

# Oklahoma Educational Indicators Program

Excerpts from

## Profiles 2000 District Report



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All Oklahoma Public Schools

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# OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

“Profiles 2000” 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 2000” consists of three components: (1) the State Report, (2) the District Report and (3) individual School Report Cards. Each component of “Profiles 2000” 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 2000” component is as follows:

**State Report:** This component contains many tables, graphs, and maps, all with accompanying text, concerning state-level information for the major categories of measurement. The most recent data covers the 1999-2000 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 depicts indicator information in graphic and tabular form for the 1999-2000 school year.

**School Report Cards:** This component includes a report card for each of the 1,779 individual school sites in the state. The School Report Cards include demographic and financial information about the district and specific information about the individual school site. This information includes enrollment counts, achievement test scores, community involvement, 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 required by state law that they distribute copies of the School Report Card to the parents.

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

- I) 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 one of 16 groups based on a socioeconomic factor 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 in each of the three reporting sections.
- II) The District Educational Process category includes program and process information. It depicts how each school district delivers education to its students.

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

Each of the “Profiles 2000” components reports information using the same three categories and by design are directly comparable. For a comprehensive view of education in a given region of the state, one would start with the State Report, focus more closely by moving to the District Report, and then finally looking at the School Report Cards for information specific to each school within a given district. Each document reports information that is similar between the different levels of operation.

Regarding the gathering of data, the Office of Accountability is the secondary user of the majority of the information presented in the “Profiles 2000” reports. The Office of Accountability relies on agencies such as the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, and several others to supply the required information in a timely, accurate and usable fashion. The information is then combined across agencies by the Office of Accountability to generate meaningful statewide statistics regarding the educational performance of students. Consequently, the Office of Accountability does not control the methods used to collect, or the categories used to report, the majority of the data presented.

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 indicator reports. Finally, because most educational indicators relate to mainstream public school students, the “Profiles 2000” reports exclude information pertaining to alternative schools and special education centers (except where specifically mentioned). For these reasons, some of the statistics included may vary from those reported by the state agency/office charged with collecting the information.

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 must be evaluated while paying attention to their interrelationship. 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 2000” presents a host of meaningful educational statistics, and readers are free to evaluate educational entities based on the factors they feel are most important in the educational process.

## DISTRICTS INCLUDED IN THIS REPORT

There were 544 individual districts in Oklahoma during the 1999-2000 school year. For this reason, the District Report has been divided into two volumes, Volume 1 reports on districts in counties Adair through Lincoln and Volume 2 reports on those in counties Logan through Woodward. The following tables display the districts in each volume alphabetically followed by the page number on which the report appears.

### ALPHABETICAL LISTING OF SCHOOL DISTRICTS IN VOLUME 1 of 2

District	Page	District	Page	District	Page
ACHILLE	37	CANTON	33	FARRIS	18
AGRA	266	CARNEGIE	48	FELT	95
ALEX	178	CARNEY	267	FLETCHER	112
ALLEN-BOWDEN	126	CARTER	28	FLOWER MOUND	113
ALTUS	210	CASHION	235	FORGAN	25
AMBER-POCASSET	179	CAVE SPRINGS	2	FORT COBB-BROXTON	51
ANADARKO	45	CEMENT	49	FOX	68
ARAPAHO	141	CHANDLER	268	FRIEND	182
ARDMORE	66	CHATTANOOGA	110	FORT TOWSON	88
ARKOMA	249	CHEROKEE	14	GAGE	160
ARNETT	158	CHICKASHA	181	GARBER	166
ATOKA	16	CHISHOLM	162	GARRETT	26
BALKO	23	CLEORA	146	GEARY	34
BANNER	56	CLINTON	143	GERONIMO	114
BEAVER	24	COALGATE	104	GOODLAND	89
BELL	1	COLBERT	41	GRACEMONT	52
BENNINGTON	38	COLCORD	147	GRAND VIEW	76
BIG PASTURE	118	COLEMAN	220	GRANITE	194
BINGER-ONEY	46	COTTONWOOD	105	GRANT	90
BISHOP	108	COVINGTON-DOUGLAS	163	GREASY	4
BLACKWELL	227	CYRIL	50	GROVE	148
BLAIR	211	DAHLONEGAH	3	GYPSY	130
BLUEJACKET	121	DARLINGTON	58	HARMONY	19
BOISE CITY	94	DAVENPORT	269	HEALDTON	69
BOKOSHE	250	DEER CREEK-LAMONT	190	HEAVENER	253
BOONE-APACHE	47	DEPEW	128	HENNESSEY	237
BOSWELL	87	DICKSON	67	HINTON	53
BRAMAN	228	DOVER	236	HOBART	241
BRIDGE CREEK	180	DRUMMOND	164	HODGEN	254
BRIGGS	75	DRUMRIGHT	129	HOLDENVILLE	206
BRISTOW	127	DUKE	212	HOLLIS	196
BUFFALO	197	DURANT	42	HOWE	255
BUFFALO VALLEY	245	DUSTIN	205	HUGO	91
BURLINGTON	13	EL RENO	59	HULBERT	77
BUTLER	142	ELDORADO	213	HYDRO-EAKLY	54
CACHE	109	ELGIN	111	INDIAHOMA	115
CADDO	39	ELK CITY	29	JAY	149
CALERA	40	ELMORE CITY-PERNELL	170	KANSAS	150
CALUMET	57	ENID	165	KAW CITY	229
CALVIN	204	ERICK	30	KELLYVILLE	131
CAMERON	251	FANSHAWE	252	KENWOOD	151
CANEY	17	FARGO	159	KEOTA	199

<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>
KETCHUM	122	NORWOOD	81	STRATFORD	175
KEYES	96	OAKS-MISSION	154	STRINGTOWN	21
KEYS	78	OILTON	137	STROUD	272
KIEFER	132	OKARCHE	240	STUART	208
KILDARE	230	OKEENE	35	SWINK	93
KINGFISHER	238	OLIVE	138	TAHLEQUAH	84
KINTA	200	OLNEY	106	TALIHINA	263
KREMLIN-HILLSDALE	167	OLUSTEE	215	TALOGA	156
LANE	20	PANAMA	258	TEMPLE	119
LAVERNE	198	PANOLA	246	TENKILLER	85
LAWTON	116	PAOLI	173	TERRAL	218
LE FLORE	256	PAULS VALLEY	174	THOMAS-FAY-CUSTER	144
LEACH	152	PEAVINE	6	TIMBERLAKE	15
LEXINGTON	98	PECKHAM	232	TISHOMINGO	225
LINDSAY	171	PEGGS	82	TONKAWA	234
LITTLE AXE	99	PIEDMONT	62	TUPELO	107
LOMEGA	239	PIONEER	186	TURPIN	27
LONE GROVE	70	PIONEER-PLEASANT VALE	168	TUSHKA	22
LONE STAR	133	PLAINVIEW	71	TUTTLE	188
LONE WOLF	242	PLAINVIEW	97	UNION CITY	64
LOOKEBA-SICKLES	55	POCOLA	259	VERDEN	189
LOST CITY	79	PONCA CITY	233	VICI	157
LOWREY	80	POND CREEK-HUNTER	192	VINITA	123
MANGUM	195	POTEAU	260	WAKITA	193
MANNFORD	134	PRAGUE	271	WALTERS	120
MANNSVILLE	221	PRETTY WATER	139	WAPANUCKA	226
MAPLE	60	RAVIA	224	WATONGA	36
MARYETTA	5	RED OAK	247	WATTS	10
MAYSVILLE	172	RINGLING	216	WAUKOMIS	169
McCURTAIN	201	RIVERSIDE	63	WAURIKA	219
MEDFORD	191	ROBIN HILL	103	WEATHERFORD	145
MEEKER	270	ROCK CREEK	43	WELCH	124
MERRITT	31	ROCKY MOUNTAIN	7	WELLSTON	273
MIDDLEBERG	183	RUSH SPRINGS	187	WESTVILLE	11
MILBURN	222	RYAN	217	WETUMKA	209
MILFAY	135	SAPULPA	140	WHITE OAK	125
MILL CREEK	223	SAYRE	32	WHITE ROCK	274
MINCO	184	SEILING	155	WHITEBEAD	176
MONROE	257	SHADY GROVE	83	WHITEFIELD	203
MOORE	100	SHADY POINT	261	WHITESBORO	264
MOSELEY	153	SHATTUCK	161	WILBURTON	248
MOSS	207	SILO	44	WILSON	73
MOUNDS	136	SKELLY	8	WISTER	265
MOUNTAIN VIEW-GOTEBO	243	SNYDER	244	WOODALL	86
MUSTANG	61	SOPER	92	WYNNEWOOD	177
NAVAJO	214	SPIRO	262	YUKON	65
NEWKIRK	231	SPRINGER	72	ZANEIS	74
NINNEKAH	185	STERLING	117	ZION	12
NOBLE	101	STIGLER	202		
NORMAN	102	STILWELL	9		



## ALPHABETICAL LISTING OF SCHOOL DISTRICTS IN VOLUME 2 of 2

District	Page	District	Page	District	Page
ADA	422	COLLINSVILLE	513	HARDESTY	499
ADAIR	289	COMANCHE	491	HARRAH	358
AFTON	390	COMMERCE	391	HARTSHORNE	412
ALBION	445	COPAN	531	HASKELL	330
ALINE-CLEO	283	CORDELL	535	HAWORTH	310
ALLEN	423	COWETA	525	HAYWOOD	413
ALVA	538	COYLE	275	HENRYETTA	369
ANDERSON	377	CRESCENT	276	HILLDALE	331
ANTLERS	446	CROOKED OAK	354	HOLLY CREEK	311
ASHER	431	CROWDER	409	HOMINY	382
AVANT	378	CRUTCHO	355	HOOKER	500
BARNSDALL	379	CUSHING	401	IDABEL	312
BARTLESVILLE	529	DALE	433	INDIANOLA	414
BATTIEST	304	DAVIDSON	506	INOLA	461
BEARDEN	345	DAVIS	325	JENKS	515
BEGGS	367	DEER CREEK	356	JENNINGS	399
BELFONTE	477	DENISON	306	JONES	359
BERRYHILL	510	DEWAR	368	JUSTICE	468
BETHANY	352	DEWEY	532	JUSTUS	462
BETHEL	432	DIBBLE	299	KEYSTONE	516
BILLINGS	338	DUNCAN	492	KINGSTON	287
BIXBY	511	EAGLETOWN	307	KIOWA	415
BLANCHARD	297	EARLSBORO	434	KONAWA	469
BOLEY	346	EDMOND	357	KREBS	416
BOWLEGS	466	EMPIRE	493	LATTA	425
BOWRING	380	EUFAULA	320	LEEDEY	454
BOYNTON	327	FAIRLAND	392	LEONARD	517
BRAGGS	328	FAIRVIEW	285	LIBERTY	370
BRAY-DOYLE	489	FOREST GROVE	308	LIBERTY	482
BROKEN ARROW	512	FORT SUPPLY	541	LIBERTY	518
BROKEN BOW	305	FOYIL	460	LOCUST GROVE	291
BRUSHY	478	FREDERICK	507	LUKFATA	313
BURBANK	381	FREEDOM	539	LUTHER	360
BURNS FLAT-DILL CITY	533	FRINK-CHAMBERS	410	MACOMB	436
BUTNER	467	FRONTIER	339	MADILL	288
BYARS	298	FORT GIBSON	329	MARBLE CITY	483
BYNG	424	GANS	480	MARIETTA	280
CANADIAN	408	GLENCOE	402	MARLOW	495
CANEY VALLEY	530	GLENPOOL	514	MASON	348
CANUTE	534	GLOVER	309	MAUD	437
CATOOSA	457	GOODWELL	497	McALESTER	417
CENTRAL	479	GORE	481	McCORD	383
CENTRAL HIGH	490	GRAHAM	347	McLISH	426
CHECOTAH	319	GRANDFIELD	508	McLOUD	438
CHELSEA	458	GRANDVIEW	494	MIAMI	393
CHEYENNE	452	GREENVILLE	279	MIDWAY	322
CHOCTAW-NICOMA PARK	353	GROVE	435	MILLWOOD	361
CHOUTEAU-MAZIE	290	GUTHRIE	277	MOFFETT	484
CIMARRON	284	GUYMON	498	MOORELAND	542
CLAREMORE	459	HAILEYVILLE	411	MORRIS	371
CLAYTON	447	HAMMON	453	MORRISON	340
CLEVELAND	398	HANNA	321	MOYERS	448

<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>
MULDROW	485	PUTNAM CITY	365	THACKERVILLE	281
MULHALL-ORLANDO	278	QUAPAW	395	TIPTON	509
MUSKOGEE	332	QUINTON	419	TOM	315
MIDWEST CITY-DEL CITY	362	RATTAN	450	TULSA	523
NASHOBA	449	REYDON	455	TURKEY FORD	396
NEW LIMA	470	RINGWOOD	286	TURNER	282
NEWCASTLE	300	RIPLEY	405	TUSKAHOMA	451
NORTH ROCK CREEK	439	ROFF	428	TWIN HILLS	375
NOWATA	342	ROLAND	486	TYRONE	504
OAK GROVE	403	RYAL	323	UNION	524
OAKDALE	363	SOUTH ROCK CREEK	441	VALLIANT	316
OKAY	526	SALINA	294	VANOSS	430
OKEMAH	349	SALLISAW	487	VARNUM	475
OKLAHOMA CITY	364	SAND SPRINGS	520	VELMA-ALMA	496
OKLAHOMA UNION	343	SASAKWA	472	VERDIGRIS	465
OKMULGEE	372	SAVANNA	420	VIAN	488
OKTAHA	333	SCHULTER	374	WAGONER	528
OOLOGAH-TALALA	463	SEMINOLE	473	WAINWRIGHT	335
OPTIMA	501	SENTINEL	536	WANETTE	444
OSAGE	292	SEQUOYAH	464	WARNER	336
OSAGE HILLS	384	SHARON-MUTUAL	543	WASHINGTON	302
OWASSO	519	SHAWNEE	442	WASHITA HEIGHTS	537
PADEN	350	SHIDLER	387	WATSON	317
PAWHUSKA	385	SKIATOOK	521	WAYNE	303
PAWNEE	400	SMITHVILLE	314	WAYNOKA	540
PERKINS-TRYON	404	SOUTH COFFEYVILLE	344	WEBBERS FALLS	337
PERRY	341	SPAVINAW	295	WELEETKA	351
PICHER-CARDIN	394	SPERRY	522	WESTERN HEIGHTS	366
PICKETT-CENTER	427	STIDHAM	324	WEWOKA	476
PITTSBURG	418	STILLWATER	406	WICKLIFFE	296
PLEASANT GROVE	440	STONEWALL	429	WILSON	376
PLEASANT GROVE	471	STRAIGHT	502	WOODLAND	388
PORTER CONSOLIDATED	527	STROTHER	474	WOODWARD	544
PORUM	334	SULPHUR	326	WRIGHT CITY	318
PRESTON	373	SWEETWATER	456	WYANDOTTE	397
PRUE	386	TANNEHILL	421	WYNONA	389
PRYOR	293	TECUMSEH	443	YALE	407
PURCELL	301	TEXHOMA	503	YARBROUGH	505

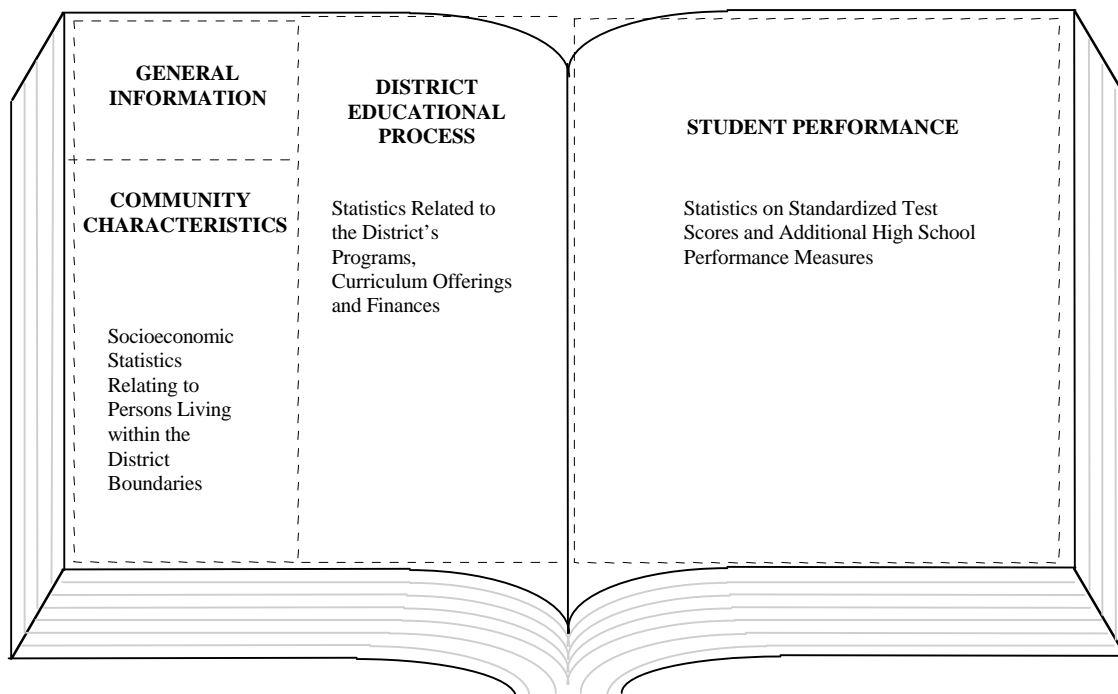
# THE DISTRICT REPORT LAYOUT

The information presented in the “Profiles 2000 District Report” is divided into three major reporting categories: (1) Community Characteristics, (2) District Educational Process, and (3) Student Performance. Each of these categories represent a column of information on each school district’s report (see diagram below).

The first column has two parts. The first offers general information that identifies the district and gives the information required to contact the Superintendent. The second part, labeled Community Characteristics provides a statistical sketch of the featured district’s community. This information has been obtained primarily from the 1990 census and has been specifically tabulated on those persons who live within the school district boundaries. Included is information about the educational attainment of adults, average household income, and other socioeconomic indicators.

The District Educational Process section reflects the learning environment provided by the school district. This section includes information on the credentials of teachers, the number of administrators and other staff, information on the various academic programs offered, and high school curriculum offerings. Additionally, a table in this section reports the amount of money the district spent in each of the major financial reporting categories.

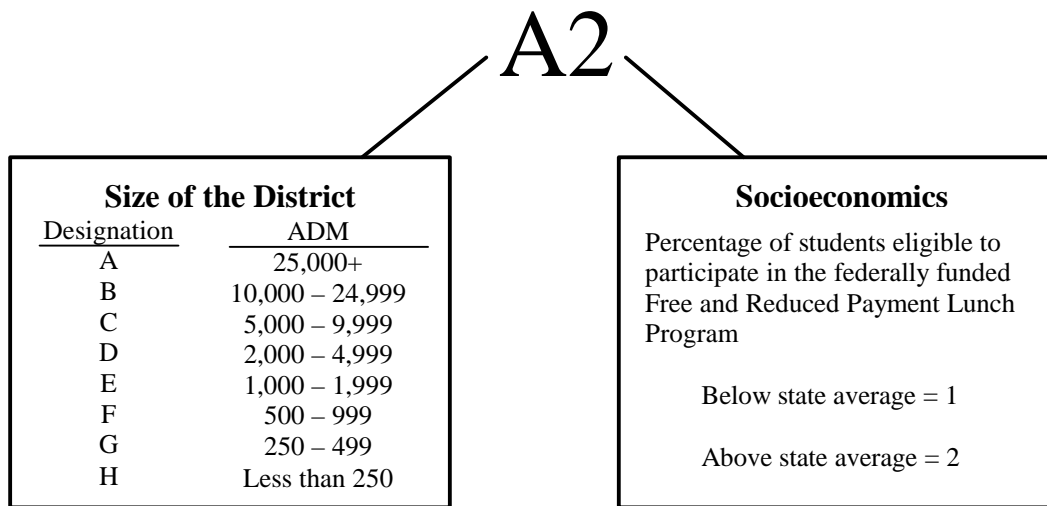
The Student Performance section of the report contains information on test scores for the Oklahoma Core Curriculum Tests, also known as the Criterion-Referenced Tests (CRT). Additional data is included to show how graduating seniors fared in higher education, as well as the percentage of students who participated in Vo-Tech programs in conjunction with their high school course work.



# COMMUNITY GROUPING MODEL

The great diversity in Oklahoma communities, and the school districts that serve them, causes difficulty in contrasting district educational effectiveness. One way to make meaningful comparisons is to break the communities into “peer groups” in order that the effectiveness of the school districts serving them may be compared. Ideally, these groups would be based upon a community’s boundary, its size (population), and various indicators of its socioeconomic condition. This, however, is not easily accomplished. For states like Oklahoma, where school districts may include several municipalities and whose boundaries do not necessarily coincide with county boundaries, the only resource is the national census. The 1990 census is the most recent year for which data have been reported by school district boundary. Yearly updates and/or projections of census data are of no assistance because they are only conducted at the county level and for Metropolitan Statistical Areas (MSAs).

Therefore, until district specific data from the 2000 national census is made available, the Office of Accountability will employ a “Community Grouping Model” that utilizes a district’s Average Daily Membership (ADM) and what percentage of students are eligible to participate in the federally funded Free and Reduced Payment Lunch Program. The model breaks the state’s 544 districts into “district communities” which are categorized with a letter designation of A through H based upon district ADM (see listing below) and a numeric designation of 1 or 2 based upon the percentage of students eligible to participate in the Free and Reduced Payment Lunch Program. District communities with eligibility percentages above the state average are given the designation of 2 while the remaining districts are given the designation of 1. This combination of letters and numbers gives the 16 community group designations, A1 through H2.



The “Profiles 2000 District Report,” in most cases, reports an indicator for the featured district and gives two comparative statistics, Community Group Average and State Average. The Community Group Average is the average of all the districts in a given community group (districts serving similar communities). For a listing of districts within each group, see Appendix B “Index by Community Group.”

# EXPLANATION OF TERMS AND DATA

## General Information

### District Name

The name of the school district for which information is being presented.

### County Name

The county in which the district resides, or the county in which the Superintendent's office resides if the district covers multiple counties.

### Superintendent's Name, Address & Telephone Number

Information needed to contact the Superintendent of the featured district.

## Community Characteristics [1990 census data except where noted]

Much of the information presented in this section is based on persons living within each school district's boundaries and was collected during the 1990 census. A few districts have been annexed or consolidated since the data was originally tabulated. The data for consolidated districts has been re-distributed to the districts receiving their students. For those districts that consolidated with multiple districts, the re-distribution of data was based on what percentage of the consolidating district's average daily membership (ADM) transferred to each of the receiving districts.

### Community Group

See explanation on Page xvii.

### District Population

The number of residents living within the boundaries of the district in April of 1990.

### Population per Square Mile

The number of residents living within the boundaries of the district divided by the district's area in square miles. This is meant to serve as a measure of population density or urbanization.

### Ethnic Makeup

Ethnic makeup of the district as determined through the district's 1999 Fall Enrollment count, based on all sites including alternative and special education centers. [State Department of Education (SDE)]

### Average Household Income

The average income of households within the district. The figures are based on wages earned by all working members of the household in 1989.

### **Average Property Valuation per Student**

Total assessed value of property within the boundaries of the district in 2001 divided by the district average daily membership (ADM), or average enrollment, for 2000. These figures were supplied on February 2, 2001 and were current as of that date. [SDE]

### **Unemployment Rate**

Percentage of unemployed persons age 16 and older in the work force in 1989.

### **Poverty Rate**

Persons living below the poverty level in 1989 as a percentage of all persons for whom poverty status could be determined.

### **Teen Mothers w/o HS Diplomas**

The percentage of 15- to 19-year-old females who had not yet graduated from high school, but who had given birth to one or more children as of April of 1990.

### **Single-Parent Families**

The percentage of family households with children headed by a single parent, plus non-family households with children, expressed as a percentage of all households with children as of April 1990.

### **Population Age 55 and Above**

The percentage of the population that was age 55 and older in 1990.

### **Highest Educational Level for Adults**

The percentage of the population age 20 and older having attained various levels of education as of April 1990.

### **Students Eligible for Free or Reduced Lunch**

The number of students eligible for participation in the federally funded Free or Reduced Payment Lunch Program divided by the district ADM. [SDE]

### **Percentage of 1<sup>st</sup> Graders that Attended a Pre-K Program**

The principals' estimation of what percentage of the school's 1999-2000 first graders had previously attended some form of structured, outside-the-home, public or private Pre-K program. Schools not responding to the Office of Accountability survey were not included in this calculation. [Office of Accountability (O of A)]

### **Percentage of Parents Attending at least One Parent-Teacher Conference**

The principals' estimation of what percentage of the school's 1999-2000 students had at least one parent or guardian attend a minimum of one parent-teacher conference. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A]

### **Average Number of Days Absent per Student**

The average daily attendance divided by the average daily membership, subtracted from 1, with result being multiplied by 180 school days. [SDE]

### **Students Suspended for 10 Days or Less**

The principals' report of the number of suspensions for 10 days or less during the 1999-2000 school year, expressed as a ratio of district enrollment (1999 Fall Enrollment excluding non-graded students). Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A]

### **Students Suspended for More than 10 Days**

The principals' report of the number of suspensions for more than 10 days during the 1999-2000 school year, expressed as a ratio of district enrollment (1999 Fall Enrollment excluding non-graded students). Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A]

### **Juveniles Charged**

The juvenile statistics are based on criminal offenses only. This number refers to those juveniles charged with an offense in school year 1999-2000, who reported that they attended one of the schools in the district, expressed as a ratio of district enrollment (1999 Fall Enrollment excluding non-graded students). For the purposes of generating statewide averages, schools with no information reported were assumed to have no juveniles charged with an offense in 1999-2000. On the District Report these districts were listed as "None Reported." Alternative and special education centers are not included in the tabulation of data. [Office of Juvenile Affairs (OJA)]

### **Offenses per Juvenile Charged**

The juvenile statistics are based on criminal offenses only. The average number of offenses committed by each of the charged juveniles who reported that they attended one of the schools in the district in 1999-2000. Excludes alternative and special education centers. [OJA]

### **The Number of Those Charged Who were Alleged Gang Members**

The percent of juvenile offenders in 1999-2000 who reported that they attended one of the schools in the district and were deemed to have gang affiliations. Excludes alternative and special education centers. [OJA]

### **Symbol Key**

A key identifying all of the symbols or abbreviations used in the report. They are:

ADM = Average Daily Membership (average enrollment)

FTE = Full-Time Equivalent

NA = Not Applicable

\*\* = Data protected by privacy laws (small number of students tested)

FTR = School/District Failed to Respond to Office of Accountability Survey

DNA = Data Not Available from Providing Agency

RM = Revised Methodology

## **District Educational Process** [State Department of Education (1999-2000) except where noted]

All of the statistics in this section are based on the 1,779 schools included in the “Profiles 2000” report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions.

### **Grade Organization, Area, and Enrollment**

The grades offered by the district and the number of school sites open at the beginning of the 1999-2000 school year. The area of the district in square miles and student density expressed in students per square mile is also displayed in this section.

### **1998-99 Average Daily Membership (ADM)**

The average number of students on the school roster throughout the 1998-99 school year. Also referred to as average enrollment. ADM is not reported at the site-level, therefore, alternative and special education centers cannot be isolated for removal from the count. ADM includes all sites.

### **1999-2000 Average Daily Membership (ADM)**

The average number of students on the school roster throughout the 1999-2000 school year. Also referred to as average enrollment. ADM is not reported at the site level, therefore, alternative and special education centers cannot be isolated for removal from the count. ADM includes all sites.

### **Change in ADM from 98/99 to 99/00**

The numeric and percentage change in average daily membership between the 1998-99 school year and the 1999-2000 school year.

### **Students in Gifted and Talented**

The number of students identified as Gifted and Talented divided by the district ADM.

### **Students in Special Education**

The number of students in Special Education Programs divided by the district ADM.

### **Advanced Placement Courses in which Students were Tested (2000 Seniors)**

This denotes the number of subject areas that seniors from this district had tested in through the Advanced Placement (AP) program in 1999-2000. The College Board offers AP tests in 32 different subject areas. Districts without data in the official AP database were considered to have zero courses tested. AP courses tested were averaged for districts with multiple high school sites. [The College Board]

### **Regular Classroom Teachers**

Regular Classroom Teachers are counted based on the percentage of the day they spend in the classroom and their contract length. In order to account for part-time positions, teachers are counted in full time equivalents (FTEs). Teaching principals were assumed to contribute half of their time to classroom teaching (counted as 0.5 teacher FTE). This count excludes the time teachers spend teaching at alternative and special education centers.



### **Students per Regular Classroom Teacher**

District ADM (excluding non-graded students) divided by total Regular Classroom Teacher FTEs for the district.

### **Average Salary (w/ Fringe) of Regular Classroom Teachers**

Teacher salaries are allocated to school sites based on the percentage of time spent at each school site (the majority of teachers in the state spend 100% of their time at one school site). The total of all salaries paid to regular classroom teachers in the district are then divided by total regular classroom teacher FTEs in the district to obtain the average salary per regular classroom teacher FTE. These figures include fringe benefits, but exclude extra duty pay.

### **Regular Classroom Teachers with Advanced Degree(s)**

The percentage of regular classroom teachers in the district with a college degree beyond a bachelors degree. This calculation is weighted by teacher FTE.

### **Average Years of Experience for Regular Classroom Teachers**

The district average is determined by weighting the average years of experience by the FTE for each regular classroom teacher in the district.

### **Special Education Teachers**

Special Education teachers are counted based on the percentage of the day they spend in the classroom and their contract length. In order to account for part-time positions, teachers are counted in full time equivalents (FTEs). This count excludes the time Special Education teachers spend teaching at alternative and special education centers.

### **Other Professional Staff**

Number of non-classroom certified staff (FTE). Includes Curriculum Consultant, Instructional Specialist, Counselor, Librarian, Nurse, Psychologist, Psychometrist, Occupational Therapist, Physical Therapist and persons identified as site-based Supervisors, Consultants, Directors. (Also see School and District Administrators below).

### **Teacher Assistants**

Number of non-certified support staff (FTE) classified as Teaching Assistants. Teaching Assistant FTE's are calculated based on 1,440 classroom hours per year (8 hours X 180 school days).

### **School and District Administrators**

Number of Superintendents, Assistant Superintendents, non-teaching Principals, non-teaching Assistant Principals and persons identified as district-wide Supervisors, Consultants or Directors (FTE). Teaching Principals and teaching Assistant Principals were designated as contributing 0.5 FTE toward administration.

### **Average Salary of Administrators**

Total salary of administrators (school and district) divided by the total number of administrator FTEs (school and district). These figures include fringe benefits, but exclude extra duty pay.

### **Teachers per Administrator**

Teacher FTE (regular classroom and special education) for the district divided by the Administrator FTE for the district.

### **District Revenue (ALL FUNDS)**

There are many different “Funds” in which a school district may deposit revenue and from which it may make expenditures. “Profiles 2000” reports revenues and expenditures using “ALL FUNDS.” The three basic sources of school district revenue in the state of Oklahoma are: Local & County, State, and Federal. (See Appendix C and the “Profiles 2000 State Report” for a further description of district finances).

### **District Expenditures (ALL FUNDS)**

There are many different “Funds” in which a school district may deposit revenue and from which it may make expenditures. “Profiles 2000” reports revenues and expenditures using “ALL FUNDS.” ALL FUNDS excludes two fund categories: Bond Fund and Trust & Agency Fund. Also, note that Debt Service, which is the major component of the Sinking Fund, has been accounted for separately so as to not adversely affect expenditure percentages in other areas. (See Appendix C and the “Profiles 2000 State Report” for a further description of district finances).

### **Expenditures Per ADM (\$/ADM)**

Total expenditures using ALL FUNDS divided by district ADM.

### **Average 1999-2000 HS Curriculum**

Oklahoma high schools must offer a minimum of 34 units per year including: 4 units of language arts, 4 units of science, 4 units of math, 4 units of social studies, 2 units of fine arts, 2 units of languages, and 14 units of other electives. This curriculum table looks at only 20 of the 34 units. These 20 units are in the six core areas noted above. A more detailed explanation of course offerings can be found in the “Profiles 2000 State Report.” This information is based on those high school sites covered in the “Profiles 2000” report series which offer 10<sup>th</sup> grade and above. For districts with junior high schools, the 9<sup>th</sup> grade course offerings of each junior high were added to the course offerings for each high school in the district. For districts with multiple high school sites, the number posted reflects the average number of courses offered in each subject area. However, for districts with 9<sup>th</sup> – 10<sup>th</sup> grade centers and 11<sup>th</sup> – 12<sup>th</sup> grade centers, the course offerings were summed at the district level.

## **Student Performance**

All of the statistics in this section are based on the 1,779 schools included in the “Profiles 2000” report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions.

### **The Iowa Test of Basic Skills (ITBS)**

Statewide use of this test was discontinued for the 1999-2000 school year. However, legislation was passed during the 2000 legislative session that would re-establish the 3<sup>rd</sup> grade test in 2001.

### **Oklahoma Core Curriculum Tests**

Test results were provided to the Office of Accountability in three categories: 1) Regular Education, 2) Alternative Education, and 3) Special Education. The scores posted in “Profiles 2000” include only the

results of “Regular Education” students. Results are graphed for the 5<sup>th</sup> and 8<sup>th</sup> grade Oklahoma Core Curriculum tests, also referred to as the Criterion-Referenced Tests (CRT). For the 1999-2000 school year, 11<sup>th</sup> grade students were only required to test in the subject area of geography. In subsequent years, End-of-Instruction tests will be used to test secondary students. Results are shown as the percentage of students scoring at, or above, the “Satisfactory” level set by the State Board of Education. [SDE]

### **Dropout Rate**

The Oklahoma dropout rate is calculated on 9<sup>th</sup> through 12<sup>th</sup> graders that are under the age of 19. Rates are calculated by dividing the number of dropouts in a district (all sites) during the school year by 9<sup>th</sup> through 12<sup>th</sup> grade ADM for that district. Includes alternative and special education centers. [SDE]

### **Graduation Rate**

This rate is computed by dividing the number of 1999-2000 graduates in a district by the 9<sup>th</sup> grade ADM four years earlier (1996-97). Because Oklahoma does not have a statewide student information system that would facilitate studies of student migration, the graduation rate could easily be understated or overstated for virtually every district in the state. This fact should be strongly considered in an evaluation of district performance in reference to this indicator. This number, despite its inaccuracies, is required to be reported under current state law. [SDE]

### **Average GPA of HS Seniors**

Principals at each high school in the state were requested to report the average Grade Point Average (GPA) for their senior class. All comparative numbers (averages) are based solely on information submitted by high schools responding to the Office of Accountability survey. A weighted average based on 1999-2000 12<sup>th</sup> graders was used for all comparative averages and for districts with multiple high school sites. Schools not responding to the survey were not included in this calculation. [O of A]

### **Advanced Placement (AP) Participation Rate (2000 Seniors)**

The number of seniors who had taken an Advanced Placement (AP) test during the 1999-2000 school year, divided by 12<sup>th</sup> grade enrollment. For a further description of the AP program, see the “Profiles 2000 State Report.” This information is based on those high school sites covered in the “Profiles 2000” reports, which offer 12<sup>th</sup> grade. [The College Board]

### **AP Tests Scoring College Credit (2000 Seniors)**

Students taking AP tests can receive college credit at most colleges and universities across the country with a score of 3 or higher on a scale of 1 through 5. This number is a count of AP exams taken by seniors that received a score of 3 or higher during the 1999-2000 school year, divided by the total number of tests attempted. Individual students may test in more than one subject area in the AP program. This information is based on those high school sites covered in the “Profiles 2000” reports, which offer 12<sup>th</sup> grade. If less than six students were tested this information is reported as “\*\*” to protect the privacy of students. [The College Board]

### **Vo-Tech Occupationally-Specific Program Participation Rate**

This refers to the percent of the senior class that had ever enrolled in an occupationally-specific Vo-Tech program during their high school career. The classes were followed for a four-year period. This number is the senior class Vo-Tech enrollments divided by total members of the senior class. The Vo-Tech performance measures are a three-year average based on the graduating classes of 1997 through 1999. This information is based on those high school sites covered in the “Profiles 2000” reports which

offer 12<sup>th</sup> grade. A more detailed explanation of the methodology used can be obtained from the Office of Accountability. [Department of Career and Technology Education (Vo-Tech)]

### **Vo-Tech Occupationally-Specific Program Completion Rate**

This rate is based on Occupationally-Specific Program (OSP) completers as a percentage of OSP enrollments. Completers are students who have completed one or more of the competencies required for the program. The Vo-Tech performance measures are a three-year average based on the graduating classes of 1997 through 1999. The classes were followed for a four-year period. This information is based on those high school sites covered in the “Profiles 2000” reports, which offer 12<sup>th</sup> grade. A more detailed explanation of the methodology used can be obtained from the Office of Accountability. [Vo-Tech]

### **ACT Participation Rate**

Members of the Graduating Class of 2000 that have participated in the American College Testing (ACT) program divided by 1999-2000 high school graduates. [Oklahoma State Regents for Higher Education (OSRHE)]

### **Average ACT Score**

The average ACT score of all 1999-2000 high school seniors in the district having taken the ACT any time during their high school career. The ACT is scored on a scale of 1 to 36. A weighted average was used for districts with multiple high school sites. [OSRHE]

### **High School Graduates Completing Regents’ College-Bound Curriculum**

Principals were asked to report the number of 1999-2000 high school graduates having completed the 15 units required for admission to Oklahoma public colleges and universities. This number was then divided by the district’s 1999-2000 graduates. Schools not responding to the Office of Accountability survey were not included in the calculation. [O of A]

### **Out-of-State College-Going Rate**

Principals were asked to report the number of 1999-2000 high school graduates who were planning to attend out-of-state colleges. This number was then divided by the district’s 1999-2000 graduates. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A]

### **Oklahoma College-Going Rate**

The average number of graduates from the district attending an Oklahoma public college or university during the last three years. The rate used is referred to as the “Linear Rate” because it only includes those students who went directly from high school to college. A three-year running average is used in order to most accurately represent the college-going trends of students from smaller districts. Students included in this calculation were fall freshmen in 1997, 1998, or 1999. [OSRHE]

### **Oklahoma College Freshmen taking at least one remedial course in Math, English, Science, or Reading**

The percentage of Oklahoma public college freshmen from each district who, during their freshman year, were required to take at least one remedial course in Math, English, Science, or Reading, before

beginning college-level coursework in these areas. This calculation is also a three-year running average. Students included in this calculation were fall freshmen in 1997, 1998, or 1999. [OSRHE]

**Oklahoma College Freshmen with GPA of 2.0 or Above**

The percentage of Oklahoma public college freshmen from each district who achieved a GPA of 2.0 or greater during their first semester in college. This calculation is also a three-year running average. Students included in this calculation were fall freshmen in 1997, 1998, or 1999. [OSRHE]

**Oklahoma College Completion Rate**

The college completion rate was calculated on students who enrolled for the fall semester after their graduation from high school and who were degree-seeking at that time. These students were then given three years to complete an associate's degree and six years to complete a bachelor's degree. The rate is based on a three-year running average, which means that some of the students involved in the study may have graduated from an Oklahoma high school as much as nine years ago. This calculation is based on students who were fall freshmen in 1991, 1992, or 1993. Because some high schools may have closed since this time period, the rate includes only those students who graduated from a high school that was still open during the 1999-2000 school year. [OSRHE]

# **APPENDIX A**

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# **APPENDIX C**

# 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)

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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)  
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EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500)  
BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600)  
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PRIVATE NON-PROFIT SCHOOLS (5500)

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