

State Board of Education School Report Card 2006-2007

L E Willson Elementary School

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L E Willson Elementary School
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Sheffield, AL 35660
(256)386-5730

*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) 192-0090

“Success For Today, Preparation For Tomorrow, Learning For A Life Time”

Dear Sheffield City Schools (SCS) Family,

This is the report card for SCS. In this report card you will find information and data on various aspects of SCS. This report card is the product of many hours of work from the Alabama State Department of Education. Also, SCS has had to review, correct, and update data on the report card.

Although the report card captures many aspects of SCS, it does not capture all that our Guided Self-Study Report for SACS-CASI District Accreditation was able to visit. This guided self-study was done by a Steering Committee made up of twenty eight different SCS parents, students, staff members, and community leaders. Several surveys were done to get a wide variety of input. Several items captured by the guided self study were as follows:

- * AMSTI has been implemented in grades 3-8
- * ARI is implemented in grades K-6
- * In addition to two reading coaches K-6, a reading coach has been added in grades 7-12
- * School facilities are good and continue to be upgraded
- * The Education Foundation vigorously supports teaching and learning
- * Sheffield High School has implemented an ACCESS lab for long distance learning
- * Art and music are taught in grades K-12 in SCS

Unless your report card is a 100% in all areas, there is always room to improve. Even with A's, you want to maintain and to do better. SCS is committed to doing just that. Our vision for those we serve is “Success For Today, Preparation For Tomorrow, Learning For A Life Time.”

All of us working together can make improvement happen. Students, parents, teachers, and all support staff need to combine efforts to make sure we continue to improve and move SCS forward.

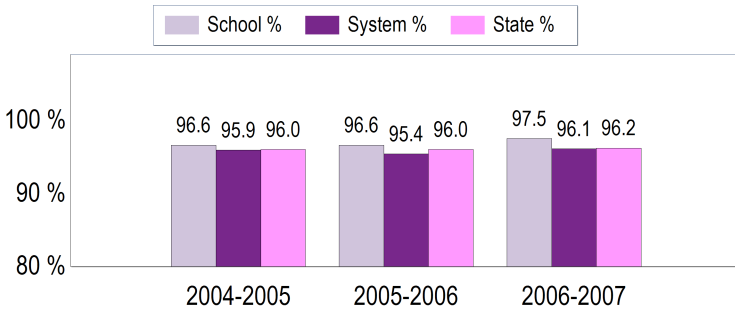
Sincerely,

Dr. Richard L. Gardner
Superintendent
Sheffield City Schools

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	345.9
2005-2006	360.3
2004-2005	380.9

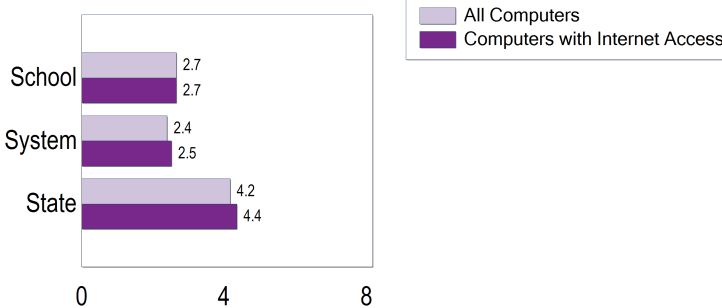
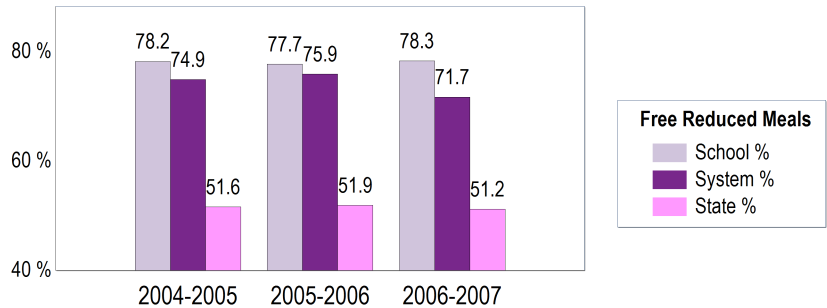


Average Daily Attendance

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)
17.2 %	58.6 %	24.1 %

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
Assault	1	1	0	0
Drug Related	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	25.0	96.6	49,527.5
Counselor	1.0	4.3	1,839.2
Librarian	1.0	3.0	1,422.2
Administrator	1.0	5.8	2,642.2
Nurse	1.0	2.0	979.2
Instruction Assistant	4.0	12.0	6,962.7
Other	1.0	6.8	2,470.1
Support Staff	8.0	43.9	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	80	71	100.0	100.0	0.0	0.0
Secondary	No Data	No Data	No Data	No Data	No Data	No Data
Total	80	71	100.0	100.0	0.0	0.0
SYSTEM	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Elementary	161	152	100.0	100.0	0.0	0.0
Secondary	84	90	95.2	96.7	4.8	3.3
Total	245	242	98.4	98.8	1.6	1.2
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	23	19	100.0	100.0	0.0	0.0
Secondary	No Data	No Data	No Data	No Data	No Data	No Data
Total	23	19	100.0	100.0	0.0	0.0
SYSTEM	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Elementary	47	40	100.0	100.0	0.0	0.0
Secondary	31	32	90.3	90.6	9.7	9.4
Total	78	72	96.2	95.8	3.8	4.2
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 20 AYP goals out of 21 (95.24%).

AYP Status: Did Not Make AYP

School Improvement Status: Not in School Improvement

Reading

AYP Status: Did Not Make 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	98	Yes	11.93	Yes
Special Education	92	Yes(UA)	-21.40	No
American Indian/Alaskan	No Data	No Data	No Data	No Data
Asian/Pacific Islander	No Data	No Data	No Data	No Data
Black	97	Yes	9.61	Yes
Hispanic	~	N/A	~	N/A
White	99	Yes	14.26	Yes
Limited English Proficient	No Data	No Data	No Data	No Data
Free/Reduced Meals	99	Yes	9.30	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	99	Yes	21.65	Yes
Special Education	94	Yes(UA)	-8.57	Yes(CI)
American Indian/Alaskan	No Data	No Data	No Data	No Data
Asian/Pacific Islander	No Data	No Data	No Data	No Data
Black	98	Yes	16.01	Yes
Hispanic	~	N/A	~	N/A
White	99	Yes	28.25	Yes
Limited English Proficient	No Data	No Data	No Data	No Data
Free/Reduced Meals	99	Yes	18.42	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	98	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	79	94.0	2.5	25.3	30.4	41.8	79	94.0	2.5	25.3	30.4	41.8
Special Education	15	78.9	13.3	66.7	6.7	13.3	15	78.9	13.3	66.7	6.7	13.3
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	N/A	N/A	N/A	N/A	N/A	N/A
Black	41	93.2	2.4	34.1	36.6	26.8	41	93.2	2.4	34.1	36.6	26.8
Hispanic	***	***	***	***	***	***	***	***	***	***	***	***
White	35	94.6	2.9	14.3	25.7	57.1	35	94.6	2.9	14.3	25.7	57.1
Male	50	94.3	4.0	28.0	24.0	44.0	50	94.3	4.0	28.0	24.0	44.0
Female	29	93.5	0.0	20.7	41.4	37.9	29	93.5	0.0	20.7	41.4	37.9
Poverty	65	94.2	3.1	29.2	35.4	32.3	65	94.2	3.1	29.2	35.4	32.3
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	84	98.8	1.2	19.0	36.9	42.9	84	98.8	1.2	19.0	36.9	42.9
Special Education	***	***	***	***	***	***	***	***	***	***	***	***
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	N/A	N/A	N/A	N/A	N/A	N/A
Black	46	100.0	2.2	21.7	43.5	32.6	46	100.0	2.2	21.7	43.5	32.6
Hispanic	***	***	***	***	***	***	***	***	***	***	***	***
White	37	97.4	0.0	16.2	27.0	56.8	37	97.4	0.0	16.2	27.0	56.8
Male	44	100.0	2.3	29.5	34.1	34.1	44	100.0	2.3	29.5	34.1	34.1
Female	40	97.6	0.0	7.5	40.0	52.5	40	97.6	0.0	7.5	40.0	52.5
Poverty	65	100.0	0.0	21.5	41.5	36.9	65	100.0	0.0	21.5	41.5	36.9
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	74	93.7	2.7	20.3	35.1	41.9	74	93.7	2.7	20.3	35.1	41.9
Special Education	13	76.5	7.7	69.2	23.1	0.0	13	76.5	7.7	69.2	23.1	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	N/A	N/A	N/A	N/A	N/A	N/A
Black	30	90.9	0.0	33.3	36.7	30.0	30	90.9	0.0	33.3	36.7	30.0
Hispanic	***	***	***	***	***	***	***	***	***	***	***	***
White	42	95.5	4.8	11.9	33.3	50.0	42	95.5	4.8	11.9	33.3	50.0
Male	38	88.4	5.3	23.7	31.6	39.5	38	88.4	5.3	23.7	31.6	39.5
Female	36	100.0	0.0	16.7	38.9	44.4	36	100.0	0.0	16.7	38.9	44.4
Poverty	56	94.9	3.6	25.0	37.5	33.9	56	94.9	3.6	25.0	37.5	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

*** 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	Level II	Level III	Level IV	Number Tested	Percent Tested*	Level I	Level II	Level III	Level IV
			Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard			Percent Not Meeting Standard	Percent Partially Meeting Standard	Percent Meeting Standard	Percent Exceeding Standard
Grade 6	Reading											
All Students	98	98.0	1.0	17.3	25.5	56.1	98	98.0	1.0	17.3	25.5	56.1
Special Education	18	90.0	5.6	72.2	22.2	0.0	18	90.0	5.6	72.2	22.2	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	N/A	N/A	N/A	N/A	N/A	N/A
Black	49	96.1	0.0	20.4	32.7	46.9	49	96.1	0.0	20.4	32.7	46.9
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	49	100.0	2.0	14.3	18.4	65.3	49	100.0	2.0	14.3	18.4	65.3
Male	53	96.4	1.9	22.6	28.3	47.2	53	96.4	1.9	22.6	28.3	47.2
Female	45	100.0	0.0	11.1	22.2	66.7	45	100.0	0.0	11.1	22.2	66.7
Poverty	76	97.4	1.3	19.7	26.3	52.6	76	97.4	1.3	19.7	26.3	52.6
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	Reading											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	105	98.1	1.0	21.9	39.0	38.1
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	14	87.5	7.1	78.6	14.3	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	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	40	97.6	2.5	30.0	50.0	17.5
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	63	98.4	0.0	17.5	31.7	50.8
Male	N/A	N/A	N/A	N/A	N/A	N/A	50	96.2	0.0	34.0	34.0	32.0
Female	N/A	N/A	N/A	N/A	N/A	N/A	55	100.0	1.8	10.9	43.6	43.6
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	75	97.4	1.3	26.7	50.7	21.3
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 8	Reading											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	101	99.0	3.0	33.7	40.6	22.8
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	14	93.3	14.3	71.4	14.3	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	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	52	98.1	5.8	50.0	36.5	7.7
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	48	100.0	0.0	16.7	43.8	39.6
Male	N/A	N/A	N/A	N/A	N/A	N/A	49	98.0	4.1	32.7	36.7	26.5
Female	N/A	N/A	N/A	N/A	N/A	N/A	52	100.0	1.9	34.6	44.2	19.2
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	72	98.6	4.2	41.7	43.1	11.1
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

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	Mathematics											
All Students	81	96.4	17.3	22.2	25.9	34.6	81	96.4	17.3	22.2	25.9	34.6
Special Education	16	84.2	50.0	25.0	12.5	12.5	16	84.2	50.0	25.0	12.5	12.5
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	N/A	N/A	N/A	N/A	N/A	N/A
Black	43	97.7	23.3	30.2	27.9	18.6	43	97.7	23.3	30.2	27.9	18.6
Hispanic	***	***	***	***	***	***	***	***	***	***	***	***
White	35	94.6	8.6	14.3	22.9	54.3	35	94.6	8.6	14.3	22.9	54.3
Male	51	96.2	17.6	19.6	25.5	37.3	51	96.2	17.6	19.6	25.5	37.3
Female	30	96.8	16.7	26.7	26.7	30.0	30	96.8	16.7	26.7	26.7	30.0
Poverty	66	95.7	19.7	24.2	31.8	24.2	66	95.7	19.7	24.2	31.8	24.2
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	84	98.8	1.2	28.6	29.8	40.5	84	98.8	1.2	28.6	29.8	40.5
Special Education	***	***	***	***	***	***	***	***	***	***	***	***
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	N/A	N/A	N/A	N/A	N/A	N/A
Black	46	100.0	2.2	32.6	30.4	34.8	46	100.0	2.2	32.6	30.4	34.8
Hispanic	***	***	***	***	***	***	***	***	***	***	***	***
White	37	97.4	0.0	24.3	27.0	48.6	37	97.4	0.0	24.3	27.0	48.6
Male	44	100.0	2.3	36.4	25.0	36.4	44	100.0	2.3	36.4	25.0	36.4
Female	40	97.6	0.0	20.0	35.0	45.0	40	97.6	0.0	20.0	35.0	45.0
Poverty	65	100.0	0.0	32.3	36.9	30.8	65	100.0	0.0	32.3	36.9	30.8
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	74	93.7	2.7	17.6	33.8	45.9	74	93.7	2.7	17.6	33.8	45.9
Special Education	13	76.5	15.4	61.5	23.1	0.0	13	76.5	15.4	61.5	23.1	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	N/A	N/A	N/A	N/A	N/A	N/A
Black	30	90.9	3.3	26.7	40.0	30.0	30	90.9	3.3	26.7	40.0	30.0
Hispanic	***	***	***	***	***	***	***	***	***	***	***	***
White	42	95.5	2.4	9.5	31.0	57.1	42	95.5	2.4	9.5	31.0	57.1
Male	38	88.4	2.6	23.7	28.9	44.7	38	88.4	2.6	23.7	28.9	44.7
Female	36	100.0	2.8	11.1	38.9	47.2	36	100.0	2.8	11.1	38.9	47.2
Poverty	56	94.9	3.6	21.4	37.5	37.5	56	94.9	3.6	21.4	37.5	37.5
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

*** 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	98	98.0	0.0	32.7	34.7	32.7	98	98.0	0.0	32.7	34.7	32.7
Special Education	18	90.0	0.0	88.9	5.6	5.6	18	90.0	0.0	88.9	5.6	5.6
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	N/A	N/A	N/A	N/A	N/A	N/A
Black	49	96.1	0.0	40.8	38.8	20.4	49	96.1	0.0	40.8	38.8	20.4
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	49	100.0	0.0	24.5	30.6	44.9	49	100.0	0.0	24.5	30.6	44.9
Male	53	96.4	0.0	39.6	32.1	28.3	53	96.4	0.0	39.6	32.1	28.3
Female	45	100.0	0.0	24.4	37.8	37.8	45	100.0	0.0	24.4	37.8	37.8
Poverty	76	97.4	0.0	38.2	34.2	27.6	76	97.4	0.0	38.2	34.2	27.6
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	105	98.1	0.0	38.1	41.9	20.0
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	14	87.5	0.0	71.4	28.6	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	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	40	97.6	0.0	40.0	52.5	7.5
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	63	98.4	0.0	38.1	33.3	28.6
Male	N/A	N/A	N/A	N/A	N/A	N/A	50	96.2	0.0	52.0	28.0	20.0
Female	N/A	N/A	N/A	N/A	N/A	N/A	55	100.0	0.0	25.5	54.5	20.0
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	75	97.4	0.0	44.0	48.0	8.0
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
Grade 8	Mathematics											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	100	98.0	0.0	37.0	51.0	12.0
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	14	93.3	0.0	78.6	14.3	7.1
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	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	52	98.1	0.0	51.9	40.4	7.7
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	47	97.9	0.0	21.3	61.7	17.0
Male	N/A	N/A	N/A	N/A	N/A	N/A	49	98.0	0.0	30.6	51.0	18.4
Female	N/A	N/A	N/A	N/A	N/A	N/A	51	98.1	0.0	43.1	51.0	5.9
Poverty	N/A	N/A	N/A	N/A	N/A	N/A	72	98.6	0.0	44.4	50.0	5.6
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

*** 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	***	***	***	***	***	13	2.1	23.1	30.8	46.2	0.0	

*** 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	2.1	7.7	30.8	46.2	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

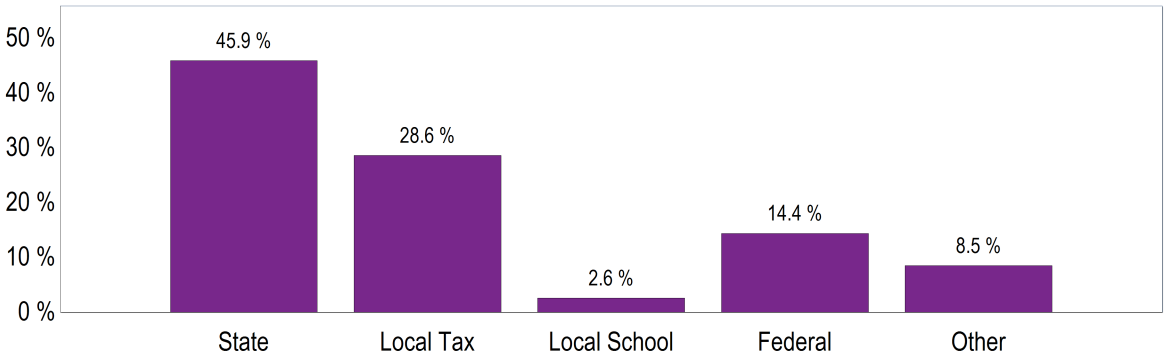
Alabama students in grades 5, 7, and 10 are given the Alabama Direct Assessment of Writing (ADAW) each year to measure their writing skills. This table shows how well students met the performance standard on this test.

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	72	91.1	0.0	30.6	58.3	11.1	72	91.1	0.0	30.6	58.3	11.1
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	103	96.3	1.9	22.3	62.1	13.6
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	83	90.2	4.8	18.1	49.4	27.7

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

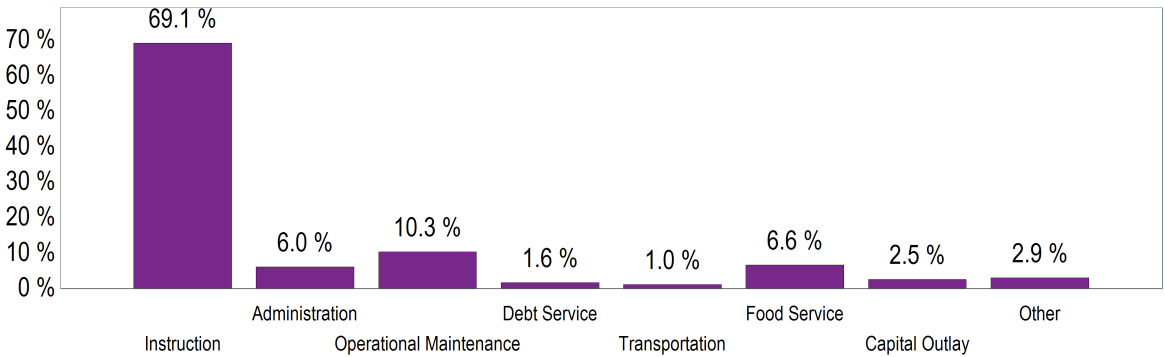
Total 2005-2006 Fiscal Year Revenue = \$13,591,119.04

Sources of School System Revenues



Total 2005-2006 Fiscal Year Expenditure = \$12,695,350.24

School System's Use of Funds



Source of Revenue	Amount
Local School Revenue	\$349,062.66
Local Capital Projects Revenue	\$51,541.84
Other Local Revenue (includes local taxes)	\$3,837,121.19
Total Local Revenue	\$4,237,725.69

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
56.47	A

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	\$9,305.76	A	A-	C+

A = Excellent

B = Good

C = Average

D = Poor

F = Fail

