	<b>34</b>	<b>66</b>	<b>17</b>	<b>1</b>	<b>229</b>	<b>28</b>	<b>72</b>	<b>24</b>	<b>2</b>	<b>249</b>	<b>28</b>	<b>72</b>	<b>24</b>	<b>2</b>	<b>249</b>	<b>28</b>	<b>72</b>	<b>24</b>	<b>2</b>					
Alabama	240	14	86	37	4	215	46	54	9	2	227	23	71	21	1	249	28	71	21	1	249	28	71	21	1					
Alaska	248	10	90	50	9	223	32	68	15	2	239	18	82	36	5	249	28	82	36	5	249	28	82	36	5					
Arizona	246	11	89	49	8	224	38	62	22	3	227	30	70	21	1	249	30	70	21	1	249	30	70	21	1					
Arkansas	244	12	88	45	6	219	42	58	16	1	233	24	76	28	3	249	24	76	28	3	249	24	76	28	3					
California	252	8	92	57	12	225	32	68	19	1	222	38	62	17	1	249	38	62	17	1	249	38	62	17	1					
Colorado	254	7	93	60	14	225	34	66	21	1	230	28	72	26	3	249	28	72	26	3	249	28	72	26	3					
Connecticut	253	7	93	60	11	220	41	59	15	1	222	38	62	19	2	249	38	62	19	2	249	38	62	19	2					
Delaware	250	7	93	53	7	227	29	71	19	1	231	24	76	25	1	249	24	76	25	1	249	24	76	25	1					
Florida	250	8	92	52	9	226	30	70	18	1	236	19	81	31	3	249	19	81	31	3	249	19	81	31	3					
Georgia	249	9	91	51	10	224	35	65	18	1	233	24	76	29	3	249	24	76	29	3	249	24	76	29	3					
Hawaii	248	11	89	53	10	233	25	75	32	4	237	22	78	39	4	249	22	78	39	4	249	22	78	39	4					
Idaho	244	12	88	44	6	219	42	58	14	2	223	36	64	17	1	249	36	64	17	1	249	36	64	17	1					
Illinois	249	10	90	51	10	219	42	58	14	2	226	30	70	20	1	249	30	70	20	1	249	30	70	20	1					
Indiana	249	9	91	51	9	223	35	65	15	1	234	21	79	29	3	249	21	79	29	3	249	21	79	29	3					
Iowa	246	11	89	47	6	224	37	63	18	2	229	27	73	24	1	249	27	73	24	1	249	27	73	24	1					
Kansas	251	7	93	56	9	227	28	72	18	1	235	17	83	26	1	249	17	83	26	1	249	17	83	26	1					
Kentucky	243	13	87	41	6	225	31	69	17	1	236	18	82	30	3	249	18	82	30	3	249	18	82	30	3					
Louisiana	241	13	87	40	4	219	41	59	12	1	230	25	75	20	1	249	25	75	20	1	249	25	75	20	1					
Maine	246	11	89	47	8	212	55	45	10	1	230	25	75	20	1	249	25	75	20	1	249	25	75	20	1					
Maryland	258	6	94	64	18	230	27	73	23	2	245	13	87	43	9	249	13	87	43	9	249	13	87	43	9					
Massachusetts	258	4	96	67	15	235	19	81	27	3	236	20	80	32	4	249	20	80	32	4	249	20	80	32	4					
Michigan	242	14	86	41	5	211	53	47	8	1	228	31	69	21	2	249	31	69	21	2	249	31	69	21	2					
Minnesota	255	6	94	60	14	225	37	63	23	3	230	27	73	28	2	249	27	73	28	2	249	27	73	28	2					
Mississippi	241	14	86	38	3	217	44	56	10	1	229	25	75	22	2	249	25	75	22	2	249	25	75	22	2					
Missouri	246	11	89	48	7	216	47	53	14	1	231	23	77	24	1	249	23	77	24	1	249	23	77	24	1					
Montana	247	9	91	50	6	213	49	51	7	1	237	18	82	31	3	249	18	82	31	3	249	18	82	31	3					
Nebraska	247	10	90	48	7	213	49	51	7	1	226	32	68	20	1	249	32	68	20	1	249	32	68	20	1					
Nevada	247	11	89	48	8	226	33	67	23	1	229	29	71	24	1	249	29	71	24	1	249	29	71	24	1					
New Hampshire	252	7	93	59	10	235	19	81	27	3	235	23	77	30	2	249	23	77	30	2	249	23	77	30	2					
New Jersey	256	5	95	64	12	231	23	77	24	2	234	21	79	28	2	249	21	79	28	2	249	21	79	28	2					
New Mexico	247	11	89	48	8	226	32	68	19	3	228	29	71	23	2	249	29	71	23	2	249	29	71	23	2					
New York	245	11	89	46	7	224	35	65	17	1	226	31	69	20	1	249	31	69	20	1	249	31	69	20	1					
North Carolina	253	5	95	58	10	229	25	75	18	1	238	14	86	33	2	249	14	86	33	2	249	14	86	33	2					
North Dakota	249	6	94	52	6	213	49	51	7	1	233	20	80	24	2	249	20	80	24	2	249	20	80	24	2					
Ohio	249	9	91	53	8	226	32	68	20	2	233	24	76	27	4	249	24	76	27	4	249	24	76	27	4					
Oklahoma	243	11	89	41	3	224	34	66	14	1	227	28	72	19	2	249	28	72	19	2	249	28	72	19	2					
Oregon	243	16	84	43	7	215	50	50	14	2	220	42	58	15	1	249	42	58	15	1	249	42	58	15	1					
Pennsylvania	251	8	92	56	11	224	33	67	17	1	228	31	69	20	2	249	31	69	20	2	249	31	69	20	2					
Rhode Island	249	9	91	53	10	225	31	69	20	2	224	33	67	21	1	249	33	67	21	1	249	33	67	21	1					
South Carolina	248	10	90	52	9	220	39	61	13	1	234	20	80	28	2	249	20	80	28	2	249	20	80	28	2					
South Dakota	246	9	91	46	5	227	32	68	21	1	226	29	71	18	2	249	29	71	18	2	249	29	71	18	2					
Tennessee	239	18	82	36	5	216	45	55	12	1	228	28	72	19	1	249	28	72	19	1	249	28	72	19	1					
Texas	253	6	94	60	9	232	23	77	25	1	235	19	81	29	2	249	19	81	29	2	249	19	81	29	2					
Utah	247	10	90	49	8	213	49	51	7	1	223	36	64	17	1	249	36	64	17	1	249	36	64	17	1					
Vermont	248	10	90	50	8	213	49	51	7	1	223	36	64	17	1	249	36	64	17	1	249	36	64	17	1					
Virginia	251	8	92	56	11	229	27	73	20	1	237	17	83	31	4	249	17	83	31	4	249	17	83	31	4					
Washington	249	11	89	53	10	227	29	71	20	2	226	32	68	22	2	249	32	68	22	2	249	32	68	22	2					
West Virginia	235	21	79	32	3	227	30	70	20	2	223	36	64	17	1	249	36	64	17	1	249	36	64	17	1					
Wisconsin	251	8	92	55	10	217	45	55	12	1	228	29	71	22	1	249	29	71	22	1	249	29	71	22	1					
Wyoming	246	9	91	47	6	213	49	51	7	1	223	20	80	31	2	249	20	80	31	2	249	20	80	31	2					
Other jurisdictions	272	1	99	84	33	215	46	54	13	1	223	36	64	21	2	249	36	64	21	2	249	36	64	21	2					
District of Columbia	246	9	91	47	6	213	49	51	7	1	223	36	64	17	1	249	36	64	17	1	249	36	64	17	1					
noDEA <sup>1</sup>	272	1	99	87	33	215	46	54	13	1	223	36	64	21	2	249	36	64	21	2	249	36	64	21	2					
						228	27	73	19	1	236	18	82	30	3	249	18	82	30	3	249	18	82	30	3					

**Table A-24. Average scores and achievement-level results in NAEP mathematics for eighth-grade public school students, by race/ethnicity and state/jurisdiction, 2011**

State/jurisdiction	White						Black						Hispanic					
	Percentage of students						Percentage of students						Percentage of students					
	Average scale score	Below Basic	Basic	Proficient	Advanced	At or above	Average scale score	Below Basic	Basic	Proficient	Advanced	At or above	Average scale score	Below Basic	Basic	Proficient	Advanced	At or above
<b>Nation (public)</b>	<b>293</b>	<b>17</b>	<b>63</b>	<b>43</b>	<b>10</b>	<b>1</b>	<b>262</b>	<b>50</b>	<b>50</b>	<b>13</b>	<b>1</b>	<b>269</b>	<b>40</b>	<b>60</b>	<b>20</b>	<b>3</b>		
Alabama	280	26	74	28	4	7	230	64	36	7	#	235	60	40	9	1		
Alaska	296	12	88	47	1	1	277	34	66	17	1	277	33	67	25	5		
Arizona	294	17	83	46	12	2	269	39	61	18	1	266	45	55	18	2		
Arkansas	287	21	79	37	6	1	237	56	44	9	1	272	36	64	20	2		
California	290	20	80	41	11	1	254	58	42	12	1	260	51	49	13	1		
Colorado	302	10	90	55	16	1	270	39	61	17	2	271	38	62	20	3		
Connecticut	297	14	86	48	13	1	262	50	50	11	2	262	51	49	13	1		
Delaware	294	15	85	43	10	1	266	44	56	14	1	274	32	68	21	2		
Florida	287	21	79	37	8	1	258	54	46	11	1	274	35	65	22	3		
Georgia	291	18	82	40	9	1	262	49	51	12	1	277	31	69	25	5		
Hawaii	290	18	82	41	7	1	277	28	72	26	5	263	52	48	19	2		
Idaho	291	18	82	41	10	1	261	53	47	12	1	267	42	58	16	3		
Illinois	294	16	84	44	11	1	260	52	48	10	1	272	36	64	19	3		
Indiana	290	18	82	40	8	1	264	46	54	11	1	275	32	68	21	3		
Iowa	288	20	80	37	9	1	258	52	48	11	1	269	38	62	14	1		
Kansas	295	14	86	47	10	1	269	41	59	16	2	274	35	65	22	2		
Kentucky	284	25	75	33	7	1	261	53	47	12	1	269	39	61	18	1		
Louisiana	283	25	75	31	4	1	259	54	46	10	1	269	39	61	16	1		
Maine	290	21	79	40	11	1	265	42	58	18	3	267	40	60	20	2		
Maryland	303	11	89	56	18	1	267	45	55	18	3	273	39	61	27	4		
Massachusetts	304	9	91	58	17	1	275	35	65	26	4	273	36	64	21	3		
Michigan	286	22	78	35	6	1	250	66	34	7	#	274	36	64	23	5		
Minnesota	302	11	89	55	16	1	266	45	55	18	1	270	41	59	18	3		
Mississippi	283	24	76	30	5	1	255	60	40	8	#	273	30	70	20	2		
Missouri	288	21	79	36	8	1	254	60	40	8	#	267	42	58	16	#		
Montana	297	13	87	49	12	1	261	52	48	11	1	285	23	77	31	7		
Nebraska	290	18	82	39	8	1	255	58	42	8	1	261	52	48	11	1		
Nevada	292	17	83	43	10	1	259	55	45	12	1	266	45	55	15	2		
New Hampshire	293	17	83	45	11	1	261	53	47	12	1	266	45	55	15	2		
New Jersey	304	9	91	59	17	1	272	37	63	21	3	274	33	67	24	3		
New Mexico	290	19	81	40	8	1	265	49	51	16	2	269	41	59	18	2		
New York	291	18	82	40	9	1	264	47	53	13	1	263	49	51	13	1		
North Carolina	296	15	85	48	13	1	267	43	57	15	2	275	34	66	23	4		
North Dakota	295	11	89	47	9	1	261	53	47	12	1	263	49	51	13	1		
Ohio	295	14	86	46	10	1	263	50	50	12	1	273	39	61	26	4		
Oklahoma	286	19	81	34	5	1	262	48	52	11	1	264	44	56	14	1		
Oregon	287	22	78	37	9	1	263	51	49	18	1	268	42	58	17	2		
Pennsylvania	294	17	83	47	11	1	265	46	54	9	1	269	42	58	22	3		
Rhode Island	292	18	82	42	10	1	266	47	53	13	1	269	42	58	22	3		
South Carolina	293	17	83	43	10	1	265	52	48	12	1	261	49	51	13	2		
South Dakota	293	17	83	43	10	1	263	50	50	12	1	273	37	63	23	4		
Tennessee	295	13	87	47	10	1	270	40	60	21	1	274	34	66	20	3		
Texas	281	27	73	28	6	1	232	62	38	9	1	266	44	56	15	1		
Utah	304	8	92	58	15	1	277	29	71	21	4	283	24	76	31	4		
Vermont	289	20	80	41	8	1	261	53	47	12	1	257	57	43	9	1		
Virginia	295	18	82	47	13	1	268	42	58	18	1	279	31	69	27	5		
Washington	297	15	85	48	14	1	268	42	58	18	1	279	31	69	27	5		
West Virginia	294	17	83	46	12	1	265	44	56	15	2	269	42	58	22	3		
Wisconsin	274	34	66	22	3	1	260	51	49	10	#	261	49	51	13	1		
Wyoming	295	15	85	47	11	1	256	57	43	11	1	270	40	60	21	3		
Other jurisdictions	291	16	84	41	8	1	261	53	47	12	1	271	37	63	20	2		
District of Columbia	319	3	97	76	32	2	256	56	44	13	2	261	50	50	17	2		
DODEA <sup>1</sup>	295	13	87	46	10	1	274	32	68	17	2	282	26	74	29	4		

See notes at end of table.

# Rounds to zero.

<sup>1</sup> Reporting standards not met. Sample size insufficient to permit a reliable estimate.

<sup>2</sup> 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 of two or more races. Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

**Table A-24. Average scores and achievement-level results in NAEP mathematics for eighth-grade public school students, by race/ethnicity and state/jurisdiction, 2011—Continued**

State/Jurisdiction	Asian/Pacific Islander						American Indian/Alaska Native					
	Percentage of students						Percentage of students					
	Average scale score	Below Basic	Basic	Proficient	Advanced	At or above	Average scale score	Below Basic	Basic	Proficient	Advanced	At or above
<b>Nation (public)</b>	<b>302</b>	<b>15</b>	<b>85</b>	<b>55</b>	<b>22</b>	<b>4</b>	<b>266</b>	<b>45</b>	<b>55</b>	<b>17</b>	<b>4</b>	
Alabama	282	29	71	32	8	1	258	52	48	15	3	
Alaska	302	11	89	58	17	1	253	60	40	12	3	
Arizona	298	17	83	50	19	1	261	47	53	19	5	
Arkansas	298	17	83	50	19	1	261	47	53	19	5	
California	313	8	92	67	30	1	261	47	53	19	5	
Colorado	307	8	92	60	20	1	261	47	53	19	5	
Connecticut	311	7	93	67	24	1	261	47	53	19	5	
Delaware	312	8	92	65	25	1	261	47	53	19	5	
Florida	302	12	88	52	24	1	261	47	53	19	5	
Georgia	277	33	67	29	6	1	261	47	53	19	5	
Hawaii	314	8	92	67	31	1	261	47	53	19	5	
Idaho	291	23	77	45	11	1	261	47	53	19	5	
Illinois	300	15	85	53	22	1	261	47	53	19	5	
Indiana	291	23	77	45	11	1	261	47	53	19	5	
Iowa	300	15	85	53	22	1	261	47	53	19	5	
Kansas	311	9	91	65	27	1	261	47	53	19	5	
Kentucky	320	6	94	72	39	1	261	47	53	19	5	
Louisiana	310	13	87	63	31	1	261	47	53	19	5	
Maine	282	27	73	35	7	1	263	49	51	11	4	
Maryland	311	9	91	65	27	1	261	47	53	19	5	
Massachusetts	320	6	94	72	39	1	261	47	53	19	5	
Michigan	310	13	87	63	31	1	261	47	53	19	5	
Minnesota	282	27	73	35	7	1	263	49	51	11	4	
Mississippi	311	9	91	65	27	1	261	47	53	19	5	
Missouri	311	9	91	65	27	1	261	47	53	19	5	
Montana	311	9	91	65	27	1	261	47	53	19	5	
Nebraska	287	27	73	41	11	1	261	47	53	19	5	
Nevada	303	16	84	60	24	1	261	47	53	19	5	
New Hampshire	318	6	94	73	36	1	261	47	53	19	5	
New Jersey	318	6	94	73	36	1	261	47	53	19	5	
New Mexico	302	14	86	55	21	1	258	56	44	7	1	
New York	314	12	86	71	38	1	265	46	54	22	5	
North Carolina	314	12	86	71	38	1	265	46	54	22	5	
North Dakota	314	12	86	71	38	1	265	46	54	22	5	
Ohio	304	13	87	60	19	1	261	47	53	19	5	
Oklahoma	297	18	82	49	18	1	273	36	64	21	3	
Oregon	310	14	86	62	33	1	260	55	45	16	3	
Pennsylvania	287	23	77	41	7	1	261	47	53	19	5	
Rhode Island	287	23	77	41	7	1	261	47	53	19	5	
South Carolina	304	13	87	60	19	1	261	47	53	19	5	
South Dakota	297	18	82	49	18	1	273	36	64	21	3	
Tennessee	316	3	97	69	30	1	261	47	53	19	5	
Texas	284	24	76	35	7	1	244	73	27	4	2	
Utah	284	24	76	35	7	1	244	73	27	4	2	
Vermont	313	7	93	65	32	1	261	47	53	19	5	
Virginia	302	16	84	55	25	1	256	51	49	12	2	
Washington	290	24	76	43	16	1	261	47	53	19	5	
West Virginia	290	24	76	43	16	1	261	47	53	19	5	
Wisconsin	290	24	76	43	16	1	261	47	53	19	5	
Wyoming	290	24	76	43	16	1	261	47	53	19	5	
Other jurisdictions	+	+	+	+	+	+	+	+	+	+	+	+
District of Columbia	290	17	83	40	8	1	261	47	53	19	5	
DoePA	+	+	+	+	+	+	+	+	+	+	+	+

**Table 8. Average scores in NAEP reading for fourth-grade public school students, by state/jurisdiction: Various years, 1992-2011**

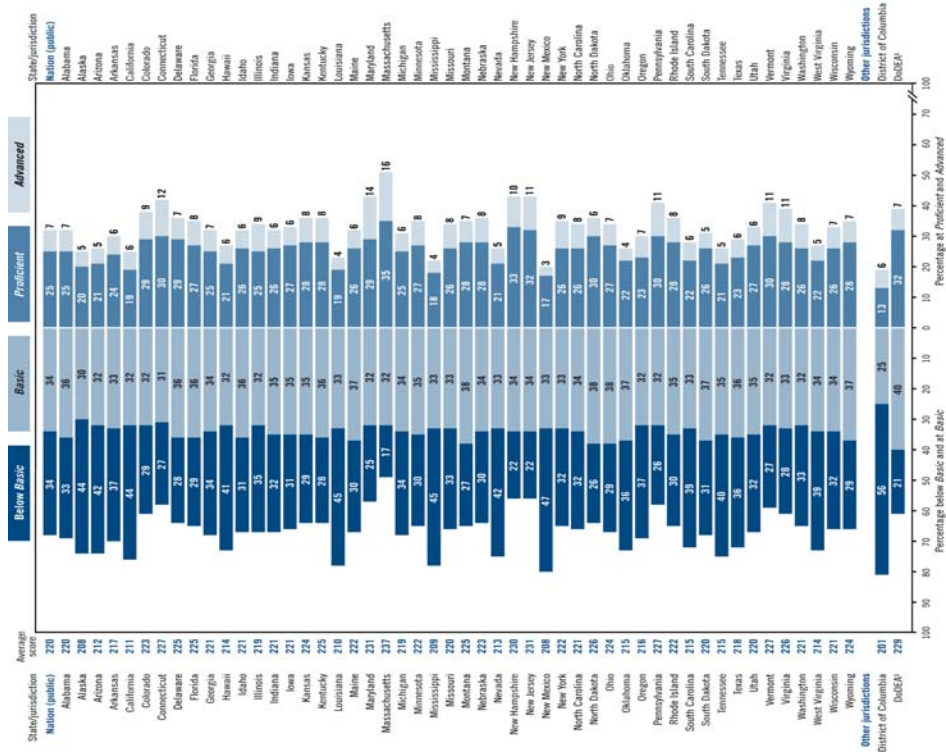
State/jurisdiction	Accommodations not permitted				Accommodations permitted			
	1992	1994	1998	2002	2005	2007	2009	2011
Nation (public)	215*	212*	215*	217*	216*	217*	220	220
Alabama	207*	208*	211*	207*	208*	216*	216*	220
Alaska	—	—	—	—	212	211	214*	208
Arizona	209	206*	207*	205*	209*	210	210	212
Arkansas	211*	209*	209*	213*	214	217	217	216
California	202*	197*	202*	206*	206*	207*	209	210
Colorado	217*	213*	222	220	224	224	226	223
Connecticut	222*	222*	232	230	229	228	227	229
Delaware	213*	213*	212*	207*	224	226	225	226
Florida	208*	205*	207*	208*	218*	219*	224	226
Georgia	212*	207*	210*	209*	214*	214*	219	218
Hawaii	203*	201*	200*	208*	208*	210*	213	211*
Idaho	219	—	—	220	218*	222	223*	221
Illinois	221	220	—	—	216	216	219	219
Indiana	225*	223	223	220	220	221	225*	223
Iowa	—	212*	222	221	222	221	225*	221
Kentucky	213*	212*	218*	221	222	222	226	224
Louisiana	204*	197*	204*	219*	219*	220*	222	226
Maine	227*	228*	225*	225	224	225*	226*	224
Maryland	211*	210*	215*	217*	219*	220*	225*	226*
Massachusetts	226*	223*	225*	223*	228*	231*	236	234*
Michigan	216	—	217	216	219	218	220	218
Minnesota	221	218*	222	219	225	223	225	223
Mississippi	199*	202*	204*	203*	205*	204*	208	211
Missouri	220	217	216*	220	222	221	221	224*
Montana	—	222	226	225	224	223	225	225
Nebraska	221	220	—	222	221	223	223	223
Nevada	—	208*	206*	207*	207*	211	211	213
New Hampshire	228	223*	226*	—	225*	227*	229	229
New Jersey	223*	219*	—	—	225*	223*	231	229
New Mexico	211	205	206	208	203*	207	212*	208
New York	215*	212*	216*	215*	222	223	224	224
North Carolina	212*	214*	217*	213*	222	217*	218*	219
North Dakota	226	225	—	—	224	222	225	226
Ohio	217*	—	—	—	222	223	226	225
Oklahoma	220*	—	220*	213	214	214	217	215
Oregon	—	—	214	212*	220	218	217	216
Pennsylvania	221*	215*	—	221*	219*	223*	226	224
Rhode Island	217*	220	218*	218*	220*	216*	219*	223
South Carolina	210*	203*	210*	209*	214	215	213	216
South Dakota	—	—	—	—	222	222*	223*	222*
Tennessee	212	213	212	212	212	214	216	217
Texas	213*	212*	217	214	217	215	219	218
Utah	220	217	215*	216*	222	219	221	219
Vermont	—	—	—	—	227	226	227	228
Virginia	221*	213*	218*	217*	225	223	226	227
Washington	—	213*	217*	218	224	221	223	221
West Virginia	216	213*	216	216	219*	215	215	215
Wisconsin	224	224*	224*	222	221	223	220	221
Wyoming	223	221	219*	218*	221*	222	223	223
Other jurisdictions	188*	179*	182*	170*	191*	188*	197*	202
District of Columbia	—	—	222*	220*	224*	226*	229	228
DOE/NAEP	—	—	—	—	—	—	—	—

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

† Reporting jurisdiction did not provide any data for this year or the nation's being examined.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2011 Reading Assessments.

**Figure 14. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by state/jurisdiction: 2011**



<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).

NOTE: The shaded bars are gridded 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), 2011 Reading Assessment.



**Table 15. Average scores in NAEP reading for eighth-grade public school students, by state/jurisdiction: Various years, 1998-2011**

State/jurisdiction	Accommodations not permitted		Accommodations permitted						
	1998	1998	2002	2003	2005	2007	2009	2011	
Nation (public)	261*	261*	263	261*	260*	261*	262*	264	
Alabama	255	255	253*	252*	252*	252*	255	258	
Alaska	—	—	—	256*	259*	259	259	261	
Arizona	261	260	257	255*	255*	255*	258	260	
Arkansas	256*	256*	260	258	258	258	258	259	
California	253	252	250*	251*	250*	251*	253	255	
Colorado	264*	264*	—	268	265*	266*	266*	271	
Connecticut	272*	270*	267*	267*	264*	265*	266*	272*	275
Delaware	256*	254*	267	265	266	265	265	266	
Florida	253*	255*	261	257*	256*	260	264	262	
Georgia	257*	258*	258*	258*	257*	259*	260	262	
Hawaii	250*	249*	252*	251*	249*	251*	255*	257	
Idaho	—	—	266	264*	264*	265*	265*	268	
Illinois	—	—	265	266	264	265	265	266	
Indiana	—	—	268*	267	267*	267*	265	265	
Iowa	—	—	268	266	266	267	267	267	
Kansas	268	268	269	266	266	267	267	267	
Kentucky	262*	262*	265*	265*	264*	265*	267	269	
Louisiana	262	262	266	263	263	263	263	265	
Maine	273	271	270	268	270	270	268	270	
Maryland	269*	269*	269*	269*	269*	269*	269*	271	
Massachusetts	269*	269*	271*	273	274	273	271	275	
Michigan	—	—	265	264	261*	260*	262*	265	
Minnesota	267	265*	—	288	288	286	290*	270	
Mississippi	231	235	235	235	231	230*	231	234	
Missouri	263*	262*	268	267	265	263*	267	267	
Montana	270*	271*	270*	269*	271*	270*	268	273	
Nebraska	—	—	270	266	267	267	267	268	
Nevada	257	258	251*	252*	253*	252*	254*	258	
New Hampshire	—	—	—	271	270	270	271	272	
New Jersey	—	—	—	268*	269*	270*	273	275	
New Mexico	238	258	254	252*	251*	251*	254	256	
New York	266	265	264	265	265	264	264	266	
North Carolina	264	262	265	262	258*	259*	260*	263	
North Dakota	—	—	268	270	270	268	269	269	
Ohio	—	—	268	267	267	268	269	268	
Oklahoma	265*	265*	262	262	260	260	259	260	
Oregon	266	266	266	264	263	266	265	264	
Pennsylvania	—	—	265	264	267	268	271	268	
Rhode Island	262*	264	262*	261*	261*	258*	260*	265	
South Carolina	255*	255	258	258	257*	257*	257	260	
South Dakota	—	—	—	270	269	270	270	269	
Tennessee	259	258	260	258	259	259	261	259	
Texas	262	261	262	259	258*	261	260	261	
Utah	265	263*	263*	264*	262*	262*	266	267	
Vermont	—	—	272	271*	269*	273	272	274	
Virginia	266	266	269	268	268	267	266	267	
Washington	265	264*	268	264*	265	265	267	268	
West Virginia	262*	262*	264*	260*	255	255	255	256	
Wisconsin	266	265	—	266	266	264*	266	267	
Wyoming	262*	263*	265*	267*	268	268*	268	270	
Other jurisdictions	236*	236*	240	239*	238*	241	242	242	
District of Columbia	269*	269*	273	272	271	273	272	272	
DoDEA <sup>1</sup>	—	—	—	—	—	—	—	—	

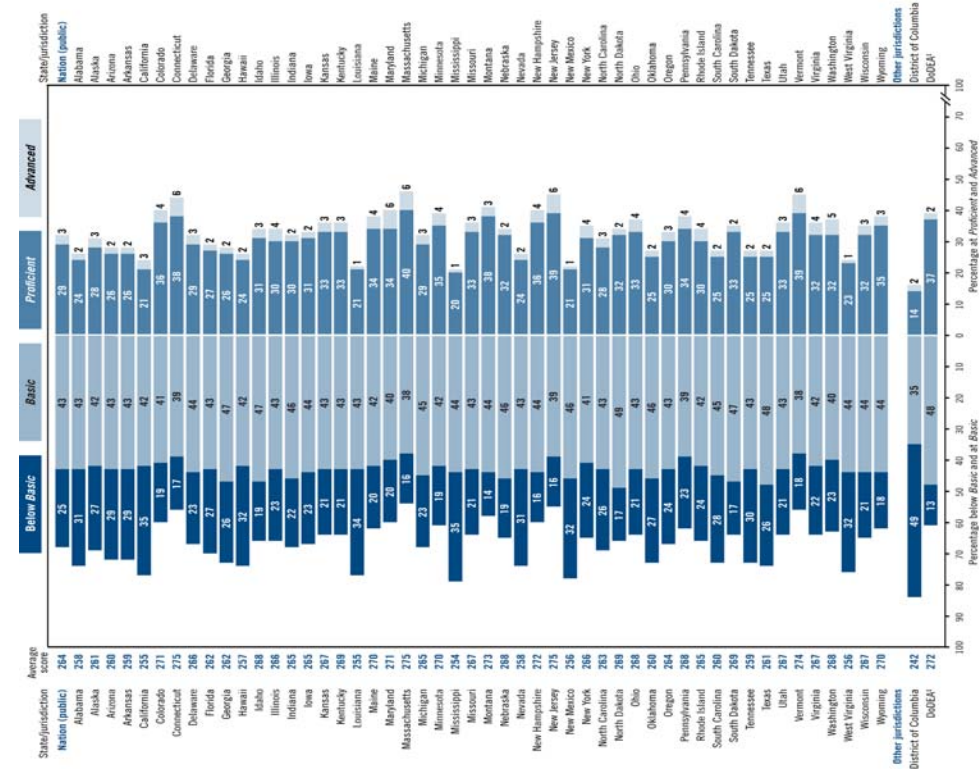
— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

\* Significantly different (p < .05) from 2011 when only one state/jurisdiction or the nation is being compared.

<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998-2011 Reading Assessments.

**Figure 30. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by state/jurisdiction: 2011**



<sup>1</sup> 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), 2011 Reading Assessment.

**Table A-15. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2011**

State/jurisdiction	White					Black					Hispanic				
	Percentage of students					Percentage of students					Percentage of students				
	Average score	Below scale	Above scale	At or above Basic	At or above Proficient	Average score	Below scale	Above scale	At or above Basic	At or above Proficient	Average score	Below scale	Above scale	At or above Basic	At or above Proficient
<b>Nation (public)</b>	<b>230</b>	<b>23</b>	<b>77</b>	<b>42</b>	<b>10</b>	<b>205</b>	<b>51</b>	<b>49</b>	<b>16</b>	<b>2</b>	<b>205</b>	<b>50</b>	<b>50</b>	<b>18</b>	<b>2</b>
Alabama	230	21	79	41	9	204	52	48	14	2	205	50	50	16	2
Alaska	223	29	71	36	8	206	50	50	20	3	212	40	60	24	5
Arizona	223	28	72	38	9	204	53	47	20	5	203	52	48	16	2
Arkansas	224	28	72	38	8	197	60	40	11	1	204	50	50	18	3
California	229	24	76	40	10	208	47	53	19	4	198	58	42	12	1
Colorado	236	16	84	51	13	207	47	53	18	2	203	51	49	18	3
Connecticut	239	15	85	55	17	204	52	48	14	2	204	50	50	17	3
Delaware	234	17	83	47	11	215	40	60	23	3	214	41	59	22	3
Florida	235	17	83	48	12	209	46	54	17	2	220	33	67	30	6
Georgia	231	22	78	43	11	208	49	51	19	3	214	40	60	25	4
Hawaii	226	26	74	38	9	215	40	60	26	7	209	44	56	22	4
Idaho	225	26	74	37	7	201	54	46	15	2	201	54	46	15	2
Illinois	231	22	78	45	12	198	58	42	12	2	204	51	49	18	2
Indiana	226	26	74	38	8	203	56	44	13	2	203	49	51	17	1
Iowa	225	27	73	37	7	193	62	38	11	1	201	52	48	15	2
Kansas	229	24	76	42	10	204	54	46	18	3	209	45	55	19	2
Kentucky	226	27	73	37	8	210	48	52	19	2	222	32	68	35	6
Louisiana	223	30	70	33	6	197	61	39	11	1	208	44	56	22	4
Maine	223	29	71	33	7	192	60	40	14	1	208	44	56	22	4
Maryland	242	13	87	56	19	213	43	57	22	4	226	29	71	37	8
Massachusetts	243	11	89	59	18	216	39	61	24	3	216	38	62	23	4
Michigan	225	26	74	37	7	192	67	33	8	1	206	51	49	20	3
Minnesota	229	22	78	42	10	199	56	44	16	3	201	55	45	12	2
Mississippi	220	32	68	30	6	198	60	40	12	1	203	53	47	25	3
Missouri	226	27	73	39	10	199	57	43	14	2	209	46	54	23	5
Montana	229	22	78	39	8	201	54	46	18	3	217	34	66	23	2
Nebraska	230	23	77	42	10	199	56	44	15	1	208	46	54	20	2
Nevada	224	29	71	36	8	202	55	45	15	1	203	51	49	17	2
New Hampshire	231	21	79	44	10	201	54	46	18	3	217	34	66	23	2
New Jersey	239	12	88	53	14	216	39	61	25	4	216	38	62	25	4
New Mexico	225	28	72	34	8	208	47	53	17	2	202	54	46	15	1
New York	232	21	79	45	12	208	48	52	18	3	209	46	54	20	3
North Carolina	232	19	81	45	12	206	50	50	16	2	207	48	52	20	4
North Dakota	228	23	77	38	7	200	53	47	29	5	214	40	60	22	2
Ohio	229	22	78	39	8	204	54	46	13	1	211	41	59	19	1
Oklahoma	221	29	71	31	5	199	55	45	13	1	207	47	53	18	4
Oregon	222	30	70	35	8	202	51	49	18	3	196	60	40	12	2
Pennsylvania	233	19	81	47	13	204	52	48	19	3	202	52	48	17	3
Rhode Island	230	22	78	43	10	208	42	58	23	2	204	51	49	16	1
South Carolina	226	27	73	39	9	199	56	44	12	2	208	43	57	20	3
South Dakota	225	25	75	35	6	204	52	48	18	2	207	44	56	21	3
Tennessee	221	32	68	31	6	198	59	41	11	1	201	52	48	16	2
Texas	233	19	81	45	11	210	45	55	18	3	210	46	54	19	2
Utah	228	26	74	38	7	201	54	46	18	3	196	59	41	13	2
Vermont	228	26	74	38	7	201	54	46	18	3	196	59	41	13	2
Virginia	235	19	81	49	15	210	45	55	19	2	209	45	55	21	3
Washington	229	24	76	42	10	209	44	56	19	1	199	55	45	16	2
West Virginia	216	38	62	28	5	196	58	42	14	1	201	54	46	19	6
Wisconsin	227	26	74	39	8	196	61	39	12	2	202	52	48	13	1
Wyoming	227	25	75	38	8	201	54	46	18	3	213	42	58	21	3
Other jurisdictions	255	8	92	74	37	193	63	37	12	2	202	52	48	19	4
District of Columbia	233	17	83	44	9	222	27	73	29	3	226	24	76	33	5
DoDEA <sup>1</sup>															

See notes at end of table.

<sup>1</sup> Reporting standards not met. Sample size insufficient to permit a reliable estimate.

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 of two or more races. Data 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), 2011 Reading Assessment.

**Table A-15. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2011—Continued**

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
	Percentage of students					Percentage of students				
	Average score	Below scale	Above scale	At or above Basic	At or above Proficient	Average score	Below scale	Above scale	At or above Basic	At or above Proficient
<b>Nation (public)</b>	<b>234</b>	<b>21</b>	<b>79</b>	<b>49</b>	<b>17</b>	<b>204</b>	<b>51</b>	<b>49</b>	<b>19</b>	<b>4</b>
Alabama	234	20	80	51	13	204	51	49	19	4
Alaska	197	58	42	13	1	175	74	26	8	1
Arizona	226	28	72	42	14	185	70	30	8	2
Arkansas	220	37	63	34	7	204	51	49	19	4
California	233	20	80	48	15	204	51	49	19	4
Colorado	234	20	80	51	13	204	51	49	19	4
Connecticut	241	17	83	57	21	204	51	49	19	4
Delaware	240	17	83	57	17	204	51	49	19	4
Florida	244	12	88	57	25	204	51	49	19	4
Georgia	242	13	87	57	21	204	51	49	19	4
Hawaii	211	44	56	25	5	204	51	49	19	4
Idaho	224	29	71	43	11	204	51	49	19	4
Illinois	237	17	83	52	18	204	51	49	19	4
Indiana	227	27	73	45	13	204	51	49	19	4
Iowa	227	27	73	45	13	204	51	49	19	4
Kansas	228	27	73	43	15	204	51	49	19	4
Kentucky	249	6	94	67	26	204	51	49	19	4
Louisiana	219	29	71	28	5	204	51	49	19	4
Maine	219	29	71	28	5	204	51	49	19	4
Maryland	251	10	90	67	31	204	51	49	19	4
Massachusetts	243	15	85	56	25	204	51	49	19	4
Michigan	236	19	81	48	15	204	51	49	19	4
Minnesota	217	37	63	32	10	195	60	40	14	2
Mississippi	233	28	72	52	21	204	51	49	19	4
Missouri	233	28	72	52	21	204	51	49	19	4
Montana	234	23	77	56	15	200	57	43	14	2
Nebraska	222	33	67	32	8	204	51	49	19	4
Nevada	234	22	78	47	14	204	51	49	19	4
New Hampshire	247	12	88	64	27	204	51	49	19	4
New Jersey	222	31	69	39	11	193	64	36	12	2
New Mexico	235	20	80	49	17	204	51	49	19	4
New York	236	19	81	48	19	192	62	38	10	2
North Carolina	236	19	81	48	19	192	62	38	10	2
North Dakota	236	19	81	48	19	192	62	38	10	2
Ohio	236	19	81	48	19	192	62	38	10	2
Oklahoma	225	31	69	39	11	193	64	36	12	2
Oregon	230	28	72	47	16	213	39	61	28	7
Pennsylvania	242	18	82	60	24	204	51	49	19	4
Rhode Island	232	18	82	47	12	204	51	49	19	4
South Carolina	232	18	82	47	12	204	51	49	19	4
South Dakota	232	18	82	47	12	204	51	49	19	4
Tennessee	234	24	76	51	15	197	58	42	13	2
Texas	247	8	92	59	24	204	51	49	19	4
Utah	217	37	63	32	7	187	66	34	14	4
Vermont	234	24	76	51	15	197	58	42	13	2
Virginia	236	20	80	50	19	204	51	49	19	4
Washington	227	30	70	43	15	202	54	46	19	6
West Virginia	227	30	70	43	15	202	54	46	19	6
Wisconsin	225	32	68	39	11	204	51	49	19	4
Wyoming	225	32	68	39	11	204	51	49	19	4
Other jurisdictions	231	18	82	40	9	204	51	49	19	4
District of Columbia	231	18	82	40	9	204	51	49	19	4
DoDEA <sup>1</sup>										



**Table A-24. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2011**

State/jurisdiction	White					Black					Hispanic				
	Percentage of students					Percentage of students					Percentage of students				
	Average score	At or above Basic	At or above Proficient	At or above Advanced	At or above	Average score	At or above Basic	At or above Proficient	At or above Advanced	At or above	Average score	At or above Basic	At or above Proficient	At or above Advanced	At or above
<b>Nation (public)</b>	<b>272</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>4</b>	<b>218</b>	<b>42</b>	<b>58</b>	<b>14</b>	<b>1</b>	<b>251</b>	<b>37</b>	<b>63</b>	<b>18</b>	<b>1</b>
Alabama	268	20	80	34	3	213	49	51	11	#	246	44	56	16	2
Alaska	274	15	85	42	4	252	34	66	17	1	260	26	74	24	1
Arizona	272	18	82	41	4	248	42	58	18	1	231	37	63	17	#
Arkansas	268	21	79	35	2	238	54	46	9	#	233	36	64	21	1
California	267	21	79	35	5	243	47	53	11	1	245	44	56	14	1
Colorado	278	11	89	49	5	257	34	66	22	2	234	35	65	22	1
Connecticut	283	9	91	54	9	255	34	66	21	1	235	34	66	22	1
Delaware	273	15	85	42	5	254	34	66	18	1	259	27	73	26	2
Florida	270	18	82	38	3	248	43	57	14	1	259	29	71	27	2
Georgia	272	15	85	38	2	251	39	61	14	#	258	30	70	21	1
Hawaii	273	16	84	41	4	261	27	73	25	2	246	44	56	17	1
Idaho	271	16	84	37	3	+	+	+	+	+	254	33	67	17	1
Illinois	274	15	85	44	5	249	38	62	15	1	257	31	69	23	2
Indiana	269	18	82	36	2	247	41	59	14	1	255	32	68	22	2
Iowa	267	20	80	35	2	247	43	57	12	1	251	38	62	20	1
Kansas	271	16	84	41	3	248	42	58	15	1	254	34	66	19	#
Kentucky	271	18	82	39	4	248	42	58	13	#	264	25	75	30	2
Louisiana	264	24	76	31	2	241	49	51	10	#	249	42	58	19	2
Maine	271	19	81	39	4	248	45	55	21	2	+	+	+	+	+
Maryland	282	10	90	52	8	255	34	66	21	1	262	29	71	30	3
Massachusetts	282	9	91	53	8	255	32	68	20	2	248	41	59	18	1
Michigan	269	18	82	36	3	244	46	54	11	#	260	25	75	26	1
Minnesota	274	14	86	44	4	246	42	58	15	1	257	31	69	23	2
Mississippi	267	18	82	33	3	240	52	48	9	#	+	+	+	+	+
Missouri	271	17	83	40	3	244	44	56	12	#	258	30	70	26	5
Montana	275	12	88	44	3	+	+	+	+	+	262	24	76	27	3
Nebraska	272	14	86	39	3	250	36	64	15	1	252	37	63	20	1
Nevada	269	19	81	37	3	250	38	62	17	2	247	42	58	16	#
New Hampshire	273	15	85	41	3	+	+	+	+	+	253	37	63	16	1
New Jersey	284	8	92	56	8	256	34	66	21	1	257	29	71	22	1
New Mexico	270	17	83	36	2	248	39	61	14	#	251	37	63	16	1
New York	276	14	86	46	6	251	37	63	18	1	251	38	62	20	1
North Carolina	271	17	83	40	4	247	42	58	14	#	256	33	67	22	1
North Dakota	272	13	87	37	2	+	+	+	+	+	+	+	+	+	+
Ohio	274	15	85	43	4	247	42	58	14	1	252	35	65	17	#
Oklahoma	265	22	78	32	2	247	40	60	13	1	251	37	63	15	#
Oregon	269	19	81	37	3	248	41	59	13	1	250	39	61	16	1
Pennsylvania	275	15	85	46	5	244	46	54	13	#	250	40	60	16	1
Rhode Island	272	17	83	41	5	248	42	58	17	1	248	43	57	14	1
South Carolina	269	18	82	37	3	246	44	56	11	#	257	31	69	22	2
South Dakota	273	12	88	39	2	246	30	70	17	1	256	32	68	22	1
Tennessee	265	23	77	31	3	240	52	48	12	#	255	32	68	24	1
Texas	274	13	87	42	3	252	37	63	15	#	254	32	68	17	1
Utah	272	16	84	40	3	+	+	+	+	+	247	42	58	13	#
Vermont	274	17	83	45	6	+	+	+	+	+	+	+	+	+	+
Virginia	273	16	84	43	5	251	38	62	16	1	259	28	72	24	1
Washington	272	18	82	42	5	254	34	66	22	1	250	40	60	17	1
West Virginia	256	31	69	24	1	249	43	57	19	1	+	+	+	+	+
Wisconsin	272	16	84	40	3	240	51	49	11	#	248	40	60	13	1
Wyoming	272	16	84	40	3	+	+	+	+	+	258	31	69	26	1
Other jurisdictions	282	6	94	66	15	239	52	48	12	1	239	50	50	16	1
District of Columbia	277	9	91	46	3	263	19	81	25	1	268	16	84	32	1
DoDEA <sup>1</sup>															

See notes at end of table.

# Ranges to zero.

<sup>1</sup> Reporting standards not met. Sample size insufficient to permit a reliable estimate.

<sup>2</sup> Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino and Pacific Islander. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

**Table A-24. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2011—Continued**

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
	Percentage of students					Percentage of students				
	Average score	At or above Basic	At or above Proficient	At or above Advanced	At or above	Average score	At or above Basic	At or above Proficient	At or above Advanced	At or above
<b>Nation (public)</b>	<b>275</b>	<b>18</b>	<b>82</b>	<b>46</b>	<b>8</b>	<b>253</b>	<b>36</b>	<b>64</b>	<b>22</b>	<b>2</b>
Alabama	261	28	72	29	3	234	56	44	10	1
Alaska	269	19	81	34	8	241	50	50	15	1
Arizona	269	19	81	34	8	241	50	50	15	1
Arkansas	269	19	81	34	8	241	50	50	15	1
California	271	21	79	41	6	+	+	+	+	+
Colorado	285	11	89	60	12	+	+	+	+	+
Connecticut	282	11	89	55	9	+	+	+	+	+
Delaware	285	10	90	56	11	+	+	+	+	+
Florida	279	16	84	48	10	+	+	+	+	+
Georgia	277	12	88	48	6	+	+	+	+	+
Hawaii	255	34	66	23	2	+	+	+	+	+
Idaho	280	12	88	53	11	+	+	+	+	+
Illinois	280	12	88	53	11	+	+	+	+	+
Indiana	266	23	77	38	5	+	+	+	+	+
Iowa	266	23	77	38	5	+	+	+	+	+
Kansas	269	24	76	46	7	+	+	+	+	+
Kentucky	269	24	76	46	7	+	+	+	+	+
Louisiana	269	24	76	46	7	+	+	+	+	+
Maine	269	24	76	46	7	+	+	+	+	+
Maryland	294	5	95	68	19	+	+	+	+	+
Massachusetts	288	10	90	61	14	+	+	+	+	+
Michigan	279	20	80	53	14	+	+	+	+	+
Minnesota	267	26	74	37	6	258	33	67	30	5
Mississippi	267	26	74	37	6	258	33	67	30	5
Missouri	267	26	74	37	6	258	33	67	30	5
Montana	267	26	74	37	6	258	33	67	30	5
Nebraska	267	26	74	37	6	258	33	67	30	5
Nevada	264	25	75	34	4	+	+	+	+	+
New Hampshire	280	18	82	49	14	+	+	+	+	+
New Jersey	291	8	92	66	15	+	+	+	+	+
New Mexico	273	20	80	40	9	242	48	52	16	1
New York	276	17	83	50	6	+	+	+	+	+
North Carolina	274	17	83	44	8	245	48	52	16	3
North Dakota	274	17	83	44	8	245	48	52	13	2
Ohio	274	17	83	44	8	245	48	52	13	2
Oklahoma	263	31	69	38	9	256	31	69	23	1
Oregon	263	31	69	38	9	256	31	69	23	1
Pennsylvania	285	15	85	62	13	+	+	+	+	+
Rhode Island	261	26	74	31	4	+	+	+	+	+
South Carolina	261	26	74	31	4	+	+	+	+	+
South Dakota	261	26	74	31	4	+	+	+	+	+
Tennessee	261	26	74	31	4	+	+	+	+	+
Texas	284	8	92	59	6	+	+	+	+	+
Utah	257	33	67	30	1	244	43	57	18	#
Vermont	282	11	89	55	8	+	+	+	+	+
Virginia	279	17	83	51	10	254	40	60	24	4
Washington	279	17	83	51	10	254	40	60	24	4
West Virginia	279	17	83	51	10	254	40	60	24	4
Wisconsin	271	22	78	39	7	+	+	+	+	+
Wyoming	271	22	78	39	7	+	+	+	+	+
Other jurisdictions	272	16	84	40	3	+	+	+	+	+
District of Columbia	272	16	84	40	3	+	+	+	+	+
DoDEA <sup>1</sup>	272	16	84	39	2	+	+	+	+	+

# Ranges to zero.

<sup>1</sup> Reporting standards not met. Sample size insufficient to permit a reliable estimate.

<sup>2</sup> Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino and Pacific Islander. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

## NOTES

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