

Oklahoma Educational Indicators Program

Profiles 2005

Background & Methodologies



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Oklahoma Office of Juvenile Affairs
All Oklahoma Public Schools



Education Oversight Board / Office of Accountability

Ronald Dryden, Acting Chairman • Robert Buswell, Executive Director

May 19, 2006

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue “PROFILES 2005,” 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 2005” furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

“PROFILES 2005” 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, 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,

Ronald Dryden
Education Oversight Board

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OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

“Profiles 2005” 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 2005” consists of three components: (1) the State Report, (2) the District Report and (3) individual School Report Cards. Each component of “Profiles 2005” 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 2005” 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 2004-05 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 2004-05 school year.

School Report Cards: This component includes a report card for each of the 1,714 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 from the 2004-05 school year plus data from the most recent U.S. Census for persons residing within the boundaries of the school district as of April of 2000. 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 2005” 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 2005” 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 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 2005” 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 2005” 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 540 individual districts in Oklahoma during the 2004-05 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	CALUMET	55	ELGIN	109
AGRA	264	CALVIN	202	ELK CITY	27
ALEX	176	CAMERON	249	ELMORE CITY-PERNELL	168
ALLEN-BOWDEN	124	CANEY	17	ENID	163
ALTUS	208	CANTON	31	ERICK	28
AMBER-POCASSET	177	CARNEGIE	46	FANSHAWE	250
ANADARKO	43	CARNEY	265	FARGO	157
ARAPAHO	139	CASHION	233	FARRIS	18
ARDMORE	64	CAVE SPRINGS	2	FELT	93
ARKOMA	247	CEMENT	47	FLETCHER	110
ARNETT	156	CHANDLER	266	FLOWER MOUND	111
ATOKA	16	CHATTANOOGA	108	FORGAN	25
BALKO	23	CHEROKEE	14	FORT COBB-BROXTON	49
BANNER	54	CHICKASHA	179	FORT TOWSON	86
BEAVER	24	CHISHOLM	160	FOX	66
BELL	1	CLEORA	144	FRIEND	180
BENNINGTON	36	CLINTON	141	GAGE	158
BIG PASTURE	116	COALGATE	102	GARBER	164
BINGER-ONEY	44	COLBERT	39	GEARY	32
BISHOP	106	COLCORD	145	GERONIMO	112
BLACKWELL	225	COLEMAN	218	GOODLAND	87
BLAIR	209	COTTONWOOD	103	GRACEMONT	50
BLUEJACKET	119	COVINGTON-DOUGLAS	161	GRAND VIEW	74
BOISE CITY	92	CYRIL	48	GRANITE	192
BOKOSHE	248	DAHLONEGAH	3	GRANT	88
BOONE-APACHE	45	DARLINGTON	56	GREASY	4
BOSWELL	85	DAVENPORT	267	GROVE	146
BRAMAN	226	DEER CREEK-LAMONT	188	GYPSY	128
BRIDGE CREEK	178	DEPEW	126	HARMONY	19
BRIGGS	73	DICKSON	65	HEALDTON	67
BRISTOW	125	DOVER	234	HEAVENER	251
BUFFALO	195	DRUMMOND	162	HENNESSEY	235
BUFFALO VALLEY	243	DRUMRIGHT	127	HINTON	51
BURLINGTON	13	DUKE	210	HOBART	239
BUTLER	140	DURANT	40	HODGEN	252
CACHE	107	DUSTIN	203	HOLDENVILLE	204
CADDO	37	EL RENO	57	HOLLIS	194
CALERA	38	ELDORADO	211	HOWE	253

District	Page	District	Page	District	Page
HUGO	89	MOORE	98	SHADY GROVE	81
HULBERT	75	MOSELEY	151	SHADY POINT	259
HYDRO-EAKLY	52	MOSS	205	SHATTUCK	159
INDIAHOMA	113	MOUNDS	134	SILO	42
JAY	147	MTN. VIEW -GOTEBO	241	SKELLY	8
KANSAS	148	MUSTANG	59	SNYDER	242
KAW CITY	227	NAVAJO	212	SOPER	90
KELLYVILLE	129	NEWKIRK	229	SPIRO	260
KENWOOD	149	NINNEKAH	183	SPRINGER	70
KEOTA	197	NOBLE	99	STERLING	115
KETCHUM	120	NORMAN	100	STIGLER	200
KEYES	94	NORWOOD	79	STILWELL	9
KEYS	76	OAKS-MISSION	152	STRATFORD	173
KIEFER	130	OILTON	135	STRINGTOWN	21
KILDARE	228	OKARCHE	238	STROUD	270
KINGFISHER	236	OKEENE	33	STUART	206
KINTA	198	OLIVE	136	SWINK	91
KREMLIN-HILLSDALE	165	OLNEY	104	TAHLEQUAH	82
LANE	20	OLUSTEE	213	TALIHINA	261
LAVERNE	196	PANAMA	256	TALOGA	154
LAWTON	114	PANOLA	244	TEMPLE	117
LE FLORE	254	PAOLI	171	TENKILLER	83
LEACH	150	PAULS VALLEY	172	TERRAL	216
LEXINGTON	96	PEAVINE	6	THOMAS-FAY-CUSTER	142
LINDSAY	169	PECKHAM	230	TIMBERLAKE	15
LITTLE AXE	97	PEGGS	80	TISHOMINGO	223
LOMEGA	237	PIEDMONT	60	TONKAWA	232
LONE GROVE	68	PIONEER	184	TUPELO	105
LONE STAR	131	PIONEER-PLSNT. VALE	166	TURPIN	26
LONE WOLF	240	PLAIN VIEW	69	TUSHKA	22
LOOKEBA SICKLES	53	PLAINVIEW	95	TUTTLE	186
LOST CITY	77	POCOLA	257	UNION CITY	62
LOWREY	78	PONCA CITY	231	VERDEN	187
MANGUM	193	POND CREEK-HUNTER	190	VICI	155
MANNFORD	132	POTEAU	258	VINITA	121
MANNSVILLE	219	PRAGUE	269	WAKITA	191
MAPLE	58	PRETTY WATER	137	WALTERS	118
MARYETTA	5	RAVIA	222	WAPANUCKA	224
MAYSVILLE	170	RED OAK	245	WATONGA	34
McCURTAIN	199	RINGLING	214	WATTS	10
MEDFORD	189	RIVERSIDE	61	WAUKOMIS	167
MEEKER	268	ROBIN HILL	101	WAURIKA	217
MERRITT	29	ROCK CREEK	41	WEATHERFORD	143
MIDDLEBERG	181	ROCKY MOUNTAIN	7	WELCH	122
MILBURN	220	RUSH SPRINGS	185	WELLSTON	271
MILFAY	133	RYAN	215	WESTVILLE	11
MILL CREEK	221	SAPULPA	138	WETUMKA	207
MINCO	182	SAYRE	30	WHITE OAK	123
MONROE	255	SEILING	153	WHITE ROCK	272

District	Page	District	Page	District	Page
WHITEBEAD	174	WILSON	71	YUKON	63
WHITEFIELD	201	WISTER	263	ZANEIS	72
WHITESBORO	262	WOODALL	84	ZION	12
WILBURTON	246	WYNNEWOOD	175		

ALPHABETICAL LISTING OF SCHOOL DISTRICTS IN VOLUME 2 of 2

District	Page	District	Page	District	Page
ADA	419	CENTRAL	475	FORT GIBSON	327
ADAIR	287	CENTRAL HIGH	486	FORT SUPPLY	537
AFTON	387	CHECOTAH	317	FOYIL	456
ALBION	441	CHELSEA	454	FREDERICK	503
ALINE-CLEO	281	CHEYENNE	448	FREEDOM	535
ALLEN	420	CHOCTAW/NICOMA RK.	351	FRINK-CHAMBERS	407
ALVA	534	CHOUTEAU-MAZIE	288	FRONTIER	337
ANDERSON	375	CIMARRON	282	GANS	476
ANTLERS	442	CLAREMORE	455	GLENCOE	399
ASHER	427	CLAYTON	443	GLENPOOL	510
AVANT	376	CLEVELAND	395	GLOVER	307
BARNSDALL	377	COLLINSVILLE	509	GOODWELL	493
BARTLESVILLE	525	COMANCHE	487	GORE	477
BATTIEST	302	COMMERCE	388	GRAHAM	345
BEARDEN	343	COPAN	527	GRANDFIELD	504
BEGGS	365	CORDELL	531	GRANDVIEW	490
BELFONTE	473	COWETA	521	GREENVILLE	277
BERRYHILL	506	COYLE	273	GROVE	431
BETHANY	350	CRESCENT	274	GUTHRIE	275
BETHEL	428	CROOKED OAK	352	GUYMON	494
BILLINGS	336	CROWDER	406	HAILEYVILLE	408
BIXBY	507	CRUTCHO	353	HAMMON	449
BLANCHARD	295	CUSHING	398	HANNA	319
BOLEY	344	DALE	429	HARDESTY	495
BOWLEGS	462	DAVIDSON	502	HARRAH	356
BOWRING	378	DAVIS	323	HARTSHORNE	409
BOYNTON-MOTON	325	DEER CREEK	354	HASKELL	328
BRAGGS	326	DENISON	304	HAWORTH	308
BRAY-DOYLE	485	DEWAR	366	HAYWOOD	410
BROKEN ARROW	508	DEWEY	528	HENRYETTA	367
BROKEN BOW	303	DIBBLE	297	HILLDALE	329
BRUSHY	474	DUNCAN	488	HOLLY CREEK	309
BURNS FLAT-DILL CITY	529	EAGLETOWN	305	HOMINY	379
BUTNER	463	EARLSBORO	430	HOOKER	496
BYARS	296	EDMOND	355	IDABEL	310
BYNG	421	EMPIRE	489	INDIANOLA	411
CANADIAN	405	EUFAULA	318	INOLA	457
CANEY VALLEY	526	FAIRLAND	389	JENKS	511
CANUTE	530	FAIRVIEW	283	JENNINGS	396
CATOOSA	453	FOREST GROVE	306	JONES	357

District	Page	District	Page	District	Page
JUSTICE	464	OKTAHA	331	STIDHAM	322
JUSTUS-TIAWAH	458	OOLOGAH-TALALA	459	STILLWATER	403
KEYSTONE	512	OPTIMA	497	STONEWALL	425
KINGSTON	285	OSAGE	290	STRAIGHT	498
KIOWA	412	OSAGE HILLS	381	STROTHER	470
KONAWA	465	OWASSO	515	SULPHUR	324
KREBS	413	PADEN	348	SWEETWATER	452
LATTA	422	PAWHUSKA	382	TANNEHILL	418
LEEDEY	450	PAWNEE	397	TECUMSEH	439
LEONARD	513	PERKINS-TRYON	401	TEXHOMA	499
LIBERTY	368	PERRY	339	THACKERVILLE	279
LIBERTY	478	PICHER-CARDIN	391	TIPTON	505
LIBERTY	514	PICKETT-CENTER	423	TOM	313
LOCUST GROVE	289	PITTSBURG	415	TULSA	519
LUKFATA	311	PLEASANT GROVE	436	TURKEY FORD	393
LUTHER	358	PLEASANT GROVE	467	TURNER	280
MACOMB	432	PORTER CONSOL.	523	TUSKAHOMA	447
MADILL	286	PORUM	332	TWIN HILLS	373
MARBLE CITY	479	PRESTON	371	TYRONE	500
MARIETTA	278	PRUE	383	UNION	520
MARLOW	491	PRYOR	291	VALLIANT	314
MASON	346	PURCELL	299	VANOSS	426
MAUD	433	PUTNAM CITY	363	VARNUM	471
McALESTER	414	QUAPAW	392	VELMA-ALMA	492
McCORD	380	QUINTON	416	VERDIGRIS	461
McLOUD	434	RATTAN	446	VIAN	484
MIAMI	390	REYDON	451	WAGONER	524
MIDWAY	320	RINGWOOD	284	WAINWRIGHT	333
MWC-DEL CITY	359	RIPLEY	402	WANETTE	440
MILLWOOD	360	ROFF	424	WARNER	334
MOFFETT	480	ROLAND	482	WASHINGTON	300
MOORELAND	538	RYAL	321	WASHITA HEIGHTS	533
MORRIS	369	S ROCK CREEK	437	WATSON	315
MORRISON	338	SALINA	292	WAYNE	301
MOYERS	444	SALLISAW	483	WAYNOKA	536
MULDROW	481	SAND SPRINGS	516	WEBBERS FALLS	335
MULHALL-ORLANDO	276	SASAKWA	468	WELEETKA	349
MUSKOGEE	330	SAVANNA	417	WESTERN HEIGHTS	364
NASHOBA	445	SCHULTER	372	WEWOKA	472
NEW LIMA	466	SEMINOLE	469	WICKLIFFE	294
NEWCASTLE	298	SENTINEL	532	WILSON	374
NORTH ROCK CREEK	435	SEQUOYAH	460	WOODLAND	385
NOWATA	340	SHARON-MUTUAL	539	WOODWARD	540
OAK GROVE	400	SHAWNEE	438	WRIGHT CITY	316
OAKDALE	361	SHIDLER	384	WYANDOTTE	394
OKAY	522	SKIATOOK	517	WYNONA	386
OKEMAH	347	SMITHVILLE	312	YALE	404
OKLAHOMA CITY	362	SOUTH COFFEYVILLE	342	YARBROUGH	501
OKLAHOMA UNION	341	SPAVINAW	293		
OKMULGEE	370	SPERRY	518		

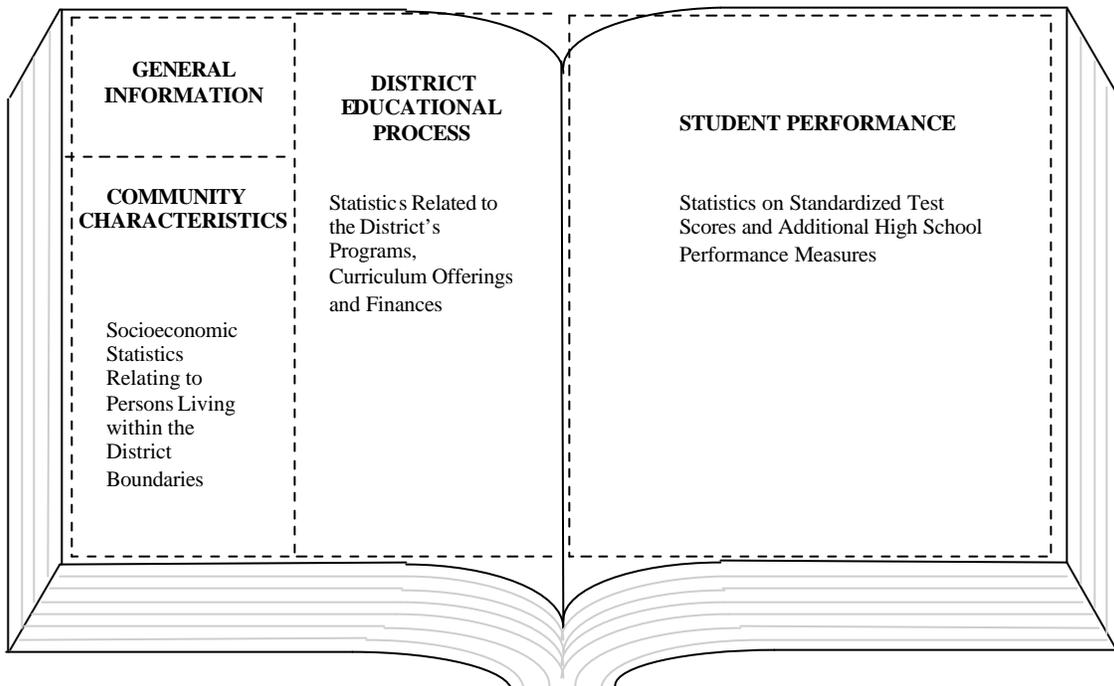
THE DISTRICT REPORT LAYOUT

The information presented in the “Profiles 2005 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 2000 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.

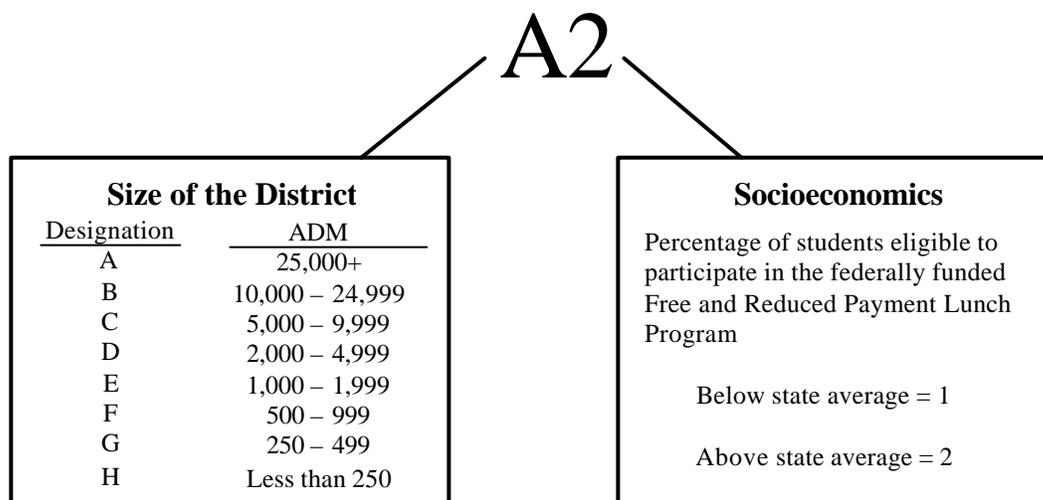


COMMUNITY GROUPING MODEL

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 540 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 2005 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 [2000 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 2000 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.

Ethnic Makeup

Ethnic makeup of the district as determined through the district's 2004 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 2005. These figures were supplied on February 27, 2006 and were current as of that date. [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 ADM. [SDE]

District Population

The number of residents living within the boundaries of the district in April of 2000.

Poverty Rate

Persons living below the poverty level in 1999 as a percentage of all persons for whom poverty status could be determined.

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.

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 in 1999.

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 2000.

Highest Educational Level for Adults

The percentage of the population age 25 and older having attained various levels of education as of April 2000.

1st- 3rd Graders in need of Reading Remediation

This represents the percentage of 1st through 3rd grade students who have been assessed as not reading at grade level during the 2004-05 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 not reading at grade level 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 2004-05 school year with a duration of 10 days or less. This indicator was expressed as a ratio of ADM 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 2004-05 school year with a duration of more than 10 days. This indicator was expressed as a ratio of

ADM 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 2004-05 school year. This number was then divided by ADM. 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 school's 2004-05 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 in school year 2004-05, who reported that they attended one of the schools in the district, expressed as a ratio of ADM 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 in 2004-05. 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 during 2004-05. Excludes alternative and special education centers. [OJA]

The Number of Those Charged Who were Alleged Gang Members

The number of juvenile offenders in 2004-05 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 (2004-05) except where noted]

All of the statistics in this section are based on the 1,770 schools included in the “Profiles 2005” 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.

2003/2004 Average Daily Membership (ADM)

The average number of students on the school roster throughout the 2003-2004 school year. Also referred to as average enrollment. ADM includes all sites.

2004/2005 Average Daily Membership (ADM)

The average number of students on the school roster throughout the 2004-2005 school year. Also referred to as average enrollment. ADM includes all sites.

Change in ADM from 03/04 to 04/05

The numeric and percentage change in average daily membership between the 2003-04 school year and the 2004-05 school year.

Students in Gifted and Talented

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

Students in Special Education

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

Regular Classroom Teachers (FTEs)

Regular Classroom Teachers (job code = all 210 except subject code 6516) 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.

Students per Regular Classroom Teacher

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

Average Salary (w/ Fringe) of Regular Classroom 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 regular classroom teachers are then divided by total regular classroom teacher FTEs 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 with a college degree beyond a bachelors degree. This calculation is weighted by teacher FTE.

Average Years of Experience for Regular Classroom Teachers

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

Special Education Teachers (FTEs)

Special Education Teachers (job code/subject code = 210/6516 or 213/6516) 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 (regular classroom and special education) 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 2005” 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 2005 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 2005” 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 2005 State Report’ for a further description of district finances).

Average 2004-05 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 2005 State Report.” This information is based on those high school sites covered in the “Profiles 2005” 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 1,770 schools included in the “Profiles 2005” 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 of “Regular Education – Non-High Mobility” students. “Regular Education – Non-High Mobility” students equate to rank and file students that have attended the same school for at least one year. [SDE]

End-of-Instruction Tests

The End-of-Instruction (EOI) tests are administered to students as they complete English II, U.S. History, Algebra I and Biology I. 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 of “Regular Education – Non-High Mobility” students. [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 2004-05 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 ever enrolled in an occupationally-specific Career-Tech program during their high school career. The classes were followed for a four-year period. This number is the senior class Career-Tech enrollments divided by total members of the senior class. The Career-Tech performance measures are a three-year average based on the

graduating classes of 2002 through 2004. This information is based on those high school sites covered in the “Profiles 2005” reports, which offer 12th grade. A more detailed explanation of the methodology used can be obtained from the Office of Accountability. [Department of Career and Technology Education (Career-Tech) / SDE]

Career-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 Career-Tech performance measures are a three-year average based on the graduating classes of 2002 through 2004. The classes were followed for a four-year period. This information is based on those high school sites covered in the “Profiles 2005” reports, which offer 12th grade. A more detailed explanation of the methodology used can be obtained from the Office of Accountability. [Career-Tech / SDE]

ACT Participation Rate

Members of the Graduating Class of 2005 that have participated in the American College Testing (ACT) program divided by 2004-05 high school graduates. [Oklahoma State Regents for Higher Education (OSRHE) / SDE]

Average ACT Score

The average ACT score of all 2004-05 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 2004-05 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 2004-05 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 2004-05 high school graduates who were planning to attend out-of-state colleges. This number was then divided by the number of 2004-05 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 2002, 2003, or 2004. [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 2002, 2003, or 2004. [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 freshmen in the fall of 2002, 2003, or 2004. [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 1996, 1997, or 1998. 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 2003-04 school year. [OSRHE]

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APPENDIX C

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)
- Attendance and Social Work Services
- Guidance Services
- Health Services
- Psychological Services
- Speech Pathology and Audiology Services
- Other Support Services - Student
- 3) INSTR. SUPPORT** SUPPORT SERVICES (2000 Series)
- SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
- Improvement of Instruction Services
- Library / Media Services
- Instruction-Related Technology
- Academic Student Assessment
- 4) DISTRICT ADMIN.** SUPPORT SERVICES (2000 Series)
- SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
- Board of Education Services
- Executive Administration Services
- State and Federal Relations Services
- Other General and Administrative Services
- 5) SCHOOL ADMIN.** SUPPORT SERVICES (2000 Series)
- SUPPORT SERVICES - SCHOOL ADMINISTRATION (2400)
- Office of the Principal Services
- Other Support Services – School Administration
- 6) DISTRICT SUPPORT** SUPPORT SERVICES (2000 Series)
- CENTRAL SERVICES (2500)
- Fiscal Services
- Purchasing, Warehousing, and Distributing Services
- Printing, Publishing, and Duplicating Services
- Planning, Research, Development, and Evaluation Services
- Information Services
- Personnel (Staff) Services
- Administrative Technology Services
- OPERATION AND MAINTENANCE OF PLANT SERVICES (2600)
- 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
- Safety
- STUDENT TRANSPORTATION SERVICES (2700)
- Vehicle Operation Services
- Monitoring Services
- Vehicle Servicing and Maintenance Services

7) DEBT SERVICE

OTHER USES (5000 Series)

DEBT SERVICE (5100)

8) OTHER

OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series)

CHILD NUTRITION PROGRAMS OPERATIONS (3100)

Food Preparation and Dispensing Services

Food and Supplies Delivery Services

Other Direct and/or Related Child Nutrition Programs Services

Food Procurement Services

Non-Reimbursable Services

Nutrition Education and Staff Development

Other Child Nutrition Programs Operations

ENTERPRISE SERVICES OPERATIONS (3200)

COMMUNITY SERVICES OPERATIONS (3300)

FACILITIES ACQUISITION AND CONSTR. SERV. (4000 Series)

LAND ACQUISITION SERVICES (4200)

LAND IMPROVEMENT SERVICES (4300)

ARCHITECTURE AND ENGINEERING SERVICES (4400)

EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500)

BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600)

BUILDING IMPROVEMENT SERVICES (4700)

OTHER USES (7000 Series)

SCHOLARSHIPS (7100)

STUDENT AID (7200)

STAFF AWARDS (7300)

WORKER'S COMPENSATION CLAIMS (7400)

TORT LIABILITY CLAIMS (7500)

MEDICAL CARE CLAIMS (7600)

FLEX BENEFITS (7700)

LONG-TERM DISABILITY CLAIMS (7800)

OTHER USES (7900)