

# Oklahoma Educational Indicators Program

## Profiles 2003 District Report

### Volume 1 of 2



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## *Education Oversight Board / Office of Accountability*

*Don McCorkell, Chairman • Robert Buswell, Executive Director*

May 10, 2004

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue “PROFILES 2003,” 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 2003” furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researcher:

“PROFILES 2003” 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,

Don McCorkell, Chairman  
Education Oversight Board



# TABLE OF CONTENTS

Oklahoma Educational Indicators Program Overview .....	vii
Introduction & Methodology.....	ix
Districts Included in this Report (Alphabetical Listing of School Districts in Volumes 1 and 2)..	xi
The District Report Layout .....	xv
The Community Grouping Model.....	xvii
Explanation of Terms and Data .....	xix

## THE DISTRICT REPORT

Individual District Reports (Alphabetical by County).....	1
<b>Appendix A</b> .....	A1
Index by County	
<b>Appendix B</b> .....	B1
Index by Community Group	
<b>Appendix C</b> .....	C1
Breakdown of Expenditures in the Eight Areas	



# **OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW**

“Profiles 2003” 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 2003” consists of three components: (1) the State Report, (2) the District Report and (3) individual School Report Cards. Each component of “Profiles 2003” 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 2003” 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 2002-03 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 2002-03 school year.

**School Report Cards:** This component includes a report card for each of the 1,787 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 2002-03 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 2003” 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 2003” reports. The Office of Accountability relies on agencies such as the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, and several others to supply the required information in a timely, accurate and usable fashion. The information is then combined across agencies by the Office of Accountability to generate meaningful statewide statistics regarding the educational performance of students. Consequently, the Office of Accountability does not control the methods used to collect, or the categories used to report, the majority of the data presented.

As a general rule, information is reported a year after the fact. Statistics are collected at the close of the school year, and are then verified and analyzed prior to publication. While this process is taking place, there are schools closing and others opening. Only those public schools that were open during the reporting period are included in the indicator reports. Finally, because most educational indicators relate to mainstream public school students, the “Profiles 2003” 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 2003” 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 541 individual districts in Oklahoma during the 2002-03 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	CANTON	31	FELT	93
AGRA	264	CARNEGIE	46	FLETCHER	110
ALEX	176	CARNEY	265	FLOWER MOUND	111
ALLEN-BOWDEN	124	CASHION	233	FORGAN	25
ALTUS	208	CAVE SPRINGS	2	FORT COBB-BROXTON	49
AMBER-POCASSET	177	CEMENT	47	FORT TOWSON	86
ANADARKO	43	CHANDLER	266	FOX	66
ARAPAHO	139	CHATTANOOGA	108	FRIEND	180
ARDMORE	64	CHEROKEE	14	GAGE	158
ARKOMA	247	CHICKASHA	179	GARBER	164
ARNETT	156	CHISHOLM	160	GEARY	32
ATOKA	16	CLEORA	144	GERONIMO	112
BALKO	23	CLINTON	141	GOODLAND	87
BANNER	54	COALGATE	102	GRACEMONT	50
BEAVER	24	COLBERT	39	GRAND VIEW	74
BELL	1	COLCORD	145	GRANITE	192
BENNINGTON	36	COLEMAN	218	GRANT	88
BIG PASTURE	116	COTTONWOOD	103	GREASY	4
BINGER-ONEY	44	COVINGTON-DOUGLAS	161	GROVE	146
BISHOP	106	CYRIL	48	GYPSY	128
BLACKWELL	225	DAHLONEGAH	3	HARMONY	19
BLAIR	209	DARLINGTON	56	HEALDTON	67
BLUEJACKET	119	DAVENPORT	267	HEAVENER	251
BOISE CITY	92	DEER CREEK-LAMONT	188	HENNESSEY	235
BOKOSHE	248	DEPEW	126	HINTON	51
BOONE-APACHE	45	DICKSON	65	HOBART	239
BOSWELL	85	DOVER	234	HODGEN	252
BRAMAN	226	DRUMMOND	162	HOLDENVILLE	204
BRIDGE CREEK	178	DRUMRIGHT	127	HOLLIS	194
BRIGGS	73	DUKE	210	HOWE	253
BRISTOW	125	DURANT	40	HUGO	89
BUFFALO	195	DUSTIN	203	HULBERT	75
BUFFALO VALLEY	243	EL RENO	57	HYDRO-EAKLY	52
BURLINGTON	13	ELDORADO	211	INDIAHOMA	113
BUTLER	140	ELGIN	109	JAY	147
CACHE	107	ELK CITY	27	KANSAS	148
CADDO	37	ELMORE CITY-PERNELL	168	KAW CITY	227
CALERA	38	ENID	163	KELLYVILLE	129
CALUMET	55	ERICK	28	KENWOOD	149
CALVIN	202	FANSHAWE	250	KEOTA	197
CAMERON	249	FARGO	157	KETCHUM	120
CANEY	17	FARRIS	18	KEYES	94

<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>
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-PLEASANT VALE	166	TURPIN	26
LONE WOLF	240	PLAINVIEW	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
MOORE	98	SHADY GROVE	81	WHITEBEAD	174
MOSELEY	151	SHADY POINT	259	WHITEFIELD	201
MOSS	205	SHATTUCK	159	WHITESBORO	262
MOUNDS	134	SILO	42	WILBURTON	246
MOUNTAIN VIEW-GOTEBO	241	SKELLY	8	WILSON	71
MUSTANG	59	SNYDER	242	WISTER	263
NAVAJO	212	SOPER	90	WOODALL	84
NEWKIRK	229	SPIRO	260	WYNNEWOOD	175
NINNEKAH	183	SPRINGER	70	YUKON	63
NOBLE	99	STERLING	115	ZANEIS	72
NORMAN	100	STIGLER	200	ZION	12
NORWOOD	79	STILWELL	9		

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

<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>
ADA	419	COMANCHE	488	HARRAH	356
ADAIR	287	COMMERCE	388	HARTSHORNE	409
AFTON	387	COPAN	528	HASKELL	328
ALBION	442	CORDELL	532	HAWORTH	308
ALINE-CLEO	281	COWETA	522	HAYWOOD	410
ALLEN	420	COYLE	273	HENRYETTA	367
ALVA	535	CRESCENT	274	HILLDALE	329
ANDERSON	375	CROOKED OAK	352	HOLLY CREEK	309
ANTLERS	443	CROWDER	406	HOMINY	379
ASHER	428	CRUTCHO	353	HOOKER	497
AVANT	376	CUSHING	398	IDABEL	310
BARNSDALL	377	DALE	430	INDIANOLA	411
BARTLESVILLE	526	DAVIDSON	503	INOLA	458
BATTIEST	302	DAVIS	323	JENKS	512
BEARDEN	343	DEER CREEK	354	JENNINGS	396
BEGGS	365	DENISON	304	JONES	357
BELFONTE	474	DEWAR	366	JUSTICE	465
BERRYHILL	507	DEWEY	529	JUSTUS-TIAWAH	459
BETHANY	350	DIBBLE	297	KEYSTONE	513
BETHEL	429	DUNCAN	489	KINGSTON	285
BILLINGS	336	EAGLETOWN	305	KIOWA	412
BIXBY	508	EARLSBORO	431	KONAWA	466
BLANCHARD	295	EDMOND	355	KREBS	413
BOLEY	344	EMPIRE	490	LATTA	422
BOWLEGS	463	EUFAULA	318	LEEDEY	451
BOWRING	378	FAIRLAND	389	LEONARD	514
BOYNTON	325	FAIRVIEW	283	LIBERTY	368
BRAGGS	326	FOREST GROVE	306	LIBERTY	479
BRAY-DOYLE	486	FORT GIBSON	327	LIBERTY	515
BROKEN ARROW	509	FORT SUPPLY	538	LOCUST GROVE	289
BROKEN BOW	303	FOYIL	457	LUKFATA	311
BRUSHY	475	FREDERICK	504	LUTHER	358
BURNS FLAT-DILL CITY	530	FREEDOM	536	MACOMB	433
BUTNER	464	FRINK-CHAMBERS	407	MADILL	286
BYARS	296	FRONTIER	337	MARBLE CITY	480
BYNG	421	GANS	477	MARIETTA	278
CANADIAN	405	GLENCOE	399	MARLOW	492
CANEY VALLEY	527	GLENPOOL	511	MASON	346
CANUTE	531	GLOVER	307	MAUD	434
CATOOSA	454	GOODWELL	494	McALESTER	414
CENTRAL	476	GORE	478	McCORD	380
CENTRAL HIGH	487	GRAHAM	345	McLISH	423
CHECOTAH	317	GRANDFIELD	505	McLOUD	435
CHELSEA	455	GRANDVIEW	491	MIAMI	390
CHEYENNE	449	GREENVILLE	277	MIDWAY	320
CHOCTAW/NICOMA PARK	351	GROVE	432	MILLWOOD	359
CHOUTEAU-MAZIE	288	GUTHRIE	275	MOFFETT	481
CIMARRON	282	GUYMON	495	MOORELAND	539
CLAREMORE	456	HAILEYVILLE	408	MORRIS	369
CLAYTON	444	HAMMON	450	MORRISON	338
CLEVELAND	395	HANNA	319	MOYERS	445
COLLINSVILLE	510	HARDESTY	496	MULDROW	482

<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>
MULHALL-ORLANDO	276	QUAPAW	392	TIPTON	506
MUSKOGEE	330	QUINTON	416	TOM	313
MWC/DEL CITY	360	RATTAN	447	TULSA	520
NASHOBA	446	REYDON	452	TURKEY FORD	393
NEW LIMA	467	RINGWOOD	284	TURNER	280
NEWCASTLE	298	RIPLEY	402	TUSKAHOMA	448
NORTH ROCK CREEK	436	ROFF	425	TWIN HILLS	373
NOWATA	340	ROLAND	483	TYRONE	501
OAK GROVE	400	RYAL	321	UNION	521
OAKDALE	361	S ROCK CREEK	438	VALLIANT	314
OKAY	523	SALINA	292	VANOSS	427
OKEMAH	347	SALLISAW	484	VARNUM	472
OKLAHOMA CITY	362	SAND SPRINGS	517	VELMA-ALMA	493
OKLAHOMA UNION	341	SASAKWA	469	VERDIGRIS	462
OKMULGEE	370	SAVANNA	417	VIAN	485
OKTAHA	331	SCHULTER	372	WAGONER	525
OOLOGAH-TALALA	460	SEMINOLE	470	WAINWRIGHT	333
OPTIMA	498	SENTINEL	533	WANETTE	441
OSAGE	290	SEQUOYAH	461	WARNER	334
OSAGE HILLS	381	SHARON-MUTUAL	540	WASHINGTON	300
OWASSO	516	SHAWNEE	439	WASHITA HEIGHTS	534
PADEN	348	SHIDLER	384	WATSON	315
PAWHUSKA	382	SKIATOOK	518	WAYNE	301
PAWNEE	397	SMITHVILLE	312	WAYNOKA	537
PERKINS-TRYON	401	SOUTH COFFEYVILLE	342	WEBBERS FALLS	335
PERRY	339	SPAVINAW	293	WELEETKA	349
PICHER-CARDIN	391	SPERRY	519	WESTERN HEIGHTS	364
PICKETT-CENTER	424	STIDHAM	322	WEWOKA	473
PITTSBURG	415	STILLWATER	403	WICKLIFFE	294
PLEASANT GROVE	437	STONEWALL	426	WILSON	374
PLEASANT GROVE	468	STRAIGHT	499	WOODLAND	385
PORTER CONSOLIDATED	524	STROTHER	471	WOODWARD	541
PORUM	332	SULPHUR	324	WRIGHT CITY	316
PRESTON	371	SWEETWATER	453	WYANDOTTE	394
PRUE	383	TANNEHILL	418	WYNONA	386
PRYOR	291	TECUMSEH	440	YALE	404
PURCELL	299	TEXHOMA	500	YARBROUGH	502
PUTNAM CITY	363	THACKERVILLE	279		

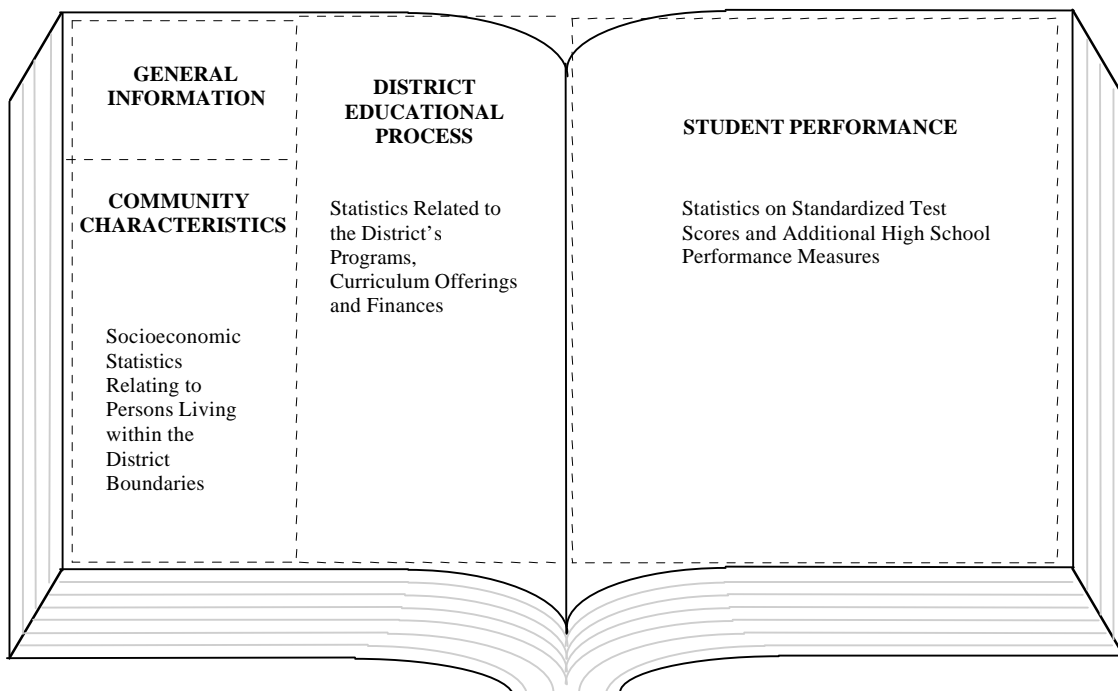
# THE DISTRICT REPORT LAYOUT

The information presented in the “Profiles 2003 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.





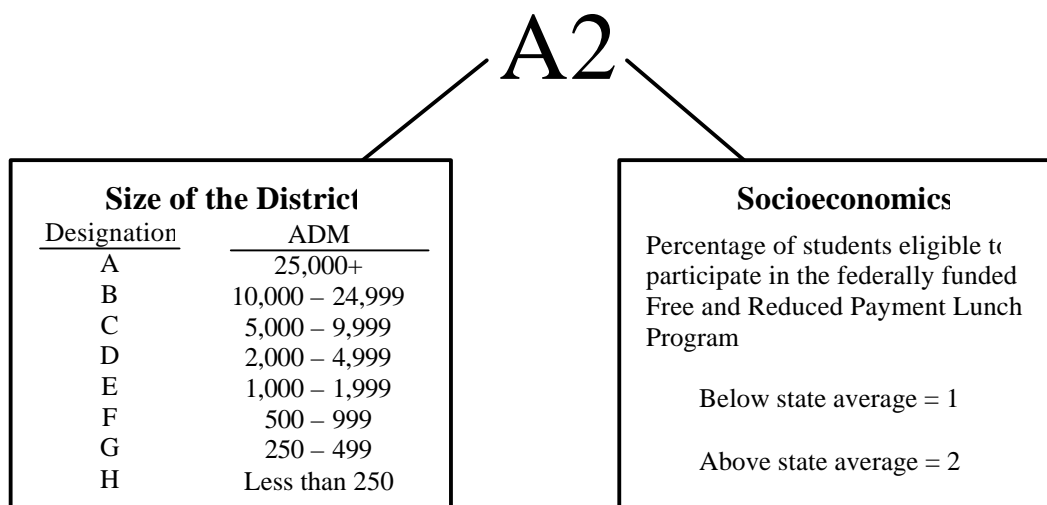


## COMMUNITY GROUPING MODEL

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 the percentage of students eligible for the program, the more impoverished the district community.

The model breaks the state’s 541 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 gives 16 community group designations, A1 through H2.



The “Profiles 2003 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 2002 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 in 2003 divided by the district average daily membership (ADM), or average enrollment, for 2003. These figures were supplied on January 23, 2004 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 district 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.

### **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.

### **Average Household Income**

The average income of households within the district. The figures are based on wages earned by all working members of the household in 1999.

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

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

### **1<sup>st</sup>-3<sup>rd</sup> Graders in need of Reading Remediation**

This represents the percentage of 1<sup>st</sup> through 3<sup>rd</sup> grade students who have been assessed as not reading at grade level during the 2002-03 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 1<sup>st</sup> through 3<sup>rd</sup> grades and dividing it by 1<sup>st</sup> through 3<sup>rd</sup> grade fall enrollment. [SDE]

### **Parents attending at least One Parent-Teacher Conference**

The principals' estimation of what percentage of the school's 2002-03 students had at least one parent or guardian attend a minimum of one parent-teacher conference. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A]

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

The average daily attendance divided by the average daily membership, subtracted from 1, with result being multiplied by 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 2002-03 school year with a duration of 10 days or less. This number was then aggregated to the district-level and expressed as a ratio of district enrollment (2002 Fall Enrollment excluding non-graded students). Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A]

### **Suspensions of More than 10 Days**

Principals were surveyed about the number of suspensions at their school during the 2002-03 school year with a duration of more than 10 days. This number was then aggregated to the district-level and expressed as a ratio of district enrollment (2002 Fall Enrollment excluding non-graded students). Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A]

### **Juveniles Charged**

The juvenile statistics are based on criminal offenses only. This number refers to those juveniles charged with an offense in school year 2002-03, who reported that they attended one of the schools in the district, expressed as a ratio of district enrollment (2002 Fall Enrollment excluding non-graded students). For the purposes of generating statewide averages, schools with no information reported were assumed to have no juveniles charged with an offense in 2002-03. On the District Report these districts were listed as "None Reported." Alternative and special education centers are not included in the tabulation of data. [Office of Juvenile Affairs (OJA)]

### **Offenses per Juvenile Charged**

The juvenile statistics are based on criminal offenses only. The average number of offenses committed by each of the charged juveniles who reported that they attended one of the schools in the district during 2002-03. Excludes alternative and special education centers. [OJA]

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

The number of juvenile offenders in 2002-03 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 (2002-03) except where noted]

All of the statistics in this section are based on the 1,787 schools included in the “Profiles 2003” 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 2002-03 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.

### **2001/2002 Average Daily Membership (ADM)**

The average number of students on the school roster throughout the 2001-2002 school year. Also referred to as average enrollment. ADM is not reported at the site-level, therefore, alternative and special education centers cannot be isolated for removal from the count. ADM includes all sites.

### **2002/2003 Average Daily Membership (ADM)**

The average number of students on the school roster throughout the 2002-2003 school year. Also referred to as average enrollment. ADM is not reported at the site level, therefore, alternative and special education centers cannot be isolated for removal from the count. ADM includes all sites.

### **Change in ADM from 01/02 to 02/03**

The numeric and percentage change in average daily membership between the 2001-02 school year and the 2002-03 school year.

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

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

### **Students in Special Education**

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

### **Regular Classroom Teachers**

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

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

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

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

Teacher salaries are allocated to school sites based on the percentage of time spent at each school site (the majority of teachers in the state spend 100% of their time at one school site). The total

of all salaries paid to regular classroom teachers in the district are then divided by total regular classroom teacher FTEs in the district to obtain the average salary per regular classroom teacher FTE. These figures include fringe benefits, but exclude extra duty pay.

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

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

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

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

### **Special Education Teachers**

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

### **Other Professional Staff**

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

### **Teacher Assistants**

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

### **School and District Administrators**

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

### **Average Salary of Administrators**

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

### **Teachers per Administrator**

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

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

There are many different "Funds" in which a school district may deposit revenue and from which it may make expenditures. "Profiles 2003" 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 2003 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 2003” reports revenues and expenditures using “ALL FUNDS.” ALL FUNDS excludes three fund categories: Bond Fund, Trust & Agency Fund and General Long Term Debt 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 2003 State Report” for a further description of district finances).

### **Average 2002-03 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 2003 State Report.” This information is based on those high school sites covered in the “Profiles 2003” report series, which offer 10th grade, and above. For districts with junior high schools, the 9<sup>th</sup> grade course offerings of each junior high were added to the course offerings for each high school in the district. For districts with multiple high school sites, the number posted reflects the average number of courses offered in each subject area. However, for districts with 9<sup>th</sup> – 10<sup>th</sup> grade centers and 11<sup>th</sup> – 12<sup>th</sup> grade centers, the course offerings were summed at the district level.



## **Student Performance**

All of the statistics in this section are based on the 1,787 schools included in the “Profiles 2003” report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions. Also unless otherwise noted, the Profiles 2003 series of reports will report the performance of all Regular Education students, Non-High Mobility students and High Mobility students combined. “Regular Education” students equate to rank and file classroom students.

### **Percent Tested as “Regular Education”**

The number of students tested as “Regular Education” students expressed as a percentage of all students tested by level of test (grade). This figure is posted for each of the state mandated tests. [SDE]

### **The Stanford 9 Achievement Test**

The Stanford 9 is a Norm-Referenced Test (NRT) and the scores shown are National Percentile Ranks (NPRs). Only the Math and Reading portion of the 3<sup>rd</sup> grade Stanford 9 was administered for the 2002-03 school year. The scores posted in “Profiles 2003” only include the results of “Regular Education – Non-High Mobility” students. [SDE]

### **Oklahoma Core Curriculum Tests**

Results are graphed for the 5<sup>th</sup> and 8<sup>th</sup> grade Oklahoma Core Curriculum tests, also referred to as the Criterion-Referenced Tests (CRT). Results are shown as the percentage of students scoring at, or above, the “Satisfactory” level set by the State Board of Education. [SDE]

### **High School End-of-Instruction Tests**

The High School 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. [SDE]

### **Dropout Rate**

The Oklahoma dropout rate is calculated on 9<sup>th</sup> through 12<sup>th</sup> graders that are under the age of 19. Rates are calculated by dividing the number of dropouts at a site/district during the school year by 9<sup>th</sup> through 12<sup>th</sup> grade fall enrollment for that site/district. In previous Profiles reports the reporting cycle started in September and only 3 quarters were reported. Starting with Profiles 2002, the reporting cycle will run from October through September and all four quarters will be reported. [SDE]

### **Graduation Rate**

This rate is computed by dividing the number of 2002-03 graduates in a district by the 9<sup>th</sup> grade ADM four years earlier (1999-2000). Because Oklahoma does not have a statewide student information system that would facilitate studies of student migration, the graduation rate could be understated or overstated for any given school district. This fact should be considered in an

evaluation of district performance in reference to this indicator. This number is required to be reported under current state law. [SDE]

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

Principals at each high school in the state were requested to report the average Grade Point Average (GPA) for their senior class. All comparative numbers (averages) are based solely on information submitted by high schools responding to the Office of Accountability survey. A weighted average based on 2002-03 12<sup>th</sup> graders was used for all comparative averages and for districts with multiple high school sites. Schools not responding to the survey were not included in this calculation. [O of A]

### **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 2000 through 2002. This information is based on those high school sites covered in the “Profiles 2003” reports, which offer 12<sup>th</sup> grade. A more detailed explanation of the methodology used can be obtained from the Office of Accountability. [Department of Career and Technology Education (Career-Tech)]

### **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 2000 through 2002. The classes were followed for a four-year period. This information is based on those high school sites covered in the “Profiles 2003” reports, which offer 12<sup>th</sup> grade. A more detailed explanation of the methodology used can be obtained from the Office of Accountability. [Career-Tech]

### **ACT Participation Rate**

Members of the Graduating Class of 2003 that have participated in the American College Testing (ACT) program divided by 2002-03 high school graduates. [Oklahoma State Regents for Higher Education (OSRHE)]

### **Average ACT Score**

The average ACT score of all 2002-03 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 2002-03 high school graduates having completed the 15 units required for admission to Oklahoma public colleges and universities. This number was then divided by the district’s 2002-03 graduates. Schools not responding to the Office of Accountability survey were not included in the calculation. [O of A]

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

Principals were asked to report the number of 2002-03 high school graduates who were planning to attend out-of-state colleges. This number was then divided by the district's 2002-03 graduates. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A]

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

The average number of graduates from the district attending an Oklahoma public college or university during the last three years. The rate used is referred to as the "Linear Rate" because it only includes those students who went directly from high school to college. A three-year running average is used in order to most accurately represent the college-going trends of students from smaller districts. Students included in this calculation were freshmen in the fall of 2000, 2001, or 2002. [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 2000, 2001, or 2002. [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 2000, 2001, or 2002. [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 1994, 1995, or 1996. 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 2001-02 school year. [OSRHE]



# **APPENDIX A**

# Index by County

## Volume 1 of 2

County	District	Community Group	Page Number
ADAIR	BELL	H2	1
	CAVE SPRINGS	H2	2
	DAHLONEGAH	H2	3
	GREASY	H2	4
	MARYETTA	F2	5
	PEAVINE	G2	6
	ROCKY MOUNTAIN	H2	7
	SKELLY	H2	8
	STILWELL	E2	9
	WATTS	G2	10
	WESTVILLE	F2	11
	ZION	G2	12
ALFALFA	BURLINGTON	H1	13
	CHEROKEE	G1	14
ATOKA	TIMBERLAKE	G1	15
	ATOKA	F2	16
	CANEY	H2	18
	FARRIS	H2	18
	HARMONY	H2	19
	LANE	H2	20
	STRINGTOWN	H2	21
BEAVER	TUSHKA	G2	22
	BALKO	H1	23
	BEAVER	G1	24
	FORGAN	H1	25
	TURPIN	G1	26
BECKHAM	ELK CITY	D1	27
	ERICK	H2	28
	MERRITT	G2	29
BLAINE	SAYRE	F2	30
	CANTON	G2	31
	GEARY	G2	32
	OKEENE	G1	33
	WATONGA	F2	34
BRYAN	ACHILLE	G2	35
	BENNINGTON	H2	36
	CADDO	G2	37
	CALERA	F2	38
	COLBERT	F2	39
	DURANT	D2	40
	ROCK CREEK	G2	41
	SILO	F2	42
	ANADARKO	D2	43
	BINGER-ONEY	G2	44
CADDO	BOONE-APACHE	F2	45
	CARNEGIE	F2	46
	CEMENT	H2	47

# Index by County

## Volume 1 of 2

County	District	Community Group	Page Number
CADDO (continued)	CYRIL	G2	48
	FORT COBB-BROXTON	G2	49
	GRACEMONT	H2	50
	HINTON	F2	51
	HYDRO-EAKLY	G2	52
	LOOKEBA SICKLES	H2	53
CANADIAN	BANNER	H1	54
	CALUMET	H2	55
	DARLINGTON	H2	56
	EL RENO	D2	57
	MAPLE	H1	58
	MUSTANG	C1	59
	PIEDMONT	E1	60
	RIVERSIDE	H2	61
	UNION CITY	H1	62
	YUKON	C1	63
CARTER	ARDMORE	D2	64
	DICKSON	E2	65
	FOX	G2	66
	HEALDTON	F2	67
	LONE GROVE	E1	68
	PLAINVIEW	E1	69
	SPRINGER	H2	70
	WILSON	G2	71
	ZANEIS	H2	72
	CHEROKEE	BRIGGS	F2
GRAND VIEW		G2	74
HULBERT		F2	75
KEYS		F2	76
LOST CITY		H2	77
LOWREY		H2	78
NORWOOD		H2	79
PEGGS		G2	80
SHADY GROVE		H2	81
TAHLEQUAH		D2	82
CHOCTAW	TENKILLER	G2	83
	WOODALL	F2	84
	BOSWELL	G2	85
	FORT TOWSON	G2	86
	GOODLAND	H2	87
	GRANT	H2	88
	HUGO	E2	89
	SOPER	G2	90
	SWINK	H2	91
	CIMARRON	BOISE CITY	G2
FELT		H2	93
KEYES		H2	94

# Index by County

## Volume 1 of 2

County	District	Community Group	Page Number	
CIMARRON (continued)	PLAINVIEW	H1	95	
	CLEVELAND	LEXINGTON	E1	96
	LITTLE AXE	E1	97	
	MOORE	B1	98	
	NOBLE	D1	99	
	NORMAN	B1	100	
	ROBIN HILL	H1	101	
COAL	COALGATE	F2	102	
	COTTONWOOD	H2	103	
	OLNEY	H2	104	
	TUPELO	H2	105	
COMANCHE	BISHOP	G2	106	
	CACHE	E1	107	
	CHATTANOOGA	G1	108	
	ELGIN	E1	109	
	FLETCHER	G1	110	
	FLOWER MOUND	H1	111	
	GERONIMO	G2	112	
	INDIAHOMA	H1	113	
	LAWTON	B1	114	
	STERLING	G1	115	
	COTTON	BIG PASTURE	H1	116
		TEMPLE	G2	117
		WALTERS	F1	118
CRAIG	BLUEJACKET	H2	119	
	KETCHUM	F2	120	
	VINITA	E2	121	
	WELCH	G1	122	
	WHITE OAK	H2	123	
CREEK	ALLEN-BOWDEN	G2	124	
	BRISTOW	E2	125	
	DEPEW	G2	126	
	DRUMRIGHT	F2	127	
	GYPSY	H2	128	
	KELLYVILLE	E2	129	
	KIEFER	G2	130	
	LONE STAR	F1	131	
	MANNFORD	E1	132	
	MILFAY	H2	133	
	MOUNDS	F1	134	
	OILTON	G2	135	
	OLIVE	G2	136	
	PRETTY WATER	G1	137	
		SAPULPA	D1	138
CUSTER	ARAPAHO	G2	139	
	BUTLER	H2	140	
	CLINTON	E2	141	



# Index by County

## Volume 1 of 2

County	District	Community Group	Page Number
CUSTER (continued)	THOMAS-FAY-CUSTER	F2	142
	WEATHERFORD	E1	143
DELAWARE	CLEORA	H2	144
	COLCORD	F2	145
	GROVE	D2	146
	JAY	E2	147
	KANSAS	F2	148
	KENWOOD	H2	149
	LEACH	H2	150
	MOSELEY	G2	151
	OAKS-MISSION	G2	152
DEWEY	SEILING	G2	153
	TALOGA	H1	154
	VICI	G1	155
ELLIS	ARNETT	H1	156
	FARGO	H2	157
	GAGE	H2	158
	SHATTUCK	H1	159
GARFIELD	CHISHOLM	F1	160
	COVINGTON-DOUGLAS	G2	161
	DRUMMOND	G1	162
	ENID	C1	163
	GARBER	G2	164
	KREMLIN-HILLSDALE	H1	165
	PIONEER-PLEASANT VALE	F1	166
	WAUKOMIS	G1	167
GARVIN	ELMORE CITY-PERNELL	G1	168
	LINDSAY	E1	169
	MAYSVILLE	G2	170
	PAOLI	G2	171
	PAULS VALLEY	E2	172
	STRATFORD	F2	173
	WHITEBEAD	G2	174
	WYNNEWOOD	F2	175
GRADY	ALEX	G2	176
	AMBER-POCASSET	G1	177
	BRIDGE CREEK	E1	178
	CHICKASHA	D1	179
	FRIEND	H1	180
	MIDDLEBERG	H2	181
	MINCO	F1	182
	NINNEKAH	G2	183
	PIONEER	G1	184
	RUSH SPRINGS	F2	185
	TUTTLE	E1	186
	VERDEN	G2	187
GRANT	DEER CREEK-LAMONT	H1	188

# Index by County

## Volume 1 of 2

County	District	Community Group	Page Number
GRANT (continued)	MEDFORD	G1	189
	POND CREEK-HUNTER	G1	190
	WAKITA	H1	191
GREER	GRANITE	H1	192
	MANGUM	F2	193
HARMON	HOLLIS	F2	194
HARPER	BUFFALO	G2	195
	LAVERNE	G1	196
HASKELL	KEOTA	G2	197
	KINTA	H2	198
	McCURTAIN	G2	199
	STIGLER	E2	200
	WHITEFIELD	H2	201
HUGHES	CALVIN	H2	202
	DUSTIN	H2	203
	HOLDENVILLE	E2	204
	MOSS	G2	205
	STUART	G2	206
	WETUMKA	G2	207
	JACKSON	ALTUS	D1
BLAIR		G1	209
DUKE		H2	210
ELDORADO		H2	211
NAVAJO		G1	212
OLUSTEE		H2	213
JEFFERSON	RINGLING	G2	214
	RYAN	G2	215
	TERRAL	H2	216
	WAURIKA	G2	217
JOHNSTON	COLEMAN	H2	218
	MANNSVILLE	H2	219
	MILBURN	H2	220
	MILL CREEK	H2	221
	RAVIA	H2	222
	TISHOMINGO	F2	223
	WAPANUCKA	H2	224
	KAY	BLACKWELL	E2
BRAMAN		H1	226
KAW CITY		H2	227
KILDARE		H1	228
NEWKIRK		F2	229
PECKHAM		H2	230
PONCA CITY		C2	231
TONKAWA		F2	232
KINGFISHER		CASHION	G1
	DOVER	H2	234
	HENNESSEY	F2	235

# Index by County

## Volume 1 of 2

<b>County</b>	<b>District</b>	<b>Community Group</b>	<b>Page Number</b>
KINGFISHER (continued)	KINGFISHER	E2	236
	LOMEGA	H2	237
	OKARCHE	G1	238
KIOWA	HOBART	F2	239
	LONE WOLF	H2	240
	MOUNTAIN VIEW-GOTEBO	G2	241
	SNYDER	F2	242
LATIMER	BUFFALO VALLEY	H2	243
	PANOLA	G2	244
	RED OAK	G2	245
LE FLORE	WILBURTON	F2	246
	ARKOMA	G2	247
	BOKOSHE	G2	248
	CAMERON	F2	249
	FANSHAWE	H2	250
	HEAVENER	F2	251
	HODGEN	G2	252
	HOWE	G2	253
	LE FLORE	H2	254
	MONROE	H2	255
	PANAMA	F2	256
	POCOLA	F2	257
	POTEAU	E2	258
	SHADY POINT	H2	259
	SPIRO	E2	260
	TALIHINA	F2	261
	WHITESBORO	H2	262
LINCOLN	WISTER	F2	263
	AGRA	G2	264
	CARNEY	H2	265
	CHANDLER	E1	266
	DAVENPORT	G2	267
	MEEKER	F1	268
	PRAGUE	F1	269
	STROUD	F2	270
	WELLSTON	F1	271
	WHITE ROCK	H2	272

# Index by County

## Volume 2 of 2

County	District	Community Group	Page Number	
LOGAN	COYLE	G2	273	
	CRESCENT	F2	274	
	GUTHRIE	D2	275	
	MULHALL-ORLANDO	H1	276	
LOVE	GREENVILLE	H2	277	
	MARIETTA	F2	278	
	THACKERVILLE	G2	279	
	TURNER	G2	280	
MAJOR	ALINE-CLEO	H1	281	
	CIMARRON	G1	282	
	FAIRVIEW	F1	283	
	RINGWOOD	G2	284	
MARSHALL	KINGSTON	E2	285	
	MADILL	E2	286	
MAYES	ADAIR	F1	287	
	CHOUTEAU-MAZIE	E2	288	
	LOCUST GROVE	E2	289	
	OSAGE	H2	290	
	PRYOR	D1	291	
	SALINA	F2	292	
	SPAVINAW	H2	293	
	WICKLIFFE	H2	294	
	McCLAIN	BLANCHARD	E1	295
		BYARS	H2	296
		DIBBLE	F1	297
NEWCASTLE		E1	298	
PURCELL		E1	299	
WASHINGTON		F1	300	
WAYNE		G2	301	
McCURTAIN		BATTIEST	G2	302
	BROKEN BOW	E2	303	
	DENISON	H2	304	
	EAGLETOWN	G2	305	
	FOREST GROVE	H2	306	
	GLOVER	H2	307	
	HAWORTH	F2	308	
	HOLLY CREEK	G2	309	
	IDABEL	E2	310	
	LUKFATA	G2	311	
	SMITHVILLE	G2	312	
	TOM	H2	313	
	VALLIANT	E2	314	
	WATSON	H2	315	
	WRIGHT CITY	G2	316	
McINTOSH	CHECOTAH	E2	317	
	EUFAULA	E2	318	
	HANNA	H2	319	

# Index by County

## Volume 2 of 2

County	District	Community Group	Page Number	
McINTOSH (continued)	MIDWAY	G2	320	
	RYAL	H2	321	
	STIDHAM	H2	322	
MURRAY	DAVIS	F1	323	
	SULPHUR	E2	324	
MUSKOGEE	BOYNTON	H2	325	
	BRAGGS	H2	326	
	FORT GIBSON	E1	327	
	HASKELL	F1	328	
	HILDALE	E1	329	
	MUSKOGEE	C2	330	
	OKTAHA	F1	331	
	PORUM	F2	332	
	WAINWRIGHT	H2	333	
	WARNER	F2	334	
	WEBBERS FALLS	G2	335	
	NOBLE	BILLINGS	H2	336
		FRONTIER	G2	337
MORRISON		G2	338	
PERRY		E1	339	
NOWATA	NOWATA	E1	340	
	OKLAHOMA UNION	F2	341	
	SOUTH COFFEYVILLE	G1	342	
OKFUSKEE	BEARDEN	H2	343	
	BOLEY	H2	344	
	GRAHAM	H2	345	
	MASON	G2	346	
	OKEMAH	F2	347	
	PADEN	G2	348	
	WELEETKA	G2	349	
	OKLAHOMA	BETHANY	E1	350
CHOCTAW/NICOMA PARK		D1	351	
CROOKED OAK		F2	352	
CRUTCHO		G2	353	
DEER CREEK		E1	354	
EDMOND		B1	355	
HARRAH		D1	356	
JONES		F1	357	
LUTHER		F1	358	
MILLWOOD		E2	359	
MWC/DEL CITY		B1	360	
OAKDALE		G1	361	
OKLAHOMA CITY		A2	362	
PUTNAM CITY	B1	363		
WESTERN HEIGHTS	D2	364		
OKMULGEE	BEGGS	E2	365	
	DEWAR	G2	366	

# Index by County

## Volume 2 of 2

County	District	Community Group	Page Number	
OKMULGEE (continued)	HENRYETTA	E2	367	
	LIBERTY	H2	368	
	MORRIS	E1	369	
	OKMULGEE	E2	370	
	PRESTON	F1	371	
	SCHULTER	H2	372	
	TWIN HILLS	G2	373	
	WILSON	G2	374	
OSAGE	ANDERSON	H2	375	
	AVANT	H2	376	
	BARNSDALL	G2	377	
	BOWRING	H2	378	
	HOMINY	F2	379	
	McCORD	H1	380	
	OSAGE HILLS	H2	381	
	PAWHUSKA	E2	382	
	PRUE	G2	383	
	SHIDLER	G2	384	
	WOODLAND	G2	385	
	WYNONA	H2	386	
	OTTAWA	AFTON	G2	387
		COMMERCE	F2	388
FAIRLAND		G2	389	
MIAMI		D2	390	
PICHER-CARDIN		G2	391	
QUAPAW		F2	392	
TURKEY FORD		H2	393	
WYANDOTTE		F2	394	
PAWNEE	CLEVELAND	E1	395	
	JENNINGS	H2	396	
	PAWNEE	F2	397	
PAYNE	CUSHING	E2	398	
	GLENCOE	G2	399	
	OAK GROVE	H1	400	
	PERKINS-TRYON	E1	401	
	RIPLEY	G2	402	
	STILLWATER	C1	403	
	YALE	F2	404	
PITTSBURG	CANADIAN	G2	405	
	CROWDER	G2	406	
	FRINK-CHAMBERS	G2	407	
	HAILEYVILLE	G2	408	
	HARTSHORNE	F2	409	
	HAYWOOD	H2	410	
	INDIANOLA	G2	411	
	KIOWA	G1	412	
	KREBS	G2	413	

# Index by County

## Volume 2 of 2

County	District	Community Group	Page Number	
PITTSBURG (continued)	McALESTER	D2	414	
	PITTSBURG	H2	415	
	QUINTON	G2	416	
	SAVANNA	G2	417	
	TANNEHILL	H2	418	
PONTOTOC	ADA	D2	419	
	ALLEN	G2	420	
	BYNG	E2	421	
	LATTA	F1	422	
	McLISH	H2	423	
	PICKETT-CENTER	H2	424	
	ROFF	G2	425	
	STONEWALL	G2	426	
	VANOSS	F2	427	
	POTTAWATOMIE	ASHER	H2	428
BETHEL		E1	429	
DALE		F1	430	
EARLSBORO		H2	431	
GROVE		G1	432	
MACOMB		G2	433	
MAUD		G2	434	
McLOUD		E1	435	
NORTH ROCK CREEK		F1	436	
PLEASANT GROVE		H2	437	
S ROCK CREEK		G1	438	
SHAWNEE		D2	439	
TECUMSEH		D2	440	
WANETTE		G2	441	
PUSHMATAHA		ALBION	H2	442
		ANTLERS	E2	443
		CLAYTON	G2	444
	MOYERS	H2	445	
	NASHOBA	H2	446	
	RATTAN	G2	447	
	TUSKAHOMA	H2	448	
	ROGER MILLS	CHEYENNE	H1	449
HAMMON		H2	450	
LEEDEY		H1	451	
REYDON		H1	452	
SWEETWATER		H2	453	
ROGERS	CATOOSA	D1	454	
	CHELSEA	E2	455	
	CLAREMORE	D1	456	
	FOYIL	F2	457	
	INOLA	E1	458	
	JUSTUS-TIAWAH	G1	459	
	OOLOGAH-TALALA	E1	460	

# Index by County

## Volume 2 of 2

County	District	Community Group	Page Number
ROGERS (continued)	SEQUOYAH	E1	461
	VERDIGRIS	E1	462
SEMINOLE	BOWLEGS	G2	463
	BUTNER	G2	464
	JUSTICE	H2	465
	KONAWA	F2	466
	NEW LIMA	G2	467
	PLEASANT GROVE	H2	468
	SASAKWA	H2	469
	SEMINOLE	E2	470
	STROTHER	G2	471
	VARNUM	G2	472
	WEWOKA	F2	473
SEQUOYAH	BELFONTE	H2	474
	BRUSHY	G2	475
	CENTRAL	F2	476
	GANS	G2	477
	GORE	F2	478
	LIBERTY	G2	479
	MARBLE CITY	H2	480
	MOFFETT	G2	481
	MULDROW	E2	482
	ROLAND	E2	483
	SALLISAW	E2	484
	VIAN	F2	485
STEPHENS	BRAY-DOYLE	G2	486
	CENTRAL HIGH	G1	487
	COMANCHE	F2	488
	DUNCAN	D1	489
	EMPIRE	F1	490
	GRANDVIEW	H2	491
	MARLOW	E1	492
	VELMA-ALMA	G1	493
TEXAS	GOODWELL	H1	494
	GUYMON	D2	495
	HARDESTY	H2	496
	HOOKER	F1	497
	OPTIMA	H2	498
	STRAIGHT	H1	499
	TEXHOMA	G1	500
	TYRONE	G2	501
	YARBROUGH	H2	502
TILLMAN	DAVIDSON	H2	503
	FREDERICK	E2	504
	GRANDFIELD	G2	505
	TIPTON	G2	506
TULSA	BERRYHILL	E1	507



# Index by County

## Volume 2 of 2

<b>County</b>	<b>District</b>	<b>Community Group</b>	<b>Page Number</b>
TULSA (continued)	BIXBY	D1	508
	BROKEN ARROW	B1	509
	COLLINSVILLE	D1	510
	GLENPOOL	D1	511
	JENKS	C1	512
	KEYSTONE	F2	513
	LEONARD	H2	514
	LIBERTY	F1	515
	OWASSO	C1	516
	SAND SPRINGS	C1	517
	SKIATOOK	D1	518
	SPERRY	E1	519
	TULSA	A2	520
	UNION	B1	521
WAGONER	COWETA	D1	522
	OKAY	F2	523
	PORTER CONSOLIDATED	G2	524
	WAGONER	D2	525
WASHINGTON	BARTLESVILLE	C1	526
	CANEY VALLEY	F1	527
	COPAN	G1	528
	DEWEY	E1	529
WASHITA	BURNS FLAT-DILL CITY	F2	530
	CANUTE	H2	531
	CORDELL	F2	532
	SENTINEL	G2	533
WOODS	WASHITA HEIGHTS	H2	534
	ALVA	E1	535
	FREEDOM	H2	536
	WAYNOKA	G2	537
WOODWARD	FORT SUPPLY	H2	538
	MOORELAND	G1	539
	SHARON-MUTUAL	G1	540
	WOODWARD	D1	541

# **APPENDIX B**

## Index by Community Group

Community				Page
Group	County	District	Book	Number
A2	OKLAHOMA	OKLAHOMA CITY	Volume 2 of 2	362
A2	TULSA	TULSA	Volume 2 of 2	520
B1	TULSA	BROKEN ARROW	Volume 2 of 2	509
B1	OKLAHOMA	EDMOND	Volume 2 of 2	355
B1	COMANCHE	LAWTON	Volume 1 of 2	114
B1	CLEVELAND	MOORE	Volume 1 of 2	98
B1	OKLAHOMA	MWC/DEL CITY	Volume 2 of 2	360
B1	CLEVELAND	NORMAN	Volume 1 of 2	100
B1	OKLAHOMA	PUTNAM CITY	Volume 2 of 2	363
B1	TULSA	UNION	Volume 2 of 2	521
C1	WASHINGTON	BARTLESVILLE	Volume 2 of 2	526
C1	GARFIELD	ENID	Volume 1 of 2	163
C1	TULSA	JENKS	Volume 2 of 2	512
C1	CANADIAN	MUSTANG	Volume 1 of 2	59
C1	TULSA	OWASSO	Volume 2 of 2	516
C1	TULSA	SAND SPRINGS	Volume 2 of 2	517
C1	PAYNE	STILLWATER	Volume 2 of 2	403
C1	CANADIAN	YUKON	Volume 1 of 2	63
C2	MUSKOGEE	MUSKOGEE	Volume 2 of 2	330
C2	KAY	PONCA CITY	Volume 1 of 2	231
D1	JACKSON	ALTUS	Volume 1 of 2	208
D1	TULSA	BIXBY	Volume 2 of 2	508
D1	ROGERS	CATOOSA	Volume 2 of 2	454
D1	GRADY	CHICKASHA	Volume 1 of 2	179
D1	OKLAHOMA	CHOCTAW/NICOMA PARK	Volume 2 of 2	351
D1	ROGERS	CLAREMORE	Volume 2 of 2	456
D1	TULSA	COLLINSVILLE	Volume 2 of 2	510
D1	WAGONER	COWETA	Volume 2 of 2	522
D1	STEPHENS	DUNCAN	Volume 2 of 2	489
D1	BECKHAM	ELK CITY	Volume 1 of 2	27
D1	TULSA	GLENPOOL	Volume 2 of 2	511
D1	OKLAHOMA	HARRAH	Volume 2 of 2	356
D1	CLEVELAND	NOBLE	Volume 1 of 2	99
D1	MAYES	PRYOR	Volume 2 of 2	291
D1	CREEK	SAPULPA	Volume 1 of 2	138
D1	TULSA	SKIATOOK	Volume 2 of 2	518
D1	WOODWARD	WOODWARD	Volume 2 of 2	541
D2	PONTOTOC	ADA	Volume 2 of 2	419
D2	CADDO	ANADARKO	Volume 1 of 2	43
D2	CARTER	ARDMORE	Volume 1 of 2	64
D2	BRYAN	DURANT	Volume 1 of 2	40
D2	CANADIAN	EL RENO	Volume 1 of 2	57
D2	DELAWARE	GROVE	Volume 1 of 2	146
D2	LOGAN	GUTHRIE	Volume 2 of 2	275
D2	TEXAS	GUYMON	Volume 2 of 2	495
D2	PITTSBURG	McALESTER	Volume 2 of 2	414
D2	OTTAWA	MIAMI	Volume 2 of 2	390

## Index by Community Group

Community Group	County	District	Book	Page Number
D2	POTTAWATOMIE	SHAWNEE	Volume 2 of 2	439
D2	CHEROKEE	TAHLEQUAH	Volume 1 of 2	82
D2	POTTAWATOMIE	TECUMSEH	Volume 2 of 2	440
D2	WAGONER	WAGONER	Volume 2 of 2	525
D2	OKLAHOMA	WESTERN HEIGHTS	Volume 2 of 2	364
E1	WOODS	ALVA	Volume 2 of 2	535
E1	TULSA	BERRYHILL	Volume 2 of 2	507
E1	OKLAHOMA	BETHANY	Volume 2 of 2	350
E1	POTTAWATOMIE	BETHEL	Volume 2 of 2	429
E1	McCLAIN	BLANCHARD	Volume 2 of 2	295
E1	GRADY	BRIDGE CREEK	Volume 1 of 2	178
E1	COMANCHE	CACHE	Volume 1 of 2	107
E1	LINCOLN	CHANDLER	Volume 1 of 2	266
E1	PAWNEE	CLEVELAND	Volume 2 of 2	395
E1	OKLAHOMA	DEER CREEK	Volume 2 of 2	354
E1	WASHINGTON	DEWEY	Volume 2 of 2	529
E1	COMANCHE	ELGIN	Volume 1 of 2	109
E1	MUSKOGEE	FORT GIBSON	Volume 2 of 2	327
E1	MUSKOGEE	HILLDALE	Volume 2 of 2	329
E1	ROGERS	INOLA	Volume 2 of 2	458
E1	CLEVELAND	LEXINGTON	Volume 1 of 2	96
E1	GARVIN	LINDSAY	Volume 1 of 2	169
E1	CLEVELAND	LITTLE AXE	Volume 1 of 2	97
E1	CARTER	LONE GROVE	Volume 1 of 2	68
E1	CREEK	MANNFORD	Volume 1 of 2	132
E1	STEPHENS	MARLOW	Volume 2 of 2	492
E1	POTTAWATOMIE	McLOUD	Volume 2 of 2	435
E1	OKMULGEE	MORRIS	Volume 2 of 2	369
E1	McCLAIN	NEWCASTLE	Volume 2 of 2	298
E1	NOWATA	NOWATA	Volume 2 of 2	340
E1	ROGERS	OOLOGAH-TALALA	Volume 2 of 2	460
E1	PAYNE	PERKINS-TRYON	Volume 2 of 2	401
E1	NOBLE	PERRY	Volume 2 of 2	339
E1	CANADIAN	PIEDMONT	Volume 1 of 2	60
E1	CARTER	PLAINVIEW	Volume 1 of 2	69
E1	McCLAIN	PURCELL	Volume 2 of 2	299
E1	ROGERS	SEQUOYAH	Volume 2 of 2	461
E1	TULSA	SPERRY	Volume 2 of 2	519
E1	GRADY	TUTTLE	Volume 1 of 2	186
E1	ROGERS	VERDIGRIS	Volume 2 of 2	462
E1	CUSTER	WEATHERFORD	Volume 1 of 2	143
E2	PUSHMATAHA	ANTLERS	Volume 2 of 2	443
E2	OKMULGEE	BEGGS	Volume 2 of 2	365
E2	KAY	BLACKWELL	Volume 1 of 2	225
E2	CREEK	BRISTOW	Volume 1 of 2	125
E2	McCURTAIN	BROKEN BOW	Volume 2 of 2	303
E2	PONTOTOC	BYNG	Volume 2 of 2	421

## Index by Community Group

Community Group	County	District	Book	Page Number
E2	McINTOSH	CHECOTAH	Volume 2 of 2	317
E2	ROGERS	CHELSEA	Volume 2 of 2	455
E2	MAYES	CHOUTEAU-MAZIE	Volume 2 of 2	288
E2	CUSTER	CLINTON	Volume 1 of 2	141
E2	PAYNE	CUSHING	Volume 2 of 2	398
E2	CARTER	DICKSON	Volume 1 of 2	65
E2	McINTOSH	EUFAULA	Volume 2 of 2	318
E2	TILLMAN	FREDERICK	Volume 2 of 2	504
E2	OKMULGEE	HENRYETTA	Volume 2 of 2	367
E2	HUGHES	HOLDENVILLE	Volume 1 of 2	204
E2	CHOCTAW	HUGO	Volume 1 of 2	89
E2	McCURTAIN	IDABEL	Volume 2 of 2	310
E2	DELAWARE	JAY	Volume 1 of 2	147
E2	CREEK	KELLYVILLE	Volume 1 of 2	129
E2	KINGFISHER	KINGFISHER	Volume 1 of 2	236
E2	MARSHALL	KINGSTON	Volume 2 of 2	285
E2	MAYES	LOCUST GROVE	Volume 2 of 2	289
E2	MARSHALL	MADILL	Volume 2 of 2	286
E2	OKLAHOMA	MILLWOOD	Volume 2 of 2	359
E2	SEQUOYAH	MULDROW	Volume 2 of 2	482
E2	OKMULGEE	OKMULGEE	Volume 2 of 2	370
E2	GARVIN	PAULS VALLEY	Volume 1 of 2	172
E2	OSAGE	PAWHUSKA	Volume 2 of 2	382
E2	LE FLORE	POTEAU	Volume 1 of 2	258
E2	SEQUOYAH	ROLAND	Volume 2 of 2	483
E2	SEQUOYAH	SALLISAW	Volume 2 of 2	484
E2	SEMINOLE	SEMINOLE	Volume 2 of 2	470
E2	LE FLORE	SPIRO	Volume 1 of 2	260
E2	HASKELL	STIGLER	Volume 1 of 2	200
E2	ADAIR	STILWELL	Volume 1 of 2	9
E2	MURRAY	SULPHUR	Volume 2 of 2	324
E2	McCURTAIN	VALLIANT	Volume 2 of 2	314
E2	CRAIG	VINITA	Volume 1 of 2	121
F1	MAYES	ADAIR	Volume 2 of 2	287
F1	WASHINGTON	CANEY VALLEY	Volume 2 of 2	527
F1	GARFIELD	CHISHOLM	Volume 1 of 2	160
F1	POTTAWATOMIE	DALE	Volume 2 of 2	430
F1	MURRAY	DAVIS	Volume 2 of 2	323
F1	McCLAIN	DIBBLE	Volume 2 of 2	297
F1	STEPHENS	EMPIRE	Volume 2 of 2	490
F1	MAJOR	FAIRVIEW	Volume 2 of 2	283
F1	MUSKOGEE	HASKELL	Volume 2 of 2	328
F1	TEXAS	HOOKER	Volume 2 of 2	497
F1	OKLAHOMA	JONES	Volume 2 of 2	357
F1	PONTOTOC	LATTA	Volume 2 of 2	422
F1	TULSA	LIBERTY	Volume 2 of 2	515
F1	CREEK	LONE STAR	Volume 1 of 2	131

## Index by Community Group

Community Group	County	District	Book	Page Number
F1	OKLAHOMA	LUTHER	Volume 2 of 2	358
F1	LINCOLN	MEEKER	Volume 1 of 2	268
F1	GRADY	MINCO	Volume 1 of 2	182
F1	CREEK	MOUNDS	Volume 1 of 2	134
F1	POTTAWATOMIE	NORTH ROCK CREEK	Volume 2 of 2	436
F1	MUSKOGEE	OKTAHA	Volume 2 of 2	331
F1	GARFIELD	PIONEER-PLEASANT VALE	Volume 1 of 2	166
F1	LINCOLN	PRAGUE	Volume 1 of 2	269
F1	OKMULGEE	PRESTON	Volume 2 of 2	371
F1	COTTON	WALTERS	Volume 1 of 2	118
F1	McCLAIN	WASHINGTON	Volume 2 of 2	300
F1	LINCOLN	WELLSTON	Volume 1 of 2	271
F2	ATOKA	ATOKA	Volume 1 of 2	16
F2	CADDO	BOONE-APACHE	Volume 1 of 2	45
F2	CHEROKEE	BRIGGS	Volume 1 of 2	73
F2	WASHITA	BURNS FLAT-DILL CITY	Volume 2 of 2	530
F2	BRYAN	CALERA	Volume 1 of 2	38
F2	LE FLORE	CAMERON	Volume 1 of 2	249
F2	CADDO	CARNEGIE	Volume 1 of 2	46
F2	SEQUOYAH	CENTRAL	Volume 2 of 2	476
F2	COAL	COALGATE	Volume 1 of 2	102
F2	BRYAN	COLBERT	Volume 1 of 2	39
F2	DELAWARE	COLCORD	Volume 1 of 2	145
F2	STEPHENS	COMANCHE	Volume 2 of 2	488
F2	OTTAWA	COMMERCE	Volume 2 of 2	388
F2	WASHITA	CORDELL	Volume 2 of 2	532
F2	LOGAN	CRESCENT	Volume 2 of 2	274
F2	OKLAHOMA	CROOKED OAK	Volume 2 of 2	352
F2	CREEK	DRUMRIGHT	Volume 1 of 2	127
F2	ROGERS	FOYIL	Volume 2 of 2	457
F2	SEQUOYAH	GORE	Volume 2 of 2	478
F2	PITTSBURG	HARTSHORNE	Volume 2 of 2	409
F2	McCURTAIN	HAWORTH	Volume 2 of 2	308
F2	CARTER	HEALDTON	Volume 1 of 2	67
F2	LE FLORE	HEAVENER	Volume 1 of 2	251
F2	KINGFISHER	HENNESSEY	Volume 1 of 2	235
F2	CADDO	HINTON	Volume 1 of 2	51
F2	KIOWA	HOBART	Volume 1 of 2	239
F2	HARMON	HOLLIS	Volume 1 of 2	194
F2	OSAGE	HOMINY	Volume 2 of 2	379
F2	CHEROKEE	HULBERT	Volume 1 of 2	75
F2	DELAWARE	KANSAS	Volume 1 of 2	148
F2	CRAIG	KETCHUM	Volume 1 of 2	120
F2	CHEROKEE	KEYS	Volume 1 of 2	76
F2	TULSA	KEYSTONE	Volume 2 of 2	513
F2	SEMINOLE	KONAWA	Volume 2 of 2	466
F2	GREER	MANGUM	Volume 1 of 2	193

## Index by Community Group

Community				Page
Group	County	District	Book	Number
F2	LOVE	MARIETTA	Volume 2 of 2	278
F2	ADAIR	MARYETTA	Volume 1 of 2	5
F2	KAY	NEWKIRK	Volume 1 of 2	229
F2	WAGONER	OKAY	Volume 2 of 2	523
F2	OKFUSKEE	OKEMAH	Volume 2 of 2	347
F2	NOWATA	OKLAHOMA UNION	Volume 2 of 2	341
F2	LE FLORE	PANAMA	Volume 1 of 2	256
F2	PAWNEE	PAWNEE	Volume 2 of 2	397
F2	LE FLORE	POCOLA	Volume 1 of 2	257
F2	MUSKOGEE	PORUM	Volume 2 of 2	332
F2	OTTAWA	QUAPAW	Volume 2 of 2	392
F2	GRADY	RUSH SPRINGS	Volume 1 of 2	185
F2	MAYES	SALINA	Volume 2 of 2	292
F2	BECKHAM	SAYRE	Volume 1 of 2	30
F2	BRYAN	SILO	Volume 1 of 2	42
F2	KIOWA	SNYDER	Volume 1 of 2	242
F2	GARVIN	STRATFORD	Volume 1 of 2	173
F2	LINCOLN	STROUD	Volume 1 of 2	270
F2	LE FLORE	TALIHINA	Volume 1 of 2	261
F2	CUSTER	THOMAS-FAY-CUSTER	Volume 1 of 2	142
F2	JOHNSTON	TISHOMINGO	Volume 1 of 2	223
F2	KAY	TONKAWA	Volume 1 of 2	232
F2	PONTOTOC	VANOSS	Volume 2 of 2	427
F2	SEQUOYAH	VIAN	Volume 2 of 2	485
F2	MUSKOGEE	WARNER	Volume 2 of 2	334
F2	BLAINE	WATONGA	Volume 1 of 2	34
F2	ADAIR	WESTVILLE	Volume 1 of 2	11
F2	SEMINOLE	WEWOKA	Volume 2 of 2	473
F2	LATIMER	WILBURTON	Volume 1 of 2	246
F2	LE FLORE	WISTER	Volume 1 of 2	263
F2	CHEROKEE	WOODALL	Volume 1 of 2	84
F2	OTTAWA	WYANDOTTE	Volume 2 of 2	394
F2	GARVIN	WYNNEWOOD	Volume 1 of 2	175
F2	PAYNE	YALE	Volume 2 of 2	404
G1	GRADY	AMBER-POCASSET	Volume 1 of 2	177
G1	BEAVER	BEAVER	Volume 1 of 2	24
G1	JACKSON	BLAIR	Volume 1 of 2	209
G1	KINGFISHER	CASHION	Volume 1 of 2	233
G1	STEPHENS	CENTRAL HIGH	Volume 2 of 2	487
G1	COMANCHE	CHATTANOOGA	Volume 1 of 2	108
G1	ALFALFA	CHEROKEE	Volume 1 of 2	14
G1	MAJOR	CIMARRON	Volume 2 of 2	282
G1	WASHINGTON	COPAN	Volume 2 of 2	528
G1	GARFIELD	DRUMMOND	Volume 1 of 2	162
G1	GARVIN	ELMORE CITY-PERNELL	Volume 1 of 2	168
G1	COMANCHE	FLETCHER	Volume 1 of 2	110
G1	POTTAWATOMIE	GROVE	Volume 2 of 2	432

## Index by Community Group

Community				Page
Group	County	District	Book	Number
G1	ROGERS	JUSTUS-TIAWAH	Volume 2 of 2	459
G1	PITTSBURG	KIOWA	Volume 2 of 2	412
G1	HARPER	LAVERNE	Volume 1 of 2	196
G1	GRANT	MEDFORD	Volume 1 of 2	189
G1	WOODWARD	MOORELAND	Volume 2 of 2	539
G1	JACKSON	NAVAJO	Volume 1 of 2	212
G1	OKLAHOMA	OAKDALE	Volume 2 of 2	361
G1	KINGFISHER	OKARCHE	Volume 1 of 2	238
G1	BLAINE	OKEENE	Volume 1 of 2	33
G1	GRADY	PIONEER	Volume 1 of 2	184
G1	GRANT	POND CREEK-HUNTER	Volume 1 of 2	190
G1	CREEK	PRETTY WATER	Volume 1 of 2	137
G1	POTTAWATOMIE	S ROCK CREEK	Volume 2 of 2	438
G1	WOODWARD	SHARON-MUTUAL	Volume 2 of 2	540
G1	NOWATA	SOUTH COFFEYVILLE	Volume 2 of 2	342
G1	COMANCHE	STERLING	Volume 1 of 2	115
G1	TEXAS	TEXHOMA	Volume 2 of 2	500
G1	ALFALFA	TIMBERLAKE	Volume 1 of 2	15
G1	BEAVER	TURPIN	Volume 1 of 2	26
G1	STEPHENS	VELMA-ALMA	Volume 2 of 2	493
G1	DEWEY	VICI	Volume 1 of 2	155
G1	GARFIELD	WAUKOMIS	Volume 1 of 2	167
G1	CRAIG	WELCH	Volume 1 of 2	122
G2	BRYAN	ACHILLE	Volume 1 of 2	35
G2	OTTAWA	AFTON	Volume 2 of 2	387
G2	LINCOLN	AGRA	Volume 1 of 2	264
G2	GRADY	ALEX	Volume 1 of 2	176
G2	PONTOTOC	ALLEN	Volume 2 of 2	420
G2	CREEK	ALLEN-BOWDEN	Volume 1 of 2	124
G2	CUSTER	ARAPAHO	Volume 1 of 2	139
G2	LE FLORE	ARKOMA	Volume 1 of 2	247
G2	OSAGE	BARNSDALL	Volume 2 of 2	377
G2	McCURTAIN	BATTIEST	Volume 2 of 2	302
G2	CADDO	BINGER-ONEY	Volume 1 of 2	44
G2	COMANCHE	BISHOP	Volume 1 of 2	106
G2	CIMARRON	BOISE CITY	Volume 1 of 2	92
G2	LE FLORE	BOKOSHE	Volume 1 of 2	248
G2	CHOCTAW	BOSWELL	Volume 1 of 2	85
G2	SEMINOLE	BOWLEGS	Volume 2 of 2	463
G2	STEPHENS	BRAY-DOYLE	Volume 2 of 2	486
G2	SEQUOYAH	BRUSHY	Volume 2 of 2	475
G2	HARPER	BUFFALO	Volume 1 of 2	195
G2	SEMINOLE	BUTNER	Volume 2 of 2	464
G2	BRYAN	CADDO	Volume 1 of 2	37
G2	PITTSBURG	CANADIAN	Volume 2 of 2	405
G2	BLAINE	CANTON	Volume 1 of 2	31
G2	PUSHMATAHA	CLAYTON	Volume 2 of 2	444



## Index by Community Group

Community Group	County	District	Book	Page Number
G2	GARFIELD	COVINGTON-DOUGLAS	Volume 1 of 2	161
G2	LOGAN	COYLE	Volume 2 of 2	273
G2	PITTSBURG	CROWDER	Volume 2 of 2	406
G2	OKLAHOMA	CRUTCHO	Volume 2 of 2	353
G2	CADDO	CYRIL	Volume 1 of 2	48
G2	LINCOLN	DAVENPORT	Volume 1 of 2	267
G2	CREEK	DEPEW	Volume 1 of 2	126
G2	OKMULGEE	DEWAR	Volume 2 of 2	366
G2	McCURTAIN	EAGLETOWN	Volume 2 of 2	305
G2	OTTAWA	FAIRLAND	Volume 2 of 2	389
G2	CADDO	FORT COBB-BROXTON	Volume 1 of 2	49
G2	CHOCTAW	FORT TOWSON	Volume 1 of 2	86
G2	CARTER	FOX	Volume 1 of 2	66
G2	PITTSBURG	FRINK-CHAMBERS	Volume 2 of 2	407
G2	NOBLE	FRONTIER	Volume 2 of 2	337
G2	SEQUOYAH	GANS	Volume 2 of 2	477
G2	GARFIELD	GARBER	Volume 1 of 2	164
G2	BLAINE	GEARY	Volume 1 of 2	32
G2	COMANCHE	GERONIMO	Volume 1 of 2	112
G2	PAYNE	GLENCOE	Volume 2 of 2	399
G2	CHEROKEE	GRAND VIEW	Volume 1 of 2	74
G2	TILLMAN	GRANDFIELD	Volume 2 of 2	505
G2	PITTSBURG	HAILEYVILLE	Volume 2 of 2	408
G2	LE FLORE	HODGEN	Volume 1 of 2	252
G2	McCURTAIN	HOLLY CREEK	Volume 2 of 2	309
G2	LE FLORE	HOWE	Volume 1 of 2	253
G2	CADDO	HYDRO-EAKLY	Volume 1 of 2	52
G2	PITTSBURG	INDIANOLA	Volume 2 of 2	411
G2	HASKELL	KEOTA	Volume 1 of 2	197
G2	CREEK	KIEFER	Volume 1 of 2	130
G2	PITTSBURG	KREBS	Volume 2 of 2	413
G2	SEQUOYAH	LIBERTY	Volume 2 of 2	479
G2	McCURTAIN	LUKFATA	Volume 2 of 2	311
G2	POTTAWATOMIE	MACOMB	Volume 2 of 2	433
G2	OKFUSKEE	MASON	Volume 2 of 2	346
G2	POTTAWATOMIE	MAUD	Volume 2 of 2	434
G2	GARVIN	MAYSVILLE	Volume 1 of 2	170
G2	HASKELL	McCURTAIN	Volume 1 of 2	199
G2	BECKHAM	MERRITT	Volume 1 of 2	29
G2	McINTOSH	MIDWAY	Volume 2 of 2	320
G2	SEQUOYAH	MOFFETT	Volume 2 of 2	481
G2	NOBLE	MORRISON	Volume 2 of 2	338
G2	DELAWARE	MOSELEY	Volume 1 of 2	151
G2	HUGHES	MOSS	Volume 1 of 2	205
G2	KIOWA	MOUNTAIN VIEW-GOTEBO	Volume 1 of 2	241
G2	SEMINOLE	NEW LIMA	Volume 2 of 2	467
G2	GRADY	NINNEKAH	Volume 1 of 2	183

## Index by Community Group

Community				Page
Group	County	District	Book	Number
G2	DELAWARE	OAKS-MISSION	Volume 1 of 2	152
G2	CREEK	OILTON	Volume 1 of 2	135
G2	CREEK	OLIVE	Volume 1 of 2	136
G2	OKFUSKEE	PADEN	Volume 2 of 2	348
G2	LATIMER	PANOLA	Volume 1 of 2	244
G2	GARVIN	PAOLI	Volume 1 of 2	171
G2	ADAIR	PEAVINE	Volume 1 of 2	6
G2	CHEROKEE	PEGGS	Volume 1 of 2	80
G2	OTTAWA	PICHER-CARDIN	Volume 2 of 2	391
G2	WAGONER	PORTER CONSOLIDATED	Volume 2 of 2	524
G2	OSAGE	PRUE	Volume 2 of 2	383
G2	PITTSBURG	QUINTON	Volume 2 of 2	416
G2	PUSHMATAHA	RATTAN	Volume 2 of 2	447
G2	LATIMER	RED OAK	Volume 1 of 2	245
G2	JEFFERSON	RINGLING	Volume 1 of 2	214
G2	MAJOR	RINGWOOD	Volume 2 of 2	284
G2	PAYNE	RIPLEY	Volume 2 of 2	402
G2	BRYAN	ROCK CREEK	Volume 1 of 2	41
G2	PONTOTOC	ROFF	Volume 2 of 2	425
G2	JEFFERSON	RYAN	Volume 1 of 2	215
G2	PITTSBURG	SAVANNA	Volume 2 of 2	417
G2	DEWEY	SEILING	Volume 1 of 2	153
G2	WASHITA	SENTINEL	Volume 2 of 2	533
G2	OSAGE	SHIDLER	Volume 2 of 2	384
G2	McCURTAIN	SMITHVILLE	Volume 2 of 2	312
G2	CHOCTAW	SOPER	Volume 1 of 2	90
G2	PONTOTOC	STONEWALL	Volume 2 of 2	426
G2	SEMINOLE	STROTHER	Volume 2 of 2	471
G2	HUGHES	STUART	Volume 1 of 2	206
G2	COTTON	TEMPLE	Volume 1 of 2	117
G2	CHEROKEE	TENKILLER	Volume 1 of 2	83
G2	LOVE	THACKERVILLE	Volume 2 of 2	279
G2	TILLMAN	TIPTON	Volume 2 of 2	506
G2	LOVE	TURNER	Volume 2 of 2	280
G2	ATOKA	TUSHKA	Volume 1 of 2	22
G2	OKMULGEE	TWIN HILLS	Volume 2 of 2	373
G2	TEXAS	TYRONE	Volume 2 of 2	501
G2	SEMINOLE	VARNUM	Volume 2 of 2	472
G2	GRADY	VERDEN	Volume 1 of 2	187
G2	POTTAWATOMIE	WANETTE	Volume 2 of 2	441
G2	ADAIR	WATTS	Volume 1 of 2	10
G2	JEFFERSON	WAURIKA	Volume 1 of 2	217
G2	McCLAIN	WAYNE	Volume 2 of 2	301
G2	WOODS	WAYNOKA	Volume 2 of 2	537
G2	MUSKOGEE	WEBBERS FALLS	Volume 2 of 2	335
G2	OKFUSKEE	WELEETKA	Volume 2 of 2	349
G2	HUGHES	WETUMKA	Volume 1 of 2	207

## Index by Community Group

Community				Page
Group	County	District	Book	Number
G2	GARVIN	WHITEBEAD	Volume 1 of 2	174
G2	CARTER	WILSON	Volume 1 of 2	71
G2	OKMULGEE	WILSON	Volume 2 of 2	374
G2	OSAGE	WOODLAND	Volume 2 of 2	385
G2	McCURTAIN	WRIGHT CITY	Volume 2 of 2	316
G2	ADAIR	ZION	Volume 1 of 2	12
H1	MAJOR	ALINE-CLEO	Volume 2 of 2	281
H1	ELLIS	ARNETT	Volume 1 of 2	156
H1	BEAVER	BALKO	Volume 1 of 2	23
H1	CANADIAN	BANNER	Volume 1 of 2	54
H1	COTTON	BIG PASTURE	Volume 1 of 2	116
H1	KAY	BRAMAN	Volume 1 of 2	226
H1	ALFALFA	BURLINGTON	Volume 1 of 2	13
H1	ROGER MILLS	CHEYENNE	Volume 2 of 2	449
H1	GRANT	DEER CREEK-LAMONT	Volume 1 of 2	188
H1	COMANCHE	FLOWER MOUND	Volume 1 of 2	111
H1	BEAVER	FORGAN	Volume 1 of 2	25
H1	GRADY	FRIEND	Volume 1 of 2	180
H1	TEXAS	GOODWELL	Volume 2 of 2	494
H1	GREER	GRANITE	Volume 1 of 2	192
H1	COMANCHE	INDIAHOMA	Volume 1 of 2	113
H1	KAY	KILDARE	Volume 1 of 2	228
H1	GARFIELD	KREMLIN-HILLSDALE	Volume 1 of 2	165
H1	ROGER MILLS	LEEDEY	Volume 2 of 2	451
H1	CANADIAN	MAPLE	Volume 1 of 2	58
H1	OSAGE	McCORD	Volume 2 of 2	380
H1	LOGAN	MULHALL-ORLANDO	Volume 2 of 2	276
H1	PAYNE	OAK GROVE	Volume 2 of 2	400
H1	CIMARRON	PLAINVIEW	Volume 1 of 2	95
H1	ROGER MILLS	REYDON	Volume 2 of 2	452
H1	CLEVELAND	ROBIN HILL	Volume 1 of 2	101
H1	ELLIS	SHATTUCK	Volume 1 of 2	159
H1	TEXAS	STRAIGHT	Volume 2 of 2	499
H1	DEWEY	TALOGA	Volume 1 of 2	154
H1	CANADIAN	UNION CITY	Volume 1 of 2	62
H1	GRANT	WAKITA	Volume 1 of 2	191
H2	PUSHMATAHA	ALBION	Volume 2 of 2	442
H2	OSAGE	ANDERSON	Volume 2 of 2	375
H2	POTTAWATOMIE	ASHER	Volume 2 of 2	428
H2	OSAGE	AVANT	Volume 2 of 2	376
H2	OKFUSKEE	BEARDEN	Volume 2 of 2	343
H2	SEQUOYAH	BELFONTE	Volume 2 of 2	474
H2	ADAIR	BELL	Volume 1 of 2	1
H2	BRYAN	BENNINGTON	Volume 1 of 2	36
H2	NOBLE	BILLINGS	Volume 2 of 2	336
H2	CRAIG	BLUEJACKET	Volume 1 of 2	119
H2	OKFUSKEE	BOLEY	Volume 2 of 2	344

## Index by Community Group

Community Group	County	District	Book	Page Number
H2	OSAGE	BOWRING	Volume 2 of 2	378
H2	MUSKOGEE	BOYNTON	Volume 2 of 2	325
H2	MUSKOGEE	BRAGGS	Volume 2 of 2	326
H2	LATIMER	BUFFALO VALLEY	Volume 1 of 2	243
H2	CUSTER	BUTLER	Volume 1 of 2	140
H2	McCLAIN	BYARS	Volume 2 of 2	296
H2	CANADIAN	CALUMET	Volume 1 of 2	55
H2	HUGHES	CALVIN	Volume 1 of 2	202
H2	ATOKA	CANEY	Volume 1 of 2	18
H2	WASHITA	CANUTE	Volume 2 of 2	531
H2	LINCOLN	CARNEY	Volume 1 of 2	265
H2	ADAIR	CAVE SPRINGS	Volume 1 of 2	2
H2	CADDO	CEMENT	Volume 1 of 2	47
H2	DELAWARE	CLEORA	Volume 1 of 2	144
H2	JOHNSTON	COLEMAN	Volume 1 of 2	218
H2	COAL	COTTONWOOD	Volume 1 of 2	103
H2	ADAIR	DAHLONEGAH	Volume 1 of 2	3
H2	CANADIAN	DARLINGTON	Volume 1 of 2	56
H2	TILLMAN	DAVIDSON	Volume 2 of 2	503
H2	McCURTAIN	DENISON	Volume 2 of 2	304
H2	KINGFISHER	DOVER	Volume 1 of 2	234
H2	JACKSON	DUKE	Volume 1 of 2	210
H2	HUGHES	DUSTIN	Volume 1 of 2	203
H2	POTTAWATOMIE	EARLSBORO	Volume 2 of 2	431
H2	JACKSON	ELDORADO	Volume 1 of 2	211
H2	BECKHAM	ERICK	Volume 1 of 2	28
H2	LE FLORE	FANSHAWE	Volume 1 of 2	250
H2	ELLIS	FARGO	Volume 1 of 2	157
H2	ATOKA	FARRIS	Volume 1 of 2	18
H2	CIMARRON	FELT	Volume 1 of 2	93
H2	McCURTAIN	FOREST GROVE	Volume 2 of 2	306
H2	WOODWARD	FORT SUPPLY	Volume 2 of 2	538
H2	WOODS	FREEDOM	Volume 2 of 2	536
H2	ELLIS	GAGE	Volume 1 of 2	158
H2	McCURTAIN	GLOVER	Volume 2 of 2	307
H2	CHOCTAW	GOODLAND	Volume 1 of 2	87
H2	CADDO	GRACEMONT	Volume 1 of 2	50
H2	OKFUSKEE	GRAHAM	Volume 2 of 2	345
H2	STEPHENS	GRANDVIEW	Volume 2 of 2	491
H2	CHOCTAW	GRANT	Volume 1 of 2	88
H2	ADAIR	GREASY	Volume 1 of 2	4
H2	LOVE	GREENVILLE	Volume 2 of 2	277
H2	CREEK	GYPSY	Volume 1 of 2	128
H2	ROGER MILLS	HAMMON	Volume 2 of 2	450
H2	McINTOSH	HANNA	Volume 2 of 2	319
H2	TEXAS	HARDESTY	Volume 2 of 2	496
H2	ATOKA	HARMONY	Volume 1 of 2	19

## Index by Community Group

Community Group	County	District	Book	Page Number
H2	PITTSBURG	HAYWOOD	Volume 2 of 2	410
H2	PAWNEE	JENNINGS	Volume 2 of 2	396
H2	SEMINOLE	JUSTICE	Volume 2 of 2	465
H2	KAY	KAW CITY	Volume 1 of 2	227
H2	DELAWARE	KENWOOD	Volume 1 of 2	149
H2	CIMARRON	KEYES	Volume 1 of 2	94
H2	HASKELL	KINTA	Volume 1 of 2	198
H2	ATOKA	LANE	Volume 1 of 2	20
H2	LE FLORE	LE FLORE	Volume 1 of 2	254
H2	DELAWARE	LEACH	Volume 1 of 2	150
H2	TULSA	LEONARD	Volume 2 of 2	514
H2	OKMULGEE	LIBERTY	Volume 2 of 2	368
H2	KINGFISHER	LOMEGA	Volume 1 of 2	237
H2	KIOWA	LONE WOLF	Volume 1 of 2	240
H2	CADDO	LOOKEBA SICKLES	Volume 1 of 2	53
H2	CHEROKEE	LOST CITY	Volume 1 of 2	77
H2	CHEROKEE	LOWREY	Volume 1 of 2	78
H2	JOHNSTON	MANNVILLE	Volume 1 of 2	219
H2	SEQUOYAH	MARBLE CITY	Volume 2 of 2	480
H2	PONTOTOC	McLISH	Volume 2 of 2	423
H2	GRADY	MIDDLEBERG	Volume 1 of 2	181
H2	JOHNSTON	MILBURN	Volume 1 of 2	220
H2	CREEK	MILFAY	Volume 1 of 2	133
H2	JOHNSTON	MILL CREEK	Volume 1 of 2	221
H2	LE FLORE	MONROE	Volume 1 of 2	255
H2	PUSHMATAHA	MOYERS	Volume 2 of 2	445
H2	PUSHMATAHA	NASHOBA	Volume 2 of 2	446
H2	CHEROKEE	NORWOOD	Volume 1 of 2	79
H2	COAL	OLNEY	Volume 1 of 2	104
H2	JACKSON	OLUSTEE	Volume 1 of 2	213
H2	TEXAS	OPTIMA	Volume 2 of 2	498
H2	MAYES	OSAGE	Volume 2 of 2	290
H2	OSAGE	OSAGE HILLS	Volume 2 of 2	381
H2	KAY	PECKHAM	Volume 1 of 2	230
H2	PONTOTOC	PICKETT-CENTER	Volume 2 of 2	424
H2	PITTSBURG	PITTSBURG	Volume 2 of 2	415
H2	POTTAWATOMIE	PLEASANT GROVE	Volume 2 of 2	437
H2	SEMINOLE	PLEASANT GROVE	Volume 2 of 2	468
H2	JOHNSTON	RAVIA	Volume 1 of 2	222
H2	CANADIAN	RIVERSIDE	Volume 1 of 2	61
H2	ADAIR	ROCKY MOUNTAIN	Volume 1 of 2	7
H2	McINTOSH	RYAL	Volume 2 of 2	321
H2	SEMINOLE	SASAKWA	Volume 2 of 2	469
H2	OKMULGEE	SCHULTER	Volume 2 of 2	372
H2	CHEROKEE	SHADY GROVE	Volume 1 of 2	81
H2	LE FLORE	SHADY POINT	Volume 1 of 2	259
H2	ADAIR	SKELLY	Volume 1 of 2	8

## Index by Community Group

Community				Page
Group	County	District	Book	Number
H2	MAYES	SPAVINAW	Volume 2 of 2	293
H2	CARTER	SPRINGER	Volume 1 of 2	70
H2	McINTOSH	STIDHAM	Volume 2 of 2	322
H2	ATOKA	STRINGTOWN	Volume 1 of 2	21
H2	ROGER MILLS	SWEETWATER	Volume 2 of 2	453
H2	CHOCTAW	SWINK	Volume 1 of 2	91
H2	PITTSBURG	TANNEHILL	Volume 2 of 2	418
H2	JEFFERSON	TERRAL	Volume 1 of 2	216
H2	McCURTAIN	TOM	Volume 2 of 2	313
H2	COAL	TUPELO	Volume 1 of 2	105
H2	OTTAWA	TURKEY FORD	Volume 2 of 2	393
H2	PUSHMATAHA	TUSKAHOMA	Volume 2 of 2	448
H2	MUSKOGEE	WAINWRIGHT	Volume 2 of 2	333
H2	JOHNSTON	WAPANUCKA	Volume 1 of 2	224
H2	WASHITA	WASHITA HEIGHTS	Volume 2 of 2	534
H2	McCURTAIN	WATSON	Volume 2 of 2	315
H2	CRAIG	WHITE OAK	Volume 1 of 2	123
H2	LINCOLN	WHITE ROCK	Volume 1 of 2	272
H2	HASKELL	WHITEFIELD	Volume 1 of 2	201
H2	LE FLORE	WHITESBORO	Volume 1 of 2	262
H2	MAYES	WICKLIFFE	Volume 2 of 2	294
H2	OSAGE	WYNONA	Volume 2 of 2	386
H2	TEXAS	YARBROUGH	Volume 2 of 2	502
H2	CARTER	ZANEIS	Volume 1 of 2	72

# **APPENDIX C**

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

- 1) **INSTRUCTION**      INSTRUCTION (1000 Series)
  
- 2) **STUDENT SUPPORT**    SUPPORT SERVICES (2000 Series)
  - SUPPORT SERVICES - STUDENTS (2100)
    - Attendance and Social Work Services
    - Guidance Services
    - Health Services
    - Psychological Individual Services
    - Speech Pathology and Audiology Services
    - Other Support Services
  
- 3) **INSTR. SUPPORT**      SUPPORT SERVICES (2000 Series)
  - SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
    - Improvement of Instruction Services
    - Educational Media Services
    - Other Support Services - Instr. Staff
  
- 4) **DISTRICT ADMIN.**    SUPPORT SERVICES (2000 Series)
  - SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
    - Board of Education Services
    - Executive Administration Services
    - 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 (Independent Districts)
    - Office of Director
    - Office of Coordinator
    - Other Support Services
  
- 6) **DISTRICT SUPPORT**    SUPPORT SERVICES (2000 Series)
  - SUPPORT SERVICES - BUSINESS (2500)
    - Fiscal Services
    - Internal Services
  - OPERATION AND MAINTENANCE OF PLANT SERVICES (2600)
    - Supervision of Operation and Maintenance of Plant Services
    - Operation of Buildings Services
    - Care and Upkeep of Grounds Services
    - Care and Upkeep of Equipment Services
    - Vehicle Operation and Maint. Services (Not Student Trans.)
    - Security Services
    - Asbestos Abatement Services
    - Other Operation and Maintenance of Plant Services
  - STUDENT TRANSPORTATION SERVICES (2700)
    - Supervision of Student Transportation Services
    - Vehicle Operation Services
    - Monitoring Services
    - Vehicle Servicing and Maintenance Services
    - Other Student Transportation Services
  - SUPPORT SERVICES - CENTRAL (2800)
    - Planning, Research, Development, and Evaluation Services
    - Information Services
    - Staff Services
    - Data Processing Services
  - OTHER SUPPORT SERVICES (2900)

Continued on Next Page



**7) DEBT SERVICE**

OTHER USES (5000 Series)  
DEBT SERVICE (5100)

**8) OTHER**

OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series)

CHILD NUTRITION PROGRAMS OPERATIONS (3100)

Supervision of Child Nutrition Programs Operations  
Food Preparation and Dispensing Services  
Food and Supplies Delivery Services  
Other Direct and/or Related Child Nutrition Programs  
Food Procurement Services  
Non-Reimbursable Services  
Nutrition Education and Staff Development  
Other Child Nutrition Programs Operations

OTHER ENTERPRISE SERVICES OPERATIONS (3200)

COMMUNITY SERVICES OPERATIONS (3300)

Supervision of Community Services Operations  
Other Community Services Operations

FACILITIES ACQUISITION AND CONSTR. SERV. (4000 Series)

SUPERVISION OF FACILITIES ACQUISITION AND CONSTR. (4100)

SITE ACQUISITION SERVICES (4200)

SITE IMPROVEMENT SERVICES (4300)

ARCHITECTURE AND ENGINEERING SERVICES (4400)

EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500)

BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600)

BUILDING IMPROVEMENT SERVICES (4700)

OTHER FACILITIES ACQUISITION AND CONSTR. SERVICES (4900)

OTHER USES (5000 Series)

PRIVATE, NON-PROFIT SCHOOLS (5500)

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 (LTD) CLAIMS (7800)

OTHER (7900)

REPAYMENT (8000 Series)