



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

## Carroll High School

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### Superintendent

Dr. Daniel Charles Payant

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Carroll High School  
455 Forrest Ave  
Ozark, AL 36360  
(334) 774-4915

*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>*

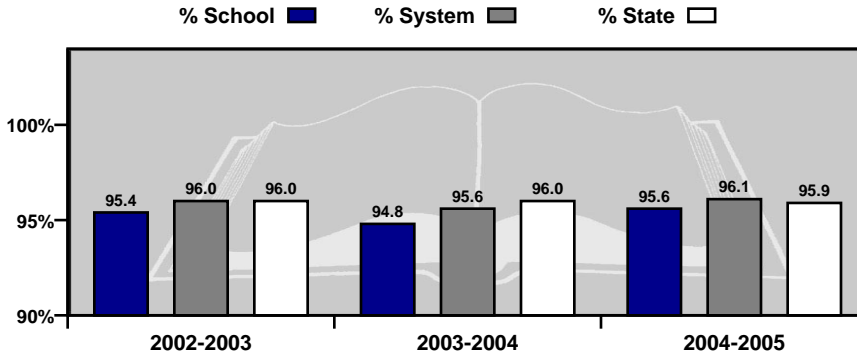


# GENERAL INFORMATION

## Average Daily Membership

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

Year	ADM
2004-2005	865.7
2003-2004	887.8
2002-2003	886.3

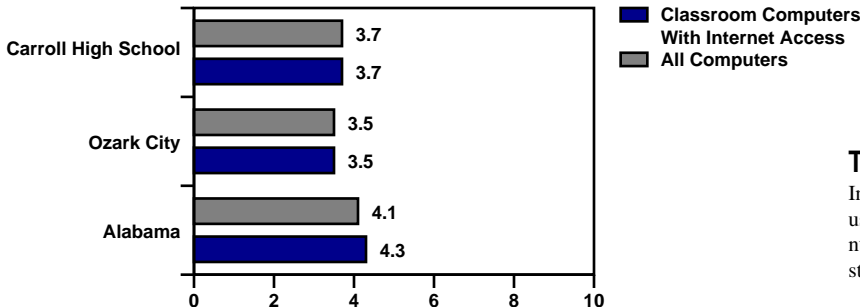
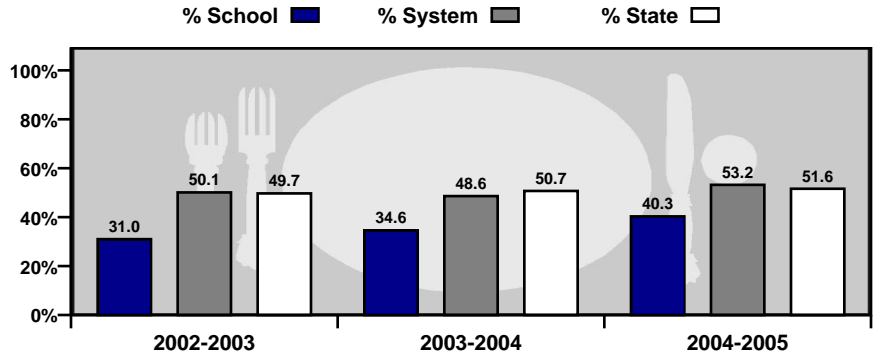


## Average Daily Attendance

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 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 in 2004–2005.

6-Year (Class AA) through Doctorate	Master's Degree (Class A)	Bachelor's Degree (Class B)	Alternative	Emergency
2.2%	43.5%	52.2%	0.0%	2.2%

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 employed the following professionals.

	School	System	State
Teachers	46.6	181.9	47,558
Counselors	2.0	7.0	1,694
Librarians	1.0	5.5	1,361
Administrators	3.0	12.9	2,669
Nurses	0.0	1.0	648
Instruction Assistants	0.0	22.0	6,459
Other (certified)	0.0	4.7	1,694
Support Staff	18.2	132.1	34,379

## Safety & Discipline

The following table shows the types of discipline problems that have occurred at this school 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	1	2	0	0
Weapon Related	3	3	0	0

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**

## 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
SCHOOL	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	159	No Data	91.19	No Data	8.81
TOTAL CLASSES	80	159	81.25	91.19	18.75	8.81
SYSTEM	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
STATE	2003-2004	2004-2005	2003-2004	2004-2005	2003-2004	2004-2005
Elementary Classes	No Data	86,833	No Data	83.39	No Data	16.61
Secondary Classes	No Data	64,682	No Data	79.21	No Data	20.79
TOTAL CLASSES	140,966	151,515	76.70	81.60	23.30	18.40

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
SCHOOL	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	32	No Data	84.38	No Data	15.63
TOTAL TEACHERS	29	32	82.76	84.38	17.24	15.63
SYSTEM	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
STATE	2003-2004	2004-2005	2003-2004	2004-2005	2003-2004	2004-2005
Elementary Teachers	No Data	35,472	No Data	80.90	No Data	19.10
Secondary Teachers	No Data	15,017	No Data	72.63	No Data	27.37
TOTAL TEACHERS	35,530	50,489	75.10	78.44	24.90	21.56

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	32	N/D	14	N/D	18	N/D	43.75

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
0	0	0	0	0	0	0.00	0.00

## 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

# STATE ACCOUNTABILITY

## Adequate Yearly Progress Status for 2005-2006

**Based on School Year 2004-2005 Data**

**2005–2006 AYP Status: Did Not Make AYP**

**School Improvement Status: School Improvement - Year 1**

*This School met 14 AYP Goals out of 17 (82.35%)*

### READING

**2005–2006 AYP Status: Did Not Make AYP**

**Reading School Improvement Status: School Improvement - Year 1**

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: School Improvement - Year 1**

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	14.19	15.87	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

## 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	SCHOOL								SYSTEM							
	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	201	97.10	65.17	15.42	201	97.10	64.68	10.45
Special Education	17	80.95	5.88	0.00	17	80.95	17.65	0.00	17	80.95	5.88	0.00	17	80.95	17.65	0.00
American Indian / Alaskan	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Asian / Pacific Islander	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Black	85	95.51	60.00	8.24	85	95.51	57.65	4.71	85	95.51	60.00	8.24	85	95.51	57.65	4.71
Hispanic	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
White	111	98.23	68.47	21.62	111	98.23	70.27	14.41	111	98.23	68.47	21.62	111	98.23	70.27	14.41
Male	111	98.23	61.26	14.41	111	98.23	60.36	10.81	111	98.23	61.26	14.41	111	98.23	60.36	10.81
Female	90	96.77	70.00	16.67	90	96.77	70.00	10.00	90	96.77	70.00	16.67	90	96.77	70.00	10.00
Free / Reduced Meals	84	96.55	60.71	5.95	84	96.55	54.76	1.19	84	96.55	60.71	5.95	84	96.55	54.76	1.19
Limited-English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

\*\*\* = 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 and school system to the state average. *Note: This is not an annual dropout rate.*

SCHOOL		SYSTEM		STATE	
Projected Percent	Grade	Projected Percent	Grade	Projected Percent	Grade
14.19	C+	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											
SCHOOL						SYSTEM					
		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>

MATHEMATICS											
SCHOOL						SYSTEM					
		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>

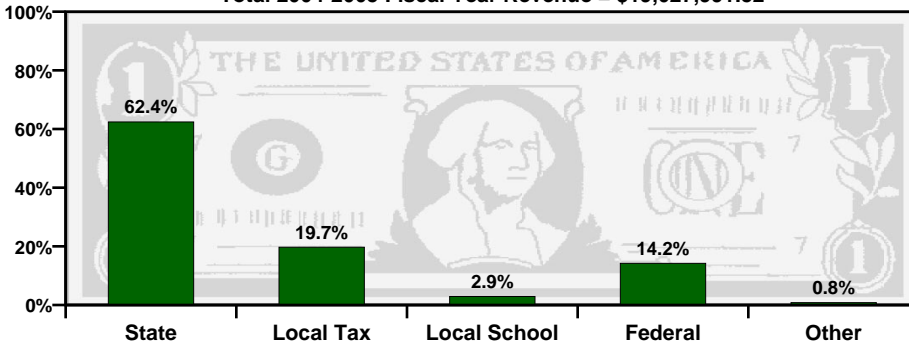
## Alabama Direct Assessment of Writing 2005

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.

	SCHOOL						SYSTEM					
		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>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</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>Grade 7</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</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>Grade 10</b>	<b>199</b>	<b>86.52</b>	<b>1.51</b>	<b>21.11</b>	<b>58.29</b>	<b>19.10</b>	<b>199</b>	<b>95.81</b>	<b>1.51</b>	<b>21.11</b>	<b>58.29</b>	<b>19.10</b>

# TAXPAYERS' REPORT - FISCAL YEAR 2004

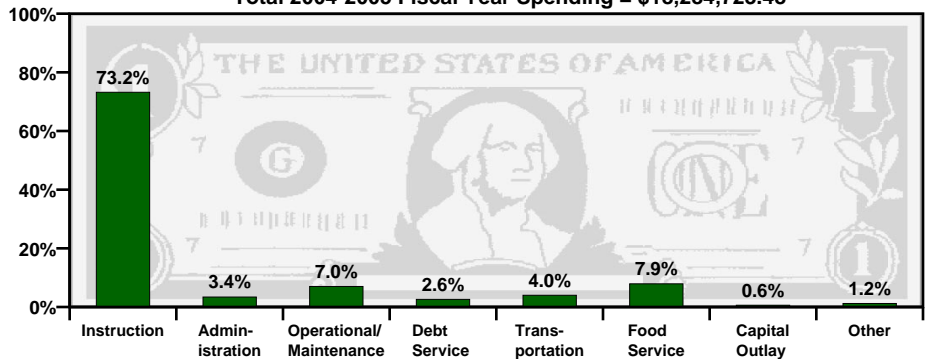
Total 2004-2005 Fiscal Year Revenue = \$19,027,991.52



## 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



