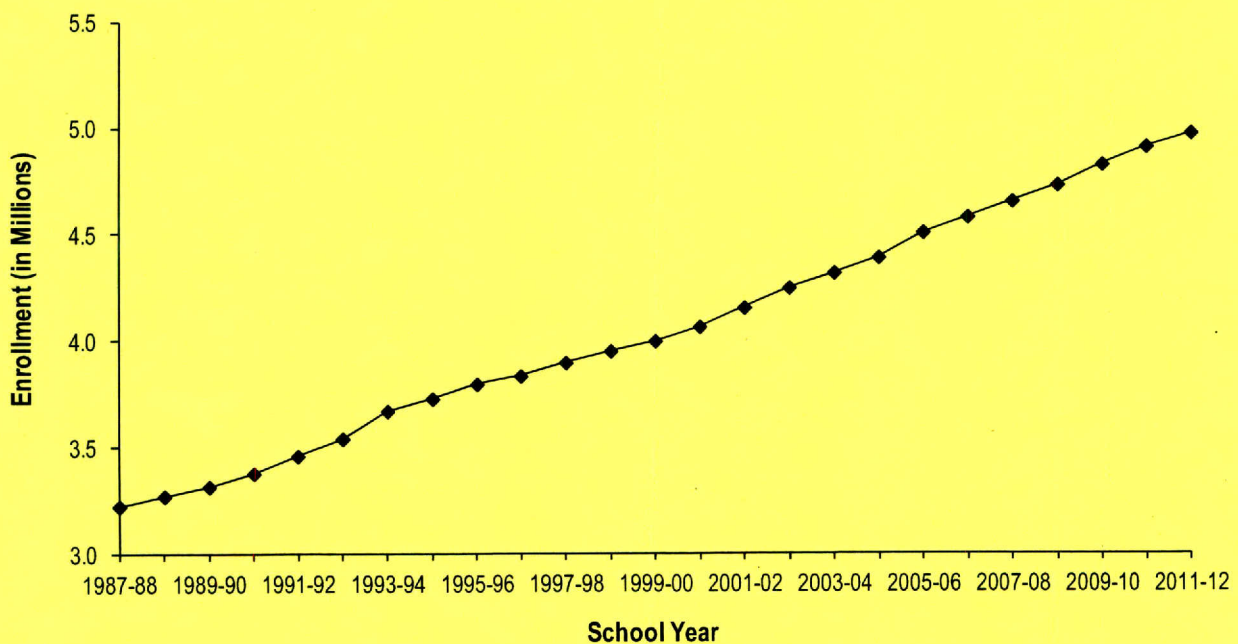


Enrollment in Texas Public Schools 2011-12

Statewide Enrollment, Texas Public Schools, 1987-88 Through 2011-12



Division of Research and Analysis
Department of Assessment and Accountability
Texas Education Agency
December 2012

Enrollment in Texas Public Schools 2011-12

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Abstract. This report provides information on enrollment in the Texas public school system from the 2001-02 through 2011-12 school years, based on data collected through the Texas Public Education Information Management System. Enrollment data are provided by grade, race/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, race/ethnicity, economically disadvantaged status, gender.*

Cover. Statewide Enrollment, Texas Public Schools, 1987-88 Through 2011-12. See pages 5-6 for detail.

Additional copies of this document may be purchased using the order form in the back of this publication. Also, the report is available in PDF format on the agency website at http://www.tea.state.tx.us/acctres/enroll_index.html. Additional information about this report may be obtained by contacting the Texas Education Agency Division of Research and Analysis by phone at (512) 475-3523 or by e-mail at research@tea.state.tx.us.

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Overview

This report provides enrollment data for students attending Texas public schools in the 2011-12 school year and updates 10-year trends in state enrollment. Enrollment data are provided by the following student characteristics: race/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 2001-02 school year was 4,160,968 students. By 2011-12, enrollment had risen to 4,998,579 students. Over the 10-year period, total enrollment increased by 837,611 students, or by 20.1 percent.
- In 2011-12, statewide enrollment increased from the previous year by 1.3 percent.
- Between the 2010-11 and 2011-12 school years, African American, Asian, and Hispanic enrollment increased. Enrollment of White students decreased.
- Hispanics had the largest numerical increase in enrollment between 2010-11 and 2011-12, rising by 61,223 students. In 2011-12, Hispanic students accounted for the largest percentage of total enrollment (50.8%), followed by White (30.6%), African American (12.8%), and Asian students (3.5%).
- During the 2001-02 school year, there were 2,096,365 economically disadvantaged students, accounting for 50.4 percent of all students. By 2011-12, the number of economically disadvantaged students had risen to 3,013,442, or 60.3 percent of all students. The 43.7 percent increase in economically disadvantaged students was more than double the 20.1 percent increase in the public school population as a whole.
- The percentages of African American, Asian, Hispanic, and White students identified as economically disadvantaged increased between the 2010-11 and 2011-12 school years.
- During both the 2010-11 and 2011-12 school years, Grade 9 had the highest enrollment, in part because of high grade-level retention in Grade 9 compared to other grades. In 2011-12, a total of 393,553 students were enrolled in Grade 9.
- The number of students participating in career and technical education programs rose by 35.3 percent between 2001-02 and 2011-12. The number of students receiving bilingual or English as a second language instructional services increased by 49.2 percent over the same period, and the number of students identified as limited English proficient (LEP) grew by 39.4 percent.
- In 2001-02, Education Service Center Region 4 (Houston) served the largest student population, accounting for 21.7 percent of total state public school enrollment. In 2011-12, Region 4 continued to have the largest proportion of total enrollment (22.1%).
- According to national figures, public school enrollment in Texas increased by 21.5 percent between 1999 and 2009. This was nearly four times the increase in the United States (5.4%) over the same time period.
- From 1999 to 2009, the proportion of public school enrollment accounted for by Hispanic students increased from 39.6 percent to 48.6 percent (9.0 percentage points) in Texas and from 15.6 percent to 22.1 percent (6.5 percentage points) nationwide. During the same period, the proportion of enrollment accounted for by White students decreased from 43.1 percent to 33.3 percent (9.8 percentage points) in Texas and from 62.1 percent to 54.1 percent (8.0 percentage points) nationwide.
- In 2009-10, a higher percentage of public school students participated in special education programs across the United States (13.1%) than in Texas (9.2%).

Enrollment in Texas

Reporting of Enrollment Data

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 race/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.

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, 2011). As a result, performance is reported by total student population and by student group categories, such as race/ethnicity and economically disadvantaged status.

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 2011-12, a broad range of information was collected through PEIMS on more than 1,200 school districts and open-enrollment charters; more than 8,500 schools; more than 324,000 teachers; and more than 4.9 million students. Texas public school students are served in markedly diverse school settings. Districts ranged in size from less than one square mile to nearly five thousand square miles. The two smallest districts in the state each had a total enrollment of 16 students: San Vicente Independent School District and Mountain Home Independent School District. In contrast, more than 200,000 students received instruction at 279 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 Juvenile Justice Department 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, 2010, 2011a) 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 on page 4). Historical data on Texas public school enrollment are included with discussion of changes over time.

Reporting of Race/Ethnicity

Data submissions prior to 2009-10. School districts submit student demographic information to TEA through PEIMS. Prior to the 2009-10 school year, TEA required that districts submit one of five racial/ethnic categories for each student: American Indian or Alaska Native; Asian or Pacific Islander; Black or African American (not of Hispanic origin); Hispanic/Latino; or White (not of Hispanic origin).

Data submissions beginning in 2009-10. In 2009-10, TEA began collecting data on race and ethnicity in compliance with a new federal standard (TEA, 2009c). For that year only, as a transitional measure, the data also were collected using the old standard. The new standard requires that race and ethnicity be collected separately using a specific two-part question, presented in a specific order, and that both parts of the question be answered (TEA, 2012).

Part 1. Ethnicity: Is the person Hispanic/Latino? Choose only one.

- Hispanic/Latino
- Not Hispanic/Latino

Part 2. Race: What is the person's race? Choose one or more, regardless of ethnicity.

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian/Other Pacific Islander
- White

The racial/ethnic categories are defined as follows. Hispanic/Latino includes students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. American Indian or Alaska Native includes students having origins in any of the original peoples of North and South America (including Central America), and who maintain a tribal affiliation or community attachment. Asian includes students having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. Black or African American includes students having origins in any of the black racial groups of Africa. Native Hawaiian/Other Pacific Islander includes students having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. White includes students having origins in any of the original peoples of Europe, the Middle East, or North Africa.

The new standard results in several important changes: (a) the combined racial category Asian/Pacific Islander is now separated into two categories; (b) students once identified exclusively as "Hispanic/Latino" must now report their race; (c) students may report more than one race; and (d) the definition for one of the racial categories—American Indian or Alaska Native—differs from that used in years past. Prior to 2009-10, American Indian or Alaska Native included students having origins in any of the original peoples of North America only.

Throughout the rest of this report, students classified in PEIMS as Hispanic/Latino are referred to as Hispanic; students classified as American Indian or Alaska Native are referred to as American Indian; students classified as Black or African American are referred to as African American; students classified

as Native Hawaiian/Other Pacific Islander are referred to as Pacific Islander; and students classified as having two or more races are referred to as multiracial.

For purposes of reporting Texas public school enrollment data, TEA combines the answers to the two-part question to create seven mutually exclusive racial/ethnic categories. A student identified as Hispanic is included only in the count for Hispanics. A student not identified as Hispanic is included in the count for only one of the following six racial categories: African American, American Indian, Asian, Pacific Islander, White, or multiracial. A student identified as having two or more races is included only in the count for multiracial students, not in the count for any single racial category.

In this report, Texas public school enrollment data for 2009-10 and later years are based on the new racial/ethnic categories. Texas public school enrollment data for 2008-09 and earlier years are based on the old racial/ethnic categories. National public school enrollment data are also based on the old racial/ethnic categories. When reporting data by race/ethnicity for school years prior to 2009-10, TEA used the term Native American in place of the term American Indian. In this report, the term American Indian is used to present both current and historical data.

Because rates for small groups tend to be less stable over time, comparisons of rates either across racial/ethnic groups or within racial/ethnic groups over time can be misleading when one group is small compared to other groups. Among non-Hispanic students in Texas, the American Indian, multiracial, and Pacific Islander populations are small in number, compared to other racial/ethnic groups. Therefore, these populations are not included in comparisons of results in this report for non-Hispanic students. Among Hispanic students in Texas, the Asian and Pacific Islander populations are small in number, compared to other racial/ethnic groups. Therefore, these populations are not included in comparisons of results in this report for Hispanic students.

Table 1

Enrollment by Race/Ethnicity, Economic Status, English Proficiency, Gender, Grade, Instructional Program, and Education Service Center, Texas Public Schools, 2010-11 and 2011-12

Group	Enrollment		Group	Enrollment	
	2010-11	2011-12		2010-11	2011-12
All students	4,933,617	4,998,579	Instructional program or special population ^a		
Race/Ethnicity			Bilingual or English as a second language	797,683	809,854
African American	637,722	640,171	Career and technical	469,086	483,122
American Indian	23,602	22,383	Gifted and talented	379,831	381,744
Asian	169,338	177,185	Immigrant	79,536	71,754
Hispanic	2,480,000	2,541,223	Migrant	37,746	35,866
Pacific Islander	6,127	6,257	Special education	442,971	440,744
White	1,538,409	1,527,203	Title I	3,268,054	3,298,934
Multiracial	78,419	84,157	Education service center		
Economic status			Region 1 - Edinburg	409,469	412,862
Economically disadvantaged	2,914,916	3,013,442	Region 2 - Corpus Christi	104,863	105,357
English proficiency			Region 3 - Victoria	52,765	53,305
Limited English proficient	831,812	838,418	Region 4 - Houston	1,092,548	1,105,601
Gender			Region 5 - Beaumont	80,438	80,331
Female	2,400,043	2,432,216	Region 6 - Huntsville	171,733	174,707
Male	2,533,574	2,566,363	Region 7 - Kilgore	169,455	170,146
Grade			Region 8 - Mt. Pleasant	56,866	56,803
Early education	24,751	24,454	Region 9 - Wichita Falls	38,485	38,272
Prekindergarten	224,335	225,037	Region 10 - Richardson	749,836	763,593
Kindergarten	374,178	379,431	Region 11 - Fort Worth	541,969	553,205
Grade 1	387,884	392,276	Region 12 - Waco	156,571	158,500
Grade 2	379,887	383,400	Region 13 - Austin	377,724	372,861
Grade 3	375,432	379,400	Region 14 - Abilene	52,376	52,288
Grade 4	374,078	375,729	Region 15 - San Angelo	48,163	47,810
Grade 5	372,498	377,701	Region 16 - Amarillo	84,670	85,832
Grade 6	361,662	372,802	Region 17 - Lubbock	81,354	81,848
Grade 7	357,344	366,104	Region 18 - Midland	78,038	80,177
Grade 8	354,244	360,198	Region 19 - El Paso	182,133	183,430
Grade 9	390,665	393,553	Region 20 - San Antonio	404,161	421,651
Grade 10	343,821	346,898			
Grade 11	314,710	323,217			
Grade 12	298,128	298,379			

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aStudents may be counted in more than one category.

Statewide Enrollment

Public school enrollment has increased in recent years, particularly in the southern and western United States, and more growth is expected in the future. For the 12-year period from 2008 to 2020, the National Center for Education Statistics (NCES) projects a 7-percent increase nationwide in public primary and secondary school enrollment (NCES, 2011). The method used to project school enrollments "... assumes that future trends in factors affecting enrollments will be consistent with past patterns. It implicitly includes the net effect of factors such as dropouts, deaths, nonpromotion, transfers to and from public schools, and, at the state level, migration (p. 3)." Among the states, Texas is expected to experience the fourth largest increase (after Nevada, Arizona, and Alaska) in public school enrollment from 2008 to 2020, at 22.7 percent.

Between 1987-88 and 2011-12, year-to-year change in statewide enrollment ranged from a low of 1.0 percent in 1996-97 to a high of 3.7 percent in 1993-94 (Table 2 on page 6). The most common year-to-year change was 1.7 percent. In 2011-12, statewide enrollment increased from the previous year by 1.3 percent.

Between 1987-88 and 2011-12, Texas public schools served an increasingly diverse population of students. The 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. Since then, the number of Hispanic students has continued to rise, and the number of White students has declined (Figure 1 on page 7 and Table 4 on page 8).

Each year between 2001-02 and 2011-12, the majority of students met the state criteria for economic disadvantage (Figure 2 and Table 7 on page 10). In the 2011-12 school year, 60.3 percent of students were identified as economically disadvantaged. 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, 2012).

- Texas public school enrollment during the 2001-02 school year was 4,160,968 students (Table 2). By 2011-12, enrollment had risen to 4,998,579 students. Over the 10-year period, total enrollment increased by 837,611 students, or by 20.1 percent.
- Statewide enrollment during the 1987-88 school year was 3,224,916 students. By 2011-12, enrollment had risen to 4,998,579 students. During the 24-year period, total enrollment increased by 1,773,663 students, or 55.0 percent (Table 3).

Table 2
Statewide Enrollment, Texas Public Schools, 1987-88 Through 2011-12

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
2010-11	4,933,617	1.8
2011-12	4,998,579	1.3

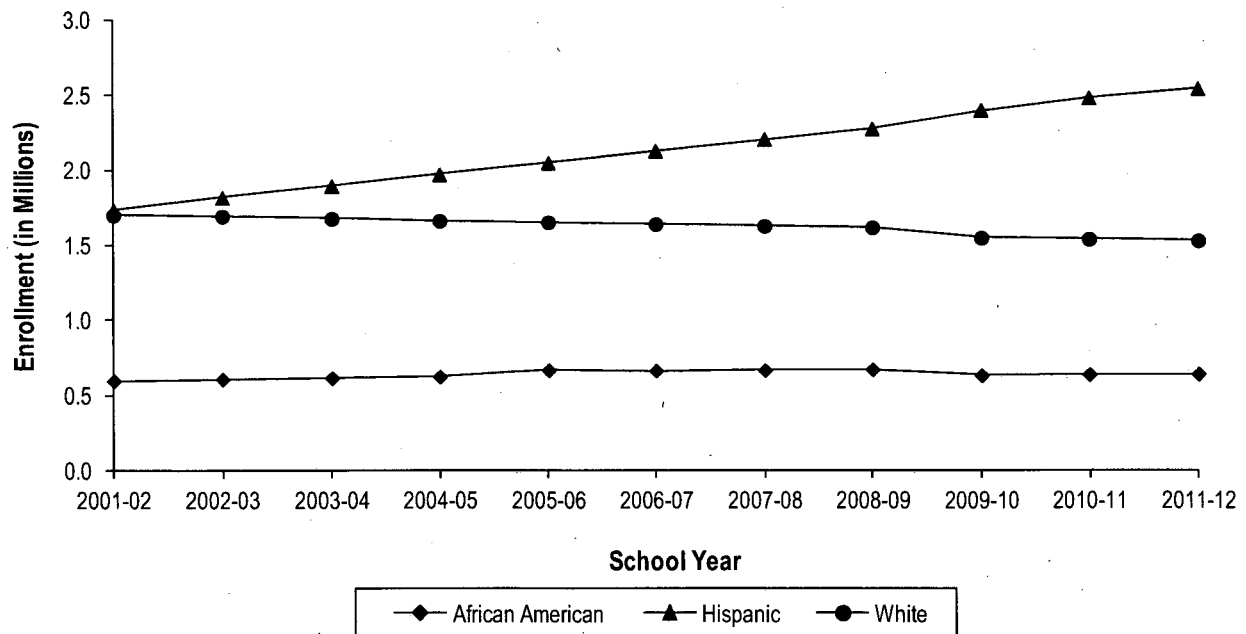
Table 3
Change in Statewide Enrollment, Texas Public Schools

Period	Number	Percent
10-year change, 2001-02 to 2011-12	837,611	20.1
24-year change, 1987-88 to 2011-12	1,773,663	55.0

Enrollment by Race/Ethnicity

- African American, Asian, and Hispanic enrollment increased between the 2010-11 and 2011-12 school years, whereas White enrollment decreased (Figure 1 on this page and Table 4 on page 8).
- Hispanics had the largest numerical increase in enrollment between 2010-11 and 2011-12, rising by 61,223 students. In 2011-12, Hispanic students accounted for the largest percentage of total enrollment (50.8%), followed by White (30.6%), African American (12.8%), and Asian students (3.5%).
- By race, the largest percentage of Hispanic students were identified as White (68.0%). These students accounted for 34.6 percent of the total student population (Table 5 on page 9).
- Among the three largest groups of non-Hispanic multiracial students in 2011-12, students identified as White and African American accounted for 0.7 percent of total enrollment, students identified as White and Asian accounted for 0.4 percent, and students identified as White and American Indian accounted for another 0.3 percent (Table 6 on page 9).

Figure 1
Enrollment by Race/Ethnicity, Texas Public Schools, 2001-02 Through 2011-12



Note. Racial groups (African American and White) do not include students of Hispanic ethnicity.

Table 4
Enrollment by Race/Ethnicity, Texas Public Schools, 2001-02 Through 2011-12

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2001-02	596,962	14.3	12,774	0.3	n/a ^a	n/a	1,734,388	41.7	n/a	n/a
2002-03	608,045	14.3	13,162	0.3	n/a	n/a	1,818,531	42.7	n/a	n/a
2003-04	616,050	14.2	13,791	0.3	n/a	n/a	1,894,108	43.8	n/a	n/a
2004-05	623,534	14.2	14,350	0.3	n/a	n/a	1,969,097	44.7	n/a	n/a
2005-06	665,799	14.7	15,037	0.3	n/a	n/a	2,047,308	45.3	n/a	n/a
2006-07	662,700	14.4	15,831	0.3	n/a	n/a	2,127,647	46.3	n/a	n/a
2007-08	666,009	14.3	16,285	0.3	n/a	n/a	2,203,340	47.2	n/a	n/a
2008-09	671,871	14.1	16,713	0.4	n/a	n/a	2,275,098	47.9	n/a	n/a
2009-10	632,401	13.0	26,467	0.5	162,032	3.3	2,398,684	49.5	6,201	0.1
2010-11	637,722	12.9	23,602	0.5	169,338	3.4	2,480,000	50.3	6,127	0.1
2011-12	640,171	12.8	22,383	0.4	177,185	3.5	2,541,223	50.8	6,257	0.1
10-year change	43,209	7.2	9,609	75.2	n/a	n/a	806,835	46.5	n/a	n/a

Year	White		Multiracial	
	Number	Percent	Number	Percent
2001-02	1,700,622	40.9	n/a	n/a
2002-03	1,693,598	39.8	n/a	n/a
2003-04	1,676,987	38.7	n/a	n/a
2004-05	1,660,392	37.7	n/a	n/a
2005-06	1,651,040	36.5	n/a	n/a
2006-07	1,638,571	35.7	n/a	n/a
2007-08	1,626,638	34.8	n/a	n/a
2008-09	1,616,115	34.0	n/a	n/a
2009-10	1,547,693	31.9	74,366	1.5
2010-11	1,538,409	31.2	78,419	1.6
2011-12	1,527,203	30.6	84,157	1.7
10-year change	-173,419	-10.2	n/a	n/a

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aNot available.

Table 5
Hispanic Students by Race, Texas Public Schools, 2010-11 and 2011-12

Group	2010-11		2011-12	
	Number	Percent	Number	Percent
All Hispanic	2,480,000	50.3	2,541,223	50.8
African American	33,271	0.7	36,979	0.7
American Indian	704,570	14.3	685,108	13.7
Asian	8,457	0.2	8,991	0.2
Pacific Islander	6,790	0.1	6,590	0.1
White	1,647,818	33.4	1,727,662	34.6
Multiracial	79,094	1.6	75,893	1.5
State	4,933,617	100	4,998,579	100

Table 6
Non-Hispanic Multiracial Students by Most Common Racial Combination, Texas Public Schools, 2010-11 and 2011-12

Group	2010-11		2011-12	
	Number	Percent	Number	Percent
Multiracial	78,419	1.6	84,157	1.7
White and African American	33,423	0.7	37,330	0.7
White and Asian	16,238	0.3	18,029	0.4
White and Native American	13,881	0.3	13,470	0.3
State	4,933,617	100	4,998,579	100

Enrollment by Economically Disadvantaged Status

- During the 2001-02 school year, there were 2,096,365 economically disadvantaged students, accounting for 50.4 percent of all students (Figure 2 and Table 7). By 2011-12, the number of economically disadvantaged students had risen to 3,013,442, or 60.3 percent of all students.
- Between 2001-02 and 2011-12, the number of economically disadvantaged students rose by 917,077. The total public school population rose by 837,611 (Table 3 on page 6). The 43.7 percent increase in economically disadvantaged student enrollment was more than double the 20.1 percent increase in the public school population as a whole (Table 3 on page 6 and Table 7 on this page).

Figure 2
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2001-02 Through 2011-12

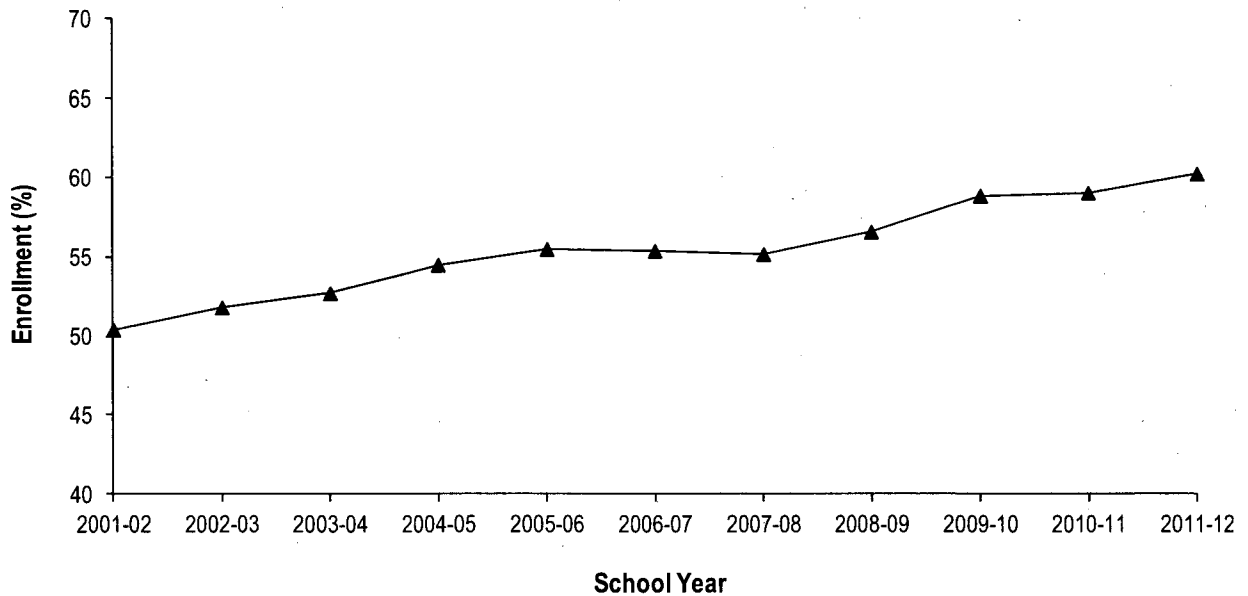


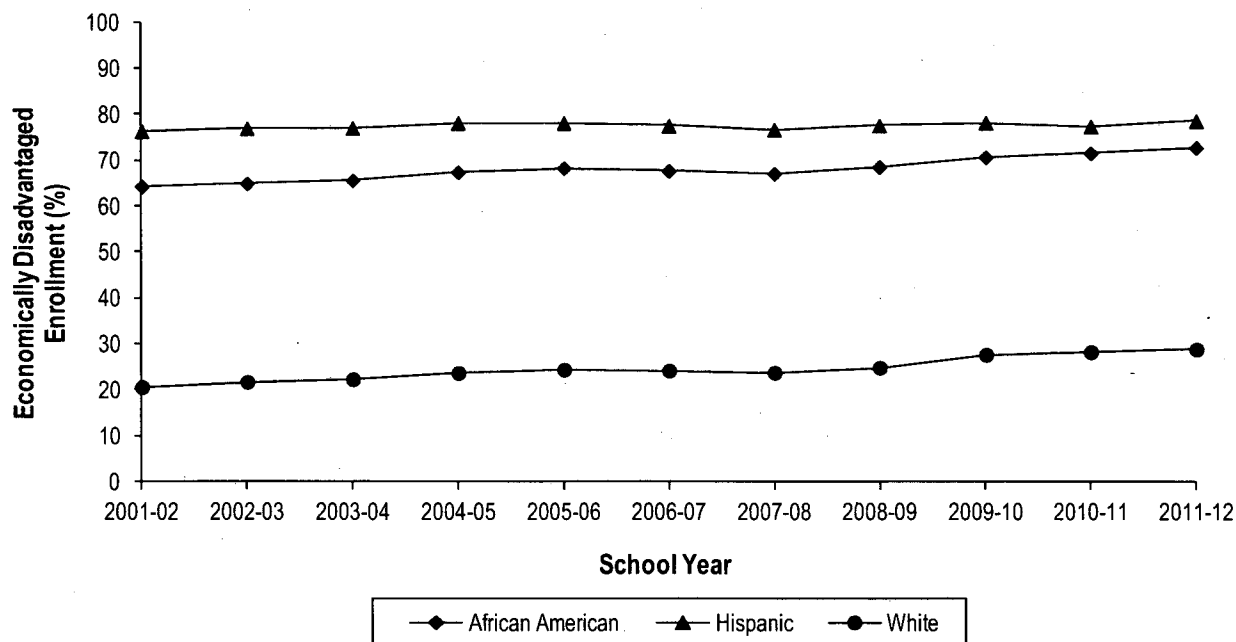
Table 7
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2001-02 Through 2011-12

Year	Number	Percent	Year	Number	Percent
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	2010-11	2,914,916	59.1
2004-05	2,397,700	54.5	2011-12	3,013,442	60.3
2005-06	2,506,972	55.5			
2006-07	2,545,083	55.4	10-year change	917,077	43.7
2007-08	2,576,621	55.2			

Enrollment by Economically Disadvantaged Status and Race/Ethnicity

- The percentages of African American, Asian, Hispanic, and White students identified as economically disadvantaged increased between the 2010-11 and 2011-12 school years (Figure 3 on this page and Table 8 on page 12).
- Between the 2010-11 and 2011-12 school years, enrollment of economically disadvantaged students increased by the largest number (76,338) among Hispanics.
- Across racial/ethnic groups in 2011-12, the percentages of individual group enrollment accounted for by economically disadvantaged students were much larger for Hispanics (78.6%) and African Americans (72.8%) than Asians (32.1%) and Whites (28.9%).

Figure 3
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2001-02 Through 2011-12



Note. Racial groups (African American and White) do not include students of Hispanic ethnicity.

Table 8**Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2001-02 Through 2011-12**

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2001-02	383,853	64.3	5,268	41.2	n/a ^a	n/a	1,322,600	76.3	n/a	n/a
2002-03	394,604	64.9	5,472	41.6	n/a	n/a	1,398,404	76.9	n/a	n/a
2003-04	404,179	65.6	5,813	42.2	n/a	n/a	1,457,969	77.0	n/a	n/a
2004-05	420,007	67.4	6,161	42.9	n/a	n/a	1,537,691	78.1	n/a	n/a
2005-06	454,756	68.3	6,566	43.7	n/a	n/a	1,598,645	78.1	n/a	n/a
2006-07	448,359	67.7	6,828	43.1	n/a	n/a	1,648,298	77.5	n/a	n/a
2007-08	447,199	67.1	7,028	43.2	n/a	n/a	1,689,779	76.7	n/a	n/a
2008-09	460,703	68.6	7,297	43.7	n/a	n/a	1,765,647	77.6	n/a	n/a
2009-10	447,368	70.7	14,866	56.2	51,123	31.6	1,876,684	78.2	3,315	53.5
2010-11	456,452	71.6	12,999	55.1	53,233	31.4	1,920,422	77.4	3,304	53.9
2011-12	465,820	72.8	12,658	56.6	56,945	32.1	1,996,760	78.6	3,488	55.7
10-year change	81,967	21.4	7,390	140.3	n/a	n/a	674,160	51.0	n/a	n/a

Year	White		Multiracial	
	Number	Percent	Number	Percent
2001-02	349,809	20.6	n/a	n/a
2002-03	368,283	21.7	n/a	n/a
2003-04	374,752	22.3	n/a	n/a
2004-05	392,780	23.7	n/a	n/a
2005-06	402,727	24.4	n/a	n/a
2006-07	396,265	24.2	n/a	n/a
2007-08	386,396	23.8	n/a	n/a
2008-09	402,057	24.9	n/a	n/a
2009-10	429,010	27.7	30,811	41.4
2010-11	435,238	28.3	33,268	42.4
2011-12	441,002	28.9	36,769	43.7
10-year change	91,193	26.1	n/a	n/a

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aNot available.

Enrollment by Gender

- In the 2011-12 school year, 48.7 percent of all students were female, and 51.3 percent of students were male (Table 9). The proportions of females and males in Texas public schools remained stable over the 10-year period between 2001-02 and 2011-12.

Table 9
Enrollment by Gender, Texas Public Schools, 2001-02 Through 2011-12

Year	Female		Male	
	Number	Percent	Number	Percent
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
2010-11	2,400,043	48.6	2,533,574	51.4
2011-12	2,432,216	48.7	2,566,363	51.3
10-year change	407,899	20.1	429,712	20.1

Enrollment by Grade

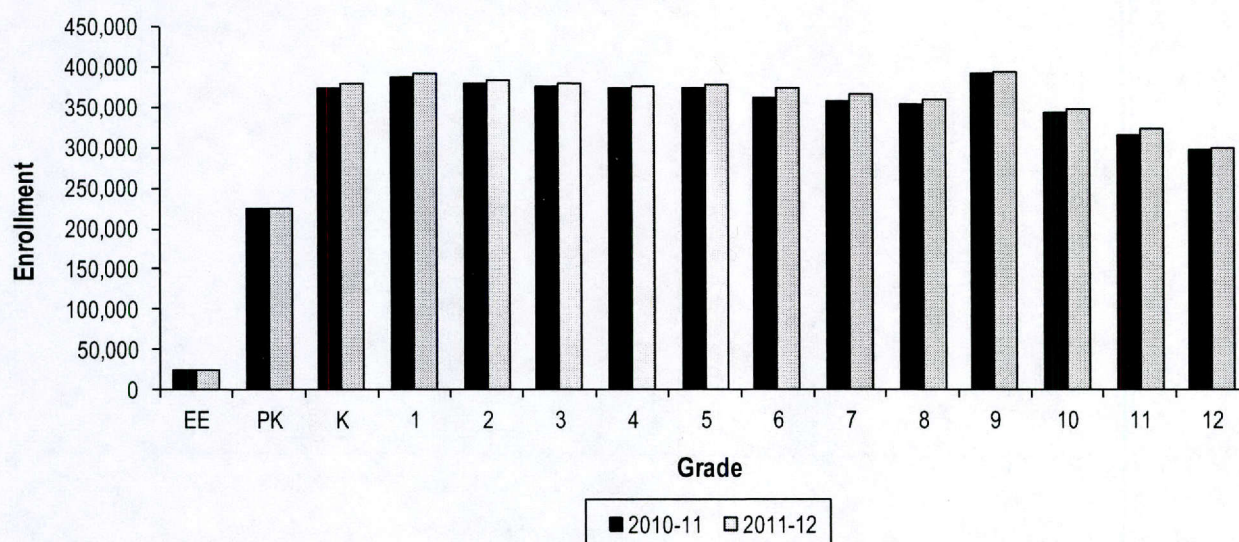
In Texas, children are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2011). A child younger than six years of age must attend school if he or she has previously been enrolled in first grade. All children who are five years old on or before September 1 are eligible, but not required, to attend kindergarten (TEC §25.085 and §29.151, 2011). With few exceptions, children must attend school until they reach the age of 18. Students up to age 25 may be admitted by school districts to complete the requirements for a high school diploma (TEC §25.001, 2011).

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, from birth to age three, with disabilities or developmental delays (Texas Department of Assistive and Rehabilitative Services, 2012). Another program, 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 (United States Department of Education, 2012). 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, 2011). 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 2010-11 and 2011-12 school years, Grade 9 had the highest number of enrolled students (Figure 4 and Table 10), in part because of the high rate of grade-level retention in Grade 9 compared to other grades (TEA, 2011b). In 2011-12, a total of 393,553 students were enrolled in Grade 9.
- Across Grades K-12 in 2011-12, the percentages of total enrollment accounted for by grade ranged from a low of 6.0 percent in Grade 12 to a high of 7.9 percent in Grade 9.
- Between 2010-11 and 2011-12, enrollment increased in each of Grades K-12.

Figure 4
Enrollment by Grade, Texas Public Schools, 2010-11 and 2011-12



Note. EE=Early education. PK=Prekindergarten.

Table 10
Enrollment by Grade, Texas Public Schools, 2010-11 and 2011-12

Grade	2010-11		2011-12		Grade	2010-11		2011-12	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early education	24,751	0.5	24,454	0.5	6	361,662	7.3	372,802	7.5
Prekindergarten	224,335	4.5	225,037	4.5	7	357,344	7.2	366,104	7.3
Kindergarten	374,178	7.6	379,431	7.6	8	354,244	7.2	360,198	7.2
1	387,884	7.9	392,276	7.8	9	390,665	7.9	393,553	7.9
2	379,887	7.7	383,400	7.7	10	343,821	7.0	346,898	6.9
3	375,432	7.6	379,400	7.6	11	314,710	6.4	323,217	6.5
4	374,078	7.6	375,729	7.5	12	298,128	6.0	298,379	6.0
5	372,498	7.6	377,701	7.6					
					All grades	4,933,617	100	4,998,579	100

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

Enrollment by Grade and Age

- In 2011-12, the majority of students in Grades 9-12 were within the expected age ranges for their grades (Figure 5 and Table 11).
- A total of 917 students in Grades 9-12 were between 22 and 25 years old. Of these, 74.4 percent were in Grade 12.

Figure 5
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2011-12

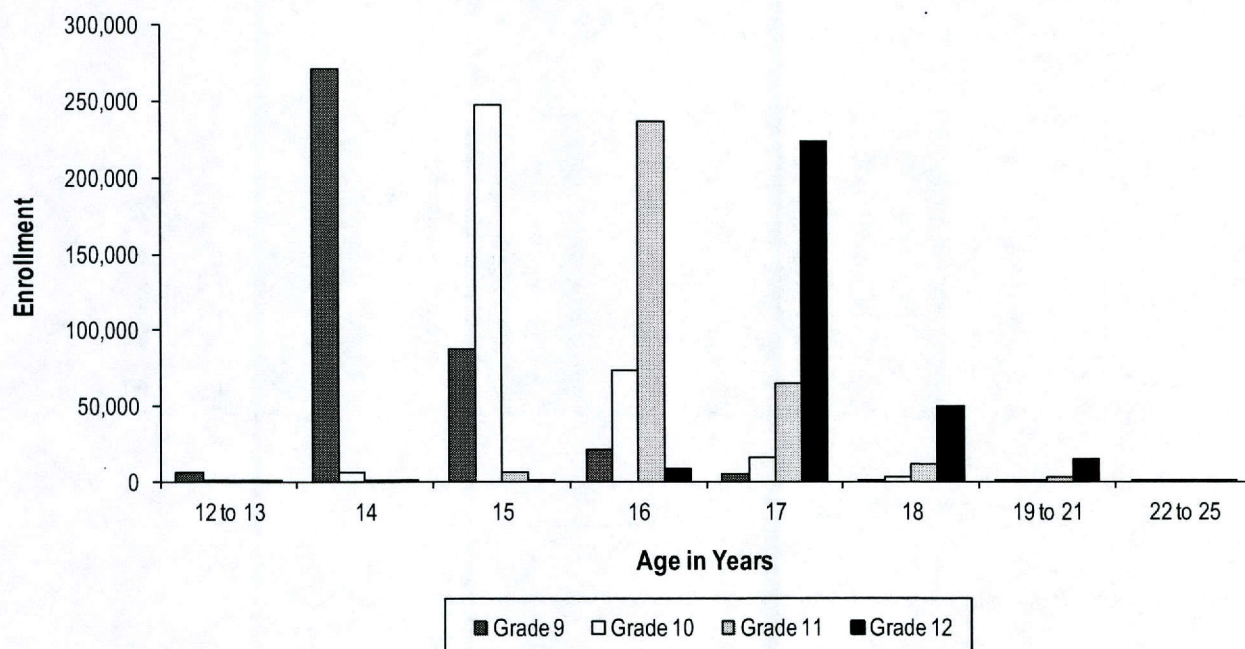


Table 11
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools,
2011-12

Age in Years	Grade 9	Grade 10	Grade 11	Grade 12
12 to 13	6,184	46	- ^a	-
14	271,409^b	6,178	79	8
15	87,793	247,384	6,762	138
16	21,565	73,555	236,741	8,282
17	5,145	16,102	65,181	224,477
18	971	2,814	11,570	49,891
19 to 21	431	767	2,734	14,873
22 to 25	48	48	139	682

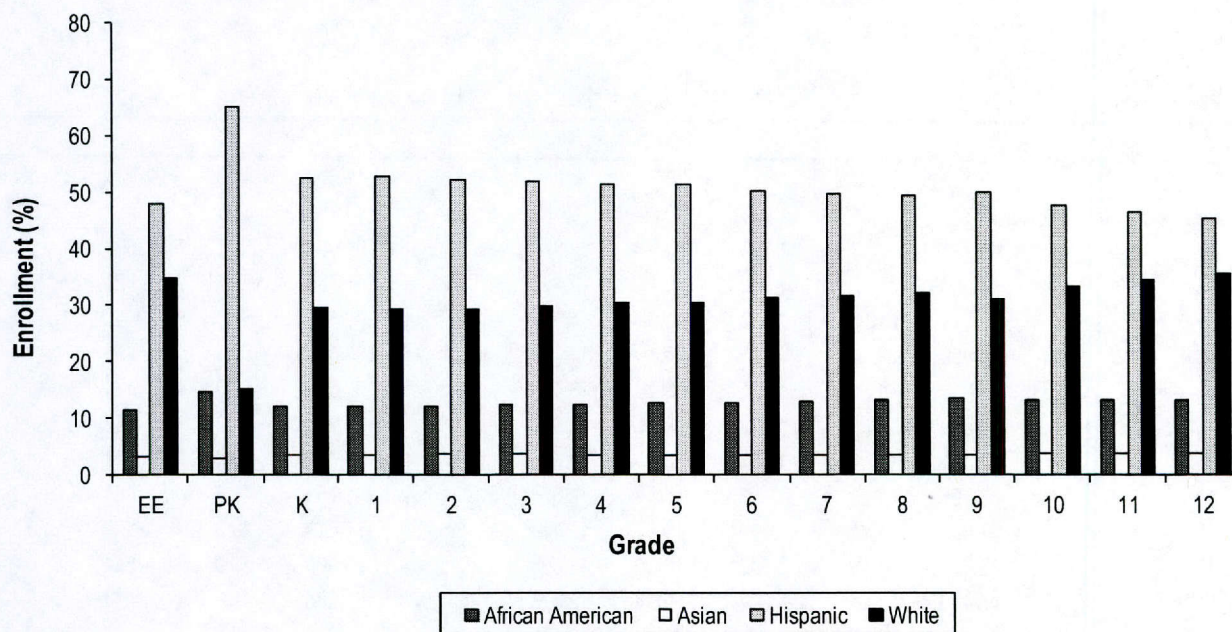
Note. Some students enrolled in Grades 9-12 were outside the age ranges shown. As a result, grade-level enrollment totals are slightly lower than those in Table 10 on page 15.

^aA dash (-) indicates data are not reported to protect student anonymity. ^bEnrollment counts for students within the expected age range for each grade are shown in bold.

Enrollment by Grade and Race/Ethnicity

- By grade level, the proportion of enrollment accounted for by White students in 2011-12 generally increased from kindergarten to Grade 12, whereas the proportion accounted for by Hispanic students generally decreased (Figure 6 on this page and Table 12 on page 18). This pattern held true in both the 2010-11 and 2011-12 school years. The proportion of grade-level enrollment accounted for by African American and Asian students remained relatively stable from kindergarten to Grade 12.
- As outlined on page 14, 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 50.8 percent of total enrollment in the 2011-12 school year, made up 65.1 percent of prekindergarten students. In contrast, Whites, who made up 30.6 percent of total enrollment, made up 15.2 percent of prekindergarten students (Table 4 on page 8 and Table 12 on page 18).

Figure 6
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2011-12



Note. Racial groups (African American, Asian, and White) do not include students of Hispanic ethnicity. EE=Early education. PK=Prekindergarten.

Table 12
Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2010-11 and 2011-12

Grade	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2010-11										
Early education	2,774	11.2	173	0.7	773	3.1	12,015	48.5	30	0.1
Prekindergarten	33,233	14.8	1,385	0.6	6,146	2.7	145,426	64.8	278	0.1
Kindergarten	44,778	12.0	1,661	0.4	12,746	3.4	195,319	52.2	504	0.1
1	47,254	12.2	1,608	0.4	13,426	3.5	203,590	52.5	480	0.1
2	46,899	12.3	1,586	0.4	13,518	3.6	197,061	51.9	485	0.1
3	47,178	12.6	1,697	0.5	13,038	3.5	192,714	51.3	439	0.1
4	46,896	12.5	1,719	0.5	13,174	3.5	190,813	51.0	457	0.1
5	47,399	12.7	1,578	0.4	12,944	3.5	187,156	50.2	435	0.1
6	46,470	12.8	1,790	0.5	12,155	3.4	179,028	49.5	431	0.1
7	46,735	13.1	1,741	0.5	11,966	3.3	175,954	49.2	401	0.1
8	46,288	13.1	1,806	0.5	12,269	3.5	172,273	48.6	444	0.1
9	52,479	13.4	1,959	0.5	13,127	3.4	193,305	49.5	458	0.1
10	46,634	13.6	1,850	0.5	12,059	3.5	160,564	46.7	427	0.1
11	42,469	13.5	1,582	0.5	11,208	3.6	142,196	45.2	447	0.1
12	40,236	13.5	1,467	0.5	10,789	3.6	132,586	44.5	411	0.1
All grades	637,722	12.9	23,602	0.5	169,338	3.4	2,480,000	50.3	6,127	0.1
2011-12										
Early education	2,789	11.4	179	0.7	810	3.3	11,697	47.8	31	0.1
Prekindergarten	33,363	14.8	1,026	0.5	6,453	2.9	146,480	65.1	278	0.1
Kindergarten	45,791	12.1	1,782	0.5	12,870	3.4	199,055	52.5	529	0.1
1	47,863	12.2	1,588	0.4	13,775	3.5	206,709	52.7	521	0.1
2	46,879	12.2	1,528	0.4	14,007	3.7	200,528	52.3	457	0.1
3	46,979	12.4	1,472	0.4	14,019	3.7	196,434	51.8	476	0.1
4	47,038	12.5	1,585	0.4	13,489	3.6	192,815	51.3	424	0.1
5	47,440	12.6	1,609	0.4	13,608	3.6	193,257	51.2	447	0.1
6	47,415	12.7	1,507	0.4	13,337	3.6	187,611	50.3	417	0.1
7	47,198	12.9	1,703	0.5	12,556	3.4	181,952	49.7	454	0.1
8	47,060	13.1	1,684	0.5	12,441	3.5	177,619	49.3	422	0.1
9	52,807	13.4	1,915	0.5	13,688	3.5	196,580	50.0	521	0.1
10	45,440	13.1	1,672	0.5	12,823	3.7	165,255	47.6	434	0.1
11	42,738	13.2	1,669	0.5	12,150	3.8	149,874	46.4	433	0.1
12	39,371	13.2	1,464	0.5	11,159	3.7	135,357	45.4	413	0.1
All grades	640,171	12.8	22,383	0.4	177,185	3.5	2,541,223	50.8	6,257	0.1

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

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Table 12 (continued)
Enrollment by Grade and Race/Ethnicity, Texas
Public Schools, 2010-11 and 2011-12

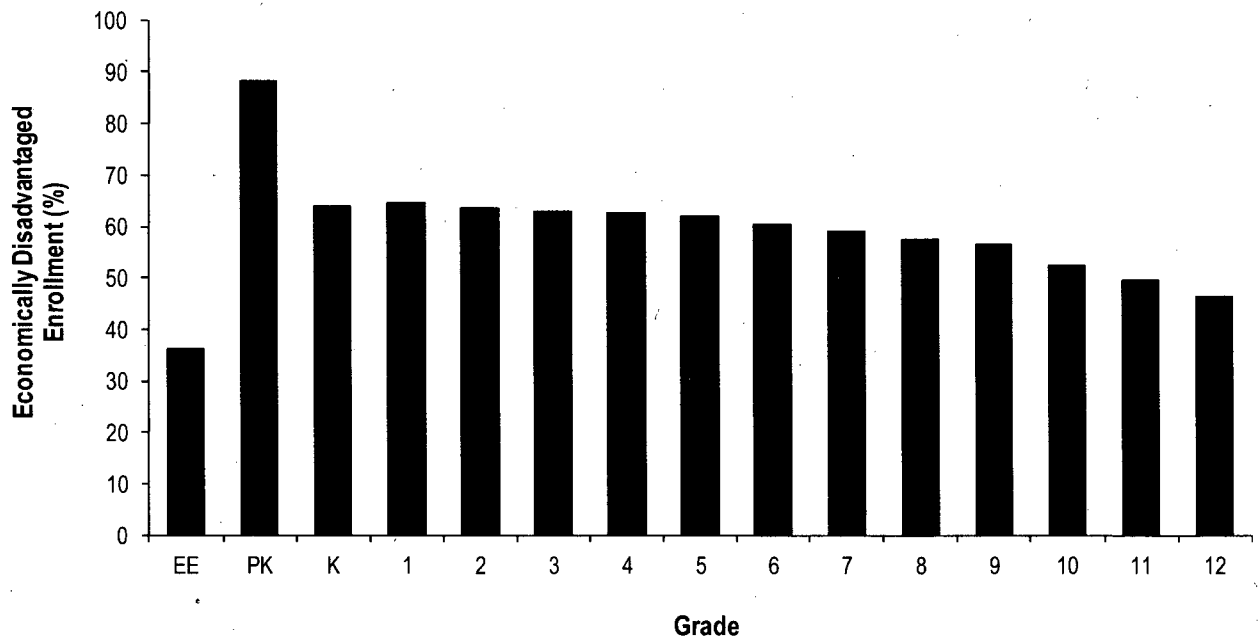
Grade	White		Multiracial	
	Number	Percent	Number	Percent
2010-11				
Early education	8,555	34.6	431	1.7
Prekindergarten	35,013	15.6	2,854	1.3
Kindergarten	112,648	30.1	6,522	1.7
1	114,572	29.5	6,954	1.8
2	113,921	30.0	6,417	1.7
3	114,295	30.4	6,071	1.6
4	114,954	30.7	6,065	1.6
5	117,018	31.4	5,968	1.6
6	115,939	32.1	5,849	1.6
7	114,986	32.2	5,561	1.6
8	115,775	32.7	5,389	1.5
9	123,392	31.6	5,945	1.5
10	116,999	34.0	5,288	1.5
11	111,865	35.5	4,943	1.6
12	108,477	36.4	4,162	1.4
All grades	1,538,409	31.2	78,419	1.6
2011-12				
Early education	8,465	34.6	483	2.0
Prekindergarten	34,273	15.2	3,164	1.4
Kindergarten	112,152	29.6	7,252	1.9
1	114,827	29.3	6,993	1.8
2	112,771	29.4	7,230	1.9
3	113,359	29.9	6,661	1.8
4	113,964	30.3	6,414	1.7
5	115,050	30.5	6,290	1.7
6	116,365	31.2	6,150	1.6
7	116,218	31.7	6,023	1.6
8	115,129	32.0	5,843	1.6
9	121,994	31.0	6,048	1.5
10	115,622	33.3	5,652	1.6
11	111,185	34.4	5,168	1.6
12	105,829	35.5	4,786	1.6
All grades	1,527,203	30.6	84,157	1.7

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Enrollment by Grade and Economically Disadvantaged Status

- The overall percentage of students identified as economically disadvantaged increased slightly between the 2010-11 and 2011-12 school years, from 59.1 percent to 60.3 percent (Table 13).
- The percentage of students reported as economically disadvantaged decreased from one grade level to the next between Grade 1 and Grade 12 (Figure 7 and Table 13), a pattern that held true each year between 2001-02 and 2011-12 (TEA, 2003, 2005, 2007, 2009a, 2009b, 2010, 2011a). In the 2011-12 school year, 64.7 percent of students in Grade 1 were economically disadvantaged, compared to 46.6 percent of students in Grade 12.

Figure 7
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2011-12



Note. EE=Early education. PK=Prekindergarten.

Table 13
Enrollment of Economically Disadvantaged Students Within Grades,
Texas Public Schools, 2010-11 and 2011-12

Grade	2010-11		2011-12	
	Number	Percent	Number	Percent
Early education	9,154	37.0	8,873	36.3
Prekindergarten	197,482	88.0	198,147	88.1
Kindergarten	235,733	63.0	243,055	64.1
1	246,419	63.5	253,913	64.7
2	238,270	62.7	244,798	63.8
3	234,629	62.5	239,307	63.1
4	230,110	61.5	235,588	62.7
5	225,600	60.6	234,594	62.1
6	213,596	59.1	225,389	60.5
7	206,764	57.9	216,192	59.1
8	199,349	56.3	207,831	57.7
9	217,028	55.6	222,848	56.6
10	175,912	51.2	182,668	52.7
11	150,541	47.8	161,067	49.8
12	134,329	45.1	139,172	46.6
All grades	2,914,916	59.1	3,013,442	60.3

Enrollment for Instructional Programs and Special Populations

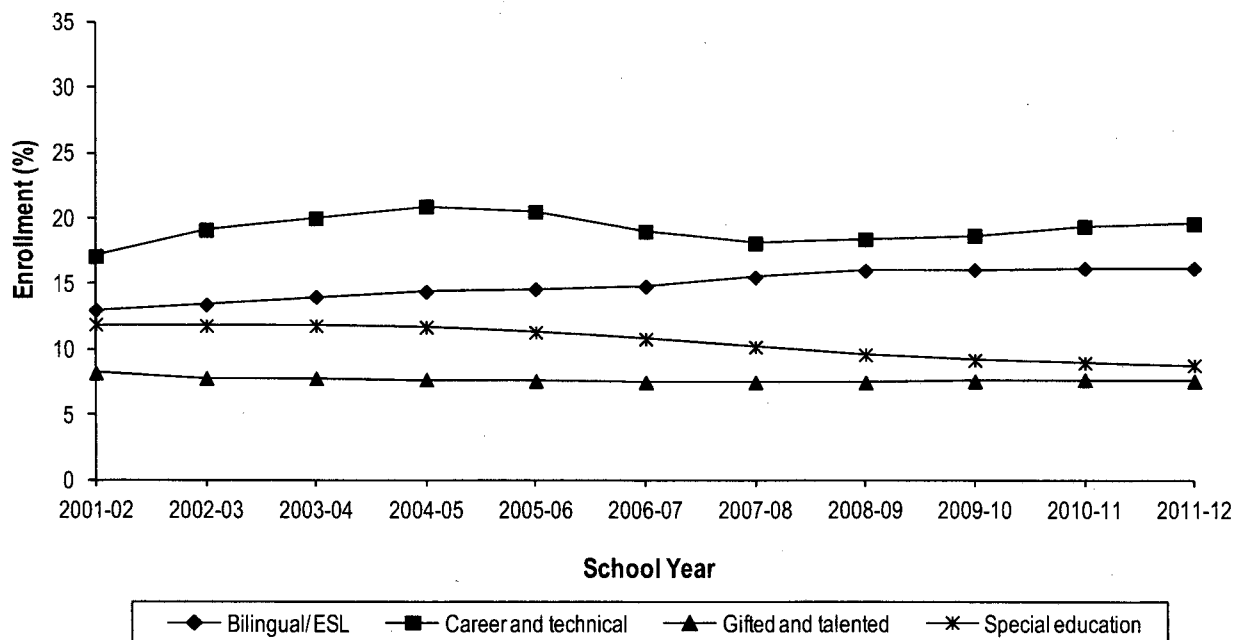
Texas public schools offer instructional programs designed to meet students' needs. Not all students are enrolled in one of these programs, and some students are enrolled in more than one. For example, students identified as limited English proficient (LEP), who do not speak English as their primary 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 (TEA, 2012).

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 (TEA, 2012). 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.

- The number of students participating in career and technical education programs rose by 35.3 percent between 2001-02 and 2011-12 (Table 14 on page 24).
- Between school years 2001-02 and 2011-12, the number of students participating in Title I programs increased by more than 1.1 million. The percentage of students enrolled in Title I programs in 2011-12 (66.0%) was more than three times higher than the percentage enrolled in any other program.
- Across instructional programs and special populations, enrollment between 2001-02 and 2011-12 increased by the greatest percentage for students participating in Title I (54.2%).
- The number of students identified as LEP increased by 236,970, or 39.4 percent, between 2001-02 and 2011-12. Over the same period, the number of students receiving bilingual or ESL instructional services increased by 267,050, or 49.2 percent.
- The percentage of students served in special education programs decreased from 11.9 percent in 2001-02 to 8.8 percent in 2011-12 (Figure 8 on this page and Table 14 on page 24).
- The percentage of students participating in gifted and talented programs decreased from 8.2 percent of enrollment in 2001-02 to 7.6 percent of enrollment in 2011-12.
- The percentage of immigrant students increased from 2.7 percent in 2001-02 to a high of 2.8 percent in 2002-03, then steadily decreased to 1.4 percent in 2011-12.

Figure 8
Enrollment in Instructional Programs, Texas Public Schools, 2001-02 Through 2011-12



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

Table 14
Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2001-02
Through 2011-12

Year	Bilingual/ESL ^a		Career and technical ^b		Gifted and talented		Immigrant		LEP ^c	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
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
2010-11	797,683	16.2	469,086	19.4	379,831	7.7	79,536	1.6	831,812	16.9
2011-12	809,854	16.2	483,122	19.6	381,744	7.6	71,754	1.4	838,418	16.8
10-year Change	267,050	49.2	126,162	35.3	42,402	12.5	-38,522	-34.9	236,970	39.4

Year	Migrant		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
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
2010-11	37,746	0.8	442,971	9.0	3,268,054	66.2	4,933,617	100
2011-12	35,866	0.7	440,744	8.8	3,298,934	66.0	4,998,579	100
10-year change	-47,893	-57.2	-53,027	-10.7	1,159,705	54.2	837,611	20.1

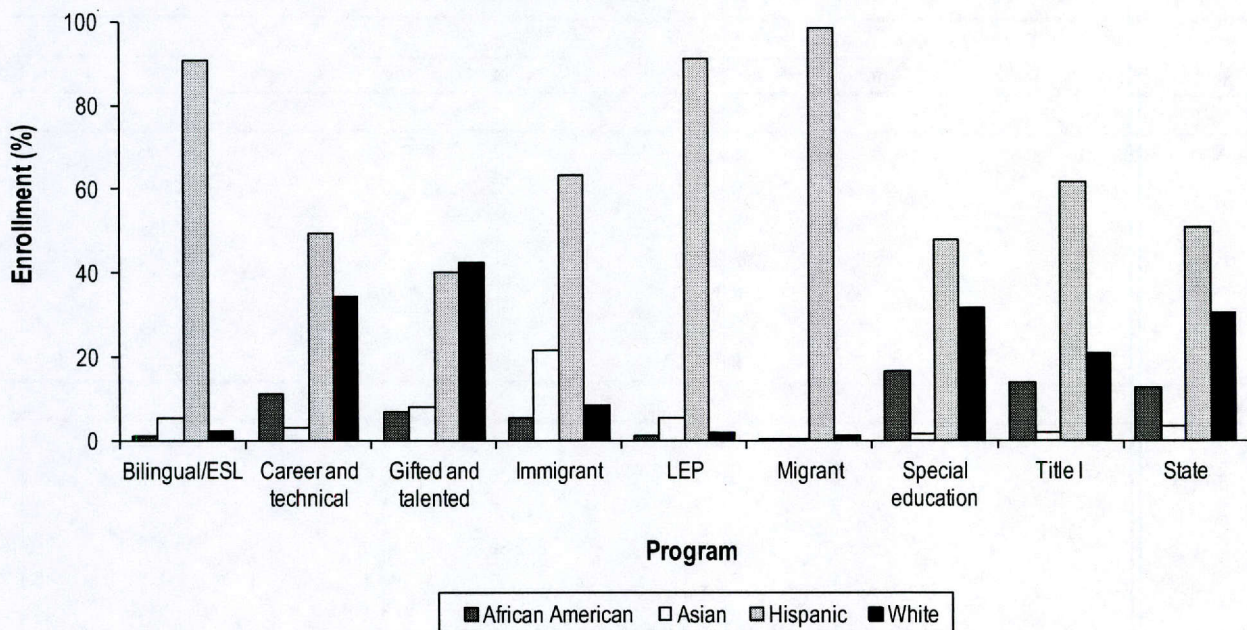
Note. Students may be counted in more than one category.

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

Enrollment for Instructional Programs and Special Populations by Race/Ethnicity

- Analysis of program participation shows certain cases of under- and overrepresentation of racial/ethnic groups, compared to their percentages of the total student population (Table 15 on page 26).
- In 2011-12, African Americans accounted for 12.8 percent of the total student population. In contrast, African Americans made up 16.5 percent of students served in special education and 6.8 percent of students enrolled in gifted and talented programs (Figure 9 on this page and Table 15 on page 26).
- In 2011-12, Hispanic representation was smaller in gifted and talented programs (40.0%) than in the overall student population (50.8%) and larger in Title I programs (61.6%). Conversely, Asian and White representation was larger in gifted and talented programs (8.1% and 42.5%, respectively) than in the overall student population (3.5% and 30.6%, respectively) and smaller in Title I programs (2.0% and 20.9%, respectively).
- Between 2010-11 and 2011-12, racial/ethnic group representation in career and technical education programs changed by less than 1.0 percentage point each for African Americans, Asians, Hispanics, and Whites.

Figure 9
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2011-12



Note. Students may be counted in more than one category. Racial groups (African American, Asian, and White) do not include students of Hispanic ethnicity. ESL=English as a second language. LEP=limited English proficient.

Table 15
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2010-11 and 2011-12

Race/Ethnicity	Bilingual/ESL ^a		Career and technical		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2010-11						
African American	9,653	1.2	52,590	11.2	27,777	7.3
American Indian	3,075	0.4	2,460	0.5	1,451	0.4
Asian	41,176	5.2	13,720	2.9	29,577	7.8
Hispanic	723,473	90.7	229,308	48.9	148,183	39.0
Pacific Islander	761	0.1	510	0.1	450	0.1
White	18,043	2.3	164,090	35.0	164,711	43.4
Multiracial	1,502	0.2	6,408	1.4	7,682	2.0
2011-12						
African American	10,292	1.3	54,686	11.3	26,069	6.8
American Indian	2,945	0.4	2,499	0.5	1,381	0.4
Asian	42,891	5.3	14,196	2.9	30,855	8.1
Hispanic	733,039	90.5	239,039	49.5	152,594	40.0
Pacific Islander	748	0.1	512	0.1	449	0.1
White	18,380	2.3	165,287	34.2	162,246	42.5
Multiracial	1,559	0.2	6,903	1.4	8,150	2.1

Race/Ethnicity	Immigrant		LEP ^b		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2010-11						
African American	4,131	5.2	9,182	1.1	48	0.1
American Indian	322	0.4	3,253	0.4	74	0.2
Asian	14,883	18.7	43,420	5.2	145	0.4
Hispanic	53,337	67.1	757,392	91.1	36,926	97.8
Pacific Islander	231	0.3	808	0.1	10	<0.1
White	6,123	7.7	16,302	2.0	524	1.4
Multiracial	509	0.6	1,455	0.2	19	0.1
2011-12						
African American	3,946	5.5	9,574	1.1	37	0.1
American Indian	307	0.4	3,106	0.4	64	0.2
Asian	15,377	21.4	44,968	5.4	40	0.1
Hispanic	45,349	63.2	762,795	91.0	35,312	98.5
Pacific Islander	214	0.3	790	0.1	8	<0.1
White	6,065	8.5	15,741	1.9	387	1.1
Multiracial	496	0.7	1,444	0.2	18	0.1

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

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

continues

Table 15 (continued)

Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2010-11 and 2011-12

Race/Ethnicity	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2010-11						
African American	74,051	16.7	450,225	13.8	637,722	12.9
American Indian	2,401	0.5	13,880	0.4	23,602	0.5
Asian	6,844	1.5	63,471	1.9	169,338	3.4
Hispanic	208,417	47.0	2,000,740	61.2	2,480,000	50.3
Pacific Islander	462	0.1	3,380	0.1	6,127	0.1
White	144,050	32.5	697,479	21.3	1,538,409	31.2
Multiracial	6,746	1.5	38,879	1.2	78,419	1.6
2011-12						
African American	72,811	16.5	451,829	13.7	640,171	12.8
American Indian	2,315	0.5	13,153	0.4	22,383	0.4
Asian	7,261	1.6	67,122	2.0	177,185	3.5
Hispanic	211,269	47.9	2,033,106	61.6	2,541,223	50.8
Pacific Islander	446	0.1	3,541	0.1	6,257	0.1
White	139,451	31.6	688,706	20.9	1,527,203	30.6
Multiracial	7,191	1.6	41,477	1.3	84,157	1.7

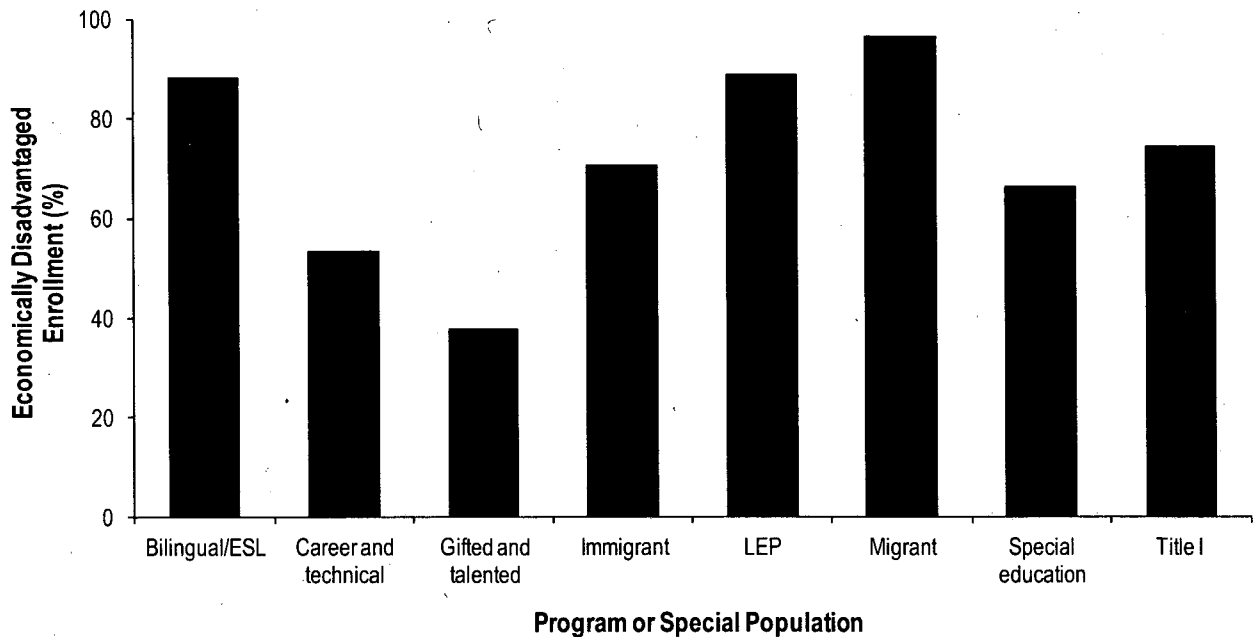
Note: Parts may not add to 100 percent because of rounding. Students may be counted in more than one category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

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

Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status

- In 2011-12, representation of economically disadvantaged students was lowest in gifted and talented programs (37.8%) and highest among migrant students (96.8%) (Table 16).
- Between the 2001-02 and 2011-12 school years, the percentage of students identified as economically disadvantaged increased for each instructional program and special population except immigrants.
- Economically disadvantaged students made up 60.3 percent of all students in 2011-12 but over 70 percent of immigrant and Title I students; over 88 percent of bilingual/ESL and LEP students; and over 96 percent of migrant students (Figure 10 and Table 16).

**Figure 10
Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special
Populations, Texas Public Schools, 2011-12**



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

Table 16
Enrollment of Economically Disadvantaged Students Within
Instructional Programs and Special Populations, Texas Public
Schools, 2001-02 and 2011-12

Year	Bilingual/ESL ^a		Career and technical ^b		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2001-02	475,853	87.7	139,429	39.1	96,102	28.3
2011-12	714,562	88.2	258,163	53.4	144,337	37.8
10-year change	238,709	50.2	118,734	85.2	48,235	50.2

Year	Immigrant		LEP ^c		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2001-02	87,649	79.5	523,448	87.0	77,585	92.6
2011-12	50,560	70.5	743,340	88.7	34,735	96.8
10-year change	-37,089	-42.3	219,892	42.0	-42,850	-55.2

Year	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2001-02	280,423	56.8	1,535,773	71.8	2,096,365	50.4
2011-12	292,203	66.3	2,456,038	74.4	3,013,442	60.3
10-year change	11,780	4.2	920,265	59.9	917,077	43.7

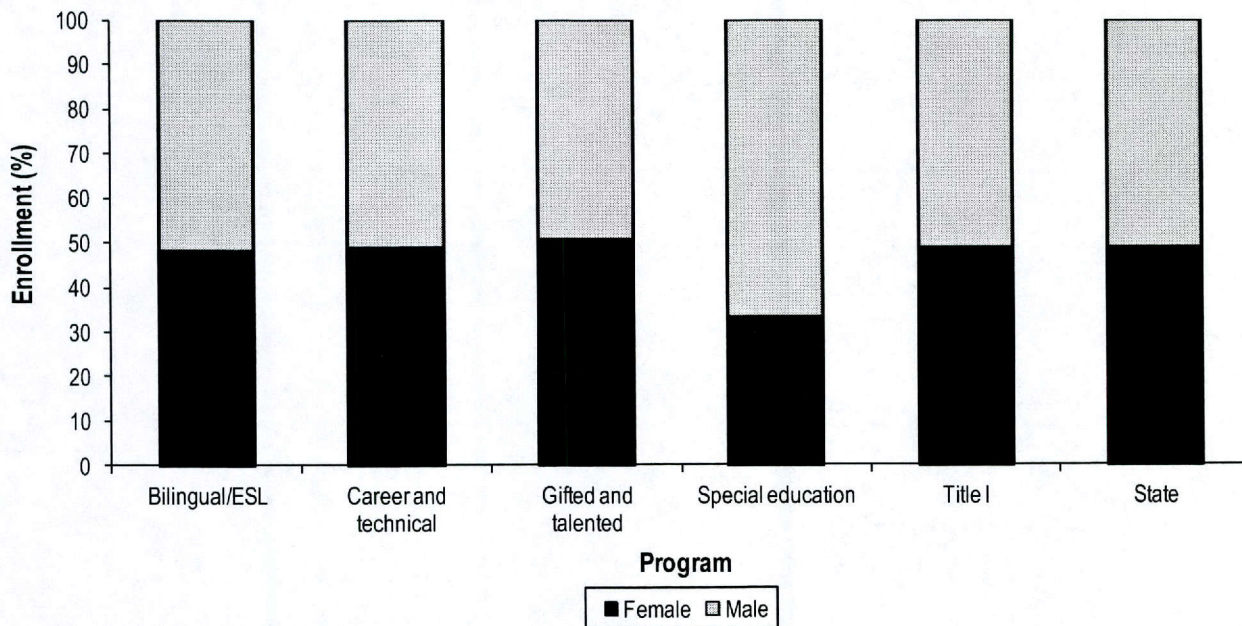
Note. Students may be counted in more than one category.

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

Enrollment for Instructional Programs and Special Populations by Gender

- Female and male representation in instructional programs and special populations showed little change between 2001-02 and 2011-12 (Table 17).
- Females and males, who made up 48.7 percent and 51.3 percent, respectively, of total public school enrollment in 2011-12, accounted for similar proportions of each special population and of each instructional program except special education, in which males outnumbered females by more than two to one (Figure 11 and Table 17).
- Unlike the pattern of gender representation in other instructional programs, a higher percentage of females (50.6%) than males (49.4%) were served in gifted and talented programs. Nevertheless, the difference between female and male enrollment in gifted and talented programs narrowed between 2001-02 and 2011-12, as male enrollment in the program increased at nearly double the rate of female enrollment (16.6% and 8.7%, respectively).

Figure 11
Enrollment in Instructional Programs by Gender, Texas Public Schools, 2011-12



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

Table 17
Enrollment for Instructional Programs and Special Populations by
Gender, Texas Public Schools, 2001-02 and 2011-12

Gender	Bilingual/ESL ^a		Career and technical ^b		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
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
2011-12						
Female	387,827	47.9	235,521	48.7	193,323	50.6
Male	422,027	52.1	247,601	51.3	188,421	49.4
10-year change						
Female	128,936	49.8	64,459	37.7	15,540	8.7
Male	138,114	48.6	61,703	33.2	26,862	16.6

Gender	Immigrant		LEP ^c		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2001-02						
Female	53,230	48.3	284,686	47.3	40,228	48.0
Male	57,046	51.7	316,762	52.7	43,531	52.0
2011-12						
Female	34,632	48.3	398,719	47.6	17,314	48.3
Male	37,122	51.7	439,699	52.4	18,552	51.7
10-year change						
Female	-18,598	-34.9	114,033	40.1	-22,914	-60.0
Male	-19,924	-34.9	122,937	38.8	-24,979	-57.4

Gender	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2001-02						
Female	163,759	33.2	1,038,149	48.5	2,024,317	48.7
Male	330,012	66.8	1,101,080	51.5	2,136,651	51.3
2011-12						
Female	144,860	32.9	1,604,879	48.6	2,432,216	48.7
Male	295,884	67.1	1,694,055	51.4	2,566,363	51.3
10-year change						
Female	-18,899	-11.5	566,730	54.6	407,899	20.1
Male	-34,128	-10.3	592,975	53.9	429,712	20.1

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

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

Enrollment 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 the districts served by each ESC, including any districts the ESC serves that are located outside its geographic boundaries.

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.

Fifteen of the twenty ESC regions in Texas experienced gains in enrollment between the 2001-02 and 2011-12 school years, and the other five saw losses (Figure 12 on facing page and Table 18 on page 34). Of the seven regions experiencing increases of 20 percent or more, five—Austin (ESC 13), Fort Worth (ESC 11), Houston (ESC 4), Richardson (ESC 10), and San Antonio (ESC 20)—include a major urban district. 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 final high-growth region.

Of the five ESC regions that experienced decreases in enrollment, three were along the Gulf Coast (Beaumont, Corpus Christi, and Victoria). San Angelo, in West Texas, and Wichita Falls, in North Texas, experienced decreases in enrollment as well.

- During the 2001-02 school year, ESC Region 4 (Houston) served the largest student population, with 21.7 percent of the total state public school enrollment (Table 18 on page 34). In 2011-12, Region 4 continued to serve the largest proportion of total state enrollment (22.1%).
- In 2001-02, Region 9 (Wichita Falls) served the smallest population, with 1.0 percent of the total state public school enrollment. Region 9 remained the smallest in 2011-12, with 0.8 percent of total state enrollment.
- Region 13 (Austin) experienced the greatest percentage gain in enrollment between 2001-02 and 2011-12, increasing by 32.7 percent (Figure 12 on this page and Table 18 on page 34). Region 5 (Beaumont) and Region 9 (Wichita Falls) had the greatest percentage losses, decreasing by 6.3 percent each during the same period.

Figure 12
Change in Enrollment Within Education Service Centers, Texas Public Schools, 2001-02 to 2011-12

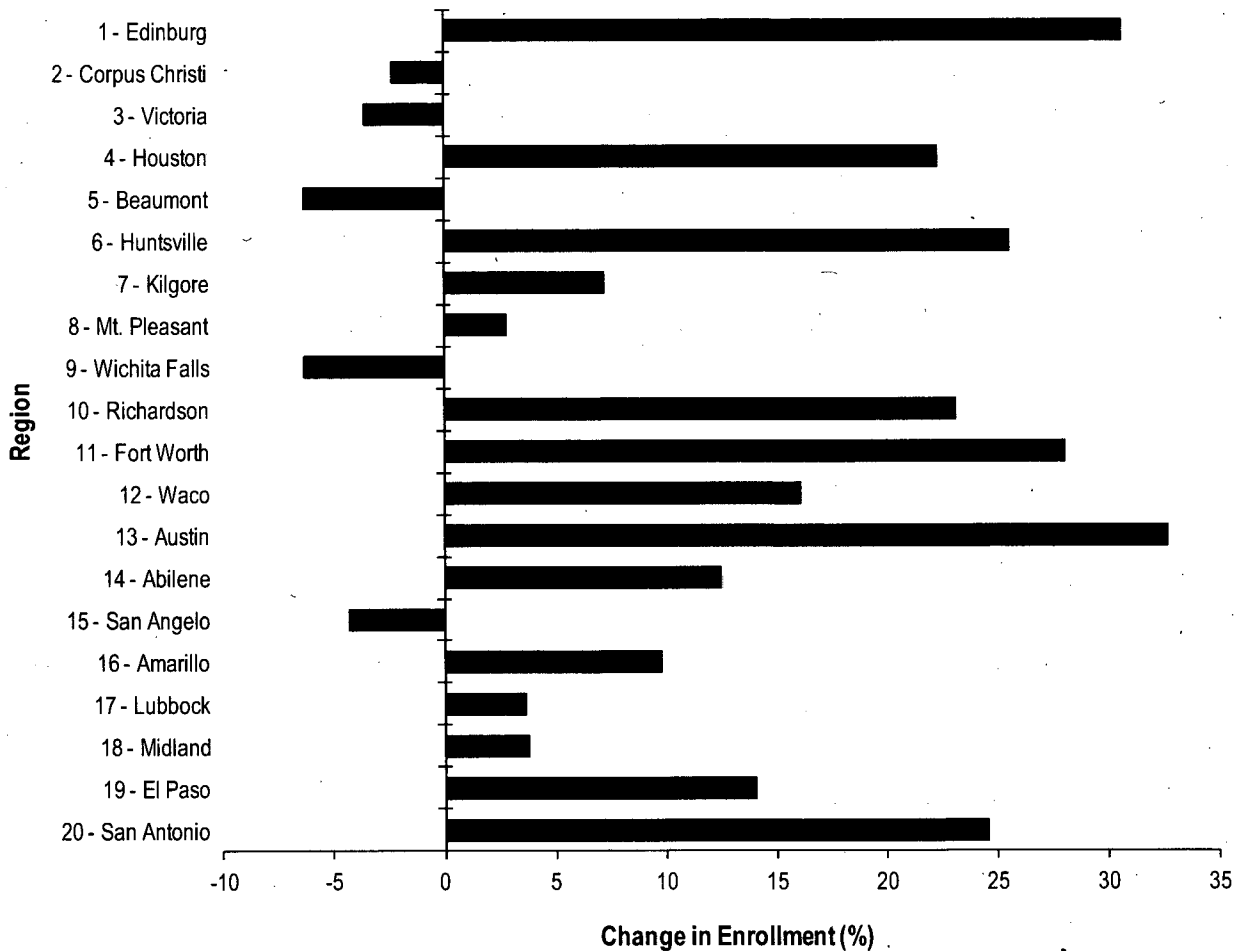


Table 18

Enrollment by Education Service Center, Texas Public Schools, 2001-02 Through 2011-12

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
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
2010-11	409,469	8.3	104,863	2.1	52,765	1.1	1,092,548	22.1	80,438	1.6
2011-12	412,862	8.3	105,357	2.1	53,305	1.1	1,105,601	22.1	80,331	1.6
10-year change	96,952	30.7	-2,507	-2.3	-2,005	-3.6	202,344	22.4	-5,438	-6.3

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
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
2010-11	171,733	3.5	169,455	3.4	56,866	1.2	38,485	0.8	749,836	15.2
2011-12	174,707	3.5	170,146	3.4	56,803	1.1	38,272	0.8	763,593	15.3
10-year change	35,614	25.6	11,476	7.2	1,529	2.8	-2,564	-6.3	143,806	23.2

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

continues

Table 18 (continued)

Enrollment by Education Service Center, Texas Public Schools, 2001-02 Through 2011-12

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
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
2010-11	541,969	11.0	156,571	3.2	377,724	7.7	52,376	1.1	48,163	1.0
2011-12	553,205	11.1	158,500	3.2	372,861	7.5	52,288	1.0	47,810	1.0
10-year change	121,405	28.1	22,002	16.1	91,850	32.7	5,824	12.5	-2,125	-4.3

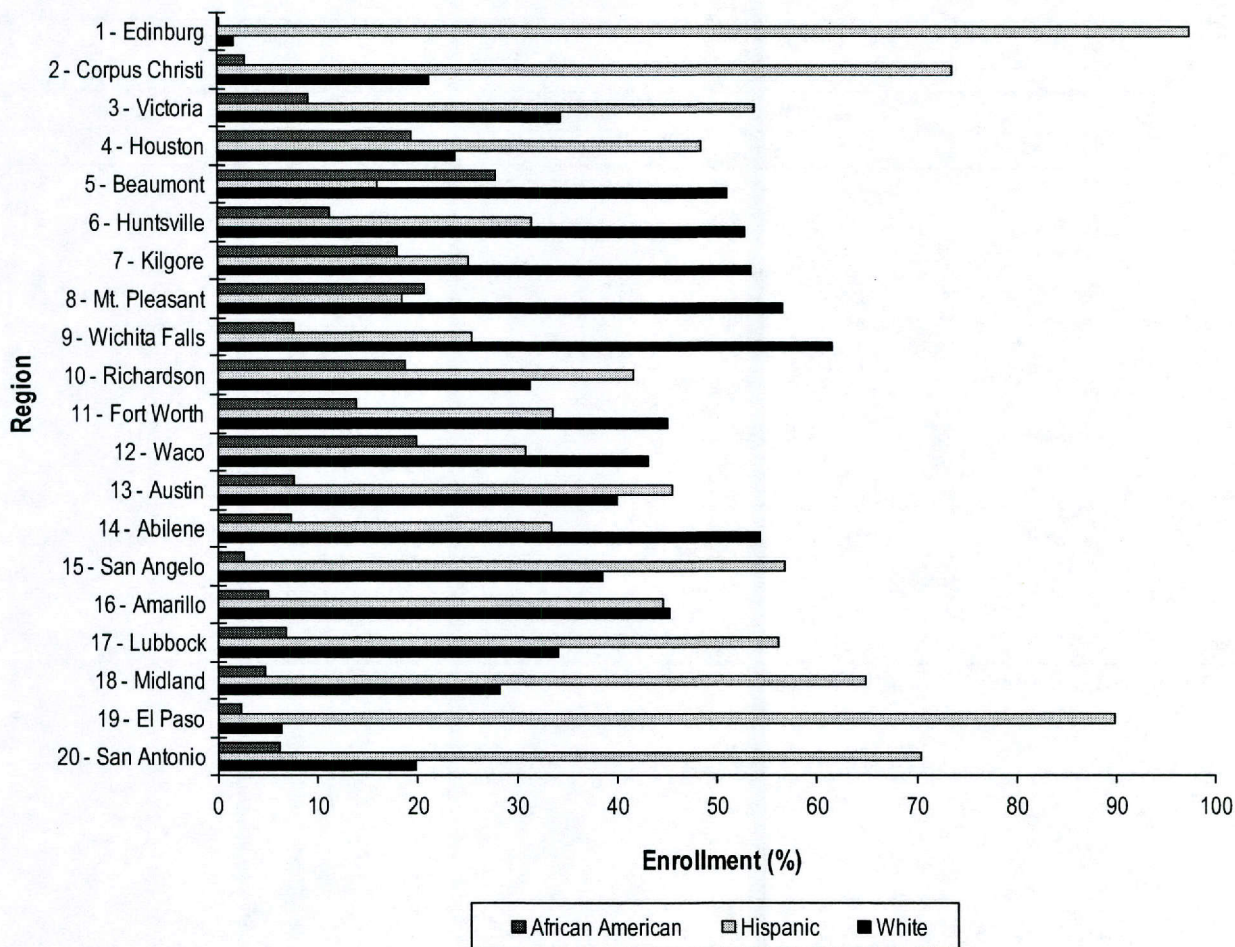
Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2001-02	78,191	1.9	79,006	1.9	77,226	1.9	160,797	3.9	338,270	8.1
2002-03	77,783	1.8	79,066	1.9	76,368	1.8	163,601	3.8	345,032	8.1
2003-04	77,821	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
2010-11	84,670	1.7	81,354	1.6	78,038	1.6	182,133	3.7	404,161	8.2
2011-12	85,832	1.7	81,848	1.6	80,177	1.6	183,430	3.7	421,651	8.4
10-year change	7,641	9.8	2,842	3.6	2,951	3.8	22,633	14.1	83,381	24.6

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

Enrollment by Education Service Center and Race/Ethnicity

- In the 2011-12 school year, Hispanic students accounted for more than 60 percent of enrollment in five ESC regions: Region 1 (Edinburg), Region 2 (Corpus Christi), Region 18 (Midland), Region 19 (El Paso), and Region 20 (San Antonio) (Figure 13 and Table 19).
- From 2010-11 to 2011-12, White enrollment, as a percentage of regional enrollment, decreased in 17 of the 20 ESC regions.
- African American representation varied greatly by region. In the 2011-12 school year, African American students made up 28 percent of enrollment in Region 5 (Beaumont) but less than 1 percent in Region 1 (Edinburg).
- As a percentage of regional enrollment, Asian enrollment either increased or remained the same in each of the 20 ESC regions.

Figure 13
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2011-12



Note. Racial groups (African American and White) do not include students of Hispanic ethnicity.

Table 19
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2010-11 and 2011-12

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2010-11	705	0.2	2,858	2.7	4,892	9.3	216,322	19.8	22,715	28.2
2011-12	679	0.2	2,818	2.7	4,904	9.2	215,929	19.5	22,493	28.0
American Indian										
2010-11	271	0.1	310	0.3	115	0.2	5,104	0.5	618	0.8
2011-12	258	0.1	267	0.3	109	0.2	4,512	0.4	605	0.8
Asian										
2010-11	2,033	0.5	1,129	1.1	598	1.1	65,742	6.0	1,752	2.2
2011-12	2,024	0.5	1,169	1.1	603	1.1	67,885	6.1	1,844	2.3
Hispanic										
2010-11	398,806	97.4	77,365	73.8	27,989	53.0	518,301	47.4	12,013	14.9
2011-12	402,420	97.5	77,655	73.7	28,695	53.8	535,985	48.5	12,876	16.0
Pacific Islander										
2010-11	42	<0.1	75	0.1	25	<0.1	1,316	0.1	68	0.1
2011-12	42	<0.1	84	0.1	24	<0.1	1,160	0.1	75	0.1
White										
2010-11	7,271	1.8	22,081	21.1	18,525	35.1	269,958	24.7	41,973	52.2
2011-12	7,119	1.7	22,362	21.2	18,336	34.4	263,003	23.8	41,036	51.1
Multiracial										
2010-11	341	0.1	1,045	1.0	621	1.2	15,805	1.4	1,299	1.6
2011-12	320	0.1	1,002	1.0	634	1.2	17,127	1.5	1,402	1.7
State										
2010-11	409,469	100	104,863	100	52,765	100	1,092,548	100	80,438	100
2011-12	412,862	100	105,357	100	53,305	100	1,105,601	100	80,331	100

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

continues

Table 19 (continued)
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2010-11 and 2011-12

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										
2010-11	19,558	11.4	31,046	18.3	11,854	20.8	3,000	7.8	141,075	18.8
2011-12	19,615	11.2	30,440	17.9	11,740	20.7	2,966	7.7	143,100	18.7
American Indian										
2010-11	831	0.5	859	0.5	394	0.7	395	1.0	4,792	0.6
2011-12	808	0.5	760	0.4	400	0.7	397	1.0	4,743	0.6
Asian										
2010-11	3,245	1.9	1,426	0.8	380	0.7	496	1.3	40,753	5.4
2011-12	3,315	1.9	1,562	0.9	381	0.7	484	1.3	43,293	5.7
Hispanic										
2010-11	52,083	30.3	40,872	24.1	10,094	17.8	9,483	24.6	309,245	41.2
2011-12	54,991	31.5	42,670	25.1	10,466	18.4	9,738	25.4	318,599	41.7
Pacific Islander										
2010-11	142	0.1	133	0.1	39	0.1	38	0.1	969	0.1
2011-12	133	0.1	129	0.1	40	0.1	42	0.1	964	0.1
White										
2010-11	92,616	53.9	92,014	54.3	32,602	57.3	23,990	62.3	239,673	32.0
2011-12	92,434	52.9	91,088	53.5	32,146	56.6	23,521	61.5	238,872	31.3
Multiracial										
2010-11	3,258	1.9	3,105	1.8	1,503	2.6	1,083	2.8	13,329	1.8
2011-12	3,411	2.0	3,497	2.1	1,630	2.9	1,124	2.9	14,022	1.8
State										
2010-11	171,733	100	169,455	100	56,866	100	38,485	100	749,836	100
2011-12	174,707	100	170,146	100	56,803	100	38,272	100	763,593	100

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

continues

Table 19 (continued)
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2010-11 and 2011-12

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										
2010-11	74,926	13.8	31,656	20.2	29,728	7.9	3,720	7.1	1,202	2.5
2011-12	76,593	13.8	31,622	20.0	28,181	7.6	3,854	7.4	1,223	2.6
American Indian										
2010-11	4,409	0.8	993	0.6	1,467	0.4	240	0.5	162	0.3
2011-12	4,190	0.8	1,032	0.7	1,293	0.3	246	0.5	157	0.3
Asian										
2010-11	23,946	4.4	2,518	1.6	13,915	3.7	553	1.1	251	0.5
2011-12	24,655	4.5	2,623	1.7	14,555	3.9	815	1.6	254	0.5
Hispanic										
2010-11	177,612	32.8	47,287	30.2	169,563	44.9	18,882	36.1	27,095	56.3
2011-12	186,251	33.7	48,860	30.8	169,867	45.6	17,453	33.4	27,148	56.8
Pacific Islander										
2010-11	1,081	0.2	737	0.5	415	0.1	47	0.1	27	0.1
2011-12	1,199	0.2	825	0.5	381	0.1	55	0.1	25	0.1
White										
2010-11	249,410	46.0	68,594	43.8	153,399	40.6	27,696	52.9	18,898	39.2
2011-12	248,719	45.0	68,325	43.1	149,192	40.0	28,455	54.4	18,464	38.6
Multiracial										
2010-11	10,585	2.0	4,786	3.1	9,237	2.4	1,238	2.4	528	1.1
2011-12	11,598	2.1	5,213	3.3	9,392	2.5	1,410	2.7	539	1.1
State										
2010-11	541,969	100	156,571	100	377,724	100	52,376	100	48,163	100
2011-12	553,205	100	158,500	100	372,861	100	52,288	100	47,810	100

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

continues

Table 19 (continued)

Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2010-11 and 2011-12

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										
2010-11	4,339	5.1	5,621	6.9	3,789	4.9	3,838	2.1	24,878	6.2
2011-12	4,365	5.1	5,606	6.8	3,740	4.7	4,192	2.3	26,111	6.2
American Indian										
2010-11	540	0.6	320	0.4	323	0.4	391	0.2	1,068	0.3
2011-12	526	0.6	305	0.4	290	0.4	396	0.2	1,089	0.3
Asian										
2010-11	2,039	2.4	792	1.0	573	0.7	1,009	0.6	6,188	1.5
2011-12	2,259	2.6	843	1.0	646	0.8	1,209	0.7	6,766	1.6
Hispanic										
2010-11	37,364	44.1	45,320	55.7	49,980	64.0	163,917	90.0	286,729	70.9
2011-12	38,294	44.6	46,001	56.2	51,996	64.9	164,751	89.8	296,507	70.3
Pacific Islander										
2010-11	115	0.1	55	0.1	58	0.1	170	0.1	575	0.1
2011-12	115	0.1	61	0.1	70	0.1	210	0.1	623	0.1
White										
2010-11	38,795	45.8	28,146	34.6	22,581	28.9	11,982	6.6	78,205	19.3
2011-12	38,754	45.2	27,892	34.1	22,619	28.2	11,739	6.4	83,127	19.7
Multiracial										
2010-11	1,478	1.7	1,100	1.4	734	0.9	826	0.5	6,518	1.6
2011-12	1,519	1.8	1,140	1.4	816	1.0	933	0.5	7,428	1.8
State										
2010-11	84,670	100	81,354	100	78,038	100	182,133	100	404,161	100
2011-12	85,832	100	81,848	100	80,177	100	183,430	100	421,651	100

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Enrollment by Education Service Center and Economically Disadvantaged Status

- From 2001-02 to 2011-12, the percentages of students identified as economically disadvantaged increased in all 20 ESC regions (Figure 14 on this page and Table 20 on page 42). In 2001-02, eight regions served populations in which at least 50 percent of students were economically disadvantaged. By 2011-12, that number had more than doubled to 18 regions; only Regions 11 (Fort Worth) and 13 (Austin) had smaller percentages of students identified as economically disadvantaged.
- Across ESC regions in 2011-12, 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 49.0 percent. These two regions also had the highest and lowest percentages of economically disadvantaged students, respectively, in 2001-02.
- Despite the fact that five regions had decreases in total enrollment during the period, each saw an increase in the number of economically disadvantaged students (Figure 12 on page 33 and Figure 14 on this page).

Figure 14
Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2001-02 to 2011-12

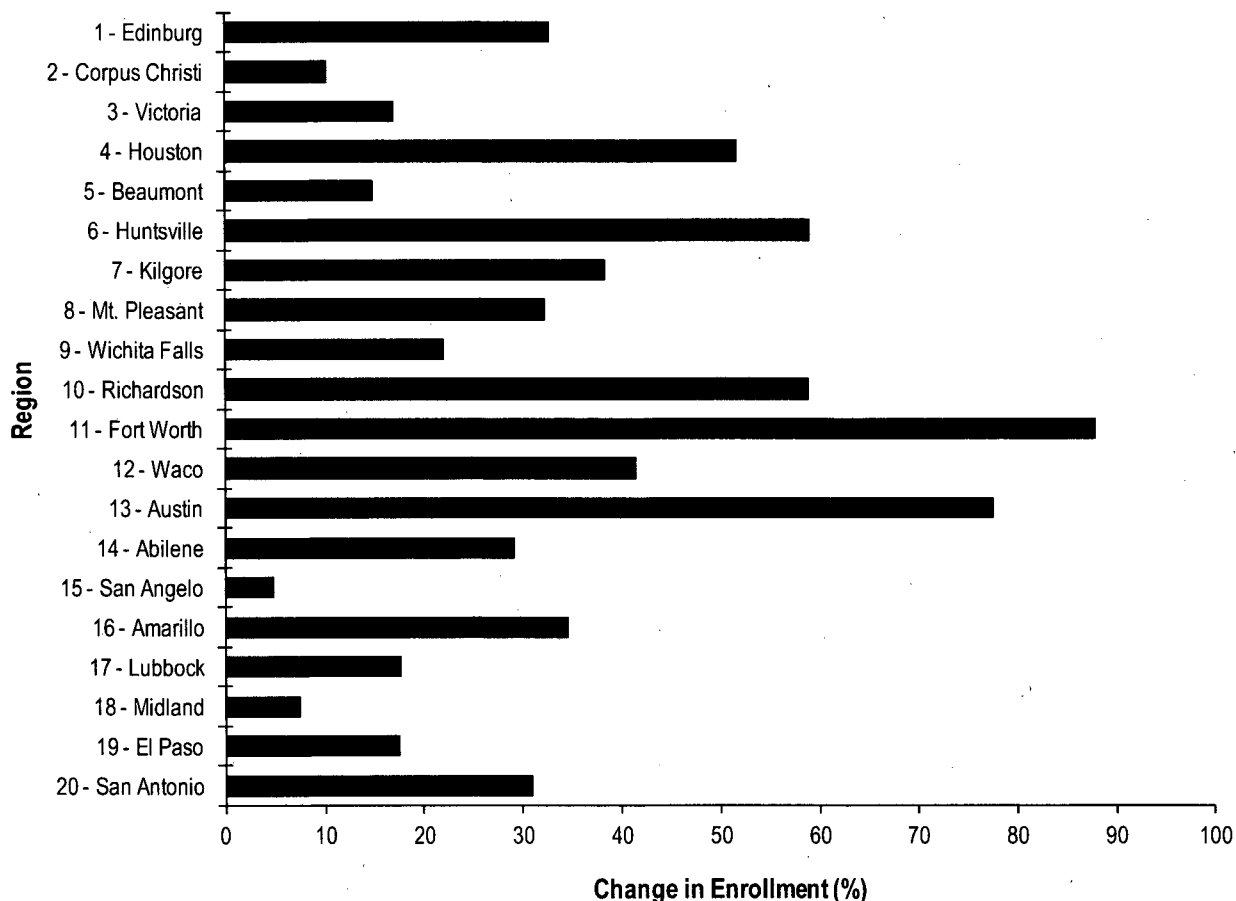


Table 20

Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2001-02 and 2011-12

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2001-02	265,945	84.2	62,349	57.8	28,424	51.4	439,761	48.7	40,551	47.3
2011-12	352,886	85.5	68,728	65.2	33,242	62.4	666,521	60.3	46,565	58.0
10-year change	86,941	32.7	6,379	10.2	4,818	17.0	226,760	51.6	6,014	14.8

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2001-02	56,621	40.7	75,725	47.7	27,341	49.5	17,593	43.1	272,595	44.0
2011-12	90,013	51.5	104,756	61.6	36,170	63.7	21,476	56.1	432,880	56.7
10-year change	33,392	59.0	29,031	38.3	8,829	32.3	3,883	22.1	160,285	58.8

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2001-02	144,349	33.4	65,974	48.3	103,596	36.9	22,461	48.3	27,717	55.5
2011-12	271,286	49.0	93,337	58.9	183,987	49.3	29,010	55.5	29,060	60.8
10-year change	126,937	87.9	27,363	41.5	80,391	77.6	6,549	29.2	1,343	4.8

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2001-02	37,970	48.6	42,597	53.9	40,691	52.7	118,376	73.6	205,729	60.8
2011-12	51,062	59.5	50,149	61.3	43,743	54.6	139,145	75.9	269,426	63.9
10-year change	13,092	34.5	7,552	17.7	3,052	7.5	20,769	17.5	63,697	31.0

National Enrollment Trends

Population Trends

According to national figures, Texas ranked second behind California in overall population, as well as school-age population (children ages 5-17), in 2010 (National Center for Education Statistics [NCES], 2012a). Between 2000 and 2010, the rate of growth in the overall population in Texas was two times higher than the rate in the United States as a whole. Over the same period, the rate of growth in the school-age population in Texas was 10 times higher than the rate in the United States. Estimated overall population increased 20.6 percent, to 25.3 million, in Texas and 9.6 percent, to 309.4 million, in the United States. Estimated school-age population increased 15.8 percent, to 5.0 million, in Texas and 1.5 percent, to 54.0 million, in the United States.

Enrollment Trends

National figures indicate that Texas, with 4.9 million students, ranked second, behind California, in public school enrollment in 2009 (Table 21). Of the four most populous states in the country, Texas had the largest percentage increase in public school enrollment between 1999 and 2009 (21.5%), followed by Florida (10.6%) and California (3.7%). Public school enrollment in New York decreased by 4.2 percent. Across the United States, public school enrollment increased at a rate of 5.4 percent, about one-fourth the rate in Texas.

Table 21
Public School Enrollment, Four Most Populous States and the United States, Fall 1999 and Fall 2009

Year	California	Florida	New York	Texas	United States
Fall 1999	6,038,590	2,381,396	2,887,776	3,991,783	46,857,149
Fall 2009	6,263,449	2,634,522	2,766,052	4,850,210	49,373,307
10-year change:					
Number	224,859	253,126	-121,724	858,427	2,516,158
Percent	3.7	10.6	-4.2	21.5	5.4

Source: National Center for Education Statistics (2012b).

Enrollment by Race/Ethnicity

In fall of 2009, according to national figures, Texas public school enrollment was 14.0 percent African American, 3.7 percent Asian/Pacific Islander, 48.6 percent Hispanic, and 33.3 percent White (Table 22 on page 44). By comparison, overall U.S. public school enrollment was 16.8 percent African American, 5.1 percent Asian/Pacific Islander, 22.1 percent Hispanic, and 54.1 percent White. Between 1999 and 2009, the percentages of Hispanic students increased in the four most populous states in the country, as well as the United States as a whole. In each case, the percentage-point increase was the largest for any racial/ethnic group. The proportion of public school enrollment accounted for by Hispanics

Table 22
Public School Enrollment (%) by Race/Ethnicity, Four Most Populous States and the United States, Fall 1999 and Fall 2009

Year	African American	American Indian	Asian/Pacific Islander	Hispanic	White
California					
Fall 1999	8.6	0.9	11.1	42.4	37.0
Fall 2009	6.9	0.7	11.6	50.4	27.0
10-year change (percentage-point)	-1.7	-0.2	0.5	8.0	-10.0
Florida					
Fall 1999	25.4	0.3	1.9	18.2	54.3
Fall 2009	23.9	0.4	2.7	27.2	45.9
10-year change (percentage-point)	-1.5	0.1	0.8	9.0	-8.4
New York					
Fall 1999	20.3	0.4	5.8	18.3	55.2
Fall 2009	19.1	0.5	8.0	21.7	50.8
10-year change (percentage-point)	-1.2	0.1	2.2	3.4	-4.4
Texas					
Fall 1999	14.4	0.3	2.6	39.6	43.1
Fall 2009	14.0	0.4	3.7	48.6	33.3
10-year change (percentage-point)	-0.4	0.1	1.1	9.0	-9.8
United States					
Fall 1999	17.2	1.2	4.0	15.6	62.1
Fall 2009	16.8	1.2	5.1	22.1	54.1
10-year change (percentage-point)	-0.4	0.0	1.1	6.5	-8.0

Source: National Center for Education Statistics (2012c).

Note: Parts may not add to 100 percent because of rounding and because presentation categories exclude multiracial students for some states.

rose from 39.6 percent to 48.6 percent (9.0 percentage points) in Texas and from 15.6 percent to 22.1 percent (6.5 percentage points) nationwide. During the same period, the proportion of public school enrollment accounted for by White students decreased from 43.1 percent to 33.3 percent (9.8 percentage points) in Texas and from 62.1 percent to 54.1 percent (8.0 percentage points) 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 United States as a whole.

Enrollment of Economically Disadvantaged Students

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 46 states for which 1999-00 eligibility data were available, the percentages of eligible students ranged from a low of 15.9 percent in New Hampshire to a high of 63.3 percent in Mississippi (National Center for Education Statistics [NCES], 2001b). National figures indicate that 44.7 percent of students in Texas were eligible in 1999-00 (Table 23).

Table 23
Public School Enrollment (%) of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 1999-00 and 2009-10

Year	California	Florida	New York	Texas	United States
1999-00	47.1	44.3	42.6	44.7	n/a ^a
2009-10	55.6	53.5	45.1 ^b	50.5	47.5
10-year change (percentage-point)	8.5	9.2	2.5	5.8	n/a

Source: National Center for Education Statistics (NCES, 2001b, 2012d).

^aNational results could not be calculated because data were missing. ^bData were imputed by NCES based on reported percentage for 2008-09 applied to 2009-10 enrollment.

In 2009-10, the percentages of eligible students ranged from a low of 23.5 percent in New Hampshire to a high of 70.7 percent in Mississippi (NCES, 2012d). Three of the four most populous states—California, Florida, and Texas—had greater proportions of students eligible for free or reduced-price meals than the country as a whole (Table 23). National figures indicate that 50.5 percent of students in Texas were eligible for the program, 3 percentage points higher than the national average of 47.5 percent. From 1999-00 to 2009-10, the percentages of eligible students increased in California, Florida, New York, and Texas.

Enrollment of Students Participating in Special Education Programs

According to national figures, a higher percentage of public school students participated in special education programs across the United States as a whole (13.2%) than in Texas (12.4%) during the 1999-00 school year (Table 24 on page 46). By 2009-10, participation in special education had decreased to 13.1 percent in the United States overall and 9.2 percent in Texas. Of the four most populous states in the country, New York had the highest percentage of public school students participating in special education in the 2009-10 school year (16.7%), as well as the largest percentage-point increase (1.7 percentage points) between 1999-00 and 2009-10.

Table 24
Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 1999-00 and 2009-10

Year	California	Florida	New York	Texas	United States
1999-00	10.6	15.0	15.0	12.4	13.2
2009-10	10.8	14.3	16.7	9.2	13.1
10-year change (percentage-point)	0.2	-0.7	1.7	-3.2	-0.1

Source: National Center for Education Statistics (2001a, 2012e).

Enrollment of Students With Limited English Proficiency

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 1997-98 was higher in Texas (12.7%) than in the United States overall (7.5%) (Table 25). Although the percentage of students identified as LEP increased between 1997-98 and 2007-08 in both Texas (to 15.0%) and the United States overall (to 10.6%), 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 1997-98 (24.6%) and 2007-08 (24.3%). New York had the smallest percentage of students identified as LEP in 2007-08, at 7.7 percent.

Table 25
Public School Enrollment (%) of Students Identified as Limited English Proficient, Four Most Populous States and the United States, 1997-98 and 2007-08

Year	California	Florida	New York	Texas	United States
1997-98	24.6	11.1	7.7	12.7	7.5
2007-08	24.3	8.8	7.7	15.0	10.6
10-year change (percentage-point)	-0.3	-2.3	0.0	2.3	3.1

Source: National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (2010a, 2010b, 2010c, 2010d, 2011, n.d.).

Enrollment of Students in Gifted and Talented Programs

In the 41 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, 2012f). 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.

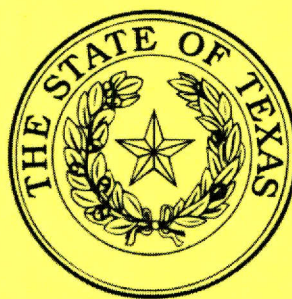
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Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

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.

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