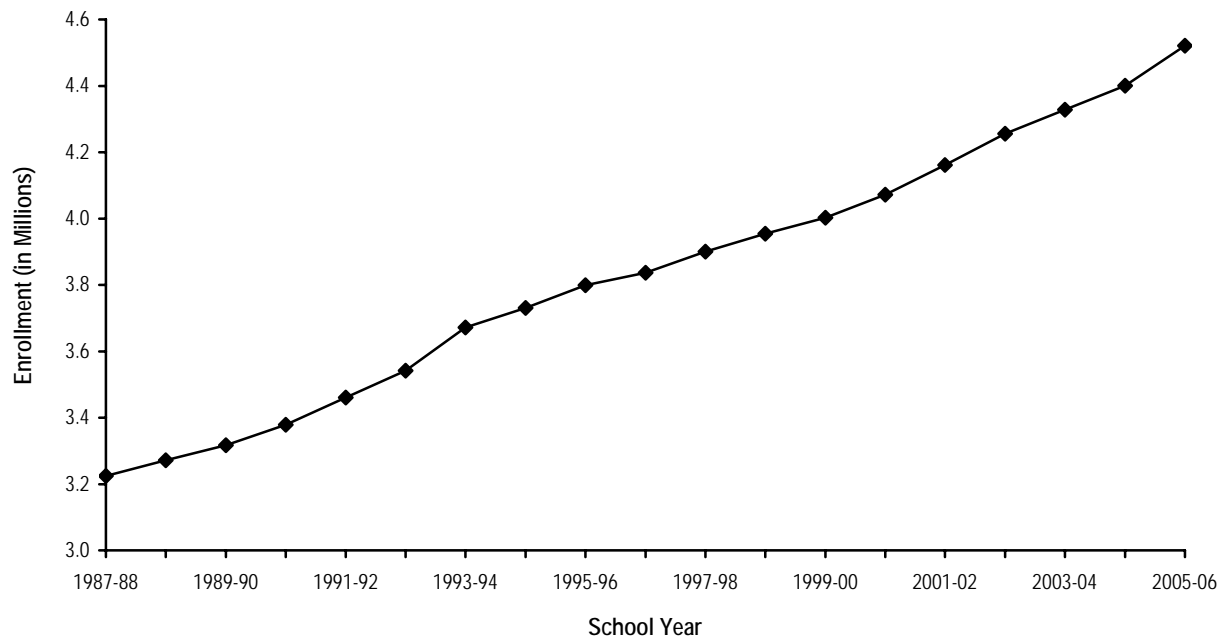


# Enrollment in Texas Public Schools 2005-06

Statewide Enrollment, Texas Public Schools, 1987-88 Through 2005-06



Division of Accountability Research  
Department of Accountability and Data Quality  
Texas Education Agency  
January 2007



# **Enrollment in Texas Public Schools 2005-06**

## **Project Staff**

Robin McMillion  
Linda A. Roska

## **Editorial Staff**

Amanda Callinan  
Richard Kallus  
Sue E. Mutchler

Division of Accountability Research  
Department of Accountability and Data Quality  
Texas Education Agency  
January 2007

## Texas Education Agency

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Karen Dvorak, Director

**Citation.** Texas Education Agency. (2007). *Enrollment in Texas public schools, 2005-06*. (Document No. GE07 601 05). Austin TX: Author.

**Abstract.** This report has been prepared as an update to *Enrollment in Texas Public Schools, 2003-04* (Texas Education Agency [TEA], 2005a). It provides information on enrollment in the Texas public school system from the 1995-96 through 2005-06 school years, based on data collected through the Texas Public Education Information Management System (PEIMS). 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 and district type.

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

**Cover.** Statewide Enrollment, Texas Public Schools, 1987-88 Through 2005-06. See pages 4-5 for detail.

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# Contents

Highlights.....	vi
Enrollment in Texas.....	1
Statewide Enrollment.....	4
Enrollment by Ethnicity .....	6
Enrollment by Economically Disadvantaged Status .....	8
Enrollment by Gender .....	9
Enrollment by Grade.....	10
Enrollment by Grade and Ethnicity.....	12
Enrollment by Grade and Economically Disadvantaged Status.....	14
Enrollment for Instructional Programs and Special Populations .....	16
Enrollment for Instructional Programs and Special Populations by Ethnicity .....	19
Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status .....	21
Enrollment for Instructional Programs and Special Populations by Gender.....	23
Enrollment by District Type .....	26
Enrollment by District Type and Ethnicity .....	29
Enrollment by District Type and Economically Disadvantaged Status.....	32
Enrollment by Education Service Center.....	34
Enrollment by Education Service Center and Ethnicity.....	38
Enrollment by Education Service Center and Economically Disadvantaged Status.....	43
National Enrollment Trends.....	45
Appendix A. District Type Definitions.....	46
References.....	47

## List of Tables

Table 1. Enrollment by Ethnicity, Socioeconomic Status, English Proficiency, Gender, Grade, Instructional Program, District Type, and Education Service Center, Texas Public Schools, 2004-05 and 2005-06.....	3
Table 2. Statewide Enrollment, Texas Public Schools, 1987-88 Through 2005-06.....	5
Table 3. Change in Statewide Enrollment, Texas Public Schools.....	5
Table 4. Enrollment by Ethnicity, Texas Public Schools, 1995-96 Through 2005-06.....	7
Table 5. Enrollment of Economically Disadvantaged Students, Texas Public Schools, 1995-96 Through 2005-06.....	8
Table 6. Enrollment by Gender, Texas Public Schools, 1995-96 Through 2005-06.....	9

Table 7. Enrollment by Grade, Texas Public Schools, 2004-05 and 2005-06.....	11
Table 8. Enrollment by Grade and Ethnicity, Texas Public Schools, 2004-05 and 2005-06.....	13
Table 9. Enrollment of Economically Disadvantaged Students by Grade, Texas Public Schools, 2004-05 and 2005-06.....	15
Table 10. Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 1995-96 Through 2005-06.....	18
Table 11. Enrollment for Instructional Programs and Special Populations by Ethnicity, Texas Public Schools, 2004-05 and 2005-06.....	20
Table 12. Enrollment of Economically Disadvantaged Students by Instructional Program and Special Population, Texas Public Schools, 2004-05 and 2005-06.....	22
Table 13. Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2004-05 and 2005-06.....	24
Table 14. Enrollment by District Type, Texas Public Schools, 1995-96 Through 2005-06.....	28
Table 15. Enrollment by District Type and Ethnicity, Texas Public Schools, 1995-96 and 2005-06.....	30
Table 16. Enrollment of Economically Disadvantaged Students by District Type, Texas Public Schools, 1995-96 Through 2005-06.....	33
Table 17. Enrollment by Education Service Center, Texas Public Schools, 1995-96 Through 2005-06.....	36
Table 18. Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1995-96 and 2005-06.....	39
Table 19. Enrollment of Economically Disadvantaged Students by Education Service Center, Texas Public Schools, 1995-96 and 2005-06.....	44

## List of Figures

Figure 1. Enrollment by Ethnicity, Texas Public Schools, 1995-96 Through 2005-06.....	6
Figure 2. Enrollment of Economically Disadvantaged Students, Texas Public Schools, 1995-96 Through 2005-06.....	8
Figure 3. Enrollment by Grade, Texas Public Schools, 2004-05 and 2005-06.....	11
Figure 4. Enrollment by Grade and Ethnicity, Texas Public Schools, 2005-06.....	12
Figure 5. Enrollment of Economically Disadvantaged Students by Grade, Texas Public Schools, 2005-06.....	14
Figure 6. Enrollment in Instructional Programs, Texas Public Schools, 1995-96 Through 2005-06.....	17
Figure 7. Enrollment in Instructional Programs by Ethnicity, Texas Public Schools, 2005-06.....	19
Figure 8. Enrollment of Economically Disadvantaged Students by Instructional Program, Texas Public Schools, 2005-06.....	21
Figure 9. Enrollment in Instructional Programs by Gender, Texas Public Schools, 2005-06.....	23
Figure 10. Change in Enrollment by District Type, Texas Public Schools, 1995-96 to 2005-06.....	27

Figure 11. Change in Enrollment by District Type and Ethnicity, Texas Public Schools, 1995-96 to 2005-06 .....	29
Figure 12. Change in Enrollment of Economically Disadvantaged Students by District Type, Texas Public Schools, 1995-96 to 2005-06 .....	32
Figure 13. Change in Enrollment by Education Service Center, Texas Public Schools, 1995-96 to 2005-06 .....	35
Figure 14. Change in Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1995-96 to 2005-06 .....	38
Figure 15. Change in Enrollment of Economically Disadvantaged Students by Education Service Center, Texas Public Schools, 1995-96 to 2005-06 .....	43

# Highlights

- Texas public school enrollment during the 1995-96 school year was 3,799,032 students. By 2005-06, enrollment had risen to 4,521,043 students. Over the 10-year time period, total enrollment increased by 722,011 students, or by 19.0 percent.
- Statewide enrollment increased by 1.9 percent each year, on average.
- Between the 1995-96 and 2005-06 school years, enrollment increased for all ethnic groups except Whites. Enrollment of White students declined by 6.0 percent.
- Hispanic student enrollment experienced the largest numerical increase, rising by 650,199 students (or 46.5%) over the decade. In 2005-06, Hispanic students (45.3%) were the largest enrolled ethnic group in the state, followed by White students (36.5%). The third largest group was African American students, at 14.7 percent.
- In 1995-96, there were 1,754,401 economically disadvantaged students, 46.8 percent of all students. By 2005-06, the number had risen to 2,506,972, bringing the proportion of Texas students who were economically disadvantaged to 55.5 percent. During this 10-year time period, the increase in the number of economically disadvantaged students (752,571) exceeded the increase in the number of total students (722,011).
- During both 2004-05 and 2005-06, Grade 9 had the highest enrollment, in part because of higher grade-level retention in Grade 9. In 2005-06, over 392,000 students were enrolled in this grade.
- The number of students identified as limited English proficient (LEP) grew by 48.3 percent between 1995-96 and 2005-06, and the number of students receiving bilingual or English as a second language (ESL) instructional services increased by 55.6 percent.
- District types with high population concentrations and high growth rates (major urban, major suburban, other central city, and other central city suburban) accounted for 80.6 percent of total student enrollment in 2005-06, increasing from 73.2 percent in 1995-96.
- In 1995-96, Education Service Center Region 4 (Houston) served the largest student population, accounting for 21.0 percent of total state public school enrollment. In 2005-06, Region 4 continued to have the largest proportion of total enrollment (22.2%).
- From fall 1993 to fall 2003, enrollment in U.S. public schools increased 11.7 percent, according to national figures. At the same time, Texas public school enrollment increased 20.1 percent—an increase of almost three-quarters of a million new students (National Center for Education Statistics [NCES], 2006a).
- In fall 1993, White student enrollment in U.S. public schools was 66.1 percent, and Hispanic student enrollment was 12.7 percent. In the same year in Texas public schools, White student enrollment was 47.7 percent, and Hispanic student enrollment was 35.5 percent. By fall 2003, White enrollment in U.S. public schools had decreased to 58.7 percent, and Hispanic enrollment had increased to 18.5 percent. In the same period, White enrollment in Texas public schools declined to 38.7 percent, while Hispanic enrollment rose to 43.8 percent (NCES, 2006a).



# 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 specifically 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 of each year. This annual student count 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 such areas as school facilities.

Public school enrollment data are used at the regional and state levels in Texas 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 better prepare for the future educational needs of the entire Texas population. 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 a set of 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, 2006). 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, 2006). 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, 2006).

Enrollment data also are required by federal education legislation. For example, the No Child Left Behind (NCLB) Act of 2001 (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, NCLB 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 2005-06, a broad range of information was collected through PEIMS on over 1,200 school districts and open-enrollment charters; over 8,100 schools; over 300,000 teachers; and over four and a half million students. Texas public school students are served in markedly diverse school settings. District areas range from about four square miles to nearly five thousand square miles. In 2005-06, fewer than 20 students attended school in the San Vicente Independent School District. In contrast, over 210,000 students received instruction at more than 300 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, 2005a) and continues to provide an overview of Texas enrollment trends, including diversity of the student population by grade, district type, 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, District Type, and Education Service Center, Texas Public Schools, 2004-05 and 2005-06**

Group	Enrollment		Group	Enrollment	
	2004-05	2005-06		2004-05	2005-06
<b>All students</b>	4,400,644	4,521,043	<b>Instructional program</b>		
<b>Ethnicity</b>			Bilingual or English as a second language	631,668	657,842
African American	623,534	665,799	Career and technology	461,344	461,479
Asian/Pacific Islander	133,271	141,859	Gifted and talented	337,672	342,369
Hispanic	1,969,097	2,047,308	Special education	516,480	509,816
Native American	14,350	15,037	Title I	2,651,037	2,771,695
White	1,660,392	1,651,040	<b>District type</b>		
<b>Socioeconomic status</b>			Major urban	887,410	901,300
Economically disadvantaged	2,397,700	2,506,972	Major suburban	1,386,601	1,456,752
<b>English proficiency</b>			Other central city	716,925	704,899
Limited English proficient	684,170	711,396	Other central city suburban	535,956	581,524
<b>Gender</b>			Independent town	281,494	282,039
Female	2,139,975	2,200,006	Non-metropolitan: Fast growing	29,897	30,214
Male	2,260,669	2,321,037	Non-metropolitan: Stable	356,204	349,952
<b>Grade</b>			Rural	139,997	143,459
Early education	28,087	25,650	Charter	66,160	70,904
Prekindergarten	176,547	182,293	<b>Education service center</b>		
Kindergarten	333,928	350,108	Region 1 - Edinburg	352,747	363,270
Grade 1	345,666	359,210	Region 2 - Corpus Christi	107,092	106,784
Grade 2	334,127	344,603	Region 3 - Victoria	54,419	53,885
Grade 3	326,897	340,635	Region 4 - Houston	965,841	1,004,202
Grade 4	324,366	329,946	Region 5 - Beaumont	83,985	80,854
Grade 5	323,603	337,068	Region 6 - Huntsville	149,171	154,408
Grade 6	328,664	323,962	Region 7 - Kilgore	162,127	163,964
Grade 7	332,916	338,827	Region 8 - Mt. Pleasant	56,743	56,998
Grade 8	329,095	335,708	Region 9 - Wichita Falls	39,915	39,864
Grade 9	383,447	392,051	Region 10 - Richardson	662,037	683,721
Grade 10	311,091	322,817	Region 11 - Fort Worth	467,721	486,892
Grade 11	274,896	281,366	Region 12 - Waco	141,534	143,713
Grade 12	247,314	256,799	Region 13 - Austin	307,059	319,517
			Region 14 - Abilene	44,816	44,682
			Region 15 - San Angelo	49,150	48,873
			Region 16 - Amarillo	78,370	78,990
			Region 17 - Lubbock	78,252	78,487
			Region 18 - Midland	74,962	74,664
			Region 19 - El Paso	168,738	172,052
			Region 20 - San Antonio	355,965	365,223

# 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 2002 to 2014, the National Center for Education Statistics (NCES) projects a 4-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, 2005, p. 5). Among the states, Texas is expected to experience the second largest increase (after Nevada) in public school enrollment, at 15.6 percent (NCES, 2005). The increase in Texas is attributable to a higher than average birthrate and population migration to southern and western states (Sutton & Mathews, 2004). Enrollment in Texas has increased every year over the past 18 years, with the second-highest annual increase (2.7%) occurring in the 2005-06 school year (Table 2).

Between 1987-88 and 2005-06, 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 2004, the Texas State Data Center and Office of the State Demographer (TSDC/OSD) predicted Hispanics would become the largest ethnic group in the state by the year 2020 (TSDC/OSD, 2004). Hispanic student enrollment surpassed White enrollment in the public schools in 2001-02.

Increasing numbers and percentages of students met the state criteria of economic disadvantage. Under Texas Education Agency (TEA) guidelines, students were identified as economically disadvantaged if their parents or guardians documented their eligibility for free or reduced-price meals under the National School Lunch and Child Nutrition Program or if their families had other economic disadvantages, such as annual incomes at or below the federal poverty guidelines, eligibility for public assistance, or eligibility for food stamps (TEA, 2005b).

- Statewide enrollment during the 1987-88 school year was 3,224,916 students. By 2005-06, enrollment had risen to 4,521,043 students (Table 2).
- During the 18-year period between 1987-88 and 2005-06, total enrollment increased by 1,296,127 students, or 40.2 percent (Table 3).
- Each year, on average, statewide enrollment increased by 1.9 percent. The increase in 2005-06 included students from nearby states displaced by a hurricane (Table 2).

**Table 2**  
**Statewide Enrollment, Texas Public Schools,**  
**1987-88 Through 2005-06**

Year	Number	Percent 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

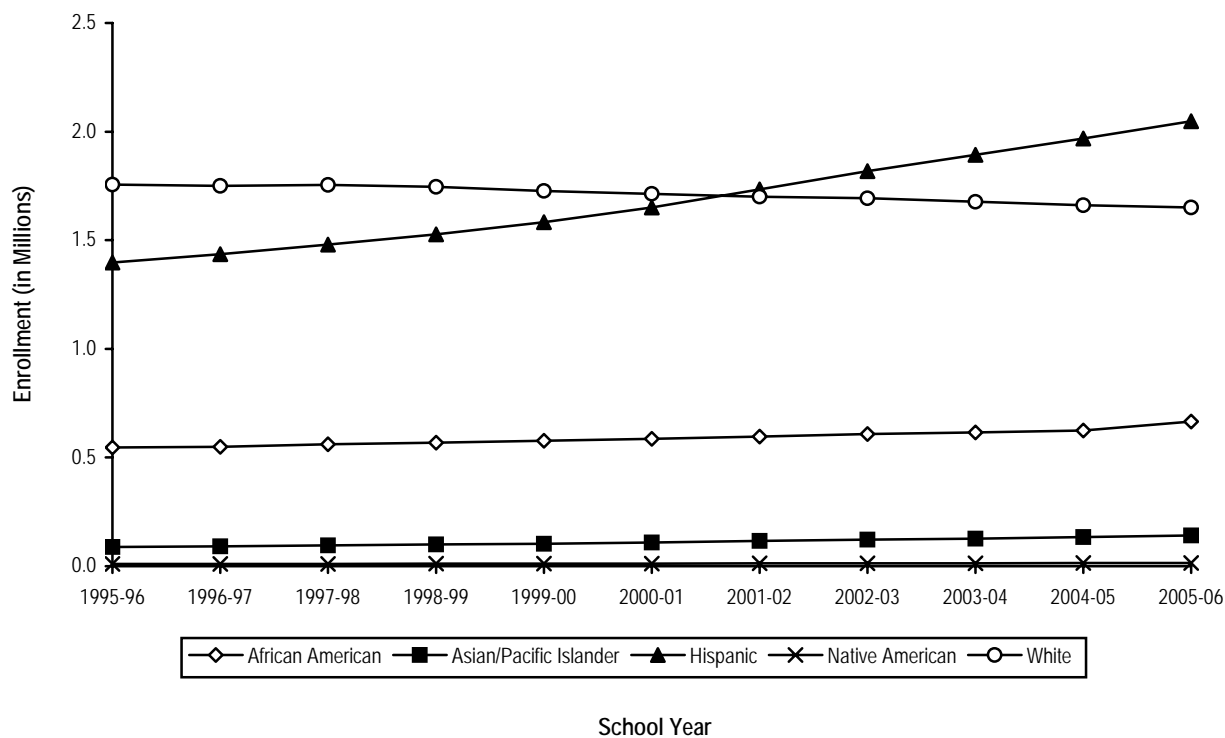
**Table 3**  
**Change in Statewide Enrollment, Texas**  
**Public Schools**

Period	Number	Percent
10-year change, 1995-96 to 2005-06	722,011	19.0
18-year change, 1987-88 to 2005-06	1,296,127	40.2

## Enrollment by Ethnicity

- Between the 1995-96 and 2005-06 school years, enrollment increased for all ethnic groups except Whites. Enrollment for White students declined by 6.0 percent (Table 4). The total number of White students in Texas public schools has declined in each of the past eight school years.
- Hispanic enrollment had the largest numerical increase, rising by 650,199 students (or 46.5%) over the decade (Figure 1). In 2005-06, Hispanic students (45.3%) were the largest enrolled ethnic group in the state, followed by White students (36.5%). The first school year in which the number of Hispanic students surpassed the number of White students was 2001-02.
- Enrollment of Asian/Pacific Islander students had the largest percentage increase, rising 60.7 percent during the 10-year time period. Native American enrollment increased by 52.9 percent.
- African American enrollment as a percentage of total enrollment remained relatively stable at 14.3 percent to 14.4 percent for most of the decade, before increasing to 14.7 percent in 2005-06. The total number of African American students increased by 21.7 percent in the last ten years.

Figure 1  
Enrollment by Ethnicity, Texas Public Schools, 1995-96 Through 2005-06



**Table 4**  
**Enrollment by Ethnicity, Texas Public Schools, 1995-96 Through 2005-06**

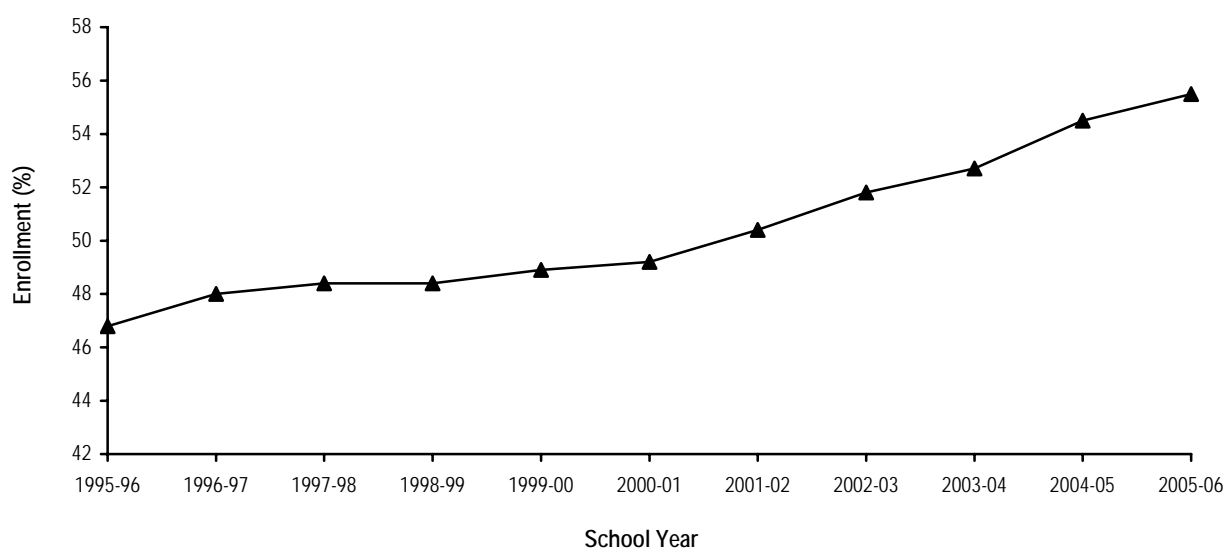
Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1995-96	546,861	14.4	88,264	2.3	1,397,109	36.8	9,832	0.3	1,756,966	46.2
1996-97	549,667	14.3	91,051	2.4	1,435,521	37.4	9,927	0.3	1,750,930	45.6
1997-98	560,405	14.4	95,136	2.4	1,478,984	37.9	10,578	0.3	1,755,385	45.0
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
10-year change	118,938	21.7	53,595	60.7	650,199	46.5	5,205	52.9	-105,926	-6.0

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

## **Enrollment by Economically Disadvantaged Status**

- During the 1995-96 school year, there were 1,754,401 economically disadvantaged students—46.8 percent of all students. By 2005-06, the number of economically disadvantaged students had risen to 2,506,972, or 55.5 percent of all students (Figure 2).
- Between 1995-96 and 2005-06, the number of economically disadvantaged students rose by 752,571 (Table 5). In contrast, the total public school population rose by 722,011 (Table 2 on page 5). The 42.9 percent increase in economically disadvantaged students exceeded the 19.0 percent increase in the public school population as a whole.

**Figure 2**  
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 1995-96 Through 2005-06



**Table 5**  
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 1995-96 Through 2005-06

Year	Number	Percent	Year	Number	Percent
1995-96	1,754,401	46.8	2002-03	2,203,961	51.8
1996-97	1,842,254	48.0	2003-04	2,281,195	52.7
1997-98	1,888,160	48.4	2004-05	2,397,700	54.5
1998-99	1,915,481	48.4	2005-06	2,506,972	55.5
1999-00	1,956,000	48.9			
2000-01	2,003,121	49.2	10-year change	752,571	42.9
2001-02	2,096,365	50.4			



## **Enrollment by Gender**

- In the 2005-06 school year, 48.7 percent of all students were female, and 51.3 percent of students were male (Table 6). These percentages have remained relatively stable over the past 10 school years.

**Table 6**  
**Enrollment by Gender, Texas Public Schools, 1995-96 Through 2005-06**

Year	Female		Male	
	Number	Percent	Number	Percent
1995-96	1,845,829	48.6	1,953,203	51.4
1996-97	1,865,526	48.6	1,971,570	51.4
1997-98	1,896,732	48.6	2,003,756	51.4
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
10-year change	354,177	19.2	367,834	18.8

## Enrollment by Grade

Children in Texas are required to attend school beginning at age six (Texas Education Code §25.085, 2006). 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.

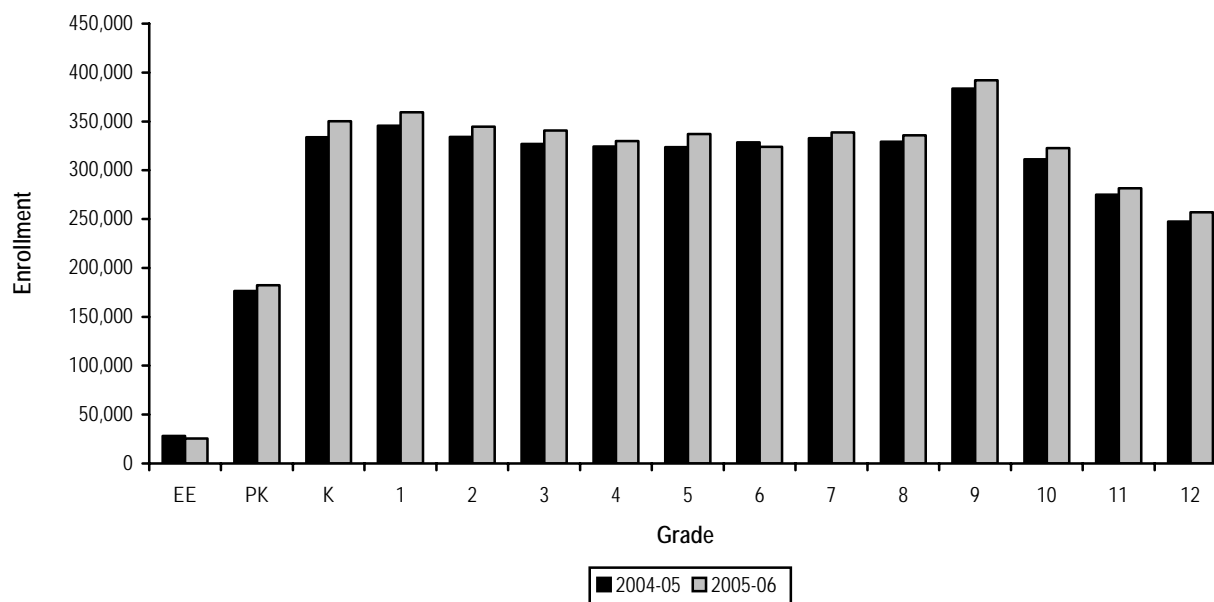
Student learning during the early education and prekindergarten years is linked to future academic accomplishments, particularly for children identified as limited English proficient, disabled, and/or economically disadvantaged. In early education and prekindergarten programs, children develop skills 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 and a parent or guardian who will benefit from literacy education. Prekindergarten is available for children who are unable to speak and comprehend the English language, are educationally disadvantaged, or are homeless (Texas Education Agency [TEA], 2004).

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, while student decisions to graduate early, transfer into General Educational Development (GED) programs, or drop out of school affect enrollment trends in the secondary grades.

Total Texas public school enrollment increased 2.7 percent between school years 2004-05 and 2005-06. The change in enrollment was marked by an increase in the number of students in all grades, with the exception of Grade 6 and early education (Table 7). Enrollment as a percentage of the total student population increased for kindergarten and Grades 3, 5, and 12, and decreased for Grades 4, 6, 7, and 8. Enrollment in early education, which increased 5.1 percent from 2002-03 to 2003-04, decreased 8.7 percent from 2004-05 to 2005-06. Enrollment in prekindergarten increased 3.3 percent from 2004-05 to 2005-06, while enrollment in Grades K-12 increased 2.8 percent.

- During both the 2004-05 and 2005-06 school years, Grade 9 had the highest enrollment (Figure 3), in part because of high grade-level retention in Grade 9 compared to other grades (TEA, 2006). In 2005-06, over 392,000 students were enrolled in Grade 9.
- Across Grades K-12 in 2005-06, the percentage of total enrollment accounted for by each grade ranged from a low of 5.7 percent in Grade 12 to a high of 8.7 percent in Grade 9 (Table 7). The remaining grades ranged from 6.2 percent (Grade 11) to 7.9 percent (Grade 1) of total enrollment.
- Between 2004-05 and 2005-06, enrollment increased in each grade with the exception of EE and Grade 6. Enrollment in Grade 6 decreased by 1.4 percent between the two school years, in part because of high grade-level retention in Grade 5.

**Figure 3**  
Enrollment by Grade, Texas Public Schools, 2004-05 and 2005-06



Note. EE=Early Education. PK=Prekindergarten.

**Table 7**  
Enrollment by Grade, Texas Public Schools, 2004-05 and 2005-06

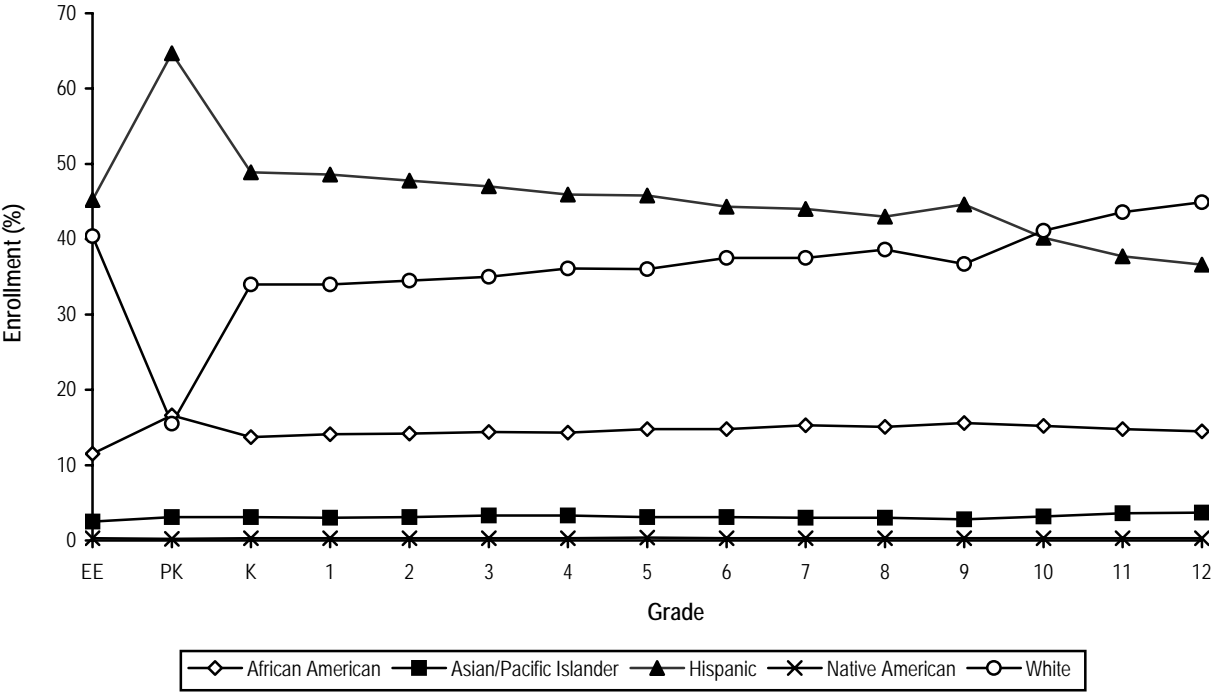
Grade	2004-05		2005-06		Grade	2004-05		2005-06	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early Education	28,087	0.6	25,650	0.6	6	328,664	7.5	323,962	7.2
Prekindergarten	176,547	4.0	182,293	4.0	7	332,916	7.6	338,827	7.5
Kindergarten	333,928	7.6	350,108	7.7	8	329,095	7.5	335,708	7.4
1	345,666	7.9	359,210	7.9	9	383,447	8.7	392,051	8.7
2	334,127	7.6	344,603	7.6	10	311,091	7.1	322,817	7.1
3	326,897	7.4	340,635	7.5	11	274,896	6.2	281,366	6.2
4	324,366	7.4	329,946	7.3	12	247,314	5.6	256,799	5.7
5	323,603	7.4	337,068	7.5					
					All grades	4,400,644	100	4,521,043	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 4 and Table 8). 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 1-12 in 2005-06. There were greater variations in enrollment by grade for Hispanic and White students.
- Consistent with the requirements of targeted early education programs, Hispanics, who made up 45.3 percent of total enrollment in the 2005-06 school year, made up 64.7 percent of prekindergarten students. In contrast, White students, who made up 36.5 percent of total enrollment in 2005-06, made up 15.5 percent of prekindergarten students.
- From Grade 9 to Grade 12, Asian/Pacific Islander and White students increased as a proportion of the student body, and African American and Hispanic students decreased. This pattern held true in both the 2004-05 and 2005-06 school years.

Figure 4  
Enrollment by Grade and Ethnicity, Texas Public Schools, 2005-06



Note. EE=Early Education. PK=Prekindergarten.

**Table 8**  
**Enrollment by Grade and Ethnicity, Texas Public Schools, 2004-05 and 2005-06**

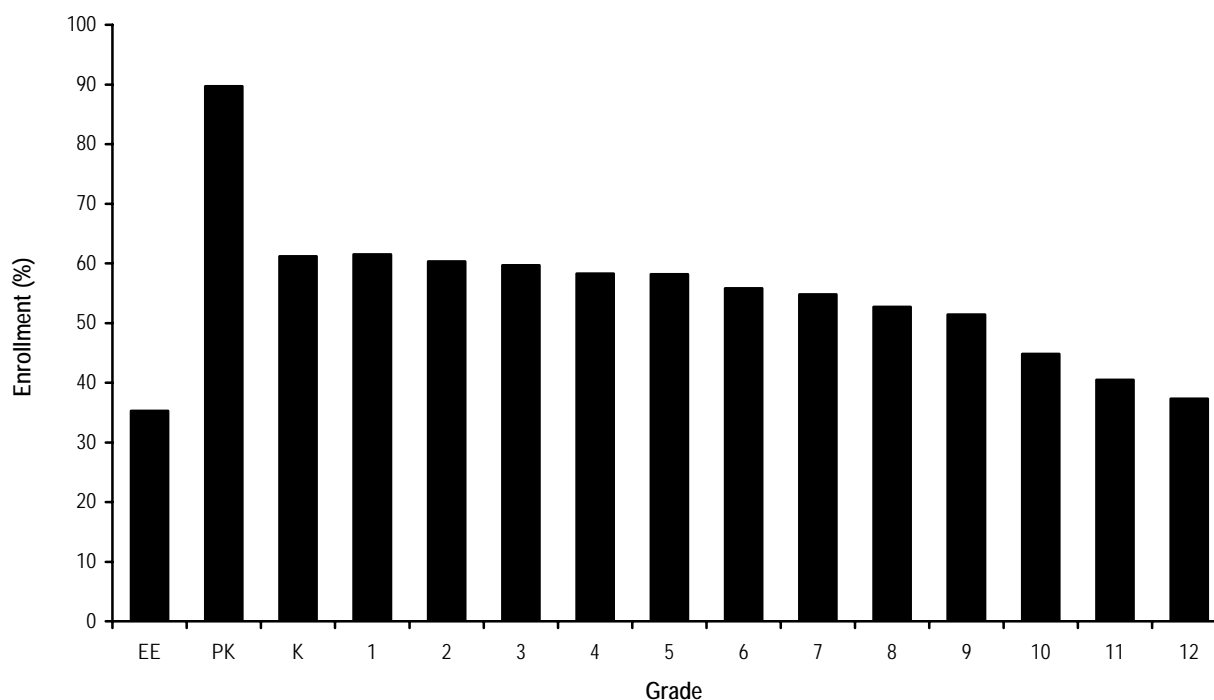
Grade	African American		Asian/Pacific Islander		Hispanic		Native American		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2004-05										
Early Education	3,065	10.9	701	2.5	12,680	45.1	76	0.3	11,565	41.2
Prekindergarten	28,978	16.4	5,385	3.1	113,625	64.4	408	0.2	28,151	15.9
Kindergarten	43,836	13.1	9,859	3.0	161,968	48.5	1,166	0.3	117,099	35.1
1	46,570	13.5	10,271	3.0	167,064	48.3	1,157	0.3	120,604	34.9
2	45,591	13.6	10,559	3.2	158,052	47.3	1,151	0.3	118,774	35.5
3	44,542	13.6	10,257	3.1	152,061	46.5	1,089	0.3	118,948	36.4
4	45,344	14.0	9,815	3.0	148,186	45.7	1,136	0.4	119,885	37.0
5	46,026	14.2	9,695	3.0	145,030	44.8	1,009	0.3	121,843	37.7
6	48,098	14.6	9,551	2.9	144,663	44.0	1,107	0.3	125,245	38.1
7	48,267	14.5	9,492	2.9	144,075	43.3	1,080	0.3	130,002	39.0
8	47,706	14.5	9,297	2.8	139,437	42.4	1,076	0.3	131,579	40.0
9	57,463	15.0	10,287	2.7	166,992	43.6	1,335	0.3	147,370	38.4
10	45,260	14.5	10,016	3.2	123,095	39.6	965	0.3	131,755	42.4
11	38,616	14.0	9,552	3.5	102,873	37.4	848	0.3	123,007	44.7
12	34,172	13.8	8,534	3.5	89,296	36.1	747	0.3	114,565	46.3
All grades	623,534	14.2	133,271	3.0	1,969,097	44.7	14,350	0.3	1,660,392	37.7
2005-06										
Early Education	2,958	11.5	646	2.5	11,597	45.2	85	0.3	10,364	40.4
Prekindergarten	30,172	16.6	5,565	3.1	117,956	64.7	432	0.2	28,168	15.5
Kindergarten	47,824	13.7	10,959	3.1	171,227	48.9	1,179	0.3	118,919	34.0
1	50,525	14.1	10,903	3.0	174,486	48.6	1,215	0.3	122,081	34.0
2	48,978	14.2	10,807	3.1	164,756	47.8	1,148	0.3	118,914	34.5
3	48,946	14.4	11,089	3.3	160,117	47.0	1,180	0.3	119,303	35.0
4	47,241	14.3	10,754	3.3	151,599	45.9	1,089	0.3	119,263	36.1
5	49,817	14.8	10,420	3.1	154,275	45.8	1,214	0.4	121,342	36.0
6	48,029	14.8	10,129	3.1	143,397	44.3	1,056	0.3	121,351	37.5
7	51,793	15.3	10,029	3.0	148,951	44.0	1,151	0.3	126,903	37.5
8	50,671	15.1	10,020	3.0	144,200	43.0	1,091	0.3	129,726	38.6
9	60,977	15.6	10,787	2.8	175,038	44.6	1,334	0.3	143,915	36.7
10	49,066	15.2	10,326	3.2	129,644	40.2	1,103	0.3	132,678	41.1
11	41,659	14.8	10,021	3.6	105,989	37.7	934	0.3	122,763	43.6
12	37,143	14.5	9,404	3.7	94,076	36.6	826	0.3	115,350	44.9
All grades	665,799	14.7	141,859	3.1	2,047,308	45.3	15,037	0.3	1,651,040	36.5

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

## **Enrollment by Grade and Economically Disadvantaged Status**

- The overall percentage of students designated as economically disadvantaged increased from 54.5 percent to 55.5 percent between the 2004-05 and 2005-06 school years (Table 9).
- Across grade levels, the percentage of students who are reported as economically disadvantaged decreases from Grade 1 to Grade 12, a pattern which has held true for several years. In the 2005-06 school year, 61.5 percent of students in Grade 1 were economically disadvantaged, compared to 37.3 percent of students in Grade 12 (Figure 5).
- The largest percentage of economically disadvantaged students, by far, was found in prekindergarten, a program designed to serve the educational needs of low-income children and/or children learning to speak English.

**Figure 5**  
Enrollment of Economically Disadvantaged Students by Grade, Texas Public Schools, 2005-06



*Note.* EE=Early Education. PK=Prekindergarten.

**Table 9**  
**Enrollment of Economically Disadvantaged Students by Grade,**  
**Texas Public Schools, 2004-05 and 2005-06**

Grade	2004-05		2005-06	
	Number	Percent	Number	Percent
Early Education	10,286	36.6	9,059	35.3
Prekindergarten	158,128	89.6	163,506	89.7
Kindergarten	201,499	60.3	214,253	61.2
1	209,808	60.7	220,797	61.5
2	199,569	59.7	207,704	60.3
3	191,898	58.7	203,367	59.7
4	188,236	58.0	192,477	58.3
5	184,150	56.9	196,212	58.2
6	183,942	56.0	180,662	55.8
7	179,737	54.0	185,843	54.8
8	169,994	51.7	177,058	52.7
9	189,660	49.5	201,442	51.4
10	134,928	43.4	144,773	44.8
11	107,665	39.2	114,073	40.5
12	88,200	35.7	95,746	37.3
All grades	2,397,700	54.5	2,506,972	55.5

# 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 may be 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 technology 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 and/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.

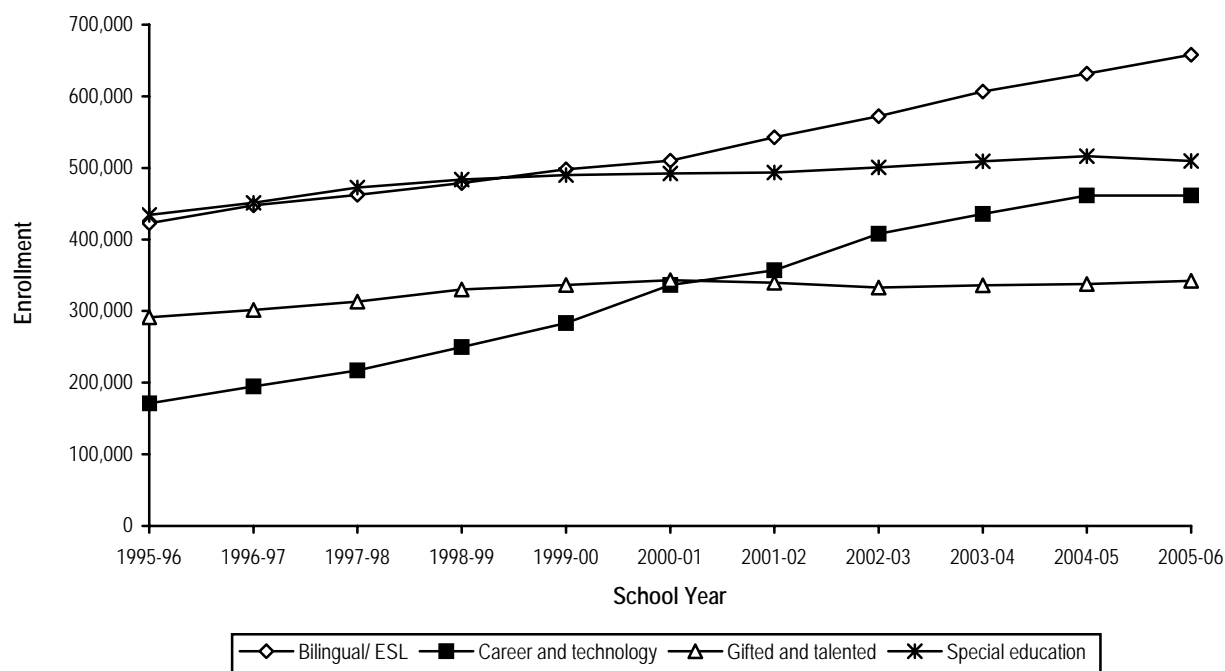
Title I is the largest federal aid program for elementary and secondary schools. The goal of Title I is to improve teaching and learning for at-risk students attending schools with high percentages of economically disadvantaged students. Students counted as Title I students may be participating in Title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

Enrollment for instructional programs and special populations in Texas public schools varied greatly between school years 1995-96 and 2005-06, remaining relatively stable in some areas but increasing rapidly in others. During this period, there were particularly large gains in both the number and percentage of students participating in career and technology programs (Figure 6) and the Title I program. By 2005-06, the number of students participating in career and technology education was 461,479. Title I served almost 2.8 million students in 2005-06—over 61 percent of public school enrollment, compared to 33.9 percent in 1995-96. Enrollment in bilingual and ESL programs also rose substantially over the 10-year period (Table 10). In contrast, the percentage of students participating in gifted and talented programs and special education programs peaked in the late 1990s and has decreased since then.



- Between school years 1995-96 and 2005-06, career and technology programs in the public schools experienced particularly large gains in enrollment. The number of students taking a sequence of career and technology courses rose 170.0 percent over the 10-year period (Table 10), while overall enrollment grew 19.0 percent.
- The number of students participating in Title I programs also increased greatly, rising by 118.1 percent between 1995-96 and 2005-06.
- The number of students identified as LEP grew by 48.3 percent between 1995-96 and 2005-06, and the number of students receiving bilingual or ESL instructional services increased by 55.6 percent.
- The percentage of students served in special education programs rose from 11.6 percent of enrollment in 1995-96, to 12.2 percent of enrollment in the late 1990s, then fell to 11.3 percent in 2005-06. The actual number of students served in special education rose each year over the past 10 years with the exception of 2005-06, when the number of students served declined.
- The percentage of students participating in gifted and talented programs rose from 7.8 percent of enrollment in 1995-96 to 8.4 percent in 1999-00, but since then has declined to 7.6 percent.

**Figure 6**  
**Enrollment in Instructional Programs, Texas Public Schools, 1995-96 Through 2005-06**



*Note.* Students may be counted in more than one category. ESL=English as a second language. Career and technology courses enroll Grades 6-12 only.

**Table 10**  
**Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 1995-96**  
**Through 2005-06**

Year	Bilingual/ESL <sup>a</sup>		Career and technology <sup>b</sup>		Gifted and talented		LEP <sup>c</sup>	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1995-96	422,670	11.3	170,944	9.2	291,311	7.8	479,576	12.8
1996-97	447,427	11.7	194,562	10.2	301,330	7.9	514,263	13.4
1997-98	462,479	11.9	217,233	11.1	313,142	8.0	519,921	13.3
1998-99	479,069	12.1	249,931	12.6	330,120	8.3	533,805	13.5
1999-00	498,275	12.4	283,003	14.1	336,562	8.4	555,470	13.9
2000-01	509,968	12.5	336,203	16.5	342,864	8.4	570,603	14.0
2001-02	542,804	13.0	356,960	17.1	339,342	8.2	601,448	14.5
2002-03	572,186	13.4	407,905	19.1	332,623	7.8	630,345	14.8
2003-04	606,539	14.0	435,403	20.0	335,844	7.8	660,707	15.3
2004-05	631,668	14.4	461,344	20.9	337,672	7.7	684,170	15.5
2005-06	657,842	14.6	461,479	20.5	342,369	7.6	711,396	15.7
10-year change	235,172	55.6	290,535	170.0	51,058	17.5	231,820	48.3

Year	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
1995-96	434,101	11.6	1,270,742	33.9	3,799,032	100
1996-97	451,382	11.8	1,634,071	42.6	3,837,096	100
1997-98	472,627	12.1	1,791,278	45.9	3,900,488	100
1998-99	483,637	12.2	1,899,539	48.0	3,954,434	100
1999-00	490,220	12.2	2,012,700	50.3	4,002,227	100
2000-01	492,391	12.1	2,072,872	50.9	4,071,433	100
2001-02	493,771	11.9	2,139,229	51.4	4,160,968	100
2002-03	500,979	11.8	2,298,536	54.0	4,255,821	100
2003-04	509,401	11.8	2,482,395	57.4	4,328,028	100
2004-05	516,480	11.7	2,651,037	60.2	4,400,644	100
2005-06	509,816	11.3	2,771,695	61.3	4,521,043	100
10-year change	75,715	17.4	1,500,953	118.1	722,011	19.0

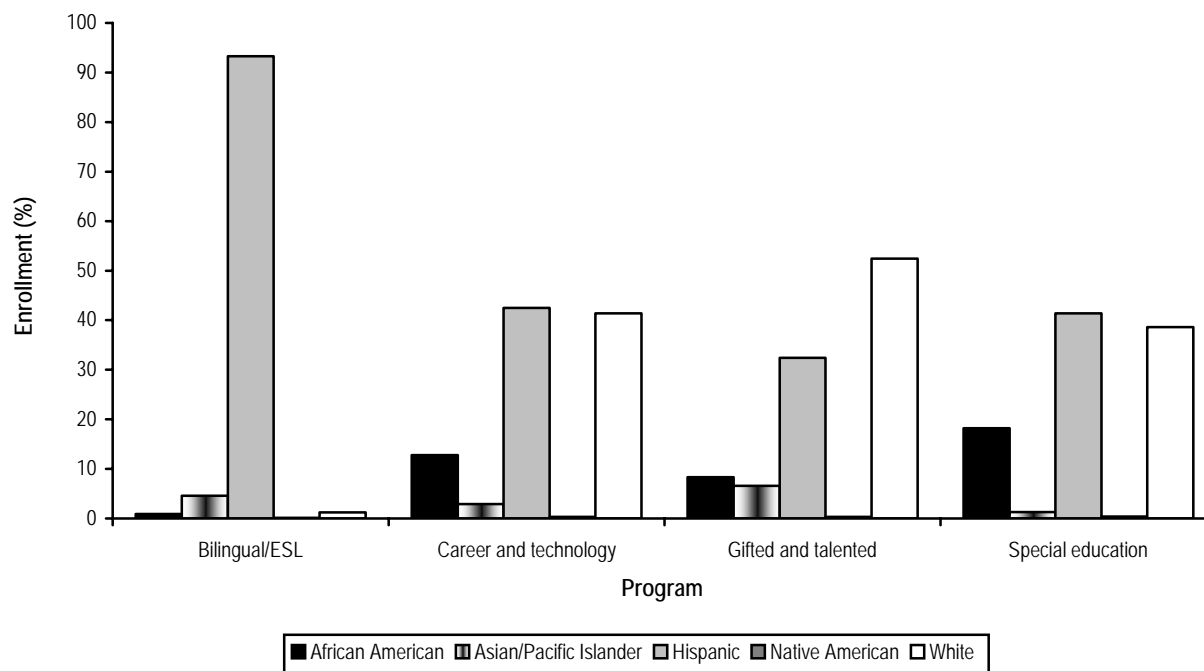
*Note.* Students may be counted in more than one category.

<sup>a</sup>English as a second language. <sup>b</sup>Career and technology courses enroll Grades 6-12 only. <sup>c</sup>Limited English proficient.

## Enrollment for Instructional Programs and Special Populations by Ethnicity

- Between school years 2004-05 and 2005-06, there were no significant changes in the distribution of students by ethnicity for instructional programs and special populations (Table 11). 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 2005-06, African American students accounted for 14.7 percent of the total student population. In contrast, African Americans made up 18.2 percent of the special education population and 8.3 percent of students enrolled in gifted and talented programs (Figure 7).
- The percentage of Asian/Pacific Islanders in special education programs in 2005-06 (1.3%) was lower than expected and their percentage of the gifted and talented program enrollment (6.6%) was higher than expected, given their proportion of the total student population (3.1%).
- In 2005-06, Hispanic students were 45.3 percent of the total public school population. The percentage of students participating in gifted and talented programs who were Hispanic was 32.4 percent, while Hispanic representation in Title I was 58.4 percent.
- Given their percentage of the total student population (36.5%), the representation of White students in gifted and talented programs (52.4%) was higher than expected, and their proportion of Title I program enrollment (23.6%) was lower than expected.

Figure 7  
Enrollment in Instructional Programs by Ethnicity, Texas Public Schools, 2005-06



Note. Students may be counted in more than one category. ESL=English as a second language. Career and technology courses enroll Grades 6-12 only.

**Table 11**  
**Enrollment for Instructional Programs and Special Populations by Ethnicity, Texas Public Schools,**  
**2004-05 and 2005-06**

Ethnicity	Bilingual/ESL <sup>a</sup>		Career and technology <sup>b</sup>		Gifted and talented		LEP <sup>c</sup>	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>2004-05</b>								
African American	5,261	0.8	57,170	12.4	28,526	8.4	5,856	0.9
Asian/Pacific Islander	28,295	4.5	12,356	2.7	20,824	6.2	31,718	4.6
Hispanic	589,971	93.4	198,587	43.0	106,154	31.4	637,239	93.1
Native American	457	0.1	1,367	0.3	1,001	0.3	547	0.1
White	7,684	1.2	191,864	41.6	181,167	53.7	8,810	1.3
<b>2005-06</b>								
African American	5,880	0.9	59,247	12.8	28,452	8.3	6,555	0.9
Asian/Pacific Islander	29,960	4.6	13,594	2.9	22,502	6.6	33,356	4.7
Hispanic	613,655	93.3	196,032	42.5	110,877	32.4	661,903	93.0
Native American	444	0.1	1,445	0.3	1,050	0.3	523	0.1
White	7,903	1.2	191,161	41.4	179,488	52.4	9,059	1.3

Ethnicity	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
<b>2004-05</b>						
African American	92,121	17.8	411,749	15.5	623,534	14.2
Asian/Pacific Islander	6,261	1.2	43,525	1.6	133,271	3.0
Hispanic	210,396	40.7	1,561,442	58.9	1,969,097	44.7
Native American	2,104	0.4	7,081	0.3	14,350	0.3
White	205,598	39.8	627,240	23.7	1,660,392	37.7
<b>2005-06</b>						
African American	92,940	18.2	446,527	16.1	665,799	14.7
Asian/Pacific Islander	6,550	1.3	45,764	1.7	141,859	3.1
Hispanic	211,147	41.4	1,619,059	58.4	2,047,308	45.3
Native American	2,145	0.4	7,597	0.3	15,037	0.3
White	197,034	38.6	652,748	23.6	1,651,040	36.5

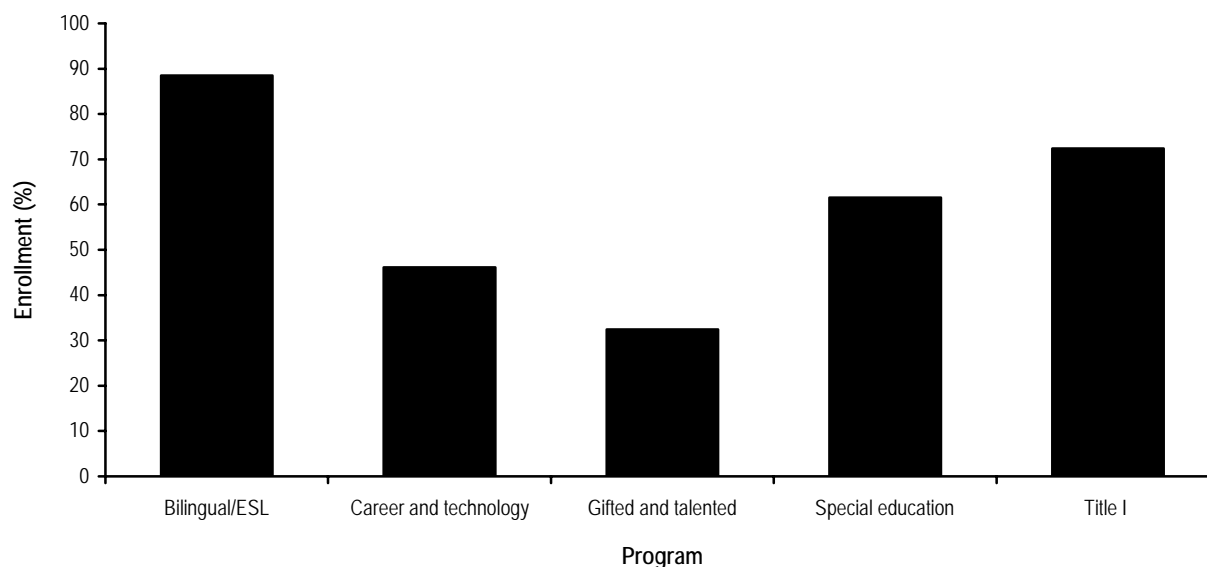
*Note.* Students may be counted in more than one category. Parts may not add to 100 percent because of rounding.

<sup>a</sup>English as a second language. <sup>b</sup>Career and technology courses enroll Grades 6-12 only. <sup>c</sup>Limited English proficient.

## **Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status**

- The proportions of program participants and special populations who were economically disadvantaged varied little between the 2004-05 and 2005-06 school years (Table 12).
- Economically disadvantaged students made up 55.5 percent of all students in 2005-06 (Table 5 on page 8) and 61.5 percent of special education students (Figure 8).
- Across other instructional programs, the percentages of students who were economically disadvantaged varied considerably. Gifted and talented programs had the lowest percentage of economically disadvantaged students (32.4%) in 2005-06, followed by career and technology courses (46.1%).
- In bilingual and ESL programs, 88.5 percent of students were economically disadvantaged, which closely matched the percentage of LEP students identified as economically disadvantaged (87.9%).

Figure 8  
Enrollment of Economically Disadvantaged Students by Instructional Program, Texas Public  
Schools, 2005-06



*Note.* Students may be counted in more than one category. ESL=English as a second language. Career and technology courses enroll Grades 6-12 only.

**Table 12**  
**Enrollment of Economically Disadvantaged Students by Instructional Program and Special Population, Texas Public Schools, 2004-05 and 2005-06**

Year	Bilingual/ESL <sup>a</sup>		Career and technology <sup>b</sup>		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2004-05	559,896	88.6	210,715	45.7	106,985	31.7
2005-06	582,307	88.5	212,583	46.1	110,847	32.4

Year	LEP <sup>c</sup>		Special education		Title I	
	Number	Percent	Number	Percent	Number	Percent
2004-05	601,947	88.0	314,875	61.0	1,915,341	72.2
2005-06	625,236	87.9	313,626	61.5	2,007,624	72.4

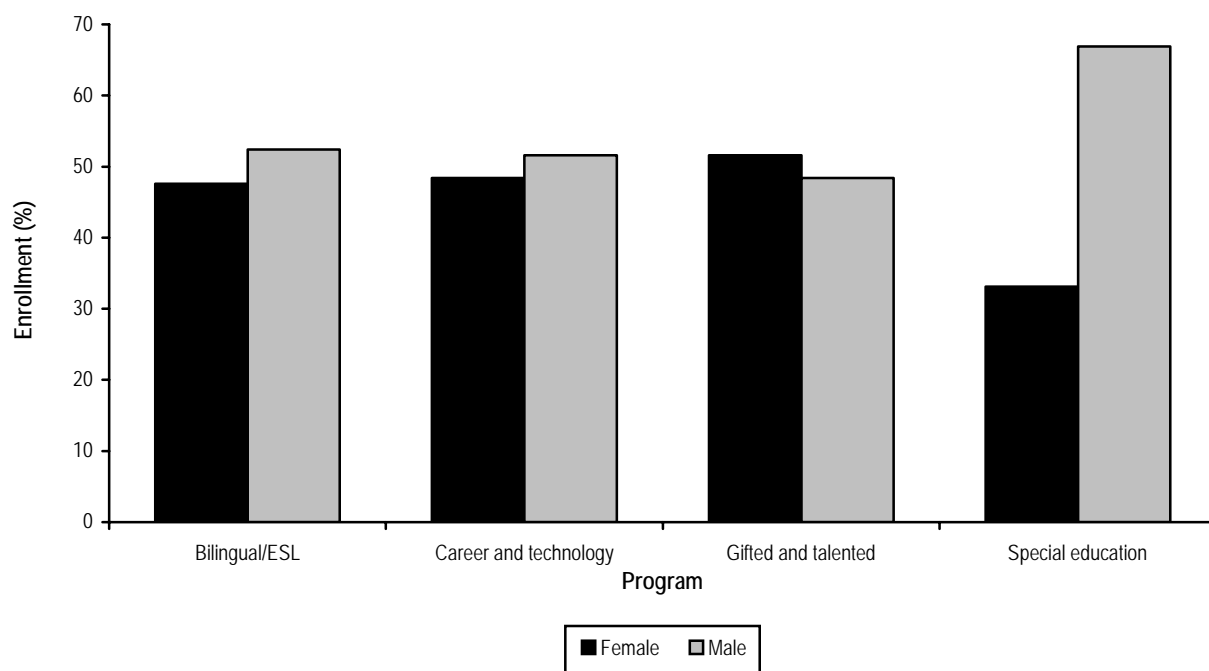
*Note.* Students may be counted in more than one category.

<sup>a</sup>English as a second language. <sup>b</sup>Career and technology courses enroll Grades 6-12 only. <sup>c</sup>Limited 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 2004-05 and 2005-06 school years (Table 13).
- Females and males, who comprised 48.7 percent and 51.3 percent, respectively, of total student enrollment in 2005-06, accounted for similar proportions of students who were identified as LEP, and similar proportions of students who were enrolled in bilingual and ESL programs, career and technology programs, and Title I programs.
- Special education programs showed the greatest disparity between female and male participation (Figure 9). In 2005-06, males in the special education population outnumbered females by more than two-to-one, comprising 66.9 percent and 33.1 percent, respectively, of special education enrollment.
- Females were somewhat overrepresented in gifted and talented programs (51.6%), while males were underrepresented (48.4%).

**Figure 9**  
Enrollment in Instructional Programs by Gender, Texas Public Schools, 2005-06



*Note:* Students may be counted in more than one category. ESL=English as a second language. Career and technology courses enroll Grades 6-12 only.

**Table 13**  
**Enrollment for Instructional Programs and Special Populations by**  
**Gender, Texas Public Schools, 2004-05 and 2005-06**

Gender	Bilingual/ESL <sup>a</sup>		Career and technology <sup>b</sup>		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2004-05						
Female	301,013	47.7	221,711	48.1	174,700	51.7
Male	330,655	52.3	239,633	51.9	162,972	48.3
2005-06						
Female	313,442	47.6	223,548	48.4	176,749	51.6
Male	344,400	52.4	237,931	51.6	165,620	48.4

Gender	LEP <sup>c</sup>		Special education		Title I	
	Number	Percent	Number	Percent	Number	Percent
2004-05						
Female	323,726	47.3	171,492	33.2	1,288,903	48.6
Male	360,444	52.7	344,988	66.8	1,362,134	51.4
2005-06						
Female	336,629	47.3	168,920	33.1	1,349,061	48.7
Male	374,767	52.7	340,896	66.9	1,422,634	51.3

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

<sup>a</sup>English as a second language. <sup>b</sup>Career and technology courses enroll Grades 6-12 only. <sup>c</sup>Limited English proficient.





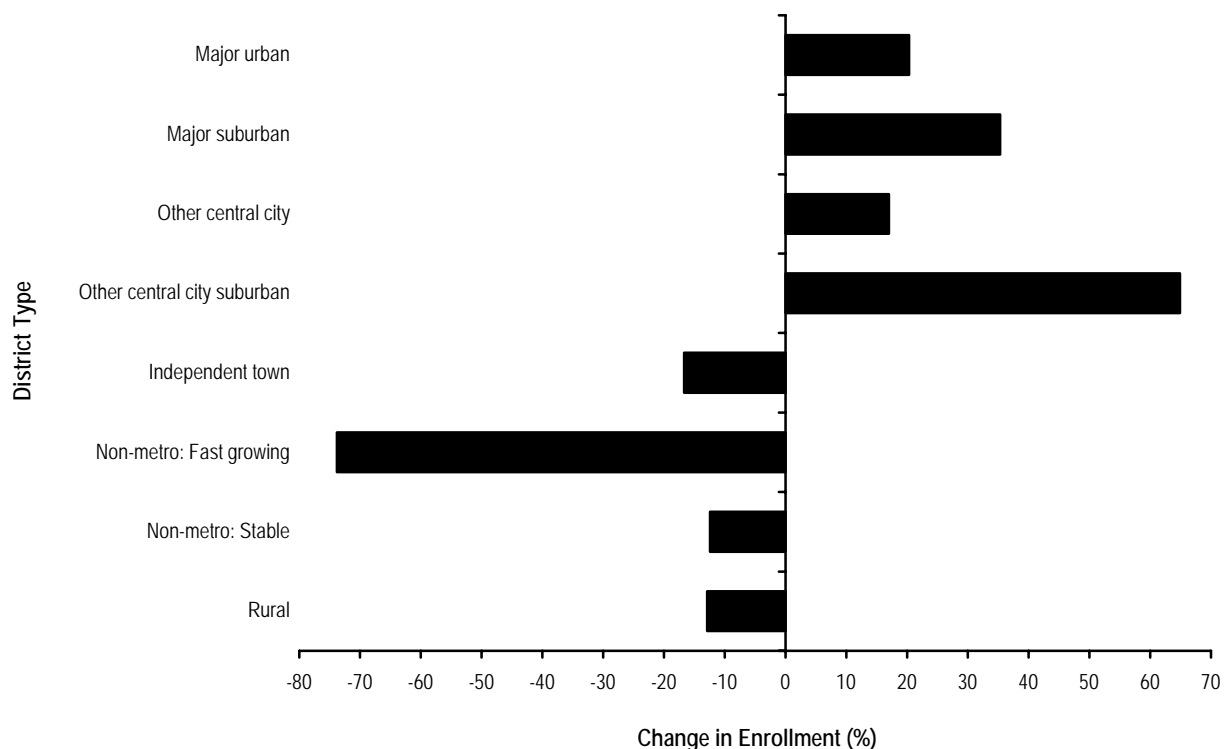
## Enrollment by District Type

Texas school districts are classified into nine types based on community features: major urban; major suburban; other central city; other central city suburban; independent town; non-metropolitan: fast growing; non-metropolitan: stable; rural; and charter school district. District types are based on overall size, rate of growth, student economic status, and proximity to urban areas, with open-enrollment charter school districts forming a separate category (see Appendix A on page 46). Large, urban school districts serve the six metropolitan areas of Austin, Dallas, El Paso, Fort Worth, Houston, and San Antonio. In rural areas of the state, students are served by more than 400 districts.

Analyses in this section are based on enrollment by district type from 1995-96 through 2005-06. As with the overall Texas population during this time period, there were changes in student population in certain geographic areas of the state. There was a gradual population shift away from the rural, less densely populated areas of the state, to more concentrated, urban and suburban population centers. Most remarkable was the 64.9 percent enrollment growth in other central city suburban districts, that is, districts located in and around large Texas cities exclusive of the six cities above (Figure 10). This increase was over three times the 19.0 percent increase in total public school enrollment in the state (Table 14).

- Between 1995-96 and 2005-06, two district types experienced particularly high gains in student population. Enrollment in other central city suburban districts increased 64.9 percent, and enrollment in major suburban districts increased 35.3 percent (Table 14). Districts in independent towns, rural districts, and non-metropolitan stable districts experienced enrollment decreases of 16.7 percent, 12.9 percent, and 12.4 percent, respectively. The greatest decrease was in the category of non-metropolitan fast-growing districts. Enrollment in this category declined by 73.8 percent from 1995-96 to 2005-06, in part because the number of districts in the category declined from 117 to 27.
- Texas school districts with high population concentrations (major urban, major suburban, other central city, and other central city suburban) accounted for 80.6 percent of total student enrollment in school year 2005-06, increasing from 73.2 percent in 1995-96 (Table 14). Districts with low population concentrations (independent town, non-metropolitan: fast growing, non-metropolitan: stable, and rural) accounted for 17.8 percent of enrollment in 2005-06, a decrease from 26.8 percent in 1995-96.
- Charter schools, which started in 1996-97, enrolled 70,904 students in 2005-06, or 1.6 percent of Texas public school students. Most charter schools are located in urban areas.
- The percentage of students being served in rural areas decreased from 4.3 percent of total public school enrollment to 3.2 percent during this period. Districts in rural areas account for just over one-third (35.0%) of Texas public school districts.

**Figure 10**  
**Change in Enrollment by District Type, Texas Public Schools, 1995-96 to 2005-06**



**Table 14**  
**Enrollment by District Type, Texas Public Schools, 1995-96 Through 2005-06**

Year	Major urban		Major suburban		Other central city		Other central city suburban		Independent town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1995-96	749,207	19.7	1,076,531	28.3	602,547	15.9	352,707	9.3	338,532	8.9
1996-97	794,622	20.7	1,057,422	27.6	623,361	16.2	357,086	9.3	330,298	8.6
1997-98	802,244	20.6	1,090,162	27.9	648,278	16.6	367,897	9.4	327,194	8.4
1998-99	806,911	20.4	1,119,066	28.3	667,479	16.9	360,035	9.1	329,303	8.3
1999-00	862,978	21.6	1,092,278	27.3	670,041	16.7	367,959	9.2	326,117	8.1
2000-01	868,221	21.3	1,133,727	27.8	678,129	16.7	369,560	9.1	327,498	8.0
2001-02	826,477	19.9	1,312,477	31.5	654,441	15.7	486,455	11.7	277,169	6.7
2002-03	888,575	20.9	1,302,823	30.6	668,917	15.7	499,883	11.7	287,638	6.8
2003-04	888,757	20.5	1,345,980	31.1	682,705	15.8	514,710	11.9	293,998	6.8
2004-05	887,410	20.2	1,386,601	31.5	716,925	16.3	535,956	12.2	281,494	6.4
2005-06	901,300	19.9	1,456,752	32.2	704,899	15.6	581,524	12.9	282,039	6.2
10-year change	152,093	20.3	380,221	35.3	102,352	17.0	228,817	64.9	-56,493	-16.7

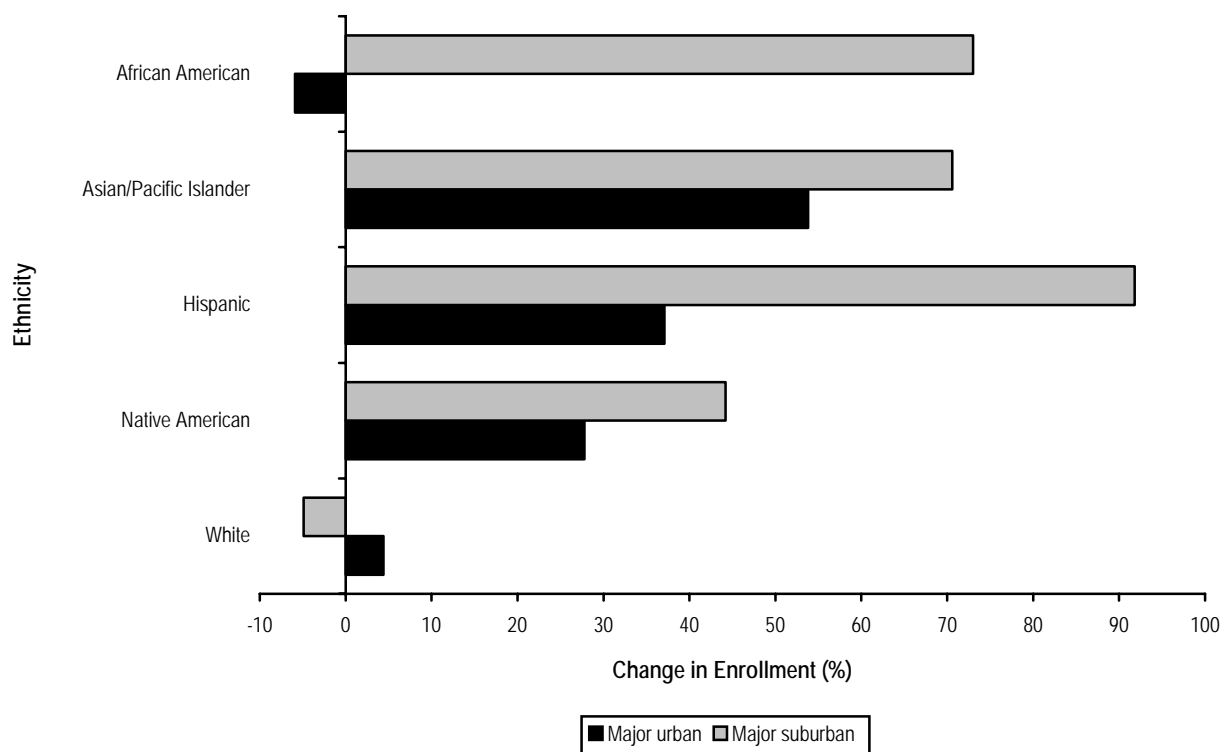
Year	Non-metro: Fast growing		Non-metro: Stable		Rural		Charter		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1995-96	115,541	3.0	399,345	10.5	164,622	4.3	n/a <sup>a</sup>	n/a	3,799,032	100
1996-97	126,824	3.3	387,328	10.1	157,729	4.1	2,426	0.1	3,837,096	100
1997-98	115,275	3.0	378,994	9.7	166,583	4.3	3,861	0.1	3,900,488	100
1998-99	95,981	2.4	405,663	10.3	157,756	4.0	12,240	0.3	3,954,434	100
1999-00	97,128	2.4	425,451	10.6	134,567	3.4	25,708	0.6	4,002,227	100
2000-01	74,707	1.8	443,480	10.9	138,067	3.4	38,044	0.9	4,071,433	100
2001-02	56,542	1.4	366,020	8.8	134,337	3.2	47,050	1.1	4,160,968	100
2002-03	47,797	1.1	370,079	8.7	136,121	3.2	53,988	1.3	4,255,821	100
2003-04	45,082	1.0	360,507	8.3	135,456	3.1	60,833	1.4	4,328,028	100
2004-05	29,897	0.7	356,204	8.1	139,997	3.2	66,160	1.5	4,400,644	100
2005-06	30,214	0.7	349,952	7.7	143,459	3.2	70,904	1.6	4,521,043	100
10-year change	-85,327	-73.8	-49,393	-12.4	-21,163	-12.9	n/a	n/a	722,011	19.0

<sup>a</sup>Data are not available. Charter schools started in the 1996-97 school year. As a result, a 10-year change is not computed for charter schools.

## Enrollment by District Type and Ethnicity

- Between 1995-96 and 2005-06, major suburban districts reported considerable increases in the numbers of Hispanic (91.8%), African American (73.0%), and Asian/Pacific Islander (70.6%) students (Figure 11). The only group in these districts that experienced a decrease in enrollment was White students, which declined by 4.9 percent.
- Major urban districts also reported significant increases in the enrollment of Asian/Pacific Islander and Hispanic students during this period (53.8% and 37.1%, respectively), but the enrollment of African American students decreased by 5.9 percent.
- In other central city suburban districts, enrollment increased for all ethnic groups, with particularly large increases in the numbers of Hispanic students (70.5%) and White students (62.7%). Enrollment in other central city districts also increased for all groups with the exception of White students, who experienced a decrease of 5.7 percent (Table 15).
- Districts in independent towns and rural districts experienced increases in the enrollment of Asian/Pacific Islander, Hispanic, and Native American students, and decreases in the enrollment of African American and White students. Non-metropolitan stable districts also experienced increases in the enrollment of Asian/Pacific Islander and Native American students, but enrollment for the other three ethnic groups declined. In non-metropolitan fast-growing districts, enrollment declined across all ethnicities.

Figure 11  
Change in Enrollment by District Type and Ethnicity, Texas Public Schools, 1995-96 to 2005-06



**Table 15**  
**Enrollment by District Type and Ethnicity, Texas Public Schools, 1995-96 and 2005-06**

Year	Major urban		Major suburban		Other central city		Other central city suburban		Independent town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>African American</b>										
1995-96	193,404	25.8	143,446	13.3	75,567	12.5	29,166	8.3	44,099	13.0
2005-06	182,072	20.2	248,191	17.0	87,059	12.4	40,456	7.0	38,141	13.5
10-year change	-11,332	-5.9	104,745	73.0	11,492	15.2	11,290	38.7	-5,958	-13.5
<b>Asian/Pacific Islander</b>										
1995-96	14,154	1.9	54,854	5.1	10,312	1.7	3,886	1.1	1,688	0.5
2005-06	21,764	2.4	93,588	6.4	11,730	1.7	8,404	1.4	2,100	0.7
10-year change	7,610	53.8	38,734	70.6	1,418	13.8	4,518	116.3	412	24.4
<b>Hispanic</b>										
1995-96	402,159	53.7	287,766	26.7	271,610	45.1	149,197	42.3	91,574	27.1
2005-06	551,503	61.2	551,838	37.9	373,869	53.0	254,323	43.7	105,775	37.5
10-year change	149,344	37.1	264,072	91.8	102,259	37.6	105,126	70.5	14,201	15.5
<b>Native American</b>										
1995-96	1,677	0.2	3,335	0.3	1,231	0.2	856	0.2	908	0.3
2005-06	2,143	0.2	4,810	0.3	2,275	0.3	2,357	0.4	945	0.3
10-year change	466	27.8	1,475	44.2	1,044	84.8	1,501	175.4	37	4.1
<b>White</b>										
1995-96	137,813	18.4	587,130	54.5	243,827	40.5	169,602	48.1	200,263	59.2
2005-06	143,818	16.0	558,325	38.3	229,966	32.6	275,984	47.5	135,078	47.9
10-year change	6,005	4.4	-28,805	-4.9	-13,861	-5.7	106,382	62.7	-65,185	-32.5
<b>State</b>										
1995-96	749,207	100	1,076,531	100	602,547	100	352,707	100	338,532	100
2005-06	901,300	100	1,456,752	100	704,899	100	581,524	100	282,039	100
10-year change	152,093	20.3	380,221	35.3	102,352	17.0	228,817	64.9	-56,493	-16.7

<sup>a</sup>Data not available. Charter schools started in the 1996-97 school year. As a result, a 10-year change is not computed for charter schools.

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**Table 15 (continued)**  
**Enrollment by District Type and Ethnicity, Texas Public Schools, 1995-96 and 2005-06**

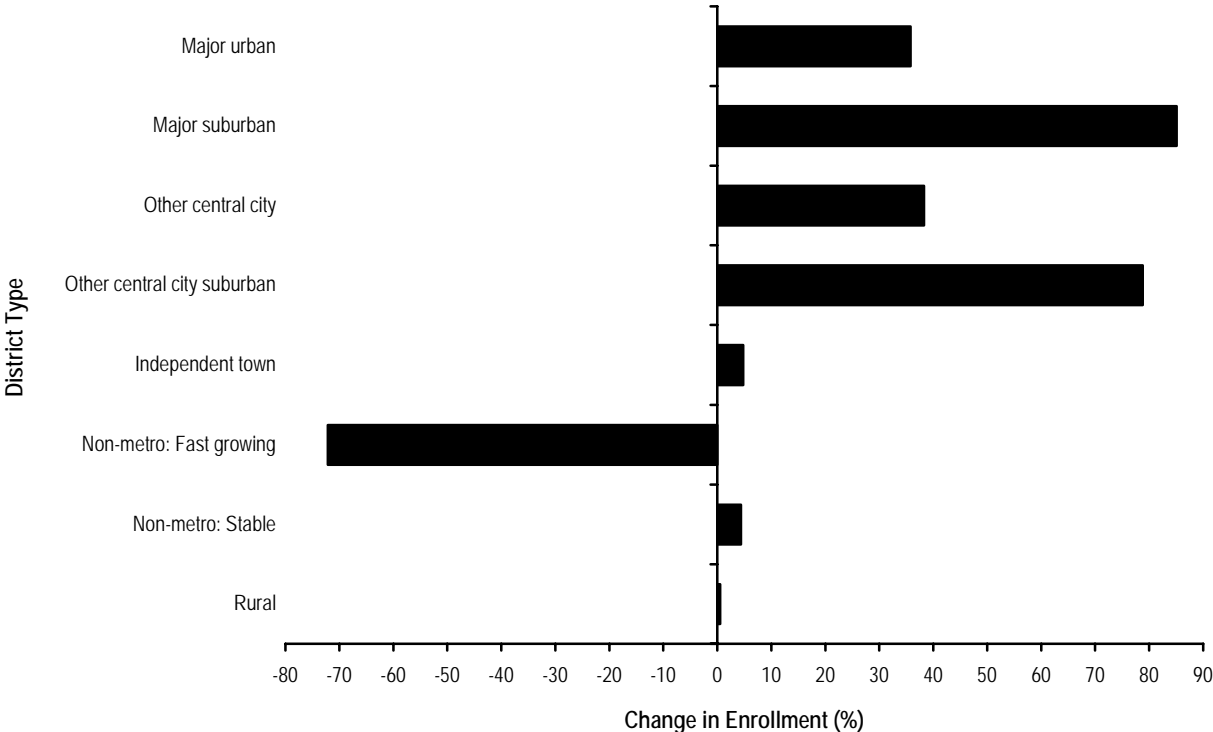
Year	Non-metro: Fast growing		Non-metro: Stable		Rural		Charter	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>African American</b>								
1995-96	4,617	4.0	44,831	11.2	11,731	7.1	n/a <sup>a</sup>	n/a
2005-06	970	3.2	34,574	9.9	8,461	5.9	25,875	36.5
10-year change	-3,647	-79.0	-10,257	-22.9	-3,270	-27.9	n/a	n/a
<b>Asian/Pacific Islander</b>								
1995-96	947	0.8	2,055	0.5	368	0.2	n/a	n/a
2005-06	327	1.1	2,314	0.7	394	0.3	1,238	1.7
10-year change	-620	-65.5	259	12.6	26	7.1	n/a	n/a
<b>Hispanic</b>								
1995-96	24,144	20.9	131,094	32.8	39,565	24.0	n/a	n/a
2005-06	8,233	27.2	128,739	36.8	41,192	28.7	31,836	44.9
10-year change	-15,911	-65.9	-2,355	-1.8	1,627	4.1	n/a	n/a
<b>Native American</b>								
1995-96	318	0.3	950	0.2	557	0.3	n/a	n/a
2005-06	176	0.6	1,299	0.4	798	0.6	234	0.3
10-year change	-142	-44.7	349	36.7	241	43.3	n/a	n/a
<b>White</b>								
1995-96	85,515	74.0	220,415	55.2	112,401	68.3	n/a	n/a
2005-06	20,508	67.9	183,026	52.3	92,614	64.6	11,721	16.5
10-year change	-65,007	-76.0	-37,389	-17.0	-19,787	-17.6	n/a	n/a
<b>State</b>								
1995-96	115,541	100	399,345	100	164,622	100	n/a	n/a
2005-06	30,214	100	349,952	100	143,459	100	70,904	100
10-year change	-85,327	-73.8	-49,393	-12.4	-21,163	-12.9	n/a	n/a

<sup>a</sup>Data not available. Charter schools started in the 1996-97 school year. As a result, a 10-year change is not computed for charter schools.

**Enrollment  
by District Type and Economically Disadvantaged Status**

- With the exception of major suburban districts and non-metropolitan fast-growing districts, more than half of all public school students enrolled in the 2005-06 school year were economically disadvantaged. Major urban districts had the greatest proportion of students who were economically disadvantaged. In 2005-06, economically disadvantaged students represented 71.3 percent of total enrollment in major urban districts, an increase from 64.4 percent in 1995-96 (Table 16).
- Major suburban districts reported the greatest gain in the number of economically disadvantaged students, increasing by 85.1 percent from 1995-96 to 2005-06 (Figure 12). Enrollment of economically disadvantaged students in other central city suburban districts also increased significantly (78.8%). In 1995-96, economically disadvantaged students represented 32.7 percent of the student population in major suburban districts and 49.9 percent in other central city suburban districts. By 2005-06, they represented 44.0 percent and 53.5 percent, respectively.
- Non-metropolitan fast-growing districts were the only districts to report an overall decline (72.1%) in the number of economically disadvantaged students during this period.
- Districts in independent towns, non-metropolitan stable districts, and rural districts reported small increases in the number of economically disadvantaged students (4.8%, 4.4%, and 0.5% respectively).

**Figure 12**  
Change in Enrollment of Economically Disadvantaged Students by District Type, Texas Public Schools, 1995-96 to 2005-06





**Table 16**  
**Enrollment of Economically Disadvantaged Students by District Type, Texas Public Schools,**  
**1995-96 Through 2005-06**

Year	Major urban		Major suburban		Other central city		Other central city suburban		Independent town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1995-96	473,094	64.4	346,625	32.7	302,304	50.6	173,834	49.9	148,465	44.3
1996-97	508,719	64.0	356,398	33.7	328,397	52.7	181,798	50.9	151,695	45.9
1997-98	523,690	65.3	370,618	34.0	341,886	52.7	183,649	49.9	153,764	47.0
1998-99	519,809	64.4	388,655	34.7	352,991	52.9	175,591	48.8	156,770	47.6
1999-00	546,848	63.4	386,852	35.4	361,362	53.9	178,381	48.5	154,937	47.5
2000-01	560,760	64.6	408,512	36.0	368,021	54.3	181,193	49.0	155,847	47.6
2001-02	561,469	67.9	476,870	36.3	380,757	58.2	237,022	48.7	138,583	50.0
2002-03	598,912	67.4	497,943	38.2	395,929	59.2	250,835	50.2	144,578	50.3
2003-04	610,635	68.7	534,625	39.7	407,243	59.7	257,671	50.1	151,048	51.4
2004-05	626,929	70.6	584,917	42.2	432,606	60.3	271,097	50.6	153,630	54.6
2005-06	642,450	71.3	641,610	44.0	417,949	59.3	310,856	53.5	155,661	55.2
10-year change	169,356	35.8	294,985	85.1	115,645	38.3	137,022	78.8	7,196	4.8

Year	Non-metro: Fast growing		Non-metro: Stable		Rural		Charter	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1995-96	42,438	37.2	190,399	48.1	77,242	47.3	n/a <sup>a</sup>	n/a
1996-97	48,623	38.3	187,579	48.4	77,873	49.4	1,172	48.3
1997-98	44,037	38.2	187,032	49.3	81,930	49.2	1,554	40.2
1998-99	35,192	36.7	202,205	49.8	77,830	49.3	6,438	52.6
1999-00	34,857	35.9	212,010	49.8	67,347	50.0	13,406	52.1
2000-01	22,760	30.5	216,536	48.8	68,870	49.9	20,622	54.2
2001-02	18,022	31.9	188,539	51.5	68,013	50.6	27,090	57.6
2002-03	15,704	32.9	195,913	52.9	71,326	52.4	32,821	60.8
2003-04	17,265	38.3	193,114	53.6	71,264	52.6	38,330	63.0
2004-05	13,362	44.7	195,408	54.9	74,668	53.3	45,083	68.1
2005-06	11,830	39.2	198,801	56.8	77,593	54.1	50,222	70.8
10-year change	-30,608	-72.1	8,402	4.4	351	0.5	n/a	n/a

<sup>a</sup>Data not available. Charter schools started in the 1996-97 school year. As a result, a 10-year change is not computed for charter schools.

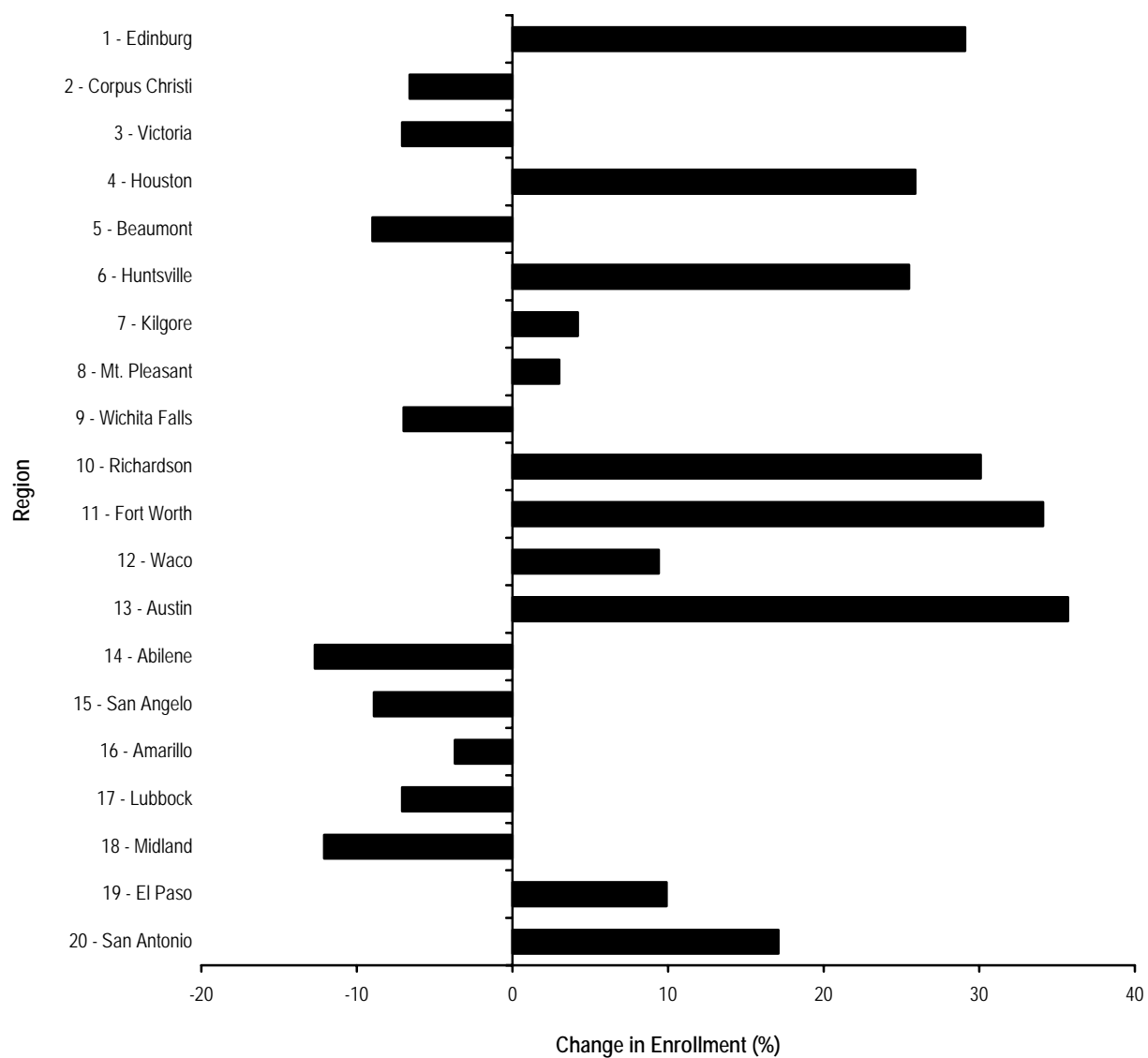
## Enrollment by Education Service Center

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. 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.

Eleven ESC regions experienced gains in student enrollment between the 1995-96 and 2005-06 school years, while the other nine saw declines (Figure 13). Four of the six regions experiencing increases of 25 percent or more include a major urban district (Austin, Dallas, Fort Worth, and Houston Independent School Districts). The fifth 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 sixth high-growth region.

- During the 1995-96 school year, ESC Region 4 (Houston) served the largest student population: 21.0 percent of the total state public school enrollment. In 2005-06, Region 4 continued to serve the largest proportion of total state enrollment (22.2%) (Table 17).
- In 1995-96, Region 9 (Wichita Falls) served the smallest population: 1.1 percent of the total state public school enrollment. Region 9 remained the smallest in 2005-06, with 0.9 percent of total state enrollment.
- Region 13 (Austin) experienced the greatest percentage gain between 1995-96 and 2005-06, increasing in student population by 35.7 percent. Region 14 (Abilene) had the greatest loss, decreasing by 12.7 percent during this time period.

**Figure 13**  
**Change in Enrollment by Education Service Center, Texas Public Schools, 1995-96 to 2005-06**



**Table 17**  
**Enrollment by Education Service Center, Texas Public Schools, 1995-96 Through 2005-06**

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1995-96	281,426	7.4	114,318	3.0	58,018	1.5	797,663	21.0	88,820	2.3
1996-97	282,261	7.4	112,902	2.9	57,869	1.5	813,044	21.2	87,757	2.3
1997-98	285,029	7.3	112,357	2.9	57,900	1.5	830,338	21.3	87,719	2.2
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
10-year change	81,844	29.1	-7,534	-6.6	-4,133	-7.1	206,539	25.9	-7,966	-9.0

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1995-96	123,024	3.2	157,404	4.1	55,323	1.5	42,855	1.1	525,676	13.8
1996-97	125,452	3.3	157,961	4.1	55,575	1.4	42,706	1.1	534,363	13.9
1997-98	128,718	3.3	159,214	4.1	55,894	1.4	42,485	1.1	550,573	14.1
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
10-year change	31,384	25.5	6,560	4.2	1,675	3.0	-2,991	-7.0	158,045	30.1

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

continues

Table 17 (continued)

## Enrollment by Education Service Center, Texas Public Schools, 1995-96 Through 2005-06

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1995-96	362,959	9.6	131,409	3.5	235,482	6.2	51,194	1.3	53,667	1.4
1996-97	369,848	9.6	132,332	3.4	241,087	6.3	50,967	1.3	52,953	1.4
1997-98	381,348	9.8	133,161	3.4	248,423	6.4	50,563	1.3	52,883	1.4
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
10-year change	123,933	34.1	12,304	9.4	84,035	35.7	-6,512	-12.7	-4,794	-8.9

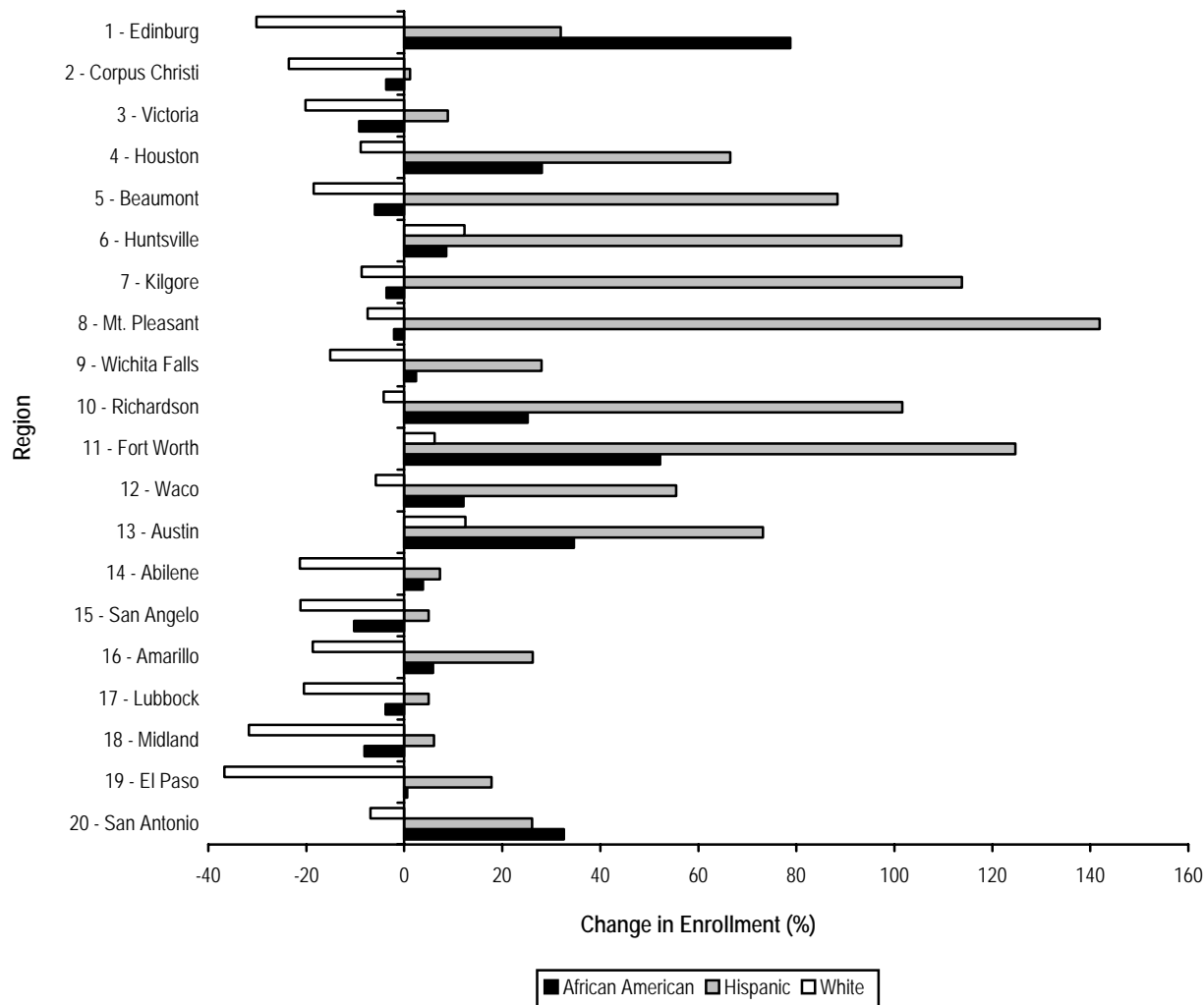
Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1995-96	82,016	2.2	84,495	2.2	84,919	2.2	156,541	4.1	311,823	8.2
1996-97	81,332	2.1	84,388	2.2	84,647	2.2	152,871	4.0	316,781	8.3
1997-98	81,035	2.1	83,516	2.1	84,563	2.2	153,932	3.9	320,837	8.2
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
10-year change	-3,026	-3.7	-6,008	-7.1	-10,255	-12.1	15,511	9.9	53,400	17.1

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

## Enrollment by Education Service Center and Ethnicity

- Comparing all ESC regions from 1995-96 to 2005-06, the largest percentage increase in African American enrollment was in Region 1 (Edinburg) and the largest numeric increase was in Region 4 (Houston) (Table 18).
- Hispanic enrollment rose in all 20 ESC regions during the period (Figure 14). The number of Hispanic students more than doubled in Regions 6 (Huntsville), 7 (Kilgore), 8 (Mt. Pleasant), 10 (Richardson), and 11 (Fort Worth).
- White student enrollment increased in only 3 of the 20 ESC regions during the decade: Region 6 (Huntsville), Region 11 (Fort Worth), and Region 13 (Austin). More than half the regions experienced declines of 15.0 percent or more in White enrollment. Region 13 (Austin) had the greatest gain in White enrollment (12.5%), and Region 19 (El Paso) had the greatest decline (36.7%).

Figure 14  
Change in Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1995-96 to 2005-06



**Table 18**  
**Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1995-96 and 2005-06**

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>African American</b>										
1995-96	453	0.2	4,126	3.6	6,588	11.4	176,001	22.1	26,798	30.2
2005-06	810	0.2	3,973	3.7	5,980	11.1	225,477	22.5	25,193	31.2
10-year change	357	78.8	-153	-3.7	-608	-9.2	49,476	28.1	-1,605	-6.0
<b>Asian/Pacific Islander</b>										
1995-96	876	0.3	1,087	1.0	656	1.1	38,245	4.8	1,995	2.2
2005-06	1,643	0.5	1,297	1.2	648	1.2	56,410	5.6	1,971	2.4
10-year change	767	87.6	210	19.3	-8	-1.2	18,165	47.5	-24	-1.2
<b>Hispanic</b>										
1995-96	266,110	94.6	73,185	64.0	22,919	39.5	252,427	31.6	4,363	4.9
2005-06	351,041	96.6	74,049	69.3	24,956	46.3	420,168	41.8	8,218	10.2
10-year change	84,931	31.9	864	1.2	2,037	8.9	167,741	66.5	3,855	88.4
<b>Native American</b>										
1995-96	151	0.1	285	0.2	34	0.1	1,136	0.1	164	0.2
2005-06	118	0.0	255	0.2	87	0.2	1,766	0.2	263	0.3
10-year change	-33	-21.9	-30	-10.5	53	155.9	630	55.5	99	60.4
<b>White</b>										
1995-96	13,836	4.9	35,635	31.2	27,821	48.0	329,854	41.4	55,500	62.5
2005-06	9,658	2.7	27,210	25.5	22,214	41.2	300,381	29.9	45,209	55.9
10-year change	-4,178	-30.2	-8,425	-23.6	-5,607	-20.2	-29,473	-8.9	-10,291	-18.5

continues

Table 18 (continued)

## Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1995-96 and 2005-06

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										
1995-96	19,526	15.9	35,295	22.4	13,402	24.2	3,677	8.6	115,167	21.9
2005-06	21,211	13.7	34,028	20.8	13,127	23.0	3,766	9.4	144,190	21.1
10-year change	1,685	8.6	-1,267	-3.6	-275	-2.1	89	2.4	29,023	25.2
Asian/Pacific Islander										
1995-96	1,192	1.0	691	0.4	191	0.3	567	1.3	18,738	3.6
2005-06	2,534	1.6	1,179	0.7	354	0.6	572	1.4	32,351	4.7
10-year change	1,342	112.6	488	70.6	163	85.3	5	0.9	13,613	72.6
Hispanic										
1995-96	17,320	14.1	14,371	9.1	3,143	5.7	5,836	13.6	123,722	23.5
2005-06	34,888	22.6	30,728	18.7	7,604	13.3	7,472	18.7	249,420	36.5
10-year change	17,568	101.4	16,357	113.8	4,461	141.9	1,636	28.0	125,698	101.6
Native American										
1995-96	263	0.2	301	0.2	237	0.4	158	0.4	2,480	0.5
2005-06	626	0.4	518	0.3	429	0.8	367	0.9	3,308	0.5
10-year change	363	138.0	217	72.1	192	81.0	209	132.3	828	33.4
White										
1995-96	84,723	68.9	106,746	67.8	38,350	69.3	32,617	76.1	265,569	50.5
2005-06	95,149	61.6	97,511	59.5	35,484	62.3	27,687	69.5	254,452	37.2
10-year change	10,426	12.3	-9,235	-8.7	-2,866	-7.5	-4,930	-15.1	-11,117	-4.2

continues



Table 18 (continued)

## Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1995-96 and 2005-06

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										
1995-96	46,058	12.7	29,691	22.6	23,639	10.0	3,062	6.0	1,890	3.5
2005-06	70,113	14.4	33,283	23.2	31,813	10.0	3,177	7.1	1,697	3.5
10-year change	24,055	52.2	3,592	12.1	8,174	34.6	115	3.8	-193	-10.2
Asian/Pacific Islander										
1995-96	10,518	2.9	2,088	1.6	4,387	1.9	412	0.8	265	0.5
2005-06	20,135	4.1	2,589	1.8	10,310	3.2	367	0.8	262	0.5
10-year change	9,617	91.4	501	24.0	5,923	135.0	-45	-10.9	-3	-1.1
Hispanic										
1995-96	59,388	16.4	22,249	16.9	71,992	30.6	12,237	23.9	23,942	44.6
2005-06	133,452	27.4	34,591	24.1	124,662	39.0	13,134	29.4	25,151	51.5
10-year change	74,064	124.7	12,342	55.5	52,670	73.2	897	7.3	1,209	5.0
Native American										
1995-96	1,635	0.5	437	0.3	711	0.3	152	0.3	104	0.2
2005-06	2,522	0.5	773	0.5	1,163	0.4	197	0.4	110	0.2
10-year change	887	54.3	336	76.9	452	63.6	45	29.6	6	5.8
White										
1995-96	245,360	67.6	76,944	58.6	134,753	57.2	35,331	69.0	27,466	51.2
2005-06	260,670	53.5	72,477	50.4	151,569	47.4	27,807	62.2	21,653	44.3
10-year change	15,310	6.2	-4,467	-5.8	16,816	12.5	-7,524	-21.3	-5,813	-21.2

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Table 18 (continued)

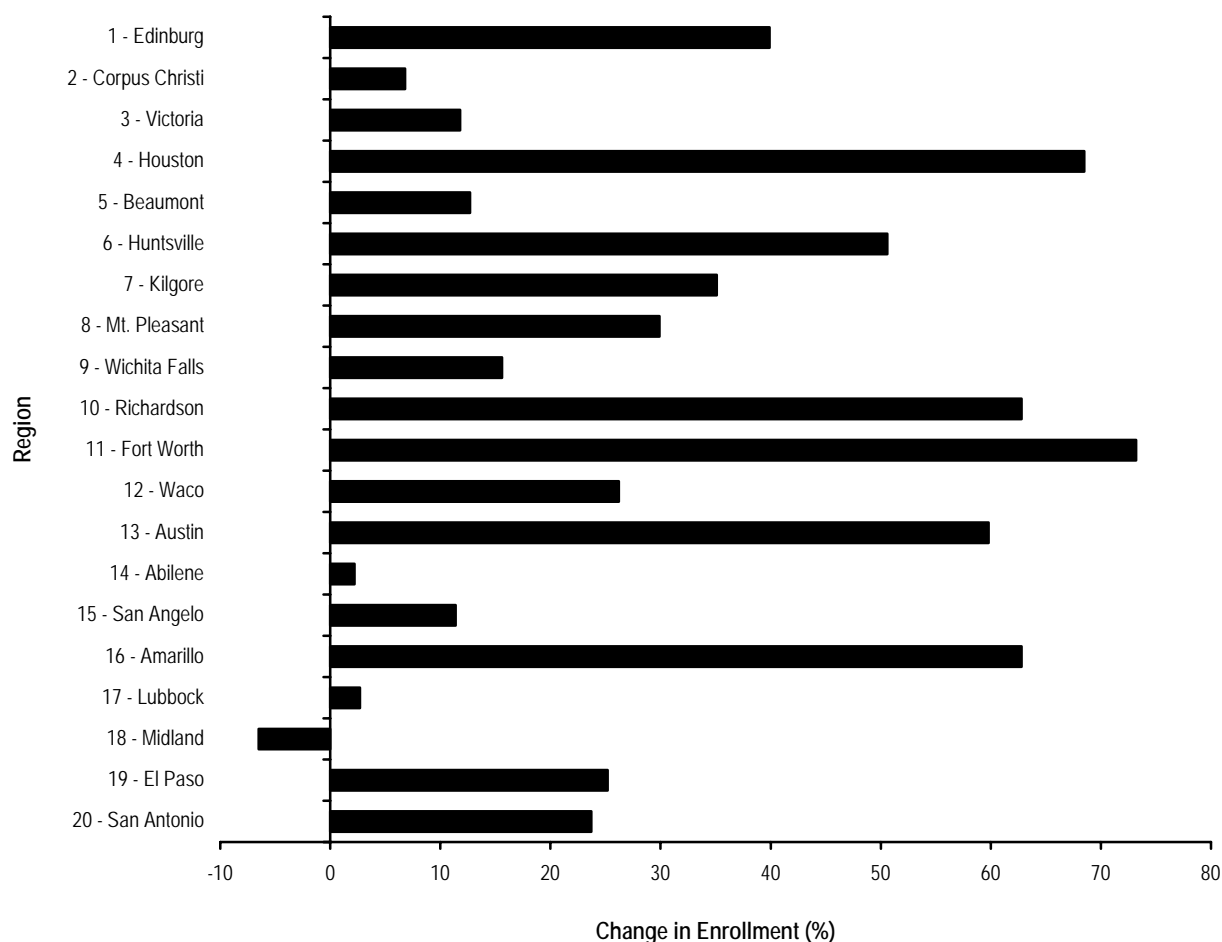
## Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1995-96 and 2005-06

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										
1995-96	4,299	5.2	6,839	8.1	4,610	5.4	4,782	3.1	20,958	6.7
2005-06	4,553	5.8	6,579	8.4	4,236	5.7	4,810	2.8	27,783	7.6
10-year change	254	5.9	-260	-3.8	-374	-8.1	28	0.6	6,825	32.6
Asian/Pacific Islander										
1995-96	1,128	1.4	468	0.6	512	0.6	1,025	0.7	3,223	1.0
2005-06	1,056	1.3	724	0.9	494	0.7	1,270	0.7	5,693	1.6
10-year change	-72	-6.4	256	54.7	-18	-3.5	245	23.9	2,470	76.6
Hispanic										
1995-96	24,560	29.9	37,968	44.9	40,192	47.3	128,943	82.4	192,242	61.7
2005-06	31,005	39.3	39,873	50.8	42,661	57.1	151,846	88.3	242,389	66.4
10-year change	6,445	26.2	1,905	5.0	2,469	6.1	22,903	17.8	50,147	26.1
Native American										
1995-96	327	0.4	143	0.2	229	0.3	371	0.2	514	0.2
2005-06	360	0.5	262	0.3	368	0.5	566	0.3	979	0.3
10-year change	33	10.1	119	83.2	139	60.7	195	52.6	465	90.5
White										
1995-96	51,702	63.0	39,077	46.2	39,376	46.4	21,420	13.7	94,886	30.4
2005-06	42,016	53.2	31,049	39.6	26,905	36.0	13,560	7.9	88,379	24.2
10-year change	-9,686	-18.7	-8,028	-20.5	-12,471	-31.7	-7,860	-36.7	-6,507	-6.9

## Enrollment by Education Service Center and Economically Disadvantaged Status

- From 1995-96 to 2005-06, the percentage of students who were economically disadvantaged increased in every ESC region of the state (Table 19). In 1995-96, six regions—Region 1 (Edinburg), Region 2 (Corpus Christi), Region 17 (Lubbock), Region 18 (Midland), Region 19 (El Paso), and Region 20 (San Antonio)—served populations in which over 50 percent of students were economically disadvantaged. By 2005-06, all regions except Region 6 (Huntsville), Region 9 (Wichita Falls), Region 11 (Fort Worth), and Region 13 (Austin) had economically disadvantaged populations of over 50 percent.
- Region 1 (Edinburg) had the highest percentage (85.4%) of disadvantaged students in 2005-06, and Region 11 (Fort Worth) had the lowest (40.5%). These two districts also had the highest and lowest percentages of economically disadvantaged students, respectively, in 1995-96.
- Of the nine regions that showed a decrease in total enrollment during the period (Figure 13 on page 35), all but one (Region 18 – Midland) saw an increase in the number of economically disadvantaged students (Figure 15).

Figure 15  
Change in Enrollment of Economically Disadvantaged Students by Education Service Center, Texas Public Schools, 1995-96 to 2005-06



**Table 19**  
**Enrollment of Economically Disadvantaged Students by Education Service Center, Texas Public Schools, 1995-96 and 2005-06**

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1995-96	221,718	79.8	61,946	55.1	27,591	47.8	324,589	41.2	38,171	43.5
2005-06	310,269	85.4	66,185	62.0	30,840	57.2	546,894	54.5	43,000	53.2
10-year change	88,551	39.9	4,239	6.8	3,249	11.8	222,305	68.5	4,829	12.7

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1995-96	47,414	38.9	65,165	41.8	24,429	44.4	16,954	39.7	212,152	41.2
2005-06	71,414	46.3	88,008	53.7	31,744	55.7	19,600	49.2	345,310	50.5
10-year change	24,000	50.6	22,843	35.1	7,315	29.9	2,646	15.6	133,158	62.8

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1995-96	113,914	31.9	58,741	45.1	87,048	37.5	23,623	46.2	25,694	48.5
2005-06	197,263	40.5	74,118	51.6	139,069	43.5	24,141	54.0	28,627	58.6
10-year change	83,349	73.2	15,377	26.2	52,021	59.8	518	2.2	2,933	11.4

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1995-96	26,256	32.2	44,254	52.4	44,253	52.3	104,599	69.5	185,890	59.9
2005-06	42,750	54.1	45,437	57.9	41,385	55.4	130,950	76.1	229,968	63.0
10-year change	16,494	62.8	1,183	2.7	-2,868	-6.5	26,351	25.2	44,078	23.7

## National Enrollment Trends

The total population, the number of school age children, and public school enrollment are growing at a faster rate in Texas than in the U.S. From 1995 to 2005, the estimated total population in Texas increased from 18,724,000 to 22,859,968, or 22.1 percent, compared to a 12.8 percent increase in the U.S. (U.S. Bureau of the Census, 1995b, 2005). From 1995 to 2004, the estimated number of children ages 5-17 in Texas increased from 3,818,000 to 4,423,971, or 15.9 percent. In the U.S., the number of children ages 5-17 increased by 8.3 percent (U.S. Bureau of the Census, 1995a, 2004). From 1993 to 2003, national figures indicate that public school enrollment in Texas increased by 20.1 percent, compared to an 11.7 percent increase in the U.S. During this time period, the Texas public school system added 723,489 students, and U.S. public schools added 5,075,809 students (NCES, 2006a).

In fall of 2003, according to national figures, Texas public school enrollment was 14.3 percent African American, 2.9 percent Asian/Pacific Islander, 43.8 percent Hispanic, 0.3 percent Native American, and 38.7 percent White. By comparison, U.S. public school enrollment was 17.2 percent African American, 4.4 percent Asian/Pacific Islander, 18.5 percent Hispanic, 1.2 percent Native American, and 58.7 percent White. Between 1993 and 2003, the proportion of enrollment accounted for by Hispanic students showed the largest increase among ethnic groups both in Texas (increasing from 35.5% to 43.8%) and the nation (increasing from 12.7% to 18.5%). During the time period, the proportion of enrollment accounted for by White students decreased from 47.7 percent to 38.7 percent in Texas, and from 66.1 percent to 58.7 percent in the U.S. Throughout the period, Texas had a much higher percentage of Hispanic students and a lower percentage of White students than the nation as a whole (NCES, 2006a).

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 47.4 percent of public school students in Texas were eligible for free- or reduced-price meals during the 2003-04 school year, compared to 36.3 percent in the U.S. (NCES, 2006b). Eligibility figures for the U.S. for 1993-94 are not available; nevertheless, in the 39 states for which 1993-94 figures are available, the percentage of eligible students ranged from a low of 12.6 percent to a high of 55.1 percent. In Texas, 38.8 percent of students were eligible in 1993-94 (NCES, 1997b).

A higher percentage of public school students participated in special education programs across the U.S. (12.4%) in the 1995-96 school year than in Texas (11.8%) (NCES, 1997a). By 2003-04, participation in special education had increased to 13.7 percent in the U.S., but had remained relatively stable (11.7%) in Texas (NCES, 2006a).

Students identified as limited English proficient (LEP) are eligible to participate in bilingual or English as a second language (ESL) programs. National figures indicate that the percentage of public school students identified as LEP in 1993-94 was higher in Texas (11.2%) than in the nation (6.7%). Although students identified as LEP increased between 1993-94 and 2003-04 both in Texas (to 15.3%) and in the nation (to 10.1%), the percentage of LEP students in Texas remained higher (National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, 2004, 2005).

In the 35 states for which public school gifted and talented program figures are available for the 1989-90 school year, the percentage of students identified as eligible to participate in the gifted and talented programs ranged from a low of 1.0 percent to a high of 11.6 percent. In Texas, the percentage of students identified as gifted and talented was 6.2 percent of total enrollment (NCES, 1995). By 2000, all 50 states had gifted and talented programs in place, with the percentage of students identified as gifted and talented ranging from a low of 1.1 percent to a high of 13.9 percent. National figures indicate that 9.0 percent of Texas students were identified as gifted and talented in 2000. Across the nation, 6.3 percent of public school students were identified as gifted and talented (NCES, 2006a).

# Appendix A. District Type Definitions

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 700,000; (b) its enrollment is the largest in the county or at least 75 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;
- from a family with annual income at or below the federal poverty line;
- eligible for Temporary Assistance to Needy Families or other public assistance;
- a recipient of a Pell Grant or comparable state program of need-based financial assistance;
- eligible for programs assisted under Title II of the Job Training Partnership Act; or
- eligible for benefits under the Food Stamp Act of 1977.

**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 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 nearest 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 699,999; 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 699,999; 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 greater than 3 percent that of the contiguous other central city district; and (d) its enrollment exceeds the median district enrollment for the state of 726 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 greater than 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 exceeds 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 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.

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# Compliance Statement

## **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.**

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Opportunity/Affirmative Action employer.



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January 2007**