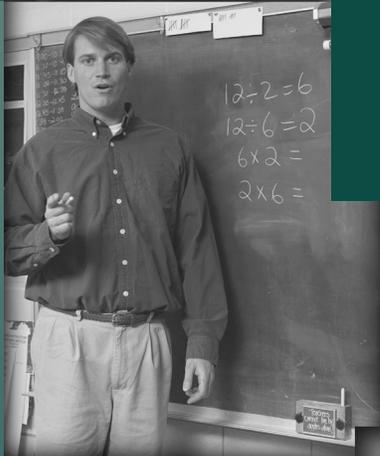




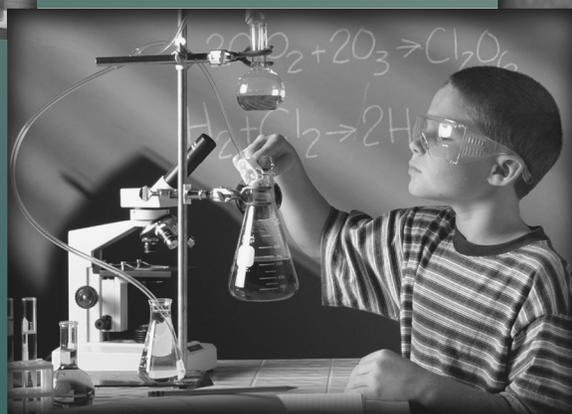
# Oklahoma Educational Indicators Program



# Profiles 2015 State Report



Office of  
Educational Quality  
and Accountability  
May 2016



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# Oklahoma Educational Indicators Program

## Profiles 2015 State Report



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Oklahoma State Regents for Higher Education

Oklahoma Department of Career & Technology Education

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Oklahoma Tax Commission

All Oklahoma Public Schools

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OFFICE OF EDUCATIONAL  
QUALITY & ACCOUNTABILITY

May 20, 2016

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue *Profiles 2015*, 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 2015* 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 2015* consists of three levels of statistics – State, District, and School. These are the result of a collaborative effort headed by the Office of Educational Quality and Accountability and include data for the 2014 – 2015 school year from the following sources: the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, the Office of Juvenile Affairs, the Oklahoma Tax Commission, and a school survey administered directly by the Office of Educational Quality and Accountability, as well as other sources including the U.S. Census Bureau.

The Commission for Educational 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,

Natalie Shirley  
Secretary of Education and Workforce Development  
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 2015* 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 2015* are for the 2014-2015 school year. Some variables are selected from the U.S. Census Bureau. The 2010 Decennial Census and the 2010 – 2014 American Community Survey (ACS) provide the census information for school districts in this year's report. Selected information also comes from the 2014 ACS for some state level statistics.

The characteristics for an average school district are as follows: per student valuation of property, \$47,329 (December 2015) and students eligible for free or reduced price lunch, 61.1% (2014-2015 school year). The breakdown of Fall 2014 Oklahoma public school enrollment by ethnic group include: White, 50.8%; Black, 9.1%; Native American, 14.6%; Asian, 2.2%; 2 or more races, 7.7%; and Hispanic, 15.6%.

The average population of a district is 7,387 persons; household income, \$62,871; population living below poverty level, 16.9%; unemployment rate, 6.8%; single-parent families, 33.9%; (ACS 2010-2014). The 2014 educational attainment of the state's population over age 25 has persons with less than a high school diploma at 12.7% and persons with a high school diploma at 87.3%. It also includes levels of college degrees with those with a Bachelor's or higher degree at 24.2%. School districts also are extremely varied in their physical size. Bethany PS in Oklahoma Co. is just over one square mile and Boise City PS in Cimarron Co. is over 1,000 square miles.

The percentage of kindergarten through 3rd grade students on the reading remediation program is 39.1%; average number of days absent per student, 9.8; mobility rate (incoming students), 10.2%; parents attending at least one parent-teacher conference, 74.1%; and volunteer hours per student, 3.43 are for the 2014-2015 school year. On average for 2014-2015, there was one suspension of 10 days or less for every 13.1 students statewide. When looking at suspensions that lasted for more than 10 days, the average for all schools was one suspension for every 155.1 students statewide.

There were 6,214 public school students criminally referred to the Office of Juvenile Affairs (OJA) for school year 2014-2015. These referred students were charged with 12,828 offenses and 218 of the offenders had a gang affiliation. This means that, on average, one out of every 108.6 students statewide had been charged with a crime, each offender had committed an average of 2.1 offenses but only 3.5% of the charged students had gang affiliations.

## EDUCATIONAL PROCESS

*Profiles 2015* reports on 517 individual Oklahoma school districts and 1,762 conventional school sites: 1,003 elementary schools, 301 middle schools/junior highs, and 458 senior highs. Total average daily membership (ADM) in 2014-2015 was 671,806, an increase of 3,752 students (0.6%) from the 2013-2014 school year. The 2014-2015 statewide membership was 7.0% greater than the membership ten years earlier. ADM by grade level follows population estimates between kindergarten and 8<sup>th</sup> grade then declines rapidly from 9<sup>th</sup> through 12<sup>th</sup> grade and this decline is not a single year occurrence.

During the 2014-2015 school year, 96,026 Oklahoma students qualified for the Gifted/Talented program; 14.2% of all students in the state. For the same year, 103,400 Oklahoma students qualified for the special education program which represented 15.4% of all students. There were 413,919 Oklahoma students eligible for the Free or Reduced Price Lunch Program (FRL). This equated to 61.1% of all students and was a decrease of 3,910 students or -0.9%, from the 2013-2014 school year. Eligibility for FRL has increased 7.9 percentage-points in ten years. There were 47,989 Oklahoma students identified as English language learners or limited English proficient or 7.1% of the state enrollment.

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 35.3 units in the six core areas of language arts (English), math, science, history/social studies, fine arts, and language in 2014-2015.

Statewide, the number of regular classroom teachers increased by 177 full-time equivalents (FTEs) for the 2014-2015 school year (37,435 in 2014-2015 from 37,258 in 2013-2014) while ADM increased by 3,752 students. Based on the ADM of 671,806, the statewide gross student/teacher ratio for regular classroom teachers in 2014-2015 was 17.9 students per teacher. This is one of the highest student teacher ratios in the last 20 years. The average salary of teachers for the 2014-2015 school year was \$44,754, an increase of \$469 from the previous year. The percentage of teachers with an advanced degree is 24.5% (slightly lower than last year's 24.8%). The current percentage of teachers with an advanced degree is well below the high of 41% in 1989-1990. Classroom teachers averaged 12.2 years of experience.

Like classroom teachers, administration is another key ingredient of education. Similar to classroom teachers, the 2014-2015 school year saw an increase in the number of administrators from the previous year. There were 3,576 administrator FTEs at the 517 districts, an increase of 25 FTEs over the 2013-2014 school year's count of 3,551 administrator FTEs. This resulted in an average of 6.9 administrators per school district and each received an average salary of \$78,349, an increase of \$1,366, or 1.8% over last year. On average, each administrator supervised 11.7 teacher FTEs and had 20.2 years of experience in public education.

The largest portion of district revenues is funding provided by the State at 47.7% (\$2.81 billion), followed by Local & County with 40.8% (\$2.41 billion) and Federal funds which provide 11.6% (\$682 million). Total revenues for Oklahoma's districts increased to \$5,902,971,885 by \$151.2 million, or 2.6%, from 2013-2014 revenues of \$5.75 billion.

Statewide, total expenditures from ALL FUNDS (Oklahoma State Department of Education) were \$5.86 billion, a \$55 million increase over the 2013-2014 school year. The largest expenditure is in the area of Instruction with 53.0%, a 0.3 percentage-point increase over 2013-2014. This marks the first increase in Instruction since 2009-2010 and below a high mark of 58.6% of ALL FUNDS in 1995-1996. District Support ran a distant second in 2014-2015 at 17.9% of all expenditures. The state average of per student expenditures, based on ALL FUNDS, including Debt Service is \$8,721.

## STUDENT PERFORMANCE

The Oklahoma School Testing Program cost the state \$14.2 million to administer in 2014-2015. The state's scores, expressed as the percentage of students scoring Proficient and above for regular education full academic year students were as follows: 3<sup>rd</sup> grade: Reading 81% and Math 71%; 4<sup>th</sup> grade: Reading 80% and Math 79%; 5<sup>th</sup> grade: Reading 77%, Math 77%, Social Studies 82%, Science 62%, and Writing 54%; 6<sup>th</sup> grade: Reading 74% and Math 76%; 7<sup>th</sup> grade: Reading 82%, Math 76%, and Geography 72%; 8<sup>th</sup> grade: Reading 86%, Math 64%, History 71%, Science 62%, and Writing 71%. The results for the high school End of Instruction (EOI) exams were: Algebra I 85%, English II 90%, U.S. History 79%, Biology I 56%, Algebra II 78%, English III 94%, and Geometry 85%.

In an attempt to evaluate schools' overall performance in preparing students for the Oklahoma Core Curriculum Tests (OCCT), the Secretary of Education and the Commission for Educational Quality and Accountability have approved a Performance Benchmark which requires that "70% of Regular Education students achieve a score of Proficient and above." These sites receive checkmarks on their profile report. Sixty-six percent of the 4<sup>th</sup> grade sites were able to achieve the Oklahoma Performance Benchmark for all subjects tested, as were fifty-six percent of the 3<sup>rd</sup> grade sites, forty-nine percent of 6<sup>th</sup> grades, and thirty-eight percent of 7<sup>th</sup> grade sites. While many schools do perform well on the OCCT, there is great concern for those that do not. There were 107 5<sup>th</sup> grade school sites (13.7%) and 36 8<sup>th</sup> grade school sites (7.1%) that were unable to get at least 70% of their students to score Proficient and above on any subject area tested.

To identify those truly superior schools, the Commission for Educational Quality and Accountability also has approved a 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 profile reports. Ninety (90) sites achieved the 25% Advanced Performance Benchmark for at least one grade within their school. Six sites had multiple grades meet the advanced benchmark giving a total of 96 stars in 2014-2015. Benchmarks are calculated for regular education students but just in its second year, *Profiles 2015* will include testing information for all students.

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. Oklahoma's performance lags behind that of the nation in several categories tested by NAEP. However, several racial and subject categories in Oklahoma produced higher scores than their national counterparts in 2015.

The Office of Educational Quality and Accountability uses two different methodologies to display dropout rates. The methodologies are a single-year dropout rate at 2.0% and a four-year dropout rate at

7.8%. Based on the four-year methodology, four high schools in the state had a dropout rate above 50% for the Class of 2015 in 9<sup>th</sup> through 12<sup>th</sup> grade. Conversely, 149 Oklahoma high schools did not report a single dropout for the Class of 2015.

Tracking overall student attrition, a five year average of 20.9% of all students are lost between 9<sup>th</sup> grade and graduation and the loss rates for certain race and gender categories can be staggering. The *Profiles Report* series also uses two different methodologies to generate student graduation rates; the average freshman graduation rate, 82.2% and the senior graduation rate, 98.2%.

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 2.0%, a slight rise from last year's 1.9%. 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 7.8% 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 7.8% and the statewide student-loss rate of 20.9%. Where are the missing students? Not more than a few percentage-points of the missing almost 13% of students can be attributed to the inflation in the 9<sup>th</sup> grade base caused by students who repeat 9<sup>th</sup> grade or start public school from home schooling or private schools. Dropouts over the age of 19 represent 1.0% of their graduating class. Students who die in grades 9 through 12 account for just over 0.3% of their class. Finally, students who attend all four years of high school, but who do not meet the requirements to receive a high school diploma make up 3.2% of their graduating class. These factors combined make up only five or six percentage-points of the 13% unaccounted for students.

The average composite score on the ACT for the Oklahoma public high schools included in this series of reports was 20.7, down 0.1 from 2013-2014. The official 2014-2015 Oklahoma score generated by ACT Inc., which includes all public, private, and alternative schools, is also 20.7, the same standard score for last year. This standard score is the same score for Oklahoma for eight of the last nine years. The comparable national average composite score was 21.0, also the same standard score from 2013-2014 (21.0). In 2014-2015, the gap between Oklahoma's average ACT score and the national average ACT score remains three-tenths of a standard score. Average ACT scores varied greatly across Oklahoma. Edmond North HS had the highest average score of 24.3 with over 90% of graduates taking the ACT. In total, there are eleven high schools in the state that averaged a 23 or higher on the ACT. Conversely, eight high schools averaged below a 16. Of the 437 Oklahoma high school sites upon which *Profiles 2015* reported ACT scores, 228 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, 80.5% of Oklahoma's 2015 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 2014-2015 had an average GPA of 3.07 and 5.9% attended an out-of-state college. Based on the graduating class of 2015, 49.5% of students had enrolled in an occupationally-specific Career Tech program.

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# **OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW**

*Profiles 2015* 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 and Workforce Development.

# INTRODUCTION

## METHODOLOGY

*Profiles 2015* consists of three components: (1) the State Report; (2) the District Profile; and (3) individual School Profile Reports. Each component of *Profiles 2015* 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 2015* component is as follows:

### State Report

This component of *Profiles 2015* contains tables, graphs, and maps, all with accompanying text concerning state-level information for major categories of measurement. The most recent data covers the 2014-2015 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 Profile

The second component of *Profiles 2015* 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 517 school districts in the state and presents a wealth of educational data in both graphic and tabular form for the 2014-2015 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. A *Profiles 2015 District Report* will not be printed this year. A selection of district variables is displayed in Appendix E.

### School Profile Reports

This final component of *Profiles 2015* includes a school site report for 1,678 individual school sites in the state. Only school sites that serve grade 3 and above have these profile reports produced. Selected special school sites like the Oklahoma School for the Deaf are not included. The School Profile Reports

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 profile report 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 Profile Report to parents and other interested parties in the community.

## **Three Reporting Categories**

The *Profiles 2015 State Report*, *District Profile*, and *School Profile Reports* 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 Profiles*, 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 2015* 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 Profile* and then look at *School Profile Reports* 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 517 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 2015 District Profile*.

## 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*. 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*.

Finally, because most educational indicators relate to mainstream public school students, the *Profiles 2015* 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 2015* 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 2014 and school district and county information is based on data collected from 2010 to 2014. While *Profiles 2015* 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 uses “race” when discussing Hispanic origin while many 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 2015* is the COMMUNITY CHARACTERISTICS section, which provides a statistical sketch of the community in which the educational process is taking place. A school district is the extension of the community it serves and local control is a hallmark of common education in Oklahoma. Local voters affect conditions in the classroom through their support of bond issues and tax levies. Local school board members must ultimately answer to voters in the community. In addition, district policies are always under the scrutiny of parents in the community. Furthermore, community values influence student motivation and performance. Schools and their communities are so tightly interwoven that it is inappropriate, if not impossible, to evaluate education without considering the community in which it takes place.

In recent decades, it has become an expectation that schools will help students overcome adverse socioeconomic conditions that may exist within the family or community. Schools are expected to give students the foundation they need to prosper. When evaluating education, it is vital to remember that it is an uneven playing field upon which schools begin their mission. To properly measure the academic progress that a school or district has made with its students, one must keep in perspective where the students began. Establishing school district context is the purpose of the COMMUNITY CHARACTERISTICS section of *Profiles 2015*.

The sources of the census data presented in the COMMUNITY CHARACTERISTICS section are the 2010 Decennial Census and American Community Survey (ACS). The American Community Survey has been used for several years to collect social and economic data. The ACS is conducted annually with results for areas 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 2010 through 2014 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 2010-2014 ACS, the 2010 Census and 2015 Population Estimates, 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 \$824,541 per student for December 2015 to Moffett P.S. (Sequoyah Co.) with a property value of \$2,893 per student (students are measured in average daily membership (ADM), which is explained in the EDUCATIONAL PROCESS section of this report). There are twenty-six school districts with valuation per ADM above \$200,000 and fourteen with valuation per ADM below \$10,000. Furthermore, if the voters in a district approve bond issues, additional millages will be added to the tax on their property to cover the cost of capital improvement projects, school bus purchases, and major technology projects. This in turn further widens the gap between districts in regard to funds available for education. The state average is \$47,329.

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 2014-2015 school year, 61.1% of Oklahoma's public school students were eligible for this program. The percentages ranged from 90 school sites with 100%

of their students eligible to 62 school with less than 25% of students eligible and 8 schools with less than 10% of students eligible.

**Figure 1**  
**State Averages for**  
**Socioeconomic Community Characteristics**  
**2014-2015**

<u>Socioeconomic Community Characteristics</u>	<u>State Average</u>
Per Student Valuation of Property (December 2015)	\$47,329
Students Eligible for Free or Reduced Price Lunch (2014-2015)	61.1%
Oklahoma Public School Enrollment Percent by Ethnic Group: (based on 2014 Fall Enrollment)	
White	50.8%
Black	9.1%
Native American	14.6%
Asian	2.2%
Two or more races	7.7%
Hispanic	15.6%

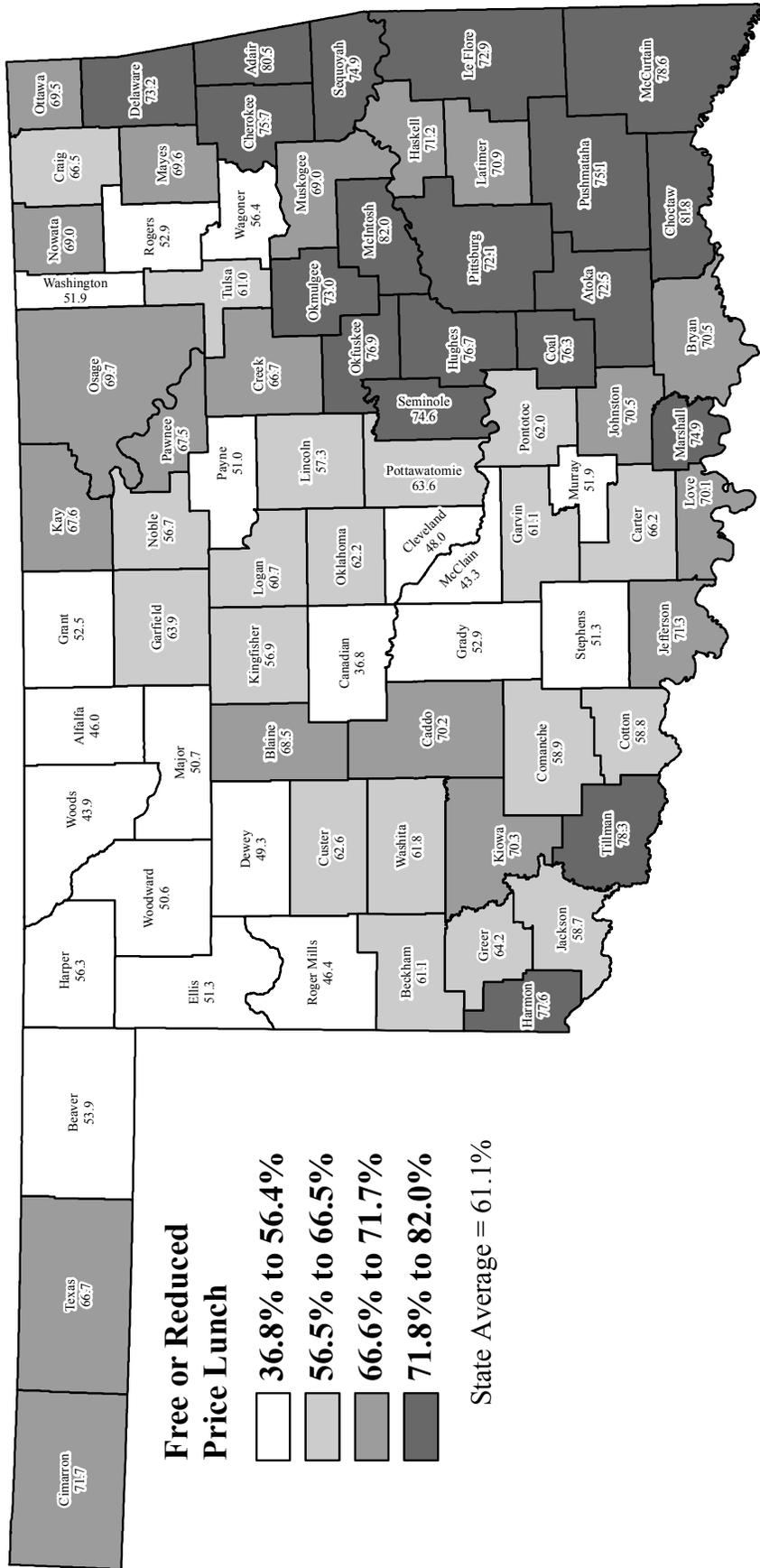
Oklahoma is a state of great diversity and the ethnic makeup of the state’s school districts are no exception. Figures 1 and 4 show that for the 2014 Fall enrollment, 14.6% of Oklahoma’s students were Native American, 15.6% were Hispanic, 9.1% were African American, and 2.2% were Asian. An additional 7.7% of all students were classified as two or more races. Statewide, 49.2% of student enrollment came from some ethnic minority group. Minority enrollment has increased 32.1% in the past 10 years. Hispanic enrollment has almost doubled in that time and is now the largest minority in the State – having more students than American Indian for the first time. Asian enrollment has increased 43.7% since Fall 2005. 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 fifth consecutive year) continue tremendous growth, increasing almost 10% since last year and more than doubled since 2010.

The state’s ethnic diversity is also visible among school districts. For 2014-2015, two districts in Oklahoma have over 50% African American enrollment (Millwood P.S. and Crutchco P.S. in Oklahoma Co.) and eight other districts have over 25% African American enrollment – two of these include Oklahoma City P.S. and Tulsa P.S. Four districts have over 85% American Indian enrollment (one at 100% - Kenwood P.S. in Delaware Co.). There are eight other districts with more than 75% American Indian enrollment with all these being dependent K-8 districts.

Six districts have 50% or over Hispanic enrollment (four in Texas Co. and two in Oklahoma Co.). There are twelve more districts with over 40% Hispanic enrollment. Texas Co. has over 60% Hispanic student population. Two districts have more than 9% Asian enrollment (Enid P.S. in Garfield Co. and Jenks P.S. in Tulsa Co.) with six other districts having more than 5% Asian enrollment.

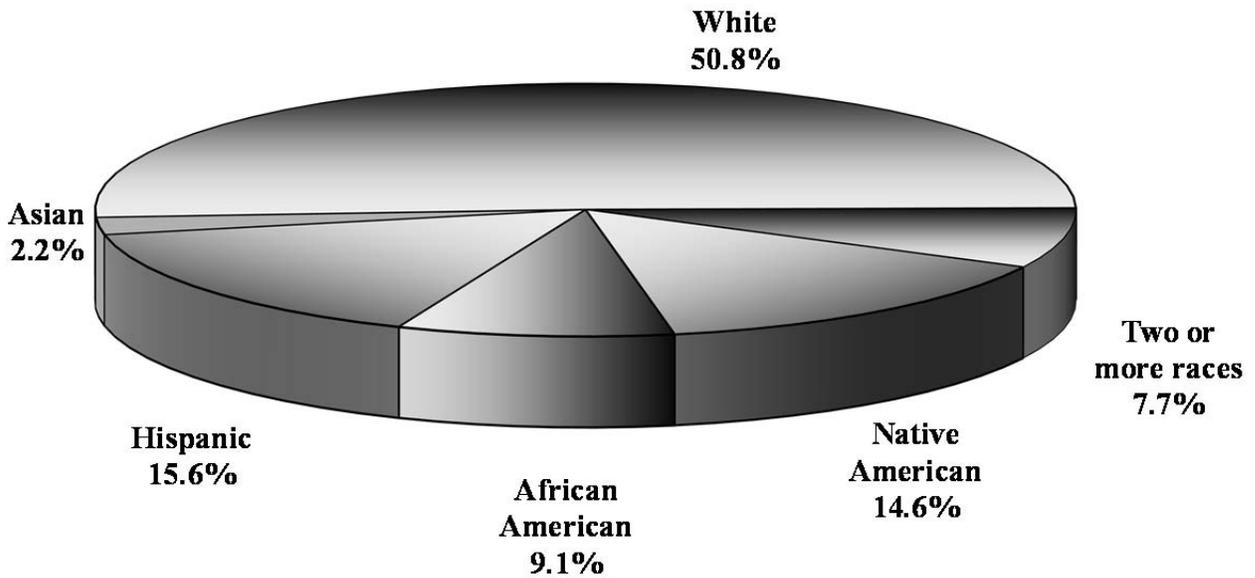


# Figure 3 PERCENT OF STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE LUNCH PROGRAM 2014 - 2015 School Year



Source: Oklahoma State Department of Education

**Figure 4**  
**Oklahoma Public School Enrollment by Ethnic Group**  
**October 1, 2014**



Data Source: Oklahoma State Department of Education

October 1, 2014 Total Enrollment = 688,300

## U.S. Census Bureau

Based on the 2010-2014 ACS, Oklahoma City P.S. had a total population of 290,411 persons followed closely by Tulsa P.S. with 284,286 persons. Moffett P.S. (Sequoyah Co.) is the smallest dependent district; serving students through 8<sup>th</sup> grade; with 132 persons. The smallest independent district serving students through 12<sup>th</sup> grade is Felt P.S. (Cimarron Co.) with a population of 327. According to Census Bureau population estimates, the 2015 state population of 3,911,338 has increased 4.3% (159,987) from 2010 to 2015.

School districts also are extremely varied in their physical size. Bethany PS in Oklahoma Co. is just over one square mile and Boise City PS in Cimarron Co. is over 1,000 square miles. There are twelve district less than 10 square miles and seven over 500 square miles with an average size school districts in the state of 135 square miles.

The average household income in Oklahoma from the ACS for 2010-2014 was \$62,871. However, this indicator also varied greatly by school district. The average household income in Oakdale P.S. (Oklahoma Co.), the most affluent district in the state, earned \$219,858 for 2010-2014, whereas in Crooked Oak P.S. (Oklahoma Co.), the average household had earnings of \$31,080 that same time period. There are nine districts in the state that average over \$100,000 and nineteen that average less than \$40,000.

It is also important to remember that not every family in the district earns the “average.” The percentage of the persons living below the poverty level from the 2010-2014 ACS helps to fill in the financial picture. The average percentage of persons within the district living below the poverty level was 16.9%. However, poverty rates ranged from 2.1% at Hardesty P.S. (Texas Co.) to 38.2% at Wewoka P.S. (Seminole Co.). There are twelve districts in the state with a poverty rate less than 5% and twenty 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 2010-2014 ACS is 6.8%. Ten districts in the state had unemployment rates above 15.0%. There are twelve districts with an unemployment rate of less than 1.0% with five of these districts at 0% unemployment rate.

**Figure 5**  
**State Averages for**  
**U.S. Census Bureau Community Characteristics**  
**Census 2000 and 2010; ACS 2014 and 2010-2014**

<u>U.S. Census Bureau Community Characteristic</u>					<u>State Average</u>
District Population (number of residents from 2010-2014 ACS)					7,387
Household Income (2010-2014 ACS)					\$62,871
Population Living Below Poverty Level (2010-2014 ACS)					16.9%
Unemployment Rate (2010-2014 ACS)					6.8%
Single-Parent Families (2010-2014 ACS)					33.9%
Educational Level of Adults Age 25 and Older and Median Earnings: (Census 2000, ACS 2010 & 2014)					
	<u>2000</u>	<u>2010</u>	<u>2014</u>	<u>2014</u>	<b>Earnings</b>
Less than a High School Diploma:	19.4%	13.8%	12.7%		\$20,884
High School Diploma:	80.6%	86.2%	87.3%		\$27,380
Some College, no degree	23.4%	24.5%	24.1%		\$31,848
Associate’s Degree:	5.4%	6.8%	7.3%		\$43,293
Bachelor’s Degree:	13.5%	15.4%	16.0%		\$53,563
Graduate or Professional Degree:	6.8%	7.5%	8.1%		

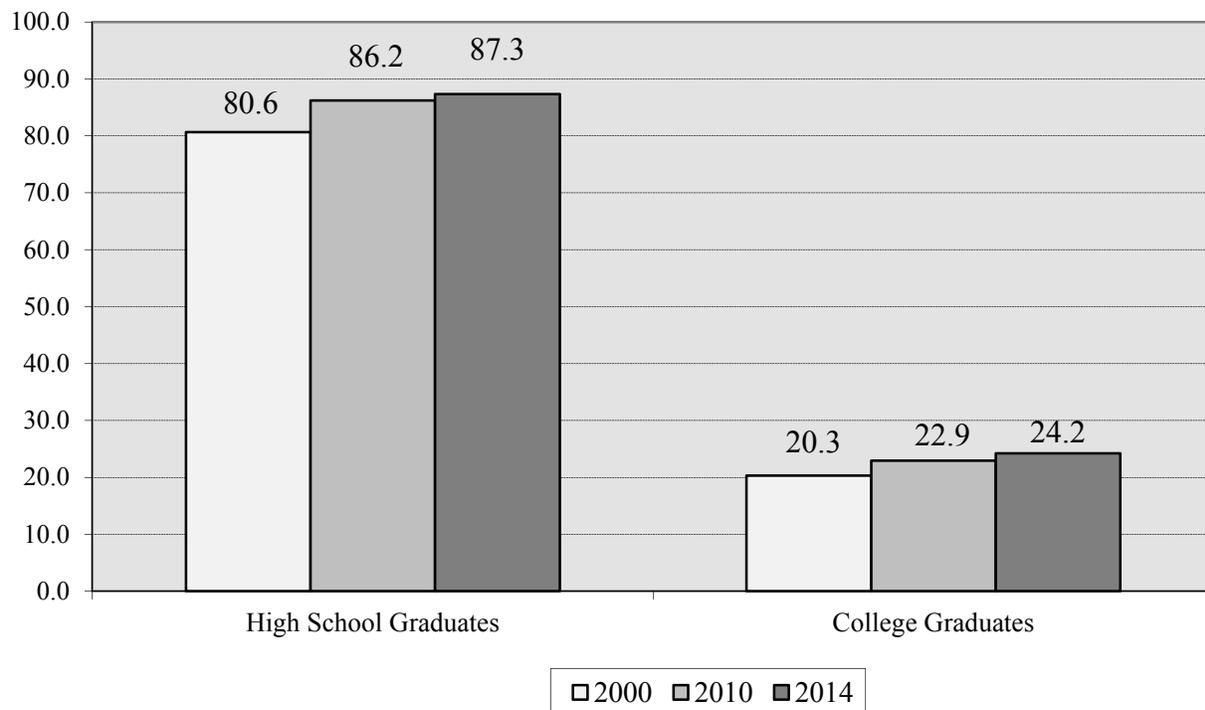
An additional challenge to districts is the percentage of families with related children headed by a single parent. This variable also from the 2010-2014 ACS has a state average of 33.9% and the indicator ranged from highs of fifteen school districts above 50.0% of families headed by a single parent and four school districts above 60.0% to lows of fifteen school districts less than 10% and two of these with no 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 2010-2014 ACS, nine districts had over 30% of their population age 25 and over not having a high school diploma and seven districts had five percent (5%) or less of their population without a high school diploma or equivalent. Ten districts had better than 40% of their population age 25 and over with college degrees. Four of these, Oakdale P.S., Deer Creek P.S., Edmond P.S. (all in Oklahoma Co.), and Jenks P.S. (Tulsa Co.) had more than 50% of their community’s population holding a college degree (Bachelor’s Degree or higher).

According to the 2014 ACS, the percent of high school graduates increased to 87.3% from 80.6% in 2000. Likewise, the percent of college graduates (Bachelor’s Degree and higher) increased to 24.2% in 2014 from 20.3% in 2000. The increase in high school and college graduates will strengthen Oklahoma’s economic base. Data also from the 2014 ACS shows a person 25 years and over without a high school diploma earned only \$20,884 but a high school graduate earned \$27,380 and a college graduate with a Bachelor’s Degree earned \$43,293. 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 2014**

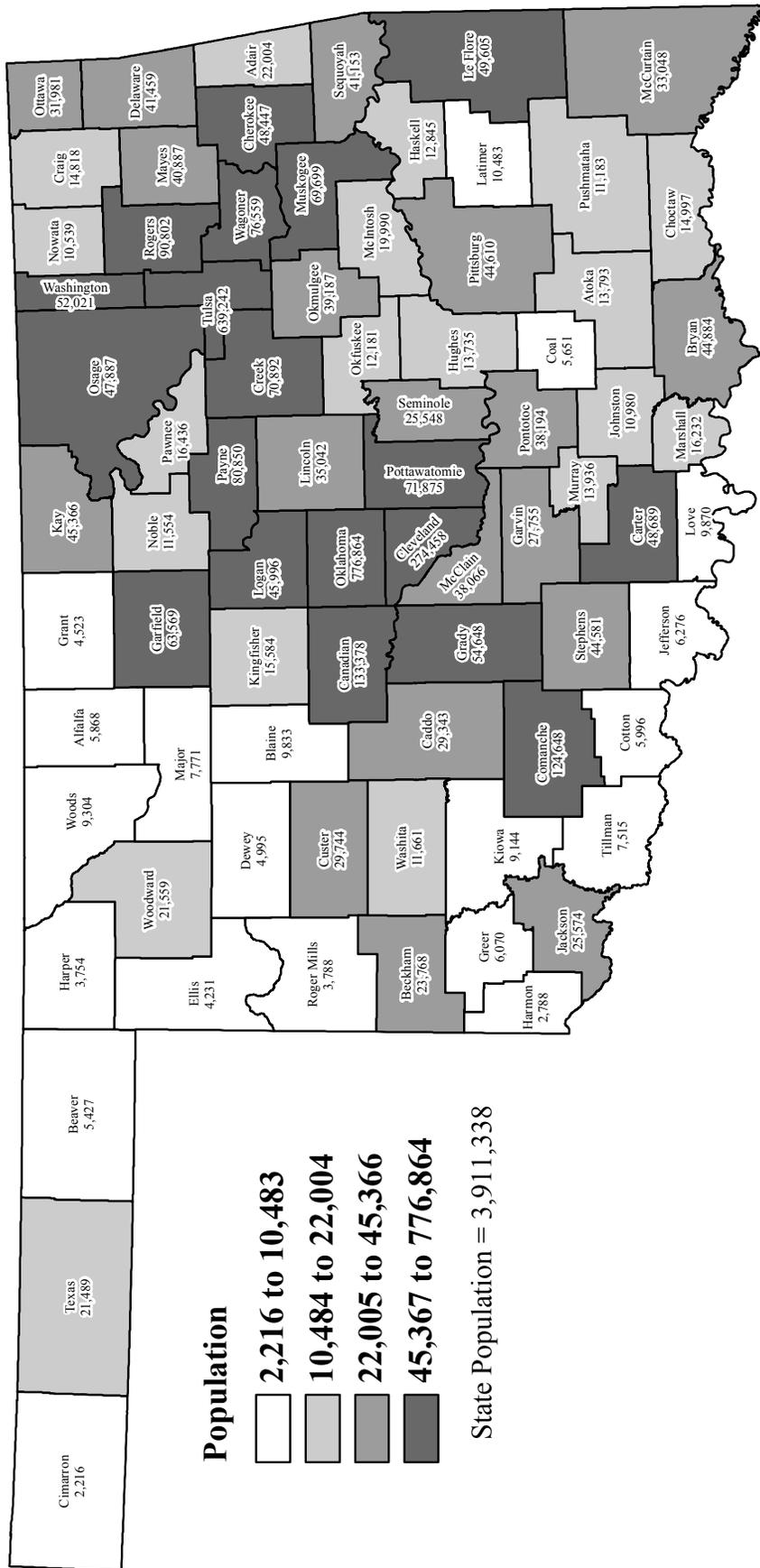


Data Source: 2000 Census, 2010 American Community Survey, and 2014 American Community Survey  
(College Graduates include Bachelors and higher only)

# Figure 7

## POPULATION BY COUNTY

### Census Estimate 2015



Source: U.S. Census Bureau











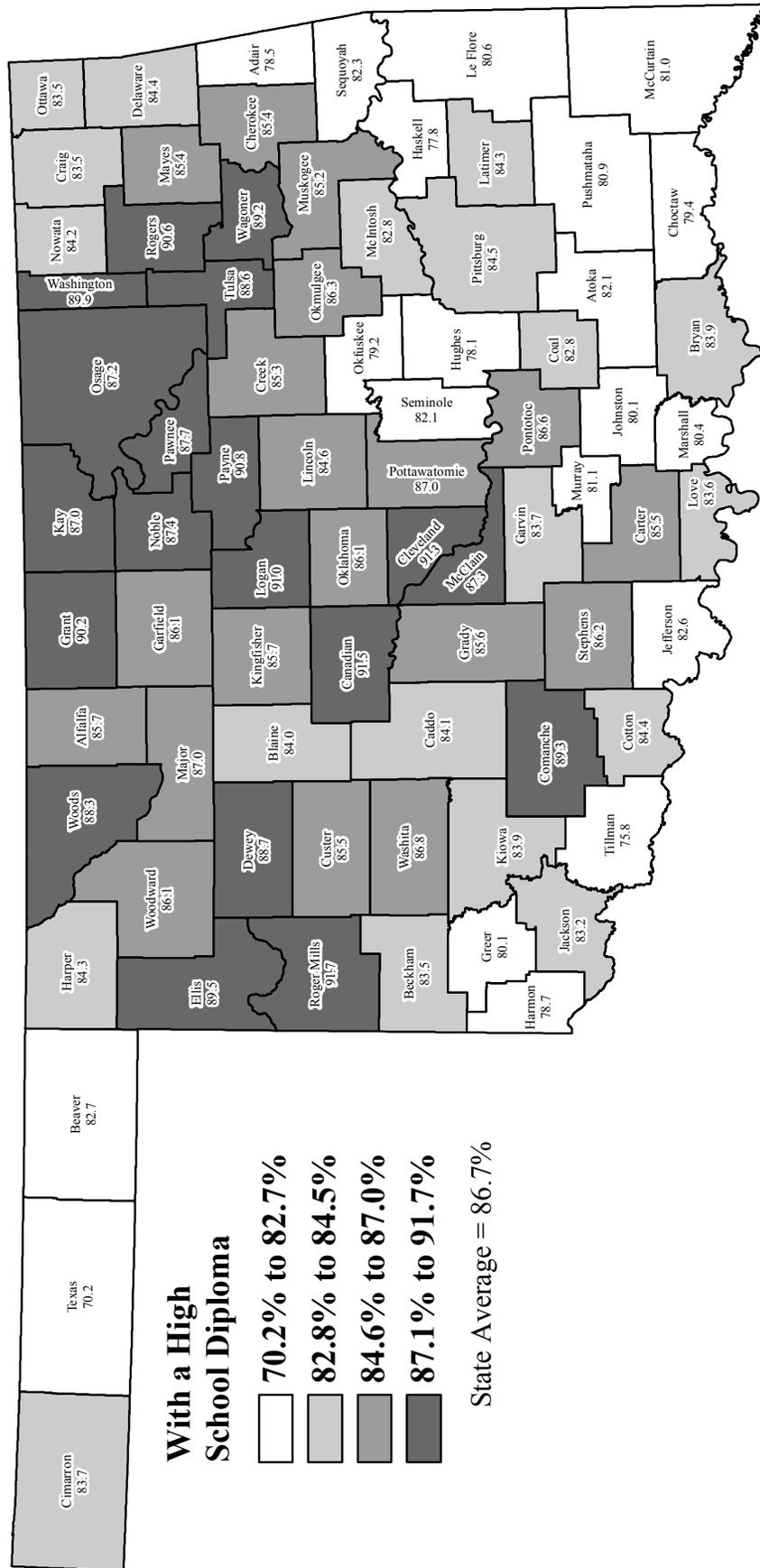




# Figure 15

## PERCENT OF ADULT POPULATION WITH A HIGH SCHOOL DIPLOMA

### American Community Survey 2010-2014



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 3<sup>rd</sup> grade students on the reading remediation program. In 2014-2015, 39.1% 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 3<sup>rd</sup> grade. The data ranged from eight sites with less than 10% kindergarten through 3<sup>rd</sup> grade students on the reading remediation program. There were eleven sites with more than 80% of kindergarten through 3<sup>rd</sup> graders 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 2014-2015). The extremes on this indicator ranged from students in four schools missing on average less than two days per year and twenty-three other schools with students missing on average less than 3 days per year to five 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; 9.1 days to 11.5 days.

### Figure 17 State Averages for Preparation, Motivation, and Parental Support Community Characteristics 2014-2015

<u>Preparation, Motivation, and Parental Support Community Characteristic</u>	<u>State Average</u>
Kindergarten through 3 <sup>rd</sup> Grade Students on Reading Remediation (2014-2015)	39.1%
Average Number of Days Absent per Student (2014-2015)	9.8
Student Mobility Rate (Incoming Students) (2014-2015)	10.2%
Parents Attending at Least One Parent-Teacher Conference (2014-2015)	74.1%
Volunteer Hours per Student (2014-2015)	3.43
Student Suspensions (2014-2015) One suspension of less than 10 days for every 13.1 students statewide One suspension of more than 10 days for every 155.1 students statewide	

The mobility of the student population also influences the learning environment within a school. Student 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 2014-2015 was 10.2%. In 2014-2015, eight school sites had a 50% or higher mobility rate and twenty-three 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 during the 2014-2015 school year. Principals statewide responded that 74.1% of students had at least one parent/guardian attend a parent-teacher conference. The extremes on this indicator ranged from 111 schools across the state that reported perfect attendance at parent-teacher conferences to six schools reporting less than 10% of parents attended the conferences. In regard to support, principals statewide reported that on average, 3.43 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 50 hours volunteered per student to fifty-five 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; 3.53 hours to 3.17 hours but the difference is smaller than in past 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 13.1 students statewide; one for every 15.2 students in elementary schools and one for every 9.9 students in high school. For suspensions that lasted for more than 10 days, the average for all schools was one incident for every 155.1 students statewide; one for every 338.9 elementary students and one for every 67.4 high school students. Many schools have very few suspensions; 260 schools had no incidents of suspensions of 10 days or less and 595 had less than 10 incidents out of 1,725 school sites reporting. There were 51 schools in the state where incidents of suspension of 10 days or less exceeded one for every three students.

## **Juvenile Offenders and Offenses**

Juvenile crime is another social problem that influences performance in the classroom. The use of juvenile crime statistics in *Profiles 2015* is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 2014-2015 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, 6,214 public school students were referred to the Office of Juvenile Affairs (OJA) in 2014-2015. These offenders were charged with a total of 12,828 offenses and 218 of the offenders had a gang affiliation. This means that, on average, one out of every 108.6 students statewide had been charged with a crime. Each offender had committed an average of 2.1 offenses and 3.5% 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.

Almost a quarter (24.2%; 125 out of 517) of districts statewide had no juvenile offenders, meaning no students had been charged. However, a look at the 206 districts with five or more students in the OJA database reveals that only seven districts had more than one out of every 35 students charged with a crime (with only two gang related offenses in the seven counties) during the 2014-2015 school year. Tulsa P.S. had 55 juvenile offenders who were affiliated with a gang, Oklahoma City P.S. had 32, Lawton P.S. 19, and Putnam City 12 juvenile offenders affiliated with a gang. These four districts accounted for over half (54.1%) of the gang-affiliated offenders statewide. While troubling, the gang

phenomenon does not seem to be widespread. Fifty-four of Oklahoma’s 517 districts were reported to have gang-affiliated offenders. These 54 districts were located in only 34 counties. The ratios used in this analysis are based on 2014 fall enrollments.

A breakdown of the juvenile offense charges show that most had to do with theft/burglary of one variety or another – 34.0%. Sex/violence charges ranked second with 23.2%. Crimes related to violation of municipal ordinances/obstruction of justice represented 17.6% of all charges. Drug/alcohol possession made up 15.2% of offenses and crimes against property accounted for 6.0% of the arrests. A detailed listing of the offenses by type is below.

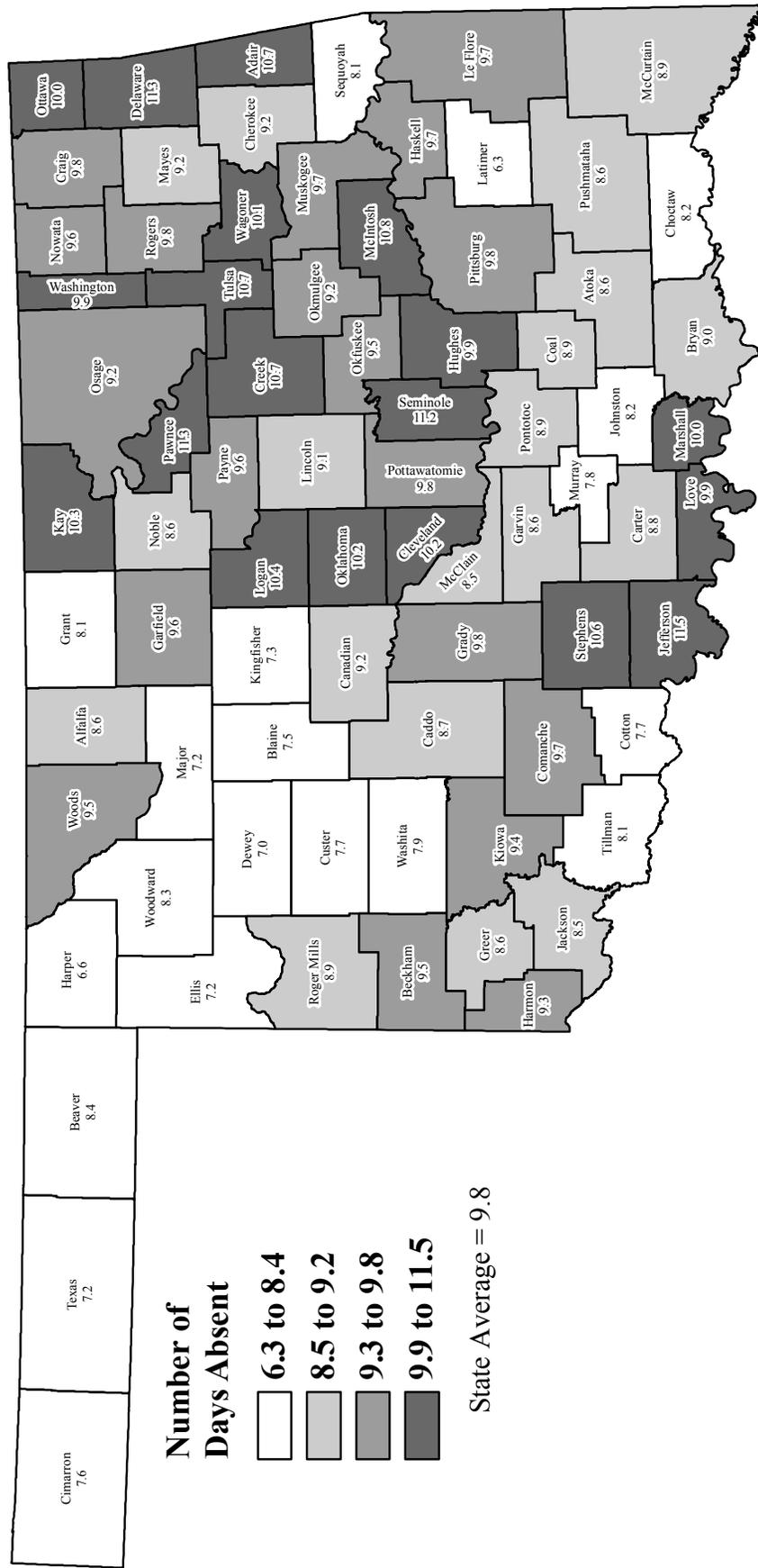
**Figure 18**  
**Juvenile Arrest Data By Offense Type**  
**2014-2015**  
 Criminal Offenses Only

Description	Offenses	%	Description	Offenses	%
Homicide	20	0.2%	Damage Property	684	5.3%
Kidnapping	18	0.1%	Dangerous Drugs/Narcotics	1,808	14.1%
Sexual Assault	217	1.7%	Sex Offenses	144	1.1%
Robbery	232	1.8%	Domestic Violence	294	2.3%
Assault	1,893	14.8%	Liquor Under Age	138	1.1%
Arson	86	0.7%	Obstruction of Police	496	3.9%
Extortion	6	0.0%	Escape/Flight	103	0.8%
Burglary	1,435	11.2%	Obstructing the Judiciary	439	3.4%
Theft	1,704	13.3%	Weapon Offenses	386	3.0%
Theft of Auto	453	3.5%	Public Peace	836	6.5%
Forgery	70	0.5%	Traffic Offenses	380	3.0%
Fraud	38	0.3%	Invasion of Privacy	138	1.1%
Embezzlement	49	0.4%	Conservation	65	0.5%
Stolen Property	372	2.9%	Other Offenses	324	2.5%
			<b>Total</b>	<b>12,828</b>	<b>100%</b>

Data Source: Office of Juvenile Affairs



**Figure 20**  
**AVERAGE NUMBER OF DAYS**  
**ABSENT PER STUDENT**  
**2014 - 2015 School Year**



Source: Oklahoma State Department of Education











## II. EDUCATIONAL PROCESS

### DISTRICTS, SCHOOLS, AND STUDENT ENROLLMENT

*Profiles 2015* reports on 517 individual Oklahoma school districts and 1,762 conventional school sites made up of 1,003 elementary schools, 301 middle schools/junior highs, and 458 senior highs.

Schools and school districts in Oklahoma are organized in a variety of ways. Oklahoma school districts are accredited by the State Board of Education and are classified as either independent districts (offering pre-kindergarten through 12<sup>th</sup> grade) or elementary districts (offering pre-kindergarten through 8<sup>th</sup> grade). Students from elementary districts must be integrated into a neighboring independent district's high school program once students have completed 8<sup>th</sup> grade. In 2014-2015, there were 98 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 2014-2015 there were 50 different grade level combinations of schools sites in Oklahoma.

**Figure 26**  
**Oklahoma's Districts by Enrollment and Socioeconomic Status**  
**Community Group Designation**  
**2014-2015**

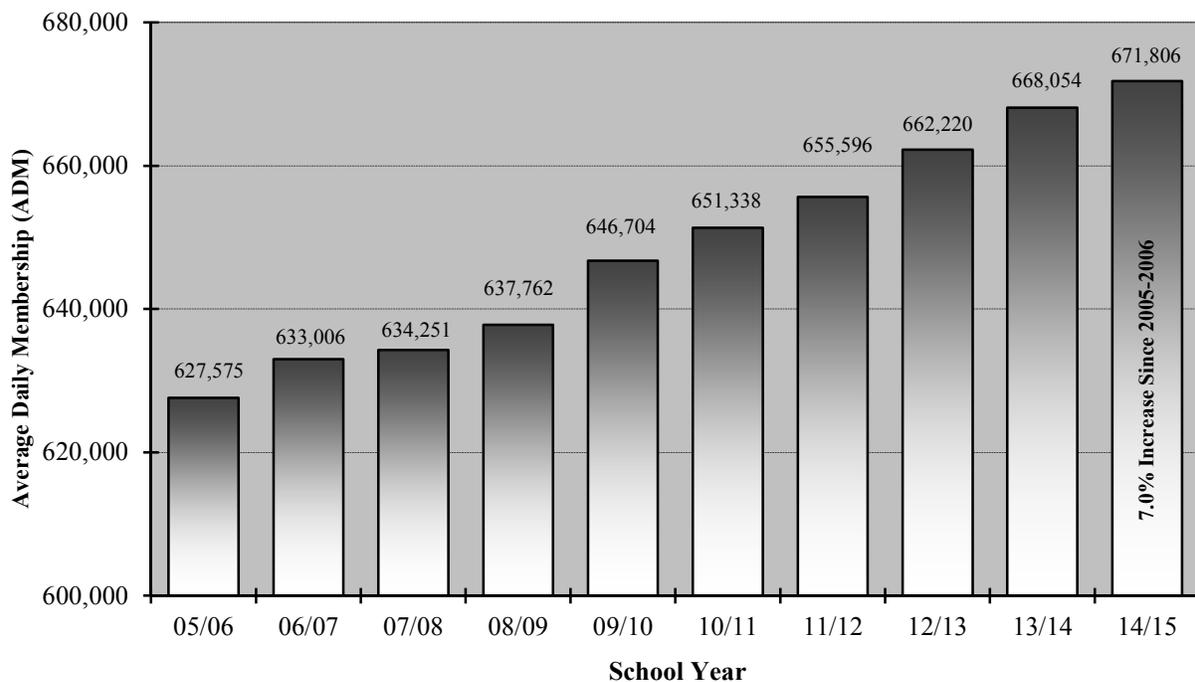
<u>District Size in ADM</u>	<u>Socioeconomic Status</u>	<u>Community Group Designation</u>	<u># of Districts</u>	<u>% of All Districts</u>	<u># of Students</u>	<u>% of All Students</u>
25,000 Plus	Low	A2	2	0.4%	85,247	12.7%
10,000 - 24,999	High	B1	6	1.2%	102,783	15.3%
	Low	B2	4	0.8%	64,576	9.6%
5,000 - 9,999	High	C1	8	1.5%	52,044	7.7%
	Low	C2	3	0.6%	19,189	2.9%
2,000 - 4,999	High	D1	14	2.7%	38,894	5.8%
	Low	D2	21	4.1%	61,902	9.2%
1,000 - 1,999	High	E1	35	6.8%	49,912	7.4%
	Low	E2	38	7.4%	52,132	7.8%
500 - 999	High	F1	28	5.4%	19,219	2.9%
	Low	F2	67	13.0%	48,271	7.2%
250 - 499	High	G1	67	13.0%	24,254	3.6%
	Low	G2	92	17.8%	32,833	4.9%
Less than 250	High	H1	27	5.2%	4,509	0.7%
	Low	H2	105	20.3%	16,041	2.4%
All	All	All	517	100.0%	671,806	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, 2014 is 688,300, up from 681,578 on October 1, 2013.

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. Byers P.S. (annexed into Wayne P.S. in March 2015) in McClain Co. was the smallest elementary (dependent) district in operation during 2014-2015 with an ADM of 28 students while the smallest independent district in the state in 2014-2015 was Billings P.S. in Noble Co. with an ADM of 66 students. Oklahoma City P.S., the largest independent school district, had an ADM of 44,734 students with Tulsa P.S. second with an ADM of 40,512. There are 33 school districts in the state with ADM’s less than 100 students. Twenty-two of these are elementary or dependent districts and eleven are independent districts. There are 291 districts with less than 500 students ADM – 92 dependent and 199 independent.

**Figure 27**  
**Oklahoma’s Average Daily Membership**  
**2005-2006 to 2014-2015**



Data Source: Oklahoma State Department of Education

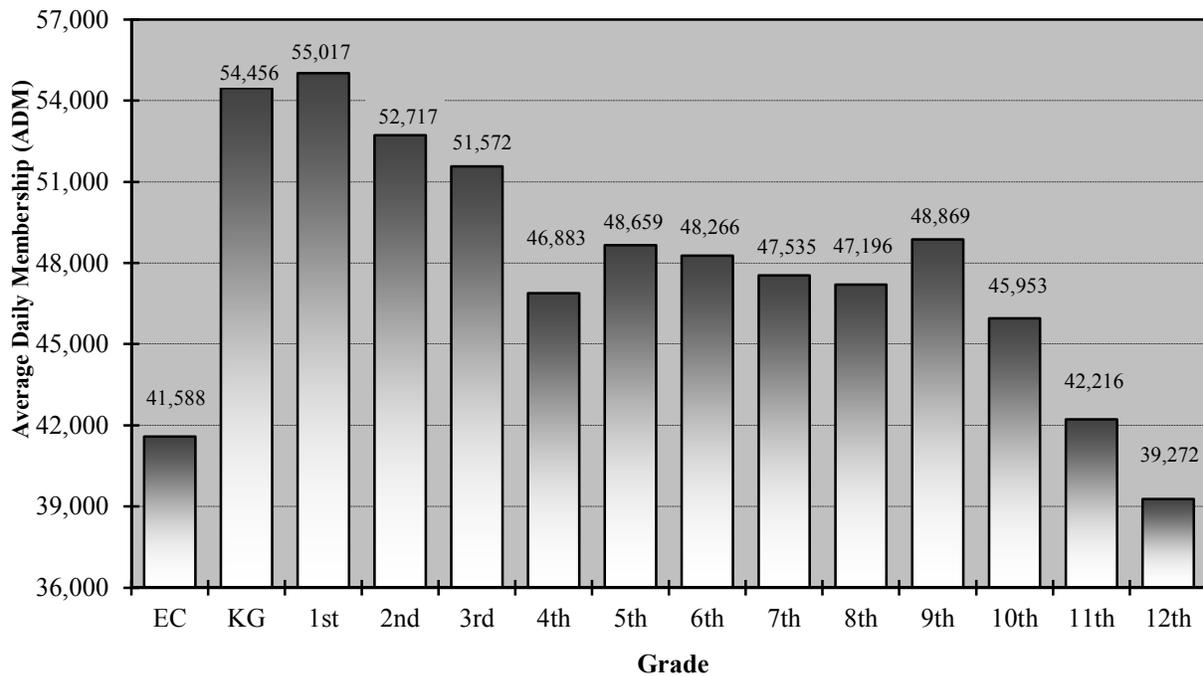
At the state level, total ADM in 2014-2015 was 671,806, an increase of 3,752 (0.6%) students from the 2013-2014 school year. The 3,752 additional students in ADM is not quite as large as the past few years but marks the thirteenth year in a row for growth in ADM. The 2014-2015 statewide membership is 7.0% greater than the membership ten years earlier.

The increase in ADM from last year is accounted for by the increase of enrollments in Early Childhood through 8<sup>th</sup> grade which increased by 1,086 students and an increase in high school students (grade 9 to 12) of 2,893.

Figure 28 shows 2014-2015 statewide ADM by grade. Typically, student populations follow the trend in population estimates although there are exceptions. The number of pre-kindergarten students dropped for the first time and as in past years, there are more 1<sup>st</sup> grade students than any grade of all public school students. There are fewer fourth grade students in 2014-2015 compared to prior years. During the high school years student populations fall dramatically.

The most notable part of the graph, however, is the rapid decline in ADM from 9<sup>th</sup> through 12<sup>th</sup> grade. There are many reasons that there are more 9<sup>th</sup> graders than 8<sup>th</sup> 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 the difference between 8<sup>th</sup> and 9<sup>th</sup> grade. During the 2014-2015 school year, 12<sup>th</sup> grade ADM was 9,597 students lower than 9<sup>th</sup> grade ADM. Analysis in the STUDENT PERFORMANCE section of this document (Figure 90) shows that the dramatic decrease in enrollment between 9<sup>th</sup> and 12<sup>th</sup> grade is not a single year occurrence.

**Figure 28**  
**Oklahoma’s Average Daily Membership by Grade\***  
**2014-2015**



Note: \* Excludes 1,607 Out of Home Placement students.  
Data Source: Oklahoma State Department of Education

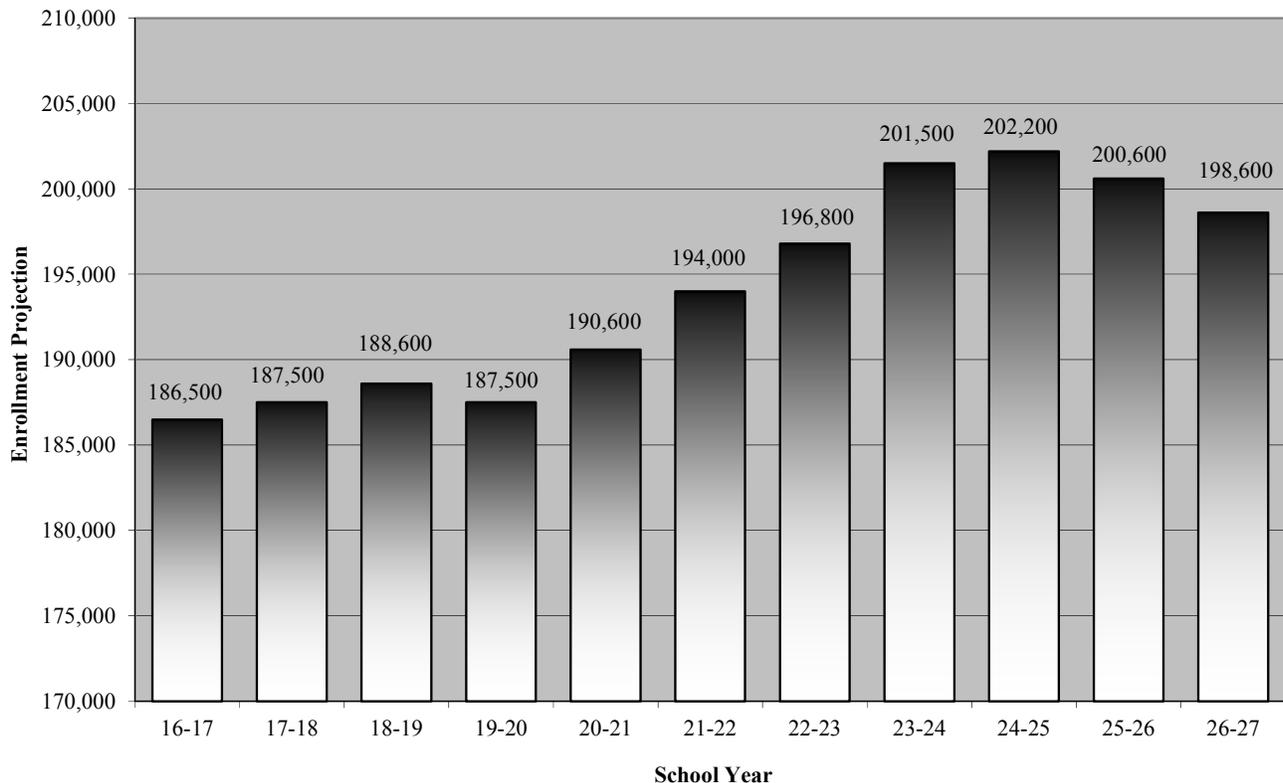
An area of tremendous growth over the past ten years is early childhood or pre-kindergarten. From the 2005-2006 school year to 2014-2015, the early childhood/pre-kindergarten class, which includes 3 and 4 year old students, has increased 25.7%. This is a much larger increase than that of the kindergarten class

with a 12.3% increase and the 1<sup>st</sup> grade class with an 8.1% increase. Oklahoma is one of the nation’s leaders in publically funded early childhood education as well as the percentage of 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 and births to project high school (9<sup>th</sup> to 12<sup>th</sup> grade) enrollment. 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 (9<sup>th</sup> – 12<sup>th</sup>) Enrollment**  
**2016-2017 to 2026-2027**



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. After many years of increased high school enrollment, the projections show a drop in enrollment after the 2024-2025 school year. This drop 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. This drop in enrollment likely will not be significant as waves from the original baby boom get smaller with each generation.

## **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**

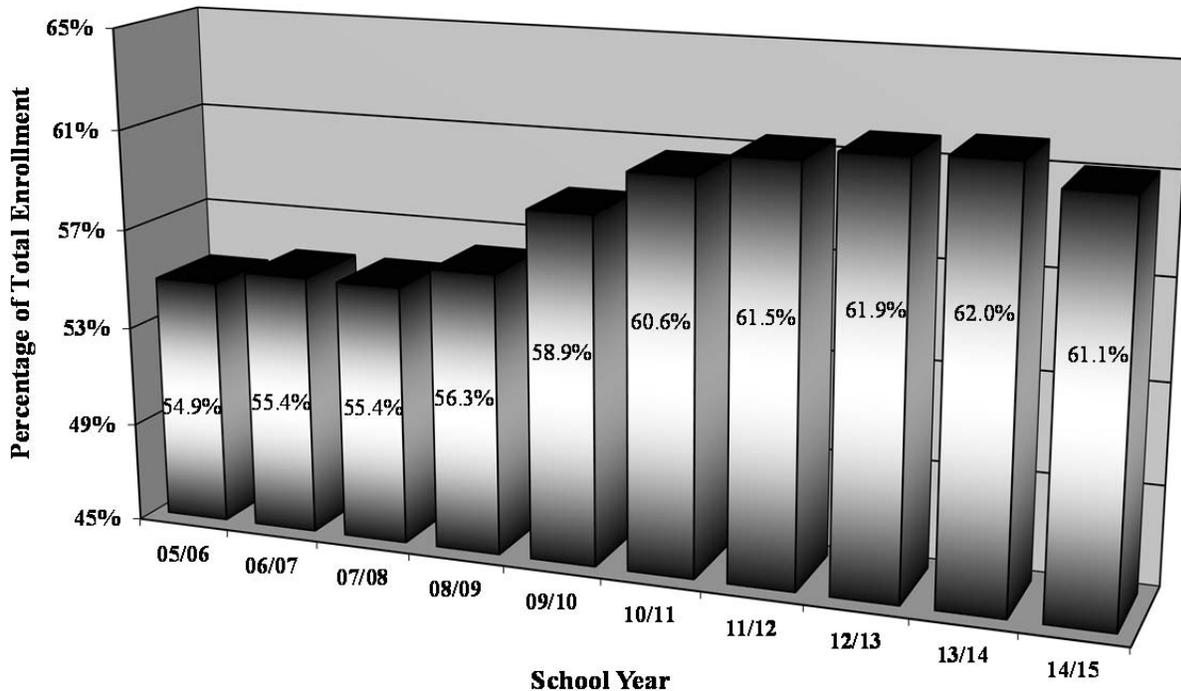
#### **Free or Reduced Price Lunch**

In 2014-2015, 413,919 Oklahoma students were eligible for the Free or Reduced Price Lunch Program (FRL). This represented 61.1% of all students (based on enrollment) and was a decrease of 3,910 students, or -0.9%, from the 2013-2014 school year. This is the first annual decline in eligibility since the mid-1990s. Eligibility has increased 6.2 percentage-points in the past 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 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. This is the first year in over 10 years that there was a decline in the number of students eligible for Free or Reduced Price Lunch Program. Only one district has fewer than 10% of its students eligible for the program and six districts have 25% or less eligible. Eleven districts have over 95% of the students eligible the for free or reduced price lunch program and four 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. For 2015, a family of four with two children making \$24,036 was considered to be living below the poverty level.

**Figure 30**  
**Free or Reduced Price Lunch Program Eligibility**  
**2005-2006 to 2014-2015**



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 17<sup>th</sup> state to provide funding for the education of gifted and talented students. Thirty-one states fund gifted programs in some way. Oklahoma's funding comes through the state aid formula and each student identified and served by a gifted and talented program is assigned an additional weight of .34 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. § 1210.301-307) 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. The policy is required to specify criteria for placement and to be consistent for Grades 1 - 12. 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 2015*).

During the 2014-2015 school year, 96,026 Oklahoma students qualified for the Gifted/Talented program. This represented 14.2% 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 2014-2015 ranged from five districts (all small dependent districts) reporting none of their students eligible for the gifted program and 35 districts with less than 5% eligible, to three 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 2014-2015 school year, 103,400 Oklahoma students qualified for the special education program, which represented 15.4% of all students (based on enrollment). There has been a rise in the Special Education participation rate since 2009-2010 and is at its highest mark since these educational indicators have been collected. 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 ten districts with less than 10% of students eligible to four districts (all dependent districts) having 40% or more students eligible.

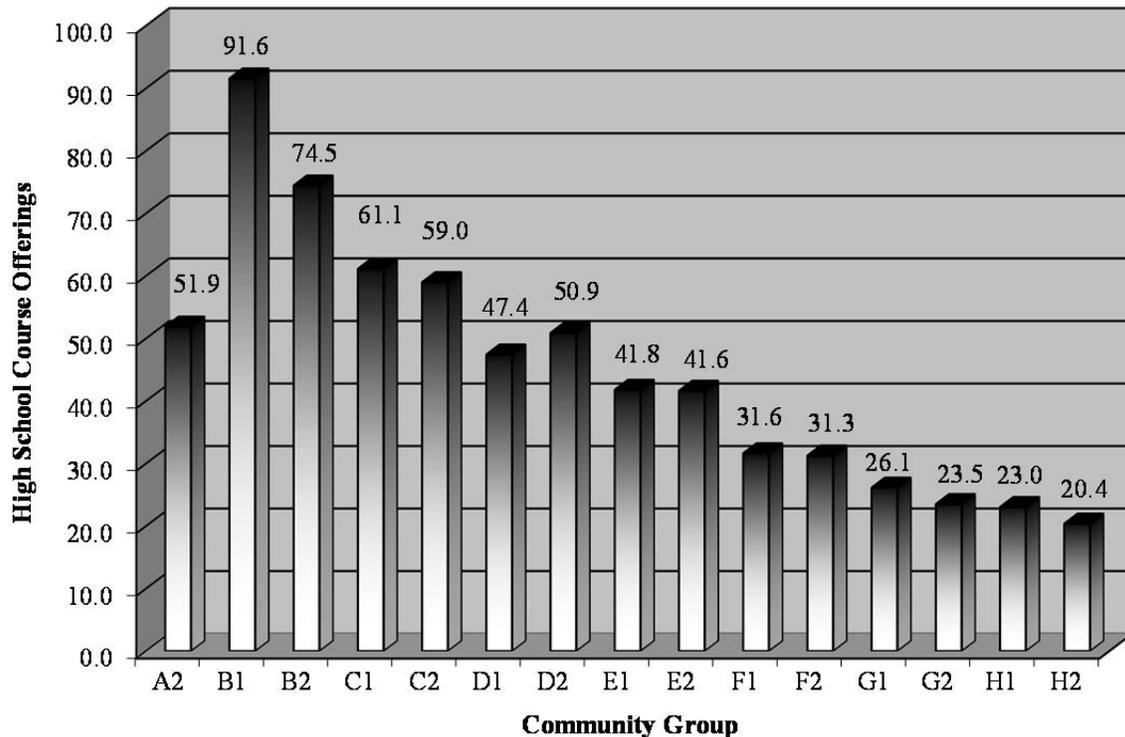
### **English Language Learners/Limited English Proficient**

English language learners (ELL) or limited English proficient (LEP) students are those identified as (i) not born in the United States or whose native language is other than English; (ii) Native American and comes from an environment where a language other than English has a significant impact; and (iii) migratory, whose language is other than English. Other factors used in identification include (i) ability to meet state’s proficient level on assessments, (ii) ability to successfully achieve in English speaking classrooms, and (iii) opportunity to participate fully in society. During the 2014-2015 school year, 47,989 (7.1%) Oklahoma students were identified as ELL/LEP. A much higher percentage of elementary students were identified (8.6%) than high school students (3.5%). The percentage of students identified as ELL/LEP varies greatly between school districts across the state. Forty-four districts have more than 10% of their students identified as ELL/LEP with four districts identifying more than 1/3 of their students as ELL/LEP and 237 districts having zero ELL/LEP students.

## 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. Previous studies indicate 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, eight school districts offered over 90 different courses in core areas and thirteen others offered over 80 different courses. Collectively, districts across the state offered an average of 35.3 units in the six core areas in 2014-2015. The 35.3 unit's average statewide is down slightly from last year's 35.7 units statewide. A more detailed description of the minimum requirements can be found in the *Standards for Accreditation* document from the State Department of Education.

**Figure 31**  
**High School Course Offerings**  
**By Community Group**  
**2014-2015**



State Average = 35.3

Data Source: Oklahoma State Department of Education

In general, school districts with larger district enrollments have greater course offerings than smaller districts. School districts ranging in size from 10,000 to 25,000 students offer on average 84.7 high school courses while the state's two largest districts (Oklahoma City and Tulsa) offer an average of 51.9 courses per high school. As the size range of school districts decreases so does the number of courses offered. School districts in the 5,000 to 10,000 student range offer an average of 60.5 courses and those in the 2,000 to 5,000 range offer 49.5 courses. The 1,000 to 2,000 student range school districts offer 41.7 courses and school districts with 500 to 1,000 students offer 31.4 courses. The smallest two district enrollment ranges of 250 to 500 and less than 250 offer an average of only 24.6 and 20.9 courses respectively.

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 84.7 and the H2 community group has the lowest at 20.9.

Beginning in the 2006-2007 school year, students entering the 9<sup>th</sup> grade must complete the following college preparatory/work-ready curriculum to graduate from high school: 4 units English, 3 units Math, 3 units Science, 3 units History/Citizenship, 2 units Foreign Language or 2 units Computer Technology, 1 unit Fine Arts, 1 additional unit from the above list, and 6 electives to equal 23 units. A local school board's graduation requirements may exceed the state graduation requirements of 23 units. The secondary academic programs may also provide the traditional units of credit to be offered in grades 9-12 with each secondary school offering and teaching at least 38 units or their equivalent each school year. Four (4) of these units may be offered on a two-year alternating plan with 34 units or their equivalent to be taught in the current school year. Career and technology center courses in which secondary students are enrolled may also count toward the 38 required units of credit or their equivalent.

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.

The state averages of the number of classes by curriculum subject are language arts (English), 7.8; fine arts, 7.0; math, 6.5; science, 6.1; social studies/history, 5.4; and languages, 2.5.

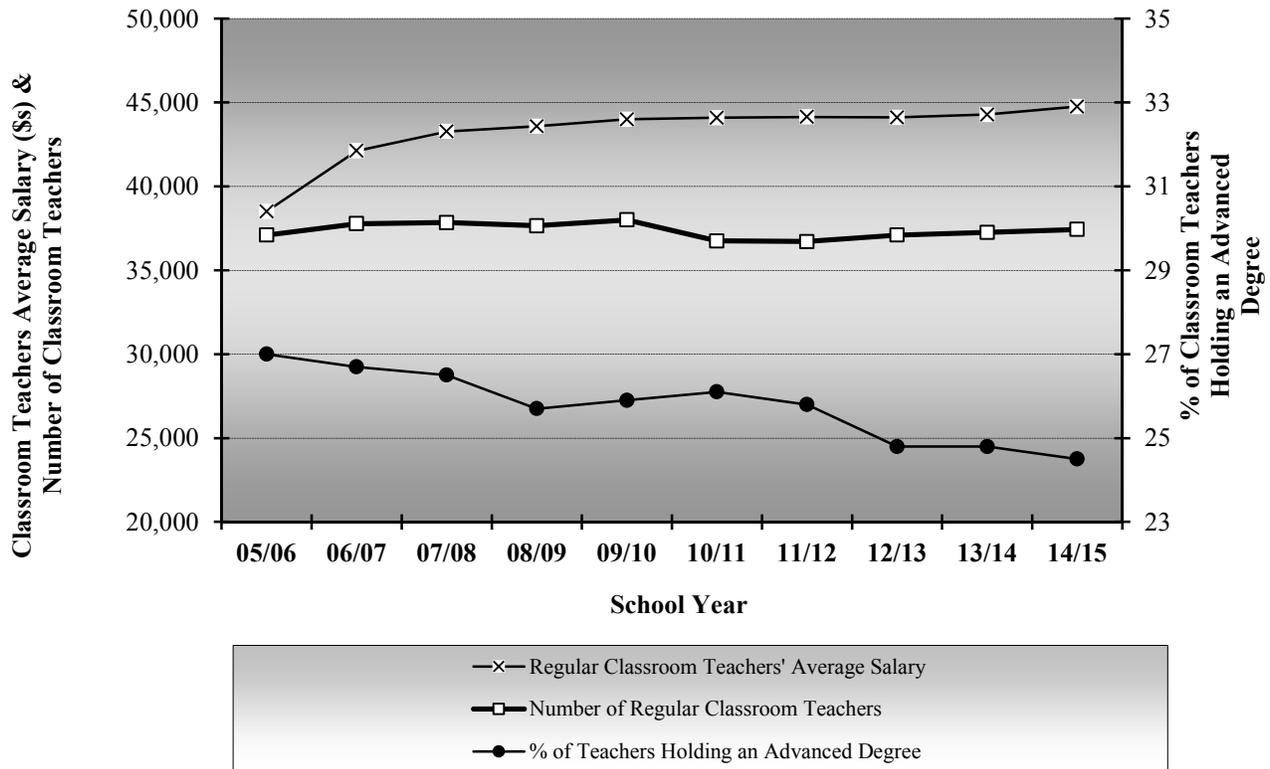
## **Classroom Teachers**

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 177 FTEs for the 2014-2015 school year from the previous year (37,435 in 2014-2015; 37,258 in 2013-2014). This is the third year in a row for an increase in the number of classroom teachers but the state is still not back to the number of teachers in 2009-2010. This increase of 727 teachers in the past three years does not offset the decline of 1,300 teachers over the two year period of 2010-2011 and 2011-2012. Figure 32 shows the very

slight rise and fall of the number of classroom teachers over the past ten years. Furthermore, ADM increased by 3,752 students (671,806 in 2014-2015; 668,054 in 2013-2014). Based on student ADM of 671,806, the statewide gross student/teacher ratio for regular classroom teachers in 2014-2015 was 17.9 students per teacher. This is one of the highest student teacher ratios in the last 20 years.

**Figure 32**  
**Number of Teachers, Average Salary of Teachers, and**  
**Percentage of Teachers Holding Advanced Degrees**  
**2005-2006 to 2014-2015**



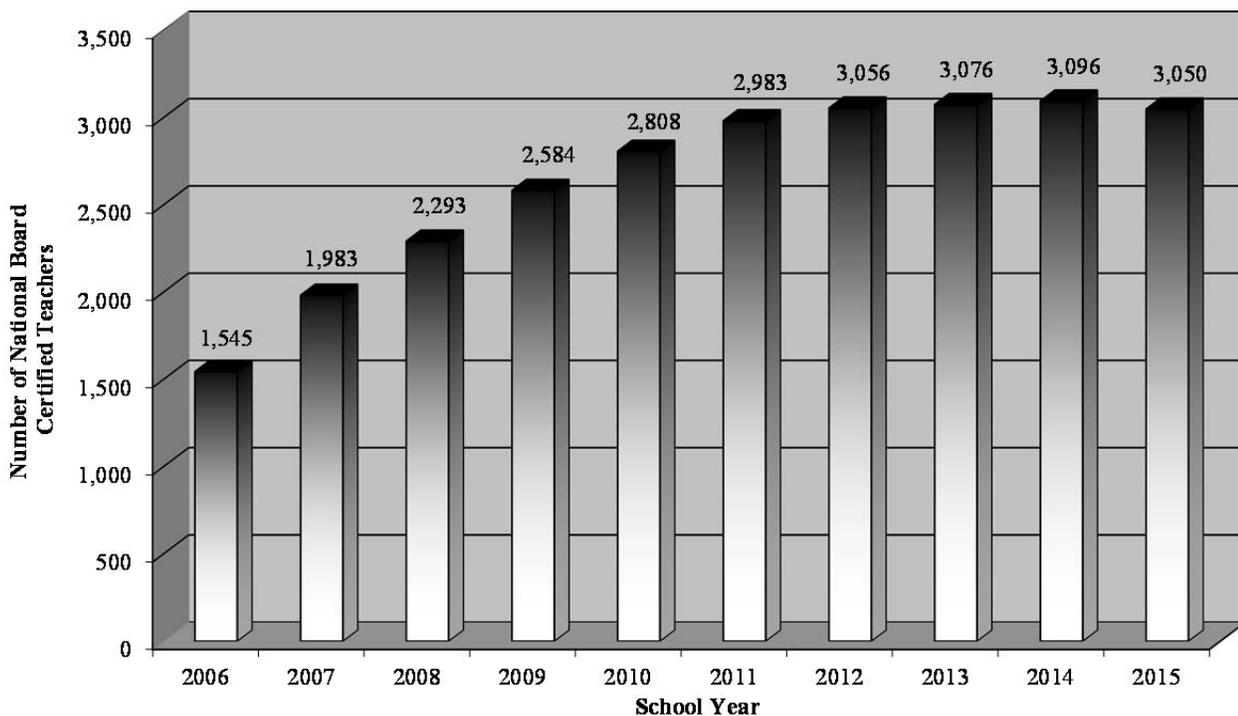
	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
Number of Regular Classroom Teachers	37,103	37,778	37,848	37,660	38,008	36,749	36,708	37,104	37,258	37,435
Regular Classroom Teachers' Average Salary	\$38,508	\$42,117	\$43,275	\$43,584	\$43,998	\$44,094	\$44,145	\$44,118	\$44,285	\$44,754
% of Regular Classroom Teachers Holding an Advanced Degree	27.0	26.7	26.5	25.7	25.9	26.1	25.8	24.8	24.8	24.5

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 24.5% (slightly lower than last year’s 24.8%). The percentage of teachers with an advanced degree is 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 12.2 years statewide.

Figure 32 also shows the average annualized salary of teachers for the 2014-2015 school year was \$44,754, an increase of \$469 from the previous year (\$44,285 in 2013-2014). This is the largest increase in annualized teacher salary since 2006-2007 to 2007-2008. After a number of years of notable salary increases for teachers (2003-2004 to 2007-2008), there have been smaller increases and even one year of decline in teachers' salaries since 2008-2009. The number of years a teacher has taught, any advanced degrees they may hold, and national board certification also has an 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.

**Figure 33**  
**National Board Certified Teachers**  
**Oklahoma**  
**2006 to 2015**



Data Source: National Board for Professional Teaching Standards (NBPTS)

Oklahoma had 13 new NBC teachers for the 2014-2015 school year. This brings the total of NBC teachers in the state to 3,050; 8.1% of classroom teachers. The 13 new NBC teachers is the lowest number since 1998. The NBPTS has changed the process for teachers to become nationally board certified. There is a three year process to complete and new candidates must get through the entire process before receiving their certification. Once the initial class has completed the process the number of new NBC teachers should increase significantly.

Teachers' salaries are controlled by a salary schedule prescribed in state law (70 O.S. § 18-114.14). In school year 2014-2015, a teacher's starting salary was based on the degree held; \$31,600 for a

Bachelor's Degree, \$32,600 for a Bachelor's Degree plus National Board Certification, \$32,800 for a Master's Degree, \$33,600 for a Master's Degree plus National Board Certification, 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 except to add National Board Certification. Career Technology Agriculture, Career Technology Economic, Other Career Technology, and Special Education teachers receive an additional percentage or stipend to the minimum salary.

## **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 2014-2015 school year, there were 4,391 Special Education Teacher FTEs, down 45 FTE from the previous year. Each possessed an average of 12.9 years of teaching experience and earned, on average, \$47,551. On average there were 23.5 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 2014-2015 school year saw an increase of 177, the number of administrators increased by 25. In 2014-2015 there were 3,576 administrator FTEs at the 517 districts, up from the 2013-2014 school year count of 3,551 administrator FTEs. Statewide, there was an average of 6.9 administrators per school district and each received an average annualized salary of \$78,349 during the 2014-2015 school year. This was an increase of \$1,366 or 1.8% over last year's figure of \$76,983. On average, each supervised 11.7 teacher FTEs (regular and special education teachers) in 2014-2015. The average experience that each possessed in a school environment was 20.2 years.

## **Counselors and Other Certified Staff**

The number of counselors in schools increased by 3 (1,590 to 1,593) between 2013-2014 and 2014-2015. Other certified staff FTEs decreased by 38 (3,556 from 3,594). Counselor's average annualized salary for the 2014-2015 school year was \$50,674, up \$600 from the previous year and the average annualized salary for other certified staff for the same school year was \$50,262, up \$1,191 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 2015* 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 2014-2015 was \$5,902,971,885. The largest portion of funding was provided by the State at 47.7% (\$2.81 billion), followed by Local & County with 40.8% (\$2.41 billion) and Federal funds which provide 11.6% (\$682 million) (Figure 34). Total revenues increased for Oklahoma's districts by \$151,220,745, or 2.6%, from 2013-2014 revenues of \$5,751,751,140. This is the second year of increase after two years of a decrease in total revenue. After 2008-2009, there was a significant decrease in state revenue and the state has not yet returned to the state revenue amount from that year. 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 0.3 percentage points lower than the last two years. For the 2014-2015 school year, 47.7% of all revenues came from the state. This percentage amount is down from 52.2% 10 years earlier (2005-2006). The percentage of revenue from the federal government is down for the fifth year in a row. 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 (11.6%). For 2009-2010 and 2010-2011 school years, the percentage of federal revenue had been over 17.0%. The percentage of federal revenue has been 11.6% to 13.8% for twelve of the last fourteen years. Prior to 2001-2002, the percent of federal revenue was typically around 10%. The percentage of local and county revenue is up from the previous years to 40.8%. There has been growth every year in local and county revenue.

There are fifteen school districts with less than 20% of their revenue coming from the state and five of those have less than 10% of their revenue coming from the state. Four of these five also have 85% or

more of their revenue coming from local and county sources. Conversely; thirty-three districts have over two-thirds of their revenue coming from the state with eight districts receiving more than 70% of their revenue from the state.

Six school districts have less than 10% of their revenue coming from local and county sources with all six being dependent school districts (PK – 8). Twelve school districts have over 75% of their revenue coming from local and county sources. Six 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.

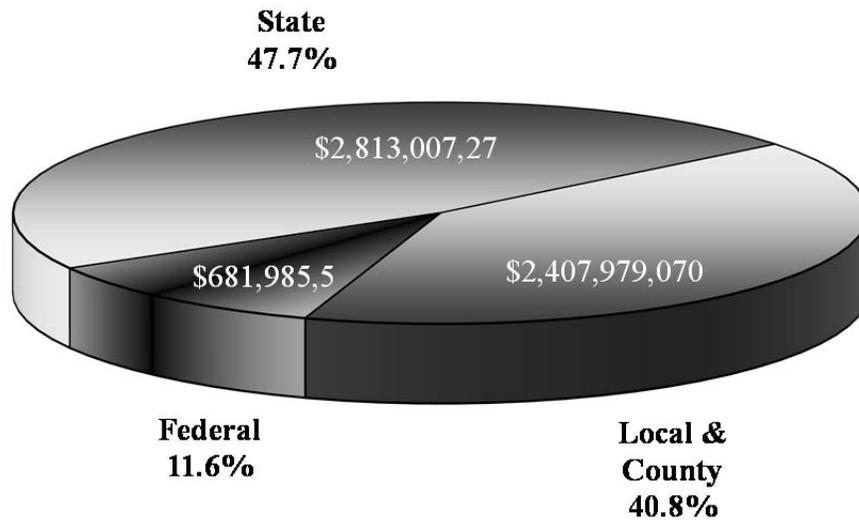
Seven school districts have over one-third of their revenue coming from the federal government. All but one of these are dependent school districts serving only students from pre-kindergarten through eighth grade. Twenty-eight school districts have less than 5% of their revenue coming from the federal 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.

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 thirteen percent (13.2%) of all revenues for school districts below 1,000 ADM are from the federal government compared to 10.9% for school districts between 1,000 and 10,000 ADM and 11.2% for school districts above 10,000. School districts above 10,000 in ADM receive only 42.9% of their revenue from the state compared to 49.9% for school districts below 1,000 ADM and 51.0% for school districts between 1,000 and 10,000. School districts below 1,000 in ADM receive 37.0% of their revenue from local sources compared to 45.9% for school districts above 10,000 ADM and 38.1% 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 40.8% of funding coming from local sources; local funding makes up 48.1% for those school districts below the state average Free or Reduced Price Lunch rate and only 35.6% 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 (14.4%) than those districts below the state average at 7.6%. School districts above the state average Free or Reduced Price Lunch rate (50.0%) also have a higher percentage of their revenue coming from the state than those schools below the state average (44.4%).

Pushmataha Co. has the highest percentage of revenues from the state to school districts at 66.6% with five other counties having over 63% of school district revenue coming from the state. Grant Co. has 28.4% coming from the state with seven other counties below 40%. Grant Co. has the highest percentage of revenues from local and county sources to school districts at 67.0% with four other counties having over 55% of school district revenue coming from the local and county sources. Adair Co. has the lowest percentage at 14.4% with two others under 20%. Adair Co. has the highest percentage of revenues from the federal government to school districts at 25.9% with two other counties having over 20% of school district revenue coming from the federal government. Alfalfa Co. has only 2.6% of revenue from the federal government going to school districts with three other counties under 5%.

## Figure 34 Revenue Sources for Oklahoma Public Education Reported Using ALL FUNDS\* 2014-2015



Total Revenue: \$5,902,971,885

Data Source: Oklahoma State Department of Education

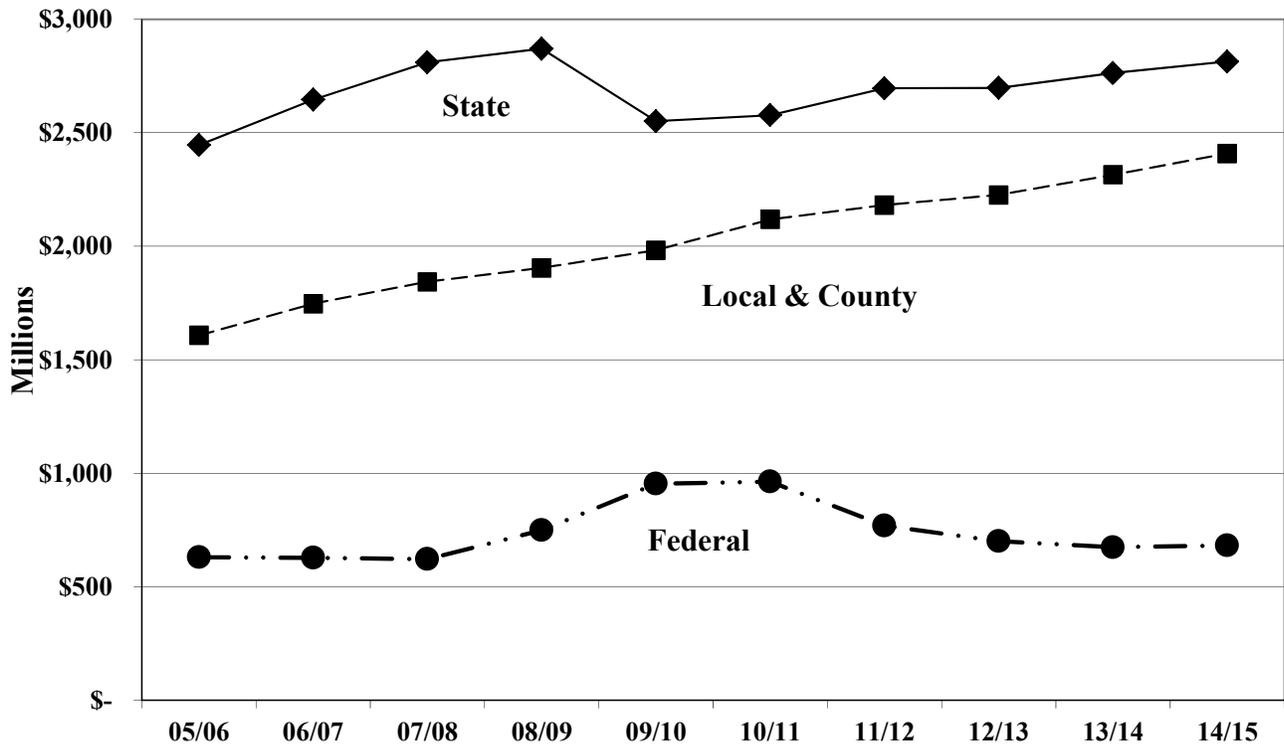
\*ALL FUNDS does exclude two fund categories: Bond Fund and Trust & Agency Fund. The Sinking Fund, which is included in ALL FUNDS, represents funds used to repay bonds for capital improvements and major transportation and technology purchases. The Bond Fund is excluded because its inclusion would, in 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 almost \$2.5 billion currently. State revenue has risen from under \$1 billion 30 years ago to over \$2.8 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 2005-2006 to 2010-2011, the second year of ARRA stimulus funds, federal revenue grew 57.2%. From 2010-2011 to 2013-2014, federal revenue dropped 29.3% from \$964 million to \$675 million with an increase of 1.1% or \$682 million in 2014-2015. Local and county revenue has seen the most consistent growth over the past ten years. Local and county revenue grew 49.8% to \$2,408 million from 2005-2006 to 2014-2015. Revenue from the state has its multiple ups and downs over the past decade. State revenue grew 23.0%

from \$2,324 million to \$2,870 million from 2005-2006 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 10.3% to \$2,813 million for 2014-2015; still below the high of 2008-2009.

**Figure 35**  
**District Revenue Sources**  
**Reported Using ALL FUNDS**  
**2005-2006 to 2014-2015**



in Millions	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
State	\$2,445	\$2,646	\$2,810	\$2,870	\$2,551	\$2,577	\$2,696	\$2,697	\$2,762	\$2,813
Local & County	\$1,607	\$1,747	\$1,844	\$1,904	\$1,982	\$2,118	\$2,181	\$2,226	\$2,315	\$2,408
Federal	\$631	\$628	\$622	\$749	\$954	\$964	\$769	\$701	\$675	\$682

Data Source: Oklahoma State Department of Education



## The State Funding Process

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

### Weighted Average Daily Membership (WADM)

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

Mental and Physical Condition Weights:

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

Grade Level Weights:

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 (hailed) each day. The resulting product is then multiplied by a Transportation Factor which is determined by the state.

## ***TEACHER SALARY INCENTIVE***

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

## **Charter Schools**

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

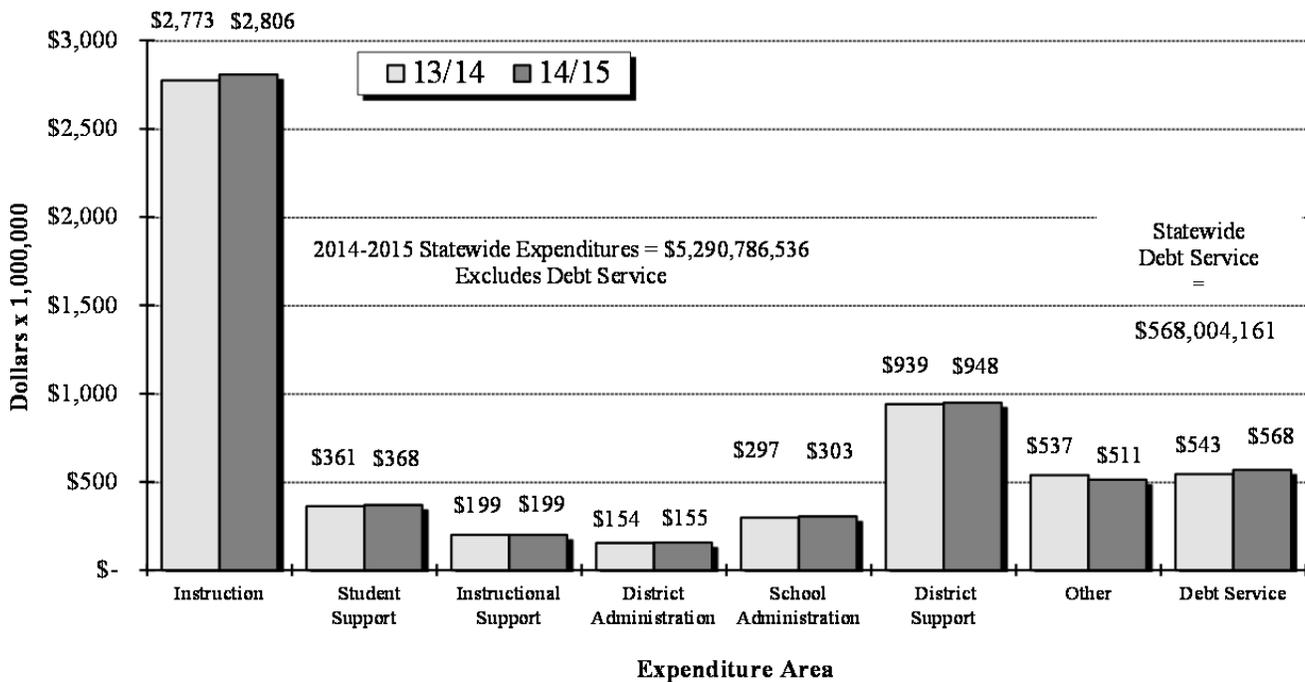
## **Expenditures**

Figure 37 shows expenditures from ALL FUNDS for the last two years. In *Profiles 2015*, 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-six 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 68.5% in the past ten years to \$568.0 million in 2015 from \$337.1 million in 2006.

The largest expenditure is in the area of Instruction with 53.0%, a 0.3 percentage-point increase from 2013-2014. This is the first increase in the percent of expenditures going to Instruction since 2009-2010 and it is below its high mark of 58.6% of ALL FUNDS in 1995-1996. District Support ran a distant second in 2014-2015 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 \$5.86 billion, a \$55 million increase over the 2013-2014 school year.

**Figure 37**  
**State Level Expenditures Based on ALL FUNDS**  
**2013-2014 and 2014-2015**



	Percent of Total Expenditure in Each Area							
	Instruction	Student Support	Instructional Support	District Administration	School Administration	District Support	Other	Debt Service
<b>2013-2014</b>	52.7%	6.9%	3.8%	2.9%	5.6%	17.9%	10.2%	10.3%
<b>2014-2015</b>	53.0%	7.0%	3.8%	2.9%	5.7%	17.9%	9.7%	10.7%

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**  
**2014-2015**

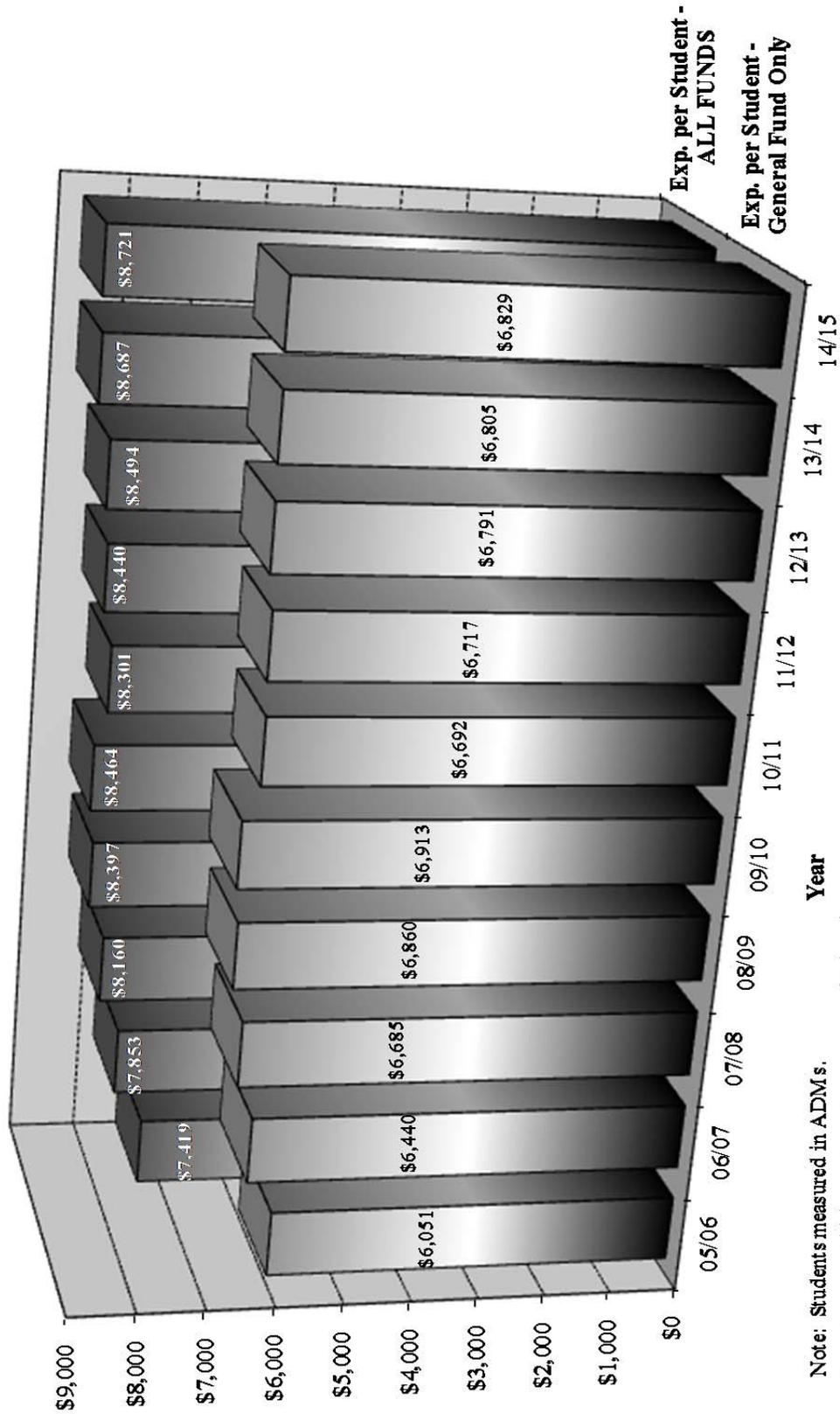
Size of District	Community Group	Instruction	Student Support	Instructional Support	District Administration	School Administration	District Support	Other
25,000 or more	A2	48.4%	7.0%	5.5%	1.5%	6.0%	18.2%	13.4%
10,000 to 24,999	B1	54.3%	8.3%	4.1%	1.9%	5.6%	18.0%	8.0%
	B2	51.0%	7.7%	4.1%	2.0%	6.1%	17.6%	11.5%
5,000 to 9,999	C1	55.1%	7.5%	3.7%	2.6%	5.8%	17.9%	7.4%
	C2	51.8%	6.3%	5.7%	1.9%	5.8%	17.7%	10.8%
2,000 to 4,999	D1	55.8%	7.2%	3.1%	2.8%	6.0%	16.7%	8.4%
	D2	54.5%	6.9%	4.0%	2.6%	5.8%	18.2%	8.1%
1,000 to 1,999	E1	55.8%	6.3%	3.0%	3.0%	5.8%	18.2%	7.9%
	E2	55.0%	6.6%	3.2%	3.3%	5.6%	17.2%	9.2%
500 to 999	F1	54.8%	6.9%	3.0%	4.1%	5.7%	17.0%	8.6%
	F2	54.4%	6.6%	3.0%	4.2%	5.6%	17.1%	9.2%
250 to 499	G1	52.1%	6.3%	2.4%	5.1%	5.2%	18.7%	10.3%
	G2	51.9%	6.2%	2.5%	5.4%	5.7%	18.4%	10.0%
Less than 250	H1	49.4%	5.3%	2.4%	6.4%	4.8%	22.3%	9.5%
	H2	51.8%	4.8%	2.6%	6.7%	4.4%	19.4%	10.3%
Statewide		53.0%	7.0%	3.8%	2.9%	5.7%	17.9%	9.7%

Data Source: Oklahoma State Department of Education

Figure 39 contrasts the General Fund versus the ALL FUNDS accounting of expenditures per student for years 2005-2006 through 2014-2015. The expenditure per student (ADM) using the General Fund in 2014-2015 was \$6,829 compared to \$8,721 from ALL FUNDS, a difference of \$1,892 dollars per student (the largest difference between the two funds in the history of the *Profiles*). Per-student funding increased \$24 in the General Fund category and \$34 in the ALL FUNDS category between the 2013-2014 and 2014-2015 school years.

Per student expenditures varied greatly across the state (Figure 40). 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 \$29,378 per student in Sweetwater P.S. in Roger Mills County to a low of \$6,313 per student at Coweta P.S. in Wagoner County. Roger Mills County has the highest per student expenditure at \$19,367 while Wagoner County has the lowest at \$7,068.

**Figure 39**  
**State Level Expenditures Per Student**  
**General Fund Only and ALL FUNDS**  
**2005-2006 to 2014-2015**



Note: Students measured in ADMs.

Data Source: Oklahoma State Department of Education



## **III. STUDENT PERFORMANCE**

### **ACHIEVEMENT TESTS**

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

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

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

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

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

In 2006, legislation was enacted which required Oklahoma high school students to be given 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 3<sup>rd</sup> Grade NRT were supplied by Harcourt-Brace and the EOI tests by CTB McGraw-Hill. The CRT component was taken over by Data Recognition Corporation (DRC) in 2005-2006. 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. This contract continued for 2013-2014. Measured Progress conducted field tests for reading and math for grades 3 through 8. For 2014-2015, Measured Progress had the contract for all state testing.

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). Benchmarks used in

*Profiles 2015* are based on Regular Education and Full Academic Year students. Scores based on All and Full Academic Year students are also presented.

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. The Oklahoma Modified Alternative Assessment Program (OMAAP) was not given to first-time test takers in 2013-2014.

Figure 41 shows the state expenditures for the OSTP over the last 10 years. The OSTP cost \$14.2 million to administer in 2014-2015. These expenditures cover different testing companies from year to year and the number of tests given each year has risen from some years to the next.

**Figure 41**  
**State Student Assessment Expenditures**  
**FY- 2006 to FY-2015**

FY-2006	\$3.7 Million
FY-2007	\$8.3 Million
FY-2008	\$6.8 Million
FY-2009	\$7.3 Million
FY-2010	\$10.0 Million
FY-2011	\$8.5 Million
FY-2012	\$7.6 Million
FY-2013	\$7.4 Million
FY-2014	\$12.9 Million
FY-2015	\$14.2 Million

Data Source: Oklahoma State Department of Education

## The Oklahoma Core Curriculum Test – Regular Education Students

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.

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 80). The State Board of Education raised the standards for cut scores in Reading and Math prior to the 2008-2009 testing cycle and the standards for cut scores in science and writing prior to the 2012-2013 testing cycle. The Commission for Educational Quality and Accountability (with assistance from the State Department of Education) reset the standards for 5<sup>th</sup> Grade Social Studies, 8<sup>th</sup> Grade U.S. History, and the U.S. History EOI for the 2013-2014 testing cycle and 7<sup>th</sup> Grade Geography for 2014-2015. Viewing trends must be done carefully, one must take these changes into consideration when comparing to the previous years.

Historically, the *Profiles Reports* have provided information for regular education; full academic year students. These students are used to calculate select benchmarks for schools set by the Commission for Educational Quality and Accountability (described later in the report). All full academic year students also have information provided in the reports. Regular education students exclude those students that are English language learners or limited English proficient (ELL/LEP) and students on an individualized education program (IEP). Benchmarks are not provided for all, full academic year students.

Third grade CRT results (Figure 42) showed improvement each year in reading between 2010-2011 and 2014-2015 but a decline in math for the past year after minimal improvement the years prior. Reading increased six percentage points in the percentage of students scoring proficient and above (75% to 81%) from 2010-2011 to 2014-2015 while math decreased three percentage points (71% from 74%).

Fourth grade CRT reading results (Figure 43) increased between 2010-2011 and 2014-2015 twelve percentage points (68% to 80%). Math results increased five percentage points to 79% from last year after a one year decline and three years of improvement from 2010-2011.

Fifth grade CRT results (Figure 48) show a ten year trends for all subjects tested. Reading and math have seen increases since 2008-2009. Standards were raised in both reading and math in 2008-2009. While quite a bit lower than prior to 2008-2009, math has increased from 68% to 77% and reading increased from 70% to 77% from 2008-2009 to 2014-2015. The standard for science was changed prior to the 2012-2013 testing. Prior to this change, the percentage of students scoring proficient and above for science has been the high 80s and low 90s. For 2012-2013, 57% of students taking the science CRT scored proficient and above then rose five percentage points to 62% in 2014-2015. The writing CRT percentage of students scoring proficient and above has been in the mid to high 80s from 2005-2006 to 2011-2012. There was also a standard change for writing prior to the 2012-2013 testing year with the current percentage of students scoring proficient and above at 54%. The social studies CRT was given

as a field test in 2012-2013 and students took the field test to help assess new standards for this test. The standard was changed for social studies for 2013-2014 and 85% of the students that took the social studies CRT in 2013-2014 scored proficient and above then dropped slightly to 82% in 2014-2015.

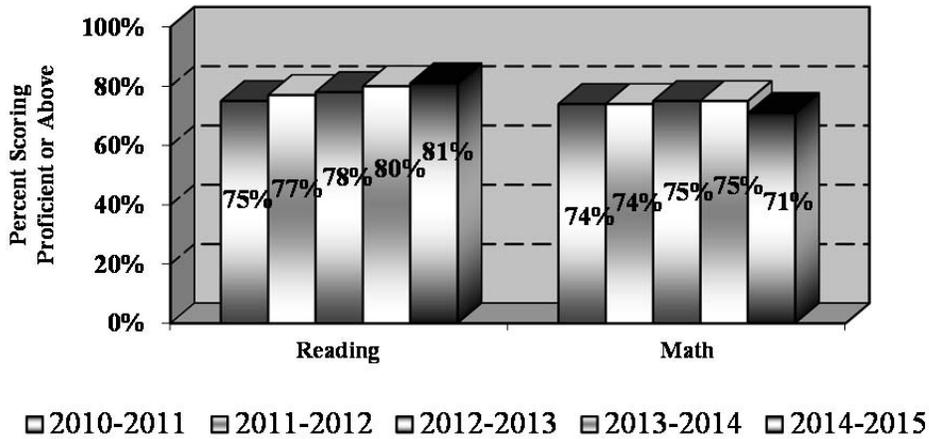
Sixth grade CRT results (Figure 54) show reading at 74% for 2014-2015, up from 69% in 2010-2011. The math sixth grade CRT result shows a nice improvement from 2010-2011 to 2014-2015 (70% to 76%). Both sixth grade reading and math are down slightly from the highs of the last five years for students scoring proficient and above.

Reading and math for seventh grade (Figure 55) show an almost identical pattern to the sixth grade results for each subject. Reading increased seven percentage points from 2010-2011 to 2014-2015 (75% to 82%) and math rose five percentage points from 2010-2011 to 2014-2015 (71% to 76%). The third seventh grade test, geography, was not given in 2012-2013 or 2013-2014 (field tests were given) but have been very stable at 88% and 89% for 2010-2011 and 2011-2012 for the percentage of students scoring proficient and above. After a standard change, the 2014-2015 percentage of students scoring proficient and above is 72% for seventh grade geography.

Eighth grade CRT results (Figure 61) 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. Both reading and math were showing gains until the change in standards seven years ago. After the change in standard, both of these subjects continued to increase in the percentage of students scoring proficient and above from 2008-2009 to 2011-2012. Reading increased from 72% to 83% then fell one percentage point from in 2012-2013 to 82% and has increased to 86% for 2014-2015. Math had shown an increase of seven percentage points from 65% to 72% from 2008-2009 to 2012-2013 but dropped to 63% for 2013-2014 then increased to 64% for 2014-2015. A reason for this drop is that for the first time in 2013-2014 any grade school student (3<sup>rd</sup> through 8<sup>th</sup> grade) taking any math EOI (Algebra I, Algebra II, or Geometry) did not have to take their grade CRT. This accounted for over 10,000 math students not taking a grade school OCCT because they took an EOI and were exempt due to no double testing in math subjects.

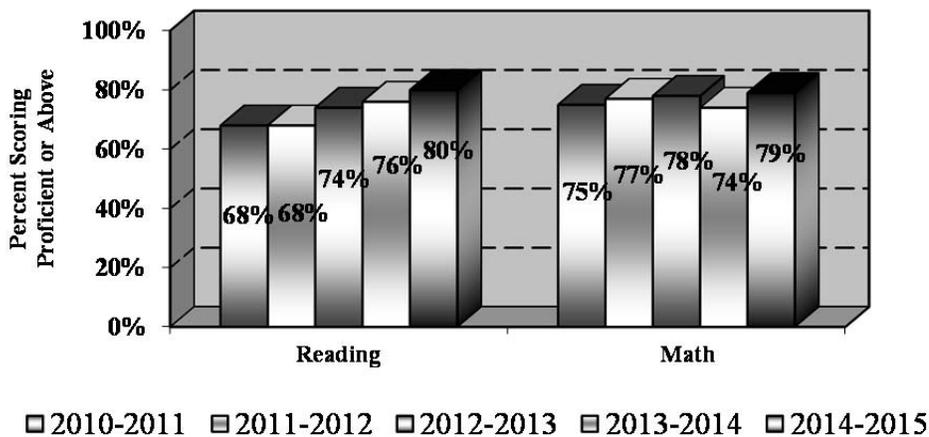
As with the 5<sup>th</sup> grade science test, 8<sup>th</sup> grade science had a standard change prior to 2012-2013. Prior to this change science did drop slightly from 93% to 90% in the percentage of students scoring proficient and above from 2010-2011 to 2011-2012 but then dropped dramatically with the standard change to 58% in 2012-2013 with an increase to 62% in 2014-2015. 8<sup>th</sup> grade writing test also had a change in standard for the 2012-2013. After years of students scoring proficient and above scores being in the 90% range, scores dropped to 64% in 2012-2013 with an increase to 71% this year. After a year of field tests in 2012-2013 and change in standard, the percentage of students scoring proficient and above is 74% in U.S. History in 2013-2014 and dropped to 71% for 2014-2015.

**Figure 42**  
**3<sup>rd</sup> Grade Results Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
 (Regular Education Full Academic Year Students Only)  
 2010-2011 to 2014-2015



Data Source: Oklahoma State Department of Education

**Figure 43**  
**4<sup>th</sup> Grade Results Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
 (Regular Education Full Academic Year Students Only)  
 2010-2011 to 2014-2015



Data Source: Oklahoma State Department of Education

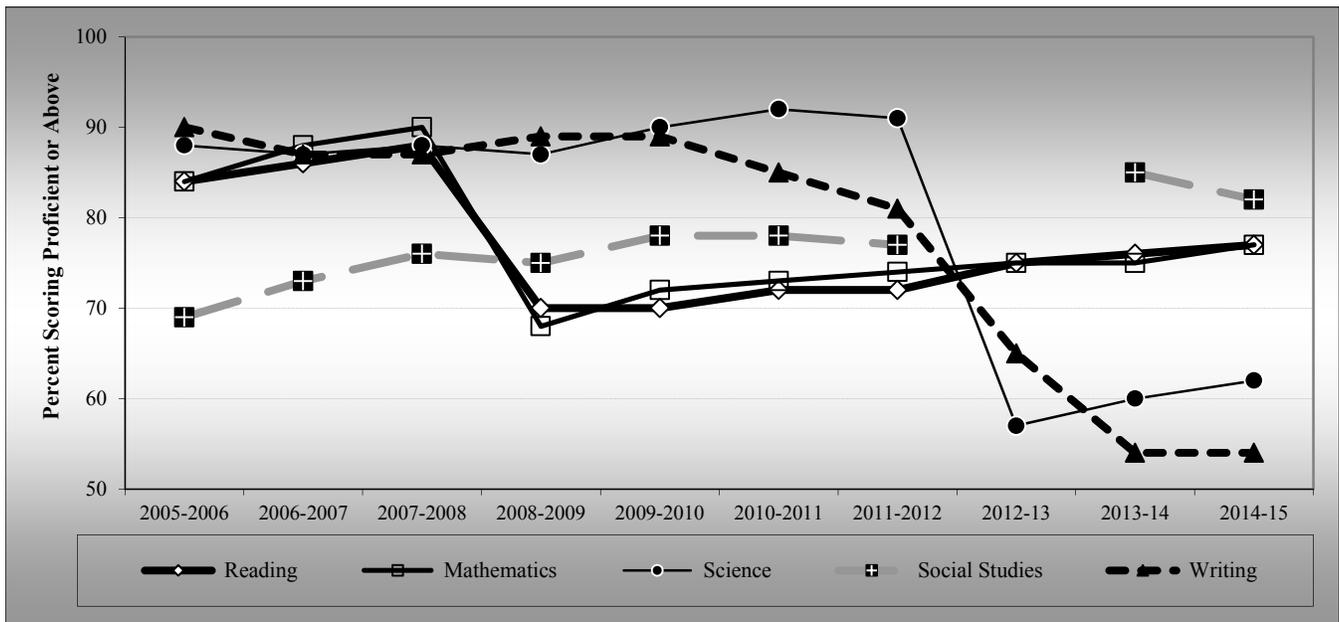








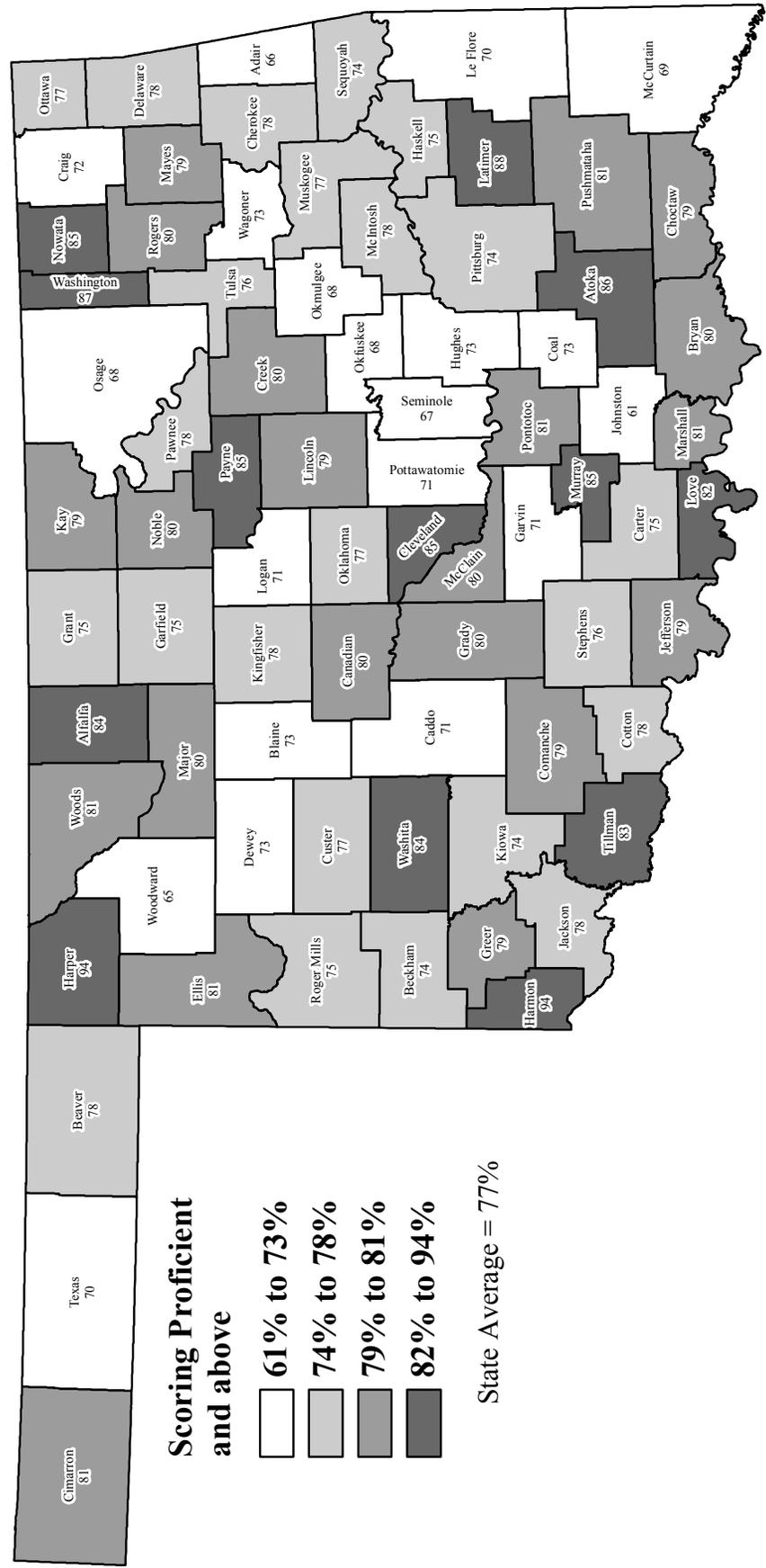
**Figure 48**  
**5<sup>th</sup> Grade Results**  
**Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
**by Subject and Year**  
 (Regular Education Full Academic Year Students Only)  
 2005-2006 to 2014-2015



Note: Double Line indicates a change in testing company.

Data Source: Oklahoma State Department of Education  
 (2008-2009 – New standard for Reading and Math)  
 (2012-2013 – New standard for Science and Writing)  
 (2013-2014 – New standard for Social Studies)

**Figure 49**  
**5<sup>TH</sup> GRADE OCCT – READING SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2014 – 2015 School Year**



**Scoring Proficient and above**

- 61% to 73%
- 74% to 78%
- 79% to 81%
- 82% to 94%

State Average = 77%

Source: Oklahoma State Department of Education



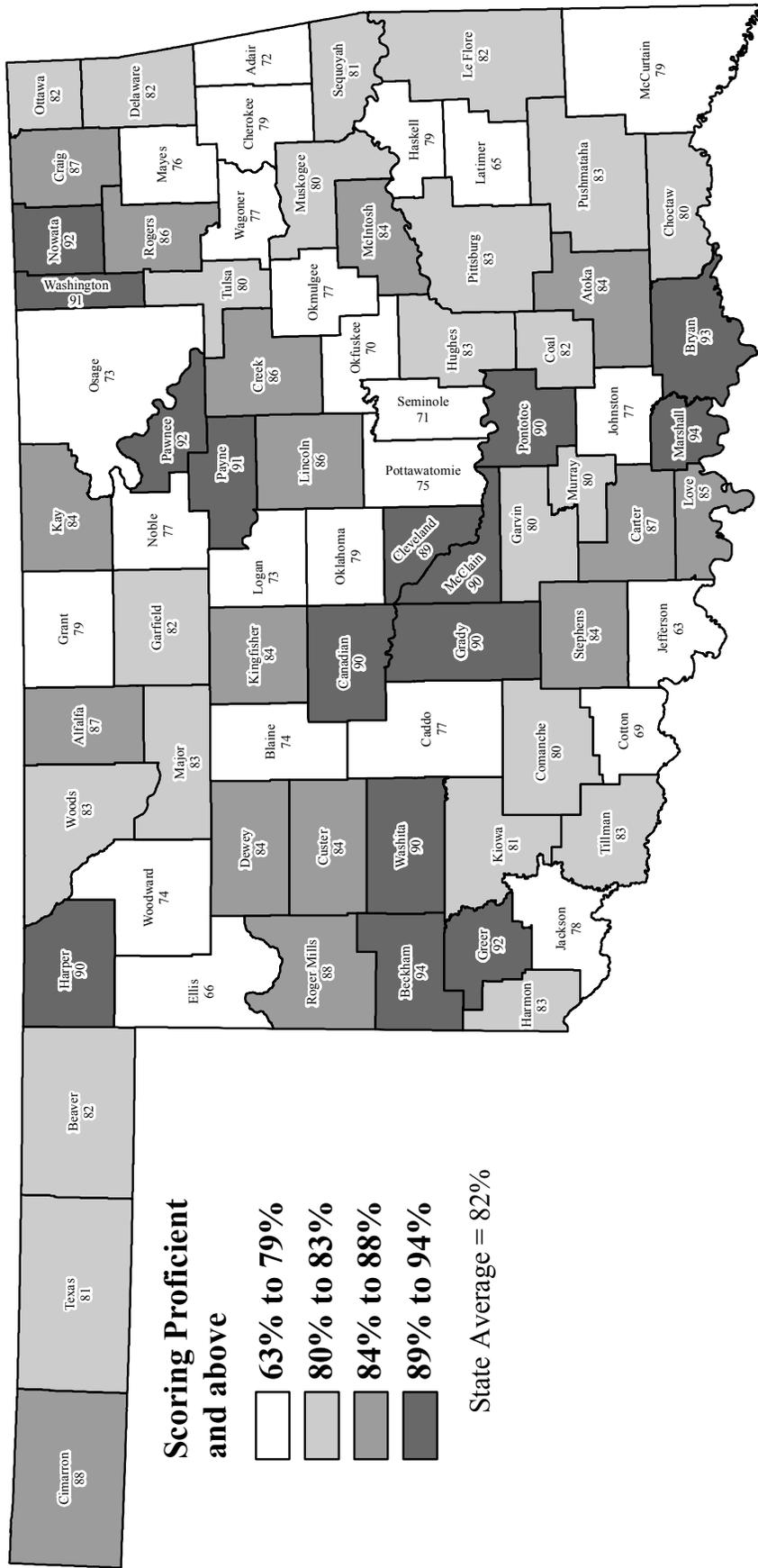


# Figure 52

## 5<sup>TH</sup> GRADE OCCT – SOCIAL STUDIES SCORES

### Percent of Students Scoring Proficient and Above

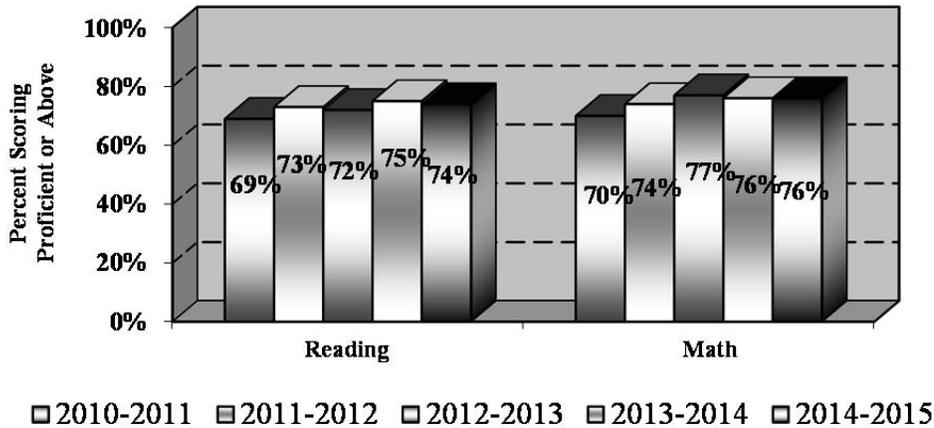
#### 2014 – 2015 School Year



Source: Oklahoma State Department of Education

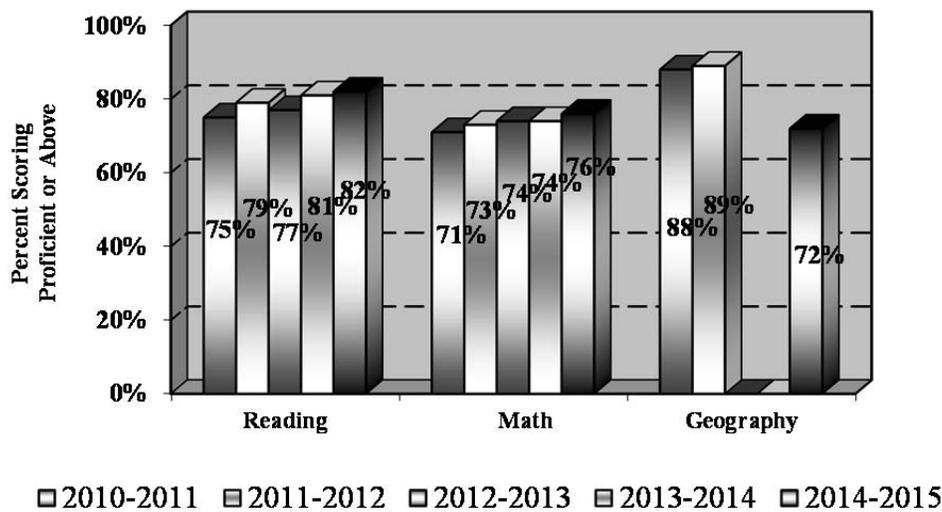


**Figure 54**  
**6<sup>th</sup> Grade Results Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
 (Regular Education Full Academic Year Students Only)  
 2010-2011 to 2014-2015



Data Source: Oklahoma State Department of Education

**Figure 55**  
**7<sup>th</sup> Grade Results Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
 (Regular Education Full Academic Year Students Only)  
 2010-2011 to 2014-2015



Data Source: Oklahoma State Department of Education  
 (2013-2014 – New standard for Geography)



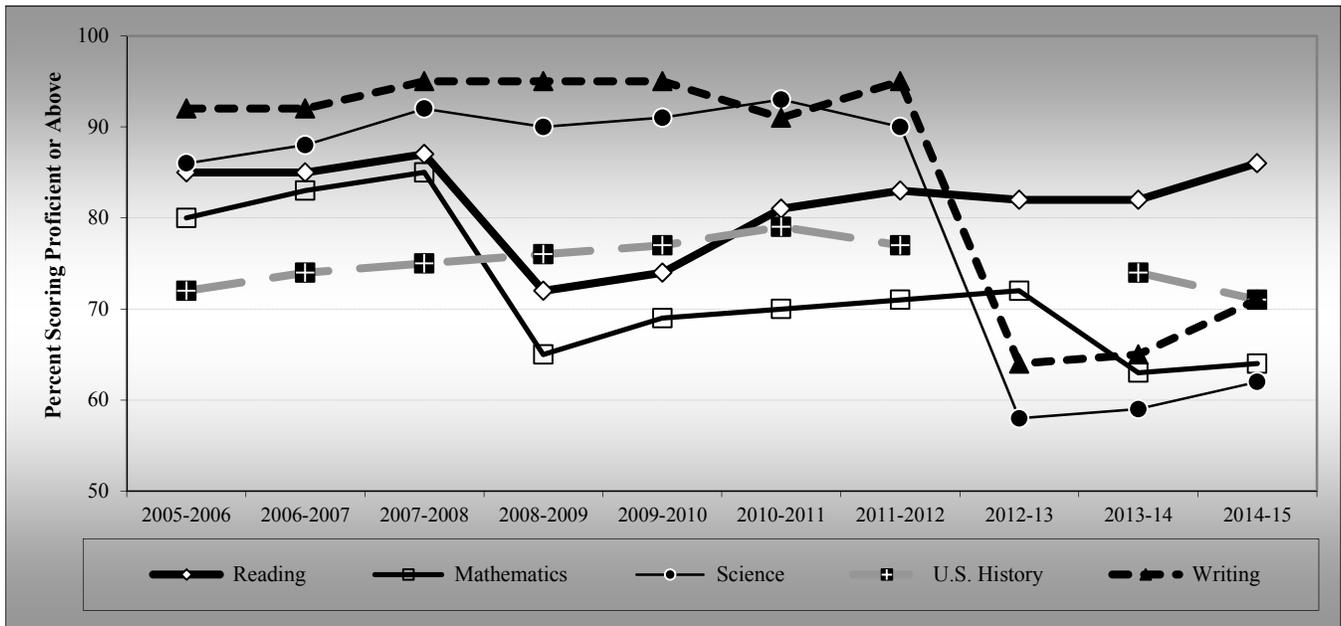








**Figure 61**  
**8<sup>th</sup> Grade Results**  
**Oklahoma Core Curriculum Test**  
**Percent Scoring Proficient and Above**  
**by Subject and Year**  
 (Regular Education Full Academic Year Students Only)  
 2005-2006 to 2014-2015



Note: Double Line indicates a change in testing company.

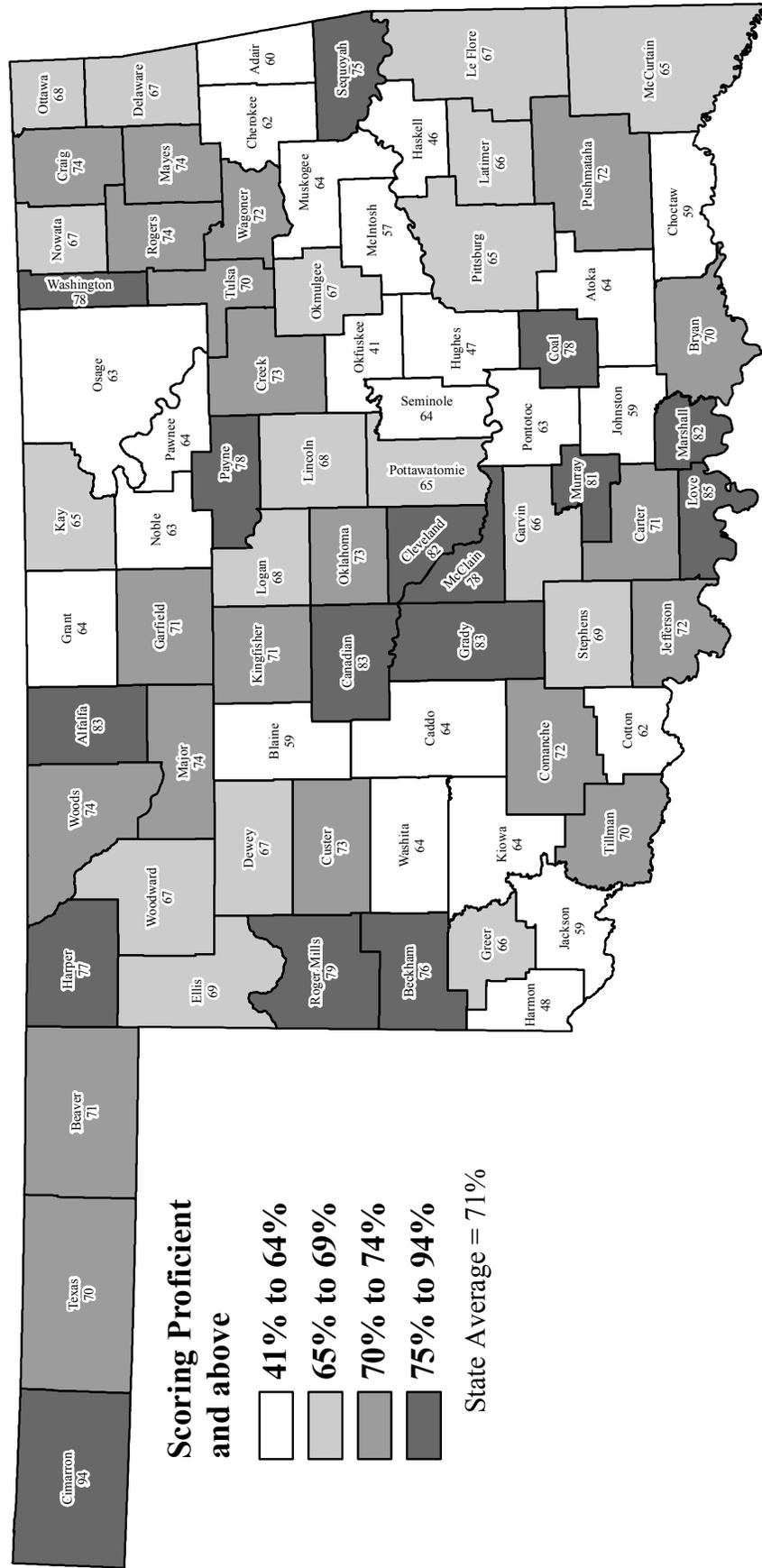
Data Source: Oklahoma State Department of Education  
 (2008-2009 – New standard for Reading and Math)  
 (2012-2013 – New standard for Science and Writing)  
 (2013-2014 – New standard for U.S. History)







**Figure 65**  
**8<sup>TH</sup> GRADE OCCCT – U.S. HISTORY SCORES**  
**Percent of Students Scoring Proficient and Above**  
**2014 – 2015 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 67 and 68 look at student performance on the CRTs for the 5<sup>th</sup> and 8<sup>th</sup> grade by race. The results of 5<sup>th</sup> and 8<sup>th</sup> grade are used because those grades have the most complete battery of tests administered through the OSTP.

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

The performance gap between African American students and all students is significant and varies greatly by subject. The gap is twelve percentage points for 8<sup>th</sup> grade writing but twenty-five percentage points for 5<sup>th</sup> grade science and 8<sup>th</sup> grade science. Gaps for Hispanic and American Indian students are also of concern. For Hispanics the largest gaps are ten percentage points for 8<sup>th</sup> grade science and nine percentage points for 5<sup>th</sup> grade science. For American Indians the largest gap is five percentage points for 8<sup>th</sup> grade science and 8<sup>th</sup> grade history.

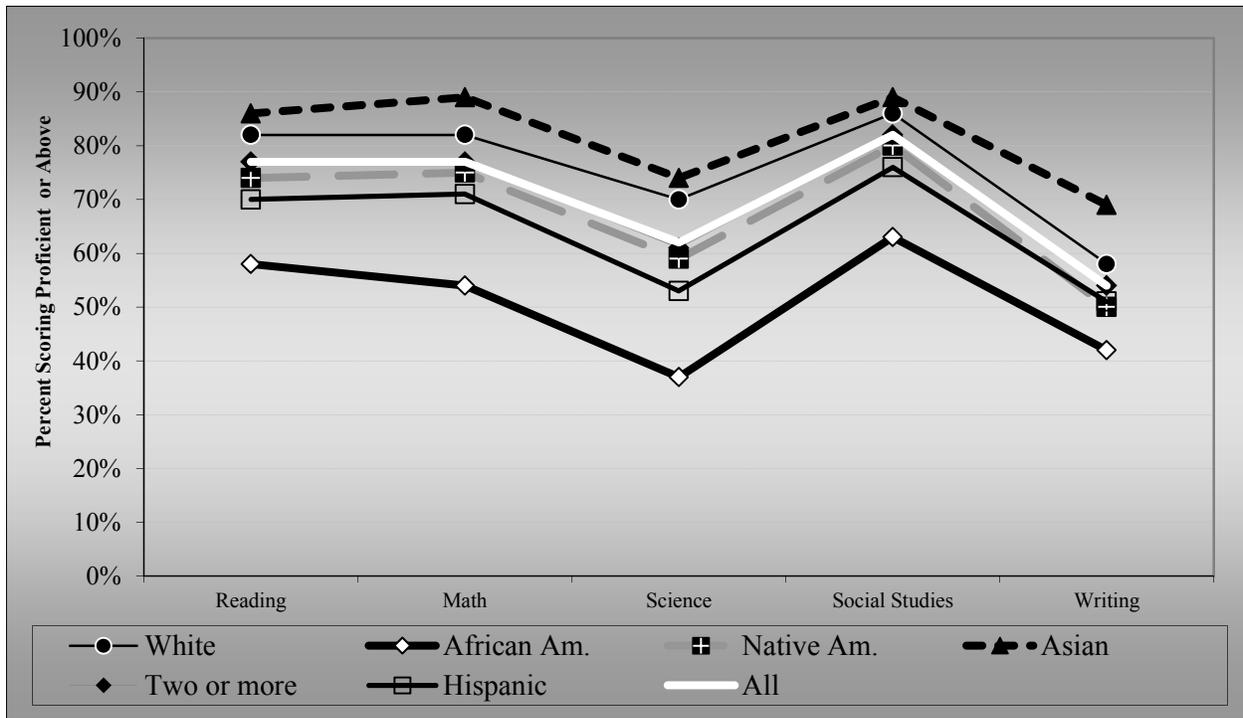
## **OCCT Results by County**

Figures 44 – 47, 49 – 53, 56 – 60, and 62 – 66 display the county maps with the 2014-2015 CRT results. These are in the areas of Reading and Math for grades 3 through 8 along with 5<sup>th</sup> grade science, social studies, and writing, 7<sup>th</sup> grade geography and 8<sup>th</sup> grade science, U.S. History, and writing. The maps 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 scoring proficient and above. Across most subjects tested, the "B1" and "C1" community groups have the largest percentages of students scoring proficient and above.

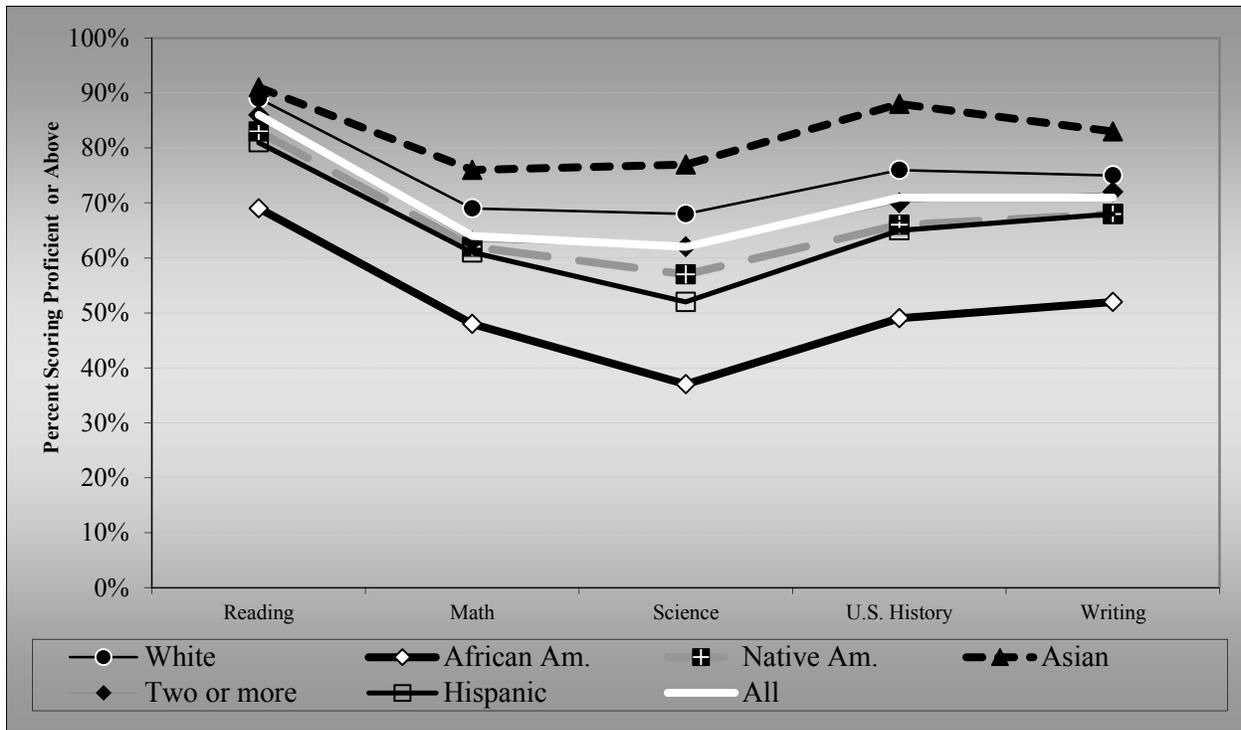
**Figure 67**  
**5<sup>th</sup> Grade Results**  
**OCCT by Race and Gender**  
**Percent Scoring Proficient and Above**  
**(Regular Education Full Academic Year Students Only)**  
**2014-2015**



	Reading	Math	Science	Social Studies	Writing
Male	74%	79%	65%	83%	43%
Female	79%	75%	60%	80%	65%
White	82%	82%	70%	86%	58%
African Am.	58%	54%	37%	63%	42%
Native Am.	74%	75%	59%	80%	50%
Asian	86%	89%	74%	89%	69%
Two or more	77%	77%	61%	82%	54%
Hispanic	70%	71%	53%	76%	51%
All	77%	77%	62%	82%	54%

Data source: Oklahoma State Department of Education

**Figure 68**  
**8<sup>th</sup> Grade Results**  
**OCCT by Race and Gender**  
**Percent Scoring Proficient and Above**  
**(Regular Education Full Academic Year Students Only)**  
**2014-2015**



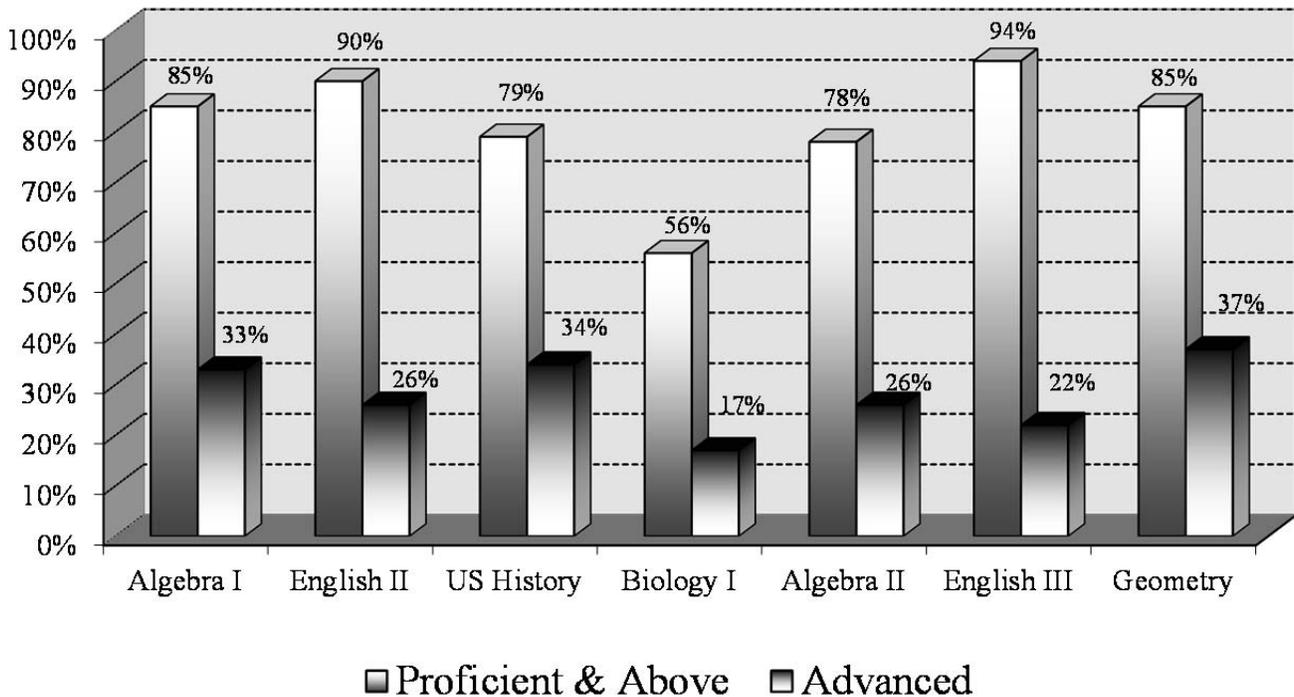
	Reading	Math	Science	U.S. History	Writing
Male	84%	63%	64%	76%	67%
Female	87%	66%	60%	66%	75%
White	89%	69%	68%	76%	75%
African Am.	69%	48%	37%	49%	52%
Native Am.	83%	62%	57%	66%	68%
Asian	91%	76%	77%	88%	83%
Two or more	86%	63%	62%	70%	72%
Hispanic	81%	61%	52%	65%	68%
All	86%	64%	62%	71%	71%

Data source: Oklahoma State Department of Education

## High School End-of-Instruction Tests – Regular Education Students

In early grades, the coursework is defined by the grade of the students being taught. For example, we might refer to 5<sup>th</sup> grade Math or 8<sup>th</sup> grade Science. As students get older, however, they have greater flexibility to decide when they would like to be introduced to a given subject area. For example, some students may take an Algebra I course in middle school, most students will take Algebra I in 9<sup>th</sup> grade and some may put it off until 10<sup>th</sup> or perhaps even 11<sup>th</sup> grade. By high school, the knowledge that a student should have can no longer be defined by the grade-level of the student. For this reason, secondary students are tested over specific subject matter as they complete key courses during their high school career. Since 2002-2003 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. These results do not include students exempt from taking the EOIs due to passing an alternative assessment.

**Figure 69**  
**Oklahoma End-of-Instruction Test Results**  
**Percent Scoring “Proficient & Above” and “Advanced”**  
**(Regular Education Full Academic Year Students Only)**  
**2014 – 2015**



Data Source: Oklahoma State Department of Education

There was improvement in the percentage of students scoring proficient and above in only one (Algebra I) of the seven EOI tests between 2013-2014 and 2014-2015 with three subjects (English II, English III, and Biology I) having its percentage stay the same. Also, there was improvement in the percentage of students scoring advanced in just one of the seven subjects (English II). English III had the highest percentage of students scoring proficient and above at 94%. English II had the second highest percentage of students scoring proficient and above at 90%. Algebra I and Geometry are at 85% scoring proficient and above with U.S. History at 79% and Algebra II at 78%. 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 39 percentage point difference in the Biology I test. The gap is largest in English III at 72 percentage points. There is a 45 percentage point gap for the U.S. History test and a 48 percentage point gap for the Geometry test. Algebra I and Algebra II have a 52 percentage point gap with a 64 percentage point gap for English II.

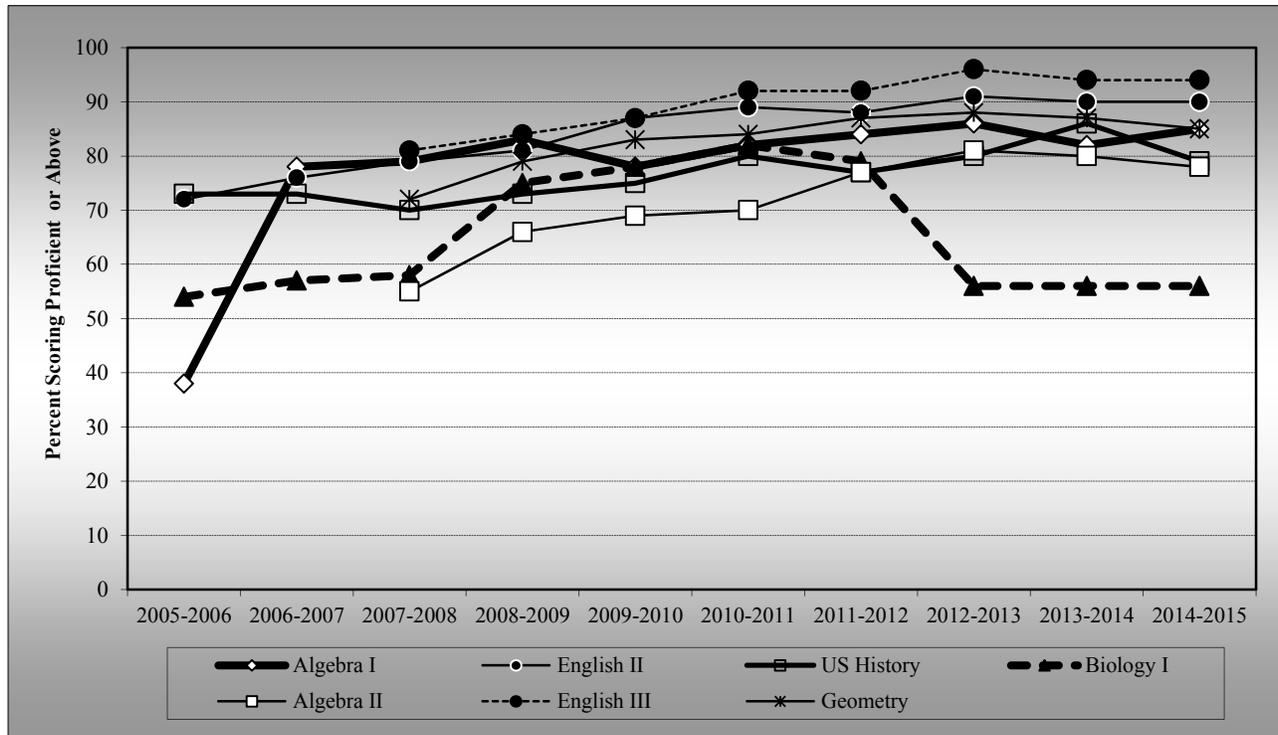
Four EOI subjects (Algebra I, English II, U.S. History, and Biology I) have been administered longer than three of the others (Algebra II, English III, and Geometry). Over the past ten years, most subjects have shown steady improvement in the percentage of students scoring proficient and above. While some subjects may have had minor decreases in the percentage of students scoring proficient and above, most subjects except Biology I are just below all-time highs. Biology I had a change in standard prior to the 2012-2013 testing year and U.S. History had a standard change prior to 2013-2014. The three most recent EOI subjects (Algebra II, English III, and Geometry) have seen steady growth in the seven years the tests have been administered.

The English II EOI percentage of students scoring proficient and above in 2005-2006 was 72%. This percentage has increased steadily through 2010-2011 to 89%, fell slightly to 88% in 2011-2012 but rebounded to 91% for 2012-2013 and is currently at 90%. The 2005-2006 EOI with the highest percentage of students scoring proficient and above was U.S. History at 73%. After some ups and downs over the past ten years, U.S. History is currently at 79% after a standard change prior to the 2013-2014 testing cycle. Biology I began in 2005-2006 with 54% 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 for the third year in a row and is lower due to change in standards.

Algebra I scores have seen the largest swing in the percentage of students scoring proficient and above. In 2005-2006 the percentage of students scoring proficient and above was 38%. Since 2006-2007, which include three changes in testing companies, the percentage of students scoring proficient and above has fluctuated and is currently just below its highest at 85%.

Algebra II, English III, and Geometry EOI tests began being administered in 2007-2008. 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 and currently at 78%. English III has the highest percentage of students scoring proficient and above at 94% in 2014-2015 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 and currently at 85%.

**Figure 70**  
**Oklahoma End-of-Instruction Test Results**  
**Percent Scoring Proficient and Above**  
**by Subject and Year**  
 (Regular Education Full Academic Year Students Only)  
**2005-2006 to 2014-2015**



Subject Area	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Algebra I	38%	78%	79%	83%	78%	82%	84%	86%	82%	85%
English II	72%	76%	79%	81%	87%	89%	88%	91%	90%	90%
U.S. History	73%	73%	70%	73%	75%	80%	77%	80%	86%	79%
Biology I	54%	57%	58%	75%	78%	82%	79%	56%	56%	56%
Algebra II	Not Tested	Not Tested	55%	66%	69%	70%	77%	81%	80%	78%
English III	Not Tested	Not Tested	81%	84%	87%	92%	92%	96%	94%	94%
Geometry	Not Tested	Not Tested	72%	79%	83%	84%	87%	88%	87%	85%

Note: Double Line indicates a change in testing company.

Data Source: Oklahoma State Department of Education  
 (2012-2013 – New standard for Biology I)  
 (2013-2014 – New standard for U.S. History)

## **EOI Results by County, Community Group, and School**

Figures 71 through 77 show the 2014-2015 EOI test results by county. The trends observed are somewhat similar to those in the 3<sup>rd</sup> through 8<sup>th</sup> grade CRT results. As with the grade school CRT's, 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 is 41 percentage points, 57% to 98%. English II had the smallest range of students scoring proficient and above is 15 percentage points, 82% to 97%. The largest range for counties was for the Algebra II EOI at 62 percentage points, 33% to 95%. The English III EOI had a range of 18 percentage points across all counties; 82% to 100%.

Geometry had a range of 43; 57% to 100%, U.S. History had a range of 35; 57% to 92%, and Biology I had a range of 40; 33% to 73%.

There are nine counties that had over 90% of students score proficient and above on the Algebra I EOI and nine counties had less than 75% of students score proficient and above. For the English II EOI, nine counties had over 94% score proficient and above and seven counties had 85% or less. On the U.S. History EOI, eleven counties had 85% and above score proficient and above while six counties had below 66% score proficient and above. Six counties had 66% and over of students score proficient and above on the Biology I EOI and five counties below 40%.

For the Algebra II EOI, twelve counties had over 85% score proficient and above and five counties had less than 50%. In the English III EOI, there were three counties with 100% score proficient and above (Ellis Co., Harper Co., and Kiowa Co.) with six others at 97% or better while five counties had 90% or below score proficient and above. Six counties had over 92% and over of students score proficient and above with two scoring 100% (Harper Co. and Woods Co.) in the Geometry EOI and seven counties with below 75% 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 or same 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, on average the "B1" and "C1" community groups have the largest percentages of students scoring proficient and above.

Mulhall-Orlando HS in Logan Co. had 100% of its students score proficient and above in six of the seven EOIs. No schools had students score proficient and above in five of seven EOIs. Seven high schools had 100% of its students score proficient and above in four of the seven. Three hundred and sixty-four schools in 184 districts had students score proficient and above in at least one of the seven EOIs administered in 2014-2015.

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. Conversely, students scoring above set benchmarks on other assessments may be exempt from taking EOIs and may bring about an unintended consequence of lowering overall EOI scores.



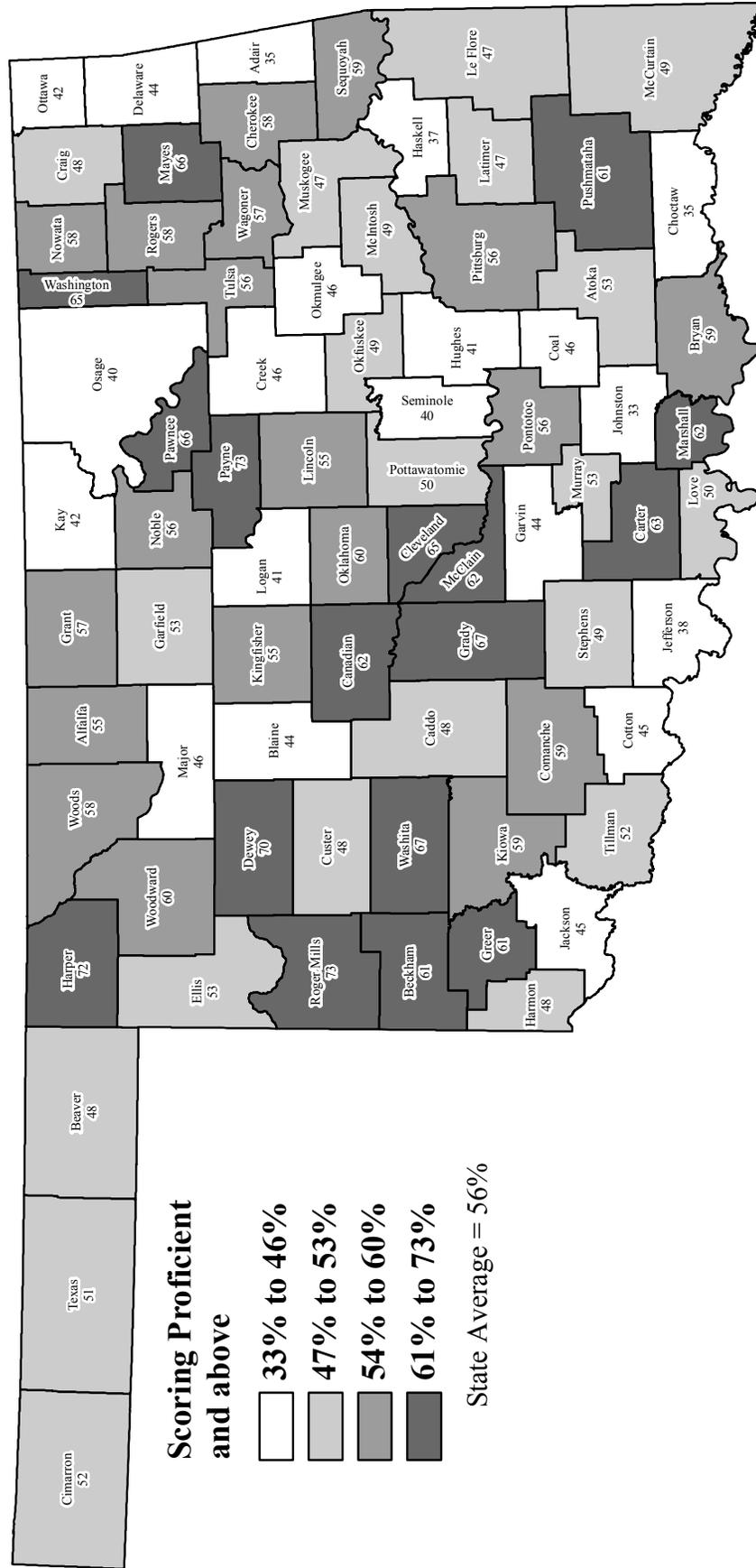




# Figure 74

## HIGH SCHOOL EOI TEST – BIOLOGY I

### Percent of Students Scoring Proficient and Above 2014 – 2015 School Year



Source: Oklahoma State Department of Education



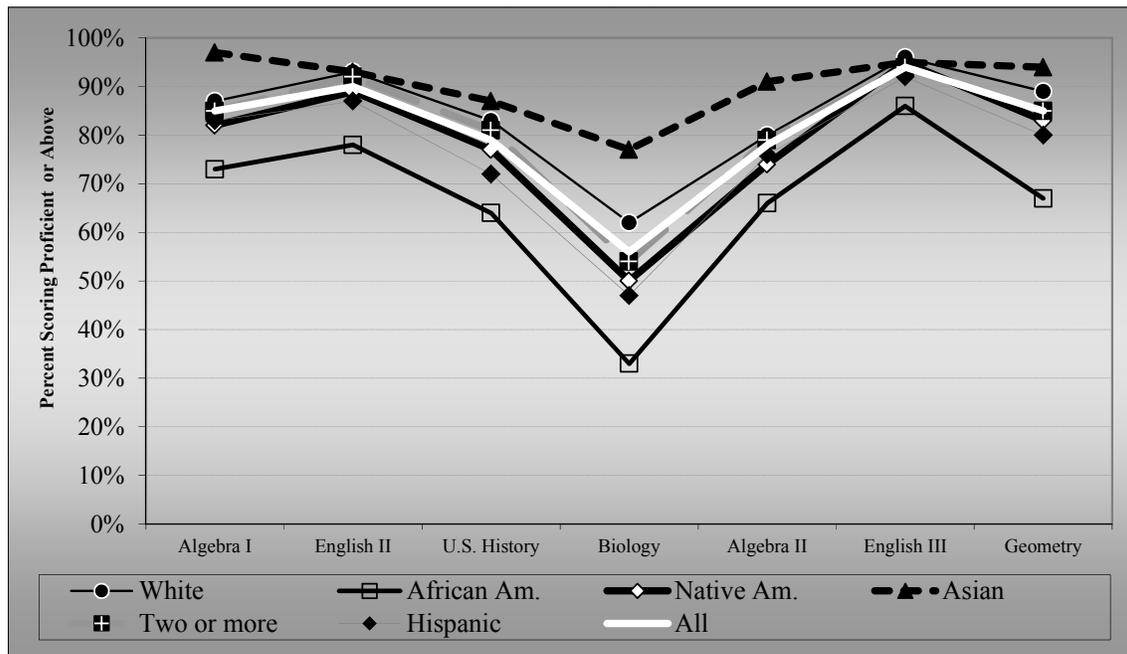




## EOI Results by Race and Gender

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. African American students had the largest gap in the difference between racial categories and “All” students for all EOI subjects. The largest gap was twenty-three percentage points in Biology 1 and the smallest gap was in English III at eight percentage points.

**Figure 78**  
**Oklahoma EOI Test Results by Race and Gender**  
**Percent Scoring Proficient and Above**  
**(Regular Education Full Academic Year Students Only)**  
**2014-2015**



	Algebra I	English II	U.S. History	Biology	Algebra II	English III	Geometry
Male	84%	88%	84%	59%	77%	93%	85%
Female	86%	93%	74%	53%	78%	95%	85%
White	87%	93%	83%	62%	80%	96%	89%
African Am.	73%	78%	64%	33%	66%	86%	67%
Native Am.	82%	89%	77%	50%	74%	95%	83%
Asian	97%	93%	87%	77%	91%	95%	94%
Two or more	85%	92%	81%	54%	79%	94%	85%
Hispanic	83%	87%	72%	47%	76%	92%	80%
All	85%	90%	79%	56%	78%	94%	85%

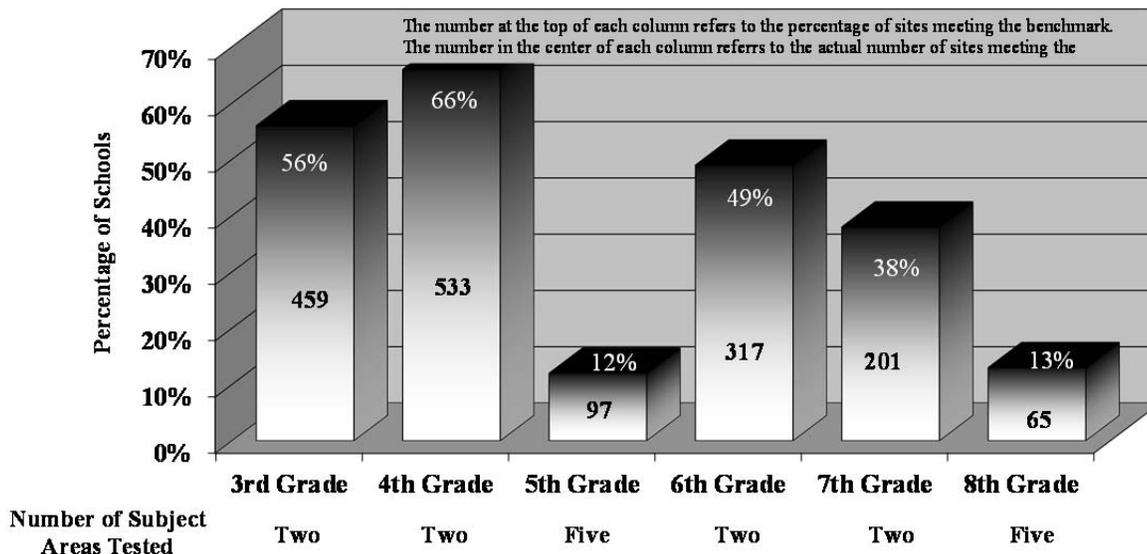
Data source: Oklahoma State Department of Education

## 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 chose 70% of Regular Education students achieving a score of Proficient and above as a reasonable minimum performance benchmark for schools to achieve. The Commission for Educational Quality and Accountability also approved the 70% Performance Benchmark to continue the trend of evaluating school performance.

Figure 79 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 five different tests to meet the performance benchmark. Third, fourth, sixth, and seventh grades have two tests to meet the benchmark. Seventh grade geography was released for the first time since being field tested in 2012-2013 and 2013-2014 and did not have results released.

**Figure 79**  
**Schools with 70% or More Students Scoring Proficient and Above**  
**On All Subject Areas Tested by the**  
**Oklahoma Core Curriculum Test by Grade**  
**(Regular Education Full Academic Year Students Only)**  
**2014-2015**



Data Source: Oklahoma State Department of Education

The statewide results of the Core Curriculum tests for the 2014-2015 school year show mixed results. There are a the number of sites meeting the 70% benchmark but there still is 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 five different tests to meet the performance benchmark. Just over half (56%) of the third grade sites in the state met the 70% performance benchmark in 2014-2015 down from 62% in 2013-2014. Fifty-three less 3<sup>rd</sup> grade sites met the benchmark in 2014-2015 than in 2013-2014. Fourth grade sites had 66% pass the 70% performance benchmark; up ninety-eight sites from 2013-2014. There were fifteen more fifth grade sites (12%) meeting the benchmark in 2014-2015 compared to 2013-2014. The change in standard in science and writing prior to 2012-2013 had a tremendous effect in lowering the number of school sites meeting the benchmark for fifth and eighth grades. There were thirty-three less sixth grades sites (49%) pass the benchmark in 2014-2015 over 2013-2014. The number of seventh grade sites decreased by 108 for 38% meeting the 70% performance benchmark. Eighth grade sites had 13% with twenty-six more sites pass the 70% performance benchmark in 2014-2015 than in 2013-2014.

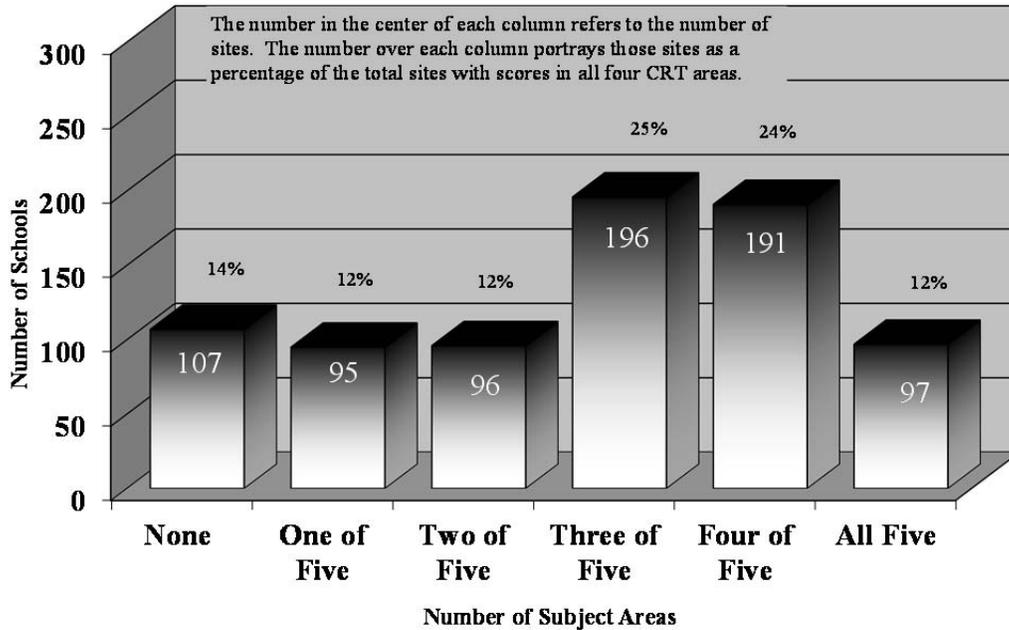
Overall school performance preparing students for PASS objectives as measured by the Oklahoma Core Curriculum tests (OCCT) in 5<sup>th</sup> and 8<sup>th</sup> grades are displayed in Figures 80 and 81. Only these two grades were used in this detailed analysis because they have the most extensive battery 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 2014-2015, the OCCT tested students in these two grades in five subject areas, so the highest performance that a school can achieve is five-out-of-five on the Performance Benchmark.

Historically, 5<sup>th</sup> grade sites have the better performance on this benchmark. There have been only three years since the 70% benchmark has been in place that 8<sup>th</sup> grade sites have a higher percentage of sites meeting benchmark for all subjects tested. Twelve percent of the 5<sup>th</sup> grade sites and thirteen percent of the 8<sup>th</sup> grade sites were able to achieve five-out-of-five on the Performance Benchmark in 2014-2015. These percentages are down from historic trends due to the change in standards for science and writing.

There were 107 5<sup>th</sup> grade sites (13.7%) and 36 8<sup>th</sup> grade sites (7.1%) that had none of the subjects area tested meet the benchmark of 70% of their students to score proficient and above in 2014-2015. These are slightly higher for 5<sup>th</sup> grade but lower for 8<sup>th</sup> grade over last year but much higher than previous years. There were 24 sites in 2011-2012 and 7 sites in 2010-2011 for 5<sup>th</sup> grade with one site in 2011-2012 and ) sites in 2010-2011 for 8<sup>th</sup> grade unable to meet the benchmark in any of the subjects tested.

The difference in performance from one community to another can also be noted in the tables at the bottom of both Figures 79 and 80. In 5<sup>th</sup> grade, districts with the C1 community grouping designation had 41.2% (14 of 34) of sites and the B1 community group had 27.4% (20 of 73) achieving a five-out-of-five on the Performance Benchmark, whereas, 1.6 (1 of 63) of the schools from districts with the designation of H2 and 3.4% (3 of 88) in G2 achieved this level of performance. In 8<sup>th</sup> grade, districts with the C1 community grouping designations lead the pack on the Performance Benchmark with (6 of 10) for 60.0% of sites and B1 with 40.9% (9 of 22) offering 8<sup>th</sup> grade achieving a five-out-of-five. Community group F2 and D2 had the lowest percentage of sites achieve five-out-of-five at 3.1% (2 of 65) and 4.8% (1 of 21) respectively.

**Figure 80**  
**Fifth Grade Schools with 70% or More of Students**  
**Scoring Proficient and Above On the Oklahoma Core Curriculum Test**  
**by Number of Subject Areas: 2014-2015**  
**(Regular Education Full Academic Year Students Only)**

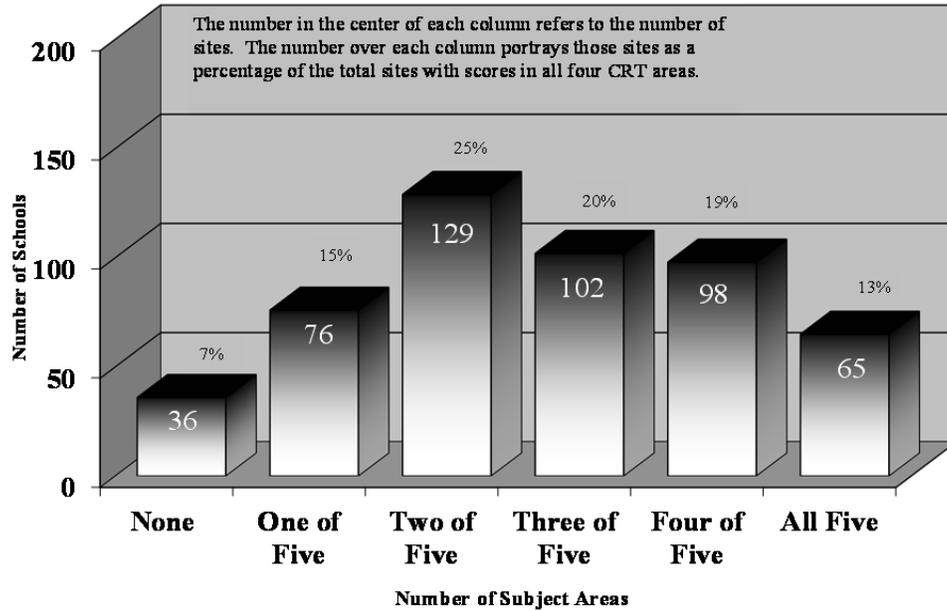


**Number of School Sites Scoring Proficient by Size of the District in which the Site Operates**

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Proficient" by Number of Subject Areas						Total
		None	One	Two	Three	Four	All Five	
25,000 or More	A2	54	17	10	9	10	9	109
10,000 - 24,999	B1	1	1	4	25	22	20	73
	B2	6	8	7	22	17	8	68
5,000 - 9,999	C1	0	1	0	5	14	14	34
	C2	4	4	5	5	5	3	26
2,000 - 4,999	D1	1	3	2	8	11	1	26
	D2	2	3	5	16	6	3	35
1,000 - 1,999	E1	0	1	3	9	20	6	39
	E2	2	8	6	16	4	2	38
500 - 999	F1	0	2	1	11	9	5	28
	F2	7	8	12	17	16	5	65
250 - 499	G1	5	6	12	13	19	11	66
	G2	15	15	14	20	21	3	88
Less than 250	H1	2	2	2	6	6	6	24
	H2	8	16	13	14	11	1	63
<b>Total Sites</b>	<b>All</b>	<b>107</b>	<b>95</b>	<b>96</b>	<b>196</b>	<b>191</b>	<b>97</b>	<b>782</b>

Data Source: Oklahoma State Department of Education.

**Figure 81**  
**Eighth Grade Schools with 70% or More of Students**  
**Scoring Proficient and Above On the Oklahoma Core Curriculum Test**  
**by Number of Subject Areas: 2014-2015**  
**(Regular Education Full Academic Year Students Only)**



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

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Proficient" by Number of Subject Areas						Total
		None	One	Two	Three	Four	All Four	
25,000 or More	A2	13	2	4	2	2	3	26
10,000 - 24,999	B1	0	0	0	3	10	9	22
	B2	0	5	5	4	0	1	15
5,000 - 9,999	C1	0	0	1	1	2	6	10
	C2	0	3	3	0	0	1	7
2,000 - 4,999	D1	0	0	3	5	4	2	14
	D2	1	5	5	6	3	1	21
1,000 - 1,999	E1	0	0	1	13	9	12	35
	E2	2	6	11	12	5	2	38
500 - 999	F1	1	3	6	9	7	2	28
	F2	3	12	24	12	12	2	65
250 - 499	G1	2	6	19	14	13	5	59
	G2	6	19	26	13	15	7	86
Less than 250	H1	1	1	1	1	7	6	17
	H2	7	14	20	7	9	6	63
<b>Total Sites</b>	<b>All</b>	<b>36</b>	<b>76</b>	<b>129</b>	<b>102</b>	<b>98</b>	<b>65</b>	<b>506</b>

Data Source: Oklahoma State Department of Education.

## **The 25% Advanced Performance Benchmark**

When the Education Oversight Board initiated the 70% Performance Benchmark for the 1996-97 school year, the benchmark was quite discriminating in that only 85 schools offering 8<sup>th</sup> grade held the distinction. With the passing of time, teachers, counselors, and administrators have worked very hard to improve the performance of students; however, the testing companies contracted to design and score the tests and the rigor of some subjects included in the state testing program have also changed. Over the years, achieving the 70% Performance Benchmark has become much more common and there became a 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. The Commission for Educational Quality and Accountability has also approved the 25% Advanced Performance Benchmark. Below are the results of the Commission for Educational Quality and Accountability's 25% Advanced Performance Benchmark by grade level. Now in its ninth year, this benchmark is displayed as a star on the Office of Educational Quality and Accountability's *2015 School Profiles*.

Ninety (90) school sites (3<sup>rd</sup> through 8<sup>th</sup>) achieved the 25% Advanced Performance Benchmark. Six school sites in the state have multiple grades making the advanced benchmark. Seventh grade school sites lead all grades in the number of sites in 2014-2015 with 76 sites or 14.8% of all 7<sup>th</sup> grade sites meeting the advanced benchmark. There were 96 total stars in the 90 school sites in 2014-2015. This is down from the 149 total stars in the 123 school sites in 2013-2014. In 2012-2013, there were only 57 stars in 50 school sites. There were 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.

For only the third time in the history of the 25% Advanced Performance Benchmark there are zero stars reported for a grade level. No school site with sixth grade was able to achieve the advance benchmark this year. The last time no grade level achieved the advanced benchmark was in 2012-2013 for fifth grade.

**Figure 82**  
**Schools Meeting 25% Advanced Performance Benchmark**  
**On All Subject Areas Tested by the**  
**Oklahoma Core Curriculum Test by Grade**  
**(Regular Education Full Academic Year Students Only)**  
**2014-2015**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Number of Sites	2	6	9	0	76	3
Percent of Sites	0.2%	0.7%	1.2%	0.0%	14.8%	0.6%

Data Source: Oklahoma State Department of Education

## The Oklahoma School Testing Program – All Students

Historically, the *Profiles Reports* has provided information for regular education full academic year students. These students are used to calculate select benchmarks for schools set by the Commission for Educational Quality and Accountability (described earlier in this report). For the first time, all full academic year students will have information provided in the reports. Regular education students exclude those students that are English language learners or limited English proficient (ELL/LEP) and students on an individualized education program (IEP). Benchmarks are provided for All Full Academic Year students. Figure 83 shows the 2014-2015 OCCT results for all grades 3 through 8 and EOIs for the percentage of students scoring proficient and above and the percentage of students scoring advanced.

Third grade showed the third lowest results in reading (70%) for the percentage of students scoring proficient and above for grade 3 through 8 and the lowest results (3%) in the percentage of students scoring advanced. Math scores dropped in 3<sup>rd</sup> grade. Students scoring proficient and above were the second lowest (63%) for all grades but third highest (23%) for the percentage of students scoring advanced. Fourth grade students had the third highest percentage of students scoring proficient and above in reading (71%) and the second lowest (4%) for the percentage of students scoring advanced. Fourth grade math students had a nice increase from the previous year having 73% scoring proficient and above and 28% scoring advanced.

Fifth grade show mixed results for the five tests given. The percentage of students scoring proficient and above for reading have a wide range of results – 74% in social studies to 47% for writing. Fifth grade reading has 66%, math has 68%, and science has 54%. The range for percentage of students scoring advanced is even wider for fifth grade subjects with social studies at 43% and writing at 7%. Math (28%); tied for the highest for math compared to all grades; science (19%), and reading (11%) round out the fifth grade subjects scoring advanced.

Sixth grade results show reading at 64% and math at 67% for students scoring proficient and above. Students' scoring advanced is 4% for reading and 20% for math in sixth grade. Seventh grade results show reading at 73%, math at 67%, and geography at 64% for students scoring proficient and above. Students' scoring advanced is 16% for reading, 20% for math, and 36% for geography in seventh grade.

Eighth grade results are varied but not as wide a range as fifth grade. Students scoring proficient and above by subject are reading (76%), math (55%), science (53%), history (63%), and writing (63%). Eighth grade reading has the highest percentage of students scoring proficient and above for all grades. The results for students scoring advanced are reading (16%), math (11%), science (17%), history (33%), and writing (11%).

End of Instruction (EOI) test for all students follow similar trends as regular education students by subject. English III has the highest percentage of students scoring proficient and above at 87% and Geometry has the highest percentage of students scoring advanced at 33%. Biology I students have the lowest percentage of students scoring proficient and above at 49% and the lowest percentage of students scoring advanced at 15%. Other subject percentage of students scoring proficient and above include Algebra I at 78%, English II at 82%, U.S. History at 73%, Algebra II at 74%, and Geometry at 79%.

Other subject percentage of students scoring advanced include Algebra I at 29%, English II at 22%, U.S. History at 31%, Algebra II at 24%, and English III at 19%.

Algebra I had the only increase in the percent of all EOI students scoring proficient and above with an increase in three percentage points from 2013-2014 to 2014-2015. U.S. History fell seven percentage points over the same time period.

**Figure 83**  
**Oklahoma School Testing Program Results**  
**Percent Scoring “Proficient & Above” and “Advanced”**  
**(All Full Academic Year Students)**  
**2013-2014 and 2014-2015**

	Proficient and Above		Advanced	
	2013-2014	2014-2015	2013-2014	2014-2015
<b>3rd Grade</b>				
Reading	70%	70%	2%	3%
Math	68%	63%	24%	23%
<b>4th Grade</b>				
Reading	65%	71%	5%	4%
Math	66%	73%	22%	28%
<b>5th Grade</b>				
Reading	65%	66%	9%	11%
Math	66%	68%	28%	28%
Science	52%	54%	14%	19%
Social Studies	77%	74%	49%	43%
Writing	47%	47%	3%	7%
<b>6th Grade</b>				
Reading	65%	64%	12%	4%
Math	67%	67%	19%	20%
<b>7th Grade</b>				
Reading	71%	73%	17%	16%
Math	65%	67%	19%	20%
Geography	n/a	64%	n/a	36%
<b>8th Grade</b>				
Reading	72%	76%	13%	16%
Math	54%	55%	17%	11%
Science	51%	53%	15%	17%
U.S. History	67%	63%	39%	33%
Writing	57%	63%	7%	11%
<b>EOIs</b>				
Algebra I	75%	78%	30%	29%
English II	82%	82%	19%	22%
U.S. History	80%	73%	43%	31%
Biology I	50%	49%	15%	15%
Algebra II	77%	74%	25%	24%
English III	87%	87%	25%	19%
Geometry	81%	79%	37%	33%

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

**Figure 84**  
**National Assessment of Educational Progress (NAEP)**  
**Testing Schedule by Year, Subject, and Grade Tested**

Year	Reading		Math		Science		Writing	
	4 <sup>th</sup> Grade	8 <sup>th</sup> Grade						
1990				Tested				
1992	Tested		Tested	Tested				
1994	Tested							
1996			Tested	Tested		Tested		
1998	Tested	Tested						Tested
2000			Tested	Tested	Tested	Tested		
2002	Tested	Tested					Tested	Tested
2003	Tested	Tested	Tested	Tested				
2005	Tested	Tested	Tested	Tested	Tested	Tested		
2007	Tested	Tested	Tested	Tested				Tested
2009	Tested	Tested	Tested	Tested	Tested	Tested		
2011	Tested	Tested	Tested	Tested		Tested		
2013	Tested	Tested	Tested	Tested				
2015	Tested	Tested	Tested	Tested	Tested	Tested		
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 2015 NAEP reading test, Oklahoma's as well as the nation's 4<sup>th</sup> grade scores are lower than the 8<sup>th</sup> grade test scores. Oklahoma fourth grade students scored 222 compared to 221 for their national counterparts. 4<sup>th</sup> grade reading scores for 2015 improved five scale points in Oklahoma from 2013 and dropped one scale point for the United States. Oklahoma's 4<sup>th</sup> grade rank improved from 38<sup>th</sup> in 2013 to 29<sup>th</sup> in 2015. Oklahoma's 4<sup>th</sup> grade scores have risen five scale points since 2007 and the nation's score has increased one scale points over the same period. This indicates that since 2007 our 4<sup>th</sup> grade students have improved at a higher rate compared to the nation (Figure 81). The Oklahoma 8<sup>th</sup> grade reading score was one scale point below the nation in 2007 – 260 to 261. For 2015, Oklahoma 8<sup>th</sup> graders scores increased to 263 compared to 264 for the nation. For Oklahoma, the 2015 score is one scale point more than in 2013 while the nation is down four scale points for the same time period. Oklahoma's 8<sup>th</sup> grade score rank improved to 32<sup>nd</sup> in 2015 from 38<sup>th</sup> in 2013.

While still lower than the nation's scores in 8<sup>th</sup> grade, Oklahoma's math scores on NAEP have been on the rise for 4<sup>th</sup> grade and are the same as the nation in 2015 (Figure 81). In 4<sup>th</sup> grade, Oklahoma scores have increased three scale points from 2007 to 2015 while the nation's score only increased one scale point, meaning a relative gain of two points for Oklahoma's 4<sup>th</sup> graders compared to the nation. Scores for 4<sup>th</sup> graders were up one scale point in 2015 from 2013 (240 from 239) after being the same (237) for three testing periods; 2007, 2009, and 2011. There was a two scale point decrease for the United States between 2013 and 2015. After a drop of one scale point, Oklahoma's 8<sup>th</sup> graders scores are six standard scores behind the nation on the NAEP test for 2015. From 2007 to 2015, Oklahoma's math test score remained the same in 8<sup>th</sup> grade while the nation increased by one point. The 4<sup>th</sup> grade rank rose from 39<sup>th</sup> to 26<sup>th</sup> while the 8<sup>th</sup> grade rank rose from 44<sup>th</sup> to 41<sup>st</sup> from 2013 to 2015.

NAEP science was tested in 2015 but the results will not be available until later in the year. For the 2011 NAEP science tests, only 8<sup>th</sup> grade tests were administered. For 2011 8<sup>th</sup> 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 8<sup>th</sup> grade science. Oklahoma was tied for 38<sup>th</sup> on the 8<sup>th</sup> grade science test in 2011. In 4<sup>th</sup> 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 30<sup>th</sup> in the 4<sup>th</sup> grade science test.

Writing was not tested as part of NAEP since 2007 and 4<sup>th</sup> grade writing has not been given since 2002. The 2007 8<sup>th</sup> grade writing results show that Oklahoma's score of 153, up from 150 in 2002, ranked them roughly in the middle of states tested. The national average was 154, up from 152 in 2002. The 4<sup>th</sup> 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 4<sup>th</sup> grade writing score was 11 points below the national average of 153. Writing is scheduled to be tested again in 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 85 also looks at and compares both Oklahoma's and the nation's trends over time on a race-by-race basis. In reading and math, Oklahoma is improving in all categories from 2007 to 2015 by race and grade level except 8<sup>th</sup> grade math for American Indian students which showed no change. There are several areas where Oklahoma is doing quite well and above the national averages.

All races in Oklahoma improved or had the same score on their math results in 4<sup>th</sup> and 8<sup>th</sup> grade from 2007 to 2015. Hispanic students in Oklahoma in 4<sup>th</sup> grade improved five points and the nation improved three points while for 8<sup>th</sup> grade, Oklahoma improved seven points from 2007 to 2015 and five points for the nation. Oklahoma Black 4<sup>th</sup> grade students improved three points and 8<sup>th</sup> grade students improved two points from 2007 to 2015. Oklahoma's American Indian 4<sup>th</sup> grade students improved one point while for the nation's 4<sup>th</sup> grade American Indian students and decreased one point. American Indian 8<sup>th</sup> grade Oklahoma students had the same score in 2015 as 2007 while for the nation those students improved their score three points over the same time period. Results for Oklahoma reading scores are looking up, with increases in all races for both 4<sup>th</sup> and 8<sup>th</sup> grades between 2007 and 2015.

**Figure 85**  
**National Assessment of Educational Progress**  
**Scale Scores by Subject and Race**  
**Oklahoma versus the Nation**

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

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 85 (continued)**  
**National Assessment of Educational Progress**  
**Scale Scores by Subject and Race**  
**Oklahoma versus the Nation**

<b>READING RESULTS</b>					
<b>Grade 4</b>					
	All	White	Black	American Indian	Hispanic
2015 Oklahoma	222	226	205	223	213
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
<b>Change</b>	<b>+5</b>	<b>+3</b>	<b>+1</b>	<b>+10</b>	<b>+15</b>
2015 Nation	221	232	206	205	208
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
<b>Change</b>	<b>+1</b>	<b>+2</b>	<b>+3</b>	<b>-1</b>	<b>+4</b>
<b>Oklahoma Relative to Nation</b>					
<b>Change 2007 to 2015</b>	<b>+4</b>	<b>+1</b>	<b>-2</b>	<b>+11</b>	<b>+11</b>
<b>Grade 8</b>					
	All	White	Black	American Indian	Hispanic
2015 Oklahoma	263	268	244	261	257
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
<b>Change</b>	<b>+3</b>	<b>+2</b>	<b>+1</b>	<b>+5</b>	<b>+16</b>
2015 Nation	264	274	248	252	253
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
<b>Change</b>	<b>+3</b>	<b>+4</b>	<b>+4</b>	<b>+4</b>	<b>+7</b>
<b>Oklahoma Relative to Nation</b>					
<b>Change 2007 to 2015</b>	<b>0</b>	<b>-2</b>	<b>-3</b>	<b>+1</b>	<b>+9</b>

Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *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* *The Nation's Report Card, Reading 2015 State Snapshot Report*

**Figure 85 (continued)**  
**National Assessment of Educational Progress**  
**Scale Scores by Subject and Race**  
**Oklahoma versus the Nation**

<b>MATH RESULTS</b>					
<b>Grade 4</b>					
	All	White	Black	American Indian	Hispanic
2015 Oklahoma	240	245	223	235	232
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
<b>Change</b>	<b>+3</b>	<b>+3</b>	<b>+3</b>	<b>+1</b>	<b>+5</b>
2015 Nation	240	248	224	227	230
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
<b>Change</b>	<b>+1</b>	<b>0</b>	<b>+2</b>	<b>-1</b>	<b>+3</b>
<b>Oklahoma Relative to Nation Change 2007 to 2015</b>	<b>+2</b>	<b>+3</b>	<b>+1</b>	<b>+2</b>	<b>+2</b>
<b>Grade 8</b>					
	All	White	Black	American Indian	Hispanic
2015 Oklahoma	275	281	260	269	266
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
<b>Change</b>	<b>0</b>	<b>+1</b>	<b>+2</b>	<b>0</b>	<b>+7</b>
2015 Nation	281	292	260	267	270
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
<b>Change</b>	<b>+1</b>	<b>+1</b>	<b>0</b>	<b>+3</b>	<b>+5</b>
<b>Oklahoma Relative to Nation Change 2007 to 2015</b>	<b>-1</b>	<b>0</b>	<b>+2</b>	<b>-3</b>	<b>+2</b>

Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP) *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* *The Nation's Report Card, Math 2015 State Snapshot Report*

**Figure 85 (continued)**  
**National Assessment of Educational Progress**  
**Scale Scores by Subject and Race**  
**Oklahoma versus the Nation**

<b>SCIENCE RESULTS</b>					
<b>Grade 4</b>					
	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
<b>Change</b>	<b>-3</b>	<b>-1</b>	<b>-2</b>	<b>0</b>	<b>-4</b>
2009 Nation	149	162	127	137	130
2005 Nation	149	161	128	139	132
2000 Nation	145	158	121	135	121
<b>Change</b>	<b>+4</b>	<b>+4</b>	<b>+6</b>	<b>+2</b>	<b>+9</b>
<b>Oklahoma Relative to Nation</b>					
<b>Change 2000 to 2009</b>	<b>-7</b>	<b>-5</b>	<b>-8</b>	<b>-2</b>	<b>-13</b>
<b>Grade 8</b>					
	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
<b>Change</b>	<b>-1</b>	<b>+1</b>	<b>+1</b>	<b>+4</b>	<b>+6</b>
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
<b>Change</b>	<b>+3</b>	<b>+4</b>	<b>+9</b>	<b>-5</b>	<b>+12</b>
<b>Oklahoma Relative to Nation</b>					
<b>Change 2000 to 2011</b>	<b>-4</b>	<b>-3</b>	<b>-8</b>	<b>+9</b>	<b>-6</b>

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 and Hispanic students in both 4<sup>th</sup> and 8<sup>th</sup> grades with higher results than the nation. In 2015, Oklahoma 4<sup>th</sup> grade American Indian students scored 223 compared to 205 for the nation and 8<sup>th</sup> grade scored 261 compared to 252 in the

nation. Oklahoma Hispanic students had a 4<sup>th</sup> grade reading score of 213 and 8<sup>th</sup> grade score of 257; nationally the scores were 208 and 253 respectively. Between 2007 and 2015, Oklahoma Black 4<sup>th</sup> grade student's scores in reading increased one scale score to 205 while Black 8<sup>th</sup> grade student's scores also increased one scale score to 244.

Oklahoma's reading score increase was higher in five of the eight race and grade categories relative to the nation. American Indian and Hispanic 4<sup>th</sup> grade students had a positive relative change compared to the nation of eleven scale points and Hispanic 8<sup>th</sup> grade students had a nine point increase.

## **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 86 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 8<sup>th</sup> grade writing test has improved slightly over the past 5 years. In 2002 for 8<sup>th</sup> 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 8<sup>th</sup> 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 than the 8<sup>th</sup> grade writing results. 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 4<sup>th</sup> grade reading show some nice changes from 2007 to 2015. Oklahoma students, as well as students nationally, show improvement in moving students out of the below basic category. For 2007, Oklahoma 4<sup>th</sup> grade students had 64% score at the Basic and above level while 65% scored at that level for the nation. Proficient and above was 26% in Oklahoma and 31% nationally in 2007. In 2015, Oklahoma's percentage scoring Basic and above had increased seven percentage points to 71% and the

nation's score had increased three percentage points to 68%. Oklahoma has improved to 33% in 2015 in the Proficient and above category from 26%, an improvement of seven percentage points from 2007. The nation increased four percentage points over the same period to 35%.

There was a five percentage point change in the percentage of 8<sup>th</sup> graders reading Basic and above in Oklahoma between 2007 and 2015. Oklahoma students increased four percentage points in Proficient and above between 2007 and 2015. Students scoring Basic and above for the nation increased two percentage points from 2007 to 2015 and three percentage points for those scoring Proficient and above. Since 2007, the national levels of 8<sup>th</sup> grade reading at Basic and above have improved from 72% to 74%. From 2007 to 2015, the percentage of Oklahoma's students scoring in the Basic and above category rose from 72% to 77% and the percentage in the Proficient and above category increased four percentage points from 26% to 30%. The nation's 8<sup>th</sup> grade students Proficient and above increased three percentage points from 29% to 32%.

Mathematics scores in Oklahoma have shown some small improvements. There was a two percentage point increase in the Proficient and above category from 2007 to 2015 for Oklahoma's 4<sup>th</sup> grade students and a one point increase for 8<sup>th</sup> grade. For 2007, in the Proficient or above category, Oklahoma's 8<sup>th</sup> graders trailed behind the nation, 21% to 31%. The difference dropped slightly in 2015. Oklahoma's 8<sup>th</sup> graders lagged the nation by eight percentage points (23% to 31%). Eighth grade students in the nation and Oklahoma stayed relatively the same from 2007 to 2015 in the Basic and above category. The nation dropped from 70% to 69% and Oklahoma increased from 66% to 67% from 2007 to 2015. In 2015, Oklahoma had 33% score Below Basic, a decrease of one percentage points from 2007 and the nation had 30% of 8<sup>th</sup> grade students score Below Basic.

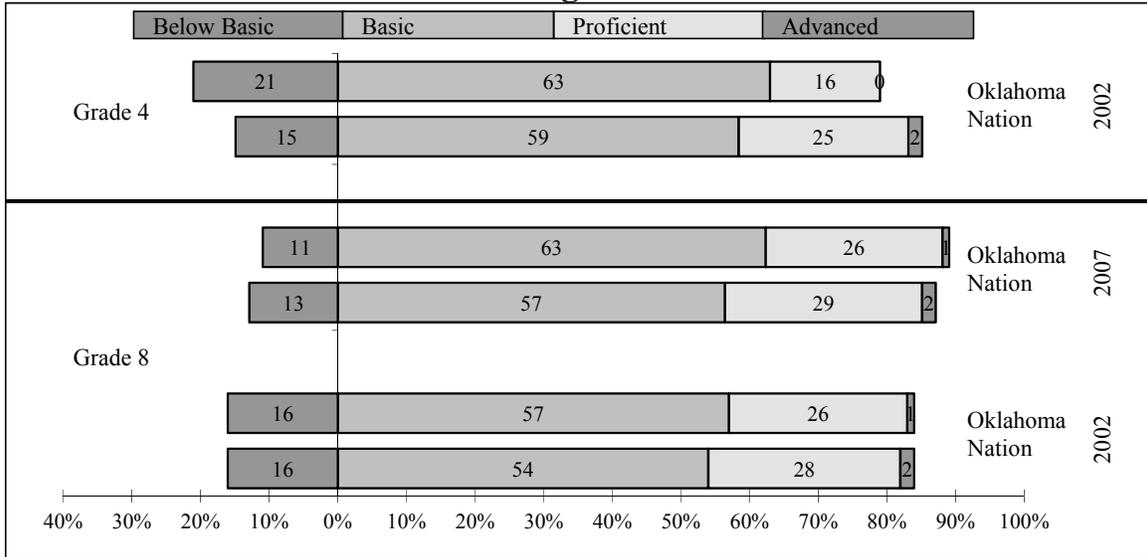
Oklahoma 4<sup>th</sup> graders in mathematics are doing better at improving scores than the nation. Oklahoma has gone from 83% to 85% between 2007 and 2015 in the Basic and above category while the nation percentage remained the same at 81%. Fourth grade math students in Oklahoma improved from 33% to 37% in the Proficient and above category - four percentage points - while the nation only improved from 38% to 39% - one percentage point. Oklahoma has one done a better job of shifting 4<sup>th</sup> grade students out of the Below Basic category. In 2007, Oklahoma had 18% of 4<sup>th</sup> grade students scoring in the Below Basic category and by 2015 this was down to 16%, a two percentage point decrease; with improvement or no change in every testing year. The nation's 4<sup>th</sup> graders percent scoring Below Basic stayed the same between 2007 and 2015 at 19%.

The NAEP science results show mixed results. Science test were administered in 2015 but results will not be available until later in the year. NAEP did not conduct a science test in 2007 and only conducted the 8<sup>th</sup> grade test in 2011. The 4<sup>th</sup> 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 4<sup>th</sup> grade. For 2011, Oklahoma's 8<sup>th</sup> 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](http://www.nces.ed.gov). Selected state information is show in Appendix D.

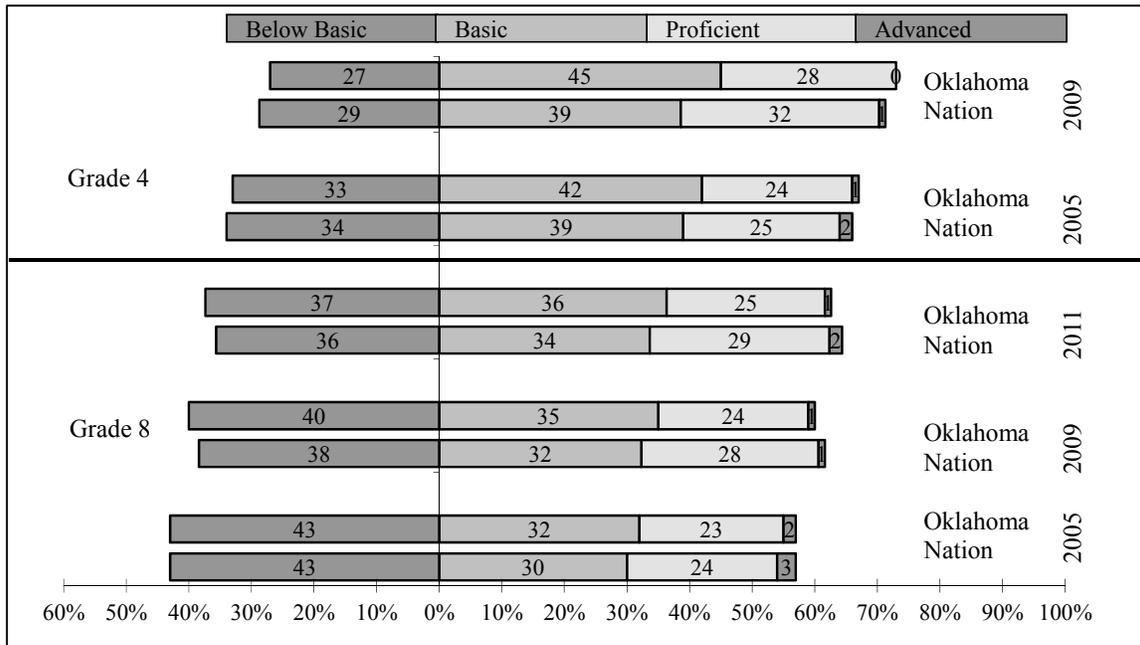
## Figure 86 National Assessment of Educational Progress (NAEP) Test Results by Achievement Categories Oklahoma versus the Nation

### 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

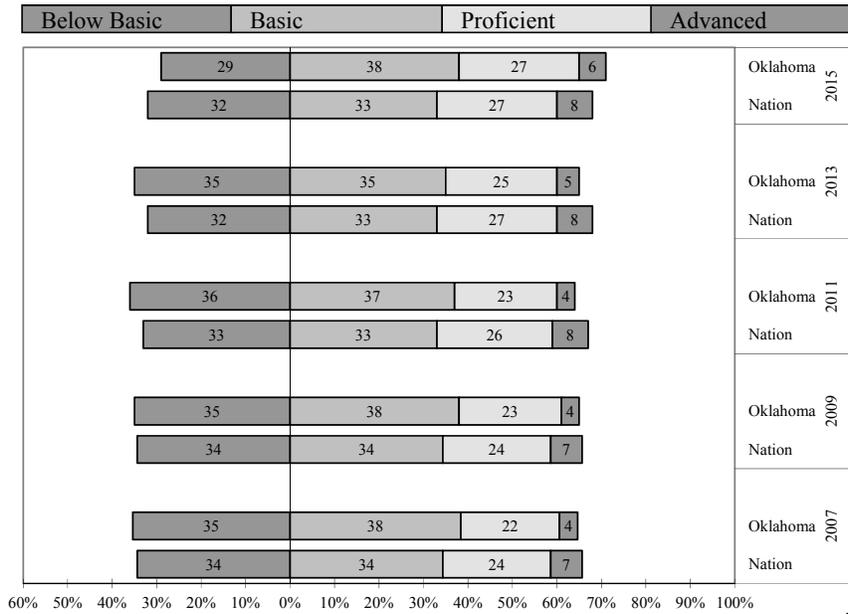
### Science Results



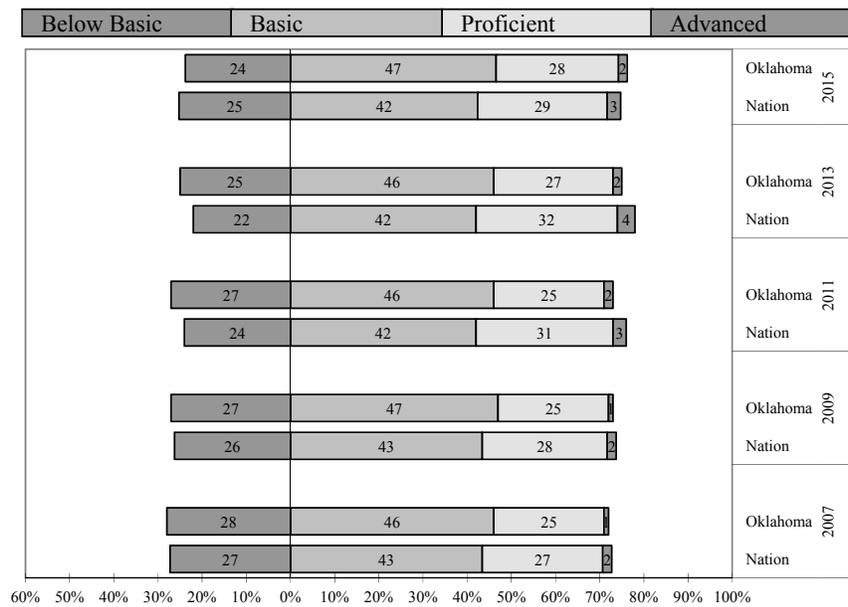
Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Science 2005*, Figures 12 & 22; *The Nation's Report Card, Science 2009*, Figures 17 & 36; *The Nation's Report Card, Science 2011*, Table 2

**Figure 86 (continued)**  
**National Assessment of Educational Progress (NAEP)**  
**Test Results by Achievement Categories**  
**Oklahoma versus the Nation**

**4<sup>th</sup> Grade Reading Results**



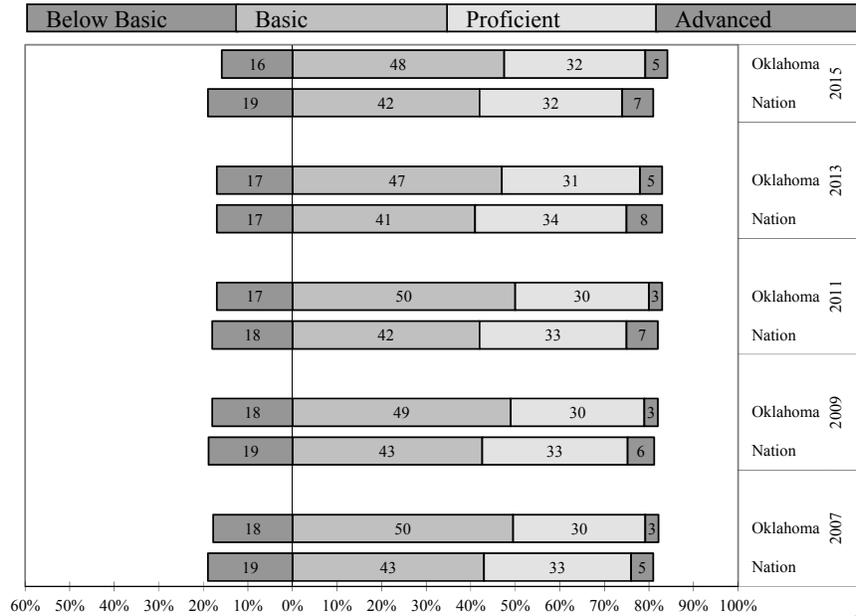
**8<sup>th</sup> Grade Reading Results**



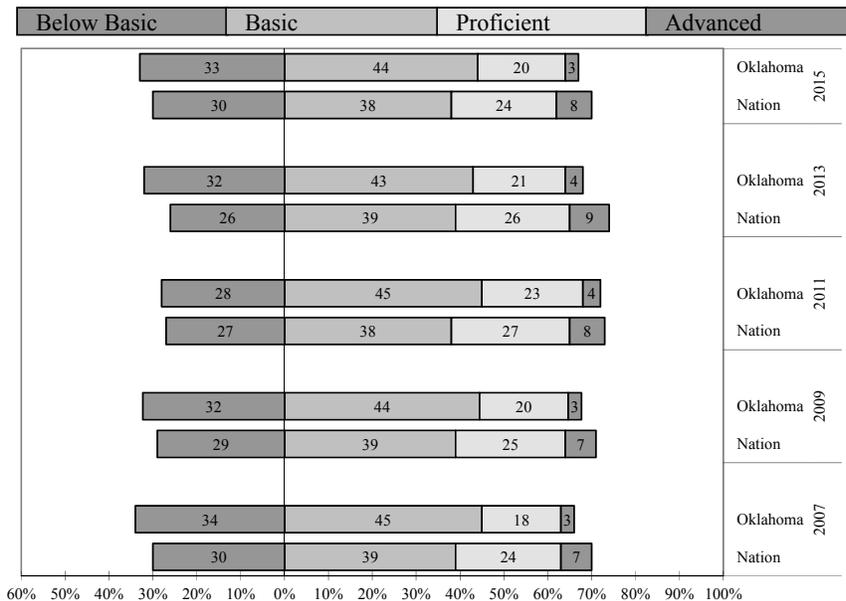
Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *The Nation's Report Card, Reading 2007*, Figures 10 & 20; *The Nation's Report Card, Reading 2009*, Figures 11 & 23; *The Nation's Report Card, Reading 2011*, Figures 14 & 30; *The Nation's Report Card, Reading 2013 State Snapshot Report*; *The Nation's Report Card, Reading 2015 State Snapshot Report*

**Figure 86 (continued)**  
**National Assessment of Educational Progress (NAEP)**  
**Test Results by Achievement Categories**  
**Oklahoma versus the Nation**

**4<sup>th</sup> Grade Math Results**



**8<sup>th</sup> Grade Math Results**



Data source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *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*; *The Nation's Report Card, Math 2015 State Snapshot Report*

# HIGH SCHOOL PERFORMANCE MEASURES

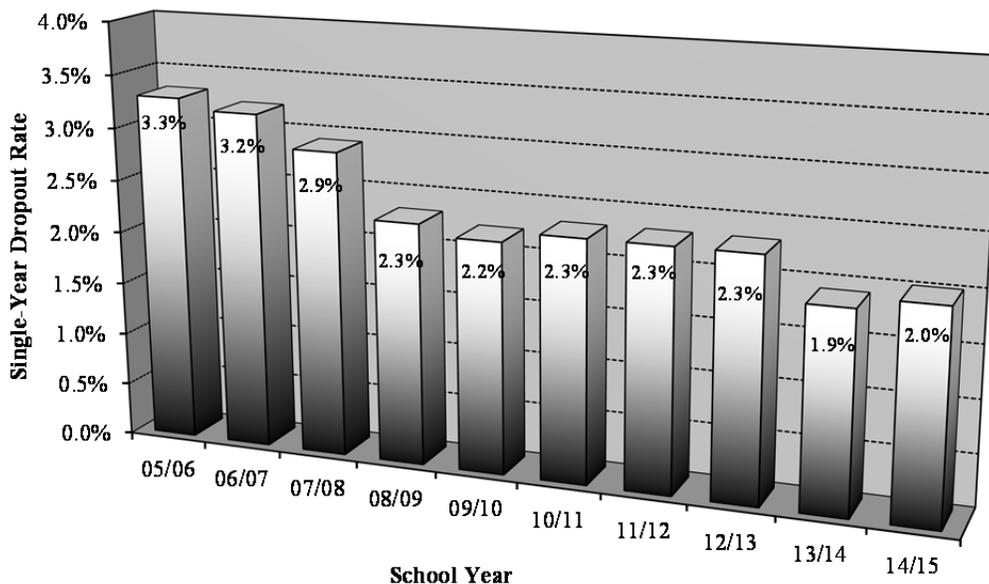
## High School Dropout Rates

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 grade and school district. 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 87**  
**Oklahoma Single-Year Dropout Rates**  
**9<sup>th</sup> through 12<sup>th</sup> Grade**  
**2005-2006 through 2014-2015**



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 87. The dropout rate in 2014-2015 is 2.0%. The rate has dropped from 3.3% in 2005-2006. This is the second lowest dropout rate during the past ten years measured under this methodology. The slight increase from the previous year comes after a 0.4 percentage point drop which is the second largest drop over the past ten years.

### **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 88**  
**High School Four-Year Dropout Rates**  
**by Community Group**  
**Class of 2015**

Size of District in ADM	Community Group Designation	Class of 2015 Enrollment	Class of 2015 Dropouts	Class of 2015 Dropout Rate
25,000 or More	A2	4,289	888	20.7%
10,000 - 24,999	B1	6,772	347	5.1%
	B2	4,071	280	6.9%
5,000 - 9,999	C1	3,467	181	5.2%
	C2	1,137	140	12.3%
2,000 - 4,999	D1	2,542	180	7.1%
	D2	4,055	416	10.3%
1,000 - 1,999	E1	3,309	153	4.6%
	E2	3,647	260	7.1%
500 - 999	F1	1,101	26	2.4%
	F2	3,100	150	4.8%
250 - 499	G1	1,234	35	2.8%
	G2	1,838	114	6.2%
Less than 250	H1	213	2	0.9%
	H2	674	53	7.9%
<b>Total</b>	<b>All</b>	<b>41,449</b>	<b>3,225</b>	<b>7.8%</b>

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

The statewide four-year dropout rate was 7.8%, a 0.9 percentage point drop from last year and a 6.3 percentage point drop from the Class of 2006. Oklahoma’s four-year dropout rate varies greatly by Community Group (Figure 88). Oklahoma’s two largest school districts (Oklahoma City and Tulsa), have a 20.7% four-year dropout rate. School districts with less than 250 students and below the state average participation in the Free or Reduced Price Lunch Program (Community Group H1) have only a 0.9% four-year dropout rate.

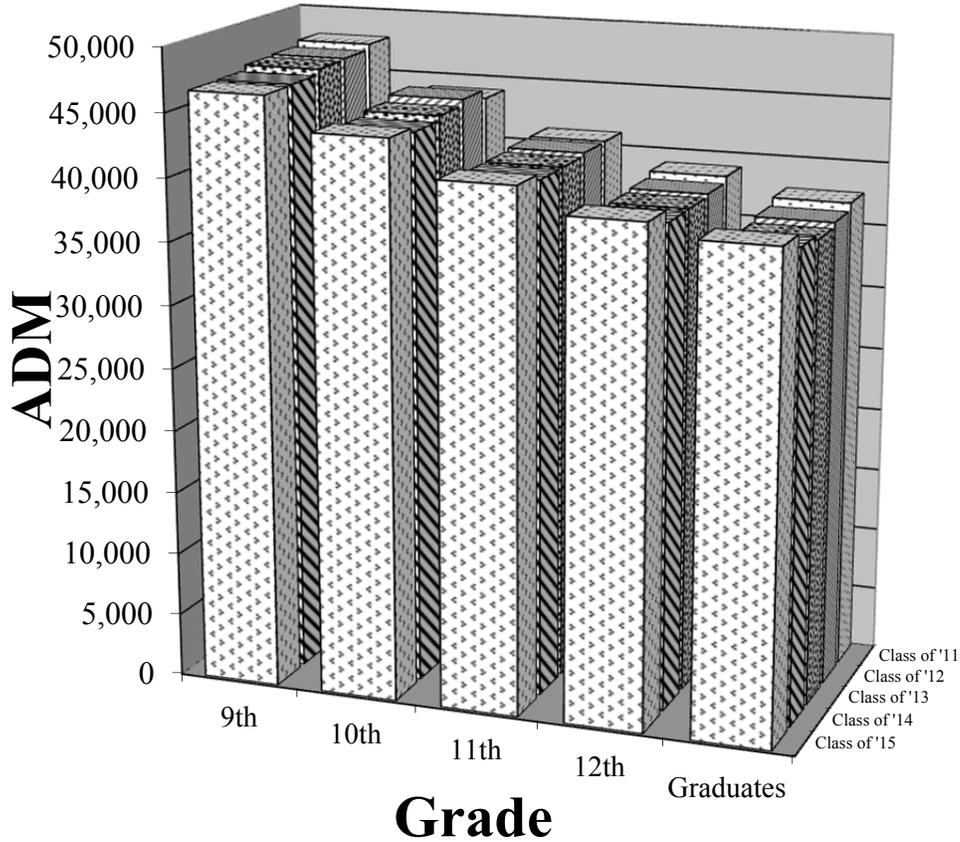
Dropout rates also vary greatly from site to site and county to county across the state. Based upon the four-year methodology (9<sup>th</sup> through 12<sup>th</sup> grade), the Class of 2015 had four high schools in the state with a dropout rate above 50%. However, 149 Oklahoma high schools (32.7%) did not report a single dropout over the four year period for the Class of 2015.

Low four-year dropout rates are scattered throughout the state. Cimarron, Coal, Ellis, and Harper Counties had zero dropouts for the Class of 2015. Nine counties had a four-year dropout rate of 10% or higher (Figure 89).

## **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 90 shows ADM counts for five graduating classes, 2011 through 2015, as they progressed through the grades. The table shows that, on average, 20.9% of students are lost between 9<sup>th</sup> grade and graduation. There are many reasons that students disappear from the state enrollment rosters (transfers out of state, transfers to private schools, home schooling and even death), however, the four-year dropout rate shows that 7.8% 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 87) are lower than ten years ago. After three of years of decline in student attrition the last two years have shown significant improvement. The number of graduates has improved for only the second time in the past five years and is the fourth highest increase in graduates in the past twenty years. ADMs for 9<sup>th</sup> graders have dropped every year over the past five years while the ADMs for the other three grades have fluctuated from year to year.

**Figure 90**  
**Student-Loss 9<sup>th</sup> Grade through Graduation**  
**Student Counts by Graduating Class**  
**Class of 2011 to 2015**



Grade	Average Daily Membership				Graduates	% Loss 9th - Grad.
	9th	10th	11th	12th		
<b>Class of 2011</b>	47,765	43,946	41,077	38,930	37,510	-21.5%
<b>Class of 2012</b>	47,332	44,641	41,029	38,485	36,980	-21.9%
<b>Class of 2013</b>	47,216	44,165	40,808	38,293	36,650	-22.4%
<b>Class of 2014</b>	46,799	43,760	40,761	38,250	37,123	-20.7%
<b>Class of 2015</b>	46,751	44,137	41,257	39,272	38,224	-18.2%
<b>Five-Year Average</b>	<b>47,173</b>	<b>44,130</b>	<b>40,986</b>	<b>38,646</b>	<b>37,297</b>	<b>-20.9%</b>

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 91 looks at student-loss between 9<sup>th</sup> grade and graduation for the senior class of 2015 by race and gender. Because enrollment counts by race and gender are only collected using fall enrollment, this figure uses 2011 through 2014 fall enrollment and 2015 graduation counts to assess student-loss between 9<sup>th</sup> grade and graduation. The statewide student-loss for the Graduating Class of 2015, using fall enrollment figures, was -19.7%.

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 better loss rate than males for all racial categories. African American males and females and Native American males each have above a 25.0% loss rate.

**Figure 91**  
**Student-Loss 9<sup>th</sup> Grade through Graduation**  
**By Race and Gender**  
**Graduating Class of 2015**

Race & Gender	Fall Enrollment				Graduates	% Gain / Loss 9th - Graduation
	9th	10th	11th	12th		
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Spring 2015	
<b>White Male</b>	13,318	12,504	11,679	10,955	<b>10,533</b>	-20.9%
<b>White Female</b>	12,614	12,039	11,357	10,791	<b>10,521</b>	-16.6%
<b>African Am. Male</b>	2,534	2,155	1,916	1,771	<b>1,667</b>	-34.2%
<b>African Am. Female</b>	2,459	2,139	1,958	1,805	<b>1,756</b>	-28.6%
<b>Native Am. Male</b>	4,081	3,694	3,310	3,066	<b>2,948</b>	-27.8%
<b>Native Am. Female</b>	3,969	3,618	3,273	3,107	<b>3,003</b>	-24.3%
<b>Asian Male</b>	531	532	542	537	<b>510</b>	-4.0%
<b>Asian Female</b>	504	526	522	523	<b>512</b>	1.6%
<b>2 or more races Male</b>	1,024	1,135	1,159	1,135	<b>1,088</b>	6.3%
<b>2 or more races Female</b>	1,035	1,228	1,234	1,207	<b>1,168</b>	12.9%
<b>Hispanic Male</b>	2,914	2,699	2,560	2,366	<b>2,225</b>	-23.6%
<b>Hispanic Female</b>	2,640	2,597	2,514	2,412	<b>2,293</b>	-13.1%
<b>State Total</b>	47,623	44,866	42,024	39,675	<b>38,224</b>	-19.7%

Data Source: Oklahoma State Department of Education

## National Attrition Rate

Oklahoma is only surpassed by New Mexico of all surrounding states in student loss between 9<sup>th</sup> grade and graduation. Oklahoma, all surrounding states, and the nation improved over last year's student loss. Kansas student loss improved almost five percentage points from last year while Arkansas and Texas attrition rates surpassed Oklahoma from last year to this. Figure 92 shows the attrition rates for the

nation, Oklahoma, and the surrounding states using the most current national data available provided by the National Center for Education Statistics (NCES).

**Figure 92**  
**Student-Loss 9th Grade through Graduation**  
**Oklahoma Compared to Nation and Surrounding States**  
**Graduating Class of 2014**  
**Based on Fall Enrollment**

Grade	Fall Enrollment				Estimated Graduates Spring 2014	% Loss 9th - Grad.
	9th	10th	11th	12th		
	Fall 2010	Fall 2011	Fall 2012	Fall 2013		
<i>Nation</i>	4,007,857	3,751,378	3,528,256	3,476,132	3,168,650	-20.9%
<b>Arkansas</b>	37,807	35,729	33,373	31,646	29,610	-21.7%
<b>Colorado</b>	62,258	60,662	58,847	62,836	51,310	-17.6%
<b>Kansas</b>	37,010	35,081	33,499	32,989	32,150	-13.1%
<b>Missouri</b>	73,080	69,041	65,737	63,718	60,900	-16.7%
<b>New Mexico</b>	29,179	25,734	21,755	20,133	18,590	-36.3%
<b>Oklahoma</b>	48,131	45,332	42,200	39,498	37,260	-22.6%
<b>Texas</b>	391,554	347,268	328,003	309,069	304,380	-22.3%

Data Source: NCES, Digest of Education Statistics: 2015, Tables 203.40, 203.45, and 219.20; 2014, Table 203.45; and 2013, Table 203.45;

## Graduation Rates

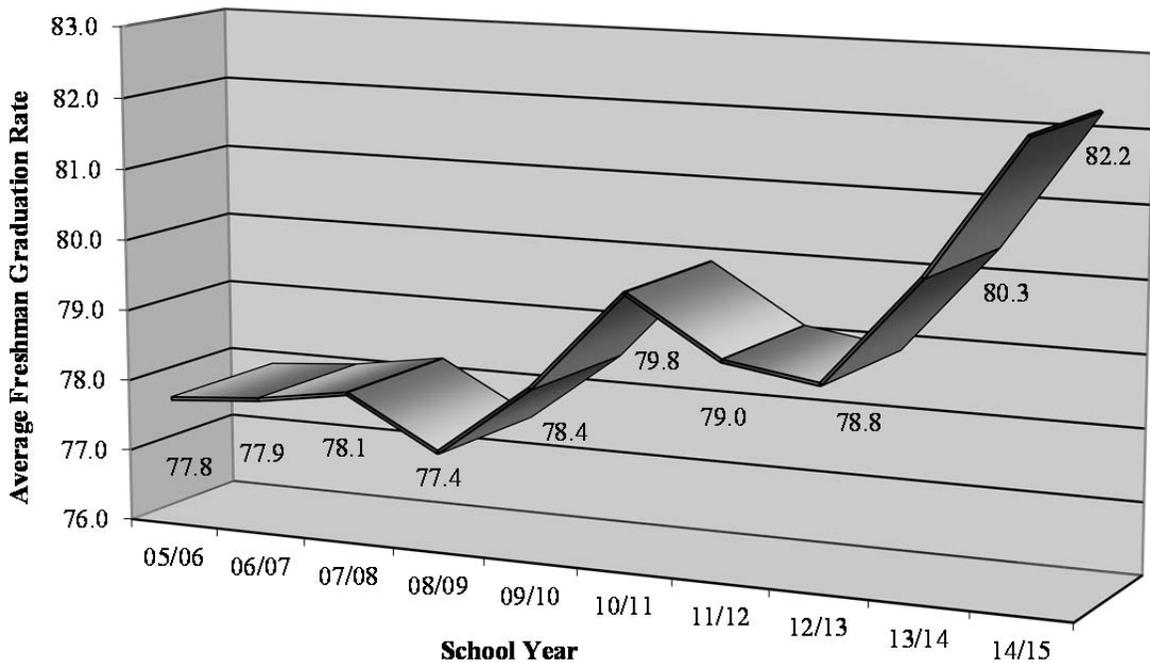
The *Profiles Report Series* uses two different methodologies to generate student graduation rates. Average freshman graduation rate is a newer methodology adopted by the National Center for Education Statistics. It uses the average number of students in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th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

### Average High School Freshman Graduation Rate

The average freshman graduation rate (AFGR) is calculated by dividing current graduates by the cohort average of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade enrollment. For the current school year's graduates, (38,224), this methodology uses the cohort of 8<sup>th</sup> graders from 2010-2011, 9<sup>th</sup> graders from 2011-2012, and 10<sup>th</sup> graders from 2012-2013. The 2014-2015 rate has increased to 82.2% from 77.8% in 2005-2006 with only a couple of downturns in the past ten years. The decreases after 2010-2011 are due to the decrease

in the number of graduates compared to a much smaller decrease in the number of average freshman. The increase for 2014-2015 is due to several factors; the number of graduates increased for only the second time in many years, cohort student enrollment are staying consistent, 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 93**  
**Average High School Freshman Graduation Rate**  
**2005-2006 to 2014-2015**



Data Source: Oklahoma State Department of Education

### **Senior Graduation Rate**

Starting in 2005, the *Profiles Series* began using a senior graduation rate, which divides current year graduates by current year graduates plus dropouts for the 12<sup>th</sup> grade. This methodology closely approximates the 12<sup>th</sup> grade student body after transfers to other high schools and other legitimate reasons for removal from the roll have been taken into consideration. For 2014-2015 the statewide senior graduation rate was 98.2%. This includes the 38,224 graduates and the 696 12<sup>th</sup> grade dropouts.

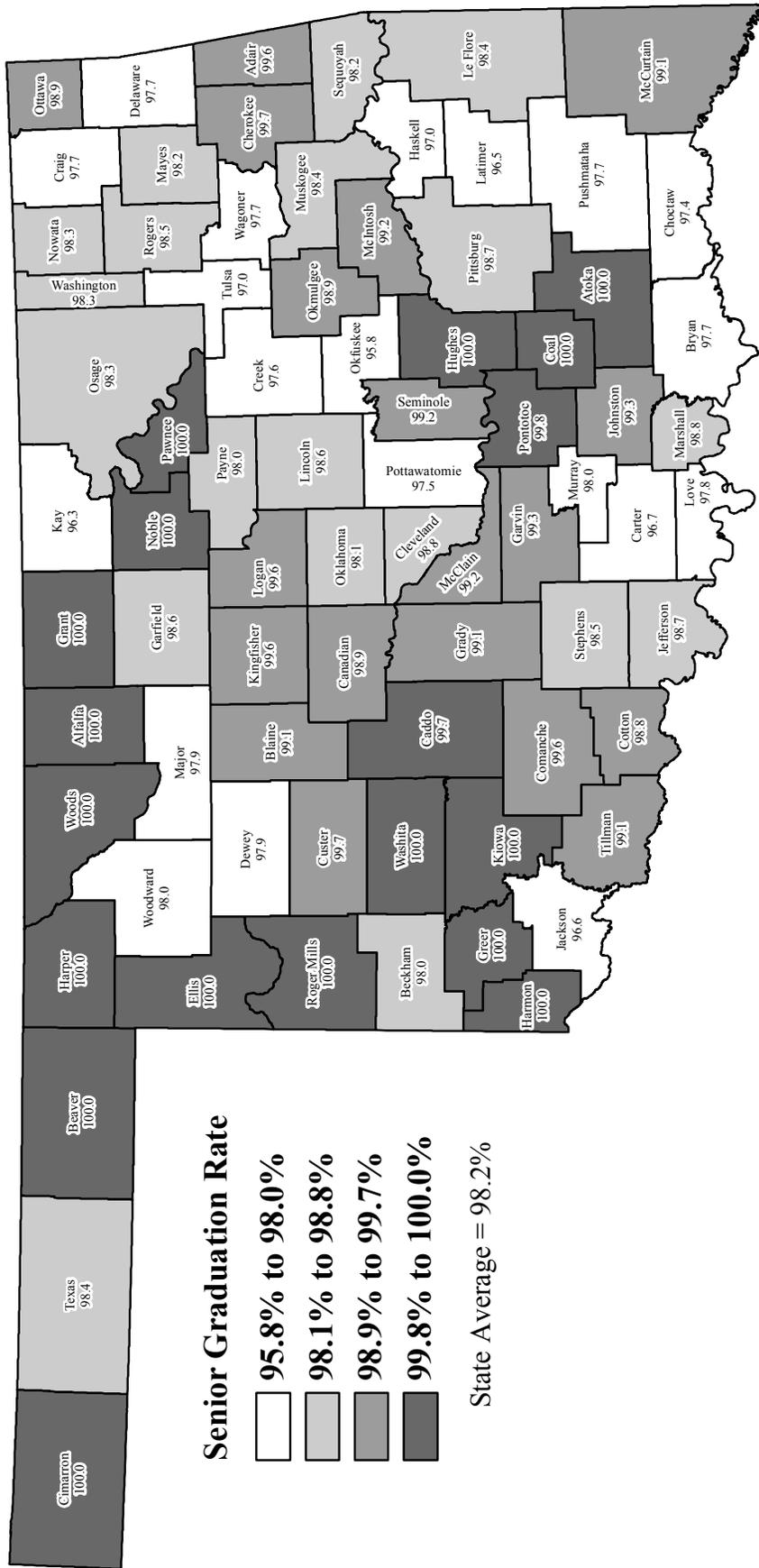
Seventeen counties had no senior dropouts for a 100% senior graduation rate. Counties with high senior graduation rates can be found throughout the state (Figure 95). The 2014-2015 senior graduation rates varied by Community Group and can be found in Figure 96.



# Figure 95

## SENIOR GRADUATION RATE

### Class of 2015



Source: Oklahoma State Department of Education

**Figure 96**  
**Oklahoma Senior Graduation Rate**  
**By Community Group**  
**2014-2015**

Size of District in ADM	Community Group Designation	2014-2015 Graduates	2014-2015 12th Grade Dropouts	2014-2015 Graduates & Dropouts Combined	Senior Graduation Rate
25,000 or More	A2	3,401	125	3,526	96.5%
10,000 - 24,999	B1	6,425	107	6,532	98.4%
	B2	3,791	74	3,865	98.1%
5,000 - 9,999	C1	3,286	55	3,341	98.4%
	C2	997	32	1,029	96.9%
2,000 - 4,999	D1	2,362	46	2,408	98.1%
	D2	3,639	97	3,736	97.4%
1,000 - 1,999	E1	3,156	39	3,195	98.8%
	E2	3,387	44	3,431	98.7%
500 - 999	F1	1,075	9	1,084	99.2%
	F2	2,950	22	2,972	99.3%
250 - 499	G1	1,199	10	1,209	99.2%
	G2	1,724	27	1,751	98.5%
Less than 250	H1	211	1	212	99.5%
	H2	621	8	629	98.7%
<b>Total</b>	<b>All</b>	<b>38,224</b>	<b>696</b>	<b>38,920</b>	<b>98.2%</b>

Data Source: Oklahoma State Department of Education

**National Graduation Rates**

As discomfoting as the analysis of Oklahoma’s various rates may be, national figures show that Oklahoma may be doing a better than average job of helping students earn a high school diploma. The national-level four-year graduation rate based upon the four-year methodology was 78.7%\* for 2013-2014. There were 3,168,650 graduates\* in 2013-2014 divided by 4,007,857 9<sup>th</sup> grade students in fall of 2010 (U.S. Department of Education, National Center for Education Statistics, *2015 Digest of Education Statistics* – Table 219.20 and *2013 Digest of Education Statistics* – Table 203.45). For comparative purposes, using those same USDE tables, Oklahoma’s graduation rate was 77.4%\* for the 2013-2014 school year. (Note: \* based on estimated graduates.)

Another graduation rate methodology is also being proposed at the national and state level. This method calculates graduation rate as on-time graduates in a given year divided by first-time entering 9<sup>th</sup> graders four years earlier plus transfers in minus transfers out. Oklahoma’s student record data system should be able to calculate the graduation rate using this methodology but not all states have a system in place to implement 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 2.0% (Figure 87), while the student-loss rates averages 20.9% and the average freshman graduation rate is 82.2%. Furthermore, the single-year dropout rate greatly under represents the 7.8% of students lost as dropouts during the four-year span of high school (Figure 88). Most interesting is the discrepancy that exists between the statewide four-year dropout rate of 7.8% and the five year average statewide student-loss rate of 20.9% (Figure 90). Where are the missing students? There are bits and pieces that explain part of the missing 13%, but the entire student-loss to the system cannot be completely explained.

The biggest quandary in this analysis is, “What exactly is the starting number of 9<sup>th</sup> graders for any given graduating class?” In Figure 28 it can be observed that enrollments spike up in 9<sup>th</sup> grade and this 9<sup>th</sup> grade crest occurs year-after-year. Over the last five years, the increase in enrollments from 8<sup>th</sup> grade to 9<sup>th</sup> grade averages just over 2,100 students, or a 4.5% 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 9<sup>th</sup> graders again the following year. This behavior creates a standing wave in the enrollment counts as some students re-circulate in the flow from 8<sup>th</sup> to 9<sup>th</sup> to 10<sup>th</sup> grade (historically only 2% to 3%). This recirculation creates an artificially high base, upon which the dropout and student-loss analyses are conducted. However, the base is not as flawed as it may appear. Not all of the 4.5% is accounted for by students who repeat 9<sup>th</sup> grade. Some of the increase is due to students who transfer into the public education system from private schools or from home schooling environments. Students from these groups represent a true increase in the 9<sup>th</sup> grade enrollment and must be included in the analysis. Because of this legitimate inflow of students into the state system in 9<sup>th</sup> grade, it would be improper to simply use 8<sup>th</sup> grade enrollment for the base of the analysis. The perfect base for this analysis would be first time 9<sup>th</sup> grade enrollment.

The established standing wave in 9<sup>th</sup> grade enrollment likely accounts for not more than a few percentage points of the missing 13% 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 391 students, or 1.0% of their graduating class. Secondly, students who die in grades 9 through 12 average 123 students, or just over 0.3% of their class. And finally, students who attend all four years of high school, but who do not meet the requirements to receive a high school diploma, average 1,247 students, or 3.2% of their graduating class. These factors combined make up five or six percentage-points of the 13% 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 for any given year are the just under 1,000 students age 16 through 19 not graduating from a public high school but taking the GED or HiSet; the two high school equivalency tests.

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 2014-2015 average composite score on the ACT for the Oklahoma public high schools included in this series of reports was 20.7, down 0.1 of a standard score from last year. The official 2014-2015 Oklahoma score generated by the ACT Corporation, which includes public and private schools as well as alternative education centers, was also 20.7, the same standard score as last year. This score has the standard at the same score for Oklahoma for eight of the last nine years (Figure 97). The comparable national average composite score was 21.0, also the same standard score as 2013-2014. In 2014-2015, the gap between Oklahoma's average ACT score and the national average ACT score was three-tenths of a standard score. While they are the same this year, typically there are minor differences between the two Oklahoma ACT scores 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 59% of 2014-2015 high school graduates were tested; compared to 80% in Oklahoma (based on figures provided by ACT Corporation). The larger the percentage of graduates tested, the greater the likelihood non-college bound students are included in the test group.

An analysis of the 30 states that tested 50% or more of their 2015 high school graduates shows that Oklahoma tied for 11<sup>th</sup> in composite ACT score. Analysis of the 10 states that tested a similar percentage of high school graduates (70% to 90%) shows that Oklahoma ranked eighth in the composite ACT score (see Comparing Average Scores by State – Data for the Class of 2015 at [www.act.org](http://www.act.org)).

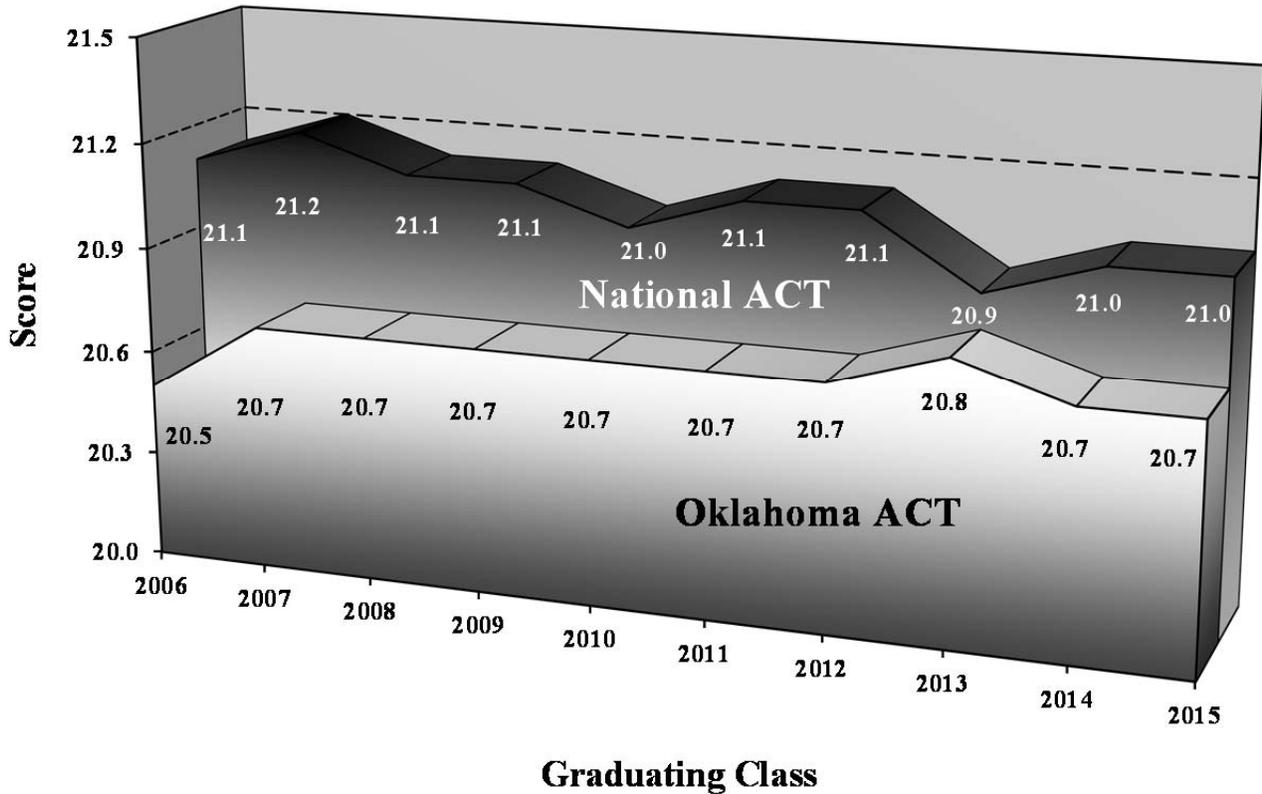
### **EXPLORE and PLAN**

In addition to the ACT, intended primarily for 11<sup>th</sup> and 12<sup>th</sup> graders, two assessment tools are available to support students in their college prep and career planning. These tools are the EXPLORE for 8<sup>th</sup> graders and PLAN for 10<sup>th</sup> graders. These additional 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 2014-2015 composite score for EXPLORE is 14.7 and for PLAN 16.7. 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. Students meeting these benchmarks as they progress through school they should be well qualified for success at the college level. For more information concerning EXPLORE, PLAN, and ACT; refer to the OSRHE web site at [www.okhighered.org/epas/](http://www.okhighered.org/epas/).

**Figure 97**  
**Oklahoma ACT Scores versus National ACT Scores**  
**Graduating Class 2006 to 2015**

Based On All Public and Private High Schools



Data Source: ACT, Inc.

**Figure 98**  
**Average ACT Scores by Community Group**  
**Graduating Class of 2015**  
 Based Only On High Schools Covered in the *Profiles 2015* Series

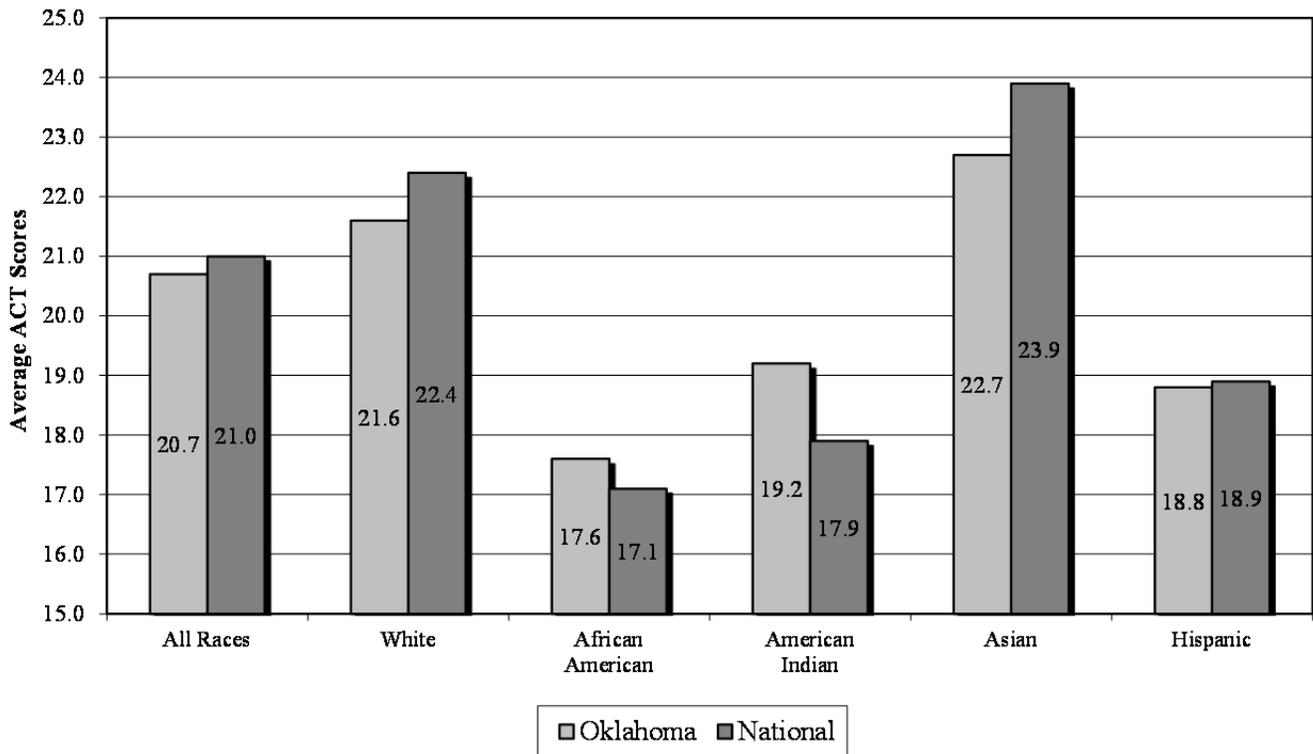
Size of District in ADM	25,000 or More		10,000 - 24,999		5,000 - 9,999		2,000 - 4,999		1,000 - 1,999		500 - 999		250 - 499		Less than 250		Total
	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2		
Average ACT Score	19.5	22.6	20.7	22.5	20.5	20.6	19.7	21.0	19.4	20.4	19.3	20.0	19.3	20.5	18.7	20.7	

Data Source: ACT, Inc.

## ACT Scores by Race

Figure 99 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 ninth year in a row, African American 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 three years since 2000. Oklahoma's African American students outscored their national counterparts by five-tenths of a standard score and American Indian students outscored their national counterparts by one and three-tenths of a standard score. White students in Oklahoma fall below the national average by eight-tenths of a standard score, Asian students lag by one and two-tenths of a standard score, and Hispanic students lag their national counterparts by one-tenth.

**Figure 99**  
**Oklahoma ACT Scores versus National ACT Scores**  
**by Ethnicity**  
**2015 Graduates**



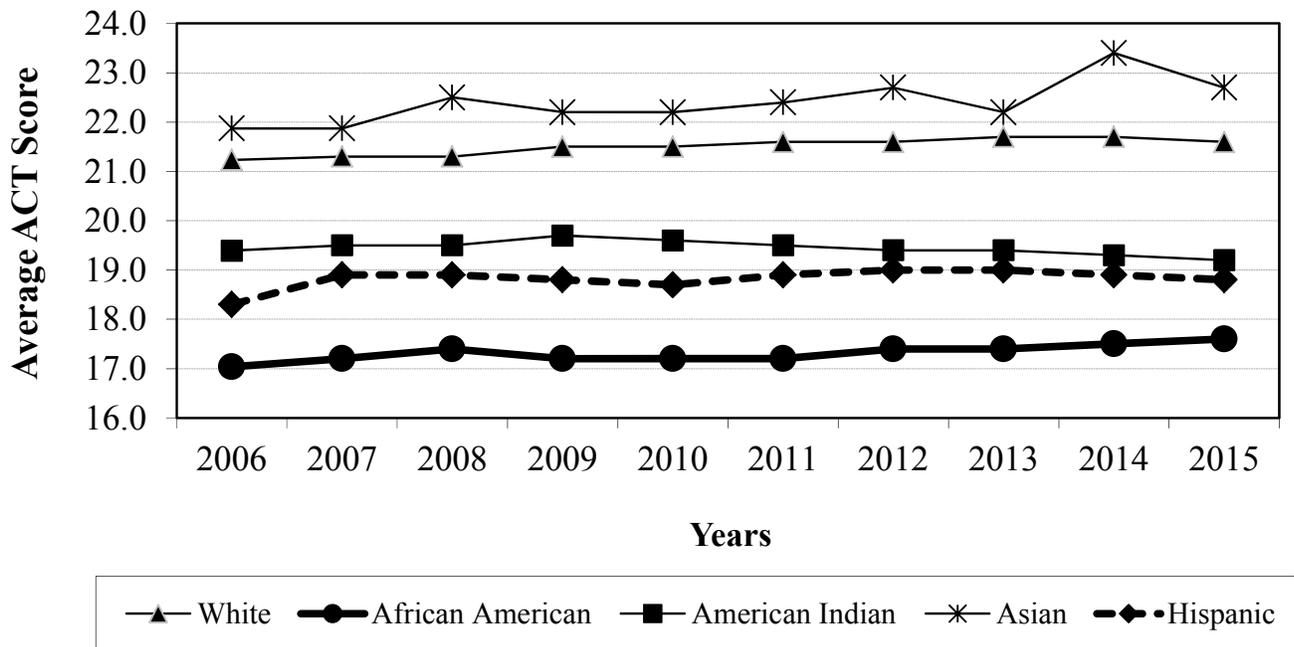
Data Source: ACT, Inc.



**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 101  
Oklahoma ACT Scores by Ethnicity  
2006 through 2015 Graduates**



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
White	21.2	21.3	21.3	21.5	21.5	21.6	21.6	21.7	21.7	21.6
African American	17.0	17.2	17.4	17.2	17.2	17.2	17.4	17.4	17.5	17.6
American Indian	19.4	19.5	19.5	19.7	19.6	19.5	19.4	19.4	19.3	19.2
Asian	21.9	21.9	22.5	22.2	22.2	22.4	22.7	22.2	23.4	22.7
Hispanic	18.3	18.9	18.9	18.8	18.7	18.9	19.0	19.0	18.9	18.8

Data Source: ACT, Inc.

## **ACT Scores by School**

Average ACT scores varied greatly across Oklahoma (Figure 100). Looking at average ACT scores for high schools covered in this report series, Edmond North HS and Mulhall-Orlando HS in Logan Co. had the highest ACT scores at 24.3. Classen High School of Advanced Studies (24.1) and Harding Charter Preparatory HS (24.0) in Oklahoma City P.S. followed closely. All four of these schools had over 85.0% of graduates taking the ACT. In total, there are eleven high schools in the state that averaged a 23 or higher on the ACT.

Conversely, eight high schools averaged below a 16. Of the 437 Oklahoma high school sites upon which *Profiles 2015* reported ACT scores, 228 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 52.2% 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, 81.4% of the 2015 graduates in school districts covered in this report took the ACT. Eighty-eight high schools had over 95.0% of graduates take the ACT and twenty-three 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 2015, Oklahoma's public school student performance was 576 for critical reading, 569 for the mathematics, and 548 for the writing component, out of 800 each. National scores in these same areas were 495, 511, and 484, 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 4.5% or 1,720 of Oklahoma's Class of 2015 took the SAT. This is down slightly from the 1,725 students from the Class of 2014. Nationally, the SAT was taken by approximately 54.1% of high school graduates during that same year. Most of the students who take the test in Oklahoma do so to compete for prestigious national-level scholarships or to attend out-of-state universities.

## **Additional High School Performance Measures**

Based upon the Office of Educational Quality and Accountability's 2015 School Questionnaire (Appendix A) the average GPA for seniors at public high schools was 3.07 (Figure 103). Twenty-one high schools stated their average senior GPA was above 3.50 while four stated it was below 2.50.

Also from the school questionnaire, 80.5% of Oklahoma's 2015 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 104). Many schools, 159, reported that 95.0% of their graduates or better completed the college-bound curriculum while 33 schools reported less than 50.0% completed the curriculum.

Almost six percent (5.9%) of high school graduates attended out-of-state colleges and this percentage is naturally higher in counties near the state lines (Figure 105). Not surprisingly, the four schools with over 50.0% of their graduates attending out-of-state colleges are near the state borders. These include Copan HS in Washington Co., Deer Creek-Lamont HS in Grant Co., South Coffeyville HS in Nowata Co., and Tyrone HS in Texas Co.

Information provided by the Oklahoma Department of Career and Technology Education is based upon the graduating class of 2015. The data showed that 49.5% of students enroll in an occupationally-specific Career Tech program sometime during their high school career (Figure 106); 19,607 Career Tech enrollers divided by 39,593 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 21 schools with none of their students participating in occupationally-specific programs to 33 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. These data were provided by the Oklahoma State Regents for Higher Education. The methodology for calculating these variables is in the process of being updated and the *Profiles* reports will include data from the updated methodology in coming years.

**Figure 102**

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

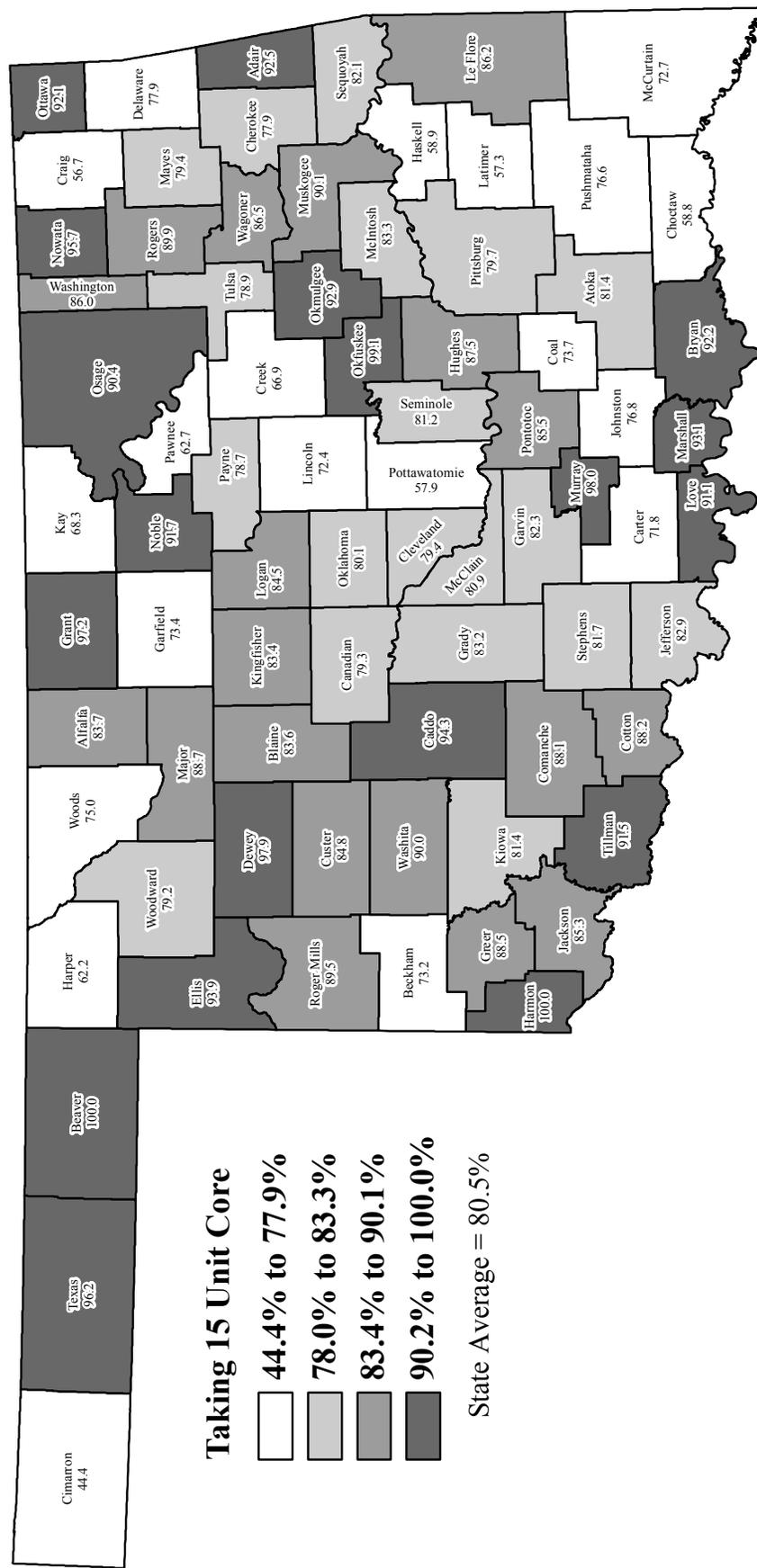
<u>Summary of Performance Measures</u>	<u>State Average</u>
Average GPA of High School Seniors (Class of 2015)	3.07
Career Tech Program Participation Rate (Class of 2015)	49.5%
HS Grads Completing College Bound Curriculum (15 Units) (Class of 2015)	80.5%
HS Grads Going to Out-of-State Colleges (Class of 2015)	5.9%



# Figure 104

## HIGH SCHOOL GRADUATES COMPLETING COLLEGE BOUND CURRICULUM

### Class of 2015 Completing State Regents 15-Unit Core Curriculum



**Taking 15 Unit Core**

- 44.4% to 77.9%
- 78.0% to 83.3%
- 83.4% to 90.1%
- 90.2% to 100.0%

State Average = 80.5%

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





# APPENDIX A

# THE 2015 SCHOOL QUESTIONNAIRE

The Office of Educational Quality and Accountability uses a school site questionnaire to obtain data items that are not available through other sources. The 2015 School Questionnaire (located below) pertained to site-level information during the 2014-2015 school year.

While our response rate is outstanding, not all principals opted to participate. However, of the 1,750 school sites sent a survey, 1,725 (98.6%) responded to at least one question. Schools not responding to the questionnaire are noted on the School Profiles as FTR, or Failed to Respond. The office does receive assistance from the many of the larger school districts in the state that have research units in regard to collecting data for schools in their districts that close or open from one year to the next.

	<b>Office of Educational Quality &amp; Accountability (OEQA)</b>	
	<b>2015 School Questionnaire</b>	
<p>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 2015 Educational Indicators Reports, and the 2014-15 School Profiles Report. Please respond to the following questions by <b>January 15, 2016</b>. This will be the only mailing of this year's questionnaire. Failure to respond will be noted as "FTR" or "Failed to Respond with Useable Information" on your school's report. Thank you for your time.</p>		
<b>PLEASE PROVIDE OR VERIFY THE FOLLOWING:</b>		
County: 00 - SAMPLE	_____	Principal's Name (please print)
District: 1000 - SAMPLE DISTRICT	_____	Principal's Signature
School: 000 - SAMPLE SITE (1-12)	_____	
Principal's email address: Sample@SamplePublicSchool.com	_____	

**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, please call the OEQA at (405) 522-5399.**

Survey# \_\_\_\_\_ Verification# @@@@

**Instructions for Completing the Survey:**

1. Visit <http://www.schoolreportcard.org/survey/> and click on **Principal**.
2. Use the **Survey#** and **Verification#** provided in the gray shaded bar above to access your questionnaire.

ONLY use an alternative method of submittal when the web method fails: fax (405) 522-5399, 228 return mail (address printed on back)  
Please do NOT mail or fax additional copy of the questionnaire if it was completed online.

**ALL PRINCIPALS:**

1. At your site, for school year 2014-15, 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 2014-15, 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 2014-15 school year, what percentage of your students had at least 1 parent (guardian) attend at least 1 parent-teacher conference?
4. During the 2014-15 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 2014-15 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 2014-15 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 2014-15?
2. Of your 2015 graduates, how many were planning to go out-of-state for college? (enter 0 if none)
3. How many of your 2015 graduates completed the State Regents' 15-unit college-bound curriculum? (enter 0 if none) (For more information, please visit [https://secure.okcollegestart.org/College\\_Planning/Prepare\\_for\\_College/courses\\_to\\_take.aspx](https://secure.okcollegestart.org/College_Planning/Prepare_for_College/courses_to_take.aspx))

# APPENDIX B

# Indicators Displayed in Maps

## Socioeconomic Conditions by County

County	Per Student Valuation of Property	Free or Reduced Lunch	Census 2015 Population Estimate	Population Number Change 2010 - 2015	Population Percent Change 2010 - 2015	Mean Household Income	Poverty Rate
Adair	\$17,378	80.5%	22,004	-679	-3.0%	\$42,838	27.3%
Alfalfa	\$148,280	46.0%	5,868	226	4.0%	\$67,730	13.9%
Atoka	\$30,402	72.5%	13,793	-389	-2.7%	\$50,937	22.6%
Beaver	\$121,562	53.9%	5,427	-209	-3.7%	\$67,146	9.2%
Beckham	\$64,398	61.1%	23,768	1,649	7.5%	\$72,820	14.4%
Blaine	\$79,945	68.5%	9,833	-2,110	-17.7%	\$57,761	15.2%
Bryan	\$42,480	70.5%	44,884	2,468	5.8%	\$52,551	17.8%
Caddo	\$33,403	70.2%	29,343	-257	-0.9%	\$50,788	20.4%
Canadian	\$46,866	36.8%	133,378	17,837	15.4%	\$77,579	7.5%
Carter	\$48,979	66.2%	48,689	1,132	2.4%	\$57,746	15.6%
Cherokee	\$23,229	75.7%	48,447	1,460	3.1%	\$49,684	22.6%
Choctaw	\$23,280	81.8%	14,997	-208	-1.4%	\$43,979	27.7%
Cimarron	\$129,690	71.7%	2,216	-259	-10.5%	\$59,248	20.6%
Cleveland	\$45,553	48.0%	274,458	18,703	7.3%	\$71,787	13.3%
Coal	\$77,651	76.3%	5,651	-274	-4.6%	\$51,914	21.1%
Comanche	\$32,937	58.9%	124,648	550	0.4%	\$60,463	18.0%
Cotton	\$33,496	58.8%	5,996	-197	-3.2%	\$54,398	16.8%
Craig	\$46,610	66.5%	14,818	-211	-1.4%	\$50,047	17.8%
Creek	\$33,862	66.7%	70,892	925	1.3%	\$58,647	15.4%
Custer	\$45,530	62.6%	29,744	2,275	8.3%	\$60,817	16.6%
Delaware	\$50,443	73.2%	41,459	-28	-0.1%	\$52,171	21.5%
Dewey	\$204,207	49.3%	4,995	185	3.8%	\$65,394	13.7%
Ellis	\$131,391	51.3%	4,231	80	1.9%	\$67,956	15.7%
Garfield	\$48,897	63.9%	63,569	2,989	4.9%	\$61,754	13.2%
Garvin	\$50,601	61.1%	27,755	179	0.6%	\$53,667	19.1%
Grady	\$45,843	53.0%	54,648	2,217	4.2%	\$63,209	13.5%
Grant	\$254,534	52.5%	4,523	-4	-0.1%	\$65,030	9.4%
Greer	\$26,677	64.2%	6,070	-169	-2.7%	\$52,872	14.2%
Harmon	\$35,304	77.6%	2,788	-134	-4.6%	\$50,986	23.1%
Harper	\$92,573	56.3%	3,754	69	1.9%	\$57,095	15.4%
Haskell	\$22,257	71.2%	12,845	76	0.6%	\$46,521	18.4%
Hughes	\$55,320	76.7%	13,735	-268	-1.9%	\$50,428	22.3%
Jackson	\$29,992	58.7%	25,574	-872	-3.3%	\$56,268	16.0%
Jefferson	\$32,443	71.3%	6,276	-196	-3.0%	\$47,012	21.9%
Johnston	\$47,134	70.5%	10,980	23	0.2%	\$49,670	19.8%
Kay	\$47,024	67.6%	45,366	-1,196	-2.6%	\$55,392	18.2%
Kingfisher	\$63,937	56.9%	15,584	550	3.7%	\$68,159	6.9%
Kiowa	\$54,872	70.3%	9,144	-302	-3.2%	\$54,466	24.3%
Latimer	\$36,832	70.9%	10,483	-671	-6.0%	\$54,615	17.0%
Le Flore	\$23,120	72.9%	49,605	-779	-1.5%	\$48,083	23.3%

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# Indicators Displayed in Maps

## Socioeconomic Conditions by County

continued from previous page

County	Per Student Valuation of Property	Free or Reduced Lunch	Census 2015 Population Estimate	Population Number Change 2010 - 2015	Population Percent Change 2010 - 2015	Mean Household Income	Poverty Rate
Lincoln	\$62,513	57.3%	35,042	769	2.2%	\$57,196	15.6%
Logan	\$44,051	60.7%	45,996	4,148	9.9%	\$72,589	12.7%
Love	\$54,420	70.1%	9,870	447	4.7%	\$54,600	14.9%
Major	\$61,410	50.7%	7,771	244	3.2%	\$66,509	14.3%
Marshall	\$41,907	74.9%	16,232	392	2.5%	\$53,247	17.3%
Mayes	\$64,849	69.6%	40,887	-372	-0.9%	\$52,156	20.6%
McClain	\$32,917	43.3%	38,066	3,560	10.3%	\$70,139	10.7%
McCurtain	\$28,566	78.6%	33,048	-103	-0.3%	\$44,384	24.6%
McIntosh	\$35,347	82.0%	19,990	-262	-1.3%	\$46,837	20.7%
Murray	\$37,109	51.9%	13,936	448	3.3%	\$56,692	15.8%
Muskogee	\$38,415	69.0%	69,699	-1,291	-1.8%	\$52,112	22.0%
Noble	\$86,031	56.7%	11,554	-7	-0.1%	\$58,235	14.2%
Nowata	\$28,971	69.0%	10,539	3	0.0%	\$49,147	16.7%
Okfuskee	\$36,702	76.9%	12,181	-10	-0.1%	\$46,266	26.4%
Oklahoma	\$53,824	62.2%	776,864	58,231	8.1%	\$67,734	18.5%
Okmulgee	\$23,374	73.0%	39,187	-882	-2.2%	\$50,277	20.0%
Osage	\$52,392	69.7%	47,887	415	0.9%	\$56,833	16.0%
Ottawa	\$26,194	69.5%	31,981	133	0.4%	\$46,576	22.5%
Pawnee	\$32,121	67.5%	16,436	-141	-0.9%	\$54,694	14.5%
Payne	\$65,979	51.0%	80,850	3,500	4.5%	\$54,842	25.3%
Pittsburg	\$46,953	72.1%	44,610	-1,227	-2.7%	\$55,380	19.7%
Pontotoc	\$36,742	62.0%	38,194	702	1.9%	\$53,160	19.2%
Pottawatomie	\$27,658	63.6%	71,875	2,433	3.5%	\$56,974	18.6%
Pushmataha	\$21,077	75.1%	11,183	-389	-3.4%	\$45,332	25.0%
Roger Mills	\$252,842	46.4%	3,788	141	3.9%	\$68,157	15.6%
Rogers	\$50,397	52.9%	90,802	3,897	4.5%	\$72,399	9.3%
Seminole	\$34,790	74.6%	25,548	66	0.3%	\$49,198	23.1%
Sequoyah	\$21,212	74.9%	41,153	-1,238	-2.9%	\$47,871	23.4%
Stephens	\$45,340	51.3%	44,581	-467	-1.0%	\$57,846	15.1%
Texas	\$52,642	66.7%	21,489	849	4.1%	\$63,989	12.3%
Tillman	\$26,912	78.3%	7,515	-477	-6.0%	\$47,025	24.2%
Tulsa	\$51,060	61.0%	639,242	35,839	5.9%	\$69,143	15.8%
Wagoner	\$29,080	56.4%	76,559	3,474	4.8%	\$68,132	11.3%
Washington	\$42,501	51.9%	52,021	1,045	2.0%	\$66,061	14.3%
Washita	\$48,901	61.8%	11,661	32	0.3%	\$60,763	14.5%
Woods	\$168,402	43.9%	9,304	426	4.8%	\$64,073	16.2%
Woodward	\$71,844	50.6%	21,559	1,478	7.4%	\$68,624	14.5%
<b>State Summary</b>	<b>\$47,329</b>	<b>61.1%</b>	<b>3,911,338</b>	<b>159,987</b>	<b>4.3%</b>	<b>\$62,871</b>	<b>16.9%</b>

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

# Indicators Displayed in Maps

## Socioeconomic Conditions by County

County	Unemployment Rate	Percent of Single Parent Families	Less than a High School Diploma	Percent High School Graduate	Percent College Graduate	Percent Parents Attending Conference	Volunteer Hours per Student
Adair	8.0%	33.9%	21.5%	78.5%	12.9%	68.3%	2.06
Alfalfa	5.8%	31.4%	14.3%	85.7%	20.3%	68.3%	2.06
Atoka	10.1%	37.3%	17.9%	82.1%	13.1%	71.6%	0.99
Beaver	2.9%	21.1%	17.3%	82.7%	17.9%	65.2%	3.40
Beckham	3.2%	35.1%	16.5%	83.5%	16.9%	88.1%	2.56
Blaine	3.2%	35.2%	16.0%	84.0%	16.7%	80.8%	1.82
Bryan	9.4%	33.5%	16.1%	83.9%	20.7%	77.3%	3.11
Caddo	9.3%	33.8%	15.9%	84.1%	15.0%	72.5%	3.10
Canadian	5.4%	25.6%	8.5%	91.5%	25.4%	68.6%	1.45
Carter	6.5%	32.8%	14.5%	85.5%	18.2%	77.3%	4.84
Cherokee	8.2%	36.9%	14.6%	85.4%	23.9%	72.9%	2.41
Choctaw	8.8%	46.2%	20.6%	79.4%	14.2%	79.8%	2.78
Cimarron	2.1%	32.1%	16.3%	83.7%	17.5%	65.2%	1.03
Cleveland	5.4%	29.8%	8.7%	91.3%	31.0%	80.2%	9.79
Coal	8.1%	36.4%	17.2%	82.8%	13.0%	71.7%	3.18
Comanche	9.4%	41.1%	10.7%	89.3%	20.4%	75.9%	2.07
Cotton	8.6%	32.3%	15.6%	84.4%	16.0%	74.1%	2.36
Craig	6.8%	32.3%	16.5%	83.5%	13.9%	71.1%	1.55
Creek	7.5%	31.5%	14.7%	85.3%	15.0%	59.0%	1.23
Custer	4.2%	33.2%	14.5%	85.5%	27.3%	67.3%	2.01
Delaware	10.2%	34.5%	15.6%	84.4%	16.4%	81.8%	1.77
Dewey	2.6%	24.0%	11.3%	88.7%	22.6%	73.9%	2.41
Ellis	4.0%	22.5%	10.5%	89.5%	24.9%	86.8%	5.00
Garfield	5.7%	31.9%	13.9%	86.1%	21.5%	83.2%	60.34
Garvin	5.1%	27.7%	16.3%	83.7%	15.0%	82.6%	3.23
Grady	5.1%	27.9%	14.4%	85.6%	17.2%	77.0%	13.87
Grant	5.3%	29.3%	9.8%	90.2%	22.1%	65.0%	2.72
Greer	3.5%	27.6%	19.9%	80.1%	13.2%	79.3%	14.63
Harmon	7.4%	34.6%	21.3%	78.7%	20.5%	90.1%	2.46
Harper	2.0%	25.8%	15.7%	84.3%	17.9%	85.6%	0.60
Haskell	7.5%	31.2%	22.2%	77.8%	11.4%	75.3%	2.07
Hughes	8.2%	34.0%	21.9%	78.1%	11.1%	52.7%	1.55
Jackson	7.3%	32.0%	16.8%	83.2%	19.8%	85.1%	1.92
Jefferson	5.3%	40.0%	17.4%	82.6%	11.4%	76.8%	2.85
Johnston	6.4%	44.3%	19.9%	80.1%	17.9%	65.1%	8.28
Kay	8.0%	39.2%	13.0%	87.0%	19.7%	70.6%	1.74
Kingfisher	3.5%	27.9%	14.3%	85.7%	19.4%	79.0%	2.39
Kiowa	6.1%	38.0%	16.1%	83.9%	18.5%	81.3%	6.52
Latimer	8.7%	32.9%	15.7%	84.3%	14.1%	76.1%	2.90
Le Flore	10.5%	32.4%	19.4%	80.6%	12.9%	60.1%	1.32

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# Indicators Displayed in Maps

## Socioeconomic Conditions by County

continued from previous page

County	Unemployment Rate	Percent of Single Parent Families	Less than a High School Diploma	Percent High School Graduate	Percent College Graduate	Percent Parents Attending Conference	Volunteer Hours per Student
Lincoln	7.5%	27.0%	15.4%	84.6%	13.1%	74.3%	2.59
Logan	6.7%	21.8%	9.0%	91.0%	26.5%	70.4%	1.47
Love	3.6%	27.1%	16.4%	83.6%	16.1%	66.6%	1.71
Major	3.8%	22.7%	13.0%	87.0%	16.2%	76.3%	2.92
Marshall	9.4%	30.0%	19.6%	80.4%	14.2%	80.0%	3.00
Mayes	9.8%	30.4%	14.6%	85.4%	15.9%	71.6%	1.66
McClain	5.2%	24.2%	12.7%	87.3%	21.5%	69.9%	1.92
McCurtain	8.3%	37.4%	19.0%	81.0%	14.2%	57.7%	1.86
McIntosh	8.3%	34.8%	17.2%	82.8%	13.5%	73.2%	2.59
Murray	4.7%	28.1%	18.9%	81.1%	20.2%	68.4%	1.02
Muskogee	8.6%	39.5%	14.8%	85.2%	18.7%	68.2%	1.82
Noble	6.6%	22.0%	12.6%	87.4%	21.3%	69.5%	2.27
Nowata	8.8%	33.5%	15.8%	84.2%	13.1%	65.8%	2.24
Okfuskee	8.9%	39.0%	20.8%	79.2%	10.5%	63.0%	3.19
Oklahoma	6.6%	37.1%	13.9%	86.1%	30.2%	76.6%	3.13
Okmulgee	11.1%	40.6%	13.7%	86.3%	14.5%	72.5%	1.60
Osage	7.0%	32.5%	12.8%	87.2%	16.2%	74.4%	1.36
Ottawa	9.8%	37.8%	16.5%	83.5%	13.8%	77.5%	2.64
Pawnee	7.6%	32.0%	12.3%	87.7%	16.5%	82.6%	1.37
Payne	6.1%	28.4%	9.2%	90.8%	36.4%	80.9%	2.15
Pittsburg	5.8%	37.4%	15.5%	84.5%	15.6%	75.9%	2.87
Pontotoc	6.8%	38.0%	13.4%	86.6%	27.1%	71.5%	2.60
Pottawatomie	6.8%	35.2%	13.0%	87.0%	18.0%	79.2%	4.40
Pushmataha	11.9%	37.2%	19.1%	80.9%	12.2%	75.9%	0.99
Roger Mills	2.6%	29.5%	8.3%	91.7%	21.2%	86.7%	2.54
Rogers	6.0%	25.8%	9.4%	90.6%	23.1%	74.5%	1.57
Seminole	8.5%	37.2%	17.9%	82.1%	13.4%	70.2%	1.26
Sequoyah	10.3%	35.3%	17.7%	82.3%	13.1%	68.0%	1.81
Stephens	7.5%	31.9%	13.8%	86.2%	17.5%	68.0%	1.83
Texas	4.8%	30.2%	29.8%	70.2%	19.5%	82.2%	0.81
Tillman	9.1%	33.6%	24.2%	75.8%	16.1%	81.1%	4.29
Tulsa	7.0%	37.1%	11.4%	88.6%	30.0%	75.1%	5.63
Wagoner	6.3%	26.7%	10.8%	89.2%	21.5%	61.9%	2.66
Washington	6.2%	30.6%	10.1%	89.9%	26.1%	64.0%	2.98
Washita	2.9%	27.4%	13.2%	86.8%	17.6%	80.7%	3.08
Woods	3.8%	31.3%	11.7%	88.3%	25.7%	85.0%	7.21
Woodward	4.4%	24.8%	13.9%	86.1%	18.8%	93.3%	1.86
<b>State Summary</b>	<b>6.8%</b>	<b>33.9%</b>	<b>13.3%</b>	<b>86.7%</b>	<b>23.8%</b>	<b>74.1%</b>	<b>3.43</b>

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	Percent on Reading Remediation	Average Days Absent per Student	Mobility Rate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Adair	54.2	170.7	45.4%	10.7	11.5%	59.7%	\$9,362
Alfalfa	54.2	159.6	28.6%	8.6	11.5%	53.1%	\$16,922
Atoka	53.2	119.4	38.7%	8.6	14.1%	56.6%	\$8,959
Beaver	16.1	223.4	32.1%	8.4	10.2%	38.9%	\$12,251
Beckham	186.2	76.4	33.3%	9.5	6.0%	45.3%	\$7,939
Blaine	21.5	88.5	38.4%	7.5	7.0%	37.6%	\$10,022
Bryan	10.0	85.5	32.6%	9.0	7.6%	54.3%	\$8,668
Caddo	11.9	110.7	32.7%	8.7	11.2%	50.1%	\$9,348
Canadian	23.3	192.8	35.4%	9.2	7.2%	46.2%	\$7,926
Carter	21.0	100.1	35.9%	8.8	6.4%	47.5%	\$8,374
Cherokee	14.2	174.0	37.9%	9.2	11.9%	58.0%	\$9,259
Choctaw	63.8	108.1	41.6%	8.2	7.8%	62.8%	\$8,685
Cimarron	18.8	56.6	27.2%	7.6	8.4%	36.8%	\$12,296
Cleveland	80.3	185.8	27.9%	10.2	4.5%	48.1%	\$7,735
Coal	12.3	69.8	31.9%	8.9	8.1%	46.2%	\$10,757
Comanche	16.1	56.6	42.7%	9.7	9.6%	51.6%	\$9,133
Cotton	11.0	123.1	22.8%	7.7	14.5%	58.9%	\$7,923
Craig	23.6	107.9	37.8%	9.8	7.1%	52.2%	\$8,966
Creek	19.1	122.9	33.5%	10.7	6.0%	56.6%	\$8,281
Custer	12.2	78.0	32.8%	7.7	8.0%	47.9%	\$8,365
Delaware	45.9	59.6	53.0%	11.3	6.8%	46.0%	\$9,595
Dewey	42.9	177.6	29.3%	7.0	10.2%	40.1%	\$12,451
Ellis	38.6	72.4	19.8%	7.2	8.2%	42.1%	\$16,017
Garfield	66.8	63.1	45.1%	9.6	7.3%	49.5%	\$8,474
Garvin	14.3	80.8	30.0%	8.6	11.7%	50.5%	\$8,118
Grady	29.6	163.4	27.3%	9.8	9.0%	50.5%	\$8,125
Grant	15.7	67.2	38.6%	8.1	7.3%	28.4%	\$16,368
Greer	29.9	169.8	23.7%	8.6	10.1%	65.9%	\$9,012
Harmon	17.6	33.8	21.5%	9.3	10.8%	63.1%	\$9,308
Harper	10.4	70.5	29.9%	6.6	9.3%	41.0%	\$10,001
Haskell	55.4	108.0	25.3%	9.7	8.2%	62.2%	\$8,614
Hughes	24.0	63.1	33.2%	9.9	8.2%	45.5%	\$9,170
Jackson	14.6	191.4	49.9%	8.5	11.2%	63.4%	\$7,788
Jefferson	26.2	195.2	33.5%	11.5	14.4%	63.1%	\$9,400
Johnston	46.8	89.7	38.2%	8.2	10.7%	54.2%	\$9,081
Kay	23.5	74.4	47.1%	10.3	6.5%	48.6%	\$9,034
Kingfisher	10.7	132.6	34.5%	7.3	10.7%	40.6%	\$9,571
Kiowa	49.0	110.1	31.7%	9.4	6.5%	52.6%	\$8,755
Latimer	24.3	72.1	27.9%	6.3	11.4%	53.1%	\$8,662
Le Flore	116.5	213.7	30.4%	9.7	9.0%	62.4%	\$8,146

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# Indicators Displayed in Maps

## Educational Attainment, Revenue, and Expenditures

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County	Suspensions to Student Ratio	Juvenile Offenders	Percent on Reading Remediation	Average Days Absent per Student	Mobility Rate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Lincoln	15.1	178.9	30.9%	9.1	9.2%	45.6%	\$8,032
Logan	11.0	75.8	44.1%	10.4	16.7%	55.2%	\$7,947
Love	32.9	368.0	57.7%	9.9	9.0%	48.3%	\$8,508
Major	74.8	80.1	28.2%	7.2	7.3%	45.9%	\$9,808
Marshall	12.8	174.4	27.3%	10.0	8.6%	48.8%	\$8,881
Mayes	21.7	137.4	36.3%	9.2	7.8%	46.0%	\$8,738
McClain	20.6	153.1	24.3%	8.5	12.7%	52.3%	\$8,034
McCurtain	35.3	72.5	30.5%	8.9	6.9%	60.6%	\$8,739
McIntosh	19.7	137.7	49.6%	10.8	12.7%	54.0%	\$9,159
Murray	57.1	138.2	29.6%	7.8	8.4%	62.3%	\$7,326
Muskogee	9.8	98.7	44.6%	9.7	8.2%	51.8%	\$8,454
Noble	12.0	121.6	38.7%	8.6	4.5%	32.6%	\$9,829
Nowata	10.1	52.1	33.7%	9.6	12.4%	60.1%	\$8,211
Okfuskee	9.9	103.4	36.2%	9.5	17.4%	53.0%	\$10,087
Oklahoma	8.0	191.2	42.8%	10.2	10.9%	41.9%	\$8,979
Okmulgee	23.8	121.4	42.7%	9.2	8.9%	60.1%	\$8,676
Osage	17.5	174.8	37.0%	9.2	6.9%	51.4%	\$8,926
Ottawa	16.5	46.2	32.5%	10.0	7.2%	63.3%	\$7,907
Pawnee	20.4	173.8	33.2%	11.3	8.7%	56.5%	\$8,535
Payne	30.7	99.7	42.0%	9.6	7.7%	38.2%	\$8,938
Pittsburg	20.2	64.8	36.2%	9.8	10.0%	51.0%	\$8,912
Pontotoc	52.0	54.8	29.0%	8.9	8.6%	57.7%	\$8,672
Pottawatomie	17.3	95.4	36.0%	9.8	9.3%	59.0%	\$8,150
Pushmataha	69.0	76.1	31.0%	8.6	10.6%	66.6%	\$9,730
Roger Mills	34.0	280.8	25.0%	8.9	7.6%	30.5%	\$19,367
Rogers	22.4	153.2	36.7%	9.8	8.4%	43.8%	\$8,145
Seminole	13.4	49.2	39.0%	11.2	13.7%	54.2%	\$8,883
Sequoyah	27.4	104.0	39.4%	8.1	11.2%	61.5%	\$8,356
Stephens	14.9	109.6	31.1%	10.6	11.4%	52.1%	\$8,275
Texas	40.3	74.0	50.6%	7.2	7.5%	51.7%	\$8,280
Tillman	10.8	72.1	53.4%	8.1	9.5%	61.2%	\$10,166
Tulsa	10.4	92.7	45.4%	10.7	12.2%	41.7%	\$8,952
Wagoner	29.5	124.2	43.3%	10.1	7.4%	56.8%	\$7,068
Washington	37.6	77.0	36.6%	9.9	11.8%	49.8%	\$8,456
Washita	37.0	71.6	30.8%	7.9	12.6%	49.7%	\$9,091
Woods	36.9	110.8	21.4%	9.5	8.2%	42.8%	\$11,698
Woodward	35.1	100.8	44.4%	8.3	8.8%	36.3%	\$9,232
<b>State Summary</b>	<b>13.1</b>	<b>108.6</b>	<b>39.1%</b>	<b>9.8</b>	<b>10.2%</b>	<b>47.7%</b>	<b>\$8,721</b>

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	5th Gr. CRT Science % Proficient or Above
Adair	73%	64%	66%	65%	66%	68%	46%
Alfalfa	90%	93%	72%	81%	84%	97%	79%
Atoka	87%	87%	82%	85%	86%	81%	65%
Beaver	76%	74%	97%	98%	78%	77%	63%
Beckham	85%	74%	71%	67%	74%	62%	70%
Blaine	80%	56%	77%	81%	73%	72%	57%
Bryan	91%	85%	85%	86%	80%	76%	67%
Caddo	79%	77%	77%	81%	71%	77%	59%
Canadian	88%	81%	85%	87%	80%	84%	70%
Carter	82%	68%	80%	77%	75%	79%	63%
Cherokee	81%	73%	79%	83%	78%	76%	60%
Choctaw	76%	66%	82%	75%	79%	66%	60%
Cimarron	88%	71%	72%	83%	81%	81%	38%
Cleveland	87%	79%	84%	85%	85%	84%	71%
Coal	87%	85%	65%	75%	73%	72%	61%
Comanche	85%	75%	83%	82%	79%	85%	62%
Cotton	92%	83%	89%	92%	78%	80%	69%
Craig	80%	56%	76%	75%	72%	62%	62%
Creek	81%	68%	81%	82%	80%	77%	65%
Custer	86%	76%	80%	82%	77%	79%	64%
Delaware	83%	71%	77%	83%	78%	76%	64%
Dewey	73%	67%	72%	66%	73%	92%	73%
Ellis	88%	70%	83%	94%	81%	77%	66%
Garfield	77%	70%	82%	82%	75%	77%	60%
Garvin	79%	70%	75%	74%	71%	74%	62%
Grady	85%	75%	81%	82%	80%	81%	69%
Grant	97%	82%	87%	87%	75%	81%	75%
Greer	90%	81%	80%	90%	79%	73%	73%
Harmon	86%	64%	82%	64%	94%	94%	89%
Harper	69%	85%	78%	80%	94%	94%	65%
Haskell	74%	67%	64%	71%	75%	78%	54%
Hughes	77%	69%	74%	80%	73%	79%	50%
Jackson	88%	81%	88%	91%	78%	81%	55%
Jefferson	73%	69%	72%	64%	79%	75%	62%
Johnston	79%	56%	73%	75%	61%	63%	54%
Kay	75%	61%	76%	79%	79%	80%	58%
Kingfisher	90%	80%	87%	88%	78%	75%	66%
Kiowa	73%	69%	84%	74%	74%	70%	57%
Latimer	86%	78%	83%	88%	88%	75%	71%
Le Flore	76%	68%	74%	74%	70%	77%	62%

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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 Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above
Lincoln	79%	72%	78%	81%	82%	77%	68%
Logan	74%	64%	82%	76%	80%	82%	60%
Love	71%	57%	74%	80%	81%	87%	71%
Major	83%	66%	80%	76%	79%	87%	64%
Marshall	91%	88%	86%	88%	80%	84%	67%
Mayes	78%	72%	77%	86%	69%	79%	51%
McClain	87%	76%	85%	85%	78%	69%	61%
McCurtain	84%	75%	79%	83%	85%	70%	73%
McIntosh	75%	71%	86%	83%	77%	74%	63%
Murray	84%	74%	80%	86%	80%	77%	63%
Muskogee	76%	67%	79%	87%	85%	84%	62%
Noble	92%	89%	84%	56%	68%	57%	40%
Nowata	87%	78%	86%	79%	77%	77%	62%
Okfuskee	81%	69%	59%	75%	68%	65%	58%
Oklahoma	78%	67%	80%	73%	68%	74%	57%
Okmulgee	80%	70%	78%	75%	77%	79%	65%
Osage	75%	65%	71%	79%	78%	77%	65%
Ottawa	80%	71%	75%	86%	85%	88%	75%
Pawnee	76%	66%	73%	77%	74%	81%	58%
Payne	87%	80%	87%	82%	81%	86%	65%
Pittsburg	82%	72%	76%	73%	71%	72%	58%
Pontotoc	86%	79%	75%	75%	81%	77%	66%
Pottawatomie	79%	70%	73%	80%	75%	76%	76%
Pushmataha	80%	67%	72%	82%	80%	80%	66%
Roger Mills	91%	84%	86%	76%	67%	75%	53%
Rogers	86%	80%	85%	80%	74%	72%	62%
Seminole	76%	63%	73%	77%	76%	77%	63%
Sequoyah	82%	79%	76%	83%	70%	82%	57%
Stephens	78%	73%	81%	91%	83%	82%	61%
Texas	79%	73%	75%	77%	76%	72%	60%
Tillman	77%	66%	85%	70%	73%	72%	57%
Tulsa	79%	67%	80%	84%	87%	90%	76%
Wagoner	84%	76%	70%	89%	84%	81%	70%
Washington	84%	81%	86%	87%	81%	79%	57%
Washita	90%	86%	95%	81%	65%	75%	50%
Woods	90%	81%	82%	0%	0%	0%	0%
Woodward	77%	68%	76%	79%	77%	77%	62%
<b>State Summary</b>	<b>81%</b>	<b>71%</b>	<b>80%</b>	<b>79%</b>	<b>77%</b>	<b>77%</b>	<b>62%</b>

Data Source: Oklahoma State Department of Education

# Indicators Displayed in Maps

## CRT Scores by County

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 Math % Proficient or Above	7th Gr. CRT Geography % Proficient or Above
Adair	72%	55%	66%	75%	69%	61%	59%
Alfalfa	87%	45%	69%	86%	84%	88%	77%
Atoka	84%	48%	83%	90%	91%	77%	70%
Beaver	82%	56%	83%	88%	88%	72%	65%
Beckham	94%	46%	70%	77%	83%	73%	77%
Blaine	74%	52%	71%	84%	82%	80%	76%
Bryan	93%	51%	83%	78%	89%	79%	69%
Caddo	77%	58%	69%	73%	82%	73%	64%
Canadian	90%	55%	78%	78%	87%	80%	82%
Carter	87%	59%	74%	69%	85%	74%	67%
Cherokee	79%	56%	70%	80%	80%	74%	67%
Choctaw	80%	29%	58%	58%	75%	58%	53%
Cimarron	88%	6%	71%	79%	74%	48%	61%
Cleveland	89%	59%	82%	87%	87%	84%	82%
Coal	82%	75%	70%	80%	88%	88%	69%
Comanche	80%	48%	72%	81%	82%	77%	71%
Cotton	69%	53%	72%	74%	84%	85%	69%
Craig	87%	55%	70%	79%	84%	69%	71%
Creek	86%	44%	78%	76%	82%	76%	72%
Custer	84%	55%	79%	88%	86%	76%	70%
Delaware	82%	52%	74%	80%	87%	72%	69%
Dewey	84%	46%	73%	79%	82%	80%	66%
Ellis	66%	38%	78%	84%	83%	81%	62%
Garfield	82%	59%	71%	67%	80%	65%	63%
Garvin	80%	50%	81%	76%	84%	75%	69%
Grady	90%	61%	82%	84%	87%	82%	76%
Grant	79%	67%	73%	79%	83%	70%	65%
Greer	92%	47%	69%	94%	91%	86%	73%
Harmon	83%	83%	64%	68%	83%	67%	23%
Harper	90%	58%	81%	98%	90%	93%	62%
Haskell	79%	38%	62%	81%	77%	69%	60%
Hughes	83%	41%	69%	75%	78%	62%	59%
Jackson	78%	50%	77%	89%	83%	84%	63%
Jefferson	63%	29%	60%	53%	67%	56%	52%
Johnston	77%	32%	65%	64%	83%	63%	65%
Kay	84%	51%	82%	84%	87%	92%	76%
Kingfisher	84%	52%	86%	83%	86%	86%	75%
Kiowa	81%	65%	78%	81%	89%	88%	68%
Latimer	65%	44%	81%	84%	83%	75%	78%
Le Flore	82%	45%	74%	77%	76%	67%	66%

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# Indicators Displayed in Maps

## CRT Scores by County

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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 Math % Proficient or Above	7th Gr. CRT Geography % Proficient or Above
Lincoln	85%	51%	60%	75%	76%	78%	74%
Logan	83%	66%	69%	84%	85%	78%	66%
Love	94%	77%	77%	66%	88%	78%	65%
Major	76%	40%	80%	83%	77%	68%	64%
Marshall	90%	55%	81%	84%	85%	82%	80%
Mayes	79%	54%	75%	78%	83%	78%	58%
McClain	84%	39%	77%	73%	85%	76%	57%
McCurtain	80%	59%	76%	72%	74%	80%	75%
McIntosh	80%	54%	75%	78%	85%	80%	67%
Murray	77%	50%	75%	73%	75%	80%	80%
Muskogee	92%	63%	68%	68%	70%	59%	54%
Noble	70%	30%	55%	61%	78%	79%	55%
Nowata	79%	56%	73%	74%	83%	79%	73%
Okfuskee	77%	40%	67%	71%	74%	68%	60%
Oklahoma	73%	53%	76%	81%	80%	75%	66%
Okmulgee	82%	59%	67%	64%	82%	70%	66%
Osage	92%	65%	75%	76%	75%	61%	53%
Ottawa	91%	64%	82%	86%	92%	84%	83%
Pawnee	83%	48%	73%	83%	85%	79%	75%
Payne	90%	62%	82%	77%	88%	84%	68%
Pittsburg	75%	53%	70%	77%	80%	74%	72%
Pontotoc	83%	50%	74%	83%	75%	73%	61%
Pottawatomie	88%	70%	80%	91%	89%	85%	82%
Pushmataha	86%	56%	79%	84%	84%	76%	77%
Roger Mills	71%	50%	68%	76%	79%	68%	58%
Rogers	81%	59%	76%	73%	87%	73%	74%
Seminole	84%	60%	70%	70%	81%	70%	65%
Sequoyah	81%	34%	72%	79%	75%	83%	73%
Stephens	83%	45%	73%	68%	79%	60%	59%
Texas	80%	57%	72%	74%	80%	74%	74%
Tillman	77%	39%	77%	67%	86%	81%	71%
Tulsa	91%	69%	77%	86%	92%	90%	82%
Wagoner	90%	50%	79%	93%	82%	82%	67%
Washington	83%	48%	77%	72%	92%	81%	81%
Washita	74%	51%	69%	69%	85%	57%	61%
Woods	0%	0%	0%	0%	0%	0%	0%
Woodward	82%	54%	74%	76%	82%	76%	72%
<b>State Summary</b>	<b>82%</b>	<b>54%</b>	<b>74%</b>	<b>76%</b>	<b>82%</b>	<b>76%</b>	<b>72%</b>

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 U.S. History % Proficient or Above	8th Gr. CRT Writing % Proficient or Above	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above
Adair	82%	63%	52%	60%	61%	76%	82%
Alfalfa	76%	68%	66%	83%	62%	88%	86%
Atoka	90%	84%	66%	64%	71%	61%	91%
Beaver	85%	61%	71%	71%	62%	78%	95%
Beckham	84%	72%	61%	76%	68%	89%	92%
Blaine	77%	59%	49%	59%	54%	88%	92%
Bryan	87%	75%	63%	70%	75%	89%	95%
Caddo	82%	49%	52%	64%	68%	80%	89%
Canadian	92%	79%	68%	83%	84%	90%	93%
Carter	84%	60%	56%	71%	81%	78%	92%
Cherokee	83%	65%	59%	62%	70%	84%	92%
Choctaw	74%	42%	49%	59%	67%	58%	84%
Cimarron	100%	76%	59%	94%	18%	57%	88%
Cleveland	93%	74%	75%	82%	81%	93%	94%
Coal	85%	60%	61%	78%	67%	93%	95%
Comanche	89%	71%	59%	72%	65%	85%	92%
Cotton	79%	70%	59%	62%	47%	88%	87%
Craig	90%	68%	56%	74%	79%	81%	91%
Creek	88%	67%	60%	73%	64%	83%	89%
Custer	85%	72%	63%	73%	73%	94%	92%
Delaware	88%	69%	61%	67%	74%	86%	88%
Dewey	87%	56%	56%	67%	88%	86%	89%
Ellis	90%	79%	77%	69%	66%	79%	93%
Garfield	84%	51%	60%	71%	65%	84%	87%
Garvin	87%	74%	63%	66%	76%	89%	90%
Grady	91%	71%	68%	83%	82%	84%	96%
Grant	81%	54%	55%	64%	79%	73%	91%
Greer	95%	83%	58%	66%	49%	87%	93%
Harmon	69%	52%	52%	48%	77%	81%	90%
Harper	100%	74%	70%	77%	70%	95%	85%
Haskell	74%	65%	46%	46%	73%	79%	87%
Hughes	82%	48%	45%	47%	58%	75%	83%
Jackson	81%	57%	48%	59%	59%	89%	91%
Jefferson	79%	65%	58%	72%	75%	80%	82%
Johnston	84%	61%	63%	59%	77%	87%	96%
Kay	94%	69%	64%	65%	66%	83%	88%
Kingfisher	94%	76%	65%	71%	89%	85%	96%
Kiowa	94%	56%	64%	64%	86%	89%	97%
Latimer	84%	82%	49%	66%	61%	75%	89%
Le Flore	88%	59%	57%	67%	66%	77%	89%

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# Indicators Displayed in Maps

## CRT and EOI Scores by County

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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 U.S. History % Proficient or Above	8th Gr. CRT Writing % Proficient or Above	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above
Lincoln	89%	54%	59%	85%	74%	80%	92%
Logan	85%	66%	61%	74%	80%	78%	88%
Love	89%	79%	66%	82%	77%	72%	90%
Major	89%	73%	65%	74%	75%	79%	90%
Marshall	90%	78%	71%	78%	78%	77%	87%
Mayes	89%	68%	58%	65%	76%	85%	91%
McClain	86%	59%	61%	57%	73%	94%	94%
McCurtain	89%	59%	71%	81%	75%	78%	89%
McIntosh	85%	62%	60%	64%	63%	86%	86%
Murray	77%	65%	57%	63%	72%	86%	85%
Muskogee	86%	67%	57%	67%	73%	82%	89%
Noble	79%	57%	48%	41%	59%	87%	92%
Nowata	83%	65%	62%	73%	66%	81%	89%
Okfuskee	76%	52%	53%	67%	54%	86%	90%
Oklahoma	78%	57%	47%	63%	59%	87%	90%
Okmulgee	85%	54%	56%	68%	61%	79%	86%
Osage	80%	62%	64%	64%	82%	78%	83%
Ottawa	87%	67%	69%	78%	82%	71%	85%
Pawnee	81%	67%	57%	65%	54%	87%	88%
Payne	88%	74%	62%	63%	76%	93%	93%
Pittsburg	83%	66%	58%	65%	75%	86%	91%
Pontotoc	89%	75%	57%	72%	66%	87%	92%
Pottawatomie	78%	74%	70%	79%	67%	84%	87%
Pushmataha	90%	70%	62%	74%	78%	82%	92%
Roger Mills	80%	58%	55%	64%	67%	98%	93%
Rogers	88%	56%	66%	75%	74%	90%	91%
Seminole	86%	63%	55%	69%	72%	74%	84%
Sequoyah	87%	55%	62%	70%	76%	85%	91%
Stephens	90%	52%	66%	70%	67%	79%	91%
Texas	84%	57%	62%	70%	73%	74%	84%
Tillman	88%	62%	61%	72%	70%	71%	91%
Tulsa	92%	74%	65%	78%	73%	85%	90%
Wagoner	89%	80%	56%	64%	67%	86%	92%
Washington	88%	78%	69%	74%	62%	91%	94%
Washita	83%	44%	62%	67%	78%	90%	95%
Woods	0%	0%	0%	0%	0%	91%	95%
Woodward	86%	64%	62%	71%	71%	79%	91%
<b>State Summary</b>	<b>86%</b>	<b>64%</b>	<b>62%</b>	<b>71%</b>	<b>71%</b>	<b>85%</b>	<b>90%</b>

Data Source: Oklahoma State Department of Education

# Indicators Displayed in Maps

## EOI Scores and High School Information by County

County	US History EOI % Proficient or Above	Biology I EOI % Proficient or Above	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Average Freshman Graduation Rate
Adair	59%	35%	45%	89%	76%	7.0%	81.4%
Alfalfa	86%	55%	95%	94%	87%	2.0%	91.9%
Atoka	82%	53%	75%	94%	92%	3.3%	91.6%
Beaver	61%	48%	48%	93%	80%	1.6%	88.0%
Beckham	80%	61%	93%	98%	92%	7.0%	78.8%
Blaine	68%	44%	82%	94%	89%	6.3%	80.4%
Bryan	72%	59%	83%	97%	88%	8.8%	83.4%
Caddo	79%	48%	65%	98%	80%	2.3%	88.5%
Canadian	84%	62%	79%	97%	91%	5.5%	88.5%
Carter	81%	63%	84%	94%	90%	7.6%	77.6%
Cherokee	74%	58%	89%	97%	88%	7.3%	72.4%
Choctaw	57%	35%	45%	89%	57%	7.5%	89.3%
Cimarron	68%	52%	71%	93%	85%	0.0%	82.7%
Cleveland	87%	65%	87%	93%	91%	6.2%	83.2%
Coal	86%	46%	91%	97%	80%	0.0%	90.5%
Comanche	78%	59%	76%	96%	87%	6.6%	78.3%
Cotton	80%	45%	74%	94%	88%	2.3%	91.4%
Craig	84%	48%	83%	95%	82%	2.8%	73.3%
Creek	75%	46%	76%	92%	86%	9.3%	86.0%
Custer	83%	48%	74%	93%	90%	1.7%	93.2%
Delaware	80%	44%	68%	95%	83%	8.9%	79.9%
Dewey	75%	70%	78%	95%	81%	7.8%	77.9%
Ellis	58%	53%	67%	100%	84%	0.0%	82.1%
Garfield	78%	53%	61%	92%	86%	6.0%	89.5%
Garvin	74%	44%	87%	96%	89%	4.8%	83.4%
Grady	86%	67%	85%	97%	93%	3.3%	83.8%
Grant	88%	57%	67%	97%	79%	5.3%	76.1%
Greer	88%	61%	73%	95%	95%	7.1%	87.2%
Harmon	79%	48%	53%	82%	71%	4.8%	64.5%
Harper	80%	72%	95%	100%	100%	0.0%	90.0%
Haskell	57%	37%	81%	97%	78%	6.6%	88.6%
Hughes	63%	41%	60%	94%	76%	3.8%	88.0%
Jackson	73%	45%	81%	89%	81%	8.7%	80.1%
Jefferson	70%	38%	50%	93%	64%	6.2%	82.0%
Johnston	76%	33%	83%	99%	81%	3.5%	91.0%
Kay	68%	42%	59%	93%	85%	8.3%	82.3%
Kingfisher	80%	55%	76%	98%	87%	0.8%	103.3%
Kiowa	67%	59%	77%	100%	85%	3.4%	98.3%
Latimer	76%	47%	74%	95%	84%	11.3%	84.6%
Le Flore	73%	47%	64%	96%	76%	6.2%	84.6%

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# Indicators Displayed in Maps

## EOI Scores and High School Information by County

continued from previous page

County	US History EOI % Proficient or Above	Biology I EOI % Proficient or Above	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Average Freshman Graduation Rate
Lincoln	79%	55%	75%	98%	85%	4.4%	90.3%
Logan	72%	41%	64%	94%	86%	10.4%	82.1%
Love	69%	50%	72%	94%	66%	7.2%	82.8%
Major	72%	46%	77%	92%	78%	7.0%	91.8%
Marshall	80%	62%	85%	96%	82%	5.9%	83.3%
Mayes	83%	66%	89%	93%	92%	10.6%	81.7%
McClain	87%	62%	86%	97%	94%	3.7%	92.6%
McCurtain	67%	49%	66%	94%	82%	4.1%	85.3%
McIntosh	77%	49%	35%	97%	86%	11.7%	78.5%
Murray	86%	53%	88%	97%	74%	5.2%	88.0%
Muskogee	72%	47%	85%	94%	80%	10.2%	77.1%
Noble	72%	56%	81%	96%	80%	2.9%	84.1%
Nowata	66%	58%	60%	94%	81%	4.2%	86.7%
Okfuskee	66%	49%	67%	98%	81%	14.3%	37.6%
Oklahoma	81%	60%	81%	93%	82%	8.7%	79.7%
Okmulgee	67%	46%	71%	92%	73%	2.4%	81.6%
Osage	72%	40%	52%	94%	80%	4.3%	73.6%
Ottawa	78%	42%	79%	95%	73%	3.3%	84.7%
Pawnee	76%	66%	70%	96%	82%	3.0%	80.6%
Payne	91%	73%	86%	96%	94%	6.2%	87.4%
Pittsburg	80%	56%	85%	94%	87%	10.9%	79.8%
Pontotoc	82%	56%	83%	95%	88%	5.3%	86.1%
Pottawatomie	76%	50%	78%	94%	88%	9.1%	74.8%
Pushmataha	72%	61%	82%	95%	84%	9.9%	77.7%
Roger Mills	80%	73%	63%	97%	91%	8.2%	96.2%
Rogers	86%	58%	77%	97%	88%	7.0%	83.6%
Seminole	70%	40%	78%	95%	84%	10.9%	77.1%
Sequoyah	82%	59%	84%	95%	86%	8.7%	79.7%
Stephens	77%	49%	75%	96%	83%	5.1%	91.3%
Texas	79%	51%	74%	96%	76%	8.1%	78.6%
Tillman	68%	52%	82%	87%	85%	9.0%	94.6%
Tulsa	79%	56%	78%	92%	84%	10.9%	83.1%
Wagoner	72%	57%	68%	94%	85%	9.8%	76.3%
Washington	92%	65%	90%	97%	92%	7.7%	85.0%
Washita	78%	67%	82%	97%	88%	6.8%	76.6%
Woods	66%	58%	33%	95%	100%	8.7%	100.0%
Woodward	71%	60%	53%	94%	89%	7.1%	79.8%
<b>State Summary</b>	<b>79%</b>	<b>56%</b>	<b>78%</b>	<b>94%</b>	<b>85%</b>	<b>7.8%</b>	<b>82.2%</b>

Data Source: Oklahoma State Department of Education

# Indicators Displayed in Maps

## High School and College Information by County

County	Senior Graduation Rate	Avg. ACT Oklahoma Public HS Graduates	Senior GPA	Career Tech Program Participation Rate	Public HS Graduates Completing Coll. Curr.	Public HS Graduates to Out-of-State Colleges
Adair	92.5%	18.4	3.17	43.1%	92.5%	1.9%
Alfalfa	83.7%	19.9	3.33	82.4%	83.7%	8.2%
Atoka	81.4%	19.1	3.07	65.6%	81.4%	0.7%
Beaver	100.0%	18.9	3.21	39.7%	100.0%	34.4%
Beckham	73.2%	19.8	3.21	59.9%	73.2%	2.5%
Blaine	83.6%	19.9	3.03	70.8%	83.6%	1.0%
Bryan	92.2%	20.5	3.06	64.4%	92.2%	3.8%
Caddo	94.3%	19.2	3.13	60.0%	94.3%	2.9%
Canadian	79.3%	21.2	3.14	57.2%	79.3%	4.3%
Carter	71.8%	19.5	2.95	49.6%	71.8%	2.2%
Cherokee	77.9%	20.8	3.21	47.0%	77.9%	5.8%
Choctaw	58.8%	18.6	3.18	73.6%	58.8%	3.4%
Cimarron	44.4%	20.8	3.32	51.9%	44.4%	14.8%
Cleveland	79.4%	21.6	3.04	44.4%	79.4%	6.6%
Coal	73.7%	19.2	3.40	76.3%	73.7%	0.0%
Comanche	88.1%	20.9	3.03	37.2%	88.1%	10.1%
Cotton	88.2%	20.0	3.00	64.4%	88.2%	1.2%
Craig	56.7%	19.6	2.98	70.7%	56.7%	3.9%
Creek	66.9%	19.2	2.97	57.3%	66.9%	4.6%
Custer	84.8%	20.5	3.14	60.0%	84.8%	1.7%
Delaware	77.9%	20.3	2.97	47.8%	77.9%	8.5%
Dewey	97.9%	20.4	3.29	94.1%	97.9%	0.0%
Ellis	93.9%	18.6	3.25	61.2%	93.9%	2.0%
Garfield	73.4%	20.7	3.05	54.3%	73.4%	4.9%
Garvin	82.3%	20.1	3.19	66.7%	82.3%	1.1%
Grady	83.2%	21.1	3.26	44.2%	83.2%	1.1%
Grant	97.2%	19.4	3.30	54.1%	97.2%	30.6%
Greer	88.5%	19.8	2.81	82.1%	88.5%	0.0%
Harmon	100.0%	16.8	3.20	100.0%	100.0%	0.0%
Harper	62.2%	20.3	3.49	71.7%	62.2%	0.0%
Haskell	58.9%	19.9	3.27	64.9%	58.9%	1.8%
Hughes	87.5%	18.2	3.22	61.5%	87.5%	1.3%
Jackson	85.3%	21.1	3.02	61.4%	85.3%	7.5%
Jefferson	82.9%	19.5	3.11	75.3%	82.9%	2.6%
Johnston	76.8%	20.7	3.03	41.7%	76.8%	2.9%
Kay	68.4%	20.0	2.81	49.0%	68.4%	3.6%
Kingfisher	83.4%	20.5	3.21	62.7%	83.4%	3.4%
Kiowa	81.4%	19.0	3.09	65.5%	81.4%	1.8%
Latimer	57.3%	20.0	3.02	75.2%	57.3%	0.0%
Le Flore	86.2%	19.7	3.08	71.5%	86.2%	4.4%

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# Indicators Displayed in Maps

## High School and College Information by County

continued from previous page

County	Senior Graduation Rate	Avg. ACT Oklahoma Public HS Graduates	Senior GPA	Career Tech Program Participation Rate	Public HS Graduates Completing Coll. Curr.	Public HS Graduates to Out-of-State Colleges
Lincoln	72.4%	20.4	3.18	64.9%	72.4%	2.0%
Logan	84.5%	20.4	3.22	40.2%	84.5%	3.0%
Love	91.1%	18.5	3.03	69.9%	91.1%	0.0%
Major	88.7%	21.6	3.28	79.8%	88.7%	4.2%
Marshall	93.1%	18.6	3.02	49.7%	93.1%	2.5%
Mayes	79.4%	20.5	3.06	47.3%	79.4%	3.3%
McClain	80.9%	21.4	3.19	55.5%	80.9%	2.5%
McCurtain	72.7%	19.4	3.16	73.5%	72.7%	3.5%
McIntosh	83.3%	18.7	2.87	72.7%	83.3%	1.3%
Murray	98.0%	20.5	3.15	50.3%	98.0%	2.1%
Muskogee	90.1%	20.3	3.02	54.1%	90.1%	2.6%
Noble	91.7%	20.2	3.09	42.4%	91.7%	3.8%
Nowata	95.7%	19.1	2.71	48.4%	95.7%	22.6%
Okfuskee	99.1%	18.5	3.05	70.1%	99.1%	0.0%
Oklahoma	80.1%	21.0	3.06	45.7%	80.1%	7.1%
Okmulgee	92.9%	19.1	3.07	47.4%	92.9%	2.4%
Osage	90.4%	19.2	3.04	63.8%	90.4%	2.3%
Ottawa	92.1%	20.1	3.07	57.8%	92.1%	8.1%
Pawnee	62.7%	21.2	3.23	76.6%	62.7%	6.8%
Payne	78.7%	21.8	3.23	49.7%	78.7%	7.2%
Pittsburg	79.7%	20.2	3.14	59.7%	79.7%	2.0%
Pontotoc	85.5%	20.3	3.28	77.0%	85.5%	4.3%
Pottawatomie	57.9%	20.2	2.96	45.9%	57.9%	1.8%
Pushmataha	76.6%	19.4	3.00	70.2%	76.6%	0.0%
Roger Mills	89.6%	20.4	3.55	81.8%	89.6%	4.5%
Rogers	89.9%	20.6	3.07	50.0%	89.9%	5.4%
Seminole	81.2%	19.5	3.09	58.6%	81.2%	1.5%
Sequoyah	82.1%	20.3	3.15	65.0%	82.1%	9.5%
Stephens	81.7%	19.7	3.08	65.8%	81.7%	4.8%
Texas	96.2%	18.2	3.00	43.9%	96.2%	14.2%
Tillman	91.5%	19.2	3.24	64.4%	91.5%	1.9%
Tulsa	78.9%	21.6	3.00	33.8%	78.9%	8.8%
Wagoner	86.5%	19.9	2.95	46.2%	86.5%	2.3%
Washington	86.0%	22.2	3.20	33.1%	86.0%	12.7%
Washita	90.0%	20.2	3.18	53.2%	90.0%	4.6%
Woods	75.0%	21.3	3.25	70.0%	75.0%	1.2%
Woodward	79.2%	19.2	3.17	68.8%	79.2%	8.1%
<b>State Summary</b>	<b>98.2%</b>	<b>20.7</b>	<b>3.07</b>	<b>49.5%</b>	<b>80.5%</b>	<b>5.9%</b>

Data Source: Oklahoma State Department of Education; ACT, Inc.; Office of Educational Quality and Accountability; Oklahoma Department of Career and Technology Education

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# APPENDIX C

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

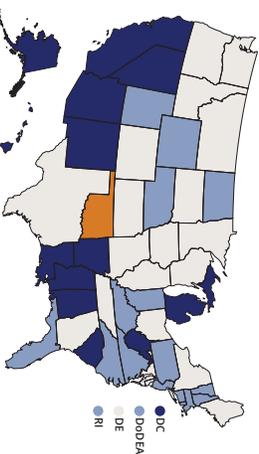
<b>1) INSTRUCTION</b>	INSTRUCTION (1000 Series)
<b>2) STUDENT SUPPORT</b>	SUPPORT SERVICES (2000 Series) SUPPORT SERVICES - STUDENTS (2100)
<b>3) INSTRUCTIONAL SUPPORT</b>	SUPPORT SERVICES (2000 Series) SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
<b>4) DISTRICT ADMINISTRATION</b>	SUPPORT SERVICES (2000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

# APPENDIX D

Overall Results

- In 2015, the average score of fourth-grade students in Oklahoma was 222. This was not significantly different from the average score of 221 for public school students in the nation.
- The average score for students in Oklahoma in 2015 (222) was higher than their average score in 2013 (217) and was not significantly different from their average score in 1998 (219).
- The percentage of students in Oklahoma who performed at or above the NAEP Proficient level was 33 percent in 2015. This percentage was not significantly different from that in 2013 (30 percent) and in 1998 (30 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP Basic level was 71 percent in 2015. This percentage was greater than that in 2013 (65 percent) and in 1998 (66 percent).

Compare the Average Score in 2015 to Other States/Jurisdictions



In 2015, the average score in Oklahoma (222) was

- lower than those in 17 states/jurisdictions
  - higher than those in 14 states/jurisdictions
  - not significantly different from those in 20 states/jurisdictions
- DoDEA = Department of Defense Education Activity (overseas and domestic schools)

Results for Student Groups in 2015

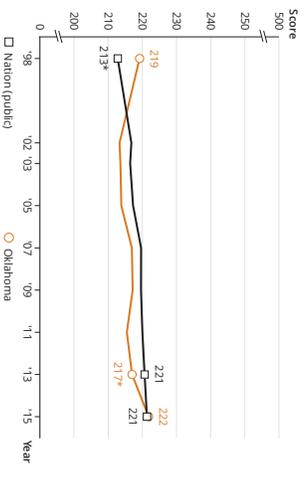
Reporting Groups	Percentage of students score	Percentage of Avg. Basic Proficient	Percentage at or above Advanced
Race/Ethnicity			
White	52	226	76
Black	9	205	17
Hispanic	16	213	21
Asian	2	214	4
American Indian/Alaska Native	14	223	73
Native Hawaiian/Pacific Islander	7	225	72
Two or more races	7	225	72
Gender			
Male	52	219	68
Female	48	225	74
National School Lunch Program			
Eligible	61	214	62
Not eligible	38	234	84
# Rounds to zero			10

\* 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. These categories exclude Hispanic or/gh.

Achievement-Level Percentages and Average Score

Year	Average Score	Below Basic	Basic	Proficient	Advanced
Oklahoma	219	34*	36	25	5
1998	219*	35*	35	24	5
2013	217*	29	38	27	6
2015	222	32	33	27	8
Nation (public)	221				

Average Scores for State/Jurisdiction and Nation (public)



\* Significantly different ( $p < .05$ ) from state's results in 2015. Significance tests were performed using unrounded numbers. NOTE: Detail may not sum to totals because of rounding.

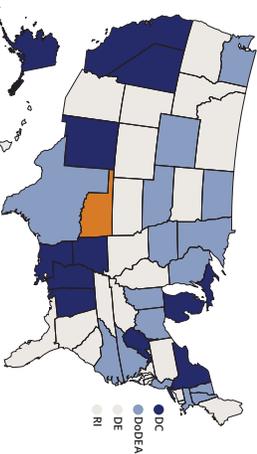
Score Gaps for Student Groups

- In 2015, Black students had an average score that was 21 points lower than that for White students. This performance gap was not significantly different from that in 1998 (30 points).
- In 2015, Hispanic students had an average score that was 14 points lower than that for White students. This performance gap was not significantly different from that in 1998 (21 points).
- In 2015, female students in Oklahoma had an average score that was higher than that for male students by 6 points.
- In 2015, 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 that for students who were not eligible. This performance gap was not significantly different from that in 1998 (23 points).

Overall Results

- In 2015, the average score of fourth-grade students in Oklahoma was 240. This was not significantly different from the average score of 240 for public school students in the nation.
- The average score for students in Oklahoma in 2015 (240) was not significantly different from their average score in 2013 (239) and was higher than their average score in 2000 (224).
- The percentage of students in Oklahoma who performed at or above the NAEP Proficient level was 32 percent in 2015. This percentage was not significantly different from that in 2013 (33 percent) and was greater than that in 2000 (16 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP Basic level was 84 percent in 2015. This percentage was not significantly different from that in 2013 (83 percent) and was greater than that in 2000 (67 percent).

Compare the Average Score in 2015 to Other States/Jurisdictions



In 2015, the average score in Oklahoma (240) was

- lower than those in 17 states/jurisdictions
  - higher than those in 12 states/jurisdictions
  - not significantly different from those in 22 states/jurisdictions
- DoDEA = Department of Defense Education Activity (overseas and domestic schools)

Results for Student Groups in 2015

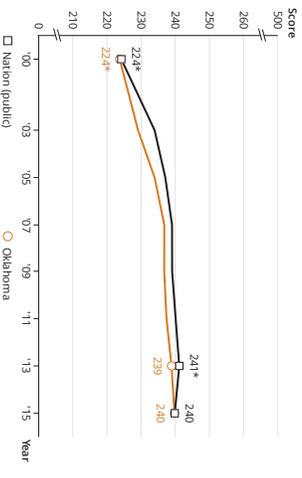
Reporting Groups	Percentage of students score	Percentage of Avg. Basic Proficient	Percentage at or above Advanced
Race/Ethnicity			
White	52	245	90
Black	9	223	67
Hispanic	16	232	77
Asian	14	235	61
American Indian/Alaska Native	7	242	88
Native Hawaiian/Pacific Islander	4	242	88
Two or more races	4	242	88
Gender			
Male	52	242	86
Female	48	238	83
National School Lunch Program			
Eligible	62	232	79
Not eligible	38	252	93
# Rounds to zero			2

\* 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. These categories exclude Hispanic or/gh.

Achievement-Level Percentages and Average Score

Year	Average Score	Below Basic	Basic	Proficient	Advanced
Oklahoma	239	33*	51	15*	1*
2000	224*	17	46	32	5
2013	239	16	48	32	5
2015	240	19	42	32	7
Nation (public)	240				

Average Scores for State/Jurisdiction and Nation (public)



\* Significantly different ( $p < .05$ ) from 2015. Significance tests were performed using unrounded numbers.

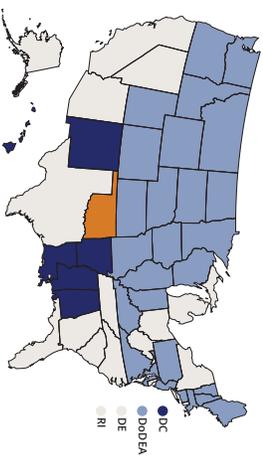
Score Gaps for Student Groups

- In 2015, Black students had an average score that was 22 points lower than that for White students. This performance gap was not significantly different from that in 2000 (24 points).
- In 2015, Hispanic students had an average score that was 13 points lower than that for White students. This performance gap was not significantly different from that in 2000 (18 points).
- In 2015, male students in Oklahoma had an average score that was higher than that for female students by 4 points.
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 19 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2000 (18 points).

Overall Results

- In 2015, the average score of eighth-grade students in Oklahoma was 263. This was not significantly different from the average score of 264 for public school students in the nation.
- The average score for students in Oklahoma in 2015 (263) was not significantly different from their average score in 2013 (262) and in 1998 (265).
- The percentage of students in Oklahoma who performed at or above the NAEP Proficient level was 29 percent in 2015. This percentage was not significantly different from that in 2013 (29 percent) and in 1998 (30 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP Basic level was 76 percent in 2015. This percentage was not significantly different from that in 2013 (75 percent) and was smaller than that in 1998 (80 percent).

Compare the Average Score in 2015 to Other States/Jurisdictions



In 2015, the average score in Oklahoma (263) was

- lower than those in 7 states/jurisdictions
  - higher than those in 16 states/jurisdictions
  - not significantly different from those in 16 states/jurisdictions
- DOD/EA = Department of Defense Education Activity (overseas and domestic schools)

Results for Student Groups in 2015

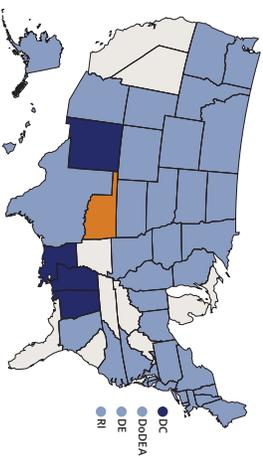
Reporting Groups	Percentage of Avg. students score	Percentage at or above Basic Proficient	Percentage at or above Advanced
Race/Ethnicity			
White	50	268	81
Black	9	244	57
Hispanic	14	257	70
Asian	2	251	75
American Indian/Alaska Native	19	261	74
Native Hawaiian/Pacific Islander	6	263	78
This or more races	4	263	78
Gender			
Male	51	259	73
Female	49	267	79
National School Lunch Program			
Eligible	57	255	69
Not eligible	43	272	85
# Rounds to zero			40

\* 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 or Latin.

Overall Results

- In 2015, the average score of eighth-grade students in Oklahoma was 275. This was lower than the average score of 281 for public school students in the nation.
- The average score for students in Oklahoma in 2015 (275) was not significantly different from their average score in 2013 (276) and was higher than their average score in 2000 (270).
- The percentage of students in Oklahoma who performed at or above the NAEP Proficient level was 23 percent in 2015. This percentage was not significantly different from that in 2013 (23 percent) and was greater than that in 2000 (18 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP Basic level was 67 percent in 2015. This percentage was not significantly different from that in 2013 (68 percent) and in 2000 (62 percent).

Compare the Average Score in 2015 to Other States/Jurisdictions



In 2015, the average score in Oklahoma (275) was

- lower than those in 37 states/jurisdictions
  - higher than those in 9 states/jurisdictions
  - not significantly different from those in 9 states/jurisdictions
- DOD/EA = Department of Defense Education Activity (overseas and domestic schools)

Results for Student Groups in 2015

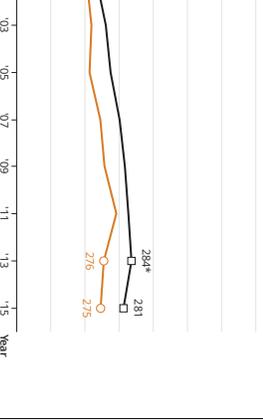
Reporting Groups	Percentage of Avg. students score	Percentage at or above Basic Proficient	Percentage at or above Advanced
Race/Ethnicity			
White	50	281	75
Black	9	260	47
Hispanic	14	265	58
Asian	2	251	61
American Indian/Alaska Native	19	269	61
Native Hawaiian/Pacific Islander	6	273	64
This or more races	4	273	64
Gender			
Male	50	275	67
Female	50	274	67
National School Lunch Program			
Eligible	56	265	57
Not eligible	44	287	80
# Rounds to zero			35

\* 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 or Latin.

Overall Results

- In 2015, the average score of eighth-grade students in Oklahoma was 275. This was lower than the average score of 281 for public school students in the nation.
- The average score for students in Oklahoma in 2015 (275) was not significantly different from their average score in 2013 (276) and was higher than their average score in 2000 (270).
- The percentage of students in Oklahoma who performed at or above the NAEP Proficient level was 23 percent in 2015. This percentage was not significantly different from that in 2013 (23 percent) and was greater than that in 2000 (18 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP Basic level was 67 percent in 2015. This percentage was not significantly different from that in 2013 (68 percent) and in 2000 (62 percent).

Compare the Average Score in 2015 to Other States/Jurisdictions



In 2015, the average score in Oklahoma (275) was

- lower than those in 37 states/jurisdictions
  - higher than those in 9 states/jurisdictions
  - not significantly different from those in 9 states/jurisdictions
- DOD/EA = Department of Defense Education Activity (overseas and domestic schools)

Results for Student Groups in 2015

Reporting Groups	Percentage of Avg. students score	Percentage at or above Basic Proficient	Percentage at or above Advanced
Race/Ethnicity			
White	50	281	75
Black	9	260	47
Hispanic	14	265	58
Asian	2	251	61
American Indian/Alaska Native	19	269	61
Native Hawaiian/Pacific Islander	6	273	64
This or more races	4	273	64
Gender			
Male	50	275	67
Female	50	274	67
National School Lunch Program			
Eligible	56	265	57
Not eligible	44	287	80
# Rounds to zero			35

\* 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 or Latin.

**National Center for Education Statistics**  
2013 Reading Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions

Average scores in NAEP reading for fourth-grade public and nonpublic school students, by state/jurisdiction, Various Years, 1992-2013

State/Jurisdiction	Accommodations not permitted					Accommodations permitted				
	1992	1994	1998	2002	2003	2005	2007	2009	2011	2013
<b>Nation</b>	<b>217*</b>	<b>214*</b>	<b>217*</b>	<b>215*</b>	<b>219*</b>	<b>218*</b>	<b>219*</b>	<b>221*</b>	<b>221*</b>	<b>222</b>
Alabama	215*	212*	215*	213*	217*	217*	217*	220*	220*	221
Alaska	207*	208*	211*	211*	207*	207*	216*	216*	220	219
Arizona	209*	206*	207*	206*	205*	209*	210	211	208	209
Arkansas	211*	209*	209*	209*	213*	214*	217	216	212	213
California	202*	197*	202*	202*	206*	207*	209*	210	210	213
Colorado	217*	213*	222*	220*	224*	224*	224	226	226	227
Connecticut	222*	222*	232	230	229	228	226	227	227	230
Delaware	213*	206*	212*	207*	224*	224*	226	226	226	226
Florida	208*	205*	207*	206*	214*	219*	224*	226	225	222
Georgia	212*	207*	210*	209*	215*	214*	219*	218*	221*	222
Hawaii	203*	201*	200*	200*	208*	210*	213*	211*	214	215
Idaho	219*	—	—	—	220	212*	222*	223*	221*	219
Illinois	221*	220*	—	—	222	216*	219*	219	219	219
Indiana	223*	223*	223	220	225	225	225	221	221	224
Iowa	228*	223	223	220	223	223	223	221	221	224
Kansas	223	223	223	221	223	223	223	223	223	224
Kentucky	213*	212*	218*	218*	216*	213*	220*	222	226	225
Louisiana	204*	197*	200*	200*	207*	205*	209	207	207	210
Maine	227*	228*	225	225	224	224	225	224	224	222*
Mainland	211*	210*	215*	212*	212*	213*	220*	225*	226*	231
Massachusetts	226*	223*	225*	223*	234*	222*	231	226*	234	232
Michigan	216	218*	217*	216	219	219	218	218	219	217
Minnesota	221*	218*	222*	219*	225	222*	225	223*	222*	227
Mississippi	199*	202*	204*	203*	203*	205	204*	208	211	209
Missouri	220	217*	216*	216*	220	222	221	221	220	222
Montana	—	—	222	225	224	223	225	227*	225	223
Nebraska	221	220	—	222	221	221	223	223	223	223
Nevada	—	—	208*	206*	207*	207*	211	211	213	214
New Hampshire	228*	223*	226*	226*	227*	228*	229*	229*	230	232
New Jersey	223*	219*	—	—	225*	223*	231	229	231	229
New Mexico	215*	205	206	205	208	203	203	224	208	206
New York	212*	214*	216*	215*	222	223	224	224	222	224
North Carolina	212*	214*	217*	213*	222	222*	218*	219	221	222
North Dakota	226	225	—	—	224	222*	225	226*	226*	224
Ohio	217*	—	—	—	222	222	223	225	224	224
Oklahoma	220*	—	210*	219	213*	214*	214*	217	215	217
Oregon	—	215*	214*	212*	220	217	215*	218	216	219
Pennsylvania	221*	215*	—	—	221*	219*	223	226	224	227
Rhode Island	217*	220	218*	218*	216*	216*	223	223	222	223
South Carolina	210*	203*	209*	209*	214	213	214	214	215	214
Tennessee	—	213*	212*	212*	214*	222*	223*	222*	220	218
Texas	212*	212*	212*	212*	214*	214*	216*	217	215*	220
Utah	—	217*	215*	216*	217	215	219	219	220	217
Vermont	221*	213*	218*	217*	221	220	228	227	227	228
Virginia	—	213*	217*	218*	225	223	226	227	226	229
Washington	216	213	216	218	224	223	224	221*	221*	225
West Virginia	219	216	219	219	219	219	215	216	214	219
Wisconsin	224	224	222	222	221	223	223	223	224	224
Wyoming	223*	221*	219*	218*	221*	222*	223	223	223	228
Other jurisdictions	188*	179*	182*	179*	191*	188*	191*	197*	202*	206
District of Columbia	—	—	222*	220*	224*	224*	226*	229*	229*	232
DODEA <sup>1</sup>	—	—	—	—	—	—	—	—	—	—

\* Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.  
 † Significantly different ( $P < .05$ ) from 2013 when only one state/jurisdiction or the nation is being examined.

NOTE: The overall national results include both public and nonpublic school students. The national (public) and state/jurisdiction results include public school students only. Data for DODEA schools are included in the overall national results, but not in the national (public) results.  
 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.

**National Center for Education Statistics**  
2013 Reading Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions

Average scores and achievement-level results in NAEP reading for fourth-grade public and nonpublic school students, by race/ethnicity and state/jurisdiction, 2013

State/Jurisdiction	White					Black					Hispanic					
	Average score	Percentage of students			Average score	Percentage of students			Average score	Percentage of students			Average score	Percentage of students		
		Below Basic	Basic	Proficient/Advanced		Below Basic	Basic	Proficient/Advanced		Below Basic	Basic	Proficient/Advanced		Below Basic	Basic	Proficient/Advanced
<b>Nation</b>	<b>232</b>	<b>21</b>	<b>79</b>	<b>46</b>	<b>12</b>	<b>206</b>	<b>50</b>	<b>50</b>	<b>18</b>	<b>207</b>	<b>47</b>	<b>53</b>	<b>20</b>			
Alabama	227	24	76	45	11	202	53	47	15	206	50	50	19			
Alaska	228	25	75	41	9	203	52	46	16	203	50	49	19			
Arizona	226	26	74	36	8	200	45	46	15	211	43	57	24			
Arkansas	226	26	74	36	8	200	45	46	15	201	54	46	16			
California	232	22	79	46	13	202	56	44	13	201	54	46	16			
Colorado	237	15	85	52	14	203	50	50	19	210	42	58	23			
Connecticut	238	17	83	53	15	208	48	52	15	209	44	56	20			
Delaware	235	17	83	49	12	213	40	60	23	216	39	61	25			
Florida	236	21	79	45	13	212	43	57	20	225	27	73	36			
Georgia	233	23	77	45	13	209	48	52	20	213	42	58	24			
Hawaii	231	22	78	38	13	223	31	69	37	211	40	60	26			
Idaho	224	27	73	46	12	207	47	53	17	214	30	69	24			
Illinois	223	22	78	46	12	207	47	53	17	214	30	69	24			
Indiana	223	22	78	46	12	207	47	53	17	214	30	69	24			
Iowa	227	25	75	41	10	200	46	44	15	210	43	57	23			
Kansas	230	22	78	44	10	200	46	44	15	208	45	55	20			
Kentucky	227	26	74	39	9	204	52	48	15	220	32	68	29			
Louisiana	223	23	77	35	6	198	60	40	11	212	41	59	20			
Maine	226	27	73	38	9	192	60	40	11	212	41	59	20			
Mainland	244	10	90	60	21	214	41	59	22	224	30	70	35			
Massachusetts	241	13	87	57	17	209	45	55	21	208	44	56	20			
Michigan	224	28	72	47	12	208	45	55	21	209	47	53	23			
Minnesota	224	28	72	47	12	208	45	55	21	209	47	53	23			
Mississippi	222	30	70	43	9	201	48	52	19	210	44	56	23			
Missouri	222	24	76	43	10	201	48	52	19	210	44	56	23			
Montana	228	24	76	39	8	201	48	52	19	210	44	56	23			
Nebraska	229	23	77	43	10	202	53	47	14	202	51	49	18			
Nevada	226	25	75	39	8	201	48	52	19	209	46	54	21			
New Hampshire	233	18	82	46	11	215	38	62	27	227	27	73	34			
New Jersey	238	15	85	52	15	211	43	57	22	212	42	58	21			
New Mexico	225	28	72	38	9	210	44	56	24	201	53	47	17			
New York	233	20	80	47	12	211	45	55	21	210	44	56	23			
North Carolina	232	19	81	47	11	210	45	55	21	210	44	56	23			
North Dakota	227	23	77	37	11	211	46	54	23	217	35	65	29			
Ohio	223	21	80	46	11	201	48	52	19	204	40	60	23			
Oklahoma	223	21	80	46	11	201	48	52	19	204	40	60	23			
Oregon	225	27	73	38	10	200	46	44	15	209	44	56	20			
Pennsylvania	233	20	80	47	12	208	47	53	20	208	44	56	20			
Rhode Island	233	19	81	48	12	205	48	52	18	201	53	47	17			
South Carolina	224	28	72	39	9	197	49	51	13	211	40	60	21			
Tennessee	225	27	73	38	10	202	49	51	13	207	44	56	19			
Texas	227	25	75	40	9	201	48	52	19	203	49	51	21			
Utah	223	23	77	46	12	209	45	55	18	206	49	51	17			
Vermont	229	22	78	43	10	201	48	52	19	204	40	60	23			
Virginia	229	24	76	43	10	201	48	52	19	204	40	60	23			
Washington	232	21	79	46	12	211	43	57	22	211	43	57	22			
West Virginia	215	37	63	28	6	203										



**National Center for Education Statistics**  
2013 Reading Assessment Report Card Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions

Average scores and achievement-level results in NAEP reading for eighth-grade public and nonpublic school students, by race/ethnicity and state/jurisdiction: 2013

State/Jurisdiction	White					Black					Hispanic				
	Percentage of students					Percentage of students					Percentage of students				
	Average score	Below scale	Below Basic	Above Proficient	Above Advanced	Average score	Below scale	Below Basic	Above Proficient	Above Advanced	Average score	Below scale	Below Basic	Above Proficient	Above Advanced
Nation (public)	276	14	36	46	4	256	39	61	17	17	256	32	68	22	21
Alabama	275	15	36	44	5	259	40	60	16	16	249	33	67	19	1
Alaska	274	16	34	44	5	249	43	57	19	19	265	33	67	21	1
Arizona	272	16	34	42	4	262	27	73	31	31	252	36	64	31	1
Arkansas	289	20	30	37	4	256	36	64	31	21	258	36	64	21	1
California	275	15	35	44	5	247	44	56	15	15	252	36	64	18	1
Colorado	279	11	39	50	6	247	41	59	13	13	257	33	67	23	2
Connecticut	282	11	39	50	6	256	32	68	22	22	266	33	67	24	2
Delaware	274	16	34	42	4	253	36	64	19	19	261	32	68	22	2
District of Columbia	274	15	35	42	5	252	36	64	17	17	280	26	74	26	2
Florida	274	15	35	42	5	252	36	64	17	17	258	30	70	25	2
Georgia	274	15	35	42	5	254	35	65	19	19	254	35	65	24	1
Hawaii	274	15	35	42	5	254	35	65	19	19	257	31	69	24	1
Idaho	276	13	37	47	5	246	42	58	11	11	259	28	72	23	1
Illinois	271	17	33	43	3	246	42	58	11	11	254	31	69	23	1
Indiana	272	16	34	42	4	248	40	60	15	15	256	34	66	21	1
Iowa	272	16	34	42	4	244	46	54	13	13	254	34	66	20	1
Kansas	272	16	34	42	4	247	46	54	12	12	263	27	73	30	2
Kentucky	272	17	33	41	5	245	44	56	15	15	263	31	69	26	4
Louisiana	269	19	31	35	5	247	46	54	12	12	260	31	69	26	1
Maine	283	10	30	59	4	253	30	70	24	24	262	27	73	27	3
Maryland	283	10	30	59	4	253	30	70	24	24	262	27	73	27	3
Massachusetts	285	9	31	57	4	255	36	64	24	24	253	36	64	20	2
Michigan	271	17	33	37	5	246	46	54	12	12	257	31	69	22	1
Minnesota	277	13	37	46	5	248	39	61	16	16	251	37	63	20	1
Mississippi	286	20	30	31	2	239	53	47	8	8	252	35	65	18	2
Missouri	273	16	34	41	4	245	44	56	13	13	266	20	80	32	2
Montana	276	12	38	45	4	251	39	61	16	16	263	26	74	28	1
Nebraska	275	14	36	43	4	248	42	58	18	18	252	36	64	19	1
Nevada	273	17	33	43	5	248	42	58	18	18	251	37	63	19	1
New Hampshire	275	15	35	45	5	248	42	58	18	18	252	38	62	18	1
New Jersey	275	15	35	45	5	248	42	58	18	18	252	38	62	18	1
New Mexico	273	18	32	49	4	246	43	57	15	15	252	36	64	19	1
New York	277	14	36	46	6	252	37	63	16	16	252	36	64	19	1
North Carolina	273	17	33	43	4	251	37	63	16	16	258	28	72	23	1
North Dakota	270	16	34	37	2	255	34	66	23	23	258	28	72	23	1
Ohio	273	18	32	43	4	247	42	58	15	15	262	25	75	34	3
Oklahoma	288	19	31	35	3	245	44	56	14	14	252	35	65	18	1
Oregon	274	15	35	43	5	253	35	65	18	18	253	36	64	18	1
Pennsylvania	279	12	38	49	6	250	42	58	17	17	249	41	59	17	1
Rhode Island	275	15	35	44	5	249	42	58	18	18	249	40	60	18	1
Rhode Island (public)	271	18	32	39	4	247	42	58	14	14	257	39	61	25	2
South Carolina	271	18	32	39	4	247	42	58	14	14	257	39	61	25	2
Tennessee	270	19	31	38	3	251	38	62	14	14	262	27	73	28	2
Texas	279	11	39	49	5	253	33	67	17	17	255	32	68	20	1
Utah	274	16	34	44	4	256	32	68	22	22	256	32	68	22	1
Vermont	275	16	34	45	5	257	30	70	25	25	257	32	68	22	1
Virginia	275	15	35	45	5	249	40	60	17	17	262	25	75	26	2
Washington	279	13	37	50	7	258	30	70	22	22	253	35	65	21	1
West Virginia	267	30	30	25	2	255	32	68	23	23	258	35	65	21	2
Wisconsin	273	17	33	42	5	237	55	45	9	9	248	30	70	23	1
Wyoming	273	13	37	40	4	247	42	58	14	14	248	24	76	25	1
Other jurisdictions	297	4	96	73	18	243	47	53	12	12	261	43	57	41	2
DODERA	282	8	92	53	6	268	19	82	28	28	274	12	88	41	3

Scores at end of table

**National Center for Education Statistics**  
2013 Reading Assessment Report Card Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions

Average scores and achievement-level results in NAEP reading for eighth-grade public and nonpublic school students, by race/ethnicity and state/jurisdiction: 2013—Continued

State/Jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
	Percentage of students					Percentage of students				
	Average score	Below scale	Below Basic	Above Proficient	Above Advanced	Average score	Below scale	Below Basic	Above Proficient	Above Advanced
Nation (public)	280	14	36	42	10	257	39	62	19	19
Alabama	279	15	35	45	9	252	37	63	19	1
Alaska	285	3	66	23	2	239	53	47	9	12
Arizona	277	14	38	47	5	241	51	49	9	1
Arkansas	279	15	35	45	5	241	47	53	9	1
California	279	15	35	45	5	241	47	53	9	1
Colorado	278	16	34	50	5	241	47	53	9	1
Connecticut	288	9	31	59	14	241	47	53	9	1
Delaware	289	12	38	61	19	241	47	53	9	1
District of Columbia	282	16	34	52	14	241	47	53	9	1
Florida	282	16	34	52	14	241	47	53	9	1
Georgia	289	12	38	61	19	241	47	53	9	1
Hawaii	289	12	38	61	19	241	47	53	9	1
Idaho	285	9	31	59	14	241	47	53	9	1
Illinois	285	9	31	59	14	241	47	53	9	1
Indiana	270	19	31	40	5	241	47	53	9	1
Iowa	272	20	30	44	9	241	47	53	9	1
Kansas	272	20	30	44	9	241	47	53	9	1
Kentucky	272	20	30	44	9	241	47	53	9	1
Louisiana	272	20	30	44	9	241	47	53	9	1
Maine	284	5	95	67	18	241	47	53	9	1
Maryland	284	5	95	67	18	241	47	53	9	1
Massachusetts	286	9	31	59	14	241	47	53	9	1
Michigan	280	12	38	52	14	241	47	53	9	1
Minnesota	289	22	34	33	9	241	47	53	9	1
Mississippi	289	22	34	33	9	241	47	53	9	1
Missouri	289	22	34	33	9	241	47	53	9	1
Montana	278	16	34	45	5	241	47	53	9	1
Nebraska	278	16	34	45	5	241	47	53	9	1
Nevada	278	16	34	45	5	241	47	53	9	1
New Hampshire	278	16	34	45	5	241	47	53	9	1
New Jersey	278	16	34	45	5	241	47	53	9	1
New Mexico	278	16	34	45	5	241	47	53	9	1
New York	278	16	34	45	5	241	47	53	9	1
North Carolina	278	16	34	45	5	241	47	53	9	1
North Dakota	278	16	34	45	5	241	47	53	9	1
Ohio	278	16	34	45	5	241	47	53	9	1
Oklahoma	278	16	34	45	5	241	47	53	9	1
Oregon	278	16	34	45	5	241	47	53	9	1
Pennsylvania	278	16	34	45	5	241	47	53	9	1
Rhode Island	278	16	34	45	5	241	47	53	9	1
Rhode Island (public)	278	16	34	45	5	241	47	53	9	1
South Carolina	278	16	34	45	5	241	47	53	9	1
South Dakota	278	16	34	45	5	241	47	53	9	1
Tennessee	278	16	34	45	5	241				

**National Center for Education Statistics**  
2013 Mathematics Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions

Average scores in NAEP mathematics for fourth-grade public and nonpublic school students, by state/jurisdiction; Various years, 1992–2013

State/Jurisdiction	Accommodations not permitted					Accommodations permitted				
	1992	1996	2000	2000	2003	2005	2007	2009	2011	2013
<b>Nation</b>	220 *	224 *	228 *	226 *	235 *	238 *	240 *	240 *	241 *	242 *
<b>Nation (public)</b>	219 *	222 *	226 *	224 *	234 *	237 *	239 *	239 *	241 *	242 *
Alabama	208 *	212 *	218 *	217 *	223 *	225 *	229 *	228 *	231 *	233 *
Alaska	215 *	224 *	218 *	219 *	233 *	236 *	237 *	236 *	236 *	236 *
Arizona	210 *	218 *	219 *	216 *	229 *	230 *	232 *	230 *	235 *	240 *
Arkansas	216 *	216 *	217 *	216 *	229 *	236 *	238 *	238 *	238 *	240 *
California	208 *	214 *	214 *	213 *	227 *	230 *	232 *	232 *	234 *	234 *
Colorado	221 *	226 *	226 *	234 *	235 *	239 *	240 *	243 *	244 *	247 *
Connecticut	227 *	232 *	234 *	234 *	241 *	242 *	243 *	245 *	242 *	243 *
Delaware	218 *	215 *	215 *	214 *	236 *	240 *	242 *	239 *	240 *	243 *
Florida	214 *	216 *	216 *	219 *	234 *	239 *	242 *	242 *	240 *	242 *
Georgia	216 *	215 *	220 *	219 *	230 *	234 *	235 *	236 *	238 *	240 *
Hawaii	214 *	215 *	216 *	216 *	227 *	230 *	234 *	236 *	239 *	243 *
Idaho	222 *	222 *	227 *	224 *	235 *	242 *	241 *	241 *	240 *	241 *
Illinois	221 *	229 *	225 *	233 *	233 *	233 *	237 *	238 *	239 *	239 *
Indiana	221 *	229 *	234 *	233 *	238 *	240 *	245 *	243 *	244 *	249 *
Iowa	230 *	229 *	233 *	231 *	238 *	240 *	243 *	243 *	243 *	246 *
Kansas	215 *	220 *	232 *	232 *	242 *	246 *	248 *	245 *	246 *	246 *
Kentucky	216 *	220 *	221 *	219 *	229 *	231 *	235 *	239 *	241 *	241 *
Louisiana	204 *	209 *	218 *	218 *	230 *	230 *	230 *	229 *	231 *	231 *
Maine	232 *	232 *	231 *	230 *	238 *	241 *	242 *	244 *	244 *	246 *
Maryland	217 *	221 *	222 *	222 *	232 *	238 *	240 *	244 *	247 *	245 *
Massachusetts	227 *	229 *	235 *	233 *	243 *	242 *	252 *	252 *	253 *	253 *
Michigan	220 *	226 *	231 *	229 *	236 *	238 *	238 *	236 *	237 *	237 *
Minnesota	228 *	232 *	235 *	234 *	242 *	246 *	247 *	249 *	249 *	253 *
Mississippi	211 *	208 *	211 *	211 *	223 *	227 *	228 *	227 *	230 *	230 *
Missouri	222 *	225 *	229 *	228 *	235 *	239 *	241 *	241 *	240 *	241 *
Montana	225 *	228 *	230 *	228 *	236 *	241 *	244 *	244 *	244 *	244 *
Nebraska	225 *	228 *	226 *	225 *	236 *	238 *	238 *	239 *	240 *	243 *
Nevada	230 *	218 *	220 *	220 *	228 *	230 *	232 *	235 *	237 *	236 *
New Hampshire	230 *	230 *	220 *	220 *	243 *	246 *	249 *	251 *	252 *	253 *
New Jersey	227 *	227 *	227 *	227 *	239 *	244 *	249 *	247 *	248 *	247 *
New Mexico	213 *	214 *	214 *	213 *	223 *	224 *	228 *	230 *	233 *	233 *
New York	218 *	223 *	227 *	223 *	236 *	238 *	241 *	241 *	238 *	240 *
North Carolina	213 *	224 *	232 *	230 *	242 *	242 *	244 *	245 *	245 *	245 *
North Dakota	229 *	231 *	231 *	230 *	238 *	243 *	245 *	245 *	245 *	246 *
Ohio	229 *	219 *	230 *	230 *	238 *	242 *	244 *	244 *	246 *	246 *
Oklahoma	210 *	225 *	225 *	224 *	229 *	234 *	237 *	237 *	237 *	239 *
Oregon	224 *	223 *	227 *	224 *	236 *	238 *	237 *	237 *	237 *	239 *
Pennsylvania	224 *	226 *	225 *	224 *	236 *	241 *	244 *	244 *	246 *	244 *
Rhode Island	215 *	215 *	225 *	224 *	230 *	233 *	239 *	239 *	242 *	241 *
South Carolina	212 *	213 *	220 *	220 *	236 *	238 *	237 *	236 *	237 *	237 *
South Dakota	211 *	219 *	220 *	220 *	237 *	242 *	242 *	242 *	241 *	241 *
Tennessee	218 *	229 *	233 *	231 *	237 *	242 *	242 *	241 *	241 *	240 *
Texas	224 *	227 *	227 *	227 *	235 *	239 *	239 *	240 *	243 *	243 *
Utah	224 *	225 *	232 *	232 *	242 *	244 *	248 *	248 *	247 *	248 *
Vermont	221 *	223 *	230 *	230 *	239 *	240 *	244 *	243 *	245 *	246 *
Virginia	215 *	223 *	225 *	223 *	238 *	242 *	243 *	242 *	243 *	246 *
Washington	229 *	229 *	223 *	223 *	231 *	231 *	236 *	233 *	235 *	237 *
West Virginia	229 *	231 *	229 *	229 *	241 *	244 *	244 *	244 *	245 *	245 *
Wisconsin	225 *	223 *	229 *	229 *	241 *	243 *	244 *	242 *	244 *	247 *
Wyoming	193 *	187 *	193 *	192 *	205 *	211 *	214 *	219 *	222 *	229 *
Other jurisdictions	—	224 *	228 *	227 *	237 *	239 *	240 *	240 *	241 *	245 *
DODEA <sup>1</sup>	—	224 *	228 *	227 *	237 *	239 *	240 *	240 *	241 *	245 *

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

† Significantly different ( $p < .05$ ) from 2013 when only one state/jurisdiction or the nation is being examined.

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

NOTE: The overall national results include both public and nonpublic school students. The national (public) and state/jurisdiction results include public school students only. Data for DODEA schools are included in the overall national results, but not in the national (public) results.

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.

**National Center for Education Statistics**  
2013 Mathematics Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions

Average scores and achievement-level results in NAEP mathematics for fourth-grade public and nonpublic school students, by race/ethnicity and state/jurisdiction; 2013

State/Jurisdiction	White					Black					Hispanic				
	Average score	Below Basic	Basic	Proficient	Advanced	Average score	Below Basic	Basic	Proficient	Advanced	Average score	Below Basic	Basic	Proficient	Advanced
<b>Nation</b>	250	9	91	54	10	224	34	66	18	1	231	27	73	26	3
<b>Nation (public)</b>	250	9	91	54	10	224	34	66	18	1	231	27	73	26	3
Alabama	242	14	86	40	5	215	47	53	9	1	228	30	70	23	2
Alaska	251	10	90	52	11	228	28	72	22	2	235	23	77	33	3
Arizona	251	8	92	52	12	230	28	74	24	2	232	25	75	28	3
Arkansas	246	11	89	47	7	223	36	64	17	1	224	21	79	31	2
California	249	11	89	53	9	221	40	60	18	1	224	35	65	19	1
Colorado	256	6	94	62	15	227	43	57	22	2	233	24	76	30	3
Connecticut	253	6	94	58	12	219	40	70	14	1	229	35	65	19	1
Delaware	252	6	94	57	11	229	28	75	21	1	234	40	60	27	3
Florida	252	6	94	57	11	229	28	75	21	1	234	40	60	27	3
Georgia	250	9	91	53	10	226	32	68	20	2	235	29	77	33	4
Hawaii	253	9	91	60	15	232	24	76	34	1	241	17	83	43	6
Idaho	244	13	87	44	7	220	41	59	21	1	229	34	66	20	2
Illinois	248	12	88	51	11	227	29	71	21	1	242	14	86	39	5
Indiana	252	7	93	58	11	242	27	73	21	1	242	14	86	39	5
Iowa	249	10	90	52	10	218	48	54	16	1	234	22	78	30	2
Kansas	250	7	93	53	9	228	29	71	22	1	235	19	81	31	2
Kentucky	244	13	87	45	7	224	35	65	19	1	234	24	76	30	4
Louisiana	242	12	88	40	6	221	38	62	13	1	232	26	76	29	2
Maine	247	12	88	49	9	227	34	66	25	1	232	26	76	29	2
Maryland	250	7	93	67	22	227	31	69	22	2	234	25	75	33	3
Massachusetts	260	4	96	68	19	210	53	47	30	3	226	36	64	22	4
Michigan	244	14	86	46	8	212	27	73	32	2	234	27	73	34	6
Minnesota	245	5	95	67	18	232	27	73	32	2	234	27	73	34	6
Mississippi	243	12	88	42	6	220	39	61	11	1	233	23	77	29	3
Missouri	245	11	89	46	6	219	40	60	13	1	233	23	77	29	3
Montana	248	10	90	50	8	225	33	67	17	1	237	19	81	34	2
Nebraska	251	8	92	54	10	215	48	52	12	1	227	29	71	20	2
Nevada	245	11	89	46	6	221	38	62	17	1	230	25	75	34	2
New Hampshire	254	6	94	60	12	221	38	62	17	1	230	25	75	34	2
New Jersey	254	6	94	61	12	219	28	72	21	1	234	21	79	30	3
New Mexico	246	14	86	48	9	225	39	61	24	2	229	29	71	26	2
New York	248	9	91	50	8	225	33	67	17	1	229	27	73	24	2
North Carolina	246	14	86	46	8	220	39	61	16	1	224	36	64	20	2
North Dakota	250	9	91	52	10	226	31	69	19	1	229	29	71	24	2
Ohio	247	11	89	53	10	224	34	66	19	1	226	32	68	23	2
Oklahoma	247	11	89	49	8	222	36	64	15	1	229	27	73	25	2
Oregon	247	9	91	48	6	221	37	63	14	1	226	30	70	16	1
Pennsylvania	247	13	87	50	9	221	40	60	15	1	226	27	73	22	1
Rhode Island	247	13	87	48	6	221	40	60	15	1	226	27	73	22	1
South Carolina	247	13	87	48	6	221	40	60	15</						

**National Center for Education Statistics**  
2013 Mathematics Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions

Average scores and achievement-level results in NAEP mathematics for fourth-grade public and nonpublic school students, by race/ethnicity and state/jurisdiction: 2013—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
	Percentage of students					Percentage of students				
	Average score	Below basic	Basic	Proficient	Advanced	Average score	Below basic	Basic	Proficient	Advanced
<b>Nation</b>	<b>258</b>	<b>9</b>	<b>91</b>	<b>64</b>	<b>22</b>	<b>227</b>	<b>32</b>	<b>68</b>	<b>23</b>	<b>2</b>
Nation (public)	258	9	91	64	22	228	30	70	24	2
Alabama	+	+	+	+	+	+	+	+	+	+
Alaska	233	25	75	32	4	213	50	50	13	1
Arizona	256	9	91	61	22	222	38	62	17	1
Arkansas	258	6	94	63	21	+	+	+	+	+
California	254	10	90	58	19	+	+	+	+	+
Colorado	255	12	88	61	22	+	+	+	+	+
Connecticut	257	9	91	64	21	+	+	+	+	+
Delaware	270	2	98	81	32	+	+	+	+	+
Florida	264	3	97	77	21	+	+	+	+	+
Georgia	263	5	95	71	24	+	+	+	+	+
Hawaii	241	19	81	42	7	+	+	+	+	+
Idaho	+	+	+	+	+	+	+	+	+	+
Illinois	266	5	95	73	31	+	+	+	+	+
Indiana	254	13	87	54	24	+	+	+	+	+
Iowa	254	13	87	54	24	+	+	+	+	+
Kansas	261	3	97	66	20	+	+	+	+	+
Kentucky	260	10	90	68	27	+	+	+	+	+
Louisiana	+	+	+	+	+	+	+	+	+	+
Maine	+	+	+	+	+	+	+	+	+	+
Maryland	270	5	95	77	40	+	+	+	+	+
Massachusetts	266	4	96	72	31	+	+	+	+	+
Michigan	259	11	89	62	30	+	+	+	+	+
Minnesota	250	17	83	52	20	+	+	+	+	+
Mississippi	+	+	+	+	+	+	+	+	+	+
Missouri	+	+	+	+	+	+	+	+	+	+
Montana	+	+	+	+	+	+	+	+	+	+
Nebraska	243	21	79	51	16	222	38	62	18	1
Nevada	244	14	86	45	7	+	+	+	+	+
New Hampshire	257	12	88	67	26	+	+	+	+	+
New Jersey	267	6	94	76	32	+	+	+	+	+
New Mexico	+	+	+	+	+	220	40	60	14	+
New York	259	7	93	68	21	+	+	+	+	+
North Carolina	261	11	89	67	29	225	32	68	16	+
North Dakota	251	9	91	55	13	225	36	64	21	2
Ohio	260	7	93	65	25	+	+	+	+	+
Oklahoma	257	5	95	59	21	238	17	83	34	3
Oregon	256	11	89	60	23	+	+	+	+	+
Pennsylvania	259	8	92	67	19	+	+	+	+	+
Rhode Island	239	18	82	37	7	+	+	+	+	+
South Carolina	+	+	+	+	+	+	+	+	+	+
South Dakota	+	+	+	+	+	217	45	55	12	+
Tennessee	255	11	89	62	19	+	+	+	+	+
Texas	272	4	96	82	38	+	+	+	+	+
Utah	240	21	79	35	9	+	+	+	+	+
Vermont	+	+	+	+	+	+	+	+	+	+
Virginia	264	3	97	70	28	+	+	+	+	+
Washington	260	8	92	66	26	+	+	+	+	+
West Virginia	+	+	+	+	+	231	24	76	24	3
Wisconsin	247	14	86	49	14	+	+	+	+	+
Wyoming	+	+	+	+	+	232	23	77	26	2
Other jurisdictions	+	+	+	+	+	+	+	+	+	+
District of Columbia	245	11	89	46	7	+	+	+	+	+
DODEA <sup>1</sup>	+	+	+	+	+	+	+	+	+	+

# Reporting standards not met. Sample size insufficient to permit a reliable estimate.  
 † Department of Defense Education Activity (overseas and domestic schools).  
 ‡ Department of Defense Education Activity (overseas and domestic schools).  
 † Department of Defense Education Activity (overseas and domestic schools).  
 NOTE: The overall national results include both public and nonpublic school students. The national (public) and state/jurisdiction results include public school students only. Data for DODEA schools are included in the overall national results, but not in the national (public) results. 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), 2013 Mathematics Assessment.

**National Center for Education Statistics**  
2013 Mathematics Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions

Average scores in NAEP mathematics for eighth-grade public and nonpublic school students, by state/jurisdiction: Various years, 1990–2013

State/jurisdiction	Accommodations not permitted					Accommodations permitted				
	1990	1992	1996	2000	2003	2005	2009	2011	2013	
<b>Nation</b>	<b>263</b>	<b>268</b>	<b>272</b>	<b>275</b>	<b>273</b>	<b>275</b>	<b>279</b>	<b>281</b>	<b>283</b>	<b>285</b>
Nation (public)	262	267	271	274	272	276	278	280	282	284
Alabama	253	252	257	262	264	262	262	266	269	269
Alaska	—	—	278	—	—	—	283	283	283	282
Arizona	260	265	268	271	269	271	276	277	279	280
Arkansas	256	256	262	261	267	266	274	276	279	278
California	256	261	263	262	260	267	270	270	273	276
Colorado	267	272	274	280	282	283	281	286	287	290
Connecticut	270	274	276	282	281	284	281	282	289	285
Delaware	261	263	267	—	—	—	281	283	284	282
Florida	255	260	264	268	265	271	274	279	278	281
Georgia	259	262	262	266	265	270	272	275	278	279
Hawaii	251	257	262	263	262	268	269	274	278	281
Idaho	271	275	—	278	277	277	280	281	287	286
Illinois	261	270	276	283	281	281	285	287	285	288
Indiana	267	270	276	283	281	284	285	284	285	285
Iowa	278	283	284	—	—	284	280	289	280	290
Kansas	257	262	267	272	272	274	279	279	282	281
Kentucky	246	250	252	259	261	266	272	272	273	273
Louisiana	279	284	284	284	281	282	281	286	289	289
Maine	261	265	270	276	272	278	286	288	288	287
Maryland	261	270	276	277	279	278	287	288	288	287
Massachusetts	273	278	278	283	279	282	292	299	299	301
Michigan	264	267	277	278	277	277	277	278	280	280
Minnesota	275	282	284	287	287	291	290	292	294	295
Mississippi	—	246	250	254	254	261	262	265	269	271
Missouri	—	271	273	271	271	273	276	282	286	283
Montana	280	—	283	287	285	286	287	292	293	289
Nebraska	276	278	283	281	280	282	284	284	283	285
Nevada	—	—	—	266	265	268	270	271	274	278
New Hampshire	273	278	—	268	268	268	268	282	292	296
New Jersey	270	272	—	281	281	284	289	293	294	296
New Mexico	256	260	262	260	259	263	268	270	274	273
New York	261	266	270	276	271	280	280	283	280	282
North Carolina	250	258	268	280	276	281	282	284	286	286
North Dakota	281	283	284	282	287	287	292	293	292	291
Ohio	264	268	268	283	281	282	285	285	289	290
Oklahoma	263	268	272	272	270	272	275	276	279	276
Oregon	271	271	276	281	280	281	282	284	285	283
Pennsylvania	266	271	273	273	269	279	281	286	288	290
Rhode Island	266	266	269	273	269	272	275	278	283	284
South Carolina	—	261	261	266	265	277	282	280	280	280
South Dakota	—	—	263	—	—	265	287	288	291	287
Tennessee	259	263	263	262	262	271	274	275	274	278
Texas	258	265	270	275	273	277	281	286	287	280
Utah	—	274	277	275	274	281	281	284	283	284
Vermont	—	279	279	283	281	286	287	291	293	295
Virginia	264	268	270	277	275	282	284	285	289	288
Washington	—	276	276	—	—	281	285	288	289	290
West Virginia	256	259	263	271	266	271	269	270	273	274
Wisconsin	274	278	285	—	—	284	285	286	288	289
Wyoming	272	275	275	276	276	284	282	287	286	288
Other jurisdictions	+	+	+	+	+	+	+	+	+	+
District of Columbia	231	235	233	234	235	243	248	254	260	265
DODEA <sup>1</sup>	—	—	274	278	277	288	285	287	288	290

# Reporting standards not met. Sample size insufficient to permit a reliable estimate.  
 † Department of Defense Education Activity (overseas and domestic schools).  
 ‡ Department of Defense Education Activity (overseas and domestic schools).  
 † Department of Defense Education Activity (overseas and domestic schools).  
 NOTE: The overall national results include both public and nonpublic school students. The national (public) and state/jurisdiction results include public school students only. Data for DODEA schools are included in the overall national results, but not in the national (public) results. 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.

**National Center for Education Statistics**  
2013 Mathematics Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions

Average scores and achievement-level results in NAEP mathematics for eighth-grade public and nonpublic school students, by race/ethnicity and state/jurisdiction, 2013

State/jurisdiction	White					Black					Hispanic				
	Percentage of students					Percentage of students					Percentage of students				
	Average score	Below Basic	Basic	Proficient	Advanced	Average score	Below Basic	Basic	Proficient	Advanced	Average score	Below Basic	Basic	Proficient	Advanced
<b>Nation (public)</b>	294	16	84	45	12	263	48	52	14	14	272	38	62	21	2
Alabama	293	17	83	46	13	263	49	51	14	14	271	38	62	21	3
Alaska	290	15	85	46	11	270	42	58	20	4	277	31	70	24	4
Arizona	294	17	83	45	13	266	46	54	19	9	269	41	59	19	2
Arkansas	286	22	78	34	6	258	59	41	9	9	274	32	68	20	2
California	291	18	82	42	10	258	55	45	11	11	263	47	53	15	2
Colorado	300	13	87	53	16	280	52	48	15	15	273	39	61	23	4
Connecticut	297	14	86	48	13	280	52	48	13	13	268	53	47	12	1
Delaware	293	17	83	45	11	276	47	53	14	14	276	33	67	25	4
Florida	291	19	81	42	10	264	49	51	14	14	274	35	65	24	4
Georgia	292	19	81	42	11	262	49	51	12	12	276	33	67	24	4
Hawaii	290	17	83	41	9	+	+	+	+	+	280	30	70	28	7
Idaho	291	19	81	41	9	+	+	+	+	+	280	43	57	16	2
Illinois	290	18	82	44	13	280	46	54	15	15	272	40	60	22	3
Indiana	286	20	80	40	8	265	61	39	10	10	265	42	58	13	2
Iowa	295	15	85	47	12	288	44	56	18	18	276	33	67	24	3
Kansas	283	25	75	33	3	260	51	49	11	11	269	40	60	17	4
Kentucky	285	21	79	31	5	259	53	47	9	9	277	34	66	25	7
Louisiana	290	21	79	40	10	262	50	50	14	14	277	34	66	25	7
Maine	299	15	85	51	18	288	41	59	18	18	280	31	69	30	6
Maryland	299	15	85	51	18	288	41	59	18	18	280	31	69	30	6
Massachusetts	307	8	92	63	21	277	33	67	28	28	277	31	69	28	4
Michigan	287	21	79	36	7	251	64	36	7	7	261	51	49	14	1
Minnesota	301	11	89	54	17	280	49	51	15	15	273	38	62	20	6
Mississippi	285	22	78	33	5	255	59	42	8	8	276	24	76	24	3
Missouri	288	20	80	39	5	260	51	49	12	12	276	33	67	24	4
Montana	292	16	84	46	10	280	42	58	16	16	276	33	67	24	4
Nebraska	292	15	85	42	10	265	45	55	17	17	282	45	55	17	2
Nevada	289	21	79	40	8	263	49	51	12	12	268	42	58	17	2
New Hampshire	297	14	86	48	13	283	42	58	17	17	270	39	61	20	4
New Jersey	303	11	89	58	18	274	35	65	24	24	283	27	73	34	8
New Mexico	289	20	80	40	10	258	56	44	12	12	268	42	58	14	1
New York	294	15	85	44	10	262	50	50	12	12	265	44	56	17	2
North Carolina	296	15	85	44	10	268	42	58	17	17	279	29	71	27	5
North Dakota	294	14	86	44	10	272	41	59	25	25	277	29	71	27	5
Ohio	294	16	84	45	12	267	44	56	16	16	277	34	66	27	6
Oklahoma	281	25	75	29	9	256	54	46	9	9	265	45	55	15	1
Oregon	280	20	80	40	10	263	47	53	14	14	266	44	56	16	2
Pennsylvania	297	14	86	48	12	262	45	55	15	15	264	46	54	16	2
Rhode Island	297	14	86	48	12	262	45	55	15	15	264	46	54	16	2
South Carolina	282	19	81	43	11	261	48	52	14	14	272	38	62	23	4
South Dakota	294	14	86	45	12	254	55	45	10	10	274	34	66	27	5
Tennessee	284	24	76	33	6	257	54	46	10	10	270	37	63	21	3
Texas	300	9	91	53	12	273	35	65	21	21	271	25	75	29	4
Utah	291	19	81	42	9	268	47	53	14	14	268	47	53	14	1
Vermont	296	15	85	48	14	258	55	45	18	18	273	35	65	23	4
Virginia	296	15	85	48	14	269	43	57	15	15	279	29	71	25	4
Washington	296	15	85	48	14	269	43	57	15	15	279	29	71	25	4
West Virginia	275	34	66	24	3	264	48	52	13	13	273	35	65	23	3
Wisconsin	286	19	81	47	13	262	42	58	16	16	273	38	62	19	4
Wyoming	280	17	83	40	7	260	49	51	14	14	278	29	71	28	3
District of Columbia	317	6	94	75	33	261	50	50	14	14	265	45	55	16	4
DODEA <sup>1</sup>	296	12	88	47	10	276	29	71	21	21	283	23	77	30	4

Sees notes at end of table.

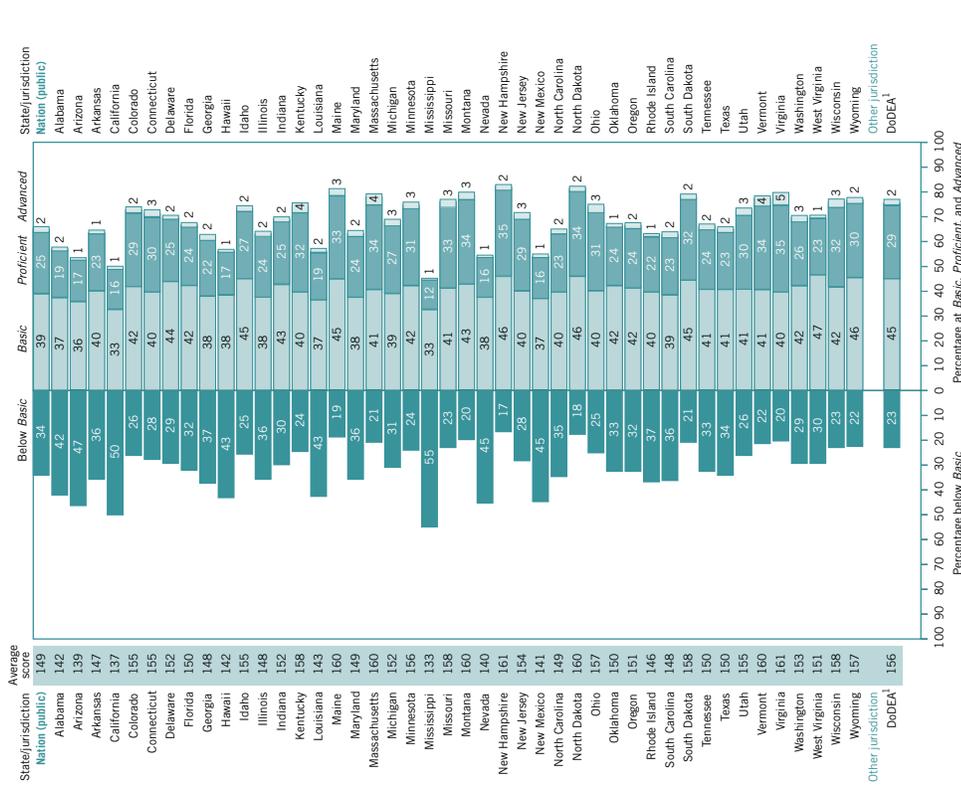
**National Center for Education Statistics**  
2013 Mathematics Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions

Average scores and achievement-level results in NAEP mathematics for eighth-grade public and nonpublic school students, by race/ethnicity and state/jurisdiction, 2013—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
	Percentage of students					Percentage of students				
	Average score	Below Basic	Basic	Proficient	Advanced	Average score	Below Basic	Basic	Proficient	Advanced
<b>Nation (public)</b>	306	13	87	60	25	269	41	59	21	3
Alabama	306	13	87	60	25	269	41	59	21	3
Alaska	273	34	66	23	4	262	49	51	19	7
Arizona	302	12	88	57	15	259	51	49	13	4
Arkansas	305	14	86	58	14	263	47	53	15	4
California	302	14	86	57	15	263	47	53	15	4
Colorado	303	10	90	63	23	269	41	59	21	3
Connecticut	303	10	90	63	23	269	41	59	21	3
Delaware	313	12	88	60	23	269	41	59	21	3
Florida	310	14	86	62	23	269	41	59	21	3
Georgia	300	30	70	31	1	270	40	60	20	4
Hawaii	313	11	89	60	23	269	41	59	21	3
Idaho	314	11	89	60	23	269	41	59	21	3
Illinois	314	11	89	60	23	269	41	59	21	3
Indiana	314	11	89	60	23	269	41	59	21	3
Iowa	295	15	85	58	14	269	41	59	21	3
Kansas	301	17	83	55	13	269	41	59	21	3
Kentucky	307	15	85	59	14	269	41	59	21	3
Louisiana	307	15	85	59	14	269	41	59	21	3
Maine	310	14	86	62	23	269	41	59	21	3
Maryland	310	14	86	62	23	269	41	59	21	3
Massachusetts	310	14	86	62	23	269	41	59	21	3
Michigan	310	14	86	62	23	269	41	59	21	3
Minnesota	310	14	86	62	23	269	41	59	21	3
Mississippi	291	22	78	43	1	269	41	59	21	3
Missouri	310	14	86	62	23	269	41	59	21	3
Montana	310	14	86	62	23	269	41	59	21	3
Nebraska	303	14	86	65	21	269	41	59	21	3
Nevada	297	14	86	65	14	269	41	59	21	3
New Hampshire	311	14	86	63	33	269	41	59	21	3
New Jersey	324	5	95	78	42	269	41	59	21	3
New Mexico	305	14	86	60	25	269	41	59	21	3
New York	305	14	86	60	25	269	41	59	21	3
North Carolina	298	22	78	54	25	269	41	59	21	3
North Dakota	311	11	89	64	32	265	47	53	14	1
Ohio	311	11	89	64	32	265	47	53	14	1
Oklahoma	298	14	86	64	18	275	34	66	25	4
Oregon	300	19	81	57	21	269	41	59	21	3
Pennsylvania	307	12	88	61	25	269	41	59	21	3
Rhode Island	283	30	70	34	12	269	41	59	21	3
South Carolina	310	14	86	62	23	269	41	59	21	3
South Dakota	310	14	86	62	23	269	41	59	21	3
Tennessee	319	7	93	74	36	269	41	59	21	3
Texas	319	7	93	74	36	269	41	59	21	3
Utah	283	27	73	31	7	269	41	59	21	3
Vermont	311	9</								

# State Results

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



<sup>1</sup> 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 Assessment of Educational Progress (NAEP), 2005 Science Assessment.

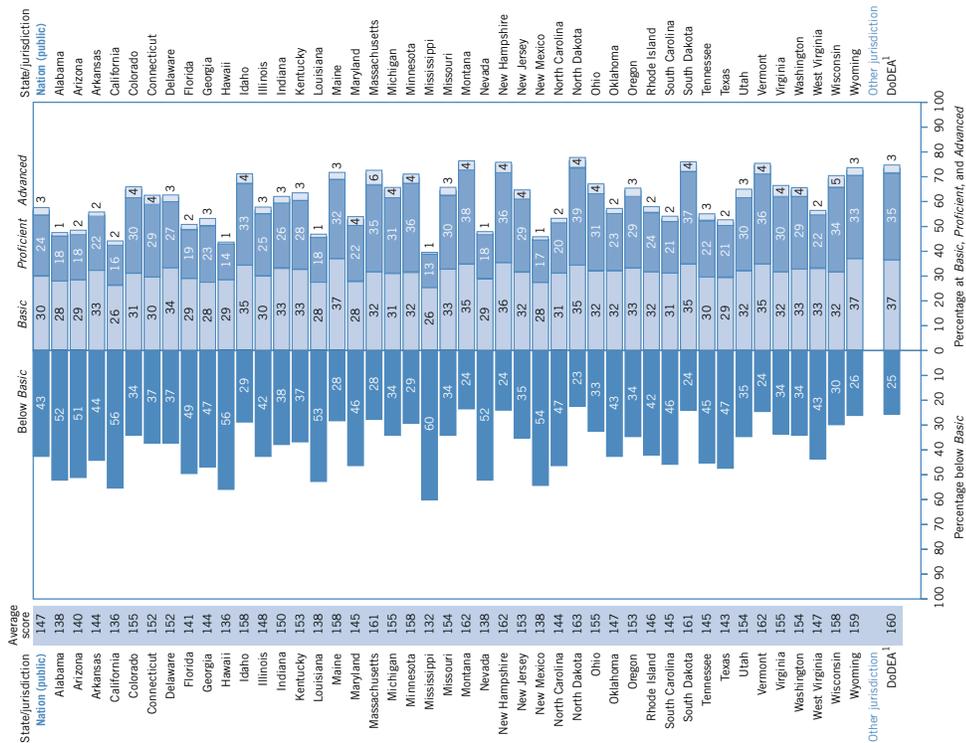
Table 4 Average fourth-grade NAEP science scores and achievement-level performance, by state

State/jurisdiction	Average scale score				Percentage of students			
	2000	2005	2000	2005	At or above Basic	At or above Proficient	2000	2005
Nation (public)	143*	149	61*	66	26	27	3	2
Alabama	145	142	58	58	22	21	2	2
Alaska	140	139	55	53	22	18	2	1
Arizona	145	147	62	64	23	24	2	1
Arkansas	129*	137	45	50	13*	17	1	1
California	156	155	74	74	32	32	3	2
Colorado	156	155	75	72	35	33	3	3
Connecticut	152	150	71	71	32	27	—	—
Delaware	150	147	68	68	26	26	—	—
Florida	142*	148	57*	63	23	25	3	2
Georgia	138*	142	51*	57	16	19	1	1
Hawaii	152	155	74	75	29	29	2	2
Idaho	150	148	68	64	31	27	3	2
Illinois	154	152	74	70	32	27	3	2
Indiana	154	152	74	74	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	76	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	2
New Hampshire	—	161	—	83	—	37	—	3
New Jersey	—	154	—	—	—	32	—	2
New Mexico	140	141	54	55	17	18	1	1
New York	148	148	65	68	24	24	2	2
North Carolina	147	149	63	65	23	25	2	2
North Dakota	160	160	81	82	36	36	3	3
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	146	146	65	63	—	—	—	—
Rhode Island	140*	148	54*	64	25	23	2*	1
South Carolina	—	158	—	79	—	35	—	2
South Dakota	145*	145*	61*	67	24	26	2	2
Tennessee	150	150	62	66	23	25	2	2
Texas	154	155	73	74	31	33	3	3
Utah	160	160	79	78	38	38	4	4
Vermont	155*	161	72*	80	32*	40	3	5
Virginia	149	153	68	71	28	28	—	3
Washington	151	151	68	70	24	24	1	1
West Virginia	158	158	77	77	35	35	3	3
Wisconsin	156	157	77	78	31	32	2	2
Wyoming	156	157	77	78	31	32	2	2
Other jurisdiction	—	—	—	—	—	—	—	—
District of Columbia	156	156	76	77	—	—	—	—
DoDEA <sup>1</sup>	156	156	76	77	—	—	—	—

\* Not available. The jurisdiction did not participate. † Score significantly different from 2005 when only one jurisdiction or the nation is being examined. \* Significantly different from 2005 when only one jurisdiction or the nation is being examined. † 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 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



<sup>1</sup> 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.

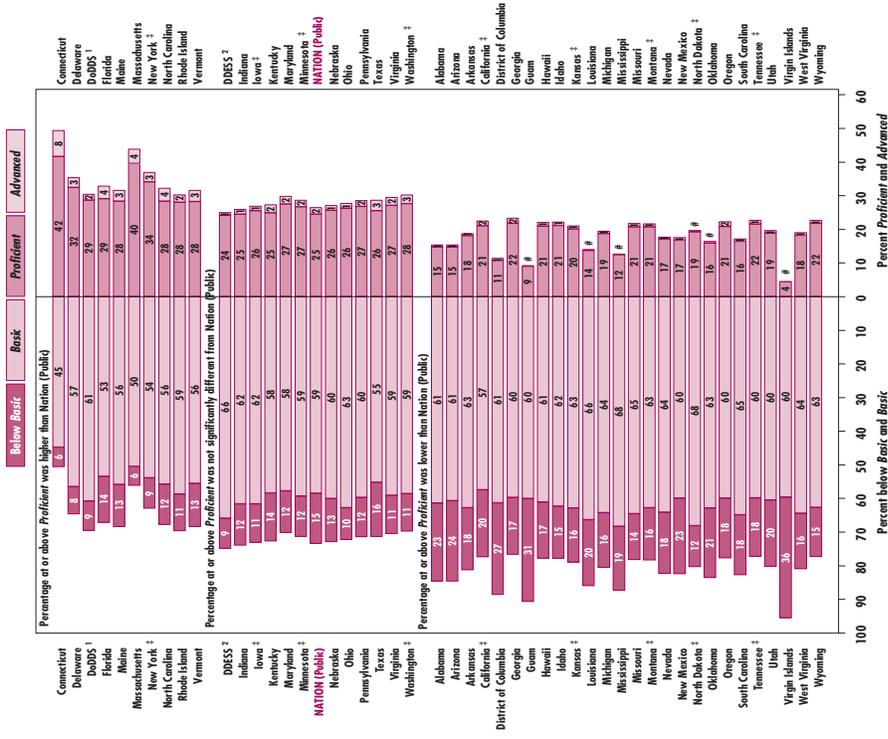
Table 7 Average eighth-grade NAEP science scores and achievement-level performance, by state

State/jurisdiction	Average scale score					Percentage of students						
	1996 <sup>1</sup>	2000	2005	1996 <sup>1</sup>	2000	2005	1996 <sup>1</sup>	2000	2005	1996 <sup>1</sup>	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	133	143*	140	65	55*	40	23	23	20	2	2	2
Arizona	144*	142	144	55	52	56	22	22	23	1	1	2
Arkansas	138	129*	136	47	38*	44	20	14*	18	1	1	2
California	155	155	155	68	—	66	32	—	35	2*	—	4
Connecticut	155	153	152	68*	64	63	36	35	33	3	4	4
Colorado	142*	—	152	51*	—	63	21*	—	29	1*	—	3
Florida	142	141	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
Minnesota	151	154	154	64	66	66	28*	33	33	2	3	3
Montana	162	164	162	77	70	76	41	44	42	3	5	4
Nebraska	157	158	138	—	71	71	35	38	38	3	4	4
Nevada	—	141*	—	—	52	48	—	22	19	—	2	1
New Hampshire	—	—	—	—	—	76	—	—	41	—	—	4
New Jersey	—	—	—	—	—	65	—	—	53	—	—	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	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	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	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	113	—	—	19	—	—	5	—	—	—	—	—
District of Columbia	155*	158*	160	67*	71*	75	30*	36	38	2	4	3
DoDEA <sup>2</sup>	—	—	—	—	—	—	—	—	—	—	—	—

<sup>1</sup> Not available. The jurisdiction did not participate.  
<sup>2</sup> Reporting standards not met.  
<sup>3</sup> Reporting standards not met.  
<sup>4</sup> Significantly different from 2005 when only one jurisdiction or the nation is being examined.  
<sup>5</sup> Accommodations were not permitted for this assessment.  
<sup>6</sup> 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 with 2005 data.  
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.

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

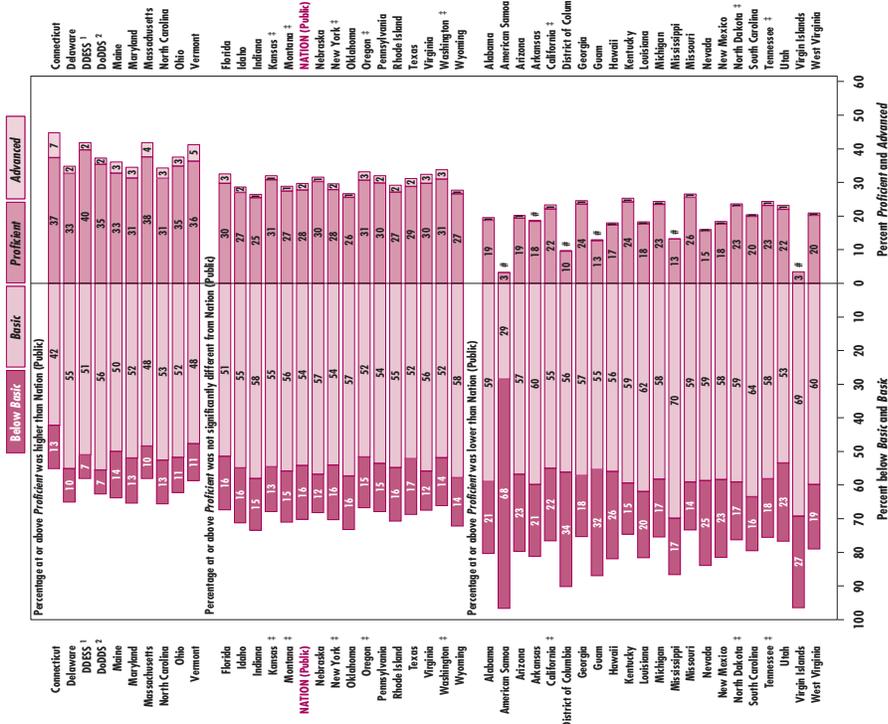
The bars below contain percentages of students in each NAEP writing achievement level range. Each population of students is aligned at the point where the Proficient category begins, so that they may be compared at Proficient and above. States are listed alphabetically within three groups: the percentage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



# Percentage rounds to zero.  
 † Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.  
 ‡ Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.  
 § Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.  
 ¶ Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

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

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



# Percentage rounds to zero.  
 † Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.  
 ‡ Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.  
 § Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.  
 ¶ Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

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

Nation (Public) <sup>1</sup>	Grade 4					
	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Other
Alabama	159	139	140	166	138	153
Arizona	146	130	129	164	171	144
Arkansas	149	130	139	164	171	144
California	151	130	135	164	171	144
Colorado	138	138	135	164	171	144
Connecticut	182	149	154	179	188	168
Delaware	171	150	148	181	188	168
Florida	165	144	154	171	188	168
Georgia	157	138	136	171	188	168
Hawaii	152	147	145	148	188	168
Idaho	152	138	138	166	188	168
Indiana	157	138	144	166	188	168
Iowa	156	146	139	166	188	168
Kansas	152	134	137	166	188	168
Kentucky	156	143	137	166	188	168
Louisiana	151	133	133	166	188	168
Maine	151	133	133	166	188	168
Maryland	165	144	149	170	188	168
Massachusetts	175	151	142	168	188	168
Michigan	152	131	139	168	188	168
Minnesota	159	136	129	153	143	143
Mississippi	151	132	132	166	188	168
Missouri	153	138	138	166	188	168
Montana	151	133	133	166	188	168
Nebraska	158	139	137	166	188	168
Nevada	152	133	135	159	133	133
New Mexico	151	139	139	166	188	168
New York	172	148	149	176	188	168
North Carolina	167	147	145	161	188	168
North Dakota	152	137	137	166	188	168
Ohio	162	140	142	166	188	168
Oklahoma	148	128	130	166	188	168
Oregon	151	139	132	165	188	168
Pennsylvania	161	135	136	166	188	168
Rhode Island	164	141	136	166	188	168
South Carolina	153	135	135	166	188	168
Tennessee	155	135	139	176	188	168
Texas	168	142	145	143	188	168
Utah	166	142	126	143	188	168
Vermont	158	138	145	168	188	168
Virginia	160	140	145	168	188	168
Washington	160	145	138	168	188	168
West Virginia	147	146	144	168	188	168
Wyoming	151	144	144	168	188	168
<b>Other Jurisdictions</b>						
District of Columbia	183	132	137	166	188	168
DDESS <sup>2</sup>	160	151	150	163	188	168
DoDDS <sup>3</sup>	163	150	152	163	188	168
Guam	163	150	152	163	188	168
Virgin Islands	175	125	122	131	188	168

<sup>1</sup> Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.  
<sup>2</sup> Sample sizes insufficient to permit a reliable estimate.  
<sup>3</sup> Department of Defense-Bornstein Chagnon Elementary and Secondary Schools.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), 2002 Writing Assessment.

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

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

<sup>1</sup> Indicates that the jurisdiction did not participate or did not meet minimum participation guidelines for reporting.  
<sup>2</sup> Sample sizes insufficient to permit a reliable estimate.  
<sup>3</sup> Department of Defense-Bornstein Chagnon Elementary and Secondary Schools.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), 1998 and 2002 Writing Assessments.

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# APPENDIX E

# School District Indicators

## Socioeconomic Conditions

County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Adair	Cave Springs	\$11,024	91.4%	\$53,658	23.8%	19.7%	10.1%
Adair	Dahlongeah	\$11,352	89.0%	\$35,681	28.3%	23.9%	52.5%
Adair	Greasy	\$17,811	89.7%	\$41,251	24.6%	17.3%	7.1%
Adair	Maryetta	\$5,111	77.5%	\$47,463	26.9%	46.2%	4.9%
Adair	Peavine	\$25,750	90.2%	\$47,879	25.8%	29.2%	10.9%
Adair	Rocky Mountain	\$7,219	85.1%	\$48,796	17.6%	25.6%	7.9%
Adair	Stilwell	\$21,373	80.4%	\$36,672	33.0%	39.7%	10.0%
Adair	Watts	\$27,711	80.7%	\$45,112	23.1%	36.3%	11.5%
Adair	Westville	\$21,683	76.8%	\$45,206	24.2%	29.5%	10.9%
Adair	Zion	\$9,702	80.5%	\$50,859	23.5%	16.1%	5.1%
Alfalfa	Burlington	\$274,206	37.8%	\$116,079	13.6%	23.6%	16.9%
Alfalfa	Cherokee	\$101,854	47.4%	\$65,797	16.6%	32.6%	18.2%
Alfalfa	Timberlake	\$143,698	48.4%	\$53,592	13.0%	28.4%	6.5%
Atoka	Atoka	\$30,627	75.4%	\$43,916	33.4%	54.9%	10.7%
Atoka	Caney	\$38,676	80.9%	\$49,269	21.2%	30.3%	14.0%
Atoka	Harmony	\$35,151	79.1%	\$57,844	16.9%	16.9%	5.9%
Atoka	Lane	\$23,806	70.7%	\$56,709	21.4%	38.9%	12.9%
Atoka	Stringtown	\$24,735	65.5%	\$53,420	10.7%	23.1%	13.2%
Atoka	Tushka	\$30,341	64.0%	\$48,702	17.4%	34.3%	5.7%
Beaver	Balko	\$234,902	34.4%	\$69,039	6.0%	19.5%	0.7%
Beaver	Beaver	\$77,039	57.8%	\$70,015	5.7%	17.8%	5.9%
Beaver	Forgan	\$235,562	48.6%	\$59,569	19.8%	26.2%	7.4%
Beaver	Turpin	\$81,539	58.9%	\$64,577	11.3%	19.2%	7.3%
Beckham	Elk City	\$47,634	65.0%	\$70,730	12.6%	41.6%	7.0%
Beckham	Erick	\$44,661	45.7%	\$49,027	30.3%	15.5%	3.9%
Beckham	Merritt	\$70,363	63.9%	\$113,415	9.2%	20.9%	5.0%
Beckham	Sayre	\$114,269	51.8%	\$58,940	18.8%	36.6%	10.2%
Blaine	Canton	\$126,879	59.2%	\$58,610	10.9%	31.5%	4.7%
Blaine	Geary	\$105,469	83.1%	\$58,443	21.3%	38.6%	6.7%
Blaine	Okeene	\$66,973	57.7%	\$57,713	7.9%	24.3%	10.3%
Blaine	Watonga	\$46,584	70.2%	\$59,216	21.3%	44.4%	8.6%
Bryan	Achille	\$96,026	77.7%	\$50,409	13.5%	30.9%	6.9%
Bryan	Bennington	\$117,360	73.4%	\$43,167	18.3%	28.9%	19.6%
Bryan	Caddo	\$33,102	72.6%	\$46,469	21.5%	36.8%	11.8%
Bryan	Calera	\$46,205	69.0%	\$53,332	11.5%	21.0%	12.0%
Bryan	Colbert	\$24,015	76.0%	\$48,407	18.0%	32.3%	6.5%
Bryan	Durant	\$33,775	66.5%	\$49,851	22.7%	42.0%	10.7%
Bryan	Rock Creek	\$41,573	75.1%	\$56,256	17.0%	16.6%	1.7%
Bryan	Silo	\$55,477	76.1%	\$64,872	10.5%	29.1%	17.0%
Caddo	Anadarko	\$17,905	80.0%	\$45,655	30.2%	46.9%	4.9%

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# School District Indicators

## Socioeconomic Conditions

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County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Caddo	Binger-Oney	\$56,690	66.7%	\$49,613	18.8%	11.2%	1.0%
Caddo	Boone-Apache	\$44,343	76.5%	\$60,694	10.4%	25.4%	9.6%
Caddo	Carnegie	\$30,300	82.8%	\$45,131	22.9%	33.8%	14.0%
Caddo	Cement	\$41,790	66.0%	\$49,423	11.3%	36.1%	11.9%
Caddo	Cyril	\$22,267	61.1%	\$44,548	9.8%	22.0%	4.6%
Caddo	Fort Cobb-Broxton	\$26,010	68.4%	\$50,213	20.2%	34.3%	13.4%
Caddo	Gracemont	\$35,659	64.0%	\$56,272	17.9%	31.6%	8.2%
Caddo	Hinton	\$55,053	52.4%	\$59,445	20.3%	38.9%	8.3%
Caddo	Hydro-Eakly	\$49,326	53.1%	\$55,737	14.0%	23.3%	6.0%
Caddo	Lookeba Sickles	\$26,544	60.4%	\$60,116	12.1%	26.7%	3.0%
Canadian	Banner	\$222,267	52.6%	\$94,597	7.8%	23.5%	29.8%
Canadian	Calumet	\$245,348	68.8%	\$71,280	11.6%	28.3%	5.8%
Canadian	Darlington	\$110,414	86.3%	\$78,984	4.4%	6.4%	3.5%
Canadian	El Reno	\$25,086	63.7%	\$59,138	13.8%	37.1%	10.3%
Canadian	Maple	\$328,502	28.7%	\$75,850	10.9%	22.4%	6.2%
Canadian	Mustang	\$41,908	30.2%	\$80,771	5.6%	25.1%	6.1%
Canadian	Piedmont	\$41,689	21.2%	\$102,464	4.0%	11.2%	4.0%
Canadian	Riverside	\$222,688	71.6%	\$75,444	14.6%	29.5%	11.7%
Canadian	Union City	\$52,424	54.9%	\$76,045	8.0%	9.3%	15.9%
Canadian	Yukon	\$39,898	39.3%	\$75,086	6.9%	25.6%	5.6%
Carter	Ardmore	\$56,276	92.3%	\$51,316	21.0%	44.3%	21.2%
Carter	Dickson	\$30,506	55.4%	\$66,117	10.2%	22.5%	6.1%
Carter	Fox	\$113,443	79.1%	\$50,622	12.2%	12.5%	8.4%
Carter	Healdton	\$37,532	66.0%	\$48,191	11.9%	45.5%	10.2%
Carter	Lone Grove	\$24,170	46.7%	\$54,726	16.3%	18.8%	8.5%
Carter	Plainview	\$56,470	34.1%	\$81,596	8.7%	25.5%	7.8%
Carter	Springer	\$187,696	64.4%	\$51,322	12.4%	44.6%	14.7%
Carter	Wilson	\$24,983	72.5%	\$52,795	15.4%	26.5%	9.3%
Carter	Zaneis	\$34,559	78.9%	\$62,156	19.2%	24.6%	5.7%
Cherokee	Briggs	\$16,140	92.9%	\$44,477	25.8%	23.6%	9.8%
Cherokee	Grand View	\$20,526	84.3%	\$43,309	25.0%	40.4%	5.9%
Cherokee	Hulbert	\$20,724	76.7%	\$48,995	15.1%	35.3%	6.2%
Cherokee	Keys	\$35,320	68.9%	\$63,062	12.7%	24.7%	8.0%
Cherokee	Lowrey	\$33,520	83.6%	\$53,252	19.8%	13.8%	12.4%
Cherokee	Norwood	\$26,180	89.6%	\$57,270	11.7%	29.7%	7.6%
Cherokee	Peggs	\$19,854	77.7%	\$49,988	20.0%	16.0%	4.0%
Cherokee	Shady Grove	\$18,047	81.8%	\$48,343	18.1%	26.3%	5.1%
Cherokee	Tahlequah	\$24,598	72.4%	\$46,942	29.4%	49.4%	8.8%
Cherokee	Tenkiller	\$15,672	79.4%	\$41,669	13.9%	26.4%	12.2%
Cherokee	Woodall	\$9,714	68.2%	\$52,279	16.9%	30.2%	1.2%

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# School District Indicators

## Socioeconomic Conditions

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County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Choctaw	Boswell	\$19,435	72.3%	\$40,279	22.5%	35.3%	8.9%
Choctaw	Fort Towson	\$36,176	86.5%	\$46,081	24.5%	33.8%	11.8%
Choctaw	Grant	\$29,646	102.6%	\$39,892	27.2%	25.6%	16.3%
Choctaw	Hugo	\$24,035	84.2%	\$44,737	32.6%	57.4%	6.2%
Choctaw	Soper	\$11,566	64.6%	\$43,898	18.5%	19.7%	8.0%
Choctaw	Swink	\$17,432	96.1%	\$44,474	26.6%	13.5%	6.9%
Cimarron	Boise City	\$131,022	77.4%	\$59,368	25.0%	43.8%	3.6%
Cimarron	Felt	\$69,282	59.8%	\$70,179	13.1%	12.5%	1.2%
Cimarron	Keyes	\$191,280	62.7%	\$50,939	11.8%	0.0%	8.6%
Cleveland	Lexington	\$16,788	62.5%	\$57,726	14.7%	17.3%	8.1%
Cleveland	Little Axe	\$16,995	71.5%	\$61,355	10.8%	21.4%	11.2%
Cleveland	Moore	\$43,668	43.1%	\$74,018	9.1%	28.2%	7.6%
Cleveland	Noble	\$24,885	63.8%	\$60,288	14.8%	41.4%	5.4%
Cleveland	Norman	\$56,851	49.8%	\$70,621	18.1%	31.9%	9.2%
Cleveland	Robin Hill	\$25,481	31.4%	\$90,743	2.4%	11.3%	4.3%
Coal	Coalgate	\$102,000	80.4%	\$50,593	22.7%	44.7%	9.6%
Coal	Cottonwood	\$24,536	65.5%	\$63,471	14.6%	9.1%	12.3%
Coal	Tupelo	\$47,674	72.3%	\$50,510	21.6%	31.2%	3.8%
Comanche	Bishop	\$28,200	62.0%	\$64,296	16.6%	18.1%	11.9%
Comanche	Cache	\$59,663	40.9%	\$88,896	14.5%	28.3%	5.5%
Comanche	Chattanooga	\$44,808	48.9%	\$56,301	18.8%	24.8%	5.3%
Comanche	Elgin	\$31,207	29.8%	\$88,296	6.7%	18.6%	8.8%
Comanche	Fletcher	\$31,116	57.4%	\$64,220	18.5%	27.3%	7.7%
Comanche	Flower Mound	\$35,046	37.8%	\$67,137	6.4%	26.5%	2.4%
Comanche	Geronimo	\$50,623	71.8%	\$54,734	9.5%	23.3%	7.1%
Comanche	Indianapolis	\$24,424	72.4%	\$62,291	16.6%	49.5%	21.0%
Comanche	Lawton	\$29,846	65.6%	\$55,194	20.0%	46.6%	18.3%
Comanche	Sterling	\$25,819	46.6%	\$67,785	14.7%	30.5%	6.0%
Cotton	Big Pasture	\$48,037	50.0%	\$54,361	13.2%	32.7%	5.4%
Cotton	Temple	\$50,355	77.6%	\$49,663	21.3%	44.5%	15.4%
Cotton	Walters	\$25,437	56.7%	\$55,901	16.6%	27.1%	5.5%
Craig	Bluejacket	\$41,090	67.4%	\$55,189	10.6%	23.2%	9.0%
Craig	Ketchum	\$93,039	69.2%	\$51,841	24.2%	40.5%	4.8%
Craig	Vinita	\$28,480	67.9%	\$48,600	20.2%	35.3%	5.3%
Craig	Welch	\$40,120	51.7%	\$52,898	15.3%	25.5%	8.2%
Craig	White Oak	\$148,267	85.4%	\$53,224	12.2%	26.9%	15.9%
Creek	Allen-Bowden	\$51,505	84.3%	\$67,803	7.3%	16.7%	3.4%
Creek	Bristow	\$24,940	74.6%	\$48,467	23.6%	30.8%	7.7%
Creek	Depew	\$70,261	58.4%	\$56,444	11.6%	23.0%	4.6%
Creek	Drumright	\$33,202	76.2%	\$51,093	19.4%	40.8%	5.2%

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# School District Indicators

## Socioeconomic Conditions

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County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Creek	Gypsy	\$48,387	89.1%	\$49,630	11.4%	27.6%	4.2%
Creek	Kellyville	\$29,917	73.2%	\$60,748	16.1%	28.7%	7.3%
Creek	Kiefer	\$49,594	48.0%	\$65,459	10.0%	20.0%	7.0%
Creek	Lone Star	\$7,847	49.7%	\$53,883	20.4%	32.7%	14.6%
Creek	Mannford	\$25,339	62.6%	\$60,463	13.1%	38.8%	7.4%
Creek	Mounds	\$27,573	69.6%	\$59,458	13.5%	47.0%	10.9%
Creek	Oilton	\$18,358	79.9%	\$48,585	17.3%	34.0%	14.0%
Creek	Olive	\$27,282	60.5%	\$57,101	15.4%	23.6%	6.3%
Creek	Pretty Water	\$31,837	56.3%	\$68,546	7.3%	25.7%	6.0%
Creek	Sapulpa	\$42,648	67.5%	\$61,293	14.7%	32.8%	8.0%
Custer	Arapaho-Butler	\$69,639	40.0%	\$68,110	8.2%	29.8%	4.5%
Custer	Clinton	\$33,305	81.8%	\$63,335	12.7%	42.3%	6.9%
Custer	Thomas-Fay-Custer	\$91,757	49.1%	\$62,842	20.2%	20.5%	7.1%
Custer	Weatherford	\$43,702	50.1%	\$59,018	19.8%	29.7%	7.0%
Delaware	Cleora	\$340,527	55.7%	\$62,863	21.5%	28.7%	14.4%
Delaware	Colcord	\$15,679	80.3%	\$40,281	21.6%	28.4%	7.8%
Delaware	Grove	\$79,227	62.9%	\$57,377	17.6%	39.6%	7.2%
Delaware	Jay	\$29,389	78.3%	\$44,369	30.0%	38.5%	7.4%
Delaware	Kansas	\$14,645	84.8%	\$49,758	17.4%	23.7%	20.7%
Delaware	Kenwood	\$6,690	85.6%	\$38,831	23.9%	56.4%	10.9%
Delaware	Leach	\$17,277	76.3%	\$42,487	22.0%	29.8%	8.3%
Delaware	Moseley	\$39,168	81.4%	\$41,375	16.8%	23.2%	12.4%
Delaware	Oaks-Mission	\$19,768	78.9%	\$46,649	23.7%	20.0%	22.7%
Dewey	Seiling	\$214,473	48.7%	\$68,110	12.7%	32.9%	8.6%
Dewey	Taloga	\$824,541	64.0%	\$84,470	11.1%	19.2%	17.8%
Dewey	Vici	\$55,849	46.6%	\$59,646	17.4%	25.9%	4.9%
Ellis	Arnett	\$177,634	45.5%	\$87,059	9.6%	16.1%	8.3%
Ellis	Fargo	\$170,534	65.5%	\$63,572	9.5%	8.3%	8.0%
Ellis	Gage	\$123,245	70.5%	\$58,085	13.8%	18.3%	22.4%
Ellis	Shattuck	\$86,238	43.4%	\$62,865	23.2%	33.0%	3.3%
Garfield	Chisholm	\$63,428	31.5%	\$87,155	7.4%	21.4%	4.5%
Garfield	Covington-Douglas	\$98,745	58.1%	\$55,029	13.9%	29.7%	5.1%
Garfield	Drummond	\$41,575	44.9%	\$62,772	12.3%	26.8%	3.1%
Garfield	Enid	\$34,706	71.1%	\$58,949	14.3%	34.4%	14.2%
Garfield	Garber	\$65,380	57.1%	\$63,243	11.5%	26.9%	6.5%
Garfield	Kremlin-Hillsdale	\$121,712	37.3%	\$75,328	3.8%	6.6%	4.4%
Garfield	Pioneer-Pleasant Vale	\$156,279	60.8%	\$54,898	19.4%	39.5%	7.0%
Garfield	Waukomis	\$51,646	53.3%	\$60,802	9.1%	24.9%	7.4%
Garvin	Elmore City-Pernell	\$59,589	60.8%	\$61,711	16.2%	19.9%	11.6%
Garvin	Lindsay	\$50,114	50.0%	\$57,412	18.4%	30.2%	7.4%

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# School District Indicators

## Socioeconomic Conditions

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County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Garvin	Maysville	\$42,010	70.7%	\$46,483	22.3%	25.7%	5.8%
Garvin	Paoli	\$27,273	78.2%	\$59,638	14.3%	21.6%	16.5%
Garvin	Pauls Valley	\$30,955	66.2%	\$51,562	21.8%	37.0%	10.2%
Garvin	Stratford	\$21,332	64.1%	\$46,185	21.4%	25.2%	6.2%
Garvin	Whitebead	\$32,788	52.6%	\$67,767	10.3%	24.4%	4.7%
Garvin	Wynnewood	\$134,140	62.0%	\$52,714	16.4%	21.3%	12.2%
Grady	Alex	\$190,339	78.0%	\$56,638	18.7%	21.0%	7.6%
Grady	Amber-Pocasset	\$65,280	46.3%	\$75,420	10.4%	16.7%	6.3%
Grady	Bridge Creek	\$25,162	48.8%	\$69,839	10.7%	30.6%	7.6%
Grady	Chickasha	\$33,845	71.7%	\$52,459	17.6%	33.3%	10.5%
Grady	Friend	\$59,107	52.4%	\$67,066	9.5%	16.8%	FTR
Grady	Middleberg	\$85,698	45.6%	\$79,877	8.1%	16.0%	5.2%
Grady	Minco	\$77,403	52.4%	\$60,010	9.7%	25.2%	6.6%
Grady	Ninnekah	\$50,698	68.4%	\$66,386	15.2%	35.3%	8.6%
Grady	Pioneer	\$29,853	43.2%	\$61,158	20.3%	22.5%	3.9%
Grady	Rush Springs	\$44,059	58.5%	\$42,955	17.1%	34.9%	6.7%
Grady	Tuttle	\$37,335	23.4%	\$76,942	8.8%	20.8%	4.5%
Grady	Verden	\$34,890	63.0%	\$58,703	8.5%	16.9%	4.2%
Grant	Deer Creek-Lamont	\$151,517	48.6%	\$81,199	7.3%	41.2%	11.6%
Grant	Medford	\$386,983	53.4%	\$63,859	9.1%	25.4%	16.7%
Grant	Pond Creek-Hunter	\$201,971	53.7%	\$58,660	10.9%	27.7%	4.1%
Greer	Granite	\$33,438	52.5%	\$48,198	11.5%	24.9%	16.0%
Greer	Mangum	\$23,948	68.5%	\$51,611	15.9%	29.6%	8.7%
Harmon	Hollis	\$35,304	77.6%	\$50,839	23.1%	35.2%	9.3%
Harper	Buffalo	\$81,009	62.5%	\$47,196	14.1%	35.8%	7.1%
Harper	Laverne	\$99,175	52.7%	\$68,982	14.3%	20.1%	8.7%
Haskell	Keota	\$16,742	80.4%	\$47,975	18.2%	24.6%	2.5%
Haskell	Kinta	\$43,352	100.0%	\$45,446	20.3%	34.2%	FTR
Haskell	McCurtain	\$22,317	72.6%	\$46,804	22.9%	36.9%	12.5%
Haskell	Stigler	\$21,077	64.0%	\$46,064	19.3%	37.6%	8.2%
Haskell	Whitefield	\$21,221	72.3%	\$43,455	13.0%	25.0%	4.5%
Hughes	Calvin	\$172,145	79.1%	\$43,260	17.1%	19.8%	23.7%
Hughes	Holdenville	\$38,526	81.0%	\$48,705	24.0%	33.6%	10.0%
Hughes	Moss	\$65,226	59.3%	\$56,446	14.7%	9.3%	5.2%
Hughes	Stuart	\$88,827	73.4%	\$59,351	17.2%	30.3%	13.5%
Hughes	Wetumka	\$23,783	78.9%	\$42,875	24.0%	41.6%	11.3%
Jackson	Altus	\$28,924	61.3%	\$53,695	16.3%	34.0%	15.9%
Jackson	Blair	\$23,142	56.8%	\$67,615	15.5%	34.1%	6.3%
Jackson	Duke	\$50,279	37.2%	\$52,122	15.4%	29.2%	9.8%
Jackson	Eldorado	\$91,783	78.8%	\$59,803	23.2%	37.6%	23.5%

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# School District Indicators

## Socioeconomic Conditions

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County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Jackson	Navajo	\$23,095	38.6%	\$78,275	10.0%	19.5%	6.8%
Jackson	Olustee	\$28,335	81.1%	\$46,936	24.6%	14.5%	14.0%
Jefferson	Ringling	\$30,744	71.1%	\$47,735	23.6%	28.5%	4.3%
Jefferson	Ryan	\$27,440	63.7%	\$43,400	15.5%	52.5%	8.8%
Jefferson	Terral	\$46,712	101.6%	\$48,186	25.0%	33.3%	7.4%
Jefferson	Waurika	\$35,096	71.5%	\$49,360	22.6%	49.1%	19.2%
Johnston	Coleman	\$42,327	74.2%	\$65,554	16.3%	27.4%	5.3%
Johnston	Mannsville	\$73,860	85.3%	\$49,571	15.0%	32.6%	18.4%
Johnston	Milburn	\$58,851	78.3%	\$53,170	13.5%	34.1%	8.5%
Johnston	Mill Creek	\$117,415	77.6%	\$60,970	19.7%	29.9%	8.6%
Johnston	Ravia	\$73,068	96.8%	\$55,126	17.7%	30.5%	19.6%
Johnston	Tishomingo	\$27,521	65.2%	\$45,968	22.7%	55.3%	4.2%
Johnston	Wapanucka	\$53,616	62.8%	\$55,337	13.4%	39.2%	3.4%
Kay	Blackwell	\$29,948	69.2%	\$52,105	18.9%	47.7%	10.4%
Kay	Kildare	\$201,130	74.1%	\$82,616	9.7%	14.7%	11.0%
Kay	Newkirk	\$29,201	65.7%	\$51,749	14.8%	32.9%	8.1%
Kay	Peckham	\$83,452	83.3%	\$70,727	18.2%	27.9%	5.9%
Kay	Ponca City	\$52,816	68.3%	\$55,887	18.6%	39.7%	11.5%
Kay	Tonkawa	\$37,681	59.4%	\$54,858	19.7%	36.1%	9.0%
Kingfisher	Cashion	\$94,281	32.7%	\$76,322	4.7%	37.8%	5.0%
Kingfisher	Dover	\$78,869	81.0%	\$63,293	6.7%	37.5%	7.1%
Kingfisher	Hennessey	\$46,817	83.8%	\$70,400	8.0%	31.9%	5.1%
Kingfisher	Kingfisher	\$46,639	49.7%	\$66,306	5.5%	26.6%	8.2%
Kingfisher	Lomega	\$82,631	74.5%	\$77,649	4.1%	12.5%	5.4%
Kingfisher	Okarche	\$117,881	25.5%	\$88,834	8.1%	9.5%	5.9%
Kiowa	Hobart	\$31,899	68.0%	\$59,577	28.5%	43.8%	9.8%
Kiowa	Lone Wolf	\$200,165	85.7%	\$52,871	14.0%	44.8%	34.0%
Kiowa	Mountain View-Gotebo	\$87,933	70.2%	\$57,256	19.4%	29.7%	13.6%
Kiowa	Snyder	\$52,496	72.4%	\$49,374	21.8%	27.5%	8.0%
Latimer	Buffalo Valley	\$40,336	71.2%	\$53,969	10.6%	19.6%	5.5%
Latimer	Panola	\$53,773	81.7%	\$59,961	16.4%	46.1%	17.9%
Latimer	Red Oak	\$49,331	74.4%	\$65,735	10.4%	14.7%	8.1%
Latimer	Wilburton	\$29,423	67.8%	\$53,396	18.6%	37.1%	8.4%
Le Flore	Arkoma	\$15,186	79.0%	\$34,734	34.3%	27.3%	13.6%
Le Flore	Bokoshe	\$25,302	92.8%	\$44,651	31.9%	38.9%	15.6%
Le Flore	Cameron	\$39,241	84.5%	\$51,494	23.6%	35.8%	14.1%
Le Flore	Fanshawe	\$74,590	57.6%	\$60,466	21.2%	8.6%	10.1%
Le Flore	Heavener	\$19,162	82.0%	\$39,152	29.9%	35.3%	7.1%
Le Flore	Hodgen	\$15,497	78.0%	\$54,173	38.0%	13.6%	6.3%
Le Flore	Howe	\$13,074	82.1%	\$52,647	15.6%	33.5%	7.9%

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# School District Indicators

## Socioeconomic Conditions

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County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Le Flore	Leflore	\$24,817	72.5%	\$49,382	23.2%	16.8%	16.2%
Le Flore	Monroe	\$51,385	76.2%	\$63,014	12.2%	15.3%	18.9%
Le Flore	Panama	\$25,675	82.6%	\$42,160	24.2%	36.7%	11.1%
Le Flore	Pocola	\$23,558	70.8%	\$41,725	22.4%	34.3%	6.8%
Le Flore	Poteau	\$25,790	61.9%	\$55,814	21.2%	34.5%	10.2%
Le Flore	Shady Point	\$34,303	78.0%	\$57,536	18.2%	21.4%	14.8%
Le Flore	Spiro	\$28,951	69.9%	\$47,959	20.8%	31.7%	15.4%
Le Flore	Talihina	\$10,993	70.6%	\$39,893	31.6%	46.4%	13.1%
Le Flore	Whitesboro	\$19,941	78.5%	\$41,990	14.6%	29.6%	13.8%
Le Flore	Wister	\$14,489	69.3%	\$47,208	22.8%	31.8%	6.3%
Lincoln	Agra	\$16,479	85.9%	\$71,861	17.7%	25.9%	6.1%
Lincoln	Carney	\$26,859	73.8%	\$51,353	23.4%	17.3%	16.0%
Lincoln	Chandler	\$31,191	44.8%	\$52,090	15.2%	31.6%	7.5%
Lincoln	Davenport	\$40,393	56.5%	\$48,813	19.4%	40.2%	2.7%
Lincoln	Meeker	\$22,813	57.9%	\$67,479	13.5%	19.1%	9.6%
Lincoln	Prague	\$27,074	56.5%	\$65,195	8.7%	22.0%	11.1%
Lincoln	Stroud	\$271,929	56.7%	\$54,684	14.9%	36.4%	11.6%
Lincoln	Wellston	\$25,341	53.5%	\$57,346	16.1%	22.3%	4.2%
Lincoln	White Rock	\$45,626	80.8%	\$52,870	16.8%	19.1%	21.8%
Logan	Coyle	\$65,056	71.3%	\$63,749	18.1%	14.1%	FTR
Logan	Crescent	\$38,357	48.0%	\$60,247	9.4%	22.6%	7.6%
Logan	Guthrie	\$37,605	62.8%	\$60,117	16.3%	30.9%	19.1%
Logan	Mulhall-Orlando	\$127,999	51.5%	\$64,704	12.0%	31.1%	3.0%
Love	Greenville	\$55,108	90.8%	\$56,914	18.2%	31.5%	5.7%
Love	Marietta	\$27,914	70.5%	\$51,750	17.4%	30.6%	7.6%
Love	Thackerville	\$121,233	76.3%	\$49,915	11.1%	31.3%	16.2%
Love	Turner	\$73,013	55.4%	\$61,527	12.0%	12.9%	6.9%
Major	Aline-Cleo	\$122,990	52.9%	\$70,875	11.4%	36.0%	9.2%
Major	Cimarron	\$78,789	51.5%	\$68,789	7.8%	15.4%	9.9%
Major	Fairview	\$50,875	47.6%	\$57,922	21.1%	29.3%	8.2%
Major	Ringwood	\$45,941	55.1%	\$77,595	7.6%	7.9%	1.9%
Marshall	Kingston	\$51,229	82.8%	\$53,720	21.3%	36.2%	11.8%
Marshall	Madill	\$35,361	69.4%	\$52,774	13.6%	26.1%	6.4%
Mayes	Adair	\$26,003	54.1%	\$58,952	16.0%	31.0%	7.0%
Mayes	Chouteau-Mazie	\$52,250	76.5%	\$52,933	24.5%	31.5%	7.5%
Mayes	Locust Grove	\$21,550	96.4%	\$49,993	18.8%	15.5%	6.6%
Mayes	Osage	\$99,346	60.2%	\$61,024	9.8%	17.2%	4.9%
Mayes	Pryor	\$122,460	57.9%	\$55,289	20.1%	29.8%	7.7%
Mayes	Salina	\$19,921	71.3%	\$43,225	24.3%	49.6%	9.8%
Mayes	Spavinaw	\$54,828	86.2%	\$38,911	26.7%	38.6%	10.6%

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# School District Indicators

## Socioeconomic Conditions

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County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Mayes	Wickliffe	\$11,827	80.3%	\$44,272	22.2%	31.6%	16.9%
McClain	Blanchard	\$26,985	46.6%	\$70,686	12.1%	19.9%	7.5%
McClain	Byars	\$15,665	87.2%	\$50,109	18.7%	17.1%	FTR
McClain	Dibble	\$21,539	62.3%	\$55,342	11.5%	35.0%	10.6%
McClain	Newcastle	\$47,279	28.1%	\$83,590	7.1%	26.6%	23.2%
McClain	Purcell	\$28,528	54.0%	\$57,590	13.6%	23.5%	9.1%
McClain	Washington	\$26,394	26.0%	\$83,804	2.7%	20.1%	3.8%
McClain	Wayne	\$39,862	65.4%	\$64,253	15.9%	36.8%	9.1%
McCurtain	Battiest	\$40,424	80.7%	\$51,869	21.7%	14.8%	1.9%
McCurtain	Broken Bow	\$28,247	79.6%	\$42,071	21.7%	37.1%	4.0%
McCurtain	Denison	\$22,735	58.5%	\$51,610	18.2%	49.2%	3.7%
McCurtain	Eagletown	\$32,990	80.7%	\$37,541	22.9%	24.1%	19.4%
McCurtain	Forest Grove	\$38,441	86.2%	\$54,102	20.9%	31.7%	5.2%
McCurtain	Glover	\$29,387	85.4%	\$38,935	24.9%	35.7%	7.8%
McCurtain	Haworth	\$11,705	79.6%	\$45,749	19.1%	41.3%	10.5%
McCurtain	Holly Creek	\$11,695	78.3%	\$47,703	24.6%	7.9%	4.9%
McCurtain	Idabel	\$19,830	89.7%	\$38,164	33.9%	54.5%	10.5%
McCurtain	Lukfata	\$16,530	57.6%	\$46,346	19.7%	35.7%	2.1%
McCurtain	Smithville	\$27,305	82.6%	\$45,217	17.6%	33.8%	4.6%
McCurtain	Valliant	\$67,887	77.7%	\$51,809	25.4%	34.2%	7.9%
McCurtain	Wright City	\$8,780	65.8%	\$44,382	20.9%	25.0%	7.0%
McIntosh	Checotah	\$35,115	88.0%	\$46,687	20.1%	31.3%	11.4%
McIntosh	Eufaula	\$38,633	73.1%	\$47,368	21.2%	40.9%	13.5%
McIntosh	Hanna	\$42,035	84.0%	\$47,873	27.2%	39.3%	7.2%
McIntosh	Midway	\$30,837	85.6%	\$46,669	16.3%	24.8%	18.9%
McIntosh	Ryal	\$9,003	88.4%	\$51,551	22.5%	50.0%	24.6%
McIntosh	Stidham	\$19,873	83.8%	\$41,997	23.6%	12.1%	5.9%
Murray	Davis	\$58,009	45.8%	\$57,354	12.7%	25.1%	8.8%
Murray	Sulphur	\$22,866	56.1%	\$54,121	19.2%	29.9%	8.1%
Muskogee	Braggs	\$30,620	78.0%	\$51,285	14.4%	31.4%	18.4%
Muskogee	Fort Gibson	\$68,437	46.8%	\$68,951	13.5%	33.4%	5.0%
Muskogee	Haskell	\$27,988	64.0%	\$51,597	21.6%	25.8%	13.1%
Muskogee	Hilldale	\$25,634	51.6%	\$67,331	7.4%	35.1%	3.2%
Muskogee	Muskogee	\$43,516	80.8%	\$47,777	27.1%	44.9%	8.8%
Muskogee	Oktaha	\$11,676	68.1%	\$60,699	11.5%	15.8%	11.9%
Muskogee	Porum	\$11,616	71.8%	\$36,368	26.2%	31.3%	7.2%
Muskogee	Wainwright	\$26,376	82.8%	\$47,357	22.6%	20.4%	8.6%
Muskogee	Warner	\$17,748	66.7%	\$58,740	14.0%	44.0%	11.0%
Muskogee	Webbers Falls	\$28,331	85.5%	\$51,478	22.7%	30.8%	13.7%
Noble	Billings	\$207,311	95.2%	\$43,858	22.6%	16.0%	12.5%

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# School District Indicators

## Socioeconomic Conditions

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County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Noble	Frontier	\$218,434	70.6%	\$54,121	19.0%	39.7%	0.8%
Noble	Morrison	\$63,583	59.1%	\$61,084	8.7%	19.5%	5.4%
Noble	Perry	\$46,164	49.1%	\$57,941	15.4%	17.9%	4.8%
Nowata	Nowata	\$29,384	76.4%	\$46,671	18.9%	35.2%	15.5%
Nowata	Oklahoma Union	\$28,545	60.3%	\$53,559	15.7%	32.9%	7.1%
Nowata	South Coffeyville	\$28,562	64.0%	\$52,535	11.0%	31.1%	14.8%
Okfuskee	Bearden	\$41,899	59.1%	\$64,672	12.7%	19.0%	17.3%
Okfuskee	Graham-Dustin	\$40,131	84.5%	\$56,164	23.3%	39.8%	17.4%
Okfuskee	Mason	\$17,675	74.4%	\$59,846	12.2%	24.4%	10.4%
Okfuskee	Okemah	\$28,468	78.7%	\$40,573	33.0%	49.5%	25.5%
Okfuskee	Paden	\$84,264	67.7%	\$48,274	19.5%	26.3%	7.0%
Okfuskee	Weleetka	\$35,852	81.6%	\$45,601	27.3%	36.6%	11.8%
Oklahoma	Bethany	\$8,282	43.8%	\$46,864	21.0%	18.0%	2.4%
Oklahoma	Choctaw-Nicoma Park	\$36,432	33.1%	\$81,425	8.2%	26.2%	5.1%
Oklahoma	Crooked Oak	\$52,989	95.9%	\$31,080	37.2%	66.1%	5.4%
Oklahoma	Crutcho	\$36,446	97.4%	\$31,138	37.7%	80.9%	24.2%
Oklahoma	Deer Creek	\$63,738	9.7%	\$148,293	3.8%	10.8%	4.8%
Oklahoma	Edmond	\$74,594	27.0%	\$100,166	8.4%	20.0%	13.0%
Oklahoma	Harrah	\$37,647	48.4%	\$63,549	13.4%	28.6%	7.6%
Oklahoma	Jones	\$33,616	40.8%	\$71,444	11.7%	26.6%	4.8%
Oklahoma	Luther	\$89,123	61.8%	\$69,821	10.8%	18.0%	8.0%
Oklahoma	Midwest City-Del City	\$34,534	69.7%	\$55,940	16.0%	45.7%	7.7%
Oklahoma	Millwood	\$45,125	99.1%	\$64,661	11.7%	24.0%	3.0%
Oklahoma	Oakdale	\$149,321	13.5%	\$219,858	4.8%	3.5%	3.3%
Oklahoma	Oklahoma City	\$49,735	80.1%	\$53,011	27.2%	47.1%	11.6%
Oklahoma	Putnam City	\$50,215	75.2%	\$63,283	16.6%	40.5%	14.7%
Oklahoma	Western Heights	\$93,065	92.4%	\$44,587	22.4%	45.6%	12.3%
Okmulgee	Beggs	\$25,059	69.1%	\$59,565	12.3%	31.6%	7.5%
Okmulgee	Dewar	\$9,891	64.8%	\$44,720	17.3%	31.5%	14.6%
Okmulgee	Henryetta	\$22,827	73.5%	\$49,257	21.8%	34.4%	11.1%
Okmulgee	Morris	\$17,290	59.8%	\$62,270	14.9%	38.6%	8.0%
Okmulgee	Okmulgee	\$35,827	92.1%	\$42,213	25.0%	53.1%	9.8%
Okmulgee	Preston	\$13,084	56.8%	\$58,756	19.3%	52.5%	3.0%
Okmulgee	Schulter	\$26,008	89.7%	\$41,283	33.0%	30.9%	2.8%
Okmulgee	Twin Hills	\$19,834	60.5%	\$59,210	14.5%	20.6%	6.1%
Okmulgee	Wilson	\$17,053	87.3%	\$59,938	5.4%	27.8%	12.7%
Osage	Anderson	\$75,192	50.2%	\$77,125	6.8%	10.2%	4.7%
Osage	Avant	\$105,128	87.5%	\$57,216	19.6%	16.7%	9.9%
Osage	Barnsdall	\$53,627	64.4%	\$56,309	13.9%	28.6%	5.8%
Osage	Bowring	\$106,193	72.0%	\$46,377	17.5%	26.6%	2.7%

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# School District Indicators

## Socioeconomic Conditions

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County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Osage	Hominy	\$38,366	77.2%	\$52,077	24.5%	55.6%	7.1%
Osage	McCord	\$39,209	60.1%	\$64,218	12.4%	8.5%	3.8%
Osage	Osage Hills	\$90,345	64.3%	\$68,878	5.1%	23.8%	6.1%
Osage	Pawhuska	\$40,472	65.0%	\$44,139	20.8%	46.3%	8.0%
Osage	Prue	\$49,206	93.9%	\$53,855	15.8%	25.2%	10.7%
Osage	Shidler	\$65,419	58.5%	\$48,918	19.3%	29.3%	10.3%
Osage	Woodland	\$38,895	78.8%	\$43,928	23.8%	30.8%	5.8%
Osage	Wynona	\$81,983	68.6%	\$53,047	20.2%	20.0%	4.2%
Ottawa	Afton	\$31,023	83.7%	\$44,157	26.0%	39.9%	6.8%
Ottawa	Commerce	\$27,587	77.5%	\$38,758	25.0%	45.6%	3.7%
Ottawa	Fairland	\$26,014	62.4%	\$46,337	18.4%	25.3%	3.8%
Ottawa	Miami	\$23,905	67.3%	\$47,499	22.3%	43.4%	8.9%
Ottawa	Quapaw	\$28,294	75.1%	\$46,158	25.6%	34.2%	7.5%
Ottawa	Turkey Ford	\$66,861	75.5%	\$54,369	10.7%	14.1%	3.7%
Ottawa	Wyandotte	\$22,317	57.9%	\$50,975	21.5%	23.0%	8.2%
Pawnee	Cleveland	\$31,135	65.8%	\$57,593	12.6%	30.3%	9.6%
Pawnee	Jennings	\$27,852	77.5%	\$46,788	17.5%	31.3%	7.1%
Pawnee	Pawnee	\$35,467	68.5%	\$49,856	13.8%	34.1%	7.2%
Payne	Cushing	\$129,654	60.3%	\$55,780	16.8%	33.0%	9.5%
Payne	Glencoe	\$56,798	68.6%	\$63,540	10.1%	19.5%	4.2%
Payne	Oak Grove	\$26,882	45.6%	\$64,171	12.3%	24.1%	0.0%
Payne	Perkins-Tryon	\$36,466	44.2%	\$56,038	21.2%	30.7%	6.9%
Payne	Ripley	\$43,573	77.5%	\$61,800	15.4%	23.9%	4.8%
Payne	Stillwater	\$59,308	46.3%	\$53,213	29.8%	29.2%	7.9%
Payne	Yale	\$47,248	62.8%	\$60,686	19.5%	19.9%	14.2%
Pittsburg	Canadian	\$70,576	84.9%	\$49,153	24.9%	30.5%	14.0%
Pittsburg	Crowder	\$45,976	64.0%	\$60,208	12.3%	27.4%	20.3%
Pittsburg	Frink-Chambers	\$52,849	63.6%	\$90,715	8.5%	22.3%	3.2%
Pittsburg	Haileyville	\$37,009	83.3%	\$48,410	19.3%	44.5%	14.8%
Pittsburg	Hartshorne	\$22,131	72.4%	\$66,164	14.2%	38.7%	8.2%
Pittsburg	Haywood	\$97,026	83.2%	\$61,872	10.0%	21.3%	26.2%
Pittsburg	Indianola	\$94,224	79.9%	\$60,297	13.3%	27.0%	13.8%
Pittsburg	Kiowa	\$231,341	57.8%	\$50,980	21.3%	48.3%	8.4%
Pittsburg	Krebs	\$72,109	64.0%	\$56,811	15.6%	28.1%	9.1%
Pittsburg	McAlester	\$28,208	72.0%	\$50,114	24.3%	45.3%	8.2%
Pittsburg	Pittsburg	\$35,585	71.1%	\$49,333	17.4%	18.0%	11.8%
Pittsburg	Quinton	\$30,658	85.4%	\$44,746	23.7%	27.4%	12.3%
Pittsburg	Savanna	\$24,247	60.3%	\$63,778	12.4%	34.5%	4.7%
Pittsburg	Tannehill	\$57,162	73.3%	\$72,314	6.7%	25.0%	5.4%
Pontotoc	Ada	\$36,762	62.0%	\$46,854	25.6%	46.6%	9.3%

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# School District Indicators

## Socioeconomic Conditions

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County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Pontotoc	Allen	\$49,275	70.6%	\$57,718	16.8%	28.1%	3.3%
Pontotoc	Byng	\$29,119	58.0%	\$60,866	14.1%	43.3%	7.4%
Pontotoc	Latta	\$28,648	48.0%	\$60,358	14.8%	29.8%	7.6%
Pontotoc	Roff	\$43,110	76.0%	\$61,158	19.9%	27.1%	7.6%
Pontotoc	Stonewall	\$67,910	82.0%	\$50,709	20.0%	34.7%	18.9%
Pontotoc	Vanoss	\$32,875	64.0%	\$57,160	13.9%	23.9%	8.1%
Pottawatomie	Asher	\$20,999	72.3%	\$48,896	18.0%	25.0%	9.6%
Pottawatomie	Bethel	\$19,838	49.7%	\$72,417	10.5%	20.1%	3.9%
Pottawatomie	Dale	\$20,916	38.4%	\$61,702	19.7%	36.5%	3.8%
Pottawatomie	Earlsboro	\$28,047	74.9%	\$56,035	22.2%	29.1%	8.6%
Pottawatomie	Grove	\$89,456	26.3%	\$105,014	4.4%	22.8%	4.3%
Pottawatomie	Macomb	\$30,624	77.0%	\$47,338	24.0%	17.4%	20.9%
Pottawatomie	Maud	\$23,022	76.0%	\$47,912	17.0%	27.5%	16.2%
Pottawatomie	McLoud	\$23,568	67.5%	\$63,124	12.9%	23.3%	8.2%
Pottawatomie	North Rock Creek	\$70,979	50.0%	\$62,690	16.4%	23.4%	3.6%
Pottawatomie	Pleasant Grove	\$12,445	78.4%	\$98,949	26.0%	32.0%	3.8%
Pottawatomie	Shawnee	\$28,777	77.3%	\$43,548	26.5%	49.5%	14.1%
Pottawatomie	South Rock Creek	\$23,775	37.0%	\$60,776	6.0%	9.6%	2.0%
Pottawatomie	Tecumseh	\$14,123	59.6%	\$59,431	14.4%	32.2%	8.0%
Pottawatomie	Wanette	\$47,534	78.8%	\$48,348	16.7%	31.7%	17.2%
Pushmataha	Albion	\$33,706	89.7%	\$47,053	11.7%	32.6%	17.1%
Pushmataha	Antlers	\$19,830	70.9%	\$46,441	32.5%	44.2%	6.1%
Pushmataha	Clayton	\$25,938	90.7%	\$39,833	21.7%	33.3%	20.7%
Pushmataha	Moyers	\$15,865	87.4%	\$48,944	12.6%	44.2%	11.4%
Pushmataha	Nashoba	\$71,948	82.0%	\$41,392	15.7%	17.5%	22.0%
Pushmataha	Rattan	\$12,839	64.7%	\$48,495	17.8%	39.2%	10.7%
Pushmataha	Tuskahoma	\$39,520	85.0%	\$41,033	20.3%	20.8%	10.5%
Roger Mills	Cheyenne	\$195,102	32.9%	\$74,367	12.9%	42.2%	8.8%
Roger Mills	Hammon	\$226,477	53.6%	\$66,398	23.3%	13.7%	8.0%
Roger Mills	Leedey	\$156,580	34.3%	\$60,598	7.8%	19.1%	1.9%
Roger Mills	Reydon	\$322,687	51.1%	\$64,436	10.2%	22.8%	9.6%
Roger Mills	Sweetwater	\$559,699	84.7%	\$61,675	21.2%	12.5%	10.6%
Rogers	Catoosa	\$79,321	67.3%	\$65,414	11.9%	26.9%	9.9%
Rogers	Chelsea	\$27,533	72.7%	\$53,976	18.2%	33.8%	11.0%
Rogers	Claremore	\$38,870	57.6%	\$57,094	12.8%	34.3%	9.3%
Rogers	Foyil	\$20,612	76.6%	\$55,722	17.6%	33.7%	9.5%
Rogers	Inola	\$27,510	50.4%	\$65,195	8.8%	29.4%	5.9%
Rogers	Justus-Tiawah	\$58,649	34.2%	\$79,069	5.8%	18.1%	10.2%
Rogers	Oologah-Talala	\$70,171	44.4%	\$79,566	6.6%	22.2%	10.2%
Rogers	Sequoyah	\$26,212	40.6%	\$66,773	6.9%	21.5%	4.2%

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# School District Indicators

## Socioeconomic Conditions

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County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Rogers	Verdigris	\$88,183	23.7%	\$80,245	3.9%	19.9%	4.7%
Seminole	Bowlegs	\$28,575	78.6%	\$54,929	10.4%	18.7%	14.8%
Seminole	Butner	\$84,863	78.7%	\$50,412	17.9%	29.9%	13.9%
Seminole	Justice	\$8,041	91.0%	\$63,966	17.3%	16.7%	7.1%
Seminole	Konawa	\$67,238	70.4%	\$49,589	17.9%	29.1%	6.7%
Seminole	New Lima	\$24,295	82.9%	\$60,600	16.0%	41.5%	10.0%
Seminole	Sasakwa	\$29,940	101.8%	\$49,743	26.4%	31.7%	16.5%
Seminole	Seminole	\$29,050	66.3%	\$48,820	24.0%	42.5%	11.0%
Seminole	Strother	\$38,797	70.0%	\$69,573	14.9%	13.0%	19.1%
Seminole	Varnum	\$22,837	70.3%	\$58,715	21.9%	39.6%	8.5%
Seminole	Wewoka	\$19,468	84.3%	\$35,326	38.2%	51.4%	26.4%
Sequoyah	Belfonte	\$8,544	90.1%	\$43,853	32.9%	20.0%	14.7%
Sequoyah	Brushy	\$9,629	84.2%	\$47,171	24.6%	26.2%	3.7%
Sequoyah	Central	\$16,659	69.9%	\$57,494	18.2%	24.1%	6.4%
Sequoyah	Gans	\$14,170	86.9%	\$50,036	15.1%	24.0%	17.6%
Sequoyah	Gore	\$37,697	73.5%	\$47,923	15.8%	21.8%	14.9%
Sequoyah	Liberty	\$29,141	68.8%	\$46,981	29.9%	42.6%	12.9%
Sequoyah	Marble City	\$27,926	82.2%	\$36,889	37.4%	23.5%	1.6%
Sequoyah	Moffett	\$2,893	88.7%	\$34,245	31.1%	83.3%	5.4%
Sequoyah	Muldrow	\$19,152	66.1%	\$53,085	20.6%	26.9%	14.4%
Sequoyah	Roland	\$21,718	76.4%	\$46,819	27.9%	47.5%	7.3%
Sequoyah	Sallisaw	\$27,510	72.4%	\$43,922	24.2%	36.4%	13.4%
Sequoyah	Vian	\$19,484	78.0%	\$47,232	25.1%	54.7%	9.4%
Stephens	Bray-Doyle	\$150,406	50.1%	\$59,507	11.8%	24.2%	7.4%
Stephens	Central High	\$30,347	35.9%	\$68,079	7.9%	19.5%	11.0%
Stephens	Comanche	\$30,376	62.2%	\$58,527	12.4%	27.1%	10.6%
Stephens	Duncan	\$43,919	52.3%	\$54,498	17.5%	36.3%	14.7%
Stephens	Empire	\$28,078	47.5%	\$71,506	10.8%	23.2%	10.0%
Stephens	Grandview	\$28,153	66.9%	\$57,678	14.9%	24.3%	FTR
Stephens	Marlow	\$29,320	49.9%	\$63,191	14.3%	27.2%	6.7%
Stephens	Velma-Alma	\$92,882	37.2%	\$60,398	10.4%	28.6%	4.3%
Texas	Goodwell	\$45,712	34.0%	\$56,772	22.0%	34.2%	5.2%
Texas	Guymon	\$43,693	73.9%	\$65,266	9.2%	30.8%	9.2%
Texas	Hardesty	\$201,108	72.3%	\$58,198	2.1%	37.3%	7.6%
Texas	Hooker	\$47,880	59.6%	\$65,937	16.4%	24.3%	3.1%
Texas	Optima	\$97,137	85.5%	\$55,636	28.9%	43.8%	9.5%
Texas	Straight	\$252,525	31.1%	\$79,953	7.1%	0.0%	8.5%
Texas	Texhoma	\$53,815	45.2%	\$59,400	11.7%	25.9%	6.6%
Texas	Tyrone	\$30,226	56.2%	\$57,933	20.5%	38.8%	0.0%
Texas	Yarbrough	\$127,313	86.4%	\$71,565	8.6%	33.3%	5.6%

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# School District Indicators

## Socioeconomic Conditions

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County	School District	Per Student Valuation of Property	Free or Reduced Lunch	Mean Household Income	Poverty Rate	Percent of Single Parent Families	Mobility Rate
Tillman	Davidson	\$66,353	89.3%	\$50,302	15.7%	60.4%	FTR
Tillman	Frederick	\$23,472	78.5%	\$44,269	27.2%	39.5%	6.5%
Tillman	Grandfield	\$27,096	85.8%	\$43,711	20.4%	21.6%	10.5%
Tillman	Tipton	\$27,116	69.1%	\$52,760	23.8%	27.2%	16.9%
Tulsa	Berryhill	\$30,422	31.5%	\$69,719	7.8%	22.6%	3.0%
Tulsa	Bixby	\$65,463	25.0%	\$103,195	6.6%	18.6%	4.3%
Tulsa	Broken Arrow	\$44,028	41.4%	\$78,668	7.8%	26.9%	8.7%
Tulsa	Collinsville	\$28,322	40.5%	\$71,579	8.0%	20.6%	4.4%
Tulsa	Glenpool	\$28,959	54.2%	\$69,958	10.3%	34.1%	5.8%
Tulsa	Jenks	\$66,259	36.8%	\$100,014	9.3%	25.2%	5.3%
Tulsa	Keystone	\$46,555	72.1%	\$58,238	12.6%	31.1%	1.9%
Tulsa	Liberty	\$27,892	66.3%	\$63,949	9.0%	17.2%	6.7%
Tulsa	Owasso	\$49,527	29.8%	\$84,527	6.9%	21.8%	6.1%
Tulsa	Sand Springs	\$30,987	60.7%	\$60,284	12.9%	31.5%	13.3%
Tulsa	Skiatook	\$32,414	50.4%	\$63,070	16.2%	36.1%	7.5%
Tulsa	Sperry	\$24,170	60.8%	\$57,872	8.4%	11.9%	4.4%
Tulsa	Tulsa	\$57,724	90.5%	\$57,116	22.9%	49.3%	19.3%
Tulsa	Union	\$48,712	65.2%	\$69,990	12.8%	36.8%	12.4%
Wagoner	Coweta	\$28,507	43.9%	\$70,034	10.7%	30.2%	5.9%
Wagoner	Okay	\$31,648	72.8%	\$61,863	13.3%	26.9%	10.0%
Wagoner	Porter Consolidated	\$32,353	61.1%	\$52,370	16.3%	24.5%	8.5%
Wagoner	Wagoner	\$28,671	70.5%	\$48,748	19.5%	44.9%	8.9%
Washington	Bartlesville	\$45,109	49.4%	\$67,816	14.7%	31.3%	13.7%
Washington	Caney Valley	\$42,600	61.6%	\$70,175	11.5%	21.3%	6.6%
Washington	Copan	\$71,208	70.5%	\$69,899	12.2%	19.1%	11.1%
Washington	Dewey	\$24,474	55.0%	\$52,248	13.6%	35.4%	5.0%
Washita	Burns Flat-Dill City	\$23,720	70.8%	\$58,088	18.1%	34.5%	14.5%
Washita	Canute	\$49,108	60.3%	\$61,009	16.7%	25.9%	20.1%
Washita	Cordell	\$48,225	57.0%	\$61,914	11.9%	26.4%	9.7%
Washita	Sentinel	\$100,034	56.4%	\$55,144	13.1%	18.7%	6.2%
Woods	Alva	\$148,433	45.6%	\$64,497	17.5%	27.1%	8.5%
Woods	Freedom	\$272,909	48.5%	\$66,838	8.2%	46.4%	8.4%
Woods	Waynoka	\$207,643	36.4%	\$64,556	10.3%	40.3%	7.0%
Woodward	Fort Supply	\$253,059	42.2%	\$64,304	25.7%	25.0%	19.1%
Woodward	Mooreland	\$96,830	51.5%	\$62,350	10.2%	24.7%	10.3%
Woodward	Sharon-Mutual	\$141,311	34.0%	\$66,311	14.2%	20.7%	4.9%
Woodward	Woodward	\$52,436	52.5%	\$69,708	15.1%	24.9%	8.3%
<b>State Summary</b>		<b>\$47,329</b>	<b>61.1%</b>	<b>\$62,871</b>	<b>16.9%</b>	<b>33.9%</b>	<b>10.2%</b>

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

# School District Indicators

## Socioeconomic Conditions and CRT Scores

County	School District	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above
Adair	Cave Springs	63.9%	17.0%	54.0%	\$10,731	n/a	n/a
Adair	Dahlongegah	62.9%	6.2%	41.7%	\$14,117	n/a	n/a
Adair	Greasy	63.0%	10.4%	67.3%	\$11,362	n/a	n/a
Adair	Maryetta	67.4%	18.7%	57.0%	\$9,385	82%	87%
Adair	Peavine	67.4%	16.2%	63.1%	\$10,529	n/a	n/a
Adair	Rocky Mountain	72.4%	10.6%	62.4%	\$10,351	n/a	n/a
Adair	Stilwell	67.0%	11.5%	57.3%	\$9,906	50%	62%
Adair	Watts	70.9%	6.9%	62.5%	\$8,134	60%	50%
Adair	Westville	62.2%	13.1%	66.1%	\$8,188	71%	67%
Adair	Zion	67.0%	20.6%	64.9%	\$8,240	55%	64%
Alfalfa	Burlington	65.0%	26.2%	41.2%	\$24,742	78%	100%
Alfalfa	Cherokee	64.4%	25.8%	58.5%	\$12,477	82%	94%
Alfalfa	Timberlake	68.3%	14.3%	55.9%	\$18,778	92%	100%
Atoka	Atoka	69.1%	11.6%	54.1%	\$8,400	83%	80%
Atoka	Caney	73.3%	12.3%	54.2%	\$9,992	91%	91%
Atoka	Harmony	59.3%	21.3%	67.2%	\$9,014	94%	71%
Atoka	Lane	72.3%	7.6%	55.6%	\$11,287	71%	79%
Atoka	Stringtown	57.4%	22.9%	62.1%	\$7,814	90%	70%
Atoka	Tushka	72.3%	14.9%	55.7%	\$8,713	90%	90%
Beaver	Balko	65.9%	24.3%	27.3%	\$19,573	85%	85%
Beaver	Beaver	65.7%	16.7%	47.7%	\$9,132	59%	59%
Beaver	Forgan	64.2%	20.7%	27.1%	\$16,143	88%	50%
Beaver	Turpin	64.6%	12.7%	44.5%	\$11,038	86%	95%
Beckham	Elk City	66.6%	16.9%	52.8%	\$7,586	72%	63%
Beckham	Erick	71.8%	10.5%	61.3%	\$11,194	92%	83%
Beckham	Merritt	69.1%	23.4%	41.0%	\$8,528	76%	76%
Beckham	Sayre	64.4%	15.2%	24.9%	\$7,295	73%	44%
Blaine	Canton	66.4%	14.9%	33.7%	\$10,789	53%	32%
Blaine	Geary	66.1%	20.0%	32.3%	\$11,277	76%	71%
Blaine	Okeene	68.9%	17.9%	36.7%	\$12,789	46%	77%
Blaine	Watonga	69.7%	12.6%	44.7%	\$7,732	90%	90%
Bryan	Achille	68.0%	14.5%	36.0%	\$11,184	53%	68%
Bryan	Bennington	62.3%	16.0%	24.1%	\$11,374	100%	100%
Bryan	Caddo	61.5%	21.4%	58.9%	\$8,987	89%	93%
Bryan	Calera	71.1%	17.1%	51.7%	\$8,047	89%	67%
Bryan	Colbert	66.9%	13.4%	64.8%	\$8,735	65%	80%
Bryan	Durant	58.7%	23.3%	58.1%	\$8,199	83%	73%
Bryan	Rock Creek	66.2%	16.9%	55.6%	\$9,607	63%	68%
Bryan	Silo	63.5%	26.8%	48.3%	\$8,595	94%	82%
Caddo	Anadarko	66.8%	17.5%	54.4%	\$9,110	58%	64%

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# School District Indicators

## Socioeconomic Conditions and CRT Scores

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County	School District	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above
Caddo	Binger-Oney	69.3%	12.1%	44.5%	\$8,756	75%	81%
Caddo	Boone-Apache	71.2%	17.6%	43.7%	\$8,119	69%	74%
Caddo	Carnegie	69.4%	13.9%	52.8%	\$8,082	69%	91%
Caddo	Cement	66.5%	8.1%	52.3%	\$10,053	75%	83%
Caddo	Cyril	75.8%	13.9%	60.6%	\$8,062	58%	54%
Caddo	Fort Cobb-Broxton	66.1%	20.7%	47.7%	\$13,016	92%	77%
Caddo	Gracemont	74.0%	12.3%	50.5%	\$10,738	75%	63%
Caddo	Hinton	72.0%	10.2%	39.4%	\$9,300	80%	94%
Caddo	Hydro-Eakly	66.5%	18.0%	44.5%	\$12,629	96%	100%
Caddo	Lookeba Sickles	67.3%	18.5%	59.5%	\$8,169	100%	100%
Canadian	Banner	57.0%	30.2%	6.7%	\$8,281	93%	87%
Canadian	Calumet	70.3%	16.8%	9.6%	\$13,516	78%	94%
Canadian	Darlington	69.0%	24.0%	17.4%	\$10,950	50%	85%
Canadian	El Reno	74.5%	10.8%	56.3%	\$9,556	80%	88%
Canadian	Maple	64.5%	15.9%	7.0%	\$22,403	81%	88%
Canadian	Mustang	67.6%	25.1%	48.6%	\$7,501	79%	83%
Canadian	Piedmont	51.7%	43.4%	47.7%	\$7,259	81%	84%
Canadian	Riverside	61.9%	20.4%	10.1%	\$8,921	89%	100%
Canadian	Union City	72.0%	16.7%	48.5%	\$8,778	69%	88%
Canadian	Yukon	64.0%	28.9%	48.3%	\$7,620	83%	84%
Carter	Ardmore	63.9%	17.5%	45.0%	\$8,449	64%	65%
Carter	Dickson	70.1%	18.9%	51.0%	\$8,121	80%	82%
Carter	Fox	71.5%	11.8%	29.8%	\$8,779	67%	67%
Carter	Healdton	74.6%	11.7%	54.1%	\$8,504	52%	52%
Carter	Lone Grove	73.8%	12.5%	55.3%	\$7,655	84%	93%
Carter	Plainview	59.5%	32.9%	45.9%	\$8,421	92%	99%
Carter	Springer	74.9%	10.4%	22.4%	\$12,155	82%	45%
Carter	Wilson	73.5%	10.2%	58.0%	\$9,536	61%	61%
Carter	Zaneis	70.0%	15.9%	58.6%	\$6,885	64%	86%
Cherokee	Briggs	60.0%	22.5%	61.9%	\$8,713	76%	73%
Cherokee	Grand View	60.5%	27.0%	59.4%	\$8,948	78%	78%
Cherokee	Hulbert	68.7%	18.5%	59.1%	\$8,791	60%	83%
Cherokee	Keys	66.2%	23.2%	50.7%	\$9,614	73%	51%
Cherokee	Lowrey	64.9%	18.7%	60.8%	\$10,182	25%	50%
Cherokee	Norwood	68.6%	14.3%	60.7%	\$9,082	31%	31%
Cherokee	Peggs	66.7%	15.7%	61.1%	\$11,660	67%	88%
Cherokee	Shady Grove	65.3%	19.0%	64.2%	\$10,263	88%	100%
Cherokee	Tahlequah	55.8%	29.2%	57.3%	\$9,082	87%	84%
Cherokee	Tenkiller	67.5%	10.4%	58.0%	\$11,158	89%	67%
Cherokee	Woodall	69.5%	15.9%	62.6%	\$8,562	88%	81%

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# School District Indicators

## Socioeconomic Conditions and CRT Scores

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County	School District	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above
Choctaw	Boswell	65.2%	13.6%	65.9%	\$8,658	100%	78%
Choctaw	Fort Towson	66.2%	16.0%	56.1%	\$8,789	76%	52%
Choctaw	Grant	61.1%	8.7%	65.1%	\$12,058	22%	33%
Choctaw	Hugo	63.3%	15.3%	61.2%	\$8,127	88%	71%
Choctaw	Soper	72.8%	12.0%	68.1%	\$8,427	68%	68%
Choctaw	Swink	70.7%	7.7%	67.4%	\$9,782	75%	75%
Cimarron	Boise City	68.4%	15.3%	35.2%	\$11,163	82%	91%
Cimarron	Felt	55.8%	28.3%	50.5%	\$13,590	n/a	n/a
Cimarron	Keyes	67.4%	17.3%	27.3%	\$15,267	n/a	n/a
Cleveland	Lexington	71.3%	7.7%	64.2%	\$7,338	80%	81%
Cleveland	Little Axe	67.5%	12.3%	64.7%	\$7,949	79%	83%
Cleveland	Moore	65.9%	25.5%	49.0%	\$7,364	86%	85%
Cleveland	Noble	72.4%	16.4%	59.8%	\$7,471	78%	86%
Cleveland	Norman	49.6%	43.5%	42.6%	\$8,363	84%	84%
Cleveland	Robin Hill	66.9%	21.8%	60.3%	\$6,839	90%	90%
Coal	Coalgate	71.5%	12.5%	37.4%	\$10,502	75%	75%
Coal	Cottonwood	69.1%	13.1%	65.7%	\$13,530	94%	100%
Coal	Tupelo	63.1%	16.4%	52.9%	\$9,595	43%	29%
Comanche	Bishop	72.2%	16.0%	53.9%	\$8,079	91%	100%
Comanche	Cache	68.3%	25.8%	35.3%	\$10,647	78%	92%
Comanche	Chattanooga	69.1%	19.6%	61.0%	\$12,390	78%	89%
Comanche	Elgin	65.8%	28.0%	49.7%	\$6,959	81%	93%
Comanche	Fletcher	71.9%	16.4%	58.2%	\$7,584	77%	85%
Comanche	Flower Mound	61.4%	32.8%	59.1%	\$6,539	89%	96%
Comanche	Geronimo	70.0%	6.8%	44.3%	\$10,550	71%	88%
Comanche	Indianapolis	72.7%	16.8%	54.8%	\$11,016	60%	60%
Comanche	Lawton	69.0%	20.0%	53.2%	\$9,314	78%	82%
Comanche	Sterling	66.6%	24.1%	60.6%	\$8,672	88%	92%
Cotton	Big Pasture	67.1%	17.3%	56.2%	\$10,421	92%	92%
Cotton	Temple	70.5%	8.6%	56.0%	\$8,469	56%	56%
Cotton	Walters	67.6%	19.2%	60.8%	\$7,098	79%	82%
Craig	Bluejacket	73.3%	13.6%	53.7%	\$10,368	69%	77%
Craig	Ketchum	68.1%	16.5%	32.3%	\$9,358	82%	77%
Craig	Vinita	67.0%	14.0%	59.5%	\$8,171	67%	55%
Craig	Welch	75.1%	13.0%	59.8%	\$10,411	94%	63%
Craig	White Oak	74.3%	15.2%	22.7%	\$15,796	n/a	n/a
Creek	Allen-Bowden	70.9%	13.1%	48.0%	\$8,630	76%	56%
Creek	Bristow	72.1%	13.5%	62.3%	\$8,269	84%	89%
Creek	Depew	71.7%	12.8%	44.5%	\$8,748	n/a	n/a
Creek	Drumright	69.1%	14.4%	56.9%	\$9,542	90%	70%

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# School District Indicators

## Socioeconomic Conditions and CRT Scores

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County	School District	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above
Creek	Gypsy	75.3%	10.7%	53.8%	\$10,326	n/a	n/a
Creek	Kellyville	73.3%	9.1%	62.0%	\$8,302	56%	63%
Creek	Kiefer	66.4%	19.6%	48.3%	\$7,528	91%	77%
Creek	Lone Star	77.1%	9.7%	66.1%	\$6,489	78%	81%
Creek	Mannford	74.3%	12.5%	61.9%	\$7,645	88%	73%
Creek	Mounds	71.4%	15.1%	61.2%	\$8,608	66%	79%
Creek	Oilton	73.0%	10.0%	64.8%	\$9,500	100%	100%
Creek	Olive	78.8%	10.6%	61.1%	\$7,856	85%	100%
Creek	Pretty Water	75.5%	9.9%	57.4%	\$7,918	75%	83%
Creek	Sapulpa	65.8%	19.4%	51.3%	\$8,690	81%	75%
Custer	Arapaho-Butler	73.8%	15.4%	43.4%	\$9,961	89%	89%
Custer	Clinton	58.0%	21.3%	53.7%	\$8,538	73%	81%
Custer	Thomas-Fay-Custer	61.5%	25.9%	33.1%	\$10,446	64%	64%
Custer	Weatherford	54.7%	35.8%	46.7%	\$7,450	80%	79%
Delaware	Cleora	68.9%	20.0%	8.3%	\$13,851	89%	100%
Delaware	Colcord	71.7%	9.2%	63.5%	\$8,732	94%	75%
Delaware	Grove	66.3%	21.2%	34.0%	\$8,891	89%	89%
Delaware	Jay	65.9%	13.0%	46.5%	\$10,763	61%	54%
Delaware	Kansas	75.1%	10.5%	62.8%	\$9,189	78%	89%
Delaware	Kenwood	59.3%	13.0%	61.3%	\$11,793	n/a	n/a
Delaware	Leach	67.0%	17.9%	63.3%	\$8,505	86%	93%
Delaware	Moseley	68.4%	8.1%	58.4%	\$9,267	88%	75%
Delaware	Oaks-Mission	66.7%	16.7%	63.6%	\$10,197	56%	38%
Dewey	Seiling	67.3%	19.7%	39.1%	\$10,743	64%	92%
Dewey	Taloga	64.3%	28.4%	20.7%	\$27,394	n/a	n/a
Dewey	Vici	67.1%	21.0%	54.3%	\$11,400	86%	100%
Ellis	Arnett	61.9%	26.9%	40.5%	\$15,662	69%	54%
Ellis	Fargo	75.9%	16.5%	33.9%	\$14,192	91%	82%
Ellis	Gage	57.0%	28.1%	47.5%	\$19,298	n/a	n/a
Ellis	Shattuck	65.2%	25.0%	47.4%	\$16,495	81%	85%
Garfield	Chisholm	63.9%	27.5%	40.0%	\$7,893	88%	85%
Garfield	Covington-Douglas	67.1%	20.7%	36.3%	\$10,934	69%	50%
Garfield	Drummond	66.4%	16.3%	47.8%	\$9,828	65%	82%
Garfield	Enid	63.9%	21.3%	55.3%	\$8,400	74%	76%
Garfield	Garber	68.4%	23.4%	39.8%	\$8,370	87%	91%
Garfield	Kremlin-Hillsdale	63.0%	28.8%	25.7%	\$9,367	57%	50%
Garfield	Pioneer-Pleasant Vale	68.9%	10.5%	23.1%	\$9,188	79%	93%
Garfield	Waukomis	65.8%	20.9%	48.7%	\$7,172	70%	60%
Garvin	Elmore City-Pernell	71.3%	16.7%	51.0%	\$8,525	77%	65%
Garvin	Lindsay	72.2%	12.1%	52.0%	\$6,850	61%	71%

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# School District Indicators

## Socioeconomic Conditions and CRT Scores

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County	School District	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above
Garvin	Maysville	72.4%	8.8%	43.3%	\$7,990	55%	75%
Garvin	Paoli	70.8%	19.9%	62.5%	\$8,781	40%	27%
Garvin	Pauls Valley	65.3%	14.7%	55.0%	\$8,590	77%	84%
Garvin	Stratford	69.4%	16.6%	58.6%	\$8,562	86%	84%
Garvin	Whitebead	61.0%	24.4%	64.8%	\$7,514	95%	89%
Garvin	Wynnewood	68.6%	16.5%	25.5%	\$8,966	74%	81%
Grady	Alex	70.2%	11.5%	36.1%	\$7,895	95%	100%
Grady	Amber-Pocasset	64.5%	20.7%	36.5%	\$9,599	88%	88%
Grady	Bridge Creek	77.0%	12.5%	60.6%	\$7,156	85%	89%
Grady	Chickasha	63.4%	20.0%	54.8%	\$8,605	68%	77%
Grady	Friend	69.6%	18.9%	50.5%	\$7,625	59%	68%
Grady	Middleberg	65.6%	24.8%	31.7%	\$10,727	89%	100%
Grady	Minco	76.1%	13.4%	26.9%	\$10,984	86%	80%
Grady	Ninnekah	73.4%	11.5%	48.9%	\$8,211	62%	54%
Grady	Pioneer	62.1%	14.0%	67.2%	\$6,626	92%	92%
Grady	Rush Springs	62.2%	13.3%	54.2%	\$8,177	67%	54%
Grady	Tuttle	71.9%	17.7%	52.2%	\$6,852	89%	85%
Grady	Verden	61.3%	17.9%	48.4%	\$9,826	78%	67%
Grant	Deer Creek-Lamont	70.5%	18.5%	42.3%	\$15,209	92%	100%
Grant	Medford	65.2%	24.0%	25.6%	\$16,639	83%	83%
Grant	Pond Creek-Hunter	67.3%	20.7%	25.6%	\$16,741	63%	71%
Greer	Granite	69.9%	10.1%	61.9%	\$9,363	67%	56%
Greer	Mangum	64.9%	14.7%	67.5%	\$8,871	81%	77%
Harmon	Hollis	58.0%	20.6%	63.1%	\$9,308	94%	94%
Harper	Buffalo	71.4%	15.9%	41.8%	\$11,726	100%	83%
Harper	Laverne	60.2%	20.6%	40.4%	\$9,017	89%	100%
Haskell	Keota	70.0%	7.0%	60.4%	\$9,872	71%	64%
Haskell	Kinta	69.2%	11.2%	44.3%	\$10,934	n/a	n/a
Haskell	McCurtain	70.0%	9.3%	67.0%	\$9,217	88%	50%
Haskell	Stigler	66.2%	11.8%	65.1%	\$7,843	75%	86%
Haskell	Whitefield	60.2%	18.4%	66.7%	\$8,199	63%	50%
Hughes	Calvin	66.9%	15.4%	19.3%	\$14,512	57%	57%
Hughes	Holdenville	64.7%	9.8%	57.7%	\$8,206	72%	76%
Hughes	Moss	72.2%	10.5%	43.2%	\$9,011	75%	65%
Hughes	Stuart	77.0%	10.9%	21.5%	\$10,453	77%	92%
Hughes	Wetumka	68.0%	11.6%	51.2%	\$8,711	75%	100%
Jackson	Altus	63.4%	17.9%	64.6%	\$7,510	78%	85%
Jackson	Blair	74.5%	16.2%	68.0%	\$8,325	87%	47%
Jackson	Duke	66.4%	24.8%	51.5%	\$8,887	75%	50%
Jackson	Eldorado	58.6%	27.2%	49.9%	\$13,518	n/a	n/a

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# School District Indicators

## Socioeconomic Conditions and CRT Scores

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County	School District	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above
Jackson	Navajo	53.8%	36.8%	61.6%	\$7,480	71%	82%
Jackson	Olustee	68.6%	19.9%	63.7%	\$9,440	67%	78%
Jefferson	Ringling	73.7%	10.7%	64.3%	\$8,951	81%	81%
Jefferson	Ryan	67.9%	10.2%	62.7%	\$10,103	82%	82%
Jefferson	Terral	62.7%	12.3%	61.9%	\$11,535	n/a	n/a
Jefferson	Waurika	71.3%	12.2%	62.4%	\$9,099	82%	71%
Johnston	Coleman	62.0%	22.0%	58.3%	\$9,405	63%	88%
Johnston	Mannsville	63.7%	13.7%	46.7%	\$10,843	n/a	n/a
Johnston	Milburn	60.1%	22.7%	53.5%	\$9,304	80%	80%
Johnston	Mill Creek	65.1%	18.3%	28.0%	\$8,974	n/a	n/a
Johnston	Ravia	60.6%	11.7%	45.7%	\$10,886	86%	100%
Johnston	Tishomingo	63.5%	18.8%	58.8%	\$8,529	58%	56%
Johnston	Wapanucka	62.2%	16.3%	59.0%	\$9,534	57%	71%
Kay	Blackwell	67.4%	16.8%	58.8%	\$7,730	80%	92%
Kay	Kildare	71.7%	20.7%	16.6%	\$11,604	50%	75%
Kay	Newkirk	77.3%	13.9%	54.8%	\$8,572	88%	90%
Kay	Peckham	77.4%	16.2%	42.3%	\$10,093	86%	29%
Kay	Ponca City	65.9%	21.5%	45.4%	\$9,544	77%	76%
Kay	Tonkawa	62.9%	20.6%	53.2%	\$7,987	81%	89%
Kingfisher	Cashion	72.2%	22.7%	23.5%	\$9,198	65%	62%
Kingfisher	Dover	67.0%	14.9%	39.7%	\$12,951	71%	43%
Kingfisher	Hennessey	61.5%	14.6%	48.8%	\$9,161	68%	70%
Kingfisher	Kingfisher	66.5%	21.8%	46.8%	\$9,034	86%	80%
Kingfisher	Lomega	64.6%	29.4%	44.9%	\$10,551	100%	94%
Kingfisher	Okarche	67.4%	23.7%	20.4%	\$11,068	89%	100%
Kiowa	Hobart	64.7%	16.4%	55.9%	\$7,065	73%	76%
Kiowa	Lone Wolf	68.6%	20.5%	43.1%	\$10,127	100%	43%
Kiowa	Mountain View-Gotebo	63.3%	23.3%	39.2%	\$10,357	89%	84%
Kiowa	Snyder	66.0%	19.1%	58.1%	\$10,861	57%	52%
Latimer	Buffalo Valley	69.9%	15.7%	55.5%	\$9,533	n/a	n/a
Latimer	Panola	67.4%	16.7%	46.2%	\$10,526	50%	n/a
Latimer	Red Oak	73.3%	14.4%	45.3%	\$9,164	76%	65%
Latimer	Wilburton	72.3%	13.2%	57.1%	\$8,023	98%	88%
Le Flore	Arkoma	65.3%	8.6%	68.1%	\$7,730	77%	73%
Le Flore	Bokoshe	75.8%	8.7%	60.7%	\$8,475	63%	63%
Le Flore	Cameron	75.5%	11.0%	60.7%	\$8,545	78%	67%
Le Flore	Fanshawe	71.4%	18.0%	41.1%	\$10,317	n/a	n/a
Le Flore	Heavener	64.2%	9.2%	56.2%	\$9,884	63%	82%
Le Flore	Hodgen	67.2%	9.7%	68.4%	\$8,383	61%	44%
Le Flore	Howe	69.3%	10.9%	67.5%	\$7,123	90%	80%

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# School District Indicators

## Socioeconomic Conditions and CRT Scores

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County	School District	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above
Le Flore	Leflore	71.8%	14.4%	59.2%	\$9,596	50%	64%
Le Flore	Monroe	66.4%	21.1%	54.9%	\$10,056	50%	60%
Le Flore	Panama	69.1%	7.2%	63.1%	\$7,514	51%	69%
Le Flore	Pocola	80.6%	7.6%	65.6%	\$7,298	76%	86%
Le Flore	Poteau	63.1%	21.3%	63.3%	\$7,542	75%	91%
Le Flore	Shady Point	67.8%	11.9%	53.8%	\$9,083	56%	78%
Le Flore	Spiro	61.7%	11.1%	62.9%	\$7,402	71%	73%
Le Flore	Talihina	64.4%	13.4%	60.5%	\$9,412	65%	59%
Le Flore	Whitesboro	68.6%	15.9%	70.5%	\$11,282	67%	83%
Le Flore	Wister	74.7%	9.1%	64.2%	\$7,957	89%	78%
Lincoln	Agra	71.2%	12.5%	61.6%	\$9,059	73%	76%
Lincoln	Carney	75.2%	6.8%	60.3%	\$7,880	60%	53%
Lincoln	Chandler	72.8%	13.5%	53.6%	\$6,514	91%	86%
Lincoln	Davenport	74.2%	6.5%	50.2%	\$7,789	64%	64%
Lincoln	Meeker	69.4%	15.9%	62.9%	\$7,686	75%	75%
Lincoln	Prague	74.6%	13.5%	53.9%	\$8,772	84%	92%
Lincoln	Stroud	70.9%	13.5%	11.1%	\$9,226	78%	80%
Lincoln	Wellston	66.9%	17.3%	57.8%	\$7,632	93%	90%
Lincoln	White Rock	69.9%	13.7%	47.9%	\$10,675	50%	63%
Logan	Coyle	60.3%	29.0%	43.6%	\$11,069	58%	42%
Logan	Crescent	76.7%	14.7%	54.1%	\$8,901	73%	77%
Logan	Guthrie	66.9%	23.5%	59.6%	\$7,357	70%	88%
Logan	Mulhall-Orlando	66.0%	20.3%	30.8%	\$9,992	100%	100%
Love	Greenville	70.0%	19.7%	44.8%	\$11,131	100%	29%
Love	Marietta	64.4%	15.0%	59.2%	\$7,513	83%	85%
Love	Thackerville	72.9%	9.3%	26.5%	\$8,897	59%	59%
Love	Turner	67.6%	21.7%	46.9%	\$10,294	93%	93%
Major	Aline-Cleo	77.3%	14.2%	38.3%	\$12,582	89%	78%
Major	Cimarron	75.8%	16.5%	41.6%	\$10,513	81%	81%
Major	Fairview	69.4%	16.8%	48.9%	\$9,653	83%	83%
Major	Ringwood	66.5%	20.2%	47.7%	\$8,586	70%	83%
Marshall	Kingston	69.6%	13.2%	42.0%	\$9,749	89%	94%
Marshall	Madill	62.9%	15.2%	54.2%	\$8,272	76%	83%
Mayes	Adair	69.6%	17.4%	55.9%	\$7,635	88%	98%
Mayes	Chouteau-Mazie	67.5%	15.4%	52.3%	\$9,988	67%	83%
Mayes	Locust Grove	75.4%	11.1%	60.9%	\$9,121	69%	83%
Mayes	Osage	71.1%	19.9%	29.7%	\$12,036	94%	63%
Mayes	Pryor	66.0%	21.6%	29.3%	\$8,206	89%	85%
Mayes	Salina	70.7%	11.9%	56.4%	\$8,952	62%	97%
Mayes	Spavinaw	68.8%	8.3%	49.0%	\$9,429	67%	89%

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# School District Indicators

## Socioeconomic Conditions and CRT Scores

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County	School District	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above
Mayes	Wickliffe	75.2%	5.6%	57.4%	\$9,639	55%	64%
McClain	Blanchard	69.4%	23.0%	54.7%	\$7,557	79%	83%
McClain	Byars	63.7%	14.6%	43.2%	\$11,510	n/a	n/a
McClain	Dibble	69.8%	10.2%	61.5%	\$8,005	73%	81%
McClain	Newcastle	63.2%	27.6%	39.5%	\$8,256	77%	75%
McClain	Purcell	64.5%	17.8%	57.6%	\$9,000	84%	86%
McClain	Washington	66.9%	23.3%	59.2%	\$6,801	91%	96%
McClain	Wayne	67.8%	18.8%	56.8%	\$8,519	78%	96%
McCurtain	Battiest	71.3%	14.2%	62.7%	\$10,596	86%	100%
McCurtain	Broken Bow	69.4%	12.3%	58.8%	\$8,043	66%	70%
McCurtain	Denison	67.4%	16.2%	70.6%	\$7,564	60%	93%
McCurtain	Eagletown	71.7%	8.5%	66.0%	\$12,967	n/a	n/a
McCurtain	Forest Grove	64.8%	19.0%	60.0%	\$9,073	75%	92%
McCurtain	Glover	67.9%	10.6%	63.8%	\$9,734	50%	33%
McCurtain	Haworth	66.3%	10.7%	71.2%	\$9,372	61%	70%
McCurtain	Holly Creek	64.0%	14.7%	69.1%	\$8,968	73%	80%
McCurtain	Idabel	61.8%	20.9%	61.9%	\$8,597	45%	71%
McCurtain	Lukfata	65.4%	12.3%	66.5%	\$7,388	83%	87%
McCurtain	Smithville	71.1%	11.8%	58.0%	\$12,521	56%	89%
McCurtain	Valliant	66.7%	12.8%	43.6%	\$7,959	87%	89%
McCurtain	Wright City	70.1%	8.7%	64.8%	\$8,672	96%	92%
McIntosh	Checotah	67.5%	13.2%	51.4%	\$8,892	72%	57%
McIntosh	Eufaula	72.5%	14.2%	55.2%	\$8,567	87%	81%
McIntosh	Hanna	58.9%	16.5%	53.6%	\$13,717	n/a	n/a
McIntosh	Midway	61.6%	14.9%	59.8%	\$11,154	67%	92%
McIntosh	Ryal	76.9%	6.0%	54.4%	\$13,358	n/a	n/a
McIntosh	Stidham	69.4%	11.8%	68.0%	\$8,935	90%	50%
Murray	Davis	65.0%	19.8%	57.9%	\$7,850	84%	65%
Murray	Sulphur	57.8%	19.6%	65.4%	\$6,969	86%	73%
Muskogee	Braggs	75.1%	13.7%	51.5%	\$11,017	71%	71%
Muskogee	Fort Gibson	68.8%	25.8%	37.7%	\$8,107	70%	77%
Muskogee	Haskell	68.5%	11.8%	60.2%	\$8,526	78%	58%
Muskogee	Hilldale	67.7%	25.1%	61.4%	\$7,270	88%	73%
Muskogee	Muskogee	64.9%	18.8%	48.2%	\$8,866	76%	73%
Muskogee	Oktaha	75.4%	12.9%	64.4%	\$7,948	79%	87%
Muskogee	Porum	72.2%	9.8%	66.7%	\$8,462	72%	71%
Muskogee	Wainwright	75.8%	9.0%	65.7%	\$8,815	50%	63%
Muskogee	Warner	69.5%	19.8%	60.3%	\$8,248	84%	82%
Muskogee	Webbers Falls	63.7%	16.6%	57.7%	\$9,807	70%	90%
Noble	Billings	71.8%	10.6%	29.5%	\$14,189	n/a	n/a

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# School District Indicators

## Socioeconomic Conditions and CRT Scores

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County	School District	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above
Noble	Frontier	73.8%	11.5%	15.0%	\$15,146	80%	80%
Noble	Morrison	61.8%	28.1%	36.0%	\$9,611	89%	75%
Noble	Perry	64.9%	22.7%	42.4%	\$7,947	76%	78%
Nowata	Nowata	69.3%	14.8%	55.6%	\$8,487	85%	85%
Nowata	Oklahoma Union	73.4%	9.0%	63.6%	\$8,076	92%	92%
Nowata	South Coffeyville	76.8%	14.0%	67.3%	\$7,551	50%	38%
Okfuskee	Bearden	77.5%	6.8%	58.4%	\$9,314	n/a	n/a
Okfuskee	Graham-Dustin	72.1%	10.6%	57.8%	\$14,638	86%	57%
Okfuskee	Mason	70.8%	14.4%	62.3%	\$9,596	42%	11%
Okfuskee	Okemah	64.6%	11.7%	52.7%	\$9,487	77%	66%
Okfuskee	Paden	74.5%	6.3%	39.2%	\$9,419	85%	100%
Okfuskee	Weleetka	70.7%	10.0%	51.4%	\$10,369	56%	89%
Oklahoma	Bethany	56.7%	31.6%	71.7%	\$7,711	97%	98%
Oklahoma	Choctaw-Nicoma Park	64.8%	26.4%	48.6%	\$7,707	83%	79%
Oklahoma	Crooked Oak	61.5%	6.1%	44.5%	\$9,852	49%	47%
Oklahoma	Crutcho	72.8%	9.9%	47.0%	\$8,419	19%	56%
Oklahoma	Deer Creek	38.2%	59.7%	30.6%	\$7,845	93%	91%
Oklahoma	Edmond	44.8%	51.5%	29.6%	\$8,208	89%	91%
Oklahoma	Harrah	69.1%	19.1%	53.4%	\$7,482	96%	99%
Oklahoma	Jones	72.1%	16.3%	52.2%	\$6,819	86%	81%
Oklahoma	Luther	69.4%	19.8%	24.4%	\$8,906	76%	65%
Oklahoma	Midwest City-Del City	69.4%	19.9%	52.1%	\$7,772	78%	77%
Oklahoma	Millwood	54.5%	32.2%	50.1%	\$8,687	49%	41%
Oklahoma	Oakdale	32.3%	64.4%	7.9%	\$10,713	96%	96%
Oklahoma	Oklahoma City	55.3%	22.3%	43.4%	\$10,172	63%	63%
Oklahoma	Putnam City	57.8%	31.7%	46.3%	\$8,730	79%	81%
Oklahoma	Western Heights	69.5%	11.5%	31.1%	\$10,655	40%	42%
Okmulgee	Beggs	71.4%	13.3%	51.9%	\$9,404	62%	44%
Okmulgee	Dewar	70.4%	12.5%	69.8%	\$8,061	45%	40%
Okmulgee	Henryetta	74.7%	12.5%	62.6%	\$7,956	80%	77%
Okmulgee	Morris	76.5%	16.7%	62.0%	\$7,726	85%	93%
Okmulgee	Okmulgee	69.9%	16.0%	57.0%	\$10,005	55%	47%
Okmulgee	Preston	70.1%	19.3%	65.5%	\$7,006	74%	74%
Okmulgee	Schulter	67.9%	9.9%	60.8%	\$10,319	n/a	n/a
Okmulgee	Twin Hills	67.3%	16.7%	65.5%	\$8,137	69%	79%
Okmulgee	Wilson	74.8%	15.3%	67.6%	\$9,594	50%	83%
Osage	Anderson	70.0%	20.3%	37.0%	\$9,292	96%	91%
Osage	Avant	71.7%	12.9%	33.3%	\$9,617	n/a	n/a
Osage	Barnsdall	73.7%	15.4%	52.1%	\$8,819	60%	100%
Osage	Bowring	73.1%	13.0%	49.4%	\$11,708	n/a	n/a

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# School District Indicators

## Socioeconomic Conditions and CRT Scores

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County	School District	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above
Osage	Hominy	66.6%	15.4%	52.5%	\$9,042	81%	81%
Osage	McCord	74.2%	14.1%	54.9%	\$7,176	85%	93%
Osage	Osage Hills	66.3%	18.7%	31.1%	\$8,775	56%	63%
Osage	Pawhuska	81.8%	7.3%	54.0%	\$8,496	46%	63%
Osage	Prue	71.8%	11.4%	49.3%	\$8,511	60%	87%
Osage	Shidler	77.6%	8.1%	56.1%	\$10,452	56%	44%
Osage	Woodland	70.8%	11.7%	61.0%	\$9,453	63%	54%
Osage	Wynona	76.1%	7.9%	54.8%	\$8,774	n/a	n/a
Ottawa	Afton	70.8%	12.4%	62.1%	\$7,653	46%	63%
Ottawa	Commerce	67.9%	9.3%	65.7%	\$8,158	74%	71%
Ottawa	Fairland	77.3%	12.8%	60.3%	\$8,283	68%	86%
Ottawa	Miami	68.9%	15.8%	65.0%	\$7,632	83%	78%
Ottawa	Quapaw	72.6%	10.8%	60.4%	\$8,334	81%	88%
Ottawa	Turkey Ford	70.2%	14.3%	47.5%	\$10,421	n/a	n/a
Ottawa	Wyandotte	68.0%	14.1%	63.7%	\$7,769	82%	89%
Pawnee	Cleveland	70.9%	15.9%	58.3%	\$8,421	80%	74%
Pawnee	Jennings	78.6%	8.5%	51.9%	\$9,382	86%	86%
Pawnee	Pawnee	68.4%	21.6%	54.1%	\$8,560	70%	78%
Payne	Cushing	66.1%	13.6%	19.4%	\$10,500	81%	73%
Payne	Glencoe	73.4%	21.7%	41.6%	\$8,679	75%	92%
Payne	Oak Grove	70.7%	16.6%	61.5%	\$7,233	93%	100%
Payne	Perkins-Tryon	64.7%	23.2%	53.0%	\$7,635	81%	94%
Payne	Ripley	67.1%	20.0%	41.2%	\$9,111	77%	86%
Payne	Stillwater	46.6%	47.8%	38.7%	\$8,935	87%	92%
Payne	Yale	70.6%	14.3%	62.3%	\$7,843	78%	50%
Pittsburg	Canadian	64.9%	13.6%	41.4%	\$10,307	94%	100%
Pittsburg	Crowder	70.9%	13.8%	50.0%	\$8,261	64%	80%
Pittsburg	Frink-Chambers	63.7%	27.6%	44.2%	\$7,023	87%	92%
Pittsburg	Haileyville	73.9%	12.4%	58.3%	\$10,109	50%	61%
Pittsburg	Hartshorne	68.3%	15.6%	54.1%	\$9,153	74%	79%
Pittsburg	Haywood	70.5%	19.0%	35.9%	\$10,238	44%	56%
Pittsburg	Indianola	71.3%	12.2%	35.2%	\$10,427	71%	100%
Pittsburg	Kiowa	73.3%	10.5%	17.1%	\$14,602	88%	100%
Pittsburg	Krebs	68.0%	21.6%	41.3%	\$7,222	86%	83%
Pittsburg	McAlester	67.3%	15.6%	58.9%	\$8,061	72%	80%
Pittsburg	Pittsburg	77.6%	8.1%	50.5%	\$11,838	38%	75%
Pittsburg	Quinton	67.3%	12.4%	55.7%	\$10,484	87%	73%
Pittsburg	Savanna	69.6%	20.4%	66.0%	\$8,055	64%	95%
Pittsburg	Tannehill	73.2%	17.6%	51.5%	\$9,181	78%	33%
Pontotoc	Ada	54.1%	32.7%	58.5%	\$8,616	80%	83%

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# School District Indicators

## Socioeconomic Conditions and CRT Scores

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County	School District	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above
Pontotoc	Allen	68.9%	13.1%	46.8%	\$7,854	68%	77%
Pontotoc	Byng	58.1%	28.0%	63.4%	\$8,499	88%	90%
Pontotoc	Latta	64.7%	27.8%	58.2%	\$9,076	87%	100%
Pontotoc	Roff	67.2%	21.5%	54.6%	\$8,633	71%	93%
Pontotoc	Stonewall	65.2%	21.6%	49.3%	\$10,323	67%	76%
Pontotoc	Vanoss	64.6%	17.4%	54.4%	\$8,258	70%	70%
Pottawatomie	Asher	71.7%	11.1%	62.2%	\$8,834	77%	92%
Pottawatomie	Bethel	76.3%	16.4%	64.2%	\$7,427	69%	77%
Pottawatomie	Dale	67.4%	20.8%	63.3%	\$7,158	90%	95%
Pottawatomie	Earlsboro	69.7%	11.9%	62.1%	\$7,730	85%	69%
Pottawatomie	Grove	50.7%	45.9%	30.5%	\$7,921	89%	86%
Pottawatomie	Macomb	65.7%	14.5%	65.9%	\$8,313	29%	36%
Pottawatomie	Maud	72.0%	11.2%	48.0%	\$11,271	32%	82%
Pottawatomie	McLoud	69.7%	12.4%	64.8%	\$7,305	72%	69%
Pottawatomie	North Rock Creek	72.6%	17.1%	34.4%	\$9,178	81%	68%
Pottawatomie	Pleasant Grove	60.0%	29.0%	70.7%	\$8,068	42%	5%
Pottawatomie	Shawnee	66.4%	18.4%	57.9%	\$8,457	75%	68%
Pottawatomie	South Rock Creek	72.6%	18.6%	65.9%	\$7,043	64%	76%
Pottawatomie	Tecumseh	76.1%	13.5%	65.2%	\$8,152	63%	72%
Pottawatomie	Wanette	72.6%	8.2%	44.4%	\$12,855	83%	100%
Pushmataha	Albion	79.8%	9.6%	60.2%	\$12,692	n/a	n/a
Pushmataha	Antlers	65.7%	13.3%	67.0%	\$8,052	87%	81%
Pushmataha	Clayton	69.7%	10.3%	70.6%	\$12,767	86%	86%
Pushmataha	Moyers	67.2%	9.0%	68.7%	\$9,174	100%	71%
Pushmataha	Nashoba	67.8%	7.0%	55.9%	\$11,956	n/a	n/a
Pushmataha	Rattan	72.7%	14.6%	64.0%	\$10,514	79%	88%
Pushmataha	Tuskahoma	72.7%	13.6%	70.7%	\$12,738	33%	17%
Roger Mills	Cheyenne	70.1%	21.8%	34.1%	\$16,391	80%	60%
Roger Mills	Hammon	75.3%	16.7%	29.7%	\$21,533	77%	85%
Roger Mills	Leedey	60.5%	32.0%	34.1%	\$15,515	73%	82%
Roger Mills	Reydon	73.1%	17.9%	26.6%	\$19,854	88%	100%
Roger Mills	Sweetwater	68.8%	22.5%	24.9%	\$29,378	50%	80%
Rogers	Catoosa	68.5%	18.6%	29.6%	\$9,770	62%	94%
Rogers	Chelsea	66.9%	15.3%	56.8%	\$8,681	53%	50%
Rogers	Claremore	68.0%	22.1%	48.0%	\$8,234	86%	79%
Rogers	Foyil	75.2%	10.7%	63.9%	\$8,027	77%	69%
Rogers	Inola	73.4%	15.5%	56.8%	\$7,628	71%	72%
Rogers	Justus-Tiawah	70.1%	23.8%	39.6%	\$8,007	77%	75%
Rogers	Oologah-Talala	67.9%	24.8%	35.9%	\$7,813	90%	74%
Rogers	Sequoyah	75.5%	14.8%	57.4%	\$7,516	88%	95%

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# School District Indicators

## Socioeconomic Conditions and CRT Scores

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County	School District	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above
Rogers	Verdigris	69.2%	25.8%	24.8%	\$6,546	93%	93%
Seminole	Bowlegs	66.4%	14.9%	56.3%	\$9,257	100%	100%
Seminole	Butner	68.2%	12.7%	32.1%	\$10,123	29%	14%
Seminole	Justice	65.8%	21.1%	56.2%	\$14,017	88%	75%
Seminole	Konawa	69.9%	14.3%	39.3%	\$8,401	81%	94%
Seminole	New Lima	75.7%	10.6%	60.6%	\$7,748	53%	74%
Seminole	Sasakwa	71.6%	6.0%	55.1%	\$10,261	79%	79%
Seminole	Seminole	68.0%	14.5%	62.3%	\$8,178	71%	86%
Seminole	Strother	73.6%	15.1%	55.6%	\$7,191	70%	60%
Seminole	Varnum	64.2%	17.4%	61.8%	\$8,838	69%	92%
Seminole	Wewoka	67.7%	11.3%	52.9%	\$10,250	47%	41%
Sequoyah	Belfonte	51.1%	7.5%	52.4%	\$13,049	50%	33%
Sequoyah	Brushy	60.2%	17.1%	68.7%	\$7,841	50%	42%
Sequoyah	Central	64.4%	19.5%	62.5%	\$7,324	64%	50%
Sequoyah	Gans	70.3%	11.1%	67.4%	\$8,120	42%	5%
Sequoyah	Gore	64.4%	17.1%	44.6%	\$8,550	100%	100%
Sequoyah	Liberty	70.9%	7.6%	60.6%	\$7,773	70%	78%
Sequoyah	Marble City	63.4%	10.6%	41.0%	\$11,419	57%	57%
Sequoyah	Moffett	61.0%	2.4%	72.3%	\$7,877	94%	83%
Sequoyah	Muldrow	70.6%	15.0%	67.0%	\$8,001	78%	100%
Sequoyah	Roland	75.3%	8.5%	65.1%	\$7,716	71%	67%
Sequoyah	Sallisaw	70.6%	11.6%	61.1%	\$9,061	81%	79%
Sequoyah	Vian	66.5%	16.2%	59.8%	\$7,931	72%	66%
Stephens	Bray-Doyle	72.7%	12.4%	36.2%	\$9,475	54%	50%
Stephens	Central High	70.4%	21.8%	52.5%	\$7,892	81%	96%
Stephens	Comanche	72.4%	13.6%	59.0%	\$9,044	69%	80%
Stephens	Duncan	65.6%	19.4%	51.0%	\$8,184	74%	73%
Stephens	Empire	75.6%	15.1%	53.9%	\$8,530	86%	66%
Stephens	Grandview	75.4%	8.1%	68.1%	\$7,647	63%	50%
Stephens	Marlow	70.4%	17.4%	57.1%	\$7,603	83%	92%
Stephens	Velma-Alma	70.5%	16.7%	39.6%	\$8,717	79%	79%
Texas	Goodwell	47.5%	40.5%	49.9%	\$7,128	93%	93%
Texas	Guymon	48.5%	17.2%	55.3%	\$7,749	67%	88%
Texas	Hardesty	64.3%	14.4%	22.6%	\$13,850	n/a	n/a
Texas	Hooker	56.5%	21.7%	56.8%	\$7,675	72%	75%
Texas	Optima	44.0%	10.8%	36.6%	\$11,095	n/a	n/a
Texas	Straight	50.5%	36.8%	22.3%	\$14,822	83%	67%
Texas	Texhoma	47.9%	23.9%	51.1%	\$10,214	58%	67%
Texas	Tyrone	68.0%	10.5%	54.4%	\$7,939	67%	50%
Texas	Yarbrough	51.6%	34.1%	35.8%	\$14,137	n/a	n/a

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# School District Indicators

## CRT Scores

County	School District	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	5th Gr. CRT Writing % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above
Adair	Cave Springs	n/a	n/a	n/a	78%	n/a	n/a
Adair	Dahlongegah	n/a	n/a	n/a	67%	n/a	50%
Adair	Greasy	n/a	n/a	n/a	n/a	n/a	n/a
Adair	Maryetta	64%	95%	74%	88%	54%	31%
Adair	Peavine	n/a	n/a	n/a	80%	70%	50%
Adair	Rocky Mountain	n/a	n/a	n/a	100%	100%	75%
Adair	Stilwell	41%	82%	12%	74%	75%	51%
Adair	Watts	30%	70%	40%	78%	56%	37%
Adair	Westville	43%	60%	66%	87%	67%	69%
Adair	Zion	45%	59%	73%	91%	77%	73%
Alfalfa	Burlington	78%	89%	78%	n/a	n/a	n/a
Alfalfa	Cherokee	82%	94%	35%	69%	77%	38%
Alfalfa	Timberlake	75%	75%	33%	73%	n/a	100%
Atoka	Atoka	70%	85%	49%	92%	81%	58%
Atoka	Caney	55%	82%	45%	78%	72%	50%
Atoka	Harmony	53%	65%	41%	85%	67%	77%
Atoka	Lane	64%	93%	50%	100%	100%	100%
Atoka	Stringtown	40%	80%	30%	88%	88%	25%
Atoka	Tushka	81%	95%	62%	91%	96%	78%
Beaver	Balko	54%	62%	31%	n/a	n/a	n/a
Beaver	Beaver	53%	88%	35%	91%	73%	55%
Beaver	Forgan	38%	75%	75%	n/a	n/a	n/a
Beaver	Turpin	86%	91%	81%	86%	64%	86%
Beckham	Elk City	59%	96%	37%	90%	74%	67%
Beckham	Erick	83%	83%	67%	64%	86%	43%
Beckham	Merritt	76%	98%	46%	83%	80%	52%
Beckham	Sayre	92%	88%	67%	77%	58%	59%
Blaine	Canton	37%	47%	20%	56%	44%	38%
Blaine	Geary	52%	100%	32%	56%	47%	6%
Blaine	Okeene	23%	54%	54%	92%	77%	77%
Blaine	Watonga	80%	80%	78%	91%	66%	66%
Bryan	Achille	37%	89%	42%	94%	80%	69%
Bryan	Bennington	90%	90%	50%	90%	80%	30%
Bryan	Caddo	74%	96%	52%	86%	68%	64%
Bryan	Calera	85%	100%	44%	84%	79%	82%
Bryan	Colbert	55%	90%	47%	81%	89%	59%
Bryan	Durant	70%	94%	55%	89%	86%	64%
Bryan	Rock Creek	63%	84%	37%	86%	48%	44%
Bryan	Silo	67%	88%	55%	87%	37%	63%
Caddo	Anadarko	45%	56%	50%	73%	46%	48%

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# School District Indicators

## CRT Scores

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County	School District	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	5th Gr. CRT Writing % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above
Caddo	Binger-Oney	69%	81%	50%	88%	41%	29%
Caddo	Boone-Apache	55%	93%	48%	86%	62%	36%
Caddo	Carnegie	44%	75%	72%	83%	34%	50%
Caddo	Cement	83%	75%	33%	63%	38%	25%
Caddo	Cyril	58%	83%	71%	82%	58%	64%
Caddo	Fort Cobb-Broxton	62%	69%	85%	78%	25%	43%
Caddo	Gracemont	63%	75%	75%	n/a	n/a	n/a
Caddo	Hinton	69%	91%	64%	94%	61%	76%
Caddo	Hydro-Eakly	96%	96%	50%	95%	n/a	100%
Caddo	Lookeba Sickles	91%	100%	82%	92%	58%	58%
Canadian	Banner	93%	100%	80%	100%	100%	76%
Canadian	Calumet	61%	89%	56%	75%	63%	25%
Canadian	Darlington	45%	45%	10%	73%	83%	36%
Canadian	El Reno	63%	96%	70%	88%	86%	48%
Canadian	Maple	63%	75%	50%	80%	100%	90%
Canadian	Mustang	68%	88%	56%	95%	74%	68%
Canadian	Piedmont	71%	95%	50%	95%	79%	73%
Canadian	Riverside	89%	89%	60%	89%	n/a	44%
Canadian	Union City	88%	94%	44%	90%	57%	80%
Canadian	Yukon	74%	92%	54%	90%	84%	72%
Carter	Ardmore	53%	79%	56%	80%	41%	37%
Carter	Dickson	59%	99%	67%	86%	69%	67%
Carter	Fox	67%	92%	58%	75%	40%	38%
Carter	Healdton	29%	52%	52%	72%	56%	48%
Carter	Lone Grove	92%	97%	47%	91%	67%	69%
Carter	Plainview	73%	99%	74%	96%	90%	84%
Carter	Springer	45%	73%	82%	83%	17%	17%
Carter	Wilson	44%	78%	39%	52%	38%	29%
Carter	Zaneis	68%	64%	59%	89%	50%	44%
Cherokee	Briggs	55%	67%	52%	70%	39%	45%
Cherokee	Grand View	59%	88%	34%	68%	39%	57%
Cherokee	Hulbert	70%	67%	37%	73%	84%	47%
Cherokee	Keys	65%	86%	59%	98%	52%	63%
Cherokee	Lowrey	25%	25%	n/a	79%	57%	79%
Cherokee	Norwood	19%	50%	25%	62%	64%	23%
Cherokee	Peggs	71%	83%	63%	100%	93%	79%
Cherokee	Shady Grove	75%	75%	50%	100%	100%	67%
Cherokee	Tahlequah	60%	81%	64%	86%	67%	63%
Cherokee	Tenkiller	67%	78%	78%	81%	22%	56%
Cherokee	Woodall	67%	93%	67%	96%	83%	61%

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# School District Indicators

## CRT Scores

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County	School District	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	5th Gr. CRT Writing % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above
Choctaw	Boswell	72%	89%	17%	71%	71%	64%
Choctaw	Fort Towson	71%	76%	52%	61%	32%	56%
Choctaw	Grant	n/a	n/a	11%	70%	30%	n/a
Choctaw	Hugo	67%	96%	29%	76%	18%	41%
Choctaw	Soper	58%	74%	37%	79%	61%	79%
Choctaw	Swink	38%	88%	n/a	100%	90%	40%
Cimarron	Boise City	36%	82%	n/a	100%	79%	64%
Cimarron	Felt	n/a	n/a	n/a	n/a	n/a	n/a
Cimarron	Keyes	n/a	n/a	n/a	n/a	n/a	n/a
Cleveland	Lexington	58%	86%	49%	81%	67%	61%
Cleveland	Little Axe	55%	85%	47%	84%	75%	65%
Cleveland	Moore	76%	91%	61%	95%	79%	75%
Cleveland	Noble	65%	89%	35%	83%	53%	56%
Cleveland	Norman	66%	85%	63%	92%	66%	79%
Cleveland	Robin Hill	85%	100%	45%	100%	n/a	82%
Coal	Coalgate	56%	83%	67%	88%	39%	53%
Coal	Cottonwood	100%	88%	88%	n/a	n/a	n/a
Coal	Tupelo	29%	71%	79%	75%	92%	83%
Comanche	Bishop	89%	98%	72%	n/a	n/a	n/a
Comanche	Cache	62%	92%	53%	91%	73%	69%
Comanche	Chattanooga	78%	100%	44%	100%	100%	60%
Comanche	Elgin	75%	94%	43%	95%	74%	71%
Comanche	Fletcher	62%	85%	48%	75%	62%	40%
Comanche	Flower Mound	86%	100%	68%	n/a	n/a	n/a
Comanche	Geronimo	53%	29%	24%	93%	75%	80%
Comanche	Indiahoma	60%	80%	20%	100%	100%	86%
Comanche	Lawton	57%	75%	45%	89%	69%	56%
Comanche	Sterling	54%	83%	83%	76%	72%	56%
Cotton	Big Pasture	75%	100%	42%	n/a	n/a	n/a
Cotton	Temple	56%	56%	11%	67%	44%	44%
Cotton	Walters	71%	63%	66%	80%	71%	63%
Craig	Bluejacket	54%	77%	46%	91%	73%	91%
Craig	Ketchum	77%	86%	68%	92%	38%	56%
Craig	Vinita	57%	88%	49%	88%	74%	49%
Craig	Welch	75%	94%	88%	94%	78%	75%
Craig	White Oak	n/a	n/a	n/a	n/a	n/a	n/a
Creek	Allen-Bowden	44%	76%	31%	76%	57%	67%
Creek	Bristow	85%	95%	53%	85%	68%	60%
Creek	Depew	n/a	n/a	50%	82%	86%	81%
Creek	Drumright	70%	100%	40%	76%	59%	36%

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# School District Indicators

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County	School District	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	5th Gr. CRT Writing % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above
Creek	Gypsy	n/a	n/a	n/a	100%	67%	83%
Creek	Kellyville	48%	66%	13%	74%	24%	64%
Creek	Kiefer	71%	97%	17%	100%	90%	72%
Creek	Lone Star	64%	88%	71%	93%	84%	66%
Creek	Mannford	73%	97%	15%	91%	74%	58%
Creek	Mounds	45%	90%	28%	97%	68%	66%
Creek	Oilton	91%	100%	64%	88%	100%	75%
Creek	Olive	70%	100%	80%	84%	29%	52%
Creek	Pretty Water	50%	71%	25%	100%	100%	63%
Creek	Sapulpa	61%	80%	61%	89%	68%	54%
Custer	Arapaho-Butler	89%	93%	59%	88%	69%	69%
Custer	Clinton	61%	85%	43%	83%	67%	58%
Custer	Thomas-Fay-Custer	64%	72%	84%	75%	79%	63%
Custer	Weatherford	63%	83%	59%	89%	74%	67%
Delaware	Cleora	89%	89%	89%	100%	88%	88%
Delaware	Colcord	50%	94%	56%	89%	44%	56%
Delaware	Grove	78%	89%	58%	93%	79%	70%
Delaware	Jay	55%	77%	50%	77%	56%	43%
Delaware	Kansas	56%	83%	56%	93%	83%	67%
Delaware	Kenwood	n/a	n/a	n/a	100%	33%	50%
Delaware	Leach	71%	64%	43%	90%	90%	70%
Delaware	Moseley	56%	94%	38%	75%	63%	69%
Delaware	Oaks-Mission	44%	56%	19%	92%	38%	31%
Dewey	Seiling	68%	88%	46%	84%	58%	48%
Dewey	Taloga	n/a	n/a	n/a	n/a	n/a	n/a
Dewey	Vici	86%	82%	41%	89%	56%	67%
Ellis	Arnett	54%	46%	54%	86%	86%	79%
Ellis	Fargo	73%	73%	9%	100%	86%	86%
Ellis	Gage	n/a	n/a	n/a	83%	83%	50%
Ellis	Shattuck	65%	73%	38%	90%	71%	81%
Garfield	Chisholm	81%	96%	92%	98%	93%	86%
Garfield	Covington-Douglas	38%	50%	31%	80%	90%	60%
Garfield	Drummond	53%	76%	65%	78%	50%	67%
Garfield	Enid	58%	81%	54%	83%	34%	52%
Garfield	Garber	78%	100%	65%	87%	70%	74%
Garfield	Kremlin-Hillsdale	36%	57%	64%	80%	54%	67%
Garfield	Pioneer-Pleasant Vale	71%	96%	89%	76%	79%	79%
Garfield	Waukomis	40%	70%	55%	85%	60%	52%
Garvin	Elmore City-Pernell	48%	71%	65%	92%	68%	65%
Garvin	Lindsay	63%	89%	54%	95%	84%	64%

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# School District Indicators

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County	School District	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	5th Gr. CRT Writing % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above
Garvin	Maysville	65%	95%	60%	70%	13%	55%
Garvin	Paoli	33%	40%	46%	42%	75%	33%
Garvin	Pauls Valley	68%	77%	29%	85%	80%	65%
Garvin	Stratford	70%	95%	62%	100%	88%	73%
Garvin	Whitebead	84%	100%	79%	96%	58%	75%
Garvin	Wynnewood	52%	48%	16%	77%	74%	48%
Grady	Alex	82%	91%	43%	81%	73%	44%
Grady	Amber-Pocasset	75%	100%	71%	100%	80%	75%
Grady	Bridge Creek	85%	88%	61%	98%	77%	81%
Grady	Chickasha	50%	85%	49%	83%	51%	60%
Grady	Friend	59%	91%	59%	100%	n/a	46%
Grady	Middleberg	89%	100%	67%	88%	73%	75%
Grady	Minco	60%	94%	43%	88%	81%	70%
Grady	Ninnekah	46%	85%	23%	77%	58%	61%
Grady	Pioneer	88%	100%	88%	100%	92%	83%
Grady	Rush Springs	67%	88%	33%	89%	76%	51%
Grady	Tuttle	78%	92%	86%	98%	81%	77%
Grady	Verden	33%	67%	56%	75%	90%	54%
Grant	Deer Creek-Lamont	92%	92%	50%	100%	92%	77%
Grant	Medford	42%	67%	50%	78%	17%	44%
Grant	Pond Creek-Hunter	83%	79%	83%	64%	55%	45%
Greer	Granite	33%	100%	56%	100%	88%	50%
Greer	Mangum	81%	91%	45%	92%	81%	62%
Harmon	Hollis	89%	83%	83%	69%	52%	52%
Harper	Buffalo	50%	100%	67%	100%	92%	85%
Harper	Laverne	74%	84%	53%	100%	57%	59%
Haskell	Keota	50%	86%	31%	64%	79%	57%
Haskell	Kinta	n/a	n/a	n/a	33%	33%	17%
Haskell	McCurtain	25%	75%	75%	79%	57%	64%
Haskell	Stigler	57%	77%	32%	76%	69%	45%
Haskell	Whitefield	50%	88%	63%	100%	43%	29%
Hughes	Calvin	50%	67%	14%	100%	33%	33%
Hughes	Holdenville	30%	80%	43%	73%	28%	43%
Hughes	Moss	80%	90%	40%	94%	71%	47%
Hughes	Stuart	69%	85%	85%	93%	73%	73%
Hughes	Wetumka	60%	90%	19%	81%	56%	37%
Jackson	Altus	56%	77%	48%	78%	61%	43%
Jackson	Blair	33%	53%	27%	100%	100%	78%
Jackson	Duke	50%	88%	75%	100%	50%	79%
Jackson	Eldorado	n/a	n/a	n/a	n/a	n/a	n/a

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County	School District	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	5th Gr. CRT Writing % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above
Jackson	Navajo	57%	93%	82%	96%	36%	56%
Jackson	Olustee	44%	67%	22%	71%	14%	57%
Jefferson	Ringling	71%	62%	38%	74%	84%	47%
Jefferson	Ryan	45%	64%	73%	86%	64%	64%
Jefferson	Terral	n/a	n/a	n/a	n/a	n/a	n/a
Jefferson	Waurika	68%	68%	n/a	78%	48%	61%
Johnston	Coleman	25%	75%	50%	64%	50%	64%
Johnston	Mannsville	n/a	n/a	n/a	100%	38%	63%
Johnston	Milburn	60%	70%	50%	89%	56%	67%
Johnston	Mill Creek	n/a	n/a	n/a	63%	71%	50%
Johnston	Ravia	100%	100%	43%	n/a	n/a	n/a
Johnston	Tishomingo	60%	82%	27%	88%	69%	63%
Johnston	Wapanucka	36%	64%	29%	86%	71%	71%
Kay	Blackwell	66%	84%	46%	90%	70%	67%
Kay	Kildare	63%	50%	63%	n/a	n/a	n/a
Kay	Newkirk	68%	83%	n/a	93%	44%	53%
Kay	Peckham	71%	71%	57%	71%	57%	57%
Kay	Ponca City	55%	84%	57%	98%	76%	65%
Kay	Tonkawa	59%	92%	11%	82%	69%	67%
Kingfisher	Cashion	65%	88%	37%	96%	65%	71%
Kingfisher	Dover	29%	71%	57%	83%	n/a	67%
Kingfisher	Hennessey	54%	68%	59%	88%	55%	67%
Kingfisher	Kingfisher	73%	88%	61%	100%	94%	62%
Kingfisher	Lomega	89%	100%	50%	93%	91%	64%
Kingfisher	Okarche	67%	89%	22%	88%	70%	58%
Kiowa	Hobart	49%	82%	63%	94%	50%	63%
Kiowa	Lone Wolf	57%	86%	57%	100%	67%	67%
Kiowa	Mountain View-Gotebo	84%	95%	68%	100%	78%	86%
Kiowa	Snyder	52%	65%	70%	91%	50%	55%
Latimer	Buffalo Valley	n/a	n/a	n/a	82%	82%	36%
Latimer	Panola	n/a	33%	50%	50%	25%	25%
Latimer	Red Oak	76%	53%	44%	100%	90%	70%
Latimer	Wilburton	79%	72%	42%	88%	92%	51%
Le Flore	Arkoma	82%	95%	45%	90%	79%	83%
Le Flore	Bokoshe	63%	100%	38%	100%	63%	63%
Le Flore	Cameron	100%	100%	56%	100%	30%	44%
Le Flore	Fanshawe	n/a	n/a	n/a	n/a	n/a	n/a
Le Flore	Heavener	61%	84%	66%	89%	79%	60%
Le Flore	Hodgen	44%	67%	39%	79%	68%	53%
Le Flore	Howe	65%	85%	80%	72%	20%	60%

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County	School District	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	5th Gr. CRT Writing % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above
Le Flore	Leflore	36%	86%	21%	93%	79%	57%
Le Flore	Monroe	40%	100%	n/a	n/a	n/a	n/a
Le Flore	Panama	49%	62%	21%	86%	45%	49%
Le Flore	Pocola	74%	92%	61%	91%	47%	84%
Le Flore	Poteau	62%	78%	43%	94%	63%	57%
Le Flore	Shady Point	33%	67%	89%	71%	14%	57%
Le Flore	Spiro	45%	92%	61%	89%	56%	44%
Le Flore	Talihina	68%	74%	29%	68%	32%	50%
Le Flore	Whitesboro	50%	83%	33%	92%	46%	46%
Le Flore	Wister	84%	86%	11%	88%	78%	54%
Lincoln	Agra	73%	82%	33%	90%	57%	52%
Lincoln	Carney	20%	40%	33%	60%	80%	60%
Lincoln	Chandler	74%	92%	54%	94%	90%	65%
Lincoln	Davenport	36%	80%	12%	88%	88%	76%
Lincoln	Meeker	55%	93%	59%	87%	68%	79%
Lincoln	Prague	67%	94%	75%	79%	71%	62%
Lincoln	Stroud	63%	93%	76%	64%	26%	40%
Lincoln	Wellston	83%	93%	55%	92%	68%	50%
Lincoln	White Rock	63%	33%	67%	75%	50%	58%
Logan	Coyle	37%	58%	37%	88%	56%	63%
Logan	Crescent	58%	69%	54%	92%	53%	56%
Logan	Guthrie	64%	74%	41%	90%	81%	67%
Logan	Mulhall-Orlando	94%	94%	76%	100%	100%	82%
Love	Greenville	57%	100%	29%	78%	56%	22%
Love	Marietta	83%	92%	56%	90%	53%	61%
Love	Thackerville	41%	65%	18%	78%	n/a	44%
Love	Turner	53%	79%	80%	94%	50%	78%
Major	Aline-Cleo	56%	78%	50%	56%	67%	56%
Major	Cimarron	50%	75%	63%	79%	64%	36%
Major	Fairview	61%	94%	75%	95%	84%	64%
Major	Ringwood	65%	74%	61%	82%	41%	71%
Marshall	Kingston	74%	96%	88%	97%	85%	80%
Marshall	Madill	70%	92%	71%	84%	74%	57%
Mayes	Adair	86%	97%	61%	94%	70%	78%
Mayes	Chouteau-Mazie	33%	53%	22%	81%	89%	62%
Mayes	Locust Grove	42%	71%	29%	92%	63%	61%
Mayes	Osage	69%	81%	63%	88%	38%	88%
Mayes	Pryor	77%	86%	41%	88%	64%	60%
Mayes	Salina	62%	51%	41%	82%	96%	63%
Mayes	Spavinaw	56%	44%	33%	n/a	n/a	n/a

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County	School District	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	5th Gr. CRT Writing % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above
Mayes	Wickliffe	27%	64%	n/a	100%	89%	78%
McClain	Blanchard	63%	95%	71%	94%	93%	81%
McClain	Byars	n/a	n/a	n/a	n/a	n/a	n/a
McClain	Dibble	54%	77%	28%	86%	79%	58%
McClain	Newcastle	61%	80%	38%	89%	67%	72%
McClain	Purcell	74%	93%	55%	93%	83%	74%
McClain	Washington	89%	98%	73%	88%	68%	63%
McClain	Wayne	70%	91%	61%	74%	67%	52%
McCurtain	Battiest	73%	86%	27%	100%	100%	79%
McCurtain	Broken Bow	36%	64%	51%	98%	65%	80%
McCurtain	Denison	67%	80%	64%	100%	100%	75%
McCurtain	Eagletown	n/a	n/a	n/a	64%	45%	9%
McCurtain	Forest Grove	58%	100%	75%	67%	100%	n/a
McCurtain	Glover	17%	67%	50%	n/a	n/a	n/a
McCurtain	Haworth	45%	76%	55%	83%	55%	52%
McCurtain	Holly Creek	53%	73%	80%	91%	29%	18%
McCurtain	Idabel	38%	82%	53%	76%	59%	46%
McCurtain	Lukfata	67%	83%	56%	97%	22%	81%
McCurtain	Smithville	56%	78%	67%	80%	100%	55%
McCurtain	Valliant	68%	95%	53%	96%	68%	51%
McCurtain	Wright City	75%	92%	54%	93%	76%	48%
McIntosh	Checotah	60%	91%	40%	92%	54%	55%
McIntosh	Eufaula	60%	81%	36%	88%	78%	73%
McIntosh	Hanna	n/a	n/a	n/a	n/a	n/a	n/a
McIntosh	Midway	67%	100%	50%	60%	60%	60%
McIntosh	Ryal	n/a	n/a	n/a	n/a	n/a	n/a
McIntosh	Stidham	70%	70%	40%	n/a	n/a	n/a
Murray	Davis	76%	87%	41%	90%	42%	67%
Murray	Sulphur	71%	76%	69%	88%	70%	74%
Muskogee	Braggs	43%	43%	100%	86%	86%	57%
Muskogee	Fort Gibson	72%	84%	68%	95%	88%	73%
Muskogee	Haskell	65%	85%	58%	91%	81%	71%
Muskogee	Hilldale	71%	87%	62%	84%	76%	74%
Muskogee	Muskogee	56%	77%	49%	80%	42%	48%
Muskogee	Oktaha	62%	67%	n/a	91%	82%	50%
Muskogee	Porum	64%	88%	44%	77%	77%	59%
Muskogee	Wainwright	13%	75%	63%	83%	50%	33%
Muskogee	Warner	84%	93%	70%	92%	68%	82%
Muskogee	Webbers Falls	70%	70%	60%	88%	65%	35%
Noble	Billings	n/a	n/a	n/a	n/a	n/a	n/a

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County	School District	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	5th Gr. CRT Writing % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above
Noble	Frontier	70%	75%	45%	85%	36%	54%
Noble	Morrison	64%	89%	65%	58%	76%	67%
Noble	Perry	60%	71%	41%	83%	62%	54%
Nowata	Nowata	63%	93%	62%	86%	83%	64%
Nowata	Oklahoma Union	69%	100%	75%	85%	62%	57%
Nowata	South Coffeyville	13%	50%	13%	88%	38%	35%
Okfuskee	Bearden	n/a	n/a	n/a	n/a	n/a	n/a
Okfuskee	Graham-Dustin	43%	71%	29%	n/a	n/a	n/a
Okfuskee	Mason	32%	32%	26%	83%	56%	61%
Okfuskee	Okemah	46%	94%	28%	71%	53%	53%
Okfuskee	Paden	23%	85%	62%	80%	40%	60%
Okfuskee	Weleetka	67%	56%	n/a	100%	87%	33%
Oklahoma	Bethany	86%	97%	65%	98%	96%	78%
Oklahoma	Choctaw-Nicoma Park	74%	90%	65%	91%	60%	72%
Oklahoma	Crooked Oak	37%	71%	28%	69%	59%	48%
Oklahoma	Crutcho	n/a	50%	13%	78%	38%	44%
Oklahoma	Deer Creek	83%	98%	84%	94%	83%	80%
Oklahoma	Edmond	78%	92%	70%	95%	87%	83%
Oklahoma	Harrah	88%	98%	61%	85%	70%	37%
Oklahoma	Jones	80%	87%	39%	86%	67%	70%
Oklahoma	Luther	49%	83%	30%	83%	23%	38%
Oklahoma	Midwest City-Del City	61%	85%	52%	83%	54%	55%
Oklahoma	Millwood	35%	43%	14%	59%	39%	39%
Oklahoma	Oakdale	93%	98%	79%	95%	63%	79%
Oklahoma	Oklahoma City	43%	61%	47%	72%	56%	47%
Oklahoma	Putnam City	66%	83%	54%	84%	68%	58%
Oklahoma	Western Heights	28%	55%	20%	54%	12%	41%
Okmulgee	Beggs	59%	80%	31%	69%	22%	62%
Okmulgee	Dewar	25%	50%	20%	64%	28%	31%
Okmulgee	Henryetta	64%	83%	52%	83%	66%	61%
Okmulgee	Morris	88%	73%	71%	85%	65%	57%
Okmulgee	Okmulgee	32%	72%	22%	70%	64%	35%
Okmulgee	Preston	63%	83%	44%	100%	50%	68%
Okmulgee	Schulter	n/a	n/a	n/a	n/a	n/a	n/a
Okmulgee	Twin Hills	66%	97%	25%	76%	53%	66%
Okmulgee	Wilson	50%	50%	33%	63%	n/a	31%
Osage	Anderson	83%	91%	61%	n/a	n/a	n/a
Osage	Avant	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Barnsdall	47%	80%	60%	86%	17%	49%
Osage	Bowring	n/a	n/a	n/a	88%	83%	75%

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# School District Indicators

## CRT Scores

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County	School District	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	5th Gr. CRT Writing % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above
Osage	Hominy	56%	91%	56%	70%	14%	48%
Osage	McCord	81%	100%	89%	n/a	n/a	n/a
Osage	Osage Hills	38%	81%	44%	67%	56%	56%
Osage	Pawhuska	38%	58%	38%	72%	69%	34%
Osage	Prue	53%	40%	13%	78%	94%	50%
Osage	Shidler	56%	44%	33%	85%	85%	38%
Osage	Woodland	63%	54%	58%	79%	63%	37%
Osage	Wynona	n/a	n/a	n/a	80%	70%	60%
Ottawa	Afton	42%	58%	46%	96%	65%	87%
Ottawa	Commerce	63%	83%	71%	84%	88%	58%
Ottawa	Fairland	71%	79%	64%	77%	70%	53%
Ottawa	Miami	66%	87%	61%	82%	42%	64%
Ottawa	Quapaw	56%	94%	50%	86%	42%	28%
Ottawa	Turkey Ford	n/a	n/a	n/a	n/a	n/a	n/a
Ottawa	Wyandotte	76%	78%	47%	92%	56%	45%
Pawnee	Cleveland	65%	92%	59%	76%	67%	65%
Pawnee	Jennings	79%	100%	64%	100%	67%	83%
Pawnee	Pawnee	61%	89%	77%	78%	46%	54%
Payne	Cushing	62%	76%	51%	90%	90%	79%
Payne	Glencoe	67%	92%	67%	67%	81%	52%
Payne	Oak Grove	60%	80%	80%	100%	69%	63%
Payne	Perkins-Tryon	82%	92%	40%	86%	53%	59%
Payne	Ripley	80%	100%	60%	72%	40%	52%
Payne	Stillwater	79%	94%	76%	91%	71%	75%
Payne	Yale	56%	83%	39%	54%	12%	29%
Pittsburg	Canadian	65%	100%	65%	65%	70%	48%
Pittsburg	Crowder	56%	84%	36%	91%	92%	74%
Pittsburg	Frink-Chambers	77%	92%	87%	82%	58%	79%
Pittsburg	Haileyville	39%	28%	56%	50%	56%	33%
Pittsburg	Hartshorne	74%	100%	24%	78%	55%	40%
Pittsburg	Haywood	33%	78%	33%	86%	86%	29%
Pittsburg	Indianola	57%	86%	43%	83%	67%	33%
Pittsburg	Kiowa	100%	94%	35%	100%	100%	77%
Pittsburg	Krebs	62%	90%	45%	76%	88%	53%
Pittsburg	McAlester	49%	78%	50%	88%	64%	63%
Pittsburg	Pittsburg	38%	50%	29%	83%	83%	67%
Pittsburg	Quinton	80%	93%	13%	87%	68%	57%
Pittsburg	Savanna	64%	91%	41%	75%	65%	55%
Pittsburg	Tannehill	33%	78%	44%	56%	22%	33%
Pontotoc	Ada	68%	94%	69%	88%	77%	61%

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# School District Indicators

## CRT Scores

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County	School District	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	5th Gr. CRT Writing % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above
Pontotoc	Allen	45%	50%	50%	79%	72%	59%
Pontotoc	Byng	61%	91%	61%	93%	81%	60%
Pontotoc	Latta	80%	96%	74%	81%	44%	55%
Pontotoc	Roff	79%	100%	64%	94%	94%	67%
Pontotoc	Stonewall	57%	90%	67%	94%	50%	78%
Pontotoc	Vanoss	61%	91%	27%	83%	71%	67%
Pottawatomie	Asher	46%	69%	54%	87%	93%	40%
Pottawatomie	Bethel	58%	77%	59%	93%	81%	68%
Pottawatomie	Dale	78%	93%	66%	90%	64%	58%
Pottawatomie	Earlsboro	38%	23%	77%	79%	64%	43%
Pottawatomie	Grove	83%	94%	83%	90%	n/a	73%
Pottawatomie	Macomb	36%	36%	29%	47%	29%	13%
Pottawatomie	Maud	23%	32%	9%	79%	63%	50%
Pottawatomie	McLoud	57%	73%	55%	95%	79%	57%
Pottawatomie	North Rock Creek	83%	94%	51%	73%	57%	59%
Pottawatomie	Pleasant Grove	21%	58%	42%	56%	n/a	6%
Pottawatomie	Shawnee	52%	72%	51%	76%	56%	52%
Pottawatomie	South Rock Creek	64%	79%	27%	97%	18%	84%
Pottawatomie	Tecumseh	58%	84%	52%	82%	74%	67%
Pottawatomie	Wanette	75%	83%	67%	86%	57%	43%
Pushmataha	Albion	n/a	n/a	n/a	n/a	n/a	n/a
Pushmataha	Antlers	69%	88%	51%	77%	70%	56%
Pushmataha	Clayton	86%	86%	29%	100%	93%	80%
Pushmataha	Moyers	57%	71%	57%	86%	43%	43%
Pushmataha	Nashoba	n/a	n/a	n/a	n/a	n/a	n/a
Pushmataha	Rattan	71%	92%	71%	100%	87%	55%
Pushmataha	Tuskahoma	17%	33%	n/a	n/a	n/a	n/a
Roger Mills	Cheyenne	80%	100%	68%	79%	76%	63%
Roger Mills	Hammon	69%	85%	77%	67%	44%	67%
Roger Mills	Leedey	64%	73%	82%	75%	67%	75%
Roger Mills	Reydon	88%	88%	75%	86%	100%	71%
Roger Mills	Sweetwater	80%	80%	50%	n/a	n/a	n/a
Rogers	Catoosa	70%	94%	49%	92%	54%	60%
Rogers	Chelsea	39%	66%	34%	78%	63%	56%
Rogers	Claremore	63%	88%	60%	90%	76%	60%
Rogers	Foyil	69%	73%	62%	73%	58%	31%
Rogers	Inola	56%	76%	36%	96%	80%	65%
Rogers	Justus-Tiawah	73%	82%	50%	85%	62%	67%
Rogers	Oologah-Talala	68%	83%	56%	93%	72%	62%
Rogers	Sequoyah	80%	93%	58%	94%	90%	70%

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# School District Indicators

## CRT Scores

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County	School District	5th Gr. CRT Science % Proficient or Above	5th Gr. CRT Social Studies % Proficient or Above	5th Gr. CRT Writing % Proficient or Above	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above
Rogers	Verdigris	71%	91%	83%	89%	49%	70%
Seminole	Bowlegs	70%	90%	50%	100%	70%	75%
Seminole	Butner	n/a	29%	29%	25%	25%	38%
Seminole	Justice	75%	88%	25%	n/a	n/a	n/a
Seminole	Konawa	86%	94%	69%	87%	15%	66%
Seminole	New Lima	47%	53%	32%	73%	67%	69%
Seminole	Sasakwa	43%	50%	64%	63%	63%	63%
Seminole	Seminole	57%	82%	64%	89%	58%	47%
Seminole	Strother	65%	70%	45%	59%	62%	44%
Seminole	Varnum	38%	69%	54%	80%	60%	40%
Seminole	Wewoka	22%	43%	17%	81%	71%	63%
Sequoyah	Belfonte	17%	33%	17%	n/a	n/a	n/a
Sequoyah	Brushy	38%	54%	23%	91%	15%	66%
Sequoyah	Central	64%	86%	57%	89%	57%	82%
Sequoyah	Gans	5%	42%	37%	53%	13%	47%
Sequoyah	Gore	91%	100%	55%	94%	55%	30%
Sequoyah	Liberty	57%	70%	39%	100%	n/a	79%
Sequoyah	Marble City	57%	71%	29%	86%	n/a	100%
Sequoyah	Moffett	83%	94%	83%	100%	n/a	75%
Sequoyah	Muldrow	68%	99%	84%	94%	68%	68%
Sequoyah	Roland	60%	76%	96%	81%	56%	68%
Sequoyah	Sallisaw	66%	81%	44%	86%	50%	58%
Sequoyah	Vian	66%	86%	65%	93%	69%	77%
Stephens	Bray-Doyle	54%	65%	35%	76%	100%	48%
Stephens	Central High	85%	100%	85%	91%	87%	68%
Stephens	Comanche	57%	93%	82%	92%	60%	53%
Stephens	Duncan	60%	78%	58%	83%	42%	47%
Stephens	Empire	60%	80%	31%	96%	60%	33%
Stephens	Grandview	50%	63%	56%	n/a	n/a	n/a
Stephens	Marlow	80%	95%	63%	89%	83%	77%
Stephens	Velma-Alma	52%	82%	48%	79%	84%	79%
Texas	Goodwell	73%	80%	80%	92%	75%	58%
Texas	Guymon	53%	81%	25%	86%	38%	60%
Texas	Hardesty	n/a	n/a	n/a	100%	67%	67%
Texas	Hooker	67%	89%	44%	92%	91%	70%
Texas	Optima	n/a	n/a	n/a	n/a	n/a	n/a
Texas	Straight	100%	100%	67%	n/a	n/a	n/a
Texas	Texhoma	58%	67%	58%	60%	80%	70%
Texas	Tyrone	42%	75%	17%	86%	48%	52%
Texas	Yarborough	n/a	n/a	n/a	100%	86%	71%

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# School District Indicators

## CRT and EOI Scores

County	School District	8th Gr. CRT U.S. History % 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	Biology I EOI % Proficient or Above
Adair	Cave Springs	11%	44%	10%	60%	33%	31%
Adair	Dahlongegah	83%	67%	83%	n/a	n/a	n/a
Adair	Greasy	n/a	n/a	n/a	n/a	n/a	n/a
Adair	Maryetta	54%	62%	n/a	n/a	n/a	n/a
Adair	Peavine	30%	67%	n/a	n/a	n/a	n/a
Adair	Rocky Mountain	100%	88%	n/a	n/a	n/a	n/a
Adair	Stilwell	58%	27%	76%	83%	55%	37%
Adair	Watts	37%	74%	50%	56%	29%	11%
Adair	Westville	70%	80%	88%	91%	77%	42%
Adair	Zion	77%	68%	100%	n/a	n/a	n/a
Alfalfa	Burlington	n/a	n/a	n/a	100%	89%	63%
Alfalfa	Cherokee	85%	38%	82%	81%	83%	57%
Alfalfa	Timberlake	73%	82%	88%	86%	88%	45%
Atoka	Atoka	77%	83%	40%	94%	82%	59%
Atoka	Caney	44%	50%	76%	79%	69%	36%
Atoka	Harmony	62%	77%	86%	n/a	n/a	n/a
Atoka	Lane	56%	81%	100%	n/a	n/a	n/a
Atoka	Stringtown	13%	63%	22%	91%	62%	27%
Atoka	Tushka	78%	52%	84%	93%	100%	69%
Beaver	Balko	n/a	n/a	43%	89%	100%	50%
Beaver	Beaver	64%	45%	90%	100%	68%	58%
Beaver	Forgan	n/a	n/a	82%	n/a	n/a	n/a
Beaver	Turpin	79%	57%	75%	93%	35%	39%
Beckham	Elk City	81%	59%	86%	93%	79%	55%
Beckham	Erick	50%	86%	89%	91%	70%	23%
Beckham	Merritt	76%	83%	94%	100%	92%	87%
Beckham	Sayre	69%	74%	90%	84%	79%	67%
Blaine	Canton	50%	63%	93%	100%	84%	50%
Blaine	Geary	59%	n/a	43%	81%	45%	9%
Blaine	Okeene	77%	69%	94%	95%	71%	48%
Blaine	Watonga	57%	71%	98%	92%	75%	55%
Bryan	Achille	63%	94%	89%	90%	87%	63%
Bryan	Bennington	50%	20%	92%	90%	72%	30%
Bryan	Caddo	68%	73%	97%	100%	73%	31%
Bryan	Calera	71%	61%	83%	89%	81%	42%
Bryan	Colbert	78%	62%	73%	88%	82%	52%
Bryan	Durant	73%	86%	94%	97%	62%	65%
Bryan	Rock Creek	57%	63%	93%	97%	59%	63%
Bryan	Silo	61%	71%	84%	98%	57%	76%
Caddo	Anadarko	56%	60%	83%	81%	79%	74%

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# School District Indicators

## CRT and EOI Scores

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County	School District	8th Gr. CRT U.S. History % 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	Biology I EOI % Proficient or Above
Caddo	Binger-Oney	71%	47%	77%	83%	89%	28%
Caddo	Boone-Apache	83%	43%	93%	87%	81%	46%
Caddo	Carnegie	60%	78%	69%	91%	83%	34%
Caddo	Cement	38%	100%	63%	83%	n/a	20%
Caddo	Cyril	50%	83%	73%	100%	59%	30%
Caddo	Fort Cobb-Broxton	43%	87%	67%	88%	69%	30%
Caddo	Gracemont	n/a	n/a	100%	88%	n/a	n/a
Caddo	Hinton	67%	97%	78%	100%	81%	58%
Caddo	Hydro-Eakly	95%	84%	96%	100%	90%	60%
Caddo	Lookeba Sickles	92%	42%	68%	90%	93%	35%
Canadian	Banner	71%	100%	n/a	n/a	n/a	n/a
Canadian	Calumet	50%	13%	93%	89%	61%	44%
Canadian	Darlington	64%	18%	n/a	n/a	n/a	n/a
Canadian	El Reno	76%	75%	91%	84%	70%	46%
Canadian	Maple	90%	90%	n/a	n/a	n/a	n/a
Canadian	Mustang	90%	90%	93%	94%	86%	62%
Canadian	Piedmont	77%	77%	83%	92%	85%	73%
Canadian	Riverside	78%	89%	89%	n/a	n/a	n/a
Canadian	Union City	50%	90%	89%	89%	80%	69%
Canadian	Yukon	79%	84%	88%	95%	86%	61%
Carter	Ardmore	58%	80%	65%	86%	71%	52%
Carter	Dickson	82%	86%	85%	93%	84%	66%
Carter	Fox	44%	69%	80%	80%	63%	47%
Carter	Healdton	60%	68%	62%	90%	74%	68%
Carter	Lone Grove	74%	87%	91%	99%	93%	71%
Carter	Plainview	89%	93%	100%	98%	92%	80%
Carter	Springer	50%	50%	57%	89%	86%	42%
Carter	Wilson	67%	29%	65%	90%	63%	47%
Carter	Zaneis	78%	83%	n/a	n/a	n/a	n/a
Cherokee	Briggs	64%	64%	100%	n/a	n/a	n/a
Cherokee	Grand View	54%	46%	90%	n/a	n/a	n/a
Cherokee	Hulbert	71%	53%	68%	91%	71%	36%
Cherokee	Keys	48%	85%	91%	95%	90%	52%
Cherokee	Lowrey	79%	100%	n/a	n/a	n/a	n/a
Cherokee	Norwood	38%	15%	n/a	n/a	n/a	n/a
Cherokee	Peggs	71%	57%	n/a	n/a	n/a	n/a
Cherokee	Shady Grove	83%	83%	n/a	n/a	n/a	n/a
Cherokee	Tahlequah	58%	80%	83%	92%	70%	65%
Cherokee	Tenkiller	63%	80%	100%	n/a	n/a	n/a
Cherokee	Woodall	86%	57%	100%	n/a	n/a	n/a

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# School District Indicators

## CRT and EOI Scores

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County	School District	8th Gr. CRT U.S. History % 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	Biology I EOI % Proficient or Above
Choctaw	Boswell	64%	50%	93%	100%	61%	69%
Choctaw	Fort Towson	48%	78%	38%	91%	27%	39%
Choctaw	Grant	20%	50%	n/a	n/a	n/a	n/a
Choctaw	Hugo	61%	61%	55%	71%	56%	14%
Choctaw	Soper	68%	79%	69%	87%	85%	39%
Choctaw	Swink	90%	80%	n/a	n/a	n/a	n/a
Cimarron	Boise City	100%	n/a	42%	75%	68%	31%
Cimarron	Felt	n/a	n/a	100%	100%	67%	88%
Cimarron	Keyes	n/a	n/a	n/a	100%	67%	n/a
Cleveland	Lexington	60%	68%	75%	94%	78%	57%
Cleveland	Little Axe	66%	85%	93%	85%	80%	53%
Cleveland	Moore	81%	81%	94%	95%	86%	69%
Cleveland	Noble	77%	73%	85%	88%	81%	40%
Cleveland	Norman	86%	84%	95%	95%	91%	66%
Cleveland	Robin Hill	73%	82%	86%	n/a	n/a	n/a
Coal	Coalgate	78%	69%	95%	96%	86%	57%
Coal	Cottonwood	n/a	n/a	n/a	n/a	n/a	n/a
Coal	Tupelo	75%	58%	85%	92%	88%	15%
Comanche	Bishop	n/a	n/a	n/a	n/a	n/a	n/a
Comanche	Cache	82%	94%	92%	95%	81%	68%
Comanche	Chattanooga	80%	80%	93%	85%	62%	67%
Comanche	Elgin	87%	79%	88%	94%	86%	57%
Comanche	Fletcher	85%	55%	83%	77%	62%	38%
Comanche	Flower Mound	n/a	n/a	n/a	n/a	n/a	n/a
Comanche	Geronimo	73%	82%	100%	84%	59%	39%
Comanche	Indiahoma	86%	71%	n/a	100%	94%	100%
Comanche	Lawton	67%	60%	83%	92%	78%	58%
Comanche	Sterling	68%	24%	65%	85%	61%	50%
Cotton	Big Pasture	n/a	n/a	83%	89%	78%	78%
Cotton	Temple	67%	78%	88%	90%	78%	44%
Cotton	Walters	60%	39%	89%	85%	81%	38%
Craig	Bluejacket	82%	73%	92%	86%	64%	64%
Craig	Ketchum	64%	58%	70%	89%	90%	47%
Craig	Vinita	78%	87%	82%	92%	86%	51%
Craig	Welch	69%	81%	88%	93%	77%	32%
Craig	White Oak	n/a	n/a	n/a	n/a	n/a	n/a
Creek	Allen-Bowden	71%	76%	100%	n/a	n/a	n/a
Creek	Bristow	74%	66%	76%	89%	68%	32%
Creek	Depew	73%	55%	78%	90%	82%	57%
Creek	Drumright	67%	70%	74%	86%	74%	50%

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# School District Indicators

## CRT and EOI Scores

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County	School District	8th Gr. CRT U.S. History % 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	Biology I EOI % Proficient or Above
Creek	Gypsy	83%	n/a	n/a	n/a	n/a	n/a
Creek	Kellyville	73%	70%	74%	90%	78%	40%
Creek	Kiefer	84%	38%	92%	96%	81%	37%
Creek	Lone Star	70%	80%	100%	n/a	n/a	n/a
Creek	Mannford	81%	63%	92%	91%	100%	57%
Creek	Mounds	71%	79%	87%	85%	62%	45%
Creek	Oilton	75%	88%	94%	94%	71%	58%
Creek	Olive	52%	67%	78%	n/a	75%	50%
Creek	Pretty Water	74%	53%	100%	n/a	n/a	n/a
Creek	Sapulpa	74%	58%	80%	88%	76%	46%
Custer	Arapaho-Butler	94%	44%	100%	100%	92%	86%
Custer	Clinton	60%	65%	92%	88%	73%	27%
Custer	Thomas-Fay-Custer	58%	53%	96%	100%	86%	58%
Custer	Weatherford	86%	87%	95%	93%	91%	56%
Delaware	Cleora	100%	88%	n/a	n/a	n/a	n/a
Delaware	Colcord	67%	82%	60%	93%	74%	45%
Delaware	Grove	78%	79%	93%	94%	83%	64%
Delaware	Jay	44%	80%	92%	87%	75%	32%
Delaware	Kansas	72%	75%	94%	89%	79%	27%
Delaware	Kenwood	50%	50%	n/a	n/a	n/a	n/a
Delaware	Leach	90%	50%	n/a	n/a	n/a	n/a
Delaware	Moseley	44%	69%	n/a	n/a	n/a	n/a
Delaware	Oaks-Mission	77%	n/a	50%	54%	92%	9%
Dewey	Seiling	71%	97%	95%	91%	80%	64%
Dewey	Taloga	n/a	n/a	n/a	n/a	n/a	n/a
Dewey	Vici	61%	78%	74%	87%	75%	79%
Ellis	Arnett	79%	80%	94%	90%	45%	44%
Ellis	Fargo	86%	100%	59%	100%	33%	n/a
Ellis	Gage	17%	33%	n/a	100%	n/a	50%
Ellis	Shattuck	71%	57%	82%	89%	82%	56%
Garfield	Chisholm	98%	63%	92%	94%	92%	75%
Garfield	Covington-Douglas	70%	50%	100%	89%	79%	50%
Garfield	Drummond	72%	83%	94%	100%	89%	75%
Garfield	Enid	68%	65%	82%	85%	77%	46%
Garfield	Garber	78%	83%	85%	88%	78%	59%
Garfield	Kremlin-Hillsdale	73%	67%	79%	89%	67%	57%
Garfield	Pioneer-Pleasant Vale	72%	52%	77%	90%	70%	59%
Garfield	Waukomis	48%	56%	92%	92%	58%	65%
Garvin	Elmore City-Pernell	65%	38%	88%	88%	72%	46%
Garvin	Lindsay	64%	88%	89%	95%	78%	48%

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# School District Indicators

## CRT and EOI Scores

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County	School District	8th Gr. CRT U.S. History % 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	Biology I EOI % Proficient or Above
Garvin	Maysville	65%	50%	75%	75%	40%	35%
Garvin	Paoli	33%	45%	82%	100%	64%	18%
Garvin	Pauls Valley	71%	78%	97%	94%	82%	43%
Garvin	Stratford	77%	95%	84%	90%	75%	40%
Garvin	Whitebead	68%	100%	100%	n/a	n/a	n/a
Garvin	Wynnewood	55%	58%	88%	82%	81%	59%
Grady	Alex	81%	81%	90%	94%	n/a	53%
Grady	Amber-Pocasset	86%	97%	95%	97%	85%	66%
Grady	Bridge Creek	87%	91%	86%	94%	83%	65%
Grady	Chickasha	78%	71%	61%	91%	90%	67%
Grady	Friend	77%	92%	73%	n/a	n/a	n/a
Grady	Middleberg	94%	50%	n/a	n/a	n/a	n/a
Grady	Minco	91%	70%	100%	97%	72%	72%
Grady	Ninnekah	77%	81%	84%	100%	78%	58%
Grady	Pioneer	83%	96%	92%	n/a	n/a	n/a
Grady	Rush Springs	65%	92%	93%	97%	83%	58%
Grady	Tuttle	91%	86%	96%	100%	93%	76%
Grady	Verden	69%	50%	91%	100%	54%	50%
Grant	Deer Creek-Lamont	85%	69%	89%	92%	80%	53%
Grant	Medford	50%	83%	76%	91%	93%	64%
Grant	Pond Creek-Hunter	64%	82%	64%	89%	89%	56%
Greer	Granite	39%	61%	93%	89%	100%	50%
Greer	Mangum	79%	44%	85%	94%	83%	63%
Harmon	Hollis	48%	77%	81%	90%	79%	48%
Harper	Buffalo	92%	69%	90%	70%	73%	90%
Harper	Laverne	65%	71%	96%	91%	83%	64%
Haskell	Keota	43%	14%	60%	83%	56%	15%
Haskell	Kinta	17%	50%	55%	83%	47%	8%
Haskell	McCurtain	43%	79%	78%	93%	64%	44%
Haskell	Stigler	48%	82%	84%	88%	60%	46%
Haskell	Whitefield	71%	100%	n/a	n/a	n/a	n/a
Hughes	Calvin	50%	50%	71%	n/a	45%	n/a
Hughes	Holdenville	54%	64%	80%	79%	73%	63%
Hughes	Moss	29%	82%	89%	94%	56%	50%
Hughes	Stuart	47%	80%	61%	100%	67%	38%
Hughes	Wetumka	44%	22%	70%	71%	58%	21%
Jackson	Altus	58%	56%	92%	90%	75%	45%
Jackson	Blair	56%	78%	83%	92%	52%	40%
Jackson	Duke	71%	79%	90%	100%	60%	63%
Jackson	Eldorado	n/a	n/a	n/a	n/a	n/a	n/a

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## CRT and EOI Scores

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County	School District	8th Gr. CRT U.S. History % 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	Biology I EOI % Proficient or Above
Jackson	Navajo	68%	72%	81%	96%	83%	38%
Jackson	Olustee	43%	29%	75%	83%	n/a	33%
Jefferson	Ringling	74%	58%	71%	61%	77%	36%
Jefferson	Ryan	57%	93%	92%	95%	59%	42%
Jefferson	Terral	n/a	n/a	n/a	n/a	n/a	n/a
Jefferson	Waurika	78%	78%	85%	93%	72%	38%
Johnston	Coleman	57%	64%	100%	100%	88%	40%
Johnston	Mannsville	75%	63%	n/a	n/a	n/a	n/a
Johnston	Milburn	63%	89%	64%	100%	100%	25%
Johnston	Mill Creek	25%	25%	70%	93%	45%	50%
Johnston	Ravia	n/a	n/a	n/a	n/a	n/a	n/a
Johnston	Tishomingo	60%	95%	97%	95%	76%	31%
Johnston	Wapanucka	86%	71%	86%	100%	75%	n/a
Kay	Blackwell	57%	80%	79%	89%	72%	30%
Kay	Kildare	n/a	n/a	n/a	n/a	n/a	n/a
Kay	Newkirk	56%	18%	79%	83%	76%	44%
Kay	Peckham	43%	86%	n/a	n/a	n/a	n/a
Kay	Ponca City	69%	69%	84%	88%	64%	47%
Kay	Tonkawa	67%	82%	92%	93%	77%	43%
Kingfisher	Cashion	75%	96%	77%	100%	83%	76%
Kingfisher	Dover	67%	83%	67%	n/a	71%	n/a
Kingfisher	Hennessey	30%	88%	84%	97%	90%	46%
Kingfisher	Kingfisher	86%	97%	90%	93%	74%	54%
Kingfisher	Lomega	87%	53%	90%	100%	92%	58%
Kingfisher	Okarche	83%	83%	84%	97%	76%	62%
Kiowa	Hobart	54%	81%	90%	97%	69%	53%
Kiowa	Lone Wolf	17%	83%	n/a	n/a	n/a	n/a
Kiowa	Mountain View-Gotebo	93%	93%	92%	92%	67%	50%
Kiowa	Snyder	82%	91%	92%	100%	64%	79%
Latimer	Buffalo Valley	73%	82%	89%	89%	50%	22%
Latimer	Panola	38%	25%	36%	67%	71%	33%
Latimer	Red Oak	90%	50%	85%	88%	95%	38%
Latimer	Wilburton	63%	64%	78%	92%	72%	54%
Le Flore	Arkoma	100%	77%	90%	89%	67%	n/a
Le Flore	Bokoshe	63%	88%	38%	89%	67%	40%
Le Flore	Cameron	80%	30%	75%	80%	61%	14%
Le Flore	Fanshawe	n/a	n/a	n/a	n/a	n/a	n/a
Le Flore	Heavener	59%	75%	79%	86%	74%	61%
Le Flore	Hodgen	79%	63%	n/a	n/a	n/a	n/a
Le Flore	Howe	88%	72%	60%	76%	64%	35%

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## CRT and EOI Scores

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County	School District	8th Gr. CRT U.S. History % 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	Biology I EOI % Proficient or Above
Le Flore	Leflore	36%	43%	54%	80%	50%	20%
Le Flore	Monroe	n/a	n/a	n/a	n/a	n/a	n/a
Le Flore	Panama	65%	55%	87%	93%	84%	53%
Le Flore	Pocola	71%	82%	88%	90%	81%	66%
Le Flore	Poteau	65%	70%	88%	93%	77%	56%
Le Flore	Shady Point	71%	75%	n/a	n/a	n/a	n/a
Le Flore	Spiro	76%	56%	70%	91%	73%	n/a
Le Flore	Talihina	41%	64%	70%	97%	64%	47%
Le Flore	Whitesboro	54%	15%	57%	n/a	54%	33%
Le Flore	Wister	63%	77%	70%	85%	67%	24%
Lincoln	Agra	57%	48%	82%	84%	84%	42%
Lincoln	Carney	50%	70%	83%	100%	53%	54%
Lincoln	Chandler	68%	90%	96%	98%	82%	56%
Lincoln	Davenport	65%	82%	53%	86%	69%	40%
Lincoln	Meeker	72%	62%	85%	88%	77%	64%
Lincoln	Prague	82%	60%	86%	97%	81%	64%
Lincoln	Stroud	58%	67%	54%	85%	83%	48%
Lincoln	Wellston	64%	50%	88%	93%	79%	65%
Lincoln	White Rock	58%	58%	n/a	n/a	n/a	n/a
Logan	Coyle	88%	88%	38%	100%	91%	46%
Logan	Crescent	39%	22%	53%	88%	62%	46%
Logan	Guthrie	72%	74%	82%	86%	70%	36%
Logan	Mulhall-Orlando	82%	82%	100%	100%	100%	85%
Love	Greenville	78%	56%	n/a	n/a	n/a	n/a
Love	Marietta	92%	80%	73%	92%	69%	51%
Love	Thackerville	56%	56%	62%	n/a	57%	40%
Love	Turner	83%	72%	88%	89%	76%	53%
Major	Aline-Cleo	56%	56%	40%	67%	71%	n/a
Major	Cimarron	64%	86%	88%	91%	69%	45%
Major	Fairview	83%	81%	86%	93%	89%	53%
Major	Ringwood	71%	85%	79%	90%	43%	40%
Marshall	Kingston	86%	76%	100%	88%	78%	81%
Marshall	Madill	79%	78%	68%	86%	81%	52%
Mayes	Adair	77%	83%	99%	90%	84%	62%
Mayes	Chouteau-Mazie	100%	79%	98%	85%	70%	44%
Mayes	Locust Grove	64%	70%	89%	90%	89%	76%
Mayes	Osage	88%	88%	n/a	n/a	n/a	n/a
Mayes	Pryor	69%	76%	77%	94%	81%	66%
Mayes	Salina	80%	76%	80%	93%	85%	76%
Mayes	Spavinaw	n/a	n/a	n/a	n/a	n/a	n/a

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## CRT and EOI Scores

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County	School District	8th Gr. CRT U.S. History % 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	Biology I EOI % Proficient or Above
Mayes	Wickliffe	44%	33%	n/a	n/a	n/a	n/a
McClain	Blanchard	83%	91%	94%	97%	87%	67%
McClain	Byars	n/a	n/a	n/a	n/a	n/a	n/a
McClain	Dibble	53%	89%	81%	89%	91%	46%
McClain	Newcastle	84%	66%	99%	96%	90%	74%
McClain	Purcell	83%	76%	91%	96%	77%	63%
McClain	Washington	76%	80%	95%	89%	92%	44%
McClain	Wayne	59%	70%	100%	83%	79%	n/a
McCurtain	Battiest	79%	79%	94%	94%	57%	59%
McCurtain	Broken Bow	72%	72%	87%	92%	68%	58%
McCurtain	Denison	81%	94%	n/a	n/a	n/a	n/a
McCurtain	Eagletown	18%	45%	50%	90%	63%	11%
McCurtain	Forest Grove	50%	83%	n/a	n/a	n/a	n/a
McCurtain	Glover	n/a	n/a	n/a	n/a	n/a	n/a
McCurtain	Haworth	69%	90%	75%	89%	79%	64%
McCurtain	Holly Creek	45%	73%	n/a	n/a	n/a	n/a
McCurtain	Idabel	57%	61%	62%	83%	65%	46%
McCurtain	Lukfata	77%	87%	86%	n/a	n/a	n/a
McCurtain	Smithville	70%	100%	89%	100%	67%	54%
McCurtain	Valliant	64%	74%	74%	83%	59%	16%
McCurtain	Wright City	59%	74%	92%	89%	73%	68%
McIntosh	Checotah	51%	75%	85%	85%	82%	54%
McIntosh	Eufaula	76%	75%	94%	92%	77%	53%
McIntosh	Hanna	n/a	n/a	n/a	n/a	44%	n/a
McIntosh	Midway	40%	70%	44%	67%	62%	7%
McIntosh	Ryal	n/a	n/a	n/a	n/a	n/a	n/a
McIntosh	Stidham	n/a	n/a	n/a	n/a	n/a	n/a
Murray	Davis	92%	82%	94%	88%	96%	53%
Murray	Sulphur	72%	70%	79%	83%	80%	53%
Muskogee	Braggs	71%	86%	93%	100%	n/a	71%
Muskogee	Fort Gibson	77%	91%	78%	91%	90%	60%
Muskogee	Haskell	83%	83%	95%	86%	69%	26%
Muskogee	Hilldale	79%	55%	90%	93%	76%	58%
Muskogee	Muskogee	49%	62%	75%	84%	62%	31%
Muskogee	Oktaha	56%	n/a	90%	91%	62%	65%
Muskogee	Porum	59%	68%	96%	86%	66%	40%
Muskogee	Wainwright	67%	100%	n/a	n/a	n/a	n/a
Muskogee	Warner	84%	66%	98%	98%	88%	85%
Muskogee	Webbers Falls	76%	29%	65%	91%	44%	58%
Noble	Billings	n/a	n/a	n/a	n/a	50%	n/a

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Noble	Frontier	92%	62%	81%	90%	64%	26%
Noble	Morrison	45%	73%	100%	97%	47%	50%
Noble	Perry	61%	77%	86%	90%	84%	67%
Nowata	Nowata	70%	73%	88%	92%	62%	39%
Nowata	Oklahoma Union	78%	85%	72%	87%	73%	91%
Nowata	South Coffeyville	29%	41%	93%	n/a	n/a	7%
Okfuskee	Bearden	n/a	n/a	n/a	n/a	n/a	n/a
Okfuskee	Graham-Dustin	n/a	n/a	70%	90%	n/a	30%
Okfuskee	Mason	33%	67%	89%	79%	52%	50%
Okfuskee	Okemah	32%	52%	93%	89%	73%	56%
Okfuskee	Paden	40%	30%	100%	100%	77%	77%
Okfuskee	Weleetka	73%	87%	72%	95%	62%	32%
Oklahoma	Bethany	91%	92%	90%	97%	93%	60%
Oklahoma	Choctaw-Nicomma Park	82%	79%	95%	94%	88%	61%
Oklahoma	Crooked Oak	57%	49%	82%	75%	72%	34%
Oklahoma	Crutcho	56%	33%	n/a	n/a	n/a	n/a
Oklahoma	Deer Creek	93%	83%	96%	98%	90%	68%
Oklahoma	Edmond	90%	76%	98%	97%	93%	77%
Oklahoma	Harrah	71%	35%	84%	95%	72%	45%
Oklahoma	Jones	77%	77%	76%	88%	77%	n/a
Oklahoma	Luther	71%	60%	75%	90%	73%	43%
Oklahoma	Midwest City-Del City	68%	56%	86%	87%	77%	53%
Oklahoma	Millwood	44%	29%	63%	72%	39%	34%
Oklahoma	Oakdale	85%	93%	100%	n/a	n/a	n/a
Oklahoma	Oklahoma City	55%	63%	83%	84%	75%	52%
Oklahoma	Putnam City	73%	60%	78%	91%	76%	58%
Oklahoma	Western Heights	49%	42%	74%	75%	63%	21%
Okmulgee	Beggs	58%	9%	100%	79%	72%	40%
Okmulgee	Dewar	76%	30%	63%	72%	63%	10%
Okmulgee	Henryetta	76%	75%	74%	85%	64%	53%
Okmulgee	Morris	74%	85%	95%	97%	86%	43%
Okmulgee	Okmulgee	56%	42%	78%	85%	42%	36%
Okmulgee	Preston	95%	82%	91%	94%	87%	61%
Okmulgee	Schulter	n/a	n/a	n/a	77%	n/a	100%
Okmulgee	Twin Hills	72%	72%	92%	n/a	n/a	n/a
Okmulgee	Wilson	31%	56%	34%	94%	n/a	n/a
Osage	Anderson	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Avant	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Barnsdall	77%	66%	78%	86%	84%	43%
Osage	Bowring	88%	100%	n/a	n/a	n/a	n/a

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County	School District	8th Gr. CRT U.S. History % 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	Biology I EOI % Proficient or Above
Osage	Hominy	57%	21%	52%	82%	66%	26%
Osage	McCord	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Osage Hills	78%	89%	n/a	n/a	n/a	n/a
Osage	Pawhuska	53%	22%	79%	74%	69%	36%
Osage	Prue	41%	47%	91%	93%	64%	60%
Osage	Shidler	54%	100%	64%	75%	89%	58%
Osage	Woodland	74%	95%	100%	95%	63%	37%
Osage	Wynona	70%	60%	n/a	100%	75%	n/a
Ottawa	Afton	78%	86%	90%	86%	80%	72%
Ottawa	Commerce	81%	19%	56%	84%	65%	50%
Ottawa	Fairland	67%	42%	79%	96%	66%	80%
Ottawa	Miami	76%	69%	71%	81%	80%	40%
Ottawa	Quapaw	42%	44%	39%	100%	88%	24%
Ottawa	Turkey Ford	n/a	n/a	n/a	n/a	n/a	n/a
Ottawa	Wyandotte	58%	78%	87%	83%	88%	11%
Pawnee	Cleveland	63%	81%	88%	88%	73%	68%
Pawnee	Jennings	94%	78%	n/a	n/a	n/a	n/a
Pawnee	Pawnee	51%	88%	84%	91%	86%	60%
Payne	Cushing	74%	91%	94%	93%	78%	73%
Payne	Glencoe	71%	65%	100%	92%	86%	64%
Payne	Oak Grove	56%	88%	n/a	n/a	n/a	n/a
Payne	Perkins-Tryon	74%	74%	90%	93%	89%	77%
Payne	Ripley	52%	64%	87%	82%	100%	76%
Payne	Stillwater	85%	87%	94%	94%	96%	77%
Payne	Yale	57%	36%	84%	95%	82%	24%
Pittsburg	Canadian	87%	64%	96%	100%	86%	75%
Pittsburg	Crowder	83%	61%	65%	93%	60%	35%
Pittsburg	Frink-Chambers	74%	85%	100%	n/a	n/a	n/a
Pittsburg	Haileyville	44%	67%	71%	83%	n/a	38%
Pittsburg	Hartshorne	69%	44%	91%	89%	83%	66%
Pittsburg	Haywood	71%	57%	n/a	n/a	n/a	n/a
Pittsburg	Indianola	58%	42%	90%	95%	n/a	55%
Pittsburg	Kiowa	77%	62%	94%	94%	82%	64%
Pittsburg	Krebs	65%	65%	n/a	n/a	n/a	n/a
Pittsburg	McAlester	55%	43%	83%	90%	81%	56%
Pittsburg	Pittsburg	67%	67%	n/a	n/a	n/a	67%
Pittsburg	Quinton	87%	35%	80%	93%	92%	50%
Pittsburg	Savanna	50%	90%	91%	89%	77%	58%
Pittsburg	Tannehill	67%	22%	n/a	n/a	n/a	n/a
Pontotoc	Ada	55%	83%	84%	90%	74%	48%

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County	School District	8th Gr. CRT U.S. History % 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	Biology I EOI % Proficient or Above
Pontotoc	Allen	62%	62%	88%	90%	76%	35%
Pontotoc	Byng	61%	88%	85%	97%	91%	65%
Pontotoc	Latta	47%	43%	97%	92%	84%	66%
Pontotoc	Roff	83%	94%	84%	93%	81%	71%
Pontotoc	Stonewall	81%	69%	82%	96%	73%	63%
Pontotoc	Vanoss	100%	71%	93%	85%	96%	72%
Pottawatomie	Asher	73%	80%	82%	86%	47%	30%
Pottawatomie	Bethel	83%	86%	95%	94%	86%	83%
Pottawatomie	Dale	78%	91%	86%	95%	89%	53%
Pottawatomie	Earlsboro	50%	71%	71%	67%	45%	25%
Pottawatomie	Grove	80%	90%	93%	n/a	n/a	n/a
Pottawatomie	Macomb	7%	53%	38%	74%	52%	41%
Pottawatomie	Maud	63%	47%	62%	100%	63%	50%
Pottawatomie	McLoud	62%	70%	85%	89%	68%	58%
Pottawatomie	North Rock Creek	51%	88%	95%	n/a	n/a	n/a
Pottawatomie	Pleasant Grove	25%	44%	n/a	n/a	n/a	n/a
Pottawatomie	Shawnee	59%	66%	81%	84%	75%	39%
Pottawatomie	South Rock Creek	84%	90%	100%	n/a	n/a	n/a
Pottawatomie	Tecumseh	69%	78%	84%	86%	83%	47%
Pottawatomie	Wanette	33%	29%	89%	100%	100%	n/a
Pushmataha	Albion	n/a	n/a	n/a	n/a	n/a	n/a
Pushmataha	Antlers	77%	46%	86%	95%	71%	68%
Pushmataha	Clayton	87%	80%	59%	93%	58%	50%
Pushmataha	Moyers	71%	43%	77%	79%	90%	50%
Pushmataha	Nashoba	n/a	n/a	n/a	n/a	n/a	n/a
Pushmataha	Rattan	68%	95%	92%	95%	78%	57%
Pushmataha	Tuskahoma	n/a	n/a	n/a	n/a	n/a	n/a
Roger Mills	Cheyenne	75%	46%	100%	89%	92%	82%
Roger Mills	Hammon	80%	67%	100%	93%	85%	n/a
Roger Mills	Leedey	83%	83%	90%	100%	62%	75%
Roger Mills	Reydon	86%	86%	100%	n/a	n/a	n/a
Roger Mills	Sweetwater	n/a	n/a	n/a	86%	n/a	56%
Rogers	Catoosa	76%	73%	84%	87%	72%	40%
Rogers	Chelsea	68%	90%	63%	73%	80%	39%
Rogers	Claremore	70%	76%	98%	92%	93%	62%
Rogers	Foyil	77%	54%	96%	89%	86%	62%
Rogers	Inola	58%	82%	91%	85%	77%	49%
Rogers	Justus-Tiawah	78%	78%	100%	n/a	n/a	n/a
Rogers	Oologah-Talala	71%	67%	84%	96%	91%	74%
Rogers	Sequoyah	78%	95%	91%	93%	85%	48%

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# School District Indicators

## CRT and EOI Scores

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County	School District	8th Gr. CRT U.S. History % 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	Biology I EOI % Proficient or Above
Rogers	Verdigris	90%	80%	100%	100%	91%	78%
Seminole	Bowlegs	85%	92%	80%	58%	38%	42%
Seminole	Butner	13%	n/a	43%	76%	45%	13%
Seminole	Justice	n/a	n/a	n/a	n/a	n/a	n/a
Seminole	Konawa	70%	63%	64%	86%	83%	94%
Seminole	New Lima	63%	69%	91%	85%	62%	59%
Seminole	Sasakwa	63%	63%	90%	92%	75%	46%
Seminole	Seminole	72%	81%	84%	95%	75%	39%
Seminole	Strother	56%	61%	80%	86%	63%	33%
Seminole	Varnum	55%	65%	93%	57%	85%	29%
Seminole	Wewoka	58%	47%	62%	71%	62%	22%
Sequoyah	Belfonte	n/a	n/a	n/a	n/a	n/a	n/a
Sequoyah	Brushy	75%	41%	84%	n/a	n/a	n/a
Sequoyah	Central	82%	97%	89%	96%	93%	78%
Sequoyah	Gans	35%	60%	78%	83%	83%	44%
Sequoyah	Gore	45%	55%	73%	78%	64%	52%
Sequoyah	Liberty	95%	79%	95%	n/a	n/a	n/a
Sequoyah	Marble City	100%	71%	100%	n/a	n/a	n/a
Sequoyah	Moffett	75%	75%	100%	n/a	n/a	n/a
Sequoyah	Muldrow	73%	93%	78%	90%	87%	59%
Sequoyah	Roland	79%	66%	85%	97%	72%	55%
Sequoyah	Sallisaw	78%	63%	97%	88%	85%	53%
Sequoyah	Vian	80%	89%	76%	96%	81%	68%
Stephens	Bray-Doyle	68%	88%	89%	75%	77%	35%
Stephens	Central High	86%	65%	84%	84%	81%	46%
Stephens	Comanche	77%	60%	87%	96%	79%	48%
Stephens	Duncan	58%	73%	72%	91%	75%	48%
Stephens	Empire	67%	67%	91%	87%	n/a	50%
Stephens	Grandview	n/a	n/a	n/a	n/a	n/a	n/a
Stephens	Marlow	89%	78%	83%	94%	83%	54%
Stephens	Velma-Alma	74%	84%	57%	87%	71%	65%
Texas	Goodwell	75%	75%	100%	85%	86%	42%
Texas	Guymon	73%	79%	67%	79%	77%	49%
Texas	Hardesty	67%	100%	n/a	n/a	n/a	n/a
Texas	Hooker	81%	73%	90%	90%	80%	36%
Texas	Optima	n/a	n/a	n/a	n/a	n/a	n/a
Texas	Straight	n/a	n/a	n/a	n/a	n/a	n/a
Texas	Texhoma	70%	90%	93%	100%	93%	60%
Texas	Tyrone	43%	48%	82%	92%	88%	87%
Texas	Yarbrough	43%	100%	n/a	89%	50%	89%

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# School District Indicators

## CRT and EOI Scores

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County	School District	8th Gr. CRT U.S. History % 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	Biology I EOI % Proficient or Above
Tillman	Davidson	n/a	n/a	n/a	n/a	n/a	n/a
Tillman	Frederick	79%	74%	69%	91%	74%	60%
Tillman	Grandfield	42%	42%	100%	95%	40%	47%
Tillman	Tipton	82%	76%	72%	91%	92%	30%
Tulsa	Berryhill	70%	76%	99%	96%	76%	66%
Tulsa	Bixby	91%	82%	94%	96%	91%	78%
Tulsa	Broken Arrow	75%	77%	83%	94%	78%	56%
Tulsa	Collinsville	78%	91%	98%	98%	94%	75%
Tulsa	Glenpool	73%	82%	92%	94%	86%	62%
Tulsa	Jenks	81%	81%	92%	94%	89%	68%
Tulsa	Keystone	65%	87%	100%	n/a	n/a	n/a
Tulsa	Liberty	66%	48%	61%	97%	63%	38%
Tulsa	Owasso	81%	76%	93%	93%	86%	65%
Tulsa	Sand Springs	60%	75%	85%	87%	79%	53%
Tulsa	Skiatook	71%	83%	78%	94%	89%	70%
Tulsa	Sperry	74%	68%	77%	91%	84%	55%
Tulsa	Tulsa	54%	63%	74%	82%	67%	38%
Tulsa	Union	75%	70%	92%	92%	80%	60%
Wagoner	Coweta	77%	75%	89%	95%	n/a	64%
Wagoner	Okay	63%	16%	84%	93%	44%	22%
Wagoner	Porter Consolidated	52%	84%	94%	97%	80%	58%
Wagoner	Wagoner	69%	69%	77%	85%	71%	48%
Washington	Bartlesville	85%	78%	97%	95%	95%	70%
Washington	Caney Valley	56%	31%	69%	85%	77%	68%
Washington	Copan	91%	36%	44%	92%	85%	47%
Washington	Dewey	53%	77%	82%	90%	87%	39%
Washita	Burns Flat-Dill City	85%	62%	100%	96%	84%	65%
Washita	Canute	36%	72%	96%	86%	67%	67%
Washita	Cordell	74%	79%	79%	98%	89%	73%
Washita	Sentinel	56%	44%	100%	94%	53%	56%
Woods	Alva	80%	52%	90%	98%	65%	61%
Woods	Freedom	n/a	n/a	n/a	n/a	n/a	n/a
Woods	Waynoka	61%	83%	100%	86%	71%	67%
Woodward	Fort Supply	83%	50%	n/a	n/a	83%	n/a
Woodward	Mooreland	76%	77%	89%	96%	100%	n/a
Woodward	Sharon-Mutual	48%	52%	56%	95%	68%	89%
Woodward	Woodward	67%	82%	80%	89%	66%	58%
<b>State Summary</b>		<b>71%</b>	<b>71%</b>	<b>85%</b>	<b>90%</b>	<b>79%</b>	<b>56%</b>

Data Source: Oklahoma State Department of Education

# School District Indicators

## EOI Scores and High School and College Information

County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Adair	Cave Springs	13%	91%	n/a	0.0%	16.3	85.7%
Adair	Dahlongeah	n/a	n/a	n/a	n/a	n/a	n/a
Adair	Greasy	n/a	n/a	n/a	n/a	n/a	n/a
Adair	Maryetta	n/a	n/a	n/a	n/a	n/a	n/a
Adair	Peavine	n/a	n/a	n/a	n/a	n/a	n/a
Adair	Rocky Mountain	n/a	n/a	n/a	n/a	n/a	n/a
Adair	Stilwell	37%	89%	73%	7.7%	17.9	36.7%
Adair	Watts	n/a	67%	45%	10.7%	19.2	51.7%
Adair	Westville	73%	93%	90%	6.3%	19.9	41.4%
Adair	Zion	n/a	n/a	n/a	n/a	n/a	n/a
Alfalfa	Burlington	n/a	n/a	n/a	0.0%	20.6	50.0%
Alfalfa	Cherokee	100%	87%	67%	4.0%	20.5	91.3%
Alfalfa	Timberlake	n/a	100%	100%	0.0%	18.7	93.8%
Atoka	Atoka	75%	91%	94%	3.2%	19.6	87.7%
Atoka	Caney	n/a	88%	64%	10.5%	16.9	93.8%
Atoka	Harmony	n/a	n/a	n/a	n/a	n/a	n/a
Atoka	Lane	n/a	n/a	n/a	n/a	n/a	n/a
Atoka	Stringtown	77%	100%	92%	4.0%	15.3	15.4%
Atoka	Tushka	97%	100%	97%	0.0%	20.5	52.3%
Beaver	Balko	n/a	83%	100%	0.0%	20.5	80.0%
Beaver	Beaver	56%	94%	81%	0.0%	18.9	77.3%
Beaver	Forgan	n/a	n/a	n/a	0.0%	20.4	0.0%
Beaver	Turpin	33%	95%	70%	5.6%	17.9	0.0%
Beckham	Elk City	94%	93%	92%	9.8%	19.8	62.8%
Beckham	Erick	n/a	100%	88%	10.0%	19.2	42.1%
Beckham	Merritt	92%	100%	100%	0.0%	21.4	39.5%
Beckham	Sayre	90%	100%	89%	3.0%	18.8	82.4%
Blaine	Canton	100%	90%	90%	8.0%	19.5	80.0%
Blaine	Geary	68%	82%	80%	15.8%	19.9	88.9%
Blaine	Okeene	91%	100%	95%	0.0%	21.1	52.0%
Blaine	Watonga	86%	100%	87%	4.6%	19.6	68.9%
Bryan	Achille	n/a	100%	n/a	0.0%	20.5	81.0%
Bryan	Bennington	n/a	100%	78%	12.5%	18.1	45.5%
Bryan	Caddo	n/a	100%	67%	0.0%	21.9	75.0%
Bryan	Calera	14%	100%	77%	2.0%	21.0	88.2%
Bryan	Colbert	44%	95%	95%	9.6%	18.1	83.0%
Bryan	Durant	87%	97%	92%	10.5%	21.6	59.3%
Bryan	Rock Creek	96%	87%	86%	4.2%	21.1	70.8%
Bryan	Silo	90%	97%	82%	14.6%	21.0	37.9%
Caddo	Anadarko	83%	97%	82%	6.2%	19.1	43.4%

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# School District Indicators

## EOI Scores and High School and College Information

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County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Caddo	Binger-Oney	31%	96%	72%	0.0%	18.8	68.0%
Caddo	Boone-Apache	83%	96%	82%	0.0%	19.6	65.8%
Caddo	Carnegie	43%	100%	93%	0.0%	19.4	40.6%
Caddo	Cement	27%	100%	50%	5.9%	17.5	68.8%
Caddo	Cyril	31%	94%	69%	0.0%	19.6	92.9%
Caddo	Fort Cobb-Broxton	17%	100%	89%	0.0%	18.9	106.3%
Caddo	Gracemont	n/a	n/a	91%	0.0%	19.3	40.0%
Caddo	Hinton	77%	100%	63%	0.0%	19.3	73.9%
Caddo	Hydro-Eakly	83%	100%	76%	0.0%	20.7	63.3%
Caddo	Lookeba Sickles	53%	100%	89%	0.0%	18.4	50.0%
Canadian	Banner	n/a	n/a	n/a	n/a	n/a	n/a
Canadian	Calumet	46%	100%	88%	0.0%	20.3	55.0%
Canadian	Darlington	n/a	n/a	n/a	n/a	n/a	n/a
Canadian	El Reno	77%	96%	91%	3.1%	17.9	69.5%
Canadian	Maple	n/a	n/a	n/a	n/a	n/a	n/a
Canadian	Mustang	69%	96%	89%	7.6%	22.0	59.5%
Canadian	Piedmont	72%	97%	89%	0.0%	22.0	33.7%
Canadian	Riverside	n/a	n/a	n/a	n/a	n/a	n/a
Canadian	Union City	93%	94%	91%	0.0%	19.1	66.7%
Canadian	Yukon	94%	98%	94%	6.2%	22.1	57.7%
Carter	Ardmore	70%	85%	75%	16.1%	17.6	46.9%
Carter	Dickson	94%	95%	91%	2.0%	20.4	56.1%
Carter	Fox	78%	100%	89%	0.0%	19.6	75.0%
Carter	Healdton	50%	85%	77%	0.0%	19.9	31.3%
Carter	Lone Grove	97%	99%	98%	7.2%	20.9	48.7%
Carter	Plainview	100%	100%	99%	1.3%	22.5	42.3%
Carter	Springer	n/a	100%	n/a	11.1%	16.8	123.1%
Carter	Wilson	83%	97%	93%	0.0%	19.3	33.3%
Carter	Zaneis	n/a	n/a	n/a	n/a	n/a	n/a
Cherokee	Briggs	n/a	n/a	n/a	n/a	n/a	n/a
Cherokee	Grand View	n/a	n/a	n/a	n/a	n/a	n/a
Cherokee	Hulbert	77%	100%	91%	2.2%	19.3	68.9%
Cherokee	Keys	95%	98%	99%	7.1%	21.6	43.3%
Cherokee	Lowrey	n/a	n/a	n/a	n/a	n/a	n/a
Cherokee	Norwood	n/a	n/a	n/a	n/a	n/a	n/a
Cherokee	Peggs	n/a	n/a	n/a	n/a	n/a	n/a
Cherokee	Shady Grove	n/a	n/a	n/a	n/a	n/a	n/a
Cherokee	Tahlequah	88%	95%	84%	8.2%	20.8	43.2%
Cherokee	Tenkiller	n/a	n/a	n/a	n/a	n/a	n/a
Cherokee	Woodall	n/a	n/a	n/a	n/a	n/a	n/a

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# School District Indicators

## EOI Scores and High School and College Information

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County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Choctaw	Boswell	94%	100%	69%	20.0%	20.3	80.0%
Choctaw	Fort Towson	29%	84%	43%	3.6%	20.4	88.0%
Choctaw	Grant	n/a	n/a	n/a	n/a	n/a	n/a
Choctaw	Hugo	27%	89%	55%	6.3%	18.0	57.1%
Choctaw	Soper	n/a	83%	75%	9.3%	19.5	97.5%
Choctaw	Swink	n/a	n/a	n/a	n/a	n/a	n/a
Cimarron	Boise City	63%	90%	82%	0.0%	20.5	87.5%
Cimarron	Felt	n/a	n/a	100%	0.0%	21.8	0.0%
Cimarron	Keyes	n/a	n/a	78%	0.0%	n/a	0.0%
Cleveland	Lexington	39%	90%	95%	5.4%	20.1	72.0%
Cleveland	Little Axe	88%	93%	91%	6.6%	18.3	76.0%
Cleveland	Moore	89%	94%	91%	7.1%	21.3	44.0%
Cleveland	Noble	68%	95%	82%	7.2%	19.3	66.3%
Cleveland	Norman	90%	91%	94%	4.7%	23.0	35.8%
Cleveland	Robin Hill	n/a	n/a	n/a	n/a	n/a	n/a
Coal	Coalgate	88%	95%	78%	0.0%	18.8	75.9%
Coal	Cottonwood	n/a	n/a	n/a	n/a	n/a	n/a
Coal	Tupelo	100%	100%	85%	0.0%	20.4	77.3%
Comanche	Bishop	n/a	n/a	n/a	n/a	n/a	n/a
Comanche	Cache	89%	97%	89%	4.4%	19.3	62.0%
Comanche	Chattanooga	90%	100%	100%	0.0%	21.8	63.2%
Comanche	Elgin	58%	97%	88%	1.3%	22.1	55.2%
Comanche	Fletcher	78%	94%	73%	7.7%	17.6	72.7%
Comanche	Flower Mound	n/a	n/a	n/a	n/a	n/a	n/a
Comanche	Geronimo	89%	78%	100%	0.0%	15.7	93.8%
Comanche	Indianapolis	n/a	100%	100%	0.0%	21.0	72.2%
Comanche	Lawton	78%	96%	87%	8.2%	21.2	27.3%
Comanche	Sterling	65%	100%	73%	3.7%	21.2	60.7%
Cotton	Big Pasture	86%	100%	100%	0.0%	23.7	76.9%
Cotton	Temple	44%	78%	70%	7.7%	16.9	84.6%
Cotton	Walters	87%	96%	89%	1.6%	19.9	57.4%
Craig	Bluejacket	67%	93%	81%	5.6%	18.7	106.3%
Craig	Ketchum	44%	95%	88%	2.0%	18.3	70.2%
Craig	Vinita	100%	95%	78%	3.1%	19.9	63.6%
Craig	Welch	76%	94%	93%	0.0%	20.0	100.0%
Craig	White Oak	n/a	n/a	n/a	n/a	n/a	n/a
Creek	Allen-Bowden	n/a	n/a	n/a	n/a	n/a	n/a
Creek	Bristow	63%	97%	84%	9.7%	20.5	69.4%
Creek	Depew	70%	96%	89%	4.8%	18.6	61.0%
Creek	Drumright	81%	97%	81%	10.4%	19.6	72.1%

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# School District Indicators

## EOI Scores and High School and College Information

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County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Creek	Gypsy	n/a	n/a	n/a	n/a	n/a	n/a
Creek	Kellyville	86%	98%	79%	10.3%	19.8	75.3%
Creek	Kiefer	69%	93%	97%	0.0%	18.8	39.5%
Creek	Lone Star	n/a	n/a	n/a	n/a	n/a	n/a
Creek	Mannford	93%	99%	96%	3.5%	21.3	27.6%
Creek	Mounds	69%	81%	81%	0.0%	18.7	74.5%
Creek	Oilton	63%	100%	81%	4.4%	19.9	87.0%
Creek	Olive	46%	85%	n/a	3.9%	20.9	50.0%
Creek	Pretty Water	n/a	n/a	n/a	n/a	n/a	n/a
Creek	Sapulpa	81%	87%	84%	13.9%	18.5	53.2%
Custer	Arapaho-Butler	67%	n/a	96%	0.0%	21.3	50.0%
Custer	Clinton	71%	87%	81%	1.6%	18.4	62.2%
Custer	Thomas-Fay-Custer	96%	100%	100%	0.0%	20.9	72.2%
Custer	Weatherford	73%	99%	92%	2.6%	22.1	55.3%
Delaware	Cleora	n/a	n/a	n/a	n/a	n/a	n/a
Delaware	Colcord	23%	90%	66%	10.4%	19.8	69.6%
Delaware	Grove	64%	95%	93%	8.7%	21.5	36.3%
Delaware	Jay	85%	96%	84%	12.8%	19.3	30.3%
Delaware	Kansas	90%	98%	83%	5.8%	20.0	69.1%
Delaware	Kenwood	n/a	n/a	n/a	n/a	n/a	n/a
Delaware	Leach	n/a	n/a	n/a	n/a	n/a	n/a
Delaware	Moseley	n/a	n/a	n/a	n/a	n/a	n/a
Delaware	Oaks-Mission	26%	95%	48%	0.0%	17.6	85.0%
Dewey	Seiling	90%	100%	79%	12.0%	19.9	88.5%
Dewey	Taloga	n/a	n/a	n/a	0.0%	n/a	100.0%
Dewey	Vici	65%	88%	82%	4.2%	20.9	100.0%
Ellis	Arnett	90%	100%	100%	0.0%	20.3	66.7%
Ellis	Fargo	22%	100%	n/a	0.0%	17.4	100.0%
Ellis	Gage	n/a	n/a	100%	0.0%	n/a	0.0%
Ellis	Shattuck	71%	100%	78%	0.0%	19.9	25.0%
Garfield	Chisholm	98%	98%	94%	2.9%	22.8	73.9%
Garfield	Covington-Douglas	89%	100%	100%	0.0%	19.6	85.0%
Garfield	Drummond	100%	100%	100%	3.2%	20.2	73.3%
Garfield	Enid	48%	90%	83%	8.2%	20.5	45.8%
Garfield	Garber	57%	88%	91%	3.9%	21.0	68.0%
Garfield	Kremlin-Hillsdale	n/a	n/a	n/a	0.0%	21.0	62.5%
Garfield	Pioneer-Pleasant Vale	58%	88%	92%	0.0%	19.7	61.5%
Garfield	Waukomis	92%	91%	95%	0.0%	20.8	65.0%
Garvin	Elmore City-Pernell	85%	93%	82%	0.0%	18.9	78.3%
Garvin	Lindsay	88%	98%	93%	6.0%	21.2	63.1%

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# School District Indicators

## EOI Scores and High School and College Information

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County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Garvin	Maysville	52%	100%	79%	10.7%	18.4	80.8%
Garvin	Paoli	70%	100%	80%	0.0%	21.4	40.0%
Garvin	Pauls Valley	96%	94%	93%	3.5%	20.7	69.8%
Garvin	Stratford	96%	100%	88%	5.0%	19.8	85.0%
Garvin	Whitebead	n/a	n/a	n/a	n/a	n/a	n/a
Garvin	Wynnewood	100%	96%	92%	5.9%	19.2	41.2%
Grady	Alex	n/a	90%	100%	0.0%	18.2	56.5%
Grady	Amber-Pocasset	92%	100%	95%	0.0%	21.4	90.0%
Grady	Bridge Creek	77%	99%	86%	4.1%	21.3	41.4%
Grady	Chickasha	89%	96%	97%	4.1%	21.4	25.9%
Grady	Friend	n/a	n/a	n/a	n/a	n/a	n/a
Grady	Middleberg	n/a	n/a	n/a	n/a	n/a	n/a
Grady	Minco	91%	97%	94%	0.0%	20.7	80.4%
Grady	Ninnekah	n/a	96%	81%	6.5%	17.6	57.1%
Grady	Pioneer	n/a	n/a	n/a	n/a	n/a	n/a
Grady	Rush Springs	n/a	79%	96%	4.9%	21.0	52.4%
Grady	Tuttle	92%	99%	96%	2.5%	21.3	28.6%
Grady	Verden	58%	100%	87%	7.7%	22.0	100.0%
Grant	Deer Creek-Lamont	67%	100%	79%	7.1%	20.3	91.7%
Grant	Medford	92%	93%	79%	10.0%	18.0	63.6%
Grant	Pond Creek-Hunter	50%	100%	n/a	0.0%	20.1	14.3%
Greer	Granite	100%	100%	100%	0.0%	21.4	94.4%
Greer	Mangum	68%	93%	94%	10.8%	19.3	76.3%
Harmon	Hollis	53%	82%	71%	4.8%	16.8	100.0%
Harper	Buffalo	100%	100%	100%	0.0%	18.4	78.6%
Harper	Laverne	90%	100%	100%	0.0%	21.4	68.8%
Haskell	Keota	63%	100%	93%	0.0%	18.1	93.6%
Haskell	Kinta	41%	84%	33%	0.0%	19.7	45.0%
Haskell	McCurtain	100%	100%	71%	11.1%	19.6	37.5%
Haskell	Stigler	92%	100%	100%	9.6%	20.7	61.3%
Haskell	Whitefield	n/a	n/a	n/a	n/a	n/a	n/a
Hughes	Calvin	n/a	100%	n/a	0.0%	19.3	89.5%
Hughes	Holdenville	73%	89%	84%	4.2%	18.0	50.0%
Hughes	Moss	26%	96%	95%	0.0%	17.8	80.0%
Hughes	Stuart	81%	96%	79%	15.0%	18.8	89.5%
Hughes	Wetumka	45%	95%	53%	0.0%	18.5	33.3%
Jackson	Altus	82%	88%	79%	9.6%	21.2	60.5%
Jackson	Blair	67%	82%	90%	9.5%	20.0	68.2%
Jackson	Duke	45%	94%	75%	0.0%	21.0	76.9%
Jackson	Eldorado	n/a	n/a	n/a	14.3%	17.5	109.1%

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# School District Indicators

## EOI Scores and High School and College Information

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County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Jackson	Navajo	100%	100%	83%	0.0%	22.5	48.6%
Jackson	Olustee	n/a	n/a	83%	18.2%	n/a	41.7%
Jefferson	Ringling	22%	96%	50%	11.9%	18.9	55.3%
Jefferson	Ryan	55%	88%	58%	0.0%	20.5	100.0%
Jefferson	Terral	n/a	n/a	n/a	n/a	n/a	n/a
Jefferson	Waurika	93%	94%	76%	0.0%	19.8	100.0%
Johnston	Coleman	n/a	n/a	n/a	5.0%	20.4	5.6%
Johnston	Mannsville	n/a	n/a	n/a	n/a	n/a	n/a
Johnston	Milburn	78%	100%	83%	0.0%	19.3	66.7%
Johnston	Mill Creek	87%	100%	71%	0.0%	n/a	0.0%
Johnston	Ravia	n/a	n/a	n/a	n/a	n/a	n/a
Johnston	Tishomingo	93%	97%	88%	4.5%	21.7	50.0%
Johnston	Wapanucka	67%	100%	86%	0.0%	17.9	45.5%
Kay	Blackwell	75%	97%	91%	9.4%	19.3	54.4%
Kay	Kildare	n/a	n/a	n/a	n/a	n/a	n/a
Kay	Newkirk	46%	98%	80%	0.0%	16.4	42.9%
Kay	Peckham	n/a	n/a	n/a	n/a	n/a	n/a
Kay	Ponca City	59%	90%	83%	9.1%	21.2	49.9%
Kay	Tonkawa	45%	95%	90%	10.3%	21.6	35.0%
Kingfisher	Cashion	74%	92%	70%	0.0%	21.0	48.6%
Kingfisher	Dover	56%	86%	83%	5.6%	17.5	88.2%
Kingfisher	Hennessey	95%	100%	88%	0.0%	19.5	40.3%
Kingfisher	Kingfisher	75%	99%	95%	1.1%	21.2	81.7%
Kingfisher	Lomega	100%	100%	83%	0.0%	20.3	30.0%
Kingfisher	Okarche	39%	100%	88%	0.0%	22.2	68.4%
Kiowa	Hobart	60%	100%	83%	1.8%	18.2	53.6%
Kiowa	Lone Wolf	n/a	n/a	n/a	50.0%	n/a	0.0%
Kiowa	Mountain View-Gotebo	58%	100%	83%	0.0%	21.5	100.0%
Kiowa	Snyder	98%	100%	100%	5.9%	19.4	59.4%
Latimer	Buffalo Valley	n/a	71%	100%	9.5%	18.5	87.0%
Latimer	Panola	n/a	100%	50%	0.0%	n/a	77.8%
Latimer	Red Oak	53%	95%	82%	11.8%	19.8	92.9%
Latimer	Wilburton	84%	98%	88%	14.1%	20.5	66.1%
Le Flore	Arkoma	56%	86%	83%	25.0%	17.8	70.8%
Le Flore	Bokoshe	91%	100%	n/a	12.5%	18.2	85.7%
Le Flore	Cameron	5%	95%	6%	0.0%	18.8	55.0%
Le Flore	Fanshawe	n/a	n/a	n/a	n/a	n/a	n/a
Le Flore	Heavener	73%	99%	73%	1.5%	19.2	76.7%
Le Flore	Hodgen	n/a	n/a	n/a	n/a	n/a	n/a
Le Flore	Howe	45%	100%	69%	4.3%	18.2	85.7%

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# School District Indicators

## EOI Scores and High School and College Information

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Le Flore	Leflore	46%	93%	63%	0.0%	19.5	100.0%
Le Flore	Monroe	n/a	n/a	n/a	n/a	n/a	n/a
Le Flore	Panama	95%	97%	77%	2.5%	20.5	71.4%
Le Flore	Pocola	82%	100%	69%	6.1%	19.2	67.5%
Le Flore	Poteau	59%	99%	86%	10.5%	20.9	54.2%
Le Flore	Shady Point	n/a	n/a	n/a	n/a	n/a	n/a
Le Flore	Spiro	50%	90%	83%	6.9%	19.4	93.9%
Le Flore	Talihina	53%	100%	84%	2.3%	18.8	79.6%
Le Flore	Whitesboro	83%	93%	71%	0.0%	20.7	80.8%
Le Flore	Wister	71%	69%	83%	0.0%	20.9	48.4%
Lincoln	Agra	54%	100%	81%	0.0%	18.5	82.4%
Lincoln	Carney	n/a	100%	85%	6.7%	22.1	75.0%
Lincoln	Chandler	91%	98%	67%	1.3%	21.2	63.0%
Lincoln	Davenport	50%	100%	86%	0.0%	18.4	55.0%
Lincoln	Meeker	82%	100%	88%	5.6%	19.6	44.4%
Lincoln	Prague	52%	95%	86%	12.0%	20.5	68.5%
Lincoln	Stroud	64%	95%	84%	0.0%	21.3	78.6%
Lincoln	Wellston	94%	94%	86%	2.5%	20.2	76.7%
Lincoln	White Rock	n/a	n/a	n/a	n/a	n/a	n/a
Logan	Coyle	17%	n/a	64%	0.0%	18.3	83.3%
Logan	Crescent	38%	93%	100%	0.0%	18.8	80.0%
Logan	Guthrie	66%	94%	86%	13.3%	21.0	31.2%
Logan	Mulhall-Orlando	100%	100%	100%	0.0%	24.3	7.1%
Love	Greenville	n/a	n/a	n/a	n/a	n/a	n/a
Love	Marietta	93%	93%	59%	9.4%	18.0	62.3%
Love	Thackerville	n/a	100%	58%	0.0%	19.1	87.5%
Love	Turner	50%	90%	90%	6.3%	20.8	81.3%
Major	Aline-Cleo	n/a	n/a	n/a	0.0%	20.3	50.0%
Major	Cimarron	67%	86%	43%	5.0%	20.8	73.7%
Major	Fairview	92%	92%	93%	4.7%	23.0	97.6%
Major	Ringwood	71%	95%	81%	15.4%	19.7	65.2%
Marshall	Kingston	98%	95%	96%	4.6%	20.1	61.0%
Marshall	Madill	76%	96%	73%	6.7%	17.8	43.4%
Mayes	Adair	97%	98%	98%	1.5%	20.9	77.3%
Mayes	Chouteau-Mazie	90%	94%	100%	5.2%	19.7	23.6%
Mayes	Locust Grove	84%	88%	79%	15.2%	20.0	55.5%
Mayes	Osage	n/a	n/a	n/a	n/a	n/a	n/a
Mayes	Pryor	95%	93%	93%	13.2%	21.1	48.5%
Mayes	Salina	75%	90%	93%	8.9%	19.9	16.4%
Mayes	Spavinaw	n/a	n/a	n/a	n/a	n/a	n/a

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# School District Indicators

## EOI Scores and High School and College Information

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Mayes	Wickliffe	n/a	n/a	n/a	n/a	n/a	n/a
McClain	Blanchard	81%	100%	100%	7.4%	22.6	39.9%
McClain	Byars	n/a	n/a	n/a	n/a	n/a	n/a
McClain	Dibble	88%	98%	71%	2.1%	18.2	78.0%
McClain	Newcastle	91%	95%	96%	3.7%	20.9	54.9%
McClain	Purcell	96%	98%	97%	2.9%	22.0	65.4%
McClain	Washington	82%	96%	93%	0.0%	21.9	74.6%
McClain	Wayne	n/a	92%	97%	0.0%	20.9	25.0%
McCurtain	Battiest	n/a	100%	94%	20.0%	18.3	94.7%
McCurtain	Broken Bow	76%	94%	81%	3.3%	20.3	69.5%
McCurtain	Denison	n/a	n/a	n/a	n/a	n/a	n/a
McCurtain	Eagletown	36%	82%	86%	10.5%	17.9	84.2%
McCurtain	Forest Grove	n/a	n/a	n/a	n/a	n/a	n/a
McCurtain	Glover	n/a	n/a	n/a	n/a	n/a	n/a
McCurtain	Haworth	39%	97%	86%	0.0%	18.9	81.5%
McCurtain	Holly Creek	n/a	n/a	n/a	n/a	n/a	n/a
McCurtain	Idabel	69%	97%	63%	4.7%	19.0	72.3%
McCurtain	Lukfata	n/a	n/a	n/a	n/a	n/a	n/a
McCurtain	Smithville	56%	100%	93%	0.0%	19.0	50.0%
McCurtain	Valliant	55%	94%	90%	0.0%	19.8	80.3%
McCurtain	Wright City	79%	93%	100%	11.1%	20.3	63.6%
McIntosh	Checotah	26%	99%	84%	4.0%	17.9	68.9%
McIntosh	Eufaula	55%	100%	88%	12.6%	19.8	81.1%
McIntosh	Hanna	100%	71%	n/a	68.8%	19.9	20.0%
McIntosh	Midway	5%	75%	83%	10.0%	18.5	70.6%
McIntosh	Ryal	n/a	n/a	n/a	n/a	n/a	n/a
McIntosh	Stidham	n/a	n/a	n/a	n/a	n/a	n/a
Murray	Davis	94%	96%	92%	3.2%	19.9	33.3%
Murray	Sulphur	86%	97%	67%	6.6%	21.1	64.0%
Muskogee	Braggs	100%	100%	75%	10.0%	n/a	11.1%
Muskogee	Fort Gibson	95%	96%	88%	1.3%	21.4	36.8%
Muskogee	Haskell	95%	98%	81%	7.7%	19.1	78.7%
Muskogee	Hilldale	93%	96%	87%	1.6%	20.8	24.8%
Muskogee	Muskogee	78%	93%	67%	21.1%	19.9	71.3%
Muskogee	Oktaha	95%	93%	91%	0.0%	20.3	42.9%
Muskogee	Porum	50%	87%	n/a	7.1%	18.3	59.4%
Muskogee	Wainwright	n/a	n/a	n/a	n/a	n/a	n/a
Muskogee	Warner	96%	97%	97%	0.0%	20.5	80.0%
Muskogee	Webbers Falls	57%	92%	92%	0.0%	19.5	75.0%
Noble	Billings	n/a	n/a	n/a	0.0%	n/a	0.0%

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## EOI Scores and High School and College Information

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Noble	Frontier	67%	85%	65%	4.2%	18.7	86.4%
Noble	Morrison	79%	97%	91%	0.0%	19.7	86.4%
Noble	Perry	85%	100%	81%	3.4%	20.8	21.2%
Nowata	Nowata	87%	97%	87%	4.9%	19.1	36.8%
Nowata	Oklahoma Union	59%	95%	90%	5.3%	19.5	73.2%
Nowata	South Coffeyville	n/a	81%	38%	0.0%	17.4	33.3%
Okfuskee	Bearden	n/a	n/a	n/a	n/a	n/a	n/a
Okfuskee	Graham-Dustin	33%	n/a	60%	50.0%	14.9	16.7%
Okfuskee	Mason	50%	100%	86%	5.6%	18.8	82.4%
Okfuskee	Okemah	53%	97%	84%	13.3%	18.7	65.1%
Okfuskee	Paden	100%	100%	83%	0.0%	19.4	100.0%
Okfuskee	Weleetka	100%	95%	78%	21.4%	18.8	61.9%
Oklahoma	Bethany	92%	100%	91%	4.6%	22.1	7.2%
Oklahoma	Choctaw-Nicoma Park	91%	98%	93%	8.1%	21.4	55.3%
Oklahoma	Crooked Oak	35%	88%	56%	7.7%	16.2	68.4%
Oklahoma	Crutcho	n/a	n/a	n/a	n/a	n/a	n/a
Oklahoma	Deer Creek	79%	97%	95%	0.7%	23.8	17.6%
Oklahoma	Edmond	93%	98%	93%	4.0%	23.7	28.8%
Oklahoma	Harrah	63%	93%	92%	4.5%	19.3	82.4%
Oklahoma	Jones	60%	92%	84%	11.7%	21.0	36.8%
Oklahoma	Luther	50%	93%	72%	0.0%	18.5	67.4%
Oklahoma	Midwest City-Del City	75%	86%	79%	5.7%	20.0	43.7%
Oklahoma	Millwood	27%	85%	48%	8.7%	16.2	82.1%
Oklahoma	Oakdale	n/a	n/a	n/a	n/a	n/a	n/a
Oklahoma	Oklahoma City	79%	92%	72%	15.1%	18.8	54.6%
Oklahoma	Putnam City	78%	94%	78%	7.9%	20.3	53.2%
Oklahoma	Western Heights	81%	88%	82%	19.9%	18.9	58.9%
Okmulgee	Beggs	60%	86%	79%	5.8%	19.3	51.7%
Okmulgee	Dewar	62%	94%	48%	5.3%	17.6	68.4%
Okmulgee	Henryetta	80%	91%	69%	1.8%	18.5	31.2%
Okmulgee	Morris	78%	100%	88%	2.9%	19.9	35.5%
Okmulgee	Okmulgee	68%	85%	68%	0.0%	17.7	61.9%
Okmulgee	Preston	96%	100%	82%	0.0%	21.2	18.2%
Okmulgee	Schulter	n/a	n/a	90%	0.0%	n/a	33.3%
Okmulgee	Twin Hills	n/a	n/a	n/a	n/a	n/a	n/a
Okmulgee	Wilson	31%	100%	67%	0.0%	17.2	93.8%
Osage	Anderson	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Avant	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Barnsdall	72%	100%	94%	0.0%	18.2	78.3%
Osage	Bowring	n/a	n/a	n/a	n/a	n/a	n/a

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Osage	Hominy	94%	93%	77%	8.6%	18.8	71.0%
Osage	McCord	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Osage Hills	n/a	n/a	n/a	n/a	n/a	n/a
Osage	Pawhuska	23%	86%	65%	0.0%	19.8	80.0%
Osage	Prue	55%	100%	91%	10.3%	18.0	0.0%
Osage	Shidler	35%	100%	91%	0.0%	17.2	75.0%
Osage	Woodland	n/a	100%	89%	2.9%	20.4	66.7%
Osage	Wynona	50%	n/a	n/a	14.3%	19.2	66.7%
Ottawa	Afton	n/a	100%	33%	0.0%	20.0	73.7%
Ottawa	Commerce	81%	81%	88%	4.2%	19.8	50.0%
Ottawa	Fairland	89%	100%	96%	5.6%	19.0	80.6%
Ottawa	Miami	81%	95%	64%	3.6%	21.3	49.1%
Ottawa	Quapaw	57%	100%	67%	0.0%	20.0	81.0%
Ottawa	Turkey Ford	n/a	n/a	n/a	n/a	n/a	n/a
Ottawa	Wyandotte	96%	98%	79%	4.4%	19.0	49.2%
Pawnee	Cleveland	79%	94%	88%	3.5%	21.6	85.8%
Pawnee	Jennings	n/a	n/a	n/a	n/a	n/a	n/a
Pawnee	Pawnee	47%	100%	65%	1.9%	20.3	54.9%
Payne	Cushing	85%	89%	95%	8.1%	21.5	69.7%
Payne	Glencoe	65%	100%	85%	0.0%	21.5	36.8%
Payne	Oak Grove	n/a	n/a	n/a	n/a	n/a	n/a
Payne	Perkins-Tryon	76%	100%	90%	10.8%	20.7	82.9%
Payne	Ripley	88%	94%	79%	0.0%	20.1	87.1%
Payne	Stillwater	96%	98%	98%	4.8%	22.6	36.0%
Payne	Yale	59%	94%	78%	12.2%	18.1	45.2%
Pittsburg	Canadian	93%	100%	91%	3.0%	19.6	45.2%
Pittsburg	Crowder	88%	95%	90%	6.5%	19.5	82.8%
Pittsburg	Frink-Chambers	n/a	n/a	n/a	n/a	n/a	n/a
Pittsburg	Haileyville	92%	100%	93%	12.0%	20.4	105.0%
Pittsburg	Hartshorne	83%	97%	100%	4.0%	18.3	83.0%
Pittsburg	Haywood	n/a	n/a	n/a	n/a	n/a	n/a
Pittsburg	Indianola	n/a	67%	95%	5.0%	18.0	70.0%
Pittsburg	Kiowa	100%	100%	100%	0.0%	22.6	80.0%
Pittsburg	Krebs	n/a	n/a	n/a	n/a	n/a	n/a
Pittsburg	McAlester	77%	94%	86%	17.5%	21.2	47.1%
Pittsburg	Pittsburg	n/a	n/a	n/a	20.0%	18.4	0.0%
Pittsburg	Quinton	96%	90%	72%	9.8%	20.0	57.6%
Pittsburg	Savanna	92%	90%	76%	0.0%	18.2	60.0%
Pittsburg	Tannehill	n/a	n/a	n/a	n/a	n/a	n/a
Pontotoc	Ada	67%	89%	83%	5.5%	20.7	75.5%

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# School District Indicators

## EOI Scores and High School and College Information

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County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Pontotoc	Allen	92%	97%	88%	3.3%	20.0	90.6%
Pontotoc	Byng	95%	98%	93%	12.0%	19.7	81.9%
Pontotoc	Latta	100%	97%	96%	0.0%	21.9	88.7%
Pontotoc	Roff	82%	100%	83%	0.0%	20.2	41.7%
Pontotoc	Stonewall	100%	100%	94%	0.0%	20.7	55.0%
Pontotoc	Vanoss	89%	96%	81%	0.0%	20.1	73.1%
Pottawatomie	Asher	77%	100%	79%	0.0%	20.9	77.3%
Pottawatomie	Bethel	87%	97%	96%	5.4%	21.3	21.4%
Pottawatomie	Dale	95%	98%	88%	0.0%	21.5	36.0%
Pottawatomie	Earlsboro	33%	71%	67%	9.1%	18.0	10.0%
Pottawatomie	Grove	n/a	n/a	n/a	n/a	n/a	n/a
Pottawatomie	Macomb	59%	86%	57%	10.7%	19.1	60.9%
Pottawatomie	Maud	64%	93%	71%	6.9%	18.2	11.1%
Pottawatomie	McLoud	72%	87%	89%	12.3%	21.0	57.3%
Pottawatomie	North Rock Creek	n/a	n/a	n/a	n/a	n/a	n/a
Pottawatomie	Pleasant Grove	n/a	n/a	n/a	n/a	n/a	n/a
Pottawatomie	Shawnee	63%	98%	93%	9.5%	21.0	41.8%
Pottawatomie	South Rock Creek	n/a	n/a	n/a	n/a	n/a	n/a
Pottawatomie	Tecumseh	91%	94%	82%	12.3%	18.2	54.4%
Pottawatomie	Wanette	88%	100%	100%	15.4%	20.0	146.7%
Pushmataha	Albion	n/a	n/a	n/a	n/a	n/a	n/a
Pushmataha	Antlers	97%	97%	77%	7.7%	20.0	62.5%
Pushmataha	Clayton	44%	82%	83%	25.0%	17.4	100.0%
Pushmataha	Moyers	80%	100%	79%	0.0%	n/a	44.4%
Pushmataha	Nashoba	n/a	n/a	n/a	n/a	n/a	n/a
Pushmataha	Rattan	93%	100%	96%	0.0%	20.2	68.8%
Pushmataha	Tuskahoma	n/a	n/a	n/a	n/a	n/a	n/a
Roger Mills	Cheyenne	n/a	100%	95%	17.2%	21.8	87.0%
Roger Mills	Hammon	30%	100%	79%	0.0%	20.8	58.3%
Roger Mills	Leedey	69%	92%	100%	0.0%	19.0	94.1%
Roger Mills	Reydon	n/a	n/a	n/a	0.0%	19.3	70.0%
Roger Mills	Sweetwater	n/a	n/a	86%	20.0%	n/a	100.0%
Rogers	Catoosa	54%	95%	63%	8.2%	18.3	51.2%
Rogers	Chelsea	23%	93%	63%	11.5%	20.6	69.2%
Rogers	Claremore	96%	97%	95%	10.5%	22.1	42.1%
Rogers	Foyil	65%	95%	81%	8.6%	19.8	51.6%
Rogers	Inola	49%	99%	91%	4.1%	20.8	42.4%
Rogers	Justus-Tiawah	n/a	n/a	n/a	n/a	n/a	n/a
Rogers	Oologah-Talala	96%	99%	94%	1.5%	20.2	59.7%
Rogers	Sequoyah	82%	98%	93%	6.8%	20.4	99.0%

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# School District Indicators

## EOI Scores and High School and College Information

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County	School District	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Avg. ACT Oklahoma Public HS Graduates	Career Tech Program Participation Rate
Rogers	Verdigris	84%	98%	96%	1.0%	22.1	9.7%
Seminole	Bowlegs	n/a	100%	54%	10.5%	17.3	70.0%
Seminole	Butner	n/a	82%	67%	0.0%	n/a	8.3%
Seminole	Justice	n/a	n/a	n/a	n/a	n/a	n/a
Seminole	Konawa	89%	100%	96%	0.0%	20.6	90.0%
Seminole	New Lima	80%	100%	n/a	8.3%	19.3	36.4%
Seminole	Sasakwa	n/a	88%	83%	12.5%	19.1	70.6%
Seminole	Seminole	93%	98%	95%	15.5%	20.4	51.7%
Seminole	Strother	56%	88%	n/a	9.1%	20.4	76.2%
Seminole	Varnum	n/a	100%	60%	0.0%	18.1	100.0%
Seminole	Wewoka	48%	90%	n/a	15.5%	17.7	34.7%
Sequoyah	Belfonte	n/a	n/a	n/a	n/a	n/a	n/a
Sequoyah	Brushy	n/a	n/a	n/a	n/a	n/a	n/a
Sequoyah	Central	100%	97%	87%	4.4%	20.4	61.4%
Sequoyah	Gans	81%	85%	85%	14.7%	20.4	93.9%
Sequoyah	Gore	100%	94%	80%	5.4%	20.1	65.7%
Sequoyah	Liberty	n/a	n/a	n/a	n/a	n/a	n/a
Sequoyah	Marble City	n/a	n/a	n/a	n/a	n/a	n/a
Sequoyah	Moffett	n/a	n/a	n/a	n/a	n/a	n/a
Sequoyah	Muldrow	81%	97%	82%	1.9%	20.1	53.6%
Sequoyah	Roland	86%	94%	83%	11.1%	20.1	72.7%
Sequoyah	Sallisaw	90%	95%	96%	14.7%	21.6	52.1%
Sequoyah	Vian	57%	96%	85%	5.3%	19.2	81.1%
Stephens	Bray-Doyle	50%	100%	n/a	0.0%	19.6	100.0%
Stephens	Central High	71%	97%	85%	0.0%	20.1	72.2%
Stephens	Comanche	80%	96%	97%	1.2%	20.5	71.6%
Stephens	Duncan	82%	95%	80%	8.1%	19.3	57.7%
Stephens	Empire	n/a	95%	27%	3.5%	18.8	62.1%
Stephens	Grandview	n/a	n/a	n/a	n/a	n/a	n/a
Stephens	Marlow	83%	99%	84%	3.3%	21.0	73.3%
Stephens	Velma-Alma	36%	94%	83%	8.3%	18.1	68.0%
Texas	Goodwell	100%	100%	91%	0.0%	18.6	100.0%
Texas	Guymon	77%	93%	67%	9.8%	17.7	43.3%
Texas	Hardesty	n/a	n/a	n/a	0.0%	n/a	100.0%
Texas	Hooker	83%	100%	100%	8.6%	20.0	57.6%
Texas	Optima	n/a	n/a	n/a	n/a	n/a	n/a
Texas	Straight	n/a	n/a	n/a	n/a	n/a	n/a
Texas	Texhoma	69%	100%	70%	0.0%	19.6	22.7%
Texas	Tyrone	33%	100%	93%	7.1%	19.9	0.0%
Texas	Yarborough	29%	n/a	88%	0.0%	n/a	0.0%

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