

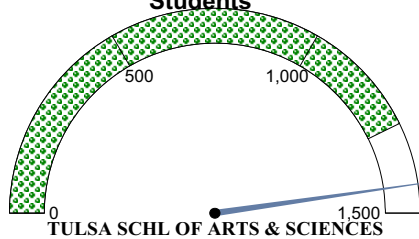
TULSA SCHL OF ARTS & SCIENCES

No Child Left Behind Act Annual Report Card 2007-2008

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).

School API Score for Regular Education Students



TULSA SCHL OF ARTS & SCIENCES
has a Total API of 1431

The scale for API scores ranges from
0-1500 with 1279 as the current state
average for regular education students.

**No Child Left Behind Act Statewide
Performance Benchmarks for 2007-2008:**
Mathematics API - 932 Reading API - 914
Percent of Students Tested - 95%
Attendance Rate API - 664
Graduation Rate API - 882

Legend:

- +++ represents benchmarks that have been met
- represents benchmarks that have not been met
- **** represents missing data or data involving small numbers

Additional Indicators for Federal AYP

Total Graduation 2007: 1493 (100.0%)

***Graduation 4 year 2007:** 1493 (100.0%)

Attendance: 940 (93.5%)

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.

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 2007-2008.

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.

Student Group	Mathematics API	Reading API	% Students Tested	
			Math	Reading
All Students				
All	+++	+++	+++	+++
Male	+++	****	****	****
Female	****	****	****	****
Black	****	****	****	****
Amer. Indian	****	****	****	****
Hispanic	****	****	****	****
Asian	****	****	****	****
White	+++	+++	+++	****
Other	****	****	****	****
Econ. Disadv.	****	****	****	****
Migrant	****	****	****	****
Students with Individualized Education Programs (IEP)				
IEP	****	****	****	****
English Language Learner Students (ELL)				
ELL	****	****	****	****
Regular Education Students				
Regular Education	+++	+++	+++	+++

TULSA SCHL OF ARTS & SCIENCES

No Child Left Behind Act Annual Report Card 2007-2008

Accountability Data

No Child Left Behind Act School Identifications

Adequate Yearly Progress Status: TULSA SCHL OF ARTS & SCIENCES has 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			



Percent of Teachers with Emergency Certificates: 0%

The 2007-2008 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

*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)

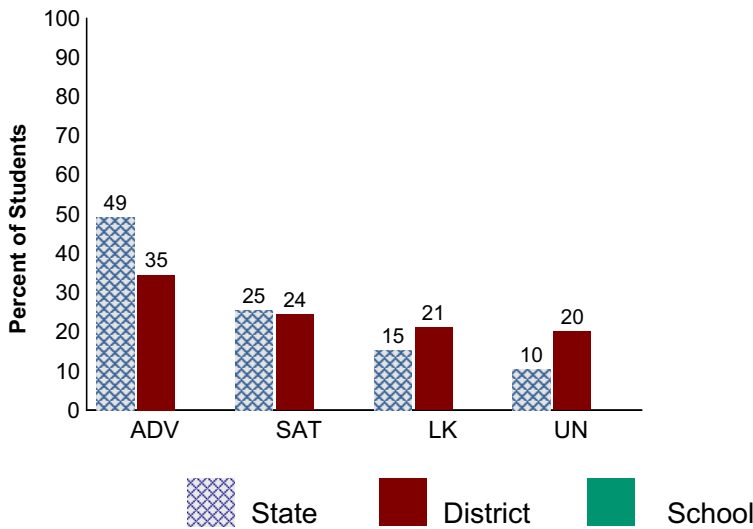
End of Instruction

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, address individual student strengths and weaknesses, and provide parents with an idea of their child's accomplishments. Results below include all students (full academic year and non-full academic year).

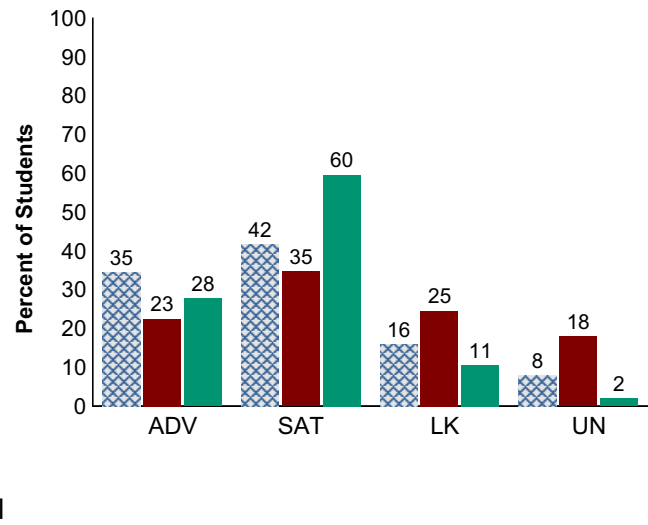
State, District, and School Reading Results

All Students Tested



State, District, and School Math Results

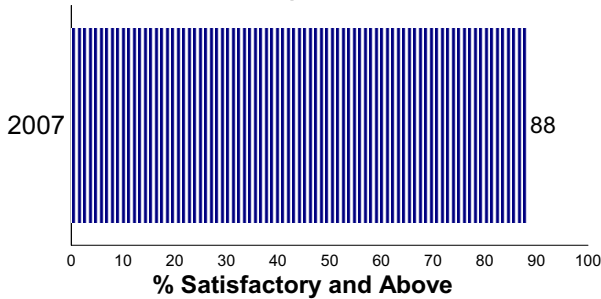
All Students Tested



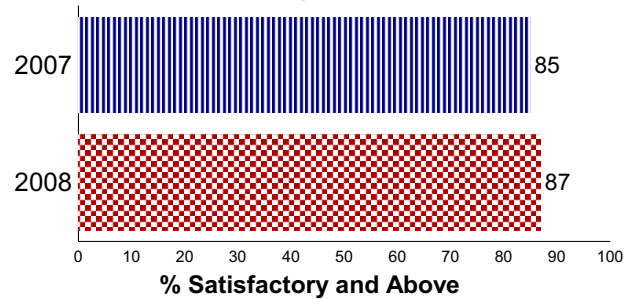
Trend Data

All Students Tested Spring Results Only

English II



Algebra I



Legend:

ADV - Advanced Performance Level

SAT - Satisfactory Performance Level

LK - Limited Knowledge Performance Level

UN - Unsatisfactory Performance Level

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

TULSA SCHL OF ARTS & SCIENCES

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Oklahoma School Testing Program (OSTP)

End of Instruction**School Results**

The tables below present Math and Reading results from the 2007-2008 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	%SAT	%LK	%UN		%ADV	%SAT	%LK	%UN
Results From The OCCT EOI SPRING									
All	****	****	****	****	47	28	60	11	2
Amer. Indian	****	****	****	****	4	****	****	****	****
Asian	****	****	****	****		****	****	****	****
Black	****	****	****	****	3	****	****	****	****
Hispanic	****	****	****	****	2	****	****	****	****
White	****	****	****	****	38	32	61	8	0
Female	****	****	****	****	23	26	65	9	0
Male	****	****	****	****	24	29	54	13	4
Econ. Disadv.	****	****	****	****	5	20	40	40	0
IEP w/o Accom.	****	****	****	****	4	****	****	****	****
Regular Education	****	****	****	****	43	30	58	9	2
Results From The OCCT EOI WINTER									
All	49	71	20	6	2	****	****	****	****
Amer. Indian	6	50	17	33	0	****	****	****	****
Asian	1	****	****	****	****	****	****	****	****
Black	5	60	20	0	20	****	****	****	****
White	36	75	22	3	0	****	****	****	****
Other	1	****	****	****	****	****	****	****	****
Female	27	70	19	7	4	****	****	****	****
Male	22	73	23	5	0	****	****	****	****
IEP w/o Accom.	3	****	****	****	****	****	****	****	****
Regular Education	46	72	22	7	0	****	****	****	****

Legend:

%ADV - Advanced Performance Level

%SAT - Satisfactory Performance Level

%LK - Limited Knowledge Performance Level

%UN - Unsatisfactory Performance Level

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

---- More than 95% scored below Satisfactory

**** missing data or data involving small numbers

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Oklahoma School Testing Program (OSTP)

Science Grades 5, 8 and Biology I

The table(s) below present(s) Science and Biology I results from the 2007-2008 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	%LK	%UN
Grade EOI					
Results From The OCCT EOI SPRING					
All	22	32	46	9	14
Asian	1	****	****	****	****
Black	1	****	****	****	****
Hispanic	1	****	****	****	****
White	19	32	53	5	11
Female	12	25	58	8	8
Male	10	40	30	10	20
Econ. Disadv.	2	****	****	****	****
Regular Education	22	32	46	9	14

Legend:

%ADV - Advanced Performance Level

%SAT - Satisfactory Performance Level

%LK - Limited Knowledge Performance Level

%UN - Unsatisfactory Performance Level

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

---- More than 95% scored below Satisfactory **** missing data or data involving small numbers