

**CATOOSA PUBLIC SCHOOLS**

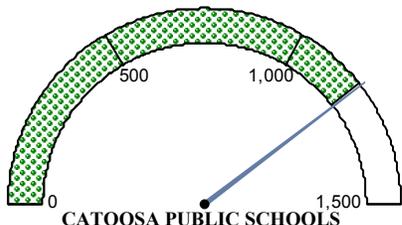
***No Child Left Behind Act Annual Report Card 2005-2006***

**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**

CATOOSA PUBLIC SCHOOLS has a Total API of 1189



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:** 1093 (78.9%)
- Attendance:** 1024 (94.2%)

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
<b>All Students</b>			
All	1082	1065	99
Male	1104	1004	99
Female	1060	1134	99
Black	****	****	****
Amer. Indian	1048	1042	98
Hispanic	****	****	100
Asian	****	****	****
White	1105	1095	99
Other	****	****	****
Econ. Disadv.	998	927	98
Migrant	****	****	****
<b>Students with Individualized Education Programs (IEP)</b>			
IEP	418 SH	111 SH	98
<b>English Language Learner Students (ELL)</b>			
ELL	****	****	****
<b>Regular Education Students</b>			
Regular Education	1196	1287	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.

**CATOOSA PUBLIC SCHOOLS**

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**Accountability Data**

*No Child Left Behind Act School Identifications*

**Adequate Yearly Progress Status:** CATOOSA 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	80.0%	19.0%	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
<b>Total for District:</b>	89.9%	10.1%
<b>In *Low Poverty Schools:</b>	91.3%	8.7%

\*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.

**CATOOSA PUBLIC SCHOOLS**

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Oklahoma School Testing Program (OSTP)

**Grade 3**

**District Results**

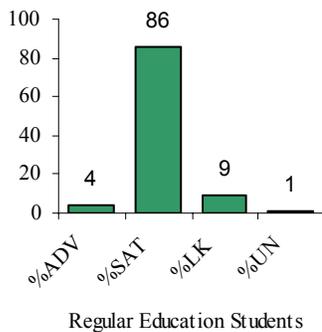
The tables below present Math and Reading results from the 2005-2006 school year. The results are reported in four performance levels by specific student groups. These test results include all students tested (full academic year and non-full academic year) for each of the student groups. See legend at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

**Oklahoma Core Curriculum Tests**

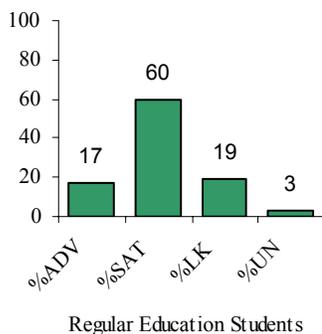
	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	159	1	73	16	10	159	11	59	24	6
Male	87	0	77	15	8	87	12	67	17	5
Female	72	3	68	17	13	72	11	50	32	7
Black	4	****	****	****	****	4	****	****	****	****
Amer. Indian	60	2	70	17	12	60	17	50	30	3
Hispanic	6	0	83	0	17	6	0	83	17	0
Asian	1	****	****	****	****	1	****	****	****	****
White	85	1	74	17	8	85	9	64	21	6
Other	3	****	****	****	****	3	****	****	****	****
Econ. Disadv.	76	0	61	21	18	76	9	47	34	9
IEP Accom.	38	0	18	45	37	38	0	32	53	16
Regular Education	121	2	90	7	2	121	15	68	15	3

**STATE RESULTS**

State Results Grade 3 Reading

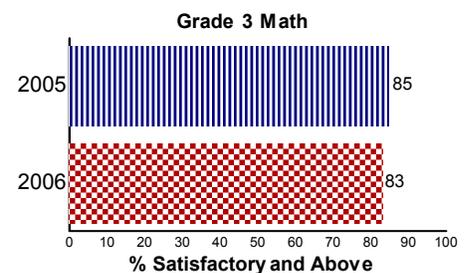
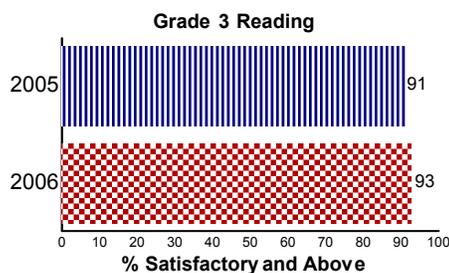


State Results Grade 3 Mathematics



**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

---- More than 95% scored below Satisfactory

\*\*\*\* Missing data or data involving small numbers

**CATOOSA PUBLIC SCHOOLS**

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

Oklahoma School Testing Program (OSTP)

**Grade 4**

**District Results**

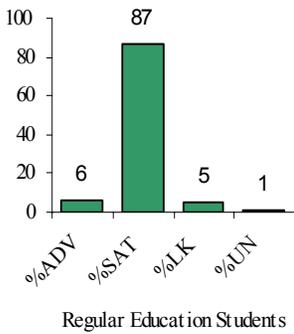
The tables below present Math and Reading results from the 2005-2006 school year. The results are reported in four performance levels by specific student groups. These test results include all students tested (full academic year and non-full academic year) for each of the student groups. See legend at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



**STATE RESULTS**

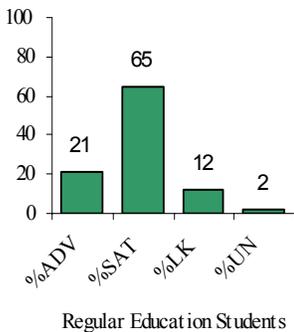
**Oklahoma Core Curriculum Tests**

State Results Grade 4 Reading



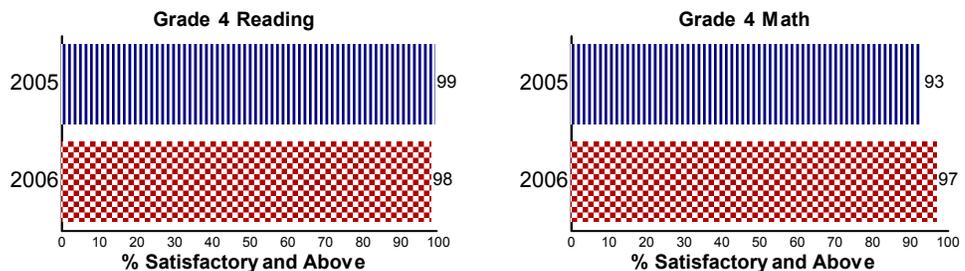
	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	151	6	83	7	3	152	16	73	9	3
Male	79	9	77	10	4	80	19	73	6	3
Female	72	3	90	4	3	72	13	74	11	3
Black	1	****	****	****	****	1	****	****	****	****
Amer. Indian	35	6	86	9	0	35	17	71	11	0
Hispanic	8	0	75	13	13	8	0	88	13	0
Asian	1	****	****	****	****	1	****	****	****	****
White	101	7	82	7	4	102	18	73	6	4
Other	5	++++	++++	++++	++++	5	0	80	20	0
Econ. Disadv.	61	2	84	8	7	61	8	75	10	7
IEP Accom.	26	0	46	35	19	26	0	58	27	15
IEP w/o Accom.	1	****	****	****	****	1	****	****	****	****
Regular Education	124	7	91	2	0	125	19	76	5	0

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

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**CATOOSA PUBLIC SCHOOLS**

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

Oklahoma School Testing Program (OSTP)

**Grade 5**

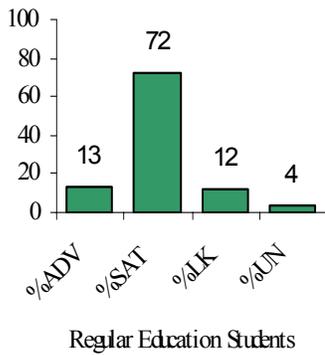
**District Results**

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.

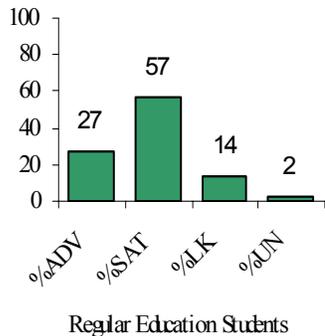


**STATE RESULTS**

**State Results Grade 5 Reading**



**State Results Grade 5 Mathematics**

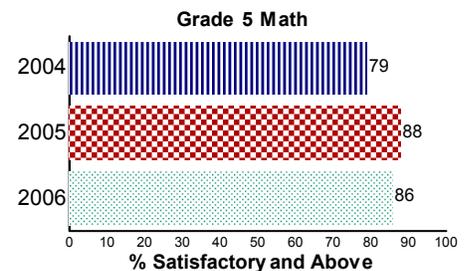
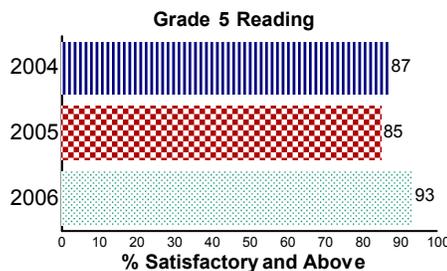


**Oklahoma Core Curriculum Tests**

	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	138	7	72	10	12	139	12	60	23	4
Male	69	6	70	15	10	69	12	62	20	6
Female	69	7	74	6	13	70	13	59	26	3
Black	2	****	****	****	****	2	****	****	****	****
Amer. Indian	35	9	71	6	14	35	14	54	29	3
Hispanic	4	****	****	****	****	4	****	****	****	****
White	95	6	72	12	11	96	12	62	22	5
Other	2	****	****	****	****	2	****	****	****	****
Econ. Disadv.	78	1	73	13	13	79	6	65	27	3
IEP Accom.	31	0	26	23	52	31	0	32	52	16
IEP w/o Accom.	6	++++	++++	++++	++++	6	0	50	33	17
Regular Education	101	9	84	7	0	102	17	70	14	0

**Trend Data**

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



**Legend:**

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**CATOOSA PUBLIC SCHOOLS**

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

Oklahoma School Testing Program (OSTP)

**Grade 6**

**District Results**

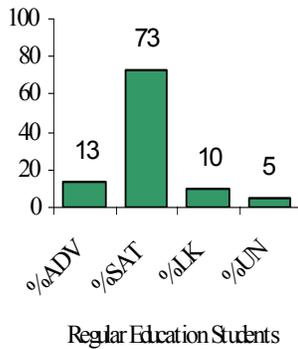
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**STATE RESULTS**

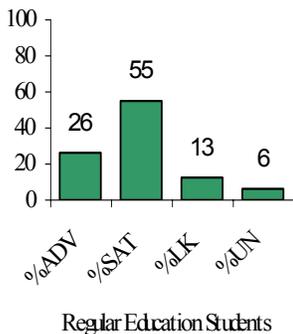
**Oklahoma Core Curriculum Tests**

**State Results Grade 6 Reading**



	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	161	7	71	13	9	160	6	63	18	13
Male	85	6	75	9	9	85	7	68	12	13
Female	73	8	69	15	8	72	6	58	25	11
Black	2	****	****	****	****	2	****	****	****	****
Amer. Indian	61	5	71	13	12	61	7	62	18	13
Hispanic	6	0	67	17	17	6	0	50	17	33
White	92	9	72	13	7	91	7	64	19	11
Econ. Disadv.	82	5	71	15	10	82	4	57	23	16
IEP Accom.	14	0	29	14	57	14	0	7	43	50
Regular Education	147	8	76	13	4	146	7	69	16	9

**State Results Grade 6 Mathematics**



**Oklahoma Alternate Assessment Program**

	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
IEP	2	****	****	****	****	2	****	****	****	****

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

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**CATOOSA PUBLIC SCHOOLS**

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

Oklahoma School Testing Program (OSTP)

**Grade 7**

**District Results**

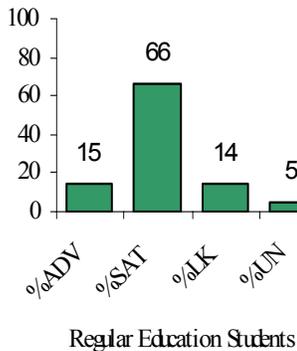
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**STATE RESULTS**

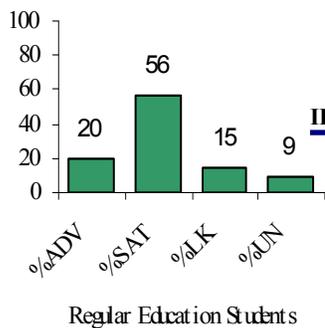
**Oklahoma Core Curriculum Tests**

**State Results Grade 7 Reading**



	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	168	7	72	14	8	170	13	44	27	17
Male	87	2	71	16	10	87	13	49	22	16
Female	81	11	73	11	5	83	13	37	31	18
Black	1	****	****	****	****	1	****	****	****	****
Amer. Indian	60	5	70	17	8	61	13	39	31	16
Hispanic	10	0	70	30	0	10	10	50	20	20
Asian	1	****	****	****	****	1	****	****	****	****
White	96	8	73	10	8	97	13	45	25	17
Econ. Disadv.	72	6	71	17	7	75	9	37	33	20
IEP Accom.	11	0	0	55	46	11	0	0	27	73
Regular Education	157	7	77	11	5	159	14	47	26	13

**State Results Grade 7 Mathematics**



**Oklahoma Alternate Assessment Program**

	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
IEP	2	****	****	****	****	2	****	****	****	****

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.

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 %ADV - Advanced Performance Level                      %SAT - Satisfactory Performance Level  
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