

**FELT PUBLIC SCHOOLS**

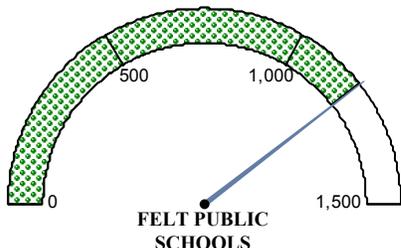
***No Child Left Behind Act Annual Report Card 2005-2006***

**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**

FELT PUBLIC SCHOOLS has a Total API of 1187



The scale for API scores ranges from 0-1500 with 1180 as the current state average for regular education students.

***No Child Left Behind Act* Statewide Performance Benchmarks for 2005-2006:**

- Mathematics API - 790
- Reading API - 768
- Percent of Students Tested - 95%
- Attendance Rate API - 664
- Graduation Rate API - 882

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 2005-2006. Data elements that do not meet or exceed their specific performance benchmarks are represented in bold text.

**Additional Indicators for Federal AYP**

- Graduation:** 1493 (100.0%)
- Attendance:** 1276 (96.3%)

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
<b>All Students</b>			
All	1137	1123	****
Male	****	****	****
Female	****	****	****
Black	****	****	****
Amer. Indian	****	****	****
Hispanic	****	****	****
Asian	****	****	****
White	****	****	****
Other	****	****	****
Econ. Disadv.	****	****	****
Migrant	****	****	****
<b>Students with Individualized Education Programs (IEP)</b>			
IEP	****	****	****
<b>English Language Learner Students (ELL)</b>			
ELL	****	****	****
<b>Regular Education Students</b>			
Regular Education	****	1285	****

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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**Accountability Data**

*No Child Left Behind Act School Identifications*

**Adequate Yearly Progress Status:** FELT PUBLIC SCHOOLS has made adequate yearly progress

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

Number of schools in district identified as in "Need of Improvement": 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.

Professional Qualifications of Public Elementary and Secondary Teachers in Core Academic Subjects	Bachelors	Masters	Post-Masters or Doctorate
Percent of Teachers	94.0%	6.0%	0.0%



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

In the 2005-2006 reporting of Highly Qualified Teachers the approval of High Objective Uniform State Standard of Evaluation (HOUSSE) for defining "Highly Qualified" special education teachers had not been granted by the U.S Department of Education. The 2006-2007 data will include the federally approved 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
<b>Total for District:</b>	96.2%	3.8%

\*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.

**FELT PUBLIC SCHOOLS**

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Oklahoma School Testing Program (OSTP)

**Grade 3**

**District Results**

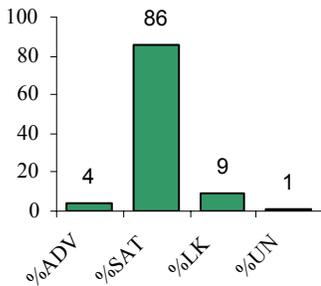
The tables below present Math and Reading results from the 2005-2006 school year. The results are reported in four performance levels by specific student groups. These test results include all students tested (full academic year and non-full academic year) for each of the student groups. See legend at bottom.



**Oklahoma Core Curriculum Tests**

**STATE RESULTS**

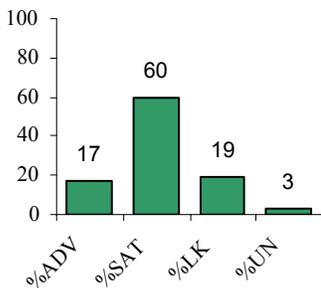
State Results Grade 3 Reading



Regular Education Students

	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	10	0	80	20	0	10	10	50	30	10
Male	5	0	80	20	0	5	20	60	20	0
Female	5	0	80	20	0	5	0	40	40	20
Hispanic	3	****	****	****	****	3	****	****	****	****
White	7	0	86	14	0	7	14	43	43	0
Econ. Disadv.	6	0	67	33	0	6	0	50	33	17
Regular Education	10	0	80	20	0	10	10	50	30	10

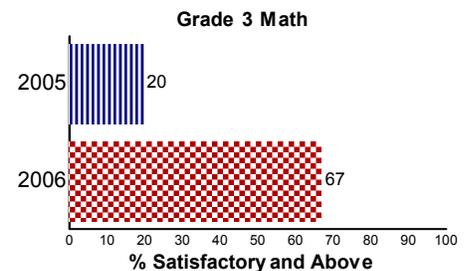
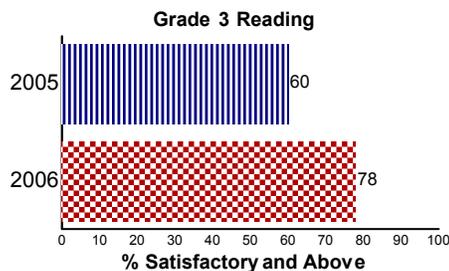
State Results Grade 3 Mathematics



Regular Education Students

**Trend Data**

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

**FELT PUBLIC SCHOOLS**

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Oklahoma School Testing Program (OSTP)

**Grade 4**

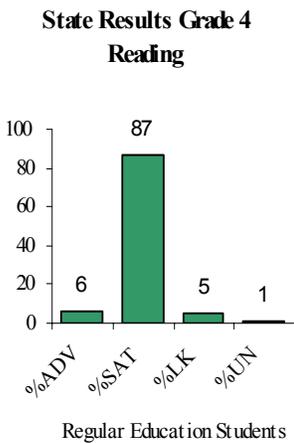
**District Results**

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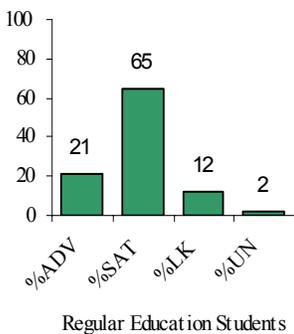
**STATE RESULTS**

**Oklahoma Core Curriculum Tests**



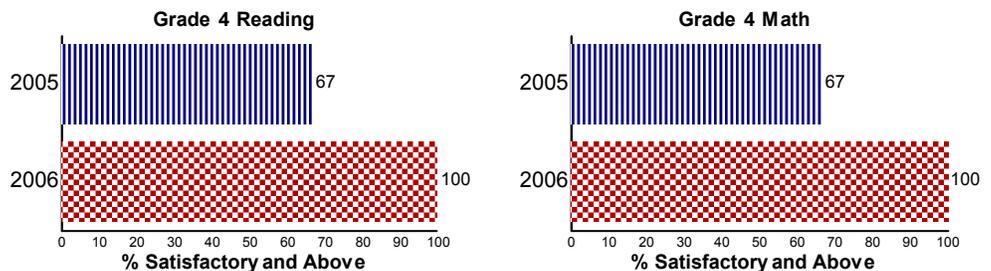
	# Tested	Reading				# Tested	Math			
		%ADV	%SAT	%LK	%UN		%ADV	%SAT	%LK	%UN
All	5	++++	++++	++++	++++	5	0	60	20	20
Male	3	****	****	****	****	3	****	****	****	****
Female	2	****	****	****	****	2	****	****	****	****
Hispanic	1	****	****	****	****	1	****	****	****	****
White	4	****	****	****	****	4	****	****	****	****
Econ. Disadv.	5	++++	++++	++++	++++	5	0	60	20	20
IEP Accom.	1	****	****	****	****	1	****	****	****	****
Regular Education	4	****	****	****	****	4	****	****	****	****

**State Results Grade 4 Mathematics**



**Trend Data**

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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**FELT PUBLIC SCHOOLS**

**No Child Left Behind Act Annual Report Card 2005-2006**

Oklahoma School Testing Program (OSTP)

**Grade 5**

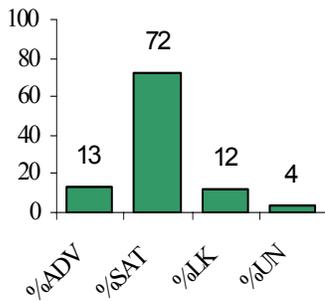
**District Results**

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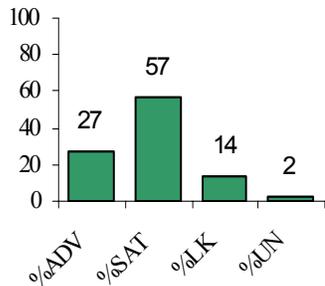
**STATE RESULTS**

**State Results Grade 5 Reading**



Regular Education Students

**State Results Grade 5 Mathematics**



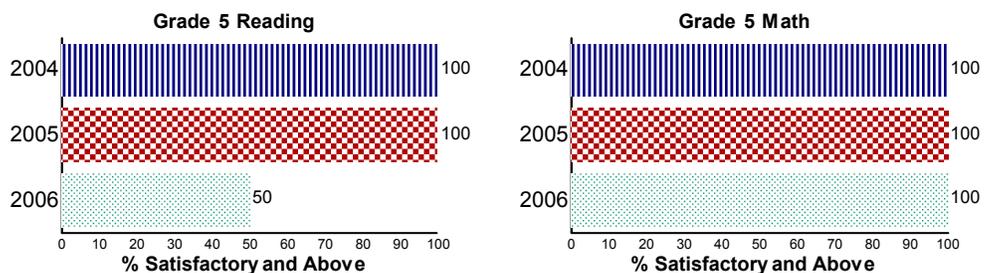
Regular Education Students

**Oklahoma Core Curriculum Tests**

	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	3	****	****	****	****	3	****	****	****	****
Male	2	****	****	****	****	2	****	****	****	****
Female	1	****	****	****	****	1	****	****	****	****
White	3	****	****	****	****	3	****	****	****	****
Econ. Disadv.	1	****	****	****	****	1	****	****	****	****
Regular Education	3	****	****	****	****	3	****	****	****	****

**Trend Data**

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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**FELT PUBLIC SCHOOLS**

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Oklahoma School Testing Program (OSTP)

**Grade 6**

**District Results**

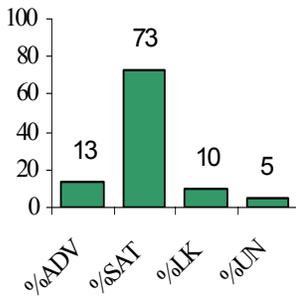
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**STATE RESULTS**

**Oklahoma Core Curriculum Tests**

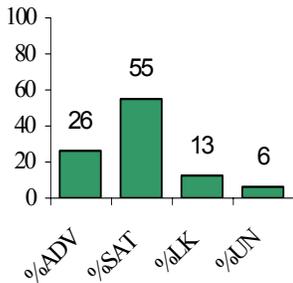
**State Results Grade 6 Reading**



Regular Education Students

	Reading				Math					
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	3	****	****	****	****	3	****	****	****	****
Male	1	****	****	****	****	1	****	****	****	****
Female	2	****	****	****	****	2	****	****	****	****
Hispanic	2	****	****	****	****	2	****	****	****	****
White	1	****	****	****	****	1	****	****	****	****
Econ. Disadv.	2	****	****	****	****	2	****	****	****	****
IEP w/o Accom.	1	****	****	****	****	1	****	****	****	****
Regular Education	2	****	****	****	****	2	****	****	****	****

**State Results Grade 6 Mathematics**



Regular Education Students

Oklahoma developed new criterion referenced assessments in Grade 6 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

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**FELT PUBLIC SCHOOLS**

**No Child Left Behind Act Annual Report Card 2005-2006**

Oklahoma School Testing Program (OSTP)

**Grade 7**

**District Results**

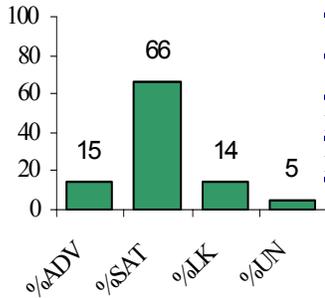
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**STATE RESULTS**

**Oklahoma Core Curriculum Tests**

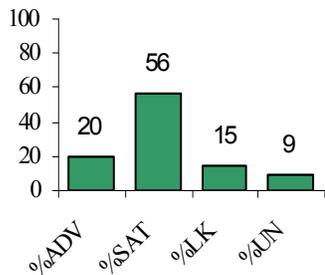
**State Results Grade 7 Reading**



Regular Education Students

	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	4	****	****	****	****	4	****	****	****	****
Male	4	****	****	****	****	4	****	****	****	****
White	4	****	****	****	****	4	****	****	****	****
Econ. Disadv.	4	****	****	****	****	4	****	****	****	****
IEP w/o Accom.	1	****	****	****	****	1	****	****	****	****
Regular Education	3	****	****	****	****	3	****	****	****	****

**State Results Grade 7 Mathematics**



Regular Education Students

Oklahoma developed new criterion referenced assessments in Grade 7 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  
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**FELT PUBLIC SCHOOLS**

**No Child Left Behind Act Annual Report Card 2005-2006**

Oklahoma School Testing Program (OSTP)

**End of Instruction**

**District Results**

The tables below present Math and Reading results from the 2005-2006 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.

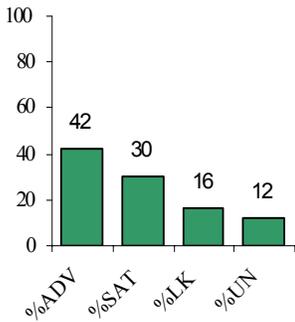


**Oklahoma Core Curriculum Tests**

	English II					Algebra I				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	6	50	50	0	0	4	****	****	****	****
Male	6	50	50	0	0	3	****	****	****	****
Female		****	****	****	****	1	****	****	****	****
Hispanic	1	****	****	****	****		****	****	****	****
White	5	40	60	0	0	4	****	****	****	****
Econ. Disadv.	4	****	****	****	****	3	****	****	****	****
Regular Education	6	50	50	0	0	4	****	****	****	****

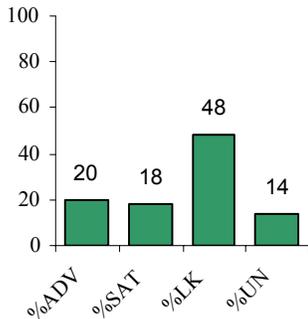
**STATE RESULTS**

**State Results English II**



Regular Education Students

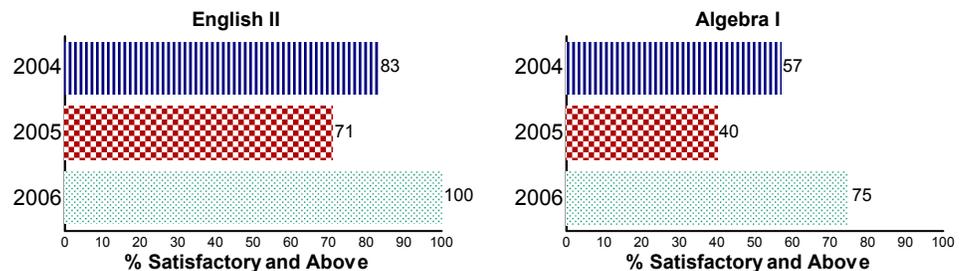
**State Results Algebra**



Regular Education Students

**Trend Data**

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



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