

State Board of Education School Report Card 2006-2007

Midland City Elementary School

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Midland City Elementary School
42 Second Street
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>*

(EL) 023-0050

Dear Parents:

The most important aspect in the function of education is our STUDENTS! Administrators, teachers, and the community served should realize that students are our future, and as such, students must receive our best efforts in providing a quality educational system. As educators, we are committed to maximizing the educational process to its fullest potential possible. I feel that we have a competent and well-qualified certified staff to offer students a sound educational program; a support staff who works diligently to provide essential services, and a dedicated staff of administrators willing, able, and ready to serve the public.

This report will show many areas of improvement. Our system has met NCLB academic goals related to adequate yearly progress in grades 3-8 for the last 3 years. In fact, these grades have exceeded minimum standards by 20% in reading and 30% in math. Also, there has been steady improvement in 11th graders who have passed all portions of the Alabama High School Graduation Exam and ACT scores for seniors have increased from 19 to 20.

The report card also shows the financial status of our school system. To date, our school system is more financially sound than ever before. In the past 3 years, we have upgraded our bus fleet, eliminated a yearly deficit in the Transportation Department, improved technology in the classrooms, and are in the process of investing over 7 million dollars in building projects throughout the county, plus the systems general fund balance has increased from \$900,000.00 to over 3 million dollars.

I welcome your comments, suggestions, and input as together we make a good system even better. With the continued support of parents and the community, a greater partnership is formed, which will strengthen our communities. The support and involvement of parents and the community are vital links to the overall growth and success of the school program. I appreciate the opportunity to serve as your superintendent and I look forward to the continued growth and improvement of our schools.

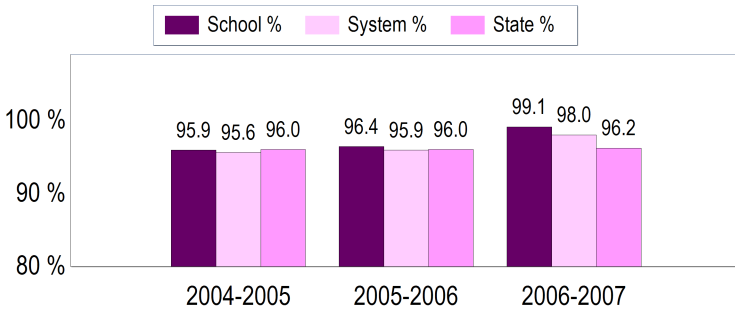
Sincerely,

Phillip L. Parker

Average Daily Membership

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

School Year	ADM
2006-2007	415.8
2005-2006	373.9
2004-2005	448.5

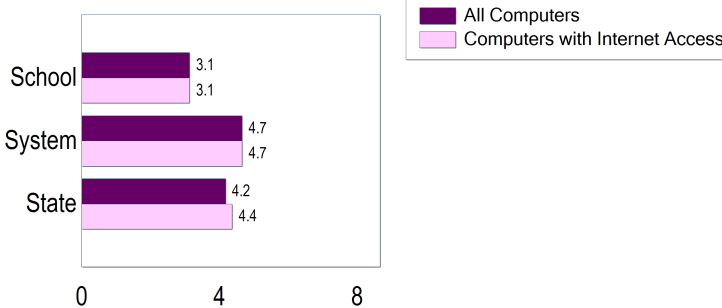
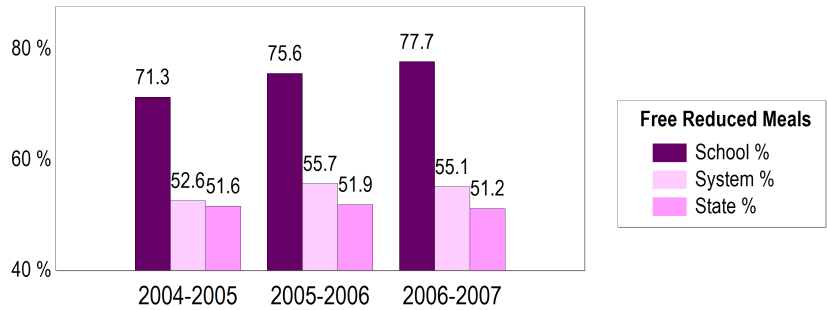


Average Daily Attendance

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.

Six Year (Class AA) through Doctorate	Master's Degree (Class A)	Bachelor's Degree (Class B)
3.3 %	53.3 %	43.3 %

Due to rounding, totals may not equal 100%

Percentage of all Elementary and Secondary Teachers with Alternative or Emergency Certification	0.0 %
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Safety & Discipline

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

Incident Type	Incidents Reported	Action Taken		
		Suspension	Expulsion	Alternative School
Weapon Related	0	0	0	0
Assault	0	0	0	0
Bomb Threat	0	0	0	0
Drug 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**

Staffing

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

	School	System	State
Teacher	26.5	179.1	49,527.5
Counselor	0.5	6.0	1,839.2
Librarian	1.0	7.5	1,422.2
Administrator	1.0	10.4	2,642.2
Nurse	0.0	3.0	979.2
Instruction Assistant	3.0	17.0	6,962.7
Other	1.0	7.0	2,470.1
Support Staff	7.0	109.0	29,448.8

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		Percentage Taught By Highly Qualified Teachers		Percentage Not Taught By Highly Qualified Teachers	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
SCHOOL	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Elementary	104	86	88.5	100.0	11.5	0.0
Secondary	No Data	No Data	No Data	No Data	No Data	No Data
Total	104	86	88.5	100.0	11.5	0.0
SYSTEM	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Elementary	370	358	96.8	100.0	3.2	0.0
Secondary	189	167	90.5	92.2	9.5	7.8
Total	559	525	94.6	97.5	5.4	2.5
STATE	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Elementary	97,672	100,084	94.9	97.5	5.1	2.5
Secondary	60,824	59,426	84.2	91.3	15.8	8.7
Total	158,496	159,510	90.8	95.2	9.2	4.8

TEACHERS	Total Teachers		Percentage Highly Qualified Teachers		Percentage Not Highly Qualified Teachers	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
SCHOOL	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Elementary	26	22	88.5	100.0	11.5	0.0
Secondary	No Data	No Data	No Data	No Data	No Data	No Data
Total	26	22	88.5	100.0	11.5	0.0
SYSTEM	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Elementary	92	85	96.7	100.0	3.3	0.0
Secondary	60	53	85.0	88.7	15.0	11.3
Total	152	138	92.1	95.7	7.9	4.3
STATE	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Elementary	24,219	23,610	93.4	96.6	6.6	3.4
Secondary	15,533	14,862	80.6	87.4	19.4	12.6
Total	39,752	38,472	88.4	93.0	11.6	7.0

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>

Select the Accountability Reporting option on the home page. Then request the School Year: 2006-2007 Report: 2007 Interpretive Guide for State Accountability.

Adequate Yearly Progress Status for 2007-2008

Based on School Year 2006-2007 Data

This school met 15 AYP goals out of 15 (100.00%).

AYP Status: Made AYP

School Improvement Status: Not in School Improvement

Reading

AYP Status: Made AYP

Reading School Improvement Status: Not in School Improvement

Student Group	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
All Students	100	Yes	18.74	Yes
Special Education	100	N/A	~	N/A
American Indian/Alaskan	No Data	No Data	No Data	No Data
Asian/Pacific Islander	No Data	No Data	No Data	No Data
Black	100	Yes	13.21	N/A
Hispanic	No Data	No Data	No Data	No Data
White	100	Yes	21.13	Yes
Limited English Proficient	No Data	No Data	No Data	No Data
Free/Reduced Meals	100	Yes	16.92	Yes

Mathematics

AYP Status: Made AYP

Mathematics School Improvement Status: Not in School Improvement

Student Group	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
All Students	100	Yes	8.16	Yes
Special Education	100	N/A	~	N/A
American Indian/Alaskan	No Data	No Data	No Data	No Data
Asian/Pacific Islander	No Data	No Data	No Data	No Data
Black	100	Yes	-8.59	N/A
Hispanic	No Data	No Data	No Data	No Data
White	100	Yes	15.42	Yes
Limited English Proficient	No Data	No Data	No Data	No Data
Free/Reduced Meals	100	Yes	3.92	Yes

- 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

Additional Academic Indicators

AYP Status: Made AYP

School Improvement Status: Not in School Improvement

Student Group	Attendance Rate Goal = 95%	Attendance Rate Previous Year	Met Attendance AYP	Graduation Rate Goal = 90%	Graduation Rate Previous Year	Met Graduation Rate AYP
All Students	99	96	Yes	N/A	N/A	N/A

(IM) Improvement (N/A) Not applicable

STUDENT ACADEMIC PERFORMANCE

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.

	SCHOOL						SYSTEM					
	Number Tested	Percent Tested*	Level I Percent Not Meeting Standard	Level II Percent Partially Meeting Standard	Level III Percent Meeting Standard	Level IV Percent Exceeding Standard	Number Tested	Percent Tested*	Level I Percent Not Meeting Standard	Level II Percent Partially Meeting Standard	Level III Percent Meeting Standard	Level IV Percent Exceeding Standard
Grade 3	Reading											
All Students	59	100.0	0.0	15.3	54.2	30.5	184	99.5	0.5	16.3	37.0	46.2
Special Education	***	***	***	***	***	***	11	91.7	0.0	63.6	9.1	27.3
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	25	100.0	0.0	24.0	64.0	12.0	35	100.0	2.9	25.7	51.4	20.0
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***
White	34	100.0	0.0	8.8	47.1	44.1	143	99.3	0.0	14.7	33.6	51.7
Male	22	100.0	0.0	13.6	63.6	22.7	84	98.8	0.0	17.9	39.3	42.9
Female	37	100.0	0.0	16.2	48.6	35.1	100	100.0	1.0	15.0	35.0	49.0
Poverty	45	100.0	0.0	20.0	60.0	20.0	102	100.0	1.0	20.6	43.1	35.3
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
Grade 4	Reading											
All Students	75	97.4	0.0	12.0	42.7	45.3	224	97.8	0.0	14.7	32.6	52.7
Special Education	***	***	***	***	***	***	***	***	***	***	***	***
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	18	100.0	0.0	22.2	50.0	27.8	37	97.4	0.0	27.0	48.6	24.3
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	57	96.6	0.0	8.8	40.4	50.9	185	97.9	0.0	12.4	29.7	57.8
Male	43	100.0	0.0	14.0	51.2	34.9	117	99.2	0.0	17.9	39.3	42.7
Female	32	94.1	0.0	9.4	31.3	59.4	107	96.4	0.0	11.2	25.2	63.6
Poverty	55	98.2	0.0	14.5	43.6	41.8	112	97.4	0.0	23.2	38.4	38.4
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
Grade 5	Reading											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	210	99.5	2.4	10.0	38.6	49.0
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	10	100.0	30.0	40.0	20.0	10.0
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	45	97.8	6.7	15.6	48.9	28.9
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	162	100.0	1.2	8.0	35.8	54.9
Male	N/A	N/A	N/A	N/A	N/A	N/A	108	99.1	1.9	13.9	38.9	45.4
Female	N/A	N/A	N/A	N/A	N/A	N/A	102	100.0	2.9	5.9	38.2	52.9
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	120	99.2	3.3	14.2	48.3	34.2
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

*** 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

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	SCHOOL						SYSTEM					
	Number Tested	Percent Tested*	Level I Percent Not Meeting Standard	Level II Percent Partially Meeting Standard	Level III Percent Meeting Standard	Level IV Percent Exceeding Standard	Number Tested	Percent Tested*	Level I Percent Not Meeting Standard	Level II Percent Partially Meeting Standard	Level III Percent Meeting Standard	Level IV Percent Exceeding Standard
Grade 6	Reading											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	239	100.0	0.8	12.1	25.9	61.1
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***
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	N/A	N/A	N/A	N/A	N/A	N/A	38	100.0	0.0	18.4	26.3	55.3
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	192	100.0	1.0	10.4	26.0	62.5
Male	N/A	N/A	N/A	N/A	N/A	N/A	104	100.0	1.9	18.3	26.9	52.9
Female	N/A	N/A	N/A	N/A	N/A	N/A	135	100.0	0.0	7.4	25.2	67.4
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	133	100.0	1.5	12.8	29.3	56.4
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
Grade 7	Reading											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	230	99.6	0.4	29.1	42.2	28.3
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	16	94.1	6.3	75.0	18.8	0.0
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	N/A	N/A	N/A	N/A	N/A	N/A	51	100.0	0.0	43.1	43.1	13.7
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	174	99.4	0.6	25.3	42.5	31.6
Male	N/A	N/A	N/A	N/A	N/A	N/A	129	100.0	0.8	36.4	40.3	22.5
Female	N/A	N/A	N/A	N/A	N/A	N/A	101	99.0	0.0	19.8	44.6	35.6
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	139	100.0	0.7	36.7	43.2	19.4
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
Grade 8	Reading											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	215	99.5	1.4	22.8	42.3	33.5
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	18	100.0	11.1	72.2	16.7	0.0
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	N/A	N/A	N/A	N/A	N/A	N/A	38	100.0	2.6	39.5	39.5	18.4
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	173	99.4	1.2	19.7	42.2	37.0
Male	N/A	N/A	N/A	N/A	N/A	N/A	117	100.0	2.6	26.5	39.3	31.6
Female	N/A	N/A	N/A	N/A	N/A	N/A	98	99.0	0.0	18.4	45.9	35.7
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	109	99.1	1.8	32.1	45.0	21.1
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

*** 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

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	SCHOOL						SYSTEM					
	Number Tested	Percent Tested*	Level I Percent Not Meeting Standard	Level II Percent Partially Meeting Standard	Level III Percent Meeting Standard	Level IV Percent Exceeding Standard	Number Tested	Percent Tested*	Level I Percent Not Meeting Standard	Level II Percent Partially Meeting Standard	Level III Percent Meeting Standard	Level IV Percent Exceeding Standard
Grade 3	Mathematics											
All Students	59	100.0	13.6	33.9	37.3	15.3	184	99.5	7.1	27.7	37.0	28.3
Special Education	***	***	***	***	***	***	11	91.7	27.3	27.3	18.2	27.3
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	25	100.0	28.0	40.0	24.0	8.0	35	100.0	22.9	40.0	25.7	11.4
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***
White	34	100.0	2.9	29.4	47.1	20.6	143	99.3	3.5	25.2	38.5	32.9
Male	22	100.0	13.6	45.5	31.8	9.1	84	98.8	6.0	33.3	29.8	31.0
Female	37	100.0	13.5	27.0	40.5	18.9	100	100.0	8.0	23.0	43.0	26.0
Poverty	45	100.0	17.8	37.8	37.8	6.7	102	100.0	12.7	32.4	34.3	20.6
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
Grade 4	Mathematics											
All Students	75	97.4	1.3	33.3	36.0	29.3	224	97.8	1.8	27.2	33.9	37.1
Special Education	***	***	***	***	***	***	***	***	***	***	***	***
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	18	100.0	0.0	55.6	16.7	27.8	37	97.4	5.4	51.4	18.9	24.3
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	57	96.6	1.8	26.3	42.1	29.8	185	97.9	1.1	22.7	36.8	39.5
Male	43	100.0	2.3	39.5	39.5	18.6	117	99.2	2.6	31.6	33.3	32.5
Female	32	94.1	0.0	25.0	31.3	43.8	107	96.4	0.9	22.4	34.6	42.1
Poverty	55	98.2	1.8	40.0	27.3	30.9	112	97.4	3.6	41.1	26.8	28.6
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
Grade 5	Mathematics											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	210	99.5	0.0	22.9	48.6	28.6
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	10	100.0	0.0	60.0	30.0	10.0
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	45	97.8	0.0	48.9	42.2	8.9
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	162	100.0	0.0	16.0	49.4	34.6
Male	N/A	N/A	N/A	N/A	N/A	N/A	108	99.1	0.0	24.1	48.1	27.8
Female	N/A	N/A	N/A	N/A	N/A	N/A	102	100.0	0.0	21.6	49.0	29.4
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	120	99.2	0.0	32.5	52.5	15.0
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

*** 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.

	SCHOOL						SYSTEM					
	Number Tested	Percent Tested*	Level I Percent Not Meeting Standard	Level II Percent Partially Meeting Standard	Level III Percent Meeting Standard	Level IV Percent Exceeding Standard	Number Tested	Percent Tested*	Level I Percent Not Meeting Standard	Level II Percent Partially Meeting Standard	Level III Percent Meeting Standard	Level IV Percent Exceeding Standard
Grade 6	Mathematics											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	239	100.0	0.0	21.3	47.7	31.0
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***
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	N/A	N/A	N/A	N/A	N/A	N/A	38	100.0	0.0	31.6	36.8	31.6
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	192	100.0	0.0	18.8	51.0	30.2
Male	N/A	N/A	N/A	N/A	N/A	N/A	104	100.0	0.0	24.0	41.3	34.6
Female	N/A	N/A	N/A	N/A	N/A	N/A	135	100.0	0.0	19.3	52.6	28.1
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	133	100.0	0.0	24.1	47.4	28.6
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
Grade 7	Mathematics											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	230	99.6	0.4	54.3	32.2	13.0
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	16	94.1	0.0	100.0	0.0	0.0
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	N/A	N/A	N/A	N/A	N/A	N/A	51	100.0	0.0	68.6	29.4	2.0
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	174	99.4	0.6	50.6	32.8	16.1
Male	N/A	N/A	N/A	N/A	N/A	N/A	129	100.0	0.8	60.5	26.4	12.4
Female	N/A	N/A	N/A	N/A	N/A	N/A	101	99.0	0.0	46.5	39.6	13.9
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	139	100.0	0.0	65.5	26.6	7.9
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
Grade 8	Mathematics											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	215	99.5	0.0	24.2	43.3	32.6
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	18	100.0	0.0	72.2	27.8	0.0
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	N/A	N/A	N/A	N/A	N/A	N/A	38	100.0	0.0	50.0	34.2	15.8
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	173	99.4	0.0	18.5	45.1	36.4
Male	N/A	N/A	N/A	N/A	N/A	N/A	117	100.0	0.0	23.1	48.7	28.2
Female	N/A	N/A	N/A	N/A	N/A	N/A	98	99.0	0.0	25.5	36.7	37.8
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	109	99.1	0.0	36.7	45.9	17.4
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

*** 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 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.

SCHOOL							SYSTEM					
		Level I	Level II	Level III	Level IV			Level I	Level II	Level III	Level IV	
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	
Reading												
All Students	***	***	***	***	***	***	16	1.0	6.3	31.3	56.3	6.3

*** 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												
All Students	***	***	***	***	***	***	13	0.8	0.0	15.4	69.2	15.4

*** 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

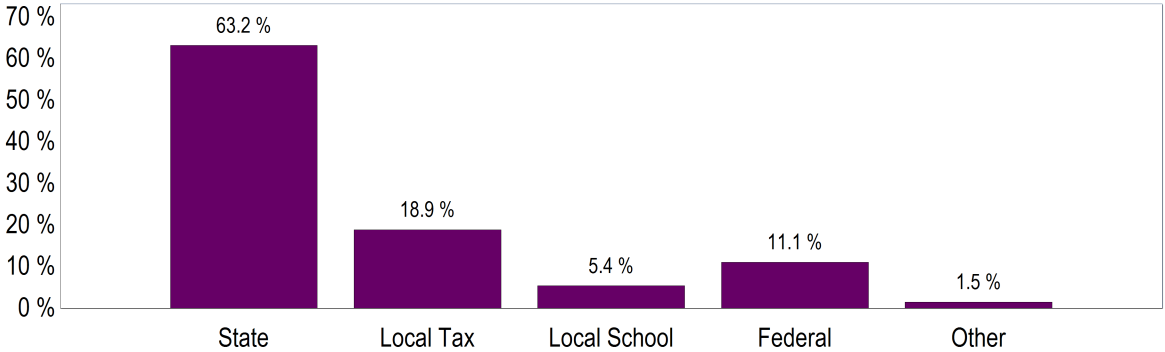
Alabama students in grades 5, 7, and 10 are given the Alabama Direct Assessment of Writing (ADAW) each year to measure their writing skills. This table shows how well students met the performance standard on this test.

SCHOOL							SYSTEM					
		Level I	Level II	Level III	Level IV			Level I	Level II	Level III	Level IV	
	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	N/A	N/A	N/A	N/A	N/A	N/A	210	99.5	4.3	41.0	45.2	9.5
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	224	97.0	3.6	39.7	50.4	6.3
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	206	98.6	2.9	30.1	52.9	14.1

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

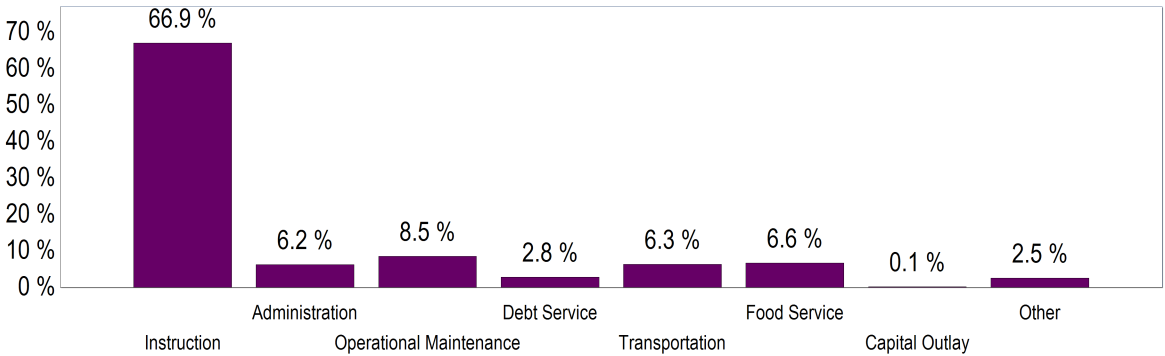
Total 2005-2006 Fiscal Year Revenue = \$22,641,135.37

Sources of School System Revenues



Total 2005-2006 Fiscal Year Expenditure = \$21,797,223.17

School System's Use of Funds



Source of Revenue	Amount
Local School Revenue	\$1,220,855.68
Local Capital Projects Revenue	\$8,800.96
Other Local Revenue (includes local taxes)	\$4,259,132.03
Total Local Revenue	\$5,488,788.67

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.

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 31.83 mills equivalent.

This System	Grade
30.3	C

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.

School Year	Amount	State	SouthEast	National
2005-2006	\$7,223.66	C	D	D-

A = Excellent

B = Good

C = Average

D = Poor

F = Fail

