

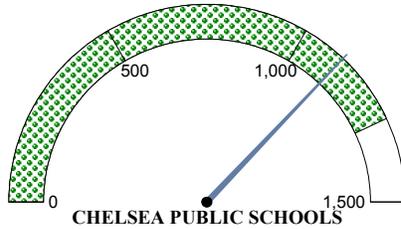
## CHELSEA PUBLIC SCHOOLS

### No Child Left Behind Act Annual Report Card 2008-2009

## 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



CHELSEA PUBLIC SCHOOLS has a Total API of 1112

The scale for API scores ranges from 0-1500 with 1289 as the current state average for regular education students.

#### No Child Left Behind Act Statewide Performance Benchmarks for 2008-2009:

Mathematics API - 932 Reading API - 914

Percent of Students Tested - 95%

Attendance Rate API - 664

Graduation Rate API - 882

#### Legend:

\*\*\*\* represents missing data or data involving small numbers

CI = met target with confidence interval applied

SH = met target by meeting safe harbor criteria

#### Additional Indicators for Federal AYP

**Total Graduation 2008:** ( 80.6%)

**\*Graduation 4 year 2008:** 1125 ( 80.6%)

**Attendance:** 976 ( 93.8%)

Attendance is used for the additional indicator in AYP determinations for elementary and middle schools.

\*Graduation rate for students who graduated in the standard number of years and used as the additional indicator in AYP determinations for high schools and districts.

Student Group	Mathematics API	Reading API	% Students Tested	
			Math	Reading
All Students				
All	1007	1105	99	97
Male	1055	1032	99	97
Female	946	1191	100	97
Black	****	****	****	****
Amer. Indian	1023	1194	99	98
Hispanic	****	****	****	****
Asian	****	****	****	****
White	1008	1043	99	96
Other	1005	1142	****	****
Econ. Disadv.	948	1074	99	96
Migrant	****	****	****	****
Students with Individualized Education Programs (IEP)				
IEP	543	427	99	93
English Language Learner Students (ELL)				
ELL	****	****	****	****
Regular Education Students				
Regular Education	1132	1284	99	99

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 2008-2009.

*Student Groups* must have at least 30 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.

Accountability calculations applied the 2008 achievement standards for the Grades 3-8 general assessment.

**CHELSEA PUBLIC SCHOOLS*****No Child Left Behind Act Annual Report Card 2008-2009*****Accountability Data*****No Child Left Behind Act School Identifications***

**Adequate Yearly Progress** CHELSEA PUBLIC SCHOOLS has not 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	72.9%	22.9%	1.3%



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

The 2008-2009 data includes the federally approved High, Objective, Uniform State Standard of Evaluation (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>	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.

## CHELSEA PUBLIC SCHOOLS

# No Child Left Behind Act Annual Report Card 2008-2009

### Oklahoma School Testing Program (OSTP)

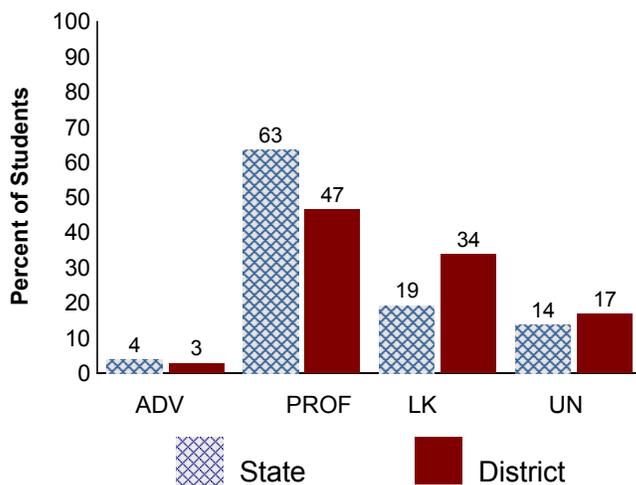
## Grade 3

#### Oklahoma Core Curriculum Tests

The Oklahoma Core Curriculum Tests measure mastery of students' skills on the *Priority Academic Student Skills (PASS)*. Individual test scores for each student as well as detailed group summary reports are sent back to the schools, providing valuable data for administrators and teachers to target program improvement, addressing individual student strengths and weaknesses, and providing parents with an idea of their child's accomplishments. Results below include all students (full academic year and non-full academic year).

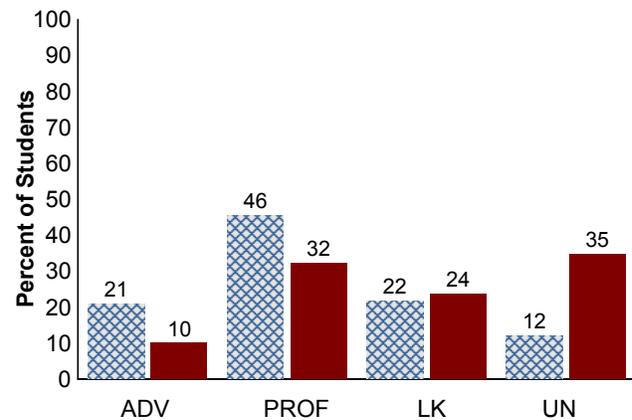
#### State and District Reading Results

All Students Tested



#### State and District Math Results

All Students Tested



#### District Trend Data

All Students Tested

Oklahoma has worked hard to be a pioneer in education reform. One of its current reform goals focuses on improving standards and assessments. The State Board of Education raised the bar on student expectations for Mathematics and Reading at Grade 3 in order to truly prepare Oklahoma children for a global economy. Trend data is not available this year because of the new standards applied in 2009.

#### Legend:

**ADV** - Advanced Performance Level

**PROF** - Proficient Performance Level

**LK** - Limited Knowledge Performance Level

**UN** - Unsatisfactory Performance Level

For confidentiality of student records data involving small numbers is suppressed.

## CHELSEA PUBLIC SCHOOLS

**No Child Left Behind Act Annual Report Card 2008-2009**

## Oklahoma School Testing Program (OSTP)

**Grade 3****District Results**

The tables below present Math and Reading results from the 2008-2009 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.



	# Tested	Reading				# Tested	Math			
		%ADV	%PROF	%LK	%UN		%ADV	%PROF	%LK	%UN
All	71	3	47	34	17	81	10	32	24	35
Amer. Indian	30	7	47	27	20	32	16	34	16	34
Asian	1	****	****	****	****	1	****	****	****	****
Hispanic	2	****	****	****	****	4	****	****	****	****
White	17	0	53	29	18	23	13	13	30	44
Other	21	0	48	38	14	21	0	52	29	19
Female	38	5	55	21	18	44	7	34	23	36
Male	33	0	36	49	15	37	14	30	24	32
Econ. Disadv.	52	2	48	31	19	61	10	31	23	36
IEP w/o Accom.	1	****	****	****	****	11	9	0	0	91
IEP Accom.	5	0	60	40	0	5	0	20	20	60
Regular Education	65	3	45	34	19	65	11	39	28	23
<b>Results From The Oklahoma Alternate Assessment Program (OAAP/PORTFOLIO)</b>										
IEP w/o Accom.	3	****	****	****	****	3	****	****	****	****
<b>Results From The Oklahoma Modified Alternate Assessment (OMAAP)</b>										
IEP Accom.	12	0	17	42	42	2	****	****	****	****

**Legend:**

%ADV - Advanced Performance Level

%PROF - Proficient Performance Level

%LK - Limited Knowledge Performance Level

%UN - Unsatisfactory Performance Level

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

---- More than 95% scored below Satisfactory

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

## CHELSEA PUBLIC SCHOOLS

# No Child Left Behind Act Annual Report Card 2008-2009

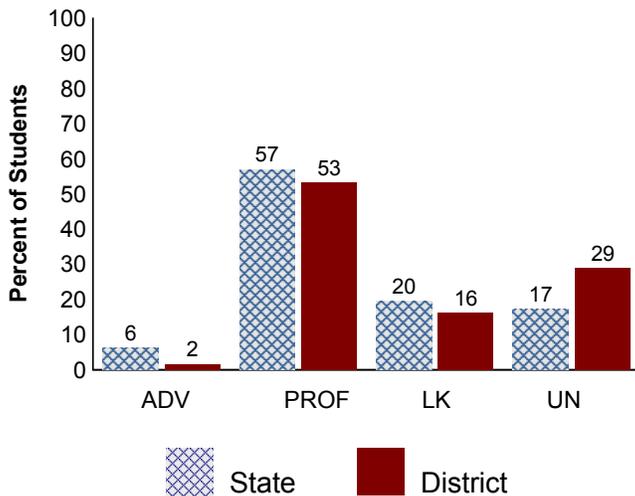
## Oklahoma School Testing Program (OSTP) Grade 4

### Oklahoma Core Curriculum Tests

The Oklahoma Core Curriculum Tests measure mastery of students' skills on the *Priority Academic Student Skills (PASS)*. Individual test scores for each student as well as detailed group summary reports are sent back to the schools, providing valuable data for administrators and teachers to target program improvement, addressing individual student strengths and weaknesses, and providing parents with an idea of their child's accomplishments. Results below include all students (full academic year and non-full academic year).

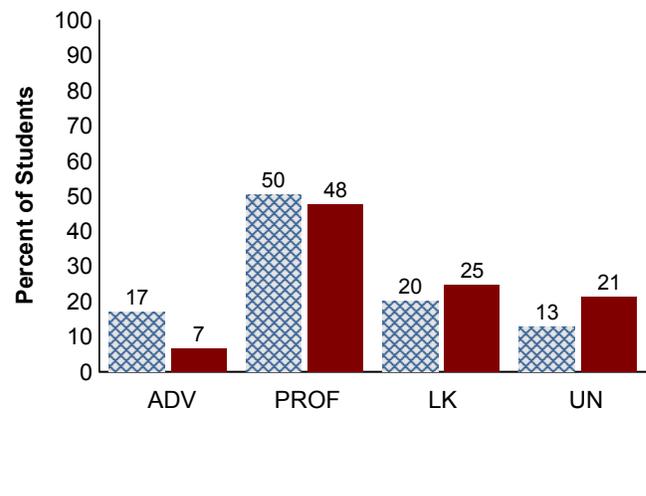
### State and District Reading Results

All Students Tested



### State and District Math Results

All Students Tested



### District Trend Data

All Students Tested

Oklahoma has worked hard to be a pioneer in education reform. One of its current reform goals focuses on improving standards and assessments. The State Board of Education raised the bar on student expectations for Mathematics and Reading at Grade 4 in order to truly prepare Oklahoma children for a global economy. Trend data is not available this year because of the new standards applied in 2009.

#### Legend:

**ADV** - Advanced Performance Level

**PROF** - Proficient Performance Level

**LK** - Limited Knowledge Performance Level

**UN** - Unsatisfactory Performance Level

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## CHELSEA PUBLIC SCHOOLS

**No Child Left Behind Act Annual Report Card 2008-2009**

## Oklahoma School Testing Program (OSTP)

**Grade 4****District Results**

The tables below present Math and Reading results from the 2008-2009 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.



	# Tested	Reading				# Tested	Math			
		%ADV	%PROF	%LK	%UN		%ADV	%PROF	%LK	%UN
All	62	2	53	16	29	61	7	48	25	21
Amer. Indian	31	0	61	16	23	30	3	57	23	17
Black	2	****	****	****	****	2	****	****	****	****
White	28	4	46	14	36	28	11	39	29	21
Other	1	****	****	****	****	1	****	****	****	****
Female	32	0	59	13	28	32	0	50	22	28
Male	30	3	47	20	30	29	14	45	28	14
Econ. Disadv.	41	2	46	12	39	41	5	39	29	27
IEP w/o Accom.	5	0	20	20	60	5	0	40	60	0
Regular Education	57	2	56	16	26	56	7	48	21	23
Results From The Oklahoma Modified Alternate Assesment (OMAAP)										
IEP w/o Accom.	9	11	22	67	0	9	0	22	67	11

**Legend:**

%ADV - Advanced Performance Level

%PROF - Proficient Performance Level

%LK - Limited Knowledge Performance Level

%UN - Unsatisfactory Performance Level

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

---- More than 95% scored below Satisfactory

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

## CHELSEA PUBLIC SCHOOLS

# No Child Left Behind Act Annual Report Card 2008-2009

### Oklahoma School Testing Program (OSTP)

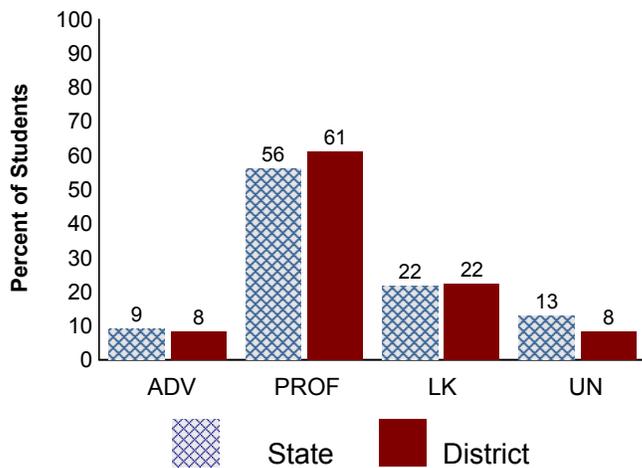
## Grade 5

#### Oklahoma Core Curriculum Tests

The Oklahoma Core Curriculum Tests measure mastery of students' skills on the *Priority Academic Student Skills (PASS)*. Individual test scores for each student as well as detailed group summary reports are sent back to the schools, providing valuable data for administrators and teachers to target program improvement, addressing individual student strengths and weaknesses, and providing parents with an idea of their child's accomplishments. Results below include all students (full academic year and non-full academic year).

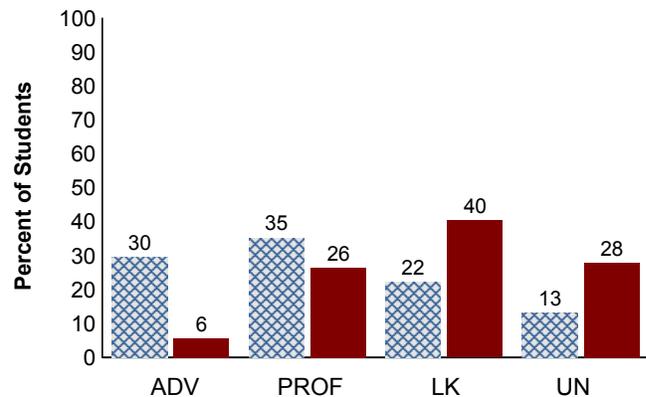
#### State and District Reading Results

All Students Tested



#### State and District Math Results

All Students Tested



#### District Trend Data

All Students Tested

Oklahoma has worked hard to be a pioneer in education reform. One of its current reform goals focuses on improving standards and assessments. The State Board of Education raised the bar on student expectations for Mathematics and Reading at Grade 5 in order to truly prepare Oklahoma children for a global economy. Trend data is not available this year because of the new standards applied in 2009.

#### Legend:

**ADV** - Advanced Performance Level

**PROF** - Proficient Performance Level

**LK** - Limited Knowledge Performance Level

**UN** - Unsatisfactory Performance Level

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## CHELSEA PUBLIC SCHOOLS

**No Child Left Behind Act Annual Report Card 2008-2009**

## Oklahoma School Testing Program (OSTP)

**Grade 5****District Results**

The tables below present Math and Reading results from the 2008-2009 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.

	# Tested	Reading				# Tested	Math			
		%ADV	%PROF	%LK	%UN		%ADV	%PROF	%LK	%UN
All	72	8	61	22	8	72	6	26	40	28
Amer. Indian	41	7	59	24	10	40	3	25	43	30
Hispanic	1	****	****	****	****	1	****	****	****	****
White	30	10	63	20	7	31	10	29	36	26
Female	36	11	67	17	6	36	6	19	36	39
Male	36	6	56	28	11	36	6	33	44	17
Econ. Disadv.	41	12	51	24	12	41	2	27	42	29
IEP w/o Accom.	2	****	****	****	****	2	****	****	****	****
IEP Accom.	3	****	****	****	****	3	****	****	****	****
Regular Education	67	9	63	22	6	67	6	25	43	25
Results From The Oklahoma Modified Alternate Assesment (OMAAP)										
IEP w/o Accom.	8	25	0	75	0	8	0	0	88	13

**Legend:**

%ADV - Advanced Performance Level

%PROF - Proficient Performance Level

%LK - Limited Knowledge Performance Level

%UN - Unsatisfactory Performance Level

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

---- More than 95% scored below Satisfactory

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

## CHELSEA PUBLIC SCHOOLS

# No Child Left Behind Act Annual Report Card 2008-2009

### Oklahoma School Testing Program (OSTP)

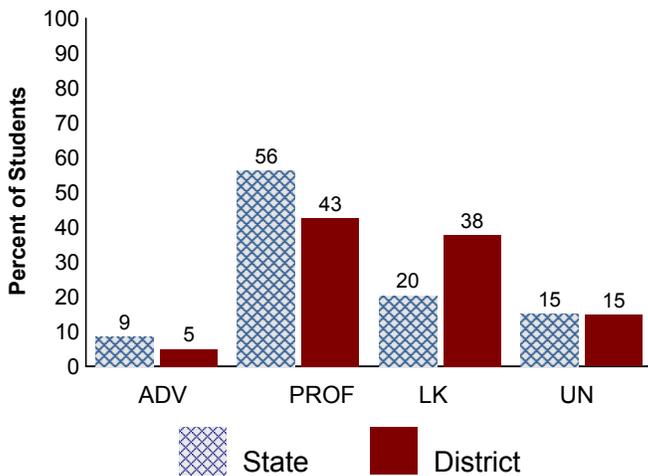
## Grade 6

#### Oklahoma Core Curriculum Tests

The Oklahoma Core Curriculum Tests measure mastery of students' skills on the *Priority Academic Student Skills (PASS)*. Individual test scores for each student as well as detailed group summary reports are sent back to the schools, providing valuable data for administrators and teachers to target program improvement, addressing individual student strengths and weaknesses, and providing parents with an idea of their child's accomplishments. Results below include all students (full academic year and non-full academic year).

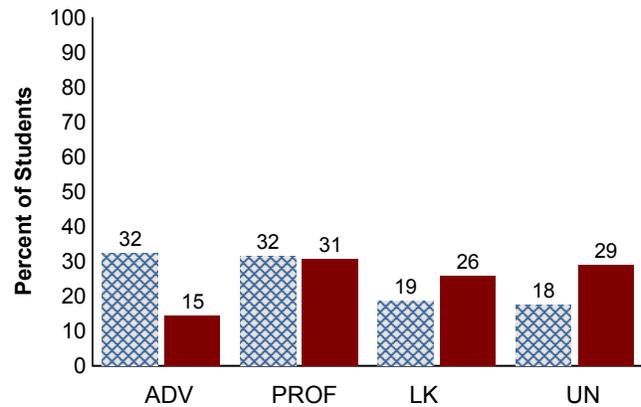
#### State and District Reading Results

All Students Tested



#### State and District Math Results

All Students Tested



#### District Trend Data

All Students Tested

Oklahoma has worked hard to be a pioneer in education reform. One of its current reform goals focuses on improving standards and assessments. The State Board of Education raised the bar on student expectations for Mathematics and Reading at Grade 6 in order to truly prepare Oklahoma children for a global economy. Trend data is not available this year because of the new standards applied in 2009.

#### Legend:

**ADV** - Advanced Performance Level

**PROF** - Proficient Performance Level

**LK** - Limited Knowledge Performance Level

**UN** - Unsatisfactory Performance Level

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**CHELSEA PUBLIC SCHOOLS****No Child Left Behind Act Annual Report Card 2008-2009**

## Oklahoma School Testing Program (OSTP)

**Grade 6****District Results**

The tables below present Math and Reading results from the 2008-2009 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.

	# Tested	Reading				# Tested	Math			
		%ADV	%PROF	%LK	%UN		%ADV	%PROF	%LK	%UN
All	61	5	43	38	15	62	15	31	26	29
Amer. Indian	46	4	48	37	11	48	15	29	23	33
Hispanic	1	****	****	****	****	1	****	****	****	****
White	14	7	21	43	29	13	15	31	39	15
Female	23	9	52	35	4	23	22	35	26	17
Male	38	3	37	40	21	39	10	28	26	36
Econ. Disadv.	32	3	41	44	13	32	9	34	22	34
IEP w/o Accom.	2	****	****	****	****	2	****	****	****	****
IEP Accom.		****	****	****	****	1	****	****	****	****
Regular Education	59	5	42	39	14	59	15	31	25	29
Results From The Oklahoma Alternate Assessment Program (OAAP/PORTFOLIO)										
IEP w/o Accom.	1	****	****	****	****	1	****	****	****	****
Results From The Oklahoma Modified Alternate Assessment (OMAAP)										
IEP w/o Accom.	12	17	0	75	8	11	0	36	64	0

**Legend:**

%ADV - Advanced Performance Level

%PROF - Proficient Performance Level

%LK - Limited Knowledge Performance Level

%UN - Unsatisfactory Performance Level

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

---- More than 95% scored below Satisfactory

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

## CHELSEA PUBLIC SCHOOLS

# No Child Left Behind Act Annual Report Card 2008-2009

## Oklahoma School Testing Program (OSTP)

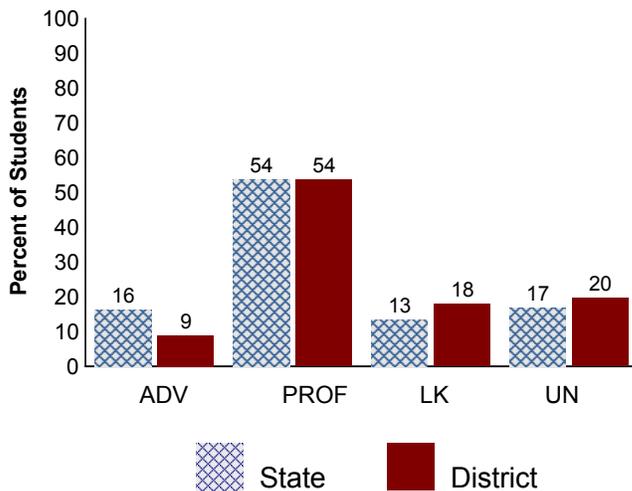
### Grade 7

#### Oklahoma Core Curriculum Tests

The Oklahoma Core Curriculum Tests measure mastery of students' skills on the *Priority Academic Student Skills (PASS)*. Individual test scores for each student as well as detailed group summary reports are sent back to the schools, providing valuable data for administrators and teachers to target program improvement, addressing individual student strengths and weaknesses, and providing parents with an idea of their child's accomplishments. Results below include all students (full academic year and non-full academic year).

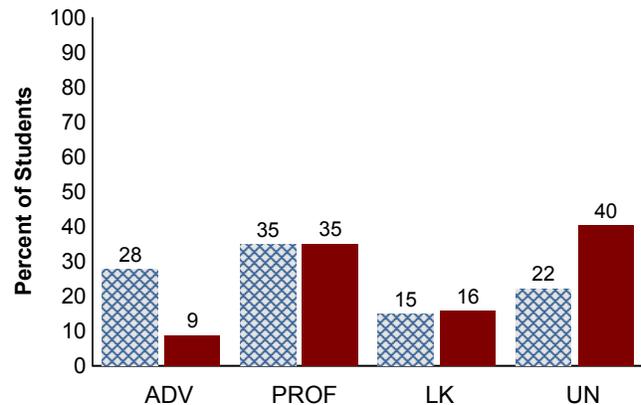
#### State and District Reading Results

All Students Tested



#### State and District Math Results

All Students Tested



#### District Trend Data

All Students Tested

Oklahoma has worked hard to be a pioneer in education reform. One of its current reform goals focuses on improving standards and assessments. The State Board of Education raised the bar on student expectations for Mathematics and Reading at Grade 7 in order to truly prepare Oklahoma children for a global economy. Trend data is not available this year because of the new standards applied in 2009.

#### Legend:

**ADV** - Advanced Performance Level

**PROF** - Proficient Performance Level

**LK** - Limited Knowledge Performance Level

**UN** - Unsatisfactory Performance Level

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**CHELSEA PUBLIC SCHOOLS****No Child Left Behind Act Annual Report Card 2008-2009**

## Oklahoma School Testing Program (OSTP)

**Grade 7****District Results**

The tables below present Math and Reading results from the 2008-2009 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.

	# Tested	Reading				# Tested	Math			
		%ADV	%PROF	%LK	%UN		%ADV	%PROF	%LK	%UN
All	56	9	54	18	20	57	9	35	16	40
Amer. Indian	26	12	62	15	12	26	15	46	12	27
White	28	7	50	21	21	29	3	28	17	52
Other	2	****	****	****	****	2	****	****	****	****
Female	22	5	50	23	23	22	0	36	14	50
Male	34	12	56	15	18	35	14	34	17	34
Econ. Disadv.	30	0	47	20	33	31	0	23	23	55
IEP w/o Accom.		****	****	****	****	1	****	****	****	****
Regular Education	56	9	54	18	20	56	9	36	14	41
Results From The Oklahoma Modified Alternate Assessment (OMAAP)										
IEP w/o Accom.	12	33	0	67	0	11	27	0	64	9

**Legend:**

%ADV - Advanced Performance Level

%PROF - Proficient Performance Level

%LK - Limited Knowledge Performance Level

%UN - Unsatisfactory Performance Level

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

---- More than 95% scored below Satisfactory

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

## CHELSEA PUBLIC SCHOOLS

# No Child Left Behind Act Annual Report Card 2008-2009

### Oklahoma School Testing Program (OSTP)

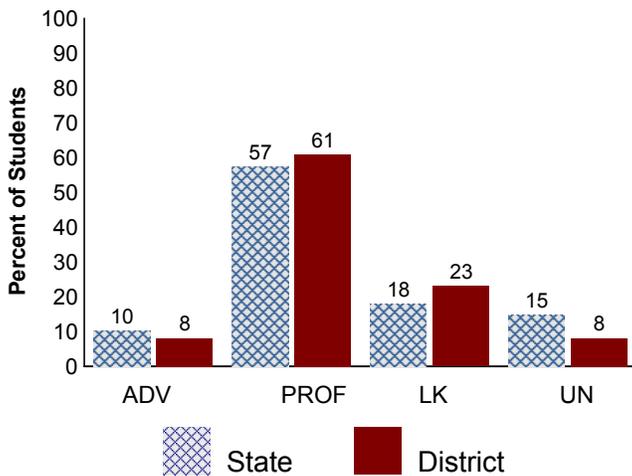
## Grade 8

#### Oklahoma Core Curriculum Tests

The Oklahoma Core Curriculum Tests measure mastery of students' skills on the *Priority Academic Student Skills (PASS)*. Individual test scores for each student as well as detailed group summary reports are sent back to the schools, providing valuable data for administrators and teachers to target program improvement, addressing individual student strengths and weaknesses, and providing parents with an idea of their child's accomplishments. Results below include all students (full academic year and non-full academic year).

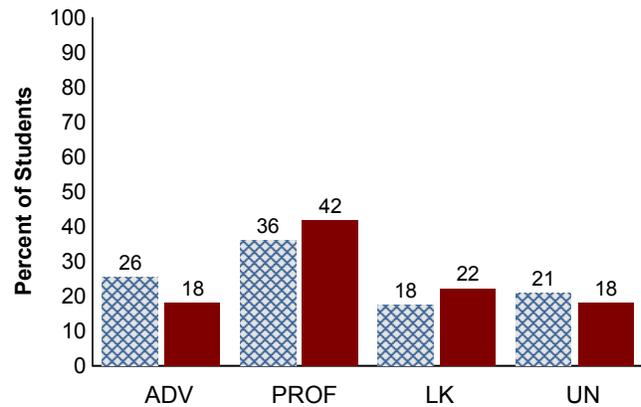
#### State and District Reading Results

All Students Tested



#### State and District Math Results

All Students Tested



#### District Trend Data

All Students Tested

Oklahoma has worked hard to be a pioneer in education reform. One of its current reform goals focuses on improving standards and assessments. The State Board of Education raised the bar on student expectations for Mathematics and Reading at Grade 8 in order to truly prepare Oklahoma children for a global economy. Trend data is not available this year because of the new standards applied in 2009.

#### Legend:

**ADV** - Advanced Performance Level

**PROF** - Proficient Performance Level

**LK** - Limited Knowledge Performance Level

**UN** - Unsatisfactory Performance Level

For confidentiality of student records data involving small numbers is suppressed.

## CHELSEA PUBLIC SCHOOLS

*No Child Left Behind Act Annual Report Card 2008-2009*

## Oklahoma School Testing Program (OSTP)

**Grade 8****District Results**

The tables below present Math and Reading results from the 2008-2009 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.

	# Tested	Reading				# Tested	Math			
		%ADV	%PROF	%LK	%UN		%ADV	%PROF	%LK	%UN
All	74	8	61	23	8	72	18	42	22	18
Amer. Indian	43	12	58	26	5	42	24	43	12	21
Asian	1	****	****	****	****	1	****	****	****	****
Black	1	****	****	****	****	1	****	****	****	****
Hispanic		****	****	****	****		****	****	****	****
White	26	4	62	19	15	25	8	36	40	16
Other	3	****	****	****	****	3	****	****	****	****
Female	41	10	66	20	5	42	21	41	21	17
Male	33	6	55	27	12	30	13	43	23	20
Econ. Disadv.	39	8	54	28	10	38	13	37	29	21
IEP w/o Accom.	2	****	****	****	****	1	****	****	****	****
IEP Accom.	3	****	****	****	****	2	****	****	****	****
Regular Education	69	7	64	23	6	69	19	42	20	19
<b>Results From The Oklahoma Modified Alternate Assesment (OMAAP)</b>										
IEP w/o Accom.	8	0	13	88	0	10	20	10	70	0

**Legend:**

%ADV - Advanced Performance Level

%PROF - Proficient Performance Level

%LK - Limited Knowledge Performance Level

%UN - Unsatisfactory Performance Level

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

---- More than 95% scored below Satisfactory

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

**CHELSEA PUBLIC SCHOOLS**

**No Child Left Behind Act Annual Report Card 2008-2009**

Oklahoma School Testing Program (OSTP)

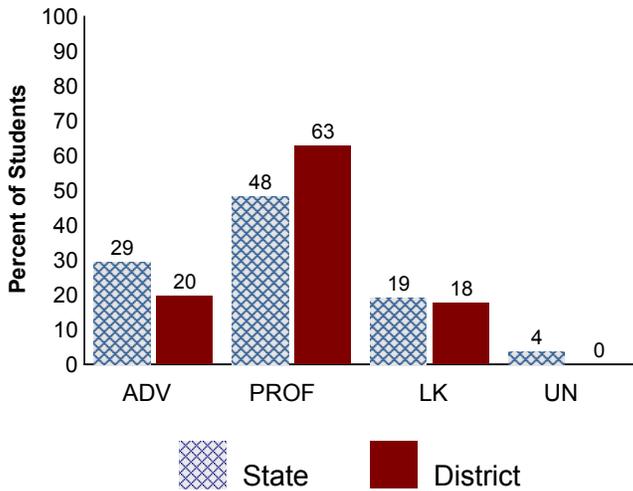
**End-of-Instruction**

**Oklahoma Core Curriculum Tests**

The Oklahoma Core Curriculum Tests measure mastery of students' skills on the *Priority Academic Student Skills (PASS)*. Individual test scores for each student as well as detailed group summary reports are sent back to the schools, providing valuable data for administrators and teachers to target program improvement, addressing individual student strengths and weaknesses, and providing parents with an idea of their child's accomplishments. Results below include all students (full academic year and non-full academic year).

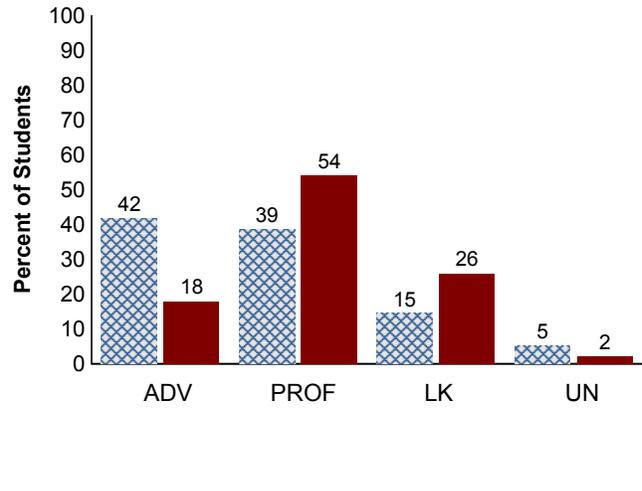
**State and District Reading Results**

All Students Tested



**State and District Math Results**

All Students Tested

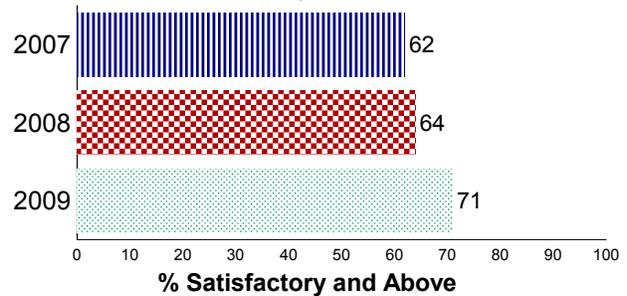


**District Trend Data**

All Students Tested Spring Results Only

The English II assessment was re-aligned and recalibrated in the 2008-2009 school year. Trend data is not available

**Algebra I**



**Legend:**

**ADV** - Advanced Performance Level

**PROF** - Proficient Performance Level

**LK** - Limited Knowledge Performance Level

**UN** - Unsatisfactory Performance Level

For confidentiality of student records data involving small numbers is suppressed.

## CHELSEA PUBLIC SCHOOLS

**No Child Left Behind Act Annual Report Card 2008-2009**

## Oklahoma School Testing Program (OSTP)

**End of Instruction****District Results**

The tables below present Math and Reading results from the 2008-2009 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.

	# Tested	Reading				# Tested	Math			
		%ADV	%PROF	%LK	%UN		%ADV	%PROF	%LK	%UN
<b>Results From The OCCT EOI SPRING</b>										
All	51	20	63	18	0	50	18	54	26	2
Amer. Indian	26	27	65	8	0	24	29	46	25	0
Asian	2	****	****	****	****	2	****	****	****	****
Black		****	****	****	****	1	****	****	****	****
Hispanic	1	****	****	****	****	1	****	****	****	****
White	22	14	59	27	0	22	5	68	23	5
Female	22	23	64	14	0	20	30	50	15	5
Male	29	17	62	21	0	30	10	57	33	0
Econ. Disadv.	29	21	66	14	0	30	23	47	30	0
Regular Education	51	20	63	18	0	50	18	54	26	2
<b>Results From The Oklahoma Modified Alternate Assesment (OMAAP)</b>										
IEP w/o Accom.		****	****	****	****		****	****	****	****
IEP Accom.	14	14	14	57	14	16	6	19	69	6

**Legend:**

%ADV - Advanced Performance Level

%PROF - Proficient Performance Level

%LK - Limited Knowledge Performance Level

%UN - Unsatisfactory Performance Level

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

---- More than 95% scored below Satisfactory

\*\*\*\* missing data or data involving small numbers

## CHELSEA PUBLIC SCHOOLS

**No Child Left Behind Act Annual Report Card 2008-2009**

## Oklahoma School Testing Program (OSTP)

**Science Grades 5, 8 and Biology I**

The tables below present Science and Biology I results from the 2008-2009 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.

	# Tested	Science			
		%ADV	%SAT/PROF	%LK	%UN
<b>Grade 05</b>					
All	74	11	77	10	3
Amer. Indian	42	5	79	12	5
Hispanic	1	****	****	****	****
White	31	19	74	7	0
Female	37	5	81	11	3
Male	37	16	73	8	3
Econ. Disadv.	43	9	77	9	5
IEP w/o Accom.	3	****	****	****	****
IEP Accom.	3	****	****	****	****
Regular Education	68	12	79	9	0
Results From The Oklahoma Modified Alternate Assesment (OMAAP)					
IEP w/o Accom.	7	29	43	0	29
<b>Grade 08</b>					
All	82	16	74	7	2
Amer. Indian	44	23	73	5	0
Asian	1	****	****	****	****
Black	1	****	****	****	****
Hispanic	1	****	****	****	****
White	31	7	77	13	3
Other	4	****	****	****	****
Female	46	15	78	7	0
Male	36	17	69	8	6
Econ. Disadv.	47	15	70	11	4
IEP w/o Accom.	11	0	46	36	18
IEP Accom.	2	****	****	****	****
Regular Education	69	17	80	3	0
<b>Grade EO1</b>					
Results From The OCCT EO1 SPRING					
All	38	13	50	34	3
Amer. Indian	18	17	44	39	0
Asian	2	****	****	****	****
Hispanic	1	****	****	****	****
White	17	12	65	24	0

**CHELSEA PUBLIC SCHOOLS*****No Child Left Behind Act Annual Report Card 2008-2009***

<b>Science</b>					
	# Tested	%ADV	%SAT/PROF	%LK	%UN
<b>Grade EOI</b>					
Results From The OCCT EOI SPRING					
<b>Female</b>	17	6	35	53	6
<b>Male</b>	21	19	62	19	0
<b>Econ. Disadv.</b>	17	6	47	41	6
<b>Regular Education</b>	38	13	50	34	3
Results From The Oklahoma Modified Alternate Assessment (OMAAP)					
<b>IEP w/o Accom.</b>	3	****	****	****	****
<b>IEP Accom.</b>	11	0	27	36	36

**Legend:**

%ADV - Advanced Performance Level

%SAT/PROF - Satisfactory/Proficient 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/Proficient

\*\*\*\* missing data or data involving small numbers