

**Oklahoma
Core Curriculum Test
End-of-Instruction
Algebra I**

Summary Report

State: OKLAHOMA

Grade: End-of-Instruction

Purpose

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



Test Date: 12/06/04

Algebra I 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 732-999 %		Satisfactory N 700-731 %		Limited Knowledge N 612-699 %		Unsatisfactory N 450-611 %		
Regular Education NHM	1626	162	10	229	14	847	52	388	24	657
Ethnicity										
American Indian or Alaskan Native	193	14	7	17	9	105	54	57	30	646
Asian/Pacific Islander	20	6	30	5	25	6	30	3	15	712
Black or African American	262	3	1	12	5	123	47	124	47	616
Hispanic or Latino	100	2	2	15	15	52	52	31	31	654
White	879	103	12	150	17	475	54	151	17	666
Other race	172	34	20	30	17	86	50	22	13	681
Gender										
Male	771	85	11	118	15	400	52	168	22	660
Female	846	77	9	110	13	445	53	214	25	656
Other										
Free and Reduced Lunch	641	34	5	70	11	319	50	218	34	640
Non-Free and Reduced Lunch	985	128	13	159	16	528	54	170	17	667
Migrant	0	X	X	X	X	X	X	X	X	X
Special Education (IEP) NHM	252	3	1	6	2	87	35	156	62	588
English Language Learner (ELL) NHM	39	3	8	2	5	16	41	18	46	616
Non-ELL NHM	1874	165	9	235	13	934	50	540	29	650
All NHM	1913	168	9	237	12	950	50	558	29	649
Ethnicity										
American Indian or Alaskan Native	236	14	6	18	8	124	53	80	34	638
Asian/Pacific Islander	25	9	36	5	20	6	24	5	20	717
Black or African American	295	3	1	12	4	132	45	148	50	611
Hispanic or Latino	135	2	1	16	12	64	47	53	39	633
White	1033	106	10	156	15	529	51	242	23	659
Other race	189	34	18	30	16	95	50	30	16	676
Gender										
Male	954	89	9	123	13	470	49	272	29	649
Female	948	79	8	113	12	477	50	279	29	649
Other										
Free and Reduced Lunch	793	36	5	72	9	366	46	319	40	629
Non-Free and Reduced Lunch	1120	132	12	165	15	584	52	239	21	661
Migrant	0	X	X	X	X	X	X	X	X	X
Regular Education High Mobility	208	6	3	5	2	96	46	101	49	612
Special Education (IEP) High Mobility	36	0	0	0	0	3	8	33	92	554
ELL High Mobility	7	0	0	0	0	4	57	3	43	614
All High Mobility	250	6	2	5	2	103	41	136	54	605

Total Enrollment Number of NHM Equals Sum of Below:

No. of Students Tested: 1913 No. IEP Alternate Testing: 4
 No. Absent: 33 No. ELL District Alternate Testing: 0
 No. Emergency Exempt: 0 No. 2nd Time Testing: 647
 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: 197 No. ELL with Test Accommodations: 8

Algebra I

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 Algebra I, which include objectives in the areas of: number sense and algebraic operations; relations and functions; data analysis and statistics. In addition to demonstrating a broad and in-depth understanding and application of all skills at the satisfactory level, students typically use a wide range of strategies to solve real-world, nonroutine problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas clearly through a variety of representations.

Satisfactory

Students typically demonstrate a general understanding of the mathematics knowledge, skills, and processes expected of all students at the End-of-Instruction in Algebra I, as follows: translate word phrases and sentences into expressions and equations; use the laws of exponents to evaluate expressions with integer exponents; distinguish between linear and nonlinear data; identify and evaluate a function; use slope to differentiate between parallel, perpendicular, horizontal or vertical lines; develop the equation of a line and graph linear relationships; match simple equations or inequalities to a graph, table, or situation; use formulas to solve two-step problems; make valid predictions and/or arguments based on collected data; and use a line-of-best-fit model to represent collected data.

Limited Knowledge

Students demonstrate a partial understanding of the mathematics knowledge, skills, and processes expected of all students at the End-of-Instruction in Algebra I. Students are typically inconsistent in applying the general knowledge and mathematical process skills necessary to solve problems effectively and reason mathematically.

Unsatisfactory

Students do not demonstrate at least a limited knowledge level of the skills expected of all students at the End-of-Instruction in Algebra I. Students typically should be given comprehensive mathematics instruction.

Oklahoma Core Curriculum Test End-of-Instruction Algebra I

Summary Report

State: OKLAHOMA

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



Test Date: 12/06/04

Algebra I

	Median Percent Correct Score by each Standard and Objective														
	1.0 Number Sense and Algebraic Operations	1.1 Translate Expressions/Equations	1.2 Expressions	2.0 Relations and Functions	2.1 Relations/Functions	2.2 Graph Transformations	2.3 Calculate Slope	2.4 Equation of a Line	2.5 Interpret Slope	2.6 Equations/Inequalities	2.7 Systems of Equations	2.8 Problem Solving	3.0 Data Analysis & Statistics	3.1 Data Representation/Predictions	3.2 Line of Best Fit
Regular Education NHM	69	84	55	50	63	48	47	40	46	56	55	61	61	77	37
Ethnicity															
American Indian or Alaskan Native	64	84	48	47	62	49	42	35	43	50	53	56	59	77	32
Asian/Pacific Islander	82	88	76	75	75	53	70	78	58	83	75	81	74	86	58
Black or African American	55	70	39	37	52	34	33	33	31	40	43	38	47	60	27
Hispanic or Latino	69	79	58	48	59	43	46	35	44	54	50	51	59	74	34
White	73	87	60	54	65	51	50	42	50	60	58	67	64	80	39
Other race	76	88	66	59	71	59	57	51	56	67	63	75	68	83	44
Gender															
Male	70	84	55	51	63	50	47	39	49	57	56	62	63	79	39
Female	69	84	56	50	63	46	47	40	43	55	54	59	59	76	35
Other															
Free and Reduced Lunch	62	80	48	43	59	43	41	36	39	50	49	52	57	73	33
Non-Free and Reduced Lunch	73	86	60	54	65	52	51	43	50	60	58	66	63	80	39
Migrant	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Special Education (IEP) NHM	45	59	34	32	44	34	31	29	29	34	38	33	43	54	26
English Language Learner (ELL) NHM	53	63	49	39	46	36	39	33	33	45	49	36	48	62	21
Non-ELL NHM	67	82	52	47	61	46	44	38	43	53	53	57	59	75	35
All NHM	66	82	52	47	61	46	44	38	43	53	52	56	59	75	35
Ethnicity															
American Indian or Alaskan Native	63	82	47	44	60	47	40	33	41	48	51	52	56	74	30
Asian/Pacific Islander	83	88	78	76	72	58	69	76	61	83	75	81	75	86	60
Black or African American	53	68	38	36	50	34	32	32	30	39	42	37	46	59	28
Hispanic or Latino	62	73	53	40	54	41	42	33	40	49	48	45	54	69	30
White	70	84	56	50	62	48	47	40	46	56	55	62	62	78	37
Other race	75	87	65	57	70	56	53	50	53	64	61	72	66	82	43
Gender															
Male	66	81	51	47	60	47	44	38	45	53	53	57	60	75	37
Female	67	82	54	47	61	45	45	39	41	53	52	56	58	75	33
Other															
Free and Reduced Lunch	59	76	45	40	56	41	39	34	37	47	46	47	54	70	32
Non-Free and Reduced Lunch	71	85	57	51	64	50	48	41	48	57	57	63	62	78	38
Migrant	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Regular Education High Mobility	56	72	42	34	47	37	33	29	34	37	40	37	49	65	26
Special Education (IEP) High Mobility	34	39	27	28	33	31	24	22	32	24	28	18	35	38	27
ELL High Mobility	50	48	50	34	31	25	25	44	31	42	38	50	38	46	31
All High Mobility	53	67	39	33	45	36	31	29	34	35	38	35	46	61	26

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

Algebra I

Advanced

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Test Date: 12/06/04

Algebra I Total Tested (TT) Non High Mobility plus High Mobility (Scores not used for accountability)	Number of Students	Number and Percent of Students at each Performance Level								Median OPI
		Advanced N 732-999 %		Satisfactory N 700-731 %		Limited Knowledge N 612-699 %		Unsatisfactory N 450-611 %		
Regular Education Total Tested	1834	168	9	234	13	943	51	489	27	651
Ethnicity										
American Indian or Alaskan Native	213	15	7	19	9	116	54	63	30	644
Asian/Pacific Islander	24	7	29	5	21	9	38	3	13	700
Black or African American	337	3	1	13	4	149	44	172	51	609
Hispanic or Latino	120	3	3	16	13	56	47	45	38	643
White	959	106	11	151	16	522	54	180	19	663
Other race	181	34	19	30	17	91	50	26	14	678
Gender										
Male	857	88	10	121	14	439	51	209	24	655
Female	968	80	8	112	12	502	52	274	28	649
Other										
Free and Reduced Lunch	758	36	5	70	9	365	48	287	38	633
Non-Free and Reduced Lunch	1076	132	12	164	15	578	54	202	19	664
Migrant	0	X	X	X	X	X	X	X	X	X
Special Education (IEP) Total Tested	288	3	1	6	2	90	31	189	66	583
English Language Learner (ELL) TT	46	3	7	2	4	20	43	21	46	615
Non-ELL Total Tested	2117	171	8	240	11	1033	49	673	32	644
All Total Tested	2163	174	8	242	11	1053	49	694	32	643
Ethnicity										
American Indian or Alaskan Native	258	15	6	20	8	136	53	87	34	637
Asian/Pacific Islander	29	10	34	5	17	9	31	5	17	707
Black or African American	384	3	1	13	3	159	41	209	54	605
Hispanic or Latino	163	3	2	17	10	72	44	71	44	623
White	1127	109	10	157	14	576	51	285	25	656
Other race	202	34	17	30	15	101	50	37	18	671
Gender										
Male	1069	92	9	126	12	514	48	337	32	644
Female	1083	82	8	115	11	536	49	350	32	644
Other										
Free and Reduced Lunch	934	38	4	72	8	418	45	406	43	623
Non-Free and Reduced Lunch	1229	136	11	170	14	635	52	288	23	657
Migrant	0	X	X	X	X	X	X	X	X	X

Total Enrollment Number Equals Sum of Below:

No. of Students Tested: 2163 No. IEP Alternate Testing: 4
 No. Absent: 39 No. ELL District Alternate Testing: 0
 No. Emergency Exempt: 0 No. 2nd Time Testing: 686
 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: 223 No. ELL with Test Accommodations: 11

Algebra I

Advanced

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Oklahoma Core Curriculum Test End-of-Instruction Algebra I

Summary Report

State: OKLAHOMA

Grade: End-of-Instruction

Purpose

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Test Date: 12/06/04

Algebra I

(Scores not used for accountability)

	1.0 Number Sense and Algebraic Operations	1.1 Translate Expressions/Equations	1.2 Expressions	2.0 Relations and Functions	2.1 Relations/Functions	2.2 Graph Transformations	2.3 Calculate Slope	2.4 Equation of a Line	2.5 Interpret Slope	2.6 Equations/Inequalities	2.7 Systems of Equations	2.8 Problem Solving	3.0 Data Analysis & Statistics	3.1 Data Representation/Predictions	3.2 Line of Best Fit
Regular Education Total Tested	68	83	53	48	61	46	45	38	44	54	53	58	60	76	35
Ethnicity															
American Indian or Alaskan Native	64	83	48	46	62	48	41	34	42	49	53	56	58	76	31
Asian/Pacific Islander	81	87	75	72	75	52	66	76	55	81	69	77	74	86	61
Black or African American	53	68	39	35	48	33	31	32	30	38	42	36	46	59	25
Hispanic or Latino	66	77	55	42	58	41	44	34	43	49	49	48	56	71	33
White	72	86	58	52	64	50	49	40	49	58	56	65	63	80	38
Other race	76	87	66	58	70	58	54	50	55	66	61	73	67	83	43
Gender															
Male	68	84	53	49	62	48	45	38	48	55	54	60	62	78	38
Female	67	83	54	47	61	45	45	38	41	52	52	56	58	75	34
Other															
Free and Reduced Lunch	61	78	47	41	57	41	39	34	38	47	47	48	55	71	31
Non-Free and Reduced Lunch	72	86	59	53	65	51	49	42	49	59	57	65	63	79	38
Migrant	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Special Education (IEP) Total Tested	43	56	33	31	43	34	30	28	29	33	37	31	42	52	26
English Language Learner (ELL) TT	52	60	49	38	43	35	37	35	33	45	46	39	46	59	23
Non-ELL Total Tested	65	81	51	45	59	45	42	37	42	51	51	54	57	74	34
All Total Tested	65	81	51	45	59	44	42	37	42	51	51	53	57	74	34
Ethnicity															
American Indian or Alaskan Native	63	81	47	44	60	46	40	33	41	47	51	52	56	74	30
Asian/Pacific Islander	82	87	77	74	72	56	65	75	58	81	70	78	75	85	62
Black or African American	51	66	38	34	47	33	31	31	30	37	41	34	44	57	26
Hispanic or Latino	60	71	51	38	52	39	40	32	39	45	46	43	52	67	30
White	69	84	54	49	62	47	46	38	45	55	53	60	61	77	37
Other race	75	86	64	55	69	56	50	49	52	63	60	69	64	80	41
Gender															
Male	64	80	49	45	59	45	42	36	44	51	51	54	58	74	36
Female	65	81	52	45	60	44	43	37	40	50	50	53	56	73	33
Other															
Free and Reduced Lunch	58	74	44	38	54	39	38	33	36	45	45	44	52	68	30
Non-Free and Reduced Lunch	70	84	56	50	63	48	46	40	47	55	55	61	61	77	37
Migrant	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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

Algebra I

Advanced

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Unsatisfactory

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Summary Report

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Grade: End-of-Instruction

VIRTUAL DISTRICT

Purpose

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Algebra I 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 732-999 %		Satisfactory N 700-731 %		Limited Knowledge N 612-699 %		Unsatisfactory N 450-611 %		
Regular Education NHM	6	0	0	2	33	2	33	2	33	686
Ethnicity										
American Indian or Alaskan Native	0	X	X	X	X	X	X	X	X	X
Asian/Pacific Islander	0	X	X	X	X	X	X	X	X	X
Black or African American	4	0	0	1	25	1	25	2	50	643
Hispanic or Latino	1	0	0	1	100	0	0	0	0	717
White	1	0	0	0	0	1	100	0	0	679
Other race	0	X	X	X	X	X	X	X	X	X
Gender										
Male	6	0	0	2	33	2	33	2	33	686
Female	0	X	X	X	X	X	X	X	X	X
Other										
Free and Reduced Lunch	6	0	0	2	33	2	33	2	33	686
Non-Free and Reduced Lunch	0	X	X	X	X	X	X	X	X	X
Migrant	0	X	X	X	X	X	X	X	X	X
Special Education (IEP) NHM	5	0	0	0	0	0	0	5	100	552
English Language Learner (ELL) NHM	0	X	X	X	X	X	X	X	X	X
Non-ELL NHM	11	0	0	2	18	2	18	7	64	586
All NHM	11	0	0	2	18	2	18	7	64	586
Ethnicity										
American Indian or Alaskan Native	0	X	X	X	X	X	X	X	X	X
Asian/Pacific Islander	0	X	X	X	X	X	X	X	X	X
Black or African American	7	0	0	1	14	1	14	5	71	574
Hispanic or Latino	1	0	0	1	100	0	0	0	0	717
White	2	0	0	0	0	1	50	1	50	636
Other race	1	0	0	0	0	0	0	1	100	538
Gender										
Male	11	0	0	2	18	2	18	7	64	586
Female	0	X	X	X	X	X	X	X	X	X
Other										
Free and Reduced Lunch	11	0	0	2	18	2	18	7	64	586
Non-Free and Reduced Lunch	0	X	X	X	X	X	X	X	X	X
Migrant	0	X	X	X	X	X	X	X	X	X
Regular Education High Mobility	7	0	0	0	0	4	57	3	43	634
Special Education (IEP) High Mobility	2	0	0	0	0	0	0	2	100	587
ELL High Mobility	0	X	X	X	X	X	X	X	X	X
All High Mobility	9	0	0	0	0	4	44	5	56	600

Total Enrollment Number of NHM Equals Sum of Below:

No. of Students Tested: 11 No. IEP Alternate Testing: 0
 No. Absent: 0 No. ELL District Alternate Testing: 0
 No. Emergency Exempt: 0 No. 2nd Time Testing: 0
 No. ELL 1st Year Exempt: 0

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

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

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

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

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

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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 Algebra I, which include objectives in the areas of: number sense and algebraic operations; relations and functions; data analysis and statistics. In addition to demonstrating a broad and in-depth understanding and application of all skills at the satisfactory level, students typically use a wide range of strategies to solve real-world, nonroutine problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas clearly through a variety of representations.

Satisfactory

Students typically demonstrate a general understanding of the mathematics knowledge, skills, and processes expected of all students at the End-of-Instruction in Algebra I, as follows: translate word phrases and sentences into expressions and equations; use the laws of exponents to evaluate expressions with integer exponents; distinguish between linear and nonlinear data; identify and evaluate a function; use slope to differentiate between parallel, perpendicular, horizontal or vertical lines; develop the equation of a line and graph linear relationships; match simple equations or inequalities to a graph, table, or situation; use formulas to solve two-step problems; make valid predictions and/or arguments based on collected data; and use a line-of-best-fit model to represent collected data.

Limited Knowledge

Students demonstrate a partial understanding of the mathematics knowledge, skills, and processes expected of all students at the End-of-Instruction in Algebra I. Students are typically inconsistent in applying the general knowledge and mathematical process skills necessary to solve problems effectively and reason mathematically.

Unsatisfactory

Students do not demonstrate at least a limited knowledge level of the skills expected of all students at the End-of-Instruction in Algebra I. Students typically should be given comprehensive mathematics instruction.

Oklahoma Core Curriculum Test End-of-Instruction Algebra I

Summary Report

State: OKLAHOMA

Grade: End-of-Instruction

VIRTUAL DISTRICT

Purpose

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



Test Date: 12/06/04

Algebra I

	Median Percent Correct Score by each Standard and Objective														
	1.0 Number Sense and Algebraic Operations	1.1 Translate Expressions/Equations	1.2 Expressions	2.0 Relations and Functions	2.1 Relations/Functions	2.2 Graph Transformations	2.3 Calculate Slope	2.4 Equation of a Line	2.5 Interpret Slope	2.6 Equations/Inequalities	2.7 Systems of Equations	2.8 Problem Solving	3.0 Data Analysis & Statistics	3.1 Data Representation/Predictions	3.2 Line of Best Fit
Regular Education NHM	73	73	65	62	60	56	75	15	50	72	69	81	62	80	33
Ethnicity															
American Indian or Alaskan Native	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Asian/Pacific Islander	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Black or African American	47	70	40	50	63	58	63	5	42	67	63	50	63	78	38
Hispanic or Latino	70	60	80	86	50	75	100	80	100	100	75	100	60	83	25
White	90	100	80	57	75	25	75	40	25	50	75	100	60	83	25
Other race	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Gender															
Male	73	73	65	62	60	56	75	15	50	72	69	81	62	80	33
Female	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Other															
Free and Reduced Lunch	73	73	65	62	60	56	75	15	50	72	69	81	62	80	33
Non-Free and Reduced Lunch	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Migrant	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Special Education (IEP) NHM	30	20	35	29	44	38	10	27	19	13	33	30	32	33	20
English Language Learner (ELL) NHM	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Non-ELL NHM	40	52	47	32	53	46	33	20	30	33	55	50	53	69	28
All NHM	40	52	47	32	53	46	33	20	30	33	55	50	53	69	28
Ethnicity															
American Indian or Alaskan Native	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Asian/Pacific Islander	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Black or African American	30	47	40	29	46	45	25	12	25	28	58	25	53	67	29
Hispanic or Latino	70	60	80	86	50	75	100	80	100	100	75	100	60	83	25
White	65	80	50	44	63	25	50	30	25	42	50	75	55	75	25
Other race	20	0	40	31	75	75	0	20	25	17	0	50	20	17	25
Gender															
Male	40	52	47	32	53	46	33	20	30	33	55	50	53	69	28
Female	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Other															
Free and Reduced Lunch	40	52	47	32	53	46	33	20	30	33	55	50	53	69	28
Non-Free and Reduced Lunch	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Migrant	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Regular Education High Mobility	57	64	50	40	56	42	44	28	35	57	67	38	53	67	35
Special Education (IEP) High Mobility	45	50	40	26	25	13	25	30	0	17	50	50	60	83	25
ELL High Mobility	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
All High Mobility	55	60	49	37	46	31	38	29	25	50	67	42	56	73	32

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

Algebra I

Advanced

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Unsatisfactory

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**Oklahoma
Core Curriculum Test
End-of-Instruction
Algebra I**

Summary Report

State: OKLAHOMA

Grade: End-of-Instruction

VIRTUAL DISTRICT

Purpose

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Test Date: 12/06/04

Algebra I Total Tested (TT) Non High Mobility plus High Mobility (Scores not used for accountability)	Number of Students	Number and Percent of Students at each Performance Level								Median OPI
		Advanced N 732-999 %		Satisfactory N 700-731 %		Limited Knowledge N 612-699 %		Unsatisfactory N 450-611 %		
Regular Education Total Tested	13	0	0	2	15	6	46	5	38	670
Ethnicity										
American Indian or Alaskan Native	2	0	0	0	0	1	50	1	50	603
Asian/Pacific Islander	0	X	X	X	X	X	X	X	X	X
Black or African American	6	0	0	1	17	2	33	3	50	613
Hispanic or Latino	1	0	0	1	100	0	0	0	0	717
White	3	0	0	0	0	3	100	0	0	679
Other race	1	0	0	0	0	0	0	1	100	583
Gender										
Male	13	0	0	2	15	6	46	5	38	670
Female	0	X	X	X	X	X	X	X	X	X
Other										
Free and Reduced Lunch	8	0	0	2	25	3	38	3	38	657
Non-Free and Reduced Lunch	5	0	0	0	0	3	60	2	40	670
Migrant	0	X	X	X	X	X	X	X	X	X
Special Education (IEP) Total Tested	7	0	0	0	0	0	0	7	100	567
English Language Learner (ELL) TT	0	X	X	X	X	X	X	X	X	X
Non-ELL Total Tested	20	0	0	2	10	6	30	12	60	592
All Total Tested	20	0	0	2	10	6	30	12	60	592
Ethnicity										
American Indian or Alaskan Native	2	0	0	0	0	1	50	1	50	603
Asian/Pacific Islander	0	X	X	X	X	X	X	X	X	X
Black or African American	9	0	0	1	11	2	22	6	67	583
Hispanic or Latino	1	0	0	1	100	0	0	0	0	717
White	6	0	0	0	0	3	50	3	50	635
Other race	2	0	0	0	0	0	0	2	100	561
Gender										
Male	20	0	0	2	10	6	30	12	60	592
Female	0	X	X	X	X	X	X	X	X	X
Other										
Free and Reduced Lunch	13	0	0	2	15	3	23	8	62	589
Non-Free and Reduced Lunch	7	0	0	0	0	3	43	4	57	600
Migrant	0	X	X	X	X	X	X	X	X	X

Total Enrollment Number Equals Sum of Below:

No. of Students Tested:	20	No. IEP Alternate Testing:	0
No. Absent:	0	No. ELL District Alternate Testing:	0
No. Emergency Exempt:	0	No. 2nd Time Testing:	0
No. ELL 1st Year Exempt:	0		

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

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

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

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

Total Tested: Non High Mobility plus High Mobility.

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

Algebra I

Advanced

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Oklahoma Core Curriculum Test End-of-Instruction Algebra I

Summary Report

State: OKLAHOMA

Grade: End-of-Instruction

VIRTUAL DISTRICT

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Test Date: 12/06/04

Algebra I

(Scores not used for accountability)

	1.0 Number Sense and Algebraic Operations	1.1 Translate Expressions/Equations	1.2 Expressions	2.0 Relations and Functions	2.1 Relations/Functions	2.2 Graph Transformations	2.3 Calculate Slope	2.4 Equation of a Line	2.5 Interpret Slope	2.6 Equations/Inequalities	2.7 Systems of Equations	2.8 Problem Solving	3.0 Data Analysis & Statistics	3.1 Data Representation/Predictions	3.2 Line of Best Fit
Regular Education Total Tested	63	68	54	51	58	50	57	23	39	60	69	50	60	75	34
Ethnicity															
American Indian or Alaskan Native	50	40	60	42	75	38	25	10	50	34	63	50	55	67	38
Asian/Pacific Islander	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Black or African American	55	65	47	37	60	42	50	12	38	61	58	25	60	71	38
Hispanic or Latino	70	60	80	86	50	75	100	80	100	100	75	100	60	83	25
White	70	87	60	60	58	50	75	47	33	67	75	83	67	89	33
Other race	20	0	40	37	25	50	50	20	25	50	75	0	40	50	25
Gender															
Male	63	68	54	51	58	50	57	23	39	60	69	50	60	75	34
Female	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Other															
Free and Reduced Lunch	65	68	60	49	60	44	63	20	42	63	65	58	60	75	34
Non-Free and Reduced Lunch	60	48	50	57	56	56	50	27	38	56	75	50	60	75	33
Migrant	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Special Education (IEP) Total Tested	30	33	36	29	38	30	14	28	13	14	33	36	44	56	21
English Language Learner (ELL) TT	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Non-ELL Total Tested	52	56	48	34	50	41	36	25	28	42	61	45	55	71	29
All Total Tested	52	56	48	34	50	41	36	25	28	42	61	45	55	71	29
Ethnicity															
American Indian or Alaskan Native	50	40	60	42	75	38	25	10	50	34	63	50	55	67	38
Asian/Pacific Islander	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Black or African American	50	52	45	31	46	38	25	17	25	42	56	21	53	61	31
Hispanic or Latino	70	60	80	86	50	75	100	80	100	100	75	100	60	83	25
White	60	70	47	46	45	31	50	36	20	42	63	67	60	83	29
Other race	20	0	40	34	50	63	25	20	25	34	38	25	30	34	25
Gender															
Male	52	56	48	34	50	41	36	25	28	42	61	45	55	71	29
Female	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Other															
Free and Reduced Lunch	50	54	48	33	53	41	31	23	29	42	54	40	53	67	29
Non-Free and Reduced Lunch	50	60	48	37	45	42	40	28	25	43	75	50	60	78	30
Migrant	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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

Algebra I

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