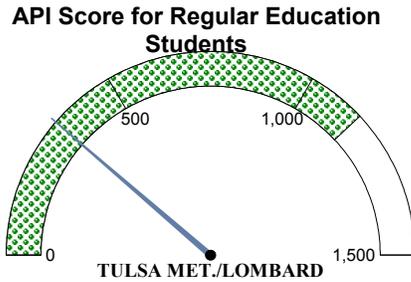


TULSA MET./LOMBARD

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).



TULSA MET./LOMBARD has a Total API of 340

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: (84.2%)

***Graduation 4 year 2010:** 309 (41.8%)

Attendance: 0 (85.6%)

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	342 SH	170 CI	100	****	100
Male	161 CI	****	****	****	100
Female	528 CI	****	****	****	100
Black	****	****	****	****	100
Amer. Indian	****	****	****	****	100
Hispanic	****	****	****	****	100
Asian	****	****	****	****	****
White	****	****	****	****	100
Other	****	****	****	****	100
Econ. Disadv.	21 CI	****	****	****	100
Migrant	****	****	****	****	****
Students with Individualized Education Programs (IEP)					
IEP	****	****	****	****	100
English Language Learner Students (ELL)					
ELL	****	****	****	****	100
Regular Education Students					
Regular Education	499 CI	****	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.

TULSA MET./LOMBARD***No Child Left Behind Act Annual Report Card 2010-2011*****Accountability Data*****No Child Left Behind Act School Identifications***

Adequate Yearly Progress TULSA MET./LOMBARD has not made adequate yearly progress.

***School in Need of Improvement:** YES

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	74.1%	19.3%	6.4%



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
In *Low Poverty Schools:	100.0%	0.0%	192	192

*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.

TULSA MET./LOMBARD

No Child Left Behind Act Annual Report Card 2010-2011

Oklahoma School Testing Program (OSTP)

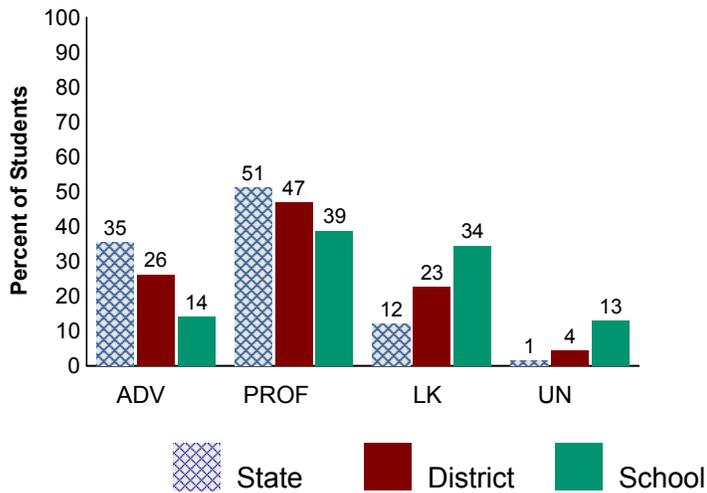
End-of-Instruction (EOI)

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).

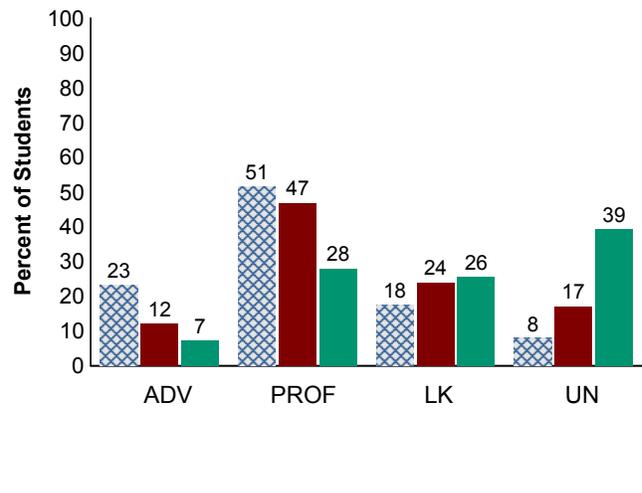
State, District and School English II Results

All Students Tested



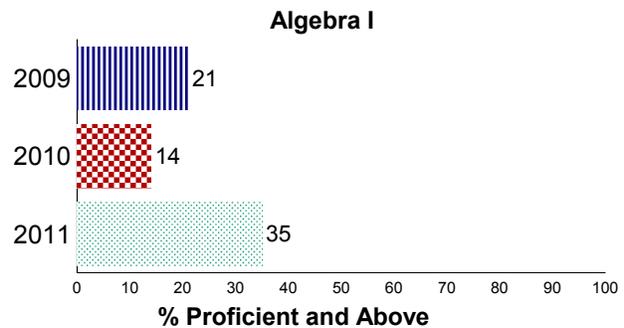
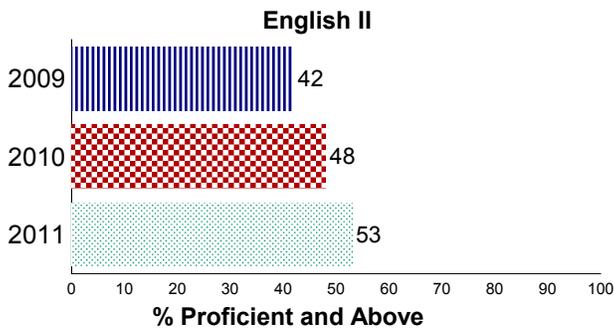
State, District and School Algebra I Results

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.

TULSA MET./LOMBARD**No Child Left Behind Act Annual Report Card 2010-2011**

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.

	# Tested	English II				# Tested	Algebra I			
		%ADV	%PROF	%LK	%UN		%ADV	%PROF	%LK	%UN
Results From The OCCT EOI Spring										
All	93	14	39	34	13	125	7	28	26	39
Amer. Indian	14	21	50	14	14	21	5	38	24	33
Black	21	10	33	38	19	30	3	20	20	57
Hispanic	18	6	33	39	22	19	11	47	16	26
White	36	19	42	33	6	49	10	18	33	39
Other	4	****	****	****	****	6	0	50	33	17
Female	52	15	35	37	14	57	5	32	23	40
Male	41	12	44	32	12	68	9	25	28	38
Econ. Disadv.	60	12	32	43	13	58	2	22	29	47
IEP w/o Accom.		****	****	****	****	2	****	****	****	****
IEP Accom.	13	8	23	69	0	14	0	7	21	71
ELL	8	0	13	63	25	4	****	****	****	****
Regular Education	73	16	44	26	14	105	9	31	26	35
Results From The OCCT EOI Winter										
All	13	15	31	39	15	4	****	****	****	****
Amer. Indian	1	****	****	****	****		****	****	****	****
Black	5	0	60	20	20	1	****	****	****	****
Hispanic	1	****	****	****	****	1	****	****	****	****
White	6	33	17	33	17	1	****	****	****	****
Other		****	****	****	****	1	****	****	****	****
Female	3	****	****	****	****	1	****	****	****	****
Male	10	10	20	50	20	3	****	****	****	****
Econ. Disadv.	5	0	40	40	20	2	****	****	****	****
IEP Accom.	1	****	****	****	****	1	****	****	****	****
Regular Education	12	17	33	33	17	3	****	****	****	****
Results From The Oklahoma Modified Alternate Assesment (OMAAP)										
IEP w/o Accom.	2	****	****	****	****	6	17	50	33	0
IEP Accom.	8	88	0	13	0	17	29	53	18	0

TULSA MET./LOMBARD***No Child Left Behind Act Annual Report Card 2010-2011***

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

TULSA MET./LOMBARD**No Child Left Behind Act Annual Report Card 2010-2011**

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.

	# Tested	Science			
		%ADV	%SAT/PROF	%LK	%UN
Grade 5OI					
Results From The OCCT EOI Spring					
All	98	5	19	34	42
Amer. Indian	13	8	31	46	15
Black	23	0	9	22	70
Hispanic	17	6	6	29	59
White	44	7	27	39	27
Other	1	****	****	****	****
Female	51	10	24	29	37
Male	47	0	15	38	47
Econ. Disadv.	62	5	21	29	45
IEP w/o Accom.	1	****	****	****	****
IEP Accom.	8	13	13	38	38
ELL	5	0	0	40	60
Regular Education	84	5	21	32	42
Results From The Oklahoma Modified Alternate Assesment (OMAAP)					
IEP w/o Accom.	4	****	****	****	****
IEP Accom.	14	21	29	43	7

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