

## Districts and schools

<b>Number of districts</b> (CCD)	<b>1993-94</b> 554	<b>2002-03</b> 543
<b>Number of public schools</b> (CCD)		
Elementary	993	979
Middle	341	341
High	458	466
Combined	n/a	2
Other	23	18
<b>Total</b>	<b>1,815</b>	<b>1,806</b>
<b>Number of charter schools</b> (CCD)		
		10

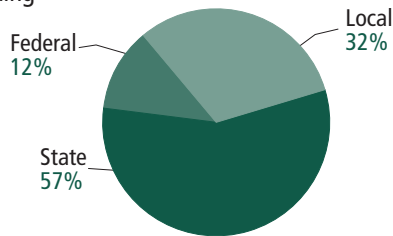
## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$1,986,524
Noninstructional	285,794
Support	1,132,291
<b>Total</b>	<b>3,404,610</b>

<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	<b>\$5,637</b>	<b>\$6,229</b>
---------------------------------------------------------------------------	----------------	----------------

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$122,628,811

## Students

<b>Public school enrollment</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Pre-K	5,456	28,120
K-8	434,412	418,075
9-12	162,511	174,356
<b>Total (K-12)</b>	<b>596,923</b>	<b>592,431</b>

## Race/ethnicity

(CCD)		
American Indian/Alaskan Native	14%	18%
Asian/Pacific Islander	1	1
Black, non-Hispanic	10	11
Hispanic	3	7
White, non-Hispanic	72	63

<b>Students with disabilities</b> (OSEP)	11%	13%
------------------------------------------	-----	-----

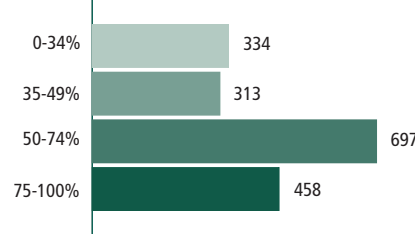
<b>Students with limited English proficiency</b> (NCELA)	4%	6%
----------------------------------------------------------	----	----

<b>Migrant students</b> (OME)	1%	1%
----------------------------------	----	----

<b>Eighth-grade students enrolled in Algebra I for high school credit</b> (NAEP)	<b>1996</b>	<b>2003</b>
	—	25%

<b>Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03</b> (CCD)	320,600
---------------------------------------------------------------------------------------------------	---------

**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup>** (CCD)



<sup>†</sup>4 schools did not report.

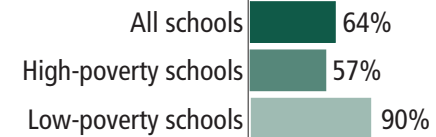
## Staff

<b>Number of FTE teachers</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Elementary	19,813	20,029
Middle	7,706	8,169
High	9,679	10,935
Combined	n/a	43
Other	1,833	1,463
<b>Total</b>	<b>39,031</b>	<b>40,638</b>

<b>Number of FTE non-teacher staff</b> (CCD)		
Instructional aides	6,172	6,323
Instructional coordinators	435	217
Administrators	2,596	2,721
Other	24,833	24,523
<b>Total</b>	<b>34,036</b>	<b>33,784</b>

<b>Percentage of teachers with a major in the main subject taught, grades 7-12</b> (SASS)	<b>1994</b>	<b>2000</b>
English	78%	57%
Mathematics	74	70
Science	62	67
Social studies	71	53

**Percentage of core courses taught by highly qualified teachers, 2002-03** (As defined and reported by states, collected by ED)



## Outcomes

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

<b>NAEP state results</b> (NCES)		
Reading, Grade 4	<b>1994</b>	<b>2003</b>
Proficient level or above	n/a	26%
Basic level or above	n/a	60
Math, Grade 8	<b>1996</b>	<b>2003</b>
Proficient level or above	n/a	20%
Basic level or above	n/a	64

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

## 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 (2002-03)
Grade 5	Reading	API: 622	API: 622
	Mathematics	648	648
Grade 8	Reading	622	622
	Mathematics	648	648
High school	Reading	622	622
	Mathematics	648	648

### 2002-03 NCLB accountability results, applied to 2003-04 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	828 (75%)	1,416 (79%)	164 (30%)
Identified for improvement:			
Year 1	23 (2%)	28 (2%)	0
Year 2	2 (*)	2 (*)	0
Corrective action	8 (1%)	8 (*)	0
Restructuring	10 (1%)	11 (1%)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	9 (1%)	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 91.2%	Met
Middle 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	*
Supplemental educational services:	1,467	1%

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

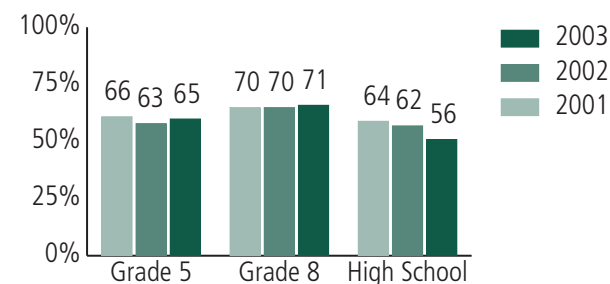
## Student Achievement 2002-03

### Oklahoma Core Curriculum Tests, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 5	Grade 8	High school
All students	65%	71%	56%
Economically disadvantaged students	64	68	48
Migrant students	59	74	28
Students with disabilities	19	22	10
Students with limited English proficiency	38	41	19
Black, non-Hispanic students	52	57	37
Hispanic students	59	63	44
White, non-Hispanic students	80	84	68

#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 5	Grade 8	High school
All students	65%	65%	13%
Economically disadvantaged students	63	61	9
Migrant students	69	61	6
Students with disabilities	23	18	<5
Students with limited English proficiency	48	43	7
Black, non-Hispanic students	50	48	5
Hispanic students	64	59	8
White, non-Hispanic students	78	78	17

#### Student achievement trend: Mathematics percent proficient level or above

