

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

Summary Report

State: OKLAHOMA

Grade: End-of-Instruction

Purpose

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



Test Date: 04/18/05

English II (Writing Included) Only Non High Mobility (NHM) Scores used for accountability	Number of Students	Number and Percent of Students at each Performance Level								Median OPI
		Advanced N 747-999 %		Satisfactory N 700-746 %		Limited Knowledge N 658-699 %		Unsatisfactory N 440-657 %		
Regular Education NHM	30002	12680	42	8333	28	5099	17	3890	13	733
Ethnicity										
American Indian or Alaskan Native	4655	1661	36	1395	30	892	19	707	15	723
Asian/Pacific Islander	509	287	56	117	23	60	12	45	9	756
Black or African American	2561	578	23	672	26	632	25	679	27	696
Hispanic or Latino	1477	418	28	428	29	337	23	294	20	709
White	19300	9136	47	5324	28	2903	15	1937	10	741
Other race	1500	600	40	397	26	275	18	228	15	726
Gender										
Male	14382	5554	39	4017	28	2575	18	2236	16	727
Female	15476	7077	46	4281	28	2502	16	1616	10	739
Other										
Free and Reduced Lunch	9632	2700	28	2804	29	2195	23	1933	20	709
Non-Free and Reduced Lunch	20370	9980	49	5529	27	2904	14	1957	10	744
Migrant	26	6	23	8	31	9	35	3	12	704
Special Education (IEP) NHM	3897	208	5	460	12	710	18	2519	65	634
English Language Learner (ELL) NHM	771	88	11	111	14	165	21	407	53	653
Non-ELL NHM	33842	12887	38	8790	26	5800	17	6365	19	724
All NHM	34613	12975	37	8901	26	5965	17	6772	20	723
Ethnicity										
American Indian or Alaskan Native	5417	1697	31	1473	27	1021	19	1226	23	713
Asian/Pacific Islander	637	318	50	133	21	94	15	92	14	745
Black or African American	3009	590	20	701	23	689	23	1029	34	686
Hispanic or Latino	2161	454	21	515	24	471	22	721	33	688
White	21641	9304	43	5657	26	3368	16	3312	15	733
Other race	1748	612	35	422	24	322	18	392	22	715
Gender										
Male	17253	5735	33	4367	25	3061	18	4090	24	715
Female	17174	7190	42	4492	26	2880	17	2612	15	731
Other										
Free and Reduced Lunch	12088	2791	23	3037	25	2620	22	3640	30	695
Non-Free and Reduced Lunch	22525	10184	45	5864	26	3345	15	3132	14	738
Migrant	52	6	12	12	23	14	27	20	38	668
Regular Education High Mobility	2528	596	24	678	27	567	22	687	27	699
Special Education (IEP) High Mobility	568	12	2	40	7	75	13	441	78	613
ELL High Mobility	130	6	5	9	7	24	18	91	70	635
All High Mobility	3222	614	19	727	23	666	21	1215	38	682

Total Enrollment Number of NHM Equals Sum of Below:

No. of Students Tested: 34613 No. IEP Alternate Testing: 502
 No. Absent: 405 No. ELL District Alternate Testing: 0
 No. Emergency Exempt: 9 No. 2nd Time Testing: 1111
 No. ELL 1st Year Exempt: 5

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

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

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

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

No. IEP with Test Accommodations: 2861 No. ELL with Test Accommodations: 204

English II

Advanced

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

Satisfactory

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

Limited Knowledge

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

Unsatisfactory

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

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End-of-Instruction
English II (Writing Included)

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Test Date: 04/18/05

English II (Writing Included)	Median Percent Correct Score by each Standard and Objective												
	Reading/Literature	1.0 Vocabulary	2.0 Comprehension	2.1 Literal Understanding	2.2 Inferences and Interpretation	2.3 Summary and Generalization	2.4 Analysis and Evaluation	3.0 Literature	3.1 Literary Genres	3.2 Literary Elements	3.3 Figurative Language	3.4 Literary Works	4.0 Research and Information
Regular Education NHM		82	76	N/A	74	83	73	73	68	79	69	N/A	77
Ethnicity													
American Indian or Alaskan Native		80	74	N/A	73	82	70	70	67	75	65	N/A	75
Asian/Pacific Islander		86	80	N/A	76	86	77	78	74	82	74	N/A	84
Black or African American		69	67	N/A	67	75	60	62	58	68	57	N/A	69
Hispanic or Latino		74	70	N/A	70	79	64	67	61	72	62	N/A	72
White		85	79	N/A	76	85	76	76	71	81	71	N/A	79
Other race		81	75	N/A	73	82	71	72	68	78	68	N/A	75
Gender													
Male		81	76	N/A	74	83	72	71	66	77	67	N/A	77
Female		83	77	N/A	75	83	74	75	70	80	70	N/A	77
Other													
Free and Reduced Lunch		76	71	N/A	70	79	66	66	62	72	61	N/A	71
Non-Free and Reduced Lunch		85	79	N/A	76	85	76	76	71	81	72	N/A	80
Migrant		75	69	N/A	79	82	57	67	70	69	67	N/A	70
Special Education (IEP) NHM		51	49	N/A	57	54	43	43	43	50	39	N/A	50
English Language Learner (ELL) NHM		54	52	N/A	60	60	45	49	47	54	47	N/A	57
Non-ELL NHM		80	74	N/A	72	81	70	71	66	76	66	N/A	75
All NHM		79	74	N/A	72	81	70	70	65	76	65	N/A	75
Ethnicity													
American Indian or Alaskan Native		77	71	N/A	71	79	67	67	64	72	62	N/A	72
Asian/Pacific Islander		83	78	N/A	74	84	75	76	71	79	71	N/A	81
Black or African American		65	63	N/A	65	71	56	58	55	65	54	N/A	66
Hispanic or Latino		66	64	N/A	67	72	57	59	55	66	55	N/A	67
White		82	77	N/A	74	83	74	74	68	79	68	N/A	77
Other race		77	72	N/A	71	79	68	68	64	74	64	N/A	72
Gender													
Male		77	73	N/A	71	80	68	67	63	73	63	N/A	74
Female		81	75	N/A	73	82	71	73	68	78	68	N/A	75
Other													
Free and Reduced Lunch		71	67	N/A	68	74	61	62	58	68	57	N/A	67
Non-Free and Reduced Lunch		83	77	N/A	75	84	74	75	69	80	70	N/A	78
Migrant		62	59	N/A	69	66	48	54	55	62	54	N/A	62
Regular Education High Mobility		72	68	N/A	67	75	63	62	59	69	56	N/A	68
Special Education (IEP) High Mobility		42	43	N/A	54	46	36	37	35	43	32	N/A	44
ELL High Mobility		45	45	N/A	55	48	38	42	42	50	39	N/A	52
All High Mobility		66	63	N/A	64	70	57	57	54	64	51	N/A	63

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

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English II (Writing Included)	Median Percent Correct Score by each Standard and Objective					
	Writing/Grammar/Usage and Mechanics	1.0/2.0 Writing	3.0 Grammar/Usage and Mechanics	3.1 Standard Usage	3.2 Mechanics & Spelling	3.3 Sentence Structure
Regular Education NHM		N/A	68	71	68	63
Ethnicity						
American Indian or Alaskan Native		N/A	66	68	67	60
Asian/Pacific Islander		N/A	75	75	80	70
Black or African American		N/A	62	65	65	55
Hispanic or Latino		N/A	64	67	65	59
White		N/A	69	72	69	65
Other race		N/A	66	69	66	62
Gender						
Male		N/A	65	69	65	60
Female		N/A	70	72	71	66
Other						
Free and Reduced Lunch		N/A	63	66	64	57
Non-Free and Reduced Lunch		N/A	70	73	70	66
Migrant		N/A	63	68	62	60
Special Education (IEP) NHM		N/A	42	49	41	37
English Language Learner (ELL) NHM		N/A	50	52	57	45
Non-ELL NHM		N/A	66	68	65	61
All NHM		N/A	65	68	65	60
Ethnicity						
American Indian or Alaskan Native		N/A	63	66	63	57
Asian/Pacific Islander		N/A	72	72	78	66
Black or African American		N/A	59	63	62	52
Hispanic or Latino		N/A	58	62	61	54
White		N/A	67	70	67	63
Other race		N/A	63	66	63	58
Gender						
Male		N/A	62	66	61	57
Female		N/A	68	71	69	64
Other						
Free and Reduced Lunch		N/A	59	63	60	53
Non-Free and Reduced Lunch		N/A	69	71	68	64
Migrant		N/A	56	56	53	52
Regular Education High Mobility		N/A	60	63	61	54
Special Education (IEP) High Mobility		N/A	36	42	35	32
ELL High Mobility		N/A	48	51	53	36
All High Mobility		N/A	55	60	57	49

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

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English II (Writing Included)	Number of Students	Number and Percent of Students at each Performance Level								Median OPI
		Advanced N 747-999 %		Satisfactory N 700-746 %		Limited Knowledge N 658-699 %		Unsatisfactory N 440-657 %		
Total Tested (TT)										
Non High Mobility plus High Mobility										
(Scores not used for accountability)										
Regular Education Total Tested	32530	13276	41	9011	28	5666	17	4577	14	730
Ethnicity										
American Indian or Alaskan Native	5037	1731	34	1501	30	993	20	812	16	721
Asian/Pacific Islander	575	300	52	134	23	68	12	73	13	750
Black or African American	3032	627	21	768	25	760	25	877	29	692
Hispanic or Latino	1632	448	27	477	29	370	23	337	21	708
White	20629	9538	46	5704	28	3171	15	2216	11	739
Other race	1625	632	39	427	26	304	19	262	16	724
Gender										
Male	15606	5796	37	4333	28	2862	18	2615	17	724
Female	16762	7429	44	4640	28	2777	17	1916	11	736
Other										
Free and Reduced Lunch	10812	2891	27	3111	29	2495	23	2315	21	706
Non-Free and Reduced Lunch	21718	10385	48	5900	27	3171	15	2262	10	742
Migrant	27	7	26	8	30	9	33	3	11	706
Special Education (IEP) Total Tested	4465	220	5	500	11	785	18	2960	66	630
English Language Learner (ELL) TT	901	94	10	120	13	189	21	498	55	650
Non-ELL Total Tested	36934	13495	37	9508	26	6442	17	7489	20	721
All Total Tested	37835	13589	36	9628	25	6631	18	7987	21	719
Ethnicity										
American Indian or Alaskan Native	5891	1769	30	1582	27	1133	19	1407	24	710
Asian/Pacific Islander	724	332	46	150	21	107	15	135	19	737
Black or African American	3603	639	18	798	22	829	23	1337	37	680
Hispanic or Latino	2434	488	20	574	24	523	21	849	35	686
White	23275	9715	42	6069	26	3684	16	3807	16	731
Other race	1908	646	34	455	24	355	19	452	24	713
Gender										
Male	18892	5986	32	4718	25	3395	18	4793	25	711
Female	18730	7551	40	4865	26	3205	17	3109	17	728
Other										
Free and Reduced Lunch	13698	2995	22	3367	25	2973	22	4363	32	691
Non-Free and Reduced Lunch	24137	10594	44	6261	26	3658	15	3624	15	735
Migrant	57	7	12	12	21	15	26	23	40	665

Total Enrollment Number Equals Sum of Below:

No. of Students Tested: 37835 No. IEP Alternate Testing: 564
 No. Absent: 531 No. ELL District Alternate Testing: 0
 No. Emergency Exempt: 10 No. 2nd Time Testing: 1243
 No. ELL 1st Year Exempt: 19

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

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

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

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

Total Tested: Non High Mobility plus High Mobility.

No. IEP with Test Accommodations: 3288 No. ELL with Test Accommodations: 249

English II

Advanced

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

Satisfactory

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

Limited Knowledge

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

Unsatisfactory

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

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End-of-Instruction
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Summary Report

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Test Date: 04/18/05

English II (Writing Included) (Scores not used for accountability)	Median Percent Correct Score by each Standard and Objective												
	Reading/Literature	1.0 Vocabulary	2.0 Comprehension	2.1 Literal Understanding	2.2 Inferences and Interpretation	2.3 Summary and Generalization	2.4 Analysis and Evaluation	3.0 Literature	3.1 Literary Genres	3.2 Literary Elements	3.3 Figurative Language	3.4 Literary Works	4.0 Research and Information
Regular Education Total Tested		81	76	N/A	74	83	72	73	68	78	68	N/A	77
Ethnicity													
American Indian or Alaskan Native		80	74	N/A	72	82	69	70	66	75	64	N/A	74
Asian/Pacific Islander		84	78	N/A	74	85	75	77	72	81	73	N/A	83
Black or African American		68	65	N/A	66	73	58	60	57	67	56	N/A	68
Hispanic or Latino		73	70	N/A	70	79	64	66	60	72	61	N/A	72
White		84	78	N/A	76	84	75	75	70	81	70	N/A	79
Other race		80	75	N/A	73	82	71	71	67	77	67	N/A	75
Gender													
Male		80	75	N/A	74	83	72	71	66	76	66	N/A	77
Female		82	76	N/A	74	83	73	75	70	80	69	N/A	77
Other													
Free and Reduced Lunch		75	70	N/A	70	78	65	65	62	71	60	N/A	71
Non-Free and Reduced Lunch		85	78	N/A	76	85	76	76	71	81	71	N/A	80
Migrant		76	70	N/A	80	83	58	68	70	70	69	N/A	71
Special Education (IEP) Total Tested		50	48	N/A	57	53	42	43	42	49	38	N/A	49
English Language Learner (ELL) TT		52	51	N/A	60	58	44	48	46	53	46	N/A	56
Non-ELL Total Tested		79	73	N/A	72	80	69	70	65	75	65	N/A	74
All Total Tested		78	73	N/A	72	80	69	69	64	75	64	N/A	74
Ethnicity													
American Indian or Alaskan Native		76	71	N/A	70	78	66	66	63	72	61	N/A	71
Asian/Pacific Islander		80	75	N/A	72	82	72	74	69	78	69	N/A	79
Black or African American		64	61	N/A	64	69	54	57	54	63	52	N/A	64
Hispanic or Latino		65	64	N/A	66	71	56	59	54	65	54	N/A	66
White		82	76	N/A	74	83	73	73	68	78	68	N/A	77
Other race		76	72	N/A	70	79	67	67	63	74	63	N/A	72
Gender													
Male		76	72	N/A	71	79	67	66	62	72	62	N/A	73
Female		80	74	N/A	72	81	70	72	67	78	67	N/A	75
Other													
Free and Reduced Lunch		70	66	N/A	67	73	60	61	57	67	55	N/A	66
Non-Free and Reduced Lunch		82	77	N/A	74	83	74	74	69	79	69	N/A	78
Migrant		61	60	N/A	70	66	49	54	54	62	52	N/A	62

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

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English II (Writing Included) (Scores not used for accountability)	Median Percent Correct Score by each Standard and Objective					
	Writing/Grammar/ Usage and Mechanics	1.0/2.0 Writing	3.0 Grammar/Usage and Mechanics	3.1 Standard Usage	3.2 Mechanics & Spelling	3.3 Sentence Structure
Regular Education Total Tested		N/A	67	70	68	62
Ethnicity						
American Indian or Alaskan Native		N/A	65	68	66	60
Asian/Pacific Islander		N/A	73	72	79	68
Black or African American		N/A	61	64	64	54
Hispanic or Latino		N/A	64	67	65	59
White		N/A	69	72	69	65
Other race		N/A	66	69	66	61
Gender						
Male		N/A	64	68	64	59
Female		N/A	70	72	71	65
Other						
Free and Reduced Lunch		N/A	62	66	63	56
Non-Free and Reduced Lunch		N/A	70	72	70	66
Migrant		N/A	64	69	63	61
Special Education (IEP) Total Tested		N/A	41	48	40	36
English Language Learner (ELL) TT		N/A	50	52	56	44
Non-ELL Total Tested		N/A	65	68	65	60
All Total Tested		N/A	64	67	65	59
Ethnicity						
American Indian or Alaskan Native		N/A	62	65	63	56
Asian/Pacific Islander		N/A	71	70	76	64
Black or African American		N/A	57	61	60	50
Hispanic or Latino		N/A	58	61	61	53
White		N/A	67	70	66	62
Other race		N/A	63	66	62	57
Gender						
Male		N/A	61	65	60	56
Female		N/A	68	70	69	63
Other						
Free and Reduced Lunch		N/A	58	62	59	52
Non-Free and Reduced Lunch		N/A	68	70	68	63
Migrant		N/A	55	56	54	52

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

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VIRTUAL DISTRICT

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English II (Writing Included) Only Non High Mobility (NHM) Scores used for accountability	Number of Students	Number and Percent of Students at each Performance Level								Median OPI
		Advanced N 747-999 %		Satisfactory N 700-746 %		Limited Knowledge N 658-699 %		Unsatisfactory N 440-657 %		
Regular Education NHM	12	0	0	2	17	2	17	8	67	637
Ethnicity										
American Indian or Alaskan Native	4	0	0	0	0	1	25	3	75	616
Asian/Pacific Islander	0	X	X	X	X	X	X	X	X	X
Black or African American	3	0	0	0	0	1	33	2	67	650
Hispanic or Latino	2	0	0	1	50	0	0	1	50	632
White	2	0	0	1	50	0	0	1	50	671
Other race	1	0	0	0	0	0	0	1	100	645
Gender										
Male	8	0	0	2	25	1	13	5	63	635
Female	4	0	0	0	0	1	25	3	75	637
Other										
Free and Reduced Lunch	5	0	0	2	40	1	20	2	40	665
Non-Free and Reduced Lunch	7	0	0	0	0	1	14	6	86	602
Migrant	0	X	X	X	X	X	X	X	X	X
Special Education (IEP) NHM	6	0	0	0	0	1	17	5	83	635
English Language Learner (ELL) NHM	0	X	X	X	X	X	X	X	X	X
Non-ELL NHM	18	0	0	2	11	3	17	13	72	636
All NHM	18	0	0	2	11	3	17	13	72	636
Ethnicity										
American Indian or Alaskan Native	4	0	0	0	0	1	25	3	75	616
Asian/Pacific Islander	0	X	X	X	X	X	X	X	X	X
Black or African American	6	0	0	0	0	2	33	4	67	645
Hispanic or Latino	2	0	0	1	50	0	0	1	50	632
White	5	0	0	1	20	0	0	4	80	629
Other race	1	0	0	0	0	0	0	1	100	645
Gender										
Male	14	0	0	2	14	2	14	10	71	635
Female	4	0	0	0	0	1	25	3	75	637
Other										
Free and Reduced Lunch	11	0	0	2	18	2	18	7	64	650
Non-Free and Reduced Lunch	7	0	0	0	0	1	14	6	86	602
Migrant	0	X	X	X	X	X	X	X	X	X
Regular Education High Mobility	59	5	8	12	20	9	15	33	56	636
Special Education (IEP) High Mobility	11	1	9	1	9	3	27	6	55	619
ELL High Mobility	1	1	100	0	0	0	0	0	0	763
All High Mobility	71	7	10	13	18	12	17	39	55	636

Total Enrollment Number of NHM Equals Sum of Below:

No. of Students Tested:	18	No. IEP Alternate Testing:	1
No. Absent:	0	No. ELL District Alternate Testing:	0
No. Emergency Exempt:	0	No. 2nd Time Testing:	2
No. ELL 1st Year Exempt:	0		

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

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

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

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

No. IEP with Test Accommodations: 2 No. ELL with Test Accommodations: 0

English II

Advanced

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

Satisfactory

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

Limited Knowledge

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

Unsatisfactory

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

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

Summary Report

State: OKLAHOMA

Grade: End-of-Instruction

VIRTUAL DISTRICT

Purpose

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



Test Date: 04/18/05

English II (Writing Included)	Median Percent Correct Score by each Standard and Objective												
	Reading/Literature	1.0 Vocabulary	2.0 Comprehension	2.1 Literal Understanding	2.2 Inferences and Interpretation	2.3 Summary and Generalization	2.4 Analysis and Evaluation	3.0 Literature	3.1 Literary Genres	3.2 Literary Elements	3.3 Figurative Language	3.4 Literary Works	4.0 Research and Information
Regular Education NHM		40	47	N/A	50	58	45	48	41	56	34	N/A	59
Ethnicity													
American Indian or Alaskan Native		29	44	N/A	38	42	43	45	33	56	20	N/A	50
Asian/Pacific Islander		X	X	N/A	X	X	X	X	X	X	X	N/A	X
Black or African American		43	47	N/A	33	50	38	35	25	33	40	N/A	56
Hispanic or Latino		50	57	N/A	38	63	65	45	38	61	20	N/A	42
White		50	57	N/A	63	63	50	68	63	78	50	N/A	67
Other race		43	67	N/A	75	75	57	55	50	67	40	N/A	67
Gender													
Male		43	40	N/A	50	50	40	43	38	50	36	N/A	54
Female		36	54	N/A	42	63	52	48	44	67	30	N/A	67
Other													
Free and Reduced Lunch		62	60	N/A	60	75	54	57	56	67	40	N/A	67
Non-Free and Reduced Lunch		26	40	N/A	25	35	43	42	33	44	27	N/A	42
Migrant		X	X	N/A	X	X	X	X	X	X	X	N/A	X
Special Education (IEP) NHM		43	47	N/A	55	50	47	40	42	53	30	N/A	50
English Language Learner (ELL) NHM		X	X	N/A	X	X	X	X	X	X	X	N/A	X
Non-ELL NHM		41	47	N/A	52	55	46	46	41	54	33	N/A	55
All NHM		41	47	N/A	52	55	46	46	41	54	33	N/A	55
Ethnicity													
American Indian or Alaskan Native		29	44	N/A	38	42	43	45	33	56	20	N/A	50
Asian/Pacific Islander		X	X	N/A	X	X	X	X	X	X	X	N/A	X
Black or African American		47	51	N/A	55	50	46	35	25	46	30	N/A	50
Hispanic or Latino		50	57	N/A	38	63	65	45	38	61	20	N/A	42
White		43	42	N/A	50	56	36	60	63	63	50	N/A	59
Other race		43	67	N/A	75	75	57	55	50	67	40	N/A	67
Gender													
Male		43	44	N/A	52	50	43	42	39	51	34	N/A	52
Female		36	54	N/A	42	63	52	48	44	67	30	N/A	67
Other													
Free and Reduced Lunch		50	54	N/A	58	61	48	50	50	56	37	N/A	59
Non-Free and Reduced Lunch		26	40	N/A	25	35	43	42	33	44	27	N/A	42
Migrant		X	X	N/A	X	X	X	X	X	X	X	N/A	X
Regular Education High Mobility		57	51	N/A	61	63	42	48	51	57	42	N/A	58
Special Education (IEP) High Mobility		52	58	N/A	54	63	50	45	25	56	40	N/A	52
ELL High Mobility		100	87	N/A	100	75	86	85	100	67	100	N/A	83
All High Mobility		57	53	N/A	61	63	45	48	49	57	43	N/A	57

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

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

Summary Report

State: OKLAHOMA

Grade: End-of-Instruction

VIRTUAL DISTRICT

Purpose

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



Test Date: 04/18/05

English II (Writing Included)	Median Percent Correct Score by each Standard and Objective					
	Writing/Grammar/Usage and Mechanics	1.0/2.0 Writing	3.0 Grammar/Usage and Mechanics	3.1 Standard Usage	3.2 Mechanics & Spelling	3.3 Sentence Structure
Regular Education NHM		N/A	38	50	42	35
Ethnicity						
American Indian or Alaskan Native		N/A	38	50	38	38
Asian/Pacific Islander		N/A	X	X	X	X
Black or African American		N/A	42	50	50	25
Hispanic or Latino		N/A	50	63	38	50
White		N/A	46	50	50	38
Other race		N/A	33	50	25	25
Gender						
Male		N/A	38	44	44	34
Female		N/A	42	56	38	38
Other						
Free and Reduced Lunch		N/A	59	75	63	35
Non-Free and Reduced Lunch		N/A	28	40	25	35
Migrant		N/A	X	X	X	X
Special Education (IEP) NHM		N/A	33	31	55	20
English Language Learner (ELL) NHM		N/A	X	X	X	X
Non-ELL NHM		N/A	35	43	48	30
All NHM		N/A	35	43	48	30
Ethnicity						
American Indian or Alaskan Native		N/A	38	50	38	38
Asian/Pacific Islander		N/A	X	X	X	X
Black or African American		N/A	38	38	60	21
Hispanic or Latino		N/A	50	63	38	50
White		N/A	33	38	44	31
Other race		N/A	33	50	25	25
Gender						
Male		N/A	33	38	50	29
Female		N/A	42	56	38	38
Other						
Free and Reduced Lunch		N/A	40	46	58	28
Non-Free and Reduced Lunch		N/A	28	40	25	35
Migrant		N/A	X	X	X	X
Regular Education High Mobility		N/A	46	53	50	40
Special Education (IEP) High Mobility		N/A	38	44	46	30
ELL High Mobility		N/A	58	75	50	50
All High Mobility		N/A	45	51	49	39

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

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

Summary Report

State: OKLAHOMA

Grade: End-of-Instruction

VIRTUAL DISTRICT

Purpose

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



Test Date: 04/18/05

English II (Writing Included)	Number of Students	Number and Percent of Students at each Performance Level								Median OPI
		Advanced N 747-999 %		Satisfactory N 700-746 %		Limited Knowledge N 658-699 %		Unsatisfactory N 440-657 %		
Total Tested (TT)										
Non High Mobility plus High Mobility										
(Scores not used for accountability)										
Regular Education Total Tested	71	5	7	14	20	11	15	41	58	636
Ethnicity										
American Indian or Alaskan Native	8	0	0	0	0	3	38	5	63	640
Asian/Pacific Islander	0	X	X	X	X	X	X	X	X	X
Black or African American	24	1	4	3	13	4	17	16	67	626
Hispanic or Latino	5	0	0	2	40	0	0	3	60	635
White	21	3	14	7	33	2	10	9	43	680
Other race	13	1	8	2	15	2	15	8	62	629
Gender										
Male	61	3	5	14	23	10	16	34	56	638
Female	9	2	22	0	0	1	11	6	67	635
Other										
Free and Reduced Lunch	30	3	10	8	27	4	13	15	50	660
Non-Free and Reduced Lunch	41	2	5	6	15	7	17	26	63	627
Migrant	0	X	X	X	X	X	X	X	X	X
Special Education (IEP) Total Tested	17	1	6	1	6	4	24	11	65	629
English Language Learner (ELL) TT	1	1	100	0	0	0	0	0	0	763
Non-ELL Total Tested	88	6	7	15	17	15	17	52	59	635
All Total Tested	89	7	8	15	17	15	17	52	58	636
Ethnicity										
American Indian or Alaskan Native	9	1	11	0	0	3	33	5	56	650
Asian/Pacific Islander	0	X	X	X	X	X	X	X	X	X
Black or African American	30	1	3	3	10	5	17	21	70	622
Hispanic or Latino	5	0	0	2	40	0	0	3	60	635
White	31	4	13	8	26	5	16	14	45	675
Other race	14	1	7	2	14	2	14	9	64	627
Gender										
Male	77	5	6	15	19	13	17	44	57	637
Female	11	2	18	0	0	2	18	7	64	635
Other										
Free and Reduced Lunch	43	5	12	9	21	5	12	24	56	647
Non-Free and Reduced Lunch	46	2	4	6	13	10	22	28	61	628
Migrant	0	X	X	X	X	X	X	X	X	X

Total Enrollment Number Equals Sum of Below:

No. of Students Tested:	89	No. IEP Alternate Testing:	1
No. Absent:	2	No. ELL District Alternate Testing:	0
No. Emergency Exempt:	0	No. 2nd Time Testing:	2
No. ELL 1st Year Exempt:	0		

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

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

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

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

Total Tested: Non High Mobility plus High Mobility.

No. IEP with Test Accommodations: 9 No. ELL with Test Accommodations: 0

English II

Advanced

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

Satisfactory

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

Limited Knowledge

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

Unsatisfactory

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

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

Summary Report

State: OKLAHOMA

Grade: End-of-Instruction

VIRTUAL DISTRICT

Purpose

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Test Date: 04/18/05

English II (Writing Included) (Scores not used for accountability)	Median Percent Correct Score by each Standard and Objective												
	Reading/Literature	1.0 Vocabulary	2.0 Comprehension	2.1 Literal Understanding	2.2 Inferences and Interpretation	2.3 Summary and Generalization	2.4 Analysis and Evaluation	3.0 Literature	3.1 Literary Genres	3.2 Literary Elements	3.3 Figurative Language	3.4 Literary Works	4.0 Research and Information
Regular Education Total Tested		55	50	N/A	59	62	43	48	49	56	41	N/A	58
Ethnicity													
American Indian or Alaskan Native		48	50	N/A	60	63	47	45	42	59	30	N/A	50
Asian/Pacific Islander		X	X	N/A	X	X	X	X	X	X	X	N/A	X
Black or African American		49	40	N/A	53	50	30	42	55	48	34	N/A	58
Hispanic or Latino		57	67	N/A	50	58	75	45	40	53	33	N/A	50
White		68	53	N/A	65	73	52	60	50	65	52	N/A	67
Other race		52	58	N/A	64	66	48	52	48	56	49	N/A	50
Gender													
Male		56	51	N/A	60	63	43	49	48	55	41	N/A	57
Female		57	47	N/A	55	63	48	48	58	63	40	N/A	67
Other													
Free and Reduced Lunch		65	62	N/A	65	70	55	51	54	58	44	N/A	65
Non-Free and Reduced Lunch		44	46	N/A	54	58	38	47	45	55	38	N/A	52
Migrant		X	X	N/A	X	X	X	X	X	X	X	N/A	X
Special Education (IEP) Total Tested		47	56	N/A	54	58	49	43	33	54	37	N/A	52
English Language Learner (ELL) TT		100	87	N/A	100	75	86	85	100	67	100	N/A	83
Non-ELL Total Tested		53	51	N/A	58	61	45	47	47	56	40	N/A	56
All Total Tested		53	52	N/A	59	62	45	48	47	56	40	N/A	56
Ethnicity													
American Indian or Alaskan Native		52	53	N/A	65	64	50	47	46	60	35	N/A	67
Asian/Pacific Islander		X	X	N/A	X	X	X	X	X	X	X	N/A	X
Black or African American		47	41	N/A	54	47	34	41	50	47	32	N/A	53
Hispanic or Latino		57	67	N/A	50	58	75	45	40	53	33	N/A	50
White		63	60	N/A	62	70	52	60	50	65	53	N/A	63
Other race		43	57	N/A	61	67	47	51	45	50	46	N/A	47
Gender													
Male		54	53	N/A	60	62	46	48	46	56	41	N/A	56
Female		57	47	N/A	50	63	46	48	57	62	40	N/A	64
Other													
Free and Reduced Lunch		60	59	N/A	64	64	53	49	53	57	42	N/A	60
Non-Free and Reduced Lunch		46	47	N/A	51	59	40	47	43	55	39	N/A	53
Migrant		X	X	N/A	X	X	X	X	X	X	X	N/A	X

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

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

Summary Report

State: OKLAHOMA

Grade: End-of-Instruction

VIRTUAL DISTRICT

Purpose

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Test Date: 04/18/05

English II (Writing Included)	Median Percent Correct Score by each Standard and Objective					
	Writing/Grammar/Usage and Mechanics	1.0/2.0 Writing	3.0 Grammar/Usage and Mechanics	3.1 Standard Usage	3.2 Mechanics & Spelling	3.3 Sentence Structure
(Scores not used for accountability)						
Regular Education Total Tested		N/A	45	52	49	39
Ethnicity						
American Indian or Alaskan Native		N/A	42	45	56	30
Asian/Pacific Islander		N/A	X	X	X	X
Black or African American		N/A	45	46	49	38
Hispanic or Latino		N/A	36	50	38	30
White		N/A	49	57	52	45
Other race		N/A	42	57	42	38
Gender						
Male		N/A	45	52	51	37
Female		N/A	47	57	40	58
Other						
Free and Reduced Lunch		N/A	48	60	57	38
Non-Free and Reduced Lunch		N/A	43	46	42	39
Migrant		N/A	X	X	X	X
Special Education (IEP) Total Tested		N/A	36	40	50	25
English Language Learner (ELL) TT		N/A	58	75	50	50
Non-ELL Total Tested		N/A	43	49	49	36
All Total Tested		N/A	43	49	49	37
Ethnicity						
American Indian or Alaskan Native		N/A	50	50	55	33
Asian/Pacific Islander		N/A	X	X	X	X
Black or African American		N/A	43	42	49	32
Hispanic or Latino		N/A	36	50	38	30
White		N/A	46	54	52	42
Other race		N/A	40	54	39	39
Gender						
Male		N/A	43	49	51	36
Female		N/A	46	56	42	50
Other						
Free and Reduced Lunch		N/A	45	52	55	36
Non-Free and Reduced Lunch		N/A	42	47	43	38
Migrant		N/A	X	X	X	X

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