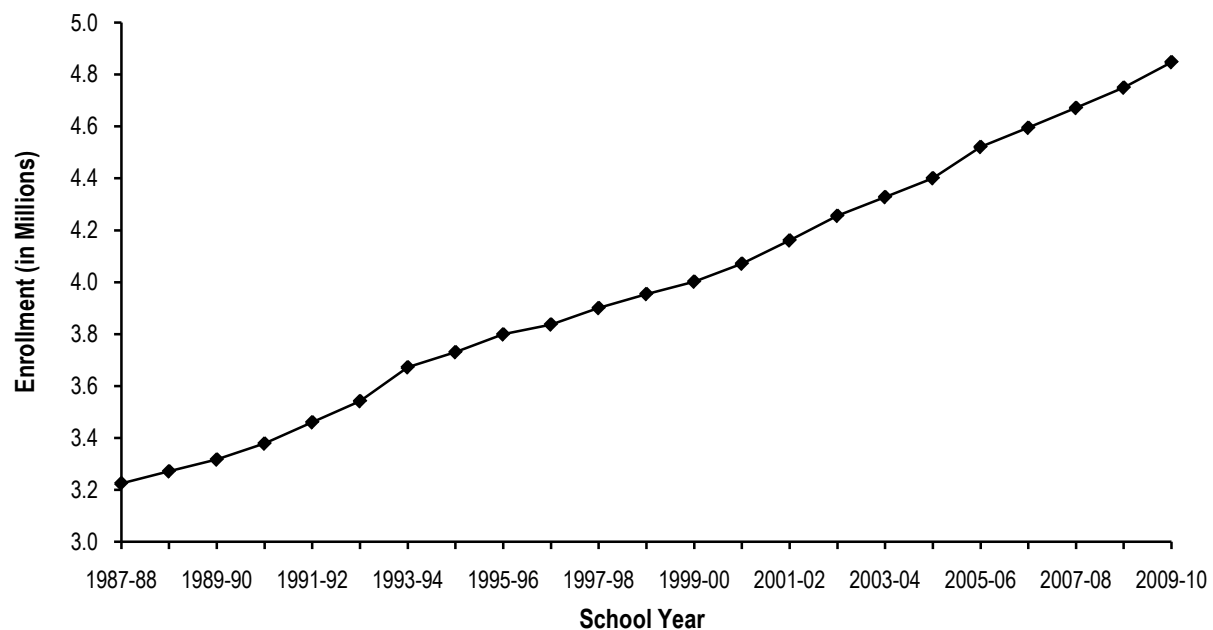


# Enrollment in Texas Public Schools 2009-10

Statewide Enrollment, Texas Public Schools, 1987-88 Through 2009-10



Division of Accountability Research  
Department of Assessment, Accountability, and Data Quality  
Texas Education Agency  
September 2010



# **Enrollment in Texas Public Schools 2009-10**

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**Abstract.** This report provides information on enrollment in the Texas public school system from the 1999-00 through 2009-10 school years, based on data collected through the Texas Public Education Information Management System. Enrollment data are provided by grade, ethnicity, gender, and economically disadvantaged status, and for special populations and instructional programs. Data also are reported by education service center region.

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

**Cover.** Statewide Enrollment, Texas Public Schools, 1987-88 Through 2009-10. See pages 4-5 for detail.

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# Overview

This report provides enrollment data for students attending Texas public schools in the 2009-10 school year and updates 10-year trends in state enrollment. Enrollment data are provided by the following student characteristics: ethnicity, economic status, gender, and grade level. Data are also provided by student participation in the following special instructional programs: bilingual or English as a second language (ESL) programs, career and technical education programs, gifted and talented programs, special education programs, and Title I programs. Additional data are provided for the following special populations: immigrant students, migrant students, and students identified as limited English proficient (LEP).

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



# Highlights

- Texas public school enrollment during the 1999-00 school year was 4,002,227 students. By 2009-10, enrollment had risen to 4,847,844 students. Over the 10-year time period, total enrollment increased by 845,617 students, or by 21.1 percent.
- Between 1987-88 and 2009-10, the average year-to-year percent change in statewide enrollment was approximately 1.9 percent.
- Between the 1999-00 and 2009-10 school years, enrollment increased for all ethnic groups except Whites. Enrollment of White students declined by 6.5 percent.
- Hispanics had the largest numerical increase in enrollment, growing by 771,504 students (or 48.8%) over the decade. In 2009-10, Hispanic students accounted for the largest percentage of total enrollment (48.6%), followed by White students (33.3%). The first school year in which the number of Hispanic students surpassed the number of White students was 2001-02.
- During the 1999-00 school year, there were 1,956,000 economically disadvantaged students, representing 48.9 percent of all students. By 2009-10, the number of economically disadvantaged students had risen to 2,853,177, or 58.9 percent of all students. The 45.9 percent increase in economically disadvantaged students was more than double the 21.1 percent increase in the public school population as a whole.
- The number of economically disadvantaged students within each ethnic group increased between the 1999-00 and 2009-10 school years.
- During both the 2008-09 and 2009-10 school years, Grade 9 had the highest enrollment, in part because of high grade-level retention in Grade 9 compared to other grades. In 2009-10, a total of 392,040 students were enrolled in Grade 9.
- The number of students participating in career and technical education programs rose by 57.0 percent between 1999-00 and 2009-10. The number of students receiving bilingual or English as a second language instructional services increased by 56.5 percent over the same period, and the number of students identified as limited English proficient (LEP) grew by 47.1 percent.
- In 1999-00, Education Service Center Region 4 (Houston) served the largest student population, accounting for 21.5 percent of total state public school enrollment. In 2009-10, Region 4 continued to have the largest proportion of total enrollment (22.2%).
- From 1997-98 to 2007-08, enrollment in U.S. public schools grew by 6.9 percent, according to national figures. At the same time, Texas public school enrollment grew by 20.1 percent—an increase of more than three-quarters of a million students (National Center for Education Statistics [NCES], 2010a).
- Between fall 1997 and fall 2007, White enrollment decreased from 63.5 percent to 55.8 percent of all students in U.S. public schools and from 45.0 percent to 34.8 percent of all students in Texas public schools. By contrast, Hispanic enrollment increased from 14.4 percent to 21.1 percent of all students in U.S. public schools and from 37.9 percent to 47.2 percent of all students in Texas public schools (NCES, 2010b).

- From 1997-98 to 2007-08, participation in special education programs increased from 12.8 percent to 13.4 percent in the United States, but decreased from 12.3 percent to 10.1 percent in Texas (NCES 2000, 2010d). Between 1995-96 and 2005-06, the percentage of public school students identified as LEP increased from 6.8 percent to 10.3 percent in the United States and from 12.0 percent to 14.2 percent in Texas (National Clearinghouse for English Language Acquisition and Language Instruction Education Programs, 2008d, n.d.).

# Enrollment in Texas

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

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

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

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

Since 1994, accountability ratings for Texas public schools and districts have been based on legislatively mandated indicators that draw from enrollment data collected by TEA. Texas law provides that "Performance on the student achievement indicators adopted ... must be based on information that is disaggregated by race, ethnicity, and socioeconomic status ..." (Texas Education Code [TEC] §39.053, 2009). 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 §39.305, 2009). 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 §39.332, 2009).

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

In 2009-10, a broad range of information was collected through PEIMS on more than 1,200 school districts and open-enrollment charters; more than 8,600 schools; more than 333,000 teachers; and more than 4.8 million students. Texas public school students are served in markedly diverse school settings. Districts that year ranged in size from less than one square mile to nearly five thousand square miles. Twenty students attended school in the Doss Consolidated Common School district in 2009-10. In

contrast, more than 200,000 students received instruction at 298 school sites in the Houston Independent School District.

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

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

Because rates for smaller groups tend to be less stable over time, comparisons of rates across ethnic groups can be misleading when one group is small compared to other groups. The Native American student population in Texas is small in number, compared to other ethnic groups. As a result, references in this report to "all ethnic groups" do not include Native American students; instead, they are limited to African American, Asian/Pacific Islander, Hispanic, and White students.

**Table 1**  
**Enrollment by Ethnicity, Economic Status, English Proficiency, Gender, Grade, Instructional Program, and Education Service Center, Texas Public Schools, 2008-09 and 2009-10**

Group	Enrollment		Group	Enrollment	
	2008-09	2009-10		2008-09	2009-10
All students	4,749,571	4,847,844	<b>Instructional program or special population<sup>a</sup></b>		
<b>Ethnicity</b>			Bilingual or English as a second language	757,824	779,771
African American	671,871	679,351	Career and technical	429,712	444,402
Asian/Pacific Islander	169,774	180,008	Gifted and talented	355,847	367,924
Hispanic	2,275,098	2,354,042	Immigrant	86,864	80,432
Native American	16,713	18,984	Migrant	37,251	37,871
White	1,616,115	1,615,459	Special education	454,517	445,327
<b>Economic status</b>			Title I	2,908,465	3,126,319
Economically disadvantaged	2,686,259	2,853,177	<b>Education service center</b>		
<b>English proficiency</b>			Region 1 - Edinburg	390,701	399,837
Limited English proficient	800,554	817,074	Region 2 - Corpus Christi	104,457	104,284
<b>Gender</b>			Region 3 - Victoria	52,743	52,598
Female	2,311,378	2,358,516	Region 4 - Houston	1,050,722	1,076,115
Male	2,438,193	2,489,328	Region 5 - Beaumont	80,269	80,625
<b>Grade</b>			Region 6 - Huntsville	164,218	168,725
Early education	24,198	24,301	Region 7 - Kilgore	165,199	166,948
Prekindergarten	200,529	214,694	Region 8 - Mt. Pleasant	56,604	56,966
Kindergarten	362,308	369,425	Region 9 - Wichita Falls	38,728	38,813
Grade 1	379,263	383,561	Region 10 - Richardson	723,432	737,043
Grade 2	371,555	374,536	Region 11 - Fort Worth	521,135	531,304
Grade 3	368,296	373,633	Region 12 - Waco	149,721	152,497
Grade 4	355,563	368,147	Region 13 - Austin	355,700	367,273
Grade 5	352,371	361,389	Region 14 - Abilene	48,223	50,103
Grade 6	345,673	352,516	Region 15 - San Angelo	47,592	47,846
Grade 7	342,981	351,376	Region 16 - Amarillo	81,365	83,157
Grade 8	343,471	346,451	Region 17 - Lubbock	79,530	80,257
Grade 9	387,951	392,040	Region 18 - Midland	76,998	76,925
Grade 10	332,101	334,823	Region 19 - El Paso	175,116	179,384
Grade 11	303,267	310,070	Region 20 - San Antonio	387,118	397,144
Grade 12	280,044	290,882			

<sup>a</sup>Students may be counted in more than one category.

# Statewide Enrollment

Public school enrollment has increased in recent years, particularly in the southern and western United States, and more growth is expected in the future. For the 12-year period from 2006 to 2018, the National Center for Education Statistics (NCES) projects a 9-percent increase nationally in public primary and secondary school enrollment (NCES, 2009). "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 2000s, and resultant changes in the population ... rather than changes in enrollment rates" (p. 5). Among the states, Texas is expected to experience the third largest increase (after Arizona and Nevada) in public school enrollment, at 32.1 percent.

Between 1987-88 and 2009-10, the average year-to-year percent change in statewide enrollment was approximately 1.9 percent (Table 2). In 2009-10, statewide enrollment increased from the previous year by 2.1 percent.

Between 1987-88 and 2009-10, Texas 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. The first school year in which the number of Hispanic students surpassed the number of White students was 2001-02 (Figure 1 on page 6 and Table 4 on page 7). Since then, the number of Hispanic students has continued to rise, and the number of White students has declined.

The majority of students continue to meet the state economic disadvantage criteria (Figure 2 and Table 5 on page 8). Under Texas Education Agency (TEA) guidelines, students were identified as economically disadvantaged if they were eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program (TEA, 2009c).



- Statewide enrollment during the 1987-88 school year was 3,224,916 students (Table 2). By 2009-10, enrollment had risen to 4,847,844 students.
- During the 22-year period between 1987-88 and 2009-10, total enrollment increased by 1,622,928 students, or 50.3 percent (Table 3).

**Table 2**  
**Statewide Enrollment, Texas Public Schools, 1987-88 Through 2009-10**

Year	Number	Annual change (%)
1987-88	3,224,916	—
1988-89	3,271,509	1.4
1989-90	3,316,785	1.4
1990-91	3,378,318	1.9
1991-92	3,460,378	2.4
1992-93	3,541,771	2.4
1993-94	3,672,198	3.7
1994-95	3,730,544	1.6
1995-96	3,799,032	1.8
1996-97	3,837,096	1.0
1997-98	3,900,488	1.7
1998-99	3,954,434	1.4
1999-00	4,002,227	1.2
2000-01	4,071,433	1.7
2001-02	4,160,968	2.2
2002-03	4,255,821	2.3
2003-04	4,328,028	1.7
2004-05	4,400,644	1.7
2005-06	4,521,043	2.7
2006-07	4,594,942	1.6
2007-08	4,671,493	1.7
2008-09	4,749,571	1.7
2009-10	4,847,844	2.1

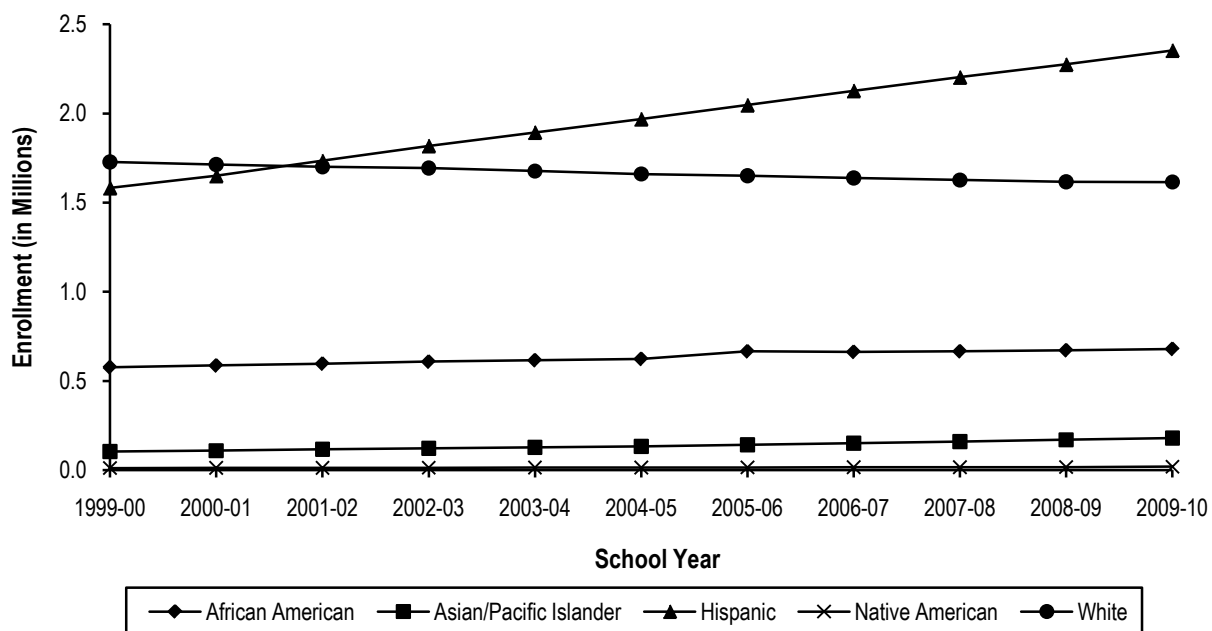
**Table 3**  
**Change in Statewide Enrollment, Texas Public Schools**

Period	Number	Percent
10-year change, 1999-00 to 2009-10	845,617	21.1
22-year change, 1987-88 to 2009-10	1,622,928	50.3

## Enrollment by Ethnicity

- Between the 1999-00 and 2009-10 school years, enrollment increased for all ethnic groups except Whites (Figure 1 and Table 4). Enrollment for White students declined by 6.5 percent. The total number of White students in Texas public schools declined each year during the 10-year period.
- Hispanics had the largest numerical increase in enrollment between 1999-00 and 2009-10, rising by 771,504 students, or 48.8 percent. In 2009-10, Hispanic students accounted for the largest percentage of total enrollment (48.6%), followed by White students (33.3%).
- Asian/Pacific Islander students had the largest percentage increase in enrollment over the 10-year time period (73.6%).
- African American enrollment as a percentage of total enrollment remained relatively stable, ranging from 14.2 percent to 14.4 percent for most of the decade. The total number of African American students increased by 17.7 percent over the 10-year period.

**Figure 1**  
**Enrollment by Ethnicity, Texas Public Schools, 1999-00 Through 2009-10**



**Table 4**  
**Enrollment by Ethnicity, Texas Public Schools, 1999-00 Through 2009-10**

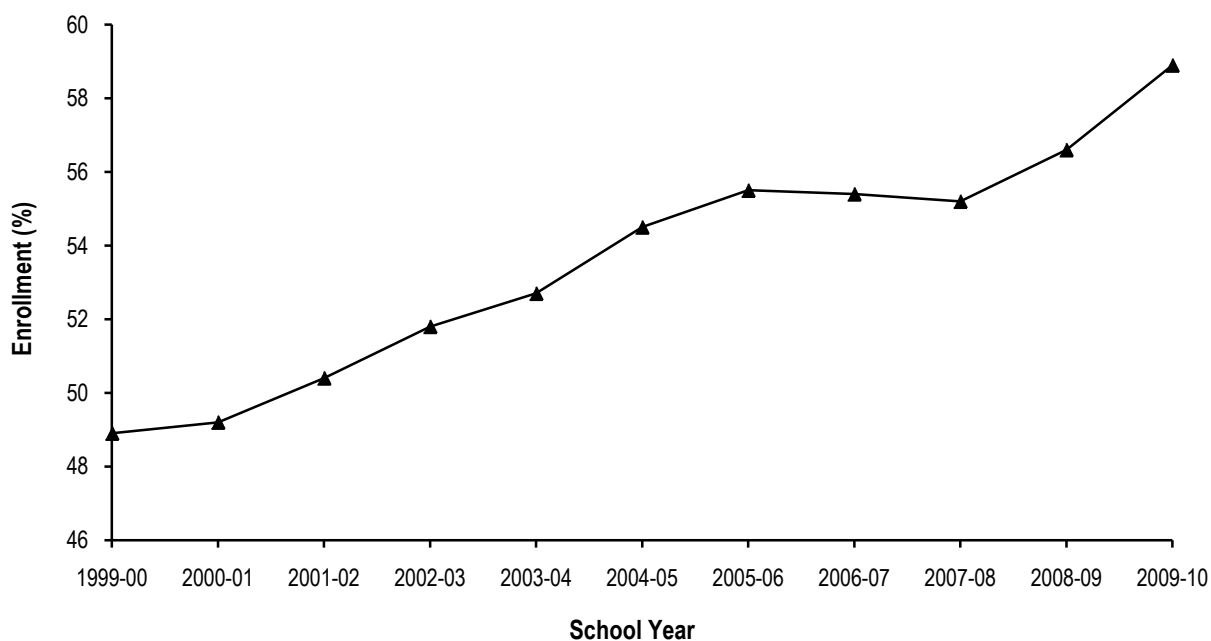
Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1999-00	576,977	14.4	103,686	2.6	1,582,538	39.5	11,293	0.3	1,727,733	43.2
2000-01	586,712	14.4	108,605	2.7	1,650,560	40.5	12,120	0.3	1,713,436	42.1
2001-02	596,962	14.3	116,222	2.8	1,734,388	41.7	12,774	0.3	1,700,622	40.9
2002-03	608,045	14.3	122,485	2.9	1,818,531	42.7	13,162	0.3	1,693,598	39.8
2003-04	616,050	14.2	127,092	2.9	1,894,108	43.8	13,791	0.3	1,676,987	38.7
2004-05	623,534	14.2	133,271	3.0	1,969,097	44.7	14,350	0.3	1,660,392	37.7
2005-06	665,799	14.7	141,859	3.1	2,047,308	45.3	15,037	0.3	1,651,040	36.5
2006-07	662,700	14.4	150,193	3.3	2,127,647	46.3	15,831	0.3	1,638,571	35.7
2007-08	666,009	14.3	159,221	3.4	2,203,340	47.2	16,285	0.3	1,626,638	34.8
2008-09	671,871	14.1	169,774	3.6	2,275,098	47.9	16,713	0.4	1,616,115	34.0
2009-10	679,351	14.0	180,008	3.7	2,354,042	48.6	18,984	0.4	1,615,459	33.3
10-year change	102,374	17.7	76,322	73.6	771,504	48.8	7,691	68.1	-112,274	-6.5

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

## **Enrollment by Economically Disadvantaged Status**

- During the 1999-00 school year, there were 1,956,000 economically disadvantaged students, representing 48.9 percent of all students (Figure 2 and Table 5). By 2009-10, the number of economically disadvantaged students had risen to 2,853,177, or 58.9 percent of all students.
- Between 1999-00 and 2009-10, the number of economically disadvantaged students rose by 897,177. The total public school population rose by 845,617 (Table 3 on page 5). The 45.9 percent increase in economically disadvantaged students was more than double the 21.1 percent increase in the public school population as a whole.

**Figure 2**  
**Enrollment of Economically Disadvantaged Students, Texas Public Schools, 1999-00 Through 2009-10**



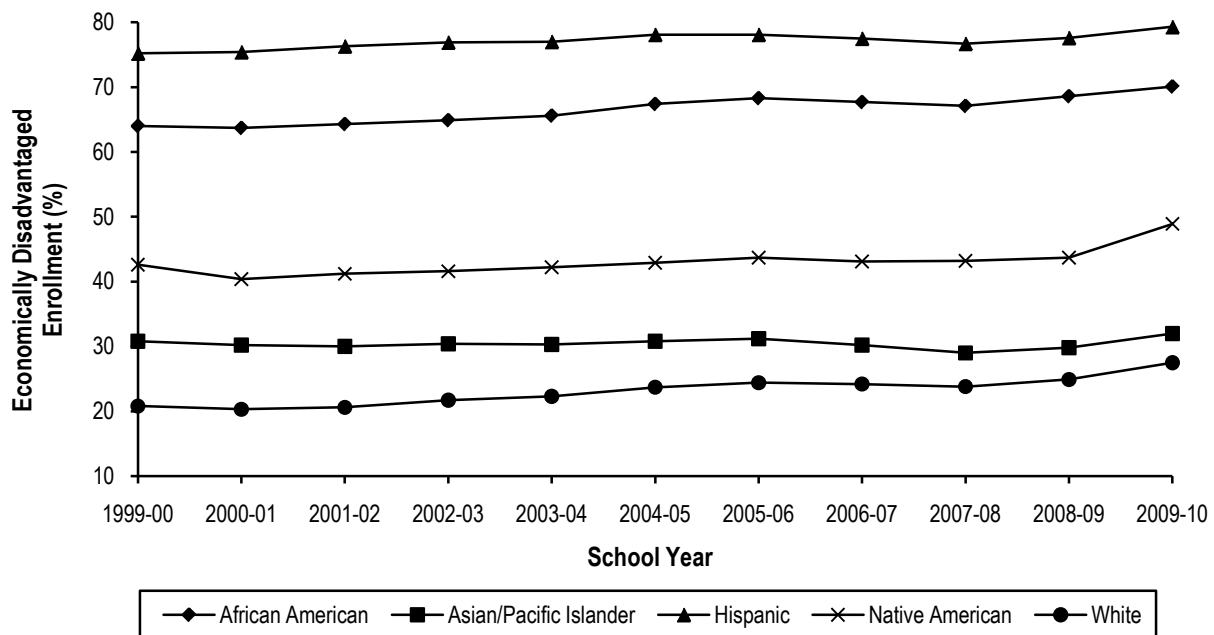
**Table 5**  
**Enrollment of Economically Disadvantaged Students, Texas Public Schools, 1999-00 Through 2009-10**

Year	Number	Percent	Year	Number	Percent
1999-00	1,956,000	48.9	2006-07	2,545,083	55.4
2000-01	2,003,121	49.2	2007-08	2,576,621	55.2
2001-02	2,096,365	50.4	2008-09	2,686,259	56.6
2002-03	2,203,961	51.8	2009-10	2,853,177	58.9
2003-04	2,281,195	52.7			
2004-05	2,397,700	54.5	10-year change	897,177	45.9
2005-06	2,506,972	55.5			

## Enrollment by Economically Disadvantaged Status and Ethnicity

- The number of economically disadvantaged students within each ethnic group increased between the 1999-00 and 2009-10 school years (Figure 3 on this page and Table 6 on page 10).
- Over the 10-year period, enrollment of economically disadvantaged students increased by the largest number (676,013) among Hispanics and by the largest percentage (80.4%) among Asian/Pacific Islanders. Whites had the smallest percentage increase in enrollment of economically disadvantaged students (23.5%).
- Among Asian/Pacific Islanders, Hispanics, and Whites, the largest year-to-year increases in percentages of economically disadvantaged students (2.2 percentage points, 1.7 percentage points, and 2.6 percentage points, respectively) occurred between 2008-09 and 2009-10. Among African Americans, the increase of 1.5 percentage points between 2008-09 and 2009-10 was second only to the 1.8-percentage-point increase between 2003-04 and 2004-05.
- Across ethnic groups in 2009-10, the percentage of enrollment accounted for by economically disadvantaged students was largest for Hispanics (79.3%), followed by African Americans (70.1%).

**Figure 3**  
**Enrollment of Economically Disadvantaged Students Within Ethnic Groups, Texas Public Schools, 1999-00 Through 2009-10**



**Table 6**  
**Enrollment of Economically Disadvantaged Students Within Ethnic Groups, Texas Public Schools, 1999-00 Through 2009-10**

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1999-00	369,393	64.0	31,921	30.8	1,190,363	75.2	4,813	42.6	359,510	20.8
2000-01	373,641	63.7	32,760	30.2	1,244,404	75.4	4,900	40.4	347,416	20.3
2001-02	383,853	64.3	34,835	30.0	1,322,600	76.3	5,268	41.2	349,809	20.6
2002-03	394,604	64.9	37,198	30.4	1,398,404	76.9	5,472	41.6	368,283	21.7
2003-04	404,179	65.6	38,482	30.3	1,457,969	77.0	5,813	42.2	374,752	22.3
2004-05	420,007	67.4	41,061	30.8	1,537,691	78.1	6,161	42.9	392,780	23.7
2005-06	454,756	68.3	44,278	31.2	1,598,645	78.1	6,566	43.7	402,727	24.4
2006-07	448,359	67.7	45,333	30.2	1,648,298	77.5	6,828	43.1	396,265	24.2
2007-08	447,199	67.1	46,219	29.0	1,689,779	76.7	7,028	43.2	386,396	23.8
2008-09	460,703	68.6	50,555	29.8	1,765,647	77.6	7,297	43.7	402,057	24.9
2009-10	475,994	70.1	57,595	32.0	1,866,376	79.3	9,279	48.9	443,933	27.5
10-year change	106,601	28.9	25,674	80.4	676,013	56.8	4,466	92.8	84,423	23.5

## **Enrollment by Gender**

- In the 2009-10 school year, 48.7 percent of all students were female, and 51.3 percent of students were male (Table 7). The proportions of females and males in Texas public schools were virtually unchanged during the 10-year period between 1999-00 and 2009-10.

**Table 7**  
**Enrollment by Gender, Texas Public Schools, 1999-00 Through 2009-10**

<b>Year</b>	<b>Female</b>		<b>Male</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
1999-00	1,946,962	48.6	2,055,265	51.4
2000-01	1,980,770	48.7	2,090,663	51.3
2001-02	2,024,317	48.7	2,136,651	51.3
2002-03	2,068,911	48.6	2,186,910	51.4
2003-04	2,104,064	48.6	2,223,964	51.4
2004-05	2,139,975	48.6	2,260,669	51.4
2005-06	2,200,006	48.7	2,321,037	51.3
2006-07	2,237,184	48.7	2,357,758	51.3
2007-08	2,274,819	48.7	2,396,674	51.3
2008-09	2,311,378	48.7	2,438,193	51.3
2009-10	2,358,516	48.7	2,489,328	51.3
10-year change	411,554	21.1	434,063	21.1

## Enrollment by Grade

In Texas, children are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2009). A child younger than six years of age must attend school if he or she has previously been enrolled in first grade. 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. Students between the ages of 21 and 25 may be admitted by school districts to complete the requirements for a high school diploma (TEC §25.001, 2009).

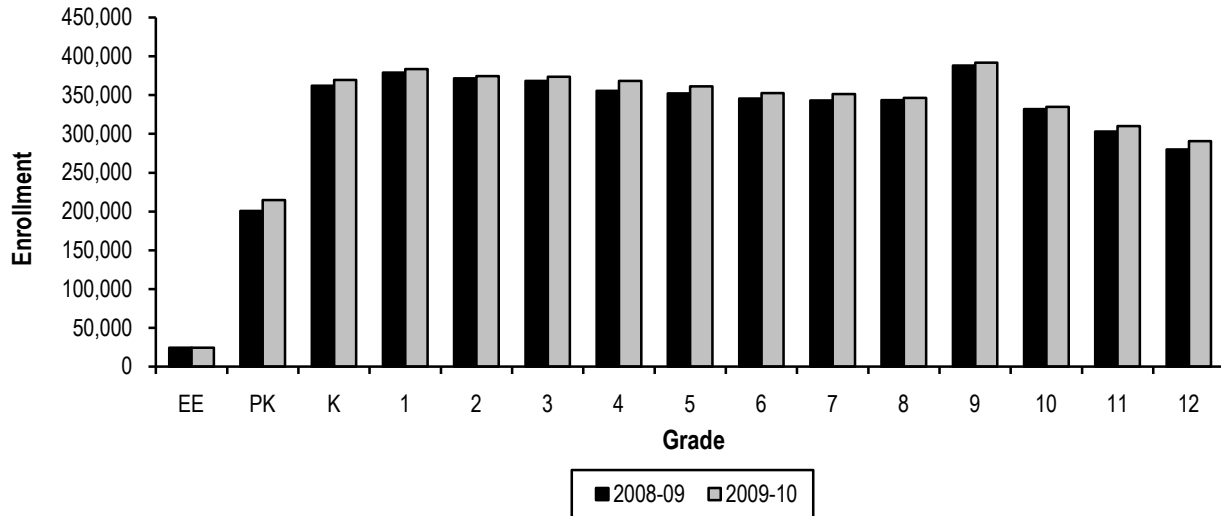
Student learning during the early education and prekindergarten years is linked to future academic accomplishments, particularly for children identified as limited English proficient, disabled, or economically disadvantaged. In early education and prekindergarten programs, children develop skills necessary for success in the regular public school curriculum in the areas of language, mathematics, and social skills. Early education in Texas is a diverse set of programs designed for children who meet certain eligibility criteria. For example, Early Childhood Intervention is a coordinated system of services for children, birth to age three, with disabilities or developmental delays; and Even Start is a family literacy program for children from birth through age seven of a parent or guardian who will benefit from literacy education. A child is eligible for free prekindergarten if the child is at least three years of age and is unable to speak and comprehend English, is educationally disadvantaged, is homeless, or has ever been in the conservatorship of the Department of Family and Protective Services (TEC §29.153, 2009). A child of an active duty member of the U.S. armed forces or a child of a member of the U.S. armed forces who was injured or killed while serving on active duty is also eligible for free prekindergarten.

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



- During both the 2008-09 and 2009-10 school years, Grade 9 had the highest enrollment (Figure 4 and Table 8), in part because of the high rate of grade-level retention in Grade 9 compared to other grades (TEA, 2010). In 2009-10, a total of 392,040 students were enrolled in Grade 9.
- Across Grades K-12 in 2009-10, the percentages of total enrollment accounted for by grade ranged from a low of 6.0 percent in Grade 12 to a high of 8.1 percent in Grade 9.
- Between 2008-09 and 2009-10, enrollment increased in each grade.

**Figure 4**  
**Enrollment by Grade, Texas Public Schools, 2008-09 and 2009-10**



Note. EE=Early education. PK=Prekindergarten.

**Table 8**  
**Enrollment by Grade, Texas Public Schools, 2008-09 and 2009-10**

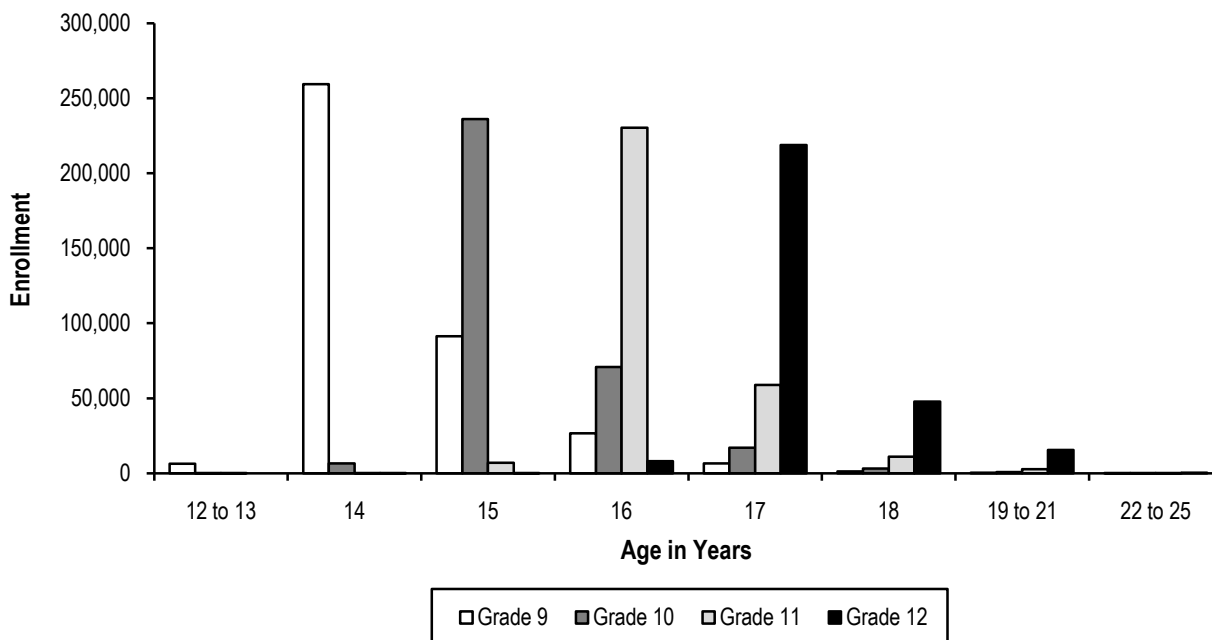
Grade	2008-09		2009-10		Grade	2008-09		2009-10	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early education	24,198	0.5	24,301	0.5	6	345,673	7.3	352,516	7.3
Prekindergarten	200,529	4.2	214,694	4.4	7	342,981	7.2	351,376	7.2
Kindergarten	362,308	7.6	369,425	7.6	8	343,471	7.2	346,451	7.1
1	379,263	8.0	383,561	7.9	9	387,951	8.2	392,040	8.1
2	371,555	7.8	374,536	7.7	10	332,101	7.0	334,823	6.9
3	368,296	7.8	373,633	7.7	11	303,267	6.4	310,070	6.4
4	355,563	7.5	368,147	7.6	12	280,044	5.9	290,882	6.0
5	352,371	7.4	361,389	7.5	All grades	4,749,571	100	4,847,844	100

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

## Enrollment by Grade and Age

- In 2009-10, the majority of students in Grades 9-12 were within the expected age ranges for their grades (Figure 5 and Table 9).
- A total of 457 students in Grades 9-12 were between 22 and 25 years old. Of these, 79.0 percent were in Grade 12.

**Figure 5**  
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2009-10



**Table 9**  
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2009-10

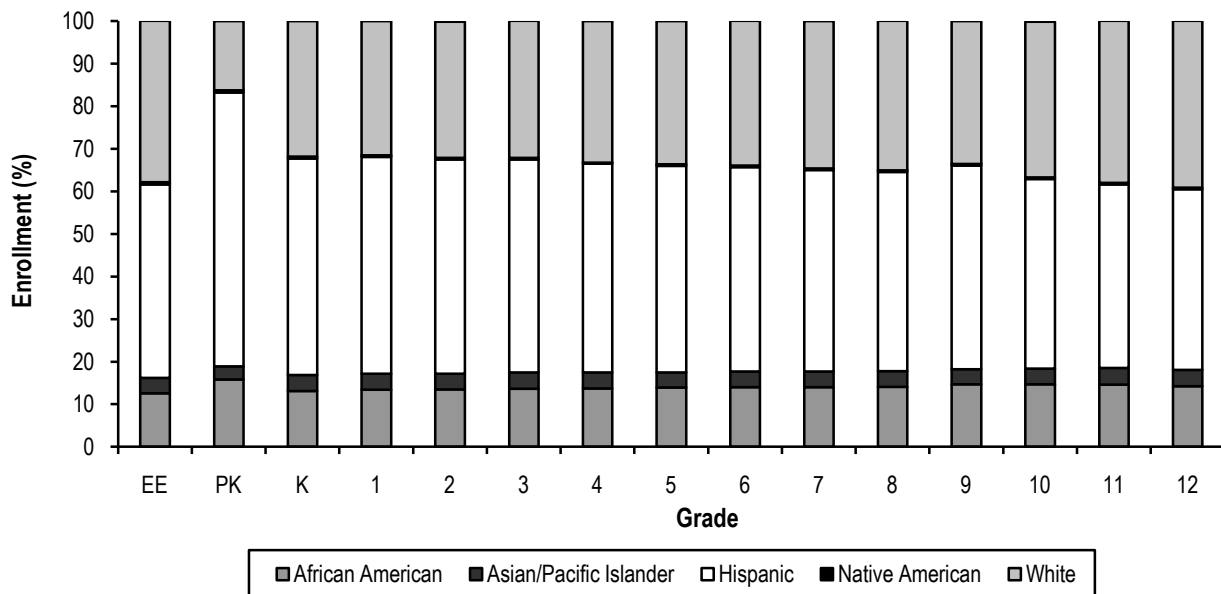
Age in Years	Grade 9	Grade 10	Grade 11	Grade 12
12 to 13	6,462	51	7	0
14	259,299	6,593	88	4
15	91,315	236,062	7,073	130
16	26,651	70,883	230,234	8,093
17	6,519	17,067	58,856	218,916
18	1,293	3,236	10,976	47,855
19 to 21	476	901	2,779	15,497
22 to 25	17	26	53	361

*Note.* Some students enrolled in Grades 9-12 were outside the age ranges shown. As a result, grade-level enrollment totals are slightly lower than those in Table 8 on page 13.

## Enrollment by Grade and Ethnicity

- By grade level, the proportion of enrollment accounted for by White students in 2009-10 generally increased from kindergarten to Grade 12, whereas the proportion accounted for by Hispanic students generally decreased (Figure 6 on this page and Table 10 on page 16). This pattern held true in both the 2008-09 and 2009-10 school years. The proportions of grade-level enrollment accounted for by African American and Asian/Pacific Islander students remained relatively stable from kindergarten to Grade 12.
- As outlined on page 12, prekindergarten classes are designed to serve children three years of age and older who have specified educational disadvantages, including limited English proficiency. Hispanics, who made up 48.6 percent of total enrollment in the 2009-10 school year, made up 64.3 percent of prekindergarten students. In contrast, Whites, who made up 33.3 percent of total enrollment, made up 16.2 percent of prekindergarten students.

**Figure 6**  
**Enrollment by Grade and Ethnicity, Texas Public Schools, 2009-10**



Note. EE=Early education. PK=Prekindergarten.

**Table 10**  
**Enrollment by Grade and Ethnicity, Texas Public Schools, 2008-09 and 2009-10**

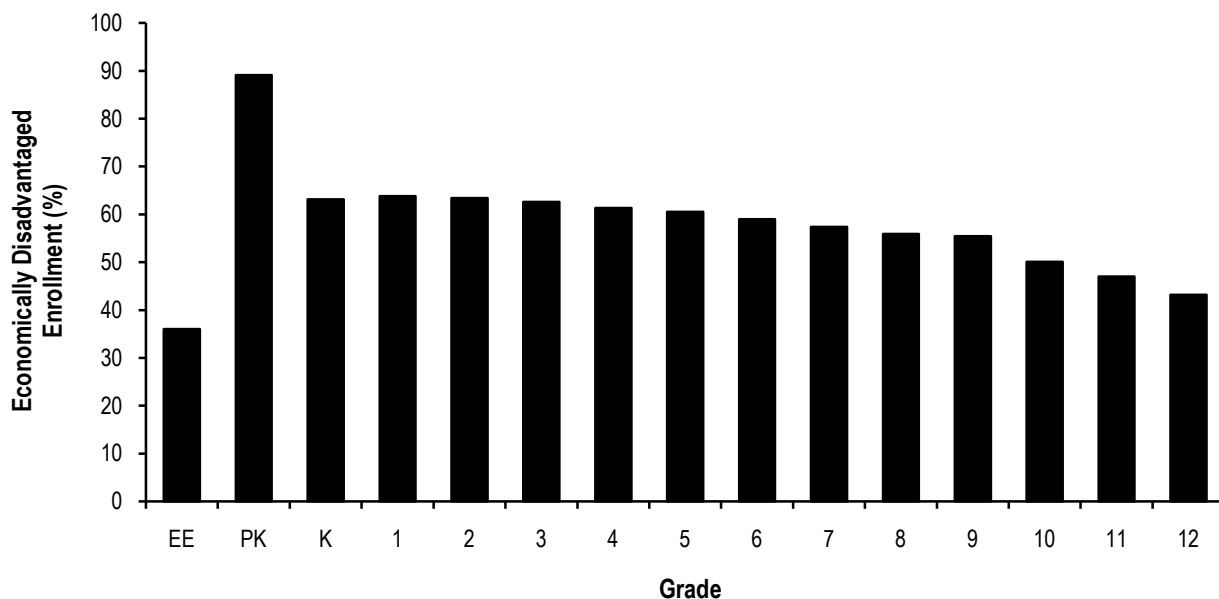
Grade	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>2008-09</b>										
Early education	2,829	11.7	806	3.3	11,079	45.8	96	0.4	9,388	38.8
Prekindergarten	31,788	15.9	6,383	3.2	131,193	65.4	542	0.3	30,623	15.3
Kindergarten	47,452	13.1	13,493	3.7	183,033	50.5	1,354	0.4	116,976	32.3
1	51,181	13.5	13,351	3.5	191,864	50.6	1,428	0.4	121,439	32.0
2	50,284	13.5	13,817	3.7	185,938	50.0	1,296	0.3	120,220	32.4
3	50,901	13.8	13,346	3.6	180,941	49.1	1,207	0.3	121,901	33.1
4	49,091	13.8	12,649	3.6	171,898	48.3	1,239	0.3	120,686	33.9
5	49,528	14.1	12,494	3.5	169,220	48.0	1,224	0.3	119,905	34.0
6	48,641	14.1	12,476	3.6	163,092	47.2	1,250	0.4	120,214	34.8
7	48,510	14.1	12,350	3.6	159,697	46.6	1,198	0.3	121,226	35.3
8	49,421	14.4	11,860	3.5	158,884	46.3	1,272	0.4	122,034	35.5
9	58,631	15.1	12,727	3.3	182,259	47.0	1,327	0.3	133,007	34.3
10	49,647	14.9	11,907	3.6	145,028	43.7	1,224	0.4	124,295	37.4
11	43,976	14.5	11,439	3.8	126,454	41.7	1,068	0.4	120,330	39.7
12	39,991	14.3	10,676	3.8	114,518	40.9	988	0.4	113,871	40.7
All grades	671,871	14.1	169,774	3.6	2,275,098	47.9	16,713	0.4	1,616,115	34.0
<b>2009-10</b>										
Early education	3,066	12.6	867	3.6	11,027	45.4	136	0.6	9,205	37.9
Prekindergarten	33,881	15.8	6,671	3.1	137,954	64.3	1,324	0.6	34,864	16.2
Kindergarten	48,329	13.1	14,125	3.8	187,845	50.8	1,684	0.5	117,442	31.8
1	51,235	13.4	14,630	3.8	195,365	50.9	1,441	0.4	120,890	31.5
2	50,566	13.5	14,038	3.7	188,510	50.3	1,425	0.4	119,997	32.0
3	50,769	13.6	14,429	3.9	186,730	50.0	1,360	0.4	120,345	32.2
4	50,512	13.7	13,937	3.8	180,349	49.0	1,264	0.3	122,085	33.2
5	50,066	13.9	13,173	3.6	175,319	48.5	1,337	0.4	121,494	33.6
6	49,443	14.0	12,870	3.7	169,088	48.0	1,330	0.4	119,785	34.0
7	49,235	14.0	13,029	3.7	166,222	47.3	1,330	0.4	121,560	34.6
8	48,697	14.1	12,917	3.7	161,968	46.8	1,288	0.4	121,581	35.1
9	57,721	14.7	13,534	3.5	187,776	47.9	1,529	0.4	131,480	33.5
10	49,325	14.7	12,510	3.7	149,012	44.5	1,266	0.4	122,710	36.6
11	45,190	14.6	11,971	3.9	133,668	43.1	1,173	0.4	118,068	38.1
12	41,316	14.2	11,307	3.9	123,209	42.4	1,097	0.4	113,953	39.2
All grades	679,351	14.0	180,008	3.7	2,354,042	48.6	18,984	0.4	1,615,459	33.3

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

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

- The overall percentage of students identified as economically disadvantaged increased from 56.6 percent to 58.9 percent between the 2008-09 and 2009-10 school years (Table 11 on page 18). Moreover, the percentage increased in each grade from early education through Grade 12.
- The percentage of students reported as economically disadvantaged decreased from one grade level to the next between Grades 1 and Grade 12 (Figure 7 on this page and Table 11 on page 18), a pattern that held true each year between 2000-01 and 2009-10 (TEA, 2003, 2005, 2007, 2009a, 2009b). In the 2009-10 school year, 63.8 percent of students in Grade 1 were economically disadvantaged, compared to 43.2 percent of students in Grade 12.
- Across grade levels in 2009-10, the percentage of economically disadvantaged students was largest, by far, in prekindergarten, a program designed to serve the educational needs of low-income children and/or children learning to speak English.

**Figure 7**  
**Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2009-10**



Note. EE=Early education. PK=Prekindergarten.

**Table 11**  
**Enrollment of Economically Disadvantaged Students Within Grades,**  
**Texas Public Schools, 2008-09 and 2009-10**

Grade	2008-09		2009-10	
	Number	Percent	Number	Percent
Early education	7,823	32.3	8,745	36.0
Prekindergarten	175,481	87.5	191,215	89.1
Kindergarten	220,087	60.7	233,016	63.1
1	235,843	62.2	244,693	63.8
2	227,546	61.2	237,410	63.4
3	222,141	60.3	234,060	62.6
4	209,889	59.0	225,714	61.3
5	205,346	58.3	218,809	60.5
6	195,953	56.7	207,930	59.0
7	189,327	55.2	201,541	57.4
8	185,664	54.1	193,581	55.9
9	204,990	52.8	217,170	55.4
10	159,022	47.9	167,679	50.1
11	133,610	44.1	145,877	47.0
12	113,537	40.5	125,737	43.2
All grades	2,686,259	56.6	2,853,177	58.9

# Enrollment for Instructional Programs and Special Populations

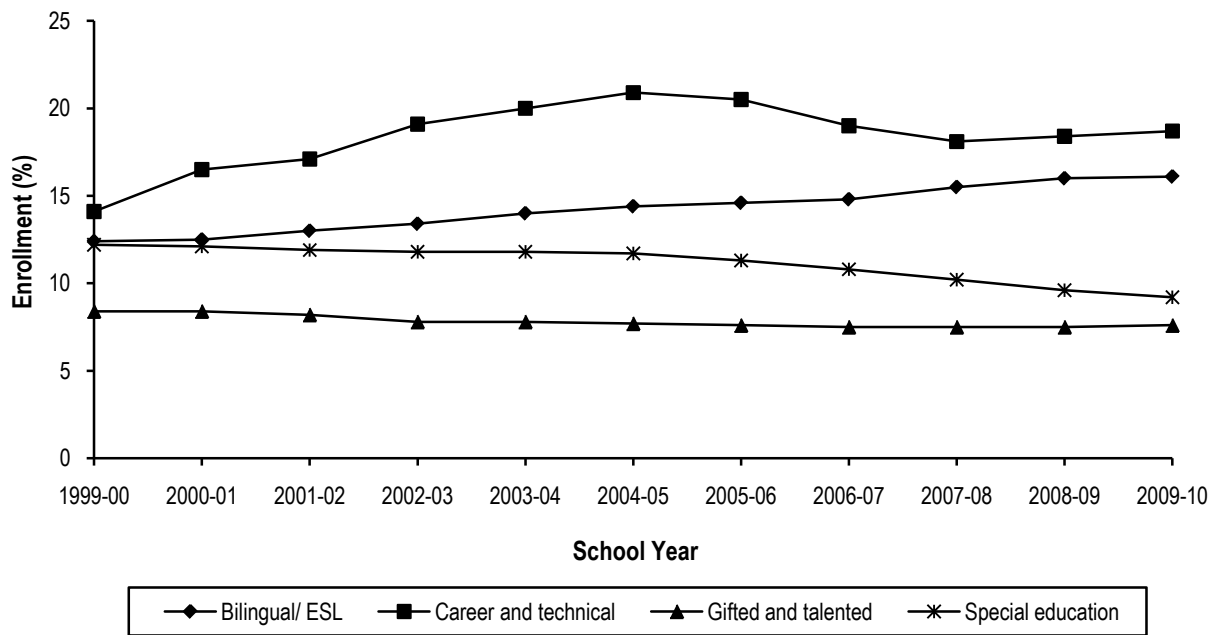
Texas public schools offer instructional programs designed to meet students' needs. Not all students are enrolled in one of these programs, and some students are enrolled in more than one. For example, students identified as limited English proficient (LEP), who do not speak English as their primary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

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

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

- Between school years 1999-00 and 2009-10, the number of students participating in Title I programs increased by more than 1.1 million (Table 12). The percentage of students enrolled in Title I programs in 2009-10 (64.5%) was more than three times higher than the percentage enrolled in any other program.
- Across instructional programs and special populations, enrollment between 1999-00 and 2009-10 increased by the greatest percentage in career and technical education (57.0%).
- The number of students identified as LEP grew by 47.1 percent between 1999-00 and 2009-10, and the number of students receiving bilingual or ESL instructional services increased by 56.5 percent. Both LEP students and students receiving bilingual or ESL services experienced increases of more than a quarter of a million students.
- The percentage of students served in special education programs fell from 12.2 percent in 1999-00 to 9.2 percent in 2009-10 (Figure 8 and Table 12).
- The percentage of students participating in gifted and talented programs decreased from 8.4 percent of enrollment in 1999-00 to a low of 7.5 percent in 2006-07. In the 2009-10 school year, 7.6 percent of students participated in gifted and talented programs
- The percentage of immigrant students increased from 1.8 percent in 1999-00 to a high of 2.8 percent in 2002-03, then steadily decreased to 1.7 percent in 2009-10.

**Figure 8**  
**Enrollment in Instructional Programs, Texas Public Schools, 1999-00 Through 2009-10**



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



**Table 12**  
**Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 1999-00**  
**Through 2009-10**

Year	Bilingual/ESL <sup>a</sup>		Career and technical <sup>b</sup>		Gifted and talented		Immigrant		LEP <sup>c</sup>	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1999-00	498,275	12.4	283,003	14.1	336,562	8.4	73,804	1.8	555,470	13.9
2000-01	509,968	12.5	336,203	16.5	342,864	8.4	96,600	2.4	570,603	14.0
2001-02	542,804	13.0	356,960	17.1	339,342	8.2	110,276	2.7	601,448	14.5
2002-03	572,186	13.4	407,905	19.1	332,623	7.8	121,064	2.8	630,345	14.8
2003-04	606,539	14.0	435,403	20.0	335,844	7.8	116,818	2.7	660,707	15.3
2004-05	631,668	14.4	461,344	20.9	337,672	7.7	116,135	2.6	684,170	15.5
2005-06	657,842	14.6	461,479	20.5	342,369	7.6	109,401	2.4	711,396	15.7
2006-07	679,832	14.8	434,145	19.0	343,158	7.5	100,723	2.2	731,872	15.9
2007-08	721,750	15.5	417,225	18.1	348,854	7.5	94,263	2.0	775,432	16.6
2008-09	757,824	16.0	429,712	18.4	355,847	7.5	86,864	1.8	800,554	16.9
2009-10	779,771	16.1	444,402	18.7	367,924	7.6	80,432	1.7	817,074	16.9
10-year change	281,496	56.5	161,399	57.0	31,362	9.3	6,628	9.0	261,604	47.1

Year	Migrant		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1999-00	74,987	1.9	490,220	12.2	2,012,700	50.3	4,002,227	100
2000-01	76,561	1.9	492,391	12.1	2,072,872	50.9	4,071,433	100
2001-02	83,759	2.0	493,771	11.9	2,139,229	51.4	4,160,968	100
2002-03	88,697	2.1	500,979	11.8	2,298,536	54.0	4,255,821	100
2003-04	90,312	2.1	509,401	11.8	2,482,395	57.4	4,328,028	100
2004-05	76,609	1.7	516,480	11.7	2,651,037	60.2	4,400,644	100
2005-06	57,206	1.3	509,816	11.3	2,771,695	61.3	4,521,043	100
2006-07	41,768	0.9	496,461	10.8	2,808,773	61.1	4,594,942	100
2007-08	37,548	0.8	474,681	10.2	2,858,482	61.2	4,671,493	100
2008-09	37,251	0.8	454,517	9.6	2,908,465	61.2	4,749,571	100
2009-10	37,871	0.8	445,327	9.2	3,126,319	64.5	4,847,844	100
10-year change	-37,116	-49.5	-44,893	-9.2	1,113,619	55.3	845,617	21.1

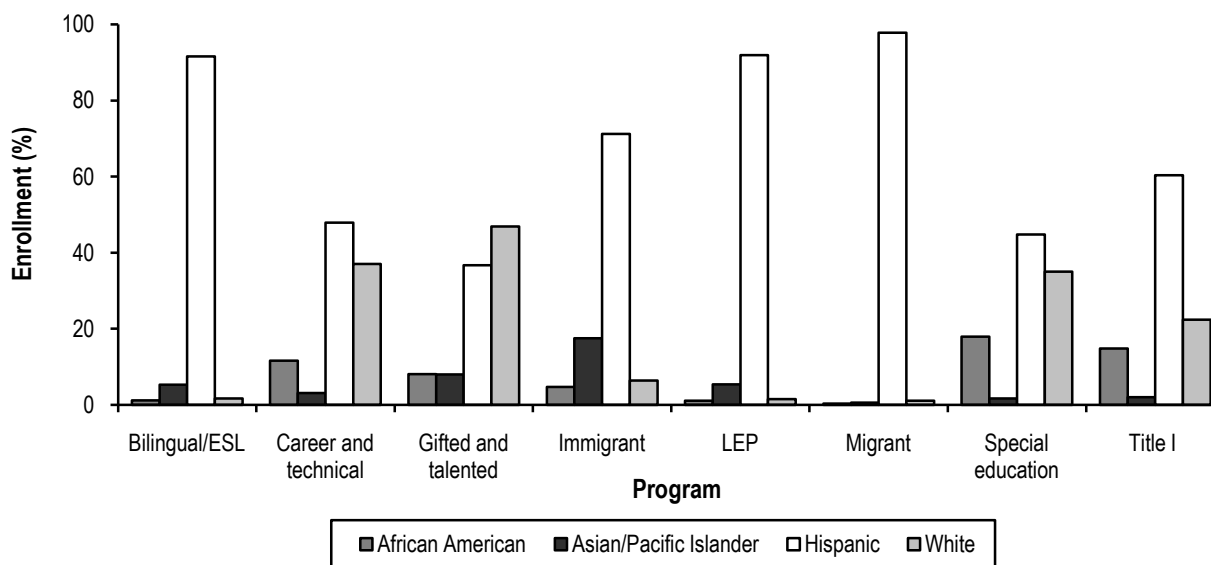
Note. Students may be counted in more than one category.

<sup>a</sup>English as a second language. <sup>b</sup>Beginning with the 2005-06 school year, data reflect students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses as electives are excluded. <sup>c</sup>Limited English proficient.

## Enrollment for Instructional Programs and Special Populations by Ethnicity

- Analysis of program participation shows certain cases of under- and overrepresentation of ethnic groups, compared to their percentages of the total student population (Table 13).
- In 2009-10, African Americans accounted for 14.0 percent of the total student population. In contrast, African Americans made up 17.9 percent of students served in special education and 8.1 percent of students enrolled in gifted and talented programs (Figure 9 and Table 13).
- The percentage of Asian/Pacific Islanders in special education programs in 2009-10 (1.7%) was less than their proportion of the total student population (3.7%), whereas the percentage in gifted and talented programs (8.0%) was higher.
- In 2009-10, Hispanic representation was smaller in gifted and talented programs (36.7%) than in the overall student population (48.6%) and larger in Title I programs (60.4%). Conversely, White representation was larger in gifted and talented programs (46.9%) than in the overall student population (33.3%) and smaller in Title I programs (22.4%).
- Between 2008-09 and 2009-10, Hispanic representation in career and technical education programs increased (3.8 percentage points), whereas White representation decreased (3.2 percentage points).
- The percentage of all immigrant students accounted for by Hispanics decreased 3.8 percentage points between 2008-09 and 2009-10, whereas the percentage accounted for by Asian/Pacific Islanders increased 2.5 percentage points.

**Figure 9**  
**Enrollment for Instructional Programs and Special Populations by Ethnicity, Texas Public Schools, 2009-10**



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

**Table 13**  
**Enrollment for Instructional Programs and Special Populations by Ethnicity, Texas Public Schools,**  
**2008-09 and 2009-10**

Ethnicity	Bilingual/ESL <sup>a</sup>		Career and technical		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
<b>2008-09</b>						
African American	8,549	1.1	52,214	12.2	28,709	8.1
Asian/Pacific Islander	38,863	5.1	13,753	3.2	26,995	7.6
Hispanic	698,450	92.2	189,392	44.1	126,815	35.6
Native American	574	0.1	1,572	0.4	1,181	0.3
White	11,388	1.5	172,781	40.2	172,147	48.4
<b>2009-10</b>						
African American	9,421	1.2	51,703	11.6	29,791	8.1
Asian/Pacific Islander	41,237	5.3	13,713	3.1	29,422	8.0
Hispanic	714,201	91.6	212,754	47.9	135,007	36.7
Native American	1,433	0.2	1,606	0.4	1,264	0.3
White	13,479	1.7	164,626	37.0	172,440	46.9

Ethnicity	Immigrant		LEP <sup>b</sup>		Migrant	
	Number	Percent	Number	Percent	Number	Percent
<b>2008-09</b>						
African American	3,758	4.3	8,597	1.1	139	0.4
Asian/Pacific Islander	13,060	15.0	41,552	5.2	183	0.5
Hispanic	65,168	75.0	739,437	92.4	36,547	98.1
Native American	72	0.1	630	0.1	19	0.1
White	4,806	5.5	10,338	1.3	363	1.0
<b>2009-10</b>						
African American	3,789	4.7	9,071	1.1	132	0.3
Asian/Pacific Islander	14,077	17.5	43,774	5.4	219	0.6
Hispanic	57,232	71.2	750,864	91.9	37,053	97.8
Native American	156	0.2	1,487	0.2	35	0.1
White	5,178	6.4	11,878	1.5	432	1.1

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>Limited English proficient.

**continues**

**Table 13 (continued)****Enrollment for Instructional Programs and Special Populations by Ethnicity, Texas Public Schools, 2008-09 and 2009-10**

Ethnicity	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
<b>2008-09</b>						
African American	81,920	18.0	432,719	14.9	671,871	14.1
Asian/Pacific Islander	7,358	1.6	50,512	1.7	169,774	3.6
Hispanic	199,289	43.8	1,767,947	60.8	2,275,098	47.9
Native American	1,995	0.4	8,460	0.3	16,713	0.4
White	163,955	36.1	648,827	22.3	1,616,115	34.0
<b>2009-10</b>						
African American	79,828	17.9	463,213	14.8	679,351	14.0
Asian/Pacific Islander	7,681	1.7	63,624	2.0	180,008	3.7
Hispanic	199,683	44.8	1,889,165	60.4	2,354,042	48.6
Native American	2,069	0.5	10,414	0.3	18,984	0.4
White	156,066	35.0	699,903	22.4	1,615,459	33.3

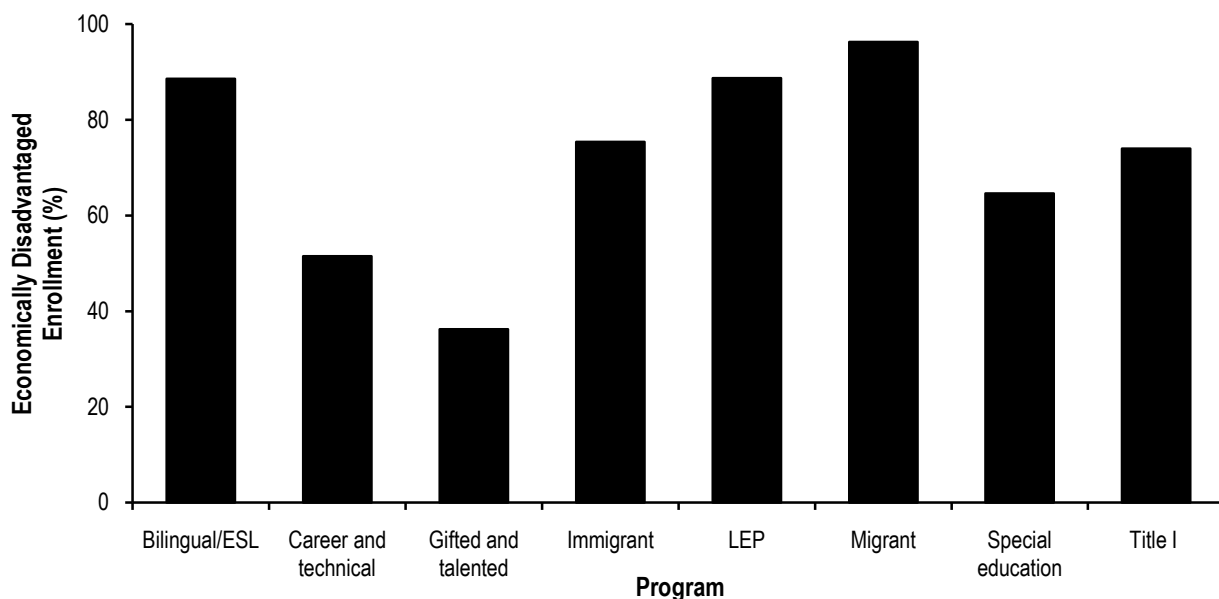
*Note.* Students may be counted in more than one category. Parts may not add to 100 percent because of rounding.

<sup>a</sup>English as a second language. <sup>b</sup>Limited English proficient.

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

- Between the 2008-09 and 2009-10 school years, the percentage of students identified as economically disadvantaged increased within each instructional program and each special population (Table 14 on page 26).
- Economically disadvantaged students made up 58.9 percent of all students in 2009-10 and over 88 percent of both LEP and bilingual/ESL students (Figure 10 on this page and Table 14 on page 26).
- Across instructional programs and special populations, the percentages of students identified as economically disadvantaged varied considerably. In 2009-10, representation of economically disadvantaged students was lowest in gifted and talented programs (36.2%) and highest among migrant students (96.3%).

**Figure 10**  
**Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2009-10**



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

**Table 14**  
**Enrollment of Economically Disadvantaged Students Within**  
**Instructional Programs and Special Populations, Texas Public**  
**Schools, 2008-09 and 2009-10**

Year	Bilingual/ESL <sup>a</sup>		Career and technical		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2008-09	661,873	87.3	202,091	47.0	121,744	34.2
2009-10	691,181	88.6	228,827	51.5	133,073	36.2

Year	Immigrant		LEP <sup>b</sup>		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2008-09	64,702	74.5	698,604	87.3	35,778	96.0
2009-10	60,649	75.4	724,630	88.7	36,471	96.3

Year	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2008-09	282,772	62.2	2,126,703	73.1	2,686,259	56.6
2009-10	287,578	64.6	2,314,988	74.0	2,853,177	58.9

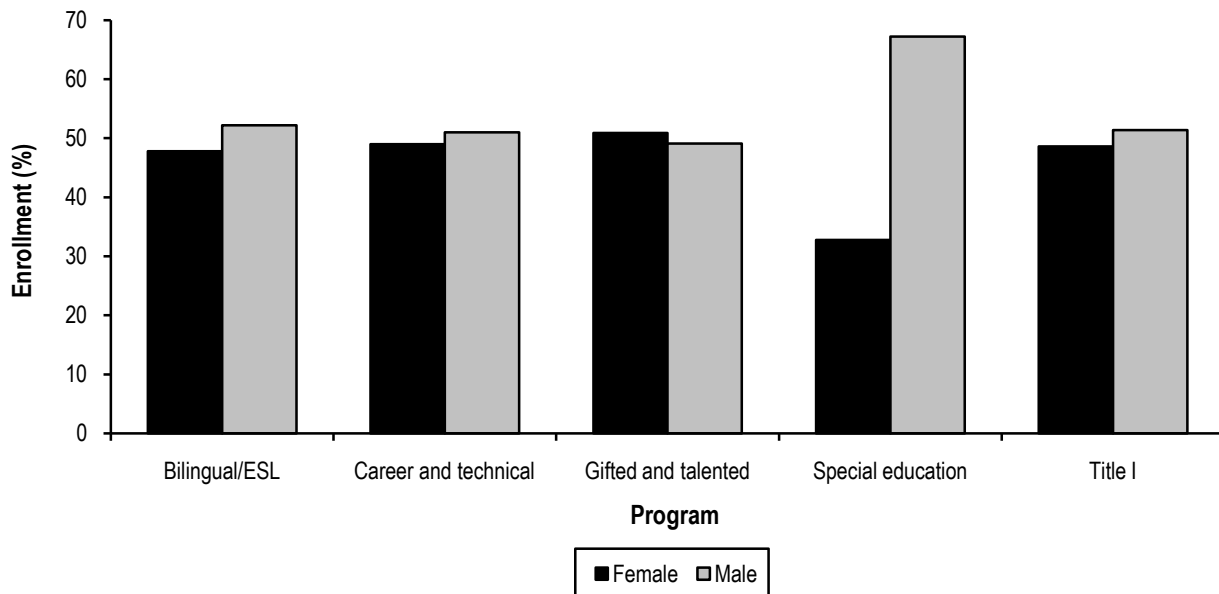
Note. Students may be counted in more than one category.

<sup>a</sup>English as a second language. <sup>b</sup>Limited English proficient.

## **Enrollment for Instructional Programs and Special Populations by Gender**

- In 2009-10, female and male representation in instructional programs and special populations was virtually unchanged from the previous year (Table 15 on page 28).
- Females and males, who made up 48.7 percent and 51.3 percent, respectively, of total public school enrollment in 2009-10, accounted for similar proportions of each special population and each instructional program except special education and gifted and talented.
- Special education programs showed the greatest difference between female and male participation. In 2009-10, males in special education programs outnumbered females by more than two to one (Figure 11 on this page and Table 15 on page 28).
- Contrary to the pattern of gender representation in other instructional programs, a higher percentage of females (50.9%) than males (49.1%) were served in gifted and talented programs.

**Figure 11  
Enrollment in Instructional Programs by Gender, Texas Public Schools, 2009-10**



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

**Table 15**  
**Enrollment for Instructional Programs and Special Populations by**  
**Gender, Texas Public Schools, 2008-09 and 2009-10**

Gender	Bilingual/ESL <sup>a</sup>		Career and technical		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2008-09						
Female	362,080	47.8	210,865	49.1	181,697	51.1
Male	395,744	52.2	218,847	50.9	174,150	48.9
2009-10						
Female	372,661	47.8	217,693	49.0	187,447	50.9
Male	407,110	52.2	226,709	51.0	180,477	49.1

Gender	Immigrant		LEP <sup>b</sup>		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2008-09						
Female	41,977	48.3	380,185	47.5	17,989	48.3
Male	44,887	51.7	420,369	52.5	19,262	51.7
2009-10						
Female	38,803	48.2	388,015	47.5	18,285	48.3
Male	41,629	51.8	429,059	52.5	19,586	51.7

Gender	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2008-09						
Female	149,055	32.8	1,415,556	48.7	2,311,378	48.7
Male	305,462	67.2	1,492,909	51.3	2,438,193	51.3
2009-10						
Female	146,042	32.8	1,520,642	48.6	2,358,516	48.7
Male	299,285	67.2	1,605,677	51.4	2,489,328	51.3

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

<sup>a</sup>English as a second language. <sup>b</sup>Limited English proficient.



## Enrollment by Education Service Center

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

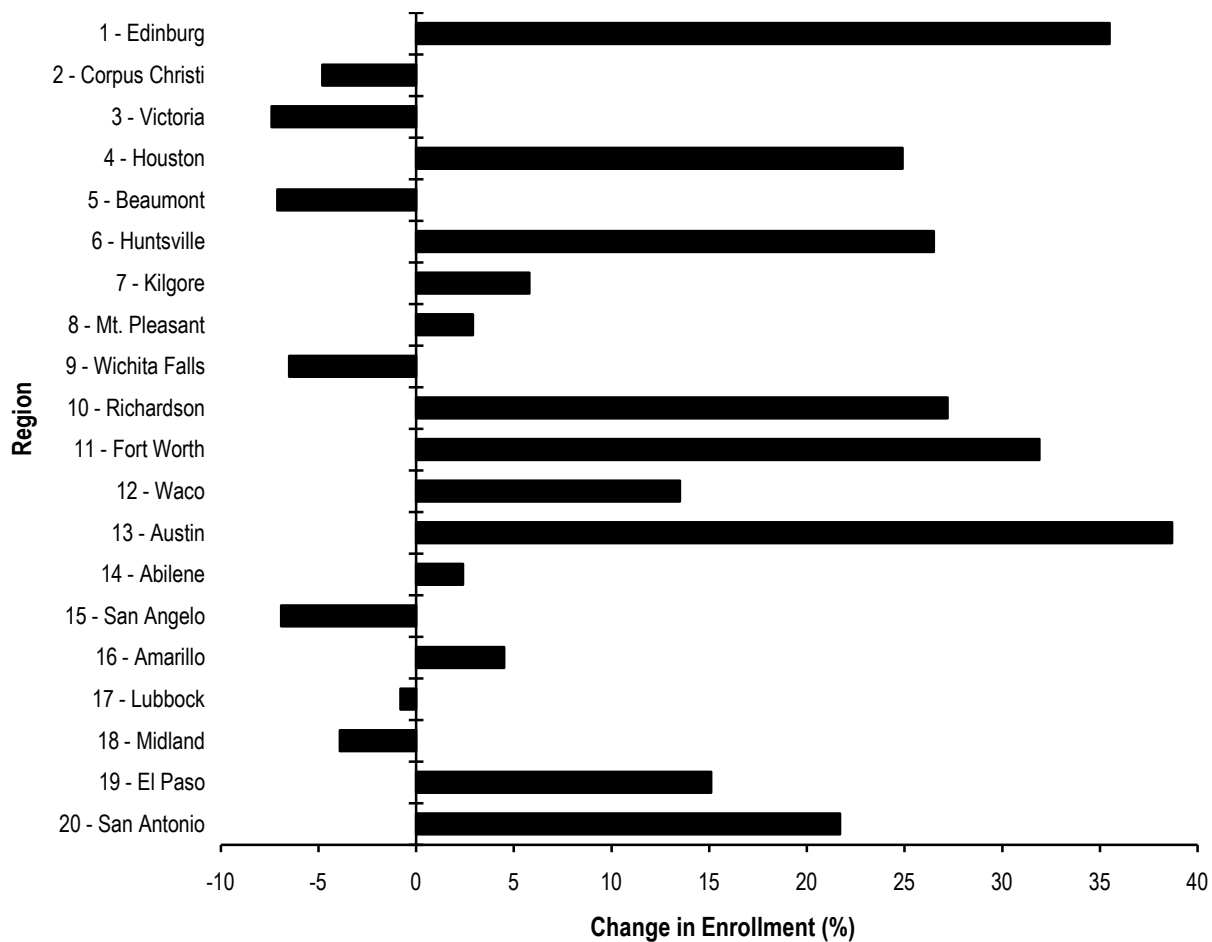
Some of the primary goals of ESCs are to work with the Texas Education Agency and districts to improve student achievement, help districts become more cost-effective and efficient, and assist in the implementation of laws passed by the Texas Legislature and regulations adopted by the commissioner of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

Thirteen of the twenty ESC regions in Texas experienced gains in enrollment between the 1999-00 and 2009-10 school years, and the other seven saw losses (Figure 12 on page 30 and Table 16 on page 31). Five of the seven regions experiencing increases of 20 percent or more include a major urban district (Austin, Dallas, Fort Worth, Houston, and San Antonio Independent School Districts). Another high-growth region is ESC Region 1 (Edinburg), which is located along the border with Mexico. Region 6 (Huntsville), which includes some of the rapidly expanding districts north of Houston, is the seventh high-growth region.

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

- During the 1999-00 school year, ESC Region 4 (Houston) served the largest student population: 21.5 percent of the total state public school enrollment (Table 16). In 2009-10, Region 4 continued to serve the largest proportion of total state enrollment (22.2%).
- In 1999-00, Region 9 (Wichita Falls) served the smallest population: 1.0 percent of the total state public school enrollment. Region 9 remained the smallest in 2009-10, with 0.8 percent of total state enrollment.
- Region 13 (Austin) experienced the greatest percentage gain in enrollment between 1999-00 and 2009-10, increasing by 38.7 percent (Figure 12 and Table 16). Region 3 (Victoria) had the greatest percentage loss, decreasing by 7.4 percent during this time period.

**Figure 12**  
**Change in Enrollment Within Education Service Centers, Texas Public Schools, 1999-00 to 2009-10**



**Table 16****Enrollment by Education Service Center, Texas Public Schools, 1999-00 Through 2009-10**

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1999-00	295,103	7.4	109,486	2.7	56,797	1.4	861,594	21.5	86,769	2.2
2000-01	303,275	7.4	107,892	2.6	55,855	1.4	879,574	21.6	86,023	2.1
2001-02	315,910	7.6	107,864	2.6	55,310	1.3	903,257	21.7	85,769	2.1
2002-03	329,751	7.7	107,324	2.5	55,207	1.3	928,460	21.8	85,157	2.0
2003-04	341,813	7.9	107,202	2.5	54,989	1.3	947,443	21.9	84,724	2.0
2004-05	352,747	8.0	107,092	2.4	54,419	1.2	965,841	21.9	83,985	1.9
2005-06	363,270	8.0	106,784	2.4	53,885	1.2	1,004,202	22.2	80,854	1.8
2006-07	373,251	8.1	105,996	2.3	53,266	1.2	1,014,989	22.1	81,030	1.8
2007-08	383,460	8.2	105,512	2.3	52,496	1.1	1,031,462	22.1	80,712	1.7
2008-09	390,701	8.2	104,457	2.2	52,743	1.1	1,050,722	22.1	80,269	1.7
2009-10	399,837	8.2	104,284	2.2	52,598	1.1	1,076,115	22.2	80,625	1.7
10-year change	104,734	35.5	-5,202	-4.8	-4,199	-7.4	214,521	24.9	-6,144	-7.1

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1999-00	133,333	3.3	157,726	3.9	55,357	1.4	41,528	1.0	579,472	14.5
2000-01	136,347	3.3	158,040	3.9	55,319	1.4	40,875	1.0	598,831	14.7
2001-02	139,093	3.3	158,670	3.8	55,274	1.3	40,836	1.0	619,787	14.9
2002-03	142,717	3.4	160,218	3.8	56,054	1.3	40,448	1.0	637,734	15.0
2003-04	145,813	3.4	161,025	3.7	56,278	1.3	40,125	0.9	650,097	15.0
2004-05	149,171	3.4	162,127	3.7	56,743	1.3	39,915	0.9	662,037	15.0
2005-06	154,408	3.4	163,964	3.6	56,998	1.3	39,864	0.9	683,721	15.1
2006-07	156,988	3.4	163,722	3.6	56,832	1.2	39,327	0.9	696,670	15.2
2007-08	161,061	3.4	164,246	3.5	56,778	1.2	38,889	0.8	710,590	15.2
2008-09	164,218	3.5	165,199	3.5	56,604	1.2	38,728	0.8	723,432	15.2
2009-10	168,725	3.5	166,948	3.4	56,966	1.2	38,813	0.8	737,043	15.2
10-year change	35,392	26.5	9,222	5.8	1,609	2.9	-2,715	-6.5	157,571	27.2

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

**continues**

**Table 16 (continued)**

**Enrollment by Education Service Center, Texas Public Schools, 1999-00 Through 2009-10**

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1999-00	402,764	10.1	134,410	3.4	264,791	6.6	48,921	1.2	51,417	1.3
2000-01	417,550	10.3	134,805	3.3	274,077	6.7	47,624	1.2	50,696	1.2
2001-02	431,800	10.4	136,498	3.3	281,011	6.8	46,464	1.1	49,935	1.2
2002-03	447,306	10.5	138,563	3.3	289,678	6.8	45,934	1.1	49,420	1.2
2003-04	457,200	10.6	140,480	3.2	297,490	6.9	45,157	1.0	49,354	1.1
2004-05	467,721	10.6	141,534	3.2	307,059	7.0	44,816	1.0	49,150	1.1
2005-06	486,892	10.8	143,713	3.2	319,517	7.1	44,682	1.0	48,873	1.1
2006-07	499,537	10.9	146,889	3.2	332,205	7.2	47,154	1.0	48,198	1.0
2007-08	510,207	10.9	148,516	3.2	345,154	7.4	47,206	1.0	47,692	1.0
2008-09	521,135	11.0	149,721	3.2	355,700	7.5	48,223	1.0	47,592	1.0
2009-10	531,304	11.0	152,497	3.1	367,273	7.6	50,103	1.0	47,846	1.0
10-year change	128,540	31.9	18,087	13.5	102,482	38.7	1,182	2.4	-3,571	-6.9

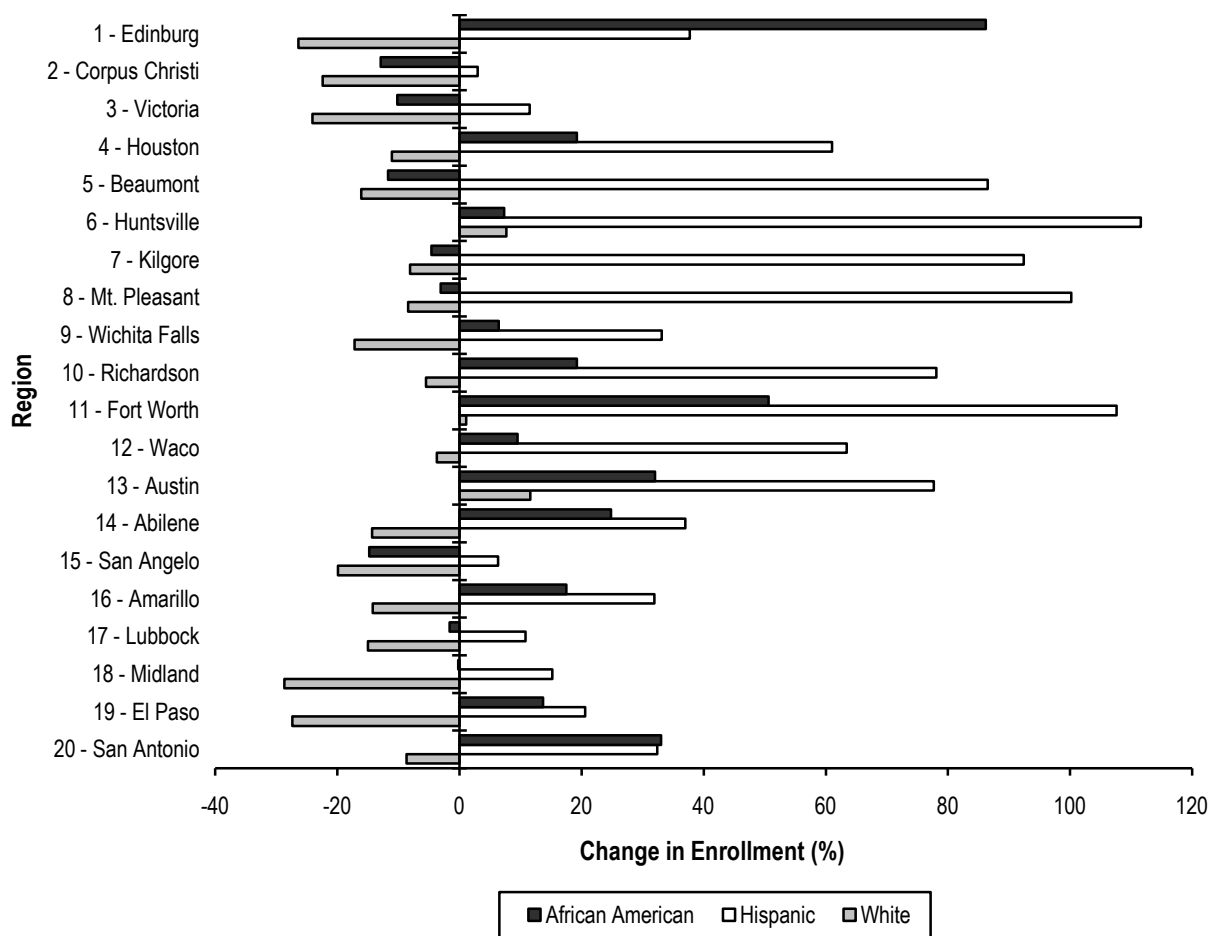
Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1999-00	79,547	2.0	80,938	2.0	80,045	2.0	155,823	3.9	326,406	8.2
2000-01	78,597	1.9	79,822	2.0	77,835	1.9	157,606	3.9	330,790	8.1
2001-02	78,191	1.9	79,006	1.9	77,226	1.9	160,797	3.9	338,270	8.1
2002-03	77,783	1.8	79,066	1.9	76,368	1.8	163,601	3.8	345,032	8.1
2003-04	77,821	1.8	78,457	1.8	75,467	1.7	166,302	3.8	350,791	8.1
2004-05	78,370	1.8	78,252	1.8	74,962	1.7	168,738	3.8	355,965	8.1
2005-06	78,990	1.7	78,487	1.7	74,664	1.7	172,052	3.8	365,223	8.1
2006-07	79,567	1.7	78,291	1.7	74,801	1.6	173,212	3.8	373,017	8.1
2007-08	80,040	1.7	78,636	1.7	75,222	1.6	173,735	3.7	379,879	8.1
2008-09	81,365	1.7	79,530	1.7	76,998	1.6	175,116	3.7	387,118	8.2
2009-10	83,157	1.7	80,257	1.7	76,925	1.6	179,384	3.7	397,144	8.2
10-year change	3,610	4.5	-681	-0.8	-3,120	-3.9	23,561	15.1	70,738	21.7

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

## Enrollment by Education Service Center and Ethnicity

- Hispanic enrollment rose in all 20 ESC regions from 1999-00 to 2009-10 (Figure 13 on this page and Table 17 on page 34). The number of Hispanic students more than doubled in Regions 6 (Huntsville), 8 (Mt. Pleasant), and 11 (Fort Worth).
- From 1999-00 to 2009-10, White enrollment decreased in 17 of the 20 ESC regions. Although nine regions had declines of 15.0 percent or more in White enrollment, two of these still saw growth in enrollment overall: Regions 1 (Edinburg) and 19 (El Paso).
- As a percentage of statewide enrollment, African American enrollment remained relatively stable over the 10-year period (Table 4 on page 7), but African American representation varied greatly by region. In the 2009-10 school year, African American students made up almost 30 percent of enrollment in Region 5 (Beaumont) but less than 1 percent in Region 1 (Edinburg) (Table 17 on page 34).

**Figure 13**  
**Change in Enrollment Within Education Service Centers by Ethnicity, Texas Public Schools, 1999-00 to 2009-10**



**Table 17**  
**Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1999-00 and 2009-10**

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>										
1999-00	571	0.2	4,212	3.8	6,277	11.1	188,766	21.9	26,957	31.1
2009-10	1,063	0.3	3,667	3.5	5,636	10.7	225,065	20.9	23,795	29.5
10-year change	492	86.2	-545	-12.9	-641	-10.2	36,299	19.2	-3,162	-11.7
<b>Asian/Pacific Islander</b>										
1999-00	1,019	0.3	1,112	1.0	714	1.3	43,114	5.0	1,992	2.3
2009-10	2,178	0.5	1,422	1.4	639	1.2	68,280	6.3	2,130	2.6
10-year change	1,159	113.7	310	27.9	-75	-10.5	25,166	58.4	138	6.9
<b>Hispanic</b>										
1999-00	281,379	95.3	71,701	65.5	23,711	41.7	307,150	35.6	5,948	6.9
2009-10	387,474	96.9	73,863	70.8	26,439	50.3	494,526	46.0	11,093	13.8
10-year change	106,095	37.7	2,162	3.0	2,728	11.5	187,376	61.0	5,145	86.5
<b>Native American</b>										
1999-00	138	0.0	305	0.3	52	0.1	1,295	0.2	251	0.3
2009-10	287	0.1	394	0.4	124	0.2	2,571	0.2	294	0.4
10-year change	149	108.0	89	29.2	72	138.5	1,276	98.5	43	17.1
<b>White</b>										
1999-00	11,996	4.1	32,156	29.4	26,043	45.9	321,269	37.3	51,621	59.5
2009-10	8,835	2.2	24,938	23.9	19,760	37.6	285,673	26.5	43,313	53.7
10-year change	-3,161	-26.4	-7,218	-22.4	-6,283	-24.1	-35,596	-11.1	-8,308	-16.1
<b>State</b>										
1999-00	295,103	100	109,486	100	56,797	100	861,594	100	86,769	100
2009-10	399,837	100	104,284	100	52,598	100	1,076,115	100	80,625	100
10-year change	104,734	35.5	-5,202	-4.8	-4,199	-7.4	214,521	24.9	-6,144	-7.1

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

**continues**

**Table 17 (continued)**

**Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1999-00 and 2009-10**

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>African American</b>										
1999-00	19,680	14.8	34,435	21.8	13,067	23.6	3,469	8.4	123,718	21.4
2009-10	21,120	12.5	32,845	19.7	12,658	22.2	3,692	9.5	147,431	20.0
10-year change	1,440	7.3	-1,590	-4.6	-409	-3.1	223	6.4	23,713	19.2
<b>Asian/Pacific Islander</b>										
1999-00	1,502	1.1	827	0.5	184	0.3	566	1.4	23,717	4.1
2009-10	3,562	2.1	1,549	0.9	480	0.8	624	1.6	42,035	5.7
10-year change	2,060	137.2	722	87.3	296	160.9	58	10.2	18,318	77.2
<b>Hispanic</b>										
1999-00	21,866	16.4	19,534	12.4	4,661	8.4	6,374	15.3	165,397	28.5
2009-10	46,272	27.4	37,578	22.5	9,330	16.4	8,484	21.9	294,539	40.0
10-year change	24,406	111.6	18,044	92.4	4,669	100.2	2,110	33.1	129,142	78.1
<b>Native American</b>										
1999-00	357	0.3	373	0.2	284	0.5	277	0.7	2,786	0.5
2009-10	928	0.6	708	0.4	454	0.8	463	1.2	3,644	0.5
10-year change	571	159.9	335	89.8	170	59.9	186	67.1	858	30.8
<b>White</b>										
1999-00	89,928	67.4	102,557	65.0	37,161	67.1	30,842	74.3	263,854	45.5
2009-10	96,843	57.4	94,268	56.5	34,044	59.8	25,550	65.8	249,394	33.8
10-year change	6,915	7.7	-8,289	-8.1	-3,117	-8.4	-5,292	-17.2	-14,460	-5.5
<b>State</b>										
1999-00	133,333	100	157,726	100	55,357	100	41,528	100	579,472	100
2009-10	168,725	100	166,948	100	56,966	100	38,813	100	737,043	100
10-year change	35,392	26.5	9,222	5.8	1,609	2.9	-2,715	-6.5	157,571	27.2

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

**continues**

Table 17 (continued)

## Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1999-00 and 2009-10

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										
1999-00	51,674	12.8	30,934	23.0	25,840	9.8	3,237	6.6	1,793	3.5
2009-10	77,799	14.6	33,885	22.2	34,105	9.3	4,039	8.1	1,528	3.2
10-year change	26,125	50.6	2,951	9.5	8,265	32.0	802	24.8	-265	-14.8
Asian/Pacific Islander										
1999-00	13,349	3.3	2,172	1.6	6,082	2.3	356	0.7	258	0.5
2009-10	25,263	4.8	2,990	2.0	15,019	4.1	636	1.3	309	0.6
10-year change	11,914	89.3	818	37.7	8,937	146.9	280	78.7	51	19.8
Hispanic										
1999-00	80,129	19.9	26,185	19.5	87,414	33.0	12,510	25.6	24,363	47.4
2009-10	166,322	31.3	42,795	28.1	155,316	42.3	17,134	34.2	25,905	54.1
10-year change	86,193	107.6	16,610	63.4	67,902	77.7	4,624	37.0	1,542	6.3
Native American										
1999-00	1,775	0.4	476	0.4	813	0.3	150	0.3	85	0.2
2009-10	3,389	0.6	928	0.6	1,386	0.4	300	0.6	133	0.3
10-year change	1,614	90.9	452	95.0	573	70.5	150	100.0	48	56.5
White										
1999-00	255,837	63.5	74,643	55.5	144,642	54.6	32,668	66.8	24,918	48.5
2009-10	258,531	48.7	71,899	47.1	161,447	44.0	27,994	55.9	19,971	41.7
10-year change	2,694	1.1	-2,744	-3.7	16,805	11.6	-4,674	-14.3	-4,947	-19.9
State										
1999-00	402,764	100	134,410	100	264,791	100	48,921	100	51,417	100
2009-10	531,304	100	152,497	100	367,273	100	50,103	100	47,846	100
10-year change	128,540	31.9	18,087	13.5	102,482	38.7	1,182	2.4	-3,571	-6.9

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

continues



**Table 17 (continued)**

**Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1999-00 and 2009-10**

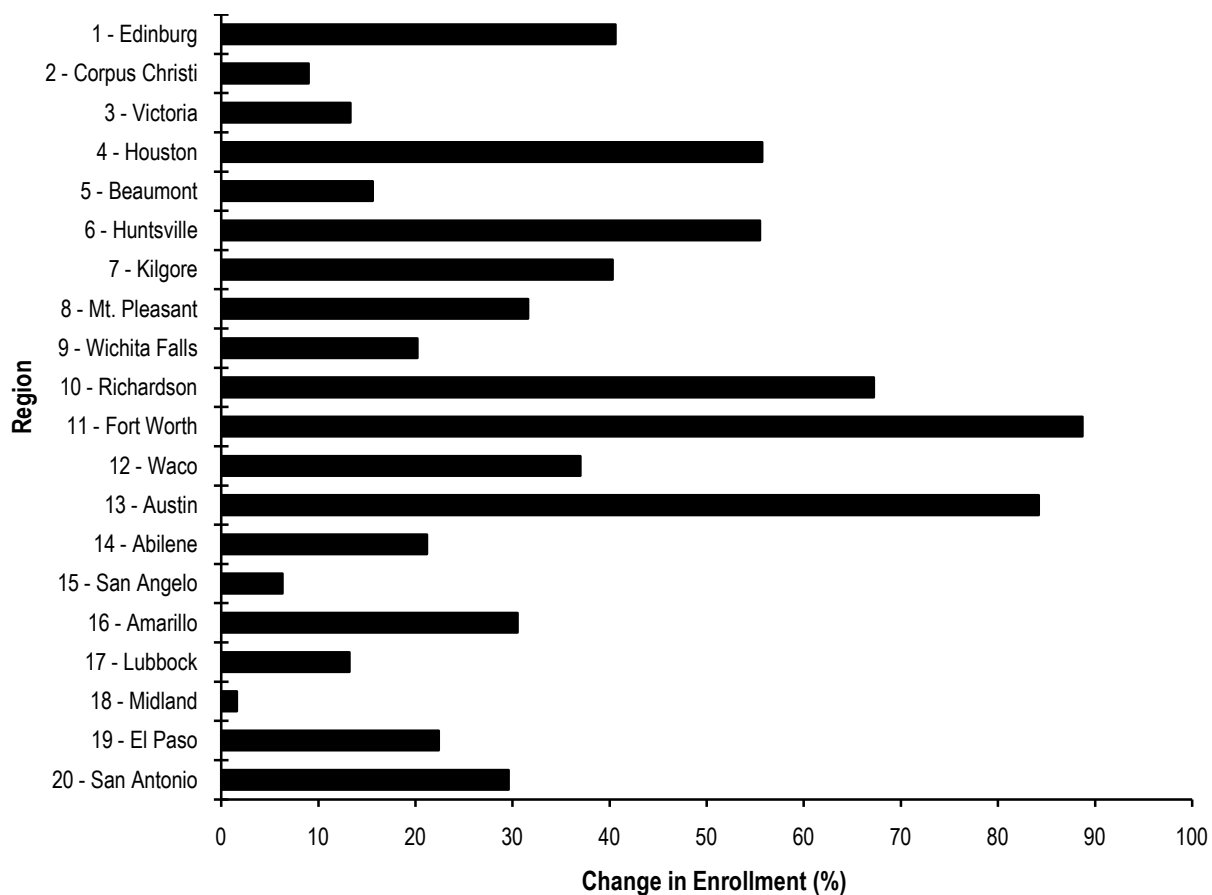
Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>African American</b>										
1999-00	4,307	5.4	6,684	8.3	4,347	5.4	4,528	2.9	22,481	6.9
2009-10	5,060	6.1	6,580	8.2	4,338	5.6	5,147	2.9	29,898	7.5
10-year change	753	17.5	-104	-1.6	-9	-0.2	619	13.7	7,417	33.0
<b>Asian/Pacific Islander</b>										
1999-00	1,021	1.3	452	0.6	515	0.6	1,083	0.7	3,651	1.1
2009-10	1,971	2.4	902	1.1	686	0.9	1,392	0.8	7,941	2.0
10-year change	950	93.0	450	99.6	171	33.2	309	28.5	4,290	117.5
<b>Hispanic</b>										
1999-00	26,556	33.4	38,507	47.6	41,208	51.5	132,242	84.9	205,703	63.0
2009-10	35,023	42.1	42,648	53.1	47,483	61.7	159,530	88.9	272,288	68.6
10-year change	8,467	31.9	4,141	10.8	6,275	15.2	27,288	20.6	66,585	32.4
<b>Native American</b>										
1999-00	286	0.4	146	0.2	246	0.3	515	0.3	683	0.2
2009-10	443	0.5	265	0.3	369	0.5	651	0.4	1,253	0.3
10-year change	157	54.9	119	81.5	123	50.0	136	26.4	570	83.5
<b>White</b>										
1999-00	47,377	59.6	35,149	43.4	33,729	42.1	17,455	11.2	93,888	28.8
2009-10	40,660	48.9	29,862	37.2	24,049	31.3	12,664	7.1	85,764	21.6
10-year change	-6,717	-14.2	-5,287	-15.0	-9,680	-28.7	-4,791	-27.4	-8,124	-8.7
<b>State</b>										
1999-00	79,547	100	80,938	100	80,045	100	155,823	100	326,406	100
2009-10	83,157	100	80,257	100	76,925	100	179,384	100	397,144	100
10-year change	3,610	4.5	-681	-0.8	-3,120	-3.9	23,561	15.1	70,738	21.7

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

## **Enrollment by Education Service Center and Economically Disadvantaged Status**

- From 1999-00 to 2009-10, the percentages of students identified as economically disadvantaged increased in all 20 ESC regions (Figure 14 and Table 18). In 1999-00, seven regions served populations in which more than 50 percent of students were economically disadvantaged. By 2009-10, that number had more than doubled to 17 regions; only Regions 6 (Huntsville), 11 (Fort Worth), and 13 (Austin) had smaller percentages of economically disadvantaged students.
- Across ESC regions in 2009-10, the percentage of students identified as economically disadvantaged was highest in Region 1 (Edinburg), at 85.5 percent, and lowest in Region 11 (Fort Worth), at 46.2 percent. These two regions also had the highest and lowest percentages of economically disadvantaged students, respectively, in 1999-00.
- Despite the fact that seven regions had decreases in total enrollment during the period, each saw an increase in the number of economically disadvantaged students (Figure 12 on page 30 and Figure 14 on this page).

**Figure 14**  
**Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 1999-00 to 2009-10**



**Table 18**  
**Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas**  
**Public Schools, 1999-00 and 2009-10**

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1999-00	243,342	82.5	62,195	56.8	28,345	49.9	400,008	46.4	39,877	46.0
2009-10	342,047	85.5	67,765	65.0	32,127	61.1	622,989	57.9	46,089	57.2
10-year change	98,705	40.6	5,570	9.0	3,782	13.3	222,981	55.7	6,212	15.6

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1999-00	54,205	40.7	71,158	45.1	26,384	47.7	17,415	41.9	243,423	42.0
2009-10	84,268	49.9	99,813	59.8	34,722	61.0	20,925	53.9	406,971	55.2
10-year change	30,063	55.5	28,655	40.3	8,338	31.6	3,510	20.2	163,548	67.2

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1999-00	130,029	32.3	63,473	47.2	94,539	35.7	23,662	48.4	27,508	53.5
2009-10	245,388	46.2	86,968	57.0	174,136	47.4	28,678	57.2	29,254	61.1
10-year change	115,359	88.7	23,495	37.0	79,597	84.2	5,016	21.2	1,746	6.3

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1999-00	36,976	46.5	43,278	53.5	43,139	53.9	111,377	71.5	195,667	59.9
2009-10	48,250	58.0	49,002	61.1	43,837	57.0	136,307	76.0	253,641	63.9
10-year change	11,274	30.5	5,724	13.2	698	1.6	24,930	22.4	57,974	29.6

## Reporting Ethnicity: Revision of Categories Between 2008-09 and 2009-10

Beginning with the 2009-10 school year, the Texas Education Agency (TEA) implemented a new federal standard for reporting student ethnicity to the U.S. Department of Education (USDE). The standard incorporated several important changes. For example, categories for ethnicity were explicitly separated from categories for race, and respondents were given the option of selecting more than one racial category. In addition, the category "Asian or Pacific Islander" was separated into "Asian" and "Native Hawaiian or Other Pacific Islander." In the 2009-10 school year, districts submitted student ethnic and racial data using both the old categories and the new federal standard. Beginning with the 2010-11 school year, school districts will report student ethnicity and race using only the new standard.

The USDE requires data about ethnicity and race to be collected using a two-part question (Final Guidance, 2007). The first part, "What is this person's ethnicity?", identifies a student as "Hispanic/Latino" or "Not Hispanic/Latino." The second part, "What is this person's race?", identifies a student as "American Indian or Alaska Native," "Asian," "Black or African American," "Native Hawaiian or Other Pacific Islander," or "White." Both parts of the question must be answered.

A student identified as "Hispanic/Latino" is counted in this category for aggregate reporting to the USDE, regardless of the responses provided to the question on race. A student identified as "Not Hispanic/Latino" and whose race is identified using only one racial category is counted in the single racial category for aggregate reporting to the USDE. A student identified as "Not Hispanic/Latino" and whose race is identified using more than one racial category is counted in the category "Two or More Races" for aggregate reporting to the USDE.

Table 19 shows 2009-10 enrollment data for the same Texas public school population using both the old and new race/ethnicity categories. Elsewhere in this report, the data are presented using the old race/ethnicity categories.

- A total of 74,366 students, or 1.5 percent of total public school enrollment, were reported with two or more races in the 2009-10 school year.
- Of students reported with two or more races, approximately 40 percent were reported as White and Black or African American, 20 percent as White and Asian, and 20 percent as White and American Indian or Alaska Native.

**Table 19**  
**Comparison of Race/Ethnicity Categories, Texas Public Schools, 2009-10**

Old race/ethnicity category	2009-10		New race/ethnicity category	2009-10	
	Number	Percent		Number	Percent
Hispanic/Latino	2,354,042	48.6	Hispanic/Latino	2,398,684	49.5
American Indian or Alaska Native	18,984	0.4	American Indian or Alaska Native	26,467	0.6
Asian or Pacific Islander	180,008	3.7	Asian	162,032	3.3
			Native Hawaiian or Other Pacific Islander	6,201	0.1
Black or African American	679,351	14.0	Black or African American	632,401	13.0
White	1,615,459	33.3	White	1,547,693	31.9
			Two or more races <sup>a</sup>	74,366	1.5
All grades	4,847,844	100	All grades	4,847,844	100

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

<sup>a</sup>Students reported as more than one race.

## National Enrollment Trends

The total population, the number of school age children, and public school enrollment are growing at faster rates in Texas than in the United States (U.S. Bureau of the Census, 2000, 2010). From 1999 to 2009, the estimated total population increased from 20.0 million to 24.8 million in Texas, or 23.6 percent, compared to a 12.6 percent increase in the United States. From 1999 to 2009, the estimated number of children ages 5-17 in Texas increased from 4.1 million to 4.8 million, or 18.2 percent. In the United States, the number of children ages 5-17 increased by 3.9 percent.

National figures indicate that, from 1997-98 to 2007-08, public school enrollment increased by 20.1 percent (782,955 students) in Texas, compared to 6.9 percent (3,165,610 students) in the United States as a whole (Table 20) (NCES, 2010a). Of the four most populous states in the country, Texas had the largest percentage increase in public school enrollment over the 10-year period (20.1%), followed by Florida (16.2%) and California (9.3%). Public school enrollment in New York decreased by 3.4 percent.

**Table 20**  
**Public School Enrollment, Four Most Populous States and the United States, 1997-98 and 2007-08**

Year	California	Florida	New York	Texas	United States
1997-98	5,803,887	2,294,077	2,861,823	3,891,877	46,126,897
2007-08	6,343,471	2,666,811	2,765,435	4,674,832	49,292,507
10-year change	539,584	372,734	-96,388	782,955	3,165,610

Source: National Center for Education Statistics (2010a).

In fall of 2007, according to national figures, Texas public school enrollment was 14.3 percent African American, 3.4 percent Asian/Pacific Islander, 47.2 percent Hispanic, and 34.8 percent White (Table 21) (NCES, 2010b). By comparison, U.S. public school enrollment was 17.0 percent African American, 4.8 percent Asian/Pacific Islander, 21.1 percent Hispanic, and 55.8 percent White. Between 1997 and 2007, the percentages of Hispanic students increased in the four most populous states in the country, as well as the United States as a whole, and in each case, the percentage-point increase was the largest for any ethnic group. The proportion of enrollment accounted for by Hispanics rose from 37.9 percent to 47.2 percent (9.3 percentage points) in Texas, and from 14.4 percent to 21.1 percent (6.7 percentage points) nationwide. During the same period, the proportion of enrollment accounted for by White students decreased from 45.0 percent to 34.8 percent in Texas and from 63.5 percent to 55.8 percent nationwide. This downward trend also held true in California, Florida, and New York. Throughout the period, Texas and California had much higher percentages of Hispanic students and lower percentages of White students than the nation as a whole.

Eligibility for the National School Lunch and Child Nutrition Program, which provides free and reduced-price meals to students from low-income families, is used as an indicator of student economic status. Across the 42 states for which 1997-98 eligibility data are available, the percentages of eligible students ranged from a low of 11.3 percent in New Hampshire to a high of 55.6 percent in Mississippi (NCES, 1999). National figures indicate that 38.9 percent of students in Texas were eligible in 1997-98 (Table 22 on page 44).

**Table 21**  
**Public School Enrollment (%) by Ethnicity, Four Most Populous States and the United States,**  
**Fall 1997 and Fall 2007**

<b>Year</b>	<b>African American</b>	<b>Asian/Pacific Islander</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White</b>
<b>California</b>					
Fall 1997	8.8	11.1	40.5	0.9	38.8
Fall 2007	7.7	11.9	50.2	0.8	29.4
10-year change (percentage-point)	-1.1	0.8	9.7	-0.1	-9.4
<b>Florida</b>					
Fall 1997	25.4	1.8	16.4	0.2	56.2
Fall 2007	23.9	2.5	25.7	0.3	47.6
10-year change (percentage-point)	-1.5	0.7	9.3	0.1	-8.6
<b>New York</b>					
Fall 1997	20.4	5.4	17.8	0.5	55.9
Fall 2007	19.5	7.4	21.0	0.5	51.6
10-year change (percentage-point)	-0.9	2.0	3.2	0.0	-4.3
<b>Texas</b>					
Fall 1997	14.4	2.4	37.9	0.3	45.0
Fall 2007	14.3	3.4	47.2	0.3	34.8
10-year change (percentage-point)	-0.1	1.0	9.3	0.0	-10.2
<b>United States</b>					
Fall 1997	17.0	3.9	14.4	1.2	63.5
Fall 2007	17.0	4.8	21.1	1.2	55.8
10-year change (percentage-point)	0.0	0.9	6.7	0.0	-7.7

Source. National Center for Education Statistics (2010b).

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

In 2007-08, each of the four most populous states in the country had a greater proportion of students eligible for free or reduced-price meals than the country as a whole (Table 22 on page 44) (NCES, 2010c). The percentage of eligible students in Texas that year (47.7%) was nearly 5 percentage points higher than the national average (42.9%).

A higher percentage of public school students participated in special education programs across the United States (12.8%) than in Texas (12.3%) during the 1997-98 school year (Table 23 on page 44) (NCES, 2000). By 2007-08, participation in special education had increased to 13.4 percent in the United States, but had decreased to 10.1 percent in Texas (NCES, 2010d). Of the four most populous states in the

**Table 22**  
**Public School Enrollment (%) of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 1997-98 and 2007-08**

Year	California	Florida	New York	Texas	United States
1997-98	47.0	36.4	36.6	38.9	n/a <sup>a</sup>
2007-08	52.1	45.6	44.1	47.7	42.9
10-year change (percentage-point)	5.1	9.2	7.5	8.8	n/a

Source. National Center for Education Statistics (1999, 2010c).

<sup>a</sup>A national rate could not be calculated because eight states did not provide information for at least 70 percent of their schools. Across the 42 states that reported information for 1997-98, the percentage of eligible students ranged from a low of 11.3 percent to a high of 55.6 percent.

**Table 23**  
**Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 1997-98 and 2007-08**

Year	California	Florida	New York	Texas	United States
1997-98	10.4	14.6	14.8	12.3	12.8
2007-08	10.6	14.7	16.4	10.1	13.4
10-year change (percentage-point)	0.2	0.1	1.6	-2.2	0.6

Source. National Center for Education Statistics (2000, 2010d).

country, New York had the highest percentage of public school students participating in special education in the 2007-08 school year (16.4%), as well as the largest percentage-point increase between 1997-98 and 2007-08 (1.6 percentage points) (NCES 2000, 2010d).

Students identified as limited English proficient (LEP) are eligible to participate in bilingual or English as a second language programs. National figures indicate that the percentage of public school students identified as LEP in 1995-96 was higher in Texas (12.0%) than in the nation (6.8%) (Table 24) (National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, 2008d, n.d.). Although the percentage of students identified as LEP increased between 1995-96 and 2005-06 in both Texas (to 14.2%) and the nation (to 10.3%), the percentage of LEP students in Texas remained higher. Across the four most populous states in the country, California had the highest percentage of public school students identified as LEP in both 1995-96 and 2005-06 (National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, 2008a, 2008b, 2008c). By 2005-06, about one in four California public school students was identified as LEP. New York had the smallest percentage of LEP students in 2005-06, at 8.7 percent.



**Table 24**  
**Public School Enrollment (%) of Students Identified as Limited English Proficient, Four Most Populous States and the United States, 1995-96 and 2005-06**

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

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

In the 42 states for which figures were available for the 1993-94 school year, the percentages of students identified as gifted and talented ranged from a low of 1.0 percent to a high of 15.0 percent (NCES, 2003). In Texas, the percentage was 7.0 percent. By 2006, all 50 states had gifted and talented programs in place, and the percentages of students identified ranged from a low of 0.7 percent to a high of 16.1 percent (NCES, 2010e). National figures indicate that 7.6 percent of Texas students and 6.7 percent of students nationwide were identified as gifted and talented in 2006.



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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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