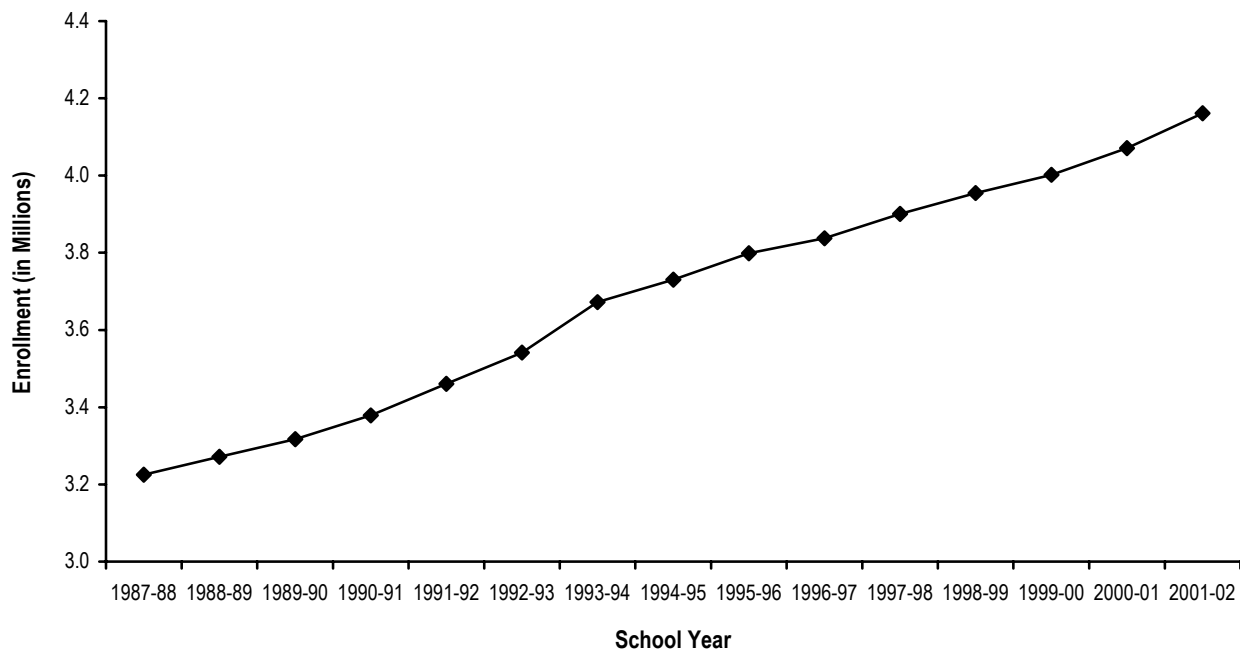


Enrollment in Texas Public Schools 2001-02

Statewide Enrollment, Texas Public Schools, 1987-88 Through 2001-02



Division of Accountability Research
Department of Accountability and Data Quality
Texas Education Agency
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Enrollment in Texas Public Schools 2001-02

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Abstract. This report has been prepared as an update to *Enrollment Trends in Texas Public Schools: Update 1999-00* (Texas Education Agency [TEA], 2001a). It provides information on enrollment in the Texas public school system from the 1992-93 through 2001-02 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, education service center, ethnicity, economically disadvantaged status, and gender.*

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Highlights

- Texas public school enrollment during the 1987-88 school year was 3,224,916 students. By 2001-02, enrollment had risen to 4,160,968 students. Over this fifteen-year time period, total enrollment increased by 936,052 students, or by 29.0 percent.
- On average, statewide enrollment increased by 1.8 percent each year.
- Between the 1992-93 and 2001-02 school years, enrollment increased for all ethnic groups except Whites. Enrollment of White students declined by 0.4 percent.
- Hispanic student enrollment experienced the largest numerical increase, rising by 491,421 students (or 39.5%) during this time period. Moreover, as a portion of enrollment, Hispanic students (41.7%) surpassed White students (40.9%) in 2001-02, thereby becoming the largest enrolled ethnic group in the state.
- In 1992-93, there were 1,499,663 economically disadvantaged students, 43.3 percent of all students. By 2001-02, the number had risen to 2,096,365, bringing the proportion of Texas students who were economically disadvantaged to 50.4 percent.
- During both 2000-01 and 2001-02, Grade 9 had the highest enrollment. In 2001-02, nearly 365,000 students were enrolled in this grade, in part because of higher grade-level retention in Grade 9.
- The number of students receiving bilingual or ESL instructional services increased 57.9 percent between 1992-93 and 2001-02, and the number of pupils identified as LEP students grew by 50.8 percent. Across these ten years, the number and percentage of LEP students were consistently higher than student participation in bilingual and ESL programs.
- District types with high population concentrations and high growth rates (major urban, major suburban, other central city, and other central city suburban) accounted for 75.5 percent of total student enrollment in 2001-02, increasing from 70.7 percent in 1992-93.
- In 1992-93, ESC Region 4 (Houston) served the largest student population, accounting for 21.1 percent of the total state public school enrollment. In 2001-02, Region 4 continued to have the largest proportion of total enrollment (21.7%).
- From 1987-88 to 2000-01, enrollment in U.S. public schools increased 17.9 percent. During this same time, Texas public school enrollment increased 24.6 percent—an increase of over three-quarters of a million new students (National Center for Education Statistics [NCES], 2002a).
- In 1992-93, White student enrollment in U.S. public schools was almost 67 percent, and Hispanic student enrollment was about 12 percent. During this same year in Texas public schools, White student enrollment was around 48 percent, and Hispanic student enrollment was 35 percent (NCES, 1994). By 1999-00, White enrollment in the U.S. public schools had decreased to 62 percent, while Hispanic student enrollment had increased to nearly 16 percent. Over this same period, White enrollment in Texas public schools declined to 43 percent, while Hispanic student enrollment rose to nearly 40 percent (NCES, 2002a).

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 (ESC) 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 provide insights into the future educational needs of the entire Texas population. These 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 TAKS (Texas Assessment of Knowledge and Skills) 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 with respect to race, ethnicity, sex and socioeconomic status...” (Texas Education Code [TEC], §39.051, 2001). As a result, performance is reported both at the all students level, that is, 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, must also be reported by student group (TEC, §39.052, 2001). 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... with appropriate interpretations and analysis, and disaggregated by race, ethnicity, gender, and socioeconomic status” (TEC, §39.182, 2001).

Enrollment data are central to the requirements of federal education legislation as well. 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” (2002, p. 1457).

In 2001-02, a broad range of information was collected through PEIMS on 1,220 school districts and open-enrollment charters; 7,621 schools; almost 280,000 teachers; and over four million students (TEA, 2003). Texas public school students are served in markedly diverse school settings. District areas range from about five square miles to nearly five thousand square miles. In 2001-02, only 20 students attended school in the San Vicente Independent School District located in far West Texas. In contrast, over

210,000 students received instruction at 297 school sites in the Houston Independent School District (TEA, 2003).

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 Mental Health and Mental Retardation.

Continuing the examination of student enrollment that was initiated in *Enrollment Trends in Texas Public Schools* (TEA, 1998) and updated in *Enrollment Trends in Texas Public Schools, Update 1999-00* (TEA, 2001a), this report provides 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 also are included, typically for the recent ten-year period, 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, 2000-01 and 2001-02

Group	Enrollment		Group	Enrollment	
	2000-01	2001-02		2000-01	2001-02
All students	4,071,433	4,160,968	Instructional programs		
Ethnicity			Bilingual or English as a second language	509,968	542,804
African American	586,712	596,962	Career and technology	336,203	356,960
Asian/Pacific Islander	108,605	116,222	Gifted and talented	342,864	339,342
Hispanic	1,650,560	1,734,388	Special education	492,391	493,771
Native American	12,120	12,774	Title I	2,072,872	2,139,229
White	1,713,436	1,700,622	District type		
Socioeconomic status			Major urban	868,221	826,477
Economically disadvantaged	2,003,121	2,096,365	Major suburban	1,133,727	1,226,204
English proficiency			Other central city	678,129	701,503
Limited English proficient	570,603	601,448	Other central city suburban	369,560	387,362
Gender			Independent town	327,498	326,013
Female	1,980,770	2,024,317	Non-metropolitan: Fast growing	74,707	65,369
Male	2,090,663	2,136,651	Non-metropolitan: Stable	443,480	445,810
Grade			Rural	138,067	135,180
Early education	22,133	24,315	Charter	38,044	47,050
Prekindergarten	132,870	147,324	Education service center		
Kindergarten	294,591	302,884	Region 1 - Edinburg	303,275	315,910
Grade 1	321,045	323,153	Region 2 - Corpus Christi	107,892	107,864
Grade 2	317,134	319,257	Region 3 - Victoria	55,855	55,310
Grade 3	316,749	320,097	Region 4 - Houston	879,574	903,257
Grade 4	313,913	318,856	Region 5 - Beaumont	86,023	85,769
Grade 5	311,770	317,329	Region 6 - Huntsville	136,347	139,093
Grade 6	308,514	317,586	Region 7 - Kilgore	158,040	158,670
Grade 7	310,831	316,267	Region 8 - Mt. Pleasant	55,319	55,274
Grade 8	304,538	310,702	Region 9 - Wichita Falls	40,875	40,836
Grade 9	360,857	364,441	Region 10 - Richardson	598,831	619,787
Grade 10	287,472	292,352	Region 11 - Fort Worth	417,550	431,800
Grade 11	248,692	260,228	Region 12 - Waco	134,805	136,498
Grade 12	220,324	226,177	Region 13 - Austin	274,077	281,011
			Region 14 - Abilene	47,624	46,464
			Region 15 - San Angelo	50,696	49,935
			Region 16 - Amarillo	78,597	78,191
			Region 17 - Lubbock	79,822	79,006
			Region 18 - Midland	77,835	77,226
			Region 19 - El Paso	157,606	160,797
			Region 20 - San Antonio	330,790	338,270

Statewide Enrollment

For the 12-year period from 2000-2012, the National Center for Education Statistics (NCES) projects a one-percent increase nationally in public primary and secondary school enrollment. National increases in enrollment are due in part to the high number of births between 1977 and 1990, termed the “baby boom echo” (NCES, 2002b). Different regions of the U.S. will experience different rates of growth (NCES, 2002b). Among the states expected to experience significant gains in public school enrollment, NCES predicts Texas will have one of the highest: a seven and a half percent increase. The increase in Texas is attributable to a higher than average birthrate and population migration to southern and western states (Martin, Park, & Sutton, 2002; NCES, 2002b).

Between 1987-88 and 2001-02, the public schools served an increasingly diverse population of students. The rapid growth of the Hispanic population, in particular, brought greater language and cultural diversity to the state. In 2001, 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, 2001). In school year 2001-02, Hispanic student enrollment surpassed White enrollment in the public schools.

Increasing numbers and percentages of students met the state criteria associated with 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, and eligibility for food stamps (TEA, 2001b).

- Statewide enrollment during the 1987-88 school year was 3,224,916 students. By 2001-02, enrollment had risen to 4,160,968 students (Table 2).
- During the fifteen-year period between 1987-88 and 2001-02, total enrollment increased by 936,052 students, or by 29.0 percent (Table 3).
- Each year, on average, statewide enrollment increased by 1.8 percent.

Table 2
Statewide Enrollment, Texas Public Schools,
1987-88 Through 2001-02

Year	Number	Year	Number
1987-88	3,224,916	1995-96	3,799,032
1988-89	3,271,509	1996-97	3,837,096
1989-90	3,316,785	1997-98	3,900,488
1990-91	3,378,318	1998-99	3,954,434
1991-92	3,460,378	1999-00	4,002,227
1992-93	3,541,771	2000-01	4,071,433
1993-94	3,672,198	2001-02	4,160,968
1994-95	3,730,544		

Table 3
Change in Statewide Enrollment, Texas
Public Schools

Period	Number	Percent
Five-year change, 1997-98 to 2001-02	260,480	6.7
Ten-year change, 1992-93 to 2001-02	619,197	17.5
Fifteen-year change, 1987-88 to 2001-02	936,052	29.0

Enrollment by Ethnicity

- Between the 1992-93 and 2001-02 school years, numbers enrolled increased for all ethnic groups except Whites. Enrollment for White students declined by 0.4 percent (Table 4).
- Enrollment of Asian/Pacific Islander students had the largest percentage increase, rising 51.5 percent during the ten-year time period. Native American enrollment increased by 50.5 percent.
- Hispanic enrollment had the largest numerical increase, rising by 491,421 students (or +39.5%) in the decade (Figure 1). Moreover, as a portion of enrollment, Hispanic enrollment (41.7%) surpassed White enrollment (40.9%) during 2001-02, thereby becoming the largest enrolled ethnic group in the state (Figure 2).
- African American enrollment held steady between 14.3 percent and 14.4 percent of total enrollment during this time.

Figure 1
Enrollment by Ethnicity, Texas Public Schools, 1992-93 Through 2001-02

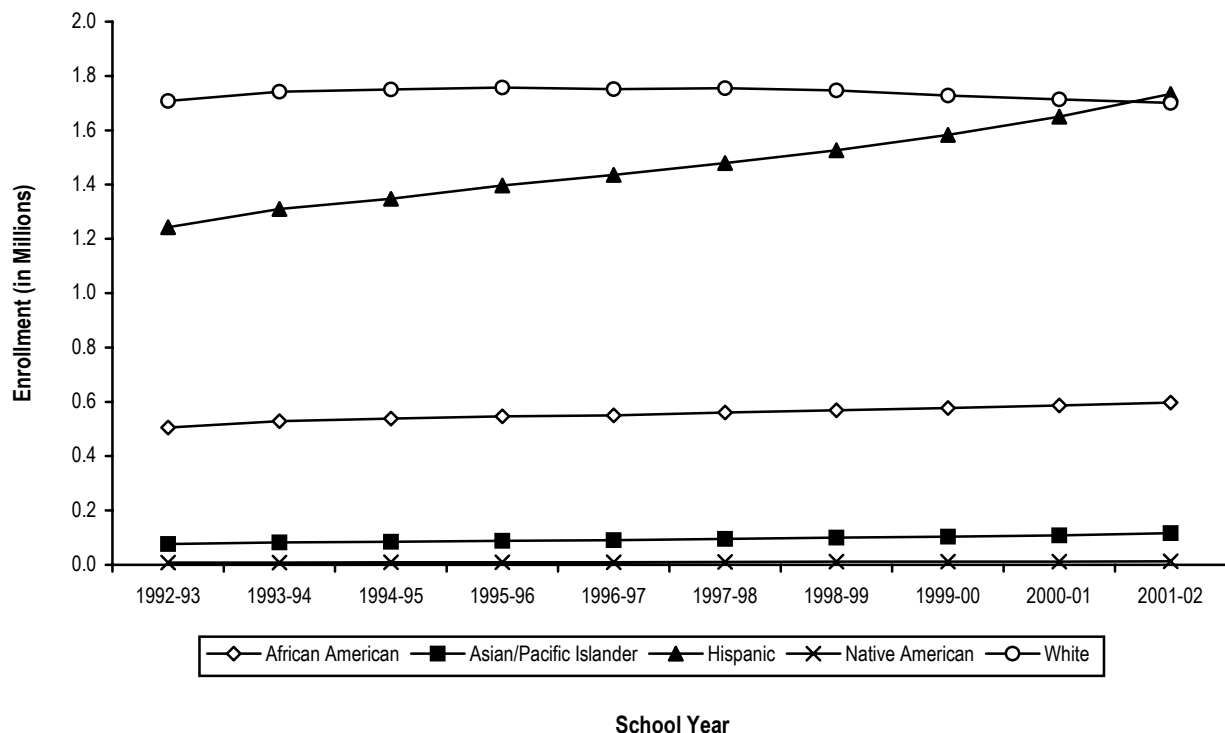


Figure 2
Enrollment by Ethnicity, Texas Public Schools, 1992-93 and 2001-02

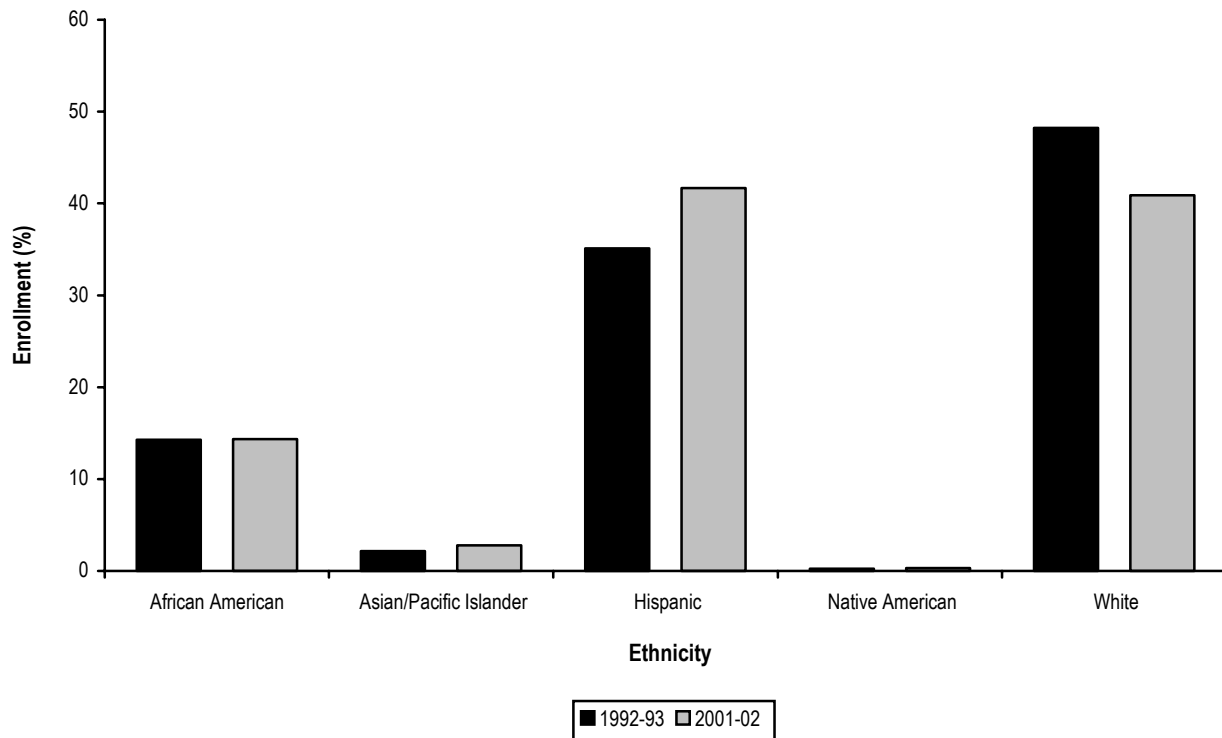


Table 4
Enrollment by Ethnicity, Texas Public Schools, 1992-93 Through 2001-02

Year	African American		Asian/Pacific Islander		Hispanic		Native American		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992-93	505,710	14.3	76,700	2.2	1,242,967	35.1	8,488	0.2	1,707,906	48.2
1993-94	529,285	14.4	82,107	2.2	1,310,267	35.7	8,388	0.2	1,742,151	47.4
1994-95	538,742	14.4	84,933	2.3	1,347,613	36.1	9,043	0.2	1,750,213	46.9
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
Ten-year change	91,252	18.0	39,522	51.5	491,421	39.5	4,286	50.5	-7,284	-0.4

Enrollment by Economically Disadvantaged Status

- During the 1992-93 school year, there were 1,499,663 economically disadvantaged students—43.3 percent of all students. By 2001-02, the number of economically disadvantaged students had risen to 2,096,365—50.4 percent of all students (Figure 3).
- During the ten-year period between 1992-93 and 2001-02, the number of economically disadvantaged students rose by 596,702 (Table 5). This 39.8 percent increase exceeded the 17.5 percent increase in the public school population as a whole.
- Between 1992-93 and 2001-02, students eligible for reduced-price meals increased from 5.2 percent to 7.2 percent of all students, and students eligible for free meals increased from 37.7 percent to 38.2 percent. Students identified as economically disadvantaged for reasons other than eligibility for free or reduced-priced meal increased from 0.4 percent to 5.0 percent.

Figure 3
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 1992-93 Through 2001-02

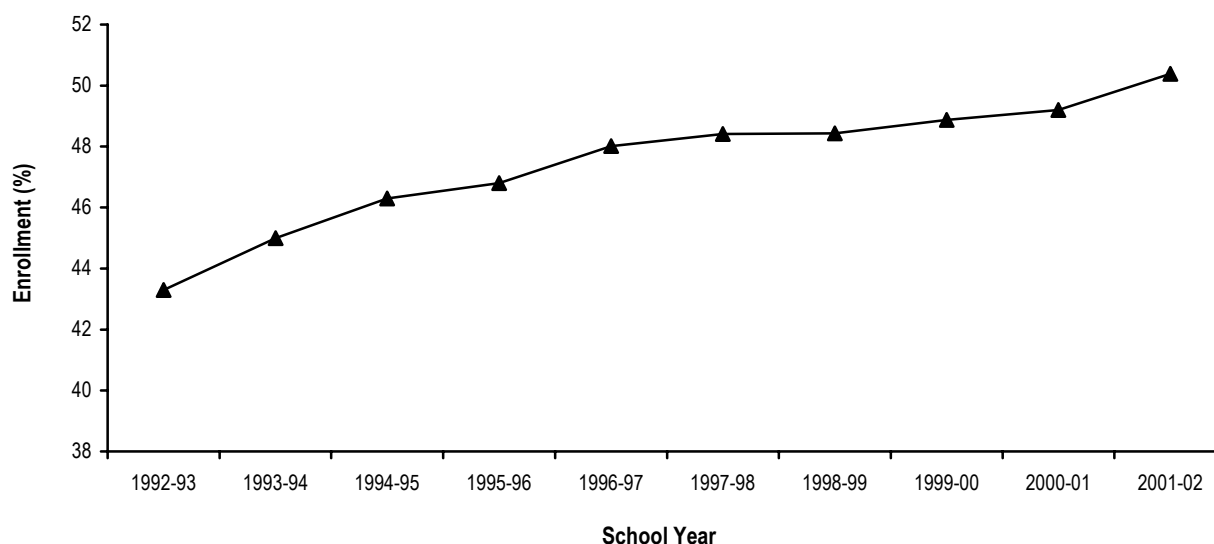


Table 5
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 1992-93 Through 2001-02

Year	Number	Percent	Year	Number	Percent
1992-93	1,499,663	43.3	1998-99	1,915,481	48.4
1993-94	1,623,828	45.0	1999-00	1,956,000	48.9
1994-95	1,700,709	46.3	2000-01	2,003,121	49.2
1995-96	1,754,401	46.8	2001-02	2,096,365	50.4
1996-97	1,842,254	48.0			
1997-98	1,888,160	48.4	Ten-year change	596,702	39.8

Enrollment by Gender

- In 2001-02, 48.7 percent of all students were female, and 51.3 percent of students were male (Table 6).

Table 6
Enrollment by Gender, Texas Public Schools, 1992-93 Through 2001-02

Year	Female		Male	
	Number	Percent	Number	Percent
1992-93	1,719,159	48.5	1,822,612	51.5
1993-94	1,781,927	48.5	1,890,271	51.5
1994-95	1,811,735	48.6	1,918,809	51.4
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
Ten-year change	305,158	17.8	314,039	17.2

Enrollment by Grade

Children in Texas are required to attend school beginning at age six (TEC §25.085, 2001). All children who are five years old on or before September 1 are eligible, but not required, to attend kindergarten. Upon enrollment in kindergarten, with few exceptions, children must attend school until they reach the age of 18.

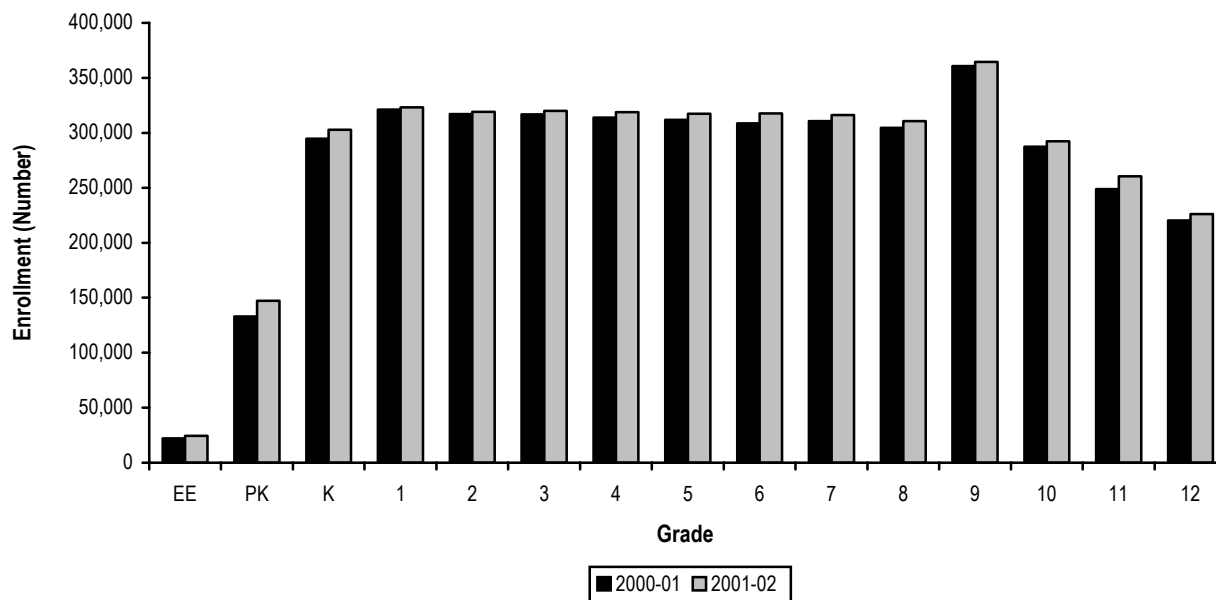
Student learning during the early education and prekindergarten years is linked to future academic accomplishments, particularly for children identified as limited English proficient (LEP), disabled, and/or economically disadvantaged. In early education and prekindergarten programs, children develop 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 (ECI) is a coordinated system of services for children, birth to age 3, 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], 2002a).

Enrollment trends in the elementary grades are affected by a variety of factors, including funding for early childhood and kindergarten programs, migration into the state, and grade-level retention rates in the primary grades. Enrollment trends in the secondary school grades are also affected by grade-level retention rates, early graduation, transfer into General Educational Development (GED) programs, and dropout rates. Decisions on private and home schooling affect all grade levels.

The change in Texas public school student enrollment between school years 2000-01 and 2001-02 was marked by an increase in the number of students in all grades, with total enrollment increasing 2.2 percent. The two earliest grades rose as a percentage of total student population, while Grades 10-12 decreased proportionately. Enrollment in early education and prekindergarten increased by 9.9 and 10.9 percent, respectively, while enrollment in Grades K-12 increased only 1.8 percent.

- During both the 2000-01 and 2001-02 school years, Grade 9 had the highest enrollment (Table 7), due in part to high grade-level retention in Grade 9 compared to other grades (TEA, 2002b). In 2001-02, nearly 365,000 students were enrolled in this grade.
- In 2001-02, across grades K-12, the proportion of a particular grade to the total student population ranged from a low of 5.4 percent (Grade 12) to a high of 8.8 percent (Grade 9). The remaining grades ranged between 6.3 percent (Grade 11) and 7.8 percent (Grade 1) of total enrollment (Figure 4).
- In 2001-02, enrollment in early education accounted for 0.6 percent (24,315 students) of total enrollment, and prekindergarten accounted for 3.5 percent (147,324 students).

Figure 4
Enrollment by Grade, Texas Public Schools, 2000-01 and 2001-02



Note. EE=Early Education. PK=Prekindergarten.

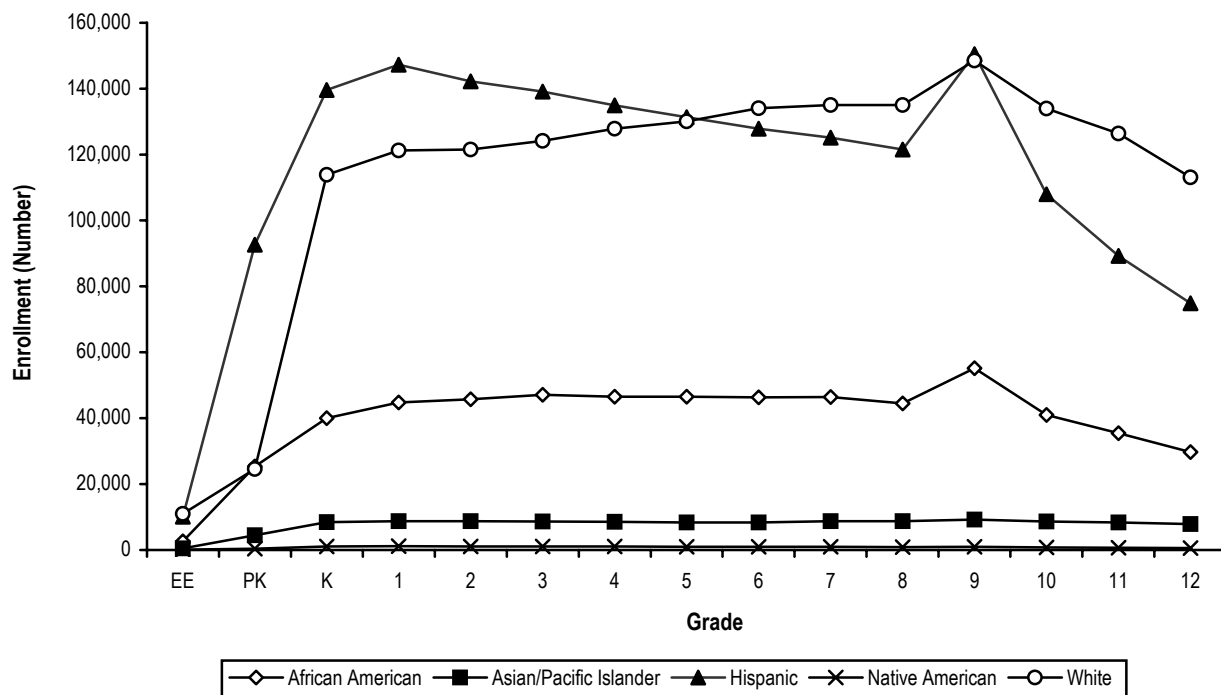
Table 7
Enrollment by Grade, Texas Public Schools, 2000-01 and 2001-02

Grade	2000-01		2001-02		Grade	2000-01		2001-02	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early Education	22,133	0.5	24,315	0.6	6	308,514	7.6	317,586	7.6
Prekindergarten	132,870	3.3	147,324	3.5	7	310,831	7.6	316,267	7.6
Kindergarten	294,591	7.2	302,884	7.3	8	304,538	7.5	310,702	7.5
1	321,045	7.9	323,153	7.8	9	360,857	8.9	364,441	8.8
2	317,134	7.8	319,257	7.7	10	287,472	7.1	292,352	7.0
3	316,749	7.8	320,097	7.7	11	248,692	6.1	260,228	6.3
4	313,913	7.7	318,856	7.7	12	220,324	5.4	226,177	5.4
5	311,770	7.7	317,329	7.6					
					All grades	4,071,433	100.0	4,160,968	100.0

Enrollment by Grade and Ethnicity

- By grade level, the proportion of enrollment accounted for by White students generally decreases from Grade 12 to kindergarten, whereas the proportion accounted for by Hispanic students generally increases (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.
- Asian/Pacific Islander and Native American enrollments were relatively stable across Grades 1-12 in 2001-02. During that school year, however, there were greater variations in enrollment by grade for African American, Hispanic, and White students, in part because of differing retention and dropout rates (Figure 5).
- Consistent with the growth of the Texas Hispanic student population overall and the requirements of targeted early education programs, Hispanic enrollment increased most notably in these programs. Hispanics comprised 36.8 percent of the early education enrollment during the 2000-01 school year, increasing to 41.5 percent during 2001-02. In contrast, both the African American and White proportions of early education enrollment decreased between these two school years, from 12.0 percent to 11.0 percent, and 48.9 percent to 45.1 percent, respectively.
- In Grades 10, 11 and 12, after all student groups peak in enrollment in Grade 9, White and Asian/Pacific Islander students increase as a proportion of the student body and Hispanic and African American students decrease.

Figure 5
Enrollment by Grade and Ethnicity, Texas Public Schools, 2001-02



Note. EE=Early Education. PK=Prekindergarten.

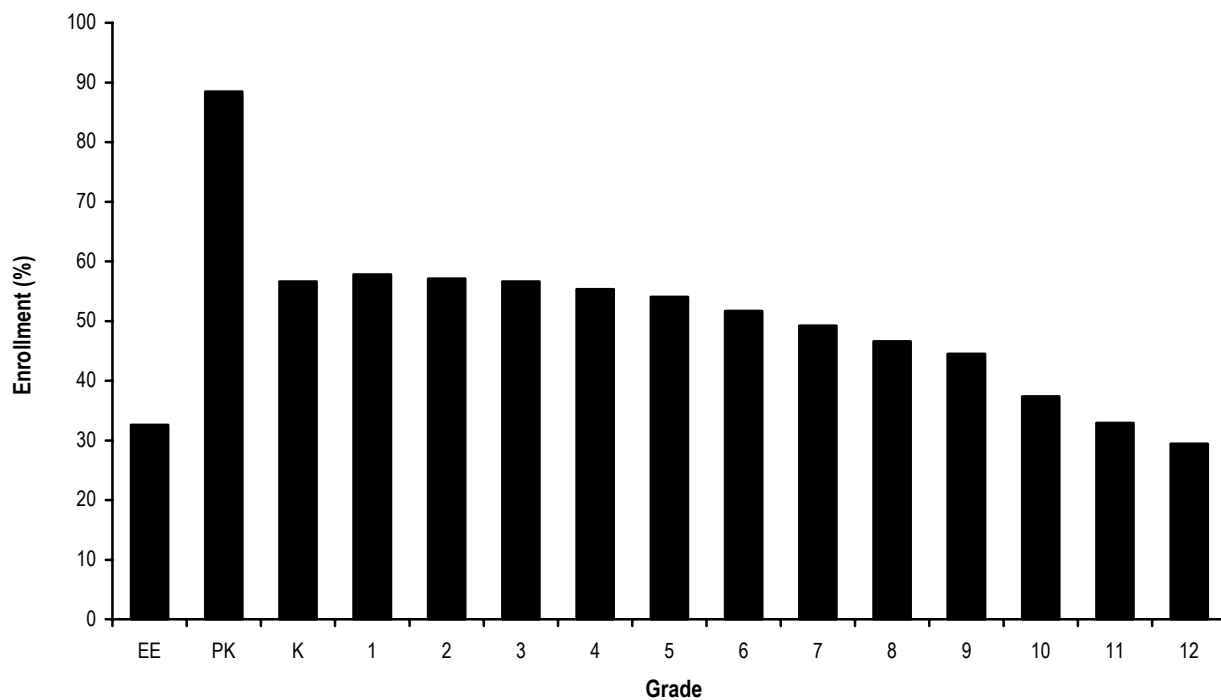
Table 8
Enrollment by Grade and Ethnicity, Texas Public Schools, 2000-01 and 2001-02

Grade	African American		Asian/Pacific Islander		Hispanic		Native American		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2000-01										
Early Education	2,655	12.0	460	2.1	8,136	36.8	61	0.3	10,821	48.9
Prekindergarten	22,299	16.8	3,837	2.9	82,938	62.4	371	0.3	23,425	17.6
Kindergarten	39,723	13.5	7,481	2.5	132,883	45.1	1,130	0.4	113,374	38.5
1	45,920	14.3	8,108	2.5	142,340	44.3	1,045	0.3	123,632	38.5
2	46,722	14.7	8,020	2.5	137,145	43.2	965	0.3	124,282	39.2
3	46,433	14.7	8,030	2.5	133,466	42.1	957	0.3	127,863	40.4
4	46,275	14.7	7,926	2.5	129,001	41.1	940	0.3	129,771	41.3
5	45,271	14.5	7,988	2.6	123,806	39.7	974	0.3	133,731	42.9
6	45,190	14.6	8,204	2.7	120,521	39.1	931	0.3	133,668	43.3
7	45,057	14.5	8,202	2.6	120,693	38.8	902	0.3	135,977	43.7
8	43,831	14.4	7,849	2.6	116,864	38.4	862	0.3	135,132	44.4
9	54,241	15.0	8,825	2.4	145,608	40.4	1,027	0.3	151,156	41.9
10	40,451	14.1	8,310	2.9	102,355	35.6	749	0.3	135,607	47.2
11	33,467	13.5	8,013	3.2	83,373	33.5	623	0.3	123,216	49.5
12	29,177	13.2	7,352	3.3	71,431	32.4	583	0.3	111,781	50.7
All grades	586,712	14.4	108,605	2.7	1,650,560	40.5	12,120	0.3	1,713,436	42.1
2001-02										
Early Education	2,666	11.0	513	2.1	10,101	41.5	67	0.3	10,968	45.1
Prekindergarten	25,298	17.2	4,420	3.0	92,611	62.9	392	0.3	24,603	16.7
Kindergarten	39,971	13.2	8,426	2.8	139,576	46.1	1,069	0.4	113,842	37.6
1	44,716	13.8	8,775	2.7	147,277	45.6	1,158	0.4	121,227	37.5
2	45,716	14.3	8,766	2.7	142,200	44.5	1,059	0.3	121,516	38.1
3	47,124	14.7	8,594	2.7	139,124	43.5	1,033	0.3	124,222	38.8
4	46,518	14.6	8,505	2.7	134,970	42.3	1,029	0.3	127,834	40.1
5	46,518	14.7	8,345	2.6	131,373	41.4	1,001	0.3	130,092	41.0
6	46,305	14.6	8,377	2.6	127,816	40.2	1,019	0.3	134,069	42.2
7	46,393	14.7	8,716	2.8	125,103	39.6	961	0.3	135,094	42.7
8	44,451	14.3	8,709	2.8	121,570	39.1	903	0.3	135,069	43.5
9	55,181	15.1	9,211	2.5	150,509	41.3	1,002	0.3	148,538	40.8
10	40,941	14.0	8,620	2.9	108,008	36.9	791	0.3	133,992	45.8
11	35,442	13.6	8,369	3.2	89,254	34.3	715	0.3	126,448	48.6
12	29,722	13.1	7,876	3.5	74,896	33.1	575	0.3	113,108	50.0
All grades	596,962	14.3	116,222	2.8	1,734,388	41.7	12,774	0.3	1,700,622	40.9

Enrollment by Grade and Economically Disadvantaged Status

- The overall percentage of students designated as economically disadvantaged rose slightly, from 49.2 percent to 50.4 percent, between the 2000-01 and 2001-02 school years (Table 9).
- The trend across grade levels after Grade 1 is a decline in the percentage of economically disadvantaged students. For example, 57.8 percent of students in Grade 1 were economically disadvantaged in 2001-02. Grade 12 had the lowest proportion of students (29.4%) identified as economically disadvantaged (Figure 6).
- The largest percentage of economically disadvantaged students, by far, is found in prekindergarten, a program designed to serve the educational needs of low income children and/or children learning to speak English.

Figure 6
Enrollment by Grade and Economically Disadvantaged Status, Texas Public Schools, 2001-02



Note. EE=Early Education. PK=Prekindergarten.

Table 9
Enrollment by Grade and Economically Disadvantaged Status, Texas Public Schools, 2000-01 and 2001-02

Grade	2000-01		2001-02	
	Number	Percent	Number	Percent
Early Education	7,138	32.3	7,926	32.6
Prekindergarten	117,969	88.8	130,324	88.5
Kindergarten	164,243	55.8	171,438	56.6
1	182,938	57.0	186,749	57.8
2	179,907	56.7	182,308	57.1
3	176,521	55.7	181,168	56.6
4	171,134	54.5	176,441	55.3
5	163,607	52.5	171,519	54.1
6	156,123	50.6	164,238	51.7
7	149,405	48.1	155,692	49.2
8	137,971	45.3	144,755	46.6
9	153,149	42.4	162,206	44.5
10	102,582	35.7	109,324	37.4
11	78,672	31.6	85,668	32.9
12	61,762	28.0	66,609	29.4
All grades	2,003,121	49.2	2,096,365	50.4

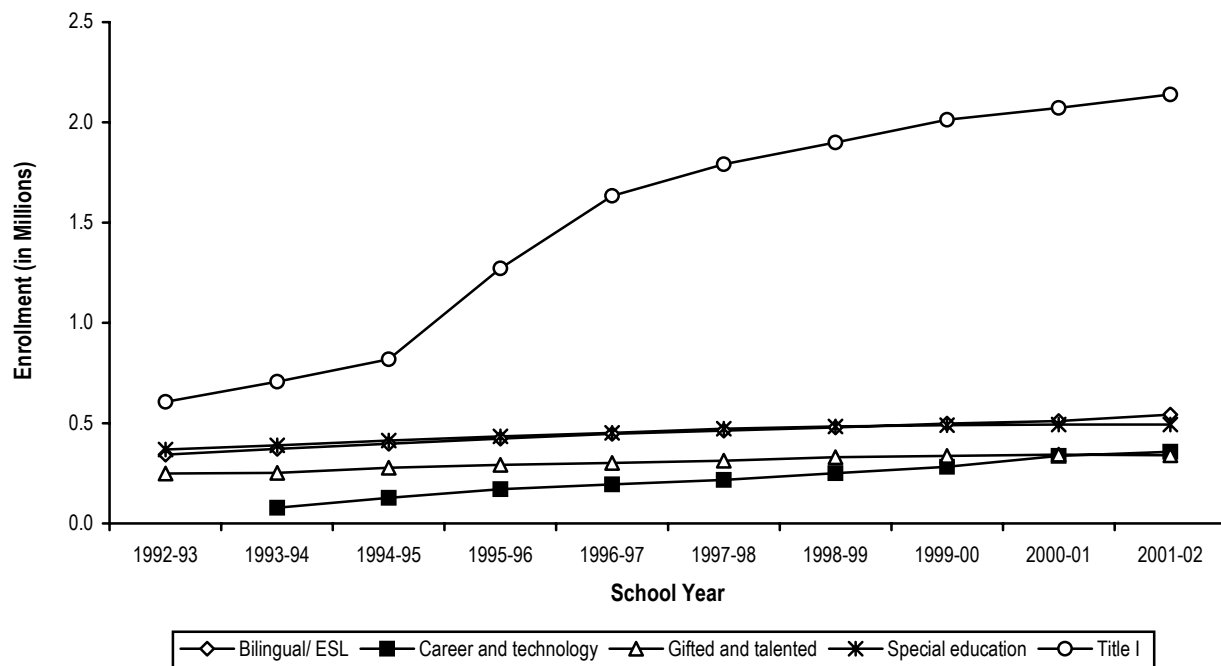
Enrollment for Instructional Programs and Special Populations

Students participate in instructional programs designed to meet their educational needs. For example, students identified as limited English proficient (LEP) do not speak English as their primary language and have a limited ability to read, speak, write, or understand English. Students identified as LEP 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-level accomplishments. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities. Title I programs are intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. Students counted as Title I students may be participating in specific 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 the Texas public schools varied greatly between school years 1992-93 and 2001-02; enrollment in some areas remained stable while others expanded greatly. During this ten-year time period, there were particularly large gains in the proportion of students participating in career and technology programs and the Title I program (Figure 7). By 2001-02, the number of students participating in career and technology courses was 356,960, and Title I served over 50 percent of the Texas public school enrollment (2,139,229 students).

- Between school years 1992-93 and 2001-02, career and technology programs in the public schools experienced particularly large enrollment gains. The number of students taking a sequence of career and technology courses rose 357.7 percent over this ten-year period.
- The number of students participating in Title I programs also increased greatly, rising by 253.1 percent between 1992-93 and 2001-02.
- The percentage of students served in special education programs has remained relatively constant over the past ten years, with a low of 10.4 percent served in 1992-93 and a high of 12.2 percent served in the 1998-99 and 1999-00 school years (Table 10).
- Participation in gifted and talented programs ranged from 7.0 percent to 8.4 percent during this ten-year time period.
- The number of pupils identified as LEP students grew by 50.8 percent between 1992-93 and 2001-02, and the number of students receiving bilingual or ESL instructional services increased 57.9 percent.

Figure 7
Enrollment in Instructional Programs, Texas Public Schools, 1992-93 Through 2001-02



Note. ESL=English as a second language. Career and technology courses enroll Grades 6-12 only. Data for career and technology enrollment are not available for 1992-93. Title I was Chapter 1 prior to 1995-96.

Table 10
Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 1992-93
Through 2001-02

Year	Bilingual/ESL ^a		Career and technology ^b		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
1992-93	343,773	9.7	n/a	n/a	248,769	7.0
1993-94	371,206	10.3	77,995	4.4	251,316	7.0
1994-95	397,557	10.8	127,744	7.0	277,293	7.5
1995-96	422,670	11.3	170,944	9.2	291,311	7.8
1996-97	447,427	11.7	194,562	10.2	301,330	7.9
1997-98	462,479	11.9	217,233	11.1	313,142	8.0
1998-99	479,069	12.1	249,931	12.6	330,120	8.3
1999-00	498,275	12.4	283,003	14.1	336,562	8.4
2000-01	509,968	12.5	336,203	16.5	342,864	8.4
2001-02	542,804	13.0	356,960	17.1	339,342	8.2
Ten-year change	199,031	57.9	278,965	357.7	90,573	36.4

Year	LEP ^c		Special education		Title I ^d	
	Number	Percent	Number	Percent	Number	Percent
1992-93	398,777	11.3	368,881	10.4	605,766	17.1
1993-94	426,059	11.8	389,458	10.8	706,762	19.6
1994-95	455,331	12.4	412,634	11.2	818,003	22.2
1995-96	479,576	12.8	434,101	11.6	1,270,742	33.9
1996-97	514,263	13.4	451,382	11.8	1,634,071	42.6
1997-98	519,921	13.3	472,627	12.1	1,791,278	45.9
1998-99	533,805	13.5	483,637	12.2	1,899,539	48.0
1999-00	555,470	13.9	490,220	12.2	2,012,700	50.3
2000-01	570,603	14.0	492,391	12.1	2,072,872	50.9
2001-02	601,448	14.5	493,771	11.9	2,139,229	51.4
Ten-year change	202,671	50.8	124,890	33.9	1,533,463	253.1

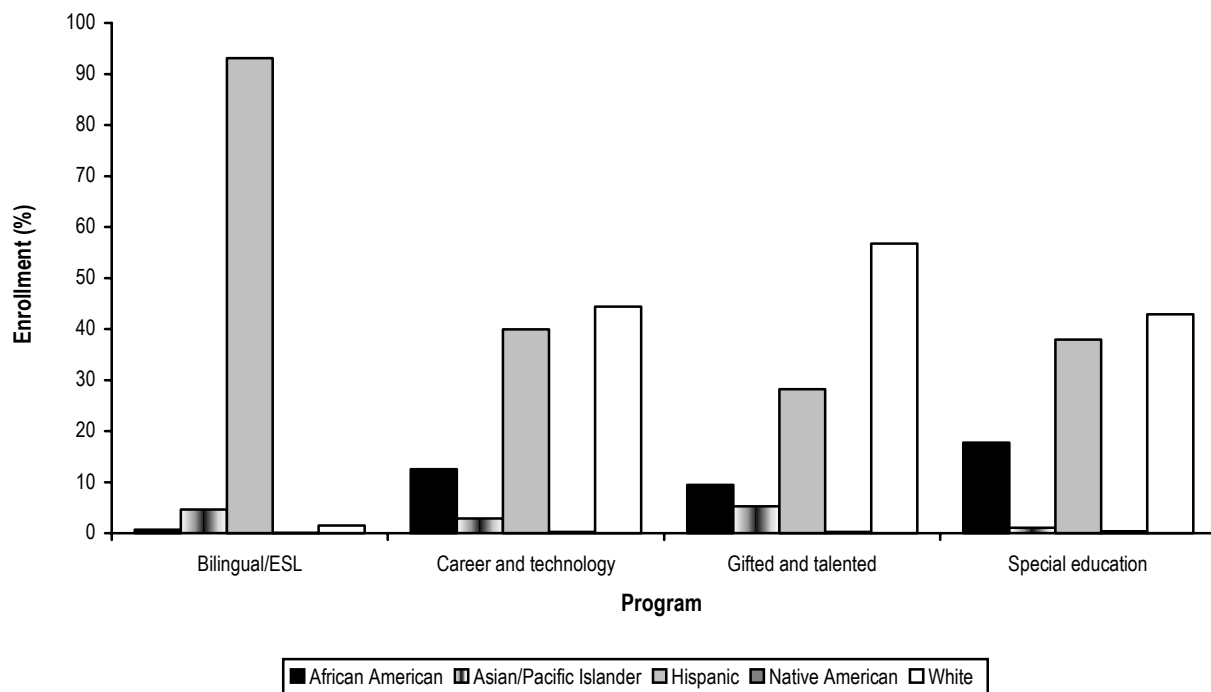
Note. Students may be counted in more than one category.

^aEnglish as a second language. ^bCareer and technology courses enroll Grades 6-12 only. Data are not available for 1992-93; as a result, a nine-year change is computed. ^cLimited English proficient. ^dTitle I was Chapter 1 prior to 1995-96.

Enrollment for Instructional Programs and Special Populations by Ethnicity

- Between school years 2000-01 and 2001-02, there were no significant changes in the distribution of students by ethnicity for instructional programs and special populations (Table 11). Patterns of program participation reveal cases of under- and overrepresentation of ethnic groups in certain areas, however, compared to their percentages of the total student population.
- In 2001-02, in contrast to the percentage of African American students in the total student population (14.3%), African American students represented 17.7 percent of the special education population and 9.5 percent of students enrolled in gifted and talented programs (Figure 8).
- The percentage of Asian-Pacific Islanders in special education programs in 2001-02 (1.0%) was lower than expected and their percentage of the gifted and talented program enrollment (5.3%) was higher than expected, given their proportion of the total student population (2.8%).
- In 2001-02, Hispanic students were 41.7 percent of the total public school population. The percentage of students participating in gifted and talented programs who were Hispanic was 28.2 percent, while Hispanic representation in Title I was 58.8 percent.
- Given their percentage of the total student population (40.9%), the representation of White students in gifted and talented programs (56.7%) was higher than expected and their proportion of Title I program enrollment (24.1%) was lower than expected.

Figure 8
Enrollment in Instructional Programs by Ethnicity, Texas Public Schools, 2001-02



Note. 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,
2000-01 and 2001-02

Group	Bilingual/ESL ^a		Career and technology ^b		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2000-01						
African American	3,228	0.6	42,662	12.7	34,315	10.0
Asian/Pacific Islander	23,606	4.6	9,182	2.7	17,385	5.1
Hispanic	474,907	93.1	126,434	37.6	91,896	26.8
Native American	469	0.1	818	0.2	884	0.3
White	7,758	1.5	157,107	46.7	198,384	57.9
2001-02						
African American	3,678	0.7	44,784	12.5	32,230	9.5
Asian/Pacific Islander	25,316	4.7	10,207	2.9	17,924	5.3
Hispanic	505,251	93.1	142,539	39.9	95,788	28.2
Native American	499	0.1	884	0.2	924	0.3
White	8,060	1.5	158,546	44.4	192,476	56.7
Group	LEP ^c		Special education		Title I	
	Number	Percent	Number	Percent	Number	Percent
2000-01						
African American	3,742	0.7	86,949	17.7	326,930	15.8
Asian/Pacific Islander	26,837	4.7	4,771	1.0	26,003	1.3
Hispanic	530,531	93.0	182,015	37.0	1,197,624	57.8
Native American	541	0.1	1,685	0.3	5,264	0.3
White	8,952	1.6	216,971	44.1	517,051	24.9
2001-02						
African American	4,205	0.7	87,504	17.7	332,227	15.5
Asian/Pacific Islander	28,563	4.7	5,165	1.0	27,223	1.3
Hispanic	558,905	92.9	187,412	38.0	1,258,416	58.8
Native American	578	0.1	1,816	0.4	5,667	0.3
White	9,197	1.5	211,874	42.9	515,696	24.1

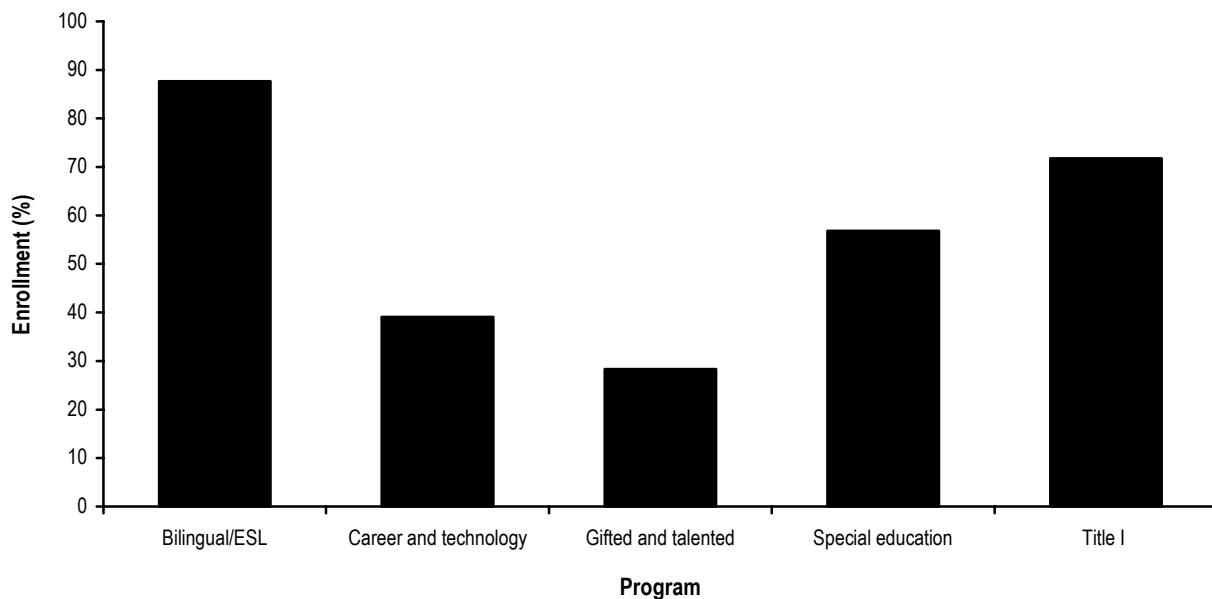
Note. Parts may not add to 100 percent because of rounding.

^aEnglish as a second language. ^bCareer and technology courses enroll Grades 6-12 only. ^cLimited 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 2000-01 and 2001-02 school years (Table 12).
- Economically disadvantaged students made up 50.4 percent of all students in 2001-02 and 56.8 percent of special education students (Figure 9).
- The percentages of students who were economically disadvantaged varied considerably in other instructional programs. Gifted and talented programs had the lowest percentage of economically disadvantaged students (28.3%), followed by career and technology courses (39.1%).
- In bilingual and ESL programs, 87.7 percent of students were economically disadvantaged, which closely matches the percentage of LEP students identified as economically disadvantaged (87.0%).

**Figure 9
Enrollment in Instructional Programs by Economically Disadvantaged Status, Texas Public
Schools, 2001-02**



Note. ESL=English as a second language. Career and technology courses enroll Grades 6-12 only.

Table 12
Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status, Texas Public Schools, 2000-01 and 2001-02

Year	Bilingual/ESL ^a		Career and technology ^b		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2000-01	443,970	87.1	122,333	36.4	93,360	27.2
2001-02	475,853	87.7	139,429	39.1	96,102	28.3

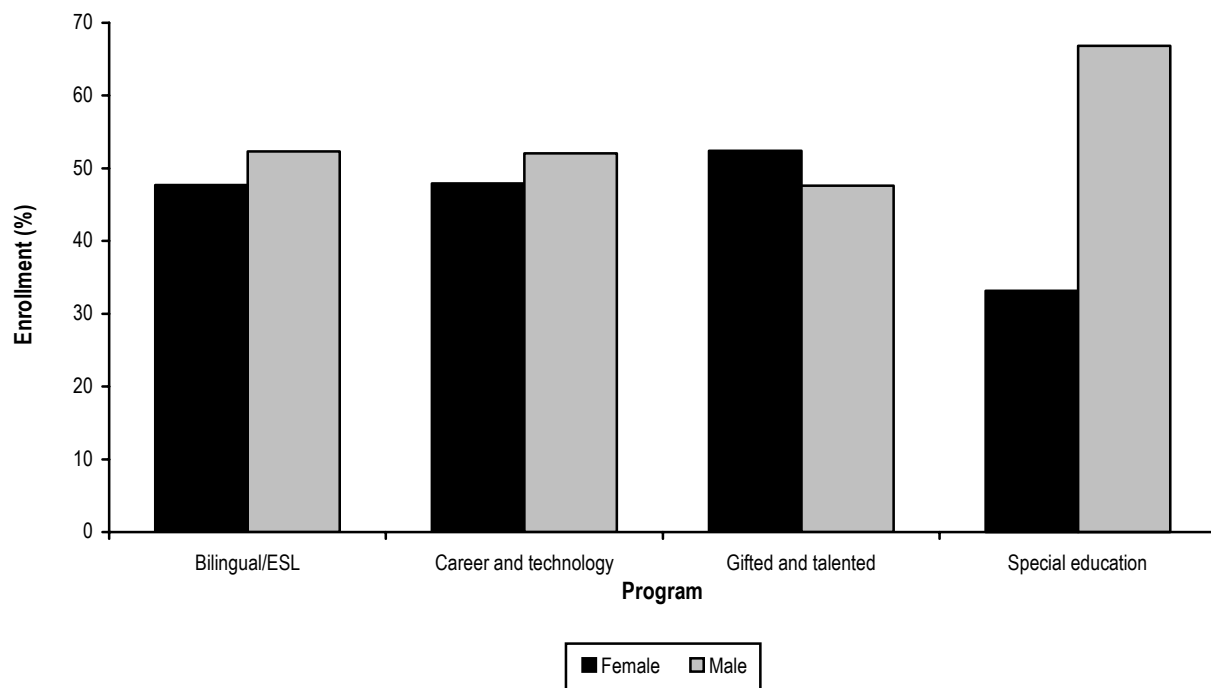
Year	LEP ^c		Special education		Title I	
	Number	Percent	Number	Percent	Number	Percent
2000-01	493,313	86.5	275,235	55.9	1,462,039	70.5
2001-02	523,448	87.0	280,423	56.8	1,535,773	71.8

Note. ^aEnglish as a second language. ^bCareer and technology courses enroll Grades 6-12 only. ^cLimited 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 2000-01 and 2001-02 school years (Table 13).
- Special education programs showed the greatest disparity between female and male participation (Figure 10). In 2001-02, the percentage of females in the special education population (33.2%) was lower than their percentage in the total student population (48.7%). Conversely, the percentage of special education students who were male (66.8%) was higher than the percentage of males in the total population (51.3%).
- Females were somewhat overrepresented in gifted and talented programs (52.4%), while males were underrepresented (47.6%).

Figure 10
Enrollment in Instructional Programs by Gender, Texas Public Schools, 2001-02



Note. 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,
2000-01 and 2001-02

Group	Bilingual/ESL ^a		Career and technology ^b		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2000-01						
Female	243,573	47.8	162,830	48.4	180,293	52.6
Male	266,395	52.2	173,373	51.6	162,571	47.4
2001-02						
Female	258,891	47.7	171,062	47.9	177,783	52.4
Male	283,913	52.3	185,898	52.1	161,559	47.6

Group	LEP ^c		Special education		Title I	
	Number	Percent	Number	Percent	Number	Percent
2000-01						
Female	270,811	47.5	163,498	33.2	1,006,735	48.6
Male	299,792	52.5	328,893	66.8	1,066,137	51.4
2001-02						
Female	284,686	47.3	163,759	33.2	1,038,149	48.5
Male	316,762	52.7	330,012	66.8	1,101,080	51.5

^aEnglish as a second language. ^bCareer and technology courses enroll Grades 6-12 only. ^cLimited English proficient.

Enrollment by District Type

There are nine types of school districts in Texas: 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. At the other extreme, more than 400 districts serve students in rural areas.

As with the overall Texas population within the last ten years, there have been changes in student population in certain geographic areas of the state. There has been 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 53.7 percent enrollment growth in the other central city district category, that is, school districts in large Texas cities other than the six metropolitan areas. This increase was three times the 17.5 percent increase in total public school enrollment in the state (Figure 11).

- Between 1992-93 and 2001-02, three district types experienced particularly high gains in student population. Enrollment in other central city districts increased 53.7 percent, major suburban district enrollment grew 30.2 percent, and the student population in other central city suburban districts increased 22.6 percent (Table 14). Districts in rural areas and independent towns reported the highest losses over the decade, declining in enrollment by 22.2 percent and 9.3 percent, respectively.
- Texas school districts with high population concentrations and high growth rates (major urban, major suburban, other central city, and other central city suburban) accounted for 75.5 percent of total student enrollment in school year 2001-02, increasing from 70.7 percent in 1992-93 (Figure 11). Most charters, serving 1.1 percent of Texas public school students, are in urban areas. This growth contrasts with the enrollment decrease experienced by districts with low population concentrations (independent town, non-metropolitan: fast growing, non-metropolitan: stable, and rural). Districts with low population densities accounted for 29.2 percent of total enrollment in 1992-93 and decreased in enrollment by nearly six percentage points to 23.3 percent in 2001-02.
- Public school students being served in rural areas decreased from 4.9 percent to 3.2 percent over the decade. Districts in rural areas account for one-third (34%) of Texas public school districts.

Figure 11
Ten-Year Change in Enrollment by District Type, Texas Public Schools, 1992-93 to 2001-02

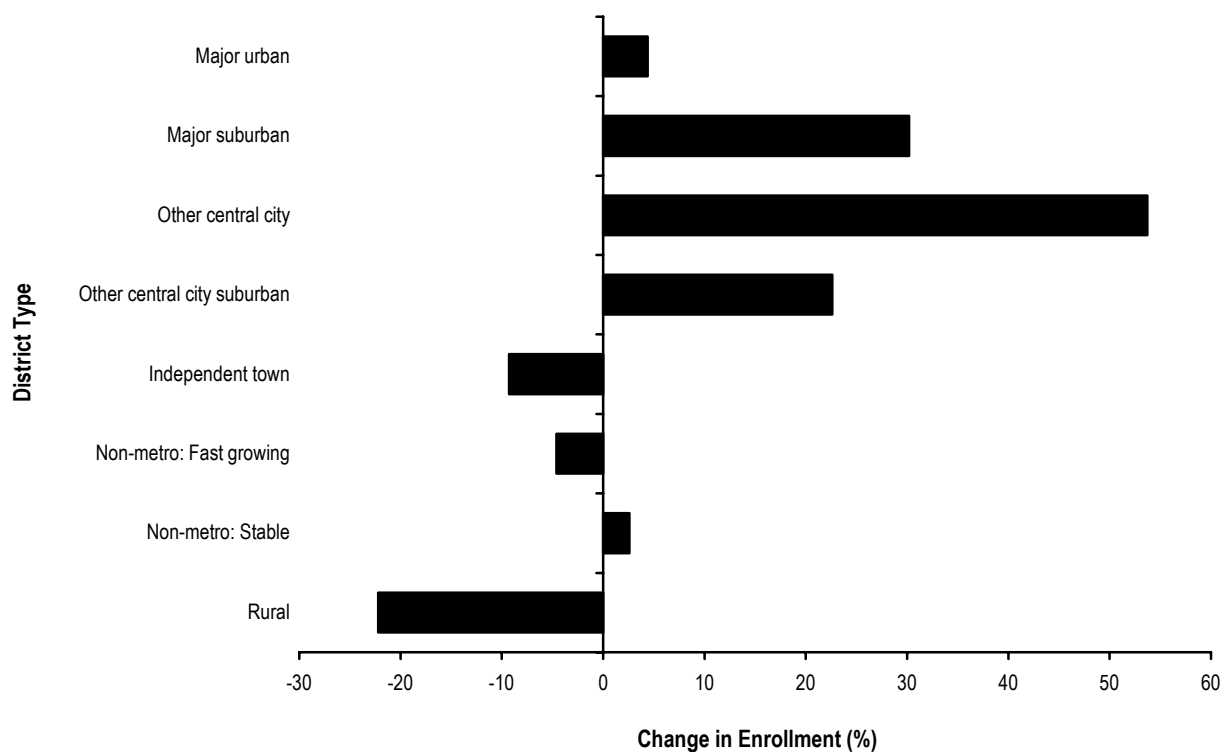


Table 14
Enrollment by District Type, Texas Public Schools, 1992-93 Through 2001-02

Year	Major urban		Major suburban		Other central city		Other central city suburban		Independent town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992-93	791,325	22.3	941,980	26.6	456,340	12.9	315,926	8.9	359,378	10.1
1993-94	781,559	21.3	1,033,599	28.1	468,383	12.8	329,234	9.0	367,186	10.0
1994-95	782,440	21.0	1,059,584	28.4	493,002	13.2	339,154	9.1	366,273	9.8
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	1,226,204	29.5	701,503	16.9	387,362	9.3	326,013	7.8
Ten-year change	35,152	4.4	284,224	30.2	245,163	53.7	71,436	22.6	-33,365	-9.3

Year	Non-metro: Fast growing		Non-metro: Stable		Rural		Charter		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992-93	68,497	1.9	434,522	12.3	173,803	4.9	n/a ^a	n/a	3,541,771	100.0
1993-94	66,789	1.8	449,200	12.2	176,248	4.8	n/a	n/a	3,672,198	100.0
1994-95	98,113	2.6	423,730	11.4	168,248	4.5	n/a	n/a	3,730,544	100.0
1995-96	115,541	3.0	399,345	10.5	164,622	4.3	n/a	n/a	3,799,032	100.0
1996-97	126,824	3.3	387,328	10.1	157,729	4.1	2,426	0.1	3,837,096	100.0
1997-98	115,275	3.0	378,994	9.7	166,583	4.3	3,861	0.1	3,900,488	100.0
1998-99	95,981	2.4	405,663	10.3	157,756	4.0	12,240	0.3	3,954,434	100.0
1999-00	97,128	2.4	425,451	10.6	134,567	3.4	25,708	0.6	4,002,227	100.0
2000-01	74,707	1.8	443,480	10.9	138,067	3.4	38,044	0.9	4,071,433	100.0
2001-02	65,369	1.6	445,810	10.7	135,180	3.2	47,050	1.1	4,160,968	100.0
Ten-year change	-3,128	-4.6	11,288	2.6	-38,623	-22.2	n/a	n/a	619,197	17.5

^aData are not available. Charter schools started in the 1996-97 school year. As a result, a ten-year change is not computed for charter schools.

Enrollment by District Type and Ethnicity

- Within major urban districts, the largest student population decreases between the 1992-93 and 2001-02 school years occurred among African American (9.5%) and White students (17.0%) (Figure 12).
- Over the decade, major suburban districts reported considerable increases in the numbers of African American (74.4%) and Hispanic (86.2%) students.
- Districts serving students in central city districts, other than those in the large metropolitan areas, experienced large increases in the number of Hispanic students (79.7%) (Table 15).
- Rural districts experienced large reductions across all ethnic groups, with the percentages of African American and White students decreasing the most over the ten years (24.3% and 27.9%, respectively).

Figure 12
Ten-Year Change in Enrollment by District Type and Ethnicity, Texas Public Schools, 1992-93 to 2001-02

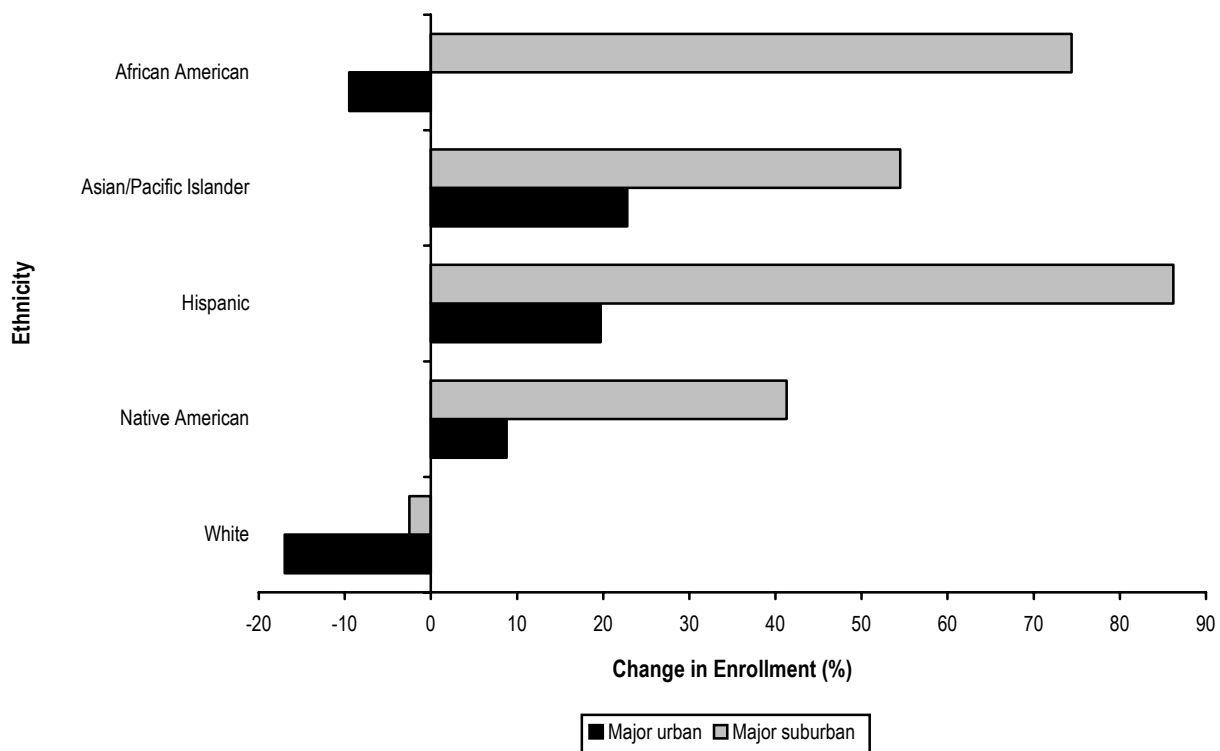


Table 15
Enrollment by District Type and Ethnicity, Texas Public Schools, 1992-93 and 2001-02

Year	Major urban		Major suburban		Other central city		Other central city suburban		Independent town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
1992-93	204,195	25.8	104,095	11.1	64,319	14.1	27,122	8.6	44,194	12.3
2001-02	184,725	22.4	181,526	14.8	83,598	11.9	31,673	8.2	40,909	12.5
Ten-year change	-19,470	-9.5	77,431	74.4	19,279	30.0	4,551	16.8	-3,285	-7.4
Asian/Pacific Islander										
1992-93	15,364	1.9	45,303	4.8	6,960	1.5	3,396	1.1	2,477	0.7
2001-02	18,870	2.3	69,972	5.7	15,125	2.2	5,482	1.4	2,213	0.7
Ten-year change	3,506	22.8	24,669	54.5	8,165	117.3	2,086	61.4	-264	-10.7
Hispanic										
1992-93	403,181	51.0	226,516	24.0	192,242	42.1	132,940	42.1	104,433	29.1
2001-02	482,532	58.4	421,841	34.4	345,507	49.3	161,160	41.6	104,935	32.2
Ten-year change	79,351	19.7	195,325	86.2	153,265	79.7	28,220	21.2	502	0.5
Native American										
1992-93	1,831	0.2	2,726	0.3	808	0.2	599	0.2	887	0.2
2001-02	1,992	0.2	3,851	0.3	1,956	0.3	1,439	0.4	978	0.3
Ten-year change	161	8.8	1,125	41.3	1,148	142.1	840	140.2	91	10.3
White										
1992-93	166,754	21.1	563,340	59.8	192,011	42.1	151,869	48.1	207,387	57.7
2001-02	138,358	16.7	549,014	44.8	255,317	36.4	187,608	48.4	176,978	54.3
Ten-year change	-28,396	-17.0	-14,326	-2.5	63,306	33.0	35,739	23.5	-30,409	-14.7

^aData not available. Charter schools started in the 1996-97 school year.

continues

Table 15 (continued)
Enrollment by District Type and Ethnicity, Texas Public Schools, 1992-93 and 2001-02

Year	Non-metro: Fast growing		Non-metro: Stable		Rural		Charter	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American								
1992-93	2,239	3.3	47,953	11.0	11,593	6.7	n/a ^a	n/a
2001-02	2,198	3.4	44,873	10.1	8,777	6.5	18,683	39.7
Ten-year change	-41	-1.8	-3,080	-6.4	-2,816	-24.3	n/a	n/a
Asian/Pacific Islander								
1992-93	724	1.1	2,155	0.5	321	0.2	n/a	n/a
2001-02	1,060	1.6	2,552	0.6	315	0.2	633	1.3
Ten-year change	336	46.4	397	18.4	-6	-1.9	n/a	n/a
Hispanic								
1992-93	23,438	34.2	122,887	28.3	37,330	21.5	n/a	n/a
2001-02	13,344	20.4	150,866	33.8	36,212	26.8	17,991	38.2
Ten-year change	-10,094	-43.1	27,979	22.8	-1,118	-3.0	n/a	n/a
Native American								
1992-93	172	0.3	935	0.2	530	0.3	n/a	n/a
2001-02	430	0.7	1,508	0.3	503	0.4	117	0.2
Ten-year change	258	150.0	573	61.3	-27	-5.1	n/a	n/a
White								
1992-93	41,924	61.2	260,592	60.0	124,029	71.4	n/a	n/a
2001-02	48,337	73.9	246,011	55.2	89,373	66.1	9,626	20.5
Ten-year change	6,413	15.3	-14,581	-5.6	-34,656	-27.9	n/a	n/a

^aData not available. Charter schools started in the 1996-97 school year.

Enrollment by District Type and Economically Disadvantaged Status

- The number of economically disadvantaged students in major urban districts increased from 57.5 percent of the total student population in 1992-93 to 67.9 percent in 2001-02 (Table 16).
- Major suburban districts reported the greatest gain in number and percentage of economically disadvantaged students, increasing from 28.0 percent of total student enrollment during 1992-93 to 37.5 percent in 2001-02 (Figure 13). This increase of 74.3 percent was nearly equaled by the 70.3 percent increase experienced by other central city districts.
- Non-metropolitan: fast growing districts reported the largest overall percent decline (22.7%) in economically disadvantaged students during the ten-year period. The percentage of low-income students in these districts fell from 40.5 percent of total enrollment in 1992-93 to 32.8 percent in 2001-02.
- Rural districts are the only other district type to experience an overall percent decline in economically disadvantaged students (10.6%) during this time period. While the number of economically disadvantaged students in rural districts decreased, the total student population in these districts also decreased. As a result, the actual percentage of economically disadvantaged students increased from 44.0 percent of total enrollment in 1992-93 to 50.5 percent in 2001-02.

Figure 13
Ten-Year Change in Enrollment by District Type and Economically Disadvantaged Status, Texas Public Schools, 1992-93 to 2001-02

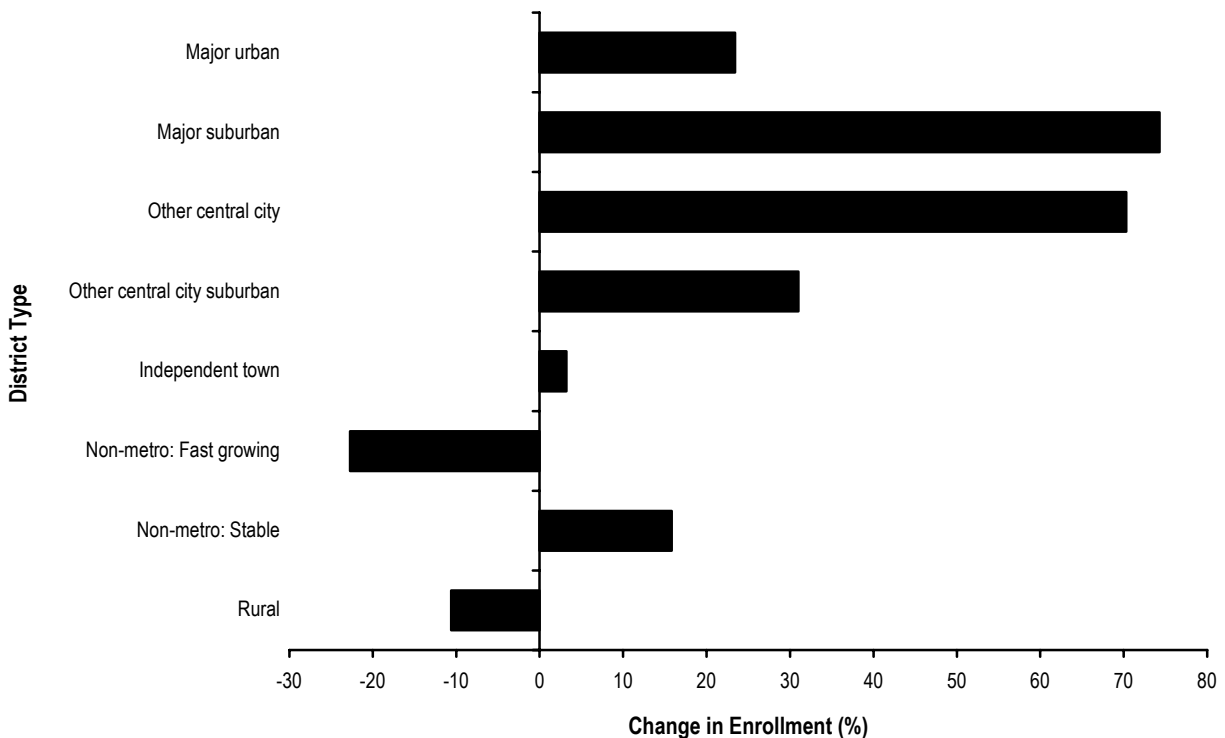


Table 16
Enrollment by District Type and Economically Disadvantaged Status, Texas Public Schools,
1992-93 Through 2001-02

Year	Major urban		Major suburban		Other central city		Other central city suburban		Independent town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992-93	455,039	57.5	263,741	28.0	227,987	50.0	144,632	45.8	153,344	42.7
1993-94	460,855	60.8	302,125	29.7	237,826	51.3	154,091	47.6	157,542	43.5
1994-95	472,500	61.8	334,947	32.1	258,141	52.7	161,758	48.3	159,103	43.9
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	459,713	37.5	388,288	55.4	189,504	48.9	158,316	48.6
Ten-year change	106,430	23.4	195,972	74.3	160,301	70.3	44,872	31.0	4,972	3.2

Year	Non-metro: Fast growing		Non-metro: Stable		Rural		Charter	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992-93	27,722	40.5	192,011	44.2	76,443	44.0	n/a ^a	n/a
1993-94	26,835	40.8	204,543	46.0	80,011	45.9	n/a	n/a
1994-95	36,086	37.3	199,640	47.5	78,534	47.1	n/a	n/a
1995-96	42,438	37.2	190,399	48.1	77,242	47.3	n/a	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	21,424	32.8	222,255	49.9	68,306	50.5	27,090	57.6
Ten-year change	-6,298	-22.7	30,244	15.8	-8,137	-10.6	n/a	n/a

^aData not available. Charter schools started in the 1996-97 school year.

Enrollment by Education Service Center

Regional Education Service Centers (ESCs) are non-regulatory, public institutions created and authorized by the Texas Legislature, and their association with school districts is 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 TEA and districts to improve student achievement, help districts become more cost effective and efficient, and assist in the implementation of new laws and regulations passed by the State Board and Legislature.

Eleven ESC regions have experienced gains in student enrollment since school year 1992-93, while the other nine have seen declines (Figure 14). Four of the six regions experiencing increases of 20 percent or more each include a major urban district (Austin, Dallas, Fort Worth, Houston). The fifth high-growth region is ESC Region 6 (Huntsville), which incorporates some of the rapidly increasing districts north of Houston. Region 1 (Edinburg), which includes a number of immigrant communities along the southern border with Mexico, is the sixth high-growth region.

- During the 1992-93 school year, ESC Region 4 (Houston) served the largest student population: 21.1 percent of the total state public school enrollment. In 2001-02, Region 4 continued to represent the largest proportion of total state enrollment (21.7%) (Table 17).
- In 1992-93, Region 9 (Wichita Falls) served the smallest population: 1.2 percent of the total state public school enrollment. Region 9 remained the smallest in 2001-02, with 1.0 percent of total state enrollment.
- Region 13 (Austin) experienced the greatest gain between 1992-93 and 2001-02, increasing in student population by 36.0 percent. Region 18 (Midland) had the greatest loss, decreasing by 7.8 percent during this time period.

Figure 14
Ten-Year Change in Enrollment by Education Service Center, Texas Public Schools, 1992-93 to 2001-02

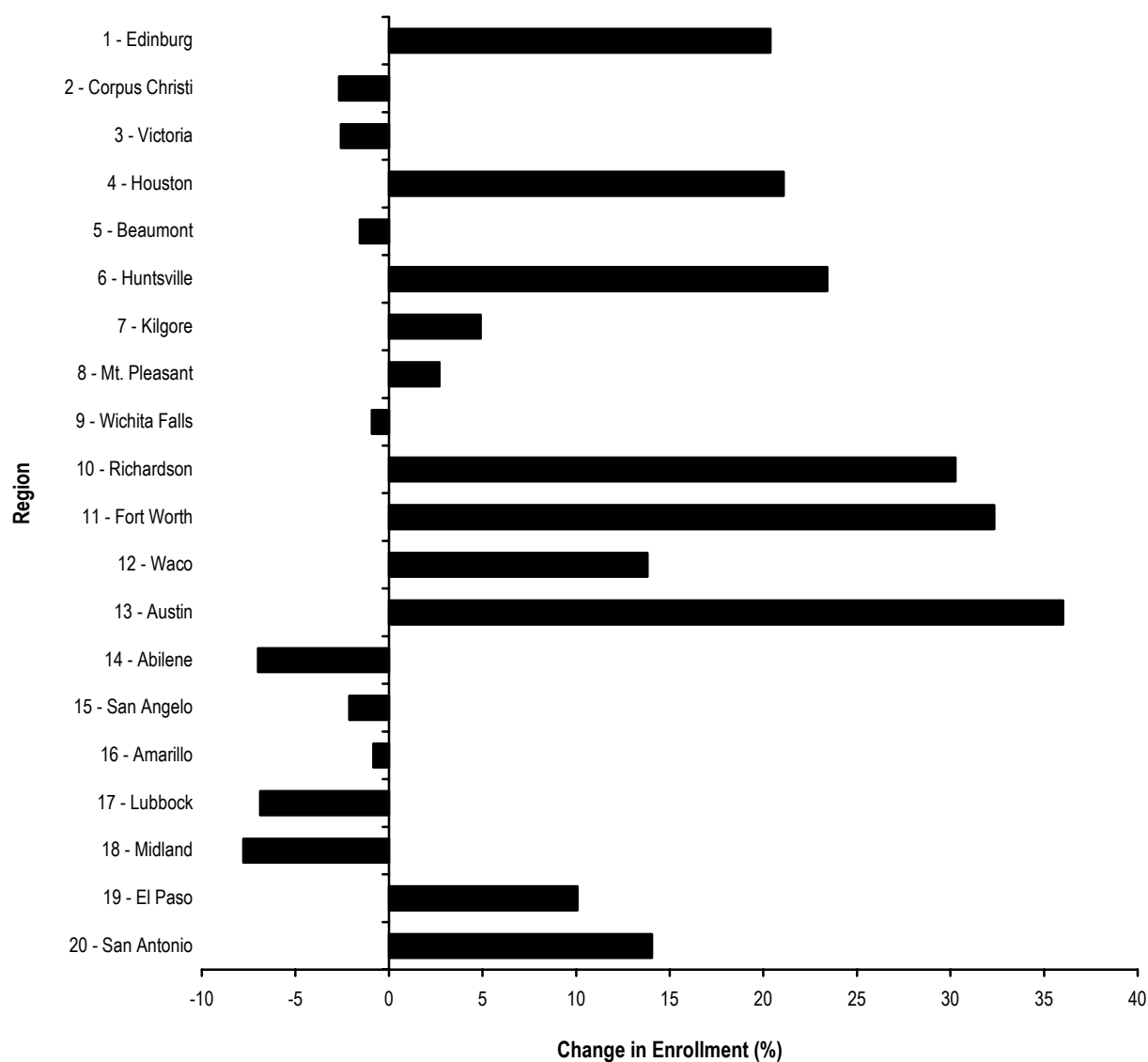


Table 17
Enrollment by Education Service Center, Texas Public Schools, 1992-93 Through 2001-02

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992-93	262,419	7.4	110,806	3.1	56,771	1.6	746,013	21.1	87,125	2.5
1993-94	274,890	7.5	113,834	3.1	57,259	1.6	768,028	20.9	88,742	2.4
1994-95	278,577	7.5	114,577	3.1	57,628	1.5	783,163	21.0	89,336	2.4
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
Ten-year change	53,491	20.4	-2,942	-2.7	-1,461	-2.6	157,244	21.1	-1,356	-1.6

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992-93	112,705	3.2	151,258	4.3	53,817	1.5	41,209	1.2	475,770	13.4
1993-94	116,798	3.2	154,279	4.2	54,808	1.5	41,882	1.1	501,229	13.6
1994-95	119,767	3.2	155,844	4.2	55,073	1.5	42,870	1.1	510,096	13.7
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
Ten-year change	26,388	23.4	7,412	4.9	1,457	2.7	-373	-0.9	144,017	30.3

continues

Table 17 (continued)

Enrollment by Education Service Center, Texas Public Schools, 1992-93 Through 2001-02

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992-93	326,274	9.2	119,927	3.4	206,587	5.8	49,956	1.4	51,016	1.4
1993-94	345,101	9.4	125,429	3.4	216,465	5.9	50,598	1.4	52,954	1.4
1994-95	353,670	9.5	129,290	3.5	225,074	6.0	51,220	1.4	52,759	1.4
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
Ten-year change	105,526	32.3	16,571	13.8	74,424	36.0	-3,492	-7.0	-1,081	-2.1

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992-93	78,849	2.2	84,852	2.4	83,751	2.4	146,087	4.1	296,579	8.4
1993-94	79,971	2.2	85,293	2.3	84,776	2.3	157,290	4.3	302,572	8.2
1994-95	80,808	2.2	84,960	2.3	84,899	2.3	154,349	4.1	306,584	8.2
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
Ten-year change	-658	-0.8	-5,846	-6.9	-6,525	-7.8	14,710	10.1	41,691	14.1

Enrollment by Education Service Center and Ethnicity

- Comparing all ESC regions from 1992-93 to 2001-02, African American enrollment increased most in Region 11 (Fort Worth) and Region 1 (Edinburg), by 41.4 percent and 35.9 percent respectively (Figure 15).
- Hispanic enrollment rose in all 20 ESC regions during the period (Table 18). The number of Hispanic students more than doubled in Regions 8 (Mt. Pleasant), 10 (Richardson), and 11 (Fort Worth).
- White student enrollment increased in only five of the twenty ESC regions during the decade (Regions 6, 10, 11, 12, and 13). Region 13 (Austin) experienced the greatest gain in White enrollment (22.3%), and Region 19 (El Paso) had the greatest decline (32.1%).

Figure 15
Ten-Year Change in Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1992-93 to 2001-02

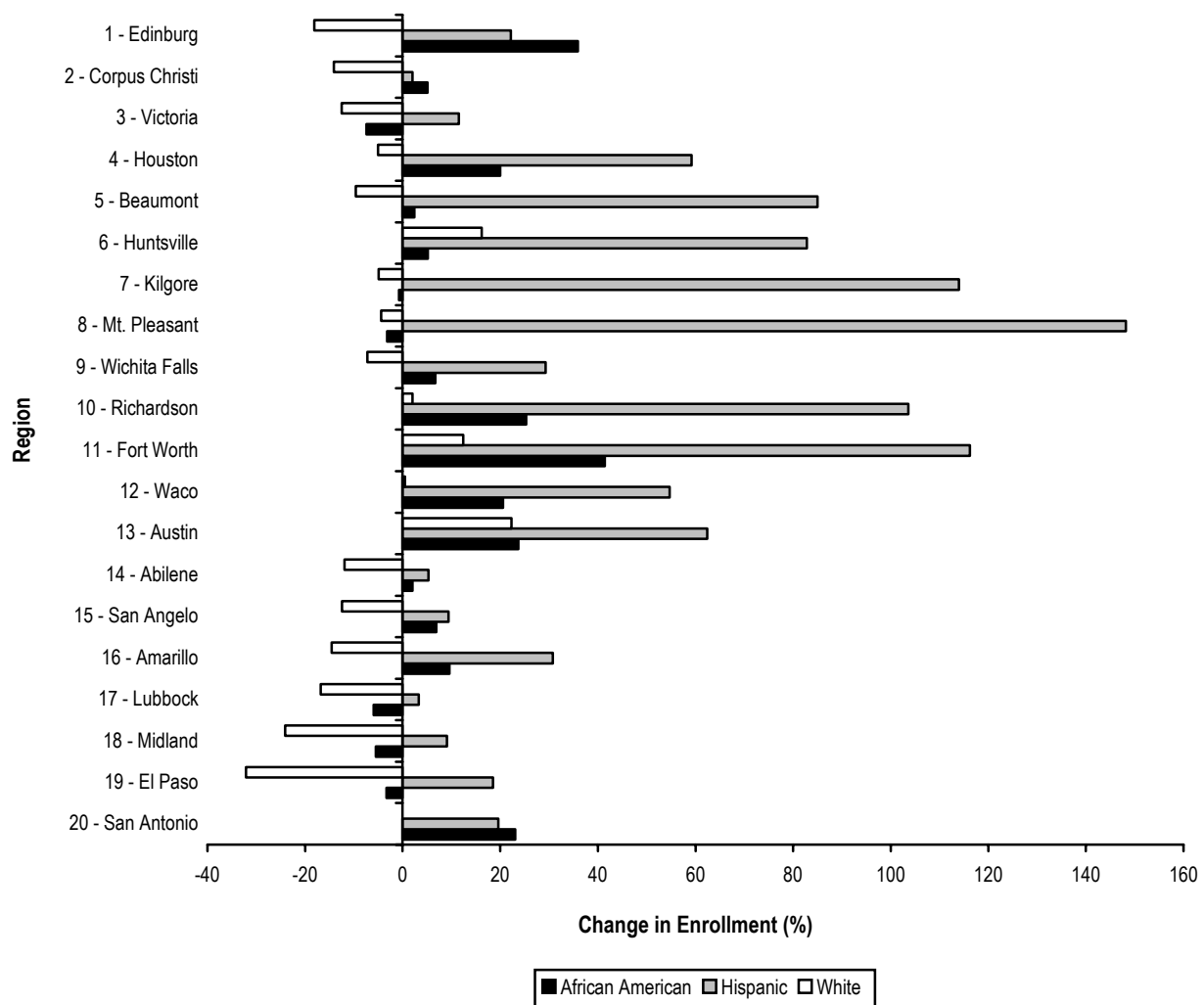


Table 18
Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1992-93 and 2001-02

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
1992-93	423	0.2	3,887	3.5	6,558	11.6	163,060	21.9	26,146	30.0
2001-02	575	0.2	4,084	3.8	6,071	11.0	195,627	21.7	26,770	31.2
Ten-year change	152	35.9	197	5.1	-487	-7.4	32,567	20.0	624	2.4
Asian/Pacific Islander										
1992-93	502	0.2	950	0.9	644	1.1	34,339	4.6	1,942	2.2
2001-02	1,144	0.4	1,092	1.0	668	1.2	47,194	5.2	2,072	2.4
Ten-year change	642	127.9	142	14.9	24	3.7	12,855	37.4	130	6.7
Hispanic										
1992-93	247,785	94.4	70,721	63.8	21,487	37.8	216,257	29.0	3,583	4.1
2001-02	302,915	95.9	72,162	66.9	23,951	43.3	344,289	38.1	6,630	7.7
Ten-year change	55,130	22.2	1,441	2.0	2,464	11.5	128,032	59.2	3,047	85.0
Native American										
1992-93	79	0.0	218	0.2	28	0.0	1,017	0.1	142	0.2
2001-02	117	0.0	449	0.4	76	0.1	1,439	0.2	274	0.3
Ten-year change	38	48.1	231	106.0	48	171.4	422	41.5	132	93.0
White										
1992-93	13,630	5.2	35,030	31.6	28,054	49.4	331,340	44.4	55,312	63.5
2001-02	11,159	3.5	30,077	27.9	24,544	44.4	314,708	34.8	50,023	58.3
Ten-year change	-2,471	-18.1	-4,953	-14.1	-3,510	-12.5	-16,632	-5.0	-5,289	-9.6

continues

Table 18 (continued)

Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1992-93 and 2001-02

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										
1992-93	18,676	16.6	34,498	22.8	13,228	24.6	3,418	8.3	103,533	21.8
2001-02	19,639	14.1	34,240	21.6	12,810	23.2	3,648	8.9	129,754	20.9
Ten-year change	963	5.2	-258	-0.7	-418	-3.2	230	6.7	26,221	25.3
Asian/Pacific Islander										
1992-93	984	0.9	558	0.4	162	0.3	506	1.2	15,530	3.3
2001-02	1,868	1.3	968	0.6	217	0.4	568	1.4	27,199	4.4
Ten-year change	884	89.8	410	73.5	55	34.0	62	12.3	11,669	75.1
Hispanic										
1992-93	13,923	12.4	10,845	7.2	2,257	4.2	5,137	12.5	96,659	20.3
2001-02	25,449	18.3	23,204	14.6	5,601	10.1	6,642	16.3	196,839	31.8
Ten-year change	11,526	82.8	12,359	114.0	3,344	148.2	1,505	29.3	100,180	103.6
Native American										
1992-93	232	0.2	293	0.2	225	0.4	155	0.4	2,266	0.5
2001-02	468	0.3	394	0.2	355	0.6	300	0.7	3,023	0.5
Ten-year change	236	101.7	101	34.5	130	57.8	145	93.5	757	33.4
White										
1992-93	78,890	70.0	105,064	69.5	37,945	70.5	31,993	77.6	257,782	54.2
2001-02	91,669	65.9	99,864	62.9	36,291	65.7	29,678	72.7	262,972	42.4
Ten-year change	12,779	16.2	-5,200	-4.9	-1,654	-4.4	-2,315	-7.2	5,190	2.0

continues

Table 18 (continued)

Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1992-93 and 2001-02

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										
1992-93	40,230	12.3	26,220	21.9	21,812	10.6	2,965	5.9	1,722	3.4
2001-02	56,905	13.2	31,630	23.2	26,978	9.6	3,024	6.5	1,840	3.7
Ten-year change	16,675	41.4	5,410	20.6	5,166	23.7	59	2.0	118	6.9
Asian/Pacific Islander										
1992-93	8,957	2.7	1,869	1.6	3,336	1.6	352	0.7	277	0.5
2001-02	15,594	3.6	2,225	1.6	7,530	2.7	333	0.7	276	0.6
Ten-year change	6,637	74.1	356	19.0	4,194	125.7	-19	-5.4	-1	-0.4
Hispanic										
1992-93	45,643	14.0	18,634	15.5	60,792	29.4	11,808	23.6	22,256	43.6
2001-02	98,699	22.9	28,818	21.1	98,716	35.1	12,433	26.8	24,350	48.8
Ten-year change	53,056	116.2	10,184	54.7	37,924	62.4	625	5.3	2,094	9.4
Native American										
1992-93	1,448	0.4	359	0.3	500	0.2	157	0.3	60	0.1
2001-02	2,031	0.5	642	0.5	870	0.3	143	0.3	73	0.1
Ten-year change	583	40.3	283	78.8	370	74.0	-14	-8.9	13	21.7
White										
1992-93	229,996	70.5	72,845	60.7	120,147	58.2	34,674	69.4	26,701	52.3
2001-02	258,571	59.9	73,183	53.6	146,917	52.3	30,531	65.7	23,396	46.9
Ten-year change	28,575	12.4	338	0.5	26,770	22.3	-4,143	-11.9	-3,305	-12.4

continues

Table 18 (continued)

Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1992-93 and 2001-02

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										
1992-93	4,038	5.1	6,920	8.2	4,522	5.4	4,606	3.2	19,248	6.5
2001-02	4,426	5.7	6,511	8.2	4,272	5.5	4,456	2.8	23,702	7.0
Ten-year change	388	9.6	-409	-5.9	-250	-5.5	-150	-3.3	4,454	23.1
Asian/Pacific Islander										
1992-93	1,072	1.4	431	0.5	490	0.6	950	0.7	2,849	1.0
2001-02	1,026	1.3	502	0.6	502	0.7	1,164	0.7	4,080	1.2
Ten-year change	-46	-4.3	71	16.5	12	2.4	214	22.5	1,231	43.2
Hispanic										
1992-93	21,290	27.0	37,094	43.7	37,844	45.2	117,297	80.3	181,655	61.3
2001-02	27,840	35.6	38,305	48.5	41,279	53.5	139,048	86.5	217,218	64.2
Ten-year change	6,550	30.8	1,211	3.3	3,435	9.1	21,751	18.5	35,563	19.6
Native American										
1992-93	284	0.4	152	0.2	213	0.3	276	0.2	384	0.1
2001-02	297	0.4	206	0.3	291	0.4	537	0.3	789	0.2
Ten-year change	13	4.6	54	35.5	78	36.6	261	94.6	405	105.5
White										
1992-93	52,165	66.2	40,255	47.4	40,682	48.6	22,958	15.7	92,443	31.2
2001-02	44,602	57.0	33,482	42.4	30,882	40.0	15,592	9.7	92,481	27.3
Ten-year change	-7,563	-14.5	-6,773	-16.8	-9,800	-24.1	-7,366	-32.1	38	0.0

Enrollment by Education Service Center and Economically Disadvantaged Status

- During the 1992-93 school year, four ESC regions (Regions 1, 2, 19, 20) served student populations of over 50 percent economically disadvantaged. Region 1 (Edinburg) had the highest percentage of economically disadvantaged students (75.2%) and Region 11 (Fort Worth) had the lowest (28.7%) (Table 19).
- By 2001-02, eight regions had economically disadvantaged populations of over 50 percent. In that school year, Region 1 again had the highest percentage (84.2%), and Region 11 again had the lowest (33.4%).
- Although all 20 regions showed increases in the number of economically disadvantaged students during the ten-year period, Region 17 (Lubbock) had the smallest increase (1.0%) (Figure 16). Region 4 (Houston) had the largest increase in economically disadvantaged students (65.7%), followed closely by Regions 11 (Fort Worth) and 10 (Richardson), which experienced increases of 54.4 percent and 50.2 percent, respectively.

**Figure 16
Ten-Year Change in Enrollment by Education Service Center and Economically Disadvantaged Status, Texas Public Schools, 1992-93 to 2001-02**

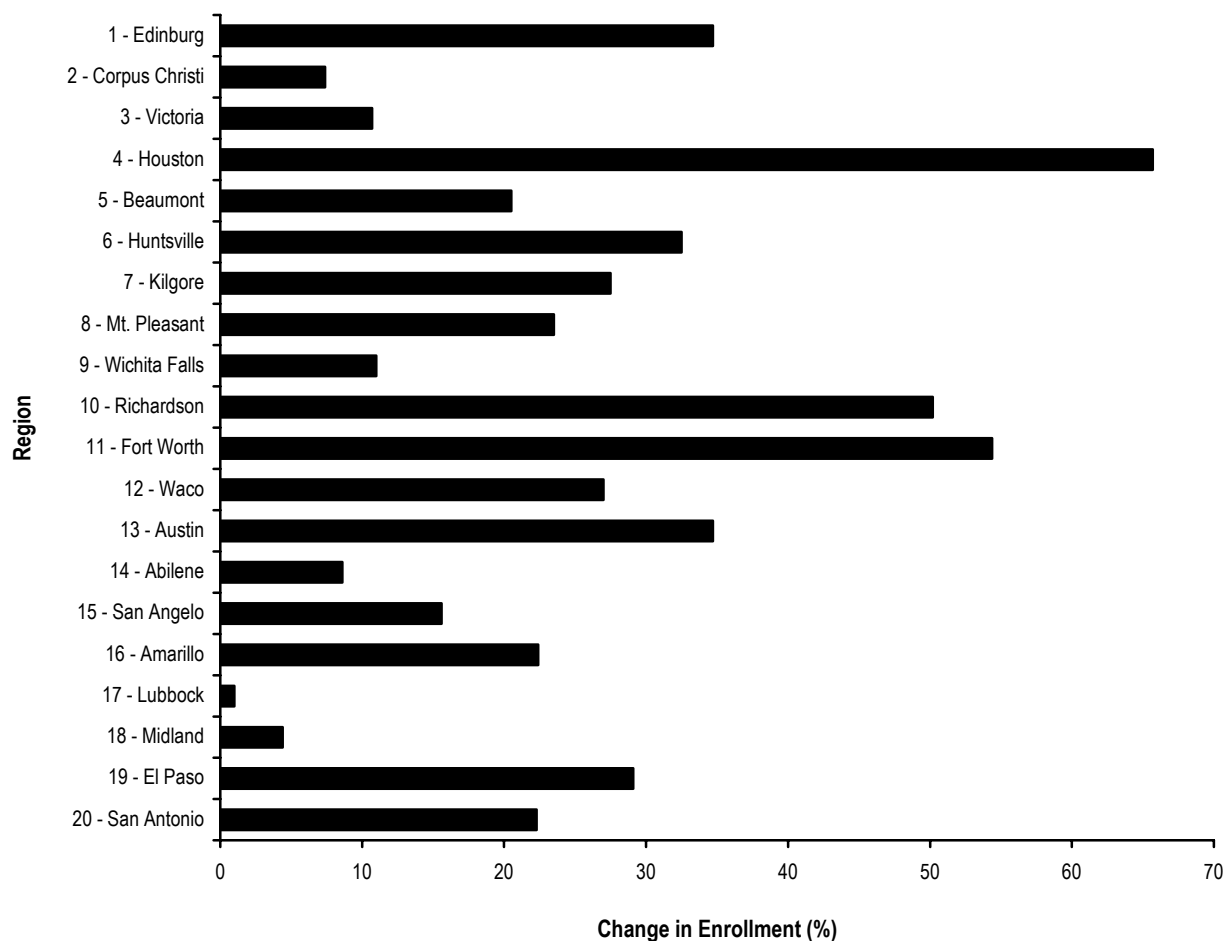


Table 19

Enrollment by Education Service Center and Economically Disadvantaged Status, Texas Public Schools, 1992-93 and 2001-02

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992-93	197,362	75.2	58,046	52.4	25,668	45.2	265,400	35.6	33,653	38.6
2001-02	265,945	84.2	62,349	57.8	28,424	51.4	439,761	48.7	40,551	47.3
Ten-year change	68,583	34.7	4,303	7.4	2,756	10.7	174,361	65.7	6,898	20.5

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992-93	42,725	37.9	59,398	39.3	22,140	41.1	15,844	38.4	181,540	38.2
2001-02	56,621	40.7	75,725	47.7	27,341	49.5	17,593	43.1	272,595	44.0
Ten-year change	13,896	32.5	16,327	27.5	5,201	23.5	1,749	11.0	91,055	50.2

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992-93	93,501	28.7	51,966	43.3	76,890	37.2	20,674	41.4	23,975	47.0
2001-02	144,349	33.4	65,974	48.3	103,596	36.9	22,461	48.3	27,717	55.5
Ten-year change	50,848	54.4	14,008	27.0	26,706	34.7	1,787	8.6	3,742	15.6

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1992-93	31,022	39.3	42,164	49.7	38,982	46.5	91,704	62.8	168,265	56.7
2001-02	37,970	48.6	42,597	53.9	40,691	52.7	118,376	73.6	205,729	60.8
Ten-year change	6,948	22.4	433	1.0	1,709	4.4	26,672	29.1	37,464	22.3

National Enrollment Trends

From 1988 to 2000, the statewide population of Texas increased from 16,667,022 to 20,851,820 (U.S. Bureau of the Census, 1995a, 2002). During the same time period, the school age population in Texas increased from 3,429,000 to 4,163,000 (U.S. Bureau of the Census, 1995b). An estimated 47,159,681 students were enrolled in public schools in the U.S. and its territories in the fall of 2000 (National Center for Education Statistics [NCES], 2002a). National enrollment increased 17.9 percent between 1987-88 and 2000-01, while Texas enrollment increased 24.6 percent. During this time period, the U.S. public school system added 7,151,468 students, and Texas public schools added 769,910 students (NCES, 2002a).

In fall of 1999, the U.S. public school population was 17.2 percent African American, 4.0 percent Asian/Pacific Islander, 15.6 percent Hispanic, 1.2 percent Native American, and 62.1 percent White (NCES, 2002a). By comparison, Texas public school enrollment was 14.4 percent African American, 2.6 percent Asian/Pacific Islander, 39.6 percent Hispanic, 0.3 percent Native American, and 43.1 percent White (NCES, 2002a). Among ethnic groups, enrollment increases between 1992-93 and 1999-00 in both the Texas public schools and nationally were highest for Hispanic students and lowest for White students. In both 1992-93 and 1999-00, Texas had a much higher percentage of Hispanic students and a lower percentage of White students than the nation as a whole (NCES, 1994; NCES, 2002a).

The National School Lunch and Child Nutrition Program, which provides free- and reduced-price lunches to students from low-income families, is used as an indicator of student socioeconomic status. During the federal fiscal year (FFY) 1993, an estimated 37.4 percent of students nationally were eligible to participate in this program. By FFY 2001, this figure had risen to 40.8 percent (U. S. Department of Agriculture [USDA], 2002). In Texas, where 47.0 percent of students were eligible for the program in FFY 1993, the figure had risen to 49.4 percent in FFY 2001 (USDA, 2002).

A higher percentage of public school students participated in special education programs across the United States (12.2%) in 1993-94 than in Texas (11.4%) (NCES, 1997). In the 1999-00 school year, these percentages increased slightly in both cases, although the national figure remained higher: nationally, 13.2 percent of students participated in special education programs in 1999-00, while 12.4 percent of percent of Texas students did so (NCES, 2002a).

Students identified as limited English proficient (LEP) are eligible to participate in bilingual or English as a second language (ESL) programs. In 1994-95, the percentage of public school students across the country who were identified as LEP was lower than in Texas. In that year, 7.0 percent of students nationally were identified as LEP, while 12.6 percent of Texas students were identified as such (Macías & Kelly, 1996). Although students identified as LEP increased both nationally (to 8.3%) and in Texas (to 14.0%) between the 1994-95 and 2000-01 school years, the percentage of LEP students in Texas remained higher (Kindler, 2002).

In states with a public gifted and talented program in the 1989-90 school year, the percentage of students identified as eligible to participate ranged from a low of 1.0 percent to a high of 11.6 percent (NCES, 1994). In Texas, the percentage of students identified as gifted and talented that year was 6.2 percent of total enrollment (NCES, 1994). During the 1998-99 school year, the range of students identified as gifted and talented nationally had shifted to a low of 0.2 percent and a high of 22.9 percent (Council of State Directors of Programs for the Gifted [CSDPG], 1999). In Texas, 8.0 percent of students were identified as gifted and talented in 1998-99 (CSDPG, 1999).

Appendix A. District Type Definitions

Districts are grouped by size into nine subcategories based on their number of students in membership. This is the total number of students in membership in the district on a day in late October of each year. It does not include students who are served by the district but are not in membership in the serving district. Districts are classified on a scale ranging from major urban to rural. Factors such as size, growth rates, student economic status, and proximity to urban areas are used to determine the appropriate group. The charter school districts are in a separate subcategory. The groups are:

Major Urban. The largest school districts in the state that serve the six metropolitan areas of Houston, Dallas, San Antonio, Fort Worth, Austin, and El Paso. A district is designated major urban if it is the largest in counties with populations of 650,000 or over, and there is greater than 35% low-income students in the school district. Or, if not the largest district in the county, the number of students in membership is 75% of the largest district and there are more than 35% low-income students in the district.

Major Suburban. Other school districts in and around the major urban areas. A district is major suburban if it is contiguous to a major urban district and the number of students in membership is at least 3% of the major urban district or an enrollment of at least 4,500. If a district is not contiguous to a major urban area, then it must be within the same county and have an enrollment of 15% of the major urban district or an enrollment of at least 4,500 in order to be classified as major suburban.

Other Central City. The major school districts in other large Texas cities. If the district is not contiguous to one of the major urban districts but the county population is between 100,000 and 650,000 and it is the largest district in the county or its population is 75% of the largest district then the district is designated as other central city.

Other Central City Suburban. Other school districts in and around the other large, but not major, Texas cities. If the district is in a county between 100,000 and 650,000 population and the number of students in membership is at least 15% of the largest district in the county then it is designated central city suburban. If a district is contiguous to a central city district, its population is greater than 3% of that district's, and the number of students in membership is greater than the corresponding median figure for the state, it is also central city suburban.

Independent Town. If the district is the largest in a county having a population of 25,000 to 100,000, or the number of students in membership is greater than 75% of the largest district, the district is considered an independent town.

Non-Metro: Fast Growing. The school districts that fail to be in any of the above subcategories and that exhibit a five-year growth rate of at least 20 percent. These districts must have at least 300 students in membership.

Non-Metro: Stable. The school districts that fail to be in any of the above subcategories, yet the number of students in membership exceed the state median of 706.5.

Rural. The school districts that fail all of the above tests for placement into a subcategory. These districts either have a growth rate less than 20 percent and the number of students in membership is between 300 and the state median of 706.5, or the number of students in membership is less than 300.

Charter Schools. The open-enrollment schools granted a charter by the State Board of Education for operation. Open-enrollment charter schools operate in a facility of a commercial or nonprofit entity or a school district.

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

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

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

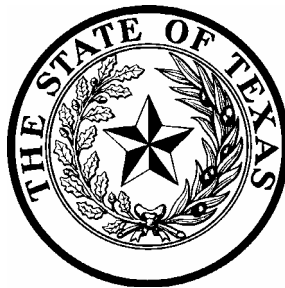
In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

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

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

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

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