

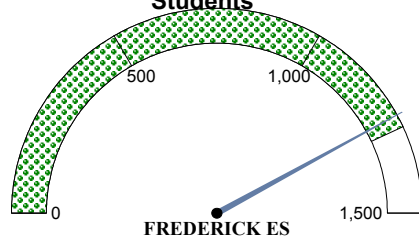
## FREDERICK ES

### 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).

**School API Score for Regular Education Students**



FREDERICK ES has a Total API of 1261

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:** \*\*\*\*      \*\*\*\*

**\*Graduation 4 year 2008:** \*\*\*\*

**Attendance:** 1084 (94.7%)

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	1178	1163	100	100
Male	1184	1045	100	100
Female	1166	1316	100	100
Black	****	****	****	****
Amer. Indian	****	****	****	****
Hispanic	1106	929	100	100
Asian	****	****	****	****
White	1236	1396	100	100
Other	****	****	****	****
Econ. Disadv.	1121	1058	100	100
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	1262	1300	100	100

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.

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

**Adequate Yearly Progress**      FREDERICK ES 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	72.4%	27.5%	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>In **High Poverty:</b>	94.5%	5.4%

\*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.

## FREDERICK ES

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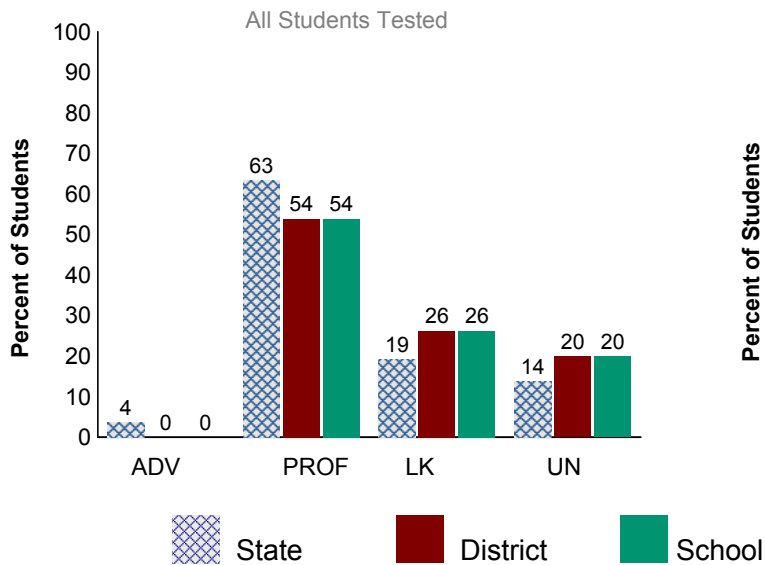
## Oklahoma School Testing Program (OSTP)

### Grade 3

#### Oklahoma Core Curriculum Tests

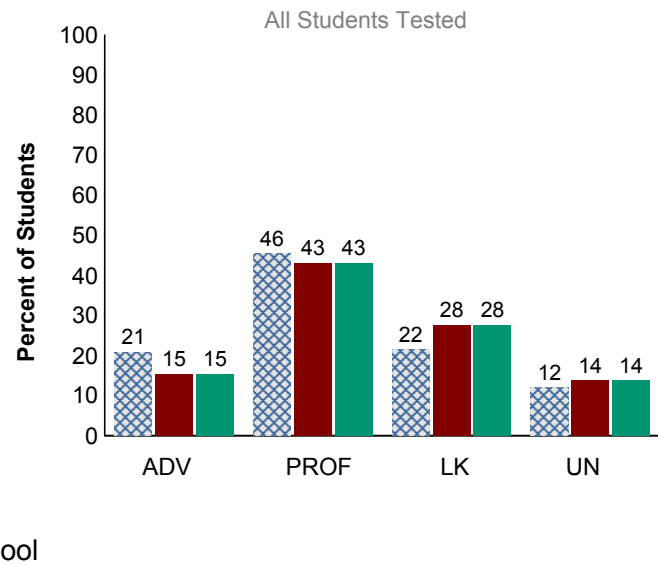
The Oklahoma Core Curriculum Tests measure mastery of students' skills on the *Priority Academic Student Skills (PASS)*. Individual test scores for each student as well as detailed group summary reports are sent back to the schools, providing valuable data for administrators and teachers to target program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



Data involving small numbers will be suppressed

#### State, District and School Math Results



#### 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.

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

## Oklahoma School Testing Program (OSTP)

**Grade 3****School 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	65	0	54	26	20	65	15	43	28	14
Amer. Indian	1	****	****	****	****	1	****	****	****	****
Black	8	0	13	50	38	8	0	25	25	50
Hispanic	26	0	50	23	27	26	19	50	23	8
White	30	0	67	23	10	30	13	43	33	10
Female	33	0	58	27	15	33	9	39	33	18
Male	32	0	50	25	25	32	22	47	22	9
Econ. Disadv.	46	0	44	30	26	46	13	44	28	15
Migrant	10	0	40	20	40	10	0	70	10	20
ELL	9	0	33	33	33	9	11	22	44	22
Regular Education	56	0	57	25	18	56	16	46	25	13
Results From The Oklahoma Alternate Assessment Program (OAAP/PORTFOLIO)										
IEP w/o Accom.	1	****	****	****	****	1	****	****	****	****
Results From The Oklahoma Modified Alternate Assessment (OMAAP)										
IEP Accom.	7	14	29	57	0	7	57	14	14	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

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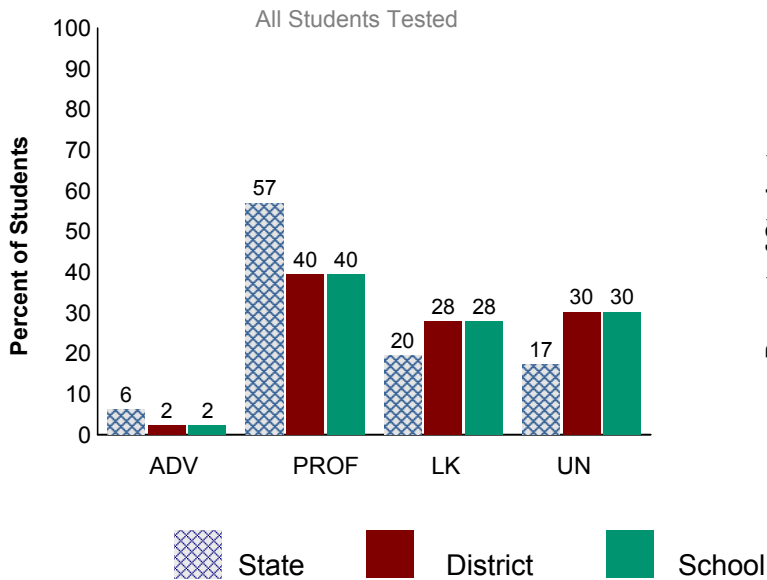
# No Child Left Behind Act Annual Report Card 2008-2009

## Oklahoma School Testing Program (OSTP) Grade 4

### Oklahoma Core Curriculum Tests

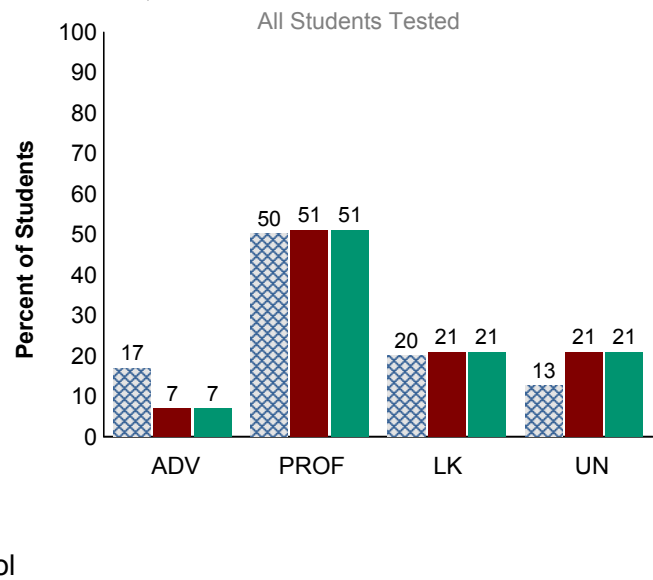
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### State, District and School Reading Results



Data involving small numbers will be suppressed

### State, District and School Math Results



### 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.

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

## Oklahoma School Testing Program (OSTP)

**Grade 4****School 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	43	2	40	28	30	43	7	51	21	21
Amer. Indian	3	****	****	****	****	3	****	****	****	****
Black	2	****	****	****	****	2	****	****	****	****
Hispanic	10	10	10	40	40	10	0	40	20	40
White	27	0	44	26	30	27	7	52	22	19
Other	1	****	****	****	****	1	****	****	****	****
Female	19	0	47	26	26	19	5	47	21	26
Male	24	4	33	29	33	24	8	54	21	17
Econ. Disadv.	29	3	28	31	38	29	3	48	24	24
Migrant	3	****	****	****	****	3	****	****	****	****
ELL	3	****	****	****	****	3	****	****	****	****
Regular Education	40	3	43	28	28	40	8	53	23	18
<b>Results From The Oklahoma Alternate Assessment Program (OAAP/PORTFOLIO)</b>										
IEP w/o Accom.	2	****	****	****	****	2	****	****	****	****
<b>Results From The Oklahoma Modified Alternate Assessment (OMAAP)</b>										
IEP Accom.	5	40	20	40	0	5	40	40	20	0

**Legend:**

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%UN - Unsatisfactory Performance Level

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

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

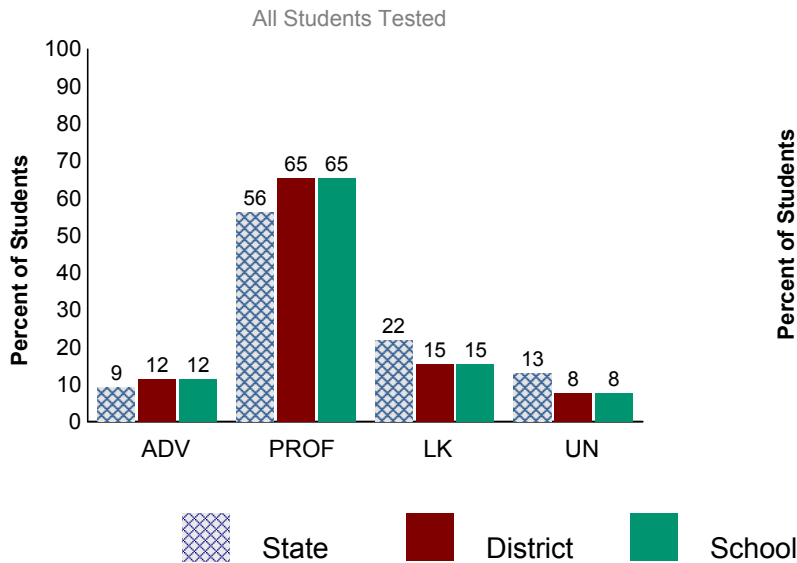
## Oklahoma School Testing Program (OSTP)

### Grade 5

#### Oklahoma Core Curriculum Tests

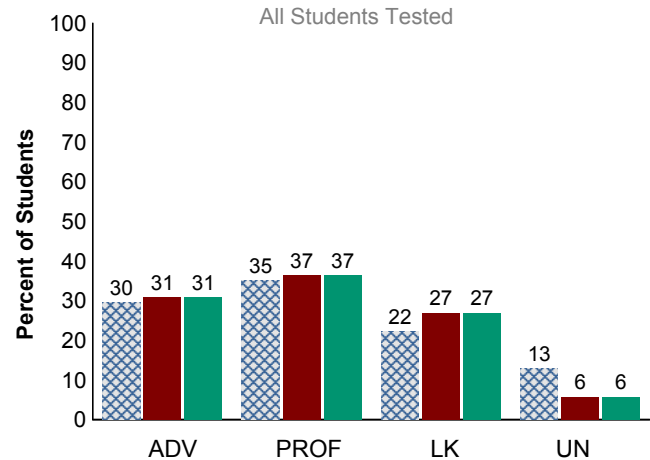
The Oklahoma Core Curriculum Tests measure mastery of students' skills on the *Priority Academic Student Skills (PASS)*. Individual test scores for each student as well as detailed group summary reports are sent back to the schools, providing valuable data for administrators and teachers to target program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



Data involving small numbers will be suppressed

#### State, District, and School Math Results



#### 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:

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

## Oklahoma School Testing Program (OSTP)

**Grade 5****School 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	52	12	65	15	8	52	31	37	27	6
Amer. Indian	4	****	****	****	****	4	****	****	****	****
Black	7	29	29	43	0	7	14	43	43	0
Hispanic	19	16	53	16	16	19	32	26	32	11
White	22	5	86	9	0	22	36	41	18	5
Female	24	13	67	17	4	24	33	33	29	4
Male	28	11	64	14	11	28	29	39	25	7
Econ. Disadv.	39	10	62	18	10	39	23	39	31	8
Migrant	4	****	****	****	****	4	****	****	****	****
ELL	5	20	20	20	40	5	40	0	20	40
Regular Education	47	11	70	15	4	47	30	40	28	2
Results From The Oklahoma Modified Alternate Assesment (OMAAP)										
IEP Accom.	6	----	----	----	----	6	17	33	33	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

**FREDERICK ES****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				%Tested
		%ADV	%SAT/PROF	%LK	%UN	
<b>Grade 05</b>						
<b>All</b>	52	33	62	4	2	100
<b>Amer. Indian</b>	4	****	****	****	****	100
<b>Black</b>	7	43	57	0	0	100
<b>Hispanic</b>	19	21	63	11	5	100
<b>White</b>	22	46	55	0	0	100
<b>Female</b>	24	25	71	4	0	100
<b>Male</b>	28	39	54	4	4	100
<b>Econ. Disadv.</b>	39	28	64	5	3	100
<b>Migrant</b>	4	****	****	****	****	100
<b>ELL</b>	5	20	40	20	20	100
<b>Regular Education</b>	47	34	64	2	0	100
<b>Results From The Oklahoma Modified Alternate Assessment (OMAAP)</b>						
<b>IEP Accom.</b>	6	17	50	33	0	100

**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

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