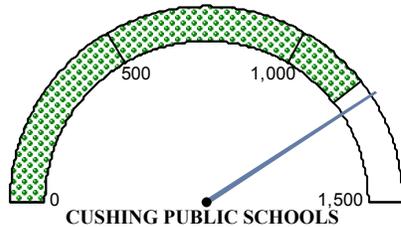


CUSHING PUBLIC SCHOOLS

*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

CUSHING PUBLIC SCHOOLS has a Total API of 1223

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: 1132 (81.0%)

Attendance: 1048 (94.4%)

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
All Students			
All	1065	972	99
Male	984	832	98
Female	1141	1114	100
Black	****	****	****
Amer. Indian	1088	1027	98
Hispanic	****	****	****
Asian	****	****	****
White	1071	998	99
Other	****	****	****
Econ. Disadv.	887	775	98
Migrant	****	****	****
Students with Individualized Education Programs (IEP)			
IEP	368 SH	636	99
English Language Learner Students (ELL)			
ELL	****	****	****
Regular Education Students			
Regular Education	1238	1272	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.

CUSHING PUBLIC SCHOOLS***No Child Left Behind Act Annual Report Card 2005-2006*****Accountability Data***No Child Left Behind Act School Identifications*

Adequate Yearly Progress Status: CUSHING PUBLIC SCHOOLS has not made adequate yearly progress

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

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

Name	Name	Year
WILSON SCHOOL		3

Number of schools in district identified as in "Need of Improvement": 1

*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".

CUSHING PUBLIC SCHOOLS***No Child Left Behind Act Annual Report Card 2005-2006*****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	67.0%	32.0%	1.0%



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
Total for District:	90.1%	9.9%
In *Low Poverty Schools:	90.8%	9.2%
In **High Poverty Schools:	90.9%	9.1%

*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.

CUSHING PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2005-2006

Oklahoma School Testing Program (OSTP)

Grade 3

District Results

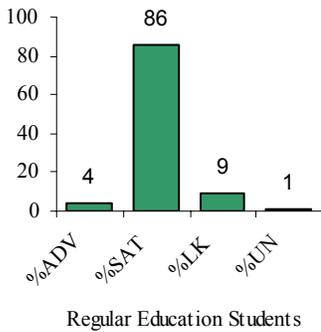
The tables below present Math and Reading results from the 2005-2006 school year. The results are reported in four performance levels by specific student groups. These test results include all students tested (full academic year and non-full academic year) for each of the student groups. See legend at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



Oklahoma Core Curriculum Tests

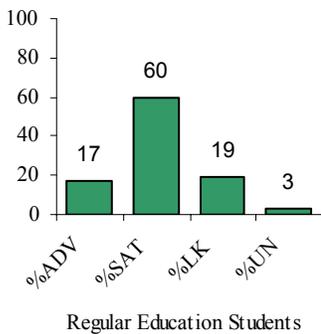
STATE RESULTS

State Results Grade 3 Reading



	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	112	4	73	16	7	110	10	48	30	12
Male	54	2	70	19	9	52	8	42	33	17
Female	58	5	76	14	5	58	12	53	28	7
Black	2	****	****	****	****	2	****	****	****	****
Amer. Indian	29	7	72	17	3	29	7	62	21	10
White	78	3	73	17	8	76	12	42	33	13
Other	3	****	****	****	****	3	****	****	****	****
Econ. Disadv.	72	1	65	22	11	71	6	44	34	17
IEP Accom.	15	0	20	33	47	15	0	13	47	40
IEP w/o Accom.	6	0	50	33	17	6	0	33	50	17
Regular Education	91	4	84	12	0	89	12	55	26	7

State Results Grade 3 Mathematics

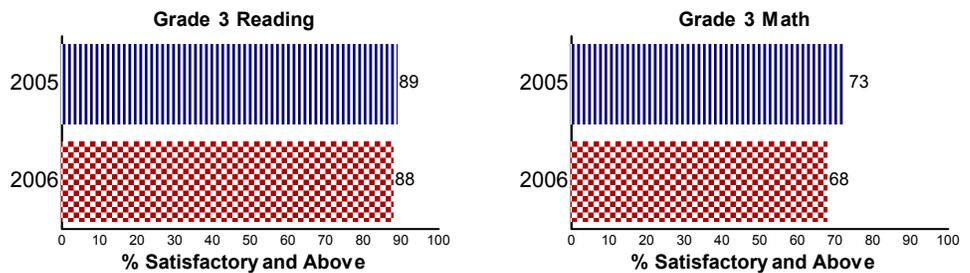


Oklahoma Alternate Assessment Program

	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
IEP	1	****	****	****	****	1	****	****	****	****

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
 **** Missing data or data involving small numbers

---- More than 95% scored below Satisfactory

CUSHING PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2005-2006

Oklahoma School Testing Program (OSTP)

Grade 4

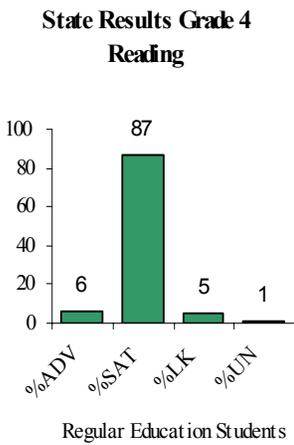
District Results

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.

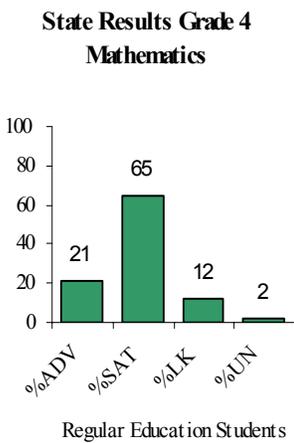


STATE RESULTS

Oklahoma Core Curriculum Tests



	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	133	4	83	8	6	133	22	59	11	8
Male	63	3	83	3	11	63	27	59	5	10
Female	70	4	83	11	1	70	17	60	17	6
Black	2	****	****	****	****	2	****	****	****	****
Amer. Indian	40	5	83	8	5	40	23	60	13	5
Hispanic	5	++++	++++	++++	++++	5	40	60	0	0
White	74	3	82	7	8	74	20	60	10	11
Other	12	0	83	17	0	12	17	58	25	0
Econ. Disadv.	77	1	79	12	8	77	14	58	17	10
IEP Accom.	18	0	22	44	33	18	6	33	22	39
IEP w/o Accom.	1	****	****	****	****	1	****	****	****	****
Regular Education	114	4	92	2	2	114	24	64	10	3

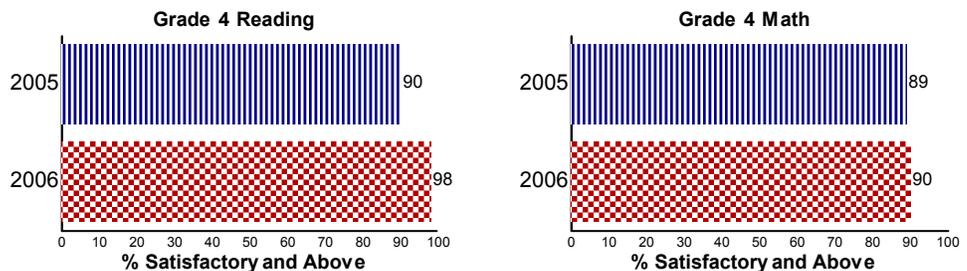


Oklahoma Alternate Assessment Program

	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
IEP	1	****	****	****	****	1	****	****	****	****

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

CUSHING PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2005-2006

Oklahoma School Testing Program (OSTP)

Grade 5

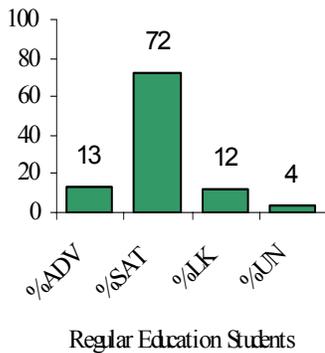
District Results

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.



STATE RESULTS

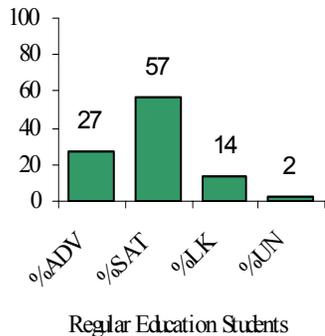
State Results Grade 5 Reading



Oklahoma Core Curriculum Tests

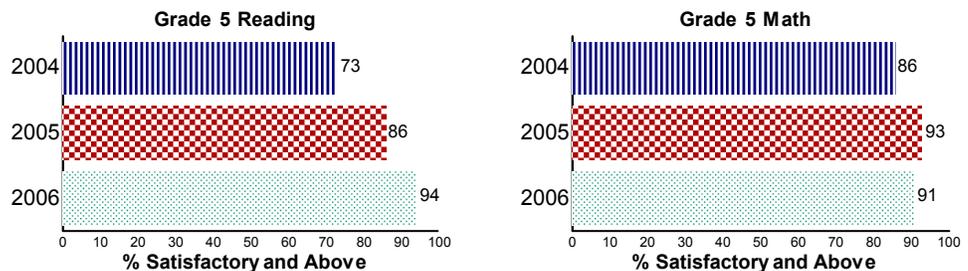
	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	134	7	63	18	12	134	21	58	16	5
Male	60	2	58	25	15	60	15	57	23	5
Female	74	11	68	12	10	74	26	58	11	5
Black	7	14	14	14	57	7	14	14	43	29
Amer. Indian	36	11	64	19	6	36	28	53	19	0
Hispanic	3	****	****	****	****	3	****	****	****	****
White	88	5	67	17	11	88	18	63	14	6
Econ. Disadv.	80	3	56	24	18	80	10	59	23	9
IEP Accom.	31	0	7	52	42	31	7	42	32	19
IEP w/o Accom.	3	****	****	****	****	3	****	****	****	****
Regular Education	100	9	83	7	1	100	26	63	11	0

State Results Grade 5 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
 **** Missing data or data involving small numbers

---- More than 95% scored below Satisfactory

CUSHING PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2005-2006

Oklahoma School Testing Program (OSTP)

Grade 6

District Results

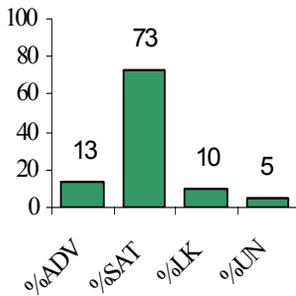
The tables below present Math and Reading results from the 2005-2006 school year. The results are reported in four performance levels by specific student groups. These test results include all students tested (full academic year and non-full academic year) for each of the student groups. See legend at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



STATE RESULTS

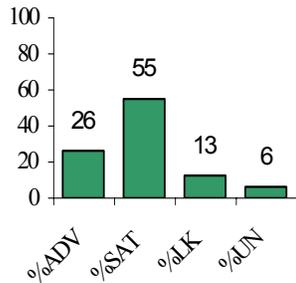
Oklahoma Core Curriculum Tests

State Results Grade 6 Reading



Regular Education Students

State Results Grade 6 Mathematics



Regular Education Students

	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	105	13	67	11	9	104	14	55	16	15
Male	48	15	73	8	4	48	19	56	15	10
Female	56	13	63	14	11	55	9	53	18	20
Black	3	****	****	****	****	3	****	****	****	****
Amer. Indian	17	24	65	12	0	17	6	77	6	12
Hispanic	3	****	****	****	****	3	****	****	****	****
Asian	2	****	****	****	****	2	****	****	****	****
White	77	13	70	8	9	76	16	49	20	16
Other	3	****	****	****	****	3	****	****	****	****
Econ. Disadv.	45	9	67	13	11	45	18	44	20	18
IEP Accom.	17	0	24	29	47	17	0	12	29	59
IEP w/o Accom.	2	****	****	****	****	2	****	****	****	****
Regular Education	86	16	74	8	1	85	17	64	13	7

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

%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

CUSHING PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2005-2006

Oklahoma School Testing Program (OSTP)

Grade 7

District Results

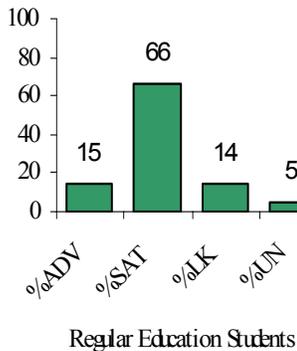
The tables below present Math and Reading results from the 2005-2006 school year. The results are reported in four performance levels by specific student groups. These test results include all students tested (full academic year and non-full academic year) for each of the student groups. See legend at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



STATE RESULTS

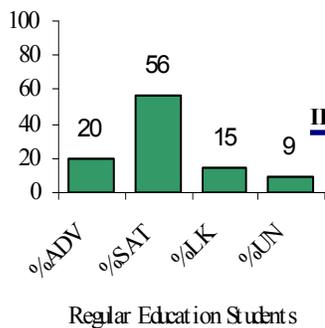
Oklahoma Core Curriculum Tests

State Results Grade 7 Reading



	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	137	4	53	25	18	139	3	48	21	28
Male	72	4	44	26	25	74	1	43	22	34
Female	64	5	64	23	8	64	5	55	19	22
Black	5	0	20	60	20	5	0	40	0	60
Amer. Indian	19	0	53	26	21	19	5	37	21	37
Hispanic	3	****	****	****	****	4	****	****	****	****
White	106	5	57	22	17	107	3	51	21	25
Other	4	****	****	****	****	4	****	****	****	****
Econ. Disadv.	83	5	43	33	19	85	4	42	18	37
IEP Accom.	23	0	9	35	57	23	0	17	9	74
IEP w/o Accom.	11	0	36	36	27	11	0	18	64	18
Regular Education	103	6	65	21	8	105	4	58	19	19

State Results Grade 7 Mathematics



Oklahoma Alternate Assessment Program

	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
IEP	1	****	****	****	****	1	****	****	****	****

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
 **** Missing data or data involving small numbers

CUSHING PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2005-2006

Oklahoma School Testing Program (OSTP)

Grade 8

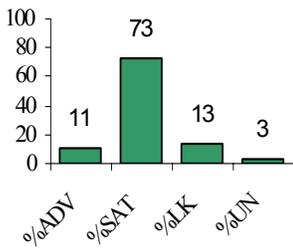
District Results

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.



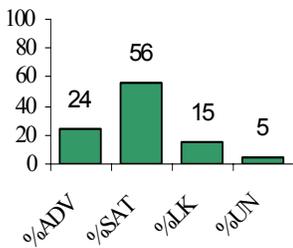
STATE RESULTS

State Results Grade 8 Reading



Regular Education Students

State Results Grade 8 Mathematics



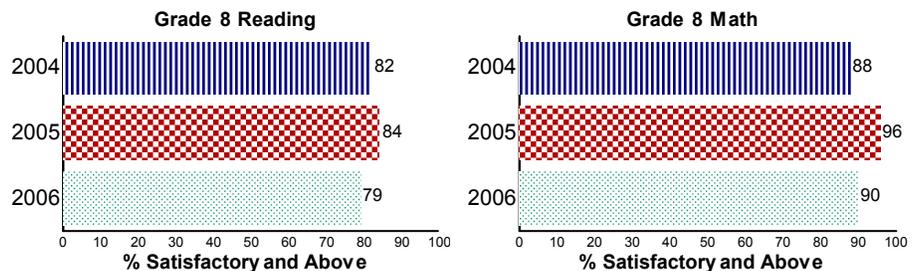
Regular Education Students

Oklahoma Core Curriculum Tests

	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	102	5	64	17	15	102	23	56	12	10
Male	49	4	57	20	18	49	22	49	14	14
Female	51	6	71	14	10	51	24	63	8	6
Black	3	****	****	****	****	3	****	****	****	****
Amer. Indian	13	0	62	23	15	13	8	54	39	0
Hispanic	6	0	83	0	17	6	17	67	0	17
White	75	5	64	17	13	75	25	59	4	12
Other	5	20	60	0	20	5	20	40	40	0
Econ. Disadv.	47	0	60	19	21	47	19	49	13	19
IEP Accom.	11	0	9	27	64	11	0	18	18	64
IEP w/o Accom.	5	0	20	40	40	5	0	60	0	40
ELL	1	****	****	****	****	1	****	****	****	****
Regular Education	86	6	73	14	7	86	27	61	12	1

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

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