Oklahoma Educational Indicators Program

Profiles 1997 District Report

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Oklahoma State Department of Education
Oklahoma State Regents for Higher Education
Oklahoma Department of Vocational & Technical Education
Oklahoma Office of Juvenile Affairs
ACT Corporation, The College Board
All Oklahoma Public Schools

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March 25, 1998

TO THE CITIZENS OF OKLAHOMA:

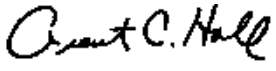
It is with great pleasure that we issue "PROFILES 1997," prepared by the Office of Accountability. This series of reports is the yearly capstone for the Oklahoma Educational Indicators Program, a system set forth in the Oklahoma Educational Reform Act of 1990 (House Bill 1017) to assist you in assessing the performance of **your** public schools. "PROFILES 1997" furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

"PROFILES 1997" 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,

Dr. Floyd Coppedge
Secretary of Education



Grant C. Hall, Chairman
Education Oversight Board

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OKLAHOMA EDUCATIONAL
INDICATORS PROGRAM OVERVIEW

“Profiles 1997” 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 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 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 1997" consists of three components: (1) the State Report; (2) the District Report and (3) individual School Report Cards. Each component of "Profiles 1997" 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 1997" 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 1996-97 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 1996-97 school year.

School Report Cards: This component includes a report card for each of the 1,800 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 his or her responsibility to distribute copies of the School Report Card to parents and other interested parties in the community.

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 ten 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 in each of the three reporting sections.

II) The School District category includes educational 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 1997" 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 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 1997" 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 Vocational and Technical 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 1997" reports exclude information pertaining to alternative schools and special education centers (except where specifically mentioned). As a result, 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 1997" presents a host of prevalent

educational statistics, and readers are free to evaluate educational entities based on those factors they feel are most important in the educational process.

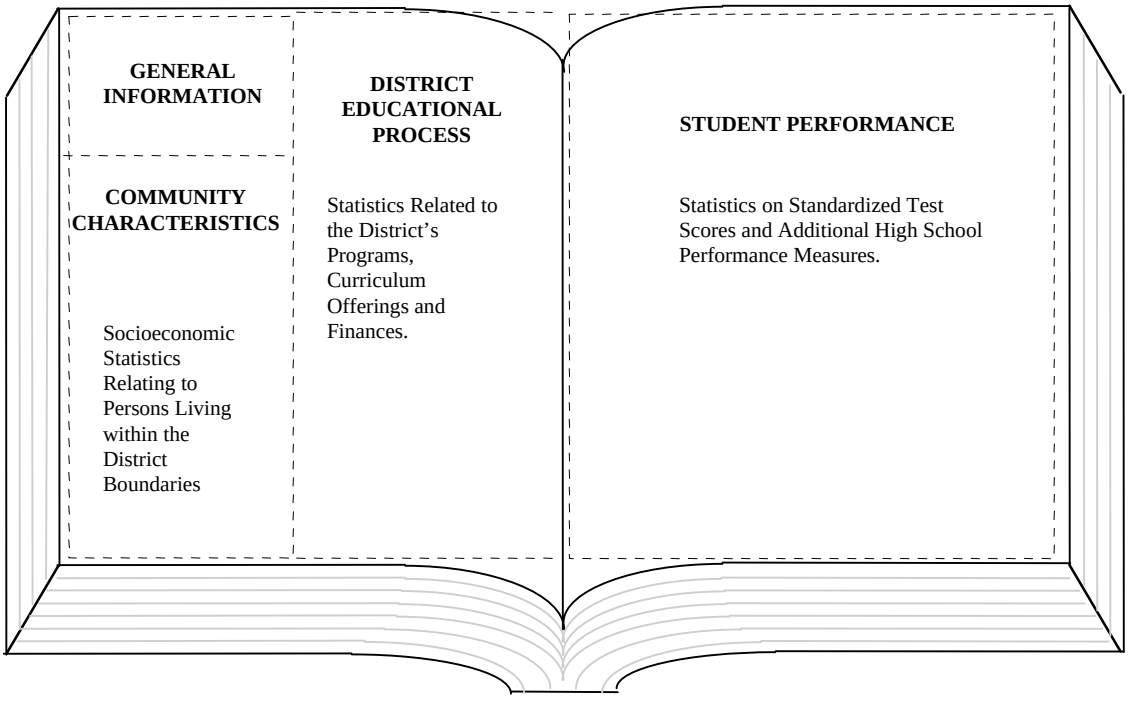
THE DISTRICT REPORT LAYOUT

The information presented in the "Profiles 1997 District Report" is divided into three major reporting categories: (1) Community Characteristics, (2) District Educational Process, and (3) Student Performance. Each of these categories represents 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 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. It also contains the results from a survey conducted by the Office of Accountability which asked schools about the support they receive from parents and the community at large.

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 both the Iowa Test of Basic Skills (ITBS) and 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 number of students who enrolled or completed Vo-Tech programs in conjunction with their high school courses.



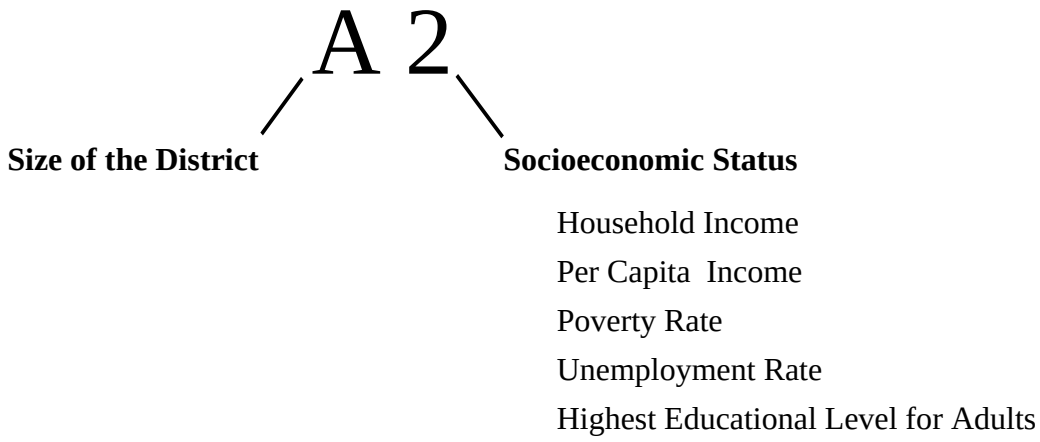
THE COMMUNITY GROUPING MODEL

In the District Report, communities have been placed into one of ten 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 in each of the three reporting sections. These community groups are identified by a letter/number combination.

The letter, A through E, represents the size of the district in terms of enrollment and number of school sites. "A" districts are the largest and "E" represents the smallest districts.

The numerical portion of the Community Group designation will be either "1" or "2." The numerical designation "1" represents those district communities whose socioeconomic characteristics are generally above the state average. The numerical designation "2" represents communities whose socioeconomic characteristics generally fall below the state average. Socioeconomic status is determined by looking at the following five socioeconomic indicators: Household Income, Per Capita Income, Poverty Rate, Unemployment Rate, and the Educational Attainment of Adults. If at least three of the five indicators are above the state average, the community is classified as a "1." If at least three of the five indicators fall below the state average for the district's community, it is classified as a "2" (see diagram below).

Because the Oklahoma City and Tulsa School districts have more than twice the enrollment of the next largest district, they have been placed into a group all their own labeled "AA." Both districts have socioeconomic characteristics above the state average, so their classification, if assigned, would be "1."



The "Profiles 1997 District Report," in most cases, reports an indicator for the featured district and gives two comparative statistics. One is the State Average and the other is the Community Group Average. The Community Group Average is the average of all the districts in a given community group (districts serving similar communities).

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 & Phone Number	Information needed to contact the Superintendent of the featured district.

Community Characteristics

[1990 census data except where noted]

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 consolidated, or have been annexed, since the data was originally tabulated. The data for the consolidated districts has been re-distributed to the districts receiving their students. For those districts that consolidated with multiple districts, the re-distribution of the data was based on the percentage of the consolidating district's average daily membership (ADM) that transferred to each of the receiving districts.

Community Group	See explanation in previous section.
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 per square mile. 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 1996 fall enrollment counts, based on all sites including Alternative and Special Ed Centers. [State Department of Education (SDE)]

Average Household Income	The average income of households within the district in 1989. The figures are based on wages earned by all working members of the household.
Avg. Property Valuation per Student	Total assessed value of property within the boundaries of the district in 1997 divided by the district average daily membership (ADM), or average enrollment, for that same year. These figures were supplied on February 25, 1998 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 was 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.
Population Age 55 and Above	The percentage of the population that was age 55 and older in 1990.
Juvenile Offenders	The number of juvenile offenders referred to the juvenile justice system in 1996-97, who reported that they attended one of the schools in the district, expressed as a ratio of district enrollment (1996 fall enrollment excluding non-graded). The statewide averages are based on the 1,800 sites covered in this report series. For the purposes of generating statewide averages, schools with no information reported were assumed to have no offenders. On the School Report Cards and the District Report these

	districts were listed as "None Reported." [Office of Juvenile Affairs (OJA)]
Juvenile Offenses per Offender	The average number of offenses committed by offenders who reported that they attended one of the schools in the district in 1996-97. [OJA]
The Percentage of Offenders Who are Reported as Gang Members	The percent of offenders in 1996-97, who reported that they attended one of the schools in the district, for whom gang affiliation has been determined. [OJA]
The Amount (Adequacy) of Time Parents Spent Working on Academics with Their Children	Each principal in the state was asked to estimate, generally, whether the amount of time parents spent working on academics with their children was adequate. Principals were asked to base their estimates on a scale of one to five, with one meaning "not nearly enough time," three meaning "just enough time," and five meaning "more than enough time." The statewide averages are based on the 1,800 sites covered in this report series. The statewide response rate to this question was 86.9% [The Office of Accountability (O of A)]
The Amount (Adequacy) of Support Received by Schools from the Community They Serve.	Each principal in the state was asked to estimate, generally, whether the amount of support the school received from the community was adequate. Principals were asked to base their estimates on a scale of one to five, with one meaning "not nearly enough support," three meaning "just enough support," and five meaning "more than enough support." Support could have been monetary, time and effort, or any other type of support that they felt was beneficial to the school. The statewide averages are based on the 1,800 sites covered in this report series. The statewide response rate to this question was 87.2%. [O of A]
Educational Attainment of Adults	The percentage of the population age 20 and older having attained various levels of education.

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 Survey.
DNA = Data Not Available from Providing Agency.

District Educational Process

[State Department of Education (1996-97) except where noted]

All of the statistics in this section are based on the 1,800 schools included in the "Profiles 1997" report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions.

Grade Range & Number of Schools

The grades offered by the district and the number of school sites open at the beginning of the 1996-97 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.

1995-96 Average Daily Membership (ADM)

The average number of students on the school roster throughout the 1995-96 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 and removed from the count. ADM includes all sites.

1996-97 Average Daily Membership (ADM)

The average number of students on the school roster throughout the 1996-97 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 and removed from the count. ADM includes all sites.
Change In ADM from 95/96 to 96/97	The numeric and percentage difference in average daily membership between the 1995-96 school year and the 1996-97 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 enrolled in Special Education Programs divided by the district ADM .
Students Eligible for Free/Reduced Lunch	The number of students eligible for participation in the Federal Free/Reduced Payment Lunch Program divided by district ADM .
Advanced Placement Courses Offered	This denotes the number of subject areas that 12th graders from this district tested in through the Advanced Placement (AP) program in 1996-97. Districts having at least one 12th grader test in a given subject area of the AP program were considered to have offered an AP course in that subject area. The College Board offers AP tests in 31 different subject areas. This number is an average for those 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 teachers, they are counted in full time equivalents (FTEs). Special Education Teachers are excluded from this count. 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) 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 teachers, they 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. (see also School and District Administrators below.)
Teacher Assistants	Number of non-certified support staff (FTE) classified as Teaching Assistants. (Teaching Assistant FTE is calculated based solely on the portion of the day spent teaching.)

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 at the district divided by the total number of administrator FTEs at the 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 1997" will report 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 "Profiles 1997 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 1997" will report revenues and expenditures using ALL FUNDS. ALL FUNDS excludes two fund categories: Bond Fund and Trust & Agency Fund. The Sinking Fund (debt service), which is included in ALL FUNDS, represents funds used to repay bonds for capital improvements and other major purchases such as transportation and technology. (See the "Profiles 1997 State Report" for a further description of district finances.)
Expenditures Per ADM	Total expenditures using ALL FUNDS divided by district ADM .

Average 1996-97 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 core areas noted above. A more detailed explanation of course offerings can be found in the "Profiles 1997 State Report." This information is based on those high school sites covered in the "Profiles 1997" report series which offer 10th grade and above. For districts with multiple high school sites, the number posted reflects the average number of courses offered in that subject area per site.

Student Performance

All of the statistics in this section are based on the 1,800 schools included in the "Profiles 1997" report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions.

The Iowa Test of Basic Skills

Average scores are graphed for the 3rd and 7th grade Iowa Test of Basic Skills (ITBS). Scores shown are National Percentile Ranks. Where the symbol NA appears, the grade was offered, however, no students were tested. Where the DNA symbol appears, the test data was not available from the State Department of Education. Where ** appears, there were very few students tested and privacy laws prevent the disclosure of the average test scores based upon low student counts. [SDE]

Oklahoma Core Curriculum Tests

Results are graphed for the 5th, 8th and 11th grade Oklahoma Core Curriculum Tests, also referred to as the Criterion-Reference Tests (CRT). Results are shown as the percentage of students scoring at or above the "satisfactory" level set by the State Board of Education. Where the symbol NA appears, the grade was offered,

	however, no students were tested. Where ** appears, there were very few students tested and privacy laws prevent the disclosure of the test results based upon low student counts. [SDE]
The Percentage of Students Tested	The percentage of students tested is the number of students' tests scored by the testing company divided by the total enrollment on the day(s) the test was administered. Total enrollment consists of all students tested plus all IEP and LEP students, who are exempted from testing. Regrettably, the State Department of Education did not release the data required to calculate these important statistics for the 1996-97 testing cycle. The State Department of Education concluded that inaccuracies in the data precluded their release and is working to eliminate this problem in the future. [SDE]
Dropout Rate	The Oklahoma dropout rate is calculated on 9th through 12th 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 9th through 12th grade ADM for that district. [SDE]
Graduation Rate	This rate is computed by dividing the number of 1996-97 graduates in a district by the 9th grade ADM four years earlier (1993-94). Because Oklahoma does not have a statewide student identification system to monitor student migration, the graduation rate is 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. District graduate counts exclude graduates from alternative and special education centers. [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. A

	weighted average based on 1997 12th graders was used for districts with multiple high school sites. [O of A]
Advanced Placement Test Taken	This refers to the number of Advanced Placement (AP) tests taken within the district. Individual students can test in more than one subject area in the AP program. For a further description of the AP program, see the "Profiles 1997 State Report". This information is based on those high school sites covered in the "Profiles 1997" reports which offer 10th grade and above. [The College Board]
AP Tests Scoring College Credit	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 with a score of 3 or higher. This information is based on those high school sites covered in the "Profiles 1997" reports which offer 10th grade and above. If less than six students were tested this information is reported as ** to protect the privacy of students. [The College Board]
Vo-Tech Enrollments in Occupationally-Specific Programs	The number of students enrolled in Vo-Tech programs that were "Occupationally-Specific." This information is based on those high school sites covered in the "Profiles 1997" reports which offer 10th grade and above. The rates are a three-year average based on the years 1993-94 through 1995-96. [Department of Vocational and Technical Education (Vo-Tech)]
Vo-Tech Completers in Occupationally-Specific Programs	The number of students completing Vo-Tech programs that were "Occupationally-Specific." This information is based on those high school sites covered in the "Profiles 1997" reports which offer 10th grade and above. The rates are a three-year average based on the years 1993-94 through 1995-96. [Vo-Tech]

HS Seniors Taking ACT	Members of the Graduating Class of 1997 that have participated in the American College Testing (ACT) program, divided by 1996-97 12th grade fall enrollment. [Oklahoma State Regents for Higher Education (OSRHE)]
HS Seniors' Average ACT Score	The average ACT score of all 1996-97 HS seniors taking the ACT in the district. The ACT is scored on a scale of 1 to 36. A weighted average was used for districts with multiple high school sites. [OSRHE]
HS Graduates Completing Regents' College-Bound Curriculum	Principals were asked to report the number of 1996-97 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 1996-97 graduates. [O of A]
Out-of-State College-Going Rate	Principals were asked to report the number of 1996-97 high school graduates who were planning to attend out-of-state colleges. This number was then divided by the district's 1996-97 graduates. [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 to more accurately represent the college-going trends of students from smaller districts. The college years included in this calculation are 1993-94 through 1995-96. [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 course work in these areas. This is also a three-year running average. The college years

	included in this calculation are 1993-94 through 1995-96. [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 is also a three-year running average. The college years included in this calculation are 1993-94 through 1995-96. [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 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 earlier. This calculation is based on students who were college freshmen in the years 1988-89 through 1990-91. 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 1996-97 school year. [OSRHE]