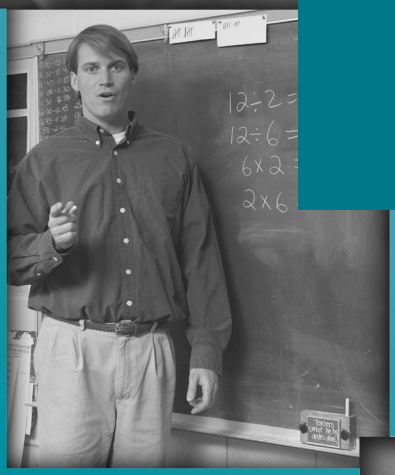
Oklahoma Educational Indicators Program

# Profiles 2013 State Report



Office of Educational Quality and Accountability
April 2014

**Family & Community Setting • Educational Process • Student Performance**

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# Oklahoma Educational Indicators Program

# Profiles 2013 State Report



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**Prepared in Cooperation with:**
Oklahoma State Department of Education
Oklahoma State Regents for Higher Education
Oklahoma Department of Career & Technology Education
Oklahoma Office of Juvenile Affairs
Oklahoma Tax Commission
All Oklahoma Public Schools

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May 23, 2014

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue *Profiles 2013*, prepared by the Office of Educational Quality and 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 2013* is a unique set of publications that furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers; and helps to ensure that every Oklahoma student receives their best educational opportunity. School boards and school administrators may use the reports to benchmark and set goals as well as make comparisons with similar schools.

*Profiles 2013* 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 Educational Quality and Accountability and include data from the following sources for the 2012 – 2013 school year: 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 Educational Quality and Accountability, as well as other sources.

The Commission for Education Quality and Accountability and the Office of Educational Quality and 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 commission meetings.

Sincerely,

Dr. Robert Sommers, Chairman
Commission for Educational
Quality and Accountability

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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 2013* 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 2013* are for the 2012-2013 school year. Some variables are selected from the U.S. Census Bureau. The 2010 Decennial Census and the 2008 – 2012 American Community Survey (ACS) provide the census information for school districts in this year's report. Selected information also comes from the 2012 ACS for some state level statistics.

The characteristics for an average school district are as follows: per student valuation of property, $43,631 (December 2013) and students eligible for free or reduced price lunch, 61.9% (2012-2013 school year). The breakdown of Fall 2012 Oklahoma public school enrollment by ethnic group include: White, 52.6%; Black, 9.4%; Native American, 15.8%; Asian, 2.1%; 2 or more races, 6.0%; and Hispanic, 14.1%.

The average population of a district is 7,196 persons; household income, $60,788; population living below poverty level, 16.6%; unemployment rate, 6.8%; single-parent families, 33.2%; (ACS 2008-2012). The educational attainment of the state's population over age 25 in the year 2012 has persons with less than a high school diploma at 13.3% and persons with a high school diploma at 86.7%. It also includes levels of college degrees with those with a Bachelor's or higher degree at 23.8%.

The percentage of kindergarten through 3rd grade students on the reading remediation program is 34.8%; average number of days absent per student, 9.8; mobility rate (incoming students), 10.5%; parents attending at least one parent-teacher conference, 74.0%; and volunteer hours per student, 3.3 are for the 2012-2013 school year. On average for 2021-2013, there was one suspension of 10 days or less for every 12.7 students statewide. When looking at suspensions that lasted for more than 10 days, the average for all schools was one suspension for every 124.4 students statewide.

There were 6,590 public school students criminally referred to the Office of Juvenile Affairs (OJA) for school year 2012-2013. These referred students were charged with 13,090 offenses and 199 of the offenders had a gang affiliation. This means that, on average, one out of every 100.9 students statewide had been charged with a crime, each offender had committed an average of 2.0 offenses but only 3.0% of the charged students had gang affiliations.

## EDUCATIONAL PROCESS

*Profiles 2013* reports on 521 individual Oklahoma school districts and 1,763 conventional school sites: 1,003 elementary schools, 300 middle schools/junior highs, and 460 senior highs. Total average daily membership (ADM) in 2012-2013 was 662,220, an increase of 6,624 students (1.0%) from the 2011-2012 school year. The 2012-2013 statewide membership was 6.9% greater than the membership ten years earlier. ADM by grade level follows population estimates between kindergarten and 8$^{th}$ grade then declines rapidly from 9$^{th}$ through 12$^{th}$ grade. This decline in ADM through the high school years is not a single year occurrence.

During the 2012-2013 school year, 97,509 Oklahoma students qualified for the Gifted/Talented program; 14.8% of all students in the state. For the same year, 99,229 Oklahoma students qualified for the special education program which represented 15.0% of all students. There were 412,432 Oklahoma students eligible for the Free or Reduced Price Lunch Program (FRL). This equated to 61.9% of all students and was an increase of 5,676 students or 1.4%, from the 2011-2012 school year. Eligibility for FRL has increased 8.6 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 36.4 units in the six core areas of language arts (English), math, science, history/social studies, fine arts, and language in 2012-2013.

Statewide, the number of regular classroom teachers increased by 396 full-time equivalents (FTEs) for the 2012-2013 school year (37,104 in 2012-2013 from 36,708 in 2011-2012) while ADM increased by 6,624 students. Based on the ADM of 662,220, the statewide gross student/teacher ratio for regular classroom teachers in 2012-13 was 17.8 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 2012-2013 school year was $44,118, a decrease of $27 from the previous year. The percentage of teachers with an advanced degree is 24.8% (down slightly from 25.8% last year). The current percentage of teachers with an advanced degree is well below the high of 41% in 1989-1990. Classroom teachers averaged 12.5 years of experience.

Like classroom teachers, administration is another key ingredient of education. Similar to classroom teachers, the 2012-2013 school year saw an increase in the number of administrators from the previous year. There were 3,493 administrator FTEs at the 521 districts, an increase of 107 FTEs over the 2011-2012 school year's count of 3,386 administrator FTEs. This resulted in an average of 6.7 administrators per school district and each received an average salary of $76,424, an increase of just over $500, or 0.7% over last year. On average, each administrator supervised 11.9 teacher FTEs and had 21.1 years of experience in public education.

The largest portion of district revenues is funding provided by the State at 48.0% ($2.70 billion), followed by Local & County with 39.6% ($2.23 billion) and Federal funds which provide 12.5% ($701 million). Total revenues for Oklahoma's districts decreased to $5,624,027,784 by $21.5 million, or 0.4%, from 2011-2012 revenues of $5.65 billion.

Statewide, total expenditures from ALL FUNDS (Oklahoma State Department of Education) were $5.6 billion, a $92 million increase over the 2011-2012 school year. The largest expenditure is in the area of Instruction with 53.7%, a 0.3 percentage-point decrease over 2011-2012. This marks the fourth decrease in Instruction in past five years and below a high mark of 58.6% of ALL FUNDS in 1995-1996. District Support ran a distant second in 2012-2013 at 17.9% of all expenditures. The state average of per student expenditures, based on ALL FUNDS, including Debt Service is $8,494.

## STUDENT PERFORMANCE

The Oklahoma School Testing Program cost the state $7.1 million to administer in 2012-2013. The state's scores, expressed as the percentage of students scoring Proficient and above for regular education full academic year students were as follows: 3rd grade: Reading 78% and Math 75%; 4th grade: Reading 74% and Math 78%; 5th grade: Reading 75%, Math 75%, Science 57%, and Writing 65%; 6th grade: Reading 72% and Math 77%; 7th grade: Reading 77%, and Math 74%%; 8th grade: Reading 82%, Math 72%, Science 58%, and Writing 64%. The results for the high school End of Instruction (EOI) exams were: Algebra I 86%, English II 91%, U.S. History 80%, Biology I 56%, Algebra II 81%, English III 96%, and Geometry 88%.

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 (now the Commission for Educational Quality and Accountability) 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. Sixty-three percent of the 3rd grade sites were able to achieve the Oklahoma Performance Benchmark for all subjects tested, as were 59% of the 4th grade sites. While many schools do perform well on the OCCT, there is great concern for those that do not. There were 57 8th grade school sites (11.0%) that were unable to get at least 70% of their students to score Proficient and above on any subject area tested.

Now in its seventh year, to identify those truly superior schools, the Education Oversight Board (now the Commission for Educational Quality and Accountability) 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 cars. Fifty (50) sites achieved the 25% Advanced Performance Benchmark for at least one grade within their school. Seven sites had multiple grades meet the advanced benchmark giving a total of 57 stars in 2012-2013.

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 in Oklahoma produced higher scores than the Nation in all subject and grades tested in 2013.

The Office of Educational Quality and 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, five high schools in the state

had a dropout rate above 40% for the Class of 2013 in 9th through 12th grade. However, 154 Oklahoma high schools did not report a single dropout for the Class of 2013.

Tracking overall student attrition, a five year average of 22.5% of all students are lost between 9th 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, 78.8% and the senior graduation rate, 97.6%.

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 for several years and the student-loss rates have started to improve as have the four-year graduation rates. Furthermore, the single-year dropout rate greatly under represents 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 24.3%. Where are the missing students? Not more than a few percentage-points of the missing almost 15% of students can be attributed to the inflation in the 9th grade base caused by students who repeat 9th 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 just under 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 3.3% of their graduating class. These factors combined make up only eight to nine percentage-points of the 15% unaccounted for students.

The average composite score on the ACT for the Oklahoma public high schools included in this series of reports was 20.9, up 0.1 from 2011-2012. The official 2012-2013 Oklahoma score generated by the ACT Corporation, which includes public and private schools as well as alternative education centers, was 20.8, up 0.1 of a standard score for last year (20.7). This increase is after six years of the same score (Figure 93). The comparable national average composite score was 20.9, down 0.2 of a standard score as in 2011-2012 (21.1). In 2012-2013, the gap between Oklahoma's average ACT score and the national average ACT score was only one-tenth of a standard score. This is the smallest gap in the Oklahoma and national ACT score in over 25 years. Average ACT scores varied greatly across Oklahoma. Classen High School of Advanced Studies in Oklahoma City P.S. had the highest average score of 25.2 and having 100% of graduates taking the ACT. In total, there are fourteen high schools in the state that averaged a 23 or higher on the ACT. Conversely, seven high schools averaged below a 16. Of the 430 Oklahoma high school sites upon which *Profiles 2013* reported ACT scores, 224 had average ACT scores below 20, the cut score required for admission to Oklahoma's regional universities.

From the principal survey returned to the Office of Educational Quality and Accountability, 85.2% of Oklahoma's 2013 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 2012-2013 had an average GPA of 3.05 and over 6.1% attended an out-of-state college. Based on the graduating class of 2013, 52.8% of students had enrolled in an occupationally-specific Career Tech program.

Based on a 2010-2012 three-year average, 47.2% of the state's public high school graduates went directly to a public college in Oklahoma. Also based on a 2010-2012 three-year average, 39.2% of college freshman took at least one remedial course and 86.0% of college freshman averaged a 2.0 GPA or better.

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# OKLAHOMA EDUCATIONAL

# INDICATORS PROGRAM OVERVIEW

*Profiles 2013* 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."

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 2012, Senate Bill 1797 changed the name of the Office of Accountability to the Office of Educational Quality and Accountability and the Education Oversight Board was restructured to become the Commission for Educational Quality and Accountability. The new commission is appointed by the Governor and chaired by the Governor's Secretary of Education.

# INTRODUCTION

## METHODOLOGY

*Profiles 2013* consists of three components: (1) the State Report; (2) the District Report; and (3) individual School Report Cards. Each component of *Profiles 2013* 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 these factors combine to influence student performance.

The specific scope of each *Profiles 2013* component is as follows:

### State Report

This component of *Profiles 2013* contains tables, graphs, and maps, all with accompanying text concerning state-level information for major categories of measurement. The most recent data covers the 2012-2013 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 2013* 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 521 school districts in the state and presents a wealth of educational data in both graphic and tabular form for the 2012-2013 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 2013* includes a report card for 1,682 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 2013 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 2013* 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 Educational Quality and Accountability created a Community Grouping model. The model assigns the state's 521 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 2013 District Report*.

# DATA GATHERING

The Office of Educational Quality and Accountability (OEQA) 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 OEQA then combines the data into a more meaningful format for the evaluation of Oklahoma's educational entities. The OEQA 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 OEQA works diligently with these other agencies to see that the data used are without errors. At the same time, it is also the OEQA'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 OEQA is bound to the data in that it is the official number of record. The OEQA 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 OEQA 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 OEQA prior to publication in the *Profiles Reports*. The OEQA 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 2013* 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 2013* 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 2012 and school district and county information is based on data collected from 2008 to 2012. While *Profiles 2013* use some census variables for school districts, there are many more variables available if users want to dig deeper into the census information. *Profiles* also use "race" when discussing Hispanic origin when most consider "Hispanic" as an ethnic category.

## 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 2013* is the COMMUNITY CHARACTERSTICS 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 CHARACTERSTICS section of *Profiles 2013*.

The sources of the census data presented in the COMMUNITY CHARACTERSTICS 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 2008 through 2012 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 Educational Quality and 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 2008-2012 ACS, the 2010 Census, the Oklahoma Tax Commission, the Oklahoma State Department of Education, the Oklahoma Office of Juvenile Affairs, and the Office of Educational Quality and 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 $619,490 per student for December 2013 to Moffett P.S. (Sequoyah Co.) with a property value of $2,589 per student (students are measured in average daily membership (ADM), which is explained in the EDUCATIONAL PROCESS section of this report). There are sixteen school districts with valuation per ADM above $200,000 and twelve 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 $43,631.

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 2012-2013 school year, 61.9% of Oklahoma's public

school students were eligible for this program. The percentages ranged from 52 school sites with 100% of their students eligible to 10 schools with less than 10% of students eligible.

# Figure 1
# State Averages for
# Socioeconomic Community Characteristics
# 2012-2013

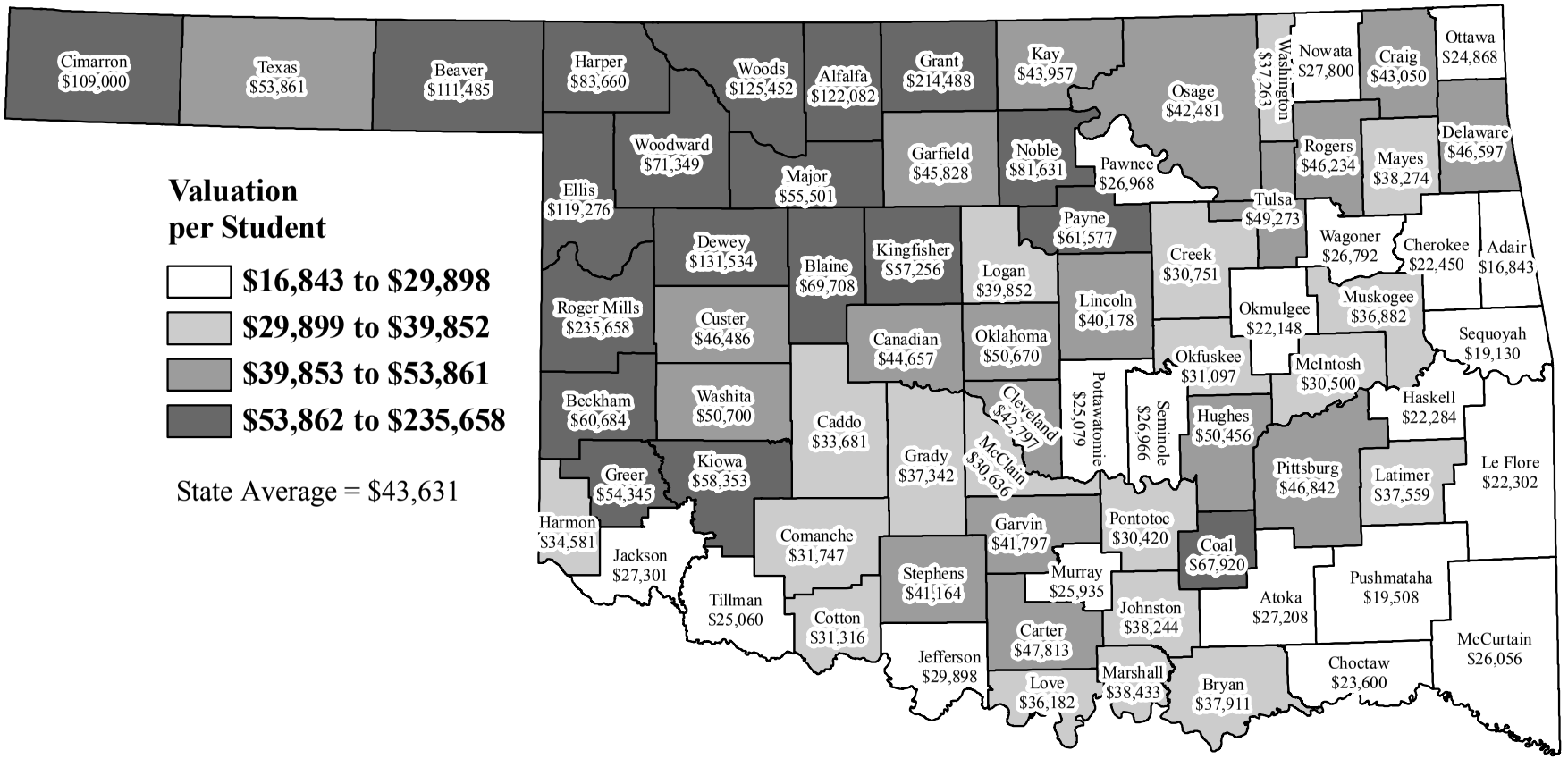
| Socioeconomic Community Characteristics | | State Average |
|---|---|---|
| Per Student Valuation of Property (December 2013) | | $43,631 |
| Students Eligible for Free or Reduced Price Lunch (2012-2013) | | 61.9% |
| Oklahoma Public School Enrollment Percent by Ethnic Group: (based on 2012 fall enrollment) | | |
| White | 52.6% | |
| Black | 9.4% | |
| Native American | 15.8% | |
| Asian | 2.1% | |
| Two or more races | 6.0% | |
| Hispanic | 14.1% | |

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 2012 Fall enrollment, 15.8% of Oklahoma's students were Native American, 14.1% were Hispanic, 9.4% were African American, and 2.1% were Asian. An additional 6.0% of all students were classified as two or more races. Statewide, 47.4% of student enrollment came from some ethnic minority group. Minority enrollment has increased 32.3% in the past 10 years. Hispanic enrollment has almost doubled and is the second largest minority in the State. Asian enrollment has increased over 50% since Fall 2002. White, African American, and American Indian enrollments have dropped over the past 10 years. Students of two or more races (collected as a separate category for only the third consecutive year) continue tremendous growth, increasing over 30% since last year.

The state's ethnic diversity is also visible among school districts. For 2012-2013, two districts in Oklahoma have over 50% African American enrollment (Millwood P.S. and Crutcho P.S. in Oklahoma Co.) and eleven other districts have 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 (Greasy P.S. in Adair Co. and Kenwood P.S. in Delaware Co.). There are twelve other districts with more than 75% American Indian enrollment with all but one of these being dependent K-8 districts.

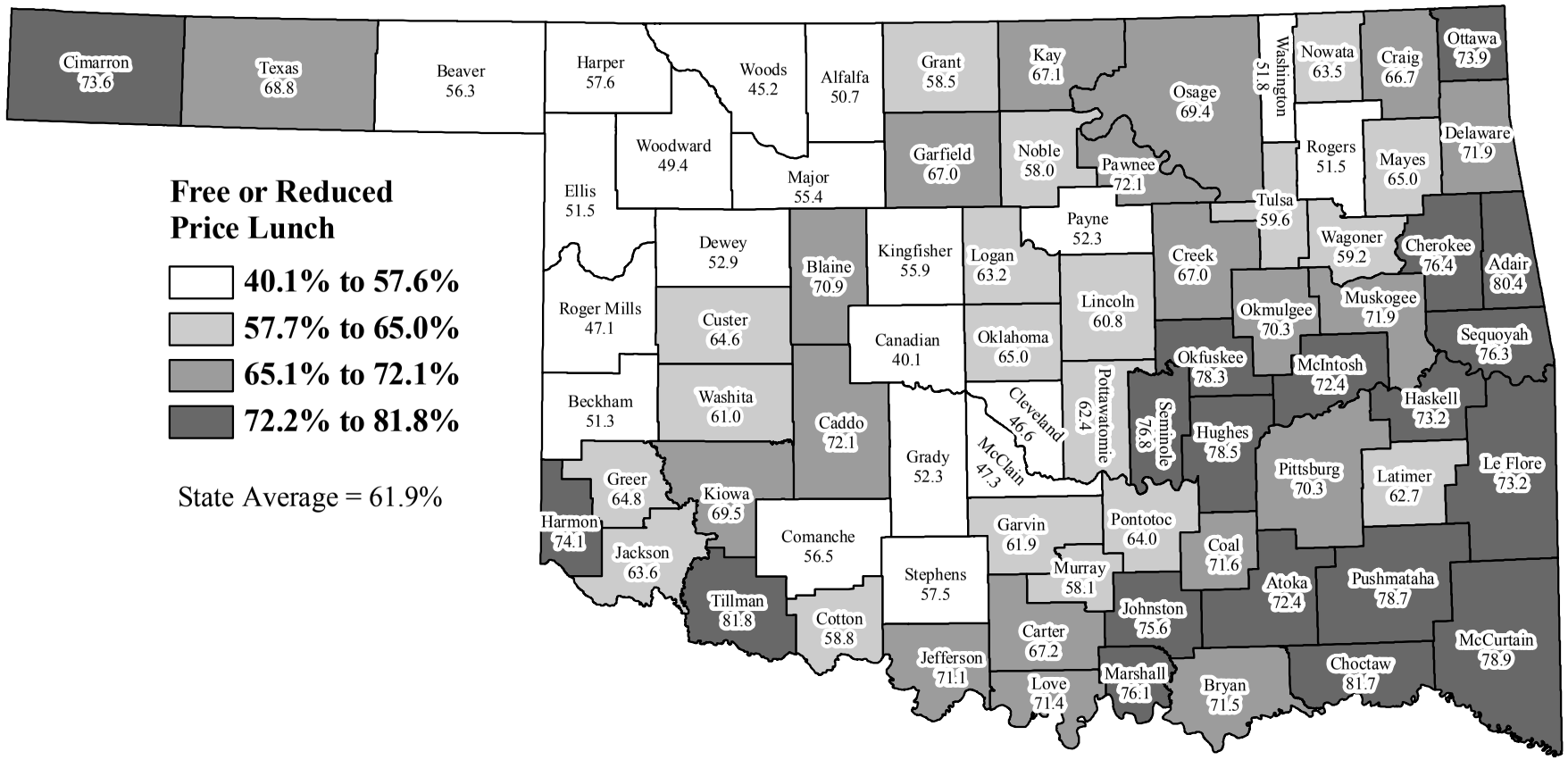
Four districts have 50% or over Hispanic enrollment (Guymon P.S., Hardesty P.S., and Optima P.S., in Texas Co. and Crooked Oak P.S. in Oklahoma Co.). There are ten more districts with over 40% Hispanic enrollment. Seven of the nine school districts in Texas Co. have over 40% Hispanic student population. Two districts have more than 7% Asian enrollment (Enid P.S. in Garfield Co. and Jenks P.S. in Tulsa Co.) and five other districts have more than 5% Asian enrollment.

# Figure 2
# PER STUDENT VALUATION OF PROPERTY
## December 2013



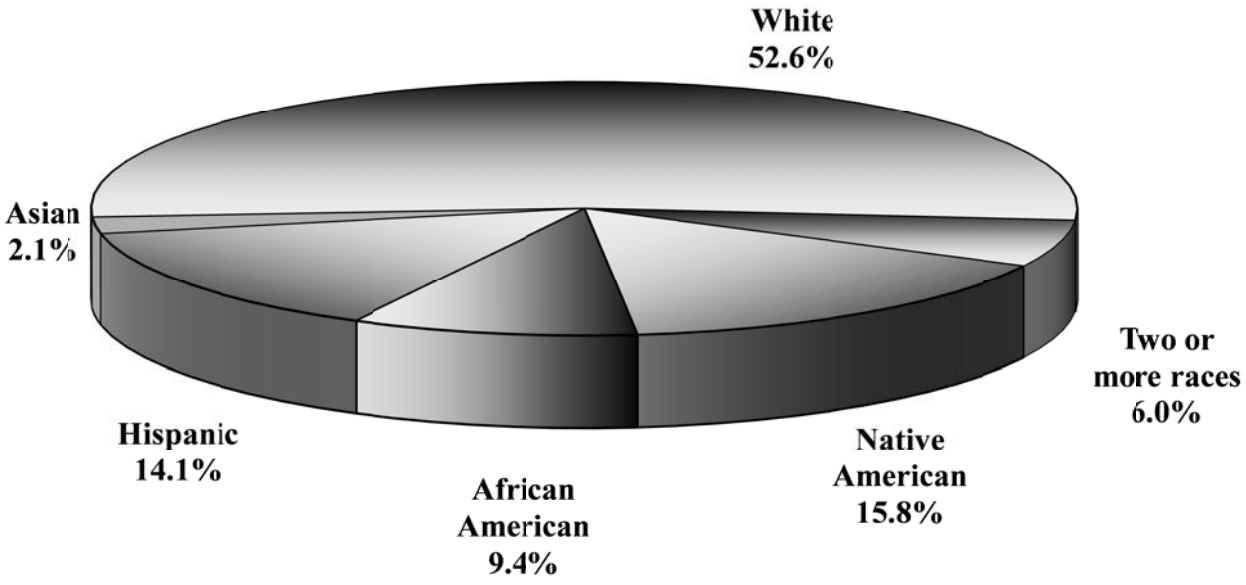

Source: Oklahoma Tax Commission

# Figure 3
# PERCENT OF STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE LUNCH PROGRAM
## 2012 - 2013 School Year




Source: Oklahoma State Department of Education

## Figure 4
## Oklahoma Public School Enrollment by Ethnic Group
## October 1, 2012




Data Source: Oklahoma State Department of Education October 1, 2012 Total Enrollment = 673,190

# U.S. Census Bureau

Based on the 2008-2012 ACS, Oklahoma City P.S., had a total population of 283,754 persons followed very closely by Tulsa P.S. with 283,573 persons while Moffett P.S. (Sequoyah Co.) is the smallest dependent district; serving students through 8th grade; with 130 persons. The smallest independent district serving students through 12th grade is Felt P.S. (Cimarron Co.) with a population of 289. According to Census Bureau population estimates, the state population has increased 1.7% over 63,000 persons from 2010 to 2012.

The average household income in Oklahoma from the ACS for 2008-2012 was $60,788. However, this indicator also varied greatly by school district. The average family in Oakdale P.S. (Oklahoma Co.), the most affluent district, earned $196,940 for 2008-2012, whereas in Moffett P.S. (Sequoyah Co.), the average family had earnings of $23,981 that same time period. There are eleven districts in the state that average over $90,000 and eight that average less than $36,000.

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 2008-2012 ACS helps to fill in the financial picture. The average percentage of persons within the district living below the poverty level was 16.6%. However, poverty rates ranged from 1.8% at Verdigris P.S. (Rogers Co.) to 56.9% at Moffett P.S.

(Sequoyah Co.). There are ten districts in the state with a poverty rate less than 5% and twenty-four 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 2008-2012 ACS is 6.8%. Three districts in the state had unemployment rates above 20.0%. There are eighteen districts with an unemployment rate of less than 1.0% with seven of these districts at 0% unemployment rate.

## Figure 5
## State Averages for
## U.S. Census Bureau Community Characteristics
## Census 2000 and 2010; ACS 2012 and 2008-2012

| U.S. Census Bureau Community Characteristic | State Average |
|---|---|
| District Population (number of residents from 2008-2012 ACS) | 7,196 |
| Household Income (2008-2012 ACS) | $60,788 |
| Population Living Below Poverty Level (2008-2012 ACS) | 16.6% |
| Unemployment Rate (2008-2012 ACS) | 6.8% |
| Single-Parent Families (2008-2012 ACS) | 33.2% |

Educational Level of Adults Age 25 and Older and Median Earnings:
(Census 2000, ACS 2010 & 2012)

| | 2000 | 2010 | 2012 | Earnings 2012 |
|---|---|---|---|---|
| Less than a High School Diploma: | 19.4% | 13.8% | 13.3% | $19,664 |
| High School Diploma: | 80.6% | 86.2% | 86.7% | $26,335 |
| Some College, no degree | 23.4% | 24.5% | 24.0% | $30,944 |
| Associate's Degree: | 5.4% | 6.8% | 7.3% | |
| Bachelor's Degree: | 13.5% | 15.4% | 15.9% | $41,627 |
| Graduate or Professional Degree: | 6.8% | 7.5% | 7.9% | $51,552 |

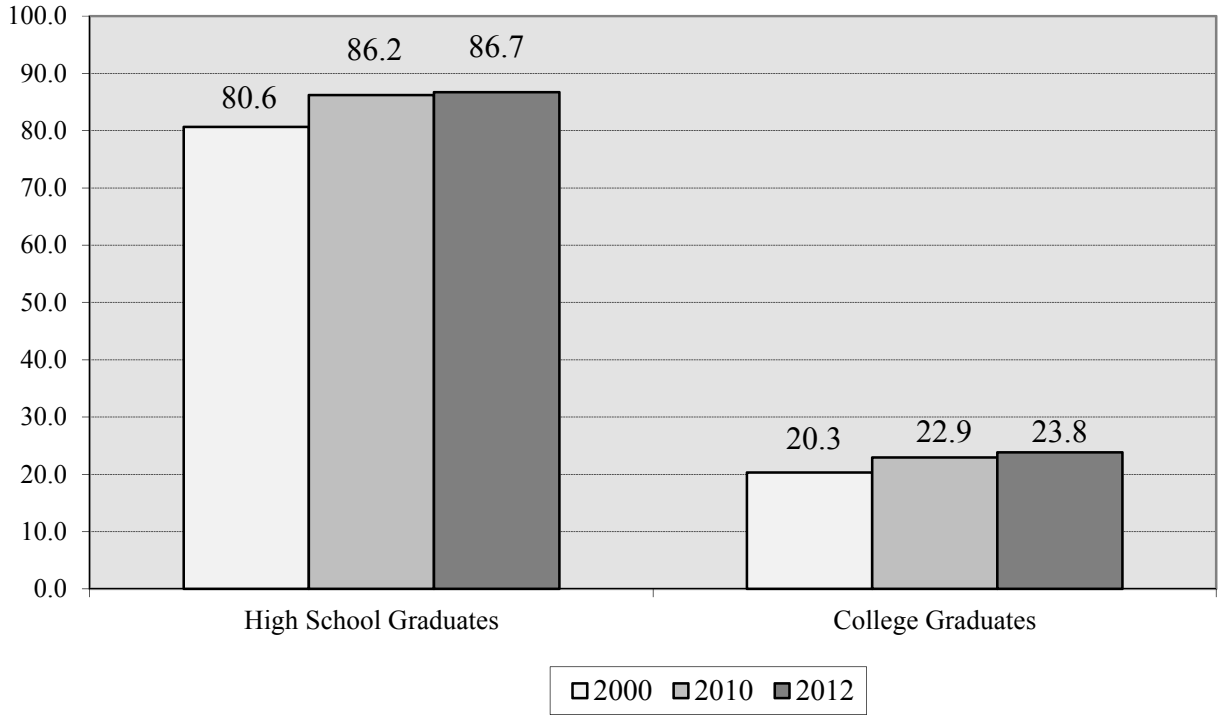
An additional challenge to districts is the percentage of families with related children headed by a single parent. This variable also from the 2008-2012 ACS has a state average of 33.2% and the indicator ranged from highs of four school districts above 60.0% of families headed by a single parent to lows of twenty-five school districts less than 10% and five 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 2008-2012 ACS, ten districts had over 30% of their population age 25 and over not having a high school diploma and ten

districts had five percent (5%) or less of their population without a high school diploma or equivalent. Eight districts had better than 40% of their population age 25 and over with college degrees. Three of these, Oakdale P.S., Deer Creek P.S. and Edmond P.S. (all in Oklahoma Co.) had more than 50% of their community's population holding a college degree (Bachelor's Degree or higher).

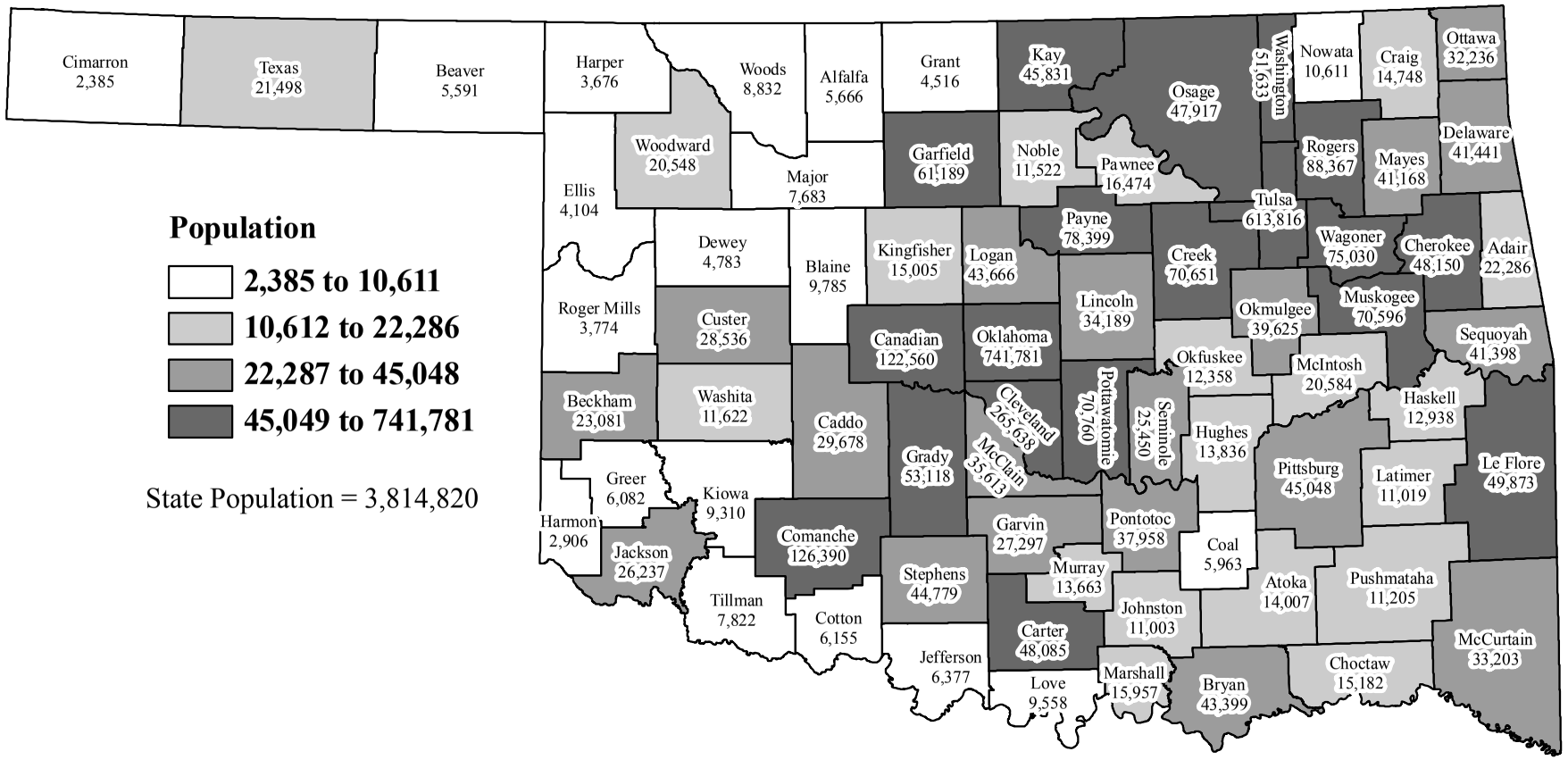
According to the 2012 ACS, the percent of high school graduates increased to 86.7% from 80.6% in 2000. Likewise, the percent of college graduates (Bachelor's Degree and higher) increased to 23.8% in 2012 from 20.3% in 2000. The increase in high school and college graduates will strengthen Oklahoma's economic base. Data also from the 2012 ACS shows a person 25 years and over without a high school diploma earned only $19,966 but a high school graduate earned $26,335 and a college graduate earned $41,627. 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 2012



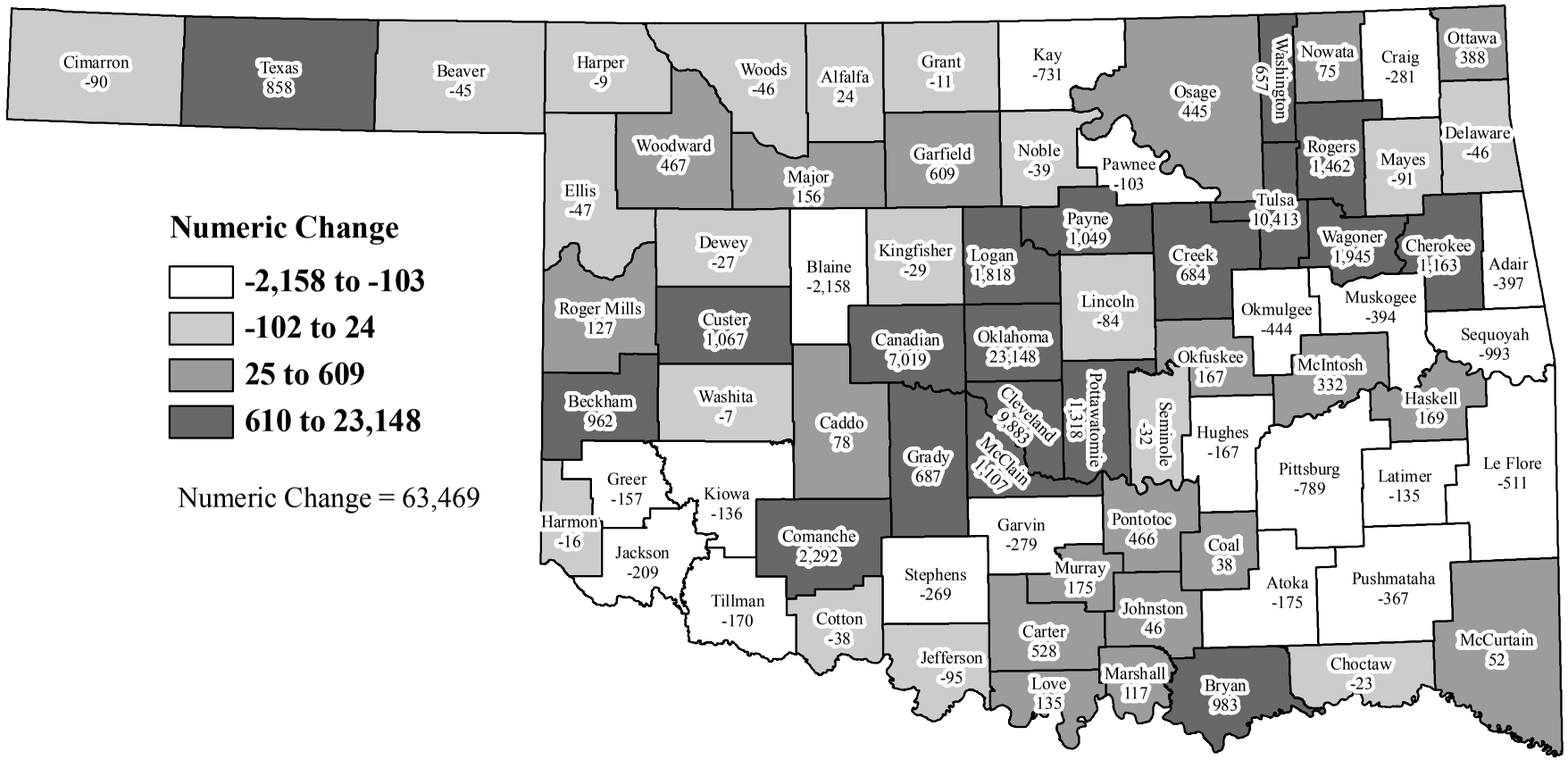

Data Source: 2000 Census, 2010 American Community Survey, and 2012 American Community Survey
(College Graduates include Bachelors and higher only)

# Figure 7
# POPULATION BY COUNTY
## Census Estimate 2012



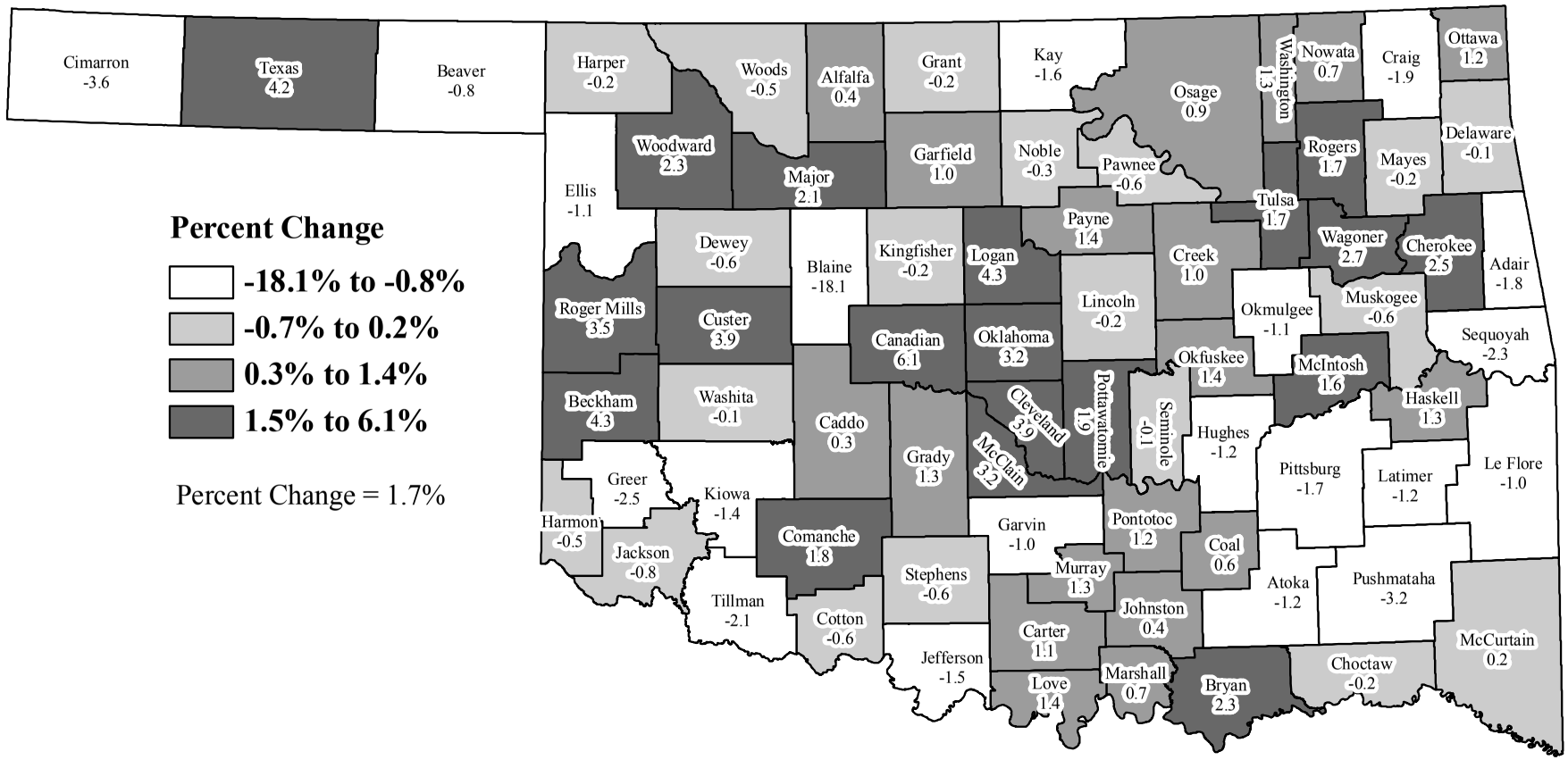

Source: U.S. Census Bureau

# Figure 8
# NUMERIC CHANGE IN POPULATION
## Census 2000 and Census Estimate 2012



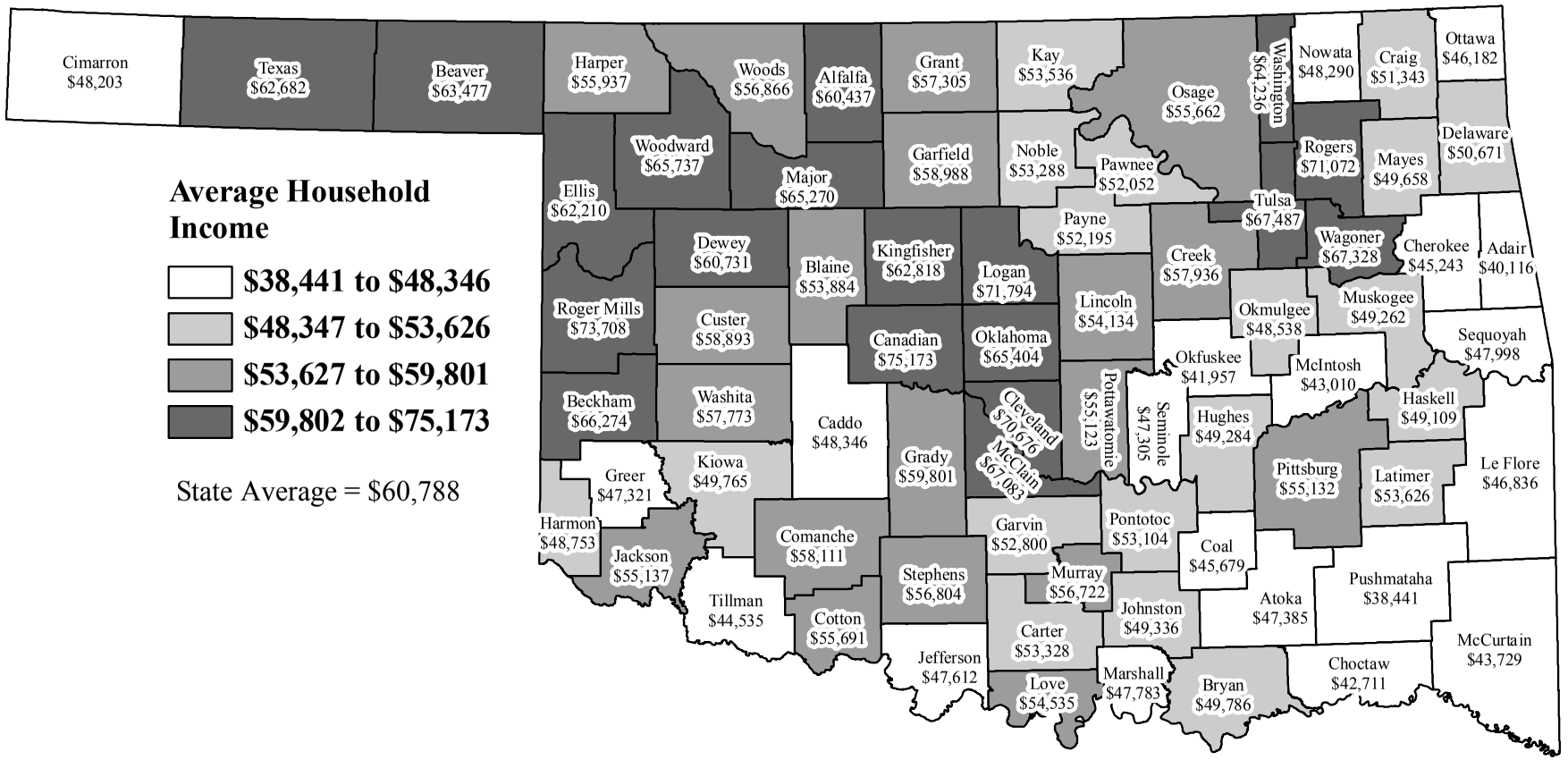

Source: U.S. Census Bureau

# Figure 9
# PERCENT CHANGE IN POPULATION
## Census 2000 and Census Estimate 2012



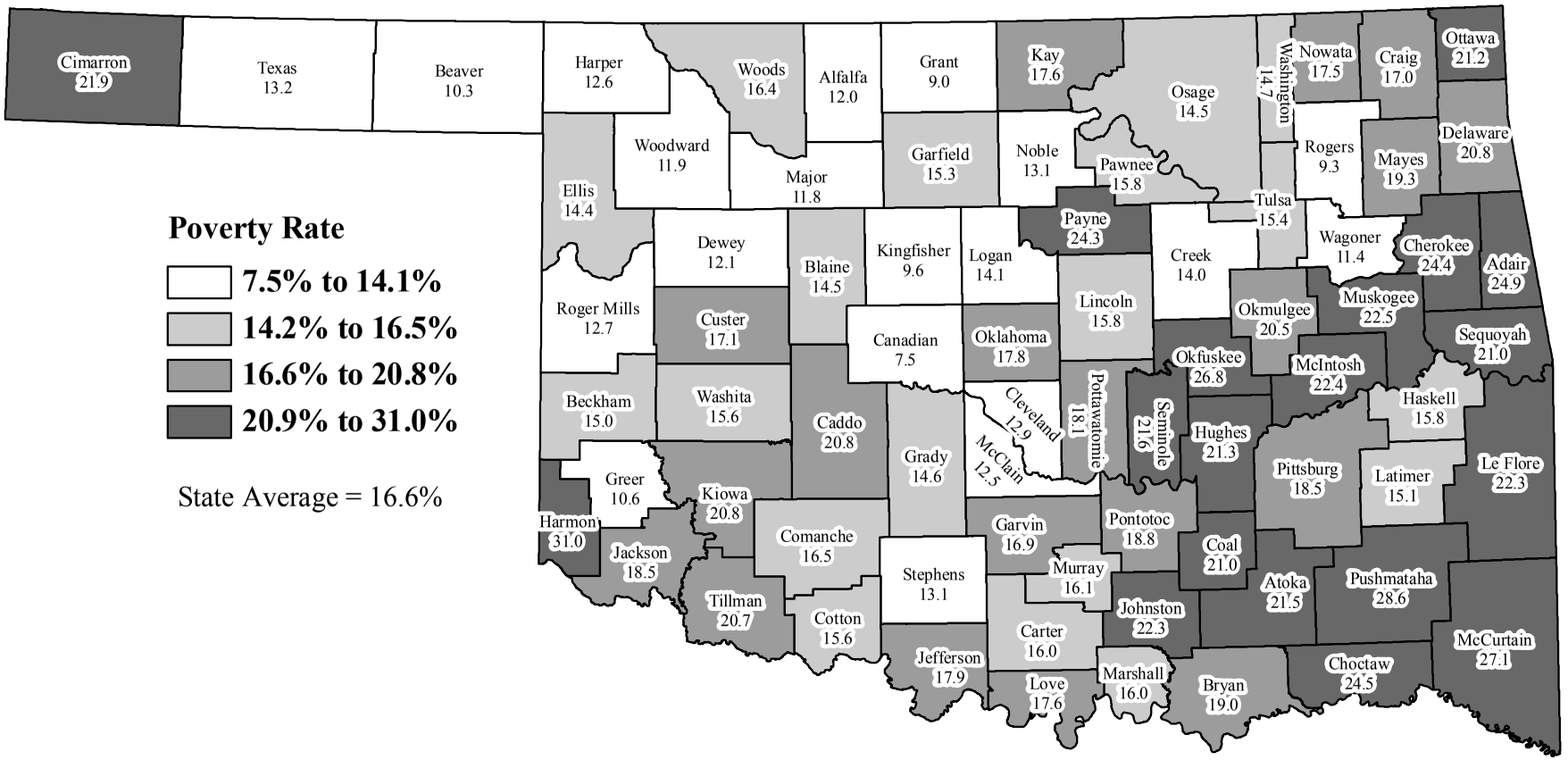

Source: U.S. Census Bureau

# Figure 10
# AVERAGE HOUSEHOLD INCOME
## American Community Survey 2008-2012



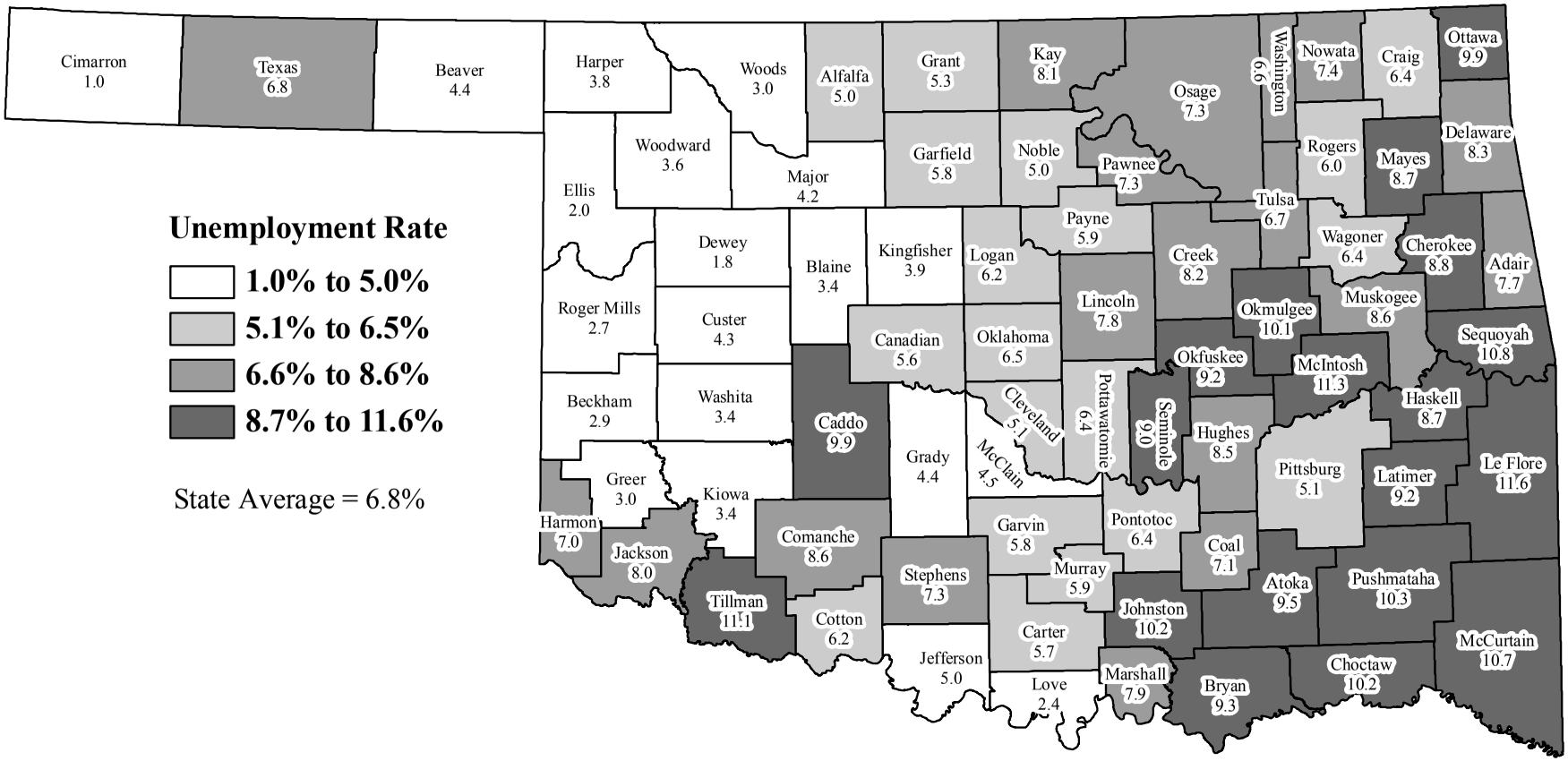

Source: U.S. Census Bureau

# Figure 11
# POVERTY RATE
## American Community Survey 2008-2012



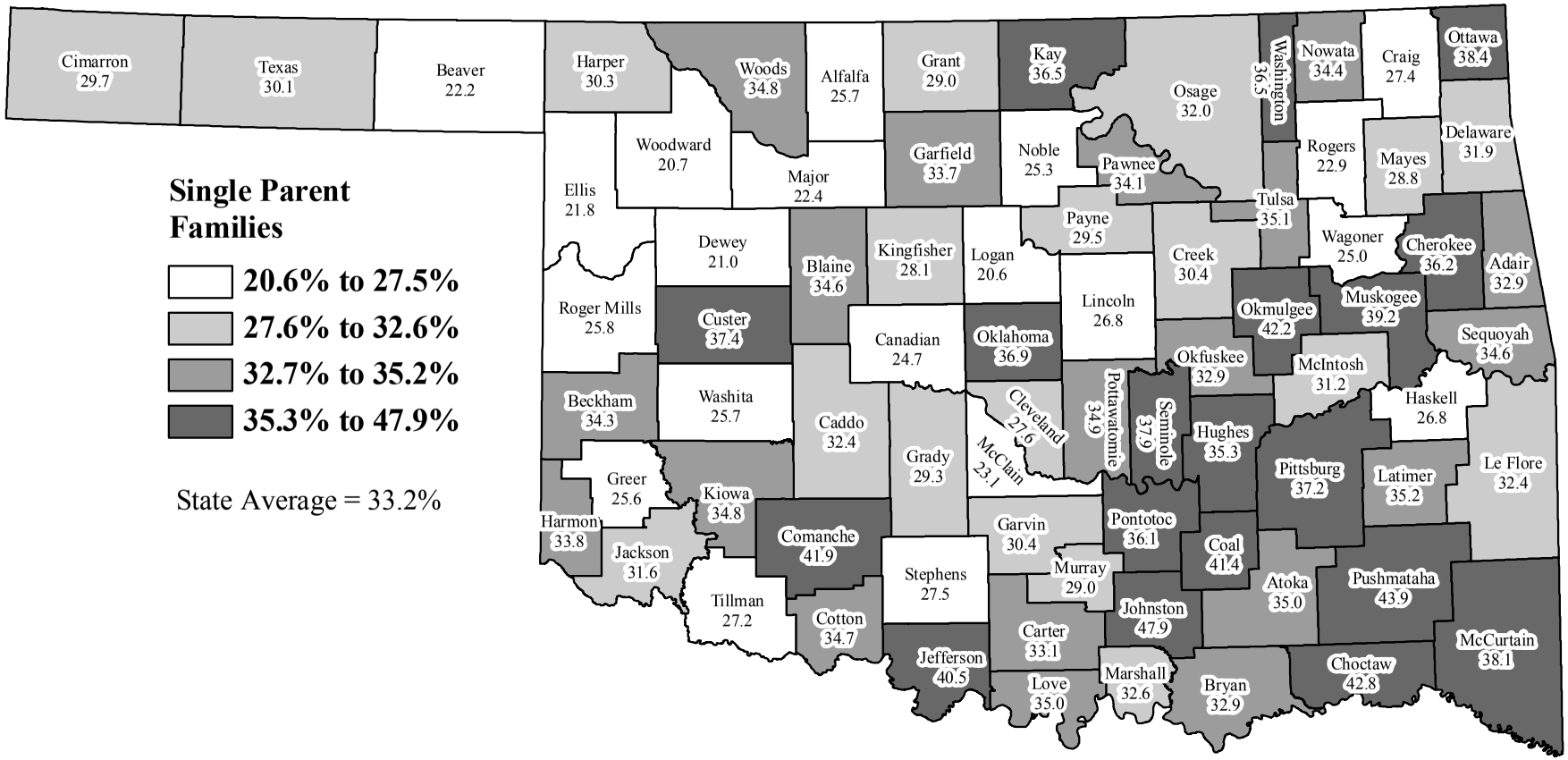

Source: U.S. Census Bureau

# Figure 12
# UNEMPLOYMENT RATE
## American Community Survey 2008-2012



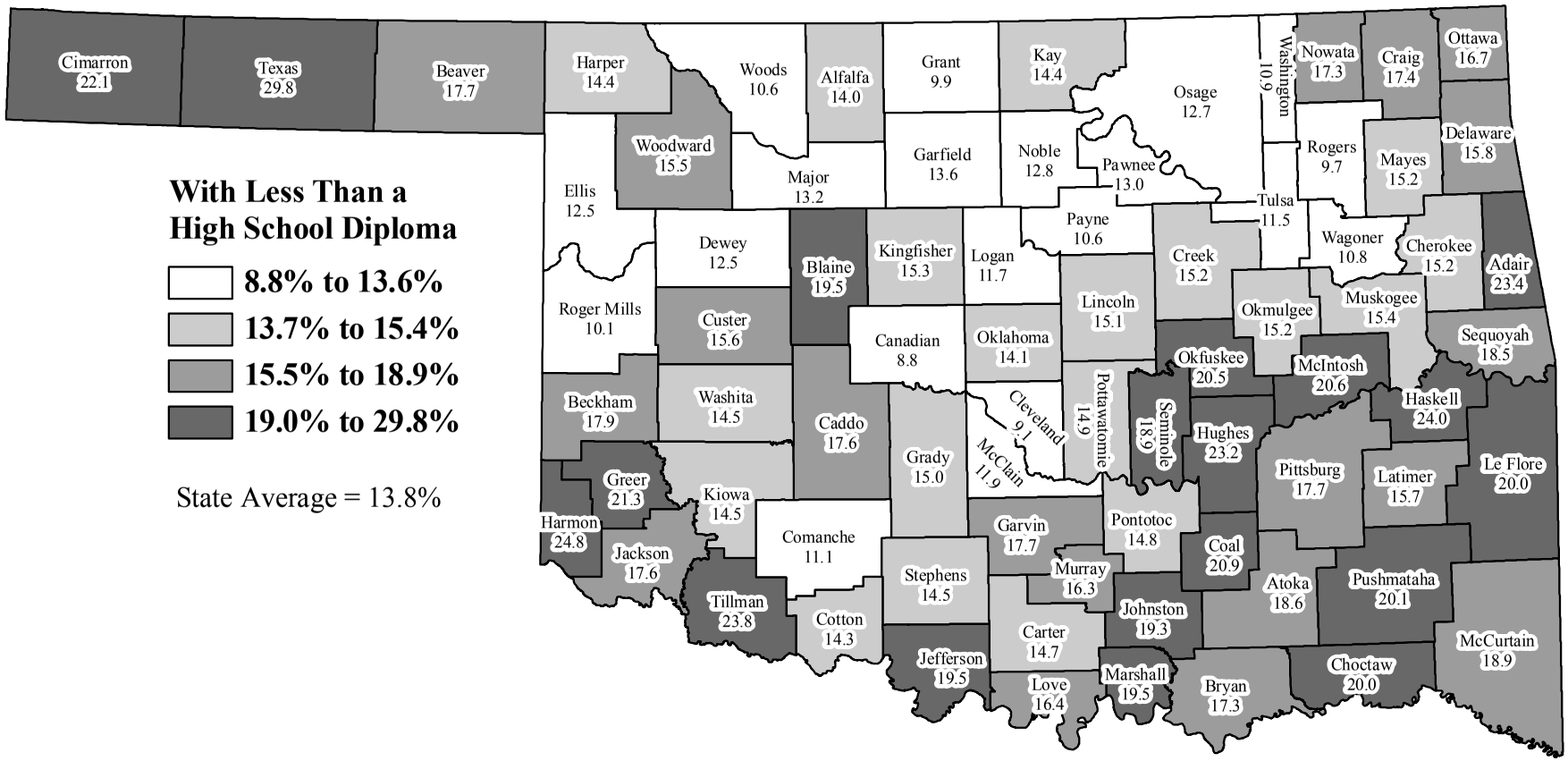

Source: U.S. Census Bureau

# Figure 13
# PERCENT OF SINGLE PARENT FAMILIES WITH RELATED CHILDREN
## American Community Survey 2008-2012



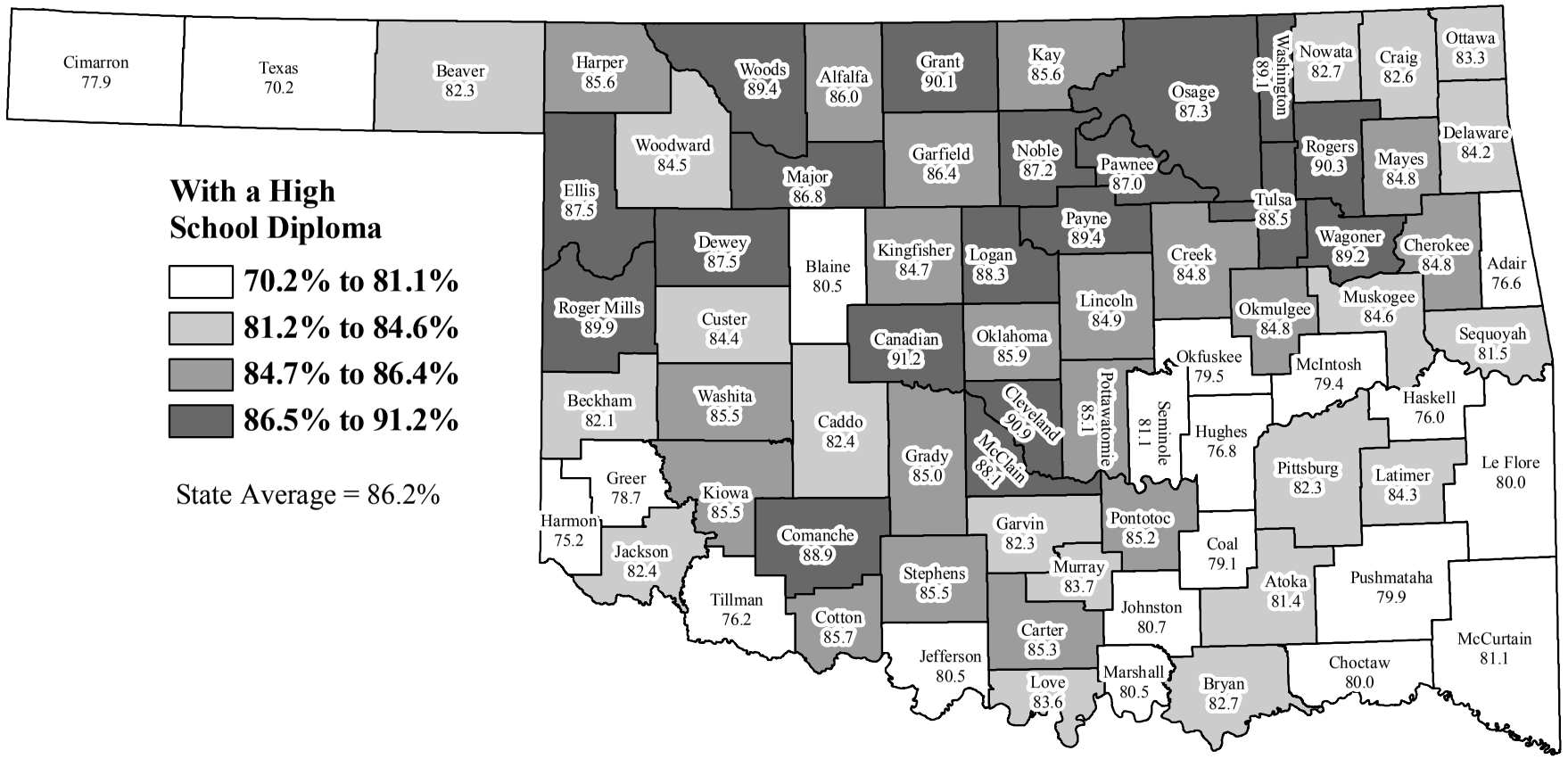

Source: U.S. Census Bureau

# Figure 14
# PERCENT OF ADULT POPULATION WITH LESS THAN A HIGH SCHOOL DIPLOMA
## American Community Survey 2008-2012



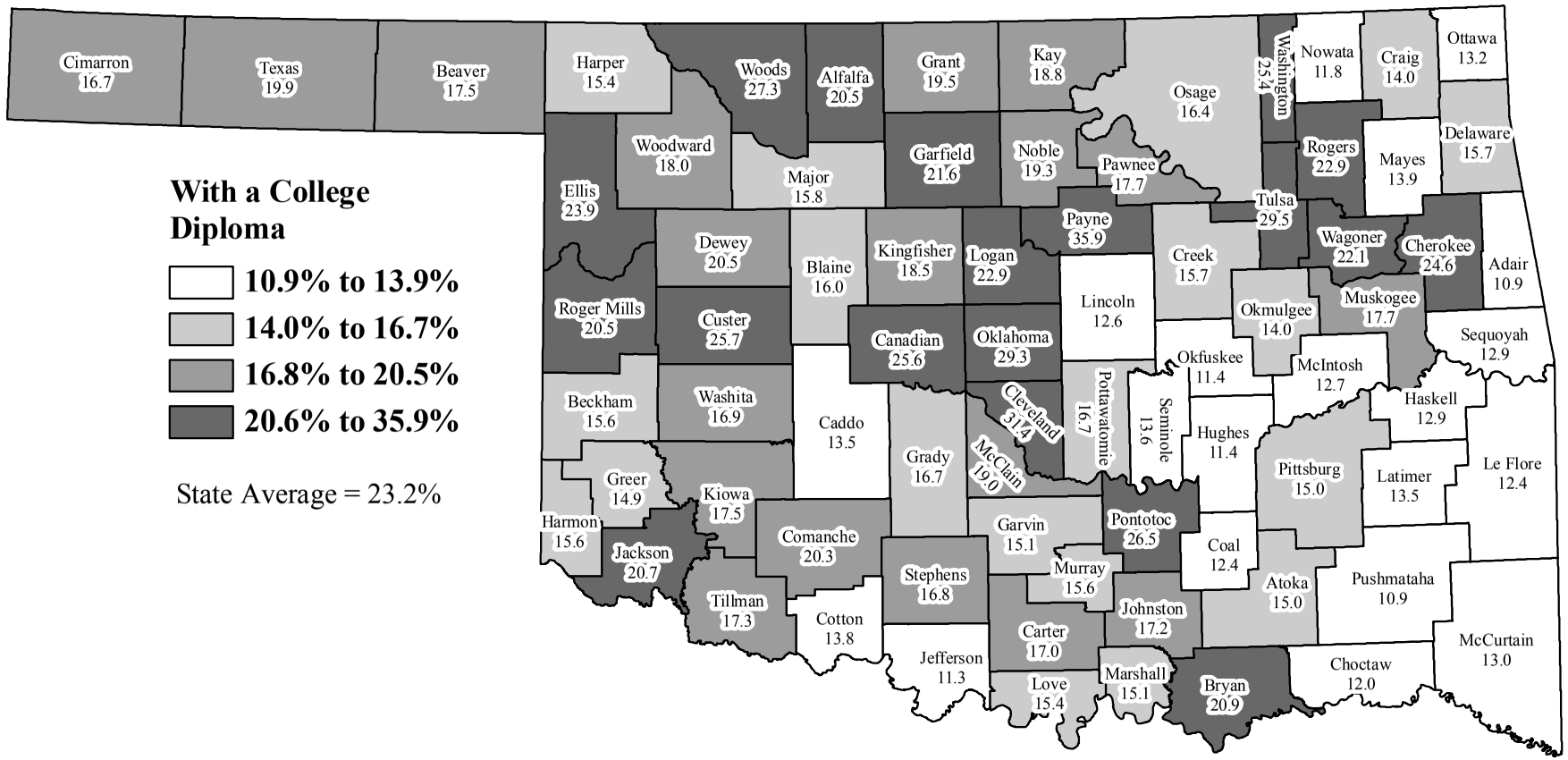

Source: U.S. Census Bureau

# Figure 15
# PERCENT OF ADULT POPULATION WITH A HIGH SCHOOL DIPLOMA
## American Community Survey 2008-2012




Source: U.S. Census Bureau

# Figure 16
# PERCENT OF ADULT POPULATION WITH A COLLEGE DEGREE
## American Community Survey 2008-2012




Source: U.S. Census Bureau

## 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 kindergarten through 3rd grade students on the reading remediation program. In 2012-2013, 34.8% of students in kindergarten through grade 3 were on the reading remediation program. The following information is based on elementary school sites which taught students in kindergarten through 3rd grade. The data ranged from one site with not a single kindergarten through 3rd grade student on the reading remediation program and 29 additional sites with less than 10%. There were nine sites with more than 80% of kindergarten through 3rd graders were on the reading remediation program.

A student's eagerness to learn also greatly impacts a school's ability to do its job. An indication of this is the average number of days absent per student. Statewide, students missed an average of 9.8 days per year (based on a 175 day school year in 2012-2013). The extremes on this indicator ranged from students in seven schools missing less than two days per year and fourteen other schools with students missing on average less than 3 days per year to seven 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; 9.2 days to 11.3 days.

### Figure 17
### State Averages for
### Preparation, Motivation, and Parental Support
### Community Characteristics
### 2012-2013

| Preparation, Motivation, and Parental Support Community Characteristic | State Average |
|---|---|
| Kindergarten through 3rd Grade Students on Reading Remediation (2012-2013) | 34.8% |
| Average Number of Days Absent per Student (2012-2013) | 9.8 |
| Mobility Rate (Incoming Students) (2012-2013) | 10.5% |
| Parents Attending at Least One Parent-Teacher Conference (2012-2013) | 74.0% |
| Volunteer Hours per Student (2012-2013) | 3.3 |
| Student Suspensions (2012-2013) One suspension of less than 10 days for every 12.7 students statewide | |
| One suspension of more than 10 days for every 124.4 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 2012-2013 was 10.5%. In 2012-2013, eight school sites had a 50% or higher mobility rate and twenty-one 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 Educational Quality and 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 2012-2013 school year. Principals statewide responded that 74.0% of students had at least one parent/guardian attend a parent-teacher conference. The extremes on this indicator ranged from 122 schools across the state that reported perfect attendance at parent-teacher conferences to 7 schools reporting less than 10% of parents attended the conferences. In regard to support, principals statewide reported that on average, 3.3 hours of service were volunteered by parents and the community per student at Oklahoma's public schools. The extremes ranged from seven schools reporting more than 40 hours volunteered per student to 45 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; 3.5 hours to 2.6 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 12.7 students statewide; one for every 14.2 students in elementary schools and one for every 10.0 students in high school. For suspensions that lasted for more than 10 days, the average for all schools was one incident for every 124.4 students statewide; one for every 240.3 elementary students and one for every 59.9 high school students. The majority of schools had very few suspensions; 277 schools had no incidents of suspensions of 10 days or less and 1,071 had less than 10 incidents out of 1,744 school sites reporting. There were 59 schools in the state where incidents of suspension of 10 days or less exceeded one for every three students. Four 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 2013* is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 2012-2013 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, 6,590 public school students were referred to the Office of Juvenile Affairs (OJA) in 2012-13. These offenders were charged with a total of 13,090 offenses and 199 of the offenders had a gang affiliation. This means that, on average, one out of every 100.9 students statewide had been charged with a crime. Each offender had committed an average of 2.0 offenses and 3.0% 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 (21.5%; 112 out of 521) of districts statewide had no juvenile offenders, meaning no students had been charged. However, a look at the 204 districts with five or more students in the OJA database reveal that only two districts had more than one out of every 25 students charged with a crime (none gang related) during the 2012-2013 school year. Tulsa P.S. had 57 juvenile offenders who were affiliated with a gang and Oklahoma City P.S. had 31 juvenile offenders affiliated with a gang. These two districts accounted for almost half (44.2%) of the gang-affiliated offenders statewide. While

troubling, the gang phenomenon does not seem to be widespread. Fifty-six of Oklahoma's 521 districts were reported to have gang-affiliated offenders. These 56 districts were located in only 33 counties. The ratios used in this analysis are based on 2012 fall enrollments.

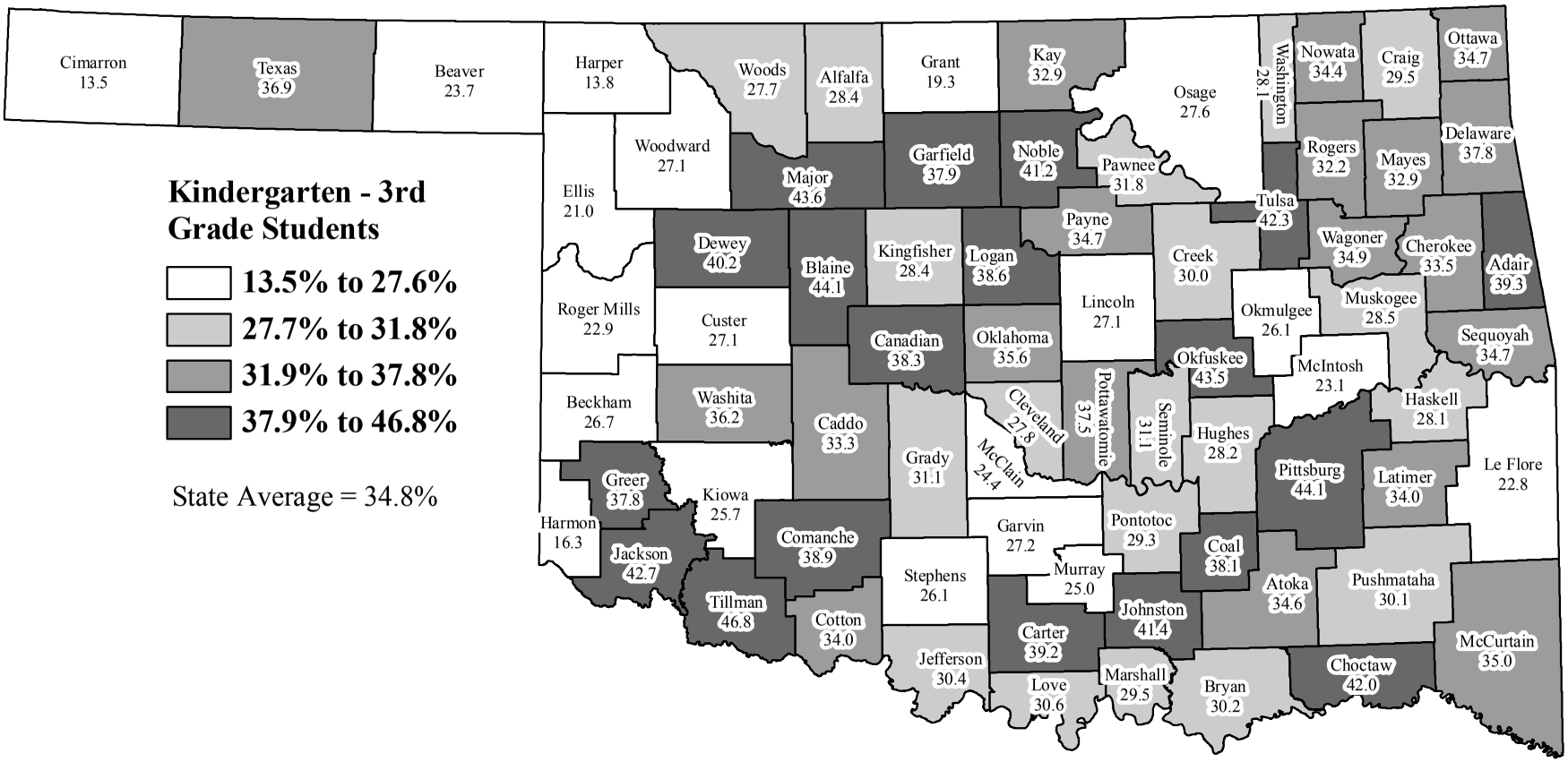
A breakdown of the juvenile offense charges show that most had to do with theft/burglary of one variety or another – 32.0%. Sex/violence charges ranked second with 22.3%. Crimes related to violation of municipal ordinances/obstruction of justice represented 18.2% of all charges. Drug/alcohol possession made up 15.3% of offenses and crimes against property accounted for 8.8% of the arrests. A detailed listing of the offenses by type is below.

## Figure 18
## Juvenile Arrest Data By Offense Type
## 2012-2013
Criminal Offenses Only

| Description | Offenses | % | Description | Offenses | % |
|---|---|---|---|---|---|
| Homicide | 27 | 0.2% | Damage Property | 1,042 | 8.0% |
| Kidnapping | 6 | 0.0% | Dangerous Drugs/Narcotics | 1,761 | 13.5% |
| Sexual Assault | 166 | 1.3% | Sex Offenses | 143 | 1.1% |
| Robbery | 186 | 1.4% | Domestic Violence | 526 | 4.0% |
| Assault | 1,761 | 13.5% | Liquor Under Age | 236 | 1.8% |
| Arson | 107 | 0.8% | Obstruction of Police | 500 | 3.8% |
| Extortion | 16 | 0.1% | Escape/Flight | 117 | 0.9% |
| Burglary | 1,359 | 10.4% | Obstructing the Judiciary | 431 | 3.3% |
| Theft | 1,644 | 12.6% | Weapon Offenses | 291 | 2.2% |
| Theft of Auto | 447 | 3.4% | Public Peace | 945 | 7.2% |
| Forgery | 45 | 0.3% | Traffic Offenses | 392 | 3.0% |
| Fraud | 69 | 0.5% | Invasion of Privacy | 169 | 1.3% |
| Embezzlement | 9 | 0.1% | Conservation | 32 | 0.2% |
| Stolen Property | 412 | 3.1% | Other Offenses | 251 | 1.9% |
| | | | **Total** | **13,090** | **100%** |

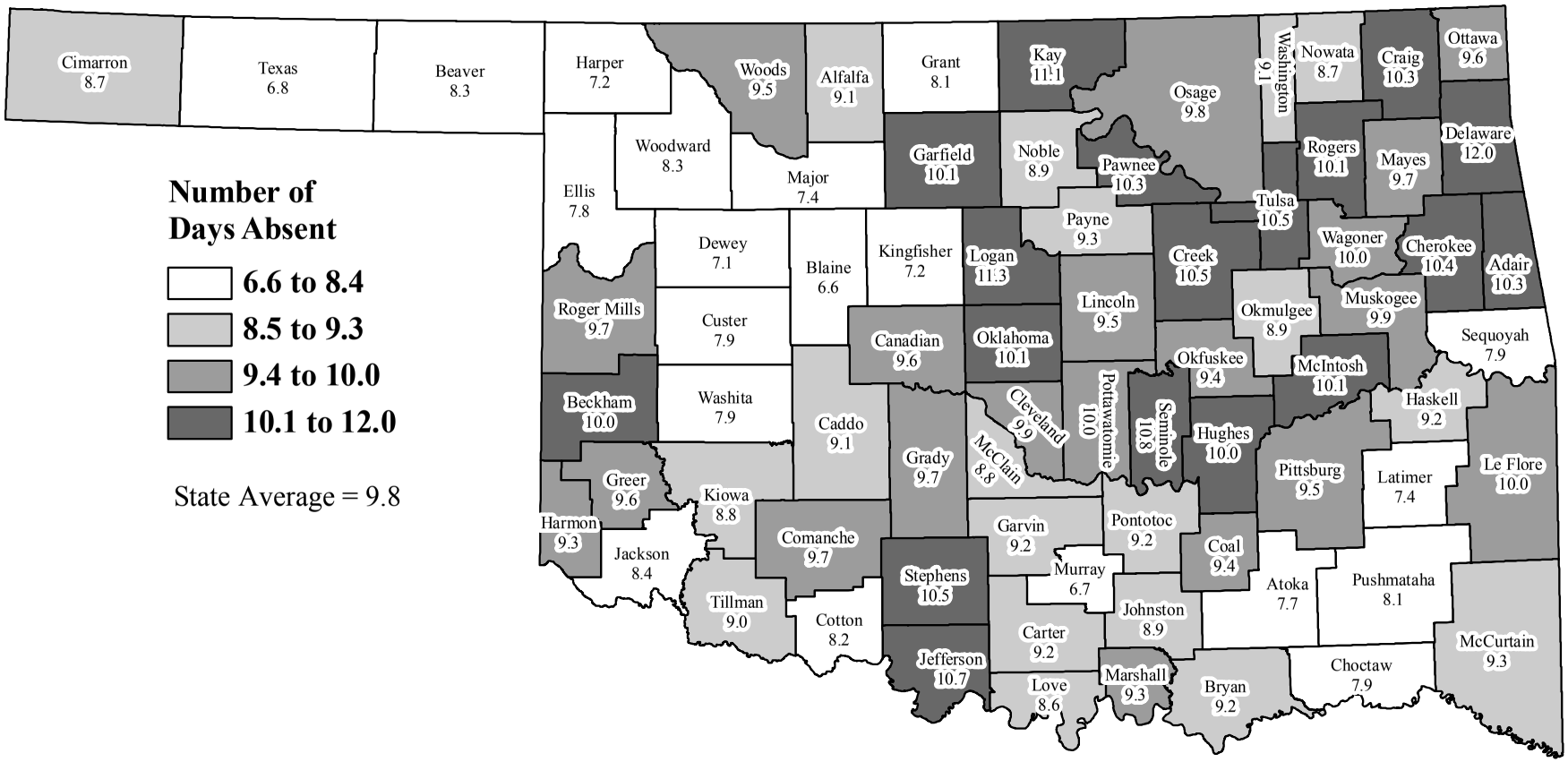
Data Source: Office of Juvenile Affairs

# Figure 19
# PERCENT OF KINDERGARTEN THROUGH 3RD GRADE STUDENTS ON READING REMEDIATION PROGRAM
## 2012 - 2013 School Year



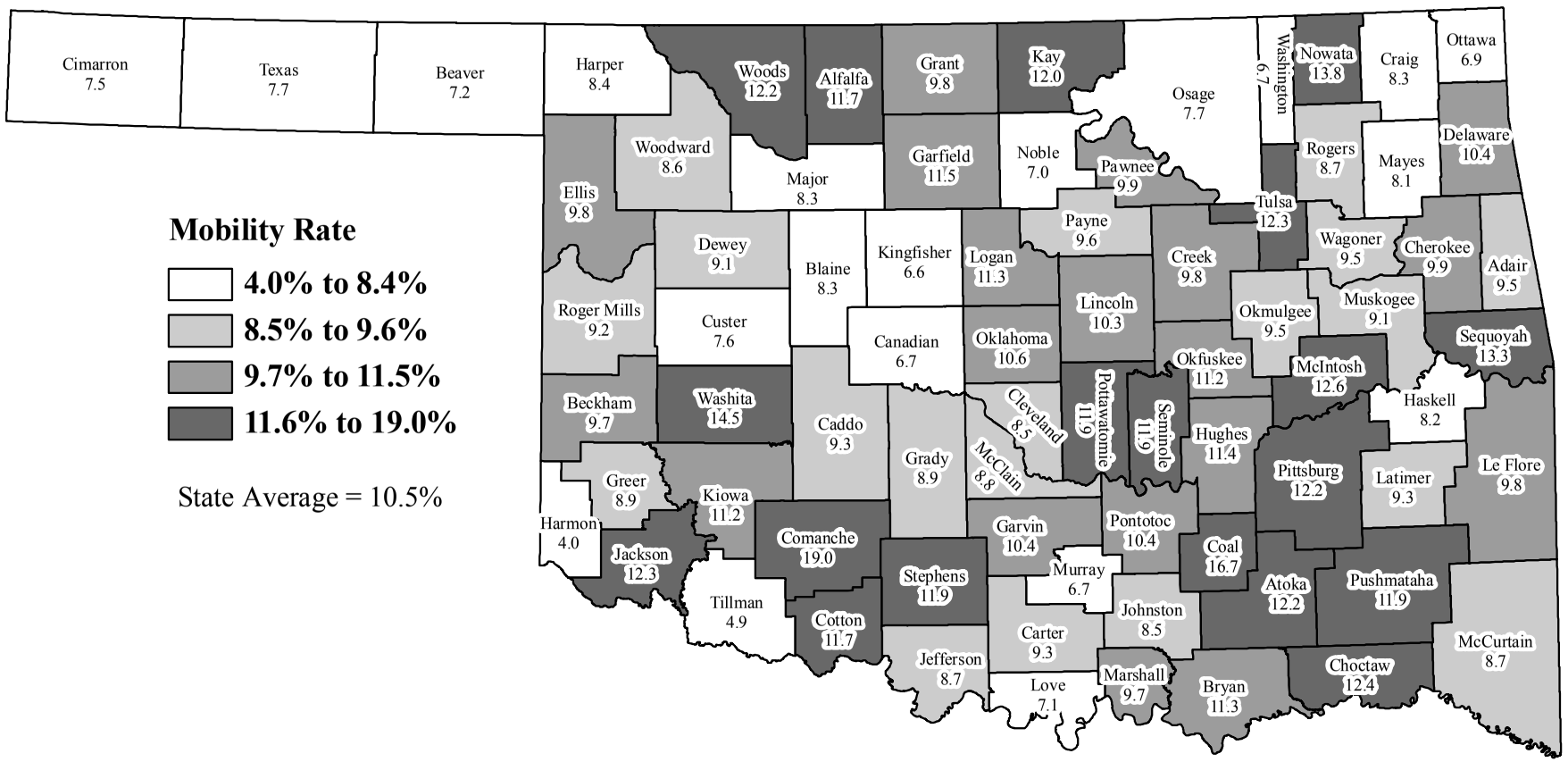

Source: Oklahoma State Department of Education

# Figure 20
# AVERAGE NUMBER OF DAYS ABSENT PER STUDENT
## 2012 - 2013 School Year



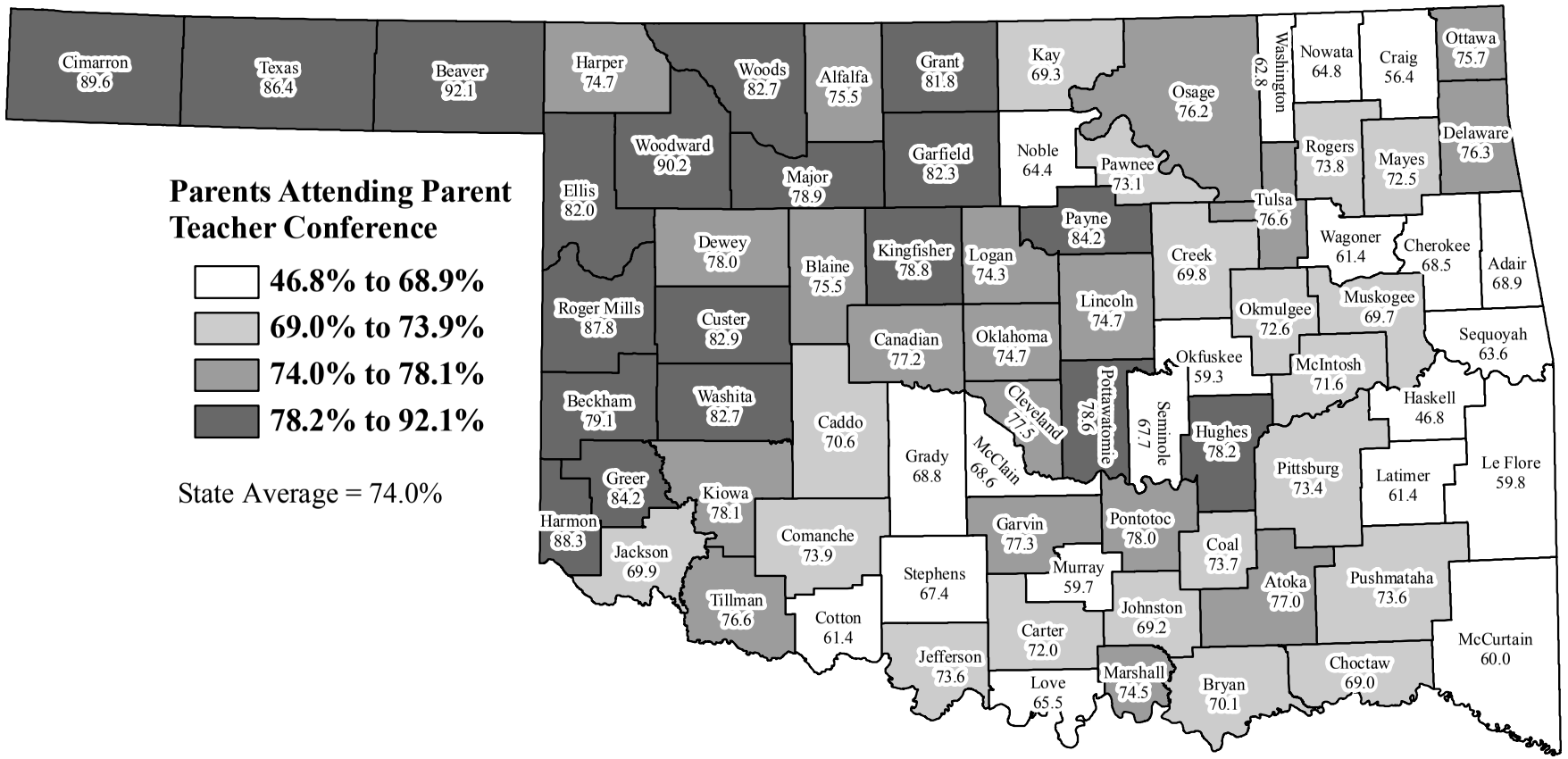

Source: Oklahoma State Department of Education

# Figure 21
# MOBILITY RATE
## 2012 – 2013 School Year



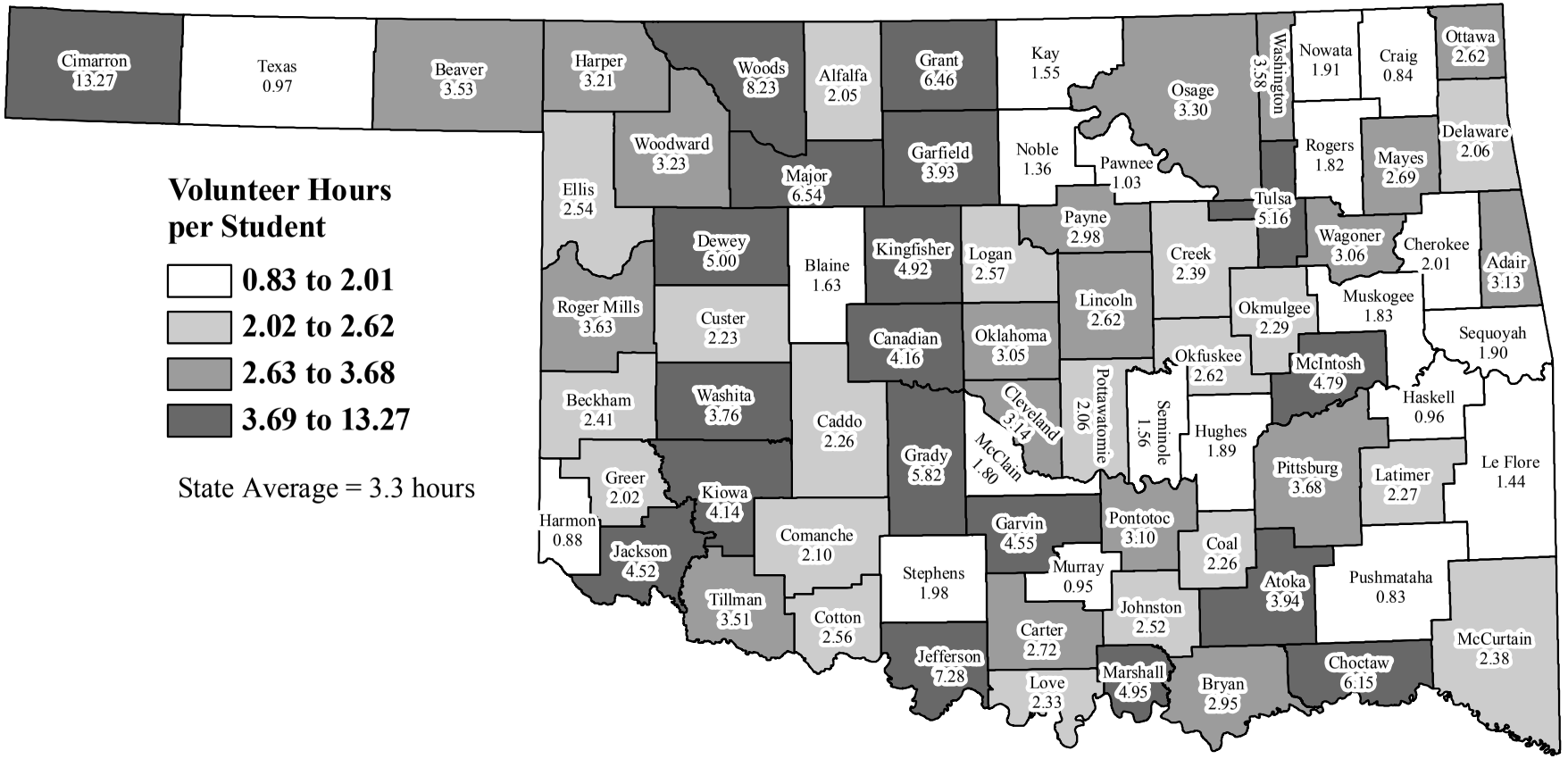

Source: Office of Educational Quality and Accountability

# Figure 22
# PERCENT OF PARENTS ATTENDING AT LEAST ONE PARENT TEACHER CONFERENCE
## 2012 – 2013 School Year



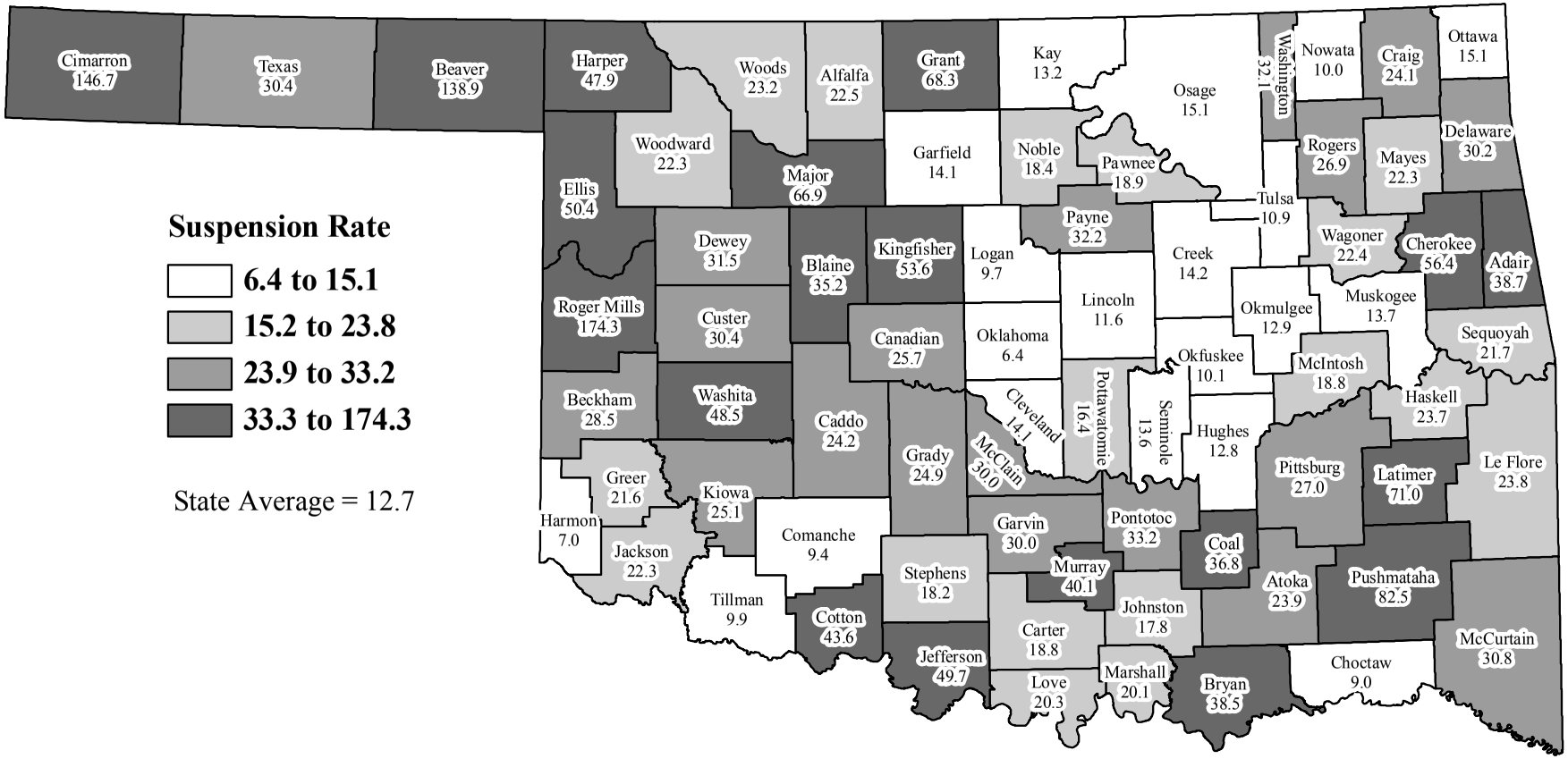

Source: Office of Educational Quality and Accountability

# Figure 23
# VOLUNTEER HOURS PER STUDENT
## 2012 – 2013 School Year



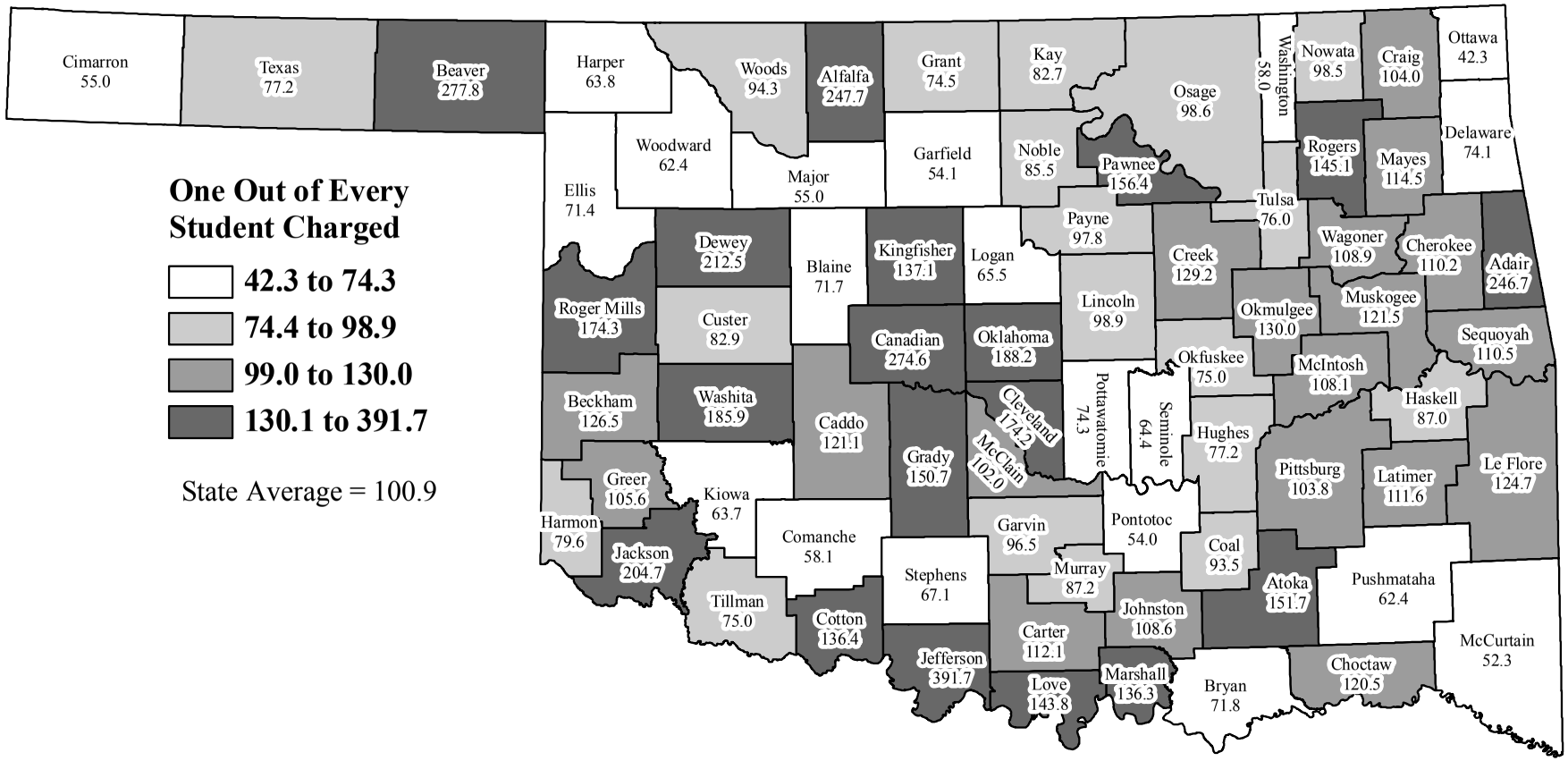

Source: Office of Educational Quality and Accountability

# Figure 24
# STUDENT SUSPENSION RATE
## 2012 – 2013 School Year




Source: Office of Educational Quality and Accountability

# Figure 25
# JUVENILE ARREST RATE
## 2012 – 2013 School Year




Source: Oklahoma Office of Juvenile Affairs

# II. EDUCATIONAL PROCESS

## DISTRICTS, SCHOOLS, AND STUDENT ENROLLMENT

*Profiles 2013* reports on 521 individual Oklahoma school districts and 1,763 conventional school sites made up of 1,003 elementary schools, 300 middle schools/junior highs, and 460 senior highs.

Schools and school districts in Oklahoma are organized in a variety of ways. Oklahoma school districts are accredited by the State Board of Education and are classified as either independent districts (offering pre-kindergarten through 12th grade) or elementary districts (offering pre-kindergarten through 8th grade). Students from elementary districts must be integrated into a neighboring independent district's high school program once students have completed 8th grade. In 2012-2013, there were 102 elementary (dependent) school districts and 419 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 2012-2013 there were 49 different grade level combinations of schools sites in Oklahoma.

### Figure 26
### Oklahoma's Districts by Enrollment and Socioeconomic Status
### 2012-2013

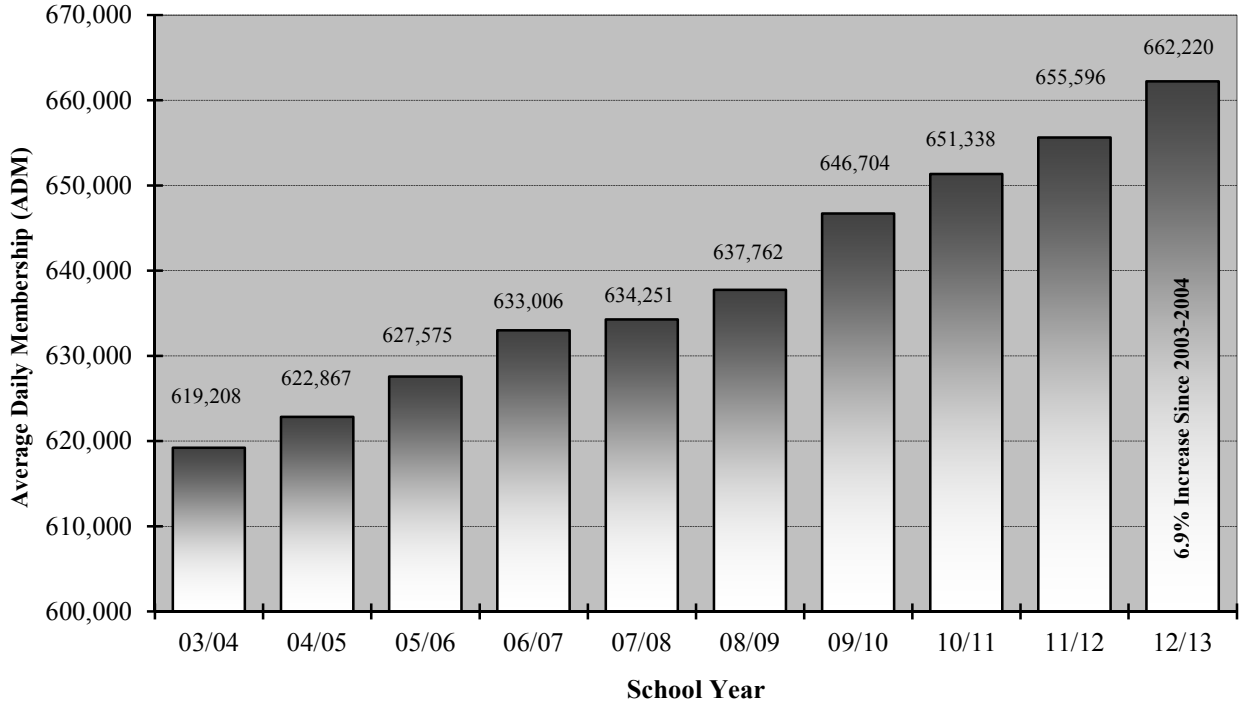
| District Size in ADM | Socioeconomic Status | Group Designation | # of Districts | % of All Districts | # of Students | % of All Students |
|---|---|---|---|---|---|---|
| 25,000 Plus | Low | A2 | 2 | 0.4% | 84,458 | 12.8% |
| 10,000 - 24,999 | High | B1 | 6 | 1.2% | 104,082 | 15.7% |
| | Low | B2 | 3 | 0.6% | 48,820 | 7.4% |
| 5,000 - 9,999 | High | C1 | 8 | 1.5% | 54,742 | 8.3% |
| | Low | C2 | 3 | 0.6% | 18,982 | 2.9% |
| 2,000 - 4,999 | High | D1 | 14 | 2.7% | 39,381 | 5.9% |
| | Low | D2 | 22 | 4.2% | 65,312 | 9.9% |
| 1,000 - 1,999 | High | E1 | 34 | 6.5% | 49,398 | 7.5% |
| | Low | E2 | 37 | 7.1% | 50,125 | 7.6% |
| 500 - 999 | High | F1 | 30 | 5.8% | 21,276 | 3.2% |
| | Low | F2 | 69 | 13.2% | 48,609 | 7.3% |
| 250 - 499 | High | G1 | 61 | 11.7% | 21,503 | 3.2% |
| | Low | G2 | 98 | 18.8% | 34,713 | 5.2% |
| Less than 250 | High | H1 | 25 | 4.8% | 4,203 | 0.6% |
| | Low | H2 | 109 | 20.9% | 16,616 | 2.5% |
| All | All | All | 521 | 100.0% | 662,220 | 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, 2012 is 673,190, up from 665,841 on October 1, 2011.

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. Milfay P.S. in Creek Co. was the smallest elementary (dependent) district in operation during 2012-2013 with an ADM of 38 students while the smallest independent district in the state in 2012-2013 was Keyes P.S. in Cimarron County with an ADM of 65 students. Oklahoma City P.S., the largest independent school district, had an ADM of 41,200 students with Tulsa P.S. second with an ADM of 37,473. There are 30 school districts in the state with ADM's less than 100 students. Twenty-one of these are elementary or dependent districts and nine are independent districts. There are 293 districts with less than 500 students ADM – 95 dependent and 198 independent.

## Figure 27
## Oklahoma's Average Daily Membership
## 2003-2004 to 2012-2013




Data Source: Oklahoma State Department of Education

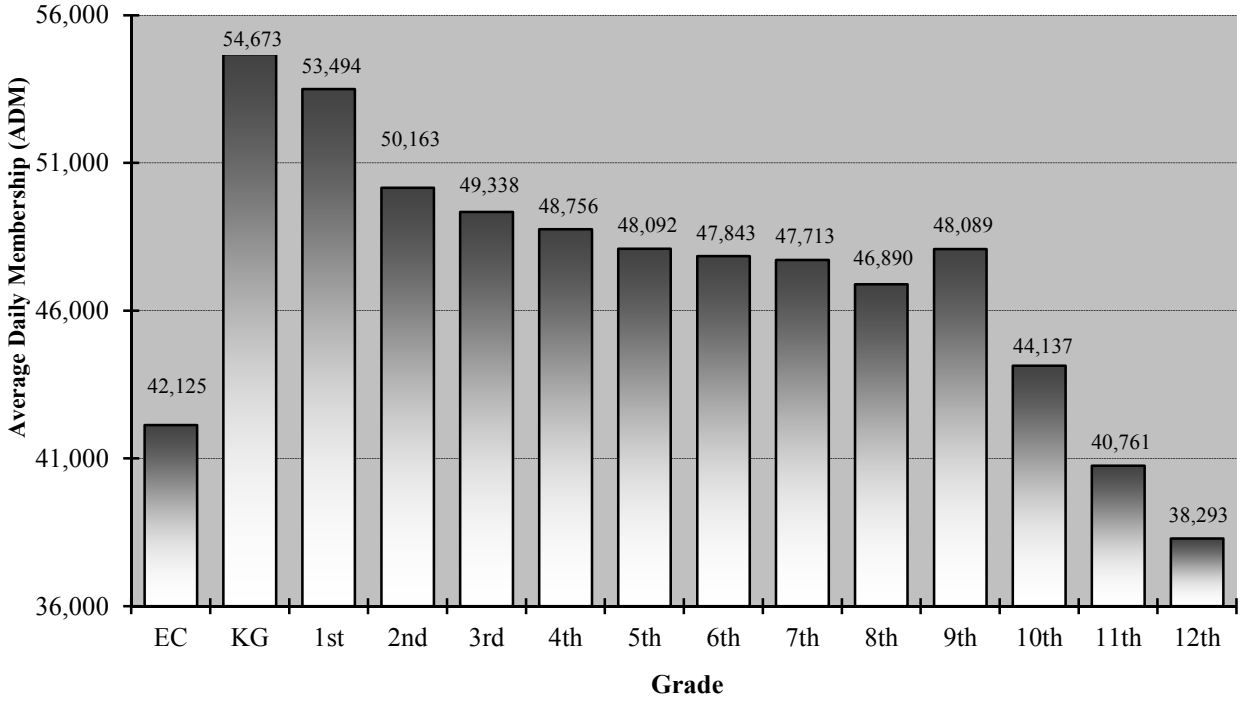
At the state level, total ADM in 2012-2013 was 662,220, an increase of 6,624 (1.0%) students from the 2011-2012 school year. This annual increase in ADM is up from 0.7% last year and is the second highest growth since 1995-1996. The 6,624 additional students in ADM is the second largest numerical increase in the past 20 years. The 2012-2013 statewide membership is 6.9% 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 8th grade which increased by 5,168 students; almost the same as last year; but also an increase in high school students (grade 9 to 12) of 1,476, a major turnaround from last year's loss of high school students of over 1,000.

Figure 28 shows 2012-2013 statewide ADM by grade. There are more kindergarten students for the first time in the history of these reports. In past years 1st grade students made up the largest grade of all public school students. The cost of private schools could have an effect on the number of students enrolling in kindergarten. Through 8th grade, student population follows the trend of population estimates rather closely. During the high school years the trend falls apart.

The most notable part of the graph, however, is the rapid decline in ADM from 9th through 12th grade. During the 2012-2013 school year, 12th grade ADM was 9,796 students lower than 9th grade ADM that same year. There are many reasons that there are so many more 9th graders than 8th graders in any given year. Home school parents not wanting to take on the high school years and students moving from a private school to public school are two typical reasons for this difference. Analysis in the STUDENT PERFORMANCE section of this document (Figure 85) shows that the dramatic decrease in enrollment between 9th and 12th grade is not a single year occurrence.

## Figure 28
## Oklahoma's Average Daily Membership by Grade*
## 2012-2013



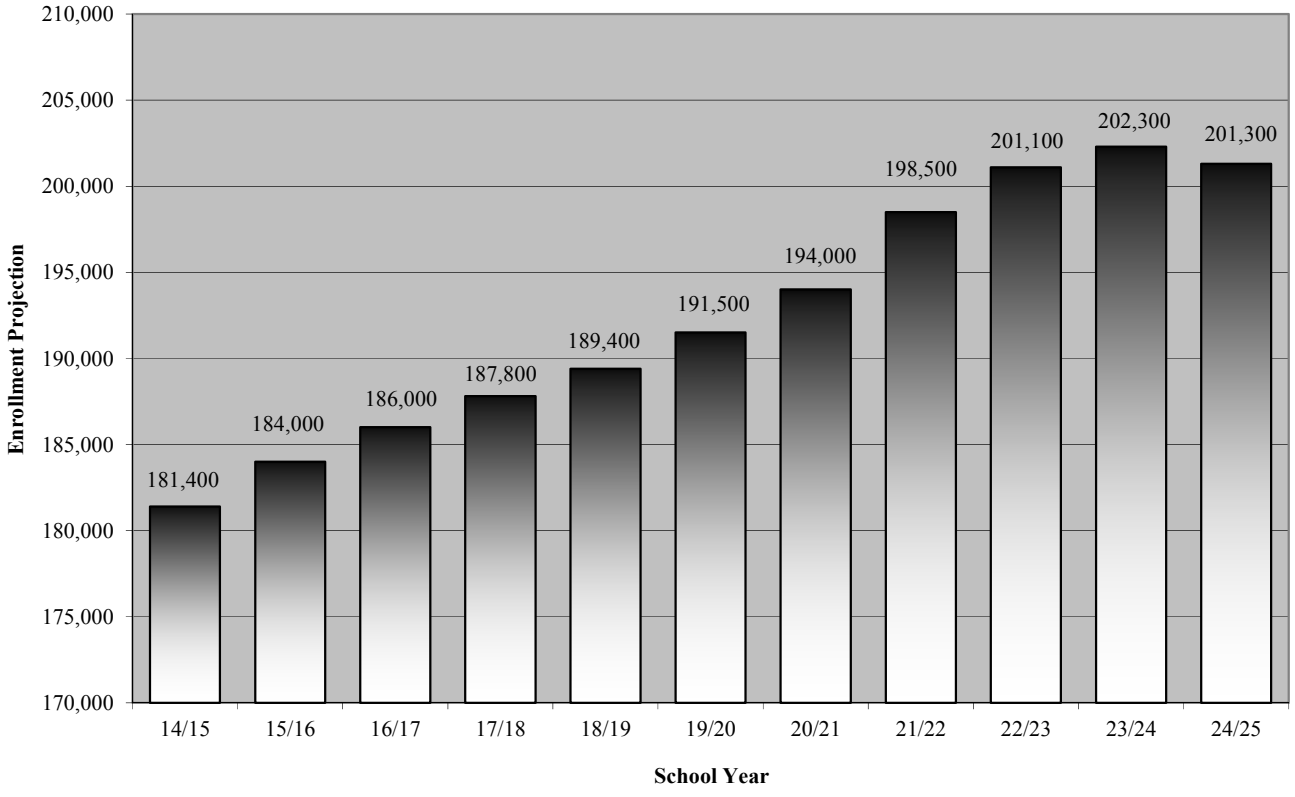

Note: * Excludes 1,853 Out of Home Placement students.
Data Source: Oklahoma State Department of Education

An area of tremendous growth over the past ten years is early childhood or pre-kindergarten. From the 2003-2004 school year to 2012-2013, the early childhood/pre-kindergarten class, which includes 3 and 4 year old students, has increased 47.8%. This is a much larger increase than that of the kindergarten class with a 20.5% increase and the 1st grade class with a 5.2% increase. Oklahoma is one of the nation's leaders in publically funded early childhood education as well as 4 year olds enrolled in public schools.

## Enrollment and Population Projections

A factor that may be used to determine future school resource needs are enrollment 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 Educational Quality and Accountability has a model that uses enrollment by grade over a ten year period and births to project high school (9th to 12th 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.

### Figure 29
### Projected Oklahoma High School (9th – 12th) Enrollment
### 2014-2015 to 2024-2025




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

The Office of Educational Quality and 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. For the first time since these projections have been annually updated, there is a loss in the year to year change in high school enrollment projections. Between the 2023-2024 and 2024-2025 school year, high school enrolment is projected to decrease. This decrease is brought on by factors such as low births in the state and the ebb and flow of the school populations brought on by the baby boom and subsequent waves.

# 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

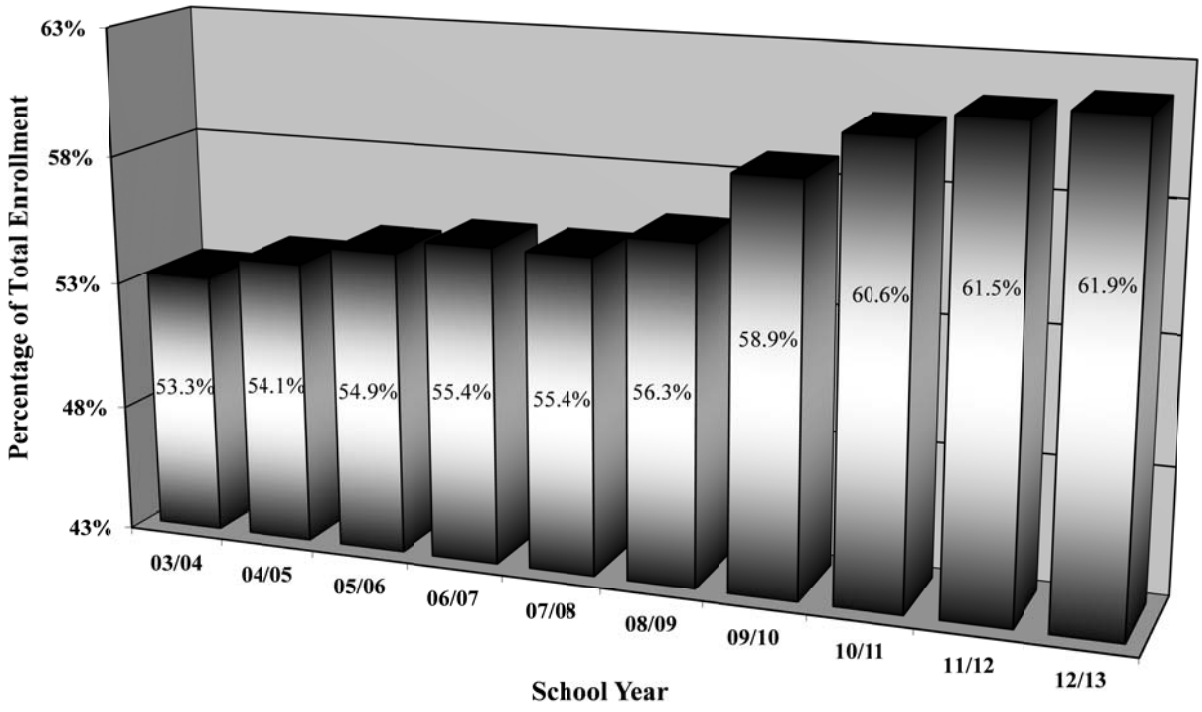
### Free or Reduced Price Lunch

In 2012-2013, 412,432 Oklahoma students were eligible for the Free or Reduced Price Lunch Program (FRL). This represented 61.9% of all students (based on enrollment) and was an increase of 5,676 students, or 1.4%, from the 2011-2012 school year. Eligibility has increased 8.6 percentage-points in ten years. From 2008-2009 to 2009-2010, 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 2009-2010 to 2010-2011. This marks the third year in a row for a decline in the growth of students eligible for FRL and 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. Only one district has fewer than 10% of its students eligible for the program and six districts have 25% or less eligible. Twelve 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 2013, a family of four with two children making $23,624 was considered to be living below the poverty level.

# Figure 30
# Free or Reduced Price Lunch Program Eligibility
# 2003-2004 to 2012-2013




Data Source: Oklahoma State Department of Education

Local Educational Agencies (LEA) serving schools where 40% of students qualify for FRL may be designated as a Title I school, which then qualifies the school to receive federal funding. The purpose of Title 1, Part A programs is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessment.

## Gifted and Talented

U.S. Senator Jacob K. Javits, starting in the early 1970's, began to draw attention to the unique educational needs of gifted and talented students. For the next ten years, limited federal funds were made available and states, including Oklahoma, used the money as incentive for gifted and talented programs. In 1981, Oklahoma became the 17th state to provide funding for the education of gifted and talented students. Thirty-one states fund gifted programs in some way. Oklahoma's funding comes through the state aid formula and each student identified and served by a gifted and talented program is assigned an additional weight of .34 per student (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 1st and 2nd grade students in lieu of standardized testing measures. The State Department of Education has regulations and program standards for participating school districts (Oklahoma State Department of Education, *Annual Report on Gifted and Talented Education, FY 2012*).

During the 2012-2013 school year, 97,509 Oklahoma students qualified for the Gifted/Talented program. This represented 14.8% of all students in the state. The percentage of children eligible for the program has remained relatively constant over the last decade. The extremes on this indicator in 2012-2013 ranged from three districts reporting none of their students eligible for the gifted program and 33 districts with less than 5% eligible, to seven 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 2012-2013 school year, 99,229 Oklahoma students qualified for the special education program, which represented 15.0% of all students (based on enrollment). There has been a slight rise in the Special Education participation rate over the past three years and is almost up to its peak in 2004-2005 at 15.1%. Throughout the 1990's the rate hovered close to 12% then increased to the 14% and 15% range through the 2000's. The percentage of students eligible for special education services at school districts across the state ranged from nineteen districts with less than 10% of students eligible to three districts (all small dependent districts) having 40% or more students eligible.

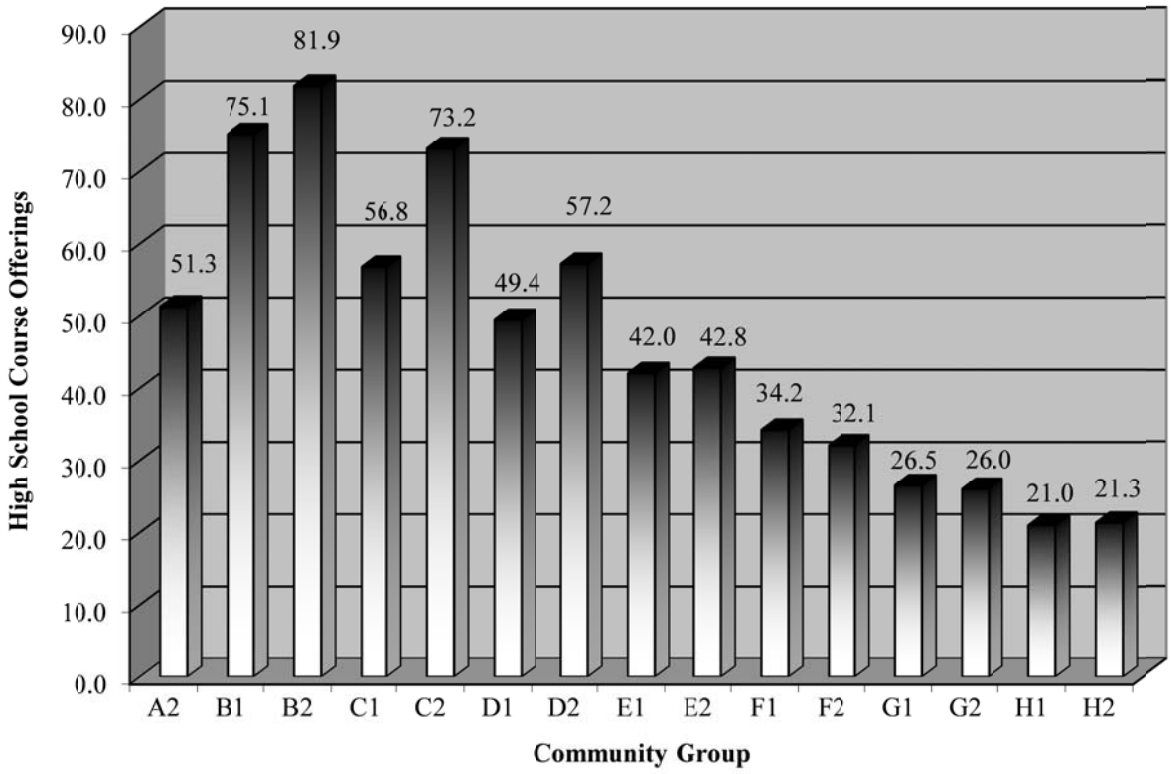
## High School Course Offerings

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 Educational Quality and 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, three school districts offered over 100 different courses areas and 10 others offered over 80 different courses. Collectively, districts across the state offered an average of 36.4 units in the six core areas in 2012-2013. 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 77.4 high school courses while the state's two largest districts (Oklahoma City and Tulsa) offer an average of 51.3 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 61.3 courses and those in the 2,000 to 5,000 range offer 54.2 courses. The 1,000 to 2,000 student range school districts offer 42.4 courses and school districts with 500 to 1,000 students offer 32.7 courses. The smallest two district enrollment ranges of 250 to 500 and less than 250 offer an average of only 26.2 and 21.3 courses respectively.

## Figure 31
## High School Course Offerings
## By Community Group
## 2012-2013




State Average = 36.4
Data Source: Oklahoma State Department of Education

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 81.9 and the H1 community group has the lowest at 21.0.

Beginning in the 2006-2007 school year, students entering the 9th grade must complete the following college preparatory/work-ready curriculum to graduate from high school: 4 units English, 3 units Math, 3 units Science, 3 units History/Citizenship, 2 units Foreign Language or 2 units Computer Technology, 1 unit Fine Arts, 1 additional unit from the above list, and 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.

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 Educational Quality and Accountability relating to regular classroom teachers exclude special education teachers and teachers at alternative education centers.

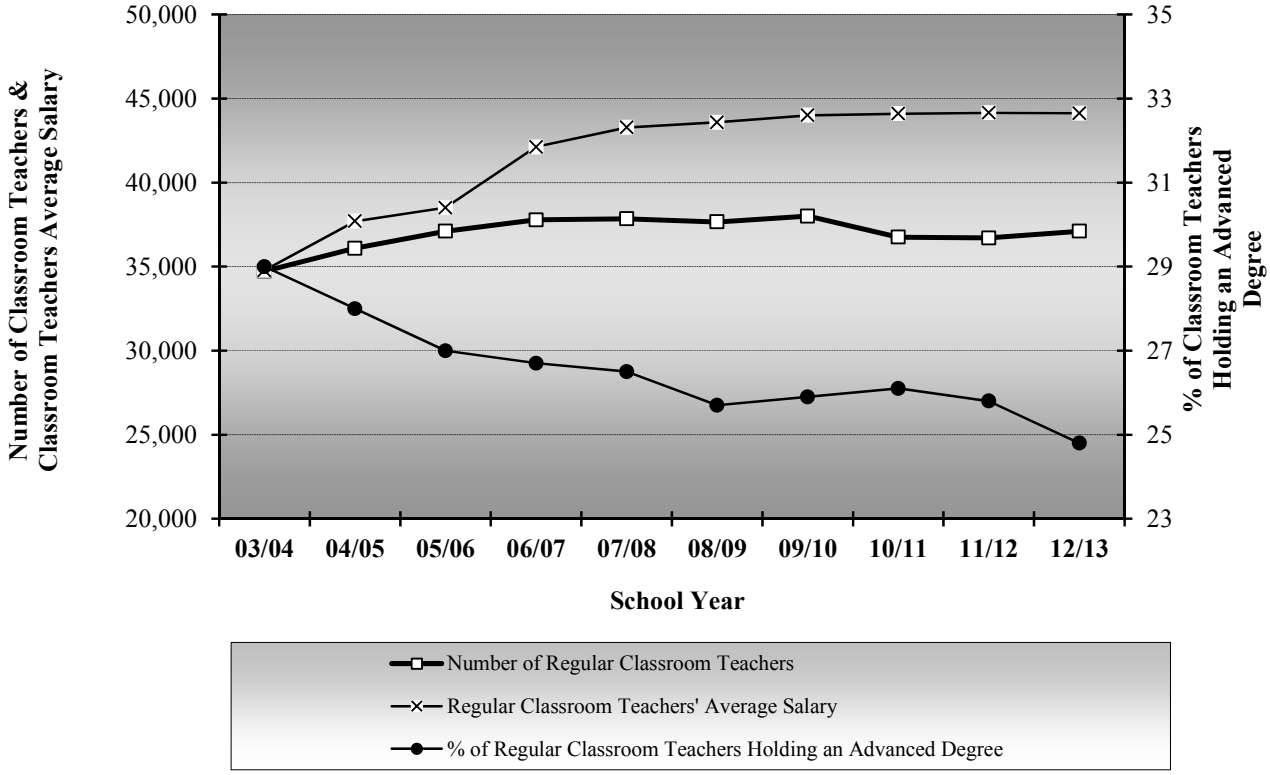
Statewide, the number of regular classroom teachers increased by 396 FTEs for the 2012-2013 school year from the previous year (37,104 in 2012-2013; 36,708 in 2011-2012). This is the first increase in the number of classroom teachers in three years and only the second increase in the past five years. This increase of 396 teachers does not come close to overcoming the decline of 1,300 teachers over the two year period of 2009-2010 and 2011-2012. This is the fewest number of regular classroom teachers since 2004-2005. Figure 32 shows the very slight rise and fall of the number of classroom teachers over the past ten years. Furthermore, ADM increased by 6,624 students (662,220 in 2012-2013; 655,596 in 2011-2012). Based only on the graded student ADM of 662,220, the statewide gross student/teacher ratio for regular classroom teachers in 2012-2013 was 17.8 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 2012-2013 school year was $44,118, a decrease of $27 from the previous year ($44,145 in 2011-2012). This is only the second decrease in annualized teacher salary in over 20 years. The only other year (1996-1997) of actual decease in teacher salary saw a decrease of $593 from the previous year. After three years of notable salary increases for teachers (2003-2004 to 2006-2007), 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.

Teachers' salaries are controlled by a salary schedule prescribed in state law (70 O.S. § 18-114.12). In school year 2012-2013, 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 2003-2004 to 2012-2013




| | 03/04 | 04/05 | 05/06 | 06/07 | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 | 12/13 |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of Regular Classroom Teachers | 34,735 | 36,094 | 37,103 | 37,778 | 37,848 | 37,660 | 38,008 | 36,749 | 36,708 | 37,104 |
| Regular Classroom Teachers' Average Salary | $34,779 | $37,701 | $38,508 | $42,117 | $43,275 | $43,584 | $43,998 | $44,094 | $44,145 | $44,118 |
| % of Regular Classroom Teachers Holding an Advanced Degree | 29.3 | 27.8 | 27.0 | 26.7 | 26.5 | 25.7 | 25.9 | 26.1 | 25.8 | 24.8 |

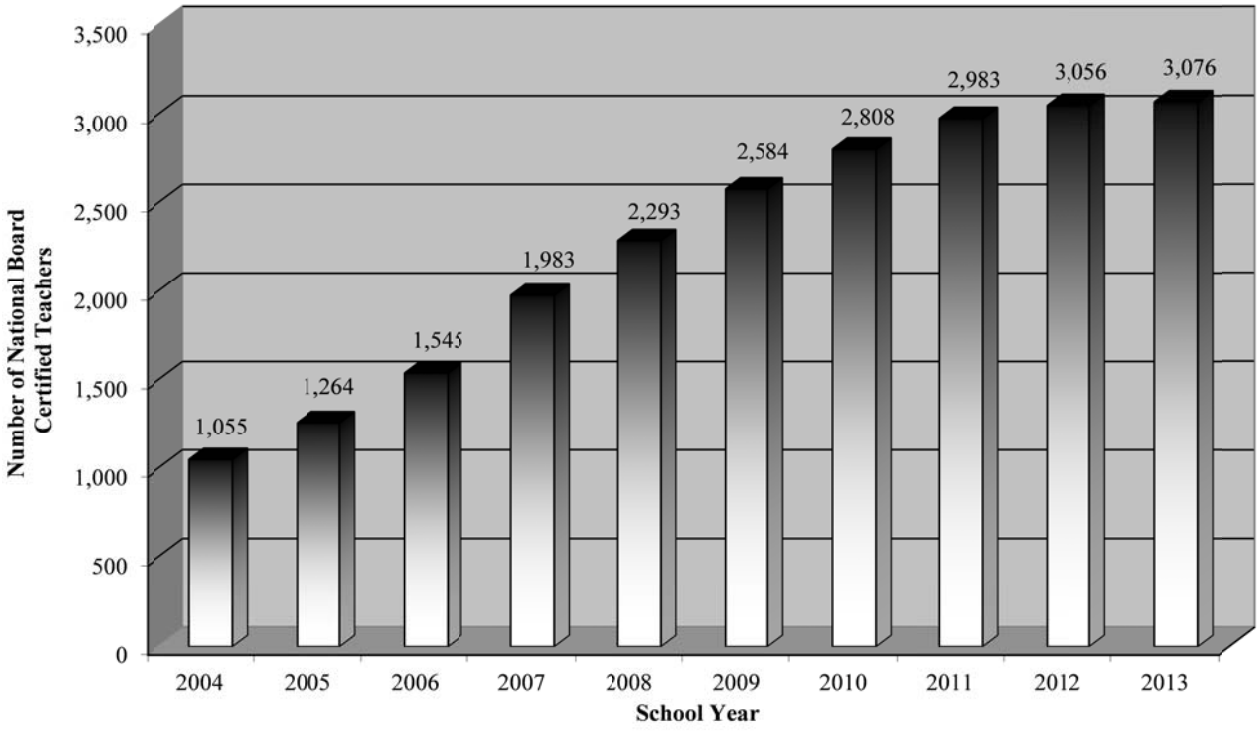
Data Source: Oklahoma State Department of Education

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 24.8% (down from 25.8% 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 1989-1990. The average years of teaching experience is calculated similarly. It is based on the years of experience per FTE and averages 12.5 years statewide.

Oklahoma had 20 new NBC teachers for the 2012-2013 school year. This brings the total of NBC teachers in the state to 3,076; 8.3% of classroom teachers. The 20 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**
**2004 to 2013**




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 2012-2013 school year, there were 4,451 Special Education Teacher FTEs, up 17 FTE from the previous year. Each possessed an average of 13.1 years of teaching experience and earned, on average, $46,680. On average there were 22.3 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 2012-2013 school year saw an increase – 396, the number of administrators increased by 107. In 2012-2013 there were 3,493 administrator FTEs at the 521 districts, up from the 2011-2012 school year count of 3,386 administrator FTEs. Statewide, there was an average of 6.7 administrators per school district and each received an average annualized salary of $76,424 during the 2012-2013 school year. This was an increase of just over $500 or 0.7% over last year's figure of $75,865. On average, each supervised 11.9 teacher FTEs (regular and special education teachers) in 2012-2013. The average experience that each possessed in a school environment was 21.1 years.

## Counselors and Other Certified Staff

The number of counselors in schools decreased by 5 (1,588 from 1,593) between 2012-2013 and 2011-2012. Other certified staff FTEs increased by 125 (3,682 from 3,557). Counselor's average annualized salary for the 2012-2013 school year was $49,807, down $85 from the previous year and the average annualized salary for other certified staff for the same school year was $48,339, up $147 from the previous year. Other certified staff includes Reading Specialist, 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 Office of Educational Quality and 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 2012-2013 was $5,624,027,784. The largest portion of funding was provided by the

State at 48.0% ($2.70 billion), followed by Local & County with 39.6% ($2.23 billion) and Federal funds which provide 12.5% ($701 million) (Figure 34). Total revenues decreased for Oklahoma's districts by $21,519,046, or 0.4%, from 2011-12 revenues of $5,645,546,831. This is the third decrease in four years. Five years ago, there was a significant decrease in state revenue and three years ago there was 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 only 0.2 percentage points higher than last year's and 2.4 percentage points higher than two years ago , which was the lowest it has ever been since the *Profile Reports* have been compiled. For the 2012-2013 school year, 48.0% of all revenues came from the state. This percentage amount is down from 53.4% 10 years earlier (2003-2004). 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 back to the levels of ten years ago (12.5%). For 2009-2010 and 2010-2011 school years, the percentage of federal revenue has been over 17.0%. The percentage of federal revenue has been 12 to 13% for ten of the last twelve years. Prior to 2002-2003, 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 39.6%. There has been growth every year but one for the past ten years in local and county revenue.

There are fifteen school districts with less than 20% of their revenue coming from the state and four of those have less than 10% of their revenue coming from the state (Maple P.S. and Banner P.S. in Canadian Co., Oakdale P.S. in Oklahoma Co. and Cleora P.S. in Delaware Co.). Maple P.S. also has less than 3% of their revenue coming from the federal government with 90% of its revenue coming from local and county sources. Conversely; thirty districts have over two-thirds of their revenue coming from the state.

Ten school districts have over one-third of their revenue coming from the federal government. Only one of these is an independent district serving students through 12$^{th}$ grade, the rest are dependent school districts serving only students from pre-kindergarten through eighth grade. Twenty-three school districts have less than 5% of their revenue coming from the federal government. There has been a significant decrease in the percentage of revenues coming from the federal government due to the ending of the ARRA stimulus money.

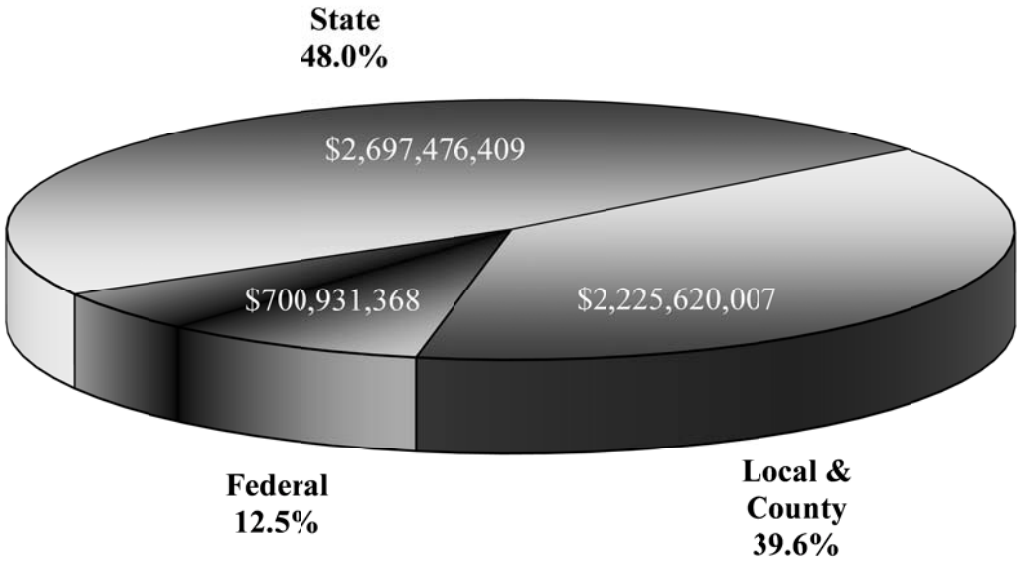
Six school districts have less than 10% of their revenue coming from local and county sources with only one of these being an independent school district (PK – 12). Twelve school districts have over 75% of their revenue coming from local and county sources. Half of these are dependent school districts. 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 fourteen percent (14.3%) of all revenues for school districts below 1,000 ADM are from the federal government compared to 11.7% for school districts between 1,000 and 10,000 ADM and 12.1% for school districts above 10,000. School districts above 10,000 in ADM receive only 42.0% of their revenue from the state compared to 51.4% for school districts below 1,000 ADM and 51.5% for school districts between 1,000 and 10,000. School districts below 1,000 in

ADM receive 34.3% of their revenue from local sources compared to 45.9% for school districts above 10,000 ADM and 36.8% 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 39.6% of funding coming from local sources; local funding makes up 45.6% for those school districts below the state average Free or Reduced Price Lunch rate and only 35.1% 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 (15.2%) than those districts below the state average at 8.7%. School districts above the state average Free or Reduced Price Lunch rate (49.7%) also have a higher percentage of their revenue coming from the state than those schools below the state average (45.7%).

## Figure 34
## District Revenue Sources
## Reported Using ALL FUNDS*
## 2012-2013




Total Revenue: $5,624,027,784

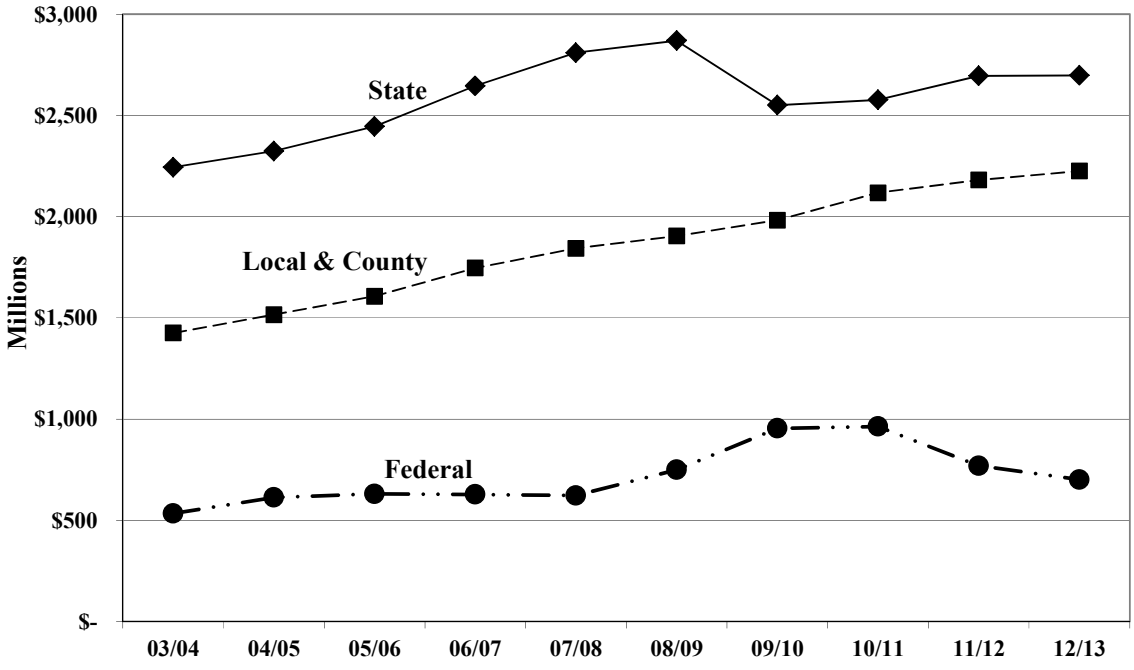
Data Source: Oklahoma State Department of Education

*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.

Revenues by source (state, local and county, and federal) have risen and fallen over the past thirty years. Revenue from the federal government has risen from under $100 million in the early 1980s to almost $1 billion during the ARRA stimulus funding period from 2009 to 2011. Local and county funding has risen from under $500 million during the early 1980s to over $2 billion currently. State revenue has risen from under $1 billion 30 years ago to over $2.5 billion.

The following table shows the past ten years by source of district revenues. Revenue from the federal government was relatively stable staying close to $600 million until 2008-2009. From 2003-2004 to 2010-2011, the second year of ARRA stimulus funds, federal revenue grew 80.5%. Since 2010-2011, federal revenue dropped 27.3% from $964 million to $701 million. Local and county revenue has seen the most consistent growth over the past ten years. Local and county revenue grew 56.1% to $2,226 million from 2003-2004 to 2012-2013. Revenue from the state has its multiple ups and downs over the past decade. State revenue grew 27.9% from $2,244 million to $2,870 million from 2003-2004 to 2008-2009. There was then a drop of 11.1% to $2,551 million in 2009-2010. Since 2009-2010, state revenue has risen 5.8% to $2,697 million for 2012-2013; still below the high of 2008-2009.

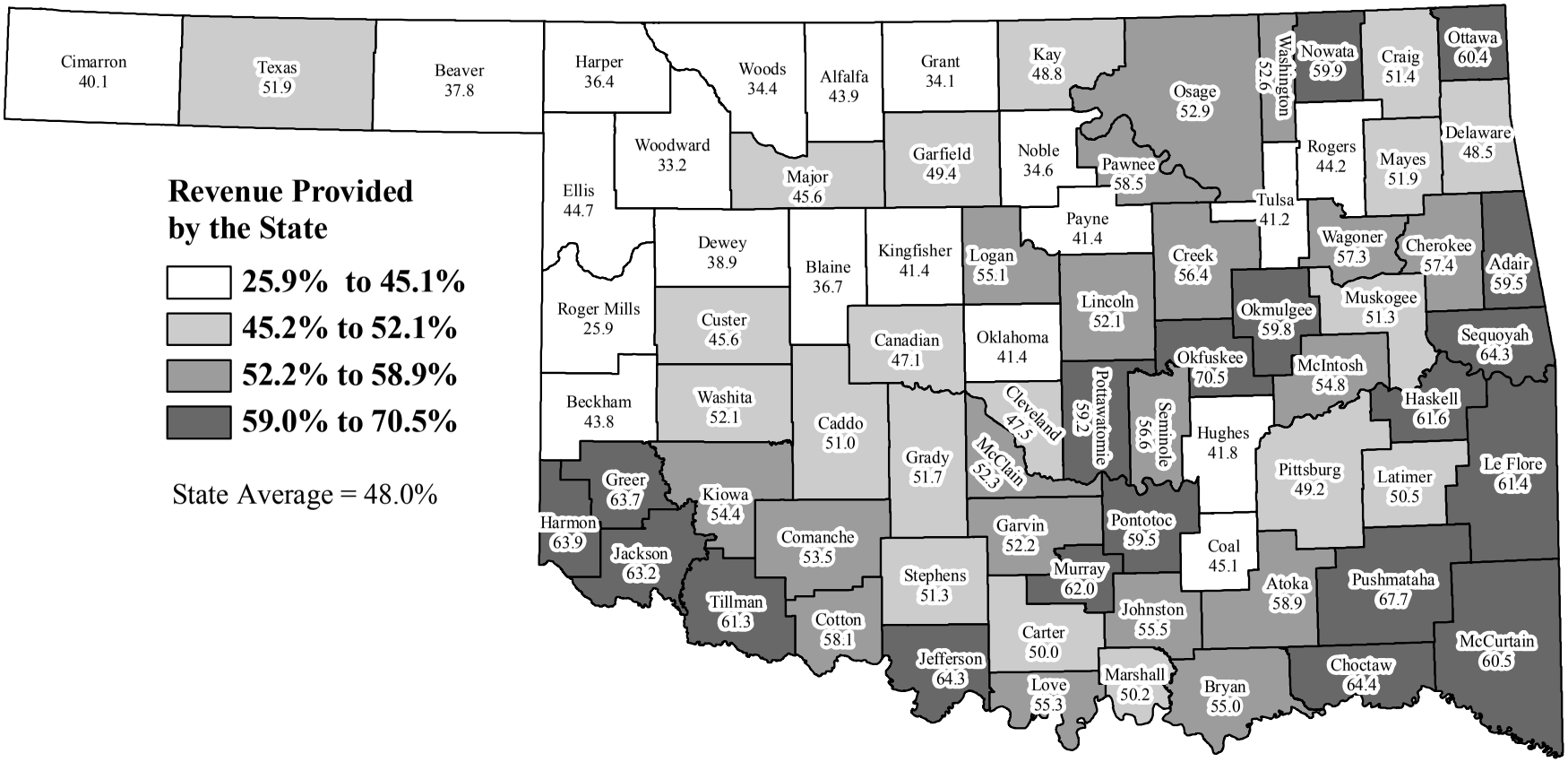
# Figure 35
# District Revenue Sources
# Reported Using ALL FUNDS
# 2003-2004 to 2012-2013




| in Millions | 03/04 | 04/05 | 05/06 | 06/07 | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 | 12/13 |
|---|---|---|---|---|---|---|---|---|---|---|
| State | $2,244 | $2,324 | $2,445 | $2,646 | $2,810 | $2,870 | $2,551 | $2,577 | $2,696 | $2,697 |
| Local & County | $1,426 | $1,516 | $1,607 | $1,747 | $1,844 | $1,904 | $1,982 | $2,118 | $2,181 | $2,226 |
| Federal | $534 | $613 | $631 | $628 | $622 | $749 | $954 | $964 | $769 | $701 |

Data Source: Oklahoma State Department of Education

# Figure 36
# PERCENT OF PUBLIC EDUCATION REVENUE PROVIDED BY THE STATE
## 2012 - 2013 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:

| Condition | WGT. | Condition | WGT. |
|---|---|---|---|
| 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:

| Grade | WGT. | Grade | WGT. |
|---|---|---|---|
| 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:

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

State funds are distributed to districts based 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 multi-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 funding 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: *School Finance – Technical Assistance Document*, published by the Oklahoma State Department of Education.

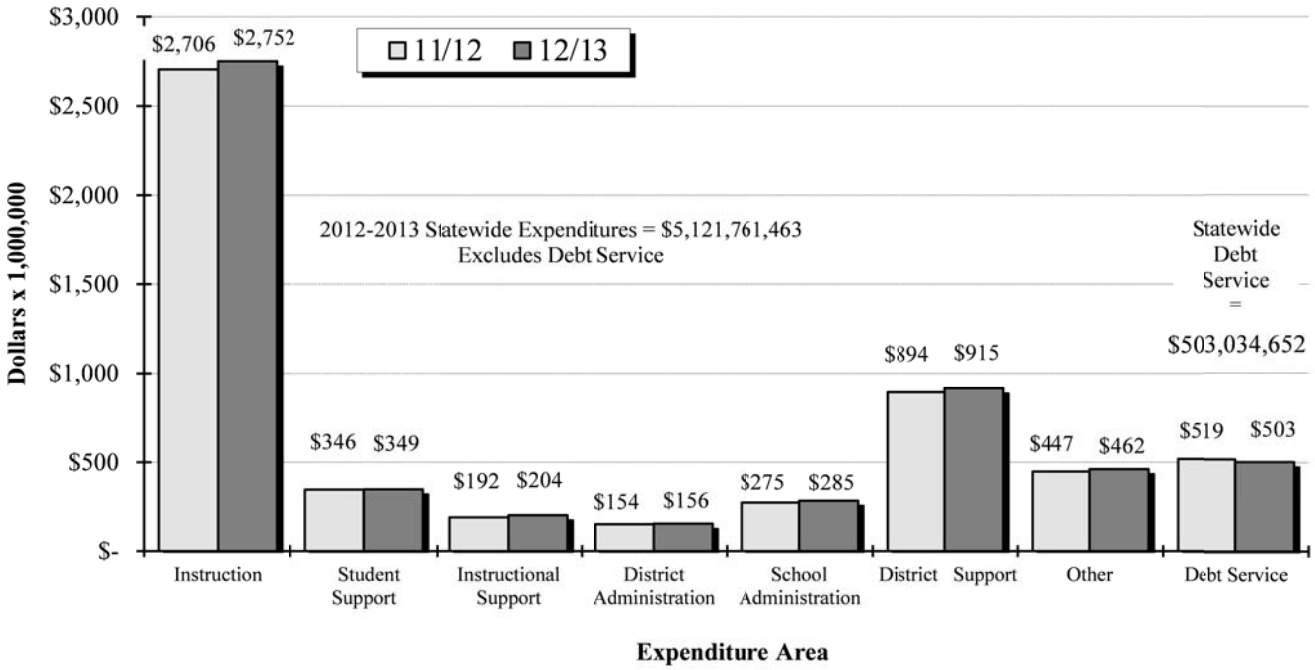
# Expenditures

Figure 37 shows expenditures from ALL FUNDS for the last two years. In *Profiles 2013*, 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 increased 76% in the past ten years to $503.0 million in 2013 from $284.6 million in 2004.

The largest expenditure is in the area of Instruction with 53.7%, a 0.3 percentage-point decrease from 2011-2012. This is the fourth drop in the percent of expenditures going to Instruction in the past five years and it is below its high mark of 58.6% of ALL FUNDS in 1995-1996. District Support ran a distant second in 2012-2013 at 17.9% of all expenditures. District Support includes the district business office plus maintenance and operation of buildings and vehicles. Statewide, total expenditures from ALL FUNDS were $5.6 billion, a $92 million increase over the 2011-2012 school year.

## Figure 37
## State Level Expenditures Based on ALL FUNDS
## 2011-2012 and 2012-2013




| | Percent of Total Expenditure in Each Area | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **2011-2012** | 54.0% | 6.9% | 3.8% | 3.1% | 5.5% | 17.8% | 8.9% | 10.4% |
| **2012-2013** | 53.7% | 6.8% | 4.0% | 3.0% | 5.6% | 17.9% | 9.0% | 9.8% |

See Appendix C for a complete listing of all accounts under each expenditure area.
Data Source: Oklahoma State Department of Education

Figure 38 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 38
## Expenditures Based on ALL FUNDS
## By Community Group
## 2012-2013

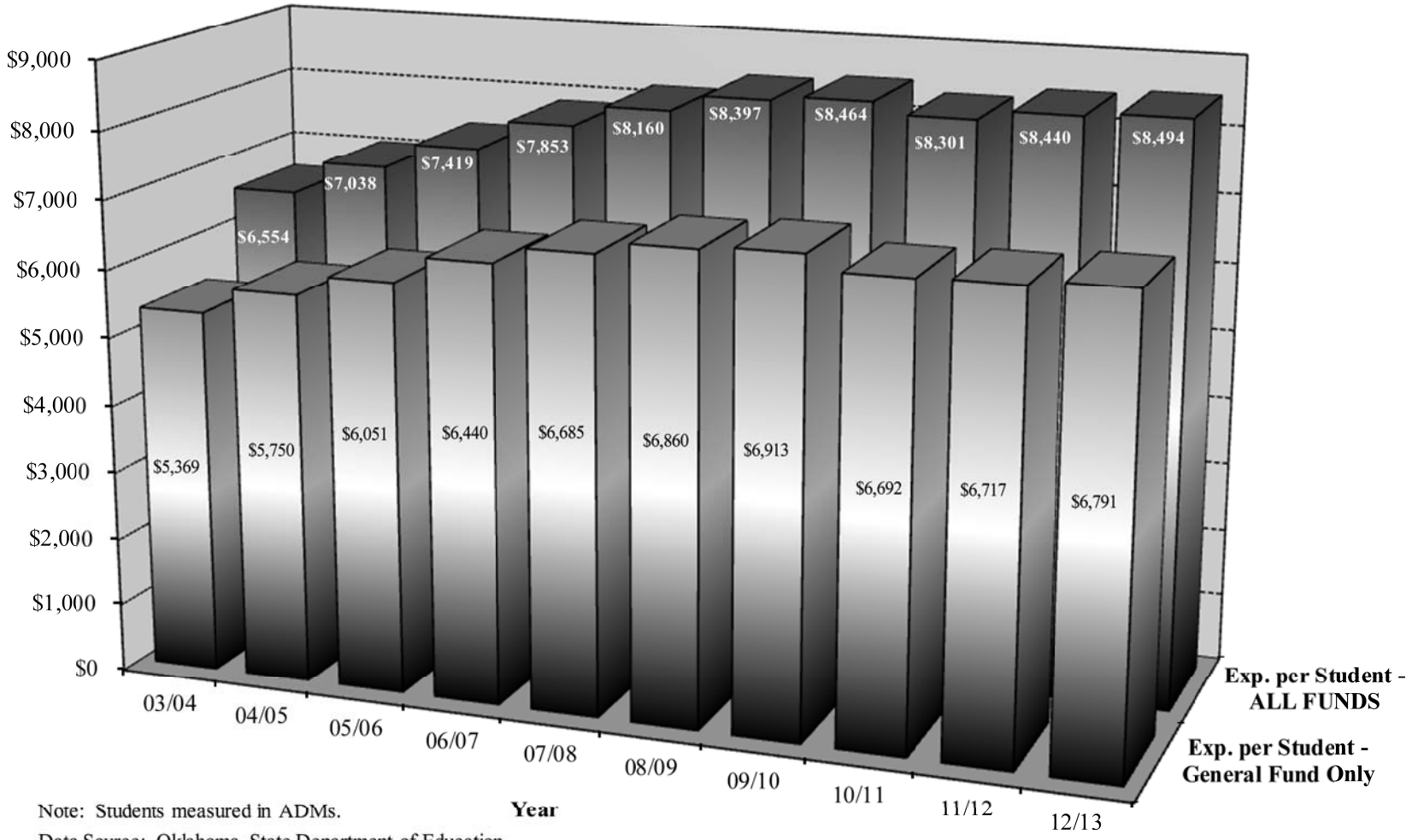
| Size of District | Community Group | Instruction | Student Support | Instructional Support | District Administration | School Administration | District Support | Other |
|---|---|---|---|---|---|---|---|---|
| 25,000 or more | A2 | 50.4% | 7.1% | 6.7% | 2.1% | 5.6% | 18.5% | 9.6% |
| 10,000 to 24,999 | B1 | 54.3% | 8.6% | 4.0% | 1.9% | 5.6% | 17.7% | 7.9% |
| | B2 | 53.3% | 7.2% | 4.5% | 1.9% | 6.3% | 17.6% | 9.2% |
| 5,000 to 9,999 | C1 | 55.4% | 7.1% | 3.8% | 2.4% | 5.5% | 18.6% | 7.3% |
| | C2 | 52.9% | 6.0% | 5.6% | 2.2% | 5.5% | 17.3% | 10.6% |
| 2,000 to 4,999 | D1 | 55.8% | 7.2% | 3.3% | 2.7% | 5.9% | 16.5% | 8.7% |
| | D2 | 54.4% | 6.7% | 3.9% | 2.7% | 5.6% | 17.8% | 8.9% |
| 1,000 to 1,999 | E1 | 56.3% | 6.3% | 3.0% | 3.0% | 5.6% | 17.8% | 8.1% |
| | E2 | 54.7% | 6.5% | 3.1% | 3.3% | 5.6% | 17.0% | 9.9% |
| 500 to 999 | F1 | 53.9% | 6.4% | 3.0% | 4.1% | 5.4% | 17.3% | 9.9% |
| | F2 | 54.7% | 6.2% | 3.0% | 4.0% | 5.5% | 17.3% | 9.4% |
| 250 to 499 | G1 | 52.6% | 6.1% | 2.7% | 5.0% | 5.5% | 18.1% | 10.1% |
| | G2 | 52.4% | 5.6% | 2.8% | 5.3% | 5.4% | 18.3% | 10.2% |
| Less than 250 | H1 | 51.6% | 5.1% | 2.4% | 6.6% | 4.1% | 21.2% | 9.2% |
| | H2 | 52.3% | 4.6% | 2.7% | 7.2% | 4.2% | 19.6% | 9.4% |
| Statewide | | 53.7% | 6.8% | 4.0% | 3.0% | 5.6% | 17.9% | 9.0% |

Data Source: Oklahoma State Department of Education

Figure 39 contrasts the General Fund versus the ALL FUNDS accounting of expenditures per student for years 2003-2004 through 2012-2013. The expenditure per student (ADM) using the General Fund in 2012-2013 was $6,791 compared to $8,494 from ALL FUNDS, a difference of $1,703 dollars per student. Per-student funding increased $74 in the General Fund category and $54 in the ALL FUNDS category between the 2011-2012 and 2012-2013 school years.

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 $22,926 per student in Taloga P.S. in Dewey County to a low of $5,392 per student at Copan P.S. in Washington County. Roger Mills County has the highest per student expenditure at $17,407 while Murray County has the lowest at $7,195.

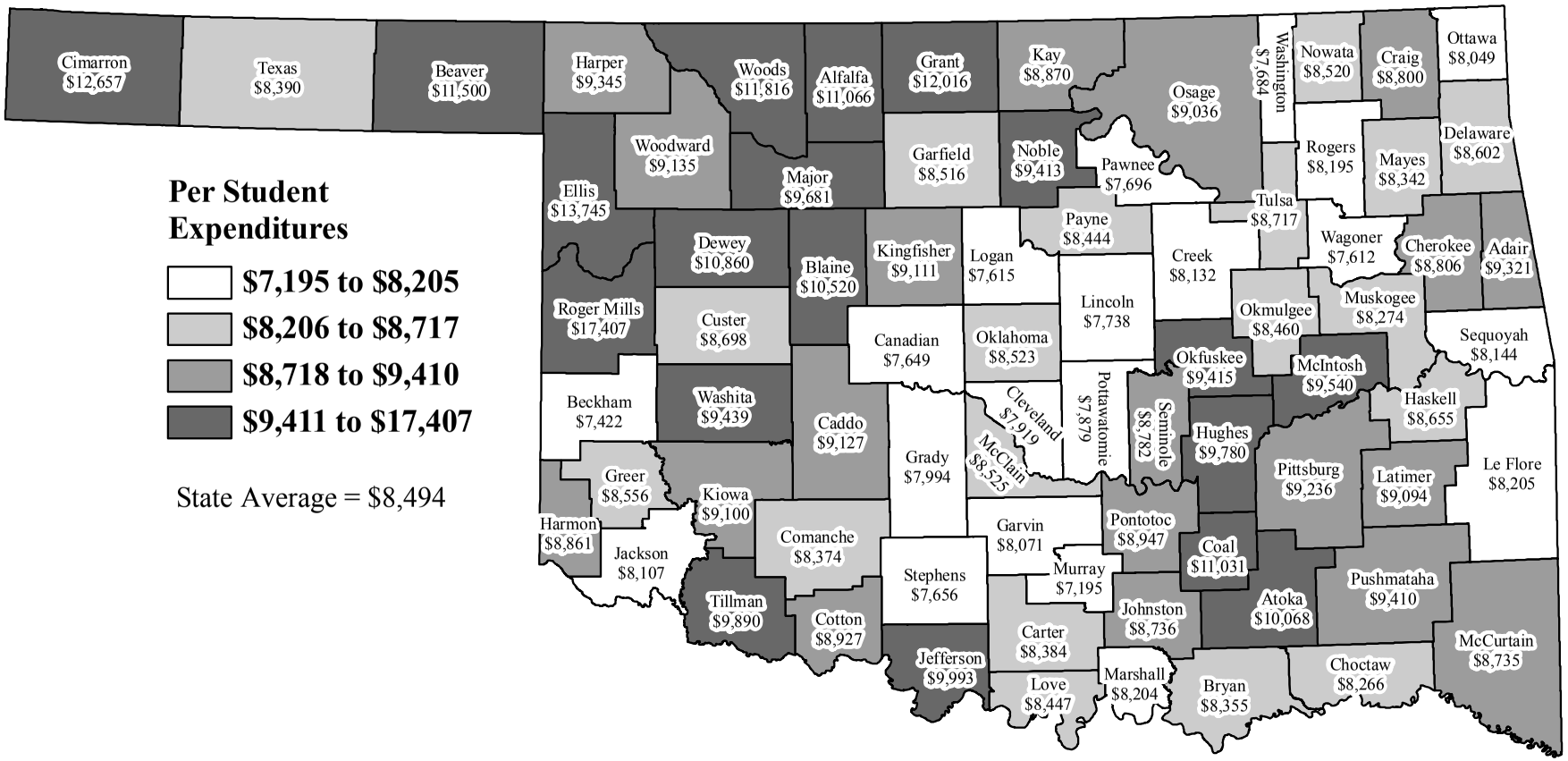
# Figure 39
# State Level Expenditures Per Student
# General Fund Only and ALL FUNDS
# 2003-2004 to 2012-2013




Note: Students measured in ADMs.

Data Source: Oklahoma State Department of Education

# Figure 40
# EXPENDITURES PER STUDENT
# ALL FUNDS
## 2012 - 2013 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 1993-1994 school year. Subject areas tested included Reading, Language (writing), Social Studies, Sources of Information (interpreting charts, graphs and maps), Mathematics, and Science.

In 1994-1995, 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 1998-1999, a complete battery was administered in grades 5, 8, and 11. However, the 11$^{th}$ grade only saw one year of the complete battery before it was discontinued.

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

Beginning in 2000-2001, the 11th grade Geography test was dropped and OSTP began phasing-in four high school End-of-Instruction (EOI) tests (course specific CRTs) starting with English II and U.S. History. Algebra I and Biology I tests were first administered in 2002-03. Additionally, the core of the Iowa Test of Basic Skills (Reading, Language Arts and Math) was administered to 3rd grade statewide in 2000-2001. 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 2004-2005. A CRT in Reading and Math took the place of the NRTs in the 3rd grade beginning in school year 2004-2005, as well as a math and reading CRT in grade 4 and a geography CRT in grade 7 the same year. Additional CRTs in math and reading were implemented in grade 6 and 7 in school year 2005-2006.

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 2006-2007 school year. Students from the freshman class of 2008-2009 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 2000-2001 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 1998-1999 and 1999-2000. During the 2000-2001 school year OSTP contracted with Riverside Publishing for both the Iowa Test of Basic Skills (an NRT) and the CRTs including the EOI tests. Starting in 2001-2002, the CRT's and 3rd Grade NRT were supplied by Harcourt-Brace and the EOI tests by CTB McGraw-Hill. The CRT component was taken over by Data Recognition Corporation (DRC) in 2005-2006. Riverside Publishing returned to assist with testing for 2006-2007. Pearson Assessment and Information began administering the EOIs in 2007-2008. In 2010-2011, Pearson Assessment also began administering the CRT's. During the 2012-2013 school year CTB-McGraw-Hill again was contracted to conduct both CRT's and EOI'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 2002-2003 students were broken into two fundamental categories, High Mobility and Non-High Mobility. In 2006-2007, these terms were changed to Non-Full Academic Years (non-FAY) and Full Academic Year (FAY). Unless otherwise noted, the scores posted in *Profiles 2013* include only Regular Education and Full Academic Year students.

From a policy-making standpoint, the Commission for Educational Quality and Accountability and its predecessor, the Education Oversight Board, 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 1997-1998 and 1998-1999 and test scores, for the most part, increased. However, when the testing vendor was again changed between school years 1999-2000 and 2000-2001, scores dropped in most subject areas, with the drops in Math and Writing being substantial. Vendors were again changed between 2000-2001 and 2001-2002 and again scores generally dropped, with science and writing being substantial. When vendors changed between 2004-2005 and 2005-2006 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 41 shows the cost of the OSTP over the last 10 years. The OSTP cost $7.1 million to administer in 2012-2013.

## Figure 41
## Yearly Total Cost for Testing
## FY- 2004 to FY-2013

| | |
|---|---|
| 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 |
| FY-2013 | $7.1 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 1998-1999, 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 Educational Quality and Accountability will continue to report performance as the percentage of students who score Proficient and above (Figures 42 through 78). The State Board of Education raised the standards for cut scores in Reading and Math prior to the 2008-2009 testing cycle. Viewing the trends must be done carefully, one must take this change into consideration when comparing to the previous years.

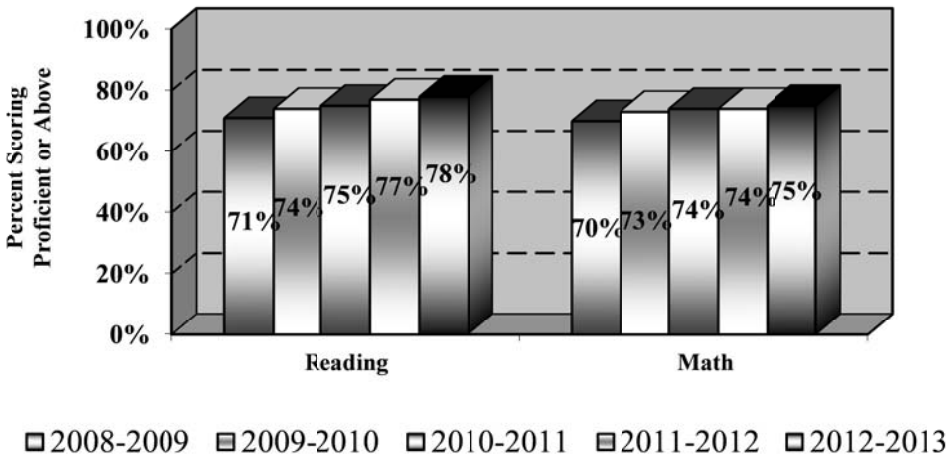
Third grade CRT results (Figure 42) showed improvement in both reading and math between 2008-2009 and 2012-2013. Reading increased seven percentage points in the percentage of students scoring proficient and above and Math increased five percentage points. Fourth grade CRT results (Figure 43) were stable in reading between 2008-2009 and 2011-2012 with an increase of four percentage points from 2011-2012 to 2012-2013. Math increased seven percentage points from 2008-2009 and 2012-2013.

Fifth grade CRT results (Figure 48) show similar trends for most of the subjects tested. Reading and math have seen increases over the past five years. Standards were raised in both reading and math in 2008-09. While quite a bit lower than prior to 2008-09, math has increased from 68% to 75% and reading increased from 70% to 75% from 2008-09 to 2012-13. The standard for science was changed prior to the 2012-13 testing. Prior to this change, the percentage of students scoring proficient and above for science has been the high 80s and low 90s. For 2012-13, 57% of all students taking the science CRT scored proficient and above. The writing CRT was not given in 2004-05 but since then has been in the mid to high 80s. There was also a standard change for writing with the current percentage of students scoring proficient and above at 65%. The social studies CRT was given as a field test in 2012-13 and students took the field test to help assess new standards for this test. For the past five years prior to 2012-13, students scoring proficient and above in social studies has hovered in the mid to high 70s.

Sixth grade CRT results (Figure 53) show reading at 72% for 2012-2013, up from 69% in 2008-2009 but down one percentage point from 2011-2012. The math sixth grade CRT result shows a nice improvement from 2009-2010 to 2012-2013 and is currently at 77% for the percentage of students scoring proficient and above. Both reading and math for seventh grade (Figure 54) show an almost identical pattern to the sixth grade results for each subject. Reading increased six percentage points from 2009-2010 to 2012-2013 and math rose seven percentage points from 2008-2009 to 2012-2013. The third seventh grade test, geography, was not given in 2012-2013 (a field test was given) but has been very stable between 88% and 89% from 2008-2009 to 2011-2012 for the percentage of students scoring "proficient and above".

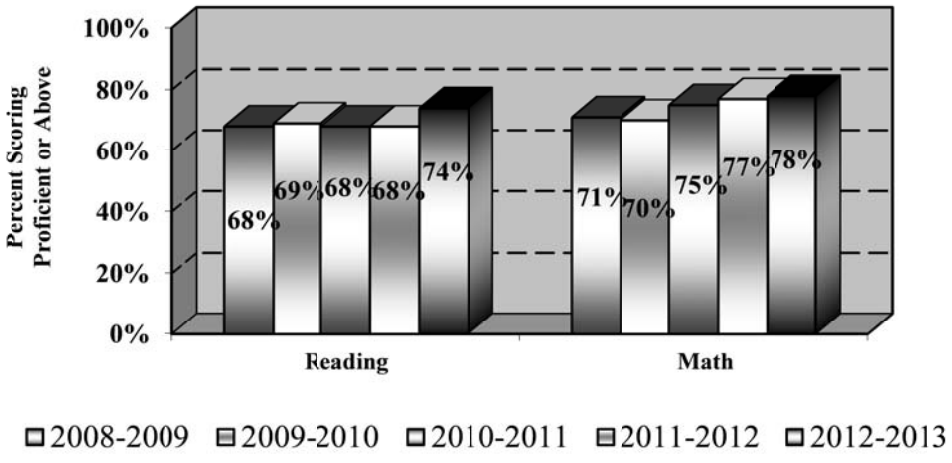
Eighth grade CRT results (Figure 59) are very similar to the fifth grade results with ups and downs in different subjects. As with fifth grade, eighth graders have historically taken five tests but this did not take the U.S. History test. A field test was also given for U.S. History. Both reading and math were showing gains until the change in standards five years ago. After the change in standard, both of these subjects continued to increase in the percentage of students scoring proficient and above from 2008-09 to 2011-2012. Reading did drop one percentage point from 2011-2012 to 2012-2013 to 82%. Math has increase seven percentage points from 65% to 72% from 2008-2009 to 2012-2013. As with the 5$^{th}$ grade science test, 8$^{th}$ grade science had a standard change prior to 2012-2013. Prior to this change science did drop slightly from 93% to 90% in the percentage of students scoring proficient and above from 2010-2011 to 2011-2012. 8$^{th}$ grade writing also had a change in standard for the 2012-2013 test. The current percentage of students scoring proficient and above is 64%.

# Figure 42
# 3rd Grade Results Oklahoma Core Curriculum Test
# Percent Scoring Proficient and Above
**(Regular Education Full Academic Year Students Only)**
**2008-2009 to 2012-2013**



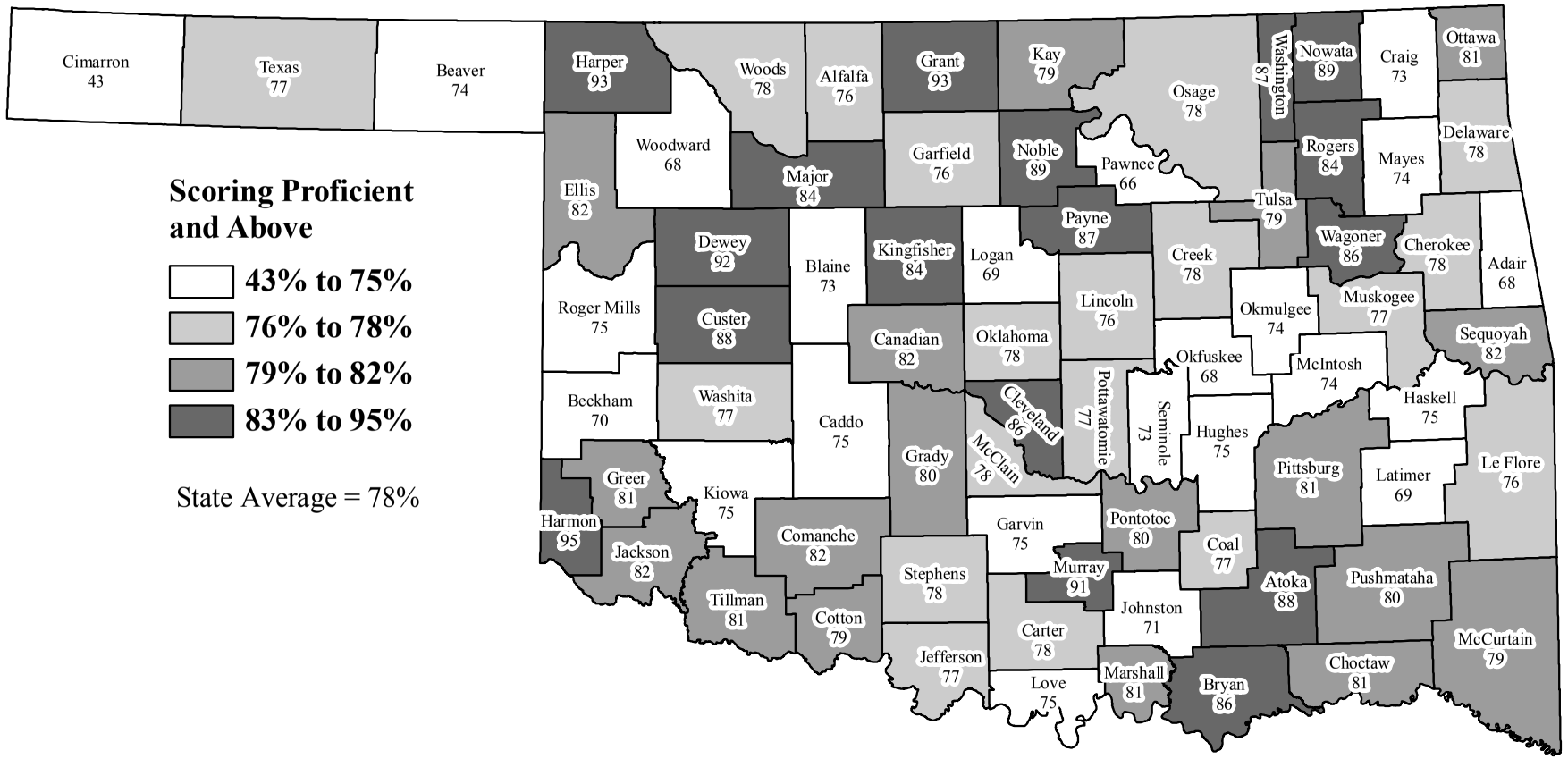

Data Source: Oklahoma State Department of Education

# Figure 43
# 4th Grade Results Oklahoma Core Curriculum Test
# Percent Scoring Proficient and Above
**(Regular Education Full Academic Year Students Only)**
**2008-2009 to 2012-2013**



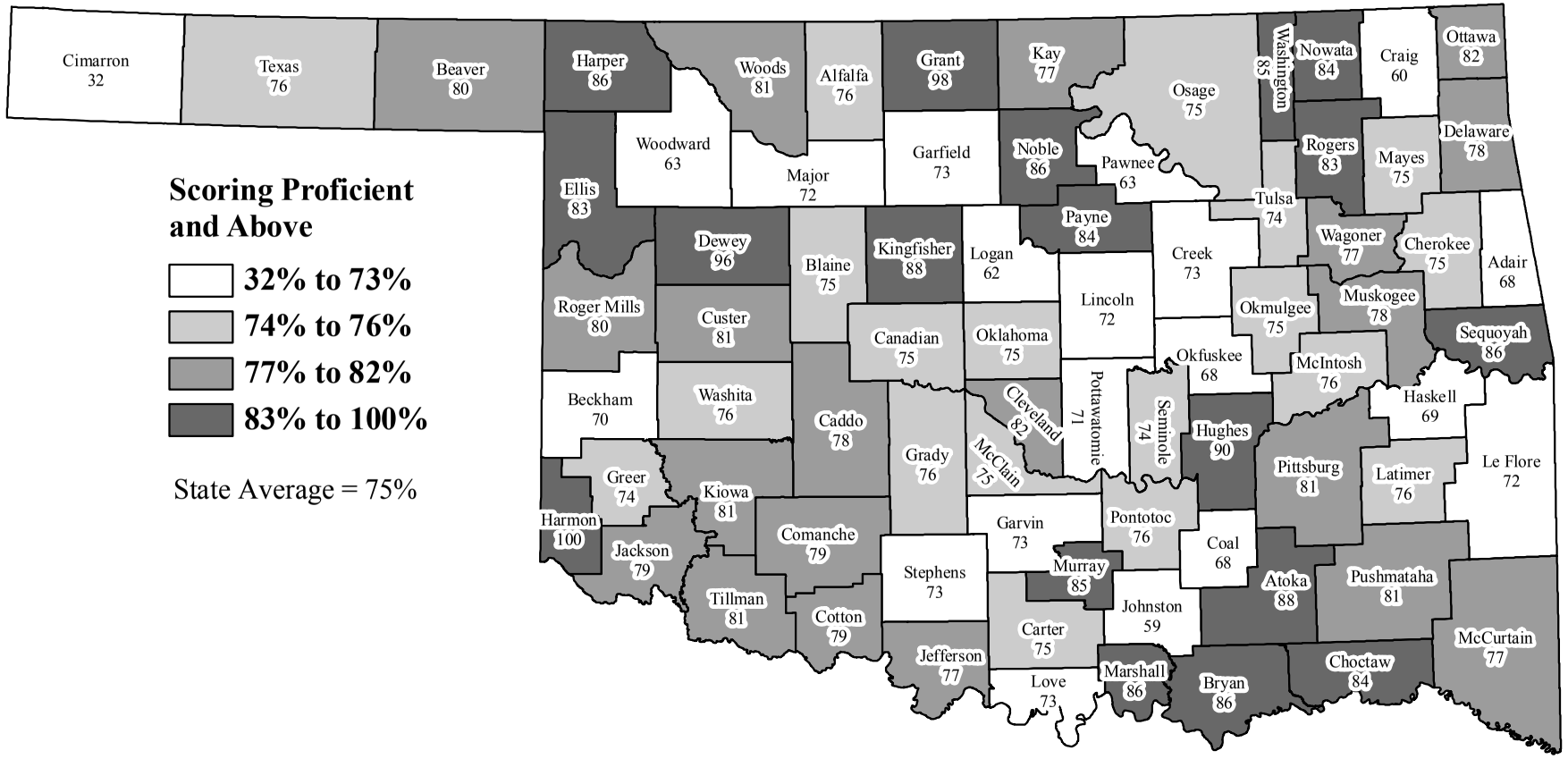

Data Source: Oklahoma State Department of Education

# Figure 44
# 3RD GRADE OCCT – READING SCORES
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year



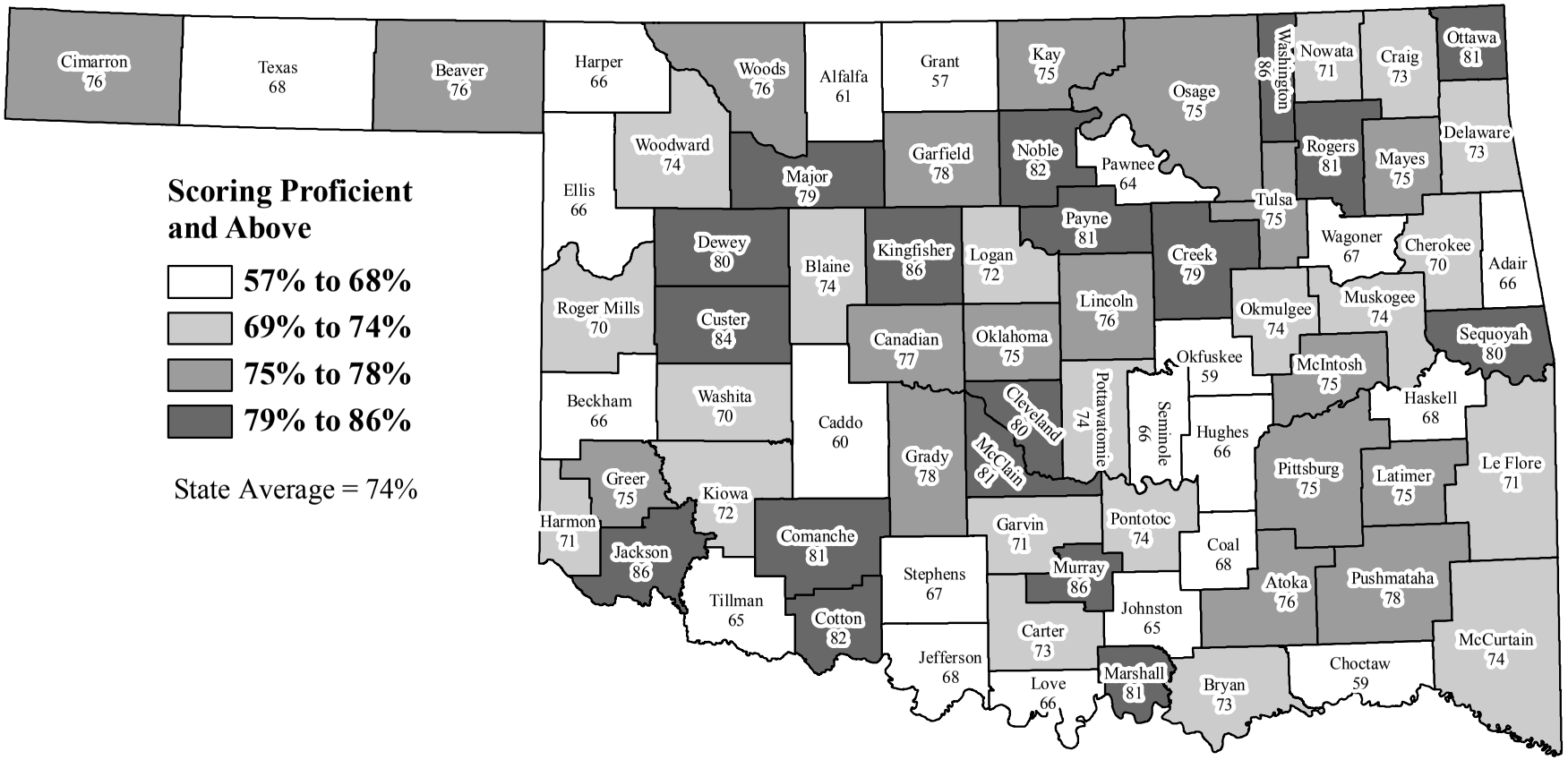

Source: Oklahoma State Department of Education

# Figure 45
# 3RD GRADE OCCT – MATH SCORES
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year



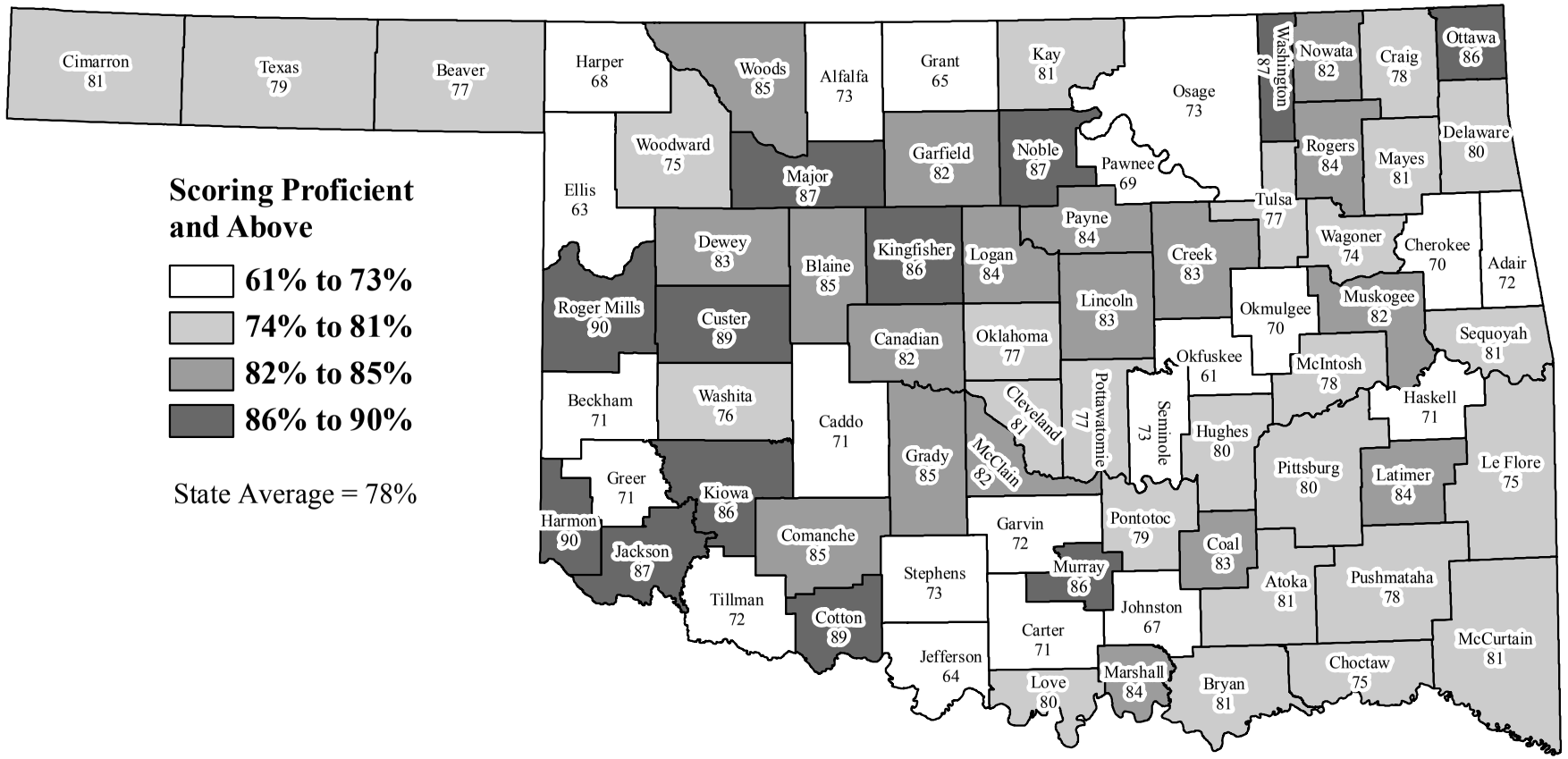

Source: Oklahoma State Department of Education

# Figure 46
# 4TH GRADE OCCT – READING SCORES
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year



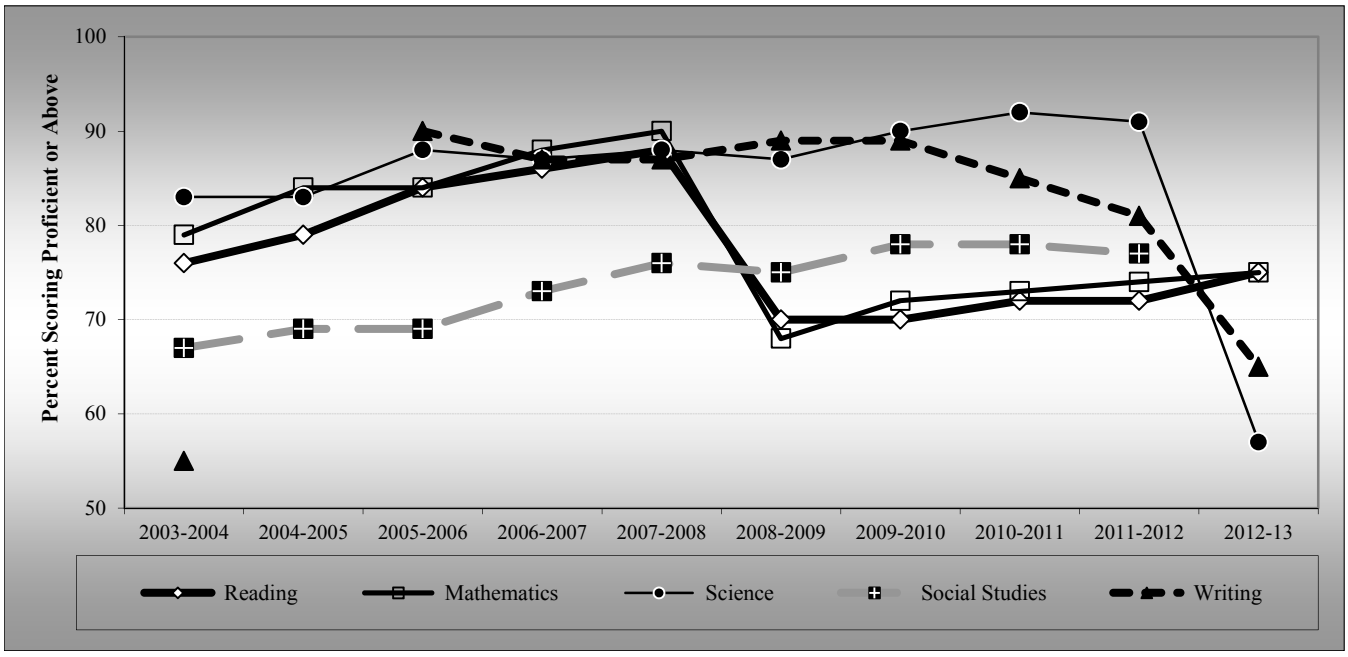

Source: Oklahoma State Department of Education

# Figure 47
# 4TH GRADE OCCT – MATH SCORES
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year




Source: Oklahoma State Department of Education

# Figure 48
# 5th Grade Results
# Oklahoma Core Curriculum Test
# Percent Scoring Proficient and Above
# by Subject and Year
# 2003-2004 to 2012-2013

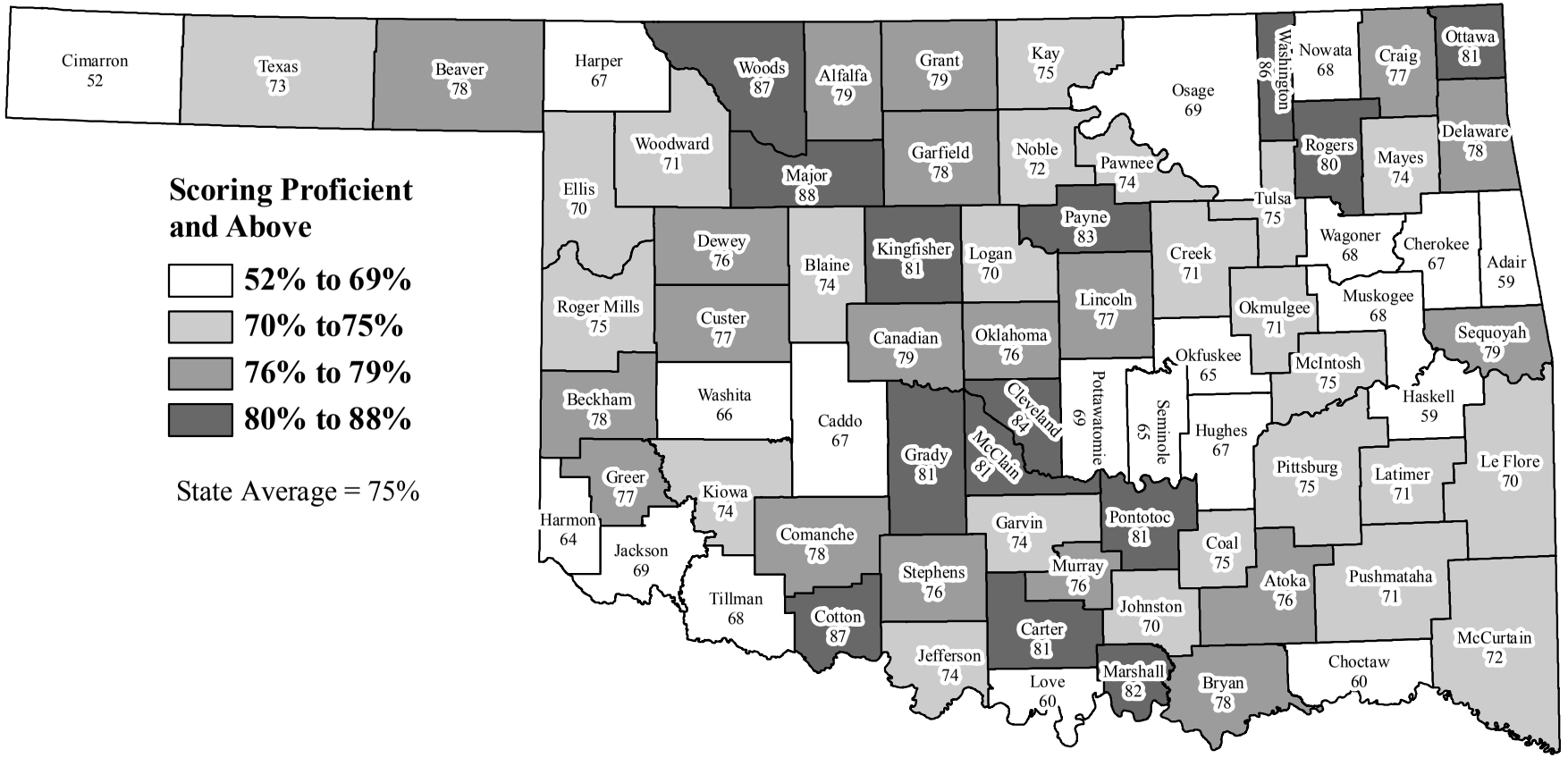



| Subject Area | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|---|---|---|---|---|---|---|
| Reading | 76% | 79% | 84% | 86% | 88% | 70% | 70% | 72% | 72% | 75% |
| Mathematics | 79% | 84% | 84% | 88% | 90% | 68% | 72% | 73% | 74% | 75% |
| Science | 83% | 83% | 88% | 87% | 88% | 87% | 90% | 92% | 91% | 57% |
| Social Studies | 67% | 69% | 69% | 73% | 76% | 75% | 78% | 78% | 77% | Not Tested |
| Writing | 55% | Not Tested | 90% | 87% | 87% | 89% | 89% | 85% | 81% | 65% |

Note: Double Line indicates a change in testing company.
Results are posted for Regular Education Full Academic Year students only.

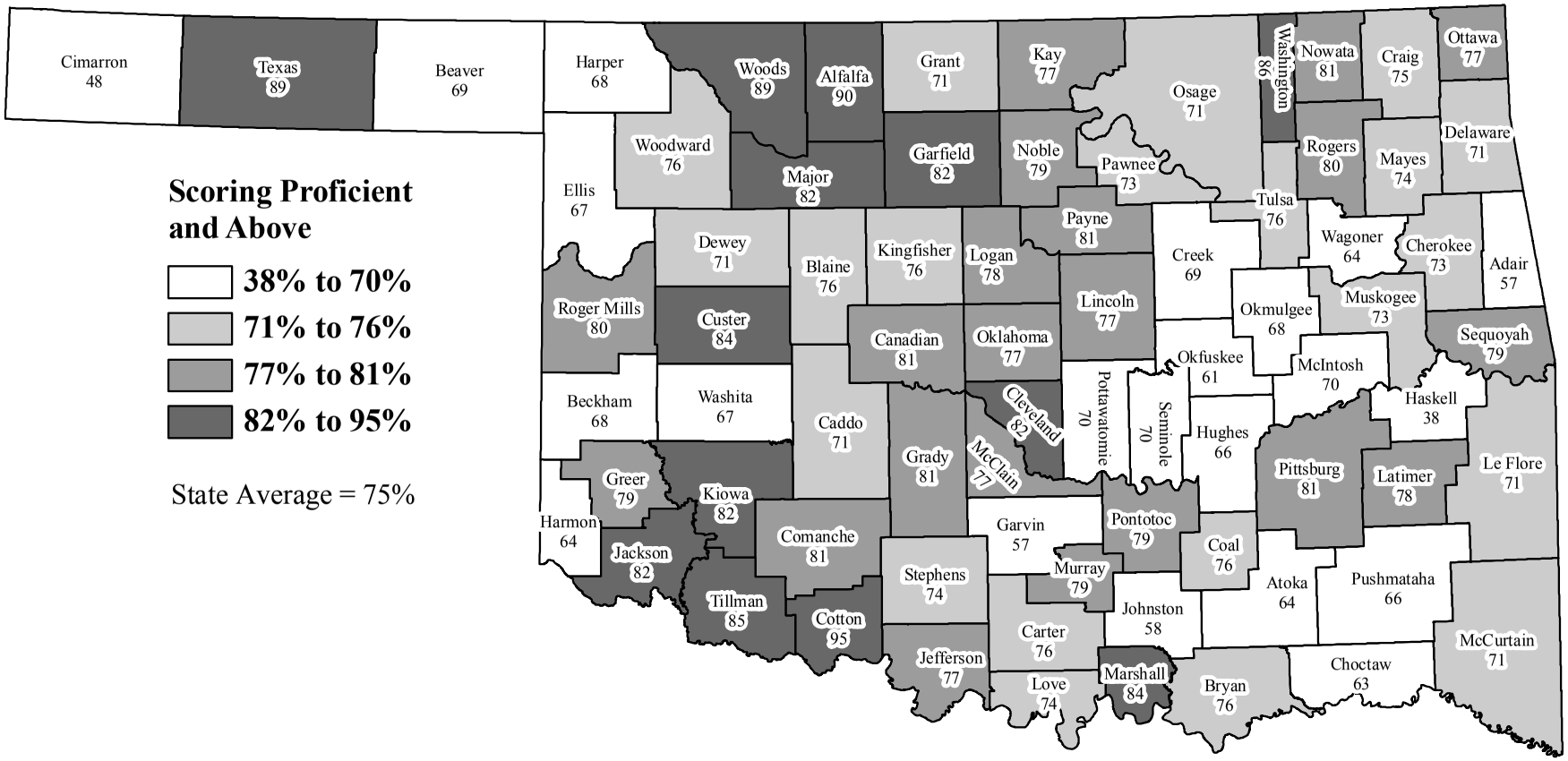
Data Source: Oklahoma State Department of Education
(2008-2009 – New standard for Reading and Math)
(2012-2013 – New standard for Science and Writing)

# Figure 49
# 5TH GRADE OCCT – READING SCORES
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year



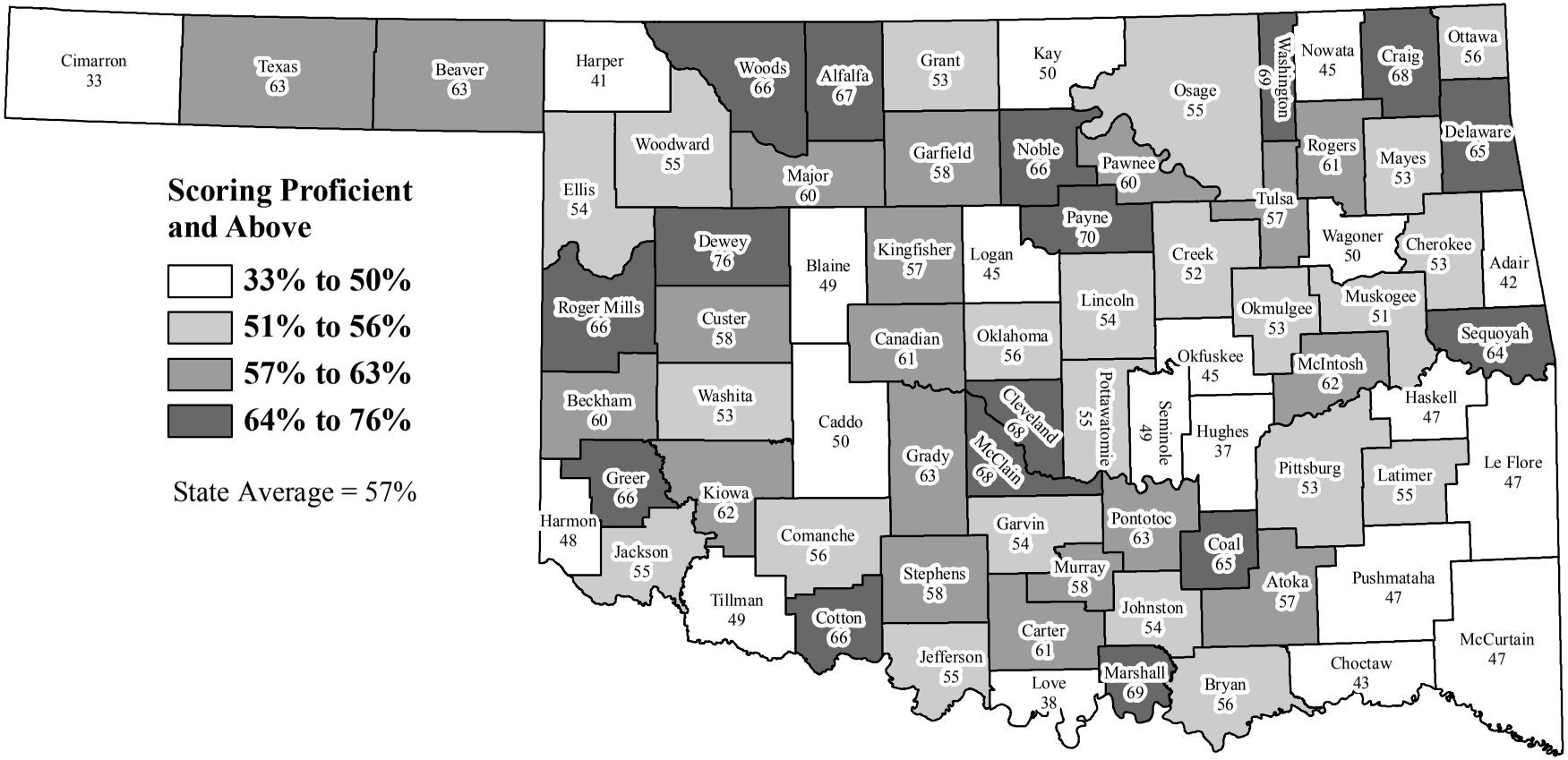

Source: Oklahoma State Department of Education

# Figure 50
# 5TH GRADE OCCT – MATH SCORES
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year



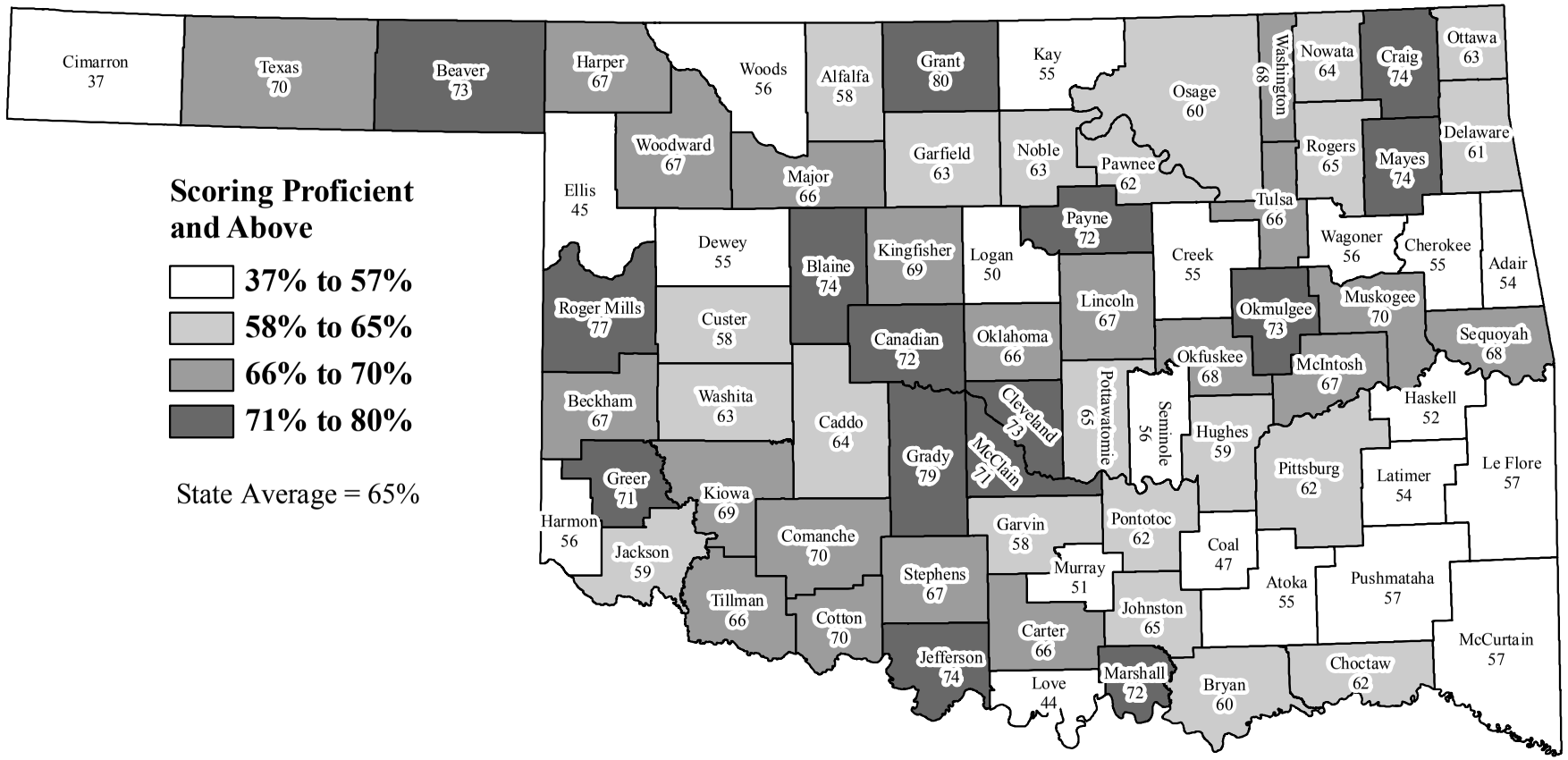

Source: Oklahoma State Department of Education

# Figure 51
# 5TH GRADE OCCT – SCIENCE SCORES
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year



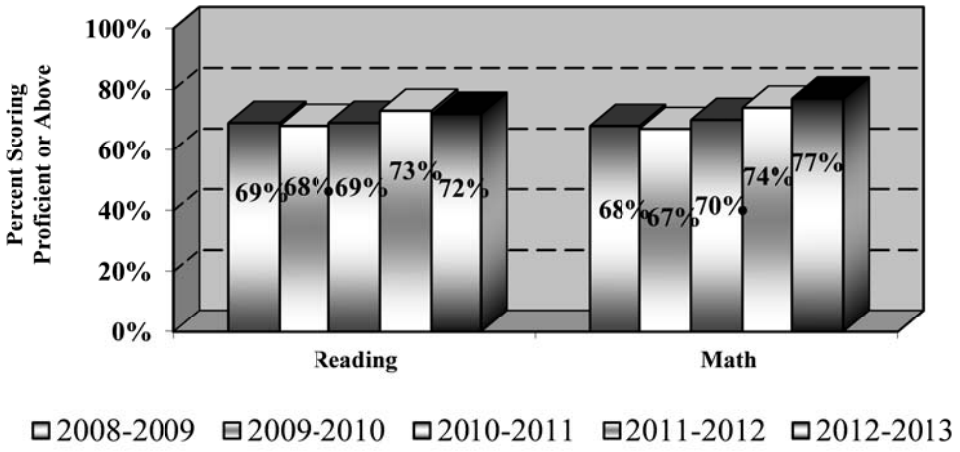

Source: Oklahoma State Department of Education

# Figure 52
# 5TH GRADE OCCT – WRITING SCORES
## Percent of Students Scoring Proficient and Above
### 2012 - 2013 School Year



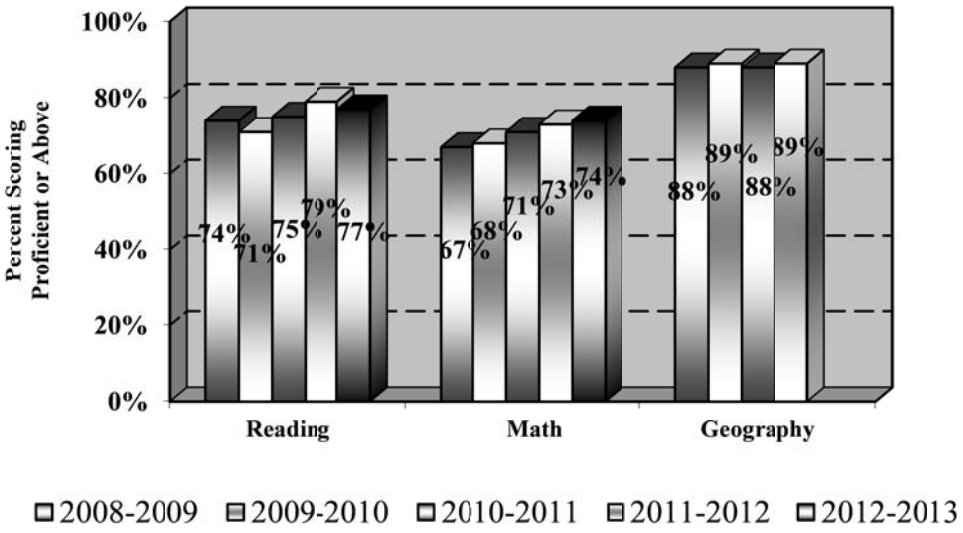

Source: Oklahoma State Department of Education

# Figure 53
# 6th Grade Results Oklahoma Core Curriculum Test
# Percent Scoring Proficient and Above
**(Regular Education Full Academic Year Students Only)**
**2008-2009 to 2012-2013**



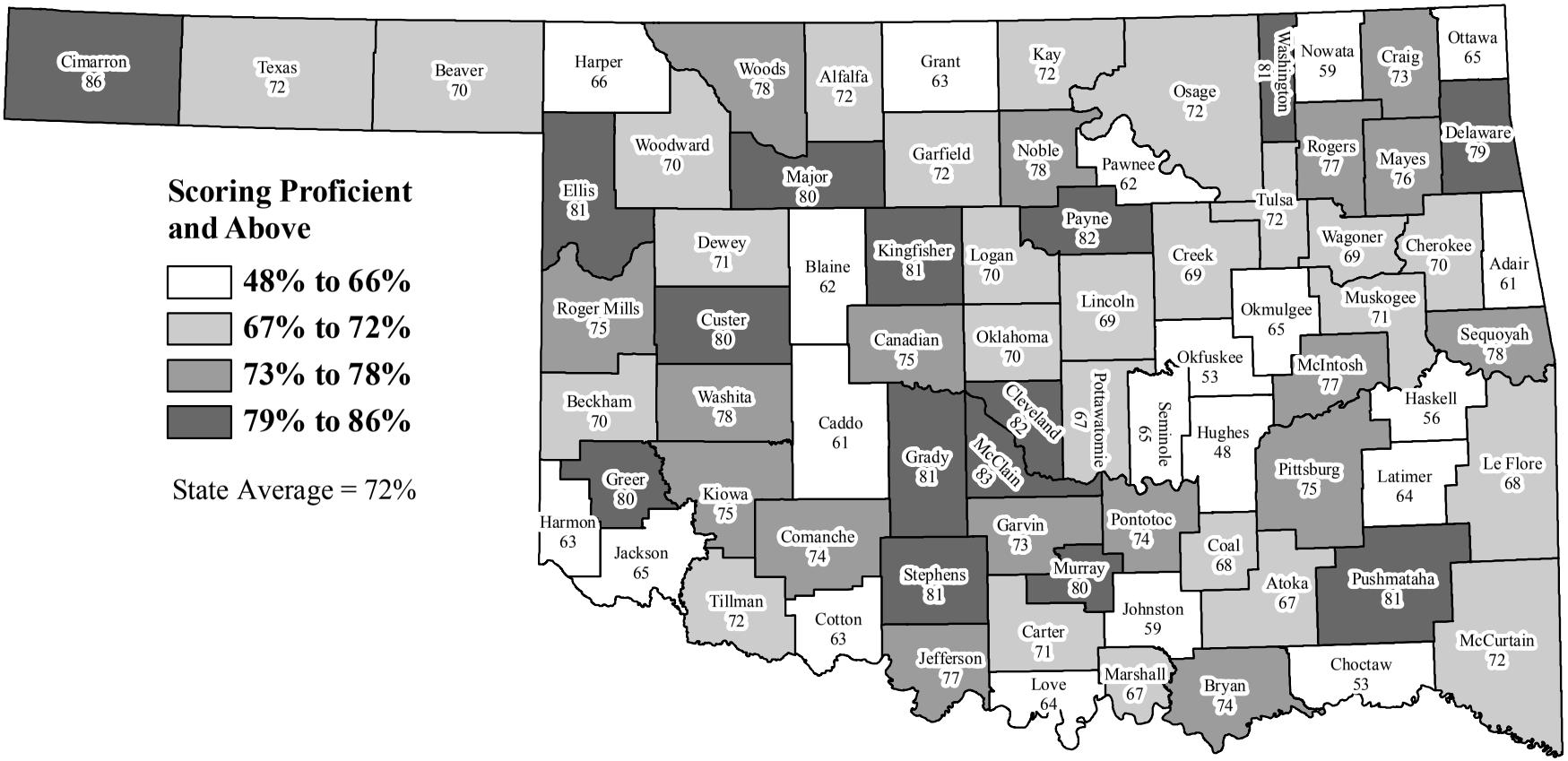

Data Source: Oklahoma State Department of Education

# Figure 54
# 7th Grade Results Oklahoma Core Curriculum Test
# Percent Scoring Proficient and Above
**(Regular Education Full Academic Year Students Only)**
**2008-2009 to 2012-2013**



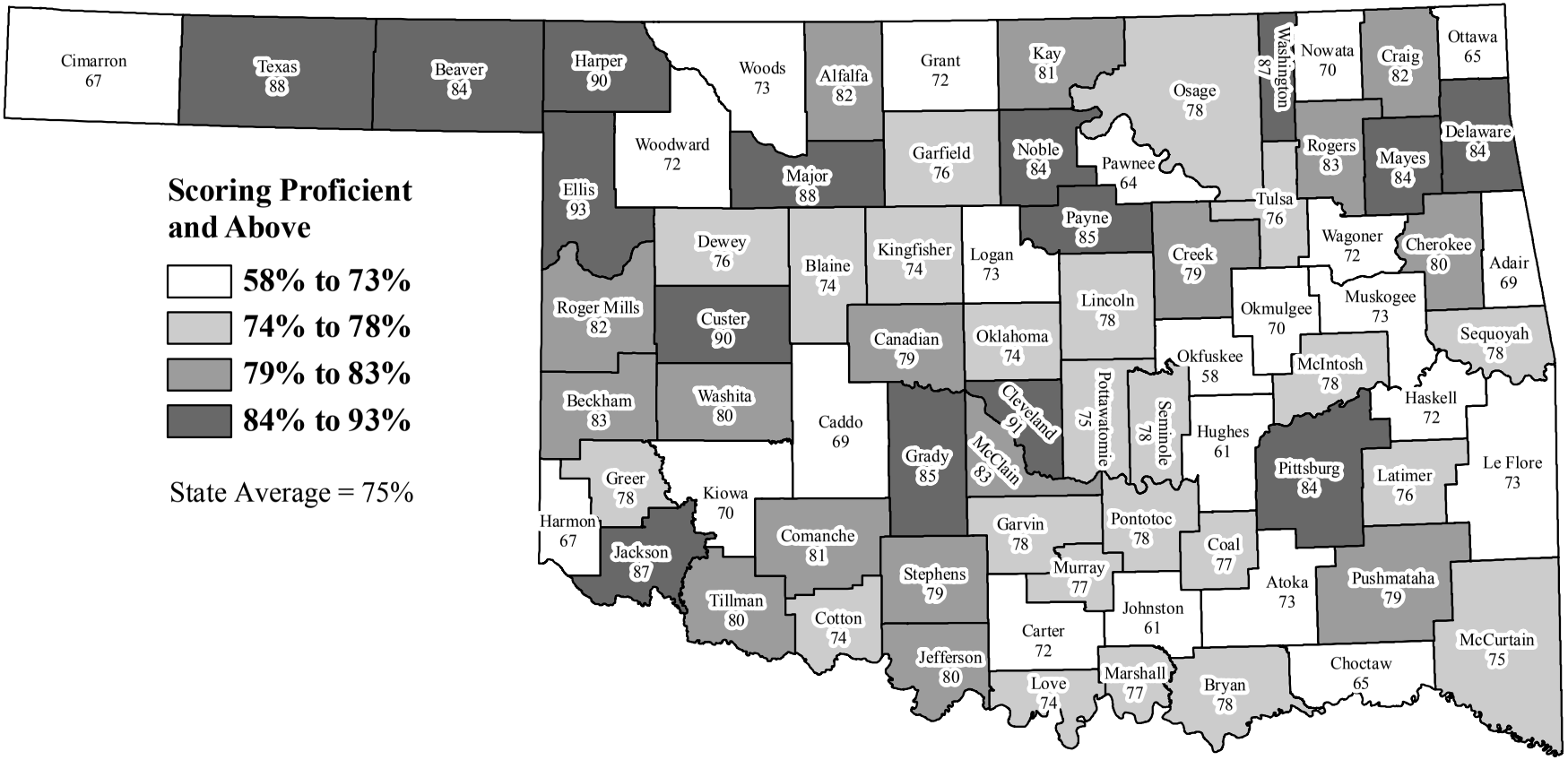

Data Source: Oklahoma State Department of Education

# Figure 55
# 6TH GRADE OCCT – READING SCORES
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year



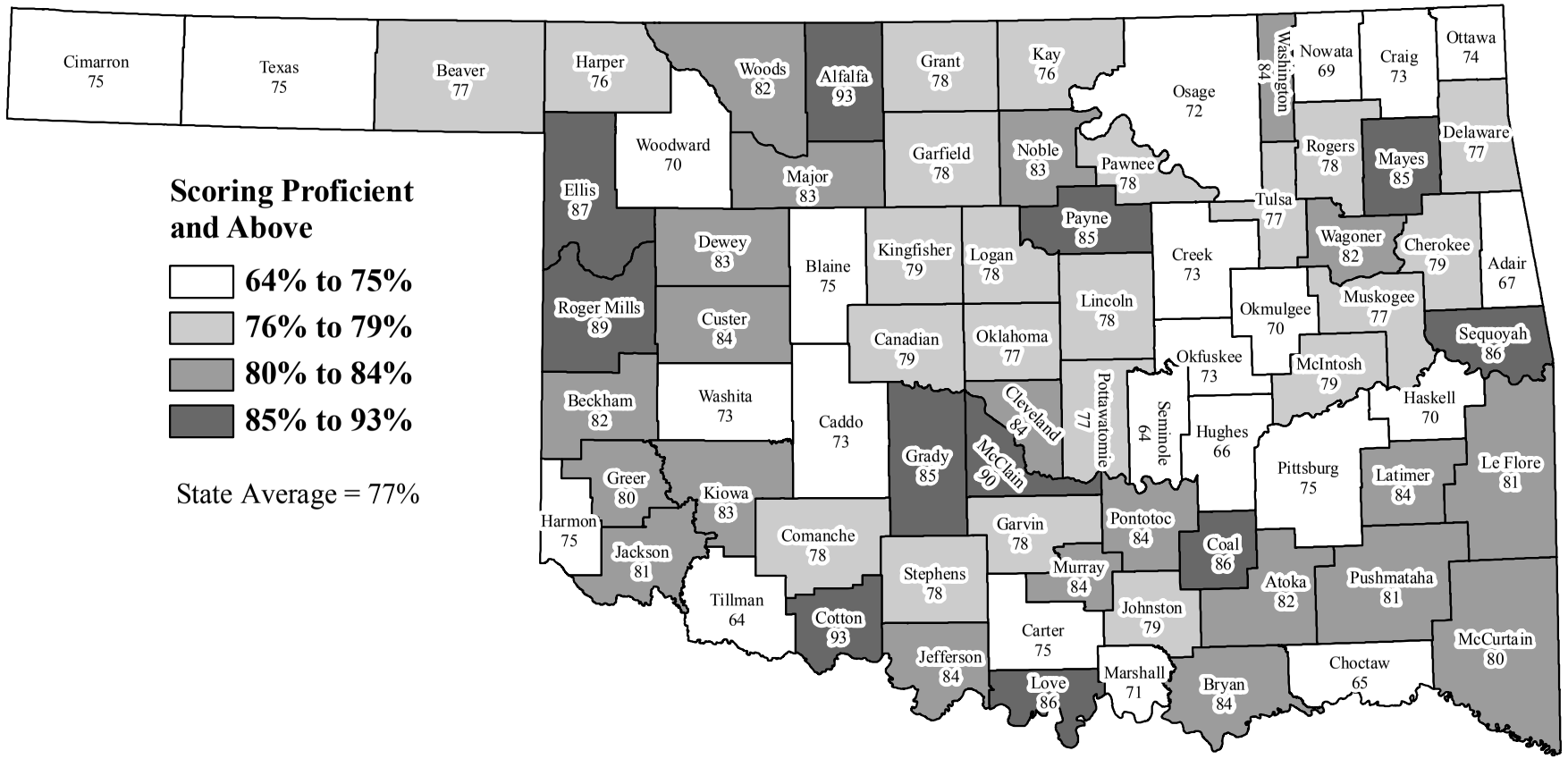

Source: Oklahoma State Department of Education

# Figure 56
# 6TH GRADE OCCT – MATH SCORES
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year



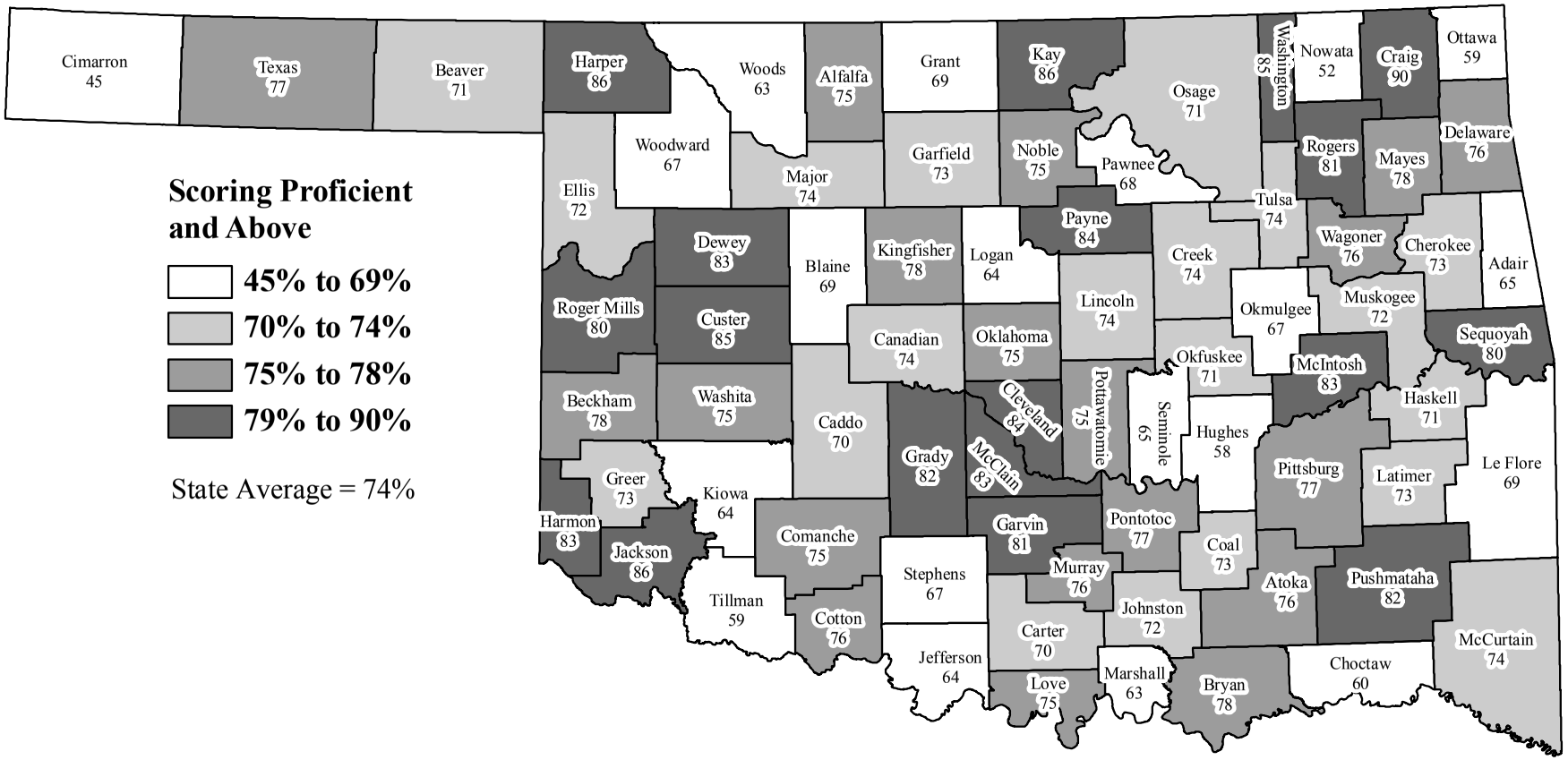

Source: Oklahoma State Department of Education

# Figure 57
# 7TH GRADE OCCT – READING SCORES
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year



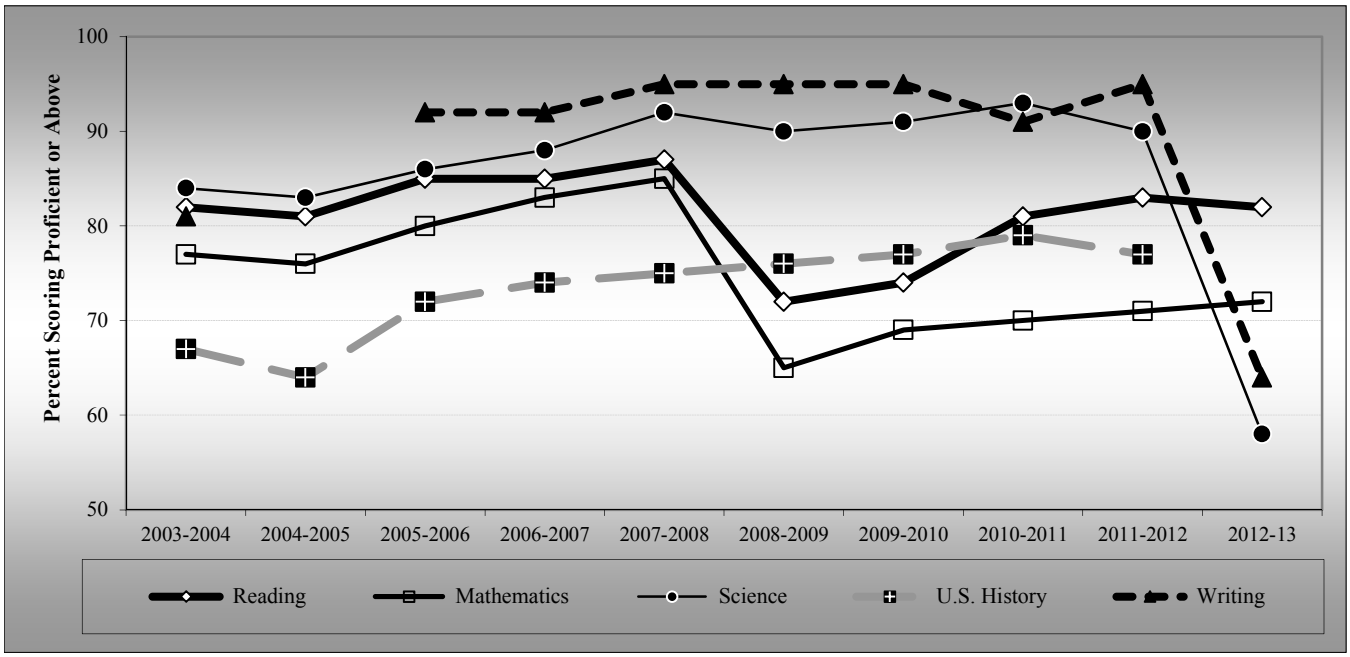

Source: Oklahoma State Department of Education

# Figure 58
# 7TH GRADE OCCT – MATH SCORES
## Percent of Students Scoring Proficient and Above
### 2012 - 2013 School Year




Source: Oklahoma State Department of Education

# Figure 59
# 8th Grade Results
# Oklahoma Core Curriculum Test
# Percent Scoring Proficient and Above
# by Subject and Year
# 2003-2004 to 2012-2013

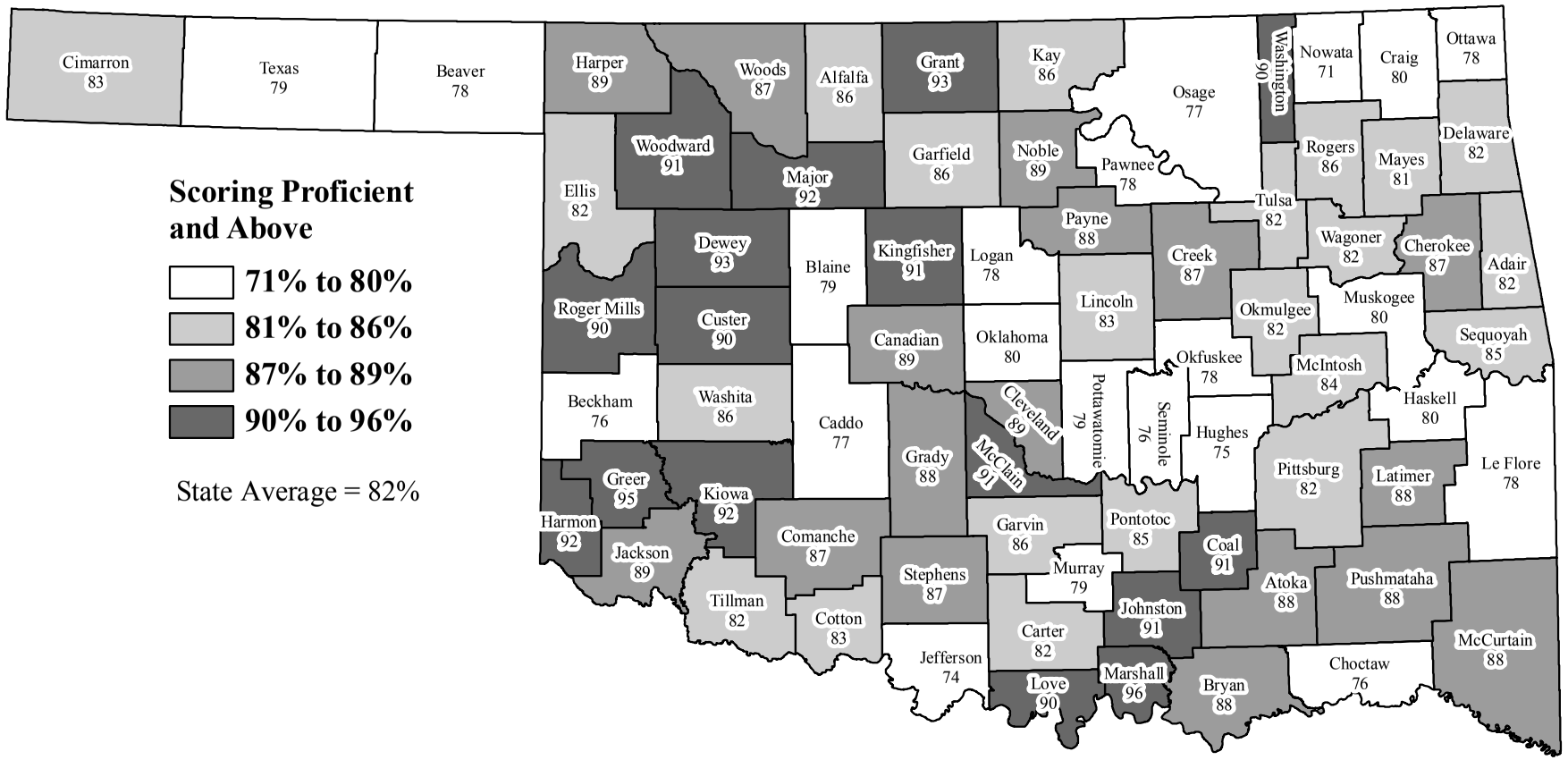



| Subject Area | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|---|---|---|---|---|---|---|
| Reading | 82% | 81% | 85% | 85% | 87% | 72% | 74% | 81% | 83% | 82% |
| Mathematics | 77% | 76% | 80% | 83% | 85% | 65% | 69% | 70% | 71% | 72% |
| Science | 84% | 83% | 86% | 88% | 92% | 90% | 91% | 93% | 90% | 58% |
| U.S. History | 67% | 64% | 72% | 74% | 75% | 76% | 77% | 79% | 77% | Not Tested |
| Writing | 81% | Not Tested | 92% | 92% | 95% | 95% | 95% | 91% | 95% | 64% |

Note: Double Line indicates a change in testing company.
Results are posted for Regular Education Full Academic Year students only.

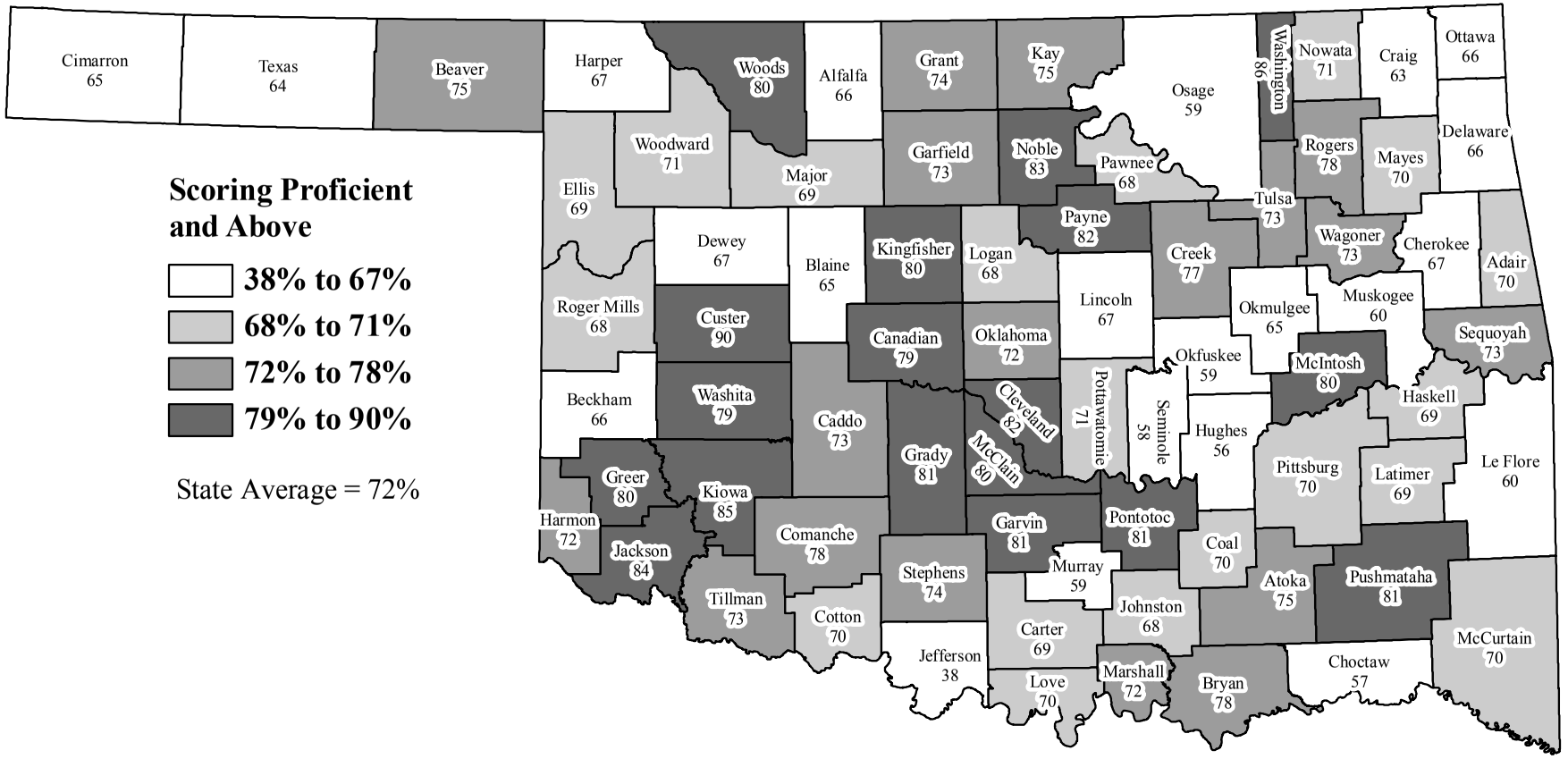
Data Source: Oklahoma State Department of Education
(2008-2009 – New standard for Reading and Math)
(2012-2013 – New standard for Science and Writing)

# Figure 60
# 8TH GRADE OCCT – READING SCORES
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year



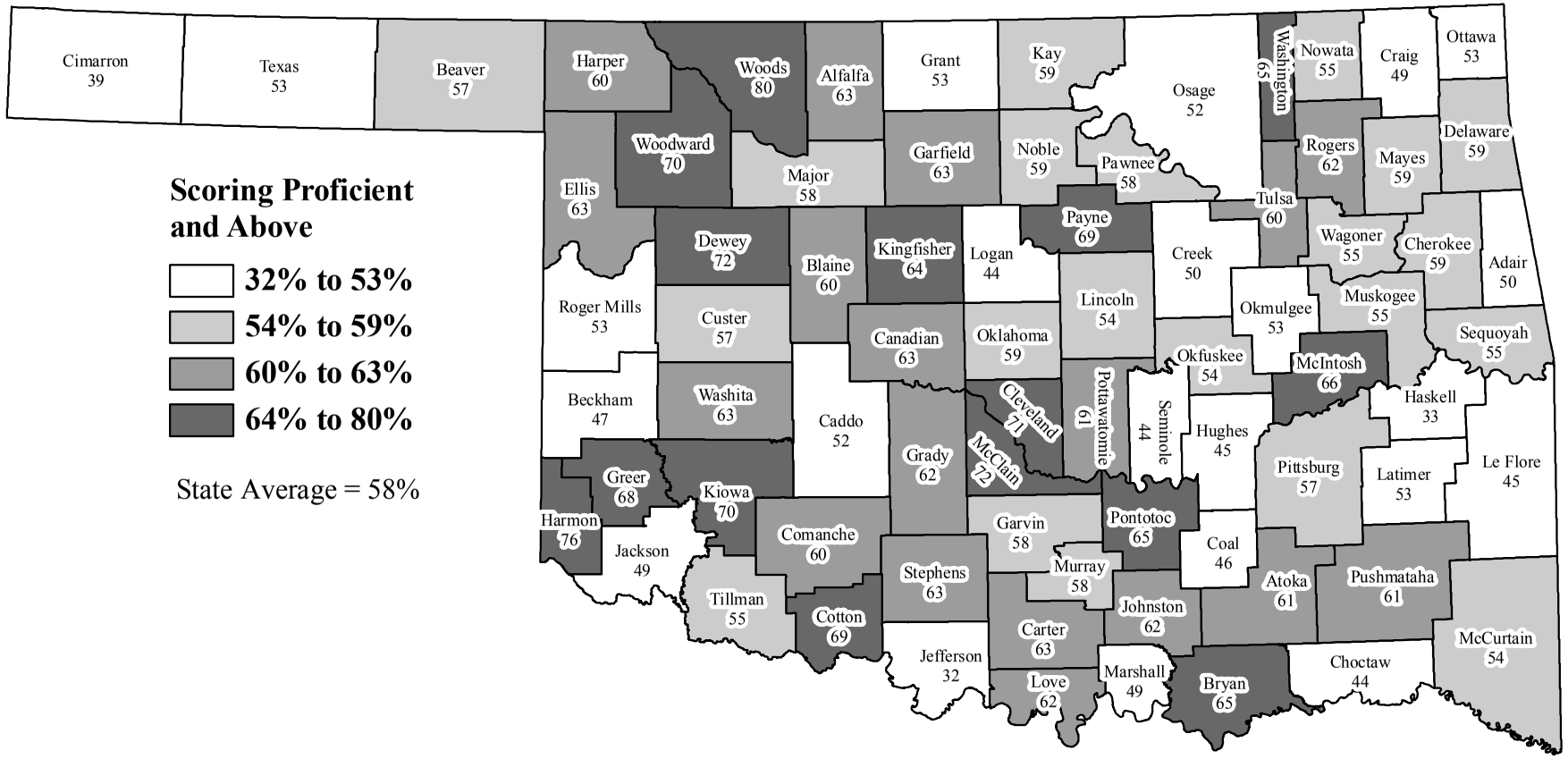

Source: Oklahoma State Department of Education

# Figure 61
# 8TH GRADE OCCT – MATH SCORES
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year



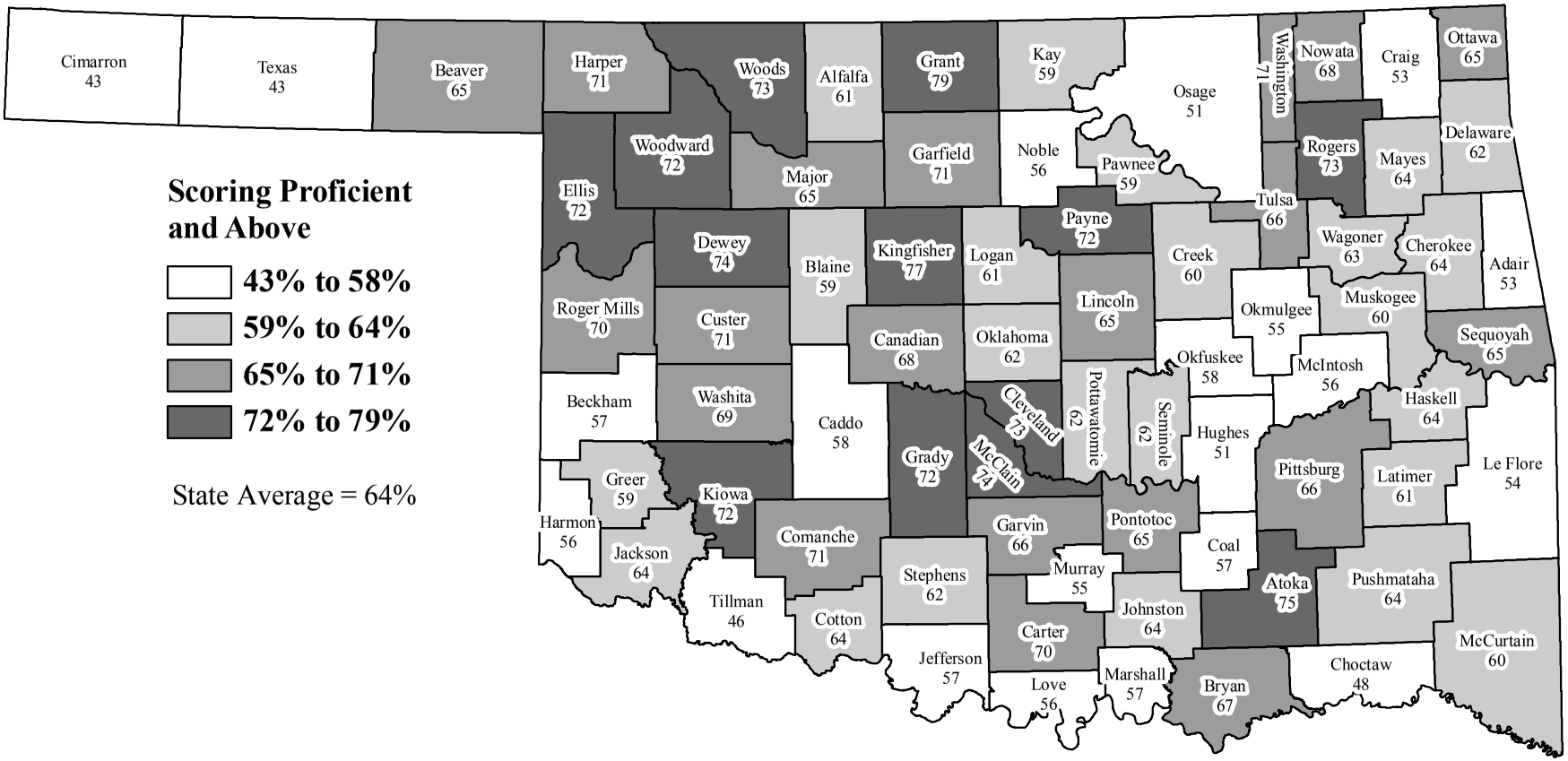

Source: Oklahoma State Department of Education

# Figure 62
# 8TH GRADE OCCT – SCIENCE SCORES
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year




Source: Oklahoma State Department of Education

# Figure 63
# 8TH GRADE OCCT – WRITING SCORES
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 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 64 and 65 look at student performance on the CRTs for the 5th and 8th grade by race. The results of 5th and 8th grade are used because those grades have the most complete battery of tests administered through the OSTP.

These graphs are significant because of the relative difference in performance that exists between each of the racial sub-groups. This phenomenon is referred to as the "performance gap" and can be observed in the results of the other grades tested 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 thirteen percentage points for 8th grade writing but twenty-seven percentage points for 5th grade science, twenty-three percentage points for 8th grade science, and twenty-one percentage points for 5th grade reading. Gaps for Hispanic and American Indian students are also of concern. For Hispanics the largest gaps are ten percentage points for 5th grade science and nine percentage points for 8th grade science. For American Indians the largest gap is five percentage points for 5th grade reading, math, and science and 8th grade math.

## OCCT Results by County and Community Group

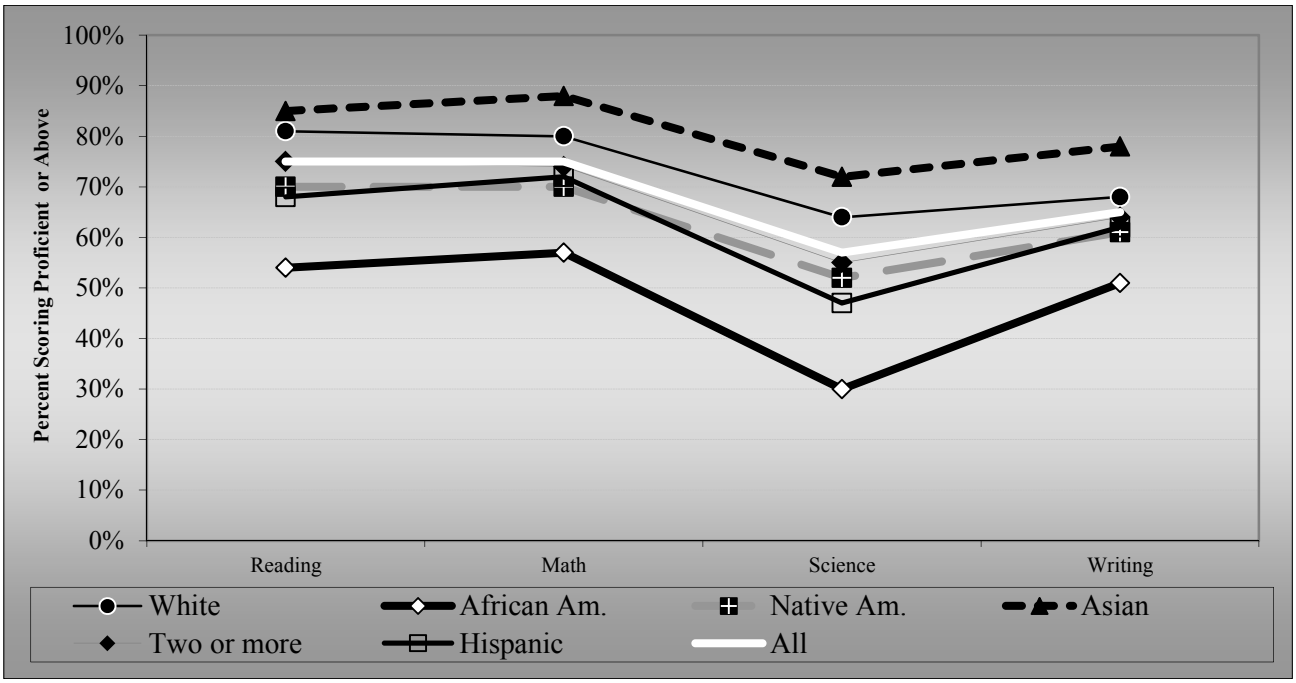
Figures 44 – 47, 49 – 52, 55 – 58, and 60 – 63 show maps the 2012-2013 results of the CRT in the areas of Reading and Math for grades 3 through 8 by county along with 5th grade science and writing and 8th grade science and writing. The maps will show any generalized geographical trend in student performance. 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.

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.

Analysis of the CRT testing results reveals that for all subject areas, the schools in "1" categories of the community group model (lower than state average for Free and Reduced Lunch) have higher percentages of students scoreing proficient and above. Across most subjects tested, the "B1" and "C1" community groups have the largest percentages of students scoring proficient and above.

# Figure 64
# 5th Grade Results
# OCCT by Race and Gender
# Percent Scoring Proficient and Above
# 2012-2013

**(Regular Education Full Academic Year Students Only)**

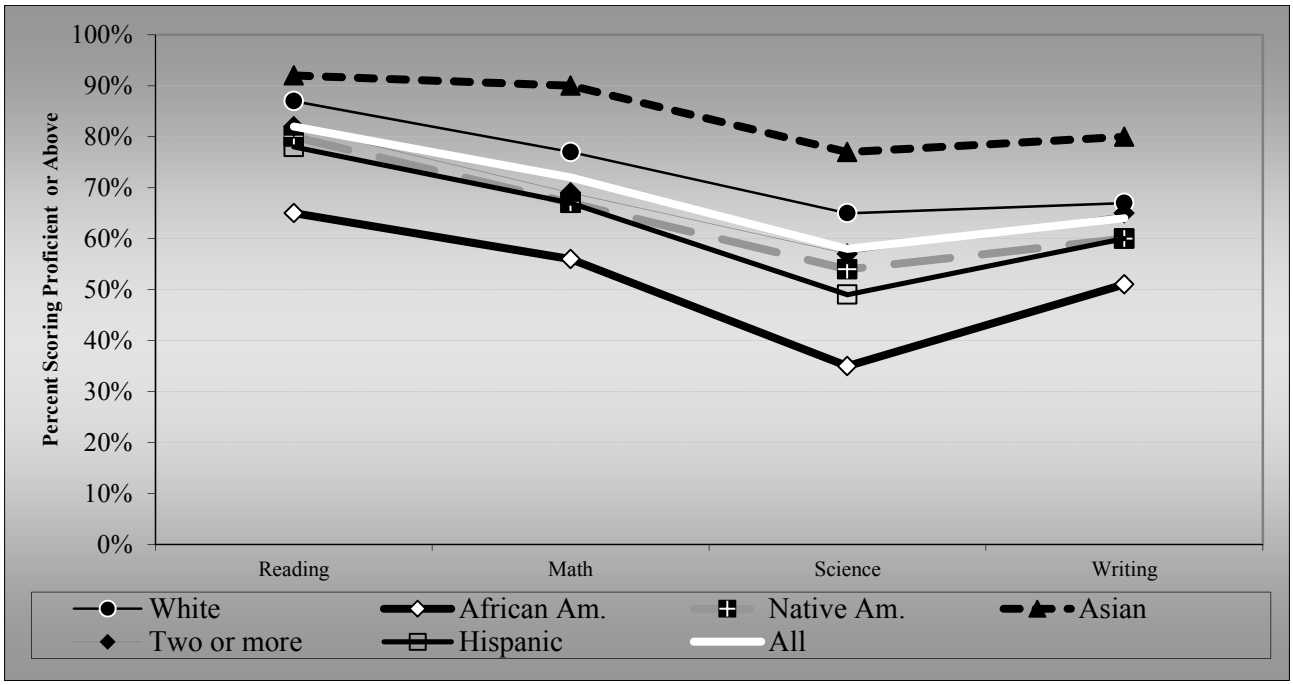



| | Reading | Math | Science | Writing |
|---|---|---|---|---|
| Male | 73% | 76% | 60% | 58% |
| Female | 77% | 75% | 53% | 71% |
| | | | | |
| White | 81% | 80% | 64% | 68% |
| African Am. | 54% | 57% | 30% | 51% |
| Native Am. | 70% | 70% | 52% | 61% |
| Asian | 85% | 88% | 72% | 78% |
| Two or more | 75% | 74% | 55% | 64% |
| Hispanic | 68% | 72% | 47% | 62% |
| All | 75% | 75% | 57% | 65% |

Data source: Oklahoma State Department of Education

# Figure 65
# 8th Grade Results
# OCCT by Race and Gender
# Percent Scoring Proficient and Above
# 2012-2013

**(Regular Education Full Academic Year Students Only)**



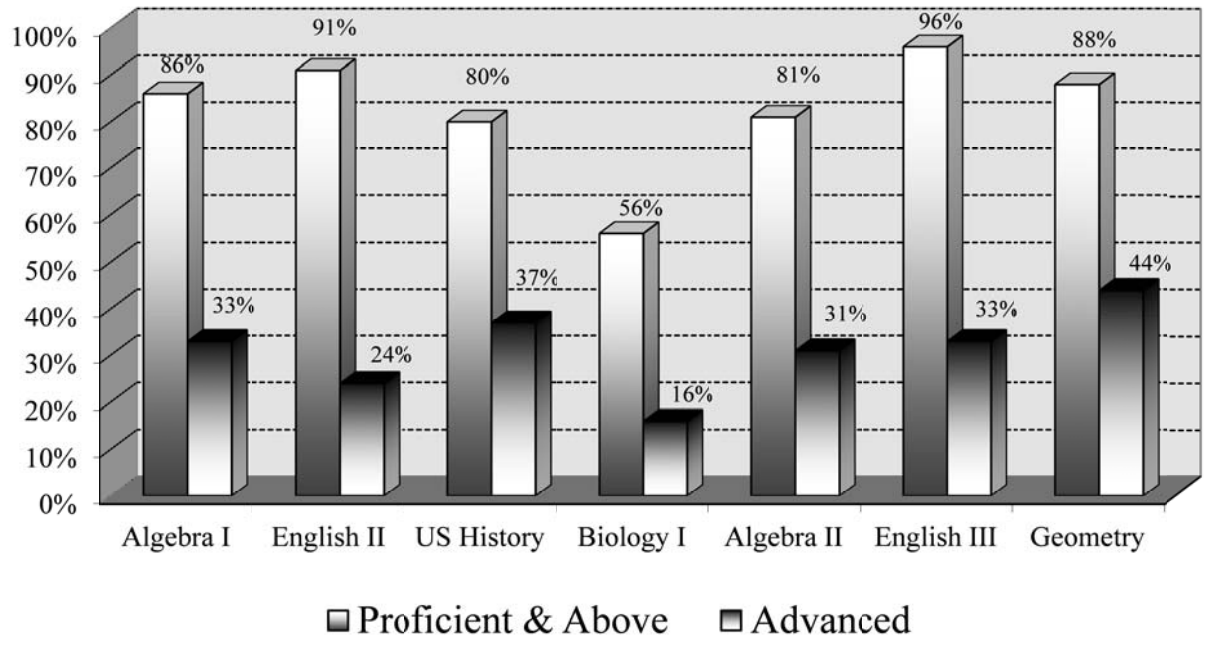

| | Reading | Math | Science | Writing |
|---|---|---|---|---|
| Male | 80% | 72% | 61% | 56% |
| Female | 84% | 72% | 56% | 72% |
| | | | | |
| White | 87% | 77% | 65% | 67% |
| African Am. | 65% | 56% | 35% | 51% |
| Native Am. | 80% | 67% | 54% | 60% |
| Asian | 92% | 90% | 77% | 80% |
| Two or more | 82% | 69% | 57% | 65% |
| Hispanic | 78% | 67% | 49% | 60% |
| All | 82% | 72% | 58% | 64% |

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 5th grade Math or 8th grade Science. As students get older, however, they have greater flexibility to decide when they would like to be introduced to a given subject area. For example, some students may take an Algebra I course in middle school, most students will take Algebra I in 9th grade and some may put it off until 10th or perhaps even 11th grade. By high school, the knowledge that a student should have can no longer be defined by the grade-level of the student. For this reason, secondary students are tested over specific subject matter as they complete key courses during their high school career. Since 2002-2003 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 2007-2008, 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 66
# Oklahoma End-of-Instruction Test Results
# Percent Scoring "Proficient & Above" and "Advanced"
# 2012 – 2013
**(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 six of the seven EOI tests between 2010-2011 and 2011-2012 with one subject (Biology I) having its standards change prior to 2012-2013. There was improvement in the percentage of students scoring advanced in only one of the seven subjects. English III had the highest percentage of students scoring proficient and above at 96%. English II had the second highest percentage of students scoring proficient and above at 91%. Geometry is at 88% scoring proficient and above with Algebra I at 86% and Algebra II at 81%. U.S. History has 80% and Biology I had 56% 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 Biology I test with a 40 percentage point difference. The gap is largest in English II at 67 percentage points. There is a 63 percentage point gap for the Geometry test and a 53 percentage point gap for the Algebra I test. Algebra II has a 50 percentage point gap with a 44 percentage point gap for English III and a 43 percentage point gap for U.S. History.

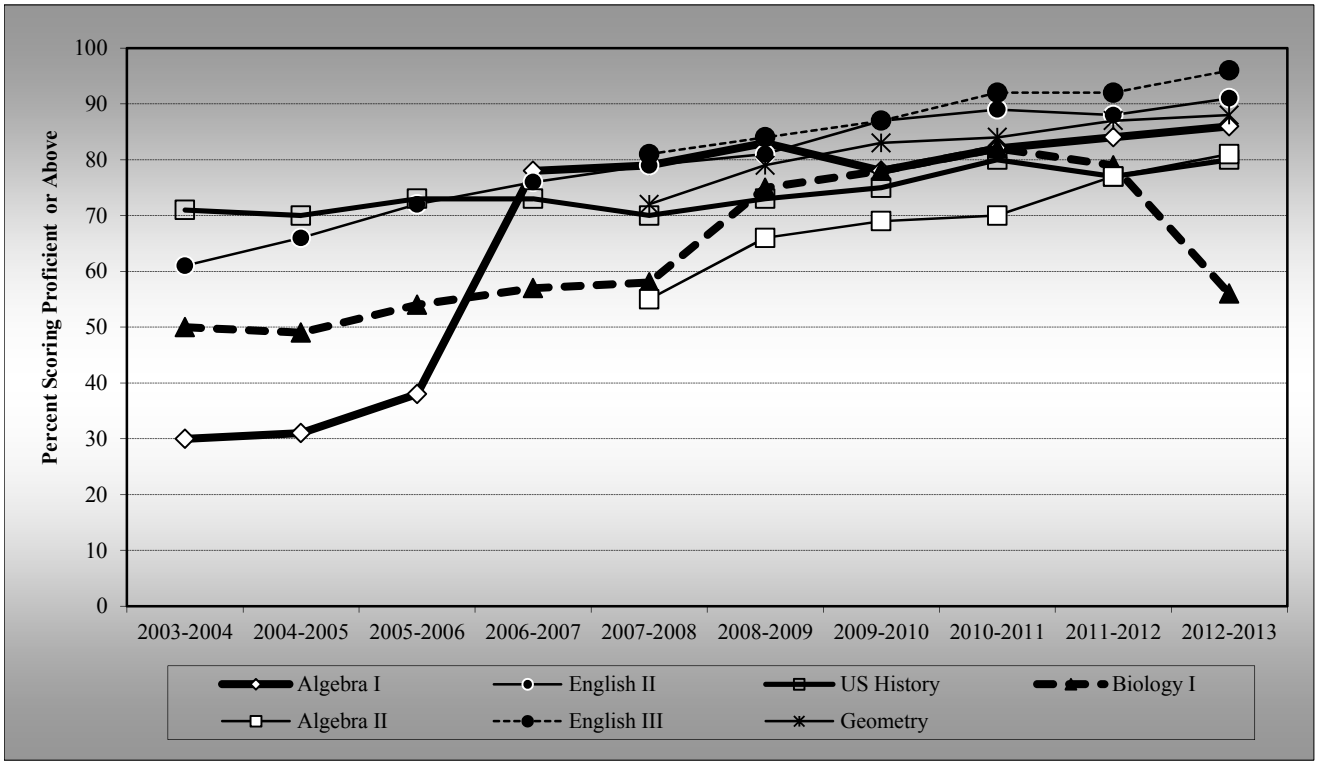
Four EOI subjects (Algebra I, English II, U.S. History, and Biology I) have been administered longer than three of the others (Algebra II, English III, and Geometry). Since 2003-2004 most subjects have shown steady improvement in the percentage of students scoring proficient and above. While some subjects may have had minor decreases in the percentage of students scoring proficient and above, all subjects except Biology I are at all-time highs. Biology I had a change in standard prior to the 2012-2013 testing year. The three most recent EOI subjects (Algebra II, English III, and Geometry) have seen steady growth in the six years the tests have been administered.

The English II EOI percentage of students scoring proficient and above in 2003-2004 was 61%. This percentage has increased steadily through 2010-2011 to 89%, fell slightly to 88% in 2011-2012 but rebounded to 92% for 2012-2013. The 2003-2004 EOI with the highest percentage of students scoring proficient and above was U.S. History at 71%. After some ups and downs over the past ten years, U.S. History is currently at 80%. Biology I began in 2003-2004 with 50% of students scoring proficient and above. After a slow start, Biology I has had strong growth to 82% in 2010-2011 then a slight drop in 2011-2012 to 79%. Biology I is currently at 56% of students scoring proficient and above due to change in standards.

Algebra I scores have seen the largest swing in the percentage of students scoring proficient and above. Between 2003-2004 and 2005-2006 the percentage of students scoring proficient and above ranged from 30% to 38%. Since 2006-2007, which include two changes in testing companies, the percentage of students scoring proficient and above has fluctuated and is currently at its highest at 86%.

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 2007-2008 to 81% in 2012-2013. English III has the highest percentage of students scoring proficient and above at 96% in 2012-2013 and has risen from 81% in 2007-2008. Geometry also has shown a nice increase in the percentage of students scoring proficient and above by increasing from 72% in 2007-2008 to 88% in 2012-2013.

# Figure 67
# Oklahoma End-of-Instruction Test
# Percent Scoring Proficient and Above
# by Subject and Year
# 2003-2004 to 2012-2013




| Subject Area | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|---|---|---|---|---|---|---|
| Algebra I | 30% | 31% | 38% | 78% | 79% | 83% | 78% | 82% | 84% | 86% |
| English II | 61% | 66% | 72% | 76% | 79% | 81% | 87% | 89% | 88% | 91% |
| U.S. History | 71% | 70% | 73% | 73% | 70% | 73% | 75% | 80% | 77% | 80% |
| Biology I | 50% | 49% | 54% | 57% | 58% | 75% | 78% | 82% | 79% | 56% |
| Algebra II | Not Tested | Not Tested | Not Tested | Not Tested | 55% | 66% | 69% | 70% | 77% | 81% |
| English III | Not Tested | Not Tested | Not Tested | Not Tested | 81% | 84% | 87% | 92% | 92% | 96% |
| Geometry | Not Tested | Not Tested | Not Tested | Not Tested | 72% | 79% | 83% | 84% | 87% | 88% |

Note: Double Line indicates a change in testing company.
Results are posted for Regular Education Full Academic Year students only.

Data Source: Oklahoma State Department of Education
(2012-2013 – New standard for Biology I)

## EOI Results by County, Community Group, and District

Figures 68 through 74 show the 2012-2013 EOI test results by county. The trends observed are somewhat similar to those in the 3rd through 8th 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 44 percentage points, 54% to 98%. The English II EOI range of students scoring proficient and above is 27 percentage points, 73% to 100%. The range for counties for the Algebra II EOI is 49 percentage points, 47% to 96%. English III had the smallest a range of 10 percentage points across all counties; 90% to 100%.

Geometry had a range of 37; 63% to 100%, U.S. History had a range of 40; 56% to 96%, and Biology I had the largest range of 65; 25% to 90%.

There are eighteen counties that had over 90% of students score proficient and above on the Algebra I EOI and seven counties had less than 75% of students score proficient and above. For the English II EOI, sixteen counties had over 93% score proficient and above with one county at 100% scoring proficient and above (Woods Co.) and eight counties had 85% or less. On the U.S. History EOI, eight counties had 90% and above score proficient and above while six counties had below 65% score proficient and above. Seven counties had 70% and over of students score proficient and above on the Biology I EOI and seven counties below 40%.

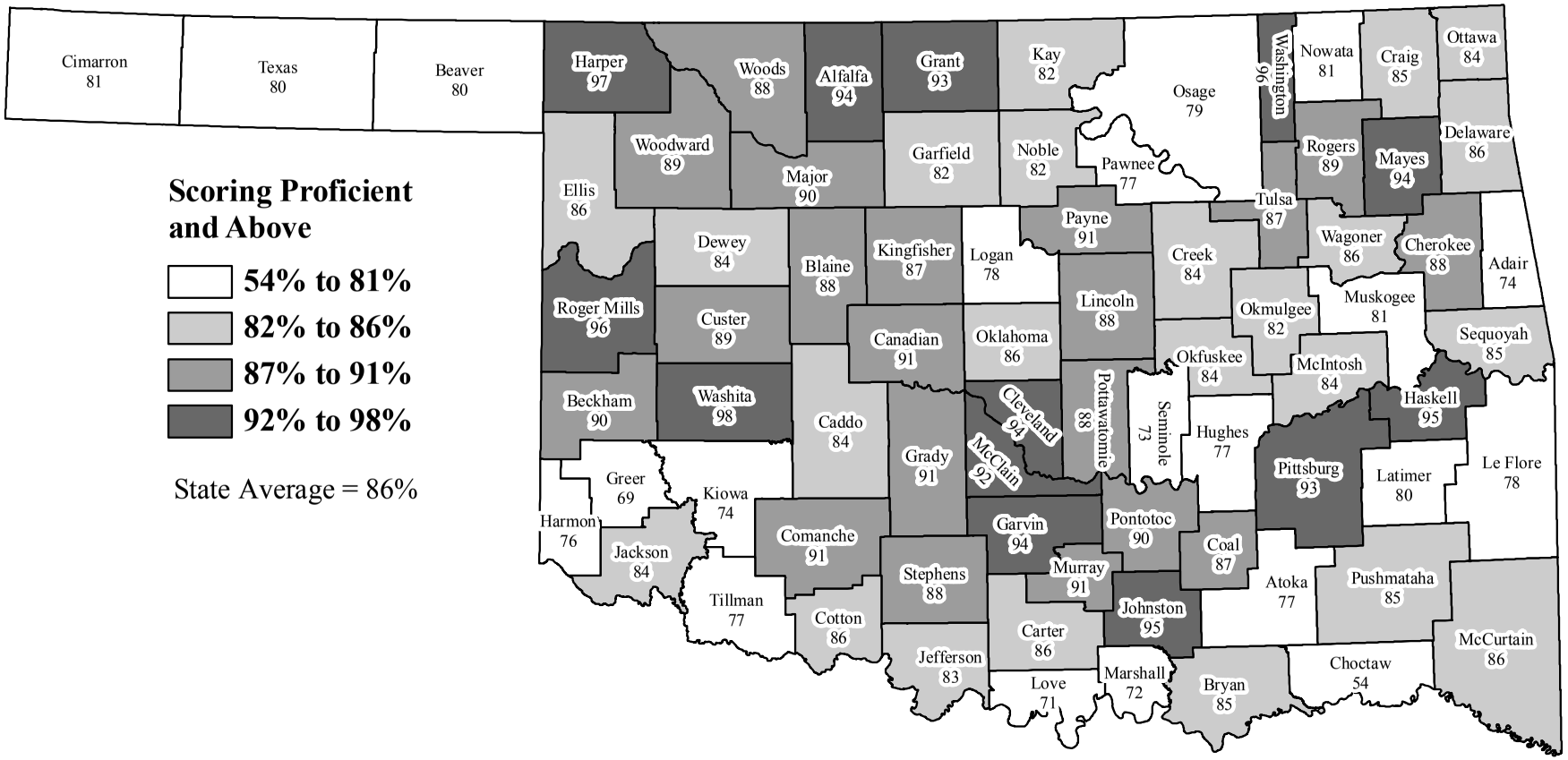
For the Algebra II EOI, nine counties had over 90% score proficient and above and six counties had less than 60%. In the English III EOI, there are seven counties with 100% score proficient and above (Cimarron, Dewey, Ellis, Harper, Love, Roger Mills, and Woods Co.'s) while seven counties had below 93% score proficient and above. Nine counties had over 95% of students score proficient and above with two scoring 100% (Blaine and Coal Co.'s) in Geometry EOI and five counties with 80% or less score proficient and above.

Analysis of the EOI testing results reveals that for all subject areas, the schools in "1" categories of the community group model (lower than state average for Free and Reduced Lunch) have higher percentages of students score proficient and above. While some of the differences by subject are not large, this gives another example of the struggles for students in difficult economic situations. Across all subjects tested, the "B1" and "C1" community groups have the largest percentages of students scoring proficient and above.

Chattanooga HS in Comanche Co., Arapaho-Butler HS in Custer Co., Lomega HS in Kingfisher Co., Carney HS in Lincoln Co., Mulhall-Orlando HS in Logan Co., Goodwell HS in Texas Co., and Waynoka HS in Woods Co. had 100% of their students score proficient and above in five of the seven EOIs.. Twelve other school districts had 100% of its students score proficient and above in four of the seven

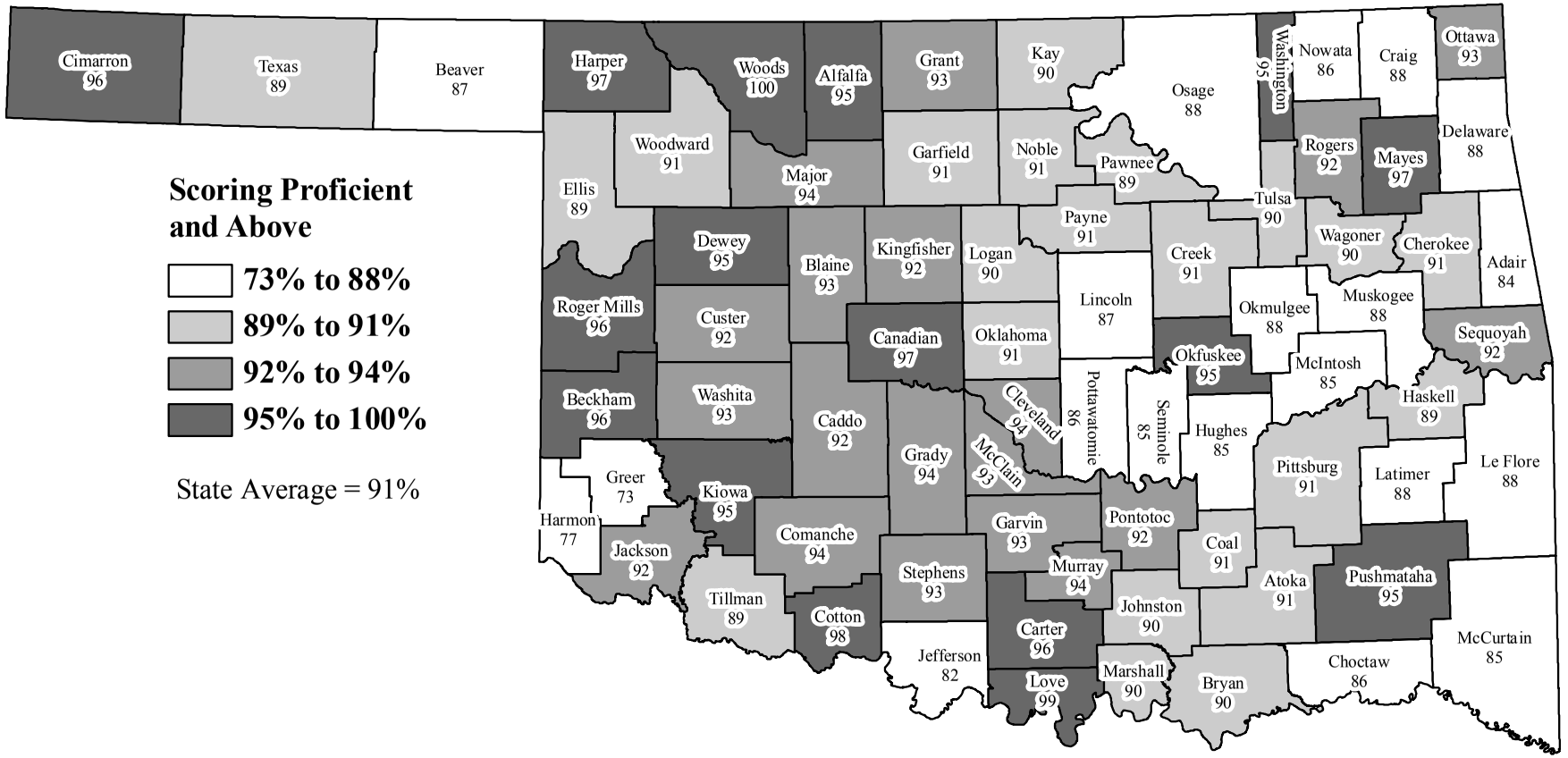
Beginning with the Class of 2012, students must pass Algebra I, English II and two of the remaining five EOIs to graduate from high school. With this additional requirement placed on the importance of the EOIs, the scores have risen in recent years.

# Figure 68
# HIGH SCHOOL EOI TEST – ALGEBRA I
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year



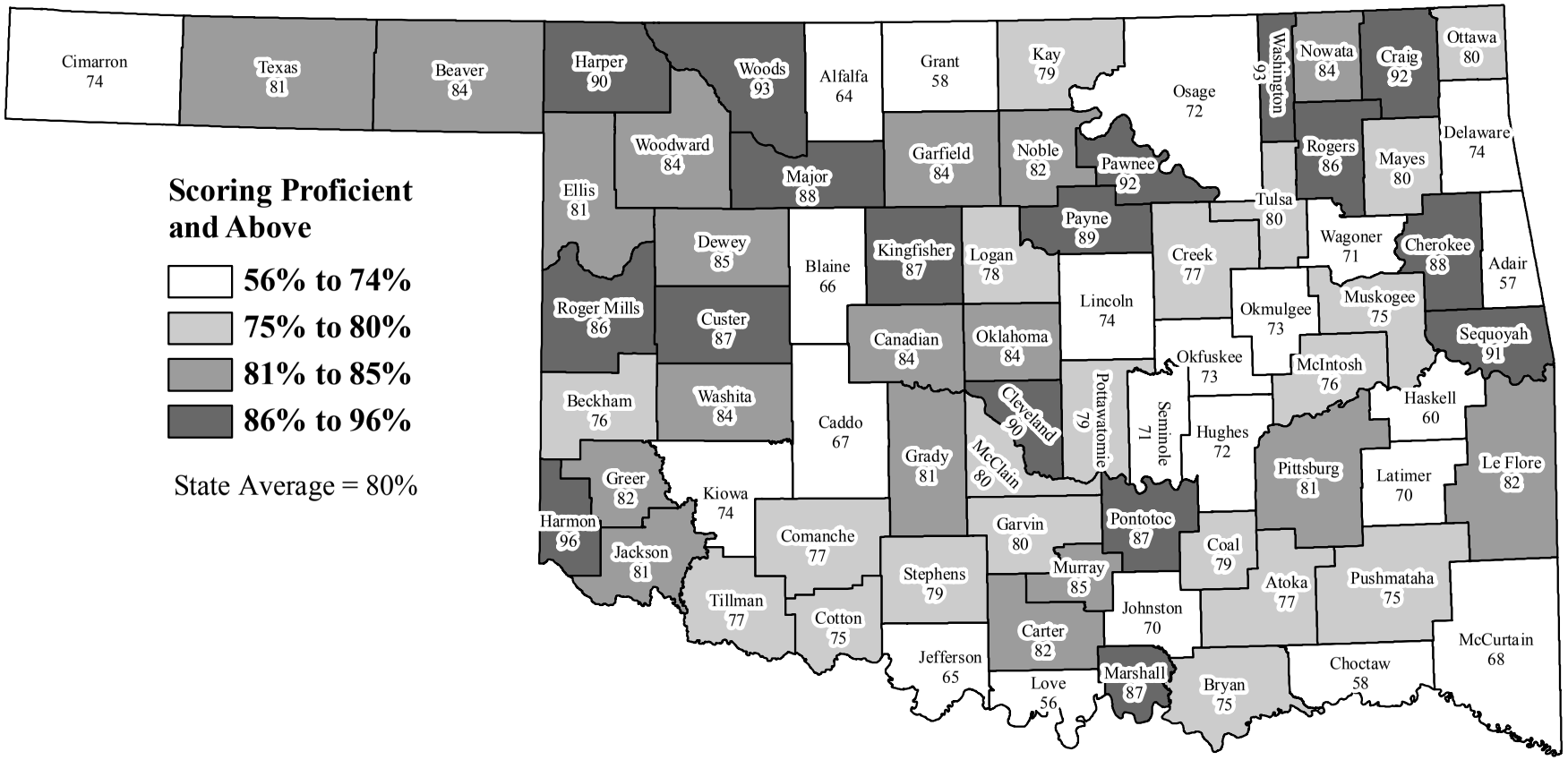

Source: Oklahoma State Department of Education

# Figure 69
# HIGH SCHOOL EOI TEST – ENGLISH II
## Percent of Students Scoring Proficient and Above
### 2012 - 2013 School Year



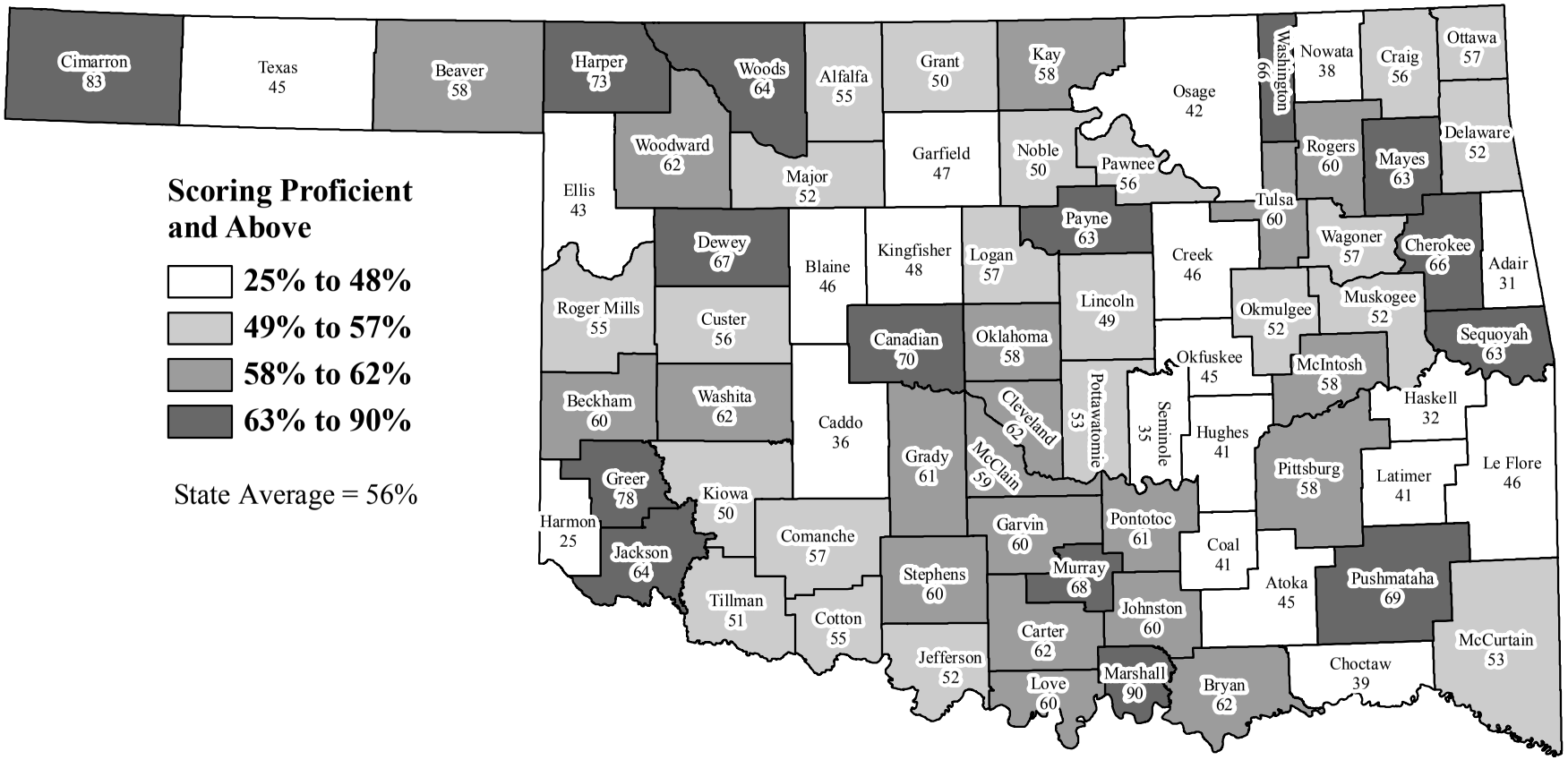

Source: Oklahoma State Department of Education

# Figure 70
# HIGH SCHOOL EOI TEST – U.S. HISTORY
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year



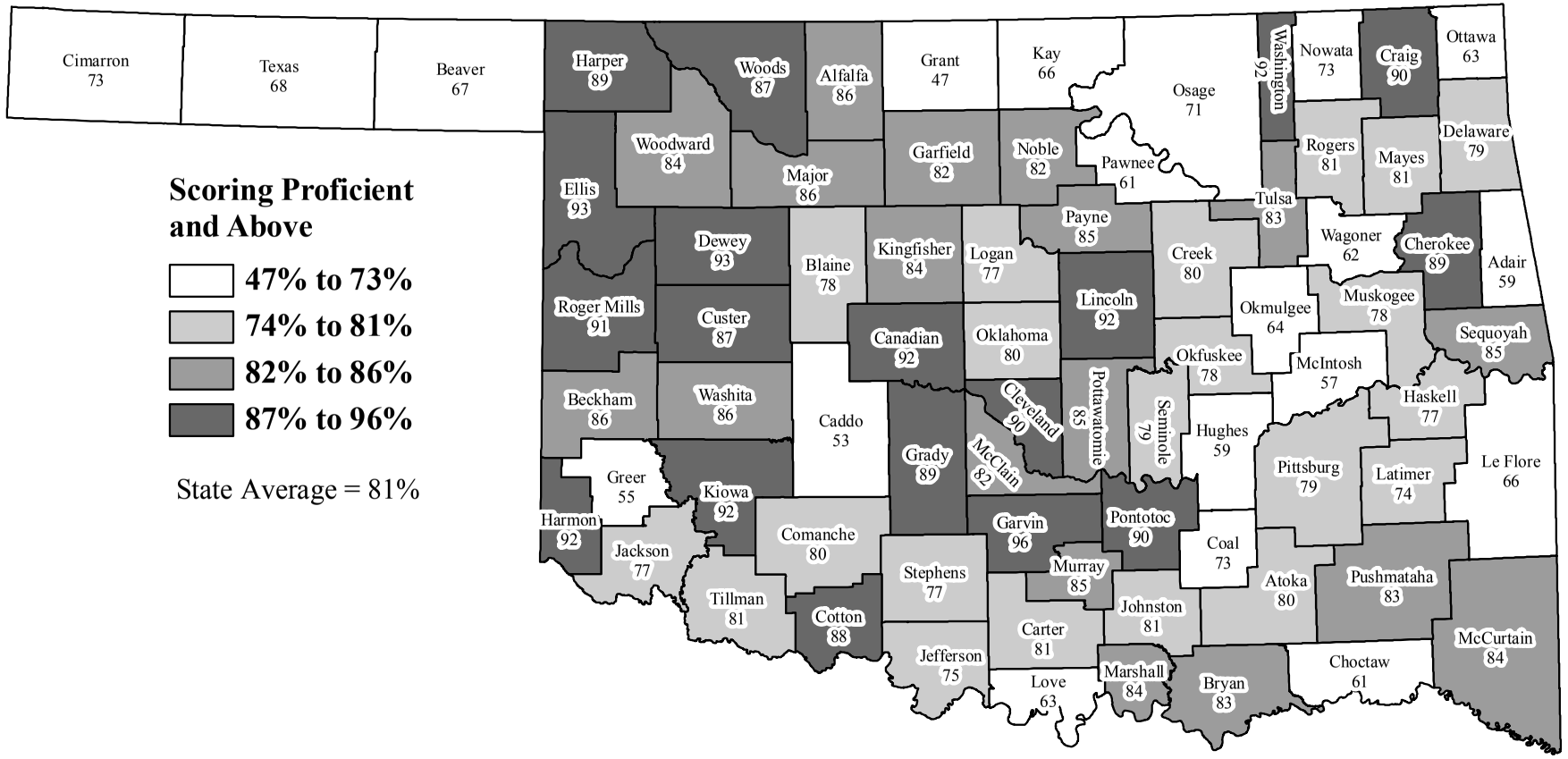

Source: Oklahoma State Department of Education

# Figure 71
# HIGH SCHOOL EOI TEST – BIOLOGY I
## Percent of Students Scoring Proficient and Above
### 2012 - 2013 School Year



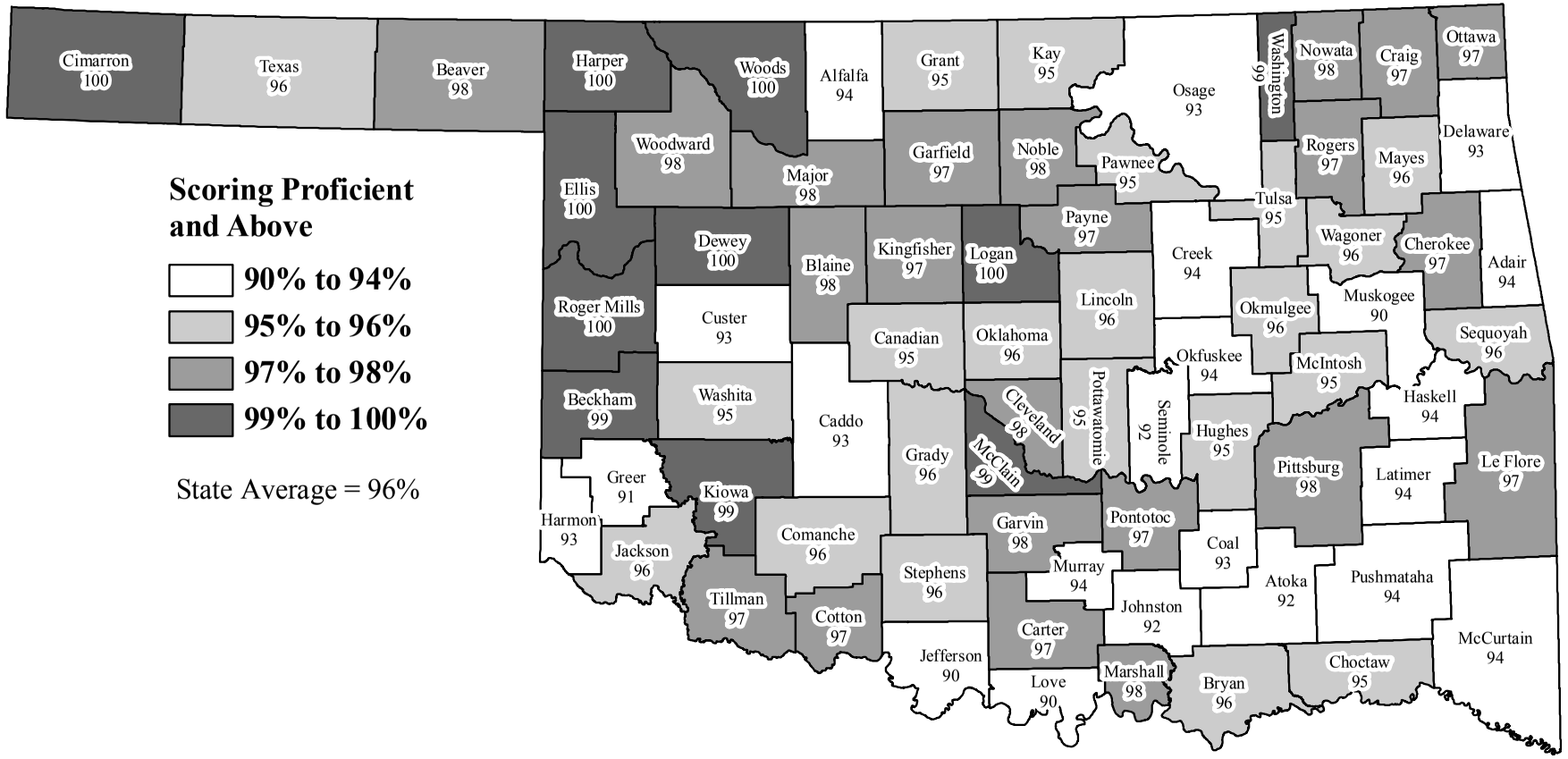

Source: Oklahoma State Department of Education

# Figure 72
# HIGH SCHOOL EOI TEST – ALGEBRA II
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year



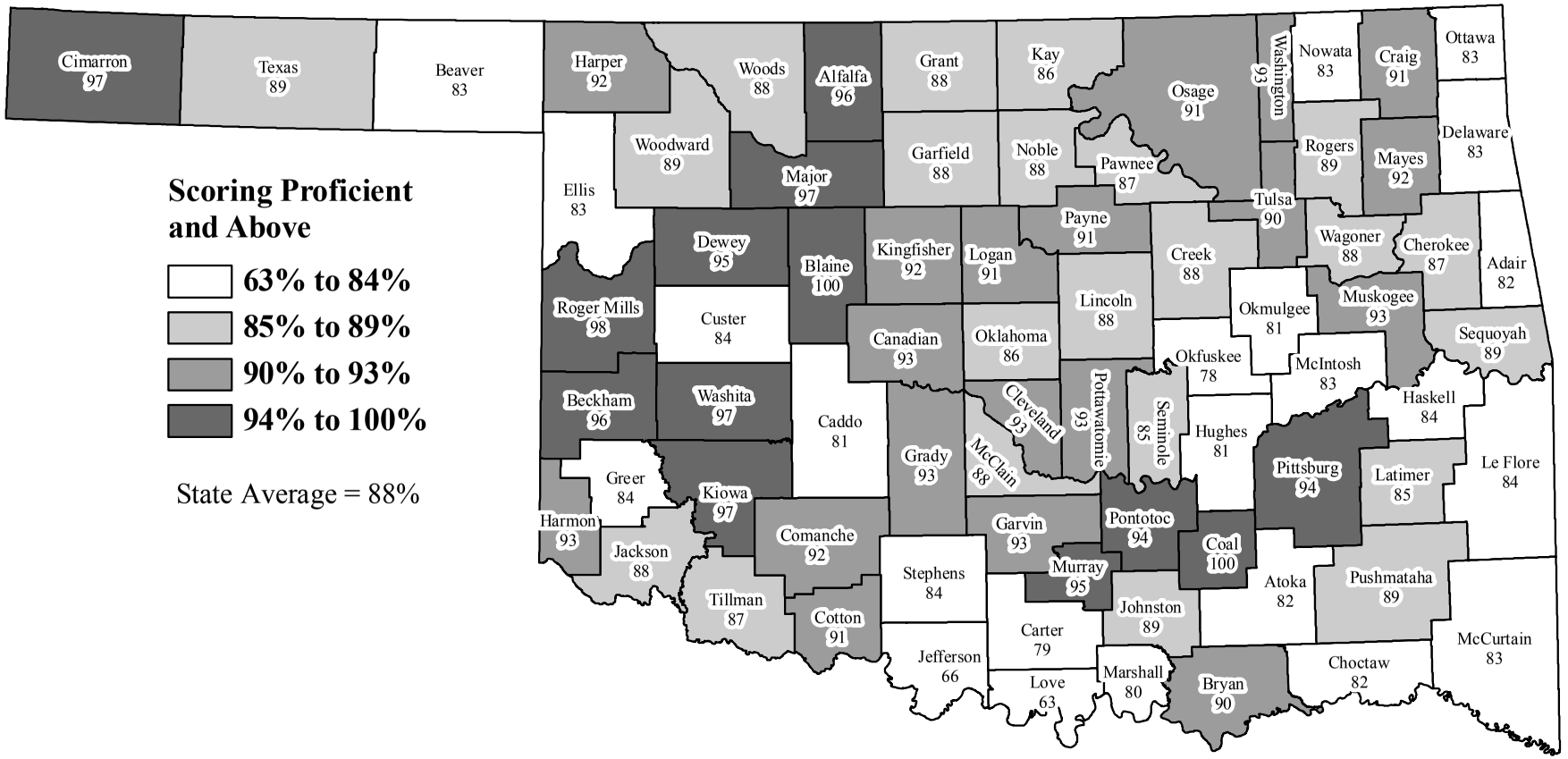

Source: Oklahoma State Department of Education

# Figure 73
# HIGH SCHOOL EOI TEST – ENGLISH III
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year




Source: Oklahoma State Department of Education

# Figure 74
# HIGH SCHOOL EOI TEST – GEOMETRY
## Percent of Students Scoring Proficient and Above
## 2012 - 2013 School Year

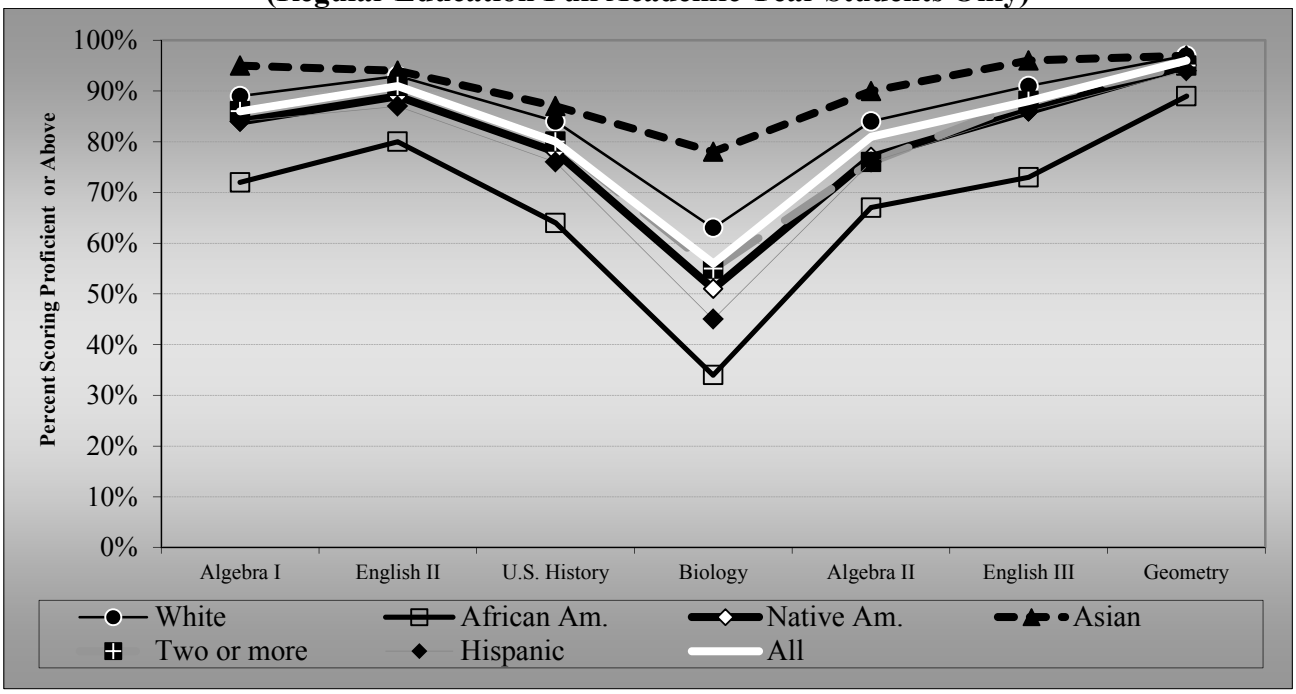



Source: Oklahoma State Department of Education

## EOI Results by Race and Gender

A performance gap exists when there are relative differences in performance between each of the racial sub-groups. The following figure 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 75
# Oklahoma EOI Test Results by Race and Gender
## Percent Scoring Proficient and Above
## 2012-2013
### (Regular Education Full Academic Year Students Only)




| | Algebra I | English II | U.S. History | Biology | Algebra II | English III | Geometry |
|---|---|---|---|---|---|---|---|
| Male | 85% | 89% | 85% | 60% | 80% | 89% | 94% |
| Female | 87% | 93% | 76% | 53% | 81% | 88% | 97% |
| | | | | | | | |
| White | 89% | 93% | 84% | 63% | 84% | 91% | 97% |
| African Am. | 72% | 80% | 64% | 34% | 67% | 73% | 89% |
| Native Am. | 84% | 89% | 78% | 51% | 77% | 86% | 95% |
| Asian | 95% | 94% | 87% | 78% | 90% | 96% | 97% |
| Two or more | 86% | 91% | 80% | 55% | 76% | 88% | 95% |
| Hispanic | 84% | 87% | 76% | 45% | 76% | 86% | 94% |
| All | 86% | 91% | 80% | 56% | 81% | 88% | 96% |

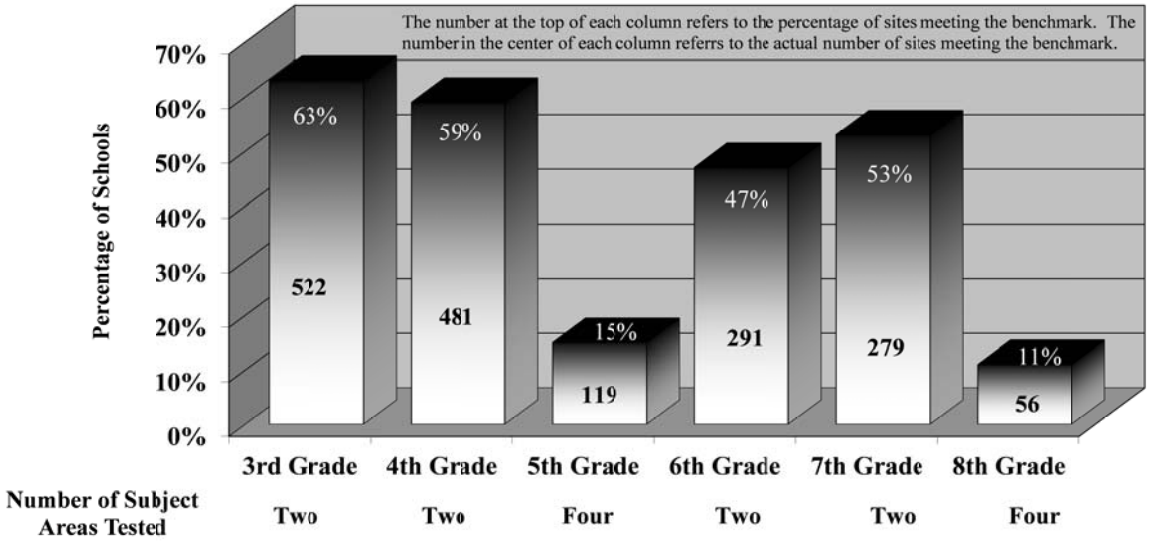
Data source: Oklahoma State Department of Education

## The 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 (now the Commission for Educational Quality and Accountability) chose 70% of Regular Education students achieving a score of Proficient and above as a reasonable minimum performance benchmark for schools to achieve.

Figure 76 displays the number of schools that were able to meet this benchmark in all subject areas tested as part of the OSTP. Fifth and eighth grades must have 70% of students score proficient or above on four different tests to meet the performance benchmark. Third, fourth, sixth, and seventh grades have two tests to meet the benchmark. Fifth grade social studies, seventh grade geography, and eighth grade history were all field tested in 2012-2013 and did not have results released.

# Figure 76
## Schools with 70% or More Students Scoring Proficient and Above On All Subject Areas Tested by the Oklahoma Core Curriculum Test by Grade 2012-2013
### (Regular Education Full Academic Year Students Only)




Data Source: Oklahoma State Department of Education

The statewide results of the Core Curriculum tests for the 2012-2013 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.

Fifth and eighth grades must have 70% of students score proficient or above on four different tests to meet the performance benchmark. Almost two-thirds (63%) of the third grade sites in the state met the 70% performance benchmark in 2012-2013 up from 58% in 2011-2012. Thirty-eight more 3rd grade sites met the benchmark in 2012-2013 than in 2011-2012. Fourth grade sites had 59% pass the 70% performance benchmark; up 124 sites from 2011-2012. There were 218 less fifth grade sites (15%) meeting the benchmark in 2012-2013 compared to 2011-2012. The change in standard in science and writing had a tremendous effect in the number of school sites meeting the benchmark for fifth and eighth grades. There were six less sixth grades sites (47%) pass the benchmark in 2012-2013 over 2011-2012. The number of seventh grade sites decreased by 14 for 53% meeting the 70% performance benchmark. Eighth grade sites had 11% with 185 less sites pass the 70% performance benchmark in 2012-2013 than in 2011-2012.

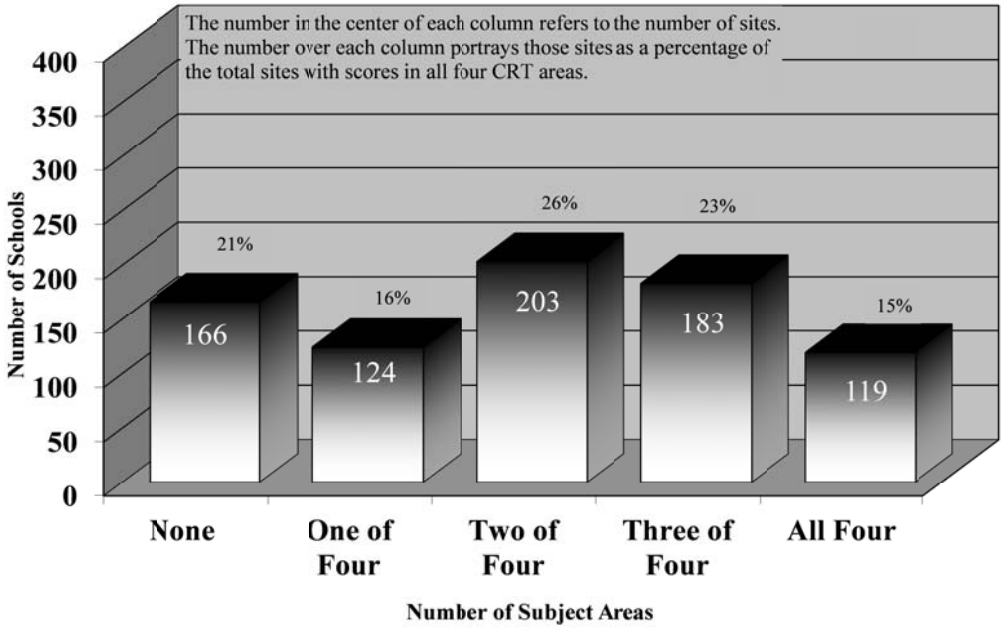
Overall school performance in preparing students for PASS objectives as measured by the Oklahoma Core Curriculum tests (OCCT) in 5th and 8th grades are displayed in Figures 76 and 77. Only these two grades were used in this detailed analysis because they have the most extensive battery of tests administered under the OSTP. These figures show by grade the number of subject areas in which schools were able to achieve the Performance Benchmark. In 2012-2013, the OCCT tested students in these two grades in four subject areas, so the highest performance that a school can achieve is four-out-of-four on the Performance Benchmark.

Historically, 5th grade sites have the better performance on this benchmark. There have been only two years since the 70% benchmark has been in place that 8th grade sites have a higher percentage of sites meeting benchmark for all subjects tested. Fifteen percent of the 5th grade sites and eleven percent of the 8th grade sites were able to achieve four-out-of-four on the Performance Benchmark in 2012-2013. These percentages are down from historic trend due to the change in standards for science and writing.

There were 116 5th grade sites (20.9%) and 57 8th grade sites (10.8%) graders that had none of the subjects area tested meet the benchmark of 70% of their students to score proficient and above under the OCCT in 2012-2013. Both of these are much larger than previous years. There were 24 sites for 5th grade and one site for 8th grade for 2011-2012 and 7 sites in 5th grade and zero sites in 8th grade in 2010-2011 that were unable to meet the benchmark in any of the subjects areas tested.

The difference in performance from one community to another can also be noted in the tables at the bottom of both Figures 77 and 78. In 5th grade, districts with the C1 community grouping designation had 44.7% (17 of 38) of sites and the H1 community group had 42.1% (8 of 19) achieving a four-out-of-four on the Performance Benchmark, whereas, 0% (0 of 38) of the schools from districts with the designation of D2 and 4.2% (3 of 71) in H2 achieved this level of performance. In 8th grade, districts with the B1 community grouping designations lead the pack on the Performance Benchmark with (9 of 24) for 37.5% of sites and H1 with 33.3% (6 of 18) offering 8th grade achieving a four-out-of-four. Community group B2 and F2 had the lowest percentage of site achieve four-out-of-four at 0% (0 of 11) and 1.5% (1 of 68) respectively.

# Figure 77
## Fifth Grade Schools with 70% or More of Students Scoring Proficient and Above On the Oklahoma Core Curriculum Test by Number of Subject Areas: 2012-2013
### (Regular Education Full Academic Year Students Only)

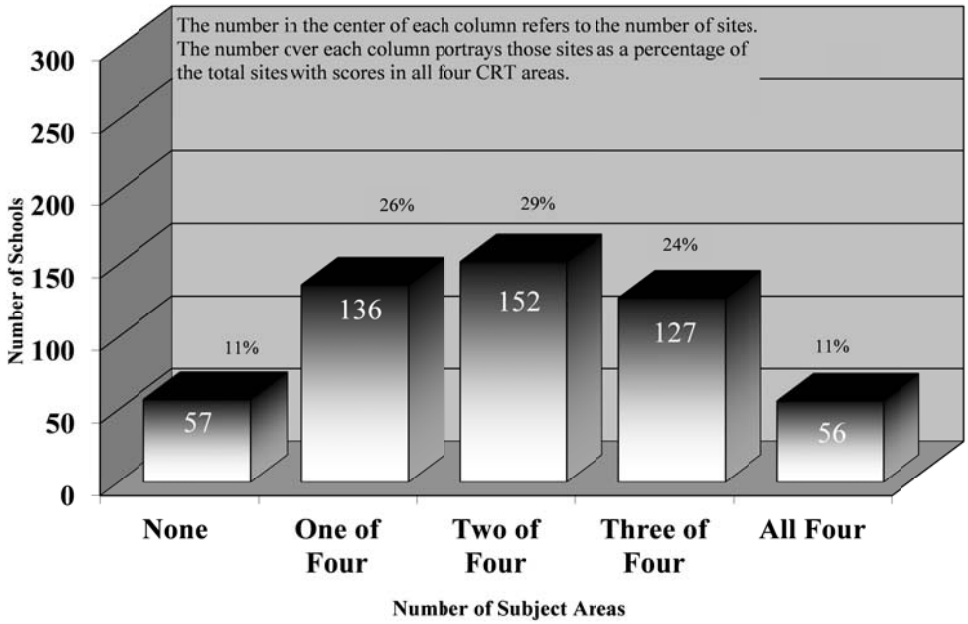



### Number of School Sites Scoring Proficient by Size of the District in which the Site Operates

| 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 | All Four | **Total** |
| **25,000 or More** | **A2** | 54 | 14 | 11 | 17 | 11 | **107** |
| **10,000 - 24,999** | **B1** | 4 | 7 | 20 | 33 | 29 | **93** |
| | **B2** | 3 | 7 | 18 | 15 | 5 | **48** |
| **5,000 - 9,999** | **C1** | 0 | 1 | 10 | 10 | 17 | **38** |
| | **C2** | 3 | 8 | 10 | 5 | 2 | **28** |
| **2,000 - 4,999** | **D1** | 1 | 2 | 5 | 8 | 6 | **22** |
| | **D2** | 7 | 4 | 18 | 9 | 0 | **38** |
| **1,000 - 1,999** | **E1** | 2 | 3 | 12 | 12 | 9 | **38** |
| | **E2** | 11 | 6 | 9 | 9 | 2 | **37** |
| **500 - 999** | **F1** | 5 | 3 | 13 | 6 | 2 | **29** |
| | **F2** | 21 | 14 | 14 | 16 | 4 | **69** |
| **250 - 499** | **G1** | 3 | 13 | 15 | 18 | 12 | **61** |
| | **G2** | 17 | 26 | 32 | 13 | 9 | **97** |
| **Less than 250** | **H1** | 2 | 1 | 3 | 5 | 8 | **19** |
| | **H2** | 33 | 15 | 13 | 7 | 3 | **71** |
| **Total Sites** | **All** | **166** | **124** | **203** | **183** | **119** | **795** |

Data Source: Oklahoma State Department of Education.

# Figure 78
## Eighth Grade Schools with 70% or More of Students Scoring Proficient and Above On the Oklahoma Core Curriculum Test by Number of Subject Areas: 2012-2013
### (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 | All Four | **Total** |
| **25,000 or More** | **A2** | 16 | 2 | 1 | 5 | 5 | **29** |
| **10,000 - 24,999** | **B1** | 0 | 1 | 6 | 8 | 9 | **24** |
| | **B2** | 1 | 3 | 6 | 1 | 0 | **11** |
| **5,000 - 9,999** | **C1** | 0 | 1 | 4 | 3 | 3 | **11** |
| | **C2** | 0 | 2 | 2 | 2 | 1 | **7** |
| **2,000 - 4,999** | **D1** | 0 | 3 | 3 | 5 | 3 | **14** |
| | **D2** | 2 | 6 | 10 | 3 | 1 | **22** |
| **1,000 - 1,999** | **E1** | 0 | 4 | 10 | 13 | 7 | **34** |
| | **E2** | 1 | 14 | 14 | 7 | 1 | **37** |
| **500 - 999** | **F1** | 1 | 11 | 7 | 6 | 4 | **29** |
| | **F2** | 7 | 16 | 28 | 16 | 1 | **68** |
| **250 - 499** | **G1** | 5 | 10 | 16 | 22 | 5 | **58** |
| | **G2** | 12 | 34 | 29 | 18 | 4 | **97** |
| **Less than 250** | **H1** | 0 | 1 | 4 | 7 | 6 | **18** |
| | **H2** | 12 | 28 | 12 | 11 | 6 | **69** |
| **Total Sites** | **All** | **57** | **136** | **152** | **127** | **56** | **528** |

Data Source: Oklahoma State Department of Education.

## The 25% Advanced Performance Benchmark

When the Education Oversight Board (now the Commission for Educational Quality and Accountability) initiated the 70% Performance Benchmark for the 1996-97 school year, the benchmark was quite discriminating in that only 85 schools offering 8th grade held the distinction. With the passing of time, teachers, counselors, and administrators have worked very hard to improve the performance of students; however, the testing companies contracted to design and score the tests and the rigor of some subjects included in the state testing program have also changed. Over the years, a school's achieving the 70% Performance Benchmark has become much more common and the Commission for Educational Quality and Accountability 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 Commission for Educational Quality and Accountability's 25% Advanced Performance Benchmark by grade level. Now in its seventh year, this benchmark is displayed as a star on the Office of Educational Quality and Accountability's *2013 School Report Cards*.

Fifty school sites (3rd through 8th) achieved the 25% Advanced Performance Benchmark. Seven school sites in the state have multiple grades making the advanced benchmark. Sixth grade school sites lead all grades in 2012-2013 with 24 sites or 3.9% of all 6th grade sites meeting the advanced benchmark. This is up from 2011-2012 when 17 6th grade sites or 2.7% met the advanced benchmark. Seventh grade sites had the 2nd most school sites meet the advanced benchmark with 16 sites. There were 57 total stars in the 50 school sites in 2012-2013. This is down from 135 stars in 104 sites in 2011-2012 and 104 stars at 83 sites in 2010-2011. There were 60 stars in 2006-2007, the first year of the 25% Advanced Performance Benchmark.

# Figure 79
## Schools Meeting 25% Advanced Performance Benchmark On All Subject Areas Tested by the Oklahoma Core Curriculum Test by Grade 2012-2013
**(Regular Education Full Academic Year Students Only)**

| | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade |
|---|---|---|---|---|---|---|
| Number of Sites | 5 | 9 | 0 | 24 | 16 | 3 |
| Percent of Sites | 0.6% | 1.1% | 0.0% | 3.9% | 3.0% | 0.6% |

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 80 shows the subjects tested at the state level by year and grade.

## Figure 80
## National Assessment of Educational Progress (NAEP)
## Testing Schedule by Year, Subject, and Grade Tested

| | Reading | | Math | | Science | | Writing | |
|---|---|---|---|---|---|---|---|---|
| Year | 4th Grade | 8th Grade | 4th Grade | 8th Grade | 4th Grade | 8th Grade | 4th Grade | 8th 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 Relative Rank

NAEP is an important evaluation instrument for Oklahoma. It is one of the few means by which Oklahoma can judge its position and progress relative to that of the nation at the elementary school level. Although there are some areas of improvement, Oklahoma's overall performance is lagging behind that of the nation as a whole.

On the 2013 NAEP reading test, Oklahoma's as well as the nation's 4th grade scores are lower than the 8th grade test scores. Oklahoma fourth grade students scored 217 compared to 222 for their national counterparts. 4th grade reading scores for 2013 improved two scale points in Oklahoma from 2011 and improved one scale point for the United States. Oklahoma's 4th grade rank improved one place from 39th in 2011 to 38th in 2013. Oklahoma's 4th grade scores have risen 3 scale points since 2005 and the nation's score has increased 5 scale points over the same period. This indicates that since 2005 our 4th grade students have lost ground compared to the nation (Figure 81). The Oklahoma 8th grade reading score was the same as the nation in 2005 – 260. For 2013, Oklahoma 8th graders scores increased to 262 compared to 268 for the nation – a six scale point difference. For Oklahoma, the 2013 score is two points more than in 2011 while the nation is up three points for the same time period. Oklahoma's 8th grade score ranks 38th in 2013, the same rank as in 2011.

While still lower than the nation's scores, Oklahoma's math scores on NAEP have been on the rise for 4th grade but took a dip for 8th grade (Figure 81). In 4th grade, Oklahoma scores have increased 5 points from 2005 to 2013 and the nation's score also increased five points, meaning no relative gain or loss for Oklahoma's 4th graders compared to the nation. Scores for 4th graders were up two scale points in 2013 after being the same for three testing periods; 2007, 2009, and 2011. There was a one point increase for the United States between 2011 and 2013. After a drop of three scale points, Oklahoma's 8th graders scores are nine standard scores behind the nation on the NAEP test for 2013. From 2011 to 2013, Oklahoma's math test score fell three scale points in 8th grade while the nation increased by one point. The 4th grade rank lowered from 37th to 39th while the 8th grade rank fell from 37th to 44th in 2013.

For the 2011 NAEP science tests, only 8th grade tests were administered. For 2011 8th grade science, Oklahoma's 148 scale score is behind the national average of 151 by three scale points. Both Oklahoma and the nation increased two scale scores from 2009 to 2011 in 8th grade science. Oklahoma was tied for 38th on the 8th grade science test in 2011. In 4th grade for 2009, Oklahoma came in about the middle of the pack, behind the nation by one scale score (Oklahoma 148; Nation 149). At that time, Oklahoma was 30th in the 4th grade science test.

Writing was not tested as part of NAEP in 2009 and 2011 and 4th grade writing was not given in 2007. The 2007 8th grade writing results show that Oklahoma's score of 153, up from 150 in 2002, ranked them roughly in the middle of states tested (Appendix D). The national average was 154, up from 152 in 2002. The 4th grade 2002 writing results were less encouraging. Oklahoma's score of 142 was near the bottom of states tested. Only three states scored lower than Oklahoma. Oklahoma's 4th grade writing score was 11 points below the national average of 153. Writing is not scheduled again until 2017.

## Oklahoma's Results by Race

The NAEP results are also released by race and again it is important to analyze Oklahoma's outcomes relative to the nation. Figure 80 also looks at and compares both Oklahoma's and the nation's trends over time on a race-by-race basis. In many subject areas and across racial categories, even in those areas where Oklahoma is making noticeable gains, the nation is outpacing Oklahoma. There are, however, pockets where Oklahoma is doing quite well and is above the national averages.

Math results show the greatest increases by racial categories. All races in Oklahoma improved their math results in 4th and 8th grade from 2005 to 2013. Black students in Oklahoma in 4th grade improved two points and the nation improved five points while for 8th grade, Oklahoma improved seven points from 2005 to 2013 and nine points for the nation. Oklahoma's American Indian students did well overall and in comparison to the nation. Oklahoma American Indian 4th grade students improved 9 points and 8th grade students improved 8 points from 2005 to 2013. These are much better than the 3 point improvement for the nation's 8th grade American Indian students and the no change in score for the nation's 4th grade American Indian students over the same time period. Results for Oklahoma reading scores are looking up, with increases in all races and both 4th and 8th grades between 2005 and 2013, except 4th grade Hispanics which saw no change.

# Figure 81
# National Assessment of Educational Progress
# Scale Scores by Subject and Race
# Oklahoma versus the Nation

## WRITING RESULTS

### Grade 4

| | All | White | Black | American Indian | Hispanic |
|---|---|---|---|---|---|
| 2002 Oklahoma | 142 | 148 | 128 | 137 | 130 |
| 2002 Nation | 153 | 159 | 139 | 138 | 140 |
| **Oklahoma Relative to Nation 2002** | **-11** | **-11** | **-11** | **-1** | **-10** |

### Grade 8

| | All | White | Black | American Indian | Hispanic |
|---|---|---|---|---|---|
| 2007 Oklahoma | 153 | 156 | 141 | 151 | 143 |
| 2002 Oklahoma | 150 | 154 | 135 | 144 | 135 |
| ***Change*** | ***+3*** | ***+2*** | ***+6*** | ***+7*** | ***+8*** |
| 2007 Nation | 154 | 162 | 140 | 143 | 141 |
| 2002 Nation | 152 | 159 | 134 | 138 | 135 |
| ***Change*** | ***+2*** | ***+3*** | ***+6*** | ***+5*** | ***+6*** |
| **Oklahoma Relative to Nation Change 2002 to 2007** | **+1** | **-1** | **0** | **+2** | **+2** |

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

# Figure 81 (continued)
# National Assessment of Educational Progress
# Scale Scores by Subject and Race
# Oklahoma versus the Nation

## READING RESULTS

### Grade 4

| | All | White | Black | American Indian | Hispanic |
|---|---|---|---|---|---|
| 2013 Oklahoma | 217 | 223 | 201 | 217 | 204 |
| 2011 Oklahoma | 215 | 221 | 199 | 212 | 207 |
| 2009 Oklahoma | 217 | 223 | 197 | 215 | 207 |
| 2007 Oklahoma | 217 | 223 | 204 | 213 | 198 |
| 2005 Oklahoma | 214 | 219 | 197 | 211 | 204 |
| ***Change*** | ***+3*** | ***+4*** | ***+4*** | ***+6*** | ***0*** |
| 2013 Nation | 222 | 232 | 206 | 205 | 207 |
| 2011 Nation | 221 | 231 | 205 | 202 | 206 |
| 2009 Nation | 220 | 229 | 204 | 206 | 204 |
| 2007 Nation | 220 | 230 | 203 | 206 | 204 |
| 2005 Nation | 217 | 228 | 199 | 205 | 201 |
| ***Change*** | ***+5*** | ***+4*** | ***+7*** | ***0*** | ***+6*** |
| **Oklahoma Relative to Nation Change 2005 to 2013** | **-2** | **0** | **-3** | **+6** | **-6** |

### Grade 8

| | All | White | Black | American Indian | Hispanic |
|---|---|---|---|---|---|
| 2013 Oklahoma | 262 | 268 | 245 | 259 | 252 |
| 2011 Oklahoma | 260 | 265 | 247 | 256 | 251 |
| 2009 Oklahoma | 259 | 264 | 247 | 258 | 246 |
| 2007 Oklahoma | 260 | 266 | 243 | 256 | 241 |
| 2005 Oklahoma | 260 | 265 | 243 | 254 | 247 |
| ***Change*** | ***+2*** | ***+3*** | ***+2*** | ***+5*** | ***+5*** |
| 2013 Nation | 268 | 276 | 250 | 251 | 256 |
| 2011 Nation | 265 | 274 | 249 | 252 | 252 |
| 2009 Nation | 262 | 271 | 245 | 252 | 248 |
| 2007 Nation | 261 | 270 | 244 | 248 | 246 |
| 2005 Nation | 260 | 269 | 242 | 251 | 245 |
| ***Change*** | ***+8*** | ***+7*** | ***+8*** | ***0*** | ***+11*** |
| **Oklahoma Relative to Nation Change 2005 to 2013** | **-6** | **-4** | **-6** | **+5** | **-6** |

Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Reading 2005*, Figures 11 & 12 *The Nation's Report Card, Reading 2007*, Figures 10 & 20 *The Nation's Report Card, Reading 2009*, Figures 11 & 23 *The Nation's Report Card, Reading 2011,* Figures 14 & 30 *The Nation's Report Card, Reading 2013 State Snapshot Report*

# Figure 81 (continued)
# National Assessment of Educational Progress
# Scale Scores by Subject and Race
# Oklahoma versus the Nation

## MATH RESULTS

### Grade 4

| | All | White | Black | American Indian | Hispanic |
|---|---|---|---|---|---|
| 2013 Oklahoma | 239 | 245 | 219 | 238 | 229 |
| 2011 Oklahoma | 237 | 243 | 224 | 234 | 227 |
| 2009 Oklahoma | 237 | 241 | 222 | 234 | 229 |
| 2007 Oklahoma | 237 | 242 | 220 | 234 | 227 |
| 2005 Oklahoma | 234 | 240 | 217 | 229 | 226 |
| ***Change*** | ***+5*** | ***+5*** | ***+2*** | ***+9*** | ***+3*** |
| 2013 Nation | 242 | 250 | 225 | 227 | 231 |
| 2011 Nation | 241 | 249 | 224 | 225 | 229 |
| 2009 Nation | 239 | 248 | 222 | 225 | 227 |
| 2007 Nation | 239 | 248 | 222 | 228 | 227 |
| 2005 Nation | 237 | 246 | 220 | 227 | 225 |
| ***Change*** | ***+5*** | ***+4*** | ***+5*** | ***0*** | ***+6*** |
| **Oklahoma Relative to Nation Change 2005 to 2013** | **0** | **+1** | **-3** | **+9** | **-3** |

### Grade 8

| | All | White | Black | American Indian | Hispanic |
|---|---|---|---|---|---|
| 2013 Oklahoma | 276 | 281 | 256 | 275 | 265 |
| 2011 Oklahoma | 279 | 286 | 262 | 273 | 264 |
| 2009 Oklahoma | 276 | 282 | 261 | 269 | 263 |
| 2007 Oklahoma | 275 | 280 | 258 | 269 | 259 |
| 2005 Oklahoma | 271 | 278 | 249 | 267 | 257 |
| ***Change*** | ***+5*** | ***+3*** | ***+7*** | ***+8*** | ***+8*** |
| 2013 Nation | 285 | 294 | 263 | 269 | 272 |
| 2011 Nation | 284 | 293 | 262 | 265 | 270 |
| 2009 Nation | 282 | 293 | 261 | 266 | 266 |
| 2007 Nation | 280 | 291 | 260 | 264 | 265 |
| 2005 Nation | 278 | 288 | 254 | 266 | 261 |
| ***Change*** | ***+7*** | ***+6*** | ***+9*** | ***+3*** | ***+11*** |
| **Oklahoma Relative to Nation Change 2005 to 2013** | **-2** | **-3** | **-2** | **+5** | **-3** |

Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Mathematics 2005*, Figures 11 & 12 *The Nation's Report Card, Mathematics 2007*, Figures 10 & 20 *The Nation's Report Card, Mathematics 2009*, Figures 11 & 23 *The Nation's Report Card, Math 2011, Figures 15 and 31 The Nation's Report Card, Math 2013 State Snapshot Report*

## Figure 81 (continued)
## National Assessment of Educational Progress
## Scale Scores by Subject and Race
## Oklahoma versus the Nation

### SCIENCE RESULTS

#### Grade 4

| | All | White | Black | American Indian | Hispanic |
|---|---|---|---|---|---|
| 2009 Oklahoma | 148 | 156 | 125 | 145 | 131 |
| 2005 Oklahoma | 150 | 157 | 126 | 147 | 137 |
| 2000 Oklahoma | 151 | 157 | 127 | 145 | 135 |
| ***Change*** | **-3** | **-1** | **-2** | **0** | **-4** |
| 2009 Nation | 149 | 162 | 127 | 137 | 130 |
| 2005 Nation | 149 | 161 | 128 | 139 | 132 |
| 2000 Nation | 145 | 158 | 121 | 135 | 121 |
| ***Change*** | **+4** | **+4** | **+6** | **+2** | **+9** |
| **Oklahoma Relative to Nation Change 2000 to 2009** | **-7** | **-5** | **-8** | **-2** | **-13** |

#### Grade 8

| | All | White | Black | American Indian | Hispanic |
|---|---|---|---|---|---|
| 2011 Oklahoma | 148 | 156 | 126 | 146 | 135 |
| 2009 Oklahoma | 146 | 155 | 124 | 142 | 127 |
| 2005 Oklahoma | 147 | 155 | 120 | 139 | 132 |
| 2000 Oklahoma | 149 | 155 | 125 | 142 | 129 |
| ***Change*** | **-1** | **+1** | **+1** | **+4** | **+6** |
| 2011 Nation | 151 | 163 | 129 | 141 | 137 |
| 2009 Nation | 149 | 161 | 125 | 138 | 131 |
| 2005 Nation | 147 | 159 | 123 | 134 | 127 |
| 2000 Nation | 148 | 159 | 120 | 146 | 125 |
| ***Change*** | **+3** | **+4** | **+9** | **-5** | **+12** |
| **Oklahoma Relative to Nation Change 2000 to 2011** | **-4** | **-3** | **-8** | **+9** | **-6** |

Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Science 2005*, Figures 12 & 22 *The Nation's Report Card, Science 2009*, Figures 17 & 36 *The Nation's Report Card, Science 2011, Table 2*

Oklahoma students testing in the NAEP reading show American Indian students in both 4th and 8th grades with higher results than the nation. In 2013, Oklahoma 4th grade American Indian students scored 217 compared to 205 for the nation and 8th grade scored 259 compared to 251 in the nation.

Between 2005 and 2013, Oklahoma Black 4th grade student's scores in reading increased four scale scores to 201 and Black 8th grade student's scores increased two scale scores to 245. In 2013, Oklahoma Hispanic students had a 4th grade reading score of 204 the same as 2005 and 8th grade Hispanics in Oklahoma scored 252, up five scale scores from 2005.

Oklahoma's reading score relative to the nation fell for all races in both 4th and 8th grades except American Indian. Hispanic 4th grade and 8th grade students both fell six relative points between 2005 and 2013. Black 4th grade students fell three points while 8th grade students fell six points

## Oklahoma's Performance by Achievement Categories

Another way to look at the NAEP results is by the percentage of students that score in each of four achievement categories. Figure 82 looks at the results by subject area and the scores are presented as the percentage of students that scored in each of the four achievement levels of Below Basic, Basic, Proficient, and Advanced.

Much of the analysis provided in the NAEP reports prior to 2005 focused on the percentage of students that performed at the Proficient and above (Proficient and Advanced combined). Until the release of the 2002 NAEP results, Oklahoma generally performed slightly behind the nation in the percentage of students scoring Proficient and above. Oklahoma has done a good job pulling kids from the Below Basic category into the Basic category. It could be construed that Oklahoma was "holding its own" relative to the nation if the percentage of students in the Basic and above were taken into consideration. In almost all grades and subjects, Oklahoma has lowered the percentage of students in the Below Basic category.

Looking at the results by subject area, Oklahoma's performance on the 8th grade writing test (Figure 82) has improved slightly over the past 5 years. In 2002 for 8th grade, Oklahoma and the nation had the same percentage of students scoring Below Basic (16%) and Oklahoma outperformed the nation by only three percentage points (57% to 54%) scoring Basic. With the release of the 2007 results, the percentage of Oklahoma's 8th grade students scoring Below Basic had improved to 11%, a five percentage point decrease and the nation had improved three percentage points to 13%, meaning Oklahoma improved slightly more than the nation. Looking at the percentage scoring Basic only, the nation had gained three percentage points to Oklahoma's six. This gives Oklahoma a Basic score of 63% in 2007. For the percentage scoring Proficient and above, the nation had gained one percentage point while Oklahoma stayed the same, putting the nation at 31% and Oklahoma at 27%.

Fourth grade writing was only tested in 2002 and the results there are less encouraging. Oklahoma lagged by six percentage-points (21% to 15%) in the Below Basic category and by 11-percentage-points (16% to 27%) in the Proficient and above category. Hopefully, Oklahoma will see improvements in all categories including Proficient and above when tested again in 2017.

The results for 4th grade reading show little change from 2005 to 2013. Oklahoma students, as well as students nationally, show improvement in moving students out of the below basic category. For 2005, Oklahoma 4th grade students had 60% score at the Basic and above level while 62% scored at that level for the nation. Proficient and above was 26% in Oklahoma and 30% nationally in 2005. In 2013, Oklahoma's percentage scoring Basic and above had increased five percentage points to 65% and the

nation's score had increased four percentage points to 68%. Oklahoma has improved to 30% in 2013 in the Proficient and above category to 30%, an improvement of three percentage points from 2011. The nation increased one percentage point over the same period to 35%.

There was a two percentage point change in the percentage of 8th graders reading Basic and above in Oklahoma between 2011 and 2013. Oklahoma students also increased two percentage points in Proficient and above between 2011 and 2013. Students scoring Basic and above for the nation increased two percentage points from 2011 to 2013, as well as those scoring Proficient and above. Since 2005, the national levels of 8th grade reading at Basic and above have improved from 71% to 78%. From 2011 to 2013, the percentage of Oklahoma's students scoring in the Basic category remained the same, 46% and the percentage in the Proficient and above category increased one percentage point from 27% to 29%. The nation's 8th grade students scoring Basic remained at 42% from 2011 to 2013 while students scoring Proficient and above increased two percentage points from 34% to 36%.

Mathematics scores in Oklahoma have shown some improvement in 4th grade results but had a bit of a setback in 8th grade results. There was a two percentage point drop the Proficient and above category from 2011 for Oklahoma's 8th grade students. For 2005, in the Proficient or above category, Oklahoma's 8th graders trailed behind the nation, 20% to 28%. Again, even with increases, the difference widened in 2013. Oklahoma's 8th graders lagged the nation by ten percentage points (25% to 35%). Eighth grade students in the nation and Oklahoma also improved six and five percentage points, respectively in the Basic and above category. The nation increased from 68% to 74% and Oklahoma increased from 63% to 68% from 2005 to 2013. In 2013, Oklahoma had 32% score Below Basic, an increase of four percentage points from 2011 and the nation had 26% of 8th grade students score Below Basic.

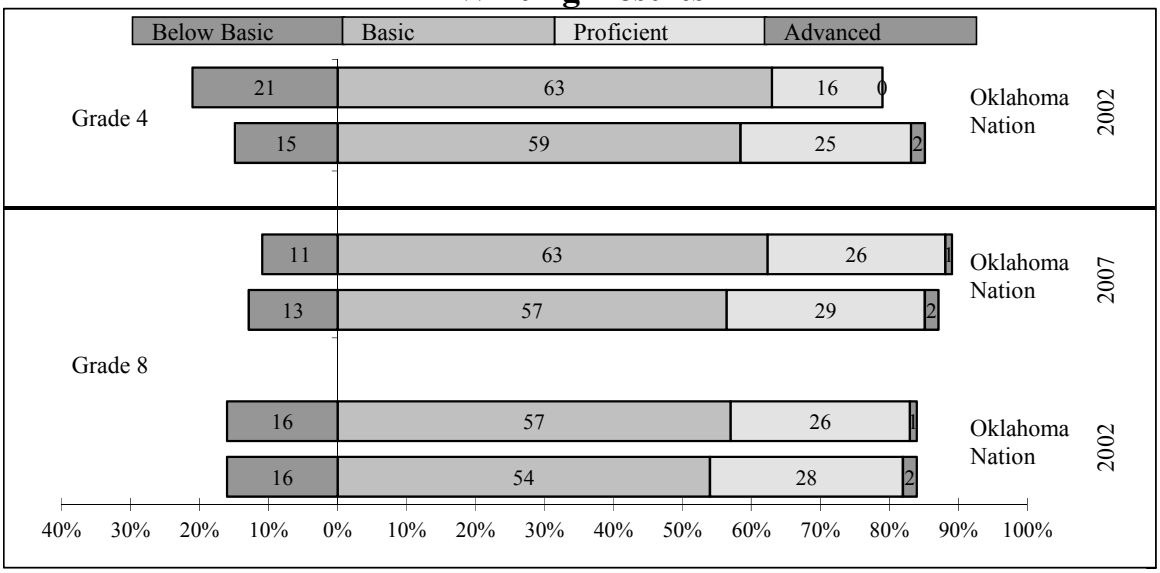
Oklahoma 4th graders in mathematics are doing well at improving scores. Oklahoma has gone from 79% to 83% between 2005 and 2013 in the Basic and above category, the same as the nation's change. Fourth grade math students in Oklahoma improved from 28% to 36% in the Proficient and above category - eight percentage points - while the nation only improved from 35% to 42% - seven percentage points. Oklahoma has done a more consistent job of shifting 4th grade students out of the Below Basic category than for 8th grade students. In 2005, Oklahoma had 21% of 4th grade students scoring in the Below Basic category and by 2013 this was down to 17%, a four percentage point decrease; with improvement or no change in every testing year. For 8th grade in Oklahoma in 2005, 37% of students scored in the Below Basic category. By 2011, this was also down to 28%, but then increased to 32% in 2013. Hopefully, these improvements in 4th grade will continue while 8th graders must improve or fall farther behind the nation.

The NAEP science results show mixed results. NAEP did not conduct a science test in 2007 and only conducted the 8th grade test in 2011. The 4th grade 2009 science results show that Oklahoma had a larger percentage of students in the Basic category than did the nation, 45% to 39%. Oklahoma was only one percentage point above the nation in the Basic and above category, 73% to 72% in the 4th grade. For 2011, Oklahoma's 8th graders lagged the nation by five percentage points (26% to 31%) in Proficient and above but were two percentage points higher than the nation in the Basic category (36% to 34%).

All results of the NAEP can be found in reports available through the National Center for Education Statistics (NCES) at www.nces.ed.gov. Selected state information is show in Appendix D.

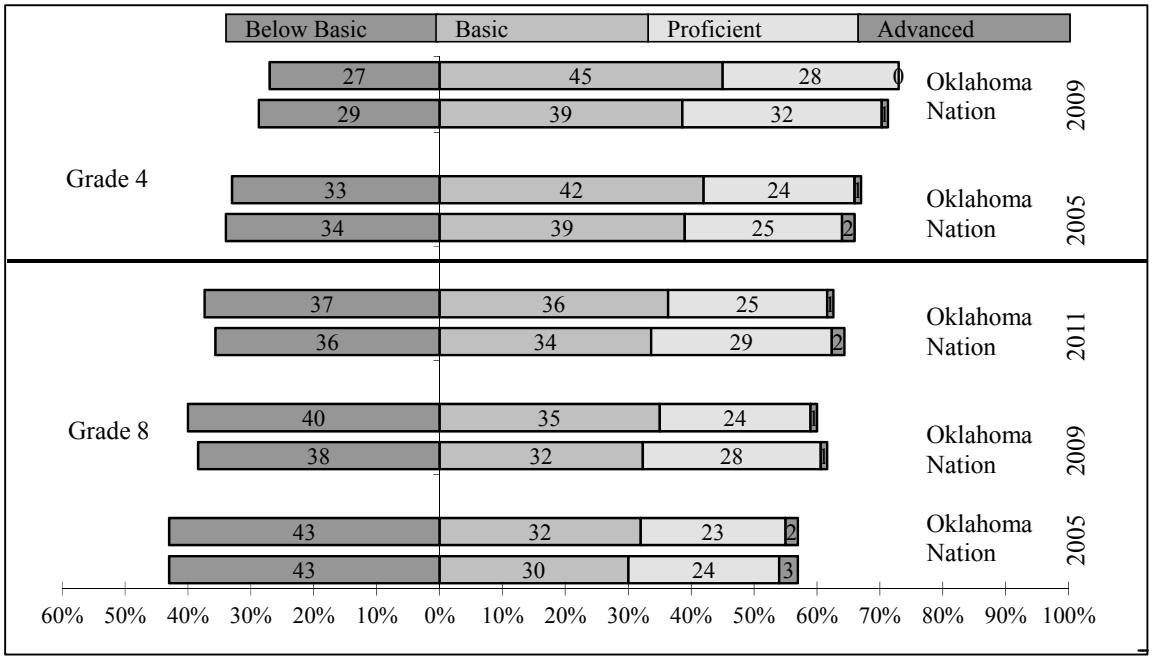
# Figure 82
# National Assessment of Educational Progress (NAEP)
# Test Results by Achievement Categories
## Oklahoma versus the Nation

### Writing Results



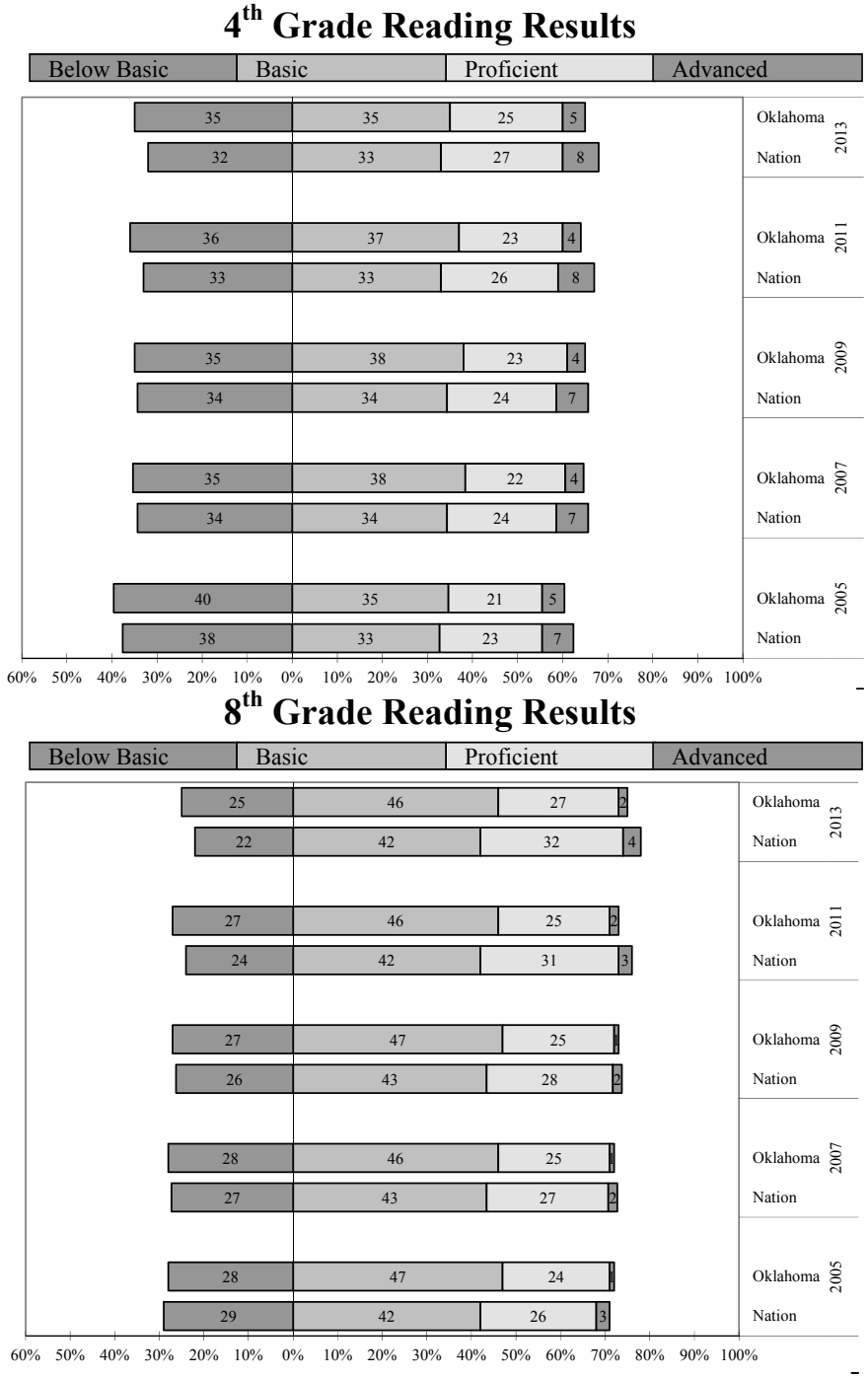

Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Writing 2002*, Figures 2.8 & 2.9 *The Nation's Report Card, Writing 2007*, Figure 11

### Science Results



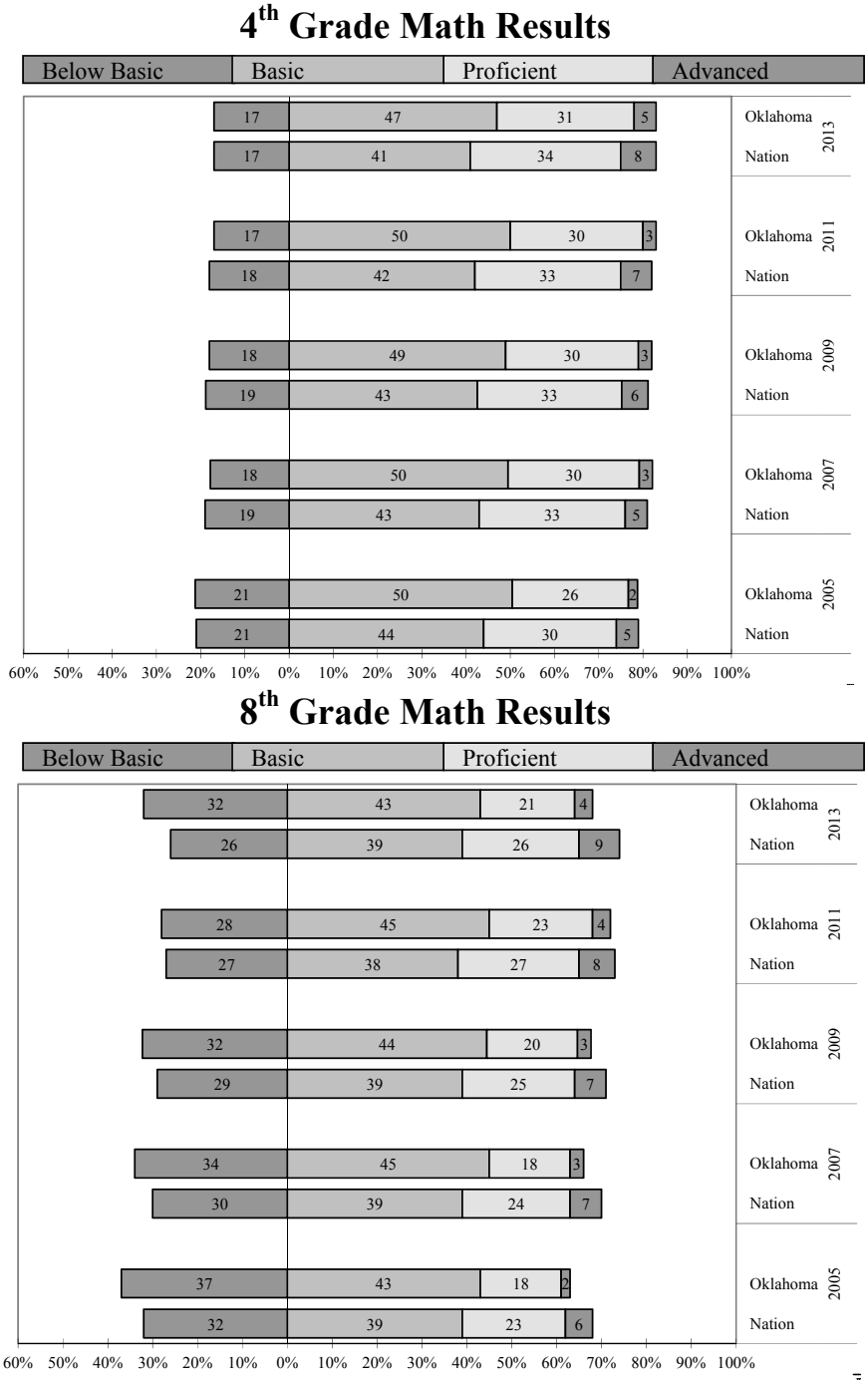

Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Science 2005*, Figures 12 & 22 *The Nation's Report Card, Science 2009*, Figures 17 & 36 *The Nation's Report Card, Science 2011, Table 2*

# Figure 82 (continued)
# National Assessment of Educational Progress (NAEP)
# Test Results by Achievement Categories
## Oklahoma versus the Nation




Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Reading 2005*, Figures 11 & 12 *The Nation's Report Card, Reading 2007*, Figures 10 & 20 *The Nation's Report Card, Reading 2009*, Figures 11 & 23 *The Nation's Report Card, Reading 2011,* Figures 14 & 30 *The Nation's Report Card, Reading 2013 State Snapshot Report*

# Figure 82 (continued)
# National Assessment of Educational Progress (NAEP)
# Test Results by Achievement Categories
## Oklahoma versus the Nation




Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Mathematics 2005*, Figures 11 & 12 *The Nation's Report Card, Mathematics 2007*, Figures 10 & 20 *The Nation's Report Card, Mathematics 2009*, Figures 11 & 23 *The Nation's Report Card, Math 2011, Figures 15 and 31 The Nation's Report Card, Math 2013 State Snapshot Report*

# HIGH SCHOOL PERFORMANCE MEASURES

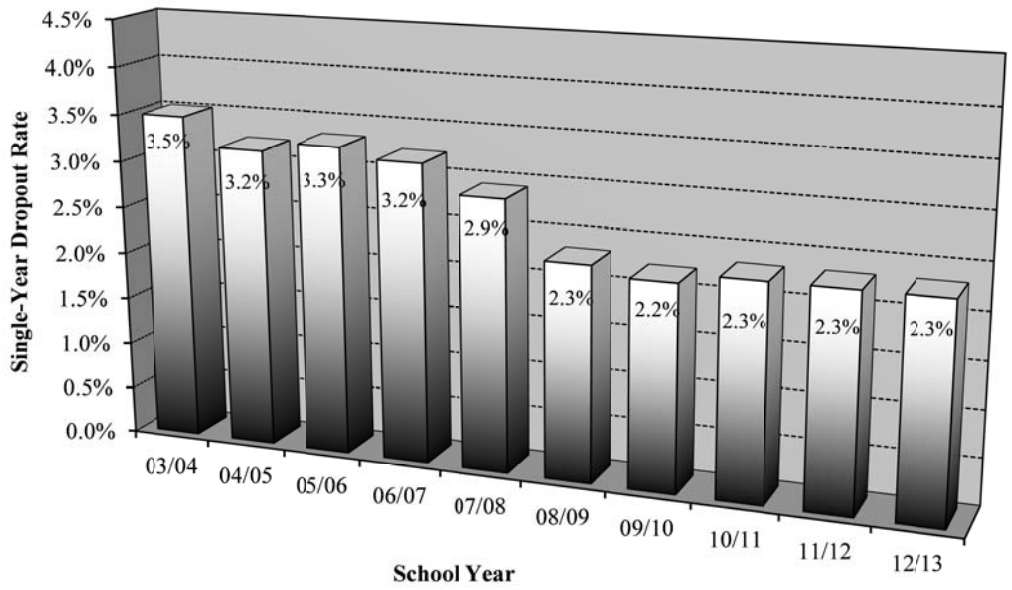
## High School Dropout Rates

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 that 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; referred to as a four-year dropout rate. With *Profiles 2005*, the Office of Accountability (now the Office of Educational Quality and 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 and aggregated to 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 83**
**Oklahoma Single-Year Dropout Rates**
**9th through 12th Grade**
**2003-2004 through 2012-2013**




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 83. For the third year in a row and fourth time in five years, the dropout rate is 2.3%. The rate has dropped from 3.5% to 2.3% during the past ten years measured under this methodology.

## High School Four-Year Dropout Rate

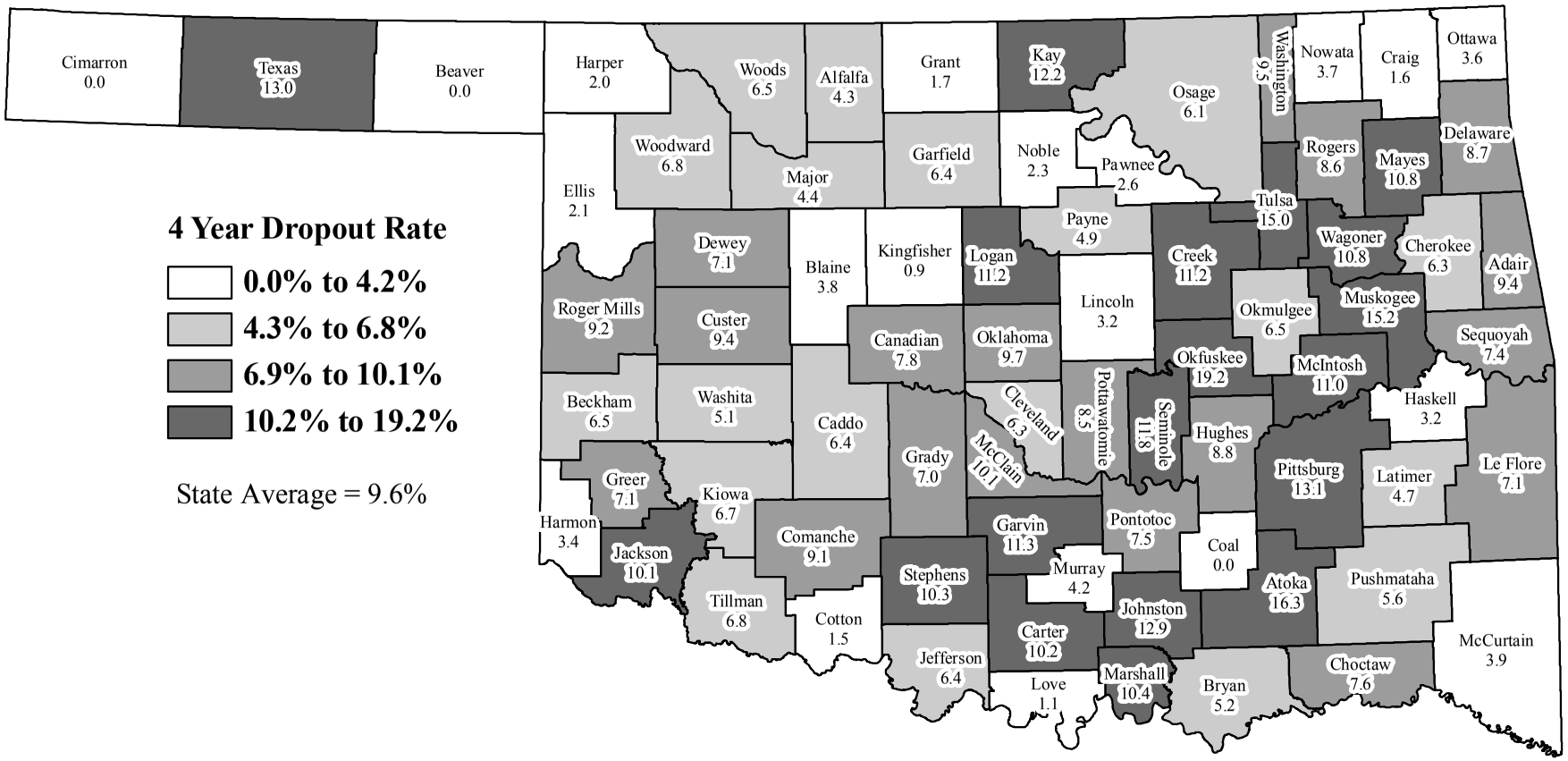
For well over a decade, the Education Oversight Board (now the Commission for Educational Quality and Accountability) has been concerned with dropout rates only being expressed as a single-year event. The common perception of a high school dropout rate is the percentage of a graduating class that drops 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 Educational Quality and Accountability has calculated a high school four-year dropout rate starting with the *Profiles 2005* report series.

### Figure 84
### High School Four-Year Dropout Rates by Community Group Class of 2013

| Size of District in ADM | Community Group Designation | Class of 2013 Enrollment | Class of 2013 Dropouts | Class of 2013 Dropout Rate |
|---|---|---|---|---|
| **25,000 or More** | **A2** | 4,087 | 938 | 23.0% |
| **10,000 - 24,999** | **B1** | 6,636 | 505 | 7.6% |
| | **B2** | 3,155 | 264 | 8.4% |
| **5,000 - 9,999** | **C1** | 3,682 | 330 | 9.0% |
| | **C2** | 1,097 | 179 | 16.3% |
| **2,000 - 4,999** | **D1** | 2,448 | 174 | 7.1% |
| | **D2** | 4,254 | 494 | 11.6% |
| **1,000 - 1,999** | **E1** | 3,282 | 233 | 7.1% |
| | **E2** | 3,520 | 306 | 8.7% |
| **500 - 999** | **F1** | 1,168 | 52 | 4.5% |
| | **F2** | 3,100 | 196 | 6.3% |
| **250 - 499** | **G1** | 1,247 | 63 | 5.1% |
| | **G2** | 1,991 | 84 | 4.2% |
| **Less than 250** | **H1** | 205 | 21 | 10.2% |
| | **H2** | 689 | 72 | 10.4% |
| **Total** | **All** | **40,561** | **3,911** | **9.6%** |

Data Source: Oklahoma State Department of Education

# Figure 85
# PUBLIC HIGH SCHOOL
# FOUR-YEAR DROPOUT RATE
## Class of 2013 – Grade 9-12




Source: Oklahoma State Department of Education

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

The statewide four-year dropout rate was 9.6%, the same as last year that was a continued decrease from previous years. Oklahoma's four-year dropout rate varies greatly by Community Group (Figure 84). Oklahoma's two largest school districts (Oklahoma City and Tulsa), have a 23.0% four-year dropout rate. School districts between 250 and 499 students and above the state average participation in the Free or Reduced Price Lunch Program (Community Group G2) have only a 4.2% four-year dropout rate.

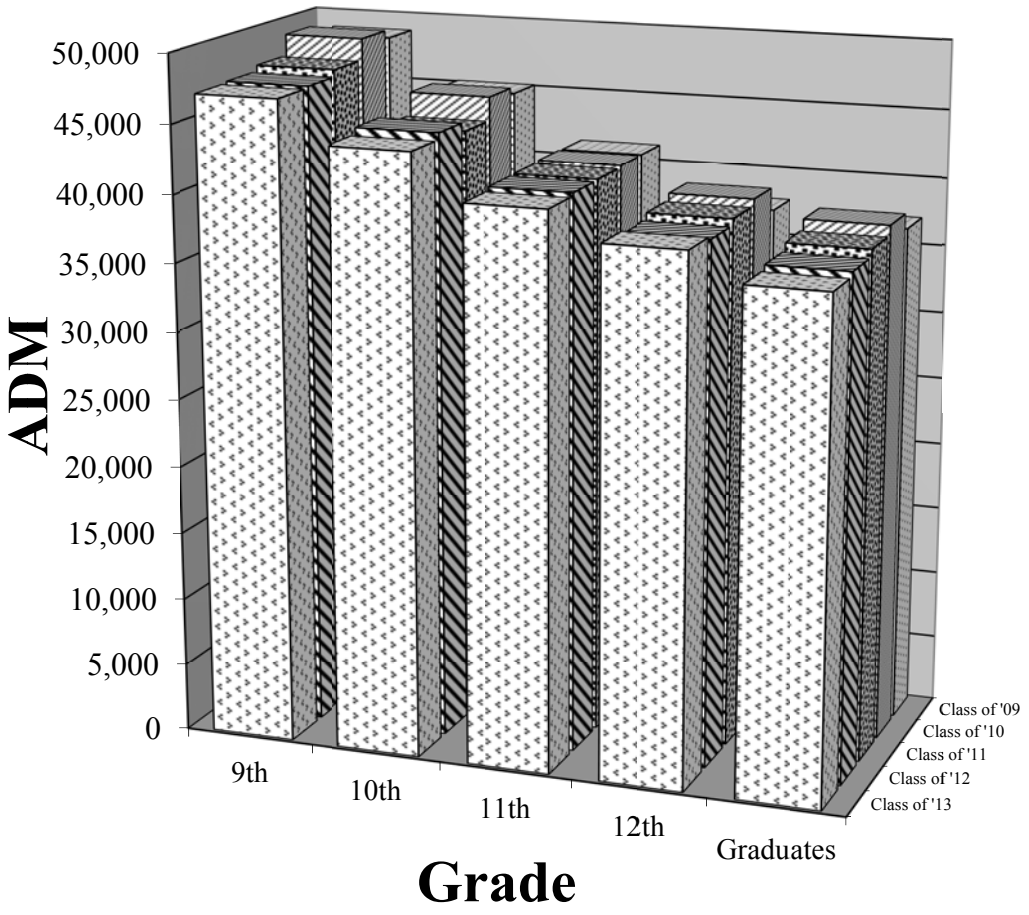
Dropout rates also vary greatly from site to site and county to county across the state. Based upon the four-year methodology (9th through 12th grade), the Class of 2013 had five high schools in the state with a dropout rate above 40%. However, 154 Oklahoma high schools (33.9%) did not report a single dropout over the four year period for the Class of 2013.

Low four-year dropout rates are scattered throughout the state. Beaver, Cimarron, and Coal Counties had zero dropouts for the Class of 2013. Three counties had a four-year dropout rate of 15% or higher (Figure 85).

## Student Attrition

Total student-loss is another method of looking at student dropout. Student attrition can be obtained by looking at ADM counts for a given graduating class as they progress from grade to grade. Figure 86 shows ADM counts for five graduating classes, 2009 through 2013, as they progressed through the grades. The table shows that, on average, 22.5% of students are lost between 9th grade and graduation. There are many reasons that students disappear from the state enrollment rosters (transfers out of state, transfers to private schools, home schooling and even death), however, the 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 83) are lower than ten years ago. After three years of improvement in student attrition from 2009 to 2011 there has been a slight increase over the past two years. The number of graduates has dropped slightly since 2010 while ADMs for the grades 9 through 12 have fluctuated over the past five years.

# Figure 86
# Student-Loss 9th Grade through Graduation
# Student Counts by Graduating Class
# Class of 2009 to 2013




| Grade | Average Daily Membership | | | | Graduates | % Loss 9th - Grad. |
|---|---|---|---|---|---|---|
| | 9th | 10th | 11th | 12th | | |
| **Class of 2009** | 48,694 | 45,097 | 41,144 | 37,659 | 36,991 | -24.0% |
| **Class of 2010** | 49,308 | 45,596 | 41,193 | 39,408 | 38,215 | -22.5% |
| **Class of 2011** | 47,765 | 43,946 | 41,077 | 38,930 | 37,510 | -21.5% |
| **Class of 2012** | 47,332 | 44,641 | 41,029 | 38,485 | 36,980 | -21.9% |
| **Class of 2013** | 47,216 | 44,165 | 40,808 | 38,725 | 36,650 | -22.4% |
| **Five-Year Average** | **48,063** | **44,689** | **41,050** | **38,641** | **37,269** | **-22.5%** |

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 racial groups during the high school years as well. Figure 86 looks at student-loss between 9th grade and graduation for the senior class of 2013 by race and gender. Because enrollment counts by race and gender are only collected using fall enrollment, Figure 86 uses 2009 through 2012 fall enrollment and 2013 graduation counts to assess student-loss between 9th grade and graduation. The statewide student-loss for the Graduating Class of 2013, using fall enrollment figures, was -24.3%.

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 racial groups is greatly concerning. Female students have a lower loss rate than males for all racial categories. African American males and females and Native American males and females and Hispanic males all have above 30.0% loss rate.

### Figure 87
### Student-Loss 9th Grade through Graduation
### By Race and Gender
### Graduating Class of 2013

| Race & Gender | Fall Enrollments | | | | 2013 Graduates | % Gain / Loss 9th - Graduation |
|---|---|---|---|---|---|---|
| | 9th | 10th | 11th | 12th | | |
| | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | | |
| White & Other Male | 14,291 | 13,619 | 13,007 | 12,030 | 11,288 | -21.0% |
| White & Other Female | 13,082 | 13,008 | 12,358 | 11,672 | 11,162 | -14.7% |
| African Am. Male | 2,872 | 2,354 | 2,091 | 1,802 | 1,633 | -43.1% |
| African Am. Female | 2,705 | 2,308 | 2,120 | 1,840 | 1,703 | -37.0% |
| Native Am. Male | 4,890 | 4,190 | 3,621 | 3,275 | 3,196 | -34.6% |
| Native Am. Female | 4,664 | 4,065 | 3,577 | 3,256 | 3,223 | -30.9% |
| Asian Male | 485 | 476 | 473 | 448 | 449 | -7.4% |
| Asian Female | 478 | 507 | 506 | 474 | 476 | -0.4% |
| Hispanic Male | 2,540 | 2,345 | 2,117 | 2,037 | 1,728 | -32.0% |
| Hispanic Female | 2,402 | 2,269 | 2,085 | 2,020 | 1,792 | -25.4% |
| State Total | 48,409 | 45,141 | 41,955 | 38,854 | 36,650 | -24.3% |

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 88 shows the attrition rates for the nation, Oklahoma, and the surrounding states using data

provided by the National Center for Education Statistics (NCES). Figure 88 reports on the Graduating Class of 2012 which is the most current data available at the national level.

## Figure 88
## Student-Loss 9th Grade through Graduation
## Oklahoma Compared to Nation and Surrounding States
## Graduating Class of 2012
**Based on Fall Enrollment**

| Grade | Fall Enrollment | | | | Estimated Graduates Spring 2012 | % Loss 9th - Grad. |
|---|---|---|---|---|---|---|
| | 9th | 10th | 11th | 12th | | |
| | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | | |
| ***Nation*** | ***4,122,552*** | ***3,809,135*** | ***3,538,482*** | ***3,451,876*** | ***3,100,510*** | ***-24.8%*** |
| **Arkansas** | 37,627 | 35,523 | 32,739 | 30,441 | 28,520 | ***-24.2%*** |
| **Colorado** | 63,779 | 60,394 | 58,307 | 61,398 | 52,580 | ***-17.6%*** |
| **Kansas** | 37,354 | 35,672 | 33,676 | 32,478 | 31,600 | ***-15.4%*** |
| **Missouri** | 75,220 | 70,126 | 66,855 | 64,475 | 62,310 | ***-17.2%*** |
| **New Mexico** | 30,191 | 26,763 | 22,553 | 20,671 | 19,080 | ***-36.8%*** |
| **Oklahoma** | 48,896 | 45,882 | 42,620 | 39,447 | 38,170 | ***-21.9%*** |
| **Texas** | 389,217 | 335,262 | 314,911 | 398,637 | 285,530 | ***-26.6%*** |

Data Source: NCES, Digest of Education Statistics: 2013, Tables 203.40 and 203.45; 2011, Table 38; and 2010, Table 38; NCES, Projections of Education Statistics to 2021, Table 14

# Graduation Rates

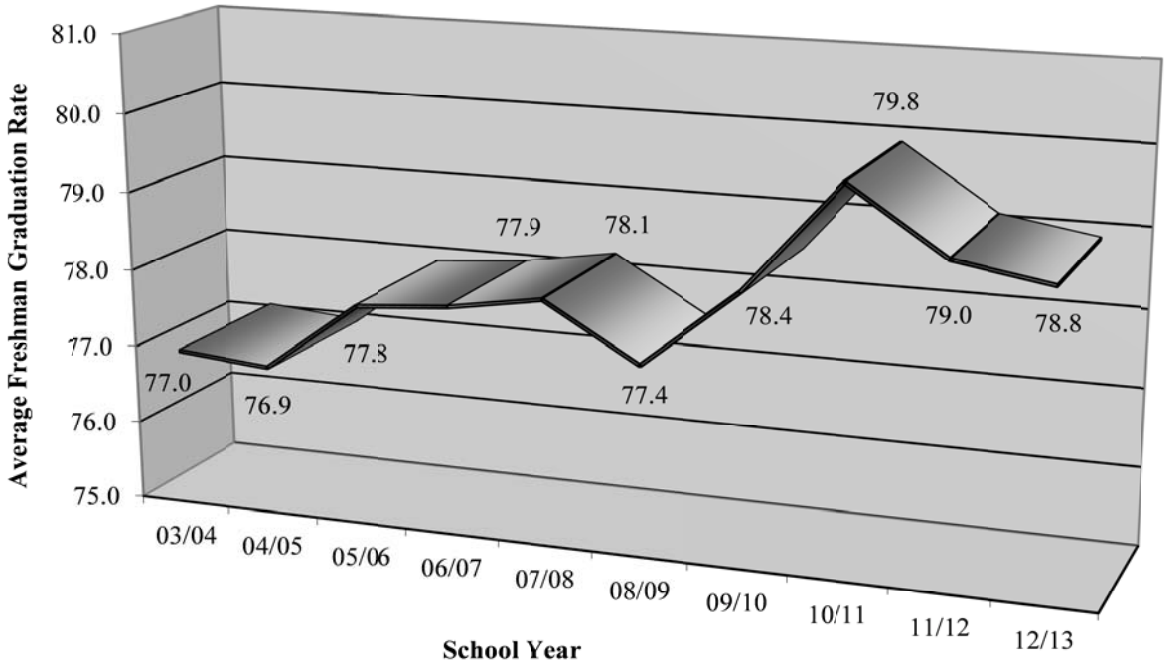
The *Profiles Report Series* use two different methodologies to generate student graduation rates. Average freshman graduation rate is a new methodology recently adopted by the National Center for Education Statistics. It uses the average number of students in 8th, 9th, and 10th grades compared to graduates. This method helps to control the impact of students repeating 9th 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 9th 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 12th 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 sixth 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 8th, 9th, and 10th grade enrollment. For the current school year's graduates, (36,650), this methodology uses the cohort of 8th graders from 2008-2009, 9th graders from 2009-2010, and 10th graders from 2010-2011. This rate has increased from 77.0% since 2003-2004 with only a couple of downturns in the past

ten years. The decreases from 2010-2011 are due to the decrease in the number of graduates compared to a much smaller decrease in the number of average freshman. This slight 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 89
## Average High School Freshman Graduation Rate
## 2003-2004 to 2012-2013



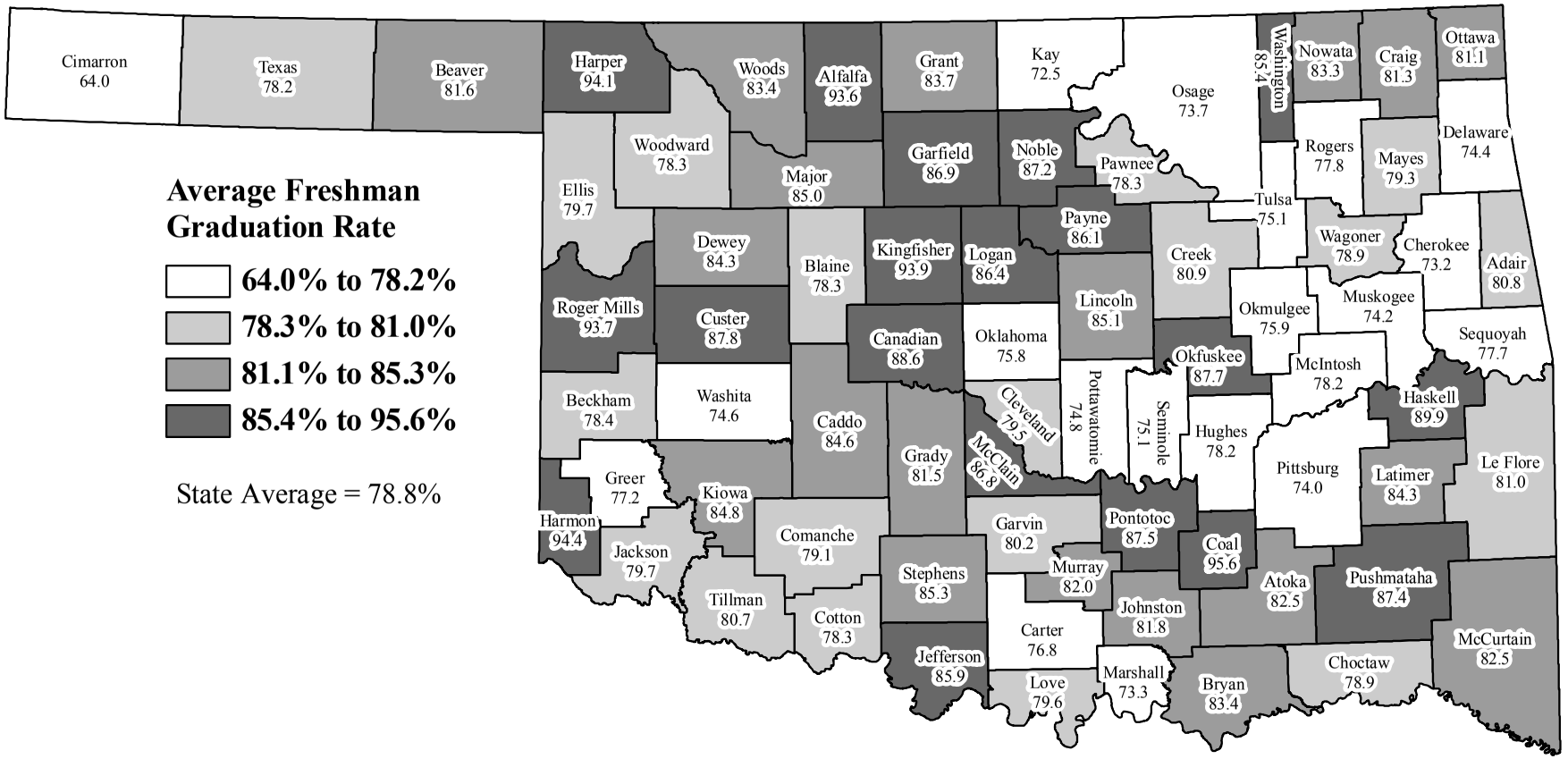

Data Source: Oklahoma State Department of Education

## 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 12th grade. This methodology closely approximates the 12th grade student body after transfers to other high schools and other legitimate reasons for removal from the roll have been taken into consideration. For 2012-2013 the statewide senior graduation rate was 97.6%. This includes the 36,650 graduates and the 918 12th grade dropouts.

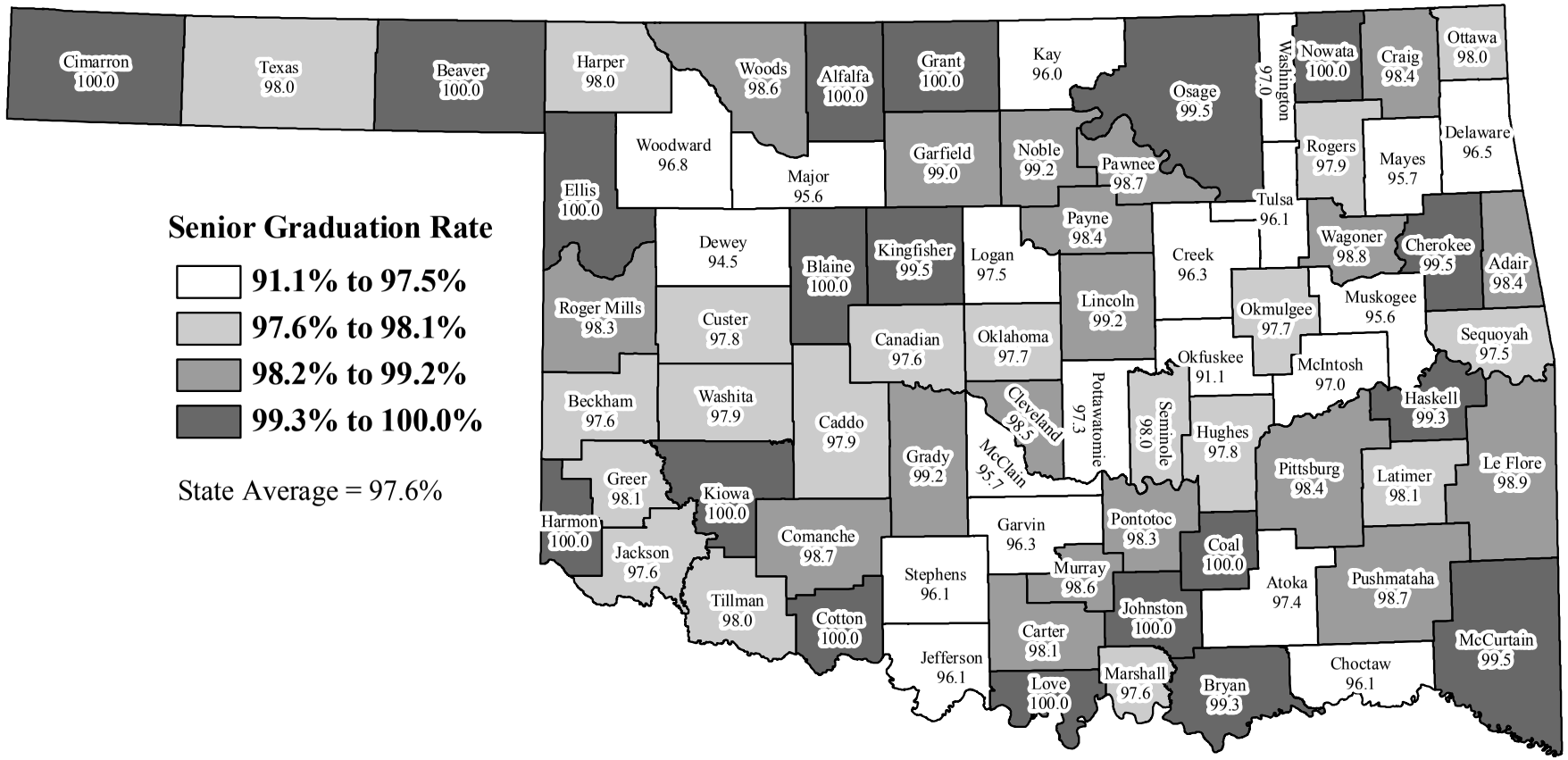
Thirteen counties had no senior dropouts for a 100% senior graduation rate. Counties with high senior graduation rates can be found throughout the state (Figure 91). The 2012-2013 senior graduation rates varied by Community Group and can be found in Figure 92.

# Figure 90
# AVERAGE HIGH SCHOOL FRESHMAN GRADUATION RATE
## Class of 2013




Source: Oklahoma State Department of Education

# Figure 91
# SENIOR GRADUATION RATE
## Class of 2013




Source: Oklahoma State Department of Education

# Figure 92
# Oklahoma Senior Graduation Rate
# By Community Group
# 2012-2013

| Size of District in ADM | Community Group Designation | 2012-2013 Graduates | 2012-2013 12th Grade Dropouts | 2012-2013 Graduates & Dropouts Combined | Senior Graduation Rate |
|---|---|---|---|---|---|
| **25,000 or More** | **A2** | 3,149 | 183 | 3,332 | 94.5% |
| **10,000 - 24,999** | **B1** | 6,131 | 124 | 6,255 | 98.0% |
| | **B2** | 2,891 | 67 | 2,958 | 97.7% |
| **5,000 - 9,999** | **C1** | 3,352 | 79 | 3,431 | 97.7% |
| | **C2** | 918 | 43 | 961 | 95.5% |
| **2,000 - 4,999** | **D1** | 2,274 | 43 | 2,317 | 98.1% |
| | **D2** | 3,760 | 109 | 3,869 | 97.2% |
| **1,000 - 1,999** | **E1** | 3,049 | 66 | 3,115 | 97.9% |
| | **E2** | 3,214 | 79 | 3,293 | 97.6% |
| **500 - 999** | **F1** | 1,116 | 20 | 1,136 | 98.2% |
| | **F2** | 2,904 | 44 | 2,948 | 98.5% |
| **250 - 499** | **G1** | 1,184 | 23 | 1,207 | 98.1% |
| | **G2** | 1,907 | 24 | 1,931 | 98.8% |
| **Less than 250** | **H1** | 184 | 8 | 192 | 95.8% |
| | **H2** | 617 | 6 | 623 | 99.0% |
| **Total** | **All** | **36,650** | **918** | **37,568** | **97.6%** |

Data Source: Oklahoma State Department of Education

## National Graduation Rates

As discomforting 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 75.2%* for 2011-2012. There were 3,100,510 graduates* in 2011-2012 divided by 4,122,552 9th grade students in fall of 2008 (U.S. Department of Education, National Center for Education Statistics, *Projections of* E*ducation Statistics to 2021* – Table 14 and *2011 Digest of Education Statistics* – Table 38). For comparative purposes, using those same USDE tables, Oklahoma's graduation rate was 78.1%* for the 2011-2012 school year. (Note: * based on estimated graduates.)

Another graduation rate methodology is also being proposed at the national and state level. This method calculates graduation rate as on-time graduates in a given year divided by first-time entering 9th graders four years earlier plus transfers in minus transfers out. Oklahoma's student record data system should be able to calculate the graduation rate using this methodology but not all states have a system in place to implement this 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 83), while the student-loss rates averages 22.5% and the average freshman graduation rate is 78.8%. 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 84). 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 22.5% (Figure 86). Where are the missing students? There are bits and pieces that explain part of the missing 15%, 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 9th graders for any given graduating class?" In Figure 28 it can be observed that enrollments spike up in 9th grade and this 9th grade crest occurs year-after-year. Over the last five years, the increase in enrollments from 8th grade to 9th grade averages over 1,600 students, or a 3.5% increase. Some of this increase is likely the result of students who fail enough courses during this difficult transition year that they are designated as 9th graders again the following year. This behavior creates a standing wave in the enrollment counts as some students re-circulate in the flow from 8th to 9th to 10th grade (historically only 2% to 3%). This recirculation creates an artificially high base, upon which the dropout and student-loss analyses are conducted. However, the base is not as flawed as it may appear. Not all of the 3.5% is accounted for by students who repeat 9th grade. Some of the increase is due to students who transfer into the public education system from private schools or from home schooling environments. Students from these groups represent a true increase in the 9th grade enrollment and must be included in the analysis. Because of this legitimate inflow of students into the state system in 9th grade, it would be improper to simply use 8th grade enrollment for the base of the analysis. The perfect base for this analysis would be first time 9th grade enrollment. There is a move to collect this first time 9th grade enrollment, but until fully implemented the *Profiles* reports will continue to use the actual 9th grade enrollment count.

The established standing wave in 9th grade enrollment likely accounts for not more than a few percentage points of the missing 15% 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 386 students, or 1.0% of their graduating class. Secondly, students who die in grades 9 through 12 average 133 students, or just under 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 1,278 students, or 3.3% of their graduating class. These factors combined make up seven to nine percentage-points of the 15% 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. Another segment of students that need to be considered are for any given year, the 2,500 students age 16 through 19 not graduating from a public high school but pass the GED.

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 2012-2013 average composite score on the ACT for the Oklahoma public high schools included in this series of reports was 20.9, up 0.1 of a standard score from last year. The official 2012-2013 Oklahoma score generated by the ACT Corporation, which includes public and private schools as well as alternative education centers, was 20.8, up 0.1 of a standard score for last year (20.7). This increase is after six years of the same score (Figure 93). The comparable national average composite score was 20.9, down 0.2 of a standard score as in 2011-2012 (21.1). In 2012-2013, the gap between Oklahoma's average ACT score and the national average ACT score was only one-tenth of a standard score. This is the smallest gap in the Oklahoma and national ACT score in over 25 years. 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 54% of 2012-2013 high school graduates were tested; compared to 75% 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 2013 high school graduates shows that Oklahoma tied for 11$^{th}$ in composite ACT score. Analysis of the 13 states that tested a similar percentage of high school graduates (66% to 84%) shows that Oklahoma ranked tenth in the composite ACT score (see Average ACT Score by State – 2013 ACT-Tested Graduates at www.act.org).

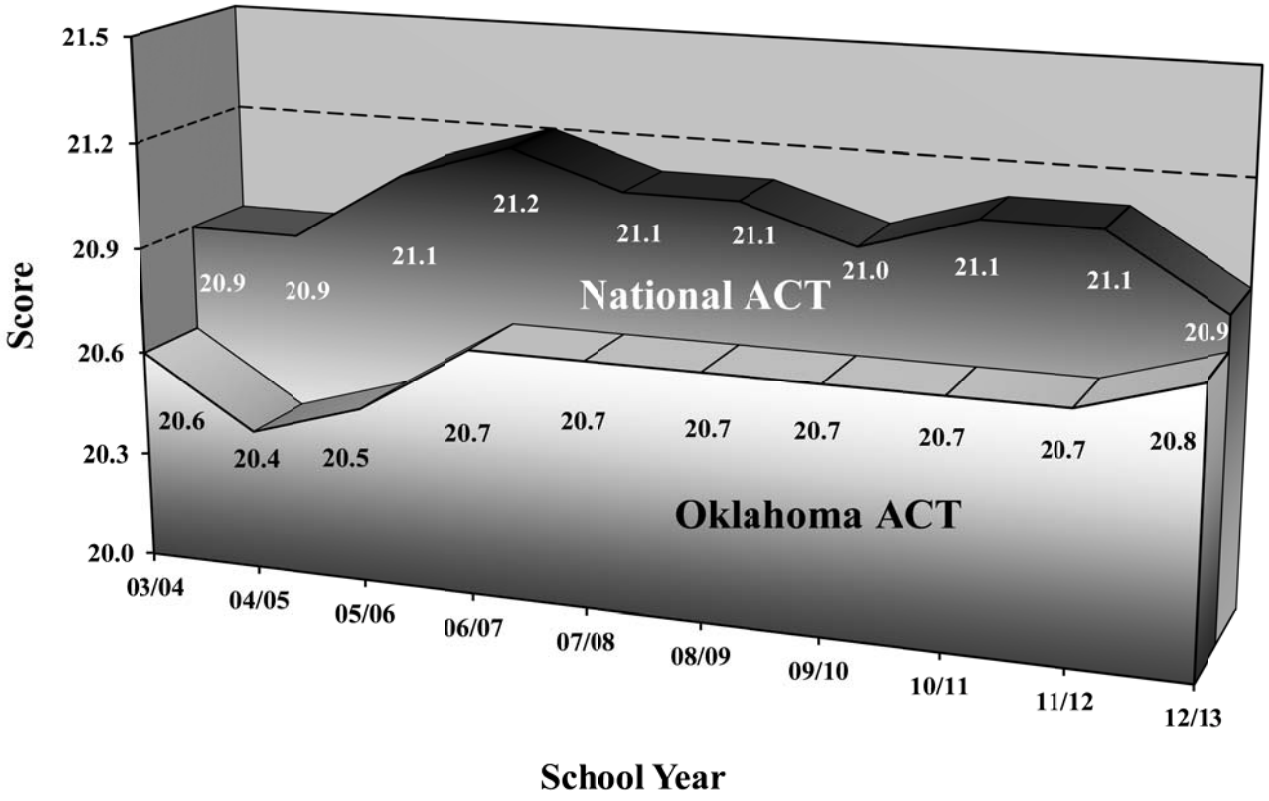
## EXPLORE and PLAN

In addition to the ACT, intended primarily for 11$^{th}$ and 12$^{th}$ graders, two assessment tools are available to support students in their college prep and career planning. These tools are the EXPLORE for 8$^{th}$ graders and PLAN for 10$^{th}$ graders. These additional assessment areas align 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 2012-2013 composite score for EXPLORE is 15.1 and for PLAN 17.3. 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 13; PLAN, 15; and ACT, 18. The Math benchmark for EXPLORE is 17; PLAN, 19; and ACT. 22. 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/.

# Figure 93
# Oklahoma ACT Scores versus National ACT Scores
# 2003-2004 to 2012-2013

Based On All Public and Private High Schools




Data Source: ACT, Inc.

# Figure 94
## Average ACT Scores by Community Group
## Graduating Class of 2013

Based Only On High Schools Covered in the *Profiles 2013* Series

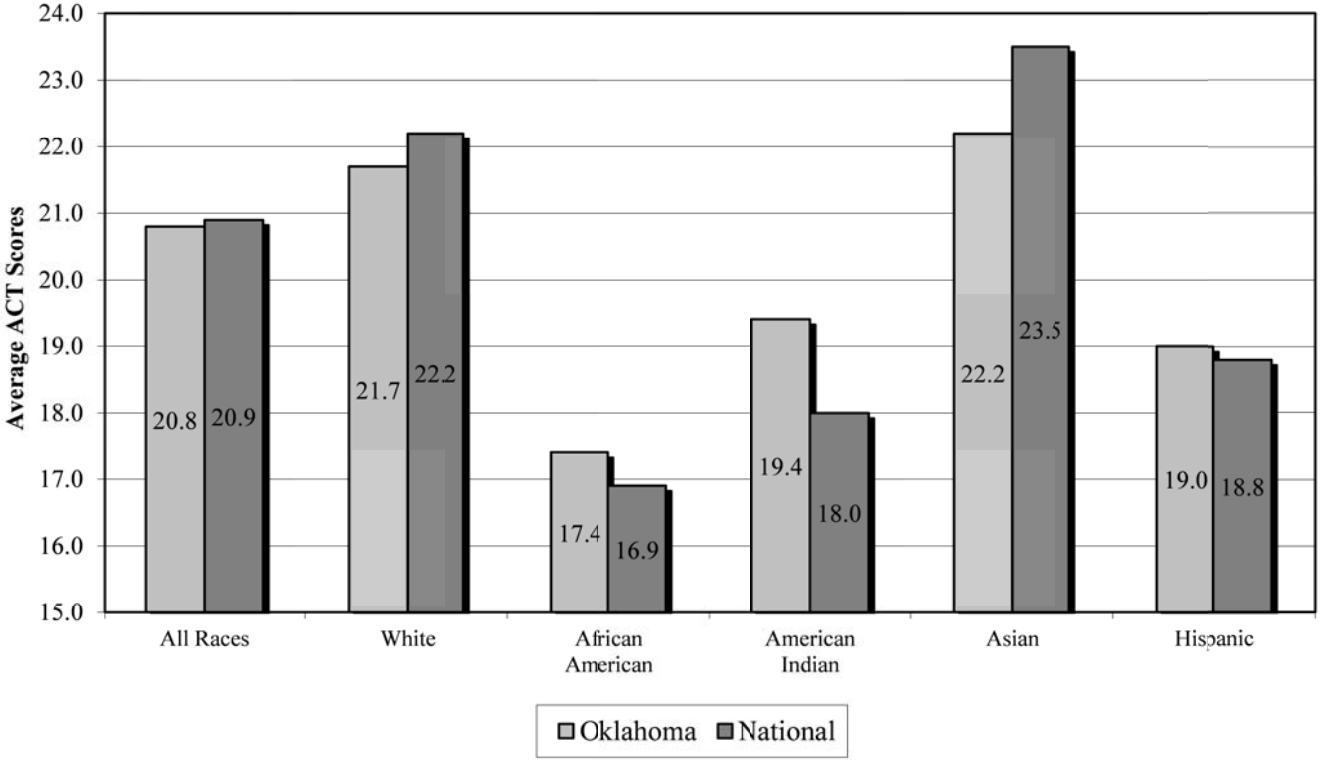
| Size of District in ADM | 25,000 or More | 10,000 - 24,999 | | 5,000 - 9,999 | | 2,000 - 4,999 | | 1,000 - 1,999 | | 500 - 999 | | 250 - 499 | | Less than 250 | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Community Group Designation | A2 | B1 | B2 | C1 | C2 | D1 | D2 | E1 | E2 | F1 | F2 | G1 | G2 | H1 | H2 | All |
| Average ACT Sore | 19.3 | 22.7 | 20.6 | 22.4 | 20.9 | 21.6 | 20.8 | 21.1 | 19.7 | 20.7 | 19.4 | 20.4 | 19.1 | 20.5 | 18.7 | **20.9** |

Data Source: ACT, Inc.

## ACT Scores by Race

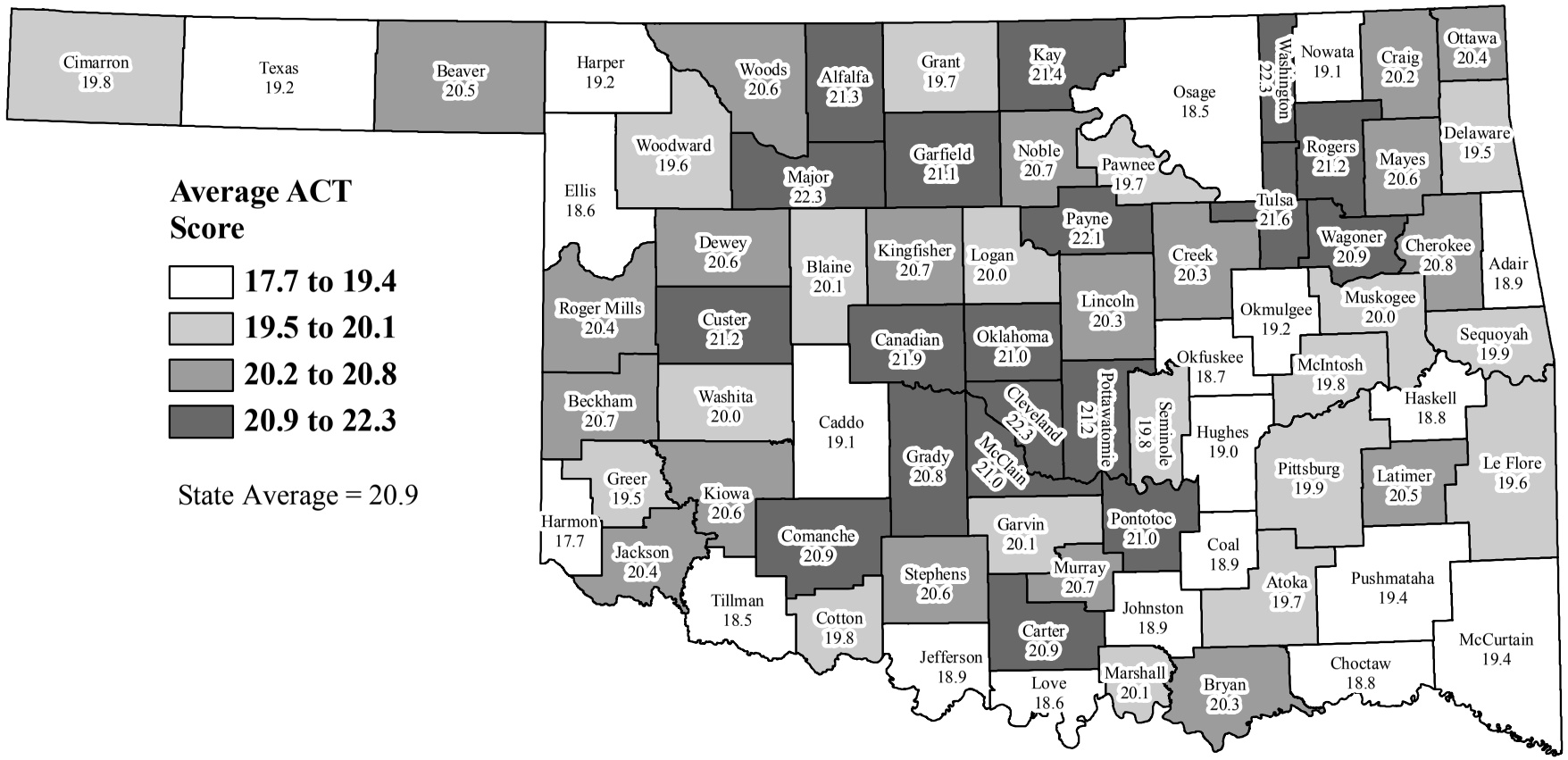
Figure 95 displays Oklahoma's ACT scores by race compared to those of the nation. Since 2000, American Indian students had higher scores in Oklahoma than their national counterparts. For the seventh year in a row, African American students and Hispanic students in Oklahoma scored above their national 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 five-tenths of a standard score, American Indian students outscored their national counterparts by one and four-tenths of a standard score, and Hispanic students outscored their national counterparts by two-tenths. White students in Oklahoma fall below the national average by five-tenths of a standard score and Asian students lag by one and three-tenths of a standard score.

**Figure 95**
**Oklahoma ACT Scores versus National ACT Scores**
**by Ethnicity**
**2013 Graduates**




Data Source: ACT, Inc.

# Figure 96
# AVERAGE ACT SCORES
## Public High Schools – Class of 2013

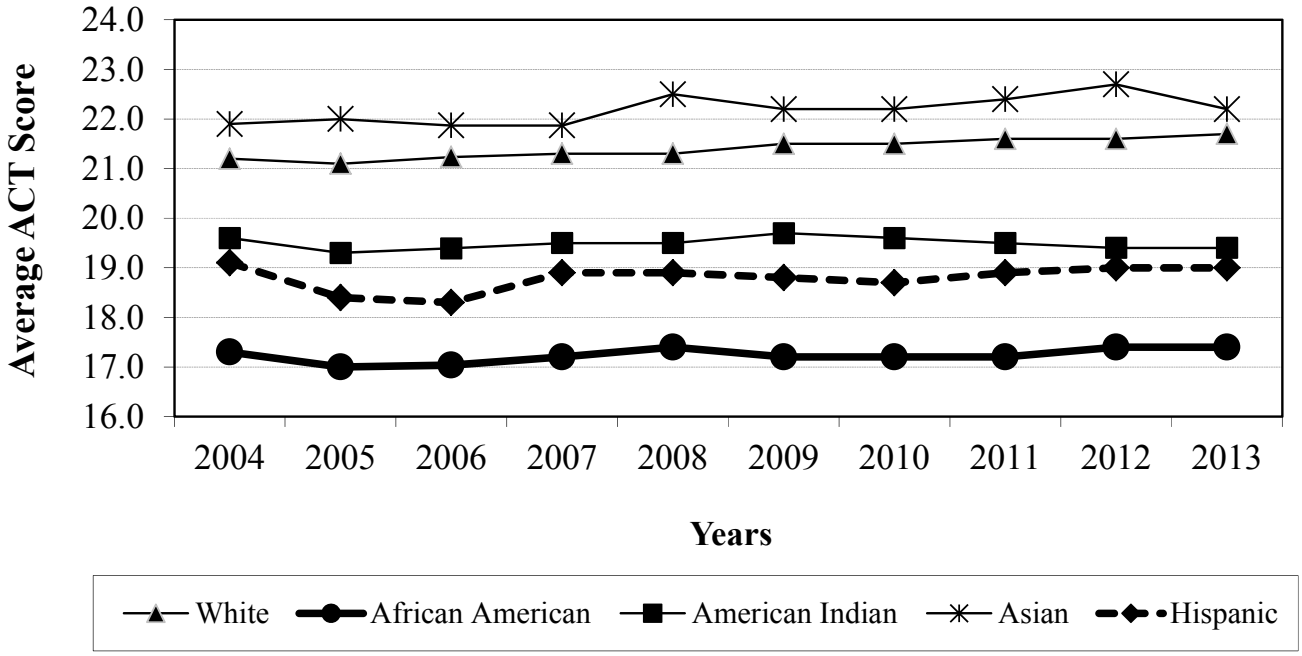



Source: ACT Inc.

*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. 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 97**
**Oklahoma ACT Scores by Ethnicity**
**2004 through 2013 Graduates**




| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|---|---|---|---|---|
| White | 21.2 | 21.1 | 21.2 | 21.3 | 21.3 | 21.5 | 21.5 | 21.6 | 21.6 | 21.7 |
| African American | 17.3 | 17.0 | 17.0 | 17.2 | 17.4 | 17.2 | 17.2 | 17.2 | 17.4 | 17.4 |
| American Indian | 19.6 | 19.3 | 19.4 | 19.5 | 19.5 | 19.7 | 19.6 | 19.5 | 19.4 | 19.4 |
| Asian | 21.9 | 22.0 | 21.9 | 21.9 | 22.5 | 22.2 | 22.2 | 22.4 | 22.7 | 22.2 |
| Hispanic | 19.1 | 18.4 | 18.3 | 18.9 | 18.9 | 18.8 | 18.7 | 18.9 | 19.0 | 19.0 |

Data Source: ACT, Inc.

## ACT Scores by School

Average ACT scores varied greatly across Oklahoma (Figure 96). 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 25.2 followed by, Edmond North HS (24.6), Edmond Memorial HS (24.2) both in Oklahoma Co., and Okarche HS in Kingfisher Co. (24.0) with each having over 90.0% of graduates taking the ACT. In total, there are fourteen high schools in the state that averaged a 23 or higher on the ACT.

Conversely, seven high schools averaged below a 16. Of the 430 Oklahoma high school sites upon which *Profiles 2013* reported ACT scores, 224 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 52.1% 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.

Statewide, 72.2% of the 2013 graduates in school districts covered in this report took the ACT. Twenty-nine high schools had over 95.0% of graduates take the ACT and twenty-five had less than 50.0% take the ACT.

# Scholastic Aptitude Test (SAT)

The SAT is another well-recognized college entrance test; however, it is not widely taken in Oklahoma. For the Class of 2013, Oklahoma's public school student performance was 571 for critical reading, 569 for the mathematics, and 549 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, approximately 5% or 1,879 of Oklahoma's Class of 2013 took the SAT. This is down from the 1,996 students from the Class of 2012. Nationally, the SAT was taken by approximately 54% 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 Educational Quality and Accountability's 2013 School Questionnaire (Appendix A), 85.2% of Oklahoma's 2013 high school graduates were reported to have completed the 15 unit college-bound curriculum required for admission to the state's public institutions of higher education (Figure 101). Many schools, 133 reported that 95.0% of their graduates or better completed the college-bound curriculum while 30 schools reported less than 50.0% completed the curriculum.

The survey also revealed that seniors at the public high schools had an average GPA of 3.05 (Figure 99). Twenty high schools stated their average senior GPA was above 3.50 while seven stated it was below 2.50.

Over 6.1% of high school graduates attended out-of-state colleges and this percentage is naturally higher in counties near the state lines (Figure 102). Not surprisingly, the four schools with over 50.0% of their graduates attending out-of-state colleges are close to the state borders. These include Tyrone HS in Texas Co., Turpin HS in Beaver Co., South Coffeyville HS in Nowata Co., and Arkoma HS in LeFlore Co.

Information provided by the Oklahoma Department of Career and Technology Education is based upon the graduating class of 2013. The data showed that 52.8% of students enroll in an occupationally-specific Career Tech program sometime during their high school career (Figure 100); 20,428 Career Tech enrollers divided by 38,725 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 15 schools with none of their students participating in occupationally-specific programs to 47 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 2010-2012 three-year average, 47.2% of the state's public high school graduates went directly to a public college in Oklahoma (Figure 103). Harding Charter Preparatory High School in Oklahoma City had the highest college-going rate with 76.8% 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 twelve schools had less the 20% of students continue. Out of the 453 high schools in the state over this three-year average, 97 average more than 100 graduates per year. Of these 97, Edmond North HS in Oklahoma Co. had 69.4% of its graduates attend an Oklahoma college with nine others having over 60.0% attend an in-state college. Conversely, eight high schools had less than one-third of their graduates attend an Oklahoma college.

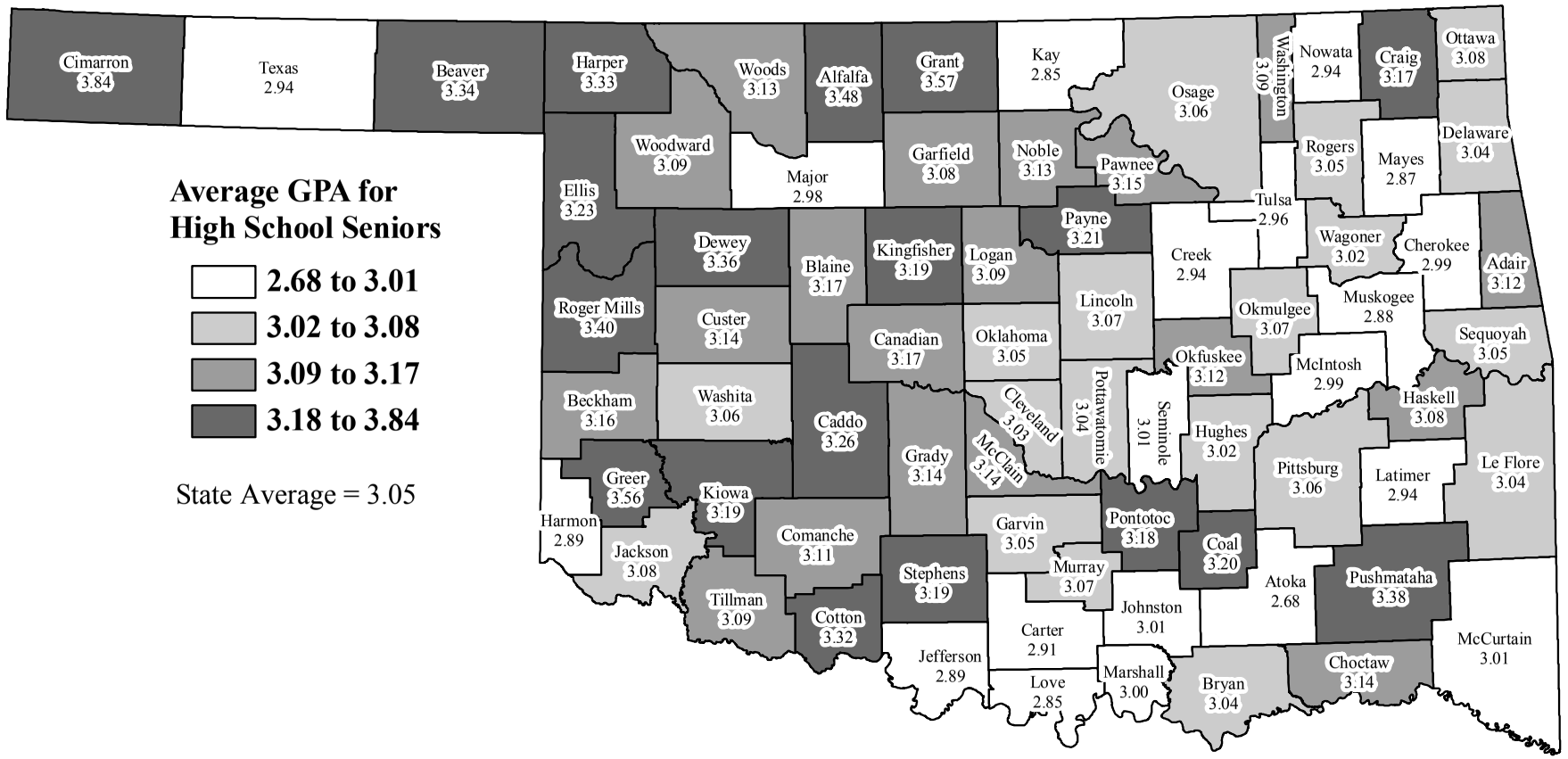
Once in college, 39.2% of 2010-2012 Oklahoma public high school graduates took at least one remedial course during their freshmen year in an Oklahoma public institution of higher education (Figure 104). The percentage of college-enrolled graduates taking at least one remedial course ranged from three schools below 10% (Verden HS in Grady Co., Chisholm HS in Garfield Co., and Stillwater HS in Payne Co.) with an additional 20 high schools with 20.0% or less taking a remedial course to 19 schools having over 75% of their students needing remediation.

After completing their first semester of college, 86.0% of 2010-2012 Oklahoma public high school graduates had a grade point average (GPA) of 2.0 or above (Figure 105). Seventeen high schools had 100% of college-enrolled graduates able to attain a GPA of 2.0 or above and 115 high schools had 90.0% of their graduates with a 2.0 GPA or higher. There were nineteen high schools with less than 75.0% of college-enrolled graduates able to attain a GPA of 2.0 or above.

# Figure 98
# Additional Oklahoma High School and Collegiate Performance Measures

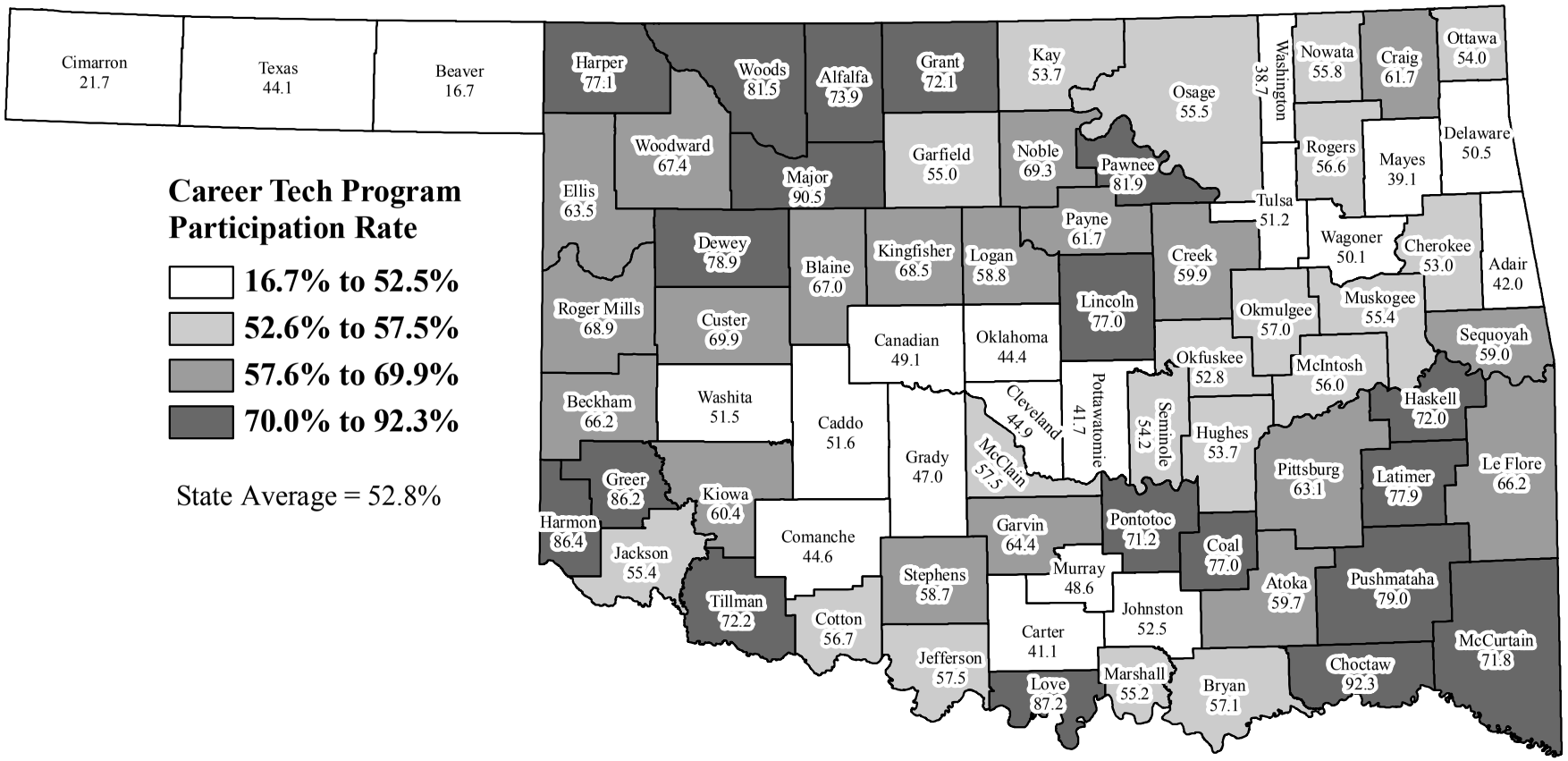
| Summary of Performance Measures | State Average |
|---|---|
| Average GPA of High School Seniors (Class of 2013) | 3.05 |
| Career Tech Program Participation Rate (Class of 2013) | 52.8% |
| HS Grads Completing College Bound Curriculum (15 Units) (Class of 2013) | 85.2% |
| HS Grads Going to Out-of-State Colleges (Class of 2013) | 6.1% |
| OK College-Going Rate (2010-2012; 3-Year Average) | 47.2% |
| OK College Freshman Remediation Rate (2010-2012; 3-Year Average) | 39.2% |
| OK College Freshman GPA 2.0 or Above (2010-2012; 3-Year Average) | 86.0% |

# Figure 99
# HIGH SCHOOL GRADE POINT AVERAGE
## 2013 High School Seniors



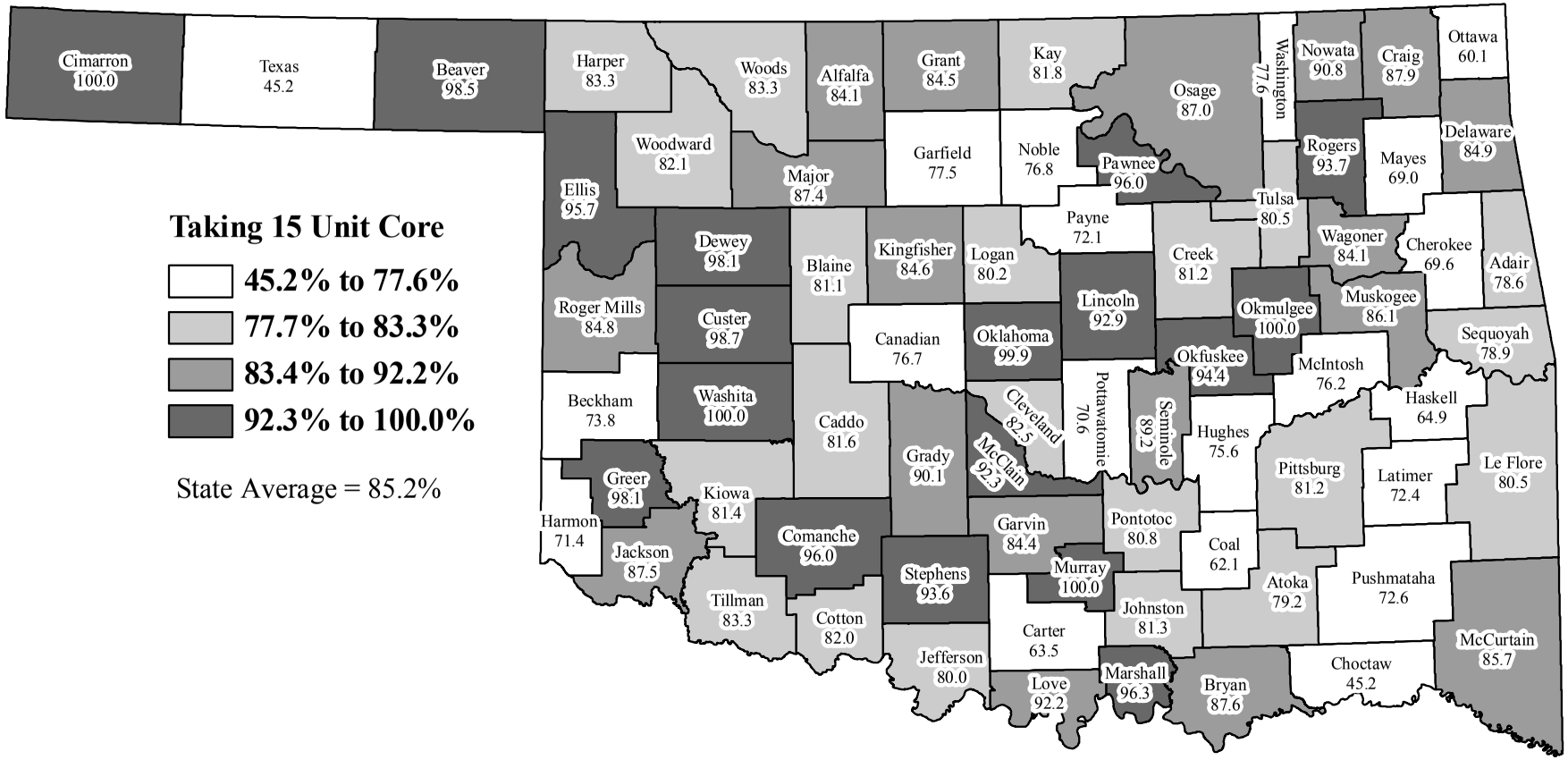

Source: Office of Educational Quality and Accountability

# Figure 100
# CAREER TECH PROGRAM PARTICIPATION RATE
## Class of 2013



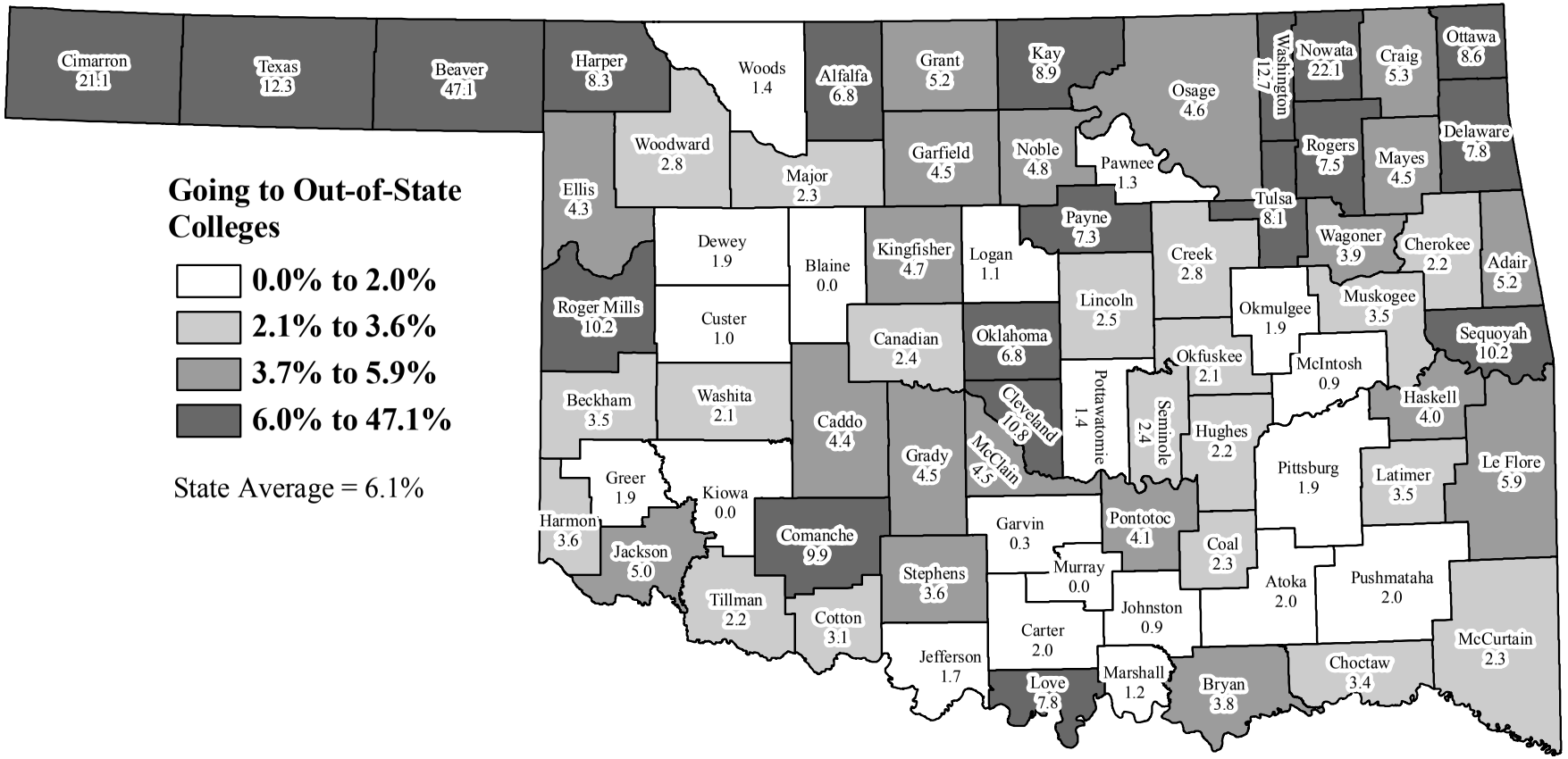

Source: Oklahoma Department of Career and Technology Education

# Figure 101
# HIGH SCHOOL GRADUATES COMPLETING COLLEGE BOUND CURRICULUM
## Class of 2013 Completing Regents 15-Unit Core Curriculum



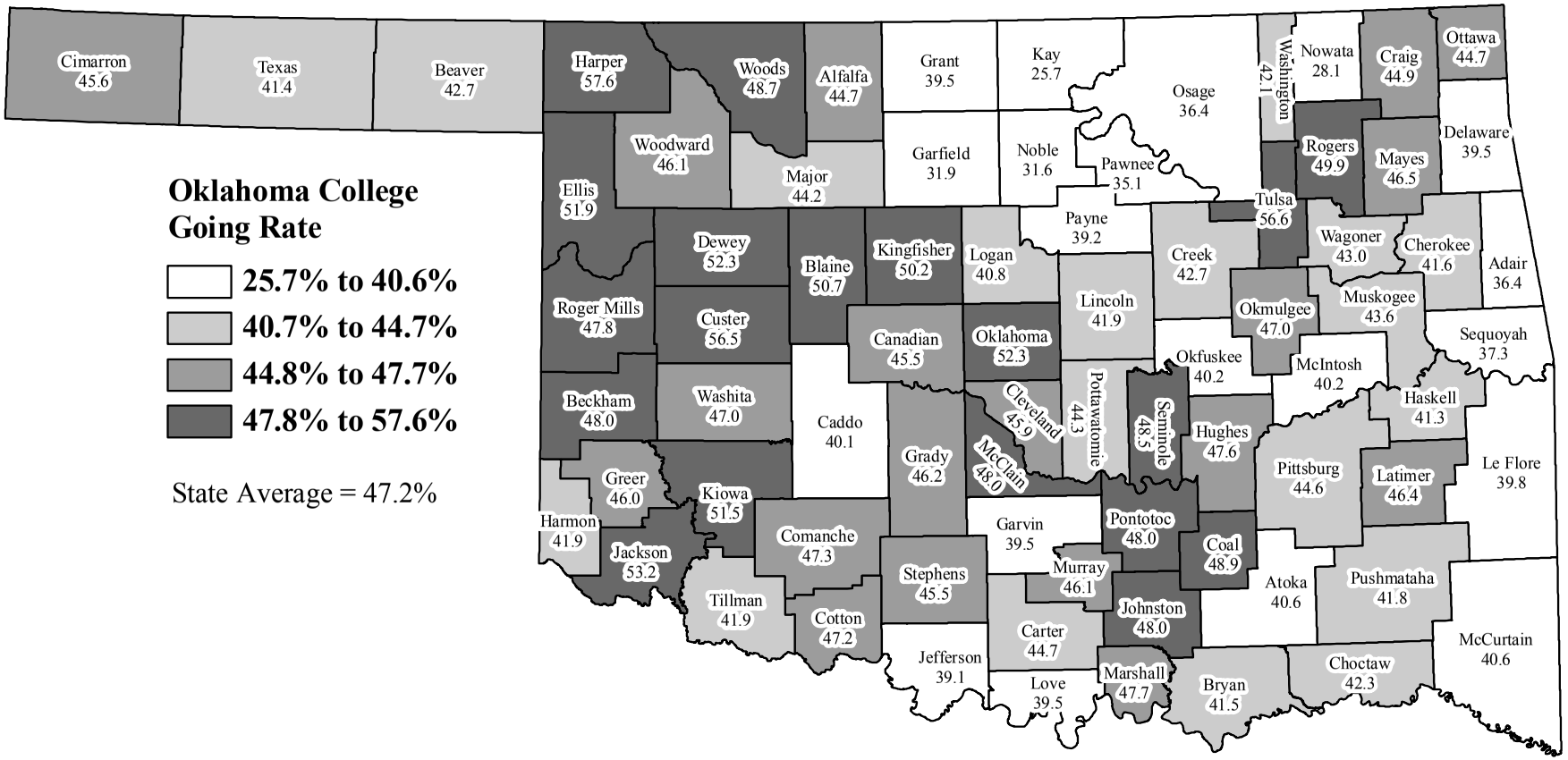

Source: Office of Educational Quality and Accountability and Oklahoma State Department of Education

# Figure 102
# HIGH SCHOOL GRADUATES GOING TO OUT-OF-STATE COLLEGES
## Class of 2013



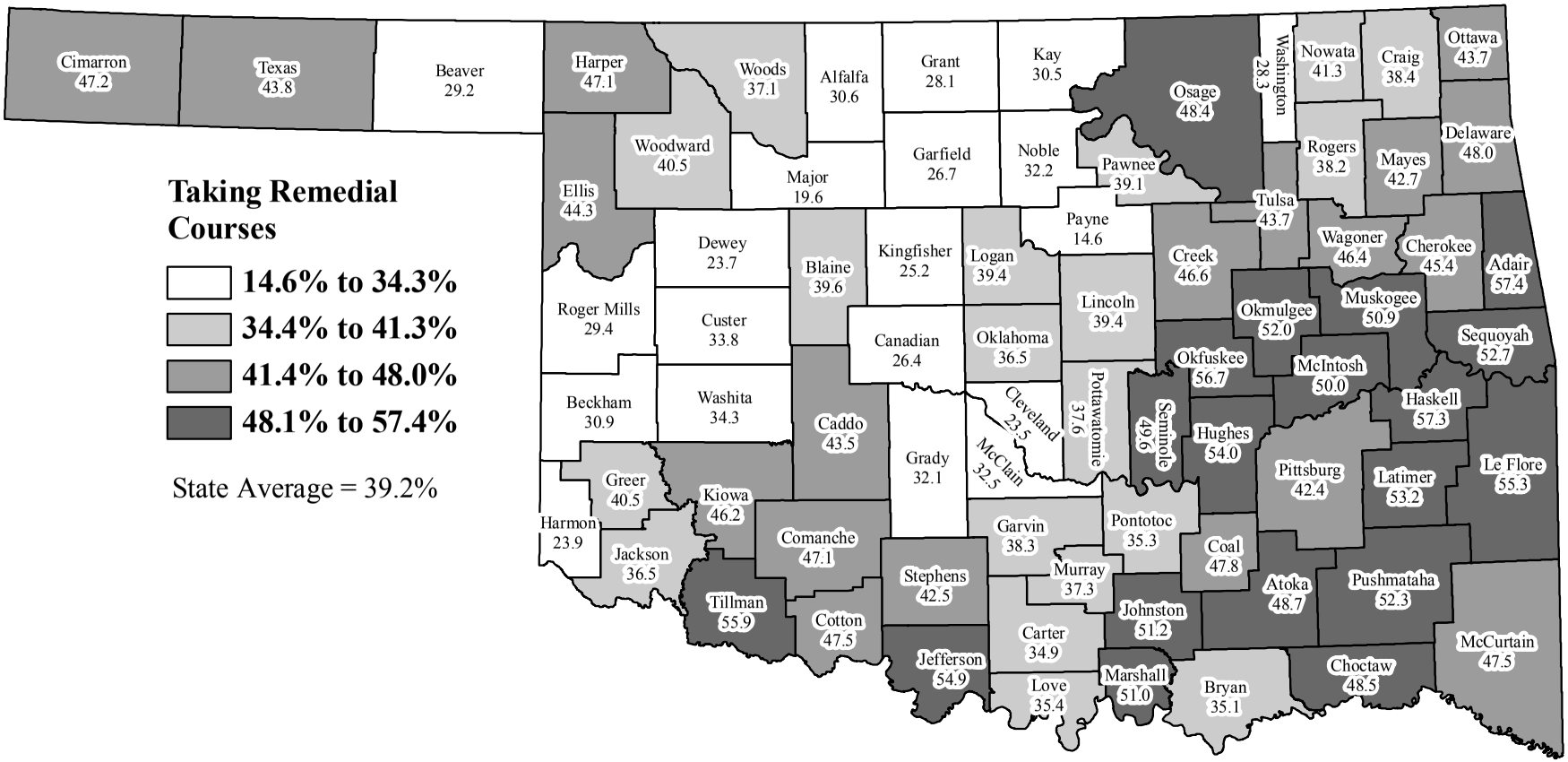

Source: Office of Educational Quality and Accountability and Oklahoma State Department of Education

# Figure 103
# OKLAHOMA COLLEGE-GOING RATE
## Public High School Graduates from 2010, 2011, and 2012



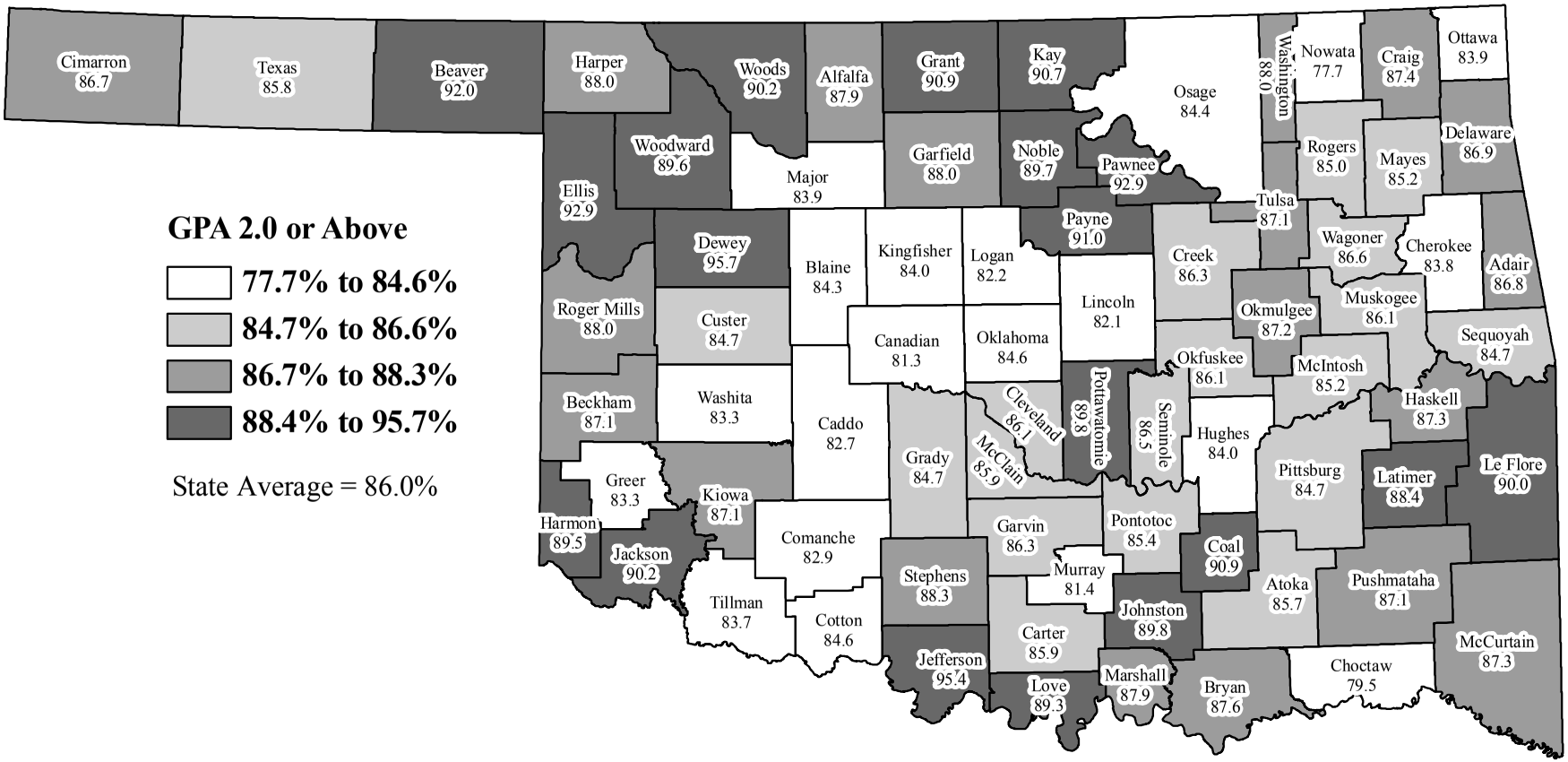

Source: Oklahoma State Regents for Higher Education

# Figure 104
# OKLAHOMA PUBLIC COLLEGE FRESHMAN REMEDIATION RATE
## Public High School Graduates from 2010, 2011, and 2012




Source: Oklahoma State Regents for Higher Education

# Figure 105
# OKLAHOMA PUBLIC COLLEGE FRESHMAN WITH GPA OF 2.0 OR HIGHER
## Public High School Graduates from 2010, 2011, and 2012




Source: Oklahoma State Regents for Higher Education

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# APPENDIX A

# THE 2013 SCHOOL QUESTIONNAIRE

The Office of Educational Quality and Accountability uses a school site questionnaire to obtain data that are not available through other sources. The 2013 School Questionnaire pertained to site-level information during the 2012-2013 school year. A copy of the 2013 School Questionnaire is located at the end of this section.

Not all principals opted to participate. However, of the 1,761 school sites sent a survey, 1,744 (99.0%) responded to at least one question. The statistics displayed in this appendix 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 in regard to 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 over ten years, the Office of Educational Quality and Accountability has gathered information needed to calculate a mobility rate for every school site in the state. Information on students transferring in and transferring out were gathered at 1,744 sites (99.0%) 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 10.5%; 10.9% at elementary schools and 9.6% 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 Educational Quality and Accountability asked principals statewide what percentage of their students had at least one parent (guardian) attend at least one parent-teacher conference. Principals at 1,743 schools (99.0%) responded that, on average, 74.0% 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 81.3% of students having elementary parents attend a parent teacher conference compared to only 56.0% 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 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 1,761 schools asked this question, 1,744 (99.0%) supplied a response. On average, there was one suspension with a duration of 10 days or less for every 12.7 students statewide; one for every 14.2

students in elementary schools and one for every 10.0 students in high schools. For suspensions that lasted for more than 10 days, the average for all schools was one incident for every 124.4 students statewide; one for every 240.3 elementary students and one for every 59.9 high school students.

## Volunteer Hours

In an effort to determine the level of support schools receive from their communities, the Office 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. As with the other survey questions; almost ninety percent (98.9%) of principals responded to this question. On average, patrons of schools across the state volunteered 3.3 hours of service for every student that attended school; 3.5 hours for each elementary school student and 2.6 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 454 high schools with 12th grade enrollments. Over ninety-eight percent (98.5) of the high school principals from this group (447 of 454) 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 3.05 during the 2012-2013 school year at the 446 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 447 responding high school principals (98.5%) reported that 6.1% 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 447 high schools (98.5%) responded that, on average, 85.2% 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.

# Office of Educational Quality & Accountability (OEQA)

Robert Buswell, Executive Director

## 2013 School Questionnaire

The OEQA 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 2013 Educational Indicators Reports, and the 2012-13 School Report Cards. Please complete and return the following questionnaire by **January 17, 2014**. 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:** *I000 - 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 OEQA at (405) 225-9470.**

***Survey#*** ***Vercification#*** *@@@@@@*

**To complete your survey:**

1. **Visit http://www.schoolreportcard.org/survey/2013site.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 2012-13, 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 2012-13, 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 2012-13 school year, what percentage of your students had at least 1 parent (guardian) attend at least 1 parent-teacher conference?

_____ 4. During the 2012-13 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 2012-13 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 2012-13 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 2012-13?

_____ 2. Of your 2013 graduates, how many were planning to go out-of-state for college? (enter 0 if none)

_____ 3. How many of your 2013 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** )

# APPENDIX B

# Indicators Displayed in Maps

## Socioeconomic Conditions by County

| County | Per Student Valuation of Property | Free or Reduced Lunch | Census 2012 Population Estimate | Population Number Change 2010 - 2012 | Population Percent Change 2010 - 2012 | Mean Household Income | Poverty Rate |
|---|---|---|---|---|---|---|---|
| Adair | $16,843 | 80.4% | 22,286 | -397 | -1.8% | $40,116 | 24.9% |
| Alfalfa | $122,082 | 50.7% | 5,666 | 24 | 0.4% | $60,437 | 12.0% |
| Atoka | $27,208 | 72.4% | 14,007 | -175 | -1.2% | $47,385 | 21.5% |
| Beaver | $111,485 | 56.4% | 5,591 | -45 | -0.8% | $63,477 | 10.3% |
| Beckham | $60,684 | 51.3% | 23,081 | 962 | 4.3% | $66,274 | 15.0% |
| Blaine | $69,708 | 70.9% | 9,785 | -2,158 | -18.1% | $53,884 | 14.5% |
| Bryan | $37,911 | 71.5% | 43,399 | 983 | 2.3% | $49,786 | 19.0% |
| Caddo | $33,681 | 72.1% | 29,678 | 78 | 0.3% | $48,346 | 20.8% |
| Canadian | $44,657 | 40.1% | 122,560 | 7,019 | 6.1% | $75,173 | 7.5% |
| Carter | $47,813 | 67.3% | 48,085 | 528 | 1.1% | $53,328 | 16.0% |
| Cherokee | $22,450 | 76.4% | 48,150 | 1,163 | 2.5% | $45,243 | 24.4% |
| Choctaw | $23,600 | 81.8% | 15,182 | -23 | -0.2% | $42,711 | 24.5% |
| Cimarron | $109,000 | 73.6% | 2,385 | -90 | -3.6% | $48,203 | 21.9% |
| Cleveland | $42,797 | 46.6% | 265,638 | 9,883 | 3.9% | $70,676 | 12.9% |
| Coal | $67,920 | 71.6% | 5,963 | 38 | 0.6% | $45,679 | 21.0% |
| Comanche | $31,747 | 56.5% | 126,390 | 2,292 | 1.8% | $58,111 | 16.5% |
| Cotton | $31,316 | 58.8% | 6,155 | -38 | -0.6% | $55,691 | 15.6% |
| Craig | $43,050 | 66.7% | 14,748 | -281 | -1.9% | $51,343 | 17.0% |
| Creek | $30,751 | 67.0% | 70,651 | 684 | 1.0% | $57,936 | 14.0% |
| Custer | $46,486 | 64.6% | 28,536 | 1,067 | 3.9% | $58,893 | 17.1% |
| Delaware | $46,597 | 71.9% | 41,441 | -46 | -0.1% | $50,671 | 20.8% |
| Dewey | $131,534 | 52.9% | 4,783 | -27 | -0.6% | $60,731 | 12.1% |
| Ellis | $119,276 | 51.5% | 4,104 | -47 | -1.1% | $62,210 | 14.4% |
| Garfield | $45,828 | 67.0% | 61,189 | 609 | 1.0% | $58,988 | 15.3% |
| Garvin | $41,797 | 61.9% | 27,297 | -279 | -1.0% | $52,800 | 16.9% |
| Grady | $37,342 | 52.3% | 53,118 | 687 | 1.3% | $59,801 | 14.6% |
| Grant | $214,488 | 58.5% | 4,516 | -11 | -0.2% | $57,305 | 9.0% |
| Greer | $54,345 | 64.8% | 6,082 | -157 | -2.5% | $47,321 | 10.6% |
| Harmon | $34,581 | 74.2% | 2,906 | -16 | -0.5% | $48,753 | 31.0% |
| Harper | $83,660 | 57.6% | 3,676 | -9 | -0.2% | $55,937 | 12.6% |
| Haskell | $22,284 | 73.2% | 12,938 | 169 | 1.3% | $49,109 | 15.8% |
| Hughes | $50,456 | 78.5% | 13,836 | -167 | -1.2% | $49,284 | 21.3% |
| Jackson | $27,301 | 63.6% | 26,237 | -209 | -0.8% | $55,137 | 18.5% |
| Jefferson | $29,898 | 71.2% | 6,377 | -95 | -1.5% | $47,612 | 17.9% |
| Johnston | $38,244 | 75.6% | 11,003 | 46 | 0.4% | $49,336 | 22.3% |
| Kay | $43,957 | 67.1% | 45,831 | -731 | -1.6% | $53,536 | 17.6% |
| Kingfisher | $57,256 | 55.9% | 15,005 | -29 | -0.2% | $62,818 | 9.6% |
| Kiowa | $58,353 | 69.5% | 9,310 | -136 | -1.4% | $49,765 | 20.8% |
| Latimer | $37,559 | 62.7% | 11,019 | -135 | -1.2% | $53,626 | 15.1% |
| Le Flore | $22,302 | 73.2% | 49,873 | -511 | -1.0% | $46,836 | 22.3% |

continued on next page

# Indicators Displayed in Maps

## Socioeconomic Conditions by County

continued from previous page

| County | Per Student Valuation of Property | Free or Reduced Lunch | Census 2012 Population Estimate | Population Number Change 2010 - 2012 | Population Percent Change 2010 - 2012 | Mean Household Income | Poverty Rate |
|---|---|---|---|---|---|---|---|
| Lincoln | $40,178 | 60.8% | 34,189 | -84 | -0.2% | $54,134 | 15.8% |
| Logan | $39,852 | 63.2% | 43,666 | 1,818 | 4.3% | $71,794 | 14.1% |
| Love | $36,182 | 71.4% | 9,558 | 135 | 1.4% | $54,535 | 17.6% |
| Major | $55,501 | 55.4% | 7,683 | 156 | 2.1% | $65,270 | 11.8% |
| Marshall | $38,433 | 76.1% | 15,957 | 117 | 0.7% | $47,783 | 16.0% |
| Mayes | $38,274 | 65.0% | 41,168 | -91 | -0.2% | $49,658 | 19.3% |
| McClain | $30,636 | 47.3% | 35,613 | 1,107 | 3.2% | $67,083 | 12.5% |
| McCurtain | $26,056 | 78.9% | 33,203 | 52 | 0.2% | $43,729 | 27.1% |
| McIntosh | $30,500 | 72.4% | 20,584 | 332 | 1.6% | $43,010 | 22.4% |
| Murray | $25,935 | 58.1% | 13,663 | 175 | 1.3% | $56,722 | 16.1% |
| Muskogee | $36,882 | 71.9% | 70,596 | -394 | -0.6% | $49,262 | 22.5% |
| Noble | $81,631 | 58.0% | 11,522 | -39 | -0.3% | $53,288 | 13.1% |
| Nowata | $27,800 | 63.5% | 10,611 | 75 | 0.7% | $48,290 | 17.5% |
| Okfuskee | $31,097 | 78.3% | 12,358 | 167 | 1.4% | $41,957 | 26.8% |
| Oklahoma | $50,670 | 65.0% | 741,781 | 23,148 | 3.2% | $65,404 | 17.8% |
| Okmulgee | $22,148 | 70.3% | 39,625 | -444 | -1.1% | $48,538 | 20.5% |
| Osage | $42,481 | 69.4% | 47,917 | 445 | 0.9% | $55,662 | 14.5% |
| Ottawa | $24,868 | 73.9% | 32,236 | 388 | 1.2% | $46,182 | 21.2% |
| Pawnee | $26,968 | 72.1% | 16,474 | -103 | -0.6% | $52,052 | 15.8% |
| Payne | $61,577 | 52.3% | 78,399 | 1,049 | 1.4% | $52,195 | 24.3% |
| Pittsburg | $46,842 | 70.3% | 45,048 | -789 | -1.7% | $55,132 | 18.5% |
| Pontotoc | $30,420 | 64.0% | 37,958 | 466 | 1.2% | $53,104 | 18.8% |
| Pottawatomie | $25,079 | 62.4% | 70,760 | 1,318 | 1.9% | $55,123 | 18.1% |
| Pushmataha | $19,508 | 78.7% | 11,205 | -367 | -3.2% | $38,441 | 28.6% |
| Roger Mills | $235,658 | 47.1% | 3,774 | 127 | 3.5% | $73,708 | 12.7% |
| Rogers | $46,234 | 51.5% | 88,367 | 1,462 | 1.7% | $71,072 | 9.3% |
| Seminole | $26,966 | 76.8% | 25,450 | -32 | -0.1% | $47,305 | 21.6% |
| Sequoyah | $19,130 | 76.3% | 41,398 | -993 | -2.3% | $47,998 | 21.0% |
| Stephens | $41,164 | 57.5% | 44,779 | -269 | -0.6% | $56,804 | 13.1% |
| Texas | $53,861 | 68.8% | 21,498 | 858 | 4.2% | $62,682 | 13.2% |
| Tillman | $25,060 | 81.8% | 7,822 | -170 | -2.1% | $44,535 | 20.7% |
| Tulsa | $49,273 | 59.6% | 613,816 | 10,413 | 1.7% | $67,487 | 15.4% |
| Wagoner | $26,792 | 59.2% | 75,030 | 1,945 | 2.7% | $67,328 | 11.4% |
| Washington | $37,263 | 51.8% | 51,633 | 657 | 1.3% | $64,236 | 14.7% |
| Washita | $50,700 | 61.0% | 11,622 | -7 | -0.1% | $57,773 | 15.6% |
| Woods | $125,452 | 45.2% | 8,832 | -46 | -0.5% | $56,866 | 16.4% |
| Woodward | $71,349 | 49.4% | 20,548 | 467 | 2.3% | $65,737 | 11.9% |
| | | | | | | | |
| **State Summary** | **$43,631** | **61.9%** | **3,814,820** | **63,469** | **1.7%** | **$60,788** | **16.6%** |

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

# Indicators Displayed in Maps

## Socioeconomic Conditions by County

| County | Unemp-loyment Rate | Percent of Single Parent Families | Percent on Reading Remediation | Average Days Absent per Student | Mobility Rate | Percent Parents Attending Confernce | Volenteer Hours per Student |
|---|---|---|---|---|---|---|---|
| Adair | 7.7% | 32.9% | 39.3% | 10.3 | 9.5% | 68.9% | 3.13 |
| Alfalfa | 5.0% | 25.7% | 28.4% | 9.1 | 11.7% | 75.5% | 2.05 |
| Atoka | 9.5% | 35.0% | 34.6% | 7.7 | 12.2% | 77.0% | 3.94 |
| Beaver | 4.4% | 22.2% | 23.7% | 8.3 | 7.2% | 92.1% | 3.53 |
| Beckham | 2.9% | 34.3% | 26.7% | 10.0 | 9.7% | 79.1% | 2.41 |
| Blaine | 3.4% | 34.6% | 44.1% | 6.6 | 8.3% | 75.5% | 1.63 |
| Bryan | 9.3% | 32.9% | 30.2% | 9.2 | 11.3% | 70.1% | 2.95 |
| Caddo | 9.9% | 32.4% | 33.3% | 9.1 | 9.3% | 70.6% | 2.26 |
| Canadian | 5.6% | 24.7% | 38.3% | 9.6 | 6.7% | 77.2% | 4.16 |
| Carter | 5.7% | 33.1% | 39.2% | 9.2 | 9.3% | 72.0% | 2.72 |
| Cherokee | 8.8% | 36.2% | 33.5% | 10.4 | 9.9% | 68.5% | 2.01 |
| Choctaw | 10.2% | 42.8% | 42.0% | 7.9 | 12.4% | 69.0% | 6.15 |
| Cimarron | 1.0% | 29.7% | 13.5% | 8.7 | 7.5% | 89.6% | 13.27 |
| Cleveland | 5.1% | 27.6% | 27.8% | 9.9 | 8.5% | 77.5% | 3.14 |
| Coal | 7.1% | 41.4% | 38.1% | 9.4 | 16.7% | 73.7% | 2.26 |
| Comanche | 8.6% | 41.9% | 38.9% | 9.7 | 19.0% | 73.9% | 2.10 |
| Cotton | 6.2% | 34.7% | 34.0% | 8.2 | 11.7% | 61.4% | 2.56 |
| Craig | 6.4% | 27.4% | 29.5% | 10.3 | 8.3% | 56.4% | 0.84 |
| Creek | 8.2% | 30.4% | 30.0% | 10.5 | 9.8% | 69.8% | 2.39 |
| Custer | 4.3% | 37.4% | 27.1% | 7.9 | 7.6% | 82.9% | 2.23 |
| Delaware | 8.3% | 31.9% | 37.8% | 12.0 | 10.4% | 76.3% | 2.06 |
| Dewey | 1.8% | 21.0% | 40.2% | 7.1 | 9.1% | 78.0% | 5.00 |
| Ellis | 2.0% | 21.8% | 21.0% | 7.8 | 9.8% | 82.0% | 2.54 |
| Garfield | 5.8% | 33.7% | 37.9% | 10.1 | 11.5% | 82.3% | 3.93 |
| Garvin | 5.8% | 30.4% | 27.2% | 9.2 | 10.4% | 77.3% | 4.55 |
| Grady | 4.4% | 29.3% | 31.1% | 9.7 | 8.9% | 68.8% | 5.82 |
| Grant | 5.3% | 29.0% | 19.3% | 8.1 | 9.8% | 81.8% | 6.46 |
| Greer | 3.0% | 25.6% | 37.8% | 9.6 | 8.9% | 84.2% | 2.02 |
| Harmon | 7.0% | 33.8% | 16.3% | 9.3 | 4.0% | 88.3% | 0.88 |
| Harper | 3.8% | 30.3% | 13.8% | 7.2 | 8.4% | 74.7% | 3.21 |
| Haskell | 8.7% | 26.8% | 28.1% | 9.2 | 8.2% | 46.8% | 0.96 |
| Hughes | 8.5% | 35.3% | 28.2% | 10.0 | 11.4% | 78.2% | 1.89 |
| Jackson | 8.0% | 31.6% | 42.7% | 8.4 | 12.3% | 69.9% | 4.52 |
| Jefferson | 5.0% | 40.5% | 30.4% | 10.7 | 8.7% | 73.6% | 7.28 |
| Johnston | 10.2% | 47.9% | 41.4% | 8.9 | 8.5% | 69.2% | 2.52 |
| Kay | 8.1% | 36.5% | 32.9% | 11.1 | 12.0% | 69.3% | 1.55 |
| Kingfisher | 3.9% | 28.1% | 28.4% | 7.2 | 6.6% | 78.8% | 4.92 |
| Kiowa | 3.4% | 34.8% | 25.7% | 8.8 | 11.2% | 78.1% | 4.14 |
| Latimer | 9.2% | 35.2% | 34.0% | 7.4 | 9.3% | 61.4% | 2.27 |
| Le Flore | 11.6% | 32.4% | 22.8% | 10.0 | 9.8% | 59.8% | 1.44 |

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# Indicators Displayed in Maps

## Socioeconomic Conditions by County

continued from previous page

| County | Unemp-loyment Rate | Percent of Single Parent Families | Percent on Reading Remediation | Average Days Absent per Student | Mobility Rate | Percent Parents Attending Confernce | Volenteer Hours per Student |
|---|---|---|---|---|---|---|---|
| Lincoln | 7.8% | 26.8% | 27.1% | 9.5 | 10.3% | 74.7% | 2.62 |
| Logan | 6.2% | 20.6% | 38.6% | 11.3 | 11.3% | 74.3% | 2.57 |
| Love | 2.4% | 35.0% | 30.6% | 8.6 | 7.1% | 65.5% | 2.33 |
| Major | 4.5% | 22.4% | 43.6% | 7.4 | 8.3% | 78.9% | 6.54 |
| Marshall | 10.7% | 32.6% | 29.5% | 9.3 | 9.7% | 74.5% | 4.95 |
| Mayes | 11.3% | 28.8% | 32.9% | 9.7 | 8.1% | 72.5% | 2.69 |
| McClain | 4.2% | 23.1% | 24.4% | 8.8 | 8.8% | 68.6% | 1.80 |
| McCurtain | 7.9% | 38.1% | 35.0% | 9.3 | 8.7% | 60.0% | 2.38 |
| McIntosh | 8.7% | 31.2% | 23.1% | 10.1 | 12.6% | 71.6% | 4.79 |
| Murray | 5.9% | 29.0% | 25.0% | 6.7 | 6.7% | 59.7% | 0.95 |
| Muskogee | 8.6% | 39.2% | 28.5% | 9.9 | 9.1% | 69.7% | 1.83 |
| Noble | 5.0% | 25.3% | 41.2% | 8.9 | 7.0% | 64.4% | 1.36 |
| Nowata | 7.4% | 34.4% | 34.4% | 8.7 | 13.8% | 64.8% | 1.91 |
| Okfuskee | 9.2% | 32.9% | 43.5% | 9.4 | 11.2% | 59.3% | 2.62 |
| Oklahoma | 6.5% | 36.9% | 35.6% | 10.1 | 10.6% | 74.7% | 3.05 |
| Okmulgee | 10.1% | 42.2% | 26.1% | 8.9 | 9.5% | 72.6% | 2.29 |
| Osage | 7.3% | 32.0% | 27.6% | 9.8 | 7.7% | 76.2% | 3.30 |
| Ottawa | 9.9% | 38.4% | 34.7% | 9.6 | 6.9% | 75.7% | 2.62 |
| Pawnee | 7.3% | 34.1% | 31.8% | 10.3 | 9.9% | 73.1% | 1.03 |
| Payne | 5.9% | 29.5% | 34.7% | 9.3 | 9.6% | 84.2% | 2.98 |
| Pittsburg | 5.1% | 37.2% | 44.1% | 9.5 | 12.2% | 73.4% | 3.68 |
| Pontotoc | 6.4% | 36.1% | 29.3% | 9.2 | 10.4% | 78.0% | 3.10 |
| Pottawatomie | 6.4% | 34.9% | 37.5% | 10.0 | 11.9% | 78.6% | 2.06 |
| Pushmataha | 10.3% | 43.9% | 30.1% | 8.1 | 11.9% | 73.6% | 0.83 |
| Roger Mills | 2.7% | 25.8% | 22.9% | 9.7 | 9.2% | 87.8% | 3.63 |
| Rogers | 6.0% | 22.9% | 32.2% | 10.1 | 8.7% | 73.8% | 1.82 |
| Seminole | 9.0% | 37.9% | 31.1% | 10.8 | 11.9% | 67.7% | 1.56 |
| Sequoyah | 10.8% | 34.6% | 34.7% | 7.9 | 13.3% | 63.6% | 1.90 |
| Stephens | 7.3% | 27.5% | 26.1% | 10.5 | 11.9% | 67.4% | 1.98 |
| Texas | 6.8% | 30.1% | 36.9% | 6.8 | 7.7% | 86.4% | 0.97 |
| Tillman | 11.1% | 27.2% | 46.8% | 9.0 | 4.9% | 76.6% | 3.51 |
| Tulsa | 6.7% | 35.1% | 42.3% | 10.5 | 12.3% | 76.6% | 5.16 |
| Wagoner | 6.4% | 25.0% | 34.9% | 10.0 | 9.5% | 61.4% | 3.06 |
| Washington | 6.6% | 36.5% | 28.1% | 9.1 | 6.7% | 62.8% | 3.58 |
| Washita | 3.4% | 25.7% | 36.2% | 7.9 | 14.5% | 82.7% | 3.76 |
| Woods | 3.0% | 34.8% | 27.7% | 9.5 | 12.2% | 82.7% | 8.23 |
| Woodward | 3.6% | 20.7% | 27.1% | 8.3 | 8.6% | 90.2% | 3.23 |
| | | | | | | | |
| **State Summary** | **6.8%** | **33.2%** | **34.8%** | **9.8** | **10.5%** | **74.0%** | **3.28** |

Data Source: Oklahoma State Department of Education; Office of Educational Quality and Accountability; U.S. Census Bureau

# Indicators Displayed in Maps

## Educational Attainment, Revenue,

## and Expenditures

| County | Suspensions to Student Ratio | Juvenile Offenders | 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 |
|---|---|---|---|---|---|---|---|
| Adair | 38.7 | 246.7 | 23.4% | 76.6% | 10.9% | 59.5% | $9,321 |
| Alfalfa | 22.5 | 247.7 | 14.0% | 86.0% | 20.5% | 43.9% | $11,066 |
| Atoka | 23.9 | 151.7 | 18.6% | 81.4% | 15.0% | 58.9% | $10,068 |
| Beaver | 138.9 | 277.8 | 17.7% | 82.3% | 17.5% | 37.8% | $11,500 |
| Beckham | 28.5 | 126.5 | 17.9% | 82.1% | 15.6% | 43.8% | $7,422 |
| Blaine | 35.2 | 71.7 | 19.5% | 80.5% | 16.0% | 36.7% | $10,520 |
| Bryan | 38.5 | 71.8 | 17.3% | 82.7% | 20.9% | 55.0% | $8,355 |
| Caddo | 24.2 | 121.1 | 17.6% | 82.4% | 13.5% | 51.0% | $9,127 |
| Canadian | 25.7 | 274.6 | 8.8% | 91.2% | 25.6% | 47.1% | $7,649 |
| Carter | 18.8 | 112.1 | 14.7% | 85.3% | 17.0% | 50.0% | $8,384 |
| Cherokee | 56.4 | 110.2 | 15.2% | 84.8% | 24.6% | 57.4% | $8,806 |
| Choctaw | 9.0 | 120.5 | 20.0% | 80.0% | 12.0% | 64.4% | $8,266 |
| Cimarron | 146.7 | 55.0 | 22.1% | 77.9% | 16.7% | 40.1% | $12,657 |
| Cleveland | 14.1 | 174.2 | 9.1% | 90.9% | 31.4% | 47.5% | $7,919 |
| Coal | 36.8 | 93.5 | 20.9% | 79.1% | 12.4% | 45.1% | $11,031 |
| Comanche | 9.4 | 58.1 | 11.1% | 88.9% | 20.3% | 53.5% | $8,374 |
| Cotton | 43.6 | 136.4 | 14.3% | 85.7% | 13.8% | 58.1% | $8,927 |
| Craig | 24.1 | 104.0 | 17.4% | 82.6% | 14.0% | 51.4% | $8,800 |
| Creek | 14.2 | 129.2 | 15.2% | 84.8% | 15.7% | 56.4% | $8,132 |
| Custer | 30.4 | 82.9 | 15.6% | 84.4% | 25.7% | 45.6% | $8,698 |
| Delaware | 30.2 | 74.1 | 15.8% | 84.2% | 15.7% | 48.5% | $8,602 |
| Dewey | 31.5 | 212.5 | 12.5% | 87.5% | 20.5% | 38.9% | $10,860 |
| Ellis | 50.4 | 71.4 | 12.5% | 87.5% | 23.9% | 44.7% | $13,745 |
| Garfield | 14.1 | 54.1 | 13.6% | 86.4% | 21.6% | 49.4% | $8,516 |
| Garvin | 30.0 | 96.5 | 17.7% | 82.3% | 15.1% | 52.2% | $8,071 |
| Grady | 24.9 | 150.7 | 15.0% | 85.0% | 16.7% | 51.7% | $7,994 |
| Grant | 68.3 | 74.5 | 9.9% | 90.1% | 19.5% | 34.1% | $12,016 |
| Greer | 21.6 | 105.6 | 21.3% | 78.7% | 14.9% | 63.7% | $8,556 |
| Harmon | 7.0 | 79.6 | 24.8% | 75.2% | 15.6% | 63.9% | $8,861 |
| Harper | 47.9 | 63.8 | 14.4% | 85.6% | 15.4% | 36.4% | $9,345 |
| Haskell | 23.7 | 87.0 | 24.0% | 76.0% | 12.9% | 61.6% | $8,655 |
| Hughes | 12.8 | 77.2 | 23.2% | 76.8% | 11.4% | 41.8% | $9,780 |
| Jackson | 22.3 | 204.7 | 17.6% | 82.4% | 20.7% | 63.2% | $8,107 |
| Jefferson | 49.7 | 391.7 | 19.5% | 80.5% | 11.3% | 64.3% | $9,993 |
| Johnston | 17.8 | 108.6 | 19.3% | 80.7% | 17.2% | 55.5% | $8,736 |
| Kay | 13.2 | 82.7 | 14.4% | 85.6% | 18.8% | 48.8% | $8,870 |
| Kingfisher | 53.6 | 137.1 | 15.3% | 84.7% | 18.5% | 41.4% | $9,111 |
| Kiowa | 25.1 | 63.7 | 14.5% | 85.5% | 17.5% | 54.4% | $9,100 |
| Latimer | 71.0 | 111.6 | 15.7% | 84.3% | 13.5% | 50.5% | $9,094 |
| Le Flore | 23.8 | 124.7 | 20.0% | 80.0% | 12.4% | 61.4% | $8,205 |

continued on next page

# Indicators Displayed in Maps

## Educational Attainment, Revenue, and Expenditures

continued from previous page

| County | Suspensions to Student Ratio | Juvenile Offenders | 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 |
|---|---|---|---|---|---|---|---|
| Lincoln | 11.6 | 98.9 | 15.1% | 84.9% | 12.6% | 52.1% | $7,738 |
| Logan | 9.7 | 65.5 | 11.7% | 88.3% | 22.9% | 55.1% | $7,615 |
| Love | 20.3 | 143.8 | 16.4% | 83.6% | 15.4% | 55.3% | $8,447 |
| Major | 66.9 | 55.0 | 13.2% | 86.8% | 15.8% | 45.6% | $9,681 |
| Marshall | 20.1 | 136.3 | 19.5% | 80.5% | 15.1% | 50.2% | $8,204 |
| Mayes | 22.3 | 114.5 | 15.2% | 84.8% | 13.9% | 51.9% | $8,342 |
| McClain | 30.0 | 102.0 | 11.9% | 88.1% | 19.0% | 52.3% | $8,525 |
| McCurtain | 30.8 | 52.3 | 18.9% | 81.1% | 13.0% | 60.5% | $8,735 |
| McIntosh | 18.8 | 108.1 | 20.6% | 79.4% | 12.7% | 54.8% | $9,540 |
| Murray | 40.1 | 87.2 | 16.3% | 83.7% | 15.6% | 62.0% | $7,195 |
| Muskogee | 13.7 | 121.5 | 15.4% | 84.6% | 17.7% | 51.3% | $8,274 |
| Noble | 18.4 | 85.5 | 12.8% | 87.2% | 19.3% | 34.6% | $9,413 |
| Nowata | 10.0 | 98.5 | 17.3% | 82.7% | 11.8% | 59.9% | $8,520 |
| Okfuskee | 10.1 | 75.0 | 20.5% | 79.5% | 11.4% | 70.5% | $9,415 |
| Oklahoma | 6.4 | 188.2 | 14.1% | 85.9% | 29.3% | 41.4% | $8,523 |
| Okmulgee | 12.9 | 130.0 | 15.2% | 84.8% | 14.0% | 59.8% | $8,460 |
| Osage | 15.1 | 98.6 | 12.7% | 87.3% | 16.4% | 52.9% | $9,036 |
| Ottawa | 15.1 | 42.3 | 16.7% | 83.3% | 13.2% | 60.4% | $8,049 |
| Pawnee | 18.9 | 156.4 | 13.0% | 87.0% | 17.7% | 58.5% | $7,696 |
| Payne | 32.2 | 97.8 | 10.6% | 89.4% | 35.9% | 41.4% | $8,444 |
| Pittsburg | 27.0 | 103.8 | 17.7% | 82.3% | 15.0% | 49.2% | $9,236 |
| Pontotoc | 33.2 | 54.0 | 14.8% | 85.2% | 26.5% | 59.5% | $8,947 |
| Pottawatomie | 16.4 | 74.3 | 14.9% | 85.1% | 16.7% | 59.2% | $7,879 |
| Pushmataha | 82.5 | 62.4 | 20.1% | 79.9% | 10.9% | 67.7% | $9,410 |
| Roger Mills | 174.3 | 174.3 | 10.1% | 89.9% | 20.5% | 25.9% | $17,407 |
| Rogers | 26.9 | 145.1 | 9.7% | 90.3% | 22.9% | 44.2% | $8,195 |
| Seminole | 13.6 | 64.4 | 18.9% | 81.1% | 13.6% | 56.6% | $8,782 |
| Sequoyah | 21.7 | 110.5 | 18.5% | 81.5% | 12.9% | 64.3% | $8,144 |
| Stephens | 18.2 | 67.1 | 14.5% | 85.5% | 16.8% | 51.3% | $7,656 |
| Texas | 30.4 | 77.2 | 29.8% | 70.2% | 19.9% | 51.9% | $8,390 |
| Tillman | 9.9 | 75.0 | 23.8% | 76.2% | 17.3% | 61.3% | $9,890 |
| Tulsa | 10.9 | 76.0 | 11.5% | 88.5% | 29.5% | 41.2% | $8,717 |
| Wagoner | 22.4 | 108.9 | 10.8% | 89.2% | 22.1% | 57.3% | $7,612 |
| Washington | 32.1 | 58.0 | 10.9% | 89.1% | 25.4% | 52.6% | $7,684 |
| Washita | 48.5 | 185.9 | 14.5% | 85.5% | 16.9% | 52.1% | $9,439 |
| Woods | 23.2 | 94.3 | 10.6% | 89.4% | 27.3% | 34.4% | $11,816 |
| Woodward | 22.3 | 62.4 | 15.5% | 84.5% | 18.0% | 33.2% | $9,135 |
| | | | | | | | |
| **State Summary** | **12.7** | **100.9** | **13.8%** | **86.2%** | **23.2%** | **48.0%** | **$8,494** |

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

# Indicators Displayed in Maps

## CRT Scores by County

| County | 3rd Gr. CRT Reading % Proficient or Above | 3rd Gr. CRT Math % Proficient or Above | 4th Gr. CRT Reading % Proficient or Above | 4th Gr. CRT Math % Proficient or Above | 5th Gr. CRT Reading % Proficient or Above | 5th Gr. CRT Math % Proficient or Above |
|---|---|---|---|---|---|---|
| Adair | 68% | 68% | 66% | 72% | 59% | 57% |
| Alfalfa | 76% | 76% | 61% | 73% | 79% | 90% |
| Atoka | 88% | 88% | 76% | 81% | 76% | 64% |
| Beaver | 74% | 80% | 76% | 77% | 78% | 69% |
| Beckham | 70% | 70% | 66% | 71% | 78% | 68% |
| Blaine | 73% | 75% | 74% | 85% | 74% | 76% |
| Bryan | 86% | 86% | 73% | 81% | 78% | 76% |
| Caddo | 75% | 78% | 60% | 71% | 67% | 71% |
| Canadian | 82% | 75% | 77% | 82% | 79% | 81% |
| Carter | 78% | 75% | 73% | 71% | 81% | 76% |
| Cherokee | 78% | 75% | 70% | 70% | 67% | 73% |
| Choctaw | 81% | 84% | 59% | 75% | 60% | 63% |
| Cimarron | 43% | 32% | 76% | 81% | 52% | 48% |
| Cleveland | 86% | 82% | 80% | 81% | 84% | 82% |
| Coal | 77% | 68% | 68% | 83% | 75% | 76% |
| Comanche | 82% | 79% | 81% | 85% | 78% | 81% |
| Cotton | 79% | 79% | 82% | 89% | 87% | 95% |
| Craig | 73% | 60% | 73% | 78% | 77% | 75% |
| Creek | 78% | 73% | 79% | 83% | 71% | 69% |
| Custer | 88% | 81% | 84% | 89% | 77% | 84% |
| Delaware | 78% | 78% | 73% | 80% | 78% | 71% |
| Dewey | 92% | 96% | 80% | 83% | 76% | 71% |
| Ellis | 82% | 83% | 66% | 63% | 70% | 67% |
| Garfield | 76% | 73% | 78% | 82% | 78% | 82% |
| Garvin | 75% | 73% | 71% | 72% | 74% | 57% |
| Grady | 80% | 76% | 78% | 85% | 81% | 81% |
| Grant | 93% | 98% | 57% | 65% | 79% | 71% |
| Greer | 81% | 74% | 75% | 71% | 77% | 79% |
| Harmon | 95% | 100% | 71% | 90% | 64% | 64% |
| Harper | 93% | 86% | 66% | 68% | 67% | 68% |
| Haskell | 75% | 69% | 68% | 71% | 59% | 38% |
| Hughes | 75% | 90% | 66% | 80% | 67% | 66% |
| Jackson | 82% | 79% | 86% | 87% | 69% | 82% |
| Jefferson | 77% | 77% | 68% | 64% | 74% | 77% |
| Johnston | 71% | 59% | 65% | 67% | 70% | 58% |
| Kay | 79% | 77% | 75% | 81% | 75% | 77% |
| Kingfisher | 84% | 88% | 86% | 86% | 81% | 76% |
| Kiowa | 75% | 81% | 72% | 86% | 74% | 82% |
| Latimer | 69% | 76% | 75% | 84% | 71% | 78% |
| Le Flore | 76% | 72% | 71% | 75% | 70% | 71% |

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# Indicators Displayed in Maps

## CRT Scores by County

continued from previous page

| County | 3rd Gr. CRT Reading % Proficient or Above | 3rd Gr. CRT Math % Proficient or Above | 4th Gr. CRT Reading % Proficient or Above | 4th Gr. CRT Math % Proficient or Above | 5th Gr. CRT Reading % Proficient or Above | 5th Gr. CRT Science % Proficient or Above |
|---|---|---|---|---|---|---|
| Lincoln | 76% | 72% | 76% | 83% | 77% | 77% |
| Logan | 69% | 62% | 72% | 84% | 70% | 78% |
| Love | 75% | 73% | 66% | 80% | 60% | 74% |
| Major | 84% | 72% | 79% | 87% | 88% | 82% |
| Marshall | 81% | 86% | 81% | 84% | 82% | 84% |
| Mayes | 74% | 75% | 75% | 81% | 74% | 74% |
| McClain | 78% | 75% | 81% | 82% | 81% | 77% |
| McCurtain | 79% | 77% | 74% | 81% | 72% | 71% |
| McIntosh | 74% | 76% | 75% | 78% | 75% | 70% |
| Murray | 91% | 85% | 86% | 86% | 76% | 79% |
| Muskogee | 77% | 78% | 74% | 82% | 68% | 73% |
| Noble | 89% | 86% | 82% | 87% | 72% | 79% |
| Nowata | 89% | 84% | 71% | 82% | 68% | 81% |
| Okfuskee | 68% | 68% | 59% | 61% | 65% | 61% |
| Oklahoma | 78% | 75% | 75% | 77% | 76% | 77% |
| Okmulgee | 74% | 75% | 74% | 70% | 71% | 68% |
| Osage | 78% | 75% | 75% | 73% | 69% | 71% |
| Ottawa | 81% | 82% | 81% | 86% | 81% | 77% |
| Pawnee | 66% | 63% | 64% | 69% | 74% | 73% |
| Payne | 87% | 84% | 81% | 84% | 83% | 81% |
| Pittsburg | 81% | 81% | 75% | 80% | 75% | 81% |
| Pontotoc | 80% | 76% | 74% | 79% | 81% | 79% |
| Pottawatomie | 77% | 71% | 74% | 77% | 69% | 70% |
| Pushmataha | 80% | 81% | 78% | 78% | 71% | 66% |
| Roger Mills | 75% | 80% | 70% | 90% | 75% | 80% |
| Rogers | 84% | 83% | 81% | 84% | 80% | 80% |
| Seminole | 73% | 74% | 66% | 73% | 65% | 70% |
| Sequoyah | 82% | 86% | 80% | 81% | 79% | 79% |
| Stephens | 78% | 73% | 67% | 73% | 76% | 74% |
| Texas | 77% | 76% | 68% | 79% | 73% | 89% |
| Tillman | 81% | 81% | 65% | 72% | 68% | 85% |
| Tulsa | 79% | 74% | 75% | 77% | 75% | 76% |
| Wagoner | 86% | 77% | 67% | 74% | 68% | 64% |
| Washington | 87% | 85% | 86% | 87% | 86% | 86% |
| Washita | 77% | 76% | 70% | 76% | 66% | 67% |
| Woods | 78% | 81% | 76% | 85% | 87% | 89% |
| Woodward | 68% | 63% | 74% | 75% | 71% | 76% |
| | | | | | | |
| **State Summary** | **78%** | **75%** | **74%** | **78%** | **75%** | **75%** |

Data Source: Oklahoma State Department of Education

# Indicators Displayed in Maps

## CRT Scores by County

| County | 5th Gr. CRT Science % Proficient or Above | 5th Gr. CRT Writing % Proficient or Above | 6th Gr. CRT Reading % Proficient or Above | 6th Gr. CRT Math % Proficient or Above | 7th Gr. CRT Reading % Proficient or Above | 7th Gr. CRT Math % Proficient or Above |
|---|---|---|---|---|---|---|
| Adair | 42% | 54% | 61% | 69% | 67% | 65% |
| Alfalfa | 67% | 58% | 72% | 82% | 93% | 75% |
| Atoka | 57% | 55% | 67% | 73% | 82% | 76% |
| Beaver | 63% | 73% | 70% | 84% | 77% | 71% |
| Beckham | 60% | 67% | 70% | 83% | 82% | 78% |
| Blaine | 49% | 74% | 62% | 74% | 75% | 69% |
| Bryan | 56% | 60% | 74% | 78% | 84% | 78% |
| Caddo | 50% | 64% | 61% | 69% | 73% | 70% |
| Canadian | 61% | 72% | 75% | 79% | 79% | 74% |
| Carter | 61% | 66% | 71% | 72% | 75% | 70% |
| Cherokee | 53% | 55% | 70% | 80% | 79% | 73% |
| Choctaw | 43% | 62% | 53% | 65% | 65% | 60% |
| Cimarron | 33% | 37% | 86% | 67% | 75% | 45% |
| Cleveland | 68% | 73% | 82% | 91% | 84% | 84% |
| Coal | 65% | 47% | 68% | 77% | 86% | 73% |
| Comanche | 56% | 70% | 74% | 81% | 78% | 75% |
| Cotton | 66% | 70% | 63% | 74% | 93% | 76% |
| Craig | 68% | 74% | 73% | 82% | 73% | 90% |
| Creek | 52% | 55% | 69% | 79% | 73% | 74% |
| Custer | 58% | 58% | 80% | 90% | 84% | 85% |
| Delaware | 65% | 61% | 79% | 84% | 77% | 76% |
| Dewey | 76% | 55% | 71% | 76% | 83% | 83% |
| Ellis | 54% | 45% | 81% | 93% | 87% | 72% |
| Garfield | 58% | 63% | 72% | 76% | 78% | 73% |
| Garvin | 54% | 58% | 73% | 78% | 78% | 81% |
| Grady | 63% | 79% | 81% | 85% | 85% | 82% |
| Grant | 53% | 80% | 63% | 72% | 78% | 69% |
| Greer | 66% | 71% | 80% | 78% | 80% | 73% |
| Harmon | 48% | 56% | 63% | 67% | 75% | 83% |
| Harper | 41% | 67% | 66% | 90% | 76% | 86% |
| Haskell | 47% | 52% | 56% | 72% | 70% | 71% |
| Hughes | 37% | 59% | 48% | 61% | 66% | 58% |
| Jackson | 55% | 59% | 65% | 87% | 81% | 86% |
| Jefferson | 55% | 74% | 77% | 80% | 84% | 64% |
| Johnston | 54% | 65% | 59% | 61% | 79% | 72% |
| Kay | 50% | 55% | 72% | 81% | 76% | 86% |
| Kingfisher | 57% | 69% | 81% | 74% | 79% | 78% |
| Kiowa | 62% | 69% | 75% | 70% | 83% | 64% |
| Latimer | 55% | 54% | 64% | 76% | 84% | 73% |
| Le Flore | 47% | 57% | 68% | 73% | 81% | 69% |

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# Indicators Displayed in Maps

## CRT Scores by County

continued from previous page

| County | 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 | 7th Gr. CRT Reading % Proficient or Above | 7th Gr. CRT Geography % Proficient or Above |
|---|---|---|---|---|---|---|
| Lincoln | 54% | 67% | 69% | 78% | 78% | 74% |
| Logan | 45% | 50% | 70% | 73% | 78% | 64% |
| Love | 38% | 44% | 64% | 74% | 86% | 75% |
| Major | 60% | 66% | 80% | 88% | 83% | 74% |
| Marshall | 69% | 72% | 67% | 77% | 71% | 63% |
| Mayes | 53% | 74% | 76% | 84% | 85% | 78% |
| McClain | 68% | 71% | 83% | 83% | 90% | 83% |
| McCurtain | 47% | 57% | 72% | 75% | 80% | 74% |
| McIntosh | 62% | 67% | 77% | 78% | 79% | 83% |
| Murray | 58% | 51% | 80% | 77% | 84% | 76% |
| Muskogee | 51% | 70% | 71% | 73% | 77% | 72% |
| Noble | 66% | 63% | 78% | 84% | 83% | 75% |
| Nowata | 45% | 64% | 59% | 70% | 69% | 52% |
| Okfuskee | 45% | 68% | 53% | 58% | 73% | 71% |
| Oklahoma | 56% | 66% | 70% | 74% | 77% | 75% |
| Okmulgee | 53% | 73% | 65% | 70% | 70% | 67% |
| Osage | 55% | 60% | 72% | 78% | 72% | 71% |
| Ottawa | 56% | 63% | 65% | 65% | 74% | 59% |
| Pawnee | 60% | 62% | 62% | 64% | 78% | 68% |
| Payne | 70% | 72% | 82% | 85% | 85% | 84% |
| Pittsburg | 53% | 62% | 75% | 84% | 75% | 77% |
| Pontotoc | 63% | 62% | 74% | 78% | 84% | 77% |
| Pottawatomie | 55% | 65% | 67% | 75% | 77% | 75% |
| Pushmataha | 47% | 57% | 81% | 79% | 81% | 82% |
| Roger Mills | 66% | 77% | 75% | 82% | 89% | 80% |
| Rogers | 61% | 65% | 77% | 83% | 78% | 81% |
| Seminole | 49% | 56% | 65% | 78% | 64% | 65% |
| Sequoyah | 64% | 68% | 78% | 78% | 86% | 80% |
| Stephens | 58% | 67% | 81% | 79% | 78% | 67% |
| Texas | 63% | 70% | 72% | 88% | 75% | 77% |
| Tillman | 49% | 66% | 72% | 80% | 64% | 59% |
| Tulsa | 57% | 66% | 72% | 76% | 77% | 74% |
| Wagoner | 50% | 56% | 69% | 72% | 82% | 76% |
| Washington | 69% | 68% | 81% | 87% | 84% | 85% |
| Washita | 53% | 63% | 78% | 80% | 73% | 75% |
| Woods | 66% | 56% | 78% | 73% | 82% | 63% |
| Woodward | 55% | 67% | 70% | 72% | 70% | 67% |
| | | | | | | |
| **State Summary** | **57%** | **65%** | **72%** | **77%** | **77%** | **74%** |

Data Source: Oklahoma State Department of Education

# Indicators Displayed in Maps

## CRT and EOI Scores by County

| County | 8th Gr. CRT Reading % Proficient or Above | 8th Gr. CRT Math % Proficient or Above | 8th Gr. CRT Science % Proficient or Above | 8th Gr. CRT Writing % Proficient or Above | Algebra I EOI % Proficient or Above | English II EOI % Proficient or Above | US History EOI % Proficient or Above |
|---|---|---|---|---|---|---|---|
| Adair | 82% | 70% | 50% | 53% | 74% | 84% | 57% |
| Alfalfa | 86% | 66% | 63% | 61% | 94% | 95% | 64% |
| Atoka | 88% | 75% | 61% | 75% | 77% | 91% | 77% |
| Beaver | 78% | 75% | 57% | 65% | 80% | 87% | 84% |
| Beckham | 76% | 66% | 47% | 57% | 90% | 96% | 76% |
| Blaine | 79% | 65% | 60% | 59% | 88% | 93% | 66% |
| Bryan | 88% | 78% | 65% | 67% | 85% | 90% | 75% |
| Caddo | 77% | 73% | 52% | 58% | 84% | 92% | 67% |
| Canadian | 89% | 79% | 63% | 68% | 91% | 97% | 84% |
| Carter | 82% | 69% | 63% | 70% | 86% | 96% | 82% |
| Cherokee | 87% | 67% | 59% | 64% | 88% | 91% | 88% |
| Choctaw | 76% | 57% | 44% | 48% | 54% | 86% | 58% |
| Cimarron | 83% | 65% | 39% | 43% | 81% | 96% | 74% |
| Cleveland | 89% | 82% | 71% | 73% | 94% | 94% | 90% |
| Coal | 91% | 70% | 46% | 57% | 87% | 91% | 79% |
| Comanche | 87% | 78% | 60% | 71% | 91% | 94% | 77% |
| Cotton | 83% | 70% | 69% | 64% | 86% | 98% | 75% |
| Craig | 80% | 63% | 49% | 53% | 85% | 88% | 92% |
| Creek | 87% | 77% | 50% | 60% | 84% | 91% | 77% |
| Custer | 90% | 90% | 57% | 71% | 89% | 92% | 87% |
| Delaware | 82% | 66% | 59% | 62% | 86% | 88% | 74% |
| Dewey | 93% | 67% | 72% | 74% | 84% | 95% | 85% |
| Ellis | 82% | 69% | 63% | 72% | 86% | 89% | 81% |
| Garfield | 86% | 73% | 63% | 71% | 82% | 91% | 84% |
| Garvin | 86% | 81% | 58% | 66% | 94% | 93% | 80% |
| Grady | 88% | 81% | 62% | 72% | 91% | 94% | 81% |
| Grant | 93% | 74% | 53% | 79% | 93% | 93% | 58% |
| Greer | 95% | 80% | 68% | 59% | 69% | 73% | 82% |
| Harmon | 92% | 72% | 76% | 56% | 76% | 77% | 96% |
| Harper | 89% | 67% | 60% | 71% | 97% | 97% | 90% |
| Haskell | 80% | 69% | 33% | 64% | 95% | 89% | 60% |
| Hughes | 75% | 56% | 45% | 51% | 77% | 85% | 72% |
| Jackson | 89% | 84% | 49% | 64% | 84% | 92% | 81% |
| Jefferson | 74% | 38% | 32% | 57% | 83% | 82% | 65% |
| Johnston | 91% | 68% | 62% | 64% | 95% | 90% | 70% |
| Kay | 86% | 75% | 59% | 59% | 82% | 90% | 79% |
| Kingfisher | 91% | 80% | 64% | 77% | 87% | 92% | 87% |
| Kiowa | 92% | 85% | 70% | 72% | 74% | 95% | 74% |
| Latimer | 88% | 69% | 53% | 61% | 80% | 88% | 70% |
| Le Flore | 78% | 60% | 45% | 54% | 78% | 88% | 82% |

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# Indicators Displayed in Maps

## CRT and EOI Scores by County

continued from previous page

| County | 8th Gr. CRT Reading % Proficient or Above | 8th Gr. CRT Math % Proficient or Above | 8th Gr. CRT Science % Proficient or Above | 8th Gr. CRT Writing % Proficient or Above | Algebra I EOI % Proficient or Above | English II EOI % Proficient or Above | US History EOI % Proficient or Above |
|---|---|---|---|---|---|---|---|
| Lincoln | 83% | 67% | 54% | 65% | 88% | 87% | 74% |
| Logan | 78% | 68% | 44% | 61% | 78% | 90% | 78% |
| Love | 90% | 70% | 62% | 56% | 71% | 99% | 56% |
| Major | 92% | 69% | 58% | 65% | 90% | 94% | 88% |
| Marshall | 96% | 72% | 49% | 57% | 72% | 90% | 87% |
| Mayes | 81% | 70% | 59% | 64% | 94% | 97% | 80% |
| McClain | 91% | 80% | 72% | 74% | 92% | 93% | 80% |
| McCurtain | 88% | 70% | 54% | 60% | 86% | 85% | 68% |
| McIntosh | 84% | 80% | 66% | 56% | 84% | 85% | 76% |
| Murray | 79% | 59% | 58% | 55% | 91% | 94% | 85% |
| Muskogee | 80% | 60% | 55% | 60% | 81% | 88% | 75% |
| Noble | 89% | 83% | 59% | 56% | 82% | 91% | 82% |
| Nowata | 71% | 71% | 55% | 68% | 81% | 86% | 84% |
| Okfuskee | 78% | 59% | 54% | 58% | 84% | 95% | 73% |
| Oklahoma | 80% | 72% | 59% | 62% | 86% | 91% | 84% |
| Okmulgee | 82% | 65% | 53% | 55% | 82% | 88% | 73% |
| Osage | 77% | 59% | 52% | 51% | 79% | 88% | 72% |
| Ottawa | 78% | 66% | 53% | 65% | 84% | 93% | 80% |
| Pawnee | 78% | 68% | 58% | 59% | 77% | 89% | 92% |
| Payne | 88% | 82% | 69% | 72% | 91% | 91% | 89% |
| Pittsburg | 82% | 70% | 57% | 66% | 93% | 91% | 81% |
| Pontotoc | 85% | 81% | 65% | 65% | 90% | 92% | 87% |
| Pottawatomie | 79% | 71% | 61% | 62% | 88% | 86% | 79% |
| Pushmataha | 88% | 81% | 61% | 64% | 85% | 95% | 75% |
| Roger Mills | 90% | 68% | 53% | 70% | 96% | 96% | 86% |
| Rogers | 86% | 78% | 62% | 73% | 89% | 92% | 86% |
| Seminole | 76% | 58% | 44% | 62% | 73% | 85% | 71% |
| Sequoyah | 85% | 73% | 55% | 65% | 85% | 92% | 91% |
| Stephens | 87% | 74% | 63% | 62% | 88% | 93% | 79% |
| Texas | 79% | 64% | 53% | 43% | 80% | 89% | 81% |
| Tillman | 82% | 73% | 55% | 46% | 77% | 89% | 77% |
| Tulsa | 82% | 73% | 60% | 66% | 87% | 90% | 80% |
| Wagoner | 82% | 73% | 55% | 63% | 86% | 90% | 71% |
| Washington | 90% | 86% | 65% | 71% | 96% | 95% | 93% |
| Washita | 86% | 79% | 63% | 69% | 98% | 93% | 84% |
| Woods | 87% | 80% | 80% | 73% | 88% | 100% | 93% |
| Woodward | 91% | 71% | 70% | 72% | 89% | 91% | 84% |
| | | | | | | | |
| **State Summary** | **82%** | **72%** | **58%** | **64%** | **86%** | **91%** | **80%** |

Data Source: Oklahoma State Department of Education

# Indicators Displayed in Maps

## EOI Scores and High School Information by County

| County | 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 | Senior Graduation Rate |
|---|---|---|---|---|---|---|---|
| Adair | 31% | 59% | 94% | 82% | 9.4% | 80.8% | 98.4% |
| Alfalfa | 55% | 86% | 94% | 96% | 4.3% | 93.6% | 100.0% |
| Atoka | 45% | 80% | 92% | 82% | 16.3% | 82.5% | 97.4% |
| Beaver | 58% | 67% | 98% | 83% | 0.0% | 81.6% | 100.0% |
| Beckham | 60% | 86% | 99% | 96% | 6.5% | 78.4% | 97.6% |
| Blaine | 46% | 78% | 98% | 100% | 3.8% | 78.3% | 100.0% |
| Bryan | 62% | 83% | 96% | 90% | 5.2% | 83.4% | 99.3% |
| Caddo | 36% | 53% | 93% | 81% | 6.4% | 84.6% | 97.9% |
| Canadian | 70% | 92% | 95% | 93% | 7.8% | 88.6% | 97.6% |
| Carter | 62% | 81% | 97% | 79% | 10.2% | 76.8% | 98.1% |
| Cherokee | 66% | 89% | 97% | 87% | 6.3% | 73.2% | 99.5% |
| Choctaw | 39% | 61% | 95% | 82% | 7.6% | 78.9% | 96.1% |
| Cimarron | 83% | 73% | 100% | 97% | 0.0% | 64.0% | 100.0% |
| Cleveland | 62% | 90% | 98% | 93% | 6.3% | 79.5% | 98.5% |
| Coal | 41% | 73% | 93% | 100% | 0.0% | 95.6% | 100.0% |
| Comanche | 57% | 80% | 96% | 92% | 9.1% | 79.1% | 98.7% |
| Cotton | 55% | 88% | 97% | 91% | 1.5% | 78.3% | 100.0% |
| Craig | 56% | 90% | 97% | 91% | 1.6% | 81.3% | 98.4% |
| Creek | 46% | 80% | 94% | 88% | 11.2% | 80.9% | 96.3% |
| Custer | 56% | 87% | 93% | 84% | 9.4% | 87.8% | 97.8% |
| Delaware | 52% | 79% | 93% | 83% | 8.7% | 74.4% | 96.5% |
| Dewey | 67% | 93% | 100% | 95% | 7.1% | 84.3% | 94.5% |
| Ellis | 43% | 93% | 100% | 83% | 2.1% | 79.7% | 100.0% |
| Garfield | 47% | 82% | 97% | 88% | 6.4% | 86.9% | 99.0% |
| Garvin | 60% | 96% | 98% | 93% | 11.3% | 80.2% | 96.3% |
| Grady | 61% | 89% | 96% | 93% | 7.0% | 81.5% | 99.2% |
| Grant | 50% | 47% | 95% | 88% | 1.7% | 83.7% | 100.0% |
| Greer | 78% | 55% | 91% | 84% | 7.1% | 77.2% | 98.1% |
| Harmon | 25% | 92% | 93% | 93% | 3.4% | 94.4% | 100.0% |
| Harper | 73% | 89% | 100% | 92% | 2.0% | 94.1% | 98.0% |
| Haskell | 32% | 77% | 94% | 84% | 3.2% | 89.9% | 99.3% |
| Hughes | 41% | 59% | 95% | 81% | 8.8% | 78.2% | 97.8% |
| Jackson | 64% | 77% | 96% | 88% | 10.1% | 79.7% | 97.6% |
| Jefferson | 52% | 75% | 90% | 66% | 6.4% | 85.9% | 96.1% |
| Johnston | 60% | 81% | 92% | 89% | 12.9% | 81.8% | 100.0% |
| Kay | 58% | 66% | 95% | 86% | 12.2% | 72.5% | 96.0% |
| Kingfisher | 48% | 84% | 97% | 92% | 0.9% | 93.9% | 99.5% |
| Kiowa | 50% | 92% | 99% | 97% | 6.7% | 84.8% | 100.0% |
| Latimer | 41% | 74% | 94% | 85% | 4.7% | 84.3% | 98.1% |
| Le Flore | 46% | 66% | 97% | 84% | 7.1% | 81.0% | 98.9% |

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# Indicators Displayed in Maps

## EOI Scores and High School Information by County

continued from previous page

| County | 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 | Senior Graduation Rate |
|---|---|---|---|---|---|---|---|
| Lincoln | 49% | 92% | 96% | 88% | 3.2% | 85.1% | 99.2% |
| Logan | 57% | 77% | 100% | 91% | 11.2% | 86.4% | 97.5% |
| Love | 60% | 63% | 90% | 63% | 1.1% | 79.6% | 100.0% |
| Major | 52% | 86% | 98% | 97% | 4.4% | 85.0% | 95.6% |
| Marshall | 90% | 84% | 98% | 80% | 10.4% | 73.3% | 97.6% |
| Mayes | 63% | 81% | 96% | 92% | 10.8% | 79.3% | 95.7% |
| McClain | 59% | 82% | 99% | 88% | 10.1% | 86.8% | 95.7% |
| McCurtain | 53% | 84% | 94% | 83% | 3.9% | 82.5% | 99.5% |
| McIntosh | 58% | 57% | 95% | 83% | 11.0% | 78.2% | 97.0% |
| Murray | 68% | 85% | 94% | 95% | 4.2% | 82.0% | 98.6% |
| Muskogee | 52% | 78% | 90% | 93% | 15.2% | 74.2% | 95.6% |
| Noble | 50% | 82% | 98% | 88% | 2.3% | 87.2% | 99.2% |
| Nowata | 38% | 73% | 98% | 83% | 3.7% | 83.3% | 100.0% |
| Okfuskee | 45% | 78% | 94% | 78% | 19.2% | 87.7% | 91.1% |
| Oklahoma | 58% | 80% | 96% | 86% | 9.7% | 75.8% | 97.7% |
| Okmulgee | 52% | 64% | 96% | 81% | 6.5% | 75.9% | 97.7% |
| Osage | 42% | 71% | 93% | 91% | 6.1% | 73.7% | 99.5% |
| Ottawa | 57% | 63% | 97% | 83% | 3.6% | 81.1% | 98.0% |
| Pawnee | 56% | 61% | 95% | 87% | 2.6% | 78.3% | 98.7% |
| Payne | 63% | 85% | 97% | 91% | 4.9% | 86.1% | 98.4% |
| Pittsburg | 58% | 79% | 98% | 94% | 13.1% | 74.0% | 98.4% |
| Pontotoc | 61% | 90% | 97% | 94% | 7.5% | 87.5% | 98.3% |
| Pottawatomie | 53% | 85% | 95% | 93% | 8.5% | 74.8% | 97.3% |
| Pushmataha | 69% | 83% | 94% | 89% | 5.6% | 87.4% | 98.7% |
| Roger Mills | 55% | 91% | 100% | 98% | 9.2% | 93.7% | 98.3% |
| Rogers | 60% | 81% | 97% | 89% | 8.6% | 77.8% | 97.9% |
| Seminole | 35% | 79% | 92% | 85% | 11.8% | 75.1% | 98.0% |
| Sequoyah | 63% | 85% | 96% | 89% | 7.4% | 77.7% | 97.5% |
| Stephens | 60% | 77% | 96% | 84% | 10.3% | 85.3% | 96.1% |
| Texas | 45% | 68% | 96% | 89% | 13.0% | 78.2% | 98.0% |
| Tillman | 51% | 81% | 97% | 87% | 6.8% | 80.7% | 98.0% |
| Tulsa | 60% | 83% | 95% | 90% | 15.0% | 75.1% | 96.1% |
| Wagoner | 57% | 62% | 96% | 88% | 10.8% | 78.9% | 98.8% |
| Washington | 66% | 92% | 99% | 93% | 9.5% | 85.4% | 97.0% |
| Washita | 62% | 86% | 95% | 97% | 5.1% | 74.6% | 97.9% |
| Woods | 64% | 87% | 100% | 88% | 6.5% | 83.4% | 98.6% |
| Woodward | 62% | 84% | 98% | 89% | 6.8% | 78.3% | 96.8% |
| | | | | | | | |
| **State Summary** | **56%** | **81%** | **96%** | **88%** | **9.6%** | **78.8%** | **97.6%** |

Data Source: Oklahoma State Department of Education

# Indicators Displayed in Maps

## High School and College Information by County

| County | Avg. ACT Oklahoma Public HS Graduates | Senior GPA | Career Tech Program Participation Rate | Public HS Graduates Completing Coll. Curr. | Public HS Graduates OK College Going Rate | Public HS Graduates to Out-of-State Colleges | Public Coll. Freshman in Remedial Courses | Percent Public Coll. Freshman GPA 2.0+ |
|---|---|---|---|---|---|---|---|---|
| Adair | 18.9 | 3.12 | 42.0% | 78.6% | 36.4% | 5.2% | 57.4% | 86.8% |
| Alfalfa | 21.3 | 3.48 | 73.9% | 84.1% | 44.7% | 6.8% | 30.7% | 87.9% |
| Atoka | 19.7 | 2.68 | 59.7% | 79.2% | 40.6% | 2.0% | 48.7% | 85.7% |
| Beaver | 20.5 | 3.34 | 16.7% | 98.5% | 42.7% | 47.1% | 29.2% | 92.0% |
| Beckham | 20.7 | 3.16 | 66.2% | 73.8% | 48.0% | 3.5% | 30.9% | 87.1% |
| Blaine | 20.1 | 3.17 | 67.0% | 81.1% | 50.7% | 0.0% | 39.6% | 84.3% |
| Bryan | 20.3 | 3.04 | 57.1% | 87.6% | 41.5% | 3.8% | 35.1% | 87.6% |
| Caddo | 19.1 | 3.26 | 51.6% | 81.6% | 40.1% | 4.4% | 43.5% | 82.7% |
| Canadian | 21.9 | 3.17 | 49.1% | 76.7% | 45.5% | 2.4% | 26.4% | 81.3% |
| Carter | 20.9 | 2.91 | 41.1% | 63.5% | 44.7% | 2.0% | 34.9% | 85.9% |
| Cherokee | 20.8 | 2.99 | 53.0% | 69.6% | 41.6% | 2.2% | 45.4% | 83.9% |
| Choctaw | 18.8 | 3.14 | 92.3% | 45.2% | 42.3% | 3.4% | 48.5% | 79.5% |
| Cimarron | 19.8 | 3.84 | 21.7% | 100.0% | 45.6% | 21.1% | 47.2% | 86.7% |
| Cleveland | 22.3 | 3.03 | 44.9% | 82.5% | 45.9% | 10.8% | 23.6% | 86.1% |
| Coal | 18.9 | 3.20 | 77.0% | 62.1% | 48.9% | 2.3% | 47.8% | 90.9% |
| Comanche | 20.9 | 3.11 | 44.6% | 96.0% | 47.3% | 9.9% | 47.1% | 82.9% |
| Cotton | 19.8 | 3.32 | 56.7% | 82.0% | 47.2% | 3.1% | 47.5% | 84.6% |
| Craig | 20.2 | 3.17 | 61.7% | 87.9% | 44.9% | 5.3% | 38.4% | 87.5% |
| Creek | 20.3 | 2.94 | 59.9% | 81.2% | 42.7% | 2.8% | 46.6% | 86.3% |
| Custer | 21.2 | 3.14 | 69.9% | 98.7% | 56.5% | 1.0% | 33.8% | 84.7% |
| Delaware | 19.5 | 3.04 | 50.5% | 84.9% | 39.5% | 7.8% | 48.0% | 86.9% |
| Dewey | 20.6 | 3.36 | 78.9% | 98.1% | 52.4% | 1.9% | 23.7% | 95.7% |
| Ellis | 18.6 | 3.23 | 63.5% | 95.7% | 51.9% | 4.3% | 44.3% | 92.9% |
| Garfield | 21.1 | 3.08 | 55.0% | 77.5% | 32.0% | 4.5% | 26.7% | 88.0% |
| Garvin | 20.1 | 3.05 | 64.4% | 84.4% | 39.6% | 0.3% | 38.3% | 86.3% |
| Grady | 20.8 | 3.14 | 47.0% | 90.1% | 46.2% | 4.5% | 32.1% | 84.7% |
| Grant | 19.7 | 3.57 | 72.1% | 84.5% | 39.5% | 5.2% | 28.1% | 90.9% |
| Greer | 19.5 | 3.56 | 86.2% | 98.1% | 46.0% | 1.9% | 40.5% | 83.3% |
| Harmon | 17.7 | 2.89 | 86.4% | 71.4% | 41.9% | 3.6% | 23.9% | 89.5% |
| Harper | 19.2 | 3.33 | 77.1% | 83.3% | 57.6% | 8.3% | 47.1% | 88.0% |
| Haskell | 18.8 | 3.08 | 72.0% | 64.9% | 41.3% | 4.0% | 57.3% | 87.3% |
| Hughes | 19.0 | 3.02 | 53.7% | 75.6% | 47.6% | 2.2% | 54.0% | 84.1% |
| Jackson | 20.4 | 3.08 | 55.4% | 87.5% | 53.3% | 5.0% | 36.6% | 90.2% |
| Jefferson | 18.9 | 2.89 | 57.5% | 80.0% | 39.1% | 1.7% | 55.0% | 95.4% |
| Johnston | 18.9 | 3.01 | 52.5% | 81.3% | 48.0% | 0.9% | 51.2% | 89.8% |
| Kay | 21.4 | 2.85 | 53.7% | 81.8% | 25.7% | 8.9% | 30.5% | 90.7% |
| Kingfisher | 20.7 | 3.19 | 68.5% | 84.6% | 50.2% | 4.7% | 25.2% | 84.0% |
| Kiowa | 20.6 | 3.19 | 60.4% | 81.4% | 51.5% | 0.0% | 46.2% | 87.1% |
| Latimer | 20.5 | 2.94 | 77.9% | 72.4% | 46.4% | 3.5% | 53.2% | 88.4% |
| Le Flore | 19.6 | 3.04 | 66.2% | 80.5% | 39.8% | 5.9% | 55.3% | 90.0% |

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# Indicators Displayed in Maps

## High School and College Information by County

continued from previous page

| County | Avg. ACT Oklahoma Public HS Graduates | Senior GPA | Career Tech Program Participation Rate | Public HS Graduates Completing Coll. Curr. | Public HS Graduates OK College Going Rate | Public HS Graduates to Out-of-State Colleges | Public Coll. Freshman in Remedial Courses | Percent Public Coll. Freshman GPA 2.0+ |
|---|---|---|---|---|---|---|---|---|
| Lincoln | 20.3 | 3.07 | 77.0% | 92.9% | 41.9% | 2.5% | 39.4% | 82.1% |
| Logan | 20.0 | 3.09 | 58.8% | 80.2% | 40.8% | 1.1% | 39.4% | 82.2% |
| Love | 18.6 | 2.85 | 87.2% | 92.2% | 39.5% | 7.8% | 35.4% | 89.3% |
| Major | 22.3 | 2.98 | 90.5% | 87.4% | 44.2% | 2.3% | 19.6% | 83.9% |
| Marshall | 20.1 | 3.00 | 55.2% | 96.3% | 47.7% | 1.2% | 51.0% | 87.9% |
| Mayes | 20.6 | 2.87 | 39.1% | 69.0% | 46.5% | 4.5% | 42.7% | 85.2% |
| McClain | 21.0 | 3.14 | 57.5% | 92.3% | 48.0% | 4.5% | 32.5% | 85.9% |
| McCurtain | 19.4 | 3.01 | 71.8% | 85.7% | 40.6% | 2.3% | 47.5% | 87.3% |
| McIntosh | 19.8 | 2.99 | 56.0% | 76.2% | 40.2% | 0.9% | 50.0% | 85.2% |
| Murray | 20.7 | 3.07 | 48.6% | 100.0% | 46.1% | 0.0% | 37.3% | 81.4% |
| Muskogee | 20.0 | 2.88 | 55.4% | 86.1% | 43.6% | 3.5% | 51.0% | 86.2% |
| Noble | 20.7 | 3.13 | 69.3% | 76.8% | 31.7% | 4.8% | 32.2% | 89.7% |
| Nowata | 19.1 | 2.94 | 55.8% | 90.8% | 28.1% | 22.1% | 41.4% | 77.7% |
| Okfuskee | 18.7 | 3.12 | 52.8% | 94.4% | 40.2% | 2.1% | 56.7% | 86.1% |
| Oklahoma | 21.0 | 3.05 | 44.4% | 99.9% | 52.3% | 6.8% | 36.5% | 84.6% |
| Okmulgee | 19.2 | 3.07 | 57.0% | 100.0% | 47.0% | 1.9% | 52.0% | 87.2% |
| Osage | 18.5 | 3.06 | 55.5% | 87.0% | 36.4% | 4.6% | 48.4% | 84.4% |
| Ottawa | 20.4 | 3.08 | 54.0% | 60.1% | 44.7% | 8.6% | 43.7% | 83.9% |
| Pawnee | 19.7 | 3.15 | 81.9% | 96.0% | 35.1% | 1.3% | 39.1% | 92.9% |
| Payne | 22.1 | 3.21 | 61.7% | 72.1% | 39.2% | 7.3% | 14.6% | 91.0% |
| Pittsburg | 19.9 | 3.06 | 63.1% | 81.2% | 44.6% | 1.9% | 42.4% | 84.7% |
| Pontotoc | 21.0 | 3.18 | 71.2% | 80.8% | 48.0% | 4.1% | 35.3% | 85.4% |
| Pottawatomie | 21.2 | 3.04 | 41.7% | 70.6% | 44.3% | 1.4% | 37.6% | 89.9% |
| Pushmataha | 19.4 | 3.38 | 79.0% | 72.6% | 41.8% | 2.0% | 52.3% | 87.1% |
| Roger Mills | 20.4 | 3.40 | 68.9% | 84.8% | 47.8% | 10.2% | 29.4% | 88.0% |
| Rogers | 21.2 | 3.05 | 56.6% | 93.7% | 49.9% | 7.5% | 38.2% | 85.0% |
| Seminole | 19.8 | 3.01 | 54.2% | 89.2% | 48.5% | 2.4% | 49.6% | 86.5% |
| Sequoyah | 19.9 | 3.05 | 59.0% | 78.9% | 37.3% | 10.2% | 52.7% | 84.7% |
| Stephens | 20.6 | 3.19 | 58.7% | 93.6% | 45.5% | 3.6% | 42.5% | 88.3% |
| Texas | 19.2 | 2.94 | 44.1% | 45.2% | 41.5% | 12.3% | 43.8% | 85.8% |
| Tillman | 18.5 | 3.09 | 72.2% | 83.3% | 41.9% | 2.2% | 55.9% | 83.7% |
| Tulsa | 21.6 | 2.96 | 51.2% | 80.5% | 56.6% | 8.1% | 43.7% | 87.1% |
| Wagoner | 20.9 | 3.02 | 50.1% | 84.1% | 43.0% | 3.9% | 46.4% | 86.6% |
| Washington | 22.3 | 3.09 | 38.7% | 77.6% | 42.1% | 12.7% | 28.3% | 88.0% |
| Washita | 20.0 | 3.06 | 51.5% | 100.0% | 47.0% | 2.1% | 34.3% | 83.3% |
| Woods | 20.6 | 3.13 | 81.5% | 83.3% | 48.7% | 1.4% | 37.1% | 90.2% |
| Woodward | 19.6 | 3.09 | 67.4% | 82.1% | 46.1% | 2.8% | 40.5% | 89.6% |
| | | | | | | | | |
| **State Summary** | **20.9** | **3.05** | **52.8%** | **85.2%** | **47.2%** | **6.1%** | **39.2%** | **86.0%** |

Data Source: Office of Educational Quality and 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

| | |
|---|---|
| **1) INSTRUCTION** | INSTRUCTION (1000 Series) |
| **2) STUDENT SUPPORT** | SUPPORT SERVICES (2000 Series)<br>SUPPORT SERVICES - STUDENTS (2100) |
| **3) INSTRUCTIONAL SUPPORT** | SUPPORT SERVICES (2000 Series)<br>SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200) |
| **4) DISTRICT ADMINISTRATION** | SUPPORT SERVICES (2000 Series)<br>SUPPORT SERVICES - GENERAL ADMINISTRATION (2300) |
| **5) SCHOOL ADMINISTRATION** | SUPPORT SERVICES (2000 Series)<br>SUPPORT SERVICES - SCHOOL ADMINISTRATION (2400) |
| **6) DISTRICT SUPPORT** | SUPPORT SERVICES (2000 Series)<br>CENTRAL SERVICES (2500)<br>OPERATION AND MAINTENANCE OF PLANT SERVICES (2600)<br>STUDENT TRANSPORTATION SERVICES (2700) |
| **7) DEBT SERVICE** | OTHER USES (5000 Series)<br>DEBT SERVICE (5100) |
| **8) OTHER** | OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series)<br>CHILD NUTRITION PROGRAMS OPERATIONS (3100)<br>ENTERPRISE OPERATIONS (3200)<br>COMMUNITY SERVICES OPERATIONS (3300)<br>FACILITIES ACQUISITION AND CONSTR. SERVICES (4000 Series)<br>LAND ACQUISITION SERVICES (4200)<br>LAND IMPROVEMENT SERVICES (4300)<br>ARCHITECTURE AND ENGINEERING SERVICES (4400)<br>EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500)<br>BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600)<br>BUILDING IMPROVEMENT SERVICES (4700)<br>OTHER USES (7000 Series)<br>SCHOLARSHIPS (7100)<br>STUDENT AID (7200)<br>STAFF AWARDS (7300)<br>WORKER'S COMPENSATION CLAIMS (7400)<br>TORT LIABILITY CLAIMS (7500)<br>MEDICAL CARE CLAIMS (7600)<br>FLEX BENEFITS (7700)<br>LONG-TERM DISABILITY (LTD) CLAIMS (7800)<br>OTHER USES (7900) |

# APPENDIX D

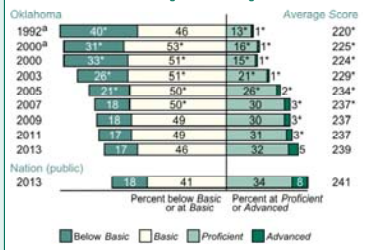
# The Nation's Report Card Mathematics 2013 State Snapshot Report

**Oklahoma**
**Grade 4**
**Public Schools**

## Overall Results

- In 2013, the average score of fourth-grade students in Oklahoma was 239. This was lower than the average score of 241 for public school students in the nation.
- The average score for students in Oklahoma in 2013 (239) was not significantly different from their average score in 2011 (237) and was higher than their average score in 1992 (220).
- The score gap between higher performing students in Oklahoma (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 36 points in 2013. This performance gap was not significantly different from that in 1992 (35 points).
- The percentage of students in Oklahoma who performed at or above the NAEP *Proficient* level was 36 percent in 2013. This percentage was not significantly different from that in 2011 (33 percent) and was greater than that in 1992 (14 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP *Basic* level was 83 percent in 2013. This percentage was not significantly different from that in 2011 (83 percent) and was greater than that in 1992 (60 percent).

## Achievement-Level Percentages and Average Score Results




* Significantly different ($p < .05$) from state's results in 2013. Significance tests were performed using unrounded numbers.
a Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.aspx.

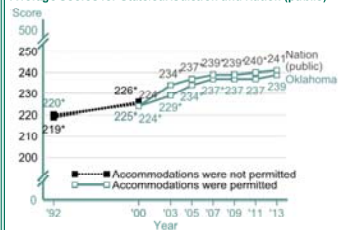
NOTE: Detail may not sum to totals because of rounding.

## Compare the Average Score in 2013 to Other States/Jurisdictions


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

In 2013, the average score in Oklahoma (239) was
- lower than those in 31 states/jurisdictions
- higher than those in 8 states/jurisdictions
- not significantly different from those in 12 states/jurisdictions

## Average Scores for State/Jurisdiction and Nation (public)




* Significantly different ($p < .05$) from 2013. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.aspx.

## Results for Student Groups in 2013

| Reporting Groups | Percent of students | Avg. score | Percentages at or above Basic | Percentages at or above Proficient | Percent at Advanced |
|---|---|---|---|---|---|
| Race/Ethnicity | | | | | |
| White | 52 | 245 | 90 | 45 | 6 |
| Black | 11 | 219 | 58 | 14 | 1 |
| Hispanic | 14 | 229 | 73 | 21 | 2 |
| Asian | 2 | 260 | 96 | 61 | 25 |
| American Indian/Alaska Native | 15 | 238 | 83 | 34 | 3 |
| Native Hawaiian/Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or more races | 5 | 238 | 83 | 37 | 4 |
| Gender | | | | | |
| Male | 51 | 240 | 83 | 38 | 5 |
| Female | 49 | 238 | 83 | 35 | 4 |
| National School Lunch Program | | | | | |
| Eligible | 60 | 232 | 77 | 26 | 2 |
| Not eligible | 40 | 249 | 92 | 52 | 8 |

# Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## Score Gaps for Student Groups

- In 2013, Black students had an average score that was 26 points lower than White students. This performance gap was not significantly different from that in 1992 (23 points).
- In 2013, Hispanic students had an average score that was 16 points lower than White students. This performance gap was not significantly different from that in 1992 (17 points).
- In 2013, male students in Oklahoma had an average score that was not significantly different from female students.
- In 2013, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 17 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 2000 (18 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2013 Mathematics Assessments.

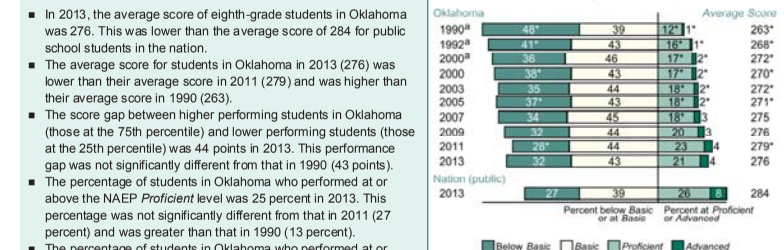
# The Nation's Report Card Mathematics 2013 State Snapshot Report

**Oklahoma**
**Grade 8**
**Public Schools**

## Overall Results

- In 2013, the average score of eighth-grade students in Oklahoma was 276. This was lower than the average score of 284 for public school students in the nation.
- The average score for students in Oklahoma in 2013 (276) was lower than their average score in 2011 (279) and was higher than their average score in 1990 (263).
- The score gap between higher performing students in Oklahoma (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 44 points in 2013. This performance gap was not significantly different from that in 1990 (43 points).
- The percentage of students in Oklahoma who performed at or above the NAEP *Proficient* level was 25 percent in 2013. This percentage was not significantly different from that in 2011 (27 percent) and was greater than that in 1990 (13 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP *Basic* level was 68 percent in 2013. This percentage was smaller than that in 2011 (72 percent) and was greater than that in 1990 (52 percent).

## Achievement-Level Percentages and Average Score Results




* Significantly different ($p < .05$) from state's results in 2013. Significance tests were performed using unrounded numbers.
a Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.aspx.

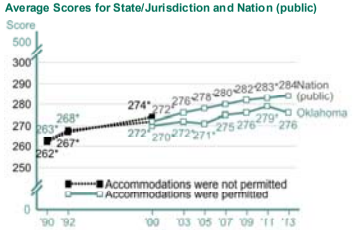
NOTE: Detail may not sum to totals because of rounding.

## Compare the Average Score in 2013 to Other States/Jurisdictions


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

In 2013, the average score in Oklahoma (276) was
- lower than those in 42 states/jurisdictions
- higher than those in 4 states/jurisdictions
- not significantly different from those in 5 states/jurisdictions

## Average Scores for State/Jurisdiction and Nation (public)




* Significantly different ($p < .05$) from 2013. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.aspx.

## Results for Student Groups in 2013

| Reporting Groups | Percent of students | Avg. score | Percentages at or above Basic | Percentages at or above Proficient | Percent at Advanced |
|---|---|---|---|---|---|
| Race/Ethnicity | | | | | |
| White | 54 | 281 | 75 | 29 | 4 |
| Black | 10 | 256 | 46 | 9 | 1 |
| Hispanic | 13 | 265 | 55 | 15 | 1 |
| Asian | 2 | 299 | 86 | 50 | 19 |
| American Indian/Alaska Native | 16 | 275 | 66 | 25 | 4 |
| Native Hawaiian/Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or more races | 5 | 274 | 68 | 25 | 2 |
| Gender | | | | | |
| Male | 50 | 275 | 67 | 25 | 4 |
| Female | 50 | 276 | 69 | 25 | 4 |
| National School Lunch Program | | | | | |
| Eligible | 53 | 266 | 58 | 15 | 2 |
| Not eligible | 47 | 286 | 79 | 36 | 6 |

# Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## Score Gaps for Student Groups

- In 2013, Black students had an average score that was 25 points lower than White students. This performance gap was not significantly different from that in 1990 (32 points).
- In 2013, Hispanic students had an average score that was 16 points lower than White students. Data are not reported for Hispanic students in 1990, because reporting standards were not met.
- In 2013, male students in Oklahoma had an average score that was not significantly different from female students.
- In 2013, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 20 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 2000 (19 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2013 Mathematics Assessments.

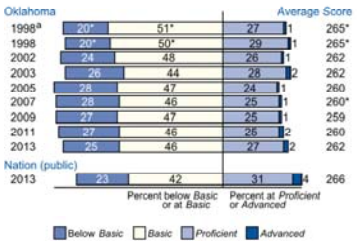
# The Nation's Report Card Reading 2013 State Snapshot Report

**Oklahoma**
**Grade 8**
**Public Schools**

## Overall Results

- In 2013, the average score of eighth-grade students in Oklahoma was 262. This was lower than the average score of 266 for public school students in the nation.
- The average score for students in Oklahoma in 2013 (262) was not significantly different from their average score in 2011 (260) and was lower than their average score in 1998 (265).
- The score gap between higher performing students in Oklahoma (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 42 points in 2013. This performance gap was wider than that in 1998 (36 points).
- The percentage of students in Oklahoma who performed at or above the NAEP *Proficient* level was 29 percent in 2013. This percentage was not significantly different from that in 2011 (27 percent) and in 1998 (30 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP *Basic* level was 75 percent in 2013. This percentage was not significantly different from that in 2011 (73 percent) and was smaller than that in 1998 (80 percent).

## Achievement-Level Percentages and Average Score Results




* Significantly different ($p < .05$) from state's results in 2013. Significance tests were performed using unrounded numbers.
[a] Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.aspx.

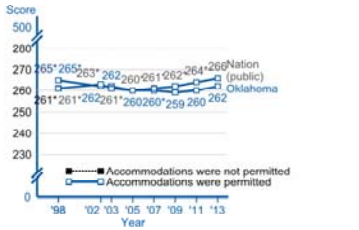
NOTE: Detail may not sum to totals because of rounding.

## Compare the Average Score in 2013 to Other States/Jurisdictions


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

In 2013, the average score in Oklahoma (262) was
- lower than those in 35 states/jurisdictions
- higher than those in 6 states/jurisdictions
- not significantly different from those in 10 states/jurisdictions

## Average Scores for State/Jurisdiction and Nation (public)




* Significantly different ($p < .05$) from 2013. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.aspx.

## Results for Student Groups in 2013

| Reporting Groups | Percent of students | Avg. score | Percentages at or above Basic | Percentages at or above Proficient | Percent at Advanced |
|---|---|---|---|---|---|
| Race/Ethnicity | | | | | |
| White | 54 | 268 | 81 | 35 | 3 |
| Black | 10 | 245 | 56 | 14 | # |
| Hispanic | 13 | 252 | 65 | 18 | 1 |
| Asian | 2 | ‡ | ‡ | ‡ | ‡ |
| American Indian/Alaska Native | 16 | 259 | 72 | 25 | 1 |
| Native Hawaiian/Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or more races | 5 | 260 | 76 | 25 | 1 |
| Gender | | | | | |
| Male | 50 | 258 | 72 | 25 | 1 |
| Female | 50 | 266 | 78 | 33 | 2 |
| National School Lunch Program | | | | | |
| Eligible | 53 | 254 | 67 | 20 | 1 |
| Not eligible | 47 | 271 | 84 | 39 | 3 |

# Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## Score Gaps for Student Groups

- In 2013, Black students had an average score that was 23 points lower than White students. This performance gap was not significantly different from that in 1998 (16 points).
- In 2013, Hispanic students had an average score that was 16 points lower than White students. This performance gap was not significantly different from that in 1998 (14 points).
- In 2013, female students in Oklahoma had an average score that was higher than male students by 7 points.
- In 2013, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 18 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (13 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2013 Reading Assessments.

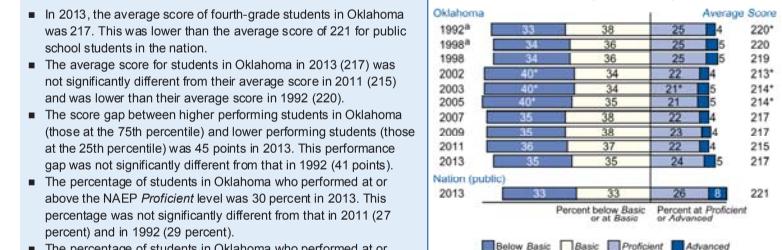
# The Nation's Report Card Reading 2013 State Snapshot Report

**Oklahoma**
**Grade 4**
**Public Schools**

## Overall Results

- In 2013, the average score of fourth-grade students in Oklahoma was 217. This was lower than the average score of 221 for public school students in the nation.
- The average score for students in Oklahoma in 2013 (217) was not significantly different from their average score in 2011 (215) and was lower than their average score in 1992 (220).
- The score gap between higher performing students in Oklahoma (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 45 points in 2013. This performance gap was not significantly different from that in 1992 (41 points).
- The percentage of students in Oklahoma who performed at or above the NAEP *Proficient* level was 30 percent in 2013. This percentage was not significantly different from that in 2011 (27 percent) and in 1992 (29 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP *Basic* level was 65 percent in 2013. This percentage was not significantly different from that in 2011 (64 percent) and in 1992 (67 percent).

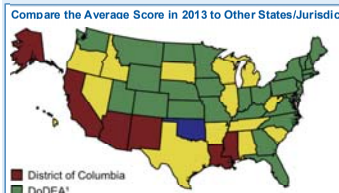
## Achievement-Level Percentages and Average Score Results




* Significantly different ($p < .05$) from state's results in 2013. Significance tests were performed using unrounded numbers.
[a] Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.aspx.

NOTE: Detail may not sum to totals because of rounding.

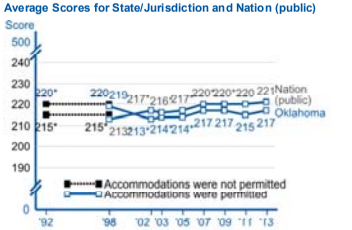
## Compare the Average Score in 2013 to Other States/Jurisdictions




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

In 2013, the average score in Oklahoma (217) was
- lower than those in 30 states/jurisdictions
- higher than those in 7 states/jurisdictions
- not significantly different from those in 14 states/jurisdictions

## Average Scores for State/Jurisdiction and Nation (public)




* Significantly different ($p < .05$) from 2013. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.aspx.

## Results for Student Groups in 2013

| Reporting Groups | Percent of students | Avg. score | Percentages at or above Basic | Percentages at or above Proficient | Percent at Advanced |
|---|---|---|---|---|---|
| Race/Ethnicity | | | | | |
| White | 52 | 223 | 73 | 36 | 7 |
| Black | 11 | 201 | 46 | 14 | 2 |
| Hispanic | 14 | 204 | 51 | 17 | 2 |
| Asian | 2 | 228 | 73 | 41 | 12 |
| American Indian/Alaska Native | 15 | 217 | 66 | 30 | 5 |
| Native Hawaiian/Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or more races | 5 | 216 | 64 | 29 | 6 |
| Gender | | | | | |
| Male | 51 | 213 | 61 | 27 | 5 |
| Female | 49 | 221 | 69 | 33 | 6 |
| National School Lunch Program | | | | | |
| Eligible | 60 | 208 | 55 | 21 | 3 |
| Not eligible | 40 | 230 | 80 | 43 | 10 |

# Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## Score Gaps for Student Groups

- In 2013, Black students had an average score that was 23 points lower than White students. This performance gap was not significantly different from that in 1992 (22 points).
- In 2013, Hispanic students had an average score that was 19 points lower than White students. This performance gap was not significantly different from that in 1992 (16 points).
- In 2013, female students in Oklahoma had an average score that was higher than male students by 8 points.
- In 2013, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 22 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (23 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2013 Reading Assessments.

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

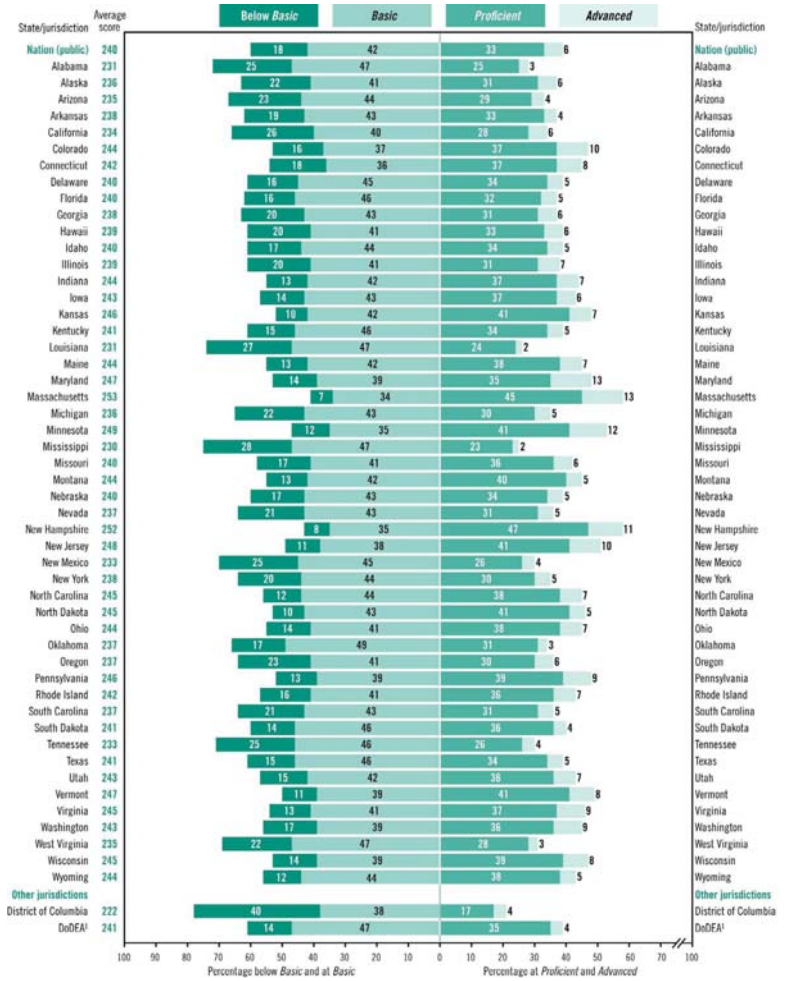
| State/jurisdiction | Accommodations not permitted | | | Accommodations permitted | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1992 | 1996 | 2000 | 2000 | 2003 | 2005 | 2007 | 2009 | 2011 |
| **Nation (public)** | **219*** | **222*** | **226*** | **224*** | **234*** | **237*** | **239*** | **239*** | **240** |
| Alabama | 208* | 212* | 218* | 217* | 223* | 225* | 229 | 228* | 231 |
| Alaska | — | 224* | — | — | 233* | 236 | 237 | 237 | 236 |
| Arizona | 215* | 218* | 219* | 219* | 229* | 230* | 232* | 230* | 235 |
| Arkansas | 210* | 216* | 217* | 216* | 229* | 236 | 238 | 238 | 238 |
| California | 208* | 209* | 214* | 213* | 227* | 230* | 230* | 232 | 234 |
| Colorado | 221* | 226* | — | — | 235* | 239* | 240* | 243 | 244 |
| Connecticut | 227* | 232* | 234* | 234* | 241 | 242 | 243 | 245 | 242 |
| Delaware | 218* | 215* | — | — | 236* | 240 | 242* | 239 | 240 |
| Florida | 214* | 216* | — | — | 234* | 239 | 242 | 242 | 240 |
| Georgia | 216* | 215* | 220* | 219* | 230* | 234* | 235* | 236* | 238 |
| Hawaii | 214* | 215* | 216* | 216* | 227* | 230* | 234* | 236* | 239 |
| Idaho | 222* | — | 227* | 224* | 235* | 242 | 241 | 241 | 240 |
| Illinois | — | — | 225* | 223* | 233* | 233* | 237 | 238 | 239 |
| Indiana | 221* | 229* | 234* | 233* | 238* | 240* | 245 | 243 | 244 |
| Iowa | 230* | 229* | 233* | 231* | 238* | 240* | 243 | 243 | 243 |
| Kansas | — | — | 232* | 232* | 242* | 246 | 248 | 245 | 246 |
| Kentucky | 215* | 220* | 221* | 219* | 229* | 231* | 235* | 239 | 241 |
| Louisiana | 204* | 209* | 218* | 218* | 226* | 230 | 230 | 229 | 231 |
| Maine | 232* | 232* | 231* | 230* | 238* | 241* | 242 | 244 | 244 |
| Maryland | 217* | 221* | 222* | 222* | 233* | 238* | 240* | 244* | 247 |
| Massachusetts | 227* | 229* | 235* | 233* | 242* | 247* | 252 | 252 | 253 |
| Michigan | 220* | 226* | 231* | 229* | 236 | 238 | 238 | 236 | 236 |
| Minnesota | 228* | 232* | 235* | 234* | 242* | 246* | 247 | 249 | 249 |
| Mississippi | 202* | 208* | 211* | 211* | 223* | 227* | 228 | 227 | 230 |
| Missouri | 222* | 225* | 229* | 228* | 235* | 235* | 239 | 241 | 240 |
| Montana | — | 228* | 230* | 228* | 236* | 241* | 244 | 244 | 244 |
| Nebraska | 225* | 228* | 226* | 225* | 236* | 238 | 238 | 239 | 240 |
| Nevada | — | 218* | 220* | 220* | 228* | 230* | 232* | 235 | 237 |
| New Hampshire | 230* | — | — | — | 243* | 246* | 249* | 251 | 252 |
| New Jersey | 227* | 227* | — | — | 239* | 244* | 249 | 247 | 248 |
| New Mexico | 213* | 214* | 214* | 213* | 223* | 224* | 228* | 230* | 233 |
| New York | 218* | 223* | 227* | 225* | 236 | 238 | 243* | 241* | 238 |
| North Carolina | 213* | 224* | 232* | 230* | 242* | 241* | 242* | 244 | 245 |
| North Dakota | 229* | 231* | 231* | 230* | 238* | 243* | 245 | 245 | 245 |
| Ohio | 219* | — | 231* | 230* | 238* | 242 | 245 | 244 | 244 |
| Oklahoma | 220* | — | 225* | 224* | 229* | 234* | 237 | 237 | 237 |
| Oregon | — | 223* | 227* | 224* | 236 | 238 | 236 | 238 | 237 |
| Pennsylvania | 224* | 226* | — | — | 236* | 241* | 244 | 244 | 246 |
| Rhode Island | 215* | 220* | 225* | 224* | 230* | 233* | 236* | 239* | 242 |
| South Carolina | 212* | 213* | 220* | 220* | 236 | 238 | 237 | 236 | 237 |
| South Dakota | — | — | — | — | 237* | 242 | 241 | 242 | 241 |
| Tennessee | 211* | 219* | 220* | 220* | 228* | 232 | 233 | 232 | 233 |
| Texas | 218* | 229* | 233* | 231* | 237* | 242 | 242 | 240 | 241 |
| Utah | 224* | 227* | 227* | 227* | 235* | 239* | 239* | 240 | 243 |
| Vermont | — | 225* | 232* | 232* | 242* | 244* | 246 | 248 | 247 |
| Virginia | 221* | 223* | 230* | 230* | 239* | 240* | 244 | 243 | 245 |
| Washington | — | 225* | — | — | 238* | 242 | 243 | 242 | 243 |
| West Virginia | 215* | 223* | 225* | 223* | 231* | 231* | 236 | 233 | 235 |
| Wisconsin | 229* | 231* | — | — | 237* | 241* | 244 | 244 | 245 |
| Wyoming | 225* | 223* | 229* | 229* | 241* | 243 | 244 | 242* | 244 |
| Other jurisdictions | | | | | | | | | |
| District of Columbia | 193* | 187* | 193* | 192* | 205* | 211* | 214* | 219* | 222 |
| DoDEA[1] | — | 224* | 228* | 227* | 237* | 239* | 240 | 240 | 241 |

— 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 examined.
[1] 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, 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




[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

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

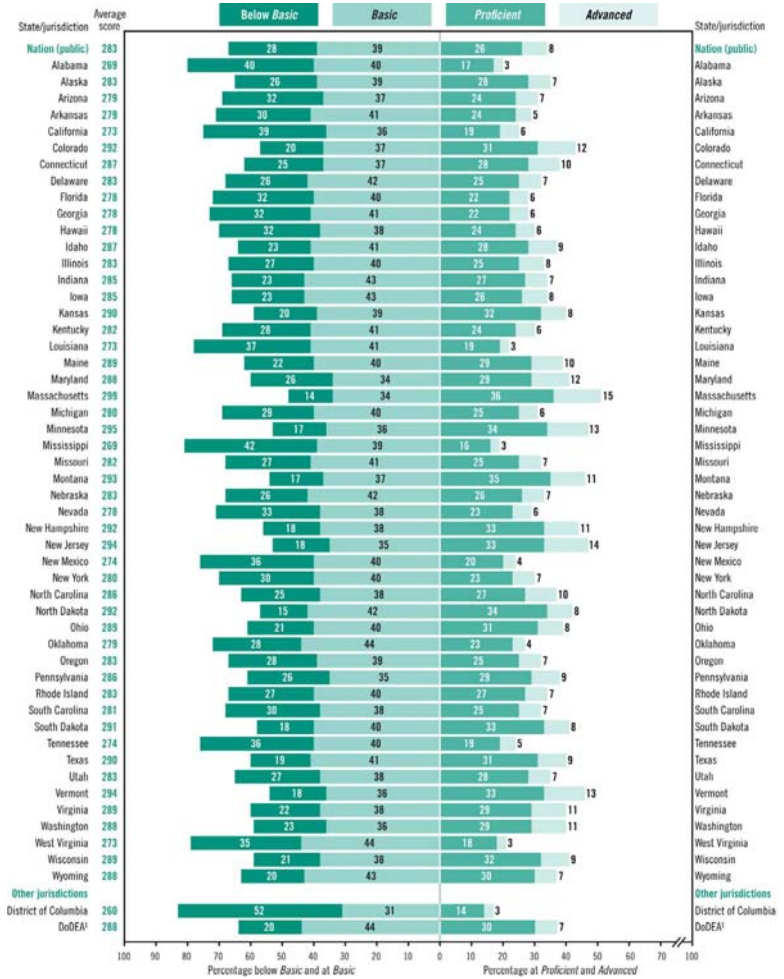
| | Accommodations not permitted | | | | Accommodations permitted | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| State/jurisdiction | 1990 | 1992 | 1996 | 2000 | 2000 | 2003 | 2005 | 2007 | 2009 | 2011 |
| **Nation (public)** | **262*** | **267*** | **271*** | **274*** | **272*** | **276*** | **278*** | **280*** | **282*** | **283** |
| Alabama | 253* | 252* | 257* | 262* | 264* | 262* | 262* | 266 | 269 | 269 |
| Alaska | — | — | 278* | — | — | 279* | 279* | 283 | 283 | 283 |
| Arizona | 260* | 265* | 268* | 271* | 269* | 271* | 274* | 276* | 277 | 279 |
| Arkansas | 256* | 256* | 262* | 261* | 257* | 266* | 272* | 274* | 276* | 279 |
| California | 256* | 261* | 263* | 262* | 260* | 267* | 269* | 270 | 270 | 273 |
| Colorado | 267* | 272* | 276* | — | — | 283* | 281* | 286* | 287* | 292 |
| Connecticut | 270* | 274* | 280* | 282* | 281* | 284* | 281* | 282* | 289 | 287 |
| Delaware | 261* | 263* | 267* | — | — | 277* | 281* | 283 | 284 | 283 |
| Florida | 255* | 260* | 264* | — | — | 271* | 274* | 277 | 279 | 278 |
| Georgia | 259* | 259* | 262* | 266* | 265* | 270* | 272* | 275* | 278 | 278 |
| Hawaii | 251* | 257* | 262* | 263* | 262* | 266* | 266* | 269* | 274* | 278 |
| Idaho | 271* | 275* | — | 278* | 277* | 280* | 281* | 284* | 287 | 287 |
| Illinois | 261* | — | — | 277* | 275* | 277* | 278* | 280 | 282 | 283 |
| Indiana | 267* | 270* | 276* | 283 | 281* | 281* | 282* | 285 | 287 | 285 |
| Iowa | 278* | 283 | 284 | — | — | 284 | 284 | 285 | 284 | 285 |
| Kansas | — | — | — | 284* | 283* | 284* | 284* | 290 | 289 | 290 |
| Kentucky | 257* | 262* | 267* | 272* | 270* | 274* | 274* | 279* | 279 | 282 |
| Louisiana | 246* | 250* | 252* | 259* | 259* | 266* | 268* | 272 | 272 | 273 |
| Maine | — | 279* | 284* | 284* | 281* | 282* | 281* | 286* | 286* | 289 |
| Maryland | 261* | 265* | 270* | 276* | 272* | 278* | 278* | 286 | 288 | 288 |
| Massachusetts | — | 273* | 278* | 283* | 279* | 287* | 292* | 298 | 299 | 299 |
| Michigan | 264* | 267* | 277 | 278 | 277 | 276 | 277 | 277 | 278 | 280 |
| Minnesota | 275* | 282* | 284* | 288* | 287* | 291* | 290* | 292* | 294 | 295 |
| Mississippi | — | 246* | 250* | 254* | 254* | 261* | 262* | 265* | 265* | 269 |
| Missouri | — | 271* | 273* | 274* | 271* | 279* | 276* | 281 | 286* | 282 |
| Montana | 280* | — | 283* | 287* | 285* | 286* | 286* | 287* | 292 | 293 |
| Nebraska | 276* | 278* | 283 | 281 | 280* | 282 | 284 | 284 | 284 | 283 |
| Nevada | — | — | — | 268* | 265* | 268* | 270* | 271* | 274* | 278 |
| New Hampshire | 273* | 278* | — | — | — | 286* | 285* | 288* | 292 | 292 |
| New Jersey | 270* | 272* | — | — | — | 281* | 284* | 289* | 293 | 294 |
| New Mexico | 256* | 260* | 262* | 260* | 259* | 263* | 263* | 268* | 270* | 274 |
| New York | 261* | 266* | 270* | 276 | 271* | 280 | 280 | 280 | 283 | 280 |
| North Carolina | 250* | 258* | 268* | 280* | 276* | 281* | 282* | 284 | 284 | 286 |
| North Dakota | 281* | 283* | 284* | 283* | 282* | 287* | 287* | 292 | 293 | 292 |
| Ohio | 264* | 268* | — | 283* | 281* | 282* | 283* | 285* | 286* | 289 |
| Oklahoma | 263* | 268* | — | 272* | 270* | 272* | 271* | 275* | 276* | 279 |
| Oregon | 271* | — | 276* | 281 | 280 | 281 | 282 | 284 | 285 | 283 |
| Pennsylvania | 266* | 271* | — | — | — | 279* | 281* | 286 | 288 | 286 |
| Rhode Island | 260* | 266* | 269* | 273* | 269* | 272* | 272* | 275* | 278* | 283 |
| South Carolina | — | 261* | 261* | 266* | 265* | 277* | 281 | 282 | 280 | 281 |
| South Dakota | — | — | — | — | — | 285* | 287* | 288* | 291 | 291 |
| Tennessee | — | 259* | 263* | 263* | 262* | 268* | 271* | 274 | 275 | 274 |
| Texas | 258* | 265* | 270* | 275* | 273* | 277* | 281* | 286* | 287* | 290 |
| Utah | — | 274* | 277* | 275* | 274* | 281* | 279* | 281 | 284 | 283 |
| Vermont | — | — | 279* | 283* | 281* | 286* | 287* | 291* | 293 | 294 |
| Virginia | 264* | 268* | 270* | 277* | 275* | 282* | 284* | 288 | 286 | 289 |
| Washington | — | — | 276* | — | — | 281* | 285* | 285* | 289 | 288 |
| West Virginia | 256* | 259* | 265* | 271* | 266* | 271 | 269* | 270* | 270* | 273 |
| Wisconsin | 274* | 278* | 283* | — | — | 284* | 285* | 286* | 288 | 289 |
| Wyoming | 272* | 275* | 275* | 277* | 276* | 284* | 282* | 287 | 286 | 288 |
| Other jurisdictions | | | | | | | | | | |
| District of Columbia | 231* | 235* | 233* | 234* | 235* | 243* | 245* | 248* | 254* | 260 |
| DoDEA[1] | — | — | 274* | 278* | 277* | 285* | 284* | 285* | 287 | 288 |

— 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 examined.
[1] 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, 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




[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 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 | | | |
| | Average scale score | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* | Average scale score | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* | Average scale score | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Nation (public)** | **249** | **9** | **91** | **52** | **9** | **224** | **34** | **66** | **17** | **1** | **229** | **28** | **72** | **24** | **2** |
| Alabama | 240 | 14 | 86 | 37 | 4 | 215 | 46 | 54 | 9 | # | 227 | 29 | 71 | 21 | # |
| Alaska | 248 | 10 | 90 | 50 | 9 | 225 | 32 | 68 | 15 | 2 | 239 | 18 | 82 | 36 | 5 |
| Arizona | 246 | 11 | 89 | 49 | 8 | 224 | 38 | 62 | 22 | 3 | 227 | 30 | 70 | 21 | 1 |
| Arkansas | 244 | 12 | 88 | 45 | 6 | 219 | 42 | 58 | 16 | 1 | 233 | 24 | 76 | 28 | 3 |
| California | 252 | 8 | 92 | 57 | 12 | 225 | 32 | 68 | 19 | 1 | 222 | 38 | 62 | 17 | 1 |
| Colorado | 254 | 7 | 93 | 60 | 14 | 225 | 34 | 66 | 21 | 1 | 230 | 28 | 72 | 26 | 3 |
| Connecticut | 253 | 7 | 93 | 60 | 11 | 220 | 41 | 59 | 15 | 1 | 222 | 38 | 62 | 19 | 2 |
| Delaware | 250 | 7 | 93 | 53 | 7 | 227 | 29 | 71 | 19 | 1 | 231 | 24 | 76 | 25 | 1 |
| Florida | 250 | 8 | 92 | 52 | 9 | 226 | 30 | 70 | 18 | 1 | 236 | 19 | 81 | 31 | 3 |
| Georgia | 249 | 9 | 91 | 51 | 10 | 224 | 35 | 65 | 18 | 1 | 233 | 24 | 76 | 29 | 3 |
| Hawaii | 248 | 11 | 89 | 53 | 10 | 233 | 25 | 75 | 32 | 4 | 237 | 22 | 78 | 39 | 4 |
| Idaho | 244 | 12 | 88 | 44 | 6 | ‡ | ‡ | ‡ | ‡ | ‡ | 223 | 36 | 64 | 17 | 1 |
| Illinois | 249 | 10 | 90 | 51 | 10 | 219 | 42 | 58 | 14 | 2 | 226 | 30 | 70 | 20 | 1 |
| Indiana | 249 | 9 | 91 | 51 | 9 | 223 | 35 | 65 | 15 | # | 234 | 21 | 79 | 29 | 3 |
| Iowa | 246 | 11 | 89 | 47 | 6 | 224 | 37 | 63 | 18 | 2 | 229 | 27 | 73 | 24 | 1 |
| Kansas | 251 | 7 | 93 | 56 | 9 | 227 | 28 | 72 | 18 | 1 | 235 | 17 | 83 | 26 | 1 |
| Kentucky | 243 | 13 | 87 | 41 | 6 | 225 | 31 | 69 | 17 | 1 | 236 | 18 | 82 | 30 | 3 |
| Louisiana | 241 | 13 | 87 | 40 | 4 | 219 | 41 | 59 | 12 | 1 | 230 | 25 | 75 | 20 | # |
| Maine | 246 | 11 | 89 | 47 | 8 | 212 | 55 | 45 | 10 | 1 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Maryland | 258 | 6 | 94 | 64 | 18 | 230 | 27 | 73 | 23 | 2 | 245 | 13 | 87 | 43 | 9 |
| Massachusetts | 258 | 4 | 96 | 67 | 15 | 235 | 19 | 81 | 27 | 3 | 236 | 20 | 80 | 32 | 4 |
| Michigan | 242 | 14 | 86 | 41 | 5 | 211 | 53 | 47 | 8 | # | 228 | 31 | 69 | 21 | 2 |
| Minnesota | 255 | 6 | 94 | 60 | 14 | 225 | 37 | 63 | 23 | 3 | 230 | 27 | 73 | 28 | 2 |
| Mississippi | 241 | 14 | 86 | 38 | 3 | 217 | 44 | 56 | 10 | # | 229 | 25 | 75 | 22 | 2 |
| Missouri | 246 | 11 | 89 | 48 | 7 | 216 | 47 | 53 | 14 | 1 | 231 | 23 | 77 | 24 | 1 |
| Montana | 247 | 9 | 91 | 50 | 6 | ‡ | ‡ | ‡ | ‡ | ‡ | 237 | 18 | 82 | 31 | 3 |
| Nebraska | 247 | 10 | 90 | 48 | 7 | 213 | 49 | 51 | 7 | 1 | 226 | 32 | 68 | 20 | 1 |
| Nevada | 247 | 11 | 89 | 48 | 8 | 226 | 33 | 67 | 23 | 1 | 229 | 29 | 71 | 24 | 1 |
| New Hampshire | 252 | 7 | 93 | 59 | 10 | 235 | 19 | 81 | 27 | 3 | 235 | 23 | 77 | 30 | 2 |
| New Jersey | 256 | 5 | 95 | 64 | 12 | 231 | 23 | 77 | 24 | 2 | 234 | 21 | 79 | 28 | 2 |
| New Mexico | 247 | 11 | 89 | 48 | 8 | 226 | 32 | 68 | 19 | 3 | 228 | 29 | 71 | 23 | 2 |
| New York | 245 | 11 | 89 | 46 | 7 | 224 | 35 | 65 | 17 | 1 | 226 | 31 | 69 | 20 | 1 |
| North Carolina | 253 | 5 | 95 | 58 | 10 | 229 | 25 | 75 | 18 | # | 238 | 14 | 86 | 33 | 2 |
| North Dakota | 249 | 6 | 94 | 52 | 6 | ‡ | ‡ | ‡ | ‡ | ‡ | 233 | 20 | 80 | 24 | 2 |
| Ohio | 249 | 9 | 91 | 53 | 8 | 226 | 32 | 68 | 20 | 2 | 233 | 24 | 76 | 27 | 4 |
| Oklahoma | 243 | 11 | 89 | 41 | 3 | 224 | 34 | 66 | 14 | # | 227 | 28 | 72 | 19 | 2 |
| Oregon | 243 | 16 | 84 | 43 | 7 | 215 | 50 | 50 | 14 | 2 | 220 | 42 | 58 | 15 | 1 |
| Pennsylvania | 251 | 8 | 92 | 56 | 11 | 224 | 33 | 67 | 17 | 1 | 226 | 31 | 69 | 20 | 2 |
| Rhode Island | 249 | 9 | 91 | 53 | 10 | 225 | 31 | 69 | 20 | 2 | 224 | 33 | 67 | 21 | 1 |
| South Carolina | 248 | 10 | 90 | 52 | 9 | 220 | 39 | 61 | 13 | # | 234 | 20 | 80 | 28 | 2 |
| South Dakota | 246 | 9 | 91 | 46 | 5 | 227 | 32 | 68 | 21 | 1 | 226 | 29 | 71 | 18 | 2 |
| Tennessee | 239 | 18 | 82 | 36 | 5 | 216 | 45 | 55 | 12 | 1 | 228 | 28 | 72 | 19 | 1 |
| Texas | 253 | 6 | 94 | 60 | 9 | 232 | 23 | 77 | 25 | 1 | 235 | 19 | 81 | 29 | 2 |
| Utah | 247 | 10 | 90 | 49 | 8 | ‡ | ‡ | ‡ | ‡ | ‡ | 223 | 36 | 64 | 17 | 1 |
| Vermont | 248 | 10 | 90 | 50 | 8 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Virginia | 251 | 8 | 92 | 56 | 11 | 229 | 27 | 73 | 20 | 1 | 237 | 17 | 83 | 31 | 4 |
| Washington | 249 | 11 | 89 | 53 | 10 | 227 | 29 | 71 | 20 | 2 | 226 | 32 | 68 | 22 | 2 |
| West Virginia | 235 | 21 | 79 | 32 | 3 | 227 | 30 | 70 | 20 | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Wisconsin | 251 | 8 | 92 | 55 | 10 | 217 | 45 | 55 | 12 | 1 | 228 | 29 | 71 | 22 | 1 |
| Wyoming | 246 | 9 | 91 | 47 | 6 | ‡ | ‡ | ‡ | ‡ | ‡ | 235 | 20 | 80 | 31 | 2 |
| Other jurisdictions | | | | | | | | | | | | | | | |
| District of Columbia | 272 | 1 | 99 | 84 | 33 | 215 | 46 | 54 | 13 | 1 | 223 | 36 | 64 | 21 | 2 |
| DoDEA[1] | 246 | 9 | 91 | 47 | 5 | 228 | 27 | 73 | 19 | # | 236 | 18 | 82 | 30 | 2 |

See notes at end of table.



**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—Continued

| State/jurisdiction | Asian/Pacific Islander | | | | | American Indian/Alaska Native | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Percentage of students | | | | | Percentage of students | | | |
| | Average scale score | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* | Average scale score | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Nation (public)** | **256** | **9** | **91** | **62** | **20** | **227** | **32** | **68** | **24** | **2** |
| Alabama | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Alaska | 234 | 23 | 77 | 29 | 3 | 213 | 50 | 50 | 14 | 1 |
| Arizona | 249 | 13 | 87 | 53 | 14 | 216 | 45 | 55 | 14 | 1 |
| Arkansas | 247 | 17 | 83 | 53 | 13 | ‡ | ‡ | ‡ | ‡ | ‡ |
| California | 256 | 9 | 91 | 63 | 19 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Colorado | 246 | 21 | 79 | 55 | 15 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Connecticut | 255 | 10 | 90 | 62 | 18 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Delaware | 262 | 4 | 96 | 69 | 24 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Florida | 257 | 4 | 96 | 64 | 17 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Georgia | 263 | 6 | 94 | 70 | 29 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Hawaii | 237 | 21 | 79 | 37 | 6 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Idaho | 247 | 16 | 84 | 52 | 12 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Illinois | 257 | 7 | 93 | 63 | 19 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Indiana | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Iowa | 248 | 15 | 85 | 52 | 14 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Kansas | 253 | 5 | 95 | 59 | 11 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Kentucky | 261 | 6 | 94 | 66 | 27 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Louisiana | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Maine | 246 | 15 | 85 | 48 | 11 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Maryland | 267 | 5 | 95 | 74 | 33 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Massachusetts | 267 | 2 | 98 | 76 | 30 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Michigan | 263 | 7 | 93 | 71 | 25 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Minnesota | 253 | 12 | 88 | 57 | 16 | 233 | 26 | 74 | 30 | 4 |
| Mississippi | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Missouri | 252 | 10 | 90 | 57 | 17 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Montana | ‡ | ‡ | ‡ | ‡ | ‡ | 220 | 43 | 57 | 16 | 1 |
| Nebraska | 241 | 15 | 85 | 40 | 10 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Nevada | 252 | 11 | 89 | 58 | 12 | ‡ | ‡ | ‡ | ‡ | ‡ |
| New Hampshire | 264 | 5 | 95 | 70 | 29 | ‡ | ‡ | ‡ | ‡ | ‡ |
| New Jersey | 265 | 4 | 96 | 75 | 29 | ‡ | ‡ | ‡ | ‡ | ‡ |
| New Mexico | 254 | 11 | 89 | 63 | 18 | 219 | 42 | 58 | 15 | 2 |
| New York | 252 | 12 | 88 | 58 | 17 | ‡ | ‡ | ‡ | ‡ | ‡ |
| North Carolina | 263 | 3 | 97 | 71 | 26 | 225 | 36 | 64 | 20 | 3 |
| North Dakota | ‡ | ‡ | ‡ | ‡ | ‡ | 221 | 39 | 61 | 15 | 1 |
| Ohio | 254 | 8 | 92 | 58 | 11 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Oklahoma | 252 | 4 | 96 | 55 | 10 | 234 | 22 | 78 | 29 | 3 |
| Oregon | 249 | 16 | 84 | 51 | 17 | 220 | 41 | 59 | 21 | 3 |
| Pennsylvania | 264 | 4 | 96 | 75 | 25 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Rhode Island | 251 | 8 | 92 | 49 | 13 | ‡ | ‡ | ‡ | ‡ | ‡ |
| South Carolina | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| South Dakota | ‡ | ‡ | ‡ | ‡ | ‡ | 220 | 40 | 60 | 15 | # |
| Tennessee | 249 | 13 | 87 | 51 | 13 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Texas | 263 | 3 | 97 | 69 | 27 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Utah | 236 | 22 | 78 | 31 | 8 | 214 | 46 | 54 | 14 | 1 |
| Vermont | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Virginia | 262 | 4 | 96 | 70 | 24 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Washington | 256 | 10 | 90 | 62 | 20 | 223 | 37 | 63 | 20 | 1 |
| West Virginia | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Wisconsin | 242 | 20 | 80 | 42 | 12 | 231 | 29 | 71 | 34 | 5 |
| Wyoming | ‡ | ‡ | ‡ | ‡ | ‡ | 223 | 38 | 62 | 23 | 2 |
| Other jurisdictions | | | | | | | | | | |
| District of Columbia | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| DoDEA[1] | 244 | 13 | 87 | 45 | 6 | ‡ | ‡ | ‡ | ‡ | ‡ |

# Rounds to zero.

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

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

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. 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 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* | At or above *Basic* | At or above *Proficient* | At *Advanced* | Average scale score | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* | Average scale score | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Nation (public)** | **293** | **17** | **83** | **43** | **10** | **262** | **50** | **50** | **13** | **1** | **269** | **40** | **60** | **20** | **3** |
| Alabama | 280 | 26 | 74 | 28 | 4 | 250 | 64 | 36 | 7 | # | 255 | 60 | 40 | 9 | 1 |
| Alaska | 296 | 12 | 88 | 47 | 10 | 273 | 34 | 66 | 17 | 1 | 277 | 33 | 67 | 25 | 5 |
| Arizona | 294 | 17 | 83 | 46 | 12 | 269 | 39 | 61 | 18 | 1 | 266 | 45 | 55 | 18 | 2 |
| Arkansas | 287 | 21 | 79 | 37 | 6 | 257 | 56 | 44 | 9 | 1 | 272 | 36 | 64 | 20 | 2 |
| California | 290 | 20 | 80 | 41 | 11 | 254 | 58 | 42 | 12 | 1 | 260 | 51 | 49 | 13 | 1 |
| Colorado | 302 | 10 | 90 | 55 | 16 | 270 | 39 | 61 | 17 | 2 | 271 | 38 | 62 | 20 | 3 |
| Connecticut | 297 | 14 | 86 | 48 | 13 | 262 | 50 | 50 | 11 | 2 | 262 | 51 | 49 | 13 | 1 |
| Delaware | 294 | 15 | 85 | 43 | 10 | 266 | 44 | 56 | 14 | 1 | 274 | 32 | 68 | 21 | 2 |
| Florida | 287 | 21 | 79 | 37 | 8 | 258 | 54 | 46 | 11 | 1 | 274 | 35 | 65 | 22 | 3 |
| Georgia | 291 | 18 | 82 | 40 | 9 | 262 | 49 | 51 | 12 | 1 | 277 | 31 | 69 | 25 | 5 |
| Hawaii | 290 | 18 | 82 | 41 | 7 | 277 | 28 | 72 | 26 | 5 | 263 | 52 | 48 | 19 | 2 |
| Idaho | 291 | 18 | 82 | 41 | 10 | ‡ | ‡ | ‡ | ‡ | ‡ | 267 | 42 | 58 | 16 | 3 |
| Illinois | 294 | 16 | 84 | 44 | 11 | 260 | 52 | 48 | 10 | 1 | 272 | 36 | 64 | 19 | 3 |
| Indiana | 290 | 18 | 82 | 40 | 8 | 264 | 46 | 54 | 11 | 1 | 275 | 32 | 68 | 21 | 3 |
| Iowa | 288 | 20 | 80 | 37 | 9 | 258 | 52 | 48 | 11 | 1 | 269 | 38 | 62 | 14 | 1 |
| Kansas | 295 | 14 | 86 | 47 | 10 | 269 | 41 | 59 | 16 | 2 | 274 | 35 | 65 | 22 | 2 |
| Kentucky | 284 | 25 | 75 | 33 | 7 | 261 | 53 | 47 | 12 | 1 | 269 | 39 | 61 | 18 | 1 |
| Louisiana | 283 | 25 | 75 | 31 | 4 | 259 | 54 | 46 | 10 | 1 | 269 | 39 | 61 | 16 | 1 |
| Maine | 290 | 21 | 79 | 40 | 11 | 265 | 42 | 58 | 18 | 3 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Maryland | 303 | 11 | 89 | 56 | 18 | 267 | 45 | 55 | 18 | 3 | 273 | 39 | 61 | 27 | 4 |
| Massachusetts | 304 | 9 | 91 | 58 | 17 | 275 | 35 | 65 | 26 | 4 | 273 | 36 | 64 | 21 | 3 |
| Michigan | 286 | 22 | 78 | 35 | 6 | 250 | 66 | 34 | 7 | # | 274 | 36 | 64 | 23 | 5 |
| Minnesota | 302 | 11 | 89 | 55 | 16 | 266 | 45 | 55 | 18 | 1 | 270 | 41 | 59 | 18 | 3 |
| Mississippi | 283 | 24 | 76 | 30 | 5 | 255 | 60 | 40 | 8 | # | 273 | 30 | 70 | 20 | 2 |
| Missouri | 288 | 21 | 79 | 36 | 8 | 254 | 60 | 40 | 8 | # | 267 | 42 | 58 | 16 | # |
| Montana | 297 | 13 | 87 | 49 | 12 | ‡ | ‡ | ‡ | ‡ | ‡ | 285 | 23 | 77 | 31 | 7 |
| Nebraska | 290 | 18 | 82 | 39 | 8 | 255 | 58 | 42 | 8 | 1 | 261 | 52 | 48 | 11 | 1 |
| Nevada | 292 | 17 | 83 | 43 | 10 | 259 | 55 | 45 | 12 | 1 | 266 | 45 | 55 | 15 | 2 |
| New Hampshire | 293 | 17 | 83 | 45 | 11 | ‡ | ‡ | ‡ | ‡ | ‡ | 266 | 45 | 55 | 15 | 2 |
| New Jersey | 304 | 9 | 91 | 59 | 17 | 272 | 37 | 63 | 21 | 3 | 274 | 33 | 67 | 24 | 3 |
| New Mexico | 290 | 19 | 81 | 40 | 8 | 265 | 49 | 51 | 16 | 2 | 269 | 41 | 59 | 18 | 2 |
| New York | 291 | 18 | 82 | 40 | 9 | 264 | 47 | 53 | 13 | 1 | 263 | 49 | 51 | 13 | 1 |
| North Carolina | 296 | 15 | 85 | 48 | 13 | 267 | 43 | 57 | 15 | 2 | 275 | 34 | 66 | 23 | 4 |
| North Dakota | 296 | 11 | 89 | 47 | 9 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Ohio | 295 | 14 | 86 | 46 | 10 | 263 | 50 | 50 | 12 | 1 | 273 | 39 | 61 | 26 | 4 |
| Oklahoma | 286 | 19 | 81 | 34 | 5 | 262 | 48 | 52 | 11 | 1 | 264 | 44 | 56 | 14 | 1 |
| Oregon | 287 | 22 | 78 | 37 | 9 | 263 | 51 | 49 | 18 | 1 | 268 | 42 | 58 | 17 | 2 |
| Pennsylvania | 294 | 17 | 83 | 47 | 11 | 257 | 56 | 44 | 9 | 1 | 269 | 42 | 58 | 22 | 3 |
| Rhode Island | 292 | 18 | 82 | 42 | 10 | 256 | 52 | 48 | 12 | 1 | 261 | 49 | 51 | 13 | 2 |
| South Carolina | 293 | 17 | 83 | 43 | 10 | 263 | 50 | 50 | 14 | 2 | 273 | 37 | 63 | 25 | 4 |
| South Dakota | 295 | 13 | 87 | 47 | 10 | 270 | 40 | 60 | 21 | 1 | 274 | 34 | 66 | 20 | 3 |
| Tennessee | 281 | 27 | 73 | 28 | 6 | 252 | 62 | 38 | 9 | 1 | 266 | 44 | 56 | 15 | 1 |
| Texas | 304 | 8 | 92 | 58 | 15 | 277 | 29 | 71 | 21 | 4 | 283 | 24 | 76 | 31 | 4 |
| Utah | 289 | 20 | 80 | 41 | 8 | ‡ | ‡ | ‡ | ‡ | ‡ | 257 | 57 | 43 | 9 | 1 |
| Vermont | 295 | 18 | 82 | 47 | 13 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Virginia | 297 | 15 | 85 | 48 | 14 | 268 | 42 | 58 | 18 | 1 | 279 | 31 | 69 | 27 | 5 |
| Washington | 294 | 17 | 83 | 46 | 12 | 265 | 44 | 56 | 15 | 2 | 269 | 42 | 58 | 22 | 3 |
| West Virginia | 274 | 34 | 66 | 22 | 3 | 260 | 51 | 49 | 10 | # | ‡ | ‡ | ‡ | ‡ | ‡ |
| Wisconsin | 295 | 15 | 85 | 47 | 11 | 256 | 57 | 43 | 11 | 1 | 270 | 40 | 60 | 21 | 3 |
| Wyoming | 291 | 16 | 84 | 41 | 8 | ‡ | ‡ | ‡ | ‡ | ‡ | 271 | 37 | 63 | 20 | 2 |
| Other jurisdictions | | | | | | | | | | | | | | | |
| District of Columbia | 319 | 3 | 97 | 76 | 32 | 256 | 56 | 44 | 13 | 2 | 261 | 50 | 50 | 17 | 2 |
| DoDEA[1] | 295 | 13 | 87 | 46 | 10 | 274 | 32 | 68 | 17 | 2 | 282 | 26 | 74 | 29 | 4 |

See notes at end of table.



**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* | At or above *Basic* | At or above *Proficient* | At *Advanced* | Average scale score | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Nation (public)** | **302** | **15** | **85** | **55** | **22** | **266** | **45** | **55** | **17** | **4** |
| Alabama | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Alaska | 282 | 29 | 71 | 32 | 8 | 258 | 52 | 48 | 15 | 3 |
| Arizona | 302 | 11 | 89 | 58 | 17 | 253 | 60 | 40 | 12 | 3 |
| Arkansas | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| California | 298 | 17 | 83 | 50 | 19 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Colorado | 313 | 8 | 92 | 67 | 30 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Connecticut | 307 | 8 | 92 | 60 | 20 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Delaware | 311 | 7 | 93 | 67 | 24 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Florida | 312 | 8 | 92 | 65 | 25 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Georgia | 302 | 12 | 88 | 52 | 24 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Hawaii | 277 | 33 | 67 | 29 | 6 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Idaho | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Illinois | 314 | 8 | 92 | 67 | 31 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Indiana | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Iowa | 291 | 23 | 77 | 45 | 11 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Kansas | 300 | 15 | 85 | 53 | 22 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Kentucky | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Louisiana | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Maine | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Maryland | 311 | 9 | 91 | 65 | 27 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Massachusetts | 320 | 6 | 94 | 72 | 39 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Michigan | 310 | 13 | 87 | 63 | 31 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Minnesota | 282 | 27 | 73 | 35 | 7 | 263 | 49 | 51 | 11 | 4 |
| Mississippi | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Missouri | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Montana | ‡ | ‡ | ‡ | ‡ | ‡ | 264 | 47 | 53 | 19 | 5 |
| Nebraska | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Nevada | 287 | 27 | 73 | 41 | 11 | ‡ | ‡ | ‡ | ‡ | ‡ |
| New Hampshire | 303 | 16 | 84 | 60 | 24 | ‡ | ‡ | ‡ | ‡ | ‡ |
| New Jersey | 318 | 6 | 94 | 73 | 36 | ‡ | ‡ | ‡ | ‡ | ‡ |
| New Mexico | ‡ | ‡ | ‡ | ‡ | ‡ | 258 | 56 | 44 | 7 | 1 |
| New York | 302 | 14 | 86 | 55 | 21 | ‡ | ‡ | ‡ | ‡ | ‡ |
| North Carolina | 314 | 12 | 88 | 71 | 38 | 265 | 46 | 54 | 22 | 5 |
| North Dakota | ‡ | ‡ | ‡ | ‡ | ‡ | 264 | 46 | 54 | 15 | 2 |
| Ohio | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Oklahoma | 304 | 13 | 87 | 60 | 19 | 273 | 36 | 64 | 21 | 3 |
| Oregon | 297 | 18 | 82 | 49 | 18 | 260 | 55 | 45 | 16 | 3 |
| Pennsylvania | 310 | 14 | 86 | 62 | 33 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Rhode Island | 287 | 23 | 77 | 41 | 7 | ‡ | ‡ | ‡ | ‡ | ‡ |
| South Carolina | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| South Dakota | ‡ | ‡ | ‡ | ‡ | ‡ | 263 | 48 | 52 | 14 | 2 |
| Tennessee | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Texas | 316 | 3 | 97 | 69 | 30 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Utah | 284 | 24 | 76 | 35 | 7 | 244 | 73 | 27 | 4 | 2 |
| Vermont | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Virginia | 313 | 7 | 93 | 65 | 32 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Washington | 302 | 16 | 84 | 55 | 25 | 256 | 51 | 49 | 12 | 2 |
| West Virginia | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Wisconsin | 290 | 24 | 76 | 43 | 16 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Wyoming | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Other jurisdictions | | | | | | | | | | |
| District of Columbia | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| DoDEA[1] | 290 | 17 | 83 | 40 | 8 | ‡ | ‡ | ‡ | ‡ | ‡ |

# Rounds to zero.

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

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

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. 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 8.** Average scores in NAEP reading for fourth-grade public school students, by state/jurisdiction: Various years, 1992–2011

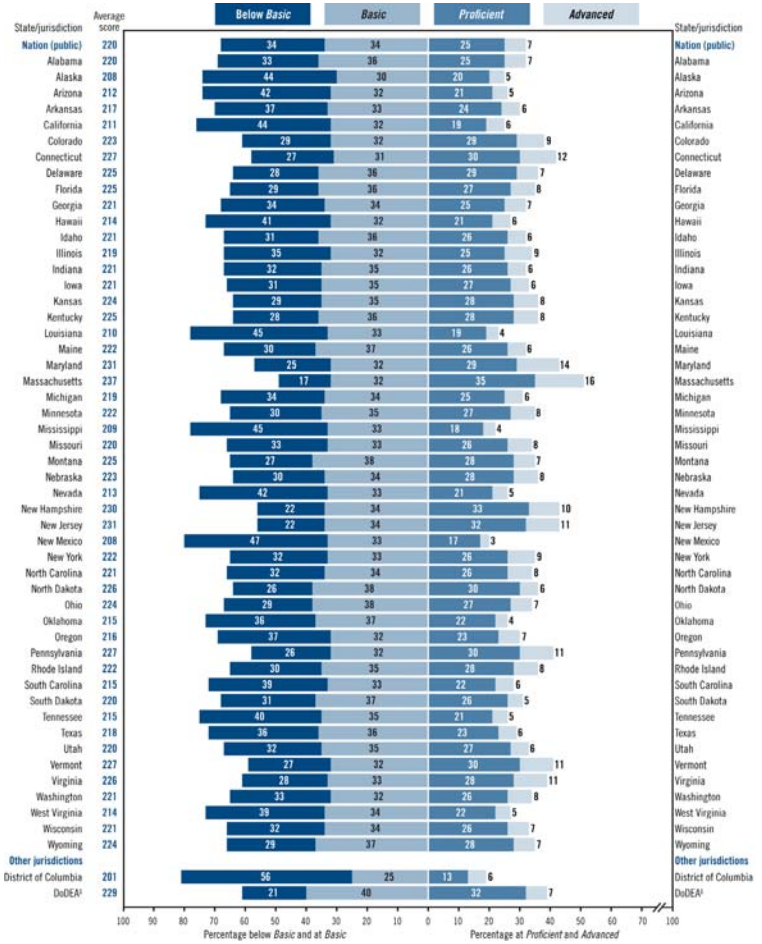
| | Accommodations not permitted | | | Accommodations permitted | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| State/jurisdiction | 1992 | 1994 | 1998 | 1998 | 2002 | 2003 | 2005 | 2007 | 2009 | 2011 |
| **Nation (public)** | **215*** | **212*** | **215*** | **213*** | **217*** | **216 *** | **217*** | **220** | **220** | **220** |
| Alabama | 207* | 208* | 211* | 211* | 207* | 207 * | 208* | 216* | 216 * | 220 |
| Alaska | — | — | — | — | — | 212 | 211 | 214* | 211 | 208 |
| Arizona | 209 | 206* | 207* | 206* | 205* | 209 * | 207* | 210 | 210 | 212 |
| Arkansas | 211* | 209* | 209* | 209* | 213* | 214 | 217 | 217 | 216 | 217 |
| California | 202* | 197* | 202* | 202* | 206 | 206 * | 207* | 209 | 210 | 211 |
| Colorado | 217* | 213* | 222 | 220 | — | 224 | 224 | 224 | 226 | 223 |
| Connecticut | 222* | 222* | 232 | 230 | 229 | 228 | 226 | 227 | 229 | 227 |
| Delaware | 213* | 206* | 212* | 207* | 224 | 224 | 226 | 225 | 226 | 225 |
| Florida | 208* | 205* | 207* | 206* | 214* | 218 * | 219* | 224 | 226 | 225 |
| Georgia | 212* | 207* | 210* | 209* | 215* | 214 * | 214* | 219 | 218 | 221 |
| Hawaii | 203* | 201* | 200* | 200* | 208* | 208 * | 210* | 213 | 211 * | 214 |
| Idaho | 219 | — | — | — | 220 | 218 * | 222 | 223* | 221 | 221 |
| Illinois | — | — | — | — | — | 216 | 216 | 219 | 219 | 219 |
| Indiana | 221 | 220 | — | — | 222 | 220 | 218 | 222 | 223 | 221 |
| Iowa | 225* | 223 | 223 | 220 | 223 | 223 | 221 | 225* | 221 | 221 |
| Kansas | — | — | 222 | 221 | 222 | 220 * | 220 | 225 | 224 | 224 |
| Kentucky | 213* | 212* | 218* | 218* | 219* | 219 * | 220* | 222 | 226 | 225 |
| Louisiana | 204* | 197* | 204* | 200* | 207 | 205 * | 209 | 207 | 207 | 210 |
| Maine | 227* | 228* | 225* | 225 | 225 | 224 | 225* | 226* | 224 | 222 |
| Maryland | 211* | 210* | 215* | 212* | 217* | 219 * | 220* | 225* | 226 * | 231 |
| Massachusetts | 226* | 223* | 225* | 223* | 234* | 228 * | 231* | 236 | 234 * | 237 |
| Michigan | 216 | — | 217 | 216 | 219 | 219 | 218 | 220 | 218 | 219 |
| Minnesota | 221 | 218* | 222 | 219 | 225 | 223 | 225 | 225 | 223 | 222 |
| Mississippi | 199* | 202* | 204* | 203* | 203* | 205 * | 204* | 208 | 211 | 209 |
| Missouri | 220 | 217 | 216* | 216* | 220 | 222 | 221 | 221 | 224 * | 220 |
| Montana | — | 222 | 226 | 225 | 224 | 223 | 225 | 227 | 225 | 225 |
| Nebraska | 221 | 220 | — | — | 222 | 221 | 221 | 223 | 223 | 223 |
| Nevada | — | — | 208* | 206* | 209* | 207 * | 207* | 211 | 211 | 213 |
| New Hampshire | 228 | 223* | 226* | 226* | — | 228 * | 227* | 229 | 229 | 230 |
| New Jersey | 223* | 219* | — | — | — | 225 * | 223* | 231 | 229 | 231 |
| New Mexico | 211 | 205 | 206 | 205 | 208 | 203 * | 207 | 212 * | 208 | 208 |
| New York | 215* | 212* | 216* | 215* | 222 | 222 | 223 | 224 | 224 | 222 |
| North Carolina | 212* | 214* | 217* | 213* | 222 | 221 | 217* | 218* | 219 | 221 |
| North Dakota | 226 | 225 | — | — | 224 | 222 * | 225 | 226 | 226 | 226 |
| Ohio | 217* | — | — | — | 222 | 222 | 223 | 226 | 225 | 224 |
| Oklahoma | 220* | — | 220* | 219* | 213 | 214 | 214 | 217 | 217 | 215 |
| Oregon | — | — | 214 | 212* | 220 | 218 | 217 | 215 | 218 | 216 |
| Pennsylvania | 221* | 215* | — | — | 221* | 219 * | 223* | 226 | 224 | 227 |
| Rhode Island | 217* | 220 | 218* | 218* | 220* | 216 * | 216* | 219* | 223 | 222 |
| South Carolina | 210* | 203* | 210* | 209* | 214 | 215 | 213 | 214 | 216 | 215 |
| South Dakota | — | — | — | — | — | 222 | 222* | 223 * | 222* | 220 |
| Tennessee | 212 | 213 | 212 | 212 | 214 | 212 | 214 | 216 | 217 | 215 |
| Texas | 213* | 212* | 217 | 214 | 217 | 215 | 219 | 220 | 219 | 218 |
| Utah | 220 | 217 | 215* | 216* | 222 | 219 | 221 | 221 | 219 | 220 |
| Vermont | — | — | — | — | 227 | 226 | 227 | 228 | 229 | 227 |
| Virginia | 221* | 213* | 218* | 217* | 225 | 223 | 226 | 227 | 227 | 226 |
| Washington | — | 213* | 217* | 218 | 224 | 221 | 223 | 224 | 221 | 221 |
| West Virginia | 216 | 213 | 216 | 216 | 219* | 219* | 215 | 215 | 215 | 214 |
| Wisconsin | 224 | 224* | 224* | 222 | — | 221 | 221 | 223 | 220 | 221 |
| Wyoming | 223 | 221 | 219* | 218* | 221* | 222 | 223 | 225 | 223 | 224 |
| Other jurisdictions | | | | | | | | | | |
| District of Columbia | 188* | 179* | 182* | 179* | 191* | 188* | 191* | 197* | 202 | 201 |
| DoDEA[1] | — | — | 222* | 220* | 224* | 224* | 226* | 229 | 228 | 229 |

— 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 examined.
[1] 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, 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




[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

GRADE 8

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

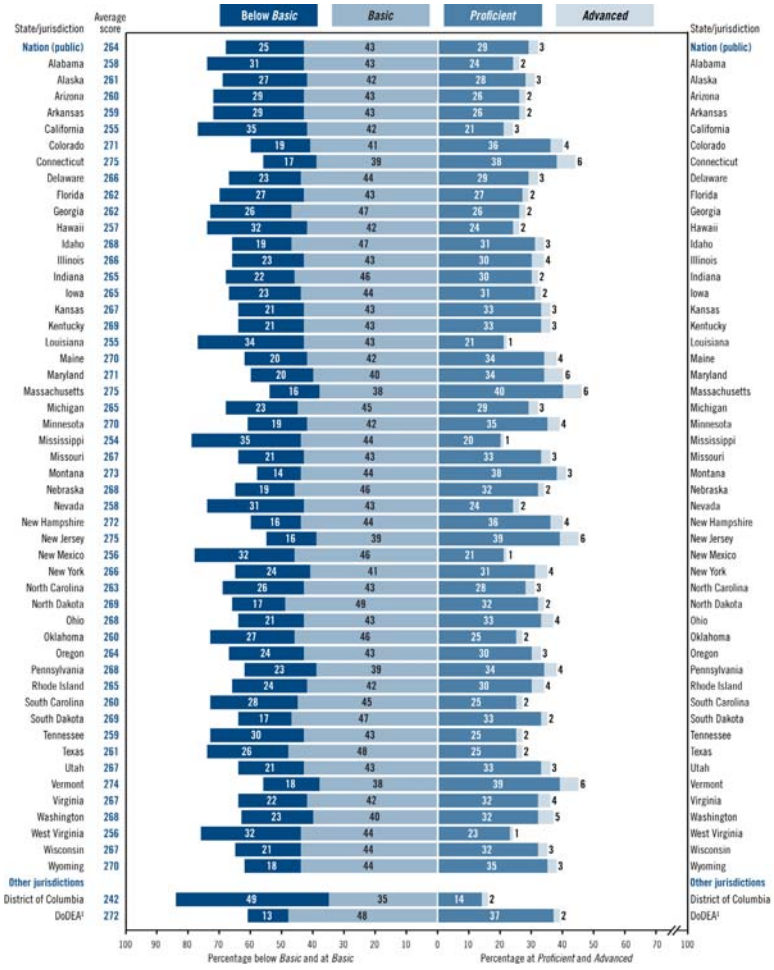
| State/jurisdiction | Accommodations not permitted | Accommodations permitted | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1998 | 1998 | 2002 | 2003 | 2005 | 2007 | 2009 | 2011 |
| **Nation (public)** | **261*** | **261*** | **263** | **261*** | **260*** | **261*** | **262*** | **264** |
| Alabama | 255 | 255 | 253* | 253* | 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* | 267* | 272* | 275 |
| Delaware | 256* | 254* | 267 | 265 | 266 | 265 | 265 | 266 |
| Florida | 253* | 255* | 261 | 257* | 256* | 260 | 264 | 262 |
| Georgia | 257* | 257* | 258* | 258* | 257* | 259* | 260 | 262 |
| Hawaii | 250* | 249* | 252* | 251* | 249* | 251* | 255* | 257 |
| Idaho | — | — | 266 | 264* | 264* | 265* | 265* | 268 |
| Illinois | — | — | — | 266 | 264 | 263* | 265 | 266 |
| Indiana | — | — | 265 | 265 | 261* | 264 | 266 | 265 |
| Iowa | — | — | — | 268* | 267 | 267* | 265 | 265 |
| Kansas | 268 | 268 | 269 | 266 | 267 | 267 | 267 | 267 |
| Kentucky | 262* | 262* | 265* | 266 | 264* | 262* | 267 | 269 |
| Louisiana | 252 | 252 | 256 | 253 | 253 | 253 | 253 | 255 |
| Maine | 273 | 271 | 270 | 268 | 270 | 270 | 268 | 270 |
| Maryland | 262* | 261* | 263* | 262* | 261* | 265* | 267* | 271 |
| Massachusetts | 269* | 269* | 271* | 273 | 274 | 273 | 274 | 275 |
| Michigan | — | — | 265 | 264 | 261* | 260* | 262* | 265 |
| Minnesota | 267 | 265* | — | 268 | 268 | 268 | 270 | 270 |
| Mississippi | 251 | 251 | 255 | 255 | 251 | 250* | 251 | 254 |
| Missouri | 263* | 262* | 268 | 267 | 265 | 263* | 267 | 267 |
| Montana | 270* | 271 | 270* | 270* | 269* | 271 | 270* | 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 | 258 | 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 | 268* | 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 | 266* | 268 | 270 |
| Other jurisdictions | | | | | | | | |
| District of Columbia | 236* | 236* | 240 | 239* | 238* | 241 | 242 | 242 |
| DoDEA[1] | 269* | 269* | 273 | 272 | 271 | 273 | 272 | 272 |

— 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 examined.
[1] 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.



GRADE 8

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




[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 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 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Average scale score | Percentage of students | | | | Average scale score | Percentage of students | | | | Average scale score | Percentage of students | | | |
| | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Nation (public)** | **230** | **23** | **77** | **42** | **10** | **205** | **51** | **49** | **16** | **2** | **205** | **50** | **50** | **18** | **2** |
| 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 | 225 | 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 |
| 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 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 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 | ‡ | ‡ | ‡ | ‡ | ‡ | 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 | ‡ | ‡ | ‡ | ‡ | ‡ | 217 | 38 | 62 | 26 | 6 |
| 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 | 46 | 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 | 220 | 33 | 67 | 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 | 226 | 26 | 74 | 38 | 7 | ‡ | ‡ | ‡ | ‡ | ‡ | 196 | 59 | 41 | 13 | 2 |
| Vermont | 228 | 26 | 74 | 42 | 11 | 205 | 50 | 50 | 24 | 6 | ‡ | ‡ | ‡ | ‡ | ‡ |
| 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 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Wisconsin | 227 | 26 | 74 | 39 | 8 | 196 | 61 | 39 | 12 | 2 | 202 | 52 | 48 | 13 | 1 |
| Wyoming | 227 | 25 | 75 | 38 | 8 | ‡ | ‡ | ‡ | ‡ | ‡ | 213 | 42 | 58 | 21 | 3 |
| Other jurisdictions | | | | | | | | | | | | | | | |
| District of Columbia | 255 | 8 | 92 | 74 | 37 | 193 | 63 | 37 | 12 | 2 | 202 | 52 | 48 | 19 | 4 |
| DoDEA[1] | 233 | 17 | 83 | 44 | 9 | 222 | 27 | 73 | 29 | 3 | 226 | 24 | 76 | 33 | 5 |

See notes at end of table.



**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 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Average scale score | Percentage of students | | | | Average scale score | Percentage of students | | | |
| | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* | | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Nation (public)** | **234** | **21** | **79** | **49** | **17** | **204** | **51** | **49** | **19** | **4** |
| Alabama | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 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 | ‡ | ‡ | ‡ | ‡ | ‡ |
| California | 233 | 20 | 80 | 48 | 15 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Colorado | 234 | 20 | 80 | 51 | 13 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Connecticut | 241 | 17 | 83 | 57 | 21 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Delaware | 240 | 17 | 83 | 57 | 17 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Florida | 244 | 12 | 88 | 57 | 25 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Georgia | 242 | 13 | 87 | 57 | 21 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Hawaii | 211 | 44 | 56 | 25 | 5 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Idaho | 224 | 29 | 71 | 43 | 11 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Illinois | 237 | 17 | 83 | 52 | 18 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Indiana | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Iowa | 227 | 27 | 73 | 45 | 13 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Kansas | 228 | 27 | 73 | 43 | 15 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Kentucky | 249 | 6 | 94 | 67 | 26 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Louisiana | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Maine | 219 | 29 | 71 | 28 | 5 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Maryland | 251 | 10 | 90 | 67 | 31 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Massachusetts | 243 | 15 | 85 | 56 | 25 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Michigan | 236 | 19 | 81 | 48 | 15 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Minnesota | 217 | 37 | 63 | 32 | 10 | 195 | 60 | 40 | 14 | 2 |
| Mississippi | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Missouri | 233 | 28 | 72 | 52 | 21 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Montana | ‡ | ‡ | ‡ | ‡ | ‡ | 200 | 57 | 43 | 14 | 2 |
| Nebraska | 234 | 23 | 77 | 56 | 15 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Nevada | 222 | 33 | 67 | 32 | 8 | ‡ | ‡ | ‡ | ‡ | ‡ |
| New Hampshire | 234 | 22 | 78 | 47 | 14 | ‡ | ‡ | ‡ | ‡ | ‡ |
| New Jersey | 247 | 12 | 88 | 64 | 27 | ‡ | ‡ | ‡ | ‡ | ‡ |
| New Mexico | 222 | 31 | 69 | 39 | 11 | 193 | 64 | 36 | 12 | 2 |
| New York | 235 | 20 | 80 | 49 | 17 | ‡ | ‡ | ‡ | ‡ | ‡ |
| North Carolina | 236 | 19 | 81 | 48 | 19 | 192 | 62 | 38 | 10 | 2 |
| North Dakota | ‡ | ‡ | ‡ | ‡ | ‡ | 206 | 50 | 50 | 15 | 2 |
| Ohio | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Oklahoma | 225 | 31 | 69 | 38 | 11 | 212 | 40 | 60 | 25 | 4 |
| Oregon | 230 | 28 | 72 | 47 | 16 | 213 | 39 | 61 | 28 | 7 |
| Pennsylvania | 242 | 18 | 82 | 60 | 24 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Rhode Island | 232 | 18 | 82 | 47 | 12 | ‡ | ‡ | ‡ | ‡ | ‡ |
| South Carolina | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| South Dakota | ‡ | ‡ | ‡ | ‡ | ‡ | 197 | 58 | 42 | 13 | 2 |
| Tennessee | 234 | 24 | 76 | 51 | 15 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Texas | 247 | 8 | 92 | 59 | 24 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Utah | 217 | 37 | 63 | 32 | 7 | 187 | 66 | 34 | 14 | 4 |
| Vermont | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Virginia | 236 | 20 | 80 | 50 | 19 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Washington | 227 | 30 | 70 | 43 | 15 | 202 | 54 | 46 | 19 | 6 |
| West Virginia | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Wisconsin | 225 | 32 | 68 | 39 | 11 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Wyoming | ‡ | ‡ | ‡ | ‡ | ‡ | 192 | 65 | 35 | 11 | 2 |
| Other jurisdictions | | | | | | | | | | |
| District of Columbia | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| DoDEA[1] | 231 | 18 | 82 | 40 | 9 | ‡ | ‡ | ‡ | ‡ | ‡ |

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. 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-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 scale score | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* | Average scale score | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* | Average scale score | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Nation (public)** | **272** | **16** | **84** | **41** | **4** | **248** | **42** | **58** | **14** | **1** | **251** | **37** | **63** | **18** | **1** |
| Alabama | 268 | 20 | 80 | 34 | 3 | 243 | 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 | 251 | 37 | 63 | 17 | # |
| Arkansas | 267 | 21 | 79 | 35 | 2 | 238 | 54 | 46 | 9 | # | 253 | 36 | 64 | 21 | 1 |
| California | 268 | 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 | 254 | 35 | 65 | 22 | 1 |
| Connecticut | 283 | 9 | 91 | 54 | 9 | 255 | 34 | 66 | 21 | 1 | 255 | 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 | 272 | 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 | 1 | 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 | 19 | 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 | 256 | 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 | | | | | | | | | | | | | | | |
| District of Columbia | 292 | 6 | 94 | 66 | 15 | 239 | 52 | 48 | 12 | 1 | 239 | 50 | 50 | 16 | 1 |
| DoDEA[1] | 277 | 9 | 91 | 46 | 3 | 263 | 19 | 81 | 25 | 1 | 268 | 16 | 84 | 32 | 1 |

See notes at end of table.

**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 scale score | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* | Average scale score | Below *Basic* | At or above *Basic* | At or above *Proficient* | At *Advanced* |
| **Nation (public)** | **275** | **18** | **82** | **46** | **8** | **253** | **36** | **64** | **22** | **2** |
| Alabama | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Alaska | 261 | 28 | 72 | 29 | 3 | 234 | 56 | 44 | 10 | 1 |
| Arizona | 269 | 19 | 81 | 34 | 8 | 241 | 50 | 50 | 15 | 1 |
| Arkansas | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 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 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Illinois | 280 | 12 | 88 | 53 | 11 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Indiana | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Iowa | 266 | 23 | 77 | 38 | 5 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Kansas | 269 | 24 | 76 | 46 | 7 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Kentucky | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Louisiana | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Maine | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 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 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Missouri | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Montana | ‡ | ‡ | ‡ | ‡ | ‡ | 257 | 33 | 67 | 25 | 2 |
| Nebraska | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 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 | ‡ | ‡ | ‡ | ‡ | ‡ | 245 | 48 | 52 | 13 | 2 |
| Ohio | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Oklahoma | ‡ | ‡ | ‡ | ‡ | ‡ | 256 | 31 | 69 | 23 | 1 |
| Oregon | 263 | 31 | 69 | 38 | 9 | 256 | 34 | 66 | 30 | 7 |
| Pennsylvania | 285 | 15 | 85 | 62 | 13 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Rhode Island | 261 | 26 | 74 | 31 | 4 | ‡ | ‡ | ‡ | ‡ | ‡ |
| South Carolina | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| South Dakota | ‡ | ‡ | ‡ | ‡ | ‡ | 244 | 48 | 52 | 14 | 1 |
| Tennessee | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Texas | 284 | 8 | 92 | 59 | 6 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Utah | 257 | 33 | 67 | 30 | 1 | 244 | 43 | 57 | 18 | # |
| Vermont | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Virginia | 282 | 11 | 89 | 55 | 8 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Washington | 279 | 17 | 83 | 51 | 10 | 254 | 40 | 60 | 24 | 4 |
| West Virginia | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Wisconsin | 271 | 22 | 78 | 39 | 7 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Wyoming | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Other jurisdictions | | | | | | | | | | |
| District of Columbia | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| DoDEA[1] | 272 | 16 | 84 | 39 | 2 | ‡ | ‡ | ‡ | ‡ | ‡ |

# Rounds to zero.

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

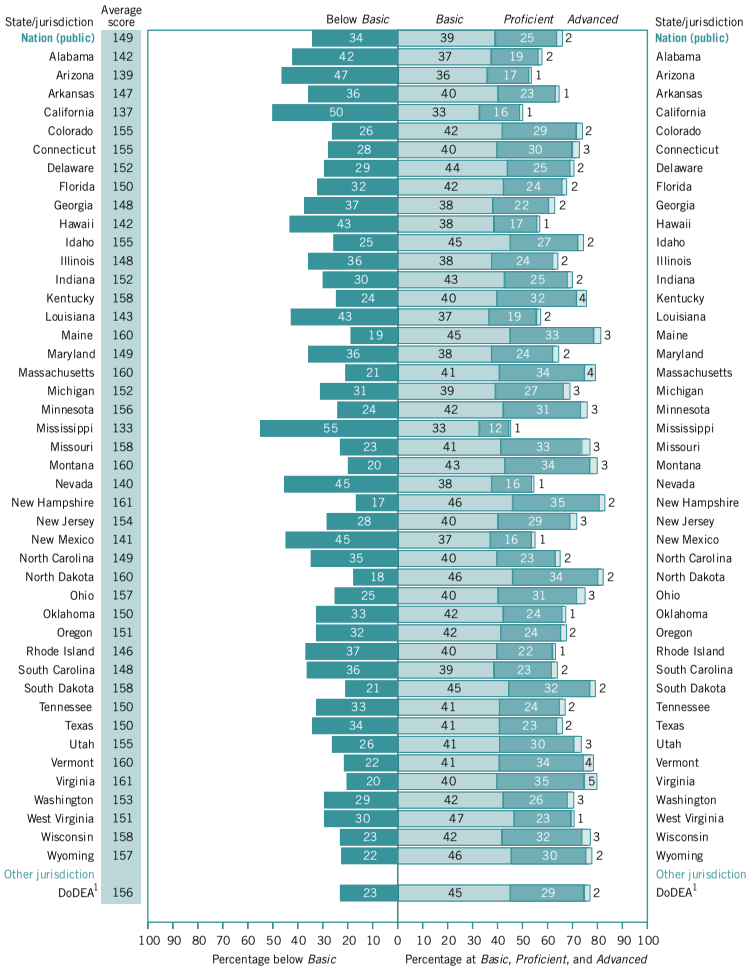
[1] Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. 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.

# State Results

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




[1] Department of Defense Education Activity.
NOTE: The shaded bars are graphed using unrounded numbers. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Science Assessment.

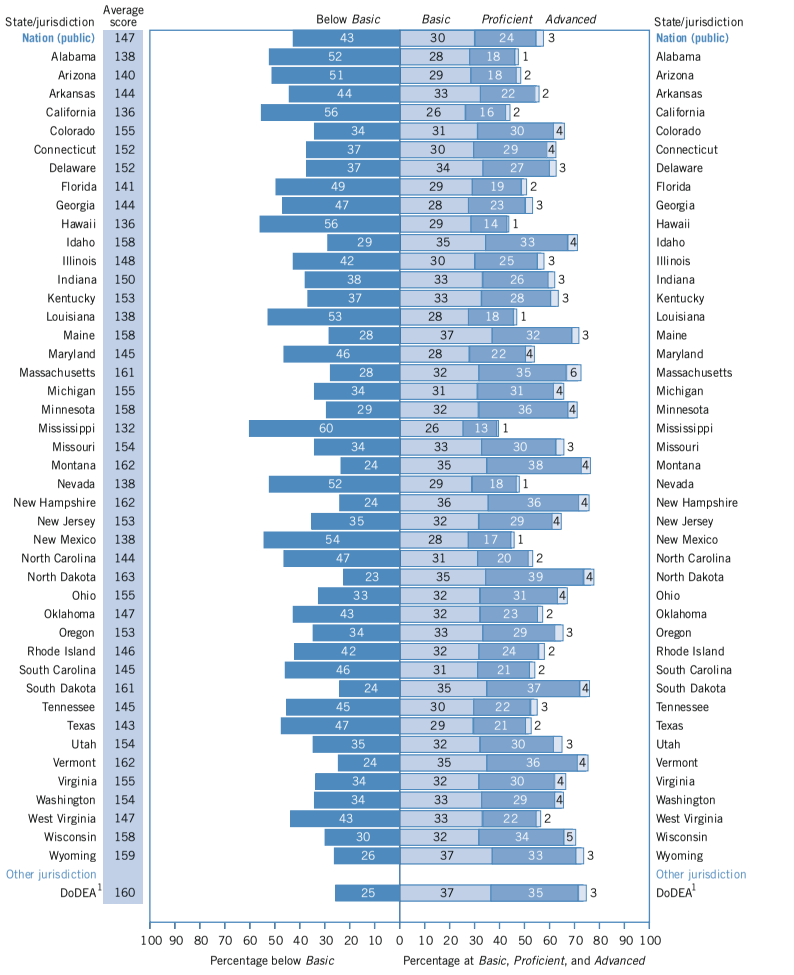
Table 4 Average fourth-grade NAEP science scores and achievement-level performance, by state

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

— Not available. The jurisdiction did not participate.
‡ Reporting standards not met.
* Significantly different from 2005 when only one jurisdiction or the nation is being examined.
[1] Department of Defense Education Activity. Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. For this table, 2000 data were recalculated for comparability.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2005 Science Assessments.

# State Results

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




[1] Department of Defense Education Activity.
NOTE: The shaded bars are graphed using unrounded numbers. Percentages may not add to 100 due to rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Science Assessment.

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

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

— Not available. The jurisdiction did not participate.
# The estimate rounds to zero.
‡ Reporting standards not met.
* Significantly different from 2005 when only one jurisdiction or the nation is being examined.
[1] Accommodations were not permitted for this assessment.
[2] Department of Defense Education Activity. Before 2005, DoDEA overseas and domestic schools were separate jurisdictions in NAEP. For this table, 1996 and 2000 data were recalculated for comparability.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2005 Science Assessments.

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

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

‡ Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.
*** Sample size is insufficient to permit a reliable estimate.
[1] Department of Defense Domestic Dependent Elementary and Secondary Schools.
[2] Department of Defense Dependents Schools (Overseas).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.



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

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

— Indicates that the jurisdiction did not participate or did not meet minimum participation guidelines for reporting.
‡ Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.
* Significantly different from 2002 when only one jurisdiction or the nation is being examined.
** Significantly different from 2002 when using a multiple-comparison procedure based on all jurisdictions that participated both years.
*** Sample size is insufficient to permit a reliable estimate.
[1] National results for the 1998 assessment are based on the national sample, not on aggregated state assessment samples.
[2] Department of Defense Domestic Dependent Elementary and Secondary Schools. [3] Department of Defense Dependents Schools (Overseas).
NOTE: Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited English proficient students in the NAEP samples.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Writing Assessments.

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