

Oklahoma
Core Curriculum Test
End-of-Instruction
U.S. History

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 Students Skills (PASS), Oklahoma's Core Curriculum, have been mastered.



Test Date: 12/06/04

U.S. History

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 829-999 %		Satisfactory N 700-828 %		Limited Knowledge N 650-699 %		Unsatisfactory N 465-649 %		
Regular Education NHM	2911	121	4	1923	66	524	18	343	12	728
Ethnicity										
American Indian or Alaskan Native	431	9	2	276	64	78	18	68	16	717
Asian/Pacific Islander	44	0	0	35	80	6	14	3	7	747
Black or African American	322	7	2	172	53	78	24	65	20	706
Hispanic or Latino	109	1	1	68	62	17	16	23	21	721
White	1847	93	5	1266	69	317	17	171	9	736
Other race	158	11	7	106	67	28	18	13	8	739
Gender										
Male	1422	85	6	962	68	212	15	163	11	739
Female	1477	36	2	954	65	310	21	177	12	720
Other										
Free and Reduced Lunch	796	10	1	451	57	182	23	153	19	707
Non-Free and Reduced Lunch	2115	111	5	1472	70	342	16	190	9	738
Migrant	6	0	0	1	17	5	83	0	0	658
Special Education (IEP) NHM	352	0	0	86	24	82	23	184	52	644
English Language Learner (ELL) NHM	59	0	0	25	42	15	25	19	32	683
Non-ELL NHM	3256	121	4	2007	62	603	19	525	16	722
All NHM	3315	121	4	2032	61	618	19	544	16	722
Ethnicity										
American Indian or Alaskan Native	498	9	2	299	60	93	19	97	19	713
Asian/Pacific Islander	57	0	0	43	75	10	18	4	7	747
Black or African American	388	7	2	183	47	87	22	111	29	696
Hispanic or Latino	156	1	1	75	48	33	21	47	30	696
White	2043	93	5	1322	65	362	18	266	13	730
Other race	173	11	6	110	64	33	19	19	11	734
Gender										
Male	1677	85	5	1039	62	280	17	273	16	730
Female	1623	36	2	985	61	335	21	267	16	716
Other										
Free and Reduced Lunch	984	10	1	487	49	224	23	263	27	698
Non-Free and Reduced Lunch	2331	111	5	1545	66	394	17	281	12	733
Migrant	11	0	0	1	9	6	55	4	36	654
Regular Education High Mobility	237	3	1	83	35	71	30	80	34	674
Special Education (IEP) High Mobility	40	0	0	4	10	10	25	26	65	633
ELL High Mobility	4	0	0	0	0	1	25	3	75	594
All High Mobility	281	3	1	87	31	82	29	109	39	669

Total Enrollment Number of NHM Equals Sum of Below:

No. of Students Tested: 3315 No. IEP Alternate Testing: 6
 No. Absent: 69 No. ELL District Alternate Testing: 0
 No. Emergency Exempt: 0 No. 2nd Time Testing: 171
 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: 212 No. ELL with Test Accommodations: 13

U.S. History

Advanced

Students consistently demonstrate a thorough understanding of the knowledge and skills (e.g., analysis, synthesis, evaluation, prediction, assessment, explaining cause and effect, recognizing bias, comparing/contrasting, distinguishing between fact and opinion) expected of all students at the End-of-Instruction in U.S. History. In addition to demonstrating a broad and in-depth understanding and application of all skills at the satisfactory performance level, students scoring at the advanced performance level typically: use sophisticated social studies terminology and skills; demonstrate in-depth understanding of the chronology of historical events and the interrelationships among them; and make sophisticated interpretations of evidence.

Satisfactory

Students demonstrate a general understanding of the knowledge and skills (e.g., analysis, synthesis, evaluation, prediction, assessment, explaining cause and effect, recognizing bias, comparing/contrasting, distinguishing between fact and opinion) expected of all students at the End-of-Instruction in U.S. History. Students scoring at the satisfactory performance level typically: show general understanding of the chronology of historical events and the interrelationships among them; use social studies skills; and make clear and logical interpretations of evidence.

Limited Knowledge

Students demonstrate a partial understanding of the knowledge and skills (e.g., analysis, synthesis, evaluation, prediction, assessment, explaining cause and effect, recognizing bias, comparing/contrasting, distinguishing between fact and opinion) expected of all students at the End-of-Instruction in U.S. History. Students scoring at the limited knowledge performance level are inconsistent in demonstrating the satisfactory performance level competencies. They typically: show partial understanding of the chronology of historical events and the interrelationships among them; use limited social studies skills; and make simple interpretations of evidence. Students scoring at this level would benefit from remediation in U.S. History.

Unsatisfactory

Students do not demonstrate at least a limited knowledge performance level of the skills expected of all students at the End-of-Instruction in U.S. History. Students scoring at this level need comprehensive remedial instruction in U.S. History.

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Summary Report

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Test Date: 12/06/04

U.S. History	Median Percent Correct Score by each Standard and Objective									
	1.0 Social Studies Process Skills	2.0 Civil War/ Reconstruction Era	3.0 Immigration/ Westward Movement	4.0 Industrial Revolution	5.0 Imperialism/ Isolationism	6.0 Twenties Culture/Change	7.0 Great Depression	8.0 World War II	9.0 Post-War Foreign Policy	10.0 Post-War Domestic Policy
Regular Education NHM	73	59	74	68	54	66	57	56	68	66
Ethnicity										
American Indian or Alaskan Native	69	55	70	63	52	60	54	51	62	64
Asian/Pacific Islander	75	64	82	70	58	70	60	60	81	72
Black or African American	62	55	65	56	47	61	51	45	51	61
Hispanic or Latino	69	55	71	65	51	59	50	56	60	59
White	75	61	76	71	56	68	58	59	72	67
Other race	79	59	79	73	54	68	61	62	71	66
Gender										
Male	72	64	77	71	57	67	58	64	74	67
Female	73	55	72	65	51	64	55	51	63	64
Other										
Free and Reduced Lunch	63	52	67	61	49	58	51	47	56	58
Non-Free and Reduced Lunch	76	62	77	71	56	68	59	60	72	68
Migrant	42	42	56	57	36	36	40	33	44	45
Special Education (IEP) NHM	42	38	44	44	35	41	39	37	38	40
English Language Learner (ELL) NHM	49	54	60	54	40	55	44	48	52	50
Non-ELL NHM	70	57	72	66	52	63	55	54	65	63
All NHM	70	57	72	66	52	63	55	54	65	63
Ethnicity										
American Indian or Alaskan Native	66	52	68	62	50	57	52	49	60	62
Asian/Pacific Islander	76	63	80	66	55	66	60	57	78	73
Black or African American	58	52	61	53	44	58	48	42	47	56
Hispanic or Latino	60	52	63	58	45	54	46	50	52	52
White	73	59	74	69	54	65	57	57	70	65
Other race	77	58	78	71	53	67	60	59	69	65
Gender										
Male	69	60	73	68	54	64	56	60	70	64
Female	71	53	70	63	49	62	54	49	61	63
Other										
Free and Reduced Lunch	59	49	63	57	45	55	48	44	52	54
Non-Free and Reduced Lunch	74	60	75	69	54	66	57	58	70	66
Migrant	31	46	50	54	29	40	39	31	37	38
Regular Education High Mobility	54	46	53	53	42	48	47	40	44	50
Special Education (IEP) High Mobility	37	39	40	38	33	38	34	34	36	35
ELL High Mobility	38	56	25	11	29	22	39	17	17	23
All High Mobility	51	45	50	51	40	46	45	39	42	47

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

U.S. History

Advanced

Students consistently demonstrate a thorough understanding of the knowledge and skills (e.g., analysis, synthesis, evaluation, prediction, assessment, explaining cause and effect, recognizing bias, comparing/contrasting, distinguishing between fact and opinion) expected of all students at the End-of-Instruction in U.S. History. In addition to demonstrating a broad and in-depth understanding and application of all skills at the satisfactory performance level, students scoring at the advanced performance level typically: use sophisticated social studies terminology and skills; demonstrate in-depth understanding of the chronology of historical events and the interrelationships among them; and make sophisticated interpretations of evidence.

Satisfactory

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Limited Knowledge

Students demonstrate a partial understanding of the knowledge and skills (e.g., analysis, synthesis, evaluation, prediction, assessment, explaining cause and effect, recognizing bias, comparing/contrasting, distinguishing between fact and opinion) expected of all students at the End-of-Instruction in U.S. History. Students scoring at the limited knowledge performance level are inconsistent in demonstrating the satisfactory performance level competencies. They typically: show partial understanding of the chronology of historical events and the interrelationships among them; use limited social studies skills; and make simple interpretations of evidence. Students scoring at this level would benefit from remediation in U.S. History.

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Summary Report

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Test Date: 12/06/04

U.S. History	Number of Students	Number and Percent of Students at each Performance Level								Median OPI
		Advanced N 829-999 %		Satisfactory N 700-828 %		Limited Knowledge N 650-699 %		Unsatisfactory N 465-649 %		
Total Tested (TT) Non High Mobility plus High Mobility										
(Scores not used for accountability)										
Regular Education Total Tested	3148	124	4	2006	64	595	19	423	13	725
Ethnicity										
American Indian or Alaskan Native	452	10	2	282	62	86	19	74	16	715
Asian/Pacific Islander	48	0	0	37	77	7	15	4	8	747
Black or African American	394	8	2	187	47	96	24	103	26	697
Hispanic or Latino	126	1	1	70	56	24	19	31	25	709
White	1964	94	5	1321	67	353	18	196	10	734
Other race	164	11	7	109	66	29	18	15	9	737
Gender										
Male	1522	86	6	997	66	242	16	197	13	737
Female	1614	38	2	1002	62	351	22	223	14	718
Other										
Free and Reduced Lunch	921	10	1	484	53	221	24	206	22	703
Non-Free and Reduced Lunch	2227	114	5	1522	68	374	17	217	10	736
Migrant	6	0	0	1	17	5	83	0	0	658
Special Education (IEP) Total Tested	392	0	0	90	23	92	23	210	54	642
English Language Learner (ELL) TT	63	0	0	25	40	16	25	22	35	679
Non-ELL Total Tested	3533	124	4	2094	59	684	19	631	18	719
All Total Tested	3596	124	3	2119	59	700	19	653	18	719
Ethnicity										
American Indian or Alaskan Native	523	10	2	305	58	105	20	103	20	712
Asian/Pacific Islander	61	0	0	45	74	11	18	5	8	747
Black or African American	473	8	2	198	42	106	22	161	34	684
Hispanic or Latino	177	1	1	77	44	41	23	58	33	683
White	2180	94	4	1381	63	403	18	302	14	727
Other race	182	11	6	113	62	34	19	24	13	732
Gender										
Male	1807	86	5	1077	60	316	17	328	18	726
Female	1774	38	2	1034	58	381	21	321	18	713
Other										
Free and Reduced Lunch	1138	10	1	521	46	269	24	338	30	691
Non-Free and Reduced Lunch	2458	114	5	1598	65	431	18	315	13	731
Migrant	11	0	0	1	9	6	55	4	36	654

Total Enrollment Number Equals Sum of Below:

No. of Students Tested: 3596 No. IEP Alternate Testing: 6
 No. Absent: 76 No. ELL District Alternate Testing: 0
 No. Emergency Exempt: 0 No. 2nd Time Testing: 204
 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: 229 No. ELL with Test Accommodations: 13

U.S. History

Advanced

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Unsatisfactory

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Summary Report

State: OKLAHOMA

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Test Date: 12/06/04

U.S. History

(Scores not used for accountability)

Regular Education Total Tested

	1.0 Social Studies Process Skills	2.0 Civil War/ Reconstruction Era	3.0 Immigration/ Westward Movement	4.0 Industrial Revolution	5.0 Imperialism/ Isolationism	6.0 Twenties Culture/Change	7.0 Great Depression	8.0 World War II	9.0 Post-War Foreign Policy	10.0 Post-War Domestic Policy
Ethnicity										
American Indian or Alaskan Native	67	55	69	63	51	59	53	50	61	64
Asian/Pacific Islander	75	65	82	70	56	68	60	59	81	72
Black or African American	59	52	60	54	44	58	49	42	48	58
Hispanic or Latino	66	52	68	63	49	56	49	53	55	55
White	74	60	76	70	55	67	58	58	71	66
Other race	78	59	79	73	54	67	61	61	70	66

Gender

Male	71	63	76	70	56	66	58	62	73	66
Female	72	54	71	64	50	62	55	49	62	64

Other

Free and Reduced Lunch	61	50	64	59	47	56	50	45	54	57
Non-Free and Reduced Lunch	75	61	76	70	55	68	58	59	71	68
Migrant	42	42	56	57	36	36	40	33	44	45

Special Education (IEP) Total Tested

	42	38	43	44	35	41	38	37	38	40
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English Language Learner (ELL) TT

	48	54	58	52	39	53	44	46	49	48
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Non-ELL Total Tested

	69	56	71	65	51	62	54	53	64	62
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All Total Tested

	68	56	71	65	51	61	54	52	63	62
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Ethnicity	1.0 Social Studies Process Skills	2.0 Civil War/ Reconstruction Era	3.0 Immigration/ Westward Movement	4.0 Industrial Revolution	5.0 Imperialism/ Isolationism	6.0 Twenties Culture/Change	7.0 Great Depression	8.0 World War II	9.0 Post-War Foreign Policy	10.0 Post-War Domestic Policy
American Indian or Alaskan Native	65	52	67	62	50	56	52	48	59	61
Asian/Pacific Islander	75	64	80	66	54	65	60	56	78	73
Black or African American	55	50	56	52	42	55	46	40	44	53
Hispanic or Latino	57	50	61	56	43	52	45	48	48	49
White	72	58	74	68	53	64	56	56	69	64
Other race	76	58	77	70	52	65	59	58	68	64

Gender

Male	67	59	72	67	53	63	55	58	68	63
Female	69	52	69	62	49	61	53	48	59	62

Other

Free and Reduced Lunch	57	48	60	55	44	53	47	43	49	53
Non-Free and Reduced Lunch	73	60	74	69	54	65	57	57	69	66
Migrant	31	46	50	54	29	40	39	31	37	38

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

U.S. History

Advanced

Students consistently demonstrate a thorough understanding of the knowledge and skills (e.g., analysis, synthesis, evaluation, prediction, assessment, explaining cause and effect, recognizing bias, comparing/contrasting, distinguishing between fact and opinion) expected of all students at the End-of-Instruction in U.S. History. In addition to demonstrating a broad and in-depth understanding and application of all skills at the satisfactory performance level, students scoring at the advanced performance level typically: use sophisticated social studies terminology and skills; demonstrate in-depth understanding of the chronology of historical events and the interrelationships among them; and make sophisticated interpretations of evidence.

Satisfactory

Students demonstrate a general understanding of the knowledge and skills (e.g., analysis, synthesis, evaluation, prediction, assessment, explaining cause and effect, recognizing bias, comparing/contrasting, distinguishing between fact and opinion) expected of all students at the End-of-Instruction in U.S. History. Students scoring at the satisfactory performance level typically: show general understanding of the chronology of historical events and the interrelationships among them; use social studies skills; and make clear and logical interpretations of evidence.

Limited Knowledge

Students demonstrate a partial understanding of the knowledge and skills (e.g., analysis, synthesis, evaluation, prediction, assessment, explaining cause and effect, recognizing bias, comparing/contrasting, distinguishing between fact and opinion) expected of all students at the End-of-Instruction in U.S. History. Students scoring at the limited knowledge performance level are inconsistent in demonstrating the satisfactory performance level competencies. They typically: show partial understanding of the chronology of historical events and the interrelationships among them; use limited social studies skills; and make simple interpretations of evidence. Students scoring at this level would benefit from remediation in U.S. History.

Unsatisfactory

Students do not demonstrate at least a limited knowledge performance level of the skills expected of all students at the End-of-Instruction in U.S. History. Students scoring at this level need comprehensive remedial instruction in U.S. History.

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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

U.S. History

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 829-999 %		Satisfactory N 700-828 %		Limited Knowledge N 650-699 %		Unsatisfactory N 465-649 %		
Regular Education NHM	7	0	0	6	86	0	0	1	14	731
Ethnicity										
American Indian or Alaskan Native	0	X	X	X	X	X	X	X	X	X
Asian/Pacific Islander	0	X	X	X	X	X	X	X	X	X
Black or African American	3	0	0	2	67	0	0	1	33	708
Hispanic or Latino	0	X	X	X	X	X	X	X	X	X
White	3	0	0	3	100	0	0	0	0	735
Other race	1	0	0	1	100	0	0	0	0	735
Gender										
Male	7	0	0	6	86	0	0	1	14	731
Female	0	X	X	X	X	X	X	X	X	X
Other										
Free and Reduced Lunch	6	0	0	5	83	0	0	1	17	726
Non-Free and Reduced Lunch	1	0	0	1	100	0	0	0	0	735
Migrant	0	X	X	X	X	X	X	X	X	X
Special Education (IEP) NHM	6	0	0	1	17	2	33	3	50	649
English Language Learner (ELL) NHM	0	X	X	X	X	X	X	X	X	X
Non-ELL NHM	13	0	0	7	54	2	15	4	31	700
All NHM	13	0	0	7	54	2	15	4	31	700
Ethnicity										
American Indian or Alaskan Native	1	0	0	0	0	0	0	1	100	632
Asian/Pacific Islander	0	X	X	X	X	X	X	X	X	X
Black or African American	5	0	0	2	40	1	20	2	40	664
Hispanic or Latino	0	X	X	X	X	X	X	X	X	X
White	5	0	0	4	80	0	0	1	20	731
Other race	2	0	0	1	50	1	50	0	0	697
Gender										
Male	13	0	0	7	54	2	15	4	31	700
Female	0	X	X	X	X	X	X	X	X	X
Other										
Free and Reduced Lunch	12	0	0	6	50	2	17	4	33	682
Non-Free and Reduced Lunch	1	0	0	1	100	0	0	0	0	735
Migrant	0	X	X	X	X	X	X	X	X	X
Regular Education High Mobility	8	0	0	3	38	0	0	5	63	633
Special Education (IEP) High Mobility	0	X	X	X	X	X	X	X	X	X
ELL High Mobility	0	X	X	X	X	X	X	X	X	X
All High Mobility	8	0	0	3	38	0	0	5	63	633

Total Enrollment Number of NHM Equals Sum of Below:

No. of Students Tested: 13
 No. Absent: 0
 No. Emergency Exempt: 0
 No. ELL 1st Year Exempt: 0
 No. IEP Alternate Testing: 0
 No. ELL District Alternate Testing: 0
 No. 2nd Time Testing: 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: 1 No. ELL with Test Accommodations: 0

U.S. History

Advanced

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Limited Knowledge

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Unsatisfactory

Students do not demonstrate at least a limited knowledge performance level of the skills expected of all students at the End-of-Instruction in U.S. History. Students scoring at this level need comprehensive remedial instruction in U.S. History.

Oklahoma
Core Curriculum Test
End-of-Instruction
U.S. History

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

U.S. History	Median Percent Correct Score by each Standard and Objective									
	1.0 Social Studies Process Skills	2.0 Civil War/ Reconstruction Era	3.0 Immigration/ Westward Movement	4.0 Industrial Revolution	5.0 Imperialism/ Isolationism	6.0 Twenties Culture/Change	7.0 Great Depression	8.0 World War II	9.0 Post-War Foreign Policy	10.0 Post-War Domestic Policy
Regular Education NHM	77	54	72	70	40	64	50	44	67	64
Ethnicity										
American Indian or Alaskan Native	X	X	X	X	X	X	X	X	X	X
Asian/Pacific Islander	X	X	X	X	X	X	X	X	X	X
Black or African American	83	50	61	50	29	33	39	22	67	60
Hispanic or Latino	X	X	X	X	X	X	X	X	X	X
White	78	67	83	83	52	76	61	48	71	70
Other race	67	50	100	67	43	86	50	89	44	60
Gender										
Male	77	54	72	70	40	64	50	44	67	64
Female	X	X	X	X	X	X	X	X	X	X
Other										
Free and Reduced Lunch	79	56	67	71	40	57	50	39	71	65
Non-Free and Reduced Lunch	67	50	100	67	43	86	50	89	44	60
Migrant	X	X	X	X	X	X	X	X	X	X
Special Education (IEP) NHM	50	33	50	39	29	33	33	29	42	47
English Language Learner (ELL) NHM	X	X	X	X	X	X	X	X	X	X
Non-ELL NHM	64	44	62	57	37	49	42	35	51	56
All NHM	64	44	62	57	37	49	42	35	51	56
Ethnicity										
American Indian or Alaskan Native	33	33	33	33	14	57	33	11	67	30
Asian/Pacific Islander	X	X	X	X	X	X	X	X	X	X
Black or African American	67	33	59	50	29	21	40	26	52	50
Hispanic or Latino	X	X	X	X	X	X	X	X	X	X
White	67	56	72	70	48	66	50	44	56	60
Other race	67	50	67	42	36	65	34	67	39	60
Gender										
Male	64	44	62	57	37	49	42	35	51	56
Female	X	X	X	X	X	X	X	X	X	X
Other										
Free and Reduced Lunch	64	43	60	54	36	46	41	33	53	55
Non-Free and Reduced Lunch	67	50	100	67	43	86	50	89	44	60
Migrant	X	X	X	X	X	X	X	X	X	X
Regular Education High Mobility	50	47	67	42	43	32	33	33	44	47
Special Education (IEP) High Mobility	X	X	X	X	X	X	X	X	X	X
ELL High Mobility	X	X	X	X	X	X	X	X	X	X
All High Mobility	50	47	67	42	43	32	33	33	44	47

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

U.S. History

Advanced

Students consistently demonstrate a thorough understanding of the knowledge and skills (e.g., analysis, synthesis, evaluation, prediction, assessment, explaining cause and effect, recognizing bias, comparing/contrasting, distinguishing between fact and opinion) expected of all students at the End-of-Instruction in U.S. History. In addition to demonstrating a broad and in-depth understanding and application of all skills at the satisfactory performance level, students scoring at the advanced performance level typically: use sophisticated social studies terminology and skills; demonstrate in-depth understanding of the chronology of historical events and the interrelationships among them; and make sophisticated interpretations of evidence.

Satisfactory

Students demonstrate a general understanding of the knowledge and skills (e.g., analysis, synthesis, evaluation, prediction, assessment, explaining cause and effect, recognizing bias, comparing/contrasting, distinguishing between fact and opinion) expected of all students at the End-of-Instruction in U.S. History. Students scoring at the satisfactory performance level typically: show general understanding of the chronology of historical events and the interrelationships among them; use social studies skills; and make clear and logical interpretations of evidence.

Limited Knowledge

Students demonstrate a partial understanding of the knowledge and skills (e.g., analysis, synthesis, evaluation, prediction, assessment, explaining cause and effect, recognizing bias, comparing/contrasting, distinguishing between fact and opinion) expected of all students at the End-of-Instruction in U.S. History. Students scoring at the limited knowledge performance level are inconsistent in demonstrating the satisfactory performance level competencies. They typically: show partial understanding of the chronology of historical events and the interrelationships among them; use limited social studies skills; and make simple interpretations of evidence. Students scoring at this level would benefit from remediation in U.S. History.

Unsatisfactory

Students do not demonstrate at least a limited knowledge performance level of the skills expected of all students at the End-of-Instruction in U.S. History. Students scoring at this level need comprehensive remedial instruction in U.S. History.

**Oklahoma
Core Curriculum Test
End-of-Instruction
U.S. History**

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

U.S. History	Number of Students	Number and Percent of Students at each Performance Level								Median OPI
		Advanced N 829-999 %		Satisfactory N 700-828 %		Limited Knowledge N 650-699 %		Unsatisfactory N 465-649 %		
Total Tested (TT) Non High Mobility plus High Mobility										
(Scores not used for accountability)										
Regular Education Total Tested	15	0	0	9	60	0	0	6	40	720
Ethnicity										
American Indian or Alaskan Native	3	0	0	2	67	0	0	1	33	713
Asian/Pacific Islander	0	X	X	X	X	X	X	X	X	X
Black or African American	5	0	0	2	40	0	0	3	60	594
Hispanic or Latino	1	0	0	0	0	0	0	1	100	625
White	4	0	0	4	100	0	0	0	0	745
Other race	2	0	0	1	50	0	0	1	50	600
Gender										
Male	15	0	0	9	60	0	0	6	40	720
Female	0	X	X	X	X	X	X	X	X	X
Other										
Free and Reduced Lunch	6	0	0	5	83	0	0	1	17	726
Non-Free and Reduced Lunch	9	0	0	4	44	0	0	5	56	640
Migrant	0	X	X	X	X	X	X	X	X	X
Special Education (IEP) Total Tested	6	0	0	1	17	2	33	3	50	649
English Language Learner (ELL) TT	0	X	X	X	X	X	X	X	X	X
Non-ELL Total Tested	21	0	0	10	48	2	10	9	43	664
All Total Tested	21	0	0	10	48	2	10	9	43	664
Ethnicity										
American Indian or Alaskan Native	4	0	0	2	50	0	0	2	50	677
Asian/Pacific Islander	0	X	X	X	X	X	X	X	X	X
Black or African American	7	0	0	2	29	1	14	4	57	640
Hispanic or Latino	1	0	0	0	0	0	0	1	100	625
White	6	0	0	5	83	0	0	1	17	733
Other race	3	0	0	1	33	1	33	1	33	658
Gender										
Male	21	0	0	10	48	2	10	9	43	664
Female	0	X	X	X	X	X	X	X	X	X
Other										
Free and Reduced Lunch	12	0	0	6	50	2	17	4	33	682
Non-Free and Reduced Lunch	9	0	0	4	44	0	0	5	56	640
Migrant	0	X	X	X	X	X	X	X	X	X

Total Enrollment Number Equals Sum of Below:

No. of Students Tested: 21 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 tested 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: 1 No. ELL with Test Accommodations: 0

U.S. History

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Regular Education Total Tested

	1.0 Social Studies Process Skills	2.0 Civil War/ Reconstruction Era	3.0 Immigration/ Westward Movement	4.0 Industrial Revolution	5.0 Imperialism/ Isolationism	6.0 Twenties Culture/Change	7.0 Great Depression	8.0 World War II	9.0 Post-War Foreign Policy	10.0 Post-War Domestic Policy
Ethnicity										
American Indian or Alaskan Native	61	67	94	50	57	43	55	44	56	70
Asian/Pacific Islander	X	X	X	X	X	X	X	X	X	X
Black or African American	61	28	50	39	25	33	33	22	44	47
Hispanic or Latino	17	33	50	33	29	14	33	22	44	50
White	83	72	89	79	57	71	67	56	71	67
Other race	42	42	50	42	43	50	34	56	28	45

Gender

Male	64	52	71	56	41	41	45	37	54	58
Female	X	X	X	X	X	X	X	X	X	X

Other

Free and Reduced Lunch	79	56	67	71	40	57	50	39	71	65
Non-Free and Reduced Lunch	53	50	83	46	43	35	39	37	44	50
Migrant	X	X	X	X	X	X	X	X	X	X

Special Education (IEP) Total Tested

English Language Learner (ELL) TT	X	X	X	X	X	X	X	X	X	X
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Non-ELL Total Tested

All Total Tested	59	46	63	50	39	40	40	34	49	54
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All Total Tested

Ethnicity										
American Indian or Alaskan Native	50	59	89	44	50	50	50	39	62	50
Asian/Pacific Islander	X	X	X	X	X	X	X	X	X	X
Black or African American	59	25	50	43	26	25	36	25	44	45
Hispanic or Latino	17	33	50	33	29	14	33	22	44	50
White	72	67	78	77	52	62	56	48	62	63
Other race	50	44	33	34	38	43	28	44	33	50

Gender

Male	59	46	63	50	39	40	40	34	49	54
Female	X	X	X	X	X	X	X	X	X	X

Other

Free and Reduced Lunch	64	43	60	54	36	46	41	33	53	55
Non-Free and Reduced Lunch	53	50	83	46	43	35	39	37	44	50
Migrant	X	X	X	X	X	X	X	X	X	X

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