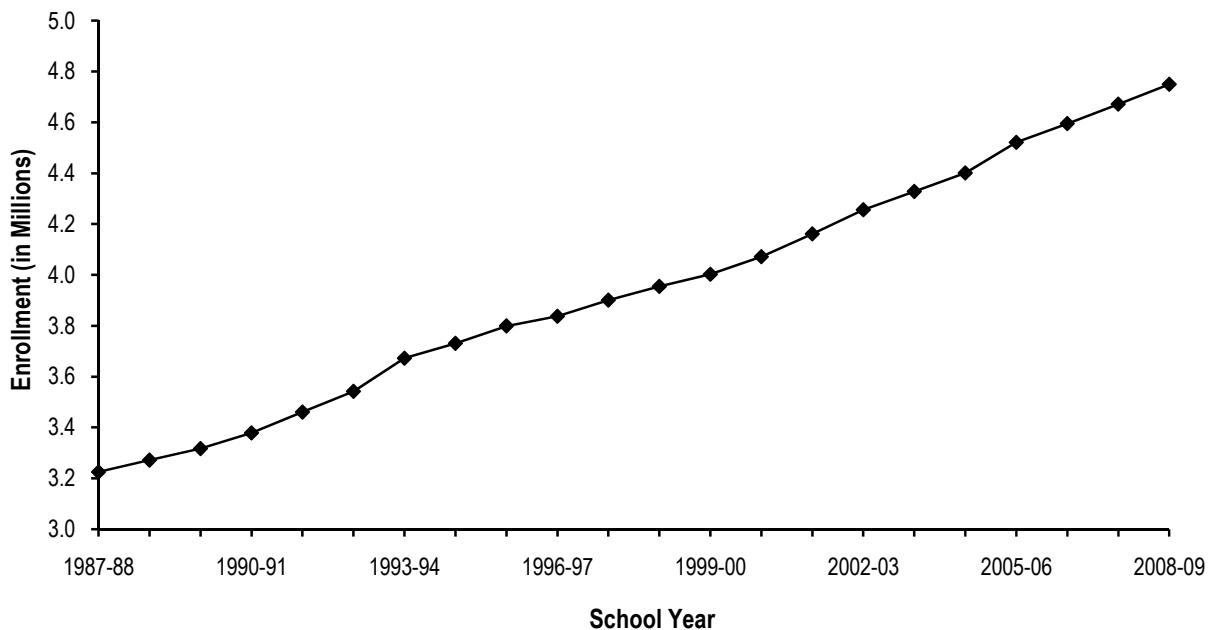


Enrollment in Texas Public Schools 2008-09

Statewide Enrollment, Texas Public Schools, 1987-88 Through 2008-09



Division of Accountability Research
Department of Assessment, Accountability, and Data Quality
Texas Education Agency
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Enrollment in Texas Public Schools 2008-09

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Abstract. This report provides information on enrollment in the Texas public school system from the 1998-99 through 2008-09 school years, based on data collected through the Texas Public Education Information Management System. Enrollment data are provided by grade, ethnicity, gender, and economically disadvantaged status, and for special populations and instructional programs. Data also are reported by education service center region.

Keywords. *Enrollment, grade, bilingual/English as a second language, career and technical, gifted and talented, limited English proficiency, special education, Title I, education service center, ethnicity, economically disadvantaged status, gender.*

Cover. Statewide Enrollment, Texas Public Schools, 1987-88 Through 2008-09. See pages 4-5 for detail.

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Overview

This report provides enrollment data for students attending Texas public schools in the 2008-09 school year and updates 10-year trends in state enrollment. Enrollment data are provided by student characteristics, including ethnicity, socioeconomic status, gender, and grade level. Data are also provided for participation in special instructional programs, including bilingual or English as a second language (ESL) programs, career and technical programs, gifted and talented programs, special education programs, and Title I programs, as well as for special populations, including immigrant and migrant students and students identified as limited English proficient (LEP).

Enrollment data for the 20 regional education service centers (ESCs) throughout the State of Texas are presented. In addition, national enrollment trends are examined, and enrollment data for the four most populous states in the United States (California, Florida, New York, and Texas) are compared.

Highlights

- Texas public school enrollment during the 1998-99 school year was 3,954,434 students. By 2008-09, enrollment had risen to 4,749,571 students. Over the 10-year time period, total enrollment increased by 795,137 students, or by 20.1 percent.
- Statewide enrollment increased by 1.9 percent each year, on average.
- Between the 1998-99 and 2008-09 school years, enrollment increased for all ethnic groups except Whites. Enrollment of White students declined by 7.5 percent.
- Hispanics had the largest numerical increase in enrollment, rising by 748,385 students (or 49.0%) over the last decade. In 2008-09, Hispanic students accounted for the largest percentage of total enrollment (47.9%), followed by White students (34.0%). The first school year in which the number of Hispanic students surpassed the number of White students was 2001-02.
- During the 1998-99 school year, there were 1,915,481 economically disadvantaged students, representing 48.4 percent of all students. By 2008-09, the number of economically disadvantaged students had risen to 2,686,259, or 56.6 percent of all students. The 40.2 percent increase in economically disadvantaged students was double the 20.1 percent increase in the public school population as a whole.
- Although the number of economically disadvantaged students within each ethnic group increased between the 1998-99 and 2008-09 school years, the percentage within each group remained fairly stable during the period.
- During both the 2007-08 and 2008-09 school years, Grade 9 had the highest enrollment, in part because of high grade-level retention in Grade 9 compared to other grades. In 2008-09, a total of 387,951 students were enrolled in Grade 9.
- The number of students participating in career and technical programs rose by 71.9 percent between 1998-99 and 2008-09. The number of students receiving bilingual or English as a second language instructional services increased by 58.2 percent over the same period, and the number of students identified as limited English proficient grew by 50.0 percent.
- In 1998-99, Education Service Center Region 4 (Houston) served the largest student population, accounting for 21.4 percent of total state public school enrollment. In 2008-09, Region 4 continued to have the largest proportion of total enrollment (22.1%).
- From 1996-97 to 2006-07, enrollment in U.S. public schools grew by 8.1 percent, according to national figures. At the same time, Texas public school enrollment grew by 20.1 percent—an increase of more than three-quarters of a million students (National Center for Education Statistics [NCES], 2009).
- Between fall 1996 and fall 2006, White enrollment decreased from 64.2 percent to 56.5 percent of all students in U.S. public schools and from 45.6 percent to 35.7 percent of all students in Texas public schools. By contrast, Hispanic enrollment increased from 14.0 percent to 20.5 percent of all students in U.S. public schools and from 37.4 percent to 46.3 percent of all students in Texas public schools (NCES, 2009).

Enrollment in Texas

Enrollment is typically defined as the number of students registered in a school at a designated time in the school year. In this report, enrollment refers to the number of students enrolled in early education through Grade 12 in the Texas public school system as of the last Friday in October. This designated day is called the Public Education Information Management System (PEIMS) "snapshot date." Enrollment counts are available for all campuses, school districts, charter schools, counties, education service center regions, and the state.

Enrollment data in Texas include student demographic information, such as ethnicity, gender, and economically disadvantaged status, and information on student participation in special programs. Data on student characteristics and program participation are essential for monitoring educational progress and planning educational programs at all levels of the education system.

Financial planners and civic leaders use enrollment data to monitor the educational needs of a community. For example, a growing community will consider current enrollment data when making decisions to add teachers or adjust school programs in the short term. For long-term planning purposes, districts use enrollment trend data to predict and respond to changing needs in areas such as school facilities.

Texas public school enrollment data are used at the regional and state levels for education policy planning, administration, and research. Because enrollment trends reflect changes in society as a whole, the Texas Education Agency (TEA), state legislature, and research organizations use enrollment data to prepare for the future educational needs of Texas. Enrollment data allow the computation of many vital statistics about the Texas public education system, such as student/teacher ratios and the percentages of students passing the Texas Assessment of Knowledge and Skills (TAKS) test.

Since 1994, accountability ratings for Texas public schools and districts have been based on legislatively mandated indicators that draw from enrollment data collected by the TEA. Texas law provides that "Performance on the indicators adopted ... must be based on information that is disaggregated by race, ethnicity, gender, and socioeconomic status" (Texas Education Code [TEC] §39.051, 2007). As a result, performance is reported by total student population and by student group categories, such as ethnicity and economically disadvantaged status.

Data on annual school report cards, which are provided to students' families, also must be reported by student group (TEC §39.052, 2007). In addition, the *Comprehensive Annual Report on Texas Public Schools* must provide to the legislature "a summary compilation of overall student performance on academic skills assessment instruments ... disaggregated by race, ethnicity, gender, and socioeconomic status" (TEC §39.182, 2007).

Enrollment data also are required by federal education legislation. For example, the Elementary and Secondary Education Act (ESEA) (2002) obliges states to submit data for all students by the following categories: "economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; and students with limited English proficiency" (pp. 1446-1447). Likewise, ESEA requires state report cards to be submitted annually with "information, in the aggregate, on student achievement ... disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged" (p. 1457).

In 2008-09, a broad range of information was collected through PEIMS on more than 1,200 school districts and open-enrollment charters; more than 8,500 schools; more than 325,000 teachers; and more than 4.7 million students. Texas public school students are served in markedly diverse school settings. Districts that year ranged in size from less than one square mile to nearly five thousand square miles. Fewer than 20 students attended school in the Divide Independent School District in 2008-09. In contrast,

more than 200,000 students received instruction at more than 290 school sites in the Houston Independent School District.

Data for state-administered school districts are not included in this report. State-administered districts are created by legislative act and funded and administered by state government agencies, such as the Texas Youth Commission and the Texas Department of Aging and Disability Services.

This report is the latest in a series of reports on enrollment trends in Texas public schools (TEA, 1998, 2001, 2003, 2005, 2007, 2009) and continues to provide an overview of Texas enrollment trends, including diversity of the student population by grade and education service center region (Table 1). Historical data on Texas public school enrollment are included with discussion of changes over time.

Table 1

Enrollment by Ethnicity, Socioeconomic Status, English Proficiency, Gender, Grade, Instructional Program, and Education Service Center, Texas Public Schools, 2007-08 and 2008-09

Group	Enrollment		Group	Enrollment	
	2007-08	2008-09		2007-08	2008-09
All students	4,671,493	4,749,571	Instructional program or special population^a		
Ethnicity			Bilingual or English as a second language	721,750	757,824
African American	666,009	671,871	Career and technical	417,225	429,712
Asian/Pacific Islander	159,221	169,774	Gifted and talented	348,854	355,847
Hispanic	2,203,340	2,275,098	Immigrant	94,263	86,864
Native American	16,285	16,713	Migrant	37,548	37,251
White	1,626,638	1,616,115	Special education	474,681	454,517
Socioeconomic status			Title I	2,858,482	2,908,465
Economically disadvantaged	2,576,621	2,686,259	Education service center		
English proficiency			Region 1 - Edinburg	383,460	390,701
Limited English proficient	775,432	800,554	Region 2 - Corpus Christi	105,512	104,457
Gender			Region 3 - Victoria	52,496	52,743
Female	2,274,819	2,311,378	Region 4 - Houston	1,031,462	1,050,722
Male	2,396,674	2,438,193	Region 5 - Beaumont	80,712	80,269
Grade			Region 6 - Huntsville	161,061	164,218
Early education	23,852	24,198	Region 7 - Kilgore	164,246	165,199
Prekindergarten	193,869	200,529	Region 8 - Mt. Pleasant	56,778	56,604
Kindergarten	356,694	362,308	Region 9 - Wichita Falls	38,889	38,728
Grade 1	375,984	379,263	Region 10 - Richardson	710,590	723,432
Grade 2	366,802	371,555	Region 11 - Fort Worth	510,207	521,135
Grade 3	355,351	368,296	Region 12 - Waco	148,516	149,721
Grade 4	346,470	355,563	Region 13 - Austin	345,154	355,700
Grade 5	345,753	352,371	Region 14 - Abilene	47,206	48,223
Grade 6	336,583	345,673	Region 15 - San Angelo	47,692	47,592
Grade 7	340,429	342,981	Region 16 - Amarillo	80,040	81,365
Grade 8	332,576	343,471	Region 17 - Lubbock	78,636	79,530
Grade 9	397,085	387,951	Region 18 - Midland	75,222	76,998
Grade 10	332,017	332,101	Region 19 - El Paso	173,735	175,116
Grade 11	294,422	303,267	Region 20 - San Antonio	379,879	387,118
Grade 12	273,606	280,044			

^aStudents may be counted in more than one category.

Statewide Enrollment

Public school enrollment has increased in recent years, particularly in the southern and western United States, and more growth is expected in the future. For the 12-year period from 2005 to 2017, the National Center for Education Statistics (NCES) projects a 10-percent increase nationally in public primary and secondary school enrollment. "The projected changes in enrollment reflect factors such as internal migration, legal and illegal immigration, the relatively high level of births in the 1990s, and resultant changes in the population, rather than changes in attendance rates" (NCES, 2008b, p. 5). Among the states, Texas is expected to experience the third largest increase (after Arizona and Nevada) in public school enrollment, at 32.9 percent (NCES, 2008b). The increase in Texas is attributable to a higher than average birthrate and population migration to southern and western states (Sutton & Mathews, 2004). On average, enrollment in Texas increased 1.9 percent annually over the 21 years between 1987-88 and 2008-09. After an above average increase (2.7%) in the 2005-06 school year resulting from an influx of out-of-state students displaced by a hurricane, enrollment growth fell to 1.7 percent in both 2007-08 and 2008-09 (Table 2).

Between 1987-88 and 2008-09, the public schools served an increasingly diverse population of students. The rapid growth of the Hispanic population, in particular, brought greater linguistic and cultural diversity to the state. In 2008, the Texas State Data Center and Office of the State Demographer (TSDC/OSD) predicted Hispanics could become the largest ethnic group in the state by the year 2015 (TSDC/OSD, 2009). Hispanic enrollment surpassed White enrollment in the public schools in 2001-02.

The majority of students continue to meet the state criteria for economic disadvantage. Under Texas Education Agency (TEA) guidelines, students were identified as economically disadvantaged if they were eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program (TEA, 2008b).

- Statewide enrollment during the 1987-88 school year was 3,224,916 students. By 2008-09, enrollment had risen to 4,749,571 students (Table 2).
- During the 21-year period between 1987-88 and 2008-09, total enrollment increased by 1,524,655 students, or 47.3 percent (Table 3).

Table 2
Statewide Enrollment, Texas Public Schools,
1987-88 Through 2008-09

Year	Number	Annual change (%)
1987-88	3,224,916	—
1988-89	3,271,509	1.4
1989-90	3,316,785	1.4
1990-91	3,378,318	1.9
1991-92	3,460,378	2.4
1992-93	3,541,771	2.4
1993-94	3,672,198	3.7
1994-95	3,730,544	1.6
1995-96	3,799,032	1.8
1996-97	3,837,096	1.0
1997-98	3,900,488	1.7
1998-99	3,954,434	1.4
1999-00	4,002,227	1.2
2000-01	4,071,433	1.7
2001-02	4,160,968	2.2
2002-03	4,255,821	2.3
2003-04	4,328,028	1.7
2004-05	4,400,644	1.7
2005-06	4,521,043	2.7
2006-07	4,594,942	1.6
2007-08	4,671,493	1.7
2008-09	4,749,571	1.7

Table 3
Change in Statewide Enrollment, Texas
Public Schools

Period	Number	Percent
10-year change, 1998-99 to 2008-09	795,137	20.1
21-year change, 1987-88 to 2008-09	1,524,655	47.3

Enrollment by Ethnicity

- Between the 1998-99 and 2008-09 school years, enrollment increased for all ethnic groups except Whites. Enrollment for White students declined by 7.5 percent (Figure 1 and Table 4). The total number of White students in Texas public schools declined each year during the 10-year period.
- Hispanics had the largest numerical increase in enrollment, rising by 748,385 students (or 49.0%) over the last decade. In 2008-09, Hispanic students accounted for the largest percentage of total enrollment (47.9%), followed by White students (34.0%). The first school year in which the number of Hispanic students surpassed the number of White students was 2001-02.
- Asian/Pacific Islander students had the largest percentage increase in enrollment over the 10-year time period (69.5%). Native American enrollment increased by 40.2 percent.
- African American enrollment as a percentage of total enrollment remained relatively stable at around 14.2 to 14.4 percent for most of the decade. The total number of African American students increased by 18.1 percent over the 10-year period.

Figure 1
Enrollment by Ethnicity, Texas Public Schools, 1998-99 Through 2008-09

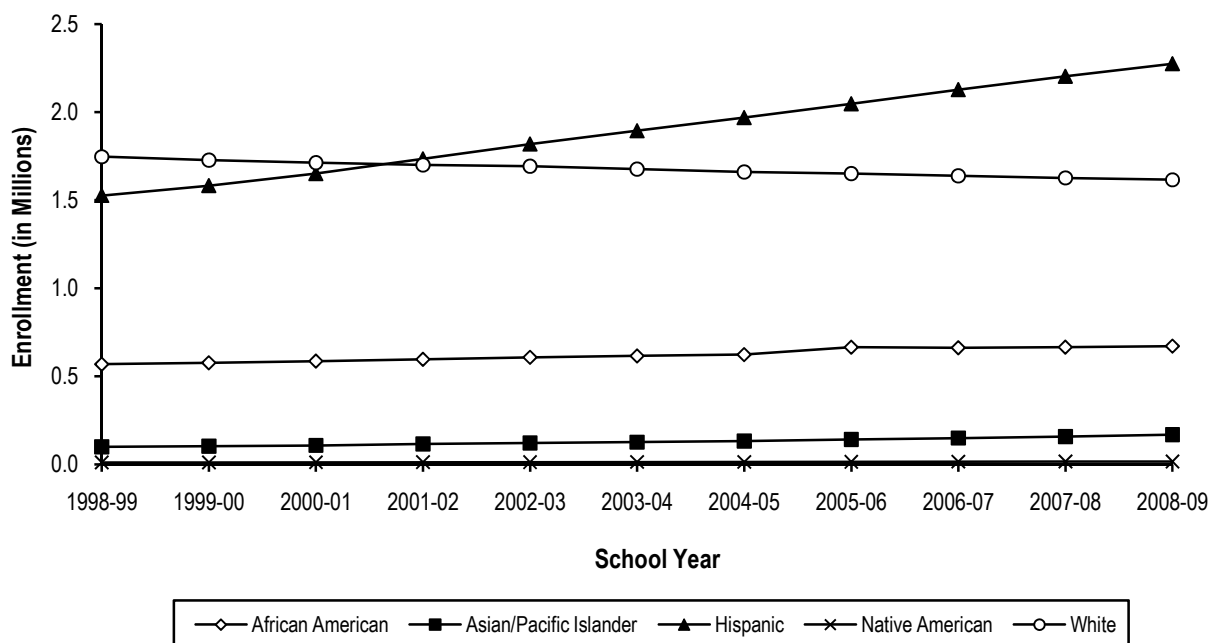


Table 4
Enrollment by Ethnicity, Texas Public Schools, 1998-99 Through 2008-09

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1998-99	568,757	14.4	100,143	2.5	1,526,713	38.6	11,925	0.3	1,746,896	44.2
1999-00	576,977	14.4	103,686	2.6	1,582,538	39.5	11,293	0.3	1,727,733	43.2
2000-01	586,712	14.4	108,605	2.7	1,650,560	40.5	12,120	0.3	1,713,436	42.1
2001-02	596,962	14.3	116,222	2.8	1,734,388	41.7	12,774	0.3	1,700,622	40.9
2002-03	608,045	14.3	122,485	2.9	1,818,531	42.7	13,162	0.3	1,693,598	39.8
2003-04	616,050	14.2	127,092	2.9	1,894,108	43.8	13,791	0.3	1,676,987	38.7
2004-05	623,534	14.2	133,271	3.0	1,969,097	44.7	14,350	0.3	1,660,392	37.7
2005-06	665,799	14.7	141,859	3.1	2,047,308	45.3	15,037	0.3	1,651,040	36.5
2006-07	662,700	14.4	150,193	3.3	2,127,647	46.3	15,831	0.3	1,638,571	35.7
2007-08	666,009	14.3	159,221	3.4	2,203,340	47.2	16,285	0.3	1,626,638	34.8
2008-09	671,871	14.1	169,774	3.6	2,275,098	47.9	16,713	0.4	1,616,115	34.0
10-year change	103,114	18.1	69,631	69.5	748,385	49.0	4,788	40.2	-130,781	-7.5

Note. Parts may not add to 100 percent because of rounding.

Enrollment by Economically Disadvantaged Status

- During the 1998-99 school year, there were 1,915,481 economically disadvantaged students, representing 48.4 percent of all students (Figure 2 and Table 5). By 2008-09, the number of economically disadvantaged students had risen to 2,686,259, or 56.6 percent of all students.
- Between 1998-99 and 2008-09, the number of economically disadvantaged students rose by 770,778. The total public school population rose by 795,137 (Table 3 on page 5). The 40.2 percent increase in economically disadvantaged students was double the 20.1 percent increase in the public school population as a whole.

Figure 2
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 1998-99 Through 2008-09

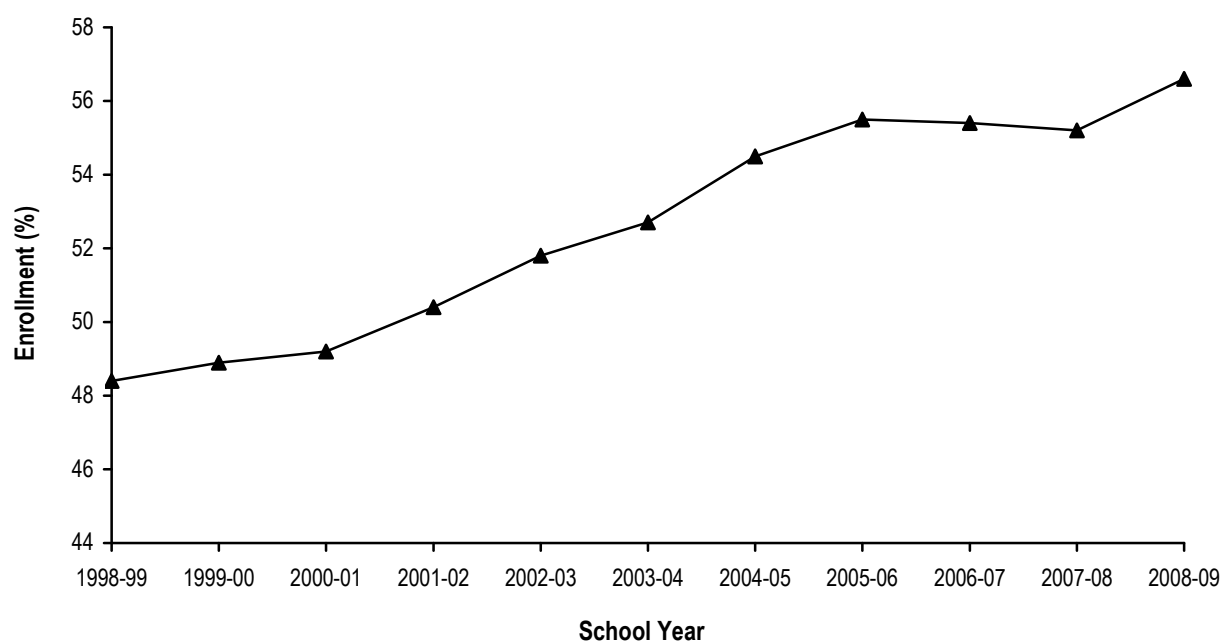


Table 5
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 1998-99 Through 2008-09

Year	Number	Percent	Year	Number	Percent
1998-99	1,915,481	48.4	2005-06	2,506,972	55.5
1999-00	1,956,000	48.9	2006-07	2,545,083	55.4
2000-01	2,003,121	49.2	2007-08	2,576,621	55.2
2001-02	2,096,365	50.4	2008-09	2,686,259	56.6
2002-03	2,203,961	51.8			
2003-04	2,281,195	52.7	10-year change	770,778	40.2
2004-05	2,397,700	54.5			

Enrollment by Economically Disadvantaged Status and Ethnicity

- Although the number of economically disadvantaged students within each ethnic group increased between the 1998-99 and 2008-09 school years, the percentage within each group remained fairly stable during the period (Figure 3 on this page and Table 6 on page 10).
- Over the 10-year period, enrollment of economically disadvantaged students increased by the largest number (619,576) among Hispanics and by the largest percentage (60.5%) among Asian/Pacific Islanders (Table 6 on page 10). Whites had the smallest percentage increase in enrollment of economically disadvantaged students (9.1%).
- In the 2008-09 school year, the percentage of ethnic group enrollment accounted for by economically disadvantaged students was largest for Hispanics (77.6%), followed by African Americans (68.6%).

Figure 3
Enrollment of Economically Disadvantaged Students Within Ethnic Groups, Texas Public Schools, 1998-99 Through 2008-09

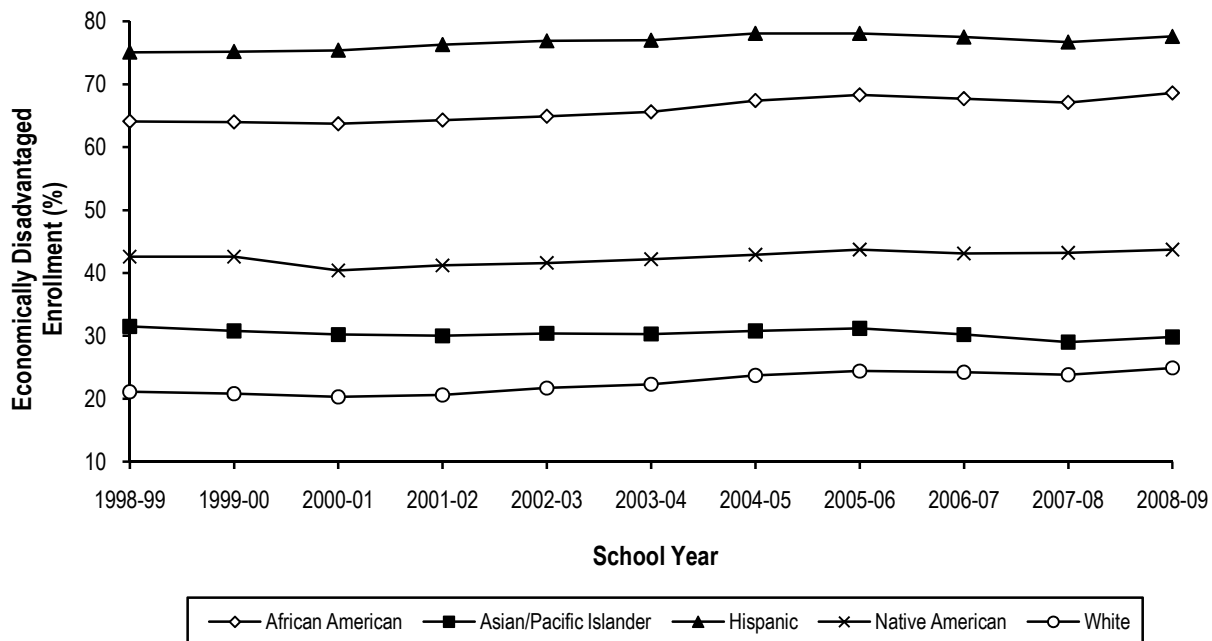


Table 6
Enrollment of Economically Disadvantaged Students Within Ethnic Groups, Texas Public Schools, 1998-99 Through 2008-09

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1998-99	364,434	64.1	31,508	31.5	1,146,071	75.1	5,081	42.6	368,387	21.1
1999-00	369,393	64.0	31,921	30.8	1,190,363	75.2	4,813	42.6	359,510	20.8
2000-01	373,641	63.7	32,760	30.2	1,244,404	75.4	4,900	40.4	347,416	20.3
2001-02	383,853	64.3	34,835	30.0	1,322,600	76.3	5,268	41.2	349,809	20.6
2002-03	394,604	64.9	37,198	30.4	1,398,404	76.9	5,472	41.6	368,283	21.7
2003-04	404,179	65.6	38,482	30.3	1,457,969	77.0	5,813	42.2	374,752	22.3
2004-05	420,007	67.4	41,061	30.8	1,537,691	78.1	6,161	42.9	392,780	23.7
2005-06	454,756	68.3	44,278	31.2	1,598,645	78.1	6,566	43.7	402,727	24.4
2006-07	448,359	67.7	45,333	30.2	1,648,298	77.5	6,828	43.1	396,265	24.2
2007-08	447,199	67.1	46,219	29.0	1,689,779	76.7	7,028	43.2	386,396	23.8
2008-09	460,703	68.6	50,555	29.8	1,765,647	77.6	7,297	43.7	402,057	24.9
10-year change	96,269	26.4	19,047	60.5	619,576	54.1	2,216	43.6	33,670	9.1

Enrollment by Gender

- In the 2008-09 school year, 48.7 percent of all students were female, and 51.3 percent of students were male (Table 7). These percentages remained relatively stable during the 10-year period between 1998-99 and 2008-09.

Table 7
Enrollment by Gender, Texas Public Schools, 1998-99 Through 2008-09

Year	Female		Male	
	Number	Percent	Number	Percent
1998-99	1,923,501	48.6	2,030,933	51.4
1999-00	1,946,962	48.6	2,055,265	51.4
2000-01	1,980,770	48.7	2,090,663	51.3
2001-02	2,024,317	48.7	2,136,651	51.3
2002-03	2,068,911	48.6	2,186,910	51.4
2003-04	2,104,064	48.6	2,223,964	51.4
2004-05	2,139,975	48.6	2,260,669	51.4
2005-06	2,200,006	48.7	2,321,037	51.3
2006-07	2,237,184	48.7	2,357,758	51.3
2007-08	2,274,819	48.7	2,396,674	51.3
2008-09	2,311,378	48.7	2,438,193	51.3
10-year change	387,877	20.2	407,260	20.1

Enrollment by Grade

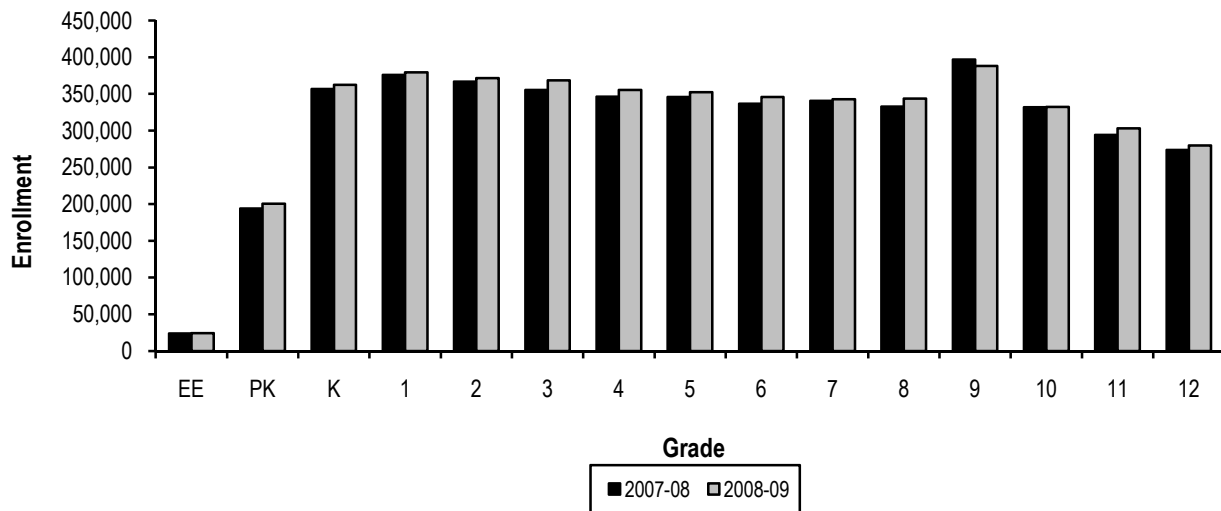
Children in Texas are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2007). All children who are five years old on or before September 1 are eligible, but not required, to attend kindergarten. With few exceptions, children must attend school until they reach the age of 18.

Student learning during the early education and prekindergarten years is linked to future academic accomplishments, particularly for children identified as limited English proficient, disabled, or economically disadvantaged. In early education and prekindergarten programs, children develop skills necessary for success in the regular public school curriculum in the areas of language, mathematics, and social skills. Early education in Texas is a diverse set of programs designed for children who meet certain eligibility criteria. For example, Early Childhood Intervention is a coordinated system of services for children, birth to age three, with disabilities or developmental delays; and Even Start is a family literacy program for children from birth through age seven of a parent or guardian who will benefit from literacy education. A child is eligible for free prekindergarten if the child is at least three years of age and is unable to speak and comprehend the English language, is educationally disadvantaged, is homeless, or has ever been in the conservatorship of the Department of Family and Protective Services (TEC §29.153, 2007). A child of an active duty member of the U.S. armed forces or a child of a member of the U.S. armed forces who was injured or killed while serving on active duty is also eligible for free prekindergarten.

A variety of factors affect enrollment trends at all grade levels, including grade-level retention, migration into the state, and decisions about private and home schooling. Funding for early childhood and kindergarten programs affects enrollment trends in the elementary grades, whereas student decisions to graduate early, transfer into General Educational Development (GED) programs, or drop out of school affect enrollment trends in the secondary grades.

- During both the 2007-08 and 2008-09 school years, Grade 9 had the highest enrollment (Figure 4), in part because of the high rate of grade-level retention in Grade 9 compared to other grades (TEA, 2008a). In 2008-09, just under 388,000 students were enrolled in Grade 9.
- Across Grades K-12 in 2008-09, the percentages of total enrollment accounted for by grade ranged from a low of 5.9 percent in Grade 12 to a high of 8.2 percent in Grade 9 (Table 8).
- Between 2007-08 and 2008-09, enrollment increased in each grade except Grade 9. Enrollment decreased by 2.3 percent in Grade 9.
- The distribution of students across grades changed from the previous year. Students in Grades 3, 4, 6, 8, and 11 accounted for larger percentages of total public school enrollment, and students in Grades 2, 7, 9, and 10 accounted for smaller percentages.

Figure 4
Enrollment by Grade, Texas Public Schools, 2007-08 and 2008-09



Note. EE=Early education. PK=Prekindergarten.

Table 8
Enrollment by Grade, Texas Public Schools, 2007-08 and 2008-09

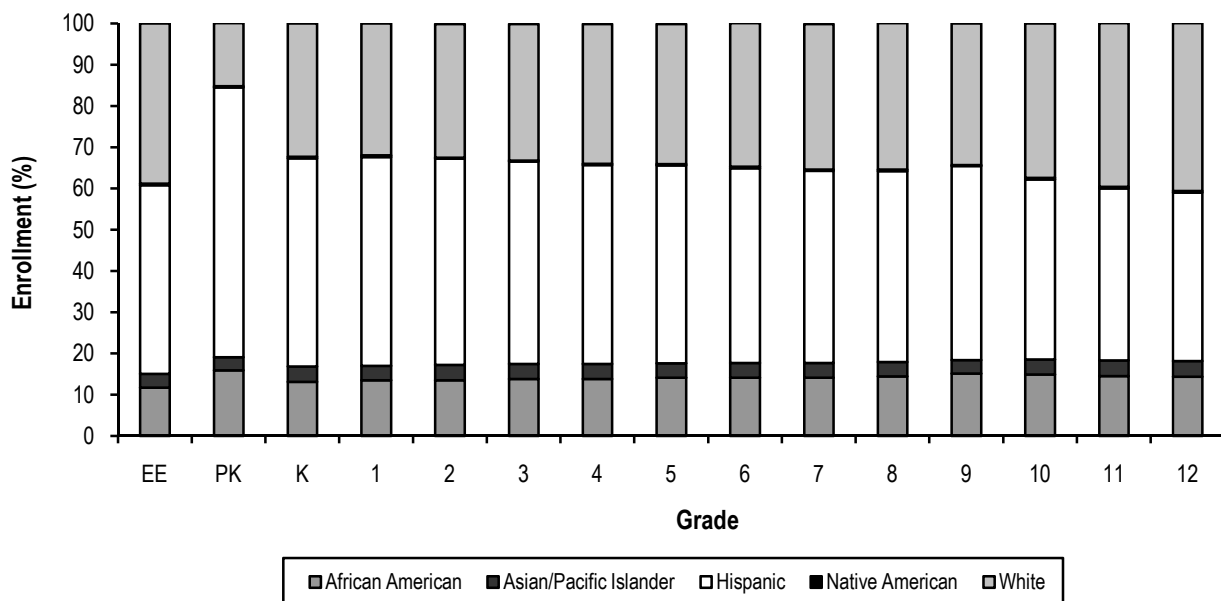
Grade	2007-08		2008-09		Grade	2007-08		2008-09	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early education	23,852	0.5	24,198	0.5	6	336,583	7.2	345,673	7.3
Prekindergarten	193,869	4.2	200,529	4.2	7	340,429	7.3	342,981	7.2
Kindergarten	356,694	7.6	362,308	7.6	8	332,576	7.1	343,471	7.2
1	375,984	8.0	379,263	8.0	9	397,085	8.5	387,951	8.2
2	366,802	7.9	371,555	7.8	10	332,017	7.1	332,101	7.0
3	355,351	7.6	368,296	7.8	11	294,422	6.3	303,267	6.4
4	346,470	7.4	355,563	7.5	12	273,606	5.9	280,044	5.9
5	345,753	7.4	352,371	7.4					
					All grades	4,671,493	100	4,749,571	100

Note. Parts may not add to 100 percent because of rounding.

Enrollment by Grade and Ethnicity

- By grade level, the proportion of enrollment accounted for by White students generally increased from kindergarten to Grade 12, whereas the proportion accounted for by Hispanic students generally decreased (Figure 5 and Table 9). This is, in part, a reflection of the overall Hispanic and White population trends in Texas: increasingly, there are more young, school-age Hispanic children than White children.
- The proportions of grade-level enrollment accounted for by African American, Asian/Pacific Islander, and Native American students were relatively stable across Grades K-12 in 2008-09.
- Consistent with the requirements of targeted early education programs outlined on page 12, Hispanics, who made up 47.9 percent of total enrollment in the 2008-09 school year, made up 65.4 percent of prekindergarten students. In contrast, Whites, who made up 34.0 percent of total enrollment, made up 15.3 percent of prekindergarten students.
- From Grade 9 to Grade 12, Asian/Pacific Islanders and Whites made up increasingly larger proportions of the student body, and African Americans and Hispanics made up increasingly smaller proportions. This pattern held true in both the 2007-08 and 2008-09 school years.

Figure 5
Enrollment by Grade and Ethnicity, Texas Public Schools, 2008-09



Note. EE=Early education. PK=Prekindergarten.

Table 9
Enrollment by Grade and Ethnicity, Texas Public Schools, 2007-08 and 2008-09

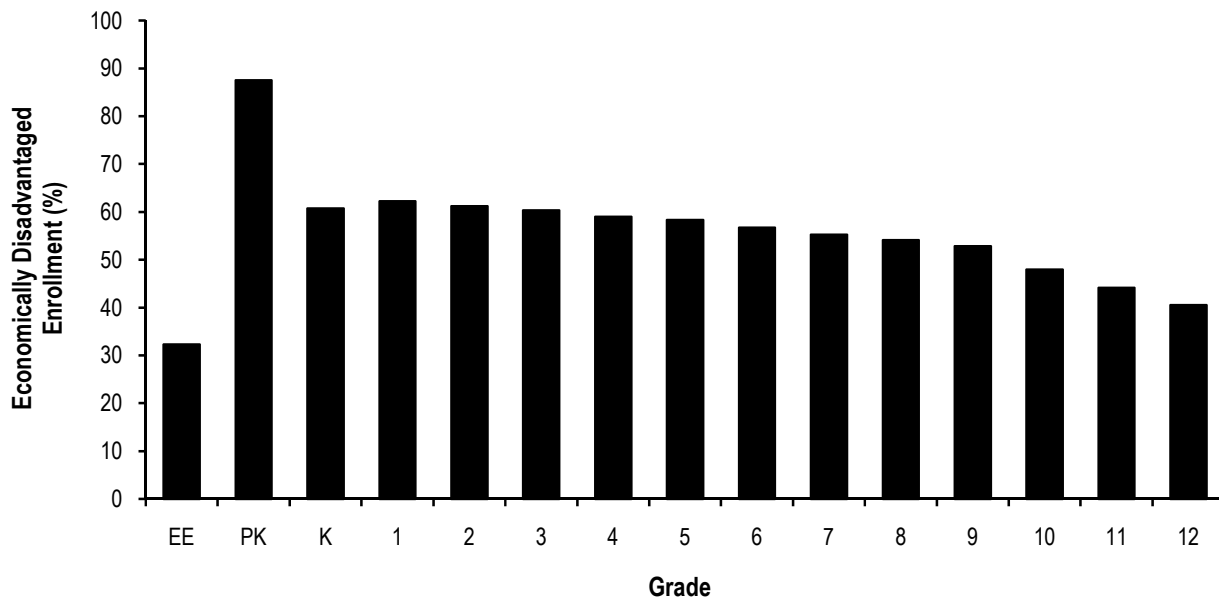
Grade	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2007-08										
Early education	2,933	12.3	778	3.3	10,964	46.0	72	0.3	9,105	38.2
Prekindergarten	30,500	15.7	6,111	3.2	126,702	65.4	520	0.3	30,036	15.5
Kindergarten	47,017	13.2	12,164	3.4	179,175	50.2	1,331	0.4	117,007	32.8
1	50,970	13.6	13,061	3.5	188,969	50.3	1,322	0.4	121,662	32.4
2	50,557	13.8	12,721	3.5	180,575	49.2	1,214	0.3	121,735	33.2
3	49,300	13.9	12,052	3.4	172,314	48.5	1,226	0.3	120,459	33.9
4	48,535	14.0	11,969	3.5	165,731	47.8	1,186	0.3	119,049	34.4
5	48,725	14.1	12,102	3.5	163,458	47.3	1,225	0.4	120,243	34.8
6	47,583	14.1	11,707	3.5	156,061	46.4	1,177	0.3	120,055	35.7
7	49,190	14.4	11,317	3.3	156,925	46.1	1,227	0.4	121,770	35.8
8	48,422	14.6	11,111	3.3	149,252	44.9	1,158	0.3	122,633	36.9
9	61,355	15.5	11,970	3.0	185,008	46.6	1,415	0.4	137,337	34.6
10	49,195	14.8	11,330	3.4	142,059	42.8	1,179	0.4	128,254	38.6
11	42,847	14.6	10,696	3.6	118,742	40.3	1,069	0.4	121,068	41.1
12	38,880	14.2	10,132	3.7	107,405	39.3	964	0.4	116,225	42.5
All grades	666,009	14.3	159,221	3.4	2,203,340	47.2	16,285	0.3	1,626,638	34.8
2008-09										
Early education	2,829	11.7	806	3.3	11,079	45.8	96	0.4	9,388	38.8
Prekindergarten	31,788	15.9	6,383	3.2	131,193	65.4	542	0.3	30,623	15.3
Kindergarten	47,452	13.1	13,493	3.7	183,033	50.5	1,354	0.4	116,976	32.3
1	51,181	13.5	13,351	3.5	191,864	50.6	1,428	0.4	121,439	32.0
2	50,284	13.5	13,817	3.7	185,938	50.0	1,296	0.3	120,220	32.4
3	50,901	13.8	13,346	3.6	180,941	49.1	1,207	0.3	121,901	33.1
4	49,091	13.8	12,649	3.6	171,898	48.3	1,239	0.3	120,686	33.9
5	49,528	14.1	12,494	3.5	169,220	48.0	1,224	0.3	119,905	34.0
6	48,641	14.1	12,476	3.6	163,092	47.2	1,250	0.4	120,214	34.8
7	48,510	14.1	12,350	3.6	159,697	46.6	1,198	0.3	121,226	35.3
8	49,421	14.4	11,860	3.5	158,884	46.3	1,272	0.4	122,034	35.5
9	58,631	15.1	12,727	3.3	182,259	47.0	1,327	0.3	133,007	34.3
10	49,647	14.9	11,907	3.6	145,028	43.7	1,224	0.4	124,295	37.4
11	43,976	14.5	11,439	3.8	126,454	41.7	1,068	0.4	120,330	39.7
12	39,991	14.3	10,676	3.8	114,518	40.9	988	0.4	113,871	40.7
All grades	671,871	14.1	169,774	3.6	2,275,098	47.9	16,713	0.4	1,616,115	34.0

Note. Parts may not add to 100 percent because of rounding.

Enrollment by Grade and Economically Disadvantaged Status

- The overall percentage of students identified as economically disadvantaged increased from 55.2 percent to 56.6 percent between the 2007-08 and 2008-09 school years (Table 10). Moreover, the percentage increased in each grade from kindergarten through Grade 12.
- The percentage of students reported as economically disadvantaged decreased from one grade level to the next between Grades 1 and Grade 12 (Figure 6 and Table 10), a pattern that has held true for several years. In the 2008-09 school year, 62.2 percent of students in Grade 1 were economically disadvantaged, compared to 40.5 percent of students in Grade 12.
- Across grade levels, the percentage of economically disadvantaged students was largest, by far, in prekindergarten, a program designed to serve the educational needs of low-income children and/or children learning to speak English.

Figure 6
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2008-09



Note. EE=Early education. PK=Prekindergarten.

Table 10
Enrollment of Economically Disadvantaged Students Within Grades,
Texas Public Schools, 2007-08 and 2008-09

Grade	2007-08		2008-09	
	Number	Percent	Number	Percent
Early education	7,928	33.2	7,823	32.3
Prekindergarten	169,183	87.3	175,481	87.5
Kindergarten	214,747	60.2	220,087	60.7
1	229,713	61.1	235,843	62.2
2	220,157	60.0	227,546	61.2
3	209,637	59.0	222,141	60.3
4	200,657	57.9	209,889	59.0
5	198,198	57.3	205,346	58.3
6	186,395	55.4	195,953	56.7
7	184,678	54.2	189,327	55.2
8	172,769	51.9	185,664	54.1
9	204,994	51.6	204,990	52.8
10	151,800	45.7	159,022	47.9
11	122,610	41.6	133,610	44.1
12	103,155	37.7	113,537	40.5
All grades	2,576,621	55.2	2,686,259	56.6

Enrollment for Instructional Programs and Special Populations

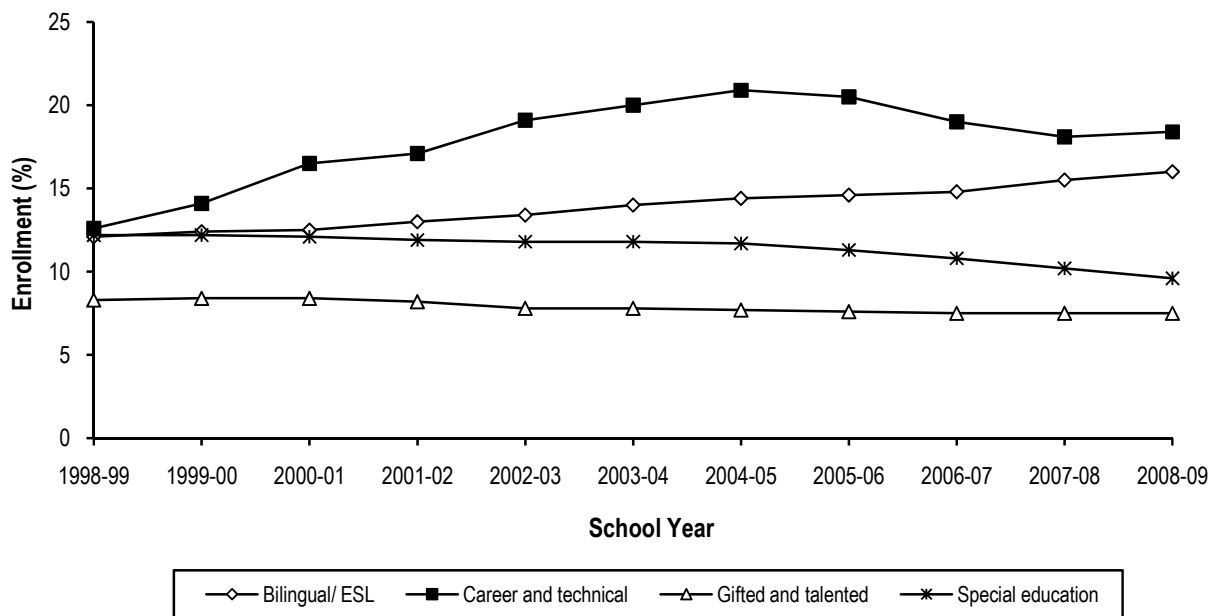
Texas public schools offer instructional programs designed to meet students' needs. Not all students are enrolled in one of these programs, and some students are enrolled in more than one. For example, students identified as limited English proficient (LEP), who do not speak English as their primary language and have a limited ability to read, speak, write, or understand English, may participate in bilingual or English as a second language (ESL) programs. Students in Grades 6-12 can participate in career and technical courses that prepare them for the dual roles of family member and wage earner and help them gain employment in high-skilled, high-wage jobs or advance to postsecondary education. Gifted and talented programs offer eligible students a continuum of learning experiences that leads to advanced accomplishments. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities.

Title I is the largest federal aid program for elementary and secondary schools. The goal of Title I is to improve teaching and learning for at-risk students attending schools with high percentages of economically disadvantaged students. Students counted as Title I students may be participating in Title I-funded programs, or they may be enrolled in campuses that receive school-wide Title I assistance.

Immigrant students are between 3 and 21 years old, have not been attending school in the United States for more than three full academic years, and were not born in any state in the United States, Puerto Rico, or the District of Columbia. U.S. citizenship is not a factor when identifying students as immigrants for the purpose of public school enrollment data collection. A migrant student is one who is a migratory agricultural worker (or whose parent, spouse, or guardian is a migratory agricultural worker) and who, in the preceding 36 months, to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse, or guardian to obtain such employment: (1) has moved from one school district to another; or (2) resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

- Between school years 1998-99 and 2008-09, the number of students participating in Title I programs increased by more than 1 million (Table 11 on page 20). The percentage of students enrolled in Title I programs (61.2%) was more than three times higher than the percentage enrolled in any other program.
- Across instructional programs and special populations, enrollment between 1998-99 and 2008-09 increased by the greatest percentage in career and technical education (71.9%).
- The number of students identified as LEP grew by 50.0 percent between 1998-99 and 2008-09, and the number of students receiving bilingual or ESL instructional services increased by 58.2 percent. Both groups experienced increases of more than a quarter of a million students.
- The percentage of students served in special education programs fell from 12.2 percent in 1998-99 to 9.6 percent in 2008-09 (Figure 7 on this page and Table 11 on page 20). The percentage decreased or remained the same each year during the 10-year period.
- The percentage of students participating in gifted and talented programs rose from 8.3 percent of enrollment in 1998-99 to 8.4 percent in 1999-00. Starting in 2000-01, the percentage remained the same or decreased annually, reaching a low of 7.5 percent in 2006-07, where it remained through 2008-09.

Figure 7
Enrollment in Instructional Programs, Texas Public Schools, 1998-99 Through 2008-09



Note. Students may be counted in more than one category. ESL=English as a second language. Beginning with the 2005-06 school year, career and technical data reflect students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses as electives are excluded.

Table 11
Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 1998-99
Through 2008-09

Year	Bilingual/ESL ^a		Career and technical ^b		Gifted and talented		Immigrant		LEP ^c	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1998-99	479,069	12.1	249,931	12.6	330,120	8.3	74,606	1.9	533,805	13.5
1999-00	498,275	12.4	283,003	14.1	336,562	8.4	73,804	1.8	555,470	13.9
2000-01	509,968	12.5	336,203	16.5	342,864	8.4	96,600	2.4	570,603	14.0
2001-02	542,804	13.0	356,960	17.1	339,342	8.2	110,276	2.7	601,448	14.5
2002-03	572,186	13.4	407,905	19.1	332,623	7.8	121,064	2.8	630,345	14.8
2003-04	606,539	14.0	435,403	20.0	335,844	7.8	116,818	2.7	660,707	15.3
2004-05	631,668	14.4	461,344	20.9	337,672	7.7	116,135	2.6	684,170	15.5
2005-06	657,842	14.6	461,479	20.5	342,369	7.6	109,401	2.4	711,396	15.7
2006-07	679,832	14.8	434,145	19.0	343,158	7.5	100,723	2.2	731,872	15.9
2007-08	721,750	15.5	417,225	18.1	348,854	7.5	94,263	2.0	775,432	16.6
2008-09	757,824	16.0	429,712	18.4	355,847	7.5	86,864	1.8	800,554	16.9
10-year change	278,755	58.2	179,781	71.9	25,727	7.8	12,258	16.4	266,749	50.0

Year	Migrant		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1998-99	74,019	1.9	483,637	12.2	1,899,539	48.0	3,954,434	100
1999-00	74,987	1.9	490,220	12.2	2,012,700	50.3	4,002,227	100
2000-01	76,561	1.9	492,391	12.1	2,072,872	50.9	4,071,433	100
2001-02	83,759	2.0	493,771	11.9	2,139,229	51.4	4,160,968	100
2002-03	88,697	2.1	500,979	11.8	2,298,536	54.0	4,255,821	100
2003-04	90,312	2.1	509,401	11.8	2,482,395	57.4	4,328,028	100
2004-05	76,609	1.7	516,480	11.7	2,651,037	60.2	4,400,644	100
2005-06	57,206	1.3	509,816	11.3	2,771,695	61.3	4,521,043	100
2006-07	41,768	0.9	496,461	10.8	2,808,773	61.1	4,594,942	100
2007-08	37,548	0.8	474,681	10.2	2,858,482	61.2	4,671,493	100
2008-09	37,251	0.8	454,517	9.6	2,908,465	61.2	4,749,571	100
10-year change	-36,768	-49.7	-29,120	-6.0	1,008,926	53.1	795,137	20.1

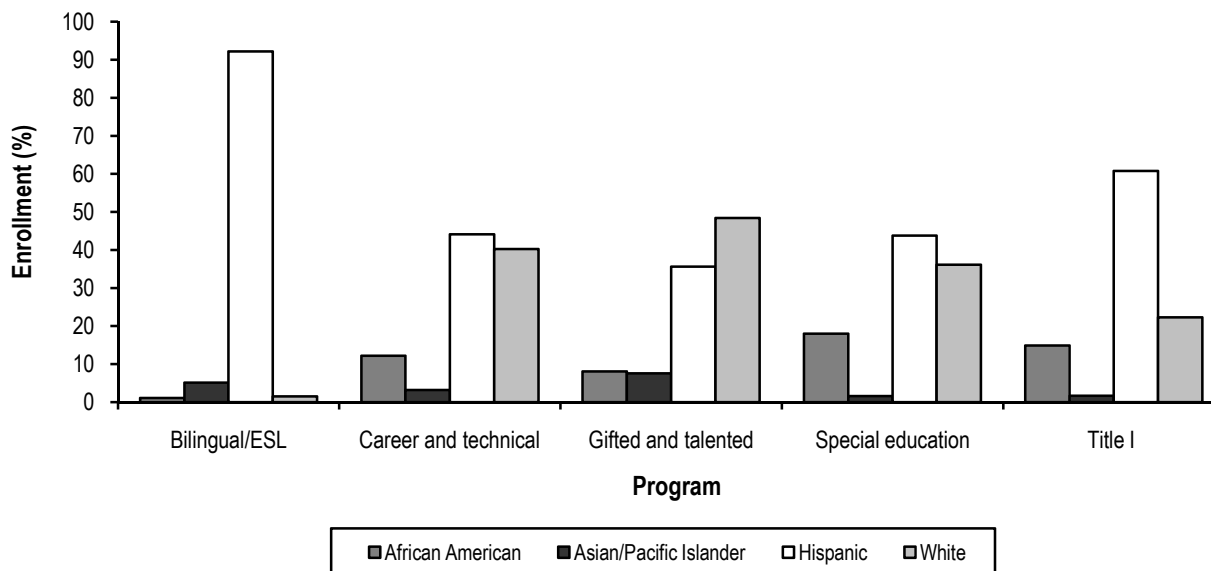
Note. Students may be counted in more than one category.

^aEnglish as a second language. ^bBeginning with the 2005-06 school year, data reflect students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses as electives are excluded. ^cLimited English proficient.

Enrollment for Instructional Programs and Special Populations by Ethnicity

- Between school years 2007-08 and 2008-09, there was little change in the distribution of students by ethnicity within instructional programs and special populations (Table 12 on page 22). However, analysis of program participation shows cases of under- and overrepresentation of ethnic groups in certain areas, compared to their percentages of the total student population.
- In 2008-09, African Americans accounted for 14.1 percent of the total student population. In contrast, African Americans made up 18.0 percent of students served in special education and 8.1 percent of students enrolled in gifted and talented programs (Figure 8 on this page and Table 12 on page 22).
- The percentage of Asian/Pacific Islanders in special education programs in 2008-09 (1.6%) was lower than their proportion of the total student population (3.6%), whereas the percentage in gifted and talented programs (7.6%) was higher.
- In 2008-09, Hispanics made up 47.9 percent of the total public school population. By comparison, Hispanic representation in gifted and talented programs (35.6%) was smaller, and Hispanic representation in Title I (60.8%) was larger.
- Whereas Whites accounted for 34.0 percent of the total student population, they made up 48.4 percent of students in gifted and talented programs and 22.3 percent of students in Title I programs.

Figure 8
Enrollment in Instructional Programs by Ethnicity, Texas Public Schools, 2008-09



Note. Students may be counted in more than one category. ESL=English as a second language. Native American students are not displayed because they consistently make up less than 1.0 percent of the population in these instructional programs.

Table 12
Enrollment for Instructional Programs and Special Populations by Ethnicity, Texas Public Schools,
2007-08 and 2008-09

Ethnicity	Bilingual/ESL ^a		Career and technical		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2007-08						
African American	7,362	1.0	51,998	12.5	28,113	8.1
Asian/Pacific Islander	35,008	4.9	12,245	2.9	25,336	7.3
Hispanic	669,638	92.8	175,877	42.2	120,050	34.4
Native American	550	0.1	1,576	0.4	1,153	0.3
White	9,192	1.3	175,529	42.1	174,202	49.9
2008-09						
African American	8,549	1.1	52,214	12.2	28,709	8.1
Asian/Pacific Islander	38,863	5.1	13,753	3.2	26,995	7.6
Hispanic	698,450	92.2	189,392	44.1	126,815	35.6
Native American	574	0.1	1,572	0.4	1,181	0.3
White	11,388	1.5	172,781	40.2	172,147	48.4

Ethnicity	Immigrant		LEP ^b		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2007-08						
African American	3,810	4.0	7,990	1.0	148	0.4
Asian/Pacific Islander	11,598	12.3	38,253	4.9	35	0.1
Hispanic	74,208	78.7	718,709	92.7	36,908	98.3
Native American	79	0.1	626	0.1	17	<0.1
White	4,568	4.8	9,854	1.3	440	1.2
2008-09						
African American	3,758	4.3	8,597	1.1	139	0.4
Asian/Pacific Islander	13,060	15.0	41,552	5.2	183	0.5
Hispanic	65,168	75.0	739,437	92.4	36,547	98.1
Native American	72	0.1	630	0.1	19	0.1
White	4,806	5.5	10,338	1.3	363	1.0

Note. Students may be counted in more than one category. Parts may not add to 100 percent because of rounding.

^aEnglish as a second language. ^bLimited English proficient.

continues

Table 12 (continued)**Enrollment for Instructional Programs and Special Populations by Ethnicity, Texas Public Schools, 2007-08 and 2008-09**

Ethnicity	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2007-08						
African American	86,008	18.1	430,812	15.1	666,009	14.3
Asian/Pacific Islander	7,165	1.5	47,674	1.7	159,221	3.4
Hispanic	204,820	43.1	1,720,758	60.2	2,203,340	47.2
Native American	2,038	0.4	8,084	0.3	16,285	0.3
White	174,650	36.8	651,154	22.8	1,626,638	34.8
2008-09						
African American	81,920	18.0	432,719	14.9	671,871	14.1
Asian/Pacific Islander	7,358	1.6	50,512	1.7	169,774	3.6
Hispanic	199,289	43.8	1,767,947	60.8	2,275,098	47.9
Native American	1,995	0.4	8,460	0.3	16,713	0.4
White	163,955	36.1	648,827	22.3	1,616,115	34.0

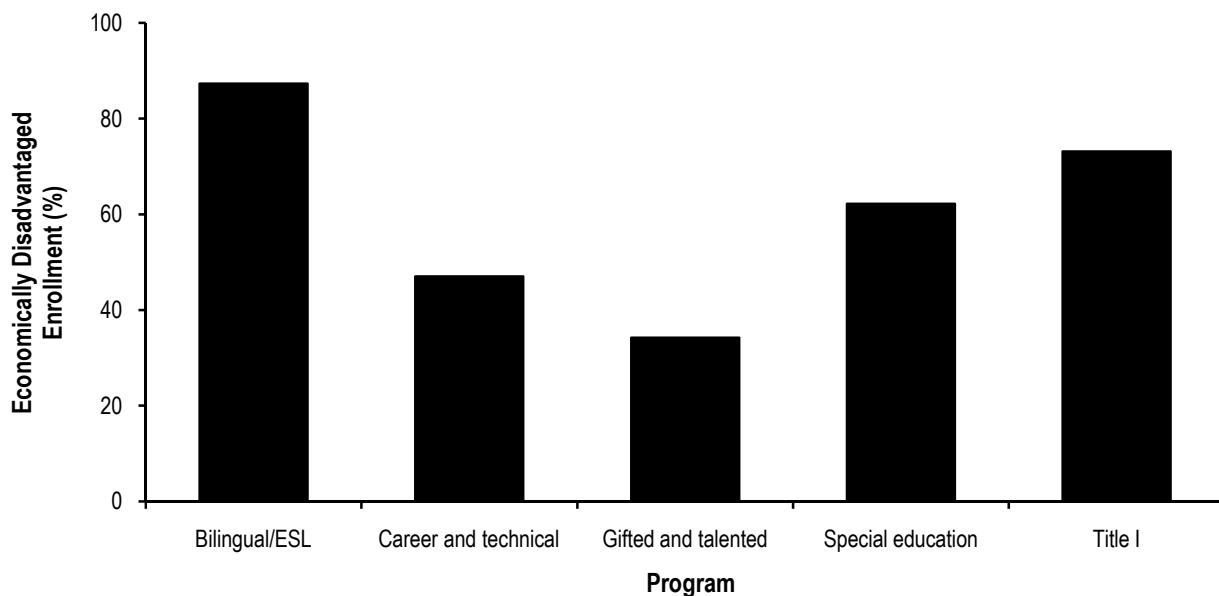
Note. Students may be counted in more than one category. Parts may not add to 100 percent because of rounding.

^aEnglish as a second language. ^bLimited English proficient.

Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status

- Between the 2007-08 and 2008-09 school years, the percentage of students identified as economically disadvantaged increased within each instructional program and each special population except immigrants and migrants (Table 13).
- Economically disadvantaged students made up 56.6 percent of all students in 2008-09 (Table 13) and 62.2 percent of students in special education programs (Figure 9).
- Across other instructional programs, the percentages of students identified as economically disadvantaged varied considerably. In 2008-09, representation of economically disadvantaged students was lowest in gifted and talented programs (34.2%), followed by career and technical programs (47.0%) (Table 13).
- In bilingual and ESL programs, as well as within the LEP population, 87.3 percent of students were reported as economically disadvantaged.

Figure 9
Enrollment of Economically Disadvantaged Students Within Instructional Programs, Texas Public Schools, 2008-09



Note. Students may be counted in more than one category. ESL=English as a second language.

Table 13
Enrollment of Economically Disadvantaged Students Within
Instructional Programs and Special Populations, Texas Public
Schools, 2007-08 and 2008-09

Year	Bilingual/ESL ^a		Career and technical		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
	2007-08	627,473	86.9	186,981	44.8	114,326
2008-09	661,873	87.3	202,091	47.0	121,744	34.2

Year	Immigrant		LEP ^b		Migrant	
	Number	Percent	Number	Percent	Number	Percent
	2007-08	72,050	76.4	670,187	86.4	36,166
2008-09	64,702	74.5	698,604	87.3	35,778	96.0

Year	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
	2007-08	289,839	61.1	2,051,602	71.8	2,576,621
2008-09	282,772	62.2	2,126,703	73.1	2,686,259	56.6

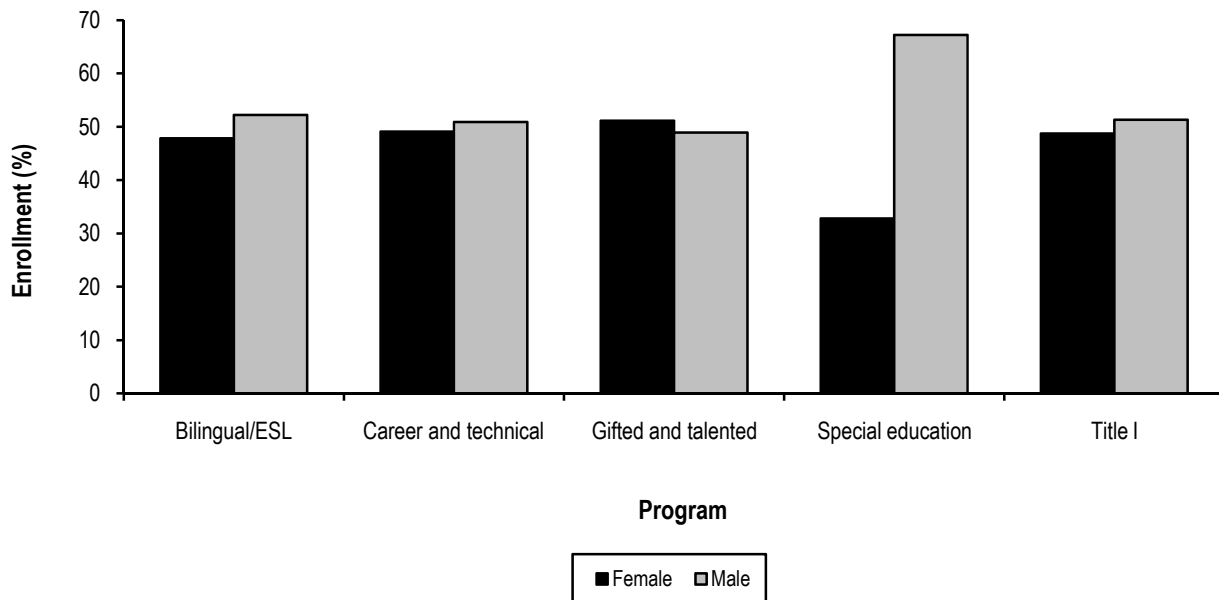
Note. Students may be counted in more than one category.

^aEnglish as a second language. ^bLimited English proficient.

Enrollment for Instructional Programs and Special Populations by Gender

- There were no major changes in enrollment by gender for instructional programs or special populations between the 2007-08 and 2008-09 school years (Table 14).
- Females and males, who made up 48.7 percent and 51.3 percent, respectively, of total public school enrollment in 2008-09, accounted for similar proportions of each special population and each instructional program except special education and gifted and talented.
- Special education programs showed the greatest difference between female and male participation (Figure 10 and Table 14). In 2008-09, males in the special education population outnumbered females by more than two-to-one.
- Females were somewhat overrepresented in gifted and talented programs (51.1%), and males were somewhat underrepresented (48.9%).

Figure 10
Enrollment in Instructional Programs by Gender, Texas Public Schools, 2008-09



Note. Students may be counted in more than one category. ESL=English as a second language.

Table 14
Enrollment for Instructional Programs and Special Populations by
Gender, Texas Public Schools, 2007-08 and 2008-09

Gender	Bilingual/ESL ^a		Career and technical		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2007-08						
Female	344,112	47.7	204,640	49.0	178,669	51.2
Male	377,638	52.3	212,585	51.0	170,185	48.8
2008-09						
Female	362,080	47.8	210,865	49.1	181,697	51.1
Male	395,744	52.2	218,847	50.9	174,150	48.9

Gender	Immigrant		LEP ^b		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2007-08						
Female	45,649	48.4	367,531	47.4	18,252	48.6
Male	48,614	51.6	407,901	52.6	19,296	51.4
2008-09						
Female	41,977	48.3	380,185	47.5	17,989	48.3
Male	44,887	51.7	420,369	52.5	19,262	51.7

Gender	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2007-08						
Female	156,392	32.9	1,391,750	48.7	2,274,819	48.7
Male	318,289	67.1	1,466,732	51.3	2,396,674	51.3
2008-09						
Female	149,055	32.8	1,415,556	48.7	2,311,378	48.7
Male	305,462	67.2	1,492,909	51.3	2,438,193	51.3

Note. Students may be counted in more than one category.

^aEnglish as a second language. ^bLimited English proficient.

Enrollment by Education Service Center

Regional education service centers (ESCs) are non-regulatory, public institutions created and authorized by the Texas Legislature. Their associations with school districts are collaborative and supportive. Texas is divided into 20 service center regions, and each region has its own ESC. An ESC serves districts within the geographic boundaries of its service center region. A district may choose to work with an ESC outside of its service center region. This report presents regional results based on districts and campuses served by an ESC, including those located outside of its service center boundary.

Some of the primary goals of ESCs are to work with the Texas Education Agency and districts to improve student achievement, help districts become more cost-effective and efficient, and assist in the implementation of laws passed by the Texas Legislature and regulations adopted by the commissioner of education and State Board of Education.

Twelve of the twenty ESC regions in Texas experienced gains in enrollment between the 1998-99 and 2008-09 school years, and the other eight saw losses (Figure 11). Five of the seven regions experiencing increases of 18 percent or more include a major urban district (Austin, Dallas, Fort Worth, Houston, and San Antonio Independent School Districts). Another high-growth region is ESC Region 1 (Edinburg), which includes a number of immigrant communities along the southern border with Mexico. Region 6 (Huntsville), which includes some of the rapidly expanding districts north of Houston, is the seventh high-growth region.

Of the eight ESC regions that experienced decreases in enrollment, five were in the western half of the state (Abilene, Lubbock, Midland, San Angelo, and Wichita Falls), and the other three were along the Gulf Coast (Beaumont, Corpus Christi, and Victoria).

- During the 1998-99 school year, ESC Region 4 (Houston) served the largest student population: 21.4 percent of the total state public school enrollment (Table 15 on page 30). In 2008-09, Region 4 continued to serve the largest proportion of total state enrollment (22.1%).
- In 1998-99, Region 9 (Wichita Falls) served the smallest population: 1.1 percent of the total state public school enrollment. Region 9 remained the smallest in 2008-09, with 0.8 percent of total state enrollment.
- Region 13 (Austin) experienced the greatest percentage gain in enrollment between 1998-99 and 2008-09, increasing by 37.3 percent (Figure 11 on this page and Table 15 on page 30). Region 5 (Beaumont) had the greatest loss, decreasing by 8.4 percent during this time period.

Figure 11
Change in Enrollment Within Education Service Centers, Texas Public Schools, 1998-99 to 2008-09

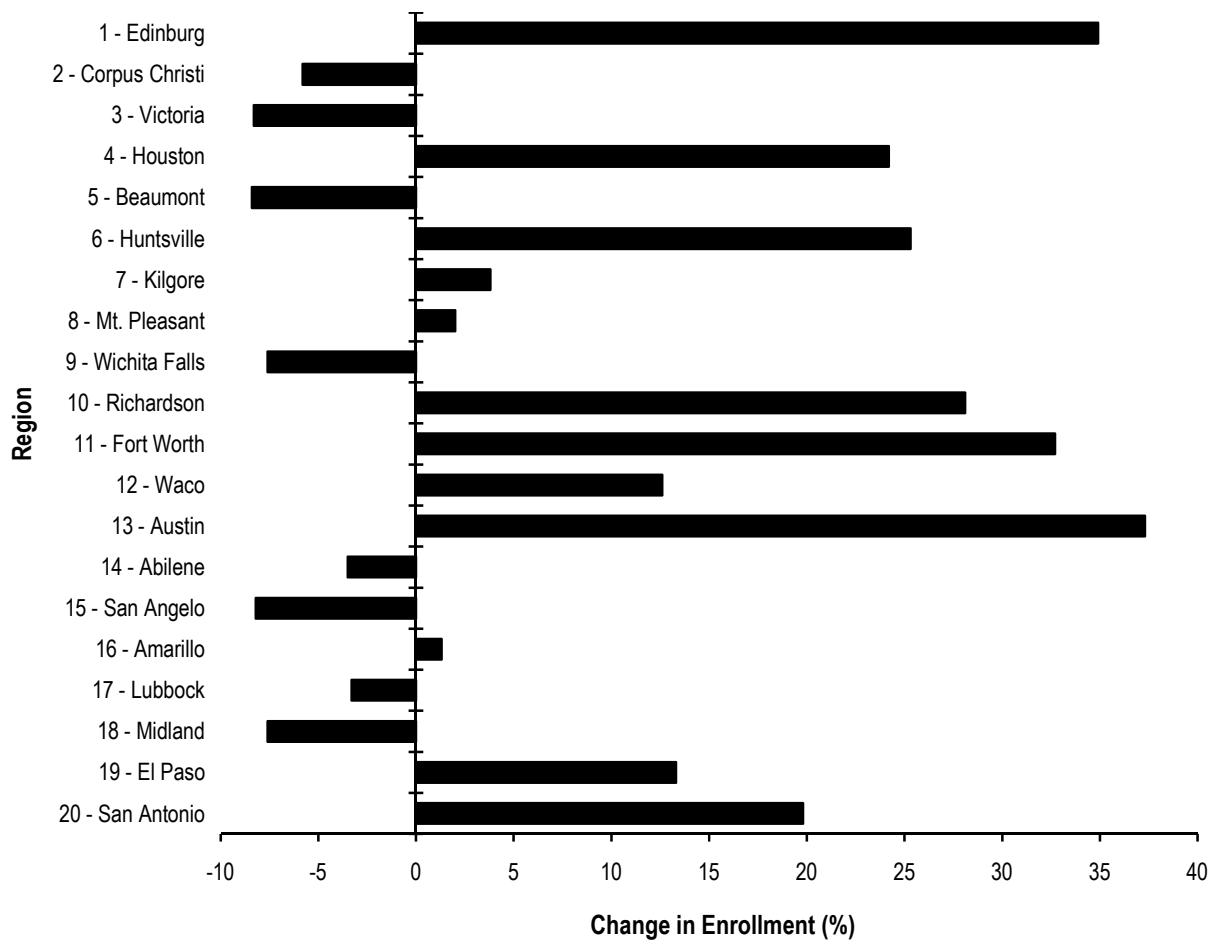


Table 15
Enrollment by Education Service Center, Texas Public Schools, 1998-99 Through 2008-09

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1998-99	289,617	7.3	110,845	2.8	57,540	1.5	846,144	21.4	87,633	2.2
1999-00	295,103	7.4	109,486	2.7	56,797	1.4	861,594	21.5	86,769	2.2
2000-01	303,275	7.4	107,892	2.6	55,855	1.4	879,574	21.6	86,023	2.1
2001-02	315,910	7.6	107,864	2.6	55,310	1.3	903,257	21.7	85,769	2.1
2002-03	329,751	7.7	107,324	2.5	55,207	1.3	928,460	21.8	85,157	2.0
2003-04	341,813	7.9	107,202	2.5	54,989	1.3	947,443	21.9	84,724	2.0
2004-05	352,747	8.0	107,092	2.4	54,419	1.2	965,841	21.9	83,985	1.9
2005-06	363,270	8.0	106,784	2.4	53,885	1.2	1,004,202	22.2	80,854	1.8
2006-07	373,251	8.1	105,996	2.3	53,266	1.2	1,014,989	22.1	81,030	1.8
2007-08	383,460	8.2	105,512	2.3	52,496	1.1	1,031,462	22.1	80,712	1.7
2008-09	390,701	8.2	104,457	2.2	52,743	1.1	1,050,722	22.1	80,269	1.7
10-year change	101,084	34.9	-6,388	-5.8	-4,797	-8.3	204,578	24.2	-7,364	-8.4

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1998-99	131,062	3.3	159,184	4.0	55,501	1.4	41,922	1.1	564,893	14.3
1999-00	133,333	3.3	157,726	3.9	55,357	1.4	41,528	1.0	579,472	14.5
2000-01	136,347	3.3	158,040	3.9	55,319	1.4	40,875	1.0	598,831	14.7
2001-02	139,093	3.3	158,670	3.8	55,274	1.3	40,836	1.0	619,787	14.9
2002-03	142,717	3.4	160,218	3.8	56,054	1.3	40,448	1.0	637,734	15.0
2003-04	145,813	3.4	161,025	3.7	56,278	1.3	40,125	0.9	650,097	15.0
2004-05	149,171	3.4	162,127	3.7	56,743	1.3	39,915	0.9	662,037	15.0
2005-06	154,408	3.4	163,964	3.6	56,998	1.3	39,864	0.9	683,721	15.1
2006-07	156,988	3.4	163,722	3.6	56,832	1.2	39,327	0.9	696,670	15.2
2007-08	161,061	3.4	164,246	3.5	56,778	1.2	38,889	0.8	710,590	15.2
2008-09	164,218	3.5	165,199	3.5	56,604	1.2	38,728	0.8	723,432	15.2
10-year change	33,156	25.3	6,015	3.8	1,103	2.0	-3,194	-7.6	158,539	28.1

Note. Parts may not add to 100 percent because of rounding.

continues

Table 15 (continued)

Enrollment by Education Service Center, Texas Public Schools, 1998-99 Through 2008-09

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1998-99	392,618	9.9	133,026	3.4	259,098	6.6	49,982	1.3	51,836	1.3
1999-00	402,764	10.1	134,410	3.4	264,791	6.6	48,921	1.2	51,417	1.3
2000-01	417,550	10.3	134,805	3.3	274,077	6.7	47,624	1.2	50,696	1.2
2001-02	431,800	10.4	136,498	3.3	281,011	6.8	46,464	1.1	49,935	1.2
2002-03	447,306	10.5	138,563	3.3	289,678	6.8	45,934	1.1	49,420	1.2
2003-04	457,200	10.6	140,480	3.2	297,490	6.9	45,157	1.0	49,354	1.1
2004-05	467,721	10.6	141,534	3.2	307,059	7.0	44,816	1.0	49,150	1.1
2005-06	486,892	10.8	143,713	3.2	319,517	7.1	44,682	1.0	48,873	1.1
2006-07	499,537	10.9	146,889	3.2	332,205	7.2	47,154	1.0	48,198	1.0
2007-08	510,207	10.9	148,516	3.2	345,154	7.4	47,206	1.0	47,692	1.0
2008-09	521,135	11.0	149,721	3.2	355,700	7.5	48,223	1.0	47,592	1.0
10-year change	128,517	32.7	16,695	12.6	96,602	37.3	-1,759	-3.5	-4,244	-8.2

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1998-99	80,327	2.0	82,217	2.1	83,319	2.1	154,546	3.9	323,124	8.2
1999-00	79,547	2.0	80,938	2.0	80,045	2.0	155,823	3.9	326,406	8.2
2000-01	78,597	1.9	79,822	2.0	77,835	1.9	157,606	3.9	330,790	8.1
2001-02	78,191	1.9	79,006	1.9	77,226	1.9	160,797	3.9	338,270	8.1
2002-03	77,783	1.8	79,066	1.9	76,368	1.8	163,601	3.8	345,032	8.1
2003-04	77,821	1.8	78,457	1.8	75,467	1.7	166,302	3.8	350,791	8.1
2004-05	78,370	1.8	78,252	1.8	74,962	1.7	168,738	3.8	355,965	8.1
2005-06	78,990	1.7	78,487	1.7	74,664	1.7	172,052	3.8	365,223	8.1
2006-07	79,567	1.7	78,291	1.7	74,801	1.6	173,212	3.8	373,017	8.1
2007-08	80,040	1.7	78,636	1.7	75,222	1.6	173,735	3.7	379,879	8.1
2008-09	81,365	1.7	79,530	1.7	76,998	1.6	175,116	3.7	387,118	8.2
10-year change	1,038	1.3	-2,687	-3.3	-6,321	-7.6	20,570	13.3	63,994	19.8

Note. Parts may not add to 100 percent because of rounding.

Enrollment by Education Service Center and Ethnicity

- Hispanic enrollment rose in all 20 ESC regions from 1998-99 to 2008-09 (Figure 12). The number of Hispanic students more than doubled in Regions 6 (Huntsville), 8 (Mt. Pleasant), and 11 (Fort Worth) and almost doubled in Region 7 (Kilgore).
- From 1998-99 to 2008-09, White enrollment decreased in 17 of the 20 ESC regions. Although 11 regions had declines of more than 15.0 percent in White enrollment, three of these still saw growth in enrollment overall: Regions 1 (Edinburg), 16 (Amarillo), and 19 (El Paso) (Figure 11 on page 29 and Table 16).
- As a percentage of statewide enrollment, African American enrollment remained relatively stable over the 10-year period (Table 4 on page 7), but African American representation varied greatly by region. In the 2008-09 school year, African American students made up almost 30 percent of enrollment in Region 5 (Beaumont) but less than 1 percent in Region 1 (Edinburg) (Table 16).

Figure 12
Change in Enrollment Within Education Service Centers by Ethnicity, Texas Public Schools, 1998-99 to 2008-09

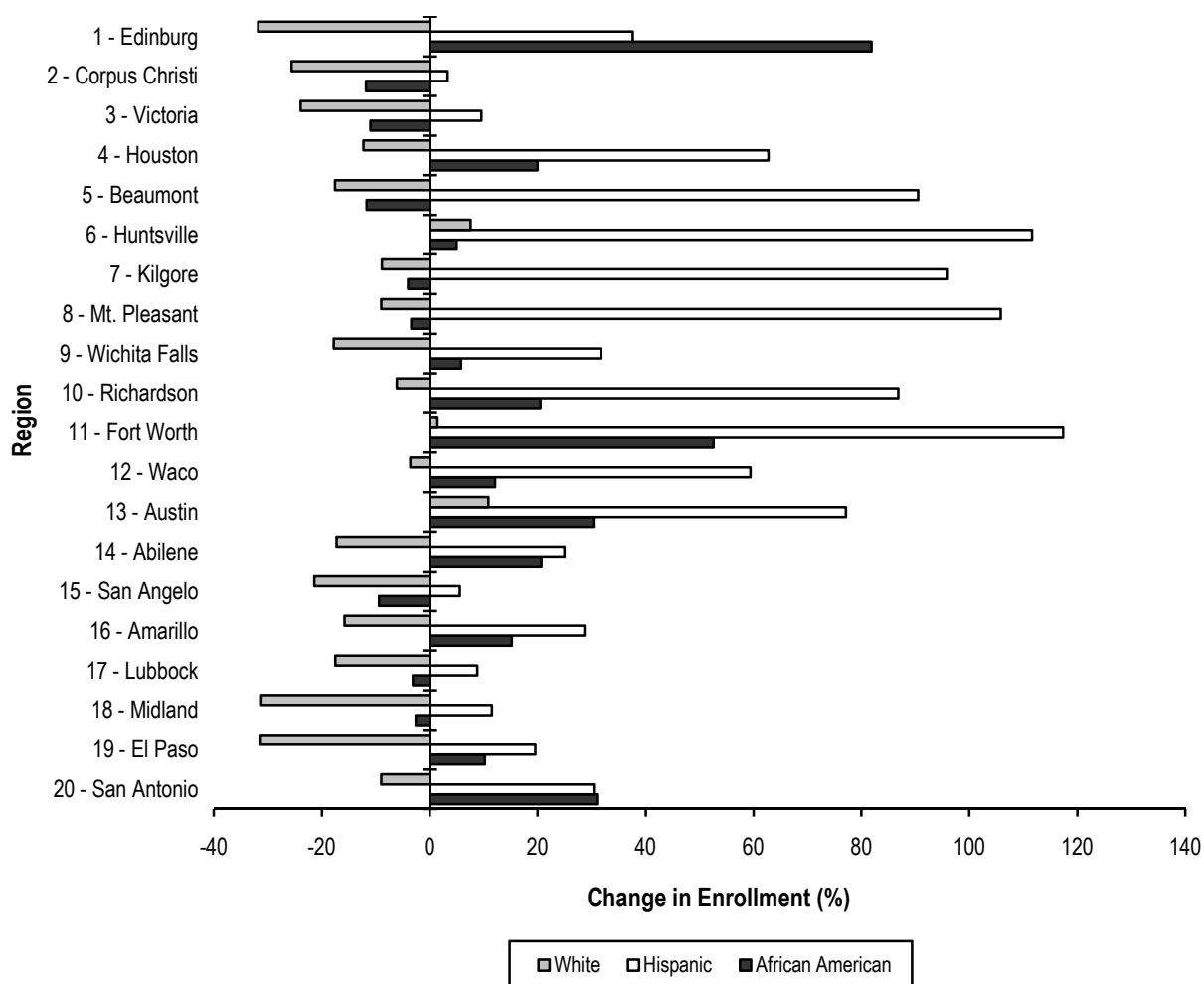


Table 16
Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1998-99 and 2008-09

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
1998-99	554	0.2	4,212	3.8	6,427	11.2	185,863	22.0	27,072	30.9
2008-09	1,008	0.3	3,717	3.6	5,721	10.8	222,971	21.2	23,895	29.8
10-year change	454	81.9	-495	-11.8	-706	-11.0	37,108	20.0	-3,177	-11.7
Asian/Pacific Islander										
1998-99	1,009	0.3	1,059	1.0	717	1.2	41,643	4.9	1,962	2.2
2008-09	2,005	0.5	1,429	1.4	665	1.3	65,200	6.2	2,067	2.6
10-year change	996	98.7	370	34.9	-52	-7.3	23,557	56.6	105	5.4
Hispanic										
1998-99	275,302	95.1	71,947	64.9	23,688	41.2	291,619	34.5	5,492	6.3
2008-09	378,944	97.0	74,292	71.1	25,968	49.2	474,887	45.2	10,464	13.0
10-year change	103,642	37.6	2,345	3.3	2,280	9.6	183,268	62.8	4,972	90.5
Native American										
1998-99	153	0.1	325	0.3	67	0.1	1,228	0.1	242	0.3
2008-09	155	<0.1	250	0.2	102	0.2	2,063	0.2	284	0.4
10-year change	2	1.3	-75	-23.1	35	52.2	835	68.0	42	17.4
White										
1998-99	12,599	4.4	33,302	30.0	26,641	46.3	325,791	38.5	52,865	60.3
2008-09	8,589	2.2	24,769	23.7	20,287	38.5	285,601	27.2	43,559	54.3
10-year change	-4,010	-31.8	-8,533	-25.6	-6,354	-23.9	-40,190	-12.3	-9,306	-17.6
State										
1998-99	289,617	100	110,845	100	57,540	100	846,144	100	87,633	100
2008-09	390,701	100	104,457	100	52,743	100	1,050,722	100	80,269	100
10-year change	101,084	34.9	-6,388	-5.8	-4,797	-8.3	204,578	24.2	-7,364	-8.4

Note. Parts may not add to 100 percent because of rounding.

continues

Table 16 (continued)

Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1998-99 and 2008-09

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
1998-99	19,839	15.1	34,268	21.5	13,146	23.7	3,499	8.3	121,195	21.5
2008-09	20,837	12.7	32,906	19.9	12,702	22.4	3,702	9.6	146,016	20.2
10-year change	998	5.0	-1,362	-4.0	-444	-3.4	203	5.8	24,821	20.5
Asian/Pacific Islander										
1998-99	1,433	1.1	1,737	1.1	196	0.4	541	1.3	22,498	4.0
2008-09	3,342	2.0	1,441	0.9	450	0.8	590	1.5	39,559	5.5
10-year change	1,909	133.2	-296	-17.0	254	129.6	49	9.1	17,061	75.8
Hispanic										
1998-99	20,625	15.7	18,209	11.4	4,244	7.6	6,194	14.8	152,319	27.0
2008-09	43,633	26.6	35,684	21.6	8,734	15.4	8,160	21.1	284,596	39.3
10-year change	23,008	111.6	17,475	96.0	4,490	105.8	1,966	31.7	132,277	86.8
Native American										
1998-99	329	0.3	1,188	0.7	284	0.5	236	0.6	2,709	0.5
2008-09	804	0.5	623	0.4	474	0.8	434	1.1	3,437	0.5
10-year change	475	144.4	-565	-47.6	190	66.9	198	83.9	728	26.9
White										
1998-99	88,836	67.8	103,782	65.2	37,631	67.8	31,452	75.0	266,172	47.1
2008-09	95,602	58.2	94,545	57.2	34,244	60.5	25,842	66.7	249,824	34.5
10-year change	6,766	7.6	-9,237	-8.9	-3,387	-9.0	-5,610	-17.8	-16,348	-6.1
State										
1998-99	131,062	100	159,184	100	55,501	100	41,922	100	564,893	100
2008-09	164,218	100	165,199	100	56,604	100	38,728	100	723,432	100
10-year change	33,156	25.3	6,015	3.8	1,103	2.0	-3,194	-7.6	158,539	28.1

Note. Parts may not add to 100 percent because of rounding.

continues

Table 16 (continued)
Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1998-99 and 2008-09

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
1998-99	49,595	12.6	30,225	22.7	25,754	9.9	3,209	6.4	1,756	3.4
2008-09	75,704	14.5	33,884	22.6	33,564	9.4	3,872	8.0	1,591	3.3
10-year change	26,109	52.6	3,659	12.1	7,810	30.3	663	20.7	-165	-9.4
Asian/Pacific Islander										
1998-99	12,351	3.1	2,083	1.6	5,601	2.2	364	0.7	253	0.5
2008-09	23,830	4.6	2,788	1.9	13,918	3.9	491	1.0	315	0.7
10-year change	11,479	92.9	705	33.8	8,317	148.5	127	34.9	62	24.5
Hispanic										
1998-99	73,505	18.7	24,755	18.6	83,664	32.3	12,632	25.3	24,010	46.3
2008-09	159,812	30.7	39,463	26.4	148,171	41.7	15,784	32.7	25,363	53.3
10-year change	86,307	117.4	14,708	59.4	64,507	77.1	3,152	25.0	1,353	5.6
Native American										
1998-99	1,815	0.5	513	0.4	832	0.3	137	0.3	99	0.2
2008-09	2,876	0.6	858	0.6	1,227	0.3	240	0.5	116	0.2
10-year change	1,061	58.5	345	67.3	395	47.5	103	75.2	17	17.2
White										
1998-99	255,352	65.0	75,450	56.7	143,247	55.3	33,640	67.3	25,718	49.6
2008-09	258,913	49.7	72,728	48.6	158,820	44.6	27,836	57.7	20,207	42.5
10-year change	3,561	1.4	-2,722	-3.6	15,573	10.9	-5,804	-17.3	-5,511	-21.4
State										
1998-99	392,618	100	133,026	100	259,098	100	49,982	100	51,836	100
2008-09	521,135	100	149,721	100	355,700	100	48,223	100	47,592	100
10-year change	128,517	32.7	16,695	12.6	96,602	37.3	-1,759	-3.5	-4,244	-8.2

Note. Parts may not add to 100 percent because of rounding.

continues

Table 16 (continued)

Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1998-99 and 2008-09

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
1998-99	4,259	5.3	6,773	8.2	4,494	5.4	4,510	2.9	22,107	6.8
2008-09	4,905	6.0	6,561	8.2	4,379	5.7	4,968	2.8	28,968	7.5
10-year change	646	15.2	-212	-3.1	-115	-2.6	458	10.2	6,861	31.0
Asian/Pacific Islander										
1998-99	1,071	1.3	446	0.5	497	0.6	1,099	0.7	3,583	1.1
2008-09	1,607	2.0	845	1.1	640	0.8	1,305	0.7	7,287	1.9
10-year change	536	50.0	399	89.5	143	28.8	206	18.7	3,704	103.4
Hispanic										
1998-99	26,131	32.5	38,421	46.7	41,742	50.1	130,155	84.2	202,059	62.5
2008-09	33,632	41.3	41,809	52.6	46,562	60.5	155,665	88.9	263,475	68.1
10-year change	7,501	28.7	3,388	8.8	4,820	11.5	25,510	19.6	61,416	30.4
Native American										
1998-99	327	0.4	144	0.2	244	0.3	473	0.3	580	0.2
2008-09	365	0.4	269	0.3	406	0.5	606	0.3	1,124	0.3
10-year change	38	11.6	125	86.8	162	66.4	133	28.1	544	93.8
White										
1998-99	48,539	60.4	36,433	44.3	36,342	43.6	18,309	11.8	94,795	29.3
2008-09	40,856	50.2	30,046	37.8	25,011	32.5	12,572	7.2	86,264	22.3
10-year change	-7,683	-15.8	-6,387	-17.5	-11,331	-31.2	-5,737	-31.3	-8,531	-9.0
State										
1998-99	80,327	100	82,217	100	83,319	100	154,546	100	323,124	100
2008-09	81,365	100	79,530	100	76,998	100	175,116	100	387,118	100
10-year change	1,038	1.3	-2,687	-3.3	-6,321	-7.6	20,570	13.3	63,994	19.8

Note. Parts may not add to 100 percent because of rounding.

Enrollment by Education Service Center and Economically Disadvantaged Status

- From 1998-99 to 2008-09, the percentages of students identified as economically disadvantaged increased in 19 of the 20 ESC regions (Figure 13 on this page and Table 17 on page 38). In 1998-99, seven regions served populations in which more than 50 percent of students were economically disadvantaged. By 2008-09, that number had more than doubled to 15 regions; only Regions 6 (Huntsville), 9 (Wichita Falls), 11 (Fort Worth), 13 (Austin), and 18 (Midland) had smaller percentages of economically disadvantaged students.
- Across ESC regions in 2008-09, the percentage of students identified as economically disadvantaged was highest in Region 1 (Edinburg), at 84.8 percent, and lowest in Region 11 (Fort Worth), at 42.7 percent. These two regions also had the highest and lowest percentages of economically disadvantaged students, respectively, in 1998-99.
- Of the eight regions that showed decreases in total enrollment during the period, all but Region 18 (Midland) saw increases in the numbers of economically disadvantaged students (Figure 11 on page 29 and Figure 13 on this page).

Figure 13
Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 1998-99 to 2008-09

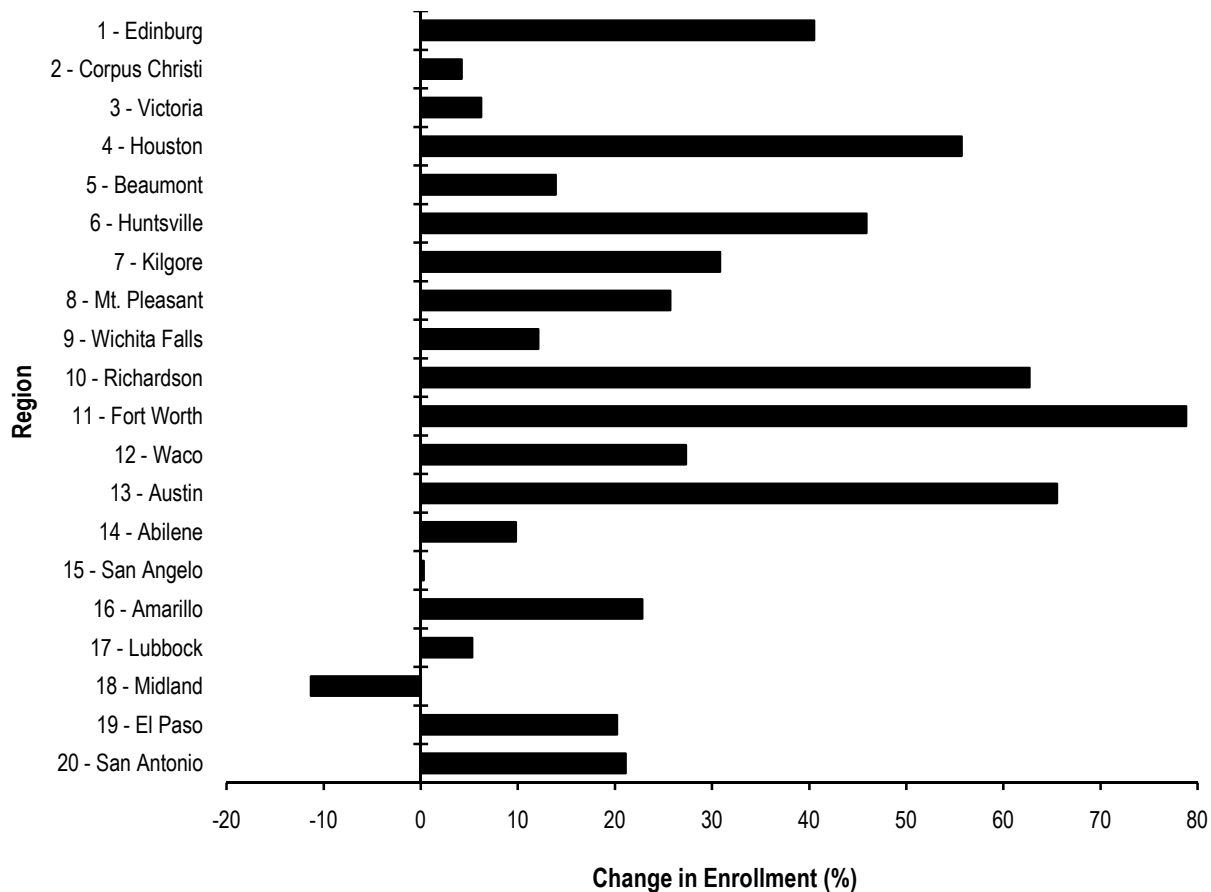


Table 17
Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas
Public Schools, 1998-99 and 2008-09

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1998-99	235,765	81.4	62,016	55.9	28,166	49.0	381,793	45.1	39,884	45.5
2008-09	331,303	84.8	64,651	61.9	29,905	56.7	594,500	56.6	45,417	56.6
10-year change	95,538	40.5	2,635	4.2	1,739	6.2	212,707	55.7	5,533	13.9

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1998-99	53,025	40.5	70,648	44.4	25,935	46.7	17,237	41.1	234,759	41.6
2008-09	77,382	47.1	92,405	55.9	32,598	57.6	19,330	49.9	381,928	52.8
10-year change	24,357	45.9	21,757	30.8	6,663	25.7	2,093	12.1	147,169	62.7

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1998-99	124,354	31.7	63,522	47.8	96,415	37.2	23,607	47.2	26,847	51.8
2008-09	222,394	42.7	80,881	54.0	159,595	44.9	25,924	53.8	26,922	56.6
10-year change	98,040	78.8	17,359	27.3	63,180	65.5	2,317	9.8	75	0.3

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1998-99	36,007	44.8	44,280	53.9	43,331	52.0	109,872	71.1	198,018	61.3
2008-09	44,226	54.4	46,634	58.6	38,435	49.9	132,012	75.4	239,817	61.9
10-year change	8,219	22.8	2,354	5.3	-4,896	-11.3	22,140	20.2	41,799	21.1

National Enrollment Trends

The total population, the number of school age children, and public school enrollment are growing at faster rates in Texas than in the United States. From 1998 to 2008, the estimated total population increased from 19.7 million to 24.3 million in Texas, or 23.4 percent, compared to 12.5 percent in the United States (U.S. Bureau of the Census, 2000, 2009). From 1998 to 2008, the estimated number of children ages 5-17 in Texas increased from 4.0 million to 4.7 million, or 16.6 percent. In the United States, the number of children ages 5-17 increased by 4.0 percent.

National figures indicate that, from 1996-97 to 2006-07, public school enrollment increased by 20.1 percent (770,534 students) in Texas, compared to 8.1 percent (3,687,899 students) across the United States as a whole (Table 18) (NCES, 2009). Of the four most populous states in the country, Texas had the largest increase in public school enrollment over the 10-year period, followed by Florida (19.1%) and California (12.7%). Public school enrollment in New York decreased by 1.2 percent.

Table 18
Public School Enrollment, Four Most Populous States and the United States, 1996-97 and 2006-07

Year	California	Florida	New York	Texas	United States
1996-97	5,686,198	2,242,212	2,843,131	3,828,975	45,611,046
2006-07	6,406,821	2,671,513	2,809,649	4,599,509	49,298,945
10-year change	720,623	429,301	-33,482	770,534	3,687,899

Source. National Center for Education Statistics (2009).

In fall of 2006, according to national figures, Texas public school enrollment was 14.4 percent African American, 3.3 percent Asian/Pacific Islander, 46.3 percent Hispanic, 0.3 percent Native American, and 35.7 percent White (Table 19 on page 40) (NCES, 2009). By comparison, U.S. public school enrollment was 17.1 percent African American, 4.7 percent Asian/Pacific Islander, 20.5 percent Hispanic, 1.2 percent Native American, and 56.5 percent White. Between 1996 and 2006, the percentages of Hispanic students increased in the four most populous states in the country, as well as the United States as a whole, and in each case, the percentage-point change was the largest for any ethnic group. The proportion of enrollment accounted for by Hispanics rose from 37.4 percent to 46.3 percent (8.9 percentage points) in Texas, and from 14.0 percent to 20.5 percent (6.5 percentage points) nationwide. During the same period, the proportion of enrollment accounted for by White students decreased from 45.6 percent to 35.7 percent in Texas and from 64.2 percent to 56.5 percent nationwide. This trend also held true in California, Florida, and New York. Throughout the period, Texas and California had much higher percentages of Hispanic students and lower percentages of White students than the nation as a whole.

Eligibility for the National School Lunch and Child Nutrition Program, which provides free and reduced-price meals to students from low-income families, is used as an indicator of student socioeconomic status. National figures indicate that 47.0 percent of public school students in Texas and 41.4 percent nationwide were eligible for free or reduced-price meals during the 2006-07 school year (Table 20 on page 41) (NCES, 2008a). Across the 42 states for which 1996-97 eligibility figures are available, the percentages of eligible students ranged from a low of 12.4 percent to a high of 55.5 percent. In Texas, 39.9 percent of students were eligible in 1996-97 (NCES, 1998). In 2006-07, the four most populous

Table 19
Public School Enrollment by Ethnicity, Four Most Populous States and the United States, Fall 1996
and Fall 2006

Year	African American (%)	Asian/Pacific Islander (%)	Hispanic (%)	Native American (%)	White (%)
California					
Fall 1996	8.7	11.2	39.7	0.9	39.5
Fall 2006	7.8	11.7	49.5	0.8	30.2
10-year change (percentage-point)	-0.9	0.5	9.8	-0.1	-9.3
Florida					
Fall 1996	25.4	1.8	15.9	0.2	56.7
Fall 2006	23.9	2.4	25.0	0.3	48.4
10-year change (percentage-point)	-1.5	0.6	9.1	0.1	-8.3
New York					
Fall 1996	20.3	5.2	17.6	0.5	56.3
Fall 2006	19.7	7.2	20.6	0.5	52.1
10-year change (percentage-point)	-0.6	2.0	3.0	0.0	-4.2
Texas					
Fall 1996	14.3	2.4	37.4	0.3	45.6
Fall 2006	14.4	3.3	46.3	0.3	35.7
10-year change (percentage-point)	0.1	0.9	8.9	0.0	-9.9
United States					
Fall 1996	16.9	3.8	14.0	1.1	64.2
Fall 2006	17.1	4.7	20.5	1.2	56.5
10-year change (percentage-point)	0.2	0.9	6.5	0.1	-7.7

Source. National Center for Education Statistics (2009).

Note. Parts may not add to 100 percent because of rounding.

states in the country had percentages of eligible public school students that were 2.1 to 8.5 percentage points higher than the percentage nationwide (NCES, 2008a).

A higher percentage of public school students participated in special education programs across the United States (13.0%) in the 1996-97 school year than in Texas (12.3%) (Table 21) (NCES, 1999). By 2006-07, participation in special education had increased to 13.6 percent in the United States, but had decreased in Texas (10.7%) (NCES, 2009). Of the four most populous states in the country, New York had the highest percentage of public school students participating in special education (16.1%), as well as the only state to show an increase between 1996-97 and 2006-07 (0.7 percentage points) (NCES 1999, 2009).

Table 20
Public School Enrollment of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 1996-97 and 2006-07

Year	New				United
	California (%)	Florida (%)	York (%)	Texas (%)	States (%)
1996-97	47.8	37.1	38.4	39.9	n/a ^a
2006-07	49.9	45.2	43.5	47.0	41.4
10-year change (percentage-point)	2.1	8.1	5.1	7.1	n/a

Source. National Center for Education Statistics (1998, 2008a).

^aA national rate could not be calculated because eight states did not provide information for at least 70 percent of their schools. Across the 42 states that reported information for 1996-97, the percentage of eligible students ranged from a low of 12.4 percent to a high of 55.5 percent.

Table 21
Public School Enrollment of Students Participating in Special Education Programs, Four Most Populous States and the United States, 1996-97 and 2006-07

Year	New				United
	California (%)	Florida (%)	York (%)	Texas (%)	States (%)
1996-97	10.6	14.9	15.4	12.3	13.0
2006-07	10.5	14.9	16.1	10.7	13.6
10-year change (percentage-point)	-0.1	0.0	0.7	-1.6	0.6

Source. National Center for Education Statistics (1999, 2009).

Students identified as limited English proficient (LEP) are eligible to participate in bilingual or English as a second language programs. National figures indicate that the percentage of public school students identified as LEP in 1995-96 was higher in Texas (12.0%) than in the nation (6.8%) (Table 22 on page 42) (National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, 2008d, n.d.). Although the percentage of students identified as LEP increased between 1995-96 and 2005-06 in both Texas (to 14.2%) and the nation (to 10.3%), the percentage of LEP students in Texas remained higher. Across the four most populous states in the country, California had the highest percentage of public school students identified as LEP in both 1995-96 and 2005-06 (National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, 2008a, 2008b, 2008c). By 2005-06, about one in four California public school students was identified as LEP. New York had the smallest percentage of LEP students in 2005-06, at 8.7 percent.

In the 42 states for which figures were available for the 1993-94 school year, the percentages of students identified as gifted and talented ranged from a low of 1.0 percent to a high of 14.0 percent (NCES, 1996). In Texas, the percentage was 7.0 percent. By 2006, all 50 states had gifted and talented programs in place, and the percentages of students identified ranged from a low of 0.7 percent to a high

of 16.1 percent (NCES, 2009). National figures indicate that 7.6 percent of Texas students and 6.7 percent of students nationwide were identified as gifted and talented in 2006.

Table 22
Public School Enrollment of Students Identified as Limited English Proficient, Four Most Populous States and the United States, 1995-96 and 2005-06

Year	New				United
	California (%)	Florida (%)	York (%)	Texas (%)	States (%)
1995-96	21.8	6.7	7.6	12.0	6.8
2005-06	25.1	9.5	8.7	14.2	10.3
10-year change (percentage-point)	3.3	2.8	1.1	2.2	3.5

Source. National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (n.d., 2008a, 2008b, 2008c, 2008d).

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Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Title VII, Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as Amended; 1974 Amendments to the Wage-Hour Law Expanding the Age Discrimination in Employment Act of 1967; Vietnam Era Veterans Readjustment Assistance Act of 1972 as Amended; Immigration Reform and Control Act of 1986; Americans With Disabilities Act of 1990; and the Civil Rights Act of 1991.

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