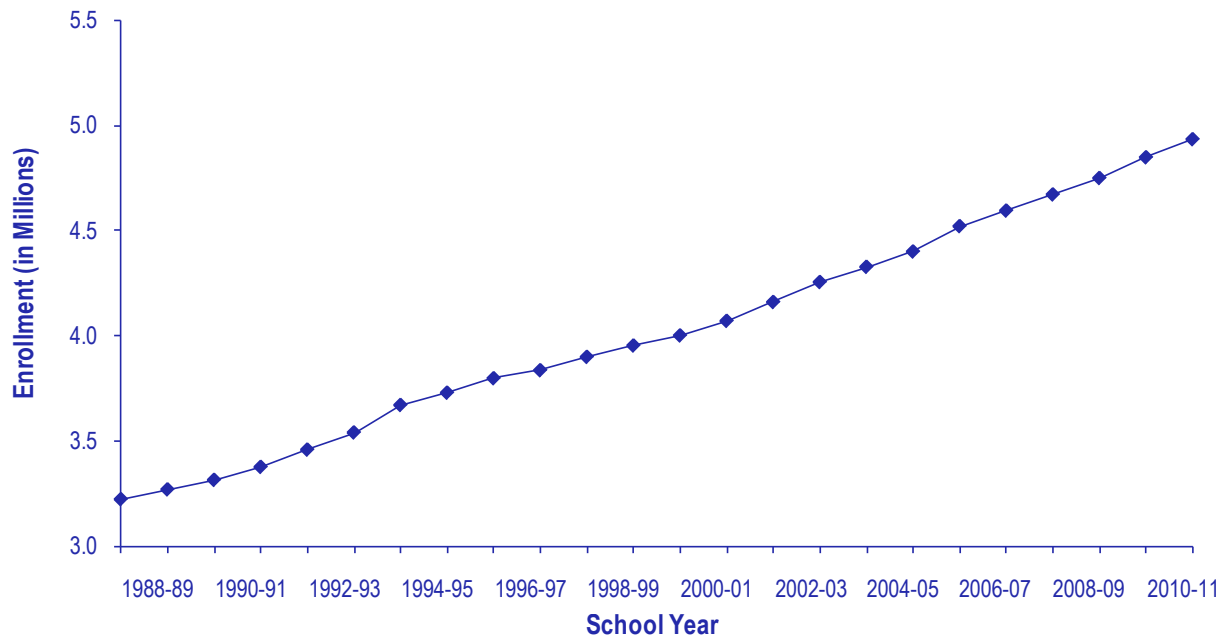


# Enrollment in Texas Public Schools 2010-11

Statewide Enrollment, Texas Public Schools, 1987-88 Through 2010-11



Division of Research and Analysis  
Department of Assessment and Accountability  
Texas Education Agency  
October 2011



# Enrollment in Texas Public Schools 2010-11

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**Abstract.** This report provides information on enrollment in the Texas public school system from the 2000-01 through 2010-11 school years, based on data collected through the Texas Public Education Information Management System. Enrollment data are provided by grade, race/ethnicity, gender, and economically disadvantaged status, and for special populations and instructional programs. Data also are reported by education service center region.

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

**Cover.** Statewide Enrollment, Texas Public Schools, 1987-88 Through 2010-11. See pages 5-6 for detail.

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

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# Overview

This report provides enrollment data for students attending Texas public schools in the 2010-11 school year and updates 10-year trends in state enrollment. Enrollment data are provided by the following student characteristics: race/ethnicity, economic status, gender, and grade level. Data are also provided by student participation in the following special instructional programs: bilingual or English as a second language (ESL) programs, career and technical education programs, gifted and talented programs, special education programs, and Title I programs. Additional data are provided for the following special populations: immigrant students, migrant students, and students identified as limited English proficient (LEP).

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



# Highlights

- Texas public school enrollment during the 2000-01 school year was 4,071,433 students. By 2010-11, enrollment had risen to 4,933,617 students. Over the 10-year period, total enrollment increased by 862,184 students, or by 21.2 percent.
- In 2010-11, statewide enrollment increased from the previous year by 1.8 percent.
- Between the 2009-10 and 2010-11 school years, African American and Hispanic enrollment increased. Enrollment of White students decreased.
- Hispanics had the largest numerical increase in enrollment between 2009-10 and 2010-11, rising by 81,316 students. In 2010-11, Hispanic students accounted for the largest percentage of total enrollment (50.3%), followed by White students (31.2%) and African American students (12.9%).
- During the 2000-01 school year, there were 2,003,121 economically disadvantaged students, accounting for 49.2 percent of all students. By 2010-11, the number of economically disadvantaged students had risen to 2,914,916, or 59.1 percent of all students. The 45.5 percent increase in economically disadvantaged students was more than double the 21.5 percent increase in the public school population as a whole.
- The percentages of African American and White students identified as economically disadvantaged increased between the 2009-10 and 2010-11 school years.
- During both the 2009-10 and 2010-11 school years, Grade 9 had the highest enrollment, in part because of high grade-level retention in Grade 9 compared to other grades. In 2010-11, a total of 390,655 students were enrolled in Grade 9.
- The number of students participating in career and technical education programs rose by 39.5 percent between 2000-01 and 2010-11. The number of students receiving bilingual or English as a second language instructional services increased by 56.4 percent over the same period, and the number of students identified as limited English proficient (LEP) grew by 45.8 percent.
- In 2000-01, Education Service Center Region 4 (Houston) served the largest student population, accounting for 21.6 percent of total state public school enrollment. In 2010-11, Region 4 continued to have the largest proportion of total enrollment (22.1%).
- From fall 1998 to fall 2008, enrollment in U.S. public schools grew by 5.9 percent, according to national figures (National Center for Education Statistics [NCES], 2011a). At the same time, Texas public school enrollment grew by 20.4 percent—an increase of more than 800,000 students.
- Between fall 1998 and fall 2008, White enrollment decreased from 63.0 percent to 54.9 percent of all students in U.S. public schools and from 44.1 percent to 34.0 percent of all students in Texas public schools (NCES, 2011b). By contrast, Hispanic enrollment increased from 14.9 percent to 21.5 percent of all students in U.S. public schools and from 38.6 percent to 47.9 percent of all students in Texas public schools.
- From 1998-99 to 2008-09, participation in special education programs increased from 13.0 percent to 13.2 percent in the United States but decreased from 12.3 percent to 9.5 percent in Texas (NCES 2001, 2011d). Between 1997-98 and 2007-08, the percentage of public school students identified as LEP increased from 7.5 percent to 10.6 percent in the United States and from 12.7 percent to 15.0 percent in Texas (National Clearinghouse for English Language Acquisition and Language Instruction Education Programs, 2010a, 2010b, 2010c, 2010d, 2011, n.d.).



# 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 and the percentages of students passing the Texas Assessment of Knowledge and Skills (TAKS) test.

Since 1994, accountability ratings for Texas public schools and districts have been based on legislatively mandated indicators that draw from enrollment data collected by TEA. Texas law provides that "Performance on the student achievement indicators adopted ... must be based on information that is disaggregated by race, ethnicity, and socioeconomic status ...." (Texas Education Code [TEC] §39.053, 2010). 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 2010-11, a broad range of information was collected through PEIMS on more than 1,200 school districts and open-enrollment charters; more than 8,700 schools; more than 334,000 teachers; and more than 4.9 million students. Texas public school students are served in markedly diverse school settings. Districts that year ranged in size from less than one square mile to nearly five thousand square miles. Twenty students attended school in each of the two smallest districts in the state in 2010-11: Doss Consolidated Common School district and San Vicente Independent School District. In contrast, more than 200,000 students received instruction at 301 school sites in the Houston Independent School District.

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

This report is the latest in a series of reports on enrollment trends in Texas public schools (TEA, 1998, 2001, 2003, 2005, 2007, 2009a, 2009b, 2010a) 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, 2011). 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.

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.

Texas public school enrollment data for 2009-10 and 2010-11 are presented in this report using the new racial/ethnic categories. In one table, data are also presented for Hispanic students by race. Texas public school enrollment data for 2008-09 and earlier years are presented using the old racial/ethnic categories. National public school enrollment data are also presented using 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 smaller groups tend to be less stable over time, comparisons of rates across racial/ethnic groups 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, discussions of results in this report for non-Hispanic students, including comparisons across racial/ethnic groups, do not include these populations. Among Hispanic students in Texas, the Asian and Pacific Islander populations are small in number, compared to other racial/ethnic groups. Therefore, discussions of results in this report for Hispanic students, including comparisons across racial/ethnic groups, do not include these populations. Data for Asian, Pacific Islander, and multiracial students will be presented for the 2009-10 and 2010-11 school years only, and no year-to-year rate comparisons will be made.

Table 1

# Enrollment by Race/Ethnicity, Economic Status, English Proficiency, Gender, Grade, Instructional Program, and Education Service Center, Texas Public Schools, 2009-10 and 2010-11

Enrollment			Enrollment		
Group	2009-10	2010-11	Group	2009-10	2010-11
All students	4,847,844	4,933,617	<b>Instructional program or special population<sup>a</sup></b>		
<b>Race/Ethnicity</b>			Bilingual or English as a second language	779,771	797,683
African American	632,401	637,722	Career and technical	444,402	469,086
American Indian	26,467	23,602	Gifted and talented	367,924	379,831
Asian	162,032	169,338	Immigrant	80,432	79,536
Hispanic	2,398,684	2,480,000	Migrant	37,871	37,746
Pacific Islander	6,201	6,127	Special education	445,327	442,971
White	1,547,693	1,538,409	Title I	3,126,319	3,268,054
Multiracial	74,366	78,419	<b>Education service center</b>		
<b>Economic status</b>			Region 1 - Edinburg	399,837	409,469
Economically disadvantaged	2,853,177	2,914,916	Region 2 - Corpus Christi	104,284	104,863
<b>English proficiency</b>			Region 3 - Victoria	52,598	52,765
Limited English proficient	817,074	831,812	Region 4 - Houston	1,076,115	1,092,548
<b>Gender</b>			Region 5 - Beaumont	80,625	80,438
Female	2,358,516	2,400,043	Region 6 - Huntsville	168,725	171,733
Male	2,489,328	2,533,574	Region 7 - Kilgore	166,948	169,455
<b>Grade</b>			Region 8 - Mt. Pleasant	56,966	56,866
Early education	24,301	24,751	Region 9 - Wichita Falls	38,813	38,485
Prekindergarten	214,694	224,335	Region 10 - Richardson	737,043	749,836
Kindergarten	369,425	374,178	Region 11 - Fort Worth	531,304	541,969
Grade 1	383,561	387,884	Region 12 - Waco	152,497	156,571
Grade 2	374,536	379,887	Region 13 - Austin	367,273	377,724
Grade 3	373,633	375,432	Region 14 - Abilene	50,103	52,376
Grade 4	368,147	374,078	Region 15 - San Angelo	47,846	48,163
Grade 5	361,389	372,498	Region 16 - Amarillo	83,157	84,670
Grade 6	352,516	361,662	Region 17 - Lubbock	80,257	81,354
Grade 7	351,376	357,344	Region 18 - Midland	76,925	78,038
Grade 8	346,451	354,244	Region 19 - El Paso	179,384	182,133
Grade 9	392,040	390,665	Region 20 - San Antonio	397,144	404,161
Grade 10	334,823	343,821			
Grade 11	310,070	314,710			
Grade 12	290,882	298,128			

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

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



## Statewide Enrollment

Public school enrollment has increased in recent years, particularly in the southern and western United States, and more growth is expected in the future. For the 12-year period from 2007 to 2019, the National Center for Education Statistics (NCES) projects a 6-percent increase nationally in public primary and secondary school enrollment (NCES, 2011f). 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, and transfers to and from public schools" (p. 3). Among the states, Texas is expected to experience the third largest increase (after Nevada and Arizona) in public school enrollment, at 24.9 percent.

Between 1987-88 and 2010-11, 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 2010-11, statewide enrollment increased from the previous year by 1.8 percent.

Between 1987-88 and 2010-11, 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 (Figure 1 on page 7 and Table 4 on page 8). Since then, the number of Hispanic students has continued to rise, and the number of White students has declined.

The majority of students continue to meet the state economic disadvantage criteria (Figure 2 and Table 6 on page 10). 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, 2010c).

- Texas public school enrollment during the 2000-01 school year was 4,071,433 students (Table 2). By 2010-11, enrollment had risen to 4,933,617 students. Over the 10-year period, total enrollment increased by 862,184 students, or by 21.2 percent.
- Statewide enrollment during the 1987-88 school year was 3,224,916 students. By 2010-11, enrollment had risen to 4,933,617 students.
- During the 23-year period between 1987-88 and 2010-11, total enrollment increased by 1,708,701 students, or 53.0 percent (Table 3).

**Table 2**  
**Statewide Enrollment, Texas Public Schools,**  
**1987-88 Through 2010-11**

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

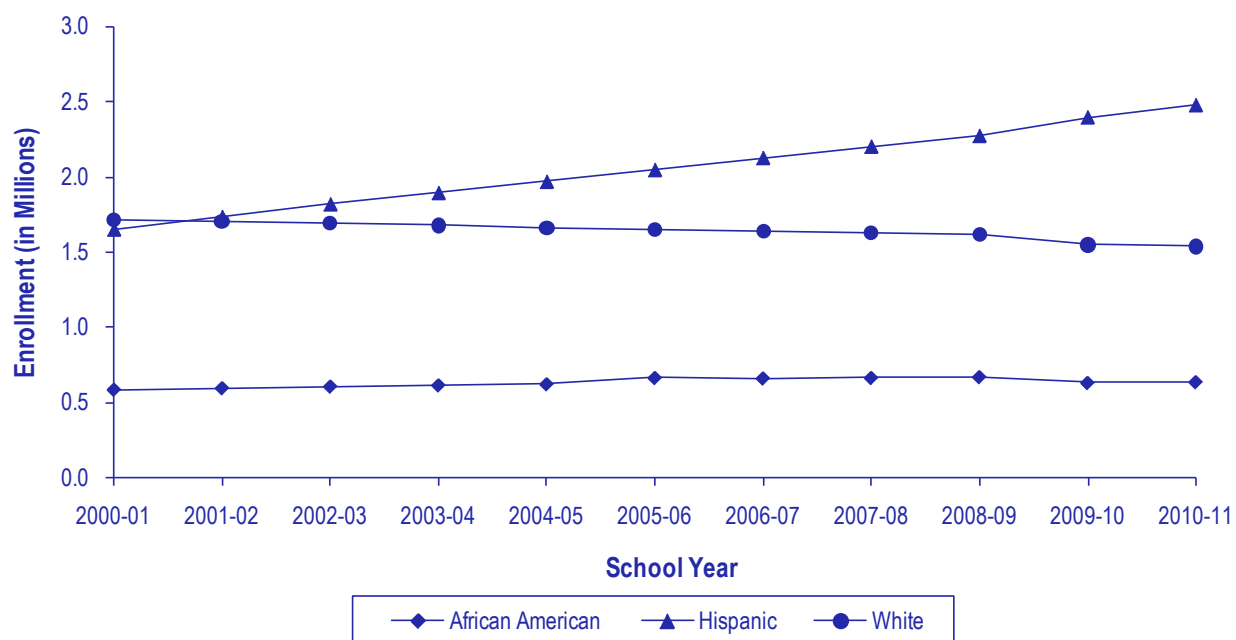
**Table 3**  
**Change in Statewide Enrollment, Texas**  
**Public Schools**

Period	Number	Percent
10-year change, 2000-01 to 2010-11	862,184	21.2
23-year change, 1987-88 to 2010-11	1,708,701	53.0

## Enrollment by Race/Ethnicity

- Whereas African American and Hispanic enrollment increased between the 2009-10 and 2010-11 school years, White enrollment decreased (Figure 1 on this page and Table 4 on page 8).
- Hispanics had the largest numerical increase in enrollment between 2009-10 and 2010-11, rising by 81,316 students. In 2010-11, Hispanic students accounted for the largest percentage of total enrollment (50.3%), followed by White students (31.2%) and African American students (12.9%).
- Among the three largest groups of multiracial students in 2010-11, students identified as White and African American accounted for 0.7 percent of total enrollment, students identified as White and American Indian accounted for 0.3 percent, and students identified as White and Asian accounted for another 0.3 percent.
- By race, the largest percentage of Hispanic students were identified as White (66.4%). These students accounted for 33.4 percent of the total student population (Table 5 on page 9).

**Figure 1**  
**Enrollment by Race/Ethnicity, Texas Public Schools, 2000-01 Through 2010-11**



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

**Table 4**  
**Enrollment by Race/Ethnicity, Texas Public Schools, 2000-01 Through 2010-11**

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2000-01	586,712	14.4	12,120	0.3	n/a <sup>a</sup>	n/a	1,650,560	40.5	n/a	n/a
2001-02	596,962	14.3	12,774	0.3	n/a	n/a	1,734,388	41.7	n/a	n/a
2002-03	608,045	14.3	13,162	0.3	n/a	n/a	1,818,531	42.7	n/a	n/a
2003-04	616,050	14.2	13,791	0.3	n/a	n/a	1,894,108	43.8	n/a	n/a
2004-05	623,534	14.2	14,350	0.3	n/a	n/a	1,969,097	44.7	n/a	n/a
2005-06	665,799	14.7	15,037	0.3	n/a	n/a	2,047,308	45.3	n/a	n/a
2006-07	662,700	14.4	15,831	0.3	n/a	n/a	2,127,647	46.3	n/a	n/a
2007-08	666,009	14.3	16,285	0.3	n/a	n/a	2,203,340	47.2	n/a	n/a
2008-09	671,871	14.1	16,713	0.4	n/a	n/a	2,275,098	47.9	n/a	n/a
2009-10	632,401	13.0	26,467	0.5	162,032	3.3	2,398,684	49.5	6,201	0.1
2010-11	637,722	12.9	23,602	0.5	169,338	3.4	2,480,000	50.3	6,127	0.1
10-year change	51,010	8.7	11,482	94.7	n/a	n/a	829,440	50.3	n/a	n/a

Year	White		Multiracial	
	Number	Percent	Number	Percent
2000-01	1,713,436	42.1	n/a	n/a
2001-02	1,700,622	40.9	n/a	n/a
2002-03	1,693,598	39.8	n/a	n/a
2003-04	1,676,987	38.7	n/a	n/a
2004-05	1,660,392	37.7	n/a	n/a
2005-06	1,651,040	36.5	n/a	n/a
2006-07	1,638,571	35.7	n/a	n/a
2007-08	1,626,638	34.8	n/a	n/a
2008-09	1,616,115	34.0	n/a	n/a
2009-10	1,547,693	31.9	74,366	1.5
2010-11	1,538,409	31.2	78,419	1.6
10-year change	-175,027	-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.

<sup>a</sup>Not applicable.

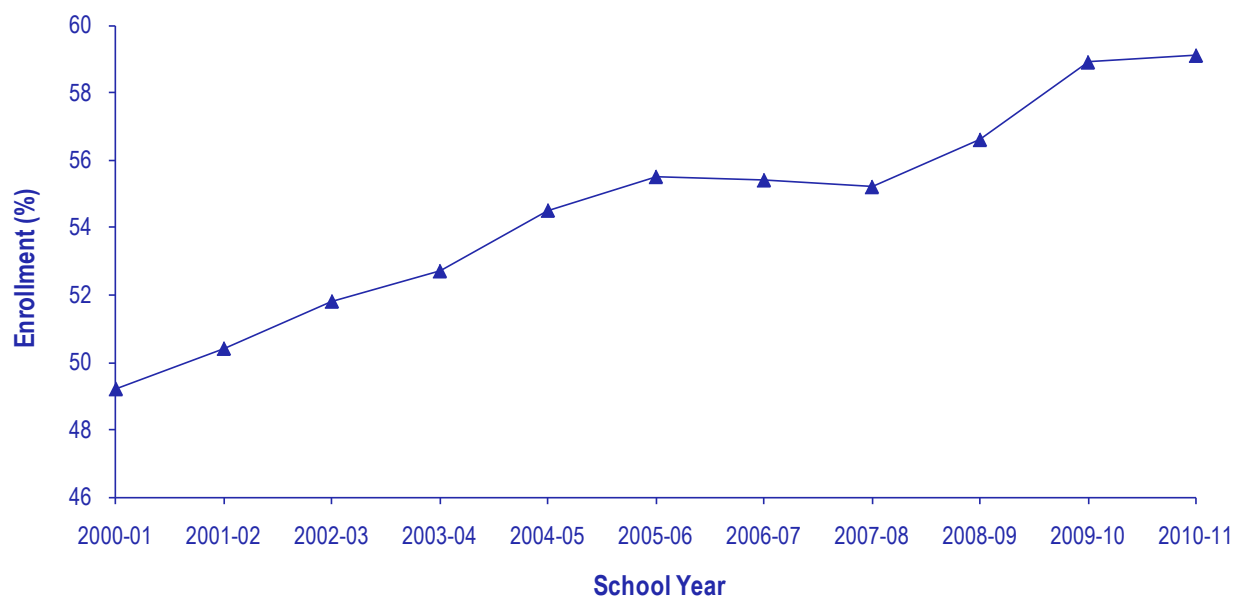
**Table 5**  
**Hispanic Students by Race, Texas Public**  
**Schools, 2010-11**

Group	Number	Percent
All Hispanic	2,480,000	50.3
African American	33,271	0.7
American Indian	704,570	14.3
Asian	8,457	0.2
Pacific Islander	6,790	0.1
White	1,647,818	33.4
Multiracial	79,094	1.6
State	4,933,617	100

## Enrollment by Economically Disadvantaged Status

- During the 2000-01 school year, there were 2,003,121 economically disadvantaged students, accounting for 49.2 percent of all students (Figure 2 and Table 6). By 2010-11, the number of economically disadvantaged students had risen to 2,914,916, or 59.1 percent of all students.
- Between 2000-01 and 2010-11, the number of economically disadvantaged students rose by 911,795. The total public school population rose by 862,184 (Table 3 on page 6). The 45.5 percent increase in economically disadvantaged student enrollment was more than double the 21.2 percent increase in the public school population as a whole (Table 3 on page 6 and Table 6 on this page).

**Figure 2**  
**Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2000-01 Through 2010-11**



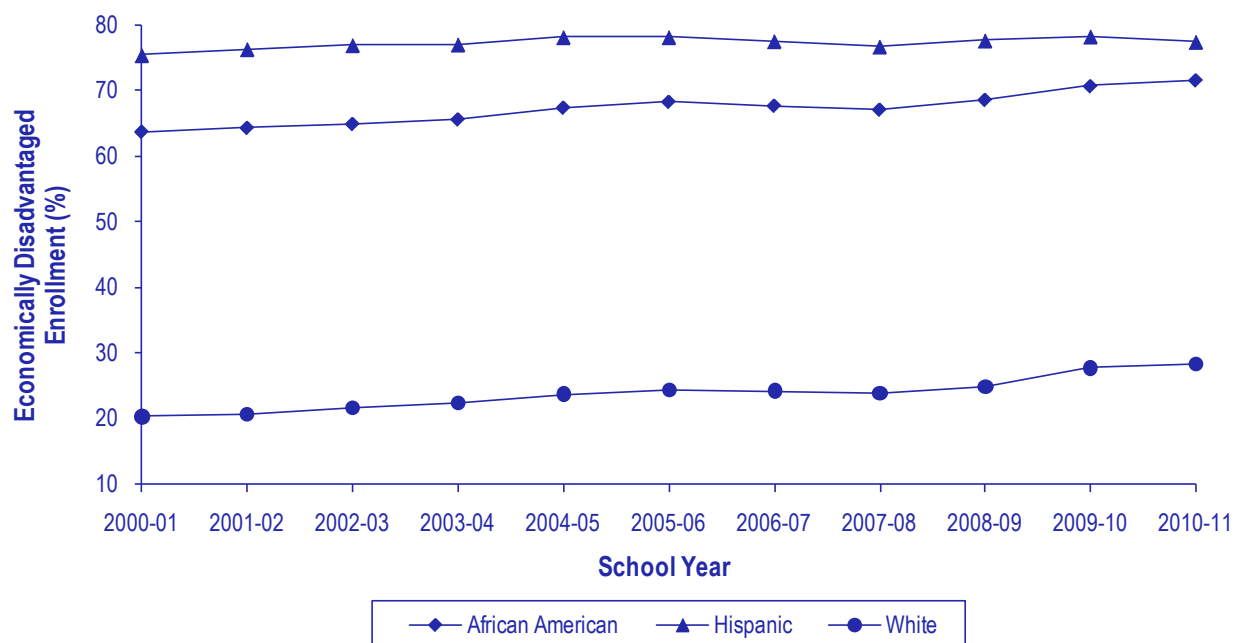
**Table 6**  
**Enrollment of Economically Disadvantaged Students, Texas Public Schools, 2000-01 Through 2010-11**

Year	Number	Percent	Year	Number	Percent
2000-01	2,003,121	49.2	2007-08	2,576,621	55.2
2001-02	2,096,365	50.4	2008-09	2,686,259	56.6
2002-03	2,203,961	51.8	2009-10	2,853,177	58.9
2003-04	2,281,195	52.7	2010-11	2,914,916	59.1
2004-05	2,397,700	54.5			
2005-06	2,506,972	55.5	10-year change	911,795	45.5
2006-07	2,545,083	55.4			

## Enrollment by Economically Disadvantaged Status and Race/Ethnicity

- The percentages of African American and White students identified as economically disadvantaged increased between the 2009-10 and 2010-11 school years (Figure 3 on this page and Table 7 on page 12).
- Between the 2009-10 and 2010-11 school years, enrollment of economically disadvantaged students increased by the largest number (43,738) among Hispanics.
- In 2010-11, the percentages of African American, Hispanic, and White students identified as economically disadvantaged changed by less than 1.0 percentage point each from the previous year.
- Across racial/ethnic groups in 2010-11, the percentage of individual group enrollment accounted for by economically disadvantaged students was largest for Hispanics (77.4%), followed by African Americans (71.6%).

**Figure 3**  
**Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2000-01 Through 2010-11**



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

**Table 7**  
**Enrollment of Economically Disadvantaged Students Within Racial/Ethnic Groups, Texas Public Schools, 2000-01 Through 2010-11**

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2000-01	373,641	63.7	4,900	40.4	n/a <sup>a</sup>	n/a	1,244,404	75.4	n/a	n/a
2001-02	383,853	64.3	5,268	41.2	n/a	n/a	1,322,600	76.3	n/a	n/a
2002-03	394,604	64.9	5,472	41.6	n/a	n/a	1,398,404	76.9	n/a	n/a
2003-04	404,179	65.6	5,813	42.2	n/a	n/a	1,457,969	77.0	n/a	n/a
2004-05	420,007	67.4	6,161	42.9	n/a	n/a	1,537,691	78.1	n/a	n/a
2005-06	454,756	68.3	6,566	43.7	n/a	n/a	1,598,645	78.1	n/a	n/a
2006-07	448,359	67.7	6,828	43.1	n/a	n/a	1,648,298	77.5	n/a	n/a
2007-08	447,199	67.1	7,028	43.2	n/a	n/a	1,689,779	76.7	n/a	n/a
2008-09	460,703	68.6	7,297	43.7	n/a	n/a	1,765,647	77.6	n/a	n/a
2009-10	447,368	70.7	14,866	56.2	51,123	31.6	1,876,684	78.2	3,315	53.5
2010-11	456,452	71.6	12,999	55.1	53,233	31.4	1,920,422	77.4	3,304	53.9
10-year change	82,811	22.2	8,099	165.3	n/a	n/a	676,018	54.3	n/a	n/a

Year	White		Multiracial	
	Number	Percent	Number	Percent
2000-01	347,416	20.3	n/a	n/a
2001-02	349,809	20.6	n/a	n/a
2002-03	368,283	21.7	n/a	n/a
2003-04	374,752	22.3	n/a	n/a
2004-05	392,780	23.7	n/a	n/a
2005-06	402,727	24.4	n/a	n/a
2006-07	396,265	24.2	n/a	n/a
2007-08	386,396	23.8	n/a	n/a
2008-09	402,057	24.9	n/a	n/a
2009-10	429,010	27.7	30,811	41.4
2010-11	435,238	28.3	33,268	42.4
10-year change	87,822	25.3	n/a	n/a

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

<sup>a</sup>Not applicable.



## Enrollment by Gender

- In the 2010-11 school year, 48.6 percent of all students were female, and 51.4 percent of students were male (Table 8). The proportions of females and males in Texas public schools were virtually unchanged during the 10-year period between 2000-01 and 2010-11.

**Table 8**  
**Enrollment by Gender, Texas Public Schools, 2000-01 Through 2010-11**

Year	Female		Male	
	Number	Percent	Number	Percent
2000-01	1,980,770	48.7	2,090,663	51.3
2001-02	2,024,317	48.7	2,136,651	51.3
2002-03	2,068,911	48.6	2,186,910	51.4
2003-04	2,104,064	48.6	2,223,964	51.4
2004-05	2,139,975	48.6	2,260,669	51.4
2005-06	2,200,006	48.7	2,321,037	51.3
2006-07	2,237,184	48.7	2,357,758	51.3
2007-08	2,274,819	48.7	2,396,674	51.3
2008-09	2,311,378	48.7	2,438,193	51.3
2009-10	2,358,516	48.7	2,489,328	51.3
2010-11	2,400,043	48.6	2,533,574	51.4
10-year change	419,273	21.2	442,911	21.2

## Enrollment by Grade

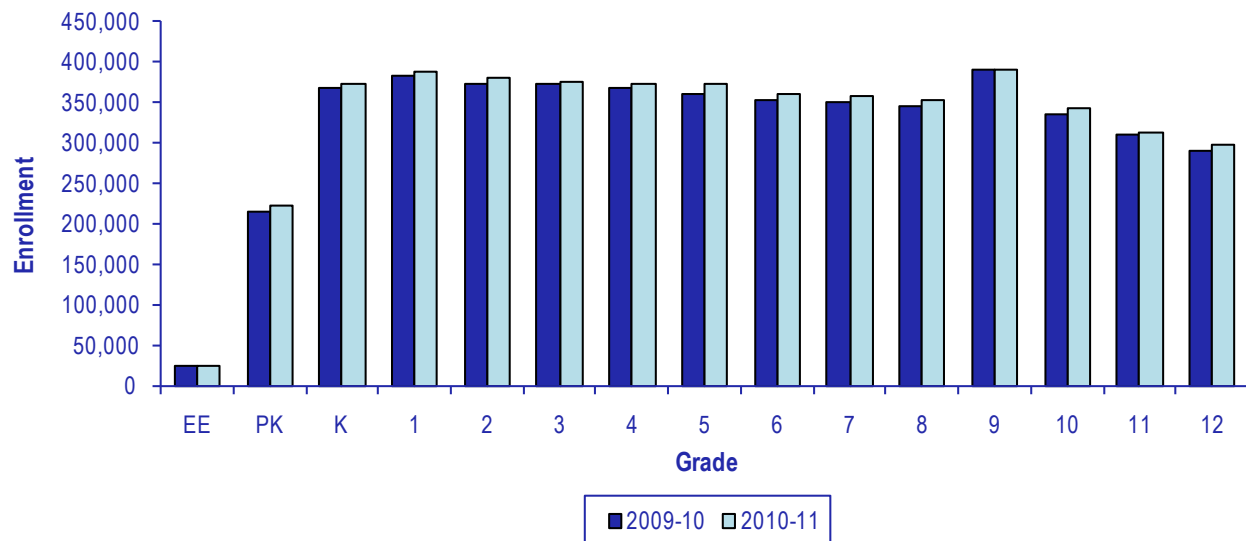
In Texas, children are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2010). A child younger than six years of age must attend school if he or she has previously been enrolled in first grade. All children who are five years old on or before September 1 are eligible, but not required, to attend kindergarten. With few exceptions, children must attend school until they reach the age of 18. Students between the ages of 21 and 25 may be admitted by school districts to complete the requirements for a high school diploma (TEC §25.001, 2010).

Student learning during the early education and prekindergarten years is linked to future academic accomplishments, particularly for children identified as limited English proficient, disabled, or economically disadvantaged. In early education and prekindergarten programs, children develop skills necessary for success in the regular public school curriculum in the areas of language, mathematics, and social skills. Early education in Texas is a diverse set of programs designed for children who meet certain eligibility criteria. For example, Early Childhood Intervention is a coordinated system of services for children, from birth to age three, with disabilities or developmental delays; and Even Start is a family literacy program for children from birth through age seven of a parent or guardian who will benefit from literacy education. A child is eligible for free prekindergarten if the child is at least three years of age and is unable to speak and comprehend English, is educationally disadvantaged, is homeless, or has ever been in the conservatorship of the Department of Family and Protective Services (TEC §29.153, 2010). 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 2009-10 and 2010-11 school years, Grade 9 had the highest number of enrolled students (Figure 4 and Table 9), in part because of the high rate of grade-level retention in Grade 9 compared to other grades (TEA, 2010b). In 2010-11, a total of 390,665 students were enrolled in Grade 9.
- Across Grades K-12 in 2010-11, 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 Grades 1 and 9.
- Between 2009-10 and 2010-11, enrollment increased in each grade except Grade 9, which saw a decrease of 1,375 students.

**Figure 4**  
**Enrollment by Grade, Texas Public Schools, 2009-10 and 2010-11**



Note. EE=Early education. PK=Prekindergarten.

**Table 9**  
**Enrollment by Grade, Texas Public Schools, 2009-10 and 2010-11**

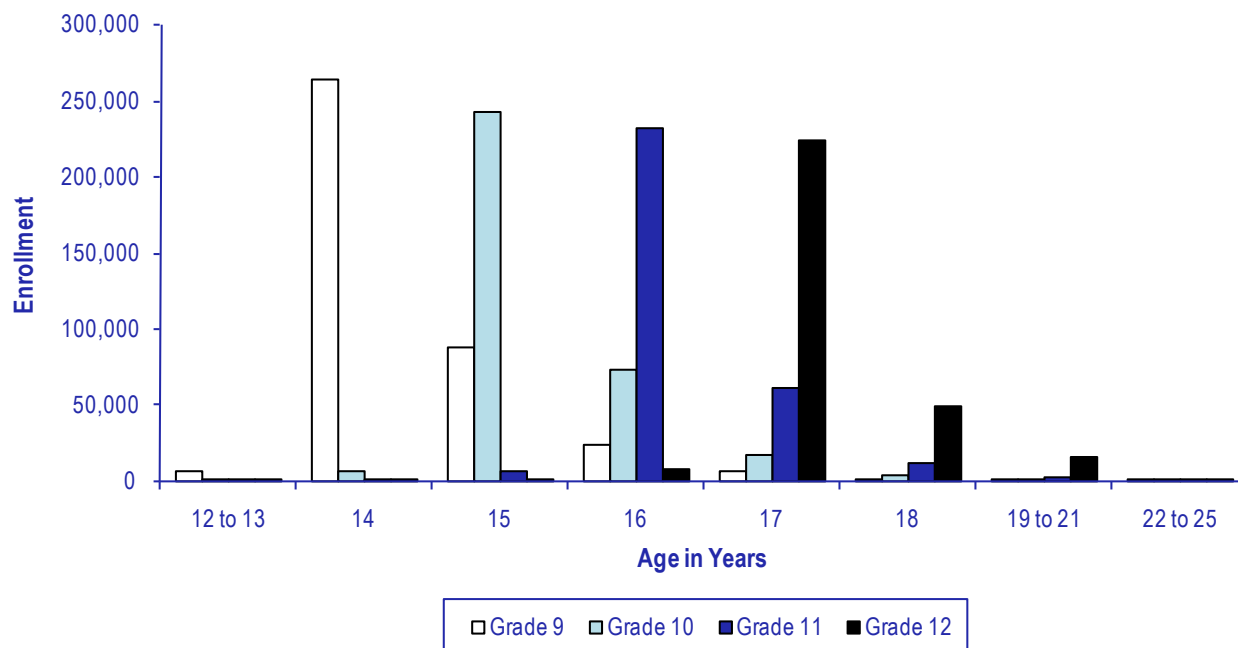
Grade	2009-10		2010-11		Grade	2009-10		2010-11	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early education	24,301	0.5	24,751	0.5	6	352,516	7.3	361,662	7.3
Prekindergarten	214,694	4.4	224,335	4.5	7	351,376	7.2	357,344	7.2
Kindergarten	369,425	7.6	374,178	7.6	8	346,451	7.1	354,244	7.2
1	383,561	7.9	387,884	7.9	9	392,040	8.1	390,665	7.9
2	374,536	7.7	379,887	7.7	10	334,823	6.9	343,821	7.0
3	373,633	7.7	375,432	7.6	11	310,070	6.4	314,710	6.4
4	368,147	7.6	374,078	7.6	12	290,882	6.0	298,128	6.0
5	361,389	7.5	372,498	7.6					
					All grades	4,847,844	100	4,933,617	100

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

## Enrollment by Grade and Age

- In 2010-11, the majority of students in Grades 9-12 were within the expected age ranges for their grades (Figure 5 and Table 10).
- A total of 689 students in Grades 9-12 were between 22 and 25 years old. Of these, 74.0 percent were in Grade 12.

**Figure 5**  
**Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2010-11**



**Table 10**  
**Enrollment of Students in Grades 9-12 by Age, Texas Public Schools, 2010-11**

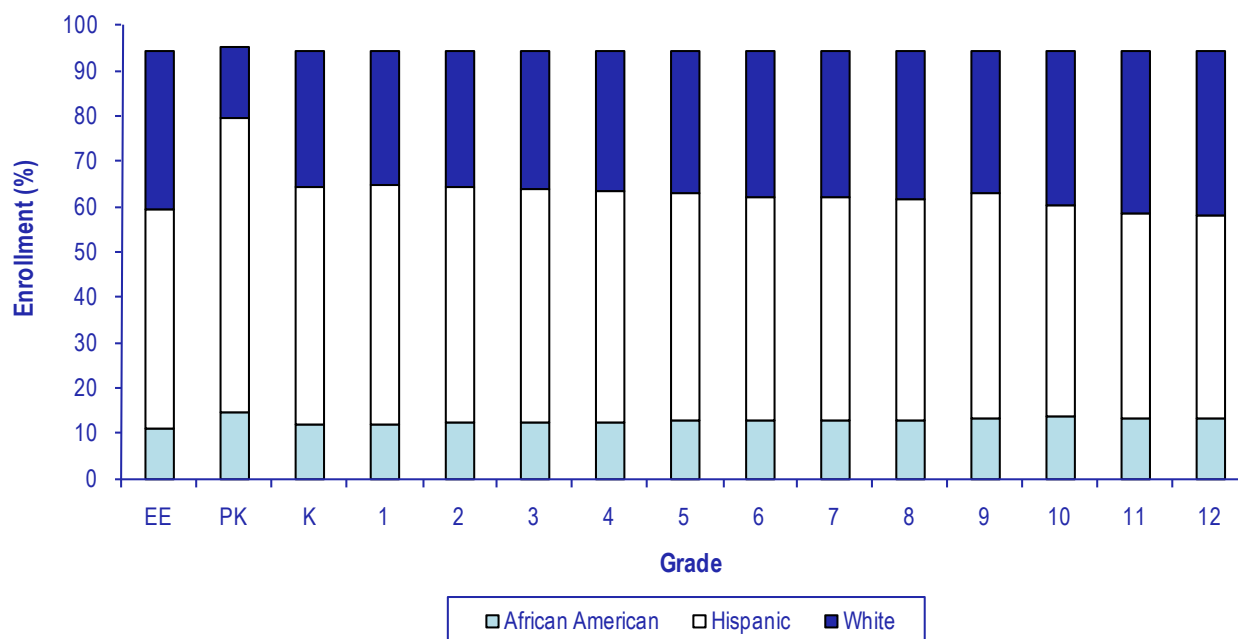
Age in Years	Grade 9	Grade 10	Grade 11	Grade 12
12 to 13	6,248	74	7	-
14	263,460	6,290	69	6
15	88,479	242,248	7,051	145
16	24,502	73,769	231,724	8,306
17	6,096	17,096	61,238	224,487
18	1,274	3,353	11,581	49,117
19 to 21	559	946	2,932	15,532
22 to 25	40	40	99	510

*Note.* A dash (-) indicates data are not reported to protect student anonymity. 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 9 on page 15.

## Enrollment by Grade and Race/Ethnicity

- By grade level, the proportion of enrollment accounted for by White students in 2010-11 generally increased from kindergarten to Grade 12, whereas the proportion accounted for by Hispanic students generally decreased (Figure 6 on this page and Table 11 on page 18). This pattern held true in both the 2009-10 and 2010-11 school years. The proportion of grade-level enrollment accounted for by African American students remained relatively stable from kindergarten to Grade 12.
- As outlined on page 14, prekindergarten classes are designed to serve children three years of age and older who have specified educational disadvantages, including limited English proficiency. Hispanics, who made up 50.3 percent of total enrollment in the 2010-11 school year, made up 64.8 percent of prekindergarten students. In contrast, Whites, who made up 31.2 percent of total enrollment, made up 15.6 percent of prekindergarten students (Table 4 on page 8 and Table 11 on page 18).

**Figure 6**  
**Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2010-11**



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

**Table 11**  
**Enrollment by Grade and Race/Ethnicity, Texas Public Schools, 2009-10 and 2010-11**

Grade	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>2009-10</b>										
Early education	2,817	11.6	175	0.7	759	3.1	11,363	46.8	24	0.1
Prekindergarten	31,489	14.7	1,373	0.6	5,994	2.8	139,027	64.8	286	0.1
Kindergarten	44,016	11.9	1,835	0.5	12,553	3.4	191,622	51.9	516	0.1
1	47,142	12.3	1,872	0.5	13,108	3.4	199,024	51.9	507	0.1
2	46,794	12.5	1,913	0.5	12,679	3.4	191,941	51.2	473	0.1
3	46,906	12.6	1,958	0.5	12,887	3.4	190,174	50.9	448	0.1
4	46,710	12.7	1,792	0.5	12,553	3.4	183,940	50.0	448	0.1
5	46,338	12.8	2,092	0.6	11,840	3.3	178,452	49.4	488	0.1
6	45,866	13.0	1,987	0.6	11,614	3.3	172,587	49.0	435	0.1
7	45,877	13.1	2,089	0.6	11,809	3.4	169,851	48.3	470	0.1
8	45,363	13.1	1,953	0.6	11,708	3.4	165,604	47.8	418	0.1
9	54,435	13.9	2,377	0.6	12,269	3.1	190,927	48.7	458	0.1
10	46,443	13.9	1,879	0.6	11,215	3.3	152,204	45.5	444	0.1
11	42,848	13.8	1,646	0.5	10,812	3.5	136,154	43.9	419	0.1
12	39,357	13.5	1,526	0.5	10,232	3.5	125,814	43.3	367	0.1
All grades	632,401	13.0	26,467	0.5	162,032	3.3	2,398,684	49.5	6,201	0.1
<b>2010-11</b>										
Early education	2,774	11.2	173	0.7	773	3.1	12,015	48.5	30	0.1
Prekindergarten	33,233	14.8	1,385	0.6	6,146	2.7	145,426	64.8	278	0.1
Kindergarten	44,778	12.0	1,661	0.4	12,746	3.4	195,319	52.2	504	0.1
1	47,254	12.2	1,608	0.4	13,426	3.5	203,590	52.5	480	0.1
2	46,899	12.3	1,586	0.4	13,518	3.6	197,061	51.9	485	0.1
3	47,178	12.6	1,697	0.5	13,038	3.5	192,714	51.3	439	0.1
4	46,896	12.5	1,719	0.5	13,174	3.5	190,813	51.0	457	0.1
5	47,399	12.7	1,578	0.4	12,944	3.5	187,156	50.2	435	0.1
6	46,470	12.8	1,790	0.5	12,155	3.4	179,028	49.5	431	0.1
7	46,735	13.1	1,741	0.5	11,966	3.3	175,954	49.2	401	0.1
8	46,288	13.1	1,806	0.5	12,269	3.5	172,273	48.6	444	0.1
9	52,479	13.4	1,959	0.5	13,127	3.4	193,305	49.5	458	0.1
10	46,634	13.6	1,850	0.5	12,059	3.5	160,564	46.7	427	0.1
11	42,469	13.5	1,582	0.5	11,208	3.6	142,196	45.2	447	0.1
12	40,236	13.5	1,467	0.5	10,789	3.6	132,586	44.5	411	0.1
All grades	637,722	12.9	23,602	0.5	169,338	3.4	2,480,000	50.3	6,127	0.1

*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 11 (continued)**  
**Enrollment by Grade and Race/Ethnicity, Texas**  
**Public Schools, 2009-10 and 2010-11**

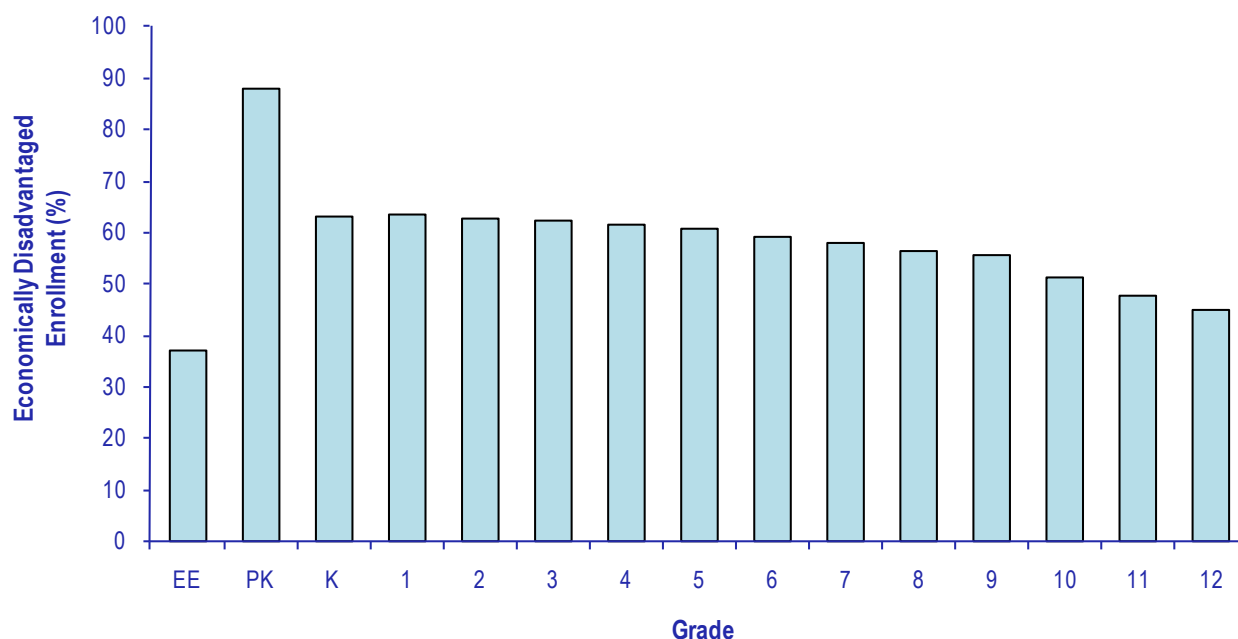
Grade	White		Multiracial	
	Number	Percent	Number	Percent
<b>2009-10</b>				
Early education	8,746	36.0	417	1.7
Prekindergarten	33,763	15.7	2,762	1.3
Kindergarten	112,282	30.4	6,601	1.8
1	115,557	30.1	6,351	1.7
2	114,896	30.7	5,840	1.6
3	115,379	30.9	5,881	1.6
4	116,939	31.8	5,765	1.6
5	116,439	32.2	5,740	1.6
6	114,661	32.5	5,366	1.5
7	116,004	33.0	5,276	1.5
8	115,979	33.5	5,426	1.6
9	125,903	32.1	5,671	1.4
10	117,508	35.1	5,130	1.5
11	113,892	36.7	4,299	1.4
12	109,745	37.7	3,841	1.3
All grades	1,547,693	31.9	74,366	1.5
<b>2010-11</b>				
Early education	8,555	34.6	431	1.7
Prekindergarten	35,013	15.6	2,854	1.3
Kindergarten	112,648	30.1	6,522	1.7
1	114,572	29.5	6,954	1.8
2	113,921	30.0	6,417	1.7
3	114,295	30.4	6,071	1.6
4	114,954	30.7	6,065	1.6
5	117,018	31.4	5,968	1.6
6	115,939	32.1	5,849	1.6
7	114,986	32.2	5,561	1.6
8	115,775	32.7	5,389	1.5
9	123,392	31.6	5,945	1.5
10	116,999	34.0	5,288	1.5
11	111,865	35.5	4,943	1.6
12	108,477	36.4	4,162	1.4
All grades	1,538,409	31.2	78,419	1.6

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

## Enrollment by Grade and Economically Disadvantaged Status

- The overall percentage of students identified as economically disadvantaged increased slightly between the 2009-10 and 2010-11 school years, from 58.9 percent to 59.1 percent (Table 12). Whereas the percentage decreased in each grade from prekindergarten through Grade 3, it increased in each grade from Grade 4 through Grade 12.
- 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 12), a pattern that held true each year between 2001-02 and 2010-11 (TEA, 2003, 2005, 2007, 2009a, 2009b, 2010a). In the 2010-11 school year, 63.5 percent of students in Grade 1 were economically disadvantaged, compared to 45.1 percent of students in Grade 12.
- Across grade levels in 2010-11, the percentage of economically disadvantaged students was largest, by far, in prekindergarten (88.0%), a program designed to serve the educational needs of low-income children and/or children learning to speak English.

**Figure 7**  
**Enrollment of Economically Disadvantaged Students Within Grades, Texas Public Schools, 2010-11**



Note. EE=Early education. PK=Prekindergarten.



**Table 12**  
**Enrollment of Economically Disadvantaged Students Within Grades,**  
**Texas Public Schools, 2009-10 and 2010-11**

Grade	2009-10		2010-11	
	Number	Percent	Number	Percent
Early education	8,745	36.0	9,154	37.0
Prekindergarten	191,215	89.1	197,482	88.0
Kindergarten	233,016	63.1	235,733	63.0
1	244,693	63.8	246,419	63.5
2	237,410	63.4	238,270	62.7
3	234,060	62.6	234,629	62.5
4	225,714	61.3	230,110	61.5
5	218,809	60.5	225,600	60.6
6	207,930	59.0	213,596	59.1
7	201,541	57.4	206,764	57.9
8	193,581	55.9	199,349	56.3
9	217,170	55.4	217,028	55.6
10	167,679	50.1	175,912	51.2
11	145,877	47.0	150,541	47.8
12	125,737	43.2	134,329	45.1
All grades	2,853,177	58.9	2,914,916	59.1

# Enrollment for Instructional Programs and Special Populations

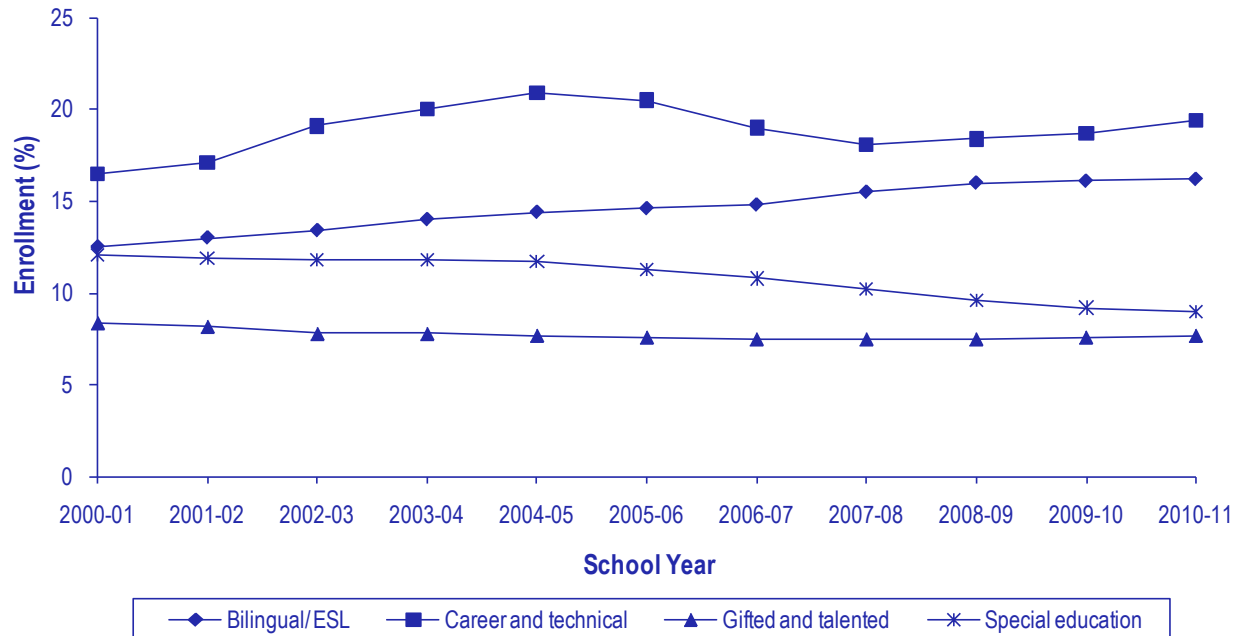
Texas public schools offer instructional programs designed to meet students' needs. Not all students are enrolled in one of these programs, and some students are enrolled in more than one. For example, students identified as limited English proficient (LEP), who do not speak English as their primary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

Title I is the largest federal aid program for elementary and secondary schools. The goal of Title I is to improve teaching and learning for at-risk students attending schools with high percentages of economically disadvantaged students. Students counted as Title I students may be participating in Title I-funded programs, or they may be enrolled in campuses that receive school-wide Title I assistance (TEA, 2010c).

Immigrant students are between 3 and 21 years old, have not been attending school in the United States for more than three full academic years, and were not born in any state in the United States, Puerto Rico, or the District of Columbia (TEA, 2010c). U.S. citizenship is not a factor when identifying students as immigrants for the purpose of public school enrollment data collection. A migrant student is one who is a migratory agricultural worker (or whose parent, spouse, or guardian is a migratory agricultural worker) and who, in the preceding 36 months, to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse, or guardian to obtain such employment: (1) has moved from one school district to another; or (2) resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

- The number of students participating in career and technical education programs rose by 39.5 percent between 2000-01 and 2010-11 (Table 13 on page 24).
- Between school years 2000-01 and 2010-11, the number of students participating in Title I programs increased by nearly 1.2 million. The percentage of students enrolled in Title I programs in 2010-11 (66.2%) was more than three times higher than the percentage enrolled in any other program.
- Across instructional programs and special populations, enrollment between 2000-01 and 2010-11 increased by the greatest percentage for students participating in Title I (57.7%).
- The number of students identified as LEP grew by 45.8 percent between 2000-01 and 2010-11, and the number of students receiving bilingual or ESL instructional services increased by 56.4 percent. Both LEP students and students receiving bilingual or ESL services experienced increases of more than a quarter of a million students.
- The percentage of students served in special education programs decreased from 12.1 percent in 2000-01 to 9.0 percent in 2010-11 (Figure 8 on this page and Table 13 on page 24).
- The percentage of students participating in gifted and talented programs decreased from 8.4 percent of enrollment in 2000-01 to a low of 7.5 percent in 2006-07. In the 2010-11 school year, 7.7 percent of students participated in gifted and talented programs.
- The percentage of immigrant students increased from 2.4 percent in 2000-01 to a high of 2.8 percent in 2002-03, then steadily decreased to 1.6 percent in 2010-11.

**Figure 8**  
**Enrollment in Instructional Programs, Texas Public Schools, 2000-01 Through 2010-11**



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

**Table 13**  
**Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 2000-01**  
**Through 2010-11**

Year	Bilingual/ESL <sup>a</sup>		Career and technical <sup>b</sup>		Gifted and talented		Immigrant		LEP <sup>c</sup>	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2000-01	509,968	12.5	336,203	16.5	342,864	8.4	96,600	2.4	570,603	14.0
2001-02	542,804	13.0	356,960	17.1	339,342	8.2	110,276	2.7	601,448	14.5
2002-03	572,186	13.4	407,905	19.1	332,623	7.8	121,064	2.8	630,345	14.8
2003-04	606,539	14.0	435,403	20.0	335,844	7.8	116,818	2.7	660,707	15.3
2004-05	631,668	14.4	461,344	20.9	337,672	7.7	116,135	2.6	684,170	15.5
2005-06	657,842	14.6	461,479	20.5	342,369	7.6	109,401	2.4	711,396	15.7
2006-07	679,832	14.8	434,145	19.0	343,158	7.5	100,723	2.2	731,872	15.9
2007-08	721,750	15.5	417,225	18.1	348,854	7.5	94,263	2.0	775,432	16.6
2008-09	757,824	16.0	429,712	18.4	355,847	7.5	86,864	1.8	800,554	16.9
2009-10	779,771	16.1	444,402	18.7	367,924	7.6	80,432	1.7	817,074	16.9
2010-11	797,683	16.2	469,086	19.4	379,831	7.7	79,536	1.6	831,812	16.9
10-year change	287,715	56.4	132,883	39.5	36,967	10.8	-17,064	-17.7	261,209	45.8

Year	Migrant		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2000-01	76,561	1.9	492,391	12.1	2,072,872	50.9	4,071,433	100
2001-02	83,759	2.0	493,771	11.9	2,139,229	51.4	4,160,968	100
2002-03	88,697	2.1	500,979	11.8	2,298,536	54.0	4,255,821	100
2003-04	90,312	2.1	509,401	11.8	2,482,395	57.4	4,328,028	100
2004-05	76,609	1.7	516,480	11.7	2,651,037	60.2	4,400,644	100
2005-06	57,206	1.3	509,816	11.3	2,771,695	61.3	4,521,043	100
2006-07	41,768	0.9	496,461	10.8	2,808,773	61.1	4,594,942	100
2007-08	37,548	0.8	474,681	10.2	2,858,482	61.2	4,671,493	100
2008-09	37,251	0.8	454,517	9.6	2,908,465	61.2	4,749,571	100
2009-10	37,871	0.8	445,327	9.2	3,126,319	64.5	4,847,844	100
2010-11	37,746	0.8	442,971	9.0	3,268,054	66.2	4,933,617	100
10-year change	-38,815	-50.7	-49,420	-10.0	1,195,182	57.7	862,184	21.2

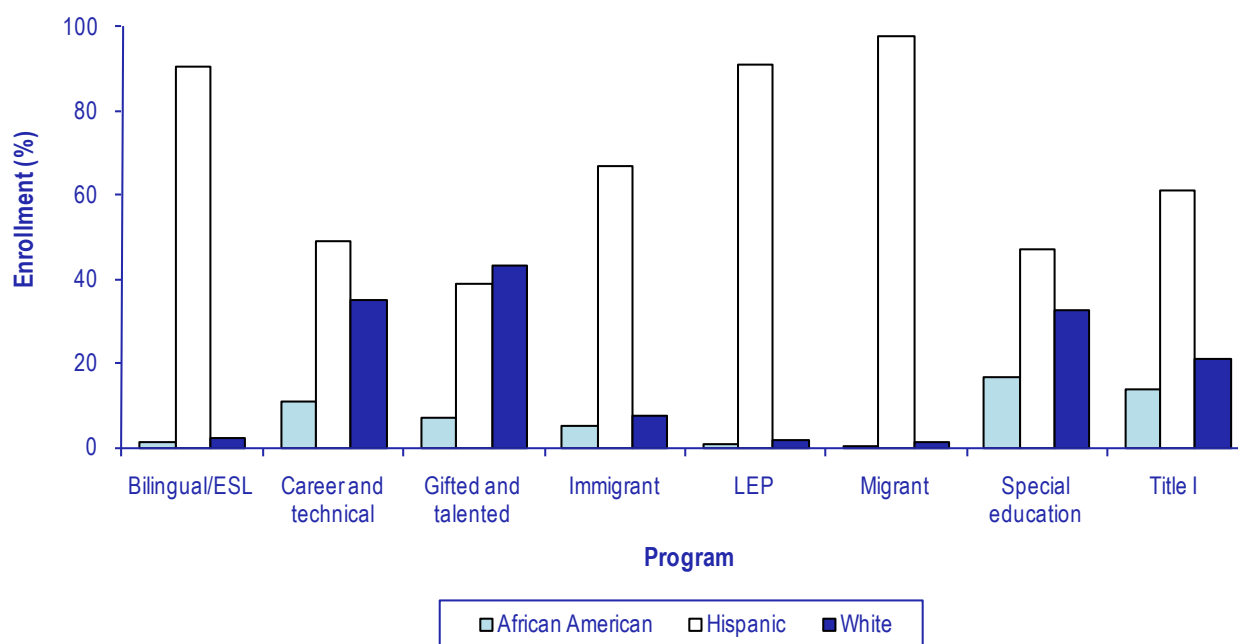
Note. Students may be counted in more than one category.

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

## Enrollment for Instructional Programs and Special Populations by 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 14 on page 26).
- In 2010-11, African Americans accounted for 12.9 percent of the total student population. In contrast, African Americans made up 16.7 percent of students served in special education and 7.3 percent of students enrolled in gifted and talented programs (Figure 9 on this page and Table 14 on page 26).
- In 2010-11, Hispanic representation was smaller in gifted and talented programs (39.0%) than in the overall student population (50.3%) and larger in Title I programs (61.2%). Conversely, White representation was larger in gifted and talented programs (43.4%) than in the overall student population (31.2%) and smaller in Title I programs (21.3%) and larger in special education programs (32.6%) than in the overall student population (21.3%).
- Between 2009-10 and 2010-11, racial/ethnic group representation in career and technical education programs changed by less than 1.0 percentage point each for African Americans, Hispanics, and Whites.

**Figure 9**  
**Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2010-11**



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

**Table 14**  
**Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2009-10 and 2010-11**

Race/Ethnicity	Bilingual/ESL <sup>a</sup>		Career and technical		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
<b>2009-10</b>						
African American	8,784	1.1	48,713	11.0	27,275	7.4
American Indian	3,480	0.4	2,231	0.5	1,541	0.4
Asian	39,146	5.0	12,370	2.8	27,216	7.4
Hispanic	708,339	90.8	216,398	48.7	139,902	38.0
Pacific Islander	633	0.1	478	0.1	488	0.1
White	17,829	2.3	158,736	35.7	164,369	44.7
Multiracial	1,560	0.2	5,476	1.2	7,133	1.9
<b>2010-11</b>						
African American	9,653	1.2	52,590	11.2	27,777	7.3
American Indian	3,075	0.4	2,460	0.5	1,451	0.4
Asian	41,176	5.2	13,720	2.9	29,577	7.8
Hispanic	723,473	90.7	229,308	48.9	148,183	39.0
Pacific Islander	761	0.1	510	0.1	450	0.1
White	18,043	2.3	164,090	35.0	164,711	43.4
Multiracial	1,502	0.2	6,408	1.4	7,682	2.0

Race/Ethnicity	Immigrant		LEP <sup>b</sup>		Migrant	
	Number	Percent	Number	Percent	Number	Percent
<b>2009-10</b>						
African American	3,664	4.6	8,535	1.0	97	0.3
American Indian	431	0.5	3,724	0.5	87	0.2
Asian	13,357	16.6	41,500	5.1	201	0.5
Hispanic	57,044	70.9	744,263	91.1	36,688	96.9
Pacific Islander	187	0.2	675	0.1	11	<0.1
White	5,269	6.6	16,816	2.1	756	2.0
Multiracial	480	0.6	1,561	0.2	31	0.1
<b>2010-11</b>						
African American	4,131	5.2	9,182	1.1	48	0.1
American Indian	322	0.4	3,253	0.4	74	0.2
Asian	14,883	18.7	43,420	5.2	145	0.4
Hispanic	53,337	67.1	757,392	91.1	36,926	97.8
Pacific Islander	231	0.3	808	0.1	10	<0.1
White	6,123	7.7	16,302	2.0	524	1.4
Multiracial	509	0.6	1,455	0.2	19	0.1

*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.

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

**continues**

Table 14 (continued)

## Enrollment for Instructional Programs and Special Populations by Race/Ethnicity, Texas Public Schools, 2009-10 and 2010-11

Race/Ethnicity	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2009-10						
African American	75,451	16.9	435,007	13.9	632,401	13.0
American Indian	2,678	0.6	15,283	0.5	26,467	0.5
Asian	6,616	1.5	56,347	1.8	162,032	3.3
Hispanic	204,080	45.8	1,907,290	61.0	2,398,684	49.5
Pacific Islander	467	0.1	3,178	0.1	6,201	0.1
White	149,660	33.6	674,172	21.6	1,547,693	31.9
Multiracial	6,375	1.4	35,042	1.1	74,366	1.5
2010-11						
African American	74,051	16.7	450,225	13.8	637,722	12.9
American Indian	2,401	0.5	13,880	0.4	23,602	0.5
Asian	6,844	1.5	63,471	1.9	169,338	3.4
Hispanic	208,417	47.0	2,000,740	61.2	2,480,000	50.3
Pacific Islander	462	0.1	3,380	0.1	6,127	0.1
White	144,050	32.5	697,479	21.3	1,538,409	31.2
Multiracial	6,746	1.5	38,879	1.2	78,419	1.6

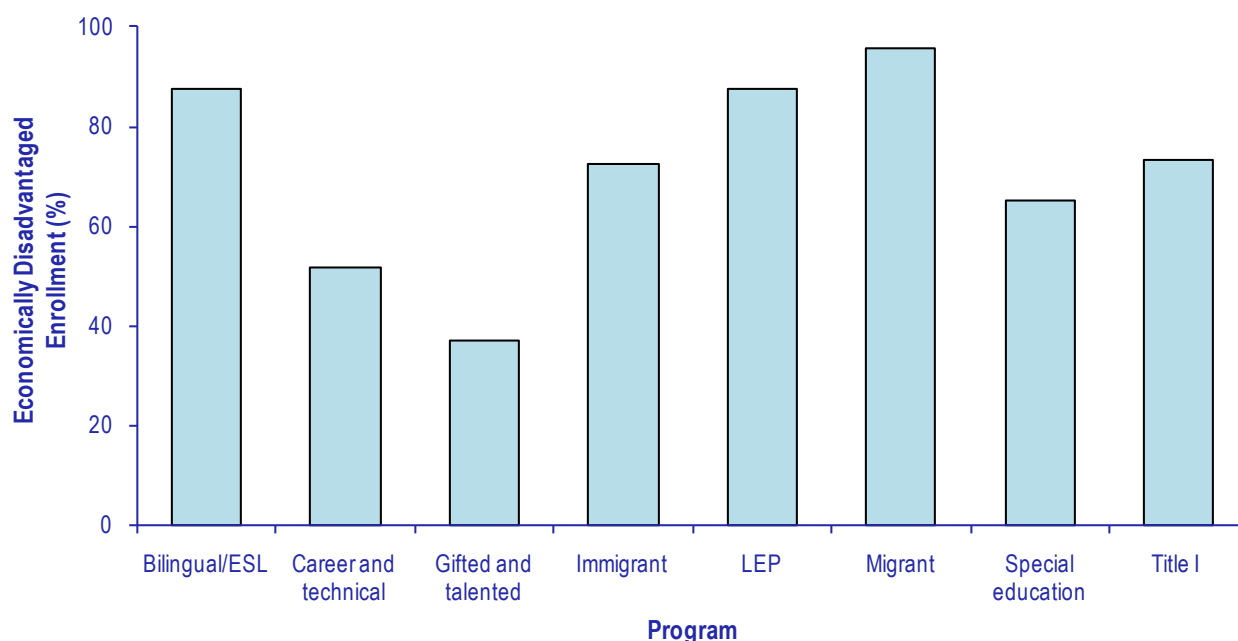
Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

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

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

- Across instructional programs and special populations, the percentages of students identified as economically disadvantaged varied considerably. In 2010-11, representation of economically disadvantaged students was lowest in gifted and talented programs (37.0%) and highest among migrant students (95.7%) (Table 15).
- Between the 2009-10 and 2010-11 school years, the percentage of students identified as economically disadvantaged increased in career and technical education programs, gifted and talented programs, and special education programs.
- Economically disadvantaged students made up 59.1 percent of all students in 2010-11 but over 72 percent of bilingual/ESL, immigrant, LEP, migrant, and Title I students (Figure 10 and Table 15).

**Figure 10**  
**Enrollment of Economically Disadvantaged Students Within Instructional Programs and Special Populations, Texas Public Schools, 2010-11**



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



**Table 15**  
**Enrollment of Economically Disadvantaged Students Within**  
**Instructional Programs and Special Populations, Texas Public**  
**Schools, 2009-10 and 2010-11**

Year	Bilingual/ESL <sup>a</sup>		Career and technical		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2009-10	691,181	88.6	228,827	51.5	133,073	36.2
2010-11	696,817	87.4	243,403	51.9	140,414	37.0

Year	Immigrant		LEP <sup>b</sup>		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2009-10	60,649	75.4	724,630	88.7	36,471	96.3
2010-11	57,670	72.5	727,883	87.5	36,110	95.7

Year	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2009-10	287,578	64.6	2,314,988	74.0	2,853,177	58.9
2010-11	288,082	65.0	2,398,780	73.4	2,914,916	59.1

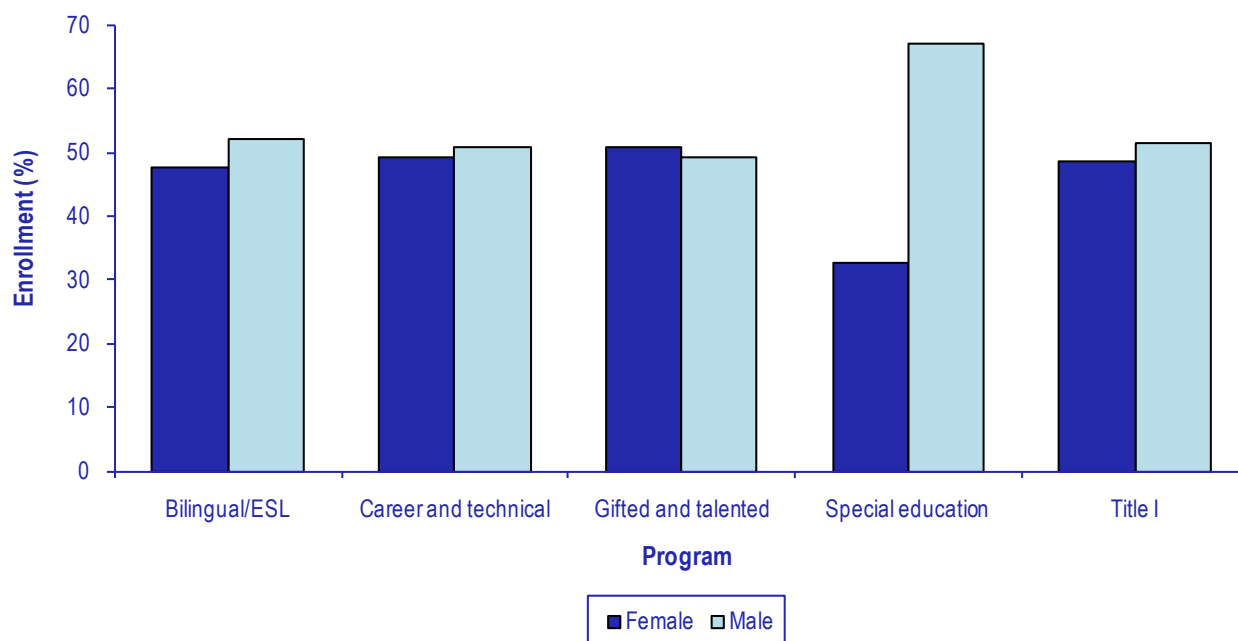
*Note.* Students may be counted in more than one category.

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

## Enrollment for Instructional Programs and Special Populations by Gender

- In 2010-11, female and male representation in instructional programs and special populations was virtually unchanged from the previous year (Table 16).
- Females and males, who made up 48.6 percent and 51.4 percent, respectively, of total public school enrollment in 2010-11, accounted for similar proportions of each special population and each instructional program except special education and gifted and talented.
- Special education programs showed the greatest difference between female and male participation. In 2010-11, males in special education programs outnumbered females by more than two to one (Figure 11 and Table 16).
- Contrary to the pattern of gender representation in other instructional programs, a higher percentage of females (50.9%) than males (49.1%) were served in gifted and talented programs.

**Figure 11**  
**Enrollment in Instructional Programs by Gender, Texas Public Schools, 2010-11**



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

**Table 16**  
**Enrollment for Instructional Programs and Special Populations by**  
**Gender, Texas Public Schools, 2009-10 and 2010-11**

Gender	Bilingual/ESL <sup>a</sup>		Career and technical		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2009-10						
Female	372,661	47.8	217,693	49.0	187,447	50.9
Male	407,110	52.2	226,709	51.0	180,477	49.1
2010-11						
Female	381,654	47.8	230,188	49.1	193,166	50.9
Male	416,029	52.2	238,898	50.9	186,665	49.1

Gender	Immigrant		LEP <sup>b</sup>		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2009-10						
Female	38,803	48.2	388,015	47.5	18,285	48.3
Male	41,629	51.8	429,059	52.5	19,586	51.7
2010-11						
Female	38,324	48.2	395,183	47.5	18,255	48.4
Male	41,212	51.8	436,629	52.5	19,491	51.6

Gender	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2009-10						
Female	146,042	32.8	1,520,642	48.6	2,358,516	48.7
Male	299,285	67.2	1,605,677	51.4	2,489,328	51.3
2010-11						
Female	145,482	32.8	1,588,330	48.6	2,400,043	48.6
Male	297,489	67.2	1,679,724	51.4	2,533,574	51.4

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

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

## Enrollment by Education Service Center

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

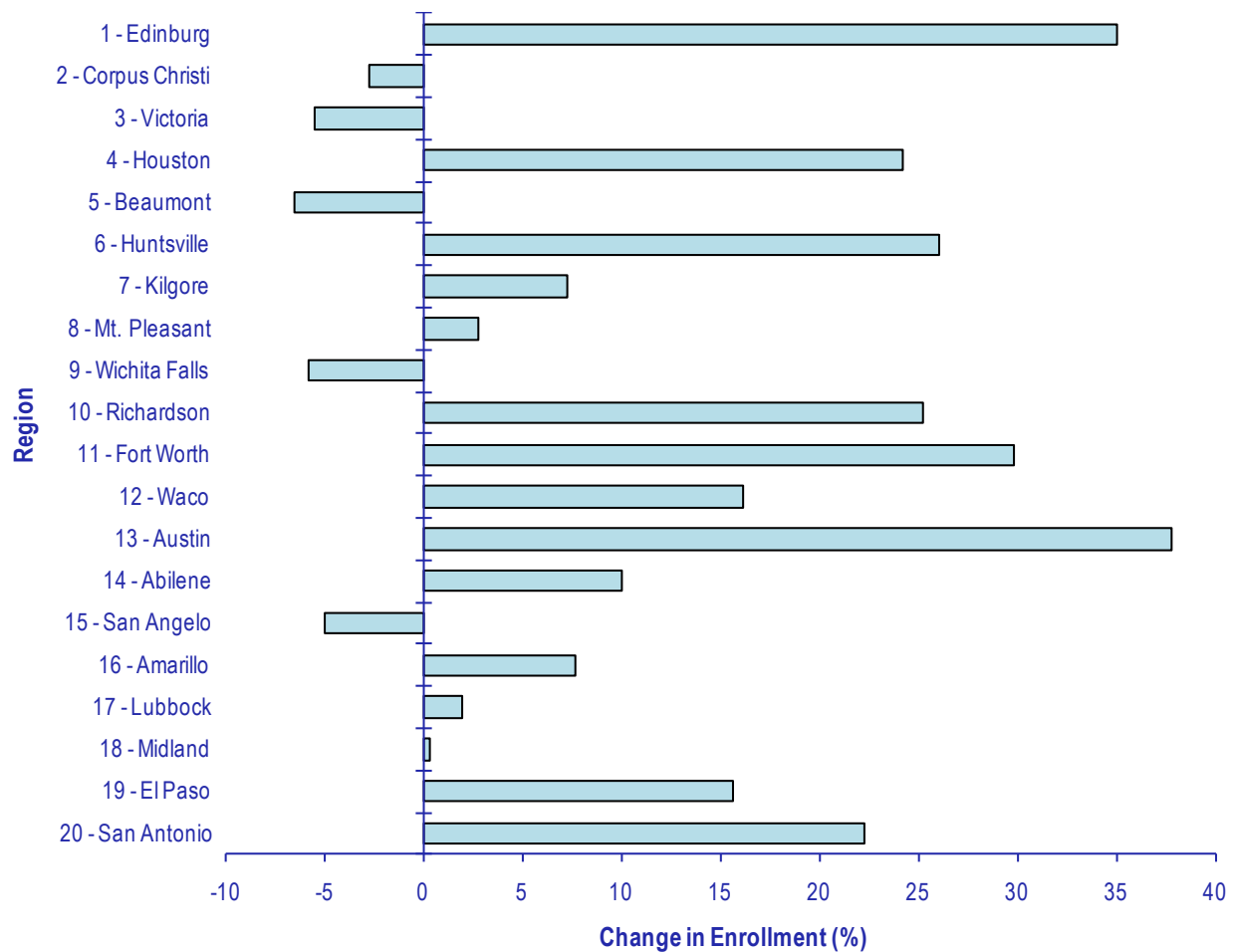
Some of the primary goals of ESCs are to work with the Texas Education Agency and districts to improve student achievement, help districts become more cost-effective and efficient, and assist in the implementation of laws passed by the Texas Legislature and regulations adopted by the commissioner of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

Fifteen of the twenty ESC regions in Texas experienced gains in enrollment between the 2000-01 and 2010-11 school years, and the other five saw losses (Figure 12 on facing page and Table 17 on page 34). Of the seven regions experiencing increases of 20 percent or more, five—Austin (ESC 13), Fort Worth (ESC 11), Houston (ESC 4), Richardson (ESC 10), and San Antonio (ESC 20)—include a major urban district. Another high-growth region is ESC Region 1 (Edinburg), which is located along the border with Mexico. Region 6 (Huntsville), which includes some of the rapidly expanding districts north of Houston, is the final high-growth region.

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

- During the 2000-01 school year, ESC Region 4 (Houston) served the largest student population, with 21.6 percent of the total state public school enrollment (Table 17 on page 34). In 2010-11, Region 4 continued to serve the largest proportion of total state enrollment (22.1%).
- In 2000-01, 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 2010-11, with 0.8 percent of total state enrollment.
- Region 13 (Austin) experienced the greatest percentage gain in enrollment between 2000-01 and 2010-11, increasing by 37.8 percent (Figure 12 on this page and Table 17 on page 34). Region 5 (Beaumont) had the greatest percentage loss, decreasing by 6.5 percent during this time period.

**Figure 12**  
**Change in Enrollment Within Education Service Centers, Texas Public Schools, 2000-01 to 2010-11**



**Table 17****Enrollment by Education Service Center, Texas Public Schools, 2000-01 Through 2010-11**

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2000-01	303,275	7.4	107,892	2.6	55,855	1.4	879,574	21.6	86,023	2.1
2001-02	315,910	7.6	107,864	2.6	55,310	1.3	903,257	21.7	85,769	2.1
2002-03	329,751	7.7	107,324	2.5	55,207	1.3	928,460	21.8	85,157	2.0
2003-04	341,813	7.9	107,202	2.5	54,989	1.3	947,443	21.9	84,724	2.0
2004-05	352,747	8.0	107,092	2.4	54,419	1.2	965,841	21.9	83,985	1.9
2005-06	363,270	8.0	106,784	2.4	53,885	1.2	1,004,202	22.2	80,854	1.8
2006-07	373,251	8.1	105,996	2.3	53,266	1.2	1,014,989	22.1	81,030	1.8
2007-08	383,460	8.2	105,512	2.3	52,496	1.1	1,031,462	22.1	80,712	1.7
2008-09	390,701	8.2	104,457	2.2	52,743	1.1	1,050,722	22.1	80,269	1.7
2009-10	399,837	8.2	104,284	2.2	52,598	1.1	1,076,115	22.2	80,625	1.7
2010-11	409,469	8.3	104,863	2.1	52,765	1.1	1,092,548	22.1	80,438	1.6
10-year change	106,194	35.0	-3,029	-2.8	-3,090	-5.5	212,974	24.2	-5,585	-6.5

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2000-01	136,347	3.3	158,040	3.9	55,319	1.4	40,875	1.0	598,831	14.7
2001-02	139,093	3.3	158,670	3.8	55,274	1.3	40,836	1.0	619,787	14.9
2002-03	142,717	3.4	160,218	3.8	56,054	1.3	40,448	1.0	637,734	15.0
2003-04	145,813	3.4	161,025	3.7	56,278	1.3	40,125	0.9	650,097	15.0
2004-05	149,171	3.4	162,127	3.7	56,743	1.3	39,915	0.9	662,037	15.0
2005-06	154,408	3.4	163,964	3.6	56,998	1.3	39,864	0.9	683,721	15.1
2006-07	156,988	3.4	163,722	3.6	56,832	1.2	39,327	0.9	696,670	15.2
2007-08	161,061	3.4	164,246	3.5	56,778	1.2	38,889	0.8	710,590	15.2
2008-09	164,218	3.5	165,199	3.5	56,604	1.2	38,728	0.8	723,432	15.2
2009-10	168,725	3.5	166,948	3.4	56,966	1.2	38,813	0.8	737,043	15.2
2010-11	171,733	3.5	169,455	3.4	56,866	1.2	38,485	0.8	749,836	15.2
10-year change	35,386	26.0	11,415	7.2	1,547	2.8	-2,390	-5.8	151,005	25.2

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

continues

Table 17 (continued)

## Enrollment by Education Service Center, Texas Public Schools, 2000-01 Through 2010-11

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2000-01	417,550	10.3	134,805	3.3	274,077	6.7	47,624	1.2	50,696	1.2
2001-02	431,800	10.4	136,498	3.3	281,011	6.8	46,464	1.1	49,935	1.2
2002-03	447,306	10.5	138,563	3.3	289,678	6.8	45,934	1.1	49,420	1.2
2003-04	457,200	10.6	140,480	3.2	297,490	6.9	45,157	1.0	49,354	1.1
2004-05	467,721	10.6	141,534	3.2	307,059	7.0	44,816	1.0	49,150	1.1
2005-06	486,892	10.8	143,713	3.2	319,517	7.1	44,682	1.0	48,873	1.1
2006-07	499,537	10.9	146,889	3.2	332,205	7.2	47,154	1.0	48,198	1.0
2007-08	510,207	10.9	148,516	3.2	345,154	7.4	47,206	1.0	47,692	1.0
2008-09	521,135	11.0	149,721	3.2	355,700	7.5	48,223	1.0	47,592	1.0
2009-10	531,304	11.0	152,497	3.1	367,273	7.6	50,103	1.0	47,846	1.0
2010-11	541,969	11.0	156,571	3.2	377,724	7.7	52,376	1.1	48,163	1.0
10-year change	124,419	29.8	21,766	16.1	103,647	37.8	4,752	10.0	-2,533	-5.0

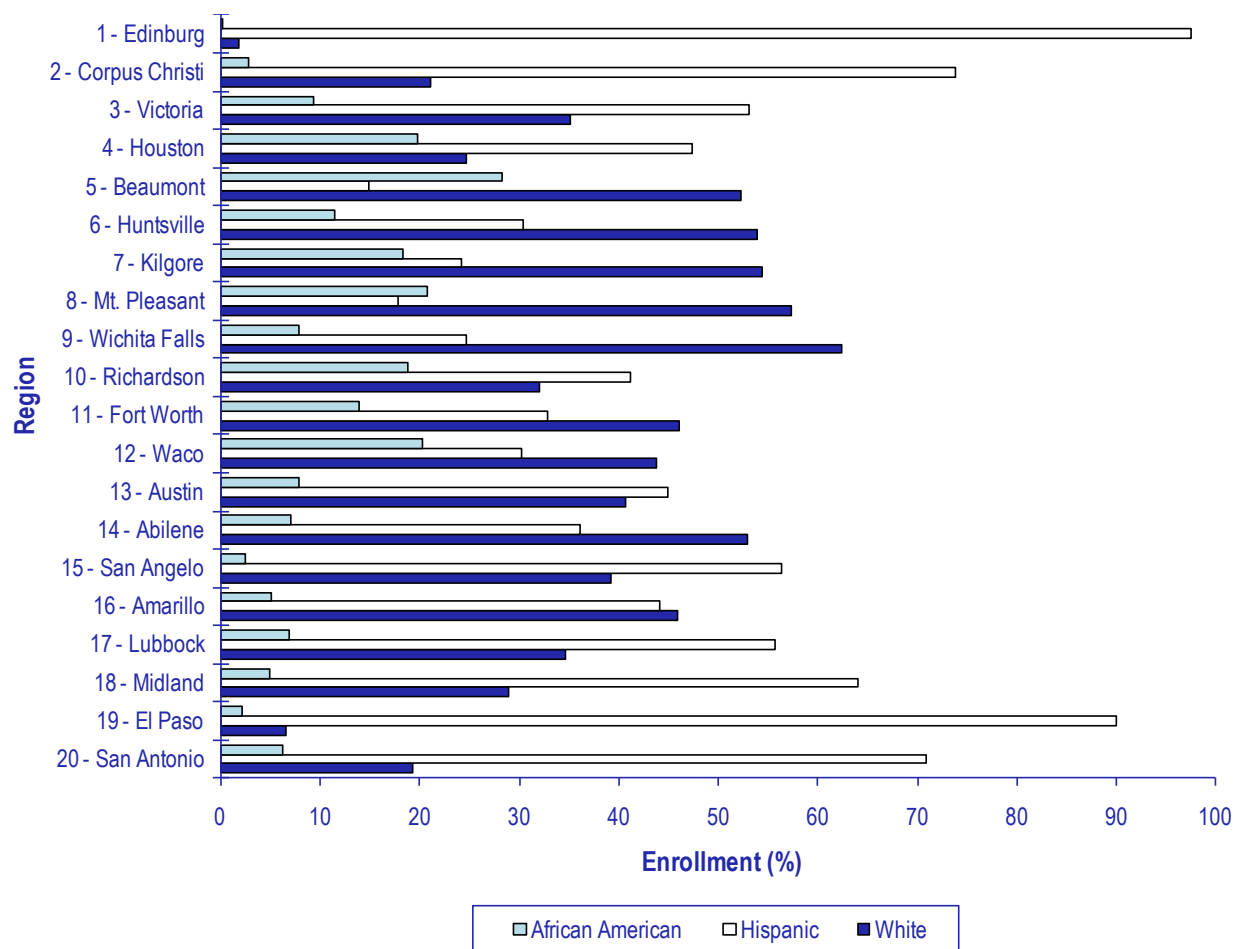
Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2000-01	78,597	1.9	79,822	2.0	77,835	1.9	157,606	3.9	330,790	8.1
2001-02	78,191	1.9	79,006	1.9	77,226	1.9	160,797	3.9	338,270	8.1
2002-03	77,783	1.8	79,066	1.9	76,368	1.8	163,601	3.8	345,032	8.1
2003-04	77,821	1.8	78,457	1.8	75,467	1.7	166,302	3.8	350,791	8.1
2004-05	78,370	1.8	78,252	1.8	74,962	1.7	168,738	3.8	355,965	8.1
2005-06	78,990	1.7	78,487	1.7	74,664	1.7	172,052	3.8	365,223	8.1
2006-07	79,567	1.7	78,291	1.7	74,801	1.6	173,212	3.8	373,017	8.1
2007-08	80,040	1.7	78,636	1.7	75,222	1.6	173,735	3.7	379,879	8.1
2008-09	81,365	1.7	79,530	1.7	76,998	1.6	175,116	3.7	387,118	8.2
2009-10	83,157	1.7	80,257	1.7	76,925	1.6	179,384	3.7	397,144	8.2
2010-11	84,670	1.7	81,354	1.6	78,038	1.6	182,133	3.7	404,161	8.2
10-year change	6,073	7.7	1,532	1.9	203	0.3	24,527	15.6	73,371	22.2

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

## Enrollment by Education Service Center and Race/Ethnicity

- In the 2010-11 school year, Hispanic students accounted for more than 60 percent of enrollment in five ESC regions: Region 1 (Edinburg), Region 2 (Corpus Christi), Region 18 (Midland), Region 19 (El Paso), and Region 20 (San Antonio) (Figure 13 and Table 18). All but Region 2 are on the U.S.-Mexico border.
- From 2009-10 to 2010-11, White enrollment, as a percentage of statewide enrollment, decreased in 19 of the 20 ESC regions.
- African American representation varied greatly by region. In the 2010-11 school year, African American students made up over 28 percent of enrollment in Region 5 (Beaumont) but less than 1 percent in Region 1 (Edinburg).

**Figure 13**  
**Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2010-11**



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



**Table 18**  
**Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2009-10 and 2010-11**

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>African American</b>										
2009-10	735	0.2	2,969	2.8	5,045	9.6	214,122	19.9	22,843	28.3
2010-11	705	0.2	2,858	2.7	4,892	9.3	216,322	19.8	22,715	28.2
<b>American Indian</b>										
2009-10	259	0.1	382	0.4	155	0.3	5,795	0.5	541	0.7
2010-11	271	0.1	310	0.3	115	0.2	5,104	0.5	618	0.8
<b>Asian</b>										
2009-10	1,947	0.5	1,104	1.1	605	1.2	63,259	5.9	1,793	2.2
2010-11	2,033	0.5	1,129	1.1	598	1.1	65,742	6.0	1,752	2.2
<b>Hispanic</b>										
2009-10	388,602	97.2	76,091	73.0	27,189	51.7	502,304	46.7	11,313	14.0
2010-11	398,806	97.4	77,365	73.8	27,989	53.0	518,301	47.4	12,013	14.9
<b>Pacific Islander</b>										
2009-10	41	<0.1	78	0.1	18	<0.1	1,755	0.2	70	0.1
2010-11	42	<0.1	75	0.1	25	<0.1	1,316	0.1	68	0.1
<b>White</b>										
2009-10	7,892	2.0	22,582	21.7	18,975	36.1	273,341	25.4	42,844	53.1
2010-11	7,271	1.8	22,081	21.1	18,525	35.1	269,958	24.7	41,973	52.2
<b>Multiracial</b>										
2009-10	361	0.1	1,078	1.0	611	1.2	15,539	1.4	1,221	1.5
2010-11	341	0.1	1,045	1.0	621	1.2	15,805	1.4	1,299	1.6
<b>State</b>										
2009-10	399,837	100	104,284	100	52,598	100	1,076,115	100	80,625	100
2010-11	409,469	100	104,863	100	52,765	100	1,092,548	100	80,438	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 18 (continued)

## Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2009-10 and 2010-11

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>African American</b>										
2009-10	19,677	11.7	31,305	18.8	12,036	21.1	3,087	8.0	139,973	19.0
2010-11	19,558	11.4	31,046	18.3	11,854	20.8	3,000	7.8	141,075	18.8
<b>American Indian</b>										
2009-10	987	0.6	893	0.5	451	0.8	447	1.2	5,150	0.7
2010-11	831	0.5	859	0.5	394	0.7	395	1.0	4,792	0.6
<b>Asian</b>										
2009-10	3,089	1.8	1,373	0.8	378	0.7	511	1.3	38,814	5.3
2010-11	3,245	1.9	1,426	0.8	380	0.7	496	1.3	40,753	5.4
<b>Hispanic</b>										
2009-10	48,785	28.9	38,379	23.0	9,619	16.9	9,182	23.7	299,643	40.7
2010-11	52,083	30.3	40,872	24.1	10,094	17.8	9,483	24.6	309,245	41.2
<b>Pacific Islander</b>										
2009-10	119	0.1	106	0.1	45	0.1	42	0.1	1,038	0.1
2010-11	142	0.1	133	0.1	39	0.1	38	0.1	969	0.1
<b>White</b>										
2009-10	92,829	55.0	92,104	55.2	33,120	58.1	24,478	63.1	239,635	32.5
2010-11	92,616	53.9	92,014	54.3	32,602	57.3	23,990	62.3	239,673	32.0
<b>Multiracial</b>										
2009-10	3,239	1.9	2,788	1.7	1,317	2.3	1,066	2.7	12,790	1.7
2010-11	3,258	1.9	3,105	1.8	1,503	2.6	1,083	2.8	13,329	1.8
<b>State</b>										
2009-10	168,725	100	166,948	100	56,966	100	38,813	100	737,043	100
2010-11	171,733	100	169,455	100	56,866	100	38,485	100	749,836	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.

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Table 18 (continued)

## Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2009-10 and 2010-11

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>African American</b>										
2009-10	72,974	13.7	31,753	20.8	29,346	8.0	3,410	6.8	1,210	2.5
2010-11	74,926	13.8	31,656	20.2	29,728	7.9	3,720	7.1	1,202	2.5
<b>American Indian</b>										
2009-10	4,690	0.9	928	0.6	1,991	0.5	271	0.5	228	0.5
2010-11	4,409	0.8	993	0.6	1,467	0.4	240	0.5	162	0.3
<b>Asian</b>										
2009-10	23,199	4.4	2,247	1.5	13,018	3.5	489	1.0	237	0.5
2010-11	23,946	4.4	2,518	1.6	13,915	3.7	553	1.1	251	0.5
<b>Hispanic</b>										
2009-10	169,673	31.9	43,805	28.7	161,497	44.0	17,789	35.5	26,438	55.3
2010-11	177,612	32.8	47,287	30.2	169,563	44.9	18,882	36.1	27,095	56.3
<b>Pacific Islander</b>										
2009-10	822	0.2	617	0.4	415	0.1	37	0.1	31	0.1
2010-11	1,081	0.2	737	0.5	415	0.1	47	0.1	27	0.1
<b>White</b>										
2009-10	250,166	47.1	69,075	45.3	152,397	41.5	26,922	53.7	19,182	40.1
2010-11	249,410	46.0	68,594	43.8	153,399	40.6	27,696	52.9	18,898	39.2
<b>Multiracial</b>										
2009-10	9,780	1.8	4,072	2.7	8,609	2.3	1,185	2.4	520	1.1
2010-11	10,585	2.0	4,786	3.1	9,237	2.4	1,238	2.4	528	1.1
<b>State</b>										
2009-10	531,304	100	152,497	100	367,273	100	50,103	100	47,846	100
2010-11	541,969	100	156,571	100	377,724	100	52,376	100	48,163	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 18 (continued)

## Enrollment by Education Service Center and Race/Ethnicity, Texas Public Schools, 2009-10 and 2010-11

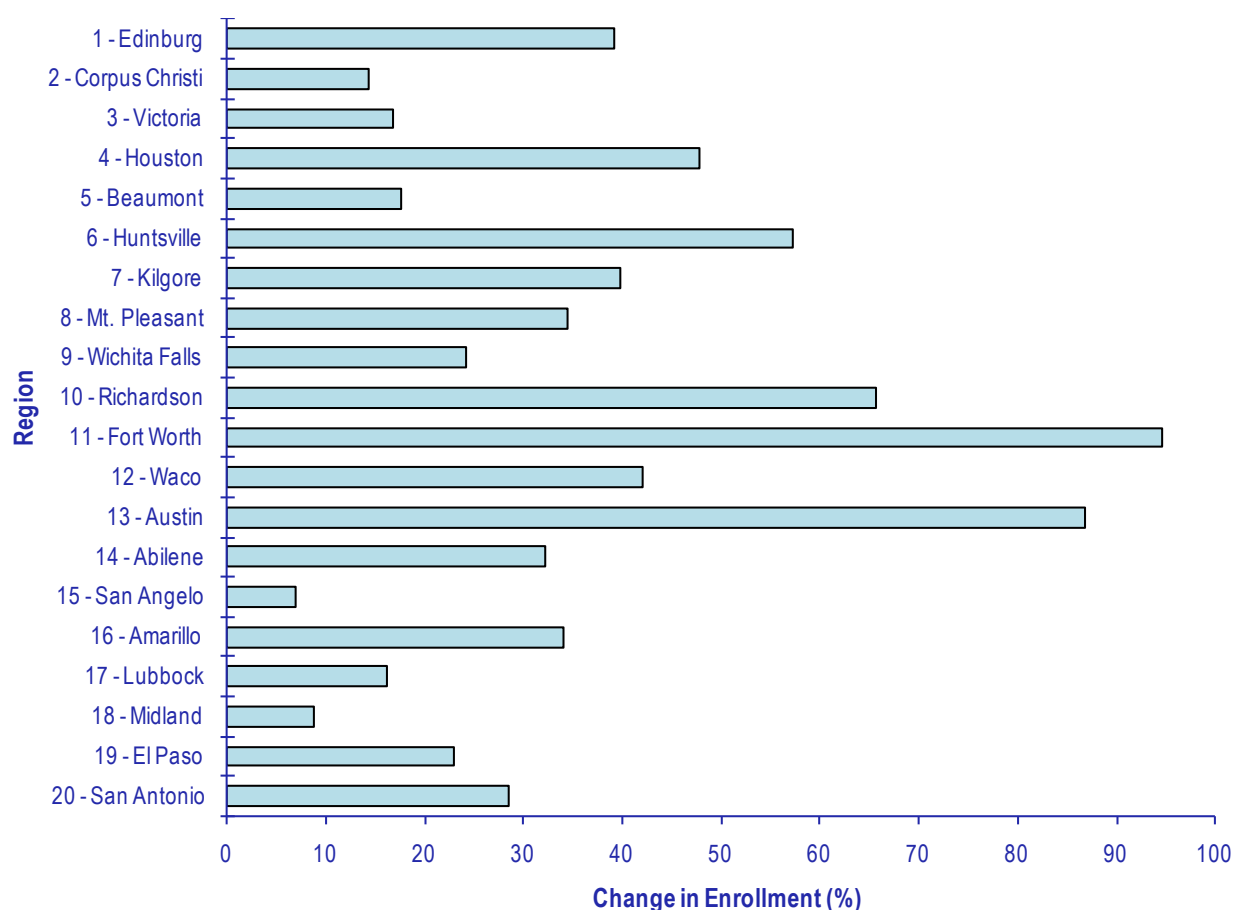
Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
2009-10	4,297	5.2	5,586	7.0	3,794	4.9	3,492	1.9	24,747	6.2
2010-11	4,339	5.1	5,621	6.9	3,789	4.9	3,838	2.1	24,878	6.2
American Indian										
2009-10	802	1.0	416	0.5	384	0.5	358	0.2	1,339	0.3
2010-11	540	0.6	320	0.4	323	0.4	391	0.2	1,068	0.3
Asian										
2009-10	1,824	2.2	780	1.0	555	0.7	912	0.5	5,898	1.5
2010-11	2,039	2.4	792	1.0	573	0.7	1,009	0.6	6,188	1.5
Hispanic										
2009-10	35,846	43.1	43,954	54.8	48,178	62.6	162,468	90.6	277,929	70.0
2010-11	37,364	44.1	45,320	55.7	49,980	64.0	163,917	90.0	286,729	70.9
Pacific Islander										
2009-10	199	0.2	40	<0.1	40	0.1	152	0.1	536	0.1
2010-11	115	0.1	55	0.1	58	0.1	170	0.1	575	0.1
White										
2009-10	38,762	46.6	28,391	35.4	23,332	30.3	11,312	6.3	80,354	20.2
2010-11	38,795	45.8	28,146	34.6	22,581	28.9	11,982	6.6	78,205	19.3
Multiracial										
2009-10	1,427	1.7	1,090	1.4	642	0.8	690	0.4	6,341	1.6
2010-11	1,478	1.7	1,100	1.4	734	0.9	826	0.5	6,518	1.6
State										
2009-10	83,157	100	80,257	100	76,925	100	179,384	100	397,144	100
2010-11	84,670	100	81,354	100	78,038	100	182,133	100	404,161	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 2000-01 to 2010-11, the percentages of students identified as economically disadvantaged increased in all 20 ESC regions (Figure 14 on this page and Table 19 on page 42). In 2000-01, eight regions served populations in which at least 50 percent of students were economically disadvantaged. By 2010-11, that number had more than doubled to 18 regions; only Regions 11 (Fort Worth) and 13 (Austin) had smaller percentages of economically disadvantaged students.
- Across ESC regions in 2010-11, the percentage of students identified as economically disadvantaged was highest in Region 1 (Edinburg), at 85.1 percent, and lowest in Region 11 (Fort Worth), at 47.7 percent. These two regions also had the highest and lowest percentages of economically disadvantaged students, respectively, in 2000-01.
- Despite the fact that five regions had decreases in total enrollment during the period, each saw an increase in the number of economically disadvantaged students (Figure 12 on page 33 and Figure 14 on this page).

**Figure 14**  
**Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas Public Schools, 2000-01 to 2010-11**



**Table 19**  
**Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas**  
**Public Schools, 2000-01 and 2010-11**

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2000-01	250,419	82.6	60,404	56.0	27,914	50.0	415,808	47.3	39,812	46.3
2010-11	348,489	85.1	69,032	65.8	32,585	61.8	614,435	56.2	46,777	58.2
10-year change	98,070	39.2	8,628	14.3	4,671	16.7	198,627	47.8	6,965	17.5

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2000-01	55,678	40.8	73,433	46.5	26,307	47.6	17,129	41.9	254,738	42.5
2010-11	87,565	51.0	102,617	60.6	35,383	62.2	21,259	55.2	422,101	56.3
10-year change	31,887	57.3	29,184	39.7	9,076	34.5	4,130	24.1	167,363	65.7

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2000-01	132,886	31.8	63,441	47.1	97,651	35.6	22,886	48.1	27,131	53.5
2010-11	258,521	47.7	90,133	57.6	182,456	48.3	30,227	57.7	29,038	60.3
10-year change	125,635	94.5	26,692	42.1	84,805	86.8	7,341	32.1	1,907	7.0

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2000-01	37,237	47.4	42,808	53.6	41,376	53.2	112,802	71.6	203,261	61.4
2010-11	49,952	59.0	49,697	61.1	44,987	57.6	138,756	76.2	260,906	64.6
10-year change	12,715	34.1	6,889	16.1	3,611	8.7	25,954	23.0	57,645	28.4

## National Enrollment Trends

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

National figures indicate that, from fall 1998 to fall 2008, public school enrollment increased by 20.4 percent (806,781 students) in Texas, compared to 5.9 percent (2,726,987 students) in the United States as a whole (Table 20). Of the four most populous states in the country, Texas had the largest percentage increase in public school enrollment over the 10-year period (20.4%), followed by Florida (12.6%) and California (6.7%). Public school enrollment in New York decreased by 4.7 percent.

**Table 20**  
**Public School Enrollment, Four Most Populous States and the United States, Fall 1998 and Fall 2008**

Year	California	Florida	New York	Texas	United States
Fall 1998	5,926,037	2,337,633	2,877,143	3,945,367	46,538,585
Fall 2008	6,322,528	2,631,020	2,740,592	4,752,148	49,265,572
10-year change	396,491	293,387	-136,551	806,781	2,726,987

Source: National Center for Education Statistics (2011a).

In fall of 2008, according to national figures, Texas public school enrollment was 14.2 percent African American, 3.6 percent Asian/Pacific Islander, 47.9 percent Hispanic, and 34.0 percent White (Table 21 on page 44). By comparison, U.S. public school enrollment was 17.0 percent African American, 5.0 percent Asian/Pacific Islander, 21.5 percent Hispanic, and 54.9 percent White. Between 1998 and 2008, the percentages of Hispanic students increased in the four most populous states in the country, as well as the United States as a whole, and in each case, the percentage-point increase was the largest for any racial/ethnic group. The proportion of enrollment accounted for by Hispanics rose from 38.6 percent to 47.9 percent (9.3 percentage points) in Texas, and from 14.9 percent to 21.5 percent (6.6 percentage points) nationwide. During the same period, the proportion of enrollment accounted for by White students decreased from 44.1 percent to 34.0 percent in Texas and from 63.0 percent to 54.9 percent nationwide. This downward trend also held true in California, Florida, and New York. Throughout the period, Texas and California had much higher percentages of Hispanic students and lower percentages of White students than the nation as a whole.

Eligibility for the National School Lunch and Child Nutrition Program, which provides free and reduced-price meals to students from low-income families, is used as an indicator of student economic status. Across the 44 states for which 1998-99 eligibility data are available, the percentages of eligible students ranged from a low of 11.2 percent in New Hampshire to a high of 63.4 percent in Mississippi (National Center for Education Statistics [NCES], 2000). National figures indicate that 45.0 percent of students in Texas were eligible in 1998-99 (Table 22 on page 45).

**Table 21**  
**Public School Enrollment (%) by Race/Ethnicity, Four Most Populous States and the United States,**  
**Fall 1998 and Fall 2008**

Year	African American	American Indian	Asian/Pacific Islander	Hispanic	White
<b>California</b>					
Fall 1998	8.7	0.9	11.1	41.4	37.9
Fall 2008	7.3	0.7	11.7	49.0	27.9
10-year change (percentage-point)	-1.4	-0.2	0.6	7.6	-10.0
<b>Florida</b>					
Fall 1998	25.5	0.3	1.8	17.2	55.3
Fall 2008	24.0	0.3	2.6	26.1	47.0
10-year change (percentage-point)	-1.5	0.0	0.8	8.9	-8.3
<b>New York</b>					
Fall 1998	20.4	0.4	5.6	18.1	55.6
Fall 2008	19.3	0.5	7.7	21.4	51.1
10-year change (percentage-point)	-1.1	0.1	2.1	3.3	-4.5
<b>Texas</b>					
Fall 1998	14.4	0.3	2.5	38.6	44.1
Fall 2008	14.2	0.4	3.6	47.9	34.0
10-year change (percentage-point)	-0.2	0.1	1.1	9.3	-10.1
<b>United States</b>					
Fall 1998	17.0	1.1	3.9	14.9	63.0
Fall 2008	17.0	1.2	5.0	21.5	54.9
10-year change (percentage-point)	0.0	0.1	1.1	6.6	-8.1

Source: National Center for Education Statistics (2011b).

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

In 2008-09, each of the four most populous states in the country had a greater proportion of students eligible for free or reduced-price meals than the country as a whole. The percentage of eligible students in Texas that year (48.8%) was over 4 percentage points higher than the national average (44.6%).

A higher percentage of public school students participated in special education programs across the United States (13.0%) than in Texas (12.3%) during the 1998-99 school year (Table 23). By 2008-09, participation in special education had increased to 13.2 percent in the United States, but had decreased to 9.5 percent in Texas. Of the four most populous states in the country, New York had the highest



**Table 22**  
**Public School Enrollment (%) of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 1998-99 and 2008-09**

Year	California	Florida	New York	Texas	United States
1998-99	47.4	43.9	37.1 <sup>a</sup>	45.0	n/a <sup>b</sup>
2008-09	52.9	49.6	45.1	48.8	44.6
10-year change (percentage-point)	5.5	5.7	8.0	3.8	n/a

Source. National Center for Education Statistics (2000, 2011c).

<sup>a</sup>State may not have reported students eligible for reduced-price meals. <sup>b</sup>A national rate could not be calculated because 6 states did not provide information for at least 70 percent of their schools. Across the 44 states that reported information for 1998-99, the percentage of eligible students ranged from a low of 11.2 percent to a high of 63.4 percent.

**Table 23**  
**Public School Enrollment (%) of Students Participating in Special Education Programs, Four Most Populous States and the United States, 1998-99 and 2008-09**

Year	California	Florida	New York	Texas	United States
1998-99	10.5	14.8	15.0	12.3	13.0
2008-09	10.6	14.6	16.2	9.5	13.2
10-year change (percentage-point)	0.1	-0.2	1.2	-2.8	0.2

Source. National Center for Education Statistics (2001, 2011d).

percentage of public school students participating in special education in the 2008-09 school year (16.2%), as well as the largest percentage-point increase between 1998-99 and 2008-09 (1.2 percentage points).

Students identified as limited English proficient (LEP) are eligible to participate in bilingual or English as a second language programs. National figures indicate that the percentage of public school students identified as LEP in 1997-98 was higher in Texas (12.7%) than in the nation (7.5%) (Table 24 on page 46). Although the percentage of students identified as LEP increased between 1997-98 and 2007-08 in both Texas (to 15.0%) and the nation (to 10.6%), the percentage of LEP students in Texas remained higher. Across the four most populous states in the country, California had the highest percentage of public school students identified as LEP in both 1997-98 (24.6%) and 2007-08 (24.3%). New York had the smallest percentage of students identified as LEP in 2007-08, at 7.7 percent.

**Table 24**  
**Public School Enrollment (%) of Students Identified as Limited**  
**English Proficient, Four Most Populous States and the United States,**  
**1997-98 and 2007-08**

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

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

In the 41 states for which figures were available for the 1993-94 school year, the percentages of students identified as gifted and talented ranged from a low of 1.0 percent to a high of 15.0 percent (NCES, 2003). In Texas, the percentage was 7.0 percent. By 2006, all 50 states had gifted and talented programs in place, and the percentages of students identified ranged from a low of 0.7 percent to a high of 16.1 percent (NCES, 2011e). National figures indicate that 7.6 percent of Texas students and 6.7 percent of students nationwide were identified as gifted and talented in 2006.

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# Compliance Statement

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

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

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

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

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

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

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

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