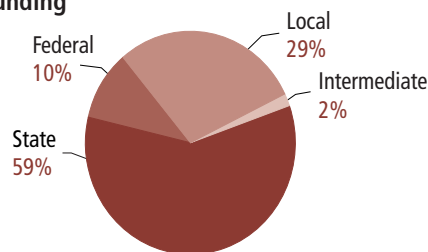


## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$6,019	
Number of districts <small>(CCD, 2001-02)</small>	544	
Number of charter schools <small>(CCD, 2001-02)</small>	10	
Number of public schools <small>(CCD)</small>	1993-94	2001-02
Elementary	993	984
Middle	341	345
High	458	463
Combined	-	1
Total	1,792	1,793
Number of FTE teachers <small>(CCD)</small>	1993-94	2001-02
Elementary	19,946	20,577
Middle School	7,706	8,392
High School	9,703	11,125
Combined	-	22
Total	37,355	40,116
Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	1994	2000
English	78%	57%
Math	74	70
Science	62	67
Social Studies	71	53

### Sources of funding

District average  
(CCD, 2000-01)

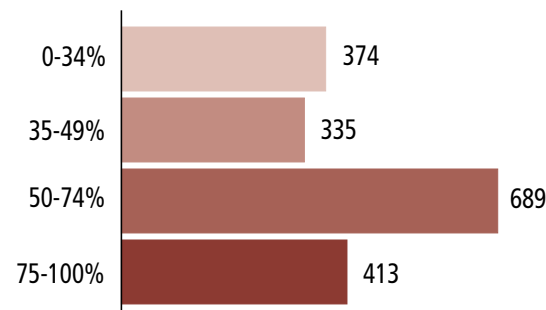


KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too small to calculate

## Student Demographics

Public school enrollment <small>(CCD)</small>	Pre-K	1993-94	2001-02
	K-8	5,456	25,707
	9-12	434,412	417,805
	Total (K-12)	162,511	175,124
		596,923	592,929
Race/ethnicity <small>(CCD)</small>	1993-94	2001-02	
American Indian/Alaskan Natives	14%	17%	
Asian/Pacific Islander	1	1	
Black	10	11	
Hispanic	3	6	
White	72	64	
Other	—	—	
Students with disabilities <small>(OSEP)</small>	1993-94	2001-02	
	11%	13%	
Migratory students <small>(OME)</small>	1993-94	2001-02	
	1%	1%	
Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94	2000-01	
	4%	7%	

### All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 3 schools did not report.

## Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

### Statewide Goal for Schools on State Assessment

Seventy percent of students score Satisfactory on index for reading and math for 2001-02, baseline year.

### Expected School Improvement on Assessment

Annual improvement toward Satisfactory rating.

### Title I Adequate Yearly Progress (AYP) for Schools

Five percent gain in Satisfactory scores in schools with less than 50 percent Satisfactory in reading or math for 2001-02 baseline year. Meeting or exceeding statewide performance targets in math and reading.

Title I 2001-02 <small>(ED Consolidated Report, 2001-02)</small>	Schoolwide Programs	Targeted Assistance	Total
Number of schools	787	402	1,189
Schools meeting AYP goal	66%	34%	100%
Schools in need of improvement	761	399	1,160
	66%	34%	98%
	25	3	28
	89%	11%	2%

### Title I allocation \$109,173,930

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

Reading, 2003	Grade 4	Grade 8
Proficient level and above	26%	30%
Basic level and above	60	74
Math, 2003		
Proficient level and above	22%	20%
Basic level and above	73	64

## Student Achievement 2001-02

Assessment Oklahoma Core Curriculum Tests.

State Definition of Proficient Satisfactory.

### Elementary School

#### Grade 5

##### Reading

Students in:	Unsatisfactory	Limited Knowledge	Proficient Satisfactory	Adv.
All Schools	15%	21%	56%	7%
Title I Schools				
Economically Disadvantaged Students	9	16	57	4
Students with Limited English Proficiency	17	39	41	3
Migratory Students	22	40	39	3
Students with Disabilities	56	26	18	1

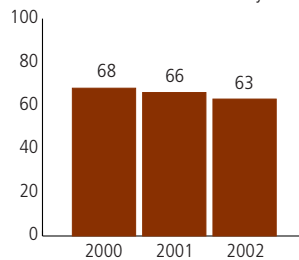
#### Grade 5

##### Mathematics

Students in:	Unsatisfactory	Limited Knowledge	Proficient Satisfactory	Adv.
All Schools	11%	26%	47%	16%
Title I Schools				
Economically Disadvantaged Students	6	20	50	10
Students with Limited English Proficiency	14	29	48	9
Migratory Students	17	34	46	10
Students with Disabilities	43	37	18	3

##### Student Achievement Trend

Reading 5th grade Meets or Exceeds Satisfactory



KEY:	Meaning
*	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies

### Middle School

#### Grade 8

##### Reading

Students in:	Unsatisfactory	Limited Knowledge	Proficient Satisfactory	Adv.
All Schools	10%	20%	62%	8%
Title I Schools				
Economically Disadvantaged Students	6	16	61	5
Students with Limited English Proficiency	19	30	48	3
Migratory Students	17	32	54	27
Students with Disabilities	47	31	22	1

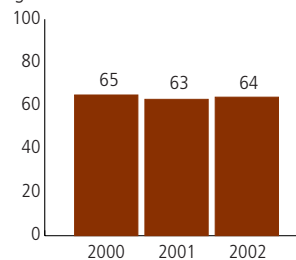
#### Grade 8

##### Mathematics

Students in:	Unsatisfactory	Limited Knowledge	Proficient Satisfactory	Adv.
All Schools	12%	26%	51%	13%
Title I Schools				
Economically Disadvantaged Students	7	21	50	7
Students with Limited English Proficiency	18	36	38	7
Migratory Students	16	29	52	7
Students with Disabilities	43	41	16	1

##### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Satisfactory



### High School

#### Grade 10

##### English II

Students in:	Unsatisfactory	Limited Knowledge	Proficient Satisfactory	Adv.
All Schools	17%	22%	55%	7%
Title I Schools				
Economically Disadvantaged Students	27	27	50	3
Students with Limited English Proficiency	40	35	25	1
Migratory Students	47	24	33	0
Students with Disabilities	65	24	13	1

#### Grade\*\*

##### Students in:

All Schools				
Title I Schools				
Economically Disadvantaged Students				
Students with Limited English Proficiency				
Migratory Students				
Students with Disabilities				

### High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01  
5% 5%

Postsecondary enrollment 1994-95 2000-01  
49% 50%

(NCES, High school graduates enrolled in college)

\*\*High school mathematics assessment results not available for 2001-02.

FOR MORE INFORMATION, REFER TO SOURCES, PAGE 117