

State Board of Education School Report Card 2006-2007

Joseph W Lisenby Elementary School

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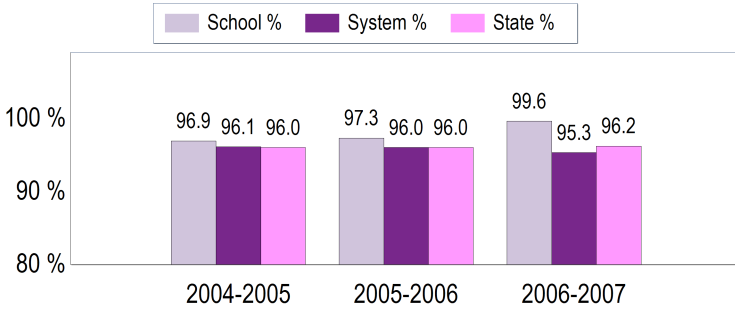
Joseph W Lisenby Elementary School
860 Faust Ave
Ozark, AL 36360
(334)774-4919

*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>*

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	432.3
2005-2006	421.8
2004-2005	343.0

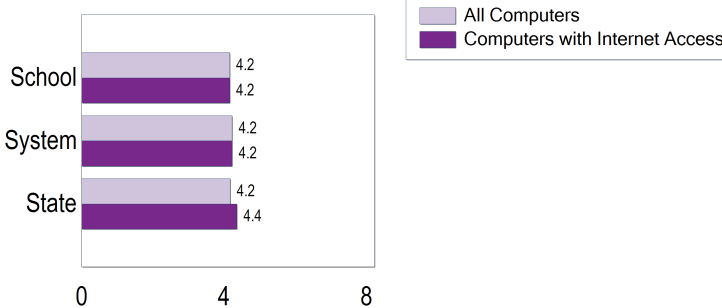
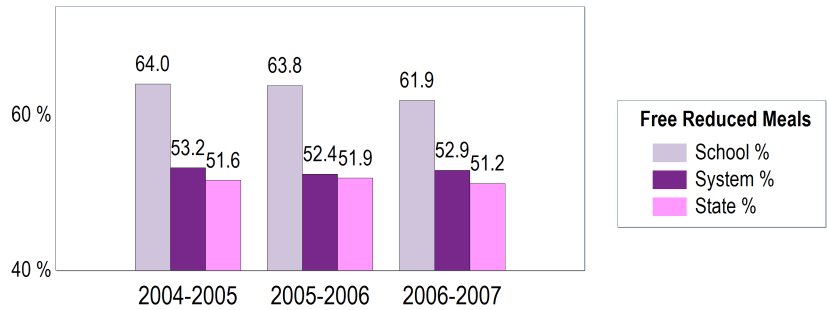


Average Daily Attendance

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.



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)
10.0 %	50.0 %	40.0 %

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
Drug Related	0	0	0	0
Assault	0	0	0	0
Weapon Related	0	0	0	0
Bomb Threat	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	33.5	180.9	49,527.5
Counselor	1.0	6.0	1,839.2
Librarian	1.0	5.0	1,422.2
Administrator	1.0	10.4	2,642.2
Nurse	0.0	2.0	979.2
Instruction Assistant	4.0	25.0	6,962.7
Other	2.5	10.1	2,470.1
Support Staff	11.0	111.1	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	93	98	93.5	100.0	6.5	0.0
Secondary	No Data	No Data	No Data	No Data	No Data	No Data
Total	89	98	93.3	100.0	6.7	0.0
SYSTEM	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Elementary	302	294	96.7	100.0	3.3	0.0
Secondary	157	154	95.5	100.0	4.5	0.0
Total	454	448	96.3	100.0	3.7	0.0
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	30	27	90.0	100.0	10.0	0.0
Secondary	No Data	No Data	No Data	No Data	No Data	No Data
Total	30	27	90.0	100.0	10.0	0.0
SYSTEM	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Elementary	88	78	95.5	100.0	4.5	0.0
Secondary	53	47	90.6	100.0	9.4	0.0
Total	141	125	93.6	100.0	6.4	0.0
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 17 AYP goals out of 17 (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	12.59	Yes
Special Education	100	N/A	-18.31	N/A
American Indian/Alaskan	~	N/A	~	N/A
Asian/Pacific Islander	No Data	No Data	No Data	No Data
Black	100	Yes	7.65	Yes
Hispanic	~	N/A	~	N/A
White	100	Yes	17.53	Yes
Limited English Proficient	No Data	No Data	No Data	No Data
Free/Reduced Meals	100	Yes	8.41	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	19.28	Yes
Special Education	100	N/A	-8.84	N/A
American Indian/Alaskan	~	N/A	~	N/A
Asian/Pacific Islander	No Data	No Data	No Data	No Data
Black	100	Yes	12.82	Yes
Hispanic	~	N/A	~	N/A
White	99	Yes	25.87	Yes
Limited English Proficient	No Data	No Data	No Data	No Data
Free/Reduced Meals	100	Yes	14.23	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	100	97	Yes	N/A	N/A	N/A

(IM) Improvement (N/A) Not applicable

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	91	100.0	2.2	23.1	29.7	45.1	222	99.1	1.8	18.5	32.9	46.8
Special Education	13	100.0	15.4	38.5	23.1	23.1	33	94.3	9.1	45.5	27.3	18.2
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	48	100.0	0.0	31.3	45.8	22.9	110	100.0	0.9	25.5	41.8	31.8
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***
White	42	100.0	4.8	14.3	11.9	69.0	105	98.1	2.9	11.4	23.8	61.9
Male	43	100.0	4.7	27.9	25.6	41.9	111	98.2	3.6	22.5	33.3	40.5
Female	48	100.0	0.0	18.8	33.3	47.9	111	100.0	0.0	14.4	32.4	53.2
Poverty	53	100.0	1.9	32.1	39.6	26.4	135	98.5	1.5	23.0	39.3	36.3
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 4	Reading											
All Students	92	98.9	0.0	18.5	40.2	41.3	192	99.5	0.5	15.1	39.6	44.8
Special Education	***	***	***	***	***	***	13	92.9	7.7	69.2	15.4	7.7
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	51	98.1	0.0	25.5	52.9	21.6	92	98.9	0.0	22.8	51.1	26.1
Hispanic	***	***	***	***	***	***	***	***	***	***	***	***
White	39	100.0	0.0	10.3	25.6	64.1	94	100.0	1.1	8.5	28.7	61.7
Male	42	97.7	0.0	26.2	45.2	28.6	96	99.0	1.0	19.8	43.8	35.4
Female	50	100.0	0.0	12.0	36.0	52.0	96	100.0	0.0	10.4	35.4	54.2
Poverty	59	98.3	0.0	23.7	45.8	30.5	121	99.2	0.8	19.8	45.5	33.9
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 5	Reading											
All Students	89	100.0	2.2	20.2	28.1	49.4	184	98.9	1.6	20.7	31.0	46.7
Special Education	12	100.0	16.7	75.0	8.3	0.0	23	92.0	13.0	60.9	21.7	4.3
American Indian/Alaskan	***	***	***	***	***	***	***	***	***	***	***	***
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***
Black	38	100.0	5.3	39.5	42.1	13.2	85	98.8	3.5	31.8	41.2	23.5
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***
White	50	100.0	0.0	6.0	18.0	76.0	94	98.9	0.0	10.6	22.3	67.0
Male	48	100.0	2.1	20.8	31.3	45.8	100	99.0	1.0	25.0	29.0	45.0
Female	41	100.0	2.4	19.5	24.4	53.7	84	98.8	2.4	15.5	33.3	48.8
Poverty	52	100.0	3.8	28.8	36.5	30.8	114	98.3	2.6	29.8	36.8	30.7
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 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	Reading											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	202	98.1	0.0	16.3	18.3	65.3
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	16	84.2	0.0	68.8	18.8	12.5
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	95	96.9	0.0	22.1	23.2	54.7
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	102	99.0	0.0	10.8	12.7	76.5
Male	N/A	N/A	N/A	N/A	N/A	N/A	107	96.4	0.0	24.3	15.9	59.8
Female	N/A	N/A	N/A	N/A	N/A	N/A	95	100.0	0.0	7.4	21.1	71.6
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	123	96.9	0.0	22.8	22.8	54.5
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	189	97.9	1.6	24.9	37.0	36.5
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	24	85.7	12.5	54.2	25.0	8.3
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	92	97.9	3.3	35.9	40.2	20.7
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	92	97.9	0.0	14.1	33.7	52.2
Male	N/A	N/A	N/A	N/A	N/A	N/A	112	97.4	1.8	33.9	35.7	28.6
Female	N/A	N/A	N/A	N/A	N/A	N/A	77	98.7	1.3	11.7	39.0	48.1
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	102	97.1	2.0	34.3	44.1	19.6
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 8	Reading											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	194	99.0	0.5	29.9	38.1	31.4
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	15	93.8	6.7	86.7	6.7	0.0
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	83	98.8	1.2	43.4	39.8	15.7
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	106	99.1	0.0	19.8	36.8	43.4
Male	N/A	N/A	N/A	N/A	N/A	N/A	99	98.0	1.0	38.4	33.3	27.3
Female	N/A	N/A	N/A	N/A	N/A	N/A	95	100.0	0.0	21.1	43.2	35.8
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	100	99.0	0.0	41.0	36.0	23.0
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

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Grade 3	Mathematics											
All Students	91	100.0	4.4	13.2	24.2	58.2	222	99.1	6.3	19.4	27.5	46.8
Special Education	13	100.0	23.1	38.5	23.1	15.4	33	94.3	30.3	42.4	15.2	12.1
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	48	100.0	6.3	14.6	29.2	50.0	110	100.0	9.1	23.6	33.6	33.6
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***
White	42	100.0	2.4	11.9	19.0	66.7	105	98.1	2.9	15.2	21.9	60.0
Male	43	100.0	4.7	14.0	23.3	58.1	111	98.2	9.9	18.0	28.8	43.2
Female	48	100.0	4.2	12.5	25.0	58.3	111	100.0	2.7	20.7	26.1	50.5
Poverty	53	100.0	7.5	15.1	28.3	49.1	135	98.5	8.1	23.0	30.4	38.5
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 4	Mathematics											
All Students	91	97.8	0.0	38.5	28.6	33.0	191	99.0	1.6	29.3	29.8	39.3
Special Education	***	***	***	***	***	***	13	92.9	15.4	61.5	7.7	15.4
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	51	98.1	0.0	47.1	35.3	17.6	92	98.9	0.0	44.6	33.7	21.7
Hispanic	***	***	***	***	***	***	***	***	***	***	***	***
White	38	97.4	0.0	28.9	18.4	52.6	93	98.9	3.2	16.1	25.8	54.8
Male	41	95.3	0.0	41.5	34.1	24.4	95	97.9	3.2	28.4	32.6	35.8
Female	50	100.0	0.0	36.0	24.0	40.0	96	100.0	0.0	30.2	27.1	42.7
Poverty	59	98.3	0.0	45.8	28.8	25.4	121	99.2	2.5	37.2	30.6	29.8
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	89	100.0	1.1	21.3	31.5	46.1	184	98.9	0.5	24.5	35.9	39.1
Special Education	12	100.0	8.3	75.0	16.7	0.0	23	92.0	4.3	60.9	30.4	4.3
American Indian/Alaskan	***	***	***	***	***	***	***	***	***	***	***	***
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***
Black	38	100.0	2.6	39.5	39.5	18.4	85	98.8	1.2	40.0	42.4	16.5
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	***	***	***	***	***	***
White	50	100.0	0.0	8.0	24.0	68.0	94	98.9	0.0	10.6	29.8	59.6
Male	48	100.0	0.0	25.0	33.3	41.7	100	99.0	0.0	30.0	35.0	35.0
Female	41	100.0	2.4	17.1	29.3	51.2	84	98.8	1.2	17.9	36.9	44.0
Poverty	52	100.0	1.9	30.8	40.4	26.9	114	98.3	0.9	36.8	38.6	23.7
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 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	202	98.1	0.0	29.2	43.6	27.2
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	16	84.2	0.0	87.5	12.5	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	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	95	96.9	0.0	33.7	51.6	14.7
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	102	99.0	0.0	25.5	36.3	38.2
Male	N/A	N/A	N/A	N/A	N/A	N/A	107	96.4	0.0	30.8	43.0	26.2
Female	N/A	N/A	N/A	N/A	N/A	N/A	95	100.0	0.0	27.4	44.2	28.4
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	123	96.9	0.0	36.6	44.7	18.7
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	189	97.9	0.0	32.3	39.7	28.0
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	24	85.7	0.0	83.3	8.3	8.3
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	92	97.9	0.0	41.3	44.6	14.1
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	92	97.9	0.0	25.0	34.8	40.2
Male	N/A	N/A	N/A	N/A	N/A	N/A	112	97.4	0.0	39.3	37.5	23.2
Female	N/A	N/A	N/A	N/A	N/A	N/A	77	98.7	0.0	22.1	42.9	35.1
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	102	97.1	0.0	42.2	39.2	18.6
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 8	Mathematics											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	194	99.0	0.0	39.7	40.2	20.1
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	15	93.8	0.0	100.0	0.0	0.0
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	83	98.8	0.0	56.6	36.1	7.2
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	106	99.1	0.0	26.4	44.3	29.2
Male	N/A	N/A	N/A	N/A	N/A	N/A	99	98.0	0.0	40.4	41.4	18.2
Female	N/A	N/A	N/A	N/A	N/A	N/A	95	100.0	0.0	38.9	38.9	22.1
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	100	99.0	0.0	52.0	36.0	12.0
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	***	***	***	***	***	***	18	1.0	0.0	16.7	50.0	33.3

*** 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												
		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	
All Students	***	***	***	***	***	***	15	0.9	0.0	13.3	53.3	33.3

*** 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

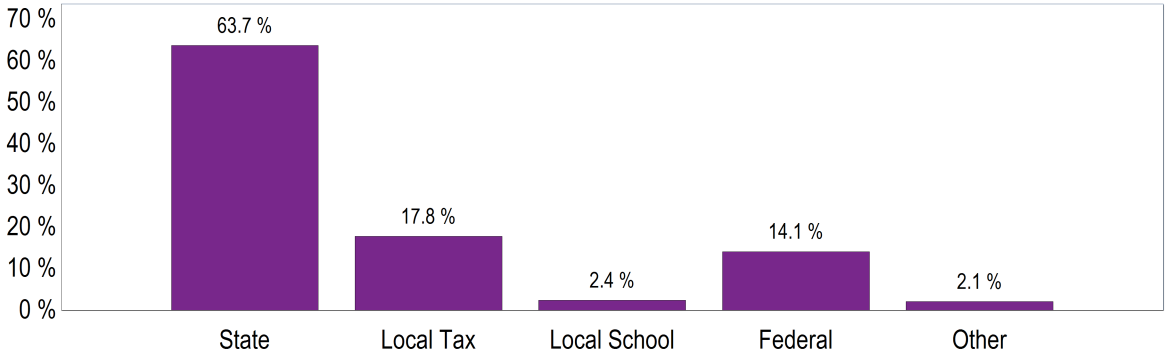
Alabama students in grades 5, 7, and 10 are given the Alabama Direct Assessment of Writing (ADAW) each year to measure their writing skills. This table shows how well students met the performance standard on this test.

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	88	98.9	6.8	43.2	39.8	10.2	182	97.8	7.7	43.4	41.8	7.1
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	187	96.9	3.2	29.4	57.2	10.2
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	196	89.1	4.1	25.0	50.0	20.9

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

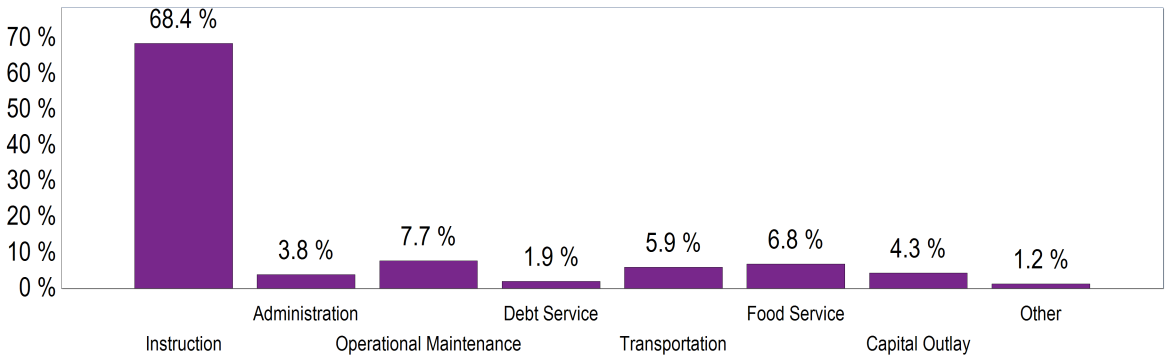
Total 2005-2006 Fiscal Year Revenue = \$21,754,162.90

Sources of School System Revenues



Total 2005-2006 Fiscal Year Expenditure = \$22,344,363.63

School System's Use of Funds



Source of Revenue	Amount
Local School Revenue	\$517,999.05
Local Capital Projects Revenue	\$451,353.43
Other Local Revenue (includes local taxes)	\$3,426,219.88
Total Local Revenue	\$4,395,572.36

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
35.45	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.

School Year	Amount	State	SouthEast	National
2005-2006	\$7,717.18	C+	C-	D

A = Excellent

B = Good

C = Average

D = Poor

F = Fail

