

Districts and schools

Number of districts (CCD)	1993-94	2003-04
	127	130

Number of public schools (CCD)	1993-94	2003-04
Elementary	664	718
Middle	218	247
High	246	280
Combined	155	139
Other	11	5
Total	1,294	1,389

Number of charter schools (CCD) -

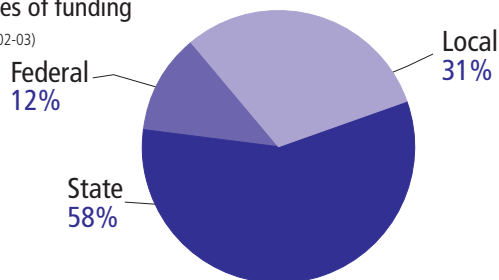
Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$2,238,867	\$2,818,526
Noninstructional	283,083	317,780
Support	1,058,185	1,521,337
Total	3,580,135	4,657,643

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	1993-94	2002-03
	\$4,875	\$6,300

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$177,362,455

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)	1993-94	2003-04
Pre-K	n/a	1,852
K-8	523,926	523,064
9-12	203,073	205,907
Total (K-12)	726,999	728,971

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	1	1
Black, non-Hispanic	36	36
Hispanic	*	2
White, non-Hispanic	62	60

Students with disabilities (OSEP) 12% 11%

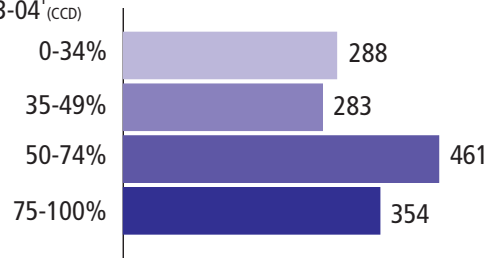
Students with limited English proficiency (NCELA) * 2%

Migrant students (OME) 1% 1%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 20% 2003 17%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 369,289

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]3 schools did not report.

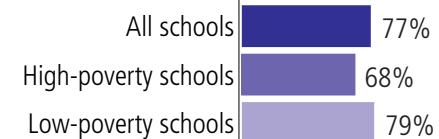
Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	18,641	22,735
Middle	6,491	8,227
High	9,761	11,519
Combined	5,949	4,671
Other	274	146
Total	41,116	47,298

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	3,897	6,240
Instructional coordinators	393	698
Administrators	2,384	4,797
Other	31,246	30,787
Total	37,920	42,522

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	75%	63%
Mathematics	89	83
Science	73	78
Social studies	80	69

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	6%	4%
Avg. freshman graduation rate (NCES)	64	64
College-going rate (IPEDS/NCES)	64	58

NAEP state results (NCES)	1994	2005
Reading, Grade 4		
Proficient level or above	23%	22%
Basic level or above	52	52
Math, Grade 8		
Proficient level or above	12%	15%
Basic level or above	45	53

Statewide Accountability Information

See Appendix B for Alabama's definitions of proficient for reading and mathematics for grades 4, 8, and 11.

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: Alabama Reading and Mathematics Test and Alabama High School Graduation Exam

State student achievement levels: Not meeting standard, Partially meeting standard, Meeting standard, Exceeding standard

NCLB Accountability Goals

2003-04 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	68%	68%
	Mathematics	61	61
Grade 8	Reading	43	43
	Mathematics	–	–
Grade 11	Reading	81	81
	Mathematics	68	68

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	212 (25%)	319 (23%)	0
Identified for improvement:			
Year 1	35 (4%)	35 (*)	0
Year 2	0	0	0
Corrective action	7 (*)	7 (*)	0
Restructuring	37 (4%)	37 (3%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	n/a	n/a	n/a

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	At or progress toward 95%.	Met
Middle school indicator: Attendance	At or progress toward 95%.	Met
High school indicator: Dropout rate	Less than 10% or progress toward goal.	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	740	3%
Supplemental educational services:	1,616	26%

*Some 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.

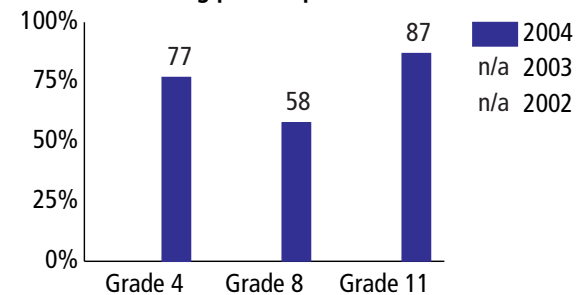
Student Achievement 2003-04

Alabama Reading and Mathematics Test, Alabama High School Graduation Exam, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	77%	58%	87%
Economically disadvantaged students	68	42	78
Migrant students	57	40	68
Students with disabilities	31	13	38
Students with limited English proficiency	47	20	44
Black, non-Hispanic	65	39	78
Hispanic students	61	43	74
White, non-Hispanic	85	68	92

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 11
All students	72%	n/a	78%
Economically disadvantaged students	62	n/a	66
Migrant students	63	n/a	53
Students with disabilities	31	n/a	27
Students with limited English proficiency	53	n/a	59
Black, non-Hispanic	58	n/a	65
Hispanic students	61	n/a	72
White, non-Hispanic	81	n/a	85

Student achievement trend: Mathematics percent proficient level or above

