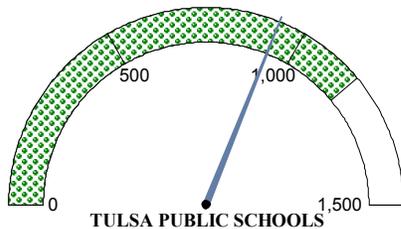


TULSA PUBLIC SCHOOLS

*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

TULSA PUBLIC SCHOOLS has a Total API of 932

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: 367 (67.5%)

Attendance: 796 (92.3%)

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	977	949	98
Male	1004	869	98
Female	956	1015	98
Black	721 SH	663 SH	98
Amer. Indian	1037	1032	98
Hispanic	987	870	97
Asian	1309	1293	99
White	1189	1193	98
Other	1061	****	95
Econ. Disadv.	866	811	98
Migrant	****	****	****
English Language Learner Students (ELL)			
ELL	583 SH	108 SH	100
Students with Individualized Education Programs (IEP)			
IEP	208 SH	10 SH	100
All Students			
All	809	645 SH	99

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 2004-2005***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	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	MACARTHUR ES	1
MCCLURE ES	1	ROOSEVELT ES	1
SANDBURG ES	1	SPRINGDALE ES	4
WHITMAN ES	1	DISNEY ES	1
NEWCOMER INTERNATIONAL SCHOOL	1	CLEVELAND MS	2
CLINTON MS	2	EDISON PREPARATORY MS	1
FOSTER MS	2	GILCREASE IS	2
HAMILTON MS	3	MADISON MS	6
MONROE MS	5	WHITNEY MS	2
CENTRAL HS	2	EAST CENTRAL HS	2
THOMAS EDISON PREPARATORY HS	1	NATHAN HALE HS	2
TULSA HS FOR SCIENCE & TECHNOL	2	WILL ROGERS HS	2
DANIEL WEBSTER HS	1		

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

Number of schools in district identified
as School Improvement Schools: 35

*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: 99%
In **High Poverty Schools: 98%
In *Low Poverty Schools: 99%

Professional Qualifications of Public Elementary and Secondary Teachers in Core Academic Subjects	Bachelors	Masters	Post-Masters or Doctorate
Percent of Teachers	72.0%	26.0%	2.0%



*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.

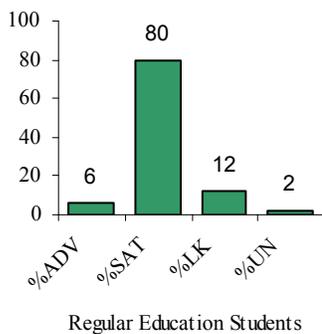
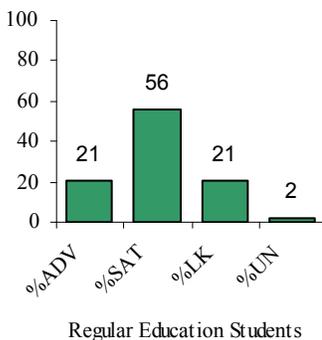
TULSA PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2004-2005

Oklahoma School Testing Program (OSTP)

Grade 3**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**State Results Grade 3
Reading****State Results Grade 3
Mathematics**

	Reading				Math			
	%ADV	%SAT	%LK	%UN	%ADV	%SAT	%LK	%UN
All	6	64	23	8	16	48	29	8
Male	5	61	24	10	17	48	27	8
Female	6	67	21	6	15	48	31	7
Black	3	58	30	9	7	43	39	11
Amer. Indian	5	66	20	9	15	51	27	8
Hispanic	2	58	27	13	13	46	31	9
Asian	12	72	16	0	21	59	16	5
White	10	71	14	5	25	52	19	4
Other	0	50	50	0	20	40	20	20
Econ. Disadv.	2	62	26	9	12	47	32	9
Migrant	****	****	****	****	****	****	****	****
IEP	1	35	39	26	5	31	41	24
ELL	0	46	35	19	9	39	38	14

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

TULSA PUBLIC SCHOOLS

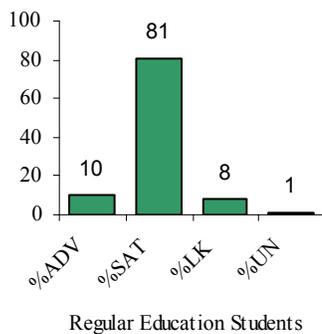
No Child Left Behind Act Annual Report Card 2004-2005

Oklahoma School Testing Program (OSTP)

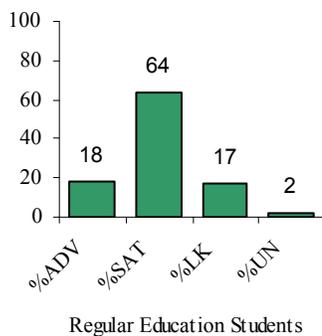
Grade 4**District Results**

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



State Results Grade 4
Mathematics



	Reading				Math			
	%ADV	%SAT	%LK	%UN	%ADV	%SAT	%LK	%UN
All	7	66	19	8	12	50	30	8
Male	6	62	22	10	13	49	29	9
Female	7	71	17	6	11	52	31	7
Black	2	62	26	11	5	43	40	12
Amer. Indian	7	72	14	7	11	56	27	7
Hispanic	3	60	24	13	8	50	33	9
Asian	6	74	17	3	19	50	28	3
White	13	71	13	3	21	56	19	4
Other	****	****	****	****	****	****	****	****
Econ. Disadv.	3	65	23	9	8	48	35	9
Migrant	****	****	****	****	****	****	****	****
IEP	1	40	36	23	3	32	41	24
ELL	0	48	32	19	6	40	43	11

Oklahoma developed new criterion referenced assessments in Grade 4 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

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**** Missing data or data involving small numbers

TULSA PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2004-2005

Oklahoma School Testing Program (OSTP)

Grade 5

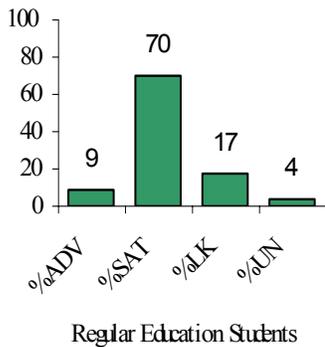
District Results

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.

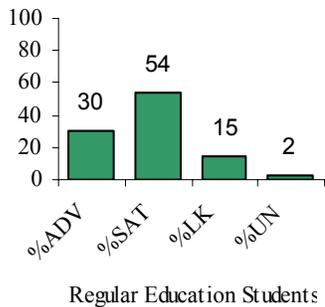


STATE RESULTS

State Results Grade 5 Reading



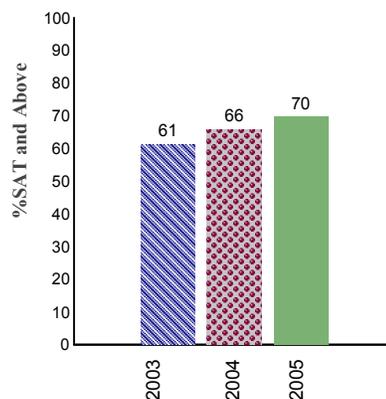
State Results Grade 5 Mathematics



	Reading				Math			
	%ADV	%SAT	%LK	%UN	%ADV	%SAT	%LK	%UN
All	6	52	26	17	18	47	26	9
Male	5	50	25	21	19	46	25	11
Female	7	54	27	13	17	48	28	7
Black	2	44	34	21	9	43	34	14
Amer. Indian	3	57	22	18	16	48	27	9
Hispanic	2	40	32	27	11	49	31	9
Asian	18	62	16	4	44	44	11	0
White	11	62	18	9	31	48	17	4
Other	****	****	****	****	****	****	****	****
Econ. Disadv.	3	47	30	21	12	46	31	11
Migrant	****	****	****	****	****	****	****	****
IEP	1	24	30	46	5	28	39	28
ELL	0	26	36	38	6	44	38	11

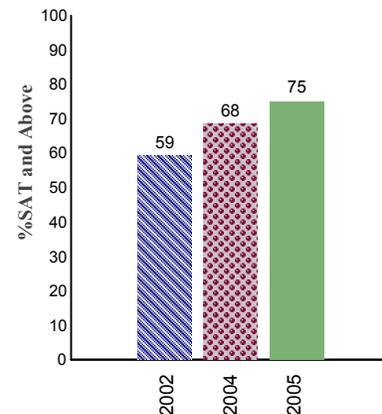
Trend Data Grade 5 Reading

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

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TULSA PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2004-2005

Oklahoma School Testing Program (OSTP)

Grade 8

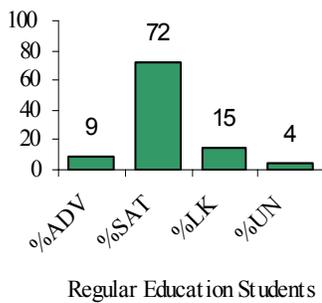
District Results

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.



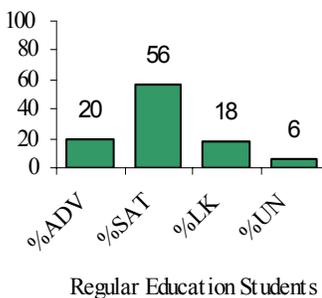
STATE RESULTS

State Results Grade 8 Reading



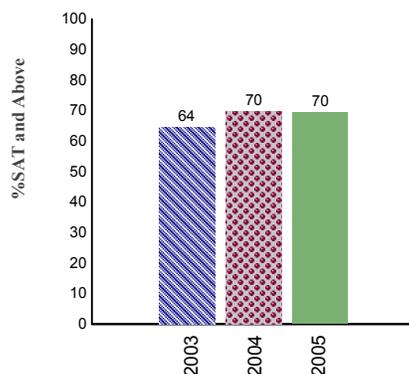
	Reading				Math			
	%ADV	%SAT	%LK	%UN	%ADV	%SAT	%LK	%UN
All	6	52	23	20	11	41	28	21
Male	4	49	24	23	12	40	27	22
Female	8	55	22	16	10	41	29	20
Black	1	45	27	27	3	34	33	30
Amer. Indian	6	55	22	18	10	44	28	19
Hispanic	3	44	25	28	6	37	32	25
Asian	16	60	14	11	22	60	11	8
White	11	59	18	11	20	46	23	12
Other	0	47	18	35	0	26	32	42
Econ. Disadv.	2	47	26	25	5	37	32	26
Migrant	****	****	****	****	****	****	****	****
IEP	0	19	28	52	1	18	34	46
ELL	0	27	26	47	1	25	36	39

State Results Grade 8 Mathematics



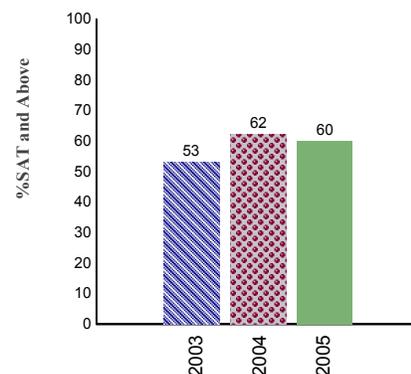
Trend Data Grade 8 Reading

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.



Legend:

%ADV - Advanced Performance Level

%SAT - Satisfactory Performance Level

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%UN - Unsatisfactory Performance Level

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

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TULSA PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2004-2005

Oklahoma School Testing Program (OSTP)



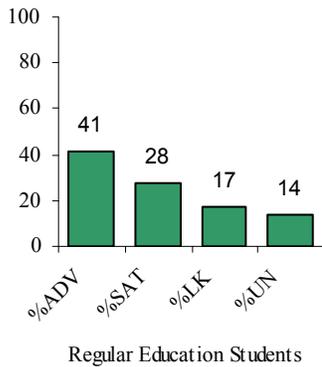
End of Instruction

District Results

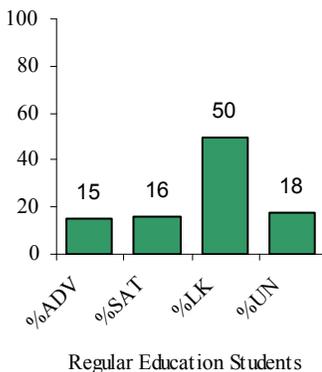
The table below presents Math and Reading results from the 2004-2005 school year. The results are reported in four performance levels by specific student groups. These test results include all students tested (nonhighly mobile and highly mobile) for each of the student groups. See legend at bottom.

STATE RESULTS

State Results English II



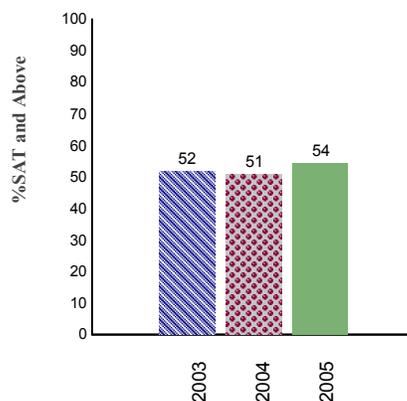
State Results Algebra I



	Reading (English II)				Math (Algebra I)			
	%ADV	%SAT	%LK	%UN	%ADV	%SAT	%LK	%UN
All	25	20	19	35	8	7	40	45
Male	20	18	18	43	8	8	39	45
Female	29	22	21	28	8	6	42	45
Black	10	21	24	46	2	3	38	57
Amer. Indian	26	24	19	31	6	5	43	47
Hispanic	14	17	20	49	3	5	35	58
Asian	42	18	18	21	29	22	29	20
White	41	20	15	24	15	11	45	29
Other	14	21	23	42	4	9	33	54
Econ. Disadv.	13	21	23	44	3	4	40	53
IEP	2	9	14	75	2	1	33	64
ELL	0	0	17	83	2	4	17	77

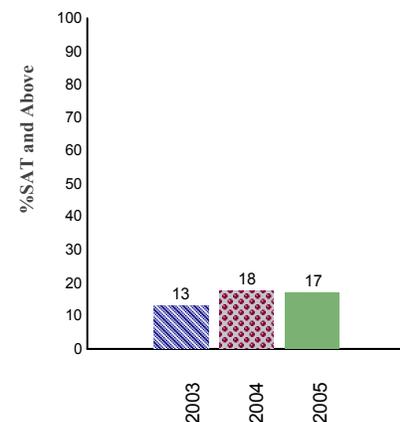
Trend Data EOI English II

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

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