

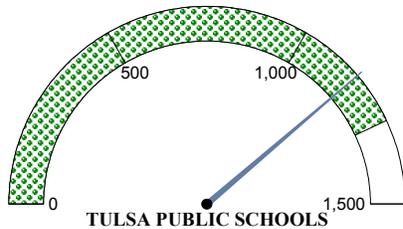
TULSA PUBLIC SCHOOLS

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



TULSA PUBLIC SCHOOLS has a Total API of 1162

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: (73.9%)

***Graduation 4 year 2008:** 923 (70.0%)

Attendance: 820 (92.5%)

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	1091	1026	99	99
Male	1088	947	99	99
Female	1094	1104	99	99
Black	922 CI	853	99	98
Amer. Indian	1129	1107	99	99
Hispanic	1044	882 CI	99	99
Asian	1371	1316	100	99
White	1273	1257	99	99
Other	1112	631 CI	99	100
Econ. Disadv.	1021	936	99	99
Migrant	****	****	****	****
Students with Individualized Education Programs (IEP)				
IEP	758	516	99	97
English Language Learner Students (ELL)				
ELL	1005	833	99	98
Regular Education Students				
Regular Education	1200	1201	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.

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

Adequate Yearly Progress TULSA 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	Year	Name	Year
DANIEL WEBSTER HS	3		
FRANKLIN YOUTH ACADEMY	1		
CENTRAL HS	4		
EAST CENTRAL HS	4		
NATHAN HALE HS	5		
WILL ROGERS HS	5		
BYRD MS	1		
CLINTON MS	1		
LEWIS AND CLARK MS	1		
GILCREASE MS	4		
MCCLURE ES	1		

Number of schools in district identified as in "Need of Improvement": 11

*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".

TULSA PUBLIC SCHOOLS

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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	71.9%	23.9%	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
Total for District:	97.6%	2.3%
In *Low Poverty Schools:	97.3%	2.6%
In **High Poverty Schools:	97.4%	2.5%

*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.

TULSA PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2008-2009

Oklahoma School Testing Program (OSTP)

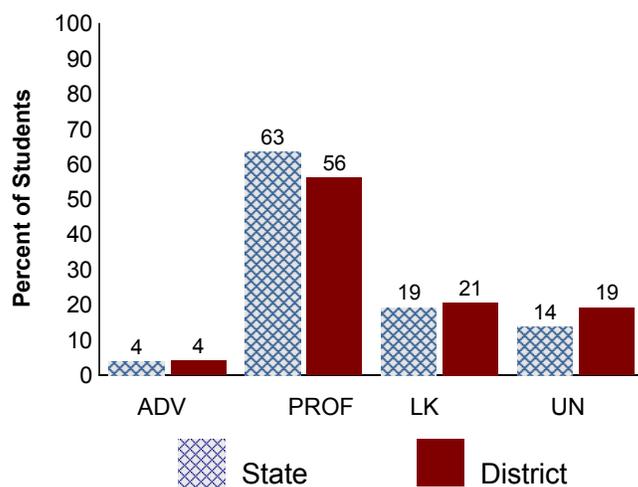
Grade 3

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).

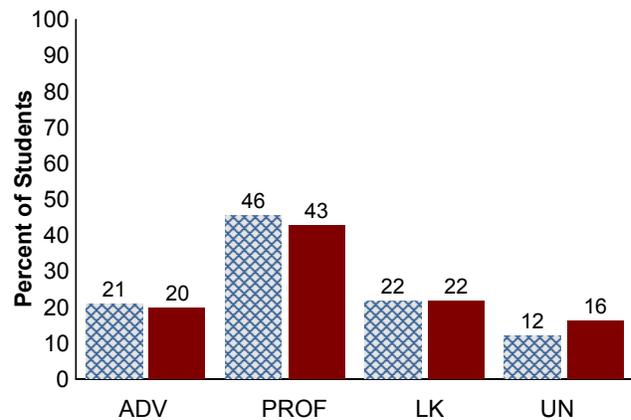
State and District Reading Results

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.

TULSA 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	2832	4	56	21	19	2869	20	43	22	16
Amer. Indian	334	4	60	20	16	336	23	45	21	12
Asian	45	16	49	24	11	45	44	38	9	9
Black	925	2	48	25	24	932	11	39	26	24
Hispanic	614	1	48	24	27	634	16	42	25	18
White	912	8	68	14	11	920	29	46	16	9
Other	2	****	****	****	****	2	****	****	****	****
Female	1389	5	59	21	16	1398	18	43	22	17
Male	1443	4	53	20	23	1471	21	43	21	15
Econ. Disadv.	2212	2	52	24	22	2246	15	43	24	18
IEP w/o Accom.	59	3	44	24	29	77	20	48	18	14
IEP Accom.	122	3	53	18	26	128	22	35	19	24
ELL	489	1	40	27	32	509	12	42	27	20
Regular Education	2175	5	60	19	16	2177	21	43	21	15
Results From The Oklahoma Alternate Assessment Program (OAAP/PORTFOLIO)										
IEP w/o Accom.	56	0	70	30	0	56	0	68	32	0
Results From The Oklahoma Modified Alternate Assessment (OMAAP)										
IEP Accom.	439	32	6	53	9	415	44	5	45	5

Number of students who were first year in the United States and exempt from the reading assessment: 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

TULSA PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2008-2009

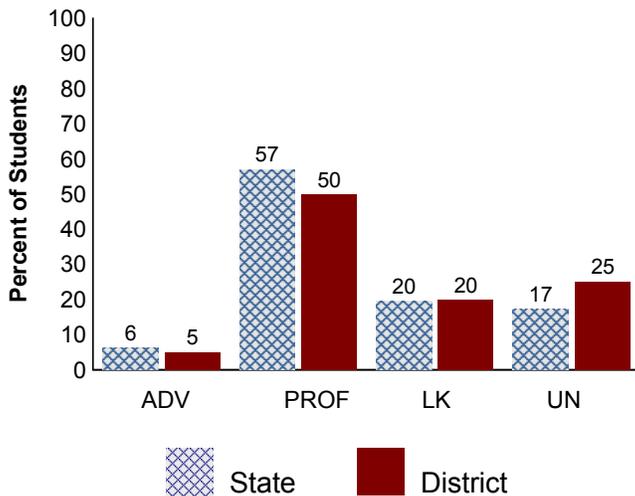
Oklahoma School Testing Program (OSTP) Grade 4

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).

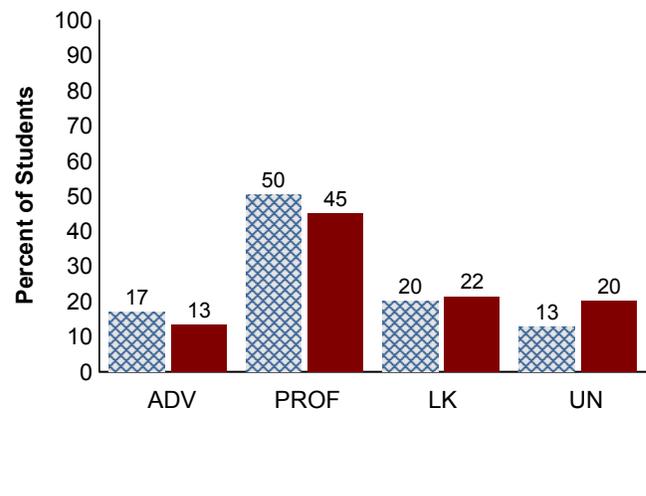
State and District Reading Results

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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TULSA 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	2635	5	50	20	25	2684	13	45	22	20
Amer. Indian	293	5	52	20	23	297	14	46	21	19
Asian	40	10	38	33	20	42	26	45	17	12
Black	856	1	42	25	32	874	6	39	26	29
Hispanic	563	3	40	23	34	585	8	46	22	24
White	881	10	64	13	14	884	22	51	17	10
Other	2	****	****	****	****	2	****	****	****	****
Female	1330	6	51	20	23	1348	12	44	23	21
Male	1305	4	49	20	28	1336	15	46	20	20
Econ. Disadv.	2032	3	45	22	29	2080	10	43	24	23
IEP w/o Accom.	69	3	41	12	45	91	3	40	24	33
IEP Accom.	88	2	52	15	31	104	10	45	17	28
ELL	296	1	21	25	53	320	5	37	25	33
Regular Education	2192	6	54	20	21	2192	15	46	21	18
Results From The Oklahoma Alternate Assessment Program (OAAP/PORTFOLIO)										
IEP w/o Accom.	59	0	78	22	0	60	0	83	17	0
Results From The Oklahoma Modified Alternate Assessment (OMAAP)										
IEP Accom.	435	36	5	51	9	399	24	11	60	6

Number of students who were first year in the United States and exempt from the reading assessment: 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

TULSA PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2008-2009

Oklahoma School Testing Program (OSTP)

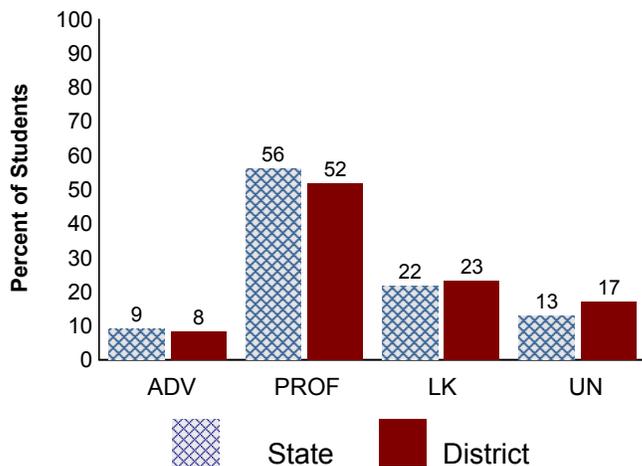
Grade 5

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).

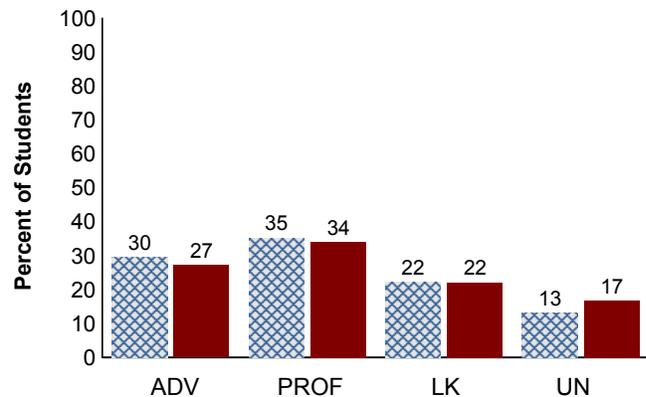
State and District Reading Results

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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TULSA 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	2556	8	52	23	17	2591	27	34	22	17
Amer. Indian	289	6	53	28	13	291	23	42	24	11
Asian	35	29	46	17	9	36	67	11	14	8
Black	888	3	47	27	23	895	17	31	26	26
Hispanic	487	6	47	26	21	512	22	34	25	19
White	857	15	60	16	9	857	40	36	16	8
Female	1276	9	53	24	14	1288	24	36	24	16
Male	1280	8	51	23	19	1303	30	32	20	17
Econ. Disadv.	1930	5	50	26	20	1964	22	34	25	19
IEP w/o Accom.	96	0	48	21	31	124	19	24	28	29
IEP Accom.	105	4	40	25	31	103	17	30	28	25
ELL	225	1	28	31	40	257	12	27	30	32
Regular Education	2145	10	55	22	13	2139	30	36	20	14
Results From The Oklahoma Alternate Assessment Program (OAAP/PORTFOLIO)										
IEP w/o Accom.	54	0	78	22	0	54	0	67	33	0
Results From The Oklahoma Modified Alternate Assessment (OMAAP)										
IEP Accom.	413	24	6	66	4	384	25	10	60	6

Number of students who were first year in the United States and exempt from the reading assessment: 16

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

TULSA PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2008-2009

Oklahoma School Testing Program (OSTP)

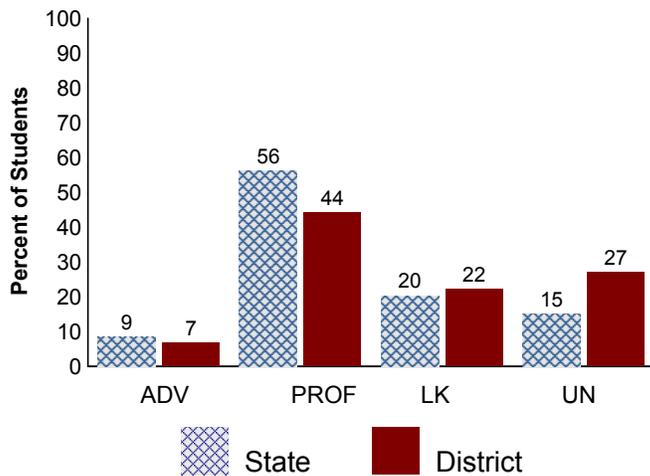
Grade 6

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).

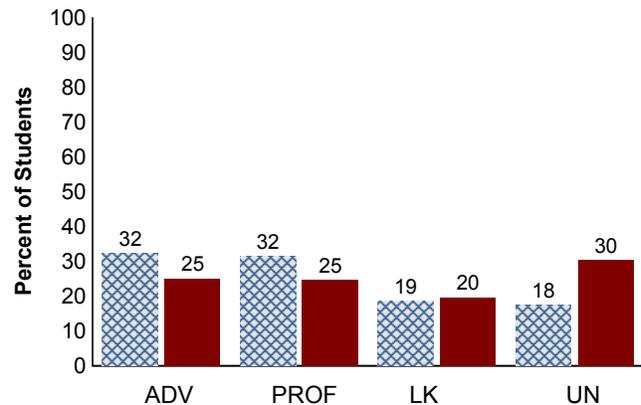
State and District Reading Results

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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TULSA 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	2338	7	44	22	27	2359	25	25	20	30
Amer. Indian	249	5	50	25	19	248	23	23	23	31
Asian	36	11	61	14	14	37	57	16	11	16
Black	769	3	34	25	38	776	15	25	23	37
Hispanic	495	3	37	26	34	499	18	25	20	37
White	779	13	56	17	15	790	39	26	15	21
Other	10	10	50	10	30	9	33	22	22	22
Female	1188	8	46	23	23	1186	22	26	22	30
Male	1150	6	42	21	31	1173	29	23	17	31
Econ. Disadv.	1750	4	39	25	32	1765	19	25	22	34
IEP w/o Accom.	67	3	46	25	25	91	22	23	18	37
IEP Accom.	78	3	33	33	31	77	18	17	16	49
ELL	240	2	24	22	53	243	13	20	18	49
Regular Education	1970	8	47	22	24	1968	27	26	20	27
Results From The Oklahoma Alternate Assessment Program (OAAP/PORTFOLIO)										
IEP w/o Accom.	32	0	78	22	0	32	0	72	28	0
Results From The Oklahoma Modified Alternate Assessment (OMAAP)										
IEP Accom.	297	22	4	68	6	267	14	27	51	7

Number of students who were first year in the United States and exempt from the reading assessment: 4

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

TULSA PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2008-2009

Oklahoma School Testing Program (OSTP)

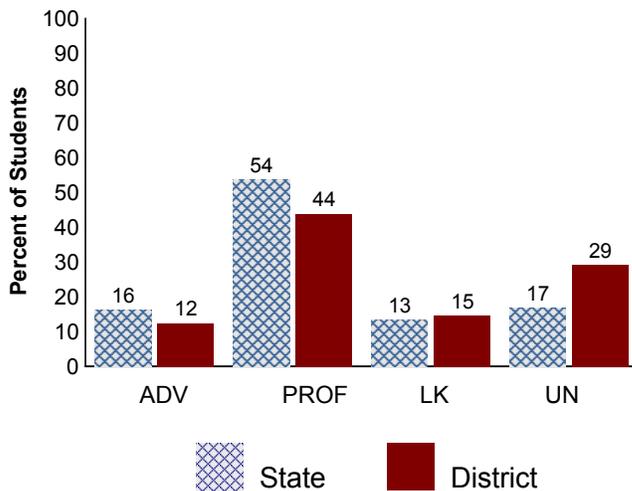
Grade 7

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).

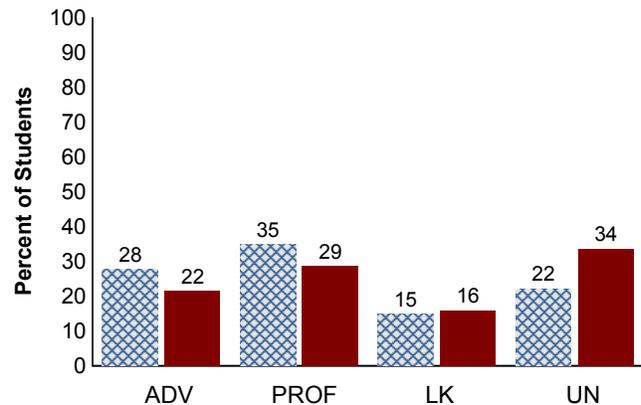
State and District Reading Results

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

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

TULSA 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	2233	12	44	15	29	2252	22	29	16	34
Amer. Indian	246	12	40	17	31	243	21	24	17	40
Asian	34	27	53	12	9	37	41	41	8	11
Black	766	6	38	18	39	773	13	25	18	44
Hispanic	475	7	42	15	36	484	15	30	19	36
White	708	23	52	10	15	711	35	33	12	20
Other	4	****	****	****	****	4	****	****	****	****
Female	1142	14	45	14	26	1144	23	28	17	33
Male	1091	10	43	15	32	1108	21	30	15	35
Econ. Disadv.	1618	8	41	17	34	1636	15	28	18	39
IEP w/o Accom.	65	11	34	9	46	78	17	19	14	50
IEP Accom.	87	5	33	21	41	91	8	22	28	43
ELL	212	4	29	14	54	225	9	26	17	48
Regular Education	1876	14	46	15	25	1875	24	30	16	31
Results From The Oklahoma Alternate Assessment Program (OAAP/PORTFOLIO)										
IEP w/o Accom.	38	0	82	18	0	39	0	80	21	0
Results From The Oklahoma Modified Alternate Assessment (OMAAP)										
IEP Accom.	270	24	6	59	11	261	20	9	55	17

Number of students who were first year in the United States and exempt from the reading assessment: 4

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

TULSA PUBLIC SCHOOLS

No Child Left Behind Act Annual Report Card 2008-2009

Oklahoma School Testing Program (OSTP)

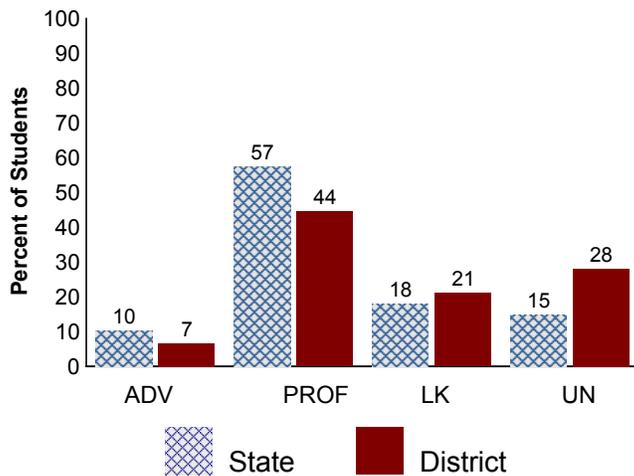
Grade 8

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).

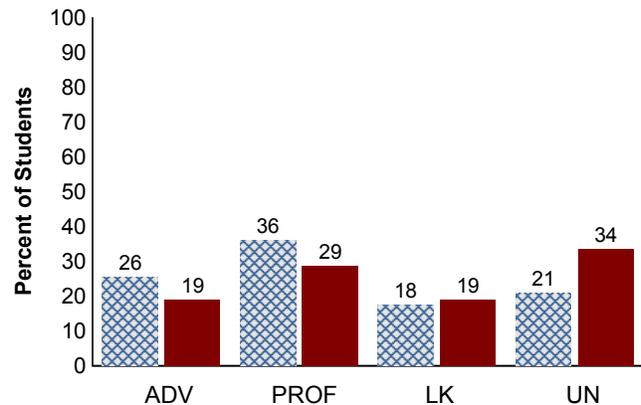
State and District Reading Results

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.

TULSA 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	2218	7	44	21	28	2236	19	29	19	34
Amer. Indian	214	10	44	23	23	209	23	29	15	34
Asian	31	19	52	16	13	33	42	27	12	18
Black	807	2	38	23	37	817	11	27	21	42
Hispanic	455	4	31	25	41	465	11	26	20	43
White	708	12	60	16	12	709	31	32	17	19
Other	3	****	****	****	****	3	****	****	****	****
Female	1163	7	45	21	26	1157	16	30	19	34
Male	1054	6	44	21	30	1078	22	27	19	33
Econ. Disadv.	1591	4	39	24	33	1613	12	28	21	39
IEP w/o Accom.	16	0	38	31	31	28	36	7	11	46
IEP Accom.	89	0	40	21	38	89	18	21	18	43
ELL	221	1	16	25	58	232	8	19	19	54
Regular Education	1901	8	48	21	24	1904	20	30	19	31
Results From The Oklahoma Alternate Assessment Program (OAAP/PORTFOLIO)										
IEP w/o Accom.	47	0	68	32	0	47	0	64	36	0
Results From The Oklahoma Modified Alternate Assessment (OMAAP)										
IEP Accom.	291	18	19	44	19	271	15	14	65	6

Number of students who were first year in the United States and exempt from the reading assessment: 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

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Oklahoma School Testing Program (OSTP)

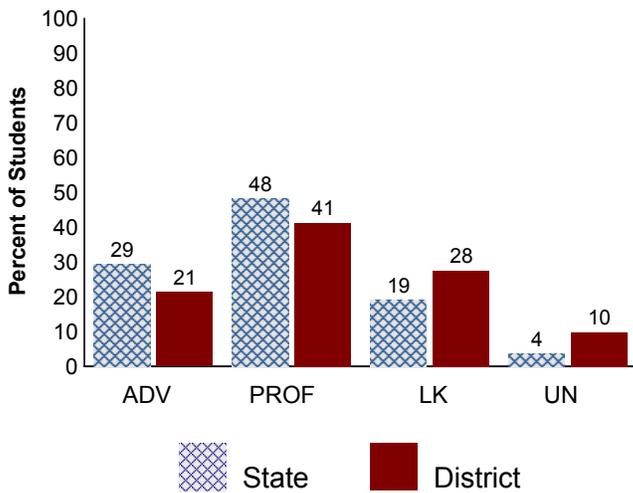
End-of-Instruction

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).

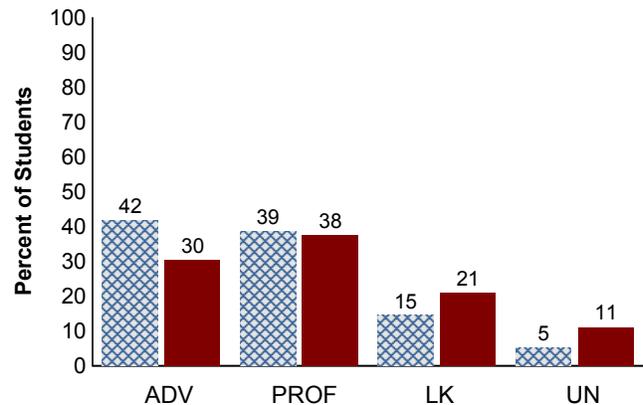
State and District Reading Results

All Students Tested



State and District Math Results

All Students Tested

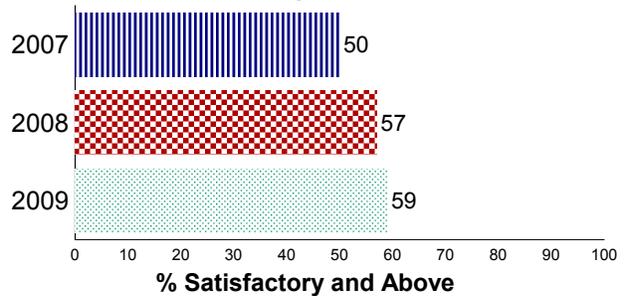


District Trend Data

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.

TULSA 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
Results From The OCCT EOI SPRING										
All	1843	21	41	28	10	1951	30	38	21	11
Amer. Indian	212	21	48	26	6	190	30	42	21	8
Asian	37	27	54	11	8	41	54	42	5	0
Black	673	11	36	40	14	681	18	37	28	18
Hispanic	287	12	43	28	18	370	23	38	26	13
White	633	37	44	16	4	669	46	37	12	5
Other	1	****	****	****	****		****	****	****	****
Female	957	24	42	28	6	1042	29	37	23	11
Male	886	18	41	27	14	909	33	38	18	11
Econ. Disadv.	1087	13	41	34	12	1238	22	41	25	13
IEP w/o Accom.	64	6	30	47	17	62	19	29	21	31
IEP Accom.	37	0	19	49	32	24	21	21	21	38
ELL	90	3	28	36	33	147	16	39	30	16
Regular Education	1655	23	43	26	8	1722	32	38	20	10
Results From The OCCT EOI WINTER										
All	36	31	53	17	0	27	0	19	37	44
Amer. Indian	3	****	****	****	****	4	****	****	****	****
Black	4	****	****	****	****	11	0	0	46	55
Hispanic	3	****	****	****	****	8	0	25	50	25
White	25	36	56	8	0	4	****	****	****	****
Other	1	****	****	****	****		****	****	****	****
Female	18	22	61	17	0	15	0	7	27	67
Male	18	39	44	17	0	12	0	33	50	17
Econ. Disadv.	9	0	44	56	0	1	****	****	****	****
Migrant		****	****	****	****	1	****	****	****	****
IEP w/o Accom.	3	****	****	****	****		****	****	****	****
ELL		****	****	****	****	2	****	****	****	****
Regular Education	33	30	52	18	0	25	0	20	40	40
Results From The Oklahoma Alternate Assessment Program (OAAP/PORTFOLIO)										
IEP w/o Accom.	31	13	55	32	0	30	0	63	37	0
Results From The Oklahoma Modified Alternate Assessment (OMAAP)										
IEP w/o Accom.	70	11	11	76	1	89	19	17	60	5

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IEP Accom.	146	23	12	61	4	134	22	16	54	8
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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

TULSA PUBLIC SCHOOLS

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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
Grade 05					
All	2578	19	55	18	7
Amer. Indian	291	17	60	18	6
Asian	36	42	42	14	3
Black	899	9	55	24	13
Hispanic	504	13	58	23	6
White	848	34	54	10	3
Female	1290	17	57	19	6
Male	1288	21	53	18	8
Econ. Disadv.	1951	13	58	21	8
IEP w/o Accom.	104	9	54	21	16
IEP Accom.	112	12	50	28	11
ELL	246	5	50	34	11
Regular Education	2137	22	56	16	6
Results From The Oklahoma Modified Alternate Assesment (OMAAP)					
IEP Accom.	379	27	56	11	7
Grade 08					
All	2298	11	61	21	7
Amer. Indian	217	14	64	17	6
Asian	31	39	45	7	10
Black	847	4	58	28	10
Hispanic	477	6	57	28	9
White	722	21	66	10	3
Other	4	****	****	****	****
Female	1193	10	63	21	6
Male	1104	12	58	21	9
Econ. Disadv.	1671	6	60	25	9
IEP w/o Accom.	62	10	37	34	19
IEP Accom.	116	3	46	27	24
ELL	239	4	44	38	15
Regular Education	1896	12	64	18	5
Results From The Oklahoma Modified Alternate Assesment (OMAAP)					
IEP Accom.	216	8	79	8	5
Grade EO1					

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No Child Left Behind Act Annual Report Card 2008-2009

	Science				
	# Tested	%ADV	%SAT/PROF	%LK	%UN
Grade EOI					
Results From The OCCT EOI SPRING					
All	2027	19	33	26	22
Amer. Indian	191	20	37	26	17
Asian	48	38	42	15	6
Black	719	6	29	32	33
Hispanic	377	9	30	31	30
White	691	37	38	17	10
Other	1	****	****	****	****
Female	1054	17	32	29	22
Male	973	21	34	22	22
Econ. Disadv.	1267	11	33	30	26
IEP w/o Accom.	73	11	25	23	41
IEP Accom.	34	6	18	18	59
ELL	106	5	19	42	35
Regular Education	1816	20	35	25	20
Results From The Oklahoma Modified Alternate Assesment (OMAAP)					
IEP w/o Accom.	66	17	35	38	11
IEP Accom.	147	16	37	38	9

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