



# State Board of Education School Report Card for 2004-2005

## Ozark City

### State Board of Education Members

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

### Superintendent

Dr. Daniel Charles Payant

### School Board Members

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Mrs. Petra Prazinko  
Mr. Sammy Judah  
Mr. Morris Armstrong  
Mrs. Martha Jackson

Ozark City  
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Ozark, AL 36360-1739  
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*Report cards are prepared by the Alabama Department of Education.  
For more information including a glossary of terms, grading scales, and  
detailed data, visit the SDE Web site Accountability Reporting System at:  
<http://www.alsde.edu/Accountability/preAccountability.asp>*



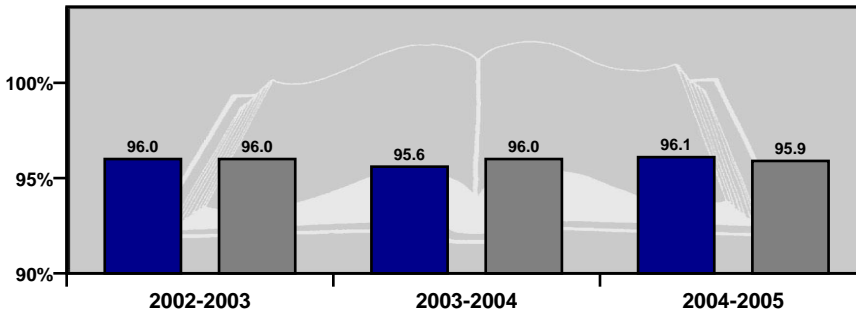
# GENERAL INFORMATION

## Average Daily Membership

This is the average number of students on attendance rolls during the first 40 days of school.

Year	ADM
2004-2005	2,670.1
2003-2004	2,789.8
2002-2003	2,811.9

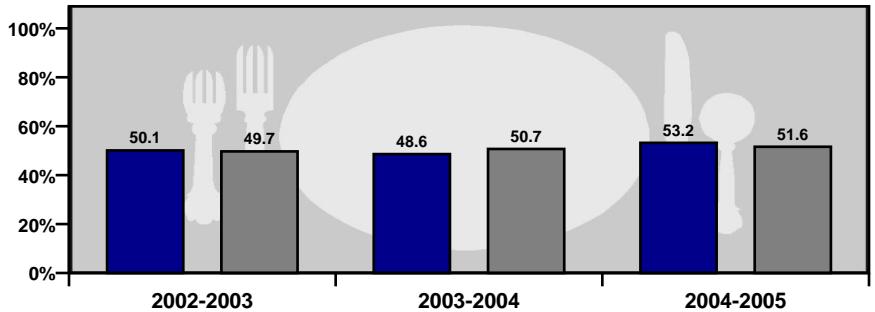
■ % System    ■ % State



## Average Daily Attendance

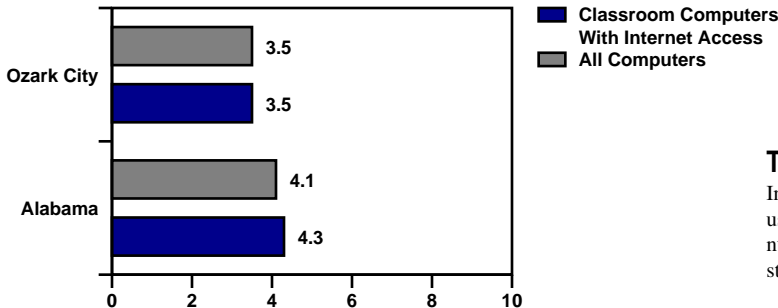
This is the percent of students that attend school each day.

■ % System    ■ % State



## Students Eligible for Free or Reduced Price Meals

This is the percent of students that applied for and were approved as reported on the First 40-Day 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.

# GENERAL INFORMATION

## 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 system in 2004–2005.

6-Year (Class AA) through Doctorate	Master's Degree (Class A)	Bachelor's Degree (Class B)	Alternative	Emergency
3.8%	44.0%	50.0%	0.5%	1.6%

Percentage of All Elementary and Secondary Teachers with Alternative or Emergency Certification	2.2%
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## Staffing

Each school is staffed with full- and part-time faculty and staff. In 2004-2005, this school system employed the following professionals.

	System	State
Teachers	181.9	47,558
Counselors	7.0	1,694
Librarians	5.5	1,361
Administrators	12.9	2,669
Nurses	1.0	648
Instruction Assistants	22.0	6,459
Other (certified)	4.7	1,694
Support Staff	132.1	34,379

## Safety & Discipline

The following table shows the types of discipline problems that have occurred at this school system and what actions were taken in 2004-2005.

Type of Incident	Number of Incidents Reported	Action Taken		
		Suspension	Expulsion	Sent to Alternative School
Assault	0	0	0	0
Bomb Threat	0	0	0	0
Drug Related	2	4	0	0
Weapon Related	7	8	0	1

## Career / Tech Education

Business/Industry Certification (BIC) is a means of assisting career/technical education programs to improve by setting standards against which all programs can measure progress. The goal is for all programs to remain in compliance with business/industry standards. The number indicates the percentage of programs that remain in compliance. The letter grade measures whether or not these programs are on track to meet that goal.

Programs Achieving Business/Industry Certification	2004-2005	
	Rate	Grade
	89.0%	B

## Percent of High School Students Enrolled in Career / Tech Classes

This is the percentage of students in Grades 9-12 who are enrolled in career and technical education coursework as compared to the overall student population in Grades 9-12.

Percent of Students Enrolled in Career / Tech Classes 2004-2005	System	State
	69.5%	54.3%

## Percent of Positive Placements in Career / Tech

This represents the percentage of students who completed a career/technical program of studies and took a job in a related field or enrolled in post-secondary studies.

Percent of Positive Placements 2003-2004	System	State
	64.8%	78.7%

# GENERAL INFORMATION

## 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	Total Classes		Current Percentage Taught By Highly Qualified Teachers		Current Percentage Not Taught By Highly Qualified Teachers	
	2003-2004	2004-2005	2003-2004	2004-2005	2003-2004	2004-2005
ALL SCHOOLS	2003-2004	2004-2005	2003-2004	2004-2005	2003-2004	2004-2005
Elementary Classes	No Data	249	No Data	85.54	No Data	14.46
Secondary Classes	No Data	234	No Data	92.31	No Data	7.69
TOTAL CLASSES	570	483	86.49	88.82	13.51	11.18
LOW POVERTY SCHOOLS	2003-2004	2004-2005	2003-2004	2004-2005	2003-2004	2004-2005
Elementary Classes	No Data	No Data	No Data	No Data	No Data	No Data
Secondary Classes	No Data	No Data	No Data	No Data	No Data	No Data
TOTAL CLASSES	80	No Data	81.25	No Data	18.75	No Data
HIGH POVERTY SCHOOLS	2003-2004	2004-2005	2003-2004	2004-2005	2003-2004	2004-2005
Elementary Classes	No Data	No Data	No Data	No Data	No Data	No Data
Secondary Classes	No Data	No Data	No Data	No Data	No Data	No Data
TOTAL CLASSES	No Data	No Data	No Data	No Data	No Data	No Data

TEACHERS	Total Teachers		Current Percentage Highly Qualified Teachers		Current Percentage Not Highly Qualified Teachers	
	2003-2004	2004-2005	2003-2004	2004-2005	2003-2004	2004-2005
ALL SCHOOLS	2003-2004	2004-2005	2003-2004	2004-2005	2003-2004	2004-2005
Elementary Teachers	No Data	90	No Data	71.11	No Data	28.89
Secondary Teachers	No Data	51	No Data	88.24	No Data	11.76
TOTAL TEACHERS	136	141	86.03	77.30	13.97	22.70
LOW POVERTY SCHOOLS	2003-2004	2004-2005	2003-2004	2004-2005	2003-2004	2004-2005
Elementary Teachers	No Data	No Data	No Data	No Data	No Data	No Data
Secondary Teachers	No Data	No Data	No Data	No Data	No Data	No Data
TOTAL TEACHERS	29	No Data	82.76	No Data	17.24	No Data
HIGH POVERTY SCHOOLS	2003-2004	2004-2005	2003-2004	2004-2005	2003-2004	2004-2005
Elementary Teachers	No Data	No Data	No Data	No Data	No Data	No Data
Secondary Teachers	No Data	No Data	No Data	No Data	No Data	No Data
TOTAL TEACHERS	No Data	No Data	No Data	No Data	No Data	No Data

High Quality Professional Development							
Total Surveyed		Received High Quality Professional Development		Did Not Receive High Quality Professional Development		PCT With Professional Development	
2003-04	2004-05	2003-04	2004-05	2003-04	2004-05	2003-04	2004-05
N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D

Instructional Paraprofessionals in Title I-Funded Schools							
Total Instructional Paraprofessionals		Total Qualified		Total Not Qualified		PCT Qualified	
2003-04	2004-05	2003-04	2004-05	2003-04	2004-05	2003-04	2004-05
2	2	0	2	2	0	0.00	100.00

# STATE ACCOUNTABILITY

## Adequate Yearly Progress Status for 2005-2006 Based on School Year 2004-2005 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

1. Annual Goals for Reading and Mathematics
  - Percentage of students scoring proficient or higher
2. Participation Rate
  - Percentage of students participating in assessments
3. Indicators Affecting Academic Proficiency
  - Attendance
  - Drop-out 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/Accountability/preAccountability.asp>

Select the Accountability Reporting option on the home page. Then request the School Year: 2004-2005 Report: 2005 Interpretive Guide for State Accountability

## Adequate Yearly Progress Status for 2005-2006 Based on School Year 2004-2005 Data — Summary

**2005–2006 AYP Status: Did Not Make AYP**  
**School Improvement Status: School Improvement - Year 1**

	3–5 Grade Span	6–8 Grade Span	High School Grade Span	System AYP*
Met Reading AYP	No	No	No	No
Met Mathematics AYP	No	No	No	No
Additional Academic Indicator AYP	Yes	Yes	Yes	Yes

~ Not reported, less than 10 students (protects confidentiality).  
NA = Not in AYP, less than 40 students (ensures reliability).

\* AYP is met if the goal is met or the goal is within the confidence interval (ensures reliability).  
\*\* AYP is met if the goal is met or there is improvement from the previous year.

# STATE ACCOUNTABILITY

## Adequate Yearly Progress Status for 2005-2006 Based on School Year 2004-2005 Data — Report for 03-05 Grade Span

2005–2006 AYP Status: Not Applicable

School Improvement Status: Not Applicable

*This System Grade Span met 18 AYP Goals out of 21 (85.71%)*

### READING

2005–2006 AYP Status: Did Not Make AYP

Reading School Improvement Status: Not Applicable

Student Group	Percent Participation Goal = 95.00%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal*
All Students	100	Yes	7.68	Yes
Special Education	100	Yes	-34.60	No
American Indian/Alaskan	100	NA	~	NA
Asian/Pacific Islander	No Data	No Data	No Data	No Data
Black	100	Yes	-5.14	No
Hispanic	100	NA	~	NA
White	100	Yes	18.92	Yes
Limited-English Proficient	100	NA	~	NA
Free/Reduced Meals	100	Yes	-1.24	Yes

### MATHEMATICS

2005–2006 AYP Status: Did Not Make AYP

Mathematics School Improvement Status: Not Applicable

Student Group	Percent Participation Goal = 95.00%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal*
All Students	99	Yes	10.43	Yes
Special Education	100	Yes	-33.95	No
American Indian/Alaskan	100	NA	~	NA
Asian/Pacific Islander	No Data	No Data	No Data	No Data
Black	99	Yes	-.60	Yes
Hispanic	100	NA	~	NA
White	100	Yes	20.47	Yes
Limited-English Proficient	100	NA	~	NA
Free/Reduced Meals	99	Yes	2.42	Yes

#### Additional Academic Indicators

Student Group	Attendance Rate Goal = 95.00%	Attendance Rate Previous Year	Met Attendance AYP*	Four-Year Projected Dropout Rate Goal = 10.00	Four-Year Projected Dropout Rate Previous Year	Met Four-Year Projected Dropout AYP**
All Students	96.68	95.62	Yes	N/A	N/A	N/A

~ Not reported, less than 10 students (protects confidentiality).  
NA = Not in AYP, less than 40 students (ensures reliability).

\* AYP is met if the goal is met or the goal is within the confidence interval (ensures reliability).  
\*\* AYP is met if the goal is met or there is improvement from the previous year.

# STATE ACCOUNTABILITY

## Adequate Yearly Progress Status for 2005-2006 Based on School Year 2004-2005 Data — Report for 06-08 Grade Span

2005–2006 AYP Status: Not Applicable  
School Improvement Status: Not Applicable  
*This System Grade Span met 19 AYP Goals out of 21 (90.48%)*

### READING

2005–2006 AYP Status: Did Not Make AYP  
Reading School Improvement Status: Not Applicable

Student Group	Percent Participation Goal = 95.00%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal*
All Students	99	Yes	13.02	Yes
Special Education	100	Yes	-39.81	No
American Indian/Alaskan	100	NA	~	NA
Asian/Pacific Islander	100	NA	~	NA
Black	99	Yes	-1.90	Yes
Hispanic	100	NA	~	NA
White	99	Yes	24.77	Yes
Limited-English Proficient	100	NA	~	NA
Free/Reduced Meals	99	Yes	2.36	Yes

### MATHEMATICS

2005–2006 AYP Status: Did Not Make AYP  
Mathematics School Improvement Status: Not Applicable

Student Group	Percent Participation Goal = 95.00%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal*
All Students	99	Yes	20.62	Yes
Special Education	100	Yes	-16.81	No
American Indian/Alaskan	100	NA	~	NA
Asian/Pacific Islander	100	NA	~	NA
Black	99	Yes	2.95	Yes
Hispanic	100	NA	~	NA
White	99	Yes	33.60	Yes
Limited-English Proficient	100	NA	~	NA
Free/Reduced Meals	99	Yes	11.12	Yes

#### Additional Academic Indicators

Student Group	Attendance Rate Goal = 95.00%	Attendance Rate Previous Year	Met Attendance AYP*	Four-Year Projected Dropout Rate Goal = 10.00	Four-Year Projected Dropout Rate Previous Year	Met Four-Year Projected Dropout AYP**
All Students	96.30	95.62	Yes	N/A	N/A	N/A

\* Not reported, less than 10 students (protects confidentiality). \* AYP is met if the goal is met or the goal is within the confidence interval (ensures reliability).  
NA = Not in AYP, less than 40 students (ensures reliability). \*\* AYP is met if the goal is met or there is improvement from the previous year.



# STATE ACCOUNTABILITY

## Adequate Yearly Progress Status for 2005-2006 Based on School Year 2004-2005 Data — Report for High School

2005–2006 AYP Status: Not Applicable

School Improvement Status: Not Applicable

*This System Grade Span met 14 AYP Goals out of 17 (82.35%)*

### READING

2005–2006 AYP Status: Did Not Make AYP

Reading School Improvement Status: Not Applicable

Student Group	Percent Participation Goal = 95.00%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal*
All Students	100	Yes	.19	Yes
Special Education	100	NA	-57.19	NA
American Indian/Alaskan	100	NA	~	NA
Asian/Pacific Islander	100	NA	~	NA
Black	100	Yes	-11.34	No
Hispanic	100	NA	~	NA
White	100	Yes	9.74	Yes
Limited-English Proficient	No Data	No Data	No Data	No Data
Free/Reduced Meals	100	Yes	-12.40	No

### MATHEMATICS

2005–2006 AYP Status: Did Not Make AYP

Mathematics School Improvement Status: Not Applicable

Student Group	Percent Participation Goal = 95.00%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal*
All Students	100	Yes	7.74	Yes
Special Education	100	NA	-34.67	NA
American Indian/Alaskan	100	NA	~	NA
Asian/Pacific Islander	100	NA	~	NA
Black	100	Yes	-3.96	Yes
Hispanic	100	NA	~	NA
White	100	Yes	17.19	Yes
Limited-English Proficient	No Data	No Data	No Data	No Data
Free/Reduced Meals	100	Yes	-9.86	No

#### Additional Academic Indicators

Student Group	Attendance Rate Goal = 95.00%	Attendance Rate Previous Year	Met Attendance AYP*	Four-Year Projected Dropout Rate Goal = 10.00	Four-Year Projected Dropout Rate Previous Year	Met Four-Year Projected Dropout AYP**
All Students	N/A	N/A	N/A	14.13	15.16	Yes

~ Not reported, less than 10 students (protects confidentiality).  
NA = Not in AYP, less than 40 students (ensures reliability).

\* AYP is met if the goal is met or the goal is within the confidence interval (ensures reliability).  
\*\* AYP is met if the goal is met or there is improvement from the previous year.

# STUDENT ACADEMIC PERFORMANCE

		READING											
		SYSTEM						STATE					
		Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
		Number Tested	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard	Number Tested	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard
<b>Grade 3</b>													
All Students	196	98.49	0.51	24.49	37.24	37.76	54498	97.19	1.32	17.62	36.15	44.92	
Special Education	29	96.67	3.45	72.41	20.69	3.45	6241	90.49	8.70	50.92	27.37	13.01	
American Indian / Alaskan	***	***	***	***	***	***	436	97.98	0.69	12.84	35.55	50.92	
Asian / Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	541	95.92	0.55	8.69	26.25	64.51	
Black	89	98.89	1.12	34.83	46.07	17.98	19287	96.87	1.87	27.11	43.60	27.42	
Hispanic	***	***	***	***	***	***	1533	93.82	2.87	30.40	37.57	29.16	
White	105	98.13	0.00	15.24	30.48	54.29	32564	97.55	0.93	11.60	31.86	55.61	
Male	102	99.03	0.00	30.39	34.31	35.29	28074	96.86	1.78	21.18	36.38	40.66	
Female	94	97.92	1.06	18.09	40.43	40.43	26424	97.69	0.82	13.82	35.91	49.45	
Free / Reduced Meals	116	98.31	0.86	35.34	38.79	25.00	30348	96.93	1.93	24.95	41.65	31.47	
Limited-English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	1171	84.73	3.16	37.23	37.23	22.37	
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	256	94.81	2.34	29.30	42.97	25.39	
<b>Grade 4</b>													
All Students	201	95.71	0.00	13.93	31.34	54.73	55777	97.37	0.31	16.35	33.18	50.16	
Special Education	17	85.00	0.00	58.82	35.29	5.88	6471	91.18	2.24	56.96	27.24	13.55	
American Indian / Alaskan	***	***	***	***	***	***	498	98.03	0.40	11.45	31.93	56.22	
Asian / Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	515	96.62	0.00	6.99	27.18	65.83	
Black	96	96.00	0.00	20.83	38.54	40.63	20183	97.06	0.42	25.09	42.49	32.01	
Hispanic	***	***	***	***	***	***	1461	95.06	0.41	26.42	40.38	32.79	
White	102	95.33	0.00	7.84	24.51	67.65	33002	97.67	0.25	10.79	27.31	61.65	
Male	111	94.07	0.00	18.02	33.33	48.65	28846	97.16	0.46	20.44	33.70	45.40	
Female	90	97.83	0.00	8.89	28.89	62.22	26931	97.75	0.16	11.96	32.62	55.26	
Free / Reduced Meals	135	95.07	0.00	19.26	37.78	42.96	31092	97.00	0.43	23.29	40.07	36.21	
Limited-English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	1116	86.85	0.36	31.18	45.25	23.21	
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	253	97.31	0.79	30.04	39.13	30.04	
<b>Grade 5</b>													
All Students	184	96.34	2.72	26.09	32.61	38.59	56568	97.15	1.11	17.97	33.66	47.27	
Special Education	30	88.24	16.67	50.00	26.67	6.67	6605	89.95	7.62	57.56	24.88	9.95	
American Indian / Alaskan	***	***	***	***	***	***	480	97.36	0.63	13.54	33.33	52.50	
Asian / Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	522	95.08	0.96	7.47	23.37	68.20	
Black	81	94.19	6.17	43.21	24.69	25.93	20763	96.80	1.56	26.79	42.05	29.61	
Hispanic	***	***	***	***	***	***	1411	93.75	2.27	29.06	35.51	33.17	
White	98	98.00	0.00	12.24	38.78	48.98	33326	97.54	0.80	12.24	28.51	58.45	
Male	107	95.54	3.74	36.45	28.97	30.84	29014	96.94	1.65	21.88	33.51	42.95	
Female	77	97.47	1.30	11.69	37.66	49.35	27553	97.50	0.54	13.84	33.81	51.81	
Free / Reduced Meals	99	95.19	5.05	37.37	30.30	27.27	31401	96.84	1.62	25.35	40.14	32.89	
Limited-English Proficient	***	***	***	***	***	***	967	84.09	2.59	36.50	39.09	21.82	
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	249	96.51	2.01	29.72	42.17	26.10	

\*\*\* = Less than 10 students tested

N/D = No Data Available

N/A = Not Applicable

N/R = Not Reported

# STUDENT ACADEMIC PERFORMANCE

## MATHEMATICS

SYSTEM						STATE					
		Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4
Number Tested	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard	Number Tested	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard
196	98.49	10.20	22.45	28.57	38.78	54587	97.35	5.89	19.97	30.89	43.24
29	96.67	51.72	31.03	6.90	10.34	6264	90.82	28.88	33.19	21.92	16.01
***	***	***	***	***	***	435	97.75	2.99	16.55	28.51	51.95
N/A	N/A	N/A	N/A	N/A	N/A	555	98.40	1.08	7.57	21.80	69.55
89	98.89	19.10	31.46	30.34	19.10	19294	96.90	9.45	29.19	33.01	28.35
***	***	***	***	***	***	1594	97.55	9.79	27.48	31.37	31.37
105	98.13	2.86	14.29	26.67	56.19	32570	97.57	3.69	14.41	29.82	52.08
102	99.03	9.80	21.57	32.35	36.27	28134	97.07	7.04	20.43	30.37	42.16
94	97.92	10.64	23.40	24.47	41.49	26453	97.80	4.67	19.48	31.45	44.40
116	98.31	14.66	27.59	35.34	22.41	30392	97.07	8.69	26.36	33.07	31.88
N/A	N/A	N/A	N/A	N/A	N/A	1242	89.87	11.11	28.74	29.47	30.68
N/A	N/A	N/A	N/A	N/A	N/A	261	96.67	9.20	28.35	34.10	28.35
200	95.24	2.00	22.50	30.50	45.00	55765	97.35	2.57	23.42	30.45	43.56
17	85.00	17.65	52.94	17.65	11.76	6465	91.09	15.27	50.98	20.67	13.09
***	***	***	***	***	***	497	97.83	1.61	17.30	31.79	49.30
N/A	N/A	N/A	N/A	N/A	N/A	522	97.94	0.57	8.43	17.43	73.56
95	95.00	2.11	27.37	38.95	31.58	20161	96.96	3.94	33.96	33.33	28.76
***	***	***	***	***	***	1510	98.24	3.84	34.64	32.98	28.54
102	95.33	1.96	18.63	23.53	55.88	32957	97.53	1.71	16.81	28.75	52.74
111	94.07	0.90	27.93	26.13	45.05	28843	97.15	3.28	25.12	29.36	42.24
89	96.74	3.37	15.73	35.96	44.94	26920	97.71	1.80	21.60	31.62	44.99
134	94.37	2.24	29.85	32.84	35.07	31096	97.01	3.73	31.56	33.16	31.55
N/A	N/A	N/A	N/A	N/A	N/A	1162	90.43	3.79	38.12	31.15	26.94
N/A	N/A	N/A	N/A	N/A	N/A	257	98.85	4.67	34.24	32.68	28.40
184	96.34	1.09	30.43	39.67	28.80	56600	97.20	0.87	27.31	36.86	34.96
30	88.24	6.67	73.33	10.00	10.00	6602	89.91	5.86	68.30	19.33	6.51
***	***	***	***	***	***	479	97.16	1.25	20.25	37.79	40.71
N/A	N/A	N/A	N/A	N/A	N/A	535	97.45	0.37	9.53	26.36	63.74
81	94.19	2.47	38.27	37.04	22.22	20750	96.74	1.38	39.22	38.32	21.08
***	***	***	***	***	***	1468	97.54	1.57	39.31	37.13	22.00
98	98.00	0.00	22.45	42.86	34.69	33301	97.47	0.53	19.74	36.10	43.62
107	95.54	1.87	37.38	38.32	22.43	29036	97.01	1.11	30.23	35.55	33.12
77	97.47	0.00	20.78	41.56	37.66	27562	97.53	0.62	24.22	38.25	36.91
99	95.19	2.02	36.36	40.40	21.21	31428	96.92	1.32	37.16	39.15	22.37
***	***	***	***	***	***	1033	89.83	1.36	46.37	37.75	14.52
N/A	N/A	N/A	N/A	N/A	N/A	251	97.29	3.59	38.65	33.86	23.90

\*\*\* = Less than 10 students tested

N/D = No Data Available

N/A = Not Applicable

N/R = Not Reported

## ALABAMA READING AND MATHEMATICS TEST

The Alabama Reading and Mathematics Test provides an assessment of students' mastery of the content contained in the Alabama Course of Study. The Reading and Mathematics Test was given in grades three through eight.

# STUDENT ACADEMIC PERFORMANCE

		READING											
		SYSTEM						STATE					
			Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4	
Grade 6		Number Tested	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard	Number Tested	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard
All Students		212	98.15	1.42	20.75	26.42	51.42	58196	96.79	0.67	17.68	28.04	53.61
Special Education		30	100.00	10.00	66.67	13.33	10.00	7045	90.46	4.33	60.00	24.88	10.79
American Indian / Alaskan		N/A	N/A	N/A	N/A	N/A	N/A	515	96.62	0.19	8.35	23.88	67.57
Asian / Pacific Islander		***	***	***	***	***	***	486	94.74	0.21	7.82	19.14	72.84
Black		98	98.00	3.06	30.61	31.63	34.69	21652	96.27	0.95	26.94	36.46	35.65
Hispanic		***	***	***	***	***	***	1313	94.26	1.52	26.96	34.27	37.24
White		105	98.13	0.00	11.43	20.00	68.57	34154	97.25	0.48	11.74	22.65	65.13
Male		112	98.25	0.89	25.89	27.68	45.54	30277	96.48	0.99	23.00	28.93	47.08
Female		100	99.01	2.00	15.00	25.00	58.00	27918	97.36	0.32	11.91	27.08	60.69
Free / Reduced Meals		114	98.28	2.63	26.32	31.58	39.47	32040	96.29	1.00	25.08	34.43	39.50
Limited-English Proficient		***	***	***	***	***	***	838	83.47	1.67	33.53	35.92	28.88
Migrant		N/A	N/A	N/A	N/A	N/A	N/A	222	93.67	1.80	34.23	28.83	35.14
Grade 7													
All Students		208	96.74	0.96	26.92	37.02	35.10	59195	96.26	1.38	23.47	34.75	40.40
Special Education		20	86.96	5.00	85.00	5.00	5.00	7047	89.60	8.34	66.27	20.26	5.12
American Indian / Alaskan		N/A	N/A	N/A	N/A	N/A	N/A	511	97.89	1.57	19.37	31.12	47.95
Asian / Pacific Islander		***	***	***	***	***	***	590	97.20	0.17	13.22	27.12	59.49
Black		85	96.59	2.35	36.47	43.53	17.65	21810	95.25	2.14	35.06	39.94	22.87
Hispanic		***	***	***	***	***	***	1263	93.56	3.01	34.05	34.05	28.90
White		121	96.80	0.00	20.66	32.23	47.11	34959	96.96	0.86	16.08	31.74	51.32
Male		100	96.15	2.00	33.00	34.00	31.00	30680	96.02	2.07	29.16	34.57	34.21
Female		108	97.30	0.00	21.30	39.81	38.89	28514	96.76	0.63	17.35	34.95	47.06
Free / Reduced Meals		122	95.31	1.64	35.25	37.70	25.41	31726	95.55	2.13	33.09	38.82	25.96
Limited-English Proficient		***	***	***	***	***	***	828	89.80	3.02	47.22	34.66	15.10
Migrant		N/A	N/A	N/A	N/A	N/A	N/A	204	94.88	2.94	38.73	38.73	19.61
Grade 8													
All Students		211	97.24	1.42	32.23	32.70	33.65	57084	96.32	1.53	28.96	34.94	34.57
Special Education		21	91.30	9.52	76.19	9.52	4.76	6694	89.30	9.84	71.39	15.39	3.38
American Indian / Alaskan		***	***	***	***	***	***	526	96.87	1.33	22.05	36.88	39.73
Asian / Pacific Islander		***	***	***	***	***	***	509	96.95	0.39	18.27	27.31	54.03
Black		92	94.85	3.26	52.17	30.43	14.13	20714	95.42	2.32	42.88	37.73	17.07
Hispanic		***	***	***	***	***	***	1109	92.42	3.07	40.58	33.18	23.17
White		114	99.13	0.00	16.67	35.09	48.25	34159	96.98	1.03	20.40	33.41	45.17
Male		105	94.59	1.90	40.00	27.62	30.48	29174	96.03	2.37	34.77	33.08	29.77
Female		106	100.00	0.94	24.53	37.74	36.79	27908	97.03	0.65	22.88	36.88	39.59
Free / Reduced Meals		101	94.39	0.99	49.50	30.69	18.81	28985	95.61	2.45	40.74	37.11	19.70
Limited-English Proficient		N/A	N/A	N/A	N/A	N/A	N/A	629	81.58	4.45	61.69	28.14	5.72
Migrant		N/A	N/A	N/A	N/A	N/A	N/A	202	93.09	6.44	45.05	36.14	12.38

\*\*\* = Less than 10 students tested

N/D = No Data Available

N/A = Not Applicable

N/R = Not Reported

# STUDENT ACADEMIC PERFORMANCE

## MATHEMATICS

SYSTEM						STATE					
		Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4
Number Tested	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard	Number Tested	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard
212	98.15	0.00	36.79	46.70	16.51	58235	96.86	0.20	33.20	42.01	24.58
30	100.00	0.00	83.33	13.33	3.33	7044	90.45	1.29	78.05	17.80	2.85
N/A	N/A	N/A	N/A	N/A	N/A	525	98.50	0.19	18.29	47.81	33.71
***	***	***	***	***	***	497	96.88	0.00	12.68	31.19	56.14
97	97.00	0.00	60.82	32.99	6.19	21618	96.12	0.33	49.34	39.71	10.62
***	***	***	***	***	***	1365	97.99	0.22	44.25	40.51	15.02
106	99.07	0.00	17.92	56.60	25.47	34158	97.26	0.13	23.08	43.60	33.20
112	98.25	0.00	41.96	41.07	16.96	30304	96.56	0.29	36.07	39.34	24.29
100	99.01	0.00	31.00	53.00	16.00	27931	97.40	0.11	30.08	44.91	24.90
114	98.28	0.00	50.00	41.23	8.77	32069	96.38	0.30	44.84	41.82	13.03
***	***	***	***	***	***	929	92.53	0.22	47.36	40.15	12.27
N/A	N/A	N/A	N/A	N/A	N/A	229	96.62	0.44	45.41	39.30	14.85
208	96.74	0.00	43.27	41.35	15.38	59146	96.18	0.13	42.92	37.02	19.92
20	86.96	0.00	95.00	5.00	0.00	7051	89.65	0.82	87.46	10.24	1.47
N/A	N/A	N/A	N/A	N/A	N/A	513	98.28	0.00	31.97	46.20	21.83
***	***	***	***	***	***	592	97.53	0.00	14.36	31.42	54.22
85	96.59	0.00	56.47	40.00	3.53	21769	95.07	0.21	59.44	31.77	8.58
***	***	***	***	***	***	1312	97.19	0.23	51.83	33.31	14.63
121	96.80	0.00	34.71	41.32	23.97	34898	96.79	0.09	32.93	40.41	26.57
100	96.15	0.00	50.00	38.00	12.00	30659	95.96	0.21	47.28	34.01	18.50
108	97.30	0.00	37.04	44.44	18.52	28487	96.67	0.05	38.22	40.27	21.45
122	95.31	0.00	50.00	40.16	9.84	31726	95.55	0.20	56.91	33.50	9.39
***	***	***	***	***	***	910	98.70	0.00	59.45	27.69	12.86
N/A	N/A	N/A	N/A	N/A	N/A	208	96.74	0.00	58.17	31.73	10.10
212	97.70	0.47	33.49	54.25	11.79	57042	96.25	0.03	36.93	47.87	15.17
21	91.30	0.00	61.90	33.33	4.76	6695	89.31	0.19	81.70	17.13	0.97
***	***	***	***	***	***	525	96.69	0.00	26.29	56.57	17.14
***	***	***	***	***	***	519	98.86	0.00	14.45	37.38	48.17
93	95.88	1.08	49.46	47.31	2.15	20695	95.33	0.05	55.45	39.52	4.99
***	***	***	***	***	***	1153	96.08	0.00	42.76	47.27	9.97
114	99.13	0.00	21.05	58.77	20.18	34082	96.76	0.03	26.01	53.00	20.97
106	95.50	0.94	35.85	52.83	10.38	29154	95.96	0.05	40.40	44.20	15.35
106	100.00	0.00	31.13	55.66	13.21	27888	96.96	0.01	33.30	51.71	14.97
102	95.33	0.00	45.10	48.04	6.86	28984	95.61	0.05	50.95	42.99	6.01
N/A	N/A	N/A	N/A	N/A	N/A	716	92.87	0.00	52.23	42.18	5.59
N/A	N/A	N/A	N/A	N/A	N/A	211	97.24	0.00	50.24	46.45	3.32

\*\*\* = Less than 10 students tested

N/D = No Data Available

N/A = Not Applicable

N/R = Not Reported

## ALABAMA READING AND MATHEMATICS TEST

The Alabama Reading and Mathematics Test provides an assessment of students' mastery of the content contained in the Alabama Course of Study. The Reading and Mathematics Test was given in grades three through eight.

# STUDENT ACADEMIC PERFORMANCE

## Alabama High School Graduation Exam 2005

Students must pass the graduation exam to earn an Alabama High School diploma. This table shows the percent of 11th grade students that passed the Reading subtest and the Mathematics subtest of the exam. "Percent Passed Advanced" are those students who passed and exceeded academic content standards.

Grade 11	SYSTEM								STATE							
	Reading				Mathematics				Reading				Mathematics			
	Number Tested	Percent Tested	Percent Passed	Percent Passed Advanced	Number Tested	Percent Tested	Percent Passed	Percent Passed Advanced	Number Tested	Percent Tested	Percent Passed	Percent Passed Advanced	Number Tested	Percent Tested	Percent Passed	Percent Passed Advanced
All Students	201	97.10	65.17	15.42	201	97.10	64.68	10.45	45108	97.29	64.39	21.39	45029	97.12	59.29	19.01
Special Education	17	80.95	5.88	0.00	17	80.95	17.65	0.00	4109	84.08	30.30	2.00	4124	84.39	21.87	2.16
American Indian / Alaskan	***	***	***	***	***	***	***	***	403	97.11	66.75	23.08	403	97.11	64.02	20.35
Asian / Pacific Islander	***	***	***	***	***	***	***	***	431	94.31	55.45	33.87	426	93.22	43.90	50.23
Black	85	95.51	60.00	8.24	85	95.51	57.65	4.71	15434	96.12	67.90	8.00	85	96.14	58.26	7.48
Hispanic	***	***	***	***	***	***	***	***	651	96.16	57.60	14.29	647	95.57	56.72	15.77
White	111	98.23	68.47	21.62	111	98.23	70.27	14.41	28149	98.04	62.71	28.69	28075	97.78	60.07	24.91
Male	111	98.23	61.26	14.41	111	98.23	60.36	10.81	22091	96.80	64.05	19.03	22043	96.59	56.91	18.99
Female	90	96.77	70.00	16.67	90	96.77	70.00	10.00	23017	97.99	64.71	23.66	22986	97.85	61.57	19.04
Free / Reduced Meals	84	96.55	60.71	5.95	84	96.55	54.76	1.19	16358	95.95	66.56	8.94	16360	95.96	57.92	8.42
Limited-English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	170	49.13	47.06	0.59	170	49.13	47.65	17.06
Migrant	N/A	N/A	N/A	N/A	N/A	100.00	N/A	N/A	79	100.00	60.76	12.66	79	100.00	62.03	13.92

\*\*\* = Less than 10 students tested

N/D = No Data Available

N/A = Not Applicable

N/R = Not Reported

## Projected 4-year Dropout Rate

This table shows the percent of students in the 9th grade in 2003-2004 who are projected to leave school prior to graduation in 2007. The grade compares this school system to the state average.

*Note: This is not an annual dropout rate.*

SYSTEM		STATE	
Projected Percent	Grade	Projected Percent	Grade
14.13	C+	13.05	B-

# STUDENT ACADEMIC PERFORMANCE

## Alabama Alternate Assessment 2005

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

READING												
SYSTEM						STATE						
		Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4	
Number Tested	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard	Number Tested	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard	
<b>All Students</b>	<b>22</b>	<b>1.18</b>	<b>0.00</b>	<b>27.27</b>	<b>36.36</b>	<b>36.36</b>	<b>4907</b>	<b>0.98</b>	<b>9.68</b>	<b>12.96</b>	<b>40.53</b>	<b>36.82</b>

MATHEMATICS												
SYSTEM						STATE						
		Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4	
Number Tested	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard	Number Tested	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard	
<b>All Students</b>	<b>22</b>	<b>1.18</b>	<b>0.00</b>	<b>22.73</b>	<b>31.82</b>	<b>45.45</b>	<b>22</b>	<b>1.00</b>	<b>9.83</b>	<b>14.59</b>	<b>41.44</b>	<b>34.15</b>

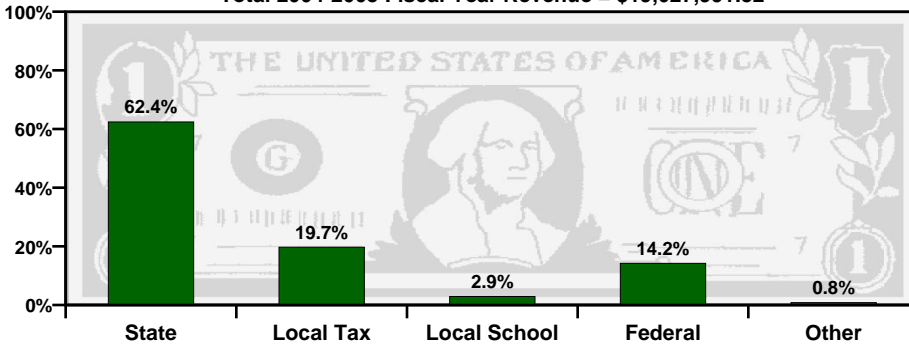
## Alabama Direct Assessment of Writing 2005

Alabama students in grades five, seven, and ten are given the Alabama Direct Assessment of Writing each year to measure their writing skills. This table shows how well students met the performance standard of this test.

SYSTEM						STATE						
		Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4	
Number Tested	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard	Number Tested	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard	
<b>Grade 5</b>	<b>184</b>	<b>96.34</b>	<b>7.61</b>	<b>51.63</b>	<b>35.33</b>	<b>5.43</b>	<b>55561</b>	<b>95.42</b>	<b>5.14</b>	<b>36.09</b>	<b>48.13</b>	<b>10.64</b>
<b>Grade 7</b>	<b>206</b>	<b>95.81</b>	<b>5.83</b>	<b>32.04</b>	<b>51.46</b>	<b>10.68</b>	<b>58060</b>	<b>94.41</b>	<b>6.20</b>	<b>30.77</b>	<b>51.47</b>	<b>11.55</b>
<b>Grade 10</b>	<b>199</b>	<b>95.81</b>	<b>1.51</b>	<b>21.11</b>	<b>58.29</b>	<b>19.10</b>	<b>47968</b>	<b>94.41</b>	<b>3.34</b>	<b>32.35</b>	<b>49.09</b>	<b>15.22</b>

# TAXPAYERS' REPORT - FISCAL YEAR 2004

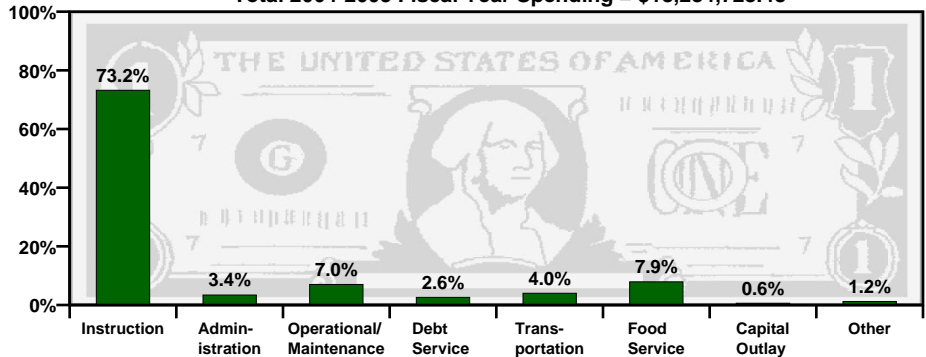
Total 2004-2005 Fiscal Year Revenue = \$19,027,991.52



## Sources of School System Revenues

Total 2004-2005 Fiscal Year Spending = \$18,284,723.48

## School System's Use of Funds



SOURCE of REVENUE	AMOUNT
Local School Revenue	\$555,542.01
Local Capital Projects Revenue	\$57,776.00
Other Local Revenue (includes local taxes)	\$3,685,480.88
<b>Total Local Revenue</b>	<b>\$4,298,798.89</b>

## Local Revenue Breakdown

This table provides a breakdown of local revenues for fiscal year 2004. 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.

## Mills Equivalent

This is the total amount of revenue collected locally for public school purposes, divided by the value of one regular system mill of ad valorem tax. The state average is 31.37 mills equivalent.

This System	Grade
38.63	B+

## 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.

Year	Amount	State	Southeast	Nation
2002-2003	\$6,356.10	C	C-	D
2003-2004	\$6,254.25	C-	D-	D-

A = Excellent

B = Good

C = Average

D = Poor

F = Fail