Alabama

School and Teacher Demographics

Per pupil expenditures  $5,885

Number of districts  128

Number of public schools  1993-94  2001-02

Number of FTE teachers  1993-94  2001-02

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

Students with disabilities (OSEP)

Students with limited English proficiency (ED/NCBE)

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2001-02)

Statewide Accountability Information

(Collect from state; January 2002 for 2001-02 school year)

Statewide Goal for Schools on State Assessment

More than 50 percent of students at or above 40th percentile on assessment (reading, language arts, math, science, social studies).

Expected School Improvement on Assessment

Two percent gain per year for schools not attaining Proficient level (Academic Clear). Academic Alert schools required to improve 5 percent per year.

Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

Title I 2001-02

Schoolwide Targeted Total

Programs Assistance

Number of schools

Schools meeting AYP goal

Schools in need of improvement

Title I allocation

$144,722,554

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

NAEP State Results

Reading, 2003

Proficient level and above

Basic level and above

Math, 2003

Proficient level and above

Basic level and above
### Student Achievement 2001-02

#### Elementary School

**Grade**

<table>
<thead>
<tr>
<th>Students in:</th>
<th>All Schools</th>
<th>Title I Schools</th>
<th>Economically Disadvantaged Students</th>
<th>Students with Limited English Proficiency</th>
<th>Migratory Students</th>
<th>Students with Disabilities</th>
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</tr>
</thead>
</table>

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#### Middle School

**Grade**

<table>
<thead>
<tr>
<th>Students in:</th>
<th>All Schools</th>
<th>Title I Schools</th>
<th>Economically Disadvantaged Students</th>
<th>Students with Limited English Proficiency</th>
<th>Migratory Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
</table>

**Grade**

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<tr>
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<th>Title I Schools</th>
<th>Economically Disadvantaged Students</th>
<th>Students with Limited English Proficiency</th>
<th>Migratory Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
</table>

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#### High School

**Grade 11**

**Reading**

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Fail</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>14%</td>
<td>86%</td>
</tr>
<tr>
<td>Title I Schools</td>
<td>Economically Disadvantaged Students</td>
<td>Students with Limited English Proficiency</td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Fail</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>21%</td>
<td>79%</td>
</tr>
<tr>
<td>Title I Schools</td>
<td>Economically Disadvantaged Students</td>
<td>Students with Limited English Proficiency</td>
</tr>
</tbody>
</table>

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**High School Indicators**

- High school dropout rate (CCO, event): 1993-94 6% 2000-01 4%
- 1994-95 2000-01 Postsecondary enrollment: 64% 58%

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**State Definition of Proficient**

- Meets academic content standards.

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**Due to a change in tests, elementary and middle school assessment results were not reported by proficiency levels in 2001-02.**

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**KEY:**

- * = Less than 0.5 percent
- ** = Not applicable
- n/a = Not available
- # = Sample size too few to calculate
- High Poverty Schools = 75-100% of students qualify for lunch subsidies