

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, English Language Learner (ELL) Status, and Special Education Program Participation, Texas Public Schools, 2016-17

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Am.	Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	Spec. ed.	All students
Enrollment													
20	50,000 and over	483,921	10,301	2.7	2.3	0.5	2.6	2.1	1.0	1.4	5.1	2.9	2.1
29	25,000 to 49,999	322,228	5,012	1.8	3.8	0.6	1.8	2.4	0.9	1.0	3.3	2.3	1.6
64	10,000 to 24,999	308,647	4,211	1.9	1.4	0.2	1.6	0.9	0.8	1.0	2.8	2.2	1.4
76	5,000 to 9,999	184,032	3,400	2.9	2.6	0.5	2.4	2.3	0.9	1.1	3.7	2.1	1.8
89	3,000 to 4,999	105,456	1,130	1.1	0.5	0.3	1.2	1.9	1.0	0.9	1.9	1.6	1.1
132	1,600 to 2,999	87,510	1,887	3.5	3.8	1.0	3.1	6.4	1.0	1.6	3.1	2.5	2.2
146	1,000 to 1,599	57,643	737	3.4	0.3	0.5	1.6	1.6	0.8	1.1	3.1	1.6	1.3
222	500 to 999	50,914	815	4.8	3.5	0.8	2.1	2.5	0.8	2.0	4.6	1.8	1.6
311	Under 500	31,973	936	6.8	2.7	6.0	4.4	4.8	1.3	2.0	9.5	2.2	2.9
District Type													
11	Major Urban	285,959	7,550	3.5	4.2	1.5	2.7	3.6	1.7	2.0	4.9	3.5	2.6
79	Major Suburban	546,316	7,675	1.7	2.7	0.3	1.9	1.5	0.8	0.8	4.0	2.1	1.4
38	Other Central City	246,683	4,230	2.4	1.7	0.7	2.0	1.5	1.0	1.4	3.8	2.5	1.7
164	Other Central City Suburban	237,763	2,531	1.3	1.0	0.3	1.3	1.4	0.8	0.9	2.3	1.6	1.1
68	Independent Town	77,651	963	1.5	0.7	0.6	1.6	0.0	0.8	0.7	2.6	1.7	1.2
26	Non-metropolitan Fast Growing	8,594	47	0.3	0.0	0.0	0.6	0.0	0.5	1.2	2.2	1.3	0.5
174	Non-metropolitan Stable	91,974	888	1.2	0.8	0.8	1.3	1.2	0.6	1.0	2.3	1.5	1.0
415	Rural	54,386	315	0.6	0.8	0.0	0.8	0.0	0.4	0.8	2.3	0.7	0.6
114	Charters	82,998	4,230	8.1	9.7	0.8	4.8	11.5	4.0	3.4	4.4	5.0	5.1
Property Wealth: Median (\$344,368)													
98	Under \$156,323	174,390	2,907	1.7	2.3	0.2	1.7	1.4	1.2	1.7	3.1	2.4	1.7
99	\$156,323 to \$209,909	100,755	1,586	1.6	0.9	0.5	1.8	3.2	1.2	1.2	3.0	2.0	1.6
100	\$209,910 to \$256,135	170,813	3,918	2.7	3.1	1.3	2.8	3.6	1.1	1.7	5.5	2.9	2.3
100	\$256,136 to \$292,640	155,757	2,033	1.5	3.0	0.5	1.6	1.6	0.9	1.1	3.1	1.8	1.3
98	\$292,641 to \$344,367	173,052	3,206	2.4	3.1	0.6	2.4	0.8	1.0	1.5	4.6	2.6	1.9
98	\$344,368 to \$414,721	263,884	2,435	1.3	0.9	0.2	1.2	0.2	0.6	0.7	2.5	1.8	0.9
98	\$414,722 to \$523,883	243,701	3,370	2.2	1.4	0.7	1.8	2.0	0.7	0.9	3.5	1.9	1.4
97	\$523,884 to \$700,742	166,646	3,885	3.6	2.5	0.6	3.0	4.3	1.1	1.4	6.6	3.0	2.3
96	\$700,743 to \$1,051,780	71,827	684	1.3	0.9	0.3	1.3	0.0	0.6	0.5	2.4	1.6	1.0
86	Over \$1,051,780	24,238	173	1.3	1.1	0.2	1.1	0.0	0.4	0.3	1.5	1.1	0.7
119	Non-taxing entities	87,261	4,232	7.9	9.5	0.7	4.6	10.0	3.9	3.1	4.4	4.8	4.8
Property Wealth: Average (\$392,892)													
563	Under \$392,892	986,975	15,782	1.9	2.4	0.5	1.9	1.7	0.9	1.3	3.7	2.3	1.6
407	Over \$392,892	558,088	8,415	2.4	1.6	0.5	2.1	1.8	0.7	0.9	4.3	2.1	1.5
119	Non-taxing entities	87,261	4,232	7.9	9.5	0.7	4.6	10.0	3.9	3.1	4.4	4.8	4.8

Note. See notes after table for category descriptions.

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Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	Spec. ed.	All students	
Property Wealth: Equal Student Groups													
33	Under \$108,278	73,248	1,361	1.4	0.0	1.1	1.9	0.0	0.8	2.2	3.5	2.6	1.9
53	\$108,278 to < \$151,028	73,085	1,099	1.6	2.5	0.2	1.5	1.1	1.3	2.0	2.8	2.2	1.5
66	\$151,028 to < \$186,941	77,018	1,136	1.7	2.1	0.2	1.6	2.1	1.0	1.1	2.5	2.0	1.5
82	\$186,941 to < \$226,182	79,279	1,229	1.4	1.2	0.6	1.9	2.9	1.2	1.6	3.1	2.0	1.6
19	\$226,182 to < \$235,915	73,121	2,210	3.5	1.5	1.7	3.6	2.8	1.4	2.1	7.1	3.5	3.0
50	\$235,915 to < \$257,134	76,153	1,449	2.6	4.5	0.5	2.3	4.1	1.0	1.4	4.3	2.8	1.9
48	\$257,134 to < \$276,039	80,239	1,174	1.8	4.2	0.5	1.7	0.0	0.9	1.2	3.5	2.0	1.5
53	\$276,039 to < \$297,485	73,606	850	1.2	1.4	0.4	1.4	3.1	0.8	1.1	2.1	1.7	1.2
40	\$297,485 to < \$318,066	77,187	1,321	2.3	3.5	0.5	2.1	0.9	1.0	2.0	4.4	2.5	1.7
37	\$318,066 to < \$337,628	78,302	1,733	2.6	3.3	0.6	2.8	1.0	1.2	1.2	5.1	3.0	2.2
28	\$337,628 to < \$352,052	78,565	773	1.1	1.9	0.4	1.1	0.0	0.7	0.8	2.3	2.2	1.0
28	\$352,052 to < \$374,618	71,957	663	1.6	0.8	0.4	1.3	1.6	0.5	1.0	2.8	1.6	0.9
34	\$374,618 to < \$396,875	79,932	813	1.3	0.4	0.2	1.5	0.0	0.8	0.5	2.9	1.7	1.0
32	\$396,875 to < \$421,276	77,710	529	1.0	0.6	0.0	1.1	0.0	0.4	0.4	1.9	1.2	0.7
29	\$421,276 to < \$450,288	73,763	883	2.1	0.9	0.8	1.7	1.6	0.6	0.8	3.5	1.7	1.2
49	\$450,288 to < \$512,741	73,913	1,059	2.7	1.8	0.5	1.9	2.9	0.8	1.3	3.7	1.8	1.4
15	\$512,741 to < \$536,008	72,079	1,201	2.2	2.0	1.0	2.1	2.4	0.6	0.3	3.5	2.2	1.7
59	\$536,008 to < \$625,208	59,075	742	2.1	1.5	0.2	1.5	1.3	0.9	1.6	2.6	2.2	1.3
25	\$625,208 to < \$676,215	70,197	2,787	4.6	3.0	1.9	4.5	7.9	2.1	2.7	9.0	4.4	4.0
190	\$676,215 and over	126,634	1,185	1.4	1.7	0.2	1.4	1.0	0.6	0.5	2.6	1.5	0.9
119	Non-taxing entities	87,261	4,232	7.9	9.5	0.7	4.6	10.0	3.9	3.1	4.4	4.8	4.8
Tax: Local Adopted Rate (Avg=1.2813)													
218	Under \$1.1659	123,580	1,780	1.7	2.4	0.8	1.6	2.3	1.0	1.5	2.9	1.9	1.4
248	\$1.1659 to under \$1.2781	295,659	6,218	3.3	1.8	1.5	2.4	4.0	1.1	1.5	5.0	2.7	2.1
249	\$1.2781 to under \$1.3998	509,866	8,871	2.4	2.6	0.6	2.1	1.0	0.9	1.1	4.0	2.4	1.7
255	\$1.3998 and over	615,958	7,328	1.6	1.9	0.3	1.6	1.3	0.7	0.9	3.2	1.8	1.2
119	Non-taxing entities	87,261	4,232	7.9	9.5	0.7	4.6	10.0	3.9	3.1	4.4	4.8	4.8
Tax: Local M & O Rates (Avg=1.0823)													
541	Under \$1.0401	938,914	14,447	2.1	1.9	0.4	2.0	1.9	0.8	1.1	4.1	2.2	1.5
95	\$1.0401 to \$1.1400	273,619	5,282	2.4	3.7	1.1	2.3	1.5	1.0	1.1	4.3	2.6	1.9
334	\$1.1401 and over	332,530	4,468	1.6	1.1	0.2	1.7	1.1	0.7	1.0	3.1	1.9	1.3
119	Non-taxing entities	87,261	4,232	7.9	9.5	0.7	4.6	10.0	3.9	3.1	4.4	4.8	4.8
Highest Property Value													
471	Residential	1,264,177	19,133	2.0	2.1	0.5	1.9	1.7	0.8	1.0	3.8	2.2	1.5
25	Land	1,867	13	0.0	0.0	0.0	1.0	0.0	0.4	0.0	2.2	1.3	0.7
145	Oil and gas	45,752	466	1.4	0.7	0.0	1.2	0.0	0.5	0.3	3.0	1.7	1.0

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				Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	ELL	Spec. ed.	All students
329	Business	233,267	4,585	2.6	2.4	0.6	2.3	2.1	1.1	1.7	4.8	2.5	2.0
119	Non-taxing entities	87,261	4,232	7.9	9.5	0.7	4.6	10.0	3.9	3.1	4.4	4.8	4.8
Small/Sparse Adjustment (Avg=24.7%)													
159	No small/sparse adjustment	1,221,826	21,158	2.3	2.6	0.5	2.1	1.9	0.9	1.1	4.1	2.5	1.7
260	Under 13.1%	228,489	2,365	1.1	0.7	0.6	1.3	0.8	0.8	0.9	2.1	1.5	1.0
199	13.1% to under 21.4%	112,908	4,470	7.3	6.6	0.8	4.2	6.2	2.2	2.7	4.3	3.8	4.0
255	21.4% to under 34.7%	48,599	304	0.9	0.8	0.0	0.9	0.0	0.4	0.9	2.1	1.0	0.6
216	34.7% and over	20,502	132	0.6	0.0	0.0	0.8	0.0	0.5	1.0	2.2	0.8	0.6
Cost of Education Index (Median=1.06)													
154	Under 1.04	90,908	4,269	7.9	8.4	0.8	4.7	11.0	3.0	3.2	4.4	4.5	4.7
232	1.04 to under 1.06	60,020	289	0.5	0.3	0.4	0.5	0.0	0.5	0.9	1.3	0.9	0.5
244	1.06 to under 1.08	98,099	830	1.2	0.4	0.6	1.2	0.7	0.6	0.7	2.7	1.2	0.8
250	1.08 to under 1.11	272,654	2,629	1.3	1.1	0.2	1.3	1.0	0.7	0.8	1.9	1.5	1.0
209	1.11 and over	1,110,643	20,412	2.4	2.7	0.6	2.1	2.2	1.0	1.3	4.2	2.6	1.8
Operating Cost Per Student (Avg=\$9,257)													
188	Under \$8,627	411,875	5,548	2.3	2.0	0.3	1.8	2.1	0.8	1.1	2.8	2.0	1.3
229	\$8,627 to \$9,453	619,122	9,590	2.1	1.9	0.5	2.0	1.8	0.9	1.0	4.2	2.2	1.5
228	\$9,454 to \$10,373	385,188	9,207	3.6	3.5	0.9	2.5	3.1	1.3	1.8	4.4	2.9	2.4
225	\$10,374 to \$11,946	180,233	3,461	2.3	4.5	1.6	2.1	1.9	0.9	1.5	3.6	2.6	1.9
219	Over \$11,946	35,906	623	3.3	1.0	0.2	2.0	0.0	1.1	1.9	3.6	2.2	1.7
Education Service Center Regions													
41	I Edinburg	127,959	2,351	1.8	0.0	0.0	1.8	4.2	1.9	1.6	3.8	2.3	1.8
36	II Corpus Christi	37,605	783	3.1	1.1	0.7	2.1	0.0	1.8	1.1	3.4	3.1	2.1
32	III Victoria	17,541	233	2.1	5.0	1.0	1.6	0.0	0.7	1.5	2.2	2.0	1.3
66	IV Houston	346,589	7,946	2.9	3.8	0.4	2.8	3.0	1.3	1.4	6.3	3.2	2.3
34	V Beaumont	24,090	541	3.5	3.3	0.9	3.0	0.0	1.4	2.2	6.4	2.6	2.2
56	VI Huntsville	58,877	788	2.3	0.7	0.0	1.8	0.0	0.9	1.3	3.0	1.7	1.3
97	VII Kilgore	49,334	517	1.6	0.0	0.7	0.9	0.0	0.9	1.2	1.5	1.5	1.0
42	VIII Mt Pleasant	17,955	109	0.9	0.0	0.0	0.6	0.0	0.5	0.8	1.0	0.9	0.6
36	IX Wichita Falls	11,066	61	0.8	0.0	1.5	0.7	6.3	0.5	0.0	1.9	1.2	0.6
103	X Richardson	253,587	5,171	3.1	2.6	0.5	2.7	2.6	0.9	1.2	3.9	2.5	2.0
79	XI Fort Worth	186,013	2,630	2.1	2.1	0.5	1.9	0.8	0.9	1.2	3.5	2.0	1.4
76	XII Waco	50,398	904	2.9	1.7	0.3	2.2	1.4	1.0	1.4	3.0	2.1	1.8
68	XIII Austin	127,996	1,797	2.4	1.1	0.4	1.9	2.4	0.9	0.6	3.5	2.0	1.4
43	XIV Abilene	14,609	138	2.2	1.6	0.4	1.1	0.0	0.7	1.7	0.5	2.0	0.9

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				Afr. Amr.	Ind. Asian	Hisp.	Pac. Isl.	White	Multi-racial	Spec. ed.	All students		
42	XV San Angelo	14,552	208	2.0	0.0	0.0	1.8	0.0	0.9	1.5	4.8	1.6	1.4
57	XVI Amarillo	24,732	406	3.3	0.7	5.2	1.9	0.0	0.9	2.6	4.5	1.6	1.6
58	XVII Lubbock	23,765	345	3.1	0.0	0.0	1.9	0.0	0.5	0.8	3.2	2.4	1.5
32	XVIII Midland	24,333	572	3.7	3.7	2.0	2.5	10.3	1.8	2.0	4.1	3.4	2.4
16	XIX El Paso	56,900	1,229	2.6	4.6	0.6	2.2	6.0	1.6	2.3	3.6	3.2	2.2
75	XX San Antonio	134,839	3,584	4.6	6.3	0.9	2.8	3.7	1.6	1.7	3.3	3.7	2.7

STAAR: Achieved the Approaches Grade Level Standard, %

1	No students tested	266	93	50.0	0.0	0.0	34.7	0.0	25.6	0.0	32.7	0.0	35.0
210	Under 65.1%	191,879	8,015	5.1	7.5	2.0	4.1	8.1	3.3	4.0	5.6	4.4	4.2
230	65.1% to under 71.0%	418,579	9,808	2.8	3.6	1.3	2.5	2.2	1.5	1.4	4.8	2.9	2.3
219	71.0% to under 76.0%	307,766	5,055	1.7	1.9	0.8	1.9	2.3	1.1	1.5	3.3	2.2	1.6
216	76.0% to under 82.0%	300,035	2,944	1.2	1.5	0.5	1.2	1.2	0.6	1.0	2.4	1.8	1.0
213	82.0% and over	413,799	2,514	0.9	0.3	0.2	0.9	0.4	0.4	0.5	2.2	1.2	0.6

SAT/ACT 2015-16: Participation, %

403	0% to under 55%	343,936	8,853	4.5	3.4	1.2	2.9	3.7	1.5	1.8	4.2	2.8	2.6
345	55% to under 70%	450,939	5,672	1.7	1.6	0.3	1.6	1.1	0.7	1.0	3.2	1.8	1.3
315	70% and over	834,426	13,780	2.3	2.5	0.5	2.0	2.5	0.8	1.1	4.1	2.4	1.7
26	No graduates	3,023	124	8.6	0.0	0.0	5.1	0.0	1.4	0.0	8.5	3.7	4.1

SAT/ACT 2015-16: At or Above Criterion, %

106	None met criterion	24,939	1,509	9.0	5.8	5.0	6.3	8.3	1.7	3.2	6.7	4.3	6.1
193	Under 10%	402,082	10,048	3.1	5.7	1.4	2.4	5.8	2.3	2.5	3.9	3.2	2.5
327	10% to under 20%	453,216	9,200	2.7	2.5	1.1	2.2	1.9	1.3	1.7	4.7	2.7	2.0
310	20% to under 35%	442,338	5,442	1.8	1.4	0.5	1.6	1.2	0.8	1.0	3.5	1.8	1.2
116	35% and over	304,690	1,709	0.9	0.5	0.1	0.9	0.4	0.4	0.4	1.9	1.1	0.6
37	No test takers	5,059	521	15.0	5.3	5.5	12.6	14.3	6.1	2.7	21.5	5.7	10.3

Student Density (Avg=19 Students/Sq Mile)

430	Fewer than 5	81,958	706	0.9	0.6	1.2	1.2	0.0	0.5	0.9	2.4	1.1	0.9
267	5 to fewer than 20	159,244	1,631	1.2	1.2	0.4	1.3	0.8	0.7	0.8	2.8	1.5	1.0
148	20 to fewer than 100	266,309	3,319	1.5	1.1	0.6	1.5	1.6	0.9	1.1	2.8	1.8	1.2
125	100 and over	1,037,552	18,541	2.3	2.7	0.5	2.2	1.8	0.9	1.2	4.2	2.5	1.8
119	Non-taxing entities	87,261	4,232	7.9	9.5	0.7	4.6	10.0	3.9	3.1	4.4	4.8	4.8

Student Change: 15/16-16/17 (Avg=1%)

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				Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	ELL	Spec. ed.	All students
461	Declining students	656,850	12,509	2.4	3.4	0.8	2.2	2.5	1.1	1.3	3.8	2.6	1.9
337	0% to under 3%	696,991	11,320	2.4	1.7	0.4	2.0	1.8	0.9	1.2	4.4	2.2	1.6
151	3% to under 6%	177,861	1,671	1.3	0.8	0.1	1.4	0.7	0.6	0.7	2.5	1.5	0.9
70	6% to under 10%	59,082	1,503	4.2	5.7	0.1	3.1	8.8	1.5	1.6	2.6	2.7	2.5
70	10% and over	41,540	1,426	7.1	3.1	0.5	3.5	3.2	1.0	1.8	3.9	3.2	3.4
Students: African American, % (Avg=13%)													
810	Under 10%	833,148	10,833	1.6	1.3	0.3	1.7	1.7	0.7	0.9	2.8	2.0	1.3
227	10% to under 30%	720,920	15,608	2.7	2.8	0.6	2.8	2.5	1.2	1.3	4.9	2.7	2.2
34	30% to under 50%	60,909	1,534	2.7	6.6	0.6	2.7	1.7	2.0	2.2	4.5	2.7	2.5
8	50% to under 70%	10,327	339	3.1	10.7	1.7	4.4	0.0	2.7	2.4	11.4	3.9	3.3
5	70% to under 90%	6,172	111	1.5	3.4	0.0	2.9	20.0	2.9	2.9	3.6	1.6	1.8
5	90% and over	848	4	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.5
Students: Hispanic, % (Avg=52%)													
107	Under 10%	34,126	270	0.9	0.0	0.0	1.1	0.0	0.8	1.1	1.6	1.0	0.8
374	10% to under 30%	351,454	2,496	1.2	0.8	0.2	1.0	1.1	0.5	0.8	2.1	1.3	0.7
244	30% to under 50%	441,019	6,036	2.1	2.4	0.5	1.6	1.2	0.9	1.0	3.4	1.8	1.4
171	50% to under 70%	433,005	11,851	3.6	4.5	1.1	2.9	4.1	1.8	1.9	4.9	3.4	2.7
104	70% to under 90%	157,008	3,956	3.1	2.9	0.5	2.6	3.8	2.0	2.4	5.0	3.4	2.5
89	90% and over	215,712	3,820	3.1	3.3	0.6	1.8	5.8	1.9	1.6	2.9	2.5	1.8
Students: White, % (Avg=28%)													
156	Under 10%	490,057	13,207	3.6	5.3	1.3	2.5	4.7	3.0	2.5	4.5	3.3	2.7
182	10% to under 30%	476,555	9,746	2.6	3.4	0.6	2.2	2.6	1.5	1.6	3.9	2.8	2.0
224	30% to under 50%	367,481	3,646	1.3	1.2	0.3	1.3	1.0	0.7	0.8	2.5	1.5	1.0
242	50% to under 70%	205,028	1,251	0.8	0.4	0.1	0.8	0.7	0.5	0.7	1.4	1.2	0.6
266	70% to under 90%	90,343	565	0.7	0.5	0.0	0.7	0.0	0.6	1.0	1.4	1.0	0.6
19	90% and over	2,860	14	0.0	0.0	0.0	0.7	0.0	0.5	0.0	0.0	0.9	0.5
Students: Econ Disad, % (Avg=59%)													
17	Under 10%	20,576	14	0.1	0.0	0.0	0.2	0.0	0.0	0.3	0.4	0.2	0.1
82	10% to under 30%	200,491	937	0.6	0.3	0.1	0.7	0.6	0.4	0.3	1.4	1.0	0.5
222	30% to under 50%	341,051	3,302	1.2	1.0	0.3	1.4	0.4	0.7	0.9	3.0	1.7	1.0
431	50% to under 70%	479,645	8,091	2.4	2.6	0.8	2.0	2.5	1.1	1.4	3.5	2.2	1.7
280	70% to under 90%	517,042	14,273	3.6	4.7	1.4	2.6	4.1	2.5	2.6	4.6	3.3	2.8
57	90% and over	73,519	1,812	3.2	0.0	0.7	2.4	5.3	3.2	3.1	3.7	3.0	2.5

Note. See notes after table for category descriptions.

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, English Language Learner (ELL) Status, and Special Education Program Participation, Texas Public Schools, 2016-17

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	Spec. ELL	All ed. students	
Teacher Experience (Avg=10.9 yrs)													
232	Under 9.8 years	302,775	8,905	3.6	4.6	0.5	3.1	3.6	2.1	1.8	4.4	3.2	2.9
279	9.8 to under 11.8 years	845,880	13,918	2.1	2.3	0.5	2.1	1.8	0.9	1.1	4.1	2.3	1.6
305	11.8 to under 13.7 years	374,198	4,635	1.6	1.0	0.8	1.6	1.2	0.7	1.1	3.0	2.0	1.2
273	13.7 years and over	109,471	971	1.2	1.2	0.1	1.3	0.0	0.5	0.8	2.5	1.4	0.9
Teacher Salary (Avg=\$52,525)													
260	Under \$43,534	65,541	989	2.1	2.2	1.2	2.2	3.7	0.9	0.6	3.4	1.3	1.5
275	\$43,534 to under \$45,998	103,086	1,307	2.3	0.4	0.7	1.6	1.8	0.9	1.3	2.5	1.6	1.3
277	\$45,998 to under \$50,240	256,812	4,837	3.0	2.5	0.4	2.2	3.4	1.1	1.4	2.9	2.4	1.9
277	\$50,240 and over	1,206,885	21,296	2.4	2.7	0.5	2.1	1.8	0.9	1.2	4.1	2.5	1.8
Teachers: White, % (Avg=60%)													
43	Under 10%	111,022	1,865	4.4	3.8	0.0	1.7	0.0	3.0	0.0	3.2	2.2	1.7
63	10% to under 30%	237,425	8,304	4.9	6.9	1.3	3.3	6.7	3.5	3.7	6.1	4.1	3.5
61	30% to under 50%	211,297	4,130	2.3	4.4	0.6	2.1	2.2	1.3	1.0	3.7	2.9	2.0
106	50% to under 70%	371,909	8,052	2.6	3.0	0.6	2.4	3.1	1.6	1.8	3.7	2.8	2.2
375	70% to under 90%	541,181	5,134	1.2	0.9	0.3	1.3	0.6	0.7	0.8	2.6	1.5	0.9
441	90% and over	159,490	944	0.8	0.4	0.1	0.7	0.6	0.6	0.7	1.3	1.0	0.6
Teachers with Adv Degrees, % (Avg=24.3%)													
246	Under 12.9%	65,674	624	1.7	0.8	0.1	1.2	0.0	0.6	1.4	2.3	1.2	1.0
278	12.9% to under 18.3%	191,208	2,738	1.8	0.8	2.4	1.7	0.6	0.9	1.1	2.9	1.8	1.4
287	18.3% to under 23.6%	401,146	6,473	2.4	2.3	0.5	1.9	1.9	1.0	1.1	3.6	2.1	1.6
278	23.6% and over	974,296	18,594	2.6	2.9	0.5	2.4	2.3	1.0	1.2	4.3	2.6	1.9
U.S.-Mexico Border Region													
96	Border districts	206,211	3,508	2.1	3.7	0.2	1.7	5.0	1.5	1.9	3.1	2.5	1.7
993	Non-border districts	1,426,113	24,921	2.5	2.4	0.5	2.3	1.9	0.9	1.2	4.2	2.3	1.7

Note. See notes after table for category descriptions.

Table Notes

Data Sources

Public Education Information Management System (PEIMS) data about teachers, district expenditures, and students are submitted by districts through the Texas Student Data System. For more information, refer to the [Texas Education Data Standards](#). Tax and property data are provided by the Comptroller's Property Tax Division. Information about college admissions examinations and State of Texas Assessments of Academic Readiness (STAAR) is provided by the test contractors. The property values are the 2014 tax year state-certified property values. All data are for the 2016-17 school year, with the exception of college admissions (e.g., SAT/ACT), district expenditures (e.g., Operating Cost Per Student), and tax rates (i.e., local adopted rate and maintenance and operation rate), which lag one year; and property value (or wealth) variables which lag two years.

Glossary

Cost of Education Index. The Cost of Education Index (CEI) reflects geographic variations in costs beyond the control of districts. The CEI has a minimum value of 0.0 and a maximum of 1.2. Most districts have CEI values of at least 1.0. Districts with CEI values of 0.0 are primarily charter school districts. Districts are grouped into five subcategories, each with approximately the same number of districts.

District Type. Districts are grouped into eight subcategories, ranging from major urban to rural, based on factors such as enrollment, growth in enrollment, economic status, and proximity to urban areas. Charter school districts make up a ninth subcategory. The subcategories are as follows.

Major Urban. A district is classified as major urban if: (a) it is located in a county with a population of at least 960,000; (b) its enrollment is the largest in the county or at least 70 percent of the largest district enrollment in the county; and (c) at least 35 percent of enrolled students are economically disadvantaged. A student is reported

as economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

Major Suburban. A district is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is contiguous to a major urban district; and (c) its enrollment is at least 3 percent that of the largest contiguous major urban district or at least 4,500 students. A district also is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is not contiguous to a major urban district; (c) it is located in the same county as a major urban district; and (d) its enrollment is at least 15 percent that of the largest major urban district in the county or at least 4,500 students.

Other Central City. A district is classified as other central city if: (a) it does not meet the criteria for classification in either of the previous subcategories; (b) it is not contiguous to a major urban district; (c) it is located in a county with a population of between 100,000 and 959,999; and (d) its enrollment is the largest in the county or at least 75 percent of the largest district enrollment in the county.

Other Central City Suburban. A district is classified as other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of between 100,000 and 959,999; and (c) its enrollment is at least 15 percent of the largest district enrollment in the county. A district also is other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is contiguous to an other central city district; (c) its enrollment is at least 3 percent that of the largest contiguous other central city district; and (d) its enrollment is equal to or greater than the median district enrollment for the state of 880 students.

Independent Town. A district is classified as independent town if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of 25,000 to 99,999; and (c) its enrollment is the largest in the county or is at least 75 percent of the largest district enrollment in the county.

Non-Metropolitan: Fast Growing. A district is classified as non-metropolitan: fast growing if: (a) it does

not meet the criteria for classification in any of the previous subcategories; (b) it has an enrollment of at least 300 students; and (c) its enrollment has increased by at least 20 percent over the past five years.

Non-Metropolitan: Stable. A district is classified as non-metropolitan: stable if: (a) it does not meet the criteria for classification in any of the previous subcategories; and (b) its enrollment is equal to or greater than the median district enrollment for the state.

Rural. A district is classified as rural if it does not meet the criteria for classification in any of the previous subcategories. A rural district has either: (a) an enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent; or (b) an enrollment of less than 300 students.

Charter School Districts. Charter school districts are open-enrollment school districts chartered by the commissioner of education with final approval for operation provided by the State Board of Education. Established by the Texas Legislature in 1995 to promote local initiative, charter school districts are subject to fewer regulations than other public school districts. Generally, charter school districts are subject to laws and rules that ensure fiscal and academic accountability but that do not unduly regulate instructional methods or pedagogical innovation. Like other public school districts, charter school districts are monitored and accredited under the statewide testing and accountability system.

Dropout. A dropout is a student who is enrolled in public school in Grades 9 -12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a Texas Certificate of High School Equivalency (TxCHSE), continue school outside the public school system, begin college, or die. This definition is consistent with the National Center for Education Statistics definition of a dropout. For more information on the definition of a dropout and calculation of dropout rates, refer to the report [Secondary School Completion and Dropouts in Texas Public Schools, 2016-17.](#)

Dropout Rate. The annual dropout rate is the number of Grade 9-12 students who dropped out in a school year divided by the cumulative number of Grade 9-12 students enrolled at any time during the school year. For more information on the definition of a dropout and

calculation of dropout rates, refer to the report [Secondary School Completion and Dropouts in Texas Public Schools, 2016-17.](#)

Education Service Center Regions. The state is divided into 20 geographic regions, each served by an education service center (ESC). Although not usually the case, an ESC may serve districts outside its geographic boundaries. For this category, districts are grouped by the ESC regions that serve them, not by the ESC regions in which they are located geographically.

English Language Learner. A student is classified as an English language learner (ELL) when: (a) a language other than English is used as the primary language in the home and (b) the student's English language proficiency is determined to be limited by a Language Proficiency Assessment Committee or as indicated by a test of English proficiency. In this table, ELLs are students who were identified as having limited English proficiency in the 2016-17 school year.

Enrollment. Districts are grouped into nine subcategories based on number of students enrolled. Enrollment counts are taken on the last Friday in October of each year.

Highest Property Value. Each district is placed into one of four subcategories of taxable property based on type of property with the highest value for the district. Special statutory school districts and charter school districts make up a fifth subcategory, labeled "non-taxing entities," because they do not have taxable property. The four subcategories of taxable property are:

- residential: single-family and multi-family residential, and residential inventory;
- land: vacant lots and taxable rural real property;
- oil and gas: oil, gas, and minerals; and
- business: commercial and industrial real property, commercial and industrial personal, and utilities.

Operating Cost Per Student. Operating costs are the sum of actual expenditures for a district's operation.

Note that the number shown is not the amount actually spent on each student, but rather a per-student average of the total. Per-student amounts are calculated as expenditures for the prior school year divided by the current number of students. Districts are grouped into five subcategories, each with approximately the same number of districts.

Property Wealth: Average, Equal Student Groups, and Median. Property wealth is used as an indicator of a district's ability to raise local funds on a per-student basis. It is calculated as total taxable property value from two years prior – this is the most recent data year available used in state funding formulas – divided by total enrollment from the prior school year. Taxable value is the traditional measure of value, not the alternative value used in state funding formulas. The "property wealth: average" category classifies districts as either under or over the state average for district property wealth. The "property wealth: equal student groups" category groups districts by property wealth into 20 subcategories, each accounting for approximately the same number of students. The "property wealth: median category" groups districts by property wealth into 10 subcategories, each with approximately the same number of districts. In each of the three categories, special statutory school districts and charter school districts make up a separate subcategory, labeled "non-taxing entities," because they do not have taxable property wealth.

Race/Ethnicity. Race/ethnicity is one of the demographic characteristics reported for each student through the [Texas Student Data System](#). The racial/ethnic categories are defined as follows. Hispanic/Latino includes students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. American Indian or Alaska Native includes students having origins in any of the original peoples of North and South America (including Central America), and who maintain a tribal affiliation or community attachment. Asian includes students having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. Black or African American includes students having origins in any of the black racial groups of Africa. Native Hawaiian/Other Pacific Islander includes students having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. White includes students having origins in any of the original peoples of Europe, the Middle East, or North

Africa. Students classified as having two or more races are referred to as multiracial.

SAT/ACT 2015-16: At or Above Criterion, Percentage. Districts are grouped into five subcategories based on the number of examinees who scored at or above the criterion score for either the SAT or the ACT (1110 for the SAT; 24 for the ACT). The number of examinees meeting the criterion is divided by the number of examinees. A sixth subcategory is for those districts that have no college admissions test takers. The College Board began administering a redesigned version of the SAT in March 2016. For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

SAT/ACT 2015-16: Participation, Percentage. Districts are grouped into three subcategories based on percentage of graduates who took the SAT, ACT, or both in the prior year. Districts that did not have graduates make up a fourth subcategory.

Small/Sparse Adjustment. Districts are grouped into four subcategories, each with approximately the same number of districts, based on adjustments to state funding to compensate for small and/or sparsely populated districts. Districts receiving no small/sparse adjustment make up a fifth subcategory. Small/sparse adjustments are shown as percentages of total adjusted basic allotment amounts.

Special education. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities.

Student Change: 2015-16 – 2016-17. Districts are grouped into five subcategories based on change in enrollment from the prior school year to the current school year.

Student Density. Districts are grouped into four subcategories based on number of students per square mile. Special statutory school districts and charter school districts make up a fifth subcategory, labeled "non-taxing entities," because they do not have mileage information.

Students: African American, Hispanic, and White, Percentage. In each of these three categories, districts are grouped into six subcategories based on racial/ethnic composition of enrollment. Racial/ethnic groups reflect a federal standard that determines: (a) if the student is Hispanic; and (b) his or her race, or races, based on a student's option to report more than one race. African American students are not reported as Hispanic and identify African American as their only race. Hispanic students report Hispanic as their ethnicity and may report any race. White students are not reported as Hispanic and identify White as their only race.

Students: Economically Disadvantaged, Percentage. Districts are grouped into six subcategories based on percentage of enrollment reported as economically disadvantaged. A student is reported as economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

STAAR: Achieved the Approaches Grade Level Standard, Percentage. Districts are grouped into five subcategories based on the percentage of State of Texas Assessments of Academic Readiness (STAAR) (Grades 3-8, End-of-Course) tests passed. Districts that did not administer tests make up a sixth subcategory. The percentages include only examinees who were enrolled in the same districts in October of the school year.

Tax: Local Adopted Rate. Districts are grouped into four subcategories, each with approximately the same number of districts, based on total locally adopted tax rate. Special statutory school districts and charter school districts make up a fifth subcategory, labeled "non-taxing entities," because they do not levy property taxes. The total locally adopted tax rate is made up of a maintenance and operation rate and a debt service rate (sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per \$100 of taxable value.

Tax: Local Maintenance & Operation Rate. Districts are grouped into three subcategories based on locally adopted maintenance and operation (M&O) tax rate. Special statutory school districts and charter school districts make up a fourth subcategory, labeled "non-taxing entities," because they do not levy property taxes.

The M&O rate includes money generated by districts for equalizing wealth.

Teacher Experience. Districts are grouped into four subcategories, each with approximately the same number of districts, based on average years of teacher experience. The average for a district is calculated by multiplying the full-time-equivalent (FTE) count for each teacher by years of experience. Results are summed, then divided by the FTE count for all teachers.

Teacher Salary. Districts are grouped into four subcategories, each with approximately the same number of districts, based on average teacher salary. The average for a district is calculated by dividing the salary for all teachers by the full-time-equivalent (FTE) count for all teachers. Salaries reflect pay for regular duties only; they do not include pay for supplemental duties.

Teachers: White, Percentage. Districts are grouped into six subcategories based on percentage of White teachers. Racial/ethnic groups reflect a federal standard that determines: (a) if the teacher is Hispanic; and (b) his or her race, or races, based on a teacher's option to report more than one race. White teachers are not reported as Hispanic and identify White as their only race. The percentage for a district is calculated by dividing the full-time-equivalent (FTE) count for White teachers by the FTE count for all teachers.

Teachers: With Advanced Degrees, Percentage. Districts are grouped into four subcategories, each with approximately the same number of districts, based on percentage of teachers with advanced degrees. The percentage for a district is calculated by dividing the full-time-equivalent (FTE) count for teachers with master's or doctorate degrees by the FTE count for all teachers.

U.S.-Mexico Border Region. Districts are grouped into two subcategories, border and non-border, based on their geographic relationship to the U.S.-Mexico border. The districts classified as border districts are those that are located in the 32 counties situated within approximately 62.5 miles of the U.S.-Mexico border, based on the 1983 Agreement on Cooperation for the Protection and Improvement of the Environment in the Border Area (aka, the La Paz Agreement). The La Paz Agreement defines the U.S.-Mexico border region as

extending more than 2,000 miles from the Gulf of Mexico to the Pacific Ocean and approximately 62.5 miles on either side of the border.