

Oklahoma Educational Indicators Program

Profiles 2010

Background & Methodologies



Education Oversight Board

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Oklahoma State Regents for Higher Education
Oklahoma Department of Career & Technology Education
Oklahoma Office of Juvenile Affairs
Oklahoma Tax Commission
All Oklahoma Public Schools

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Education Oversight Board / Office of Accountability

Susan Field, Chairman • Robert Buswell, Executive Director

May 16, 2011

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue “PROFILES 2010,” 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 2010” furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

“PROFILES 2010” 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 Career and Technology Education, the Office of Juvenile Affairs, Oklahoma Tax Commission, a school survey administered directly by the Office of Accountability, as well as other sources.

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,

A handwritten signature in cursive script that reads "Susan Field".

Susan Field
Education Oversight Board

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OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

“Profiles 2010” 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.

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INTRODUCTION & METHODOLOGY

“Profiles 2010” consists of three components: (1) the State Report, (2) the District Report and (3) individual School Report Cards. Each component of “Profiles 2010” 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 2010” 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 2009-10 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 2009-10 school year.

School Report Cards: This component includes 1,705 individual school report cards. The 2010 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 from the 2009-10 school year plus data from the most recent U.S. Census for persons residing within the boundaries of the school district. In the District Report, communities have been placed into one of 16 groups based upon the number of students the district serves and based upon a socio-economic indicator. 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 2010” 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 2010” 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, the Oklahoma Office of Juvenile Affairs, the Oklahoma Tax Commission, 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 that are 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 2010” 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 2010” 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 532 individual districts in Oklahoma during the 2009-10 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	35	CALVIN	199	ELK CITY	27
AGRA	260	CAMERON	245	ELMORE CITY-PERNELL	165
ALEX	173	CANEY	17	ENID	160
ALLEN-BOWDEN	122	CANTON	31	ERICK	28
ALTUS	205	CARNEGIE	46	FANSHAWE	246
AMBER-POCASSET	174	CARNEY	261	FARGO	154
ANADARKO	43	CASHION	229	FARRIS	18
ARAPAHO-BUTLER	137	CAVE SPRINGS	2	FELT	92
ARDMORE	64	CEMENT	47	FLETCHER	108
ARKOMA	243	CHANDLER	262	FLOWER MOUND	109
ARNETT	153	CHATTANOOGA	106	FORGAN	25
ATOKA	16	CHEROKEE	14	FORT COBB-BROXTON	49
BALKO	23	CHICKASHA	176	FORT TOWSON	85
BANNER	54	CHISHOLM	157	FOX	66
BEAVER	24	CLEORA	141	FRIEND	177
BELL	1	CLINTON	138	GAGE	155
BENNINGTON	36	COALGATE	101	GARBER	161
BIG PASTURE	114	COLBERT	39	GEARY	32
BINGER-ONEY	44	COLCORD	142	GERONIMO	110
BISHOP	104	COLEMAN	215	GOODLAND	86
BLACKWELL	222	COTTONWOOD	102	GRACEMONT	50
BLAIR	206	COVINGTON-DOUGLAS	158	GRAND VIEW	74
BLUEJACKET	117	CYRIL	48	GRANITE	189
BOISE CITY	91	DAHLONEGAH	3	GRANT	87
BOKOSHE	244	DARLINGTON	56	GREASY	4
BOONE-APACHE	45	DAVENPORT	263	GROVE	143
BOSWELL	84	DEER CREEK-LAMONT	185	GYPSY	126
BRAMAN	223	DEPEW	124	HARMONY	19
BRIDGE CREEK	175	DICKSON	65	HEALDTON	67
BRIGGS	73	DOVER	230	HEAVENER	247
BRISTOW	123	DRUMMOND	159	HENNESSEY	231
BUFFALO	192	DRUMRIGHT	125	HINTON	51
BUFFALO VALLEY	239	DUKE	207	HOBART	235
BURLINGTON	13	DURANT	40	HODGEN	248
CACHE	105	DUSTIN	200	HOLDENVILLE	201
CADDO	37	EL RENO	57	HOLLIS	191
CALERA	38	ELDORADO	208	HOWE	249
CALUMET	55	ELGIN	107	HUGO	88

District	Page	District	Page	District	Page
HULBERT	75	MOUNDS	132	SKELLY	8
HYDRO-EAKLY	52	MOUNTAIN VIEW-GOTEBO	237	SNYDER	238
INDIAHOMA	111	MUSTANG	59	SOPER	89
JAY	144	NAVAJO	209	SPIRO	256
KANSAS	145	NEWKIRK	225	SPRINGER	70
KELLYVILLE	127	NINNEKAH	180	STERLING	113
KENWOOD	146	NOBLE	98	STIGLER	197
KEOTA	194	NORMAN	99	STILWELL	9
KETCHUM	118	NORWOOD	78	STRATFORD	170
KEYES	93	OAKS-MISSION	149	STRINGTOWN	21
KEYS	76	OILTON	133	STROUD	266
KIEFER	128	OKARCHE	234	STUART	203
KILDARE	224	OKEENE	33	SWINK	90
KINGFISHER	232	OLIVE	134	TAHLEQUAH	81
KINTA	195	OLUSTEE	210	TALIHINA	257
KREMLIN-HILLSDALE	162	PANAMA	252	TALOGA	151
LANE	20	PANOLA	240	TEMPLE	115
LAVERNE	193	PAOLI	168	TENKILLER	82
LAWTON	112	PAULS VALLEY	169	TERRAL	213
LEACH	147	PEAVINE	6	THOMAS-FAY-CUSTER	139
LeFLORE	250	PECKHAM	226	TIMBERLAKE	15
LEXINGTON	95	PEGGS	79	TISHOMINGO	220
LINDSAY	166	PIEDMONT	60	TONKAWA	228
LITTLE AXE	96	PIONEER	181	TUPELO	103
LOMEGA	233	PIONEER-PLEASANT VALE	163	TURPIN	26
LONE GROVE	68	PLAINVIEW	69	TUSHKA	22
LONE STAR	129	PLAINVIEW	94	TUTTLE	183
LONE WOLF	236	POCOLA	253	UNION CITY	62
LOOKEBA SICKLES	53	PONCA CITY	227	VERDEN	184
LOWREY	77	POND CREEK-HUNTER	187	VICI	152
MANGUM	190	POTEAU	254	VINITA	119
MANNFORD	130	PRAGUE	265	WAKITA	188
MANNSVILLE	216	PRETTY WATER	135	WALTERS	116
MAPLE	58	RAVIA	219	WAPANUCKA	221
MARYETTA	5	RED OAK	241	WATONGA	34
MAYSVILLE	167	RINGLING	211	WATTS	10
McCURTAIN	196	RIVERSIDE	61	WAUKOMIS	164
MEDFORD	186	ROBIN HILL	100	WAURIKA	214
MEEKER	264	ROCK CREEK	41	WEATHERFORD	140
MERRITT	29	ROCKY MOUNTAIN	7	WELCH	120
MIDDLEBERG	178	RUSH SPRINGS	182	WELLSTON	267
MILBURN	217	RYAN	212	WESTVILLE	11
MILFAY	131	SAPULPA	136	WETUMKA	204
MILL CREEK	218	SAYRE	30	WHITE OAK	121
MINCO	179	SEILING	150	WHITE ROCK	268
MONROE	251	SHADY GROVE	80	WHITEBEAD	171
MOORE	97	SHADY POINT	255	WHITEFIELD	198
MOSELEY	148	SHATTUCK	156	WHITESBORO	258
MOSS	202	SILO	42	WILBURTON	242

District	Page	District	Page	District	Page
WILSON	71	WYNNEWOOD	172	ZION	12
WISTER	259	YUKON	63		
WOODALL	83	ZANEIS	72		

ALPHABETICAL LISTING OF SCHOOL DISTRICTS IN VOLUME 2 of 2

District	Page	District	Page	District	Page
ADA	412	CENTRAL HIGH	479	FOYIL	449
ADAIR	283	CHECOTAH	312	FREDERICK	496
AFTON	381	CHELSEA	447	FREEDOM	527
ALBION	434	CHEYENNE	441	FRINK-CHAMBERS	400
ALINE-CLEO	277	CHOCTAW/NICOMA PARK	346	FRONTIER	332
ALLEN	413	CHOUTEAU-MAZIE	284	GANS	469
ALVA	526	CIMARRON	278	GLENCOE	392
ANDERSON	369	CLAREMORE	448	GLENPOOL	503
ANTLERS	435	CLAYTON	436	GLOVER	303
ASHER	420	CLEVELAND	388	GOODWELL	486
AVANT	370	COLLINSVILLE	502	GORE	470
BARNSDALL	371	COMANCHE	480	GRAHAM	340
BARTLESVILLE	517	COMMERCE	382	GRANDFIELD	497
BATTIEST	298	COPAN	519	GRANDVIEW	483
BEARDEN	338	CORDELL	523	GREENVILLE	273
BEGGS	360	COWETA	513	GROVE	424
BELFONTE	466	COYLE	269	GUTHRIE	271
BERRYHILL	499	CRESCENT	270	GUYMON	487
BETHANY	345	CROOKED OAK	347	HAILEYVILLE	401
BETHEL	421	CROWDER	399	HAMMON	442
BILLINGS	331	CRUTCHO	348	HANNA	314
BIXBY	500	CUSHING	391	HARDESTY	488
BLANCHARD	291	DALE	422	HARRAH	351
BOLEY	339	DAVIDSON	495	HARTSHORNE	402
BOWLEGS	455	DAVIS	318	HASKELL	323
BOWRING	372	DEER CREEK	349	HAWORTH	304
BOYNTON-MOTON	320	DENISON	300	HAYWOOD	403
BRAGGS	321	DEWAR	361	HENRYETTA	362
BRAY-DOYLE	478	DEWEY	520	HILLDALE	324
BROKEN ARROW	501	DIBBLE	293	HOLLY CREEK	305
BROKEN BOW	299	DUNCAN	481	HOMINY	373
BRUSHY	467	EAGLETOWN	301	HOOKER	489
BURNS FLAT-DILL CITY	521	EARLSBORO	423	IDABEL	306
BUTNER	456	EDMOND	350	INDIANOLA	404
BYARS	292	EMPIRE	482	INOLA	450
BYNG	414	EUFAULA	313	JENKS	504
CANADIAN	398	FAIRLAND	383	JENNINGS	389
CANEY VALLEY	518	FAIRVIEW	279	JONES	352
CANUTE	522	FOREST GROVE	302	JUSTICE	457
CATOOSA	446	FORT GIBSON	322	JUSTUS-TIAWAH	451
CENTRAL	468	FORT SUPPLY	529	KEYSTONE	505

District	Page	District	Page	District	Page
KINGSTON	281	OPTIMA	490	STIDHAM	317
KIOWA	405	OSAGE	286	STILLWATER	396
KONAWA	458	OSAGE HILLS	375	STONEWALL	418
KREBS	406	OWASSO	507	STRAIGHT	491
LATTA	415	PADEN	343	STROTHER	463
LEEDEY	443	PAWHUSKA	376	SULPHUR	319
LIBERTY	506	PAWNEE	390	SWEETWATER	445
LIBERTY	471	PERKINS-TRYON	394	TANNEHILL	411
LOCUST GROVE	285	PERRY	334	TECUMSEH	432
LUKFATA	307	PICKETT-CENTER	416	TEXHOMA	492
LUTHER	353	PITTSBURG	408	THACKERVILLE	275
MACOMB	425	PLEASANT GROVE	429	TIPTON	498
MADILL	282	PLEASANT GROVE	460	TULSA	511
MARBLE CITY	472	PORTER CONSOLIDATED	515	TURKEY FORD	386
MARIETTA	274	PORUM	327	TURNER	276
MARLOW	484	PRESTON	365	TUSKAHOMA	440
MASON	341	PRUE	377	TWIN HILLS	367
MAUD	426	PRYOR	287	TYRONE	493
McALESTER	407	PURCELL	295	UNION	512
McCORD	374	PUTNAM CITY	358	VALLIANT	309
McLOUD	427	QUAPAW	385	VANOSS	419
MIAMI	384	QUINTON	409	VARNUM	464
MIDWAY	315	RATTAN	439	VELMA-ALMA	485
MIDWEST CITY-DEL CITY	354	REYDON	444	VERDIGRIS	454
MILLWOOD	355	RINGWOOD	280	VIAN	477
MOFFETT	473	RIPLEY	395	WAGONER	516
MOORELAND	530	ROFF	417	WAINWRIGHT	328
MORRIS	363	ROLAND	475	WANETTE	433
MORRISON	333	RYAL	316	WARNER	329
MOYERS	437	SALINA	288	WASHINGTON	296
MULDROW	474	SALLISAW	476	WASHITA HEIGHTS	525
MULHALL-ORLANDO	272	SAND SPRINGS	508	WATSON	310
MUSKOGEE	325	SASAKWA	461	WAYNE	297
NASHOBA	438	SAVANNA	410	WAYNOKA	528
NEW LIMA	459	SCHULTER	366	WEBBERS FALLS	330
NEWCASTLE	294	SEMINOLE	462	WELEETKA	344
NORTH ROCK CREEK	428	SENTINEL	524	WESTERN HEIGHTS	359
NOWATA	335	SEQUOYAH	453	WEWOKA	465
OAK GROVE	393	SHARON-MUTUAL	531	WICKLIFFE	290
OAKDALE	356	SHAWNEE	430	WILSON	368
OKAY	514	SHIDLER	378	WOODLAND	379
OKEMAH	342	SKIATOOK	509	WOODWARD	532
OKLAHOMA CITY	357	SMITHVILLE	308	WRIGHT CITY	311
OKLAHOMA UNION	336	SOUTH COFFEYVILLE	337	WYANDOTTE	387
OKMULGEE	364	SOUTH ROCK CREEK	431	WYNONA	380
OKTAHA	326	SPAVINAW	289	YALE	397
OOLOGAH-TALALA	452	SPERRY	510	YARBROUGH	494

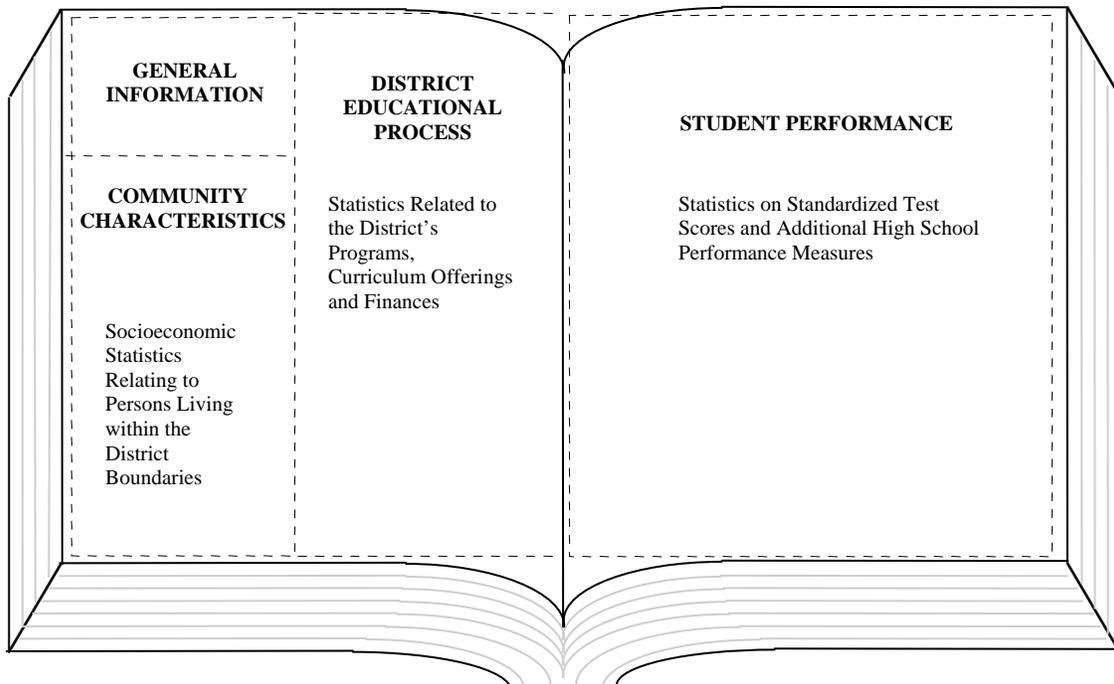
THE DISTRICT REPORT LAYOUT

The information presented in the “Profiles 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 U.S. 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 Career-Tech programs in conjunction with their high school course work.



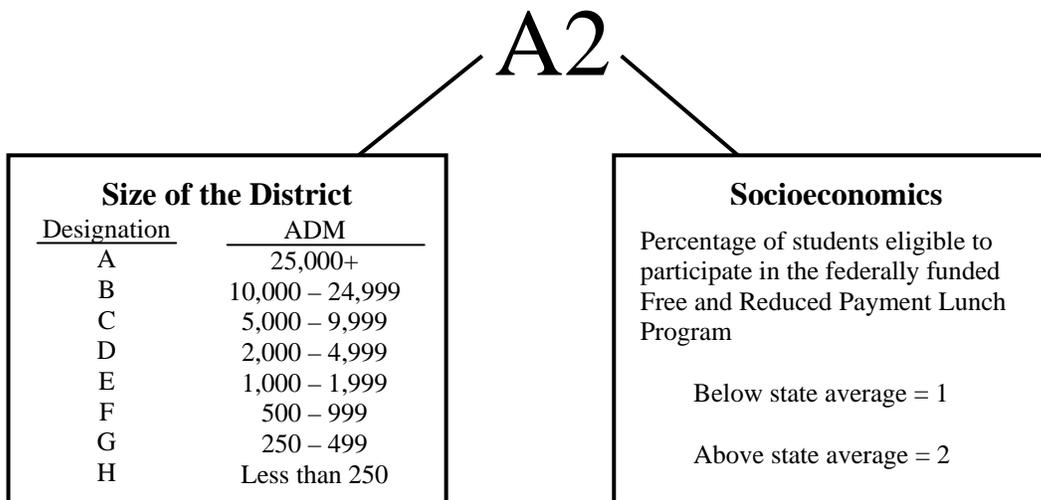
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COMMUNITY GROUPING MODEL

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 this way, the educational effectiveness of a school district serving its community can be compared to the educational effectiveness of districts serving similar communities.

Therefore, the Office of Accountability employs a “Community Grouping Model” that utilizes a district’s Average Daily Membership (ADM) and the percentage of students that are eligible to participate in the federally funded Free and Reduced Payment Lunch Program. The Free and Reduced Payment Lunch Program is based on the income of the student’s parents and serves as a good measure of poverty within a district. The larger percentage of students eligible for the program, the more impoverished the district community.

The model breaks the state’s school 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 (higher poverty) are given the designation of 2 while the remaining districts are given the designation of 1. This combination of letters and numbers yields 16 community group designations, A1 through H2.



The “Profiles 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.”

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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.

Address & Telephone Number

Information needed to contact the Superintendent of the featured district.

Community Characteristics

A great portion of community characteristics comes from the U.S. Census statistics, which is based on persons living within each school district's boundaries. 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. There are two types of U.S. Census being used in this report: the 2010 Decennial Census and the 2005-2009 American Community Survey 5-Year Average (ACS 5-Year Average).

Community Group

See explanation on Page xvii.

Ethnic Makeup

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

Average Property Valuation per Student

Total assessed value of property within the boundaries of the district divided by the average daily membership (ADM), or average enrollment, for 2010. These figures were supplied in December, 2010 and were current as of that date. [Oklahoma Tax Commission / SDE]

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's total Fall Enrollment. [SDE]

District Population

The number of residents living within the boundaries of the district in April of 2010. [2010 Census]

Poverty Rate

Persons living below the poverty level as a percentage of all persons for whom poverty status could be determined. [2005-2009 ACS 5-Year Average]

Unemployment Rate

The ratio of unemployed persons to total persons in the civilian labor force expressed as a percentage. Civilian labor force consists of all persons age 16 and older that are employed, or wish to be employed. [2005-2009 ACS 5-Year Average]

Average Household Income

The average income of the households within the district. The figures are based on wages earned by all working members of the household. [2005-2009 ACS 5-Year Average]

Single-Parent Families

The percentage of family households with children headed by a single parent expressed as a percentage of all households with own children. [2005-2009 ACS 5-Year Average]

Highest Educational Level for Adults

The percentage of the population age 25 and older having attained various levels of education. [2005-2009 ACS 5-Year Average]

1st- 3rd Graders Receiving Reading Remediation

This represents the percentage of 1st through 3rd grade students who were on reading remediation programs during the school year. The information was reported in the “Reading Sufficiency Act Report” published by the State Department of Education. Districts administered approved reading assessment instruments and reported the results to the State Department of Education by site and grade. The rate was calculated by taking the number of students on reading remediation program in 1st through 3rd grades and dividing it by 1st through 3rd grade fall enrollment. [SDE]

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 175 school days. [SDE]

Mobility Rate (Incoming Students)

The number of incoming students divided by the sum of total enrollment plus incoming students minus outgoing students. [O of A / SDE]

Suspensions of 10 Days or Less

Principals were surveyed about the number of suspensions at their school during the school year with a duration of 10 days or less. This indicator was expressed as a ratio of fall enrollment to incidents of suspension. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A / SDE]

Suspensions of More than 10 Days

Principals were surveyed about the number of suspensions at their school during the school year with a duration of more than 10 days. This indicator was expressed as a ratio of fall enrollment

to incidents of suspension. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A / SDE]

Volunteer Hours per Student

Principals were surveyed about the number of volunteer hours at their school during the school year. This number was then divided by fall enrollment. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A / SDE]

Parents attending at least One Parent-Teacher Conference

The principals' estimation of what percentage of the 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]

Juveniles Charged

The juvenile statistics are based on criminal offenses only. This number refers to those juveniles charged with an offense from September of 2009 to August of 2010, who reported that they attended one of the schools in the district, expressed as a ratio of fall enrollment to juvenile offenders. For the purposes of generating statewide averages, schools with no information reported were assumed to have no juveniles charged with an offense. 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) / SDE]

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. Excludes alternative and special education centers. [OJA]

The Number of Those Charged Who were Alleged Gang Members

The number of juvenile offenders whom reported that they attended one of the schools in the district and were deemed to have gang affiliation. 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

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

DNA = Data Not Available

RM = Revised Methodology

District Educational Process [State Department of Education (2009-10) except where noted]

All of the statistics in this section are based on the 1,778 schools included in the “Profiles 2010” 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 during the 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.

2008/2009 Average Daily Membership (ADM)

The average number of students on the school roster throughout the 2008-2009 school year. Also referred to as average enrollment. ADM includes all sites.

2009/2010 Average Daily Membership (ADM)

The average number of students on the school roster throughout the 2009-2010 school year. Also referred to as average enrollment. ADM includes all sites.

Change in ADM from 2008/2009 to 2009/2010

The numeric and percentage change in average daily membership between the 2008-09 school year and the 2009-10 school year.

Students Identified as Gifted and Talented

The number of students identified as Gifted and Talented divided by the district’s total Fall Enrollment.

Students in Special Education

The number of students in Special Education Programs divided by the district’s total Fall Enrollment.

Non-Special Ed. Teachers (FTEs)

Non-Special Ed. Teachers (job code = 210 or 213 except program code = 239) are counted based upon the percentage of the day they spend in the classroom and their contract length in order to calculate their Full Time Equivalent (FTE). This count excludes the time teachers spend teaching at alternative and special education centers.

Average Salary (w/ Fringe) of Non-Special Ed. Teachers

Teacher salaries are allocated to school sites based upon 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). Co-op teachers were the only exception, as their time was only considered at the district level and was fully attributed to the district that submitted their records. The total of all salaries paid to non-special education teachers are then divided by total non-special education teacher FTEs to obtain the average salary per non-special education teacher FTE. These figures include fringe benefits, but exclude extra duty pay.

Non-Special Ed. Teachers with Advanced Degree(s)

The percentage of non-special education teachers with a college degree beyond a bachelor's degree. This calculation is weighted by teacher FTE.

Average Years of Experience for Non-Special Ed. Teachers

This average is determined by weighting the average years of experience by the FTE for each non-special education teacher.

Special Education Teachers (FTEs)

Special Education Teachers (job code = 210 or 213 AND program code = 239) are counted based upon the percentage of the day they spend in the classroom and their contract length in order to calculate their Full Time Equivalent (FTE). This count excludes the time Special Education teachers spend teaching at alternative and special education centers.

Counselors (FTEs)

Counselors (job code = 203) are counted based upon the percentage of the day they spend in the school and their contract length in order to calculate their Full Time Equivalent (FTE). This count excludes the time counselors spend at alternative and special education centers.

Other Certified Professional Staff (FTEs)

All certified personnel except teachers, counselors, and administrators. This count excludes the time these staff members spend at alternative and special education centers.

School and District Administrators (FTEs)

Administrators (job code = 100 series) perform management activities that require developing broad policies and executing those policies through direction of individuals at all levels. This also includes high-level administrative activities performed directly for policy makers. This count excludes the time administrators spend at alternative and special education centers.

Average Salary of Administrators

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

Teachers per Administrator

Teacher FTE (all teachers) divided by the Administrator FTE.

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 2010" 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 in this report and the "Profiles 2010 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 2010" reports revenues and expenditures using "ALL FUNDS." ALL FUNDS excludes Trust & Agency Fund and Bond Fund. Also, note that Debt Service, which is the major component of the Sinking Fund, has been accounted for separately to not adversely affect expenditure percentages in other areas. The expenditures are reported two

ways. First, expenditures in each category are reported as a percentage of the total expenditures and second as the actual dollars spent per ADM (See Appendix C in this report and the “Profiles 2010 State Report” for a further description of district finances).

Average HS Curriculum

Oklahoma high schools must offer a minimum of 38 units or courses per year although four units may be offered on a two year alternating plan. These courses may be broken down into the following six core areas plus electives: language arts, science, math, social studies, arts, and foreign languages or computer technology. This curriculum table looks at only the six core areas noted above. A more detailed explanation of course offerings can be found in the “Profiles 2010 State Report.” This information is based on those high school sites covered in the “Profiles 2010” report series, which offer 10th grade, and above. For districts with junior high schools, the 9th 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 9th – 10th grade centers and 11th – 12th grade centers, the course offerings were summed at the district level.

Student Performance

All of the statistics in this section are based on the 1,778 schools included in the “Profiles 2010” report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions.

Oklahoma Core Curriculum Tests

Results of the Oklahoma Core Curriculum tests, also referred to as the Criterion-Referenced Tests (CRT), are graphed for grades 3 through 8. Results are shown as the percentage of students scoring at, or above, the “Satisfactory” level set by the State Board of Education. The scores posted only include the results for “Regular Education – Full Academic Year (FAY)” students. “Regular Education – FAY” students equate to rank and file students that have attended the same school for at least one full year. The results include the scores from alternative sites. [SDE]

End-of-Instruction Tests

The End-of-Instruction (EOI) tests are administered to students as they complete Algebra I, English II, U.S. History, Biology I, Algebra II, Geometry and English III. The tests measure how well each student has mastered the course content as outlined in the Priority Academic Student Skills (PASS) curriculum. Results are shown as the percentage of students scoring at, or above, the “Satisfactory” level set by the State Board of Education. The scores posted only include the results for “Regular Education – Full Academic Year” students. The results include the scores from alternative sites. [SDE]

4-Year Dropout Rate

First, the total number of dropouts for a graduating class was calculated by adding the dropout counts (under age 19) for the 9th, 10th 11th and 12th grades over the previous four-year period, respectively. This sum was labeled "Legal Dropouts". The four-year dropout rate for a given graduating class is then generated by dividing "Legal Dropouts" by the sum of their graduates plus "Legal Dropouts". It is assumed that this denominator accounts for all members of the graduating class except for those who were dropped from the rolls for legitimate reasons. [SDE]

Senior Graduation Rate

The senior graduation rate is computed by dividing the number of graduates by the sum of the graduate count plus senior dropouts (under age 19). It is assumed that this denominator accounts for all seniors except for those who were dropped from the rolls for legitimate reasons. [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 12th 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]

Career-Tech Occupationally-Specific Program Participation Rate

This refers to the percent of the senior class that had enrolled in a Career-Tech’s Occupationally-Specific Program (OSP) during their senior year. This number is the senior class OSP enrollment divided by total number of seniors. This information is based on those high school sites covered

in the “Profiles 2010” reports, which offer 12th grade. [Department of Career and Technology Education (Career-Tech) / SDE]

Average ACT Score

The average ACT score of all 2009-10 high school graduates 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 based on the number of students who took the ACT 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 2009-10 high school graduates having completed the 15 units required for admission to Oklahoma public colleges and universities. This number was then divided by the number of 2009-10 graduates. Schools not responding to the Office of Accountability survey were not included in the calculation. [O of A / SDE]

Out-of-State College-Going Rate

Principals were asked to report the number of 2009-10 high school graduates who were planning to attend out-of-state colleges. This number was then divided by the number of 2009-10 graduates. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A / SDE]

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 freshmen in the fall of 2006, 2007, or 2008. [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 freshmen in the fall of 2007, 2008, or 2009. [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 freshmen in the fall of 2001, 2002, or 2003. Because some high schools may have closed since this time, the rate includes only those students who graduated from a high school that was still open during the 2009-10 school year. [OSRHE]

APPENDIX A

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APPENDIX C

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

- 1) **INSTRUCTION** INSTRUCTION (1000 Series)
- 2) **STUDENT SUPPORT** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - STUDENTS (2100)
- 3) **INSTR. SUPPORT** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
- 4) **DISTRICT ADMIN.** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
- 5) **SCHOOL ADMIN.** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - SCHOOL ADMINISTRATION (2400)
- 6) **DISTRICT SUPPORT** SUPPORT SERVICES (2000 Series)
 - CENTRAL SERVICES (2500)
 - OPERATION AND MAINTENANCE OF PLANT SERVICES (2600)
 - STUDENT TRANSPORTATION SERVICES (2700)
- 7) **DEBT SERVICE** OTHER USES (5000 Series)
 - DEBT SERVICE (5100)
- 8) **OTHER** OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series)
 - CHILD NUTRITION PROGRAMS OPERATIONS (3100)
 - ENTERPRISE OPERATIONS (3200)
 - COMMUNITY SERVICES OPERATIONS (3300)
 FACILITIES ACQUISITION AND CONSTR. SERVICES (4000 Series)
 - LAND ACQUISITION SERVICES (4200)
 - LAND IMPROVEMENT SERVICES (4300)
 - ARCHITECTURE AND ENGINEERING SERVICES (4400)
 - EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500)
 - BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600)
 - BUILDING IMPROVEMENT SERVICES (4700)
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 - SCHOLARSHIPS (7100)
 - STUDENT AID (7200)

STAFF AWARDS (7300)

WORKER'S COMPENSATION CLAIMS (7400)

TORT LIABILITY CLAIMS (7500)

MEDICAL CARE CLAIMS (7600)

FLEX BENEFITS (7700)

LONG-TERM DISABILITY (LTD) CLAIMS (7800)

OTHER USES (7900)