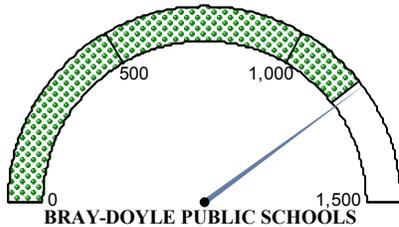


BRAY-DOYLE PUBLIC SCHOOLS***No Child Left Behind Act Annual Report Card 2005-2006*****Academic Performance Index (API) and Accountability Data**

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

BRAY-DOYLE PUBLIC SCHOOLS has a Total API of 1197



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: 1431 (96.7%)

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
All Students			
All	1112	1013	100
Male	990	944	100
Female	1247	1090	100
Black	****	****	****
Amer. Indian	****	****	****
Hispanic	****	****	****
Asian	****	****	****
White	1117	1022	100
Other	****	****	****
Econ. Disadv.	997	967	100
Migrant	****	****	****
Students with Individualized Education Programs (IEP)			
IEP	****	****	****
English Language Learner Students (ELL)			
ELL	****	****	****
Regular Education Students			
Regular Education	1267	1204	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.

BRAY-DOYLE 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 BRAY-DOYLE 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	82.0%	18.0%	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 (HOUSSSE) 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 HOUSSSE 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:	100.0%	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.

BRAY-DOYLE 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.

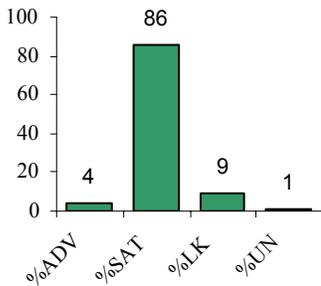


Oklahoma Core Curriculum Tests

	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	28	4	89	4	4	28	14	79	7	0
Male	14	7	79	7	7	14	14	79	7	0
Female	14	++++	++++	++++	++++	14	14	79	7	0
White	28	4	89	4	4	28	14	79	7	0
Econ. Disadv.	11	++++	++++	++++	++++	11	18	82	0	0
Regular Education	28	4	89	4	4	28	14	79	7	0

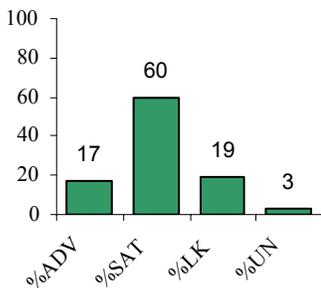
STATE RESULTS

State Results Grade 3 Reading



Regular Education Students

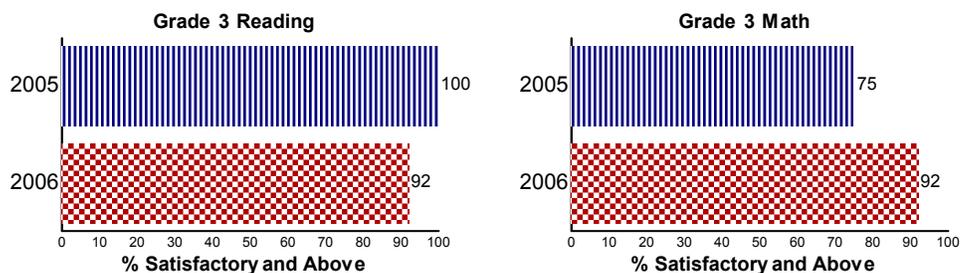
State Results Grade 3 Mathematics



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

BRAY-DOYLE PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2005-2006

Oklahoma School Testing Program (OSTP)

Grade 4

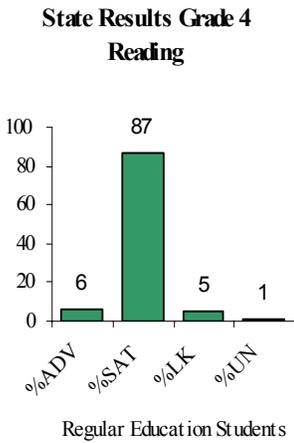
District Results

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.



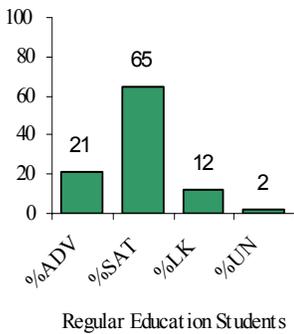
STATE RESULTS

Oklahoma Core Curriculum Tests



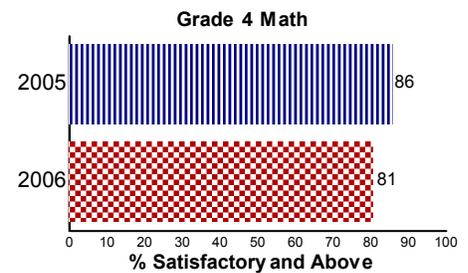
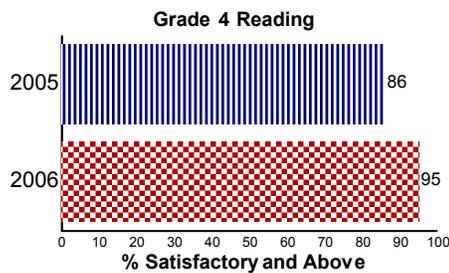
	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	26	0	81	4	15	26	4	65	27	4
Male	15	0	87	0	13	15	0	67	27	7
Female	11	0	73	9	18	11	9	64	27	0
Amer. Indian	1	****	****	****	****	1	****	****	****	****
Hispanic	2	****	****	****	****	2	****	****	****	****
White	22	0	77	5	18	22	5	59	32	5
Other	1	****	****	****	****	1	****	****	****	****
Econ. Disadv.	15	0	73	7	20	15	0	53	40	7
IEP w/o Accom.	4	****	****	****	****	4	****	****	****	****
Regular Education	22	0	96	0	5	22	5	77	18	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

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

---- More than 95% scored below Satisfactory

**** Missing data or data involving small numbers

BRAY-DOYLE PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2005-2006

Oklahoma School Testing Program (OSTP)

Grade 5

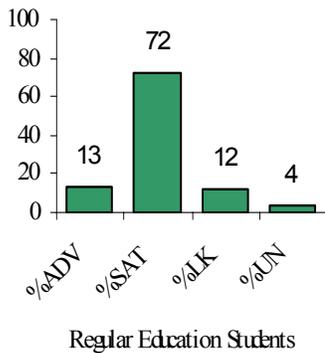
District Results

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

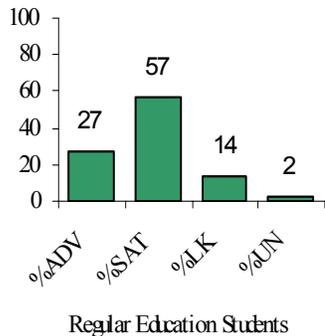
State Results Grade 5 Reading



Oklahoma Core Curriculum Tests

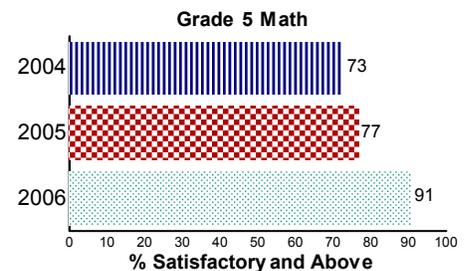
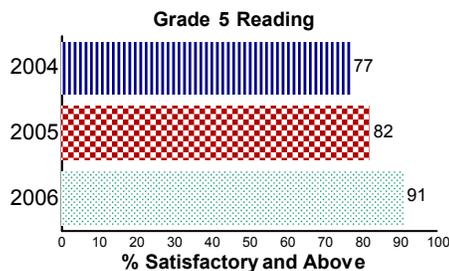
	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	31	3	71	16	10	31	3	71	19	7
Male	18	0	61	22	17	18	6	50	33	11
Female	13	8	85	8	0	13	++++	++++	++++	++++
Hispanic	1	****	****	****	****	1	****	****	****	****
White	28	4	75	14	7	28	4	75	18	4
Other	2	****	****	****	****	2	****	****	****	****
Econ. Disadv.	19	0	74	16	11	19	5	63	26	5
IEP Accom.	5	0	0	60	40	5	0	0	60	40
IEP w/o Accom.	1	****	****	****	****	1	****	****	****	****
Regular Education	25	4	88	4	4	25	4	84	12	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

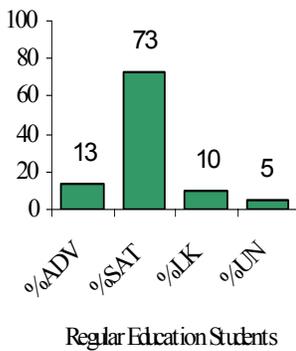
---- More than 95% scored below Satisfactory

BRAY-DOYLE PUBLIC SCHOOLS***No Child Left Behind Act Annual Report Card 2005-2006***

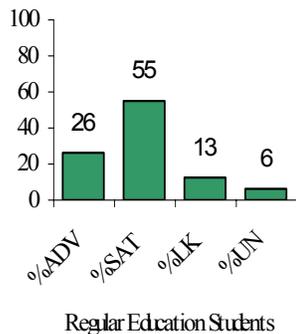
Oklahoma School Testing Program (OSTP)

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**

	Reading					Math				
	# Tested	%ADV	%SAT	%LK	%UN	# Tested	%ADV	%SAT	%LK	%UN
All	29	10	72	14	3	29	10	62	17	10
Male	18	0	78	22	0	18	0	61	28	11
Female	11	27	64	0	9	11	27	64	0	9
White	28	11	71	14	4	28	7	64	18	11
Other	1	****	****	****	****	1	****	****	****	****
Econ. Disadv.	17	12	71	18	0	17	6	71	6	18
IEP w/o Accom.	4	****	****	****	****	4	****	****	****	****
Regular Education	25	12	76	8	4	25	12	68	20	0

**State Results Grade 6
Mathematics**

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

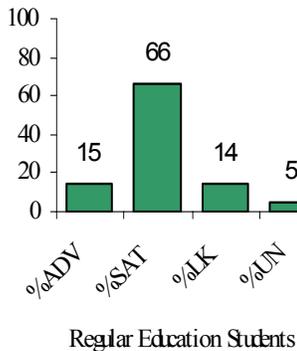
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BRAY-DOYLE PUBLIC SCHOOLS**No Child Left Behind Act Annual Report Card 2005-2006**

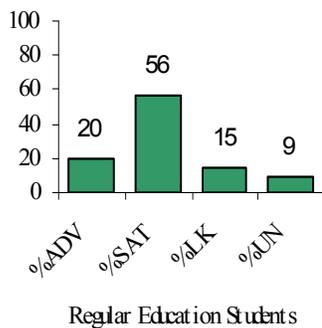
Oklahoma School Testing Program (OSTP)

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	31	0	58	26	16	31	0	55	26	19
Male	16	0	50	31	19	16	0	44	38	19
Female	15	0	67	20	13	15	0	67	13	20
Amer. Indian	1	****	****	****	****	1	****	****	****	****
Hispanic	1	****	****	****	****	1	****	****	****	****
Asian	1	****	****	****	****	1	****	****	****	****
White	28	0	61	29	11	28	0	57	29	14
Econ. Disadv.	19	0	63	16	21	19	0	58	16	26
IEP Accom.	5	0	20	20	60	5	0	0	20	80
IEP w/o Accom.	1	****	****	****	****	1	****	****	****	****
Regular Education	25	0	68	24	8	25	0	64	28	8

**State Results Grade 7
Mathematics**

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

