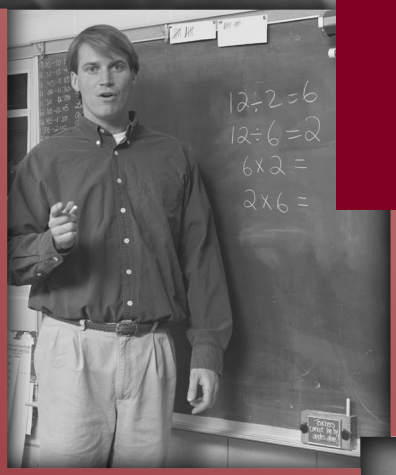
Oklahoma Educational Indicators Program

Profiles 2014 State Report



Office of Educational Quality and Accountability
April 2015

Family & Community Setting • Educational Process • Student Performance

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Oklahoma Educational Indicators Program

Profiles 2014 State Report

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May 22, 2015

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue *Profiles 2014*, 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 2014 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 ensure 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 2014 consists of three publications, a *State Report*, a *District Report*, and the *School Profiles*. These publications are the result of a collaborative effort headed by the Office of Educational Quality and Accountability and include data for the 2013 – 2014 school year 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, the Oklahoma Tax Commission, 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,

Natalie Shirley, Chairman
Commission for Educational
Quality and Accountability

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EXECUTIVE SUMMARY

INTRODUCTION

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. Therefore, *Profiles 2014* presents a host of relevant educational statistics. Readers are free to evaluate educational entities based on those factors they feel are most important in the educational process. The three major reporting categories are community characteristics, educational process, and student performance.

COMMUNITY CHARACTERISTICS

It is vital to remember that schools begin their mission on an uneven playing field. The COMMUNITY CHARACTERISTICS section is meant to give a generalized depiction of community that a school district serves. Most of the variables for *Profiles 2014* are for the 2013-2014 school year. Some variables are selected from the U.S. Census Bureau. The 2010 Decennial Census and the 2009 – 2013 American Community Survey (ACS) provide the census information for school districts in this year's report. Selected information also comes from the 2013 ACS for some state level statistics.

The characteristics for an average school district are as follows: per student valuation of property, $45,248 (December 2014) and students eligible for free or reduced price lunch, 62.0% (2013-2014 school year). The breakdown of Fall 2013 Oklahoma public school enrollment by ethnic group include: White, 51.7%; Black, 9.2%; Native American, 15.0%; Asian, 2.1%; 2 or more races, 7.0%; and Hispanic, 15.0%.

The average population of a district is 7,323 persons; household income, $61,481; population living below poverty level, 16.9%; unemployment rate, 7.0%; single-parent families, 33.9%; (ACS 2009-2013). The 2013 educational attainment of the state's population over age 25 has persons with less than a high school diploma at 13.3% and persons with a high school diploma at 86.7%. It also includes levels of college degrees with those with a Bachelor's or higher degree at 23.8%. School districts also are extremely varied in their physical size. Bethany PS in Oklahoma Co. is just over one square mile and Boise City PS in Cimarron Co. is over 1,000 square miles.

The percentage of kindergarten through 3rd grade students on the reading remediation program is 40.1%; average number of days absent per student, 9.4; mobility rate (incoming students), 10.0%; parents attending at least one parent-teacher conference, 74.1%; and volunteer hours per student, 3.28 are for the 2013-2014 school year. On average for 2013-2014, there was one suspension of 10 days or less for every 13.2 students statewide. When looking at suspensions that lasted for more than 10 days, the average for all schools was one suspension for every 160.9 students statewide.

There were 6,385 public school students criminally referred to the Office of Juvenile Affairs (OJA) for school year 2013-2014. These referred students were charged with 12,898 offenses and 185 of the offenders had a gang affiliation. This means that, on average, one out of every 105.2 students statewide had been charged with a crime, each offender had committed an average of 2.0 offenses but only 2.9% of the charged students had gang affiliations.

EDUCATIONAL PROCESS

Profiles 2014 reports on 517 individual Oklahoma school districts and 1,767 conventional school sites: 1,005 elementary schools, 292 middle schools/junior highs, and 460 senior highs. Total average daily membership (ADM) in 2013-2014 was 668,054, an increase of 5,834 students (0.9%) from the 2012-2013 school year. The 2013-2014 statewide membership was 7.3% greater than the membership ten years earlier. ADM by grade level follows population estimates between kindergarten and 8th grade then declines rapidly from 9th through 12th grade and this decline is not a single year occurrence.

During the 2013-2014 school year, 95,828 Oklahoma students qualified for the Gifted/Talented program; 14.2% of all students in the state. For the same year, 101,340 Oklahoma students qualified for the special education program which represented 15.1% of all students. There were 417,829 Oklahoma students eligible for the Free or Reduced Price Lunch Program (FRL). This equated to 62.0% of all students and was an increase of 5,397 students or 1.3%, from the 2012-2013 school year. Eligibility for FRL has increased 7.9 percentage-points in ten years. There were 47,517 Oklahoma students identified as English language learners or limited English proficient or 7.1% of the state enrollment.

The breadth and depth of high school course offerings greatly influence academic performance at the secondary level. Collectively, districts across the state offered an average of 35.7 units in the six core areas of language arts (English), math, science, history/social studies, fine arts, and language in 2013-2014.

Statewide, the number of regular classroom teachers increased by 154 full-time equivalents (FTEs) for the 2013-2014 school year (37,258 in 2013-2014 from 37,104 in 2012-2013) while ADM increased by 5,834 students. Based on the ADM of 668,054, the statewide gross student/teacher ratio for regular classroom teachers in 2013-14 was 17.9 students per teacher. This is the highest high student teacher ratio in the last 20 years. The average salary of teachers for the 2013-2014 school year was $44,285, an increase of $167 from the previous year. The percentage of teachers with an advanced degree is 24.8% (same as last year). The current percentage of teachers with an advanced degree is well below the high of 41% in 1989-1990. Classroom teachers averaged 12.2 years of experience.

Like classroom teachers, administration is another key ingredient of education. Similar to classroom teachers, the 2013-2014 school year saw an increase in the number of administrators from the previous year. There were 3,551 administrator FTEs at the 517 districts, an increase of 58 FTEs over the 2012-2013 school year's count of 3,493 administrator FTEs. This resulted in an average of 6.9 administrators per school district and each received an average salary of $76,983, an increase of $559, or 0.7% over last year. On average, each administrator supervised 11.7 teacher FTEs and had 20.5 years of experience in public education.

The largest portion of district revenues is funding provided by the State at 48.0% ($2.76 billion), followed by Local & County with 40.2% ($2.31 billion) and Federal funds which provide 11.7% ($675 million). Total revenues for Oklahoma's districts increased to $5,751,751,140 by $127.7 million, or 2.3%, from 2012-2013 revenues of $5.64 billion.

Statewide, total expenditures from ALL FUNDS (Oklahoma State Department of Education) were $5.8 billion, a $179 million increase over the 2012-2013 school year. The largest expenditure is in the area of

Instruction with 52.7%, a 1.0 percentage-point decrease over 2012-2013. This marks the fourth decrease in Instruction in past five years and below a high mark of 58.6% of ALL FUNDS in 1995-1996. District Support ran a distant second in 2013-2014 at 17.9% of all expenditures. The state average of per student expenditures, based on ALL FUNDS, including Debt Service is $8,687.

STUDENT PERFORMANCE

The Oklahoma School Testing Program cost the state $12.9 million to administer in 2013-2014. The state's scores, expressed as the percentage of students scoring Proficient and above for regular education full academic year students were as follows: 3rd grade: Reading 80% and Math 75%; 4th grade: Reading 76% and Math 74%; 5th grade: Reading 76%, Math 75%, Social Studies 85%, Science 60%, and Writing 54%; 6th grade: Reading 75% and Math 76%; 7th grade: Reading 81%, and Math 74%; 8th grade: Reading 82%, Math 63%, History 74%, Science 59%, and Writing 65%. The results for the high school End of Instruction (EOI) exams were: Algebra I 82%, English II 90%, U.S. History 86%, Biology I 56%, Algebra II 80%, English III 94%, and Geometry 87%.

In an attempt to evaluate schools' overall performance in preparing students for the Oklahoma Core Curriculum Tests (OCCT), the Secretary of Education and the Commission for Educational Quality and Accountability have approved a Performance Benchmark which requires that "70% of Regular Education students achieve a score of Proficient and above." These sites receive checkmarks on their profile report. Sixty-two percent of the 3rd grade sites were able to achieve the Oklahoma Performance Benchmark for all subjects tested, as were 58% of the 7th grade sites, 55% of 6th grades, and 53% of 4th grade sites. While many schools do perform well on the OCCT, there is great concern for those that do not. There were 100 5th grade school sites (12.7%) and 56 8th grade school sites (10.9%) that were unable to get at least 70% of their students to score Proficient and above on any subject area tested.

To identify those truly superior schools, the Commission for Educational Quality and Accountability also has approved a 25% Advanced Performance Benchmark to acknowledge schools with 25% students achieving a score of Advanced in all subject areas tested. These sites receive stars on their profile reports. One hundred and twenty-three (123) sites achieved the 25% Advanced Performance Benchmark for at least one grade within their school. Twenty-five sites had multiple grades meet the advanced benchmark giving a total of 149 stars in 2013-2014. Benchmarks are calculated for regular education students but for the first time the *Profiles 2014* will include testing information for all students.

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education's National Center for Educational Statistics. NAEP tests are administered every two years in math and reading. Science and writing tests are administered less often. Much of Oklahoma's performance lags behind that of the nation in the categories tested by NAEP. However, American Indian students in Oklahoma produced higher scores than their national counterparts in all subject and grades tested in 2013.

The Office of Educational Quality and Accountability uses two different methodologies to display dropout rates. The methodologies are a single-year dropout rate at 1.9% and a four-year dropout rate at 8.7%. Based on the four-year methodology, six high schools in the state had a dropout rate above 40%

for the Class of 2014 in 9th through 12th grade. Conversly, 154 Oklahoma high schools did not report a single dropout for the Class of 2014.

Tracking overall student attrition, a five year average of 21.8% of all students are lost between 9th grade and graduation and the loss rates for certain race and gender categories can be staggering. The *Profiles Report* series also uses two different methodologies to generate student graduation rates; the average freshman graduation rate, 80.3% and the senior graduation rate, 98.1%.

There is an interesting interrelationship between the single-year dropout rate, the four-year dropout rate, the student-loss rate, and the four-year graduation rate. The single-year dropout rate is now at 1.9% and has been for several years and the student-loss rates have started to improve as have the four-year graduation rates. Furthermore, the single-year dropout rate greatly under represents the loss of 8.7% of students during the four-year span of high school. Most interesting is the discrepancy that exists between the statewide four-year dropout rate of 8.7% and the statewide student-loss rate of 21.8%. Where are the missing students? Not more than a few percentage-points of the missing almost 13% of students can be attributed to the inflation in the 9th grade base caused by students who repeat 9th grade or start public school from home schooling or private schools. Dropouts over the age of 19 represent 0.9% of their graduating class. Students who die in grades 9 through 12 account for just over 0.3% of their class. Finally, students who attend all four years of high school, but who do not meet the requirements to receive a high school diploma make up 3.5% of their graduating class. These factors combined make up only eight to nine percentage-points of the 13% unaccounted for students.

The average composite score on the ACT for the Oklahoma public high schools included in this series of reports was 20.8, down 0.1 from 2012-2013. The official 2013-2014 Oklahoma score generated by ACT Inc., which includes all public, private, and alternative schools, was 20.7, down 0.1 of a standard score for last year (20.8). This slight decrease brings the standard score back to the same score for Oklahoma for seven of the last eight years. The comparable national average composite score was 21.0, up 0.1 of a standard score from 2012-2013 (20.9). In 2013-2014, the gap between Oklahoma's average ACT score and the national average ACT score was three-tenths of a standard score. Average ACT scores varied greatly across Oklahoma. Classen High School of Advanced Studies in Oklahoma City P.S. had the highest average score of 26.2 and having 100% of graduates taking the ACT. In total, there are eighteen high schools in the state that averaged a 23 or higher on the ACT. Conversely, nine high schools averaged below a 16. Of the 424 Oklahoma high school sites upon which *Profiles 2014* reported ACT scores, 216 had average ACT scores below 20, the cut score required for admission to Oklahoma's regional universities.

From the principal survey returned to the Office of Educational Quality and Accountability, 83.7% of Oklahoma's 2014 high school graduates were reported to have completed the college-bound curriculum required for admission to the state's public institutions of higher education. Seniors in 2013-2014 had an average GPA of 3.07 and over 6.1% attended an out-of-state college. Based on the graduating class of 2014, 51.7% of students had enrolled in an occupationally-specific Career Tech program.

Based on a 2010-2012 three-year average, 47.2% of the state's public high school graduates went directly to a public college in Oklahoma. Also based on a 2010-2012 three-year average, 39.2% of college freshman took at least one remedial course and 86.0% of college freshman averaged a 2.0 GPA or better.

TABLE OF CONTENTS

GRAPHS AND TABLES

MAPS

OKLAHOMA EDUCATIONAL

INDICATORS PROGRAM OVERVIEW

Profiles 2014 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.

INTRODUCTION

METHODOLOGY

Profiles 2014 consists of three components: (1) the State Report; (2) the District Profile; and (3) individual School Profile Reports. Each component of *Profiles 2014* divides the information presented into three major reporting categories: (I) community and environmental 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 these factors combine to influence student performance.

The specific scope of each *Profiles 2014* component is as follows:

State Report

This component of *Profiles 2014* contains tables, graphs, and maps, all with accompanying text concerning state-level information for major categories of measurement. The most recent data covers the 2013-2014 school year. Wherever possible, tables and graphs will cover multiple years so that trends may be observed. In addition, national comparisons have been added based upon data availability and comparability.

District Profile

The second component of *Profiles 2014* is the most extensive compilation of information, presenting over 100 data elements per district. It consists of a two-page spread for each of the 517 school districts in the state and presents a wealth of educational data in both graphic and tabular form for the 2013-2014 school year. The district report covers demographic data such as, poverty rates, household income, and percent of single parent families for the district's community. It covers issues specific to the district, such as student mobility, parental support and juvenile crime. The district's educational processes are highlighted with data covering student programs, teachers and administrators, revenues and expenditures, and high school course offerings. The final section covers student performance with information like standardized test scores, dropout rates, ACT scores, Career Tech participation, and how the district's graduates performed in college.

School Profile Reports

This final component of *Profiles 2014* includes a school site report for 1,683 individual school sites in the state. Only school sites that serve grade 3 and above have these profile reports produced. Selected special school sites like the Oklahoma School for the Deaf are not included. The School Profile Reports include demographic information about the district and specific information about the individual school

site. This information includes enrollment counts, achievement test scores, information about teachers, and other site-specific information. Each profile report 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 comments, it is his or her responsibility to distribute copies of the School Profile Report to parents and other interested parties in the community.

Three Reporting Categories

The *Profiles 2014 State Report*, *District Profile*, and *School Profile Reports* each have the data organized into three major reporting categories:

Community Characteristics

The Community Characteristics category includes community and contextual information. It features census data particular to the district, as well as current information on students eligible for Free or Reduced Price Lunch, student preparation, motivation, mobility and juvenile crime. In the *State* and *District Profiles*, communities have been placed into community groups based upon Free or Reduced Price Lunch counts (a measure of impoverishment) and the number of students the district serves. This grouping methodology allows districts serving similar communities to be compared to one another and to state averages (Figure 26).

Educational Process

The Educational Process category includes educational program and process information. It depicts how each school or district organizes and structures itself to deliver education to its students. The data presented includes the number of school sites in the district, student programs, information about teachers and administrators, revenues and expenditures, and high school course offerings.

Student Performance

The Student Performance category provides a broad array of student performance information including the results of the Oklahoma School Testing Program, dropout rates, ACT scores, Career Tech participation, and collegiate performance measures.

Each of the *Profiles 2014* components reports information using the same three categories and by design is directly comparable. For a comprehensive view of education in a given area, one would start with the *State Report*, move to the *District Profile* and then look at *School Profile Reports* for schools within a given district. Each document reports similar information for the various levels of operation.

COMMUNITY GROUPING MODEL

The great diversity among school districts makes it difficult to compare their effectiveness in educating students. One way to make meaningful comparisons is to organize the districts into peer groups so that similar schools may be compared one to another. To aid in this process, the Office of Educational Quality and Accountability created a Community Grouping model. The model assigns the state's 517 districts into 16 possible groups based upon the size of their enrollment and the general economic conditions that exist within the district. The schools are categorized with a letter designation A through H based upon the size of their enrollment and a numeric designation of 1 or 2 based upon the economic conditions within the district (Figure 26). The most accurate and current predictor of economic conditions within a district is the percentage of students eligible for the federal Free or Reduced Price Lunch Program (Figures 3 & 30). If the percentage is equal to, or below, the state average the district is given the designation of 1. If the percentage of students eligible for the program is higher than state average, the district is given the designation of 2. This combination of letters and numbers creates the 16 group designations. There are no schools with an "A1" designation. Additional information about the Community Groups may be found in the EDUCATIONAL PROCESS section of this report and a more detailed description of the Community Grouping Model methodology may be found in the *Profiles 2014 District Profile*.

DATA GATHERING

The Office of Educational Quality and Accountability (OEQA) is the secondary user of the majority of the information presented. The Office gathers data from the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, and several others. The OEQA then combines the data into a more meaningful format for the evaluation of Oklahoma's educational entities. The OEQA depends upon the other agencies to supply the required information in a timely, accurate and usable fashion. Consequently, it does not control the methods used to collect or the categories used to report the majority of the data presented. The OEQA works diligently with these other agencies to see that the data used are without errors. At the same time, it is also the OEQA's policy not to change numbers received from other agencies without their expressed permission. On rare occasion, a number may appear unreasonable when viewed in the context of other numbers presented in this report series. However, the OEQA is bound to the data in that it is the official number of record. The OEQA also uses a school site questionnaire to obtain data that are not available through other sources.

As a general rule, information is reported a year after the fact. A range of information is recorded throughout the school year. The different agencies involved then begin to collect and/or compile this information at the close of the school year. This process continues through the beginning of the following school year. The majority of the information used in the report series is delivered to the OEQA from November through January. However, a few of the key pieces of information often arrive as late as mid-March. The information must then be verified and analyzed by the OEQA prior to publication in the *Profiles*. The OEQA finalizes the reports in April. After a short period for review by the schools, the documents are printed and released to the media and public.

While this data gathering process is taking place, there are school sites that open and others that close. Only those public school sites that were open during the reporting period are included in the *Profiles*.

Finally, because most educational indicators relate to mainstream public school students, the *Profiles 2014* reports exclude information pertaining to alternative schools and special education centers (except where specifically mentioned). As a result, some of the state and/or district-level statistics may vary from those reported by the state agency/office charged with collecting the information.

CONSIDERATIONS WHEN USING THE DATA

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 are interrelated and must be evaluated accordingly. 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 2014* presents a host of relevant educational statistics and readers are free to evaluate educational entities based upon those factors they feel are most important in the educational process.

The first information from the 2010 Decennial Census was released in February 2011. This information contains population by race for all levels of census geography including school districts. The American Community Survey (ACS) releases demographic, social, and economic variables at the state level annually as single year estimates and also releases 5-year estimates for small geographies including school districts and counties annually. The most recent annual ACS state level information is for 2013 and school district and county information is based on data collected from 2009 to 2013. While *Profiles 2014* use some census variables for school districts, there are many more variables available if users want to dig deeper into the census information. *Profiles* also use "race" when discussing Hispanic origin when many consider "Hispanic" as an ethnic category.

MAPS

Maps are meant to give a general impression of the condition of education in various parts of the state. However, just as no single indicator can measure the overall soundness of education; neither can a single map paint a picture of the condition of education across the state. The maps should be viewed in relation to one another based upon the three major reporting categories.

The information on each map is presented in quartiles. Presentation by quartiles divides Oklahoma's 77 counties into four groups of basically equal number. In some cases, however, the range of the data that is being plotted may not allow for perfect quartering. In these cases, the counties are grouped as close to quarters as possible.

When viewing the maps, it is easiest to remember that counties with darker shading have higher numbers and counties with lighter shading have lower numbers. Maps should be viewed with caution because dark shading may be either favorable or unfavorable depending upon the characteristic or indicator being presented.

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I. COMMUNITY CHARACTERISTICS

CONTEXT

The first reporting category of *Profiles 2014* is the COMMUNITY CHARACTERSTICS section, which provides a statistical sketch of the community in which the educational process is taking place. A school district is the extension of the community it serves and local control is a hallmark of common education in Oklahoma. Local voters affect conditions in the classroom through their support of bond issues and tax levies. Local school board members must ultimately answer to voters in the community. In addition, district policies are always under the scrutiny of parents in the community. Furthermore, community values influence student motivation and performance. Schools and their communities are so tightly interwoven that it is inappropriate, if not impossible, to evaluate education without considering the community in which it takes place.

In recent decades, it has become an expectation that schools will help students overcome adverse socioeconomic conditions that may exist within the family or community. Schools are expected to give students the foundation they need to prosper. When evaluating education, it is vital to remember that it is an uneven playing field upon which schools begin their mission. To properly measure the academic progress that a school or district has made with its students, one must keep in perspective where the students began. Establishing school district context is the purpose of the COMMUNITY CHARACTERSTICS section of *Profiles 2014*.

The sources of the census data presented in the COMMUNITY CHARACTERSTICS section are the 2010 Decennial Census and American Community Survey (ACS). The American Community Survey has been used for several years to collect social and economic data. The ACS is conducted annually with results for areas larger than 65,000 population released annually. Smaller areas, including most Oklahoma counties and school districts, were released for the first time in 2010 for estimates based on the five year span of 2005 through 2009. This year, estimates from 2009 through 2013 will be displayed. The Census Bureau gave states like Oklahoma, where district boundaries do not align with county or municipal boundaries, a valuable tool. The Census Bureau agreed to tabulate census information based upon the actual school district boundaries. This district-level information provides the only reliable demographic data available specifically for school districts. A few districts have consolidated since this information was originally gathered. The census data for closed districts has been incorporated into the data for the district(s) receiving their students. While prior census information was based on the decennial census and available only every 10 years, the ACS data will continue to be updated every year.

The contextual indicators from the census are augmented with more current information from state agencies such as the Department of Education, Office of Juvenile Affairs, and the Office of Educational Quality and Accountability. The state averages for the community characteristics are shown in Figures 1, 5, 17, and 18.

COMMUNITY CHARACTERISTIC MAPS

In Oklahoma, school district boundaries vary greatly in size and shape. Some districts cover so little area that they are mere dots on a statewide map. Other districts may cover hundreds of square miles, yet serve a relatively small number of students. These factors make it difficult to accurately display information on a statewide map using school district boundaries as the base. For this reason, most of the indicators presented in this report are aggregated and mapped by county.

The statistics were chosen because they are representative of the socioeconomic conditions that most impact student performance. The information presented on the maps are from a number of sources including the 2009-2013 ACS, the 2010 Census, the Oklahoma Tax Commission, the Oklahoma State Department of Education, the Oklahoma Office of Juvenile Affairs, and the Office of Educational Quality and Accountability. The maps offer a visual sketch of Oklahoma's COMMUNITY CHARACTERISTICS. These maps should be referenced again when evaluating maps in the EDUCATIONAL PROCESS and STUDENT PERFORMANCE sections of this report. Appendix B displays the information presented in this series of maps in a tabular format.

COMMUNITY CHARACTERISTICS

Socioeconomic

While it is important to understand what the average community in Oklahoma might look like, it is just as important to see how individual school districts vary from the average. By looking at districts that fall into the extremes on each of these indicators, one can begin to understand the diversity that exists among Oklahoma school districts and the communities they serve.

The local tax revenues available to schools also vary greatly. The average district in Oklahoma receives roughly 30% of its funding from property taxes. These taxes are levied on the assessed value of property within the district boundaries and support the general operation of the district. This indicator of district wealth is measured by the total valuation of property within the boundaries of the district divided by the total number of students. The extremes on this indicator were Taloga P.S. (Dewey Co.) with an assessed property value of $639,163 per student for December 2014 to Moffett P.S. (Sequoyah Co.) with a property value of $2,839 per student (students are measured in average daily membership (ADM), which is explained in the EDUCATIONAL PROCESS section of this report). There are twenty-five school districts with valuation per ADM above $200,000 and twelve with valuation per ADM below $10,000. Furthermore, if the voters in a district approve bond issues, additional millages will be added to the tax on their property to cover the cost of capital improvement projects, school bus purchases, and major technology projects. This in turn further widens the gap between districts in regard to funds available for education. The state average is $45,248.

One significant indicator of the relative wealth of a district's community is the number of students who are eligible for the federal Free or Reduced Price Lunch Program (explained in the EDUCATIONAL PROCESS section of this document). During the 2013-2014 school year, 62.0% of Oklahoma's public

school students were eligible for this program. The percentages ranged from 60 school sites with 100% of their students eligible to 12 schools with less than 10% of students eligible.

Figure 1
State Averages for
Socioeconomic Community Characteristics
2013-2014

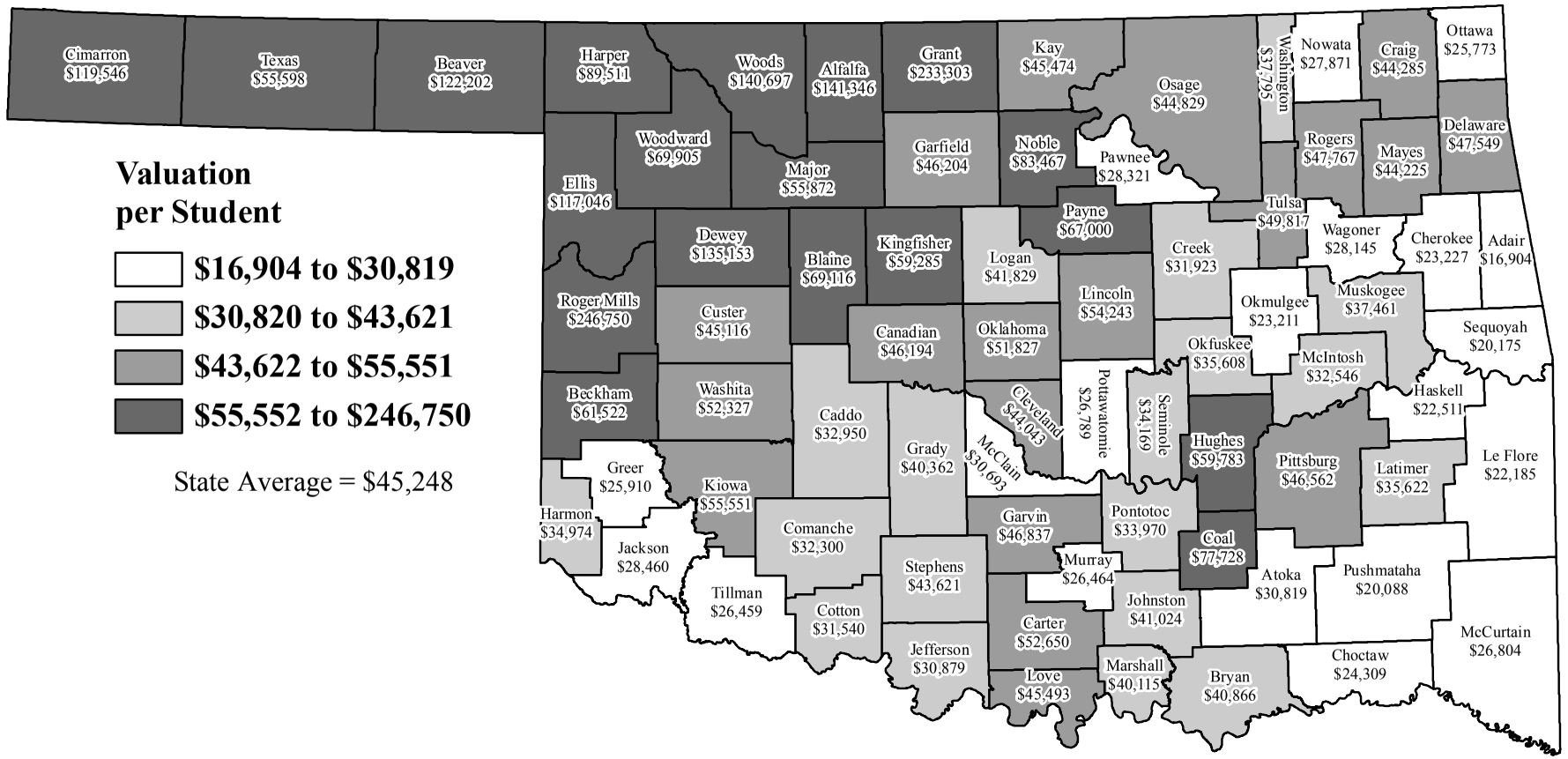
Socioeconomic Community Characteristics		State Average
Per Student Valuation of Property (December 2014)		$45,248
Students Eligible for Free or Reduced Price Lunch (2013-2014)		62.0%
Oklahoma Public School Enrollment Percent by Ethnic Group: (based on 2013 Fall Enrollment)		
White	51.7%	
Black	9.2%	
Native American	15.0%	
Asian	2.1%	
Two or more races	7.0%	
Hispanic	15.0%	

Oklahoma is a state of great diversity and the ethnic makeup of the state's school districts are no exception. Figures 1 and 4 show that for the 2013 Fall enrollment, 15.0% of Oklahoma's students were Native American, 15.0% were Hispanic, 9.2% were African American, and 2.1% were Asian. An additional 7.0% of all students were classified as two or more races. Statewide, 48.3% of student enrollment came from some ethnic minority group. Minority enrollment has increased 33.0% in the past 10 years. Hispanic enrollment has almost doubled in that time and is the second largest minority in the State – less than 100 students less than American Indian. Asian enrollment has increased 45% since Fall 2004. White, African American, and American Indian enrollments have dropped over the past 10 years. Students of two or more races (collected as a separate category for only the fourth consecutive year) continue tremendous growth, increasing almost 20% since last year and more than doubled since 2010.

The state's ethnic diversity is also visible among school districts. For 2013-2014, two districts in Oklahoma have over 50% African American enrollment (Millwood P.S. and Crutcho P.S. in Oklahoma Co.) and twelve other districts have over 25% African American enrollment – two of these include Oklahoma City P.S. and Tulsa P.S. Five districts have over 85% American Indian enrollment (one at 99.1% - Kenwood P.S. in Delaware Co.). There are thirteen other districts with more than 75% American Indian enrollment with all but one of these being dependent K-8 districts.

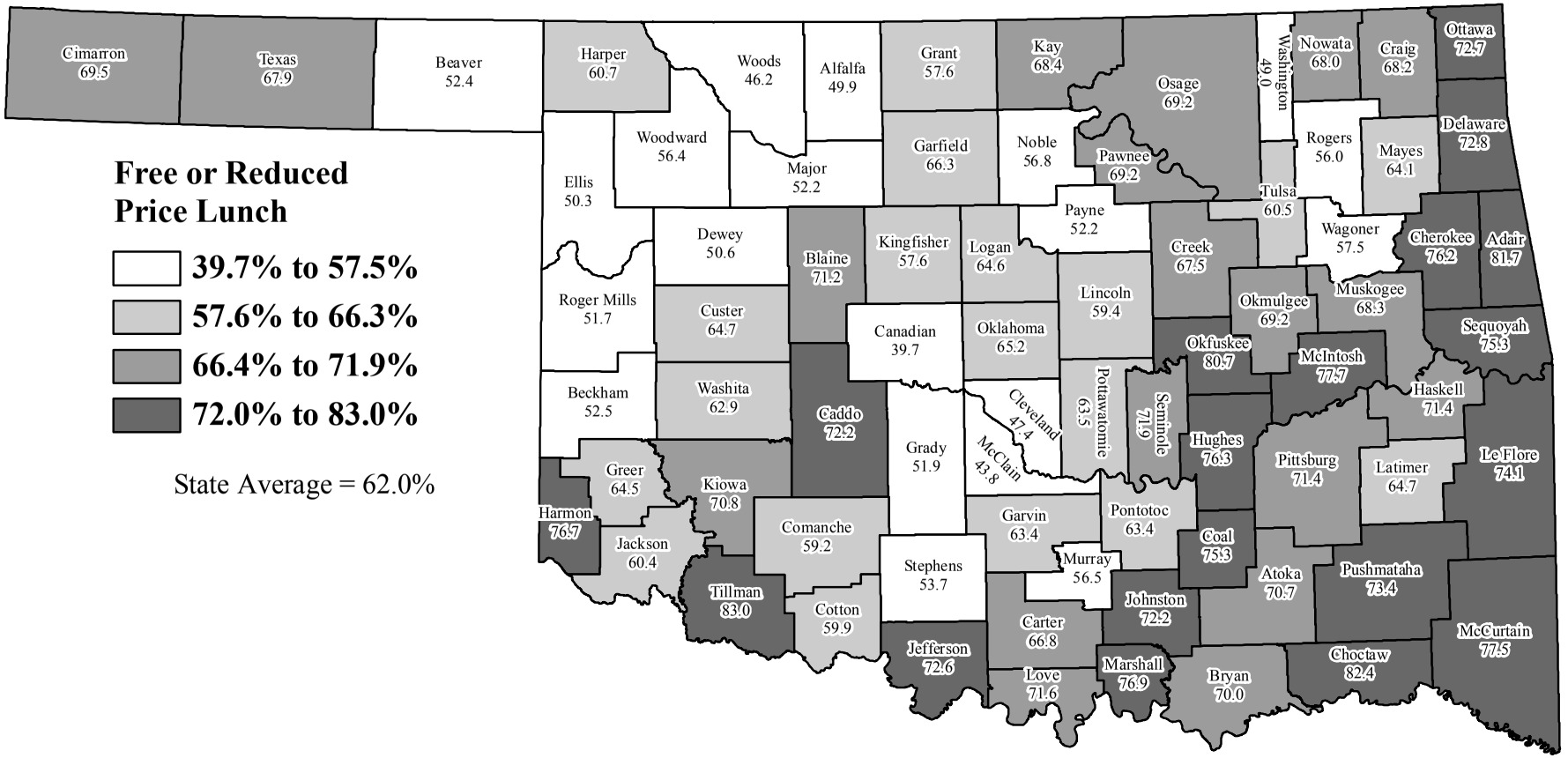
Four districts have 50% or over Hispanic enrollment (Guymon P.S., Hardesty P.S., and Optima P.S., in Texas Co. and Crooked Oak P.S. in Oklahoma Co.). There are ten more districts with over 40% Hispanic enrollment. Seven of the nine school districts in Texas Co. have over 38% Hispanic student population. Two districts have more than 8% Asian enrollment (Enid P.S. in Garfield Co. and Jenks P.S. in Tulsa Co.) with seven other districts having more than 5% Asian enrollment.

Figure 2
PER STUDENT VALUATION OF PROPERTY
December 2014



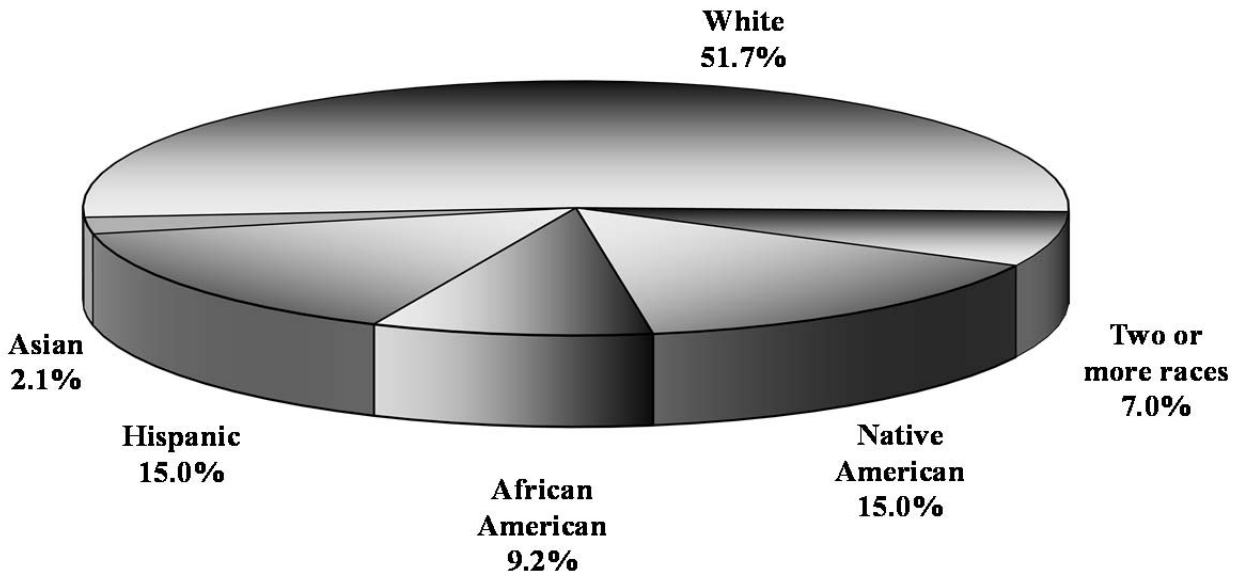
Source: Oklahoma Tax Commission

Figure 3
PERCENT OF STUDENTS ELIGIBLE FOR FREE OR REDUCED PRICE LUNCH PROGRAM
2013 - 2014 School Year



Source: Oklahoma State Department of Education

Figure 4
Oklahoma Public School Enrollment by Ethnic Group
October 1, 2013



Data Source: Oklahoma State Department of Education October 1, 2013 Total Enrollment = 681,578

U.S. Census Bureau

Based on the 2009-2013 ACS, Oklahoma City P.S. had a total population of 289,472 persons followed closely by Tulsa P.S. with 284,029 persons. Moffett P.S. (Sequoyah Co.) is the smallest dependent district; serving students through 8th grade; with 149 persons. The smallest independent district serving students through 12th grade is Felt P.S. (Cimarron Co.) with a population of 295. According to Census Bureau population estimates, the 2014 state population of 3,878,051 has increased 3.4% (126,700) from 2010 to 2014.

School districts also are extremely varied in their physical size. Bethany PS in Oklahoma Co. is just over one square mile and Boise City PS in Cimarron Co. is over 1,000 square miles. There are twelve district less than 10 square miles and seven over 500 square miles with an average size school districts in the state of 135 square miles.

The average household income in Oklahoma from the ACS for 2009-2013 was $61,481. However, this indicator also varied greatly by school district. The average household in Oakdale P.S. (Oklahoma Co.), the most affluent district in the state, earned $211,010 for 2009-2013, whereas in Moffett P.S. (Sequoyah Co.), the average household had earnings of $25,047 that same time period. There are six districts in the state that average over $100,000 and nine that average less than $36,000.

It is also important to remember that not every family in the district earns the "average." The percentage of the persons living below the poverty level from the 2009-2013 ACS helps to fill in the financial picture. The average percentage of persons within the district living below the poverty level was 16.9%. However, poverty rates ranged from 2.3% at Robin Hill P.S. (Cleveland Co.) to 56.4% at Moffett P.S. (Sequoyah Co.). There are thirteen districts in the state with a poverty rate less than 5% and twenty that average more than 30%. Financial indicators are especially important when evaluating districts because parental income has proven to be one of the strongest predictors of a student's likelihood to succeed academically.

The employment status of parents also may be of concern. If parents stress over work and financial issues, their children may sense these feelings and not put the proper effort into school work. The state unemployment rate from the 2009-2013 ACS is 7.0%. Four districts in the state had unemployment rates above 20.0%. There are fourteen districts with an unemployment rate of less than 1.0% with seven of these districts at 0% unemployment rate.

Figure 5
State Averages for
U.S. Census Bureau Community Characteristics
Census 2000 and 2010; ACS 2013 and 2009-2013

U.S. Census Bureau Community Characteristic	State Average
District Population (number of residents from 2009-2013 ACS)	7,323
Household Income (2009-2013 ACS)	$61,481
Population Living Below Poverty Level (2009-2013 ACS)	16.9%
Unemployment Rate (2009-2013 ACS)	7.0%
Single-Parent Families (2009-2013 ACS)	33.9%

Educational Level of Adults Age 25 and Older and Median Earnings:

(Census 2000, ACS 2010 & 2013)	2000	2010	2013	Earnings 2013
Less than a High School Diploma:	19.4%	13.8%	13.3%	$21,464
High School Diploma:	80.6%	86.2%	86.7%	$26,728
Some College, no degree	23.4%	24.5%	23.5%	$31,207
Associate's Degree:	5.4%	6.8%	7.2%	
Bachelor's Degree:	13.5%	15.4%	16.1%	$41,397
Graduate or Professional Degree:	6.8%	7.5%	7.7%	$52,610

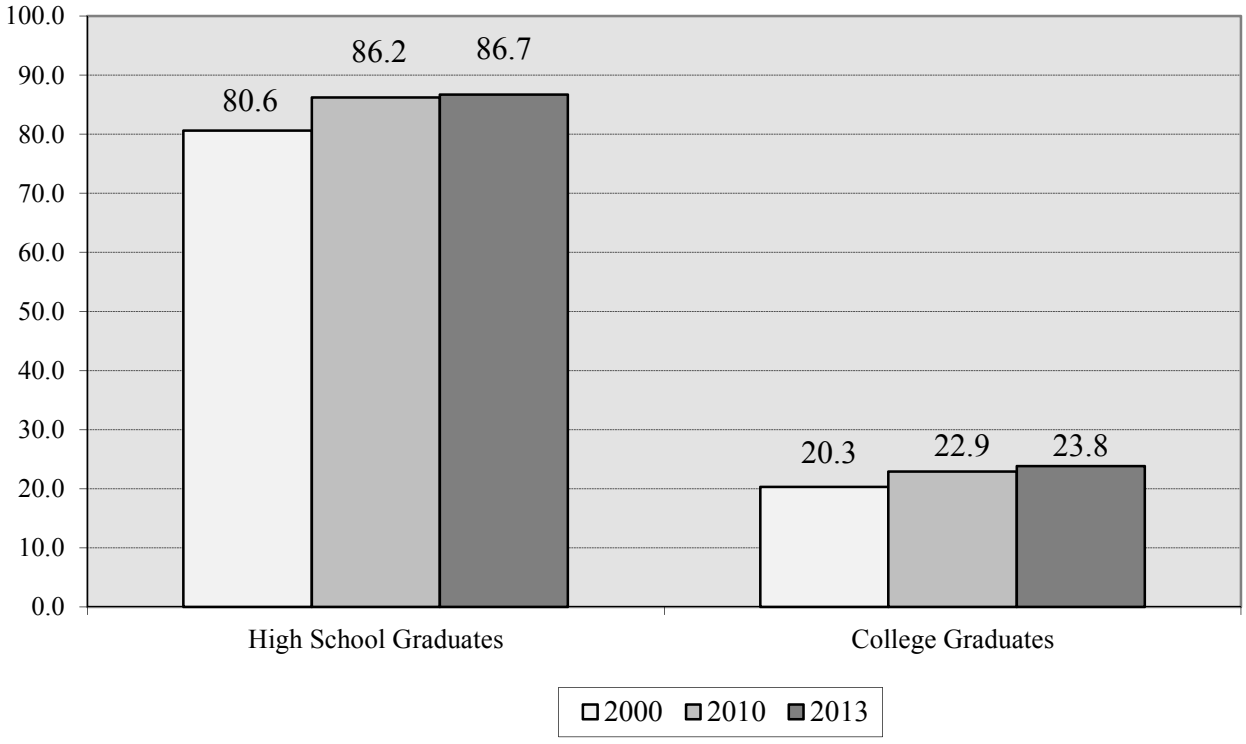
An additional challenge to districts is the percentage of families with related children headed by a single parent. This variable also from the 2009-2013 ACS has a state average of 33.9% and the indicator ranged from highs of twenty-three school districts above 50.0% of families headed by a single parent and three school districts above 60.0% to lows of twenty-two school districts less than 10% and two of these with 0 families headed by single parents.

Like income statistics, adult educational attainment statistics are important because they are one of the best predictors of how well students will perform academically. Research has shown that, generally, the

children of parents with higher levels of education perform better on achievement tests than those students whose parents have lower levels of educational attainment. From the 2009-2013 ACS, eight districts had over 30% of their population age 25 and over not having a high school diploma and nine districts had five percent (5%) or less of their population without a high school diploma or equivalent. Eight districts had better than 40% of their population age 25 and over with college degrees. Three of these, Oakdale P.S., Deer Creek P.S. and Edmond P.S. (all in Oklahoma Co.) had more than 50% of their community's population holding a college degree (Bachelor's Degree or higher).

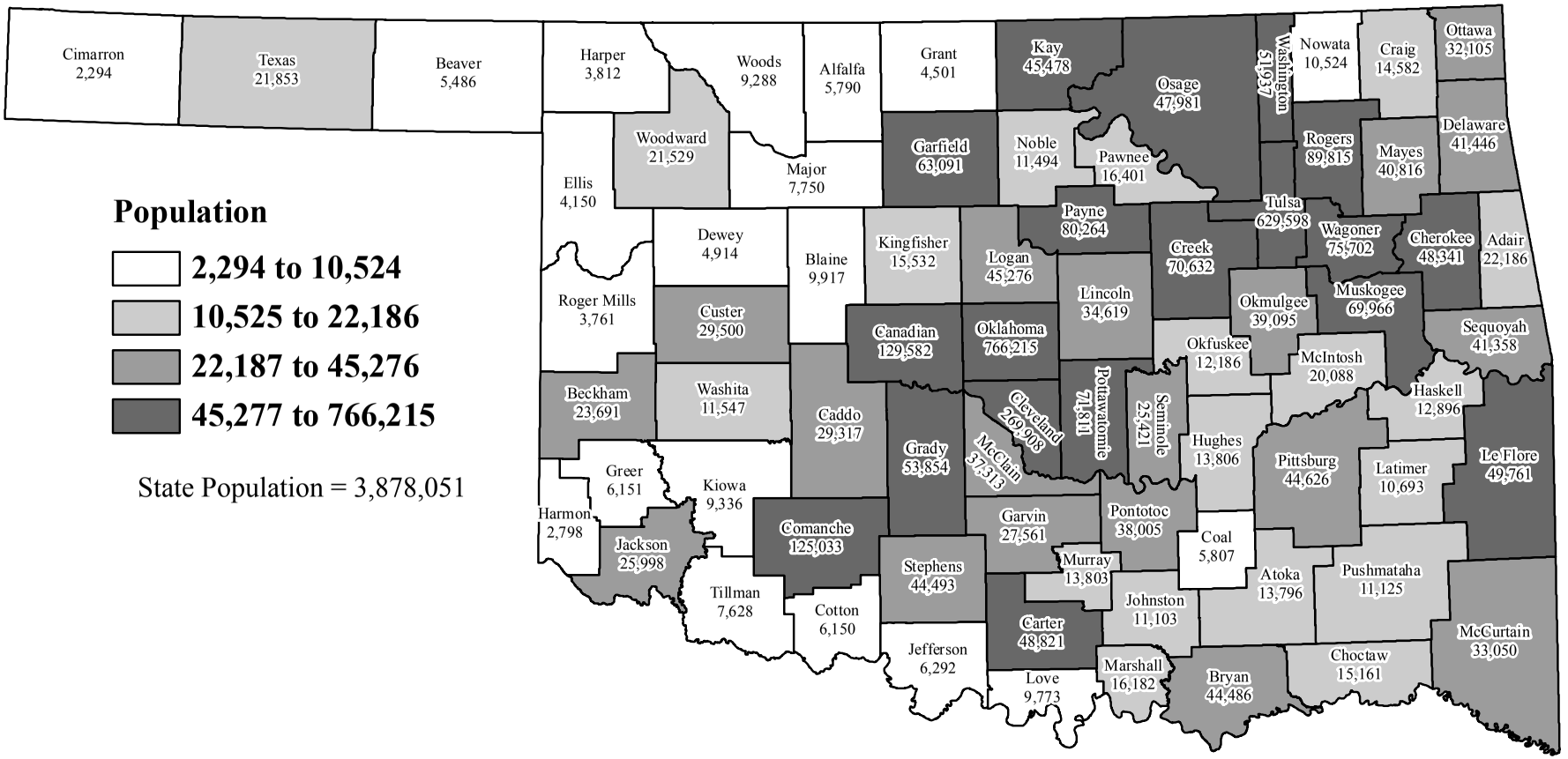
According to the 2013 ACS, the percent of high school graduates increased to 86.7% from 80.6% in 2000. Likewise, the percent of college graduates (Bachelor's Degree and higher) increased to 23.8% in 2013 from 20.3% in 2000. The increase in high school and college graduates will strengthen Oklahoma's economic base. Data also from the 2013 ACS shows a person 25 years and over without a high school diploma earned only $21,464 but a high school graduate earned $26,728 and a college graduate with a Bachelor's Degree earned $41,397. With the State of Oklahoma pursuing programs to increase the number of college graduates, these numbers should see significant increases in the future. This data along with population, income, poverty, unemployment rate, and single parent families is from the U.S. Census Bureau. These census variables are updated every year through ACS.

Figure 6
Education Attainment of Adults Age 25 and Older
2000, 2010 and 2013



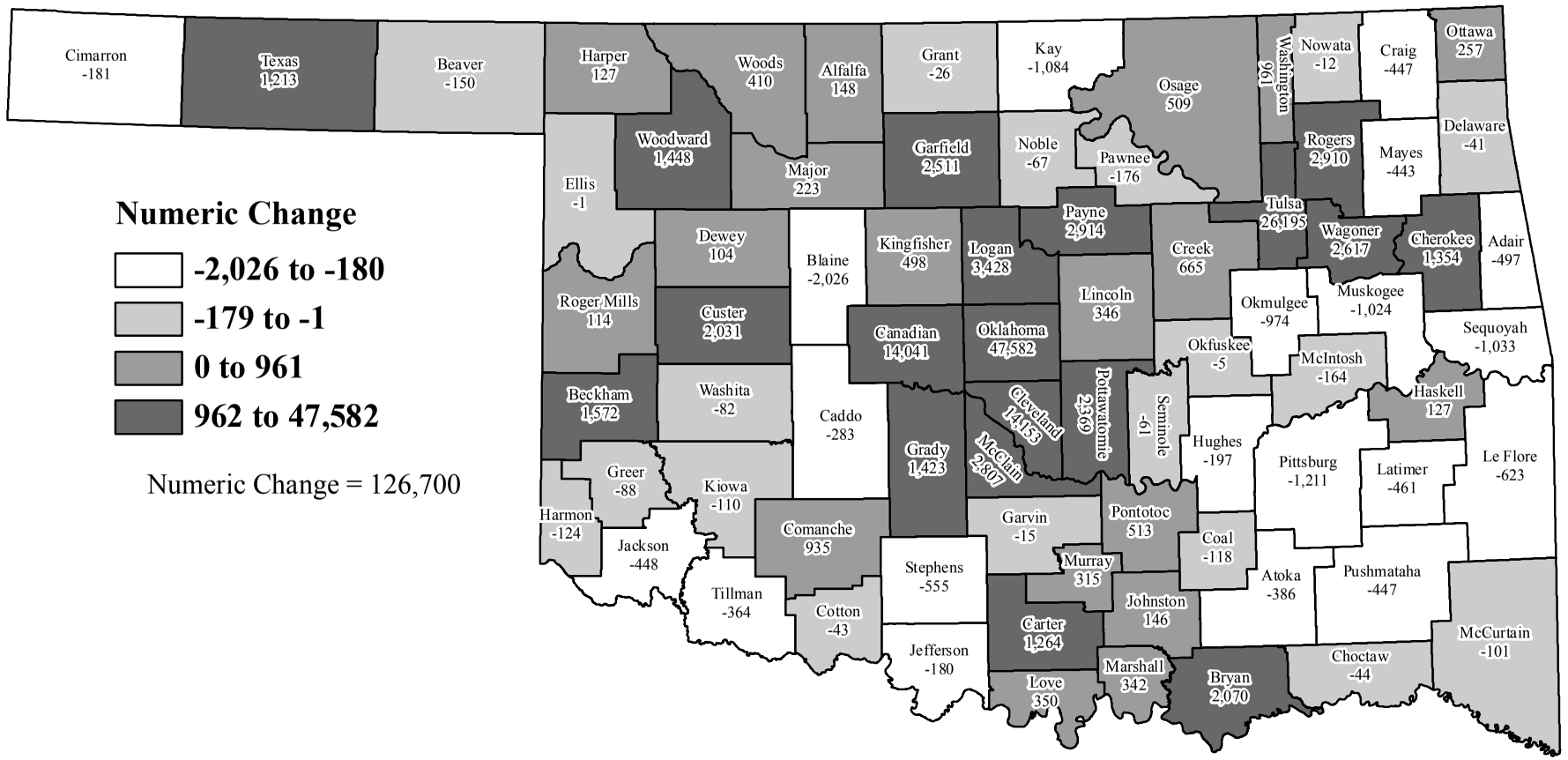
Data Source: 2000 Census, 2010 American Community Survey, and 2013 American Community Survey
(College Graduates include Bachelors and higher only)

Figure 7
POPULATION BY COUNTY
Census Estimate 2014



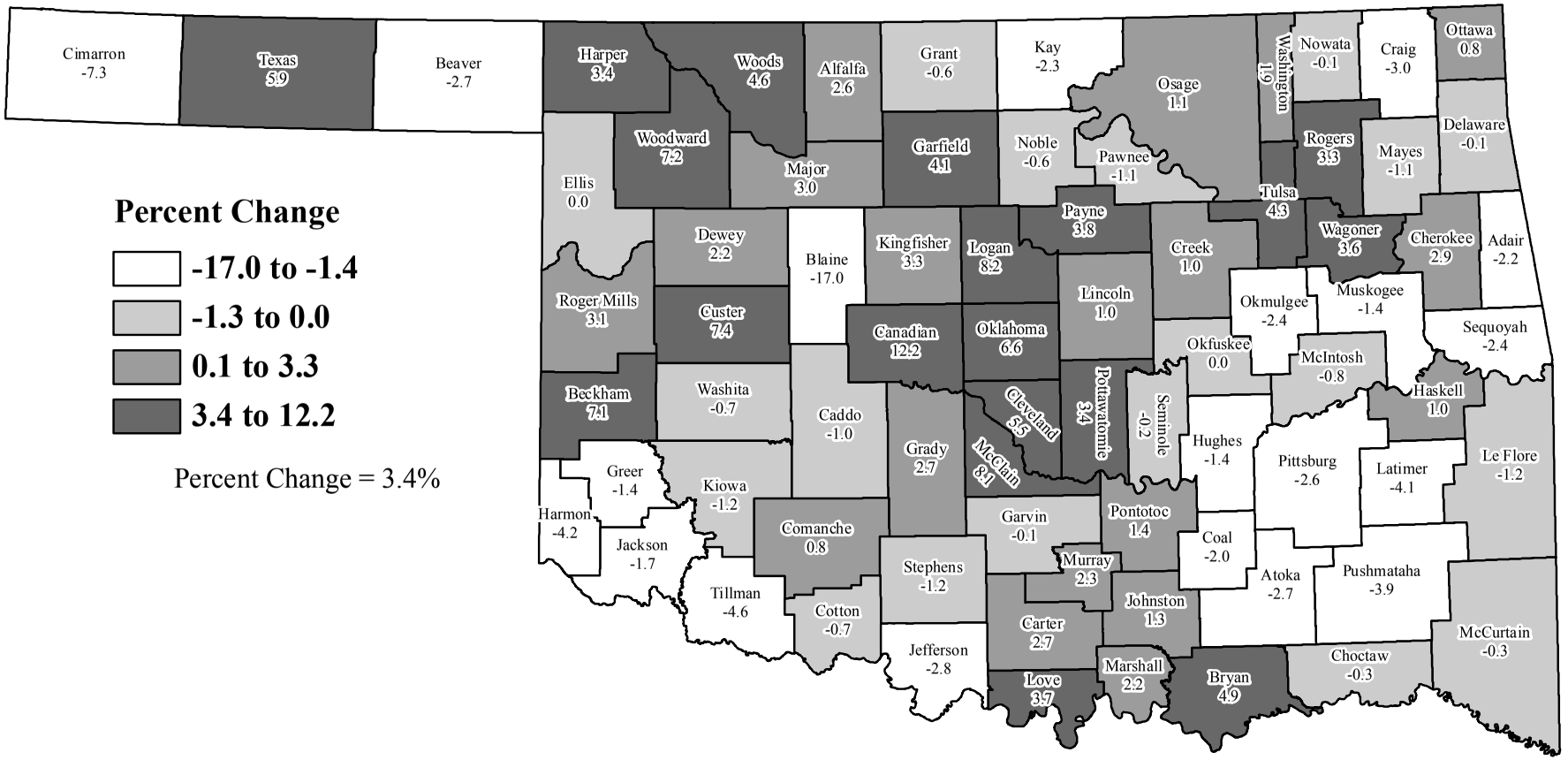
Source: U.S. Census Bureau

Figure 8
NUMERIC CHANGE IN POPULATION
Census 2010 and Census Estimate 2014



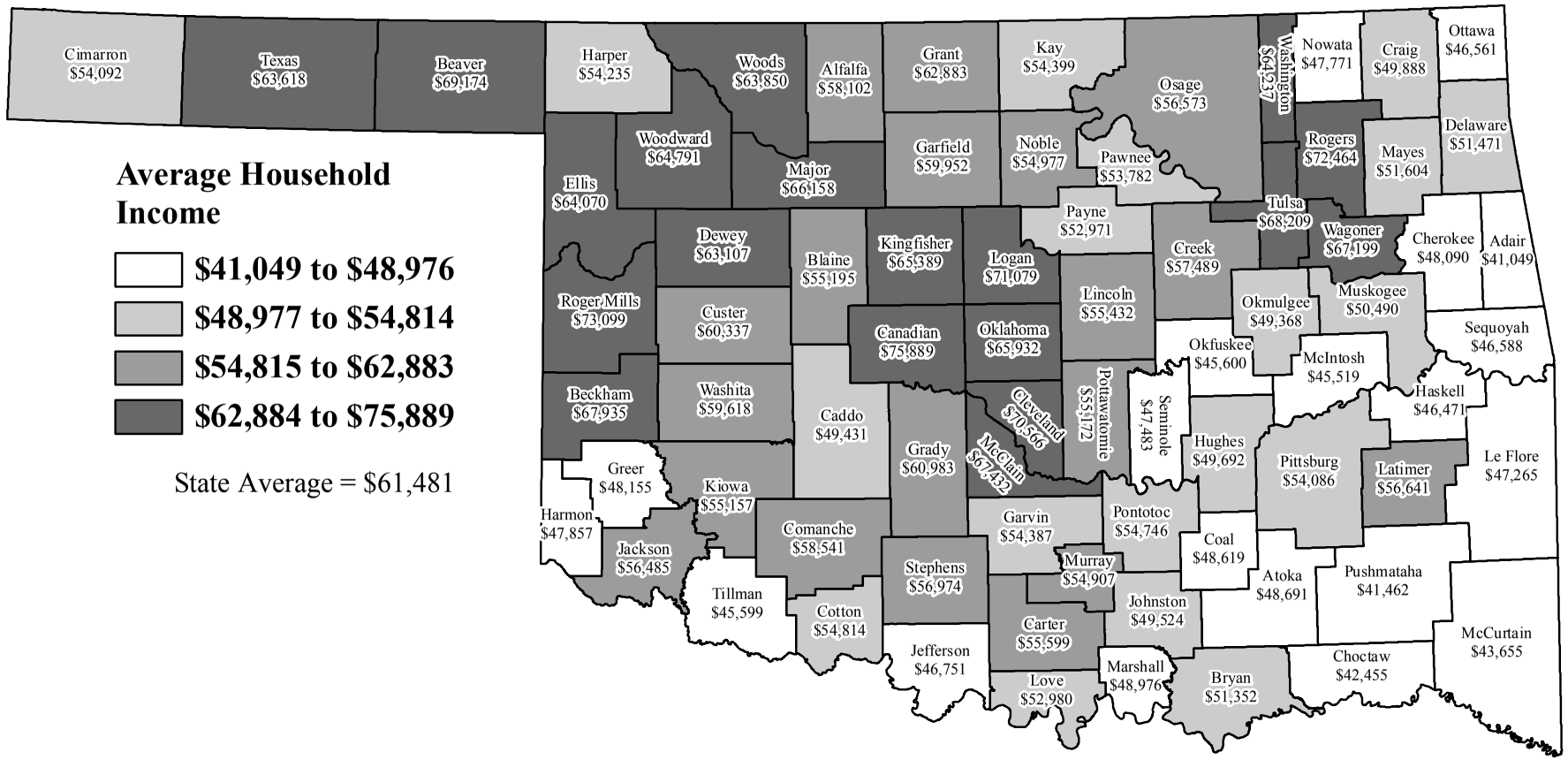
Source: U.S. Census Bureau

Figure 9
PERCENT CHANGE IN POPULATION
Census 2010 and Census Estimate 2014



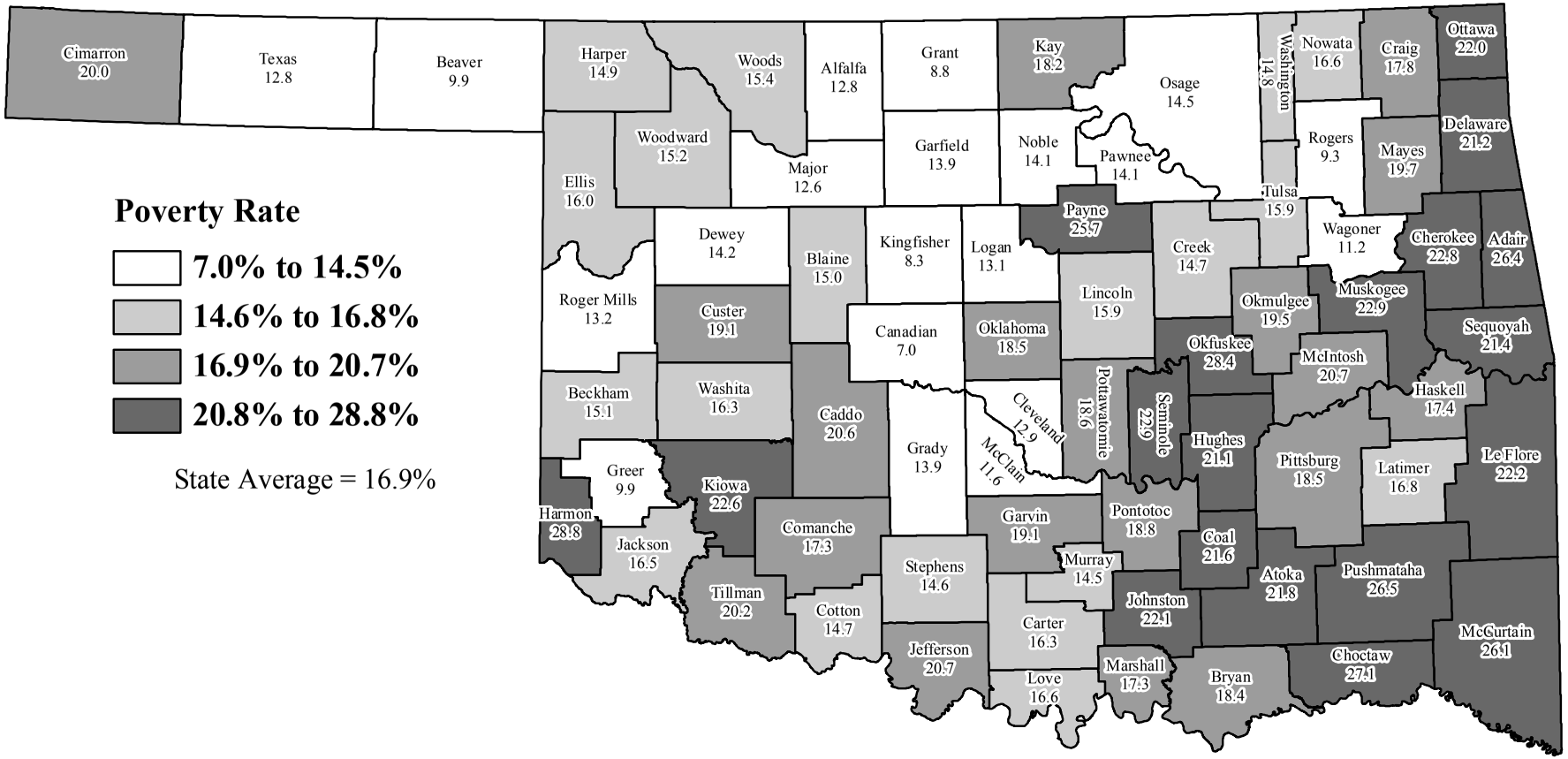
Source: U.S. Census Bureau

Figure 10
AVERAGE HOUSEHOLD INCOME
American Community Survey 2009-2013



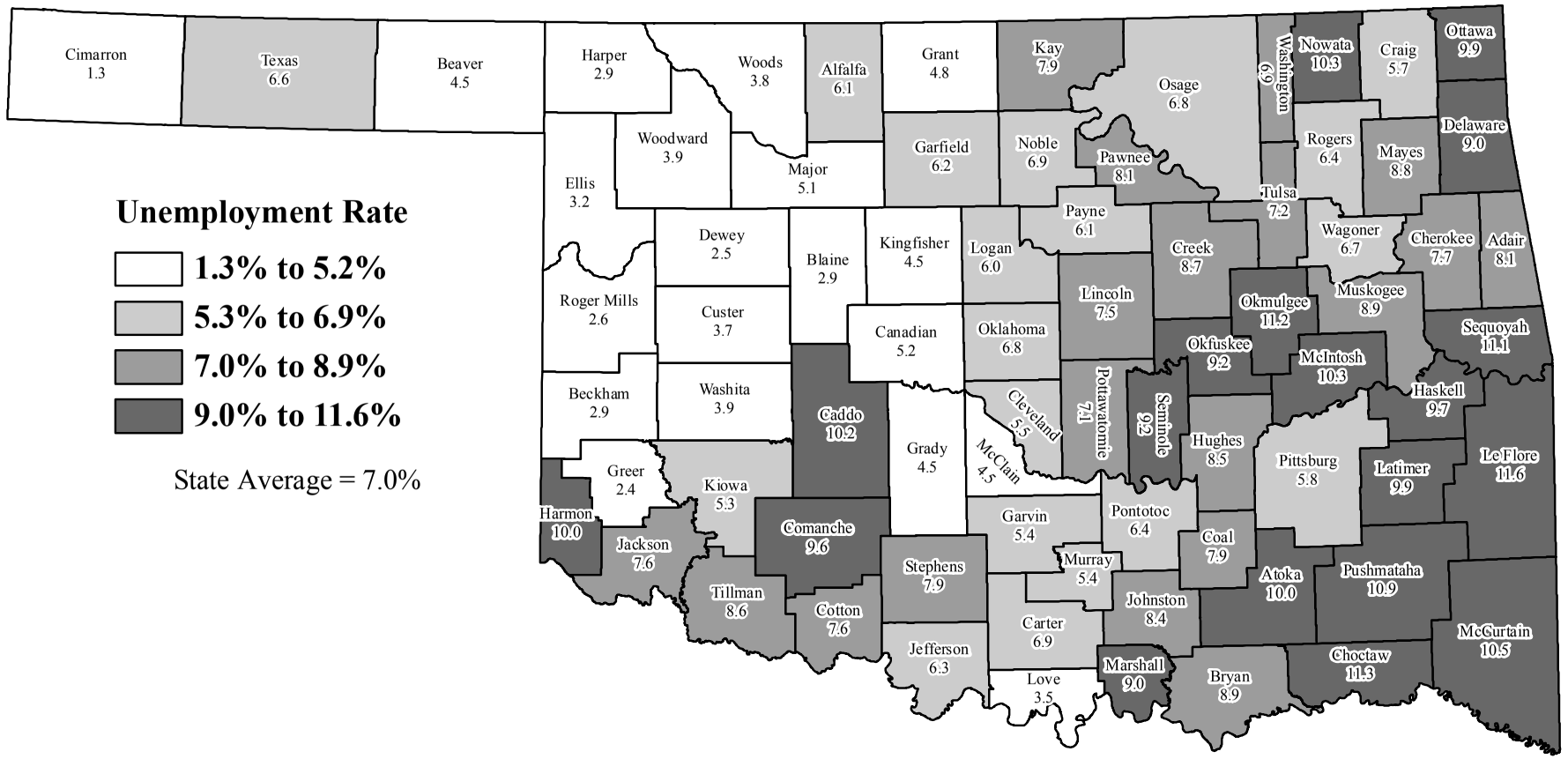
Source: U.S. Census Bureau

Figure 11
POVERTY RATE
American Community Survey 2009-2013



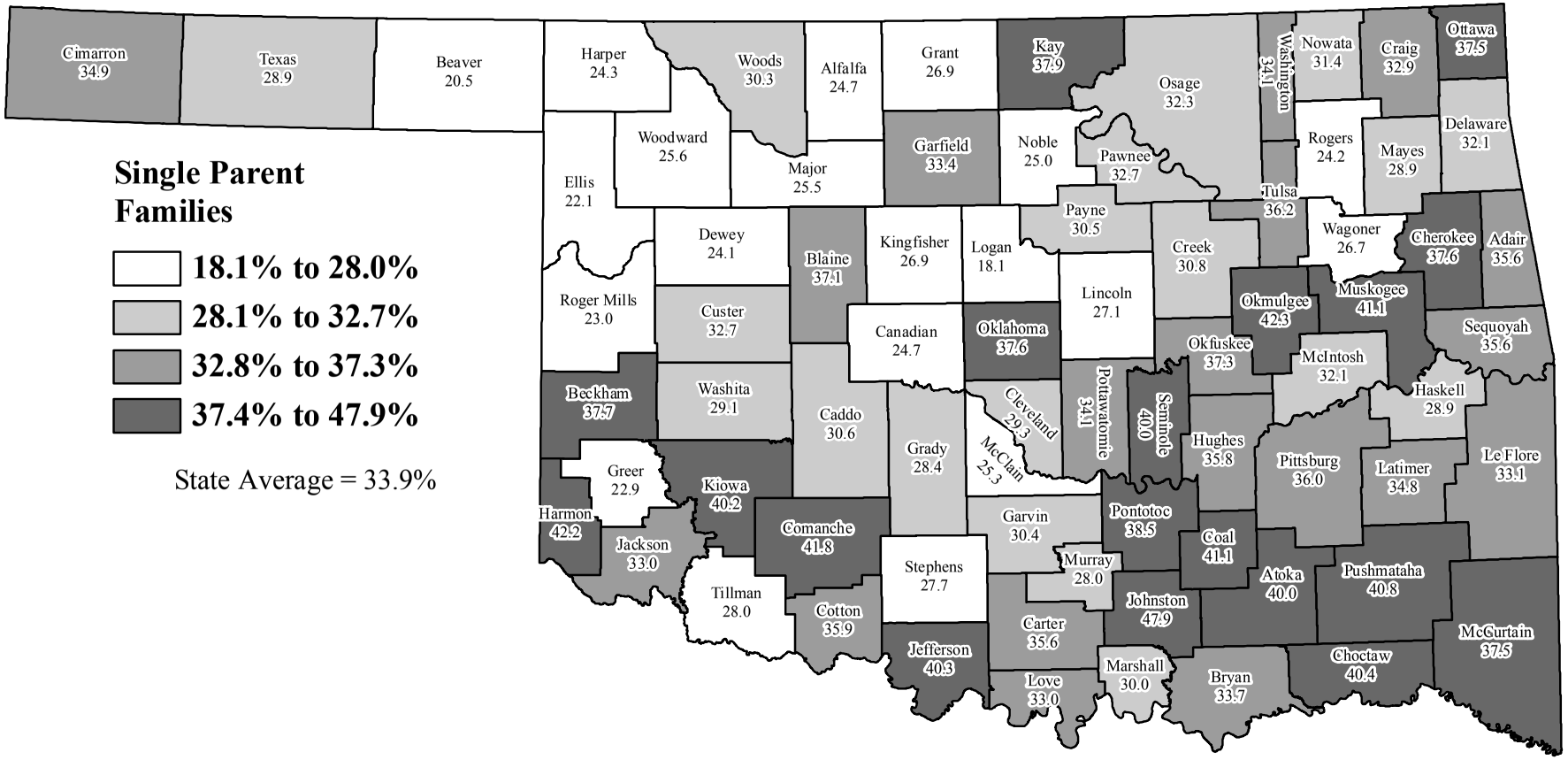
Source: U.S. Census Bureau

Figure 12
UNEMPLOYMENT RATE
American Community Survey 2009-2013



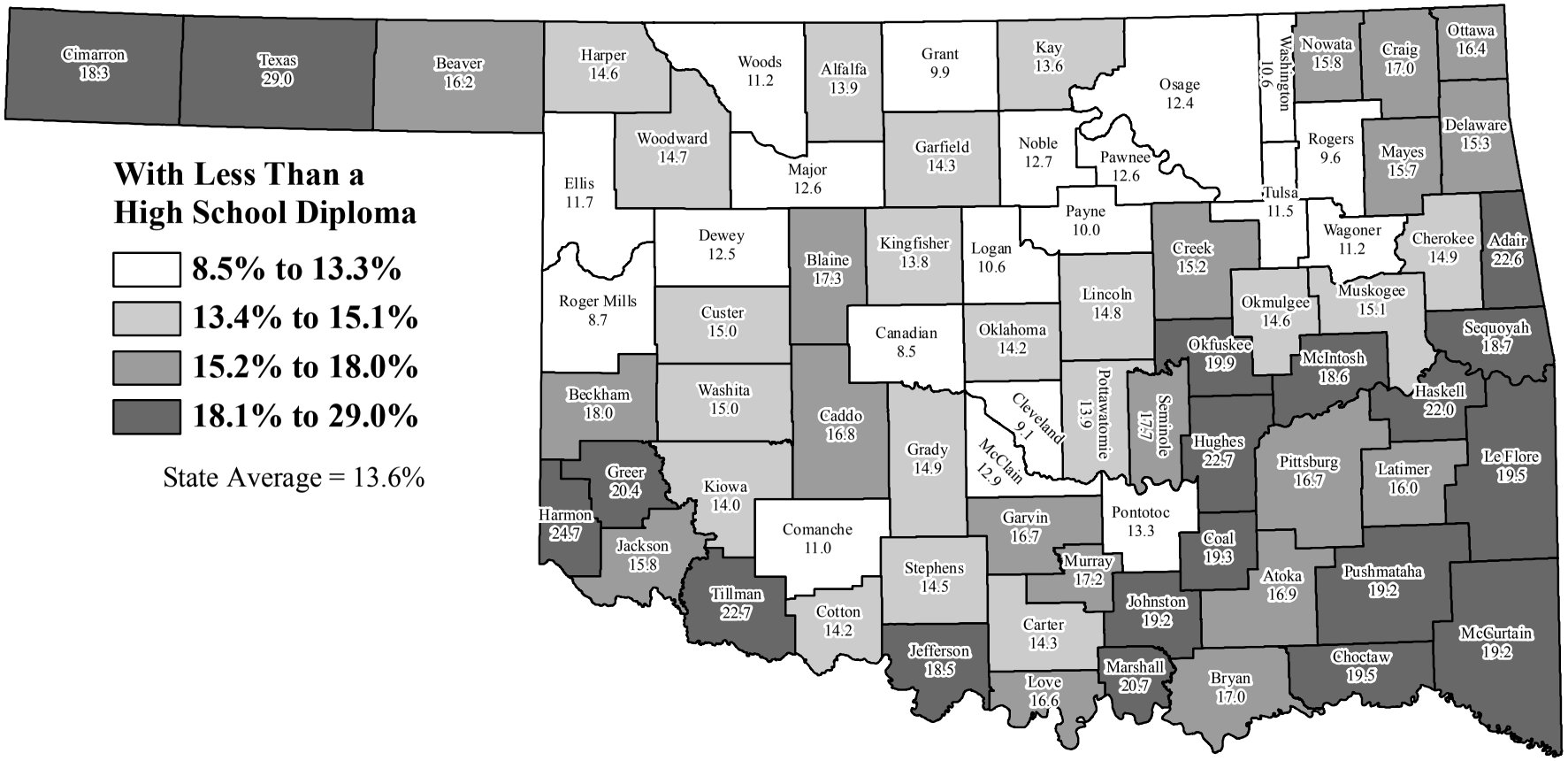
Source: U.S. Census Bureau

Figure 13
PERCENT OF SINGLE PARENT FAMILIES WITH RELATED CHILDREN
American Community Survey 2009-2013



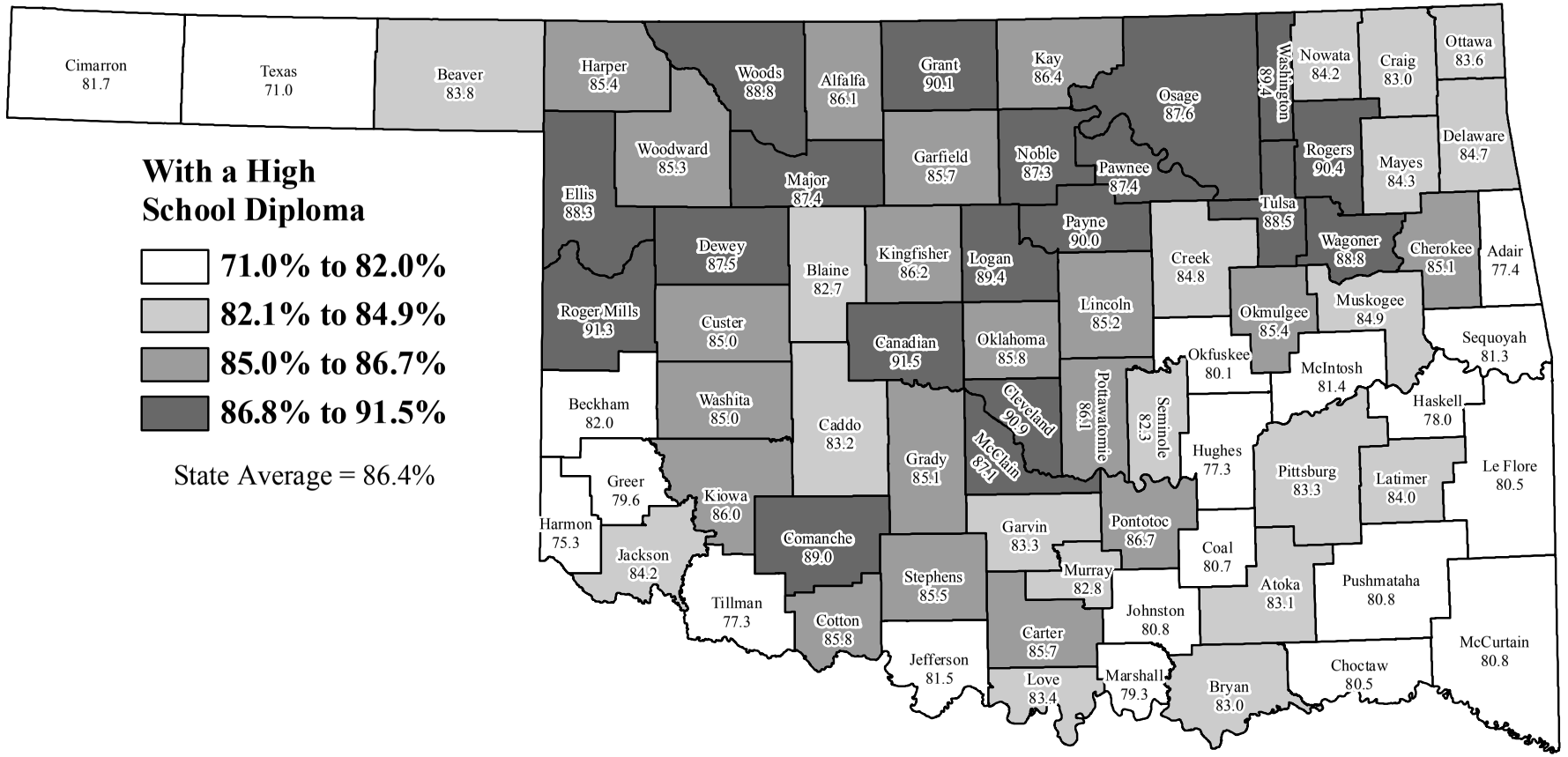
Source: U.S. Census Bureau

Figure 14
PERCENT OF ADULT POPULATION WITH LESS THAN A HIGH SCHOOL DIPLOMA
American Community Survey 2009-2013



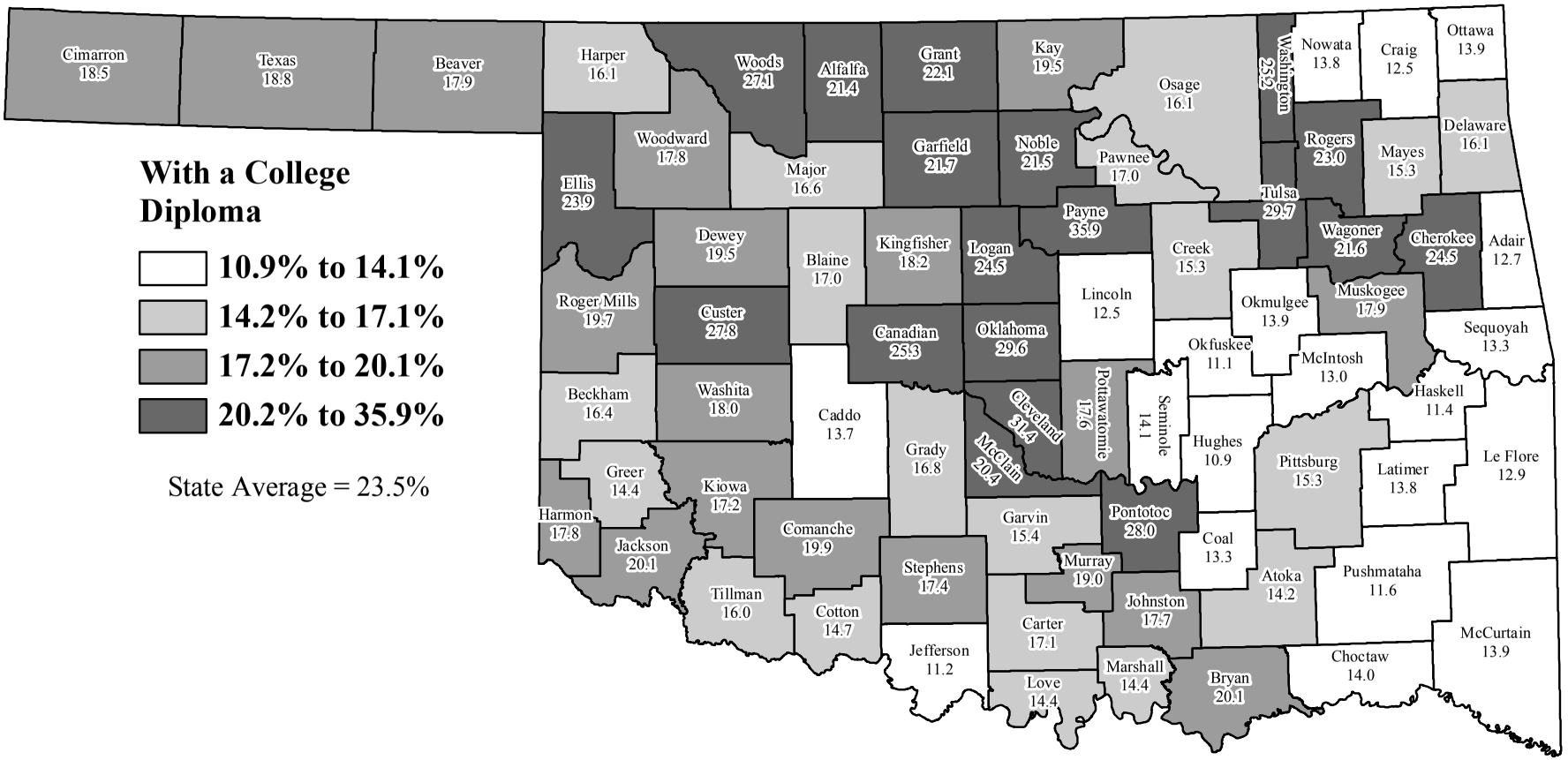
Source: U.S. Census Bureau

Figure 15
PERCENT OF ADULT POPULATION WITH A HIGH SCHOOL DIPLOMA
American Community Survey 2009-2013



Source: U.S. Census Bureau

Figure 16
PERCENT OF ADULT POPULATION WITH A COLLEGE DEGREE
American Community Survey 2009-2013



Source: U.S. Census Bureau

Preparation, Motivation, and Parental Support

The degree to which students are prepared to learn when they first come to school is expressed by the percentage of kindergarten through 3rd grade students on the reading remediation program. In 2013-2014, 40.1% of students in kindergarten through grade 3 were on the reading remediation program. The following information is based on elementary school sites which taught students in kindergarten through 3rd grade. The data ranged from one site with not a single kindergarten through 3rd grade student on the reading remediation program and 18 additional sites with less than 10%. There were six sites with more than 80% of kindergarten through 3rd graders on the reading remediation program.

A student's eagerness to learn also greatly impacts a school's ability to do its job. An indication of this is the average number of days absent per student. Statewide, students missed an average of 9.4 days per year (based on a 175 day school year in 2013-2014). The extremes on this indicator ranged from students in three schools missing on average less than two days per year and sixteen other schools with students missing on average less than 3 days per year to eight schools with students who missed an average of more than 25 days per year. Elementary school students on average miss fewer days than students in junior and high school students; 8.8 days to 11.0 days.

Figure 17
State Averages for
Preparation, Motivation, and Parental Support
Community Characteristics
2013-2014

Preparation, Motivation, and Parental Support Community Characteristic	State Average
Kindergarten through 3rd Grade Students on Reading Remediation (2013-2014)	40.1%
Average Number of Days Absent per Student (2013-2014)	9.4
Mobility Rate (Incoming Students) (2013-2014)	10.0%
Parents Attending at Least One Parent-Teacher Conference (2013-2014)	74.1%
Volunteer Hours per Student (2013-2014)	3.28
Student Suspensions (2013-2014) One suspension of less than 10 days for every 13.2 students statewide	
One suspension of more than 10 days for every 160.9 students statewide	

The mobility of the student population also influences the learning environment within a school. Mobility was viewed as new enrollments as a percentage of the enrollment at the end of the school year or incoming students divided by sum of fall enrollment plus incoming students minus outgoing students. Using this methodology, the statewide mobility rate for 2013-2014 was 10.0%. In 2013-2014, three school sites had a 50% or higher mobility rate and twenty-one school sites had a mobility rate of 0% (not a single student transferred in during the school year).

Parental and community support and involvement is another factor that correlates with how students perform academically. As a measure of this type of involvement, the Office of Educational Quality and Accountability asked every public school principal in the state what percentage of students at their

school had at least one parent/guardian attend at least one parent-teacher conference and to report the total number of hours of service provided to the school by patrons, other than students, during the 2013-2014 school year. Principals statewide responded that 74.1% of students had at least one parent/guardian attend a parent-teacher conference. The extremes on this indicator ranged from 124 schools across the state that reported perfect attendance at parent-teacher conferences to 9 schools reporting less than 10% of parents attended the conferences. In regard to support, principals statewide reported that on average, 3.28 hours of service were volunteered by parents and the community per student at Oklahoma's public schools. The extremes ranged from five schools reporting more than 40 hours volunteered per student to 49 school sites that reported zero hours of service volunteered at their school. Not surprisingly, elementary schools have more volunteer hours per student than high schools; 3.4 hours to 2.9 hours but the difference is much smaller than in recent years.

Another sign of willingness to participate in school is the number of days students were suspended from school. Suspensions fall under two major categories in state statutes (70 O.S. § 24-101.3), those of 10 days or less and those for more than 10 days. On average, there was approximately one incident of suspension of 10 days or less for every 13.2 students statewide; one for every 15.3 students in elementary schools and one for every 9.9 students in high school. For suspensions that lasted for more than 10 days, the average for all schools was one incident for every 160.9 students statewide; one for every 325.8 elementary students and one for every 71.6 high school students. The majority of schools had very few suspensions; 300 schools had no incidents of suspensions of 10 days or less and 932 had less than 10 incidents out of 1,742 school sites reporting. There were 53 schools in the state where incidents of suspension of 10 days or less exceeded one for every three students. Two schools had incidents of suspension for 10 days or less that exceeded a one-to-one ratio with enrollment.

Juvenile Offenders and Offenses

Juvenile crime is another social problem that influences performance in the classroom. The use of juvenile crime statistics in *Profiles 2014* is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 2013-2014 juvenile crime statistics are provided as another indicator of the community environment in which the school must operate. The statistics presented here relate to criminal referrals only and are based upon students attending one of the schools included in this report series. Statewide, 6,385 public school students were referred to the Office of Juvenile Affairs (OJA) in 2013-14. These offenders were charged with a total of 12,898 offenses and 185 of the offenders had a gang affiliation. This means that, on average, one out of every 105.2 students statewide had been charged with a crime. Each offender had committed an average of 2.0 offenses and 2.9% of the charged students had gang affiliations. Not all communities report minor juvenile offenses to the Office of Juvenile Affairs. Juvenile data is only reported for those communities that had referred cases to OJA.

Over twenty percent (21.9%; 113 out of 517) of districts statewide had no juvenile offenders, meaning no students had been charged. However, a look at the 206 districts with five or more students in the OJA database reveal that only four districts had more than one out of every 30 students charged with a crime (with only one gang related) during the 2013-2014 school year. Tulsa P.S. had 49 juvenile offenders who were affiliated with a gang and Oklahoma City P.S. had 40 juvenile offenders affiliated with a gang. These two districts accounted for almost half (48.1%) of the gang-affiliated offenders

statewide. While troubling, the gang phenomenon does not seem to be widespread. Forty of Oklahoma's 517 districts were reported to have gang-affiliated offenders. These 40 districts were located in only 22 counties. The ratios used in this analysis are based on 2013 fall enrollments.

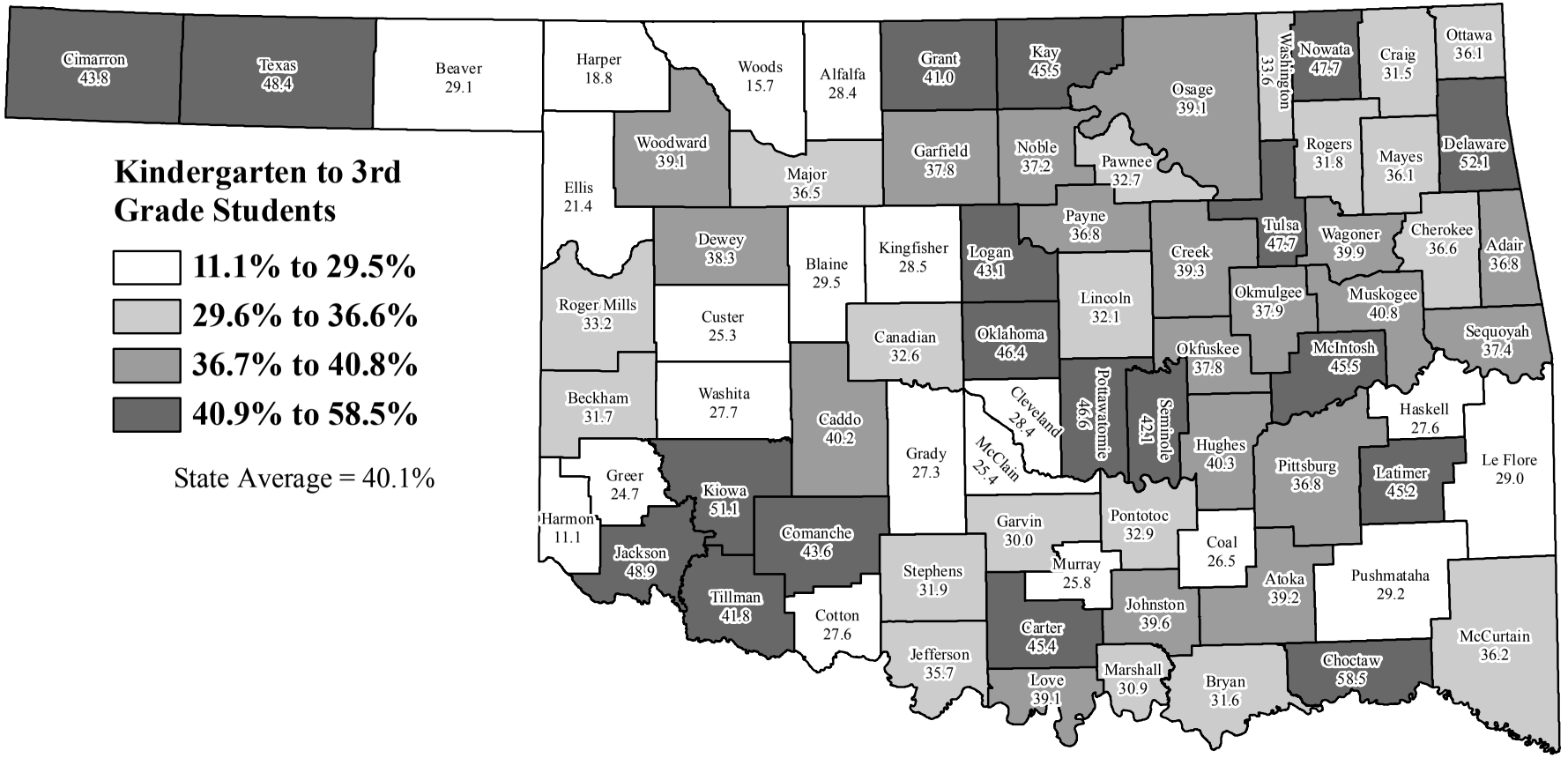
A breakdown of the juvenile offense charges show that most had to do with theft/burglary of one variety or another – 33.6%. Sex/violence charges ranked second with 23.4%. Crimes related to violation of municipal ordinances/obstruction of justice represented 17.2% of all charges. Drug/alcohol possession made up 14.1% of offenses and crimes against property accounted for 8.4% of the arrests. A detailed listing of the offenses by type is below.

Figure 18
Juvenile Arrest Data By Offense Type
2013-2014
Criminal Offenses Only

Description	Offenses	%	Description	Offenses	%
Homicide	27	0.2%	Damage Property	980	7.6%
Kidnapping	15	0.1%	Dangerous Drugs/Narcotics	1,635	12.7%
Sexual Assault	190	1.5%	Sex Offenses	151	1.2%
Robbery	223	1.7%	Domestic Violence	545	4.2%
Assault	1,722	13.4%	Liquor Under Age	184	1.4%
Arson	97	0.8%	Obstruction of Police	516	4.0%
Extortion	12	0.1%	Escape/Flight	115	0.9%
Burglary	1,337	10.4%	Obstructing the Judiciary	340	2.6%
Theft	1,655	12.8%	Weapon Offenses	373	2.9%
Theft of Auto	483	3.7%	Public Peace	905	7.0%
Forgery	52	0.4%	Traffic Offenses	337	2.6%
Fraud	128	1.0%	Invasion of Privacy	148	1.1%
Embezzlement	31	0.2%	Conservation	23	0.2%
Stolen Property	412	3.2%	Other Offenses	262	2.0%
			Total	**12,898**	**100%**

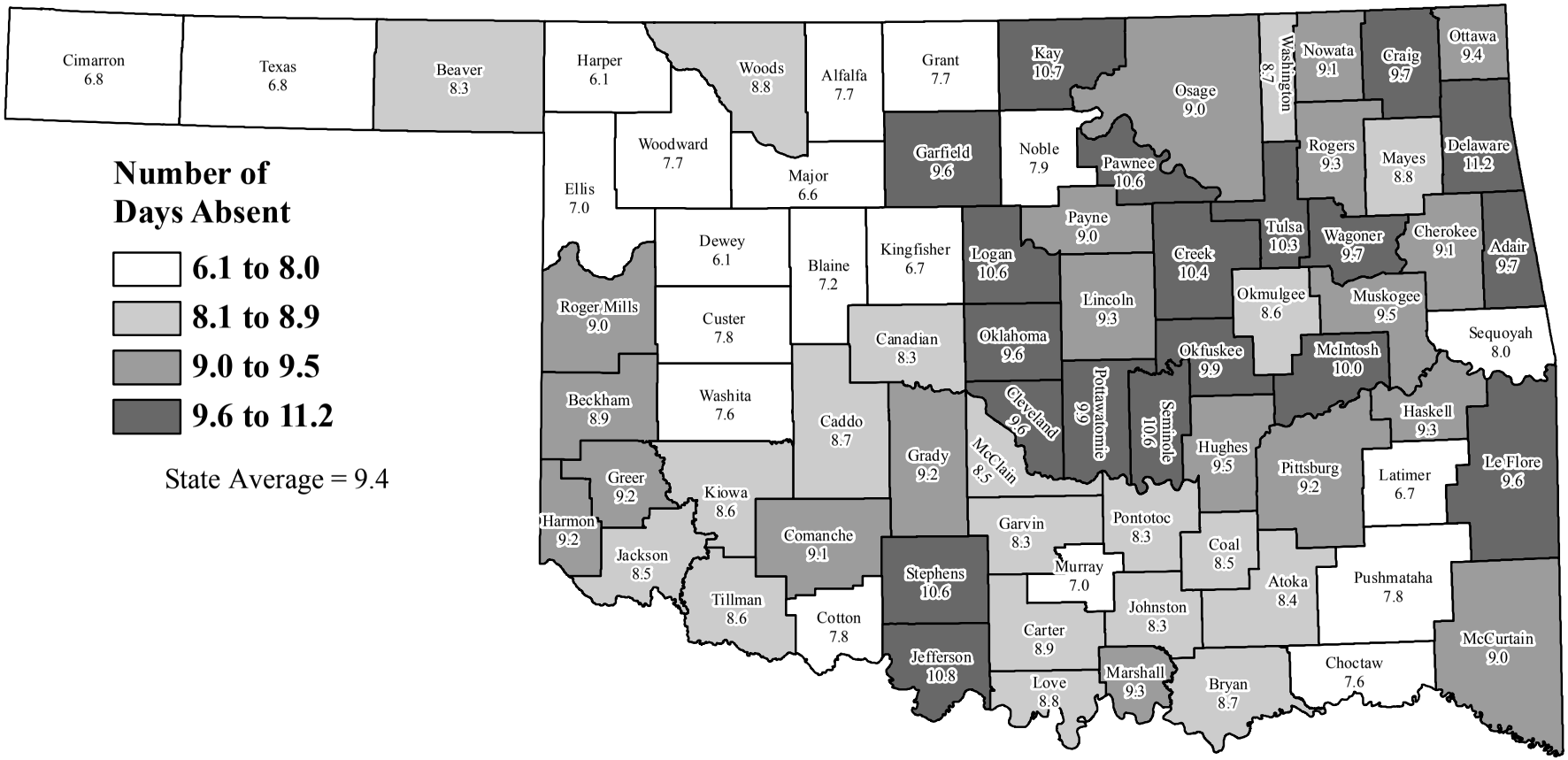
Data Source: Office of Juvenile Affairs

Figure 19
PERCENT OF KINDERGARTEN THROUGH 3RD GRADE STUDENTS ON READING REMEDIATION PROGRAM
2013 - 2014 School Year



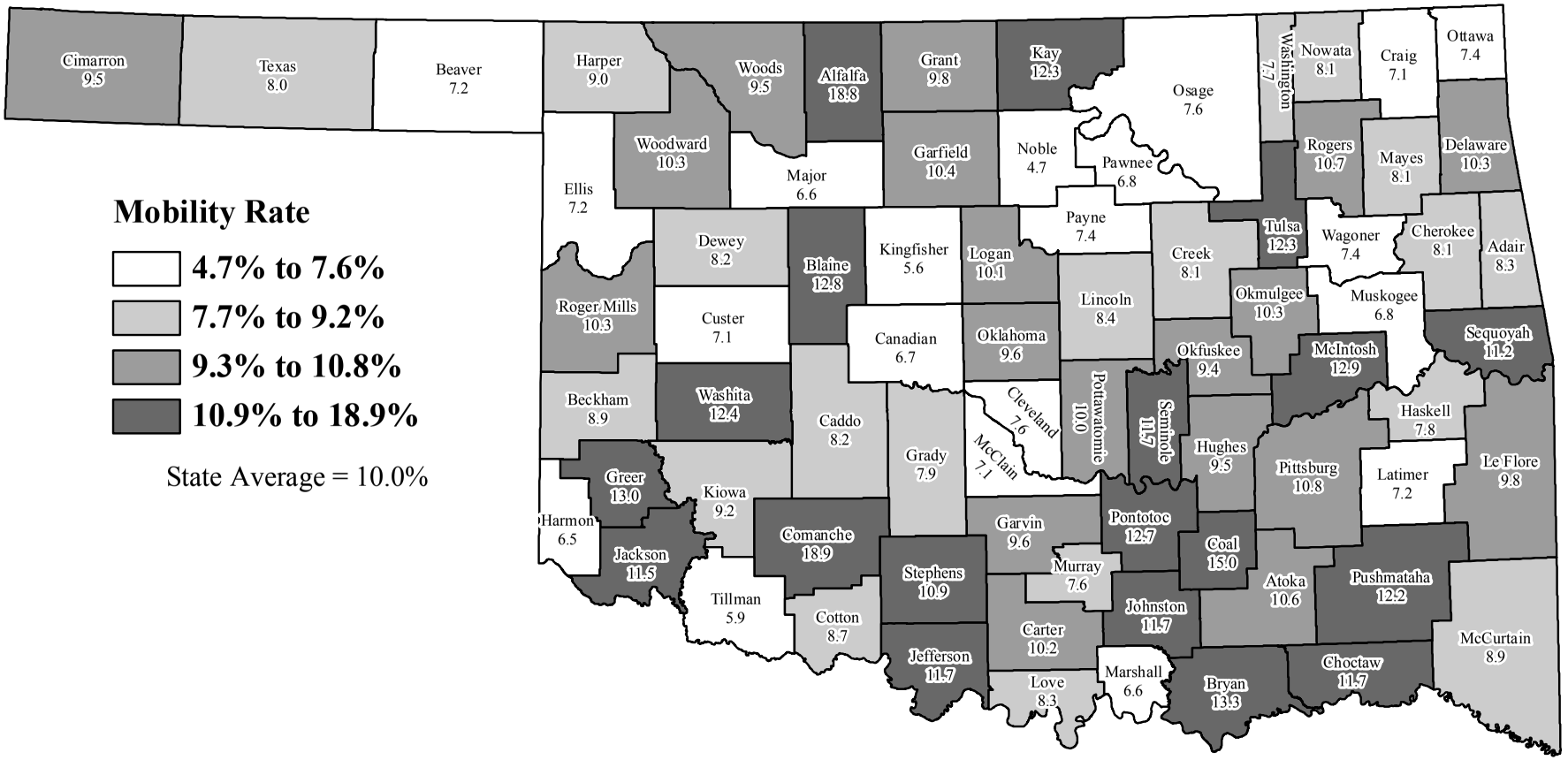
Source: Oklahoma State Department of Education

Figure 20
AVERAGE NUMBER OF DAYS ABSENT PER STUDENT
2013 - 2014 School Year



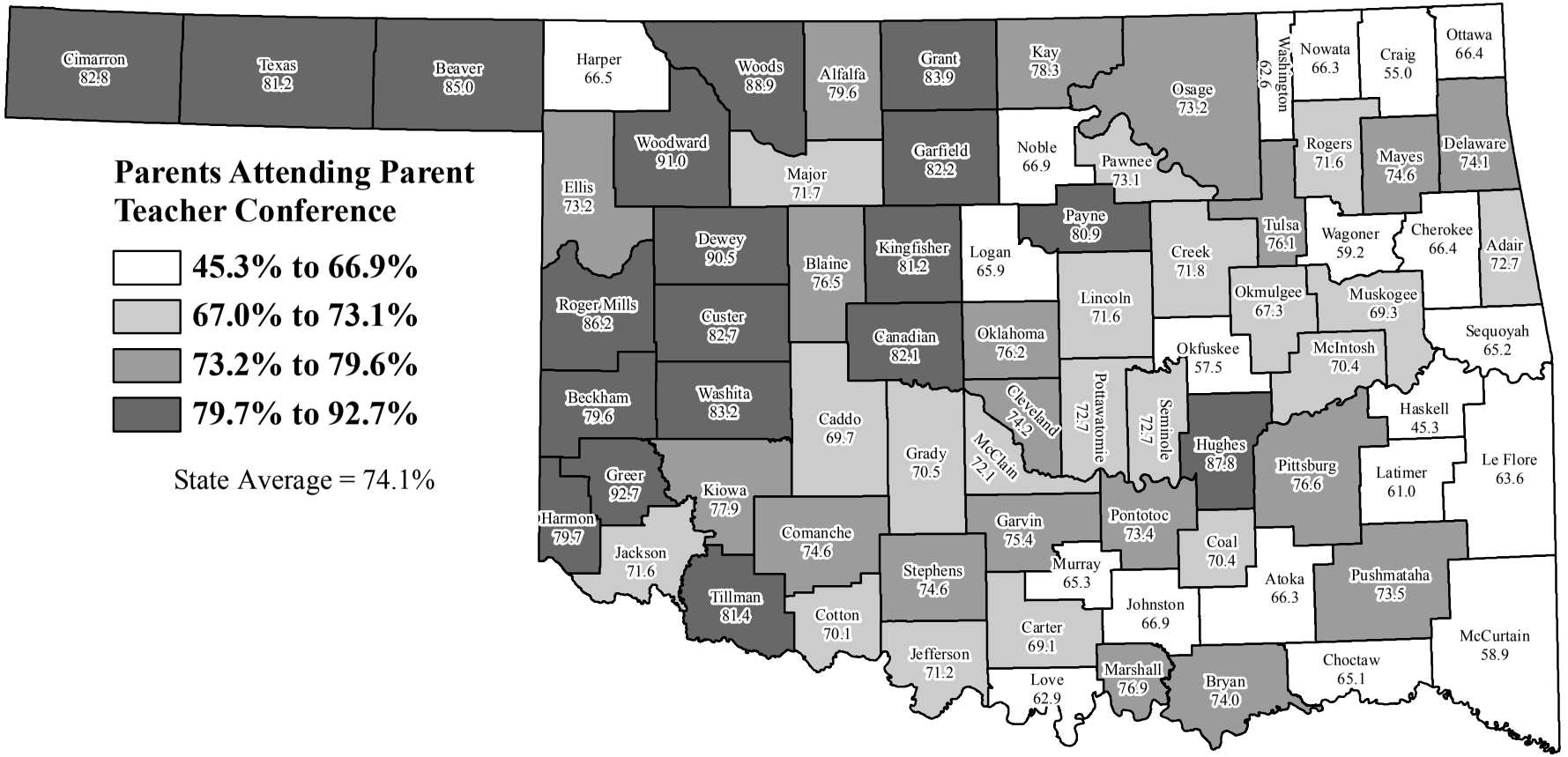
Source: Oklahoma State Department of Education

Figure 21
MOBILITY RATE
2013 – 2014 School Year



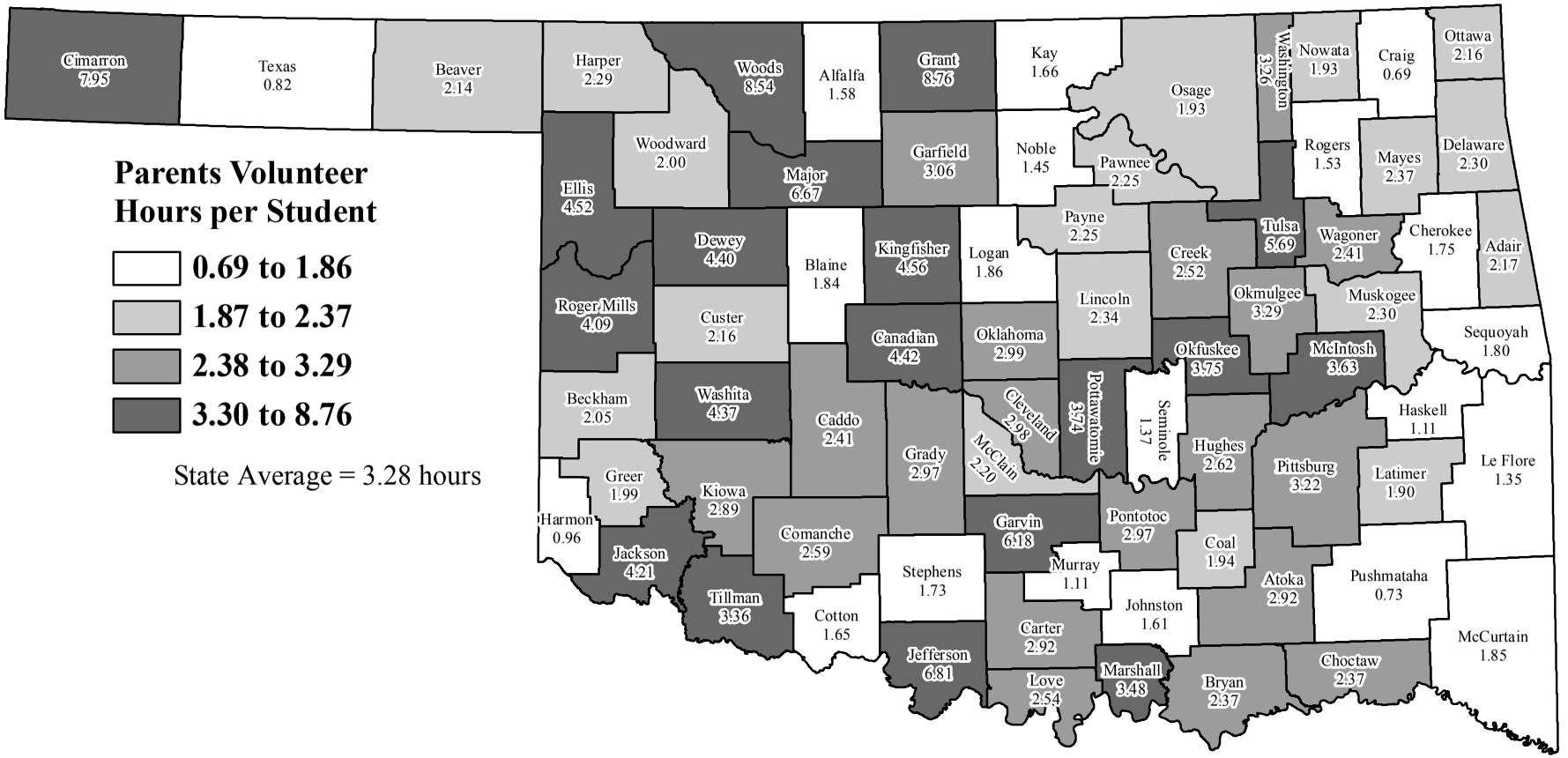
Source: Office of Educational Quality and Accountability

Figure 22
PERCENT OF PARENTS ATTENDING AT LEAST ONE PARENT TEACHER CONFERENCE
2013 – 2014 School Year



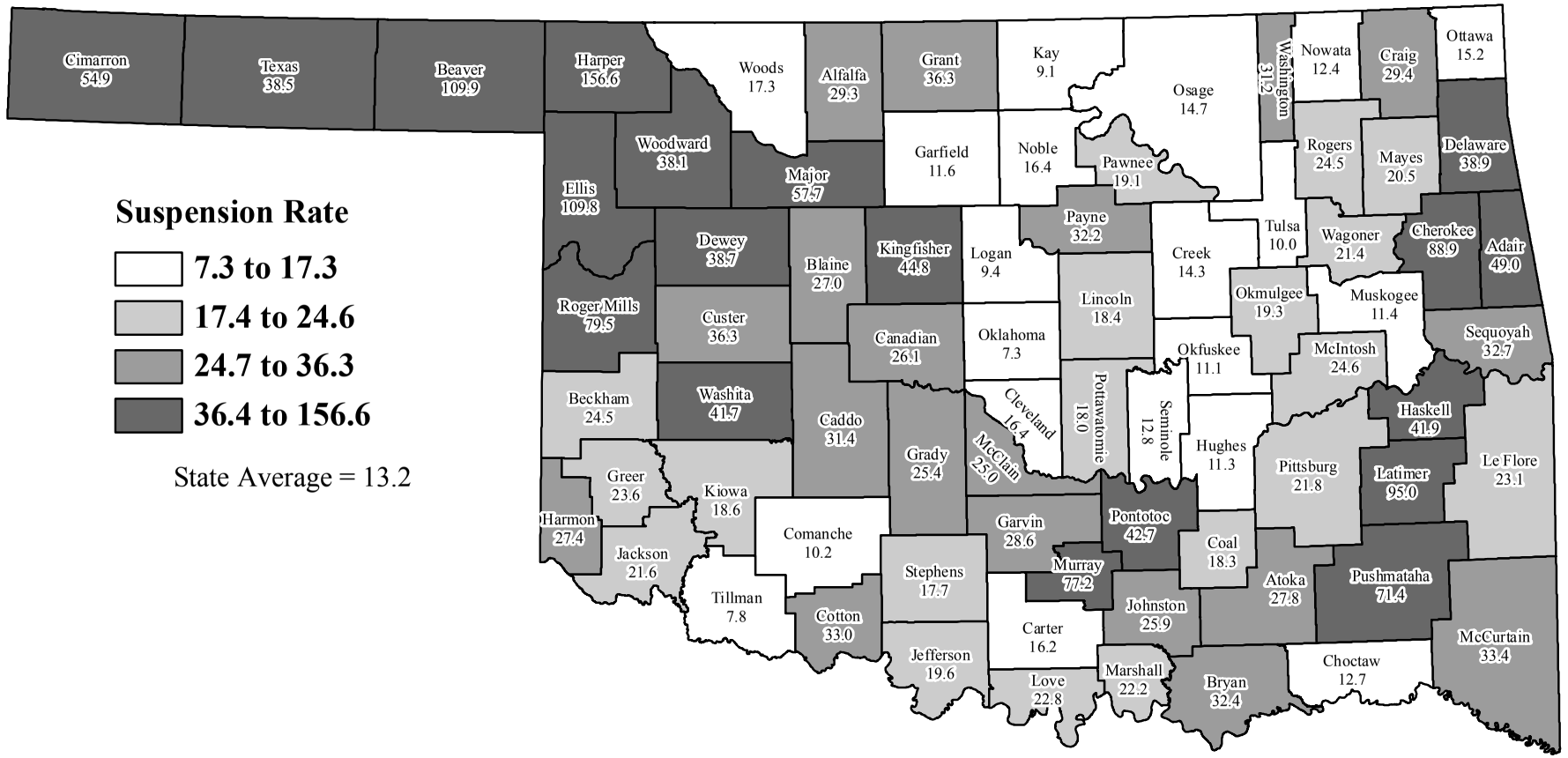
Source: Office of Educational Quality and Accountability

Figure 23
VOLUNTEER HOURS PER STUDENT
2013 – 2014 School Year



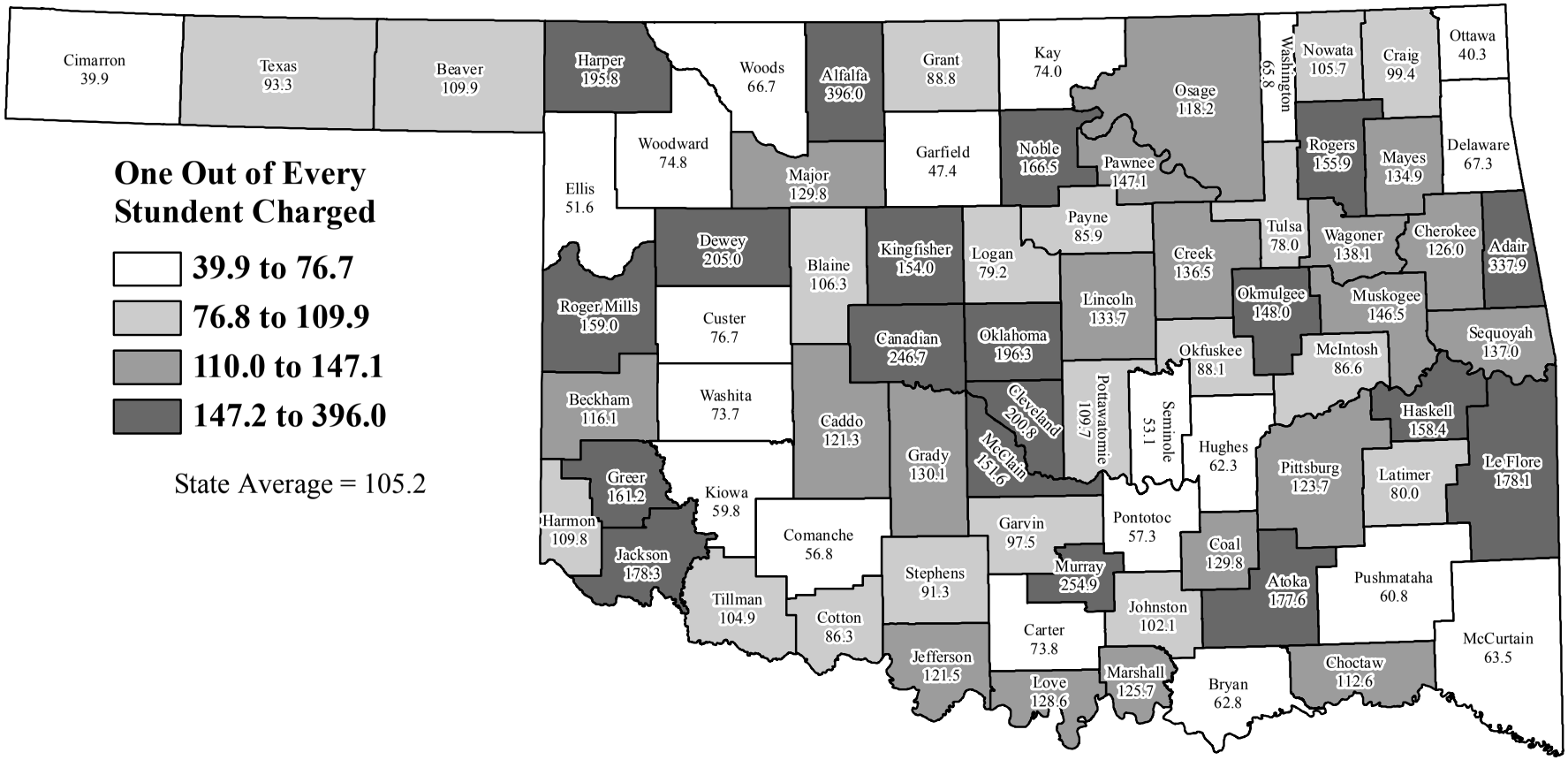
Source: Office of Educational Quality and Accountability

Figure 24
STUDENT SUSPENSION RATE
2013 – 2014 School Year



Source: Office of Educational Quality and Accountability

Figure 25
JUVENILE ARREST RATE
2013 – 2014 School Year



Source: Oklahoma Office of Juvenile Affairs

II. EDUCATIONAL PROCESS

DISTRICTS, SCHOOLS, AND STUDENT ENROLLMENT

Profiles 2014 reports on 517 individual Oklahoma school districts and 1,767 conventional school sites made up of 1,005 elementary schools, 292 middle schools/junior highs, and 460 senior highs.

Schools and school districts in Oklahoma are organized in a variety of ways. Oklahoma school districts are accredited by the State Board of Education and are classified as either independent districts (offering pre-kindergarten through 12th grade) or elementary districts (offering pre-kindergarten through 8th grade). Students from elementary districts must be integrated into a neighboring independent district's high school program once students have completed 8th grade. In 2013-2014, there were 98 elementary (dependent) school districts and 419 independent school districts. Within these two classifications, districts are free to organize grade levels to suit their needs. For example, one district may have an elementary school serving grades K-8 with a high school serving grades 9-12; another district may have a lower elementary school serving grades K-4, an upper elementary school serving grades 5 and 6, a junior high for grades 7-9 and a high school serving grades 10-12. During 2013-2014 there were 51 different grade level combinations of schools sites in Oklahoma.

Figure 26
Oklahoma's Districts by Enrollment and Socioeconomic Status Community Group
2013-2014

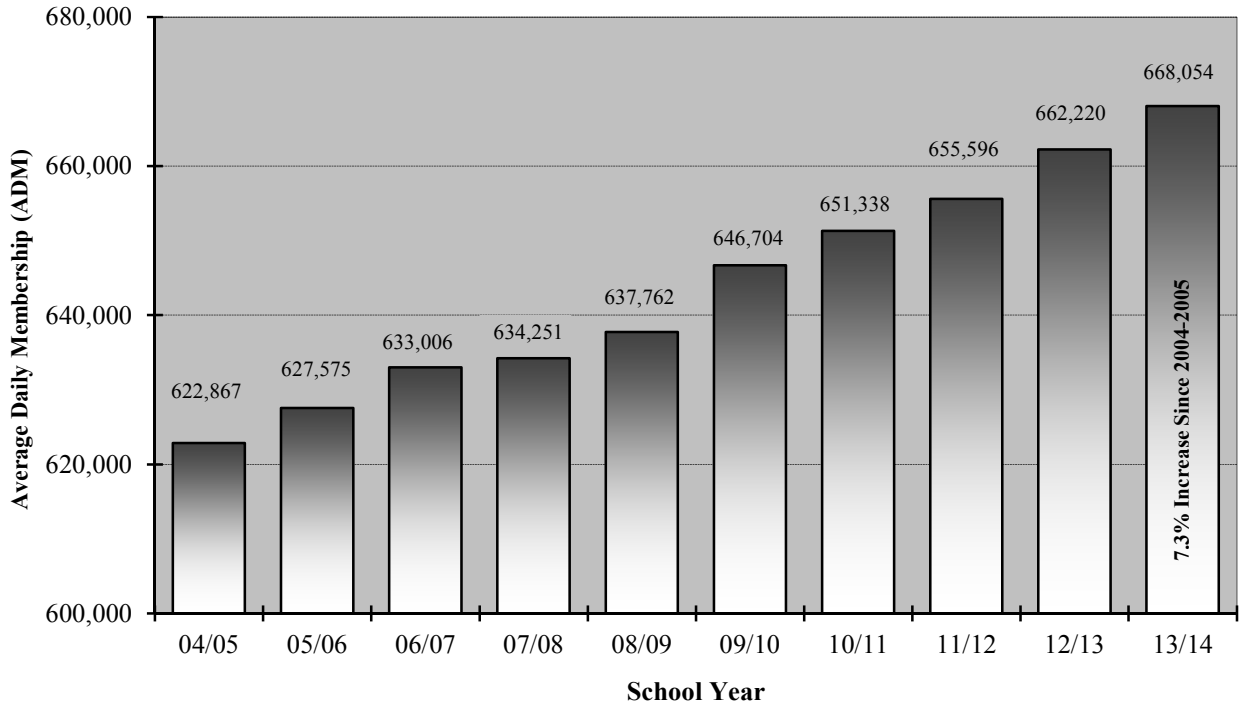
District Size in ADM	Socioeconomic Status	Group Designation	# of Districts	% of All Districts	# of Students	% of All Students
25,000 Plus	Low	A2	2	0.4%	84,955	12.7%
10,000 - 24,999	High	B1	6	1.2%	100,613	15.1%
	Low	B2	4	0.8%	64,348	9.6%
5,000 - 9,999	High	C1	8	1.5%	50,962	7.6%
	Low	C2	3	0.6%	19,082	2.9%
2,000 - 4,999	High	D1	13	2.5%	35,180	5.3%
	Low	D2	22	4.3%	65,138	9.8%
1,000 - 1,999	High	E1	36	7.0%	51,739	7.7%
	Low	E2	36	7.0%	48,825	7.3%
500 - 999	High	F1	31	6.0%	21,947	3.3%
	Low	F2	69	13.3%	48,909	7.3%
250 - 499	High	G1	60	11.6%	21,382	3.2%
	Low	G2	96	18.6%	34,185	5.1%
Less than 250	High	H1	25	4.8%	4,256	0.6%
	Low	H2	106	20.5%	16,533	2.5%
All	All	All	517	100.0%	668,054	100.0%

Data Source: Oklahoma State Department of Education

There are two basic methods for calculating enrollment: ADM and Fall Enrollment. ADM is the preferred method for measuring enrollment because it takes into account student migration. Fall enrollment numbers are a "census count," tallied on October 1 of each year. This means that enrollment-related statistics reported in the *Profiles* series will vary slightly depending upon the source. Statewide fall enrollment for October 1, 2013 is 681,578, up from 673,190 on October 1, 2012.

Average Daily Membership (ADM) refers to the average number of students enrolled at a school, or district, on any given day during the school year. Byers P.S. in McClain Co. was the smallest elementary (dependent) district in operation during 2013-2014 with an ADM of 39 students while the smallest independent district in the state in 2013-2014 was Billings P.S. in Noble County with an ADM of 62 students. Oklahoma City P.S., the largest independent school district, had an ADM of 44,317 students with Tulsa P.S. second with an ADM of 40,637. There are 29 school districts in the state with ADM's less than 100 students. Eighteen of these are elementary or dependent districts and nine are independent districts. There are 287 districts with less than 500 students ADM – 91 dependent and 196 independent.

Figure 27
Oklahoma's Average Daily Membership
2004-2005 to 2013-2014



Data Source: Oklahoma State Department of Education

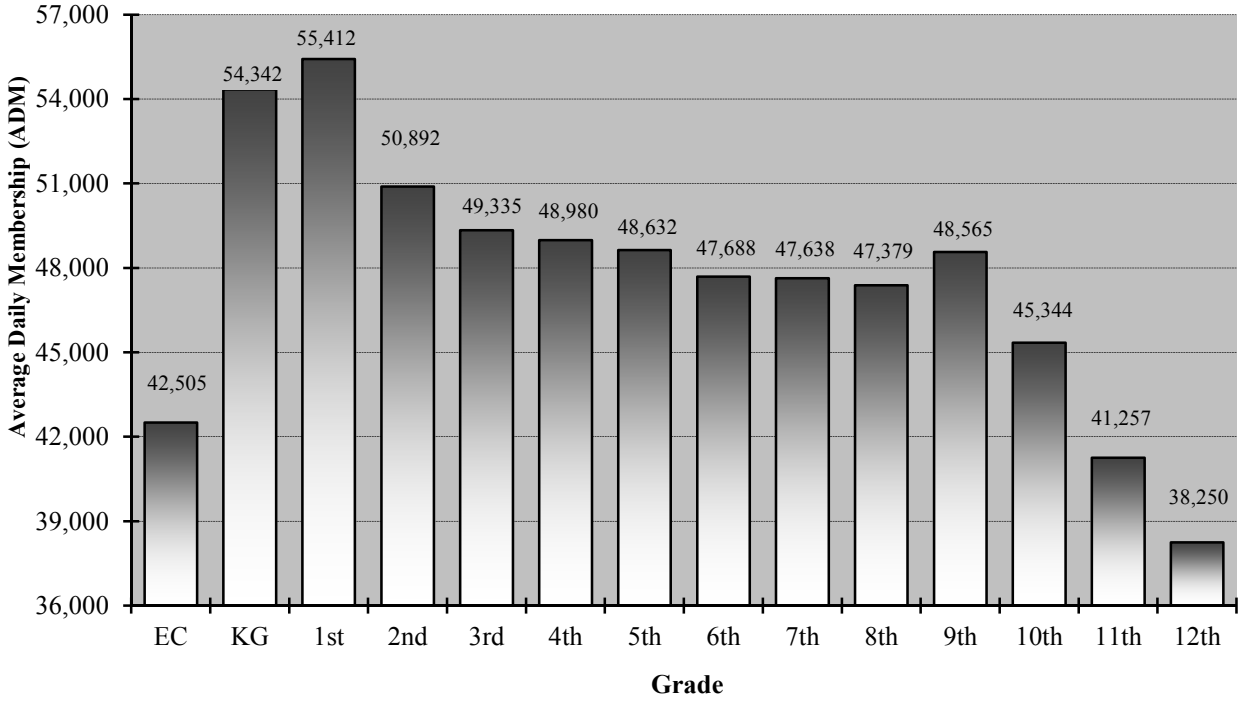
At the state level, total ADM in 2013-2014 was 668,054, an increase of 5,834 (0.9%) students from the 2012-2013 school year. This annual increase in ADM is just slightly lower than the 1.0% last year and is the fourth highest growth since 1995-1996. The 5,834 additional students in ADM is the third largest numerical increase since 1995-1996. The 2013-2014 statewide membership is 7.3% greater than the membership ten years earlier.

The increase in ADM from last year is accounted for by the increase of enrollments in Early Childhood through 8th grade which increased by 3,715 students and an increase in high school students (grade 9 to 12) of 2,137.

Figure 28 shows 2013-2014 statewide ADM by grade. Last year there were more kindergarten students for the only time in the history of these reports. This year as in past years, there are more 1st grade students than any grade of all public school students. Through 8th grade, student population follows the trend of population estimates rather closely. During the high school years the trend falls apart.

The most notable part of the graph, however, is the rapid decline in ADM from 9th through 12th grade. During the 2013-2014 school year, 12th grade ADM was 10,315 students lower than 9th grade ADM. There are many reasons that there are so many more 9th graders than 8th graders in any given year. Home school parents not wanting to take on the high school years and students moving from a private school to public school are two typical reasons for this difference. Analysis in the STUDENT PERFORMANCE section of this document (Figure 88) shows that the dramatic decrease in enrollment between 9th and 12th grade is not a single year occurrence.

Figure 28
Oklahoma's Average Daily Membership by Grade*
2013-2014



Note: * Excludes 1,835 Out of Home Placement students.
Data Source: Oklahoma State Department of Education

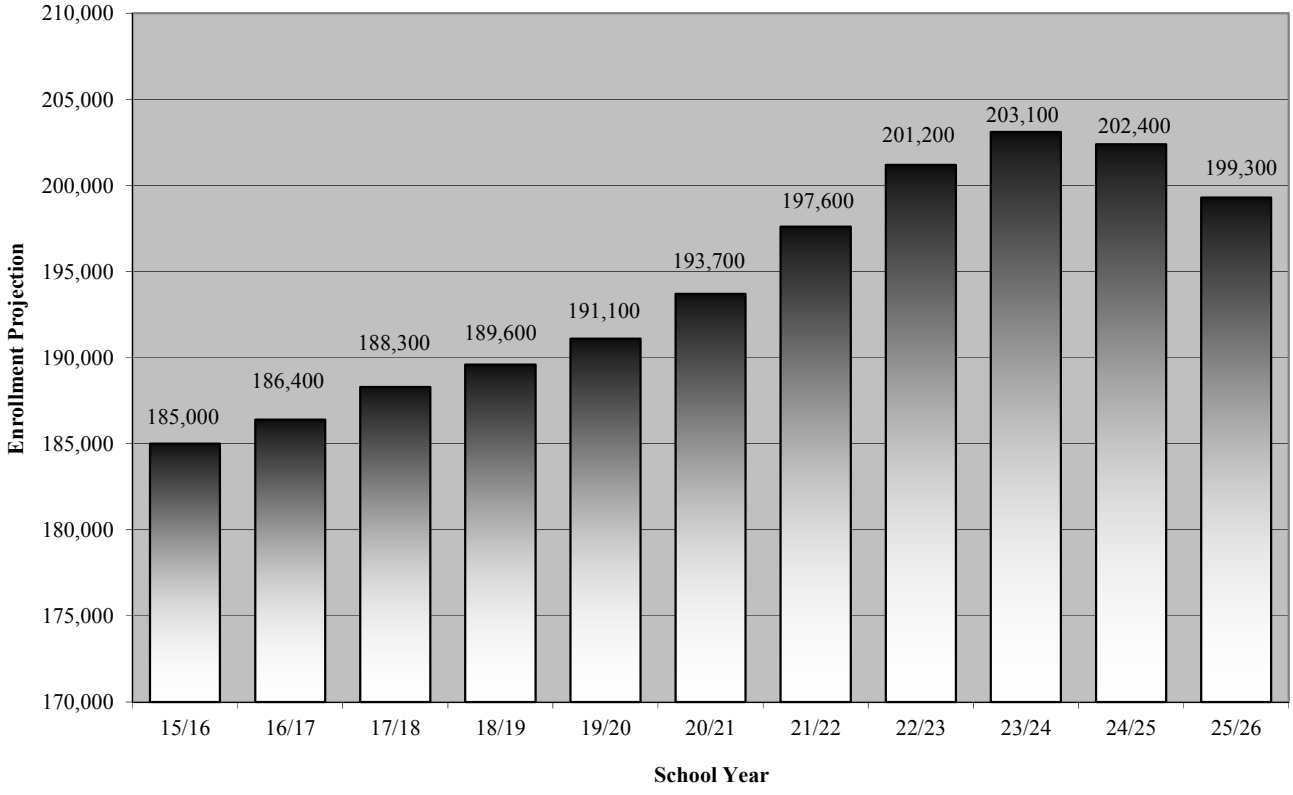
An area of tremendous growth over the past ten years is early childhood or pre-kindergarten. From the 2004-2005 school year to 2013-2014, the early childhood/pre-kindergarten class, which includes 3 and 4

year old students, has increased 32.4%. This is a much larger increase than that of the kindergarten class with a 15.3% increase and the 1st grade class with a 9.9% increase. Oklahoma is one of the nation's leaders in publically funded early childhood education as well as the percentage of 4 year olds enrolled in public schools.

Enrollment and Population Projections

A factor that may be used to determine future school resource needs are enrollment projections. This data allows decision makers to see how many children potentially will be coming into the system over the approaching years. The Office of Educational Quality and Accountability has a model that uses enrollment by grade over a ten year period and births to project high school (9th to 12th grade) enrollment into the future. Population projections by age are also produced by the U.S. Census Bureau. Analysis of both of these sources shows the increase in high school age students over the next few years. School districts also need to take into account local growth patterns to determine their individual needs. Figure 29 shows the statewide high school enrollment projections.

Figure 29
Projected Oklahoma High School (9th – 12th) Enrollment
2015-2016 to 2025-2026



Data Source: Oklahoma State Department of Education, Oklahoma State Department of Health
Prepared by: Oklahoma Office of Educational Quality and Accountability

The Office of Educational Quality and Accountability can produce these projections for every school district in the state. Local administrators may use these projections as an additional tool in the decision making process to help determine the future needs of a district. After many years of increased high school enrollment, the projections show a drop in enrollment starting in 2024-2025 school year. This drop is brought on by factors such as low births in the state and the ebb and flow of the school populations brought on by the baby boom and subsequent waves. This drop in enrollment likely will not be significant as waves from the original baby boom get smaller with each generation.

PROCESS INDICATORS

The community in which a student lives is not the only thing that influences his or her academic performance. The educational framework provided by the district also has a major impact on student learning. A school district can help students overcome adverse socioeconomic conditions that may exist within the family or community. The educational processes within a school district reflect a consensus among the school staff, the local board and the community about how to best meet the educational needs of all students in the district.

Process indicators include the functions, actions, and changes made by the school district to promote student success. Some of the process indicators included in this publication are curriculum, local-state-federal programs, classroom teachers, administrators, and the number of other professional staff.

Programs and Curriculum

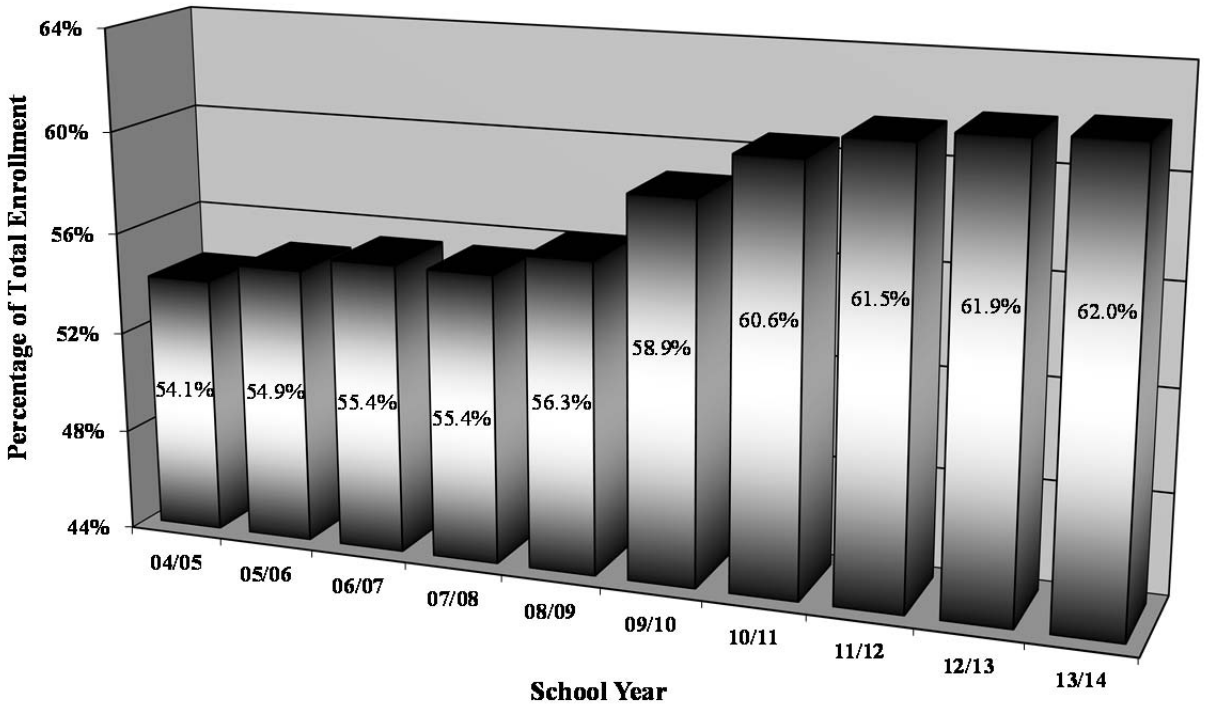
Free or Reduced Price Lunch

In 2013-2014, 417,829 Oklahoma students were eligible for the Free or Reduced Price Lunch Program (FRL). This represented 62.0% of all students (based on enrollment) and was an increase of 5,397 students, or 1.3%, from the 2012-2013 school year. Eligibility has increased 7.9 percentage-points in ten years. From 2008-2009 to 2009-2010, there was an increase of 6.2% or 22,417 in the number of students eligible for FRL and a 3.7% or 14,073 student increase from 2009-2010 to 2010-2011. This marks the fourth year in a row for a decline in the growth of students eligible for FRL; albeit slightly, and may be a sign the economy is gradually improving.

This indicator is often used as a surrogate for the percentage of students within the school or district who are impoverished. One reason for the increase was the downturn in the economy. As families have a harder time making ends meet their students are able to get free or reduced price meals at school. While there are still increases each year in the number of students eligible, the number is getting smaller each year over the past five years. Only one district has fewer than 10% of its students eligible for the program and nine districts have 25% or less eligible. Eleven districts have over 95% of the students eligible the for free or reduced price lunch program and six have 100% eligible.

Eligibility for the FRL is based upon federally established criteria for family income. For students to qualify for Free Lunch, their families need to earn less than 130% of poverty level. To qualify for a Reduced-Price Lunch families must earn between 130% and 185% of the poverty level. For 2014, a family of four with two children making $24,008 was considered to be living below the poverty level.

Figure 30
Free or Reduced Price Lunch Program Eligibility
2004-2005 to 2013-2014



Data Source: Oklahoma State Department of Education

Local Educational Agencies (LEA) serving schools where 40% of students qualify for FRL may be designated as a Title I school, which then qualifies the school to receive federal funding. The purpose of Title 1, Part A programs is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessment.

Gifted and Talented

U.S. Senator Jacob K. Javits, starting in the early 1970's, began to draw attention to the unique educational needs of gifted and talented students. For the next ten years, limited federal funds were made available and states, including Oklahoma, used the money as incentive for gifted and talented programs. In 1981, Oklahoma became the 17th state to provide funding for the education of gifted and talented students. Thirty-one states fund gifted programs in some way. Oklahoma's funding comes through the state aid formula and each student identified and served by a gifted and talented program is assigned an additional weight of .34 per student (see "State Funding Process" later in this section). However, a district can only have a maximum of 8% of their students funded in this manner.

State law (70 O.S. § 1210.301-308) defines Gifted and Talented Children as those identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high

performance and needing differentiated or accelerated education or services. For definition purposes, "demonstrated abilities of high performance capability," mean students who score in the top three percent (3%) on any nationally standardized test of intellectual ability or may include students who excel in one or more of the following areas: 1) creative thinking ability, 2) leadership ability, 3) visual or performing arts ability, and 4) specific academic ability. The policy is required to specify criteria for placement and to be consistent for Grades 1 - 12. The State Department of Education has regulations and program standards for participating school districts (Oklahoma State Department of Education, *Annual Report on Gifted and Talented Education, FY 2014*).

During the 2013-2014 school year, 95,828 Oklahoma students qualified for the Gifted/Talented program. This represented 14.2% of all students in the state. The percentage of children eligible for the program has remained relatively constant over the last decade. The extremes on this indicator in 2013-2014 ranged from five districts reporting none of their students eligible for the gifted program and 43 districts with less than 5% eligible, to four districts with over one-third of their students qualifying.

Special Education

Special education students are those identified as being eligible for services pursuant to an Individualized Educational Program (IEP). During the 2013-2014 school year, 101,340 Oklahoma students qualified for the special education program, which represented 15.1% of all students (based on enrollment). There has been a slight rise in the Special Education participation rate over the past three years and is almost up to its peak in 2004-2005 at 15.1%. Throughout the 1990's the rate hovered close to 12% then increased to the 14% and 15% range through the 2000's. The percentage of students eligible for special education services at school districts across the state ranged from twelve districts with less than 10% of students eligible to three districts (all small dependent districts) having 40% or more students eligible.

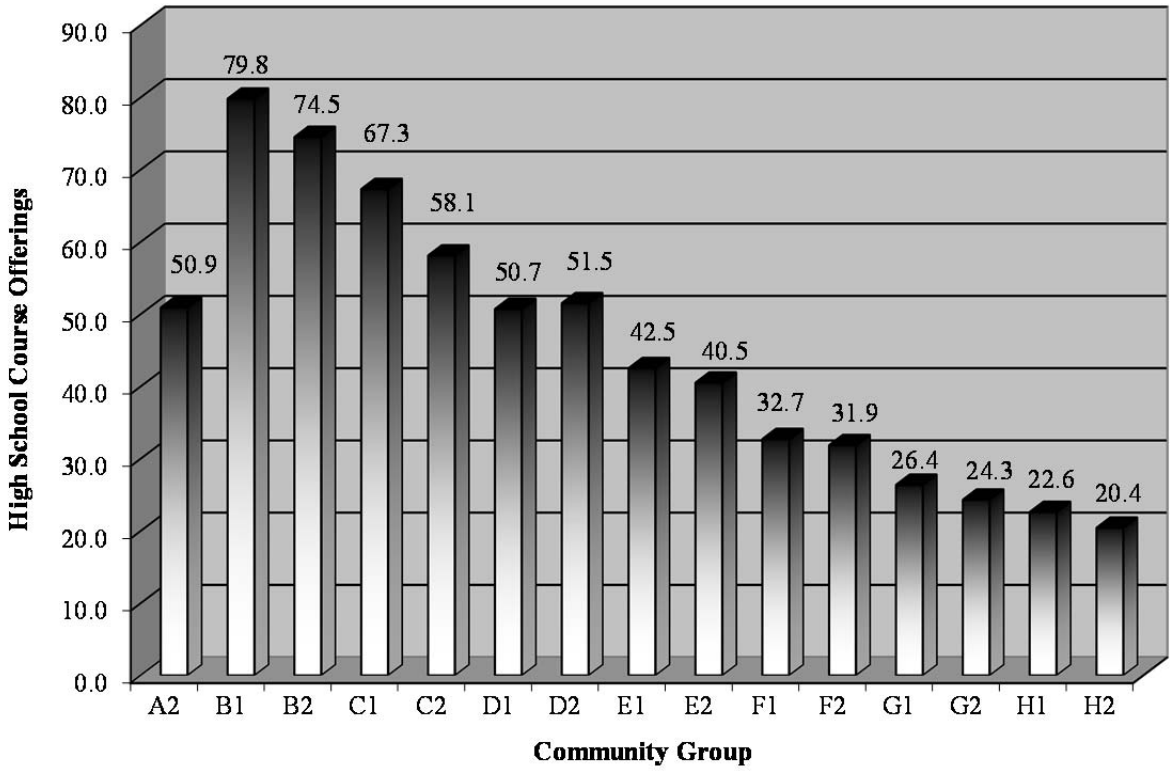
English Language Learners/Limited English Proficient

English language learners (ELL) or limited English proficient (LEP) students are those identified as (i) not born in the United States or whose native language is other than English; (ii) Native American and comes from an environment where a language other than English has a significant impact; and (iii) migratory whose language is other than English. Other factors used in identification include (i) ability to meet state's proficient level on assessments, (ii) ability to successfully achieve in English speaking classrooms, and (iii) opportunity to participate fully in society. During the 2013-2014 school year, 47,517 (7.1%) Oklahoma students were identified as ELL/LEP. A much higher percentage of elementary students were identified (8.5%) than high school students (3.5%). The percentage of students identified as ELL/LEP varies greatly between school districts across the state. Six districts identified more than 1/3 of their students as ELL/LEP with 219 districts having zero ELL/LEP students.

High School Course Offerings

The breadth and depth of high school course offerings greatly influence academic performance at the secondary level. The State Department of Education has a number of regulations regarding the minimum number of courses a high school must offer, however many high schools greatly exceed these minimums. Previous studies indicate students from high schools with the greatest number of course offerings (both broad and deep curriculums) scored higher on standardized tests. These courses may be broken down into the following six core areas plus electives: language arts, math, science, social studies, foreign languages or computer technology, and arts. In the six core subject areas, three school districts offered over 90 different course areas and nine others offered over 80 different courses. Collectively, districts across the state offered an average of 35.7 units in the six core areas in 2013-2014. The 35.7 unit's average statewide is down slightly from last year's 36.4 units statewide. A more detailed description of the minimum requirements can be found in the *Standards for Accreditation* document from the State Department of Education.

Figure 31
High School Course Offerings
By Community Group
2013-2014



State Average = 35.7
Data Source: Oklahoma State Department of Education

In general, school districts with larger district enrollments have greater course offerings than smaller districts. School districts ranging in size from 10,000 to 25,000 students offer on average 77.7 high school courses while the state's two largest districts (Oklahoma City and Tulsa) offer an average of 50.9 courses per high school. As the size range of school districts decreases so do the number of courses offered. School districts in the 5,000 to 10,000 student range offer an average of 64.8 courses and those in the 2,000 to 5,000 range offer 51.2 courses. The 1,000 to 2,000 student range school districts offer 41.5 courses and school districts with 500 to 1,000 students offer 32.1 courses. The smallest two district enrollment ranges of 250 to 500 and less than 250 offer an average of only 25.1 and 20.8 courses respectively.

Figure 31 shows the trend of fewer course offerings as the school district size decreases. It displays the average number of course offerings for all community groups. The B1 community group has the highest average number of course offerings at 79.8 and the H2 community group has the lowest at 20.4.

Beginning in the 2006-2007 school year, students entering the 9th grade must complete the following college preparatory/work-ready curriculum to graduate from high school: 4 units English, 3 units Math, 3 units Science, 3 units History/Citizenship, 2 units Foreign Language or 2 units Computer Technology, 1 unit Fine Arts, 1 additional unit from the above list, and 6 electives to equal 23 units. A local school board's graduation requirements may exceed the state graduation requirements of 23 units. The secondary academic programs may also provide the traditional units of credit to be offered in grades 9-12 with each secondary school offering and teaching at least 38 units or their equivalent each school year. Four (4) of these units may be offered on a two-year alternating plan with 34 units or their equivalent to be taught in the current school year. Career and technology center courses in which secondary students are enrolled may also count toward the 38 required units of credit or their equivalent.

With graduates needing 23 units to graduate, some of the smaller schools in the state may struggle to have enough course offerings each year to allow students to graduate with the required credentials. Participation with career and technology centers allow schools to offer a greater variety of courses but other options may need to be explored for these smaller schools to meet their students' curricular needs.

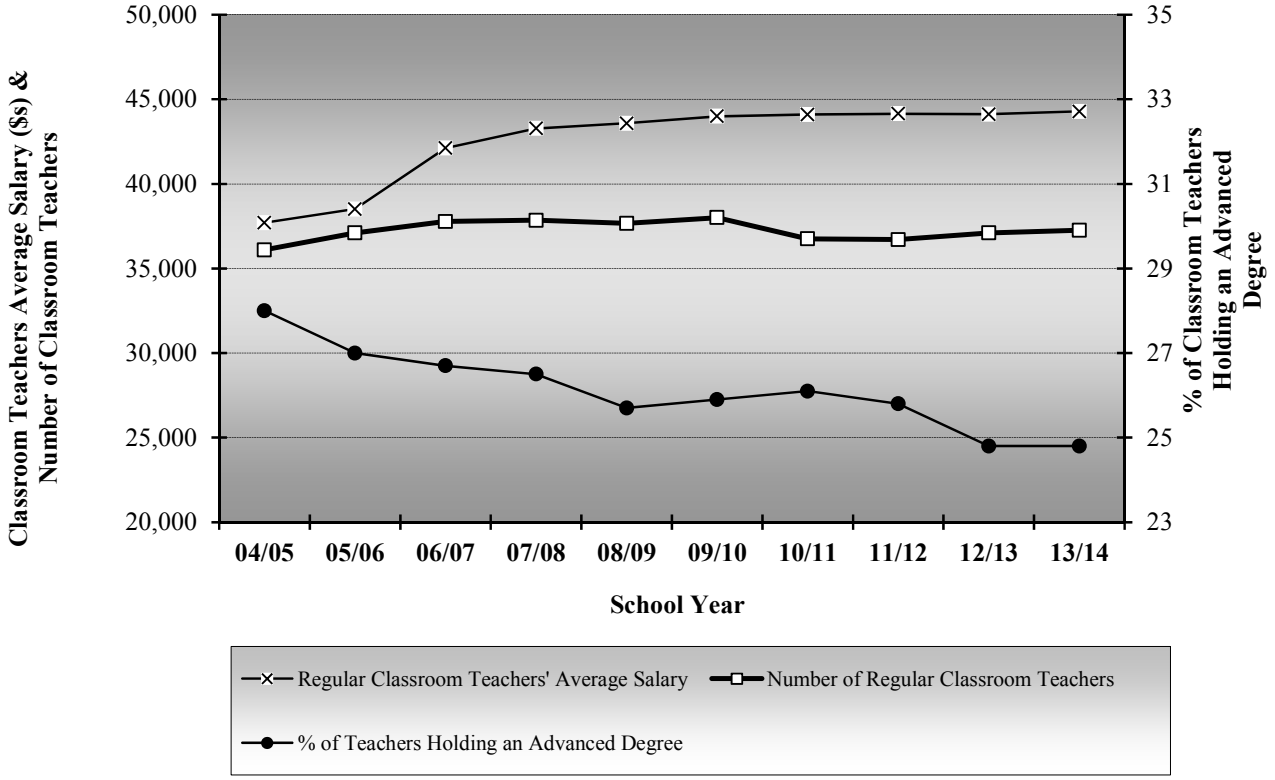
Classroom Teachers

The number of regular classroom teachers is measured by Full-Time Equivalency (FTE). For less than full-time teachers, a decimal amount is used for that portion of the day spent in the classroom. Time spent in the classroom by teaching principals is also included in the FTE. The statistics reported by the Office of Educational Quality and Accountability relating to regular classroom teachers exclude special education teachers and teachers at alternative education centers.

Statewide, the number of regular classroom teachers increased by 154 FTEs for the 2013-2014 school year from the previous year (37,258 in 2013-2014; 37,104 in 2012-2013). This is the second year in a row for an increase in the number of classroom teachers but the state is still not back to the number of teachers in 2009-2010. This increase of 550 teachers in the past two years does not come close to overcoming the decline of 1,300 teachers over the two year period of 2009-2010 and 2011-2012. Figure 32 shows the very slight rise and fall of the number of classroom teachers over the past ten years. Furthermore, ADM increased by 5,834 students (668,054 in 2013-2014; 662,220 in 2012-2013). Based only on the graded student ADM of 668,054, the statewide gross student/teacher ratio for regular

classroom teachers in 2013-2014 was 17.9 students per teacher. This is one of the highest student teacher ratios in the last 20 years.

Figure 32
Number of Teachers, Average Salary of Teachers, and Percentage of Teachers Holding Advanced Degrees 2004-2005 to 2013-2014



	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14
Number of Regular Classroom Teachers	36,094	37,103	37,778	37,848	37,660	38,008	36,749	36,708	37,104	37,258
Regular Classroom Teachers' Average Salary	$37,701	$38,508	$42,117	$43,275	$43,584	$43,998	$44,094	$44,145	$44,118	$44,285
% of Regular Classroom Teachers Holding an Advanced Degree	27.8	27.0	26.7	26.5	25.7	25.9	26.1	25.8	24.8	24.8

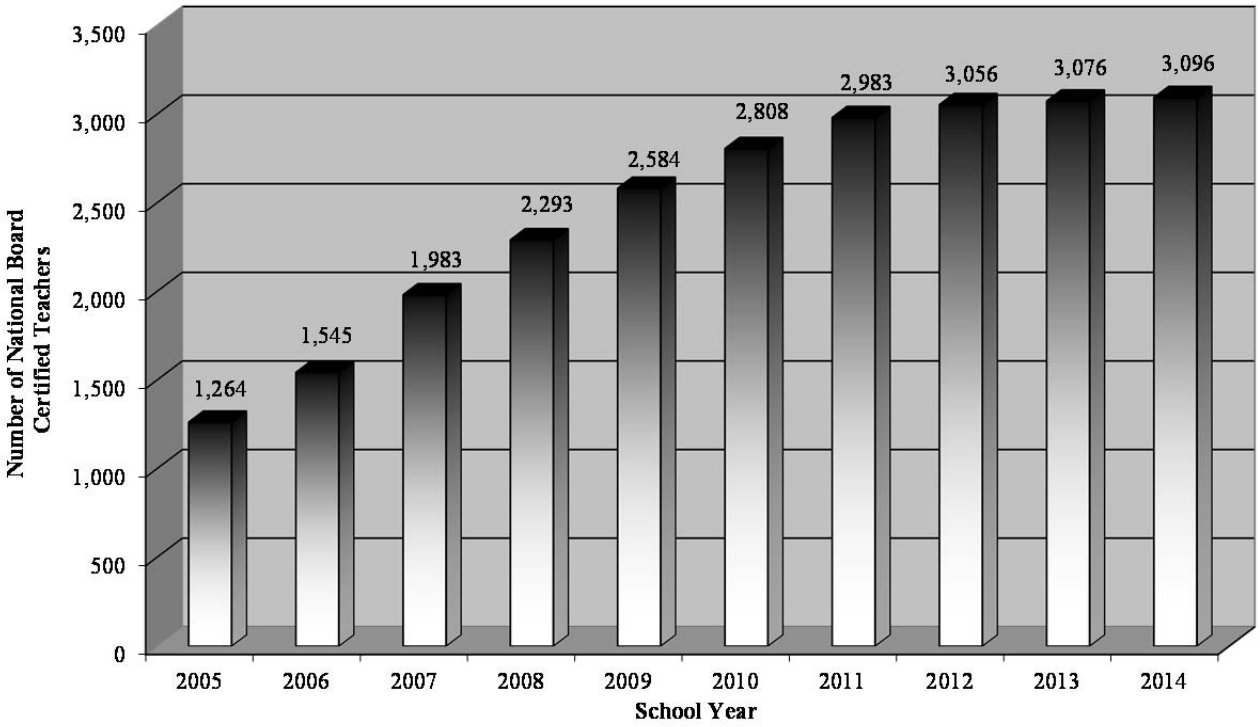
Data Source: Oklahoma State Department of Education

The percent of regular classroom teachers holding advanced degrees is based on the FTE of teachers with a Master's Degree or higher and is currently at 24.8% (same as last year). The percentage of teachers with an advanced degree is well below the high of 41% in 1989-1990. The average years of teaching experience is calculated similarly. It is based on the years of experience per FTE and averages 12.2 years statewide.

Figure 32 also shows the average annualized salary of teachers for the 2013-2014 school year was $44,285, an increase of $167 from the previous year ($44,118 in 2012-2013). This is the largest

increase in annualized teacher salary since 2008-2009 to 2009-2010. After a number of years of notable salary increases for teachers (2003-2004 to 2007-2008), there have been smaller increases and even one year of decline in teachers' salaries since 2008-2009. The number of years a teacher has taught and any advanced degrees they may hold also affect their salary. The average annualized salary figures include fringe benefits, but exclude extra duty pay. Salaries for part-time teachers have been extrapolated to their nine-month, full-day equivalent. This average also includes the salaries of teaching principals.

Figure 33
National Board Certified Teachers
Oklahoma
2005 to 2014



Data Source: National Board for Professional Teaching Standards

Oklahoma had 22 new NBC teachers for the 2013-2014 school year. This brings the total of NBC teachers in the state to 3,096; 8.3% of classroom teachers. The 22 new NBC teachers is the second lowest number since 1999 (only behind last year's 20 new NBC teachers). The changes in the additional stipend for NBC may be keeping some teachers from pursuing the certification.

Teachers' salaries are controlled by a salary schedule prescribed in state law (70 O.S. § 18-114.14). In school year 2013-2014, a teacher's starting salary was based on the degree held; $31,600 for a Bachelor's Degree, $32,600 for a Bachelor's Degree plus National Board Certification, $32,800 for a Master's Degree, $33,600 for a Master's Degree plus National Board Certification and $34,000 for a Doctorate Degree. Teachers' salaries are then increased by a prescribed amount for each year of additional service. Teachers receive an annual addition to their salaries of $375 for the completion each year, one through four. Completion of years five through nine earn them an addition of $400 with each

succeeding year and $425 for each added year, 11 through 25. After the tenth year in the classroom, teachers with a Bachelor's Degree receive $850, those with a Master's Degree; $1,275, and those with a Doctorate; $2,125. This works out to an average annual salary increase of $429 to $480 per year of service depending upon the highest degree earned. Districts may exceed the minimum pay schedule prescribed in state statutes and many do. The salary scheduled has not changed since 2008 except to add National Board Certification. Career Technology Agriculture, Career Technology Economic, Other Career Technology, and Special Education teachers receive an additional percentage or stipend to the minimum salary.

Special Education Teachers

The regular classroom teacher count excludes special education teacher FTEs. This is because state law requires special education teachers to be paid 5% more than regular classroom teachers and they serve a very specific portion of the school population. During the 2013-2014 school year, there were 4,436 Special Education Teacher FTEs, down 15 FTE from the previous year. Each possessed an average of 13.1 years of teaching experience and earned, on average, $46,996. On average there were 22.8 students identified as needing "Special Education" per special education teacher in the state.

Administration

Like classroom teachers, administration is another key ingredient of education. While the number of classroom teachers for the 2013-2014 school year saw an increase of 154, the number of administrators increased by 58. In 2013-2014 there were 3,551 administrator FTEs at the 517 districts, up from the 2012-2013 school year count of 3,493 administrator FTEs. Statewide, there was an average of 6.9 administrators per school district and each received an average annualized salary of $76,983 during the 2013-2014 school year. This was an increase of $559 or 0.7% over last year's figure of $76,424. On average, each supervised 11.7 teacher FTEs (regular and special education teachers) in 2013-2014. The average experience that each possessed in a school environment was 20.5 years.

Counselors and Other Certified Staff

The number of counselors in schools increased by 2 (1,588 to 1,590) between 2012-2013 and 2013-2014. Other certified staff FTEs decreased by 88 (3,594 from 3,682). Counselor's average annualized salary for the 2013-2014 school year was $50,074, up $267 from the previous year and the average annualized salary for other certified staff for the same school year was $49,071, up $732 from the previous year. Other certified staff includes Reading Specialist, English Language Learners, as well as other non-regular education teachers.

DISTRICT FINANCES

Funds

There are many different Funds in which a school district receives revenue and from which it may make expenditures (i.e. General Fund, Building Fund, etc.). The General Fund contains the bulk of a school district's operating assets and is the primary account from which a school district conducts business. It has become conventional among educators and policy makers to only consider revenue and expenditures of the General Fund, yet in doing so they overlook a considerable amount of money. Larger schools will typically fund a number of salaries and have sizeable expenditures from both the Building Fund and the Child Nutrition Programs Fund. Districts enlarging or updating their facilities often have outstanding bonds, which can cause large sums of money to flow through their Bond Fund and Sinking Fund. The Office of Educational Quality and Accountability believe that all money spent by school districts, either directly or indirectly, goes toward the education of students and should be considered for accountability purposes. Therefore, *Profiles 2014* will continue to report revenues and expenditures using "ALL FUNDS." ALL FUNDS includes the General Fund, Co-op Fund, Building Fund, Child Nutrition Programs Fund, MAPS Fund, Municipal Tax Levy Fund, Child Care and Limited Services for Children Fund, Sinking Fund, Endowment Fund, and School Activity Fund.

Revenue

In Oklahoma, the three basic sources of school district revenue are Local & County, State, and Federal. Total revenue for 2013-2014 was $5,751,751,140. The largest portion of funding was provided by the State at 48.0% ($2.76 billion), followed by Local & County with 40.3% ($2.31 billion) and Federal funds which provide 11.7% ($675 million) (Figure 34). Total revenues increased for Oklahoma's districts by $127,723,355, or 2.3%, from 2012-13 revenues of $5,624,027,784. This is the only the second increase in five years. Five years ago, there was a significant decrease in state revenue and three years ago there was a major decrease in federal revenue. Each year, roughly one-third of Oklahoma's state budget goes to K-12 public education.

This year's percentage of revenue from the state is the same as last year's and 0.3 percentage points higher than two years ago , which was the lowest it has ever been since the *Profile Reports* have been compiled. For the 2013-2014 school year, 48.0% of all revenues came from the state. This percentage amount is down from 52.2% 10 years earlier (2004-2005). The percentage of revenue from the federal government is down from the previous year. The first American Recovery and Reinvestment Act (ARRA) stimulus money came to the state in February of 2009 and continued through the end of the 2010-2011 school year. The percentage of revenue from the federal government is back to the levels of ten years ago (11.7%). For 2009-2010 and 2010-2011 school years, the percentage of federal revenue has been over 17.0%. The percentage of federal revenue has been 11.8% to 13.8% for eleven of the last thirteen years. Prior to 2002-2003, the percent of federal revenue was typically 10 to 11%. The percentage of local and county revenue is up slightly from the previous year to 40.3%. There has been growth every year but one for the past thirteen years in local and county revenue.

There are fourteen school districts with less than 20% of their revenue coming from the state and four of those have less than 10% of their revenue coming from the state (Maple P.S. and Banner P.S. in Canadian Co., Oakdale P.S. in Oklahoma Co. and Cleora P.S. in Delaware Co.). All four of these also have 85% or more of their revenue coming from local and county sources. Conversely; thirty-six districts have over two-thirds of their revenue coming from the state with two districts receiving more than 75% of their revenue from the state.

Five school districts have less than 10% of their revenue coming from local and county sources with all five being dependent school districts (PK – 8). Nine school districts have over 75% of their revenue coming from local and county sources. Five of these are dependent school districts. One reason that so many dependent districts are on the extremes of these percentages is they are small enough that small portions make up a large percentage.

Six school districts have over one-third of their revenue coming from the federal government. All of these are dependent school districts serving only students from pre-kindergarten through eighth grade. Twenty-five school districts have less than 5% of their revenue coming from the federal government. There has been a significant decrease in the percentage of revenues coming from the federal government due to the ending of the ARRA stimulus money.

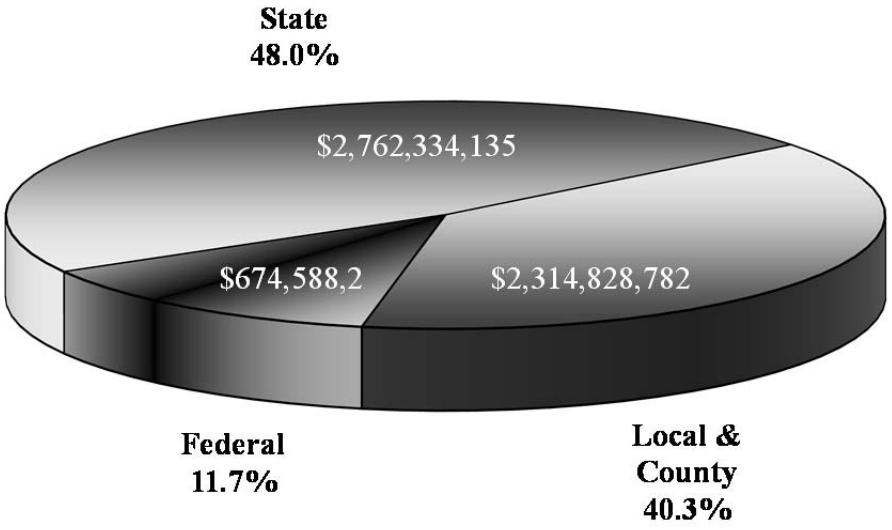
School districts below 1,000 in ADM have a higher percentage of their revenue coming from the federal government than the rest of the state. Over thirteen percent (13.4%) of all revenues for school districts below 1,000 ADM are from the federal government compared to 10.9% for school districts between 1,000 and 10,000 ADM and 11.8% for school districts above 10,000. School districts above 10,000 in ADM receive only 42.2% of their revenue from the state compared to 51.6% for school districts below 1,000 ADM and 51.8% for school districts between 1,000 and 10,000. School districts below 1,000 in ADM receive 34.9% of their revenue from local sources compared to 46.4% for school districts above 10,000 ADM and 37.3% for school districts between 1,000 and 10,000.

School districts below the state average Free or Reduced Price Lunch eligibility rate (better off economically) have a much higher percentage of their revenue coming from local sources than those schools above the state average (poorer economically). While the state average has 40.2% of funding coming from local sources; local funding makes up 47.3% for those school districts below the state average Free or Reduced Price Lunch rate and only 35.4% for those school districts above the state average. Conversely, school districts above the state average Free or Reduced Price Lunch rate have a higher percentage of their revenue coming from the federal government (14.6%) than those districts below the state average at 7.6%. School districts above the state average Free or Reduced Price Lunch rate (50.1%) also have a higher percentage of their revenue coming from the state than those schools below the state average (45.1%).

Pushmataha Co. has the highest percentage of revenues from the state to school districts at 67.3% with three other counties having over 65% of school district revenue coming from the state. Roger Mills Co. has 31.5% coming from the state with six other counties below 40%. Roger Mills Co. has the highest percentage of revenues from local and county sources to school districts at 63.4% with two other counties having over 60% of school district revenue coming from the local and county sources. Adair Co. has the lowest percentage at 14.7% with five others under 20%. Adair Co. has the highest percentage of revenues from the federal government to school districts at 23.4% with four other counties

having over 20% of school district revenue coming from the federal government. Alfalfa Co. has only 3.2% of revenue from the federal government going to school districts with three other counties under 5%.

Figure 34
District Revenue Sources
Reported Using ALL FUNDS*
2013-2014



Total Revenue: $5,751,751,140

Data Source: Oklahoma State Department of Education

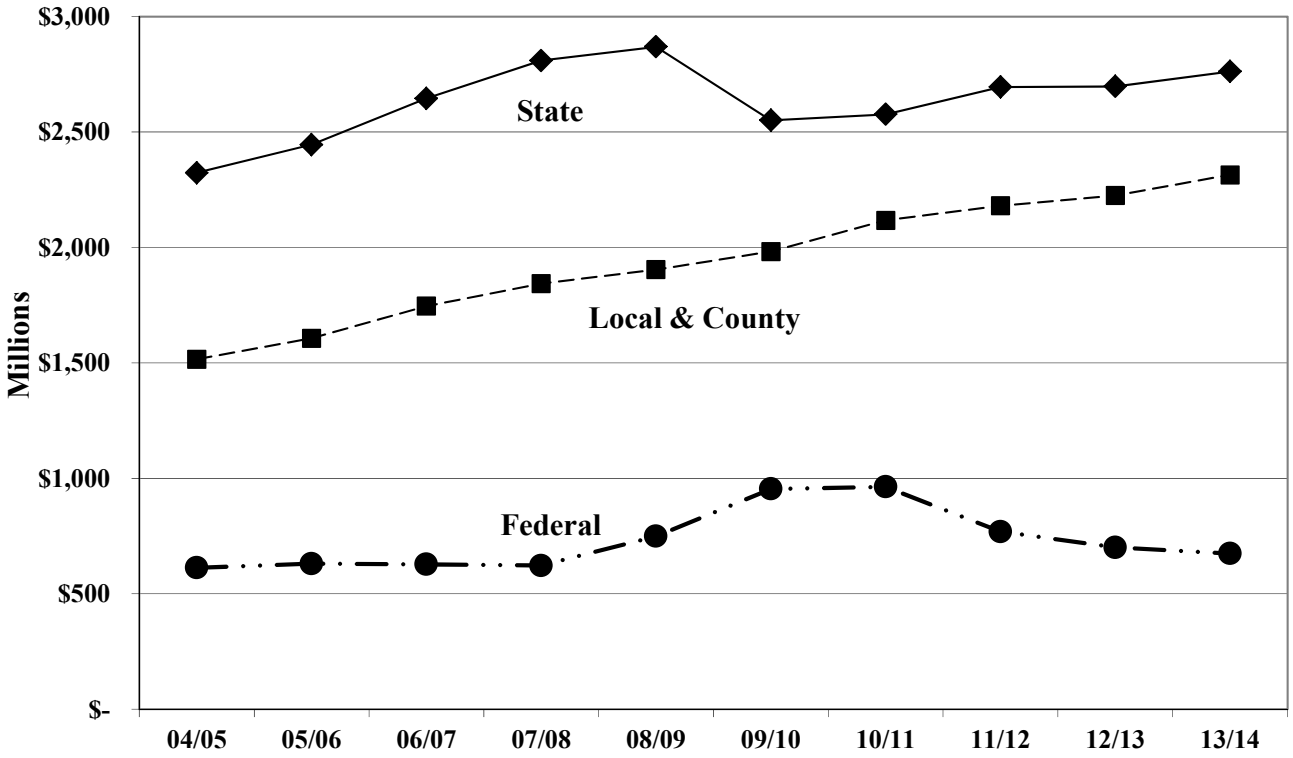
*ALL FUNDS does exclude two fund categories: Bond Fund and Trust & Agency Fund. The Sinking Fund, which is included in ALL FUNDS, represents funds used to repay bonds for capital improvements and major transportation and technology purchases. The Bond Fund is excluded because its inclusion would, in effect, double-count the same funds in the Sinking Fund. The Trust & Agency Fund is excluded because it represents monies held in a trust capacity for individuals, private organizations, etc. See Appendix C for more Information about the categories used for the reporting of District Finances.

Revenues by source (state, local and county, and federal) have risen and fallen over the past thirty years. Revenue from the federal government has risen from under $100 million in the early 1980s to almost $1 billion during the ARRA stimulus funding period from 2009 to 2011. Local and county funding has risen from under $500 million during the early 1980s to over $2 billion currently. State revenue has risen from under $1 billion 30 years ago to over $2.7 billion.

The following table shows the past ten years by source of district revenues. Revenue from the federal government was relatively stable staying close to $600 million until 2008-2009. From 2004-2005 to 2010-2011, the second year of ARRA stimulus funds, federal revenue grew 57.2%. Since 2010-2011, federal revenue dropped 29.3% from $964 million to $675 million. Local and county revenue has seen

the most consistent growth over the past ten years. Local and county revenue grew 52.7% to $2,315 million from 2004-2005 to 2013-2014. Revenue from the state has its multiple ups and downs over the past decade. State revenue grew 23.0% from $2,324 million to $2,870 million from 2004-2005 to 2008-2009. There was then a drop of 11.1% to $2,551 million in 2009-2010. Since 2009-2010, state revenue has risen 8.3% to $2,762 million for 2013-2014; still below the high of 2008-2009.

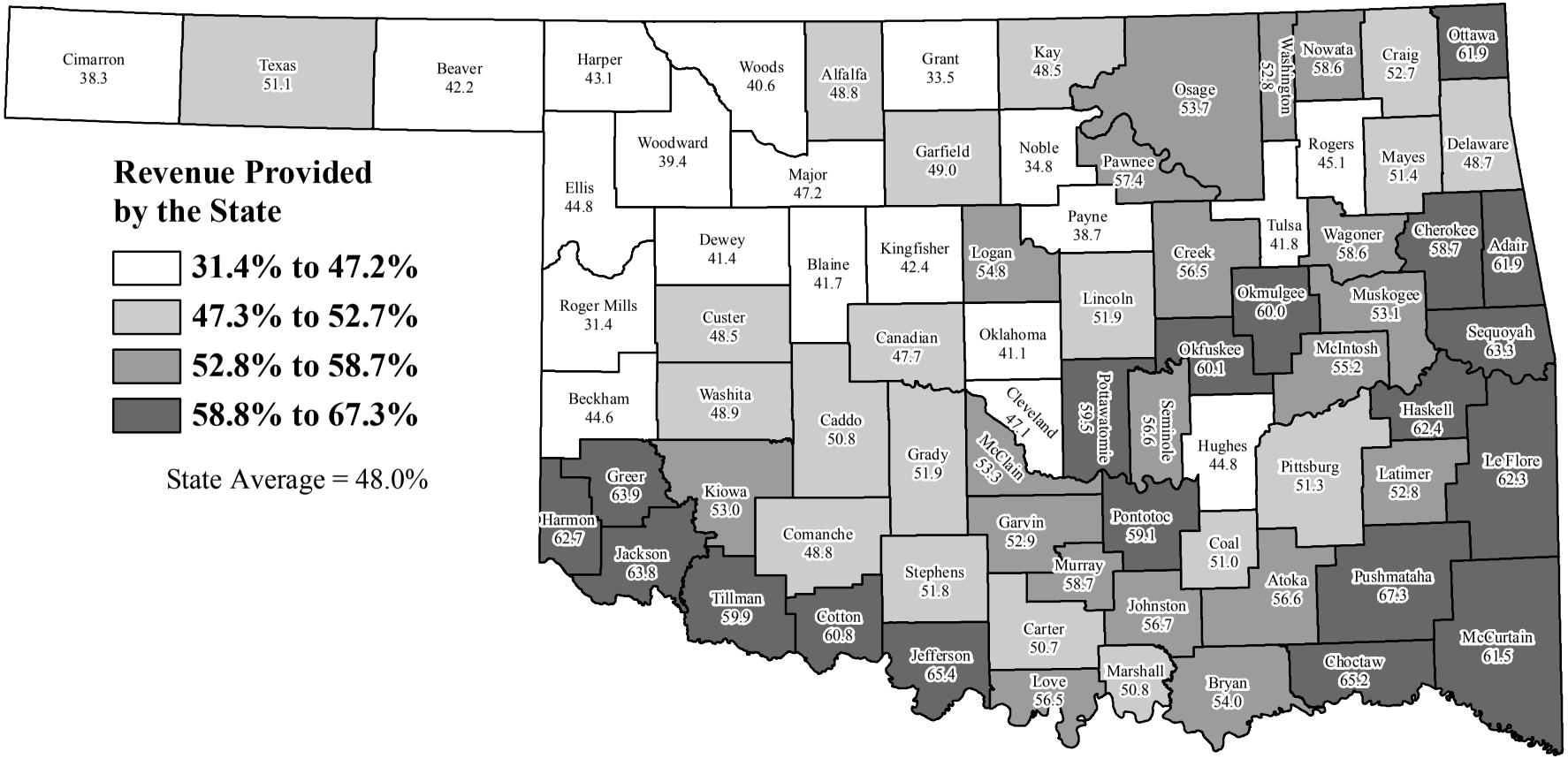
Figure 35
District Revenue Sources
Reported Using ALL FUNDS
2004-2005 to 2013-2014



in Millions	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14
State	$2,324	$2,445	$2,646	$2,810	$2,870	$2,551	$2,577	$2,696	$2,697	$2,762
Local & County	$1,516	$1,607	$1,747	$1,844	$1,904	$1,982	$2,118	$2,181	$2,226	$2,315
Federal	$613	$631	$628	$622	$749	$954	$964	$769	$701	$675

Data Source: Oklahoma State Department of Education

Figure 36
PERCENT OF PUBLIC EDUCATION REVENUE PROVIDED BY THE STATE
2013 - 2014 School Year



Source: Oklahoma State Department of Education

The State Funding Process

State appropriated revenues are distributed to school districts through a State Aid Formula. While state tax revenues are collected geographically in a disproportionate manner, the formula strives to distribute state tax dollars equitably to all districts. The formula attempts to assess the varying cost required to dispense education at each school district across the state. The formula takes into account a district's wealth then funds the districts accordingly. The formula takes three cost differences into consideration: (1) differences in the cost of educating various types of students; (2) differences in transportation costs; and (3) differences in the salaries districts must pay teachers with varying credentials and years of experience. Additionally, the formula proportionately withholds state funds from districts that have a greater ability to raise money through local/county revenues. The Oklahoma Legislature chose to consider the cost associated with educating students by utilizing a student weighting process. State funds are distributed to districts based on the total number of students enrolled at the district weighted by different categories. Therefore, the majority of the funding formula deals with assigning weights to students. The concept of allocating funds based upon weighted students has been around for decades and is used in many states.

Weighted Average Daily Membership (WADM)

Prior to discussing the state aid formula, one must first understand Weighted Average Daily Membership (WADM). Weights are assigned to students based upon the varying mental and physical characteristics they possess, as well as the grade in which they are enrolled, the size or sparsity of the district and the experience and degree holdings of their teachers. The students' weights are then added to yield the total student weight for the district (WADM). The student weights are listed in the following table.

Mental and Physical Condition Weights:

Condition	WGT.	Condition	WGT.
Vision Impaired	3.80	Physically Handicapped	1.20
Learning Disabilities	0.40	Speech Impaired	0.05
Deaf or Hard-of-Hearing	2.90	Trainable Mentally Handicapped	1.30
Deaf and Blind	3.80	Bilingual	0.25
Educable Mentally Handicapped	1.30	Special Education Summer Program	1.20
Emotionally Disturbed	2.50	Economically Disadvantaged	0.25
Gifted	0.34	Optional Extended School Year program	As determined by State Board
Multiple Handicapped	2.40		

Grade Level Weights:

Grade	WGT.	Grade	WGT.
Early Childhood (Half Day)	0.70	Third Grade	1.051
Early Childhood (Full Day)	1.30	Fourth to Sixth Grade	1.00
Kindergarten (Half Day)	1.30	Seventh to Twelfth Grade and Non-graded	1.20
Kindergarten (Full Day)	1.50	Out of Home Placement (OHP)	1.50
First and Second Grade	1.351		

District Size or Sparsity Weights:

Schools can also receive additional weighting on a per student basis if they have fewer than 529 students. Very small schools have few students per teacher and, therefore, require more money per student for teacher funding. On the other hand, if the student population is sparsely distributed within the district boundaries, districts can receive additional weighting for the cost of busing children relatively long distances. Districts can receive weights from only one of these two factors.

Teacher Credential Weights:

YEARS OF EXPERIENCE	WEIGHT BY DEGREE TYPE		
	BACHELORS	MASTERS	DOCTORATE
Zero to Two	0.7	0.9	1.1
Three to Five	0.8	1.0	1.2
Six to Eight	0.9	1.1	1.3
Nine to Eleven	1.0	1.2	1.4
Twelve to Fifteen	1.1	1.3	1.5
Over Fifteen	1.2	1.4	1.6

State funds are distributed to districts based upon a per WADM basis. Districts receive state funding based upon their highest WADM. For the initial state aid allocation, the higher WADM year is selected from the previous two fiscal years. For the midyear allocation, the highest WADM year is selected from three fiscal years, the previous two years and the first nine weeks of the current year. This multi-year selection process allows districts with declining enrollments a budgetary cushion and allows them time to plan accordingly.

The Funding Formula

A basic interpretation of the funding formula is: **Total State Aid Allocation = Foundation Aid + Transportation Allocation + Teacher Salary Incentive Allocation**. The formula is described in more detail in the following three sections.

FOUNDATION AID

Foundation Aid is the WADM multiplied by the state Foundation Factor with chargeables or certain local revenues deducted from the resulting product. School districts with large amounts of income from local sources receive relatively small amounts of money from the state. However, this amount can never be less than zero.

TRANSPORTATION ALLOCATION

The second consideration in the funding formula deals with transportation costs. This part of the formula uses a per capita allowance based upon student density multiplied by the number of students transported (hauled) each day. The resulting product is then multiplied by a Transportation Factor which is determined by the state.

TEACHER SALARY INCENTIVE

The third and final aspect of the funding formula deals with Teacher Salary Incentive. An incentive amount is calculated by multiplying an Incentive Aid Factor by the WADM. Subtracted from this product is the Adjusted District Assessed Valuation expressed in thousands of dollars. Teacher Salary Incentive is finally derived by multiplying the resulting amount by 20 mills.

Charter Schools

Charter schools receive a separate allocation through the state aid formula which is disbursed through their sponsoring district. Charter schools do not receive local revenues. Therefore, they have no chargeables, and are funded solely on high year WADM. The exception would be charter schools running bus routes, which would entitle them to the Transportation Allocation in the state aid formula. For more information on the state funding formula, refer to: *School Finance – Technical Assistance Document*, published by the Oklahoma State Department of Education.

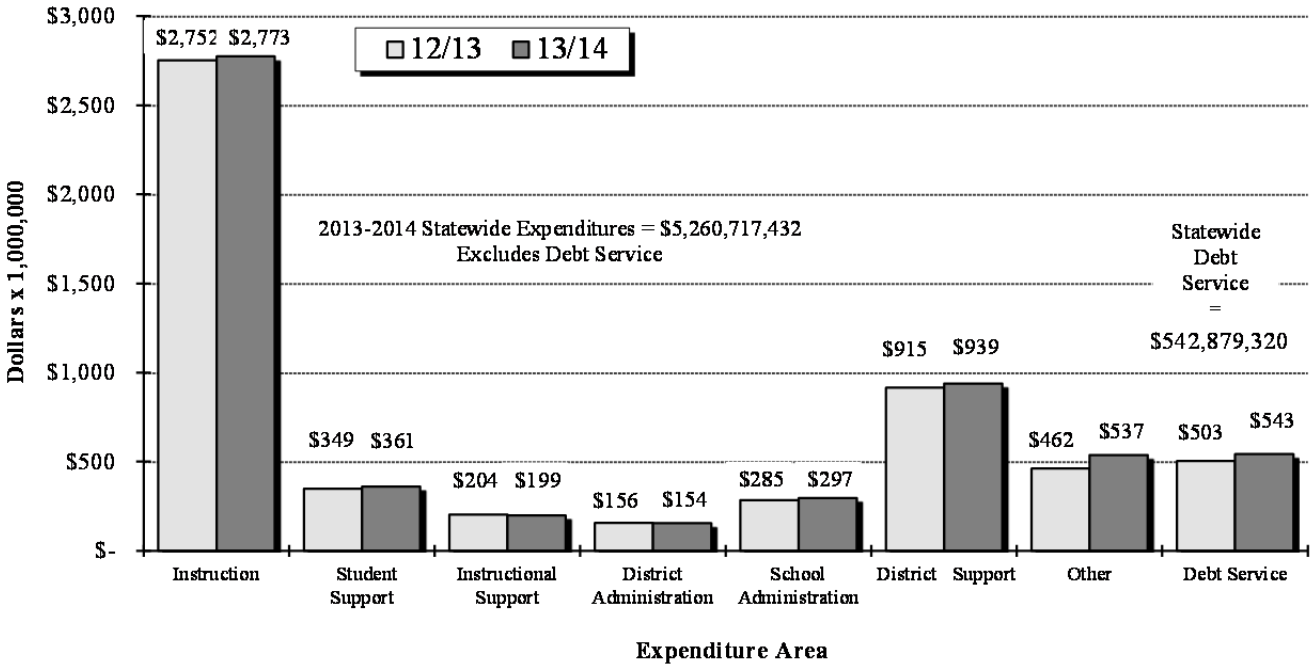
Expenditures

Figure 37 shows expenditures from ALL FUNDS for the last two years. In *Profiles 2014*, expenditure amounts are classified into eight areas: Instruction, Student Support, Instructional Support, District Administration, School Administration, District Support, Other, and Debt Service (See Appendix C for a listing of all accounts). Debt service is graphed separately in order to standardize the expenditure percentages in the seven core expenditure areas. When expressed as a percentage, Debt Service is divided by the combined expenditures in the other seven areas. Approximately seventy percent of all districts have outstanding bonds and consequently have expenditures in the Debt Service category. By graphing Debt Service separately, districts that use bonds to build new facilities, make major renovations, or purchase buses, technology, textbooks, etc., will not appear to have smaller expenditure

percentages in the seven core expenditure areas. Debt service has increased 80% in the past ten years to $542.9 million in 2014 from $301.6 million in 2005.

The largest expenditure is in the area of Instruction with 52.7%, a 1.0 percentage-point decrease from 2012-2013. This is the sixth drop in the percent of expenditures going to Instruction in the past seven years and it is below its high mark of 58.6% of ALL FUNDS in 1995-1996. District Support ran a distant second in 2013-2014 at 17.9% of all expenditures. District Support includes the district business office plus maintenance and operation of buildings and vehicles. Statewide, total expenditures from ALL FUNDS were $5.8 billion, a $179 million increase over the 2012-2013 school year.

Figure 37
State Level Expenditures Based on ALL FUNDS
2012-2013 and 2013-2014



	Percent of Total Expenditure in Each Area							
2012-2013	53.7%	6.8%	4.0%	3.0%	5.6%	17.9%	9.0%	9.8%
2013-2014	52.7%	6.9%	3.8%	2.9%	5.6%	17.9%	10.2%	10.3%

See Appendix C for a complete listing of all accounts under each expenditure area.
Data Source: Oklahoma State Department of Education

Figure 38 displays the percent of expenditures by type and community group. Two areas that show a noticeable difference in how large and small districts operate are student support and district administration. A larger percent of expenditures goes to student support in larger districts where district administration gets a larger percent in smaller schools. Student support items include social work services, health services, psychological services, and speech pathology and audiology services. Larger

districts typically have enough students requiring these services to address the need in-house rather than participate in a cooperative effort with other districts. District administration expenditures and school administration expenditures are the costs associated with superintendent and principal positions, respectively. These are just a few examples of the conditions in which school districts operate and the obstacles they must overcome to educate students.

Figure 38
Expenditures Based on ALL FUNDS
By Community Group
2013-2014

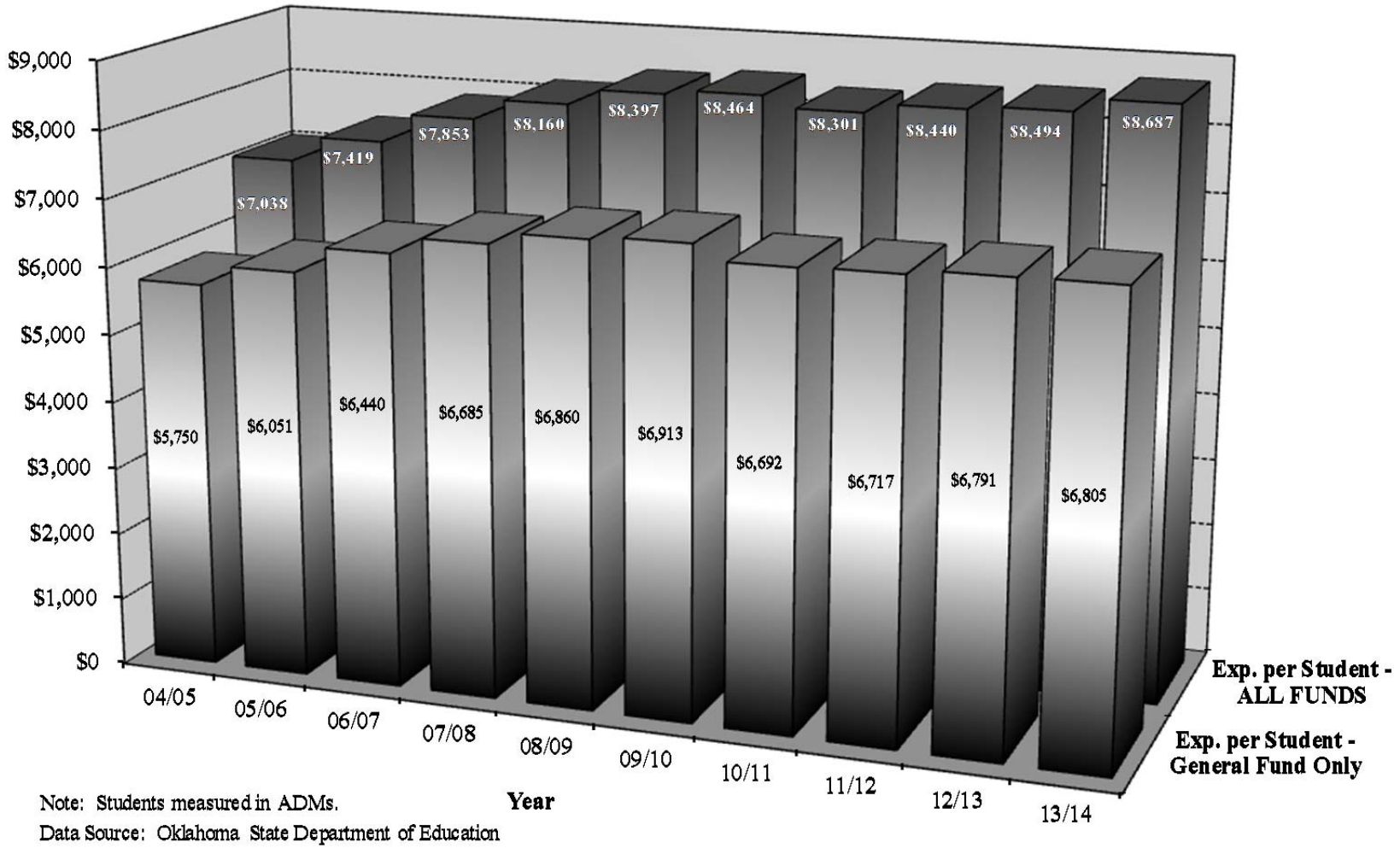
Size of District	Community Group	Instruction	Student Support	Instructional Support	District Administration	School Administration	District Support	Other
25,000 or more	A2	47.2%	6.9%	5.3%	1.7%	5.8%	17.7%	15.4%
10,000 to 24,999	B1	54.5%	8.2%	4.1%	1.8%	5.5%	18.3%	7.7%
	B2	49.5%	7.7%	4.2%	1.9%	6.1%	17.7%	13.0%
5,000 to 9,999	C1	54.7%	7.6%	3.6%	2.6%	5.7%	18.5%	7.3%
	C2	51.3%	5.9%	5.6%	2.0%	5.4%	17.3%	12.5%
2,000 to 4,999	D1	55.2%	6.5%	3.4%	2.9%	6.1%	17.2%	8.7%
	D2	54.7%	7.0%	4.0%	2.5%	5.7%	17.7%	8.5%
1,000 to 1,999	E1	56.0%	6.5%	3.1%	3.0%	5.8%	17.5%	8.1%
	E2	55.0%	6.5%	3.3%	3.4%	5.7%	17.1%	9.1%
500 to 999	F1	55.0%	6.7%	3.0%	4.0%	5.4%	16.8%	9.2%
	F2	54.7%	6.3%	2.9%	3.9%	5.7%	17.3%	9.3%
250 to 499	G1	52.4%	6.0%	2.4%	5.1%	5.2%	18.9%	10.0%
	G2	51.6%	6.0%	2.6%	5.3%	5.6%	18.3%	10.9%
Less than 250	H1	50.3%	4.7%	2.6%	5.9%	4.1%	21.5%	10.9%
	H2	51.7%	4.8%	2.9%	6.9%	4.4%	19.8%	9.6%
Statewide		52.7%	6.9%	3.8%	2.9%	5.6%	17.9%	10.2%

Data Source: Oklahoma State Department of Education

Figure 39 contrasts the General Fund versus the ALL FUNDS accounting of expenditures per student for years 2004-2005 through 2013-2014. The expenditure per student (ADM) using the General Fund in 2013-2014 was $6,805 compared to $8,687 from ALL FUNDS, a difference of $1,882 dollars per student (the largest difference between the two funds). Per-student funding increased $14 in the General Fund category and $193 in the ALL FUNDS category between the 2012-2013 and 2013-2014 school years.

Per student expenditures varied greatly across the state (Figure 40). As described in the explanation of the state funding formula, this is partly due to larger revenues from utility interests and natural resource development. Per student expenditures, based on ALL FUNDS, including Debt Service, ranged from a high of $26,388 per student in Taloga P.S. in Dewey County to a low of $5,310 per student at Copan P.S. in Washington County. Roger Mills County has the highest per student expenditure at $18,225 while Murray County has the lowest at $7,396.

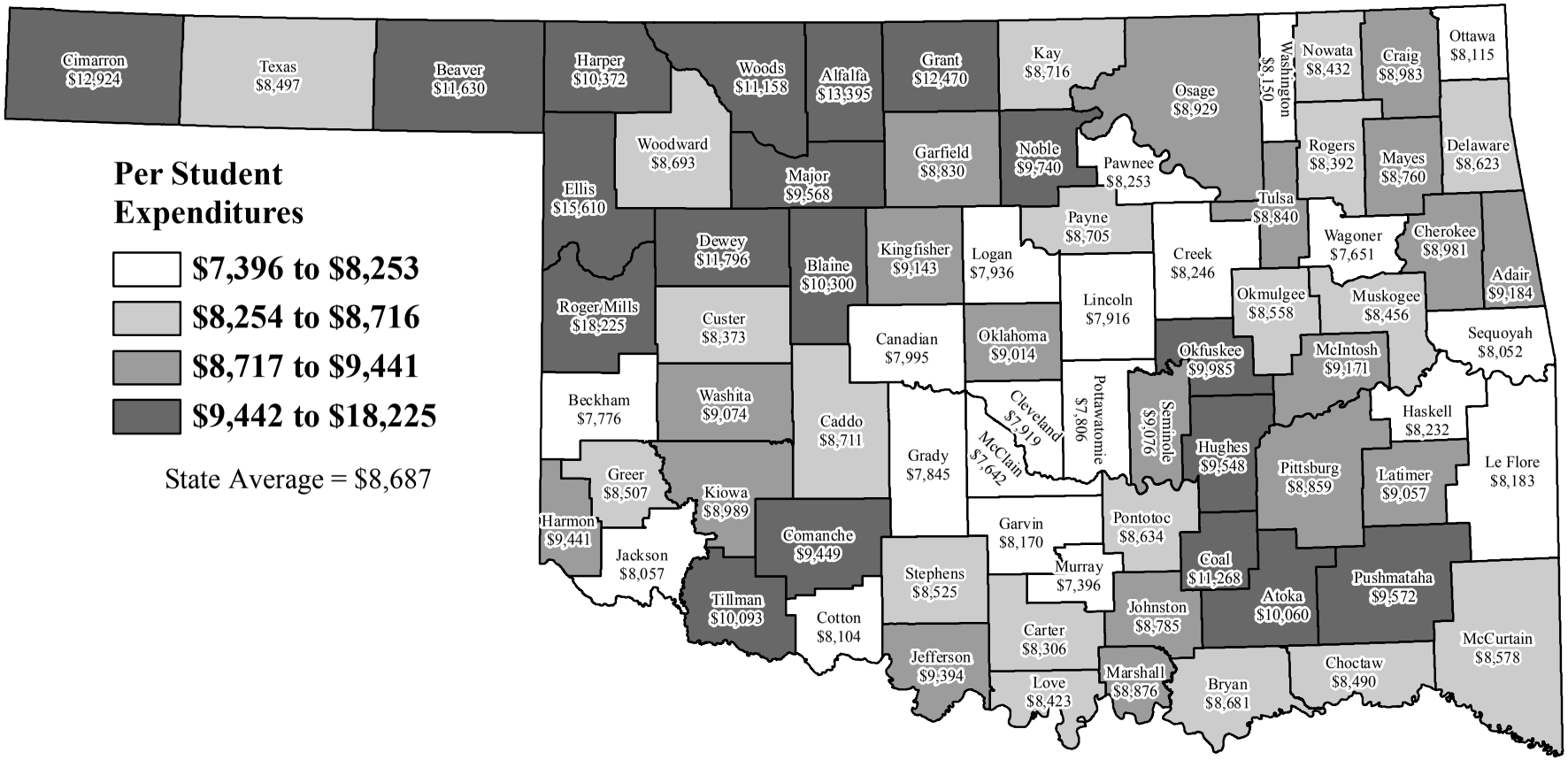
Figure 39
State Level Expenditures Per Student
General Fund Only and ALL FUNDS
2004-2005 to 2013-2014



Note: Students measured in ADMs.

Data Source: Oklahoma State Department of Education

Figure 40
EXPENDITURES PER STUDENT
ALL FUNDS
2013 - 2014 School Year



Source: Oklahoma State Department of Education

III. STUDENT PERFORMANCE

ACHIEVEMENT TESTS

Student performance is often viewed as the culmination of all the factors that contribute to the educational process. Socioeconomics, community support, parental involvement, educational facilities, equipment, and programs, as well as teacher and student motivation, all factor together to influence student performance.

Outside of classroom grades, standardized achievement tests are the most commonly used measure of student performance. There are two basic types of standardized tests used when evaluating students in common education. They are norm-referenced tests and criterion-referenced tests.

Norm-referenced tests (NRTs) compare students' performance to that of a national norming sample (their national counterparts) and the results are provided in percentile ranks. For example, scoring at the 70th percentile would mean that a student scored better than 70% of the students tested in the norming sample. NRTs also provide test takers with a combined or composite score and are designed to facilitate the monitoring of performance gains or losses over time and/or across grade levels.

Criterion-referenced tests (CRTs) evaluate whether a student can satisfactorily perform a specified set of academic skills. The tests are not nationally normed and do not provide a basis for comparing students to their national counterparts. They are designed to test a student's competency in certain subject areas as specified in a standardized curriculum. In Oklahoma, the two CRT tests are the Oklahoma Core Curriculum Test (OCCT) for grades 3 – 8 and the High School End-of-Instruction (EOI) test. The curriculum upon which these tests are based is the Priority Academic Student Skills (PASS). PASS is said to be the "Oklahoma Curriculum" and represents the basic skills and knowledge all Oklahoma students should learn in the elementary and secondary grades. The OCCT and the High School EOI test were designed to evaluate whether students have satisfactorily achieved the academic skills set forth in PASS.

History of the Oklahoma School Testing Program

Oklahoma's School Testing Program (OSTP) was established in 1985. It was originally conceived as a norm-referenced testing program, which started with tests being administered to students in grades 3, 7, and 10 statewide. In 1989, the state legislature expanded the program and in 1990, norm-referenced tests were administered to all students statewide in grades 3, 5, 7, 9, and 11. Oklahoma's testing program continued in this format through the 1993-1994 school year. Subject areas tested included Reading, Language (writing), Social Studies, Sources of Information (interpreting charts, graphs and maps), Mathematics, and Science.

In 1994-1995, norm-referenced testing was continued for grades 3 and 7 but was discontinued in grades 5, 9, and 11. In its place, criterion-referenced tests (CRTs) were phased-in for grades 5, 8, and 11. Over the next five years subject areas were added to the CRT until, in 1998-1999, a complete battery was

administered in grades 5, 8, and 11. However, the 11th grade only saw one year of the complete battery before it was discontinued.
In 1999-2000 all norm-referenced testing was discontinued and the 11th grade criterion-referenced testing was diminished to Geography. In addition, requirements for schools to offer remediation and retesting to students performing poorly were removed from law.

Beginning in 2000-2001, the 11th grade Geography test was dropped and OSTP began phasing-in four high school End-of-Instruction (EOI) tests (course specific CRTs) starting with English II and U.S. History. Algebra I and Biology I tests were first administered in 2002-03. Additionally, the core of the Iowa Test of Basic Skills (Reading, Language Arts and Math) was administered to 3rd grade statewide in 2000-2001. This was changed to the Math and Reading components of the Stanford 9 in 2001-02 and all NRT's were phased out of the OSTP by 2004-2005. A CRT in Reading and Math took the place of the NRTs in the 3rd grade beginning in school year 2004-2005, as well as a math and reading CRT in grade 4 and a geography CRT in grade 7 the same year. Additional CRTs in math and reading were implemented in grade 6 and 7 in school year 2005-2006.

In 2006, legislation was enacted which required Oklahoma high school students to be administered three additional EOI tests when coursework was completed in the subjects of Algebra II, Geometry, and English III. Field testing in these additional areas began in the 2006-2007 school year. Students from the freshman class of 2008-2009 forward must score "at least Proficient" on the Algebra I and English II tests as well as any two of the remaining five EOIs in order to graduate with a standard diploma. In 2009, the "Satisfactory" classification was changed to "Proficient."

In addition to changing test types, the OSTP has also been served by a number of testing companies since its inception. The norm-referenced portion of the testing program was provided by Riverside Publishing, through the 2000-2001 school year. The initial four years of the CRT contract were carried out by Harcourt-Brace. CTB McGraw-Hill took over the CRT contract for 1998-1999 and 1999-2000. During the 2000-2001 school year OSTP contracted with Riverside Publishing for both the Iowa Test of Basic Skills (an NRT) and the CRTs including the EOI tests. Starting in 2001-2002, the CRT's and 3rd Grade NRT were supplied by Harcourt-Brace and the EOI tests by CTB McGraw-Hill. The CRT component was taken over by Data Recognition Corporation (DRC) in 2005-2006. Riverside Publishing returned to assist with testing for 2006-2007. Pearson Assessment and Information began administering the EOIs in 2007-2008. In 2010-2011, Pearson Assessment also began administering the CRT's. During the 2012-2013 school year CTB-McGraw-Hill again was contracted to conduct both CRT's and EOI's. This contract continued for 2013-14. Measured Progress conducted field tests for reading and math for grades 3 through 8.

Historically, students who had limited English proficiency (LEP) and/or students who had individualized education programs (IEP) (usually special education students) were exempt from testing. Some districts made it their policy to test all students, regardless of whether they were exempt, or not. This situation made it difficult to compare test scores from one district to the next. In 1998-99, for the first time ever, it was mandated that all students be tested and it followed that the results were released in three categories: 1) Traditional, 2) Alternative Education and 3) Special Education. Starting in 2002-03 student scores were released in a category labeled Regular Education which is Traditional and Alternative Education combined. Also starting in 2002-2003 students were broken into two fundamental categories, High Mobility and Non-High Mobility. In 2006-2007, these terms were

changed to Non-Full Academic Years (non-FAY) and Full Academic Year (FAY). Benchmarks used in *Profiles 2014* are based on Regular Education and Full Academic Year students with scores based on All and Full Academic Year students also presented for the first time.

From a policy-making standpoint, the Commission for Educational Quality and Accountability and its predecessor, the Education Oversight Board, had ongoing concerns over the lack of stability in the OSTP. While it has not happened as often in the past few years, vendors conducting the CRT have changed year to year. The first change in vendors was between school years 1997-1998 and 1998-1999 and test scores, for the most part, increased. However, when the testing vendor was again changed between school years 1999-2000 and 2000-2001, scores dropped in most subject areas, with the drops in Math and Writing being substantial. Vendors were again changed between 2000-2001 and 2001-2002 and again scores generally dropped, with science and writing being substantial. When vendors changed between 2004-2005 and 2005-2006 scores increased. With program stabilization being the primary goal, the state may be well served by the formation of a freestanding body that would publicly oversee the future development, administration, growth, and cost of the OSTP. The Oklahoma Modified Alternative Assessment Program (OMAAP) was not given to first-time test takers in 2013-14.

Figure 41 shows the state expenditures for the OSTP over the last 10 years. The OSTP cost $12.9 million to administer in 2013-2014. These expenditures cover different testing companies from year to year and the number of tests given each year has risen from some years to the next.

Figure 41
State Student Assessment Expenditures
FY- 2005 to FY-2014

FY-2005	$8.3 Million
FY-2006	$3.7 Million
FY-2007	$8.3 Million
FY-2008	$6.8 Million
FY-2009	$7.3 Million
FY-2010	$10.0 Million
FY-2011	$8.5 Million
FY-2012	$7.6 Million
FY-2013	$7.4 Million
FY-2014	$12.9 Million

Data Source: Oklahoma State Department of Education

The Oklahoma Core Curriculum Test – Regular Education Students

The Oklahoma Core Curriculum Test is a criterion-referenced test (CRT). Oklahoma law requires that the State Board of Education design CRTs that indicate whether students have achieved the competencies defined by PASS. Each student's performance is compared to a preset standard of expected achievement by subject at each grade level. The level of academic rigor that students must meet is established by the State Board of Education.

Beginning in 1998-1999, the State Department of Education began phasing in four levels of performance on the CRTs: Advanced, Proficient, Limited Knowledge, and Unsatisfactory. In order to maintain comparability over time, however, the Office of Educational Quality and Accountability will continue to report performance as the percentage of students who score Proficient and above (Figures 42 through 80). The State Board of Education raised the standards for cut scores in Reading and Math prior to the 2008-2009 testing cycle and the standards for cut scores in science and writing prior to the 2012-2013 testing cycle. The Commission for Educational Quality and Accountability (with assistance from the State Department of Education) reset the standards for 5th Grade Social Studies, 8th Grade U.S. History, and the U.S. History EOI for the 2013-2014 testing cycle. Viewing trends must be done carefully, one must take these changes into consideration when comparing to the previous years.

Historically, the *Profiles Reports* has provided information for regular education; full academic year students. These students are used to calculate select benchmarks for schools set by the Commission for Educational Quality and Accountability (described later in the report). For the first time, all full academic year students will have information provided in the reports. Regular education students exclude those students that are English language learners or limited English proficient (ELL/LEP) and students on an individualized education program (IEP). Benchmarks will not yet be provided for all, full academic year students.

Third grade CRT results (Figure 42) showed improvement in both reading and math between 2009-2010 and 2013-2014. Reading increased six percentage points in the percentage of students scoring proficient and above (74% to 80%) and Math increased two percentage points (73% to 75%). Fourth grade CRT reading results (Figure 43) increased between 2009-2010 and 2013-2014 seven percentage points (69% to 76%). Math results decreased four percentage points to 74% from last year after an increase of eight percentage points from 2009-2010 to 2012-2013 (70% to 78%).

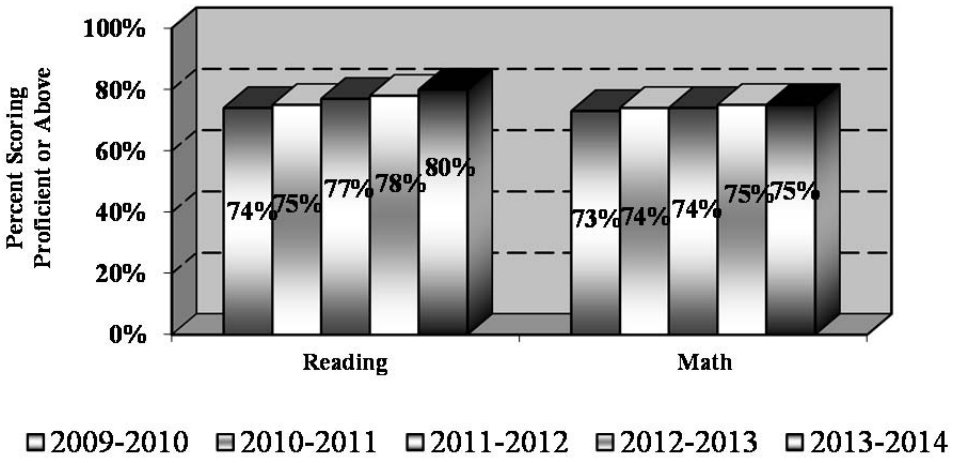
Fifth grade CRT results (Figure 48) show similar trends for most of the subjects tested. Reading and math have seen increases over the past six years. Standards were raised in both reading and math in 2008-2009. While quite a bit lower than prior to 2008-2009, math has increased from 68% to 75% and reading increased from 70% to 76% from 2008-09 to 2013-2014. The standard for science was changed prior to the 2012-2013 testing. Prior to this change, the percentage of students scoring proficient and above for science has been the high 80s and low 90s. For 2012-2013, 57% of students taking the science CRT scored proficient and above then rose three percentage points to 60% in 2013-2014. The writing CRT was not given in 2004-05 but since then has been in the mid to high 80s. There was also a standard change for writing prior to the 2012-2013 testing year with the current percentage of students scoring proficient and above at 54%. The social studies CRT was given as a field test in 2012-2013 and students took the field test to help assess new standards for this test. The standard was changed for

social studies for 2013-2104 and 85% of the students that took the social studies CRT in 2013-2014 scored proficient and above.

Sixth grade CRT results (Figure 54) show reading at 75% for 2013-2014, up from 68% in 2009-2010. The math sixth grade CRT result shows a nice improvement from 2009-2010 to 2012-2013 (67% to 77%) and dropped slightly to 76% for 2013-2014 for the percentage of students scoring proficient and above. Both reading and math for seventh grade (Figure 55) show an almost identical pattern to the sixth grade results for each subject. Reading increased ten percentage points from 2009-2010 to 2013-2014 (71% to 81%) and math rose six percentage points from 2009-2010 to 2013-2014 (68% to 74%). The third seventh grade test, geography, was not given in 2012-2013 or 2013-2014 (field tests were given) but have been very stable between 88% and 89% from 2008-2009 to 2011-2012 for the percentage of students scoring "proficient and above".

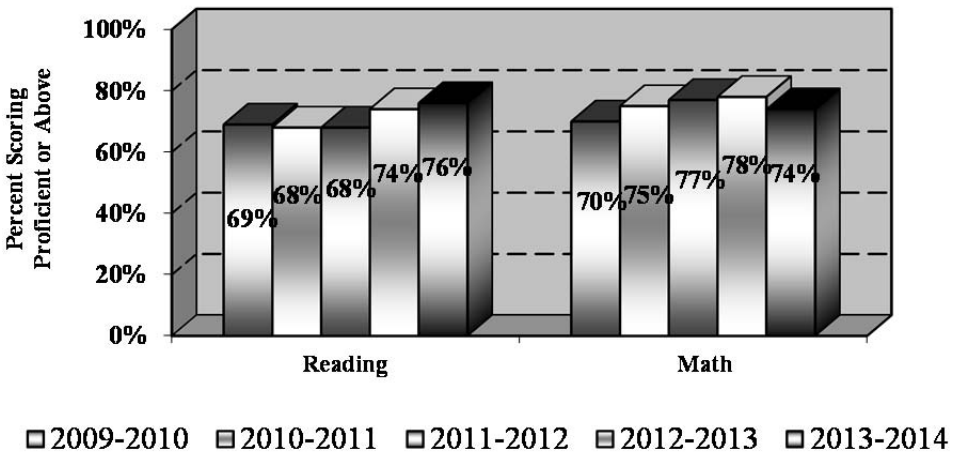
Eighth grade CRT results (Figure 60) are very similar to the fifth grade results with ups and downs in different subjects. As with fifth grade, eighth graders have historically taken five tests but did not take the U.S. History test last year when only a field test was given. Both reading and math were showing gains until the change in standards six years ago. After the change in standard, both of these subjects continued to increase in the percentage of students scoring proficient and above from 2008-09 to 2011-2012. Reading increased from 72% to 83% then fell one percentage point from in 2012-2013 to 82% and was also at 82% for 2013-2014. Math had shown an increase of seven percentage points from 65% to 72% from 2008-2009 to 2012-2013 but dropped to 63% for 2013-2014. One reason for this drop is that for the first time in 2013-2014 any grade school student (3rd through 8th grade) taking any math EOI (Algebra I, Algebra II, or Geometry) did not have to take their grade CRT. As with the 5th grade science test, 8th grade science had a standard change prior to 2012-2013. Prior to this change science did drop slightly from 93% to 90% in the percentage of students scoring proficient and above from 2010-2011 to 2011-2012 but then dropped dramatically with the standard change to 58% in 2012-2013 with a slight increase to 59% in 2013-2014. 8th grade writing test also had a change in standard for the 2012-2013. After years of students scoring proficient and above scores being in the 90% range, scores dropped to 64% in 2012-2013 with a slight increase to 65% this year. After a year of field tests and change in standard, the percentage of students scoring proficient and above is 74% in U.S. History.

Figure 42
3rd Grade Results Oklahoma Core Curriculum Test
Percent Scoring Proficient and Above
(Regular Education Full Academic Year Students Only)
2009-2010 to 2013-2014



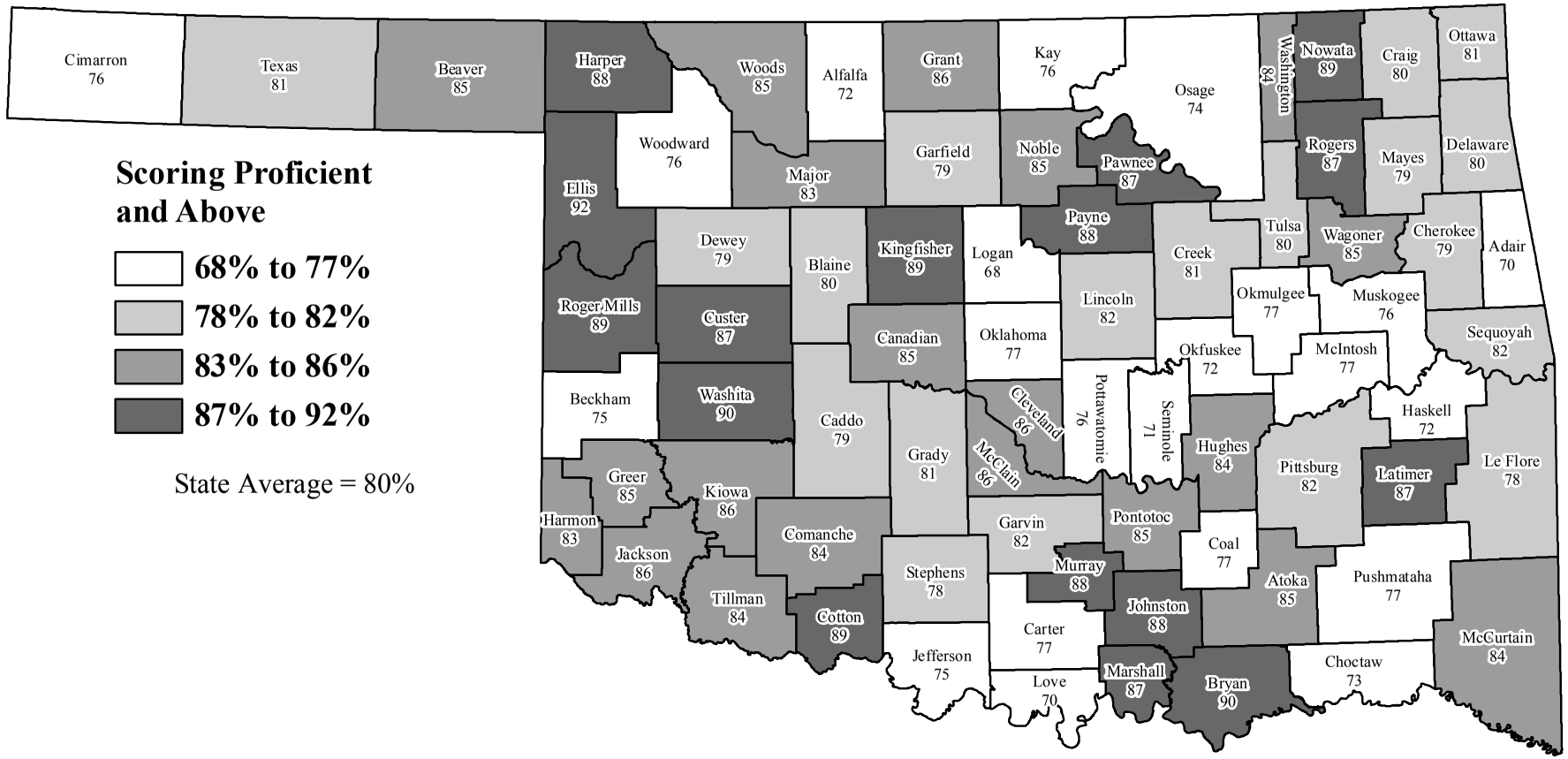
Data Source: Oklahoma State Department of Education

Figure 43
4th Grade Results Oklahoma Core Curriculum Test
Percent Scoring Proficient and Above
(Regular Education Full Academic Year Students Only)
2009-2010 to 2013-2014



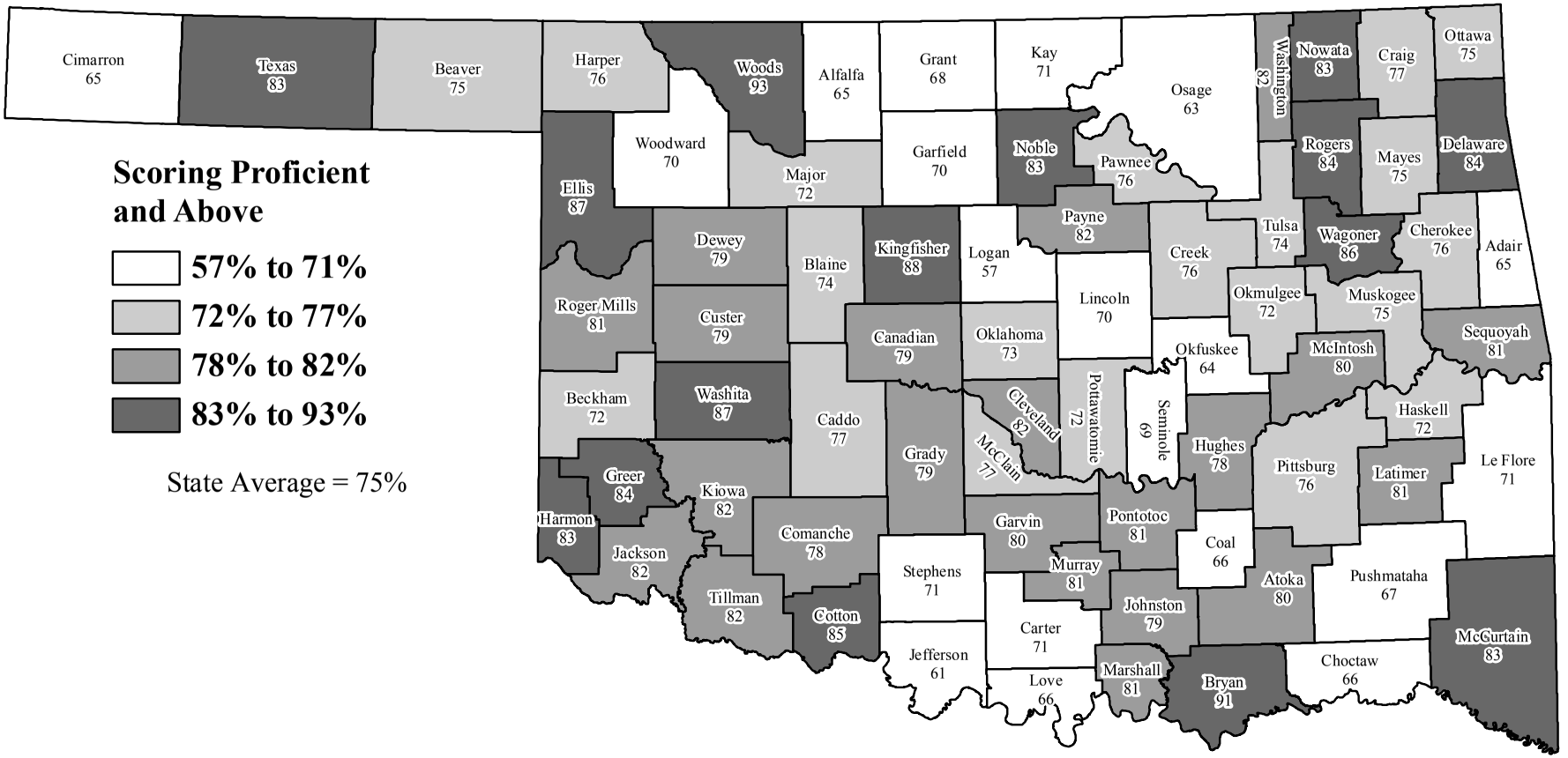
Data Source: Oklahoma State Department of Education

Figure 44
3RD GRADE OCCT – READING SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



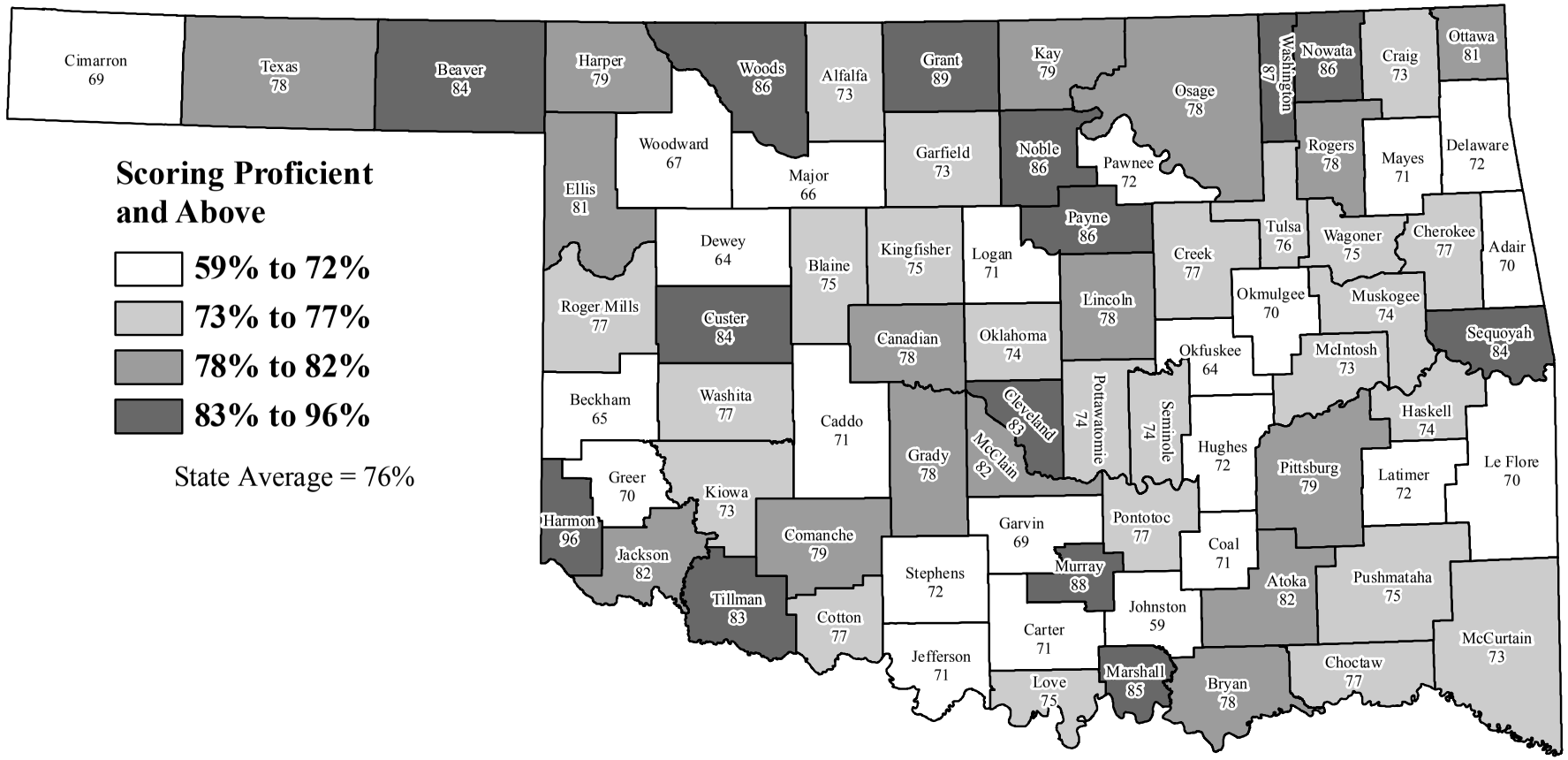
Source: Oklahoma State Department of Education

Figure 45
3RD GRADE OCCT – MATH SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



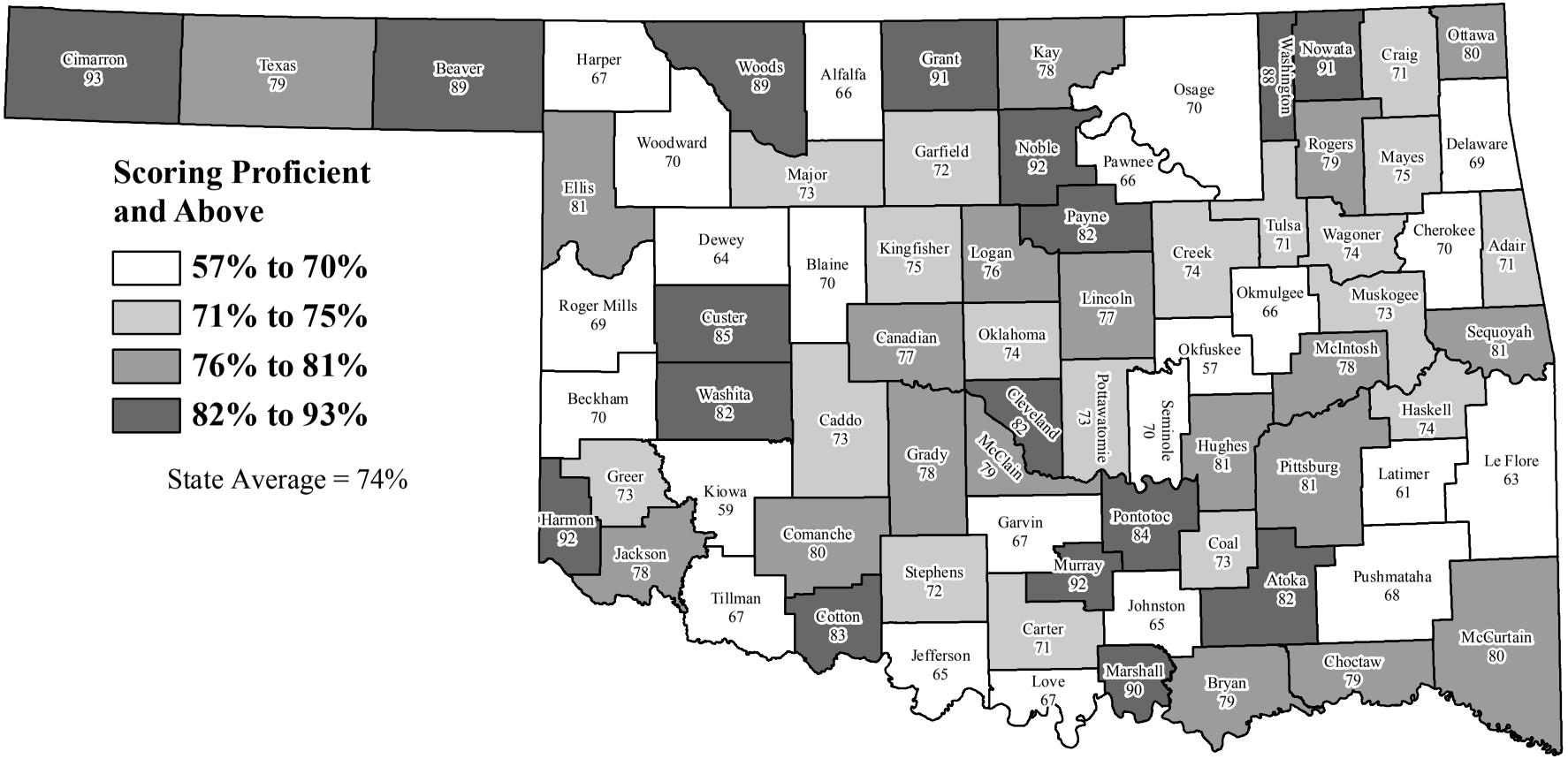
Source: Oklahoma State Department of Education

Figure 46
4TH GRADE OCCT – READING SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



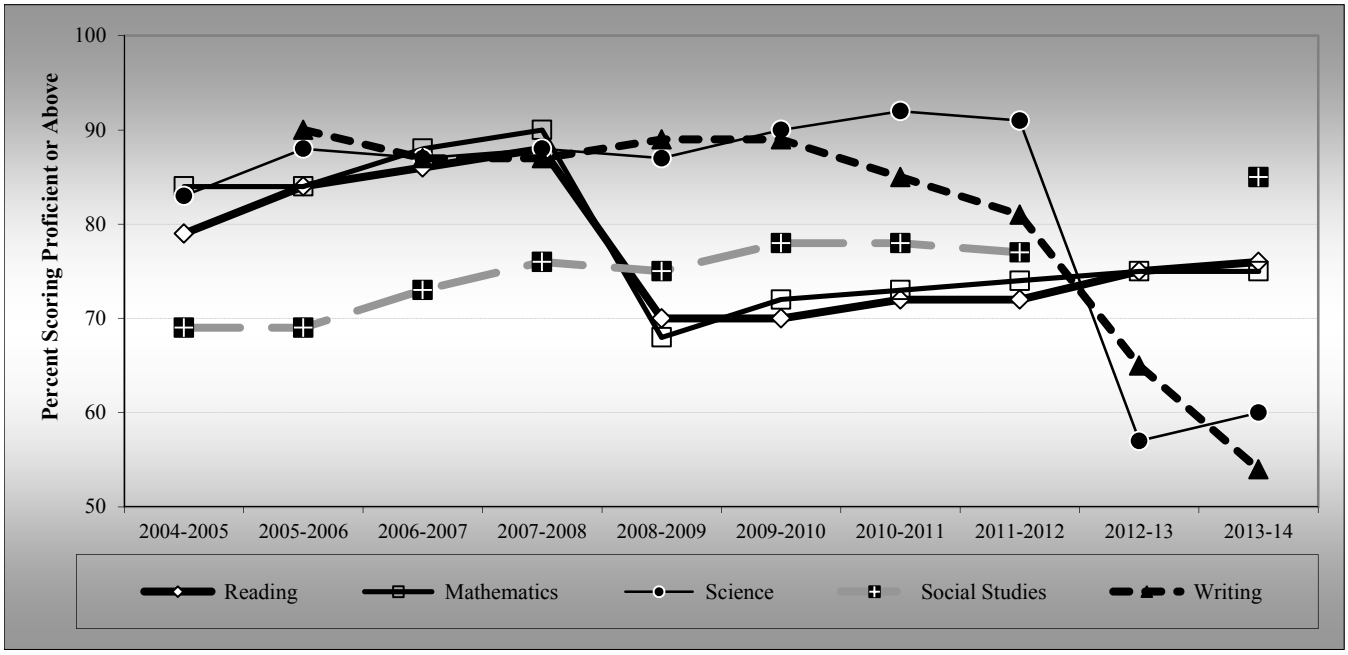
Source: Oklahoma State Department of Education

Figure 47
4TH GRADE OCCT – MATH SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



Source: Oklahoma State Department of Education

Figure 48
5th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Proficient and Above
by Subject and Year
(Regular Education Full Academic Year Students Only)
2004-2005 to 2013-2014

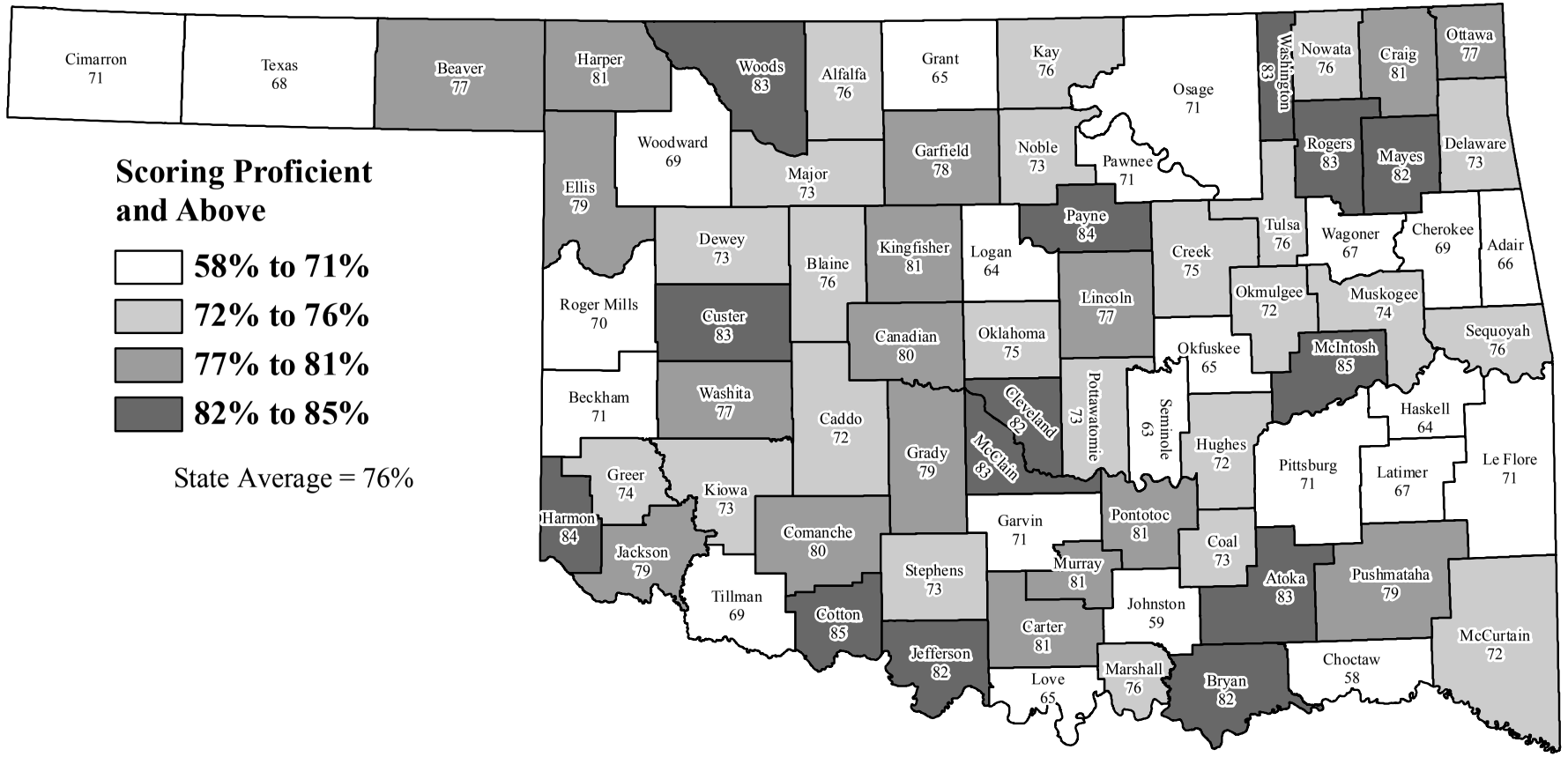


Subject Area	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Reading	79%	84%	86%	88%	70%	70%	72%	72%	75%	76%
Mathematics	84%	84%	88%	90%	68%	72%	73%	74%	75%	75%
Science	83%	88%	87%	88%	87%	90%	92%	91%	57%	60%
Social Studies	69%	69%	73%	76%	75%	78%	78%	77%	Not Tested	85%
Writing	Not Tested	90%	87%	87%	89%	89%	85%	81%	65%	54%

Note: Double Line indicates a change in testing company.

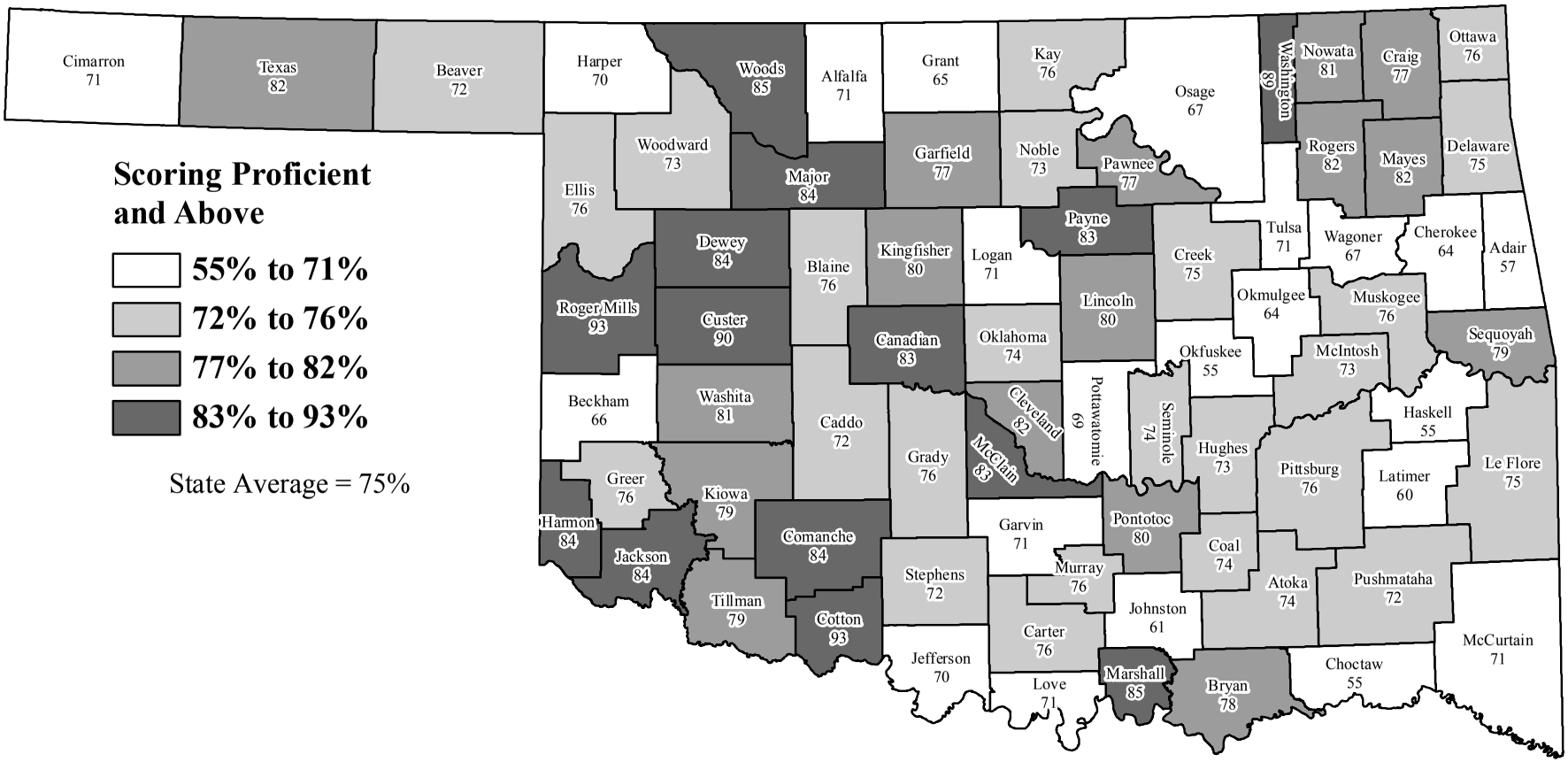
Data Source: Oklahoma State Department of Education
(2008-2009 – New standard for Reading and Math)
(2012-2013 – New standard for Science and Writing)
(2013-2014 – New standard for Social Studies)

Figure 49
5TH GRADE OCCT – READING SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



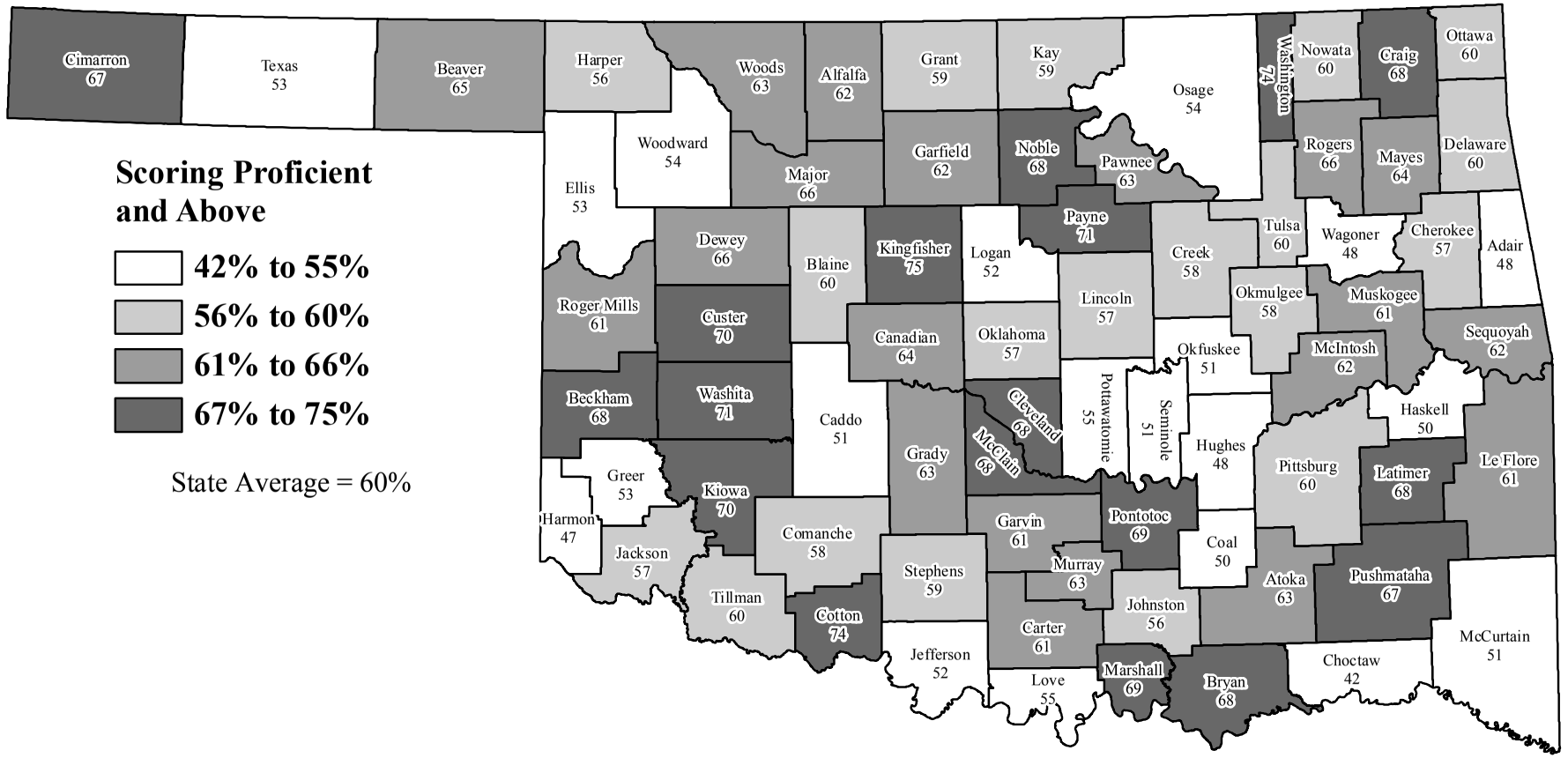
Source: Oklahoma State Department of Education

Figure 50
5TH GRADE OCCT – MATH SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



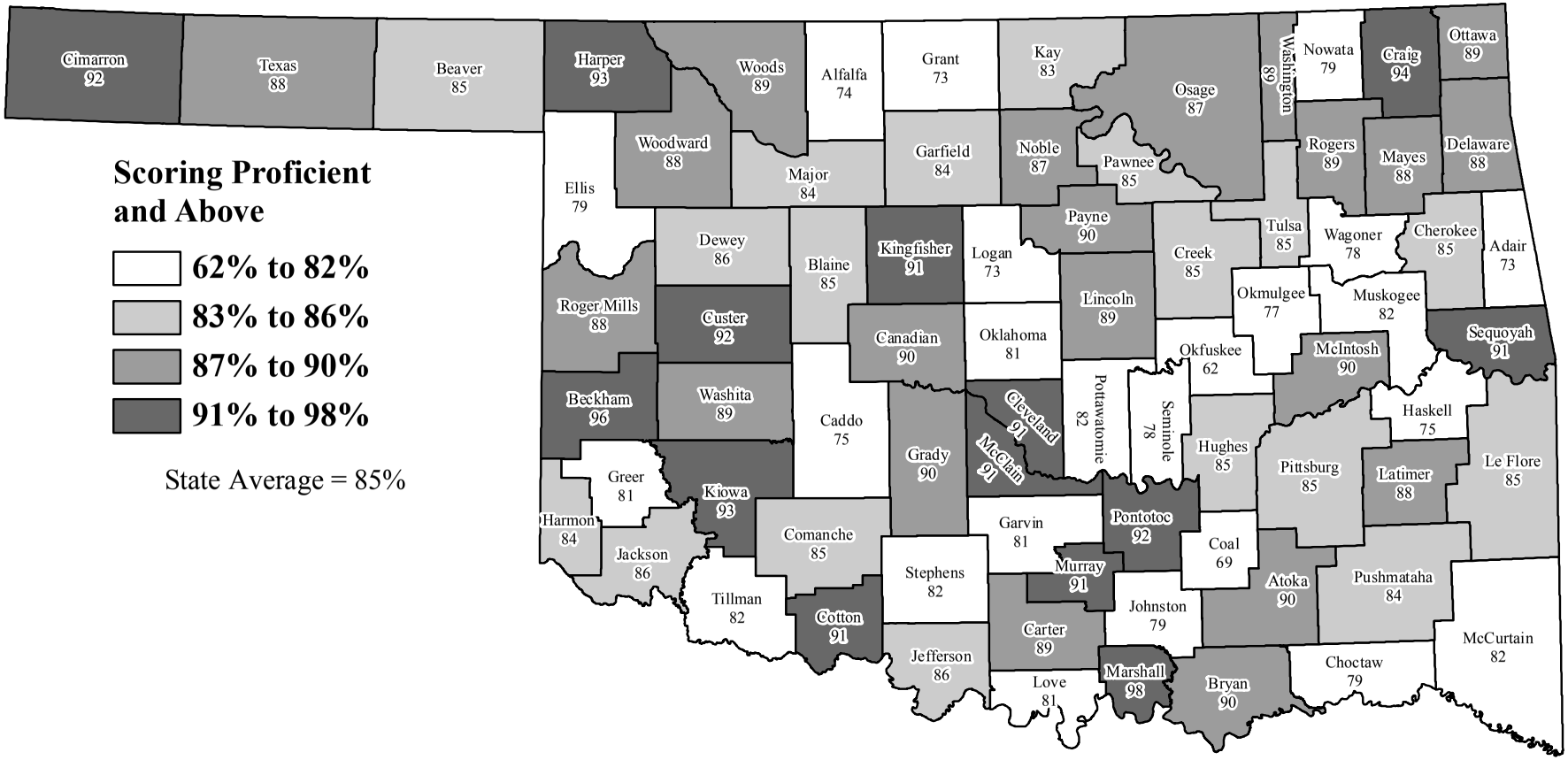
Source: Oklahoma State Department of Education

Figure 51
5TH GRADE OCCT – SCIENCE SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



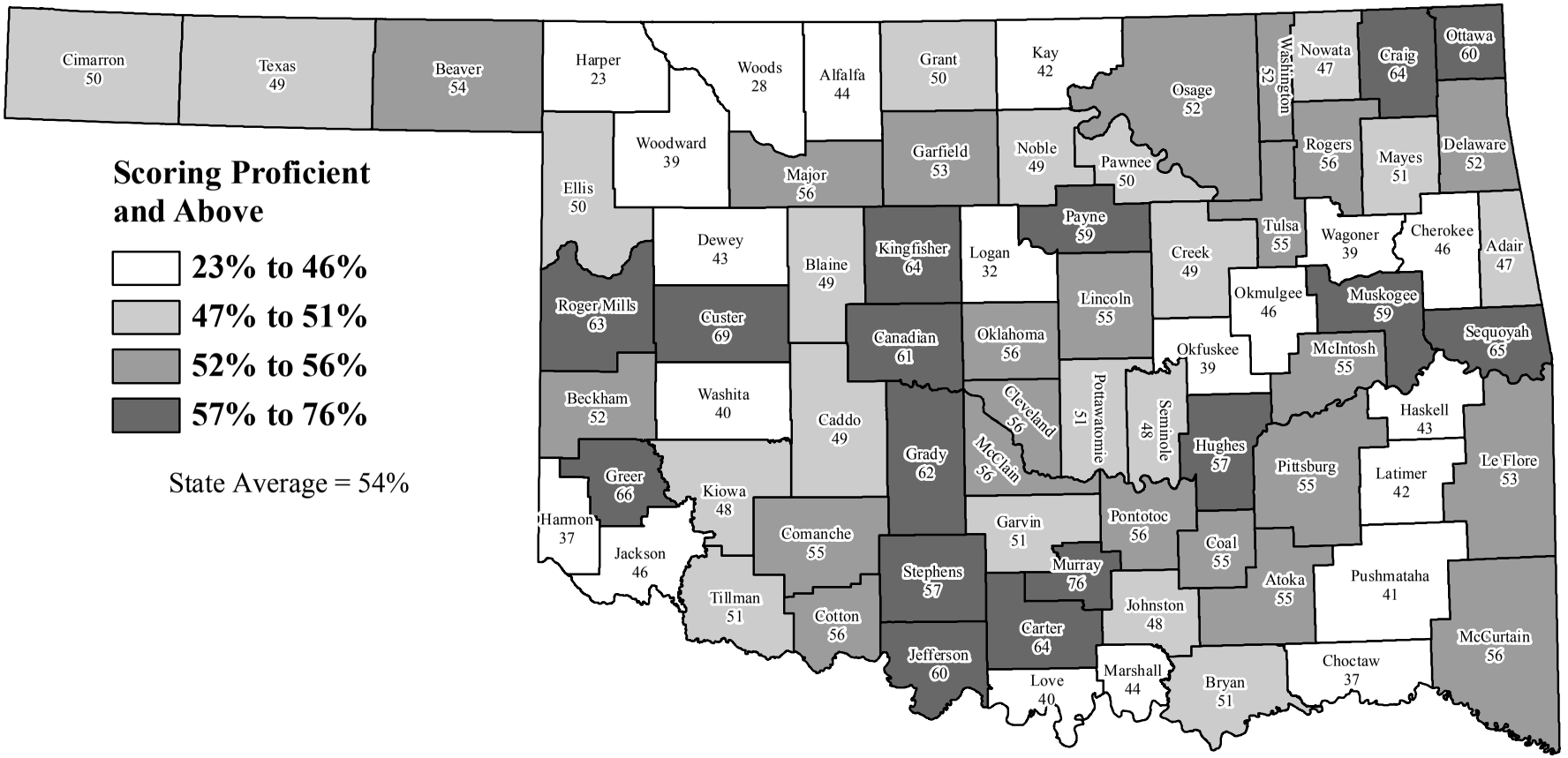
Source: Oklahoma State Department of Education

Figure 52
5TH GRADE OCCT – SOCIAL STUDIES SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



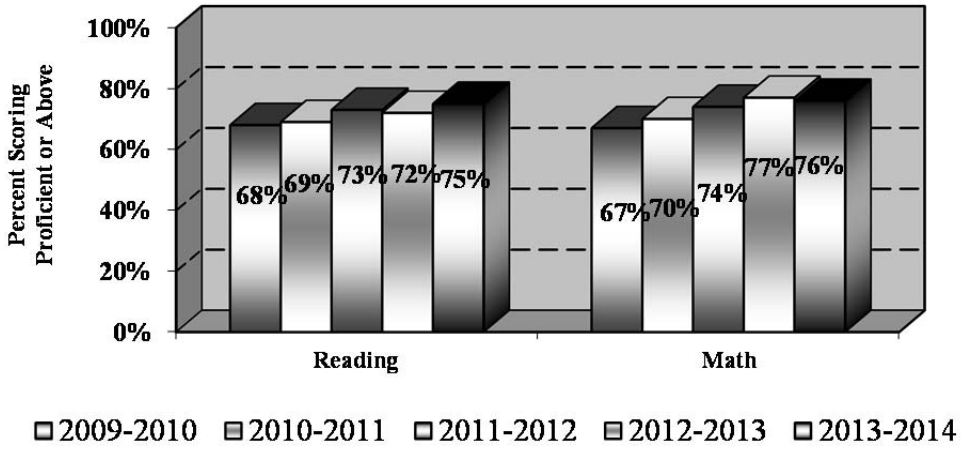
Source: Oklahoma State Department of Education

Figure 53
5TH GRADE OCCT – WRITING SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



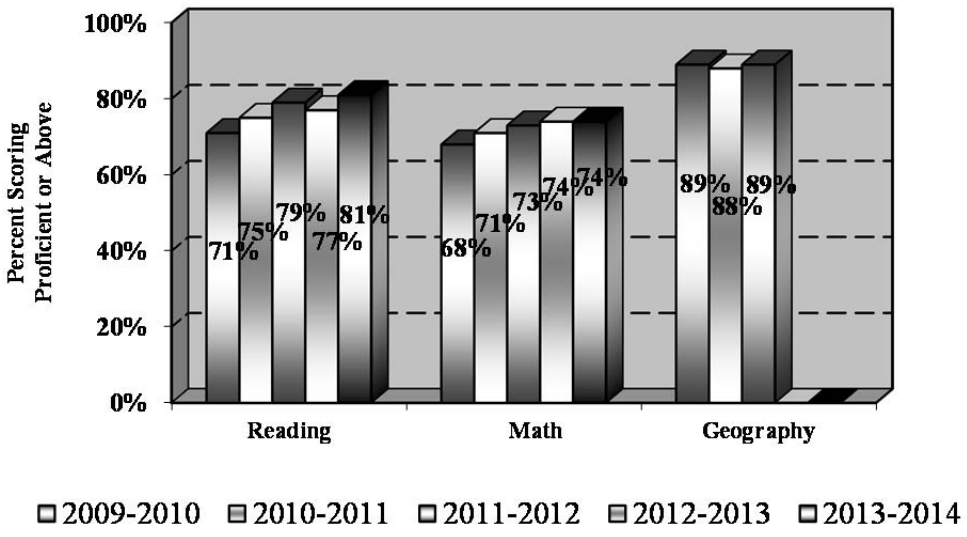
Source: Oklahoma State Department of Education

Figure 54
6th Grade Results Oklahoma Core Curriculum Test
Percent Scoring Proficient and Above
(Regular Education Full Academic Year Students Only)
2009-2010 to 2013-2014



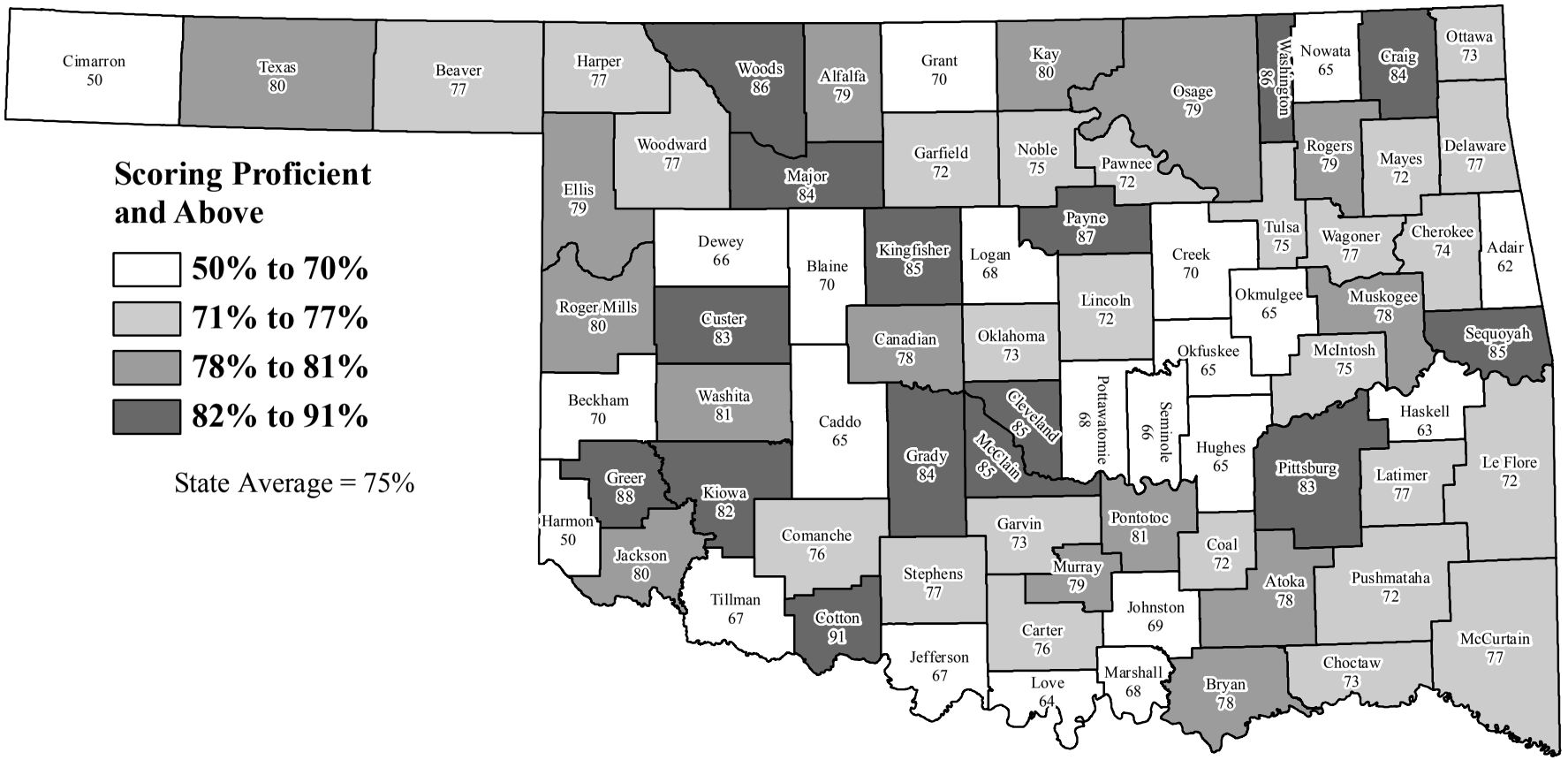
Data Source: Oklahoma State Department of Education

Figure 55
7th Grade Results Oklahoma Core Curriculum Test
Percent Scoring Proficient and Above
(Regular Education Full Academic Year Students Only)
2009-2010 to 2013-2014



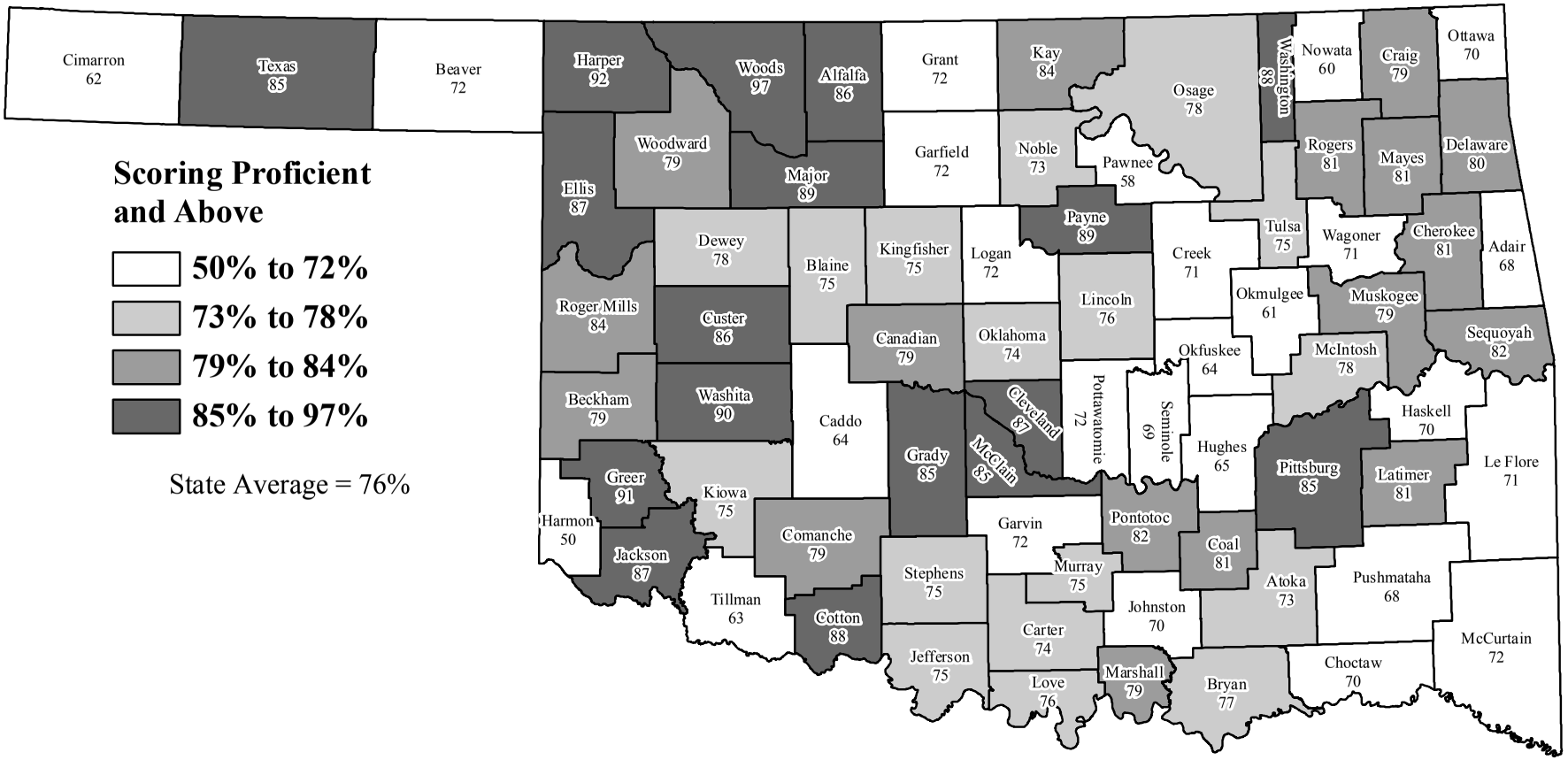
Data Source: Oklahoma State Department of Education

Figure 56
6TH GRADE OCCT – READING SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



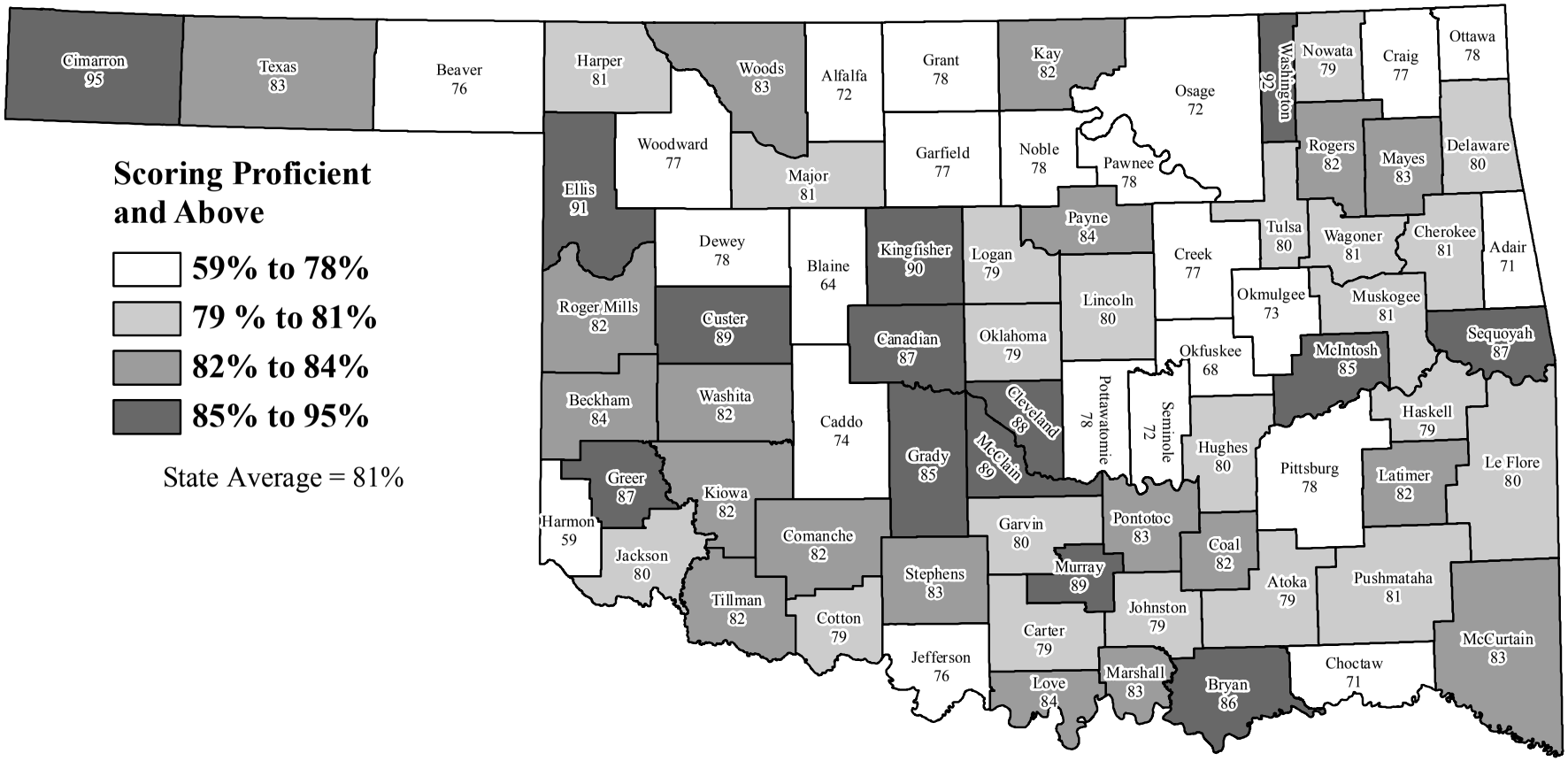
Source: Oklahoma State Department of Education

Figure 57
6TH GRADE OCCT – MATH SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



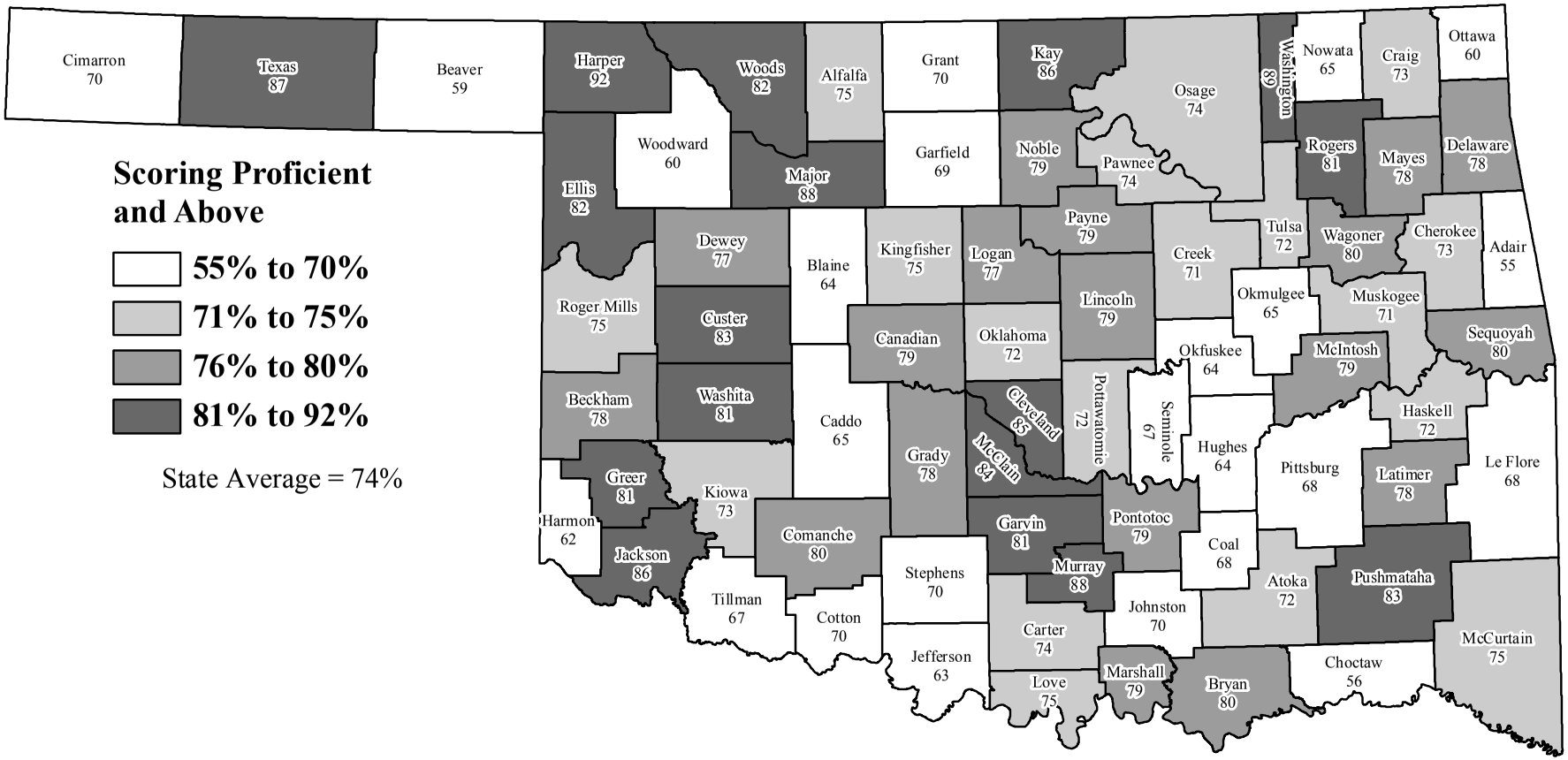
Source: Oklahoma State Department of Education

Figure 58
7TH GRADE OCCT – READING SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



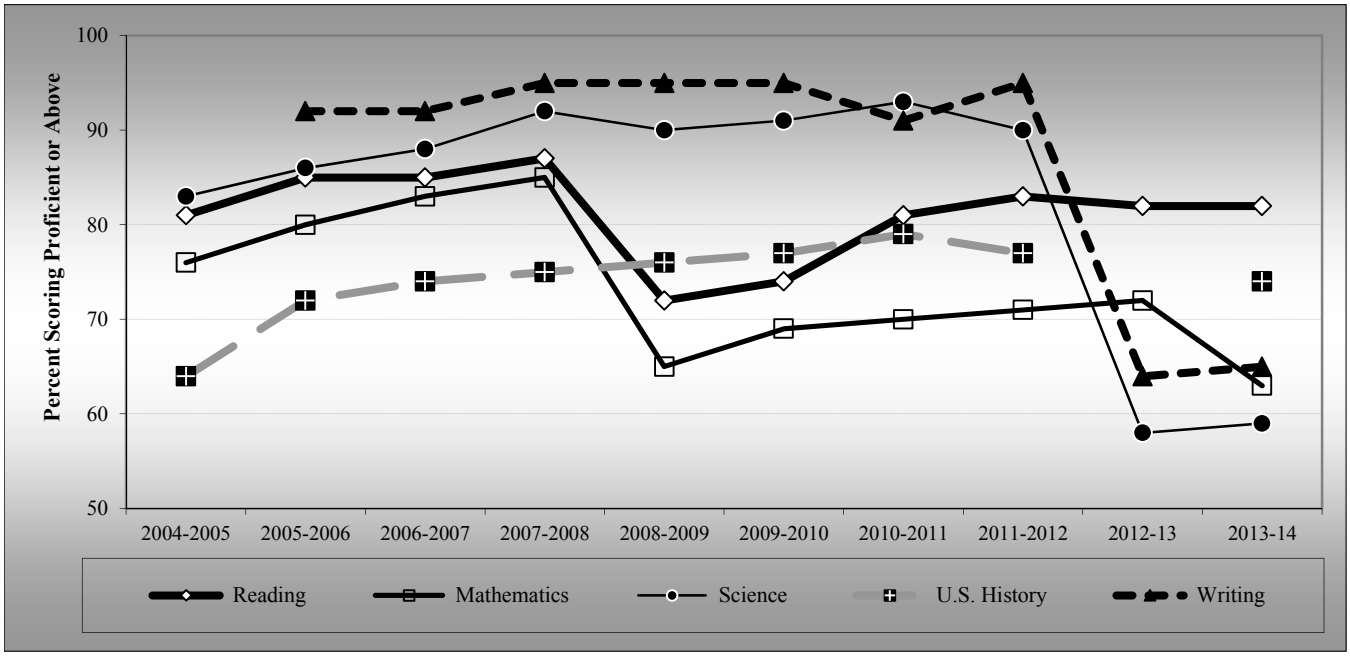
Source: Oklahoma State Department of Education

Figure 59
7TH GRADE OCCT – MATH SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



Source: Oklahoma State Department of Education

Figure 60
8th Grade Results
Oklahoma Core Curriculum Test
Percent Scoring Proficient and Above
by Subject and Year
(Regular Education Full Academic Year Students Only)
2004-2005 to 2013-2014

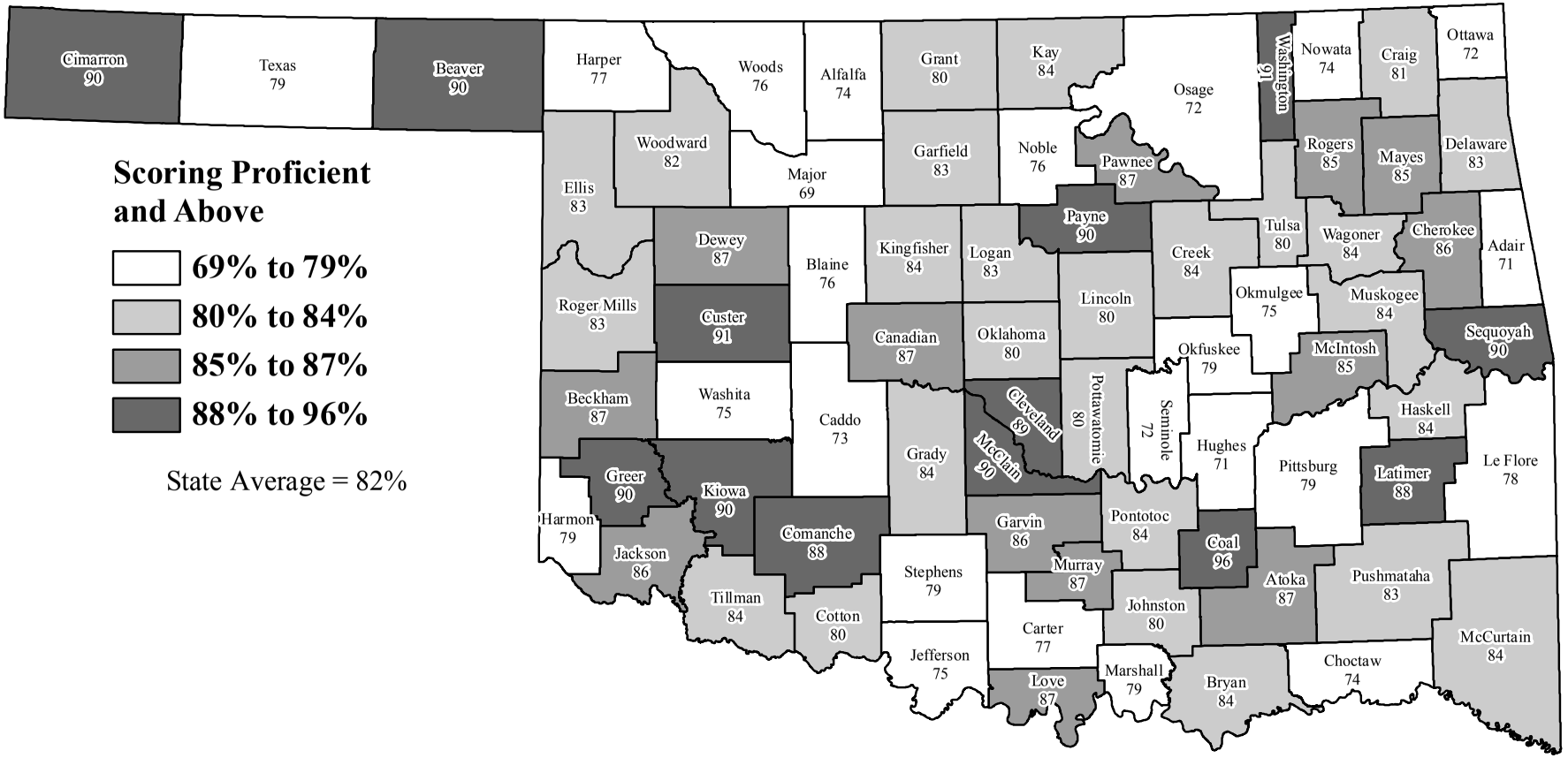


Subject Area	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Reading	81%	85%	85%	87%	72%	74%	81%	83%	82%	82%
Mathematics	76%	80%	83%	85%	65%	69%	70%	71%	72%	63%
Science	83%	86%	88%	92%	90%	91%	93%	90%	58%	59%
U.S. History	64%	72%	74%	75%	76%	77%	79%	77%	Not Tested	74%
Writing	Not Tested	92%	92%	95%	95%	95%	91%	95%	64%	65%

Note: Double Line indicates a change in testing company.

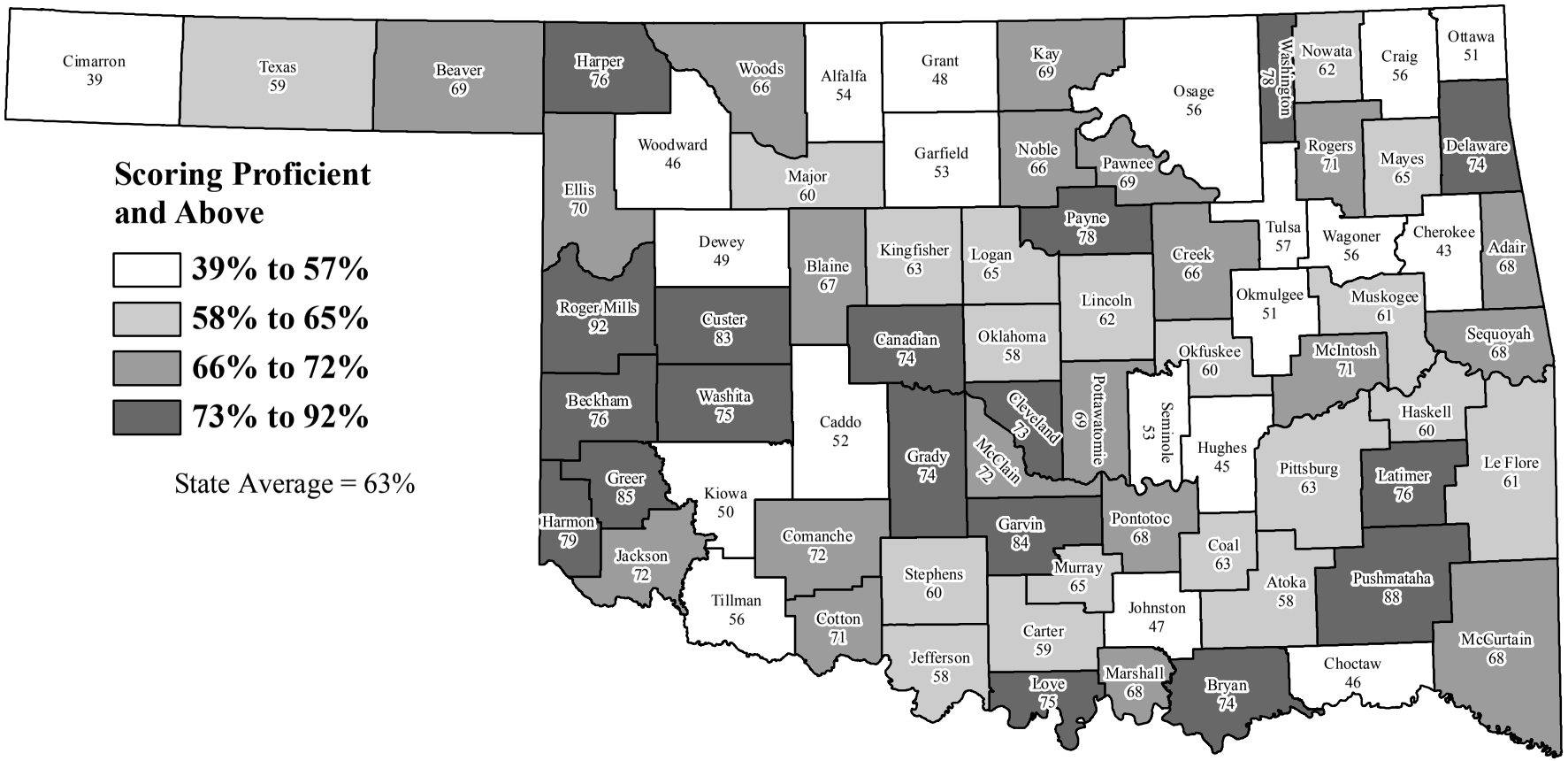
Data Source: Oklahoma State Department of Education
(2008-2009 – New standard for Reading and Math)
(2012-2013 – New standard for Science and Writing)
(2013-2014 – New standard for U.S. History)

Figure 61
8TH GRADE OCCT – READING SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



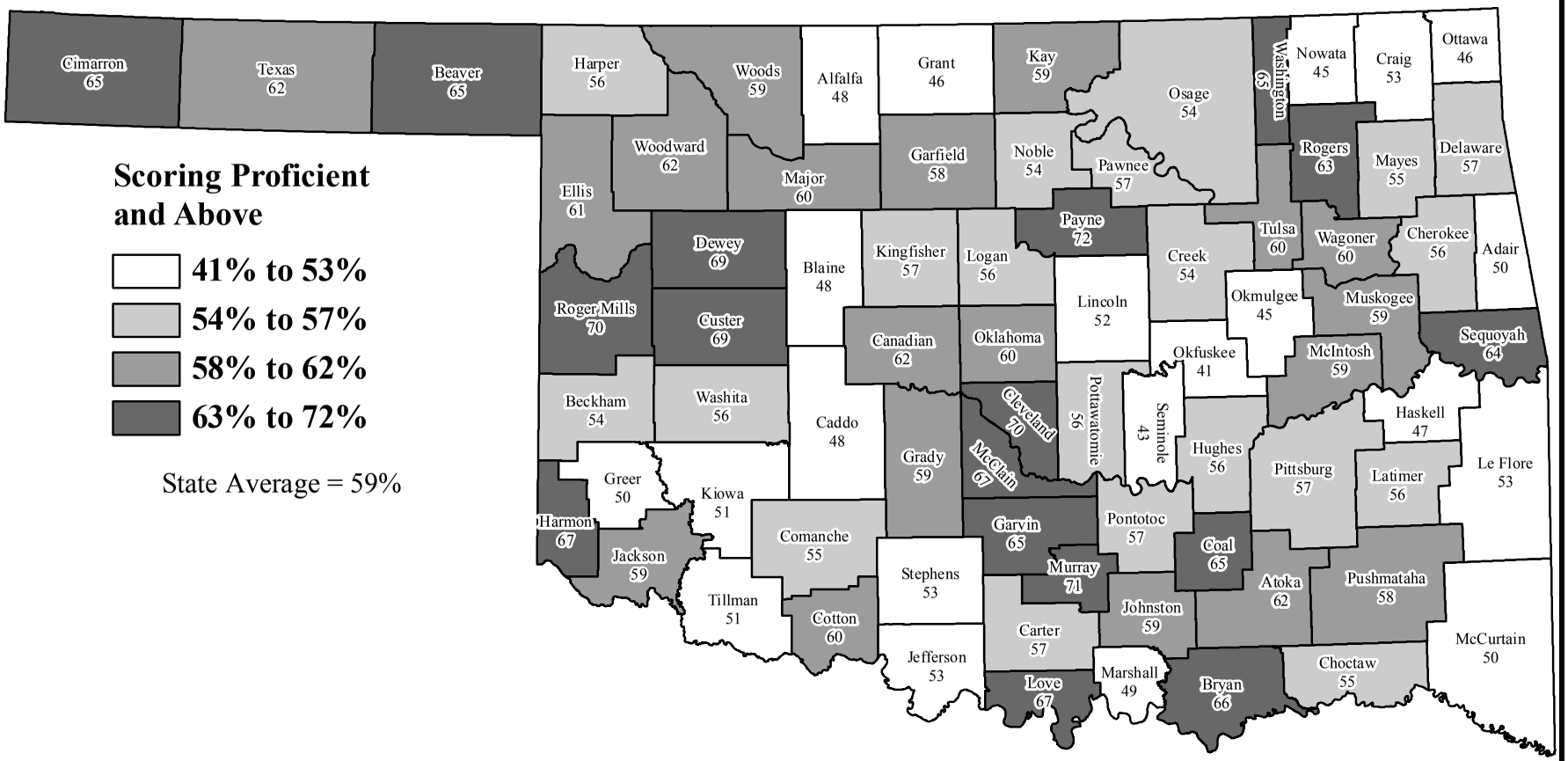
Source: Oklahoma State Department of Education

Figure 62
8TH GRADE OCCT – MATH SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



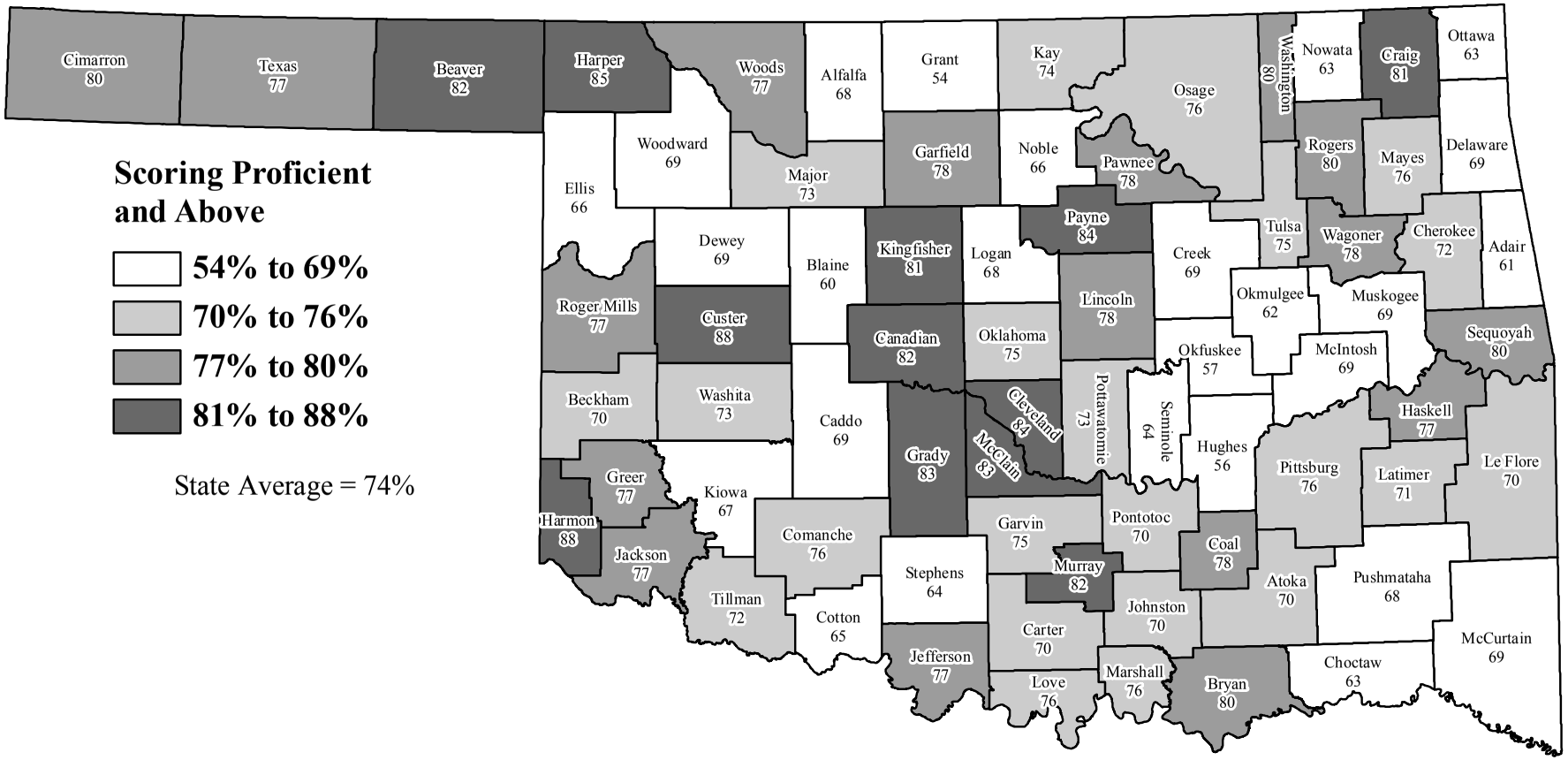
Source: Oklahoma State Department of Education

Figure 63
8TH GRADE OCCT – SCIENCE SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



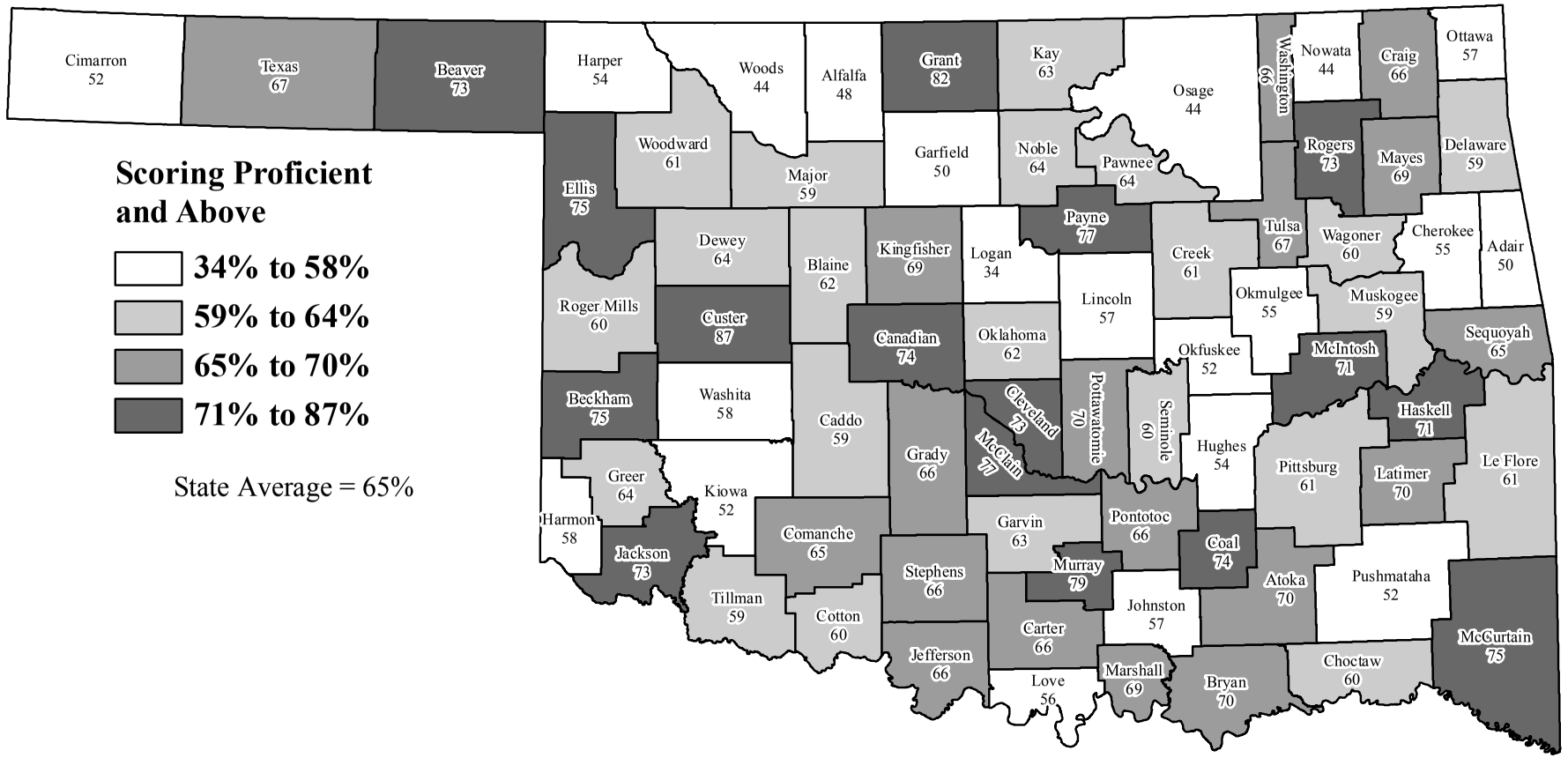
Source: Oklahoma State Department of Education

Figure 64
8TH GRADE OCCT – U.S. HISTORY SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



Source: Oklahoma State Department of Education

Figure 65
8TH GRADE OCCT – WRITING SCORES
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



Source: Oklahoma State Department of Education

OCCT Results by Race and Gender

The scores, when viewed in their aggregate format, show mixed results. Many students across the state are performing well on the state's standardized tests. However, when analyzed by racial sub-group, a much different picture emerges. Figures 66 and 67 look at student performance on the CRTs for the 5th and 8th grade by race. The results of 5th and 8th grade are used because those grades have the most complete battery of tests administered through the OSTP.

These graphs are significant because of the relative difference in performance that exists between each of the racial sub-groups. This phenomenon is referred to as the "performance gap" and can be observed in the results of the other grades tested under the OSTP as well as other performance indicators displayed in this report. It is this performance gap that educators and policymakers are working so hard to narrow.

The performance gap between African American students and all students is significant and varies greatly by subject. The gap is seven percentage points for 8th grade writing but twenty-five percentage points for 5th grade science and twenty-four percentage points for 8th grade science. Gaps for Hispanic and American Indian students are also of concern. For Hispanics the largest gaps are ten percentage points for 5th grade science and eight percentage points for 8th grade science. For American Indians the largest gap is five percentage points for 8th grade science.

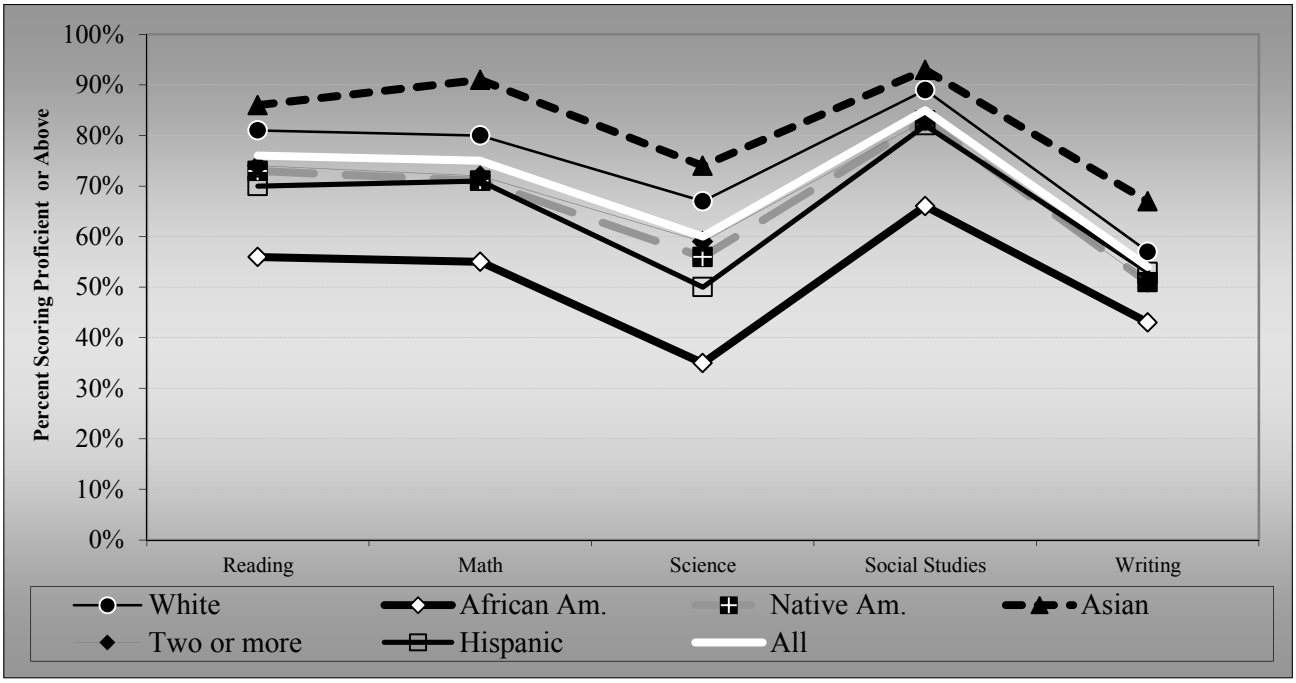
OCCT Results by County and Community Group

Figures 44 – 47, 49 – 53, 56 – 59, and 61 – 65 show maps the 2013-2014 results of the CRT in the areas of Reading and Math for grades 3 through 8 by county along with 5th grade science, social studies, and writing and 8th grade science, U.S. History, and writing. The maps will show any generalized geographical trend in student performance. The maps in the COMMUNITY CHARACTERISTICS section show that, for the most part, the highest socioeconomic conditions in the state exist in the northwest and the socioeconomic conditions in the southeast are generally lower.

The socioeconomic conditions within a given community have a profound impact on student learning. The *Profiles Report* series is designed to help districts improve the educational delivery process while working within the socioeconomic constraints of their community. The community grouping model described in the COMMUNITY CHARACTERISTICS section of this document (Figure 26) clusters districts by the size of their enrollment and the general economic conditions in the community they serve. Using these peer groupings, educators can look to districts in their "community group" for educational delivery techniques that work in their particular socioeconomic environment and adopt those proven strategies in their own district.

Analysis of the CRT testing results reveals that for all subject areas, the schools in "1" categories of the community group model (lower than state average for Free and Reduced Lunch) have higher percentages of students scoring proficient and above. Across most subjects tested, the "B1" and "C1" community groups have the largest percentages of students scoring proficient and above.

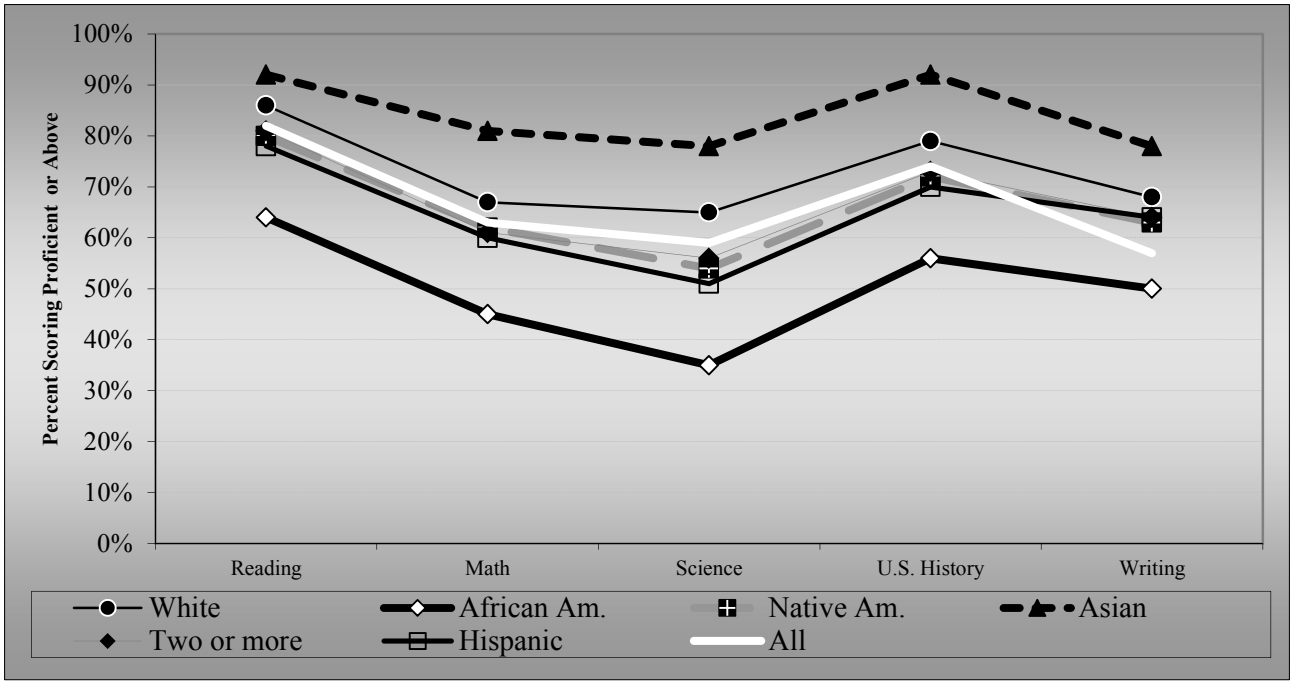
Figure 66
5th Grade Results
OCCT by Race and Gender
Percent Scoring Proficient and Above
(Regular Education Full Academic Year Students Only)
2013-2014



	Reading	Math	Science	Social Studies	Writing
Male	74%	74%	61%	85%	47%
Female	77%	76%	58%	84%	61%
White	81%	80%	67%	89%	57%
African Am.	56%	55%	35%	66%	43%
Native Am.	73%	71%	56%	83%	51%
Asian	86%	91%	74%	93%	67%
Two or more	74%	72%	59%	83%	51%
Hispanic	70%	71%	50%	82%	53%
All	76%	75%	60%	85%	54%

Data source: Oklahoma State Department of Education

Figure 67
8th Grade Results
OCCT by Race and Gender
Percent Scoring Proficient and Above
(Regular Education Full Academic Year Students Only)
2013-2014



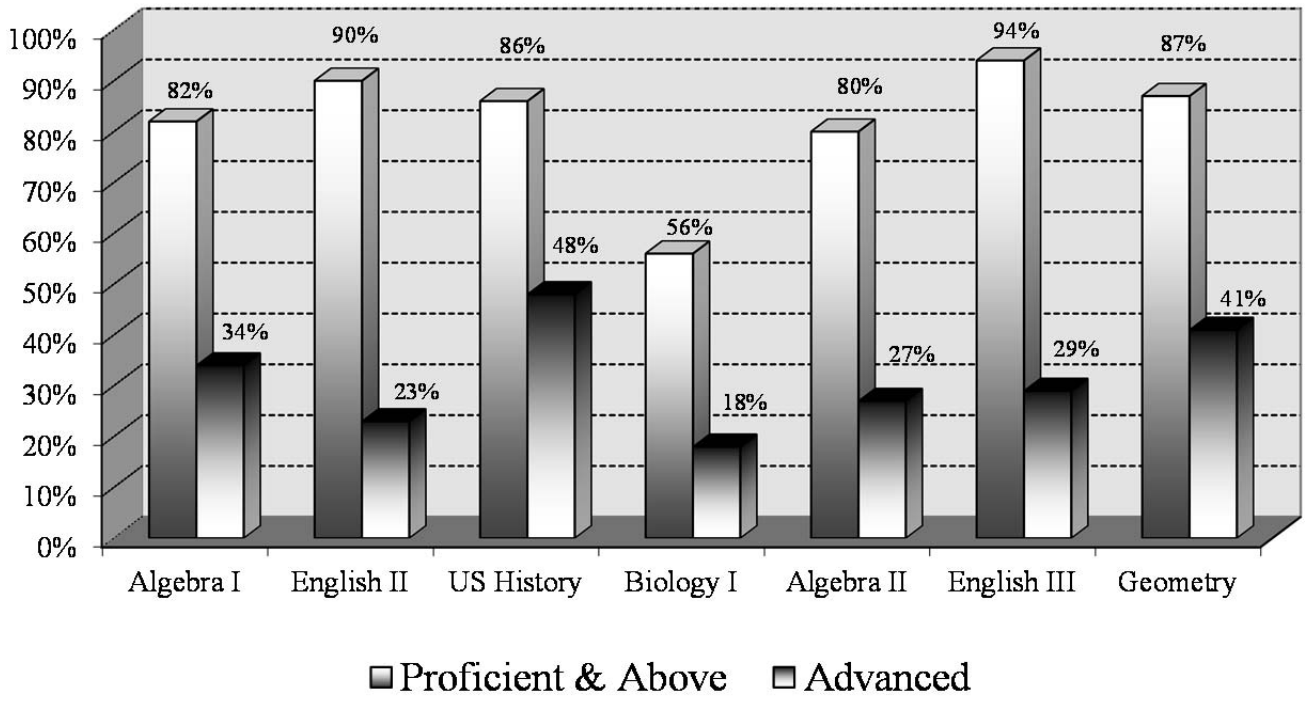
	Reading	Math	Science	U.S. History	Writing
Male	79%	63%	61%	78%	65%
Female	85%	63%	56%	71%	72%
White	86%	67%	65%	79%	68%
African Am.	64%	45%	35%	56%	50%
Native Am.	80%	62%	54%	72%	63%
Asian	92%	81%	78%	92%	78%
Two or more	81%	61%	56%	73%	64%
Hispanic	78%	60%	51%	70%	64%
All	82%	63%	59%	74%	57%

Data source: Oklahoma State Department of Education

High School End-of-Instruction Tests – Regular Education Students

In early grades, the coursework is defined by the grade of the students being taught. For example, we might refer to 5th grade Math or 8th grade Science. As students get older, however, they have greater flexibility to decide when they would like to be introduced to a given subject area. For example, some students may take an Algebra I course in middle school, most students will take Algebra I in 9th grade and some may put it off until 10th or perhaps even 11th grade. By high school, the knowledge that a student should have can no longer be defined by the grade-level of the student. For this reason, secondary students are tested over specific subject matter as they complete key courses during their high school career. Since 2002-2003 the High School End of Instruction (EOI) tests have been administered to students as they complete Algebra I, English II, U.S. History, and Biology I courses. Beginning in 2007-2008, three additional EOIs were given: Algebra II, English III, and Geometry. The tests indicate whether students have achieved the competencies defined by the Priority Academic Student Skills (PASS) curriculum. Results are shown as the percentage of students scoring at or above the "Proficient" and "Advanced" level. These results do not include students exempt from taking the EOIs due to passing an alternative assessment.

Figure 68
Oklahoma End-of-Instruction Test Results
Percent Scoring "Proficient & Above" and "Advanced"
(Regular Education Full Academic Year Students Only)
2013 – 2014



Data Source: Oklahoma State Department of Education

There was improvement in the percentage of students scoring proficient and above in only one (U.S. History) of the seven EOI tests between 2012-2013 and 2013-2014 with one subject (Biology I) having its percentage stay the same. There was improvement in the percentage of students scoring advanced in three of the seven subjects. English III had the highest percentage of students scoring proficient and above at 94%. English II had the second highest percentage of students scoring proficient and above at 90%. Geometry is at 87% scoring proficient and above with Algebra I at 82% and Algebra II at 80%. U.S. History has 86% and Biology I had 56% of students scoring proficient and above.

The gaps between students scoring proficient and above and advanced varies for the seven EOI subjects tested. The smallest gap is 40 percentage point difference in the U.S. History and Biology I tests. The gap is largest in English II at 67 percentage points. There is a 46 percentage point gap for the Geometry test and a 48 percentage point gap for the Algebra I test. Algebra II has a 53 percentage point gap with a 65 percentage point gap for English III.

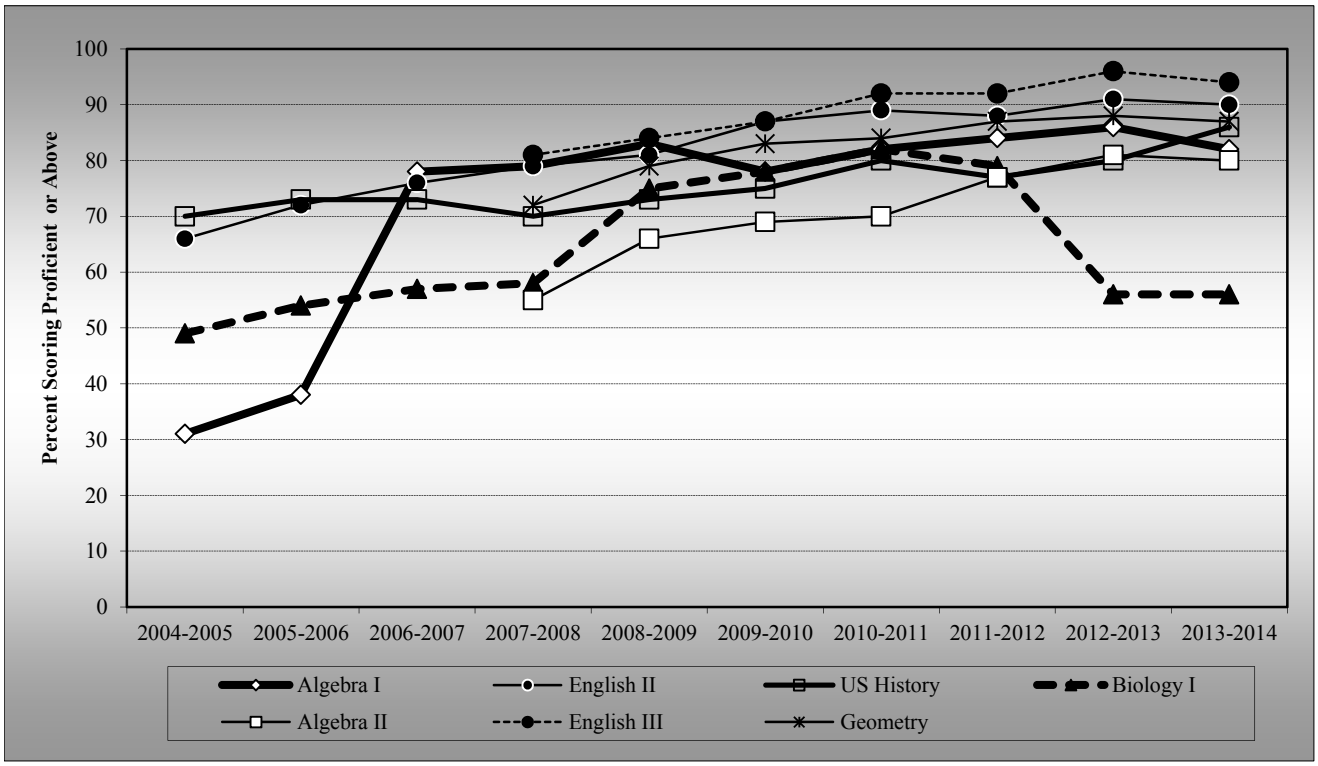
Four EOI subjects (Algebra I, English II, U.S. History, and Biology I) have been administered longer than three of the others (Algebra II, English III, and Geometry). Since 2003-2004 most subjects have shown steady improvement in the percentage of students scoring proficient and above. While some subjects may have had minor decreases in the percentage of students scoring proficient and above, most subjects except Biology I are just below all-time highs set last year. Biology I had a change in standard prior to the 2012-2013 testing year and U.S. History had a standard change prior to 2013-2014. The three most recent EOI subjects (Algebra II, English III, and Geometry) have seen steady growth in the six years the tests have been administered.

The English II EOI percentage of students scoring proficient and above in 2003-2004 was 61%. This percentage has increased steadily through 2010-2011 to 89%, fell slightly to 88% in 2011-2012 but rebounded to 91% for 2012-2013 and is currently at 90%. The 2003-2004 EOI with the highest percentage of students scoring proficient and above was U.S. History at 71%. After some ups and downs over the past ten years, U.S. History is currently at 86% after a standard change prior to the 2013-2014 testing cycle. Biology I began in 2003-2004 with 50% of students scoring proficient and above. After a slow start, Biology I has had strong growth to 82% in 2010-2011 then a slight drop in 2011-2012 to 79%. Biology I is currently at 56% of students scoring proficient and above for the second year in a row and is lower due to change in standards.

Algebra I scores have seen the largest swing in the percentage of students scoring proficient and above. Between 2003-2004 and 2005-2006 the percentage of students scoring proficient and above ranged from 30% to 38%. Since 2006-2007, which include two changes in testing companies, the percentage of students scoring proficient and above has fluctuated and is currently at its highest at 82%.

Algebra II, English III, and Geometry EOI tests only began being administered in 2007-08. Algebra II has had a nice increase in the percentage of students scoring proficient and above rising from 55% in 2007-2008 to 81% in 2012-2013 and currently at 80%. English III has the highest percentage of students scoring proficient and above at 94% in 2013-2014 and has risen from 81% in 2007-2008. Geometry also has shown a nice increase in the percentage of students scoring proficient and above by increasing from 72% in 2007-2008 to 88% in 2012-2013 and currently at 87%.

Figure 69
Oklahoma End-of-Instruction Test
Percent Scoring Proficient and Above
by Subject and Year
(Regular Education Full Academic Year Students Only)
2004-2005 to 2013-2014



Subject Area	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Algebra I	31%	38%	78%	79%	83%	78%	82%	84%	86%	82%
English II	66%	72%	76%	79%	81%	87%	89%	88%	91%	90%
U.S. History	70%	73%	73%	70%	73%	75%	80%	77%	80%	86%
Biology I	49%	54%	57%	58%	75%	78%	82%	79%	56%	56%
Algebra II	Not Tested	Not Tested	Not Tested	55%	66%	69%	70%	77%	81%	80%
English III	Not Tested	Not Tested	Not Tested	81%	84%	87%	92%	92%	96%	94%
Geometry	Not Tested	Not Tested	Not Tested	72%	79%	83%	84%	87%	88%	87%

Note: Double Line indicates a change in testing company.

Data Source: Oklahoma State Department of Education
(2012-2013 – New standard for Biology I)
(2013-2014 – New standard for U.S. History)

EOI Results by County, Community Group, and District

Figures 70 through 76 show the 2013-2014 EOI test results by county. The trends observed are somewhat similar to those in the 3rd through 8th grade CRT results. As with the grade school CRT's, the challenge is to help students overcome adverse social conditions in order to achieve at higher levels.

The range of percent scoring proficient and above by county for Algebra I is 38 percentage points, 59% to 97%. The English II EOI range of students scoring proficient and above is 22 percentage points, 76% to 98%. The range for counties for the Algebra II EOI is 38 percentage points, 60% to 98%. English III had the smallest range of 13 percentage points across all counties; 87% to 100%.

Geometry had a range of 39; 61% to 100%, U.S. History had a range of 28; 69% to 97%, and Biology I had the largest range of 44; 28% to 72%.

There are seven counties that had over 90% of students score proficient and above on the Algebra I EOI and six counties had less than 70% of students score proficient and above. For the English II EOI, five counties had over 93% score proficient and above and nine counties had 85% or less. On the U.S. History EOI, sixteen counties had 90% and above score proficient and above while twelve counties had below 80% score proficient and above. Seven counties had 65% and over of students score proficient and above on the Biology I EOI and seven counties below 40%.

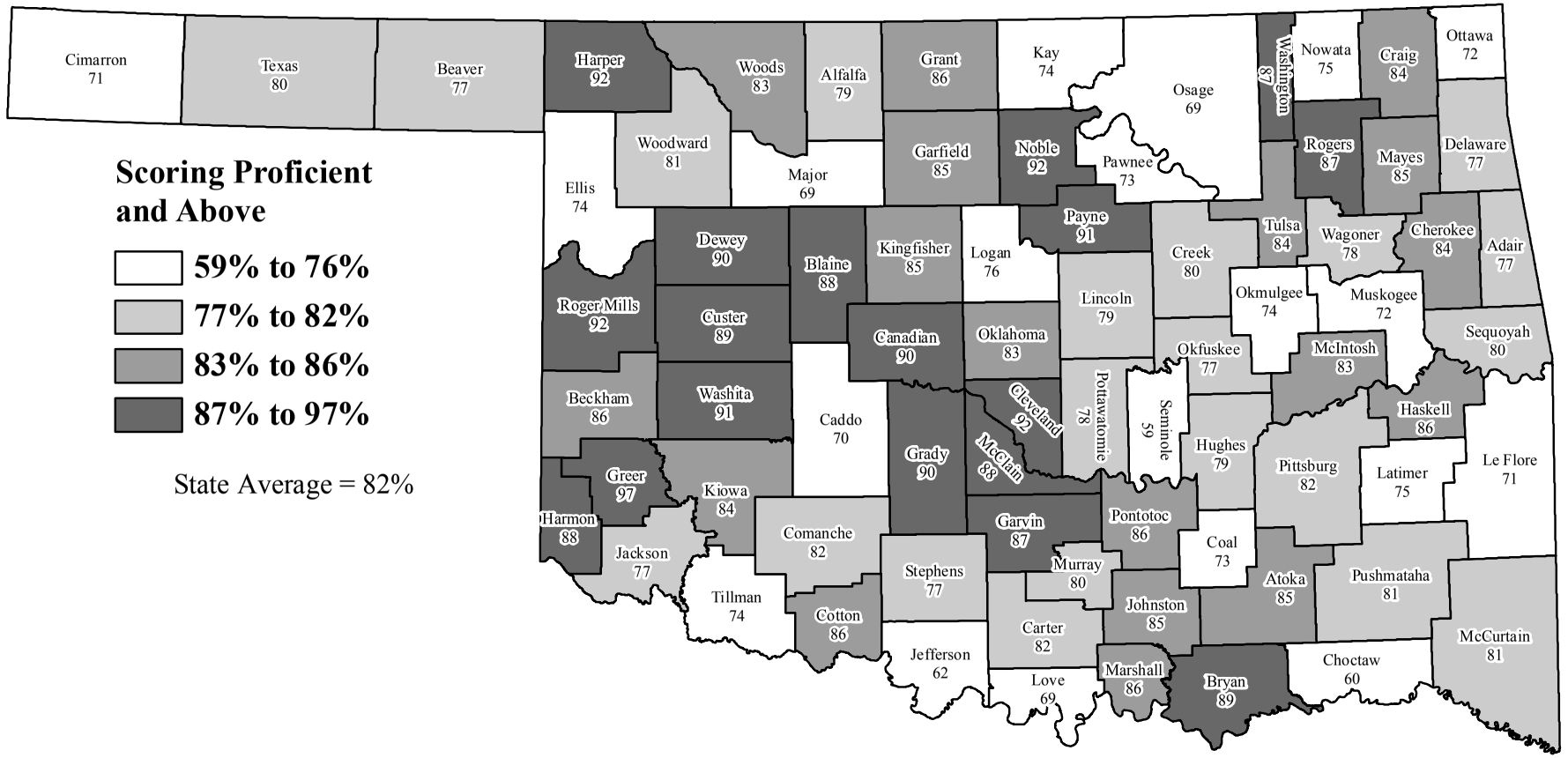
For the Algebra II EOI, eight counties had over 90% score proficient and above and ten counties had less than 65%. In the English III EOI, there was one county with 100% score proficient and above (Harper Co.) with five others at 98% or better while seven counties had 90% or below score proficient and above. Seven counties had over 95% and over of students score proficient and above with one scoring 100% (Alfalfa Co.) in Geometry EOI and twelve counties with below 80% score proficient and above.

Analysis of the EOI testing results reveals that for all subject areas, the schools in "1" categories of the community group model (lower than state average for Free and Reduced Lunch) have higher percentages of students score proficient and above. While some of the differences by subject are not large, this gives another example of the struggles for students in difficult economic situations. Across all subjects tested, on average the "B1" and "C1" community groups have the largest percentages of students scoring proficient and above.

Chattanooga HS in Comanche Co., Cheyenne HS in Roger Mills Co., Lomega HS in Kingfisher Co., and Plainview HS in Carter Co. had 100% of their students score proficient and above in five of the seven EOIs.. Eleven other high schools had 100% of its students score proficient and above in four of the seven.

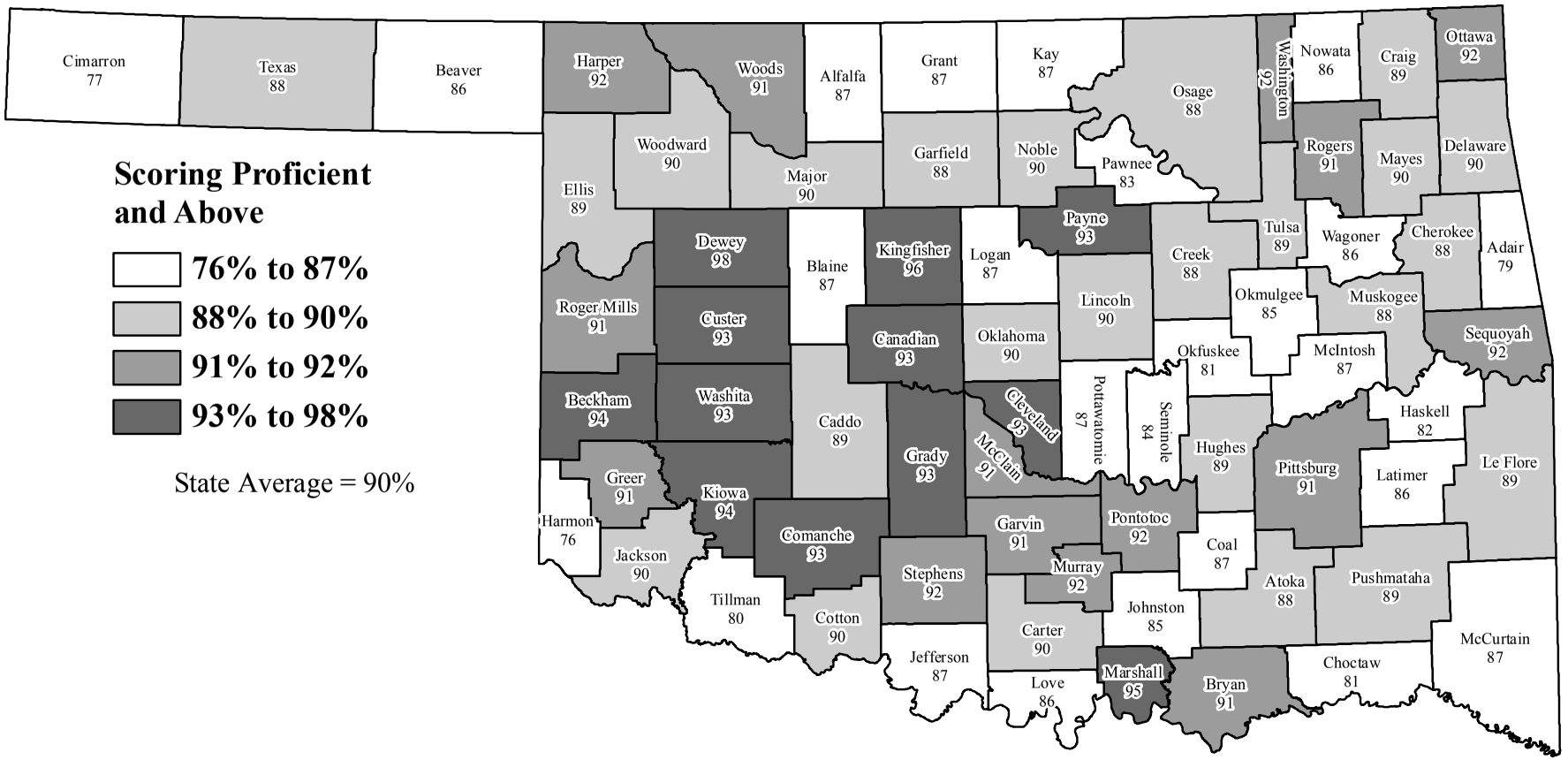
Beginning with the Class of 2012, students must pass Algebra I, English II and two of the remaining five EOIs to graduate from high school. With this additional requirement placed on the importance of the EOIs, the scores have risen in recent years. Conversely, students scoring above set benchmarks on other assessments may be exempt from taking EOIs and may bring about an unintended consequence of lowering overall EOI scores.

Figure 70
HIGH SCHOOL EOI TEST – ALGEBRA I
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



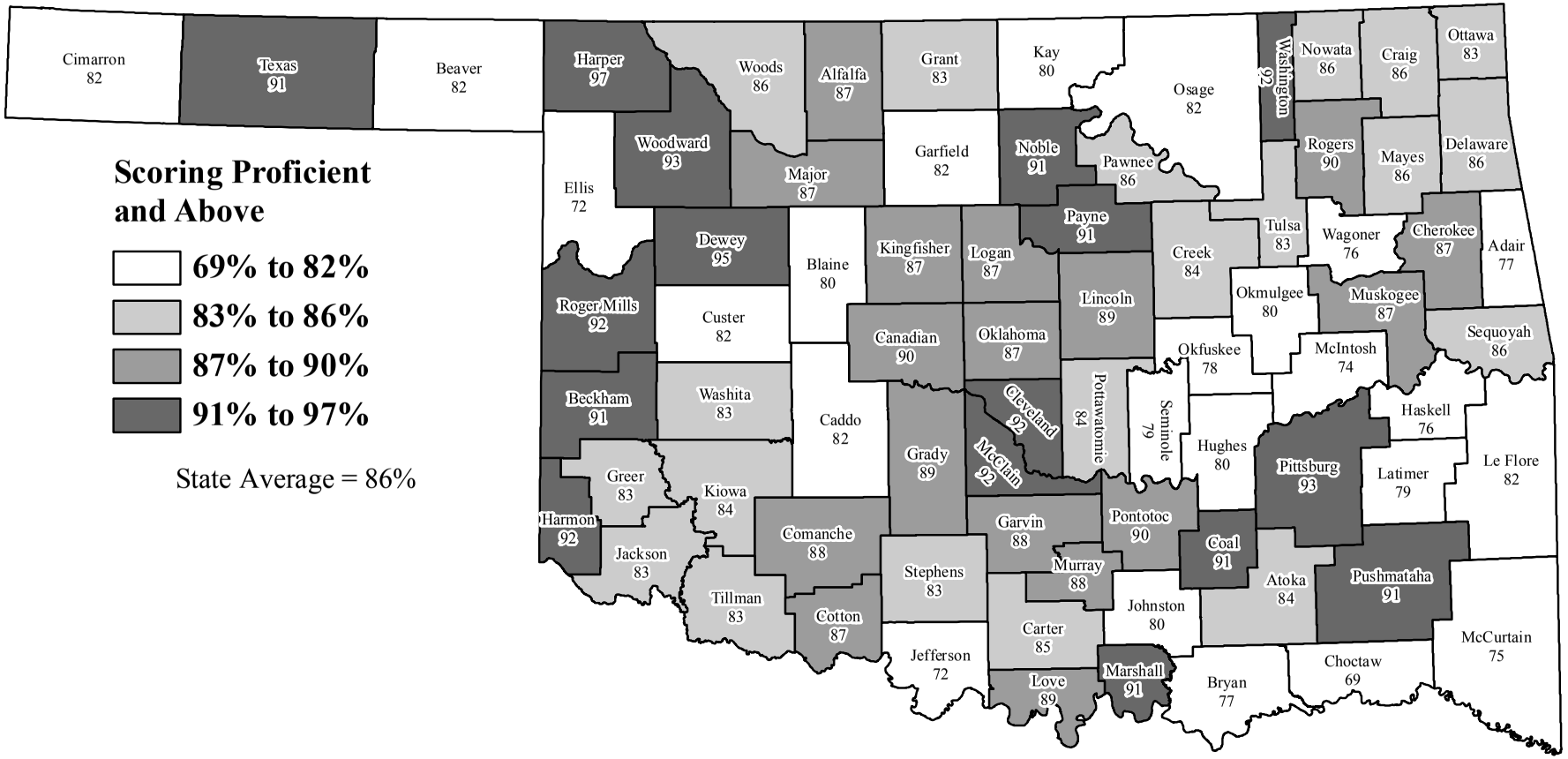
Source: Oklahoma State Department of Education

Figure 71
HIGH SCHOOL EOI TEST – ENGLISH II
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



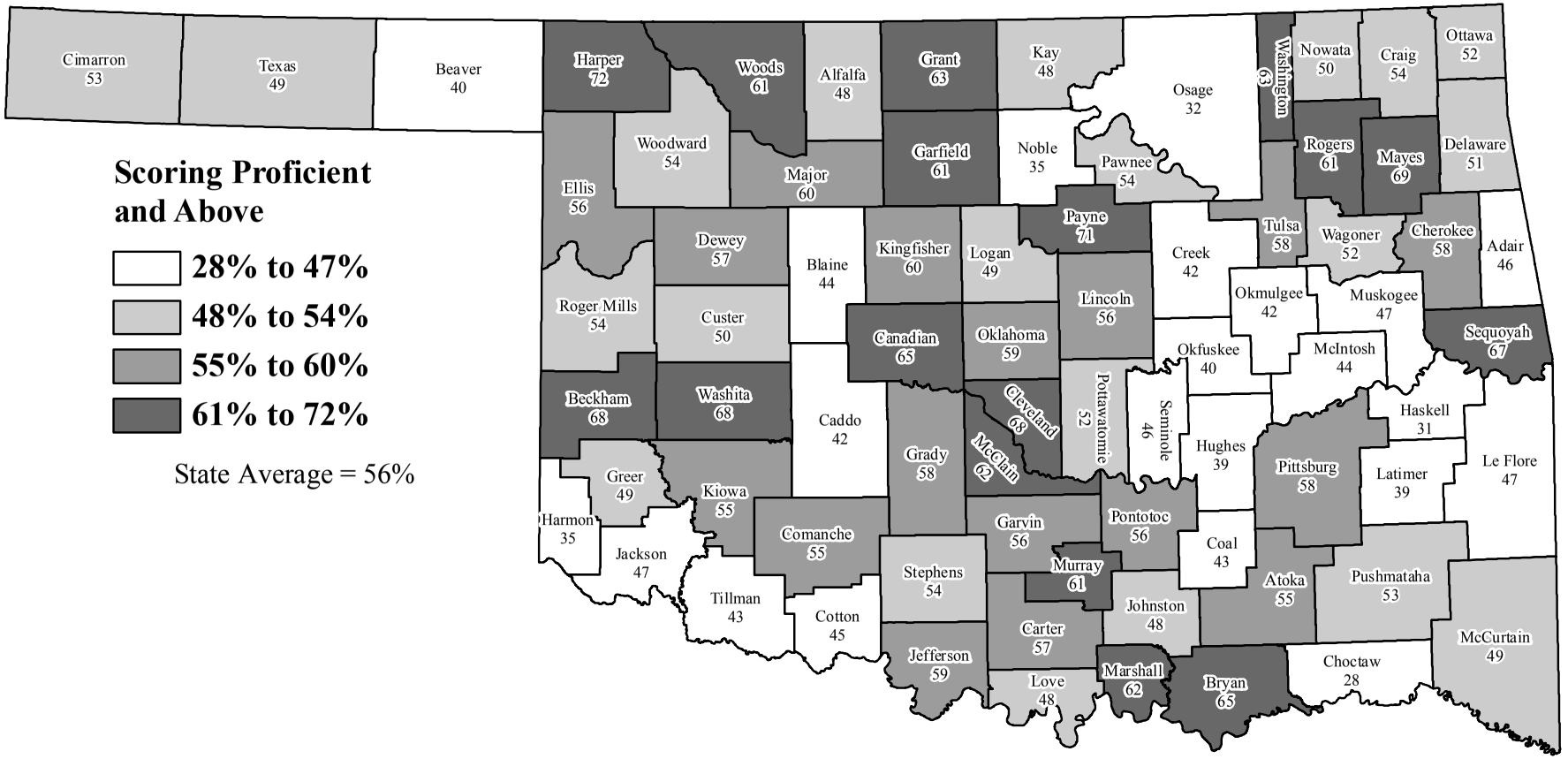
Source: Oklahoma State Department of Education

Figure 72
HIGH SCHOOL EOI TEST – U.S. HISTORY
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



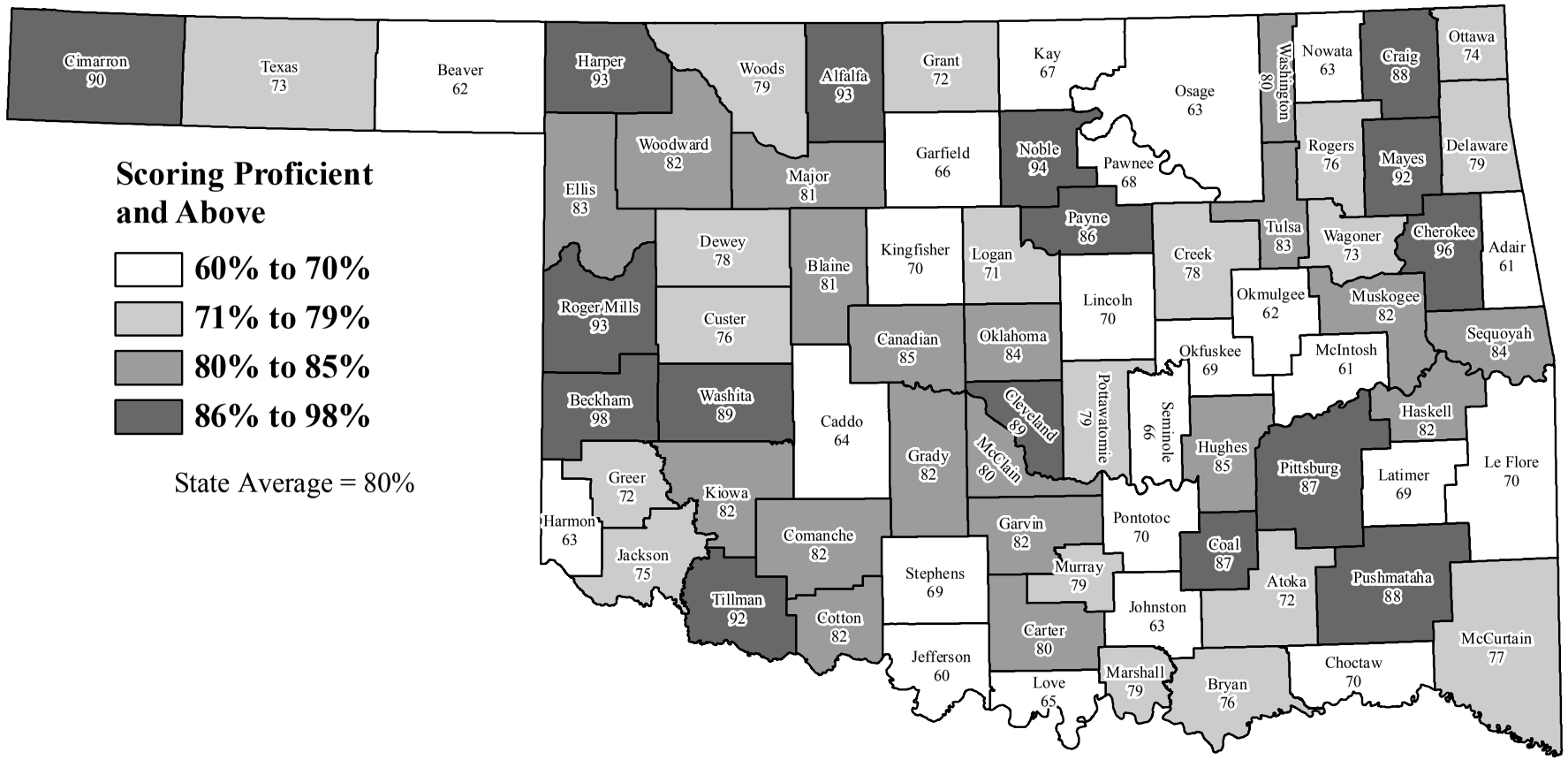
Source: Oklahoma State Department of Education

Figure 73
HIGH SCHOOL EOI TEST – BIOLOGY I
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



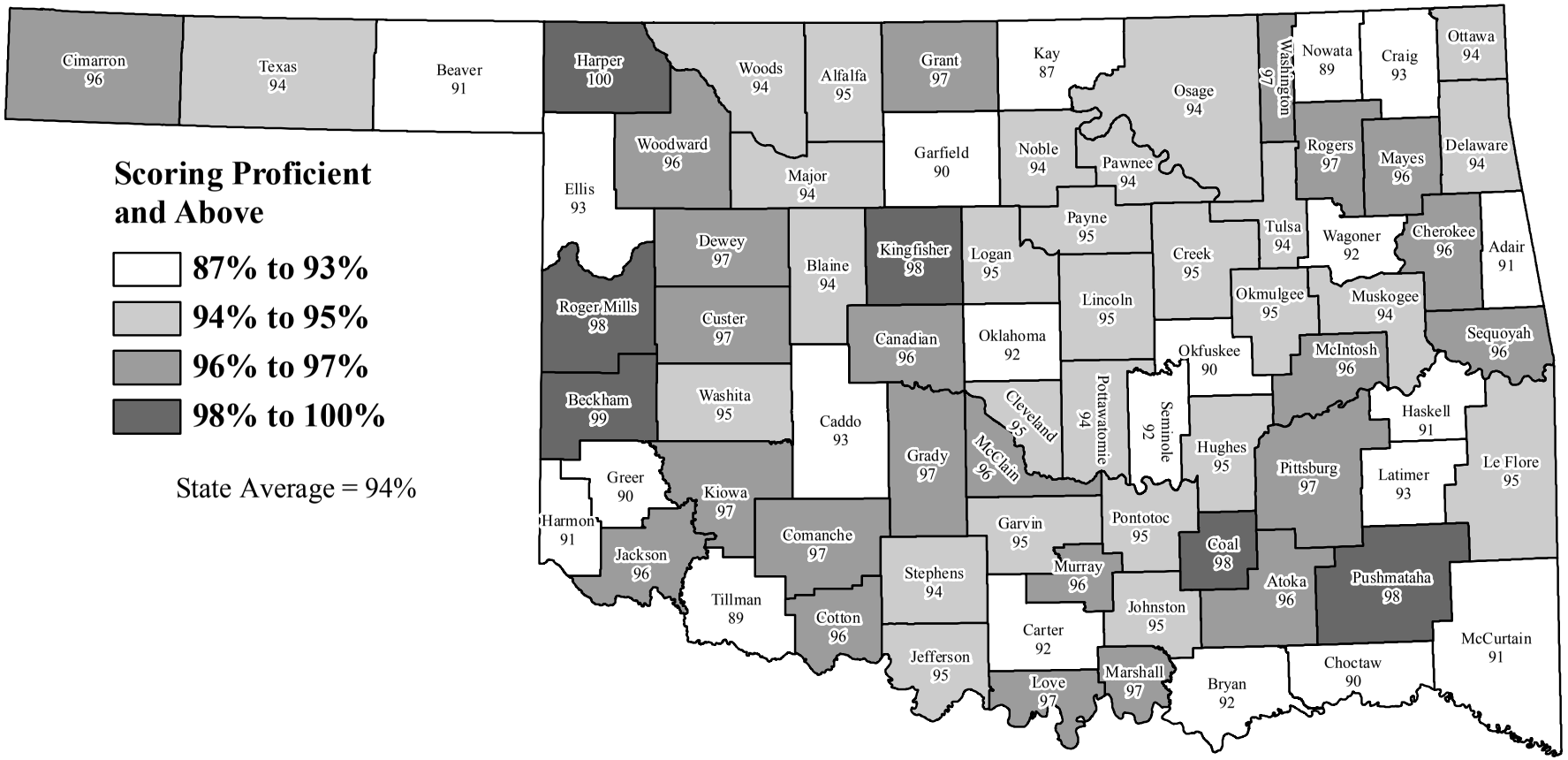
Source: Oklahoma State Department of Education

Figure 74
HIGH SCHOOL EOI TEST – ALGEBRA II
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



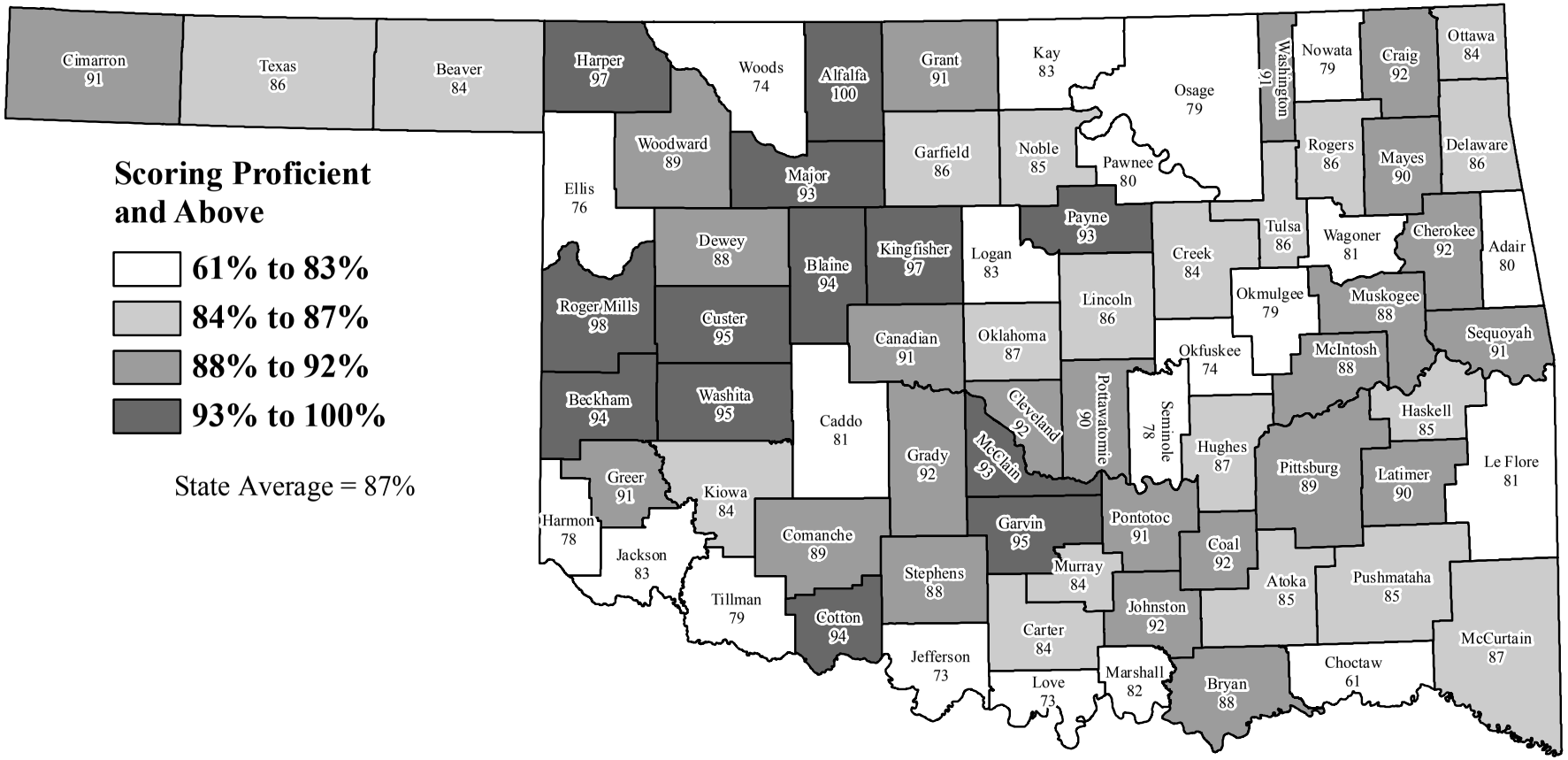
Source: Oklahoma State Department of Education

Figure 75
HIGH SCHOOL EOI TEST – ENGLISH III
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year



Source: Oklahoma State Department of Education

Figure 76
HIGH SCHOOL EOI TEST – GEOMETRY
Percent of Students Scoring Proficient and Above
2013 - 2014 School Year

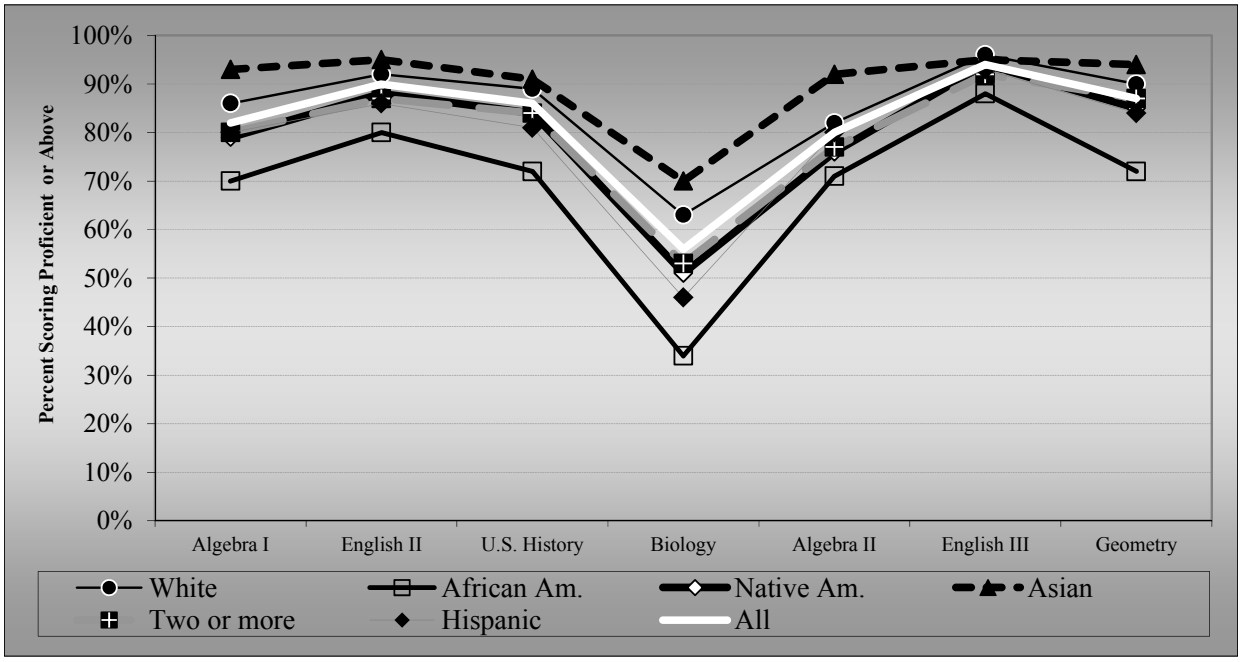


Source: Oklahoma State Department of Education

EOI Results by Race and Gender

A performance gap exists when there are relative differences in performance between each of the racial sub-groups. The following figure looks at student performance on the EOI tests by race. This performance gap can also be observed in other performance indicators displayed in this report. African American students had the largest gap in the difference between racial categories and "All" students for all EOI subjects. The largest gap was twenty-two percentage points in Biology 1 and the smallest gap was in English III at six percentage points.

Figure 77
Oklahoma EOI Test Results by Race and Gender
Percent Scoring Proficient and Above
(Regular Education Full Academic Year Students Only)
2013-2014



	Algebra I	English II	U.S. History	Biology	Algebra II	English III	Geometry
Male	81%	87%	89%	60%	79%	93%	87%
Female	84%	92%	83%	52%	81%	95%	87%
White	86%	92%	89%	63%	82%	96%	90%
African Am.	70%	80%	72%	34%	71%	88%	72%
Native Am.	79%	88%	84%	51%	76%	94%	85%
Asian	93%	95%	91%	70%	92%	95%	94%
Two or more	80%	87%	84%	53%	77%	92%	87%
Hispanic	80%	86%	81%	46%	80%	93%	84%
All	82%	90%	86%	56%	80%	94%	87%

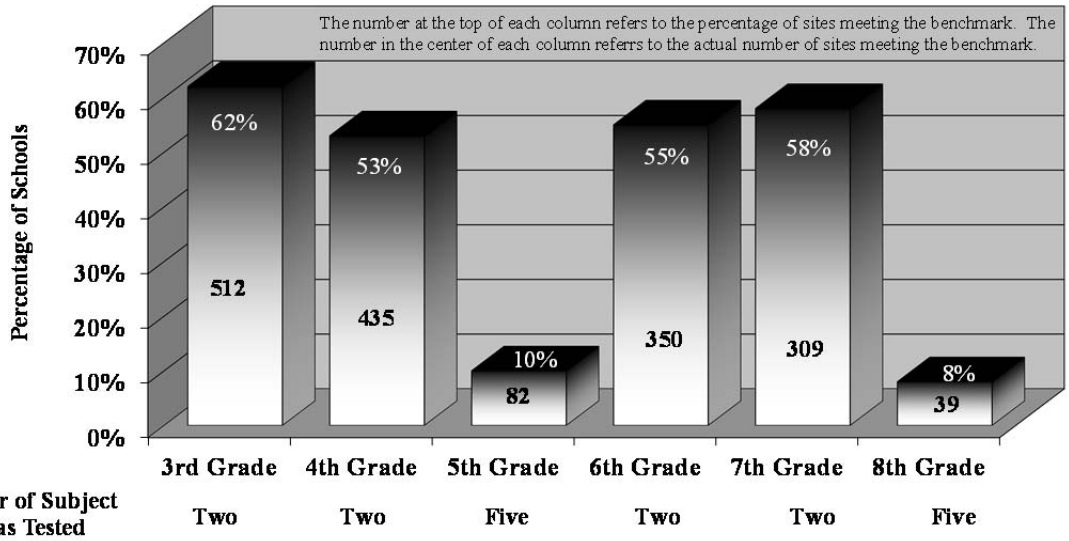
Data source: Oklahoma State Department of Education

The 70% Performance Benchmark

Just as students are expected to perform at a minimum level of competency, schools should also be able to achieve a minimum level of performance. In April of 1998, in an attempt to evaluate schools' overall performance in preparing students for the Oklahoma Core Curriculum tests, the Secretary of Education and Education Oversight Board chose 70% of Regular Education students achieving a score of Proficient and above as a reasonable minimum performance benchmark for schools to achieve. The Commission for Educational Quality and Accountability also approved the 70% Performance Benchmark to continue the trend of evaluating school performance.

Figure 76 displays the number of schools that were able to meet this benchmark in all subject areas tested as part of the OSTP. Fifth and eighth grades must have 70% of students score proficient or above on five different tests to meet the performance benchmark. Third, fourth, sixth, and seventh grades have two tests to meet the benchmark. Seventh grade geography was field tested for the past two years (2012-2013 and 2013-2014) and did not have results released.

Figure 78
Schools with 70% or More Students Scoring Proficient and Above On All Subject Areas Tested by the Oklahoma Core Curriculum Test by Grade
(Regular Education Full Academic Year Students Only)
2013-2014



Data Source: Oklahoma State Department of Education

The statewide results of the Core Curriculum tests for the 2013-2014 school year show mixed results, with a the number of sites meeting the 70% benchmark but with much room for improvement. This shows the Oklahoma students that can satisfactorily perform the skills outlined in PASS. If the

percentage of students achieving "Proficient" at each site across the state were similar to these schools results, Oklahomans would have little to worry about concerning their K-12 education system. However, student performance varies greatly from site to site across the state.

Fifth and eighth grades must have 70% of students score proficient or above on five different tests to meet the performance benchmark. Almost two-thirds (62%) of the third grade sites in the state met the 70% performance benchmark in 2013-2014 up from 63% in 2012-2013. Ten less 3rd grade sites met the benchmark in 2013-2014 than in 2012-2013. Fourth grade sites had 53% pass the 70% performance benchmark; down 46 sites from 2012-2013. There were 37 less fifth grade sites (10%) meeting the benchmark in 2013-2014 compared to 2012-2013. The change in standard in science and writing prior to 2012-2013 had a tremendous effect in lowering the number of school sites meeting the benchmark for fifth and eighth grades. There were fifty-nine more sixth grades sites (55%) pass the benchmark in 2013-2014 over 2012-2013. The number of seventh grade sites increased by 30 for 58% meeting the 70% performance benchmark. Eighth grade sites had 8% with 17 less sites pass the 70% performance benchmark in 2013-2014 than in 2012-2013.

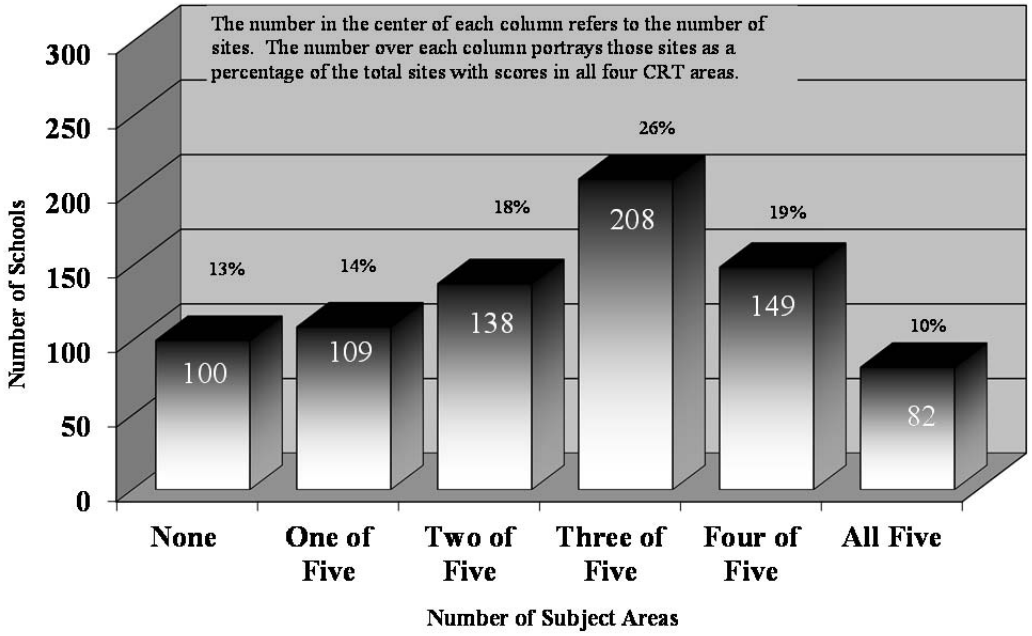
Overall school performance preparing students for PASS objectives as measured by the Oklahoma Core Curriculum tests (OCCT) in 5th and 8th grades are displayed in Figures 79 and 80. Only these two grades were used in this detailed analysis because they have the most extensive battery of tests administered under the OSTP. These figures show by grade the number of subject areas in which schools were able to achieve the Performance Benchmark. In 2013-2014, the OCCT tested students in these two grades in five subject areas, so the highest performance that a school can achieve is five-out-of-five on the Performance Benchmark.

Historically, 5th grade sites have the better performance on this benchmark. There have been only two years since the 70% benchmark has been in place that 8th grade sites have a higher percentage of sites meeting benchmark for all subjects tested. Ten percent of the 5th grade sites and eight percent of the 8th grade sites were able to achieve five-out-of-five on the Performance Benchmark in 2013-2014. These percentages are down from historic trends due to the change in standards for science and writing.

There were 100 5th grade sites (12.7%) and 56 8th grade sites (10.9%) graders that had none of the subjects area tested meet the benchmark of 70% of their students to score proficient and above under the OCCT in 2013-2014. These are slightly better than last year but much higher than previous years. There were 24 sites for 5th grade and one site for 8th grade for 2011-2012 and 7 sites in 5th grade and zero sites in 8th grade in 2010-2011 that were unable to meet the benchmark in any of the subject areas tested.

The difference in performance from one community to another can also be noted in the tables at the bottom of both Figures 77 and 78. In 5th grade, districts with the C1 community grouping designation had 23.5% (8 of 34) of sites and the F1 community group had 22.6% (7 of 31) achieving a five-out-of-five on the Performance Benchmark, whereas, 2.8 (1 of 36) of the schools from districts with the designation of E2 and 4.6% (3 of 65) in H2 achieved this level of performance. In 8th grade, districts with the C1 community grouping designations lead the pack on the Performance Benchmark with (4 of 10) for 40.0% of sites and H1 with 29.4% (5 of 17) offering 8th grade achieving a five-out-of-five. Community group G2 and F2 had the lowest percentage of sites achieve five-out-of-five at 0% (0 of 92) and 1.5% (1 of 68) respectively.

Figure 79
Fifth Grade Schools with 70% or More of Students Scoring Proficient and Above On the Oklahoma Core Curriculum Test by Number of Subject Areas: 2013-2014
(Regular Education Full Academic Year Students Only)

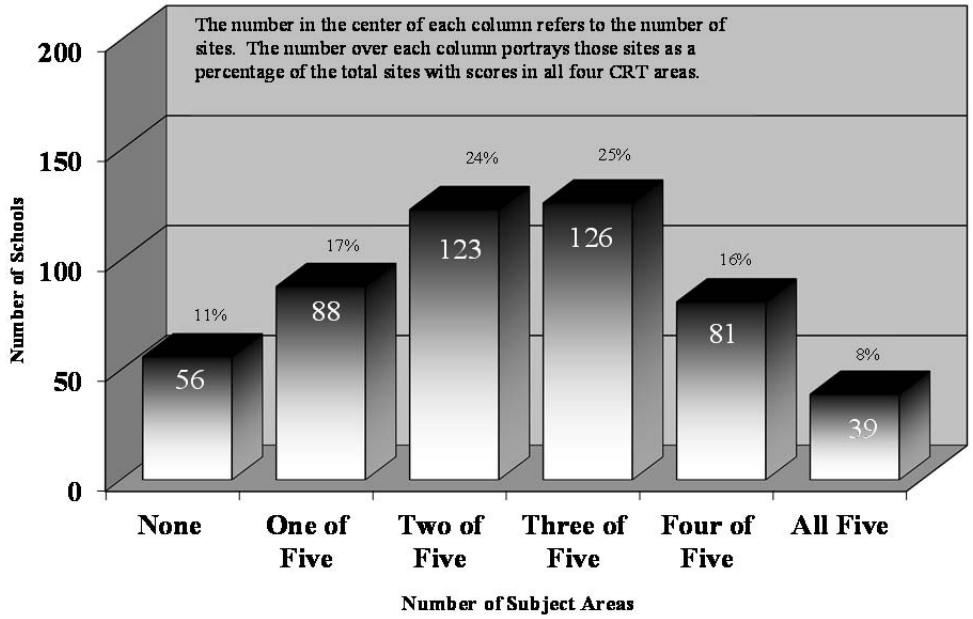


Number of School Sites Scoring Proficient by Size of the District in which the Site Operates

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Proficient" by Number of Subject Areas						
		None	One	Two	Three	Four	All Five	**Total**
25,000 or More	**A2**	47	18	14	15	7	6	**107**
10,000 - 24,999	**B1**	0	3	11	23	21	14	**72**
	B2	4	10	19	16	12	10	**71**
5,000 - 9,999	**C1**	0	2	3	7	14	8	**34**
	C2	6	1	2	11	3	4	**27**
2,000 - 4,999	**D1**	1	3	2	7	7	2	**22**
	D2	2	5	5	16	7	2	**37**
1,000 - 1,999	**E1**	0	1	3	16	15	5	**40**
	E2	3	8	9	12	3	1	**36**
500 - 999	**F1**	1	3	9	7	4	7	**31**
	F2	2	14	14	17	17	4	**68**
250 - 499	**G1**	6	4	10	21	10	8	**59**
	G2	14	13	21	23	20	5	**96**
Less than 250	**H1**	1	4	3	7	3	3	**21**
	H2	13	20	13	10	6	3	**65**
Total Sites	**All**	**100**	**109**	**138**	**208**	**149**	**82**	**786**

Data Source: Oklahoma State Department of Education.

Figure 80
Eighth Grade Schools with 70% or More of Students Scoring Proficient and Above On the Oklahoma Core Curriculum Test by Number of Subject Areas: 2013-2014
(Regular Education Full Academic Year Students Only)



Number of School Sites Scoring Proficient by Size of the District in which the Site Operates

Size of District in which Site Operates	Community Group Designation	Number of School Sites Scoring "Proficient" by Number of Subject Areas						
		None	One	Two	Three	Four	All Four	**Total**
25,000 or More	**A2**	15	4	1	1	5	2	**28**
10,000 - 24,999	**B1**	0	0	3	7	9	3	**22**
	B2	1	1	8	3	1	1	**15**
5,000 - 9,999	**C1**	0	1	0	2	3	4	**10**
	C2	1	2	3	0	0	1	**7**
2,000 - 4,999	**D1**	0	1	5	2	2	3	**13**
	D2	3	4	5	4	4	2	**22**
1,000 - 1,999	**E1**	0	1	8	9	11	7	**36**
	E2	7	8	6	9	4	2	**36**
500 - 999	**F1**	1	5	10	6	6	2	**30**
	F2	3	20	22	17	5	1	**68**
250 - 499	**G1**	7	5	11	17	12	4	**56**
	G2	6	21	26	30	9	0	**92**
Less than 250	**H1**	0	1	3	4	4	5	**17**
	H2	12	14	12	15	6	2	**61**
Total Sites	**All**	**56**	**88**	**123**	**126**	**81**	**39**	**513**

Data Source: Oklahoma State Department of Education.

The 25% Advanced Performance Benchmark

When the Education Oversight Board initiated the 70% Performance Benchmark for the 1996-97 school year, the benchmark was quite discriminating in that only 85 schools offering 8th grade held the distinction. With the passing of time, teachers, counselors, and administrators have worked very hard to improve the performance of students; however, the testing companies contracted to design and score the tests and the rigor of some subjects included in the state testing program have also changed. Over the years, achieving the 70% Performance Benchmark has become much more common and there became a need to establish a more rigorous point of reference. Beginning with the *Profiles 2007*, the board adopted an additional 25% Advanced Performance Benchmark or 25% of Regular Education students achieving a score of advanced in all subject areas tested to identify those truly superior schools. The Commission for Educational Quality and Accountability has also approved the 25% Advanced Performance Benchmark. Below are the results of the Commission for Educational Quality and Accountability's 25% Advanced Performance Benchmark by grade level. Now in its eighth year, this benchmark is displayed as a star on the Office of Educational Quality and Accountability's *2014 School Profiles*.

One hundred and twenty-three (123) school sites (3rd through 8th) achieved the 25% Advanced Performance Benchmark. Twenty-five school sites in the state have multiple grades making the advanced benchmark. Seventh grade school sites lead all grades in the number of sites in 2013-2014 with 72 sites or 3.0% of all 7th grade sites meeting the advanced benchmark. Sixth grade sites led in the percentage making the advanced benchmark with 3.9% (59 sites). There were 149 total stars in the 123 school sites in 2013-2014. This is up greatly from the 57 total stars in the 50 school sites in 2012-2013. 2012-2013 was down from the 135 stars in 104 sites in 2011-2012 and 104 stars at 83 sites in 2010-2011. There were 60 stars in 2006-2007, the first year of the 25% Advanced Performance Benchmark.

Figure 81
Schools Meeting 25% Advanced Performance Benchmark On All Subject Areas Tested by the Oklahoma Core Curriculum Test by Grade
(Regular Education Full Academic Year Students Only)
2013-2014

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Number of Sites	3	12	1	59	72	2
Percent of Sites	0.6%	1.1%	0.0%	3.9%	3.0%	0.6%

Data Source: Oklahoma State Department of Education

The Oklahoma School Testing Program – All Students

Historically, the *Profiles Reports* has provided information for regular education full academic year students. These students are used to calculate select benchmarks for schools set by the Commission for Educational Quality and Accountability (described earlier in this report). For the first time, all full academic year students will have information provided in the reports. Regular education students exclude those students that are English language learners or limited English proficient (ELL/LEP) and students on an individualized education program (IEP). Benchmarks will not yet be provided for all, full academic year students. Figure 82 shows the 2013-2014 OCCT results for all grades 3 through 8 and EOIs for the percentage of students scoring proficient and above and the percentage of students scoring advanced.

Third grade showed the third highest results in reading (70%) for the percentage of students scoring proficient and above for grade 3 through 8 but the lowest results (2%) in the percentage of students scoring advanced. Math results are somewhat better for third grade students. Students scoring proficient and above were the highest (68%) for all grades and second highest (24%) for the percentage of students scoring advanced. Fourth grade students tied for the lowest percentage of students scoring proficient and above in reading (65%) and the second lowest (5%) for the percentage of students scoring advanced. Fourth grade math students had 66% scoring proficient and above and 22% scoring advanced.

Fifth grade show mixed results for the five tests given. The percentage of students scoring proficient and above for reading have a wide range of results – 77% in social studies to 47% for writing. Fifth grade reading has 65%, math has 66%, and science has 52%. The range for percentage of students scoring advanced is even wider for fifth grade subjects with social studies at 49% and writing at 3%. Math (28%); the highest for math compared to all grades; science (14%), and reading (9%) round out the fifth grade subjects scoring advanced.

Sixth grade results show reading at 65% and math at 67% for students scoring proficient and above. Students' scoring advanced is 12% for reading and 19% for math in sixth grade. Seventh grade results show reading at 71% and math at 65% for students scoring proficient and above. Students scoring advanced is 17% for reading and 19% for math in seventh grade.

Eighth grade results are varied but not as wide a range as fifth grade. Students scoring proficient and above by subject are reading (72%), math (54%), science (51%), history (67%), and writing (57%). Eighth grade reading has the highest percentage of students scoring proficient and above for all grades. The results for students scoring advanced are reading (13%), math (17%), science (15%), history (39%), and writing (7%).

End of Instruction (EOI) test for all students follow the same trend as regular education students by subject. English III has the highest percentage of students scoring proficient and above at 87% and U.S. History has the highest percentage of students scoring advanced at 43%. Biology I students have the lowest percentage of students scoring proficient and above at 50% and the lowest percentage of students scoring advanced at 15%. Other subject percentage of students scoring proficient and above include Algebra I at 75%, English II at 82%, U.S. History at 80%, Algebra II at 77%, and Geometry at 81%.

Other subject percentage of students scoring advanced include Algebra I at 30%, English II at 19%, Algebra II at 25%, English III at 25%, and Geometry at 37%.

Figure 82
Oklahoma School Testing Program
Percent Scoring "Proficient & Above" and "Advanced"
(All Full Academic Year Students)
2013-2014

	Proficient and Above	Advanced
3rd Grade		
Reading	70%	2%
Math	68%	24%
4th Grade		
Reading	65%	5%
Math	66%	22%
5th Grade		
Reading	65%	9%
Math	66%	28%
Science	52%	14%
Social Studies	77%	49%
Writing	47%	3%
6th Grade		
Reading	65%	12%
Math	67%	19%
7th Grade		
Reading	71%	17%
Math	65%	19%
8th Grade		
Reading	72%	13%
Math	54%	17%
Science	51%	15%
U.S. History	67%	39%
Writing	57%	7%
EOIs		
Algebra I	75%	30%
English II	82%	19%
U.S. History	80%	43%
Biology I	50%	15%
Algebra II	77%	25%
English III	87%	25%
Geometry	81%	37%

Data Source: Oklahoma State Department of Education

The National Assessment of Educational Progress (NAEP)

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education. The mission of NAEP is to collect, analyze, and present reliable information about what American students know and can do. NAEP monitors the progress of education at both the national and state levels by testing representative samples of students in grades 4, 8, and 12 in the areas of math, science, reading, writing, geography, history, and other subjects as selected by the NAEP governing board. The performance results are only provided for by groups not individual students. NAEP is forbidden by federal law from reporting results at the individual student, school, or district level. All NAEP assessment questions are based on subject-area-specific content frameworks that were developed through a national consensus process involving teachers, curriculum experts, parents, and members of the general public. NAEP is a measure that many states use to evaluate the soundness of their educational system in relation to those of other states. It also helps to corroborate the results of the other achievement tests administered within the state. Starting with the 2003 testing cycle, all states are required to participate in NAEP.

NAEP was authorized by Congress in 1969 and was only required to assess reading, mathematics, and writing at least once every five years. In 1990, federal legislation was passed which required assessments in reading and mathematics at least every two years. This schedule of NAEP assessments assumes continuing legislative authority. The schedule may also be augmented, with advance public notice, as resources permit. The schedule through 2017 was approved by the National Assessment Governing Board in December 2011. Figure 83 shows the subjects tested at the state level by year and grade.

Figure 83
National Assessment of Educational Progress (NAEP)
Testing Schedule by Year, Subject, and Grade Tested

	Reading		Math		Science		Writing	
Year	4th Grade	8th Grade	4th Grade	8th Grade	4th Grade	8th Grade	4th Grade	8th Grade
1990				Tested				
1992	Tested		Tested	Tested				
1994	Tested							
1996			Tested	Tested		Tested		
1998	Tested	Tested						Tested
2000			Tested	Tested	Tested	Tested		
2002	Tested	Tested					Tested	Tested
2003	Tested	Tested	Tested	Tested				
2005	Tested	Tested	Tested	Tested	Tested	Tested		
2007	Tested	Tested	Tested	Tested				Tested
2009	Tested	Tested	Tested	Tested	Tested	Tested		
2011	Tested	Tested	Tested	Tested		Tested		
2013	Tested	Tested	Tested	Tested				
2015	Planned	Planned	Planned	Planned	Planned	Planned		
2017	Planned	Planned	Planned	Planned			Planned	Planned

Note: Oklahoma did not participate in the NAEP program during the 1994 and 1996 testing cycles.

Oklahoma's NAEP

Oklahoma's NAEP results for 2013 were released starting in the fall of 2013. Results are available by race categories and by achievement categories. Racial categories include White, Black, American Indian, Asian, and Hispanic. Typically, the Asian student sample in Oklahoma is too small to report scores. Achievement levels include advanced, proficient, basic, and below basic. Detailed results from 2013 and prior NAEP years were reported in last year's *State Report*.

Figure 84 displays 2011 and 2013 results for reading and math for grades 4 and 8. Oklahoma has improved its results for "All" 4th grade students between 2011 and 2013 in both reading and math and 8th grade reading but dropped in 8th grade math. The State improved its scale score by two points in 4th grade reading and math and 8th grade reading but dropped three points in 8th grade math. Oklahoma lags the nation in all four of these categories.

American Indian students compare the most favorably of the separate racial categories. In 2013, American Indian students in Oklahoma are five to eleven scale scores higher than their national counterparts. White students in Oklahoma fall five to twelve scale scores below their national counterparts.

Figure 84
National Assessment of Education Progress
Scale Scores by Subject and Race
Oklahoma vs the Nation: 2011 and 2013

	READING RESULTS					MATH RESULTS				
	Grade 4					Grade 4				
	All	White	Black	American Indian	Hispanic	All	White	Black	American Indian	Hispanic
2013 Oklahoma	217	223	201	217	204	239	245	219	238	229
2011 Oklahoma	215	221	199	212	207	237	243	224	234	227
2013 Nation	221	231	205	206	207	241	250	224	228	230
2011 Nation	220	230	205	204	205	240	249	224	227	229
	Grade 8					Grade 8				
	All	White	Black	American Indian	Hispanic	All	White	Black	American Indian	Hispanic
2013 Oklahoma	262	268	245	259	252	276	281	256	275	265
2011 Oklahoma	260	265	247	256	251	279	286	262	273	263
2013 Nation	266	275	250	252	255	284	293	263	270	271
2011 Nation	264	272	248	253	251	283	293	262	266	269

Data Source: National Center for Education Statistics

Selected information on NAEP from reading and math is located in Appendix D.

HIGH SCHOOL PERFORMANCE MEASURES

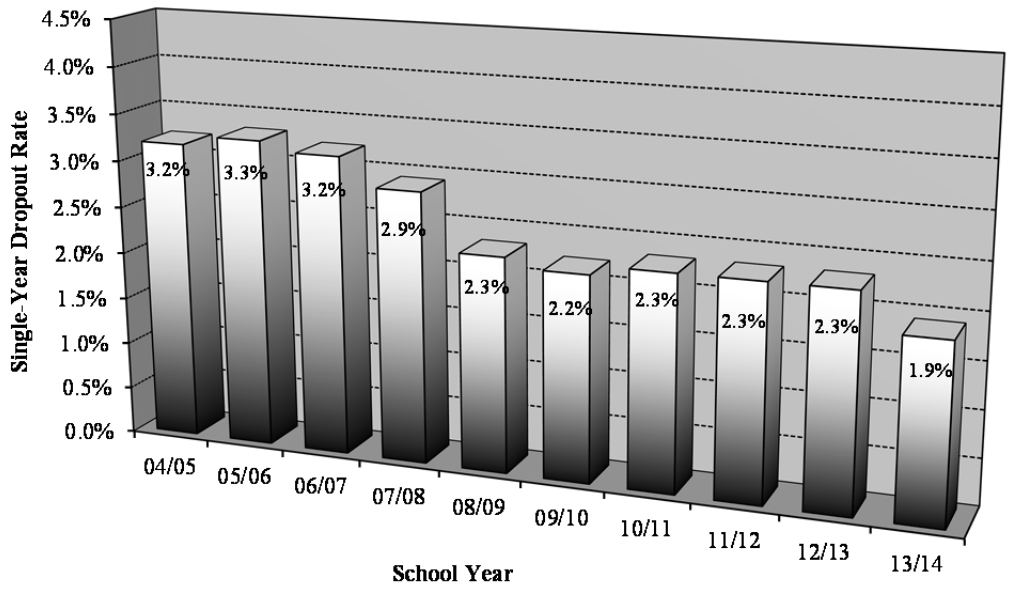
High School Dropout Rates

There are a number of ways to calculate high school dropout rates. Two of these rates are a single-year dropout rate and a four-year dropout rate; the most holistic methodology that follows students through their entire high school careers. At the end of four years the total number of dropouts is divided by the number of students in the starting group, minus those that may have transferred to other schools or left the state; referred to as a four-year dropout rate. With *Profiles 2005*, the Office of Accountability (now the Office of Educational Quality and Accountability) derived a four-year methodology which closely approximates this measure.

Single-Year High School Dropout Rate

Historically, Oklahoma has reported dropout activity as a single-year occurrence. Oklahoma State Statutes (§70-35e), require dropouts to be reported annually. The statutes require that the total number of dropouts be tabulated by grade and school district. In an effort to make the numbers meaningful, the dropout counts are then compared to the district's fall enrollment by grade and aggregated to state-level numbers. The statutory definition for a high school dropout in Oklahoma is "any student who is not attending school, is under the age of nineteen (19) and has not graduated from high school."

Figure 85
Oklahoma Single-Year Dropout Rates
9th through 12th Grade
2004-2005 through 2013-2014



Data Source: Oklahoma State Department of Education.

The law also states that these students must not be attending any other public or private school or otherwise be receiving an education pursuant to the law, for the full term that the school district in which they reside is in session. Oklahoma's single-year high school dropout rates (grades 9 through 12) are graphed in Figure 85. The dropout rate in 2013-14 is 1.9%. The rate has dropped from 3.3% in 2005-06 and is the lowest during the past ten years measured under this methodology. The 0.4 percentage point drop is the second largest drop after the 0.6 drop from 2007-08 to 2008-09.

High School Four-Year Dropout Rate

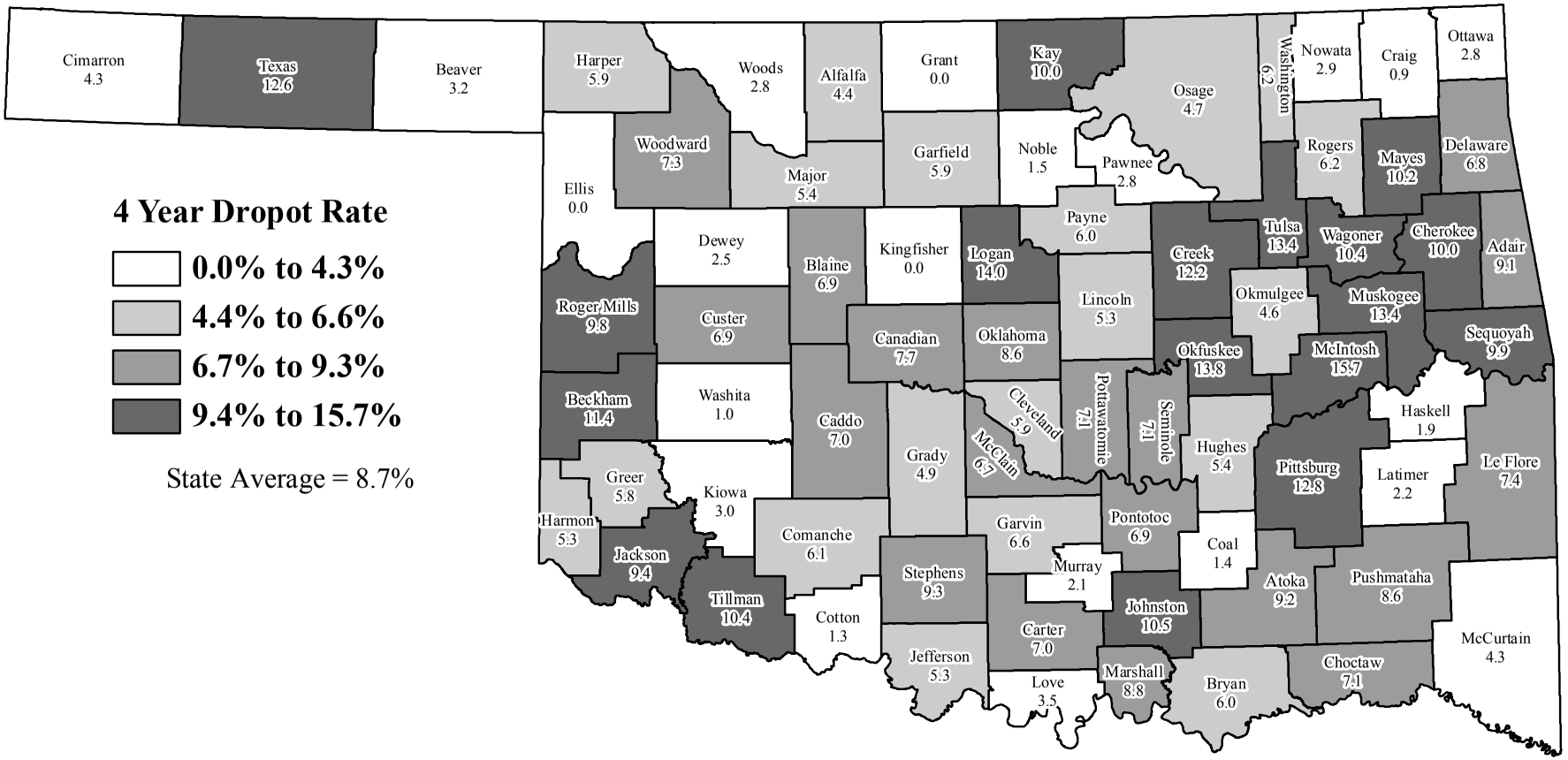
For well over a decade, the Education Oversight Board (now the Commission for Educational Quality and Accountability) has been concerned with dropout rates only being expressed as a single-year event. The common perception of a high school dropout rate is the percentage of a graduating class that drops out of school over the course of their high school careers. Single-year dropout figures are deceiving because the rates must be adjusted for the entire four year high school time span to get the graduating class perspective of the percentage of students lost. For this reason, the Office of Educational Quality and Accountability has calculated a high school four-year dropout rate starting with the *Profiles 2005* report series.

Figure 86
High School Four-Year Dropout Rates by Community Group Class of 2014

Size of District in ADM	Community Group Designation	Class of 2014 Enrollment	Class of 2014 Dropouts	Class of 2014 Dropout Rate
25,000 or More	**A2**	4,103	961	23.4%
10,000 - 24,999	**B1**	6,425	396	6.2%
	B2	4,285	313	7.3%
5,000 - 9,999	**C1**	3,265	162	5.0%
	C2	1,170	161	13.8%
2,000 - 4,999	**D1**	2,190	179	8.2%
	D2	4,290	484	11.3%
1,000 - 1,999	**E1**	3,434	183	5.3%
	E2	3,264	257	7.9%
500 - 999	**F1**	1,170	32	2.7%
	F2	3,137	184	5.9%
250 - 499	**G1**	1,161	37	3.2%
	G2	1,871	96	5.1%
Less than 250	**H1**	195	15	7.7%
	H2	680	57	8.4%
Total	**All**	**40,640**	**3,517**	**8.7%**

Data Source: Oklahoma State Department of Education

Figure 87
PUBLIC HIGH SCHOOL
FOUR-YEAR DROPOUT RATE
Class of 2014 – Grade 9-12



Source: Oklahoma State Department of Education

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. These reasons may have included mobility over the four-year period, students who dropped out after reaching age 19, students who died, or those who were taken off the rolls for other legitimate reasons.

The statewide four-year dropout rate was 8.7%, a 0.9 percentage point drop from last year and a 5.8 percentage point drop from the Class of 2005. Oklahoma's four-year dropout rate varies greatly by Community Group (Figure 86). Oklahoma's two largest school districts (Oklahoma City and Tulsa), have a 23.4% four-year dropout rate. School districts between 500 and 999 students and below the state average participation in the Free or Reduced Price Lunch Program (Community Group F1) have only a 2.7% four-year dropout rate.

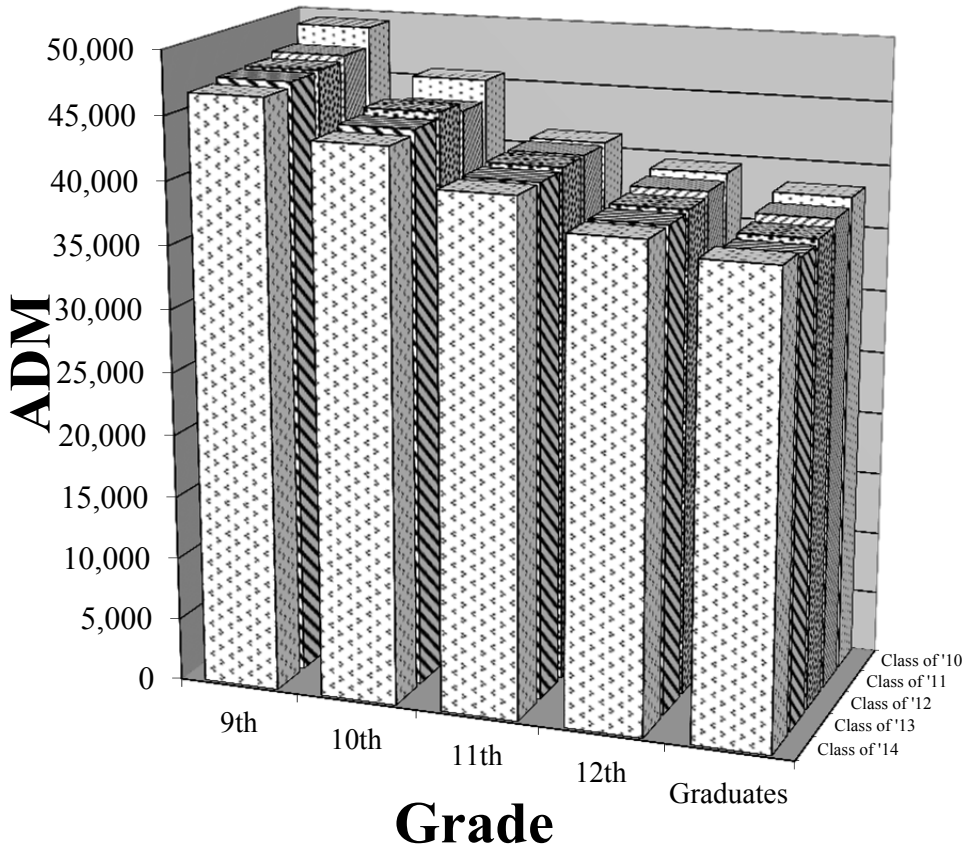
Dropout rates also vary greatly from site to site and county to county across the state. Based upon the four-year methodology (9th through 12th grade), the Class of 2014 had six high schools in the state with a dropout rate above 40%. However, 154 Oklahoma high schools (33.8%) did not report a single dropout over the four year period for the Class of 2014.

Low four-year dropout rates are scattered throughout the state. Ellis, Grant, and Kingfisher Counties had zero dropouts for the Class of 2014. Five counties had a four-year dropout rate of 13% or higher (Figure 87).

Student Attrition

Total student-loss is another method of looking at student dropout. Student attrition can be obtained by looking at ADM counts for a given graduating class as they progress from grade to grade. Figure 88 shows ADM counts for five graduating classes, 2010 through 2014, as they progressed through the grades. The table shows that, on average, 20.7% of students are lost between 9th grade and graduation. There are many reasons that students disappear from the state enrollment rosters (transfers out of state, transfers to private schools, home schooling and even death), however, the four-year dropout rate shows that 8.7% of the students are lost as the result of a dropout. There is a bit of a paradox regarding student-loss and the reporting of student dropout rates. There are many ways to calculate student-loss. Single-year student dropout rates (Figure 85) are lower than ten years ago. Three of the last five years student attrition has improved. The number of graduates has improved for the first time in the past five years while ADMs for the grades 9 through 12 have mostly dropped over the past five years.

Figure 88
Student-Loss 9th Grade through Graduation
Student Counts by Graduating Class
Class of 2010 to 2014



Grade	Average Daily Membership				Graduates	% Loss 9th - Grad.
	9th	10th	11th	12th		
Class of 2010	49,308	45,596	41,193	39,408	38,215	-22.5%
Class of 2011	47,765	43,946	41,077	38,930	37,510	-21.5%
Class of 2012	47,332	44,641	41,029	38,485	36,980	-21.9%
Class of 2013	47,213	44,165	40,808	38,293	36,650	-22.4%
Class of 2014	46,799	43,760	40,761	38,250	37,123	-20.7%
Five-Year Average	**47,683**	**44,422**	**40,974**	**38,673**	**37,296**	**-21.8%**

Data Source: Oklahoma State Department of Education

Student Attrition by Race and Gender

There are also great differences in the percentage of students lost among racial groups during the high school years as well. Figure 89 looks at student-loss between 9th grade and graduation for the senior class of 2014 by race and gender. Because enrollment counts by race and gender are only collected using fall enrollment, this figure uses 2010 through 2013 fall enrollment and 2014 graduation counts to assess student-loss between 9th grade and graduation. The statewide student-loss for the Graduating Class of 2014, using fall enrollment figures, was -22.4%.

Again, it must be considered that there are many reasons for students to disappear from the state enrollment rosters. Even so, the percentage of students lost among some racial groups is greatly concerning. Female students have a lower loss rate than males for all racial categories (except Asian). African American males and females and Native American males each have above 30.0% loss rate.

Figure 89
Student-Loss 9th Grade through Graduation
By Race and Gender
Graduating Class of 2014

Race & Gender	Fall Enrollment				Graduates	% Gain / Loss 9th - Graduation
	9th	10th	11th	12th		
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Spring 2014	
White Male	13,823	12,932	11,851	11,023	**10,519**	-23.9%
White Female	12,625	12,009	11,272	10,634	**10,358**	-18.0%
African Am. Male	2,659	2,286	2,023	1,772	**1,652**	-37.9%
African Am. Female	2,433	2,153	1,946	1,704	**1,611**	-33.8%
Native Am. Male	4,506	3,928	3,484	3,171	**3,042**	-32.5%
Native Am. Female	4,051	3,704	3,277	3,026	**2,949**	-27.2%
Asian Male	546	567	530	500	**469**	-14.1%
Asian Female	502	489	478	451	**420**	-16.3%
2 or more races Male	637	871	954	995	**946**	48.5%
2 or more races Female	609	832	981	1,048	**999**	64.0%
Hispanic Male	2,855	2,616	2,464	2,266	**2,101**	-26.4%
Hispanic Female	2,566	2,422	2,297	2,161	**2,057**	-19.8%
State Total	47,812	44,809	41,557	38,751	**37,123**	-22.4%

Data Source: Oklahoma State Department of Education

National Attrition Rate

As alarming as Oklahoma's attrition rate may seem, its rate is better than the nation's. Three of the surrounding states, Arkansas, New Mexico, and Texas, have higher attrition rates than Oklahoma. Figure 90 shows the attrition rates for the nation, Oklahoma, and the surrounding states using data

provided by the National Center for Education Statistics (NCES). Figure 90 reports on the Graduating Class of 2013 which is the most current data available at the national level.

Figure 90
Student-Loss 9th Grade through Graduation
Oklahoma Compared to Nation and Surrounding States
Graduating Class of 2013
Based on Fall Enrollment

Grade	Fall Enrollment				Estimated Graduates Spring 2013	% Loss 9th - Grad.
	9th	10th	11th	12th		
	Fall 2009	Fall 2010	Fall 2011	Fall 2012		
Nation	***4,080,016***	***3,799,883***	***3,545,841***	***3,477,025***	***3,110,150***	***-23.8%***
Arkansas	37,556	35,280	32,711	30,734	28,210	***-24.9%***
Colorado	64,106	60,775	58,993	62,503	52,150	***-18.7%***
Kansas	37,450	35,639	33,699	32,810	30,790	***-17.8%***
Missouri	74,943	69,794	65,879	64,151	60,190	***-19.7%***
New Mexico	29,715	26,451	22,014	20,559	18,470	***-37.8%***
Oklahoma	48,847	45,564	42,450	39,407	37,520	***-23.2%***
Texas	393,182	344,241	323,387	305,425	292,560	***-25.6%***

Data Source: NCES, Digest of Education Statistics: 2014, Tables 203.40, 203.45, and 219.20; 2012, Table 45; and 2011, Table 38;

Graduation Rates

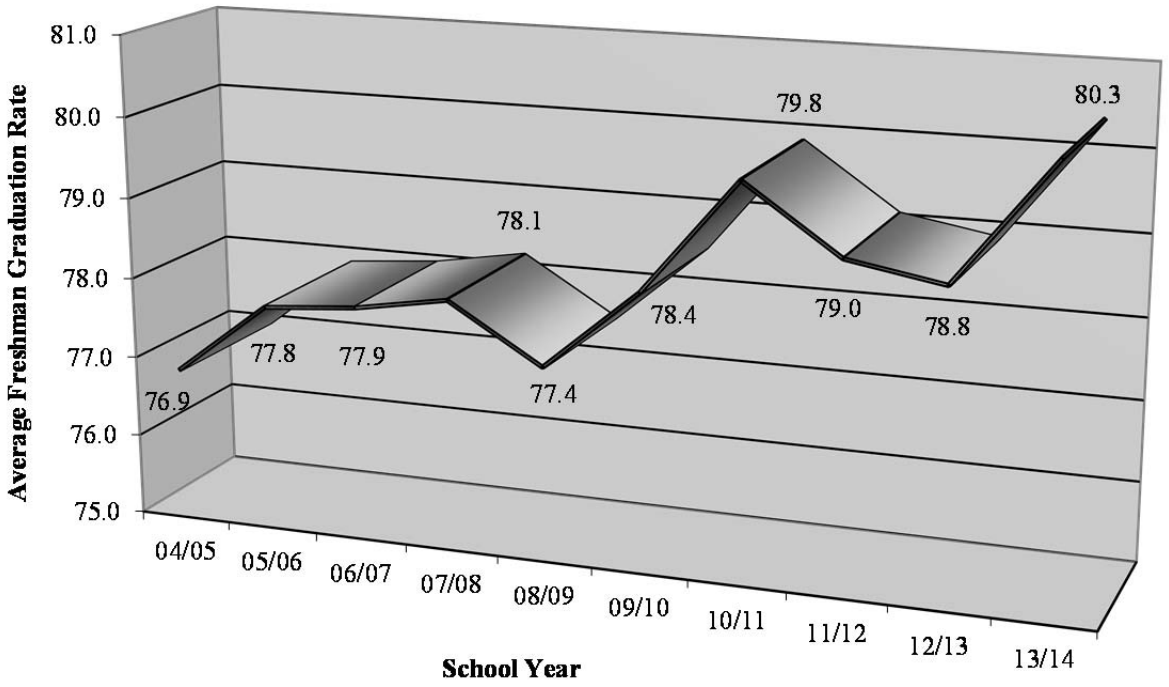
The *Profiles Report Series* use two different methodologies to generate student graduation rates. Average freshman graduation rate is a new methodology recently adopted by the National Center for Education Statistics. It uses the average number of students in 8th, 9th, and 10th grades compared to graduates. This method helps to control the impact of students repeating 9th grade or just entering the public school system from private schools or home-schooling. A historic method that has been used involves looking at graduates as a percentage of students who started 9th grade four years earlier. This methodology is referred to as the four-year graduation rate and has been discontinued in favor of the new average freshman graduation rate. The other methodology, the senior graduation rate, looks at graduates as a percentage of the 12th grade class and tries to account for student mobility and is currently used on the *District Reports*. The two methodologies are described below.

Average High School Freshman Graduation Rate

The average freshman graduation rate (AFGR) is calculated by dividing current graduates by the cohort average of 8th, 9th, and 10th grade enrollment. For the current school year's graduates, (37,123), this methodology uses the cohort of 8th graders from 2009-2010, 9th graders from 2010-2011, and 10th graders from 2011-2012. This rate has increased from 76.9% since 2004-2005 with only a couple of downturns in the past ten years. The decreases from 2010-2011 are due to the decrease in the number of

graduates compared to a much smaller decrease in the number of average freshman. The increase for 2013-2014 is due to several factors; the number of graduates increased for the first time in many years, trends in student enrollment are increasing, and dropout rates are decreasing. The National Center for Education Statistics began calculating the AFGR in 2006, that same year the Southern Regional Education Board also started using AFGR to monitor progress in southern states.

Figure 91
Average High School Freshman Graduation Rate
2004-2005 to 2013-2014



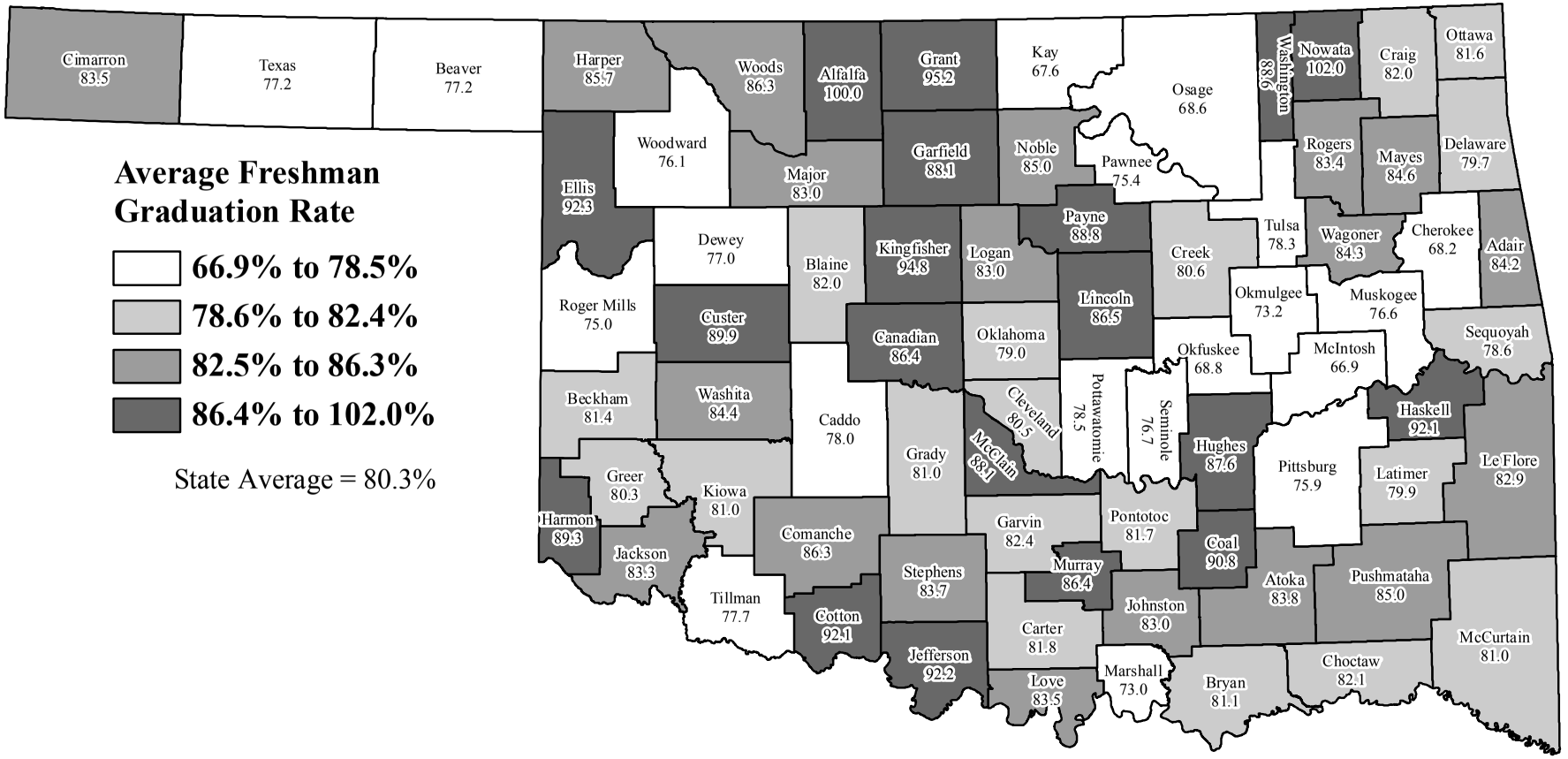
Data Source: Oklahoma State Department of Education

Senior Graduation Rate

Starting in 2005, the *Profiles Series* began using a senior graduation rate, which divides current year graduates by current year graduates plus dropouts for the 12th grade. This methodology closely approximates the 12th grade student body after transfers to other high schools and other legitimate reasons for removal from the roll have been taken into consideration. For 2013-2014 the statewide senior graduation rate was 98.1%. This includes the 37,123 graduates and the 709 12th grade dropouts.

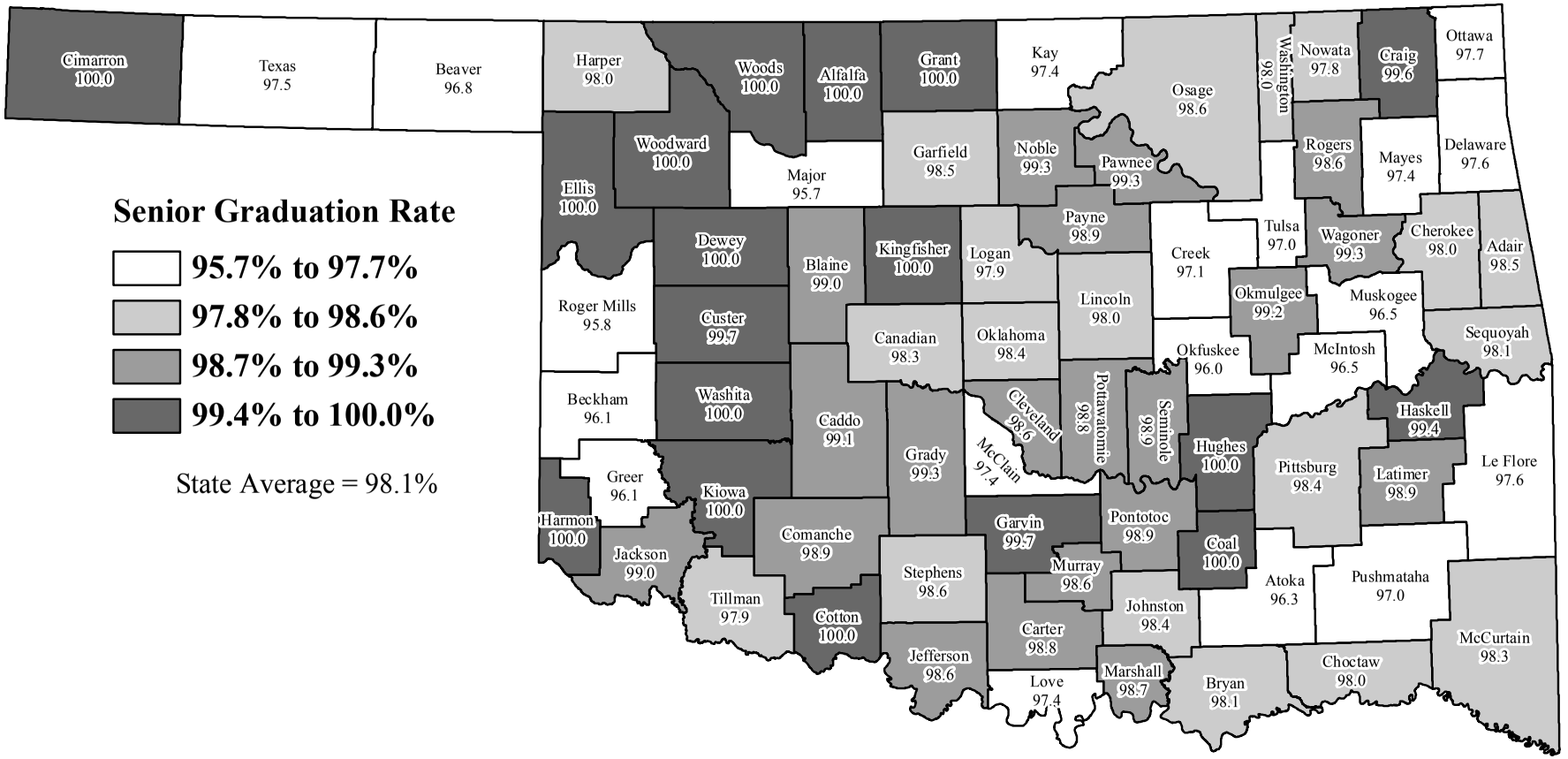
Fourteen counties had no senior dropouts for a 100% senior graduation rate. Counties with high senior graduation rates can be found throughout the state (Figure 93). The 2013-2014 senior graduation rates varied by Community Group and can be found in Figure 94.

Figure 92
AVERAGE HIGH SCHOOL FRESHMAN GRADUATION RATE
Class of 2014



Source: Oklahoma State Department of Education

Figure 93
SENIOR GRADUATION RATE
Class of 2014



Source: Oklahoma State Department of Education

Figure 94
Oklahoma Senior Graduation Rate
By Community Group
2013-2014

Size of District in ADM	Community Group Designation	2013-2014 Graduates	2013-2014 12th Grade Dropouts	2013-2014 Graduates & Dropouts Combined	Senior Graduation Rate
25,000 or More	**A2**	3,142	122	3,264	96.3%
10,000 - 24,999	**B1**	6,029	102	6,131	98.3%
	B2	3,972	80	4,052	98.0%
5,000 - 9,999	**C1**	3,103	51	3,154	98.4%
	C2	1,009	32	1,041	96.9%
2,000 - 4,999	**D1**	2,011	36	2,047	98.2%
	D2	3,806	75	3,881	98.1%
1,000 - 1,999	**E1**	3,251	49	3,300	98.5%
	E2	3,007	50	3,057	98.4%
500 - 999	**F1**	1,138	15	1,153	98.7%
	F2	2,953	52	3,005	98.3%
250 - 499	**G1**	1,124	11	1,135	99.0%
	G2	1,775	19	1,794	98.9%
Less than 250	**H1**	180	8	188	95.7%
	H2	623	7	630	98.9%
Total	**All**	**37,123**	**709**	**37,832**	**98.1%**

Data Source: Oklahoma State Department of Education

National Graduation Rates

As discomforting as the analysis of Oklahoma's various rates may be, national figures show that Oklahoma may be doing a better than average job of helping students earn a high school diploma. The national-level four-year graduation rate based upon the four-year methodology was 76.2%* for 2012-2013. There were 3,110,150 graduates* in 2012-2013 divided by 4,080,016 9th grade students in fall of 2009 (U.S. Department of Education, National Center for Education Statistics, *2014 Digest of Education Statistics* – Table 219.20 and *2011 Digest of Education Statistics* – Table 38). For comparative purposes, using those same USDE tables, Oklahoma's graduation rate was 76.8%* for the 2012-2013 school year. (Note: * based on estimated graduates.)

Another graduation rate methodology is also being proposed at the national and state level. This method calculates graduation rate as on-time graduates in a given year divided by first-time entering 9th graders four years earlier plus transfers in minus transfers out. Oklahoma's student record data system should be able to calculate the graduation rate using this methodology but not all states have a system in place to implement this methodology.

Comparison of Various Oklahoma Rates

There is an interesting interrelationship between the single-year dropout rate, the four-year dropout rate, the student-loss rate, and the four-year graduation rate. The single-year dropout rate is now at 1.9% (Figure 85), while the student-loss rates averages 21.8% and the average freshman graduation rate is 80.3%. Furthermore, the single-year dropout rate greatly under represents the 8.7% of students lost as dropouts during the four-year span of high school (Figure 86). Most interesting is the discrepancy that exists between the statewide four-year dropout rate of 8.7% and the five year average statewide student-loss rate of 21.8% (Figure 86). Where are the missing students? There are bits and pieces that explain part of the missing 13%, but the entire student-loss to the system cannot be completely explained.

The biggest quandary in this analysis is, "What exactly is the starting number of 9th graders for any given graduating class?" In Figure 28 it can be observed that enrollments spike up in 9th grade and this 9th grade crest occurs year-after-year. Over the last five years, the increase in enrollments from 8th grade to 9th grade averages almost 2,500 students, or a 5.2% increase. Some of this increase is likely the result of students who fail enough courses during this difficult transition year that they are designated as 9th graders again the following year. This behavior creates a standing wave in the enrollment counts as some students re-circulate in the flow from 8th to 9th to 10th grade (historically only 2% to 3%). This recirculation creates an artificially high base, upon which the dropout and student-loss analyses are conducted. However, the base is not as flawed as it may appear. Not all of the 5.2% is accounted for by students who repeat 9th grade. Some of the increase is due to students who transfer into the public education system from private schools or from home schooling environments. Students from these groups represent a true increase in the 9th grade enrollment and must be included in the analysis. Because of this legitimate inflow of students into the state system in 9th grade, it would be improper to simply use 8th grade enrollment for the base of the analysis. The perfect base for this analysis would be first time 9th grade enrollment. There is a move to collect this first time 9th grade enrollment, but until fully implemented the *Profiles* reports will continue to use the actual 9th grade enrollment count.

The established standing wave in 9th grade enrollment likely accounts for not more than a few percentage points of the missing 13% of students. Other factors include the following. First, students who dropout after reaching age 19 are, by State Statute, not to be included with the dropout count. However, these students are a loss to the statewide system. Based upon the most recent five graduating classes, "over age 19" dropouts average 359 students, or 0.9% of their graduating class. Secondly, students who die in grades 9 through 12 average 124 students, or just over 0.3% of their class. And finally, students who attend all four years of high school, but who do not meet the requirements to receive a high school diploma, average 1,369 students, or 3.5% of their graduating class. These factors combined make up eight to nine percentage-points of the 13% unaccounted for students, meaning that there are still students from each statewide graduating class who disappear from the state system in grades 9 through 12. Another segment of students that need to be considered for any given year are the over 2,000 students age 16 through 19 not graduating from a public high school but taking the GED.

There are still other factors why students may disappear from the state system each year. Online course work may take some students out of the system but a large majority of these are likely trying to catch up with their graduating class or trying to graduate early. In the real world there are still students that must drop out to care for and/or support a family. Anything and everything must be done to educate every student so they may play a vital role in the economy.

ACT Testing Program

The ACT is a college-entrance exam taken by high school students who plan to apply for acceptance to an institution of higher education. It is the test most often used for admission to Oklahoma public colleges and universities. The scores are used as one measure of a student's level of academic knowledge. The 2013-2014 average composite score on the ACT for the Oklahoma public high schools included in this series of reports was 20.8, down 0.1 of a standard score from last year. The official 2013-2014 Oklahoma score generated by the ACT Corporation, which includes public and private schools as well as alternative education centers, was 20.7, down 0.1 of a standard score for last year (20.8). This slight decrease brings the standard back to the same score for Oklahoma for seven of the last eight years (Figure 95). The comparable national average composite score was 21.0, up 0.1 of a standard score from 2012-2013 (20.9). In 2013-2014, the gap between Oklahoma's average ACT score and the national average ACT score was three-tenths of a standard score. Differences between the two Oklahoma ACT scores are due to one being based upon the latest score of the student and the other is the highest score of the student.

One explanation for the gap between the Oklahoma ACT score and the national score is that Oklahoma tests a much larger percentage of graduates than does the nation as a whole. Nationally, only 57% of 2013-2014 high school graduates were tested; compared to 75% in Oklahoma (based on figures provided by ACT Corporation). The larger the percentage of graduates tested, the greater the likelihood non-college bound students are included in the test group.

An analysis of the 30 states that tested 50% or more of their 2014 high school graduates shows that Oklahoma tied for 11th in composite ACT score. Analysis of the 13 states that tested a similar percentage of high school graduates (65% to 86%) shows that Oklahoma ranked ninth in the composite ACT score (see Comparing Average Scores by State – Data for the Class of 2014 at www.act.org).

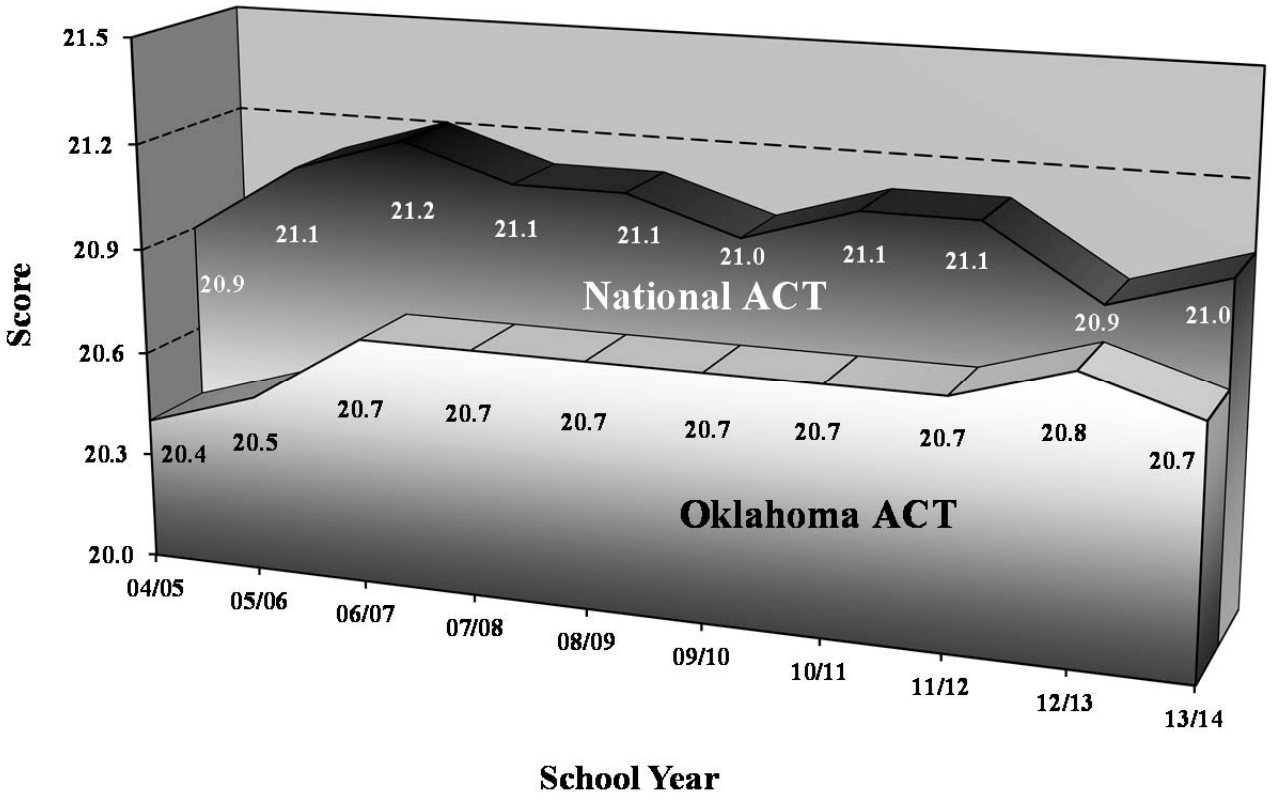
EXPLORE and PLAN

In addition to the ACT, intended primarily for 11th and 12th graders, two assessment tools are available to support students in their college prep and career planning. These tools are the EXPLORE for 8th graders and PLAN for 10th graders. These additional assessment areas align with the ACT and provide longitudinal tracking of college readiness. The Oklahoma State Regents for Higher Education (OSRHE) plays an active role (both monetarily and staffing) in making these assessments available to all students (public and private) throughout the state.

The scores on the EXPLORE and PLAN are built on a common scale and standard as the ACT, which in turn is used for college entrance purposes. Oklahoma's 2013-2014 composite score for EXPLORE is 14.9 and for PLAN 17.0. Benchmarks for English and Math are used to reflect students expected growth from EXPLORE to PLAN to ACT. The English benchmark for college readiness for EXPLORE is 13; PLAN, 15; and ACT, 18. The Math benchmark for EXPLORE is 17; PLAN, 19; and ACT, 22. If students meet these benchmarks as they progress through school they should be well qualified for success at the college level. For more information concerning EXPLORE, PLAN, and ACT; refer to the OSRHE web site at www.okhighered.org/epas/.

Figure 95
Oklahoma ACT Scores versus National ACT Scores
2004-2005 to 2013-2014

Based On All Public and Private High Schools



Data Source: ACT, Inc.

Figure 96
Average ACT Scores by Community Group
Graduating Class of 2014

Based Only On High Schools Covered in the *Profiles 2014* Series

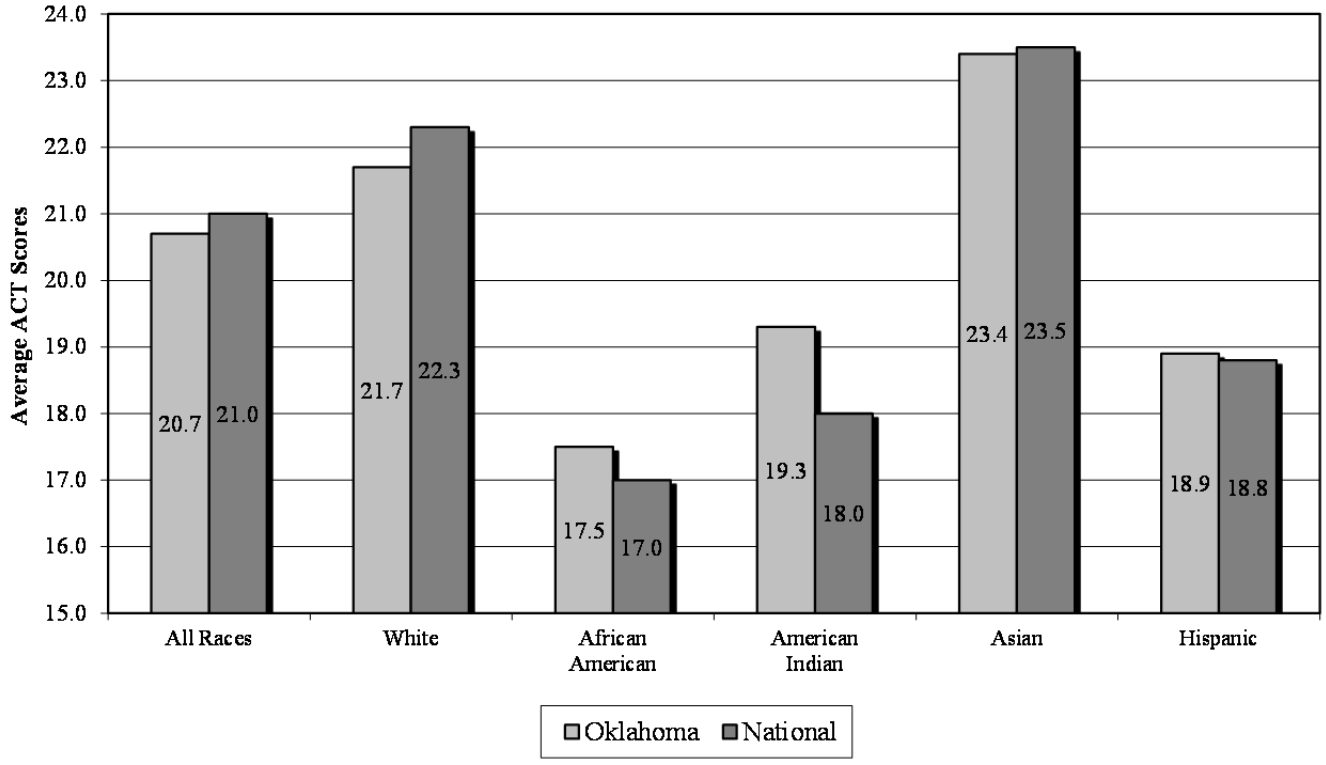
Size of District in ADM	25,000 or More	10,000 - 24,999		5,000 - 9,999		2,000 - 4,999		1,000 - 1,999		500 - 999		250 - 499		Less than 250		Total
Community Group Designation	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2	G1	G2	H1	H2	All
Average ACT Sore	19.5	22.8	20.7	22.6	20.7	20.8	20.2	21.1	19.4	20.8	19.4	20.2	19.1	20.8	18.9	**20.8**

Data Source: ACT, Inc.

ACT Scores by Race

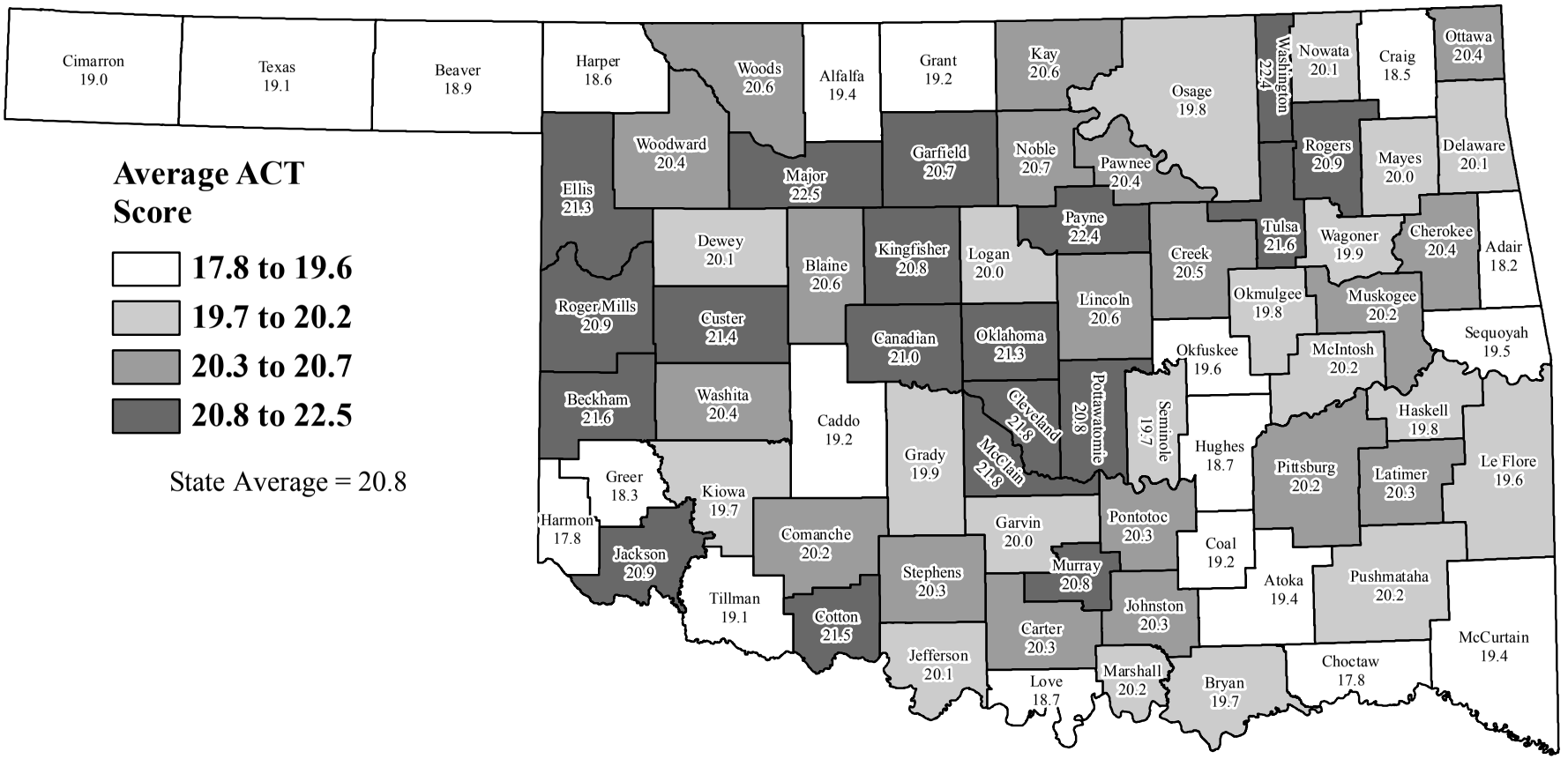
Figure 97 displays Oklahoma's ACT scores by race compared to those of the nation. Since 2000, American Indian students had higher scores in Oklahoma than their national counterparts. For the eighth year in a row, African American students and Hispanic students in Oklahoma scored above their national counterparts. Oklahoma's African American students have outscored their national counterparts all but one year since 2000 and Oklahoma's Hispanic students have outscored their national counterparts in all but two years since 2000. Oklahoma's African American students outscored their national counterparts by five-tenths of a standard score, American Indian students outscored their national counterparts by one and three-tenths of a standard score, and Hispanic students outscored their national counterparts by one-tenth. White students in Oklahoma fall below the national average by six-tenths of a standard score and Asian students lag by one-tenth of a standard score.

Figure 97
Oklahoma ACT Scores versus National ACT Scores
by Ethnicity
2014 Graduates



Data Source: ACT, Inc.

Figure 98
AVERAGE ACT SCORES
Public High Schools - Class of 2014

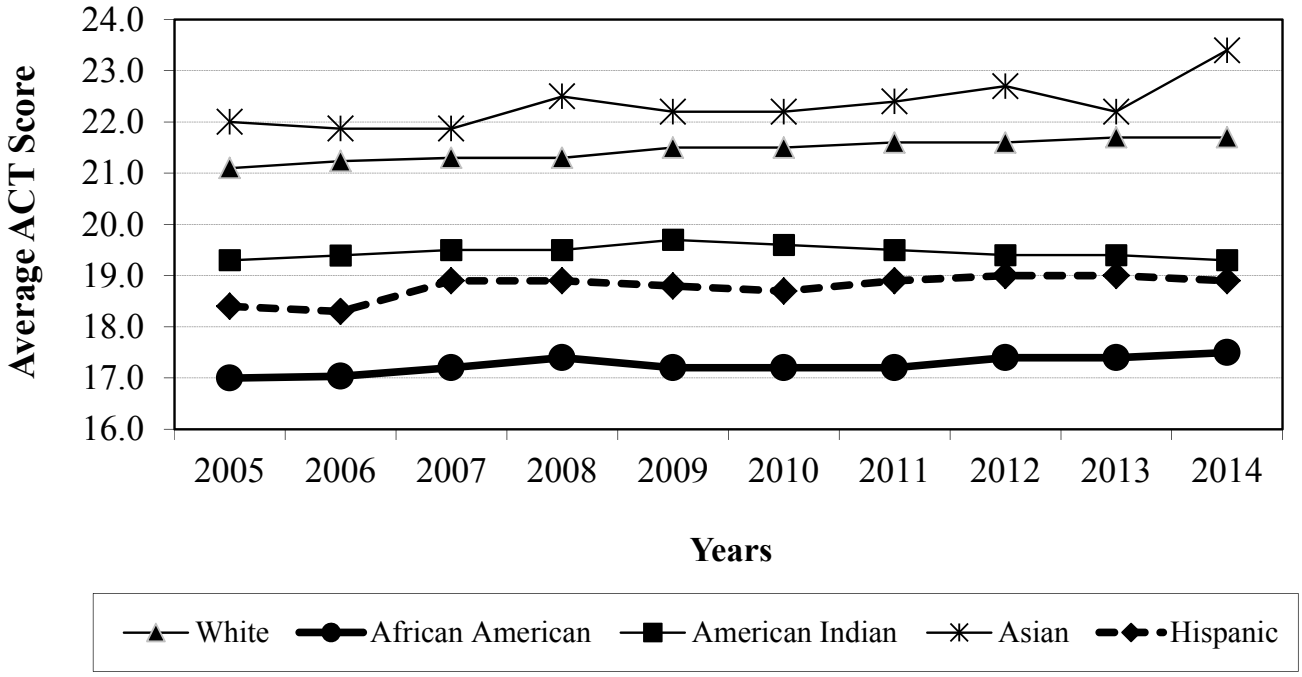


Source: ACT, Inc.

ACT Trends over time by Race

ACT scores by race for the last ten years shows that African American students lag behind their counterparts in the state. This trend is concerning, bearing in mind that an average ACT score of 20 or above was required for admission into any of the state's four-year regional universities (except USAO) and a 24 or above for admission into OSU, OU, and USAO. Students not meeting these admission scores, or alternate methods of admission, may need to complete remedial classes before enrolling in college-level courses.

Figure 99
Oklahoma ACT Scores by Ethnicity
2005 through 2014 Graduates



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
White	21.1	21.2	21.3	21.3	21.5	21.5	21.6	21.6	21.7	21.7
African American	17.0	17.0	17.2	17.4	17.2	17.2	17.2	17.4	17.4	17.5
American Indian	19.3	19.4	19.5	19.5	19.7	19.6	19.5	19.4	19.4	19.3
Asian	22.0	21.9	21.9	22.5	22.2	22.2	22.4	22.7	22.2	23.4
Hispanic	18.4	18.3	18.9	18.9	18.8	18.7	18.9	19.0	19.0	18.9

Data Source: ACT, Inc.

ACT Scores by School

Average ACT scores varied greatly across Oklahoma (Figure 98). Looking at average ACT scores for high schools covered in this report series, Classen High School of Advanced Studies in Oklahoma City P.S. had the highest at 26.2 followed by, Edmond North HS (24.6) in Oklahoma Co. and Fairview HS in Major Co. (24.3) with each having at least 85.0% of graduates taking the ACT. In total, there are eighteen high schools in the state that averaged a 23 or higher on the ACT.

Conversely, nine high schools averaged below a 16. Of the 424 Oklahoma high school sites upon which *Profiles 2014* reported ACT scores, 216 had average ACT scores below 20, which was the cut score required for admission to Oklahoma's regional four-year universities. This means that the average ACT tested graduate at 50.9% of the state's high schools would not be eligible for admission to any of Oklahoma's public four-year institutions of higher education by means of the standard admissions process.

Statewide, 75.1% of the 2014 graduates in school districts covered in this report took the ACT. Sixty-one high schools had over 95.0% of graduates take the ACT and twenty-nine had less than 50.0% take the ACT.

Scholastic Aptitude Test (SAT)

The SAT is another well-recognized college entrance test; however, it is not widely taken in Oklahoma. For the Class of 2014, Oklahoma's public school student performance was 576 for critical reading, 571 for the mathematics, and 550 for the writing component, out of 800 each. National scores in these same areas were 497, 513, and 487, respectively. While Oklahoma's scores were well above the national average, this performance must be placed in proper perspective. According to the College Board, the company responsible for the SAT, approximately 4.5% or 1,725 of Oklahoma's Class of 2014 took the SAT. This is down from the 1,879 students from the Class of 2013. Nationally, the SAT was taken by approximately 54.5% of high school students during that same year. Most of the students who take the test in Oklahoma do so to compete for prestigious national-level scholarships or to attend out-of-state universities.

Additional High School Performance Measures

Based upon the Office of Educational Quality and Accountability's 2014 School Questionnaire (Appendix A) the average GPA for seniors at public high schools was 3.07 (Figure 101). Twenty-two high schools stated their average senior GPA was above 3.50 while four stated it was below 2.50.

Also from the school questionnaire, 83.7% of Oklahoma's 2014 high school graduates were reported to have completed the 15 unit college-bound curriculum required for admission to the state's public institutions of higher education (Figure 103). Many schools, 163 reported that 95.0% of their graduates or better completed the college-bound curriculum while 32 schools reported less than 50.0% completed the curriculum.

Over 6.1% of high school graduates attended out-of-state colleges and this percentage is naturally higher in counties near the state lines (Figure 104). Not surprisingly, the four schools with over 50.0% of their graduates attending out-of-state colleges are on the state borders. These include Wyandotte HS in Ottawa Co., Turpin HS in Beaver Co., Waurika HS in Jefferson Co., and Tyrone HS in Texas Co.

Information provided by the Oklahoma Department of Career and Technology Education is based upon the graduating class of 2014. The data showed that 51.7% of students enroll in an occupationally-specific Career Tech program sometime during their high school career (Figure 102); 20,038 Career Tech enrollers divided by 38,751 members of the senior class. The Career Tech information is based on those seniors who attended one of the high school sites covered in this report series. Career Tech enrollments at Oklahoma high schools ranged from 19 schools with none of their students participating in occupationally-specific programs to 42 high schools with more than 95% of their students participating.

COLLEGIATE PERFORMANCE MEASURES

A college student's ability to perform academically is greatly influenced by the preparation he or she receives in the primary and secondary education system. Therefore, the overall post-secondary performance of high school graduates can reveal much about the quality of common education (K-12). There is a high correlation between K-12 academic preparation and collegiate performance if the time period between high school graduation and college enrollment is short. As a result, the collegiate performance measures listed below are based on students who move directly from an Oklahoma public high school to an Oklahoma public college or university. Higher education and common education databases that follow individual students from high school to college have been created and should begin sharing data within the next few years. Since these databases are not yet sharing data, students were grouped by age to approximate movement directly from high school to college. The groups consisted of Oklahoma public high school graduates who were first-time entering freshmen at an Oklahoma public higher education institution during a given fall semester. The students needed to be age 17, 18, or 19 at that time and could be either full or part-time college students. The following data relate only to the high schools covered in this report series and the performance of their graduates once they enroll in an Oklahoma public college or university. These data were provided by the Oklahoma State Regents for Higher Education.

Based on a 2010-2012 three-year average, 47.2% of the state's public high school graduates went directly to a public college in Oklahoma (Figure 105). Harding Charter Preparatory High School in Oklahoma City had the highest college-going rate with 76.8% of its graduates going on to an Oklahoma public college. Five other schools had higher than two-thirds of their graduates continue on an Oklahoma public college while twelve schools had less the 20% of students continue. Out of the 453 high schools in the state over this three-year average, 97 average more than 100 graduates per year. Of these 97, Edmond North HS in Oklahoma Co. had 69.4% of its graduates attend an Oklahoma college with nine others having over 60.0% attend an in-state college. Conversely, eight high schools had less than one-third of their graduates attend an Oklahoma college.

Once in college, 39.2% of 2010-2012 Oklahoma public high school graduates took at least one remedial course during their freshmen year in an Oklahoma public institution of higher education (Figure 106).

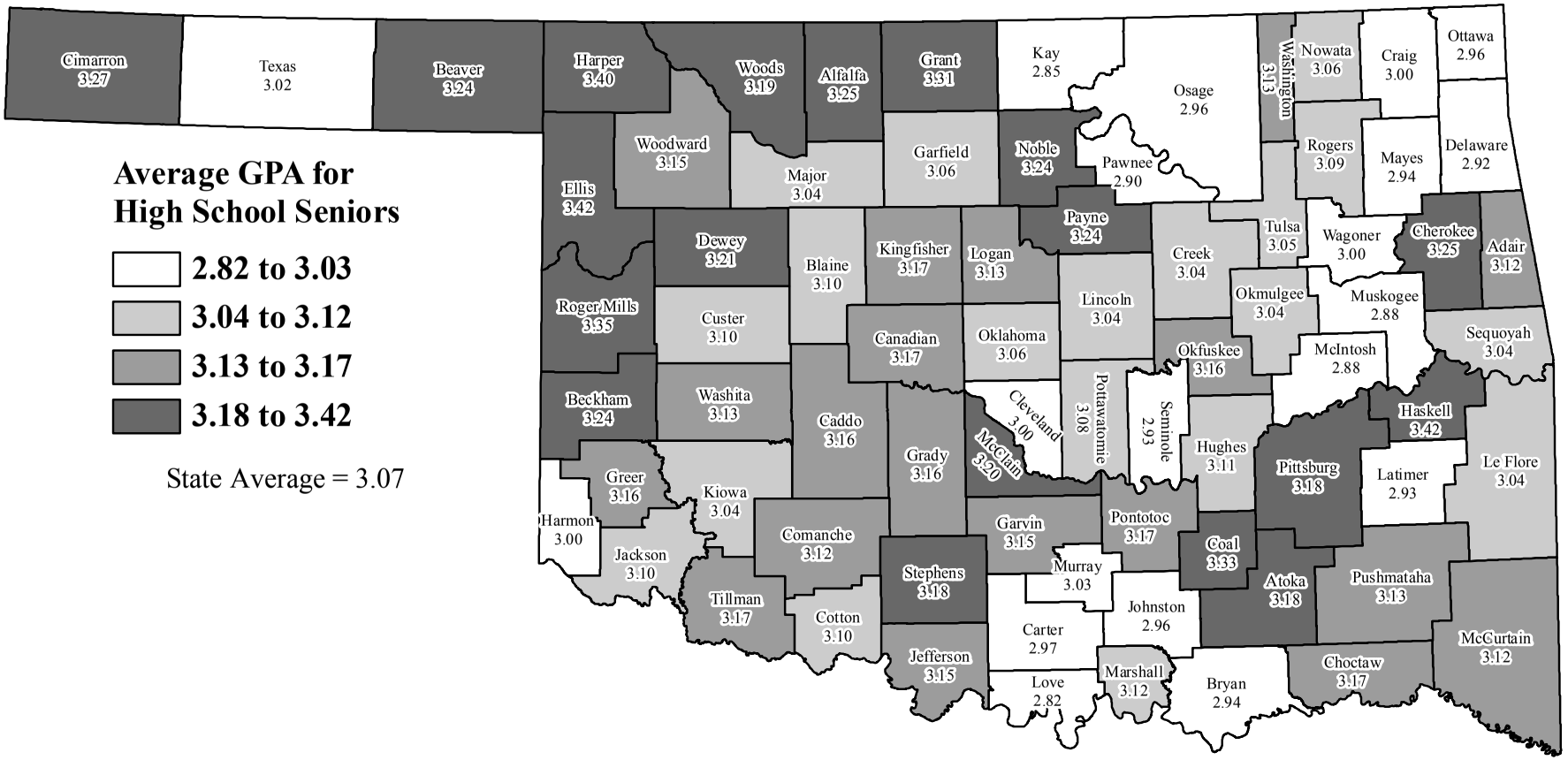
The percentage of college-enrolled graduates taking at least one remedial course ranged from three schools below 10% (Verden HS in Grady Co., Chisholm HS in Garfield Co., and Stillwater HS in Payne Co.) with an additional 20 high schools with 20.0% or less taking a remedial course to 19 schools having over 75% of their students needing remediation.

After completing their first semester of college, 86.0% of 2010-2012 Oklahoma public high school graduates had a grade point average (GPA) of 2.0 or above (Figure 107). Seventeen high schools had 100% of college-enrolled graduates able to attain a GPA of 2.0 or above and 115 high schools had 90.0% of their graduates with a 2.0 GPA or higher. There were nineteen high schools with less than 75.0% of college-enrolled graduates able to attain a GPA of 2.0 or above.

Figure 100
Additional Oklahoma High School and Collegiate Performance Measures

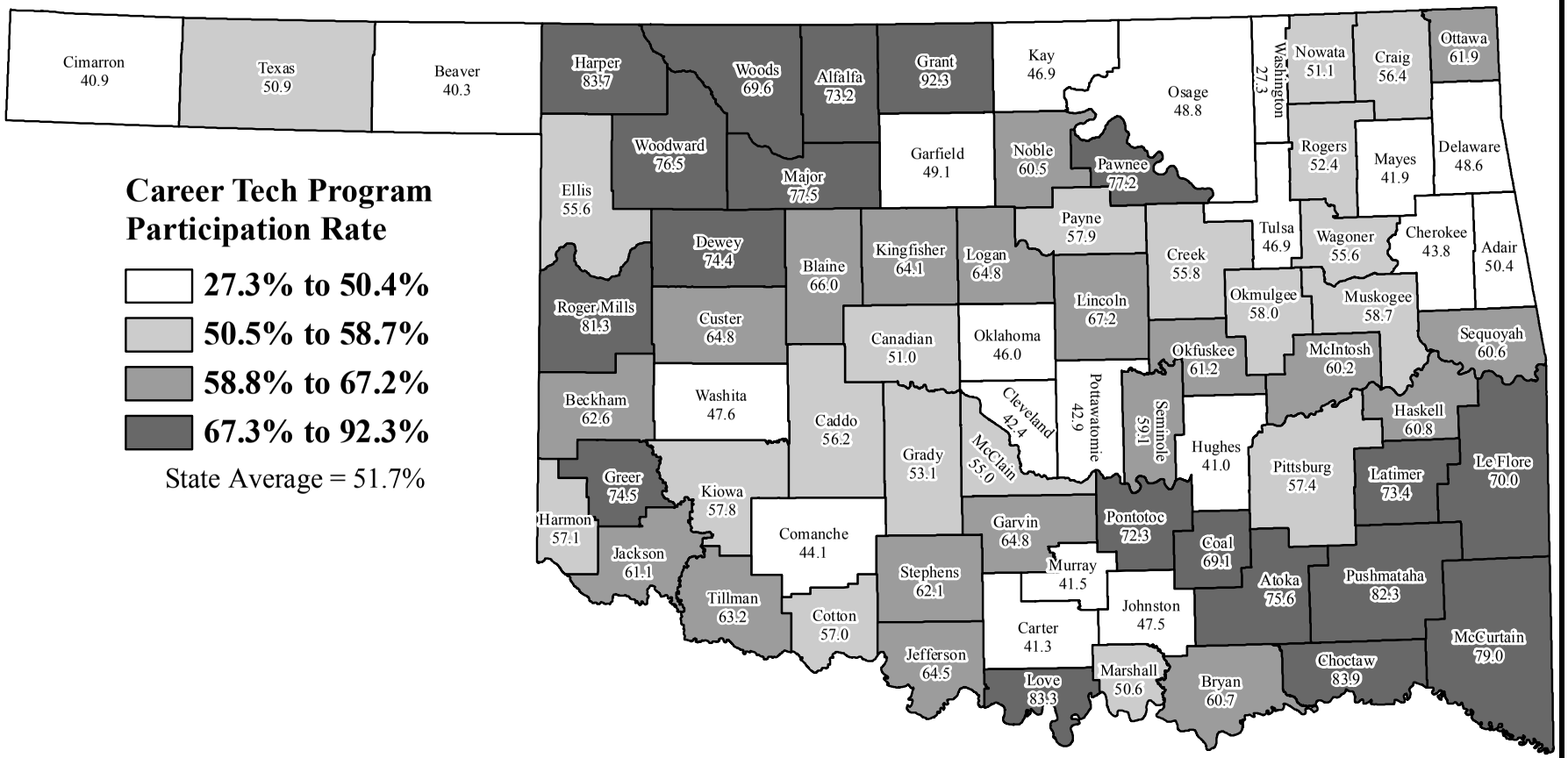
Summary of Performance Measures	State Average
Average GPA of High School Seniors (Class of 2014)	3.07
Career Tech Program Participation Rate (Class of 2014)	51.7%
HS Grads Completing College Bound Curriculum (15 Units) (Class of 2014)	83.7%
HS Grads Going to Out-of-State Colleges (Class of 2014)	6.1%
OK College-Going Rate (2010-2012; 3-Year Average)	47.2%
OK College Freshman Remediation Rate (2010-2012; 3-Year Average)	39.2%
OK College Freshman GPA 2.0 or Above (2010-2012; 3-Year Average)	86.0%

Figure 101
HIGH SCHOOL GRADE POINT AVERAGE
2014 Public High School Seniors



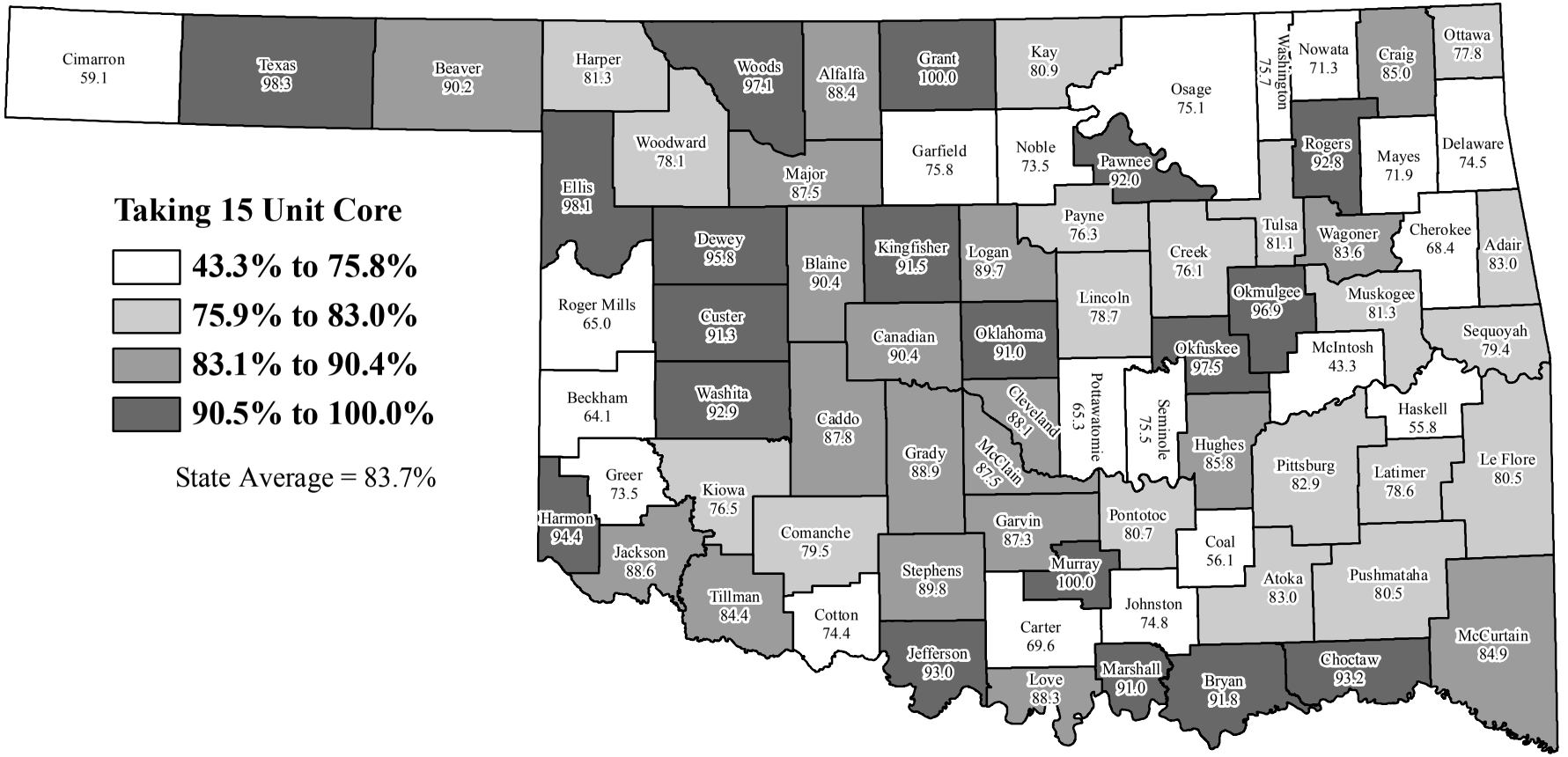
Source: Office of Educational Quality and Accountability

Figure 102
CAREER TECH PROGRAM PARTICIPATION RATE
Class of 2014



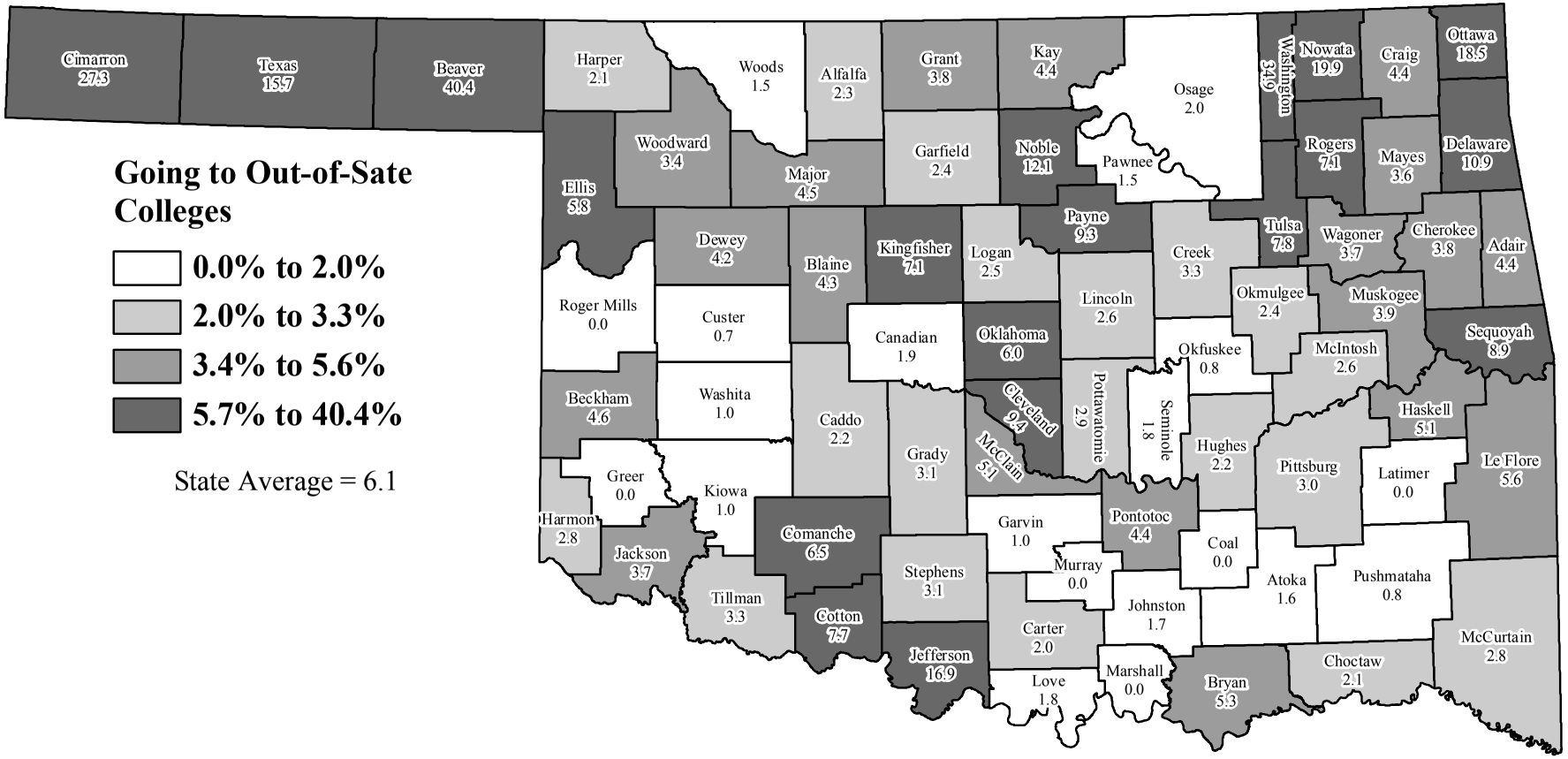
Source: Oklahoma Department of Career and Technology Education

Figure 103
HIGH SCHOOL GRADUATES COMPLETING COLLEGE BOUND CURRICULUM
Class of 2014 Completing Regents 15-Unit Core Curriculum



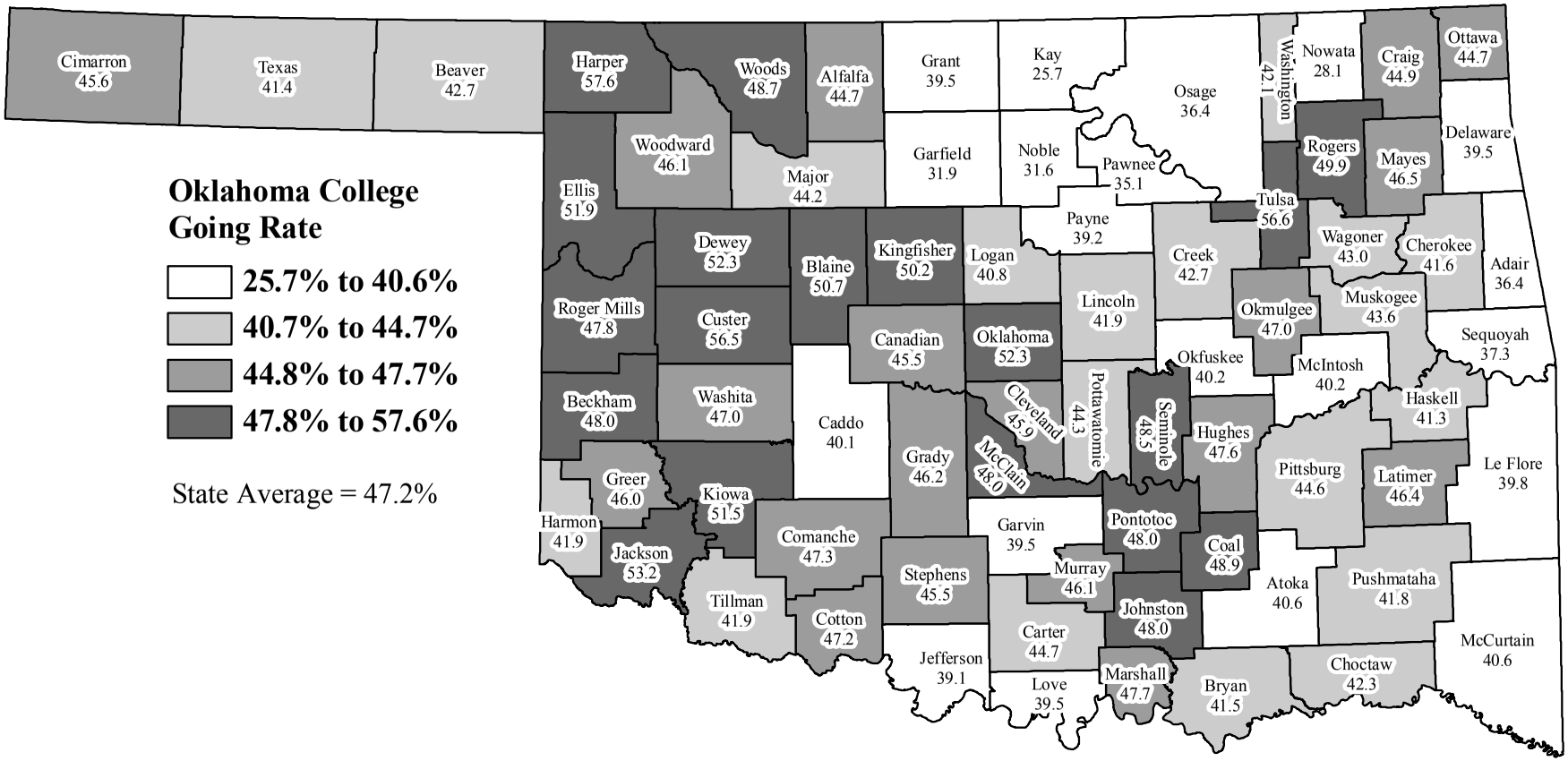
Source: Office of Educational Quality and Accountability and Oklahoma State Department of Education

Figure 104
HIGH SCHOOL GRADUATES GOING TO OUT-OF-STATE COLLEGES
Class of 2014



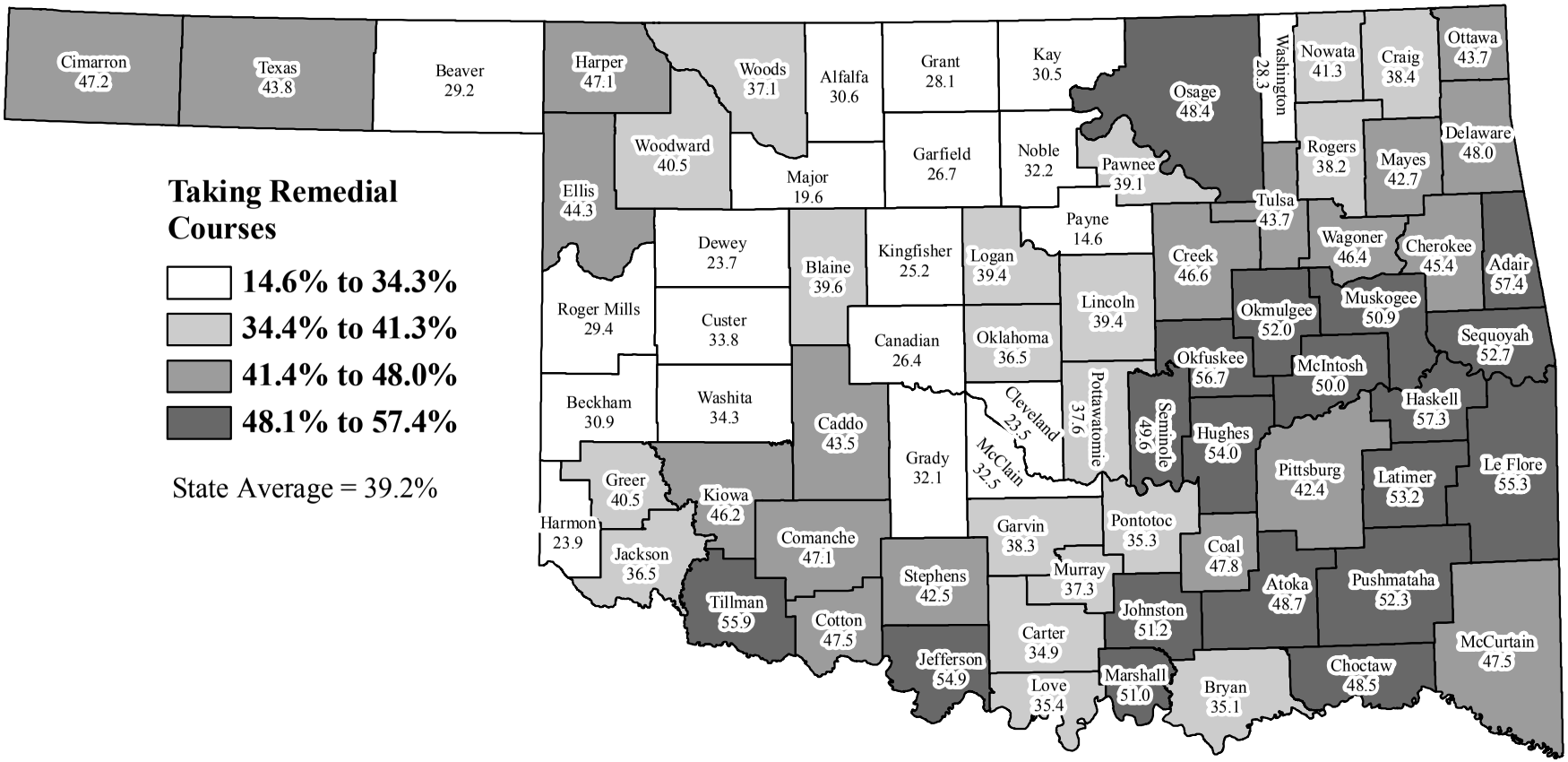
Source: Office of Educational Quality and Accountability and Oklahoma State Department of Education

Figure 105
OKLAHOMA COLLEGE-GOING RATE
Public High School Graduates from 2010, 2011, and 2012



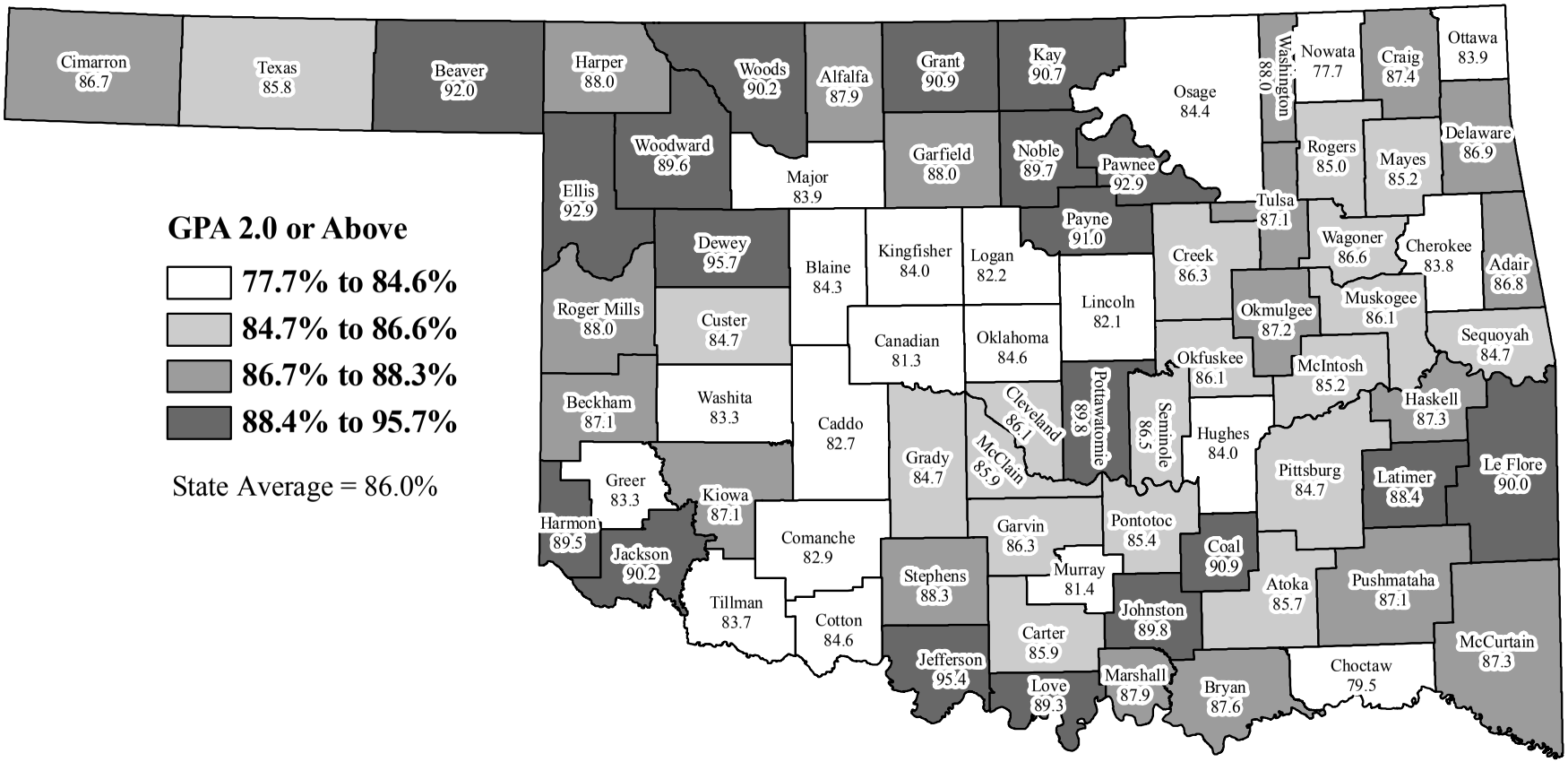
Source: Oklahoma State Regents for Higher Education

Figure 106
OKLAHOMA PUBLIC COLLEGE FRESHMAN REMEDIATION RATE
Public High School Graduates from 2010, 2011, and 2012



Source: Oklahoma State Regents for Higher Education

Figure 107
OKLAHOMA PUBLIC COLLEGE FRESHMAN WITH GPA OF 2.0 OR HIGHER
Public High School Graduates from 2010, 2011, and 2012



Source: Oklahoma State Regents for Higher Education

APPENDIX A

THE 2014 SCHOOL QUESTIONNAIRE

The Office of Educational Quality and Accountability uses a school site questionnaire to obtain data that are not available through other sources. The 2014 School Questionnaire pertained to site-level information during the 2013-2014 school year. A copy of the 2014 School Questionnaire is located at the end of this section.

While our response rate is outstanding, not all principals opted to participate. However, of the 1,764 school sites sent a survey, 1,742 (98.8%) responded to at least one question. The statistics displayed in this appendix are based on the responding schools only. Schools not responding to the questionnaire are noted on the School Profiles as FTR, or Failed to Respond. The office does receive assistance from the many of the larger school districts in the state that have research units in regard to collecting data for schools in their districts that close or open from one year to the next.

Student Mobility

Student mobility is an important issue in education. For over ten years, the Office of Educational Quality and Accountability has gathered information needed to calculate a mobility rate for every school site in the state. Information on students transferring in and transferring out were gathered at 1,742 sites (98.8%) statewide. This information was then used to calculate a mobility rate using the following formula: students added during the school year divided by fall enrollment minus students dropped during the year plus students added during the year (in / (enrollment - out + in). The statewide mobility rate was 10.0%; 10.3% at elementary schools and 9.2% at high schools.

Measure of Parental Involvement

Good parental participation is a key ingredient of quality common education programs. In an effort to generate meaningful numbers pertaining to parental involvement, the Office of Educational Quality and Accountability asked principals statewide what percentage of their students had at least one parent (guardian) attend at least one parent-teacher conference. Principals at 1,741 schools (98.7%) responded that, on average, 74.1% of students statewide had one or more parents attend a parent-teacher conference. Elementary school parent participation is higher than high school parent participation, with 81.8% of students having elementary parents attend a parent teacher conference compared to only 55.0% for high school parents.

Out-of-School Suspension

Students and teachers alike face more distractions in the classroom than ever before. As another measure of the adversities that some public schools face while trying to deliver education, the Office asked principals in the state how many incidents of out-of-school suspension did their school have that were for 10 days or less. Principals were also asked how many incidents were for more than 10 days. Of the 1,764 schools asked this question, 1,742 (98.8%) supplied a response. On average, there was one

suspension with a duration of 10 days or less for every 13.2 students statewide; one for every 15.3 students in elementary schools and one for every 9.9 students in high schools. For suspensions that lasted for more than 10 days, the average for all schools was one incident for every 160.1 students statewide; one for every 325.8 elementary students and one for every 71.6 high school students.

Volunteer Hours

In an effort to determine the level of support schools receive from their communities, the Office asked principals statewide to supply the total number of hours that patrons volunteered to their schools. This count was to exclude hours volunteered by students. As with the other survey questions; almost ninety-nine percent (98.7%) of principals responded to this question. On average, patrons of schools across the state volunteered 3.28 hours of service for every student that attended school; 3.43 hours for each elementary school student and 2.90 hours for every high school student in the state.

HIGH SCHOOLS ONLY

The following three questions on the survey were asked only of principals at the 456 high schools with 12th grade enrollments. Over ninety-eight percent (98.2) of the high school principals from this group (448 of 456) responded to at least one of the questions.

High School Senior Grade Point Average

The average grade point of the Oklahoma high school seniors was 3.07 during the 2013-2014 school year at the 448 high schools (98.2%) that responded to this question. High school GPA should always be viewed in comparison to other performance measures as academic rigor varies from school to school.

Graduates Planning to Attend Out-of-State Colleges

On average, the 447 responding high school principals (98.0%) reported that 6.1% of their graduates were planning to attend out-of-state colleges. For high schools near the Oklahoma border, this number is especially important. The "Oklahoma College Going Rate" does not include students attending college in other states and the out-of-state college attendance rate may help to explain some districts' otherwise low Oklahoma's college going rates.

Completion of 15 Units Required of College-Bound Students

Principals at 448 high schools (98.2%) responded that, on average, 83.7% of their graduates had completed the 15 units required by Oklahoma public colleges and universities. This refers to the percentage of graduates who should be prepared to enroll in non-remedial courses at an Oklahoma college or university.

Office of Educational Quality & Accountability (OEQA)

2014 School Questionnaire

The OEQA is required by law to provide an annual report to the people of Oklahoma. The following information is needed for, and may be included in, the Profiles 2014 Educational Indicators Reports, and the 2013-14 School Report Cards. Please respond to the following questions by **January 16, 2015**. This will be the only mailing of this year's questionnaire. Failure to respond will be noted as "FTR" on your school's report. Thank you for your time.

PLEASE PROVIDE OR VERIFY THE FOLLOWING:

County: *00 - SAMPLE*
District: *I000 - SAMPLE DISTRICT*
School: *000 - SAMPLE SITE (1-12)*
Principal's email address: Sample@SamplePublicSchool.com

_____ Principal's Name (please print)

_____ Principal's Signature

Important Note: This is a site-specific survey. Please do NOT provide district-level results. Principals acting as administrator for more than one school should complete one survey for each site. If you have any questions, please call the OEQA at (405) 522-5399.

Survey# ***Vercification#*** *@@@@@@*

Instructions for Completing the Survey:

1. **Visit http://www.schoolreportcard.org/survey/ and click on *Principal*.**
2. **Use the *Survey#* and *Verification#* provided above to access your questionnaire.**

Alternative methods ONLY when the web method fails: fax (405.525.0373) or mail (return address printed on back)
Please do NOT mail/fax paper copy if you enter the data online.

ALL PRINCIPALS:

_____ 1. At your site, for school year 2013-14, how many students **entered** your school after the October Fall Enrollment count was reported to the State Department of Education. (enter 0 if none)

_____ 2. At your site, for school year 2013-14, how many students **left** your school after the October Fall Enrollment count was reported to the State Department of Education. (enter 0 if none)

_____ % 3. As a measure of parental involvement during the 2013-14 school year, what percentage of your students had at least 1 parent (guardian) attend at least 1 parent-teacher conference?

_____ 4. During the 2013-14 school year, how many incidents (not students) of out-of-school suspension were for 10 days or less? (enter 0 if none)

_____ 5. During the 2013-14 school year, how many incidents (not students) of out-of-school suspension were for more than 10 days? (enter 0 if none)

_____ 6. What was the total number of hours volunteered by patrons, excluding students, at your school during the 2013-14 school year? (estimate if needed; enter 0 if none)

HIGH SCHOOL PRINCIPALS ONLY:

_____ 1. What was the average GPA (based on a 4.0 system) of your high school senior class for school year 2013-14?

_____ 2. Of your 2014 graduates, how many were planning to go out-of-state for college? (enter 0 if none)

_____ 3. How many of your 2014 graduates completed the State Regents' 15-unit college-bound curriculum? (enter 0 if none) (For more information, please visit **https://secure.okcollegestart.org/College_Planning/Prepare_for_College/courses_to_take.aspx**)

APPENDIX B

Indicators Displayed in Maps

Socioeconomic Conditions by County

County	Per Student Valuation of Property	Free or Reduced Lunch	Census 2012 Population Estimate	Population Number Change 2010 - 2012	Population Percent Change 2010 - 2012	Mean Household Income	Poverty Rate
Adair	$16,904	81.7%	22,186	-497	-2.2%	$41,049	26.4%
Alfalfa	$141,346	49.9%	5,790	148	2.6%	$58,102	12.8%
Atoka	$30,819	70.7%	13,796	-386	-2.7%	$48,691	21.8%
Beaver	$122,202	52.4%	5,486	-150	-2.7%	$69,174	9.9%
Beckham	$61,522	52.5%	23,691	1,572	7.1%	$67,935	15.1%
Blaine	$69,116	71.2%	9,917	-2,026	-17.0%	$55,195	15.0%
Bryan	$40,866	70.0%	44,486	2,070	4.9%	$51,352	18.4%
Caddo	$32,950	72.2%	29,317	-283	-1.0%	$49,431	20.6%
Canadian	$46,194	39.7%	129,582	14,041	12.2%	$75,889	7.0%
Carter	$52,650	66.8%	48,821	1,264	2.7%	$55,599	16.3%
Cherokee	$23,227	76.2%	48,341	1,354	2.9%	$48,090	22.8%
Choctaw	$24,309	82.4%	15,161	-44	-0.3%	$42,455	27.1%
Cimarron	$119,546	69.5%	2,294	-181	-7.3%	$54,092	20.0%
Cleveland	$44,043	47.4%	269,908	14,153	5.5%	$70,566	12.9%
Coal	$77,728	75.3%	5,807	-118	-2.0%	$48,619	21.6%
Comanche	$32,300	59.2%	125,033	935	0.8%	$58,541	17.3%
Cotton	$31,540	59.9%	6,150	-43	-0.7%	$54,814	14.7%
Craig	$44,285	68.2%	14,582	-447	-3.0%	$49,888	17.8%
Creek	$31,923	67.5%	70,632	665	1.0%	$57,489	14.7%
Custer	$45,116	64.7%	29,500	2,031	7.4%	$60,337	19.1%
Delaware	$47,549	72.8%	41,446	-41	-0.1%	$51,471	21.2%
Dewey	$135,153	50.6%	4,914	104	2.2%	$63,107	14.2%
Ellis	$117,046	50.3%	4,150	-1	0.0%	$64,070	16.0%
Garfield	$46,204	66.3%	63,091	2,511	4.1%	$59,952	13.9%
Garvin	$46,837	63.4%	27,561	-15	-0.1%	$54,387	19.1%
Grady	$40,362	51.9%	53,854	1,423	2.7%	$60,983	13.9%
Grant	$233,303	57.6%	4,501	-26	-0.6%	$62,883	8.8%
Greer	$25,910	64.5%	6,151	-88	-1.4%	$48,155	9.9%
Harmon	$34,974	76.7%	2,798	-124	-4.2%	$47,857	28.8%
Harper	$89,511	60.7%	3,812	127	3.4%	$54,235	14.9%
Haskell	$22,511	71.4%	12,896	127	1.0%	$46,471	17.4%
Hughes	$59,783	76.3%	13,806	-197	-1.4%	$49,692	21.1%
Jackson	$28,460	60.4%	25,998	-448	-1.7%	$56,485	16.5%
Jefferson	$30,879	72.6%	6,292	-180	-2.8%	$46,751	20.7%
Johnston	$41,024	72.2%	11,103	146	1.3%	$49,524	22.1%
Kay	$45,474	68.4%	45,478	-1,084	-2.3%	$54,399	18.2%
Kingfisher	$59,285	57.7%	15,532	498	3.3%	$65,389	8.3%
Kiowa	$55,551	70.8%	9,336	-110	-1.2%	$55,157	22.6%
Latimer	$35,622	64.7%	10,693	-461	-4.1%	$56,641	16.8%
Le Flore	$22,185	74.1%	49,761	-623	-1.2%	$47,265	22.2%

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Indicators Displayed in Maps

Socioeconomic Conditions by County

continued from previous page

County	Per Student Valuation of Property	Free or Reduced Lunch	Census 2012 Population Estimate	Population Number Change 2010 - 2012	Population Percent Change 2010 - 2012	Mean Household Income	Poverty Rate
Lincoln	$54,243	59.4%	34,619	346	1.0%	$55,432	15.9%
Logan	$41,829	64.6%	45,276	3,428	8.2%	$71,079	13.1%
Love	$45,493	71.6%	9,773	350	3.7%	$52,980	16.6%
Major	$55,872	52.2%	7,750	223	3.0%	$66,158	12.6%
Marshall	$40,115	76.9%	16,182	342	2.2%	$48,976	17.3%
Mayes	$44,225	64.1%	40,816	-443	-1.1%	$51,604	19.7%
McClain	$30,693	43.8%	37,313	2,807	8.1%	$67,432	11.6%
McCurtain	$26,804	77.5%	33,050	-101	-0.3%	$43,655	26.1%
McIntosh	$32,546	77.7%	20,088	-164	-0.8%	$45,519	20.7%
Murray	$26,464	56.5%	13,803	315	2.3%	$54,907	14.5%
Muskogee	$37,461	68.3%	69,966	-1,024	-1.4%	$50,490	22.9%
Noble	$83,467	56.8%	11,494	-67	-0.6%	$54,977	14.1%
Nowata	$27,871	68.0%	10,524	-12	-0.1%	$47,771	16.6%
Okfuskee	$35,608	80.7%	12,186	-5	0.0%	$45,600	28.4%
Oklahoma	$51,827	65.2%	766,215	47,582	6.6%	$65,932	18.5%
Okmulgee	$23,211	69.2%	39,095	-974	-2.4%	$49,368	19.5%
Osage	$44,829	69.2%	47,981	509	1.1%	$56,573	14.5%
Ottawa	$25,773	72.7%	32,105	257	0.8%	$46,561	22.0%
Pawnee	$28,321	69.2%	16,401	-176	-1.1%	$53,782	14.1%
Payne	$67,000	52.2%	80,264	2,914	3.8%	$52,971	25.7%
Pittsburg	$46,562	71.4%	44,626	-1,211	-2.6%	$54,086	18.5%
Pontotoc	$33,970	63.4%	38,005	513	1.4%	$54,746	18.8%
Pottawatomie	$26,789	63.5%	71,811	2,369	3.4%	$55,172	18.6%
Pushmataha	$20,088	73.4%	11,125	-447	-3.9%	$41,462	26.5%
Roger Mills	$246,750	51.7%	3,761	114	3.1%	$73,099	13.2%
Rogers	$47,767	56.0%	89,815	2,910	3.3%	$72,464	9.3%
Seminole	$34,169	71.9%	25,421	-61	-0.2%	$47,483	22.9%
Sequoyah	$20,175	75.3%	41,358	-1,033	-2.4%	$46,588	21.4%
Stephens	$43,621	53.7%	44,493	-555	-1.2%	$56,974	14.6%
Texas	$55,598	67.9%	21,853	1,213	5.9%	$63,618	12.8%
Tillman	$26,459	83.0%	7,628	-364	-4.6%	$45,599	20.2%
Tulsa	$49,817	60.5%	629,598	26,195	4.3%	$68,209	15.9%
Wagoner	$28,145	57.5%	75,702	2,617	3.6%	$67,199	11.2%
Washington	$37,795	49.0%	51,937	961	1.9%	$64,237	14.8%
Washita	$52,327	62.9%	11,547	-82	-0.7%	$59,618	16.3%
Woods	$140,697	46.2%	9,288	410	4.6%	$63,850	15.4%
Woodward	$69,905	56.4%	21,529	1,448	7.2%	$64,791	15.2%
State Summary	**$45,248**	**62.0%**	**3,878,051**	**126,700**	**3.4%**	**$61,481**	**16.9%**

Data Source: Oklahoma Tax Commission; Oklahoma State Department of Education; U.S. Census Bureau

Indicators Displayed in Maps

Socioeconomic Conditions by County

County	Unemp-loyment Rate	Percent of Single Parent Families	Percent on Reading Remediation	Average Days Absent per Student	Mobility Rate	Percent Parents Attending Confernce	Volenteer Hours per Student
Adair	8.1%	35.6%	36.8%	9.7	8.3%	72.7%	2.17
Alfalfa	6.1%	24.7%	28.5%	7.7	18.8%	79.6%	1.58
Atoka	10.0%	40.0%	39.2%	8.4	10.6%	66.3%	2.92
Beaver	4.5%	20.5%	29.1%	8.3	7.2%	85.0%	2.14
Beckham	2.9%	37.7%	31.7%	8.9	8.9%	79.6%	2.05
Blaine	2.9%	37.1%	29.5%	7.2	12.8%	76.5%	1.84
Bryan	8.9%	33.7%	31.6%	8.7	13.3%	74.0%	2.37
Caddo	10.2%	30.6%	40.2%	8.7	8.2%	69.7%	2.41
Canadian	5.2%	24.7%	32.6%	8.3	6.7%	82.1%	4.42
Carter	6.9%	35.6%	45.4%	8.9	10.2%	69.1%	2.92
Cherokee	7.7%	37.6%	36.6%	9.1	8.1%	66.4%	1.75
Choctaw	11.3%	40.4%	58.5%	7.6	11.7%	65.1%	2.37
Cimarron	1.3%	34.9%	43.8%	6.8	9.5%	82.8%	7.95
Cleveland	5.5%	29.3%	28.4%	9.6	7.6%	74.2%	2.98
Coal	7.9%	41.1%	26.5%	8.5	15.0%	70.4%	1.94
Comanche	9.6%	41.8%	43.6%	9.1	18.9%	74.6%	2.59
Cotton	7.6%	35.9%	27.6%	7.8	8.7%	70.1%	1.65
Craig	5.7%	32.9%	31.5%	9.7	7.1%	55.0%	0.69
Creek	8.7%	30.8%	39.3%	10.4	8.1%	71.8%	2.52
Custer	3.7%	32.7%	25.3%	7.8	7.1%	82.7%	2.16
Delaware	9.0%	32.1%	52.2%	11.2	10.3%	74.1%	2.30
Dewey	2.5%	24.1%	38.3%	6.1	8.2%	90.5%	4.40
Ellis	3.2%	22.1%	21.4%	7.0	7.2%	73.2%	4.52
Garfield	6.2%	33.4%	37.8%	9.6	10.4%	82.2%	3.06
Garvin	5.4%	30.4%	30.0%	8.3	9.6%	75.4%	6.18
Grady	4.5%	28.4%	27.3%	9.2	7.9%	70.5%	2.97
Grant	4.8%	26.9%	41.0%	7.7	9.8%	83.9%	8.76
Greer	2.4%	22.9%	24.7%	9.2	13.0%	92.7%	1.99
Harmon	10.0%	42.2%	11.1%	9.2	6.5%	79.7%	0.96
Harper	2.9%	24.3%	18.8%	6.1	9.0%	66.5%	2.29
Haskell	9.7%	28.9%	27.6%	9.3	7.8%	45.3%	1.11
Hughes	8.5%	35.8%	40.3%	9.5	9.5%	87.8%	2.62
Jackson	7.6%	33.0%	48.9%	8.5	11.5%	71.6%	4.21
Jefferson	6.3%	40.3%	35.7%	10.8	11.7%	71.2%	6.81
Johnston	8.4%	47.9%	39.6%	8.3	11.7%	66.9%	1.61
Kay	7.9%	37.9%	45.5%	10.7	12.3%	78.3%	1.66
Kingfisher	4.5%	26.9%	28.5%	6.7	5.6%	81.2%	4.56
Kiowa	5.3%	40.2%	51.1%	8.6	9.2%	77.9%	2.89
Latimer	9.9%	34.8%	45.2%	6.7	7.2%	61.0%	1.90
Le Flore	11.6%	33.1%	29.0%	9.6	9.8%	63.6%	1.35

continued on next page

Indicators Displayed in Maps

Socioeconomic Conditions by County

continued from previous page

County	Unemp-loyment Rate	Percent of Single Parent Families	Percent on Reading Remediation	Average Days Absent per Student	Mobility Rate	Percent Parents Attending Confernce	Volenteer Hours per Student
Lincoln	7.5%	27.1%	32.1%	9.3	8.4%	71.6%	2.34
Logan	6.0%	18.1%	43.1%	10.6	10.1%	65.9%	1.86
Love	3.5%	33.0%	39.1%	8.8	8.3%	62.9%	2.54
Major	4.5%	25.5%	36.5%	6.6	6.6%	71.7%	6.67
Marshall	10.5%	30.0%	30.9%	9.3	6.6%	76.9%	3.48
Mayes	10.3%	28.9%	36.1%	8.8	8.1%	74.6%	2.37
McClain	5.1%	25.3%	25.4%	8.5	7.1%	72.1%	2.20
McCurtain	9.0%	37.5%	36.2%	9.0	8.9%	58.9%	1.85
McIntosh	8.8%	32.1%	45.5%	10.0	12.9%	70.4%	3.63
Murray	5.4%	28.0%	25.8%	7.0	7.6%	65.3%	1.11
Muskogee	8.9%	41.1%	40.8%	9.5	6.8%	69.3%	2.30
Noble	6.9%	25.0%	37.2%	7.9	4.7%	66.9%	1.45
Nowata	10.3%	31.4%	47.7%	9.1	8.1%	66.3%	1.93
Okfuskee	9.2%	37.3%	37.8%	9.9	9.4%	57.5%	3.75
Oklahoma	6.8%	37.6%	46.4%	9.6	9.6%	76.2%	2.99
Okmulgee	11.2%	42.3%	37.9%	8.6	10.3%	67.3%	3.29
Osage	6.8%	32.3%	39.1%	9.0	7.6%	73.2%	1.93
Ottawa	9.9%	37.5%	36.1%	9.4	7.4%	66.4%	2.16
Pawnee	8.1%	32.7%	32.7%	10.6	6.8%	73.1%	2.25
Payne	6.1%	30.5%	36.8%	9.0	7.4%	80.9%	2.25
Pittsburg	5.8%	36.0%	36.8%	9.2	10.8%	76.6%	3.22
Pontotoc	6.4%	38.5%	32.9%	8.3	12.7%	73.4%	2.97
Pottawatomie	7.1%	34.1%	46.6%	9.9	10.0%	72.7%	3.74
Pushmataha	10.9%	40.8%	29.2%	7.8	12.2%	73.5%	0.73
Roger Mills	2.6%	23.0%	33.2%	9.0	10.3%	86.2%	4.09
Rogers	6.4%	24.2%	31.8%	9.3	10.7%	71.6%	1.53
Seminole	9.2%	40.0%	42.1%	10.6	11.7%	72.7%	1.37
Sequoyah	11.1%	35.6%	37.4%	8.0	11.2%	65.2%	1.80
Stephens	7.9%	27.7%	31.9%	10.6	10.9%	74.6%	1.73
Texas	6.6%	28.9%	48.4%	6.8	8.0%	81.2%	0.82
Tillman	8.6%	28.0%	41.8%	8.6	5.9%	81.4%	3.36
Tulsa	7.2%	36.2%	47.7%	10.3	12.3%	76.1%	5.69
Wagoner	6.7%	26.7%	39.9%	9.7	7.4%	59.2%	2.41
Washington	6.9%	34.1%	33.6%	8.7	7.7%	62.6%	3.26
Washita	3.9%	29.1%	27.7%	7.6	12.4%	83.2%	4.37
Woods	3.8%	30.3%	15.7%	8.8	9.5%	88.9%	8.54
Woodward	3.9%	25.6%	39.1%	7.7	10.3%	91.0%	2.00
State Summary	**7.0%**	**33.9%**	**40.1%**	**9.4**	**10.0%**	**74.1%**	**3.28**

Data Source: Oklahoma State Department of Education; Office of Educational Quality and Accountability; U.S. Census Bureau

Indicators Displayed in Maps

Educational Attainment, Revenue, and Expenditures

County	Suspensions to Student Ratio	Juvenile Offenders	Less than a High School Diploma	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Adair	49.0	337.9	22.6%	77.4%	12.7%	61.9%	$9,184
Alfalfa	29.3	396.0	13.9%	86.1%	21.4%	48.8%	$13,395
Atoka	27.8	177.6	16.9%	83.1%	14.2%	56.6%	$10,060
Beaver	109.9	109.9	16.2%	83.8%	17.9%	42.2%	$11,630
Beckham	24.5	116.1	18.0%	82.0%	16.4%	44.6%	$7,776
Blaine	27.0	106.3	17.3%	82.7%	17.0%	41.7%	$10,300
Bryan	32.4	62.8	17.0%	83.0%	20.1%	54.0%	$8,681
Caddo	31.4	121.3	16.8%	83.2%	13.7%	50.8%	$8,711
Canadian	26.1	246.7	8.5%	91.5%	25.3%	47.7%	$7,995
Carter	16.2	73.8	14.3%	85.7%	17.1%	50.7%	$8,306
Cherokee	88.9	126.0	14.9%	85.1%	24.5%	58.7%	$8,981
Choctaw	12.7	112.6	19.5%	80.5%	14.0%	65.2%	$8,490
Cimarron	54.9	39.9	18.3%	81.7%	18.5%	38.3%	$12,924
Cleveland	16.4	200.8	9.1%	90.9%	31.4%	47.1%	$7,919
Coal	18.3	129.8	19.3%	80.7%	13.3%	51.0%	$11,268
Comanche	10.2	56.8	11.0%	89.0%	19.9%	48.8%	$9,449
Cotton	33.0	86.3	14.2%	85.8%	14.7%	60.8%	$8,104
Craig	29.4	99.4	17.0%	83.0%	12.5%	52.7%	$8,983
Creek	14.3	136.5	15.2%	84.8%	15.3%	56.5%	$8,246
Custer	36.3	76.7	15.0%	85.0%	27.8%	48.5%	$8,373
Delaware	38.9	67.3	15.3%	84.7%	16.1%	48.7%	$8,623
Dewey	38.7	205.0	12.5%	87.5%	19.5%	41.4%	$11,796
Ellis	109.8	51.6	11.7%	88.3%	23.9%	44.8%	$15,610
Garfield	11.6	47.4	14.3%	85.7%	21.7%	49.1%	$8,830
Garvin	28.6	97.5	16.7%	83.3%	15.4%	52.9%	$8,170
Grady	25.4	130.1	14.9%	85.1%	16.8%	51.9%	$7,845
Grant	36.3	88.8	9.9%	90.1%	22.1%	33.5%	$12,470
Greer	23.6	161.2	20.4%	79.6%	14.4%	63.9%	$8,507
Harmon	27.5	109.8	24.7%	75.3%	17.8%	62.7%	$9,441
Harper	156.6	195.8	14.6%	85.4%	16.1%	43.1%	$10,372
Haskell	41.9	158.4	22.0%	78.0%	11.4%	62.4%	$8,232
Hughes	11.3	62.3	22.7%	77.3%	10.9%	44.8%	$9,548
Jackson	21.6	178.3	15.8%	84.2%	20.1%	63.8%	$8,057
Jefferson	19.6	121.5	18.5%	81.5%	11.2%	65.4%	$9,394
Johnston	25.9	102.1	19.2%	80.8%	17.7%	56.7%	$8,785
Kay	9.1	74.0	13.6%	86.4%	19.5%	48.6%	$8,716
Kingfisher	44.8	154.0	13.8%	86.2%	18.2%	42.4%	$9,143
Kiowa	18.6	59.8	14.0%	86.0%	17.2%	53.0%	$8,989
Latimer	95.0	80.0	16.0%	84.0%	13.8%	52.8%	$9,057
Le Flore	23.1	178.1	19.5%	80.5%	12.9%	62.3%	$8,183

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Indicators Displayed in Maps

Educational Attainment, Revenue, and Expenditures

continued from previous page

County	Suspensions to Student Ratio	Juvenile Offenders	Less than a High School Diploma	Percent High School Graduate	Percent College Graduate	Percent Revenue Provided by the State	Per Student Expenditures Using ALL FUNDS
Lincoln	18.4	133.7	14.8%	85.2%	12.5%	51.9%	$7,916
Logan	9.4	79.2	10.6%	89.4%	24.5%	54.8%	$7,936
Love	22.8	128.6	16.6%	83.4%	14.4%	56.5%	$8,423
Major	57.7	129.8	12.6%	87.4%	16.6%	47.2%	$9,568
Marshall	22.2	125.7	20.7%	79.3%	14.4%	50.8%	$8,876
Mayes	20.5	134.9	15.7%	84.3%	15.3%	51.5%	$8,760
McClain	25.0	151.6	12.9%	87.1%	20.4%	53.3%	$7,642
McCurtain	33.4	63.5	19.2%	80.8%	13.9%	61.5%	$8,578
McIntosh	24.6	86.6	18.6%	81.4%	13.0%	55.2%	$9,171
Murray	77.2	254.9	17.2%	82.8%	19.0%	58.7%	$7,396
Muskogee	11.4	146.5	15.1%	84.9%	17.9%	53.1%	$8,456
Noble	16.4	166.5	12.7%	87.3%	21.5%	34.8%	$9,740
Nowata	12.4	105.7	15.8%	84.2%	13.8%	58.6%	$8,432
Okfuskee	11.1	88.1	19.9%	80.1%	11.1%	60.1%	$9,985
Oklahoma	7.3	196.3	14.2%	85.8%	29.6%	41.1%	$9,014
Okmulgee	19.3	148.0	14.6%	85.4%	13.9%	60.0%	$8,558
Osage	14.7	118.2	12.4%	87.6%	16.1%	53.7%	$8,929
Ottawa	15.2	40.3	16.4%	83.6%	13.9%	61.9%	$8,115
Pawnee	19.1	147.1	12.6%	87.4%	17.0%	57.4%	$8,253
Payne	32.2	85.9	10.0%	90.0%	35.9%	38.7%	$8,705
Pittsburg	21.8	123.7	16.7%	83.3%	15.3%	51.4%	$8,859
Pontotoc	42.7	57.3	13.3%	86.7%	28.0%	59.1%	$8,634
Pottawatomie	18.0	109.7	13.9%	86.1%	17.6%	59.5%	$7,806
Pushmataha	71.4	60.8	19.2%	80.8%	11.6%	67.3%	$9,572
Roger Mills	79.5	159.0	8.7%	91.3%	19.7%	31.5%	$18,225
Rogers	24.5	155.9	9.6%	90.4%	23.0%	45.1%	$8,392
Seminole	12.8	53.1	17.7%	82.3%	14.1%	56.6%	$9,076
Sequoyah	32.7	137.0	18.7%	81.3%	13.3%	63.3%	$8,052
Stephens	17.7	91.3	14.5%	85.5%	17.4%	51.8%	$8,525
Texas	38.5	93.3	29.0%	71.0%	18.8%	51.1%	$8,497
Tillman	7.8	104.9	22.7%	77.3%	16.0%	59.9%	$10,093
Tulsa	10.0	78.0	11.5%	88.5%	29.7%	41.8%	$8,840
Wagoner	21.4	138.1	11.2%	88.8%	21.6%	58.6%	$7,651
Washington	31.2	65.8	10.6%	89.4%	25.2%	52.8%	$8,150
Washita	41.7	73.7	15.0%	85.0%	18.0%	48.9%	$9,074
Woods	17.3	66.7	11.2%	88.8%	27.1%	40.6%	$11,158
Woodward	38.1	74.8	14.7%	85.3%	17.8%	39.4%	$8,693
State Summary	**13.2**	**105.2**	**13.6%**	**86.4%**	**23.5%**	**48.0%**	**$8,687**

Data Source: Oklahoma State Department of Education; Office of Educational Quality and Accountability; U.S. Census Bureau; Oklahoma Office of Juvenile Affairs

Indicators Displayed in Maps

CRT Scores by County

County	3rd Gr. CRT Reading % Proficient or Above	3rd Gr. CRT Math % Proficient or Above	4th Gr. CRT Reading % Proficient or Above	4th Gr. CRT Math % Proficient or Above	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above
Adair	70%	65%	70%	71%	66%	57%	48%
Alfalfa	72%	65%	73%	66%	76%	71%	62%
Atoka	85%	80%	82%	82%	83%	74%	63%
Beaver	85%	75%	84%	89%	77%	72%	65%
Beckham	75%	72%	65%	70%	71%	66%	68%
Blaine	80%	74%	75%	70%	76%	76%	60%
Bryan	90%	91%	78%	79%	82%	78%	68%
Caddo	79%	77%	71%	73%	72%	72%	51%
Canadian	85%	79%	78%	77%	80%	83%	64%
Carter	77%	71%	71%	71%	81%	76%	61%
Cherokee	79%	76%	77%	70%	69%	64%	57%
Choctaw	73%	66%	77%	79%	58%	55%	42%
Cimarron	76%	65%	69%	93%	71%	71%	67%
Cleveland	86%	82%	83%	82%	82%	82%	68%
Coal	77%	66%	71%	73%	73%	74%	50%
Comanche	84%	78%	79%	80%	80%	84%	58%
Cotton	89%	85%	77%	83%	85%	93%	74%
Craig	80%	77%	73%	71%	81%	77%	68%
Creek	81%	76%	77%	74%	75%	75%	58%
Custer	87%	79%	84%	85%	83%	90%	70%
Delaware	80%	84%	72%	69%	73%	75%	60%
Dewey	79%	79%	64%	64%	73%	84%	66%
Ellis	92%	87%	81%	81%	79%	76%	53%
Garfield	79%	70%	73%	72%	78%	77%	62%
Garvin	82%	80%	69%	67%	71%	71%	61%
Grady	81%	79%	78%	78%	79%	76%	63%
Grant	86%	68%	89%	91%	65%	65%	59%
Greer	85%	84%	70%	73%	74%	76%	53%
Harmon	83%	83%	96%	92%	84%	84%	47%
Harper	88%	76%	79%	67%	81%	70%	56%
Haskell	72%	72%	74%	74%	64%	55%	50%
Hughes	84%	78%	72%	81%	72%	73%	48%
Jackson	86%	82%	82%	78%	79%	84%	57%
Jefferson	75%	61%	71%	65%	82%	70%	52%
Johnston	88%	79%	59%	65%	59%	61%	56%
Kay	76%	71%	79%	78%	76%	76%	59%
Kingfisher	89%	88%	75%	75%	81%	80%	75%
Kiowa	86%	82%	73%	59%	73%	79%	70%
Latimer	87%	81%	72%	61%	67%	60%	68%
Le Flore	78%	71%	70%	63%	71%	75%	61%

continued on next page

Indicators Displayed in Maps

CRT Scores by County

continued from previous page

County	3rd Gr. CRT Reading % Proficient or Above	3rd Gr. CRT Math % Proficient or Above	4th Gr. CRT Reading % Proficient or Above	4th Gr. CRT Math % Proficient or Above	5th Gr. CRT Reading % Proficient or Above	5th Gr. CRT Math % Proficient or Above	5th Gr. CRT Science % Proficient or Above
Lincoln	82%	70%	78%	77%	77%	80%	57%
Logan	68%	57%	71%	76%	64%	71%	52%
Love	70%	66%	75%	67%	65%	71%	55%
Major	83%	72%	66%	73%	73%	84%	66%
Marshall	87%	81%	85%	90%	76%	85%	69%
Mayes	79%	75%	71%	75%	82%	82%	64%
McClain	86%	77%	82%	79%	83%	83%	68%
McCurtain	84%	83%	73%	80%	72%	71%	51%
McIntosh	77%	80%	73%	78%	85%	73%	62%
Murray	88%	81%	88%	92%	81%	76%	63%
Muskogee	76%	75%	74%	73%	74%	76%	61%
Noble	85%	83%	86%	92%	73%	73%	68%
Nowata	89%	83%	86%	91%	76%	81%	60%
Okfuskee	72%	64%	64%	57%	65%	55%	51%
Oklahoma	77%	73%	74%	74%	75%	74%	57%
Okmulgee	77%	72%	70%	66%	72%	64%	58%
Osage	74%	63%	78%	70%	71%	67%	54%
Ottawa	81%	75%	81%	80%	77%	76%	60%
Pawnee	87%	76%	72%	66%	71%	77%	63%
Payne	88%	82%	86%	82%	84%	83%	71%
Pittsburg	82%	76%	79%	81%	71%	76%	60%
Pontotoc	85%	81%	77%	84%	81%	80%	69%
Pottawatomie	76%	72%	74%	73%	73%	69%	55%
Pushmataha	77%	67%	75%	68%	79%	72%	67%
Roger Mills	89%	81%	77%	69%	70%	93%	61%
Rogers	87%	84%	78%	79%	83%	82%	66%
Seminole	71%	69%	74%	70%	63%	74%	51%
Sequoyah	82%	81%	84%	81%	76%	79%	62%
Stephens	78%	71%	72%	72%	73%	72%	59%
Texas	81%	83%	78%	79%	68%	82%	53%
Tillman	84%	82%	83%	67%	69%	79%	60%
Tulsa	80%	74%	76%	71%	76%	71%	60%
Wagoner	85%	86%	75%	74%	67%	67%	48%
Washington	84%	82%	87%	88%	83%	89%	74%
Washita	90%	87%	77%	82%	77%	81%	71%
Woods	85%	93%	86%	89%	83%	85%	63%
Woodward	76%	70%	67%	70%	69%	73%	54%
State Summary	**80%**	**75%**	**76%**	**74%**	**76%**	**75%**	**60%**

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

CRT Scores by County

County	5th Gr. CRT Social Studies % Proficient or Above	5th Gr. CRT Writing % Proficient or Above	6th Gr. CRT Reading % Proficient or Above	6th Gr. CRT Math % Proficient or Above	7th Gr. CRT Reading % Proficient or Above	7th Gr. CRT Math % Proficient or Above
Adair	73%	47%	62%	68%	71%	55%
Alfalfa	74%	44%	79%	86%	72%	75%
Atoka	90%	55%	78%	73%	79%	72%
Beaver	85%	54%	77%	72%	76%	59%
Beckham	96%	52%	70%	79%	84%	78%
Blaine	85%	49%	70%	75%	64%	64%
Bryan	90%	51%	78%	77%	86%	80%
Caddo	75%	49%	65%	64%	74%	65%
Canadian	90%	61%	78%	79%	87%	79%
Carter	89%	64%	76%	74%	79%	74%
Cherokee	85%	46%	74%	81%	81%	73%
Choctaw	79%	37%	73%	70%	71%	56%
Cimarron	92%	50%	50%	62%	95%	70%
Cleveland	91%	56%	85%	87%	88%	85%
Coal	69%	55%	72%	81%	82%	68%
Comanche	85%	55%	76%	79%	82%	80%
Cotton	91%	56%	91%	88%	79%	70%
Craig	94%	64%	84%	79%	77%	73%
Creek	85%	49%	70%	71%	77%	71%
Custer	92%	69%	83%	86%	89%	83%
Delaware	88%	52%	77%	80%	80%	78%
Dewey	86%	43%	66%	78%	78%	77%
Ellis	79%	50%	79%	87%	91%	82%
Garfield	84%	53%	72%	72%	77%	69%
Garvin	81%	51%	73%	72%	80%	81%
Grady	90%	62%	84%	85%	85%	78%
Grant	73%	50%	70%	72%	78%	70%
Greer	81%	66%	88%	91%	87%	81%
Harmon	84%	37%	50%	50%	59%	62%
Harper	93%	23%	77%	92%	81%	92%
Haskell	75%	43%	63%	70%	79%	72%
Hughes	85%	57%	65%	65%	80%	64%
Jackson	86%	46%	80%	87%	80%	86%
Jefferson	86%	60%	67%	75%	76%	63%
Johnston	79%	48%	69%	70%	79%	70%
Kay	83%	42%	80%	84%	82%	86%
Kingfisher	91%	64%	85%	75%	90%	75%
Kiowa	93%	48%	82%	75%	82%	73%
Latimer	88%	42%	77%	81%	82%	78%
Le Flore	85%	53%	72%	71%	80%	68%

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Indicators Displayed in Maps

CRT Scores by County

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County	5th Gr. CRT Social Studies % Proficient or Above	5th Gr. CRT Writing % Proficient or Above	6th Gr. CRT Reading % Proficient or Above	6th Gr. CRT Math % Proficient or Above	7th Gr. CRT Reading % Proficient or Above	7th Gr. CRT Geography % Proficient or Above
Lincoln	89%	55%	72%	76%	80%	79%
Logan	73%	32%	68%	72%	79%	77%
Love	81%	40%	64%	76%	84%	75%
Major	84%	56%	84%	89%	81%	88%
Marshall	98%	44%	68%	79%	83%	79%
Mayes	88%	51%	72%	81%	83%	78%
McClain	91%	56%	85%	85%	89%	84%
McCurtain	82%	56%	77%	72%	83%	75%
McIntosh	90%	55%	75%	78%	85%	79%
Murray	91%	76%	79%	75%	89%	88%
Muskogee	82%	59%	78%	79%	81%	71%
Noble	87%	49%	75%	73%	78%	79%
Nowata	79%	47%	65%	60%	79%	65%
Okfuskee	62%	39%	65%	64%	68%	64%
Oklahoma	81%	56%	73%	74%	79%	72%
Okmulgee	77%	46%	65%	61%	73%	65%
Osage	87%	52%	79%	78%	72%	74%
Ottawa	89%	60%	73%	70%	78%	60%
Pawnee	85%	50%	72%	58%	78%	74%
Payne	90%	59%	87%	89%	84%	79%
Pittsburg	85%	55%	83%	85%	78%	68%
Pontotoc	92%	56%	81%	82%	83%	79%
Pottawatomie	82%	51%	68%	72%	78%	72%
Pushmataha	84%	41%	72%	68%	81%	83%
Roger Mills	88%	63%	80%	84%	82%	75%
Rogers	89%	56%	79%	81%	82%	81%
Seminole	78%	48%	66%	69%	72%	67%
Sequoyah	91%	65%	85%	82%	87%	80%
Stephens	82%	57%	77%	75%	83%	70%
Texas	88%	49%	80%	85%	83%	87%
Tillman	82%	51%	67%	63%	82%	67%
Tulsa	85%	55%	75%	75%	80%	72%
Wagoner	78%	39%	77%	71%	81%	80%
Washington	89%	52%	86%	88%	92%	89%
Washita	89%	40%	81%	90%	82%	81%
Woods	89%	28%	86%	97%	83%	82%
Woodward	88%	39%	77%	79%	77%	60%
State Summary	**85%**	**54%**	**75%**	**76%**	**81%**	**74%**

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

CRT and EOI Scores by County

County	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT U.S. History % Proficient or Above	8th Gr. CRT Writing % Proficient or Above	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above
Adair	71%	68%	50%	61%	50%	77%	79%	77%
Alfalfa	74%	54%	48%	68%	48%	79%	87%	87%
Atoka	87%	58%	62%	70%	70%	85%	88%	84%
Beaver	90%	69%	65%	82%	73%	77%	86%	82%
Beckham	87%	76%	54%	70%	75%	86%	94%	91%
Blaine	76%	67%	48%	60%	62%	88%	87%	80%
Bryan	84%	74%	66%	80%	70%	89%	91%	77%
Caddo	73%	52%	48%	69%	59%	70%	89%	82%
Canadian	87%	74%	62%	82%	74%	90%	93%	90%
Carter	77%	59%	57%	70%	66%	82%	90%	85%
Cherokee	86%	43%	56%	72%	55%	84%	88%	87%
Choctaw	74%	46%	55%	63%	60%	60%	81%	69%
Cimarron	90%	39%	65%	80%	52%	71%	77%	82%
Cleveland	89%	73%	70%	84%	73%	92%	93%	92%
Coal	96%	63%	65%	78%	74%	73%	87%	91%
Comanche	88%	72%	55%	76%	65%	82%	93%	88%
Cotton	80%	71%	60%	65%	60%	86%	90%	87%
Craig	81%	56%	53%	81%	66%	84%	89%	86%
Creek	84%	66%	54%	69%	61%	80%	88%	84%
Custer	91%	83%	69%	88%	87%	89%	93%	82%
Delaware	83%	74%	57%	69%	59%	77%	90%	86%
Dewey	87%	49%	69%	69%	64%	90%	98%	95%
Ellis	83%	70%	61%	66%	75%	74%	89%	72%
Garfield	83%	53%	58%	78%	50%	85%	88%	82%
Garvin	86%	84%	65%	75%	63%	87%	91%	88%
Grady	84%	74%	59%	83%	66%	90%	93%	89%
Grant	80%	48%	46%	54%	82%	86%	87%	83%
Greer	90%	85%	50%	77%	64%	97%	91%	83%
Harmon	79%	79%	67%	88%	58%	88%	76%	92%
Harper	77%	76%	56%	85%	54%	92%	92%	97%
Haskell	84%	60%	47%	77%	71%	86%	82%	76%
Hughes	71%	45%	56%	56%	54%	79%	89%	80%
Jackson	86%	72%	59%	77%	73%	77%	90%	83%
Jefferson	75%	58%	53%	77%	66%	62%	87%	72%
Johnston	80%	47%	59%	70%	57%	85%	85%	80%
Kay	84%	69%	59%	74%	63%	74%	87%	80%
Kingfisher	84%	63%	57%	81%	69%	85%	96%	87%
Kiowa	90%	50%	51%	67%	52%	84%	94%	84%
Latimer	88%	76%	56%	71%	70%	75%	86%	79%
Le Flore	78%	61%	53%	70%	61%	71%	89%	82%

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Indicators Displayed in Maps

CRT and EOI Scores by County

continued from previous page

County	8th Gr. CRT Reading % Proficient or Above	8th Gr. CRT Math % Proficient or Above	8th Gr. CRT Science % Proficient or Above	8th Gr. CRT U.S. History % Proficient or Above	8th Gr. CRT Writing % Proficient or Above	Algebra I EOI % Proficient or Above	English II EOI % Proficient or Above	US History EOI % Proficient or Above
Lincoln	80%	62%	52%	78%	57%	79%	90%	89%
Logan	83%	65%	56%	68%	34%	76%	87%	87%
Love	87%	75%	67%	76%	56%	69%	86%	89%
Major	69%	60%	60%	73%	59%	69%	90%	87%
Marshall	79%	68%	49%	76%	69%	86%	95%	91%
Mayes	85%	65%	55%	76%	69%	85%	90%	86%
McClain	90%	72%	67%	83%	77%	88%	91%	92%
McCurtain	84%	68%	50%	69%	75%	81%	87%	75%
McIntosh	85%	71%	59%	69%	71%	83%	87%	74%
Murray	87%	65%	71%	82%	79%	80%	92%	88%
Muskogee	84%	61%	59%	69%	59%	72%	88%	87%
Noble	76%	66%	54%	66%	64%	92%	90%	91%
Nowata	74%	62%	45%	63%	44%	75%	86%	86%
Okfuskee	79%	60%	41%	57%	52%	77%	81%	78%
Oklahoma	80%	58%	60%	75%	62%	83%	90%	87%
Okmulgee	75%	51%	45%	62%	55%	74%	85%	80%
Osage	72%	56%	54%	76%	44%	69%	88%	82%
Ottawa	72%	51%	46%	63%	57%	72%	92%	83%
Pawnee	87%	69%	57%	78%	64%	73%	83%	86%
Payne	90%	78%	72%	84%	77%	91%	93%	91%
Pittsburg	79%	63%	57%	76%	61%	82%	91%	93%
Pontotoc	84%	68%	57%	70%	66%	86%	92%	90%
Pottawatomie	80%	69%	56%	73%	70%	78%	87%	84%
Pushmataha	83%	88%	58%	68%	52%	81%	89%	91%
Roger Mills	83%	92%	70%	77%	60%	92%	91%	92%
Rogers	85%	71%	63%	80%	73%	87%	91%	90%
Seminole	72%	53%	43%	64%	60%	59%	84%	79%
Sequoyah	90%	68%	64%	80%	65%	80%	92%	86%
Stephens	79%	60%	53%	64%	66%	77%	92%	83%
Texas	79%	59%	62%	77%	67%	80%	88%	91%
Tillman	84%	56%	51%	72%	59%	74%	80%	83%
Tulsa	80%	57%	60%	75%	67%	84%	89%	83%
Wagoner	84%	56%	60%	78%	60%	78%	86%	76%
Washington	91%	78%	65%	80%	66%	87%	92%	92%
Washita	75%	75%	56%	73%	58%	91%	93%	83%
Woods	76%	66%	59%	77%	44%	83%	91%	86%
Woodward	82%	46%	62%	69%	61%	81%	90%	93%
State Summary	**82%**	**63%**	**59%**	**74%**	**65%**	**82%**	**90%**	**86%**

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

EOI Scores and High School Information by County

County	Biology I EOI % Proficient or Above	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Average Freshman Graduation Rate	Senior Graduation Rate
Adair	46%	61%	91%	80%	9.1%	84.2%	98.5%
Alfalfa	48%	93%	95%	100%	4.4%	100.0%	100.0%
Atoka	55%	72%	96%	85%	9.2%	83.8%	96.3%
Beaver	40%	62%	91%	84%	3.2%	77.2%	96.8%
Beckham	68%	98%	99%	94%	11.4%	81.4%	96.1%
Blaine	44%	81%	94%	94%	6.9%	82.0%	99.0%
Bryan	65%	76%	92%	88%	6.0%	81.1%	98.1%
Caddo	42%	64%	93%	81%	7.0%	78.0%	99.1%
Canadian	65%	85%	96%	91%	7.7%	86.4%	98.3%
Carter	57%	80%	92%	84%	7.0%	81.8%	98.8%
Cherokee	58%	96%	96%	92%	10.0%	68.2%	98.0%
Choctaw	28%	70%	90%	61%	7.1%	82.1%	98.0%
Cimarron	53%	90%	96%	91%	4.4%	83.5%	100.0%
Cleveland	68%	89%	95%	92%	5.9%	80.5%	98.6%
Coal	43%	87%	98%	92%	1.4%	90.8%	100.0%
Comanche	55%	82%	97%	89%	6.1%	86.3%	98.9%
Cotton	45%	82%	96%	94%	1.3%	92.1%	100.0%
Craig	54%	88%	93%	92%	0.9%	82.0%	99.6%
Creek	42%	78%	95%	84%	12.2%	80.6%	97.1%
Custer	50%	76%	97%	95%	6.9%	89.9%	99.7%
Delaware	51%	79%	94%	86%	6.8%	79.7%	97.6%
Dewey	57%	78%	97%	88%	2.5%	77.0%	100.0%
Ellis	56%	83%	93%	76%	0.0%	92.3%	100.0%
Garfield	61%	66%	90%	86%	5.9%	88.1%	98.5%
Garvin	56%	82%	95%	95%	6.6%	82.4%	99.7%
Grady	58%	82%	97%	92%	4.9%	81.0%	99.3%
Grant	63%	72%	97%	91%	0.0%	95.2%	100.0%
Greer	49%	72%	90%	91%	5.8%	80.3%	96.1%
Harmon	35%	63%	91%	78%	5.3%	89.3%	100.0%
Harper	72%	93%	100%	97%	5.9%	85.7%	98.0%
Haskell	31%	82%	91%	85%	1.9%	92.1%	99.4%
Hughes	39%	85%	95%	87%	5.4%	87.6%	100.0%
Jackson	47%	75%	96%	83%	9.4%	83.3%	99.0%
Jefferson	59%	60%	95%	73%	5.3%	92.2%	98.6%
Johnston	48%	63%	95%	92%	10.5%	83.0%	98.4%
Kay	48%	67%	87%	83%	10.0%	67.6%	97.4%
Kingfisher	60%	70%	98%	97%	0.0%	94.8%	100.0%
Kiowa	55%	82%	97%	84%	3.0%	81.0%	100.0%
Latimer	39%	69%	93%	90%	2.2%	79.9%	98.9%
Le Flore	47%	70%	95%	81%	7.4%	82.9%	97.6%

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Indicators Displayed in Maps

EOI Scores and High School Information by County

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County	Biology I EOI % Proficient or Above	Algebra II EOI % Proficient or Above	English III EOI % Proficient or Above	Geometry EOI % Proficient or Above	4-Year Dropout Rate	Average Freshman Graduation Rate	Senior Graduation Rate
Lincoln	56%	70%	95%	86%	5.3%	86.5%	98.0%
Logan	49%	71%	95%	83%	14.0%	83.0%	97.9%
Love	48%	65%	97%	73%	3.5%	83.5%	97.4%
Major	60%	81%	94%	93%	5.4%	83.0%	95.7%
Marshall	62%	79%	97%	82%	8.8%	73.0%	98.7%
Mayes	69%	92%	96%	90%	10.2%	84.6%	97.4%
McClain	62%	80%	96%	93%	6.7%	88.1%	97.4%
McCurtain	49%	77%	91%	87%	4.4%	81.0%	98.3%
McIntosh	44%	61%	96%	88%	15.7%	66.9%	96.5%
Murray	61%	79%	96%	84%	2.1%	86.4%	98.6%
Muskogee	47%	82%	94%	88%	13.4%	76.6%	96.5%
Noble	35%	94%	94%	85%	1.5%	85.0%	99.3%
Nowata	50%	63%	89%	79%	2.9%	102.0%	97.8%
Okfuskee	40%	69%	90%	74%	13.8%	68.8%	96.0%
Oklahoma	59%	84%	92%	87%	8.6%	79.0%	98.4%
Okmulgee	42%	62%	95%	79%	4.6%	73.2%	99.2%
Osage	32%	63%	94%	79%	4.7%	68.6%	98.6%
Ottawa	52%	74%	94%	84%	2.8%	81.6%	97.7%
Pawnee	54%	68%	94%	80%	2.8%	75.4%	99.3%
Payne	71%	86%	95%	93%	6.1%	88.8%	98.9%
Pittsburg	58%	87%	97%	89%	12.8%	75.9%	98.4%
Pontotoc	56%	70%	95%	91%	6.9%	81.7%	98.9%
Pottawatomie	52%	79%	94%	90%	7.2%	78.5%	98.8%
Pushmataha	53%	88%	98%	85%	8.6%	85.0%	97.0%
Roger Mills	54%	93%	98%	98%	9.8%	75.0%	95.8%
Rogers	61%	76%	97%	86%	6.2%	83.4%	98.6%
Seminole	46%	66%	92%	78%	7.1%	76.7%	98.9%
Sequoyah	67%	84%	96%	91%	9.9%	78.6%	98.1%
Stephens	54%	69%	94%	88%	9.3%	83.7%	98.6%
Texas	49%	73%	94%	86%	12.6%	77.2%	97.5%
Tillman	43%	92%	89%	79%	10.4%	77.7%	97.9%
Tulsa	58%	83%	94%	86%	13.4%	78.3%	97.0%
Wagoner	52%	73%	92%	81%	10.4%	84.3%	99.3%
Washington	63%	80%	97%	91%	6.2%	88.6%	98.0%
Washita	68%	89%	95%	95%	1.0%	84.4%	100.0%
Woods	61%	79%	94%	74%	2.8%	86.3%	100.0%
Woodward	54%	82%	96%	89%	7.3%	76.1%	100.0%
State Summary	**56%**	**80%**	**94%**	**87%**	**8.7%**	**80.3%**	**98.1%**

Data Source: Oklahoma State Department of Education

Indicators Displayed in Maps

High School and College Information by County

County	Avg. ACT Oklahoma Public HS Graduates	Senior GPA	Career Tech Program Participation Rate	Public HS Graduates Completing Coll. Curr.	Public HS Graduates to Out-of-State Colleges	Public HS Graduates OK College Going Rate	Public Coll. Freshman in Remedial Courses	Percent Public Coll. Freshman GPA 2.0+
Adair	18.2	3.12	50.4%	83.0%	4.4%	36.4%	57.4%	86.8%
Alfalfa	19.4	3.25	73.2%	88.4%	2.3%	44.7%	30.7%	87.9%
Atoka	19.4	3.18	75.6%	83.0%	1.6%	40.6%	48.7%	85.7%
Beaver	18.9	3.24	40.3%	90.2%	40.4%	42.7%	29.2%	92.0%
Beckham	21.6	3.24	62.6%	64.1%	4.6%	48.0%	30.9%	87.1%
Blaine	20.6	3.10	66.0%	90.4%	4.3%	50.7%	39.6%	84.3%
Bryan	19.7	2.94	60.7%	91.8%	5.3%	41.5%	35.1%	87.6%
Caddo	19.2	3.16	56.2%	87.8%	2.2%	40.1%	43.5%	82.7%
Canadian	21.0	3.17	51.0%	90.4%	1.9%	45.5%	26.4%	81.3%
Carter	20.3	2.97	41.3%	69.6%	2.0%	44.7%	34.9%	85.9%
Cherokee	20.4	3.25	43.8%	68.4%	3.8%	41.6%	45.4%	83.9%
Choctaw	17.8	3.17	83.9%	93.2%	2.1%	42.3%	48.5%	79.5%
Cimarron	19.0	3.27	40.9%	59.1%	27.3%	45.6%	47.2%	86.7%
Cleveland	21.8	3.00	42.4%	88.1%	9.4%	45.9%	23.6%	86.1%
Coal	19.2	3.33	69.1%	56.1%	0.0%	48.9%	47.8%	90.9%
Comanche	20.2	3.12	44.1%	79.5%	6.5%	47.3%	47.1%	82.9%
Cotton	21.5	3.10	57.0%	74.4%	7.7%	47.2%	47.5%	84.6%
Craig	18.5	3.00	56.4%	85.0%	4.4%	44.9%	38.4%	87.5%
Creek	20.5	3.04	55.8%	76.1%	3.3%	42.7%	46.6%	86.3%
Custer	21.4	3.10	64.8%	91.3%	0.7%	56.5%	33.8%	84.7%
Delaware	20.1	2.92	48.6%	74.5%	11.0%	39.5%	48.0%	86.9%
Dewey	20.1	3.21	74.4%	95.8%	4.2%	52.4%	23.7%	95.7%
Ellis	21.3	3.42	55.6%	98.1%	5.8%	51.9%	44.3%	92.9%
Garfield	20.7	3.06	49.1%	75.8%	2.4%	32.0%	26.7%	88.0%
Garvin	20.0	3.15	64.8%	87.3%	1.0%	39.6%	38.3%	86.3%
Grady	19.9	3.16	53.1%	88.9%	3.1%	46.2%	32.1%	84.7%
Grant	19.2	3.31	92.3%	100.0%	3.8%	39.5%	28.1%	90.9%
Greer	18.3	3.16	74.5%	73.5%	0.0%	46.0%	40.5%	83.3%
Harmon	17.8	3.00	57.1%	94.4%	2.8%	41.9%	23.9%	89.5%
Harper	18.6	3.40	83.7%	81.3%	2.1%	57.6%	47.1%	88.0%
Haskell	19.8	3.42	60.8%	55.8%	5.1%	41.3%	57.3%	87.3%
Hughes	18.7	3.11	41.0%	85.8%	2.2%	47.6%	54.0%	84.1%
Jackson	20.9	3.10	61.1%	88.6%	3.7%	53.3%	36.6%	90.2%
Jefferson	20.1	3.15	64.5%	93.0%	16.9%	39.1%	55.0%	95.4%
Johnston	20.3	2.96	47.5%	74.8%	1.7%	48.0%	51.2%	89.8%
Kay	20.6	2.85	46.9%	80.9%	4.4%	25.7%	30.5%	90.7%
Kingfisher	20.8	3.17	64.1%	91.5%	7.1%	50.2%	25.2%	84.0%
Kiowa	19.7	3.04	57.8%	76.5%	1.0%	51.5%	46.2%	87.1%
Latimer	20.3	2.93	73.4%	78.7%	0.0%	46.4%	53.2%	88.4%
Le Flore	19.6	3.04	70.0%	80.5%	5.6%	39.8%	55.3%	90.0%

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Indicators Displayed in Maps

High School and College Information by County

continued from previous page

County	Avg. ACT Oklahoma Public HS Graduates	Senior GPA	Career Tech Program Participation Rate	Public HS Graduates Completing Coll. Curr.	Public HS Graduates to Out-of-State Colleges	Public HS Graduates OK College Going Rate	Public Coll. Freshman in Remedial Courses	Percent Public Coll. Freshman GPA 2.0+
Lincoln	20.6	3.04	67.2%	78.7%	2.6%	41.9%	39.4%	82.1%
Logan	20.0	3.13	64.8%	89.7%	2.5%	40.8%	39.4%	82.2%
Love	18.7	2.82	83.3%	88.3%	1.8%	39.5%	35.4%	89.3%
Major	22.5	3.04	77.5%	87.5%	4.6%	44.2%	19.6%	83.9%
Marshall	20.2	3.12	50.6%	91.0%	0.0%	47.7%	51.0%	87.9%
Mayes	20.0	2.94	41.9%	71.9%	3.6%	46.5%	42.7%	85.2%
McClain	21.8	3.20	55.0%	87.5%	5.1%	48.0%	32.5%	85.9%
McCurtain	19.4	3.12	79.1%	84.9%	2.8%	40.6%	47.5%	87.3%
McIntosh	20.2	2.88	60.2%	43.3%	2.6%	40.2%	50.0%	85.2%
Murray	20.8	3.03	41.6%	100.0%	0.0%	46.1%	37.3%	81.4%
Muskogee	20.2	2.88	58.7%	81.3%	3.9%	43.6%	51.0%	86.2%
Noble	20.7	3.24	60.5%	73.5%	12.1%	31.7%	32.2%	89.7%
Nowata	20.1	3.06	51.1%	71.3%	19.9%	28.1%	41.4%	77.7%
Okfuskee	19.6	3.16	61.2%	97.5%	0.8%	40.2%	56.7%	86.1%
Oklahoma	21.3	3.06	46.0%	91.0%	6.0%	52.3%	36.5%	84.6%
Okmulgee	19.8	3.04	58.0%	96.9%	2.4%	47.0%	52.0%	87.2%
Osage	19.8	2.96	48.8%	75.1%	2.0%	36.4%	48.4%	84.4%
Ottawa	20.4	2.96	61.9%	77.8%	18.5%	44.7%	43.7%	83.9%
Pawnee	20.4	2.90	77.2%	92.0%	1.5%	35.1%	39.1%	92.9%
Payne	22.4	3.24	57.9%	76.3%	9.3%	39.2%	14.6%	91.0%
Pittsburg	20.2	3.18	57.4%	82.9%	3.0%	44.6%	42.4%	84.7%
Pontotoc	20.3	3.17	72.3%	80.7%	4.4%	48.0%	35.3%	85.4%
Pottawatomie	20.8	3.08	42.9%	65.3%	2.9%	44.3%	37.6%	89.9%
Pushmataha	20.2	3.13	82.3%	80.5%	0.8%	41.8%	52.3%	87.1%
Roger Mills	20.9	3.35	81.3%	65.0%	0.0%	47.8%	29.4%	88.0%
Rogers	20.9	3.09	52.5%	92.8%	7.1%	49.9%	38.2%	85.0%
Seminole	19.7	2.93	59.1%	75.6%	1.8%	48.5%	49.6%	86.5%
Sequoyah	19.5	3.04	60.6%	79.4%	8.9%	37.3%	52.7%	84.7%
Stephens	20.3	3.18	62.1%	89.8%	3.1%	45.5%	42.5%	88.3%
Texas	19.1	3.02	50.9%	98.3%	15.7%	41.5%	43.8%	85.8%
Tillman	19.1	3.17	63.2%	84.4%	3.3%	41.9%	55.9%	83.7%
Tulsa	21.6	3.05	46.9%	81.1%	7.8%	56.6%	43.7%	87.1%
Wagoner	19.9	3.00	55.6%	83.6%	3.7%	43.0%	46.4%	86.6%
Washington	22.4	3.13	27.3%	75.7%	34.9%	42.1%	28.3%	88.0%
Washita	20.4	3.13	47.6%	92.9%	1.0%	47.0%	34.3%	83.3%
Woods	20.6	3.19	69.6%	97.1%	1.5%	48.7%	37.1%	90.2%
Woodward	20.4	3.15	76.5%	78.1%	3.4%	46.1%	40.5%	89.6%
State Summary	**20.8**	**3.07**	**51.7%**	**83.7%**	**6.1%**	**47.2%**	**39.2%**	**86.0%**

Data Source: ACT, Inc.; Office of Educational Quality and Accountability; Oklahoma State Regents for Higher Education; Oklahoma Department of Career and Technology Education

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APPENDIX C

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

1) INSTRUCTION	INSTRUCTION (1000 Series)
2) STUDENT SUPPORT	SUPPORT SERVICES (2000 Series) SUPPORT SERVICES - STUDENTS (2100)
3) INSTRUCTIONAL SUPPORT	SUPPORT SERVICES (2000 Series) SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
4) DISTRICT ADMINISTRATION	SUPPORT SERVICES (2000 Series) SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
5) SCHOOL ADMINISTRATION	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)

APPENDIX D

Average scores in NAEP reading for fourth-grade public and nonpublic school students, by state/jurisdiction: Various years, 1992–2013

State/jurisdiction	Accommodations not permitted			Accommodations permitted							
	1992	1994	1998	1998	2002	2003	2005	2007	2009	2011	2013
Nation	**217** *	**214** *	**217** *	**215** *	**219** *	**218** *	**219** *	**221** *	**221** *	**221**	**222**
Nation (public)	215 *	212 *	215 *	213 *	217 *	216 *	217 *	220 *	220 *	220	221
Alabama	207 *	208 *	211 *	211 *	207 *	207 *	208 *	216	216	220	219
Alaska	—	—	—	—	—	212	211	214 *	211	208	209
Arizona	209 *	206 *	207 *	206 *	205 *	209 *	207 *	210	210	212	213
Arkansas	211 *	209 *	209 *	209 *	213 *	214 *	217	217	216	217	219
California	202 *	197 *	202 *	202 *	206 *	206 *	207 *	209 *	210	211	213
Colorado	217 *	213 *	222 *	220 *	—	224	224	224	226	223 *	227
Connecticut	222 *	222 *	232	230	229	228	226 *	227	229	227	230
Delaware	213 *	206 *	212 *	207 *	224	224	226	225	226	225	226
Florida	208 *	205 *	207 *	206 *	214 *	218 *	219 *	224 *	226	225	227
Georgia	212 *	207 *	210 *	209 *	215 *	214 *	214 *	219 *	218 *	221	222
Hawaii	203 *	201 *	200 *	200 *	208 *	208 *	210 *	213	211 *	214	215
Idaho	219	—	—	—	220	218	222 *	223 *	221	221	219
Illinois	—	—	—	—	—	216	216	219	219	219	219
Indiana	221 *	220 *	—	—	222	220 *	218 *	222 *	223	221 *	225
Iowa	225	223	223	220	223	223	221 *	225	221	221 *	224
Kansas	—	—	222	221	222	220	220	225	224	224	223
Kentucky	213 *	212 *	218 *	218 *	219 *	219 *	220 *	222	226	225	224
Louisiana	204 *	197 *	204 *	200 *	207	205 *	209	207	207	210	210
Maine	227	228 *	225	225	225	224	225	226	224	222 *	225
Maryland	211 *	210 *	215 *	212 *	217 *	219 *	220 *	225 *	226 *	231	232
Massachusetts	226 *	223 *	225 *	223 *	234	228 *	231	236 *	234	237 *	232
Michigan	216	—	217	216	219	219	218	220	218	219	217
Minnesota	221 *	218 *	222 *	219 *	225	223 *	225	225	223 *	222 *	227
Mississippi	199 *	202 *	204 *	203 *	203 *	205	204 *	208	211	209	209
Missouri	220	217 *	216 *	216 *	220	222	221	221	224	220	222
Montana	—	222	226	225	224	223	225	227 *	225	225 *	223
Nebraska	221	220	—	—	222	221	221	223	223	223	223
Nevada	—	—	208 *	206 *	209 *	207 *	207 *	211	211	213	214
New Hampshire	228 *	223 *	226 *	226 *	—	228 *	227 *	229 *	229 *	230	232
New Jersey	223 *	219 *	—	—	—	225 *	223 *	231	229	231	229
New Mexico	211 *	205	206	205	208	203	207	212 *	208	208	206
New York	215 *	212 *	216 *	215 *	222	222	223	224	224	222	224
North Carolina	212 *	214 *	217 *	213 *	222	221	217 *	218 *	219	221	222
North Dakota	226	225	—	—	224	222 *	225	226 *	226	226 *	224
Ohio	217 *	—	—	—	222	222	223	226	225	224	224
Oklahoma	220 *	—	220	219	213 *	214 *	214 *	217	217	215	217
Oregon	—	—	214 *	212 *	220	218	217	215 *	218	216	219
Pennsylvania	221 *	215 *	—	—	221 *	219 *	223	226	224	227	226
Rhode Island	217 *	220	218 *	218 *	220 *	216 *	216 *	219 *	223	222	223
South Carolina	210 *	203 *	210	209 *	214	215	213	214	216	215	214
South Dakota	—	—	—	—	—	—	222 *	222 *	223 *	222 *	220	218
Tennessee	212 *	213 *	212 *	212 *	214 *	212 *	214 *	216 *	217	215 *	220
Texas	213 *	212 *	217	214	217	215	219	220	219	218	217
Utah	220	217 *	215 *	216 *	222	219 *	221	221	219 *	220	223
Vermont	—	—	—	—	227	226	227	228	229	227	228
Virginia	221 *	213 *	218 *	217 *	225	223 *	226	227	227	226	229
Washington	—	213 *	217 *	218 *	224	221 *	223	224	221 *	221 *	225
West Virginia	216	213	216	216	219 *	219 *	215	215	215	214	215
Wisconsin	224	224	224	222	—	221	221	223	220	221	221
Wyoming	223 *	221 *	219 *	218 *	221 *	222 *	223 *	225	223 *	224	226
Other jurisdictions											
District of Columbia	188 *	179 *	182 *	179 *	191 *	188 *	191 *	197 *	202 *	201 *	206
DoDEA[1]	—	—	222 *	220 *	224 *	224 *	226 *	229 *	228 *	229 *	232

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2013 when only one state/jurisdiction or the nation is being examined.
[1] Department of Defense Education Activity (overseas and domestic schools).

NOTE: The overall national results include both public and nonpublic school students. The national (public) and state/jurisdiction results include public school students only. Data for DoDEA schools are included in the overall national results, but not in the national (public) results.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2013 Reading Assessments.

National Center for Education Statistics
2013 Reading Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions

Average scores and achievement-level results in NAEP reading for fourth-grade public and nonpublic school students, by race/ethnicity and state/jurisdiction: 2013

State/jurisdiction	White					Black					Hispanic				
		Percentage of students					Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation	**232**	**21**	**79**	**46**	**12**	**206**	**50**	**50**	**18**	**2**	**207**	**47**	**53**	**20**	**3**
Nation (public)	231	21	79	45	11	205	50	50	17	2	207	48	52	19	3
Alabama	227	24	76	40	9	202	53	47	15	2	206	50	50	15	1
Alaska	228	25	75	41	10	203	52	48	18	3	213	38	62	26	4
Arizona	228	24	76	42	9	206	48	52	19	3	202	51	49	17	2
Arkansas	226	26	74	38	8	200	55	45	15	2	211	43	57	24	5
California	232	21	79	46	13	202	56	44	13	1	201	54	46	16	2
Colorado	237	15	85	52	14	203	50	50	19	3	210	42	58	23	4
Connecticut	238	15	85	53	15	208	48	52	15	2	209	44	56	20	3
Delaware	235	17	83	49	12	213	40	60	23	3	216	39	61	25	5
Florida	236	15	85	49	12	212	43	57	20	3	225	27	73	36	7
Georgia	233	21	79	45	13	209	48	52	20	3	213	42	58	24	5
Hawaii	231	22	78	46	13	223	31	69	37	9	211	40	60	26	5
Idaho	224	27	73	38	8	‡	‡	‡	‡	‡	198	55	45	13	1
Illinois	231	22	78	46	12	199	58	42	14	2	204	50	50	18	2
Indiana	229	23	77	42	9	207	47	53	17	1	215	36	64	24	2
Iowa	227	25	75	41	10	200	56	44	15	2	210	43	57	23	4
Kansas	230	22	78	44	10	200	53	47	17	2	208	45	55	20	3
Kentucky	227	26	74	39	9	204	52	48	15	2	220	32	68	29	7
Louisiana	223	28	72	35	6	198	60	40	11	1	212	41	59	20	2
Maine	226	27	73	38	9	192	60	40	11	1	‡	‡	‡	‡	‡
Maryland	244	10	90	60	21	214	41	59	22	3	224	30	70	35	8
Massachusetts	241	13	87	57	17	209	45	55	21	3	208	44	56	20	3
Michigan	224	28	72	37	8	196	61	39	12	1	209	47	53	21	3
Minnesota	233	20	80	47	12	208	45	55	21	3	207	47	53	23	3
Mississippi	222	30	70	33	6	197	62	38	11	1	206	49	51	16	#
Missouri	228	24	76	41	9	200	56	44	13	2	219	35	65	30	7
Montana	228	24	76	39	8	‡	‡	‡	‡	‡	214	41	59	23	6
Nebraska	229	23	77	43	10	202	52	48	16	3	207	46	54	22	3
Nevada	226	25	75	39	8	201	53	47	14	2	202	51	49	16	2
New Hampshire	233	18	82	46	11	215	38	62	27	3	209	46	54	18	3
New Jersey	238	15	85	52	15	211	43	57	22	4	212	42	58	21	3
New Mexico	225	28	72	38	9	210	44	56	24	7	201	53	47	17	2
New York	233	20	80	47	12	211	45	55	21	3	210	44	56	21	4
North Carolina	232	19	81	47	11	210	45	55	20	2	210	44	56	23	4
North Dakota	227	23	77	37	6	211	46	54	23	6	217	35	65	29	4
Ohio	231	21	79	44	11	195	61	39	11	1	214	43	57	25	5
Oklahoma	223	27	73	36	7	201	54	46	14	2	204	49	51	17	2
Oregon	225	27	73	38	10	200	56	44	11	2	199	55	45	16	3
Pennsylvania	233	20	80	47	12	208	47	53	20	4	208	44	56	19	3
Rhode Island	233	19	81	48	12	205	48	52	18	1	201	53	47	17	3
South Carolina	224	28	72	39	9	197	57	43	13	1	211	40	60	21	3
South Dakota	225	27	73	38	8	202	49	51	17	1	207	44	56	19	3
Tennessee	227	25	75	40	9	201	56	44	15	2	203	49	51	21	3
Texas	233	19	81	46	12	209	45	55	18	2	206	49	51	17	2
Utah	229	22	78	43	10	‡	‡	‡	‡	‡	196	56	44	14	2
Vermont	229	24	76	43	12	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	236	18	82	51	15	211	43	57	23	3	211	44	56	25	6
Washington	232	21	79	46	12	211	41	59	25	4	205	48	52	19	2
West Virginia	215	37	63	28	5	203	53	47	14	2	‡	‡	‡	‡	‡
Wisconsin	228	24	76	41	10	193	65	35	11	2	201	55	45	17	3
Wyoming	229	21	79	41	8	‡	‡	‡	‡	‡	215	37	63	24	3
Other jurisdictions															
District of Columbia	259	4	96	77	38	197	58	42	15	2	208	48	52	23	5
DoDEA[1]	236	15	85	49	11	222	27	73	29	3	228	21	79	37	6

See notes at end of table.

Average scores and achievement-level results in NAEP reading for fourth-grade public and nonpublic school students, by race/ethnicity and state/jurisdiction: 2013—Continued

	Asian/Pacific Islander					American Indian/Alaska Native				
		Percentage of students					Percentage of students			
State/jurisdiction	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation	**235**	**20**	**80**	**51**	**18**	**205**	**49**	**51**	**21**	**4**
Nation (public)	235	21	79	51	18	206	48	52	22	4
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	204	51	49	18	3	173	74	26	7	1
Arizona	218	36	64	34	12	186	73	27	7	1
Arkansas	233	26	74	49	19	‡	‡	‡	‡	‡
California	227	25	75	42	10	‡	‡	‡	‡	‡
Colorado	231	24	76	49	16	‡	‡	‡	‡	‡
Connecticut	246	10	90	60	25	‡	‡	‡	‡	‡
Delaware	249	10	90	68	28	‡	‡	‡	‡	‡
Florida	249	8	92	68	25	‡	‡	‡	‡	‡
Georgia	245	14	86	61	25	‡	‡	‡	‡	‡
Hawaii	211	43	57	26	5	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	242	14	86	59	23	‡	‡	‡	‡	‡
Indiana	235	24	76	52	23	‡	‡	‡	‡	‡
Iowa	219	35	65	35	11	‡	‡	‡	‡	‡
Kansas	229	24	76	47	14	‡	‡	‡	‡	‡
Kentucky	244	12	88	59	24	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	255	9	91	73	36	‡	‡	‡	‡	‡
Massachusetts	240	17	83	57	22	‡	‡	‡	‡	‡
Michigan	227	23	77	45	13	‡	‡	‡	‡	‡
Minnesota	223	32	68	44	13	‡	‡	‡	‡	‡
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	235	18	82	48	17	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	198	60	40	11	1
Nebraska	231	21	79	51	15	‡	‡	‡	‡	‡
Nevada	227	25	75	38	10	‡	‡	‡	‡	‡
New Hampshire	236	22	78	50	18	‡	‡	‡	‡	‡
New Jersey	250	8	92	69	29	‡	‡	‡	‡	‡
New Mexico	‡	‡	‡	‡	‡	187	68	32	7	1
New York	236	19	81	54	18	‡	‡	‡	‡	‡
North Carolina	236	21	79	55	19	206	45	55	16	2
North Dakota	‡	‡	‡	‡	‡	201	54	46	13	1
Ohio	244	10	90	68	19	‡	‡	‡	‡	‡
Oklahoma	224	31	69	37	10	217	34	66	30	5
Oregon	232	26	74	47	19	‡	‡	‡	‡	‡
Pennsylvania	236	16	84	54	15	‡	‡	‡	‡	‡
Rhode Island	223	30	70	38	9	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	191	66	34	8	1
Tennessee	241	13	87	60	18	‡	‡	‡	‡	‡
Texas	252	9	91	66	32	‡	‡	‡	‡	‡
Utah	226	29	71	40	17	‡	‡	‡	‡	‡
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	248	11	89	65	28	‡	‡	‡	‡	‡
Washington	240	18	82	57	21	‡	‡	‡	‡	‡
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	224	32	68	43	13	211	40	60	23	4
Wyoming	‡	‡	‡	‡	‡	199	59	41	9	1
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA[1]	234	14	86	44	9	‡	‡	‡	‡	‡

Rounds to zero.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The overall national results include both public and nonpublic school students. The national (public) and state/jurisdiction results include public school students only. Data for DoDEA schools are included in the overall national results, but not in the national (public) results. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

National Center for Education Statistics
2013 Reading Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions

Average scores in NAEP reading for eighth-grade public and nonpublic school students, by state/jurisdiction: Various years, 1998–2013

	Accommodations not permitted	Accommodations permitted							
State/jurisdiction	1998	1998	2002	2003	2005	2007	2009	2011	2013
Nation	**264** *	**263** *	**264** *	**263** *	**262** *	**263** *	**264** *	**265** *	**268**
Nation (public)	261 *	261 *	263 *	261 *	260 *	261 *	262 *	264 *	266
Alabama	255	255	253 *	253 *	252 *	252 *	255	258	257
Alaska	—	—	—	256 *	259 *	259	259	261	261
Arizona	261	260	257 *	255 *	255 *	255 *	258	260	260
Arkansas	256 *	256 *	260	258 *	258 *	258 *	258 *	259 *	262
California	253 *	252 *	250 *	251 *	250 *	251 *	253 *	255 *	262
Colorado	264 *	264 *	—	268 *	265 *	266 *	266 *	271	271
Connecticut	272	270 *	267 *	267 *	264 *	267 *	272 *	275	274
Delaware	256 *	254 *	267	265	266	265	265	266	266
Florida	253 *	255 *	261 *	257 *	256 *	260 *	264	262 *	266
Georgia	257 *	257 *	258 *	258 *	257 *	259 *	260 *	262	265
Hawaii	250 *	249 *	252 *	251 *	249 *	251 *	255 *	257 *	260
Idaho	—	—	266 *	264 *	264 *	265 *	265 *	268	270
Illinois	—	—	—	266	264 *	263 *	265	266	267
Indiana	—	—	265	265	261 *	264 *	266	265	267
Iowa	—	—	—	268	267	267	265 *	265 *	269
Kansas	268	268	269	266	267	267	267	267	267
Kentucky	262 *	262 *	265 *	266 *	264 *	262 *	267 *	269	270
Louisiana	252 *	252 *	256	253 *	253 *	253 *	253 *	255	257
Maine	273 *	271	270	268	270	270	268	270	269
Maryland	262 *	261 *	263 *	262 *	261 *	265 *	267 *	271	274
Massachusetts	269 *	269 *	271 *	273 *	274 *	273 *	274 *	275	277
Michigan	—	—	265	264	261 *	260 *	262 *	265	266
Minnesota	267 *	265 *	—	268 *	268	268 *	270	270	271
Mississippi	251	251	255	255	251	250 *	251	254	253
Missouri	263 *	262 *	268	267	265	263 *	267	267	267
Montana	270	271	270	270	269 *	271	270	273	272
Nebraska	—	—	270	266 *	267	267	267	268	269
Nevada	257 *	258 *	251 *	252 *	253 *	252 *	254 *	258 *	262
New Hampshire	—	—	—	271 *	270 *	270 *	271 *	272 *	274
New Jersey	—	—	—	268 *	269 *	270 *	273 *	275	276
New Mexico	258	258	254	252 *	251 *	251 *	254	256	256
New York	266	265	264	265	265	264	264	266	266
North Carolina	264	262	265	262	258 *	259 *	260 *	263	265
North Dakota	—	—	268	270 *	270 *	268	269	269	268
Ohio	—	—	268	267	267	268	269	268	269
Oklahoma	265 *	265 *	262	262	260	260 *	259	260	262
Oregon	266	266	268	264 *	263 *	266	265 *	264 *	268
Pennsylvania	—	—	265 *	264 *	267 *	268 *	271	268 *	272
Rhode Island	262 *	264 *	262 *	261 *	261 *	258 *	260 *	265	267
South Carolina	255 *	255 *	258 *	258 *	257 *	257 *	257 *	260	261
South Dakota	—	—	—	270	269	270	270 *	269	268
Tennessee	259 *	258 *	260 *	258 *	259 *	259 *	261 *	259 *	265
Texas	262	261	262	259 *	258 *	261	260 *	261	264
Utah	265 *	263 *	263 *	264 *	262 *	262 *	266 *	267 *	270
Vermont	—	—	272 *	271 *	269 *	273	272 *	274	274
Virginia	266	266	269	268	268	267	266	267	268
Washington	265 *	264 *	268 *	264 *	265 *	265 *	267 *	268 *	272
West Virginia	262 *	262 *	264 *	260	255	255	255 *	256	257
Wisconsin	266	265	—	266	266	264 *	266	267	268
Wyoming	262 *	263 *	265 *	267 *	268 *	266 *	268 *	270	271
Other jurisdictions									
District of Columbia	236 *	236 *	240 *	239 *	238 *	241 *	242 *	242 *	248
DoDEA[1]	269 *	269 *	273 *	272 *	271 *	273 *	272 *	272 *	277

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2013 when only one state/jurisdiction or the nation is being examined.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The overall national results include both public and nonpublic school students. The national (public) and state/jurisdiction results include public school students only. Data for DoDEA schools are included in the overall national results, but not in the national (public) results.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2013 Reading Assessments.

Average scores and achievement-level results in NAEP reading for eighth-grade public and nonpublic school students, by race/ethnicity and state/jurisdiction: 2013

State/jurisdiction	White					Black					Hispanic				
		Percentage of students					Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation	**276**	**14**	**86**	**46**	**6**	**250**	**39**	**61**	**17**	**1**	**256**	**32**	**68**	**22**	**1**
Nation (public)	275	15	85	44	5	250	40	60	16	1	255	33	67	21	1
Alabama	266	21	79	34	2	241	49	51	9	#	249	43	57	19	#
Alaska	274	16	84	44	5	253	31	69	16	1	262	27	73	31	2
Arizona	272	16	84	42	4	248	41	59	16	#	252	36	64	17	1
Arkansas	269	20	80	37	4	244	47	53	12	1	256	31	69	21	1
California	275	15	85	44	5	247	44	56	15	#	252	36	64	18	1
Colorado	279	11	89	50	6	247	41	59	13	#	257	32	68	23	2
Connecticut	282	11	89	54	8	256	32	68	22	2	256	33	67	24	2
Delaware	274	16	84	42	5	253	36	64	19	1	261	28	72	27	2
Florida	274	16	84	42	5	254	34	66	19	1	260	27	73	27	2
Georgia	274	15	85	42	5	252	36	64	17	1	260	26	74	26	2
Hawaii	274	17	83	45	5	258	29	71	27	2	258	30	70	25	2
Idaho	274	15	85	42	4	‡	‡	‡	‡	‡	254	35	65	19	1
Illinois	276	13	87	47	5	246	44	56	14	1	257	31	69	24	1
Indiana	271	17	83	39	3	246	42	58	11	#	259	28	72	23	1
Iowa	272	16	84	39	3	248	40	60	15	1	256	31	69	21	1
Kansas	272	16	84	42	3	244	46	54	13	#	254	34	66	20	1
Kentucky	272	17	83	41	5	247	44	56	15	1	263	27	73	30	4
Louisiana	269	19	81	35	3	245	46	54	12	1	260	31	69	26	2
Maine	270	21	79	39	4	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	283	10	90	53	9	259	30	70	25	2	266	22	78	30	3
Massachusetts	285	9	91	57	10	255	36	64	24	2	253	36	64	20	1
Michigan	271	17	83	37	3	246	46	54	12	#	257	31	69	22	2
Minnesota	277	13	87	46	5	248	39	61	16	1	251	37	63	20	1
Mississippi	266	20	80	31	2	239	53	47	8	#	252	35	65	18	2
Missouri	273	16	84	41	4	245	44	56	13	1	266	20	80	32	2
Montana	276	12	88	45	4	‡	‡	‡	‡	‡	263	26	74	28	2
Nebraska	275	14	86	43	4	251	39	61	16	1	254	34	66	19	1
Nevada	273	17	83	43	5	248	42	58	18	1	252	36	64	19	1
New Hampshire	275	15	85	45	6	‡	‡	‡	‡	‡	251	38	62	18	1
New Jersey	283	9	91	55	8	260	29	71	26	2	264	23	77	31	2
New Mexico	271	18	82	40	4	245	43	57	15	#	252	36	64	17	1
New York	277	14	86	46	6	252	37	63	18	1	252	36	64	19	1
North Carolina	273	17	83	43	6	251	37	63	16	1	258	28	72	23	1
North Dakota	270	16	84	37	2	255	34	66	23	1	‡	‡	‡	‡	‡
Ohio	273	18	82	43	6	247	42	58	16	1	266	25	75	34	3
Oklahoma	268	19	81	35	3	245	44	56	14	#	252	35	65	18	1
Oregon	274	15	85	43	5	‡	‡	‡	‡	‡	253	36	64	18	1
Pennsylvania	279	12	88	49	6	250	42	58	17	1	249	41	59	17	1
Rhode Island	275	15	85	44	5	249	42	58	18	1	249	40	60	18	1
South Carolina	271	18	82	39	4	247	42	58	14	#	257	30	70	24	2
South Dakota	272	15	85	40	3	‡	‡	‡	‡	‡	259	28	72	22	2
Tennessee	270	19	81	38	3	251	38	62	16	#	262	27	73	28	2
Texas	279	11	89	49	5	253	33	67	17	#	255	32	68	20	1
Utah	274	16	84	44	4	‡	‡	‡	‡	‡	256	32	68	22	1
Vermont	275	16	84	45	6	257	30	70	25	2	‡	‡	‡	‡	‡
Virginia	275	15	85	45	5	249	40	60	17	1	262	25	75	26	2
Washington	279	13	87	50	7	258	30	70	22	2	253	35	65	21	2
West Virginia	257	30	70	25	2	255	32	68	23	2	‡	‡	‡	‡	‡
Wisconsin	273	17	83	42	5	237	55	45	9	#	258	30	70	23	1
Wyoming	273	13	87	40	3	‡	‡	‡	‡	‡	261	24	76	25	1
Other jurisdictions															
District of Columbia	297	4	96	73	18	243	47	53	12	#	248	43	57	20	2
DoDEA[1]	282	8	92	53	6	266	18	82	28	1	274	12	88	41	3

See notes at end of table.

National Center for Education Statistics
2013 Reading Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions

Average scores and achievement-level results in NAEP reading for eighth-grade public and nonpublic school students, by race/ethnicity and state/jurisdiction: 2013—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
		Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation	**280**	**14**	**86**	**52**	**10**	**251**	**38**	**62**	**19**	**1**
Nation (public)	279	15	85	50	9	252	37	63	19	1
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	255	34	66	23	2	239	53	47	12	1
Arizona	277	14	86	47	5	241	51	49	9	#
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	279	15	85	50	8	‡	‡	‡	‡	‡
Colorado	278	16	84	50	10	‡	‡	‡	‡	‡
Connecticut	288	9	91	59	14	‡	‡	‡	‡	‡
Delaware	289	12	88	61	19	‡	‡	‡	‡	‡
Florida	282	16	84	52	14	‡	‡	‡	‡	‡
Georgia	286	15	85	60	14	‡	‡	‡	‡	‡
Hawaii	257	31	69	25	2	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	285	9	91	59	12	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	270	19	81	40	5	‡	‡	‡	‡	‡
Kansas	272	20	80	44	9	‡	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	294	5	95	67	18	‡	‡	‡	‡	‡
Massachusetts	286	9	91	56	14	‡	‡	‡	‡	‡
Michigan	280	16	84	53	14	‡	‡	‡	‡	‡
Minnesota	266	22	78	33	3	‡	‡	‡	‡	‡
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	245	44	56	13	#
Nebraska	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nevada	273	19	81	42	6	‡	‡	‡	‡	‡
New Hampshire	285	11	89	55	15	‡	‡	‡	‡	‡
New Jersey	293	5	95	65	17	‡	‡	‡	‡	‡
New Mexico	‡	‡	‡	‡	‡	242	48	52	10	#
New York	278	16	84	50	12	‡	‡	‡	‡	‡
North Carolina	272	17	83	45	6	‡	‡	‡	‡	‡
North Dakota	‡	‡	‡	‡	‡	249	40	60	12	#
Ohio	287	9	91	60	13	‡	‡	‡	‡	‡
Oklahoma	‡	‡	‡	‡	‡	259	28	72	25	1
Oregon	272	20	80	44	10	260	26	74	23	2
Pennsylvania	279	16	84	50	10	‡	‡	‡	‡	‡
Rhode Island	268	24	76	37	5	‡	‡	‡	‡	‡
South Carolina	279	19	81	50	13	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	251	36	64	17	1
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	285	8	92	58	8	‡	‡	‡	‡	‡
Utah	264	24	76	31	3	‡	‡	‡	‡	‡
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	278	15	85	49	8	‡	‡	‡	‡	‡
Washington	280	13	87	50	9	‡	‡	‡	‡	‡
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	272	18	82	38	6	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	248	41	59	12	#
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA[1]	278	11	89	47	5	‡	‡	‡	‡	‡

Rounds to zero.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The overall national results include both public and nonpublic school students. The national (public) and state/jurisdiction results include public school students only. Data for DoDEA schools are included in the overall national results, but not in the national (public) results. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

Average scores in NAEP mathematics for fourth-grade public and nonpublic school students, by state/jurisdiction: Various years, 1992–2013

State/jurisdiction	Accommodations not permitted			Accommodations permitted						
	1992	1996	2000	2000	2003	2005	2007	2009	2011	2013
Nation	**220** *	**224** *	**228** *	**226** *	**235** *	**238** *	**240** *	**240** *	**241** *	**242**
Nation (public)	219 *	222 *	226 *	224 *	234 *	237 *	239 *	239 *	240 *	241
Alabama	208 *	212 *	218 *	217 *	223 *	225 *	229 *	228 *	231	233
Alaska	—	224 *	—	—	233 *	236	237	237	236	236
Arizona	215 *	218 *	219 *	219 *	229 *	230 *	232 *	230 *	235 *	240
Arkansas	210 *	216 *	217 *	216 *	229 *	236 *	238	238	238	240
California	208 *	209 *	214 *	213 *	227 *	230 *	230 *	232	234	234
Colorado	221 *	226 *	—	—	235 *	239 *	240 *	243 *	244 *	247
Connecticut	227 *	232 *	234 *	234 *	241 *	242	243	245	242	243
Delaware	218 *	215 *	—	—	236 *	240 *	242	239 *	240 *	243
Florida	214 *	216 *	—	—	234 *	239 *	242	242	240	242
Georgia	216 *	215 *	220 *	219 *	230 *	234 *	235 *	236 *	238	240
Hawaii	214 *	215 *	216 *	216 *	227 *	230 *	234 *	236 *	239 *	243
Idaho	222 *	—	227 *	224 *	235 *	242	241	241	240	241
Illinois	—	—	225 *	223 *	233 *	233 *	237	238	239	239
Indiana	221 *	229 *	234 *	233 *	238 *	240 *	245 *	243 *	244 *	249
Iowa	230 *	229 *	233 *	231 *	238 *	240 *	243 *	243 *	243 *	246
Kansas	—	—	232 *	232 *	242 *	246	248	245	246	246
Kentucky	215 *	220 *	221 *	219 *	229 *	231 *	235 *	239	241	241
Louisiana	204 *	209 *	218 *	218 *	226 *	230	230	229	231	231
Maine	232 *	232 *	231 *	230 *	238 *	241 *	242 *	244	244	246
Maryland	217 *	221 *	222 *	222 *	233 *	238 *	240 *	244	247	245
Massachusetts	227 *	229 *	235 *	233 *	242 *	247 *	252	252	253	253
Michigan	220 *	226 *	231 *	229 *	236	238	238	236	236	237
Minnesota	228 *	232 *	235 *	234 *	242 *	246 *	247 *	249 *	249 *	253
Mississippi	202 *	208 *	211 *	211 *	223 *	227 *	228 *	227 *	230	231
Missouri	222 *	225 *	229 *	228 *	235 *	235 *	239	241	240	240
Montana	—	228 *	230 *	228 *	236 *	241 *	244	244	244	244
Nebraska	225 *	228 *	226 *	225 *	236 *	238 *	238 *	239 *	240 *	243
Nevada	—	218 *	220 *	220 *	228 *	230 *	232 *	235	237	236
New Hampshire	230 *	—	—	—	243 *	246 *	249 *	251	252	253
New Jersey	227 *	227 *	—	—	239 *	244	249	247	248	247
New Mexico	213 *	214 *	214 *	213 *	223 *	224 *	228 *	230 *	233	233
New York	218 *	223 *	227 *	225 *	236 *	238	243	241	238 *	240
North Carolina	213 *	224 *	232 *	230 *	242 *	241 *	242 *	244	245	245
North Dakota	229 *	231 *	231 *	230 *	238 *	243 *	245	245	245 *	246
Ohio	219 *	—	231 *	230 *	238 *	242 *	245	244	244	246
Oklahoma	220 *	—	225 *	224 *	229 *	234 *	237 *	237	237	239
Oregon	—	223 *	227 *	224 *	236 *	238	236 *	238	237	240
Pennsylvania	224 *	226 *	—	—	236 *	241 *	244	244	246	244
Rhode Island	215 *	220 *	225 *	224 *	230 *	233 *	236 *	239 *	242	241
South Carolina	212 *	213 *	220 *	220 *	236	238	237	236	237	237
South Dakota	—	—	—	—	237 *	242	241	242	241	241
Tennessee	211 *	219 *	220 *	220 *	228 *	232 *	233 *	232 *	233 *	240
Texas	218 *	229 *	233 *	231 *	237 *	242	242	240	241	242
Utah	224 *	227 *	227 *	227 *	235 *	239 *	239 *	240	243	243
Vermont	—	225 *	232 *	232 *	242 *	244 *	246	248	247	248
Virginia	221 *	223 *	230 *	230 *	239 *	240 *	244	243 *	245	246
Washington	—	225 *	—	—	238 *	242 *	243 *	242 *	243 *	246
West Virginia	215 *	223 *	225 *	223 *	231 *	231 *	236	233 *	235 *	237
Wisconsin	229 *	231 *	—	—	237 *	241 *	244	244	245	245
Wyoming	225 *	223 *	229 *	229 *	241 *	243 *	244 *	242 *	244 *	247
Other jurisdictions										
District of Columbia	193 *	187 *	193 *	192 *	205 *	211 *	214 *	219 *	222 *	229
DoDEA[1]	—	224 *	228 *	227 *	237 *	239 *	240 *	240 *	241 *	245

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2013 when only one state/jurisdiction or the nation is being examined.
[1] Department of Defense Education Activity (overseas and domestic schools).
NOTE: The overall national results include both public and nonpublic school students. The national (public) and state/jurisdiction results include public school students only. Data for DoDEA schools are included in the overall national results, but not in the national (public) results.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2013 Mathematics Assessments.

National Center for Education Statistics
2013 Mathematics Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions

Average scores and achievement-level results in NAEP mathematics for fourth-grade public and nonpublic school students, by race/ethnicity and state/jurisdiction: 2013

State/jurisdiction	White					Black					Hispanic				
	Average scale score	Percentage of students: Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Percentage of students: Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Percentage of students: Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation	**250**	**9**	**91**	**54**	**10**	**224**	**34**	**66**	**18**	**1**	**231**	**27**	**73**	**26**	**3**
Nation (public)	250	9	91	54	10	224	34	66	18	1	230	27	73	26	2
Alabama	242	14	86	40	5	215	47	53	9	#	228	30	70	23	3
Alaska	249	10	90	52	11	228	28	72	22	2	235	23	77	33	3
Arizona	251	8	92	55	12	230	26	74	24	2	232	25	75	28	3
Arkansas	246	11	89	47	7	223	36	64	17	#	234	21	79	31	2
California	249	11	89	53	9	221	40	60	18	1	224	35	65	19	1
Colorado	256	6	94	62	15	227	30	70	22	2	233	24	76	30	3
Connecticut	253	6	94	58	12	219	43	57	14	1	224	35	65	19	1
Delaware	252	6	94	57	11	229	25	75	21	1	234	20	80	27	3
Florida	251	8	92	54	10	228	28	72	20	1	238	18	82	36	5
Georgia	250	9	91	53	10	226	32	68	20	2	235	23	77	33	4
Hawaii	253	9	91	60	15	232	24	76	34	1	241	17	83	43	8
Idaho	244	13	87	44	7	‡	‡	‡	‡	‡	225	34	66	20	2
Illinois	248	12	88	51	11	220	41	59	16	1	229	29	71	25	3
Indiana	252	7	93	58	11	227	29	71	21	1	242	14	86	39	5
Iowa	249	10	90	52	10	218	46	54	16	1	234	22	78	30	2
Kansas	250	7	93	53	9	228	29	71	22	1	235	19	81	31	2
Kentucky	244	13	87	45	7	224	35	65	19	1	234	24	76	30	4
Louisiana	242	12	88	40	5	221	38	62	13	#	232	26	74	29	2
Maine	247	12	88	49	9	227	34	66	25	1	‡	‡	‡	‡	‡
Maryland	260	7	93	67	22	227	31	69	22	2	234	25	75	33	5
Massachusetts	260	4	96	68	18	230	29	71	26	5	234	25	75	32	5
Michigan	244	14	86	45	7	212	53	47	10	1	226	36	64	22	4
Minnesota	259	5	95	67	18	232	27	73	32	3	234	27	73	34	6
Mississippi	243	12	88	42	5	220	39	61	11	#	230	27	73	27	2
Missouri	245	11	89	46	6	219	40	60	13	1	233	23	77	29	3
Montana	248	10	90	50	8	‡	‡	‡	‡	‡	237	19	81	34	2
Nebraska	251	8	92	54	10	215	48	52	12	#	227	29	71	20	2
Nevada	245	11	89	46	6	221	38	62	17	1	230	25	75	24	2
New Hampshire	254	6	94	60	12	‡	‡	‡	‡	‡	236	22	78	34	3
New Jersey	254	6	94	61	12	229	28	72	24	2	234	21	79	30	3
New Mexico	246	14	86	48	9	225	39	61	24	3	229	29	71	26	2
New York	248	9	91	50	8	225	33	67	17	1	229	27	73	24	2
North Carolina	254	6	94	60	12	230	24	76	22	1	239	15	85	35	3
North Dakota	249	8	92	52	8	239	16	84	35	4	237	13	87	27	3
Ohio	252	9	91	56	12	222	38	62	16	1	237	19	81	36	3
Oklahoma	245	10	90	45	6	219	42	58	14	1	229	27	73	21	2
Oregon	245	14	86	46	8	220	39	61	16	1	224	36	64	20	3
Pennsylvania	250	9	91	52	10	226	31	69	19	1	229	29	71	24	3
Rhode Island	250	9	91	53	10	224	34	66	19	1	226	32	68	23	2
South Carolina	247	11	89	49	8	222	36	64	15	1	229	27	73	25	2
South Dakota	247	9	91	48	6	221	37	63	14	1	226	30	70	16	1
Tennessee	247	13	87	50	9	221	40	60	15	1	229	27	73	22	1
Texas	255	6	94	61	13	231	24	76	24	1	235	21	79	30	3
Utah	248	11	89	51	10	‡	‡	‡	‡	‡	221	39	61	16	1
Vermont	249	12	88	53	11	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	252	7	93	56	10	229	27	73	22	1	236	19	81	32	3
Washington	251	9	91	56	12	231	27	73	29	2	229	28	72	24	2
West Virginia	238	19	81	36	4	228	30	70	25	2	‡	‡	‡	‡	‡
Wisconsin	252	8	92	57	12	216	46	54	12	1	228	30	70	23	2
Wyoming	249	7	93	52	7	‡	‡	‡	‡	‡	235	20	80	29	3
Other jurisdictions															
District of Columbia	276	2	98	88	41	221	40	60	19	1	228	29	71	23	3
DoDEA[1]	250	7	93	54	8	233	20	80	25	2	240	13	87	37	3

See notes at end of table.

Average scores and achievement-level results in NAEP mathematics for fourth-grade public and nonpublic school students, by race/ethnicity and state/jurisdiction: 2013—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
		Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation	**258**	**9**	**91**	**64**	**22**	**227**	**32**	**68**	**23**	**2**
Nation (public)	258	9	91	64	23	228	30	70	24	2
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	233	25	75	32	4	213	50	50	13	1
Arizona	256	9	91	61	22	222	38	62	17	1
Arkansas	258	6	94	63	21	‡	‡	‡	‡	‡
California	254	10	90	58	19	‡	‡	‡	‡	‡
Colorado	255	12	88	61	22	‡	‡	‡	‡	‡
Connecticut	257	9	91	64	21	‡	‡	‡	‡	‡
Delaware	270	2	98	81	32	‡	‡	‡	‡	‡
Florida	264	3	97	77	21	‡	‡	‡	‡	‡
Georgia	263	5	95	71	24	‡	‡	‡	‡	‡
Hawaii	241	19	81	42	7	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	266	5	95	73	31	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	254	13	87	54	24	‡	‡	‡	‡	‡
Kansas	261	3	97	68	20	‡	‡	‡	‡	‡
Kentucky	260	10	90	68	27	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	270	5	95	77	40	‡	‡	‡	‡	‡
Massachusetts	266	4	96	72	31	‡	‡	‡	‡	‡
Michigan	259	11	89	62	30	‡	‡	‡	‡	‡
Minnesota	250	17	83	52	20	‡	‡	‡	‡	‡
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	222	38	62	18	1
Nebraska	243	21	79	51	16	‡	‡	‡	‡	‡
Nevada	244	14	86	45	7	‡	‡	‡	‡	‡
New Hampshire	257	12	88	67	26	‡	‡	‡	‡	‡
New Jersey	267	6	94	76	32	‡	‡	‡	‡	‡
New Mexico	‡	‡	‡	‡	‡	220	40	60	14	#
New York	259	7	93	68	21	‡	‡	‡	‡	‡
North Carolina	261	11	89	67	29	225	32	68	16	#
North Dakota	251	9	91	55	13	225	36	64	21	2
Ohio	260	7	93	65	25	‡	‡	‡	‡	‡
Oklahoma	257	5	95	59	21	238	17	83	34	3
Oregon	256	11	89	60	23	‡	‡	‡	‡	‡
Pennsylvania	259	8	92	67	19	‡	‡	‡	‡	‡
Rhode Island	239	18	82	37	7	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	217	45	55	12	#
Tennessee	255	11	89	62	19	‡	‡	‡	‡	‡
Texas	272	4	96	82	38	‡	‡	‡	‡	‡
Utah	240	21	79	35	9	‡	‡	‡	‡	‡
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	264	3	97	70	28	‡	‡	‡	‡	‡
Washington	260	8	92	66	26	‡	‡	‡	‡	‡
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	247	14	86	49	14	231	24	76	24	3
Wyoming	‡	‡	‡	‡	‡	232	23	77	26	2
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA[1]	245	11	89	46	7	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

[1] Department of Defense Education Activity (overseas and domestic schools).

NOTE: The overall national results include both public and nonpublic school students. The national (public) and state/jurisdiction results include public school students only. Data for DoDEA schools are included in the overall national results, but not in the national (public) results. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics Assessment.

National Center for Education Statistics
2013 Mathematics Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions

Average scores in NAEP mathematics for eighth-grade public and nonpublic school students, by state/jurisdiction: Various years, 1990–2013

State/jurisdiction	Accommodations not permitted				Accommodations permitted						
	1990	1992	1996	2000	2000	2003	2005	2007	2009	2011	2013
Nation	**263** *	**268** *	**272** *	**275** *	**273** *	**278** *	**279** *	**281** *	**283** *	**284** *	**285**
Nation (public)	262 *	267 *	271 *	274 *	272 *	276 *	278 *	280 *	282 *	283 *	284
Alabama	253 *	252 *	257 *	262 *	264 *	262 *	262 *	266	269	269	269
Alaska	—	—	278	—	—	279	279 *	283	283	283	282
Arizona	260 *	265 *	268 *	271 *	269 *	271 *	274 *	276 *	277	279	280
Arkansas	256 *	256 *	262 *	261 *	257 *	266 *	272 *	274 *	276	279	278
California	256 *	261 *	263 *	262 *	260 *	267 *	269 *	270 *	270 *	273	276
Colorado	267 *	272 *	276 *	—	—	283 *	281 *	286 *	287	292	290
Connecticut	270 *	274 *	280 *	282	281 *	284	281 *	282	289 *	287	285
Delaware	261 *	263 *	267 *	—	—	277 *	281	283	284	283	282
Florida	255 *	260 *	264 *	—	—	271 *	274 *	277 *	279	278 *	281
Georgia	259 *	259 *	262 *	266 *	265 *	270 *	272 *	275 *	278	278	279
Hawaii	251 *	257 *	262 *	263 *	262 *	266 *	266 *	269 *	274 *	278 *	281
Idaho	271 *	275 *	—	278 *	277 *	280 *	281 *	284 *	287	287	286
Illinois	261 *	—	—	277 *	275 *	277 *	278 *	280 *	282	283	285
Indiana	267 *	270 *	276 *	283 *	281 *	281 *	282 *	285	287	285	288
Iowa	278 *	283	284	—	—	284	284	285	284	285	285
Kansas	—	—	—	284 *	283 *	284 *	284 *	290	289	290	290
Kentucky	257 *	262 *	267 *	272 *	270 *	274 *	274 *	279	279	282	281
Louisiana	246 *	250 *	252 *	259 *	259 *	266 *	268 *	272	272	273	273
Maine	—	279 *	284 *	284 *	281 *	282 *	281 *	286 *	286 *	289	289
Maryland	261 *	265 *	270 *	276 *	272 *	278 *	278 *	286	288	288	287
Massachusetts	—	273 *	278 *	283 *	279 *	287 *	292 *	298	299	299	301
Michigan	264 *	267 *	277	278	277	276	277	277	278	280	280
Minnesota	275 *	282 *	284 *	288 *	287 *	291 *	290 *	292	294	295	295
Mississippi	—	246 *	250 *	254 *	254 *	261 *	262 *	265 *	265 *	269	271
Missouri	—	271 *	273 *	274 *	271 *	279 *	276 *	281	286	282	283
Montana	280 *	—	283 *	287	285 *	286 *	286 *	287	292	293 *	289
Nebraska	276 *	278 *	283	281 *	280 *	282 *	284	284	284	283	285
Nevada	—	—	—	268 *	265 *	268 *	270 *	271 *	274 *	278	278
New Hampshire	273 *	278 *	—	—	—	286 *	285 *	288 *	292 *	292 *	296
New Jersey	270 *	272 *	—	—	—	281 *	284 *	289 *	293	294	296
New Mexico	256 *	260 *	262 *	260 *	259 *	263 *	263 *	268 *	270 *	274	273
New York	261 *	266 *	270 *	276 *	271 *	280	280	280	283	280	282
North Carolina	250 *	258 *	268 *	280 *	276 *	281 *	282 *	284	284	286	286
North Dakota	281 *	283 *	284 *	283 *	282 *	287 *	287 *	292	293 *	292	291
Ohio	264 *	268 *	—	283 *	281 *	282 *	283 *	285 *	286 *	289	290
Oklahoma	263 *	268 *	—	272 *	270 *	272 *	271 *	275	276	279 *	276
Oregon	271 *	—	276 *	281	280	281	282	284	285	283	284
Pennsylvania	266 *	271 *	—	—	—	279 *	281 *	286 *	288	286 *	290
Rhode Island	260 *	266 *	269 *	273 *	269 *	272 *	272 *	275 *	278 *	283	284
South Carolina	—	261 *	261 *	266 *	265 *	277	281	282	280	281	280
South Dakota	—	—	—	—	—	285 *	287	288	291 *	291 *	287
Tennessee	—	259 *	263 *	263 *	262 *	268 *	271 *	274 *	275	274 *	278
Texas	258 *	265 *	270 *	275 *	273 *	277 *	281 *	286	287	290	288
Utah	—	274 *	277 *	275 *	274 *	281 *	279 *	281 *	284	283	284
Vermont	—	—	279 *	283 *	281 *	286 *	287 *	291 *	293 *	294	295
Virginia	264 *	268 *	270 *	277 *	275 *	282 *	284 *	288	286	289	288
Washington	—	—	276 *	—	—	281 *	285 *	285 *	289	288	290
West Virginia	256 *	259 *	265 *	271 *	266 *	271 *	269 *	270 *	270 *	273	274
Wisconsin	274 *	278 *	283 *	—	—	284 *	285 *	286 *	288	289	289
Wyoming	272 *	275 *	275 *	277 *	276 *	284 *	282 *	287	286 *	288	288
Other jurisdictions											
District of Columbia	231 *	235 *	233 *	234 *	235 *	243 *	245 *	248 *	254 *	260 *	265
DoDEA[1]	—	—	274 *	278 *	277 *	285 *	284 *	285	287 *	288 *	290

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

* Significantly different ($p < .05$) from 2013 when only one state/jurisdiction or the nation is being examined.

[1] Department of Defense Education Activity (overseas and domestic schools).

NOTE: The overall national results include both public and nonpublic school students. The national (public) and state/jurisdiction results include public school students only. Data for DoDEA schools are included in the overall national results, but not in the national (public) results.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2013 Mathematics Assessments.

Average scores and achievement-level results in NAEP mathematics for eighth-grade public and nonpublic school students, by race/ethnicity and state/jurisdiction: 2013

State/jurisdiction	White					Black					Hispanic				
		Percentage of students					Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation	**294**	**16**	**84**	**45**	**12**	**263**	**48**	**52**	**14**	**2**	**272**	**38**	**62**	**21**	**3**
Nation (public)	293	17	83	44	11	263	49	51	14	2	271	38	62	21	3
Alabama	280	28	72	28	5	250	63	37	6	#	257	52	48	6	#
Alaska	294	15	85	46	11	270	42	58	20	4	277	30	70	24	4
Arizona	294	17	83	45	13	266	46	54	19	3	269	41	59	19	2
Arkansas	286	22	78	34	6	255	59	41	9	#	274	32	68	20	2
California	291	18	82	42	10	258	55	45	11	2	263	47	53	15	2
Colorado	300	13	87	53	16	260	52	48	15	2	273	39	61	23	4
Connecticut	297	14	86	48	13	260	52	48	13	1	258	53	47	12	1
Delaware	293	17	83	45	11	264	47	53	14	1	276	33	67	25	4
Florida	291	19	81	40	10	264	49	51	14	2	274	35	65	24	4
Georgia	292	19	81	42	11	262	49	51	12	2	276	33	67	24	4
Hawaii	290	19	81	41	9	‡	‡	‡	‡	‡	280	30	70	28	7
Idaho	291	17	83	41	8	‡	‡	‡	‡	‡	268	43	57	15	2
Illinois	296	15	85	48	13	260	51	49	12	1	272	36	64	22	2
Indiana	293	18	82	44	12	265	45	55	15	2	278	29	71	24	3
Iowa	289	20	80	40	8	255	61	39	10	1	265	42	58	13	2
Kansas	295	15	85	47	12	268	44	56	18	3	276	33	67	24	4
Kentucky	283	25	75	33	7	260	51	49	11	1	269	40	60	17	3
Louisiana	285	21	79	31	5	259	53	47	9	1	277	34	66	25	7
Maine	290	21	79	40	10	262	50	50	14	4	‡	‡	‡	‡	‡
Maryland	299	15	85	51	18	268	41	59	18	2	280	31	69	30	6
Massachusetts	307	8	92	63	21	277	33	67	28	6	277	31	69	28	4
Michigan	287	21	79	36	7	251	64	36	7	1	261	51	49	14	1
Minnesota	301	11	89	54	17	260	49	51	15	2	273	38	62	20	6
Mississippi	285	22	78	33	5	255	58	42	8	#	279	24	76	24	3
Missouri	288	20	80	38	8	260	51	49	12	1	276	33	67	23	4
Montana	293	16	84	44	10	‡	‡	‡	‡	‡	282	26	74	28	6
Nebraska	292	15	85	42	8	250	65	35	8	#	267	45	55	17	2
Nevada	289	21	79	40	8	263	49	51	12	2	268	42	58	17	2
New Hampshire	297	14	86	48	13	‡	‡	‡	‡	‡	270	39	61	20	4
New Jersey	303	11	89	58	18	274	35	65	24	4	283	27	73	34	8
New Mexico	289	20	80	40	10	258	56	44	12	3	268	42	58	17	2
New York	294	15	85	44	10	262	50	50	12	1	265	44	56	14	2
North Carolina	296	15	85	48	14	268	42	58	17	2	279	29	71	27	5
North Dakota	294	14	86	44	10	272	41	59	25	4	‡	‡	‡	‡	‡
Ohio	294	16	84	45	12	267	44	56	16	1	277	34	66	27	6
Oklahoma	281	25	75	29	4	256	54	46	9	1	265	45	55	15	1
Oregon	290	20	80	40	10	‡	‡	‡	‡	‡	266	44	56	16	2
Pennsylvania	297	14	86	49	12	262	51	49	13	1	264	46	54	16	2
Rhode Island	294	16	84	45	11	263	48	52	15	1	263	45	55	15	1
South Carolina	292	19	81	43	11	261	52	48	13	2	272	38	62	23	4
South Dakota	294	14	86	45	9	254	55	45	10	#	274	34	66	27	5
Tennessee	284	24	76	33	6	257	54	46	10	1	270	37	63	21	3
Texas	300	9	91	53	12	273	35	65	21	2	281	25	75	29	4
Utah	291	19	81	42	9	‡	‡	‡	‡	‡	258	54	46	13	1
Vermont	296	15	85	48	14	258	55	45	18	2	‡	‡	‡	‡	‡
Virginia	296	15	85	47	13	267	43	57	15	2	279	29	71	25	4
Washington	296	15	85	48	14	269	41	59	23	3	273	35	65	23	3
West Virginia	275	34	66	24	3	264	48	52	13	2	‡	‡	‡	‡	‡
Wisconsin	296	15	85	47	13	252	62	38	8	1	273	38	62	19	4
Wyoming	290	17	83	40	7	‡	‡	‡	‡	‡	278	29	71	26	3
Other jurisdictions															
District of Columbia	317	6	94	75	33	261	50	50	14	2	265	45	55	20	4
DoDEA[1]	296	12	88	47	10	276	29	71	21	2	283	23	77	30	4

See notes at end of table.

National Center for Education Statistics
2013 Mathematics Assessment Report Card: Summary Data Tables with Additional Detail for Average Scores and Achievement Levels for States and Jurisdictions

Average scores and achievement-level results in NAEP mathematics for eighth-grade public and nonpublic school students, by race/ethnicity and state/jurisdiction: 2013—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
		Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation	**306**	**13**	**87**	**60**	**25**	**269**	**41**	**59**	**21**	**3**
Nation (public)	306	13	87	60	25	270	40	60	21	3
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	273	34	66	23	3	262	49	51	16	2
Arizona	302	12	88	57	15	259	51	49	13	1
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	305	13	87	59	23	‡	‡	‡	‡	‡
Colorado	303	14	86	59	23	‡	‡	‡	‡	‡
Connecticut	308	10	90	61	26	‡	‡	‡	‡	‡
Delaware	313	12	88	69	33	‡	‡	‡	‡	‡
Florida	310	9	91	65	23	‡	‡	‡	‡	‡
Georgia	310	14	86	62	31	‡	‡	‡	‡	‡
Hawaii	280	30	70	31	7	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	313	11	89	69	33	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	299	19	81	53	20	‡	‡	‡	‡	‡
Kansas	301	17	83	55	24	‡	‡	‡	‡	‡
Kentucky	307	15	85	58	31	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	319	8	92	68	38	‡	‡	‡	‡	‡
Massachusetts	323	7	93	78	42	‡	‡	‡	‡	‡
Michigan	310	12	88	60	30	‡	‡	‡	‡	‡
Minnesota	291	22	78	43	14	‡	‡	‡	‡	‡
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	263	48	52	13	1
Nebraska	303	14	86	55	21	‡	‡	‡	‡	‡
Nevada	297	14	86	45	14	‡	‡	‡	‡	‡
New Hampshire	311	14	86	63	33	‡	‡	‡	‡	‡
New Jersey	324	5	95	78	42	‡	‡	‡	‡	‡
New Mexico	‡	‡	‡	‡	‡	260	54	46	11	2
New York	305	14	86	59	25	‡	‡	‡	‡	‡
North Carolina	298	22	78	54	25	‡	‡	‡	‡	‡
North Dakota	‡	‡	‡	‡	‡	265	47	53	14	1
Ohio	311	11	89	64	32	‡	‡	‡	‡	‡
Oklahoma	298	14	86	48	18	275	34	66	25	4
Oregon	300	19	81	57	21	‡	‡	‡	‡	‡
Pennsylvania	307	12	88	61	25	‡	‡	‡	‡	‡
Rhode Island	283	30	70	34	12	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	260	52	48	10	1
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	319	7	93	74	36	‡	‡	‡	‡	‡
Utah	283	27	73	31	7	‡	‡	‡	‡	‡
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	311	9	91	64	26	‡	‡	‡	‡	‡
Washington	305	16	84	62	27	‡	‡	‡	‡	‡
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	290	19	81	40	9	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	269	36	64	16	1
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA[1]	297	13	87	50	11	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

[1] Department of Defense Education Activity (overseas and domestic schools).

NOTE: The overall national results include both public and nonpublic school students. The national (public) and state/jurisdiction results include public school students only. Data for DoDEA schools are included in the overall national results, but not in the national (public) results. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics Assessment.

GRADE 4

Table 8. Average scores in NAEP reading for fourth-grade public school students, by state/jurisdiction: Various years, 1992–2011

State/jurisdiction	Accommodations not permitted			Accommodations permitted						
	1992	1994	1998	1998	2002	2003	2005	2007	2009	2011
Nation (public)	**215***	**212***	**215***	**213***	**217***	**216 ***	**217***	**220**	**220**	**220**
Alabama	207*	208*	211*	211*	207*	207 *	208*	216*	216*	220
Alaska	—	—	—	—	—	212	211	214*	211	208
Arizona	209	206*	207*	206*	205*	209 *	207*	210	210	212
Arkansas	211*	209*	209*	209*	213*	214	217	217	216	217
California	202*	197*	202*	202*	206	206 *	207*	209	210	211
Colorado	217*	213*	222	220	—	224	224	224	226	223
Connecticut	222*	222*	232	230	229	228	226	227	229	227
Delaware	213*	206*	212*	207*	224	224	226	225	226	225
Florida	208*	205*	207*	206*	214*	218 *	219*	224	226	225
Georgia	212*	207*	210*	209*	215*	214 *	214*	219	218	221
Hawaii	203*	201*	200*	200*	208*	208 *	210*	213	211*	214
Idaho	219	—	—	—	220	218 *	222	223*	221	221
Illinois	—	—	—	—	—	216	216	219	219	219
Indiana	221	220	—	—	222	220	218	222	223	221
Iowa	225*	223	223	220	223	223	221	225*	221	221
Kansas	—	—	222	221	222	220 *	220	225	224	224
Kentucky	213*	212*	218*	218*	219*	219 *	220*	222	226	225
Louisiana	204*	197*	204*	200*	207	205 *	209	207	207	210
Maine	227*	228*	225*	225	225	224	225*	226*	224	222
Maryland	211*	210*	215*	212*	217*	219 *	220*	225*	226*	231
Massachusetts	226*	223*	225*	223*	234*	228 *	231*	236	234*	237
Michigan	216	—	217	216	219	219	218	220	218	219
Minnesota	221	218*	222	219	225	223	225	225	223	222
Mississippi	199*	202*	204*	203*	203*	205 *	204*	208	211	209
Missouri	220	217	216*	216*	220	222	221	221	224*	220
Montana	—	222	226	225	224	223	225	227	225	225
Nebraska	221	220	—	—	222	221	221	223	223	223
Nevada	—	—	208*	206*	209*	207 *	207*	211	211	213
New Hampshire	228	223*	226*	226*	—	228 *	227*	229	229	230
New Jersey	223*	219*	—	—	—	225 *	223*	231	229	231
New Mexico	211	205	206	205	208	203 *	207	212*	208	208
New York	215*	212*	216*	215*	222	222	223	224	224	222
North Carolina	212*	214*	217*	213*	222	221	217*	218*	219	221
North Dakota	226	225	—	—	224	222 *	225	226	226	226
Ohio	217*	—	—	—	222	222	223	226	225	224
Oklahoma	220*	—	220*	219*	213	214	214	217	217	215
Oregon	—	—	214	212*	220	218	217	215	218	216
Pennsylvania	221*	215*	—	—	221*	219 *	223*	226	224	227
Rhode Island	217*	220	218*	218*	220*	216 *	216*	219*	223	222
South Carolina	210*	203*	210*	209*	214	215	213	214	216	215
South Dakota	—	—	—	—	—	222	222*	223*	222*	220
Tennessee	212	213	212	212	214	212	214	216	217	215
Texas	213*	212*	217	214	217	215	219	220	219	218
Utah	220	217	215*	216*	222	219	221	221	219	220
Vermont	—	—	—	—	227	226	227	228	229	227
Virginia	221*	213*	218*	217*	225	223	226	227	227	226
Washington	—	213*	217*	218	224	221	223	224	221	221
West Virginia	216	213	216	216	219*	219*	215	215	215	214
Wisconsin	224	224*	224*	222	—	221	221	223	220	221
Wyoming	223	221	219*	218*	221*	222	223	225	223	224
Other jurisdictions										
District of Columbia	188*	179*	182*	179*	191*	188*	191*	197*	202	201
DoDEA[1]	—	—	222*	220*	224*	224*	226*	229	228	229

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2011 when only one state/jurisdiction or the nation is being examined.
[1] Department of Defense Education Activity (overseas and domestic schools).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Reading Assessments.

GRADE 8

Table 15. Average scores in NAEP reading for eighth-grade public school students, by state/jurisdiction: Various years, 1998–2011

State/jurisdiction	Accommodations not permitted	Accommodations permitted						
	1998	1998	2002	2003	2005	2007	2009	2011
Nation (public)	**261***	**261***	**263**	**261***	**260***	**261***	**262***	**264**
Alabama	255	255	253*	253*	252*	252*	255	258
Alaska	—	—	—	256*	259*	259	259	261
Arizona	261	260	257	255*	255*	255*	258	260
Arkansas	256*	256*	260	258	258	258	258	259
California	253	252	250*	251*	250*	251*	253	255
Colorado	264*	264*	—	268	265*	266*	266*	271
Connecticut	272*	270*	267*	267*	264*	267*	272*	275
Delaware	256*	254*	267	265	266	265	265	266
Florida	253*	255*	261	257*	256*	260	264	262
Georgia	257*	257*	258*	258*	257*	259*	260	262
Hawaii	250*	249*	252*	251*	249*	251*	255*	257
Idaho	—	—	266	264*	264*	265*	265*	268
Illinois	—	—	—	266	264	263*	265	266
Indiana	—	—	265	265	261*	264	266	265
Iowa	—	—	—	268*	267	267*	265	265
Kansas	268	268	269	266	267	267	267	267
Kentucky	262*	262*	265*	266	264*	262*	267	269
Louisiana	252	252	256	253	253	253	253	255
Maine	273	271	270	268	270	270	268	270
Maryland	262*	261*	263*	262*	261*	265*	267*	271
Massachusetts	269*	269*	271*	273	274	273	274	275
Michigan	—	—	265	264	261*	260*	262*	265
Minnesota	267	265*	—	268	268	268	270	270
Mississippi	251	251	255	255	251	250*	251	254
Missouri	263*	262*	268	267	265	263*	267	267
Montana	270*	271	270*	270*	269*	271	270*	273
Nebraska	—	—	270	266	267	267	267	268
Nevada	257	258	251*	252*	253*	252*	254*	258
New Hampshire	—	—	—	271	270	270	271	272
New Jersey	—	—	—	268*	269*	270*	273	275
New Mexico	258	258	254	252*	251*	251*	254	256
New York	266	265	264	265	265	264	264	266
North Carolina	264	262	265	262	258*	259*	260*	263
North Dakota	—	—	268	270	270	268	269	269
Ohio	—	—	268	267	267	268	269	268
Oklahoma	265*	265*	262	262	260	260	259	260
Oregon	266	266	268*	264	263	266	265	264
Pennsylvania	—	—	265	264	267	268	271	268
Rhode Island	262*	264	262*	261*	261*	258*	260*	265
South Carolina	255*	255*	258	258	257*	257*	257	260
South Dakota	—	—	—	270	269	270	270	269
Tennessee	259	258	260	258	259	259	261	259
Texas	262	261	262	259	258*	261	260	261
Utah	265	263*	263*	264*	262*	262*	266	267
Vermont	—	—	272	271*	269*	273	272	274
Virginia	266	266	269	268	268	267	266	267
Washington	265	264*	268	264*	265	265	267	268
West Virginia	262*	262*	264*	260*	255	255	255	256
Wisconsin	266	265	—	266	266	264*	266	267
Wyoming	262*	263*	265*	267*	268	266*	268	270
Other jurisdictions								
District of Columbia	236*	236*	240	239*	238*	241	242	242
DoDEA[1]	269*	269*	273	272	271	273	272	272

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2011 when only one state/jurisdiction or the nation is being examined.
[1] Department of Defense Education Activity (overseas and domestic schools).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.

Table A-15. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2011

State/jurisdiction	White					Black					Hispanic				
		Percentage of students					Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**230**	**23**	**77**	**42**	**10**	**205**	**51**	**49**	**16**	**2**	**205**	**50**	**50**	**18**	**2**
Alabama	230	21	79	41	9	204	52	48	14	2	205	50	50	16	2
Alaska	223	29	71	36	8	206	50	50	20	3	212	40	60	24	5
Arizona	225	28	72	38	9	204	53	47	20	5	203	52	48	16	2
Arkansas	224	28	72	38	8	197	60	40	11	1	204	50	50	18	3
California	229	24	76	40	10	208	47	53	19	4	198	58	42	12	1
Colorado	236	16	84	51	13	207	47	53	18	2	203	51	49	18	3
Connecticut	239	15	85	55	17	204	52	48	14	2	204	50	50	17	3
Delaware	234	17	83	47	11	215	40	60	23	3	214	41	59	22	3
Florida	235	17	83	48	12	209	46	54	17	2	220	33	67	30	6
Georgia	231	22	78	43	11	208	49	51	19	3	214	40	60	25	4
Hawaii	226	26	74	38	9	215	40	60	26	7	209	44	56	22	4
Idaho	225	26	74	37	7	‡	‡	‡	‡	‡	201	54	46	15	2
Illinois	231	22	78	45	12	198	58	42	12	2	204	51	49	18	2
Indiana	226	26	74	38	8	203	56	44	13	2	203	49	51	17	1
Iowa	225	27	73	37	7	193	62	38	11	1	201	52	48	15	2
Kansas	229	24	76	42	10	204	54	46	18	3	209	45	55	19	2
Kentucky	226	27	73	37	8	210	48	52	19	2	222	32	68	35	6
Louisiana	223	30	70	33	6	197	61	39	11	1	208	44	56	22	4
Maine	223	29	71	33	7	192	60	40	14	1	‡	‡	‡	‡	‡
Maryland	242	13	87	56	19	213	43	57	22	4	226	29	71	37	8
Massachusetts	243	11	89	59	18	216	39	61	24	3	216	38	62	23	4
Michigan	225	26	74	37	7	192	67	33	8	1	206	51	49	20	3
Minnesota	229	22	78	42	10	199	56	44	16	3	201	55	45	12	2
Mississippi	220	32	68	30	6	198	60	40	12	1	203	53	47	25	3
Missouri	226	27	73	39	10	199	57	43	14	2	209	46	54	23	5
Montana	229	22	78	39	8	‡	‡	‡	‡	‡	217	34	66	23	2
Nebraska	230	23	77	42	10	199	56	44	15	1	208	46	54	20	2
Nevada	224	29	71	36	8	202	55	45	15	1	203	51	49	17	2
New Hampshire	231	21	79	44	10	‡	‡	‡	‡	‡	217	38	62	26	6
New Jersey	239	12	88	53	14	216	39	61	25	4	216	38	62	25	4
New Mexico	225	28	72	34	8	208	47	53	17	2	202	54	46	15	1
New York	232	21	79	46	12	208	48	52	18	3	209	46	54	20	3
North Carolina	232	19	81	45	12	206	50	50	16	2	207	48	52	20	4
North Dakota	228	23	77	38	7	220	33	67	29	5	214	40	60	22	2
Ohio	229	22	78	39	8	204	54	46	13	1	211	41	59	19	1
Oklahoma	221	29	71	31	5	199	55	45	13	1	207	47	53	18	4
Oregon	222	30	70	35	8	202	51	49	18	3	196	60	40	12	2
Pennsylvania	233	19	81	47	13	204	52	48	19	3	202	52	48	17	3
Rhode Island	230	22	78	43	10	208	42	58	23	2	204	51	49	16	1
South Carolina	226	27	73	39	9	199	56	44	12	2	208	43	57	20	3
South Dakota	225	25	75	35	6	204	52	48	18	2	207	44	56	21	3
Tennessee	221	32	68	31	6	198	59	41	11	1	201	52	48	16	2
Texas	233	19	81	45	11	210	45	55	18	3	210	46	54	19	2
Utah	226	26	74	38	7	‡	‡	‡	‡	‡	196	59	41	13	2
Vermont	228	26	74	42	11	205	50	50	24	6	‡	‡	‡	‡	‡
Virginia	235	19	81	49	15	210	45	55	19	2	209	45	55	21	3
Washington	229	24	76	42	10	209	44	56	19	1	199	55	45	16	2
West Virginia	216	38	62	28	5	196	58	42	14	1	‡	‡	‡	‡	‡
Wisconsin	227	26	74	39	8	196	61	39	12	2	202	52	48	13	1
Wyoming	227	25	75	38	8	‡	‡	‡	‡	‡	213	42	58	21	3
Other jurisdictions															
District of Columbia	255	8	92	74	37	193	63	37	12	2	202	52	48	19	4
DoDEA[1]	233	17	83	44	9	222	27	73	29	3	226	24	76	33	5

See notes at end of table.

Table A-15. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2011—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
		Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**234**	**21**	**79**	**49**	**17**	**204**	**51**	**49**	**19**	**4**
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	197	58	42	13	1	175	74	26	8	1
Arizona	226	28	72	42	14	185	70	30	8	2
Arkansas	220	37	63	34	7	‡	‡	‡	‡	‡
California	233	20	80	48	15	‡	‡	‡	‡	‡
Colorado	234	20	80	51	13	‡	‡	‡	‡	‡
Connecticut	241	17	83	57	21	‡	‡	‡	‡	‡
Delaware	240	17	83	57	17	‡	‡	‡	‡	‡
Florida	244	12	88	57	25	‡	‡	‡	‡	‡
Georgia	242	13	87	57	21	‡	‡	‡	‡	‡
Hawaii	211	44	56	25	5	‡	‡	‡	‡	‡
Idaho	224	29	71	43	11	‡	‡	‡	‡	‡
Illinois	237	17	83	52	18	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	227	27	73	45	13	‡	‡	‡	‡	‡
Kansas	228	27	73	43	15	‡	‡	‡	‡	‡
Kentucky	249	6	94	67	26	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	219	29	71	28	5	‡	‡	‡	‡	‡
Maryland	251	10	90	67	31	‡	‡	‡	‡	‡
Massachusetts	243	15	85	56	25	‡	‡	‡	‡	‡
Michigan	236	19	81	48	15	‡	‡	‡	‡	‡
Minnesota	217	37	63	32	10	195	60	40	14	2
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	233	28	72	52	21	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	200	57	43	14	2
Nebraska	234	23	77	56	15	‡	‡	‡	‡	‡
Nevada	222	33	67	32	8	‡	‡	‡	‡	‡
New Hampshire	234	22	78	47	14	‡	‡	‡	‡	‡
New Jersey	247	12	88	64	27	‡	‡	‡	‡	‡
New Mexico	222	31	69	39	11	193	64	36	12	2
New York	235	20	80	49	17	‡	‡	‡	‡	‡
North Carolina	236	19	81	48	19	192	62	38	10	2
North Dakota	‡	‡	‡	‡	‡	206	50	50	15	2
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	225	31	69	38	11	212	40	60	25	4
Oregon	230	28	72	47	16	213	39	61	28	7
Pennsylvania	242	18	82	60	24	‡	‡	‡	‡	‡
Rhode Island	232	18	82	47	12	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	197	58	42	13	2
Tennessee	234	24	76	51	15	‡	‡	‡	‡	‡
Texas	247	8	92	59	24	‡	‡	‡	‡	‡
Utah	217	37	63	32	7	187	66	34	14	4
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	236	20	80	50	19	‡	‡	‡	‡	‡
Washington	227	30	70	43	15	202	54	46	19	6
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	225	32	68	39	11	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	192	65	35	11	2
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA[1]	231	18	82	40	9	‡	‡	‡	‡	‡

‡: Reporting standards not met. Sample size insufficient to permit a reliable estimate.

[1]Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-24. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2011

State/jurisdiction	White					Black					Hispanic				
	Average scale score	Percentage of students				Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**272**	**16**	**84**	**41**	**4**	**248**	**42**	**58**	**14**	**1**	**251**	**37**	**63**	**18**	**1**
Alabama	268	20	80	34	3	243	49	51	11	#	246	44	56	16	2
Alaska	274	15	85	42	4	252	34	66	17	1	260	26	74	24	1
Arizona	272	18	82	41	4	248	42	58	18	1	251	37	63	17	#
Arkansas	267	21	79	35	2	238	54	46	9	#	253	36	64	21	1
California	268	21	79	35	5	243	47	53	11	1	245	44	56	14	1
Colorado	278	11	89	49	5	257	34	66	22	2	254	35	65	22	1
Connecticut	283	9	91	54	9	255	34	66	21	1	255	34	66	22	1
Delaware	273	15	85	42	5	254	34	66	18	1	259	27	73	26	2
Florida	270	18	82	38	3	248	43	57	14	1	259	29	71	27	2
Georgia	272	15	85	38	2	251	39	61	14	#	258	30	70	21	1
Hawaii	273	16	84	41	4	261	27	73	25	2	246	44	56	17	1
Idaho	271	16	84	37	3	‡	‡	‡	‡	‡	254	33	67	17	1
Illinois	274	15	85	44	5	249	38	62	15	1	257	31	69	23	2
Indiana	269	18	82	36	2	247	41	59	14	1	255	32	68	22	2
Iowa	267	20	80	35	2	247	43	57	12	1	251	38	62	20	1
Kansas	272	16	84	41	3	248	42	58	15	1	254	34	66	19	#
Kentucky	271	18	82	39	4	248	42	58	13	#	264	25	75	30	2
Louisiana	264	24	76	31	2	241	49	51	10	#	249	42	58	19	2
Maine	271	19	81	39	4	248	45	55	21	2	‡	‡	‡	‡	‡
Maryland	282	10	90	52	8	255	34	66	21	1	262	29	71	30	3
Massachusetts	282	9	91	53	8	255	32	68	20	2	248	41	59	18	1
Michigan	269	18	82	36	3	244	46	54	11	#	260	25	75	26	1
Minnesota	274	14	86	44	4	246	42	58	15	1	257	31	69	23	2
Mississippi	267	18	82	33	1	240	52	48	9	#	‡	‡	‡	‡	‡
Missouri	271	17	83	40	3	244	44	56	12	#	258	30	70	26	5
Montana	275	12	88	44	3	‡	‡	‡	‡	‡	262	24	76	27	3
Nebraska	272	14	86	39	3	250	36	64	15	1	252	37	63	20	1
Nevada	269	19	81	37	3	250	38	62	17	2	247	42	58	16	#
New Hampshire	273	15	85	41	3	‡	‡	‡	‡	‡	253	37	63	16	1
New Jersey	284	8	92	56	8	256	34	66	21	1	257	29	71	22	1
New Mexico	270	17	83	36	2	248	39	61	14	#	251	37	63	16	1
New York	276	14	86	46	6	251	37	63	18	1	251	38	62	20	1
North Carolina	271	17	83	40	4	247	42	58	14	#	256	33	67	22	1
North Dakota	272	13	87	37	2	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	274	15	85	43	4	247	42	58	14	1	252	35	65	17	#
Oklahoma	265	22	78	32	2	247	40	60	13	1	251	37	63	15	#
Oregon	269	19	81	37	3	248	41	59	19	1	250	39	61	16	1
Pennsylvania	275	15	85	46	5	244	46	54	13	#	250	40	60	16	1
Rhode Island	272	17	83	41	5	248	42	58	17	1	248	43	57	14	1
South Carolina	269	18	82	37	3	246	44	56	11	#	257	31	69	22	2
South Dakota	273	12	88	39	2	256	30	70	17	1	256	32	68	22	1
Tennessee	265	23	77	31	3	240	52	48	12	#	255	32	68	24	1
Texas	274	13	87	42	3	252	37	63	15	#	254	32	68	17	1
Utah	272	16	84	40	3	‡	‡	‡	‡	‡	247	42	58	13	#
Vermont	274	17	83	45	6	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	273	16	84	43	5	251	38	62	16	1	259	28	72	24	1
Washington	272	18	82	42	5	254	34	66	22	1	250	40	60	17	1
West Virginia	256	31	69	24	1	249	43	57	19	1	‡	‡	‡	‡	‡
Wisconsin	272	16	84	40	3	240	51	49	11	#	248	40	60	13	1
Wyoming	272	16	84	40	3	‡	‡	‡	‡	‡	258	31	69	26	1
Other jurisdictions															
District of Columbia	292	6	94	66	15	239	52	48	12	1	239	50	50	16	1
DoDEA[1]	277	9	91	46	3	263	19	81	25	1	268	16	84	32	1

See notes at end of table.

Table A-24. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2011—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
	Average scale score	Percentage of students				Average scale score	Percentage of students			
		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*		Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**275**	**18**	**82**	**46**	**8**	**253**	**36**	**64**	**22**	**2**
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	261	28	72	29	3	234	56	44	10	1
Arizona	269	19	81	34	8	241	50	50	15	1
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	271	21	79	41	6	‡	‡	‡	‡	‡
Colorado	285	11	89	60	12	‡	‡	‡	‡	‡
Connecticut	282	11	89	55	9	‡	‡	‡	‡	‡
Delaware	285	10	90	56	11	‡	‡	‡	‡	‡
Florida	279	16	84	48	10	‡	‡	‡	‡	‡
Georgia	277	12	88	48	6	‡	‡	‡	‡	‡
Hawaii	255	34	66	23	2	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	280	12	88	53	11	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	266	23	77	38	5	‡	‡	‡	‡	‡
Kansas	269	24	76	46	7	‡	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	294	5	95	68	19	‡	‡	‡	‡	‡
Massachusetts	288	10	90	61	14	‡	‡	‡	‡	‡
Michigan	279	20	80	53	14	‡	‡	‡	‡	‡
Minnesota	267	26	74	37	6	258	33	67	30	5
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	257	33	67	25	2
Nebraska	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nevada	264	25	75	34	4	‡	‡	‡	‡	‡
New Hampshire	280	18	82	49	14	‡	‡	‡	‡	‡
New Jersey	291	8	92	66	15	‡	‡	‡	‡	‡
New Mexico	273	20	80	40	9	242	48	52	16	1
New York	276	17	83	50	6	‡	‡	‡	‡	‡
North Carolina	274	17	83	44	8	245	48	52	16	3
North Dakota	‡	‡	‡	‡	‡	245	48	52	13	2
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	‡	‡	‡	‡	‡	256	31	69	23	1
Oregon	263	31	69	38	9	256	34	66	30	7
Pennsylvania	285	15	85	62	13	‡	‡	‡	‡	‡
Rhode Island	261	26	74	31	4	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	244	48	52	14	1
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	284	8	92	59	6	‡	‡	‡	‡	‡
Utah	257	33	67	30	1	244	43	57	18	#
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	282	11	89	55	8	‡	‡	‡	‡	‡
Washington	279	17	83	51	10	254	40	60	24	4
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	271	22	78	39	7	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA[1]	272	16	84	39	2	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

[1] Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

GRADE 4

Table 7. Average scores in NAEP mathematics for fourth-grade public school students, by state/jurisdiction: Various years, 1992–2011

State/jurisdiction	Accommodations not permitted			Accommodations permitted					
	1992	1996	2000	2000	2003	2005	2007	2009	2011
Nation (public)	**219***	**222***	**226***	**224***	**234***	**237***	**239***	**239***	**240**
Alabama	208*	212*	218*	217*	223*	225*	229	228*	231
Alaska	—	224*	—	—	233*	236	237	237	236
Arizona	215*	218*	219*	219*	229*	230*	232*	230*	235
Arkansas	210*	216*	217*	216*	229*	236	238	238	238
California	208*	209*	214*	213*	227*	230*	230*	232	234
Colorado	221*	226*	—	—	235*	239*	240*	243	244
Connecticut	227*	232*	234*	234*	241	242	243	245	242
Delaware	218*	215*	—	—	236*	240	242*	239	240
Florida	214*	216*	—	—	234*	239	242	242	240
Georgia	216*	215*	220*	219*	230*	234*	235*	236*	238
Hawaii	214*	215*	216*	216*	227*	230*	234*	236*	239
Idaho	222*	—	227*	224*	235*	242	241	241	240
Illinois	—	—	225*	223*	233*	233*	237	238	239
Indiana	221*	229*	234*	233*	238*	240*	245	243	244
Iowa	230*	229*	233*	231*	238*	240*	243	243	243
Kansas	—	—	232*	232*	242*	246	248	245	246
Kentucky	215*	220*	221*	219*	229*	231*	235*	239	241
Louisiana	204*	209*	218*	218*	226*	230	230	229	231
Maine	232*	232*	231*	230*	238*	241*	242	244	244
Maryland	217*	221*	222*	222*	233*	238*	240*	244*	247
Massachusetts	227*	229*	235*	233*	242*	247*	252	252	253
Michigan	220*	226*	231*	229*	236	238	238	236	236
Minnesota	228*	232*	235*	234*	242*	246*	247	249	249
Mississippi	202*	208*	211*	211*	223*	227*	228	227	230
Missouri	222*	225*	229*	228*	235*	235*	239	241	240
Montana	—	228*	230*	228*	236*	241*	244	244	244
Nebraska	225*	228*	226*	225*	236*	238	238	239	240
Nevada	—	218*	220*	220*	228*	230*	232*	235	237
New Hampshire	230*	—	—	—	243*	246*	249*	251	252
New Jersey	227*	227*	—	—	239*	244*	249	247	248
New Mexico	213*	214*	214*	213*	223*	224*	228*	230*	233
New York	218*	223*	227*	225*	236	238	243*	241*	238
North Carolina	213*	224*	232*	230*	242*	241*	242*	244	245
North Dakota	229*	231*	231*	230*	238*	243*	245	245	245
Ohio	219*	—	231*	230*	238*	242	245	244	244
Oklahoma	220*	—	225*	224*	229*	234*	237	237	237
Oregon	—	223*	227*	224*	236	238	236	238	237
Pennsylvania	224*	226*	—	—	236*	241*	244	244	246
Rhode Island	215*	220*	225*	224*	230*	233*	236*	239*	242
South Carolina	212*	213*	220*	220*	236	238	237	236	237
South Dakota	—	—	—	—	237*	242	241	242	241
Tennessee	211*	219*	220*	220*	228*	232	233	232	233
Texas	218*	229*	233*	231*	237*	242	242	240	241
Utah	224*	227*	227*	227*	235*	239*	239*	240	243
Vermont	—	225*	232*	232*	242*	244*	246	248	247
Virginia	221*	223*	230*	230*	239*	240*	244	243	245
Washington	—	225*	—	—	238*	242	243	242	243
West Virginia	215*	223*	225*	223*	231*	231*	236	233	235
Wisconsin	229*	231*	—	—	237*	241*	244	244	245
Wyoming	225*	223*	229*	229*	241*	243	244	242*	244
Other jurisdictions									
District of Columbia	193*	187*	193*	192*	205*	211*	214*	219*	222
DoDEA[1]	—	224*	228*	227*	237*	239*	240	240	241

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2011 when only one state/jurisdiction or the nation is being examined.
[1] Department of Defense Education Activity (overseas and domestic schools).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Mathematics Assessments.

GRADE 8

Table 13. Average scores in NAEP mathematics for eighth-grade public school students, by state/jurisdiction: Various years, 1990–2011

State/jurisdiction	Accommodations not permitted				Accommodations permitted					
	1990	1992	1996	2000	2000	2003	2005	2007	2009	2011
Nation (public)	**262***	**267***	**271***	**274***	**272***	**276***	**278***	**280***	**282***	**283**
Alabama	253*	252*	257*	262*	264*	262*	262*	266	269	269
Alaska	—	—	278*	—	—	279*	279*	283	283	283
Arizona	260*	265*	268*	271*	269*	271*	274*	276*	277	279
Arkansas	256*	256*	262*	261*	257*	266*	272*	274*	276*	279
California	256*	261*	263*	262*	260*	267*	269*	270	270	273
Colorado	267*	272*	276*	—	—	283*	281*	286*	287*	292
Connecticut	270*	274*	280*	282*	281*	284*	281*	282*	289	287
Delaware	261*	263*	267*	—	—	277*	281*	283	284	283
Florida	255*	260*	264*	—	—	271*	274*	277	279	278
Georgia	259*	259*	262*	266*	265*	270*	272*	275*	278	278
Hawaii	251*	257*	262*	263*	262*	266*	266*	269*	274*	278
Idaho	271*	275*	—	278*	277*	280*	281*	284*	287	287
Illinois	261*	—	—	277*	275*	277*	278*	280	282	283
Indiana	267*	270*	276*	283	281*	281*	282*	285	287	285
Iowa	278*	283	284	—	—	284	284	285	284	285
Kansas	—	—	—	284*	283*	284*	284*	290	289	290
Kentucky	257*	262*	267*	272*	270*	274*	274*	279*	279	282
Louisiana	246*	250*	252*	259*	259*	266*	268*	272	272	273
Maine	—	279*	284*	284*	281*	282*	281*	286*	286*	289
Maryland	261*	265*	270*	276*	272*	278*	278*	286	288	288
Massachusetts	—	273*	278*	283*	279*	287*	292*	298	299	299
Michigan	264*	267*	277	278	277	276	277	277	278	280
Minnesota	275*	282*	284*	288*	287*	291*	290*	292*	294	295
Mississippi	—	246*	250*	254*	254*	261*	262*	265*	265*	269
Missouri	—	271*	273*	274*	271*	279*	276*	281	286*	282
Montana	280*	—	283*	287*	285*	286*	286*	287*	292	293
Nebraska	276*	278*	283	281	280*	282	284	284	284	283
Nevada	—	—	—	268*	265*	268*	270*	271*	274*	278
New Hampshire	273*	278*	—	—	—	286*	285*	288*	292	292
New Jersey	270*	272*	—	—	—	281*	284*	289*	293	294
New Mexico	256*	260*	262*	260*	259*	263*	263*	268*	270*	274
New York	261*	266*	270*	276	271*	280	280	280	283	280
North Carolina	250*	258*	268*	280*	276*	281*	282*	284	284	286
North Dakota	281*	283*	284*	283*	282*	287*	287*	292	293	292
Ohio	264*	268*	—	283*	281*	282*	283*	285*	286*	289
Oklahoma	263*	268*	—	272*	270*	272*	271*	275*	276*	279
Oregon	271*	—	276*	281	280	281	282	284	285	283
Pennsylvania	266*	271*	—	—	—	279*	281*	286	288	286
Rhode Island	260*	266*	269*	273*	269*	272*	272*	275*	278*	283
South Carolina	—	261*	261*	266*	265*	277*	281	282	280	281
South Dakota	—	—	—	—	—	285*	287*	288*	291	291
Tennessee	—	259*	263*	263*	262*	268*	271*	274	275	274
Texas	258*	265*	270*	275*	273*	277*	281*	286*	287*	290
Utah	—	274*	277*	275*	274*	281*	279*	281	284	283
Vermont	—	—	279*	283*	281*	286*	287*	291*	293	294
Virginia	264*	268*	270*	277*	275*	282*	284*	288	286	289
Washington	—	—	276*	—	—	281*	285*	285*	289	288
West Virginia	256*	259*	265*	271*	266*	271	269*	270*	270*	273
Wisconsin	274*	278*	283*	—	—	284*	285*	286*	288	289
Wyoming	272*	275*	275*	277*	276*	284*	282*	287	286	288
Other jurisdictions										
District of Columbia	231*	235*	233*	234*	235*	243*	245*	248*	254*	260
DoDEA[1]	—	—	274*	278*	277*	285*	284*	285*	287	288

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
* Significantly different ($p < .05$) from 2011 when only one state/jurisdiction or the nation is being examined.
[1] Department of Defense Education Activity (overseas and domestic schools).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2011 Mathematics Assessments.

Table A-15. Average scores and achievement-level results in NAEP mathematics for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2011

State/jurisdiction	White					Black					Hispanic				
		Percentage of students					Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**249**	**9**	**91**	**52**	**9**	**224**	**34**	**66**	**17**	**1**	**229**	**28**	**72**	**24**	**2**
Alabama	240	14	86	37	4	215	46	54	9	#	227	29	71	21	#
Alaska	248	10	90	50	9	225	32	68	15	2	239	18	82	36	5
Arizona	246	11	89	49	8	224	38	62	22	3	227	30	70	21	1
Arkansas	244	12	88	45	6	219	42	58	16	1	233	24	76	28	3
California	252	8	92	57	12	225	32	68	19	1	222	38	62	17	1
Colorado	254	7	93	60	14	225	34	66	21	1	230	28	72	26	3
Connecticut	253	7	93	60	11	220	41	59	15	1	222	38	62	19	2
Delaware	250	7	93	53	7	227	29	71	19	1	231	24	76	25	1
Florida	250	8	92	52	9	226	30	70	18	1	236	19	81	31	3
Georgia	249	9	91	51	10	224	35	65	18	1	233	24	76	29	3
Hawaii	248	11	89	53	10	233	25	75	32	4	237	22	78	39	4
Idaho	244	12	88	44	6	‡	‡	‡	‡	‡	223	36	64	17	1
Illinois	249	10	90	51	10	219	42	58	14	2	226	30	70	20	1
Indiana	249	9	91	51	9	223	35	65	15	#	234	21	79	29	3
Iowa	246	11	89	47	6	224	37	63	18	2	229	27	73	24	1
Kansas	251	7	93	56	9	227	28	72	18	1	235	17	83	26	1
Kentucky	243	13	87	41	6	225	31	69	17	1	236	18	82	30	3
Louisiana	241	13	87	40	4	219	41	59	12	1	230	25	75	20	#
Maine	246	11	89	47	8	212	55	45	10	1	‡	‡	‡	‡	‡
Maryland	258	6	94	64	18	230	27	73	23	2	245	13	87	43	9
Massachusetts	258	4	96	67	15	235	19	81	27	3	236	20	80	32	4
Michigan	242	14	86	41	5	211	53	47	8	#	228	31	69	21	2
Minnesota	255	6	94	60	14	225	37	63	23	3	230	27	73	28	2
Mississippi	241	14	86	38	3	217	44	56	10	#	229	25	75	22	2
Missouri	246	11	89	48	7	216	47	53	14	1	231	23	77	24	1
Montana	247	9	91	50	6	‡	‡	‡	‡	‡	237	18	82	31	3
Nebraska	247	10	90	48	7	213	49	51	7	1	226	32	68	20	1
Nevada	247	11	89	48	8	226	33	67	23	1	229	29	71	24	1
New Hampshire	252	7	93	59	10	235	19	81	27	3	235	23	77	30	2
New Jersey	256	5	95	64	12	231	23	77	24	2	234	21	79	28	2
New Mexico	247	11	89	48	8	226	32	68	19	3	228	29	71	23	2
New York	245	11	89	46	7	224	35	65	17	1	226	31	69	20	1
North Carolina	253	5	95	58	10	229	25	75	18	#	238	14	86	33	2
North Dakota	249	6	94	52	6	‡	‡	‡	‡	‡	233	20	80	24	2
Ohio	249	9	91	53	8	226	32	68	20	2	233	24	76	27	4
Oklahoma	243	11	89	41	3	224	34	66	14	#	227	28	72	19	2
Oregon	243	16	84	43	7	215	50	50	14	2	220	42	58	15	1
Pennsylvania	251	8	92	56	11	224	33	67	17	1	226	31	69	20	2
Rhode Island	249	9	91	53	10	225	31	69	20	2	224	33	67	21	1
South Carolina	248	10	90	52	9	220	39	61	13	#	234	20	80	28	2
South Dakota	246	9	91	46	5	227	32	68	21	1	226	29	71	18	2
Tennessee	239	18	82	36	5	216	45	55	12	1	228	28	72	19	1
Texas	253	6	94	60	9	232	23	77	25	1	235	19	81	29	2
Utah	247	10	90	49	8	‡	‡	‡	‡	‡	223	36	64	17	1
Vermont	248	10	90	50	8	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	251	8	92	56	11	229	27	73	20	1	237	17	83	31	4
Washington	249	11	89	53	10	227	29	71	20	2	226	32	68	22	2
West Virginia	235	21	79	32	3	227	30	70	20	2	‡	‡	‡	‡	‡
Wisconsin	251	8	92	55	10	217	45	55	12	1	228	29	71	22	1
Wyoming	246	9	91	47	6	‡	‡	‡	‡	‡	235	20	80	31	2
Other jurisdictions															
District of Columbia	272	1	99	84	33	215	46	54	13	1	223	36	64	21	2
DoDEA[1]	246	9	91	47	5	228	27	73	19	#	236	18	82	30	2

See notes at end of table.

Table A-15. Average scores and achievement-level results in NAEP mathematics for fourth-grade public school students, by race/ethnicity and state/jurisdiction: 2011—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
		Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**256**	**9**	**91**	**62**	**20**	**227**	**32**	**68**	**24**	**2**
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	234	23	77	29	3	213	50	50	14	1
Arizona	249	13	87	53	14	216	45	55	14	1
Arkansas	247	17	83	53	13	‡	‡	‡	‡	‡
California	256	9	91	63	19	‡	‡	‡	‡	‡
Colorado	246	21	79	55	15	‡	‡	‡	‡	‡
Connecticut	255	10	90	62	18	‡	‡	‡	‡	‡
Delaware	262	4	96	69	24	‡	‡	‡	‡	‡
Florida	257	4	96	64	17	‡	‡	‡	‡	‡
Georgia	263	6	94	70	29	‡	‡	‡	‡	‡
Hawaii	237	21	79	37	6	‡	‡	‡	‡	‡
Idaho	247	16	84	52	12	‡	‡	‡	‡	‡
Illinois	257	7	93	63	19	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	248	15	85	52	14	‡	‡	‡	‡	‡
Kansas	253	5	95	59	11	‡	‡	‡	‡	‡
Kentucky	261	6	94	66	27	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	246	15	85	48	11	‡	‡	‡	‡	‡
Maryland	267	5	95	74	33	‡	‡	‡	‡	‡
Massachusetts	267	2	98	76	30	‡	‡	‡	‡	‡
Michigan	263	7	93	71	25	‡	‡	‡	‡	‡
Minnesota	253	12	88	57	16	233	26	74	30	4
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	252	10	90	57	17	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	220	43	57	16	1
Nebraska	241	15	85	40	10	‡	‡	‡	‡	‡
Nevada	252	11	89	58	12	‡	‡	‡	‡	‡
New Hampshire	264	5	95	70	29	‡	‡	‡	‡	‡
New Jersey	265	4	96	75	29	‡	‡	‡	‡	‡
New Mexico	254	11	89	63	18	219	42	58	15	2
New York	252	12	88	58	17	‡	‡	‡	‡	‡
North Carolina	263	3	97	71	26	225	36	64	20	3
North Dakota	‡	‡	‡	‡	‡	221	39	61	15	1
Ohio	254	8	92	58	11	‡	‡	‡	‡	‡
Oklahoma	252	4	96	55	10	234	22	78	29	3
Oregon	249	16	84	51	17	220	41	59	21	3
Pennsylvania	264	4	96	75	25	‡	‡	‡	‡	‡
Rhode Island	251	8	92	49	13	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	220	40	60	15	#
Tennessee	249	13	87	51	13	‡	‡	‡	‡	‡
Texas	263	3	97	69	27	‡	‡	‡	‡	‡
Utah	236	22	78	31	8	214	46	54	14	1
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	262	4	96	70	24	‡	‡	‡	‡	‡
Washington	256	10	90	62	20	223	37	63	20	1
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	242	20	80	42	12	231	29	71	34	5
Wyoming	‡	‡	‡	‡	‡	223	38	62	23	2
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA[1]	244	13	87	45	6	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

[1] Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

Table A-24. Average scores and achievement-level results in NAEP mathematics for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2011

State/jurisdiction	White					Black					Hispanic				
		Percentage of students					Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**293**	**17**	**83**	**43**	**10**	**262**	**50**	**50**	**13**	**1**	**269**	**40**	**60**	**20**	**3**
Alabama	280	26	74	28	4	250	64	36	7	#	255	60	40	9	1
Alaska	296	12	88	47	10	273	34	66	17	1	277	33	67	25	5
Arizona	294	17	83	46	12	269	39	61	18	1	266	45	55	18	2
Arkansas	287	21	79	37	6	257	56	44	9	1	272	36	64	20	2
California	290	20	80	41	11	254	58	42	12	1	260	51	49	13	1
Colorado	302	10	90	55	16	270	39	61	17	2	271	38	62	20	3
Connecticut	297	14	86	48	13	262	50	50	11	2	262	51	49	13	1
Delaware	294	15	85	43	10	266	44	56	14	1	274	32	68	21	2
Florida	287	21	79	37	8	258	54	46	11	1	274	35	65	22	3
Georgia	291	18	82	40	9	262	49	51	12	1	277	31	69	25	5
Hawaii	290	18	82	41	7	277	28	72	26	5	263	52	48	19	2
Idaho	291	18	82	41	10	‡	‡	‡	‡	‡	267	42	58	16	3
Illinois	294	16	84	44	11	260	52	48	10	1	272	36	64	19	3
Indiana	290	18	82	40	8	264	46	54	11	1	275	32	68	21	3
Iowa	288	20	80	37	9	258	52	48	11	1	269	38	62	14	1
Kansas	295	14	86	47	10	269	41	59	16	2	274	35	65	22	2
Kentucky	284	25	75	33	7	261	53	47	12	1	269	39	61	18	1
Louisiana	283	25	75	31	4	259	54	46	10	1	269	39	61	16	1
Maine	290	21	79	40	11	265	42	58	18	3	‡	‡	‡	‡	‡
Maryland	303	11	89	56	18	267	45	55	18	3	273	39	61	27	4
Massachusetts	304	9	91	58	17	275	35	65	26	4	273	36	64	21	3
Michigan	286	22	78	35	6	250	66	34	7	#	274	36	64	23	5
Minnesota	302	11	89	55	16	266	45	55	18	1	270	41	59	18	3
Mississippi	283	24	76	30	5	255	60	40	8	#	273	30	70	20	2
Missouri	288	21	79	36	8	254	60	40	8	#	267	42	58	16	#
Montana	297	13	87	49	12	‡	‡	‡	‡	‡	285	23	77	31	7
Nebraska	290	18	82	39	8	255	58	42	8	1	261	52	48	11	1
Nevada	292	17	83	43	10	259	55	45	12	1	266	45	55	15	2
New Hampshire	293	17	83	45	11	‡	‡	‡	‡	‡	266	45	55	15	2
New Jersey	304	9	91	59	17	272	37	63	21	3	274	33	67	24	3
New Mexico	290	19	81	40	8	265	49	51	16	2	269	41	59	18	2
New York	291	18	82	40	9	264	47	53	13	1	263	49	51	13	1
North Carolina	296	15	85	48	13	267	43	57	15	2	275	34	66	23	4
North Dakota	296	11	89	47	9	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Ohio	295	14	86	46	10	263	50	50	12	1	273	39	61	26	4
Oklahoma	286	19	81	34	5	262	48	52	11	1	264	44	56	14	1
Oregon	287	22	78	37	9	263	51	49	18	1	268	42	58	17	2
Pennsylvania	294	17	83	47	11	257	56	44	9	1	269	42	58	22	3
Rhode Island	292	18	82	42	10	256	52	48	12	1	261	49	51	13	2
South Carolina	293	17	83	43	10	263	50	50	14	2	273	37	63	25	4
South Dakota	295	13	87	47	10	270	40	60	21	1	274	34	66	20	3
Tennessee	281	27	73	28	6	252	62	38	9	1	266	44	56	15	1
Texas	304	8	92	58	15	277	29	71	21	4	283	24	76	31	4
Utah	289	20	80	41	8	‡	‡	‡	‡	‡	257	57	43	9	1
Vermont	295	18	82	47	13	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	297	15	85	48	14	268	42	58	18	1	279	31	69	27	5
Washington	294	17	83	46	12	265	44	56	15	2	269	42	58	22	3
West Virginia	274	34	66	22	3	260	51	49	10	#	‡	‡	‡	‡	‡
Wisconsin	295	15	85	47	11	256	57	43	11	1	270	40	60	21	3
Wyoming	291	16	84	41	8	‡	‡	‡	‡	‡	271	37	63	20	2
Other jurisdictions															
District of Columbia	319	3	97	76	32	256	56	44	13	2	261	50	50	17	2
DoDEA[1]	295	13	87	46	10	274	32	68	17	2	282	26	74	29	4

See notes at end of table.

Table A-24. Average scores and achievement-level results in NAEP mathematics for eighth-grade public school students, by race/ethnicity and state/jurisdiction: 2011—Continued

State/jurisdiction	Asian/Pacific Islander					American Indian/Alaska Native				
		Percentage of students					Percentage of students			
	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*	Average scale score	Below *Basic*	At or above *Basic*	At or above *Proficient*	At *Advanced*
Nation (public)	**302**	**15**	**85**	**55**	**22**	**266**	**45**	**55**	**17**	**4**
Alabama	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alaska	282	29	71	32	8	258	52	48	15	3
Arizona	302	11	89	58	17	253	60	40	12	3
Arkansas	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
California	298	17	83	50	19	‡	‡	‡	‡	‡
Colorado	313	8	92	67	30	‡	‡	‡	‡	‡
Connecticut	307	8	92	60	20	‡	‡	‡	‡	‡
Delaware	311	7	93	67	24	‡	‡	‡	‡	‡
Florida	312	8	92	65	25	‡	‡	‡	‡	‡
Georgia	302	12	88	52	24	‡	‡	‡	‡	‡
Hawaii	277	33	67	29	6	‡	‡	‡	‡	‡
Idaho	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Illinois	314	8	92	67	31	‡	‡	‡	‡	‡
Indiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Iowa	291	23	77	45	11	‡	‡	‡	‡	‡
Kansas	300	15	85	53	22	‡	‡	‡	‡	‡
Kentucky	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Louisiana	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Maryland	311	9	91	65	27	‡	‡	‡	‡	‡
Massachusetts	320	6	94	72	39	‡	‡	‡	‡	‡
Michigan	310	13	87	63	31	‡	‡	‡	‡	‡
Minnesota	282	27	73	35	7	263	49	51	11	4
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Montana	‡	‡	‡	‡	‡	264	47	53	19	5
Nebraska	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Nevada	287	27	73	41	11	‡	‡	‡	‡	‡
New Hampshire	303	16	84	60	24	‡	‡	‡	‡	‡
New Jersey	318	6	94	73	36	‡	‡	‡	‡	‡
New Mexico	‡	‡	‡	‡	‡	258	56	44	7	1
New York	302	14	86	55	21	‡	‡	‡	‡	‡
North Carolina	314	12	88	71	38	265	46	54	22	5
North Dakota	‡	‡	‡	‡	‡	264	46	54	15	2
Ohio	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Oklahoma	304	13	87	60	19	273	36	64	21	3
Oregon	297	18	82	49	18	260	55	45	16	3
Pennsylvania	310	14	86	62	33	‡	‡	‡	‡	‡
Rhode Island	287	23	77	41	7	‡	‡	‡	‡	‡
South Carolina	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
South Dakota	‡	‡	‡	‡	‡	263	48	52	14	2
Tennessee	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Texas	316	3	97	69	30	‡	‡	‡	‡	‡
Utah	284	24	76	35	7	244	73	27	4	2
Vermont	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Virginia	313	7	93	65	32	‡	‡	‡	‡	‡
Washington	302	16	84	55	25	256	51	49	12	2
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	290	24	76	43	16	‡	‡	‡	‡	‡
Wyoming	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other jurisdictions										
District of Columbia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DoDEA[1]	290	17	83	40	8	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

[1] Department of Defense Education Activity (overseas and domestic schools).

NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Results are not shown for students of two or more races. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

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