State Board of Education Members
Gov. Bob Riley, Board President
Randy McKinney, President Pro Tem, District 1
Betty Peters, District 2
Stephanie W. Bell, District 3
Dr. Ethel H. Hall, Vice President Emerita, District 4
Ella B. Bell, District 5
David F. Byers Jr., Vice President, District 6
Sandra Ray, District 7
Dr. Mary J. Caylor, District 8
Joseph B. Morton, Superintendent of Education

Principal
Mr. Steven W. Baker

Superintendent
Dr. Faron Hollinger

School Board Members
Mr. Bob C. Callahan Jr.
Mrs. Tracy Roberts
Mrs. Margaret C. Long
Mr. Elmer McDaniel
Mr. Norm Moore
Mr. Frank Trione
Mr. Robert A. Wills
From The Superintendent

Good things happen when people work together. Great things happen when people work together in the interest of world-class excellence.

While we are pleased with our accomplishments, we are not satisfied. We have embarked on a journey toward world-class education, a mission that requires partnership, commitment, planning and action.

Building upon our partnerships with parents and others in this community, we are confident that we are moving in the right direction.

We hope that this report card will serve as a milestone on our journey.

Thank you for sharing this vision and mission for world-class excellence with us.

Dr. Faron L. Hollinger
GENERAL INFORMATION

Average Daily Membership
This is the average number of students on attendance rolls during the first 20 days of school after Labor Day.

<table>
<thead>
<tr>
<th>School Year</th>
<th>ADM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>303.0</td>
</tr>
<tr>
<td>2005-2006</td>
<td>387.2</td>
</tr>
<tr>
<td>2004-2005</td>
<td>328.4</td>
</tr>
</tbody>
</table>

Average Daily Attendance
This is the percent of students that attend school each day.

Students Eligible for Free or Reduced Price Meals
This is the percent of students that applied for and were approved as reported on the Fall Attendance Report. It is an indicator of poverty.

Technology
Internet access and computer use in schools. A lower number indicates greater student access to technology.
Teacher Qualifications
This table shows the percentage of teachers holding each level of certification as issued by the Alabama Department of Education for this school year.

<table>
<thead>
<tr>
<th>Six Year (Class AA) through Doctorate</th>
<th>Master's Degree (Class A)</th>
<th>Bachelor's Degree (Class B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0 %</td>
<td>55.2 %</td>
<td>44.8 %</td>
</tr>
</tbody>
</table>

Due to rounding, totals may not equal 100%

Safety & Discipline
The following table shows the types of discipline problems that have occurred and what actions were taken.

<table>
<thead>
<tr>
<th>Incident Type</th>
<th>Incidents Reported</th>
<th>Action Taken</th>
<th>Suspension</th>
<th>Expulsion</th>
<th>Alternative School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Related</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapon Related</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assault</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bomb Threat</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

As required by federal law, students must be allowed to transfer to another school if their school is identified as persistently dangerous.

Is this a transfer option school? NO

Staffing
The following full and part time professionals were employed this year.

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>System</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>23.0</td>
<td>1,868.3</td>
<td>49,527.5</td>
</tr>
<tr>
<td>Counselor</td>
<td>1.0</td>
<td>73.7</td>
<td>1,839.2</td>
</tr>
<tr>
<td>Librarian</td>
<td>1.0</td>
<td>47.5</td>
<td>1,422.2</td>
</tr>
<tr>
<td>Administrator</td>
<td>1.0</td>
<td>97.0</td>
<td>2,642.2</td>
</tr>
<tr>
<td>Nurse</td>
<td>0.0</td>
<td>30.0</td>
<td>979.2</td>
</tr>
<tr>
<td>Instruction Assistant</td>
<td>1.6</td>
<td>313.8</td>
<td>6,962.7</td>
</tr>
<tr>
<td>Other</td>
<td>3.0</td>
<td>101.2</td>
<td>2,470.1</td>
</tr>
<tr>
<td>Support Staff</td>
<td>14.0</td>
<td>1,095.6</td>
<td>29,448.8</td>
</tr>
</tbody>
</table>
### Highly Qualified Teachers

This is the percent of teachers that are teaching and the percent of classes taught in a core subject for which the teacher is highly qualified by the State of Alabama as required by the federal legislation known as No Child Left Behind.

#### CLASSES

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Total Classes</th>
<th>Percentage Taught By Highly Qualified Teachers</th>
<th>Percentage Not Taught By Highly Qualified Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>89</td>
<td>96</td>
<td>100.0</td>
</tr>
<tr>
<td>Secondary</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>96</td>
<td>100.0</td>
</tr>
<tr>
<td>Elementary</td>
<td>3,616</td>
<td>3,883</td>
<td>97.8</td>
</tr>
<tr>
<td>Secondary</td>
<td>2,127</td>
<td>2,055</td>
<td>87.8</td>
</tr>
<tr>
<td>Total</td>
<td>5,741</td>
<td>5,938</td>
<td>94.1</td>
</tr>
<tr>
<td>Elementary</td>
<td>97,672</td>
<td>100,084</td>
<td>94.9</td>
</tr>
<tr>
<td>Secondary</td>
<td>60,824</td>
<td>59,426</td>
<td>84.2</td>
</tr>
<tr>
<td>Total</td>
<td>158,496</td>
<td>159,510</td>
<td>90.8</td>
</tr>
</tbody>
</table>

#### TEACHERS

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Total Teachers</th>
<th>Percentage Highly Qualified Teachers</th>
<th>Percentage Not Highly Qualified Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>21</td>
<td>21</td>
<td>100.0</td>
</tr>
<tr>
<td>Secondary</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>21</td>
<td>100.0</td>
</tr>
<tr>
<td>Elementary</td>
<td>906</td>
<td>903</td>
<td>95.9</td>
</tr>
<tr>
<td>Secondary</td>
<td>590</td>
<td>573</td>
<td>85.6</td>
</tr>
<tr>
<td>Total</td>
<td>1,496</td>
<td>1,476</td>
<td>91.8</td>
</tr>
<tr>
<td>Elementary</td>
<td>24,219</td>
<td>23,610</td>
<td>93.4</td>
</tr>
<tr>
<td>Secondary</td>
<td>15,533</td>
<td>14,862</td>
<td>80.6</td>
</tr>
<tr>
<td>Total</td>
<td>39,752</td>
<td>38,472</td>
<td>88.4</td>
</tr>
</tbody>
</table>
Adequate Yearly Progress Status for 2007-2008
Based on School Year 2006-2007 Data

State Accountability in Alabama is based on the federal law known as the "No Child Left Behind" Act (NCLB) of 2001. NCLB uses the term Adequate Yearly Progress (AYP) to describe whether a school or system has met its annual accountability goals.

COMPONENTS OF AYP
- Annual Goals for Reading and Mathematics
  - Percentage of students scoring proficient or higher
- Participation Rate
  - Percentage of students participating in assessments
- Additional Academic Indicators
  - Attendance
  - Graduation Rate

ASSESSMENTS USED IN DETERMINING AYP
- Alabama Reading and Mathematics Test (ARMT)
  - Reading: Grades 3-8
  - Mathematics: Grades 3-8
- Alabama High School Graduation Exam (AHSGE)
  - Reading: Grade 11
  - Mathematics: Grade 11
- Alabama Alternate Assessment (AAA)
  - Reading: Grades 3-8 and 11
  - Mathematics: Grades 3-8 and 11

For more detail on the Alabama Accountability System, please reference the Accountability Interpretive Guide which can be found on the SDE Web site:

http://www.alsde.edu

Adequate Yearly Progress Status for 2007-2008
Based on School Year 2006-2007 Data

This school met 9 AYP goals out of 9 (100.00%).

AYP Status: Made AYP
School Improvement Status: Not in School Improvement

### Reading
AYP Status: Made AYP
School Improvement Status: Not in School Improvement

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent Participation Goal = 95%</th>
<th>Met Participation Goal</th>
<th>Proficiency Index Goal = 0.00</th>
<th>Met Proficiency Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>100</td>
<td>Yes</td>
<td>21.68</td>
<td>Yes</td>
</tr>
<tr>
<td>Special Education</td>
<td>100</td>
<td>N/A</td>
<td>18.11</td>
<td>N/A</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>~</td>
<td>N/A</td>
<td>~</td>
<td>N/A</td>
</tr>
<tr>
<td>Black</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>Hispanic</td>
<td>~</td>
<td>N/A</td>
<td>~</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>100</td>
<td>Yes</td>
<td>23.10</td>
<td>Yes</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>~</td>
<td>N/A</td>
<td>~</td>
<td>N/A</td>
</tr>
<tr>
<td>Free/Reduced Meals</td>
<td>100</td>
<td>N/A</td>
<td>16.43</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Mathematics
AYP Status: Made AYP
School Improvement Status: Not in School Improvement

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent Participation Goal = 95%</th>
<th>Met Participation Goal</th>
<th>Proficiency Index Goal = 0.00</th>
<th>Met Proficiency Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>100</td>
<td>Yes</td>
<td>29.10</td>
<td>Yes</td>
</tr>
<tr>
<td>Special Education</td>
<td>100</td>
<td>N/A</td>
<td>24.83</td>
<td>N/A</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>~</td>
<td>N/A</td>
<td>~</td>
<td>N/A</td>
</tr>
<tr>
<td>Black</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>Hispanic</td>
<td>~</td>
<td>N/A</td>
<td>~</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>100</td>
<td>Yes</td>
<td>29.67</td>
<td>Yes</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>~</td>
<td>N/A</td>
<td>~</td>
<td>N/A</td>
</tr>
<tr>
<td>Free/Reduced Meals</td>
<td>100</td>
<td>N/A</td>
<td>28.24</td>
<td>N/A</td>
</tr>
</tbody>
</table>

---

### Additional Academic Indicators
AYP Status: Made AYP
School Improvement Status: Not in School Improvement

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Attendance Rate Goal = 95%</th>
<th>Attendance Rate Previous Year</th>
<th>Met Attendance AYP</th>
<th>Graduation Rate Goal = 90%</th>
<th>Graduation Rate Previous Year</th>
<th>Met Graduation Rate AYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>97</td>
<td>97</td>
<td>Yes</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

---

* Fewer than 10 students  * Small school rule for proficiency  (N2) Small school rule for participation  (UA) Uniform Averaging  (SH) Safe Harbor  (CI) Confidence Interval  (IM) Improvement  (N/A) Not applicable (for subgroups), fewer than 40 students  (2%) Proficiency adjustment made for students with disabilities
The Alabama Reading and Mathematics Test (ARMT) provides an assessment of students' mastery of the content contained in the Alabama Courses of Study. The ARMT was given in grades three through eight.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>Reading</td>
</tr>
<tr>
<td>All Students</td>
<td>55 98.2 0.0 7.3 32.7 60.0 2,034 98.5 1.0 9.7 34.8 54.5</td>
</tr>
<tr>
<td>Special Education</td>
<td>11 100.0 0.0 18.2 81.8 0.0 299 94.0 6.0 40.8 39.1 14.0</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>N/A N/A N/A N/A N/A N/A 11 100.0 0.0 36.4 18.2 45.5</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>*** *** *** *** *** *** 20 100.0 0.0 10.0 10.0 80.0</td>
</tr>
<tr>
<td>Black</td>
<td>N/A N/A N/A N/A N/A 305 98.7 2.0 19.7 50.8 27.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>*** *** *** *** *** *** 81 94.2 1.2 23.5 44.4 30.9</td>
</tr>
<tr>
<td>White</td>
<td>50 100.0 0.0 2.0 36.0 62.0 1,596 98.7 0.8 6.9 31.6 60.7</td>
</tr>
<tr>
<td>Male</td>
<td>25 96.2 0.0 8.0 32.0 60.0 1,031 97.9 1.4 10.8 37.0 50.9</td>
</tr>
<tr>
<td>Female</td>
<td>30 100.0 0.0 6.7 33.3 60.0 1,003 99.1 0.6 8.6 32.6 58.2</td>
</tr>
<tr>
<td>Poverty</td>
<td>16 94.1 0.0 12.5 43.8 43.8 884 98.0 1.8 16.2 45.0 37.0</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>*** *** *** *** *** *** 55 90.2 1.8 32.7 40.0 25.5</td>
</tr>
</tbody>
</table>

| Grade 4 | Reading |
| All Students | 47 97.9 0.0 6.4 17.0 76.6 1,984 98.6 0.3 10.4 27.8 61.5 |
| Special Education | *** *** *** *** *** *** 290 93.5 1.7 39.7 37.9 20.7 |
| American Indian/Alaskan | N/A N/A N/A N/A N/A N/A 14 100.0 7.1 7.1 7.1 78.6 |
| Asian/Pacific Islander | N/A N/A N/A N/A N/A N/A 14 93.3 0.0 7.1 21.4 71.4 |
| Black | N/A N/A N/A N/A N/A N/A 279 98.6 0.7 26.2 43.0 30.1 |
| Hispanic | N/A N/A N/A N/A N/A N/A 94 95.9 0.0 24.5 44.4 30.9 |
| White | 47 100.0 0.0 6.4 17.0 76.6 1,571 98.7 0.1 6.9 24.3 67.5 |
| Male | 28 100.0 0.0 7.1 17.9 75.0 1,002 98.2 0.2 12.0 29.8 58.0 |
| Female | 19 95.0 0.0 5.3 15.8 78.9 982 98.9 0.3 8.9 25.8 65.1 |
| Poverty | *** *** *** *** *** *** 803 98.2 0.6 18.7 38.5 42.2 |
| Limited English Proficient | N/A N/A N/A N/A N/A N/A 68 93.2 0.0 27.9 45.6 26.5 |
| Migrant | N/A N/A N/A N/A N/A N/A *** *** *** *** *** |

| Grade 5 | Reading |
| All Students | 53 100.0 3.8 0.0 15.1 81.1 2,013 99.0 0.8 9.8 25.8 63.6 |
| Special Education | *** *** *** *** *** *** 307 96.8 4.9 38.8 35.5 20.8 |
| American Indian/Alaskan | N/A N/A N/A N/A N/A N/A 10 90.9 0.0 30.0 10.0 60.0 |
| Asian/Pacific Islander | *** *** *** *** *** *** 13 92.9 0.0 0.0 0.0 100.0 |
| Black | N/A N/A N/A N/A N/A N/A 271 99.3 2.2 24.0 42.4 31.4 |
| Hispanic | *** *** *** *** *** *** 64 92.8 3.1 14.1 43.8 39.1 |
| White | 50 100.0 0.0 0.0 16.0 84.0 1,637 99.3 0.5 7.2 22.6 69.6 |
| Male | 26 100.0 3.8 0.0 23.1 73.1 1,036 99.1 1.2 11.1 27.0 60.7 |
| Female | 27 100.0 3.7 0.0 7.4 88.9 977 98.8 0.5 8.4 24.5 66.6 |
| Poverty | *** *** *** *** *** *** 793 99.0 1.6 16.4 34.8 47.2 |
| Limited English Proficient | *** *** *** *** *** *** 43 97.8 4.7 20.9 51.2 23.3 |
| Migrant | N/A N/A N/A N/A N/A N/A *** *** *** *** *** |

*** Less than 10 students tested   * Percentage of students enrolled in each group tested   N/A = Not Applicable
Note: Some students took an alternate assessment in lieu of this assessment.
The Alabama Reading and Mathematics Test (ARMT) provides an assessment of students' mastery of the content contained in the Alabama Courses of Study. The ARMT was given in grades three through eight.

### Grade 6
#### Reading

<table>
<thead>
<tr>
<th>School</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
<th>Number Tested</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1,936</td>
<td>97.8</td>
<td>0.5</td>
<td>10.5</td>
<td>24.4</td>
</tr>
<tr>
<td>Special Education</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>294</td>
<td>91.9</td>
<td>2.0</td>
<td>41.5</td>
<td>37.1</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>11</td>
<td>100.0</td>
<td>0.0</td>
<td>9.1</td>
<td>18.2</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>293</td>
<td>97.7</td>
<td>1.0</td>
<td>21.8</td>
<td>40.3</td>
</tr>
<tr>
<td>Black</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>66</td>
<td>93.0</td>
<td>1.5</td>
<td>16.7</td>
<td>30.3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1,545</td>
<td>98.1</td>
<td>0.3</td>
<td>8.1</td>
<td>21.2</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1,013</td>
<td>97.3</td>
<td>0.6</td>
<td>15.3</td>
<td>26.2</td>
</tr>
<tr>
<td>Female</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>923</td>
<td>98.4</td>
<td>0.3</td>
<td>5.3</td>
<td>22.4</td>
</tr>
<tr>
<td>Poverty</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>770</td>
<td>97.2</td>
<td>0.8</td>
<td>17.5</td>
<td>33.9</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>36</td>
<td>87.8</td>
<td>2.8</td>
<td>30.6</td>
<td>47.2</td>
</tr>
<tr>
<td>Migrant</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>***</td>
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</tbody>
</table>

### Grade 7
#### Reading

<table>
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<tr>
<th>School</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
<th>Number Tested</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
<tr>
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<td>N/A</td>
<td>N/A</td>
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<td>95.8</td>
<td>5.0</td>
<td>51.9</td>
<td>32.2</td>
</tr>
<tr>
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<td>N/A</td>
<td>N/A</td>
<td>24</td>
<td>100.0</td>
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</tr>
<tr>
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<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
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<td>***</td>
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</table>

### Grade 8
#### Reading

<table>
<thead>
<tr>
<th>School</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
<th>Number Tested</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>2,073</td>
<td>98.7</td>
<td>1.4</td>
<td>19.5</td>
<td>35.0</td>
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<td>N/A</td>
<td>N/A</td>
<td>317</td>
<td>95.2</td>
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<td>60.6</td>
<td>26.8</td>
</tr>
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<td>American Indian/Alaskan</td>
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<td>N/A</td>
<td>N/A</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
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<td>98.8</td>
<td>0.9</td>
<td>15.8</td>
<td>33.5</td>
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<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
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<td>97.9</td>
<td>2.8</td>
<td>30.2</td>
<td>39.0</td>
</tr>
<tr>
<td>Limited English Proficient</td>
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<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>***</td>
</tr>
</tbody>
</table>

*** Less than 10 students tested  * Percentage of students enrolled in each group tested  N/A = Not Applicable

Note: Some students took an alternate assessment in lieu of this assessment.
## Alabama Reading and Mathematics Test

The Alabama Reading and Mathematics Test (ARMT) provides an assessment of students’ mastery of the content contained in the Alabama Courses of Study. The ARMT was given in grades three through eight.

### STUDENT ACADEMIC PERFORMANCE

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>Level II</td>
</tr>
</tbody>
</table>

#### Grade 3

**Mathematics**

| Category | N/A | N/A | N/A | N/A | 11 | 100.0 | 9.1 | 18.2 | 54.5 | 18.2 | 94.3 | 23.7 | 32.7 | 25.3 | 18.3 | 45.5 | 54.2 | 50.5 | 57.2 | 24.9 | 41.6 | 54.2 | 50.5 | 57.2 | 24.9 | 41.6 |

#### Grade 4

**Mathematics**

| Category | N/A | N/A | N/A | N/A | 14 | 100.0 | 10.0 | 0.0 | 7.7 | 30.8 | 61.5 | 98.4 | 5.5 | 13.4 | 26.9 | 54.2 | 47 | 100.0 | 4.3 | 6.4 | 23.4 | 66.0 | 98.7 | 1.0 | 11.7 | 23.6 | 63.7 | 23.6 | 63.7 | 58.6 |

#### Grade 5

**Mathematics**

| Category | N/A | N/A | N/A | N/A | 14 | 100.0 | 10.0 | 0.0 | 7.7 | 30.8 | 61.5 | 98.4 | 5.5 | 13.4 | 26.9 | 54.2 | 50 | 100.0 | 0.0 | 4.0 | 14.0 | 82.0 | 99.1 | 0.5 | 9.5 | 25.7 | 64.3 | 25.7 | 64.3 | 57.0 |

Note: Some students took an alternate assessment in lieu of this assessment.

- **Less than 10 students tested**
- *Percentage of students enrolled in each group tested*
- N/A = Not Applicable
The Alabama Reading and Mathematics Test (ARMT) provides an assessment of students' mastery of the content contained in the Alabama Courses of Study. The ARMT was given in grades three through eight.

### Grade 6

<table>
<thead>
<tr>
<th>System</th>
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<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number Tested</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent Tested</strong></td>
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<td></td>
<td></td>
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<tr>
<td><strong>Percent Not Meeting Standard</strong></td>
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<tr>
<td><strong>Percent Partially Meeting Standard</strong></td>
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<tr>
<td><strong>Percent Meeting Standard</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Meeting</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Exceeding</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>N/A</strong></td>
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<td>98.2</td>
<td>0.1</td>
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<td><strong>38.9</strong></td>
<td>42.0</td>
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</tr>
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### Grade 7

<table>
<thead>
<tr>
<th>System</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number Tested</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent Tested</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent Not Meeting Standard</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent Partially Meeting Standard</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Percent Meeting Standard</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Meeting</strong></td>
<td></td>
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<tr>
<td><strong>Exceeding</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>N/A</strong></td>
<td>2,064</td>
<td>98.6</td>
<td>0.0</td>
<td>30.1</td>
</tr>
<tr>
<td><strong>38.0</strong></td>
<td>31.8</td>
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</tr>
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</table>

### Grade 8

<table>
<thead>
<tr>
<th>System</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number Tested</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent Partially Meeting Standard</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Percent Meeting Standard</strong></td>
<td></td>
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</tr>
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<td><strong>Meeting</strong></td>
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<td><strong>Exceeding</strong></td>
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<td><strong>49.0</strong></td>
<td>24.3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Alabama Alternate Assessment

The Alabama Alternate Assessment (AAA) is designed for students with significant cognitive disabilities whose Individualized Education Program (IEP) team determines that the student will not participate in the regular state assessments.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>Level II</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>

*** Less than 10 students tested  * Percentage of students enrolled in each group tested  N/A = Not Applicable

Note: Students in grades kindergarten through eight and eleven participated in the reading subject-area test of the Alabama Alternate Assessment.

### Mathematics

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>Level II</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>

*** Less than 10 students tested  * Percentage of students enrolled in each group tested  N/A = Not Applicable

Note: Students in grades three through eight and eleven participated in the mathematics subject-area test of the Alabama Alternate Assessment.

### Alabama Direct Assessment of Writing

Alabama students in grades 5, 7, and 10 are given the Alabama Direct Assessment of Writing (ADAW) each year to measure their writing skills. This table shows how well students met the performance standard on this test.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>Level II</td>
</tr>
<tr>
<td><strong>Grade 5</strong></td>
<td>53</td>
</tr>
<tr>
<td><strong>Grade 7</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Grade 10</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>

*** Less than 10 students tested  * Percentage of students enrolled in each group tested  N/A = Not Applicable
Sources of School System Revenues

Total 2005-2006 Fiscal Year Revenue = $236,758,854.58

Total 2005-2006 Fiscal Year Expenditure = $250,101,568.25

Local Revenue Breakdown

This table provides a breakdown of local revenues for fiscal year. The revenue from local school projects/activities and the capital projects fund have been itemized to provide a more complete analysis of local fund sources.

Spending Per Student

The table below shows the spending per student for this school system. The letter grade compares the system's per student spending to the state, southeast, and nation.