

**Oklahoma  
Core Curriculum Test  
End-of-Instruction  
English II (Writing Included)**

**Summary Report**

State: OKLAHOMA

Grade: End-of-Instruction

**Purpose**

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Student Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 12/06/04

English II (Writing Included) Only Non High Mobility (NHM) Scores used for accountability	Number of Students	Number and Percent of Students at each Performance Level								Median OPI
		Advanced N 747-999 %		Satisfactory N 700-746 %		Limited Knowledge N 658-699 %		Unsatisfactory N 440-657 %		
<b>Regular Education NHM</b>	3131	1301	42	932	30	530	17	368	12	732
Ethnicity										
American Indian or Alaskan Native	381	164	43	115	30	55	14	47	12	736
Asian/Pacific Islander	74	44	59	17	23	8	11	5	7	764
Black or African American	354	56	16	109	31	98	28	91	26	694
Hispanic or Latino	160	45	28	45	28	43	27	27	17	707
White	1985	919	46	595	30	294	15	177	9	739
Other race	177	73	41	51	29	32	18	21	12	733
Gender										
Male	1457	556	38	404	28	266	18	231	16	724
Female	1661	741	45	523	31	262	16	135	8	738
Other										
Free and Reduced Lunch	935	241	26	304	33	223	24	167	18	709
Non-Free and Reduced Lunch	2196	1060	48	628	29	307	14	201	9	742
Migrant	2	0	0	0	0	2	100	0	0	690
<b>Special Education (IEP) NHM</b>	375	19	5	50	13	73	19	233	62	635
<b>English Language Learner (ELL) NHM</b>	85	7	8	17	20	21	25	40	47	662
<b>Non-ELL NHM</b>	3498	1320	38	982	28	601	17	595	17	724
<b>All NHM</b>	3583	1327	37	999	28	622	17	635	18	723
Ethnicity										
American Indian or Alaskan Native	457	166	36	126	28	69	15	96	21	721
Asian/Pacific Islander	90	48	53	23	26	9	10	10	11	753
Black or African American	419	56	13	113	27	106	25	144	34	685
Hispanic or Latino	220	47	21	55	25	54	25	64	29	689
White	2196	934	43	629	29	349	16	284	13	732
Other race	201	76	38	53	26	35	17	37	18	724
Gender										
Male	1732	571	33	440	25	322	19	399	23	712
Female	1835	752	41	554	30	298	16	231	13	731
Other										
Free and Reduced Lunch	1139	251	22	324	28	260	23	304	27	698
Non-Free and Reduced Lunch	2444	1076	44	675	28	362	15	331	14	735
Migrant	3	0	0	0	0	2	67	1	33	685
<b>Regular Education High Mobility</b>	272	52	19	74	27	65	24	81	30	694
<b>Special Education (IEP) High Mobility</b>	45	0	0	5	11	5	11	35	78	604
<b>ELL High Mobility</b>	10	0	0	0	0	0	0	10	100	622
<b>All High Mobility</b>	327	52	16	79	24	70	21	126	39	684

Total Enrollment Number of NHM Equals Sum of Below:

No. of Students Tested: 3583 No. IEP Alternate Testing: 6  
 No. Absent: 40 No. ELL District Alternate Testing: 0  
 No. Emergency Exempt: 0 No. 2nd Time Testing: 379  
 No. ELL 1st Year Exempt: 1

**OPI:** A scale score that places a student into one of the 4 performance levels.

**Regular** includes all students except ELL, IEP, and 2nd Time Testing.

**All** includes all students tested with the standard state test except 2nd Time Testing.

**Non High Mobility (NHM):** Continuous attendance a full calendar year or more.

No. IEP with Test Accommodations: 285 No. ELL with Test Accommodations: 25

## English II

### Advanced

Students are typically consistent in demonstrating a thorough understanding of the knowledge and skills expected of all students at the End-of-Instruction in English II. In addition to demonstrating an understanding and an application of knowledge and skills at the satisfactory performance level, students typically are consistently effective in analyzing, evaluating, and interpreting abstract text; demonstrate an in-depth understanding of a broad variety of literary forms; regularly apply a wide variety of research strategies for organizing and interpreting factual information; demonstrate a thorough understanding of correct Standard English usage; consistently display a sophisticated understanding of literary elements and techniques and their effect on the development of the various literary forms, *including the connections between them*; and apply correct Standard English to writing.

### Satisfactory

Students typically demonstrate a general understanding of the knowledge and skills expected of all students at the End-of-Instruction in English II demonstrated in reading, literature, and writing as follows: use a wide range of strategies to comprehend, interpret, and evaluate secondary level reading material (both fiction and nonfiction); demonstrate a general understanding of a wide variety of literary forms; use basic research strategies to organize and interpret factual information; demonstrate a general understanding of correct use of Standard English; demonstrate a general understanding of how literary elements and techniques affect the development of, *and the connections between*, a variety of literary forms; write responses that demonstrate adequate support, address the prompt somewhat successfully, use acceptable word choice, use some variety in sentence structure, and have few errors in grammar and mechanics.

### Limited Knowledge

Students typically demonstrate a partial understanding of the knowledge and skills expected of all students at the End-of-Instruction in English II. Students are inconsistent in demonstrating the satisfactory level competencies. They typically use a limited number of strategies to comprehend, interpret, and evaluate secondary level reading material; demonstrate some understanding of the various literary forms; use simple research strategies to organize and interpret factual information; display partial understanding of correct Standard English usage; demonstrate an understanding of some basic literary elements and techniques and their affect on a limited number of literary forms when explicitly stated; write responses with minimal focus, limited support, little or insufficient organization and planning, vague or inappropriate word choice, and frequent errors in basic sentence structure.

### Unsatisfactory

Students do not demonstrate at least a limited knowledge level of the skills of English II. Students scoring at the unsatisfactory level need comprehensive remedial instruction in English II.

**Oklahoma**  
**Core Curriculum Test**  
**End-of-Instruction**  
**English II (Writing Included)**

**Summary Report**

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Grade: End-of-Instruction

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Test Date: 12/06/04

English II (Writing Included)	Median Percent Correct Score by each Standard and Objective												
	Reading/Literature	1.0 Vocabulary	2.0 Comprehension	2.1 Literal Understanding	2.2 Inferences and Interpretation	2.3 Summary and Generalization	2.4 Analysis and Evaluation	3.0 Literature	3.1 Literary Genres	3.2 Literary Elements	3.3 Figurative Language	3.4 Literary Works	4.0 Research and Information
<b>Regular Education NHM</b>		71	73	N/A	72	67	81	68	58	76	69	68	73
Ethnicity													
American Indian or Alaskan Native		72	73	N/A	71	66	82	69	59	77	70	67	75
Asian/Pacific Islander		72	74	N/A	76	74	81	75	65	79	79	75	80
Black or African American		57	63	N/A	62	55	71	57	49	62	57	59	61
Hispanic or Latino		61	66	N/A	67	61	76	60	50	68	59	66	69
White		74	76	N/A	73	70	83	70	60	79	71	70	75
Other race		71	72	N/A	72	67	81	66	52	72	67	72	74
Gender													
Male		72	71	N/A	69	65	79	66	57	71	67	66	73
Female		71	75	N/A	74	69	84	69	59	79	70	70	74
Other													
Free and Reduced Lunch		63	67	N/A	67	60	78	61	52	70	61	63	68
Non-Free and Reduced Lunch		74	76	N/A	74	70	83	71	60	78	72	70	75
Migrant		33	61	N/A	70	40	75	57	50	70	57	50	58
<b>Special Education (IEP) NHM</b>		40	44	N/A	48	36	51	39	38	44	36	44	46
<b>English Language Learner (ELL) NHM</b>		43	52	N/A	55	48	57	44	44	50	46	53	56
<b>Non-ELL NHM</b>		69	71	N/A	70	64	79	66	56	73	66	66	71
<b>All NHM</b>		68	71	N/A	69	64	79	65	55	73	66	66	71
Ethnicity													
American Indian or Alaskan Native		67	69	N/A	68	61	78	65	55	72	65	64	72
Asian/Pacific Islander		69	73	N/A	74	71	80	74	65	77	77	70	76
Black or African American		53	59	N/A	59	51	67	54	46	58	52	56	58
Hispanic or Latino		54	62	N/A	62	55	70	54	47	62	54	62	65
White		72	74	N/A	72	68	82	68	58	76	69	68	73
Other race		68	69	N/A	70	64	79	63	50	71	64	68	71
Gender													
Male		68	67	N/A	66	61	75	62	53	68	63	63	70
Female		69	73	N/A	72	67	82	68	57	77	68	68	72
Other													
Free and Reduced Lunch		58	64	N/A	64	55	74	57	49	66	57	59	64
Non-Free and Reduced Lunch		72	74	N/A	72	68	81	69	58	76	69	69	74
Migrant		33	50	N/A	60	47	58	55	53	60	50	42	33
<b>Regular Education High Mobility</b>		56	63	N/A	62	53	71	55	49	63	55	57	61
<b>Special Education (IEP) High Mobility</b>		37	33	N/A	36	25	36	32	28	25	33	36	39
<b>ELL High Mobility</b>		28	39	N/A	40	23	54	35	28	28	34	42	39
<b>All High Mobility</b>		52	58	N/A	58	47	66	51	45	58	50	54	58

Scores for each Standard and Objective are reported as Standard/Objective Percent Correct.

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English II (Writing Included)	Median Percent Correct Score by each Standard and Objective					
	Writing/Grammar/Usage and Mechanics	1.0/2.0 Writing	3.0 Grammar/Usage and Mechanics	3.1 Standard Usage	3.2 Mechanics & Spelling	3.3 Sentence Structure
<b>Regular Education NHM</b>		N/A	60	71	50	60
Ethnicity						
American Indian or Alaskan Native		N/A	61	71	50	62
Asian/Pacific Islander		N/A	73	81	65	71
Black or African American		N/A	51	61	44	47
Hispanic or Latino		N/A	53	68	39	49
White		N/A	62	73	51	63
Other race		N/A	61	71	49	58
Gender						
Male		N/A	57	68	46	57
Female		N/A	63	74	53	63
Other						
Free and Reduced Lunch		N/A	55	65	45	54
Non-Free and Reduced Lunch		N/A	63	74	52	63
Migrant		N/A	50	63	38	50
<b>Special Education (IEP) NHM</b>		N/A	35	46	27	34
<b>English Language Learner (ELL) NHM</b>		N/A	39	53	35	37
<b>Non-ELL NHM</b>		N/A	58	69	47	58
<b>All NHM</b>		N/A	58	68	47	57
Ethnicity						
American Indian or Alaskan Native		N/A	57	68	46	57
Asian/Pacific Islander		N/A	70	77	64	69
Black or African American		N/A	48	57	40	44
Hispanic or Latino		N/A	48	63	37	44
White		N/A	60	70	49	61
Other race		N/A	58	69	46	55
Gender						
Male		N/A	53	65	43	53
Female		N/A	61	71	51	61
Other						
Free and Reduced Lunch		N/A	52	62	41	51
Non-Free and Reduced Lunch		N/A	61	71	50	61
Migrant		N/A	44	67	25	42
<b>Regular Education High Mobility</b>		N/A	52	61	41	51
<b>Special Education (IEP) High Mobility</b>		N/A	29	42	21	25
<b>ELL High Mobility</b>		N/A	29	25	33	31
<b>All High Mobility</b>		N/A	48	58	39	47

Scores for each Standard and Objective are reported as Standard/Objective Percent Correct.

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English II (Writing Included)	Number of Students	Number and Percent of Students at each Performance Level								Median OPI
		Advanced N 747-999 %		Satisfactory N 700-746 %		Limited Knowledge N 658-699 %		Unsatisfactory N 440-657 %		
<b>Total Tested (TT)</b>										
<b>Non High Mobility plus High Mobility</b>										
<b>(Scores not used for accountability)</b>										
<b>Regular Education Total Tested</b>	3403	1353	40	1006	30	595	17	449	13	729
Ethnicity										
American Indian or Alaskan Native	416	172	41	122	29	67	16	55	13	733
Asian/Pacific Islander	78	47	60	18	23	8	10	5	6	765
Black or African American	449	65	14	129	29	118	26	137	31	690
Hispanic or Latino	179	49	27	52	29	48	27	30	17	706
White	2094	945	45	631	30	320	15	198	9	738
Other race	187	75	40	54	29	34	18	24	13	729
Gender										
Male	1576	576	37	438	28	286	18	276	18	721
Female	1813	772	43	563	31	307	17	171	9	734
Other										
Free and Reduced Lunch	1068	262	25	337	32	256	24	213	20	706
Non-Free and Reduced Lunch	2335	1091	47	669	29	339	15	236	10	740
Migrant	8	0	0	2	25	3	38	3	38	675
<b>Special Education (IEP) Total Tested</b>	420	19	5	55	13	78	19	268	64	631
<b>English Language Learner (ELL) TT</b>	95	7	7	17	18	21	22	50	53	649
<b>Non-ELL Total Tested</b>	3815	1372	36	1061	28	671	18	711	19	720
<b>All Total Tested</b>	3910	1379	35	1078	28	692	18	761	19	719
Ethnicity										
American Indian or Alaskan Native	495	174	35	133	27	81	16	107	22	718
Asian/Pacific Islander	95	51	54	24	25	10	11	10	11	754
Black or African American	536	65	12	134	25	128	24	209	39	678
Hispanic or Latino	249	51	20	62	25	59	24	77	31	688
White	2323	960	41	669	29	377	16	317	14	730
Other race	212	78	37	56	26	37	17	41	19	719
Gender										
Male	1890	591	31	478	25	343	18	478	25	709
Female	2003	783	39	595	30	347	17	278	14	728
Other										
Free and Reduced Lunch	1304	272	21	358	27	295	23	379	29	695
Non-Free and Reduced Lunch	2606	1107	42	720	28	397	15	382	15	732
Migrant	9	0	0	2	22	3	33	4	44	665

Total Enrollment Number Equals Sum of Below:

No. of Students Tested: 3910 No. IEP Alternate Testing: 6  
 No. Absent: 50 No. ELL District Alternate Testing: 0  
 No. Emergency Exempt: 0 No. 2nd Time Testing: 412  
 No. ELL 1st Year Exempt: 1

**OPI:** A scale score that places a student into one of the 4 performance levels.  
**Regular** includes all students except ELL, IEP, and 2nd Time Testing.  
**All** includes all students tested with the standard state test except 2nd Time Testing.  
**Non High Mobility (NHM):** Continuous attendance a full calendar year or more.  
**Total Tested:** Non High Mobility plus High Mobility.  
 No. IEP with Test Accommodations: 312 No. ELL with Test Accommodations: 26

## English II

### Advanced

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### Satisfactory

Students typically demonstrate a general understanding of the knowledge and skills expected of all students at the End-of-Instruction in English II demonstrated in reading, literature, and writing as follows: use a wide range of strategies to comprehend, interpret, and evaluate secondary level reading material (both fiction and nonfiction); demonstrate a general understanding of a wide variety of literary forms; use basic research strategies to organize and interpret factual information; demonstrate a general understanding of correct use of Standard English; demonstrate a general understanding of how literary elements and techniques affect the development of, *and the connections between*, a variety of literary forms; write responses that demonstrate adequate support, address the prompt somewhat successfully, use acceptable word choice, use some variety in sentence structure, and have few errors in grammar and mechanics.

### Limited Knowledge

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### Unsatisfactory

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English II (Writing Included) (Scores not used for accountability)	Median Percent Correct Score by each Standard and Objective												
	Reading/Literature	1.0 Vocabulary	2.0 Comprehension	2.1 Literal Understanding	2.2 Inferences and Interpretation	2.3 Summary and Generalization	2.4 Analysis and Evaluation	3.0 Literature	3.1 Literary Genres	3.2 Literary Elements	3.3 Figurative Language	3.4 Literary Works	4.0 Research and Information
<b>Regular Education Total Tested</b>		70	72	N/A	71	66	81	67	57	75	68	67	72
Ethnicity													
American Indian or Alaskan Native		70	72	N/A	71	66	82	68	58	76	69	66	75
Asian/Pacific Islander		72	75	N/A	77	75	82	75	65	80	79	75	80
Black or African American		55	61	N/A	61	53	69	55	47	61	54	58	60
Hispanic or Latino		61	66	N/A	67	61	77	60	51	68	59	66	68
White		74	75	N/A	73	69	83	70	60	78	71	69	74
Other race		70	71	N/A	71	66	80	65	51	71	67	70	73
Gender													
Male		71	70	N/A	69	64	78	65	56	70	66	65	72
Female		70	74	N/A	73	68	83	68	58	78	69	69	73
Other													
Free and Reduced Lunch		62	66	N/A	66	59	77	60	52	69	60	61	67
Non-Free and Reduced Lunch		74	75	N/A	73	69	82	70	60	77	71	70	75
Migrant		42	54	N/A	63	40	71	55	50	64	50	55	43
<b>Special Education (IEP) Total Tested</b>		40	43	N/A	46	35	49	38	37	42	36	43	45
<b>English Language Learner (ELL) TT</b>		41	50	N/A	53	44	56	43	42	48	44	52	54
<b>Non-ELL Total Tested</b>		68	70	N/A	69	63	79	65	55	72	65	65	70
<b>All Total Tested</b>		67	70	N/A	69	63	78	65	55	72	65	65	70
Ethnicity													
American Indian or Alaskan Native		66	69	N/A	68	61	78	65	55	71	64	63	72
Asian/Pacific Islander		70	73	N/A	75	71	80	74	64	78	77	71	76
Black or African American		51	57	N/A	57	48	65	51	44	56	49	54	56
Hispanic or Latino		53	61	N/A	62	54	70	54	46	61	53	61	64
White		72	73	N/A	71	67	81	68	58	76	68	67	73
Other race		68	68	N/A	68	63	78	62	50	69	64	67	71
Gender													
Male		67	66	N/A	65	59	74	61	53	67	62	62	69
Female		68	73	N/A	71	66	81	67	56	76	67	67	71
Other													
Free and Reduced Lunch		57	63	N/A	63	54	72	56	49	65	55	58	63
Non-Free and Reduced Lunch		71	73	N/A	71	67	81	68	58	75	69	68	73
Migrant		41	50	N/A	60	43	67	52	52	60	48	50	40

Scores for each Standard and Objective are reported as Standard/Objective Percent Correct.

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English II (Writing Included)	Median Percent Correct Score by each Standard and Objective					
	Writing/Grammar/Usage and Mechanics	1.0/2.0 Writing	3.0 Grammar/Usage and Mechanics	3.1 Standard Usage	3.2 Mechanics & Spelling	3.3 Sentence Structure
<b>(Scores not used for accountability)</b>						
<b>Regular Education Total Tested</b>		N/A	60	70	49	60
Ethnicity						
American Indian or Alaskan Native		N/A	61	70	49	61
Asian/Pacific Islander		N/A	73	81	66	71
Black or African American		N/A	50	59	43	46
Hispanic or Latino		N/A	53	67	38	49
White		N/A	62	72	51	62
Other race		N/A	60	71	49	57
Gender						
Male		N/A	56	67	45	56
Female		N/A	62	73	52	63
Other						
Free and Reduced Lunch		N/A	54	64	44	54
Non-Free and Reduced Lunch		N/A	62	73	52	62
Migrant		N/A	44	54	25	50
<b>Special Education (IEP) Total Tested</b>		N/A	34	46	27	33
<b>English Language Learner (ELL) TT</b>		N/A	38	50	35	36
<b>Non-ELL Total Tested</b>		N/A	57	68	47	57
<b>All Total Tested</b>		N/A	57	67	46	57
Ethnicity						
American Indian or Alaskan Native		N/A	57	67	45	57
Asian/Pacific Islander		N/A	71	77	64	69
Black or African American		N/A	47	56	40	43
Hispanic or Latino		N/A	48	62	37	44
White		N/A	60	70	48	60
Other race		N/A	58	68	46	54
Gender						
Male		N/A	53	64	42	52
Female		N/A	60	71	50	61
Other						
Free and Reduced Lunch		N/A	51	61	41	50
Non-Free and Reduced Lunch		N/A	60	70	49	60
Migrant		N/A	42	56	21	45

Scores for each Standard and Objective are reported as Standard/Objective Percent Correct.

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**End-of-Instruction**  
**English II (Writing Included)**

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**VIRTUAL DISTRICT**

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Test Date: 12/06/04

English II (Writing Included) Only Non High Mobility (NHM) Scores used for accountability	Number of Students	Number and Percent of Students at each Performance Level								Median OPI
		Advanced N 747-999 %		Satisfactory N 700-746 %		Limited Knowledge N 658-699 %		Unsatisfactory N 440-657 %		
<b>Regular Education NHM</b>	11	1	9	3	27	2	18	5	45	675
Ethnicity										
American Indian or Alaskan Native	1	0	0	0	0	0	0	1	100	633
Asian/Pacific Islander	1	0	0	0	0	0	0	1	100	573
Black or African American	3	0	0	2	67	0	0	1	33	705
Hispanic or Latino	1	0	0	0	0	0	0	1	100	615
White	4	1	25	1	25	1	25	1	25	709
Other race	1	0	0	0	0	1	100	0	0	675
Gender										
Male	11	1	9	3	27	2	18	5	45	675
Female	0	X	X	X	X	X	X	X	X	X
Other										
Free and Reduced Lunch	11	1	9	3	27	2	18	5	45	675
Non-Free and Reduced Lunch	0	X	X	X	X	X	X	X	X	X
Migrant	0	X	X	X	X	X	X	X	X	X
<b>Special Education (IEP) NHM</b>	11	0	0	0	0	4	36	7	64	645
<b>English Language Learner (ELL) NHM</b>	0	X	X	X	X	X	X	X	X	X
<b>Non-ELL NHM</b>	22	1	5	3	14	6	27	12	55	650
<b>All NHM</b>	22	1	5	3	14	6	27	12	55	650
Ethnicity										
American Indian or Alaskan Native	1	0	0	0	0	0	0	1	100	633
Asian/Pacific Islander	1	0	0	0	0	0	0	1	100	573
Black or African American	6	0	0	2	33	0	0	4	67	627
Hispanic or Latino	3	0	0	0	0	0	0	3	100	615
White	7	1	14	1	14	4	57	1	14	675
Other race	4	0	0	0	0	2	50	2	50	658
Gender										
Male	22	1	5	3	14	6	27	12	55	650
Female	0	X	X	X	X	X	X	X	X	X
Other										
Free and Reduced Lunch	22	1	5	3	14	6	27	12	55	650
Non-Free and Reduced Lunch	0	X	X	X	X	X	X	X	X	X
Migrant	0	X	X	X	X	X	X	X	X	X
<b>Regular Education High Mobility</b>	5	0	0	1	20	1	20	3	60	645
<b>Special Education (IEP) High Mobility</b>	1	0	0	0	0	0	0	1	100	650
<b>ELL High Mobility</b>	0	X	X	X	X	X	X	X	X	X
<b>All High Mobility</b>	6	0	0	1	17	1	17	4	67	648

Total Enrollment Number of NHM Equals Sum of Below:

No. of Students Tested: 22 No. IEP Alternate Testing: 0  
 No. Absent: 0 No. ELL District Alternate Testing: 0  
 No. Emergency Exempt: 0 No. 2nd Time Testing: 0  
 No. ELL 1st Year Exempt: 0

**OPI:** A scale score that places a student into one of the 4 performance levels.

**Regular** includes all students except ELL, IEP, and 2nd Time Testing.

**All** includes all students tested with the standard state test except 2nd Time Testing.

**Non High Mobility (NHM):** Continuous attendance a full calendar year or more.

No. IEP with Test Accommodations: 4 No. ELL with Test Accommodations: 0

## English II

### Advanced

Students are typically consistent in demonstrating a thorough understanding of the knowledge and skills expected of all students at the End-of-Instruction in English II. In addition to demonstrating an understanding and an application of knowledge and skills at the satisfactory performance level, students typically are consistently effective in analyzing, evaluating, and interpreting abstract text; demonstrate an in-depth understanding of a broad variety of literary forms; regularly apply a wide variety of research strategies for organizing and interpreting factual information; demonstrate a thorough understanding of correct Standard English usage; consistently display a sophisticated understanding of literary elements and techniques and their effect on the development of the various literary forms, *including the connections between them*; and apply correct Standard English to writing.

### Satisfactory

Students typically demonstrate a general understanding of the knowledge and skills expected of all students at the End-of-Instruction in English II demonstrated in reading, literature, and writing as follows: use a wide range of strategies to comprehend, interpret, and evaluate secondary level reading material (both fiction and nonfiction); demonstrate a general understanding of a wide variety of literary forms; use basic research strategies to organize and interpret factual information; demonstrate a general understanding of correct use of Standard English; demonstrate a general understanding of how literary elements and techniques affect the development of, *and the connections between*, a variety of literary forms; write responses that demonstrate adequate support, address the prompt somewhat successfully, use acceptable word choice, use some variety in sentence structure, and have few errors in grammar and mechanics.

### Limited Knowledge

Students typically demonstrate a partial understanding of the knowledge and skills expected of all students at the End-of-Instruction in English II. Students are inconsistent in demonstrating the satisfactory level competencies. They typically use a limited number of strategies to comprehend, interpret, and evaluate secondary level reading material; demonstrate some understanding of the various literary forms; use simple research strategies to organize and interpret factual information; display partial understanding of correct Standard English usage; demonstrate an understanding of some basic literary elements and techniques and their affect on a limited number of literary forms when explicitly stated; write responses with minimal focus, limited support, little or insufficient organization and planning, vague or inappropriate word choice, and frequent errors in basic sentence structure.

### Unsatisfactory

Students do not demonstrate at least a limited knowledge level of the skills of English II. Students scoring at the unsatisfactory level need comprehensive remedial instruction in English II.

**Oklahoma**  
**Core Curriculum Test**  
**End-of-Instruction**  
**English II (Writing Included)**

**Summary Report**

State: OKLAHOMA

Grade: End-of-Instruction

VIRTUAL DISTRICT

**Purpose**

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Students Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 12/06/04

English II (Writing Included)	Median Percent Correct Score by each Standard and Objective												
	Reading/Literature	1.0 Vocabulary	2.0 Comprehension	2.1 Literal Understanding	2.2 Inferences and Interpretation	2.3 Summary and Generalization	2.4 Analysis and Evaluation	3.0 Literature	3.1 Literary Genres	3.2 Literary Elements	3.3 Figurative Language	3.4 Literary Works	4.0 Research and Information
<b>Regular Education NHM</b>		61	42	N/A	50	47	50	50	40	54	52	56	59
Ethnicity													
American Indian or Alaskan Native		50	36	N/A	40	40	25	41	40	20	63	25	50
Asian/Pacific Islander		33	29	N/A	40	20	25	32	40	40	13	50	33
Black or African American		72	64	N/A	60	60	83	50	33	53	50	50	83
Hispanic or Latino		17	29	N/A	20	20	50	55	40	80	38	75	33
White		67	61	N/A	53	60	63	55	60	65	57	56	67
Other race		67	43	N/A	60	40	25	50	0	40	63	100	67
Gender													
Male		61	42	N/A	50	47	50	50	40	54	52	56	59
Female		X	X	N/A	X	X	X	X	X	X	X	X	X
Other													
Free and Reduced Lunch		61	42	N/A	50	47	50	50	40	54	52	56	59
Non-Free and Reduced Lunch		X	X	N/A	X	X	X	X	X	X	X	X	X
Migrant		X	X	N/A	X	X	X	X	X	X	X	X	X
<b>Special Education (IEP) NHM</b>		33	47	N/A	53	28	57	36	30	29	41	42	39
<b>English Language Learner (ELL) NHM</b>		X	X	N/A	X	X	X	X	X	X	X	X	X
<b>Non-ELL NHM</b>		46	44	N/A	51	35	55	44	35	42	47	48	47
<b>All NHM</b>		46	44	N/A	51	35	55	44	35	42	47	48	47
Ethnicity													
American Indian or Alaskan Native		50	36	N/A	40	40	25	41	40	20	63	25	50
Asian/Pacific Islander		33	29	N/A	40	20	25	32	40	40	13	50	33
Black or African American		44	45	N/A	55	30	65	33	35	36	25	50	29
Hispanic or Latino		33	34	N/A	33	20	42	41	40	20	38	42	17
White		60	64	N/A	67	48	80	48	40	60	53	50	57
Other race		25	45	N/A	50	30	42	50	20	40	54	63	59
Gender													
Male		46	44	N/A	51	35	55	44	35	42	47	48	47
Female		X	X	N/A	X	X	X	X	X	X	X	X	X
Other													
Free and Reduced Lunch		46	44	N/A	51	35	55	44	35	42	47	48	47
Non-Free and Reduced Lunch		X	X	N/A	X	X	X	X	X	X	X	X	X
Migrant		X	X	N/A	X	X	X	X	X	X	X	X	X
<b>Regular Education High Mobility</b>		50	43	N/A	47	40	50	41	32	35	38	56	56
<b>Special Education (IEP) High Mobility</b>		33	71	N/A	40	80	100	36	40	40	25	50	67
<b>ELL High Mobility</b>		X	X	N/A	X	X	X	X	X	X	X	X	X
<b>All High Mobility</b>		47	54	N/A	45	53	63	39	33	36	34	55	59

Scores for each Standard and Objective are reported as Standard/Objective Percent Correct.

**Oklahoma**  
**Core Curriculum Test**  
**End-of-Instruction**  
**English II (Writing Included)**

**Summary Report**

State: OKLAHOMA

Grade: End-of-Instruction

VIRTUAL DISTRICT

**Purpose**

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Students Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 12/06/04

English II (Writing Included)	Median Percent Correct Score by each Standard and Objective					
	Writing/Grammar/Usage and Mechanics	1.0/2.0 Writing	3.0 Grammar/Usage and Mechanics	3.1 Standard Usage	3.2 Mechanics & Spelling	3.3 Sentence Structure
<b>Regular Education NHM</b>		N/A	38	35	40	32
Ethnicity						
American Indian or Alaskan Native		N/A	33	25	50	25
Asian/Pacific Islander		N/A	8	0	25	0
Black or African American		N/A	34	50	33	25
Hispanic or Latino		N/A	8	0	25	0
White		N/A	54	63	44	50
Other race		N/A	42	25	50	50
Gender						
Male		N/A	38	35	40	32
Female		N/A	X	X	X	X
Other						
Free and Reduced Lunch		N/A	38	35	40	32
Non-Free and Reduced Lunch		N/A	X	X	X	X
Migrant		N/A	X	X	X	X
<b>Special Education (IEP) NHM</b>		N/A	38	50	18	34
<b>English Language Learner (ELL) NHM</b>		N/A	X	X	X	X
<b>Non-ELL NHM</b>		N/A	38	44	29	33
<b>All NHM</b>		N/A	38	44	29	33
Ethnicity						
American Indian or Alaskan Native		N/A	33	25	50	25
Asian/Pacific Islander		N/A	8	0	25	0
Black or African American		N/A	36	58	19	20
Hispanic or Latino		N/A	17	25	17	17
White		N/A	50	69	36	45
Other race		N/A	38	31	33	50
Gender						
Male		N/A	38	44	29	33
Female		N/A	X	X	X	X
Other						
Free and Reduced Lunch		N/A	38	44	29	33
Non-Free and Reduced Lunch		N/A	X	X	X	X
Migrant		N/A	X	X	X	X
<b>Regular Education High Mobility</b>		N/A	33	50	15	25
<b>Special Education (IEP) High Mobility</b>		N/A	17	0	25	25
<b>ELL High Mobility</b>		N/A	X	X	X	X
<b>All High Mobility</b>		N/A	29	42	17	25

Scores for each Standard and Objective are reported as Standard/Objective Percent Correct.

**Oklahoma**  
**Core Curriculum Test**  
**End-of-Instruction**  
**English II (Writing Included)**

**Summary Report**

State: OKLAHOMA

Grade: End-of-Instruction

VIRTUAL DISTRICT

**Purpose**

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Student Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 12/06/04

English II (Writing Included)	Number of Students	Number and Percent of Students at each Performance Level								Median OPI
		Advanced N 747-999 %		Satisfactory N 700-746 %		Limited Knowledge N 658-699 %		Unsatisfactory N 440-657 %		
<b>Total Tested (TT)</b>										
<b>Non High Mobility plus High Mobility</b>										
<b>(Scores not used for accountability)</b>										
<b>Regular Education Total Tested</b>	16	1	6	4	25	3	19	8	50	660
Ethnicity										
American Indian or Alaskan Native	3	0	0	0	0	1	33	2	67	645
Asian/Pacific Islander	1	0	0	0	0	0	0	1	100	573
Black or African American	4	0	0	2	50	0	0	2	50	644
Hispanic or Latino	1	0	0	0	0	0	0	1	100	615
White	5	1	20	2	40	1	20	1	20	737
Other race	2	0	0	0	0	1	50	1	50	634
Gender										
Male	16	1	6	4	25	3	19	8	50	660
Female	0	X	X	X	X	X	X	X	X	X
Other										
Free and Reduced Lunch	11	1	9	3	27	2	18	5	45	675
Non-Free and Reduced Lunch	5	0	0	1	20	1	20	3	60	645
Migrant	0	X	X	X	X	X	X	X	X	X
<b>Special Education (IEP) Total Tested</b>	12	0	0	0	0	4	33	8	67	648
<b>English Language Learner (ELL) TT</b>	0	X	X	X	X	X	X	X	X	X
<b>Non-ELL Total Tested</b>	28	1	4	4	14	7	25	16	57	648
<b>All Total Tested</b>	28	1	4	4	14	7	25	16	57	648
Ethnicity										
American Indian or Alaskan Native	3	0	0	0	0	1	33	2	67	645
Asian/Pacific Islander	1	0	0	0	0	0	0	1	100	573
Black or African American	7	0	0	2	29	0	0	5	71	608
Hispanic or Latino	3	0	0	0	0	0	0	3	100	615
White	9	1	11	2	22	4	44	2	22	675
Other race	5	0	0	0	0	2	40	3	60	655
Gender										
Male	28	1	4	4	14	7	25	16	57	648
Female	0	X	X	X	X	X	X	X	X	X
Other										
Free and Reduced Lunch	22	1	5	3	14	6	27	12	55	650
Non-Free and Reduced Lunch	6	0	0	1	17	1	17	4	67	648
Migrant	0	X	X	X	X	X	X	X	X	X

Total Enrollment Number Equals Sum of Below:

No. of Students Tested:	28	No. IEP Alternate Testing:	0
No. Absent:	0	No. ELL District Alternate Testing:	0
No. Emergency Exempt:	0	No. 2nd Time Testing:	1
No. ELL 1st Year Exempt:	0		

**OPI:** A scale score that places a student into one of the 4 performance levels.

**Regular** includes all students except ELL, IEP, and 2nd Time Testing.

**All** includes all students tested with the standard state test except 2nd Time Testing.

**Non High Mobility (NHM):** Continuous attendance a full calendar year or more.

**Total Tested:** Non High Mobility plus High Mobility.

No. IEP with Test Accommodations: 4 No. ELL with Test Accommodations: 0

## English II

### Advanced

Students are typically consistent in demonstrating a thorough understanding of the knowledge and skills expected of all students at the End-of-Instruction in English II. In addition to demonstrating an understanding and an application of knowledge and skills at the satisfactory performance level, students typically are consistently effective in analyzing, evaluating, and interpreting abstract text; demonstrate an in-depth understanding of a broad variety of literary forms; regularly apply a wide variety of research strategies for organizing and interpreting factual information; demonstrate a thorough understanding of correct Standard English usage; consistently display a sophisticated understanding of literary elements and techniques and their effect on the development of the various literary forms, *including the connections between them*; and apply correct Standard English to writing.

### Satisfactory

Students typically demonstrate a general understanding of the knowledge and skills expected of all students at the End-of-Instruction in English II demonstrated in reading, literature, and writing as follows: use a wide range of strategies to comprehend, interpret, and evaluate secondary level reading material (both fiction and nonfiction); demonstrate a general understanding of a wide variety of literary forms; use basic research strategies to organize and interpret factual information; demonstrate a general understanding of correct use of Standard English; demonstrate a general understanding of how literary elements and techniques affect the development of, *and the connections between*, a variety of literary forms; write responses that demonstrate adequate support, address the prompt somewhat successfully, use acceptable word choice, use some variety in sentence structure, and have few errors in grammar and mechanics.

### Limited Knowledge

Students typically demonstrate a partial understanding of the knowledge and skills expected of all students at the End-of-Instruction in English II. Students are inconsistent in demonstrating the satisfactory level competencies. They typically use a limited number of strategies to comprehend, interpret, and evaluate secondary level reading material; demonstrate some understanding of the various literary forms; use simple research strategies to organize and interpret factual information; display partial understanding of correct Standard English usage; demonstrate an understanding of some basic literary elements and techniques and their affect on a limited number of literary forms when explicitly stated; write responses with minimal focus, limited support, little or insufficient organization and planning, vague or inappropriate word choice, and frequent errors in basic sentence structure.

### Unsatisfactory

Students do not demonstrate at least a limited knowledge level of the skills of English II. Students scoring at the unsatisfactory level need comprehensive remedial instruction in English II.

**Oklahoma**  
**Core Curriculum Test**  
**End-of-Instruction**  
**English II (Writing Included)**

**Summary Report**

State: OKLAHOMA

Grade: End-of-Instruction

VIRTUAL DISTRICT

**Purpose**

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Students Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 12/06/04

English II (Writing Included) (Scores not used for accountability)	Median Percent Correct Score by each Standard and Objective												
	Reading/Literature	1.0 Vocabulary	2.0 Comprehension	2.1 Literal Understanding	2.2 Inferences and Interpretation	2.3 Summary and Generalization	2.4 Analysis and Evaluation	3.0 Literature	3.1 Literary Genres	3.2 Literary Elements	3.3 Figurative Language	3.4 Literary Works	4.0 Research and Information
<b>Regular Education Total Tested</b>		59	42	N/A	49	46	50	48	37	49	48	56	59
Ethnicity													
American Indian or Alaskan Native		61	43	N/A	40	53	50	44	40	27	55	50	61
Asian/Pacific Islander		33	29	N/A	40	20	25	32	40	40	13	50	33
Black or African American		67	50	N/A	60	40	75	39	30	40	38	38	61
Hispanic or Latino		17	29	N/A	20	20	50	55	40	80	38	75	33
White		67	79	N/A	60	67	70	56	53	68	54	60	72
Other race		50	25	N/A	40	20	13	41	10	40	44	75	50
Gender													
Male		59	42	N/A	49	46	50	48	37	49	48	56	59
Female		X	X	N/A	X	X	X	X	X	X	X	X	X
Other													
Free and Reduced Lunch		61	42	N/A	50	47	50	50	40	54	52	56	59
Non-Free and Reduced Lunch		50	43	N/A	47	40	50	41	32	35	38	56	56
Migrant		X	X	N/A	X	X	X	X	X	X	X	X	X
<b>Special Education (IEP) Total Tested</b>		33	48	N/A	51	30	61	36	31	30	38	43	42
<b>English Language Learner (ELL) TT</b>		X	X	N/A	X	X	X	X	X	X	X	X	X
<b>Non-ELL Total Tested</b>		47	45	N/A	50	37	56	42	34	40	43	50	50
<b>All Total Tested</b>		47	45	N/A	50	37	56	42	34	40	43	50	50
Ethnicity													
American Indian or Alaskan Native		61	43	N/A	40	53	50	44	40	27	55	50	61
Asian/Pacific Islander		33	29	N/A	40	20	25	32	40	40	13	50	33
Black or African American		33	41	N/A	56	20	60	30	32	33	23	44	27
Hispanic or Latino		33	34	N/A	33	20	42	41	40	20	38	42	17
White		59	68	N/A	67	56	86	48	37	60	50	53	61
Other race		28	43	N/A	40	25	33	44	20	40	50	58	54
Gender													
Male		47	45	N/A	50	37	56	42	34	40	43	50	50
Female		X	X	N/A	X	X	X	X	X	X	X	X	X
Other													
Free and Reduced Lunch		46	44	N/A	51	35	55	44	35	42	47	48	47
Non-Free and Reduced Lunch		47	54	N/A	45	53	63	39	33	36	34	55	59
Migrant		X	X	N/A	X	X	X	X	X	X	X	X	X

Scores for each Standard and Objective are reported as Standard/Objective Percent Correct.

**Oklahoma**  
**Core Curriculum Test**  
**End-of-Instruction**  
**English II (Writing Included)**

**Summary Report**

State: OKLAHOMA

Grade: End-of-Instruction

VIRTUAL DISTRICT

**Purpose**

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated form, showing the extent to which the competencies in the Priority Academic Students Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 12/06/04

English II (Writing Included) (Scores not used for accountability)	Median Percent Correct Score by each Standard and Objective					
	Writing/Grammar/ Usage and Mechanics	1.0/2.0 Writing	3.0 Grammar/Usage and Mechanics	3.1 Standard Usage	3.2 Mechanics & Spelling	3.3 Sentence Structure
<b>Regular Education Total Tested</b>		N/A	36	41	33	30
Ethnicity						
American Indian or Alaskan Native	N/A	30	50	25	17	
Asian/Pacific Islander	N/A	8	0	25	0	
Black or African American	N/A	30	38	25	25	
Hispanic or Latino	N/A	8	0	25	0	
White	N/A	50	67	40	44	
Other race	N/A	42	25	38	63	
Gender						
Male	N/A	36	41	33	30	
Female	N/A	X	X	X	X	
Other						
Free and Reduced Lunch	N/A	38	35	40	32	
Non-Free and Reduced Lunch	N/A	33	50	15	25	
Migrant	N/A	X	X	X	X	
<b>Special Education (IEP) Total Tested</b>	N/A	36	46	18	33	
<b>English Language Learner (ELL) TT</b>	N/A	X	X	X	X	
<b>Non-ELL Total Tested</b>	N/A	36	43	26	32	
<b>All Total Tested</b>	N/A	36	43	26	32	
Ethnicity						
American Indian or Alaskan Native	N/A	30	50	25	17	
Asian/Pacific Islander	N/A	8	0	25	0	
Black or African American	N/A	33	50	15	21	
Hispanic or Latino	N/A	17	25	17	17	
White	N/A	47	65	33	39	
Other race	N/A	38	30	31	55	
Gender						
Male	N/A	36	43	26	32	
Female	N/A	X	X	X	X	
Other						
Free and Reduced Lunch	N/A	38	44	29	33	
Non-Free and Reduced Lunch	N/A	29	42	17	25	
Migrant	N/A	X	X	X	X	

Scores for each Standard and Objective are reported as Standard/Objective Percent Correct.