

Districts and schools

Number of districts (CCD)	1993-94 554	2003-04 541
Number of public schools (CCD)		
Elementary	993	967
Middle	341	329
High	458	465
Combined	0	4
Other	23	21
Total	1,815	1,786
Number of charter schools (CCD)		
		12

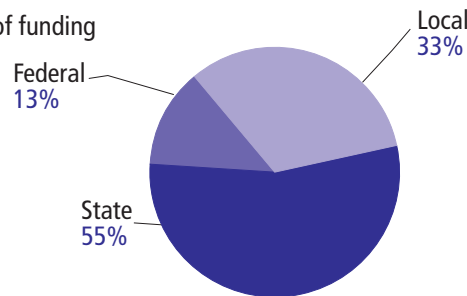
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$2,004,000	\$2,203,126
Noninstructional	284,458	252,188
Support	1,126,542	1,349,256
Total	3,415,000	3,804,570

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$5,654	\$6,092
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Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$128,454,510

KEY:	* = Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too small to calculate
FTE	= Full Time Equivalent

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	5,456	30,203
K-8	434,094	417,181
9-12	162,482	174,652
Total (K-12)	596,576	591,833

Race/ethnicity

(CCD)		
American Indian/Alaskan Native	14%	18%
Asian/Pacific Islander	1	2
Black, non-Hispanic	10	11
Hispanic	3	8
White, non-Hispanic	72	61

Students with disabilities (OSEP)	11%	14%
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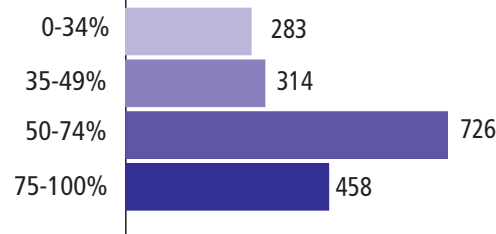
Students with limited English proficiency (NCELA)	4%	5%
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Migrant students (OME)	1%	1%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	-	25%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	331,945
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]5 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	19,946	18,643
Middle	7,706	7,039
High	9,703	9,130
Combined	-	90
Other	894	690
Total	38,249	35,592

Number of FTE non-teacher staff

(CCD)		
Instructional aides	6,172	6,049
Instructional coordinators	435	248
Administrators	2,596	2,642
Other	24,833	23,121
Total	34,036	32,060

Percentage of teachers with a major in the main subject taught, grades 7-12

(SASS)	1994	2000
English	78%	57%
Mathematics	74	70
Science	62	67
Social studies	71	53

Percentage of core courses taught by highly qualified teachers, 2003-04

(As defined and reported by states, collected by ED)		
All schools	98%	
High-poverty schools	97%	
Low-poverty schools	98%	

Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	5%
Avg. freshman graduation rate (NCES)	78	76
College-going rate (IPEDS/NCES)	49	50

NAEP state results

(NCES)		
Reading, Grade 4	1994	2005
Proficient level or above	-	26%
Basic level or above	-	61
Math, Grade 8	1996	2005
Proficient level or above	-	20%
Basic level or above	-	63

Statewide Accountability Information

See Appendix B for Oklahoma's definitions of proficient for reading and mathematics for grades 5, 8, and high school.

See <http://sde.state.ok.us/home/defaultie.html> for more details on the statewide accountability system.

State assessment for NCLB accountability: Oklahoma Core Curriculum Tests

State student achievement levels: Unsatisfactory, Limited Knowledge, Satisfactory, Advanced

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 5	Reading	API:622	API:768
	Mathematics	648	790
Grade 8	Reading	622	768
	Mathematics	648	790
Grade HS	Reading	622	768
	Mathematics	648	790

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	899 (73%)	1,348 (75%)	404 (75%)
Identified for improvement:			
Year 1	82 (7%)	111 (6%)	22 (4%)
Year 2	14 (1%)	15 (1%)	0
Corrective action	4 (*)	12 (1%)	0
Restructuring	11 (1%)	4 (*)	0
Exited Improvement status (made AYP twice after being identified for improvement)	3 (*)	3 (*)	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 91.2%	Met
Middle school indicator: Attendance	Meet or progress toward 91.2%	Met
High school indicator: Graduation rate	Meet or progress toward 68.8%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	714	10%
Supplemental educational services:	1,467	31%

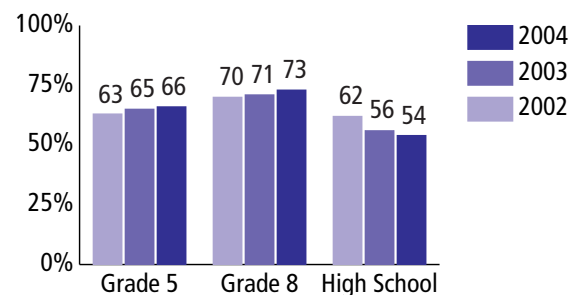
Student Achievement 2003-04

Oklahoma Core Curriculum Tests, used for NCLB accountability

Reading

Proficient level or above for:	Grade 5	Grade 8	High school
All students	66%	73%	54%
Economically disadvantaged students	57	62	39
Migrant students	53	39	25
Students with disabilities	22	28	13
Students with limited English proficiency	43	42	32
Black, non-Hispanic	46	54	30
Hispanic students	52	56	34
White, non-Hispanic	73	80	60

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 5	Grade 8	High school
All students	71%	69%	23%
Economically disadvantaged students	63	57	14
Migrant students	65	42	12
Students with disabilities	33	26	5
Students with limited English proficiency	58	47	10
Black, non-Hispanic	51	45	7
Hispanic students	62	55	9
White, non-Hispanic	77	76	21

Student achievement trend: Mathematics percent proficient level or above

