

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

---

Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. Michael Johnson

Official School Name: Booker T. Washington High School

School Mailing Address:  
1514 East Zion Street  
Tulsa, OK 74106-5535

County: Tulsa State School Code Number\*: 72

Telephone: (918) 925-1000 Fax: (918) 925-1001

Web site/URL: http://www.tulsaschools.org/schools/washington/ E-mail: johnsmi@tulsaschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Keith Ballard

District Name: Tulsa Public Schools Tel: (918) 746-6800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Gary Pearceful

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

---

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

### DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| 59        | Elementary schools  |
| 16        | Middle schools      |
| 0         | Junior high schools |
| 10        | High schools        |
| 0         | Other               |
| <b>85</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 0

Average State Per Pupil Expenditure: 0

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 0 Number of years the principal has been in her/his position at this school.

1 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	0	0	0
K	0	0	0	8	0	0	0
1	0	0	0	9	149	196	345
2	0	0	0	10	123	194	317
3	0	0	0	11	122	187	309
4	0	0	0	12	113	176	289
5	0	0	0	Other	0	0	0
6	0	0	0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							1260

6. Racial/ethnic composition of the school:

7 %	American Indian or Alaska Native
3 %	Asian
39 %	Black or African American
7 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
43 %	White
1 %	Two or more races
<b>100 %</b>	<b>Total</b>

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 0 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)].	2
<b>(4)</b>	Total number of students in the school as of October 1.	1264
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4).	0.002
<b>(6)</b>	Amount in row (5) multiplied by 100.	0.158

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 9

Specify languages:

Spanish, Turkish, Hindi, French, Vietmanese, Farsi, Mandarian, Chinese

9. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 504

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

There are at least 600 students at Booker T. Washington High School that could qualify for the free or reduced lunch program but due to lack of parent submission of the application, we only have 39% qualified.

10. Students receiving special education services: 2 %

Total Number of Students Served: 19

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>78</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>90</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	97%	98%	98%	99%
Daily teacher attendance	96%	97%	96%	96%	96%
Teacher turnover rate	9%	10%	11%	8%	9%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

There may be a variation of the student attendance as the district began utilizing a different software system to document attendance. All faculty members had been trained but were still getting accustomed to the new system.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	318
Enrolled in a 4-year college or university	<u>76</u> %
Enrolled in a community college	<u>19</u> %
Enrolled in vocational training	<u>2</u> %
Found employment	<u>1</u> %
Military service	<u>1</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>1</u> %
<b>Total</b>	<b><u>100</u></b> %

## PART III - SUMMARY

---

Booker T. Washington is a world class high school in the heart of America that strives to ignite a passion for learning, inspiring its students to become self-motivated, enthusiastic, and compassionate life-long learners. In accordance with our mission, Booker T. Washington High School will provide our local, national and global community with productive citizens and future leaders in a physically, socially and emotionally safe, yet intellectually challenging, environment which encourages both individuality and tolerance while enhancing personal growth and responsibility through a rigorous, technologically-advanced, innovative curriculum.

Founded in 1913 to serve the citizens of the African-American community, Booker T. Washington was chosen in 1973 to be the vehicle for Tulsa's school desegregation program. Booker T. Washington was established as a magnet school and serves students from every racial, ethnic, religious, and socio-economic group in Tulsa. Booker T. Washington continues to thrive based on the twin ideals of promoting excellence and acceptance of diversity. This experience has enhanced our institution to be one of the most successful secondary schools in the United States as 99% of our student body pursue post secondary opportunities.

Booker T. Washington is at the forefront of academic trends and was the first Tulsa Public High School to offer Advanced Placement courses and is one of only two high schools in Oklahoma to offer the International Baccalaureate Diploma and Middle Years Programme. With the addition of the International Baccalaureate Diploma, our program today attracts students who thrive in a challenging environment. For many years, major universities and colleges, as well as technical, business, art and music academies have actively recruited Booker T. Washington students. Our racially balanced student body boasts championship basketball, football, soccer and volleyball teams, as well as a nationally ranked academic bowl team, physics team, and forensics team.

The 2003-2004 school year marked the 90th anniversary of Booker T. Washington and the dedication of a new school building. The dedication of the new building unites our past and present traditions with our bright prospect for the future as a symbol of what public education can do for our youth.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

---

### 1. **Assessment Results:**

Booker T. Washington High School has been fortunate to celebrate positive test scores in all areas of academia at the local, state, and national levels. We attribute these successes to the concerted efforts of our faculty and implementing strategies that are effective and meaningful to all sub groups that this site serves.

BTW disaggregates numerous pieces of relevant data looking for common trends in order to close the achievement gap among populations especially those that are traditionally underserved. Over the past five years students from our school have continually scored above the state average in the area of language arts. The school's reading program is one that is comprehensive in nature that encourages an abundance of independent and analytical thinking skills from the students. The faculty members have continued to work closely with students in order to ensure that this skill is utilized on a daily basis in students work especially in the areas of comprehension and writing. More importantly all faculty members are aware of the high standards of the English department and expect student performance to be continuous among all subject areas. Faculty members continually are kept abreast of current trends and issues in the areas of effective instructional strategies in order to meet the various learner styles from our diverse student body. The English department has a common time in order to facilitate vertical and grade level planning and articulation. We feel that this daily opportunity assists us in ensuring continuity, sustainability, and communication. This is clearly evident with the recent growth and the number of students enrolled in the English Advanced Placement courses.

In the area of mathematics Booker T. Washington continues to improve in the areas of Algebra I and has made great strides as data provided by the state department of education web site will show. Our site does make AYP and earns an API 1300 and above over the past five academic years. It is critical that our students continue to receive and build upon a strong academic foundation in mathematics. Students at our site are expected to continue in a level of math all four years.

As data is analyzed we note that among the freshman level students entering from approximately 15 middle school sites that our students do not have common academic vocabulary, consistent independent study habits, or note taking strategies. Recognizing that this is a concern for success, the site implemented common strategies that would be beneficial to the demographic population of our site that is also provided by reliable research. Once common elements were identified and the faculty were adequately trained we noted immediate improvement in other forms of relevant academic data.

Data was continued among the upper grades among the sub groups and a commonality of disparity in academic success in site, state, and national assessments. Our site has been successful in narrowing the achieving gap among the African American populations and among males but find that our area of concern is with minority junior level females. With this information we continue to successfully implement effective strategies and work to find new trends, strategies and approaches to meet the concerns with this said population.

### 2. **Using Assessment Results:**

Booker T. Washington disaggregates all forms relevant assessment data. Particular attention is paid to the sequential data from the students entering OCCT and Explores scores to the college admission scores from the ACT or SAT. During the interim state End of the Instruction Examination data is carefully reviewed and followed with mandatory PLAN and PSAT exams that students take. Our site is cognizant of following deficiencies and assuring that curricular measures are made to improve in these areas. For example if a student enters this site with deficient knowledge in coordinate geometry and we continue to find this as an area of concern in the mathematics sections of the PLAN, PSAT, and ACT then we have not effectively and adequately made successful modifications in that subject that all students will take.

All data is provided to the faculty on a consistent basis so that successes can be shared. Our site believes that common deficiencies are not the responsibility of particular departments but are shared among the entire academic team. We feel strongly that all students can benefit from expanding vocabulary, critical thinking skills, effective writing strategies, that is applicable to all subject matters. For example if we find that we are having a problem with graphing then this area of concern can easily be reviewed and incorporated into every subject area including but not limited to physical education, social studies, language arts, and world languages. Giving students the opportunity to receive common knowledge in a variety of venues will enable the student more in depth comprehension and applicability of the knowledge especially in the academic area of strength for the student. Similarly language arts test results showed a slight weakness in the area of figurative language. This too became a focus throughout the curriculum and test improvements in this area have been noted.

### **3. Communicating Assessment Results:**

Booker T. Washington parents and community members presently sit on the Site Improvement committee, High School Reform committee, Principal's Advisory committee, and Board of Control. They also volunteer with Freshman Orientation/Making the Best of High School Count.

Parent booster clubs play an essential part in the success of our extracurricular organizations and activities. Unique to our school is the ACE (Academic Committee for Excellence) committee which provides assessment support for our student body during testing. This also enables are faculty members to remain in the classroom to deliver instruction without interruption. Our PTSA provides a monthly newsletter as a means of communication to parents. School Connects, a computer program, places phone calls to all students' parents concerning various events and policies. The BTW website is easily accessible to parents to provide information about events and athletics and links parents with a calendar which is updated weekly. In addition to all these various venues of information we also schedule and hold a variety of special program meetings such as College Board representatives to talk with both parents and students about the importance of PSAT, SAT and ACT scores and what significance it plays in the educational process. Parents and the community are considered major stakeholders in our site improvement plans. BTW continues to solicit and obtain parental and community involvement. It is our belief that family and communities are essential partners in the educational process.

### **4. Sharing Success:**

As a magnet school, we have always been dedicated to helping students at the middle school and elementary level attain the academic skills needed for admission to our school. We are particularly dedicated to embracing the historic African-American neighborhood in which our school was founded. We invite and welcome members of the community to our school to participate in specific presentations that are relevant and are of interest to our community. Specifically, we allow shadowing days where prospective students are allowed to follow a current student through their normal schedule for a day to see the intricacies of our school environment. Showcase night at BTW is always a huge success as we allow the entire Tulsa community to come view and visit a vast array of activities and programs we offer at our site. Presentations, performances and one on one question and answer time become a valuable way for us to share our successes. Because of the enormous amount of positive activities that take place at our school we have one faculty member who is in charge of putting out a press release to all newspaper and television stations that outline our achievements on a daily basis. Finally, special interest groups such as our student council are actively involved with groups from other schools in demonstrating cooperative learning activities that have made our school so successful and then shares that spirit of initiative with other school groups. Finally, we also use groups of students such as our athletes to go into our elementary schools and share their stories of success both academically and athletically to inspire a future generation of students.

## PART V - CURRICULUM AND INSTRUCTION

---

### 1. Curriculum:

Math: at least fifty percent of our incoming freshman enroll in Algebra I while the remainder enroll in Geometry or Algebra II. Students that are experiencing difficulty and came to this site with an unsatisfactory state standard score are also required to be enrolled in a Math Lab course and are encouraged to participate in an after school tutorial session. At the highest level, our senior level students may enroll in AP/IB Calculus BC. All students are encouraged to enroll in four years of math course.

English: Booker T. Washington supports a comprehensive Language Arts program as we see the strength of this program permeate the other core and elective programs at the school. For specifics please see response to 2b.

Science: All incoming freshman in enroll in Biology I and then Chemistry for the sophomore year. Students are encouraged to enroll Physics for the junior year in which 75% complete this recommendation. We know that this improves our scores on college admissions exams.

Social Studies: All incoming freshman enroll in Oklahoma History and US Government. By the sophomore level all IB bound students are recommended to enroll in their first Advanced Placement course in United States History. Ninety percent of our students will take an Advanced Placement course in Social Studies.

World Languages: Eighty-five percent of all students complete two years of a world languages. We offer seven languages at the freshman level; French, Spanish, Russian, German, Latin, Japanese, and Chinese. Additionally, students who have completed two years of the same language may enroll in Italian in the junior or senior year. Most languages are taught at the International Baccalaureate and Advanced Placement Levels.

Performing and Visual Arts. All students are required to successfully complete two units of a fine arts. We offer four vocal music, orchestra, jazz band, marching band, drama and visual arts courses. We offer Internal Baccalaureate and Advanced Placement level courses in all fine arts areas.

Within all areas of curriculum diversified instructional strategies are employed effectively to maximize student achievement. Examples of these strategies and techniques are further discussed within the body of this application.

### 2b. (Secondary Schools) English:

Booker T. Washington's English Department prides itself on delivering a comprehensive language arts program to each and every student. We begin our curriculum with a common freshman English course that incorporates the philosophy and the instructional guidelines of the International Baccalaureate Middle Years Programme. In many ways this course bridges the various backgrounds that our students bring from a variety of middle school experiences. When our students reach the junior level ninety percent are enrolled in an International Baccalaureate Diploma programme or Advanced Placement English course. Data from receiving institutions of higher learning yield that former Booker T. Washington High students are seldom required to participate in remedial coursework in the area of language arts.

### 3. Additional Curriculum Area:

Booker T. Washington will provide our local, national and global community with productive citizens and future leaders in a physically, socially, and emotionally safe yet intellectually challenging environment which encourages both individuality and tolerance while enhancing personal growth and responsibility through a rigorous, technologically-advanced, innovative curriculum.

In the area of physical education, we utilize team building activities to develop a sense of awareness of the world around each student that incorporates cooperative learning and asks each student to think of others instead of just themselves. The importance of communication skills in dealing with the diversity of individuals allows the students to become aware of the individual differences and skills necessary for tolerance and acceptance of those that are different from themselves. In accordance with the high academic standards of the school, students are expected to perform and produce at the same level expectation as all subject areas. This includes but are not limited to the use of research techniques, technology usage for presentations, and demonstration of skills used for assessment purposes. The type of instructional strategies delivered are those that are utilized in all subject areas that incorporate visual, auditory, and kinesthetic techniques these are good example of the Thinking Maps and MYP Curricula that we have incorporated throughout our curriculum.

#### **4. Instructional Methods:**

Booker T. Washington believes that our instructional strategies must be effective and diverse in order to meet the population that we serve. Due to the demographics of our population we have reviewed successful research proven strategies to incorporate into our repertoire of instructional strategies and assessment measures. In order to assess student proficiency and mastery in state standards we must be able to have students demonstrate proficiency in a variety of ways. Although essential, we understand that standardized tests are not the only reliable measure of authentic student achievement. We take into account student preparedness through homework, class presentation, participation, and contribution, self-made projects, writings, self-created and text-generated exams. Qualifying students with learning differences are welcomed into our school and curriculum is adapted and modified to their individual needs to help ensure academic success.

Authentic learning and practice is highly encouraged whenever possible. Students are engaged active learning and demonstrate proficiency through a variety of end products.

#### **5. Professional Development:**

Data driven decision making is a cornerstone of our school success which drives our selection of professional development activities. This academic year we are dedicating seven days to professional development. Among the activities are faculty wide training sessions over Thinking Maps, the IB Middle Years Programme, and assessment. Booker T. Washington High School is a Baldidge Continuous Improvement site; thus, we have seven continuous improvement models that all faculty members must participate in and are facilitate by a faculty leader. Data is obtained and reviewed on a monthly basis for decision making purposes that would enhance student achievement and an environment this is most conducive to an positive learning experience. Professional development decisions are based on the findings of these faculty driven committees which also have student representation. New faculty members to the school are encouraged to participate in the "BTdub U". These are courses led by experienced faculty members which cover an array of topics such as lesson planning, rubrics, technology, and book studies.

#### **6. School Leadership:**

The school principal delineates specific responsibility to each of our two assistant principals. This information is readily available to parents, faculty, and students on our web site which provides a clear chain of communication. Our principal maintains an open door policy for parents, students, and staff to express their comments, questions, and/or concerns regarding the operations of the school. The frequent feedback from the continuous improvement committees also facilitate in effective communication between administration and staff. Administrative presence at all school events is also an essential element of maintaining morale of students, parents, and faculty. Support of faculty and staff members is evident and critical to the healthy working environment of the building. Another important role of the principal is to seek outside resources to enhance curriculum and program support. The end result of all of this is to provide an environment for students to achieve their highest potential.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: End of Instruction

Edition/Publication Year: 2008

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
all pupils	92	92	93	89	81
all pupils	74	67	71	65	57
Number of students tested	290	288	321	310	306
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	87	93	91	84	67
% Advanced	64	69	55	40	30
Number of students tested	98	179	107	85	86
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
% Proficient plus % Advanced	84	83	85	78	63
% Advanced	54	37	45	39	30
Number of students tested	124	108	135	124	63
<b>3. (specify subgroup): Caucasian</b>					
% Proficient plus % Advanced	98	98	99	97	95
% Advanced	91	88	90	84	70
Number of students tested	123	129	146	141	56
<b>4. (specify subgroup): Native American</b>					
% Proficient plus % Advanced	95	95	100	100	100
% Proficient plus % Advanced	95	67	90	87	80
Number of students tested	20	18	20	21	5

Notes:

Subject: Mathematics  
Edition/Publication Year: 2008

Grade: 9 Test: EOI, Algebra I  
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	87	86	17	14	19
% Advanced	22	30	4	1	7
Number of students tested	133	149	121	135	153
Percent of total students tested	99	99	98	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	88	82	14	12	8
% Advanced	21	23	4	2	2
Number of students tested	78	86	68	63	49
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
% Proficient plus % Advanced	85	82	11	12	9
% Advanced	16	22	3	0	2
Number of students tested	83	87	80	94	43
<b>3. (specify subgroup): Caucasian</b>					
% Proficient plus % Advanced	91	89	33	20	45
% Advanced	39	42	11	3	18
Number of students tested	23	43	27	29	22
<b>4. (specify subgroup): Native American</b>					
% Proficient plus % Advanced	81	100		25	
% Proficient plus % Advanced	31	50		0	
Number of students tested	16	8		8	

Notes:

The State of Oklahoma experienced changes in the content of the End of Instruction Examination for Algebra I after the academic year of 2005-2006/ testing year spring 2006