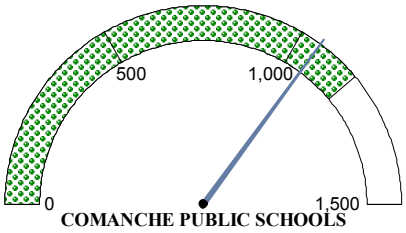
COMANCHE PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2004-2005

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



COMANCHE PUBLIC SCHOOLS has a Total API of 1052

The scale for API scores ranges from 0-1500 with 1159 as the current state average for regular education students.

No Child Left Behind Act Statewide Performance Benchmarks for 2004-2005:

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 2004-2005.
Data elements that do not meet or exceed their specific performance benchmarks are represented in bold text.

Additional Indicators for Federal AYP

Graduation: 1025 (86.3%)

Attendance: 904 (93.2%)

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	986	1124	99
Male	1058	1184	99
Female	926	1076	99
Black	****	****	****
Amer. Indian	772 SH	1087	98
Hispanic	****	****	****
Asian	****	****	****
White	1050	1149	99
Other	****	****	****
Econ. Disadv.	895	1014	99
Migrant	****	****	****
English Language Learner Students (ELL)			
ELL	****	****	****
Students with Individualized Education Programs (IEP)			
IEP	****	****	100
All Students			
All	892	853	100

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.

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No Child Left Behind Act **Annual Report Card 2004-2005**

Accountability Data

No Child Left Behind Act School Identifications

Adequate Yearly Progress COMANCHE PUBLIC SCHOOLS has made adequate yearly progress

***District in Need of Improvement:** NO

Number of schools in district identifed as School Improvement Schools: 0

*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: 99%

Total for District: 100%

Professional Qualifications of Public Elementary and Secondary Teachers in Core Academic Subjects	Bachelors	Masters	Post-Masters or Doctorate
Percent of Teachers	80.0%	20.0%	0.0%

*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.

COMANCHE PUBLIC SCHOOLS

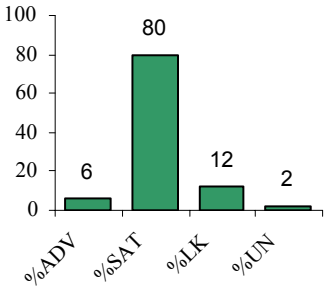
No Child Left Behind Act Annual Report Card 2004-2005

Oklahoma School Testing Program (OSTP)

Grade 3

STATE RESULTS

State Results Grade 3 Reading



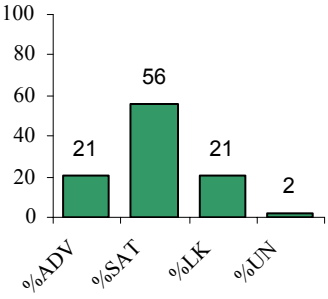
Regular Education Students

District Results

The table below presents Math and Reading results from the 2004-2005 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.

	Reading				Math			
	%ADV	%SAT	%LK	%UN	%ADV	%SAT	%LK	%UN
All	11	71	10	8	6	53	31	10
Male	6	77	9	9	6	57	28	9
Female	18	64	12	6	6	46	36	12
Amer. Indian	10	62	14	14	14	43	29	14
Hispanic	****	****	****	****	****	****	****	****
White	13	76	7	4	4	58	31	7
Econ. Disadv.	10	66	14	10	6	48	32	14
IEP	0	30	20	50	0	20	30	50

State Results Grade 3 Mathematics



Regular Education Students

Oklahoma developed new criterion referenced assessments in Grade 3 reading and mathematics to measure achievement of students on the Priority Academic Student Skills. Since this is the first year of implementation, no trend data is available.

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

COMANCHE PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2004-2005

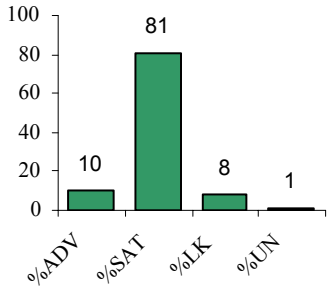
Oklahoma School Testing Program (OSTP)

Grade 4

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.

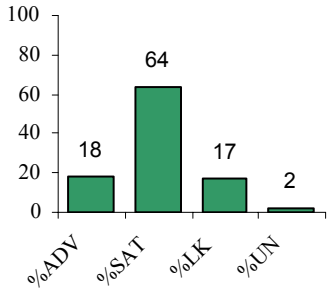
State Results Grade 4 Reading



Regular Education Students

	Reading				Math			
	%ADV	%SAT	%LK	%UN	%ADV	%SAT	%LK	%UN
All	5	80	11	4	10	55	30	6
Male	6	71	15	9	12	53	32	3
Female	5	88	8	0	8	56	28	8
Black	****	****	****	****	****	****	****	****
Amer. Indian	0	83	11	6	6	41	41	12
Hispanic	****	****	****	****	****	****	****	****
White	8	79	9	4	9	60	28	2
Econ. Disadv.	2	81	13	4	4	60	32	4
IEP	0	25	50	25	0	13	88	0

State Results Grade 4 Mathematics



Regular Education Students

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COMANCHE PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2004-2005

Oklahoma School Testing Program (OSTP)

Grade 5

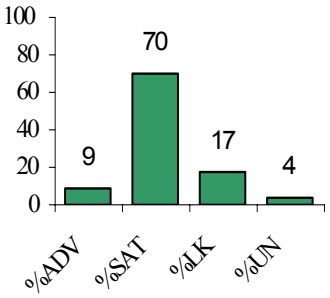
STATE RESULTS

District Results

The table below presents Math and Reading results from the 2004-2005 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.

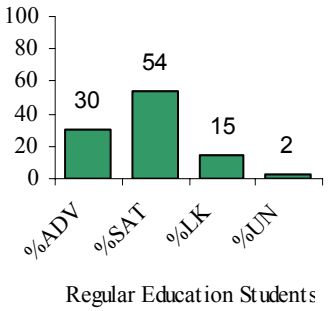
	Reading				Math			
	%ADV	%SAT	%LK	%UN	%ADV	%SAT	%LK	%UN
All	10	49	22	19	17	53	29	1
Male	3	39	24	33	15	55	30	0
Female	15	56	21	8	18	51	28	3
Black	****	****	****	****	****	****	****	****
Amer. Indian	7	47	27	20	7	53	33	7
Hispanic	****	****	****	****	****	****	****	****
White	12	46	21	21	15	56	29	0
Econ. Disadv.	2	44	26	28	13	48	37	2
IEP	0	0	38	63	0	38	63	0

State Results Grade 5 Reading



Regular Education Students

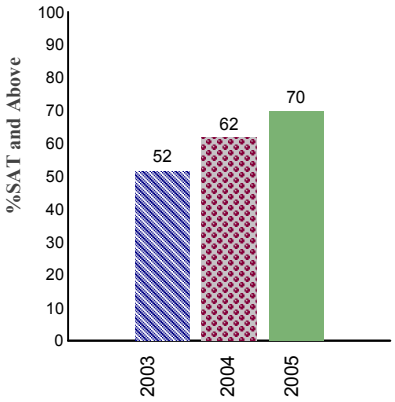
State Results Grade 5 Mathematics



Regular Education Students

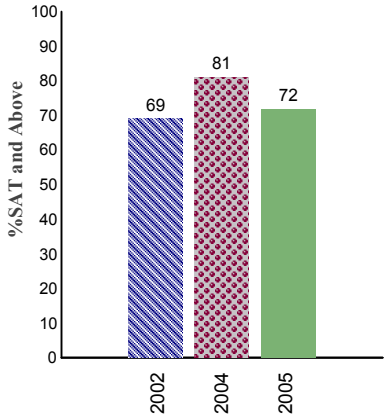
Trend Data Grade 5 Reading

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.



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COMANCHE PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2004-2005

Oklahoma School Testing Program (OSTP)

Grade 8

STATE RESULTS

District Results

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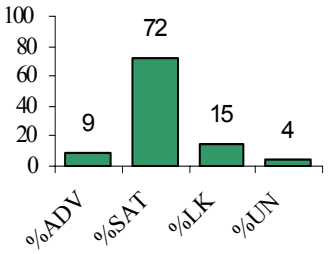
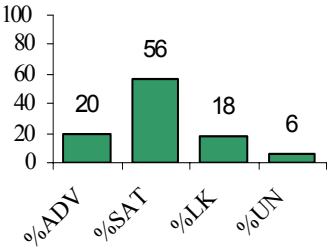
State Results Grade 8 Reading



Regular Education Students

	Reading				Math			
	%ADV	%SAT	%LK	%UN	%ADV	%SAT	%LK	%UN
All	3	65	20	13	11	56	25	8
Male	0	65	21	14	14	54	26	7
Female	6	64	19	11	8	61	25	6
Amer. Indian	0	67	17	17	8	33	50	8
Hispanic	****	****	****	****	****	****	****	****
White	3	65	20	12	12	59	21	8
Other	****	****	****	****	****	****	****	****
Econ. Disadv.	0	57	23	20	9	54	26	11
IEP	0	39	31	31	0	54	23	23

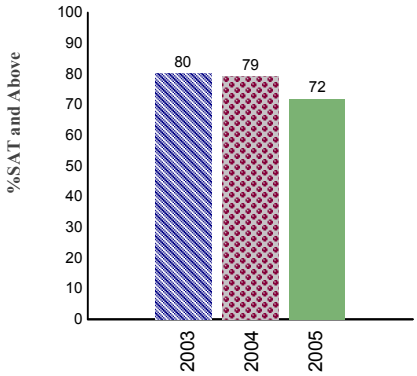
State Results Grade 8 Mathematics



Regular Education Students

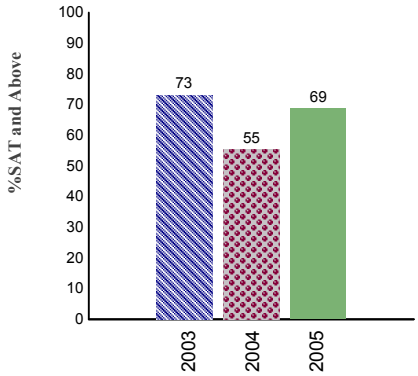
Trend Data Grade 8 Reading

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



Trend Data Grade 8 Mathematics

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



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COMANCHE PUBLIC SCHOOLS

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Oklahoma School Testing Program (OSTP)

End of Instruction

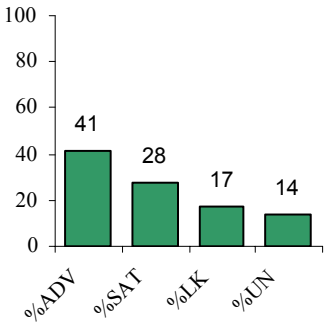
District Results

The table below presents Math and Reading results from the 2004-2005 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

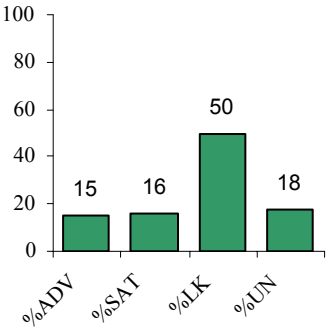
	Reading (English II)				Math (Algebra I)			
	%ADV	%SAT	%LK	%UN	%ADV	%SAT	%LK	%UN
All	14	5	19	62	5	12	61	23
Male	15	8	23	54	7	14	45	35
Female	13	0	13	75	3	9	75	13
Amer. Indian	11	11	11	67	0	8	69	23
Hispanic	****	****	****	****	****	****	****	****
Asian	****	****	****	****	****	****	****	****
White	18	0	18	64	7	12	58	23
Other	****	****	****	****	****	****	****	****
Econ. Disadv.	22	11	0	67	3	10	61	26
IEP	0	0	21	79	----	----	----	----

State Results English II



Regular Education Students

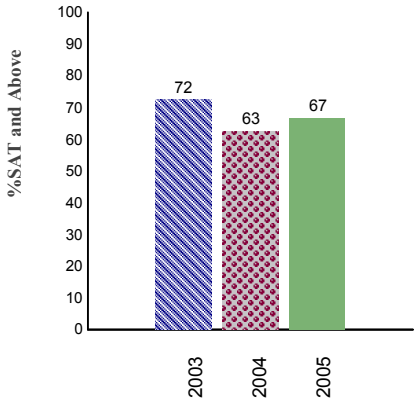
State Results Algebra I



Regular Education Students

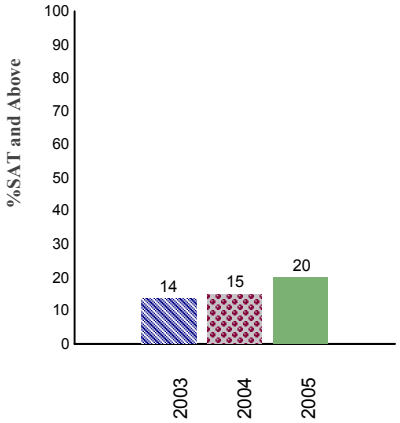
Trend Data EOI English II

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.



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