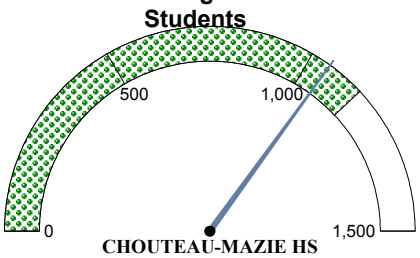
CHOUTEAU-MAZIE HS

No Child Left Behind Act Annual Report Card 2010-2011

Academic Performance Index (API) and Accountability Data

The API is a numeric score that measures school and district performance based on a variety of educational indicators. It allows schools and districts to gauge their progress toward improving student achievement. Components of the API are used to meet reporting requirements in the *No Child Left Behind Act* (Public Law 107-110).

API Score for Regular Education Students



CHOUTEAU-MAZIE HS has a Total API of 1049

The scale for API scores ranges from 0-1500 with 1138 as the current state average for regular education students.

***No Child Left Behind Act* Statewide Performance Benchmarks for 2010-2011:**
Mathematics API - 1074 Reading API - 1060
Percent of Students Tested - 95%
Attendance Rate API - 618
Graduation Rate API - 842

Legend:

**** represents missing data or data involving small numbers
CI = met target with confidence interval applied
SH = met target by meeting safe harbor criteria

Additional Indicators for Federal AYP

Total Graduation 2010:		(83.1%)
***Graduation 4 year 2010:**	1103	(80.5%)
Attendance:	897	(93.9%)

Attendance is used for the additional indicator in AYP determinations for elementary and middle schools.

*Graduation rate for students who graduated in the standard number of years and used as the additional indicator in AYP determinations for high schools and districts.

Student Group	Mathematics API	Reading API	% Students Tested		
			Math	Reading	Science
All Students					
All	915 CI	1128	100	100	98
Male	859 CI	****	100	****	97
Female	****	****	****	****	100
Black	****	****	****	****	100
Amer. Indian	908 CI	****	100	****	97
Hispanic	****	****	****	****	****
Asian	****	****	****	****	****
White	****	****	****	****	100
Other	****	****	****	****	100
Econ. Disadv.	711 CI	****	****	****	100
Migrant	****	****	****	****	****
Students with Individualized Education Programs (IEP)					
IEP	****	****	****	****	92
English Language Learner Students (ELL)					
ELL	****	****	****	****	****
Regular Education Students					
Regular Education	1012 CI	1242	100	100	100

For Adequate Yearly Progress (AYP) determinations, each student group is required to meet or exceed the Performance Targets (excluding Male, Female and Migrant groups) for 2010-2011.
Student Groups must have at least 30 students per subject to receive a math or reading API score.
Percent of Students Tested is calculated only for student enrollment of at least 40 students per subject and subgroup at time of test administration.

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Accountability Data

No Child Left Behind Act School Identifications

Adequate Yearly Progress CHOUTEAU-MAZIE HS has made adequate yearly progress.

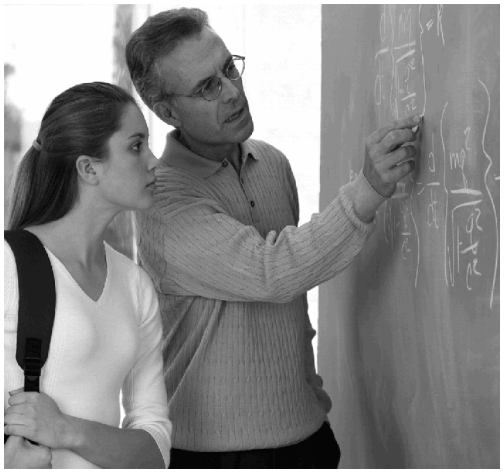
***School in Need of Improvement:** NO

Schools that have failed to make AYP for two consecutive years (based on the same subject) will be designated as in "Need of Improvement".

Professional Qualifications of Teachers

The information below represents professional qualifications of teachers who teach in the core academic subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Professional Qualifications of Public Elementary and Secondary Teachers in Core Academic Subjects	Bachelors	Masters	Post-Masters or Doctorate
Percent of Teachers	60.0%	40.0%	0.0%



Percent of Teachers with Emergency Certificates: **0%**

The 2009-2010 data includes the federally approved High, Objective, Uniform State Standard of Evaluation (HOUSSE) criteria for defining "Highly Qualified" special education teachers.

Percent of Classes Taught by Teachers Considered "Highly Qualified" and "Non-Highly Qualified" According to Federal Law:

	Highly Qualified	Non-Highly Qualified	Total Classes	Total Classes Highly Qualified
Total for School:	100.0%	0.0%	122	122

*Low Poverty Schools - Schools in bottom 25% when ranked from highest to lowest by the percentage of students who qualify for the free and reduced price lunch program.
**High Poverty Schools - Schools in the top 25% when ranked from highest to lowest by the percentage of students who qualify for the free and reduced price lunch program.

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Oklahoma School Testing Program (OSTP)

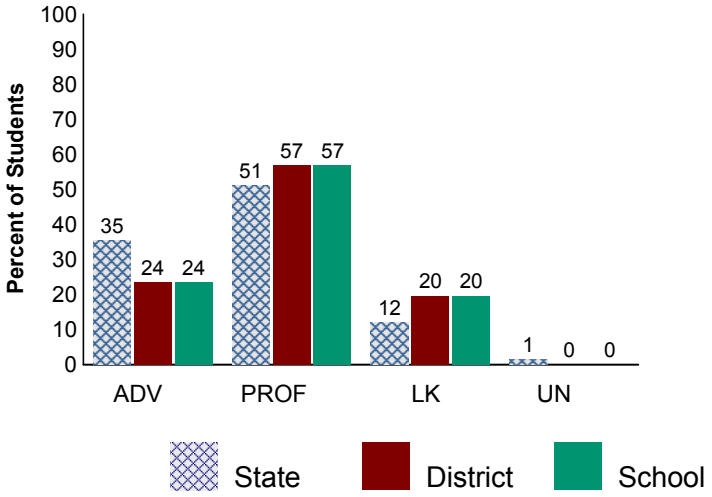
End-of-Instruction (EOI)

Oklahoma Core Curriculum Tests

The Oklahoma Core Curriculum Tests measure mastery of students' skills on the *Priority Academic Student Skills (PASS)*. Individual test scores for each student as well as detailed group summary reports are sent back to the schools, providing valuable data for administrators and teachers to target program improvement, addressing individual student strengths and weaknesses, and providing parents with an idea of their child's accomplishments. Results below include all students (full academic year and non-full academic year).

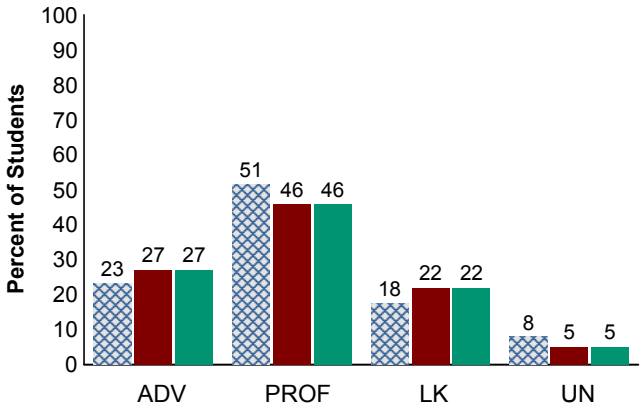
State, District and School English II Results

All Students Tested



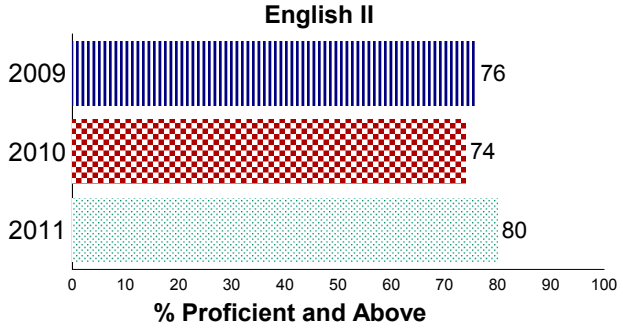
State, District and School Algebra I Results

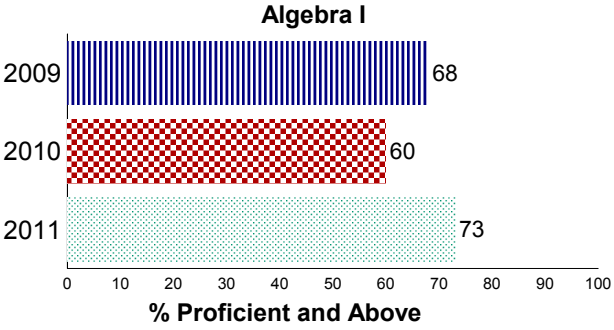
All Students Tested



School Trend Data

All Students Tested Spring Results Only





Legend:

ADV - Advanced Performance Level

PROF - Proficient Performance Level

LK - Limited Knowledge Performance Level

UN - Unsatisfactory Performance Level

For confidentiality of student records data involving small numbers is suppressed.

CHOUTEAU-MAZIE HS

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Oklahoma School Testing Program (OSTP)

End of Instruction

School Results

The tables below present the Algebra I and English II results from the 2010-2011 school year. The results are reported in four performance levels by specific student groups. These test results include all students tested (full academic year and non-full academic year) for each of the student groups. See legend at bottom.

	English II					Algebra I				
	# Tested	%ADV	%PROF	%LK	%UN	# Tested	%ADV	%PROF	%LK	%UN
Results From The OCCT EOI Spring										
All	51	24	57	20	0	59	27	46	22	5
Amer. Indian	20	20	60	20	0	34	27	47	21	6
Black	2	****	****	****	****	1	****	****	****	****
Hispanic	1	****	****	****	****		****	****	****	****
White	25	28	52	20	0	21	33	48	14	5
Other	3	****	****	****	****	3	****	****	****	****
Female	24	29	54	17	0	25	28	48	24	0
Male	27	19	59	22	0	34	27	44	21	9
Econ. Disadv.	23	22	61	17	0	28	11	54	32	4
IEP w/o Accom.	1	****	****	****	****		****	****	****	****
IEP Accom.	3	****	****	****	****	2	****	****	****	****
Regular Education	47	26	57	17	0	57	28	46	21	5
Results From The Oklahoma Alternate Assessment Program (OAAP/PORTFOLIO)										
IEP Accom.		****	****	****	****	1	****	****	****	****
Results From The Oklahoma Modified Alternate Assessement (OMAAP)										
IEP Accom.	9	44	22	33	0	16	31	19	50	0

Legend:

%ADV - Advanced Performance Level

%PROF - Proficient Performance Level

%LK - Limited Knowledge Performance Level

%UN - Unsatisfactory Performance Level

For confidentiality of student records: ++++ More than 95% scored above Proficient ---- More than 95% scored below Satisfactory

**** missing data or data involving small numbers

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Oklahoma School Testing Program (OSTP)

Science Grades 5, 8 and Biology I

The tables below present Science and Biology I results from the 2010-2011 school year. The results are reported in four performance levels by specific student groups. These test results include all students tested (full academic year and non-full academic year) for each of the student groups. See legend at bottom.

Science

	# Tested	%ADV	%SAT/PROF	%LK	%UN
Grade EOI					
Results From The OCCT EOI Spring					
All	56	30	45	23	2
Amer. Indian	27	30	48	19	4
Black	2	****	****	****	****
White	24	29	42	29	0
Other	3	****	****	****	****
Female	26	19	58	19	4
Male	30	40	33	27	0
Econ. Disadv.	27	26	56	15	4
IEP w/o Accom.	1	****	****	****	****
IEP Accom.	3	****	****	****	****
Regular Education	52	33	42	23	2
Results From The Oklahoma Modified Alternate Assessement (OMAAP)					
IEP Accom.	8	50	38	13	0

Legend:

%ADV - Advanced Performance Level

%SAT/PROF - Satisfactory/Proficient Performance Level

%LK - Limited Knowledge Performance Level

%UN - Unsatisfactory Performance Level

For confidentiality of student records: ++++ More than 95% scored above Satisfactory

---- More than 95% scored below Satisfactory/Proficient ******** missing data or data involving small numbers