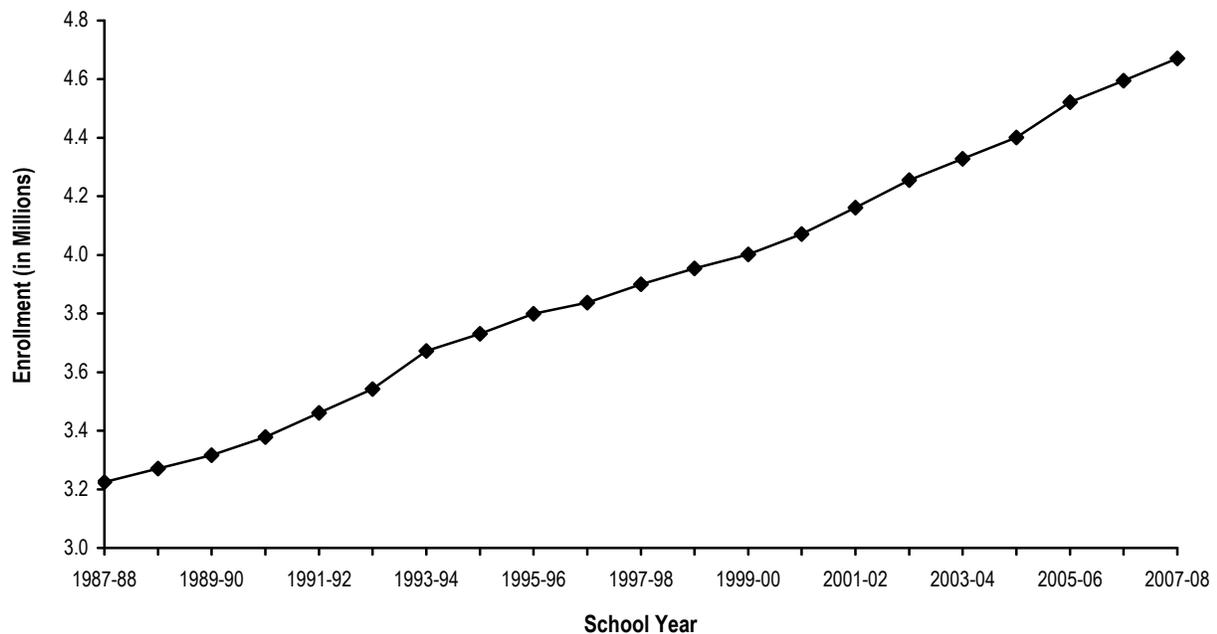


Enrollment in Texas Public Schools 2007-08

Statewide Enrollment, Texas Public Schools, 1987-88 Through 2007-08



Division of Accountability Research
Department of Assessment, Accountability, and Data Quality
Texas Education Agency
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Enrollment in Texas Public Schools 2007-08

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Abstract. This report has been prepared as an update to *Enrollment in Texas Public Schools, 2005-06* (Texas Education Agency [TEA], 2007a). It provides information on enrollment in the Texas public school system from the 1997-98 through 2007-08 school years, based on data collected through the Texas Public Education Information Management System. Enrollment data are provided by grade, ethnicity, gender, and economically disadvantaged status, and for special populations and instructional programs. Data also are reported by education service center region and district type.

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

Cover. Statewide Enrollment, Texas Public Schools, 1987-88 Through 2007-08. See pages 4-5 for detail.

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Highlights

- Texas public school enrollment during the 1997-98 school year was 3,900,488 students. By 2007-08, enrollment had risen to 4,671,493 students. Over the 10-year time period, total enrollment increased by 771,005 students, or by 19.8 percent.
- Statewide enrollment increased by 1.9 percent each year, on average.
- Between the 1997-98 and 2007-08 school years, enrollment increased for all ethnic groups except Whites. Enrollment of White students declined by 7.3 percent.
- Hispanic enrollment had the largest numerical increase, rising by 724,356 students (or 49.0%) over the last decade. In 2007-08, Hispanic students (47.2%) were the largest enrolled ethnic group in the state, followed by White students (34.8%). The first school year in which the number of Hispanic students surpassed the number of White students was 2001-02.
- During the 1997-98 school year, there were 1,888,160 economically disadvantaged students, representing 48.4 percent of all students. By 2007-08, the number of economically disadvantaged students had risen to 2,576,621, or 55.2 percent of all students. The 36.5 percent increase in economically disadvantaged students exceeded the 19.8 percent increase in the public school population as a whole.
- During both the 2006-07 and 2007-08 school years, Grade 9 had the highest enrollment, in part because of high grade-level retention in Grade 9 compared to other grades. In 2007-08, over 397,000 students were enrolled in Grade 9.
- The number of students participating in career and technical programs rose by 92.1 percent between 1997-98 and 2007-08. The number of students receiving bilingual or English as a second language instructional services increased by 56.1 percent over the same period, and the number of students identified as limited English proficient grew by 49.1 percent.
- District types with high population concentrations (major urban, major suburban, other central city, and other central city suburban) accounted for 80.4 percent of total student enrollment in 2007-08, increasing from 74.6 percent in 1997-98.
- In 1997-98, Education Service Center Region 4 (Houston) served the largest student population, accounting for 21.3 percent of total state public school enrollment. In 2007-08, Region 4 continued to have the largest proportion of total enrollment (22.1%).
- From fall 1995 to fall 2005, enrollment in U.S. public schools increased 9.5 percent, according to national figures. At the same time, Texas public school enrollment increased 20.7 percent—an increase of more than three-quarters of a million new students (National Center for Education Statistics [NCES], 2007b).
- In fall 1995, White student enrollment in U.S. public schools was 64.8 percent, and Hispanic student enrollment was 13.5 percent. In the same year in Texas public schools, White student enrollment was 46.4 percent, and Hispanic student enrollment was 36.7 percent. By fall 2005, White enrollment in U.S. public schools had decreased to 57.1 percent, and Hispanic enrollment had increased to 19.8 percent. In the same period, White enrollment in Texas public schools declined to 36.5 percent, while Hispanic enrollment rose to 45.3 percent (NCES, 2007b).

Enrollment in Texas

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

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

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

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

Since 1994, accountability ratings for Texas public schools and districts have been based on legislatively-mandated indicators that draw from enrollment data collected by the TEA. Texas law provides that "Performance on the indicators adopted... must be based on information that is disaggregated by race, ethnicity, gender, and socioeconomic status..." (Texas Education Code [TEC] §39.051, 2007). As a result, performance is reported by total student population and by student group categories, such as ethnicity and economically disadvantaged status.

Data on annual School Report Cards, which are provided to students' families, also must be reported by student group (TEC §39.052, 2007). In addition, the Comprehensive Annual Report on Texas Public Schools must provide to the legislature "a summary compilation of overall student performance on academic skills assessment instruments...disaggregated by race, ethnicity, gender, and socioeconomic status" (TEC §39.182, 2007).

Enrollment data also are required by federal education legislation. For example, the No Child Left Behind (NCLB) Act of 2001 (2002) obliges states to submit data for all students by the following categories: "economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; and students with limited English proficiency" (pp. 1446-1447). Likewise, NCLB requires state report cards to be submitted annually with "information, in the aggregate, on student achievement...disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged" (p. 1457).

In 2007-08, a broad range of information was collected through PEIMS on over 1,200 school districts and open-enrollment charters; over 8,300 schools; over 300,000 teachers; and over 4.6 million students. Texas public school students are served in markedly diverse school settings. District areas in 2007-08 ranged from less than one square mile to nearly five thousand square miles. That year, fewer than 30 students attended school in the San Vicente Independent School District. In contrast, over 199,000 students received instruction at more than 290 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, 2007a) and continues to provide an overview of Texas enrollment trends, including diversity of the student population by grade, district type, and education service center region (Table 1). Historical data on Texas public school enrollment are included with discussion of changes over time.

Table 1

Enrollment by Ethnicity, Socioeconomic Status, English Proficiency, Gender, Grade, Instructional Program, District Type, and Education Service Center, Texas Public Schools, 2006-07 and 2007-08

Group	Enrollment		Group	Enrollment	
	2006-07	2007-08		2006-07	2007-08
All students	4,594,942	4,671,493	Instructional program		
Ethnicity			Bilingual or English as a second language	679,832	721,750
African American	662,700	666,009	Career and technical	434,145	417,225
Asian/Pacific Islander	150,193	159,221	Gifted and talented	343,158	348,854
Hispanic	2,127,647	2,203,340	Immigrant	100,723	94,263
Native American	15,831	16,285	Migrant	41,768	37,548
White	1,638,571	1,626,638	Special education	496,461	474,681
			Title I	2,808,773	2,858,482
Socioeconomic status			District type		
Economically disadvantaged	2,545,083	2,576,621	Major urban	894,106	892,014
			Major suburban	1,492,016	1,529,257
English proficiency			Other central city	736,972	726,904
Limited English proficient	731,872	775,432	Other central city suburban	599,298	608,914
			Independent town	277,296	275,792
Gender			Non-metropolitan: Fast growing	22,288	57,943
Female	2,237,184	2,274,819	Non-metropolitan: Stable	347,170	345,571
Male	2,357,758	2,396,674	Rural	144,689	144,613
			Charter	81,107	90,485
Grade			Education service center		
Early education	24,287	23,852	Region 1 - Edinburg	373,251	383,460
Prekindergarten	187,824	193,869	Region 2 - Corpus Christi	105,996	105,512
Kindergarten	352,969	356,694	Region 3 - Victoria	53,266	52,496
Grade 1	372,470	375,984	Region 4 - Houston	1,014,989	1,031,462
Grade 2	353,727	366,802	Region 5 - Beaumont	81,030	80,712
Grade 3	346,237	355,351	Region 6 - Huntsville	156,988	161,061
Grade 4	340,472	346,470	Region 7 - Kilgore	163,722	164,246
Grade 5	337,161	345,753	Region 8 - Mt. Pleasant	56,832	56,778
Grade 6	334,468	336,583	Region 9 - Wichita Falls	39,327	38,889
Grade 7	331,513	340,429	Region 10 - Richardson	696,670	710,590
Grade 8	338,342	332,576	Region 11 - Fort Worth	499,537	510,207
Grade 9	396,270	397,085	Region 12 - Waco	146,889	148,516
Grade 10	326,335	332,017	Region 13 - Austin	332,205	345,154
Grade 11	289,962	294,422	Region 14 - Abilene	47,154	47,206
Grade 12	262,905	273,606	Region 15 - San Angelo	48,198	47,692
			Region 16 - Amarillo	79,567	80,040
			Region 17 - Lubbock	78,291	78,636
			Region 18 - Midland	74,801	75,222
			Region 19 - El Paso	173,212	173,735
			Region 20 - San Antonio	373,017	379,879

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 2005 to 2017, the National Center for Education Statistics (NCES) projects a 10-percent increase nationally in public primary and secondary school enrollment. "The projected changes in enrollment reflect factors such as internal migration, legal and illegal immigration, the relatively high level of births in the 1990s, and resultant changes in the population, rather than changes in attendance rates" (NCES, 2008, p. 5). Among the states, Texas is expected to experience the third largest increase (after Alaska and Nevada) in public school enrollment, at 32.9 percent (NCES, 2008). The increase in Texas is attributable to a higher than average birthrate and population migration to southern and western states (Sutton & Mathews, 2004). On average, enrollment in Texas has increased 1.9 percent annually over the past 20 years. After an above average increase in the 2005-06 school year resulting from an influx of out-of-state students displaced by a hurricane (2.7%), enrollment growth returned to 1.6 percent in 2006-07 and 1.7 percent in 2007-08 (Table 2).

Between 1987-88 and 2007-08, the public schools served an increasingly diverse population of students. The rapid growth of the Hispanic population, in particular, brought greater linguistic and cultural diversity to the state. In 2006, the Texas State Data Center and Office of the State Demographer (TSDC/OSD) predicted Hispanics could become the largest ethnic group in the state by the year 2025 (TSDC/OSD, 2006). Hispanic student enrollment surpassed White enrollment in the public schools in 2001-02.

The majority of students continue to meet the state criteria for economic disadvantage. Under Texas Education Agency (TEA) guidelines, students were identified as economically disadvantaged if their parents or guardians documented their eligibility for free or reduced-price meals under the National School Lunch and Child Nutrition Program or if their families had other economic disadvantages, such as annual incomes at or below the federal poverty guidelines, eligibility for public assistance, or eligibility for food stamps (TEA, 2007c).

- Statewide enrollment during the 1987-88 school year was 3,224,916 students. By 2007-08, enrollment had risen to 4,671,493 students (Table 2).
- During the 20-year period between 1987-88 and 2007-08, total enrollment increased by 1,446,577 students, or 44.9 percent (Table 3).
- Each year, on average, statewide enrollment increased by 1.9 percent (Table 2).

Table 2
Statewide Enrollment, Texas Public Schools,
1987-88 Through 2007-08

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

Table 3
Change in Statewide Enrollment, Texas
Public Schools

Period	Number	Percent
10-year change, 1997-98 to 2007-08	771,005	19.8
20-year change, 1987-88 to 2007-08	1,446,577	44.9

Enrollment by Ethnicity

- Between the 1997-98 and 2007-08 school years, enrollment increased for all ethnic groups except Whites. Enrollment for White students declined by 7.3 percent (Table 4). The total number of White students in Texas public schools has declined in each of the past 10 school years.
- Hispanic enrollment had the largest numerical increase, rising by 724,356 students (or 49.0%) over the last decade (Figure 1). In 2007-08, Hispanic students (47.2%) were the largest enrolled ethnic group in the state, followed by White students (34.8%). The first school year in which the number of Hispanic students surpassed the number of White students was 2001-02.
- Enrollment of Asian/Pacific Islander students had the largest percentage increase, rising 67.4 percent during the 10-year time period (Table 4). Native American enrollment increased by 54.0 percent.
- African American enrollment as a percentage of total enrollment remained relatively stable at around 14.2 to 14.4 percent for most of the decade. The total number of African American students increased by 18.8 percent in the last 10 years.

Figure 1
Enrollment by Ethnicity, Texas Public Schools, 1997-98 Through 2007-08

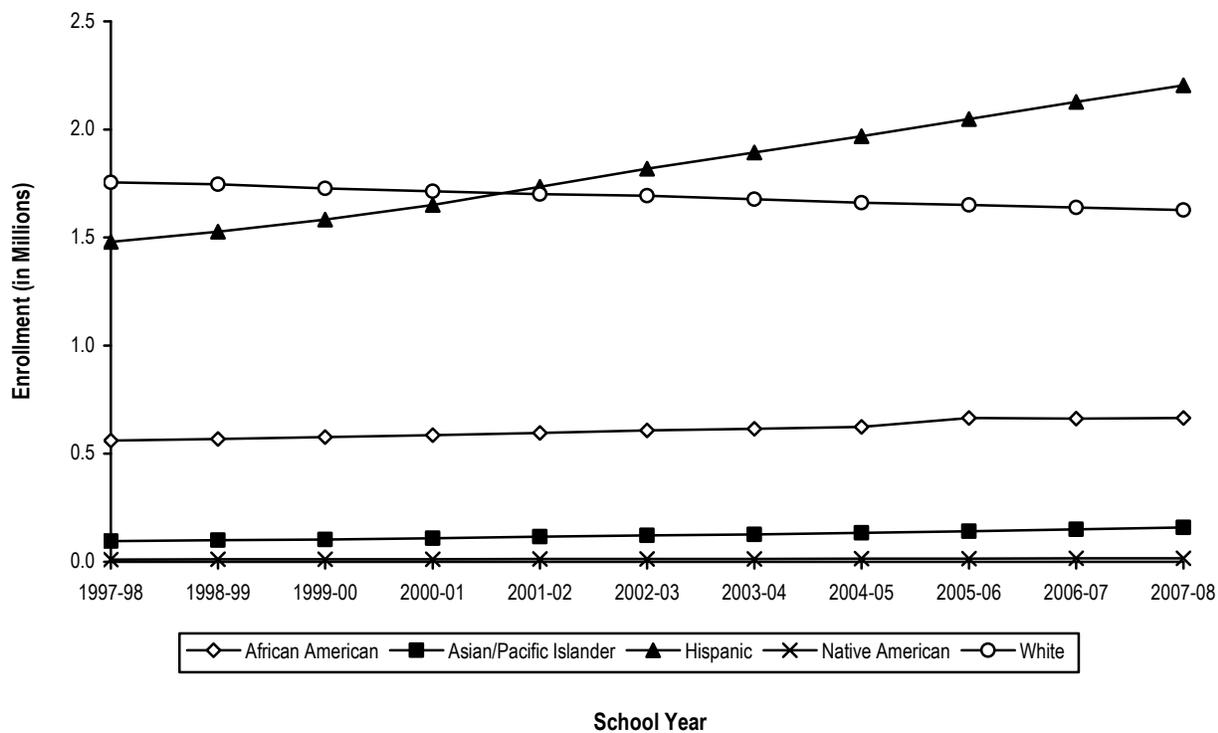


Table 4
Enrollment by Ethnicity, Texas Public Schools, 1997-98 Through 2007-08

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1997-98	560,405	14.4	95,136	2.4	1,478,984	37.9	10,578	0.3	1,755,385	45.0
1998-99	568,757	14.4	100,143	2.5	1,526,713	38.6	11,925	0.3	1,746,896	44.2
1999-00	576,977	14.4	103,686	2.6	1,582,538	39.5	11,293	0.3	1,727,733	43.2
2000-01	586,712	14.4	108,605	2.7	1,650,560	40.5	12,120	0.3	1,713,436	42.1
2001-02	596,962	14.3	116,222	2.8	1,734,388	41.7	12,774	0.3	1,700,622	40.9
2002-03	608,045	14.3	122,485	2.9	1,818,531	42.7	13,162	0.3	1,693,598	39.8
2003-04	616,050	14.2	127,092	2.9	1,894,108	43.8	13,791	0.3	1,676,987	38.7
2004-05	623,534	14.2	133,271	3.0	1,969,097	44.7	14,350	0.3	1,660,392	37.7
2005-06	665,799	14.7	141,859	3.1	2,047,308	45.3	15,037	0.3	1,651,040	36.5
2006-07	662,700	14.4	150,193	3.3	2,127,647	46.3	15,831	0.3	1,638,571	35.7
2007-08	666,009	14.3	159,221	3.4	2,203,340	47.2	16,285	0.3	1,626,638	34.8
10-year change	105,604	18.8	64,085	67.4	724,356	49.0	5,707	54.0	-128,747	-7.3

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

Enrollment by Economically Disadvantaged Status

- During the 1997-98 school year, there were 1,888,160 economically disadvantaged students, representing 48.4 percent of all students. By 2007-08, the number of economically disadvantaged students had risen to 2,576,621, or 55.2 percent of all students (Figure 2).
- Between 1997-98 and 2007-08, the number of economically disadvantaged students rose by 688,461 (Table 5). The total public school population rose by 771,005 (Table 2 on page 5). The 36.5 percent increase in economically disadvantaged students exceeded the 19.8 percent increase in the public school population as a whole.

Figure 2
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 1997-98 Through 2007-08

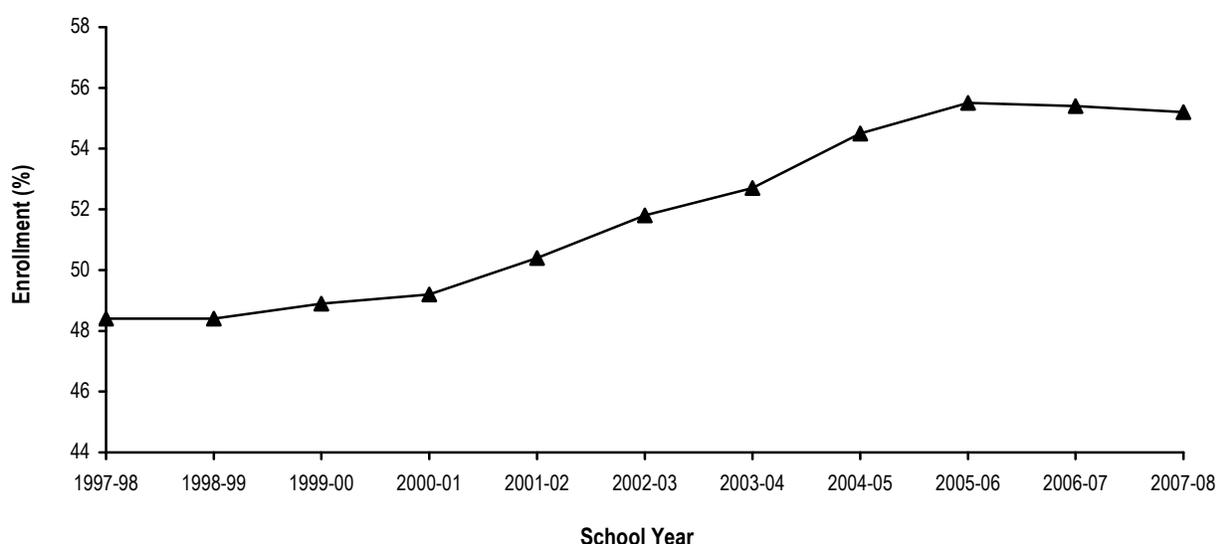


Table 5
Enrollment of Economically Disadvantaged Students, Texas Public Schools, 1997-98 Through 2007-08

Year	Number	Percent	Year	Number	Percent
1997-98	1,888,160	48.4	2004-05	2,397,700	54.5
1998-99	1,915,481	48.4	2005-06	2,506,972	55.5
1999-00	1,956,000	48.9	2006-07	2,545,083	55.4
2000-01	2,003,121	49.2	2007-08	2,576,621	55.2
2001-02	2,096,365	50.4			
2002-03	2,203,961	51.8	10-year change	688,461	36.5
2003-04	2,281,195	52.7			

Enrollment by Gender

- In the 2007-08 school year, 48.7 percent of all students were female, and 51.3 percent of students were male (Table 6). These percentages have remained relatively stable over the past 10 school years.

Table 6
Enrollment by Gender, Texas Public Schools, 1997-98 Through 2007-08

Year	Female		Male	
	Number	Percent	Number	Percent
1997-98	1,896,732	48.6	2,003,756	51.4
1998-99	1,923,501	48.6	2,030,933	51.4
1999-00	1,946,962	48.6	2,055,265	51.4
2000-01	1,980,770	48.7	2,090,663	51.3
2001-02	2,024,317	48.7	2,136,651	51.3
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
10-year change	378,087	19.9	392,918	19.6

Enrollment by Grade

Children in Texas are required to attend school beginning at age six (Texas Education Code [TEC] §25.085, 2007). 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.

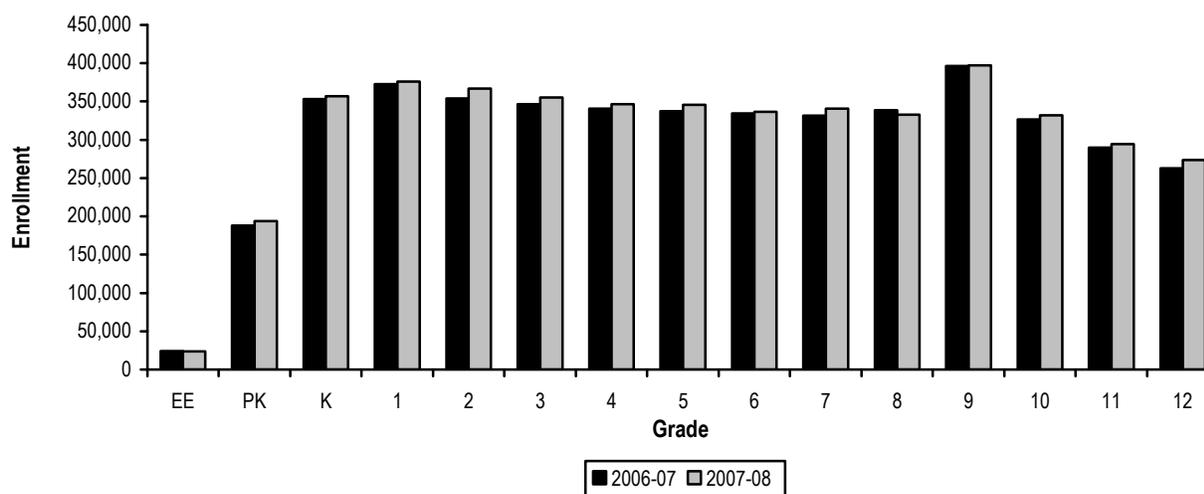
Student learning during the early education and prekindergarten years is linked to future academic accomplishments, particularly for children identified as limited English proficient, disabled, or economically disadvantaged. In early education and prekindergarten programs, children develop skills necessary for success in the regular public school curriculum in the areas of language, mathematics, and social skills. Early education in Texas is a diverse set of programs designed for children who meet certain eligibility criteria. For example, Early Childhood Intervention is a coordinated system of services for children, birth to age three, with disabilities or developmental delays; and Even Start is a family literacy program for children from birth through age seven of a parent or guardian who will benefit from literacy education. A child is eligible for free prekindergarten if the child is at least three years of age and is unable to speak and comprehend the English language, is educationally disadvantaged, is homeless, or has ever been in the conservatorship of the Department of Family and Protective Services. 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 (TEC §29.153, 2007).

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.

Total Texas public school enrollment increased 1.7 percent between school years 2006-07 and 2007-08. The change in enrollment was marked by increases in the numbers of students in all grades except Grade 8 and early education (Table 7). Enrollment as a percentage of the total student population increased for prekindergarten and Grades 2, 3, 5, 7, and 12, and decreased for kindergarten and Grades 1, 6, 8, and 9. Enrollment in early education, which decreased 8.7 percent from 2004-05 to 2005-06, decreased only 1.8 percent from 2006-07 to 2007-08. Enrollment in prekindergarten increased 3.2 percent from 2006-07 to 2007-08, whereas enrollment in Grades K-12 increased 1.6 percent.

- During both the 2006-07 and 2007-08 school years, Grade 9 had the highest enrollment (Figure 3), in part because of the high rate of grade-level retention in Grade 9 compared to other grades (TEA, 2007b). In 2007-08, over 397,000 students were enrolled in Grade 9.
- Across Grades K-12 in 2007-08, the percentage of total enrollment accounted for by each grade ranged from a low of 5.9 percent in Grade 12 to a high of 8.5 percent in Grade 9 (Table 7). The remaining K-12 grades ranged from 6.3 percent (Grade 11) to 8.0 percent (Grade 1) of total enrollment.
- Between 2006-07 and 2007-08, enrollment increased in each grade except early education and Grade 8. Enrollment decreased by 1.8 percent in early education and by 1.7 percent in Grade 8.

Figure 3
Enrollment by Grade, Texas Public Schools, 2006-07 and 2007-08



Note. EE=Early education. PK=Prekindergarten.

Table 7
Enrollment by Grade, Texas Public Schools, 2006-07 and 2007-08

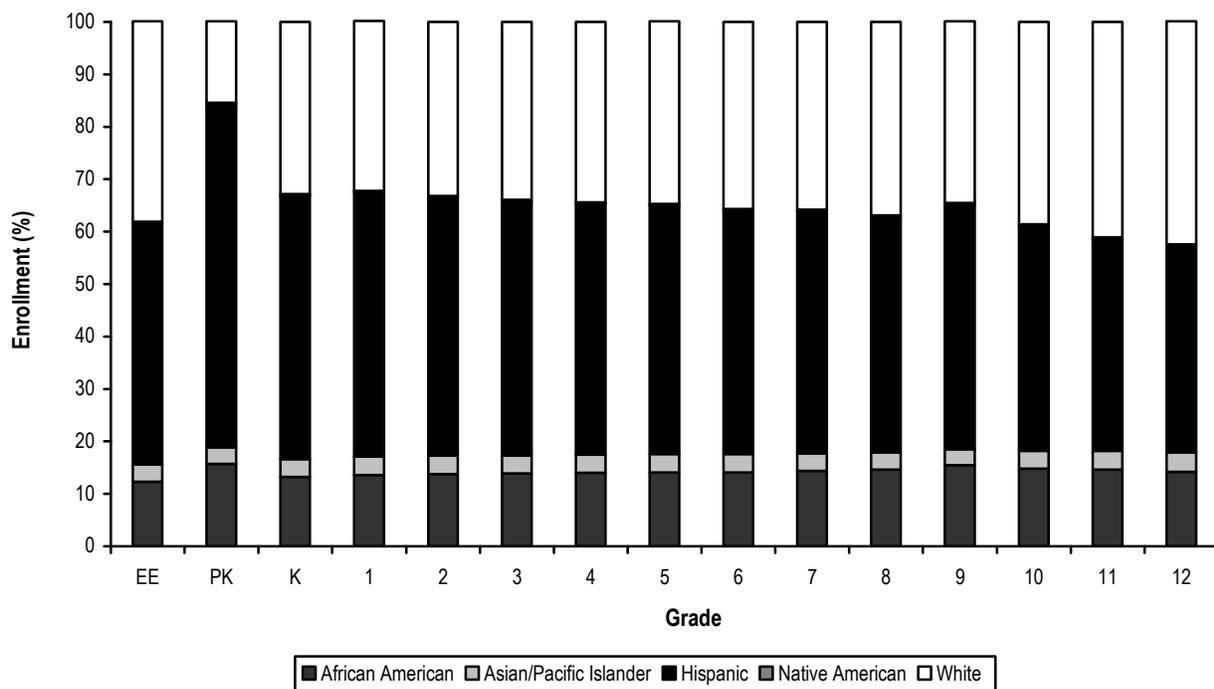
Grade	2006-07		2007-08		Grade	2006-07		2007-08	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early education	24,287	0.5	23,852	0.5	6	334,468	7.3	336,583	7.2
Prekindergarten	187,824	4.1	193,869	4.2	7	331,513	7.2	340,429	7.3
Kindergarten	352,969	7.7	356,694	7.6	8	338,342	7.4	332,576	7.1
1	372,470	8.1	375,984	8.0	9	396,270	8.6	397,085	8.5
2	353,727	7.7	366,802	7.9	10	326,335	7.1	332,017	7.1
3	346,237	7.5	355,351	7.6	11	289,962	6.3	294,422	6.3
4	340,472	7.4	346,470	7.4	12	262,905	5.7	273,606	5.9
5	337,161	7.3	345,753	7.4	All grades	4,594,942	100	4,671,493	100

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

Enrollment by Grade and Ethnicity

- By grade level, the proportion of enrollment accounted for by White students generally increased from kindergarten to Grade 12, whereas the proportion accounted for by Hispanic students generally decreased (Figure 4 and Table 8). This is, in part, a reflection of the overall Hispanic and White population trends in Texas: increasingly, there are more young, school-age Hispanic children than White children.
- The proportions of grade-level enrollment accounted for by African American, Asian/Pacific Islander, and Native American students were relatively stable across Grades 1-12 in 2007-08. There were greater variations in enrollment by grade for Hispanic and White students.
- Consistent with the requirements of targeted early education programs outlined on page 10, Hispanics, who made up 47.2 percent of total enrollment in the 2007-08 school year, made up 65.4 percent of prekindergarten students. In contrast, White students, who made up 34.8 percent of total enrollment in 2007-08, made up 15.5 percent of prekindergarten students.
- From Grade 9 to Grade 12, Asian/Pacific Islander and White students increased as a proportion of the student body, and African American and Hispanic students decreased. This pattern held true in both the 2006-07 and 2007-08 school years.

Figure 4
Enrollment by Grade and Ethnicity, Texas Public Schools, 2007-08



Note. EE=Early education. PK=Prekindergarten.

Table 8
Enrollment by Grade and Ethnicity, Texas Public Schools, 2006-07 and 2007-08

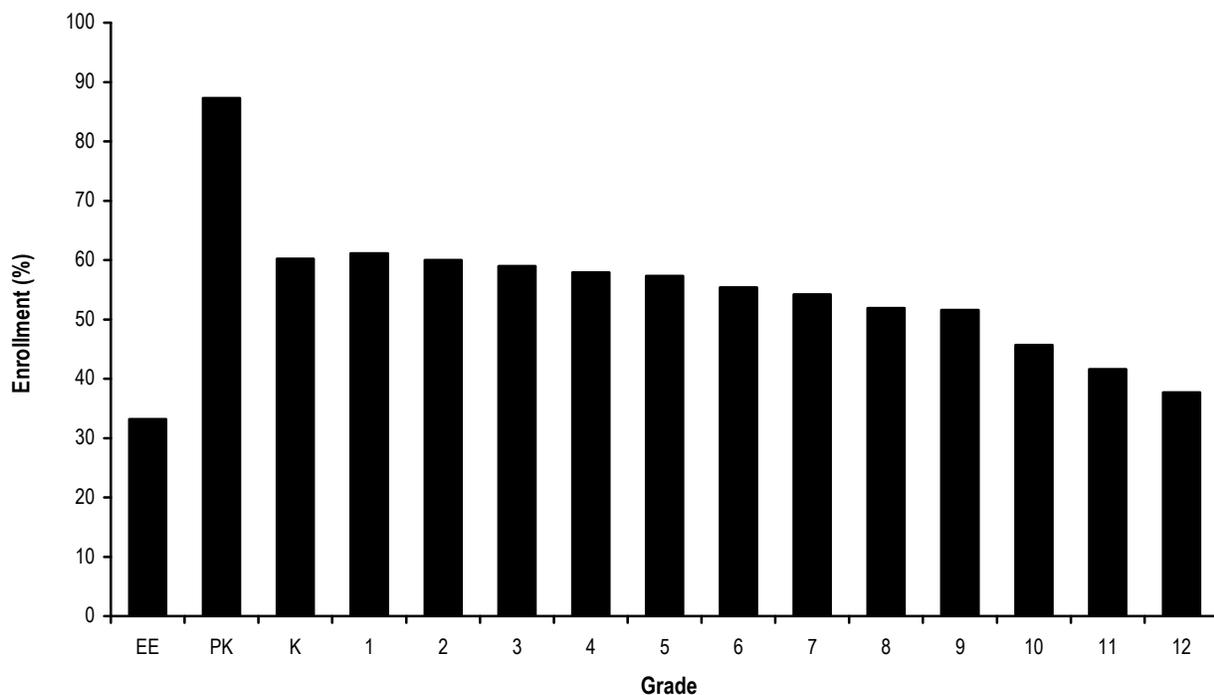
Grade	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006-07										
Early education	2,733	11.3	729	3.0	10,970	45.2	93	0.4	9,762	40.2
Prekindergarten	30,710	16.4	5,615	3.0	121,480	64.7	452	0.2	29,567	15.7
Kindergarten	46,727	13.2	11,822	3.3	175,978	49.9	1,251	0.4	117,191	33.2
1	51,623	13.9	12,100	3.2	184,000	49.4	1,246	0.3	123,501	33.2
2	48,993	13.9	11,505	3.3	171,584	48.5	1,219	0.3	120,426	34.0
3	48,793	14.1	11,435	3.3	166,091	48.0	1,146	0.3	118,772	34.3
4	48,111	14.1	11,528	3.4	160,152	47.0	1,189	0.3	119,492	35.1
5	47,888	14.2	11,228	3.3	156,720	46.5	1,154	0.3	120,171	35.6
6	48,493	14.5	10,779	3.2	153,193	45.8	1,188	0.4	120,815	36.1
7	48,640	14.7	10,638	3.2	148,676	44.8	1,130	0.3	122,429	36.9
8	50,684	15.0	10,550	3.1	149,548	44.2	1,346	0.4	126,214	37.3
9	60,835	15.4	11,440	2.9	180,983	45.7	1,359	0.3	141,653	35.7
10	48,815	15.0	10,728	3.3	135,873	41.6	1,106	0.3	129,813	39.8
11	42,231	14.6	10,143	3.5	113,111	39.0	1,046	0.4	123,431	42.6
12	37,424	14.2	9,953	3.8	99,288	37.8	906	0.3	115,334	43.9
All grades	662,700	14.4	150,193	3.3	2,127,647	46.3	15,831	0.3	1,638,571	35.7
2007-08										
Early education	2,933	12.3	778	3.3	10,964	46.0	72	0.3	9,105	38.2
Prekindergarten	30,500	15.7	6,111	3.2	126,702	65.4	520	0.3	30,036	15.5
Kindergarten	47,017	13.2	12,164	3.4	179,175	50.2	1,331	0.4	117,007	32.8
1	50,970	13.6	13,061	3.5	188,969	50.3	1,322	0.4	121,662	32.4
2	50,557	13.8	12,721	3.5	180,575	49.2	1,214	0.3	121,735	33.2
3	49,300	13.9	12,052	3.4	172,314	48.5	1,226	0.3	120,459	33.9
4	48,535	14.0	11,969	3.5	165,731	47.8	1,186	0.3	119,049	34.4
5	48,725	14.1	12,102	3.5	163,458	47.3	1,225	0.4	120,243	34.8
6	47,583	14.1	11,707	3.5	156,061	46.4	1,177	0.3	120,055	35.7
7	49,190	14.4	11,317	3.3	156,925	46.1	1,227	0.4	121,770	35.8
8	48,422	14.6	11,111	3.3	149,252	44.9	1,158	0.3	122,633	36.9
9	61,355	15.5	11,970	3.0	185,008	46.6	1,415	0.4	137,337	34.6
10	49,195	14.8	11,330	3.4	142,059	42.8	1,179	0.4	128,254	38.6
11	42,847	14.6	10,696	3.6	118,742	40.3	1,069	0.4	121,068	41.1
12	38,880	14.2	10,132	3.7	107,405	39.3	964	0.4	116,225	42.5
All grades	666,009	14.3	159,221	3.4	2,203,340	47.2	16,285	0.3	1,626,638	34.8

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

Enrollment by Grade and Economically Disadvantaged Status

- The overall percentage of students identified as economically disadvantaged decreased from 55.4 percent to 55.2 percent between the 2006-07 and 2007-08 school years (Table 9).
- Across grade levels, the percentage of students reported as economically disadvantaged decreased from Grade 1 to Grade 12, a pattern that has held true for several years. In the 2007-08 school year, 61.1 percent of students in Grade 1 were economically disadvantaged, compared to 37.7 percent of students in Grade 12 (Figure 5).
- The largest percentage of economically disadvantaged students, by far, was found in prekindergarten, a program designed to serve the educational needs of low-income children and/or children learning to speak English (Table 9).

Figure 5
Enrollment of Economically Disadvantaged Students by Grade, Texas Public Schools, 2007-08



Note. EE=Early education. PK=Prekindergarten.

Table 9
Enrollment of Economically Disadvantaged Students by Grade,
Texas Public Schools, 2006-07 and 2007-08

Grade	2006-07		2007-08	
	Number	Percent	Number	Percent
Early education	8,286	34.1	7,928	33.2
Prekindergarten	164,589	87.6	169,183	87.3
Kindergarten	215,713	61.1	214,747	60.2
1	229,833	61.7	229,713	61.1
2	213,467	60.3	220,157	60.0
3	205,601	59.4	209,637	59.0
4	198,862	58.4	200,657	57.9
5	194,023	57.5	198,198	57.3
6	187,525	56.1	186,395	55.4
7	179,574	54.2	184,678	54.2
8	179,535	53.1	172,769	51.9
9	203,562	51.4	204,994	51.6
10	148,347	45.5	151,800	45.7
11	118,509	40.9	122,610	41.6
12	97,657	37.1	103,155	37.7
All grades	2,545,083	55.4	2,576,621	55.2

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 courses that prepare them for the dual roles of family member and wage earner and help them gain employment in high-skilled, high-wage jobs or advance to postsecondary education. Gifted and talented programs offer eligible students a continuum of learning experiences that leads to advanced accomplishments. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities.

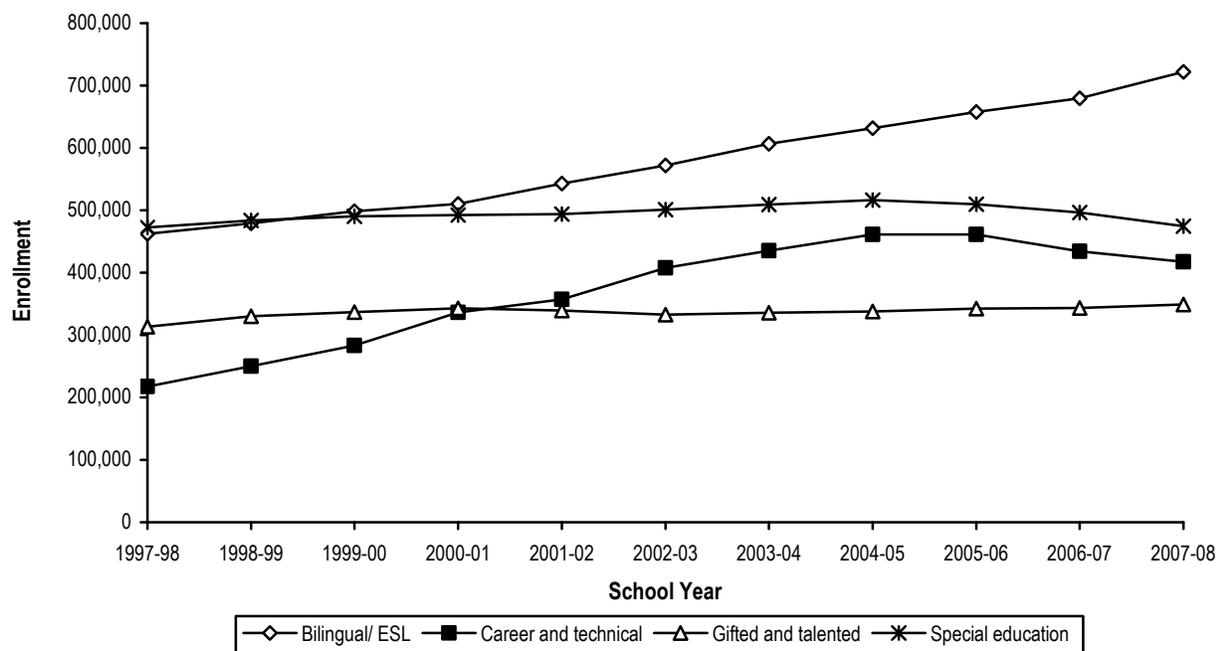
Title I is the largest federal aid program for elementary and secondary schools. The goal of Title I is to improve teaching and learning for at-risk students attending schools with high percentages of economically disadvantaged students. Students counted as Title I students may be participating in Title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

Immigrant students are between 3 and 21 years old, have not been attending school in the United States for more than three full academic years, and were not born in any state in the United States, Puerto Rico, or the District of Columbia. 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.

Enrollment for instructional programs and special populations in Texas public schools varied greatly between school years 1997-98 and 2007-08, remaining relatively stable in some areas but increasing rapidly in others. For example, during this period, there were large gains in both the number and percentage of students participating in the Title I program (Table 10 on page 18). In 2007-08, Title I served over 2.85 million students, or 61.2 percent of public school enrollment — an increase of more than 1 million students since 1997-98. The numbers and percentages of LEP and immigrant students also rose substantially over the 10-year period, as did enrollment in bilingual and ESL programs. The largest percentage increase in enrollment from 1997-98 to 2007-08 was in career and technical programs (92.1 percent). In contrast, the percentages of students participating in gifted and talented programs and in special education programs have decreased since the late 1990s.

- Between school years 1997-98 and 2007-08, the number of students participating in Title I programs increased by more than 1 million (Table 10 on page 18). The percentage of students enrolled in Title I programs (61.2 percent) was at least three times higher than the percentage enrolled in any other program.
- Career and technical education experienced the greatest percentage increase in enrollment between 1997-98 and 2007-08. The number of students participating in career and technical education rose by 92.1 percent over the 10-year period (Figure 6).
- The number of students identified as LEP grew by 49.1 percent between 1997-98 and 2007-08, and the number of students receiving bilingual or ESL instructional services increased by 56.1 percent. Both areas experienced increases of about a quarter of a million students.
- The percentage of students served in special education programs fell from 12.1 percent in 1997-98 to 10.2 percent in 2007-08. The percentage of students served in special education decreased or remained the same each year from 1998-99 to 2007-08.
- The percentage of students participating in gifted and talented programs rose from 8.0 percent of enrollment in 1997-98 to 8.4 percent in 1999-00. Starting in 2000-01, the percentage remained the same or decreased annually, reaching a low of 7.5 percent in 2006-07 and 2007-08.

Figure 6
Enrollment in Instructional Programs, Texas Public Schools, 1997-98 Through 2007-08



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

Table 10
Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 1997-98
Through 2007-08

Year	Bilingual/ESL ^a		Career and technical ^b		Gifted and talented		Immigrant		LEP ^c	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1997-98	462,479	11.9	217,233	11.1	313,142	8.0	66,799	1.7	519,921	13.3
1998-99	479,069	12.1	249,931	12.6	330,120	8.3	74,606	1.9	533,805	13.5
1999-00	498,275	12.4	283,003	14.1	336,562	8.4	73,804	1.8	555,470	13.9
2000-01	509,968	12.5	336,203	16.5	342,864	8.4	96,600	2.4	570,603	14.0
2001-02	542,804	13.0	356,960	17.1	339,342	8.2	110,276	2.7	601,448	14.5
2002-03	572,186	13.4	407,905	19.1	332,623	7.8	121,064	2.8	630,345	14.8
2003-04	606,539	14.0	435,403	20.0	335,844	7.8	116,818	2.7	660,707	15.3
2004-05	631,668	14.4	461,344	20.9	337,672	7.7	116,135	2.6	684,170	15.5
2005-06	657,842	14.6	461,479	20.5	342,369	7.6	109,401	2.4	711,396	15.7
2006-07	679,832	14.8	434,145	19.0	343,158	7.5	100,723	2.2	731,872	15.9
2007-08	721,750	15.5	417,225	18.1	348,854	7.5	94,263	2.0	775,432	16.6
10-year change	259,271	56.1	199,992	92.1	35,712	11.4	27,464	41.1	255,511	49.1

Year	Migrant		Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1997-98	71,285	1.8	472,627	12.1	1,791,278	45.9	3,900,488	100
1998-99	74,019	1.9	483,637	12.2	1,899,539	48.0	3,954,434	100
1999-00	74,987	1.9	490,220	12.2	2,012,700	50.3	4,002,227	100
2000-01	76,561	1.9	492,391	12.1	2,072,872	50.9	4,071,433	100
2001-02	83,759	2.0	493,771	11.9	2,139,229	51.4	4,160,968	100
2002-03	88,697	2.1	500,979	11.8	2,298,536	54.0	4,255,821	100
2003-04	90,312	2.1	509,401	11.8	2,482,395	57.4	4,328,028	100
2004-05	76,609	1.7	516,480	11.7	2,651,037	60.2	4,400,644	100
2005-06	57,206	1.3	509,816	11.3	2,771,695	61.3	4,521,043	100
2006-07	41,768	0.9	496,461	10.8	2,808,773	61.1	4,594,942	100
2007-08	37,548	0.8	474,681	10.2	2,858,482	61.2	4,671,493	100
10-year change	-33,737	-47.3	2,054	0.4	1,067,204	59.6	771,005	19.8

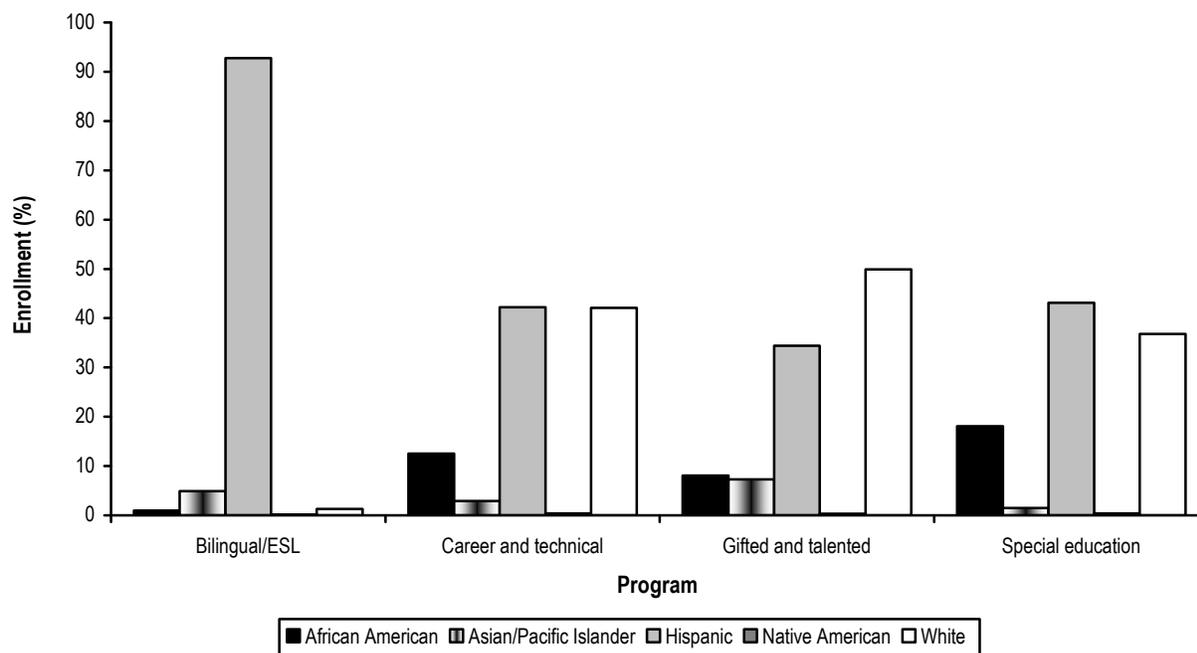
Note. Students may be counted in more than one category.

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

Enrollment for Instructional Programs and Special Populations by Ethnicity

- Between school years 2006-07 and 2007-08, there was little change in the distribution of students by ethnicity within instructional programs and special populations (Table 11 on page 20). Analysis of program participation shows cases of under- and overrepresentation of ethnic groups in certain areas, compared to their percentages of the total student population.
- In 2007-08, African American students accounted for 14.3 percent of the total student population (Table 4 on page 7). In contrast, African Americans made up 18.1 percent of the special education population and 8.1 percent of students enrolled in gifted and talented programs (Figure 7).
- The percentage of Asian/Pacific Islanders in special education programs in 2007-08 (1.5%) was lower than their proportion of the total student population (3.4%), whereas the percentage in gifted and talented programs (7.3%) was higher (Table 4 on page 7 and Table 11 on page 20).
- In 2007-08, Hispanic students made up 47.2 percent of the total public school population (Table 4 on page 7). By comparison, Hispanic representation in gifted and talented programs (34.4%) was smaller, and Hispanic representation in Title 1 (60.2%) was larger (Table 11 on page 20).
- Whereas White students accounted for 34.8 percent of the total student population, they made up 49.9 percent of students in gifted and talented programs and 22.8 percent of students in Title I programs (Table 4 on page 7 and Table 11 on page 20).

Figure 7
Enrollment in Instructional Programs by Ethnicity, Texas Public Schools, 2007-08



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

Table 11
Enrollment for Instructional Programs and Special Populations by Ethnicity, Texas Public Schools,
2006-07 and 2007-08

Ethnicity	Bilingual/ESL ^a		Career and technical ^b		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2006-07						
African American	6,483	1.0	54,830	12.6	27,602	8.0
Asian/Pacific Islander	31,765	4.7	13,130	3.0	23,677	6.9
Hispanic	632,659	93.1	179,088	41.3	114,684	33.4
Native American	461	0.1	1,555	0.4	1,120	0.3
White	8,464	1.2	185,542	42.7	176,075	51.3
2007-08						
African American	7,362	1.0	51,998	12.5	28,113	8.1
Asian/Pacific Islander	35,008	4.9	12,245	2.9	25,336	7.3
Hispanic	669,638	92.8	175,877	42.2	120,050	34.4
Native American	550	0.1	1,576	0.4	1,153	0.3
White	9,192	1.3	175,529	42.1	174,202	49.9

Ethnicity	Immigrant		LEP ^c		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2006-07						
African American	3,564	3.5	7,135	1.0	152	0.4
Asian/Pacific Islander	10,167	10.1	34,921	4.8	86	0.2
Hispanic	82,602	82.0	679,911	92.9	40,898	97.9
Native American	72	0.1	530	0.1	48	0.1
White	4,318	4.3	9,375	1.3	584	1.4
2007-08						
African American	3,810	4.0	7,990	1.0	148	0.4
Asian/Pacific Islander	11,598	12.3	38,253	4.9	35	0.1
Hispanic	74,208	78.7	718,709	92.7	36,908	98.3
Native American	79	0.1	626	0.1	17	<0.1
White	4,568	4.8	9,854	1.3	440	1.2

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

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

continues

Table 11 (continued)

Enrollment for Instructional Programs and Special Populations by Ethnicity, Texas Public Schools, 2006-07 and 2007-08

Ethnicity	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2006-07						
African American	90,615	18.3	431,272	15.4	662,700	14.4
Asian/Pacific Islander	6,905	1.4	45,777	1.6	150,193	3.3
Hispanic	209,850	42.3	1,667,763	59.4	2,127,647	46.3
Native American	2,177	0.4	7,874	0.3	15,831	0.3
White	186,914	37.6	656,087	23.4	1,638,571	35.7
2007-08						
African American	86,008	18.1	430,812	15.1	666,009	14.3
Asian/Pacific Islander	7,165	1.5	47,674	1.7	159,221	3.4
Hispanic	204,820	43.1	1,720,758	60.2	2,203,340	47.2
Native American	2,038	0.4	8,084	0.3	16,285	0.3
White	174,650	36.8	651,154	22.8	1,626,638	34.8

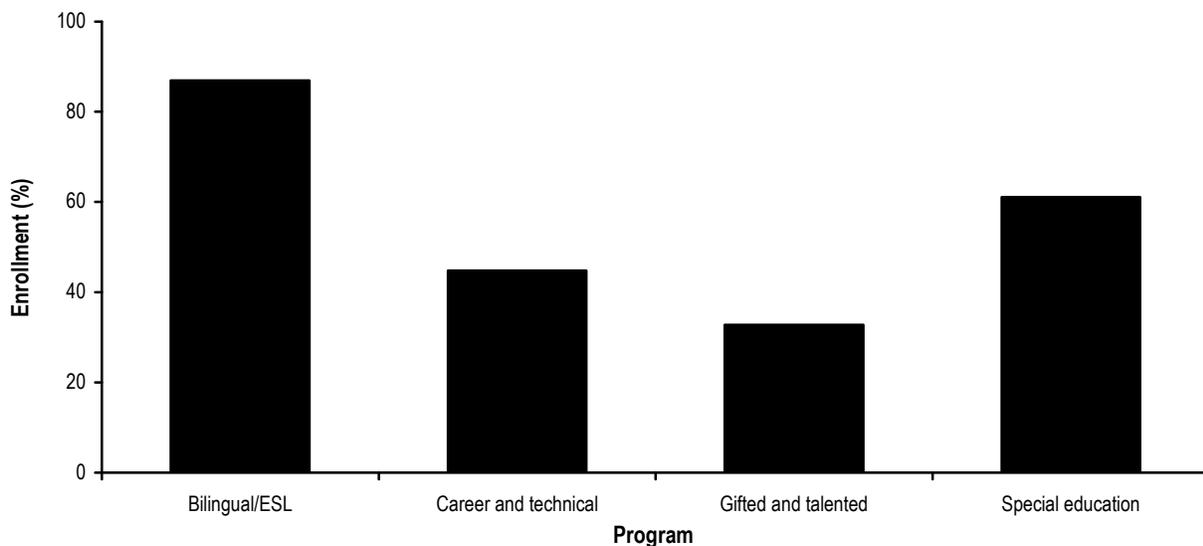
Note. Students may be counted in more than one category. Parts may not add to 100 percent because of rounding.

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

Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status

- The proportions of program participants and special populations identified as economically disadvantaged varied little between the 2006-07 and 2007-08 school years (Table 12).
- Economically disadvantaged students made up 55.2 percent of all students in 2007-08 (Table 12) and 61.1 percent of students in special education programs (Figure 8).
- Across other instructional programs, the percentages of students identified as economically disadvantaged varied considerably. In 2007-08, representation of economically disadvantaged students was lowest in gifted and talented programs (32.8%), followed by career and technical courses (44.8%) (Table 12).
- In bilingual and ESL programs, 86.9 percent of students were reported as economically disadvantaged, roughly the same percentage of LEP students (86.4%).

Figure 8
Enrollment of Economically Disadvantaged Students by Instructional Program, Texas Public Schools, 2007-08



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

Table 12
Enrollment of Economically Disadvantaged Students by Instructional Program and Special Population, Texas Public Schools, 2006-07 and 2007-08

Year	Bilingual/ESL ^a		Career and technical ^b		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2006-07	597,677	87.9	194,421	44.8	111,365	32.5
2007-08	627,473	86.9	186,981	44.8	114,326	32.8

Year	Immigrant		LEP ^c		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2006-07	80,411	79.8	639,448	87.4	40,108	96.0
2007-08	72,050	76.4	670,187	86.4	36,166	96.3

Year	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2006-07	305,588	61.6	2,024,439	72.1	2,545,083	55.4
2007-08	289,839	61.1	2,051,602	71.8	2,576,621	55.2

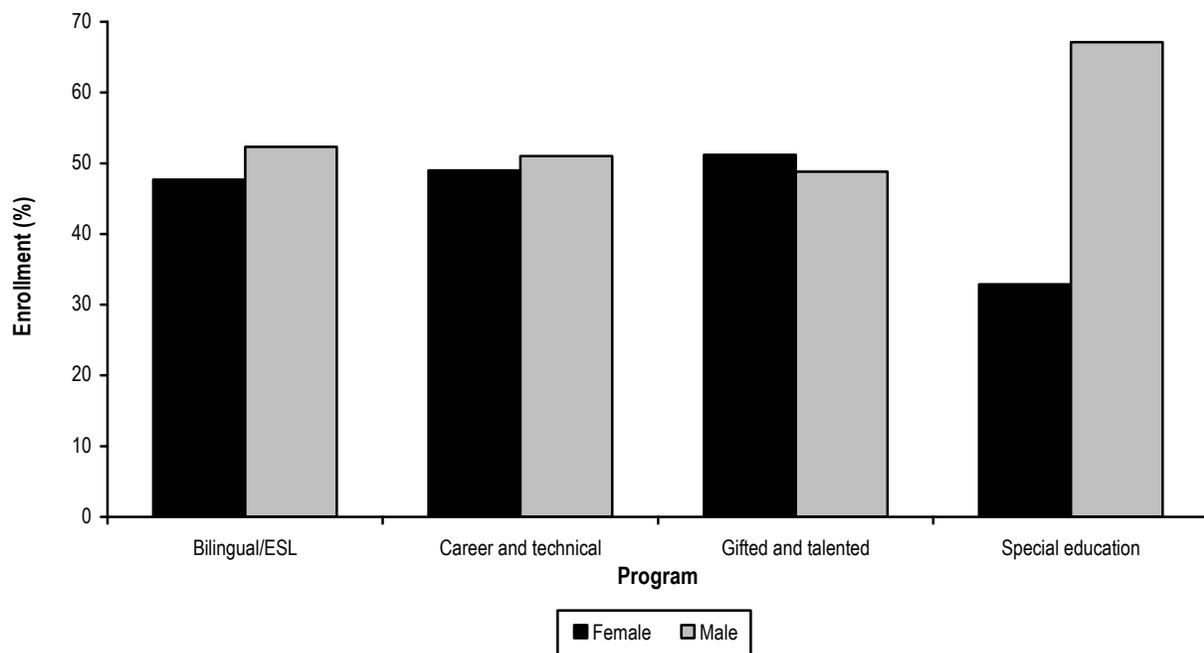
Note. Students may be counted in more than one category.

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

Enrollment for Instructional Programs and Special Populations by Gender

- There were no major changes in enrollment by gender for instructional programs or special populations between the 2006-07 and 2007-08 school years (Table 13).
- Females and males, who made up 48.7 percent and 51.3 percent, respectively, of total student enrollment in 2007-08, accounted for similar proportions of students identified as LEP and of students enrolled in bilingual and ESL programs, career and technical programs, and Title I programs (Table 6 on page 9 and Table 13 on page 25).
- Special education programs showed the greatest difference between female and male participation (Figure 9). In 2007-08, males in the special education population outnumbered females by more than two-to-one.
- Females were somewhat overrepresented in gifted and talented programs (51.2%), and males were somewhat underrepresented (48.8%) (Table 13).

**Figure 9
Enrollment in Instructional Programs by Gender, Texas Public Schools, 2007-08**



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

Table 13
Enrollment for Instructional Programs and Special Populations by
Gender, Texas Public Schools, 2006-07 and 2007-08

Gender	Bilingual/ESL ^a		Career and technical ^b		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2006-07						
Female	323,892	47.6	211,538	48.7	176,541	51.4
Male	355,940	52.4	222,607	51.3	166,617	48.6
2007-08						
Female	344,112	47.7	204,640	49.0	178,669	51.2
Male	377,638	52.3	212,585	51.0	170,185	48.8

Gender	Immigrant		LEP ^c		Migrant	
	Number	Percent	Number	Percent	Number	Percent
2006-07						
Female	48,787	48.4	346,480	47.3	20,279	48.6
Male	51,936	51.6	385,392	52.7	21,489	51.4
2007-08						
Female	45,649	48.4	367,531	47.4	18,252	48.6
Male	48,614	51.6	407,901	52.6	19,296	51.4

Gender	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
2006-07						
Female	164,281	33.1	1,367,403	48.7	2,237,184	48.7
Male	332,180	66.9	1,441,370	51.3	2,357,758	51.3
2007-08						
Female	156,392	32.9	1,391,750	48.7	2,274,819	48.7
Male	318,289	67.1	1,466,732	51.3	2,396,674	51.3

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

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

Enrollment by District Type

Texas school districts are classified into nine types based on community features: major urban; major suburban; other central city; other central city suburban; independent town; non-metropolitan: fast growing; non-metropolitan: stable; rural; and charter school district. District types are based on overall size, rate of growth, student economic status, and proximity to urban areas, with open-enrollment charter school districts forming a separate category (see Appendix A on page 48). Large, urban school districts serve the six metropolitan areas of Austin, Dallas, El Paso, Fort Worth, Houston, and San Antonio. In rural areas of the state, students are served by more than 400 districts.

Analyses in this section are based on enrollment by district type from 1997-98 through 2007-08. As with the overall Texas population during this time period, there were changes in student population in certain geographic areas of the state. There was a gradual population shift away from the rural, less densely populated areas of the state, to more concentrated, urban and suburban population centers. Of particular note was the 65.5 percent enrollment growth in other central city suburban districts, or districts located in and around large Texas cities exclusive of the six cities above (Figure 10). This increase was over three times the 19.8 percent increase in total public school enrollment in the state (Table 14 on page 28). Also notable was the remarkable enrollment growth among charter school districts. In 2007-08, charter school district enrollment was more than 20 times its size in 1997-98.

- Between 1997-98 and 2007-08, three district types experienced particularly large gains in student population. Enrollment in other central city suburban districts increased 65.5 percent, enrollment in major suburban districts increased 40.3 percent, and charter school enrollment grew to more than 20 times its size 10 years before (Table 14 on page 28). Districts in independent towns, rural districts, and non-metropolitan stable districts experienced enrollment decreases of 15.7 percent, 13.2 percent, and 8.8 percent, respectively. The greatest decrease was in the category of non-metropolitan fast-growing districts. Enrollment in this category declined by 49.7 percent from 1997-98 to 2007-08, in part because the number of districts in the category declined from 112 to 21.
- Texas school districts with high population concentrations (major urban, major suburban, other central city, and other central city suburban) accounted for 80.4 percent of total student enrollment in school year 2007-08, increasing from 74.6 percent in 1997-98. Districts with low population concentrations (independent town, non-metropolitan: fast growing, non-metropolitan: stable, and rural) accounted for 17.6 percent of enrollment in 2007-08, a decrease from 25.3 percent in 1997-98.
- Charter schools, which started in 1996-97, were the fastest growing district type. In 1997-98, charter schools enrolled 3,861 students, or 0.1 percent of the Texas public school population. By 2007-08, charter enrollment had grown to 90,485 students, or 1.9 percent of the public school population. Most charter schools are located in urban areas.
- The percentage of students being served in rural areas decreased from 4.3 percent of total public school enrollment to 3.1 percent during this period. Districts in rural areas accounted for just over one-third (35.2%) of Texas public school districts in 2007-08.

Figure 10
Change in Enrollment by District Type, Texas Public Schools, 1997-98 to 2007-08

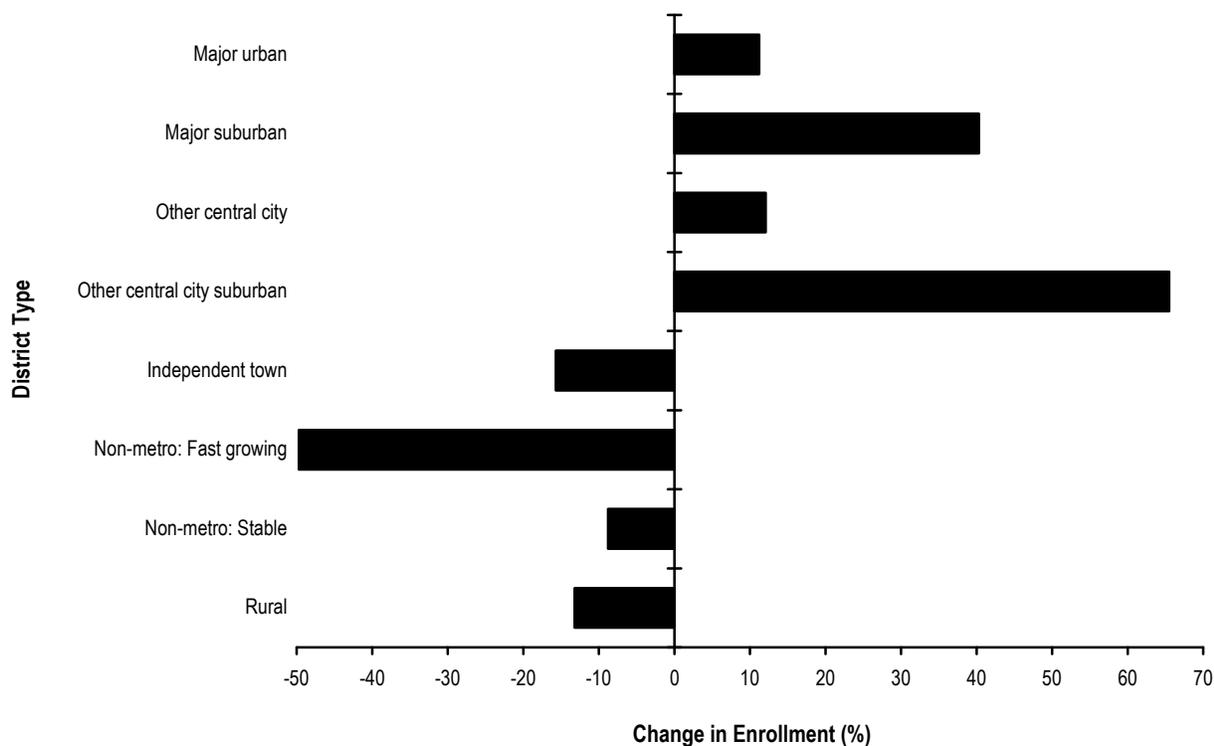


Table 14
Enrollment by District Type, Texas Public Schools, 1997-98 Through 2007-08

Year	Major urban		Major suburban		Other central city		Other central city suburban		Independent town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1997-98	802,244	20.6	1,090,162	27.9	648,278	16.6	367,897	9.4	327,194	8.4
1998-99	806,911	20.4	1,119,066	28.3	667,479	16.9	360,035	9.1	329,303	8.3
1999-00	862,978	21.6	1,092,278	27.3	670,041	16.7	367,959	9.2	326,117	8.1
2000-01	868,221	21.3	1,133,727	27.8	678,129	16.7	369,560	9.1	327,498	8.0
2001-02	826,477	19.9	1,312,477	31.5	654,441	15.7	486,455	11.7	277,169	6.7
2002-03	888,575	20.9	1,302,823	30.6	668,917	15.7	499,883	11.7	287,638	6.8
2003-04	888,757	20.5	1,345,980	31.1	682,705	15.8	514,710	11.9	293,998	6.8
2004-05	887,410	20.2	1,386,601	31.5	716,925	16.3	535,956	12.2	281,494	6.4
2005-06	901,300	19.9	1,456,752	32.2	704,899	15.6	581,524	12.9	282,039	6.2
2006-07	894,106	19.5	1,492,016	32.5	736,972	16.0	599,298	13.0	277,296	6.0
2007-08	892,014	19.1	1,529,257	32.7	726,904	15.6	608,914	13.0	275,792	5.9
10-year change	89,770	11.2	439,095	40.3	78,626	12.1	241,017	65.5	-51,402	-15.7

Year	Non-metro: Fast growing		Non-metro: Stable		Rural		Charter		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1997-98	115,275	3.0	378,994	9.7	166,583	4.3	3,861	0.1	3,900,488	100
1998-99	95,981	2.4	405,663	10.3	157,756	4.0	12,240	0.3	3,954,434	100
1999-00	97,128	2.4	425,451	10.6	134,567	3.4	25,708	0.6	4,002,227	100
2000-01	74,707	1.8	443,480	10.9	138,067	3.4	38,044	0.9	4,071,433	100
2001-02	56,542	1.4	366,020	8.8	134,337	3.2	47,050	1.1	4,160,968	100
2002-03	47,797	1.1	370,079	8.7	136,121	3.2	53,988	1.3	4,255,821	100
2003-04	45,082	1.0	360,507	8.3	135,456	3.1	60,833	1.4	4,328,028	100
2004-05	29,897	0.7	356,204	8.1	139,997	3.2	66,160	1.5	4,400,644	100
2005-06	30,214	0.7	349,952	7.7	143,459	3.2	70,904	1.6	4,521,043	100
2006-07	22,288	0.5	347,170	7.6	144,689	3.1	81,107	1.8	4,594,942	100
2007-08	57,943	1.2	345,571	7.4	144,613	3.1	90,485	1.9	4,671,493	100
10-year change	-57,332	-49.7	-33,423	-8.8	-21,970	-13.2	86,624	2,243.6	771,005	19.8

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

Enrollment by District Type and Ethnicity

- Between 1997-98 and 2007-08, major suburban districts reported considerable increases in the numbers of Hispanic (103.2%), Asian/Pacific Islander (76.6%), and African American (66.9%) students (Figure 11). White student enrollment in major suburban districts declined by 4.8 percent.
- Major urban districts reported considerable increases in the enrollment of Asian/Pacific Islander and Hispanic students during this period (46.1% and 29.4%, respectively) and decreases in the enrollment of African American and White students (13.3% and 13.0%, respectively).
- In other central city suburban districts, enrollment increased for all ethnicities, with particularly large increases among Asian/Pacific Islander (201.0%) and Hispanic (75.3%) students (Table 15 on page 30). Enrollment in other central city districts increased for Hispanic (40.6%) and African American students (6.2%) but decreased for White (16.1%) and Asian/Pacific Islander students (0.5%).
- Districts in independent towns and rural districts experienced increases in Asian/Pacific Islander and Hispanic student enrollment and decreases in African American and White student enrollment. Non-metropolitan stable districts experienced increases in the enrollment of Hispanic students (4.7%) and decreases among African American (23.1%) and White students (14.3%). In non-metropolitan fast-growing districts, enrollment increased for Asian/Pacific Islander (127.6%) and African American students (64.6%) and decreased for White (58.9%) and Hispanic students (42.7%).
- Charter school district enrollment increased considerably for all ethnicities, with each group having at least 15 times as many enrollees in 2007-08 as in 1997-98.

Figure 11
Change in Enrollment by District Type and Ethnicity, Texas Public Schools, 1997-98 to 2007-08

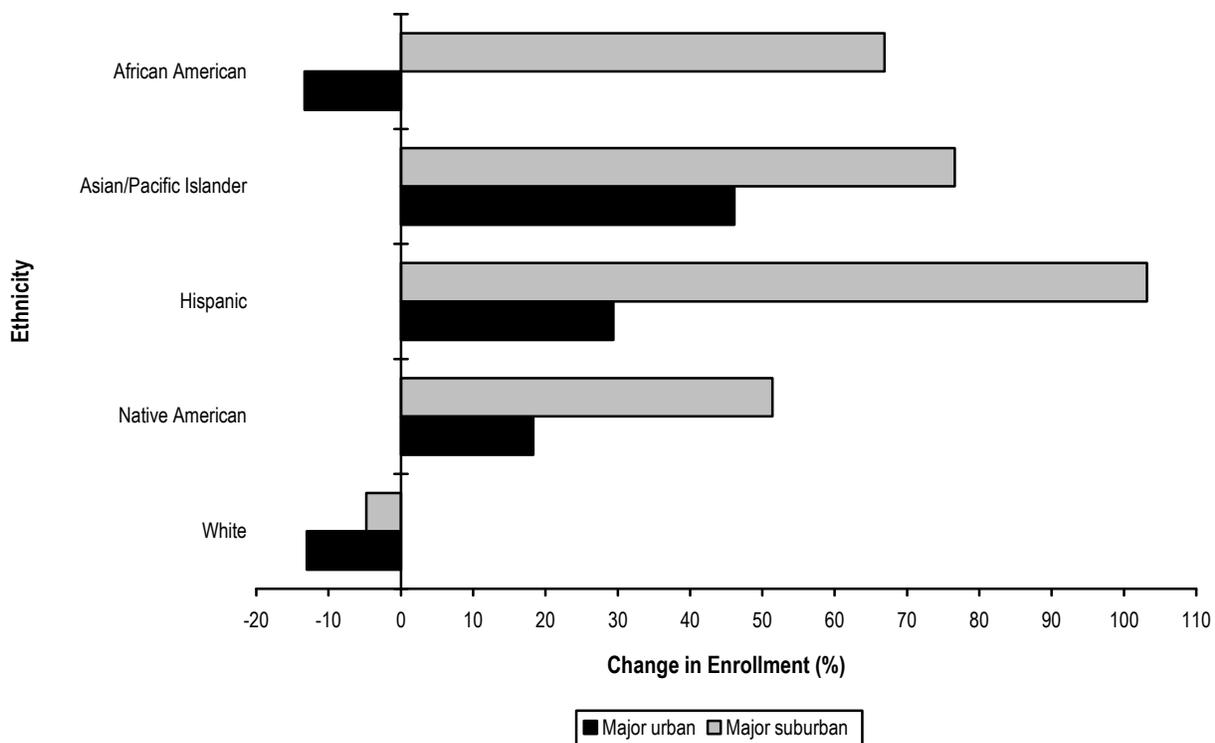


Table 15
Enrollment by District Type and Ethnicity, Texas Public Schools, 1997-98 and 2007-08

Year	Major urban		Major suburban		Other central city		Other central city suburban		Independent town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
1997-98	193,760	24.2	154,722	14.2	81,243	12.5	29,779	8.1	41,257	12.6
2007-08	167,920	18.8	258,256	16.9	86,275	11.9	42,966	7.1	35,740	13.0
10-year change	-25,840	-13.3	103,534	66.9	5,032	6.2	13,187	44.3	-5,517	-13.4
Asian/Pacific Islander										
1997-98	15,488	1.9	58,477	5.4	11,771	1.8	4,018	1.1	1,805	0.6
2007-08	22,624	2.5	103,292	6.8	11,712	1.6	12,096	2.0	2,397	0.9
10-year change	7,136	46.1	44,815	76.6	-59	-0.5	8,078	201.0	592	32.8
Hispanic										
1997-98	436,830	54.5	306,461	28.1	285,574	44.1	155,133	42.2	98,502	30.1
2007-08	565,073	63.3	622,585	40.7	401,460	55.2	271,924	44.7	107,587	39.0
10-year change	128,243	29.4	316,124	103.2	115,886	40.6	116,791	75.3	9,085	9.2
Native American										
1997-98	1,736	0.2	3,404	0.3	1,647	0.3	1,033	0.3	819	0.3
2007-08	2,054	0.2	5,153	0.3	2,477	0.3	2,637	0.4	1,082	0.4
10-year change	318	18.3	1,749	51.4	830	50.4	1,604	155.3	263	32.1
White										
1997-98	154,430	19.2	567,098	52.0	268,043	41.3	177,934	48.4	184,811	56.5
2007-08	134,343	15.1	539,971	35.3	224,980	31.0	279,291	45.9	128,986	46.8
10-year change	-20,087	-13.0	-27,127	-4.8	-43,063	-16.1	101,357	57.0	-55,825	-30.2
State										
1997-98	802,244	100	1,090,162	100	648,278	100	367,897	100	327,194	100
2007-08	892,014	100	1,529,257	100	726,904	100	608,914	100	275,792	100
10-year change	89,770	11.2	439,095	40.3	78,626	12.1	241,017	65.5	-51,402	-15.7

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

continues

Table 15 (continued)
Enrollment by District Type and Ethnicity, Texas Public Schools, 1997-98 and 2007-08

Year	Non-metro: Fast growing		Non-metro: Stable		Rural		Charter	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American								
1997-98	3,594	3.1	43,634	11.5	11,324	6.8	1,092	28.3
2007-08	5,917	10.2	33,542	9.7	8,255	5.7	27,138	30.0
10-year change	2,323	64.6	-10,092	-23.1	-3,069	-27.1	26,046	2,385.2
Asian/Pacific Islander								
1997-98	865	0.8	2,195	0.6	417	0.3	100	2.6
2007-08	1,969	3.4	2,196	0.6	467	0.3	2,468	2.7
10-year change	1,104	127.6	1	<0.1	50	12.0	2,368	2,368.0
Hispanic								
1997-98	26,605	23.1	125,298	33.1	42,783	25.7	1,798	46.6
2007-08	15,244	26.3	131,169	38.0	43,379	30.0	44,919	49.6
10-year change	-11,361	-42.7	5,871	4.7	596	1.4	43,121	2,398.3
Native American								
1997-98	374	0.3	986	0.3	562	0.3	17	0.4
2007-08	355	0.6	1,385	0.4	869	0.6	273	0.3
10-year change	-19	-5.1	399	40.5	307	54.6	256	1,505.9
White								
1997-98	83,837	72.7	206,881	54.6	111,497	66.9	854	22.1
2007-08	34,458	59.5	177,279	51.3	91,643	63.4	15,687	17.3
10-year change	-49,379	-58.9	-29,602	-14.3	-19,854	-17.8	14,833	1,736.9
State								
1997-98	115,275	100	378,994	100	166,583	100	3,861	100
2007-08	57,943	100	345,571	100	144,613	100	90,485	100
10-year change	-57,332	-49.7	-33,423	-8.8	-21,970	-13.2	86,624	2,243.6

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

Enrollment by District Type and Economically Disadvantaged Status

- In all types of public school districts except major suburban and non-metropolitan fast-growing districts, more than half of students enrolled in the 2007-08 school year were economically disadvantaged. In 2007-08, economically disadvantaged students represented 69.7 percent of total enrollment in major urban districts, an increase from 65.3 percent in 1997-98 (Table 16).
- Other than charter school districts, major suburban districts reported the greatest gain in the number of economically disadvantaged students, increasing by 86.6 percent from 1997-98 to 2007-08 (Figure 12 and Table 16). Enrollment of economically disadvantaged students in other central city suburban districts also increased substantially (75.4%). In 1997-98, economically disadvantaged students represented 34.0 percent of the student population in major suburban districts and 49.9 percent in other central city suburban districts. By 2007-08, they represented 45.2 percent and 52.9 percent, respectively.
- Three types of districts reported declines in the numbers of economically disadvantaged students during this period: non-metropolitan fast-growing (57.3%), rural (6.6%), and independent town districts (1.4%).
- In the 1997-98 school year, 40.2 percent of charter school district students were economically disadvantaged. By 2007-08, the percentage had increased to 69.9 percent, the greatest proportion for any district type.

Figure 12
Change in Enrollment of Economically Disadvantaged Students by District Type, Texas Public Schools, 1997-98 to 2007-08

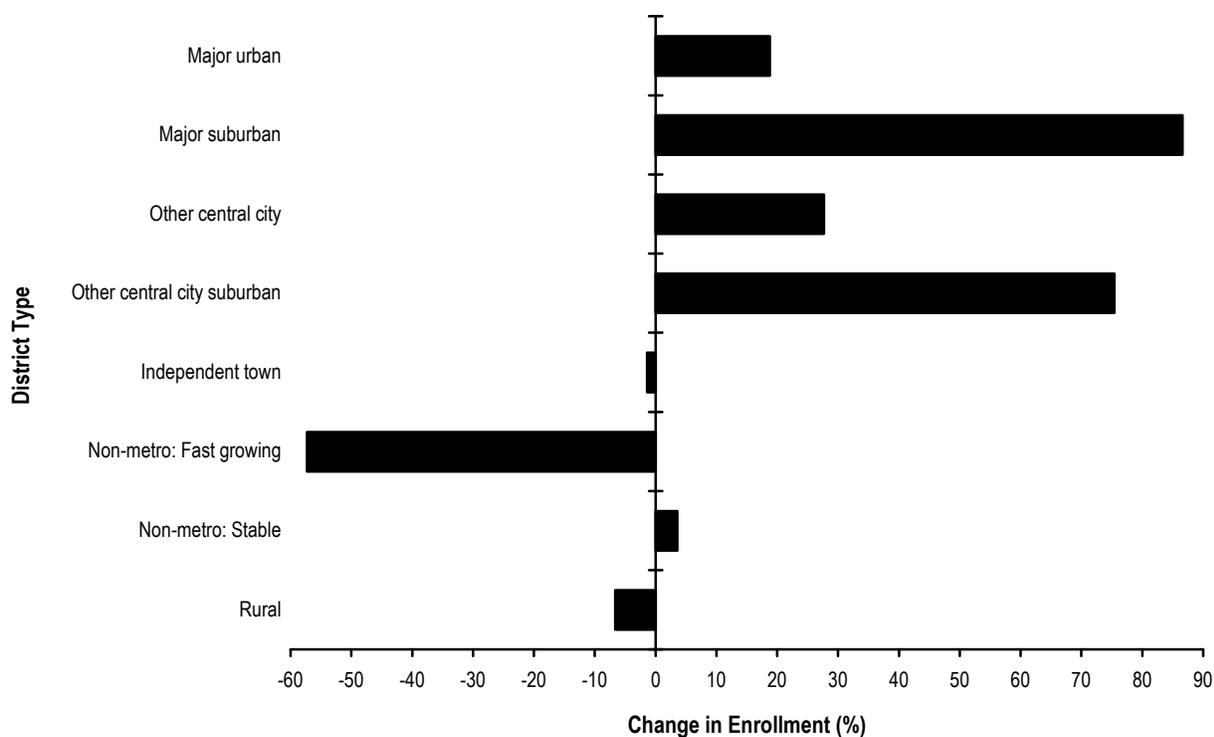


Table 16
Enrollment of Economically Disadvantaged Students by District Type, Texas Public Schools,
1997-98 Through 2007-08

Year	Major urban		Major suburban		Other central city		Other central city suburban		Independent town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1997-98	523,690	65.3	370,618	34.0	341,886	52.7	183,649	49.9	153,764	47.0
1998-99	519,809	64.4	388,655	34.7	352,991	52.9	175,591	48.8	156,770	47.6
1999-00	546,848	63.4	386,852	35.4	361,362	53.9	178,381	48.5	154,937	47.5
2000-01	560,760	64.6	408,512	36.0	368,021	54.3	181,193	49.0	155,847	47.6
2001-02	561,469	67.9	476,870	36.3	380,757	58.2	237,022	48.7	138,583	50.0
2002-03	598,912	67.4	497,943	38.2	395,929	59.2	250,835	50.2	144,578	50.3
2003-04	610,635	68.7	534,625	39.7	407,243	59.7	257,671	50.1	151,048	51.4
2004-05	626,929	70.6	584,917	42.2	432,606	60.3	271,097	50.6	153,630	54.6
2005-06	642,450	71.3	641,610	44.0	417,949	59.3	310,856	53.5	155,661	55.2
2006-07	624,196	69.8	673,844	45.2	431,991	58.6	320,737	53.5	154,475	55.7
2007-08	621,949	69.7	691,726	45.2	436,685	60.1	322,161	52.9	151,671	55.0
10-year change	98,259	18.8	321,108	86.6	94,799	27.7	138,512	75.4	-2,093	-1.4

Year	Non-metro: Fast growing		Non-metro: Stable		Rural		Charter		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1997-98	44,037	38.2	187,032	49.3	81,930	49.2	1,554	40.2	1,888,160	100
1998-99	35,192	36.7	202,205	49.8	77,830	49.3	6,438	52.6	1,915,481	100
1999-00	34,857	35.9	212,010	49.8	67,347	50.0	13,406	52.1	1,956,000	100
2000-01	22,760	30.5	216,536	48.8	68,870	49.9	20,622	54.2	2,003,121	100
2001-02	18,022	31.9	188,539	51.5	68,013	50.6	27,090	57.6	2,096,365	100
2002-03	15,704	32.9	195,913	52.9	71,326	52.4	32,821	60.8	2,203,961	100
2003-04	17,265	38.3	193,114	53.6	71,264	52.6	38,330	63.0	2,281,195	100
2004-05	13,362	44.7	195,408	54.9	74,668	53.3	45,083	68.1	2,397,700	100
2005-06	11,830	39.2	198,801	56.8	77,593	54.1	50,222	70.8	2,506,972	100
2006-07	9,737	43.7	195,928	56.4	77,764	53.7	56,411	69.6	2,545,083	100
2007-08	18,793	32.4	193,823	56.1	76,535	52.9	63,278	69.9	2,576,621	100
10-year change	-25,244	-57.3	6,791	3.6	-5,395	-6.6	61,724	3,971.9	688,461	36.5

Enrollment by Education Service Center

Regional education service centers (ESCs) are non-regulatory, 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.

Eleven of the twenty ESC regions in Texas experienced gains in student enrollment between the 1997-98 and 2007-08 school years, and the other nine saw losses (Figure 13). Five of the seven regions experiencing increases of 18 percent or more include a major urban district (Austin, Dallas, Fort Worth, Houston, and San Antonio Independent School Districts). Another high-growth region is ESC Region 1 (Edinburg), which includes a number of immigrant communities along the southern border with Mexico. Region 6 (Huntsville), which includes some of the rapidly expanding districts north of Houston, is the seventh high-growth region.

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

- During the 1997-98 school year, ESC Region 4 (Houston) served the largest student population: 21.3 percent of the total state public school enrollment. In 2007-08, Region 4 continued to serve the largest proportion of total state enrollment (22.1%) (Table 17 on page 36).
- In 1997-98, Region 9 (Wichita Falls) served the smallest population: 1.1 percent of the total state public school enrollment. Region 9 remained the smallest in 2007-08, with 0.8 percent of total state enrollment.
- Region 13 (Austin) experienced the greatest percentage gain in enrollment between 1997-98 and 2007-08, increasing by 38.9 percent. Region 18 (Midland) had the greatest loss, decreasing by 11.0 percent during this time period.

Figure 13
Change in Enrollment by Education Service Center, Texas Public Schools, 1997-98 to 2007-08

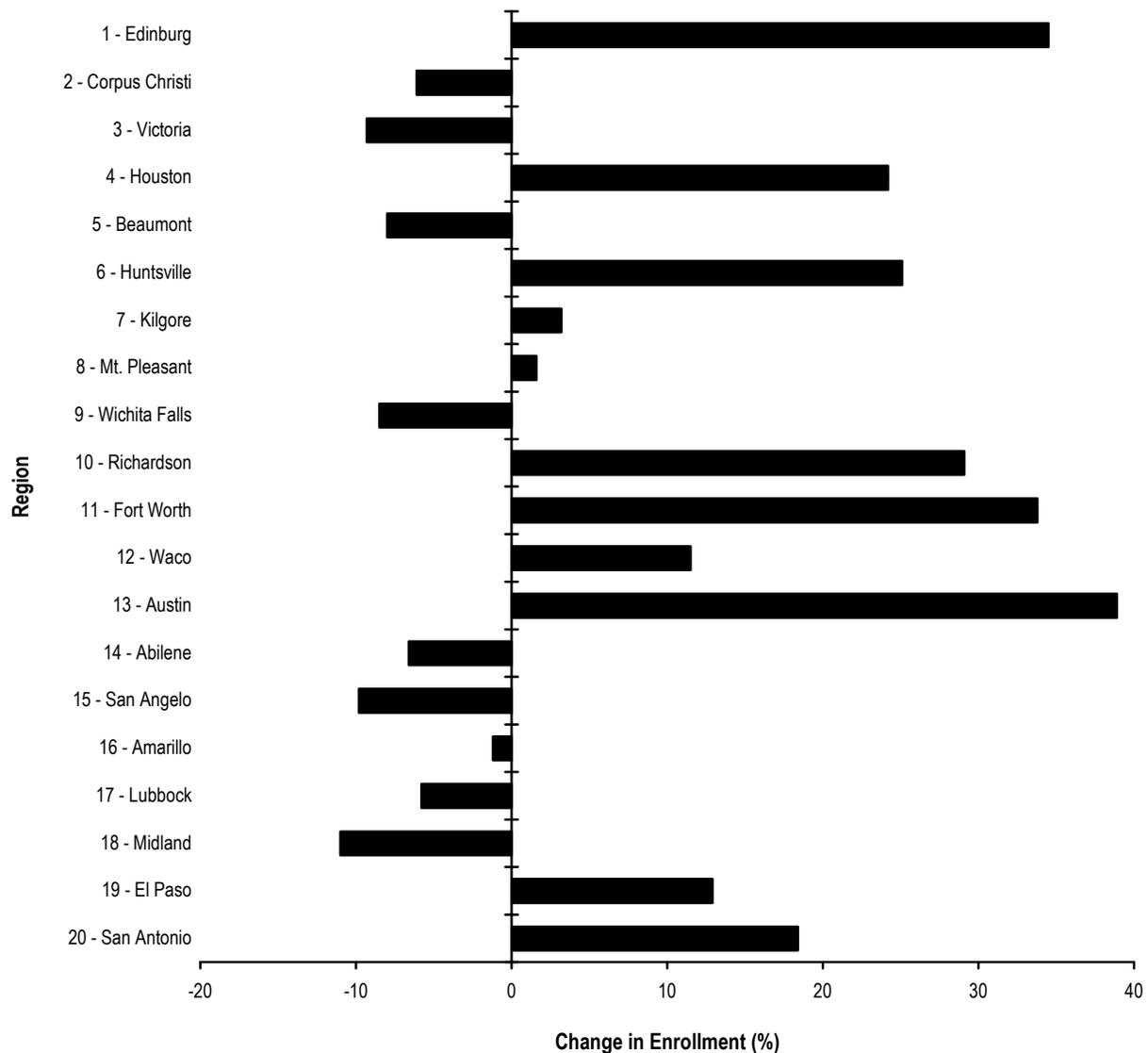


Table 17

Enrollment by Education Service Center, Texas Public Schools, 1997-98 Through 2007-08

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1997-98	285,029	7.3	112,357	2.9	57,900	1.5	830,338	21.3	87,719	2.2
1998-99	289,617	7.3	110,845	2.8	57,540	1.5	846,144	21.4	87,633	2.2
1999-00	295,103	7.4	109,486	2.7	56,797	1.4	861,594	21.5	86,769	2.2
2000-01	303,275	7.4	107,892	2.6	55,855	1.4	879,574	21.6	86,023	2.1
2001-02	315,910	7.6	107,864	2.6	55,310	1.3	903,257	21.7	85,769	2.1
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
10-year change	98,431	34.5	-6,845	-6.1	-5,404	-9.3	201,124	24.2	-7,007	-8.0

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1997-98	128,718	3.3	159,214	4.1	55,894	1.4	42,485	1.1	550,573	14.1
1998-99	131,062	3.3	159,184	4.0	55,501	1.4	41,922	1.1	564,893	14.3
1999-00	133,333	3.3	157,726	3.9	55,357	1.4	41,528	1.0	579,472	14.5
2000-01	136,347	3.3	158,040	3.9	55,319	1.4	40,875	1.0	598,831	14.7
2001-02	139,093	3.3	158,670	3.8	55,274	1.3	40,836	1.0	619,787	14.9
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
10-year change	32,343	25.1	5,032	3.2	884	1.6	-3,596	-8.5	160,017	29.1

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

continues

Table 17 (continued)

Enrollment by Education Service Center, Texas Public Schools, 1997-98 Through 2007-08

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1997-98	381,348	9.8	133,161	3.4	248,423	6.4	50,563	1.3	52,883	1.4
1998-99	392,618	9.9	133,026	3.4	259,098	6.6	49,982	1.3	51,836	1.3
1999-00	402,764	10.1	134,410	3.4	264,791	6.6	48,921	1.2	51,417	1.3
2000-01	417,550	10.3	134,805	3.3	274,077	6.7	47,624	1.2	50,696	1.2
2001-02	431,800	10.4	136,498	3.3	281,011	6.8	46,464	1.1	49,935	1.2
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
10-year change	128,859	33.8	15,355	11.5	96,731	38.9	-3,357	-6.6	-5,191	-9.8

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1997-98	81,035	2.1	83,516	2.1	84,563	2.2	153,932	3.9	320,837	8.2
1998-99	80,327	2.0	82,217	2.1	83,319	2.1	154,546	3.9	323,124	8.2
1999-00	79,547	2.0	80,938	2.0	80,045	2.0	155,823	3.9	326,406	8.2
2000-01	78,597	1.9	79,822	2.0	77,835	1.9	157,606	3.9	330,790	8.1
2001-02	78,191	1.9	79,006	1.9	77,226	1.9	160,797	3.9	338,270	8.1
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
10-year change	-995	-1.2	-4,880	-5.8	-9,341	-11.0	19,803	12.9	59,042	18.4

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

Enrollment by Education Service Center and Ethnicity

- Hispanic enrollment rose in all 20 ESC regions from 1997-98 to 2007-08 (Figure 14). The number of Hispanic students more than doubled in Regions 6 (Huntsville), 8 (Mt. Pleasant), and 11 (Fort Worth) and almost doubled in Regions 5 (Beaumont), 7 (Kilgore), and 10 (Richardson).
- From 1997-98 to 2007-08, White enrollment decreased in 17 of the 20 ESC regions. Eleven regions had declines of 15.0 percent or more. Nine of these regions had declines in enrollment as a whole, but Regions 1 (Edinburg) and 19 (El Paso) saw growth (Figure 13 on page 35 and Table 18 on page 39).
- As a percentage of statewide enrollment, African American enrollment remained relatively stable over the 10-year period (Figure 1 on page 6), but African American representation varied greatly by region. In the 2007-08 school year, African American students made up more than 30 percent of enrollment in Region 5 (Beaumont) but less than 1 percent in Region 1 (Edinburg) (Table 18).

Figure 14
Change in Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1997-98 to 2007-08

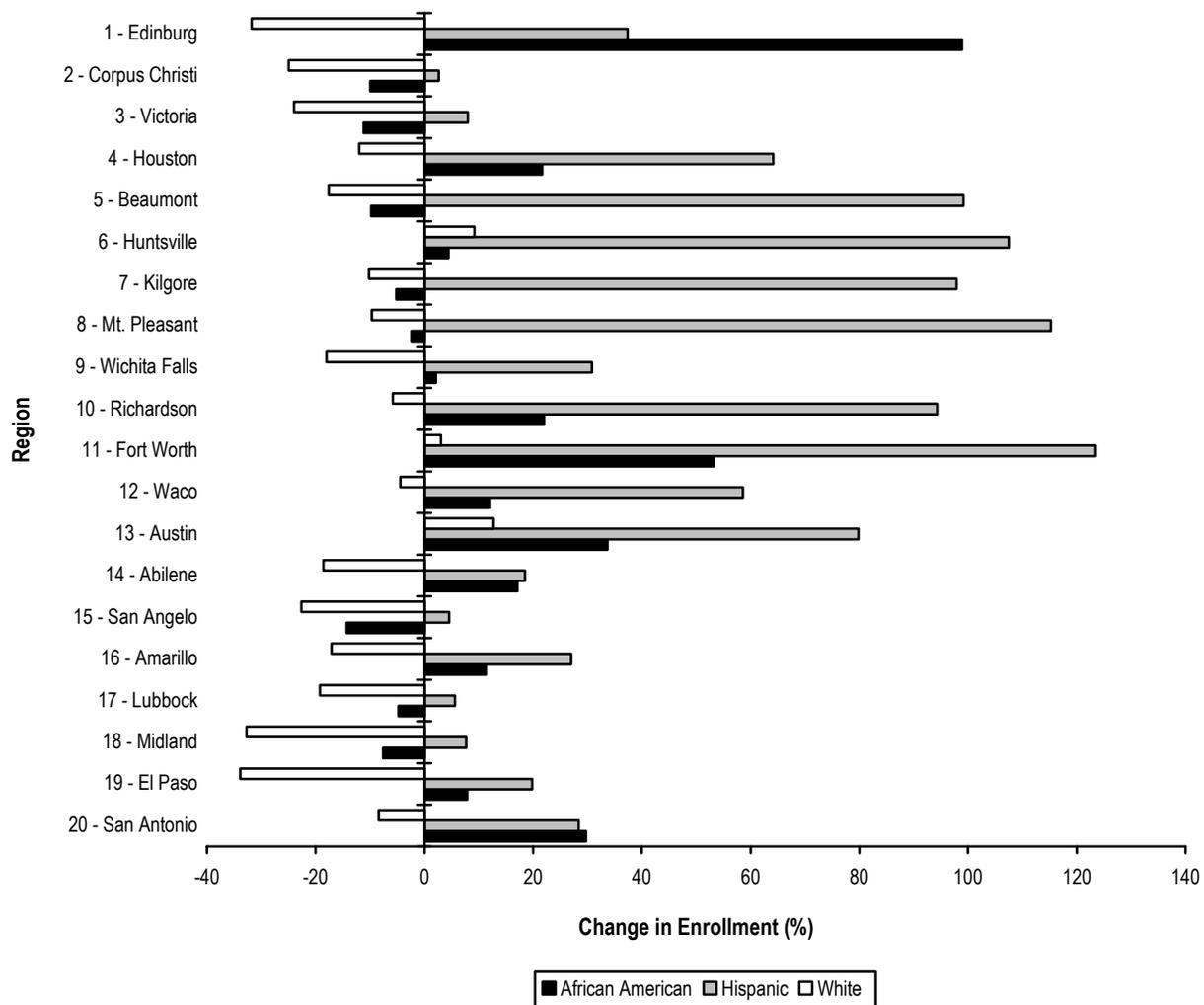


Table 18
Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1997-98 and 2007-08

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American										
1997-98	473	0.2	4,191	3.7	6,478	11.2	182,300	22.0	26,895	30.7
2007-08	941	0.2	3,772	3.6	5,750	11.0	221,793	21.5	24,266	30.1
10-year change	468	98.9	-419	-10.0	-728	-11.2	39,493	21.7	-2,629	-9.8
Asian/Pacific Islander										
1997-98	990	0.3	1,062	0.9	694	1.2	40,365	4.9	1,966	2.2
2007-08	1,932	0.5	1,351	1.3	633	1.2	61,564	6.0	2,057	2.5
10-year change	942	95.2	289	27.2	-61	-8.8	21,199	52.5	91	4.6
Hispanic										
1997-98	270,366	94.9	72,473	64.5	23,428	40.5	278,421	33.5	4,945	5.6
2007-08	371,549	96.9	74,345	70.5	25,310	48.2	457,268	44.3	9,850	12.2
10-year change	101,183	37.4	1,872	2.6	1,882	8.0	178,847	64.2	4,905	99.2
Native American										
1997-98	157	0.1	304	0.3	65	0.1	1,207	0.1	206	0.2
2007-08	147	<0.1	296	0.3	103	0.2	1,997	0.2	260	0.3
10-year change	-10	-6.4	-8	-2.6	38	58.5	790	65.5	54	26.2
White										
1997-98	13,043	4.6	34,327	30.6	27,235	47.0	328,045	39.5	53,707	61.2
2007-08	8,891	2.3	25,748	24.4	20,700	39.4	288,840	28.0	44,279	54.9
10-year change	-4,152	-31.8	-8,579	-25.0	-6,535	-24.0	-39,205	-12.0	-9,428	-17.6
State										
1997-98	285,029	100	112,357	100	57,900	100	830,338	100	87,719	100
2007-08	383,460	100	105,512	100	52,496	100	1,031,462	100	80,712	100
10-year change	98,431	34.5	-6,845	-6.1	-5,404	-9.3	201,124	24.2	-7,007	-8.0

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

continues

Table 18 (continued)

Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1997-98 and 2007-08

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										
1997-98	19,812	15.4	34,930	21.9	13,132	23.5	3,613	8.5	118,678	21.6
2007-08	20,687	12.8	33,117	20.2	12,821	22.6	3,689	9.5	144,793	20.4
10-year change	875	4.4	-1,813	-5.2	-311	-2.4	76	2.1	26,115	22.0
Asian/Pacific Islander										
1997-98	1,333	1.0	743	0.5	183	0.3	566	1.3	21,429	3.9
2007-08	3,137	1.9	1,400	0.9	397	0.7	583	1.5	36,920	5.2
10-year change	1,804	135.3	657	88.4	214	116.9	17	3.0	15,491	72.3
Hispanic										
1997-98	19,663	15.3	17,124	10.8	3,932	7.0	6,059	14.3	141,100	25.6
2007-08	40,795	25.3	33,896	20.6	8,460	14.9	7,928	20.4	274,183	38.6
10-year change	21,132	107.5	16,772	97.9	4,528	115.2	1,869	30.8	133,083	94.3
Native American										
1997-98	298	0.2	354	0.2	273	0.5	215	0.5	2,599	0.5
2007-08	754	0.5	560	0.3	462	0.8	423	1.1	3,434	0.5
10-year change	456	153.0	206	58.2	189	69.2	208	96.7	835	32.1
White										
1997-98	87,612	68.1	106,063	66.6	38,374	68.7	32,032	75.4	266,767	48.5
2007-08	95,688	59.4	95,273	58.0	34,638	61.0	26,266	67.5	251,260	35.4
10-year change	8,076	9.2	-10,790	-10.2	-3,736	-9.7	-5,766	-18.0	-15,507	-5.8
State										
1997-98	128,718	100	159,214	100	55,894	100	42,485	100	550,573	100
2007-08	161,061	100	164,246	100	56,778	100	38,889	100	710,590	100
10-year change	32,343	25.1	5,032	3.2	884	1.6	-3,596	-8.5	160,017	29.1

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

continues

Table 18 (continued)

Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1997-98 and 2007-08

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										
1997-98	48,044	12.6	30,175	22.7	24,675	9.9	3,175	6.3	1,812	3.4
2007-08	73,620	14.4	33,812	22.8	32,990	9.6	3,717	7.9	1,553	3.3
10-year change	25,576	53.2	3,637	12.1	8,315	33.7	542	17.1	-259	-14.3
Asian/Pacific Islander										
1997-98	11,462	3.0	2,068	1.6	5,044	2.0	379	0.7	272	0.5
2007-08	22,521	4.4	2,697	1.8	12,752	3.7	456	1.0	292	0.6
10-year change	11,059	96.5	629	30.4	7,708	152.8	77	20.3	20	7.4
Hispanic										
1997-98	67,783	17.8	24,034	18.0	78,419	31.6	12,617	25.0	24,054	45.5
2007-08	151,476	29.7	38,114	25.7	140,986	40.8	14,950	31.7	25,131	52.7
10-year change	83,693	123.5	14,080	58.6	62,567	79.8	2,333	18.5	1,077	4.5
Native American										
1997-98	1,745	0.5	479	0.4	777	0.3	132	0.3	110	0.2
2007-08	2,825	0.6	848	0.6	1,193	0.3	212	0.4	107	0.2
10-year change	1,080	61.9	369	77.0	416	53.5	80	60.6	-3	-2.7
White										
1997-98	252,314	66.2	76,405	57.4	139,508	56.2	34,260	67.8	26,635	50.4
2007-08	259,765	50.9	73,045	49.2	157,233	45.6	27,871	59.0	20,609	43.2
10-year change	7,451	3.0	-3,360	-4.4	17,725	12.7	-6,389	-18.6	-6,026	-22.6
State										
1997-98	381,348	100	133,161	100	248,423	100	50,563	100	52,883	100
2007-08	510,207	100	148,516	100	345,154	100	47,206	100	47,692	100
10-year change	128,859	33.8	15,355	11.5	96,731	38.9	-3,357	-6.6	-5,191	-9.8

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

continues

Table 18 (continued)

Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1997-98 and 2007-08

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										
1997-98	4,238	5.2	6,814	8.2	4,566	5.4	4,505	2.9	21,899	6.8
2007-08	4,717	5.9	6,485	8.2	4,217	5.6	4,859	2.8	28,410	7.5
10-year change	479	11.3	-329	-4.8	-349	-7.6	354	7.9	6,511	29.7
Asian/Pacific Islander										
1997-98	1,054	1.3	460	0.6	519	0.6	1,042	0.7	3,505	1.1
2007-08	1,183	1.5	796	1.0	559	0.7	1,291	0.7	6,700	1.8
10-year change	129	12.2	336	73.0	40	7.7	249	23.9	3,195	91.2
Hispanic										
1997-98	25,598	31.6	38,754	46.4	41,481	49.1	128,779	83.7	199,954	62.3
2007-08	32,500	40.6	40,914	52.0	44,662	59.4	154,328	88.8	256,695	67.6
10-year change	6,902	27.0	2,160	5.6	3,181	7.7	25,549	19.8	56,741	28.4
Native American										
1997-98	330	0.4	146	0.2	253	0.3	391	0.3	537	0.2
2007-08	359	0.4	287	0.4	384	0.5	547	0.3	1,087	0.3
10-year change	29	8.8	141	96.6	131	51.8	156	39.9	550	102.4
White										
1997-98	49,815	61.5	37,342	44.7	37,744	44.6	19,215	12.5	94,942	29.6
2007-08	41,281	51.6	30,154	38.3	25,400	33.8	12,710	7.3	86,987	22.9
10-year change	-8,534	-17.1	-7,188	-19.2	-12,344	-32.7	-6,505	-33.9	-7,955	-8.4
State										
1997-98	81,035	100	83,516	100	84,563	100	153,932	100	320,837	100
2007-08	80,040	100	78,636	100	75,222	100	173,735	100	379,879	100
10-year change	-995	-1.2	-4,880	-5.8	-9,341	-11.0	19,803	12.9	59,042	18.4

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

Enrollment by Education Service Center and Economically Disadvantaged Status

- From 1997-98 to 2007-08, the percentage of students who were economically disadvantaged increased in 18 of the 20 ESC regions (Figure 15 on this page and Table 19 on page 44). In 1997-98, seven regions—Region 1 (Edinburg), Region 2 (Corpus Christi), Region 15 (San Angelo), Region 17 (Lubbock), Region 18 (Midland), Region 19 (El Paso), and Region 20 (San Antonio)—served populations in which over 50 percent of students were economically disadvantaged. By 2007-08, only Regions 6 (Huntsville), 9 (Wichita Falls), 11 (Fort Worth), and 13 (Austin) did not have economically disadvantaged populations of more than 50 percent.
- In 2007-08, Region 1 (Edinburg) had the highest percentage of students who were economically disadvantaged (85.2%), and Region 11 (Fort Worth) had the lowest (41.1%). These two regions also had the highest and lowest percentages of economically disadvantaged students, respectively, in 1997-98.
- Of the nine regions that showed decreases in total enrollment during the period, all but Regions 15 (San Angelo) and 18 (Midland) saw increases in the numbers of economically disadvantaged students (Figure 13 on page 35 and Figure 15 on this page).

Figure 15
Change in Enrollment of Economically Disadvantaged Students by Education Service Center, Texas Public Schools, 1997-98 to 2007-08

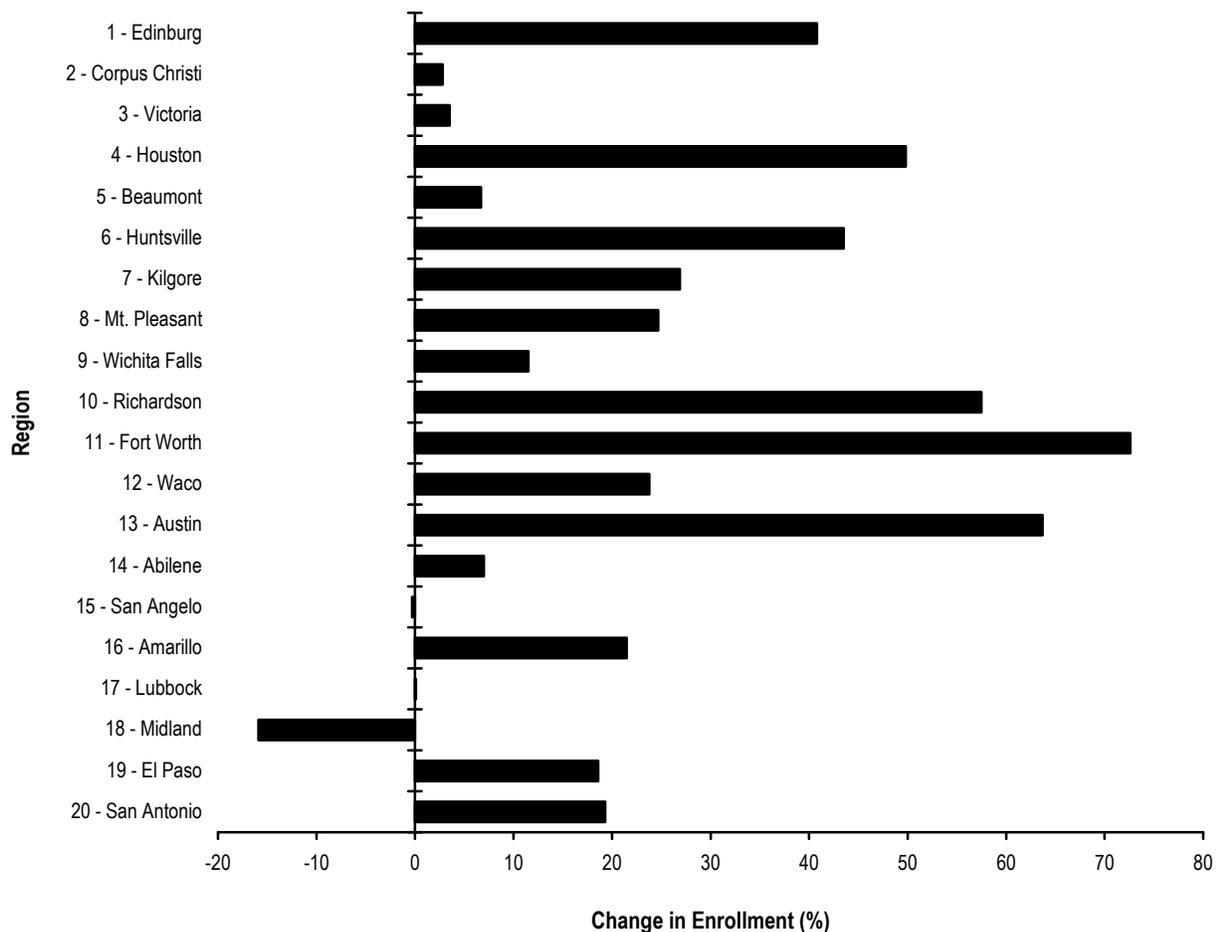


Table 19

Enrollment of Economically Disadvantaged Students by Education Service Center, Texas Public Schools, 1997-98 and 2007-08

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1997-98	232,014	81.4	63,074	56.1	28,248	48.8	371,832	44.8	39,746	45.3
2007-08	326,600	85.2	64,828	61.4	29,226	55.7	556,941	54.0	42,424	52.6
10-year change	94,586	40.8	1,754	2.8	978	3.5	185,109	49.8	2,678	6.7

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1997-98	51,544	40.0	70,410	44.2	25,703	46.0	17,138	40.3	229,512	41.7
2007-08	73,986	45.9	89,350	54.4	32,044	56.4	19,116	49.2	361,551	50.9
10-year change	22,442	43.5	18,940	26.9	6,341	24.7	1,978	11.5	132,039	57.5

Year	11 - Fort Worth		12 -Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1997-98	121,396	31.8	63,423	47.6	91,203	36.7	23,843	47.2	26,952	51.0
2007-08	209,525	41.1	78,534	52.9	149,293	43.3	25,513	54.0	26,884	56.4
10-year change	88,129	72.6	15,111	23.8	58,090	63.7	1,670	7.0	-68	-0.3

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1997-98	35,870	44.3	45,322	54.3	45,622	54.0	110,057	71.5	195,251	60.9
2007-08	43,576	54.4	45,359	57.7	38,374	51.0	130,483	75.1	233,014	61.3
10-year change	7,706	21.5	37	0.1	-7,248	-15.9	20,426	18.6	37,763	19.3

National Enrollment Trends

The total population, the number of school age children, and public school enrollment are growing at faster rates in Texas than in the United States. From 1997 to 2007, the estimated total population in Texas increased from 19.3 million to 23.9 million, or 23.5 percent, compared to a 12.6 percent increase in the United States (U.S. Bureau of the Census, 1997, 2007). From 1997 to 2007, the estimated number of children ages 5-17 in Texas increased from 4.0 million to 4.6 million, or 16.9 percent. In the United States, the number of children ages 5-17 increased by 5.3 percent (U.S. Bureau of the Census, 1997, 2007).

From 1995 to 2005, national figures indicate that public school enrollment in Texas increased by 20.7 percent, compared to a 9.5 percent increase in the United States (Table 20). During this period, the Texas public school system added 777,227 students, and U.S. public schools added 4,272,993 students (NCES, 2007b).

Table 20
Public School Enrollment, Texas and the
United States, Fall 1995 and Fall 2005

Year	Texas	United States
Fall 1995	3,748,167	44,840,481
Fall 2005	4,525,394	49,113,474
10-year change	777,227	4,272,993

In fall of 2005, according to national figures, Texas public school enrollment was 14.7 percent African American, 3.1 percent Asian/Pacific Islander, 45.3 percent Hispanic, 0.3 percent Native American, and 36.5 percent White (Table 21 on page 46). By comparison, U.S. public school enrollment was 17.2 percent African American, 4.6 percent Asian/Pacific Islander, 19.8 percent Hispanic, 1.2 percent Native American, and 57.1 percent White. Between 1995 and 2005, the proportion of enrollment accounted for by Hispanic students showed the largest increase across ethnic groups, both in Texas (increasing from 36.7% to 45.3%) and the nation (increasing from 13.5% to 19.8%). During the time period, the proportion of enrollment accounted for by White students decreased from 46.4 percent to 36.5 percent in Texas and from 64.8 percent to 57.1 percent nationwide. Throughout the period, Texas had a much higher percentage of Hispanic students and a lower percentage of White students than the nation as a whole (NCES, 2007b).

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 socioeconomic status. National figures indicate that 48.0 percent of public school students in Texas and 41.6 percent nationwide were eligible for free or reduced-price meals during the 2005-06 school year (Table 22 on page 46) (NCES, 2007a). In the 37 states for which 1995-96 eligibility figures are available, the percentages of eligible students ranged from a low of 12.4 percent to a high of 54.5 percent. In Texas, 40.3 percent of students were eligible in 1995-96 (NCES, 1998).

A higher percentage of public school students participated in special education programs across the United States (12.4%) in the 1995-96 school year than in Texas (11.8%) (Table 23 on page 46)

Table 21
Public School Enrollment by Ethnicity, Texas and the United States,
Fall 1995 and Fall 2005

Year	African American (%)	Asian/ Pacific	Hispanic (%)	Native American (%)	White (%)
		Islander (%)			
Texas					
Fall 1995	14.3	2.3	36.7	0.3	46.4
Fall 2005	14.7	3.1	45.3	0.3	36.5
10-year change (percentage-point)	0.4	0.8	8.6	0.0	-9.9
United States					
Fall 1995	16.8	3.7	13.5	1.1	64.8
Fall 2005	17.2	4.6	19.8	1.2	57.1
10-year change (percentage-point)	0.4	0.9	6.3	0.1	-7.7

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

Table 22
Public School Enrollment of Students Eligible
for the National School Lunch and Child
Nutrition Program, Texas and the United
States, 1995-96 and 2005-06

Year	Texas (%)	United States (%)
1995-96	40.3	n/a ^a
2005-06	48.0	41.6
10-year change (percentage-point)	7.7	n/a

^aA national rate could not be calculated because 13 states did not provide information for at least 70 percent of their schools. Of the 37 states that reported information for 1995-96, the percentage of eligible students ranged from a low of 12.4 percent to a high of 54.5 percent.

Table 23
Public School Enrollment of Students
Participating in Special Education
Programs, Texas and the United States,
1995-96 and 2004-05

Year	Texas (%)	United States (%)
1995-96	11.8	12.4
2004-05	11.7	13.8
9-year change (percentage-point)	-0.1	1.4

(NCES, 2006). By 2004-05, participation in special education had increased to 13.8 percent in the United States, but had remained relatively stable in Texas (11.7%) (NCES, 2006).

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 1994-95 was higher in Texas (12.1%) than in the nation (6.7%) (Table 24). Although the percentage of students identified as LEP increased between 1994-95 and 2004-05 in both Texas (to 15.5%) and the nation (to 10.5%), the percentage of LEP students in Texas remained higher (National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, 2006a, 2006b).

Table 24
Public School Enrollment of Students
Identified as Limited English Proficient,
Texas and the United States, 1994-95 and
2004-05

Year	Texas (%)	United States (%)
1994-95	12.1	6.7
2004-05	15.5	10.5
10-year change (percentage-point)	3.4	3.8

In the 42 states for which figures were available for the 1993-94 school year, the percentages of students identified as gifted and talented ranged from a low of 1.0 percent to a high of 14.0 percent. In Texas, the percentage was 7.0 percent (NCES, 1996). By 2004, all 50 states had gifted and talented programs in place, with the percentages of students identified ranging from a low of 1.9 percent to a high of 14.0 percent. National figures indicate that 8.3 percent of Texas students and 6.4 percent of students nationwide were identified as gifted and talented in 2004 (NCES, 2007c).

Appendix A. District Type Definitions

Districts are grouped into eight subcategories, ranging from major urban to rural, based on factors such as enrollment, growth in enrollment, economic status, and proximity to urban areas. Charter school districts make up a ninth subcategory. The subcategories are as follows.

Major Urban. A district is classified as major urban if: (a) it is located in a county with a population of at least 735,000; (b) its enrollment is the largest in the county or at least 75 percent of the largest district enrollment in the county; and (c) at least 35 percent of enrolled students are economically disadvantaged. A student is reported as economically disadvantaged if he or she is:

- eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program;
- from a family with annual income at or below the federal poverty line;
- eligible for Temporary Assistance to Needy Families or other public assistance;
- a recipient of a Pell Grant or comparable state program of need-based financial assistance;
- eligible for programs assisted under Title II of the Job Training Partnership Act; or
- eligible for benefits under the Food Stamp Act of 1977.

Major Suburban. A district is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is contiguous to a major urban district; and (c) its enrollment is at least 3 percent that of the contiguous major urban district or at least 4,500 students. A district also is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is not contiguous to a major urban district; (c) it is located in the same county as a major urban district; and (d) its enrollment is at least 15 percent that of the nearest major urban district in the county or at least 4,500 students.

Other Central City. A district is classified as other central city if: (a) it does not meet the criteria for classification in either of the previous subcategories; (b) it is not contiguous to a major urban district; (c) it is located in a county with a population of between 100,000 and 734,999; and (d) its enrollment is the largest in the county or at least 75 percent of the largest district enrollment in the county.

Other Central City Suburban. A district is classified as other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of between 100,000 and 734,999; and (c) its enrollment is at least 15 percent of the largest district enrollment in the county. A district also is other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is contiguous to an other central city district; (c) its enrollment is greater than 3 percent that of the contiguous other central city district; and (d) its enrollment exceeds the median district enrollment for the state of 735 students.

Independent Town. A district is classified as independent town if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of 25,000 to 99,999; and (c) its enrollment is the largest in the county or greater than 75 percent of the largest district enrollment in the county.

Non-Metropolitan: Fast Growing. A district is classified as non-metropolitan: fast growing if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it has an enrollment of at least 300 students; and (c) its enrollment has increased by at least 20 percent over the past five years.

Non-Metropolitan: Stable. A district is classified as non-metropolitan: stable if: (a) it does not meet the criteria for classification in any of the previous subcategories; and (b) its enrollment exceeds the median district enrollment for the state.

Rural. A district is classified as rural if it does not meet the criteria for classification in any of the previous subcategories. A rural district has either: (a) an enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent; or (b) an enrollment of less than 300 students.

Charter School Districts. Charter school districts are open-enrollment school districts chartered by the State Board of Education. Established by the Texas Legislature in 1995 to promote local initiative, charter school districts are subject to fewer regulations than other public school districts. Generally, charter school districts are subject to laws and rules that ensure fiscal and academic accountability but that do not unduly regulate instructional methods or pedagogical innovation. Like other public school districts, charter school districts are monitored and accredited under the statewide testing and accountability system.

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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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