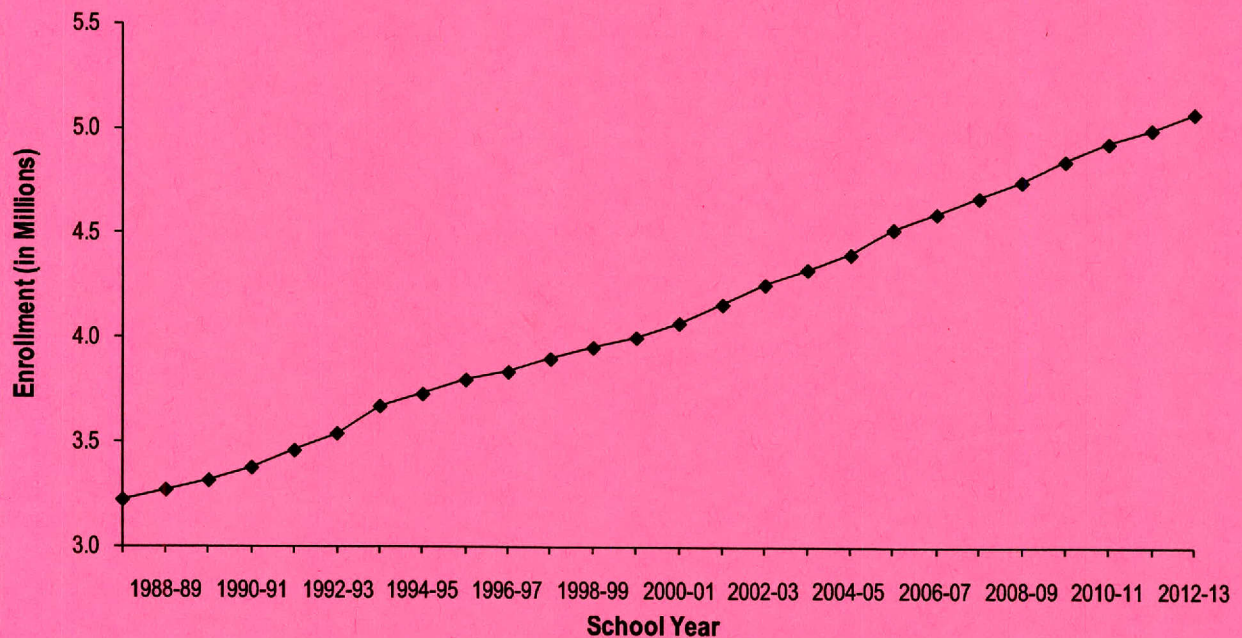


Enrollment in Texas Public Schools 2012-13

Statewide Enrollment, Texas Public Schools, 1987-88 Through 2012-13



Division of Research and Analysis
Department of Assessment and Accountability
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Enrollment in Texas Public Schools 2012-13

Project Staff

Amanda Callinan
Jason Ramirez

Editorial Staff

Christine Whalen
Richard Kallus
Anthony Grasso

Division of Research and Analysis
Department of Assessment and Accountability
Texas Education Agency
March 2014

Texas Education Agency

Michael L. Williams, Commissioner of Education
Michael Berry, Deputy Commissioner for Policy and Programs

Department of Assessment and Accountability

Criss Cloudt, Associate Commissioner

Division of Research and Analysis

Linda Roska, Director

Accountability Research Unit

Jennifer Broussard, Director

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Abstract. This report provides information on enrollment in the Texas public school system from the 2002-03 through 2012-13 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, English language learner, special education, Title I, education service center, race/ethnicity, economically disadvantaged status, gender.*

Cover. Statewide Enrollment, Texas Public Schools, 1987-88 Through 2012-13. See pages 5-6 for detail.

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Contents

Overview	vii
Highlights	ix
Enrollment in Texas	1
Statewide Enrollment	5
Enrollment by Race/Ethnicity	7
Enrollment by Economically Disadvantaged Status	10
Enrollment by Economically Disadvantaged Status and Race/Ethnicity	11
Enrollment by Gender	13
Enrollment by Grade	14
Enrollment by Grade and Age	16
Enrollment by Grade and Race/Ethnicity	17
Enrollment by Grade and Economically Disadvantaged Status	20
Enrollment for Instructional Programs and Special Populations	22
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity	25
Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status	28
Enrollment for Instructional Programs and Special Populations by Gender	30
Enrollment by Education Service Center	32
Enrollment by Education Service Center and Race/Ethnicity	36
Enrollment by Education Service Center and Economically Disadvantaged Status	41
National Enrollment Trends	43
References	49

List of Tables

Table 1. Enrollment by Race/Ethnicity, Economic Status, English Proficiency, Gender, Grade, Instructional Program, Special Population, and Education Service Center, Texas Public Schools, 2011-12 and 2012-13	4
Table 2. Statewide Enrollment, Texas Public Schools, 1987-88 Through 2012-13	6
Table 3. Change in Statewide Enrollment, Texas Public Schools	6
Table 4. Enrollment by Race/Ethnicity, Texas Public Schools, 2002-03 Through 2012-13	8
Table 5. Hispanic Students by Race, Texas Public Schools, 2011-12 and 2012-13	9
Table 6. Non-Hispanic Multiracial Students by Most Common Racial Combinations, Texas Public Schools, 2011-12 and 2012-13	9

Table 7.	Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2002-03 Through 2012-13	10
Table 8.	Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2002-03 Through 2012-13	12
Table 9.	Enrollment by Gender, Texas Public Schools, 2002-03 Through 2012-13.....	13
Table 10.	Enrollment by Grade, Texas Public Schools, 2011-12 and 2012-13.....	15
Table 11.	Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2012-13	16
Table 12.	Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2011-12 and 2012-13	18
Table 13.	Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2011-12 and 2012-13	21
Table 14.	Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2002-03 Through 2012-13.....	24
Table 15.	Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2011-12 and 2012-13	26
Table 16.	Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2002-03 and 2012-13	29
Table 17.	Enrollment for Instructional Programs and Special Populations by Gender, Texas Public Schools, 2002-03 and 2012-13	31
Table 18.	Enrollment by Education Service Center, Texas Public Schools, 2002-03 Through 2012-13.....	34
Table 19.	Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2011-12 and 2012-13.....	37
Table 20.	Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2002-03 and 2012-13	42
Table 21.	Public School Enrollment, Four Most Populous States and the United States, Fall 2000 and Fall 2010.....	43
Table 22.	Public School Enrollment (%) by Race/Ethnicity, Four Most Populous States and the United States, Fall 2000 and Fall 2010	44
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, 2000-01 and 2010-11	45
Table 24.	Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 2000-01 and 2010-11.....	46
Table 25.	Public School Enrollment (%) of Students Participating in Programs for Students Identified as English Language Learners, Four Most Populous States and the United States, 2002-03 and 2010-11	47

List of Figures

Figure 1. Enrollment by Race/Ethnicity, Texas Public Schools, 2002-03 Through 2012-13.....	7
Figure 2. Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2002-03 Through 2012-13	10
Figure 3. Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2002-03 Through 2012-13	11
Figure 4. Enrollment by Grade, Texas Public Schools, 2011-12 and 2012-13.....	15
Figure 5. Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2012-13	16
Figure 6. Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2012-13	17
Figure 7. Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2012-13	20
Figure 8. Enrollment in Instructional Programs, Texas Public Schools, 2002-03 Through 2012-13	23
Figure 9. Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2012-13	25
Figure 10. Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2012-13	28
Figure 11. Enrollment in Instructional Programs by Gender, Texas Public Schools, 2012-13	30
Figure 12. Change in Enrollment Within Education Service Centers, Texas Public Schools, 2002-03 to 2012-13.....	33
Figure 13. Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2012-13.....	36
Figure 14. Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2002-03 to 2012-13	41

Overview

This report provides enrollment data for students attending Texas public schools in the 2012-13 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), career and technical education, gifted and talented, special education, and Title I. In addition, data are provided for the following special populations: students identified as English language learners, as immigrants, and as migrants.

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 2002-03 school year was 4,255,821 students. By 2012-13, enrollment had risen to 5,075,840 students. Over the 10-year period, total enrollment increased by 820,019 students, or by 19.3 percent.
- In 2012-13, statewide enrollment increased from the previous year by 1.5 percent.
- Between the 2011-12 and 2012-13 school years, African American, Asian, Hispanic, and multiracial enrollment increased. Enrollment of White students decreased.
- In 2012-13, Hispanic students accounted for the largest percentage of total enrollment (51.3%), followed by White (30.0%), African American (12.7%), Asian (3.6%), and multiracial students (1.8%). The percentages of Texas public school enrollment accounted for by Asian, Hispanic, and multiracial students increased between 2011-12 and 2012-13, whereas the percentages accounted for by African American and White students decreased.
- During the 2002-03 school year, there were 2,203,961 students identified as economically disadvantaged, accounting for 51.8 percent of all students. By 2012-13, the number of students identified as economically disadvantaged had risen to 3,058,894, or 60.3 percent of all students. The 38.8-percent increase in students identified as economically disadvantaged was more than double the 19.3-percent increase in the public school population as a whole.
- The percentages of Asian, Hispanic, White, and multiracial students identified as economically disadvantaged decreased between the 2011-12 and 2012-13 school years, whereas the percentage of African American students identified as economically disadvantaged increased.
- During both the 2011-12 and 2012-13 school years, Grade 9 had the highest enrollment, in part because of high grade-level retention in Grade 9 compared to other grades. In 2012-13, a total of 402,426 students were enrolled in Grade 9.
- The number of students in Grades 9-12 participating in career and technical education programs rose by 21.1 percent between 2002-03 and 2012-13. The number of students receiving bilingual or English as a second language instructional services increased by 46.9 percent over the same period, and the number of students identified as English language learners grew by 37.2 percent.
- In 2002-03, Education Service Center Region 4 (Houston) served the largest student population, accounting for 21.8 percent of total state public school enrollment. In 2012-13, Region 4 continued to have the largest proportion of total enrollment (22.1%).
- According to national figures, public school enrollment in Texas increased by 21.6 percent between 2000 and 2010. This was about four times the increase in the United States (4.8%) over the same time period.
- According to national figures, from 2000 to 2010, the proportion of public school enrollment accounted for by Hispanic students increased from 40.6 percent to 50.3 percent (9.7 percentage points) in Texas and from 16.3 percent to 23.1 percent (6.8 percentage points) nationwide. During the same period, the proportion of enrollment accounted for by White students decreased from 42.0 percent to 31.2 percent (10.8 percentage points) in Texas and from 61.2 percent to 52.4 percent (8.8 percentage points) nationwide.
- According to national figures, a higher percentage of public school students participated in special education programs in the United States (13.0%) than in Texas (9.0%) in 2010-11.

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 2012-13, 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 327,000 teachers; and more than 5 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 Divide Independent School District. In contrast, more than 200,000 students received instruction at 277 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, 2011, 2012a) 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, 2012b).

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 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, Special Population, and Education Service Center, Texas Public Schools, 2011-12 and 2012-13**

Group	Enrollment		Group	Enrollment	
	2011-12	2012-13		2011-12	2012-13
All students	4,998,579	5,075,840	Instructional program or special population ^a		
Race/Ethnicity			Bilingual or English as a second language	809,854	840,724
African American	640,171	646,182	Career and technical ^b	483,122	488,253
American Indian	22,383	21,795	Gifted and talented	381,744	387,623
Asian	177,185	183,789	Immigrant	71,754	70,320
Hispanic	2,541,223	2,606,126	Migrant	35,866	35,106
Pacific Islander	6,257	6,644	Special education	440,744	440,570
White	1,527,203	1,521,551	Title I	3,298,934	3,311,160
Multiracial	84,157	89,753	Education service center		
Economic status			Region 1 – Edinburg	412,862	417,490
Economically disadvantaged	3,013,442	3,058,894	Region 2 – Corpus Christi	105,357	105,796
English proficiency			Region 3 – Victoria	53,305	53,528
English language learner	838,418	864,682	Region 4 – Houston	1,105,601	1,123,557
Gender			Region 5 – Beaumont	80,331	81,986
Female	2,432,216	2,469,727	Region 6 – Huntsville	174,707	177,412
Male	2,566,363	2,606,113	Region 7 – Kilgore	170,146	170,293
Grade			Region 8 – Mt. Pleasant	56,803	56,824
Early education	24,454	23,293	Region 9 – Wichita Falls	38,272	38,498
Prekindergarten	225,037	227,568	Region 10 – Richardson	763,593	776,920
Kindergarten	379,431	390,619	Region 11 – Fort Worth	553,205	562,831
Grade 1	392,276	396,885	Region 12 – Waco	158,500	161,025
Grade 2	383,400	389,203	Region 13 – Austin	372,861	380,872
Grade 3	379,400	382,968	Region 14 – Abilene	52,288	55,738
Grade 4	375,729	378,716	Region 15 – San Angelo	47,810	48,145
Grade 5	377,701	376,396	Region 16 – Amarillo	85,832	86,440
Grade 6	372,802	380,154	Region 17 – Lubbock	81,848	83,330
Grade 7	366,104	377,188	Region 18 – Midland	80,177	83,305
Grade 8	360,198	366,786	Region 19 – El Paso	183,430	182,814
Grade 9	393,553	402,426	Region 20 – San Antonio	421,651	429,036
Grade 10	346,898	350,561			
Grade 11	323,217	327,840			
Grade 12	298,379	305,237			

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. ^bData reflect the numbers of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded.

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 11-year period from 2010 to 2021, the National Center for Education Statistics (NCES) projects an increase of 7.3 percent nationwide in public primary and secondary school enrollment (NCES, 2013g). 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 2010 to 2021, at 17.2 percent.

Between 1987-88 and 2012-13, 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 2012-13, statewide enrollment increased from the previous year by 1.5 percent.

Between 1987-88 and 2012-13, 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 2002-03 and 2012-13, the majority of students met the state criteria for economic disadvantage (Figure 2 and Table 7 on page 10). In the 2012-13 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, 2012b).

- Texas public school enrollment during the 2002-03 school year was 4,255,821 students (Table 2). By 2012-13, enrollment had risen to 5,075,840 students. Over the 10-year period, total enrollment increased by 820,019 students, or by 19.3 percent.
- Statewide enrollment during the 1987-88 school year was 3,224,916 students. Over the 25-year period between 1987-88 and 2012-13, total enrollment increased by 1,850,924 students, or 57.4 percent (Table 3).

Table 2
Statewide Enrollment, Texas Public Schools,
1987-88 Through 2012-13

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
2012-13	5,075,840	1.5

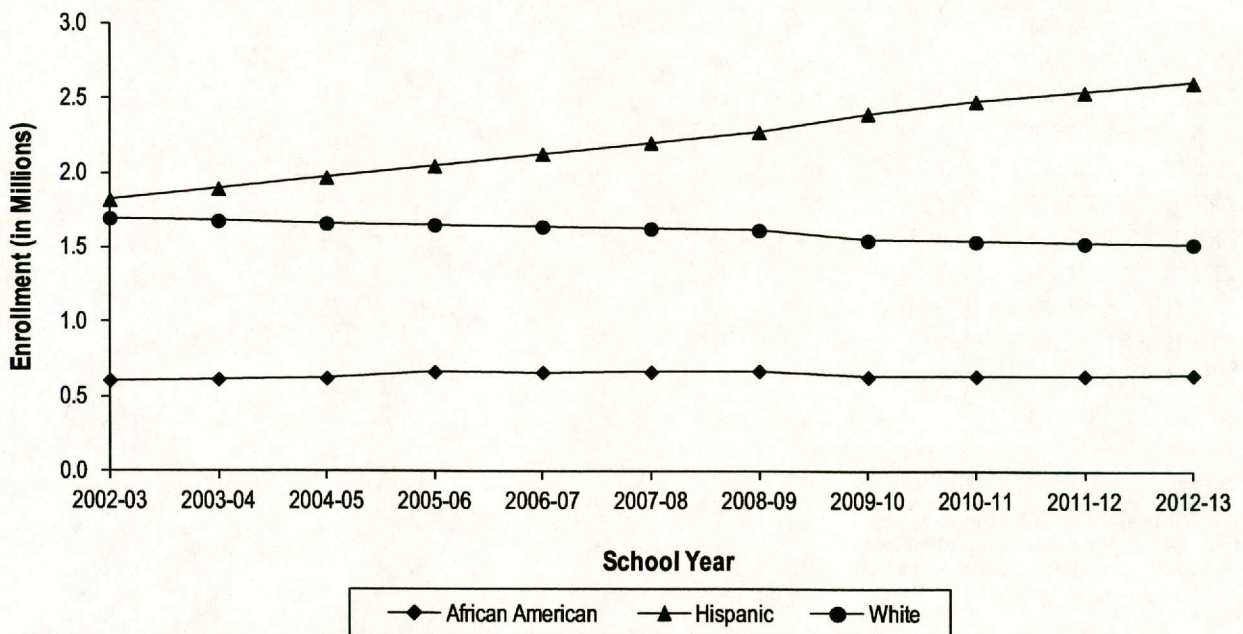
Table 3
Change in Statewide Enrollment, Texas
Public Schools

Period	Number	Percent
10-year change, 2002-03 to 2012-13	820,019	19.3
25-year change, 1987-88 to 2012-13	1,850,924	57.4

Enrollment by Race/Ethnicity

- African American, Asian, Hispanic, and multiracial enrollment increased between the 2011-12 and 2012-13 school years, whereas White enrollment decreased (Figure 1 on this page and Table 4 on page 8).
- In 2012-13, Hispanic students accounted for the largest percentage of total enrollment (51.3%), followed by White (30.0%), African American (12.7%), Asian (3.6%), and multiracial students (1.8%). The percentages of Texas public school enrollment accounted for by Asian, Hispanic, and multiracial students increased between 2011-12 and 2012-13, whereas the percentages accounted for by African American and White students decreased.
- By race, the largest percentage of Hispanic students in 2012-13 were identified as White (69.6%) (Table 5 on page 9).
- In the 2012-13 school year, 89,753 non-Hispanic multiracial students were enrolled in Texas public schools (Table 4 on page 8). Among those students, the three largest groups were students identified as White and African American (46.0%), students identified as White and Asian (21.8%), and students identified as White and American Indian (14.7%) (Table 6 on page 9).

Figure 1
Enrollment by Race/Ethnicity, Texas Public Schools, 2002-03 Through 2012-13



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

Table 4
Enrollment by Race/Ethnicity, Texas Public Schools, 2002-03 Through 2012-13

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2002-03	608,045	14.3	13,162	0.3	n/a ^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
2012-13	646,182	12.7	21,795	0.4	183,789	3.6	2,606,126	51.3	6,644	0.1
10-year change	38,137	6.3	8,633	65.6	n/a	n/a	787,595	43.3	n/a	n/a

Year	White		Multiracial	
	Number	Percent	Number	Percent
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
2012-13	1,521,551	30.0	89,753	1.8
10-year change	-172,047	-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, 2011-12 and 2012-13

Group	2011-12		2012-13	
	Number	Percent	Number	Percent
African American	36,979	1.5	41,092	1.6
American Indian	685,108	27.0	661,001	25.4
Asian	8,991	0.4	9,448	0.4
Pacific Islander	6,590	0.3	6,471	0.2
White	1,727,662	68.0	1,815,138	69.6
Multiracial	75,893	3.0	72,975	2.8
All Hispanic	2,541,223	100	2,606,126	100

Note. Parts may not add to 100 percent because of rounding. Numbers for race may not sum to the All Hispanic total because of missing information.

Table 6
Non-Hispanic Multiracial Students by Most Common Racial Combinations, Texas Public Schools, 2011-12 and 2012-13

Group	2011-12		2012-13	
	Number	Percent	Number	Percent
White and African American	37,330	44.4	41,283	46.0
White and Asian	18,029	21.4	19,535	21.8
White and American Indian	13,470	16.0	13,188	14.7
All Multiracial	84,157	100	89,753	100

Enrollment by Economically Disadvantaged Status

- During the 2002-03 school year, there were 2,203,961 students identified as economically disadvantaged, accounting for 51.8 percent of all students (Figure 2 and Table 7). By 2012-13, the number of students identified as economically disadvantaged had risen to 3,058,894, or 60.3 percent of all students.
- Between 2002-03 and 2012-13, the number of students identified as economically disadvantaged rose by 854,933. The total public school population rose by 820,019 (Table 3 on page 6). The 38.8-percent increase in enrollment of students identified as economically disadvantaged was more than double the 19.3-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, 2002-03 Through 2012-13

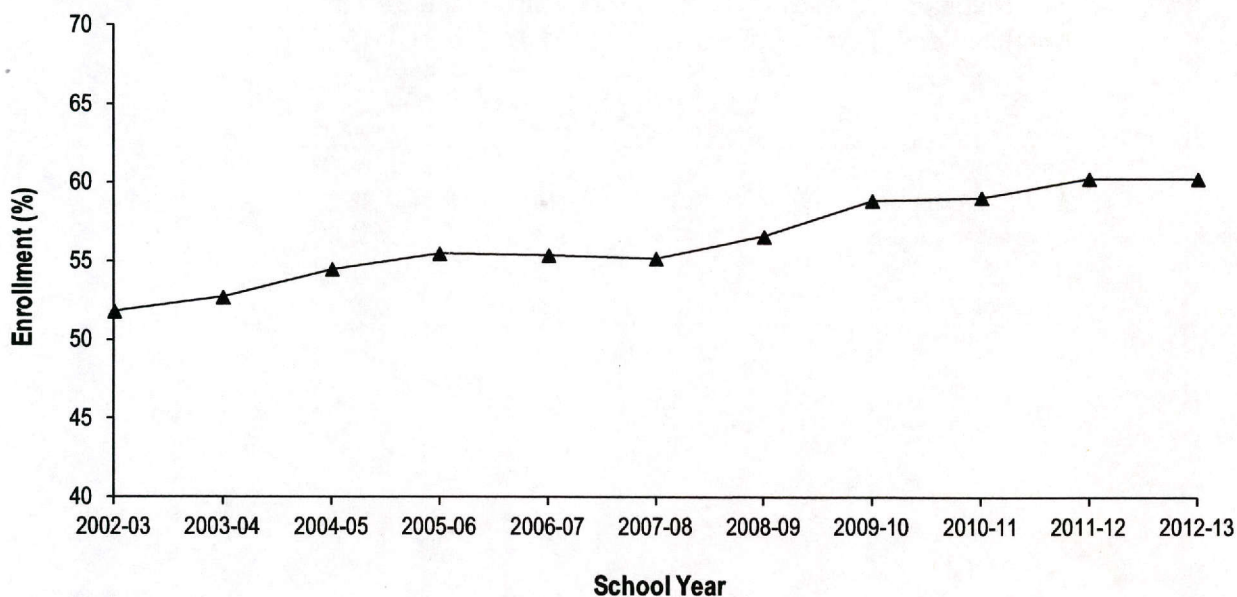


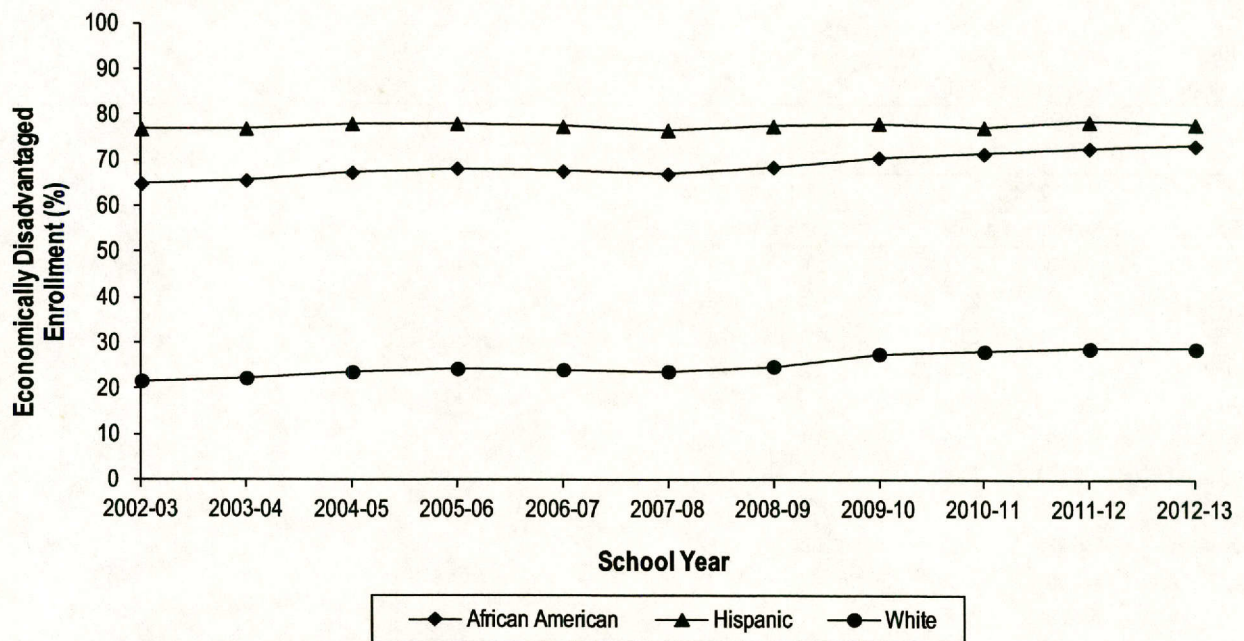
Table 7
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2002-03 Through 2012-13

Year	Number	Percent	Year	Number	Percent
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	2012-13	3,058,894	60.3
2006-07	2,545,083	55.4			
2007-08	2,576,621	55.2	10-year change	854,933	38.8
2008-09	2,686,259	56.6			

Enrollment by Economically Disadvantaged Status and Race/Ethnicity

- The percentages of Asian, Hispanic, White, and multiracial students identified as economically disadvantaged decreased between the 2011-12 and 2012-13 school years (Figure 3 on this page and Table 8 on page 12). The percentage of African American students identified as economically disadvantaged increased during the same time period.
- Across racial/ethnic groups in 2012-13, the percentages of individual group enrollment accounted for by students identified as economically disadvantaged were larger for Hispanics (78.0%) and African Americans (73.3%) than for multiracial students (43.6%), Asians (31.7%), and Whites (28.8%).

Figure 3
Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2002-03 Through 2012-13



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, 2002-03 Through 2012-13

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2002-03	394,604	64.9	5,472	41.6	n/a ^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
2012-13	473,675	73.3	12,376	56.8	58,268	31.7	2,034,063	78.0	3,753	56.5
10-year change	79,071	20.0	6,904	126.2	n/a	n/a	635,659	45.5	n/a	n/a

Year	White		Multiracial	
	Number	Percent	Number	Percent
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
2012-13	437,598	28.8	39,161	43.6
10-year change	69,315	18.8	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 2012-13 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 2002-03 and 2012-13.

**Table 9
Enrollment by Gender, Texas Public Schools, 2002-03 Through 2012-13**

Year	Female		Male	
	Number	Percent	Number	Percent
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
2012-13	2,469,727	48.7	2,606,113	51.3
10-year change	400,816	19.4	419,203	19.2

Enrollment by Grade

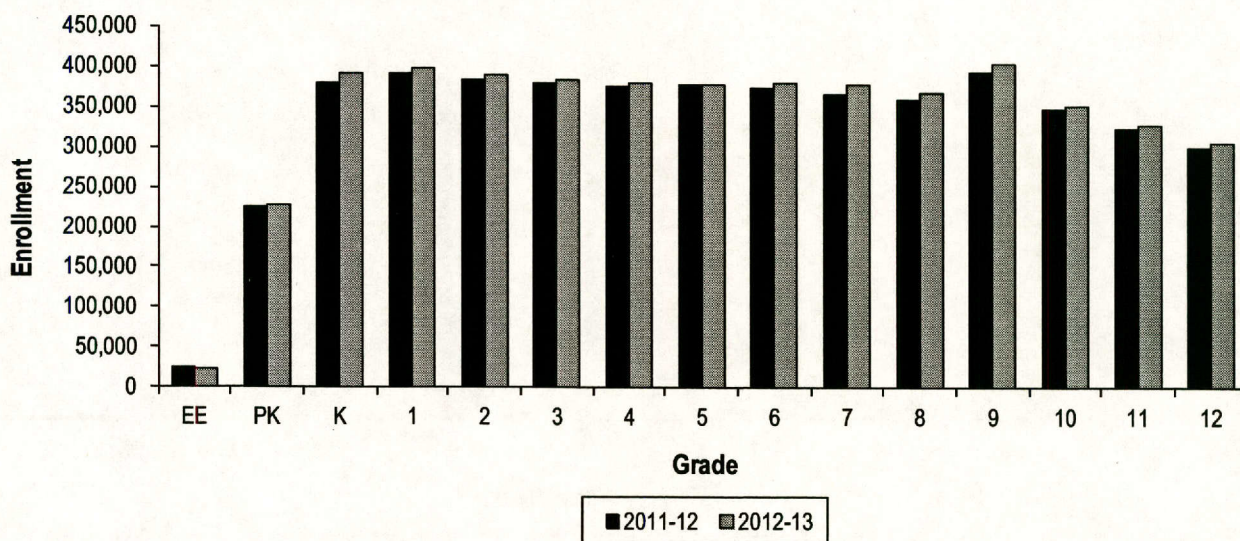
In Texas, children are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2011). A child younger than six years of age must attend school if he or she has previously been enrolled in first grade. All children who are five years old on or before September 1 are eligible, 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 English language learners, 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, 2013). 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, 2013). 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 2011-12 and 2012-13 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, 2013). In 2012-13, a total of 402,426 students were enrolled in Grade 9.
- Across Grades K-12 in 2012-13, 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 2011-12 and 2012-13, Grade 5 was the only grade across Grades K-12 that had a decrease in enrollment.

Figure 4
Enrollment by Grade, Texas Public Schools, 2011-12 and 2012-13



Note. EE=Early education. PK=Prekindergarten.

Table 10
Enrollment by Grade, Texas Public Schools, 2011-12 and 2012-13

Grade	2011-12		2012-13		Grade	2011-12		2012-13	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early education	24,454	0.5	23,293	0.5	6	372,802	7.5	380,154	7.5
Prekindergarten	225,037	4.5	227,568	4.5	7	366,104	7.3	377,188	7.4
Kindergarten	379,431	7.6	390,619	7.7	8	360,198	7.2	366,786	7.2
1	392,276	7.8	396,885	7.8	9	393,553	7.9	402,426	7.9
2	383,400	7.7	389,203	7.7	10	346,898	6.9	350,561	6.9
3	379,400	7.6	382,968	7.5	11	323,217	6.5	327,840	6.5
4	375,729	7.5	378,716	7.5	12	298,379	6.0	305,237	6.0
5	377,701	7.6	376,396	7.4					
					All grades	4,998,579	100	5,075,840	100

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

Enrollment by Grade and Age

- In 2012-13, 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 931 students in Grades 9-12 were between 22 and 25 years old. Of these, 76.2 percent were in Grade 12.

Figure 5
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2012-13

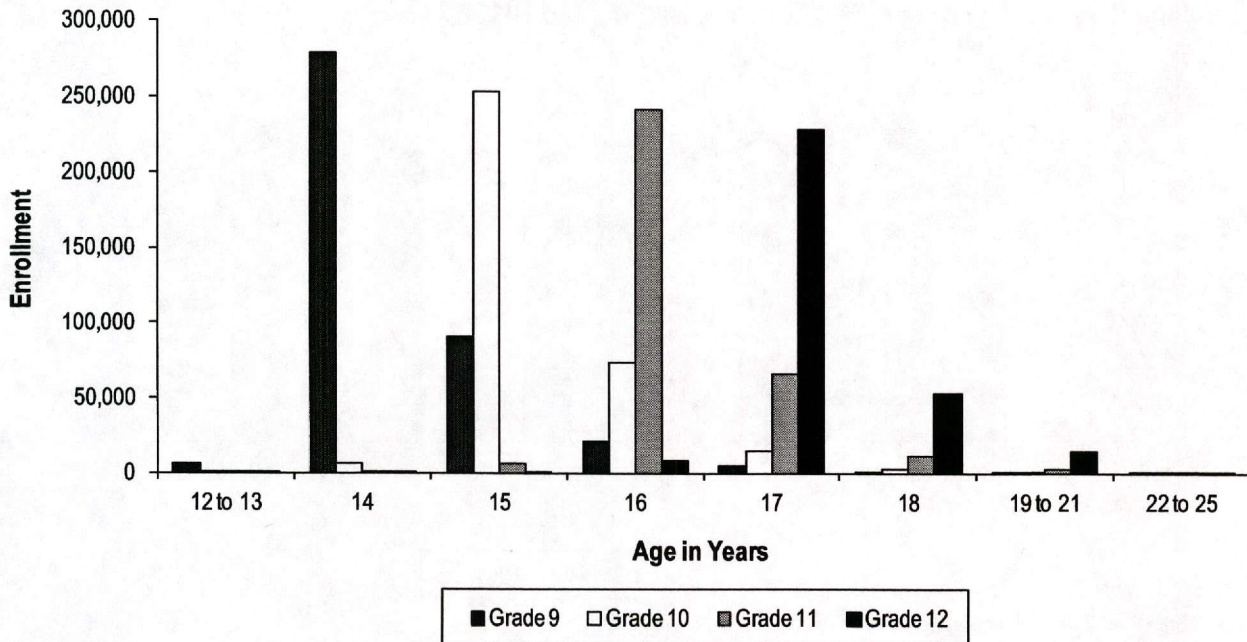


Table 11
Enrollment of Students in Grades 9-12 by Age, Texas Public Schools,
2012-13

Age in Years	Grade 9	Grade 10	Grade 11	Grade 12
12 to 13	5,971	53	- ^a	-
14	278,607^b	6,100	52	10
15	90,373	253,145	6,580	153
16	21,520	73,194	241,332	7,914
17	4,853	14,755	65,955	228,389
18	798	2,592	11,190	53,449
19 to 21	275	661	2,574	14,566
22 to 25	25	52	145	709

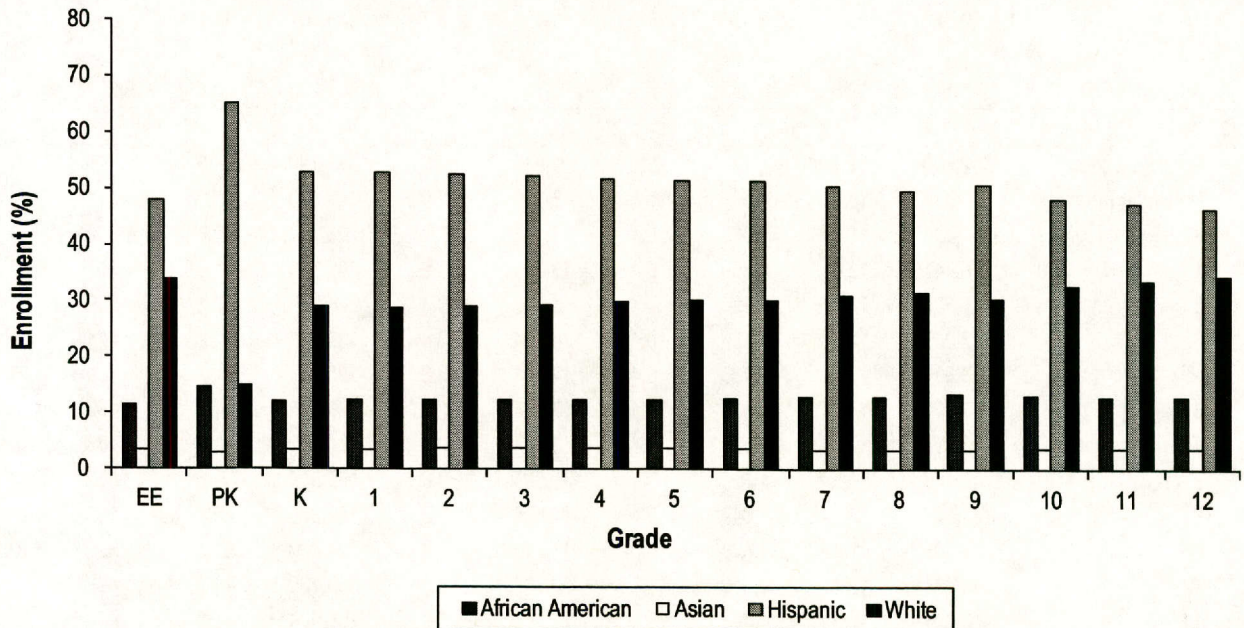
Note. Some students enrolled in Grades 9-12 were outside the age ranges shown. As a result, grade-level enrollment totals are slightly lower than those in Table 10 on page 15.

^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 African American and White students in 2012-13 generally increased from kindergarten to Grade 12, whereas the proportion accounted for by Hispanic and multiracial students generally decreased (Figure 6 on this page and Table 12 on page 18). This pattern was also true in the 2011-12 school year. The proportions of grade-level enrollment accounted for by 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 51.3 percent of total enrollment in the 2012-13 school year, made up 65.2 percent of prekindergarten students. In contrast, Whites, who made up 30.0 percent of total enrollment, made up 15.0 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, 2012-13



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, 2011-12 and 2012-13

Grade	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
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
2012-13										
Early education	2,660	11.4	134	0.6	843	3.6	11,189	48.0	25	0.1
Prekindergarten	33,648	14.8	1,056	0.5	6,589	2.9	148,330	65.2	271	0.1
Kindergarten	47,234	12.1	1,668	0.4	13,471	3.4	206,183	52.8	589	0.2
1	48,847	12.3	1,750	0.4	13,795	3.5	209,960	52.9	557	0.1
2	47,825	12.3	1,525	0.4	14,242	3.7	204,423	52.5	530	0.1
3	47,067	12.3	1,425	0.4	14,381	3.8	199,818	52.2	474	0.1
4	46,921	12.4	1,463	0.4	14,350	3.8	195,645	51.7	490	0.1
5	47,154	12.5	1,537	0.4	13,844	3.7	193,175	51.3	457	0.1
6	47,922	12.6	1,572	0.4	13,934	3.7	194,836	51.3	468	0.1
7	48,178	12.8	1,525	0.4	13,664	3.6	190,309	50.5	443	0.1
8	47,322	12.9	1,649	0.4	12,804	3.5	182,300	49.7	467	0.1
9	54,003	13.4	1,828	0.5	13,610	3.4	204,130	50.7	522	0.1
10	45,791	13.1	1,646	0.5	13,382	3.8	169,130	48.2	498	0.1
11	42,091	12.8	1,518	0.5	12,871	3.9	155,084	47.3	453	0.1
12	39,519	12.9	1,499	0.5	12,009	3.9	141,614	46.4	400	0.1
All grades	646,182	12.7	21,795	0.4	183,789	3.6	2,606,126	51.3	6,644	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, 2011-12 and 2012-13

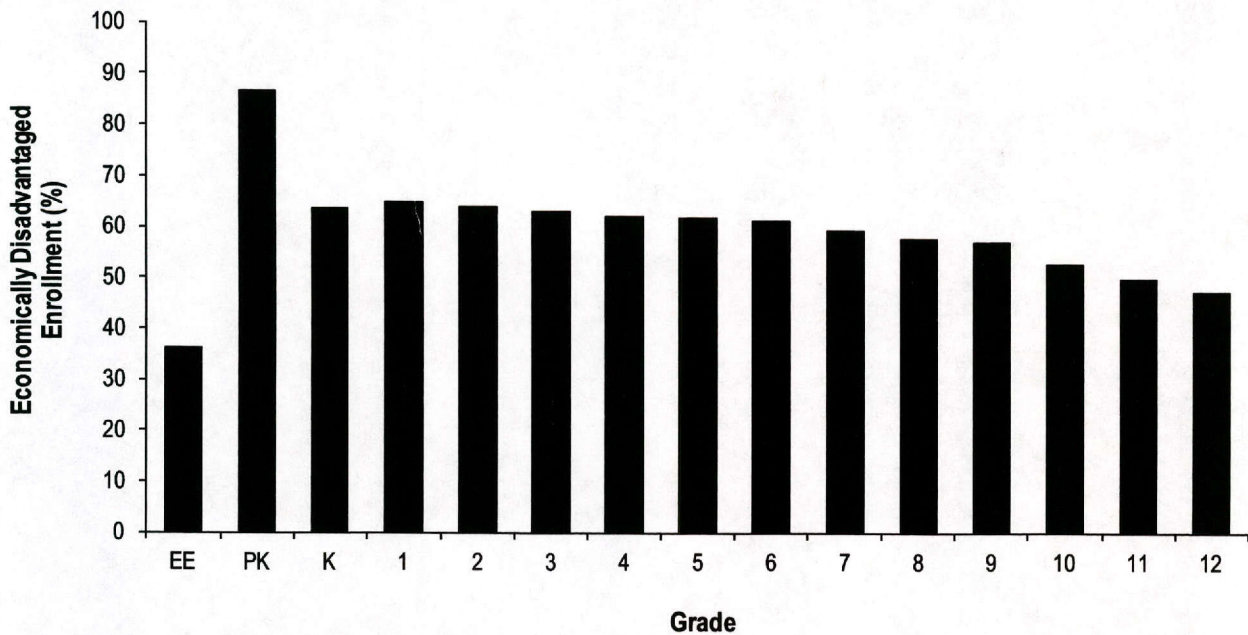
Grade	White		Multiracial	
	Number	Percent	Number	Percent
2011-12				
Early education	8,465	34.6	483	2.0
Prekindergarten	34,273	15.2	3,164	1.4
Kindergarten	112,152	29.6	7,252	1.9
1	114,827	29.3	6,993	1.8
2	112,771	29.4	7,230	1.9
3	113,359	29.9	6,661	1.8
4	113,964	30.3	6,414	1.7
5	115,050	30.5	6,290	1.7
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
2012-13				
Early education	7,920	34.0	522	2.2
Prekindergarten	34,174	15.0	3,500	1.5
Kindergarten	113,453	29.0	8,021	2.1
1	114,229	28.8	7,747	2.0
2	113,395	29.1	7,263	1.9
3	112,365	29.3	7,438	1.9
4	112,970	29.8	6,877	1.8
5	113,641	30.2	6,588	1.8
6	114,971	30.2	6,451	1.7
7	116,707	30.9	6,362	1.7
8	116,047	31.6	6,197	1.7
9	121,795	30.3	6,538	1.6
10	114,315	32.6	5,799	1.7
11	110,332	33.7	5,491	1.7
12	105,237	34.5	4,959	1.6
All grades	1,521,551	30.0	89,753	1.8

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

Enrollment by Grade and Economically Disadvantaged Status

- The overall percentage of students identified as economically disadvantaged in 2012-13 (60.3%) remained the same as in the previous year (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 2002-03 and 2012-13 (TEA, 2005, 2007, 2009a, 2009b, 2010, 2011, 2012a). In the 2012-13 school year, 64.8 percent of students in Grade 1 were identified as economically disadvantaged, compared to 47.4 percent of students in Grade 12.

Figure 7
Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2012-13



Note. EE=Early education. PK=Prekindergarten.

Table 13
Enrollment of Economically Disadvantaged Students Within Grades,
Texas Public Schools, 2011-12 and 2012-13

Grade	2011-12		2012-13	
	Number	Percent	Number	Percent
Early education	8,873	36.3	8,411	36.1
Prekindergarten	198,147	88.1	197,427	86.8
Kindergarten	243,055	64.1	248,365	63.6
1	253,913	64.7	257,361	64.8
2	244,798	63.8	248,574	63.9
3	239,307	63.1	240,863	62.9
4	235,588	62.7	235,559	62.2
5	234,594	62.1	232,328	61.7
6	225,389	60.5	232,001	61.0
7	216,192	59.1	223,684	59.3
8	207,831	57.7	211,814	57.7
9	222,848	56.6	229,926	57.1
10	182,668	52.7	184,084	52.5
11	161,067	49.8	163,699	49.9
12	139,172	46.6	144,798	47.4
All grades	3,013,442	60.3	3,058,894	60.3

Enrollment for Instructional Programs and Special Populations

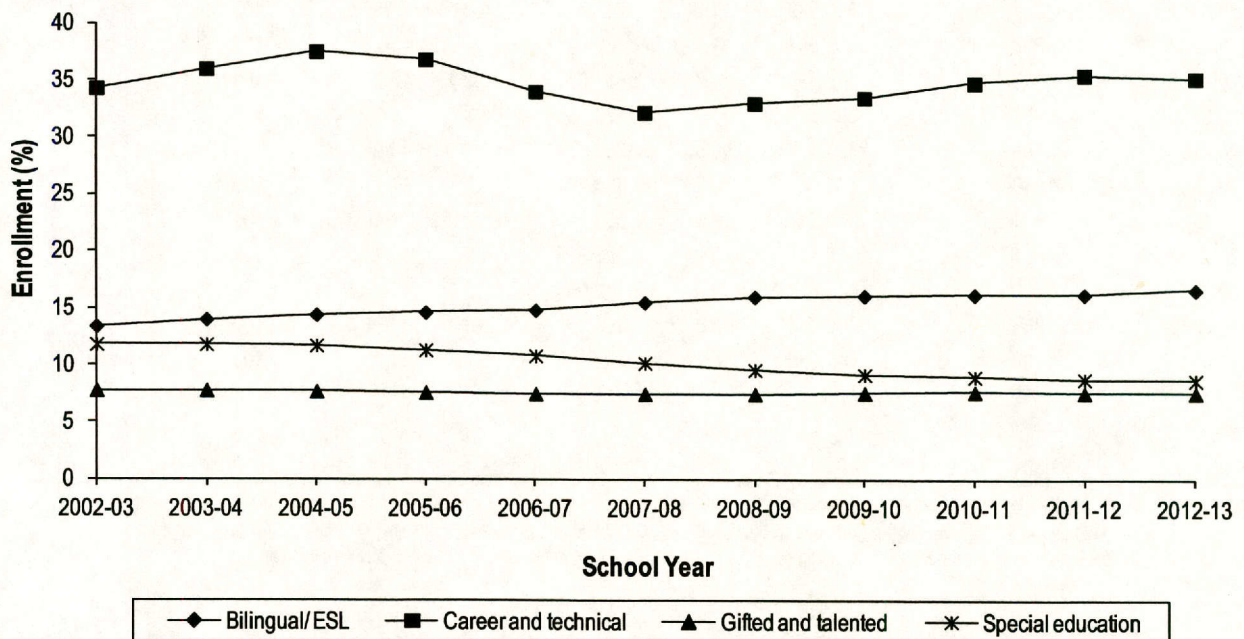
Texas public schools offer instructional programs designed to meet students' needs. Not all students are enrolled in one of these programs, and some students are enrolled in more than one. For example, students identified as English language learners (ELLs), who do not speak English as their primary 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 (CTE) courses. In addition, students in Grades 9-12 can participate in CTE programs or courses of study that include coherent sequences of CTE 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 participating in Title I programs may be participating in Title I-funded programs, or they may be enrolled in campuses that receive school-wide Title I assistance (TEA, 2012b).

Students identified as immigrants 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, 2012b). U.S. citizenship is not a factor when identifying students as immigrants for the purpose of public school enrollment data collection. A student identified as a migrant 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 in Grades 9-12 participating in career and technical education programs rose by 21.1 percent between 2002-03 and 2012-13 (Table 14 on page 24).
- Between school years 2002-03 and 2012-13, the number of students participating in Title I programs increased by more than 1 million. The percentage of students enrolled in Title I programs in 2012-13 (65.2%) was more than three times higher than the percentage enrolled in any other program.
- Across instructional programs and special populations, enrollment between 2002-03 and 2012-13 increased by the greatest percentage for students participating in bilingual/ESL (46.9%) and decreased by the greatest percentage for students identified as migrants (60.4%).
- The number of students identified as ELLs increased by 234,337, or 37.2 percent, between 2002-03 and 2012-13. Over the same period, the number of students participating in bilingual or ESL programs increased by 268,538, or 46.9 percent.
- The percentage of students served in special education programs decreased from 11.8 percent in 2002-03 to 8.7 percent in 2012-13 (Figure 8 on this page and Table 14 on page 24).
- The percentage of students participating in gifted and talented programs decreased from 7.8 percent of enrollment in 2002-03 to 7.6 percent of enrollment in 2012-13.
- The percentage of students reported as immigrants decreased steadily from 2.8 percent in 2002-03 to 1.4 percent in 2011-12, where it remained in 2012-13.

Figure 8
Enrollment in Instructional Programs, Texas Public Schools, 2002-03 Through 2012-13



Note. Students may be counted in more than one category. Career and technical data reflect the percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ESL=English as a second language.

Table 14
Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2002-03
Through 2012-13

Year	Bilingual/ESL ^a		Career and technical ^b		ELL ^c		Gifted and talented		Immigrant	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2002-03	572,186	13.4	403,192	34.3	630,345	14.8	332,623	7.8	121,064	2.8
2003-04	606,539	14.0	430,090	36.0	660,707	15.3	335,844	7.8	116,818	2.7
2004-05	631,668	14.4	456,569	37.5	684,170	15.5	337,672	7.7	116,135	2.6
2005-06	657,842	14.6	461,479	36.8	711,396	15.7	342,369	7.6	109,401	2.4
2006-07	679,832	14.8	434,145	34.0	731,872	15.9	343,158	7.5	100,723	2.2
2007-08	721,750	15.5	417,225	32.2	775,432	16.6	348,854	7.5	94,263	2.0
2008-09	757,824	16.0	429,709	33.0	800,554	16.9	355,847	7.5	86,864	1.8
2009-10	779,771	16.1	444,402	33.5	817,074	16.9	367,924	7.6	80,432	1.7
2010-11	797,683	16.2	469,086	34.8	831,812	16.9	379,831	7.7	79,536	1.6
2011-12	809,854	16.2	483,122	35.5	838,418	16.8	381,744	7.6	71,754	1.4
2012-13	840,724	16.6	488,253	35.2	864,682	17.0	387,623	7.6	70,320	1.4
10-year change	268,538	46.9	85,061	21.1	234,337	37.2	55,000	16.5	-50,744	-41.9

Year	Migrant		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
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
2012-13	35,106	0.7	440,570	8.7	3,311,160	65.2	5,075,840	100
10-year change	-53,591	-60.4	-60,409	-12.1	1,012,624	44.1	820,019	19.3

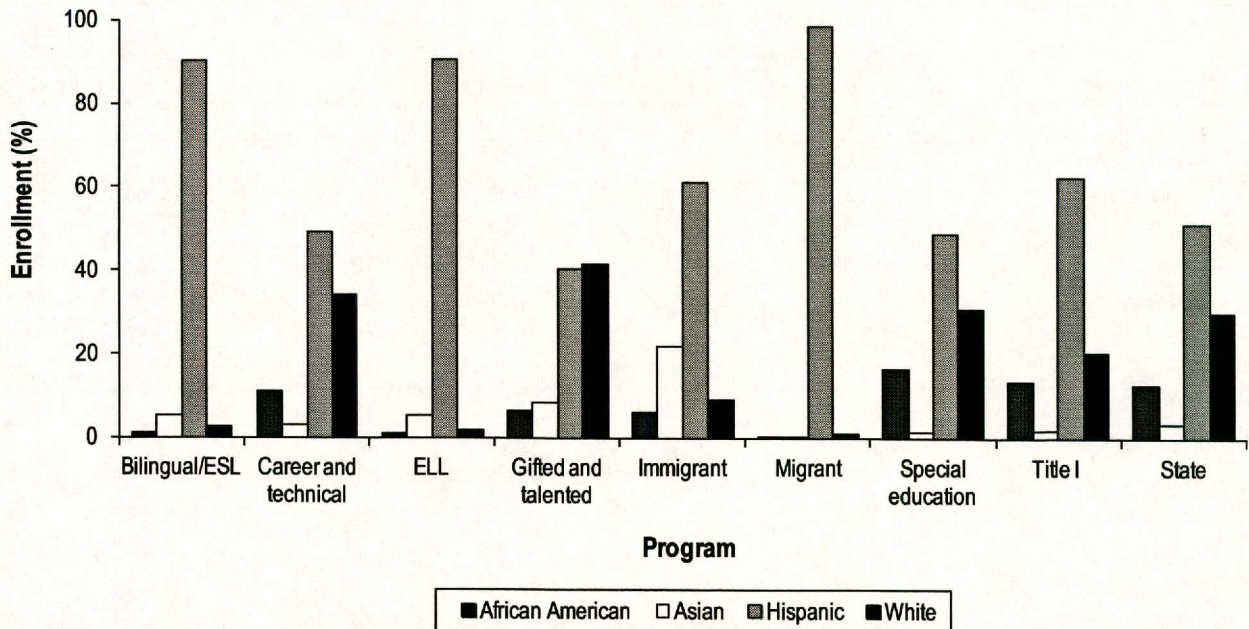
Note. Students may be counted in more than one category.

^aEnglish as a second language. ^bData reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ^cEnglish language learner.

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 2012-13, African Americans accounted for 12.7 percent of the total student population. In contrast, African Americans made up 16.4 percent of students served in special education and 6.6 percent of students enrolled in gifted and talented programs (Figure 9 on this page and Table 15 on page 26).
- In 2012-13, Hispanic representation was smaller in gifted and talented programs (40.6%) than in the overall student population (51.3%) and larger in Title I programs (62.4%). Conversely, Asian, White, and multiracial representation was larger in gifted and talented programs (8.5%, 41.6%, and 2.2%, respectively) than in the overall student population (3.6%, 30.0%, and 1.8%, respectively) and smaller in Title I programs (2.0%, 20.3%, 1.3%, respectively).
- Between 2011-12 and 2012-13, racial/ethnic group representation in career and technical education programs changed by less than 0.5 percentage points each for African American, Asian, Hispanic, White, and multiracial students.

Figure 9
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2012-13



Note. Students may be counted in more than one category. Racial groups (African American, Asian, and White) do not include students of Hispanic ethnicity. Career and technical data reflect the percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ESL=English as a second language. ELL=English language learner.

Table 15
Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2011-12 and 2012-13

Race/Ethnicity	Bilingual/ESL ^a		Career and technical ^b		ELL ^c	
	Number	Percent	Number	Percent	Number	Percent
2011-12						
African American	10,292	1.3	54,686	11.3	9,574	1.1
American Indian	2,945	0.4	2,499	0.5	3,106	0.4
Asian	42,891	5.3	14,196	2.9	44,968	5.4
Hispanic	733,039	90.5	239,039	49.5	762,795	91.0
Pacific Islander	748	0.1	512	0.1	790	0.1
White	18,380	2.3	165,287	34.2	15,741	1.9
Multiracial	1,559	0.2	6,903	1.4	1,444	0.2
2012-13						
African American	11,235	1.3	53,701	11.0	10,088	1.2
American Indian	3,241	0.4	2,335	0.5	3,368	0.4
Asian	44,868	5.3	14,934	3.1	46,781	5.4
Hispanic	758,030	90.2	241,041	49.4	784,943	90.8
Pacific Islander	776	0.1	522	0.1	813	0.1
White	20,948	2.5	168,483	34.5	17,275	2.0
Multiracial	1,626	0.2	7,237	1.5	1,414	0.2

Race/Ethnicity	Gifted and talented		Immigrant		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2011-12						
African American	26,069	6.8	3,946	5.5	37	0.1
American Indian	1,381	0.4	307	0.4	64	0.2
Asian	30,855	8.1	15,377	21.4	40	0.1
Hispanic	152,594	40.0	45,349	63.2	35,312	98.5
Pacific Islander	449	0.1	214	0.3	8	<0.1
White	162,246	42.5	6,065	8.5	387	1.1
Multiracial	8,150	2.1	496	0.7	18	0.1
2012-13						
African American	25,713	6.6	4,204	6.0	33	0.1
American Indian	1,325	0.3	335	0.5	26	0.1
Asian	32,932	8.5	15,550	22.1	37	0.1
Hispanic	157,397	40.6	43,019	61.2	34,660	98.7
Pacific Islander	472	0.1	198	0.3	8	<0.1
White	161,213	41.6	6,527	9.3	335	1.0
Multiracial	8,571	2.2	487	0.7	7	<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. ^bData reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ^cEnglish language learner.

continues

Table 15 (continued)

Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2011-12 and 2012-13

Race/Ethnicity	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
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
2012-13						
African American	72,084	16.4	448,132	13.5	646,182	12.7
American Indian	2,184	0.5	12,600	0.4	21,795	0.4
Asian	7,685	1.7	66,397	2.0	183,789	3.6
Hispanic	215,001	48.8	2,065,319	62.4	2,606,126	51.3
Pacific Islander	445	0.1	3,734	0.1	6,644	0.1
White	135,623	30.8	671,445	20.3	1,521,551	30.0
Multiracial	7,548	1.7	43,533	1.3	89,753	1.8

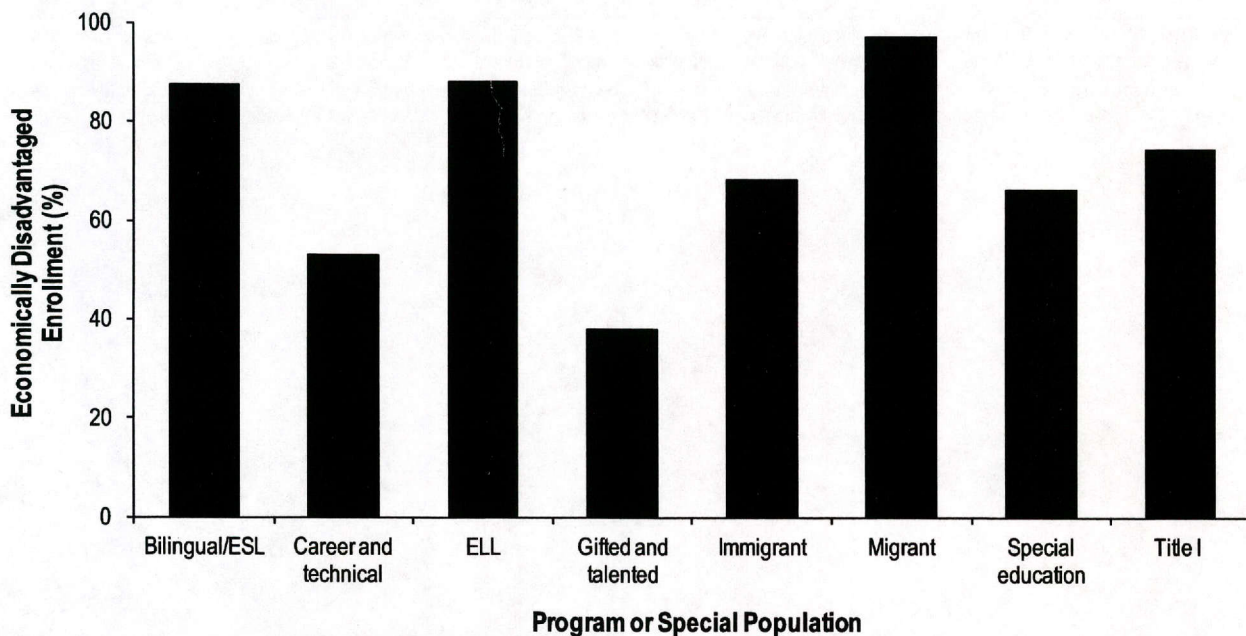
Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEnglish as a second language. ^bData reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ^cEnglish language learner.

Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status

- In 2012-13, representation of students identified as economically disadvantaged was lowest in gifted and talented programs (38.1%) and highest among students identified as migrants (97.4%) (Table 16).
- Between the 2002-03 and 2012-13 school years, the percentage of students identified as economically disadvantaged increased for each instructional program and special population except bilingual/ESL programs and students identified as immigrants.
- Students identified as economically disadvantaged made up 60.3 percent of all students in 2012-13 but over 68 percent of students identified as immigrants; over 74 percent of students participating in Title I programs; over 87 percent of students participating in bilingual/ESL programs; over 88 percent of students identified as English language learners; and over 97 percent of students identified as migrants (Figure 10 and Table 16).

Figure 10
Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2012-13



Note. Students may be counted in more than one category. Career and technical data reflect the percentage of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ESL=English as a second language. ELL=English language learner.

Table 16
Enrollment of Economically Disadvantaged Students Within
Instructional Programs and Special Populations, Texas Public
Schools, 2002-03 and 2012-13

Year	Bilingual/ESL ^a		Career and technical ^b		ELL ^c	
	Number	Percent	Number	Percent	Number	Percent
2002-03	502,573	87.8	166,953	41.4	549,569	87.2
2012-13	736,595	87.6	258,617	53.0	762,823	88.2
10-year change	234,022	46.6	91,664	54.9	213,254	38.8

Year	Gifted and talented		Immigrant		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2002-03	95,562	28.7	97,749	80.7	82,442	92.9
2012-13	147,670	38.1	47,952	68.2	34,199	97.4
10-year change	52,108	54.5	-49,797	-50.9	-48,243	-58.5

Year	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2002-03	291,384	58.2	1,653,792	71.9	2,203,961	51.8
2012-13	292,707	66.4	2,470,976	74.6	3,058,894	60.3
10-year change	1,323	0.5	817,184	49.4	854,933	38.8

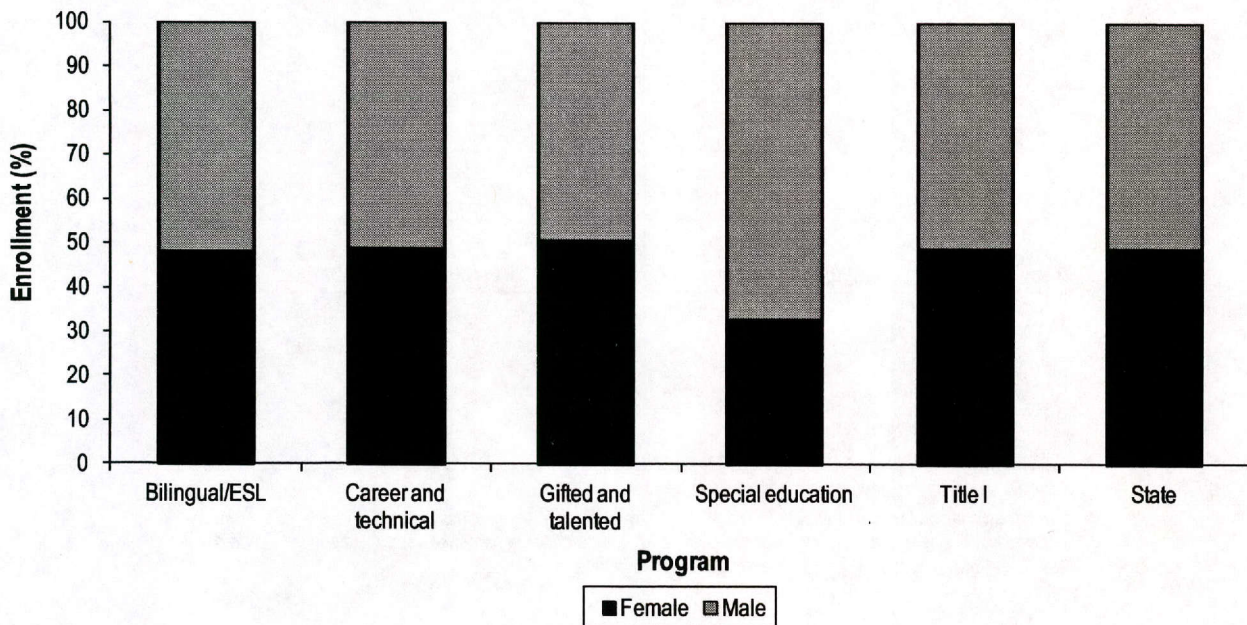
Note. Students may be counted in more than one category.

^aEnglish as a second language. ^bData reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ^cEnglish language learner.

Enrollment for Instructional Programs and Special Populations by Gender

- Female and male representation in instructional programs and special populations were similar in 2002-03 and 2012-13 (Table 17).
- Females and males, who made up 48.7 percent and 51.3 percent, respectively, of total public school enrollment in 2012-13, accounted for similar proportions of each special population and of each instructional program except special education, in which males accounted for 67.2 percent of the population and females accounted for 32.8 percent (Figure 11 and Table 17).
- Unlike the pattern of gender representation in other instructional programs, a higher percentage of females (50.5%) than males (49.5%) were served in gifted and talented programs. Nevertheless, the difference between female and male enrollment in gifted and talented programs narrowed between 2002-03 and 2012-13, from 3.8 percentage points to 1.0 percentage point.

Figure 11
Enrollment in Instructional Programs by Gender, Texas Public Schools, 2012-13



Note. Students may be counted in more than one category. Career and technical data reflect the percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ESL=English as a second language.

Table 17
Enrollment for Instructional Programs and Special Populations by
Gender, Texas Public Schools, 2002-03 and 2012-13

Gender	Bilingual/ESL ^a		Career and technical ^b		ELL ^c	
	Number	Percent	Number	Percent	Number	Percent
2002-03						
Female	272,583	47.6	194,222	48.2	298,211	47.3
Male	299,603	52.4	208,970	51.8	332,134	52.7
2012-13						
Female	401,680	47.8	236,792	48.5	410,019	47.4
Male	439,044	52.2	251,461	51.5	454,663	52.6
10-year change						
Female	129,097	47.4	42,570	21.9	111,808	37.5
Male	139,441	46.5	42,491	20.3	122,529	36.9

Gender	Gifted and talented		Immigrant		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2002-03						
Female	172,777	51.9	58,624	48.4	42,733	48.2
Male	159,846	48.1	62,440	51.6	45,964	51.8
2012-13						
Female	195,664	50.5	33,726	48.0	16,901	48.1
Male	191,959	49.5	36,594	52.0	18,205	51.9
10-year change						
Female	22,887	13.2	-24,898	-42.5	-25,832	-60.4
Male	32,113	20.1	-25,846	-41.4	-27,759	-60.4

Gender	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2002-03						
Female	166,523	33.2	1,114,582	48.5	2,068,911	48.6
Male	334,456	66.8	1,183,954	51.5	2,186,910	51.4
2012-13						
Female	144,545	32.8	1,610,593	48.6	2,469,727	48.7
Male	296,025	67.2	1,700,567	51.4	2,606,113	51.3
10-year change						
Female	-21,978	-13.2	496,011	44.5	400,816	19.4
Male	-38,431	-11.5	516,613	43.6	419,203	19.2

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

^aEnglish as a second language. ^bData reflect the numbers and percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ^cEnglish language learner.

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, to help districts become more cost-effective and efficient, and to 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 2002-03 and 2012-13 school years, and the other five saw losses (Figure 12 on facing page and Table 18 on page 34). Of the eight 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. Abilene (ESC 14), located in the western part of the state, grew by 21.3 percent from 2002-03 to 2012-13. Another high-growth region was Edinburg (ESC 1), which is located along the border with Mexico. Huntsville (ESC 6), which includes some of the rapidly expanding districts north of Houston, was the final high-growth region.

Of the five ESC regions that experienced decreases in enrollment, three were along the Gulf Coast: Beaumont (ESC 5), Corpus Christi (ESC 2), and Victoria (ESC 3). San Angelo (ESC 15), in West Texas, and Wichita Falls (ESC 9), in North Texas, experienced decreases in enrollment as well.

- During the 2002-03 school year, ESC Region 4 (Houston) served the largest student population, with 21.8 percent of the total state public school enrollment (Table 18 on page 34). In 2012-13, Region 4 continued to serve the largest proportion of total state enrollment (22.1%).
- In 2002-03, 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 2012-13, with 0.8 percent of total state enrollment.
- Region 13 (Austin) experienced the greatest percentage gain in enrollment between 2002-03 and 2012-13, increasing by 31.5 percent (Figure 12 on this page and Table 18 on page 34). Region 9 (Wichita Falls) had the greatest percentage loss, decreasing by 4.8 percent during the same period.

Figure 12
Change in Enrollment Within Education Service Centers, Texas Public Schools, 2002-03 to 2012-13

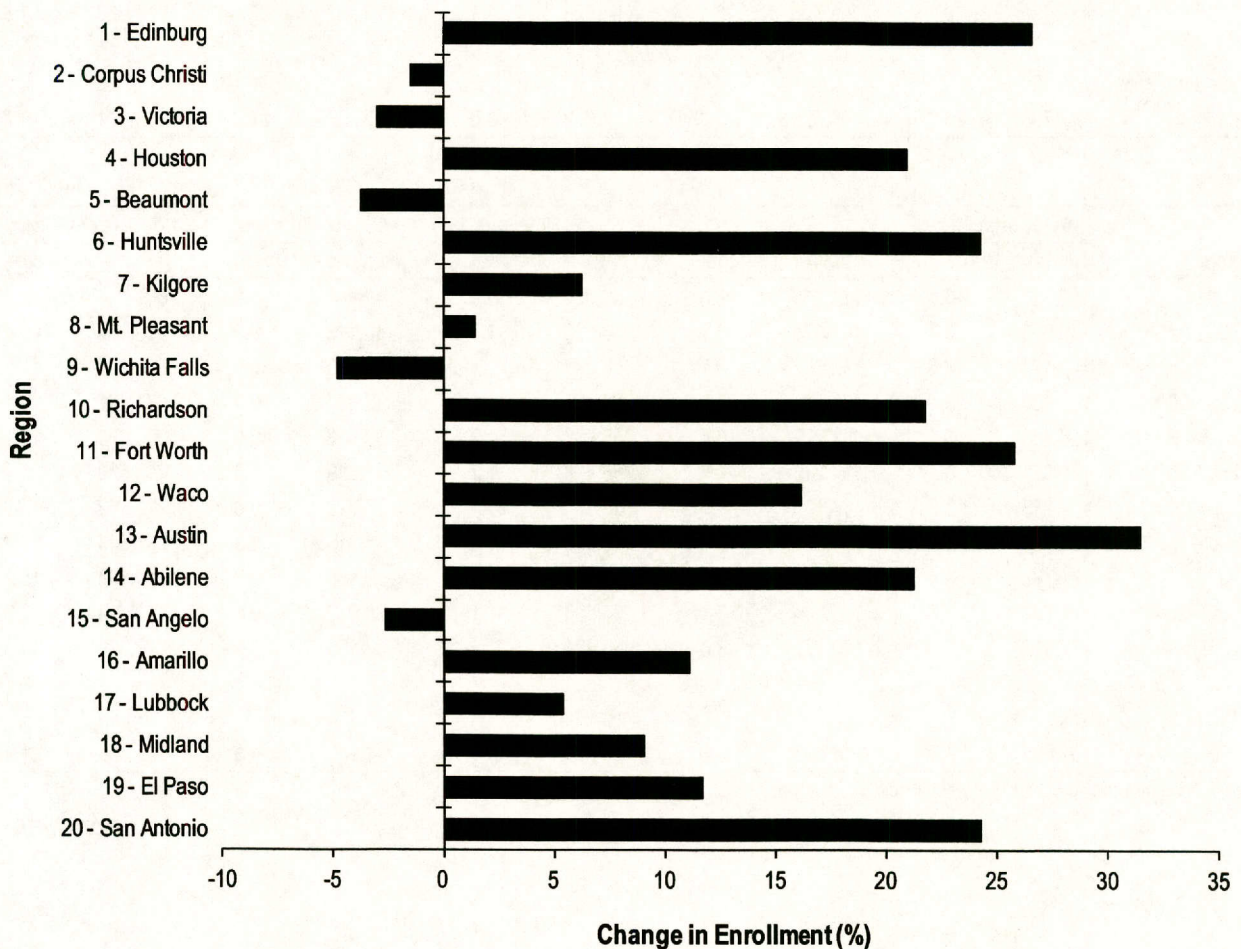


Table 18

Enrollment by Education Service Center, Texas Public Schools, 2002-03 Through 2012-13

Year	1 – Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
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
2012-13	417,490	8.2	105,796	2.1	53,528	1.1	1,123,557	22.1	81,986	1.6
10-year change	87,739	26.6	-1,528	-1.4	-1,679	-3.0	195,097	21.0	-3,171	-3.7

Year	6 – Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 – Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
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
2012-13	177,412	3.5	170,293	3.4	56,824	1.1	38,498	0.8	776,920	15.3
10-year change	34,695	24.3	10,075	6.3	770	1.4	-1,950	-4.8	139,186	21.8

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

continues

Table 18 (continued)

Enrollment by Education Service Center, Texas Public Schools, 2002-03 Through 2012-13

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
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
2012-13	562,831	11.1	161,025	3.2	380,872	7.5	55,738	1.1	48,145	0.9
10-year change	115,525	25.8	22,462	16.2	91,194	31.5	9,804	21.3	-1,275	-2.6

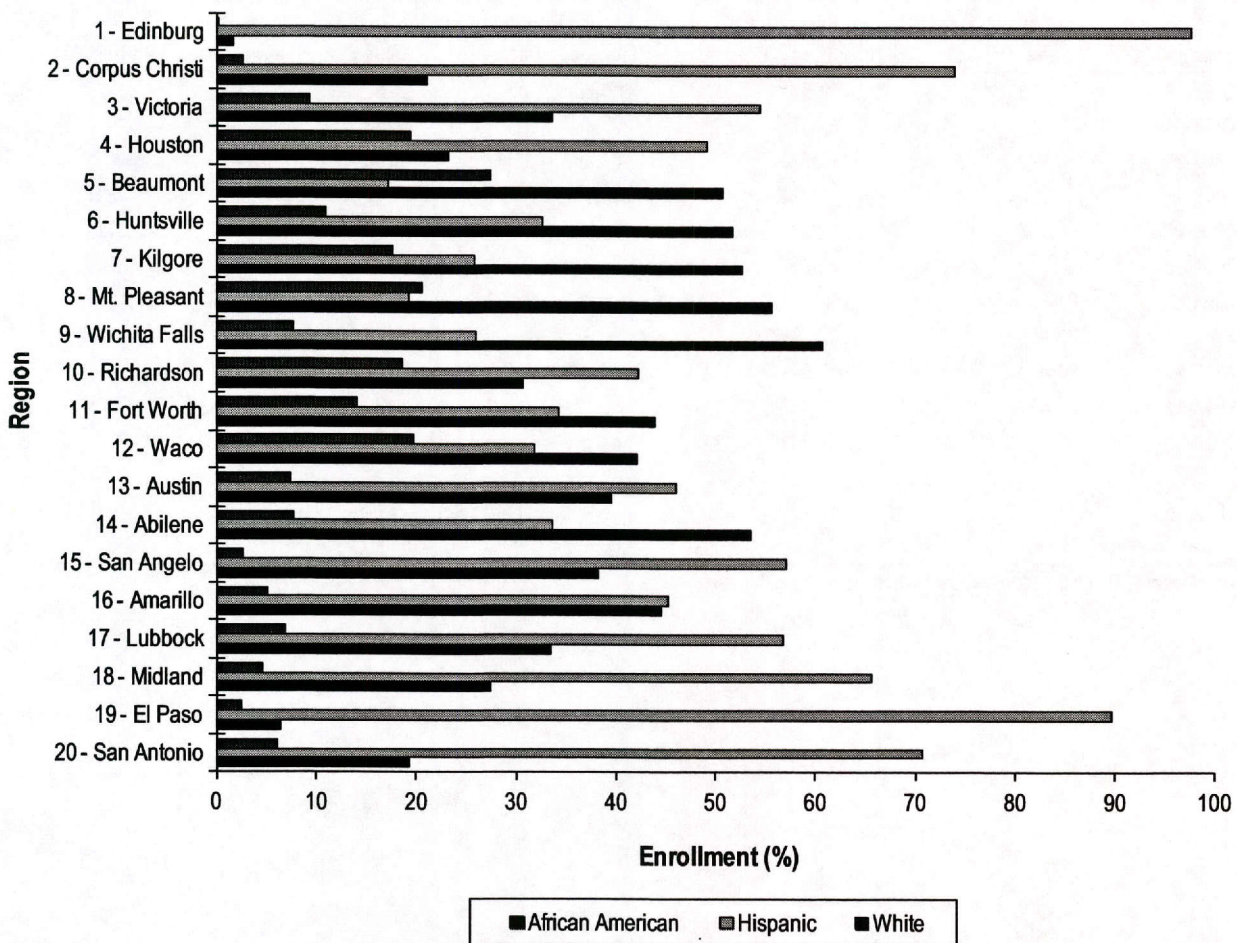
Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2002-03	77,783	1.8	79,066	1.9	76,368	1.8	163,601	3.8	345,032	8.1
2003-04	77,821	1.8	78,457	1.8	75,467	1.7	166,302	3.8	350,791	8.1
2004-05	78,370	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
2012-13	86,440	1.7	83,330	1.6	83,305	1.6	182,814	3.6	429,036	8.5
10-year change	8,657	11.1	4,264	5.4	6,937	9.1	19,213	11.7	84,004	24.3

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

Enrollment by Education Service Center and Race/Ethnicity

- In the 2012-13 school year, Hispanic students accounted for more than 65 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 2011-12 to 2012-13, White enrollment, as a percentage of regional enrollment, decreased in 19 of the 20 ESC regions.
- African American representation varied greatly by region. In the 2012-13 school year, African American students made up 27.4 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.
- Enrollment of multiracial students increased or remained the same in each region except Region 2 (Corpus Christi).

Figure 13
Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2012-13



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, 2011-12 and 2012-13

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2011-12	679	0.2	2,818	2.7	4,904	9.2	215,929	19.5	22,493	28.0
2012-13	736	0.2	2,760	2.6	4,954	9.3	217,503	19.4	22,444	27.4
American Indian										
2011-12	258	0.1	267	0.3	109	0.2	4,512	0.4	605	0.8
2012-13	248	0.1	266	0.3	119	0.2	4,537	0.4	502	0.6
Asian										
2011-12	2,024	0.5	1,169	1.1	603	1.1	67,885	6.1	1,844	2.3
2012-13	1,960	0.5	1,188	1.1	605	1.1	70,002	6.2	1,915	2.3
Hispanic										
2011-12	402,420	97.5	77,655	73.7	28,695	53.8	535,985	48.5	12,876	16.0
2012-13	407,273	97.6	78,235	73.9	29,176	54.5	551,394	49.1	14,003	17.1
Pacific Islander										
2011-12	42	<0.1	84	0.1	24	<0.1	1,160	0.1	75	0.1
2012-13	45	<0.1	89	0.1	23	<0.1	1,139	0.1	70	0.1
White										
2011-12	7,119	1.7	22,362	21.2	18,336	34.4	263,003	23.8	41,036	51.1
2012-13	6,922	1.7	22,259	21.0	17,986	33.6	261,126	23.2	41,591	50.7
Multiracial										
2011-12	320	0.1	1,002	1.0	634	1.2	17,127	1.5	1,402	1.7
2012-13	306	0.1	999	0.9	665	1.2	17,856	1.6	1,461	1.8
State										
2011-12	412,862	100	105,357	100	53,305	100	1,105,601	100	80,331	100
2012-13	417,490	100	105,796	100	53,528	100	1,123,557	100	81,986	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, 2011-12 and 2012-13

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										
2011-12	19,615	11.2	30,440	17.9	11,740	20.7	2,966	7.7	143,100	18.7
2012-13	19,596	11.0	30,175	17.7	11,639	20.5	2,978	7.7	144,138	18.6
American Indian										
2011-12	808	0.5	760	0.4	400	0.7	397	1.0	4,743	0.6
2012-13	795	0.4	728	0.4	392	0.7	369	1.0	4,723	0.6
Asian										
2011-12	3,315	1.9	1,562	0.9	381	0.7	484	1.3	43,293	5.7
2012-13	3,444	1.9	1,588	0.9	410	0.7	492	1.3	45,324	5.8
Hispanic										
2011-12	54,991	31.5	42,670	25.1	10,466	18.4	9,738	25.4	318,599	41.7
2012-13	57,870	32.6	43,955	25.8	10,890	19.2	9,979	25.9	328,808	42.3
Pacific Islander										
2011-12	133	0.1	129	0.1	40	0.1	42	0.1	964	0.1
2012-13	168	0.1	125	0.1	41	0.1	45	0.1	944	0.1
White										
2011-12	92,434	52.9	91,088	53.5	32,146	56.6	23,521	61.5	238,872	31.3
2012-13	91,909	51.8	89,751	52.7	31,666	55.7	23,418	60.8	238,167	30.7
Multiracial										
2011-12	3,411	2.0	3,497	2.1	1,630	2.9	1,124	2.9	14,022	1.8
2012-13	3,630	2.0	3,971	2.3	1,786	3.1	1,217	3.2	14,816	1.9
State										
2011-12	174,707	100	170,146	100	56,803	100	38,272	100	763,593	100
2012-13	177,412	100	170,293	100	56,824	100	38,498	100	776,920	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, 2011-12 and 2012-13

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										
2011-12	76,593	13.8	31,622	20.0	28,181	7.6	3,854	7.4	1,223	2.6
2012-13	79,472	14.1	31,644	19.7	28,125	7.4	4,279	7.7	1,238	2.6
American Indian										
2011-12	4,190	0.8	1,032	0.7	1,293	0.3	246	0.5	157	0.3
2012-13	4,092	0.7	974	0.6	1,225	0.3	249	0.4	130	0.3
Asian										
2011-12	24,655	4.5	2,623	1.7	14,555	3.9	815	1.6	254	0.5
2012-13	25,471	4.5	2,749	1.7	15,223	4.0	933	1.7	273	0.6
Hispanic										
2011-12	186,251	33.7	48,860	30.8	169,867	45.6	17,453	33.4	27,148	56.8
2012-13	193,196	34.3	51,165	31.8	175,553	46.1	18,797	33.7	27,520	57.2
Pacific Islander										
2011-12	1,199	0.2	825	0.5	381	0.1	55	0.1	25	0.1
2012-13	1,343	0.2	900	0.6	427	0.1	55	0.1	28	0.1
White										
2011-12	248,719	45.0	68,325	43.1	149,192	40.0	28,455	54.4	18,464	38.6
2012-13	246,841	43.9	67,757	42.1	150,339	39.5	29,833	53.5	18,388	38.2
Multiracial										
2011-12	11,598	2.1	5,213	3.3	9,392	2.5	1,410	2.7	539	1.1
2012-13	12,416	2.2	5,836	3.6	9,980	2.6	1,592	2.9	568	1.2
State										
2011-12	553,205	100	158,500	100	372,861	100	52,288	100	47,810	100
2012-13	562,831	100	161,025	100	380,872	100	55,738	100	48,145	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, 2011-12 and 2012-13

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										
2011-12	4,365	5.1	5,606	6.8	3,740	4.7	4,192	2.3	26,111	6.2
2012-13	4,430	5.1	5,669	6.8	3,839	4.6	4,400	2.4	26,163	6.1
American Indian										
2011-12	526	0.6	305	0.4	290	0.4	396	0.2	1,089	0.3
2012-13	503	0.6	294	0.4	263	0.3	372	0.2	1,014	0.2
Asian										
2011-12	2,259	2.6	843	1.0	646	0.8	1,209	0.7	6,766	1.6
2012-13	2,330	2.7	886	1.1	757	0.9	1,296	0.7	6,943	1.6
Hispanic										
2011-12	38,294	44.6	46,001	56.2	51,996	64.9	164,751	89.8	296,507	70.3
2012-13	39,035	45.2	47,391	56.9	54,609	65.6	163,758	89.6	303,519	70.7
Pacific Islander										
2011-12	115	0.1	61	0.1	70	0.1	210	0.1	623	0.1
2012-13	112	0.1	55	0.1	79	0.1	283	0.2	673	0.2
White										
2011-12	38,754	45.2	27,892	34.1	22,619	28.2	11,739	6.4	83,127	19.7
2012-13	38,498	44.5	27,848	33.4	22,845	27.4	11,557	6.3	82,850	19.3
Multiracial										
2011-12	1,519	1.8	1,140	1.4	816	1.0	933	0.5	7,428	1.8
2012-13	1,532	1.8	1,187	1.4	913	1.1	1,148	0.6	7,874	1.8
State										
2011-12	85,832	100	81,848	100	80,177	100	183,430	100	421,651	100
2012-13	86,440	100	83,330	100	83,305	100	182,814	100	429,036	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 2002-03 to 2012-13, 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 2002-03, twelve regions served populations in which at least 50 percent of students were economically disadvantaged. By 2012-13, that number had increased to 19 regions; only Region 13 (Austin) had a smaller percentage of students identified as economically disadvantaged.
- Across ESC regions in 2012-13, the percentage of students identified as economically disadvantaged was highest in Region 1 (Edinburg), at 85.0 percent, and lowest in Region 13 (Austin), at 48.8 percent. In 2002-03, the percentage was highest in Region 1 (Edinburg), at 84.3 percent, and lowest in Region 11 (Fort Worth), at 36.0 percent.
- Despite the fact that five regions had decreases in total enrollment during the period, each saw an increase in the number of students identified as economically disadvantaged (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, 2002-03 to 2012-13**

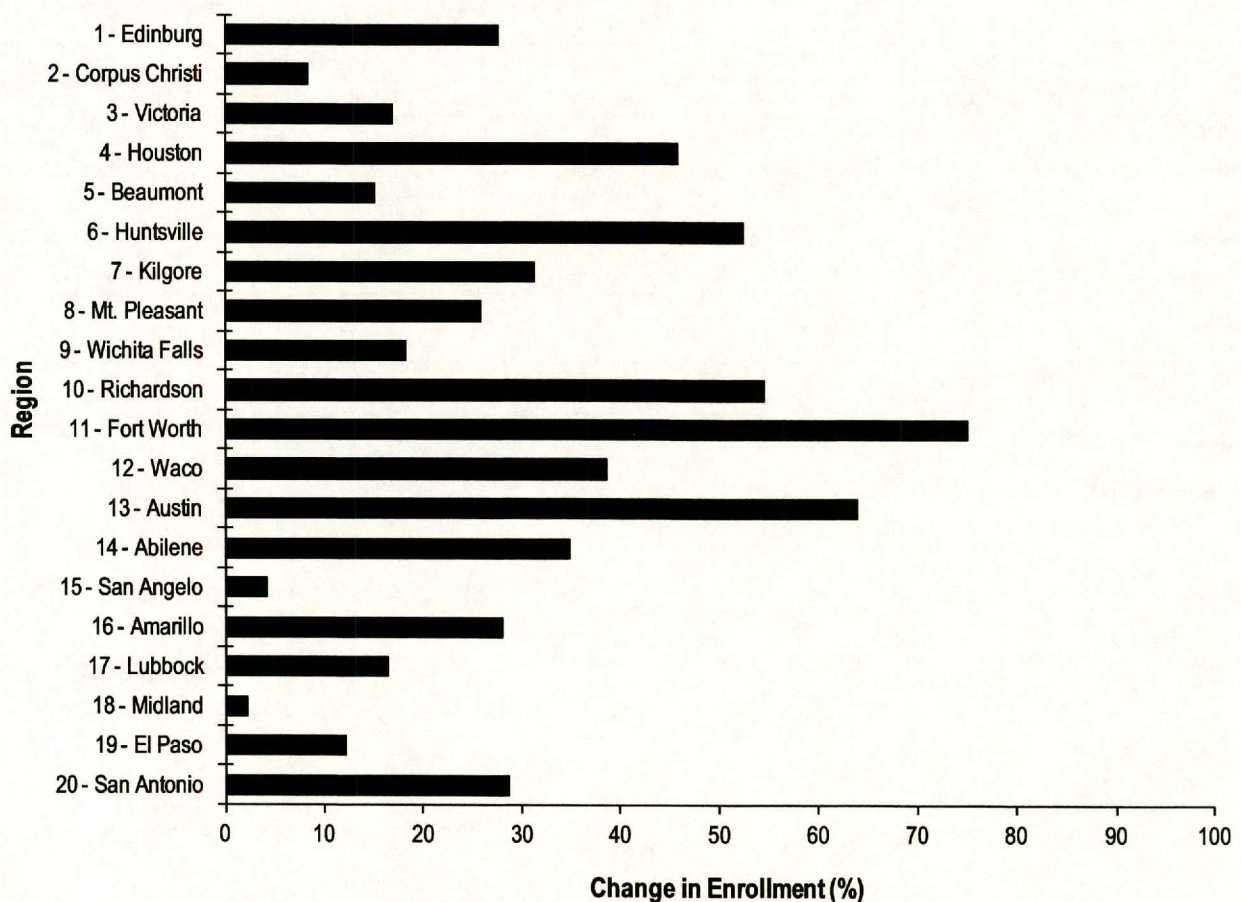


Table 20
Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas
Public Schools, 2002-03 and 2012-13

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2002-03	278,040	84.3	62,655	58.4	28,388	51.4	464,321	50.0	41,796	49.1
2012-13	354,904	85.0	67,894	64.2	33,192	62.0	677,483	60.3	48,100	58.7
10-year change	76,864	27.6	5,239	8.4	4,804	16.9	213,162	45.9	6,304	15.1

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2002-03	59,874	42.0	80,045	50.0	28,952	51.7	18,024	44.6	289,063	45.3
2012-13	91,298	51.5	105,114	61.7	36,452	64.1	21,320	55.4	446,633	57.5
10-year change	31,424	52.5	25,069	31.3	7,500	25.9	3,296	18.3	157,570	54.5

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2002-03	160,870	36.0	68,650	49.5	113,379	39.1	22,777	49.6	27,818	56.3
2012-13	281,706	50.1	95,224	59.1	185,841	48.8	30,736	55.1	28,982	60.2
10-year change	120,836	75.1	26,574	38.7	72,462	63.9	7,959	34.9	1,164	4.2

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2002-03	39,905	51.3	43,670	55.2	41,861	54.8	122,011	74.6	211,862	61.4
2012-13	51,087	59.1	50,843	61.0	42,727	51.3	136,927	74.9	272,431	63.5
10-year change	11,182	28.0	7,173	16.4	866	2.1	14,916	12.2	60,569	28.6

National Enrollment Trends

Reporting of National Enrollment Trends

Using enrollment data drawn from the Digest of Education Statistics, published by the National Center for Education Statistics (NCES), this section of the report compares Texas population and enrollment numbers to other states and to the nation as a whole. Reporting the most current national data available, the section highlights population characteristics and program participation, as well as changes in these populations over many years.

The NCES has different data processing and reporting requirements than the Texas Education Agency (TEA). As a result, the data reported using NCES figures do not match TEA results in prior sections of this report. In addition, TEA releases some data sooner than NCES; consequently, school years reported in this section do not correspond to school years reported in prior sections.

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 2011 (NCES, 2013a). Between 2000 and 2011, the rate of growth in the overall population in Texas was more than twice 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 more than 15 times the rate in the United States. Estimated overall population increased 22.6 percent, to 25.7 million, in Texas and 10.4 percent, to 311.6 million, in the United States. Estimated school-age population increased 16.9 percent, to 5.0 million, in Texas and 1.1 percent, to 53.8 million, in the United States.

Enrollment Trends

National figures indicate that Texas, with 4.9 million students, ranked second, behind California, with 6.3 million students, in public school enrollment in 2010 (Table 21). Of the four most populous states in the country, Texas had the largest percentage increase in public school enrollment between 2000 and 2010 (21.6%), followed by Florida (8.6%) and California (2.4%). Public school enrollment in New York decreased by 5.1 percent. Across the United States, public school enrollment increased at a rate of 4.8 percent, about one-fourth the rate in Texas.

Table 21
Public School Enrollment, Four Most Populous States and the United States, Fall 2000 and Fall 2010

Year	California	Florida	New York	Texas	United States
Fall 2000	6,140,814	2,434,821	2,882,188	4,059,619	47,203,539
Fall 2010	6,289,578	2,643,347	2,734,955	4,935,715	49,484,181
10-year change:					
Number	148,764	208,526	-147,233	876,096	2,280,642
Percent	2.4	8.6	-5.1	21.6	4.8

Source. National Center for Education Statistics (2013b).

Enrollment by Race/Ethnicity

In fall of 2010, according to national figures, Texas public school enrollment was 12.9 percent African American, 50.3 percent Hispanic, and 31.2 percent White (Table 22). By comparison, overall U.S. public school enrollment was 16.0 percent African American, 23.1 percent Hispanic, and 52.4 percent White.

Table 22
Public School Enrollment (%) by Race/Ethnicity, Four
Most Populous States and the United States, Fall 2000 and
Fall 2010

Year	African American	American Indian	Hispanic	White
California				
Fall 2000	8.5	0.9	43.4	36.1
Fall 2010	6.7	0.7	51.4	26.6
10-year change (percentage-point)	-1.8	-0.2	8.0	-9.5
Florida				
Fall 2000	25.2	0.3	19.4	53.3
Fall 2010	23.0	0.4	28.0	43.0
10-year change (percentage-point)	-2.2	0.1	8.6	-10.3
New York				
Fall 2000	20.2	0.4	18.5	54.9
Fall 2010	19.0	0.5	22.4	49.2
10-year change (percentage-point)	-1.2	0.1	3.9	-5.7
Texas				
Fall 2000	14.4	0.3	40.6	42.0
Fall 2010	12.9	0.5	50.3	31.2
10-year change (percentage-point)	-1.5	0.2	9.7	-10.8
United States				
Fall 2000	17.2	1.2	16.3	61.2
Fall 2010	16.0	1.1	23.1	52.4
10-year change (percentage-point)	-1.2	-0.1	6.8	-8.8

Source. National Center for Education Statistics (2013c).

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

Between 2000 and 2010, the percentage of public school enrollment accounted for by Hispanic students increased in each of 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 rose from 40.6 percent to 50.3 percent (9.7 percentage points) in Texas and from 16.3 percent to 23.1 percent (6.8 percentage points) nationwide. During the same period, the proportion of public school enrollment accounted for by White students decreased from 42.0 percent to 31.2 percent (10.8 percentage points) in Texas and from 61.2 percent to 52.4 percent (8.8 percentage points) nationwide. This downward trend also held true in California, Florida, and New York. Compared to the United States as a whole, the percentages of public school enrollment accounted for by Hispanic students in Texas and California were higher throughout the period, and the percentages accounted for by White students were lower.

Enrollment of Students Identified as Economically Disadvantaged

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. In 2000-01, across the 50 states, the percentages of students identified as eligible ranged from a low of 15.1 percent in New Hampshire to a high of 64.3 percent in Mississippi (National Center for Education Statistics [NCES], 2013d). National figures indicate that 44.9 percent of students in Texas were identified as eligible in 2000-01 (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, 2000-01 and 2010-11

Year	California	Florida	New York	Texas	United States
2000-01	46.6	44.3	43.3	44.9	38.3 ^a
2010-11	54.1	56.0	48.3	50.3	48.1
10-year change (percentage-point)	7.5	11.7	5.0	5.4	9.8

Source. National Center for Education Statistics (NCES, 2013d).

^aData were imputed by NCES for non-reporting states.

In 2010-11, the percentages of students identified as eligible for free or reduced-price meals ranged from a low of 25.2 percent in New Hampshire to a high of 70.6 percent in Mississippi (NCES, 2013d). The four most populous states—California, Florida, New York, and Texas—had higher percentages of students identified as eligible than the country as a whole (Table 23). National figures indicate that 50.3 percent of students in Texas were eligible for the program, 2.2 percentage points higher than the national average of 48.1 percent. From 2000-01 to 2010-11, the percentages of students identified as eligible 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 in the United States as a whole (13.3%) than in Texas (12.1%) during the 2000-01 school year (Table 24). By 2010-11, participation in special education had decreased to 13.0 percent in the United States overall and 9.0 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 2010-11 school year (16.6%), as well as the largest percentage-point increase (1.4 percentage points) between 2000-01 and 2010-11.

Table 24
Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 2000-01 and 2010-11

Year	California	Florida	New York	Texas	United States
2000-01	10.5	15.1	15.2	12.1	13.3
2010-11	10.7	14.0	16.6	9.0	13.0
10-year change (percentage-point)	0.2	-1.1	1.4	-3.1	-0.3

Source: National Center for Education Statistics (2003b, 2013f).

Enrollment of Students Identified as English Language Learners

Students identified as English language learners (ELLs) are eligible to participate in bilingual or English as a second language programs. National figures indicate that the percentage of public school students who participated in programs for students identified as ELLs in 2002-03 was higher in Texas (14.9%) than in the United States overall (8.7%) (Table 25). Although the percentage of students participating in programs for students identified as ELLs increased between 2002-03 and 2010-11 in both Texas (to 15.0%) and the United States overall (to 9.8%), the percentage in Texas remained higher. Across the four most populous states in the country, California had the highest percentage of public school students participating in programs for students identified as ELLs in both 2002-03 (25.7%) and 2010-11 (28.9%). New York had the smallest percentage of students participating in programs for students identified as ELLs in both 2002-03 (6.2%) and 2010-11 (7.8%).

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 participating in gifted and talented programs ranged from a low of 1.0 percent to a high of 15.0 percent (NCES, 2003a). 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 in the programs ranged from a low of 0.7 percent to a high of 16.1 percent (NCES, 2012). National figures indicate that 7.6 percent of Texas students and 6.7 percent of students nationwide were participating in gifted and talented programs in 2006.

Table 25
Public School Enrollment (%) of Students Participating in Programs for
Students Identified as English Language Learners, Four Most Populous
States and the United States, 2002-03 and 2010-11

Year	California	Florida	New York	Texas	United States
2002-03	25.7	8.0	6.2	14.9	8.7
2010-11	28.9	8.7	7.8	15.0	9.8
8-year change (percentage-point)	3.2	0.7	1.6	0.1	1.1

Source. National Center for Education Statistics (NCES, 2013e).

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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.

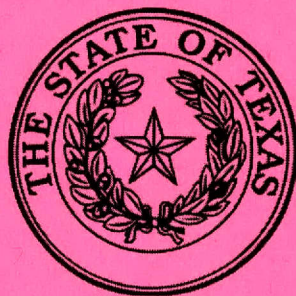
In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

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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