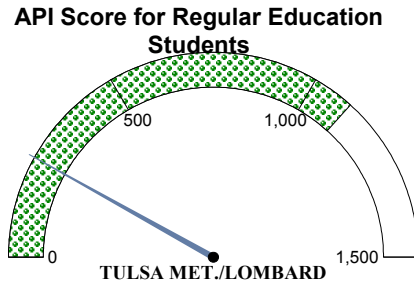## TULSA MET./LOMBARD

No Child Left Behind Act Annual Report Card 2009-2010

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).

API Score for Regular Education Students

TULSA MET./LOMBARD

TULSA MET./LOMBARD has a Total API of 243

The scale for API scores ranges from 0-1500 with 1092 as the current state average for regular education students.

No Child Left Behind Act Statewide
Performance Benchmarks for 2009-2010:
Mathematics API - 1074   Reading API - 1060
Percent of Students Tested - 95%
Attendance Rate API - 618
Graduation Rate API - 842

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 2009: 826   (96.2%)

***Graduation 4 year 2009:** 826   (67.0%)

Attendance: 0   (87.4%)

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	Science
All Students					
All	**0**	**408 SH**	****	****	98
Male	****	****	****	****	100
Female	****	****	****	****	97
Black	****	****	****	****	100
Amer. Indian	****	****	****	****	100
Hispanic	****	****	****	****	93
Asian	****	****	****	****	****
White	****	****	****	****	100
Other	****	****	****	****	100
Econ. Disadv.	****	****	****	****	97
Migrant	****	****	****	****	****
Students with Individualized Education Programs (IEP)					
IEP	****	****	****	****	100
English Language Learner Students (ELL)					
ELL	****	****	****	****	100
Regular Education Students					
Regular Education	**0**	433 SH	****	****	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 2009-2010.

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.

TULSA MET./LOMBARD

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Accountability Data

No Child Left Behind Act School Identifications

Adequate Yearly Progress   TULSA MET./LOMBARD has not made adequate yearly progress.

*School in Need of Improvement: NO

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	66.6%	29.6%	3.7%

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

The 2009-2010 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 Classes	Total Classes Highly Qualified
In *Low Poverty Schools:	100.0%	0.0%	276	276

*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.

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Oklahoma School Testing Program (OSTP)

End-of-Instruction (EOI)

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).
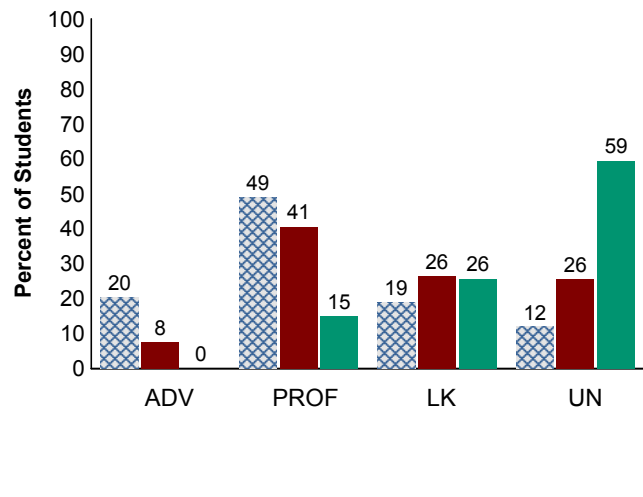
State, District and School English II Results
All Students Tested
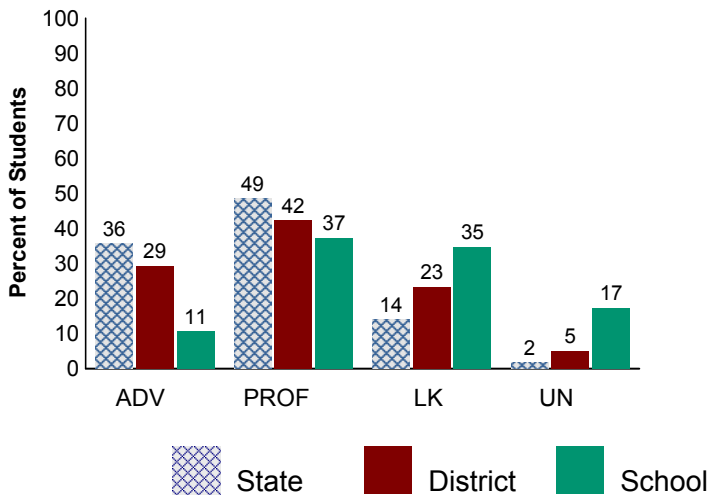
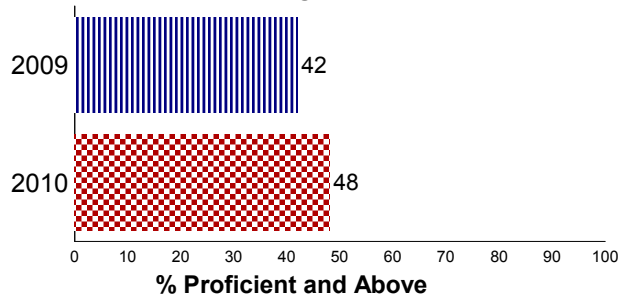### State, District and School Algebra I Results
All Students Tested

Legend: State — District — School

School Trend Data
All Students Tested Spring Results Only

English II
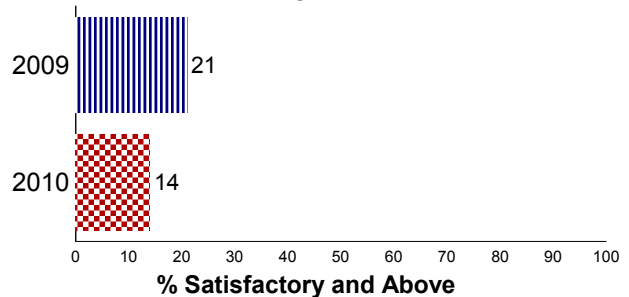
2009 — 42
2010 — 48

% Proficient and Above

Algebra I

2009 — 21
2010 — 14

% Satisfactory and Above

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 MET./LOMBARD

No Child Left Behind Act Annual Report Card 2009-2010

Oklahoma School Testing Program (OSTP)

End of Instruction

School Results

The tables below present the Algebra I and English II results from the 2009-2010 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	English II %ADV	%PROF	%LK	%UN	# Tested	Algebra I %ADV	%PROF	%LK	%UN
Results From The OCCT End-of-Instruction										
All	75	11	37	35	17	101	0	15	26	59
Amer. Indian	7	0	43	43	14	11	0	9	27	64
Asian	1	****	****	****	****	1	****	****	****	****
Black	21	5	29	33	33	35	0	11	34	54
Hispanic	8	0	63	38	0	19	0	21	5	74
White	37	19	35	32	14	34	0	18	29	53
Other	1	****	****	****	****	1	****	****	****	****
Female	45	13	33	38	16	53	0	19	26	55
Male	30	7	43	30	20	48	0	10	25	65
Econ. Disadv.	30	17	37	27	20	48	0	23	25	52
IEP w/o Accom.	4	****	****	****	****	5	0	20	0	80
IEP Accom.	1	****	****	****	****	2	****	****	****	****
ELL	1	****	****	****	****	2	****	****	****	****
Regular Education	70	11	37	33	19	92	0	14	27	59
Results From The Oklahoma Modified Alternate Assessement (OMAAP)										
IEP w/o Accom.	4	****	****	****	****	7	0	57	43	0
IEP Accom.	6	33	33	17	17	6	0	83	17	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

TULSA MET./LOMBARD

No Child Left Behind Act Annual Report Card 2009-2010

Oklahoma School Testing Program (OSTP)

Science Grades 5, 8 and Biology I

The tables below present Science and Biology I results from the 2009-2010 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	%ADV	%SAT/PROF	%LK	%UN
Science					
Grade EOI					
Results From The OCCT End-of-Instruction					
All	84	5	14	29	52
Amer. Indian	7	0	29	29	43
Black	33	0	12	21	67
Hispanic	15	0	13	33	53
White	28	14	11	36	39
Other	1	****	****	****	****
Female	33	0	18	33	49
Male	51	8	12	26	55
Econ. Disadv.	41	2	20	32	46
IEP w/o Accom.	6	0	17	33	50
IEP Accom.	1	****	****	****	****
ELL	3	****	****	****	****
Regular Education	74	5	15	30	50
Results From The Oklahoma Modified Alternate Assessement (OMAAP)					
IEP w/o Accom.	7	14	14	57	14
IEP Accom.	3	****	****	****	****

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