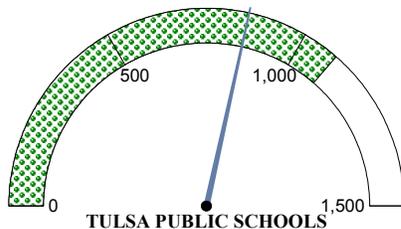


TULSA PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2003-2004**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).

District API Score for Regular Education Students

TULSA PUBLIC SCHOOLS has a Total API of 854

The scale for API scores ranges from 0-1500 with 1086 as the current state average for regular education students.

No Child Left Behind Act Statewide Performance Benchmarks for 2003-2004:

Mathematics API - 790

Reading API - 768

Percent of students tested - 95%

Attendance Rate API - 664 (91.2%)

Graduation Rate API - 412 (68.8%)

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 2003-2004.

Data elements that do not meet or exceed their specific performance benchmarks are represented in bold text.

Additional Indicators for Federal AYP

Graduation: 192

Attendance: 748

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

Graduation rate is used as the additional indicator in AYP determinations for high schools and districts.

Student Group	Mathematics API	Reading API	% Students Tested
Regular Education Students			
Regular Education	935	843	97
Male	950	777	97
Female	922	900	98
Black	717 SH	584	98
Amer. Indian	989	963	97
Hispanic	887	637 SH	98
Asian	1098	944	98
White	1120	1093	98
Other	981	838	85
Econ. Disadv.	825	713 SH	98
Migrant	****	****	****
English Language Learner Students (ELL)			
ELL	438 SH	74 SH	97
Students with Individualized Education Programs (IEP)			
IEP	255	35	100
All Students			
All	780 SH	578	98

SH - Safe Harbor condition has been met for this indicator and is represented in grey text.

****Missing data or data involving small numbers are represented by asterisks to protect the privacy of student data.

All Students and Regular Education Students must have at least 30 students per subject to receive a math or reading API score. Other subgroups must have at least 52 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 PUBLIC SCHOOLS

*No Child Left Behind Act Annual Report Card 2003-2004***Accountability Data***No Child Left Behind Act School Identifications*

Adequate Yearly Progress TULSA PUBLIC SCHOOLS has not made adequate yearly progress

***District in Need of Improvement:** YES

Listed Below is the name of school and the year identified as in "Need of Improvement"* within the district.

Name	Year	Name	Year
ACADEMY CENTRAL ES	1	ANDERSON ES	3
BRYANT ES	4	BURROUGHS ES	1
CELIA CLINTON ES	2	CHEROKEE ES	1
COOPER ES	1	EUGENE FIELD ES	1
HAWTHORNE ES	1	HOUSTON ES	1
KENDALL-WHITTIER ES	1	LINDBERGH ES	1
LINDSEY ES	2	MACARTHUR ES	1
MCCLURE ES	1	ROOSEVELT ES	1
SANDBURG ES	1	SPRINGDALE ES	4
MARK TWAIN ES	3	WHITMAN ES	1
DISNEY ES	1	NEWCOMER INTERNATIONAL SCHOOL	1
CLEVELAND MS	2	CLINTON MS	1
EDISON PREPARATORY MS	1	FOSTER MS	1
GILCREASE IS	2	HAMILTON MS	2
MADISON MS	5	MONROE MS	5
WHITNEY MS	1	CENTRAL HS	1
EAST CENTRAL HS	1	THOMAS EDISON PREPARATORY HS	1
NATHAN HALE HS	1	TULSA HS FOR SCIENCE & TECHNOL	1
WILL ROGERS HS	1	DANIEL WEBSTER HS	1

TULSA PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2003-2004

Number of schools in district identified as
School Improvement Schools: **38**

*Districts that have failed to make AYP for two consecutive years (based on the same subject) across all grade spans (elementary, middle, and high school) will be designated as in "Need of Improvement". 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.

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

**Percent of Classes Taught by Teachers Considered
"Highly Qualified" According to Federal Law.**

Total for State: 98%
Total for District: 96%
In High Poverty Schools: 95%
In Low Poverty Schools: 98%



TULSA PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2003-2004



Oklahoma School Testing Program (OSTP)

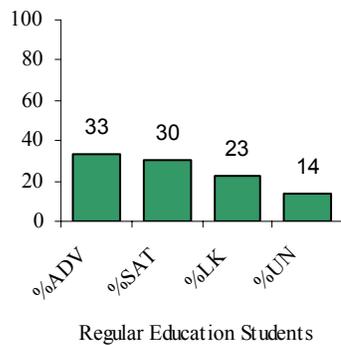
Grade 3

DISTRICT RESULTS

The table below presents Math and Reading results from the 2003-2004 school year. The results are reported in four performance levels by specific student groups. These test results include all students tested (nonhighly mobile and highly mobile) for each of the student groups. See legend at bottom.

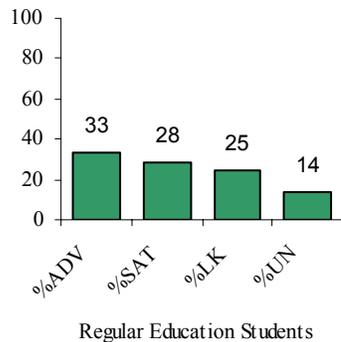
STATE RESULTS

State Results Grade 3 Reading



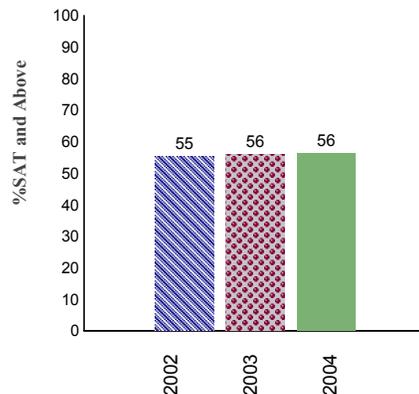
	Reading				Math			
	%ADV	%SAT	%LK	%UN	%ADV	%SAT	%LK	%UN
Regular Education	26	29	25	20	27	25	27	21
Male	25	28	25	22	29	24	26	21
Female	27	29	25	19	26	25	28	21
Black	14	28	28	30	17	22	31	30
Amer. Indian	27	33	25	15	31	25	27	17
Hispanic	14	26	38	23	26	29	27	19
White	40	29	19	13	35	26	24	15
Other	34	27	24	15	41	19	24	17
Econ. Disadv.	18	29	28	25	21	24	30	25
ELL	6	9	27	58	11	17	30	42
IEP	4	10	19	66	6	13	25	55
All	21	24	24	31	22	22	27	28

State Results Grade 3 Mathematics



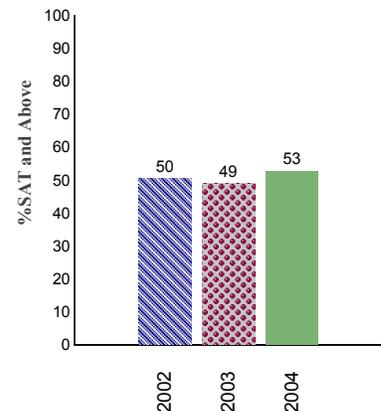
Trend Data Grade 3 Reading

Regular Education Students who have been enrolled for a full academic year.



Trend Data Grade 3 Math

Regular Education Students who have been enrolled for a full academic year.



Legend:

%ADV - Advanced Performance Level

%LK - Limited Knowledge Performance Level

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

**** Missing data or data involving small numbers

%SAT - Satisfactory Performance Level

%UN - Unsatisfactory Performance Level

---- More than 95% scored below Satisfactory

TULSA PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2003-2004

Oklahoma School Testing Program (OSTP)

Grade 5

DISTRICT RESULTS

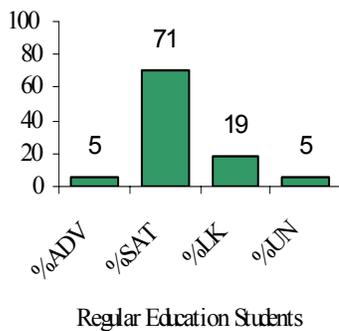
The table below presents Math and Reading results from the 2003-2004 school year. The results are reported in four performance levels by specific student groups. These test results include all students tested (nonhighly mobile and highly mobile) for each of the student groups. See legend at bottom.



STATE RESULTS

State Results Grade 5

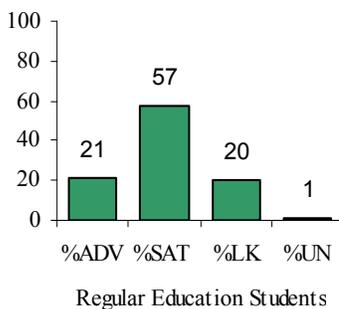
Reading



	Reading				Math			
	%ADV	%SAT	%LK	%UN	%ADV	%SAT	%LK	%UN
Regular Education	5	60	25	10	18	50	29	4
Male	4	58	25	12	21	49	26	4
Female	5	62	25	8	15	50	31	4
Black	2	48	35	16	7	45	42	6
Amer. Indian	3	67	23	7	16	55	25	4
Hispanic	2	58	30	10	11	56	31	2
Asian	11	64	21	4	21	61	14	4
White	9	71	16	4	30	51	18	1
Other	5	54	21	21	15	46	35	3
Econ. Disadv.	3	55	30	12	11	49	35	5
ELL	1	24	32	43	4	36	46	14
IEP	0	19	27	54	2	27	48	23
All	4	50	26	20	14	44	34	8

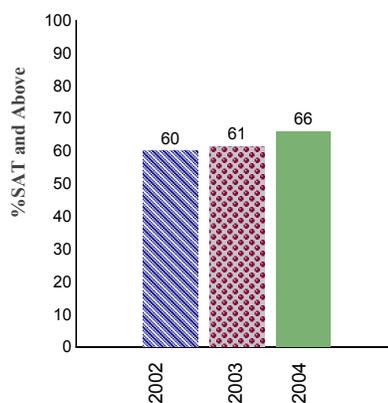
State Results Grade 5

Mathematics



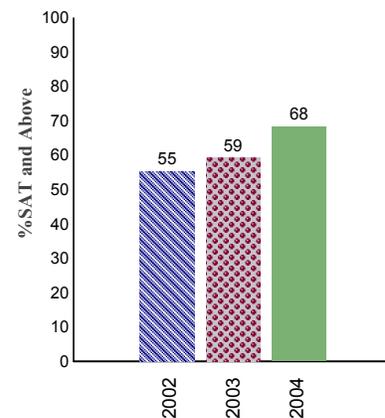
Trend Data Grade 5 Reading

Regular Education Students who have been enrolled for a full academic year.



Trend Data Grade 5 Math

Regular Education Students who have been enrolled for a full academic year.



Legend:

%ADV - Advanced Performance Level

%SAT - Satisfactory 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

**** Missing data or data involving small numbers

TULSA PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2003-2004

Oklahoma School Testing Program (OSTP)

Grade 8

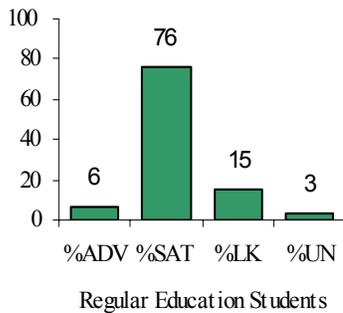
DISTRICT RESULTS

The table below presents Math and Reading results from the 2003-2004 school year. The results are reported in four performance levels by specific student groups. These test results include all students tested (nonhighly mobile and highly mobile) for each of the student groups. See legend at bottom.

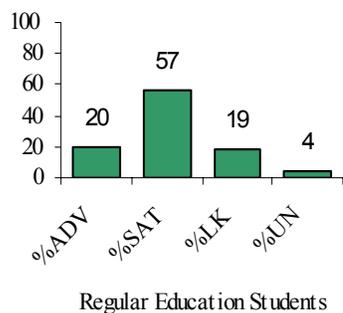


STATE RESULTS

State Results Grade 8 Reading



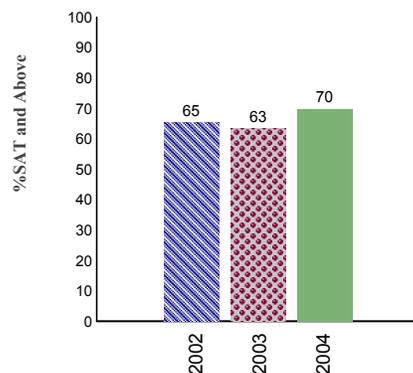
State Results Grade 8 Mathematics



	Reading				Math			
	%ADV	%SAT	%LK	%UN	%ADV	%SAT	%LK	%UN
Regular Education	4	65	23	8	13	49	29	10
Male	5	61	25	10	14	48	27	11
Female	4	69	22	6	12	49	30	9
Black	1	57	31	11	3	44	38	15
Amer. Indian	5	70	17	8	10	54	27	9
Hispanic	4	53	30	14	6	42	39	14
Asian	4	63	25	8	25	46	25	4
White	8	75	14	3	24	53	19	4
Other	2	61	27	10	11	45	32	12
Econ. Disadv.	2	59	30	9	6	45	36	13
Migrant	****	****	****	****	****	****	****	****
ELL	1	17	25	57	1	19	57	24
IEP	0	24	29	47	1	18	35	46
All	3	54	24	19	10	40	32	19

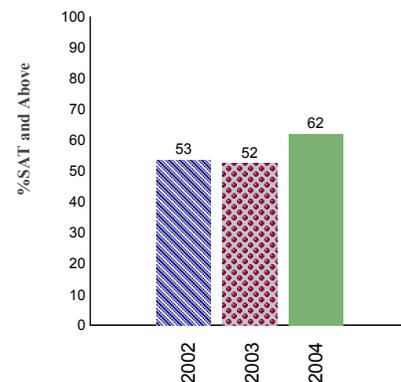
Trend Data Grade 8 Reading

Regular Education Students who have been enrolled for a full academic year.



Trend Data Grade 8 Math

Regular Education Students who have been enrolled for a full academic year.



Legend:
 %ADV - Advanced Performance Level
 %SAT - Satisfactory 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
 **** Missing data or data involving small numbers

TULSA PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2003-2004

Oklahoma School Testing Program (OSTP)

End of Instruction

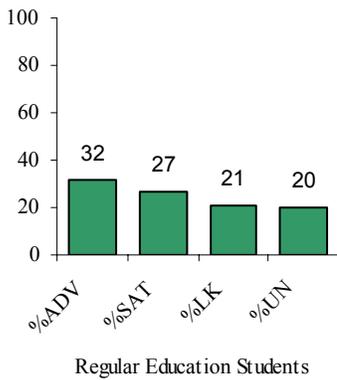
DISTRICT RESULTS

The table below presents Math and Reading results from the 2003-2004 school year. The results are reported in four performance levels by specific student groups. These test results include all students tested (nonhighly mobile and highly mobile) for each of the student groups. See legend at bottom.

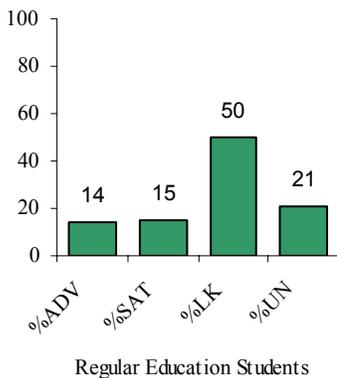


STATE RESULTS

State Results English II



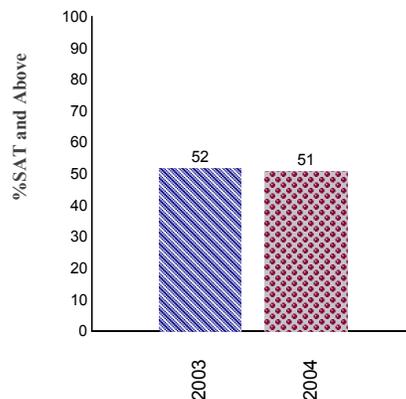
State Results Algebra I



	Reading (English II)				Math (Algebra I)			
	%ADV	%SAT	%LK	%UN	%ADV	%SAT	%LK	%UN
Regular Education	24	23	20	33	8	8	41	43
Male	20	22	19	39	8	8	40	44
Female	27	24	21	29	8	8	42	43
Black	8	15	25	52	2	3	33	63
Amer. Indian	16	30	21	34	5	5	52	38
Hispanic	8	17	23	52	4	3	37	57
Asian	23	26	26	26	13	17	38	33
White	31	29	18	22	14	10	48	29
Other	36	23	16	24	10	12	41	37
Econ. Disadv.	13	23	24	40	4	5	39	53
Migrant	****	****	****	****	****	****	****	****
ELL	6	1	12	81	2	1	23	74
IEP	4	4	9	83	1	1	17	81
All	20	20	18	43	7	7	38	49

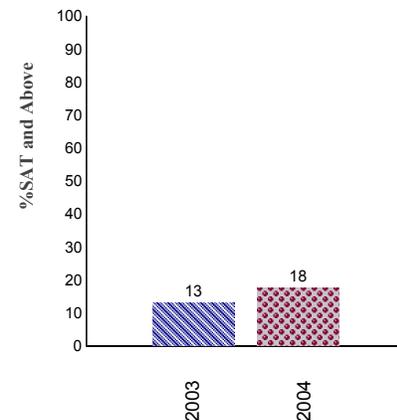
Trend Data EOI English II

Regular Education Students who have been enrolled for a full academic year.



Trend Data EOI Algebra I

Regular Education Students who have been enrolled for a full academic year.



Legend:

%ADV - Advanced Performance Level

%SAT - Satisfactory 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

**** missing data or data involving small numbers