



State Board of Education School Report Card for 2005-2006

Harry N Mixon Elementary School

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Harry N Mixon Elementary School
349 Sherrill Ln
Ozark, AL 36360
(334) 774-4912

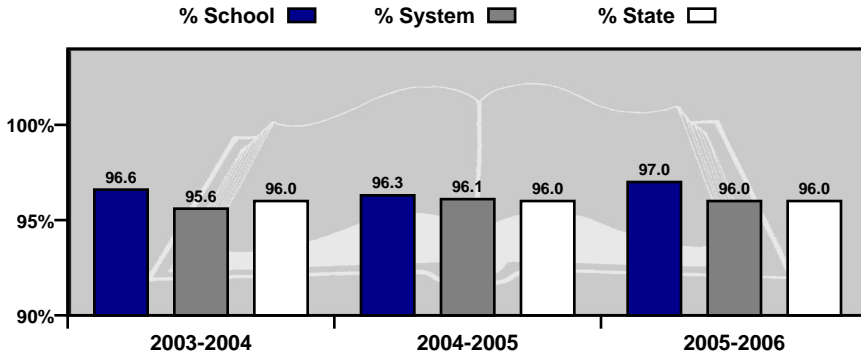
*Report cards are prepared by the Alabama Department of Education.
For more information including a glossary of terms, grading scales, and
detailed data, visit the SDE Web site Accountability Reporting System at:
<http://www.alsde.edu/Accountability/preAccountability.asp>*

GENERAL INFORMATION

Average Daily Membership

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

Year	ADM
2005-2006	537.4
2004-2005	461.5
2003-2004	418.0

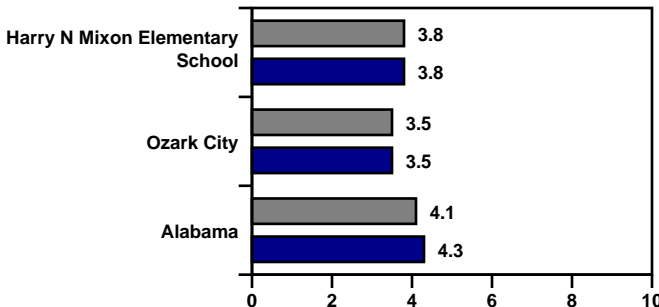
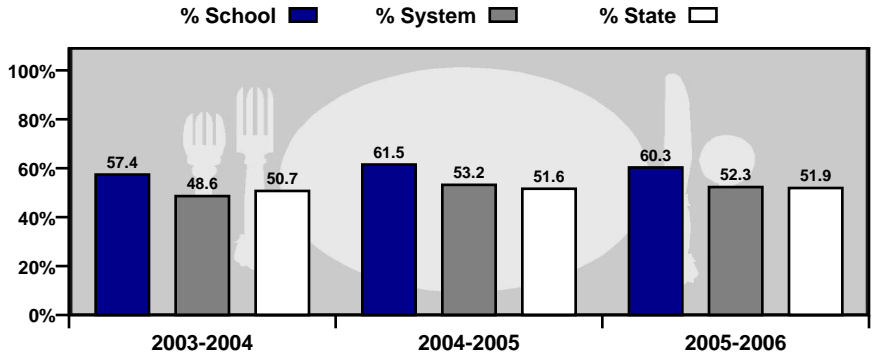


Average Daily Attendance

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.



■ Classroom Computers With Internet Access
■ All Computers

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 2005–2006.

6-Year (Class AA) through Doctorate	Master's Degree (Class A)	Bachelor's Degree (Class B)	Alternative	Emergency
0.0%	60.9%	39.1%	0.0%	0.0%

Percentage of All Elementary and Secondary Teachers with Alternative or Emergency Certification	0.0%
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Staffing

Each school is staffed with full- and part-time faculty and staff. In 2005-2006, this school employed the following professionals.

	School	System	State
Teachers	41.9	178.3	47,319
Counselors	1.0	6.0	1,814
Librarians	1.0	5.0	1,404
Administrators	1.0	10.0	2,601
Nurses	0.0	1.0	765
Instruction Assistants	7.0	28.0	6,774
Other (certified)	1.0	7.4	1,778
Support Staff	11.0	107.2	29,083

Safety & Discipline

The following table shows the types of discipline problems that have occurred at this school and what actions were taken in 2005-2006.

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

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**

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	
	2004-2005	2005-2006	2004-2005	2005-2006	2004-2005	2005-2006
SCHOOL	2004-2005	2005-2006	2004-2005	2005-2006	2004-2005	2005-2006
Elementary Classes	31	138	25.8	97.1	74.2	2.9
Secondary Classes	No Data	No Data	No Data	No Data	No Data	No Data
TOTAL CLASSES	31	138	25.8	97.1	74.2	2.9
SYSTEM	2004-2005	2005-2006	2004-2005	2005-2006	2004-2005	2005-2006
Elementary Classes	249	302	85.5	96.7	14.5	3.3
Secondary Classes	234	157	92.3	95.5	7.7	4.5
TOTAL CLASSES	483	454	88.8	96.3	11.2	3.7
STATE	2004-2005	2005-2006	2004-2005	2005-2006	2004-2005	2005-2006
Elementary Classes	85,513	97,672	84.8	94.9	15.2	5.1
Secondary Classes	67,979	60,824	77.8	84.2	22.2	15.8
TOTAL CLASSES	153,492	158,496	81.8	90.8	18.2	9.2

TEACHERS	Total Teachers		Current Percentage Highly Qualified Teachers		Current Percentage Not Highly Qualified Teachers	
	2004-2005	2005-2006	2004-2005	2005-2006	2004-2005	2005-2006
SCHOOL	2004-2005	2005-2006	2004-2005	2005-2006	2004-2005	2005-2006
Elementary Teachers	31	38	25.8	97.4	74.2	2.6
Secondary Teachers	No Data	No Data	No Data	No Data	No Data	No Data
TOTAL TEACHERS	31	38	25.8	97.4	74.2	2.6
SYSTEM	2004-2005	2005-2006	2004-2005	2005-2006	2004-2005	2005-2006
Elementary Teachers	90	88	71.1	95.5	28.9	4.5
Secondary Teachers	51	53	88.2	90.6	11.8	9.4
TOTAL TEACHERS	141	141	77.3	93.6	22.7	6.4
STATE	2004-2005	2005-2006	2004-2005	2005-2006	2004-2005	2005-2006
Elementary Teachers	34,303	24,219	84.8	93.4	15.2	6.6
Secondary Teachers	15,057	15,533	70.5	80.6	29.5	19.4
TOTAL TEACHERS	49,360	39,752	80.4	88.4	19.6	11.6

High Quality Professional Development							
Total Surveyed		Received High Quality Professional Development		Did Not Receive High Quality Professional Development		PCT With Professional Development	
2004-05	2005-06	2004-05	2005-06	2004-05	2005-06	2004-05	2005-06
31	38	31	38	0	0	100.00	100.00

Instructional Paraprofessionals in Title I-Funded Schools							
Total Instructional Paraprofessionals		Total Qualified		Total Not Qualified		PCT Qualified	
2004-05	2005-06	2004-05	2005-06	2004-05	2005-06	2004-05	2005-06
0	5	0	5	0	0	0.00	100.00

Adequate Yearly Progress Status for 2006-2007 Based on School Year 2005-2006 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
 - Graduation Rate (or improvement on the Dropout 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: 2005-2006 Report: 2006 Interpretive Guide for State Accountability

STATE ACCOUNTABILITY

Adequate Yearly Progress Status for 2006-2007

Based on School Year 2005-2006 Data

2006-2007 AYP Status: Made AYP

2006-2007 School Improvement Status: Not in School Improvement

This School met 17 AYP Goals out of 17 (100.00%)

READING

2006-2007 AYP Status: Made AYP

Reading School Improvement Status: Not in School Improvement

Student Group	Percent Participation Goal = 95.00%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal*
All Students	99	Yes	18.58	Yes
Special Education	100	NA	2.00	NA
American Indian/Alaskan	No Data	No Data	No Data	No Data
Asian/Pacific Islander	100	NA	No Data	No Data
Black	99	Yes	16.06	Yes
Hispanic	100	NA	~	NA
White	99	Yes	20.71	Yes
Limited-English Proficient	100	NA	No Data	No Data
Free/Reduced Meals	99	Yes	16.18	Yes
Displaced	100	NA	No Data	No Data

MATHEMATICS

2006-2007 AYP Status: Made AYP

Mathematics School Improvement Status: Not in School Improvement

Student Group	Percent Participation Goal = 95.00%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal*
All Students	99	Yes	23.88	Yes
Special Education	100	NA	-4.25	NA
American Indian/Alaskan	No Data	No Data	No Data	No Data
Asian/Pacific Islander	100	NA	No Data	No Data
Black	99	Yes	18.80	Yes
Hispanic	100	NA	~	NA
White	99	Yes	27.75	Yes
Limited-English Proficient	100	NA	No Data	No Data
Free/Reduced Meals	99	Yes	19.16	Yes
Displaced	100	NA	No Data	No Data

Additional Academic Indicators

Student Group	Attendance Rate Goal = 95.00%	Attendance Rate Previous Year	Met Attendance AYP*	Graduation Rate Goal = 90.00%	Graduation Rate Previous Year	Met Graduation Rate AYP**
All Students	96.98	N/A	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.

STUDENT ACADEMIC PERFORMANCE

	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
Grade 3												
All Students	95	98.96	1.05	17.89	35.79	45.26	188	96.91	0.53	20.21	33.51	45.74
Special Education	***	***	***	***	***	***	19	90.48	0.00	57.89	15.79	26.32
American Indian / Alaskan	N/A	N/A	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	***	***	***	***	***	***
Black	38	100.00	2.63	26.32	42.11	28.95	88	96.70	1.14	31.82	37.50	29.55
Hispanic	***	***	***	***	***	***	***	***	***	***	***	***
White	54	100.00	0.00	12.96	31.48	55.56	94	98.95	0.00	10.64	29.79	59.57
Male	48	97.96	2.08	16.67	37.50	43.75	90	94.74	1.11	25.56	30.00	43.33
Female	47	100.00	0.00	19.15	34.04	46.81	98	98.99	0.00	15.31	36.73	47.96
Free / Reduced Meals	56	100.00	1.79	21.43	48.21	28.57	119	95.97	0.84	26.05	40.34	32.77
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
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
Displaced	***	***	***	***	***	***	***	***	***	***	***	***
Grade 4												
All Students	104	98.11	0.00	22.12	36.54	41.35	193	98.47	0.52	23.32	31.61	44.56
Special Education	13	100.00	0.00	61.54	30.77	7.69	28	96.55	3.57	71.43	17.86	7.14
American Indian / Alaskan	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	***	***	***	***	***	***
Black	48	97.96	0.00	31.25	47.92	20.83	86	98.85	1.16	34.88	41.86	22.09
Hispanic	***	***	***	***	***	***	***	***	***	***	***	***
White	53	98.15	0.00	13.21	26.42	60.38	102	98.08	0.00	13.73	22.55	63.73
Male	56	100.00	0.00	30.36	33.93	35.71	107	99.07	0.93	29.91	29.91	39.25
Female	48	96.00	0.00	12.50	39.58	47.92	86	97.73	0.00	15.12	33.72	51.16
Free / Reduced Meals	65	97.01	0.00	32.31	46.15	21.54	120	97.56	0.83	34.17	39.17	25.83
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
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
Displaced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5												
All Students	110	100.00	0.91	13.64	31.82	53.64	193	96.50	1.55	16.06	29.53	52.85
Special Education	***	***	***	***	***	***	13	76.47	15.38	38.46	23.08	23.08
American Indian / Alaskan	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	N/A	N/A
Black	53	100.00	0.00	15.09	41.51	43.40	94	95.92	2.13	19.15	37.23	41.49
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***
White	57	100.00	1.75	12.28	22.81	63.16	97	97.98	1.03	13.40	22.68	62.89
Male	64	100.00	0.00	17.19	34.38	48.44	109	94.78	1.83	19.27	33.03	45.87
Female	46	100.00	2.17	8.70	28.26	60.87	84	98.82	1.19	11.90	25.00	61.90
Free / Reduced Meals	68	100.00	1.47	14.71	36.76	47.06	122	94.57	2.46	19.67	34.43	43.44
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
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
Displaced	***	***	***	***	***	***	***	***	***	***	***	***

*** = Less than 10 students tested

N/D = No Data Available

N/A = Not Applicable

N/R = Not Reported

STUDENT ACADEMIC PERFORMANCE

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
96	100.00	5.21	18.75	31.25	44.79	188	96.91	8.51	18.62	27.13	45.74
***	***	***	***	***	***	19	90.48	36.84	31.58	10.53	21.05
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
***	***	***	***	***	***	***	***	***	***	***	***
38	100.00	5.26	31.58	36.84	26.32	87	95.60	13.79	27.59	29.89	28.74
***	***	***	***	***	***	***	***	***	***	***	***
54	100.00	5.56	11.11	25.93	57.41	94	98.95	4.26	11.70	24.47	59.57
49	100.00	6.12	14.29	38.78	40.82	91	95.79	12.09	15.38	31.87	40.66
47	100.00	4.26	23.40	23.40	48.94	97	97.98	5.15	21.65	22.68	50.52
56	100.00	7.14	23.21	39.29	30.36	118	95.16	12.71	22.03	29.66	35.59
***	***	***	***	***	***	***	***	***	***	***	***
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	***	***	***
104	98.11	0.96	32.69	24.04	42.31	192	97.96	3.13	31.77	22.40	42.71
13	100.00	7.69	69.23	7.69	15.38	28	96.55	14.29	67.86	7.14	10.71
N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***
N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***
48	97.96	0.00	50.00	27.08	22.92	85	97.70	4.71	49.41	27.06	18.82
***	***	***	***	***	***	***	***	***	***	***	***
53	98.15	1.89	18.87	20.75	58.49	102	98.08	1.96	17.65	18.63	61.76
56	100.00	0.00	35.71	26.79	37.50	106	98.15	0.94	35.85	24.53	38.68
48	96.00	2.08	29.17	20.83	47.92	86	97.73	5.81	26.74	19.77	47.67
65	97.01	1.54	47.69	26.15	24.62	119	96.75	5.04	45.38	24.37	25.21
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	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	N/A	N/A	N/A	N/A
110	100.00	0.00	19.09	42.73	38.18	193	96.50	2.07	22.80	39.90	35.23
***	***	***	***	***	***	13	76.47	23.08	53.85	7.69	15.38
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	N/A	N/A
53	100.00	0.00	24.53	41.51	33.96	94	95.92	3.19	29.79	39.36	27.66
N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***
57	100.00	0.00	14.04	43.86	42.11	97	97.98	1.03	16.49	41.24	41.24
64	100.00	0.00	18.75	43.75	37.50	109	94.78	2.75	23.85	40.37	33.03
46	100.00	0.00	19.57	41.30	39.13	84	98.82	1.19	21.43	39.29	38.10
68	100.00	0.00	23.53	50.00	26.47	122	94.57	2.46	28.69	42.62	26.23
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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
***	***	***	***	***	***	***	***	***	***	***	***

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.

*** = Less than 10 students tested

N/D = No Data Available

N/A = Not Applicable

N/R = Not Reported

STUDENT ACADEMIC PERFORMANCE

		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
Grade 6													
All Students	N/A	N/A	N/A	N/A	N/A	N/A	172	98.29	2.33	17.44	22.09	58.14	
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	28	90.32	14.29	46.43	25.00	14.29	
American Indian / Alaskan	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	N/A	N/A	
Black	N/A	N/A	N/A	N/A	N/A	N/A	85	97.70	3.53	27.06	23.53	45.88	
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***	
White	N/A	N/A	N/A	N/A	N/A	N/A	81	98.78	1.23	8.64	18.52	71.60	
Male	N/A	N/A	N/A	N/A	N/A	N/A	101	98.06	3.96	24.75	22.77	48.51	
Female	N/A	N/A	N/A	N/A	N/A	N/A	71	98.61	0.00	7.04	21.13	71.83	
Free / Reduced Meals	N/A	N/A	N/A	N/A	N/A	N/A	88	97.78	4.55	26.14	26.14	43.18	
Limited-English Proficient	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	
Displaced	N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***	
Grade 7													
All Students	N/A	N/A	N/A	N/A	N/A	N/A	212	99.53	0.47	31.13	33.02	35.38	
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	24	100.00	4.17	83.33	4.17	8.33	
American Indian / Alaskan	N/A	N/A	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	***	***	***	***	***	***	
Black	N/A	N/A	N/A	N/A	N/A	N/A	100	99.01	1.00	45.00	36.00	18.00	
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***	
White	N/A	N/A	N/A	N/A	N/A	N/A	105	100.00	0.00	19.05	27.62	53.33	
Male	N/A	N/A	N/A	N/A	N/A	N/A	114	100.00	0.00	38.60	33.33	28.07	
Female	N/A	N/A	N/A	N/A	N/A	N/A	98	98.99	1.02	22.45	32.65	43.88	
Free / Reduced Meals	N/A	N/A	N/A	N/A	N/A	N/A	106	100.00	0.94	42.45	34.91	21.70	
Limited-English Proficient	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	
Displaced	N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***	
Grade 8													
All Students	N/A	N/A	N/A	N/A	N/A	N/A	197	98.01	0.51	30.96	41.12	27.41	
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	21	87.50	4.76	80.95	14.29	0.00	
American Indian / Alaskan	N/A	N/A	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	***	***	***	***	***	***	
Black	N/A	N/A	N/A	N/A	N/A	N/A	84	96.55	1.19	44.05	46.43	8.33	
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***	
White	N/A	N/A	N/A	N/A	N/A	N/A	111	99.11	0.00	20.72	37.84	41.44	
Male	N/A	N/A	N/A	N/A	N/A	N/A	94	98.95	1.06	41.49	38.30	19.15	
Female	N/A	N/A	N/A	N/A	N/A	N/A	103	97.17	0.00	21.36	43.69	34.95	
Free / Reduced Meals	N/A	N/A	N/A	N/A	N/A	N/A	95	95.96	1.05	36.84	41.05	21.05	
Limited-English Proficient	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	
Displaced	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

STUDENT ACADEMIC PERFORMANCE

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
N/A	N/A	N/A	N/A	N/A	N/A	172	98.29	0.00	26.74	42.44	30.81
N/A	N/A	N/A	N/A	N/A	N/A	28	90.32	0.00	89.29	3.57	7.14
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	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	85	97.70	0.00	35.29	45.88	18.82
N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***
N/A	N/A	N/A	N/A	N/A	N/A	81	98.78	0.00	17.28	38.27	44.44
N/A	N/A	N/A	N/A	N/A	N/A	101	98.06	0.00	31.68	41.58	26.73
N/A	N/A	N/A	N/A	N/A	N/A	71	98.61	0.00	19.72	43.66	36.62
N/A	N/A	N/A	N/A	N/A	N/A	88	97.78	0.00	38.64	44.32	17.05
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	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	210	98.59	0.00	40.48	37.62	21.90
N/A	N/A	N/A	N/A	N/A	N/A	24	100.00	0.00	87.50	8.33	4.17
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	N/A	N/A	***	***	***	***	***	***
N/A	N/A	N/A	N/A	N/A	N/A	99	98.02	0.00	58.59	26.26	15.15
N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***
N/A	N/A	N/A	N/A	N/A	N/A	104	99.05	0.00	24.04	47.12	28.85
N/A	N/A	N/A	N/A	N/A	N/A	113	99.12	0.00	43.36	38.05	18.58
N/A	N/A	N/A	N/A	N/A	N/A	97	97.98	0.00	37.11	37.11	25.77
N/A	N/A	N/A	N/A	N/A	N/A	104	98.11	0.00	51.92	32.69	15.38
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	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	197	98.01	0.00	39.59	49.24	11.17
N/A	N/A	N/A	N/A	N/A	N/A	21	87.50	0.00	76.19	23.81	0.00
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	N/A	N/A	***	***	***	***	***	***
N/A	N/A	N/A	N/A	N/A	N/A	84	96.55	0.00	48.81	47.62	3.57
N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***
N/A	N/A	N/A	N/A	N/A	N/A	111	99.11	0.00	32.43	50.45	17.12
N/A	N/A	N/A	N/A	N/A	N/A	94	98.95	0.00	44.68	45.74	9.57
N/A	N/A	N/A	N/A	N/A	N/A	103	97.17	0.00	34.95	52.43	12.62
N/A	N/A	N/A	N/A	N/A	N/A	95	95.96	0.00	43.16	53.68	3.16
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	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

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.

*** = Less than 10 students tested

N/D = No Data Available

N/A = Not Applicable

N/R = Not Reported

STUDENT ACADEMIC PERFORMANCE

Alabama Alternate Assessment 2006

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
All Students	N/A	N/A	N/A	N/A	N/A	17	0.65	0.00	17.65	52.94	29.41

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
All Students	N/A	N/A	N/A	N/A	N/A	17	0.65	0.00	5.88	76.47	17.65

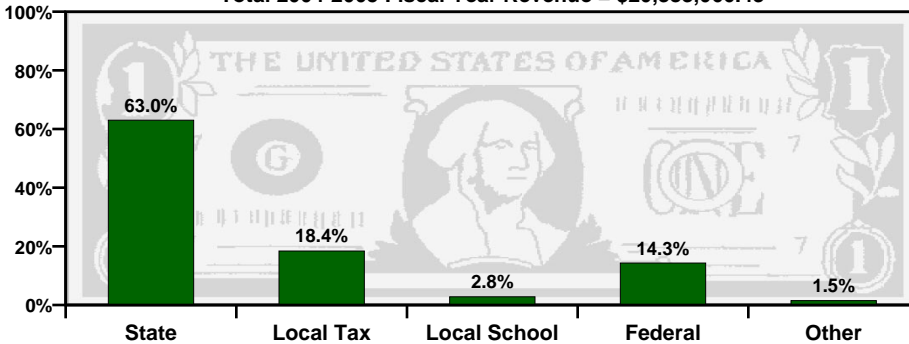
Alabama Direct Assessment of Writing 2006

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	
Grade 5	108	98.18	2.78	33.33	61.11	2.78	193	96.50	4.15	32.64	56.99	6.22
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	210	98.59	10.00	40.00	42.38	7.62
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	211	91.74	3.79	23.70	59.24	13.27

TAXPAYERS' REPORT - FISCAL YEAR 2005

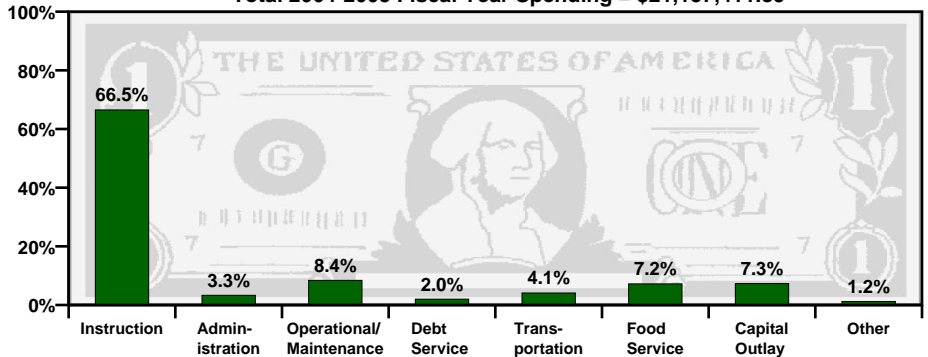
Total 2004-2005 Fiscal Year Revenue = \$20,383,066.43



Sources of School System Revenues

Total 2004-2005 Fiscal Year Spending = \$21,157,411.89

School System's Use of Funds



SOURCE of REVENUE	AMOUNT
Local School Revenue	\$563,048.34
Local Capital Projects Revenue	\$390,010.74
Other Local Revenue (includes local taxes)	\$3,364,935.39
Total Local Revenue	\$4,317,994.47

Local Revenue Breakdown

This table provides a breakdown of local revenues for fiscal year 2005. 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 32.87 mills equivalent.

This System	Grade
36.58	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
2003-2004	\$6,254.25	C-	D-	D-
2004-2005	\$7,075.36	B-	C	D+

A = Excellent

B = Good

C = Average

D = Poor

F = Fail

