

Attachment 8: A copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups

The attached documents are the State Summary Reports for the Oklahoma Core Curriculum Tests (OCCT) and Oklahoma Modified Alternate Assessment Program (OMAAP) for Grades 3-8 and End-of-Instruction tests for the 2010-2011 school year.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 3 Math - Spring 2011



OCCT Grade 3 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 798-990		OPI Score Range 700-797		OPI Score Range 633-699		OPI Score Range 440-632		Median OPI ² Score
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 REGULAR EDUCATION ³		35,571	10,415	29%	15,804	44%	6,810	19%	2,542	7%	754
2 Ethnicity											
3 Hispanic/Latino		2,616	676	26%	1,220	47%	540	21%	180	7%	745
4 Race											
5 American Indian/Alaskan Native		6,310	1,564	25%	2,847	45%	1,396	22%	503	8%	745
6 Asian		525	283	54%	174	33%	53	10%	15	3%	800
7 Black/African American		3,798	471	12%	1,435	38%	1,141	30%	751	20%	706
8 Pacific Islander		55	9	16%	26	47%	15	27%	5	9%	728
9 White/Caucasian		20,566	6,930	34%	9,334	45%	3,339	16%	963	5%	764
10 Two or More Races		1,701	482	28%	768	45%	326	19%	125	7%	754
11 Gender											
12 Female		18,646	5,123	27%	8,284	44%	3,796	20%	1,443	8%	745
13 Male		16,922	5,292	31%	7,519	44%	3,012	18%	1,099	6%	754
14 Not Indicated		3	0	0%	1	33%	2	67%	0	0%	663
15 Other											
16 Economically Disadvantaged		20,982	4,640	22%	9,323	44%	4,941	24%	2,078	10%	737
17 Non-Economically Disadvantaged		14,589	5,775	40%	6,481	44%	1,869	13%	464	3%	775
18 Migrant		9	1	11%	4	44%	4	44%	0	0%	706
19 ELL 1 st - Year Proficient		664	207	31%	327	49%	112	17%	18	3%	764
20 ELL 2 nd - Year Proficient		305	124	41%	133	44%	42	14%	6	2%	775
21 ENGLISH LANGUAGE LEARNERS (ELL)		3,910	517	13%	1,548	40%	1,216	31%	629	16%	706
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)		39,751	11,114	28%	17,467	44%	8,013	20%	3,157	8%	745

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³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 3 Math - Spring 2011



OCCT Grade 3 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
		Number of Valid Scores (OCCT)	OPI Score Range 798-990		OPI Score Range 700-797		OPI Score Range 633-699		OPI Score Range 440-632		Median OPI ² Score	
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
23	SPECIAL EDUCATION (IEP)	4,477	734	16%	1,760	39%	1,304	29%	679	15%	713	
24	IEP with Accommodations	3,465	505	15%	1,311	38%	1,076	31%	573	17%	706	
25	IEP without Accommodations	1,012	229	23%	449	44%	228	23%	106	10%	737	
26	ALL STUDENTS ⁴	43,661	11,631	27%	19,015	44%	9,229	21%	3,786	9%	745	
27	Ethnicity											
28	Hispanic/Latino	6,054	1,059	17%	2,572	42%	1,650	27%	773	13%	721	
29	Race											
30	American Indian/Alaskan Native	7,286	1,715	24%	3,224	44%	1,688	23%	659	9%	737	
31	Asian	825	383	46%	294	36%	109	13%	39	5%	786	
32	Black/African American	4,234	512	12%	1,589	38%	1,285	30%	848	20%	698	
33	Pacific Islander	92	12	13%	40	43%	32	35%	8	9%	713	
34	White/Caucasian	23,251	7,438	32%	10,445	45%	4,066	17%	1,302	6%	754	
35	Two or More Races	1,919	512	27%	851	44%	399	21%	157	8%	745	
36	Gender											
37	Female	21,900	5,529	25%	9,498	43%	4,851	22%	2,022	9%	737	
38	Male	21,758	6,102	28%	9,516	44%	4,376	20%	1,764	8%	745	
39	Not Indicated	3	0	0%	1	33%	2	67%	0	0%	663	
40	Other											
41	Economically Disadvantaged	27,151	5,384	20%	11,741	43%	6,888	25%	3,138	12%	728	
42	Non-Economically Disadvantaged	16,510	6,247	38%	7,274	44%	2,341	14%	648	4%	775	
43	Migrant	28	1	4%	13	46%	11	39%	3	11%	695	
44	ELL 1 st - Year Proficient	740	238	32%	360	49%	121	16%	21	3%	764	
45	ELL 2 nd - Year Proficient	323	129	40%	139	43%	49	15%	6	2%	775	

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² OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 3 Reading - Spring 2011



OCCT Grade 3 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 891-990		OPI Score Range 700-890		OPI Score Range 649-699		OPI Score Range 400-648		Median OPI ² Score
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION ³	35,635	1,692	5%	24,916	70%	5,831	16%	3,196	9%	746
2	Ethnicity										
3	Hispanic/Latino	2,648	97	4%	1,826	69%	493	19%	232	9%	746
4	Race										
5	American Indian/Alaskan Native	6,311	199	3%	4,293	68%	1,183	19%	636	10%	737
6	Asian	526	60	11%	392	75%	49	9%	25	5%	775
7	Black/African American	3,810	48	1%	2,042	54%	914	24%	806	21%	713
8	Pacific Islander	55	2	4%	38	69%	12	22%	3	5%	755
9	White/Caucasian	20,582	1,207	6%	15,146	74%	2,887	14%	1,342	7%	755
10	Two or More Races	1,703	79	5%	1,179	69%	293	17%	152	9%	746
11	Gender										
12	Female	18,690	931	5%	13,324	71%	2,940	16%	1,495	8%	755
13	Male	16,942	761	4%	11,590	68%	2,891	17%	1,700	10%	746
14	Not Indicated	3	0	0%	2	67%	0	0%	1	33%	737
15	Other										
16	Economically Disadvantaged	21,031	538	3%	13,701	65%	4,215	20%	2,577	12%	737
17	Non-Economically Disadvantaged	14,604	1,154	8%	11,215	77%	1,616	11%	619	4%	775
18	Migrant	8	0	0%	4	50%	3	38%	1	13%	706
19	ELL 1 st - Year Proficient	749	28	4%	577	77%	116	15%	28	4%	755
20	ELL 2 nd - Year Proficient	322	19	6%	260	81%	36	11%	7	2%	764
21	ENGLISH LANGUAGE LEARNERS (ELL)	3,791	31	1%	1,656	44%	1,094	29%	1,000	26%	690
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,274	1,766	4%	26,720	68%	6,603	17%	4,185	11%	746

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 3 Reading - Spring 2011



OCCT Grade 3 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 891-990		OPI Score Range 700-890		OPI Score Range 649-699		OPI Score Range 400-648		Median OPI ² Score
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	3,873	75	2%	1,877	48%	833	22%	1,088	28%	705
24	IEP with Accommodations	2,875	46	2%	1,278	44%	643	22%	908	32%	698
25	IEP without Accommodations	998	29	3%	599	60%	190	19%	180	18%	729
26	ALL STUDENTS ⁴	43,065	1,797	4%	28,386	66%	7,697	18%	5,185	12%	737
27	Ethnicity										
28	Hispanic/Latino	5,977	114	2%	3,212	54%	1,469	25%	1,182	20%	713
29	Race										
30	American Indian/Alaskan Native	7,191	209	3%	4,706	65%	1,389	19%	887	12%	737
31	Asian	805	69	9%	556	69%	114	14%	66	8%	764
32	Black/African American	4,178	51	1%	2,184	52%	1,003	24%	940	22%	705
33	Pacific Islander	91	4	4%	54	59%	22	24%	11	12%	737
34	White/Caucasian	22,941	1,269	6%	16,410	72%	3,358	15%	1,904	8%	755
35	Two or More Races	1,882	81	4%	1,264	67%	342	18%	195	10%	746
36	Gender										
37	Female	21,761	970	4%	14,801	68%	3,707	17%	2,283	10%	746
38	Male	21,301	827	4%	13,583	64%	3,990	19%	2,901	14%	737
39	Not Indicated	3	0	0%	2	67%	0	0%	1	33%	737
40	Other										
41	Economically Disadvantaged	26,796	583	2%	16,153	60%	5,777	22%	4,283	16%	721
42	Non-Economically Disadvantaged	16,269	1,214	7%	12,233	75%	1,920	12%	902	6%	764
43	Migrant	27	0	0%	12	44%	7	26%	8	30%	698
44	ELL 1 st - Year Proficient	824	28	3%	639	78%	126	15%	31	4%	755
45	ELL 2 nd - Year Proficient	346	19	5%	273	79%	45	13%	9	3%	764

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 4 Math - Spring 2011



OCCT Grade 4 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
		Number of Valid Scores (OCCT)	OPI Score Range 805-990		OPI Score Range 700-804		OPI Score Range 639-699		OPI Score Range 440-638		Median OPI 2 Score	
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	REGULAR EDUCATION ³	36,224		10,323	28%	16,909	47%	6,011	17%	2,981	8%	752
2	Ethnicity											
3	Hispanic/Latino	3,307		801	24%	1,649	50%	615	19%	242	7%	744
4	Race											
5	American Indian/Alaskan Native	6,343		1,488	23%	3,046	48%	1,213	19%	596	9%	744
6	Asian	630		335	53%	229	36%	47	7%	19	3%	806
7	Black/African American	3,604		428	12%	1,489	41%	902	25%	785	22%	705
8	Pacific Islander	55		20	36%	22	40%	12	22%	1	2%	761
9	White/Caucasian	20,654		6,810	33%	9,697	47%	2,957	14%	1,190	6%	761
10	Two or More Races	1,631		441	27%	777	48%	265	16%	148	9%	752
11	Gender											
12	Female	18,701		4,881	26%	8,867	47%	3,296	18%	1,657	9%	752
13	Male	17,515		5,440	31%	8,039	46%	2,714	15%	1,322	8%	761
14	Not Indicated	8		2	25%	3	38%	1	13%	2	25%	728
15	Other											
16	Economically Disadvantaged	20,928		4,232	20%	9,997	48%	4,310	21%	2,389	11%	735
17	Non-Economically Disadvantaged	15,296		6,091	40%	6,912	45%	1,701	11%	592	4%	781
18	Migrant	13		5	38%	5	38%	2	15%	1	8%	781
19	ELL 1 st - Year Proficient	675		152	23%	362	54%	119	18%	42	6%	744
20	ELL 2 nd - Year Proficient	806		252	31%	401	50%	119	15%	34	4%	771
21	ENGLISH LANGUAGE LEARNERS (ELL)	2,781		309	11%	1,129	41%	713	26%	630	23%	705
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	40,414		10,948	27%	18,708	46%	6,976	17%	3,782	9%	752

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 4 Math - Spring 2011



OCCT Grade 4 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 805-990		OPI Score Range 700-804		OPI Score Range 639-699		OPI Score Range 440-638		Median OPI ² Score
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	4,451	644	14%	1,891	42%	1,027	23%	889	20%	713
24	IEP with Accommodations	3,640	445	12%	1,529	42%	882	24%	784	22%	713
25	IEP without Accommodations	811	199	25%	362	45%	145	18%	105	13%	744
26	ALL STUDENTS ⁴	43,195	11,257	26%	19,837	46%	7,689	18%	4,412	10%	752
27	Ethnicity										
28	Hispanic/Latino	5,782	1,035	18%	2,653	46%	1,264	22%	830	14%	728
29	Race										
30	American Indian/Alaskan Native	7,317	1,611	22%	3,443	47%	1,462	20%	801	11%	744
31	Asian	856	403	47%	329	38%	83	10%	41	5%	793
32	Black/African American	3,988	452	11%	1,618	41%	1,013	25%	905	23%	705
33	Pacific Islander	88	23	26%	35	40%	20	23%	10	11%	740
34	White/Caucasian	23,282	7,259	31%	10,888	47%	3,525	15%	1,610	7%	761
35	Two or More Races	1,882	474	25%	871	46%	322	17%	215	11%	744
36	Gender										
37	Female	21,411	5,180	24%	9,971	47%	4,006	19%	2,254	11%	744
38	Male	21,775	6,075	28%	9,863	45%	3,682	17%	2,155	10%	752
39	Not Indicated	9	2	22%	3	33%	1	11%	3	33%	720
40	Other										
41	Economically Disadvantaged	26,127	4,808	18%	12,106	46%	5,635	22%	3,578	14%	728
42	Non-Economically Disadvantaged	17,068	6,449	38%	7,731	45%	2,054	12%	834	5%	771
43	Migrant	36	6	17%	15	42%	10	28%	5	14%	732
44	ELL 1 st - Year Proficient	759	164	22%	410	54%	135	18%	50	7%	744
45	ELL 2 nd - Year Proficient	903	287	32%	441	49%	136	15%	39	4%	771

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³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 4 Reading - Spring 2011



OCCT Grade 4 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
		Number of Valid Scores (OCCT)	OPI Score Range 845-990		OPI Score Range 700-844		OPI Score Range 658-699		OPI Score Range 400-657		Median OPI ² Score	
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	REGULAR EDUCATION ³	36,245		1,602	4%	23,008	63%			4,448	12%	728
2	Ethnicity											
3	Hispanic/Latino	3,335		117	4%	2,045	61%	769	23%	404	12%	728
4	Race											
5	American Indian/Alaskan Native	6,340		154	2%	3,843	61%	1,437	23%	906	14%	721
6	Asian	632		61	10%	460	73%	72	11%	39	6%	764
7	Black/African American	3,606		57	2%	1,641	46%	930	26%	978	27%	699
8	Pacific Islander	55		5	9%	33	60%	14	25%	3	5%	737
9	White/Caucasian	20,643		1,146	6%	13,953	68%	3,639	18%	1,905	9%	737
10	Two or More Races	1,634		62	4%	1,033	63%	326	20%	213	13%	728
11	Gender											
12	Female	18,719		889	5%	11,913	64%	3,763	20%	2,154	12%	728
13	Male	17,518		713	4%	11,091	63%	3,424	20%	2,290	13%	728
14	Not Indicated	8		0	0%	4	50%	0	0%	4	50%	677
15	Other											
16	Economically Disadvantaged	20,962		504	2%	11,893	57%	5,058	24%	3,507	17%	713
17	Non-Economically Disadvantaged	15,283		1,098	7%	11,115	73%	2,129	14%	941	6%	754
18	Migrant	13		1	8%	7	54%	3	23%	2	15%	721
19	ELL 1 st - Year Proficient	777		20	3%	441	57%	207	27%	109	14%	713
20	ELL 2 nd - Year Proficient	898		28	3%	621	69%	181	20%	68	8%	728
21	ENGLISH LANGUAGE LEARNERS (ELL)	2,606		8	0%	807	31%	708	27%	1,083	42%	673
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,885		1,681	4%	24,545	62%	8,018	20%	5,641	14%	728
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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 4 Reading - Spring 2011



OCCT Grade 4 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 845-990		OPI Score Range 700-844		OPI Score Range 658-699		OPI Score Range 400-657		Median OPI ² Score
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	3,811	79	2%	1,572	41%	869	23%	1,291	34%	692
24	IEP with Accommodations	2,988	50	2%	1,134	38%	704	24%	1,100	37%	686
25	IEP without Accommodations	823	29	4%	438	53%	165	20%	191	23%	721
26	ALL STUDENTS ⁴	42,491	1,689	4%	25,352	60%	8,726	21%	6,724	16%	728
27	Ethnicity										
28	Hispanic/Latino	5,636	125	2%	2,727	48%	1,393	25%	1,391	25%	706
29	Race										
30	American Indian/Alaskan Native	7,195	165	2%	4,200	58%	1,617	22%	1,213	17%	721
31	Asian	842	61	7%	559	66%	125	15%	97	12%	745
32	Black/African American	3,931	61	2%	1,720	44%	1,004	26%	1,146	29%	692
33	Pacific Islander	86	5	6%	43	50%	23	27%	15	17%	713
34	White/Caucasian	22,962	1,207	5%	14,992	65%	4,188	18%	2,575	11%	737
35	Two or More Races	1,839	65	4%	1,111	60%	376	20%	287	16%	728
36	Gender										
37	Female	21,227	919	4%	12,823	60%	4,415	21%	3,070	14%	728
38	Male	21,256	770	4%	12,525	59%	4,311	20%	3,650	17%	721
39	Not Indicated	8	0	0%	4	50%	0	0%	4	50%	677
40	Other										
41	Economically Disadvantaged	25,694	532	2%	13,476	52%	6,259	24%	5,427	21%	713
42	Non-Economically Disadvantaged	16,797	1,157	7%	11,876	71%	2,467	15%	1,297	8%	745
43	Migrant	33	1	3%	13	39%	10	30%	9	27%	699
44	ELL 1 st - Year Proficient	878	22	3%	498	57%	230	26%	128	15%	713
45	ELL 2 nd - Year Proficient	998	28	3%	678	68%	213	21%	79	8%	728

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Math - Spring 2011



OCCT Grade 5 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
		Number of Valid Scores (OCCT)	OPI Score Range 791-990		OPI Score Range 700-790		OPI Score Range 638-699		OPI Score Range 440-637		Median OPI ² Score	
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	REGULAR EDUCATION ³	36,786		9,587	26%	17,191	47%	7,208	20%	2,800	8%	748
2	Ethnicity											
3	Hispanic/Latino	3,534		808	23%	1,757	50%	729	21%	240	7%	740
4	Race											
5	American Indian/Alaskan Native	6,534		1,341	21%	3,114	48%	1,473	23%	606	9%	732
6	Asian	624		337	54%	227	36%	46	7%	14	2%	799
7	Black/African American	3,701		489	13%	1,608	43%	985	27%	619	17%	710
8	Pacific Islander	60		14	23%	27	45%	12	20%	7	12%	736
9	White/Caucasian	20,756		6,201	30%	9,729	47%	3,641	18%	1,185	6%	757
10	Two or More Races	1,577		397	25%	729	46%	322	20%	129	8%	740
11	Gender											
12	Female	19,084		4,611	24%	9,106	48%	3,870	20%	1,497	8%	740
13	Male	17,700		4,976	28%	8,083	46%	3,338	19%	1,303	7%	748
14	Not Indicated	2		0	0%	2	100%	0	0%	0	0%	722
15	Other											
16	Economically Disadvantaged	21,362		3,982	19%	10,084	47%	5,141	24%	2,155	10%	732
17	Non-Economically Disadvantaged	15,424		5,605	36%	7,107	46%	2,067	13%	645	4%	766
18	Migrant	36		9	25%	17	47%	5	14%	5	14%	740
19	ELL 1 st - Year Proficient	453		98	22%	227	50%	101	22%	27	6%	748
20	ELL 2 nd - Year Proficient	876		200	23%	456	52%	176	20%	44	5%	748
21	ENGLISH LANGUAGE LEARNERS (ELL)	2,102		225	11%	796	38%	638	30%	443	21%	696
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	40,503		10,032	25%	18,622	46%	8,269	20%	3,580	9%	740
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² OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Math - Spring 2011



OCCT Grade 5 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability) <i>continued from previous page</i>		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 791-990		OPI Score Range 700-790		OPI Score Range 638-699		OPI Score Range 440-637		Median OPI ² Score
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	3,936	465	12%	1,508	38%	1,131	29%	832	21%	703
24	IEP with Accommodations	3,232	333	10%	1,194	37%	971	30%	734	23%	696
25	IEP without Accommodations	704	132	19%	314	45%	160	23%	98	14%	732
26	ALL STUDENTS ⁴	42,605	10,257	24%	19,418	46%	8,907	21%	4,023	9%	740
27	Ethnicity										
28	Hispanic/Latino	5,491	997	18%	2,477	45%	1,341	24%	676	12%	724
29	Race										
30	American Indian/Alaskan Native	7,379	1,410	19%	3,451	47%	1,732	23%	786	11%	732
31	Asian	812	382	47%	318	39%	80	10%	32	4%	787
32	Black/African American	4,073	498	12%	1,716	42%	1,108	27%	751	18%	710
33	Pacific Islander	80	14	18%	31	39%	21	26%	14	18%	710
34	White/Caucasian	23,007	6,539	28%	10,619	46%	4,250	18%	1,599	7%	748
35	Two or More Races	1,763	417	24%	806	46%	375	21%	165	9%	740
36	Gender										
37	Female	21,255	4,805	23%	9,910	47%	4,521	21%	2,019	9%	740
38	Male	21,348	5,452	26%	9,506	45%	4,386	21%	2,004	9%	740
39	Not Indicated	2	0	0%	2	100%	0	0%	0	0%	722
40	Other										
41	Economically Disadvantaged	25,642	4,380	17%	11,644	45%	6,474	25%	3,144	12%	724
42	Non-Economically Disadvantaged	16,963	5,877	35%	7,774	46%	2,433	14%	879	5%	766
43	Migrant	66	12	18%	33	50%	13	20%	8	12%	732
44	ELL 1 st - Year Proficient	503	107	21%	254	50%	113	22%	29	6%	748
45	ELL 2 nd - Year Proficient	957	219	23%	496	52%	189	20%	53	6%	748

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Reading - Spring 2011



OCCT Grade 5 Reading

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL											
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		Number of Valid Scores (OCCT)	OPI Score Range 830-990		OPI Score Range 700-829		OPI Score Range 641-699		OPI Score Range 400-640		Median OPI ² Score
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 REGULAR EDUCATION ³		36,810	3,634	10%	22,820	62%	7,334	20%	3,022	8%	732
2 Ethnicity											
3 Hispanic/Latino		3,560	218	6%	2,178	61%	865	24%	299	8%	723
4 Race											
5 American Indian/Alaskan Native		6,534	481	7%	3,942	60%	1,473	23%	638	10%	723
6 Asian		624	121	19%	405	65%	78	13%	20	3%	763
7 Black/African American		3,699	136	4%	1,840	50%	1,064	29%	659	18%	701
8 Pacific Islander		61	7	11%	34	56%	16	26%	4	7%	723
9 White/Caucasian		20,754	2,508	12%	13,449	65%	3,515	17%	1,282	6%	741
10 Two or More Races		1,578	163	10%	972	62%	323	20%	120	8%	732
11 Gender											
12 Female		19,111	1,954	10%	12,076	63%	3,742	20%	1,339	7%	732
13 Male		17,697	1,680	9%	10,743	61%	3,592	20%	1,682	10%	732
14 Not Indicated		2	0	0%	1	50%	0	0%	1	50%	678
15 Other											
16 Economically Disadvantaged		21,394	1,300	6%	12,433	58%	5,270	25%	2,391	11%	723
17 Non-Economically Disadvantaged		15,416	2,334	15%	10,387	67%	2,064	13%	631	4%	751
18 Migrant		36	0	0%	21	58%	9	25%	6	17%	705
19 ELL 1 st - Year Proficient		518	26	5%	269	52%	187	36%	36	7%	708
20 ELL 2 nd - Year Proficient		987	39	4%	623	63%	266	27%	59	6%	723
21 ENGLISH LANGUAGE LEARNERS (ELL)		1,984	23	1%	533	27%	699	35%	729	37%	662
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)		40,223	3,771	9%	24,191	60%	8,308	21%	3,953	10%	732
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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Reading - Spring 2011



OCCT Grade 5 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹												
(Only FAY scores are used for Accountability)												
continued from previous page												
	Number of Valid Scores (OCCT)	OPI Score Range 830-990		OPI Score Range 700-829		OPI Score Range 641-699		OPI Score Range 400-640		Median OPI ² Score		
		ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY				
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23	SPECIAL EDUCATION (IEP)	3,573	138	4%	1,399	39%	1,022	29%	1,014	28%	687	
24	IEP with Accommodations	2,826	91	3%	1,012	36%	840	30%	883	31%	680	
25	IEP without Accommodations	747	47	6%	387	52%	182	24%	131	18%	708	
26	ALL STUDENTS ⁴	42,207	3,794	9%	24,724	59%	9,007	21%	4,682	11%	732	
27	Ethnicity											
28	Hispanic/Latino	5,376	239	4%	2,657	49%	1,489	28%	991	18%	708	
29	Race											
30	American Indian/Alaskan Native	7,330	493	7%	4,238	58%	1,706	23%	893	12%	723	
31	Asian	804	124	15%	472	59%	144	18%	64	8%	751	
32	Black/African American	4,045	138	3%	1,917	47%	1,184	29%	806	20%	701	
33	Pacific Islander	78	7	9%	39	50%	19	24%	13	17%	708	
34	White/Caucasian	22,827	2,622	11%	14,361	63%	4,092	18%	1,752	8%	741	
35	Two or More Races	1,747	171	10%	1,040	60%	373	21%	163	9%	732	
36	Gender											
37	Female	21,199	2,005	9%	12,771	60%	4,449	21%	1,974	9%	732	
38	Male	21,006	1,789	9%	11,952	57%	4,558	22%	2,707	13%	723	
39	Not Indicated	2	0	0%	1	50%	0	0%	1	50%	678	
40	Other											
41	Economically Disadvantaged	25,359	1,362	5%	13,647	54%	6,576	26%	3,774	15%	715	
42	Non-Economically Disadvantaged	16,848	2,432	14%	11,077	66%	2,431	14%	908	5%	751	
43	Migrant	67	0	0%	33	49%	24	36%	10	15%	694	
44	ELL 1 st - Year Proficient	571	29	5%	300	53%	200	35%	42	7%	708	
45	ELL 2 nd - Year Proficient	1,063	39	4%	657	62%	298	28%	69	6%	715	

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Writing - Spring 2011



OCCT Grade 5 Writing

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	Score Range 54-60		Score Range 36-53		Score Range 26-35		Score Range 15-25		Median Composite ² Score
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION ³	37,433	3,994	11%	27,896	75%	3,904	10%	1,639	4%	46
2	Ethnicity										
3	Hispanic/Latino	3,571	336	9%	2,766	77%	370	10%	99	3%	45
4	Race										
5	American Indian/Alaskan Native	6,672	548	8%	4,981	75%	804	12%	339	5%	45
6	Asian	624	141	23%	445	71%	29	5%	9	1%	48
7	Black/African American	3,768	348	9%	2,681	71%	540	14%	199	5%	44
8	Pacific Islander	84	4	6%	49	77%	9	14%	2	3%	45
9	White/Caucasian	21,070	2,419	11%	15,790	75%	1,973	9%	888	4%	47
10	Two or More Races	1,664	198	12%	1,184	71%	179	11%	103	6%	46
11	Gender										
12	Female	19,389	2,672	14%	14,701	76%	1,319	7%	697	4%	48
13	Male	18,041	1,321	7%	13,194	73%	2,585	14%	941	5%	44
14	Not Indicated	3	1	33%	1	33%	0	0%	1	33%	54
15	Other										
16	Economically Disadvantaged	21,856	1,673	8%	16,210	74%	2,848	13%	1,125	5%	45
17	Non-Economically Disadvantaged	15,577	2,321	15%	11,686	75%	1,056	7%	514	3%	48
18	Migrant	42	1	2%	31	74%	5	12%	5	12%	47
19	ELL 1 st - Year Proficient	489	35	7%	387	79%	56	11%	11	2%	45
20	ELL 2 nd - Year Proficient	903	80	9%	719	80%	84	9%	20	2%	46
21	ENGLISH LANGUAGE LEARNERS (ELL)	2,472	59	2%	1,521	62%	605	24%	287	12%	40
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	44,907	4,154	9%	31,365	70%	6,069	14%	3,319	7%	45

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¹ BR EXCLUDED - Braille is excluded from these results.

² Composite - A score that places students into performance levels established for the Writing test.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Writing - Spring 2011



OCCT Grade 5 Writing

FAY

FULL ACADEMIC YEAR (FAY) ¹												
(Only FAY scores are used for Accountability)												
continued from previous page												
Number of Valid Scores (OCCT)	Score Range 54-60	ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		Score Range 15-25		Median Composite ² Score		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23	SPECIAL EDUCATION (IEP)											
24	IEP with Accommodations											
25	IEP without Accommodations											
26	ALL STUDENTS ⁴											
27	Ethnicity											
28	Hispanic/Latino											
29	Race											
30	American Indian/Alaskan Native											
31	Asian											
32	Black/African American											
33	Pacific Islander											
34	White/Caucasian											
35	Two or More Races											
36	Gender											
37	Female											
38	Male											
39	Not Indicated											
40	Other											
41	Economically Disadvantaged											
42	Non-Economically Disadvantaged											
43	Migrant											
44	ELL 1 st - Year Proficient											
45	ELL 2 nd - Year Proficient											

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² Composite - A score that places students into performance levels established for the Writing test.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Science - Spring 2011



OCCT Grade 5 Science

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL											
		Number of Valid Scores (OCCT)	OPI Score Range 814-990		OPI Score Range 700-813		OPI Score Range 638-699		OPI Score Range 400-637			Median OPI ² Score	
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY				
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number		Percent
1 REGULAR EDUCATION ³		36,751		12,195	33%	21,566	59%	2,532	7%	458	1%	785	
2 Ethnicity													
3 Hispanic/Latino		3,534		831	24%	2,412	68%	257	7%	34	1%	777	
4 Race													
5 American Indian/Alaskan Native		6,526		1,877	29%	4,067	62%	490	8%	92	1%	785	
6 Asian		623		346	56%	260	42%	16	3%	1	0%	822	
7 Black/African American		3,699		516	14%	2,399	65%	637	17%	147	4%	754	
8 Pacific Islander		61		21	34%	32	52%	8	13%	0	0%	785	
9 White/Caucasian		20,730		8,111	39%	11,447	55%	1,009	5%	163	1%	803	
10 Two or More Races		1,578		493	31%	949	60%	115	7%	21	1%	785	
11 Gender													
12 Female		19,067		5,814	30%	11,684	61%	1,357	7%	212	1%	785	
13 Male		17,682		6,381	36%	9,881	56%	1,174	7%	246	1%	794	
14 Not Indicated		2		0	0%	1	50%	1	50%	0	0%	732	
15 Other													
16 Economically Disadvantaged		21,338		5,074	24%	13,870	65%	2,016	9%	378	2%	777	
17 Non-Economically Disadvantaged		15,413		7,121	46%	7,696	50%	516	3%	80	1%	812	
18 Migrant		36		5	14%	24	67%	5	14%	2	6%	761	
19 ELL 1 st - Year Proficient		455		82	18%	334	73%	36	8%	3	1%	761	
20 ELL 2 nd - Year Proficient		876		163	19%	655	75%	51	6%	7	1%	769	
21 ENGLISH LANGUAGE LEARNERS (ELL)		2,142		167	8%	1,296	61%	515	24%	164	8%	724	
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)		41,029		12,865	31%	24,073	59%	3,330	8%	761	2%	785	
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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Science - Spring 2011



OCCT Grade 5 Science

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 814-990		OPI Score Range 700-813		OPI Score Range 638-699		OPI Score Range 400-637		Median OPI ² Score
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
continued from previous page											
23	SPECIAL EDUCATION (IEP)	4,536	680	15%	2,641	58%	875	19%	340	7%	746
24	IEP with Accommodations	3,784	500	13%	2,193	58%	783	21%	308	8%	739
25	IEP without Accommodations	752	180	24%	448	60%	92	12%	32	4%	769
26	ALL STUDENTS ⁴	43,171	13,032	30%	25,369	59%	3,845	9%	925	2%	785
27	Ethnicity										
28	Hispanic/Latino	5,544	961	17%	3,630	65%	743	13%	210	4%	754
29	Race										
30	American Indian/Alaskan Native	7,486	1,990	27%	4,668	62%	661	9%	167	2%	777
31	Asian	819	390	48%	374	46%	47	6%	8	1%	812
32	Black/African American	4,177	531	13%	2,629	63%	803	19%	214	5%	746
33	Pacific Islander	81	21	26%	43	53%	15	19%	2	2%	769
34	White/Caucasian	23,268	8,609	37%	12,945	56%	1,421	6%	293	1%	794
35	Two or More Races	1,796	530	30%	1,080	60%	155	9%	31	2%	785
36	Gender										
37	Female	21,564	6,048	28%	13,140	61%	1,962	9%	414	2%	777
38	Male	21,605	6,984	32%	12,228	57%	1,882	9%	511	2%	785
39	Not Indicated	2	0	0%	1	50%	1	50%	0	0%	732
40	Other										
41	Economically Disadvantaged	25,888	5,512	21%	16,640	64%	3,010	12%	726	3%	769
42	Non-Economically Disadvantaged	17,283	7,520	44%	8,729	51%	835	5%	199	1%	803
43	Migrant	68	7	10%	46	68%	12	18%	3	4%	746
44	ELL 1 st - Year Proficient	497	92	19%	364	73%	38	8%	3	1%	761
45	ELL 2 nd - Year Proficient	956	174	18%	716	75%	58	6%	8	1%	769

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³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Social Studies - Spring 2011



OCCT Grade 5 Social Studies

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
		Number of Valid Scores (OCCT)	OPI Score Range 786-990		OPI Score Range 700-785		OPI Score Range 645-699		OPI Score Range 400-644		Median OPI ² Score	
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	REGULAR EDUCATION ³	36,728										748
2	Ethnicity											
3	Hispanic/Latino	3,532	20%	1,849	52%	677	19%	288	8%			731
4	Race											
5	American Indian/Alaskan Native	6,522	23%	3,406	52%	1,128	17%	479	7%			743
6	Asian	625	49%	261	42%	43	7%	15	2%			783
7	Black/African American	3,695	11%	1,692	46%	910	25%	670	18%			708
8	Pacific Islander	61	23%	28	46%	14	23%	5	8%			737
9	White/Caucasian	20,722	33%	10,271	50%	2,544	12%	1,056	5%			760
10	Two or More Races	1,571	26%	786	50%	253	16%	118	8%			743
11	Gender											
12	Female	19,061	23%	9,921	52%	3,372	18%	1,418	7%			743
13	Male	17,665	33%	8,371	47%	2,197	12%	1,212	7%			760
14	Not Indicated	2	0%	1	50%	0	0%	1	50%			698
15	Other											
16	Economically Disadvantaged	21,325	19%	11,023	52%	4,201	20%	2,120	10%			731
17	Non-Economically Disadvantaged	15,403	41%	7,270	47%	1,368	9%	511	3%			771
18	Migrant	35	4%	14	40%	11	31%	6	17%			702
19	ELL 1 st - Year Proficient	455	15%	245	54%	108	24%	35	8%			726
20	ELL 2 nd - Year Proficient	874	16%	472	54%	193	22%	65	7%			731
21	ENGLISH LANGUAGE LEARNERS (ELL)	2,444	7%	779	32%	763	31%	741	30%			682
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	44,056	25%	20,880	47%	7,372	17%	4,946	11%			743
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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 5 Social Studies - Spring 2011



OCCT Grade 5 Social Studies

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 786-990		OPI Score Range 700-785		OPI Score Range 645-699		OPI Score Range 400-644		Median OPI ² Score
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
continued from previous page											
23	SPECIAL EDUCATION (IEP)	7,886	636	8%	2,703	34%	1,973	25%	2,574	33%	682
24	IEP with Accommodations	6,946	472	7%	2,313	33%	1,802	26%	2,359	34%	682
25	IEP without Accommodations	940	164	17%	390	41%	171	18%	215	23%	714
26	ALL STUDENTS ⁴	46,500	11,019	24%	21,659	47%	8,135	17%	5,687	12%	737
27	Ethnicity										
28	Hispanic/Latino	5,986	863	14%	2,600	43%	1,425	24%	1,098	18%	714
29	Race										
30	American Indian/Alaskan Native	8,137	1,620	20%	4,004	49%	1,542	19%	971	12%	731
31	Asian	835	335	40%	348	42%	97	12%	55	7%	765
32	Black/African American	4,636	437	9%	1,910	41%	1,146	25%	1,143	25%	702
33	Pacific Islander	85	14	16%	34	40%	24	28%	13	15%	714
34	White/Caucasian	24,899	7,312	29%	11,851	48%	3,549	14%	2,187	9%	748
35	Two or More Races	1,922	438	23%	912	47%	352	18%	220	11%	731
36	Gender										
37	Female	22,758	4,540	20%	11,082	49%	4,459	20%	2,677	12%	731
38	Male	23,740	6,479	27%	10,576	45%	3,676	15%	3,009	13%	743
39	Not Indicated	2	0	0%	1	50%	0	0%	1	50%	698
40	Other										
41	Economically Disadvantaged	27,746	4,364	16%	13,189	48%	5,974	22%	4,219	15%	720
42	Non-Economically Disadvantaged	18,754	6,655	35%	8,470	45%	2,161	12%	1,468	8%	760
43	Migrant	71	7	10%	28	39%	22	31%	14	20%	695
44	ELL 1 st - Year Proficient	502	75	15%	268	53%	119	24%	40	8%	726
45	ELL 2 nd - Year Proficient	968	161	17%	513	53%	218	23%	76	8%	731

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 6 Math - Spring 2011



OCCT Grade 6 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
		Number of Valid Scores (OCCT)	OPI Score Range 795-990		OPI Score Range 700-794		OPI Score Range 664-699		OPI Score Range 440-663		Median OPI ² Score	
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	REGULAR EDUCATION ³	37,087		7,071	19%	18,925	51%	5,516	15%	5,575	15%	739
2	Ethnicity											
3	Hispanic/Latino	3,557		505	14%	1,869	53%	576	16%	607	17%	733
4	Race											
5	American Indian/Alaskan Native	6,527		901	14%	3,329	51%	1,141	17%	1,156	18%	726
6	Asian	661		299	45%	271	41%	49	7%	42	6%	786
7	Black/African American	3,666		318	9%	1,595	44%	701	19%	1,052	29%	706
8	Pacific Islander	71		16	23%	37	52%	9	13%	9	13%	733
9	White/Caucasian	21,039		4,735	23%	11,009	52%	2,836	13%	2,459	12%	752
10	Two or More Races	1,566		297	19%	815	52%	204	13%	250	16%	739
11	Gender											
12	Female	19,110		3,323	17%	9,905	52%	2,983	16%	2,899	15%	739
13	Male	17,971		3,748	21%	9,018	50%	2,531	14%	2,674	15%	745
14	Not Indicated	6		0	0%	2	33%	2	33%	2	33%	692
15	Other											
16	Economically Disadvantaged	20,358		2,387	12%	10,211	50%	3,625	18%	4,135	20%	726
17	Non-Economically Disadvantaged	16,729		4,684	28%	8,714	52%	1,891	11%	1,440	9%	759
18	Migrant	35		8	23%	14	40%	6	17%	7	20%	739
19	ELL 1 st - Year Proficient	277		34	12%	147	53%	53	19%	43	16%	726
20	ELL 2 nd - Year Proficient	438		47	11%	231	53%	70	16%	90	21%	726
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,700		86	5%	588	35%	312	18%	714	42%	685
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	40,276		7,324	18%	20,132	50%	6,123	15%	6,697	17%	739
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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 6 Math - Spring 2011



OCCT Grade 6 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 795-990		OPI Score Range 700-794		OPI Score Range 664-699		OPI Score Range 440-663		Median OPI ² Score
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23 SPECIAL EDUCATION (IEP)		3,361	256	8%	1,238	37%	643	19%	1,224	36%	692
24 IEP with Accommodations		2,815	182	6%	1,022	36%	546	19%	1,065	38%	692
25 IEP without Accommodations		546	74	14%	216	40%	97	18%	159	29%	713
26 ALL STUDENTS ⁴		41,976	7,410	18%	20,720	49%	6,435	15%	7,411	18%	733
27 Ethnicity											
28 Hispanic/Latino		5,114	556	11%	2,393	47%	860	17%	1,305	26%	720
29 Race											
30 American Indian/Alaskan Native		7,316	942	13%	3,602	49%	1,302	18%	1,470	20%	726
31 Asian		811	332	41%	337	42%	71	9%	71	9%	786
32 Black/African American		3,999	332	8%	1,690	42%	759	19%	1,218	30%	706
33 Pacific Islander		91	17	19%	44	48%	11	12%	19	21%	733
34 White/Caucasian		22,940	4,924	21%	11,782	51%	3,205	14%	3,029	13%	745
35 Two or More Races		1,705	307	18%	872	51%	227	13%	299	18%	739
36 Gender											
37 Female		20,969	3,418	16%	10,538	50%	3,363	16%	3,650	17%	733
38 Male		21,000	3,992	19%	10,180	48%	3,069	15%	3,759	18%	739
39 Not Indicated		7	0	0%	2	29%	3	43%	2	29%	692
40 Other											
41 Economically Disadvantaged		23,856	2,543	11%	11,395	48%	4,300	18%	5,618	24%	720
42 Non-Economically Disadvantaged		18,120	4,867	27%	9,325	51%	2,135	12%	1,793	10%	759
43 Migrant		50	9	18%	21	42%	8	16%	12	24%	713
44 ELL 1 st - Year Proficient		314	35	11%	167	53%	61	19%	51	16%	726
45 ELL 2 nd - Year Proficient		488	51	10%	258	53%	82	17%	97	20%	726

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 6 Reading - Spring 2011



OCCT Grade 6 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 828-990		OPI Score Range 700-827		OPI Score Range 647-699		OPI Score Range 400-646		Median OPI ² Score
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION ³	36,898	3,821	10%	21,493	58%	7,266	20%	4,318	12%	733
2	Ethnicity										
3	Hispanic/Latino	3,534	186	5%	1,979	56%	889	25%	480	14%	718
4	Race										
5	American Indian/Alaskan Native	6,511	490	8%	3,644	56%	1,492	23%	885	14%	725
6	Asian	658	141	21%	408	62%	72	11%	37	6%	768
7	Black/African American	3,636	144	4%	1,703	47%	982	27%	807	22%	703
8	Pacific Islander	71	7	10%	43	61%	14	20%	7	10%	725
9	White/Caucasian	20,933	2,683	13%	12,824	61%	3,507	17%	1,919	9%	741
10	Two or More Races	1,555	170	11%	892	57%	310	20%	183	12%	733
11	Gender										
12	Female	19,016	2,048	11%	11,409	60%	3,716	20%	1,843	10%	733
13	Male	17,876	1,773	10%	10,081	56%	3,549	20%	2,473	14%	733
14	Not Indicated	6	0	0%	3	50%	1	17%	2	33%	711
15	Other										
16	Economically Disadvantaged	20,320	1,118	6%	10,977	54%	4,957	24%	3,268	16%	718
17	Non-Economically Disadvantaged	16,578	2,703	16%	10,516	63%	2,309	14%	1,050	6%	759
18	Migrant	35	3	9%	21	60%	6	17%	5	14%	733
19	ELL 1 st - Year Proficient	285	6	2%	135	47%	99	35%	45	16%	696
20	ELL 2 nd - Year Proficient	449	20	4%	242	54%	124	28%	63	14%	710
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,546	16	1%	364	24%	452	29%	714	46%	657
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,905	3,922	10%	22,596	57%	7,992	20%	5,395	14%	733
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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 6 Reading - Spring 2011



OCCT Grade 6 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
(Only FAY scores are used for Accountability)		Number of Valid Scores (OCCT)	OPI Score Range 828-990		OPI Score Range 700-827		OPI Score Range 647-699		OPI Score Range 400-646		Median OPI ² Score
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
continued from previous page											
23	SPECIAL EDUCATION (IEP)	3,119	101	3%	1,117	36%	746	24%	1,155	37%	674
24	IEP with Accommodations	2,511	73	3%	850	34%	599	24%	989	39%	674
25	IEP without Accommodations	608	28	5%	267	44%	147	24%	166	27%	696
26	ALL STUDENTS ⁴	41,451	3,938	10%	22,960	55%	8,444	20%	6,109	15%	725
27	Ethnicity										
28	Hispanic/Latino	4,958	195	4%	2,304	46%	1,294	26%	1,165	23%	703
29	Race										
30	American Indian/Alaskan Native	7,259	507	7%	3,887	54%	1,680	23%	1,185	16%	718
31	Asian	791	146	18%	456	58%	109	14%	80	10%	759
32	Black/African American	3,942	145	4%	1,786	45%	1,061	27%	950	24%	696
33	Pacific Islander	89	7	8%	48	54%	19	21%	15	17%	718
34	White/Caucasian	22,730	2,765	12%	13,536	60%	3,947	17%	2,482	11%	741
35	Two or More Races	1,682	173	10%	943	56%	334	20%	232	14%	729
36	Gender										
37	Female	20,793	2,084	10%	11,964	58%	4,222	20%	2,523	12%	733
38	Male	20,652	1,854	9%	10,993	53%	4,221	20%	3,584	17%	725
39	Not Indicated	6	0	0%	3	50%	1	17%	2	33%	711
40	Other										
41	Economically Disadvantaged	23,635	1,159	5%	11,898	50%	5,852	25%	4,726	20%	710
42	Non-Economically Disadvantaged	17,816	2,779	16%	11,062	62%	2,592	15%	1,383	8%	750
43	Migrant	51	3	6%	24	47%	12	24%	12	24%	710
44	ELL 1 st - Year Proficient	327	6	2%	156	48%	112	34%	53	16%	696
45	ELL 2 nd - Year Proficient	497	20	4%	264	53%	140	28%	73	15%	703

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 7 Math - Spring 2011



OCCT Grade 7 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL											
		Number of Valid Scores (OCCT)	OPI Score Range 800-990		OPI Score Range 700-799		OPI Score Range 674-699		OPI Score Range 440-673		Median OPI ² Score		
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY				
			Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1	REGULAR EDUCATION ³	37,103		7,628	21%	18,707	50%	4,661	13%	6,107	16%	738	
2	Ethnicity												
3	Hispanic/Latino	3,416		504	15%	1,796	53%	482	14%	634	19%	731	
4	Race												
5	American Indian/Alaskan Native	6,568		1,001	15%	3,298	50%	997	15%	1,272	19%	725	
6	Asian	654		342	52%	265	41%	18	3%	29	4%	802	
7	Black/African American	3,724		403	11%	1,703	46%	580	16%	1,038	28%	711	
8	Pacific Islander	65		16	25%	27	42%	10	15%	12	18%	731	
9	White/Caucasian	21,176		5,085	24%	10,876	51%	2,368	11%	2,847	13%	745	
10	Two or More Races	1,500		277	18%	742	49%	206	14%	275	18%	731	
11	Gender												
12	Female	18,953		3,689	19%	9,610	51%	2,513	13%	3,141	17%	738	
13	Male	18,148		3,939	22%	9,095	50%	2,148	12%	2,966	16%	745	
14	Not Indicated	2		0	0%	2	100%	0	0%	0	0%	783	
15	Other												
16	Economically Disadvantaged	20,066		2,575	13%	10,082	50%	2,966	15%	4,443	22%	725	
17	Non-Economically Disadvantaged	17,037		5,053	30%	8,625	51%	1,695	10%	1,664	10%	758	
18	Migrant	25		2	8%	13	52%	4	16%	6	24%	738	
19	ELL 1 st - Year Proficient	149		31	21%	69	46%	21	14%	28	19%	738	
20	ELL 2 nd - Year Proficient	358		61	17%	192	54%	39	11%	66	18%	738	
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,553		85	5%	496	32%	250	16%	722	46%	674	
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,772		7,824	20%	19,715	50%	5,090	13%	7,143	18%	738	
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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 7 Math - Spring 2011



OCCT Grade 7 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL											
		Number of Valid Scores (OCCT)	OPI Score Range 800-990		OPI Score Range 700-799		OPI Score Range 674-699		OPI Score Range 440-673		Median OPI ² Score		
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY				
			Number	Percent	Number	Percent	Number	Percent	Number	Percent			
continued from previous page		23	SPECIAL EDUCATION (IEP)	2,796	199	7%	1,037	37%	448	16%	1,112	40%	690
		24	IEP with Accommodations	2,331	150	6%	839	36%	386	17%	956	41%	690
		25	IEP without Accommodations	465	49	11%	198	43%	62	13%	156	34%	704
		26	ALL STUDENTS ⁴	41,325	7,909	19%	20,211	49%	5,340	13%	7,865	19%	731
		27	Ethnicity										
		28	Hispanic/Latino	4,828	558	12%	2,224	46%	716	15%	1,330	28%	718
		29	Race										
		30	American Indian/Alaskan Native	7,194	1,042	14%	3,507	49%	1,091	15%	1,554	22%	725
		31	Asian	791	369	47%	338	43%	31	4%	53	7%	794
		32	Black/African American	4,017	409	10%	1,790	45%	623	16%	1,195	30%	711
		33	Pacific Islander	85	16	19%	31	36%	13	15%	25	29%	711
		34	White/Caucasian	22,796	5,231	23%	11,524	51%	2,641	12%	3,400	15%	745
		35	Two or More Races	1,614	284	18%	797	49%	225	14%	308	19%	731
		36	Gender										
		37	Female	20,589	3,776	18%	10,162	49%	2,789	14%	3,862	19%	731
		38	Male	20,734	4,133	20%	10,047	48%	2,551	12%	4,003	19%	738
		39	Not Indicated	2	0	0%	2	100%	0	0%	0	0%	783
		40	Other										
		41	Economically Disadvantaged	23,042	2,710	12%	11,056	48%	3,463	15%	5,813	25%	718
		42	Non-Economically Disadvantaged	18,283	5,199	28%	9,155	50%	1,877	10%	2,052	11%	758
		43	Migrant	46	3	7%	17	37%	9	20%	17	37%	697
		44	ELL 1 st - Year Proficient	156	31	20%	73	47%	22	14%	30	19%	738
		45	ELL 2 nd - Year Proficient	374	61	16%	203	54%	43	11%	67	18%	738

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³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 7 Reading - Spring 2011



OCCT Grade 7 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
		Number of Valid Scores (OCCT)	OPI Score Range 802-990		OPI Score Range 700-801		OPI Score Range 668-699		OPI Score Range 400-667		Median OPI ² Score	
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	REGULAR EDUCATION ³	37,191										737
2	Ethnicity											
3	Hispanic/Latino	3,423	423	12%	1,987	58%	528	15%	485	14%		729
4	Race											
5	American Indian/Alaskan Native	6,590	952	14%	3,755	57%	939	14%	944	14%		737
6	Asian	655	232	35%	350	53%	35	5%	38	6%		771
7	Black/African American	3,735	318	9%	1,860	50%	618	17%	939	25%		715
8	Pacific Islander	65	9	14%	34	52%	6	9%	16	25%		729
9	White/Caucasian	21,219	4,535	21%	12,342	58%	2,234	11%	2,108	10%		745
10	Two or More Races	1,504	232	15%	884	59%	194	13%	194	13%		737
11	Gender											
12	Female	18,994	3,664	19%	11,124	59%	2,211	12%	1,995	11%		745
13	Male	18,194	3,037	17%	10,086	55%	2,342	13%	2,729	15%		737
14	Not Indicated	3	0	0%	2	67%	1	33%	0	0%		745
15	Other											
16	Economically Disadvantaged	20,098	2,306	11%	11,201	56%	3,041	15%	3,550	18%		722
17	Non-Economically Disadvantaged	17,093	4,395	26%	10,011	59%	1,513	9%	1,174	7%		762
18	Migrant	25	1	4%	17	68%	5	20%	2	8%		729
19	ELL 1 st - Year Proficient	149	17	11%	92	62%	20	13%	20	13%		722
20	ELL 2 nd - Year Proficient	365	42	12%	199	55%	66	18%	58	16%		722
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,488	36	2%	406	27%	301	20%	745	50%		662
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,853	6,856	17%	22,245	56%	5,046	13%	5,706	14%		737
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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 7 Reading - Spring 2011



OCCT Grade 7 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 802-990		OPI Score Range 700-801		OPI Score Range 668-699		OPI Score Range 400-667		Median OPI ² Score
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	2,761	157	6%	1,053	38%	503	18%	1,048	38%	688
24	IEP with Accommodations	2,177	113	5%	803	37%	407	19%	854	39%	681
25	IEP without Accommodations	584	44	8%	250	43%	96	16%	194	33%	701
26	ALL STUDENTS ⁴	41,341	6,892	17%	22,651	55%	5,347	13%	6,451	16%	737
27	Ethnicity										
28	Hispanic/Latino	4,782	453	9%	2,327	49%	814	17%	1,188	25%	708
29	Race										
30	American Indian/Alaskan Native	7,206	984	14%	3,967	55%	1,051	15%	1,204	17%	729
31	Asian	785	235	30%	411	52%	63	8%	76	10%	762
32	Black/African American	4,023	322	8%	1,945	48%	672	17%	1,084	27%	708
33	Pacific Islander	85	9	11%	37	44%	7	8%	32	38%	708
34	White/Caucasian	22,837	4,648	20%	13,028	57%	2,522	11%	2,639	12%	745
35	Two or More Races	1,623	241	15%	936	58%	218	13%	228	14%	737
36	Gender										
37	Female	20,630	3,731	18%	11,692	57%	2,549	12%	2,658	13%	737
38	Male	20,708	3,161	15%	10,957	53%	2,797	14%	3,793	18%	729
39	Not Indicated	3	0	0%	2	67%	1	33%	0	0%	745
40	Other										
41	Economically Disadvantaged	22,994	2,388	10%	12,086	53%	3,610	16%	4,910	21%	722
42	Non-Economically Disadvantaged	18,347	4,504	25%	10,565	58%	1,737	9%	1,541	8%	753
43	Migrant	43	1	2%	25	58%	7	16%	10	23%	708
44	ELL 1 st - Year Proficient	161	17	11%	99	61%	21	13%	24	15%	722
45	ELL 2 nd - Year Proficient	386	45	12%	210	54%	69	18%	62	16%	722

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Oklahoma Core Curriculum Tests
Grade 7 Geography - Spring 2011



OCCT Grade 7 Geography

FAY

FULL ACADEMIC YEAR (FAY) ¹										
(Only FAY scores are used for Accountability)										
NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
	Number of Valid Scores (OCCT)	OPI Score Range 847-990		OPI Score Range 700-846		OPI Score Range 595-699		OPI Score Range 400-594		Median OPI 2 Score
		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION ³	37,231								789
2	Ethnicity									
3	Hispanic/Latino	3,451	15%	2,391	69%	500	14%	37	1%	779
4	Race									
5	American Indian/Alaskan Native	6,612	17%	4,626	70%	805	12%	56	1%	779
6	Asian	647	46%	333	51%	18	3%	1	0%	845
7	Black/African American	3,703	8%	2,321	63%	909	25%	160	4%	749
8	Pacific Islander	69	17%	48	70%	9	13%	0	0%	800
9	White/Caucasian	21,263	26%	13,877	65%	1,742	8%	125	1%	810
10	Two or More Races	1,486	19%	1,024	69%	169	11%	7	0%	789
11	Gender									
12	Female	19,001	17%	12,974	68%	2,532	13%	199	1%	779
13	Male	18,230	26%	11,646	64%	1,620	9%	187	1%	810
14	Not Indicated	0								
15	Other									
16	Economically Disadvantaged	20,157	13%	13,940	69%	3,184	16%	319	2%	769
17	Non-Economically Disadvantaged	17,074	31%	10,680	63%	968	6%	67	0%	822
18	Migrant	28	18%	18	64%	5	18%	0	0%	779
19	ELL 1 st - Year Proficient	150	17%	108	72%	15	10%	1	1%	779
20	ELL 2 nd - Year Proficient	363	43%	272	75%	46	13%	2	1%	769
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,766	3%	822	47%	695	39%	194	11%	696
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	43,382	19%	27,305	63%	6,488	15%	1,235	3%	779
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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 7 Geography - Spring 2011



OCCT Grade 7 Geography

FAY

FULL ACADEMIC YEAR (FAY) ¹		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
(Only FAY scores are used for Accountability)		Number of Valid Scores (OCCT)	OPI Score Range 847-990		OPI Score Range 700-846		OPI Score Range 595-699		OPI Score Range 400-594		Median OPI ² Score	
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
continued from previous page												
23	SPECIAL EDUCATION (IEP)	6,553	289	4%	2,802	43%	2,524	39%	938	14%	696	
24	IEP with Accommodations	6,011	241	4%	2,509	42%	2,373	39%	888	15%	696	
25	IEP without Accommodations	542	48	9%	293	54%	151	28%	50	9%	738	
26	ALL STUDENTS ⁴	45,148	8,409	19%	28,127	62%	7,183	16%	1,429	3%	779	
27	Ethnicity											
28	Hispanic/Latino	5,248	569	11%	3,188	61%	1,231	23%	260	5%	749	
29	Race											
30	American Indian/Alaskan Native	7,965	1,174	15%	5,206	65%	1,358	17%	227	3%	769	
31	Asian	788	306	39%	422	54%	54	7%	6	1%	822	
32	Black/African American	4,532	321	7%	2,540	56%	1,299	29%	372	8%	728	
33	Pacific Islander	94	14	15%	53	56%	22	23%	5	5%	764	
34	White/Caucasian	24,778	5,726	23%	15,577	63%	2,961	12%	514	2%	789	
35	Two or More Races	1,743	299	17%	1,141	65%	258	15%	45	3%	779	
36	Gender											
37	Female	22,019	3,360	15%	14,197	64%	3,847	17%	615	3%	769	
38	Male	23,129	5,049	22%	13,930	60%	3,336	14%	814	4%	789	
39	Not Indicated	0										
40	Other											
41	Economically Disadvantaged	25,759	2,879	11%	16,226	63%	5,496	21%	1,158	4%	759	
42	Non-Economically Disadvantaged	19,389	5,530	29%	11,901	61%	1,687	9%	271	1%	810	
43	Migrant	50	7	14%	28	56%	12	24%	3	6%	744	
44	ELL 1 st - Year Proficient	158	27	17%	113	72%	17	11%	1	1%	774	
45	ELL 2 nd - Year Proficient	382	43	11%	288	75%	49	13%	2	1%	769	

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 8 Math - Spring 2011



OCCT Grade 8 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
		Number of Valid Scores (OCCT)	OPI Score Range 774-990		OPI Score Range 700-773		OPI Score Range 642-699		OPI Score Range 440-641		Median OPI ² Score	
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1 REGULAR EDUCATION ³		35,760										732
2 Ethnicity												
3 Hispanic/Latino		3,238										719
4 Race												
5 American Indian/Alaskan Native		6,220	1,354	22%	2,680	43%	1,455	23%	731	12%		719
6 Asian		676	384	57%	240	36%	44	7%	8	1%		782
7 Black/African American		3,460	455	13%	1,335	39%	972	28%	698	20%		700
8 Pacific Islander		50	16	32%	21	42%	7	14%	6	12%		752
9 White/Caucasian		20,642	6,640	32%	8,794	43%	3,619	18%	1,589	8%		739
10 Two or More Races		1,474	382	26%	593	40%	359	24%	140	9%		726
11 Gender												
12 Female		18,658	4,828	26%	8,138	44%	3,907	21%	1,785	10%		726
13 Male		17,102	5,073	30%	6,983	41%	3,327	19%	1,719	10%		732
14 Not Indicated		0										
15 Other												
16 Economically Disadvantaged		18,343	3,418	19%	7,783	42%	4,611	25%	2,531	14%		713
17 Non-Economically Disadvantaged		17,417	6,483	37%	7,338	42%	2,623	15%	973	6%		752
18 Migrant		35	5	14%	12	34%	11	31%	7	20%		693
19 ELL 1 st - Year Proficient		111	29	26%	55	50%	21	19%	6	5%		739
20 ELL 2 nd - Year Proficient		378	82	22%	168	44%	90	24%	38	10%		719
21 ENGLISH LANGUAGE LEARNERS (ELL)		1,501	83	6%	433	29%	473	32%	512	34%		673
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)		38,233	10,147	27%	15,937	42%	7,930	21%	4,219	11%		726

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State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 8 Math - Spring 2011



OCCT Grade 8 Math

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL											
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		Number of Valid Scores (OCCT)	OPI Score Range 774-990		OPI Score Range 700-773		OPI Score Range 642-699		OPI Score Range 440-641		Median OPI ² Score
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
continued from previous page											
23	SPECIAL EDUCATION (IEP)	2,606	246	9%	846	32%	736	28%	778	30%	680
24	IEP with Accommodations	2,373	207	9%	756	32%	680	29%	730	31%	680
25	IEP without Accommodations	233	39	17%	90	39%	56	24%	48	21%	706
26	ALL STUDENTS ⁴	39,734	10,230	26%	16,370	41%	8,403	21%	4,731	12%	726
27	Ethnicity										
28	Hispanic/Latino	4,555	723	16%	1,802	40%	1,222	27%	808	18%	706
29	Race										
30	American Indian/Alaskan Native	6,812	1,406	21%	2,860	42%	1,601	24%	945	14%	719
31	Asian	825	414	50%	313	38%	76	9%	22	3%	774
32	Black/African American	3,693	464	13%	1,394	38%	1,049	28%	786	21%	700
33	Pacific Islander	79	17	22%	33	42%	11	14%	18	23%	719
34	White/Caucasian	22,171	6,812	31%	9,337	42%	4,045	18%	1,977	9%	739
35	Two or More Races	1,599	394	25%	631	39%	399	25%	175	11%	719
36	Gender										
37	Female	20,142	4,918	24%	8,604	43%	4,387	22%	2,233	11%	726
38	Male	19,592	5,312	27%	7,766	40%	4,016	20%	2,498	13%	726
39	Not Indicated	0									
40	Other										
41	Economically Disadvantaged	21,185	3,586	17%	8,619	41%	5,455	26%	3,525	17%	706
42	Non-Economically Disadvantaged	18,549	6,644	36%	7,751	42%	2,948	16%	1,206	7%	746
43	Migrant	43	6	14%	17	40%	12	28%	8	19%	706
44	ELL 1 st - Year Proficient	114	29	25%	57	50%	22	19%	6	5%	739
45	ELL 2 nd - Year Proficient	392	82	21%	175	45%	93	24%	42	11%	719

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 8 Reading - Spring 2011



OCCT Grade 8 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 833-990		OPI Score Range 700-832		OPI Score Range 655-699		OPI Score Range 400-654		Median OPI ² Score
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION ³	35,884	5,783	16%	23,226	65%	4,356	12%	2,519	7%	757
2	Ethnicity										
3	Hispanic/Latino	3,237	330	10%	2,142	66%	478	15%	287	9%	747
4	Race										
5	American Indian/Alaskan Native	6,234	788	13%	4,088	66%	882	14%	476	8%	747
6	Asian	673	198	29%	425	63%	37	5%	13	2%	792
7	Black/African American	3,478	270	8%	1,953	56%	635	18%	620	18%	721
8	Pacific Islander	50	9	18%	33	66%	4	8%	4	8%	768
9	White/Caucasian	20,730	3,972	19%	13,640	66%	2,130	10%	988	5%	768
10	Two or More Races	1,482	216	15%	945	64%	190	13%	131	9%	757
11	Gender										
12	Female	18,723	3,440	18%	12,113	65%	2,049	11%	1,121	6%	768
13	Male	17,161	2,343	14%	11,113	65%	2,307	13%	1,398	8%	757
14	Not Indicated	0									
15	Other										
16	Economically Disadvantaged	18,435	1,875	10%	11,685	63%	2,925	16%	1,950	11%	738
17	Non-Economically Disadvantaged	17,449	3,908	22%	11,541	66%	1,431	8%	569	3%	779
18	Migrant	34	2	6%	20	59%	8	24%	4	12%	721
19	ELL 1 st - Year Proficient	111	18	16%	73	66%	16	14%	4	4%	757
20	ELL 2 nd - Year Proficient	378	16	4%	270	71%	57	15%	35	9%	738
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,437	17	1%	392	27%	360	25%	668	46%	660
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	38,364	5,879	15%	24,385	64%	4,882	13%	3,218	8%	757
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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 8 Reading - Spring 2011



OCCT Grade 8 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 833-990		OPI Score Range 700-832		OPI Score Range 655-699		OPI Score Range 400-654		Median OPI ² Score
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	2,583	97	4%	1,174	45%	544	21%	768	30%	697
24	IEP with Accommodations	2,273	71	3%	1,021	45%	485	21%	696	31%	697
25	IEP without Accommodations	310	26	8%	153	49%	59	19%	72	23%	712
26	ALL STUDENTS ⁴	39,801	5,896	15%	24,777	62%	5,242	13%	3,886	10%	757
27	Ethnicity										
28	Hispanic/Latino	4,513	344	8%	2,486	55%	800	18%	883	20%	721
29	Race										
30	American Indian/Alaskan Native	6,822	808	12%	4,322	63%	1,003	15%	689	10%	747
31	Asian	809	200	25%	480	59%	70	9%	59	7%	779
32	Black/African American	3,715	272	7%	2,034	55%	685	18%	724	19%	721
33	Pacific Islander	77	9	12%	35	45%	8	10%	25	32%	721
34	White/Caucasian	22,259	4,042	18%	14,416	65%	2,460	11%	1,341	6%	768
35	Two or More Races	1,606	221	14%	1,004	63%	216	13%	165	10%	757
36	Gender										
37	Female	20,254	3,478	17%	12,754	63%	2,408	12%	1,614	8%	757
38	Male	19,547	2,418	12%	12,023	62%	2,834	14%	2,272	12%	747
39	Not Indicated	0									
40	Other										
41	Economically Disadvantaged	21,238	1,924	9%	12,651	60%	3,576	17%	3,087	15%	738
42	Non-Economically Disadvantaged	18,563	3,972	21%	12,126	65%	1,666	9%	799	4%	779
43	Migrant	41	2	5%	23	56%	12	29%	4	10%	721
44	ELL 1 st - Year Proficient	114	18	16%	74	65%	17	15%	5	4%	757
45	ELL 2 nd - Year Proficient	392	16	4%	275	70%	63	16%	38	10%	729

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 8 Writing - Spring 2011



OCCT Grade 8 Writing

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	Score Range 54-60		Score Range 36-53		Score Range 25-35		Score Range 15-24		Median Composite ² Score
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION ³	36,599	5,476	15%	27,661	76%	1,789	5%	1,673	5%	48
2	Ethnicity										
3	Hispanic/Latino	3,265	341	10%	2,637	81%	154	5%	133	4%	48
4	Race										
5	American Indian/Alaskan Native	6,362	787	12%	4,919	77%	358	6%	298	5%	48
6	Asian	677	186	27%	469	69%	10	1%	12	2%	48
7	Black/African American	3,523	335	10%	2,738	78%	248	7%	202	6%	48
8	Pacific Islander	50	6	12%	38	76%	4	8%	2	4%	48
9	White/Caucasian	21,103	3,609	17%	15,690	74%	923	4%	881	4%	48
10	Two or More Races	1,619	212	13%	1,170	72%	92	6%	145	9%	48
11	Gender										
12	Female	19,061	3,474	18%	14,269	75%	520	3%	798	4%	48
13	Male	17,536	2,002	11%	13,391	76%	1,269	7%	874	5%	48
14	Not Indicated	2	0	0%	1	50%	0	0%	1	50%	52
15	Other										
16	Economically Disadvantaged	18,827	1,880	10%	14,721	78%	1,195	6%	1,031	5%	48
17	Non-Economically Disadvantaged	17,772	3,596	20%	12,940	73%	594	3%	642	4%	48
18	Migrant	37	2	5%	26	70%	5	14%	4	11%	46
19	ELL 1 st - Year Proficient	104	16	15%	80	77%	4	4%	4	4%	48
20	ELL 2 nd - Year Proficient	332	24	7%	283	85%	20	6%	5	2%	48
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,779	49	3%	1,197	67%	311	17%	222	12%	42
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	42,885	5,643	13%	31,063	72%	3,401	8%	2,778	6%	48

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¹ BR EXCLUDED - Braille is excluded from these results.

² Composite - A score that places students into performance levels established for the Writing test.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests Grade 8 Writing - Spring 2011



OCCT Grade 8 Writing

FAY

FULL ACADEMIC YEAR (FAY) ¹												
(Only FAY scores are used for Accountability)												
continued from previous page												
NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												
Number of Valid Scores (OCCT)	Score Range 54-60		Score Range 36-53		Score Range 25-35		Score Range 15-24		Median Composite ² Score			
	ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
23 SPECIAL EDUCATION (IEP)	6,738	3%	3,616	54%	1,752	26%	1,199	18%	40			
24 IEP with Accommodations	4,994	3%	2,714	54%	1,361	27%	790	16%	40			
25 IEP without Accommodations	1,744	2%	902	52%	391	22%	409	23%	40			
26 ALL STUDENTS ⁴	44,706	13%	32,276	72%	3,728	8%	3,008	7%	48			
27 Ethnicity												
28 Hispanic/Latino	4,940	8%	3,733	76%	487	10%	346	7%	47			
29 Race												
30 American Indian/Alaskan Native	7,854	10%	5,704	73%	776	10%	551	7%	47			
31 Asian	831	24%	580	70%	19	2%	30	4%	48			
32 Black/African American	4,317	8%	3,126	72%	463	11%	385	9%	47			
33 Pacific Islander	84	7%	56	67%	10	12%	12	14%	47			
34 White/Caucasian	24,714	15%	17,732	72%	1,809	7%	1,448	6%	48			
35 Two or More Races	1,966	11%	1,345	68%	164	8%	236	12%	48			
36 Gender												
37 Female	22,081	16%	16,217	73%	1,067	5%	1,225	6%	48			
38 Male	22,622	9%	16,057	71%	2,661	12%	1,782	8%	47			
39 Not Indicated	3	0%	2	67%	0	0%	1	33%	45			
40 Other												
41 Economically Disadvantaged	23,894	8%	17,627	74%	2,432	10%	1,863	8%	47			
42 Non-Economically Disadvantaged	20,800	18%	14,642	70%	1,294	6%	1,143	5%	48			
43 Migrant	50	2%	34	68%	9	18%	5	10%	43			
44 ELL 1 st - Year Proficient	126	19%	98	78%	5	4%	4	3%	48			
45 ELL 2 nd - Year Proficient	365	26%	311	85%	22	6%	6	2%	47			

¹ BR EXCLUDED - Braille is excluded from these results.

² Composite - A score that places students into performance levels established for the Writing test.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 8 Science - Spring 2011



OCCT Grade 8 Science

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 829-990		OPI Score Range 700-828		OPI Score Range 647-699		OPI Score Range 400-646		Median OPI ² Score
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION ³	35,779	7,235	20%	25,878	72%	2,121	6%	545	2%	786
2	Ethnicity										
3	Hispanic/Latino	3,205	387	12%	2,554	80%	220	7%	44	1%	771
4	Race										
5	American Indian/Alaskan Native	6,204	941	15%	4,732	76%	432	7%	99	2%	778
6	Asian	674	272	40%	392	58%	7	1%	3	0%	817
7	Black/African American	3,491	286	8%	2,570	74%	491	14%	144	4%	749
8	Pacific Islander	50	8	16%	37	74%	5	10%	0	0%	778
9	White/Caucasian	20,677	5,079	25%	14,494	70%	871	4%	233	1%	793
10	Two or More Races	1,478	262	18%	1,099	74%	95	6%	22	1%	778
11	Gender										
12	Female	18,685	3,366	18%	13,902	74%	1,175	6%	242	1%	778
13	Male	17,094	3,869	23%	11,976	70%	946	6%	303	2%	786
14	Not Indicated	0									
15	Other										
16	Economically Disadvantaged	18,316	2,266	12%	14,070	77%	1,597	9%	383	2%	771
17	Non-Economically Disadvantaged	17,463	4,969	28%	11,808	68%	524	3%	162	1%	801
18	Migrant	33	3	9%	25	76%	5	15%	0	0%	749
19	ELL 1 st - Year Proficient	110	15	14%	85	77%	10	9%	0	0%	771
20	ELL 2 nd - Year Proficient	367	36	10%	303	83%	24	7%	4	1%	764
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,578	28	2%	1,022	65%	384	24%	144	9%	719
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	39,079	7,427	19%	28,030	72%	2,770	7%	852	2%	778
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¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

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³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 8 Science - Spring 2011



OCCT Grade 8 Science

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 829-990		OPI Score Range 700-828		OPI Score Range 647-699		OPI Score Range 400-646		Median OPI ² Score
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	3,469	192	6%	2,241	65%	701	20%	335	10%	727
24	IEP with Accommodations	2,807	143	5%	1,800	64%	582	21%	282	10%	727
25	IEP without Accommodations	662	49	7%	441	67%	119	18%	53	8%	742
26	ALL STUDENTS ⁴	40,657	7,455	18%	29,052	71%	3,154	8%	996	2%	778
27	Ethnicity										
28	Hispanic/Latino	4,638	402	9%	3,466	75%	589	13%	181	4%	757
29	Race										
30	American Indian/Alaskan Native	6,964	971	14%	5,214	75%	615	9%	164	2%	771
31	Asian	825	281	34%	504	61%	29	4%	11	1%	809
32	Black/African American	3,851	289	8%	2,764	72%	586	15%	212	6%	749
33	Pacific Islander	79	8	10%	51	65%	15	19%	5	6%	749
34	White/Caucasian	22,649	5,233	23%	15,833	70%	1,194	5%	389	2%	793
35	Two or More Races	1,651	271	16%	1,220	74%	126	8%	34	2%	778
36	Gender										
37	Female	20,555	3,419	17%	15,119	74%	1,610	8%	407	2%	778
38	Male	20,102	4,036	20%	13,933	69%	1,544	8%	589	3%	778
39	Not Indicated	0									
40	Other										
41	Economically Disadvantaged	21,778	2,362	11%	16,281	75%	2,407	11%	728	3%	764
42	Non-Economically Disadvantaged	18,879	5,093	27%	12,771	68%	747	4%	268	1%	801
43	Migrant	44	3	7%	34	77%	6	14%	1	2%	753
44	ELL 1 st - Year Proficient	116	16	14%	90	78%	10	9%	0	0%	771
45	ELL 2 nd - Year Proficient	391	37	9%	322	82%	26	7%	6	2%	764

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³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 8 U.S. History - Spring 2011



OCCT Grade 8 U.S. History

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
		Number of Valid Scores (OCCT)	OPI Score Range 821-990		OPI Score Range 700-820		OPI Score Range 622-699		OPI Score Range 400-621		Median OPI ² Score	
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	REGULAR EDUCATION ³	35,771		5,850	16%	22,367	63%	6,411	18%	1,143	3%	752
2	Ethnicity											
3	Hispanic/Latino	3,202		330	10%	2,066	65%	694	22%	112	3%	739
4	Race											
5	American Indian/Alaskan Native	6,209		706	11%	3,940	63%	1,331	21%	232	4%	746
6	Asian	677		236	35%	394	58%	46	7%	1	0%	787
7	Black/African American	3,471		205	6%	1,874	54%	1,099	32%	293	8%	719
8	Pacific Islander	50		11	22%	31	62%	8	16%	0	0%	759
9	White/Caucasian	20,680		4,144	20%	13,140	64%	2,932	14%	464	2%	766
10	Two or More Races	1,482		218	15%	922	62%	301	20%	41	3%	752
11	Gender											
12	Female	18,684		2,372	13%	11,848	63%	3,874	21%	590	3%	746
13	Male	17,087		3,478	20%	10,519	62%	2,537	15%	553	3%	766
14	Not Indicated	0										
15	Other											
16	Economically Disadvantaged	18,334		1,712	9%	11,351	62%	4,414	24%	857	5%	739
17	Non-Economically Disadvantaged	17,437		4,138	24%	11,016	63%	1,997	11%	286	2%	772
18	Migrant	33		2	6%	17	52%	13	39%	1	3%	712
19	ELL 1 st - Year Proficient	110		14	13%	71	65%	24	22%	1	1%	743
20	ELL 2 nd - Year Proficient	369		27	7%	248	67%	83	22%	11	3%	739
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,783		26	1%	573	32%	774	43%	410	23%	671
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	41,794		6,066	15%	24,491	59%	8,835	21%	2,402	6%	746
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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests Grade 8 U.S. History - Spring 2011



OCCT Grade 8 U.S. History

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	OPI Score Range 821-990		OPI Score Range 700-820		OPI Score Range 622-699		OPI Score Range 400-621		Median OPI ² Score
		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	
<i>continued from previous page</i>										
23 SPECIAL EDUCATION (IEP)	6,398	216	3%	2,196	34%	2,583	40%	1,403	22%	680
24 IEP with Accommodations	5,531	152	3%	1,837	33%	2,282	41%	1,260	23%	671
25 IEP without Accommodations	867	64	7%	359	41%	301	35%	143	16%	697
26 ALL STUDENTS ⁴	43,577	6,092	14%	25,064	58%	9,609	22%	2,812	6%	746
27 Ethnicity										
28 Hispanic/Latino	4,890	350	7%	2,565	52%	1,459	30%	516	11%	719
29 Race										
30 American Indian/Alaskan Native	7,629	741	10%	4,427	58%	1,925	25%	536	7%	732
31 Asian	841	244	29%	479	57%	92	11%	26	3%	779
32 Black/African American	4,225	210	5%	2,053	49%	1,433	34%	529	13%	704
33 Pacific Islander	82	12	15%	40	49%	22	27%	8	10%	729
34 White/Caucasian	24,145	4,306	18%	14,490	60%	4,253	18%	1,096	5%	759
35 Two or More Races	1,765	229	13%	1,010	57%	425	24%	101	6%	739
36 Gender										
37 Female	21,592	2,423	11%	12,717	59%	5,202	24%	1,250	6%	739
38 Male	21,985	3,669	17%	12,347	56%	4,407	20%	1,562	7%	752
39 Not Indicated	0									
40 Other										
41 Economically Disadvantaged	23,195	1,810	8%	12,969	56%	6,456	28%	1,960	8%	726
42 Non-Economically Disadvantaged	20,382	4,282	21%	12,095	59%	3,153	15%	852	4%	766
43 Migrant	48	2	4%	26	54%	16	33%	4	8%	712
44 ELL 1 st - Year Proficient	117	14	12%	75	64%	25	21%	3	3%	739
45 ELL 2 nd - Year Proficient	393	27	7%	260	66%	92	23%	14	4%	739

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⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE Algebra I

FAY

FULL ACADEMIC YEAR (FAY)¹

(Only FAY scores are used for Accountability)

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	OPI Score Range 762-999		OPI Score Range 700-761		OPI Score Range 662-699		OPI Score Range 490-661		Median OPI ² Score
		ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 REGULAR EDUCATION ³	35,514	12,132	34%	17,109	48%	4,547	13%	1,726	5%	741
2 Ethnicity										
3 Hispanic/Latino	3,334	894	27%	1,693	51%	522	16%	225	7%	733
4 Race										
5 American Indian/Alaskan Native	5,925	1,554	26%	2,977	50%	999	17%	395	7%	733
6 Asian	727	479	66%	206	28%	38	5%	4	1%	780
7 Black/African American	3,366	623	19%	1,722	51%	664	20%	357	11%	721
8 Pacific Islander	68	22	32%	27	40%	14	21%	5	7%	731
9 White/Caucasian	20,868	8,132	39%	9,878	47%	2,159	10%	699	3%	749
10 Two or More Races	1,226	428	35%	606	49%	151	12%	41	3%	741
11 Gender										
12 Female	18,111	6,235	34%	8,801	49%	2,291	13%	784	4%	741
13 Male	17,403	5,897	34%	8,308	48%	2,256	13%	942	5%	741
14 Not Indicated	0									
15 Other										
16 Economically Disadvantaged	15,704	3,715	24%	7,952	51%	2,849	18%	1,198	8%	729
17 Non-Economically Disadvantaged	19,810	8,417	42%	9,157	46%	1,598	9%	538	3%	753
18 Migrant	10	2	20%	7	70%	1	10%	0	0%	737
19 ELL 1 st -Year Proficient	96	30	31%	35	36%	19	20%	12	13%	725
20 ELL 2 nd -Year Proficient	207	56	27%	106	51%	30	14%	15	7%	733
21 ENGLISH LANGUAGE LEARNERS (ELL)	1,117	119	11%	432	39%	320	29%	246	22%	695
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	37,243	12,368	33%	17,880	48%	4,954	13%	2,041	5%	741
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¹ BR, EQ, & 21T EXCLUDED - Braille, Equivalent, and 2nd Time Testers are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

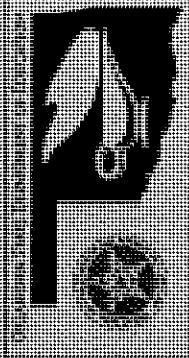
⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

Reports contain confidential and sensitive information. Please follow FERPA regulations when using these reports. The following codes are used to protect the privacy of individuals.
 *** There are fewer than five students with valid scores in this group.
 **** At least 95% of students scored at the Advanced or Proficient Performance Level.
 ---- At least 95% of students scored at the Limited Knowledge or Unsatisfactory Performance Level.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE Algebra I

FAY

FULL ACADEMIC YEAR (FAY)¹

(Only FAY scores are used for Accountability)

continued from previous page

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL											
		Number of Valid Scores (OCCT)	OPI Score Range 762-999		OPI Score Range 700-761		OPI Score Range 662-699		OPI Score Range 490-661		Median OPI ² Score		
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY				
			Number	Percent	Number	Percent	Number	Percent	Number	Percent			
continued from previous page		23	SPECIAL EDUCATION (IEP)	1,780	237	13%	794	45%	423	24%	326	18%	708
		24	IEP with Accommodations	1,261	154	12%	555	44%	314	25%	238	19%	705
		25	IEP without Accommodations	519	83	16%	239	46%	109	21%	88	17%	713
		26	ALL STUDENTS ⁴	38,360	12,487	33%	18,312	48%	5,274	14%	2,287	6%	741
		27	Ethnicity	4,329	954	22%	2,076	48%	828	19%	471	11%	725
		28	Hispanic/Latino										
		29	Race	6,307	1,583	25%	3,140	50%	1,111	18%	473	7%	729
		30	American Indian/Alaskan Native										
		31	Asian	859	524	61%	268	31%	56	7%	11	1%	775
		32	Black/African American	3,540	632	18%	1,783	50%	704	20%	421	12%	721
		33	Pacific Islander	84	23	27%	31	37%	18	21%	12	14%	717
		34	White/Caucasian	21,950	8,333	38%	10,379	47%	2,388	11%	850	4%	745
		35	Two or More Races	1,291	438	34%	635	49%	169	13%	49	4%	741
		36	Gender										
		37	Female	19,221	6,349	33%	9,273	48%	2,595	14%	1,004	5%	741
		38	Male	19,139	6,138	32%	9,039	47%	2,679	14%	1,283	7%	737
		39	Not Indicated	0									
		40	Other										
		41	Economically Disadvantaged	17,620	3,891	22%	8,704	49%	3,381	19%	1,644	9%	725
		42	Non-Economically Disadvantaged	20,740	8,596	41%	9,608	46%	1,893	9%	643	3%	749
		43	Migrant	19	2	11%	14	74%	2	11%	1	5%	725
		44	ELL 1 st -Year Proficient	128	33	26%	49	38%	32	25%	14	11%	725
		5	ELL 2 nd -Year Proficient	232	59	25%	117	50%	39	17%	17	7%	733

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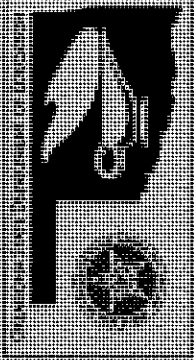
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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE Algebra II

FAY

FULL ACADEMIC YEAR (FAY)¹
(Only FAY scores are used for Accountability)

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		Number of Valid Scores (OCCT)	OPI Score Range 783-999		OPI Score Range 700-782		OPI Score Range 654-699		OPI Score Range 440-653		Median OPI ² Score	
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	REGULAR EDUCATION ³	28,201	7,706	27%	11,938	42%	5,186	18%	3,371	12%	733	
2	Ethnicity											
3	Hispanic/Latino	2,460	459	19%	1,054	43%	565	23%	382	16%	717	
4	Race											
5	American Indian/Alaskan Native	4,560	848	19%	1,999	44%	1,019	22%	694	15%	722	
6	Asian	681	416	61%	210	31%	41	6%	14	2%	797	
7	Black/African American	2,507	327	13%	950	38%	615	25%	615	25%	700	
8	Pacific Islander	48	10	21%	19	40%	11	23%	8	17%	720	
9	White/Caucasian	17,163	5,455	32%	7,356	43%	2,776	16%	1,576	9%	743	
10	Two or More Races	782	191	24%	350	45%	159	20%	82	10%	733	
11	Gender											
12	Female	14,776	3,897	26%	6,530	44%	2,721	18%	1,628	11%	733	
13	Male	13,425	3,809	28%	5,408	40%	2,465	18%	1,743	13%	738	
14	Not Indicated	0										
15	Other											
16	Economically Disadvantaged	11,014	1,845	17%	4,568	41%	2,595	24%	2,006	18%	712	
17	Non-Economically Disadvantaged	17,187	5,861	34%	7,370	43%	2,591	15%	1,365	8%	748	
18	Migrant	15	2	13%	6	40%	2	13%	5	33%	706	
19	ELL 1 st -Year Proficient	133	22	17%	58	44%	23	17%	30	23%	711	
20	ELL 2 nd -Year Proficient	219	39	18%	78	36%	64	29%	38	17%	706	
21	ENGLISH LANGUAGE LEARNERS (ELL)	562	58	10%	132	23%	155	28%	217	39%	666	
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	30,374	7,833	26%	12,416	41%	5,716	19%	4,409	15%	728	
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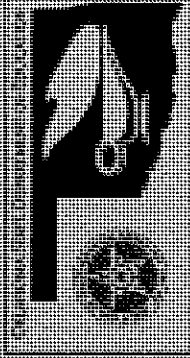
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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE Algebra II

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability) <i>continued from previous page</i>		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 783-999		OPI Score Range 700-782		OPI Score Range 654-699		OPI Score Range 440-653		Median OPI ² Score
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	2,235	128	6%	484	22%	550	25%	1,073	48%	654
24	IEP with Accommodations	1,694	86	5%	331	20%	416	25%	861	51%	640
25	IEP without Accommodations	541	42	8%	153	28%	134	25%	212	39%	666
26	ALL STUDENTS ⁴	30,936	7,891	26%	12,548	41%	5,871	19%	4,626	15%	728
27	Ethnicity										
28	Hispanic/Latino	2,954	478	16%	1,160	39%	705	24%	611	21%	706
29	Race										
30	American Indian/Alaskan Native	5,041	859	17%	2,076	41%	1,145	23%	961	19%	712
31	Asian	31,786	457	58%	242	31%	58	7%	29	4%	791
32	Black/African American	2,776	334	12%	990	36%	666	24%	786	28%	694
33	Pacific Islander	58	12	21%	19	33%	15	26%	12	21%	703
34	White/Caucasian	18,481	5,568	30%	7,688	42%	3,109	17%	2,126	12%	743
35	Two or More Races	840	193	23%	373	44%	173	21%	101	12%	732
36	Gender										
37	Female	15,915	3,964	25%	6,787	43%	3,034	19%	2,130	13%	728
38	Male	15,021	3,927	26%	5,761	38%	2,837	19%	2,496	17%	728
39	Not Indicated	0									
40	Other										
41	Economically Disadvantaged	12,668	1,932	15%	4,870	38%	2,987	24%	2,879	23%	706
42	Non-Economically Disadvantaged	18,268	5,959	33%	7,678	42%	2,884	16%	1,747	10%	748
43	Migrant	20	2	10%	7	35%	5	25%	6	30%	681
44	ELL 1 st -Year Proficient	154	23	15%	62	40%	32	21%	37	24%	700
45	ELL 2 nd -Year Proficient	243	43	18%	85	35%	72	30%	43	18%	700

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE Biology I

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 775-999		OPI Score Range 691-774		OPI Score Range 627-690		OPI Score Range 440-626		Median OPI ² Score
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION ³	34,298	12,910	38%	15,194	44%	4,497	13%	1,697	5%	747
2	Ethnicity										
3	Hispanic/Latino	3,126	772	25%	1,543	49%	565	18%	246	8%	727
4	Race										
5	American Indian/Alaskan Native	5,938	1,813	31%	2,861	48%	957	16%	307	5%	735
6	Asian	759	457	60%	250	33%	38	5%	14	2%	789
7	Black/African American	3,211	562	18%	1,425	44%	772	24%	452	14%	705
8	Pacific Islander	64	21	33%	28	44%	8	13%	7	11%	737
9	White/Caucasian	20,126	8,876	44%	8,588	43%	2,039	10%	623	3%	760
10	Two or More Races	1,074	409	38%	499	46%	118	11%	48	4%	752
11	Gender										
12	Female	17,561	5,975	34%	8,235	47%	2,558	15%	793	5%	741
13	Male	16,737	6,935	41%	6,959	42%	1,939	12%	904	5%	753
14	Not indicated	0									
15	Other										
16	Economically Disadvantaged	15,101	3,929	26%	7,229	48%	2,755	18%	1,188	8%	727
17	Non-Economically Disadvantaged	19,197	8,981	47%	7,965	41%	1,742	9%	509	3%	765
18	Migrant	17	8	47%	6	35%	3	18%	0	0%	765
19	ELL 1 st Year Proficient	161	22	14%	74	46%	39	24%	26	16%	698
20	ELL 2 nd Year Proficient	193	47	24%	99	51%	34	18%	13	7%	727
21	ENGLISH LANGUAGE LEARNERS (ELL)	986	48	5%	262	27%	337	34%	339	34%	649
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	36,124	13,195	37%	15,884	44%	4,950	14%	2,095	6%	746
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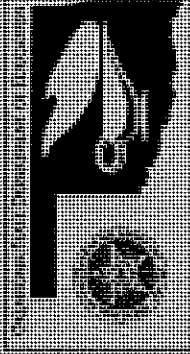
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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE Biology I

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL											
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability) <i>continued from previous page</i>		Number of Valid Scores (OCCT)	OPI Score Range 775-999		OPI Score Range 691-774		OPI Score Range 627-690		OPI Score Range 440-626		Median OPI ² Score
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
23	SPECIAL EDUCATION (IEP)	1,882	286	15%	698	37%	473	25%	425	23%	691
24	IEP with Accommodations	1,341	190	14%	480	36%	339	25%	332	25%	682
25	IEP without Accommodations	541	96	18%	218	40%	134	25%	93	17%	704
26	ALL STUDENTS ⁴	37,110	13,243	36%	16,146	44%	5,287	14%	2,434	7%	746
27	Ethnicity										
28	Hispanic/Latino	3,984	801	20%	1,769	44%	869	22%	545	14%	711
29	Race										
30	American Indian/Alaskan Native	6,330	1,846	29%	2,991	47%	1,090	17%	403	6%	733
31	Asian	878	473	54%	290	33%	69	8%	46	5%	780
32	Black/African American	3,393	566	17%	1,467	43%	825	24%	535	16%	704
33	Pacific Islander	87	22	25%	31	36%	14	16%	20	23%	715
34	White/Caucasian	21,304	9,115	43%	9,072	43%	2,289	11%	828	4%	758
35	Two or More Races	1,134	420	37%	526	46%	131	12%	57	5%	752
36	Gender										
37	Female	18,655	6,050	32%	8,606	46%	2,912	16%	1,087	6%	739
38	Male	18,455	7,193	39%	7,540	41%	2,375	13%	1,347	7%	752
39	Not Indicated	0									
40	Other										
41	Economically Disadvantaged	16,929	4,072	24%	7,773	46%	3,314	20%	1,770	10%	721
42	Non-Economically Disadvantaged	20,181	9,171	45%	8,373	41%	1,973	10%	664	3%	760
43	Migrant	26	8	31%	10	38%	6	23%	2	8%	704
44	ELL 1 st -Year Proficient	183	23	13%	81	44%	50	27%	29	16%	694
45	ELL 2 nd -Year Proficient	225	52	23%	111	49%	44	20%	18	8%	723

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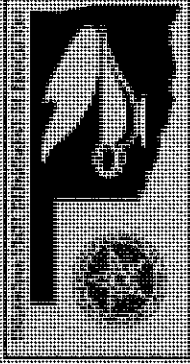
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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE English II (Writing Included)

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL											
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		Number of Valid Scores (OCCT)	OPI Score Range 797-999		OPI Score Range 693-796		OPI Score Range 588-692		OPI Score Range 440-587		Median OPI ² Score
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 REGULAR EDUCATION ³		33,734	12,740	38%	17,391	52%	3,332	10%	271	1%	767
2 Ethnicity											
3 Hispanic/Latino		2,980	736	25%	1,739	58%	458	15%	47	2%	744
4 Race											
5 American Indian/Alaskan Native		5,828	1,925	33%	3,187	55%	664	11%	52	1%	758
6 Asian		667	361	54%	259	39%	39	6%	8	1%	797
7 Black/African American		3,261	664	20%	1,870	57%	667	20%	60	2%	736
8 Pacific Islander		61	11	18%	36	59%	13	21%	1	2%	737
9 White/Caucasian		19,988	8,700	44%	9,793	49%	1,401	7%	94	0%	775
10 Two or More Races		949	343	36%	507	53%	90	9%	9	1%	767
11 Gender											
12 Female		17,438	7,133	41%	8,741	50%	1,491	9%	73	0%	769
13 Male		16,296	5,607	34%	8,650	53%	1,841	11%	198	1%	760
14 Not Indicated		0									
15 Other											
16 Economically Disadvantaged		14,695	3,834	26%	8,445	57%	2,219	15%	197	1%	750
17 Non-Economically Disadvantaged		19,039	8,906	47%	8,946	47%	1,113	6%	74	0%	785
18 Migrant		17	6	35%	8	47%	3	18%	0	0%	761
19 ELL 1 st -Year Proficient		191	22	12%	116	61%	49	26%	4	2%	722
20 ELL 2 nd -Year Proficient		179	28	16%	127	71%	24	13%	0	0%	737
21 ENGLISH LANGUAGE LEARNERS (ELL)		887	27	3%	296	33%	442	50%	122	14%	666
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)		35,343	12,935	37%	18,169	51%	3,864	11%	375	1%	767
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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE English II (Writing Included)

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL											
		Number of Valid Scores (OCCT)	OPI Score Range 797-999		OPI Score Range 693-796		OPI Score Range 588-692		OPI Score Range 440-587		Median OPI ² Score		
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY				
			Number	Percent	Number	Percent	Number	Percent	Number	Percent			
continued from previous page													
23	SPECIAL EDUCATION (IEP)	1,644	12%	781	48%	558	34%	109	7%			703	
24	IEP with Accommodations	1,169	10%	557	48%	414	35%	80	7%			703	
25	IEP without Accommodations	475	16%	224	47%	144	30%	29	6%			709	
26	ALL STUDENTS ⁴	36,230	36%	18,465	51%	4,306	12%	497	1%			761	
27	Ethnicity												
28	Hispanic/Latino	3,779	20%	2,008	53%	868	23%	143	4%			729	
29	Race												
30	American Indian/Alaskan Native	6,183	32%	3,340	54%	806	13%	86	1%			752	
31	Asian	759	48%	295	39%	79	10%	20	3%			785	
32	Black/African American	3,446	19%	1,944	56%	752	22%	80	2%			733	
33	Pacific Islander	80	13	41	51%	17	21%	9	11%			722	
34	White/Caucasian	20,991	8,856	42%	10,303	49%	1,684	8%	148	1%		775	
35	Two or More Races	992	347	35%	534	54%	100	10%	11	1%		767	
36	Gender												
37	Female	18,446	7,209	39%	9,200	50%	1,899	10%	138	1%		769	
38	Male	17,784	5,753	32%	9,265	52%	2,407	14%	359	2%		758	
39	Not Indicated	0											
40	Other												
41	Economically Disadvantaged	16,349	3,922	24%	9,075	56%	2,964	18%	388	2%		743	
42	Non-Economically Disadvantaged	19,881	9,040	45%	9,390	47%	1,342	7%	109	1%		779	
43	Migrant	27	7	26%	12	44%	7	26%	1	4%		744	
44	ELL ^{3rd} -Year Proficient	216	23	11%	131	61%	57	26%	5	2%		716	
45	ELL ^{2nd} -Year Proficient	197	30	15%	139	71%	28	14%	0	0%		737	

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE English III (Writing Included)

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 802-999		OPI Score Range 700-801		OPI Score Range 670-699		OPI Score Range 440-669		Median OPI ² Score
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	REGULAR EDUCATION ³	31,671	10,239	32%	18,796	59%	1,609	5%	1,027	3%	770
2	Ethnicity										
3	Hispanic/Latino	2,666	594	22%	1,783	67%	182	7%	107	4%	756
4	Race										
5	American Indian/Alaskan Native	5,453	1,423	26%	3,469	64%	346	6%	215	4%	761
6	Asian	692	339	49%	322	47%	19	3%	12	2%	792
7	Black/African American	3,035	497	16%	2,032	67%	284	9%	222	7%	746
8	Pacific Islander	45	12	27%	24	53%	2	4%	7	16%	750
9	White/Caucasian	18,902	7,099	38%	10,622	56%	741	4%	440	2%	780
10	Two or More Races	878	275	31%	544	62%	35	4%	24	3%	770
11	Gender										
12	Female	16,214	5,540	34%	9,596	59%	717	4%	361	2%	775
13	Male	15,457	4,699	30%	9,200	60%	892	6%	666	4%	766
14	Not Indicated	0									
15	Other										
16	Economically Disadvantaged	12,832	2,771	22%	8,445	66%	975	8%	641	5%	755
17	Non-Economically Disadvantaged	18,839	7,468	40%	10,351	55%	634	3%	386	2%	781
18	Migrant	11	3	27%	6	55%	1	9%	1	9%	786
19	ELL 1 st -Year Proficient	135	14	10%	94	70%	17	13%	10	7%	732
20	ELL 2 nd -Year Proficient	261	28	11%	187	72%	31	12%	15	6%	733
21	ENGLISH LANGUAGE LEARNERS (ELL)	724	19	3%	255	35%	165	23%	285	39%	680
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	35,971	10,395	29%	20,391	57%	2,412	7%	2,773	8%	765
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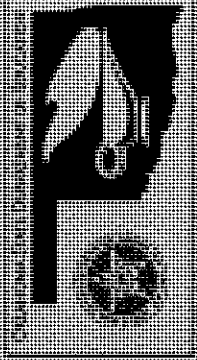
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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE English III (Writing Included)

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	OPI Score Range 802-999		OPI Score Range 700-801		OPI Score Range 670-699		OPI Score Range 440-669		Median OPI ² Score		
		ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY				
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23 SPECIAL EDUCATION (IEP)	4,455	156	4%	1,611	36%	830	19%	1,858	42%	580		
24 IEP with Accommodations	3,500	99	3%	1,168	33%	673	19%	1,560	45%	675		
25 IEP without Accommodations	955	57	6%	443	46%	157	16%	298	31%	700		
26 ALL STUDENTS ⁴	36,695	10,414	28%	20,646	56%	2,577	7%	3,058	8%	761		
27 Ethnicity												
28 Hispanic/Latino	3,412	607	18%	2,029	59%	349	10%	427	13%	746		
29 Race												
30 American Indian/Alaskan Native	6,393	1,440	23%	3,772	59%	541	8%	640	10%	751		
31 Asian	795	346	44%	358	45%	43	5%	48	6%	786		
32 Black/African American	3,630	501	14%	2,177	60%	398	11%	554	15%	736		
33 Pacific Islander	55	12	22%	26	47%	5	9%	12	22%	728		
34 White/Caucasian	21,408	7,230	34%	11,686	55%	1,182	6%	1,310	6%	770		
35 Two or More Races	1,001	278	28%	597	60%	59	6%	67	7%	761		
36 Gender												
37 Female	18,157	5,617	31%	10,368	57%	1,113	6%	1,059	6%	766		
38 Male	18,537	4,797	26%	10,277	55%	1,464	8%	1,999	11%	756		
39 Not Indicated	1									*****		
40 Other										*****		
41 Economically Disadvantaged	16,015	2,829	18%	9,438	59%	1,607	10%	2,141	13%	742		
42 Non-Economically Disadvantaged	20,680	7,585	37%	11,208	54%	970	5%	917	4%	776		
43 Migrant	16	3	19%	8	50%	1	6%	4	25%	714		
44 ELL 1 st -Year Proficient	158	15	9%	108	68%	20	13%	15	9%	730		
45 ELL 2 nd -Year Proficient	286	28	10%	198	69%	38	13%	22	8%	732		

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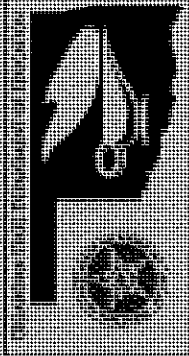
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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE Geometry

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		Number of Valid Scores (OCCT)	OPI Score Range 777-999		OPI Score Range 700-776		OPI Score Range 635-699		OPI Score Range 440-634		Median OPI ² Score	
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	REGULAR EDUCATION ³	34,197	14,221	42%	14,705	43%	4,179	12%	1,092	3%	758	
2	Ethnicity											
3	Hispanic/Latino	3,069	955	31%	1,428	47%	523	17%	163	5%	743	
4	Race											
5	American Indian/Alaskan Native	5,829	1,941	33%	2,848	49%	832	14%	208	4%	748	
6	Asian	784	581	74%	169	22%	29	4%	5	1%	813	
7	Black/African American	3,307	661	20%	1,603	48%	787	24%	256	8%	723	
8	Pacific Islander	59	21	36%	32	54%	5	8%	1	2%	753	
9	White/Caucasian	20,126	9,619	48%	8,184	41%	1,891	9%	432	2%	769	
10	Two or More Races	1,023	443	43%	441	43%	112	11%	27	3%	764	
11	Gender											
12	Female	17,820	7,141	40%	7,879	44%	2,266	13%	534	3%	758	
13	Male	16,377	7,080	43%	6,826	42%	1,913	12%	558	3%	764	
14	Not Indicated	0										
15	Other											
16	Economically Disadvantaged	14,371	4,145	29%	6,964	48%	2,545	18%	717	5%	738	
17	Non-Economically Disadvantaged	19,826	10,076	51%	7,741	39%	1,634	8%	375	2%	777	
18	Migrant	14	7	50%	4	29%	2	14%	1	7%	763	
19	ELL 1 st Year Proficient	198	43	22%	96	48%	49	25%	10	5%	726	
20	ELL 2 nd Year Proficient	225	75	33%	98	44%	39	17%	13	6%	738	
21	ENGLISH LANGUAGE LEARNERS (ELL)	1,001	105	10%	347	35%	327	33%	222	22%	682	
22	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	38,341	14,547	38%	15,899	41%	5,529	14%	2,366	6%	753	
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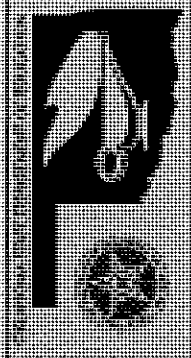
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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE Geometry

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		Number of Valid Scores (OCCT)	OPI Score Range 777-999		OPI Score Range 700-776		OPI Score Range 635-699		OPI Score Range 440-634		Median OPI ² Score	
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
continued from previous page												
23	SPECIAL EDUCATION (IEP)	4,335	329	8%	1,224	28%	1,418	33%	1,364	31%	668	
24	IEP with Accommodations	3,408	233	7%	926	27%	1,141	33%	1,108	33%	660	
25	IEP without Accommodations	927	96	10%	298	32%	277	30%	256	28%	682	
26	ALL STUDENTS ⁴	39,342	14,652	37%	16,246	41%	5,856	15%	2,588	7%	748	
27	Ethnicity	4,074	1,012	25%	1,766	43%	878	22%	418	10%	728	
28	Hispanic/Latino											
29	Race	6,756	1,972	29%	3,096	46%	1,175	17%	513	8%	738	
30	American Indian/Alaskan Native	909	633	70%	212	23%	46	5%	18	2%	813	
31	Asian	3,906	672	17%	1,694	43%	972	25%	568	15%	712	
32	Black/African American	73	23	32%	34	47%	10	14%	6	8%	743	
33	Pacific Islander	22,473	9,890	44%	8,960	40%	2,622	12%	1,001	4%	764	
34	White/Caucasian	1,151	450	39%	484	42%	153	13%	64	6%	753	
35	Two or More Races											
36	Gender	19,787	7,256	37%	8,431	43%	2,969	15%	1,131	6%	748	
37	Female	19,555	7,396	38%	7,815	40%	2,887	15%	1,457	7%	753	
38	Male	0										
39	Not Indicated											
40	Other											
41	Economically Disadvantaged	17,784	4,336	24%	7,888	44%	3,709	21%	1,851	10%	728	
42	Non-Economically Disadvantaged	21,558	10,316	48%	8,358	39%	2,147	10%	737	3%	769	
43	Migrant	25	8	32%	8	32%	5	20%	4	16%	718	
44	ELL 1 st -Year Proficient	222	46	21%	103	46%	59	27%	14	6%	723	
45	ELL 2 nd -Year Proficient	266	81	30%	111	42%	54	20%	20	8%	728	

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE U.S. History

FAY

FULL ACADEMIC YEAR (FAY)¹ (Only FAY scores are used for Accountability)

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OCCT)	OPI Score Range 747-999		OPI Score Range 689-746		OPI Score Range 603-688		OPI Score Range 440-602		Median OPI ² Score
		ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 REGULAR EDUCATION ³	31,998	15,941	50%	9,631	30%	5,543	17%	883	3%	738
2 Ethnicity										
3 Hispanic/Latino	2,748	1,058	39%	918	33%	665	24%	107	4%	721
4 Race										
5 American Indian/Alaskan Native	5,355	2,339	44%	1,750	33%	1,095	20%	171	3%	731
6 Asian	735	478	65%	173	24%	65	9%	19	3%	762
7 Black/African American	3,070	888	29%	954	31%	978	32%	250	8%	702
8 Pacific Islander	57	23	40%	22	39%	9	16%	3	5%	725
9 White/Caucasian	19,157	10,685	56%	5,544	29%	2,610	14%	318	2%	749
10 Two or More Races	876	470	54%	270	31%	121	14%	15	2%	747
11 Gender										
12 Female	16,356	6,744	41%	5,513	34%	3,600	22%	499	3%	726
13 Male	15,642	9,197	59%	4,118	26%	1,943	12%	384	2%	754
14 Not Indicated	0									
15 Other										
16 Economically Disadvantaged	13,019	4,910	38%	4,267	33%	3,255	25%	587	5%	720
17 Non-Economically Disadvantaged	18,979	11,031	58%	5,364	28%	2,288	12%	296	2%	754
18 Migrant	9	3	33%	4	44%	2	22%	0	0%	714
19 ELL 1 st -Year Proficient	174	51	29%	59	34%	46	26%	18	10%	703
20 ELL 2 nd -Year Proficient	263	69	26%	94	36%	91	35%	9	3%	703
21 ENGLISH LANGUAGE LEARNERS (ELL)	720	65	9%	171	24%	301	42%	183	25%	644
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	33,774	16,444	49%	10,118	30%	6,098	18%	1,114	3%	738
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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Core Curriculum Tests (OCCT) End-of-Instruction (EOI) - Spring 2011



OCCT ACE U.S. History

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
		Number of Valid Scores (OCCT)	OPI Score Range 747-999		OPI Score Range 689-746		OPI Score Range 603-688		OPI Score Range 440-602		Median OPI ² Score	
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
23	SPECIAL EDUCATION (IEP)	1,820	505	28%	493	27%	574	32%	248	14%	591	
24	IEP with Accommodations	1,282	334	26%	333	26%	431	34%	184	14%	589	
25	IEP without Accommodations	538	171	32%	160	30%	143	27%	64	12%	703	
26	ALL STUDENTS ⁴	34,494	16,509	48%	10,289	30%	6,399	19%	1,297	4%	737	
27	Ethnicity											
28	Hispanic/Latino	3,372	1,117	33%	1,078	32%	911	27%	266	8%	709	
29	Race											
30	American Indian/Alaskan Native	5,698	2,422	43%	1,839	32%	1,222	21%	215	4%	726	
31	Asian	844	494	59%	195	23%	117	14%	38	5%	754	
32	Black/African American	3,282	905	28%	996	30%	1,073	33%	308	9%	697	
33	Pacific Islander	70	25	36%	23	33%	11	16%	11	16%	715	
34	White/Caucasian	20,304	11,067	55%	5,871	29%	2,929	14%	437	2%	748	
35	Two or More Races	924	479	52%	287	31%	136	15%	22	2%	747	
36	Gender											
37	Female	17,372	6,884	40%	5,789	33%	4,001	23%	698	4%	725	
38	Male	17,122	9,625	56%	4,500	26%	2,398	14%	599	3%	749	
39	Not Indicated	0										
40	Other											
41	Economically Disadvantaged	14,494	5,134	35%	4,641	32%	3,809	26%	910	6%	715	
42	Non-Economically Disadvantaged	20,000	11,375	57%	5,648	28%	2,590	13%	387	2%	749	
43	Migrant	15	4	27%	4	27%	5	33%	2	13%	690	
44	ELL 1 st -Year Proficient	200	60	30%	67	34%	54	27%	19	10%	708	
45	ELL 2 nd -Year Proficient	283	74	26%	104	37%	95	34%	10	4%	703	

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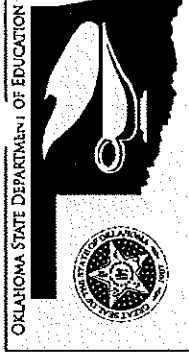
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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP)

Grade 3 Math - Spring 2011



OMAAP Grade 3 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
		Number of Valid Scores (OMAAP)	OPI Score Range 277-350		OPI Score Range 250-276		OPI Score Range 233-249		OPI Score Range 100-232		Median OPI ² Score	
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	Individualized Education Program	3,138	877	28%	1,508	48%	561	18%	192	6%	262	
2	IEP with Accommodations	2,878	815	28%	1,375	48%	517	18%	171	6%	262	
3	IEP without Accommodations	260	62	24%	133	51%	44	17%	21	8%	260	
4	Ethnicity											
5	Hispanic/Latino	403	102	25%	189	47%	86	21%	26	6%	260	
6	Race											
7	American Indian/Alaskan Native	596	167	28%	293	49%	100	17%	36	6%	262	
8	Asian	15	6	40%	7	47%	0	0%	2	13%	267	
9	Black/African American	450	78	17%	232	52%	108	24%	32	7%	257	
10	Pacific Islander	2	0	0%	1	50%	1	50%	0	0%	253	
11	White/Caucasian	1,528	495	32%	716	47%	231	15%	86	6%	265	
12	Two or More Races	144	29	20%	70	49%	35	24%	10	7%	256	
13	Gender											
14	Female	1,162	282	24%	582	50%	237	20%	61	5%	260	
15	Male	1,976	595	30%	926	47%	324	16%	131	7%	262	
16	Not Indicated	0										
17	Other											
18	Economically Disadvantaged	2,377	625	26%	1,161	49%	442	19%	149	6%	262	
19	Non-Economically Disadvantaged	761	252	33%	347	46%	119	16%	43	6%	265	
20	Migrant	4	1	25%	3	75%	0	0%	0	0%	270	
21	ELL 1 st -Year Proficient	5	2	40%	3	60%	0	0%	0	0%	273	
22	ELL 2 nd -Year Proficient	27	11	41%	12	44%	3	11%	1	4%	270	
23	ENGLISH LANGUAGE LEARNERS (ELL)	293	74	25%	140	48%	61	21%	18	6%	260	
24	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	2,845	803	28%	1,368	48%	500	18%	174	6%	262	

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP)

Grade 3 Reading - Spring 2011



OMAAP Grade 3 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
		Number of Valid Scores (OMAAP)	OPI Score Range 269-350		OPI Score Range 250-268		OPI Score Range 238-249		OPI Score Range 100-237		Median OPI ² Score	
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	Individualized Education Program	3,743	1,026	27%	1,297	35%	983	26%	442	12%	254	
2	IEP with Accommodations	3,466	973	28%	1,207	35%	882	25%	404	12%	254	
3	IEP without Accommodations	282	53	19%	90	32%	101	36%	38	13%	250	
4	Ethnicity											
5	Hispanic/Latino	479	105	22%	172	36%	136	28%	66	14%	251	
6	Race											
7	American Indian/Alaskan Native	697	192	28%	219	31%	197	28%	89	13%	251	
8	Asian	23	5	22%	10	43%	6	26%	2	9%	254	
9	Black/African American	513	108	21%	184	36%	156	30%	65	13%	251	
10	Pacific Islander	3	1	33%	1	33%	1	33%	0	0%	251	
11	White/Caucasian	1,851	565	31%	654	35%	433	23%	199	11%	256	
12	Two or More Races	182	50	27%	57	31%	54	30%	21	12%	251	
13	Gender											
14	Female	1,310	363	28%	481	37%	343	26%	123	9%	256	
15	Male	2,438	663	27%	816	33%	640	26%	319	13%	254	
16	Not Indicated	0										
17	Other											
18	Economically Disadvantaged	2,722	676	25%	943	35%	756	28%	347	13%	251	
19	Non-Economically Disadvantaged	1,026	350	34%	354	35%	227	22%	95	9%	258	
20	Migrant	4	3	75%	1	25%	0	0%	0	0%	274	
21	ELL 1 st -Year Proficient	6	2	33%	4	67%	0	0%	0	0%	262	
22	ELL 2 nd -Year Proficient	48	8	17%	18	38%	15	31%	7	15%	250	
23	ENGLISH LANGUAGE LEARNERS (ELL)	350	69	20%	141	40%	94	27%	46	13%	251	
24	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,398	957	28%	1,156	34%	889	26%	396	12%	254	

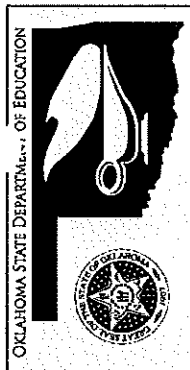
¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 4 Math - Spring 2011



OMAAP Grade 4 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
		Number of Valid Scores (OMAAP)	OPI Score Range 277-350		OPI Score Range 250-276		OPI Score Range 238-249		OPI Score Range 100-237		Median OPI ² Score	
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	Individualized Education Program	3,492	799	23%	1,819	52%	612	18%	262	8%	261	
2	IEP with Accommodations	3,194	744	23%	1,656	52%	562	18%	232	7%	261	
3	IEP without Accommodations	298	55	18%	163	55%	50	17%	30	10%	259	
4	Ethnicity											
5	Hispanic/Latino	408	85	21%	207	51%	88	22%	28	7%	259	
6	Race											
7	American Indian/Alaskan Native	687	154	22%	366	53%	115	17%	52	8%	261	
8	Asian	35	7	20%	18	51%	4	11%	6	17%	261	
9	Black/African American	504	82	16%	261	52%	106	21%	55	11%	256	
10	Pacific Islander	2	0	0%	2	100%	0	0%	0	0%	258	
11	White/Caucasian	1,691	432	26%	879	52%	272	16%	108	6%	264	
12	Two or More Races	165	39	24%	86	52%	27	16%	13	8%	261	
13	Gender											
14	Female	1,301	269	21%	710	55%	223	17%	99	8%	261	
15	Male	2,188	529	24%	1,107	51%	389	18%	163	7%	261	
16	Not Indicated	3	1	33%	2	67%	0	0%	0	0%	271	
17	Other											
18	Economically Disadvantaged	2,607	566	22%	1,357	52%	490	19%	194	7%	261	
19	Non-Economically Disadvantaged	885	233	26%	462	52%	122	14%	68	8%	264	
20	Migrant	0										
21	ELL 1 st -Year Proficient	4	2	50%	2	50%	0	0%	0	0%	272	
22	ELL 2 nd -Year Proficient	27	7	26%	14	52%	4	15%	2	7%	256	
23	ENGLISH LANGUAGE LEARNERS (ELL)	300	64	21%	150	50%	65	22%	21	7%	260	
24	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,192	735	23%	1,669	52%	547	17%	241	8%	261	

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 4 Reading - Spring 2011



OMAAP Grade 4 Reading

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	OPI Score Range 266-350		OPI Score Range 250-265		OPI Score Range 237-249		OPI Score Range 100-236		Median OPI ² Score		
		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY				
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 Individualized Education Program	4,149	1,703	41%	1,287	31%	1,014	24%	145	3%	259		
2 IEP with Accommodations	3,811	1,590	42%	1,168	31%	919	24%	134	4%	261		
3 IEP without Accommodations	338	113	33%	119	35%	95	28%	11	3%	257		
4 Ethnicity												
5 Hispanic/Latino	521	178	34%	175	34%	146	28%	22	4%	257		
6 Race												
7 American Indian/Alaskan Native	811	338	42%	259	32%	191	24%	23	3%	261		
8 Asian	40	14	35%	12	30%	13	33%	1	3%	252		
9 Black/African American	570	181	32%	188	33%	172	30%	29	5%	255		
10 Pacific Islander	3	2	67%	1	33%	0	0%	0	0%	268		
11 White/Caucasian	1,999	907	45%	589	29%	440	22%	63	3%	263		
12 Two or More Races	205	83	40%	63	31%	52	25%	7	3%	261		
13 Gender												
14 Female	1,474	636	43%	491	33%	307	21%	40	3%	261		
15 Male	2,673	1,067	40%	795	30%	706	26%	105	4%	259		
16 Not Indicated	2	0	0%	1	50%	1	50%	0	0%	255		
17 Other												
18 Economically Disadvantaged	3,019	1,152	38%	961	32%	792	26%	114	4%	259		
19 Non-Economically Disadvantaged	1,130	551	49%	326	29%	222	20%	31	3%	263		
20 Migrant	3	2	67%	1	33%	0	0%	0	0%	268		
21 ELL 1 st -Year Proficient	12	7	58%	4	33%	1	8%	0	0%	273		
22 ELL 2 nd -Year Proficient	36	13	36%	7	19%	15	42%	1	3%	252		
23 ENGLISH LANGUAGE LEARNERS (ELL)	390	134	34%	127	33%	113	29%	16	4%	257		
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,759	1,569	42%	1,160	31%	901	24%	129	3%	261		

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 5 Math - Spring 2011



OMAAP Grade 5 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
		Number of Valid Scores (OMAAP)	OPI Score Range 271-350	OPI Score Range 250-270		OPI Score Range 240-249		OPI Score Range 100-239		Median OPI ² Score		
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number		Percent	
1	Individualized Education Program	4,051		906	22%	1,907	47%	809	20%	429	11%	256
2	IEP with Accommodations	3,686		842	23%	1,727	47%	742	20%	375	10%	256
3	IEP without Accommodations	365		64	18%	180	49%	67	18%	54	15%	254
4	Ethnicity											
5	Hispanic/Latino	515		105	20%	249	48%	110	21%	51	10%	256
6	Race											
7	American Indian/Alaskan Native	786		165	21%	384	49%	147	19%	90	11%	256
8	Asian	24		8	33%	10	42%	4	17%	2	8%	258
9	Black/African American	592		112	19%	280	47%	127	21%	73	12%	254
10	Pacific Islander	5		0	0%	1	20%	2	40%	2	40%	247
11	White/Caucasian	1,963		473	24%	927	47%	375	19%	188	10%	256
12	Two or More Races	166		43	26%	56	34%	44	27%	23	14%	254
13	Gender											
14	Female	1,556		311	20%	756	49%	310	20%	179	12%	256
15	Male	2,495		595	24%	1,151	46%	499	20%	250	10%	256
16	Not Indicated	0										
17	Other											
18	Economically Disadvantaged	2,225		443	20%	1,059	48%	486	22%	237	11%	254
19	Non-Economically Disadvantaged	1,826		463	25%	848	46%	323	18%	192	11%	256
20	Migrant	7		0	0%	4	57%	3	43%	0	0%	250
21	ELL 1 st -Year Proficient	1		1	100%	0	0%	0	0%	0	0%	281
22	ELL 2 nd -Year Proficient	39		10	26%	19	49%	4	10%	6	15%	259
23	ENGLISH LANGUAGE LEARNERS (ELL)	347		74	21%	163	47%	75	22%	35	10%	254
24	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,704		832	22%	1,744	47%	734	20%	394	11%	256

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 5 Reading - Spring 2011



OMAAP Grade 5 Reading

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
		Number of Valid Scores (OMAAP)	OPI Score Range 269-350		OPI Score Range 250-268		OPI Score Range 231-249		OPI Score Range 100-230		Median OPI ² Score	
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	Individualized Education Program	4,432	1,527	34%	1,480	33%	1,259	28%	166	4%	258	
2	IEP with Accommodations	4,073	1,418	35%	1,376	34%	1,133	28%	146	4%	258	
3	IEP without Accommodations	359	109	30%	104	29%	126	35%	20	6%	253	
4	Ethnicity											
5	Hispanic/Latino	610	188	31%	205	34%	197	32%	20	3%	256	
6	Race											
7	American Indian/Alaskan Native	841	297	35%	268	32%	239	28%	37	4%	258	
8	Asian	26	9	35%	7	27%	10	38%	0	0%	257	
9	Black/African American	621	176	28%	217	35%	198	32%	30	5%	256	
10	Pacific Islander	5	0	0%	1	20%	4	80%	0	0%	243	
11	White/Caucasian	2,144	786	37%	722	34%	568	26%	68	3%	258	
12	Two or More Races	185	71	38%	60	32%	43	23%	11	6%	262	
13	Gender											
14	Female	1,614	616	38%	555	34%	401	25%	42	3%	260	
15	Male	2,818	911	32%	925	33%	858	30%	124	4%	256	
16	Not Indicated	0										
17	Other											
18	Economically Disadvantaged	2,474	784	32%	853	34%	735	30%	102	4%	256	
19	Non-Economically Disadvantaged	1,958	743	38%	627	32%	524	27%	64	3%	258	
20	Migrant	5	0	0%	1	20%	3	60%	1	20%	240	
21	ELL 1 st -Year Proficient	7	5	71%	1	14%	1	14%	0	0%	281	
22	ELL 2 nd -Year Proficient	57	24	42%	14	25%	18	32%	1	2%	260	
23	ENGLISH LANGUAGE LEARNERS (ELL)	409	117	29%	144	35%	128	31%	20	5%	253	
24	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	4,023	1,410	35%	1,336	33%	1,131	28%	146	4%	258	

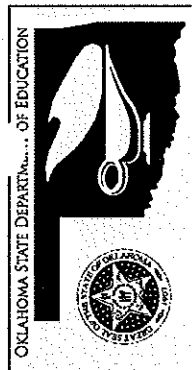
¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 5 Science - Spring 2011



OMAAP Grade 5 Science

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	OPI Score Range 277-350		OPI Score Range 250-276		OPI Score Range 238-249		OPI Score Range 100-237		Median OPI ² Score		
		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY				
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 Individualized Education Program	3,435	695	20%	2,071	60%	544	16%	125	4%	260		
2 IEP with Accommodations	3,122	636	20%	1,883	60%	490	16%	113	4%	260		
3 IEP without Accommodations	313	59	19%	188	60%	54	17%	12	4%	260		
4 Ethnicity												
5 Hispanic/Latino	450	68	15%	277	62%	81	18%	24	5%	258		
6 Race												
7 American Indian/Alaskan Native	674	135	20%	408	61%	106	16%	25	4%	260		
8 Asian	19	4	21%	10	53%	2	11%	3	16%	258		
9 Black/African American	479	65	14%	283	59%	105	22%	26	5%	256		
10 Pacific Islander	4	0	0%	3	75%	0	0%	1	25%	252		
11 White/Caucasian	1,673	396	24%	1,005	60%	231	14%	41	2%	263		
12 Two or More Races	136	27	20%	85	63%	19	14%	5	4%	263		
13 Gender												
14 Female	1,230	203	17%	768	62%	216	18%	43	3%	260		
15 Male	2,205	492	22%	1,303	59%	328	15%	82	4%	263		
16 Not Indicated	0											
17 Other												
18 Economically Disadvantaged	1,931	368	19%	1,157	60%	326	17%	80	4%	260		
19 Non-Economically Disadvantaged	1,504	327	22%	914	61%	218	14%	45	3%	263		
20 Migrant	5	1	20%	2	40%	1	20%	1	20%	254		
21 ELL 1 st -Year Proficient	4	1	25%	3	75%	0	0%	0	0%	266		
22 ELL 2 nd -Year Proficient	38	9	24%	20	53%	6	16%	3	8%	260		
23 ENGLISH LANGUAGE LEARNERS (ELL)	306	43	14%	190	62%	59	19%	14	5%	258		
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,129	652	21%	1,881	60%	485	16%	111	4%	260		

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

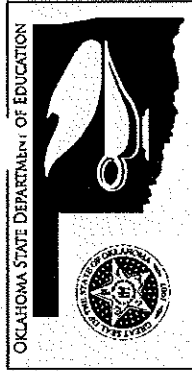
² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP)

Grade 6 Math - Spring 2011



OMAAP Grade 6 Math

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL											
		Number of Valid Scores (OMAAP)	OPI Score Range 272-350		OPI Score Range 250-271		OPI Score Range 237-249		OPI Score Range 100-236			Median OPI ² Score	
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY				
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number		Percent
1	Individualized Education Program	4,009	700	17%	2,284	57%	812	20%	213	5%	258		
2	IEP with Accommodations	3,472	602	17%	1,993	57%	699	20%	178	5%	258		
3	IEP without Accommodations	537	98	18%	291	54%	113	21%	35	7%	256		
4	Ethnicity												
5	Hispanic/Latino	444	57	13%	271	61%	92	21%	24	5%	256		
6	Race												
7	American Indian/Alaskan Native	807	162	20%	448	56%	151	19%	46	6%	258		
8	Asian	27	4	15%	11	41%	10	37%	2	7%	250		
9	Black/African American	579	51	9%	329	57%	161	28%	38	7%	253		
10	Pacific Islander	4	0	0%	2	50%	2	50%	0	0%	246		
11	White/Caucasian	1,990	395	20%	1,130	57%	370	19%	95	5%	258		
12	Two or More Races	158	31	20%	93	59%	26	16%	8	5%	256		
13	Gender												
14	Female	1,547	248	16%	912	59%	316	20%	71	5%	256		
15	Male	2,460	451	18%	1,371	56%	496	20%	142	6%	258		
16	Not Indicated	2	1	50%	1	50%	0	0%	0	0%	264		
17	Other												
18	Economically Disadvantaged	2,912	475	16%	1,652	57%	611	21%	174	6%	256		
19	Non-Economically Disadvantaged	1,097	225	21%	632	58%	201	18%	39	4%	260		
20	Migrant	3	1	33%	1	33%	1	33%	0	0%	253		
21	ELL 1 st -Year Proficient	4	4	100%	0	0%	0	0%	0	0%	279		
22	ELL 2 nd -Year Proficient	20	1	5%	12	60%	6	30%	1	5%	253		
23	ENGLISH LANGUAGE LEARNERS (ELL)	295	32	11%	180	61%	64	22%	19	6%	256		
24	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,714	668	18%	2,104	57%	748	20%	194	5%	258		

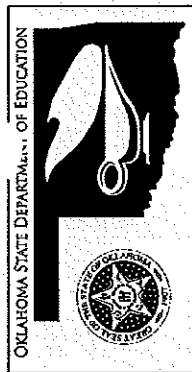
¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

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State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 6 Reading - Spring 2011



OMAAP Grade 6 Reading

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		Number of Valid Scores (OMAAP)	OPI Score Range 261-350		OPI Score Range 250-260		OPI Score Range 229-249		OPI Score Range 100-228		Median OPI ² Score	
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	Individualized Education Program	4,181	1,875	45%	1,035	25%	1,175	28%	96	2%	255	
2	IEP with Accommodations	3,612	1,640	45%	884	24%	1,013	28%	75	2%	255	
3	IEP without Accommodations	569	235	41%	151	27%	162	28%	21	4%	255	
4	Ethnicity											
5	Hispanic/Latino	480	179	37%	137	29%	147	31%	17	4%	253	
6	Race											
7	American Indian/Alaskan Native	842	396	47%	203	24%	229	27%	14	2%	257	
8	Asian	28	12	43%	6	21%	9	32%	1	4%	253	
9	Black/African American	594	230	39%	145	24%	198	33%	21	4%	253	
10	Pacific Islander	5	1	20%	0	0%	4	80%	0	0%	242	
11	White/Caucasian	2,067	980	47%	509	25%	540	26%	38	2%	257	
12	Two or More Races	165	77	47%	35	21%	48	29%	5	3%	257	
13	Gender											
14	Female	1,534	751	49%	399	26%	362	24%	22	1%	257	
15	Male	2,647	1,124	42%	636	24%	813	31%	74	3%	255	
16	Not Indicated	0										
17	Other											
18	Economically Disadvantaged	3,008	1,261	42%	747	25%	929	31%	71	2%	255	
19	Non-Economically Disadvantaged	1,173	614	52%	288	25%	246	21%	25	2%	261	
20	Migrant	2	1	50%	0	0%	1	50%	0	0%	251	
21	ELL 1 st -Year Proficient	8	6	75%	1	13%	1	13%	0	0%	266	
22	ELL 2 nd -Year Proficient	31	15	48%	7	23%	8	26%	1	3%	257	
23	ENGLISH LANGUAGE LEARNERS (ELL)	309	98	32%	100	32%	99	32%	12	4%	253	
24	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,872	1,777	46%	935	24%	1,076	28%	84	2%	257	

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 7 Math - Spring 2011



OMAAP Grade 7 Math

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL													
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	OPI Score Range 265-350		OPI Score Range 250-264		OPI Score Range 232-249		OPI Score Range 100-231		Median OPI ² Score			
		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY					
		Number	Percent	Number	Percent	Number	Percent	Number	Percent				
1 Individualized Education Program	4,044	595	15%	1,345	33%	1,882	47%	222	5%	248			
2 IEP with Accommodations	3,537	550	16%	1,179	33%	1,624	46%	184	5%	248			
3 IEP without Accommodations	507	45	9%	166	33%	258	51%	38	7%	248			
4 Ethnicity													
5 Hispanic/Latino	451	71	16%	151	33%	207	46%	22	5%	248			
6 Race													
7 American Indian/Alaskan Native	793	100	13%	287	36%	357	45%	49	6%	248			
8 Asian	15	3	20%	5	33%	7	47%	0	0%	250			
9 Black/African American	565	65	12%	161	28%	302	53%	37	7%	246			
10 Pacific Islander	7	3	43%	0	0%	4	57%	0	0%	243			
11 White/Caucasian	2,059	328	16%	694	34%	928	45%	109	5%	248			
12 Two or More Races	154	25	16%	47	31%	77	50%	5	3%	248			
13 Gender													
14 Female	1,509	206	14%	484	32%	732	49%	87	6%	248			
15 Male	2,534	389	15%	861	34%	1,150	45%	134	5%	248			
16 Not Indicated	1	0	0%	0	0%	0	0%	1	100%	229			
17 Other													
18 Economically Disadvantaged	2,864	397	14%	921	32%	1,382	48%	164	6%	248			
19 Non-Economically Disadvantaged	1,180	198	17%	424	36%	500	42%	58	5%	250			
20 Migrant	4	0	0%	1	25%	2	50%	1	25%	239			
21 ELL 1 st Year Proficient	0												
22 ELL 2 nd Year Proficient	19	2	11%	7	37%	9	47%	1	5%	248			
23 ENGLISH LANGUAGE LEARNERS (ELL)	273	35	13%	84	31%	142	52%	12	4%	248			
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,771	560	15%	1,261	33%	1,740	46%	210	6%	248			

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

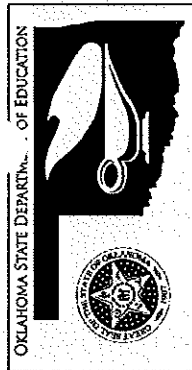
² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP)

Grade 7 Reading - Spring 2011



OMAAP Grade 7 Reading

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	OPI Score Range 271-350		OPI Score Range 250-270		OPI Score Range 229-249		OPI Score Range 100-228		Median OPI ² Score		
		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY				
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 Individualized Education Program	4,082	988	24%	1,662	41%	1,358	33%	74	2%	255		
2 IEP with Accommodations	3,523	842	24%	1,449	41%	1,168	33%	64	2%	255		
3 IEP without Accommodations	559	146	26%	213	38%	190	34%	10	2%	255		
4 Ethnicity												
5 Hispanic/Latino	487	87	18%	207	43%	178	37%	15	3%	252		
6 Race												
7 American Indian/Alaskan Native	806	205	25%	329	41%	259	32%	13	2%	257		
8 Asian	12	2	17%	8	67%	2	17%	0	0%	252		
9 Black/African American	569	98	17%	234	41%	224	39%	13	2%	252		
10 Pacific Islander	7	1	14%	3	43%	2	29%	1	14%	259		
11 White/Caucasian	2,050	556	27%	826	40%	641	31%	27	1%	257		
12 Two or More Races	151	39	26%	55	36%	52	34%	5	3%	255		
13 Gender												
14 Female	1,481	413	28%	638	43%	413	28%	17	1%	257		
15 Male	2,600	575	22%	1,023	39%	945	36%	57	2%	255		
16 Not Indicated	1	0	0%	1	100%	0	0%	0	0%	252		
17 Other												
18 Economically Disadvantaged	2,920	635	22%	1,199	41%	1,029	35%	57	2%	255		
19 Non-Economically Disadvantaged	1,162	353	30%	463	40%	329	28%	17	1%	257		
20 Migrant	6	0	0%	1	17%	4	67%	1	17%	243		
21 ELL 1 st -Year Proficient	10	3	30%	4	40%	3	30%	0	0%	253		
22 ELL 2 nd -Year Proficient	28	11	39%	9	32%	7	25%	1	4%	261		
23 ENGLISH LANGUAGE LEARNERS (ELL)	322	45	14%	143	44%	128	40%	6	2%	252		
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,760	943	25%	1,519	40%	1,230	33%	68	2%	255		

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 8 Math - Spring 2011



OMAAP Grade 8 Math

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	OPI Score Range 271-350		OPI Score Range 250-270		OPI Score Range 235-249		OPI Score Range 100-234		Median OPI ² Score		
		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY				
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 Individualized Education Program	3,796	559	15%	1,566	41%	1,399	37%	272	7%	253		
2 IEP with Accommodations	3,262	475	15%	1,363	42%	1,190	36%	234	7%	253		
3 IEP without Accommodations	534	84	16%	203	38%	209	39%	38	7%	250		
4 Ethnicity												
5 Hispanic/Latino	342	37	11%	141	41%	132	39%	32	9%	250		
6 Race												
7 American Indian/Alaskan Native	830	135	16%	338	41%	304	37%	53	6%	253		
8 Asian	11	5	45%	3	27%	1	9%	2	18%	266		
9 Black/African American	525	55	10%	188	36%	234	45%	48	9%	248		
10 Pacific Islander	3	0	0%	1	33%	2	67%	0	0%	241		
11 White/Caucasian	1,938	310	16%	830	43%	670	35%	128	7%	253		
12 Two or More Races	147	17	12%	65	44%	56	38%	9	6%	250		
13 Gender												
14 Female	1,395	193	14%	624	45%	490	35%	88	6%	253		
15 Male	2,401	366	15%	942	39%	909	38%	184	8%	250		
16 Not Indicated	0											
17 Other												
18 Economically Disadvantaged	1,974	264	13%	790	40%	766	39%	154	8%	250		
19 Non-Economically Disadvantaged	1,822	295	16%	776	43%	633	35%	118	6%	253		
20 Migrant	5	1	20%	2	40%	2	40%	0	0%	261		
21 ELL 1 st -Year Proficient	2	0	0%	0	0%	1	50%	1	50%	235		
22 ELL 2 nd -Year Proficient	2	0	0%	2	100%	0	0%	0	0%	259		
23 ENGLISH LANGUAGE LEARNERS (ELL)	226	20	9%	89	39%	90	40%	27	12%	248		
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,570	539	15%	1,477	41%	1,309	37%	245	7%	253		

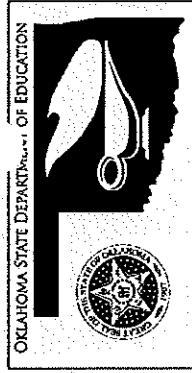
¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 8 Reading - Spring 2011



OMAAP Grade 8 Reading

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL													
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		Number of Valid Scores (OMAAP)	OPI Score Range 276-350		OPI Score Range 250-275		OPI Score Range 236-249		OPI Score Range 100-235		Median OPI ² Score		
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY				
			Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1	Individualized Education Program	3,848	1,039	27%	1,911	50%	659	17%	239	6%	261		
2	IEP with Accommodations	3,311	887	27%	1,649	50%	573	17%	202	6%	261		
3	IEP without Accommodations	537	152	28%	262	49%	86	16%	37	7%	261		
4	Ethnicity												
5	Hispanic/Latino	374	74	20%	198	53%	72	19%	30	8%	261		
6	Race												
7	American Indian/Alaskan Native	834	232	28%	427	51%	125	15%	50	6%	263		
8	Asian	14	2	14%	11	79%	0	0%	1	7%	262		
9	Black/African American	536	105	20%	268	50%	119	22%	44	8%	258		
10	Pacific Islander	4	1	25%	1	25%	2	50%	0	0%	256		
11	White/Caucasian	1,942	585	30%	940	48%	311	16%	106	5%	263		
12	Two or More Races	144	40	28%	66	46%	30	21%	8	6%	258		
13	Gender												
14	Female	1,345	436	32%	683	51%	174	13%	52	4%	266		
15	Male	2,503	603	24%	1,228	49%	485	19%	187	7%	261		
16	Not Indicated	0											
17	Other												
18	Economically Disadvantaged	2,006	503	25%	996	50%	366	18%	141	7%	261		
19	Non-Economically Disadvantaged	1,842	536	29%	915	50%	293	16%	98	5%	263		
20	Migrant	5	1	20%	2	40%	1	20%	1	20%	258		
21	ELL 1 st -Year Proficient	2	0	0%	2	100%	0	0%	0	0%	258		
22	ELL 2 nd -Year Proficient	9	1	11%	5	56%	2	22%	1	11%	258		
23	ENGLISH LANGUAGE LEARNERS (ELL)	241	36	15%	134	56%	47	20%	24	10%	256		
24	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,607	1,003	28%	1,777	49%	612	17%	215	6%	263		

¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Modified Alternate Assessment (OMAAP) Grade 8 Science - Spring 2011



OMAAP Grade 8 Science

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL											
		Number of Valid Scores (OMAAP)	OPI Score Range 288-350		OPI Score Range 250-287		OPI Score Range 241-249		OPI Score Range 100-240		Median OPI ² Score		
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY				
			Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1	Individualized Education Program	2,997	531	18%	2,370	79%	70	2%	26	1%	271		
2	IEP with Accommodations	2,552	447	18%	2,029	80%	55	2%	21	1%	271		
3	IEP without Accommodations	445	84	19%	341	77%	15	3%	5	1%	271		
4	Ethnicity												
5	Hispanic/Latino	265	31	12%	217	82%	13	5%	4	2%	269		
6	Race												
7	American Indian/Alaskan Native	676	132	20%	525	78%	17	3%	2	0%	274		
8	Asian	13	2	15%	11	85%	0	0%	0	0%	271		
9	Black/African American	406	31	8%	357	88%	12	3%	6	1%	266		
10	Pacific Islander	3	0	0%	3	100%	0	0%	0	0%	264		
11	White/Caucasian	1,520	319	21%	1,162	76%	27	2%	12	1%	274		
12	Two or More Races	114	16	14%	95	83%	1	1%	2	2%	271		
13	Gender												
14	Female	1,055	155	15%	882	84%	14	1%	4	0%	269		
15	Male	1,940	376	19%	1,486	77%	56	3%	22	1%	271		
16	Not Indicated	2	0	0%	2	100%	0	0%	0	0%	270		
17	Other												
18	Economically Disadvantaged	1,440	240	17%	1,147	80%	38	3%	15	1%	271		
19	Non-Economically Disadvantaged	1,557	291	19%	1,223	79%	32	2%	11	1%	271		
20	Migrant	4	1	25%	3	75%	0	0%	0	0%	276		
21	ELL ⁴ -Year Proficient	1	0	0%	1	100%	0	0%	0	0%	262		
22	ELL 2 nd -Year Proficient	3	0	0%	3	100%	0	0%	0	0%	274		
23	ENGLISH LANGUAGE LEARNERS (ELL)	190	20	11%	155	82%	11	6%	4	2%	269		
24	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	2,807	511	18%	2,215	79%	59	2%	22	1%	271		

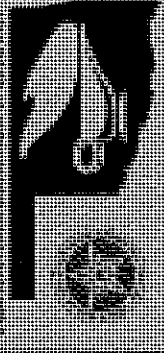
¹ BR & EQ EXCLUDED - Braille and Equivalent are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Modified Alternate Assessment Program (OMAAP)
End-of-Instruction - Spring 2011



OMAAP Algebra I

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		Number of Valid Scores (OMAAP)	OPI Score Range 269-350		OPI Score Range 250-268		OPI Score Range 237-249		OPI Score Range 100-236		Median OPI ² Score	
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	Individualized Education Program	4,389	1,838	42%	2,261	52%	278	6%	12	0%	265	
2	IEP with Accommodations	3,873	1,620	42%	1,997	52%	247	6%	9	0%	265	
3	IEP without Accommodations	516	218	42%	264	51%	31	6%	3	1%	265	
4	Ethnicity											
5	Hispanic/Latino	392	137	35%	223	57%	31	8%	1	0%	263	
6	Race											
7	American Indian/Alaskan Native	922	393	43%	472	51%	57	6%	0	0%	265	
8	Asian	25	13	52%	12	48%	0	0%	0	0%	269	
9	Black/African American	594	182	31%	355	60%	53	9%	4	1%	260	
10	Pacific Islander	5	3	60%	2	40%	0	0%	0	0%	273	
11	White/Caucasian	2,314	1,051	45%	1,124	49%	132	6%	7	0%	267	
12	Two or More Races	137	59	43%	73	53%	5	4%	0	0%	265	
13	Gender											
14	Female	1,558	638	41%	816	52%	102	7%	2	0%	265	
15	Male	2,831	1,200	42%	1,445	51%	176	6%	10	0%	265	
16	Not Indicated	0										
17	Other											
18	Economically Disadvantaged	2,974	1,146	39%	1,603	54%	216	7%	9	0%	263	
19	Non-Economically Disadvantaged	1,415	692	49%	658	47%	62	4%	3	0%	267	
20	Migrant	3	2	67%	1	33%	0	0%	0	0%	269	
21	ELL 1 st -Year Proficient	5	3	60%	1	20%	1	20%	0	0%	275	
22	ELL 2 nd -Year Proficient	6	3	50%	3	50%	0	0%	0	0%	267	
23	ENGLISH LANGUAGE LEARNERS (ELL)	192	60	31%	115	60%	16	8%	1	1%	261	
24	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	4,197	1,778	42%	2,146	51%	262	6%	11	0%	265	

¹ BR, EQ, & 2TT EXCLUDED - Braille, Equivalent, and 2nd Time Testers are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results
by Performance Level

OKLAHOMA MODIFIED ACADEMIC ASSESSMENT PROGRAM (OMAAP)
End-of-Instruction - Spring 2011



OMAAP English II (Writing Included)

FAY

FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										
		Number of Valid Scores (OMAAP)	OPI Score Range 265-350		OPI Score Range 250-264		OPI Score Range 238-249		OPI Score Range 100-237		Median OPI ² Score	
			ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	Individualized Education Program	3,793	2,382	63%	1,045	28%	334	9%	32	1%	268	
2	IEP with Accommodations	3,333	2,109	63%	908	27%	288	9%	28	1%	268	
3	IEP without Accommodations	460	273	59%	137	30%	46	10%	4	1%	268	
4	Ethnicity											
5	Hispanic/Latino	308	170	55%	101	33%	34	11%	3	1%	266	
6	Race											
7	American Indian/Alaskan Native	821	546	67%	209	25%	64	8%	2	0%	268	
8	Asian	21	12	57%	8	38%	1	5%	0	0%	267	
9	Black/African American	534	290	54%	168	31%	69	13%	7	1%	265	
10	Pacific Islander	2	2	100%	0	0%	0	0%	0	0%	267	
11	White/Caucasian	2,001	1,294	65%	529	26%	159	8%	19	1%	268	
12	Two or More Races	105	68	65%	30	29%	6	6%	1	1%	268	
13	Gender											
14	Female	1,368	906	66%	364	27%	90	7%	8	1%	268	
15	Male	2,424	1,476	61%	681	28%	243	10%	24	1%	268	
16	Not Indicated	1	0	0%	0	0%	1	100%	0	0%	248	
17	Other											
18	Economically Disadvantaged	2,633	1,584	60%	769	29%	257	10%	23	1%	267	
19	Non-Economically Disadvantaged	1,160	798	69%	276	24%	77	7%	9	1%	270	
20	Migrant	2	0	0%	2	100%	0	0%	0	0%	258	
21	ELL 1 st -Year Proficient	11	11	100%	0	0%	0	0%	0	0%	276	
22	ELL 2 nd -Year Proficient	8	7	88%	1	13%	0	0%	0	0%	280	
23	ENGLISH LANGUAGE LEARNERS (ELL)	172	79	46%	66	38%	25	15%	2	1%	263	
24	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,621	2,303	64%	979	27%	309	9%	30	1%	268	

¹ BR, EQ, & 2TT EXCLUDED - Braille, Equivalent, and 2nd Time Testers are excluded from these results.

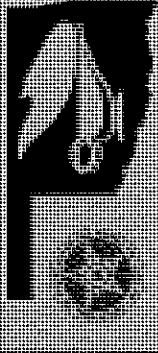
² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Modified Alternate Assessment Program (OMAAP)

End-of-Instruction - Spring 2011



OMAAP Biology I

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL												
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	OPI Score Range 265-350		OPI Score Range 250-264		OPI Score Range 233-249		OPI Score Range 100-232		Median OPI ² Score		
		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY				
		Number	Percent	Number	Percent	Number	Percent	Number	Percent			
1 Individualized Education Program	3,835	1,463	38%	1,367	36%	946	25%	59	2%	258		
2 IEP with Accommodations	3,468	1,345	39%	1,236	36%	837	24%	50	1%	258		
3 IEP without Accommodations	367	118	32%	131	36%	109	30%	9	2%	256		
4 Ethnicity												
5 Hispanic/Latino	338	105	31%	117	35%	111	33%	5	1%	254		
6 Race												
7 American Indian/Alaskan Native	816	342	42%	294	36%	171	21%	9	1%	260		
8 Asian	24	12	50%	6	25%	6	25%	0	0%	263		
9 Black/African American	565	112	20%	214	38%	218	39%	21	4%	250		
10 Pacific Islander	2	1	50%	0	0%	1	50%	0	0%	257		
11 White/Caucasian	1,969	841	43%	694	35%	413	21%	21	1%	260		
12 Two or More Races	121	50	41%	42	35%	26	21%	3	2%	260		
13 Gender												
14 Female	1,393	415	30%	579	42%	382	27%	17	1%	256		
15 Male	2,442	1,048	43%	788	32%	564	23%	42	2%	260		
16 Not Indicated	0											
17 Other												
18 Economically Disadvantaged	2,677	944	35%	955	36%	732	27%	46	2%	256		
19 Non-Economically Disadvantaged	1,158	519	45%	412	36%	214	18%	13	1%	260		
20 Migrant	3	0	0%	1	33%	2	67%	0	0%	246		
21 ELL 1 st -Year Proficient	6	2	33%	2	33%	1	17%	1	17%	259		
22 ELL 2 nd -Year Proficient	6	5	83%	1	17%	0	0%	0	0%	276		
23 ENGLISH LANGUAGE LEARNERS (ELL)	169	40	24%	61	36%	66	39%	2	1%	252		
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,666	1,423	39%	1,306	36%	880	24%	57	2%	258		

¹ BR, EQ, & 2TT EXCLUDED - Braille, Equivalent, and 2nd Time Testers are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

State Summary Report

Disaggregated Group Results
by Performance Level

Oklahoma Modified Alternate Assessment Program (OMAAP)
End of Instruction - Spring 2011



OMAAP U.S. History

FAY

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL											
FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	Number of Valid Scores (OMAAP)	OPI Score Range 264-350		OPI Score Range 250-263		OPI Score Range 239-249		OPI Score Range 100-238		Median OPI ² Score	
		ADVANCED		SATISFACTORY		LIMITED KNOWLEDGE		UNSATISFACTORY			
		Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1 Individualized Education Program	3,174	806	25%	1,048	33%	763	24%	557	18%	251	
2 IEP with Accommodations	2,850	734	26%	938	33%	685	24%	493	17%	251	
3 IEP without Accommodations	324	72	22%	110	34%	78	24%	64	20%	251	
4 Ethnicity											
5 Hispanic/Latino	245	43	18%	80	33%	71	29%	51	21%	250	
6 Race											
7 American Indian/Alaskan Native	738	183	25%	262	36%	175	24%	118	16%	252	
8 Asian	19	3	16%	5	26%	7	37%	4	21%	245	
9 Black/African American	424	58	14%	129	30%	119	28%	118	28%	247	
10 Pacific Islander	3	1	33%	1	33%	0	0%	1	33%	256	
11 White/Caucasian	1,649	489	30%	542	33%	368	22%	250	15%	252	
12 Two or More Races	96	29	30%	29	30%	23	24%	15	16%	251	
13 Gender											
14 Female	1,125	188	17%	375	33%	321	29%	241	21%	250	
15 Male	2,049	618	30%	673	33%	442	22%	316	15%	254	
16 Not Indicated	0										
17 Other											
18 Economically Disadvantaged	2,172	492	23%	693	32%	573	26%	414	19%	250	
19 Non-Economically Disadvantaged	1,002	314	31%	355	35%	190	19%	143	14%	254	
20 Migrant	2	1	50%	0	0%	1	50%	0	0%	259	
21 ELL 1 st -Year Proficient	4	1	25%	0	0%	3	75%	0	0%	245	
22 ELL 2 nd -Year Proficient	6	1	17%	2	33%	3	50%	0	0%	249	
23 ENGLISH LANGUAGE LEARNERS (ELL)	131	15	11%	45	34%	40	31%	31	24%	247	
24 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	3,043	791	26%	1,003	33%	723	24%	526	17%	251	

¹ BR, EQ, & 2TT EXCLUDED - Braille, Equivalent, and 2nd Time Testers are excluded from these results.

² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

Attachment 9: Table 2: Reward, Priority, Focus, and Targeted Intervention Schools

The following table provides the list of schools identified as Reward Schools, Priority Schools, and Focus Schools. In addition, since Oklahoma has decided to identify all schools that are in the bottom 25% of the state in student achievement, this table also includes identified Targeted Intervention Schools.

For an explanation of the A-I Codes used in this table, please see the key on Page 325.

Updated 2/23/2012

PRELIMINARY

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 325.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
BARTLESVILLE	BARTLESVILLE MHS	29827	A			
BARTLESVILLE	CENTRAL MS	29824	A			
BARTLESVILLE	HOOVER ES	29818	A			
BARTLESVILLE	WAYSIDE ES	29822	A			
BETHANY	BETHANY HS	00130	A			
BETHANY	BETHANY MS	29723	A			
BETHANY	EARL HARRIS ES	00131	A			
BLANCHARD	BLANCHARD HS	00160	A			
CHATTANOOGA	CHATTANOOGA HS	00287	A			
CHISHOLM	CHISHOLM HS	01088	A			
CHISHOLM	CHISHOLM MS	02105	A			
DEER CREEK	DEER CREEK ES	00412	A			
DEER CREEK	DEER CREEK HS	00413	A			
DEER CREEK	DEER CREEK MS	00414	A			
DEER CREEK	PRAIRIE VALE ES	02243	A			
DEER CREEK	ROSE UNION ES	02384	A			
DUNCAN	PLATO ES	00452	A			
EDMOND	ANGIE DEBO ES	01864	A			
EDMOND	CENTENNIAL ES	02396	A			
EDMOND	CHEYENNE MS	02303	A			
EDMOND	CHISHOLM ES	00471	A			
EDMOND	CIMARRON MS	00475	A			

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 325.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
EDMOND	CLEGERN ES	00472	A			
EDMOND	CROSS TIMBERS ES	00484	A			
EDMOND	JOHN ROSS ES	01946	A			
EDMOND	MEMORIAL HS	00474	A			
EDMOND	NORTH HS	01979	A			
EDMOND	NORTHERN HILLS ES	00478	A			
EDMOND	RUSSELL DOUGHERTY ES	00638	A			
EDMOND	SANTA FE HS	01360	A			
EDMOND	SEQUOYAH MS	00481	A			
EDMOND	WASHINGTON IRVING ES	00485	A			
EDMOND	WEST FIELD ES	02402	A			
FAIRVIEW	FAIRVIEW HS	00539	A			
FORT GIBSON	FORT GIBSON INTERMEDIATE ES	00557	A			
FORT GIBSON	FORT GIBSON MS	00559	A			
JENKS	JENKS WEST INTERMEDIATE ES	02251	A			
JENKS	SOUTHEAST ES	29850	A			
KINGFISHER	KINGFISHER HS	00771	A			
LONE GROVE	LONE GROVE HS	00871	A			
MCCORD	MCCORD PUBLIC SCHOOL	00928	A			
MIAMI	ROCKDALE ES	00944	A			
MIDWEST CITY-DEL CITY	CARL ALBERT HS	00952	A			
MIDWEST CITY-DEL CITY	SCHWARTZ ES	01408	A			
MINCO	MINCO HS	29671	A			
MOORE	BRIARWOOD ES	01966	A			
MOORE	BRINK JHS	02214	A			
MOORE	EARLYWINE ES	01122	A			
MOORE	EASTLAKE ES	01945	A			
MOORE	FISHER ES	29642	A			

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 325.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
MOORE	MOORE HS	00998	A			
MOORE	NORTHMOOR ES	00999	A			
MOORE	WAYLAND BONDS ES	02363	A			
MOORE	WESTMOORE HS	02070	A			
MOUNTAIN VIEW-GOTEBO	MOUNTAIN VIEW-GOTEBO ES	02106	A			
MULHALL-ORLANDO	MULHALL-ORLANDO ES	01029	A			
NAVAJO	NAVAJO JHS	01889	A			
NORMAN	ALCOTT MS	02117	A			
NORMAN	CLEVELAND ES	01071	A			
NORMAN	MCKINLEY ES	01080	A			
NORMAN	NORMAN HS	01082	A			
NORMAN	NORMAN NORTH HS	02118	A			
NORMAN	ROOSEVELT ES	01127	A			
NORMAN	WASHINGTON ES	29644	A			
NORMAN	WHITTIER MS	01085	A			
OKLAHOMA CITY	BELLE ISLE MS	02275	A			
OKLAHOMA CITY	CLASSEN HS OF ADVANCED STUDIES	01885	A			
OKLAHOMA CITY	CLASSEN MS OF ADVANCED STUDIES	01877	A			
OKLAHOMA CITY	HARDING CHARTER PREPARATORY HS	02376	A			
OKLAHOMA CITY	NICHOLS HILLS ES	01872	A			
OKLAHOMA CITY	QUAIL CREEK ES	01177	A			
OKLAHOMA CITY	WILSON ES	01208	A			
OWASSO	ATOR ES	01233	A			
OWASSO	HAYWARD SMITH ES	02003	A			
OWASSO	LARKIN BAILEY ES	01907	A			
PIEDMONT	PIEDMONT HS	01272	A			
PLAINVIEW	PLAINVIEW HS	01278	A			
PLAINVIEW	PLAINVIEW INTERMEDIATE ES	02104	A			

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 325.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
PLAINVIEW	PLAINVIEW MS	01279	A			
PRYOR	LINCOLN ES	01321	A			
RIPLEY	RIPLEY HS	01378	A			
ROCKY MOUNTAIN	ROCKY MOUNTAIN PUBLIC SCHOOL	01381	A			
STILLWATER	SANGRE RIDGE ES	29735	A			
STILLWATER	STILLWATER HS	29742	A			
STILLWATER	STILLWATER JHS	29741	A			
TULSA	BOOKER T. WASHINGTON HS	01583	A			
TULSA	CARNEGIE ES	29769	A			
TULSA	CARVER MS	01594	A			
TULSA	EISENHOWER INTERNATIONAL ES	00989	A			
TULSA	HENRY ZARROW INTERNATIONAL	02352	A			
TULSA	TULSA SCHL OF ARTS & SCIENCES	02333	A			
UNION	DARNABY ES	01911	A			
WEATHERFORD	WEATHERFORD MS	29848	A			
YUKON	PARKLAND ES	01886	A			
YUKON	YUKON HS	01849	A			
ARDMORE	JEFFERSON ES	29631	B			
ATOKA	ATOKA HS	00084	B			
CLINTON	SOUTHWEST ES	00337	B			
CUSHING	HARRISON ES	00391	B			
DEPEW	DEPEW ES	00418	B			
ENID	HOOVER ES	00518	B			
FORT SUPPLY	FORT SUPPLY ES	00560	B			
FOYIL	FOYIL JHS	00847	B			
FRIEND	FRIEND PUBLIC SCHOOL	00575	B			
GRANDVIEW	GRANDVIEW PUBLIC SCHOOL	00615	B			
HARRAH	CLARA REYNOLDS ES	01916	B			

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 325.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
HARRAH	HARRAH JHS	02324	B			
HULBERT	HULBERT ES	00717	B			
LAWTON	LAWTON HS	00819	B			
LE FLORE	LEFLORE ES	00840	B			
LIBERTY	LIBERTY PUBLIC SCHOOL	00857	B			
MARIETTA	MARIETTA MS	00901	B			
NASHOBA	NASHOBA PUBLIC SCHOOL	01051	B			
OKLAHOMA CITY	EDGEMERE ES	01132	B			
OKLAHOMA CITY	EDWARDS ES	01133	B			
OKLAHOMA CITY	RANCHO VILLAGE ES	01178	B			
PANAMA	PANAMA LOWER ES	01239	B			
PECKHAM	PECKHAM PUBLIC SCHOOL	01257	B			
QUINTON	QUINTON ES	01353	B			
RATTAN	RATTAN JHS	01363	B			
RINGLING	RINGLING JHS	01374	B			
SPAVINAW	SPAVINAW PUBLIC SCHOOL	01488	B			
STONEWALL	STONEWALL ES	01514	B			
SWEETWATER	SWEETWATER ES	01538	B			
SWINK	SWINK PUBLIC SCHOOL	01540	B			
TULSA	MEMORIAL HS	01650	B			
TULSA	TULSA MET./FRANKLIN	02662	B			
ACHILLE	ACHILLE HS	00002		C		
BOKOSHE	BOKOSHE ES	00170		C		
BOKOSHE	BOKOSHE JHS	00422		C		
BUTNER	BUTNER ES	00227		C		
CANEY	CANEY ES	00250		C		
CLAYTON	CLAYTON HS	00328		C		
CRUTCHO	CRUTCHO PUBLIC SCHOOL	00386		E		

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 325.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
DUSTIN	DUSTIN ES	00462		C		
EL RENO	WEBSTER ES	00490		C		
FARRIS	FARRIS PUBLIC SCHOOL	00544		C		
GERONIMO	GERONIMO HS	00590		C		
GRANT	GRANT PUBLIC SCHOOL	02116		C		
GREASY	GREASY PUBLIC SCHOOL	01091		C		
HANNA	HANNA ES	00649		C		
KENWOOD	KENWOOD PUBLIC SCHOOL	00756		C		
KEYES	KEYES ES	00763		C		
LEACH	LEACH PUBLIC SCHOOL	00843		C		
LONE WOLF	LONE WOLF ES	00873		C		
MANNSVILLE	MANNSVILLE PUBLIC SCHOOL	00896		C		
MARBLE CITY	MARBLE CITY PUBLIC SCHOOL	00898		C		
MASON	MASON ES	00909		C		
MAUD	MAUD ES	00911		C		
MILL CREEK	MILL CREEK ES	00979		C		
OKAY	OKAY HS	01107		C		
OKLAHOMA CITY	ASTEC CHARTER MS	02308		C		
OKLAHOMA CITY	BODINE ES	01115		C		
OKLAHOMA CITY	CAPITOL HILL HS	01119		C		
OKLAHOMA CITY	DOVE SCIENCE ACADEMY ES (OKC)	02684		C		
OKLAHOMA CITY	EMERSON ALTERNATIVE ED. (MS)	02326		C		
OKLAHOMA CITY	F.D. MOON ES	01126		E		
OKLAHOMA CITY	HUPFELD ACAD./WESTERN VILLAGE	02307		C		
OKLAHOMA CITY	JACKSON MS	01149		C		
OKLAHOMA CITY	JEFFERSON MS	01150		C		
OKLAHOMA CITY	JOHN MARSHALL MS	02394		C		
OKLAHOMA CITY	LEE ES	01154		C		

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 325.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
OKLAHOMA CITY	M.L. KING JR. ES	01161		C		
OKLAHOMA CITY	MARCUS GARVEY LEADERSHIP CS	02377		C		
OKLAHOMA CITY	ROGERS MS	01182		C		
OKLAHOMA CITY	ROOSEVELT MS	01183		C		
OKLAHOMA CITY	SANTA FE SOUTH MS	02386		C		
OKLAHOMA CITY	SHIDLER ES	01186		C		
OKLAHOMA CITY	STAR SPENCER HS	01192		C		
OKLAHOMA CITY	THELMA R. PARKS ES	02245		C		
OKLAHOMA CITY	WHEELER ES	01205		C		
RYAL	RYAL PUBLIC SCHOOL	01392		C		
SCHULTER	SCHULTER ES	01434		C		
SKELLY	SKELLY PUBLIC SCHOOL	00698		C		
THACKERVILLE	THACKERVILLE ES	01564		C		
THACKERVILLE	THACKERVILLE HS	01565		C		
TULSA	ANDERSON ES	01581		C		
TULSA	BURROUGHS ES	29768		C		
TULSA	CELIA CLINTON ES	29770		C		
TULSA	CLINTON MS	01601		C		
TULSA	GREELEY ES	01619		C		
TULSA	LINDBERGH ES	29786		C		
TULSA	MACARTHUR ES	29787		C		
TULSA	MARSHALL ES	29788		C		
TULSA	MCCLURE ES	29789		C		
TULSA	MCKINLEY ES	29790		C		
TULSA	MCLAIN HS FOR SCI./TECHNOLOGY	01649		C		
TULSA	SEQUOYAH ES	29796		C		
TULSA	SPRINGDALE ES	01672		C		
TULSA	WHITMAN ES	01676		C		

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 325.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
TURNER	TURNER HS	01687		C		
TUSKAHOMA	TUSKAHOMA PUBLIC SCHOOL	01692		C		
WESTERN HEIGHTS	COUNCIL GROVE ES	01789		C		
WESTERN HEIGHTS	JOHN GLENN ES	29717		C		
OKLAHOMA CITY	DOUGLASS MS	02354		C/E		
OKLAHOMA CITY	JUSTICE A.W. SEEWORTH ACADEMY	02306		C/D/E		
OKLAHOMA CITY	OKLAHOMA CENTENNIAL MS	02405		C/E		
OKLAHOMA CITY	U. S. GRANT HS	01139		C/D/E		
GRAHAM	GRAHAM HS	00609		D		
TULSA	NATHAN HALE HS	01653		D/E		
OKLAHOMA CITY	OKLAHOMA CENTENNIAL HS	02397		E		
TULSA	CENTRAL HS	01596		E		
TULSA	EAST CENTRAL HS	01607		E		
ALBION	ALBION PUBLIC SCHOOL	00017				I
ALEX	ALEX MS	02699				I
ANADARKO	ANADARKO EAST ES	00051				I
ANADARKO	MISSION ES	00055				I
AVANT	AVANT PUBLIC SCHOOL	00088				I
BILLINGS	BILLINGS ES	00140				I
BOSWELL	BOSWELL HS	29640				I
BOWLEGS	BOWLEGS ES	00179				I
BRAGGS	BRAGGS ES	00185				I
CAMERON	CAMERON ES	00246				I
CATOOSA	WELLS MS	00811				I
CAVE SPRINGS	CAVE SPRINGS ES	00274				I
CROOKED OAK	CROOKED OAK HS	00381				I
CROOKED OAK	CROOKED OAK MS	00382				I
DAVIDSON	DAVIDSON ES	00407				I

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 325.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
DEWAR	DEWAR HS	29725				I
EARLSBORO	EARLSBORO ES	00469				I
EL RENO	LESLIE F. ROBLYER MS	02103				I
ELDORADO	ELDORADO ES	00491				I
FOREST GROVE	FOREST GROVE PUBLIC SCHOOL	00552				I
FORT COBB-BROXTON	FORT COBB-BROXTON LOWER ES	29842				I
FORT TOWSON	FORT TOWSON HS	00578				I
FREDERICK	FREDERICK HS	00569				I
GAGE	GAGE ES	00579				I
GANS	GANS HS	00582				I
GRAHAM	GRAHAM ES	00608				I
GRANDFIELD	GRANDFIELD ES	00612				I
GYPSY	GYPSY PUBLIC SCHOOL	00643				I
HASKELL	HASKELL HS	29705				I
HOWE	HOWE HS	00709				I
HULBERT	HULBERT JR-SR HS (JR)	00101				I
JAY	JAY HS	00736				I
KEOTA	KEOTA HS	00758				I
KINTA	KINTA ES	00775				I
MAYSVILLE	MAYSVILLE ES	00913				I
MAYSVILLE	MAYSVILLE HS	29669				I
MIDWEST CITY-DEL CITY	PLEASANT HILL EC CTR	00966				I
MOYERS	MOYERS ES	02091				I
OKAY	OKAY ES	01106				I
OKLAHOMA CITY	DOUGLASS HS	01130				I
OKLAHOMA CITY	EMERSON ALTERNATIVE ED. (HS)	01928				I
OKLAHOMA CITY	GREEN PASTURES ES	01140				I
OKLAHOMA CITY	HERONVILLE ES	01145				I

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 325.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
OKLAHOMA CITY	JOHN MARSHALL HS	02407				I
OKLAHOMA CITY	JOHNSON ES	01151				I
OKLAHOMA CITY	OAKRIDGE ES	01169				I
OKLAHOMA CITY	SANTA FE SOUTH HS	02330				I
OKLAHOMA UNION	OKLAHOMA UNION MS	02290				I
OKMULGEE	OKMULGEE HS	01212				I
OKMULGEE	OKMULGEE MS	01213				I
OPTIMA	OPTIMA PUBLIC SCHOOL	01230				I
PANAMA	PANAMA MS	01987				I
PANOLA	PANOLA ES	01242				I
PITTSBURG	PITTSBURG ES	01275				I
POCOLA	POCOLA HS	01288				I
POCOLA	POCOLA MS	01289				I
PORTER CONSOLIDATED	PORTER CONSOLIDATED HS	01305				I
PUTNAM CITY	MAYFIELD MS	01250				I
QUAPAW	QUAPAW MS	01352				I
SHADY GROVE	SHADY GROVE PUBLIC SCHOOL	01448				I
SOUTH COFFEYVILLE	SOUTH COFFEYVILLE ES	01395				I
STIDHAM	STIDHAM PUBLIC SCHOOL	01501				I
TERRAL	TERRAL PUBLIC SCHOOL	02008				I
TIPTON	TIPTON ES	01570				I
TULSA	ACADEMY CENTRAL ES	29854				I
TULSA	BARNARD ES	29766				I
TULSA	MITCHELL ES	29791				I
TURPIN	TURPIN HS	01689				I
UNION CITY	UNION CITY HS	01707				I
WATTS	WATTS HS	01762				I
WAURIKA	WAURIKA MS	02366				I

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 325.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
WAYNE	WAYNE ES	01769				I
WAYNE	WAYNE MS	29699				I
WEBBERS FALLS	WEBBERS FALLS ES	01779				I
WELEETKA	SPENCE MEMORIAL ES	29714				I
WELEETKA	WELEETKA HS	01784				I
WELLSTON	WELLSTON MS	29696				I
WESTERN HEIGHTS	WINDS WEST ES	29719				I
WESTVILLE	WESTVILLE JHS	01795				I
WETUMKA	WETUMKA HS	01797				I
WHITE OAK	WHITE OAK PUBLIC SCHOOL	Null				I
WHITEFIELD	WHITEFIELD PUBLIC SCHOOL	01806				I
WILSON	WILSON ES	01813				I
YALE	YALE JHS	01839				I
YARBROUGH	YARBROUGH ES	01840				I
ACHILLE	ELEMENTARY SCHOOL	00001			G	
ADA	WILLARD ES	00008			G	
AFTON	ELEMENTARY SCHOOL	00013			G	
ANADARKO	ANADARKO HS	00050			G	
ANADARKO	ANADARKO MS	02101			G	
ANDERSON	ELEMENTARY SCHOOL	00056			G	
ANTLERS	OBUCH MS	00762			G	
ARKOMA	SINGLETON ES	00075			G	
ATOKA	ELEMENTARY SCHOOL	02110			G	
BARTLESVILLE	JANE PHILLIPS ES	29819			G	
BEGGS	BEGGS ES	00118			G	
BEGGS	BEGGS UPPER ES	02704			G	
BENNINGTON	ELEMENTARY SCHOOL	00123			G	
BINGER-ONEY	ELEMENTARY SCHOOL	29845			G	

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 325.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
BROKEN ARROW	WESTWOOD ES	29805			G	
BURNS FLAT-DILL CITY	WILL ROGERS ES	01566			G	
CACHE	CACHE MS	29646			G	
CANTON	CANTON ES	00253			G	
CARNEY	ELEMENTARY SCHOOL	00261			G	
CHELSEA	ART GOAD INTERMEDIATE ES	01913			G	
COMANCHE	MIDDLE SCHOOL	02279			G	
COYLE	ELEMENTARY SCHOOL	00375			G	
CRESCENT	ELEMENTARY SCHOOL	00378			G	
CROOKED OAK	CENTRAL OAK ES	00380			G	
CUSHING	HARMONY ES	00390			G	
CUSHING	SUNNYSIDE ES	00392			G	
DALE	DALE ES	00402			G	
DAVIS	DAVIS ES	00409			G	
DRUMRIGHT	BRADLEY ES	00440			G	
DRUMRIGHT	VIRGIL COOPER MS	Null			G	
DUNCAN	WOODROW WILSON ES	00455			G	
EDMOND	ORVIS RISNER ES	00479			G	
EL RENO	ETTA DALE JHS	00485			G	
EL RENO	LINCOLN ES	00488			G	
ENID	ENID PUBLIC HS	00513			G	
FORT TOWSON	ELEMENTARY SCHOOL	00577			G	
FOX	ELEMENTARY SCHOOL	00562			G	
GRAND VIEW	GRAND VIEW ES	00614			G	
GUYMON	NORTH PARK ES	02108			G	
HAILEYVILLE	ELEMENTARY SCHOOL	00644			G	
HASKELL	MARY WHITE ES	00660			G	
HASKELL	MIDDLE SCHOOL	00572			G	

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

The table below is *not* indicating school letter grades. For an explanation of the codes used in this table, please see the key on Page 325.

LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
HEALDTON	HEALDTON ES	00667			G	
HENNESSEY	UPPER ES	01917			G	
HENRYETTA	ELEMENTARY SCHOOL	00679			G	
HILLDALE	HILLDALE PUBLIC HS	01898			G	
HOBART	KENNETH ONEAL MS	00692			G	
HOMINY	HORACE MANN ES	00705			G	
HUGO	HUGO PUBLIC HS	00713			G	
HUGO	INTERMEDIATE SCHOOL	00711			G	
IDABEL	IDABEL PUBLIC HS	00723			G	
JENKS	EAST INTERMEDIATE ES	02314			G	
KANSAS	ELEMENTARY SCHOOL	00750			G	
KELLYVILLE	KELLYVILLE MS	00154			G	
KETCHUM	KETCHUM ES	00760			G	
KINGSTON	KINGSTON ES	00773			G	
KIOWA	ELEMENTARY SCHOOL	00777			G	
LAVERNE	ELEMENTARY SCHOOL	00795			G	
LAWTON	COUNTRY CLUB HEIGHTS ES	00804			G	
LAWTON	EISENHOWER ES	00808			G	
LAWTON	JACKSON ES	00816			G	
LEXINGTON	LEXINGTON JHS	02678			G	
LOCUST GROVE	LOCUST GROVE PUBLIC HS	00867			G	
LUTHER	LUTHER MS	01949			G	
MACOMB	ELEMENTARY SCHOOL	00884			G	
MADILL	MADILL ES	00886			G	
MARIETTA	ELEMENTARY SCHOOL	00899			G	
MARLOW	MIDDLE SCHOOL	00906			G	
MCCURTAIN	ELEMENTARY SCHOOL	00915			G	
MEEKER	MIDDLE SCHOOL	00939			G	

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
MIDWEST CITY-DEL CITY	DEL CITY ES	00956			G	
MIDWEST CITY-DEL CITY	TRAUB ES	00973			G	
MILLWOOD	ELEMENTARY SCHOOL	00981			G	
MOSELEY	ELEMENTARY SCHOOL	01012			G	
MOUNDS	LOWER ES	01018			G	
MUSKOGEE	CHEROKEE ES	01033			G	
MUSKOGEE	GRANT-FOREMAN ES	01036			G	
NINNEKAH	ELEMENTARY SCHOOL	01061			G	
OKEMAH	MIDDLE SCHOOL	01901			G	
OKLAHOMA CITY	ASTEC HS	02399			G	
OKLAHOMA CITY	CAPITOL HILL ES	01971			G	
OKLAHOMA CITY	COOLIDGE ES	01125			G	
OKLAHOMA CITY	KAISER ES	01152			G	
OKLAHOMA CITY	MARK TWAIN ES	01159			G	
OKLAHOMA CITY	MONROE ES	01163			G	
OKLAHOMA CITY	PARMELEE ES	01172			G	
OKLAHOMA CITY	PRAIRIE QUEEN ES	01175			G	
OKLAHOMA CITY	PUTNAM HEIGHTS ES	01176			G	
OKLAHOMA CITY	ROCKWOOD ES	01181			G	
OKLAHOMA CITY	SOUTHERN HILLS ES	01193			G	
OKLAHOMA CITY	TELSTAR ES	01197			G	
OKLAHOMA CITY	VAN BUREN ES	02304			G	
OKLAHOMA CITY	WEBSTER MS	01202			G	
OKLAHOMA CITY	WILLOW BROOK ES	01207			G	
OKTAHA	ELEMENTARY SCHOOL	01215			G	
OSAGE	ELEMENTARY SCHOOL	01231			G	
PADEN	ELEMENTARY SCHOOL	01237			G	
PAOLI	ELEMENTARY SCHOOL	01244			G	

Attachment 9: Reward, Priority, Focus, and Targeted Intervention Schools

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
PAULS VALLEY	LEE ES	01248			G	
PAWHUSKA	PAWHUSKA ES	00145			G	
PAWNEE	ELEMENTARY SCHOOL	01254			G	
PEAVINE	ELEMENTARY SCHOOL	00470			G	
PERKINS-TRYON	JUNIOR HIGH SCHOOL	02379			G	
PONCA CITY	LINCOLN ES	01295			G	
PORTER CONSOLIDATED	ELEMENTARY SCHOOL	01304			G	
PORUM	ELEMENTARY SCHOOL	01306			G	
PRUE	ELEMENTARY SCHOOL	01318			G	
PUTNAM CITY	CENTRAL ES	01331			G	
PUTNAM CITY	HILDALE ES	01337			G	
RATTAN	ELEMENTARY SCHOOL	01361			G	
ROLAND	ROLAND JHS	01386			G	
RUSH SPRINGS	RUSH SPRINGS MS	01391			G	
RYAN	ELEMENTARY SCHOOL	01393			G	
SANTA FE SOUTH	SANTA FE SOUTH ES	02688			G	
SASAKWA	SASAKWA ES	01426			G	
SEMINOLE	NORTHWOOD ES	01440			G	
SILO	ELEMENTARY SCHOOL	01472			G	
SPIRO	MIDDLE SCHOOL	01494			G	
STIGLER	ELEMENTARY SCHOOL	01502			G	
STILLWATER	HIGHLAND PARK ES	29734			G	
STILWELL	STILWELL ES	01511			G	
STILWELL	STILWELL MS	01513			G	
STILWELL	STILWELL PUBLIC HS	01512			G	
STROTHER	ELEMENTARY SCHOOL	01523			G	
TALIHINA	TALIHINA ES	01546			G	
TANNEHILL	ELEMENTARY SCHOOL	01551			G	

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
TIMBERLAKE	ELEMENTARY SCHOOL	01028			G	
TISHOMINGO	GRADE SCHOOL	01572			G	
TULSA	EMERSON ES	29775			G	
TULSA	HAWTHORNE ES	29777			G	
TULSA	JACKSON ES	29780			G	
TULSA	KERR ES	29782			G	
TULSA	KEY ES	29783			G	
TULSA	MARK TWAIN ES	01644			G	
TULSA	PHILLIPS ES	29793			G	
TULSA	SKELLY ES	29797			G	
TUPELO	ELEMENTARY SCHOOL	01683			G	
TURNER	ELEMENTARY SCHOOL	01686			G	
UNION	BRIARGLEN ES	01701			G	
UNION	GROVE ES	01702			G	
UNION	MCAULIFFE ES	29810			G	
WAGONER	CENTRAL INTERMEDIATE ES	01909			G	
WAGONER	MIDDLE SCHOOL	01536			G	
WAGONER	WAGONER PUBLIC HS	01737			G	
WESTERN HEIGHTS	GREENVALE ES	29718			G	
WESTERN HEIGHTS	MIDDLE SCHOOL	02244			G	
WESTVILLE	WESTVILLE ES	01794			G	
WEWOKA	WEWOKA ES	01800			G	
WILSON	ELEMENTARY SCHOOL	01815			G	
WISTER	WISTER ES	01817			G	
WOODALL	WOODALL SCHOOL	01819			G	
WRIGHT CITY	ELEMENTARY SCHOOL	01829			G	
WYNNEWOOD	MIDDLE SCHOOL	01835			G	
WESTERN HEIGHTS	WESTERN HEIGHTS HS	29721			G	

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LEA Name	School Name	School NCES ID #	Reward School	Priority School	Focus School	Targeted Intervention
CHICKASHA	CHICKASHA HS	00301			G	
LAWTON	EISENHOWER HS	00809			G	

Total # of Reward Schools: 127

Total # of Priority Schools: 76

Total # of Focus Schools: 156

Total # of Targeted Intervention Schools: 85

Total # of Title I schools in the State: 1208

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 4

Key

<p><u>Reward School Criteria:</u></p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p><u>Priority School Criteria:</u></p> <ul style="list-style-type: none"> C. Among the lowest five percent of all school including Title I schools in the State based on the proficiency and lack of progress of the “all students” group D. High school with graduation rate less than 60% over a number of years E. Tier I or Tier II SIG school implementing a school intervention model 	<p><u>Focus School Criteria:</u></p> <ul style="list-style-type: none"> F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate H. A high school with graduation rate less than 60% over a number of years that is not identified as a priority school <p><u>Targeted Intervention School Criteria:</u></p> <ul style="list-style-type: none"> I. Is in the bottom 25% of the state in achievement.
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**Oklahoma State Board of Education Adopted Policies
Pursuant to 70 O.S. § 6-101.16A**

December 15, 2011

The TLE Commission has approved certain frameworks for district selection both for Teacher and Leader Evaluation. A pilot program will be conducted over the next year (2012-2013) using the approved frameworks that are selected by each district. At the end of the pilot program, both the TLE Commission and the State Board of Education will be better able to evaluate each framework. Based on the TLE Commission's recommendations, the State Board of Education named the Tulsa TLE Observation and Evaluation System for the Teacher Training Evaluation and the McREL Principal Evaluation System for the Leadership Training Evaluation as the presumptive default frameworks. During the pilot program, the allocation of funds between approved frameworks will be supported by local funds or at the discretion of the Oklahoma Department of Education through a formula based on the districts' Average Daily Attendance. At the end of the pilot program, in one year, after further study and recommendations by the TLE Commission, the State Board of Education will adopt default frameworks.

For the Teacher Evaluation System, the Oklahoma State Board of Education has named a limited number of frameworks that meet specific criteria, including all statutory requirements, for district selection. The following frameworks are included in the list of approved options: Danielson's Framework for Teaching, Marzano's Causal Teacher Evaluation Model, and Tulsa's TLE Observation and Evaluation System.

For the Leader Evaluation System, The Oklahoma State Board of Education has named a limited number of frameworks that meet specific criteria, including all statutory requirements for district

selection. The following frameworks are included in the list of approved options: McREL's Principal Evaluation System (pending correlation to statutory criteria) and Reeves's Leadership Performance Matrix (pending correlation to statutory criteria).

For both the Teacher Evaluation System and the Leader Evaluation System, any modifications to the default framework or other approved frameworks must be approved by the Oklahoma State Board of Education against a specific set of criteria, including all statutory requirements, based on impact to student learning.

In regards to the quantitative portion of the Teacher and Leader Evaluation System, the Oklahoma State Board of Education approves using a Value Added Model in calculating the thirty-five percentage points attributed to student academic growth using multiple years of standardized test data for those teachers in grades and subjects for which multiple years of standardized test data exist.

In regards to the quantitative portion of the Teacher and Leader Evaluation System, the Oklahoma State Board of Education approves using a Value Added Model in calculating the thirty-five percentage points attributed to student academic growth using multiple years of standardized test data for those leaders of buildings containing grades and subjects for which multiple years of standardized test data exist.

In addressing those teachers and leaders in grades and subjects for which there is no state-mandated testing measure to create a quantitative assessment, the Oklahoma State Board of

Education approves conducting more research to determine the appropriate measure(s) of student achievement taking into account a combination of multiple measures and including teacher, leader, and specialist input.

In regards to the fifteen percentage points based on other academic measures, the Oklahoma State Board of Education approves conducting further study of best practices across the country as well as inviting Oklahoma educators to provide input to develop a list of appropriate measures for Oklahoma.

**Minutes of the Regular Meeting of the
STATE BOARD OF EDUCATION
OLIVER HODGE EDUCATION BUILDING:
2500 NORTH LINCOLN BOULEVARD, ROOM 1-20
OKLAHOMA CITY, OKLAHOMA**

December 15, 2011

The State Board of Education met in regular session at 1:05 p.m. on Thursday, December 15, 2011, in the Board Room of the Oliver Hodge Education Building at 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma. The final agenda was posted at 12:30 p.m. on Wednesday, December 16, 2011.

The following were present:

Ms. Connie Holland, Chief Executive Secretary
Ms. Terrie Cheadle, Administrative Assistant

Members of the State Board of Education present:

State Superintendent Janet Barresi, Chairperson of the Board
MG (R) Lee Baxter, Lawton
Ms. Amy Ford, Durant
Mr. Brian Hayden, Enid
Mr. William “Bill” Price, Oklahoma City
Mr. William “Bill” Shdeed, Oklahoma City

Others in attendance are shown as an attachment.

**CALL TO ORDER
AND
ROLL CALL**

Superintendent Barresi called the State Board of Education regular meeting to order at 1:05 p.m. and welcomed everyone to the meeting. Ms. Holland called the roll and ascertained there was a quorum.

**PLEDGE OF ALLEGIANCE, OKLAHOMA
FLAG SALUTE, AND MOMENT OF SILENCE**

Superintendent Barresi led Board members and all present in the Pledge of Allegiance to the American Flag, and a salute to the Oklahoma Flag, and a moment of silence.

**OCTOBER 27, 2011 REGULAR BOARD
MEETING MINUTES APPROVED**

**NOVEMBER 17, 2011 REGULAR BOARD
MEETING MINUTES APPROVED**

Board Member Baxter made a motion to approve the minutes of the October 27, 2011, regular state Board meeting. Board Member Ford seconded the motion. The motion carried with the following votes: Ms. Ford, yes; Mr. Price, yes; Mr. Hayden, abstain; Gen. Baxter, yes; and Mr. Shdeed, yes.

Board Member Ford said there is a correction in the first sentence, the Board meeting date should be December 15, 2011, and not December 17, 2012. She made a motion to approve the minutes of the November 17, 2011, regular state Board meeting as corrected. Board Member Hayden seconded the motion. The motion carried with the following votes: Mr. Shdeed, yes; Gen. Baxter, yes; Mr. Hayden, yes; Mr. Price, yes; and Ms. Ford, yes.

STATE SUPERINTENDENT

Information from the State Superintendent

Superintendent Barresi introduced Mr. Joel Robison, Chief of Staff, for the State Department of Education. She said Mr. Robison rounds out a team in terms of the area of policy, policy development, and legislative relations. In addition to the team, Mr. Gardenhire will partner with Mr. Robison, as the Director of Policy and Communications, and Ms. Jessica Russell rounds out the team as Legislative Affairs and Policy Advisor. It is a very strong team that will be great in providing information to the Board, Legislature, and Governor's office.

Superintendent Barresi said Board members have for review the Fiscal Year 2013 budget proposal which the bulk will fill requirements for funding, rule making publications for the *Reading Sufficiency Act*, and the A through F Accountability System. We are moving forward with implementing all reforms passed by the Legislature and she

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is proud of staff multitasking in getting all things done. The United States Department of Education (USDE) will announce recipients of the Early Learning Challenge grants on Friday, December 16, 2011. Currently, work is being done regarding an issue with the flexible benefit allowance with the Legislature. There is legislation contemplating changes in the way the program is administered. The Legislature has been provided figures on the requirements for the flexible benefit allowance for FY12 should that legislation pass. Board members will review the recommendations of the Teacher and Leader Effectiveness Commission and hear public comment. The recommended Fiscal Year 2013 budget is a good one and requests a \$157 million increase. The budget request includes funding for the National Board Certified Teachers be restored; the flexible benefit allowance twelve-month requirements which is approximately one-third of the budget request; additional adult education funding cut from the FY12 budget; implementation of reforms; and funding to restore additional items cut from the FY12 budget.

**Comments from Representatives of the
Tulsa County Association of School Administrators**

Superintendent Barresi said the Association of Tulsa County School Administrators requested to appear before the Board and introduced Mr. Clark Ogilvie, Superintendent, Owasso Public Schools. Mr. Ogilvie thanked Board members for the opportunity to speak regarding the consequence for senior students who do not pass the four required end-of-instruction (EOI) tests in order to graduate with a diploma this spring. Mr. Ogilvie reviewed the Tulsa County superintendents concerns and request in regards to sun setting or delaying the diploma requirement for a period of time or at least until the common core standards are completely implemented in the 2014-15 school year, and the EOI tests are fully developed on a parallel course. The association challenged the State Board and Legislators to support legislation to do so. Board members were provided hand out materials to review.

Mr. Ogilvie, in response to Board Member Baxter's question on the percentage/range of students that fail or complete requirements, said his personal theory is that in smaller school districts more personal attention is given to seniors as opposed to larger districts, numbers are higher because seniors do not receive much personal attention. This will be the first year for this test.

Superintendent Barresi said the law requirement has been in place since 2005 and the date mandated as the year in which students are required to pass four out of the seven examinations.

Mr. Ogilvie said it is the Achieving Classroom Excellence (ACE) initiative brought forth by former Governor Henry and former State Superintendent Garrett.

Board Member Price asked if the EOI tests were a national test or solely a state created test?

Dr. Cathy Burden, Superintendent, Union Public Schools, said the EOI tests were developed in the state of Oklahoma and are not national tests. Because of the different cut scores in various years we are concerned about the reliability and validity of the test as actually measuring what we hoped to accomplish with a high school diploma and that is readiness for college and career. There are no national statistics indicating the tests are

a good predictor and therefore our concern about the quality of this test is something that leads us to this recommendation.

Board Member Baxter said the association's recommendation indicates touring of the common core standards will fix this problem. Is that what you are suggesting?

Dr. Burden said we do believe that with the common core and appropriate assessments we will have more confidence in the relationship between the assessment and its predictability for college success or career success. Of course it has yet to be determined because the assessments have not been seen. However, we know there is not a high level of confidence in the current EOF's to make a high stakes decision about graduation based on those could leads us to making improper decisions for students. We are particularly concerned about students who are ELL as well as on IEP's and those students are probably in a higher number. Parents of the students who are not able to pass these tests will have concerns their child may have met the graduation requirements locally and state graduation course requirements, yet the test alone will keep them from graduating opens up the possibility of lawsuits.

Superintendent Barresi said if Board members so choose background materials on the ACE legislation, requirements, test developments, research/development/validation, graduation rates, and alternative testing can be provided. Also, the common assessments of the 2013-14 school year implementation and 2014-15 school year for English language arts and mathematics that will replace the EOF's can be provided as well. Once Board members have reviewed, an expanded discussion will be scheduled as an agenda item presentation.

FIRST-YEAR SUPERINTENDENTS

First-year superintendent(s) attending the meeting were Mr. Michael Blackburn, Superintendent, Stratford Public Schools; Mr. Mike Broyles, Superintendent, Braggs Public School; Ms. Leslie Christian, Superintendent, Turner Public Schools; Ms. Peggy Constien, Superintendent, Waynoka Public Schools; Ms. Karen Lyles, Superintendent, Hugo Public Schools; Mr. Charles Peckio, Superintendent, Frink-Chambers Public School; and Mr. Bobby Waitman, Superintendent, Milburn Public Schools.

CONSENT DOCKET APPROVED

Discussion and possible action on the following deregulation applications, statutory waivers, and exemptions for the 2011-2012 school years, and other requests:

- (a) **Abbreviated School Day – OAC 210:35-29-2 and OAC 210:35-3-46**
Bethany Public Schools, Bethany Academic Conservatory, Oklahoma County
Bridge Creek Public Schools, Alternative School Cooperative, Grady County
Little Axe Public Schools, Cleveland County
- (b) **Library Media Services – OAC 210:35-5-71 and OAC 210:35-9-71**
Putnam City Public Schools, Oklahoma County

- (c) **Planning Period – OAC 210:35-5-42**
Bridge Creek Public Schools, High School and Middle School, Grady County
Sapulpa Public Schools, High School, Creek County
- (d) **Library Media Specialist Exemption – 70 O. S. § 3-126**
Little Axe Public Schools, Cleveland County
- (e) Request approval for State Board of Education or Oklahoma Private School Accreditation Commission (OPSAC) accredited private school wishing to participate in the Lindsey Nicole Henry Scholarships for Students with Disabilities program: St. John's Episcopal School, Southwest Association of Episcopal Schools private school – 70 § 13-101.2D
- (f) Request approval of exceptions to State Board of Education regulations concerning teacher certification – 70 O. S. § 6-187
- (g) Request approval of recommendations from the Teacher Competency Review Panel for applicants to receive a license - 70 O. S. §6-202

Board Member Baxter made a motion to approve the Consent Docket. Board Member Ford seconded the motion. The motion carried with the following votes: Ms. Ford, yes; Mr. Price, yes; Mr. Hayden, yes; Gen. Baxter, yes; and Mr. Shdeed, yes.

TEACHER CERTIFICATION

Report on Alternative Placement Certification and Troops to Teachers

Professional Standards Production Report

Superintendent Barresi said Mr. Jeff Smith, Director, Teacher Certification, was present to answer questions from the Board, if needed.

These were reports only and no action was required.

ACADEMIC AFFAIRS

Office of Student Support

Adoption of the Oklahoma Teacher and Leader Effectiveness Evaluation System Approved

Ms. Kerri White, Assistant State Superintendent, Office of Student Support, presented a recommendation request from the Teacher and Leader Effectiveness Commission (TLE). Currently ten states have a statewide TLE system, and Oklahoma is leading the way in implementing the reforms. The state TLE system is designed to encourage continuous professional growth leading toward improved student achievement for all Oklahoma students. The law requires the new system be comprised of multiple measures of effectiveness and the State Board of Education (SBE) to adopt a five tier rating system that rates administrators and teachers on a scale from ineffective to superior; annual evaluations that provide feedback that will improve student learning and outcomes; development of comprehensive remediation plans; and provide instructional coaching for evaluations that are rated in needs of improvement or ineffective.

State law divides the evaluation system based on percentages. Fifty percent of ratings will come from quantitative components and fifty percent rigorous and fair qualitative assessments. Ms. White reviewed the required administrator and teacher qualitative and quantitative assessment tools and the qualitative and quantitative assessment tools for administrators and teachers in non mandated statewide testing. She overviewed TLE as defined by state statutes, purpose, TLE commission role, SBE statutory requirements, national best practices, methodology, school district TLE requirements, TLE recommendations, TLE implementation, timelines, frameworks, default, public comment, and recommended evaluation systems. Ms. White provided Board members additional documentation on McREL's preliminary scope of work and budget proposal regarding their leader qualitative framework.

Ms. White introduced Ms. Amy Polonchek, Chief of Staff, Tulsa Public Schools.

Ms. Polonchek and Ms. Tahlia Shaull, Executive Director, TLE Initiative, Tulsa Public Schools reviewed the primary qualitative assessment component recommended by the TLE Commission as a default framework. Ms. Shaull video highlighted the Tulsa School District's evaluation framework model, characteristics, implementation, results and impact; student success, growth and achievement; and teacher expectations, performance, guidance, and support.

Public Comment

Superintendent Barresi announced public comment was open. Ms. Kathy Dunn, Mid-Del Public Schools; Ms. Linda Hampton, Oklahoma Educators Association (OEA), Ms. Susan Harris, Tulsa Metro Chamber; Mr. Ed Allen, Oklahoma City AFT; and Representative Corey Holland, appeared to speak to the Oklahoma TLE system. Each speaker were allowed three minutes to speak.

Ms. Dunn said the implementation of common core, new rigorous assessments, and the new teacher evaluation system presented a full plate for the Mid-Del School District. We knew professional development would be the key to success for implementation of

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each new requirement. Common core professional development was not in the Tulsa evaluation model but it was found in the Marzano's Arts and Science of Teaching model which was used to develop an evaluation model. We examined the commission's three recommended models of which the Tulsa model had the most appeal for its easiness and quick implementation for Mid-Del. But with further study and research of the different models we found the Marzano model became the play book for Mid-Del School District that instructed implementation/execution, guidance, team work, and common language for engagement. Ms. Dunn asked the Board's consideration of the Marzano model for the Oklahoma model.

Ms. Hampton said the Oklahoma Education Association supports the Tulsa TLE Observation and Evaluation system model and the TLE Commission's recommendation for the Tulsa model. This is due largely to the collaborative teacher involvement, input/process/design, and implementation. However, the evaluation process cannot be successful if there is no change in attitude about the evaluation process. Training and practice which are two very different things is very important when looking at the way evaluations were done and the way they will be done. Funding is crucial and must be available for any of these plans to work because they cannot be successful with only partial funding or no funding. The bottom line is to invest in what is best for the children in Oklahoma and asked the Board to consider the Tulsa model.

Ms. Harris said she was a member of the TLE Commission and Vice President of the Tulsa Metro Chamber for Educational Workforce. The whole initiative is something the Tulsa community first began in 2009 and before the passing of House Bill 2033. The Gates Foundation approached Tulsa and invited them to compete in their Teacher Effectiveness Grant program. Tulsa received \$500,000 through the MacKenzie Corporation's Consulting Services to help build the application and to identify the district's strengths and weaknesses. The Gates Foundation was impressed with the grant application and awarded a \$500,000 Accelerator Grant which has been received yearly to pay for implementing the TLE program. Local community funders of corporations and foundations have also invested approximately \$1 million a year with the Tulsa Public School District to further the work because they recognized the district did not have the resources. Since 2009 the TPS system has been based on national research and best practices, team development, indicators and evaluations. Evaluations are a small piece of what Tulsa has done to change to a performance based culture. If done appropriately it can happen statewide in every district. The TLE Commission has met eight times since June 2011, to hear and review presentations of various models and now recommend the Tulsa model. The key reason being was Oklahomans developed the Tulsa model. Ms. Harris said she hoped the Board would seriously consider the recommendation of the TLE Commission to adopt the Tulsa model because it will make a difference in the state and change the culture in all schools, not just the Tulsa School District.

Mr. Allen said he was the President of the Oklahoma City American Federation of Teachers (AFT), the bargaining agent for Oklahoma City teachers, and is a member of the TLE Commission. He approached the development of a new evaluation system as an opportunity to create an evaluation that improves practices in student outcomes and an opportunity to move away from the old ways, old thinking, and old attitude. Meaningful change requires something different because if teaching practices are to be improved evaluation practices must be different. Effective evaluation is a process and it is not an event so we must ask ourselves do we want an evaluation that stresses continuous improvement, which is a process, or one that stresses decision making which is an event. The current evaluation system is an event used for decision making and is viewed as

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ineffective and punitive. He believes the Commission recommendation regarding the teacher evaluation will not give the desired results unless the desired result is to have the first cousin of the current system. A good evaluation process is one of constant conversation built around many classroom observations and it is labor intensive. The Danielson and Marzano presentations to the Commission stressed this point, Tulsa did not. When specifically asked about the time needed for an evaluation the Tulsa presenter stated two thirty-minute observations are performed, followed by conversation each time and then submit the evaluation. The answer matched the literature Tulsa provided to the Commission with their observation evaluation handbook. The phrase „continuous improvement“ which is in the statute and must be addressed, was mentioned one time. Continuous improvement was not mentioned on their stated purpose in the handbook or in their stated goals. The Tulsa model is not the continuous conversation or the continuous improvement model that all teachers need. The Commission received 1200 public comment responses of which the vast majority was educators. By a two to one margin respondents preferred Marzano over the Tulsa model. Several Commission members expressed a view that the respondents really did not know what they were talking about. He suggested the respondents did know and the Commission should be listening to them. At the last Commission meeting TPS unleashed a strong attack against the Marzano model questioning the value and validity of the model. The facts are that Marzano and also Danielson are widely known, used, and well regarded throughout the country which is no reason to doubt Marzano as TPS would like the Board to do. Marzano is the proven model, not Tulsa, and it is unwise to name a default evaluation model that has just been developed, is not favored by educators who gave input, is not used anywhere in the country, and will likely bring unforeseen problems. Mr. Allen urged the Board to adopt the Marzano model as the default evaluation model for meaningful change.

Representative Holland said it was not his place to tell the Board what to do and that it was their position to make a decision that is best and he respected that position. But as an educator on hiatus from the Marlow School District while serving in the Legislature his stance is the purpose of a school is student learning. A better system has been needed for a long time, and the model the Board chooses must be administered effectively. Tulsa Public Schools has certainly accomplished this and should be commended for doing so. Through a collaborative effort they developed a system that could be very effective in TPS. What we do not know is how well the TPS model will work statewide because even though it may be a great model it is at its genesis, or its beginning. The other models have existed for years, and have decades of research and validation as to their effectiveness, not only for large schools, but smaller schools. The model should be chosen for its effectiveness across the state. The Board has a difficult task and there are no assurances on how things will work out whatever their decision. If anyone states any one of the models will be great they are deceiving themselves and the Board, because there is no way of knowing. The model chosen will be extremely important because the decisions made in education and moving forward hinge upon this system. As a state leading reform in education the system selected will have a large role to play in the reform. The statutes state this system will take the decision out of the hands of school boards, because it clearly states if there are two years of ineffective ratings a person shall be dismissed. The school board will not have a choice, so it is important we get this right.

Ms. White introduced Ms. Alicia Currin-Moore, Executive Director, Teacher and Leader Effectiveness.

Board Member Hayden said what is being recommended is a pilot program for the 2012-13 school year and then a permanent program for the following year. Where is the word „pilot“ in the statute and where is the language around selecting a default?

Ms. White said neither the word pilot nor default is in statute. They are recommendations of the State Department of Education (SDE) staff in order to help districts transition. Rather than waiting until the 2013-14 school year, at which time it is required for all local boards to align with the TLE, allowing a transition by doing a pilot in the year prior would be an option. The default was a recommendation of the TLE Commission based on experiences of other states. There are states at various levels of implementation in this process, and some have minimal criteria similar to what is in Oklahoma statute. Some states have identified an instrument for every district to use, while others have identified a short list of instruments that meet statutory criteria for districts to use, and yet, some identified a short list but decided to put their efforts behind one default. The TLE Commission recommended, based on the experience of other states, naming a default to function in that manner but to approve a short list of options.

Board Member Baxter asked but it was not required?

Ms. White said no, that is not a requirement of the statute.

Board Member Baxter referred to Mr. Allen’s comments that the evaluation system is a process and not an event. He said we may be trying to make this into an event rather than creating a process that insures we get what we seek. All three models are outstanding but at the end of the day it does not matter much as to which model is selected, because the districts will figure out their selection and make it work to their best possible advantage. What concerns him and the many citizens that contacted him is that this does not come down to being all about the money. The question(s) is will it be all about the money or all about the kids, or is it all about the teachers or all about the money? In hearing the dialog about strengths and weaknesses of these systems is it really about the strengths and weaknesses or about who gets the money to further develop their model. He has faith in the Commission and assumes they do know what they are talking about. However, the legislation goes back for some time and the Commission could have been working on this issue longer than they had been. He would like to find a way to not make this decision and go through a pilot program to allow the districts to be involved with the evaluation system they want to use over a period of time. He would like to see the SDE work with the TPS model and the issues that surround it. He presumes the Tulsa model is the correct model based on the Commission’s recommendation. Why not do this and work for a year using all three models, distribute the money to those models based on the districts that want to use them, and ultimately make a decision at the end of the pilot program.

Board Member Price said he concurred with Board Member Baxter. Basically having and going through a pilot program would help determine which system will be the default system. The Commission approved three systems for teachers and two for administrators and the money should follow what the districts decisions are on a per pupil basis. The Commission will be in effect for three or more years and they may decide to stay with the recommendation or modify. If there is a pilot project the money would follow the district’s decision on a per pupil basis. A critical factor he heard during the presentations was coaching. Having talked with numerous superintendents who have said one of the key issues is that it is not necessarily the system, but videotaping the classroom to be able to help coach the system. How would athletic coaches coach

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anyone if they do not video tape them? It is not an invasion of privacy, but a way to properly implement any of the systems in a logical way. Also, instruction may change a little when being monitored and observed. He encourages school districts to do it this way rather than just observation in the classroom. Additionally, it would also be a protective mechanism for the teacher, which would be more important than the system we have. Another part is the quantitative portion of this equation, which he does commend on the value added, having the testing be on growth not on the basis of whether or not you are in a wealthy school district. He commended the SDE in moving towards increased rigor in the testing, which is needed.

Board Member Ford thanked those with public comment and said their comments are valuable. She commended the TLE Commission for their efforts in bringing forth the recommendations. She said the Board is as good as the information provided to help make the best and right decision.

Board Member Hayden said the reason for the pilot and default question was because he was having a hard time linking up why we are doing a pilot if we have already named the default. He shares some of the same concerns Board members have referenced. The Commission spent a lot of time and the recommendations are all great products and will yield great results. At this time, no one can say which one is better for our state. He said he was having a hard time selecting a default, understood doing a pilot and having the commission in place to evaluate, and then determine what works best. We may decide the choices are Marzano and Tulsa and both are equally the defaults after some period of time. He recognizes it is best for school districts to have options rather than the Board allowing one model to use. The Tulsa model may work well in Tulsa but may not work as well in Enid; Marzano may work great in Enid but not well in Tulsa. His struggle is around the word „default“ and has yet to see anything concrete regarding the funding allocated for this. If the Board approves what is proposed is the funding in place to implement, and if it is not we will trip ourselves before we get out of the gate. He asked do we have all the needed funding to implement three models and a pilot?

State Superintendent Barresi said the SDE is working out a robust professional development menu for implementation of all the reforms and looked at all the resources that are available to us. We have experienced savings through efficiencies in staffing in the SDE. She does not promise all the funding is available to implement every reform but staff is working with the Legislature on that issue and contemplating grants. For implementation of this program the amount would be \$1.5 million and we intend to administer the budget as directed by the Board. We are also intent on doing everything we can for full implementation of this system. Staff is completely devoted to assuring that Oklahoma has one of the best systems for developing the best teachers in the country.

Board Member Hayden asked that would be a yes.

Superintendent Barresi said yes for this first year. We are working to identify funding sources for FY13 going forward.

Board Member Shdeed said he agreed with fellow Board members and that it is premature to make such an important decision. He complimented Tulsa on the work and is curious to see what it looks like next year. Cameras in the classroom are a good idea for the students and teachers. It may also help with behavioral problems if students know cameras are in the classroom.

Board Member Baxter said to reinforce Board Member Ford's comment in regard to the Tulsa model; we cannot and should not underestimate the work of the Commission in recommending the Tulsa model. Could the Board make the Tulsa model the presumptive default model for the state subject to the pilot program with a final recommendation in a year? The Board does not want the TLE Commission members to perceive in any way that the Board is down grading their very strong recommendation. He thinks it needs more time.

Board Member Price motioned the TLE Commission has approved certain frameworks for district selection both for teacher and leadership evaluation. A pilot program will be conducted over the 2012-2013 school year using the approved frameworks that are selected by each district. At the end of the pilot program, both the TLE Commission and the State Board of Education will be better able to evaluate each framework. Based on the TLE Commission's recommendations, the State Board of Education names the Tulsa's TLE Observation and Evaluation System for the Teacher Training Evaluation and McRel Principal Evaluation System for the Leadership Training Evaluation as the presumptive default frameworks. During the pilot program, the allocation of funds between approved frameworks will be supported by local funds or at the discretion of the Oklahoma Department of Education through a formula based on the district's average daily attendance. At the end of the pilot program, in one year, after further study and recommendations by the TLE Commission, the State Board of Education will adopt default frameworks; and to table the TLE permanent recommendation items #1a, #1b, #1d, and #1e; and to approve the adoption of the TLE permanent recommendation items #1c and #1f after striking the second sentence of each recommendation; and to approve the TLE permanent recommendation items, without change, #2, #3a, #3b, #4, and #5.

Board Member Ford seconded the motion.

Ms. White confirmed the motioned items.

Board Member Baxter said the initial paragraphs prior to the individual recommendations were a part of the motion. Does this meet the legal/legislative deadline requirement to make a decision by December 15?

Ms. Lisa Endres, General Counsel, said yes. The statute is very general and neutral and indicates by December 15 the Board adopts a system and by adopting the three systems for districts to choose would meet the statutory requirements.

Board Member Hayden asked regarding the presumptive default does it carry any implication or is it just recognition of the Commission?

Board Member Price said he thinks it indicates the Board is differential to the Commission, but we need to wait until later. We presume this is going to be the default, but if the results of the pilot project turn out differently the Commission and the Board may change our minds. He did not intend it to have any strong legal....

Board Member Baxter said his intent was to keep the Tulsa model at the forefront based on the recommendation of the Commission and to allow the Board to have due consideration before making a decision to overturn the recommendation in favor of another system.

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Superintendent Barresi said as a point of information to the Board this will begin in FY12-13 and we will come back next year at this point in time.

Board Member Prices said next year is after the pilot year.

Board Member Baxter said an amendment may or may not be in order, but because of the sensitivity and importance of this issue he would like an update report presented at each Board meeting on the status of the pilot program. The SDE and Tulsa could possibly work together on an update on the progress of the pilot program as we go through the next year.

Superintendent Barresi said we would be more than happy to keep the Board apprised as well as the TLE Commission.

The motion carried with the following votes: Mr. Shdeed, yes; Gen. Baxter, yes; Mr. Hayden, yes; Mr. Price, yes; and Ms. Ford, yes.

FINANCIAL SERVICES

FY2013 Budget Request Approved

Ms. Mathangi Shankar, Director of Financial Services, said Financial Services include the Office of the Comptroller, Oklahoma Cost Accounting System (OCAS), and the State Aid Office. Ms. Shankar presented the SDE budget request for fiscal year 2013 and reviewed the considerations of reform initiatives the Department is planning for the upcoming years. She said for comparison purposes the 2011 fiscal year was added to the spreadsheet handout which had not been included in the Board packet. In putting together the budget request for FY2013 many things were considered and the top considerations were the reform initiatives, FY12 budget reductions, and federal and state matching requirements. She overviewed the funding categories that included financial support of public schools, public school activities, instructional materials or text books, agency administrative and support functions budget. The total budget request increase totaled \$157,980,925, of which 49.4 percent or \$78.7 million is for the financial support of schools. The public school activities budget for all programs including the flexible benefit allowance and the increase for FY13 is \$45 million.

Superintendent Barresi said the Department is returning to FY11 numbers which was cut \$100,000 million, plus an additional \$57 million for various programs. The four areas of the budget request are the financial support of public schools, instructional materials or textbooks, public school activities fund, administrative and support functions which is essentially the Department budget request. The Board review and approval of the budget will allow the SDE to move forward in submitting to the Governor and the Legislature.

Board Member Price said the Legislature needs to find ways to cut administrative costs in the schools in general. Superintendent Barresi has done a commendable job in reducing the administrative overhead by cutting positions in the Department. The Board needs to find more creative ways to reduce administrative costs in general to the schools. We have an obligation to the National Board certified teachers. In the future with the new testing and ability to judge teachers and determine if teachers are highly effective

teachers they should particularly be rewarded. Rewarding accomplishments is better than awarding qualifications because it is more beneficial to kids in the long run.

Board Member Price made a motion to approve the request. Board Member Ford seconded. The motion carried with the following votes: Ms. Ford, yes; Mr. Price, yes; Mr. Hayden, yes; Gen. Baxter, yes; and Mr. Shdeed, yes.

**Award of Employment Assistance Benefit in the form of
Severance for Former Employees of the Annexed School Districts:
Boynton-Moton Public Schools, Wakita Public Schools,
and Pickett-Center Public School Approved**

Ms. Shankar presented a request for a one-time severance allowance to qualifying applicants for former employees of annexed school districts from Boynton-Moton, Wakita, and Pickett-Center.

Board Member Hayden asked for clarification on the severance allowance process.

Ms. Endres said legislation indicates that out of the consolidation fund, which is funding for all annexation consolidation, school districts can use the funds in certain categories. Severance is one of the categories. Statute states that if a teacher(s) loses their job due to annexation or consolidation, whether voluntary or involuntary, they are allowed to apply for severance to the annexing school district. If they apply, the statute says the school district may award up to 80 percent of the gross wage(s) in severance. To qualify for severance the statute states the teacher must be employed at the annexing district or at any other school district. Unemployment compensation will also count as part of the assistance benefit and can be offset with regard to the up to 80 percent portion. The SBE grants severance to annexed school district employees when an annexed district does not pay severance out of the school district's consolidation funds. Provisions in the statute allow the employees to apply for severance by September 1 of the year preceding annexation and the SBE shall award up to 80 percent of the gross year wages. Ms. Endres said up until 2010 the SBE never had one application for severance. During this time former employees of annexed districts made severance application request directly to the SBE and not the school district(s). The increase in requests prompted the need for rules to determine and give the SBE a rubric to set the severance allowance. Emergency rules were created setting the rubric formula based upon years of service, efforts in seeking employment, unemployment benefits, and 80 percent determinations. The promulgated rules are set to go before the legislature for permanent adoption. The 33 severance requests amount is approximately \$332,000. If the old „up to“ rubric was used the amount would be over \$700,000.

Board Member Hayden said the two key words used were „shall“ and „formula or method“. Does the emergency rule take in consideration the timing from losing a job to collecting severance?

Ms. Shankar said it states by September 1 of the following year.

Board Member Hayden said if someone lost their job, did not receive severance from the annexing district, and collected unemployment they can get severance. What if they are employed at another district? Some employees could have a three month gap and receive a one year salary for...

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Ms. Endres said current legislation provides that when a teacher(s) loses employment due to annexation or consolidation, unemployment benefits are received, and by September 1 they are not hired at the annexing district, the teachers(s) are entitled to severance in addition to unemployment. If they are hired at any other district they would not be discounted for being eligible for severance. What is discounted is the efforts of looking for employment because of the way the law and statute are structured.

Board Member Price said if a person who is employed or away from the dismissing district, or a person who applied for jobs closer to the dismissing district and cannot get a job, or a person who applied for employment only at the dismissing school district are all treated differently using the formula?

Ms. Endres said we did try to make it a factor in the formula. It is not by any means the only factor but we do try to make the applicant show efforts to replace unemployment. Once again we are looking at equality. The teacher that has 25 plus years of experience and is close to retirement would find it much more difficult to go statewide to find employment verses the one to five year teacher who has the flexibility in their career to go to another district. We looked at throughout the implementation of the formula and the formula rubric is in the rules. The other instance critical part of the legislation is that no severance is allowed to the individual who is a good teacher and is employed by the annexing district.

Board Member Hayden made motion to approve the request and Board Member Ford seconded the motion. The motion carried with the following votes: Mr. Shdeed, yes; Gen. Baxter, yes; Mr. Hayden, yes; Mr. Price, yes; and Ms. Ford, yes.

LEGAL SERVICES DIVISION

Revocation of Teaching Certificate and Teacher Number of Jeremy James Smith

Ms. Lisa Endres, General Counsel, said Mr. Smith submitted a waiver and voluntary surrender of the certificate prior to the meeting and therefore no Board action is required.

Report and Overview of the Upcoming Permanent Rulemaking Schedule and Process

Ms. Kim Richey, Assistant General Counsel, presented an overview the emergency/permanent rulemaking procedure/process/adoption, 2012 schedule of anticipated permanent rules, filings, and public comment/hearings.

This was a report only and no action was required.

ADJOURNMENT

There being no further business the meeting adjourned at 3:20 p.m. Board Member Shdeed made a motion to adjourn and Board Member Price seconded the motion. The motion passed unanimously.

The next regular meeting of the State Board of Education will be held on Thursday, January 26, 2012, at 9:30 a.m. The meeting will convene at the State Department of Education, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma.

Janet Barresi, Chairperson of the Board

Connie Holland, Chief Executive Secretary

Menu of Interventions and Supports for School Improvement

Based on the analysis of each school's comprehensive needs assessment, which may include data from the What Works in Oklahoma Schools surveys, WISE online assessment and planning tool, student achievement data, student behavior and attendance data, and recommendations from School Support Team members, the LEA will select differentiated interventions from the list below in consultation with SEA staff to target the specific needs of the school, its educators, and its students, including specific subgroups.

1. Schoolwide Interventions & Supports

- Extended School Day, Week, or Year to Focus on Meeting Needs of Students at All Academic Levels
- Regular Data Reviews following the Oklahoma Data Review Model
- Curriculum Development and Evaluation of Available Resources
- Professional Libraries and Book Studies Based on Identified Educator and Student Needs
- Improving School Culture
- School Partnerships with Business and Industry (including Teacher and/or Student Academies in Oklahoma Industry Sectors such as Aerospace, Healthcare, Manufacturing and Energy)
- Early College High School Programs that Organize the School Around Ensuring that Students Participate in College-Credit Earning Courses while in High School (such as Dual Credit, Advanced Placement, International Baccalaureate, and Concurrent Enrollment)
- Attendance Advocacy Programs that will Increase Student Engagement and Performance
- High Quality Alternatives to Suspension such as Online Learning, Student/Parent Behavior Contracts, Principal Shadowing, and Parent Engagement Strategies
- School Support Consultants including School Support Teams, Leadership Coaches, and Private Consultants

2. Leadership Interventions & Supports

- Instructional Leadership Academies/Training for Superintendents, Principals, and Other Administrators
- Research-Based Professional Development for Leaders, to be selected from the following list as appropriate: What Works in Oklahoma Schools, Pre-AP/AP Leadership Training, AVID Leadership Training, Professional Learning Communities, and Oklahoma Literacy Initiative Institutes
- Job-Embedded Professional Development Informed by Oklahoma's Teacher and Leader Effectiveness Evaluation System (TLE)
- Leadership Coaches to Support Principals and Other Site-Based Leaders
- Implementation of Oklahoma's Nine Essential Elements Indicators, Rubrics, and Strategies, a Comprehensive Framework that Guides Schools and Districts in Making Strategic Decisions in the Areas of Academic Learning and Performance, Professional Learning Environment, and Collaborative Leadership

3. Teacher Interventions & Supports

- Research-Based Professional Development for Teachers, to be selected from the following list as appropriate: What Works in Oklahoma Schools, Pre-AP/AP Institutes and Vertical Alignment Workshops, AVID Training, Professional Learning Communities, and Oklahoma Literacy Initiative Institutes
- Job-Embedded Professional Development Informed by Oklahoma's Teacher and Leader Effectiveness Evaluation System (TLE)

- Teacher Collaboration Time to Analyze Student Achievement Data, Develop Classroom Lessons Aligned to State Standards and Common Core State Standards, Analyze Student Work, Develop Common Assessments, and Conduct Action Research Around School Needs
- Student Work Analysis Training to Examine the Quality of Classroom Assignments, Instruction, and Interventions
- Instructional Coaches Who Model Lessons and Assist Teachers in Using Student Assessment Data
- Teacher Leaders and Teacher Experts Who Serve as Model Classrooms, PLC Leaders, and Lead Teachers for Professional Growth Opportunities

4. *Classroom Interventions & Supports*

- English Learner Instructional Strategies and Resources, including Pre-AP/AP Institutes and Vertical Alignment Workshops, AVID Training, and Sheltered Instruction Observational Protocol (SIOP) Training
- Students with Disabilities Instructional Strategies and Resources, including Co-Teaching and Inclusion Models
- Oklahoma Tiered Intervention System of Support (Response to Intervention and Positive Behavior Intervention and Supports)
- High Quality Instructional Materials Aligned to State Standards and Common Core State Standards to Support Individual Student Needs in Meeting High Expectations
- Student College, Career, and Citizenship Plans which Encompass Course Timelines, Career Goals, Community Service Projects, Service Learning Experiences, and Behavior Expectations that will Lead to C³ Preparedness
- Graduation Coach Programs to Assist Students in Development of College, Career, and Citizenship Plans and Timelines
- Career Pathways/Career Ladders Programs that will Provide Students with Access to Courses and Certifications to Support Career Goals
- Implementation of What Works in Schools Strategies (see What Works in Oklahoma Schools Resource Toolkit, a Comprehensive Needs Assessment for Schools and Districts)

5. *Parent and Community Interventions & Supports*

- Public School Choice, including Providing Transportation for Students to Attend Higher Performing Schools within the District or in Neighboring Districts
- Supplemental Tutoring Programs
- Parent and Community Engagement Initiatives such as Community Round Tables, Town Hall Meetings, In-Kind Business Donations, and Business Expertise Support
- Local Employer Support Strategies (for example, Career Mentorships and Career Exploration)
- Parenting Classes, such as “How to File a FAFSA Form,” “How to Help Your Child Read,” and “How to Discipline Your Child Without Pulling Your Hair Out”
- Classes for Parents and Community Members, such as English Language Development Classes, Technology Skills, Adult Education
- Partnerships with Institutions of Higher Education and Career and Technical Education
- Community Schools Initiative
 - On-site Health Clinics
 - Targeted Business/Community/Faith-Based Organization Partnerships
 - School-Based Social Worker Programs in Partnership with Department of Human Services
 - Youth Mentoring Programs
 - Food and Clothing Banks
 - Afterschool Programs (such as 21st Century Community Learning Centers)