

Districts and schools

Number of districts (CCD)	1993-94 1,046	2002-03 1,040
Number of public schools (CCD)		
Elementary	3,385	3,934
Middle	1,308	1,570
High	1,148	1,403
Combined	392	800
Other	19	50
Total	6,252	7,757
Number of charter schools (CCD)		260

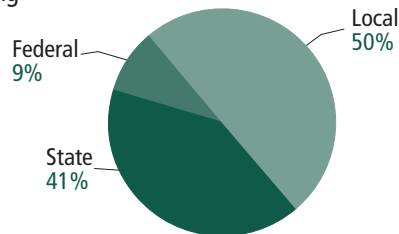
Finances

Total current expenditures 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	2001-02
Instructional	\$12,292,564
Noninstructional	1,242,635
Support	7,195,813
Total	20,731,012

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	\$5,745	\$6,771
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Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$862,758,289

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	120,446	182,176
K-8	2,560,607	2,895,725
9-12	927,209	1,180,108
Total (K-12)	3,487,816	4,075,833

Race/ethnicity

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	2%	3%
Black, non-Hispanic	14	14
Hispanic	36	43
White, non-Hispanic	48	40

Students with disabilities (OSEP)	11%	11%
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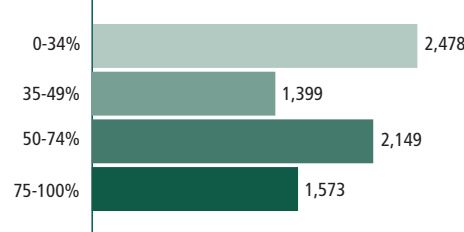
Students with limited English proficiency (NCELA)	12%	15%
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Migrant students (OME)	3%	5%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996 25%	2003 25%
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Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	1,968,976
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03[†] (CCD)



[†]158 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	107,516	134,768
Middle	50,750	6,579
High	55,381	74,823
Combined	5,958	8,238
Other	5,224	64,247
Total	224,830	288,655

Number of FTE non-teacher staff

Instructional aides	38,816	58,933
Instructional coordinators	1,257	1,335
Administrators	13,286	37,341
Other	154,913	207,738
Total	208,272	305,347

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

(SASS)	1994	2000
English	71%	64%
Mathematics	65	57
Science	70	57
Social studies	67	60

Percentage of core courses taught by highly qualified teachers, 2002-03

(As defined and reported by states, collected by ED)

All schools	76%
High-poverty schools	69%
Low-poverty schools	81%

Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	n/a	4%
Avg. freshman graduation rate (NCES)	66%	71
College-going rate (IPEDS/NCES)	50	53

NAEP state results

Reading, Grade 4	1994	2003
Proficient level or above	26%	27%
Basic level or above	58	60
Math, Grade 8	1996	2003
Proficient level or above	21%	25%
Basic level or above	59	69

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

Statewide Accountability Information

See Appendix B for Texas's definitions of proficient for reading and mathematics for grades 4, 8, and 10.

See <http://www.tea.state.tx.us/perfreport> for more details on the statewide accountability system.

State assessment for NCLB accountability: Texas Assessment of Knowledge and Skills (TAKS)

State student achievement levels: Did Not Meet the Standard, Met the Standard, Commended Performance

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	Reading	46.8%	46.8%
	Mathematics	33.4	33.4
Grade 8	Reading	46.8	46.8
	Mathematics	33.4	33.4
Grade 10	Reading	46.8	46.8
	Mathematics	33.4	33.4

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

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	4,241 (88%)	6,262 (81%)	1,001 (82%)
Identified for improvement:			
Year 1	6 (*)	6 (*)	0
Year 2	3 (*)	3 (*)	0
Corrective action	0	0	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or exceed 90%	Met
Middle indicator: Attendance	Meet or exceed 90%	Met
High school indicator: Graduation rate	Meet or exceed 70%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	0	0
Supplemental educational services:	45	*

*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.

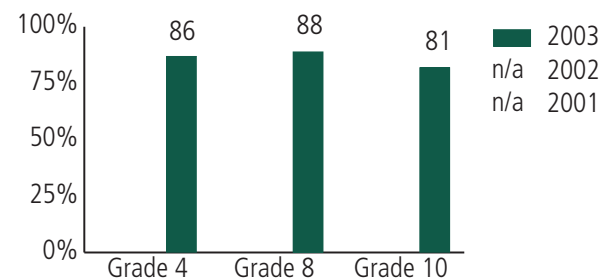
Student Achievement 2002-03

Texas Assessment of Knowledge and Skills, used for NCLB accountability

Reading

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	86%	88%	81%
Economically disadvantaged students	78	82	73
Migrant students	72	75	63
Students with disabilities	79	71	52
Students with limited English proficiency	70	45	31
Black, non-Hispanic students	76	82	76
Hispanic students	80	83	73
White, non-Hispanic students	93	94	91

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	87%	73%	73%
Economically disadvantaged students	81	60	61
Migrant students	77	54	56
Students with disabilities	80	46	39
Students with limited English proficiency	74	32	43
Black, non-Hispanic students	78	57	59
Hispanic students	83	63	64
White, non-Hispanic students	94	84	83

Student achievement trend: Mathematics percent proficient level or above

