**Finances** 

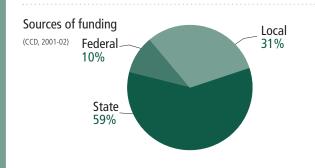
(CCD, adjusted for inflation to 2001-02)

Districts and schools

## http://www.alsde.edu

Number of districts	1993-94 127	2002-03 129
Number of public scho	ools (CCD) 664	710
Elementary	• • • • • • • • • • • • • • • • • • • •	,
Middle	218	231
119.1		
High	246	274
High Combined	246 155	272 167
3	= :-	<del>-</del> -

i illulices		
Total current expenditus (CCD, adjusted for inflation to 2001-02,		2001-02
Instructional Noninstructional	\$2,249,389 284,407	\$2,721,721 307,556
Support	935,139	1,415,114
Total	3,468,935	4,444,391
Per-pupil expenditures	<b>\$</b> 4,898	\$6,029



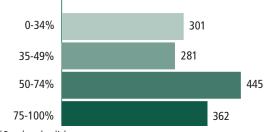
Title I allocation 2001-02 \$154,938,816 (ED; Includes Title I, Part A)

KEY:	*	= Less than 0.5 percent
	_	= Not applicable
	n/a	= Not available
	#	= Sample size too small to calculate
	FTE	= Full Time Equivalent

Students			
Public school enrollment (ccd)	Pre-K K-8 9-12 Total (K-12)	1993-94 8,445 527,373 198,651 726,024	2002-03 n/a 523,594 203,117 726,711
Black,		1% 1 36 *	1% 1 36 2 60
Students with dis	sabilities (OSEP)	12%	11%
Students with lin English proficien		*	1%
Migrant students	;	1%	1%
Eighth-grade stu Algebra I for higl			<b>2003</b> 17%
Students eligible	to participate	in the Free o	r Raducad-

• Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 364,226

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup>(CCD)



†2 schools did not report.

1993-94	2002-03
ary 18,619	21,325
dle 6,474	7,436
igh 9,699	10,962
ned 5,898	5,455
her 2,312	1,927
otal 43,002	47,104
cher staff (ccn)	
_	6,169
-,	667
	4,697
•	30,245
•	41,778
with a major in	the main subject
	2000
	63%
	ary 18,619 dle 6,474 igh 9,699 hed 5,898 her 2,312 otal 43,002 heher staff (ccb) des 3,897 ors 393 ors 2,384 her 31,246 otal 37,920

**Staff** 

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)

89

73

83

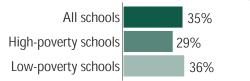
78

69

Mathematics

Social studies

Science



Outcomes		
1	993-94	2000-01
High school dropout rate (NCES)	6%	4%
Avg. freshman graduation rate (N	ces) 64	64
College-going rate (IPEDS/NCES)	64	58
NAEP state results (NCES)		
Reading, Grade 4	1994	2003
Proficient level or above	23%	23%
Basic level or above	52	53
Math, Grade 8	1996	2003
Proficient level or above	12%	16%
Basic level or above	45	53

# Statewide Accountability Information

See Appendix B for Alabama's definitions of proficient for reading/language arts and mathematics for grades 4, 8, and high school.

See http://www.alsde.edu/html/reports1.asp?systemcode=000&schoolcode=0000 for more details on the statewide accountability system.

State assessment for NCLB accountability: n/a State student achievement levels: n/a

### **NCLB** Accountability Goals

	2001-02 Annual measurable objective starting point		Target (2002-03)
Grade 4	Reading/Language Arts	-	-
	Mathematics	-	-
Grade 8	Reading/Language Arts	-	-
	Mathematics	-	-
Grade -	Reading/Language Arts	-	_
	Mathematics	-	_

## 2002-03 NCLB accountability results, applied to 2003-04 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	n/a	n/a	n/a
Identified for improvement:			
Year 1	n/a	n/a	n/a
Year 2	n/a	n/a	n/a
Corrective action	n/a	n/a	n/a
Restructuring	n/a	n/a	n/a
Exited improvement status (made AYP twice	n/a	n/a	n/a
after missing twice or more, includes total			
"made" above)			

Other indicator, 2002-03	State Target	State Outcome
Elementary indicator: Attendance	_	_
Middle indicator: Attendance	-	-
High school indicator: Graduation rate	_	_

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	836	*
Supplemental educational services:	726	1%

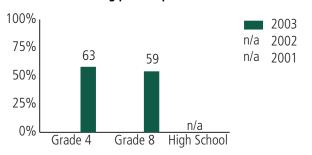
<sup>\*</sup>AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

## Student Achievement 2002-03

## Stanford 10, not used for *NCLB* accountability in 2002-03

Proficient level or above for:	Grade 4	Grade 8	Grade
All students	63%	59%	_
Economically disadvantaged students	50	42	_
Migrant students	43	38	_
Students with disabilities	25	16	_
Students with limited English proficiency	32	14	_
Black, non-Hispanic students	45	38	_
Hispanic students	49	38	_
White, non-Hispanic students	76	71	_

#### Student achievement trend: Reading percent proficient level or above



#### **Mathematics**

Proficient level or above for:	Grade 4	Grade 8	Grade
All students	64%	56%	_
<ul> <li>Economically disadvantaged students</li> </ul>	53	41	_
Migrant students	50	45	_
Students with disabilities	26	14	_
Students with limited English proficiency	46	34	_
Black, non-Hispanic students	49	38	_
Hispanic students	52	42	_
White, non-Hispanic students	74	67	_

### Student achievement trend: Mathematics percent proficient level or above

