

# Oklahoma Educational Indicators Program

## Profiles 2013

### Background & Methodologies



**Commission for Educational Quality and Accountability**

Dr. Robert Sommers, Chairman

Amy Bixler

Douglas Brown

Dr. Robyn Miller

Johnnie Parks

Renee Porter

Dr. Kent Shellenberger

**Office of Educational Quality and Accountability**

Robert Buswell, Executive Director

Jeff Wallace, Assistant Director

Jerry (Yu-Chao) Hsieh, Database Design Analyst

Kathren Stehno, Coordinator for School Improvement

**Prepared in Cooperation with:**

Oklahoma State Department of Education

Oklahoma State Regents for Higher Education

Oklahoma Department of Career & Technology Education

Oklahoma Office of Juvenile Affairs

Oklahoma Tax Commission

All Oklahoma Public Schools

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## *Office of Educational Quality and Accountability*

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655 Research Parkway, Suite 301, Oklahoma City, OK 73104  
(405) 225-9470 ♦ Fax: (405) 225-9474 ♦ [www.SchoolReportCard.org](http://www.SchoolReportCard.org)

May 23, 2014

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue *Profiles 2013*, prepared by the Office of Educational Quality and 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 2013* is a unique set of publications that furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers; and helps to insure that every Oklahoma student receives their best educational opportunity. School boards and school administrators may use the reports to benchmark and set goals as well as make comparisons with similar schools.

*Profiles 2013* 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 Educational Quality and Accountability and include data from the following sources for the 2012 – 2013 school year: 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, and a school survey administered directly by the Office of Educational Quality and Accountability, as well as other sources.

The Commission for Education Quality and Accountability and the Office of Educational Quality and 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 commission meetings.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert D. Sommers".

Dr. Robert Sommers, Chairman  
Commission for Educational  
Quality and Accountability

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# OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

*Profiles 2013* 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, student enrollment gain and loss rates, 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.”

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 2012, Senate Bill 1797 changed the name of the Office of Accountability to the Office of Educational Quality and Accountability and the Education Oversight Board was restructured to become the Commission for Educational Quality and Accountability. The new commission is appointed by the Governor and chaired by the Governor’s Secretary of Education.

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# INTRODUCTION & METHODOLOGY

“Profiles 2013” consists of three components: (1) the State Report, (2) the District Report and (3) individual School Report Cards. Each component of “Profiles 2013” 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 2013” 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 2012-13 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 2012-13 school year.

**School Report Cards:** This component includes over 1,600 individual school report cards for the 2012-13 school year. 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 2012-13 school year plus data from the most recent U.S. Census for persons residing within the boundaries of the school district. In the District Report, communities have been placed into one of 16 groups based upon the number of students the district serves and based upon a socio-economic indicator. This grouping methodology allows districts to be compared to other districts serving similar communities, as well as to state averages in each of the three reporting sections.
- II) The District Educational Process category includes program and process information. It depicts how each school district delivers education to its students.

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

Each of the “Profiles 2013” 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 Educational Quality and Accountability (OEQA) is the secondary user of the majority of the information presented in the “Profiles 2013” reports. The OEQA relies on agencies such as the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, the Oklahoma Office of Juvenile Affairs, the Oklahoma Tax Commission, and several others to supply the required information in a timely, accurate and usable fashion. The information is then combined across agencies by the OEQA to generate meaningful statewide statistics regarding the educational performance of students. Consequently, the OEQA 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 2013” 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 2013” 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 521 individual districts in Oklahoma during the 2012-13 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

<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>
ACHILLE	34	CANEY	16	ENID	157
AGRA	255	CANTON	30	ERICK	27
ALEX	170	CARNEGIE	45	FANSHAWE	241
ALLEN-BOWDEN	119	CARNEY	256	FARGO	151
ALTUS	201	CASHION	224	FARRIS	17
AMBER-POCASSET	171	CAVE SPRINGS	1	FELT	90
ANADARKO	42	CEMENT	46	FLETCHER	105
ARAPAHO-BUTLER	134	CHANDLER	257	FLOWER MOUND	106
ARDMORE	63	CHATTANOOGA	103	FORGAN	24
ARKOMA	238	CHEROKEE	13	FORT COBB-BROXTON	48
ARNETT	150	CHICKASHA	173	FORT TOWSON	84
ATOKA	15	CHISHOLM	154	FOX	65
BALKO	22	CLEORA	138	FRIEND	174
BANNER	53	CLINTON	135	GAGE	152
BEAVER	23	COALGATE	98	GARBER	158
BENNINGTON	35	COLBERT	38	GEARY	31
BIG PASTURE	111	COLCORD	139	GERONIMO	107
BINGER-ONEY	43	COLEMAN	211	GRACEMONT	49
BISHOP	101	COTTONWOOD	99	GRAND VIEW	73
BLACKWELL	218	COVINGTON-DOUGLAS	155	GRANITE	185
BLAIR	202	CYRIL	47	GRANT	85
BLUEJACKET	114	DAHLONEGAH	2	GREASY	3
BOISE CITY	89	DARLINGTON	55	GROVE	140
BOKOSHE	239	DAVENPORT	258	GYPSY	123
BOONE-APACHE	44	DEER CREEK-LAMONT	182	HARMONY	18
BOSWELL	83	DEPEW	121	HEALDTON	66
BRIDGE CREEK	172	DICKSON	64	HEAVENER	242
BRIGGS	72	DOVER	225	HENNESSEY	226
BRISTOW	120	DRUMMOND	156	HINTON	50
BUFFALO	188	DRUMRIGHT	122	HOBART	230
BUFFALO VALLEY	234	DUKE	203	HODGEN	243
BURLINGTON	12	DURANT	39	HOLDENVILLE	197
CACHE	102	DUSTIN	196	HOLLIS	187
CADDO	36	EL RENO	56	HOWE	244
CALERA	37	ELDORADO	204	HUGO	86
CALUMET	54	ELGIN	104	HULBERT	74
CALVIN	195	ELK CITY	26	HYDRO-EAKLY	51
CAMERON	240	ELMORE CITY-PERNELL	162	INDIAHOMA	108

<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>
JAY	141	NAVAJO	205	SPRINGER	69
KANSAS	142	NEWKIRK	220	STERLING	110
KELLYVILLE	124	NINNEKAH	177	STIGLER	193
KENWOOD	143	NOBLE	95	STILWELL	8
KEOTA	190	NORMAN	96	STRATFORD	167
KETCHUM	115	NORWOOD	77	STRINGTOWN	20
KEYES	91	OAKS-MISSION	146	STROUD	261
KEYS	75	OILTON	130	STUART	199
KIEFER	125	OKARCHE	229	SWINK	88
KILDARE	219	OKEENE	32	TAHLEQUAH	80
KINGFISHER	227	OLIVE	131	TALIHINA	252
KINTA	191	OLUSTEE	206	TALOGA	148
KREMLIN-HILLSDALE	159	PANAMA	247	TEMPLE	112
LANE	19	PANOLA	235	TENKILLER	81
LAVERNE	189	PAOLI	165	TERRAL	209
LAWTON	109	PAULS VALLEY	166	THOMAS-FAY-CUSTER	136
LEACH	144	PEAVINE	5	TIMBERLAKE	14
LeFLORE	245	PECKHAM	221	TISHOMINGO	216
LEXINGTON	92	PEGGS	78	TONKAWA	223
LINDSAY	163	PIEDMONT	59	TUPELO	100
LITTLE AXE	93	PIONEER	178	TURPIN	25
LOMEGA	228	PIONEER-PLEASANT VALE	160	TUSHKA	21
LONE GROVE	67	PLAINVIEW	68	TUTTLE	180
LONE STAR	126	POCOLA	248	UNION CITY	61
LONE WOLF	231	PONCA CITY	222	VERDEN	181
LOOKEBA SICKLES	52	POND CREEK-HUNTER	184	VICI	149
LOWREY	76	POTEAU	249	VINITA	116
MANGUM	186	PRAGUE	260	WALTERS	113
MANNFORD	127	PRETTY WATER	132	WAPANUCKA	217
MANNSVILLE	212	RAVIA	215	WATONGA	33
MAPLE	57	RED OAK	236	WATTS	9
MARYETTA	4	RINGLING	207	WAUKOMIS	161
MAYSVILLE	164	RIVERSIDE	60	WAURIKA	210
McCURTAIN	192	ROBIN HILL	97	WEATHERFORD	137
MEDFORD	183	ROCK CREEK	40	WELCH	117
MEEKER	259	ROCKY MOUNTAIN	6	WELLSTON	262
MERRITT	28	RUSH SPRINGS	179	WESTVILLE	10
MIDDLEBERG	175	RYAN	208	WETUMKA	200
MILBURN	213	SAPULPA	133	WHITE OAK	118
MILFAY	128	SAYRE	29	WHITE ROCK	263
MILL CREEK	214	SEILING	147	WHITEBEAD	168
MINCO	176	SHADY GROVE	79	WHITEFIELD	194
MONROE	246	SHADY POINT	250	WHITESBORO	253
MOORE	94	SHATTUCK	153	WILBURTON	237
MOSELEY	145	SILO	41	WILSON	70
MOSS	198	SKELLY	7	WISTER	254
MOUNDS	129	SNYDER	233	WOODALL	82
MOUNTAIN VIEW-GOTEBO	232	SOPER	87	WYNNEWOOD	169
MUSTANG	58	SPIRO	251	YUKON	62

<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>
ZANEIS	71	ZION	11		

## 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	404	CHEYENNE	432	FRONTIER	325
ADAIR	278	CHOCTAW-NICOMA PARK	338	GANS	459
AFTON	373	CHOUTEAU-MAZIE	279	GLENCOE	384
ALBION	425	CIMARRON	273	GLENPOOL	493
ALINE-CLEO	272	CLAREMORE	439	GLOVER	298
ALLEN	405	CLAYTON	427	GOODWELL	476
ALVA	515	CLEVELAND	380	GORE	460
ANDERSON	361	COLLINSVILLE	492	GRAHAM	332
ANTLERS	426	COMANCHE	470	GRANDFIELD	487
ASHER	411	COMMERCE	374	GRANDVIEW	473
AVANT	362	COPAN	509	GREENVILLE	268
BARNSDALL	363	CORDELL	513	GROVE	415
BARTLESVILLE	507	COWETA	503	GUTHRIE	266
BATTIEST	293	COYLE	264	GUYMON	477
BEARDEN	331	CRESCENT	265	HAILEYVILLE	393
BEGGS	352	CROOKED OAK	339	HAMMON	433
BELFONTE	456	CROWDER	391	HANNA	308
BERRYHILL	489	CRUTCHO	340	HARDESTY	478
BETHANY	337	CUSHING	383	HARRAH	343
BETHEL	412	DALE	413	HARTSHORNE	394
BILLINGS	324	DAVIDSON	485	HASKELL	316
BIXBY	490	DAVIS	312	HAWORTH	299
BLANCHARD	286	DEER CREEK	341	HAYWOOD	395
BOWLEGS	446	DENISON	295	HENRYETTA	354
BOWRING	364	DEWAR	353	HILLDALE	317
BRAGGS	314	DEWEY	510	HOLLY CREEK	300
BRAY-DOYLE	468	DIBBLE	288	HOMINY	365
BROKEN ARROW	491	DUNCAN	471	HOOKER	479
BROKEN BOW	294	EAGLETOWN	296	IDABEL	301
BRUSHY	457	EARLSBORO	414	INDIANOLA	396
BURNS FLAT-DILL CITY	511	EDMOND	342	INOLA	441
BUTNER	447	EMPIRE	472	JENKS	494
BYARS	287	EUFAULA	307	JENNINGS	381
BYNG	406	FAIRLAND	375	JONES	344
CANADIAN	390	FAIRVIEW	274	JUSTICE	448
CANEY VALLEY	508	FOREST GROVE	297	JUSTUS-TIAWAH	442
CANUTE	512	FORT GIBSON	315	KEYSTONE	495
CATOOSA	437	FORT SUPPLY	518	KINGSTON	276
CENTRAL	458	FOYIL	440	KIOWA	397
CENTRAL HIGH	469	FREDERICK	486	KONAWA	449
CHECOTAH	306	FREEDOM	516	KREBS	398
CHELSEA	438	FRINK-CHAMBERS	392	LATTA	407

<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>	<b>District</b>	<b>Page</b>
LEEDEY	434	OSAGE HILLS	367	STILLWATER	388
LIBERTY	461	OWASSO	497	STONEWALL	409
LIBERTY	496	PADEN	335	STRAIGHT	481
LOCUST GROVE	280	PAWHUSKA	368	STROTHER	453
LUKFATA	302	PAWNEE	382	SULPHUR	313
LUTHER	345	PERKINS-TRYON	386	SWEETWATER	436
MACOMB	416	PERRY	327	TANNEHILL	403
MADILL	277	PITTSBURG	400	TECUMSEH	423
MARBLE CITY	462	PLEASANT GROVE	420	TEXHOMA	482
MARIETTA	269	PORTER CONSOLIDATED	505	THACKERVILLE	270
MARLOW	474	PORUM	320	TIPTON	488
MASON	333	PRESTON	357	TULSA	501
MAUD	417	PRUE	369	TURKEY FORD	378
McALESTER	399	PRYOR	282	TURNER	271
McCORD	366	PURCELL	290	TUSKAHOMA	431
McLOUD	418	PUTNAM CITY	350	TWIN HILLS	359
MIAMI	376	QUAPAW	377	TYRONE	483
MIDWAY	309	QUINTON	401	UNION	502
MIDWEST CITY-DEL CITY	346	RATTAN	430	VALLIANT	304
MILLWOOD	347	REYDON	435	VANOSS	410
MOFFETT	463	RINGWOOD	275	VARNUM	454
MOORELAND	519	RIPLEY	387	VELMA-ALMA	475
MORRIS	355	ROFF	408	VERDIGRIS	445
MORRISON	326	ROLAND	465	VIAN	467
MOYERS	428	RYAL	310	WAGONER	506
MULDROW	464	SALINA	283	WAINWRIGHT	321
MULHALL-ORLANDO	267	SALLISAW	466	WANETTE	424
MUSKOGEE	318	SAND SPRINGS	498	WARNER	322
NASHOBA	429	SASAKWA	451	WASHINGTON	291
NEW LIMA	450	SAVANNA	402	WAYNE	292
NEWCASTLE	289	SCHULTER	358	WAYNOKA	517
NORTH ROCK CREEK	419	SEMINOLE	452	WEBBERS FALLS	323
NOWATA	328	SENTINEL	514	WELEETKA	336
OAK GROVE	385	SEQUOYAH	444	WESTERN HEIGHTS	351
OAKDALE	348	SHARON-MUTUAL	520	WEWOKA	455
OKAY	504	SHAWNEE	421	WICKLIFFE	285
OKEMAH	334	SHIDLER	370	WILSON	360
OKLAHOMA CITY	349	SKIATOOK	499	WOODLAND	371
OKLAHOMA UNION	329	SMITHVILLE	303	WOODWARD	521
OKMULGEE	356	SOUTH COFFEYVILLE	330	WRIGHT CITY	305
OKTAHA	319	SOUTH ROCK CREEK	422	WYANDOTTE	379
OOLOGAH-TALALA	443	SPAVINAW	284	WYNONA	372
OPTIMA	480	SPERRY	500	YALE	389
OSAGE	281	STIDHAM	311	YARBROUGH	484

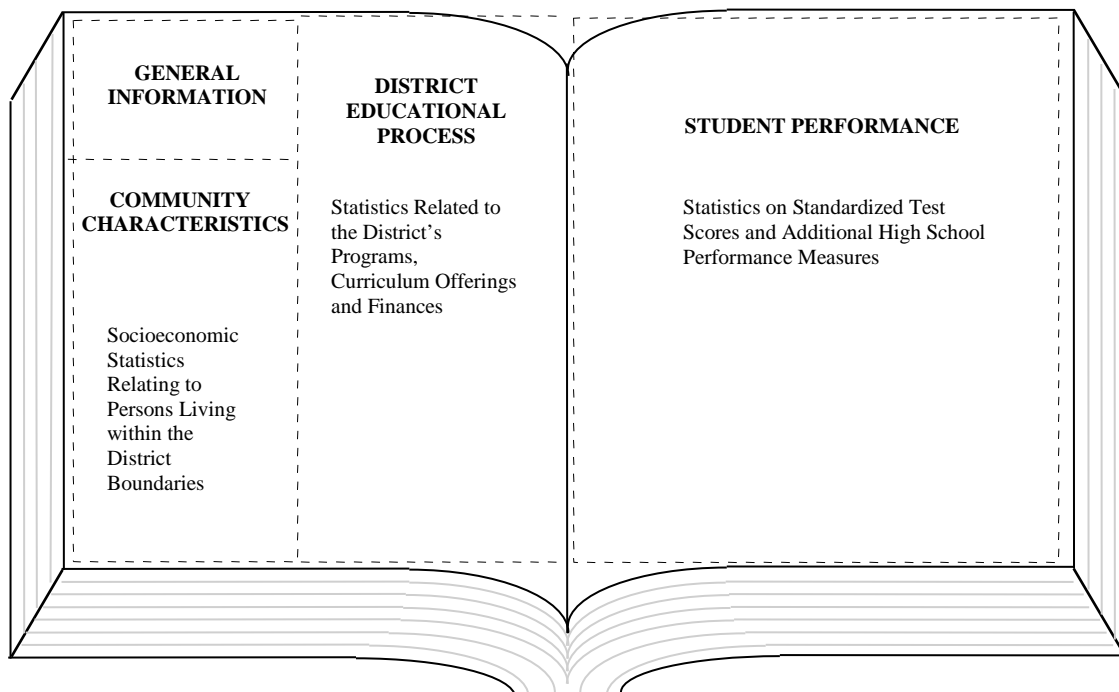
# THE DISTRICT REPORT LAYOUT

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

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

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

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



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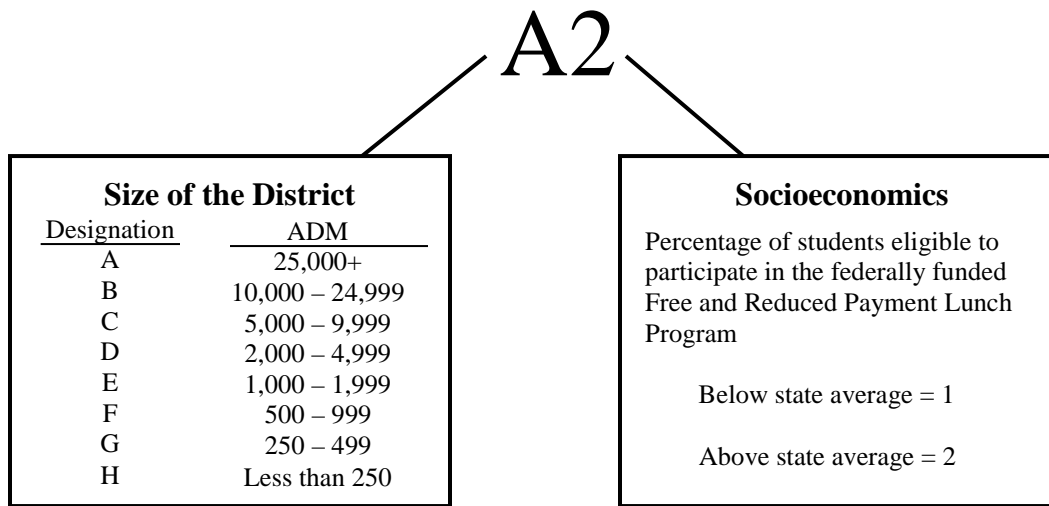


# COMMUNITY GROUPING MODEL

The great diversity in Oklahoma communities, and the school districts that serve them, causes difficulty in contrasting district educational effectiveness. One way to make meaningful comparisons is to break the communities into “peer groups.” In this way, the educational effectiveness of a school district serving its community can be compared to the educational effectiveness of districts serving similar communities.

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

The model breaks the state’s school districts into “district communities” which are categorized with a letter designation of A through H based upon district ADM (see listing below) and a numeric designation of 1 or 2 based upon the percentage of students eligible to participate in the Free and Reduced Payment Lunch Program. District communities with eligibility percentages above the state average (higher poverty) are given the designation of 2 while the remaining districts are given the designation of 1. This combination of letters and numbers yields 16 community group designations, A1 through H2.



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

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# EXPLANATION OF TERMS AND DATA

## General Information

### **District Name**

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

### **County Name**

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

### **Address & Telephone Number**

Information needed to contact the Superintendent of the featured district.

## Community Characteristics

A great portion of community characteristics comes from the U.S. Census statistics, which is based on persons living within each school district's boundaries. A few districts have been annexed or consolidated since the data was originally tabulated. The data for consolidated districts has been re-distributed to the districts receiving their students. For those districts that consolidated with multiple districts, the re-distribution of data was based on what percentage of the consolidating district's average daily membership (ADM) transferred to each of the receiving districts. There are two types of U.S. Census being used in this report: the 2010 Decennial Census and the most current American Community Survey 5-Year Average (ACS 5-Year Average).

### **Community Group**

See explanation on Page xvii.

### **Ethnic Makeup**

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

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

Total assessed value of property within the boundaries of the district divided by the average daily membership (ADM), or average enrollment, for 2013. These figures were supplied in December, 2013 and were current as of that date. [Oklahoma Tax Commission / SDE]

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

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

### **District Population**

The number of residents living within the boundaries of the district. [ACS 5-Year Average]

### **Poverty Rate**

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

### **Unemployment Rate**

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

### **Average Household Income**

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

### **Single-Parent Families**

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

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

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

### **Kindergarten - 3<sup>rd</sup> Graders Receiving Reading Remediation**

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

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

The average daily attendance divided by the average daily membership, subtracted from 1, with result being multiplied by 175 school days. [SDE]

### **Mobility Rate (Incoming Students)**

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

### **Suspensions of 10 Days or Less**

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

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

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

to incidents of suspension. Schools not responding to the OEQA survey were not included in this calculation. [OEQA / SDE]

### **Volunteer Hours per Student**

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

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

The principals' estimation of what percentage of the students had at least one parent or guardian attend a minimum of one parent-teacher conference. Schools not responding to the OEQA survey were not included in this calculation. [OEQA]

### **Juveniles Charged**

The juvenile statistics are based on criminal offenses only. This number refers to those juveniles charged with an offense from September of 2012 to August of 2013, who reported that they attended one of the schools in the district, expressed as a ratio of fall enrollment to juvenile offenders. For the purposes of generating statewide averages, schools with no information reported were assumed to have no juveniles charged with an offense. On the District Report these districts were listed as "None Reported." Alternative and special education centers are not included in the tabulation of data. [Office of Juvenile Affairs (OJA) / SDE]

### **Offenses per Juvenile Charged**

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

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

The number of juvenile offenders whom reported that they attended one of the schools in the district and were deemed to have gang affiliation. Excludes alternative and special education centers. [OJA]

### **Symbol Key**

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

ADM = Average Daily Membership (average enrollment)

FTE = Full-Time Equivalent

NA = Not Applicable

\*\* = Data protected by privacy laws

FTR = School/District Failed to Respond to OEQA Survey with usable data

DNA = Data Not Available

RM = Revised Methodology

## **District Educational Process** [State Department of Education (2012-13) except where noted]

All of the statistics in this section are based on the 1,763 schools included in the “Profiles 2013” 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.

### **2011/2012 Average Daily Membership (ADM)**

The average number of students on the school roster throughout the 2011-2012 school year. Also referred to as average enrollment. ADM includes all sites.

### **2012/2013 Average Daily Membership (ADM)**

The average number of students on the school roster throughout the 2012-2013 school year. Also referred to as average enrollment. ADM includes all sites.

### **Change in ADM from 2011/2012 to 2012/2013**

The numeric and percentage change in average daily membership between the 2011-12 school year and the 2012-13 school year.

### **Students Identified as Gifted and Talented**

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

### **Students in Special Education**

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

### **Non-Special Ed. Teachers (FTEs)**

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

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

Teacher salaries are allocated to school sites based upon the percentage of time spent at each school site (the majority of teachers in the state spend 100% of their time at one school site). Co-op teachers were the only exception, as their time was only considered at the district level and was fully attributed to the district that submitted their records. The total of all salaries paid to non-special education teachers are then divided by total non-special education teacher FTEs to obtain the average salary per non-special education teacher FTE. These figures include fringe benefits, but exclude extra duty pay.

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

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

### **Average Years of Experience for Non-Special Ed. Teachers**

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

### **Special Education Teachers (FTEs)**

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

### **Counselors (FTEs)**

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

### **Other Certified Professional Staff (FTEs)**

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

### **School and District Administrators (FTEs)**

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

### **Average Salary of Administrators**

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

### **Teachers per Administrator**

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

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

There are many different "Funds" in which a school district may deposit revenue and from which it may make expenditures. "Profiles 2013" 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 2013 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 2013" 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 2013 State Report” for a further description of district finances).

### **Average HS Curriculum**

Oklahoma high schools must offer a minimum of 38 units or courses per year although four units may be offered on a two year alternating plan. These courses may be broken down into the following six core areas plus electives: language arts, science, math, social studies, arts, and foreign languages or computer technology. This curriculum table looks at only the six core areas noted above. A more detailed explanation of course offerings can be found in the “Profiles 2013 State Report.” This information is based on those high school sites covered in the “Profiles 2013” 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 1,763 schools included in the “Profiles 2013” report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions.

### **Oklahoma Core Curriculum Tests**

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

### **End-of-Instruction Tests**

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

### **4-Year Dropout Rate**

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

### **Senior Graduation Rate**

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

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

Principals at each high school in the state were requested to report the average Grade Point Average (GPA) for their senior class. All comparative numbers (averages) are based solely on information submitted by high schools responding to the Office of Educational Quality and Accountability (OEQA) survey. A weighted average based on 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. [OEQA]

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

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

in the “Profiles 2013” reports, which offer 12<sup>th</sup> grade. [Department of Career and Technology Education (Career-Tech) / SDE]

### **Average ACT Score**

The average ACT score of all 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 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 graduates. Schools not responding to the OEQA survey were not included in the calculation. [OEQA / SDE]

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

Principals were asked to report the number of high school graduates who were planning to attend out-of-state colleges. This number was then divided by the number of graduates. Schools not responding to the OEQA survey were not included in this calculation. [OEQA / 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 2010, 2011, or 2012. [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 2010, 2011, or 2012. [OSRHE]

### **Oklahoma College Freshmen with GPA 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 2010, 2011, or 2012. [OSRHE]

# **APPENDIX A**

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# **APPENDIX C**

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

- 1) **INSTRUCTION**      INSTRUCTION (1000 Series)
- 2) **STUDENT SUPPORT**      SUPPORT SERVICES (2000 Series)
  - SUPPORT SERVICES - STUDENTS (2100)
- 3) **INSTR. SUPPORT**      SUPPORT SERVICES (2000 Series)
  - SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
- 4) **DISTRICT ADMIN.**      SUPPORT SERVICES (2000 Series)
  - SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
- 5) **SCHOOL ADMIN.**      SUPPORT SERVICES (2000 Series)
  - SUPPORT SERVICES - SCHOOL ADMINISTRATION (2400)
- 6) **DISTRICT SUPPORT**      SUPPORT SERVICES (2000 Series)
  - CENTRAL SERVICES (2500)
  - OPERATION AND MAINTENANCE OF PLANT SERVICES (2600)
  - STUDENT TRANSPORTATION SERVICES (2700)
- 7) **DEBT SERVICE**      OTHER USES (5000 Series)
  - DEBT SERVICE (5100)
- 8) **OTHER**      OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series)
  - CHILD NUTRITION PROGRAMS OPERATIONS (3100)
  - ENTERPRISE OPERATIONS (3200)
  - COMMUNITY SERVICES OPERATIONS (3300)
  - FACILITIES ACQUISITION AND CONSTR. SERVICES (4000 Series)
    - LAND ACQUISITION SERVICES (4200)
    - LAND IMPROVEMENT SERVICES (4300)
    - ARCHITECTURE AND ENGINEERING SERVICES (4400)
    - EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500)
    - BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600)
    - BUILDING IMPROVEMENT SERVICES (4700)
  - 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 USES (7900)