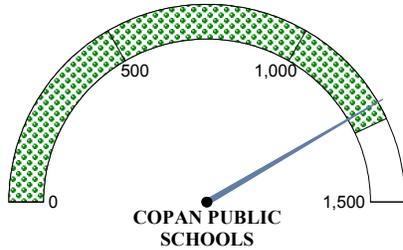


## COPAN PUBLIC SCHOOLS

**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**

COPAN PUBLIC SCHOOLS has a Total API of 1247

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:** ( 93.9%)

**\*Graduation 4 year 2008:** 1091 ( 78.8%)

**Attendance:** 928 ( 93.4%)

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
<b>All Students</b>				
All	1269	1181	97	96
Male	1271	1209	100	97
Female	1283	1153	98	95
Black	****	****	****	****
Amer. Indian	1247	1268	****	****
Hispanic	****	****	****	****
Asian	****	****	****	****
White	1300	1212	96	97
Other	****	****	****	****
Econ. Disadv.	1078	1124	96	97
Migrant	****	****	****	****
<b>Students with Individualized Education Programs (IEP)</b>				
IEP	****	****	****	****
<b>English Language Learner Students (ELL)</b>				
ELL	****	****	****	****
<b>Regular Education Students</b>				
Regular Education	1355	1308	98	98

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.

## COPAN PUBLIC SCHOOLS

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

**Adequate Yearly Progress** COPAN PUBLIC SCHOOLS has made adequate yearly progress.

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

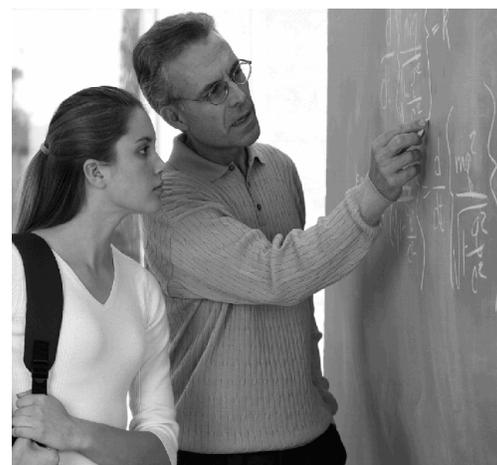
Number of schools in district identified  
as in "Need of Improvement": 0

\*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	90.9%	9.0%	0.0%



**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%
<b>In *Low Poverty Schools:</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.

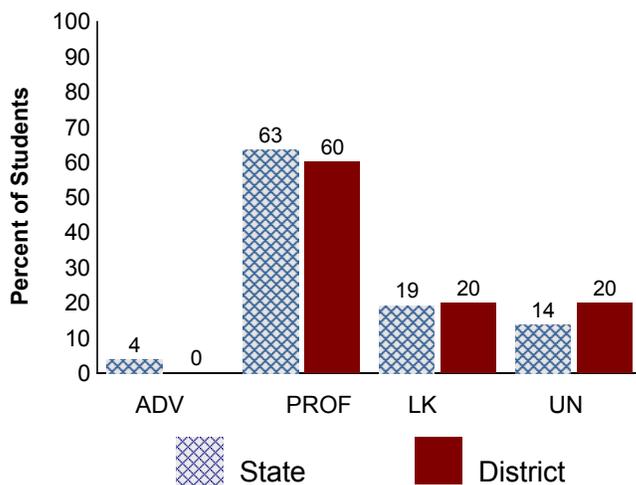
\*\*High Poverty Schools - Schools in the top 25% when ranked from highest to lowest by the percentage of students who qualify for the free and reduced price lunch program.

**COPAN PUBLIC SCHOOLS*****No Child Left Behind Act Annual Report Card 2008-2009*****Oklahoma School Testing Program (OSTP)****Grade 3****Oklahoma Core Curriculum Tests**

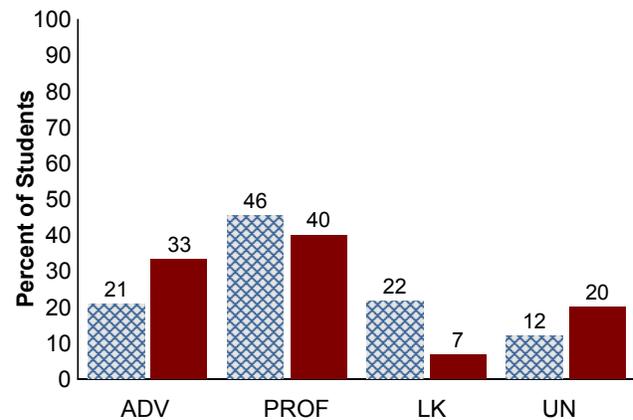
The Oklahoma Core Curriculum Tests measure mastery of students' skills on the *Priority Academic Student Skills (PASS)*. Individual test scores for each student as well as detailed group summary reports are sent back to the schools, providing valuable data for administrators and teachers to target program 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.

**COPAN 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	15	0	60	20	20	15	33	40	7	20
Amer. Indian	4	****	****	****	****	4	****	****	****	****
White	9	0	67	11	22	9	44	22	0	33
Other	2	****	****	****	****	2	****	****	****	****
Female	6	0	83	0	17	6	33	50	0	17
Male	9	0	44	33	22	9	33	33	11	22
Econ. Disadv.	6	0	50	33	17	6	33	33	0	33
IEP w/o Accom.	2	****	****	****	****	2	****	****	****	****
Regular Education	13	0	69	23	8	13	39	39	8	15

**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

## COPAN PUBLIC SCHOOLS

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

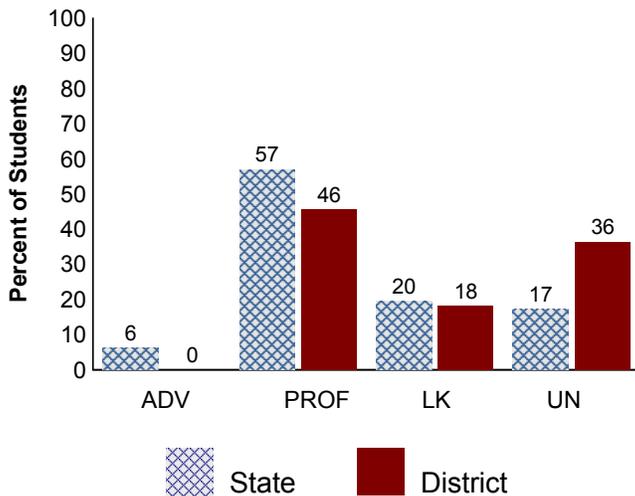
#### Oklahoma School Testing Program (OSTP) Grade 4

##### 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).

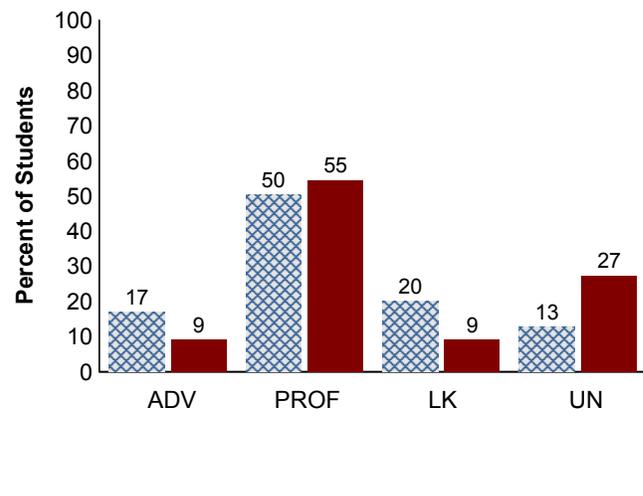
#### State and District Reading Results

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

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

**COPAN 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	11	0	46	18	36	11	9	55	9	27
Amer. Indian	4	****	****	****	****	4	****	****	****	****
White	7	0	57	14	29	7	14	86	0	0
Female	3	****	****	****	****	3	****	****	****	****
Male	8	0	38	25	38	8	13	63	0	25
Econ. Disadv.	6	0	33	17	50	6	0	33	17	50
IEP w/o Accom.	3	****	****	****	****	3	****	****	****	****
IEP Accom.	1	****	****	****	****	1	****	****	****	****
Regular Education	7	0	57	29	14	7	14	71	0	14

**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

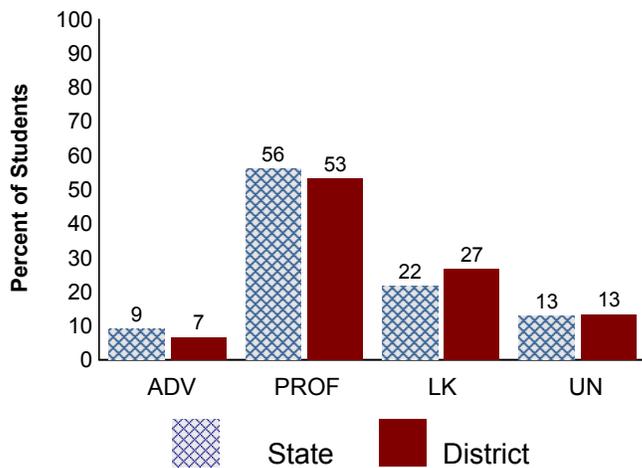
\*\*\*\* Missing data or data involving small numbers

**COPAN PUBLIC SCHOOLS*****No Child Left Behind Act Annual Report Card 2008-2009*****Oklahoma School Testing Program (OSTP)****Grade 5****Oklahoma Core Curriculum Tests**

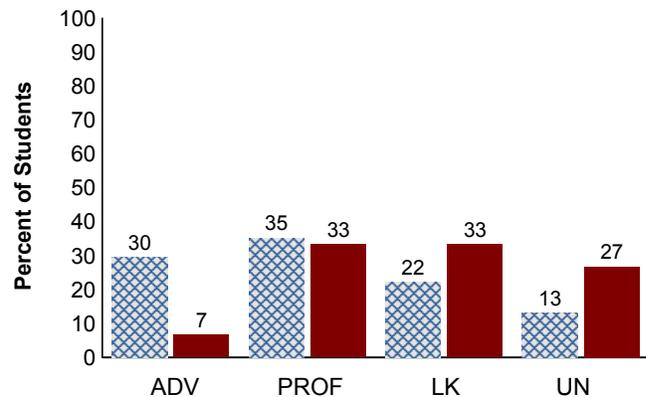
The Oklahoma Core Curriculum Tests measure mastery of students' skills on the *Priority Academic Student Skills (PASS)*. Individual test scores for each student as well as detailed group summary reports are sent back to the schools, providing valuable data for administrators and teachers to target program 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

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

**COPAN 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	15	7	53	27	13	15	7	33	33	27
Amer. Indian	5	0	60	40	0	6	0	17	50	33
White	10	10	50	20	20	9	11	44	22	22
Female	7	14	57	14	14	6	17	33	50	0
Male	8	0	50	38	13	9	0	33	22	44
Econ. Disadv.	7	0	43	43	14	8	0	13	38	50
IEP w/o Accom.	1	****	****	****	****	1	****	****	****	****
Regular Education	14	7	57	29	7	14	7	36	29	29
Results From The Oklahoma Modified Alternate Assesment (OMAAP)										
IEP w/o Accom.		****	****	****	****	1	****	****	****	****

**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

## COPAN PUBLIC SCHOOLS

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

#### Oklahoma School Testing Program (OSTP)

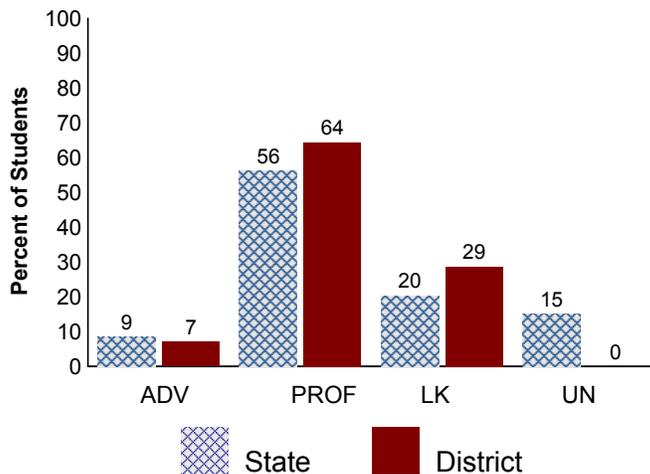
## Grade 6

#### 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).

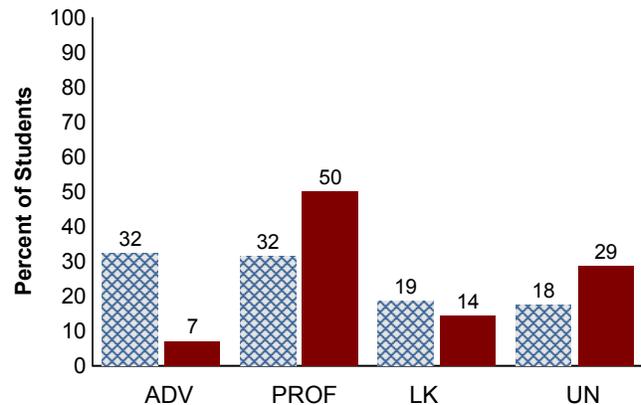
#### State and District Reading Results

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

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

**COPAN 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	14	7	64	29	0	14	7	50	14	29
Amer. Indian	4	****	****	****	****	4	****	****	****	****
White	10	10	70	20	0	10	10	50	10	30
Female	4	****	****	****	****	4	****	****	****	****
Male	10	10	60	30	0	10	0	60	10	30
Econ. Disadv.	4	****	****	****	****	4	****	****	****	****
IEP w/o Accom.	2	****	****	****	****	2	****	****	****	****
Regular Education	12	8	67	25	0	12	8	58	17	17

**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

## COPAN PUBLIC SCHOOLS

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

#### Oklahoma School Testing Program (OSTP)

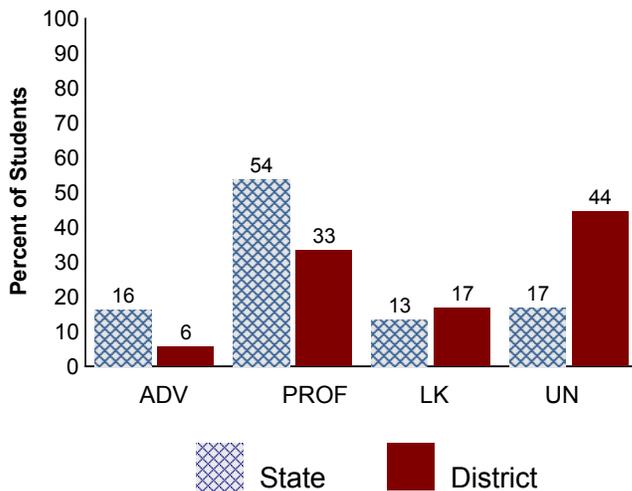
### Grade 7

#### 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).

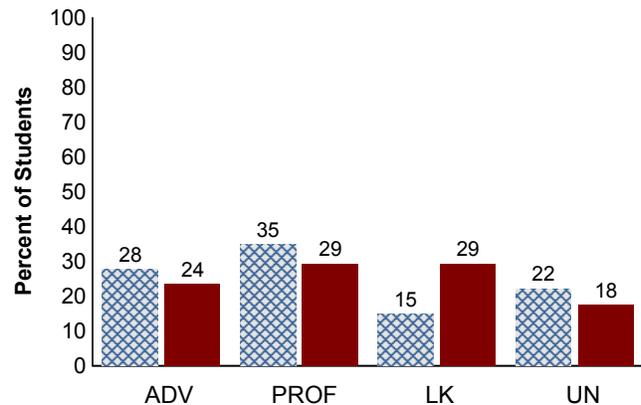
#### State and District Reading Results

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.

**COPAN 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	18	6	33	17	44	17	24	29	29	18
Amer. Indian	4	****	****	****	****	3	****	****	****	****
White	12	8	33	17	42	12	25	17	42	17
Other	2	****	****	****	****	2	****	****	****	****
Female	6	17	50	33	0	6	50	33	17	0
Male	12	0	25	8	67	11	9	27	36	27
Econ. Disadv.	6	0	33	17	50	5	40	20	20	20
IEP w/o Accom.	4	****	****	****	****	3	****	****	****	****
Regular Education	14	7	43	14	36	14	21	36	29	14
Results From The Oklahoma Modified Alternate Assessment (OMAAP)										
IEP w/o Accom.		****	****	****	****	1	****	****	****	****

**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

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

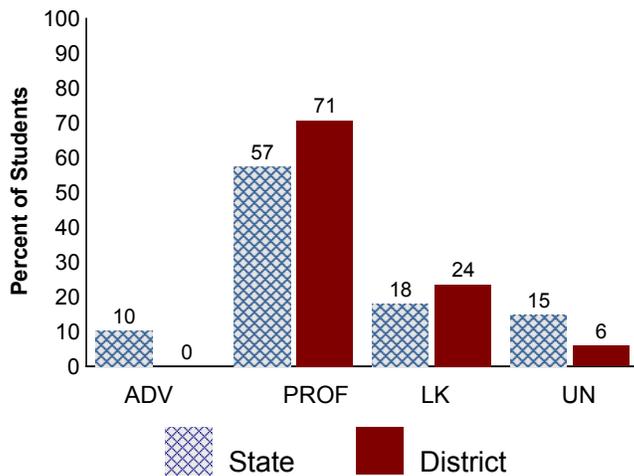
## Oklahoma School Testing Program (OSTP)

**Grade 8****Oklahoma Core Curriculum Tests**

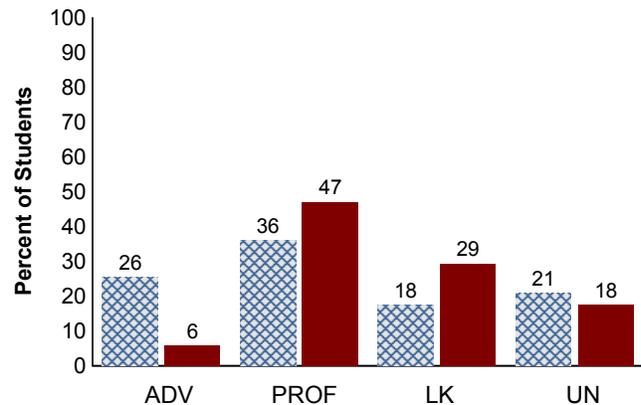
The Oklahoma Core Curriculum Tests measure mastery of students' skills on the *Priority Academic Student Skills (PASS)*. Individual test scores for each student as well as detailed group summary reports are sent back to the schools, providing valuable data for administrators and teachers to target program 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.

**COPAN 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	17	0	71	24	6	17	6	47	29	18
Amer. Indian	5	0	60	40	0	5	20	60	0	20
White	12	0	75	17	8	12	0	42	42	17
Female	9	0	89	11	0	9	0	44	33	22
Male	8	0	50	38	13	8	13	50	25	13
Econ. Disadv.	9	0	67	33	0	9	11	33	22	33
Regular Education	17	0	71	24	6	17	6	47	29	18

**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

**COPAN PUBLIC SCHOOLS**

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

Oklahoma School Testing Program (OSTP)

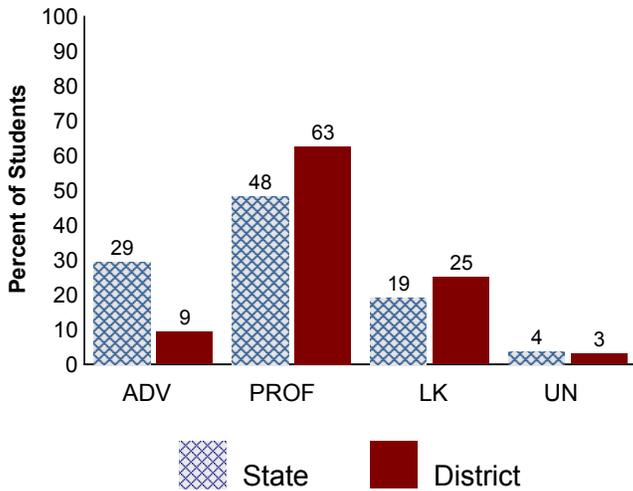
**End-of-Instruction**

**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).

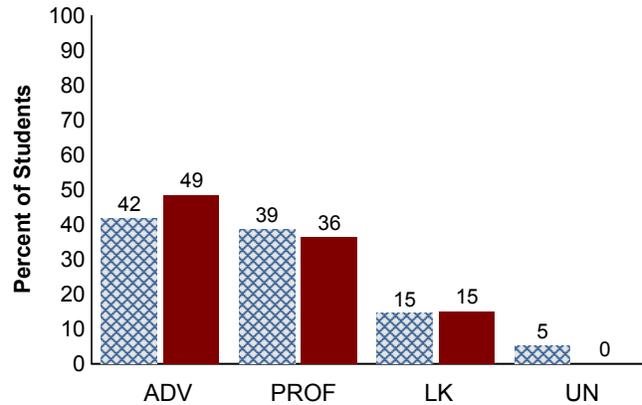
**State and District Reading Results**

All Students Tested



**State and District Math Results**

All Students Tested

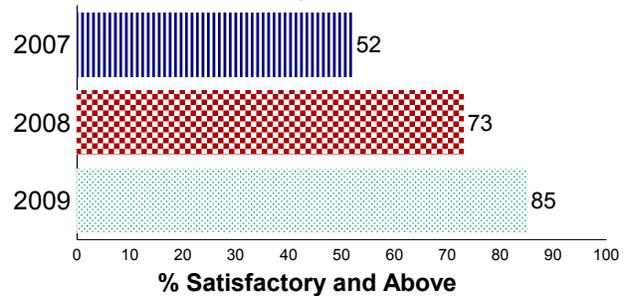


**District Trend Data**

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.

**COPAN 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	32	9	63	25	3	33	49	36	15	0
Amer. Indian	11	0	73	27	0	8	50	38	13	0
Black		****	****	****	****	1	****	****	****	****
Hispanic	1	****	****	****	****	1	****	****	****	****
White	20	15	55	25	5	23	48	35	17	0
Female	10	0	50	50	0	18	61	28	11	0
Male	22	14	68	14	5	15	33	47	20	0
Econ. Disadv.	13	8	54	39	0	20	45	35	20	0
IEP w/o Accom.	2	****	****	****	****		****	****	****	****
Regular Education	30	10	63	23	3	33	49	36	15	0
<b>Results From The Oklahoma Modified Alternate Assesment (OMAAP)</b>										
IEP w/o Accom.		****	****	****	****	5	20	40	40	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

**COPAN 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	16	13	81	0	6
Amer. Indian	6	++++	++++	++++	++++
White	10	20	70	0	10
Female	7	14	71	0	14
Male	9	11	89	0	0
Econ. Disadv.	8	++++	++++	++++	++++
IEP w/o Accom.	2	****	****	****	****
Regular Education	14	14	86	0	0
<b>Grade 08</b>					
All	17	0	77	24	0
Amer. Indian	5	0	80	20	0
White	12	0	75	25	0
Female	9	0	78	22	0
Male	8	0	75	25	0
Econ. Disadv.	9	0	67	33	0
Regular Education	17	0	77	24	0
<b>Grade EOI</b>					
Results From The OCCT EOI SPRING					
All	31	7	36	39	19
Amer. Indian	12	0	42	42	17
Hispanic	1	****	****	****	****
White	18	11	28	39	22
Female	9	0	11	56	33
Male	22	9	46	32	14
Econ. Disadv.	13	0	31	54	15
IEP w/o Accom.	2	****	****	****	****
Regular Education	29	7	38	38	17
Results From The Oklahoma Modified Alternate Assesment (OMAAP)					
IEP w/o Accom.	1	****	****	****	****

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**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