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ABSTRACT

The Oklahoma Educational Indicators Program is a system developed under the Oklahoma Education Reform Act of 1990 to assess the performance of public schools and school systems. "Profiles 1999" consists of state, district, and school components. Each component divides the information presented into three major reporting categories: (1) community and environment information; (2) educational program and process information; and (3) student performance information. The State Report component contains tables, graphs, and maps, all with accompanying text, concerning state-level information for the major categories of measurement. The most recent data covers the 1998-99 school year. Wherever possible, tables and graphs will cover multiple years in order that trends may be observed. National comparisons have been added based on data availability and comparability. The District Report component contains a two-page spread for each school district in the state and presents a wealth of educational data in both graphic and tabular form for the 1998-99 school year. The School Report component includes a report card for each of the 1,799 individual school sites in the state with 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. 35 figures present indicator information, eight appendixes add statistical and supplemental details. (Author/MLF)

Oklahoma Educational Indicators Program

Profiles 1999 State Report

Office of Accountability

April 2000

Family & Community Setting • Educational Process • Student Performance

Oklahoma Educational Indicators Program

Profiles 1999 State Report

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Oklahoma Department of Vocational & Technical Education
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Education Oversight Board / Office of Accountability

John Rex, Chairman • Secretary of Education Dr. Floyd Coppedge, CEO • Robert Buswell, Executive Director

April 30, 2000

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue "PROFILES 1999," prepared by the Office of Accountability. This series of reports is the yearly capstone for the Oklahoma Educational Indicators Program, a system set forth in the Oklahoma Educational Reform Act of 1990 (House Bill 1017) to assist you in assessing the performance of **your** public schools. "PROFILES 1999" furnishes timely and comprehensive information to the public, especially parents, students, educators, lawmakers, and researchers.

"PROFILES 1999" consists of three publications, a "STATE REPORT," a "DISTRICT REPORT," and the "SCHOOL REPORT CARDS." These publications are the result of a collaborative effort headed by the Office of Accountability and include data from the following sources: the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Vocational and Technical Education, the Office of Juvenile Affairs, a school survey administered directly by the Office of Accountability, as well as other sources.

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

Sincerely,

Floyd Coppedge

Dr. Floyd Coppedge
Secretary of Education

John Rex, Chairman
Education Oversight Board

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EXECUTIVE SUMMARY

INTRODUCTION

When evaluating education, it is important to remember that no single score, ratio, or measurement can quantify the academic soundness of a state, district, school, or student. Therefore, "Profiles 1999" presents a host of relevant educational statistics, and readers are free to evaluate educational entities based on those factors they feel are most important in the educational process.

COMMUNITY CHARACTERISTICS

The average community characteristics for districts within the state are as follows: average population of districts, 5,830; population density per square mile, 41; household income, $24,088; percent of population living below poverty level, 17%; per student valuation of property, $21,239; percent of population over age 55, 22%; unemployment rate, 7%; percent of children living in single parent homes, 23%; percent of 15-19 year old females who are mothers without high school diplomas, 8%. The following apply to criminally referred juvenile offenders: in 1998-99, there was one out of every 53.9 public school students who were charged with a crime through the juvenile justice system (11,572 offenders statewide). Each offender was charged with an average of 1.9 criminal offenses (22,232 statewide) and 338 of the offenders statewide were alleged gang members (2.9% of offenders). The following is a break down of Oklahoma public school enrollment by ethnic group: Caucasian, 67%; Black, 11%; Asian, 1%; Hispanic, 5%; and Native American, 16%. The educational attainment of the state's population in 1990 was as follows: college degree, 23%; some college, 22%; high school diploma, 30%; less than a high school diploma, 25%.

DISTRICT EDUCATIONAL PROCESS

The "Profiles 1999" series reports on 547 individual Oklahoma school districts and 1,799 conventional school sites: 1,024 elementary schools, 205 middle schools, 106 junior highs and 464 senior highs. Total ADM for the state in 1998-99 was 623,799, an increase of 5,560 students from the 1997-98 school year. This represented an increase of 0.9%. ADM has increased 8.8% in the last ten years. Also, there is the rapid decline in ADM from 9th through 12th grade. During the 1998-99 school year, 12th grade ADM was 11,149 students lower than 9th grade ADM that same year. This dramatic decrease in enrollment between 9th and 12th grade is not a single year occurrence.

During the 1998-99 school year, 74,221 Oklahoma students (12%) qualified for the Gifted/Talented program; 80,121 (13%) qualified for the Special Education Program; 298,480 students were eligible for the Free or Reduced-Pay Lunch Program (47.8%).

Statewide, the number of regular classroom teachers increased by 33 FTEs for the 1998-99 school year (35,728 in 1997-98 to 35,761 in 1998-99). The statewide gross student/teacher ratio for regular classroom teachers in 1998-99 was 17.4 students per teacher. The average salary of teachers was $30,851, an increase of $322 from the previous year ($30,529 in 1997-98) and 32% held advanced degrees. Regular classroom teachers averaged 12.3 years of experience. There were 4,249 Special Education Teacher FTEs, each possessed an average of 11.4 years of teaching experience and earned, on average, $32,412 that year. On average there were 18.9 students identified as needing "Special Education" per special education teacher in the state.

There were 2,998 administrator FTEs, an increase of 16 FTEs over the 1997-98 school year. This averaged 5.5 administrators per district. Administrators' average salary was $53,225, an increase of $1,642, or 3.2%, over last year. Each supervised an average of 13 teacher FTEs, and averaged nearly 21 years of experience.

The Office of Accountability used a high school site questionnaire to obtain data that were not available through other sources. Of the high schools that responded, 91.2% (354) reported that they had distributed the Office of Accountability's School Report Cards to the parents of their students; 381 high schools (83.4%) responded to a question about high school GPA, which averaged 2.97. The survey also showed that 6.5% of their graduates were planning to attend out-of-state colleges and 66.2% of their graduates had completed the 15 units of course work required by Oklahoma public colleges and universities.

Looking at district funding, the largest portion is provided by the State at 57.1% ($1.9 billion), followed by Local & County with 33.5% ($1.1 billion), and Federal funds, which provide 9.4% ($310 million). However, these ratios have changed considerably over the last 20 to 30 years. Figure 14 shows that State Appropriated funding has increased substantially over the last 25 years. This is an important consideration, given the fact that local boards, and the communities they serve, ultimately decide whether or not state funds are being spent effectively within their districts.

District expenditures by the percent spent in each area are as follows: Instruction, 57.8%; Student Support, 5.7%; Instructional Support, 3.0%; District Administration, 3.8%; School Administration, 5.4%; District Support, 16.4%; Other, 8.1%; and Debt Service, 5.0% of all other expenditures combined. Statewide total expenditures from ALL FUNDS were $3.3 billion, which includes debt service. Expenditures per student using ALL FUNDS for 1998-99 were $5,347, an increase of $391 from the previous year.

STUDENT PERFORMANCE

In 1998-99, for the first time ever, it was mandated that all students be tested and the results were released in three categories: 1) Regular Education, 2) Alternative Education, and 3) Special Education. The scores and percentages tested posted in Profiles 1999 include only the results of "Regular Education" students. The 3rd grade percentile ranks on the ITBS are as follows: Reading, 59; Language, 69; Math, 69; Science; 67; Social

Studies, 62; Sources of Information, 65; and Composite, 66. Eighty-four percent (84%) of 3rd graders took the ITBS. The 7th grade percentile ranks on the ITBS are as follows: Reading, 58; Language, 60; Math, 60; Science; 57; Social Studies, 59; Sources of Information, 58; and Composite, 59. For the 7th grade 87% of students took the ITBS statewide.

The Oklahoma Core Curriculum Test results were as follows. For the 5th grade, the percentage of students scoring satisfactory or above were: Science, 81%; Mathematics, 85%; Reading, 80%; Writing, 92%; US Hist./Const./Gov., 75%; and Geography, 68%. Eighty-seven (87%) of 5th graders took the CRT as "Regular Education" students. For the 8th grade, the percentage of students scoring satisfactory or above were: Science, 79%; Mathematics, 75%; Reading, 81%; Writing, 97%; US Hist./Const./Gov., 65%; Geography, 49% and 89% of students took the CRT as "Regular Education" students. For the 11th grade, the percentage of students scoring satisfactory or above were: Science, 74%; Mathematics, 60%; Reading, 75%; Writing, 97%; US Hist./Const./Gov., 82%; Geography, 50%; and Oklahoma History, 60%. The 11th grade results showed that 89% of students were tested as "Regular Education" students.

Just as students are expected to perform at a minimum level of competency, schools should also be able to achieve a minimum level of performance. In an attempt to evaluate schools' overall performance in preparing students for the Core Curriculum Tests, the Secretary of Education and Education Oversight Board chose "70% of students achieving a score of satisfactory or above" as a logical minimum performance benchmark for schools to achieve. Figures 20 through 22 display schools' overall performance in preparing students in the Priority Academic Student Skills as measured by the Oklahoma Core Curriculum Tests.

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education. Oklahoma's 8th grader's score of 152 was the fifth highest score in the nation. Of the 35 states that participated in the testing program, six states scored higher than Oklahoma and 28 scored lower. Of the 39 states tested in 4th grade reading, Oklahoma's score of 220 was the seventh highest score. Ten states scored higher than Oklahoma and 28 states scored lower. Oklahoma's rather high score of 220 in 1998 is exactly the same as it was in 1992. Looking at the 8th grade reading results, Oklahoma's score of 265 was the seventh highest score of the 36 states tested, with nine states scoring better than Oklahoma, two scoring the same, and 24 scoring lower.

Oklahoma's single year dropout rate was 5.1%, a drop for four-tenths of a percentage point from the 1997-98 school year. There were 8,876 student dropouts who were under the age of 19 and in grades 9th through 12th. The graduation rate for 1998-99 was 74.4% (36,486 graduates in 1998-99 divided by a 9th grade ADM of 49,064 in 1995-96). The rate increased one percentage point from 1997-98, but is down 5.0 percentage points since 1991-92.

ACT information showed that at the Oklahoma public high schools included in this series of reports, 23,417 members of the Graduating Class of 1999 took the ACT or 64.2% of graduates. The composite score on the ACT for this group during the 1998-99 school year was 20.7, which remained unchanged from 1997-98. The highest average ACT at an Oklahoma high school was a score of 24.8, with 56% of the graduates taking the ACT. The lowest average ACT for an Oklahoma high school was 13.5, with 75% of graduates being tested at that school. Looking at the ACT scores by race, we see that generally speaking, minority students in Oklahoma outperform their national counterparts. This success could be evidence that the initiatives set forth in House Bill 1017 in 1989 are working.

The 1998-99 school year saw a 21% increase in the number of high schools across the state participating in at least one national AP exam: 150 high schools compared to 124 in 1997-98. Statewide, there were 2,450 public school seniors who had participated in the AP testing program in 1998-99. This represents 6.3% of the seniors that year. These 2,450 seniors took 5,175 AP tests and 3,200 (61.8%) received a score of three or above. Data show that only 33% of public schools in Oklahoma participated in the AP program compared to 60% of public schools nationally.

Information provided by the Oklahoma Department of Vocational and Technical Education showed that 41.2% of students enroll in an occupationally-specific Vo-Tech program sometime during their high school career. Of those who enrolled in a Vo-Tech occupationally-specific program, 82.7% completed one or more of the competencies required for the program.

Based on a three-year average, 50.7% of the state's public high school graduates went directly to a public college in Oklahoma. Once in college, 38.0% of Oklahoma public high school graduates took at least one remedial course during their freshmen year in an Oklahoma public institution of higher education. Seventy-two-point-two percent (72.2%) of freshman had a grade point average (GPA) of 2.0 or above during the first semester of their freshman year in an Oklahoma college. The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school was 33.2%.

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OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

"Profiles 1999" is the fulfillment of the reporting requirement of the Oklahoma Educational Indicators Program. The Oklahoma Educational Indicators Program was established in May of 1989 with the passage of Senate Bill 183 (SB 183), also known as the Oklahoma School Testing Program Act. It was codified as Section 1210.531 of Title 70 in the Oklahoma statutes. In this action, the State Board of Education was instructed to "develop and implement a system of measures whereby the performance of public schools and school districts will be assessed and reported without undue reliance upon any single type of indicator, and whereby the public, including students and parents, may be made aware of: the proper meaning and use of any tests administered under the Oklahoma School Testing Program Act, relative accomplishments of the public schools, and of progress being achieved." Also, "the Oklahoma Educational Indicators Program shall present information for comparisons of graduation rates, dropout rates, pupil-teacher ratios, and test results in the context of socioeconomic status and the finances of school districts."

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

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

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

INTRODUCTION

METHODOLOGY

"Profiles 1999" consists of three components: (1) the State Report; (2) the District Report and (3) individual School Report Cards. Each component of "Profiles 1999" divides the information presented into three major reporting categories: (I) community and environment information, (II) educational program and process information, and (III) student performance information. This methodology is meant to mirror the real-world educational process. Students have a given home and community life, they attend a school with a varied make up of teachers and administrators who deliver education through different processes and programs, and finally all of these factors come to bear on student performance.

The specific scope of each "Profiles 1999" component is as follows:

State Report

This component contains tables, graphs, and maps, all with accompanying text, concerning state-level information for the major categories of measurement. The most recent data covers the 1998-99 school year. Wherever possible, tables and graphs will cover multiple years in order that trends may be observed. Also, national comparisons have been added based on data availability and comparability.

District Report

This component contains a two-page spread for each school district in the state and presents a wealth of educational data in both graphic and tabular form for the 1998-99 school year.

School Report Cards

This component includes a report card for each of the 1,799 individual school sites in the State. The School Report Cards include demographic information about the district and specific information about the individual school site. This information includes enrollment counts, achievement test scores, information about teachers, and other site-specific information. Each report card also contains space for comments from the school principal. The principal is encouraged to provide information such as scores for any standardized testing conducted beyond the requirements of state law, highlights of a mission or policy that is unique to the school, and recognition of special programs or student and staff achievements. Once the principal has added his or her comments, it is his or her responsibility to distribute copies of the School Report Card to parents and other interested parties in the community.

Three Reporting Categories

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

Community Characteristics

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

District Educational Process

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

Student Performance

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

Each of the "Profiles 1999" components reports information using the same three categories and by design are directly comparable. For a comprehensive view of education in a given area, one would start with the State Report, move to the District Report, and then look at School Report Cards for schools within a given district. Each document reports similar information for the various levels of operation.

DATA GATHERING

Regarding the gathering of data, the Office of Accountability is the secondary user of the majority of the information presented. It relies on agencies such as the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Vocational and Technical Education, and several others to supply the required information in a timely, accurate and usable fashion. Consequently, the Office of Accountability does not control the methods used to collect, nor the categories used to report, the majority of the data presented. The Office works diligently with these agencies to see that the data used is without errors. At the same time, it is also the Office of Accountability's policy not to change numbers received from other agencies without their expressed permission. On rare occasions a number may appear unreasonable when viewed in the context of other numbers presented in this report series. However, the Office of Accountability is bound to this data in that it is the most reliable currently collected regarding Oklahoma public education.

As a general rule, information is reported a year after the fact. Statistics are collected at the close of the school year, and are then verified and analyzed prior to publication. While this process is taking place, there are schools closing and others opening. Only those public schools that were open during

the reporting period are included in the Profiles Reports. Finally, because most educational indicators relate to mainstream public school students, the "Profiles 1999" 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 1999" presents a host of relevant educational statistics, and readers are free to evaluate educational entities based on those factors they feel are most important in the educational process.

MAPS

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

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

I. COMMUNITY CHARACTERISTICS

CONTEXT

The first reporting category of "Profiles 1999" is the "Community Characteristics" section which provides a statistical sketch of the community in which the educational process is taking place. School districts are an extension of the community they serve and local control is a hallmark of common education in Oklahoma. Local voters affect conditions in the classroom through their support of bond issues. Local school board members must ultimately answer to voters in the community. And, 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 1999."

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

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

State Averages for School District Community Characteristics

Community Characteristic	State Average
District Population (number of residents) (1990)	5,830
Population Density per Square Mile (1990/1998-99)	41
Household Income (1990)	$24,088
Population Living Below Poverty Level (1990)	17%
Per Student Valuation of Property (1998-99)	$21,239
Population Over Age 55 (1990)	22%
Unemployment Rate (1990)	7%
Single-Parent Families (1990) (varies from numbers calculated using county data)	23%
% of 15- to 19-Year-Old Females who are Mothers w/o HS Diplomas (1990)	8%

Juvenile Offenders: In Oklahoma in 1998-99, there was one out of every 53.9 public school students who were charged with a crime through the juvenile justice system (11,572 offenders statewide). Each offender was charged with an average of 1.9 criminal offenses (22,232 statewide) and 338 of the offenders statewide were alleged gang members (2.9% of offenders).

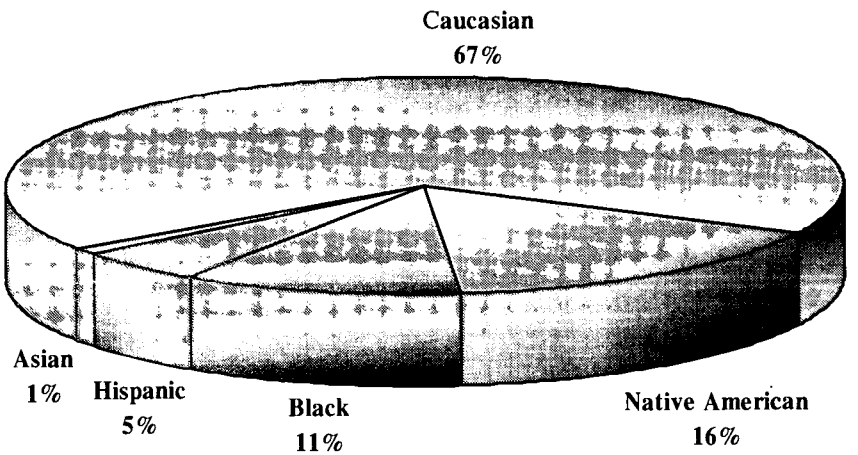
Oklahoma Public School Enrollment by Ethnic Group (Figure 1):
(based on 1998 fall enrollment)

Caucasian	67%
Black	11%
Asian	1%
Hispanic	5%
Native American	16%

Highest Educational Level of Adults Age 25 and Over (Figure 2):
(varies from numbers calculated using district data) (1990)

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

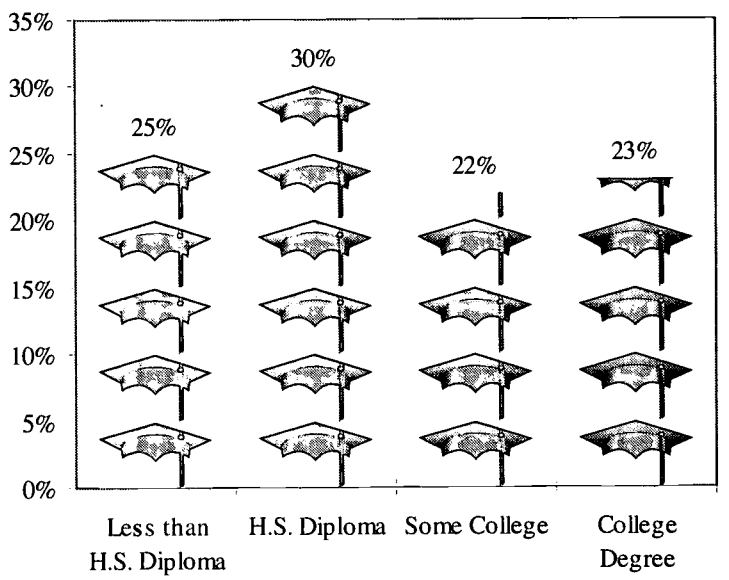
Figure 1
Oklahoma Public School Enrollment by Ethnic Group
1998-99 School Year



Data Source: State Department of Education

Total fall 1998 Enrollment = 623,535

Figure 2
Highest Education Level of Adults Age 25 and Over
Oklahoma



Data Source: 1990 Census

SOCIEOECONOMIC VARIANCE

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

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

The local tax revenues available to schools varies greatly too. The average district in Oklahoma receives roughly 30% of its funding from property taxes. These taxes are levied on the assessed value of property within the district boundaries and support the general operation of the district. This indicator of district wealth is measured by the total valuation of property within the boundaries of the district divided by the total number of students. The extremes on this indicator ranged from a district with a property value of $516,290 per student in 1998-99 to a district with a property value of $3,059 per student (students are measured in average daily membership (ADM) which is explained in the "District Educational Process" section of this report). Furthermore, if the voters in a district approve special bond millages to be added to the tax on their property, a district can raise even more money 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 funds available for education.

The age of residents in a community can complicate the district's ability to raise funds through the taxation of property. In districts where a large percentage of persons are retired, have finished raising their children, and may be on fixed incomes, it can be difficult to get local voters to approve special bond millages for schools. These voters realize that passage of the bond will ultimately raise property taxes within the district. Districts in this situation lack the ability to capitalize on the value of the property in their community. To address this possibility, the percent of the population age 55 or older has been included in the "Profiles 1999" reports. These statistics were collected in April of 1990 and at that time several districts had less than 10% of their population age 55 or older, while others had more than 50% of their population that fell into that age range.

The percentage of the district's community that is unemployed can also have a great influence on the district. Unemployment rates ranged from a low of 0% to a high of 26% in 1989. Another indicator affecting districts is the percentage of families headed by a single parent. This ranged from a high of 62% to a low of 0%. Additionally, the percentage of teenage girls that have not yet finished high school but that have given birth to one or more children affects the school's ability to fulfill its mission. As of April of 1990, the district community with the highest percentage of 15- to 19-year-

old females without a high school diploma, having had at least one child at that time, was 75%, while other district communities had 0%. The census reported that 44% of Oklahoma's district communities had no 15- to 19-year-old females who were mothers that had not yet earned a high school diploma.

The use of juvenile crime statistics is a recent addition to the Profiles reports and is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 1998-99 juvenile crime statistics are provided as another indicator of the environment in which the school must operate. The statistics presented here relate to criminal referrals only and are based on students attending one of the schools included in this report series. Statewide, 11,572 public school students were referred to the Office of Juvenile Affairs (OJA) in 1998-99. These offenders were charged with a total of 22,232 offenses, and 338 of the offenders were said to have gang affiliation. This means that one out of every 53.9 students statewide had been charged with a crime, each offender had committed an average of 1.9 offenses and 2.9% of the charged students had gang affiliations.

Seventeen percent (17%) of districts statewide had no juvenile offenders (no students had been charged). However, a look at those districts with five or more students in the OJA database revealed that at one district, one out of every 18 students had been charged with a crime during the 1998-99 school year. None of them, however, had gang affiliations. Yet, another district had 94 students who were affiliated with a gang. This one district accounted for 28% of the gang-affiliated offenders statewide. The gang phenomenon seems to be isolated to just a few of Oklahoma's school districts. Just four of Oklahoma's school districts accounted for more than 50% of the gang-affiliated offenders statewide. The ratios used in this analysis are based on 1998 fall enrollment. Also, not all communities report minor juvenile offenses to the Oklahoma State Office of Juvenile Affairs (OJA). Juvenile data is only reported for those communities that had referred cases to OJA.

A break down of the juvenile offense charges shows that the bulk (39%) had to do with theft/burglary of one variety or another. Violation of municipal ordinances/obstruction of justice charges ranked second with 23%. Crimes related to sex/violence represented 16% of all arrest charges. Drug/alcohol possession made up 12% of offenses, and crimes against property accounted for roughly 8% of the arrests. Other types of offenses made up the other 3% of offences. A more detailed listing of the offenses by type can be found in Appendix A of this report.

Oklahoma is a state of great diversity and the ethnic makeup of the state's communities and school districts is no exception. Statewide, 33% of student enrollments came from one of the four ethnic minority groups. Figure 1 shows that in school year 1998-99, 16% of Oklahoma's students were Native American, 11% were Black, 5% were Hispanic, and 1% were Asian. At the district level the state's ethnic diversity is even more pronounced with 28 districts in the state having 5% or less minority enrollment and four districts having 95% or more minority enrollment.

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. Looking at the percentage of the population age 20 and over, we see that one district had almost 60% of its

population that did not have a high school diploma. However, another district had only 7% of its population that fell into this educational attainment category. Now look at the percentage of persons who hold a college degree. Sixty-two districts (62) had 5 percent (5%) or less of the population with a college degree, whereas, only 11 districts had 30% or more of the population holding a college degree. The educational attainment information presented in the various Profiles reports varies slightly. The statistics presented in Figures 2 and 3 were collected on persons age 25 and over. The information collected at the district level (used in the District Report and the School Report Cards) was based on persons age 20 and over. Although a non-standard measure, this is the only data available at the district level.

SOCIOECONOMIC ADVERSITY MAPS

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

Figures 3 through 6 map social and economic characteristics across Oklahoma. The statistics were chosen because they are representative of the socioeconomic conditions that most impact student performance. They include the percentage of the population with less than a high school diploma, the percentage of families headed by a single parent, the number of public assistance dollars received per capita, and the unemployment rate. The information was collected during the 1990 census, and although dated, is still the most comparable county-level data that exists. The four maps combined offer a visual sketch of Oklahoma's community characteristics. These maps should be referenced again when evaluating maps relating to the "District Educational Process" and "Student Performance" sections of this report. Appendix B displays in a tabular format the information presented in this series of maps.

Figure 3

PERCENT OF POPULATION WITH LESS THAN A HIGH SCHOOL DIPLOMA

1990 Census

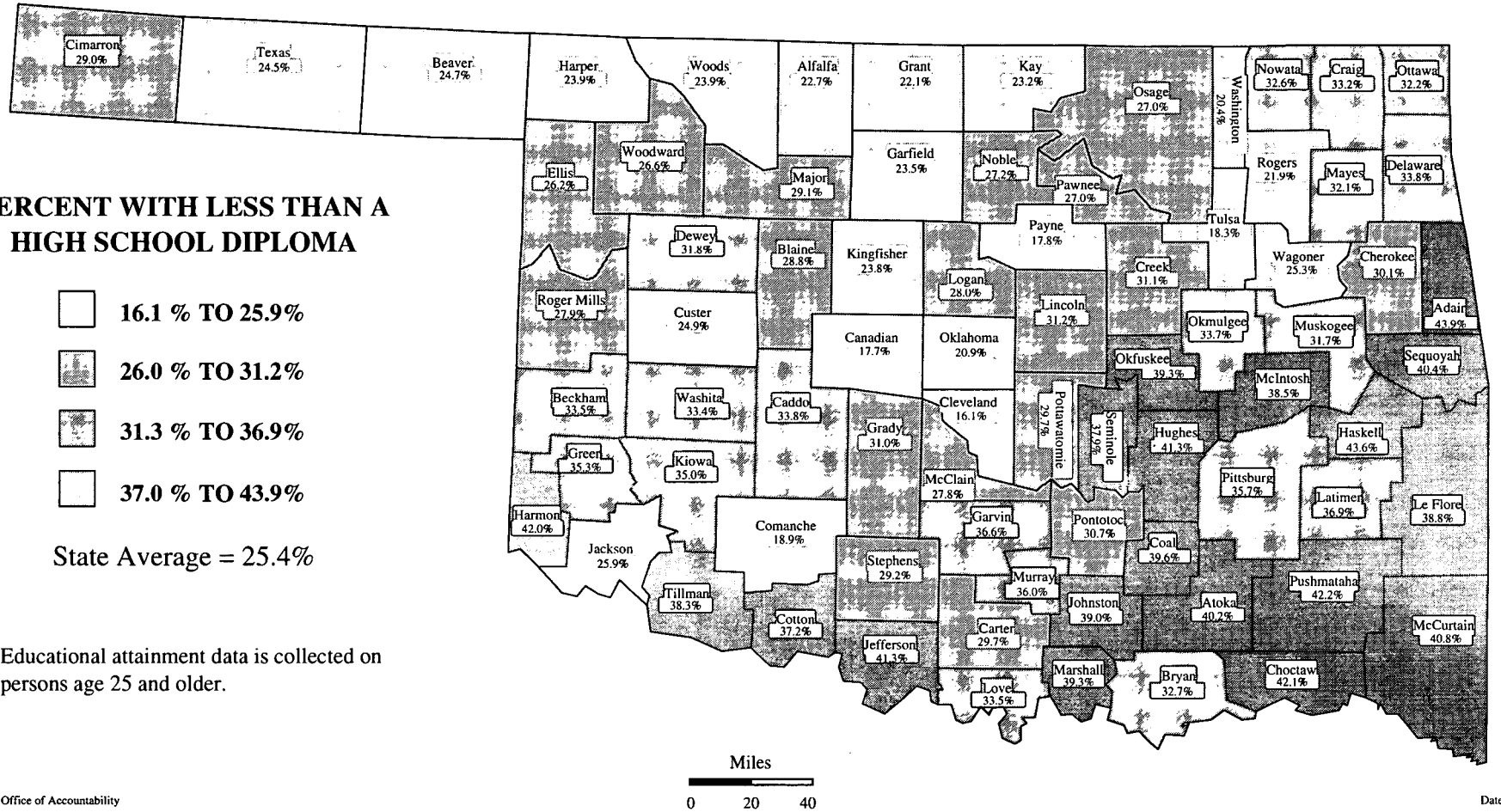
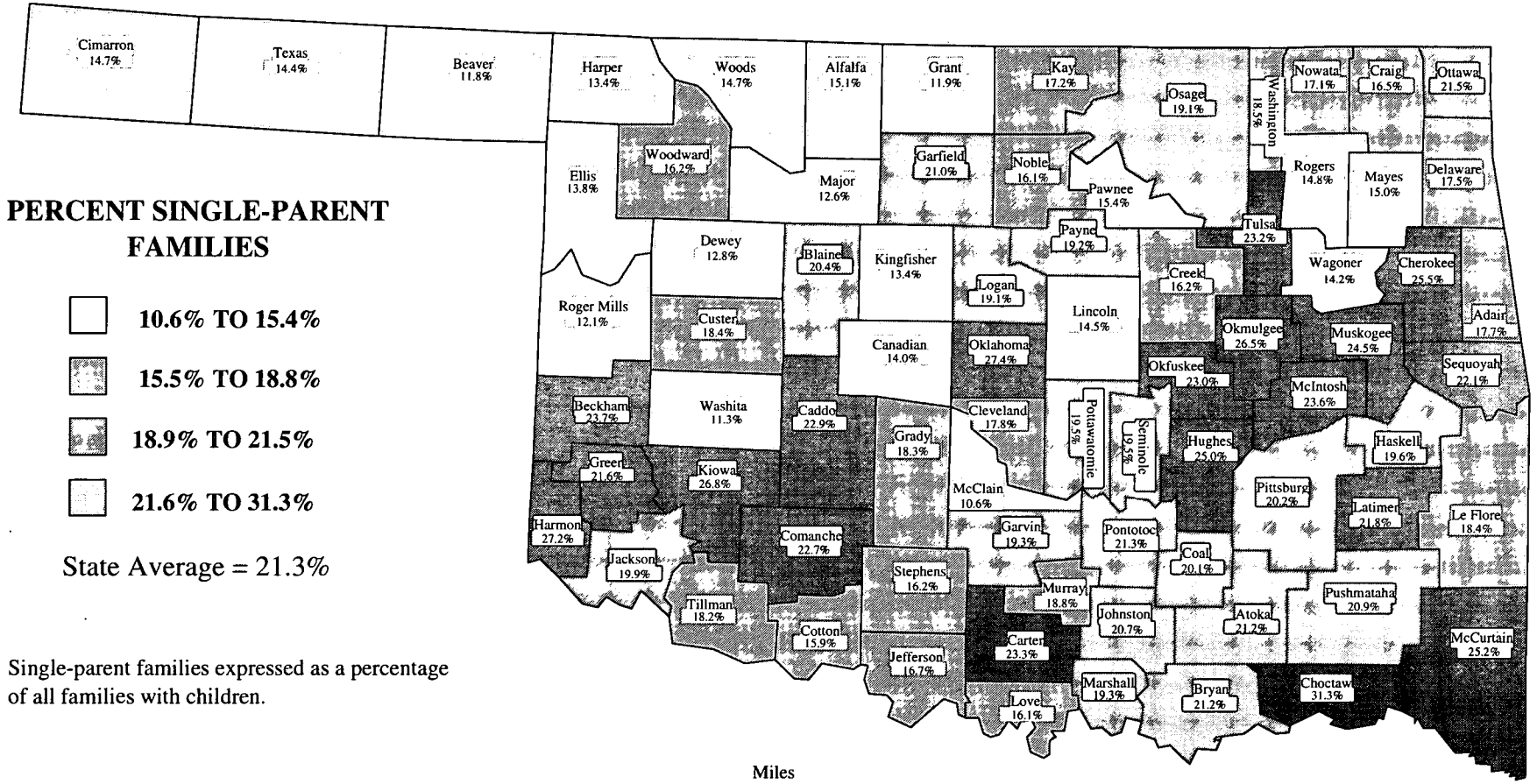


Figure 4

PERCENT OF SINGLE-PARENT FAMILIES

1990 Census



PERCENT SINGLE-PARENT FAMILIES

- **10.6% TO 15.4%**
- **15.5% TO 18.8%**
- **18.9% TO 21.5%**
- **21.6% TO 31.3%**

State Average = 21.3%

Single-parent families expressed as a percentage of all families with children.

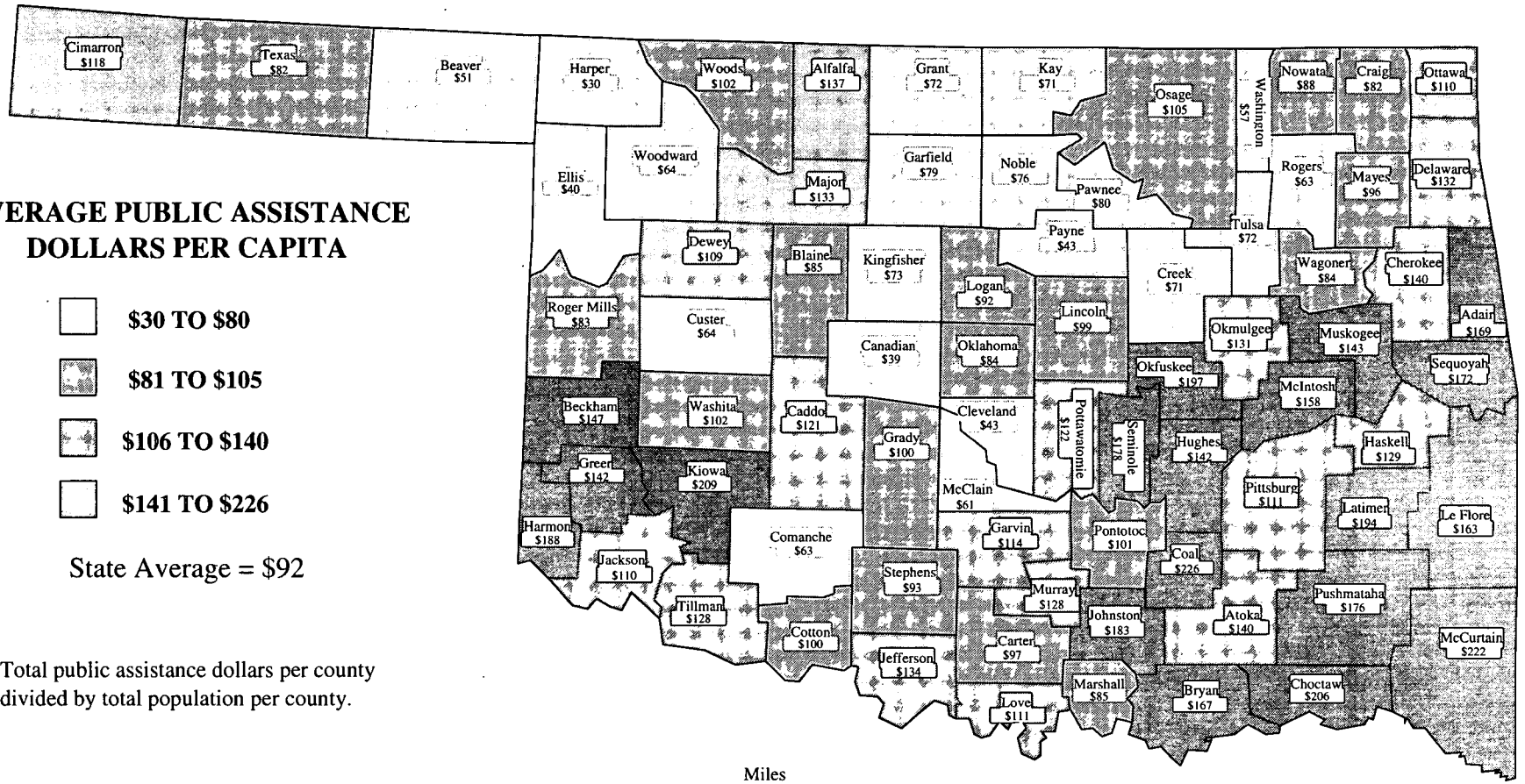
Prepared by: Office of Accountability

Date: 4/1/2000

Figure 5

PUBLIC ASSISTANCE DOLLARS PER CAPITA

1990 Census



AVERAGE PUBLIC ASSISTANCE DOLLARS PER CAPITA

- **$30 TO $80**
- **$81 TO $105**
- **$106 TO $140**
- **$141 TO $226**

State Average = $92

Total public assistance dollars per county divided by total population per county.

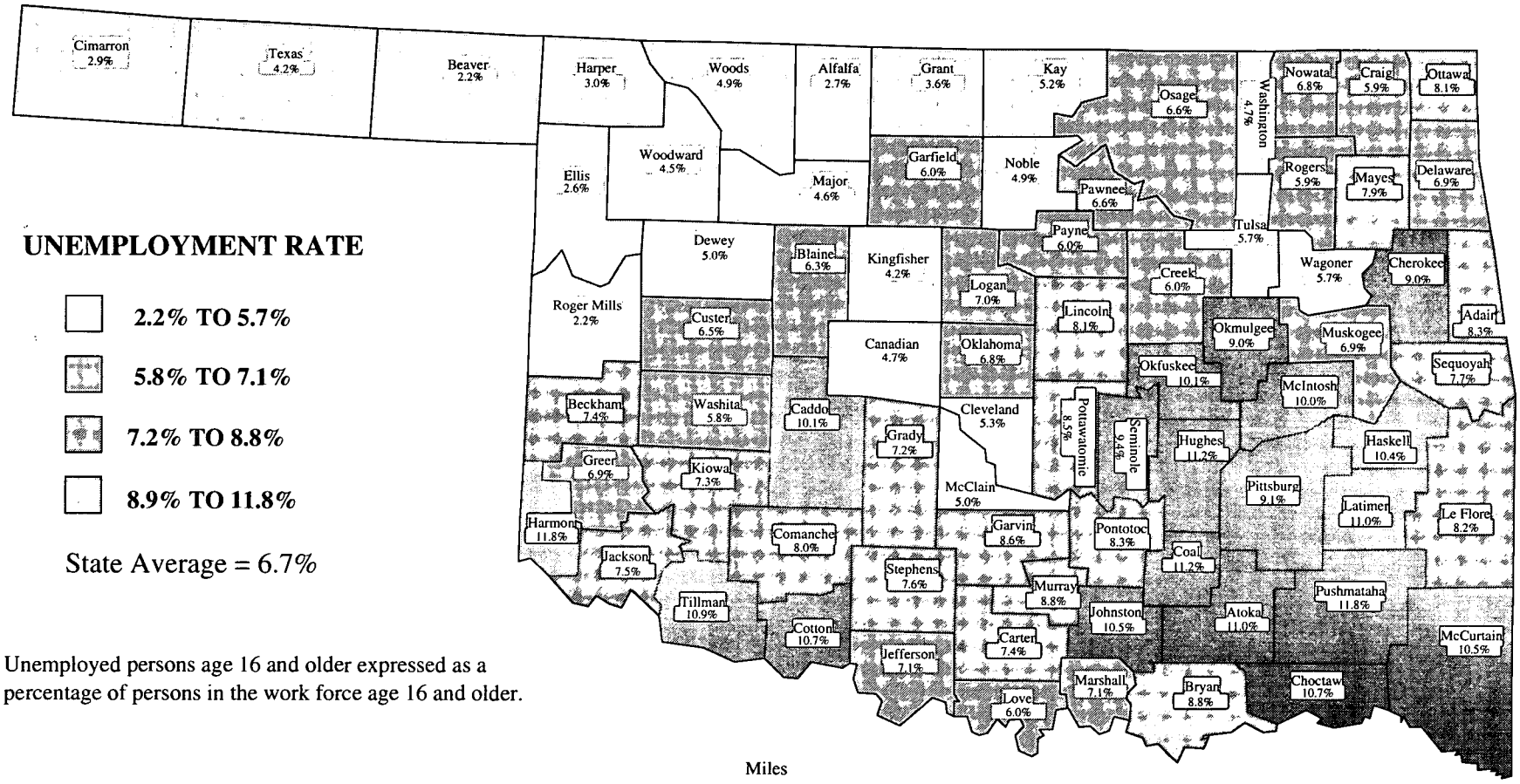
Prepared by: Office of Accountability

Date: 4/1/2000

Figure 6

UNEMPLOYMENT RATE

1990 Census



UNEMPLOYMENT RATE

- **2.2% TO 5.7%**
- **5.8% TO 7.1%**
- **7.2% TO 8.8%**
- **8.9% TO 11.8%**

State Average = 6.7%

Unemployed persons age 16 and older expressed as a percentage of persons in the work force age 16 and older.

Prepared by: Office of Accountability

Date: 4/1/2000

II. DISTRICT EDUCATIONAL PROCESS

DISTRICTS, SCHOOLS AND STUDENT ENROLLMENT

The "Profiles 1999" series reports on 547 individual Oklahoma school districts and 1,799 conventional school sites: 1,024 elementary schools, 205 middle schools, 106 junior highs and 464 senior highs.

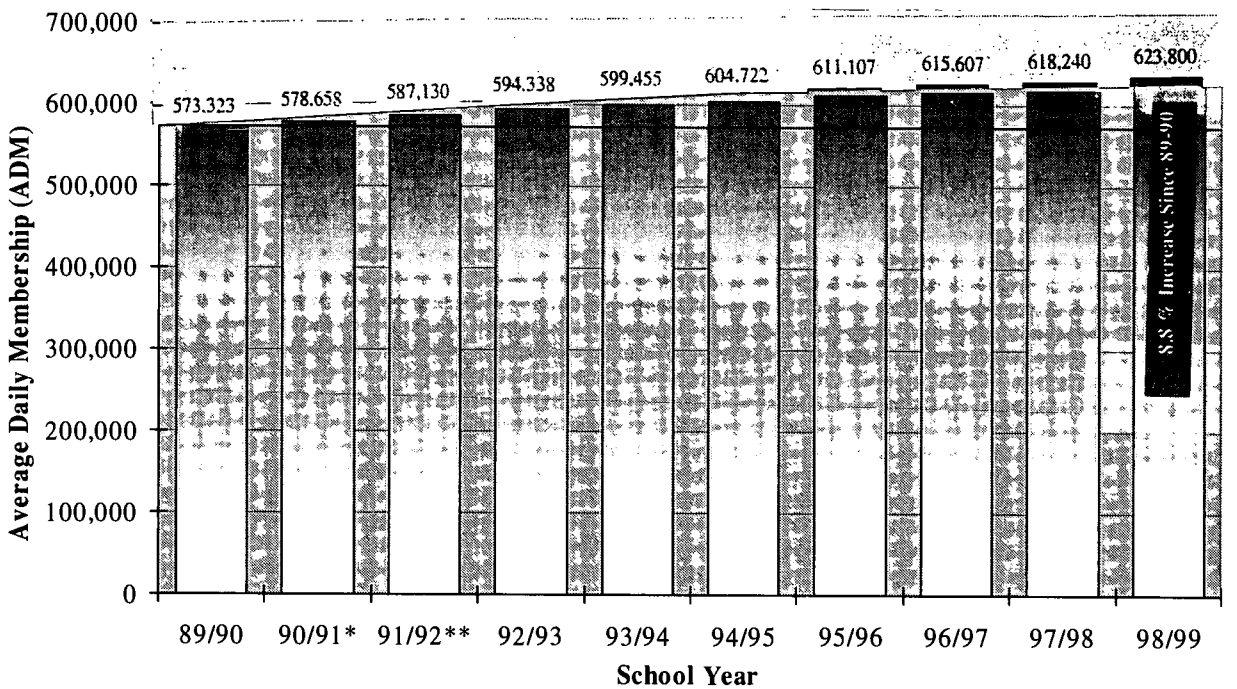
Schools and school districts in Oklahoma are organized in a variety of ways. Oklahoma school districts are accredited by the State Board of Education and are classified as either independent districts (offering pre-kindergarten through 12th grade), or elementary districts (offering pre-kindergarten through 8th grade). Students from elementary districts must be integrated into a neighboring district's high school once completing 8th grade. In 1998-99 there were 116 elementary (dependent) school districts and 431 independent school districts. Within these two classifications, districts are free to organize grade levels to suit their needs. For example, one district may have an elementary school serving grades K-8 with a high school serving grades 9-12; another district may have a lower elementary serving grades K-4, an upper elementary serving grades 5 and 6, a junior high for grades 7-9, and a high school serving grades 10-12. During 1998-99 there were 54 different grade level offerings forming schools in Oklahoma.

Another way to look at the diversity of districts across the state is to look at the number of students they serve. Student enrollment is most often reported as Average Daily Membership (ADM). ADM refers to the average number of students enrolled at a school, or district, on any given day during the year. The smallest elementary district in operation during 1998-99 had an ADM of 17 students and the largest independent school district had an ADM of 42,690 students. The following table provides a statewide breakdown of school districts by enrollment.

District Size (in ADM)	# of Districts	% of All Districts	# of Students	% of All Students
10,000 Plus	10	1.8%	208,359	33.3%
5,000 - 9,999	10	1.8%	64,517	10.3%
2,000 - 4,999	34	6.2%	97,659	15.4%
1,000 - 1,999	76	13.9%	101,553	16.0%
500 - 999	100	18.3%	69,454	11.5%
250 - 499	152	27.8%	55,757	9.4%
Less than 250	165	30.2%	26,500	4.1%

At the state level, total ADM in 1998-99 was 623,799, an increase of 5,560 students from the 1997-98 school year. This represented an increase of 0.9% (Figure 7). ADM has increased 8.8% in the last ten years.

Figure 7
Trends in Oklahoma's Average Daily Membership



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

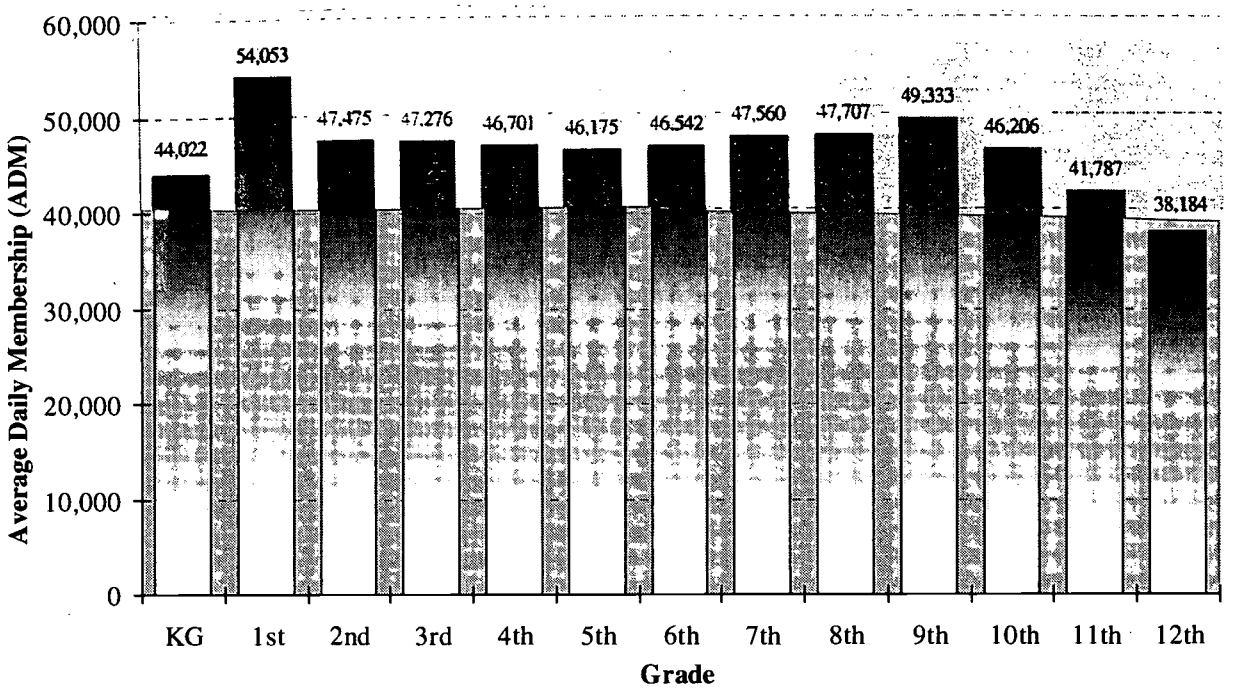
Figure 8 shows 1998-99 statewide ADM by grade. ADM by grade is fairly consistent with a few exceptions. Notice that first grade ADM is slightly higher than other grades. This is presumably due to the fact that students are more likely to repeat this developmental grade.

The most notable part of the graph, however, is the rapid decline in ADM from 9th through 12th grade. During the 1998-99 school year, 12th grade ADM was 11,149 students lower than 9th grade ADM that same year. Analysis in the "Student Performance" section of this document (Figure 25) shows that this dramatic decrease in enrollment between 9th and 12th grade is not a single year occurrence.

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

Figure 8

Oklahoma's Average Daily Membership by Grade* 1998-99



Note: * Excludes enrollments for Early Childhood (16,453), Non-graded (2,839), and Out of Home Placement (1,485).

Data Source: State department of Education.

PROCESS INDICATORS

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

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

Curriculum & Programs

Gifted and Talented

Gifted and talented students are recognized at the federal-level by the Jacob K. Javits Gifted and Talented Students Education Act of 1988. Federal funds are distributed to districts based on the number of students enrolled who possess high performance capabilities in intellectual, creative, artistic, leadership, or academic fields, and who require special services to fully develop such capabilities. The State defines "Gifted and Talented Children" as those identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance and needing differentiated or accelerated education or services. This may also include students who excel in one or more of the following areas: creative thinking, leadership, visual/performing arts, and specific academic ability. For definition purposes, "demonstrated potential abilities of high performance," means students who score in the top three percent on any national standardized test of intellectual ability. The State Department of Education has regulations and program standards for participating school districts. During the 1998-99 school year, 74,221 Oklahoma students qualified for the Gifted/Talented program. This represented 12% of all students (ADM) in the state. The extremes on this indicator ranged from 13 districts with none (0%) of their students eligible for the gifted program, to one district with more than 38% of its students qualifying.

Special Education

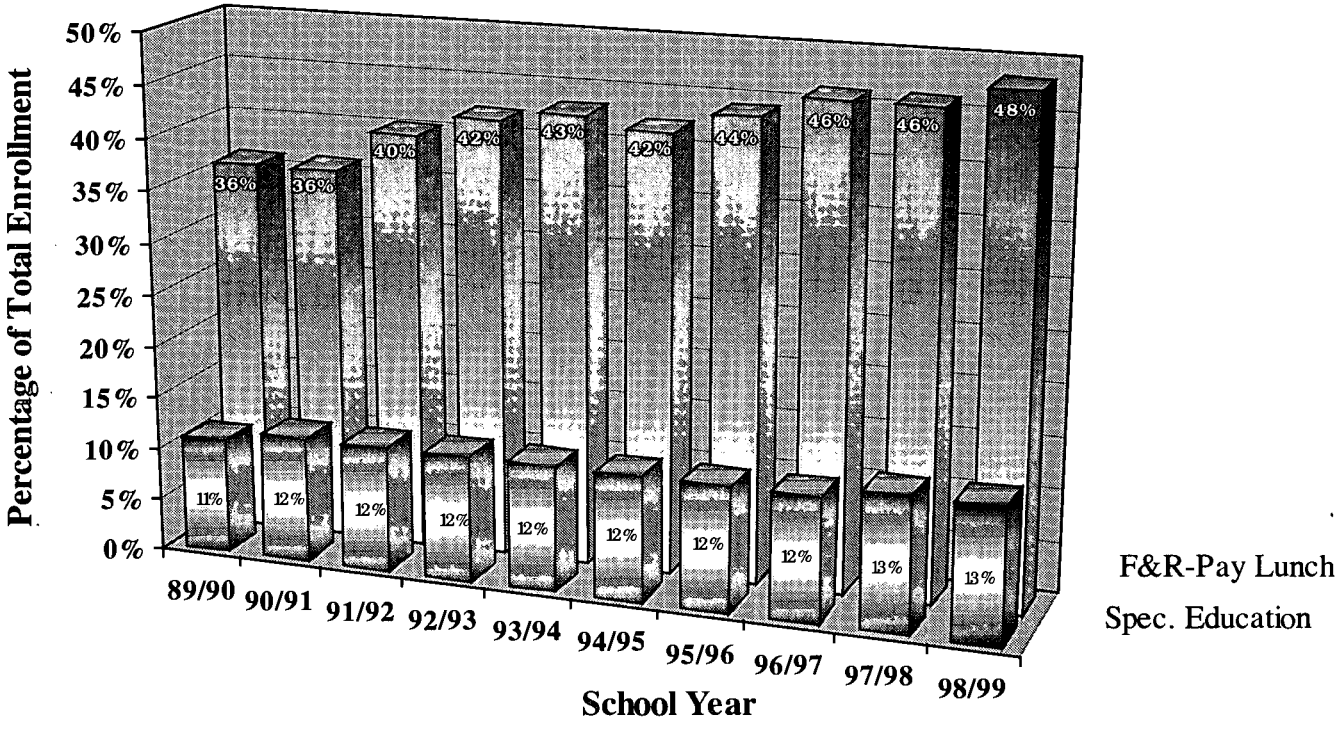
Special education students are those identified as being eligible for related services pursuant to an Individualized Educational Program (IEP). During the 1998-99 school year 80,121 Oklahoma students qualified for the special education program, which represented 13% of all students (ADM). The Special Education participation rate has remained between 11% and 13% since the 1989-90 school year (Figure 9). The percentage of students eligible for special education services at school districts across the state ranged from a low of 4% to a high of 45%.

Free or Reduced-Pay Lunch

Eligibility for the Free or Reduced-Pay Lunch program is based on federally established criteria for family income. In 1998-99, students' families needed to earn less than 130% of poverty level for them to qualify for Free Lunch, and between 130% and 185% of the poverty level for them to qualify for a Reduced Payment Lunch. In 1998-99, 298,480 Oklahoma students were eligible for the Free or Reduced-Pay Lunch Program. This represented 47.8% of all students and was an increase of 11,576 students, or 1.8 percentage-points, from the 1997-98 school year. Eligibility has steadily increased since 1989-90 with roughly a two- to three-percentage-point increase each year (Figure 9). Much of this increase is likely due to the federal government's repeated easing of the family income requirement to qualify a student for inclusion in the program. This indicator is often used as a surrogate for the percentage of students within the school or district who are impoverished (Figure 10). The percentage of students eligible for free and reduced-pay lunch ranged from a high of more than 95% at 12 districts across the state, to a low of 5% at one district.

Figure 9

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



Data Source: State Department of Education

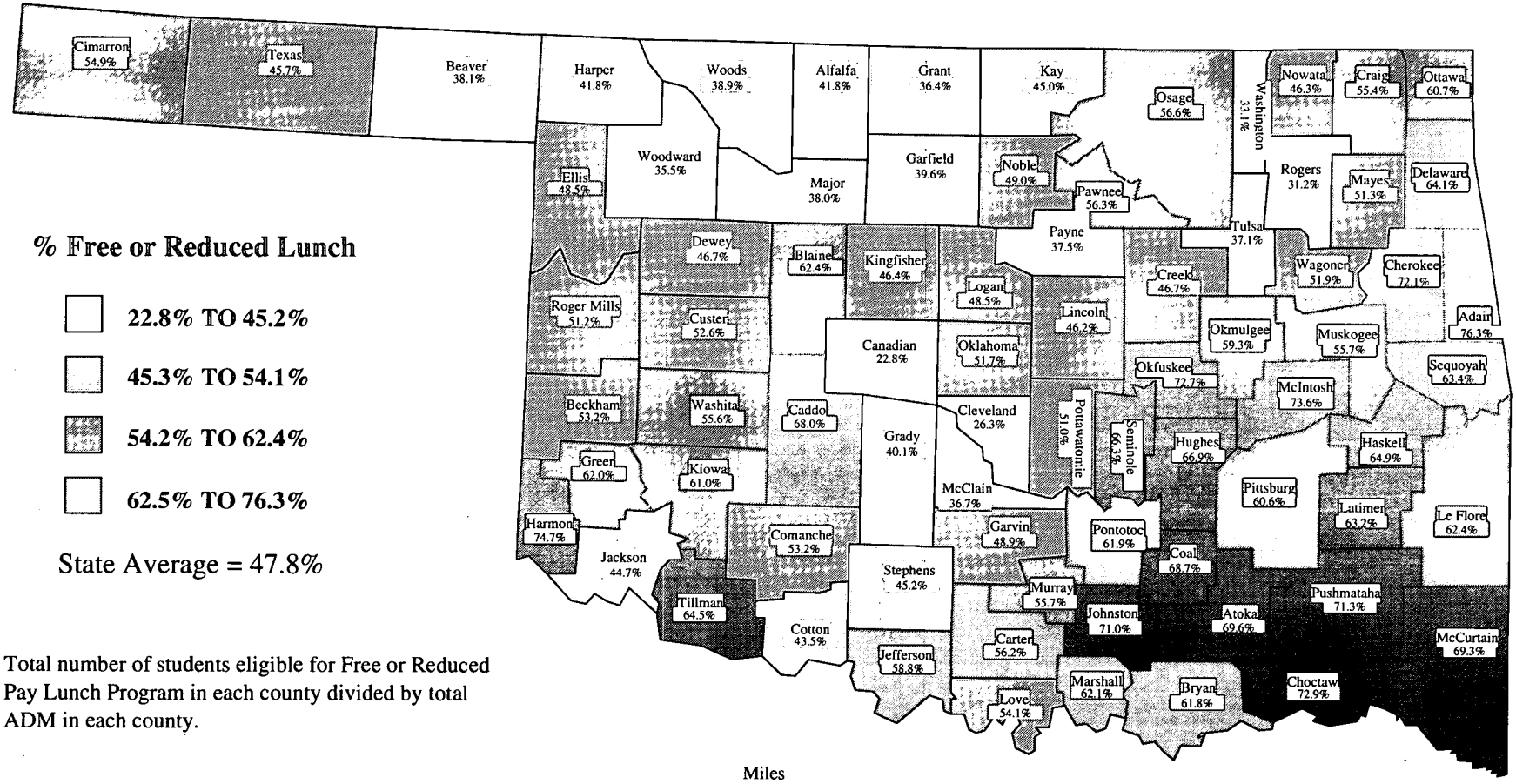
High School Course Offerings

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

Figure 10

PERCENT OF STUDENTS ELIGIBLE FOR FREE OR REDUCED PAY LUNCH PROGRAM

1998-99 School Year



Total number of students eligible for Free or Reduced Pay Lunch Program in each county divided by total ADM in each county.

Prepared by: Office of Accountability

Date: 4/1/2000

district offering 91 different courses in those areas. Collectively, districts across the state offered an average of 33.8 units in the six core areas in 1998-99. A more detailed description of the minimum requirements can be found in the "Standards for Accreditation" document from the State Department of Education.

Advanced Placement (AP) Courses

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

Classroom Teachers

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

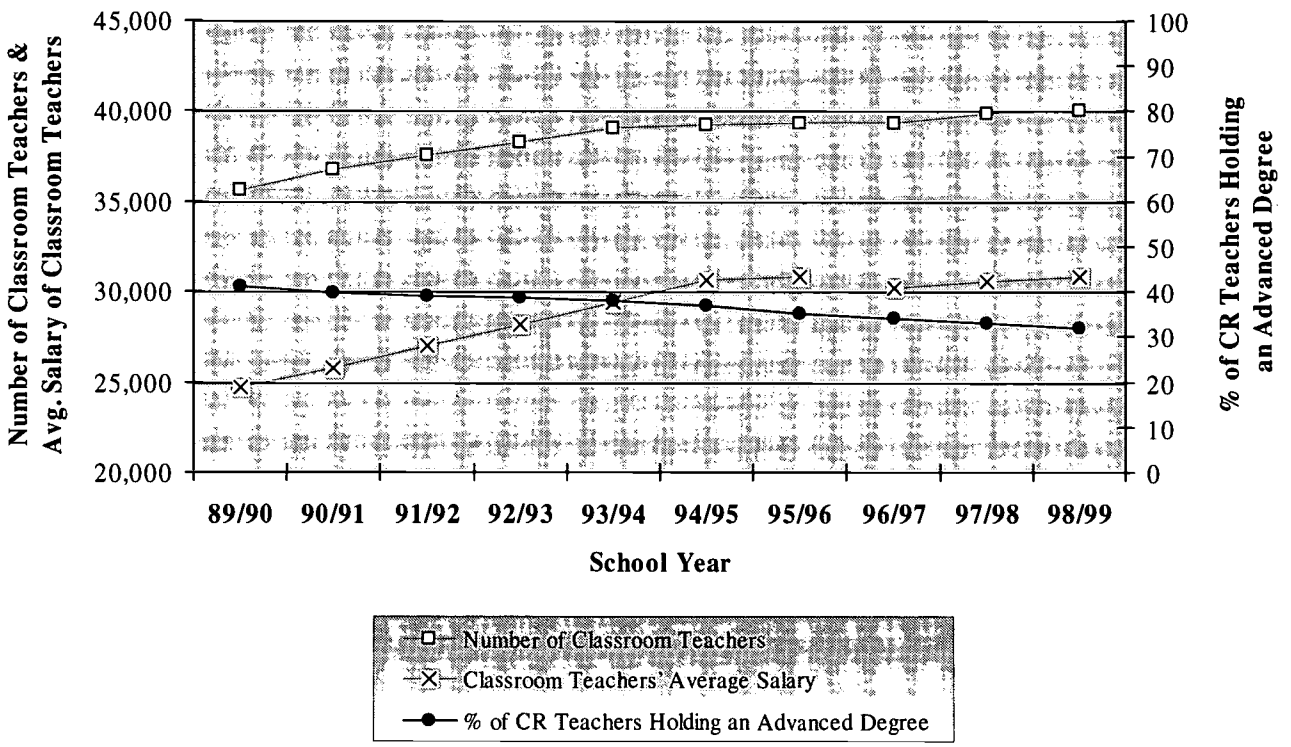
Statewide, the number of regular classroom teachers increased by 33 FTEs for the 1998-99 school year (35,728 in 1997-98 to 35,761 in 1998-99), with ADM (excluding non-graded students) increasing by 5,663 students (615,298 in 97-98 compared to 620,961 in 98-99). Based on ADM (excluding non-graded students), the statewide gross student/teacher ratio for regular classroom teachers in 1998-99 was 17.4 students per teacher.

Figures 11 and 12 show the average salary of teachers for the 1998-99 school year was $30,851, an increase of $322 from the previous year ($30,529 in 1997-98). However, teacher salaries have increased slightly more than $6,000 in the preceding 10 years. The upward trend since 1989-90 is due primarily to minimum salary requirements mandated in HB 1017 and amending legislation. The number of years taught and advanced degrees held also affect teacher salaries. These figures include fringe benefits, but exclude extra duty pay. Salaries for part-time teachers have been extrapolated to their nine-month, full-day equivalent. This average also includes the salaries of teaching principals.

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 32% (Figure 11). The percentage of teachers with advanced degrees has slowly declined since 1990. This is not unexpected. The reduction of class size mandated in HB 1017 has caused districts to hire more beginning-level teachers. The average years of teaching experience is calculated similarly. It is based on the years of experience per FTE and averages 12.3 years.

Figure 11

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



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

Data Source: State Department of Education

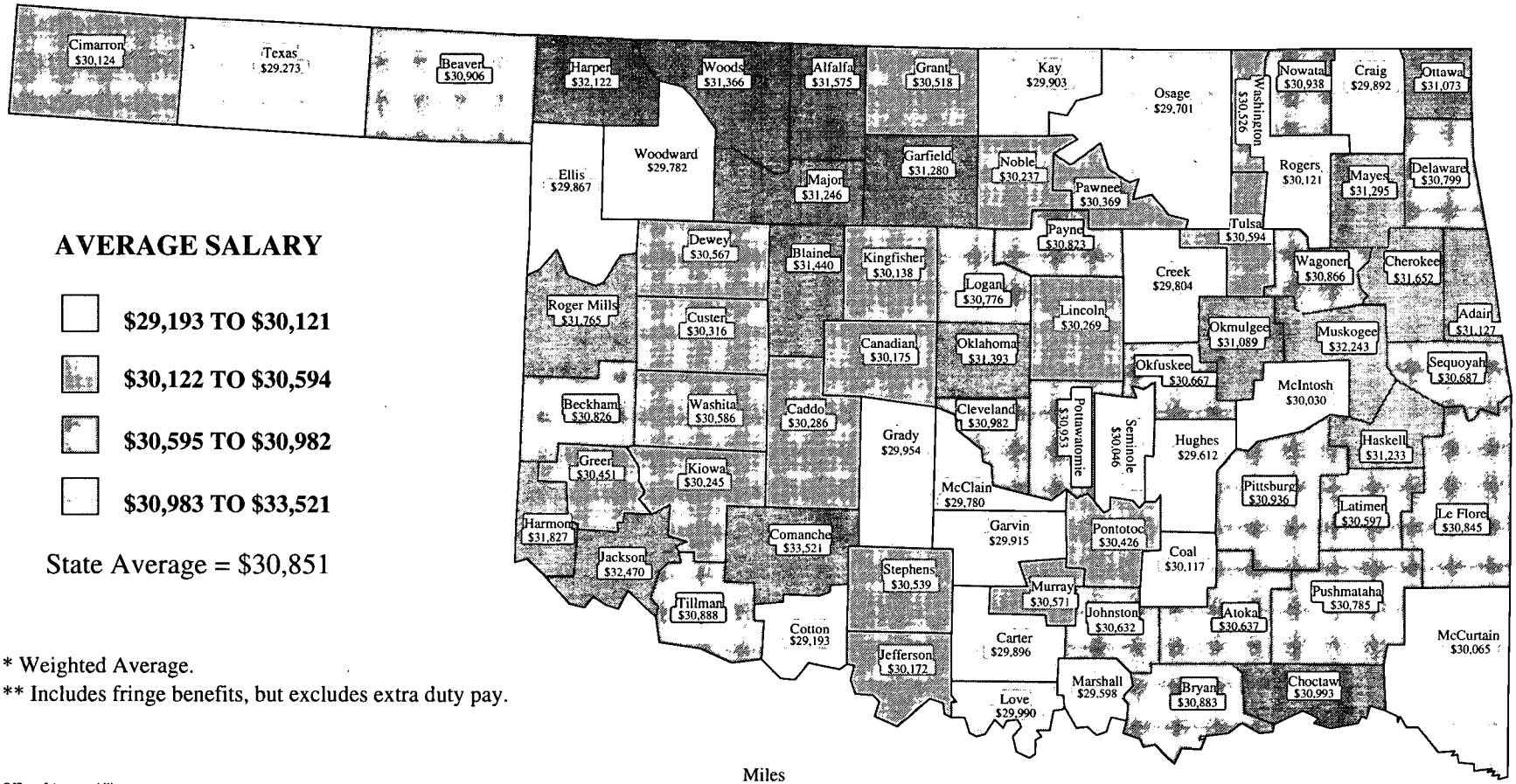
Special Education Teachers

The regular classroom teacher counts exclude special education teacher FTEs. This is because special education teachers are paid 5% more than regular classroom teachers, and serve a very specific portion of the school population. During the 1998-99 school year, there were 4,249 Special

Figure 12

AVERAGE* SALARY** OF REGULAR CLASSROOM TEACHERS

Teacher FTEs in 1998-99



* Weighted Average.

** Includes fringe benefits, but excludes extra duty pay.

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

Date: 4/1/2000

Education Teacher FTEs. Each possessed an average of 11.4 years of teaching experience and earned, on average, $32,412 that year. On average there were 18.9 students identified as needing "Special Education" per special education teacher in the state.

Administration

Like classroom teachers, administration is another key ingredient of education. There were 2,998 administrator FTEs at the 547 districts open during the 1998-99 school year. This was an increase of 16 FTEs over the 1997-98 school year count of 2,982 administrator FTEs. Statewide, there was an average of 5.5 administrators per school district, and each received an average salary of $53,225 during the 1998-99 school year. This was an increase of $1,642, or 3.2% over last years figure of $51,583. Each administrator, on average, supervised 13 teacher FTEs and possessed nearly 21 years of experience in a school environment.

THE 1999 HIGH SCHOOL QUESTIONNAIRE

The Office of Accountability used a high school site questionnaire to obtain data that were not available through other sources. The 1999 High School Questionnaire pertained to site-level information during the 1998-99 school year. Not all high school principals opted to participate. However, of the 456 high school sites sent a survey, 392 (86%) responded to at least one question. The statistics displayed below are based on the responding schools only. Schools not responding to the questionnaire are noted on the School Report Cards as FTR or Failed To Respond. The following is a summary of the data received:

Distribution of the "1997-98 School Report Cards"

An individualized copy of the Office of Accountability's "School Report Card" is sent to each school in the state. The principal is then responsible for getting copies of the document home to the parents of each student at the school. In an effort to quantify the number of schools across the state carrying out this task, the Office of Accountability included a question in the survey asking high school principals if they had sent the information home to parents. Of the high schools that responded, 91.2% (354) reported that they had distributed the Office of Accountability's School Report Cards to the parents of their students.

HS Senior GPA:

Statewide, 381 high schools, or 83.4% responded to this question. The average grade point of the Oklahoma high school seniors was 2.97 during the 1998-99 school year. High school GPA should always be viewed in comparison to other performance measures as academic rigor varies from school to school. Consequently grade inflation may exist within some high schools (Figure 30)

Graduates Planning to Attend Out-of-State Colleges:

On average, the 392 responding high school principals (86%) reported that 6.5 % of their graduates were planning to attend out-of-state colleges. For high schools near the Oklahoma border, this number is especially important. The "Oklahoma College Going Rate" does not include students attending college in other states and the out-of-state college attendance rate may help to explain some districts' low Oklahoma college going rates.

Completion of 15 Units Required of College-Bound Students:

Three-hundred-eighty-five Principals (84%) responded that, on average, 66.2% of their graduates had completed the 15 units required by Oklahoma public colleges and universities. This refers to the percentage of graduates who should be prepared to enroll in non-remedial courses at an Oklahoma college or university (Figure 29).

DISTRICT FINANCES

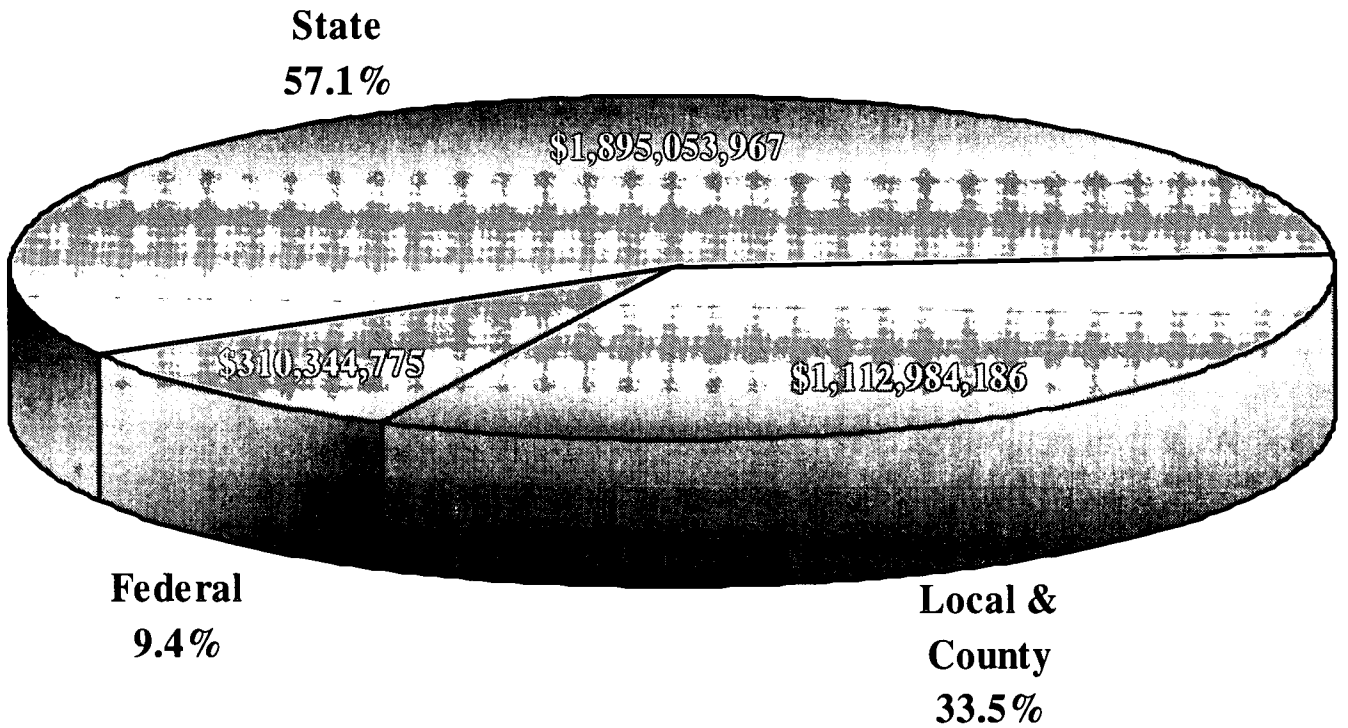
Funds

There are many different "Funds" in which a school district may deposit revenue and from which it may make expenditures (i.e. the "General Fund," "Building Fund," etc.). The General Fund contains the bulk of a school district's operating assets and is the primary account from which a school district conducts business. It has become conventional among educators to only report revenue and expenditures of the General Fund, yet to do so overlooks a considerable amount of money. Larger schools will typically fund a number of salaries and sizeable expenditures through both the Building Fund and the Child Nutrition Programs Fund. Districts enlarging or updating their facilities often have outstanding bonds, which can cause large sums of money to flow through their Bond Fund and Sinking Fund. The Education Oversight Board and the Office of Accountability believe that all money spent by a school district, either directly or indirectly, goes toward the education of students and should be counted. Therefore, "Profiles 1999" will continue to report revenues and expenditures using ALL FUNDS. ALL FUNDS includes the "General Fund," "Co-op Fund," "Building Fund," "Child Nutrition Programs Fund," "Sinking Fund," "Enterprise Fund" and "School Activity Fund."

Revenue

The three basic sources of school district revenue in Oklahoma are Local & County, State, and Federal. The largest portion of funding is provided by the State at 57.1% ($1.9 billion), followed by Local & County with 33.5% ($1.1 billion), and Federal funds that provide 9.4% ($310 million) (Figure 13). However, these ratios have changed considerably over the last 20 to 30 years (Figure 14).

Figure 13
1998-99 District Revenue Sources
Reported Using ALL FUNDS*



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

Data Source: State Department of Education

Historical Revenue Sources

Figure 14 shows the percent of total General Fund revenues by source for the years 1973-74 through 1997-98. The percentages are based on General Fund revenues only so that historical comparisons can be made. The graph shows that State Appropriated funding has increased substantially over the last 25 years. In fact, the gap between the funding sources has increased dramatically since the passage of House Bill 1017 in 1989-90. This situation has created an administrative paradox. While Oklahoma school districts are still controlled by their locally elected boards of education, for most districts across the state, the bulk of their funding currently comes from tax dollars appropriated by the State Legislature. This is an important consideration, given the fact that local boards, and the communities they serve, ultimately decide whether or not state funds are being spent effectively within their districts.

The State Funding Process

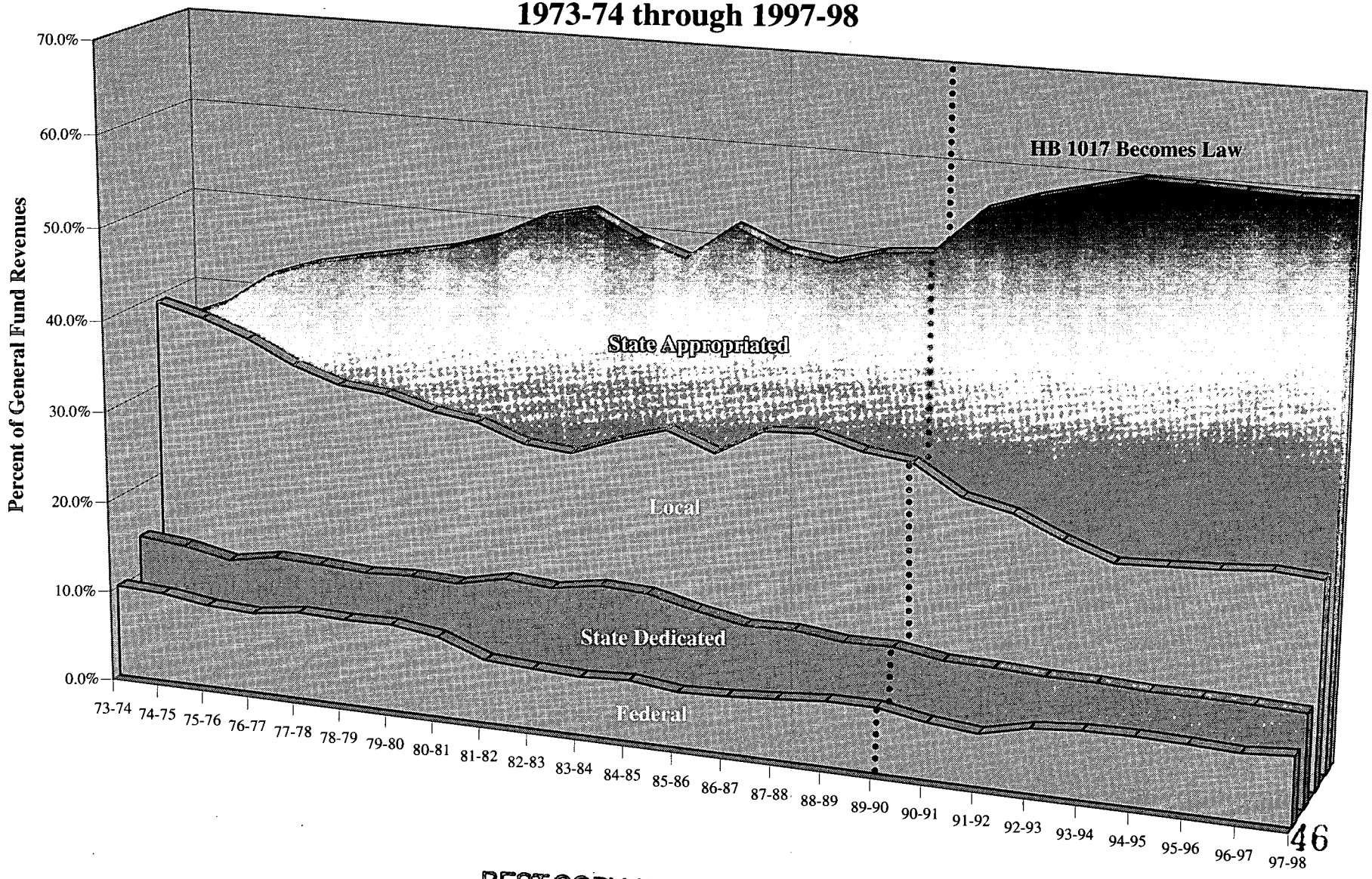
State appropriated revenues are distributed to school districts through the use of the "State Aid Formula." While state tax revenues are collected in a geographically disproportionate manor, the formula strives to distribute state tax dollars equitably to all districts. The formula assesses the actual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

Weighted Average Daily Membership (WADM)

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

Figure 14

Percent of General Fund Revenues by Source of Funding
1973-74 through 1997-98



Prepared by: Office of Accountability

4/28/00

Mental and Physical Condition Weights:

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

Grade Level Weights:

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

District Size or Sparsity Weights:

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

Teacher Credential Weights:

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

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

The Funding Formula

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

FOUNDATION AID

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

TRANSPORTATION ALLOCATION

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

TEACHER SALARY INCENTIVE

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

Expenditures

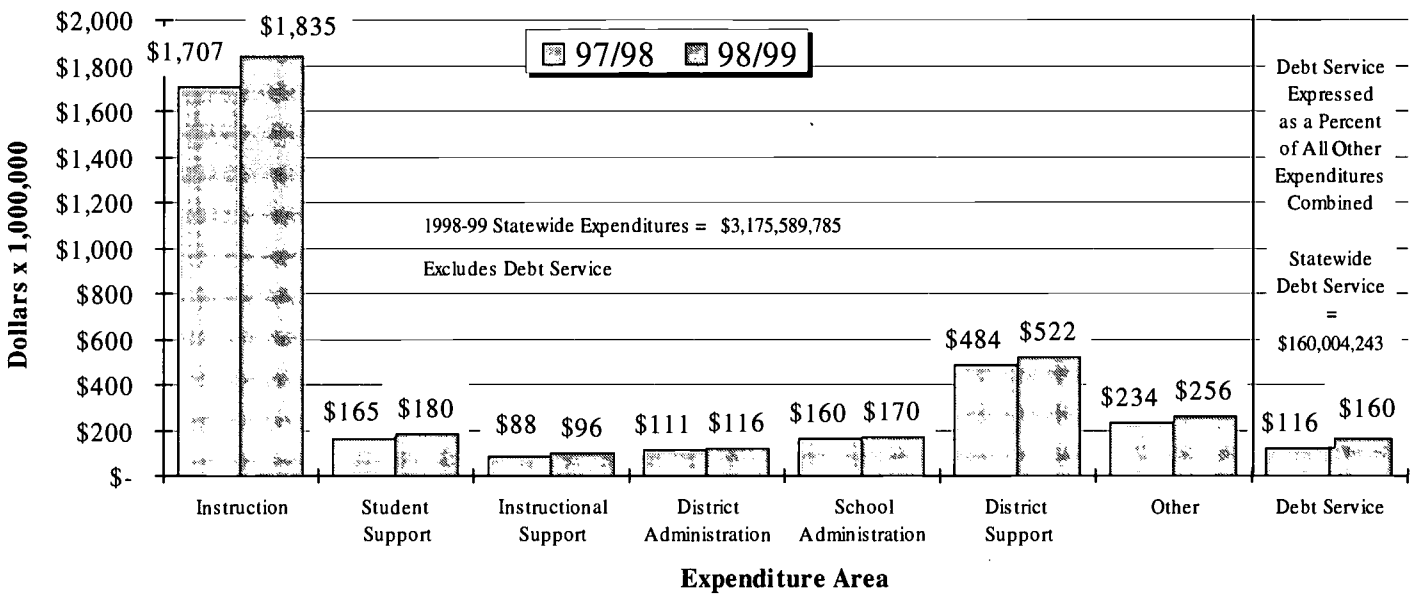
Figure 15 shows expenditures from ALL FUNDS on a percentage basis for the last two years. In "Profiles 1999," expenditure amounts are classified into eight areas: Instruction, Student Support, Instructional Support, District Administration, School Administration, District Support, Other, and Debt Service (See Appendix D for a detailed listing of all accounts). Debt service is graphed separately (as a percentage of the total of the other seven areas combined) in order to standardize the expenditure percentages in the seven core expenditure areas. The majority of districts do not have outstanding bonds, and consequently they have no expenditures in the Debt Service category (0%).

By graphing Debt Service separately, districts that use bonds to build new facilities, make major renovations, or to purchase buses, technology, textbooks, etc., will not appear to have smaller expenditure percentages in the other primary areas.

The largest expenditure is in the area of "Instruction" (57.8%) with the "District Support" category a distant second (16.4%). District Support includes the district business office plus maintenance and operation of buildings and vehicles. Statewide total expenditures from ALL FUNDS were $3.3 billion.

Figure 15

State Level Expenditures Based on ALL FUNDS



	Percent of Total Expenditure in Each Area							
1997-98	57.9%	5.6%	3.0%	3.8%	5.4%	16.4%	7.9%	4.0%
1998-99	57.8%	5.7%	3.0%	3.6%	5.4%	16.4%	8.1%	5.0%

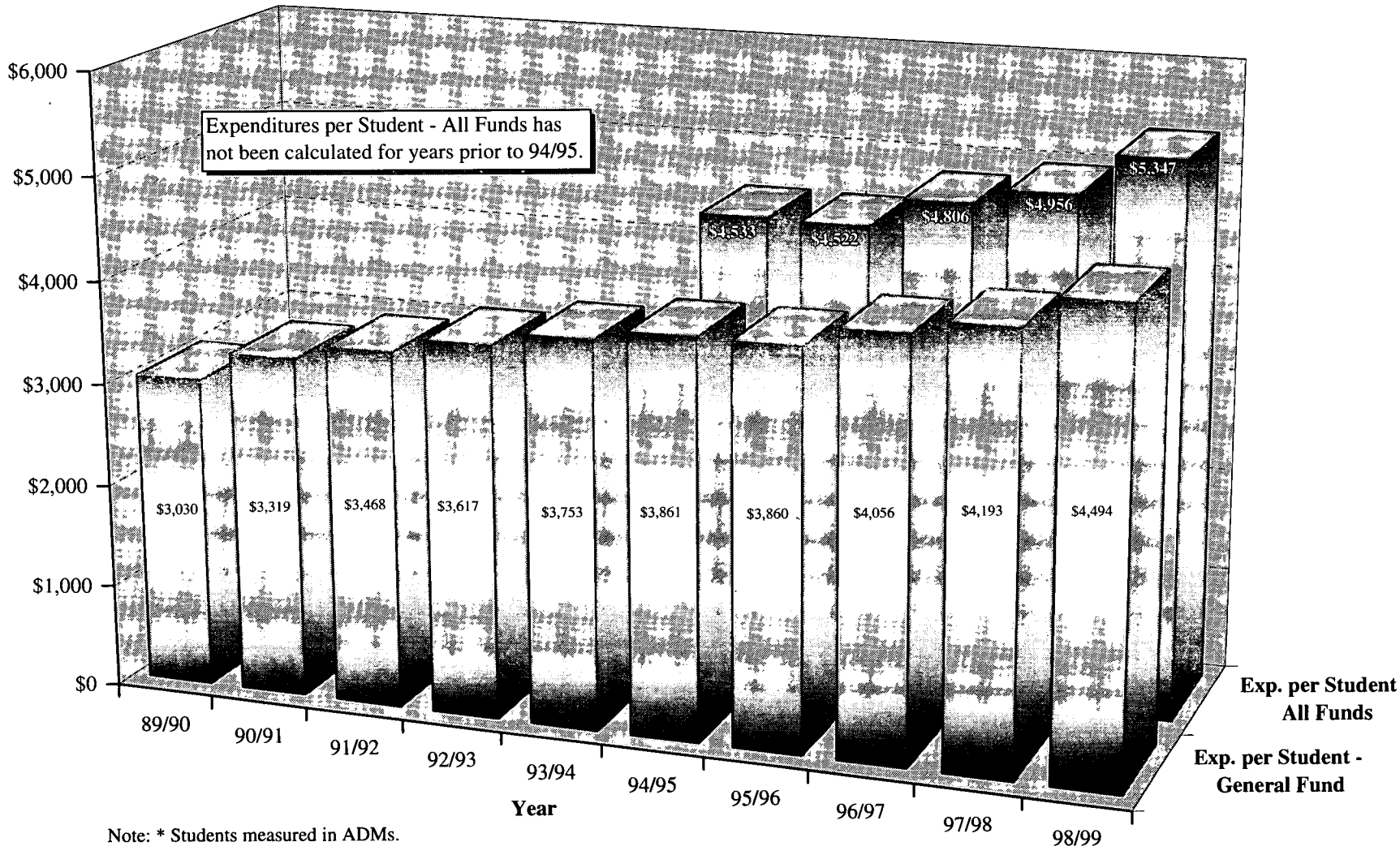
See Appendix D for a complete listing of all accounts under each expenditure area.

Data Source: State Department of Education

Figure 16 contrasts the conventional General Fund to the ALL FUNDS accounting of expenditures per student. The graph shows General Fund Expenditures per student for years 1989-90 through 1998-99 and expenditures from ALL FUNDS for school years 1994-95 through 1998-99. The expenditure per student using the General Fund in 1998-99 was $4,494, compared to $5,347 from ALL FUNDS, a difference of $853 dollars per student. Per-student funding increased $301 in the General Fund category and $391 in the ALL FUNDS category between the 1997-98 and 1998-99 school years. Per student funding varied greatly across the state (Figure 17). Based on ALL FUNDS, including Debt Service, expenditures ranged from a high of $22,034 per student at one district to a low of $3,968 per student at another.

Figure 16

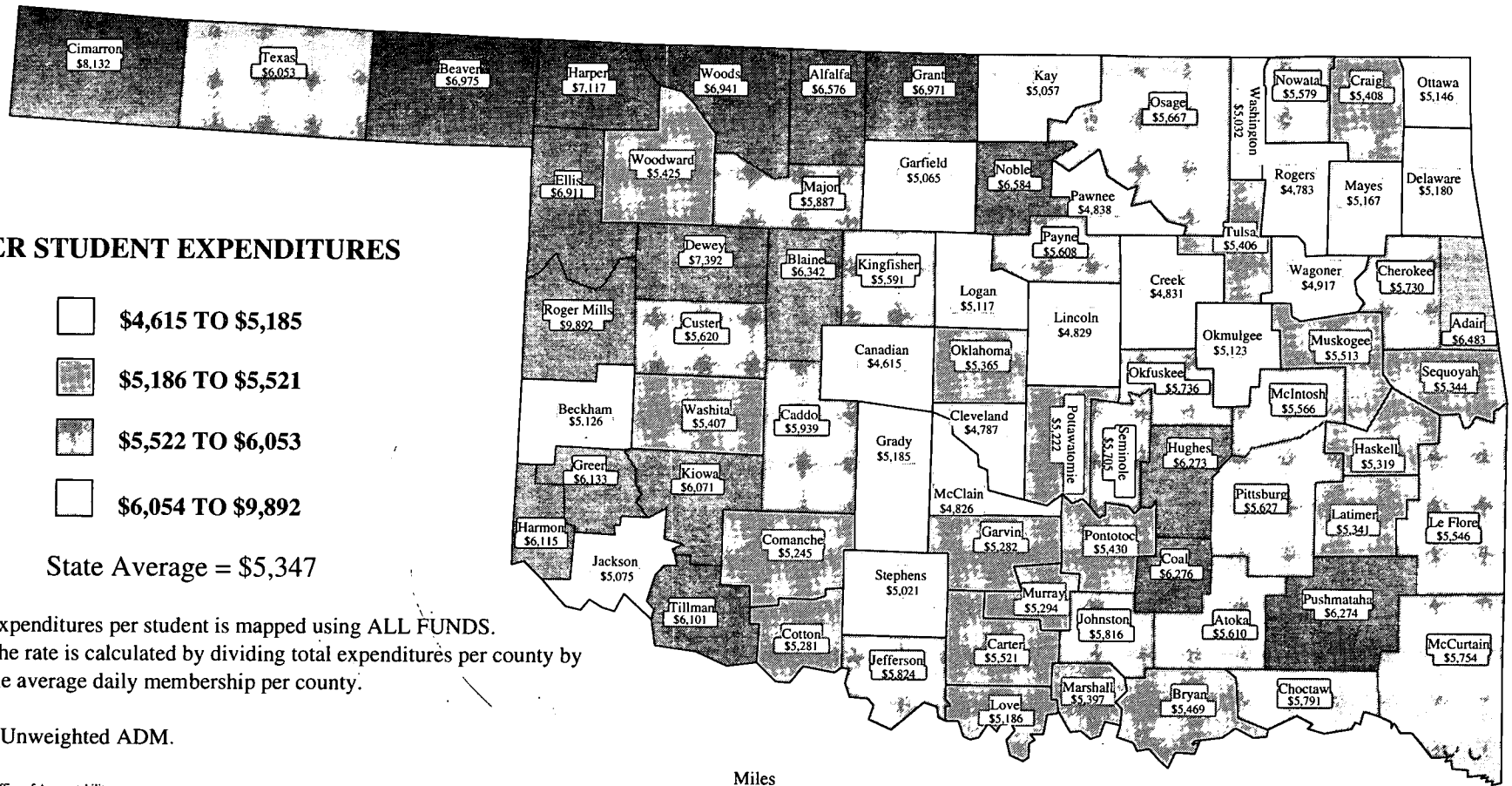
State Level Expenditures Per Student*
Using General Fund and ALL FUNDS



Note: * Students measured in ADMs.

Figure 17

PER STUDENT* EXPENDITURES
PUBLIC SCHOOLS - 1998-99 SCHOOL YEAR



PER STUDENT EXPENDITURES

- **$4,615 TO $5,185**
- **$5,186 TO $5,521**
- **$5,522 TO $6,053**
- **$6,054 TO $9,892**

State Average = $5,347

Expenditures per student is mapped using ALL FUNDS. The rate is calculated by dividing total expenditures per county by the average daily membership per county.

* Unweighted ADM.

Miles

0 20 40

Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

Date: 4/1/2000

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 simultaneously to influence student performance.

Standardized achievement tests are the most commonly used measure of student performance. In Oklahoma, the two state-mandated tests are the Iowa Test of Basic Skills and the Oklahoma Core Curriculum Test.

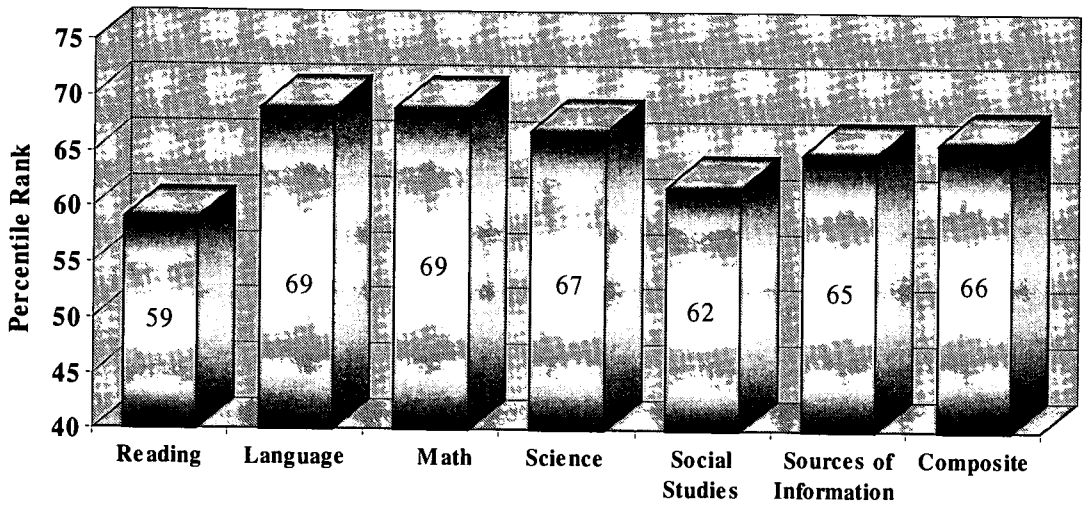
The Oklahoma School Testing Program was established by passage of Senate Bill (SB) 183 in 1989. SB 183 prescribed that all public school students take norm-referenced tests in grades 3, 5, 7, 9, and 11. The bill was amended by House Bill (HB) 1441, section 2, of the 1994 Regular Session. HB 1441 provided that beginning with the 1994-95 school year, the State Board of Education shall cause norm-referenced tests to be administered to every public school student enrolled in grades 3 and 7 with criterion-referenced tests to be phased in by subject area and administered in grades 5, 8 and 11.

In previous years, students who had limited English proficiency (LEP), and/or students who had individualized education programs (IEP) (usually special education students), were exempt from testing. However, many districts made it their policy to test all students, regardless of whether they were exempt, or not. This situation made it difficult to compare test scores from one district to the next. In 1998-99, for the first time ever, it was mandated that all students be tested and it followed that the results were released in three categories: 1) Regular Education, 2) Alternative Education, and 3) Special Education. The scores posted in Profiles 1999 include only the results of "Regular Education" students.

The Iowa Test of Basic Skills (ITBS)

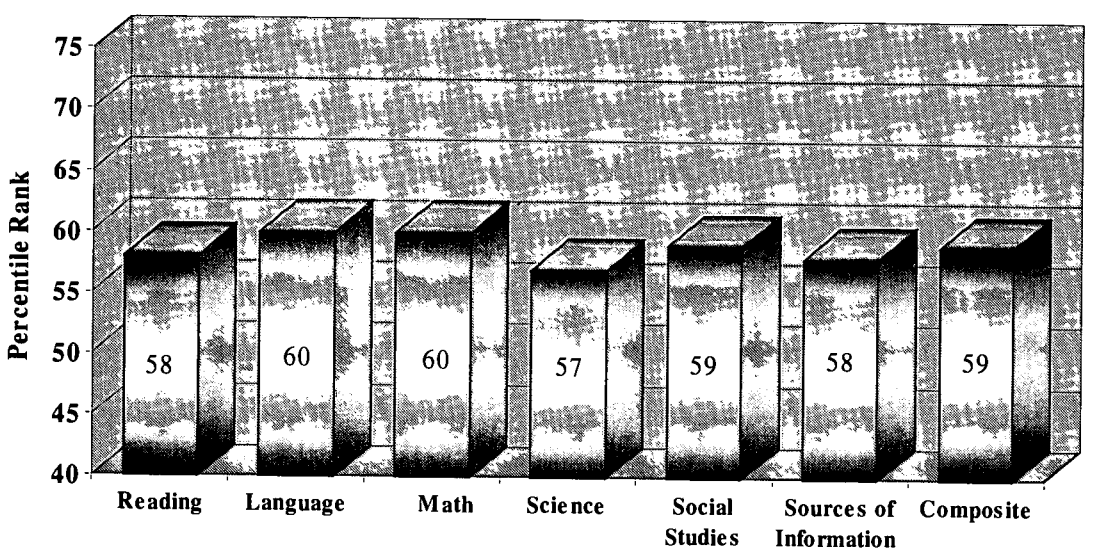
The Iowa Test of Basic Skills (ITBS) is a Norm-Referenced Test (NRT), developed by the Riverside Publishing Company for use by schools across the nation. A norm-referenced test enables student performance on certain academic subjects to be compared to that of their national and state counterparts. Its focus is on student progress and diagnosis of strengths and weaknesses. For each grade tested using the ITBS, a norm group is randomly selected from students across the nation. This group is then administered the test and their average performance is considered to be the average for the nation. This average performance equates to a National Percentile Rank (NPR) of 50. The NPR received by other students taking the test can then be evaluated against the standardized NPR of 50. For example, in 1998-99, Oklahoma 3rd grade students scored at the 62nd percentile rank on the social studies section of the ITBS and therefore scored higher than 62% of 3rd graders in the national

Figure 18
Oklahoma Third Grade ITBS National Percentile Ranks by Subject Area 1998-99



Data Source: State Department of Education

Figure 19
Oklahoma Seventh Grade ITBS National Percentile Ranks by Subject Area 1998-99



Data Source: State Department of Education

norm group taking the test (Figure 18). This score was notably higher than the average of the national norm group. However, the State's 7th graders, with an NPR of 59, scored closer to the average of the national norm group on the social studies portion of the ITBS (Figure 19). Note also that the national norms were established by Riverside during the 1993-94 school year and will be used for comparative purposes through 1998-99.

The percentage of the student body that is tested is another important factor to consider when evaluating testing results. The percentage of students tested is calculated by taking the maximum number of "Regular Education" students tested in any one of the subject areas on the ITBS and dividing it by the current enrollment counts for that grade. A testing coordinator at each school site provided current enrollment counts for the days that state mandated tests were administered via a testing survey that was administered by the State Department of Education.

Statewide, a very reasonable percentage of "Regular Education" students were tested using the ITBS during the 1998-99 testing cycle. Eighty-four percent (84%) of 3rd graders took the ITBS. Of the 925 3rd grade sites that correctly completed the testing survey, 110 schools tested fewer than 70% of their students and 12 schools tested less than 50% of students. On the other hand, 138 schools tested more than 95% of their students. For the 7th grade 87% of students took the ITBS statewide. Of the 594 7th grade sites that correctly completed the testing survey, 42 tested fewer than 70% of their students and three tested fewer than 50% whereas, 74 sites tested more than 95% of their students.

The Oklahoma Core Curriculum Test

The Oklahoma Core Curriculum Test is a criterion-referenced test (CRT) which uses a different methodology than the norm-referenced tests (NRT) discussed earlier. CRTs evaluate whether or not a student can satisfactorily perform a specified set of academic skills. The Oklahoma Core Curriculum Test is not nationally normed and does not provide a basis for comparing Oklahoma students to their national counterparts. It was designed to test a student's competency in certain subject areas as specified in the Priority Academic Student Skills (PASS). PASS is said to be an "Oklahoma Curriculum, designed by Oklahomans." PASS represents the basic skills and knowledge all Oklahoma students should learn in the elementary and secondary grades and the Oklahoma Core Curriculum Test was designed to evaluate whether students had satisfactorily achieved these academic skills. The test offers a "snap-shot glimpse" of student performance by grade and subject area.

Oklahoma law requires that the State Board of Education develop CRTs which evaluate students on the specific skills that all Oklahoma public school students are expected to have mastered in grades 5, 8, and 12 (12th grade CRT is given in the 11th grade). The level of academic performance that each student must meet is established by the State Board of Education. The minimum level of competency set by the State Board of Education for the Oklahoma Core Curriculum test is a score of "Satisfactory." The score of "Satisfactory" represents the level of knowledge a student should have in a given subject area of PASS. Performance for schools and districts is then reported by the percentage of students that meet this satisfactory mark (see table next page).

Oklahoma Core Curriculum Test Results
Percent Scoring Satisfactory* by Subject, Grade and Year

5th Grade Results:

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

8th Grade Results:

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

11th Grade Results:

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

Note: * Satisfactory or above for the 1998-99 writing scores. ** Indicates a change in testing company and results are posted for "Regular Education" students only.

Data Source: State Department of Education

Again, it is important to consider the percentage of students that were tested. The methodology used to calculate the percentage of "Regular Education" students tested using the Oklahoma Core Curriculum Test was the same as that used for the ITBS. Statewide, a very respectable percentage of students were tested during the 1998-99 testing cycle. Eighty-seven (87%) of 5th graders took the CRT. Of the 715 sites that correctly completed the 5th grade testing survey, 59 schools tested fewer than 70% of their students and five schools tested less than 50%, whereas, 141 schools tested more than 95% of their students. For the 8th grade, 89% of students took the CRT statewide. Of the 434 sites that correctly completed the 8th grade testing survey, only 12 schools tested fewer than 70% of their students and only one tested fewer than 50%. Ninety-three schools tested more than 95% of their students. The 11th grade results showed that 89% of students were tested at the 336 sites that properly completed the testing survey statewide. Additionally, only five sites tested less than 70% of their students and none tested less than 50%. Eighty sites tested more than 95% of their students. State law requires that students who do not perform satisfactorily on the Core Curriculum Tests be given opportunities for remediation.

The Oklahoma Performance Benchmark

The statewide results of the Core Curriculum Tests for the 1998-99 school year are encouraging. They show that for most subjects, the bulk of Oklahoma students can satisfactorily perform the skills outlined in PASS. And, if the percentage of students achieving "Satisfactory" at each site across the state were similar to the statewide results, Oklahomans would have little to worry about concerning their K-12 education system. However, student performance varies greatly from site to site across the state.

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

Figures 20 through 22 display schools' overall performance in preparing students in the Priority Academic Student Skills as measured by the Oklahoma Core Curriculum Tests. These figures show the number of schools that have 70% or more of their students scoring "satisfactory or above" on the Core Curriculum Tests by grade and number of subject areas.

The National Assessment of Educational Progress (NAEP)

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

the option of each state whether or not to participate. All NAEP assessment questions are based on subject-area-specific content frameworks that were developed through a national consensus process involving teachers, curriculum experts, parents, and members of the general public. NAEP is a reliable measure that many states use to evaluate the soundness of their educational system in relation to those of other states. It also helps to corroborate the results of the other achievement tests administered within the state.

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

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

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

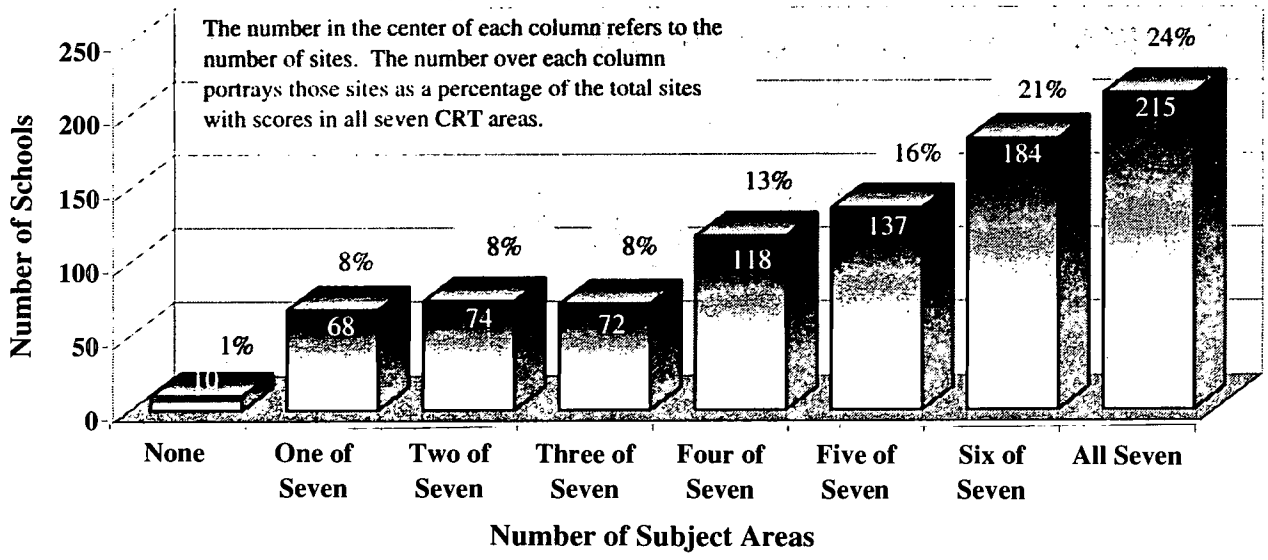
Note: Oklahoma did not participate in the NAEP program during the 1994 and 1996 testing cycles.

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

Oklahoma also scored well on the 1998 NAEP reading test. Of the 39 states tested in 4th grade reading, Oklahoma's score of 220 was the seventh highest score. Ten states scored higher than Oklahoma and 28 states scored lower. Looking at the 8th grade reading results, Oklahoma's score of 265 was the seventh highest score of the 36 states tested, with nine states scoring better than Oklahoma, two scoring the same, and 24 scoring lower.

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

Figure 20
Schools with 70% or More of Students Scoring "Satisfactory" On the Oklahoma Core Curriculum Test by Number of Subject Areas
Fifth Grade Criterion-Referenced Test (CRT)
1998-99 School Year



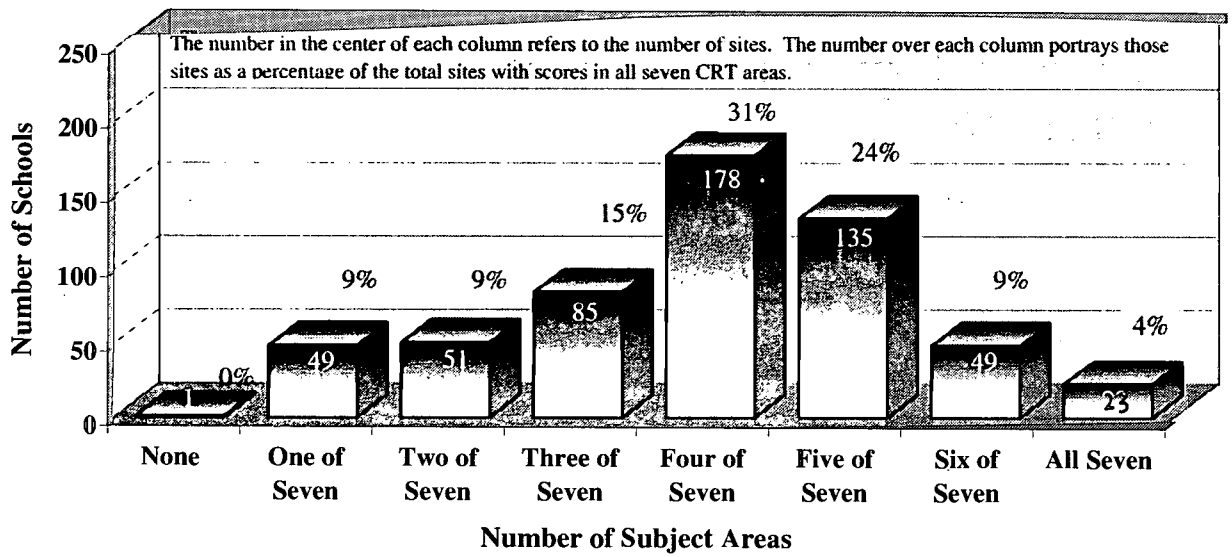
Number of School Sites Scoring "Satisfactory" by Size of the District in which the Site Operates

Size of District in which Site Operates	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas								
	None	One	Two	Three	Four	Five	Six	All Seven	Total
10,000 or More	5	30	28	18	23	30	38	86	**258**
5,000 - 9,999		2	1	2	8	6	16	33	**68**
2,000 - 4,999		5	2	5	10	17	19	20	**78**
1,000 - 1,999		4	4	3	13	21	23	14	**82**
500 - 999		6	15	22	24	23	33	29	**152**
250 - 499	1	6	8	8	22	19	26	11	**101**
Less than 250	4	15	16	14	18	21	29	22	**139**
Total Sites	**10**	**68**	**74**	**72**	**118**	**137**	**184**	**215**	**878**

Figure 21

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

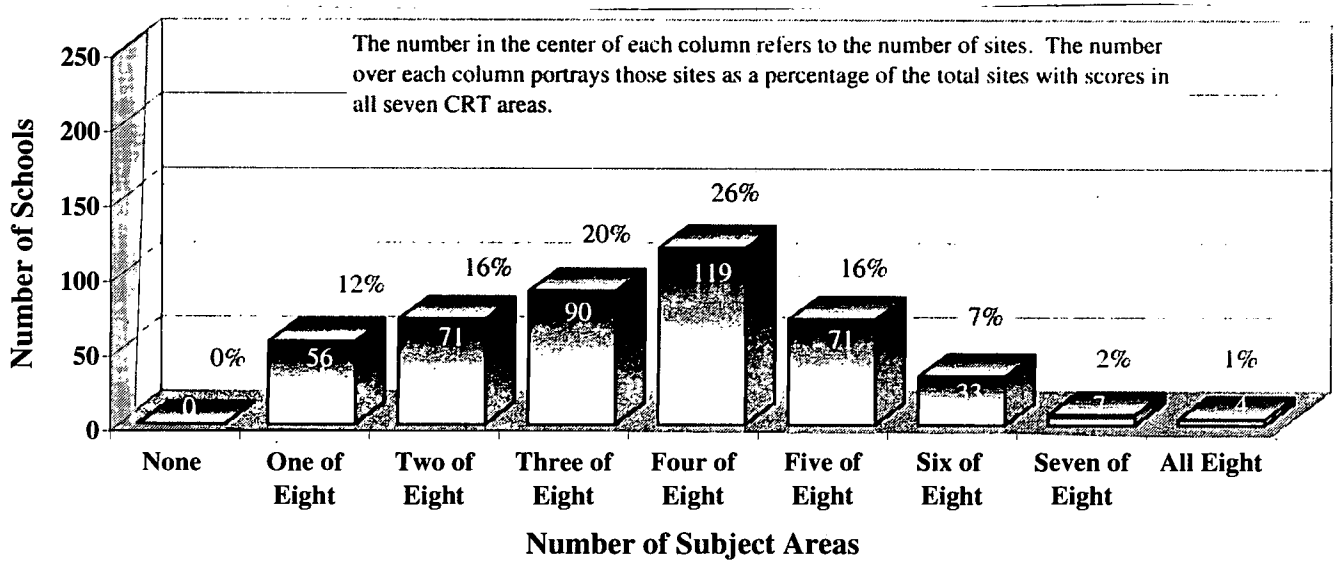
1998-99 School Year



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

Size of District in which Site Opperates	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas								
	None	One	Two	Three	Four	Five	Six	All Seven	Total
10,000 or More		14	5	7	7	16	6	3	**58**
5,000 - 9,999			2	1	5	5	3	2	**18**
2,000 - 4,999		2	2	3	17	10	1		**35**
1,000 - 1,999		1		14	35	21	5	1	**77**
500 - 999		4	8	18	44	22	4	1	**101**
250 - 499	1	12	18	20	44	39	11	5	**150**
Less than 250		16	16	22	26	22	19	11	**132**
Total Sites	**1**	**49**	**51**	**85**	**178**	**135**	**49**	**23**	**571**

Figure 22
Schools with 70% or More of Students Scoring "Satisfactory" On the Oklahoma Core Curriculum Test by Number of Subject Areas
Eleventh Grade Criterion-Referenced Test (CRT)
1998-99 School Year



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

Size of District in which Site Opperates	Number of School Sites Scoring "Satisfactory" by Number of Subject Areas									
	None	One	Two	Three	Four	Five	Six	Seven	All Eight	Total
10,000 or More		8	4	3	10	6	2	1	2	**36**
5,000 - 9,999				1	3	2	3		1	**10**
2,000 - 4,999		1	5	5	15	5	3			**34**
1,000 - 1,999		4	12	23	19	14	4			**76**
500 - 999		23	24	26	28	17	11	2		**131**
250 - 499		9	14	21	31	17	3	1		**96**
Less than 250		11	12	11	13	10	7	3	1	**68**
Total Sites	**0**	**56**	**71**	**90**	**119**	**71**	**33**	**7**	**4**	**451**

HIGH SCHOOL PERFORMANCE MEASURES

High School Dropout Rates

There are a number of ways to calculate high school dropout rates. The most holistic methodology follows students through their high school career. At the end of four years the total number of dropouts is divided by the number of students in the starting group minus those that may have transferred to other schools or left the state. Oklahoma State Statutes, however, require dropouts to be calculated using a different methodology. The dropout calculations are based on a single-year snapshot of dropout activity. Each year, the total number of dropouts is tabulated by district, by grade, and is then compared to the district's average daily membership by grade. The numbers are aggregated to generate state-level numbers. During the 1994-95 school year, the legal definition for "school dropout" changed from, "any student who is under the age of eighteen (18)," to "any student who is under the age of nineteen (19), and has not graduated from high school." The law goes on to state that these students must not be attending any other public or private school or otherwise be receiving an education pursuant to the law, for the full term that the school in which they reside is in session. For the two transition years, the high school dropout rates (grades 9 through 12) are graphed for both "under age 18" and "under age 19" so that comparisons can be made with previous years (Figure 23).

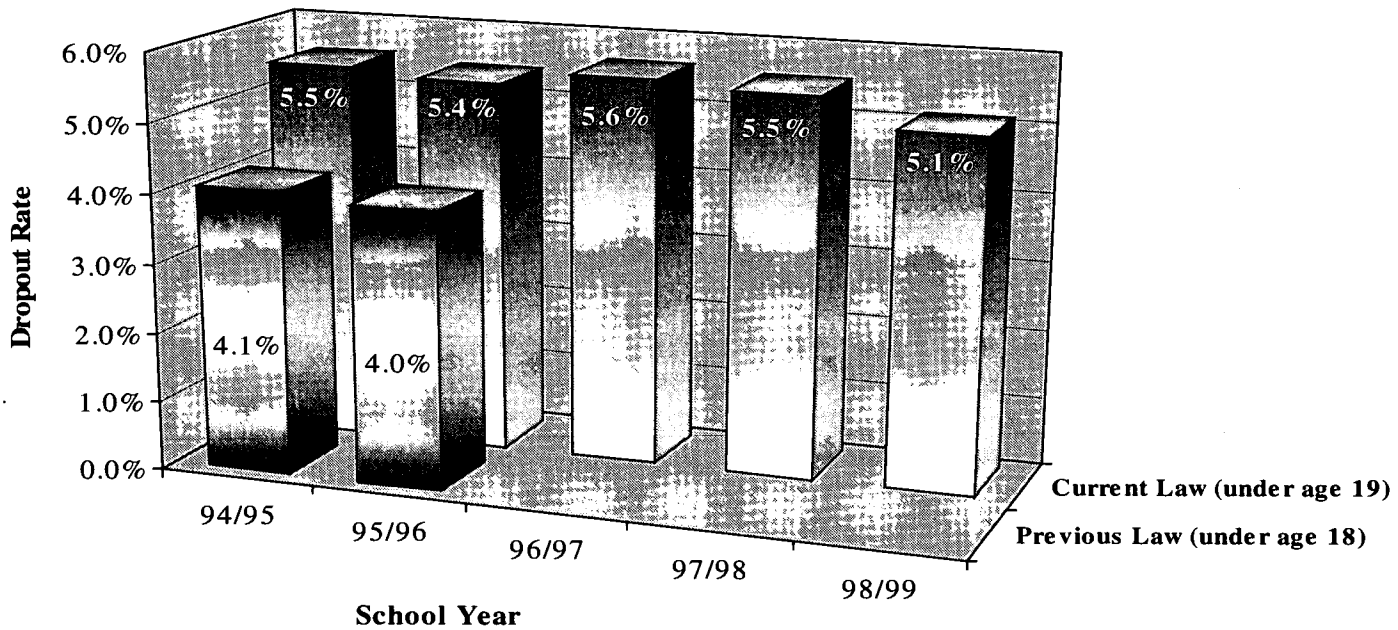
Single Year Dropout Figures
Grades 9-12 Under Age 19

Year	1997-98	1998-99
Average Daily Membership	173,802	175,510
Dropouts	9,624	8,876
Dropout Rate	5.5%	5.1%

Dropout rates vary greatly from district to district and county to county across the state (Figure 24). At one district in Oklahoma, more than 1/3 of the 9-12 grade student body dropped out during the 1998-99 school year. Sixty-seven districts, however, did not loose a single student.

Although Oklahoma lacks the databases required to calculate a cohort dropout rate, a feel for total student loss can be obtained by looking at ADM counts for a given Graduating Class as they progress from grade to grade. Figure 25 shows ADM counts for five graduating classes, 1995 through 1999, as they progress through the grades. The table shows that, on average, 22% of students are lost between grades 9 and 12. There are many reasons that students disappear from the State enrollment rosters (transfers out of state, transfers to private schools, and even incarceration or death). However, knowing that the annual dropout rate exceeds 5%, it is reasonable to conclude that the majority of student loss over the four-year period is the result of student dropouts. It should also be realized that Oklahoma has a few districts where annual dropout rates exceed 15%, meaning that more students will dropout during the four-year period than will graduate.

Figure 23
Oklahoma Single-Year Dropout Rates 9th through 12th Grade



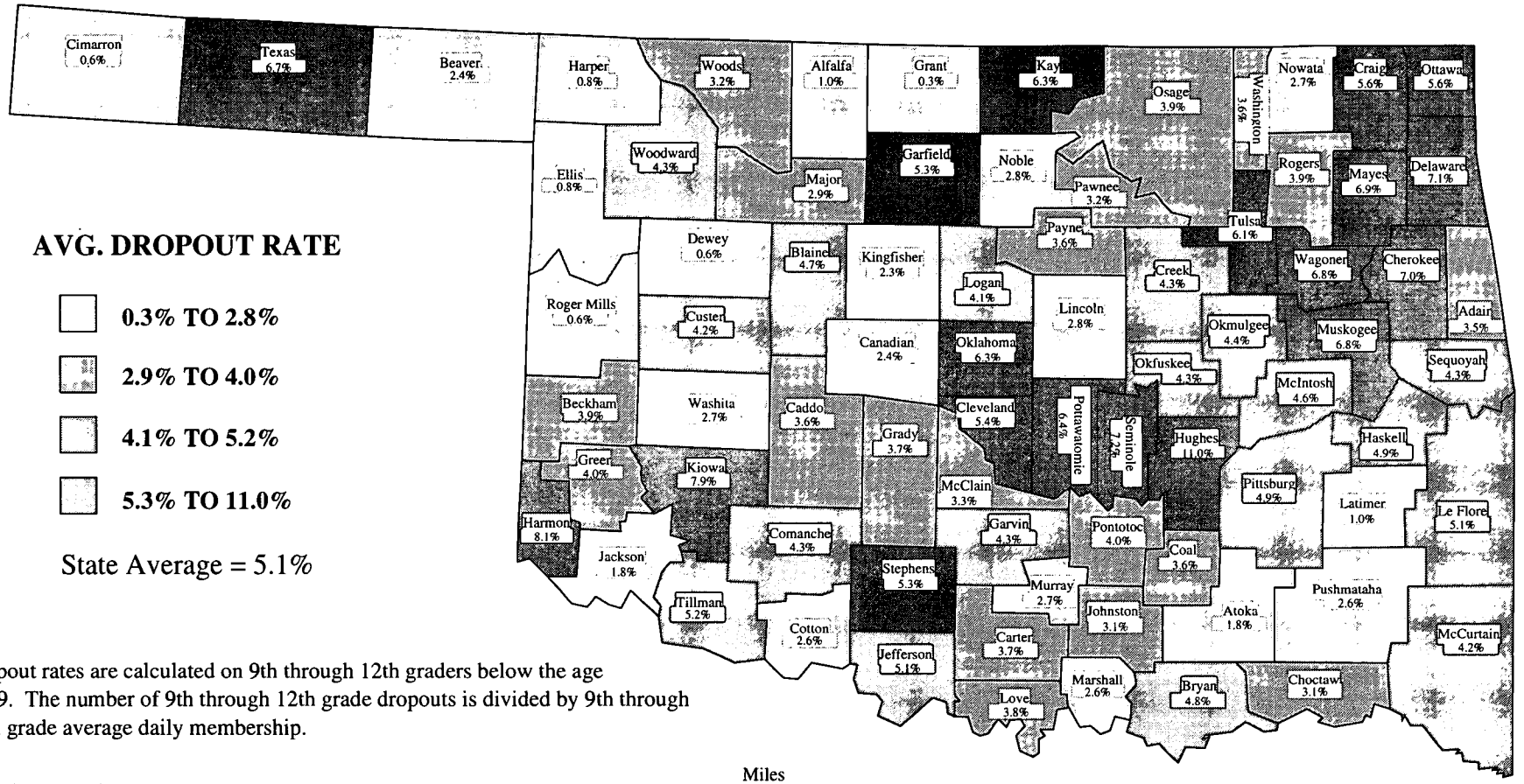
Data Source: State Department of Education

Dropout Prevention

Intervention efforts are being made for students who are at-risk of dropping out of school. Some of these include: Alternative Approach Grants, Deregulation, Alternative Education Academies, and Dropout Recovery Program Grants (for area vocational-technical school districts serving school districts that do not have intensive dropout prevention programs and have the greatest need for dropout prevention and recovery).

Figure 24

AVERAGE HIGH SCHOOL DROPOUT RATE
PUBLIC HIGH SCHOOLS - 1998-99 SCHOOL YEAR



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

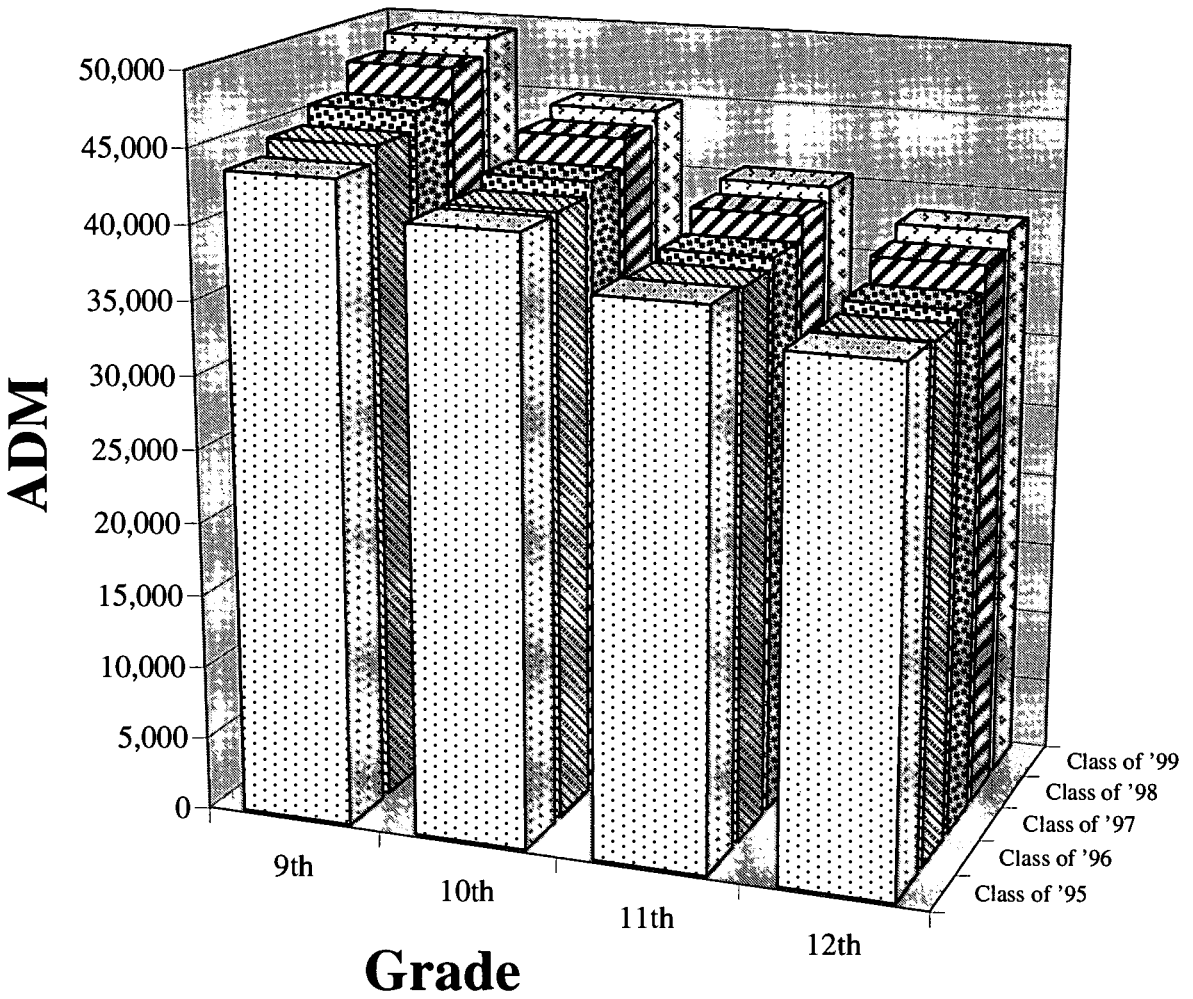
Prepared by: Office of Accountability

Data Source: Oklahoma State Department of Education

Date: 4/1/2000

Figure 25

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



Grade	Average Daily Membership				% Loss
	9th	10th	11th	12th	9th - 12th
Class of '95	43,607	41,119	37,526	35,066	-20%
Class of '96	44,693	41,196	37,286	34,879	-22%
Class of '97	45,939	42,093	37,956	35,541	-23%
Class of '98	47,966	43,910	39,540	37,181	-22%
Class of '99	49,136	44,781	40,365	38,184	-22%
Five-Year Agerage	46,268	42,620	38,534	36,170	-22%

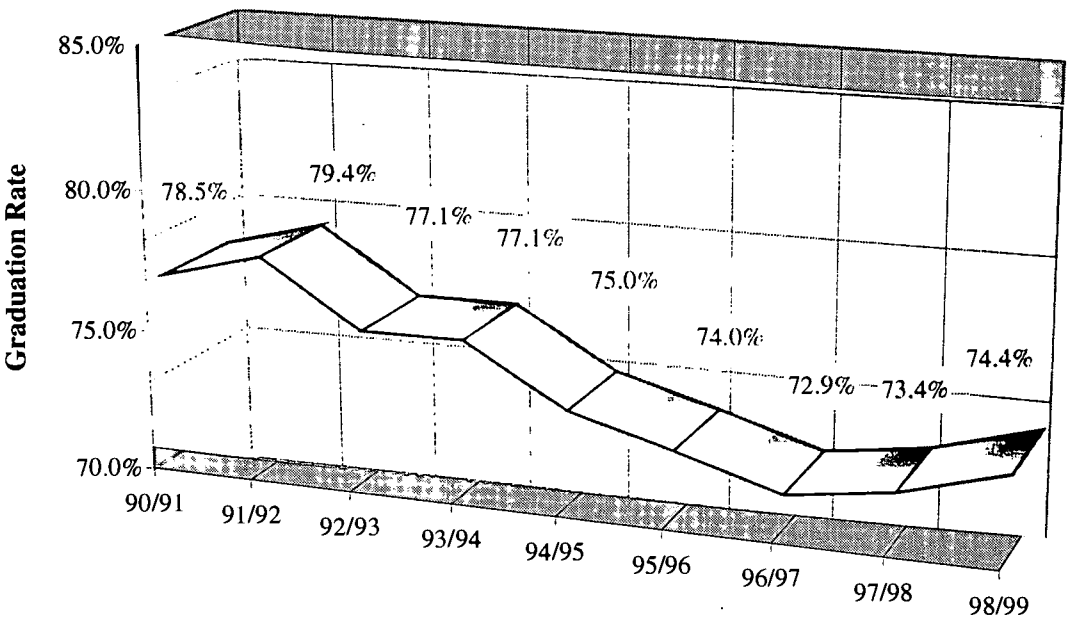
Data source: State Department of Education

Graduation Rate

The Oklahoma graduation rate is calculated by comparing the current number of graduates to the 9th grade student enrollment (ADM) four years earlier. This method, when used at the state level, gives a reliable estimate of the number of high school students who attain a high school diploma in four years. Using this method, the 1998-99 statewide graduation rate is 74.4% (36,486 graduates in 1998-99 divided by a 9th grade ADM of 49,064 in 1995-96). The rate increased one percentage point from 1997-98, but is down 5.0 percentage points since 1991-92 (Figure 26).

This is the most accurate system that currently exists for determining high school graduation rates within the state. Oklahoma currently has no statewide student record keeping system. Therefore it is impossible to follow students migrating into, or out of, the state, or between districts during their high school career. For comparative purposes, the national-level graduation rate based on a similar methodology was 67.5%* for 1997-98. (US Department of Education, National Center for Education Statistics, 1998 Digest of Education Statistics – Table 102 and 1996 Digest of Education Statistics – Table 40, * based on estimated graduates.)

Figure 26
Oklahoma High School Graduation Rates
Graduates as a Percent of Freshmen 4 Years Earlier



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

Data Source: State Department of Education

A more complete accounting of the state's annual graduation picture is given in the table below. In1998-99, Oklahoma's 12th grade fall enrollment was 39,582 and from that group 37,396 students graduated (includes all public school sites statewide). The 12th grade dropout total of 1,689 includes all ages and 497 students were unaccounted for in the system. Oklahoma's event graduation rate for 1998-99 was 94.5%.

Oklahoma Rates

Category	1997-98		1998-99	
	Number of Students	Rate	Number of Students	Rate
12th Grade Enrollment (Fall)	37,468		39,582	
Graduates (Event Rate)	35,143	93.8%	37,396	94.5%
Dropouts (12th grade)	1,898	5.1%	1,689	4.3%
Remainder of Students	427	1.1%	497	1.2%

Data Source: State Department of Education.

American College Testing (ACT) Program

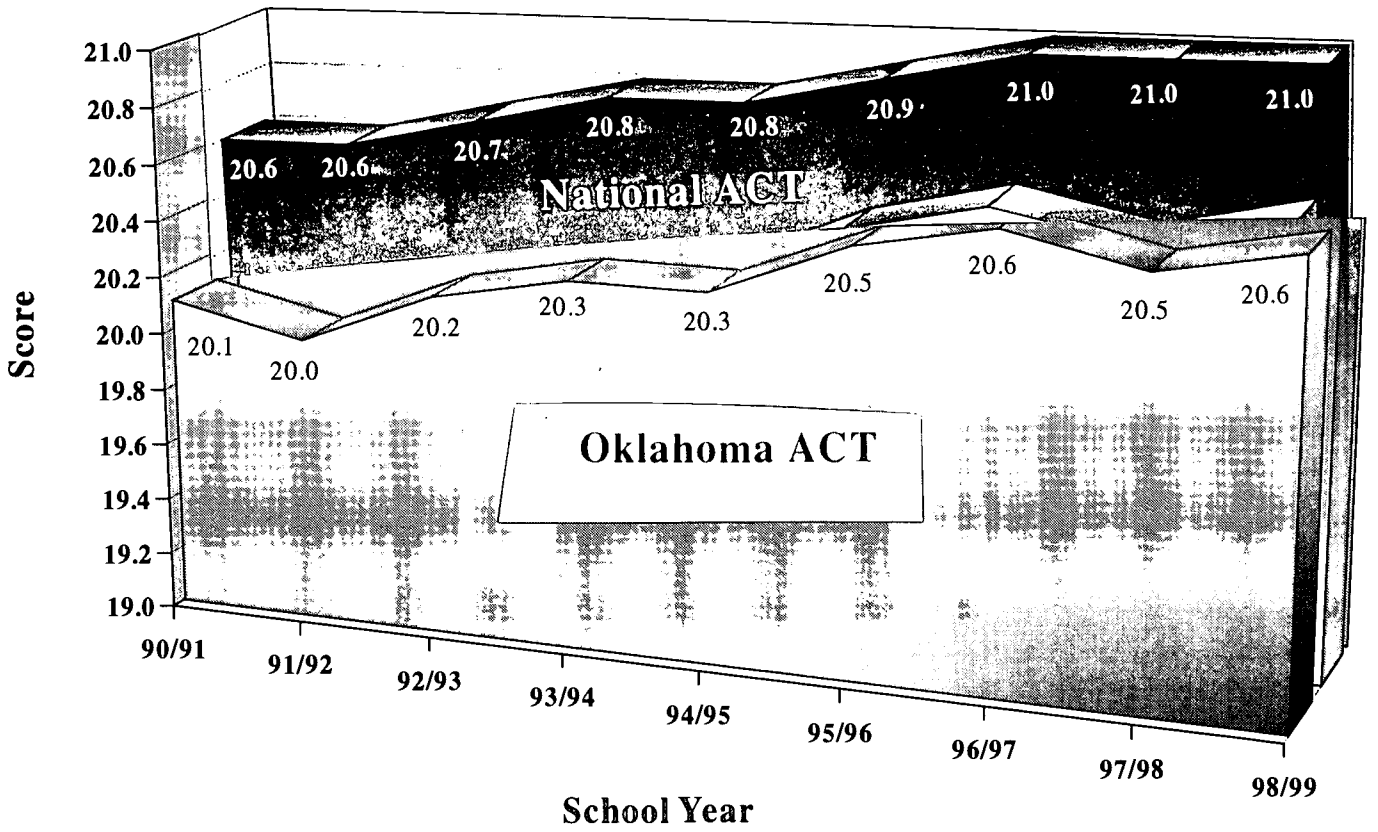
The ACT is a college-entrance exam taken by high school students who plan to apply for acceptance to an institution of higher education. It is the test most often used for admission to Oklahoma public colleges and universities. The scores are used as one measure of a student's level of academic knowledge. At the Oklahoma public high schools included in this series of reports, 23,417 members of the Graduating Class of 1999 took the ACT or 64.2% of graduates from those schools. The composite score on the ACT for this group during the 1998-99 school year was 20.7, which remained unchanged from 1997-98. The official Oklahoma score released by the ACT Corporation, which includes public and private schools as well as alternative education centers, was 20.6, a one-tenth of a standard score increase over the 1997-98 results (Figure 27). The national composite score of 21.0 in 1998-99 remained unchanged from the previous year. In 1998-99, the gap between Oklahoma's statewide ACT score and the national ACT score was four-tenths of a standard score. Oklahoma's ACT score has, however, increased five-tenths of a standard score since 1990-91 while the national score has increased only four-tenths of a standard score during that same time.

One explanation for the gap between the Oklahoma ACT score and the national score is that Oklahoma tests a much larger percentage of graduates than does the nation as a whole. Nationally, only 36% of high school graduates were tested during the 1998-99 school year, compared to 69% in Oklahoma. The larger the percentage of graduates tested, the greater the likelihood that students with lower academic abilities are being included in the test group. Based on state comparisons released by ACT corporation, the percentage of students tested in Oklahoma has increased three percentage points during the last six years (66% tested in 1994) and the average score has increased three-tenths of a standard score during that period as well. This increase in the average score is significant, because one would expect a slight decrease in the average score as a result of the increase in the percentage of students being tested.

An analysis of the 22 states that tested 60% or more of their 1999 high school graduates shows that Oklahoma out-performed only seven of those states. Of the seven states that tested a larger percentage of high school graduates than Oklahoma (70% or more), Oklahoma significantly out-performed three of these states, but lagged considerably behind the other four. A table comparing Oklahoma's performance on the ACT in relation to all of the other states in the nation can be found in Appendix F.

Average ACT scores varied greatly across Oklahoma (Figure 31). Looking at scores by individual high school sites covered in this report series, the highest average ACT was a score of 24.8, with 56% of the graduates taking the ACT at that school. Another Oklahoma high school tested 443 graduates (83%) and had an average score of 23.6. The lowest average ACT for an Oklahoma high school was 13.5, with 75% of graduates being tested at that school. This school's ACT tested graduates averaged in the bottom 6th percentile of all 1999 graduates tested nationally.

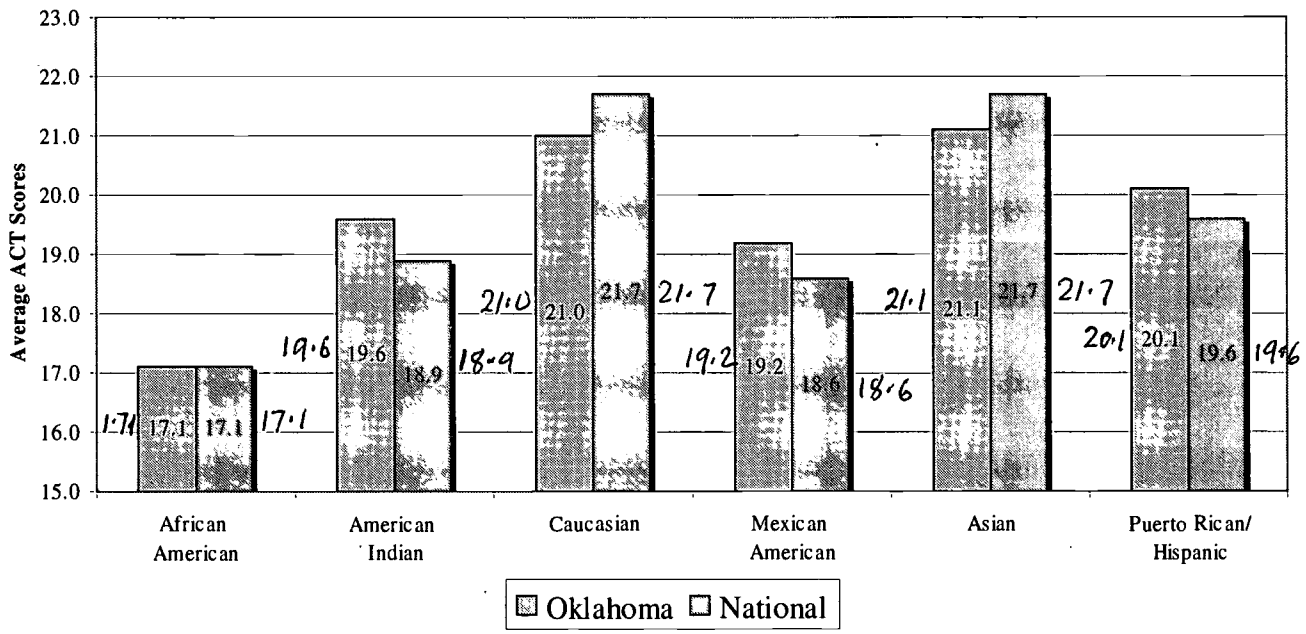
Figure 27
Oklahoma ACT Scores Versus National ACT Scores



Data Source: ACT Corporation

Looking at the ACT scores by race (Figure 28), we see that, generally speaking, minority students in Oklahoma outperform their national counterparts. This success could be evidence that the initiatives set forth in House Bill 1017 in 1989 are working. Much of the focus of HB 1017, particularly the use of the minimum competencies, dealt with making sure that all students perform at grade-level. House Bill 1017 shifted effort within the educational community in Oklahoma towards making sure that no student was left behind. The chart shows that for those ethnic groups that struggle nationally, Oklahoma's students in most of those same groups fare better. The challenge to Oklahoma educators would be to achieve performance levels that are at, or above, the overall national average along with comparable scores for all ethnic groups.

Figure 28
Oklahoma ACT Scores Versus National ACT Scores By Ethnicity



Data Source: ACT Corporation.

Scholastic Aptitude Test (SAT)

The SAT is another well-recognized college entrance test, however, it is not widely taken in Oklahoma. In 1998-99, Oklahoma's performance on the verbal and math components of the SAT was 567 and 560, respectively. National scores in these same areas were 505 and 511, respectively. While Oklahoma's scores were well above the national average, this performance must be placed in

proper perspective. According to the College Board, the company responsible for the SAT, only 8% of Oklahoma's high school graduates took the SAT in 1999. Nationally, the SAT was taken by 43% 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 colleges. Only seven states tested a smaller percentage of their graduates than Oklahoma (Appendix G).

Advanced Placement (AP)

As explained in The "District Educational Process" section of this report, the AP program allows high school students the opportunity to study advanced curriculum and possibly earn college credit for their studies. All of the following statistics relate to the Oklahoma public high schools covered in the "Profiles 1999" reports, unless otherwise specified. The 1998-99 school year saw a 21% increase in the number of high schools across the state participating in at least one national AP exam: 150 high schools compared to 124 in 1997-98. A student's mastery of the subjects studied is measured by a nationally standardized Advanced Placement (AP) test. Statewide, there were 2,450 public school seniors who had participated in the AP testing program in 1998-99. This represents 6.3% of the seniors that year. One of Oklahoma's high schools had 53% of its 1999 seniors take at least one AP test that year. The AP program offers tests in 34 different subject areas. Many students choose to take more than one AP course, and therefore may take more than one AP test. In 1998-99, there were 2,450 seniors who had taken 5,175 AP tests during their senior year in high school. AP tests are scored on a scale of one to five. Most colleges and universities in the United States will award college credit to students who score three or above on an AP test. Of the 5,175 tests administered to the Graduating Class of 1999, there were 3,200 (61.8%) that received a score of three or above. Appendix C displays statistics related to AP participation for public and private schools by state. The table shows that only 33% of public schools in Oklahoma participated in the AP program compared to 60% of public schools nationally.

Additional High School Performance Measures

Based on the Office of Accountability's 1999 School Questionnaire, 66.2% of Oklahoma's 1999 high school graduates were reported to have completed the college-bound curriculum required for admission to the state's public institutions of higher education (Figure 29). The survey also revealed that seniors at the public high schools had an average GPA of 2.97 (Figure 30), and that roughly 6.5% of high school graduates planned to attend out-of-state colleges. Information provided by the Oklahoma Department of Vocational and Technical Education showed that 41.2% of students enroll in an occupationally-specific Vo-Tech program sometime during their high school career (44,877 Vo-Tech enrollers divided by 37,120 members of the seniors class (3-year average)). Of those who enrolled in a Vo-Tech occupationally-specific program, 82.7%, or 87,120, completed one or more of the competencies required for the program. The Vo-Tech information is based on those seniors who attended one of the high school sites covered in this report series. Vo-Tech enrollments at Oklahoma high schools ranged from schools with none of their students participating in occupationally-specific programs to 10 other high schools with all of their students participating. Competency completion rates ranged from a low of 25% at one school to eight schools with 100% of the Vo-Tech enrollers completing at least one competency within a program. The Vo-Tech performance measures are

based on the graduating classes of 1996 through 1998. The three classes were followed for a four-year period, 1994-95 through 1997-98.

COLLEGIATE PERFORMANCE MEASURES

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

Based on a three-year average, 50.7% of the state's public high school graduates went directly to a public college in Oklahoma (Figure 32). One high school in the state had 82% of its graduates go on to an Oklahoma public college, whereas another had only 4% of graduates go on. Once in college, 38.0% of Oklahoma public high school graduates took at least one remedial course during their freshmen year in an Oklahoma public institution of higher education (Figure 33). The percentage of college-enrolled graduates taking at least one remedial course ranged from a low of 5% at one Oklahoma high school to a high of 85% at another. Seventy-two-point-two percent (72.2%) of freshman had a grade point average (GPA) of 2.0 or above during the first semester of their freshman year in an Oklahoma college (Figure 34). Individual Oklahoma high school sites ranged from a low of only 16.7% of college-enrolled graduates being able to attain a 2.0 or above, to a number of cases where nearly all, of the college-enrolled graduates were able to achieve a GPA of 2.0 or above. The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school was 33.2% (Figure 35). Several high schools had none of their college-enrolled graduates complete a degree program within 150% of ordinary completion time. One Oklahoma public high school, however, had 90.9% of its college bound graduates completing college degrees. The college completion rate was calculated on a group of students consisting of those who enrolled in the fall semester after their graduation from high school and who were degree-seeking at that time. Members of this group were then given three years to complete an associate degree and six years to complete a bachelor's degree. The rate is based on a three-year average, which means that some of the students involved in the study may have graduated from an Oklahoma high school as much as ten years earlier. Because so much time is required to collect these post-secondary performance measures, some high schools may have closed during this period. Therefore,

the rates posted in the "Profiles 1999" reports only include high schools that were still in operation during the 1998-99 school year.

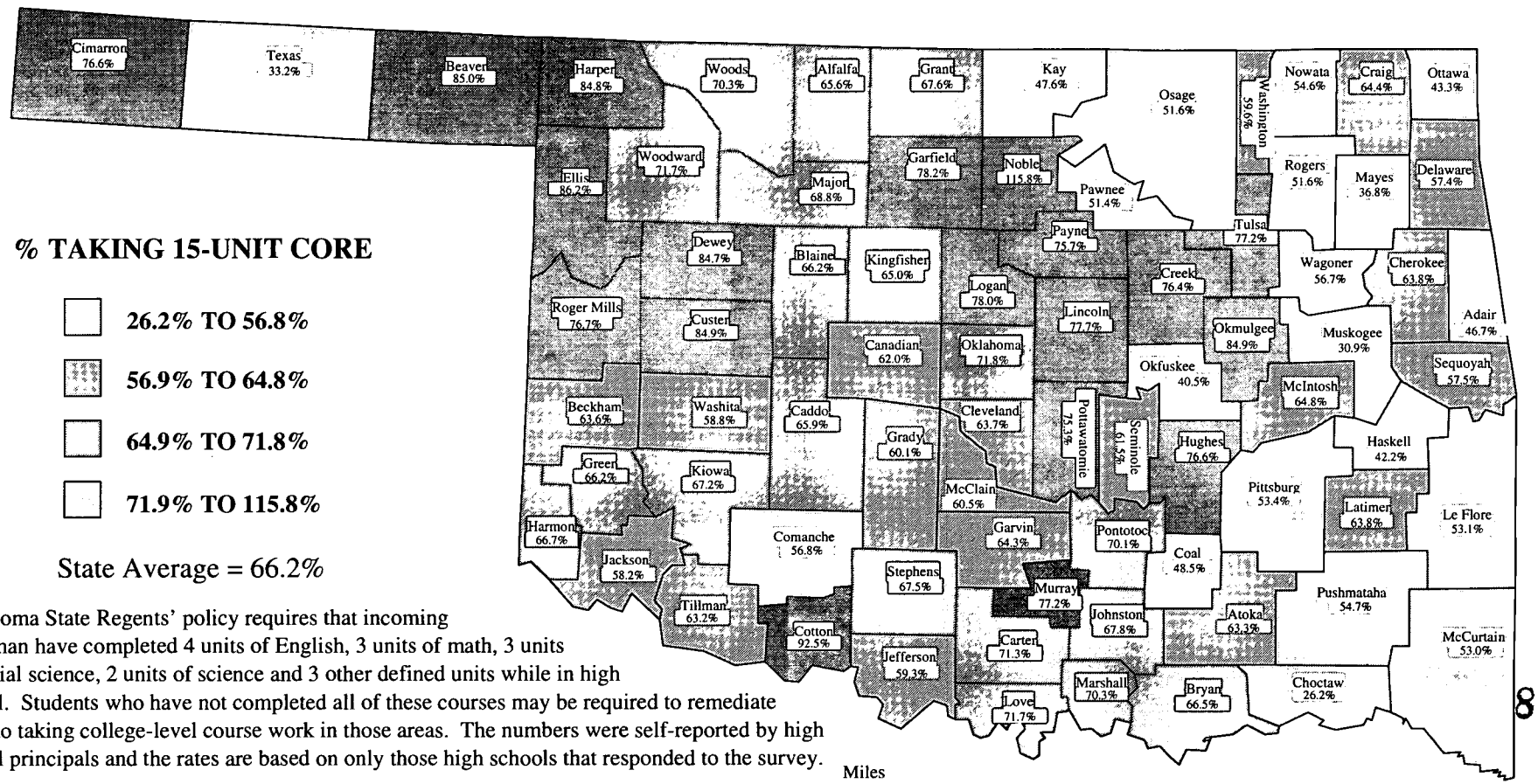
Summary of H.S. Performance Measures	State Average
High School Dropout Rate (Single Year)	5.1%
High School Graduation Rate	74.4%
Average GPA of High School Seniors (Class of 1999)	2.97
Advanced Placement (AP) Participation Rate (Class of 1999)	6.3%
AP Test Scoring College Credit (Class of 1999)	61.8%
Vo-Tech Program Participation Rate (3-Year Average)	41.2%
Vo-Tech Program (Competency) Completion Rate (3-Year Average)	82.7%
ACT Participation Rate (Class of 1999)	64.2%
Average ACT Score (Class of 1999 – Public & Private)	20.6
HS Grads Completing Coll. Bound Curriculum (15 Units)	66.2%
HS Grads Going to Out-of-State Colleges	6.5%
OK College-Going Rate (3-Year Average)*	50.7%
OK College Remediation Rate (2-Year Average)*	38.0%
OK College Freshman GPA 2.0 or Above (3-Year Average)*	72.2%
OK College Completion Rate (3-Year Average)*	33.2%

* Includes only college students who graduated from Oklahoma public high schools open during the 1998-99 school year.
Data Sources: State Department of Education, State Department of Vocational and Technical Education, Office of Accountability, ACT Corporation, and Oklahoma State Regents for Higher Education.

Figure 29

PERCENT OF HIGH SCHOOL GRADUATES COMPLETING COURSES REQUIRED FOR ADMISSION TO COLLEGE

1998-99 Graduates having taken State Regents' 15-Unit Core Curriculum



Oklahoma State Regents' policy requires that incoming freshman have completed 4 units of English, 3 units of math, 3 units of social science, 2 units of science and 3 other defined units while in high school. Students who have not completed all of these courses may be required to remediate prior to taking college-level course work in those areas. The numbers were self-reported by high school principals and the rates are based on only those high schools that responded to the survey.

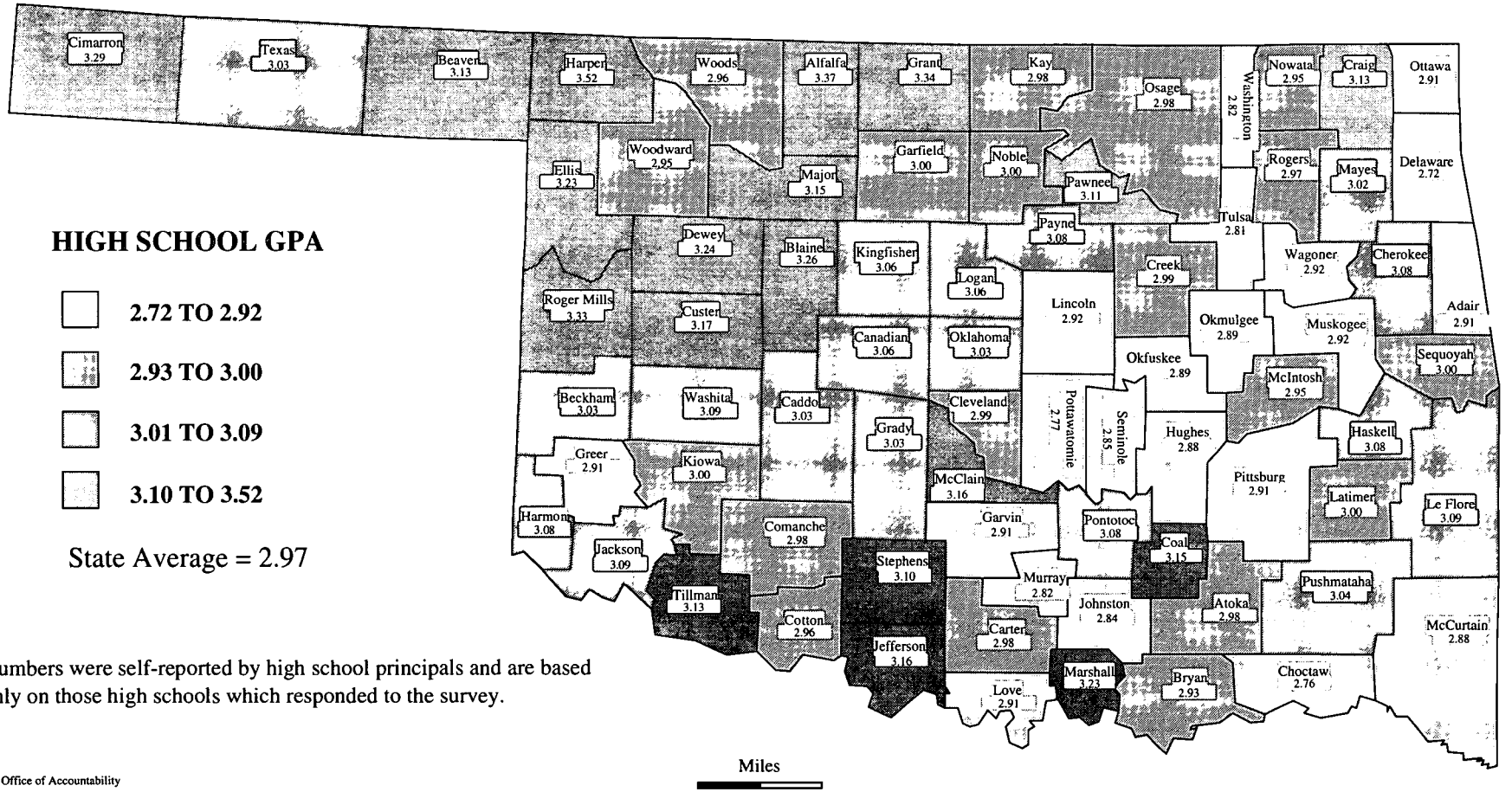
Prepared by: Office of Accountability

Data Source: Office of Accountability

Date: 4/1/2000

Figure 30

HIGH SCHOOL GRADE POINT AVERAGE
1999 HIGH SCHOOL SENIORS



Numbers were self-reported by high school principals and are based only on those high schools which responded to the survey.

Prepared by: Office of Accountability

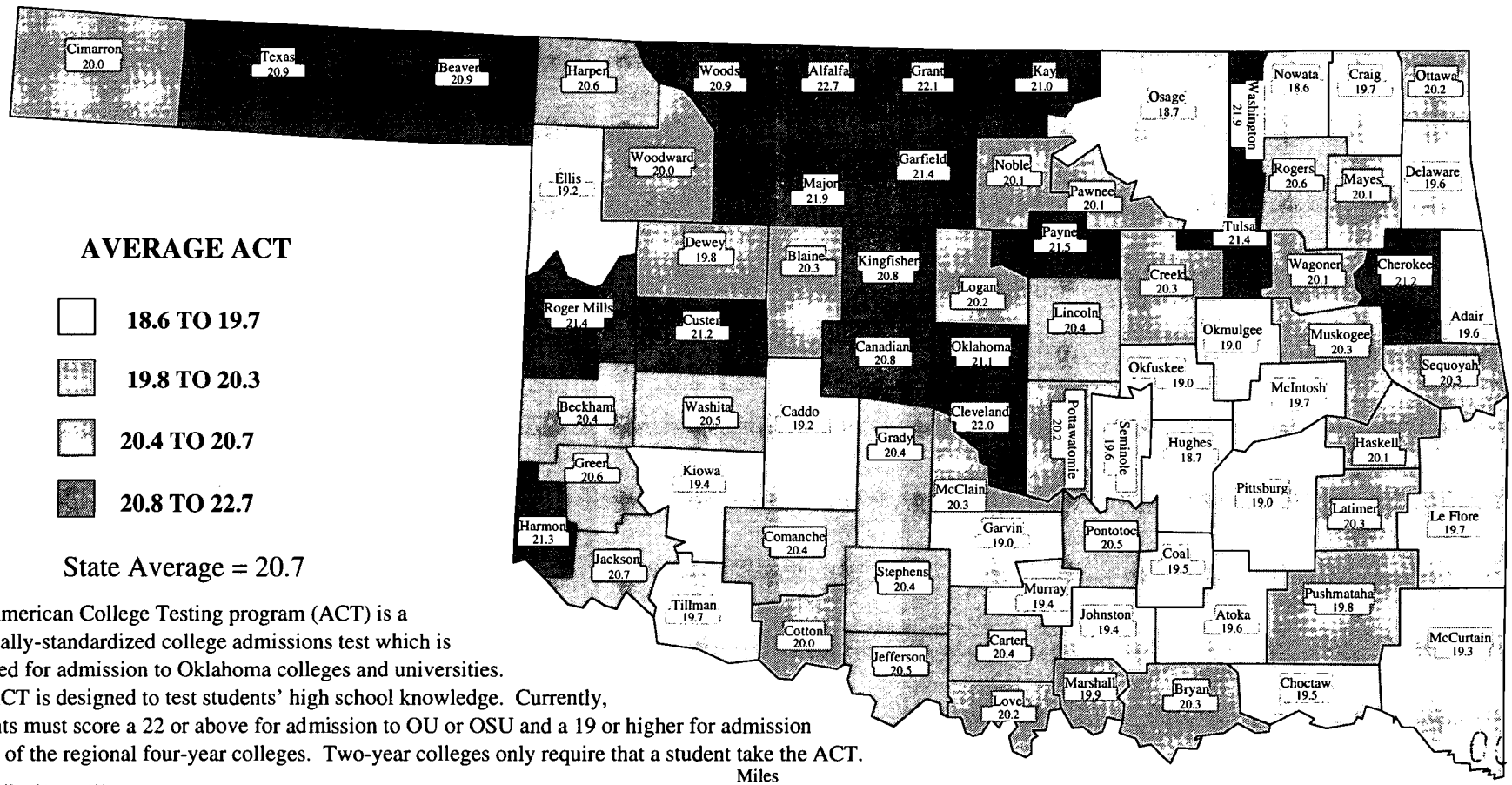
Data Source: Office of Accountability

Date: 4/1/2000

Figure 31

AVERAGE ACT SCORES
PUBLIC HIGH SCHOOLS - CLASS OF 1999

Weighted Average



AVERAGE ACT

- **18.6 TO 19.7**
- **19.8 TO 20.3**
- **20.4 TO 20.7**
- **20.8 TO 22.7**

State Average = 20.7

The American College Testing program (ACT) is a nationally-standardized college admissions test which is required for admission to Oklahoma colleges and universities. The ACT is designed to test students' high school knowledge. Currently, students must score a 22 or above for admission to OU or OSU and a 19 or higher for admission to one of the regional four-year colleges. Two-year colleges only require that a student take the ACT.

Miles
0 20 40

Prepared by: Office of Accountability

Data Source: Oklahoma State Regents for Higher Education

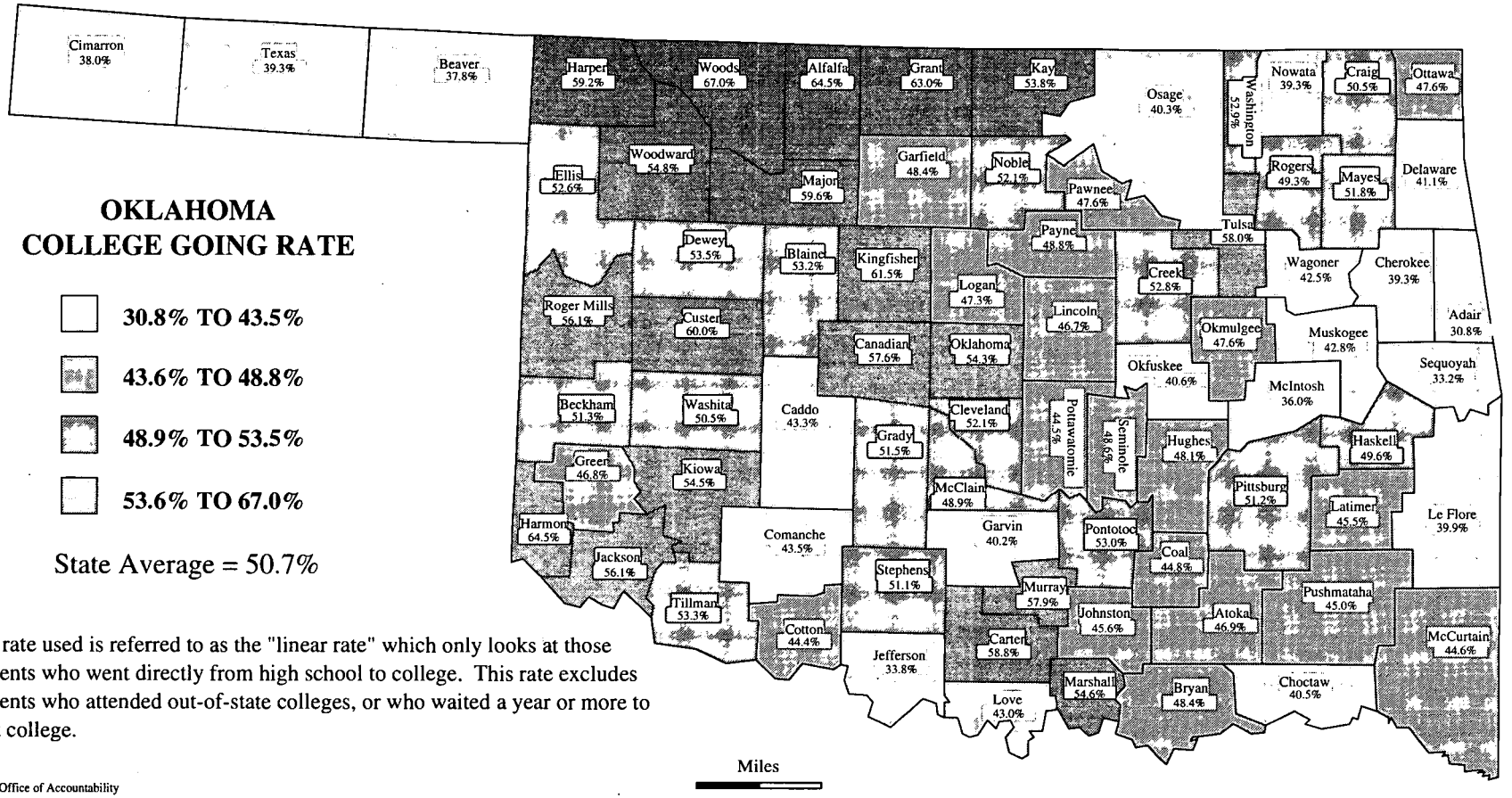
Date: 4/1/2000

Figure 32

OKLAHOMA COLLEGE-GOING RATE

OKLAHOMA HIGH SCHOOL GRADUATES ATTENDING OKLAHOMA COLLEGES

Based on Public High School Graduates from 1996, 1997, and 1998



OKLAHOMA COLLEGE GOING RATE

- 30.8% TO 43.5%
- 43.6% TO 48.8%
- 48.9% TO 53.5%
- 53.6% TO 67.0%

State Average = 50.7%

The rate used is referred to as the "linear rate" which only looks at those students who went directly from high school to college. This rate excludes students who attended out-of-state colleges, or who waited a year or more to start college.

Prepared by: Office of Accountability

Data Source: Oklahoma State Regents for Higher Education

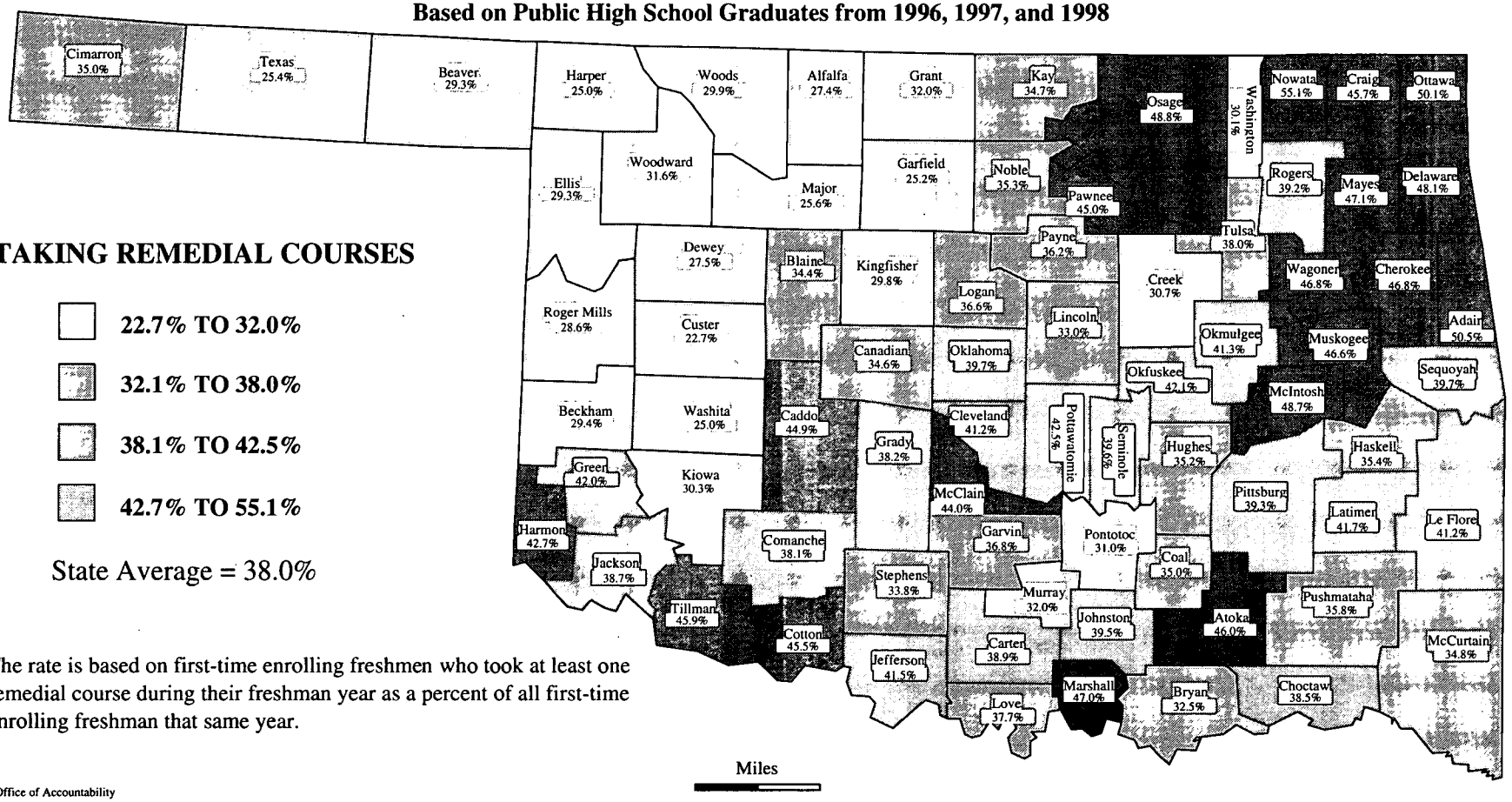
Date: 4/1/2000

Figure 33

PERCENT OF OKLAHOMA PUBLIC COLLEGE FRESHMEN TAKING REMEDIAL COURSES

STUDENTS GROUPED BY COUNTY IN WHICH THEY ATTENDED PUBLIC HIGH SCHOOL

Based on Public High School Graduates from 1996, 1997, and 1998



% TAKING REMEDIAL COURSES

- 22.7% TO 32.0%
- 32.1% TO 38.0%
- 38.1% TO 42.5%
- 42.7% TO 55.1%

State Average = 38.0%

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

Prepared by: Office of Accountability

Data Source: Oklahoma State Regents for Higher Education

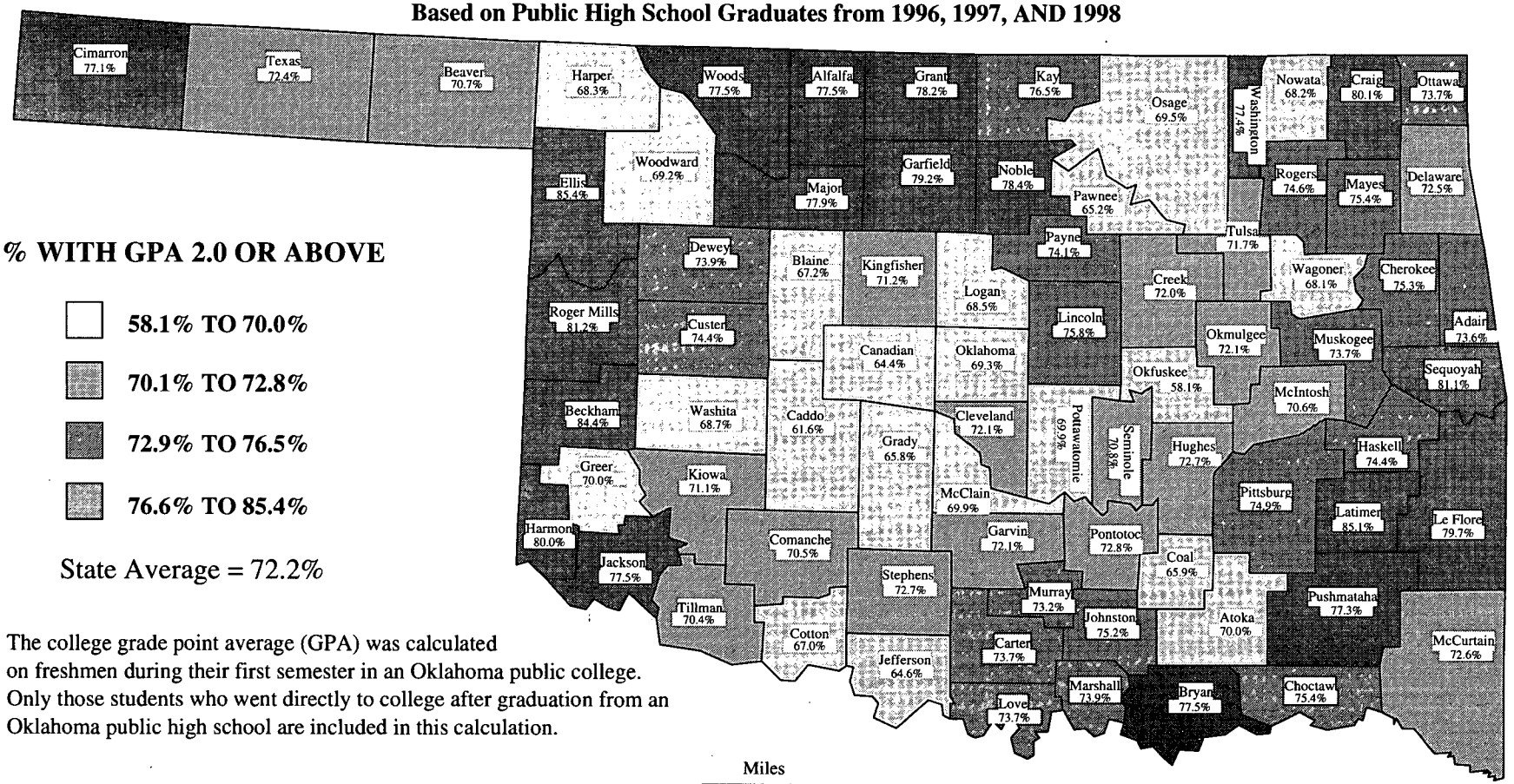
Date: 4/1/2000

Figure 34

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

STUDENTS GROUPED BY COUNTY IN WHICH THEY ATTENDED PUBLIC HIGH SCHOOL

Based on Public High School Graduates from 1996, 1997, AND 1998



% WITH GPA 2.0 OR ABOVE

- **58.1% TO 70.0%**
- **70.1% TO 72.8%**
- **72.9% TO 76.5%**
- **76.6% TO 85.4%**

State Average = 72.2%

The college grade point average (GPA) was calculated on freshmen during their first semester in an Oklahoma public college. Only those students who went directly to college after graduation from an Oklahoma public high school are included in this calculation.

Prepared by: Office of Accountability

Data Source: Oklahoma State Regents for Higher Education

Date: 4/1/2000

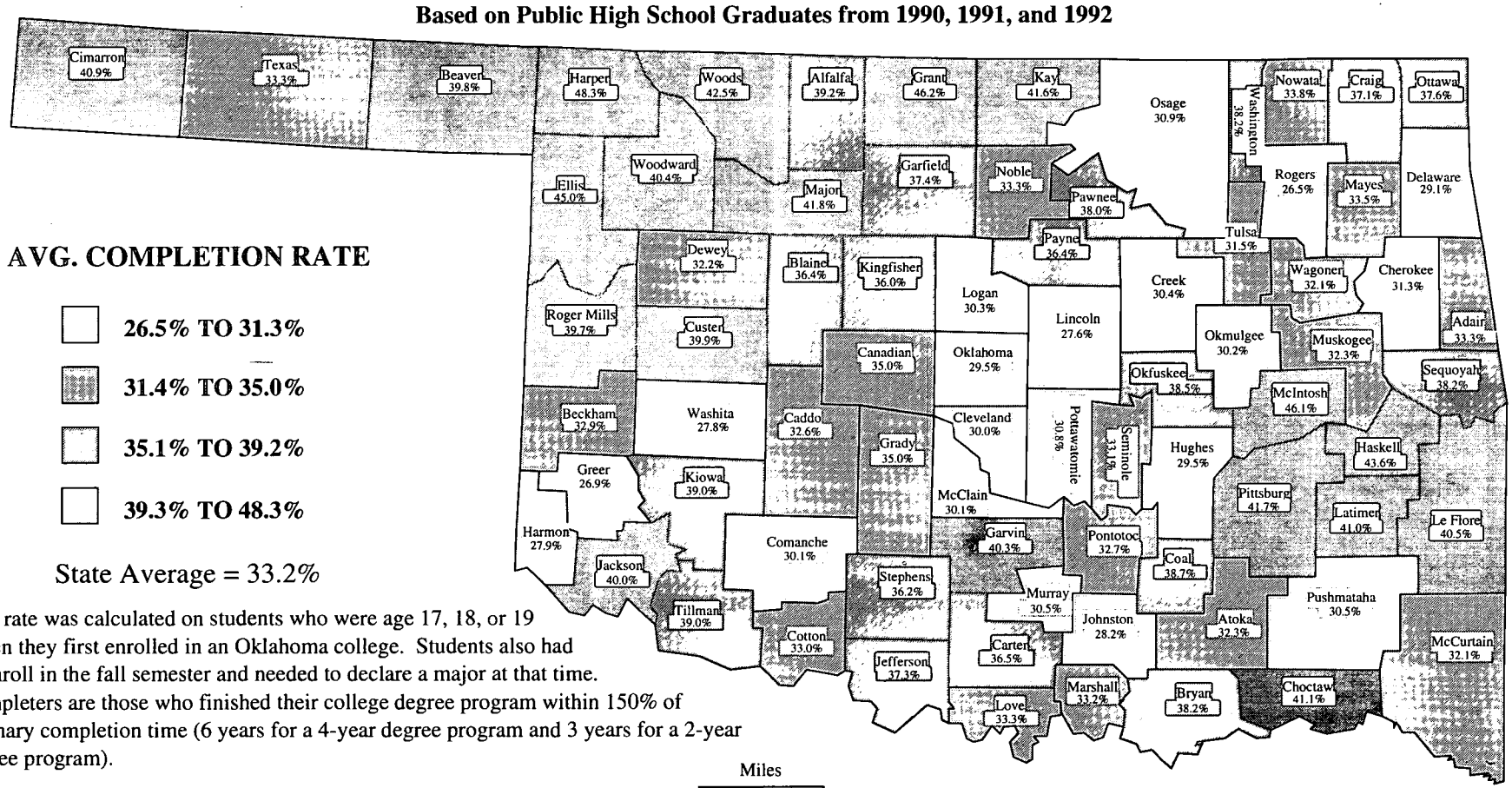
Figure 35

OKLAHOMA COLLEGE COMPLETION RATE

OF PUBLIC HIGH SCHOOL GRADUATES

STUDENTS GROUPED BY COUNTY IN WHICH THEY ATTENDED PUBLIC HIGH SCHOOL

Based on Public High School Graduates from 1990, 1991, and 1992



AVG. COMPLETION RATE

- **26.5% TO 31.3%**
- **31.4% TO 35.0%**
- **35.1% TO 39.2%**
- **39.3% TO 48.3%**

State Average = 33.2%

This rate was calculated on students who were age 17, 18, or 19 when they first enrolled in an Oklahoma college. Students also had to enroll in the fall semester and needed to declare a major at that time. Completers are those who finished their college degree program within 150% of ordinary completion time (6 years for a 4-year degree program and 3 years for a 2-year degree program).

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0 20 40

Prepared by: Office of Accountability

Data Source: Oklahoma State Regents for Higher Education

Date: 4/1/2000

APPENDIX A

Juvenile Arrest Data By Offense Type
1998-99

Criminal Offenses Only

Description	Offenses	%
Homicide	41	0.2%
Kidnapping	16	0.1%
Sexual Assault	160	0.7%
Robbery	155	0.7%
Assault	2,305	10.4%
Arson	182	0.8%
Extortion	73	0.3%
Burglary	2,560	11.5%
Theft	3,460	15.6%
Theft of Auto	1,181	5.3%
Forgery	278	1.3%
Fraud	147	0.7%
Embezzlement	70	0.3%
Stolen Property	723	3.3%
Damage Property	1,676	7.5%
Dangerous Drugs/Narcotics	2,113	9.5%
Sex Offenses	202	0.9%
Domestic Violence	212	1.0%
Liquor Under Age	489	2.2%
Obstruction of Police	377	1.7%
Escape/Flight	218	1.0%
Obstructing the Judiciary	2,238	10.1%
Weapon Offenses	577	2.6%
Public Peace	1,594	7.2%
Traffic Offenses	594	2.7%
Invasion of Privacy	321	1.4%
Conservation	35	0.2%
Other Offences	235	1.1%
Total	**22,232**	**100.0%**

APPENDIX B

Socioeconomic Indicators

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

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

Continued Next Page

Socioeconomic Indicators

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

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

APPENDIX C

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ADVANCED PLACEMENT PROGRAM®

OKLAHOMA *and* NATIONAL

Summary Reports

The College Board
Educational Excellence for All Students

PROGRAM SUMMARY REPORT

	SCHOOLS	STUDENTS IN 9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE	COLLEGE	OTHER	MALE	FEMALE	1998 PROGRAM TOTAL	1999 PROGRAM TOTAL	% CHANGE 1998-99	NO. OF COLLEGES
ART HISTORY	773	9	953	2,132	5,744	1	199	3,259	5,779	7,332	9,038	23	780
ART - DRAWING	1,123	5	42	836	3,208	0	113	1,801	2,403	3,686	4,204	14	775
ART - GENERAL	1,887	4	91	1,361	7,023	3	287	3,301	5,468	8,094	8,769	8	1,087
BIOLOGY	6,162	415	5,881	30,727	43,760	13	1,796	35,146	47,446	75,461	82,592	9	1,961
CALCULUS AB	9,334	108	1,172	16,320	107,624	14	2,506	67,740	60,004	117,671	127,744	9	2,188
CALCULUS BC	2,884	43	507	5,071	24,544	3	556	19,047	11,677	27,088	30,724	13	1,071
CHEMISTRY	4,672	27	2,024	24,429	21,429	4	986	27,841	21,058	44,937	48,899	9	1,545
COMP SCI - A	1,840	83	1,311	4,364	6,227	4	229	10,205	2,013	6,478	12,218	89	937
COMP SCI - AB	1,126	52	556	2,352	3,538	3	118	5,997	622	4,057	6,619	63	557
*ECONOMICS - MICRO	1,224	57	226	2,241	11,983	7	353	8,773	6,094	13,243	14,867	12	977
*ECONOMICS - MACRO	1,463	57	313	2,448	16,738	7	451	11,448	8,566	17,668	20,014	13	1,095
ENG LANG/COMP	4,922	22	1,011	67,989	26,557	19	1,772	36,767	60,603	80,016	97,370	22	2,017
ENG LIT/COMP	9,751	5	114	10,076	162,802	37	3,187	64,181	112,040	167,194	176,221	5	2,523
ENVIRONMENTAL SCI	727	73	190	2,759	5,966	3	218	4,061	5,148	5,163	9,209	78	853
EUROPEAN HIST	3,183	157	25,410	8,434	19,657	5	1,096	26,152	28,607	48,298	54,759	13	1,562
FRENCH LANG	2,814	105	691	4,028	9,784	3	420	4,569	10,462	13,721	15,031	10	993
FRENCH LIT	383	6	68	318	1,119	0	36	463	1,084	1,618	1,547	-4	242
GERMAN LANG	1,102	57	195	816	2,401	1	114	1,712	1,872	3,493	3,584	3	591
*GOVT&POL - U.S.	3,554	22	1,689	5,790	48,356	11	1,147	27,557	29,458	49,934	57,015	14	1,705
*GOVT&POL - COMP	806	1	389	904	6,026	0	143	3,968	3,495	6,835	7,463	9	762
INTL. ENGLISH LANGUAGE	72	2	3	108	64	0	4,456	1,932	2,701	3,752	4,633	23	27
*LATIN - VERGIL	560	14	270	1,604	1,457	0	54	1,795	1,604	3,311	3,399	3	433
*LATIN - LITERATURE	378	3	79	911	1,172	0	47	1,094	1,118	2,055	2,212	8	346
MUSIC THEORY	1,197	44	324	1,394	2,970	5	83	2,513	2,307	4,084	4,820	18	710
PHYSICS B	2,713	23	436	9,332	17,294	10	590	18,065	9,620	24,276	27,685	14	1,257
*PHYSICS C - MECH	1,793	6	100	1,471	12,557	4	281	10,649	3,770	12,939	14,419	11	790
*PHYSICS C - E&M	1,084	4	58	591	6,306	4	139	5,572	1,530	6,415	7,102	11	527
PSYCHOLOGY	1,706	13	590	7,549	19,514	4	621	9,466	18,825	21,974	28,291	29	1,444
SPANISH LANG	4,687	735	5,182	19,656	31,285	76	1,406	20,932	37,408	51,424	58,340	13	1,656
SPANISH LIT	946	26	459	2,384	4,858	4	267	2,607	5,391	6,975	7,998	15	649
STATISTICS	1,795	47	908	4,612	19,186	6	481	12,952	12,288	15,486	25,240	63	1,222
U.S. HISTORY	7,816	117	10,015	150,110	13,864	17	3,366	82,430	95,059	161,979	177,489	10	2,265
TOTAL NO. OF EXAMS TAKEN		2,342	61,257	393,117	665,013	268	27,518	533,995	615,520	1,016,657	1,149,515	13	
TOTAL NO. OF CANDIDATES		2,018	47,847	239,859	330,117	186	15,141	282,997	352,171	635,168	704,298	11	

* The 1998 and 1999 program totals for these exams reflect the number of examinations taken by candidates who took either one or both exams for a single fee. The 1999 totals for candidates who took both exams are: Economics: Microeconomics and Macroeconomics (9,488); Government and Politics: Comparative and United States (6,243); Latin: Vergil and Latin Literature (17); and Physics C: Mechanics and Physics C: Electricity and Magnetism (6,953).

SCHOOL REPORT OF AP EXAMINATIONS (BY STATE)

	TOTAL SCHOOLS						PUBLIC SCHOOLS						NON-PUBLIC SCHOOLS					
		AP SCHOOLS		TOTAL % SCHOOLS IN AP		% CHG		AP SCHOOLS		TOTAL % SCHOOLS IN AP		% CHG		AP SCHOOLS		TOTAL % SCHOOLS IN AP		% CHG
State	U.S.*	1998	1999	1998	1999	1998-99	U.S.*	1998	1999	1998	1999	1998-99	U.S.*	1998	1999	1998	1999	1998-99
Alabama	512	191	196	36.9%	38.3%	1.4%	372	165	161	44.2%	43.3%	-0.9%	140	26	35	18.1%	25.0%	6.9%
Alaska	266	35	37	12.8%	13.9%	1.1%	240	31	32	12.9%	13.3%	0.4%	26	4	5	12.5%	19.2%	6.7%
Arizona	253	131	127	53.9%	50.2%	-3.7%	189	107	106	60.5%	56.1%	-4.4%	64	24	21	36.4%	32.8%	-3.6%
Arkansas	382	116	123	30.5%	32.2%	1.7%	332	105	103	31.9%	31.0%	-0.9%	50	11	20	21.6%	40.0%	18.4%
California	1,549	1,095	1,120	69.7%	72.3%	2.6%	981	803	805	82.3%	82.1%	-0.2%	568	292	315	49.2%	55.5%	6.3%
Colorado	375	177	190	47.8%	50.7%	2.9%	293	148	150	52.5%	51.2%	-1.3%	82	29	40	33.0%	48.8%	15.8%
Connecticut	232	191	204	82.3%	87.9%	5.6%	143	141	148	100.0%	103.5%	3.5%	89	50	56	54.9%	62.9%	8.0%
Delaware	60	36	38	47.4%	63.3%	15.9%	25	23	23	88.5%	92.0%	3.5%	35	13	15	26.0%	42.9%	16.9%
District of Columbia	40	30	29	73.2%	72.5%	-0.7%	20	12	13	57.1%	65.0%	7.9%	20	18	16	90.0%	80.0%	-10.0%
Florida	664	391	416	57.5%	62.7%	5.2%	362	292	298	83.0%	82.3%	-0.7%	302	99	118	30.2%	39.1%	8.9%
Georgia	557	332	337	58.5%	60.5%	2.0%	339	266	261	79.2%	77.0%	-2.2%	218	66	76	28.4%	34.9%	6.5%
Hawaii	75	55	62	73.3%	82.7%	9.4%	41	34	38	82.9%	92.7%	9.8%	34	21	24	61.8%	70.6%	8.8%
Idaho	149	64	73	42.7%	49.0%	6.3%	130	58	63	43.9%	48.5%	4.6%	19	6	10	33.3%	52.6%	19.3%
Illinois	844	436	439	51.8%	52.0%	0.2%	641	334	337	52.5%	52.6%	0.1%	203	102	102	49.8%	50.2%	0.4%
Indiana	539	311	307	56.2%	57.0%	0.8%	364	280	276	78.9%	75.8%	-3.1%	175	31	31	15.7%	17.7%	2.0%
Iowa	421	154	150	36.3%	35.6%	-0.7%	372	129	129	34.6%	34.7%	0.1%	49	25	21	49.0%	42.9%	-6.1%
Kansas	389	93	101	24.1%	26.0%	1.9%	346	79	83	22.9%	24.0%	1.1%	43	14	18	34.1%	41.9%	7.8%
Kentucky	332	201	215	60.0%	64.8%	4.8%	253	163	170	64.2%	67.2%	3.0%	79	38	45	46.9%	57.0%	10.1%
Louisiana	468	112	114	23.8%	24.4%	0.6%	325	66	66	20.3%	20.3%	0.0%	143	46	48	31.7%	33.6%	1.9%
Maine	179	108	113	57.4%	63.1%	5.7%	118	86	91	70.5%	77.1%	6.6%	61	22	22	33.3%	36.1%	2.8%
Maryland	327	243	245	74.1%	74.9%	0.8%	177	162	163	93.6%	92.1%	-1.5%	150	81	82	52.3%	54.7%	2.4%
Massachusetts	395	326	326	82.3%	82.5%	0.2%	260	234	233	91.1%	89.6%	-1.5%	135	92	93	66.2%	68.9%	2.7%
Michigan	864	468	488	54.1%	56.5%	2.4%	639	375	388	59.0%	60.7%	1.7%	225	93	100	40.6%	44.4%	3.8%
Minnesota	479	208	217	43.1%	45.3%	2.2%	392	173	178	44.4%	45.4%	1.0%	87	35	39	37.6%	44.8%	7.2%
Mississippi	341	129	124	38.2%	36.4%	-1.8%	249	91	90	37.3%	36.1%	-1.2%	92	38	34	40.4%	37.0%	-3.4%
Missouri	619	171	187	27.1%	30.2%	3.1%	502	122	138	24.2%	27.5%	3.3%	117	49	49	39.2%	41.9%	2.7%
Montana	199	65	66	32.3%	33.2%	0.9%	173	62	63	35.4%	36.4%	1.0%	26	3	3	11.5%	11.5%	0.0%
Nebraska	333	76	75	22.7%	22.5%	-0.2%	292	58	56	19.7%	19.2%	-0.5%	41	18	19	45.0%	46.3%	1.3%
Nevada	105	39	43	40.2%	41.0%	0.8%	77	35	36	51.5%	46.8%	-4.7%	28	4	7	13.8%	25.0%	11.2%
New Hampshire	112	78	84	69.0%	75.0%	6.0%	76	58	64	76.3%	84.2%	7.9%	36	20	20	54.1%	55.6%	1.5%
New Jersey	475	406	415	83.7%	87.4%	3.7%	314	306	309	95.0%	98.4%	3.4%	161	100	106	61.3%	65.8%	4.5%
New Mexico	159	69	77	43.9%	48.4%	4.5%	120	53	59	46.5%	49.2%	2.7%	39	16	18	37.2%	46.2%	9.0%
New York	1,259	945	947	74.6%	75.2%	0.6%	848	710	709	83.6%	83.6%	0.0%	411	235	238	56.2%	57.9%	1.7%
North Carolina	540	343	365	63.3%	67.6%	4.3%	341	295	303	87.0%	88.9%	1.9%	199	48	62	23.6%	31.2%	7.6%
North Dakota	195	15	16	7.6%	8.2%	0.6%	183	13	14	7.1%	7.7%	0.6%	12	2	2	14.3%	16.7%	2.4%
Ohio	888	529	542	59.7%	61.0%	1.3%	702	428	443	61.4%	63.1%	1.7%	186	101	99	53.4%	53.2%	-0.2%
Oklahoma	495	124	167	24.8%	33.7%	8.9%	461	106	152	22.8%	33.0%	10.2%	34	18	15	50.0%	44.1%	-5.9%
Oregon	298	148	145	48.5%	48.7%	0.2%	236	124	122	52.8%	51.7%	-1.1%	62	24	23	34.3%	37.1%	2.8%
Pennsylvania	931	556	574	60.6%	61.7%	1.1%	599	420	433	72.0%	72.3%	0.3%	332	136	141	40.6%	42.5%	1.9%
Rhode Island	67	47	51	74.6%	76.1%	1.5%	44	34	35	85.0%	79.5%	-5.5%	23	13	16	56.5%	69.6%	13.1%
South Carolina	315	224	225	70.0%	71.4%	1.4%	198	184	179	92.0%	90.4%	-1.6%	117	40	46	33.3%	39.3%	6.0%
South Dakota	194	40	41	19.0%	21.1%	2.1%	177	35	35	18.2%	19.8%	1.6%	17	5	6	26.3%	35.3%	9.0%
Tennessee	408	211	217	50.6%	53.2%	2.6%	290	150	154	51.9%	53.1%	1.2%	118	61	63	47.7%	53.4%	5.7%
Texas	1,600	909	971	56.9%	60.7%	3.8%	1,339	804	854	60.5%	63.8%	3.3%	261	105	117	39.0%	44.8%	5.8%
Utah	134	96	93	71.6%	69.4%	-2.2%	111	85	82	75.9%	73.9%	-2.0%	23	11	11	50.0%	47.8%	-2.2%
Vermont	95	66	73	69.5%	76.8%	7.3%	63	53	57	86.9%	90.5%	3.6%	32	13	16	38.2%	50.0%	11.8%
Virginia	478	342	343	69.5%	71.8%	2.3%	312	257	258	82.1%	82.7%	0.6%	166	85	85	47.5%	51.2%	3.7%
Washington	425	238	248	54.7%	58.4%	3.7%	333	199	203	61.2%	61.0%	-0.2%	92	39	45	35.5%	48.9%	13.4%
West Virginia	174	99	86	55.3%	49.4%	-5.9%	131	93	80	69.9%	61.1%	-8.8%	43	6	6	13.0%	14.0%	1.0%
Wisconsin	565	351	362	60.1%	64.1%	4.0%	430	307	315	70.6%	73.3%	2.7%	135	44	47	29.5%	34.8%	5.3%
Wyoming	82	23	25	29.1%	30.5%	1.4%	73	23	24	33.3%	32.9%	-0.4%	9	-	1	0.0%	11.1%	11.1%
TOTAL (U.S.)	21,837	11,843	12,229	53.8%	56.0%	2.2%	16,028	9,371	9,582	58.8%	59.8%	1.0%	5,809	2,472	2,647	40.6%	45.6%	5.0%
NON-U.S./U.S.TERR/CAN		638	657															
GRAND TOTAL		12,481	12,886															

*SOURCE: Quality Education Data

APPENDIX D

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

1) INSTRUCTION — INSTRUCTION (1000 Series)

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

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

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

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

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

Continued on Next Page

7) DEBT SERVICE

OTHER OUTLAYS (5000 Series)
- DEBT SERVICE (5100)

8) OTHER

OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series)
- CHILD NUTRITION PROGRAMS OPERATIONS (3100)
  - Supervision of Child Nutrition Programs Operations
  - Food Preparation and Dispensing Services
  - Food and Supplies Delivery Services
  - Other Direct and/or Related Child Nutrition Programs
  - Food Procurement Services
  - Non-Reimbursable Services
  - Nutrition Education and Staff Development
  - Other Child Nutrition Programs Operations
- OTHER ENTERPRISE SERVICES OPERATIONS (3200)
- COMMUNITY SERVICES OPERATIONS (3300)
  - Supervision of Community Services Operations
  - Other Community Services Operations

FACILITIES ACQUISITION AND CONSTR. SERV. (4000 Series)
- SUPERVISION OF FACILITIES ACQUISITION AND CONSTR. (4100)
- SITE ACQUISITION SERVICES (4200)
- SITE IMPROVEMENT SERVICES (4300)
- ARCHITECTURE AND ENGINEERING SERVICES (4400)
- EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500)
- BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600)
- BUILDING IMPROVEMENT SERVICES (4700)
- OTHER FACILITIES ACQUISITION AND CONSTR. SERVICES (4900)

OTHER OUTLAYS (5000 Series)
- DEBT SERVICE (5100)
- FUND TRANSFER/REIMBURSEMENT (5200)
- CLEARING ACCOUNT (5300 Series)
- INDIRECT COST ENTITLEMENT (5400)
- PRIVATE NON-PROFIT SCHOOLS (5500)
- CORRECTING ENTRY (5600)

OTHER USES (7000 Series)
- SCHOLARSHIPS (7100)
- STUDENT AID (7200)
- STAFF AWARDS (7300)
- WORKER'S COMPENSATION CLAIMS (7400)
- TORT LIABILITY CLAIMS (7500)
- MEDICAL CARE CLAIMS (7600)
- FLEX BENEFITS (7700)
- LONG-TERM DISABILITY CLAIMS (7800)

REPAYMENT (8000 Series)
- RESTRICTED FUNDS (8100)
- OTHER REFUNDS (8900)

APPENDIX E

NATIONAL CENTER FOR EDUCATION STATISTICS

NAEP 1998 Writing

REPORT CARD FOR THE NATION AND THE STATES

REPORT CARD

September 1999

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

NCES 1999-462

Table 5.1

THE NATION'S REPORT CARD

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

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

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

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

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

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

NATIONAL CENTER FOR EDUCATION STATISTICS

NAEP 1998 Reading

REPORT CARD FOR THE NATION AND THE STATES

THE NATION'S REPORT CARD

March, 1999

U.S. Department of Education
Office of Educational Research and Improvement NCES 1999-500

Table 5.1

THE NATION'S REPORT CARD NAEP

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

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

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

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

Table 5.2

THE NATION'S REPORT CARD

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

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

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

APPENDIX F

Cautions on the Use of State Aggregate ACT Scores

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

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

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

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

ACT Average Composite Scores by State
1999 ACT-Tested Graduates

State	Average Composite Score	Total: % of Graduates Tested*	Total: Quartile Values 25th	Total: Quartile Values 50th	Total: Quartile Values 75th	Core Completers: % of Total Tested*	Core Completers: Quartile Values 25th	Core Completers: Quartile Values 50th	Core Completers: Quartile Values 75th	Non-Core Completers: % of Total Tested*	Non-Core Completers: Quartile Values 25th	Non-Core Completers: Quartile Values 50th	Non-Core Completers: Quartile Values 75th	No Course Data: Percent of Total Tested*
Alabama	20.2	65	16.7	19.6	23.2	65	18.1	21.0	24.4	33	14.8	17.1	20.0	2
Alaska	21.1	35	16.8	21.1	25.2	42	21.0	24.2	27.5	27	16.9	20.1	23.5	31
Arizona	21.4	28	18.0	21.3	24.7	70	18.8	22.0	25.3	27	16.2	19.4	23.0	3
Arkansas	20.3	69	16.8	19.9	23.5	74	17.8	20.8	24.2	21	14.7	17.0	20.0	6
California	21.3	12	17.6	21.2	24.8	65	18.6	22.1	25.5	31	16.0	19.2	22.9	4
Colorado	21.6	62	18.1	21.3	24.7	57	19.5	22.5	25.7	40	16.7	19.5	22.9	3
Connecticut	21.6	3	18.0	21.8	25.1	43	18.9	22.2	25.6	41	17.1	21.0	24.6	16
Delaware	20.5	3	16.5	20.3	24.1	62	17.8	21.4	24.9	34	16.9	19.0	21.5	5
Washington DC	18.6	13	14.6	17.8	22.4	64	15.2	18.3	22.4	23	13.2	16.6	21.6	13
Florida	20.6	39	17.1	20.3	23.8	70	18.2	21.2	24.6	25	15.2	17.7	20.9	5
Georgia	20.0	16	16.4	19.6	23.2	76	17.2	20.3	23.9	20	14.6	16.9	20.2	5
Hawaii	21.6	18	17.9	21.5	24.9	69	18.6	22.1	25.2	26	16.1	19.7	23.6	5
Idaho	21.4	60	18.1	21.1	24.5	48	19.5	22.5	25.5	49	17.0	19.8	23.0	3
Illinois	21.4	67	17.7	21.1	24.9	51	19.5	22.8	26.2	46	16.3	19.3	22.9	2
Indiana	21.2	19	17.7	20.8	24.5	62	18.9	22.0	25.4	33	16.3	18.8	22.0	5
Iowa	22.0	66	18.7	21.7	25.1	66	19.9	22.8	26.0	32	16.8	19.4	22.4	2
Kansas	21.5	75	18.0	21.2	24.7	54	19.8	22.9	26.1	44	16.6	19.2	22.3	3
Kentucky	20.1	68	16.7	19.6	23.1	44	17.8	20.7	24.1	54	16.0	18.8	22.2	2
Louisiana	19.6	76	16.0	19.2	22.5	70	17.2	20.3	23.5	27	14.4	16.4	19.1	3
Maine	22.1	4	18.5	22.1	25.6	46	19.2	23.1	26.1	46	18.3	21.6	25.4	10
Maryland	20.9	10	17.0	20.7	24.6	70	17.6	21.1	24.8	25	15.9	19.3	23.4	5
Massachusetts	22.0	6	18.6	22.0	25.4	44	18.8	22.3	25.5	41	18.3	21.8	25.4	15
Michigan	21.3	69	17.8	21.0	24.6	55	19.3	22.5	25.8	42	16.5	19.2	22.4	2
Minnesota	22.1	64	18.8	21.9	25.2	69	19.7	22.7	25.6	28	17.1	19.9	23.2	3
Mississippi	18.7	82	15.3	18.0	21.4	61	16.4	19.3	22.9	37	14.3	16.3	18.8	2
Missouri	21.6	67	18.1	21.2	24.8	61	19.4	22.5	25.8	36	16.4	19.1	22.3	3

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

ACT Average Composite by State
1999 ACT-Tested Graduates

State	Average Composite Score	Total: % of Graduates Tested*	Total: Quartile Values 25th	Total: Quartile Values 50th	Total: Quartile Values 75th	Core Completers: % of Total Tested*	Core Completers: Quartile Values 25th	Core Completers: Quartile Values 50th	Core Completers: Quartile Values 75th	Non-Core Completers: % of Total Tested*	Non-Core Completers: Quartile Values 25th	Non-Core Completers: Quartile Values 50th	Non-Core Completers: Quartile Values 75th	No Course Data: Percent of Total Tested*
Montana	21.8	54	18.5	21.5	24.8	56	20.1	23.1	26.0	41	17.0	19.6	22.5	2
Nebraska	21.7	73	18.4	21.4	24.9	67	19.5	22.4	25.7	31	16.6	19.3	22.4	2
Nevada	21.5	41	18.2	21.3	24.6	65	19.2	22.1	25.3	33	16.8	19.7	22.7	2
New Hampshire	22.2	5	19.0	22.3	25.4	55	19.8	22.9	26.2	38	18.1	21.4	24.8	8
New Jersey	20.7	4	17.2	20.4	23.8	34	17.9	20.9	24.4	59	16.8	19.9	23.4	7
New Mexico	20.1	64	16.8	19.7	23.3	53	17.8	21.0	24.4	43	16.6	18.2	21.5	3
New York	22.0	14	18.5	21.9	25.4	63	20.0	23.1	26.3	30	16.4	19.1	22.4	7
North Carolina	19.4	12	16.7	18.7	22.6	64	16.7	19.7	23.7	32	14.4	16.8	20.0	4
North Dakota	21.4	79	18.1	21.1	24.4	63	19.8	22.5	25.6	35	16.2	18.6	21.5	2
Ohio	21.4	69	18.0	21.1	24.6	62	19.4	22.3	25.7	36	16.4	19.0	22.2	2
Oklahoma	20.6	69	17.1	20.1	23.6	52	18.5	21.5	24.9	45	16.0	18.7	21.7	3
Oregon	22.6	11	19.4	22.5	25.7	60	20.8	23.7	26.6	37	17.8	20.7	23.8	3
Pennsylvania	21.4	7	17.9	21.2	24.7	69	18.9	22.1	25.3	26	16.3	19.2	23.1	5
Rhode Island	22.7	3	19.5	22.6	26.2	44	19.2	22.9	26.1	47	19.8	22.6	26.6	9
South Carolina	19.1	18	15.6	18.5	22.1	70	16.6	19.3	22.8	26	13.9	16.1	19.4	4
South Dakota	21.2	70	18.0	20.9	24.2	63	19.2	22.1	25.1	35	16.4	19.0	22.0	2
Tennessee	19.9	77	16.3	19.4	23.0	62	17.5	20.6	24.1	36	15.0	17.6	20.7	2
Texas	20.3	31	16.9	20.0	23.4	70	17.9	20.9	24.2	27	15.2	17.6	20.7	3
Utah	21.4	68	18.0	21.1	24.5	43	19.2	22.3	25.5	55	17.2	20.2	23.6	3
Vermont	21.9	9	18.4	22.0	25.3	46	19.1	22.5	25.7	40	17.3	21.1	24.7	15
Virginia	20.6	7	17.0	20.3	24.0	67	17.8	21.0	24.6	25	15.6	18.5	22.5	7
Washington	22.6	18	19.2	22.4	25.9	56	20.1	23.9	26.5	41	18.0	21.3	24.7	2
West Virginia	20.2	58	17.0	19.7	22.9	43	18.4	21.1	24.2	56	16.2	18.8	21.8	2
Wisconsin	22.3	67	19.1	22.1	25.3	61	20.0	22.9	26.0	36	17.8	20.8	23.8	3
Wyoming	21.4	66	18.2	21.2	24.4	54	19.6	22.3	25.5	44	16.9	19.7	22.9	2
National	**21.0**	**36**	**17.5**	**20.7**	**24.3**	**60**	**18.7**	**21.8**	**25.2**	**36**	**16.0**	**18.8**	**22.2**	**4**

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

1999 ACT Average Composite Scores by State, Page 2/2

ACT Information for a life transitions

APPENDIX G

Cautions on the use of aggregate SAT scores*

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

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

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

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

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

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

SAT Table 2: SAT Averages by State for 1989 and 1996-1999

Comparing or ranking states on the basis of SAT scores alone is invalid and strongly discouraged by the College Board

	1989		1996		1997		1998		1999		% Grads Taking SAT
	V	M	V	M	V	M	V	M	V	M	
Alabama	556	539	565	558	561	555	562	558	561	555	9%
Alaska	519	505	521	513	520	517	521	520	516	514	50%
Arizona	528	523	525	521	523	522	525	528	524	525	34%
Arkansas	547	536	566	550	567	558	568	555	563	556	6%
California	498	509	495	511	496	514	497	516	497	514	49%
Colorado	534	530	536	538	536	539	537	542	536	540	32%
Connecticut	512	498	507	504	509	507	510	509	510	509	80%
Delaware	512	494	508	495	505	498	501	493	503	497	67%
D.C.	481	466	489	473	490	475	488	476	494	478	77%
Florida	497	494	498	496	499	499	500	501	499	498	53%
Georgia	479	475	484	477	486	481	486	482	487	482	63%
Hawaii	482	507	485	510	483	512	483	513	482	513	52%
Idaho	541	523	543	536	544	539	545	544	542	540	16%
Illinois	537	539	564	575	562	578	564	581	569	585	12%
Indiana	490	487	494	494	494	497	497	500	496	498	60%
Iowa	585	585	590	600	589	601	593	601	594	598	5%
Kansas	569	561	579	571	578	575	582	585	578	576	9%
Kentucky	552	539	549	544	548	546	547	550	547	547	12%
Louisiana	549	534	559	550	560	553	562	558	561	558	8%
Maine	508	493	504	498	507	504	504	501	507	503	68%
Maryland	510	505	507	504	507	507	506	508	507	507	65%
Massachusetts	509	499	507	504	508	508	508	508	511	511	78%
Michigan	534	534	557	565	557	566	558	569	557	565	11%
Minnesota	550	550	582	593	582	592	585	598	586	598	9%
Mississippi	547	536	569	557	567	551	562	549	563	548	4%
Missouri	546	538	570	569	567	568	570	573	572	572	8%
Montana	545	542	546	547	545	548	543	546	545	546	21%
Nebraska	562	560	567	568	562	564	565	571	568	571	8%
Nevada	516	512	508	507	508	509	510	513	512	517	34%
New Hampshire	524	510	520	514	521	518	523	520	520	518	72%
New Jersey	500	497	498	505	497	508	497	508	498	510	80%
New Mexico	558	550	554	548	554	545	554	551	549	542	12%
New York	495	496	497	499	495	502	495	503	495	502	76%
North Carolina	474	469	490	486	490	488	490	492	493	493	61%
North Dakota	574	581	596	599	588	595	590	599	594	605	5%
Ohio	528	520	536	535	535	536	536	540	534	538	25%
Oklahoma	554	542	566	557	568	560	568	564	567	560	8%
Oregon	519	509	523	521	525	524	528	528	525	525	53%
Pennsylvania	501	490	498	492	498	495	497	495	498	495	70%
Rhode Island	506	492	501	491	499	493	501	495	504	499	70%
South Carolina	476	469	480	474	479	474	478	473	479	475	61%
South Dakota	573	560	574	566	574	570	584	581	585	588	4%
Tennessee	561	542	563	552	564	556	564	557	559	553	13%
Texas	492	490	495	500	494	501	494	501	494	499	50%
Utah	572	555	583	575	576	570	572	570	570	568	5%
Vermont	512	497	506	500	508	502	508	504	514	506	70%
Virginia	507	498	507	496	506	497	507	499	508	499	65%
Washington	524	515	519	519	523	523	524	526	525	526	52%
West Virginia	525	515	526	506	524	508	525	513	527	512	18%
Wisconsin	553	554	577	586	579	590	581	594	584	595	7%
Wyoming	538	537	544	544	543	543	548	546	546	551	10%
National	***504***	***502***	***505***	***508***	***505***	***511***	***505***	***512***	***505***	***511***	43%

*Based on the projection of high school graduates in 1999 by the Western Interstate Commision for Higher Education, and number of students in the class of 1999 who took the SAT I: Reasoning Test. Updated projections in this column make it inappropriate to compare percentages for this year with those of previous years.

APPENDIX H

Indicators Displayed in Maps

Data Values for Information Presented in Maps

County	Average Salary of Oklahoma Public School Teachers Including Benefits	Per student Expenditures at Oklahoma Public Schools Using ALL FUNDS	Oklahoma Public School 9th through 12th Grade Dropout Rate	Percent of Oklahoma HS Graduates Completing Courses Required for Admission to Oklahoma Public Colleges	Average Grade Point of Oklahoma Public HS Seniors
Adair	$31,127	$6,483	3.5%	46.7%	2.91
Alfalfa	$31,575	$6,576	1.0%	65.6%	3.37
Atoka	$30,637	$5,610	1.8%	63.3%	2.98
Beaver	$30,906	$6,975	2.4%	85.0%	3.13
Beckham	$30,826	$5,126	3.9%	63.6%	3.03
Blaine	$31,440	$6,342	4.7%	66.2%	3.26
Bryan	$30,883	$5,469	4.8%	66.5%	2.93
Caddo	$30,286	$5,939	3.6%	65.9%	3.03
Canadian	$30,175	$4,615	2.4%	62.0%	3.06
Carter	$29,896	$5,521	3.7%	71.3%	2.98
Cherokee	$31,652	$5,730	7.0%	63.8%	3.08
Choctaw	$30,993	$5,791	3.1%	26.2%	2.76
Cimarron	$30,124	$8,132	0.6%	76.6%	3.29
Cleveland	$30,982	$4,787	5.4%	63.7%	2.99
Coal	$30,117	$6,276	3.6%	48.5%	3.15
Comanche	$33,521	$5,245	4.3%	56.8%	2.98
Cotton	$29,193	$5,281	2.6%	92.5%	2.96
Craig	$29,892	$5,408	5.6%	64.4%	3.13
Creek	$29,804	$4,831	4.3%	76.4%	2.99
Custer	$30,316	$5,620	4.2%	84.9%	3.17
Delaware	$30,799	$5,180	7.1%	57.4%	2.72
Dewey	$30,567	$7,392	0.6%	84.7%	3.24
Ellis	$29,867	$6,911	0.8%	86.2%	3.23
Garfield	$31,280	$5,065	5.3%	78.2%	3.00
Garvin	$29,915	$5,282	4.3%	64.3%	2.91
Grady	$29,954	$5,185	3.7%	60.1%	3.03
Grant	$30,518	$6,971	0.3%	67.6%	3.34
Greer	$30,451	$6,133	4.0%	66.2%	2.91
Harmon	$31,827	$6,115	8.1%	66.7%	3.08
Harper	$32,122	$7,117	0.8%	84.8%	3.52
Haskell	$31,233	$5,319	4.9%	42.2%	3.08
Hughes	$29,612	$6,273	11.0%	76.6%	2.88
Jackson	$32,470	$5,075	1.8%	58.2%	3.09
Jefferson	$30,172	$5,824	5.1%	59.3%	3.16
Johnston	$30,632	$5,816	3.1%	67.8%	2.84
Kay	$29,903	$5,057	6.3%	47.6%	2.98
Kingfisher	$30,138	$5,591	2.3%	65.0%	3.06
Kiowa	$30,245	$6,071	7.9%	67.2%	3.00
Latimer	$30,597	$5,341	1.0%	63.8%	3.00
Le Flore	$30,845	$5,546	5.1%	53.1%	3.09

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Indicators Displayed in Maps

Data Values for Information Presented in Maps

continued from previous page

County	Average Salary of Oklahoma Public School Teachers Including Benefits	Per student Expenditures at Oklahoma Public Schools Using ALL FUNDS	Oklahoma Public School 9th through 12th Grade Dropout Rate	Percent of Oklahoma HS Graduates Completing Courses Required for Admission to Oklahoma Public Colleges	Average Grade Point of Oklahoma Public HS Seniors
Lincoln	$30,269	$4,829	2.8%	77.7%	2.92
Logan	$30,776	$5,117	4.1%	78.0%	3.06
Love	$29,990	$5,186	3.8%	71.7%	2.91
Major	$31,246	$5,887	2.9%	68.8%	3.15
Marshall	$29,598	$5,397	2.6%	70.3%	3.23
Mayes	$31,295	$5,167	6.9%	36.8%	3.02
McClain	$29,780	$4,826	3.3%	60.5%	3.16
McCurtain	$30,065	$5,754	4.2%	53.0%	2.88
McIntosh	$30,030	$5,566	4.6%	64.8%	2.95
Murray	$30,571	$5,294	2.7%	77.2%	2.82
Muskogee	$32,243	$5,513	6.8%	30.9%	2.92
Noble	$30,237	$6,584	2.8%	115.8%	3.00
Nowata	$30,938	$5,579	2.7%	54.6%	2.95
Okfuskee	$30,667	$5,736	4.3%	40.5%	2.89
Oklahoma	$31,393	$5,365	6.3%	71.8%	3.03
Okmulgee	$31,089	$5,123	4.4%	84.9%	2.89
Osage	$29,701	$5,667	3.9%	51.6%	2.98
Ottawa	$31,073	$5,146	5.6%	43.3%	2.91
Pawnee	$30,369	$4,838	3.2%	51.4%	3.11
Payne	$30,823	$5,608	3.6%	75.7%	3.08
Pittsburg	$30,936	$5,627	4.9%	53.4%	2.91
Pontotoc	$30,426	$5,430	4.0%	70.1%	3.08
Pottawatomie	$30,953	$5,222	6.4%	75.3%	2.77
Pushmataha	$30,785	$6,274	2.6%	54.7%	3.04
Roger Mills	$31,765	$9,892	0.6%	76.7%	3.33
Rogers	$30,121	$4,783	3.9%	51.6%	2.97
Seminole	$30,046	$5,705	7.2%	61.5%	2.85
Sequoyah	$30,687	$5,344	4.3%	57.5%	3.00
Stephens	$30,539	$5,021	5.3%	67.5%	3.10
Texas	$29,273	$6,053	6.7%	33.2%	3.03
Tillman	$30,888	$6,101	5.2%	63.2%	3.13
Tulsa	$30,594	$5,406	6.1%	77.2%	2.81
Wagoner	$30,866	$4,917	6.8%	56.7%	2.92
Washington	$30,526	$5,032	3.6%	59.6%	2.82
Washita	$30,586	$5,407	2.7%	58.8%	3.09
Woods	$31,366	$6,941	3.2%	70.3%	2.96
Woodward	$29,782	$5,425	4.3%	71.7%	2.95
State Summary	**$30,851**	**$5,347**	**5.1%**	**66.2%**	**2.97**

Indicators Displayed in Maps

Data Values for Information Presented in Maps

PROFILES 1999 CONTINUED

County	Average Composite ACT Score of Oklahoma Public HS Graduates	Oklahoma College Going Rate of Oklahoma Public HS Graduates	Percent of Oklahoma Public College Freshmen Taking Remedial Courses	Oklahoma Public College Freshmen with a GPA of 2.0 or Higher Who Graduated from an Oklahoma Public HS	Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates
Adair	19.6	30.8%	50.5%	73.6%	33.3%
Alfalfa	22.7	64.5%	27.4%	77.5%	39.2%
Atoka	19.6	46.9%	46.0%	70.0%	32.3%
Beaver	20.9	37.8%	29.3%	70.7%	39.8%
Beckham	20.4	51.3%	29.4%	84.4%	32.9%
Blaine	20.3	53.2%	34.4%	67.2%	36.4%
Bryan	20.3	48.4%	32.5%	77.5%	38.2%
Caddo	19.2	43.3%	44.9%	61.6%	32.6%
Canadian	20.8	57.6%	34.6%	64.4%	35.0%
Carter	20.4	58.8%	38.9%	73.7%	36.5%
Cherokee	21.2	39.3%	46.8%	75.3%	31.3%
Choctaw	19.5	40.5%	38.5%	75.4%	41.1%
Cimarron	20.0	38.0%	35.0%	77.1%	40.9%
Cleveland	22.0	52.1%	41.2%	72.1%	30.0%
Coal	19.5	44.8%	35.0%	65.9%	38.7%
Comanche	20.4	43.5%	38.1%	70.5%	30.1%
Cotton	20.0	44.4%	45.5%	67.0%	33.0%
Craig	19.7	50.5%	45.7%	80.1%	37.1%
Creek	20.3	52.8%	30.7%	72.0%	30.4%
Custer	21.2	60.0%	22.7%	74.4%	39.9%
Delaware	19.6	41.1%	48.1%	72.5%	29.1%
Dewey	19.8	53.5%	27.5%	73.9%	32.2%
Ellis	19.2	52.6%	29.3%	85.4%	45.0%
Garfield	21.4	48.4%	25.2%	79.2%	37.4%
Garvin	19.0	40.2%	36.8%	72.1%	40.3%
Grady	20.4	51.5%	38.2%	65.8%	35.0%
Grant	22.1	63.0%	32.0%	78.2%	46.2%
Greer	20.6	46.8%	42.0%	70.0%	26.9%
Harmon	21.3	64.5%	42.7%	80.0%	27.9%
Harper	20.6	59.2%	25.0%	68.3%	48.3%
Haskell	20.1	49.6%	35.4%	74.4%	43.6%
Hughes	18.7	48.1%	35.2%	72.7%	29.5%
Jackson	20.7	56.1%	38.7%	77.5%	40.0%
Jefferson	20.5	33.8%	41.5%	64.6%	37.3%
Johnston	19.4	45.6%	39.5%	75.2%	28.2%
Kay	21.0	53.8%	34.7%	76.5%	41.6%
Kingfisher	20.8	61.5%	29.8%	71.2%	36.0%
Kiowa	19.4	54.5%	30.3%	71.1%	39.0%
Latimer	20.3	45.5%	41.7%	85.1%	41.0%
Le Flore	19.7	39.9%	41.2%	79.7%	40.5%

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Indicators Displayed in Maps

Data Values for Information Presented in Maps

continued from previous page

County	Average Composite ACT Score of Oklahoma Public HS Graduates	Oklahoma College Going Rate of Oklahoma Public HS Graduates	Percent of Oklahoma Public College Freshmen Taking Remedial Courses	Oklahoma Public College Freshmen with a GPA of 2.0 or Higher Who Graduated from an Oklahoma Public HS	Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates
Lincoln	20	46.7%	33.0%	75.8%	27.6%
Logan	20	47.3%	36.6%	68.5%	30.3%
Love	20	43.0%	37.7%	73.7%	33.3%
Major	22	59.6%	25.6%	77.9%	41.8%
Marshall	20	54.6%	47.0%	73.9%	33.2%
Mayes	20	51.8%	47.1%	75.4%	33.5%
McClain	20	48.9%	44.0%	69.9%	30.1%
McCurtain	19	44.6%	34.8%	72.6%	32.1%
McIntosh	20	36.0%	48.7%	70.6%	46.1%
Murray	19	57.9%	32.0%	73.2%	30.5%
Muskogee	20	42.8%	46.6%	73.7%	32.3%
Noble	20	52.1%	35.3%	78.4%	33.3%
Nowata	19	39.3%	55.1%	68.2%	33.8%
Okfuskee	19	40.6%	42.1%	58.1%	38.5%
Oklahoma	21	54.3%	39.7%	69.3%	29.5%
Okmulgee	19	47.6%	41.3%	72.1%	30.2%
Osage	19	40.3%	48.8%	69.5%	30.9%
Ottawa	20	47.6%	50.1%	73.7%	37.6%
Pawnee	20	48.8%	45.0%	65.2%	38.0%
Payne	22	48.8%	36.2%	74.1%	36.4%
Pittsburg	19	51.2%	39.3%	74.9%	41.7%
Pontotoc	21	53.0%	31.0%	72.8%	32.7%
Pottawatomie	20	44.5%	42.5%	69.9%	30.8%
Pushmataha	20	45.0%	35.8%	77.3%	30.5%
Roger Mills	21	56.1%	28.6%	81.2%	39.7%
Rogers	21	49.3%	39.2%	74.6%	26.5%
Seminole	20	48.6%	39.6%	70.8%	33.1%
Sequoyah	20	33.2%	39.7%	81.1%	38.2%
Stephens	20	51.1%	33.8%	72.7%	36.2%
Texas	21	39.3%	25.4%	72.4%	33.3%
Tillman	20	53.3%	45.9%	70.4%	39.0%
Tulsa	21	58.0%	38.0%	71.7%	31.5%
Wagoner	20	42.5%	46.8%	68.1%	32.1%
Washington	22	52.9%	30.1%	77.4%	38.2%
Washita	21	50.5%	25.0%	68.7%	27.8%
Woods	21	67.0%	29.9%	77.5%	42.5%
Woodward	20	54.8%	31.6%	69.2%	40.4%
State Summary	**20.7**	**50.7%**	**38.0%**	**72.2%**	**33.2%**

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