



# State Board of Education School Report Card for 2003-2004

## Midland City Elementary School

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### Superintendent

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Midland City Elementary School  
Hinton Waters Ave  
Midland City, AL 36350  
(334)983-1252

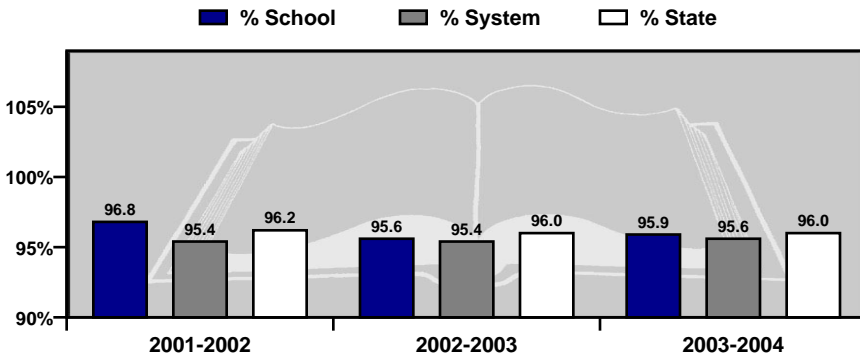
*Report cards are prepared by the Alabama Department of Education.  
For more information including a glossary of terms, grading scales, and  
detailed data, visit the SDE Web site Accountability Reporting System at:  
<http://www.alsde.edu/Accountability/preAccountability.asp>*

# GENERAL INFORMATION

## Average Daily Membership

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

Year	ADM
2003-2004	441.2
2002-2003	367.2
2001-2002	384.7

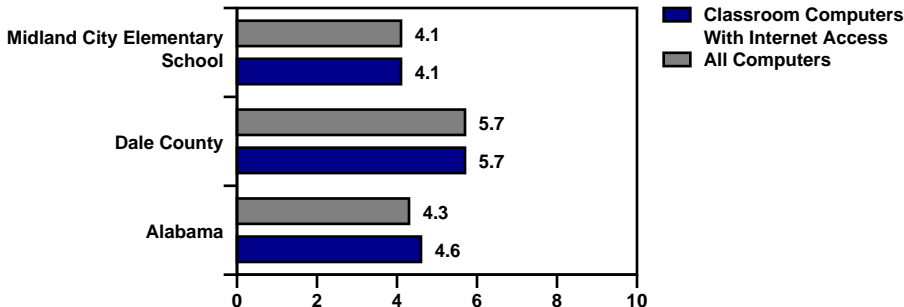
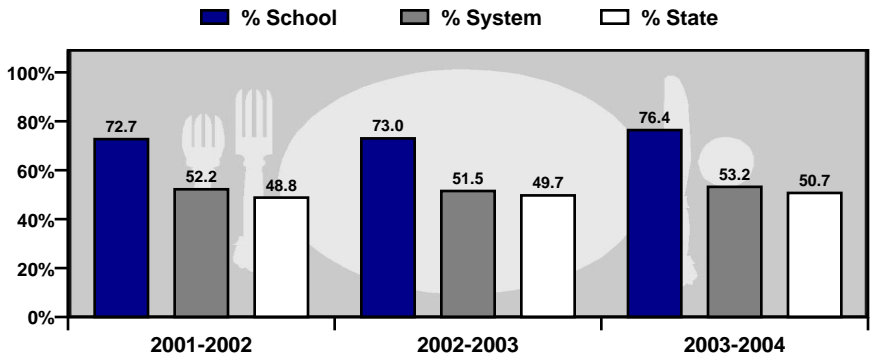


## Average Daily Attendance

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

## Staffing

Each school is staffed with full- and part-time faculty and staff. In 2003-2004, this school employed the following professionals.

	School	System	State
Teachers	29.2	167.9	47,329.5
Counselors	0.5	4.0	1,676.8
Librarians	1.0	6.2	1,355.5
Administrators	1.0	9.6	2,624.9
Nurses	0.0	1.0	576.8
Instruction Assistants	2.0	13.8	6,128.4
Other (certified)	0.0	4.3	1,479.1
Support Staff	10.2	115.5	34,515.5

## 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.

	School	System	State
HQT Teachers	100.00	85.21	76.69
HQT Core Classes	100.00	88.78	75.10

## Safety & Discipline

The following chart shows the types of discipline problems that have occurred at this school and what actions were taken in 2003-2004.

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	0	0	0	0
Weapon Related	0	0	0	0

## Professional Qualifications

This table represents the percentage of teachers holding each type of degree in this school.

	Bachelor's Degree	Master's Degree	6-Year through Doctorate
Percent of Teachers Holding This Degree	24.3%	59.5%	16.2%

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**

# Adequate Yearly Progress Based on School

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. Indicators Affecting Academic Proficiency
  - Attendance
  - Drop-out Rate
3. Participation Rate
  - Percentage of students participating in assessments

## ASSESSMENTS USED IN DETERMINING AYP

### Alabama Reading and Mathematics Test (ARMT)

- Reading: Grades 4, 6, and 8
- Mathematics: Grades 4 and 6

### Alabama High School Graduation Exam (AHSGE)

- Reading: Grade 11
- Mathematics: Grade 11

### Alabama Alternate Assessment (AAA)

- Reading: Grades 4, 6, 8, and 11
- Mathematics: Grades 4, 6, 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 2004 Accountability Reporting System option on the home page. Then request the School Year: 2003-2004 Report: 2004 Interpretive Guide for State Accountability

# Status for 2004-2005

## Year 2003-2004 Data

This school met 12 Adequate Yearly Progress (AYP) goals out of 13 (92.31%)

Reading				
Student Group	Percent Participation Goal = 95.00%	Met Participation AYP	Proficiency Index Goal = 0.00	Met Proficient AYP*
All Students	100	Yes	~	Yes
Special Education Students	100	NA	~	NA
American Indian/Alaskan Native	No Data	No Data	No Data	No Data
Asian/Pacific Islander	100	NA	~	NA
Black	95.45	NA	~	NA
Hispanic	No Data	No Data	No Data	No Data
White	100	Yes	~	Yes
Limited English Proficient	No Data	No Data	No Data	No Data
Free/Reduced Lunch	96.36	YES	~	Yes

Mathematics				
Student Group	Percent Participation Goal = 95.00%	Met Participation AYP	Proficiency Index Goal = 0.00	Met Proficient AYP*
All Students	97	Yes	~	Yes
Special Education Students	100	NA	~	NA
American Indian/Alaskan Native	No Data	No Data	No Data	No Data
Asian/Pacific Islander	100	NA	~	NA
Black	91	NA	~	NA
Hispanic	No Data	No Data	No Data	No Data
White	100	Yes	~	Yes
Limited English Proficient	No Data	No Data	No Data	No Data
Free/Reduced Lunch	93	No	~	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	96.16	95.4	Yes	No Data	No Data	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.

# STUDENT ACADEMIC PERFORMANCE

		READING									
		SCHOOL					SYSTEM				
		Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4		
Grade 4	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard	
All Students	98.67	1.35	17.57	52.70	28.38	96.79	1.90	20.85	45.97	31.28	
Special Education Students	100.00	***	***	***	***	81.82	22.22	55.56	22.22	0.00	
American Indian / Alaskan Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Asian / Pacific Islander	100.00	***	***	***	***	100.00	***	***	***	***	
Black	95.45	0.00	28.57	47.62	23.81	93.48	4.65	23.26	46.51	25.58	
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
White	100.00	1.92	13.46	55.77	28.85	97.66	1.20	20.36	46.11	32.34	
Male	100.00	2.50	15.00	57.50	25.00	97.48	3.45	22.41	44.83	29.31	
Female	91.89	0.00	20.59	47.06	32.35	95.96	0.00	18.95	47.37	33.68	
Free / Reduced Lunch	94.64	1.89	18.87	56.60	22.64	92.42	2.46	23.77	50.82	22.95	
Limited English Proficient	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	
<b>Grade 6</b>											
All Students	n/a	n/a	n/a	n/a	n/a	99.03	0.49	14.71	20.10	64.71	
Special Education Students	n/a	n/a	n/a	n/a	n/a	83.33	5.00	70.00	20.00	5.00	
American Indian / Alaskan Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Asian / Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Black	n/a	n/a	n/a	n/a	n/a	93.48	0.00	23.26	30.23	46.51	
Hispanic	n/a	n/a	n/a	n/a	n/a	100.00	***	***	***	***	
White	n/a	n/a	n/a	n/a	n/a	100.00	0.63	12.50	17.50	69.38	
Male	n/a	n/a	n/a	n/a	n/a	97.46	0.00	17.39	20.00	62.61	
Female	n/a	n/a	n/a	n/a	n/a	100.00	1.12	11.24	20.22	67.42	
Free / Reduced Lunch	n/a	n/a	n/a	n/a	n/a	91.74	0.90	17.12	28.83	53.15	
Limited English Proficient	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	
<b>Grade 8</b>											
All Students	n/a	n/a	n/a	n/a	n/a	97.03	4.80	41.05	38.43	15.72	
Special Education Students	n/a	n/a	n/a	n/a	n/a	100.00	31.03	58.62	10.34	0.00	
American Indian / Alaskan Native	n/a	n/a	n/a	n/a	n/a	100.00	***	***	***	***	
Asian / Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Black	n/a	n/a	n/a	n/a	n/a	97.92	14.89	42.55	31.91	10.64	
Hispanic	n/a	n/a	n/a	n/a	n/a	100.00	***	***	***	***	
White	n/a	n/a	n/a	n/a	n/a	97.30	2.22	41.11	40.00	16.67	
Male	n/a	n/a	n/a	n/a	n/a	94.85	6.98	45.74	36.43	10.85	
Female	n/a	n/a	n/a	n/a	n/a	100.00	2.00	35.00	41.00	22.00	
Free / Reduced Lunch	n/a	n/a	n/a	n/a	n/a	91.73	8.20	47.54	33.61	10.66	
Limited English Proficient	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	



# STUDENT ACADEMIC PERFORMANCE

## Alabama Alternate Assessment 2004

The Alabama Alternate Assessment is designed for special education students whose Individualized Education Program [IEP] team determines that the student will not participate in the regular state assessments. The Alabama Alternate Assessment is an evaluation of the student's accomplishment of his/her IEP.

READING										
SCHOOL					SYSTEM					
	Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4	
Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard	
<b>All Students</b>	<b>1.33</b>	<b>***</b>	<b>***</b>	<b>***</b>	<b>***</b>	<b>0.71</b>	<b>***</b>	<b>***</b>	<b>***</b>	<b>***</b>

MATHEMATICS										
SCHOOL					SYSTEM					
	Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4	
Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard	
<b>All Students</b>	<b>1.33</b>	<b>***</b>	<b>***</b>	<b>***</b>	<b>***</b>	<b>0.71</b>	<b>***</b>	<b>***</b>	<b>***</b>	<b>***</b>

## Alabama Direct Assessment of Writing 2004

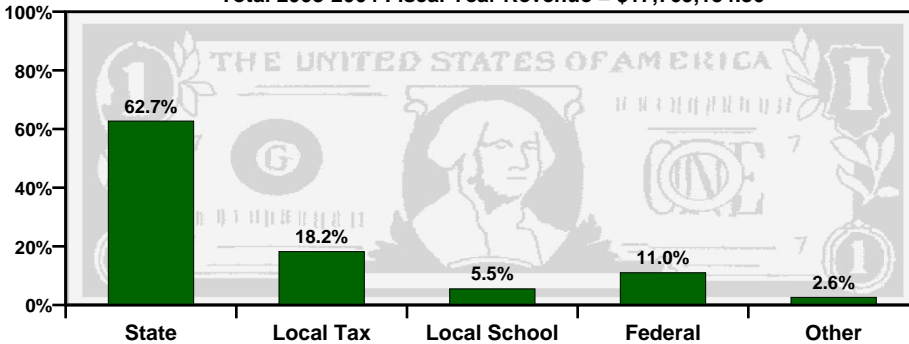
Alabama students in grades five, seven, and ten are given the Alabama Direct Assessment of Writing each year to measure their writing skills. This table shows how well students met the performance standard on this test.

SCHOOL											SYSTEM			
	Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4					
Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard	Percent Tested	Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard					
<b>Grade 5</b>	<b>84.71</b>	<b>4.17</b>	<b>37.50</b>	<b>51.39</b>	<b>6.94</b>	<b>87.50</b>	<b>4.43</b>	<b>31.53</b>	<b>48.77</b>	<b>15.27</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>82.46</b>	<b>6.38</b>	<b>46.38</b>	<b>43.83</b>	<b>3.40</b>				
<b>Grade 10</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>82.46</b>	<b>3.23</b>	<b>38.17</b>	<b>52.69</b>	<b>5.91</b>				



# TAXPAYERS' REPORT - FISCAL YEAR 2003

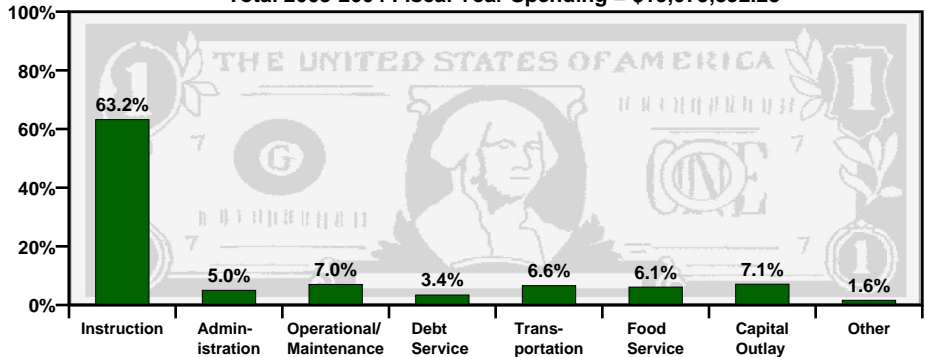
Total 2003-2004 Fiscal Year Revenue = \$17,769,154.36



## Sources of School System Revenues

Total 2003-2004 Fiscal Year Spending = \$19,075,892.28

## School System's Use of Funds



SOURCE of REVENUE	AMOUNT
Local School Revenue	\$978,994.41
Local Capital Projects Revenue	\$18,068.00
Other Local Revenue (includes local taxes)	\$3,216,806.99
<b>Total Local Revenue</b>	<b>\$4,213,869.40</b>

## Local Revenue Breakdown

This table provides a breakdown of local revenues for fiscal year 2003. 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 30.97 mills equivalent.

This System	Grade
20.15	D-

## 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
2001-2002	\$5,809.60	C-	D	D
2002-2003	\$6,187.96	C	D+	D

A = Excellent

B = Good

C = Average

D = Poor

F = Fail





