

Oklahoma Educational Indicators Program

Profiles 2006

Background & Methodologies



Education Oversight Board

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Oklahoma Department of Career & Technology Education
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All Oklahoma Public Schools



Education Oversight Board / Office of Accountability

Gerald F. Dickerson, Chairman • Robert Buswell, Executive Director

May 15, 2007

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue “PROFILES 2006,” prepared by the Office of Accountability. This series of reports is the yearly capstone for the Oklahoma Educational Indicators Program, a system set forth in the Oklahoma Educational Reform Act of 1990 (House Bill 1017) to assist you in assessing the performance of **your** public schools. “PROFILES 2006” furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers.

“PROFILES 2006” consists of three publications, a “STATE REPORT,” a “DISTRICT REPORT,” and the “SCHOOL REPORT CARDS.” These publications are the result of a collaborative effort headed by the Office of Accountability and include data from the following sources: the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, the Office of Juvenile Affairs, a school survey administered directly by the Office of Accountability, as well as other sources.

The Education Oversight Board and the Office of Accountability are pleased to be your partners in education and are committed to the improvement of Oklahoma’s public education system. We welcome any comments or suggestions that you may wish to offer. Please feel free to call, write, or attend one of the regularly scheduled board meetings.

Sincerely,

Gerald F. Dickerson
Education Oversight Board

TABLE OF CONTENTS

Oklahoma Educational Indicators Program Overview	vii
Introduction & Methodology	ix
Districts Included in this Report (Alphabetical Listing of School Districts in Volumes 1 and 2).....	xi
The District Report Layout	xv
The Community Grouping Model	xvii
Explanation of Terms and Data	xix
Appendix A	A1
Index by County	
Appendix B	B1
Index by Community Group	
Appendix C	C1
Breakdown of Expenditures in the Eight Areas	

OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

“Profiles 2006” is the fulfillment of the reporting requirement of the Oklahoma Educational Indicators Program. The Oklahoma Educational Indicators Program was established in May of 1989 with the passage of Senate Bill 183 (SB 183), also known as the Oklahoma School Testing Program Act. It was codified as Section 1210.531 of Title 70 in the Oklahoma statutes. In this action, the State Board of Education was instructed to "develop and implement a system of measures whereby the performance of public schools and school districts will be assessed and reported without undue reliance upon any single type of indicator, and whereby the public, including students and parents, may be made aware of: the proper meaning and use of any tests administered under the Oklahoma School Testing Program Act, relative accomplishments of the public schools, and of progress being achieved." Also, "the Oklahoma Educational Indicators Program shall present information for comparisons of graduation rates, dropout rates, pupil-teacher ratios, and test results in the context of socioeconomic status and the finances of school districts."

In April of 1990, House Bill 1017 (HB 1017), also known as the Oklahoma Educational Reform Act, was signed into law by the Governor. The legislation was reaffirmed by a vote of the people the following year. The portions of the bill most directly affecting the Oklahoma Educational Indicators Program were codified under Oklahoma statutes Title 70, Sections 3-116 through 3-118. Section 3-118 created the Office of Accountability. Section 3-116 created the Education Oversight Board which "shall have oversight over implementation of this act (HB 1017) and shall govern the operation of the Office of Accountability." Section 3-117 provided that the Secretary of Education shall be the chief executive officer of the Office of Accountability and have executive responsibility for the Oklahoma Educational Indicators Program and the annual report required of the Education Oversight Board.

The Secretary of Education, through the Office of Accountability: (1) monitors the efforts of the public school districts to comply with the provisions of the Oklahoma Educational Reform Act and the Oklahoma School Testing Program Act; (2) identifies districts not making satisfactory progress towards compliance; (3) recommends appropriate corrective action; (4) analyzes revenues and expenditures relating to common education, giving close attention to expenditures for administrative expenses; (5) makes reports to the public concerning these matters when appropriate; and (6) submits recommendations regarding funding for education or statutory changes whenever appropriate.

In May of 1996, Section 3-116 and Section 1210.531 of Title 70 were both amended by Senate Bill 416 (SB 416), Sections 1 and 2. Section 1 provided the Education Oversight Board with full control of and responsibility for the Educational Indicators Program. Section 2 placed the Office of Accountability, its personnel, budget and expenditure of funds solely under the direction of the Education Oversight Board.

INTRODUCTION & METHODOLOGY

“Profiles 2006” consists of three components: (1) the State Report, (2) the District Report and (3) individual School Report Cards. Each component of “Profiles 2006” divides the information presented into three major reporting categories: (I) community and environment information, (II) educational program and process information, and (III) student performance information. This methodology is meant to mirror the real-world educational process. Students have a given home and community life, they attend a school with a varied make up of teachers and administrators who deliver education through different processes and programs, and finally, all of these factors come to bear on student performance.

The specific scope of each “Profiles 2006” component is as follows:

State Report: This component contains many tables, graphs, and maps, all with accompanying text, concerning state-level information for the major categories of measurement. The most recent data covers the 2005-06 school year. Wherever possible, tables and graphs will cover multiple years in order that trends may be observed. Also, national comparisons have been added based on data availability and comparability.

District Report: This component contains a two-page spread for each school district in the state and depicts indicator information in graphic and tabular form for the 2005-06 school year.

School Report Cards: This component includes 1,713 individual school report cards. The 2006 School Report Cards include demographic and financial information about the district and specific information about the individual school site. This information includes enrollment counts, achievement test scores, community involvement, information about teachers, and other site-specific information. Each report card also contains space for comments from the school principal. The principal is encouraged to provide information such as scores for any standardized testing conducted beyond the requirements of state law, highlights of a mission or policy that is unique to the school, and recognition of special programs or student and staff achievements. Once the principal has added his or her comments, it is required by state law that they distribute copies of the School Report Card to the parents.

Each of the three components has data organized into three major reporting categories:

- I) The Community Characteristics category includes community and contextual information. It features demographic data from the 2005-06 school year plus data from the most recent U.S. Census for persons residing within the boundaries of the school district as of April of 2000. In the District Report, communities have been placed into one of 16 groups based upon the number of students the district serves and based upon a socio-economic indicator. This grouping methodology allows districts to be compared to other districts serving similar communities, as well as to state averages in each of the three reporting sections.
- II) The District Educational Process category includes program and process information. It depicts how each school district delivers education to its students.

III) The Student Performance category provides a broad array of student performance information.

Each of the “Profiles 2006” components reports information using the same three categories and by design are directly comparable. For a comprehensive view of education in a given region of the state, one would start with the State Report, focus more closely by moving to the District Report, and then finally looking at the School Report Cards for information specific to each school within a given district. Each document reports information that is similar between the different levels of operation.

Regarding the gathering of data, the Office of Accountability is the secondary user of the majority of the information presented in the “Profiles 2006” reports. The Office of Accountability relies on agencies such as the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, and several others to supply the required information in a timely, accurate and usable fashion. The information is then combined across agencies by the Office of Accountability to generate meaningful statewide statistics regarding the educational performance of students. Consequently, the Office of Accountability does not control the methods used to collect, or the categories used to report, the majority of the data presented.

As a general rule, information is reported a year after the fact. Statistics are collected at the close of the school year, and are then verified and analyzed prior to publication. While this process is taking place, there are schools closing and others that are opening. Only those public schools that were open during the reporting period are included in the indicator reports. Finally, because most educational indicators relate to mainstream public school students, the “Profiles 2006” reports exclude information pertaining to alternative schools and special education centers (except where specifically mentioned). For these reasons, some of the statistics included may vary from those reported by the state agency/office charged with collecting the information.

When evaluating education, it is important to remember that no single score, ratio, or measurement can quantify the academic soundness of a state, district, school, or student. The various factors that contribute to the educational process must be evaluated while paying attention to their interrelationship. Complicating this is the fact that people have differing views on what comprises quality education. Some feel small schools with low student-teacher ratios are most important. Others believe facilities and course offerings have the most influence; and yet, others may only be concerned with a particular test score or budgetary expenditure. Therefore, “Profiles 2006” presents a host of meaningful educational statistics, and readers are free to evaluate educational entities based on the factors they feel are most important in the educational process.

DISTRICTS INCLUDED IN THIS REPORT

There were 540 individual districts in Oklahoma during the 2005-06 school year. For this reason, the District Report has been divided into two volumes, Volume 1 reports on districts in counties Adair through Lincoln and Volume 2 reports on those in counties Logan through Woodward. The following tables display the districts in each volume alphabetically followed by the page number on which the report appears.

ALPHABETICAL LISTING OF SCHOOL DISTRICTS IN VOLUME 1 of 2

District	Page	District	Page	District	Page
ACHILLE	35	CALUMET	55	ELGIN	109
AGRA	264	CALVIN	202	ELK CITY	27
ALEX	176	CAMERON	249	ELMORE CITY-PERNELL	168
ALLEN-BOWDEN	124	CANEY	17	ENID	163
ALTUS	208	CANTON	31	ERICK	28
AMBER-POCASSET	177	CARNEGIE	46	FANSHAWE	250
ANADARKO	43	CARNEY	265	FARGO	157
ARAPAHO	139	CASHION	233	FARRIS	18
ARDMORE	64	CAVE SPRINGS	2	FELT	93
ARKOMA	247	CEMENT	47	FLETCHER	110
ARNETT	156	CHANDLER	266	FLOWER MOUND	111
ATOKA	16	CHATTANOOGA	108	FORGAN	25
BALKO	23	CHEROKEE	14	FORT COBB-BROXTON	49
BANNER	54	CHICKASHA	179	FORT TOWSON	86
BEAVER	24	CHISHOLM	160	FOX	66
BELL	1	CLEORA	144	FRIEND	180
BENNINGTON	36	CLINTON	141	GAGE	158
BIG PASTURE	116	COALGATE	102	GARBER	164
BINGER-ONEY	44	COLBERT	39	GEARY	32
BISHOP	106	COLCORD	145	GERONIMO	112
BLACKWELL	225	COLEMAN	218	GOODLAND	87
BLAIR	209	COTTONWOOD	103	GRACEMONT	50
BLUEJACKET	119	COVINGTON-DOUGLAS	161	GRAND VIEW	74
BOISE CITY	92	CYRIL	48	GRANITE	192
BOKOSHE	248	DAHLONEGAH	3	GRANT	88
BOONE-APACHE	45	DARLINGTON	56	GREASY	4
BOSWELL	85	DAVENPORT	267	GROVE	146
BRAMAN	226	DEER CREEK-LAMONT	188	GYPSY	128
BRIDGE CREEK	178	DEPEW	126	HARMONY	19
BRIGGS	73	DICKSON	65	HEALDTON	67
BRISTOW	125	DOVER	234	HEAVENER	251
BUFFALO	195	DRUMMOND	162	HENNESSEY	235
BUFFALO VALLEY	243	DRUMRIGHT	127	HINTON	51
BURLINGTON	13	DUKE	210	HOBART	239
BUTLER	140	DURANT	40	HODGEN	252
CACHE	107	DUSTIN	203	HOLDENVILLE	204
CADDO	37	EL RENO	57	HOLLIS	194
CALERA	38	ELDORADO	211	HOWE	253

District	Page	District	Page	District	Page
HUGO	89	MOORE	98	SHADY GROVE	81
HULBERT	75	MOSELEY	151	SHADY POINT	259
HYDRO-EAKLY	52	MOSS	205	SHATTUCK	159
INDIAHOMA	113	MOUNDS	134	SILO	42
JAY	147	MTN. VIEW-GOTEBO	241	SKELLY	8
KANSAS	148	MUSTANG	59	SNYDER	242
KAW CITY	227	NAVAJO	212	SOPER	90
KELLYVILLE	129	NEWKIRK	229	SPIRO	260
KENWOOD	149	NINNEKAH	183	SPRINGER	70
KEOTA	197	NOBLE	99	STERLING	115
KETCHUM	120	NORMAN	100	STIGLER	200
KEYES	94	NORWOOD	79	STILWELL	9
KEYS	76	OAKS-MISSION	152	STRATFORD	173
KIEFER	130	OILTON	135	STRINGTOWN	21
KILDARE	228	OKARCHE	238	STROUD	270
KINGFISHER	236	OKEENE	33	STUART	206
KINTA	198	OLIVE	136	SWINK	91
KREMLIN-HILLSDALE	165	OLNEY	104	TAHLEQUAH	82
LANE	20	OLUSTEE	213	TALIHINA	261
LAVERNE	196	PANAMA	256	TALOGA	154
LAWTON	114	PANOLA	244	TEMPLE	117
LE FLORE	254	PAOLI	171	TENKILLER	83
LEACH	150	PAULS VALLEY	172	TERRAL	216
LEXINGTON	96	PEAVINE	6	THOMAS-FAY-CUSTER	142
LINDSAY	169	PECKHAM	230	TIMBERLAKE	15
LITTLE AXE	97	PEGGS	80	TISHOMINGO	223
LOMEGA	237	PIEDMONT	60	TONKAWA	232
LONE GROVE	68	PIONEER	184	TUPELO	105
LONE STAR	131	PIONEER-PLSNT. VALE	166	TURPIN	26
LONE WOLF	240	PLAINVIEW	69	TUSHKA	22
LOOKEBA SICKLES	53	PLAINVIEW	95	TUTTLE	186
LOST CITY	77	POCOLA	257	UNION CITY	62
LOWREY	78	PONCA CITY	231	VERDEN	187
MANGUM	193	POND CREEK-HUNTER	190	VICI	155
MANNFORD	132	POTEAU	258	VINITA	121
MANNSVILLE	219	PRAGUE	269	WAKITA	191
MAPLE	58	PRETTY WATER	137	WALTERS	118
MARYETTA	5	RAVIA	222	WAPANUCKA	224
MAYSVILLE	170	RED OAK	245	WATONGA	34
McCURTAIN	199	RINGLING	214	WATTS	10
MEDFORD	189	RIVERSIDE	61	WAUKOMIS	167
MEEKER	268	ROBIN HILL	101	WAURIKA	217
MERRITT	29	ROCK CREEK	41	WEATHERFORD	143
MIDDLEBERG	181	ROCKY MOUNTAIN	7	WELCH	122
MILBURN	220	RUSH SPRINGS	185	WELLSTON	271
MILFAY	133	RYAN	215	WESTVILLE	11
MILL CREEK	221	SAPULPA	138	WETUMKA	207
MINCO	182	SAYRE	30	WHITE OAK	123
MONROE	255	SEILING	153	WHITE ROCK	272

District	Page	District	Page	District	Page
WHITEBEAD	174	WILSON	71	YUKON	63
WHITEFIELD	201	WISTER	263	ZANEIS	72
WHITESBORO	262	WOODALL	84	ZION	12
WILBURTON	246	WYNNEWOOD	175		

ALPHABETICAL LISTING OF SCHOOL DISTRICTS IN VOLUME 2 of 2

District	Page	District	Page	District	Page
ADA	419	CENTRAL	475	FORT GIBSON	327
ADAIR	287	CENTRAL HIGH	486	FORT SUPPLY	537
AFTON	387	CHECOTAH	317	FOYIL	456
ALBION	441	CHELSEA	454	FREDERICK	503
ALINE-CLEO	281	CHEYENNE	448	FREEDOM	535
ALLEN	420	CHOCTAW/NICOMA RK.	351	FRINK-CHAMBERS	407
ALVA	534	CHOUTEAU-MAZIE	288	FRONTIER	337
ANDERSON	375	CIMARRON	282	GANS	476
ANTLERS	442	CLAREMORE	455	GLENCOE	399
ASHER	427	CLAYTON	443	GLENPOOL	510
AVANT	376	CLEVELAND	395	GLOVER	307
BARNSDALL	377	COLLINSVILLE	509	GOODWELL	493
BARTLESVILLE	525	COMANCHE	487	GORE	477
BATTIEST	302	COMMERCE	388	GRAHAM	345
BEARDEN	343	COPAN	527	GRANDFIELD	504
BEGGS	365	CORDELL	531	GRANDVIEW	490
BELFONTE	473	COWETA	521	GREENVILLE	277
BERRYHILL	506	COYLE	273	GROVE	431
BETHANY	350	CRESCENT	274	GUTHRIE	275
BETHEL	428	CROOKED OAK	352	GUYMON	494
BILLINGS	336	CROWDER	406	HAILEYVILLE	408
BIXBY	507	CRUTCHO	353	HAMMON	449
BLANCHARD	295	CUSHING	398	HANNA	319
BOLEY	344	DALE	429	HARDESTY	495
BOWLEGS	462	DAVIDSON	502	HARRAH	356
BOWRING	378	DAVIS	323	HARTSHORNE	409
BOYNTON-MOTON	325	DEER CREEK	354	HASKELL	328
BRAGGS	326	DENISON	304	HAWORTH	308
BRAY-DOYLE	485	DEWAR	366	HAYWOOD	410
BROKEN ARROW	508	DEWEY	528	HENRYETTA	367
BROKEN BOW	303	DIBBLE	297	HILLDALE	329
BRUSHY	474	DUNCAN	488	HOLLY CREEK	309
BURNS FLAT-DILL CITY	529	EAGLETOWN	305	HOMINY	379
BUTNER	463	EARLSBORO	430	HOOKER	496
BYARS	296	EDMOND	355	IDABEL	310
BYNG	421	EMPIRE	489	INDIANOLA	411
CANADIAN	405	EUFAULA	318	INOLA	457
CANEY VALLEY	526	FAIRLAND	389	JENKS	511
CANUTE	530	FAIRVIEW	283	JENNINGS	396
CATOOSA	453	FOREST GROVE	306	JONES	357

District	Page	District	Page	District	Page
JUSTICE	464	OKTAHA	331	STIDHAM	322
JUSTUS-TIAWAH	458	OLOGAH-TALALA	459	STILLWATER	403
KEYSTONE	512	OPTIMA	497	STONEWALL	425
KINGSTON	285	OSAGE	290	STRAIGHT	498
KIOWA	412	OSAGE HILLS	381	STROTHER	470
KONAWA	465	OWASSO	515	SULPHUR	324
KREBS	413	PADEN	348	SWEETWATER	452
LATTA	422	PAWHUSKA	382	TANNEHILL	418
LEEDEY	450	PAWNEE	397	TECUMSEH	439
LEONARD	513	PERKINS-TRYON	401	TEXHOMA	499
LIBERTY	368	PERRY	339	THACKERVILLE	279
LIBERTY	478	PICHER-CARDIN	391	TIPTON	505
LIBERTY	514	PICKETT-CENTER	423	TOM	313
LOCUST GROVE	289	PITTSBURG	415	TULSA	519
LUKFATA	311	PLEASANT GROVE	436	TURKEY FORD	393
LUTHER	358	PLEASANT GROVE	467	TURNER	280
MACOMB	432	PORTER CONSOL.	523	TUSKAHOMA	447
MADILL	286	PORUM	332	TWIN HILLS	373
MARBLE CITY	479	PRESTON	371	TYRONE	500
MARIETTA	278	PRUE	383	UNION	520
MARLOW	491	PRYOR	291	VALLIANT	314
MASON	346	PURCELL	299	VANOSS	426
MAUD	433	PUTNAM CITY	363	VARNUM	471
McALESTER	414	QUAPAW	392	VELMA-ALMA	492
McCORD	380	QUINTON	416	VERDIGRIS	461
McLOUD	434	RATTAN	446	VIAN	484
MIAMI	390	REYDON	451	WAGONER	524
MIDWAY	320	RINGWOOD	284	WAINWRIGHT	333
MWC-DEL CITY	359	RIPLEY	402	WANETTE	440
MILLWOOD	360	ROFF	424	WARNER	334
MOFFETT	480	ROLAND	482	WASHINGTON	300
MOORELAND	538	RYAL	321	WASHITA HEIGHTS	533
MORRIS	369	S ROCK CREEK	437	WATSON	315
MORRISON	338	SALINA	292	WAYNE	301
MOYERS	444	SALLISAW	483	WAYNOKA	536
MULDROW	481	SAND SPRINGS	516	WEBBERS FALLS	335
MULHALL-ORLANDO	276	SASAKWA	468	WELEETKA	349
MUSKOGEE	330	SAVANNA	417	WESTERN HEIGHTS	364
NASHOBA	445	SCHULTER	372	WEWOKA	472
NEW LIMA	466	SEMINOLE	469	WICKLIFFE	294
NEWCASTLE	298	SENTINEL	532	WILSON	374
NORTH ROCK CREEK	435	SEQUOYAH	460	WOODLAND	385
NOWATA	340	SHARON-MUTUAL	539	WOODWARD	540
OAK GROVE	400	SHAWNEE	438	WRIGHT CITY	316
OAKDALE	361	SHIDLER	384	WYANDOTTE	394
OKAY	522	SKIATOOK	517	WYNONA	386
OKEMAH	347	SMITHVILLE	312	YALE	404
OKLAHOMA CITY	362	SOUTH COFFEYVILLE	342	YARBROUGH	501
OKLAHOMA UNION	341	SPAVINAW	293		
OKMULGEE	370	SPERRY	518		

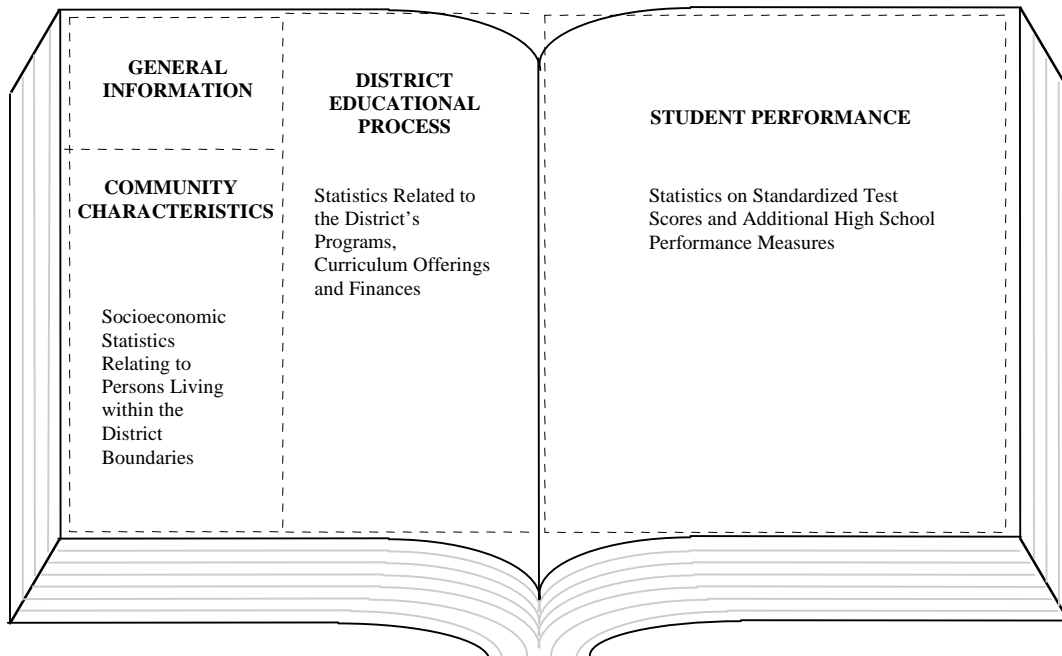
THE DISTRICT REPORT LAYOUT

The information presented in the “Profiles 2006 District Report” is divided into three major reporting categories: (1) Community Characteristics, (2) District Educational Process, and (3) Student Performance. Each of these categories represent a column of information on each school district’s report (see diagram below).

The first column has two parts. The first offers general information that identifies the district and gives the information required to contact the Superintendent. The second part, labeled Community Characteristics provides a statistical sketch of the featured district’s community. This information has been obtained primarily from the 2000 census and has been specifically tabulated on those persons who live within the school district boundaries. Included is information about the educational attainment of adults, average household income, and other socioeconomic indicators.

The District Educational Process section reflects the learning environment provided by the school district. This section includes information on the credentials of teachers, the number of administrators and other staff, information on the various academic programs offered, and high school curriculum offerings. Additionally, a table in this section reports the amount of money the district spent in each of the major financial reporting categories.

The Student Performance section of the report contains information on test scores for the Oklahoma Core Curriculum Tests, also known as the Criterion-Referenced Tests (CRT). Additional data is included to show how graduating seniors fared in higher education, as well as the percentage of students who participated in Career-Tech programs in conjunction with their high school course work.

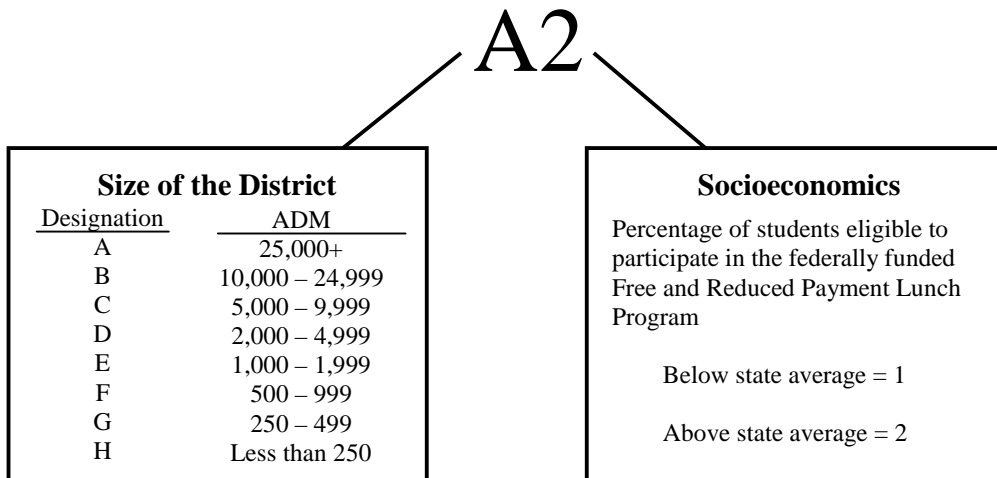


COMMUNITY GROUPING MODEL

The great diversity in Oklahoma communities, and the school districts that serve them, causes difficulty in contrasting district educational effectiveness. One way to make meaningful comparisons is to break the communities into “peer groups.” In this way, the educational effectiveness of a school district serving its community can be compared to the educational effectiveness of districts serving similar communities.

Therefore, the Office of Accountability employs a “Community Grouping Model” that utilizes a district’s Average Daily Membership (ADM) and the percentage of students that are eligible to participate in the federally funded Free and Reduced Payment Lunch Program. The Free and Reduced Payment Lunch Program is based on the income of the student’s parents and serves as a good measure of poverty within a district. The larger percentage of students eligible for the program, the more impoverished the district community.

The model breaks the state’s 540 districts into “district communities” which are categorized with a letter designation of A through H based upon district ADM (see listing below) and a numeric designation of 1 or 2 based upon the percentage of students eligible to participate in the Free and Reduced Payment Lunch Program. District communities with eligibility percentages above the state average (higher poverty) are given the designation of 2 while the remaining districts are given the designation of 1. This combination of letters and numbers yields 16 community group designations, A1 through H2.



The “Profiles 2006 District Report,” in most cases, reports an indicator for the featured district and gives two comparative statistics, Community Group Average and State Average. The Community Group Average is the average of all the districts in a given community group (districts serving similar communities). For a listing of districts within each group, see Appendix B “Index by Community Group.”

EXPLANATION OF TERMS AND DATA

General Information

District Name

The name of the school district for which information is being presented.

County Name

The county in which the district resides, or the county in which the Superintendent's office resides if the district covers multiple counties.

Superintendent's Name, Address & Telephone Number

Information needed to contact the Superintendent of the featured district.

Community Characteristics [2000 census data except where noted]

Much of the information presented in this section is based on persons living within each school district's boundaries and was collected during the 2000 census. A few districts have been annexed or consolidated since the data was originally tabulated. The data for consolidated districts has been re-distributed to the districts receiving their students. For those districts that consolidated with multiple districts, the re-distribution of data was based on what percentage of the consolidating district's average daily membership (ADM) transferred to each of the receiving districts.

Community Group

See explanation on Page xvii.

Ethnic Makeup

Ethnic makeup of the district as determined through the district's 2005 Fall Enrollment count, based on all sites including alternative and special education centers. [State Department of Education (SDE)]

Average Property Valuation per Student

Total assessed value of property within the boundaries of the district divided by the average daily membership (ADM), or average enrollment, for 2006. These figures were supplied on March 7, 2007 and were current as of that date. [SDE]

Students Eligible for Free or Reduced Lunch

The number of students eligible for participation in the federally funded Free or Reduced Payment Lunch Program divided by the ADM. [SDE]

District Population

The number of residents living within the boundaries of the district in April of 2000.

Poverty Rate

Persons living below the poverty level in 1999 as a percentage of all persons for whom poverty status could be determined.

Unemployment Rate

The ratio of unemployed persons to total persons in the civilian labor force expressed as a percentage. Civilian labor force consists of all persons age 16 and older that are employed, or wish to be employed.

Average Household Income

The average income of the households within the district. The figures are based on wages earned by all working members of the household in 1999.

Single-Parent Families

The percentage of family households with children headed by a single parent, plus non-family households with children, expressed as a percentage of all households with children as of April 2000.

Highest Educational Level for Adults

The percentage of the population age 25 and older having attained various levels of education as of April 2000.

1st - 3rd Graders in need of Reading Remediation

This represents the percentage of 1st through 3rd grade students who have been assessed as not reading at grade level during the 2005-06 school year. The information was reported in the "Reading Sufficiency Act Report" published by the State Department of Education. Districts administered approved reading assessment instruments and reported the results to the State Department of Education by site and grade. The rate was calculated by taking the number of students not reading at grade level in 1st through 3rd grades and dividing it by 1st through 3rd grade fall enrollment. [SDE]

Average Number of Days Absent per Student

The average daily attendance divided by the average daily membership, subtracted from 1, with result being multiplied by 175 school days. [SDE]

Mobility Rate (Incoming Students)

The number of incoming students divided by the sum of total enrollment plus incoming students minus outgoing students. [O of A / SDE]

Suspensions of 10 Days or Less

Principals were surveyed about the number of suspensions at their school during the 2005-06 school year with a duration of 10 days or less. This indicator was expressed as a ratio of ADM to incidents of suspension. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A / SDE]

Suspensions of More than 10 Days

Principals were surveyed about the number of suspensions at their school during the 2005-06 school year with a duration of more than 10 days. This indicator was expressed as a ratio of

ADM to incidents of suspension. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A / SDE]

Volunteer Hours per Student

Principals were surveyed about the number of volunteer hours at their school during the 2005-06 school year. This number was then divided by ADM. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A / SDE]

Parents attending at least One Parent-Teacher Conference

The principals' estimation of what percentage of the school's 2005-06 students had at least one parent or guardian attend a minimum of one parent-teacher conference. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A]

Juveniles Charged

The juvenile statistics are based on criminal offenses only. This number refers to those juveniles charged with an offense in school year 2005-06, who reported that they attended one of the schools in the district, expressed as a ratio of ADM to juvenile offenders. For the purposes of generating statewide averages, schools with no information reported were assumed to have no juveniles charged with an offense in 2005-06. On the District Report these districts were listed as "None Reported." Alternative and special education centers are not included in the tabulation of data. [Office of Juvenile Affairs (OJA) / SDE]

Offenses per Juvenile Charged

The juvenile statistics are based on criminal offenses only. The average number of offenses committed by each of the charged juveniles who reported that they attended one of the schools in the district during 2005-06. Excludes alternative and special education centers. [OJA]

The Number of Those Charged Who were Alleged Gang Members

The number of juvenile offenders in 2005-06 whom reported that they attended one of the schools in the district and were deemed to have gang affiliation. Excludes alternative and special education centers. [OJA]

Symbol Key

A key identifying all of the symbols or abbreviations used in the report. They are:

ADM = Average Daily Membership (average enrollment)

FTE = Full-Time Equivalent

NA = Not Applicable

** = Data protected by privacy laws

FTR = School/District Failed to Respond to Office of Accountability Survey with usable data

DNA = Data Not Available

RM = Revised Methodology

District Educational Process [State Department of Education (2005-06) except where noted]

All of the statistics in this section are based on the 1,770 schools included in the “Profiles 2006” report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions.

Grade Organization, Area, and Enrollment

The grades offered by the district and the number of school sites open during the school year. The area of the district in square miles and student density expressed in students per square mile is also displayed in this section.

2004/2005 Average Daily Membership (ADM)

The average number of students on the school roster throughout the 2004-2005 school year. Also referred to as average enrollment. ADM includes all sites.

2005/2006 Average Daily Membership (ADM)

The average number of students on the school roster throughout the 2005-2006 school year. Also referred to as average enrollment. ADM includes all sites.

Change in ADM from 04/05 to 05/06

The numeric and percentage change in average daily membership between the 2004-05 school year and the 2005-06 school year.

Students in Gifted and Talented

The number of students identified as Gifted and Talented divided by ADM.

Students in Special Education

The number of students in Special Education Programs divided by ADM.

Regular Classroom Teachers (FTEs)

Regular Classroom Teachers (job code = all 210 except subject code 6516) are counted based upon the percentage of the day they spend in the classroom and their contract length in order to calculate their Full Time Equivalent (FTE). This count excludes the time teachers spend teaching at alternative and special education centers.

Students per Regular Classroom Teacher

ADM (excluding non-graded students) divided by total Regular Classroom Teacher FTEs.

Average Salary (w/ Fringe) of Regular Classroom Teachers

Teacher salaries are allocated to school sites based upon the percentage of time spent at each school site (the majority of teachers in the state spend 100% of their time at one school site). Co-op teachers were the only exception, as their time was only considered at the district level and was fully attributed to the district that submitted their records. The total of all salaries paid to regular classroom teachers are then divided by total regular classroom teacher FTEs to obtain the average salary per regular classroom teacher FTE. These figures include fringe benefits, but exclude extra duty pay.

Regular Classroom Teachers with Advanced Degree(s)

The percentage of regular classroom teachers with a college degree beyond a bachelors degree. This calculation is weighted by teacher FTE.

Average Years of Experience for Regular Classroom Teachers

This average is determined by weighting the average years of experience by the FTE for each regular classroom teacher.

Special Education Teachers (FTEs)

Special Education Teachers (job code/subject code = 210/6516 or 213/6516) are counted based upon the percentage of the day they spend in the classroom and their contract length in order to calculate their Full Time Equivalent (FTE). This count excludes the time Special Education teachers spend teaching at alternative and special education centers.

Counselors (FTEs)

Counselors (job code = 203) are counted based upon the percentage of the day they spend in the school and their contract length in order to calculate their Full Time Equivalent (FTE). This count excludes the time counselors spend at alternative and special education centers.

Other Certified Professional Staff (FTEs)

All certified personnel except teachers, counselors, and administrators. This count excludes the time these staff members spend at alternative and special education centers.

School and District Administrators (FTEs)

Administrators (job code = 100 series) perform management activities that require developing broad policies and executing those policies through direction of individuals at all levels. This also includes high-level administrative activities performed directly for policy makers. This count excludes the time administrators spend at alternative and special education centers.

Average Salary of Administrators

Total salary of administrators divided by the total number of administrator FTEs. These figures include fringe benefits, but exclude extra duty pay.

Teachers per Administrator

Teacher FTE (regular classroom and special education) divided by the Administrator FTE.

District Revenue (ALL FUNDS)

There are many different "Funds" in which a school district may deposit revenue and from which it may make expenditures. "Profiles 2006" reports revenues and expenditures using "ALL FUNDS." The three basic sources of school district revenue in the state of Oklahoma are: Local & County, State, and Federal. (See Appendix C in this report and the "Profiles 2006 State Report" for a further description of district finances).

District Expenditures (ALL FUNDS)

There are many different "Funds" in which a school district may deposit revenue and from which it may make expenditures. "Profiles 2006" reports revenues and expenditures using "ALL FUNDS." ALL FUNDS excludes Trust & Agency Fund and Bond Fund. Also, note that Debt Service, which is the major component of the Sinking Fund, has been accounted for separately to

not adversely affect expenditure percentages in other areas. The expenditures are reported two ways. First, expenditures in each category are reported as a percentage of the total expenditures and second as the actual dollars spent per ADM (See Appendix C in this report and the “Profiles 2006 State Report” for a further description of district finances).

Average 2005-06 HS Curriculum

Oklahoma high schools must offer a minimum of 34 units per year including: 4 units of language arts, 4 units of science, 4 units of math, 4 units of social studies, 2 units of fine arts, 2 units of languages, and 14 units of other electives. This curriculum table looks at only 20 of the 34 units. These 20 units are in the six core areas noted above. A more detailed explanation of course offerings can be found in the “Profiles 2006 State Report.” This information is based on those high school sites covered in the “Profiles 2006” report series, which offer 10th grade, and above. For districts with junior high schools, the 9th grade course offerings of each junior high were added to the course offerings for each high school in the district. For districts with multiple high school sites, the number posted reflects the average number of courses offered in each subject area. However, for districts with 9th – 10th grade centers and 11th – 12th grade centers, the course offerings were summed at the district level.

Student Performance

All of the statistics in this section are based on the 1,770 schools included in the “Profiles 2006” report series unless otherwise noted. Alternative and special education centers are excluded because of their specialized missions.

Oklahoma Core Curriculum Tests

Results of the Oklahoma Core Curriculum tests, also referred to as the Criterion-Referenced Tests (CRT), are graphed for grades 3 through 8. Results are shown as the percentage of students scoring at, or above, the “Satisfactory” level set by the State Board of Education. The scores posted only include the results of “Regular Education – Non-High Mobility” students. “Regular Education – Non-High Mobility” students equate to rank and file students that have attended the same school for at least one year. The results include the scores from alternative sites. [SDE]

End-of-Instruction Tests

The End-of-Instruction (EOI) tests are administered to students as they complete English II, U.S. History, Algebra I and Biology I. The tests measure how well each student has mastered the course content as outlined in the Priority Academic Student Skills (PASS) curriculum. Results are shown as the percentage of students scoring at, or above, the “Satisfactory” level set by the State Board of Education. The scores posted only include the results of “Regular Education – Non-High Mobility” students. The results include the scores from alternative sites. [SDE]

4-Year Dropout Rate

First, the total number of dropouts for a graduating class was calculated by adding the dropout counts (under age 19) for the 9th, 10th 11th and 12th grades over the previous four-year period, respectively. This sum was labeled "Legal Dropouts". The four-year dropout rate for a given graduating class is then generated by dividing "Legal Dropouts" by the sum of their graduates plus "Legal Dropouts". It is assumed that this denominator accounts for all members of the graduating class except for those who were dropped from the rolls for legitimate reasons. [SDE]

Senior Graduation Rate

The senior graduation rate is computed by dividing the number of graduates by the sum of the graduate count plus senior dropouts (under age 19). It is assumed that this denominator accounts for all seniors except for those who were dropped from the rolls for legitimate reasons. [SDE]

Average GPA of HS Seniors

Principals at each high school in the state were requested to report the average Grade Point Average (GPA) for their senior class. All comparative numbers (averages) are based solely on information submitted by high schools responding to the Office of Accountability survey. A weighted average based on 2005-06 12th graders was used for all comparative averages and for districts with multiple high school sites. Schools not responding to the survey were not included in this calculation. [O of A]

Career-Tech Occupationally-Specific Program Participation Rate

This refers to the percent of the senior class that had ever enrolled in an occupationally-specific Career-Tech program during their high school career. The classes were followed for a four-year period. This number is the senior class Career-Tech enrollments divided by total members of the senior class. The Career-Tech performance measures are a three-year average based on the

graduating classes of 2003 through 2005. This information is based on those high school sites covered in the “Profiles 2006” reports, which offer 12th grade. A more detailed explanation of the methodology used can be obtained from the Office of Accountability. [Department of Career and Technology Education (Career-Tech) / SDE]

Career-Tech Occupationally-Specific Program Completion Rate

This rate is based on Occupationally-Specific Program (OSP) completers as a percentage of OSP enrollments. Completers are students who have completed one or more of the competencies required for the program. The Career-Tech performance measures are a three-year average based on the graduating classes of 2003 through 2005. The classes were followed for a four-year period. This information is based on those high school sites covered in the “Profiles 2006” reports, which offer 12th grade. A more detailed explanation of the methodology used can be obtained from the Office of Accountability. [Career-Tech / SDE]

ACT Participation Rate

Members of the Graduating Class of 2006 that have participated in the American College Testing (ACT) program divided by 2005-06 high school graduates. [Oklahoma State Regents for Higher Education (OSRHE) / SDE]

Average ACT Score

The average ACT score of all 2005-06 high school graduates in the district having taken the ACT any time during their high school career. The ACT is scored on a scale of 1 to 36. A weighted average based on the number of students who took the ACT was used for districts with multiple high school sites. [OSRHE]

High School Graduates Completing Regents’ College-Bound Curriculum

Principals were asked to report the number of 2005-06 high school graduates having completed the 15 units required for admission to Oklahoma public colleges and universities. This number was then divided by the number of 2005-06 graduates. Schools not responding to the Office of Accountability survey were not included in the calculation. [O of A / SDE]

Out-of-State College-Going Rate

Principals were asked to report the number of 2005-06 high school graduates who were planning to attend out-of-state colleges. This number was then divided by the number of 2005-06 graduates. Schools not responding to the Office of Accountability survey were not included in this calculation. [O of A / SDE]

Oklahoma College-Going Rate

The average number of graduates from the district attending an Oklahoma public college or university during the last three years. The rate used is referred to as the “Linear Rate” because it only includes those students who went directly from high school to college. A three-year running average is used in order to most accurately represent the college-going trends of students from smaller districts. Students included in this calculation were freshmen in the fall of 2003, 2004, or 2005. [OSRHE]

Oklahoma College Freshmen taking at least one remedial course in Math, English, Science, or Reading

The percentage of Oklahoma public college freshmen from each district who, during their freshman year, were required to take at least one remedial course in Math, English, Science, or Reading, before beginning college-level coursework in these areas. This calculation is also a three-year running average. Students included in this calculation were freshmen in the fall of 2003, 2004, or 2005. [OSRHE]

Oklahoma College Freshmen with GPA of 2.0 or Above

The percentage of Oklahoma public college freshmen from each district who achieved a GPA of 2.0 or greater during their first semester in college. This calculation is also a three-year running average. Students included in this calculation were freshmen in the fall of 2003, 2004, or 2005. [OSRHE]

Oklahoma College Completion Rate

The college completion rate was calculated on students who enrolled for the fall semester after their graduation from high school and who were degree-seeking at that time. These students were then given three years to complete an associate's degree and six years to complete a bachelor's degree. The rate is based on a three-year running average, which means that some of the students involved in the study may have graduated from an Oklahoma high school as much as nine years ago. This calculation is based on students who were freshmen in the fall of 1997, 1998, or 1999. Because some high schools may have closed since this time, the rate includes only those students who graduated from a high school that was still open during the 2005-06 school year. [OSRHE]

APPENDIX A

Index by County

Volume 1 of 2

County	District	Community Group	Page Number
ADAIR	BELL	H2	1
	CAVE SPRINGS	H2	2
	DAHLONEGAH	H2	3
	GREASY	H2	4
	MARYETTA	F2	5
	PEAVINE	H2	6
	ROCKY MOUNTAIN	H2	7
	SKELLY	H2	8
	STILWELL	E2	9
	WATTS	G2	10
	WESTVILLE	E2	11
	ZION	G2	12
ALFALFA	BURLINGTON	H1	13
	CHEROKEE	G1	14
	TIMBERLAKE	G2	15
ATOKA	ATOKA	F2	16
	CANEY	H2	17
	FARRIS	H2	18
	HARMONY	G2	19
	LANE	H2	20
	STRINGTOWN	H2	21
	TUSHKA	G2	22
BEAVER	BALKO	H1	23
	BEAVER	G1	24
	FORGAN	H1	25
	TURPIN	G1	26
BECKHAM	ELK CITY	D1	27
	ERICK	H2	28
	MERRITT	F2	29
	SAYRE	F2	30
BLAINE	CANTON	G2	31
	GEARY	G2	32
	OKEENE	G1	33
BRYAN	WATONGA	F2	34
	ACHILLE	G2	35
CADDO	BENNINGTON	G2	36
	CADDO	G2	37
	CALERA	F2	38
	COLBERT	F2	39
	DURANT	D2	40
	ROCK CREEK	G2	41
	SILO	F2	42
	ANADARKO	E2	43
	BINGER-ONEY	G2	44
	BOONE-APACHE	F2	45
	CARNEGIE	F2	46
CEMENT	H2	47	
CYRIL	G2	48	
FORT COBB-BROXTON	G2	49	

Index by County

Volume 1 of 2

County	District	Community Group	Page Number	
CADDO (continued)	GRACEMONT	H2	50	
	HINTON	F2	51	
	HYDRO-EAKLY	G2	52	
	LOOKEBA SICKLES	H2	53	
CANADIAN	BANNER	H1	54	
	CALUMET	H2	55	
	DARLINGTON	H2	56	
	EL RENO	D2	57	
	MAPLE	H1	58	
	MUSTANG	C1	59	
	PIEDMONT	E1	60	
	RIVERSIDE	H2	61	
	UNION CITY	G1	62	
	YUKON	C1	63	
	CARTER	ARDMORE	D2	64
DICKSON		E1	65	
FOX		G2	66	
HEALDTON		F2	67	
LONE GROVE		E1	68	
PLAINVIEW		E1	69	
SPRINGER		H2	70	
WILSON		G2	71	
ZANEIS		H2	72	
CHEROKEE		BRIGGS	F2	73
		GRAND VIEW	G2	74
	HULBERT	F2	75	
	KEYS	F2	76	
	LOST CITY	H2	77	
	LOWREY	H2	78	
	NORWOOD	H2	79	
	PEGGS	H2	80	
	SHADY GROVE	H2	81	
	TAHLEQUAH	D2	82	
	TENKILLER	G2	83	
CHOCTAW	WOODALL	G2	84	
	BOSWELL	G2	85	
	FORT TOWSON	G2	86	
	GOODLAND	H2	87	
	GRANT	H2	88	
	HUGO	E2	89	
	SOPER	G2	90	
	SWINK	H2	91	
CIMARRON	BOISE CITY	G2	92	
	FELT	H2	93	
	KEYES	H2	94	
CLEVELAND	PLAINVIEW	H2	95	
	LEXINGTON	E1	96	
	LITTLE AXE	E2	97	
	MOORE	B1	98	

Index by County

Volume 1 of 2

County	District	Community Group	Page Number
CLEVELAND (continued)	NOBLE	D1	99
	NORMAN	B1	100
	ROBIN HILL	H1	101
COAL	COALGATE	F2	102
	COTTONWOOD	H2	103
	OLNEY	H2	104
	TUPELO	H2	105
COMANCHE	BISHOP	G2	106
	CACHE	E1	107
	CHATTANOOGA	G1	108
	ELGIN	E1	109
	FLETCHER	G1	110
	FLOWER MOUND	H1	111
	GERONIMO	G2	112
	INDIAHOMA	H2	113
	LAWTON	B1	114
	STERLING	G1	115
	COTTON	BIG PASTURE	G1
TEMPLE		G2	117
WALTERS		F1	118
CRAIG	BLUEJACKET	H2	119
	KETCHUM	F2	120
	VINITA	E2	121
	WELCH	G2	122
CREEK	WHITE OAK	H2	123
	ALLEN-BOWDEN	G2	124
	BRISTOW	E2	125
	DEPEW	G2	126
	DRUMRIGHT	F2	127
	GYPSY	H2	128
	KELLYVILLE	E2	129
	KIEFER	G2	130
	LONE STAR	F1	131
	MANNFORD	E1	132
	MILFAY	H2	133
	MOUNDS	F2	134
	OILTON	G2	135
	OLIVE	G2	136
	PRETTY WATER	H2	137
	SAPULPA	D1	138
	CUSTER	ARAPAHO	G1
BUTLER		H2	140
CLINTON		E2	141
THOMAS-FAY-CUSTER		G1	142
WEATHERFORD		E1	143
DELAWARE	CLEORA	H2	144
	COLCORD	F2	145
	GROVE	D1	146
	JAY	E2	147

Index by County

Volume 1 of 2

County	District	Community Group	Page Number	
DELAWARE (continued)	KANSAS	F2	148	
	KENWOOD	H2	149	
	LEACH	H2	150	
	MOSELEY	G2	151	
	OAKS-MISSION	G2	152	
	DEWEY	SEILING	G1	153
DEWEY	TALOGA	H1	154	
	VICI	G1	155	
	ELLIS	ARNETT	H1	156
ELLIS	FARGO	H2	157	
	GAGE	H2	158	
	SHATTUCK	H1	159	
GARFIELD	CHISHOLM	F1	160	
	COVINGTON-DOUGLAS	G2	161	
	DRUMMOND	G1	162	
	ENID	C1	163	
	GARBER	G1	164	
	KREMLIN-HILLSDALE	G1	165	
	PIONEER-PLEASANT VALE	F1	166	
	WAUKOMIS	G1	167	
	GARVIN	ELMORE CITY-PERNELL	F2	168
GARVIN	LINDSAY	E1	169	
	MAYSVILLE	G2	170	
	PAOLI	G2	171	
	PAULS VALLEY	E2	172	
	STRATFORD	F2	173	
	WHITEBEAD	G2	174	
	WYNNEWOOD	F2	175	
	GRADY	ALEX	G2	176
	GRADY	AMBER-POCASSET	G1	177
		BRIDGE CREEK	E1	178
		CHICKASHA	D1	179
		FRIEND	H1	180
		MIDDLEBERG	H1	181
MINCO		F1	182	
NINNEKAH		G2	183	
PIONEER		G1	184	
RUSH SPRINGS		F2	185	
TUTTLE		E1	186	
VERDEN		G2	187	
GRANT		DEER CREEK-LAMONT	H2	188
GRANT		MEDFORD	G1	189
	POND CREEK-HUNTER	G1	190	
	WAKITA	H2	191	
GREER	GRANITE	G2	192	
	MANGUM	F2	193	
HARMON	HOLLIS	F2	194	
HARPER	BUFFALO	G2	195	
	LAVERNE	G1	196	

Index by County

Volume 1 of 2

County	District	Community Group	Page Number	
HASKELL	KEOTA	G2	197	
	KINTA	H2	198	
	McCURTAIN	G2	199	
	STIGLER	E2	200	
	WHITEFIELD	H2	201	
HUGHES	CALVIN	H2	202	
	DUSTIN	H2	203	
	HOLDENVILLE	E2	204	
	MOSS	G2	205	
	STUART	G2	206	
	WETUMKA	G2	207	
JACKSON	ALTUS	D2	208	
	BLAIR	G1	209	
	DUKE	H2	210	
	ELDORADO	H2	211	
	NAVAJO	G1	212	
	OLUSTEE	H2	213	
JEFFERSON	RINGLING	F2	214	
	RYAN	G2	215	
	TERRAL	H2	216	
JOHNSTON	WAURIKA	G2	217	
	COLEMAN	H2	218	
	MANNVILLE	H2	219	
	MILBURN	H2	220	
	MILL CREEK	H2	221	
	RAVIA	H2	222	
	TISHOMINGO	F2	223	
	WAPANUCKA	H2	224	
KAY	BLACKWELL	E2	225	
	BRAMAN	H2	226	
	KAW CITY	H2	227	
	KILDARE	H1	228	
	NEWKIRK	F1	229	
	PECKHAM	H2	230	
	PONCA CITY	C2	231	
	TONKAWA	F2	232	
	KINGFISHER	CASHION	G1	233
		DOVER	H2	234
HENNESSEY		F2	235	
KINGFISHER		E2	236	
LOMEGA		H2	237	
OKARCHE		G1	238	
KIOWA	HOBART	F2	239	
	LONE WOLF	H2	240	
	MOUNTAIN VIEW-GOTEBO	G2	241	
	SNYDER	F2	242	
LATIMER	BUFFALO VALLEY	H2	243	
	PANOLA	G2	244	
	RED OAK	H2	245	

Index by County

Volume 1 of 2

County	District	Community Group	Page Number	
LATIMER (continued) LeFLORE	WILBURTON	E2	246	
	ARKOMA	G2	247	
	BOKOSHE	H2	248	
	CAMERON	F2	249	
	FANSHAWE	H2	250	
	HEAVENER	F2	251	
	HODGEN	G2	252	
	HOWE	G2	253	
	LE FLORE	H2	254	
	MONROE	H2	255	
	PANAMA	F2	256	
	POCOLA	F2	257	
	POTEAU	D2	258	
	SHADY POINT	H2	259	
	SPIRO	E2	260	
	TALIHINA	F2	261	
	WHITESBORO	H2	262	
	WISTER	F2	263	
	LINCOLN	AGRA	G2	264
		CARNEY	H2	265
CHANDLER		E1	266	
DAVENPORT		G2	267	
MEEKER		F1	268	
PRAGUE		E1	269	
STROUD		F2	270	
WELLSTON		F1	271	
WHITE ROCK		H1	272	

Index by County

Volume 2 of 2

County	District	Community Group	Page Number	
LOGAN	COYLE	G2	273	
	CRESCENT	F1	274	
	GUTHRIE	D2	275	
	MULHALL-ORLANDO	G1	276	
LOVE	GREENVILLE	H2	277	
	MARIETTA	F2	278	
	THACKERVILLE	G2	279	
	TURNER	G2	280	
MAJOR	ALINE-CLEO	H2	281	
	CIMARRON	G1	282	
	FAIRVIEW	F1	283	
	RINGWOOD	G2	284	
MARSHALL	KINGSTON	E2	285	
	MADILL	E2	286	
MAYES	ADAIR	F1	287	
	CHOUTEAU-MAZIE	E2	288	
	LOCUST GROVE	E2	289	
	OSAGE	G2	290	
	PRYOR	D1	291	
	SALINA	F2	292	
	SPAVINAW	H2	293	
	WICKLIFFE	H2	294	
	McCLAIN	BLANCHARD	E1	295
		BYARS	H2	296
DIBBLE		F2	297	
NEWCASTLE		E1	298	
PURCELL		E1	299	
WASHINGTON		F1	300	
WAYNE		G2	301	
McCURTAIN		BATTIEST	G2	302
	BROKEN BOW	E2	303	
	DENISON	G2	304	
	EAGLETOWN	H2	305	
	FOREST GROVE	H2	306	
	GLOVER	H2	307	
	HAWORTH	F2	308	
	HOLLY CREEK	H2	309	
	IDABEL	E2	310	
	LUKFATA	G2	311	
	SMITHVILLE	G2	312	
	TOM	H2	313	
	VALLIANT	E2	314	
	WATSON	H2	315	
WRIGHT CITY	G2	316		
McINTOSH	CHECOTAH	E2	317	
	EUFAULA	E2	318	
	HANNA	H2	319	
	MIDWAY	H2	320	
	RYAL	H2	321	

Index by County

Volume 2 of 2

County	District	Community Group	Page Number
McINTOSH (continued)	STIDHAM	H2	322
MURRAY	DAVIS	F2	323
	SULPHUR	E2	324
MUSKOGEE	BOYNTON-MOTON	H2	325
	BRAGGS	H2	326
	FORT GIBSON	E1	327
	HASKELL	F2	328
	HILDALE	E1	329
	MUSKOGEE	C2	330
	OKTAHA	F1	331
	PORUM	F2	332
	WAINWRIGHT	H2	333
	WARNER	F2	334
	WEBBERS FALLS	G2	335
NOBLE	BILLINGS	H2	336
	FRONTIER	G2	337
	MORRISON	G2	338
	PERRY	E1	339
NOWATA	NOWATA	E1	340
	OKLAHOMA UNION	F2	341
	SOUTH COFFEYVILLE	G2	342
OKFUSKEE	BEARDEN	H2	343
	BOLEY	H2	344
	GRAHAM	H2	345
	MASON	G2	346
	OKEMAH	F2	347
	PADEN	G2	348
	WELEETKA	G2	349
OKLAHOMA	BETHANY	E1	350
	CHOCTAW/NICOMA PARK	D1	351
	CROOKED OAK	E2	352
	CRUTCHO	H2	353
	DEER CREEK	D1	354
	EDMOND	B1	355
	HARRAH	D1	356
	JONES	E1	357
	LUTHER	F1	358
	MIDWEST CITY-DEL CITY	B1	359
	MILLWOOD	E2	360
	OAKDALE	G1	361
	OKLAHOMA CITY	A2	362
	PUTNAM CITY	B1	363
	WESTERN HEIGHTS	D2	364
OKMULGEE	BEGGS	E2	365
	DEWAR	G2	366
	HENRYETTA	E2	367
	LIBERTY	H1	368
	MORRIS	E1	369
	OKMULGEE	E2	370

Index by County

Volume 2 of 2

County	District	Community Group	Page Number	
OKMULGEE (continued)	PRESTON	F1	371	
	SCHULTER	H2	372	
	TWIN HILLS	G2	373	
	WILSON	G2	374	
OSAGE	ANDERSON	G1	375	
	AVANT	H2	376	
	BARNSDALL	G2	377	
	BOWRING	H2	378	
	HOMINY	F2	379	
	McCORD	H1	380	
	OSAGE HILLS	H2	381	
	PAWHUSKA	F2	382	
	PRUE	G2	383	
	SHIDLER	H2	384	
	WOODLAND	G2	385	
	WYNONA	H2	386	
	OTTAWA	AFTON	G2	387
		COMMERCE	F2	388
FAIRLAND		F2	389	
MIAMI		D2	390	
PICHER-CARDIN		G2	391	
QUAPAW		F2	392	
TURKEY FORD		H2	393	
WYANDOTTE		F2	394	
PAWNEE		CLEVELAND	E2	395
		JENNINGS	H2	396
	PAWNEE	F2	397	
PAYNE	CUSHING	E2	398	
	GLENCOE	G2	399	
	OAK GROVE	H1	400	
	PERKINS-TRYON	E1	401	
	RIPLEY	G2	402	
	STILLWATER	C1	403	
	YALE	F2	404	
	PITTSBURG	CANADIAN	G2	405
		CROWDER	G2	406
FRINK-CHAMBERS		G1	407	
HAILEYVILLE		G2	408	
HARTSHORNE		F2	409	
HAYWOOD		H2	410	
INDIANOLA		G2	411	
KIOWA		G2	412	
KREBS		G2	413	
McALESTER		D2	414	
PITTSBURG		H2	415	
QUINTON		G2	416	
SAVANNA		G2	417	
PONTOTOC	TANNEHILL	H2	418	
	ADA	D2	419	

Index by County

Volume 2 of 2

County	District	Community Group	Page Number	
PONTOTOC (continued)	ALLEN	G2	420	
	BYNG	E2	421	
	LATTA	F1	422	
	PICKETT-CENTER	H2	423	
	ROFF	G2	424	
	STONEWALL	G2	425	
	VANOSS	F2	426	
	POTTAWATOMIE	ASHER	H2	427
		BETHEL	E1	428
		DALE	F1	429
EARLSBORO		G2	430	
GROVE		G1	431	
MACOMB		G2	432	
MAUD		G2	433	
McLOUD		E1	434	
NORTH ROCK CREEK		G2	435	
PLEASANT GROVE		H2	436	
S ROCK CREEK		G1	437	
SHAWNEE		D2	438	
TECUMSEH		D2	439	
WANETTE		G2	440	
PUSHMATAHA		ALBION	H2	441
	ANTLERS	E2	442	
	CLAYTON	G2	443	
	MOYERS	H2	444	
	NASHOBA	H2	445	
	RATTAN	G2	446	
	TUSKAHOMA	H2	447	
	ROGER MILLS	CHEYENNE	G1	448
		HAMMON	H1	449
		LEEDEY	H1	450
REYDON		H1	451	
SWEETWATER		H2	452	
ROGERS	CATOOSA	D1	453	
	CHELSEA	E2	454	
	CLAREMORE	D1	455	
	FOYIL	F2	456	
	INOLA	E1	457	
	JUSTUS-TIAWAH	G1	458	
	OOLOGAH-TALALA	E1	459	
	SEQUOYAH	E1	460	
	VERDIGRIS	E1	461	
	SEMINOLE	BOWLEGS	G2	462
BUTNER		G2	463	
JUSTICE		H2	464	
KONAWA		F2	465	
NEW LIMA		G2	466	
PLEASANT GROVE		H2	467	
SASAKWA		H2	468	

Index by County

Volume 2 of 2

County	District	Community Group	Page Number	
SEMINOLE (continued)	SEMINOLE	E2	469	
	STROTHER	G2	470	
	VARNUM	G2	471	
	WEWOKA	F2	472	
SEQUOYAH	BELFONTE	H2	473	
	BRUSHY	G2	474	
	CENTRAL	F2	475	
	GANS	G2	476	
	GORE	F2	477	
	LIBERTY	G2	478	
	MARBLE CITY	H2	479	
	MOFFETT	G2	480	
	MULDROW	E2	481	
	ROLAND	E2	482	
	SALLISAW	D2	483	
	VIAN	F2	484	
	STEPHENS	BRAY-DOYLE	G1	485
		CENTRAL HIGH	G1	486
COMANCHE		E2	487	
DUNCAN		D1	488	
EMPIRE		F1	489	
GRANDVIEW		H2	490	
MARLOW		E1	491	
VELMA-ALMA		G1	492	
TEXAS		GOODWELL	H1	493
		GUYMON	D2	494
	HARDESTY	H2	495	
	HOOKER	F1	496	
	OPTIMA	H2	497	
	STRAIGHT	H1	498	
	TEXHOMA	G2	499	
	TYRONE	G1	500	
	YARBROUGH	H2	501	
	TILLMAN	DAVIDSON	H2	502
FREDERICK		F2	503	
GRANDFIELD		G2	504	
TIPTON		G2	505	
TULSA	BERRYHILL	E1	506	
	BIXBY	D1	507	
	BROKEN ARROW	B1	508	
	COLLINSVILLE	D1	509	
	GLENPOOL	D1	510	
	JENKS	C1	511	
	KEYSTONE	G2	512	
	LEONARD	H2	513	
	LIBERTY	F1	514	
	OWASSO	C1	515	
	SAND SPRINGS	C2	516	
	SKIATOOK	D1	517	

Index by County

Volume 2 of 2

County	District	Community Group	Page Number
TULSA (continued)	SPERRY	E1	518
	TULSA	A2	519
	UNION	B1	520
WAGONER	COWETA	D1	521
	OKAY	F2	522
	PORTER CONSOLIDATED	G2	523
	WAGONER	D2	524
	WASHINGTON	BARTLESVILLE	C1
WASHINGTON	CANEY VALLEY	F1	526
	COPAN	G1	527
	DEWEY	E1	528
	WASHITA	BURNS FLAT-DILL CITY	F2
WASHITA	CANUTE	H2	530
	CORDELL	F2	531
	SENTINEL	G2	532
	WASHITA HEIGHTS	H2	533
	WOODS	ALVA	F1
WOODS	FREEDOM	H2	535
	WAYNOKA	G2	536
	WOODWARD	FORT SUPPLY	H2
WOODWARD	MOORELAND	G1	538
	SHARON-MUTUAL	G1	539
	WOODWARD	D1	540

APPENDIX B

Index by Community Group

Community Group	County	District	Book	Page Number
A2	OKLAHOMA	OKLAHOMA CITY	Volume 2	362
A2	TULSA	TULSA	Volume 2	519
B1	CLEVELAND	MOORE	Volume 1	98
B1	CLEVELAND	NORMAN	Volume 1	100
B1	COMANCHE	LAWTON	Volume 1	114
B1	OKLAHOMA	EDMOND	Volume 2	355
B1	OKLAHOMA	MIDWEST CITY-DEL CITY	Volume 2	359
B1	OKLAHOMA	PUTNAM CITY	Volume 2	363
B1	TULSA	BROKEN ARROW	Volume 2	508
B1	TULSA	UNION	Volume 2	520
C1	CANADIAN	MUSTANG	Volume 1	59
C1	CANADIAN	YUKON	Volume 1	63
C1	PAYNE	STILLWATER	Volume 2	403
C1	TULSA	JENKS	Volume 2	511
C1	TULSA	OWASSO	Volume 2	515
C1	WASHINGTON	BARTLESVILLE	Volume 2	525
C2	GARFIELD	ENID	Volume 1	163
C2	KAY	PONCA CITY	Volume 1	231
C2	MUSKOGEE	MUSKOGEE	Volume 2	330
C2	TULSA	SAND SPRINGS	Volume 2	516
D1	BECKHAM	ELK CITY	Volume 1	27
D1	CREEK	SAPULPA	Volume 1	138
D1	DELAWARE	GROVE	Volume 1	146
D1	MAYES	PRYOR	Volume 2	291
D1	OKLAHOMA	CHOCTAW/NICOMA PARK	Volume 2	351
D1	OKLAHOMA	DEER CREEK	Volume 2	354
D1	OKLAHOMA	HARRAH	Volume 2	356
D1	ROGERS	CLAREMORE	Volume 2	455
D1	STEPHENS	DUNCAN	Volume 2	488
D1	TULSA	BIXBY	Volume 2	507
D1	TULSA	COLLINSVILLE	Volume 2	509
D1	TULSA	GLENPOOL	Volume 2	510
D1	TULSA	SKIATOOK	Volume 2	517
D1	WAGONER	COWETA	Volume 2	521
D1	WOODWARD	WOODWARD	Volume 2	540
D2	BRYAN	DURANT	Volume 1	40
D2	CANADIAN	EL RENO	Volume 1	57
D2	CARTER	ARDMORE	Volume 1	64
D2	CHEROKEE	TAHLEQUAH	Volume 1	82
D2	CLEVELAND	NOBLE	Volume 1	99
D2	GRADY	CHICKASHA	Volume 1	179
D2	JACKSON	ALTUS	Volume 1	208
D2	LeFLORE	POTEAU	Volume 1	258
D2	LOGAN	GUTHRIE	Volume 2	275
D2	OKLAHOMA	WESTERN HEIGHTS	Volume 2	364

Index by Community Group

Community Group	County	District	Book	Page Number
D2	OTTAWA	MIAMI	Volume 2	390
D2	PITTSBURG	McALESTER	Volume 2	414
D2	PONTOTOC	ADA	Volume 2	419
D2	POTTAWATOMIE	SHAWNEE	Volume 2	438
D2	POTTAWATOMIE	TECUMSEH	Volume 2	439
D2	ROGERS	CATOOSA	Volume 2	453
D2	SEQUOYAH	SALLISAW	Volume 2	483
D2	TEXAS	GUYMON	Volume 2	494
D2	WAGONER	WAGONER	Volume 2	524
E1	CANADIAN	PIEDMONT	Volume 1	60
E1	CARTER	DICKSON	Volume 1	65
E1	CARTER	LONE GROVE	Volume 1	68
E1	CARTER	PLAINVIEW	Volume 1	69
E1	CLEVELAND	LEXINGTON	Volume 1	96
E1	COMANCHE	CACHE	Volume 1	107
E1	COMANCHE	ELGIN	Volume 1	109
E1	CREEK	MANNFORD	Volume 1	132
E1	CUSTER	WEATHERFORD	Volume 1	143
E1	GARVIN	LINDSAY	Volume 1	169
E1	GRADY	BRIDGE CREEK	Volume 1	178
E1	GRADY	TUTTLE	Volume 1	186
E1	LINCOLN	CHANDLER	Volume 1	266
E1	LINCOLN	PRAGUE	Volume 1	269
E1	McCLAIN	BLANCHARD	Volume 2	295
E1	McCLAIN	NEWCASTLE	Volume 2	298
E1	McCLAIN	PURCELL	Volume 2	299
E1	MUSKOGEE	FORT GIBSON	Volume 2	327
E1	MUSKOGEE	HILLDALE	Volume 2	329
E1	NOBLE	PERRY	Volume 2	339
E1	NOWATA	NOWATA	Volume 2	340
E1	OKLAHOMA	BETHANY	Volume 2	350
E1	OKLAHOMA	JONES	Volume 2	357
E1	OKMULGEE	MORRIS	Volume 2	369
E1	PAYNE	PERKINS-TRYON	Volume 2	401
E1	POTTAWATOMIE	BETHEL	Volume 2	428
E1	POTTAWATOMIE	McLOUD	Volume 2	434
E1	ROGERS	INOLA	Volume 2	457
E1	ROGERS	OOLOGAH-TALALA	Volume 2	459
E1	ROGERS	SEQUOYAH	Volume 2	460
E1	ROGERS	VERDIGRIS	Volume 2	461
E1	STEPHENS	COMANCHE	Volume 2	487
E1	STEPHENS	MARLOW	Volume 2	491
E1	TULSA	BERRYHILL	Volume 2	506
E1	TULSA	SPERRY	Volume 2	518
E1	WASHINGTON	DEWEY	Volume 2	528
E2	ADAIR	STILWELL	Volume 1	9
E2	ADAIR	WESTVILLE	Volume 1	11
E2	CADDO	ANADARKO	Volume 1	43

Index by Community Group

Community Group	County	District	Book	Page Number
E2	CHOCTAW	HUGO	Volume 1	89
E2	CLEVELAND	LITTLE AXE	Volume 1	97
E2	CRAIG	VINITA	Volume 1	121
E2	CREEK	BRISTOW	Volume 1	125
E2	CREEK	KELLYVILLE	Volume 1	129
E2	CUSTER	CLINTON	Volume 1	141
E2	DELAWARE	JAY	Volume 1	147
E2	GARVIN	PAULS VALLEY	Volume 1	172
E2	HASKELL	STIGLER	Volume 1	200
E2	HUGHES	HOLDENVILLE	Volume 1	204
E2	KAY	BLACKWELL	Volume 1	225
E2	KINGFISHER	KINGFISHER	Volume 1	236
E2	LATIMER	WILBURTON	Volume 1	246
E2	LeFLORE	SPIRO	Volume 1	260
E2	MARSHALL	KINGSTON	Volume 2	285
E2	MARSHALL	MADILL	Volume 2	286
E2	MAYES	LOCUST GROVE	Volume 2	289
E2	McCURTAIN	BROKEN BOW	Volume 2	303
E2	McCURTAIN	IDABEL	Volume 2	310
E2	McCURTAIN	VALLIANT	Volume 2	314
E2	McINTOSH	CHECOTAH	Volume 2	317
E2	McINTOSH	EUFAULA	Volume 2	318
E2	MURRAY	SULPHUR	Volume 2	324
E2	OKLAHOMA	CROOKED OAK	Volume 2	352
E2	OKLAHOMA	MILLWOOD	Volume 2	360
E2	OKMULGEE	BEGGS	Volume 2	365
E2	OKMULGEE	HENRYETTA	Volume 2	367
E2	OKMULGEE	OKMULGEE	Volume 2	370
E2	PAWNEE	CLEVELAND	Volume 2	395
E2	PAYNE	CUSHING	Volume 2	398
E2	PONTOTOC	BYNG	Volume 2	421
E2	PUSHMATAHA	ANTLERS	Volume 2	442
E2	ROGERS	CHELSEA	Volume 2	454
E2	SEMINOLE	SEMINOLE	Volume 2	469
E2	SEQUOYAH	MULDROW	Volume 2	481
E2	SEQUOYAH	ROLAND	Volume 2	482
F1	BECKHAM	MERRITT	Volume 1	29
F1	CADDO	HINTON	Volume 1	51
F1	COTTON	WALTERS	Volume 1	118
F1	CREEK	LONE STAR	Volume 1	131
F1	GARFIELD	CHISHOLM	Volume 1	160
F1	GRADY	MINCO	Volume 1	182
F1	LINCOLN	MEEKER	Volume 1	268
F1	LINCOLN	WELLSTON	Volume 1	271
F1	MAJOR	FAIRVIEW	Volume 2	283
F1	MAYES	ADAIR	Volume 2	287
F1	McCLAIN	WASHINGTON	Volume 2	300
F1	MURRAY	DAVIS	Volume 2	323
F1	MUSKOGEE	OKTAHA	Volume 2	331

Index by Community Group

Community Group	County	District	Book	Page Number
F1	OKLAHOMA	LUTHER	Volume 2	358
F1	OTTAWA	FAIRLAND	Volume 2	389
F1	PONTOTOC	LATTA	Volume 2	422
F1	POTTAWATOMIE	DALE	Volume 2	429
F1	ROGERS	JUSTUS-TIAWAH	Volume 2	458
F1	STEPHENS	EMPIRE	Volume 2	489
F1	TEXAS	HOOKER	Volume 2	496
F1	TULSA	LIBERTY	Volume 2	514
F1	WASHINGTON	CANEY VALLEY	Volume 2	526
F1	WOODS	ALVA	Volume 2	534
F2	ADAIR	MARYETTA	Volume 1	5
F2	ATOKA	ATOKA	Volume 1	16
F2	BECKHAM	SAYRE	Volume 1	30
F2	BLAINE	WATONGA	Volume 1	34
F2	BRYAN	CALERA	Volume 1	38
F2	BRYAN	COLBERT	Volume 1	39
F2	BRYAN	SILO	Volume 1	42
F2	CADDO	BOONE-APACHE	Volume 1	45
F2	CADDO	CARNEGIE	Volume 1	46
F2	CARTER	HEALDTON	Volume 1	67
F2	CHEROKEE	BRIGGS	Volume 1	73
F2	CHEROKEE	HULBERT	Volume 1	75
F2	CHEROKEE	KEYS	Volume 1	76
F2	CHEROKEE	WOODALL	Volume 1	84
F2	COAL	COALGATE	Volume 1	102
F2	CRAIG	KETCHUM	Volume 1	120
F2	CREEK	DRUMRIGHT	Volume 1	127
F2	CREEK	MOUNDS	Volume 1	134
F2	DELAWARE	COLCORD	Volume 1	145
F2	DELAWARE	KANSAS	Volume 1	148
F2	GARFIELD	PIONEER-PLEASANT VALE	Volume 1	166
F2	GARVIN	STRATFORD	Volume 1	173
F2	GARVIN	WYNNEWOOD	Volume 1	175
F2	GRADY	RUSH SPRINGS	Volume 1	185
F2	GREER	MANGUM	Volume 1	193
F2	HARMON	HOLLIS	Volume 1	194
F2	JEFFERSON	RINGLING	Volume 1	214
F2	JOHNSTON	TISHOMINGO	Volume 1	223
F2	KAY	NEWKIRK	Volume 1	229
F2	KAY	TONKAWA	Volume 1	232
F2	KINGFISHER	HENNESSEY	Volume 1	235
F2	KIOWA	HOBART	Volume 1	239
F2	KIOWA	SNYDER	Volume 1	242
F2	LeFLORE	HEAVENER	Volume 1	251
F2	LeFLORE	PANAMA	Volume 1	256
F2	LeFLORE	POCOLA	Volume 1	257
F2	LeFLORE	TALIHINA	Volume 1	261
F2	LeFLORE	WISTER	Volume 1	263
F2	LINCOLN	STROUD	Volume 1	270

Index by Community Group

Community Group	County	District	Book	Page Number
F2	LOGAN	CRESCENT	Volume 2	274
F2	LOVE	MARIETTA	Volume 2	278
F2	MAYES	CHOUTEAU-MAZIE	Volume 2	288
F2	MAYES	SALINA	Volume 2	292
F2	McCLAIN	DIBBLE	Volume 2	297
F2	McCURTAIN	HAWORTH	Volume 2	308
F2	MUSKOGEE	HASKELL	Volume 2	328
F2	MUSKOGEE	PORUM	Volume 2	332
F2	MUSKOGEE	WARNER	Volume 2	334
F2	NOWATA	OKLAHOMA UNION	Volume 2	341
F2	OKFUSKEE	OKEMAH	Volume 2	347
F2	OKMULGEE	PRESTON	Volume 2	371
F2	OSAGE	HOMINY	Volume 2	379
F2	OSAGE	PAWHUSKA	Volume 2	382
F2	OTTAWA	COMMERCE	Volume 2	388
F2	OTTAWA	QUAPAW	Volume 2	392
F2	OTTAWA	WYANDOTTE	Volume 2	394
F2	PAWNEE	PAWNEE	Volume 2	397
F2	PAYNE	YALE	Volume 2	404
F2	PITTSBURG	HARTSHORNE	Volume 2	409
F2	PONTOTOC	VANOSS	Volume 2	426
F2	ROGERS	FOYIL	Volume 2	456
F2	SEMINOLE	KONAWA	Volume 2	465
F2	SEMINOLE	WEWOKA	Volume 2	472
F2	SEQUOYAH	CENTRAL	Volume 2	475
F2	SEQUOYAH	GORE	Volume 2	477
F2	SEQUOYAH	VIAN	Volume 2	484
F2	TILLMAN	FREDERICK	Volume 2	503
F2	WAGONER	OKAY	Volume 2	522
F2	WASHITA	BURNS FLAT-DILL CITY	Volume 2	529
F2	WASHITA	CORDELL	Volume 2	531
G1	ALFALFA	CHEROKEE	Volume 1	14
G1	ALFALFA	TIMBERLAKE	Volume 1	15
G1	BEAVER	BEAVER	Volume 1	24
G1	BLAINE	OKEENE	Volume 1	33
G1	CHOCTAW	SOPER	Volume 1	90
G1	COMANCHE	FLETCHER	Volume 1	110
G1	COMANCHE	GERONIMO	Volume 1	112
G1	COTTON	BIG PASTURE	Volume 1	116
G1	CRAIG	WELCH	Volume 1	122
G1	CREEK	OLIVE	Volume 1	136
G1	CUSTER	THOMAS-FAY-CUSTER	Volume 1	142
G1	DEWEY	SEILING	Volume 1	153
G1	DEWEY	VICI	Volume 1	155
G1	GARFIELD	DRUMMOND	Volume 1	162
G1	GARFIELD	GARBER	Volume 1	164
G1	GARFIELD	KREMLIN-HILLSDALE	Volume 1	165
G1	GARFIELD	WAUKOMIS	Volume 1	167
G1	GARVIN	ELMORE CITY-PERNELL	Volume 1	168

Index by Community Group

Community Group	County	District	Book	Page Number
G1	GRADY	AMBER-POCASSET	Volume 1	177
G1	GRADY	PIONEER	Volume 1	184
G1	GRANT	MEDFORD	Volume 1	189
G1	GRANT	POND CREEK-HUNTER	Volume 1	190
G1	GREER	GRANITE	Volume 1	192
G1	HARPER	LAVERNE	Volume 1	196
G1	JACKSON	BLAIR	Volume 1	209
G1	JACKSON	NAVAJO	Volume 1	212
G1	KINGFISHER	CASHION	Volume 1	233
G1	KINGFISHER	OKARCHE	Volume 1	238
G1	LOGAN	MULHALL-ORLANDO	Volume 2	276
G1	MAJOR	CIMARRON	Volume 2	282
G1	MAYES	OSAGE	Volume 2	290
G1	OKLAHOMA	OAKDALE	Volume 2	361
G1	OSAGE	PRUE	Volume 2	383
G1	PITTSBURG	FRINK-CHAMBERS	Volume 2	407
G1	PITTSBURG	KIOWA	Volume 2	412
G1	POTTAWATOMIE	GROVE	Volume 2	431
G1	POTTAWATOMIE	NORTH ROCK CREEK	Volume 2	435
G1	POTTAWATOMIE	S ROCK CREEK	Volume 2	437
G1	ROGER MILLS	CHEYENNE	Volume 2	448
G1	STEPHENS	BRAY-DOYLE	Volume 2	485
G1	STEPHENS	CENTRAL HIGH	Volume 2	486
G1	STEPHENS	VELMA-ALMA	Volume 2	492
G1	TEXAS	TEXHOMA	Volume 2	499
G1	WASHINGTON	COPAN	Volume 2	527
G1	WOODS	WAYNOKA	Volume 2	536
G1	WOODWARD	MOORELAND	Volume 2	538
G1	WOODWARD	SHARON-MUTUAL	Volume 2	539
G2	ADAIR	WATTS	Volume 1	10
G2	ADAIR	ZION	Volume 1	12
G2	ATOKA	HARMONY	Volume 1	19
G2	ATOKA	TUSHKA	Volume 1	22
G2	BEAVER	TURPIN	Volume 1	26
G2	BLAINE	CANTON	Volume 1	31
G2	BLAINE	GEARY	Volume 1	32
G2	BRYAN	ACHILLE	Volume 1	35
G2	BRYAN	BENNINGTON	Volume 1	36
G2	BRYAN	CADDO	Volume 1	37
G2	BRYAN	ROCK CREEK	Volume 1	41
G2	CADDO	BINGER-ONEY	Volume 1	44
G2	CADDO	CEMENT	Volume 1	47
G2	CADDO	CYRIL	Volume 1	48
G2	CADDO	FORT COBB-BROXTON	Volume 1	49
G2	CADDO	HYDRO-EAKLY	Volume 1	52
G2	CARTER	FOX	Volume 1	66
G2	CARTER	WILSON	Volume 1	71
G2	CHEROKEE	GRAND VIEW	Volume 1	74
G2	CHEROKEE	TENKILLER	Volume 1	83

Index by Community Group

Community Group	County	District	Book	Page Number
G2	CHOCTAW	BOSWELL	Volume 1	85
G2	CHOCTAW	FORT TOWSON	Volume 1	86
G2	CIMARRON	BOISE CITY	Volume 1	92
G2	COMANCHE	BISHOP	Volume 1	106
G2	COMANCHE	CHATTANOOGA	Volume 1	108
G2	COMANCHE	STERLING	Volume 1	115
G2	CREEK	ALLEN-BOWDEN	Volume 1	124
G2	CREEK	DEPEW	Volume 1	126
G2	CREEK	KIEFER	Volume 1	130
G2	CREEK	OILTON	Volume 1	135
G2	CUSTER	ARAPAHO	Volume 1	139
G2	DELAWARE	MOSELEY	Volume 1	151
G2	DELAWARE	OAKS-MISSION	Volume 1	152
G2	GARFIELD	COVINGTON-DOUGLAS	Volume 1	161
G2	GARVIN	MAYSVILLE	Volume 1	170
G2	GARVIN	PAOLI	Volume 1	171
G2	GARVIN	WHITEBEAD	Volume 1	174
G2	GRADY	ALEX	Volume 1	176
G2	GRADY	NINNEKAH	Volume 1	183
G2	GRADY	VERDEN	Volume 1	187
G2	HARPER	BUFFALO	Volume 1	195
G2	HASKELL	KEOTA	Volume 1	197
G2	HASKELL	McCURTAIN	Volume 1	199
G2	HUGHES	MOSS	Volume 1	205
G2	HUGHES	STUART	Volume 1	206
G2	HUGHES	WETUMKA	Volume 1	207
G2	JEFFERSON	RYAN	Volume 1	215
G2	JEFFERSON	WAURIKA	Volume 1	217
G2	KINGFISHER	DOVER	Volume 1	234
G2	KIOWA	MOUNTAIN VIEW-GOTEBO	Volume 1	241
G2	LATIMER	PANOLA	Volume 1	244
G2	LeFLORE	ARKOMA	Volume 1	247
G2	LeFLORE	BOKOSHE	Volume 1	248
G2	LeFLORE	CAMERON	Volume 1	249
G2	LeFLORE	HODGEN	Volume 1	252
G2	LeFLORE	HOWE	Volume 1	253
G2	LINCOLN	AGRA	Volume 1	264
G2	LINCOLN	DAVENPORT	Volume 1	267
G2	LOGAN	COYLE	Volume 2	273
G2	LOVE	THACKERVILLE	Volume 2	279
G2	LOVE	TURNER	Volume 2	280
G2	MAJOR	RINGWOOD	Volume 2	284
G2	McCLAIN	WAYNE	Volume 2	301
G2	McCURTAIN	DENISON	Volume 2	304
G2	McCURTAIN	LUKFATA	Volume 2	311
G2	McCURTAIN	SMITHVILLE	Volume 2	312
G2	McCURTAIN	WRIGHT CITY	Volume 2	316
G2	MUSKOGEE	WEBBERS FALLS	Volume 2	335
G2	NOBLE	FRONTIER	Volume 2	337
G2	NOBLE	MORRISON	Volume 2	338

Index by Community Group

Community Group	County	District	Book	Page Number
G2	NOWATA	SOUTH COFFEYVILLE	Volume 2	342
G2	OKFUSKEE	MASON	Volume 2	346
G2	OKFUSKEE	PADEN	Volume 2	348
G2	OKFUSKEE	WELEETKA	Volume 2	349
G2	OKMULGEE	DEWAR	Volume 2	366
G2	OKMULGEE	TWIN HILLS	Volume 2	373
G2	OKMULGEE	WILSON	Volume 2	374
G2	OSAGE	ANDERSON	Volume 2	375
G2	OSAGE	BARNSDALL	Volume 2	377
G2	OSAGE	McCORD	Volume 2	380
G2	OSAGE	WOODLAND	Volume 2	385
G2	OTTAWA	AFTON	Volume 2	387
G2	OTTAWA	PICHER-CARDIN	Volume 2	391
G2	PAYNE	GLENCOE	Volume 2	399
G2	PAYNE	RIPLEY	Volume 2	402
G2	PITTSBURG	CANADIAN	Volume 2	405
G2	PITTSBURG	CROWDER	Volume 2	406
G2	PITTSBURG	HAILEYVILLE	Volume 2	408
G2	PITTSBURG	INDIANOLA	Volume 2	411
G2	PITTSBURG	KREBS	Volume 2	413
G2	PITTSBURG	QUINTON	Volume 2	416
G2	PITTSBURG	SAVANNA	Volume 2	417
G2	PONTOTOC	ALLEN	Volume 2	420
G2	PONTOTOC	ROFF	Volume 2	424
G2	PONTOTOC	STONEWALL	Volume 2	425
G2	POTTAWATOMIE	EARLSBORO	Volume 2	430
G2	POTTAWATOMIE	MACOMB	Volume 2	432
G2	POTTAWATOMIE	MAUD	Volume 2	433
G2	PUSHMATAHA	CLAYTON	Volume 2	443
G2	PUSHMATAHA	RATTAN	Volume 2	446
G2	SEMINOLE	BOWLEGS	Volume 2	462
G2	SEMINOLE	BUTNER	Volume 2	463
G2	SEMINOLE	NEW LIMA	Volume 2	466
G2	SEMINOLE	STROTHER	Volume 2	470
G2	SEMINOLE	VARNUM	Volume 2	471
G2	SEQUOYAH	BRUSHY	Volume 2	474
G2	SEQUOYAH	GANS	Volume 2	476
G2	SEQUOYAH	LIBERTY	Volume 2	478
G2	SEQUOYAH	MOFFETT	Volume 2	480
G2	TILLMAN	GRANDFIELD	Volume 2	504
G2	TILLMAN	TIPTON	Volume 2	505
G2	TULSA	KEYSTONE	Volume 2	512
G2	WAGONER	PORTER CONSOLIDATED	Volume 2	523
G2	WASHITA	SENTINEL	Volume 2	532
H1	ALFALFA	BURLINGTON	Volume 1	13
H1	BEAVER	BALKO	Volume 1	23
H1	BECKHAM	ERICK	Volume 1	28
H1	CANADIAN	BANNER	Volume 1	54
H1	CANADIAN	MAPLE	Volume 1	58

Index by Community Group

Community Group	County	District	Book	Page Number
H1	CANADIAN	UNION CITY	Volume 1	62
H1	CHEROKEE	LOST CITY	Volume 1	77
H1	CLEVELAND	ROBIN HILL	Volume 1	101
H1	COMANCHE	FLOWER MOUND	Volume 1	111
H1	CREEK	PRETTY WATER	Volume 1	137
H1	ELLIS	ARNETT	Volume 1	156
H1	ELLIS	FARGO	Volume 1	157
H1	ELLIS	SHATTUCK	Volume 1	159
H1	GRADY	FRIEND	Volume 1	180
H1	GRADY	MIDDLEBERG	Volume 1	181
H1	OSAGE	OSAGE HILLS	Volume 2	381
H1	PAYNE	OAK GROVE	Volume 2	400
H1	ROGER MILLS	HAMMON	Volume 2	449
H1	ROGER MILLS	LEEDEY	Volume 2	450
H1	ROGER MILLS	REYDON	Volume 2	451
H1	TEXAS	GOODWELL	Volume 2	493
H1	TEXAS	STRAIGHT	Volume 2	498
H1	WOODS	FREEDOM	Volume 2	535
H2	ADAIR	BELL	Volume 1	1
H2	ADAIR	CAVE SPRINGS	Volume 1	2
H2	ADAIR	DAHLONEGAH	Volume 1	3
H2	ADAIR	GREASY	Volume 1	4
H2	ADAIR	PEAVINE	Volume 1	6
H2	ADAIR	ROCKY MOUNTAIN	Volume 1	7
H2	ADAIR	SKELLY	Volume 1	8
H2	ATOKA	CANEY	Volume 1	17
H2	ATOKA	FARRIS	Volume 1	18
H2	ATOKA	LANE	Volume 1	20
H2	ATOKA	STRINGTOWN	Volume 1	21
H2	BEAVER	FORGAN	Volume 1	25
H2	CADDO	GRACEMONT	Volume 1	50
H2	CADDO	LOOKEBA SICKLES	Volume 1	53
H2	CANADIAN	CALUMET	Volume 1	55
H2	CANADIAN	DARLINGTON	Volume 1	56
H2	CANADIAN	RIVERSIDE	Volume 1	61
H2	CARTER	SPRINGER	Volume 1	70
H2	CARTER	ZANEIS	Volume 1	72
H2	CHEROKEE	LOWREY	Volume 1	78
H2	CHEROKEE	NORWOOD	Volume 1	79
H2	CHEROKEE	PEGGS	Volume 1	80
H2	CHEROKEE	SHADY GROVE	Volume 1	81
H2	CHOCTAW	GOODLAND	Volume 1	87
H2	CHOCTAW	GRANT	Volume 1	88
H2	CHOCTAW	SWINK	Volume 1	91
H2	CIMARRON	FELT	Volume 1	93
H2	CIMARRON	KEYES	Volume 1	94
H2	CIMARRON	PLAINVIEW	Volume 1	95
H2	COAL	COTTONWOOD	Volume 1	103
H2	COAL	OLNEY	Volume 1	104

Index by Community Group

Community Group	County	District	Book	Page Number
H2	COAL	TUPELO	Volume 1	105
H2	COMANCHE	INDIAHOMA	Volume 1	113
H2	COTTON	TEMPLE	Volume 1	117
H2	CRAIG	BLUEJACKET	Volume 1	119
H2	CRAIG	WHITE OAK	Volume 1	123
H2	CREEK	GYPSY	Volume 1	128
H2	CREEK	MILFAY	Volume 1	133
H2	CUSTER	BUTLER	Volume 1	140
H2	DELAWARE	CLEORA	Volume 1	144
H2	DELAWARE	KENWOOD	Volume 1	149
H2	DELAWARE	LEACH	Volume 1	150
H2	DEWEY	TALOGA	Volume 1	154
H2	ELLIS	GAGE	Volume 1	158
H2	GRANT	DEER CREEK-LAMONT	Volume 1	188
H2	GRANT	WAKITA	Volume 1	191
H2	HASKELL	KINTA	Volume 1	198
H2	HASKELL	WHITEFIELD	Volume 1	201
H2	HUGHES	CALVIN	Volume 1	202
H2	HUGHES	DUSTIN	Volume 1	203
H2	JACKSON	DUKE	Volume 1	210
H2	JACKSON	ELDORADO	Volume 1	211
H2	JACKSON	OLUSTEE	Volume 1	213
H2	JEFFERSON	TERRAL	Volume 1	216
H2	JOHNSTON	COLEMAN	Volume 1	218
H2	JOHNSTON	MANNSVILLE	Volume 1	219
H2	JOHNSTON	MILBURN	Volume 1	220
H2	JOHNSTON	MILL CREEK	Volume 1	221
H2	JOHNSTON	RAVIA	Volume 1	222
H2	JOHNSTON	WAPANUCKA	Volume 1	224
H2	KAY	BRAMAN	Volume 1	226
H2	KAY	KAW CITY	Volume 1	227
H2	KAY	KILDARE	Volume 1	228
H2	KAY	PECKHAM	Volume 1	230
H2	KINGFISHER	LOMEGA	Volume 1	237
H2	KIOWA	LONE WOLF	Volume 1	240
H2	LATIMER	BUFFALO VALLEY	Volume 1	243
H2	LATIMER	RED OAK	Volume 1	245
H2	LeFLORE	FANSHAWE	Volume 1	250
H2	LeFLORE	LE FLORE	Volume 1	254
H2	LeFLORE	MONROE	Volume 1	255
H2	LeFLORE	SHADY POINT	Volume 1	259
H2	LeFLORE	WHITESBORO	Volume 1	262
H2	LINCOLN	CARNEY	Volume 1	265
H2	LINCOLN	WHITE ROCK	Volume 1	272
H2	LOVE	GREENVILLE	Volume 2	277
H2	MAJOR	ALINE-CLEO	Volume 2	281
H2	MAYES	SPAVINAW	Volume 2	293
H2	MAYES	WICKLIFFE	Volume 2	294
H2	McCLAIN	BYARS	Volume 2	296
H2	McCURTAIN	BATTIEST	Volume 2	302

Index by Community Group

Community Group	County	District	Book	Page Number
H2	McCURTAIN	EAGLETOWN	Volume 2	305
H2	McCURTAIN	FOREST GROVE	Volume 2	306
H2	McCURTAIN	GLOVER	Volume 2	307
H2	McCURTAIN	HOLLY CREEK	Volume 2	309
H2	McCURTAIN	TOM	Volume 2	313
H2	McCURTAIN	WATSON	Volume 2	315
H2	McINTOSH	HANNA	Volume 2	319
H2	McINTOSH	MIDWAY	Volume 2	320
H2	McINTOSH	RYAL	Volume 2	321
H2	McINTOSH	STIDHAM	Volume 2	322
H2	MUSKOGEE	BOYNTON-MOTON	Volume 2	325
H2	MUSKOGEE	BRAGGS	Volume 2	326
H2	MUSKOGEE	WAINWRIGHT	Volume 2	333
H2	NOBLE	BILLINGS	Volume 2	336
H2	OKFUSKEE	BEARDEN	Volume 2	343
H2	OKFUSKEE	BOLEY	Volume 2	344
H2	OKFUSKEE	GRAHAM	Volume 2	345
H2	OKLAHOMA	CRUTCHO	Volume 2	353
H2	OKMULGEE	LIBERTY	Volume 2	368
H2	OKMULGEE	SCHULTER	Volume 2	372
H2	OSAGE	AVANT	Volume 2	376
H2	OSAGE	BOWRING	Volume 2	378
H2	OSAGE	SHIDLER	Volume 2	384
H2	OSAGE	WYNONA	Volume 2	386
H2	OTTAWA	TURKEY FORD	Volume 2	393
H2	PAWNEE	JENNINGS	Volume 2	396
H2	PITTSBURG	HAYWOOD	Volume 2	410
H2	PITTSBURG	PITTSBURG	Volume 2	415
H2	PITTSBURG	TANNEHILL	Volume 2	418
H2	PONTOTOC	PICKETT-CENTER	Volume 2	423
H2	POTTAWATOMIE	ASHER	Volume 2	427
H2	POTTAWATOMIE	PLEASANT GROVE	Volume 2	436
H2	POTTAWATOMIE	WANETTE	Volume 2	440
H2	PUSHMATAHA	ALBION	Volume 2	441
H2	PUSHMATAHA	MOYERS	Volume 2	444
H2	PUSHMATAHA	NASHOBA	Volume 2	445
H2	PUSHMATAHA	TUSKAHOMA	Volume 2	447
H2	ROGER MILLS	SWEETWATER	Volume 2	452
H2	SEMINOLE	JUSTICE	Volume 2	464
H2	SEMINOLE	PLEASANT GROVE	Volume 2	467
H2	SEMINOLE	SASAKWA	Volume 2	468
H2	SEQUOYAH	BELFONTE	Volume 2	473
H2	SEQUOYAH	MARBLE CITY	Volume 2	479
H2	STEPHENS	GRANDVIEW	Volume 2	490
H2	TEXAS	HARDESTY	Volume 2	495
H2	TEXAS	OPTIMA	Volume 2	497
H2	TEXAS	TYRONE	Volume 2	500
H2	TEXAS	YARBROUGH	Volume 2	501
H2	TILLMAN	DAVIDSON	Volume 2	502
H2	TULSA	LEONARD	Volume 2	513

Index by Community Group

Community Group	County	District	Book	Page Number
H2	WASHITA	CANUTE	Volume 2	530
H2	WASHITA	WASHITA HEIGHTS	Volume 2	533
H2	WOODWARD	FORT SUPPLY	Volume 2	537

APPENDIX C

Breakdown of Oklahoma Cost Accounting System (OCAS) Codes Included in each of the ALL FUNDS Expenditure Areas

- 1) **INSTRUCTION** INSTRUCTION (1000 Series)

- 2) **STUDENT SUPPORT** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - STUDENTS (2100)
 - Attendance and Social Work Services
 - Guidance Services
 - Health Services
 - Psychological Services
 - Speech Pathology and Audiology Services
 - Other Support Services - Student

- 3) **INSTR. SUPPORT** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
 - Improvement of Instruction Services
 - Library / Media Services
 - Instruction-Related Technology
 - Academic Student Assessment

- 4) **DISTRICT ADMIN.** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
 - Board of Education Services
 - Executive Administration Services
 - State and Federal Relations Services
 - Other General and Administrative Services

- 5) **SCHOOL ADMIN.** SUPPORT SERVICES (2000 Series)
 - SUPPORT SERVICES - SCHOOL ADMINISTRATION (2400)
 - Office of the Principal Services
 - Other Support Services – School Administration

- 6) **DISTRICT SUPPORT** SUPPORT SERVICES (2000 Series)
 - CENTRAL SERVICES (2500)
 - Fiscal Services
 - Purchasing, Warehousing, and Distributing Services
 - Printing, Publishing, and Duplicating Services
 - Planning, Research, Development, and Evaluation Services
 - Information Services
 - Personnel (Staff) Services
 - Administrative Technology Services

 - OPERATION AND MAINTENANCE OF PLANT SERVICES (2600)
 - Operation of Buildings Services
 - Care and Upkeep of Grounds Services
 - Care and Upkeep of Equipment Services
 - Vehicle Operation and Maint. Services (Not Student Trans.)
 - Security Services
 - Safety

 - STUDENT TRANSPORTATION SERVICES (2700)
 - Vehicle Operation Services
 - Monitoring Services
 - Vehicle Servicing and Maintenance Services

7) DEBT SERVICE

OTHER USES (5000 Series)

DEBT SERVICE (5100)

8) OTHER

OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series)

CHILD NUTRITION PROGRAMS OPERATIONS (3100)

Food Preparation and Dispensing Services

Food and Supplies Delivery Services

Other Direct and/or Related Child Nutrition Programs Services

Food Procurement Services

Non-Reimbursable Services

Nutrition Education and Staff Development

Other Child Nutrition Programs Operations

ENTERPRISE OPERATIONS (3200)

COMMUNITY SERVICES OPERATIONS (3300)

FACILITIES ACQUISITION AND CONSTR. SERVICES (4000 Series)

LAND ACQUISITION SERVICES (4200)

LAND IMPROVEMENT SERVICES (4300)

ARCHITECTURE AND ENGINEERING SERVICES (4400)

EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500)

BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600)

BUILDING IMPROVEMENT SERVICES (4700)

OTHER USES (7000 Series)

SCHOLARSHIPS (7100)

STUDENT AID (7200)

STAFF AWARDS (7300)

WORKER'S COMPENSATION CLAIMS (7400)

TORT LIABILITY CLAIMS (7500)

MEDICAL CARE CLAIMS (7600)

FLEX BENEFITS (7700)

LONG-TERM DISABILITY (LTD) CLAIMS (7800)

OTHER USES (7900)