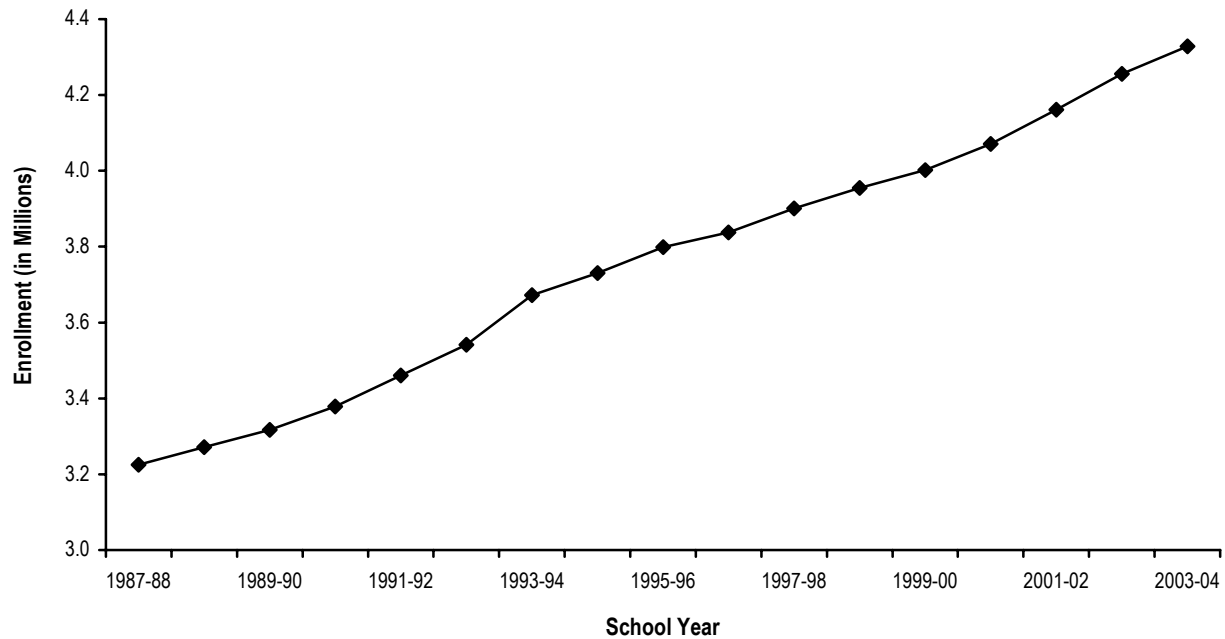


# Enrollment in Texas Public Schools 2003-04

Statewide Enrollment, Texas Public Schools, 1987-88 Through 2003-04



Division of Accountability Research  
Department of Accountability and Data Quality  
**Texas Education Agency**  
March 2005



# **Enrollment in Texas Public Schools 2003-04**

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**Abstract.** This report has been prepared as an update to *Enrollment in Texas Public Schools, 2001-02* (Texas Education Agency [TEA], 2003a). It provides information on enrollment in the Texas public school system from the 1994-95 through 2003-04 school years, based on data collected through the Texas Public Education Information Management System (PEIMS). 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 technology, gifted and talented, limited English proficiency, special education, Title I, education service center, ethnicity, economically disadvantaged status, and gender.*

**Cover.** Statewide Enrollment, Texas Public Schools, 1987-88 Through 2003-04. See pages 4-5 for detail.

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# Highlights

- Texas public school enrollment during the 1987-88 school year was 3,224,916 students. By 2003-04, enrollment had risen to 4,328,028 students. Over the 17-year time period, total enrollment increased by 1,103,112 students, or by 34.2 percent.
- Statewide enrollment increased by 2.1 percent each year, on average.
- Between the 1994-95 and 2003-04 school years, enrollment increased for all ethnic groups except Whites. Enrollment of White students declined by 4.2 percent.
- Hispanic student enrollment experienced the largest numerical increase, rising by 546,495 students (or 40.6%) during this time period. In 2003-04, Hispanic students (43.8%) were the largest enrolled ethnic group in the state, followed by White students (38.7%). The third largest group was African American students, at 14.2 percent.
- In 1994-95, there were 1,700,709 economically disadvantaged students, 46.3 percent of all students. By 2003-04, the number had risen to 2,281,195, bringing the proportion of Texas students who were economically disadvantaged to 52.7 percent.
- During both 2002-03 and 2003-04, Grade 9 had the highest enrollment, in part because of higher grade-level retention in Grade 9. In 2003-04, over 375,000 students were enrolled in this grade.
- The number of students identified as limited English proficient (LEP) grew by 45.1 percent between 1994-95 and 2003-04, and the number of students receiving bilingual or English as a second language (ESL) instructional services increased 52.6 percent.
- District types with high population concentrations and high growth rates (major urban, major suburban, other central city, and other central city suburban) accounted for 79.3 percent of total student enrollment in 2003-04, increasing from 71.7 percent in 1994-95.
- In 1994-95, Education Service Center Region 4 (Houston) served the largest student population, accounting for 21.0 percent of total state public school enrollment. In 2003-04, Region 4 continued to have the largest proportion of total enrollment (21.9%).
- From 1987-88 to 2001-02, enrollment in U.S. public schools increased 18.9 percent. At the same time, Texas public school enrollment increased 27.5 percent—an increase of over three-quarters of a million new students (National Center for Education Statistics [NCES], 2003a).
- In 1994-95, White student enrollment in U.S. public schools was 65.6 percent, and Hispanic student enrollment was 13.0 percent. In the same year in Texas public schools, White student enrollment was 47.1 percent, and Hispanic student enrollment was 36.1 percent (NCES, 1996). By Fall 2000, White enrollment in U.S. public schools had decreased to 61.2 percent, and Hispanic enrollment had increased to 16.3 percent. In the same period, White enrollment in Texas public schools declined to 42.0 percent, while Hispanic enrollment rose to 40.6 percent (NCES, 2003a).



# 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 specifically 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 of each year. This annual student count 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 (ESC) 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 such areas as school facilities.

Public school enrollment data are used at the regional and state levels in Texas 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 better prepare for the future educational needs of the entire Texas population. 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 TAKS (Texas Assessment of Knowledge and Skills) test.

Since 1994, accountability ratings for Texas public schools and districts have been based on a set of 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, 2004). 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, 2004). 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, 2004).

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 2003-04, a broad range of information was collected through PEIMS on over 1,200 school districts and open-enrollment charters; over 8,000 schools; over 290,000 teachers; and over four million students. Texas public school students are served in markedly diverse school settings. District areas range from about five square miles to nearly five thousand square miles. In 2003-04, only 10 students attended school in the Divide Independent School District. In contrast, over 210,000 students received instruction at 300 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 Mental Health and Mental Retardation.

This report is the latest in a series of reports on enrollment trends in Texas public schools (TEA, 1998, 2001, 2003a) 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, 2002-03 and 2003-04**

Group	Enrollment		Group	Enrollment	
	2002-03	2003-04		2002-03	2003-04
<b>All students</b>	4,255,821	4,328,028	<b>Instructional programs</b>		
<b>Ethnicity</b>			Bilingual or English as a second language	572,186	606,539
African American	608,045	616,050	Career and technology	407,905	435,403
Asian/Pacific Islander	122,485	127,092	Gifted and talented	332,623	335,844
Hispanic	1,818,531	1,894,108	Special education	500,979	509,401
Native American	13,162	13,791	Title I	2,298,536	2,482,395
White	1,693,598	1,676,987	<b>District type</b>		
<b>Socioeconomic status</b>			Major urban	888,575	888,757
Economically disadvantaged	2,203,961	2,281,195	Major suburban	1,302,823	1,345,980
<b>English proficiency</b>			Other central city	668,917	682,705
Limited English proficient	630,345	660,707	Other central city suburban	499,883	514,710
<b>Gender</b>			Independent town	287,638	293,998
Female	2,068,911	2,104,064	Non-metropolitan: Fast growing	47,797	45,082
Male	2,186,910	2,223,964	Non-metropolitan: Stable	370,079	360,507
<b>Grade</b>			Rural	136,121	135,456
Early education	26,242	27,571	Charter	53,988	60,833
Prekindergarten	157,498	166,579	<b>Education service center</b>		
Kindergarten	315,297	323,502	Region 1 - Edinburg	329,751	341,813
Grade 1	329,791	338,727	Region 2 - Corpus Christi	107,324	107,202
Grade 2	320,627	325,943	Region 3 - Victoria	55,207	54,989
Grade 3	321,452	323,373	Region 4 - Houston	928,460	947,443
Grade 4	321,616	321,788	Region 5 - Beaumont	85,157	84,724
Grade 5	322,152	324,046	Region 6 - Huntsville	142,717	145,813
Grade 6	323,070	327,093	Region 7 - Kilgore	160,218	161,025
Grade 7	325,150	329,560	Region 8 - Mt. Pleasant	56,054	56,278
Grade 8	316,731	324,316	Region 9 - Wichita Falls	40,448	40,125
Grade 9	372,396	375,358	Region 10 - Richardson	637,734	650,097
Grade 10	299,577	309,187	Region 11 - Fort Worth	447,306	457,200
Grade 11	265,523	267,682	Region 12 - Waco	138,563	140,480
Grade 12	238,699	243,303	Region 13 - Austin	289,678	297,490
			Region 14 - Abilene	45,934	45,157
			Region 15 - San Angelo	49,420	49,354
			Region 16 - Amarillo	77,783	77,821
			Region 17 - Lubbock	79,066	78,457
			Region 18 - Midland	76,368	75,467
			Region 19 - El Paso	163,601	166,302
			Region 20 - San Antonio	345,032	350,791

# Statewide Enrollment

For the 12-year period from 2001-2013, the National Center for Education Statistics (NCES) projects a 4-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, 2003c, p. 1). Different regions of the U.S. will experience different rates of growth (NCES, 2003c). Among the states, Texas is expected to experience the 10th largest increase in public school enrollment, at 11.2 percent. The increase in Texas is attributable to a higher than average birthrate and population migration to southern and western states (NCES, 2003c; Sutton & Mathews, 2004).

Between 1987-88 and 2003-04, 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 2001, the Texas State Data Center and Office of the State Demographer (TSDC/OSD) predicted Hispanics would become the largest ethnic group in the state by the year 2020 (TSDC/OSD, 2001). Hispanic student enrollment surpassed White enrollment in the public schools in 2001-02.

Increasing numbers and percentages of students met the state criteria of 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, and eligibility for food stamps (TEA, 2003b).

- Statewide enrollment during the 1987-88 school year was 3,224,916 students. By 2003-04, enrollment had risen to 4,328,028 students (Table 2).
- During the 17-year period between 1987-88 and 2003-04, total enrollment increased by 1,103,112 students, or by 34.2 percent (Table 3).
- Each year, on average, statewide enrollment increased by 2.1 percent.

**Table 2**  
**Statewide Enrollment, Texas Public Schools,**  
**1987-88 Through 2003-04**

Year	Number	Year	Number
1987-88	3,224,916	1996-97	3,837,096
1988-89	3,271,509	1997-98	3,900,488
1989-90	3,316,785	1998-99	3,954,434
1990-91	3,378,318	1999-00	4,002,227
1991-92	3,460,378	2000-01	4,071,433
1992-93	3,541,771	2001-02	4,160,968
1993-94	3,672,198	2002-03	4,255,821
1994-95	3,730,544	2003-04	4,328,028
1995-96	3,799,032		

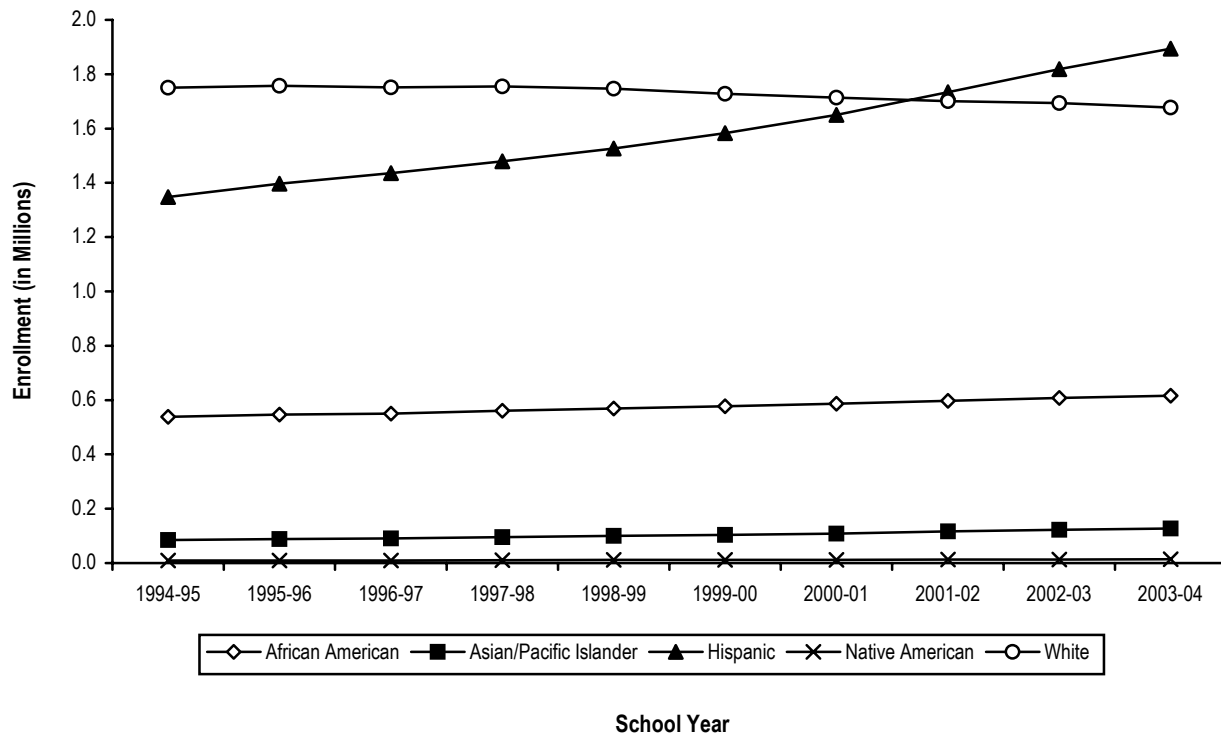
**Table 3**  
**Change in Statewide Enrollment, Texas**  
**Public Schools**

Period	Number	Percent
Ten-year change, 1994-95 to 2003-04	597,484	16.0
Seventeen-year change, 1987-88 to 2003-04	1,103,112	34.2

## Enrollment by Ethnicity

- Between the 1994-95 and 2003-04 school years, enrollment increased for all ethnic groups except Whites. Enrollment for White students declined by 4.2 percent (Table 4).
- Enrollment of Native American students had the largest percentage increase, rising 52.5 percent during the 10-year time period. Asian/Pacific Islander enrollment increased by 49.6 percent.
- Hispanic enrollment had the largest numerical increase, rising by 546,495 students (or 40.6%) over the decade (Figure 1). In 2003-04, Hispanic students (43.8%) were the largest enrolled ethnic group in the state, followed by White students (38.7%).
- African American enrollment decreased slightly from 14.4 percent of total enrollment to 14.2 percent during this time.

**Figure 1**  
**Enrollment by Ethnicity, Texas Public Schools, 1994-95 Through 2003-04**



**Table 4**  
**Enrollment by Ethnicity, Texas Public Schools, 1994-95 Through 2003-04**

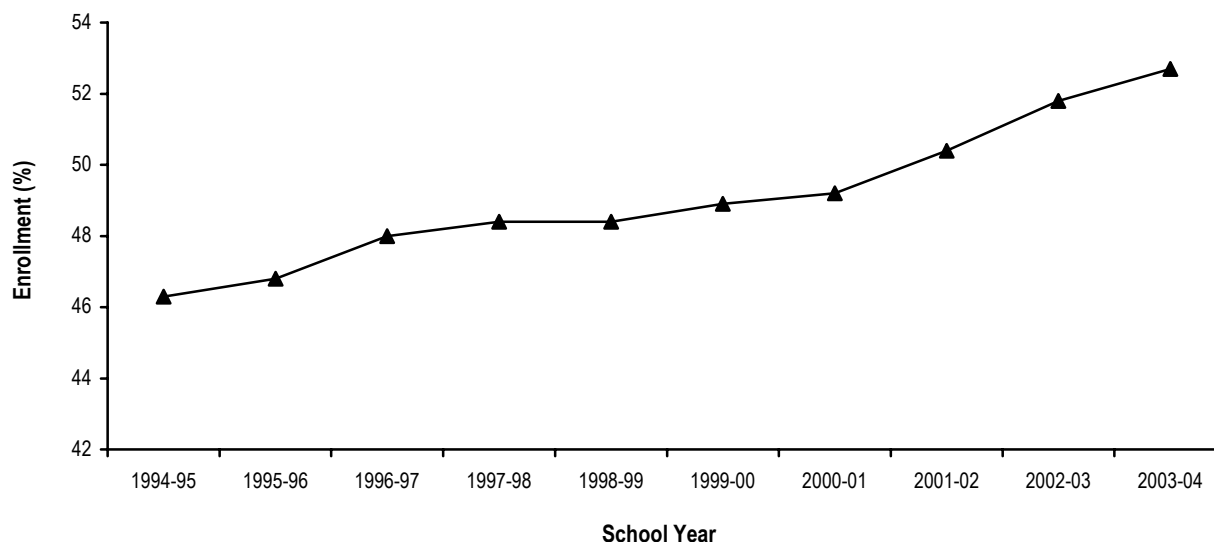
Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994-95	538,742	14.4	84,933	2.3	1,347,613	36.1	9,043	0.2	1,750,213	46.9
1995-96	546,861	14.4	88,264	2.3	1,397,109	36.8	9,832	0.3	1,756,966	46.2
1996-97	549,667	14.3	91,051	2.4	1,435,521	37.4	9,927	0.3	1,750,930	45.6
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
Ten-year change	77,308	14.3	42,159	49.6	546,495	40.6	4,748	52.5	-73,226	-4.2

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

## **Enrollment by Economically Disadvantaged Status**

- During the 1994-95 school year, there were 1,700,709 economically disadvantaged students—46.3 percent of all students. By 2003-04, the number of economically disadvantaged students had risen to 2,281,195, or 52.7 percent of all students (Figure 2).
- During the 10-year period between 1994-95 and 2003-04, the number of economically disadvantaged students rose by 580,486 (Table 5). The 34.1 percent increase exceeded the 16.0 percent increase in the public school population as a whole.
- Between 1994-95 and 2003-04, students eligible for reduced-price meals increased from 5.8 percent to 7.4 percent of all students, and students eligible for free meals decreased slightly from 39.4 percent to 39.3 percent. Students identified as economically disadvantaged for reasons other than eligibility for free or reduced-priced meal increased from 1.1 percent to 6.0 percent.

**Figure 2**  
**Enrollment of Economically Disadvantaged Students, Texas Public Schools, 1994-95 Through 2003-04**



**Table 5**  
**Enrollment of Economically Disadvantaged Students, Texas Public Schools, 1994-95 Through 2003-04**

Year	Number	Percent	Year	Number	Percent
1994-95	1,700,709	46.3	2000-01	2,003,121	49.2
1995-96	1,754,401	46.8	2001-02	2,096,365	50.4
1996-97	1,842,254	48.0	2002-03	2,203,961	51.8
1997-98	1,888,160	48.4	2003-04	2,281,195	52.7
1998-99	1,915,481	48.4			
1999-00	1,956,000	48.9	Ten-year change	580,486	34.1



## **Enrollment by Gender**

- In 2003-04, 48.6 percent of all students were female, and 51.4 percent of students were male (Table 6).

**Table 6  
Enrollment by Gender, Texas Public Schools, 1994-95 Through  
2003-04**

Year	Female		Male	
	Number	Percent	Number	Percent
1994-95	1,811,735	48.6	1,918,809	51.4
1995-96	1,845,829	48.6	1,953,203	51.4
1996-97	1,865,526	48.6	1,971,570	51.4
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
Ten-year change	292,329	16.1	305,155	15.9

## Enrollment by Grade

Children in Texas are required to attend school beginning at age six (Texas Education Code §25.085, 2004). 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.

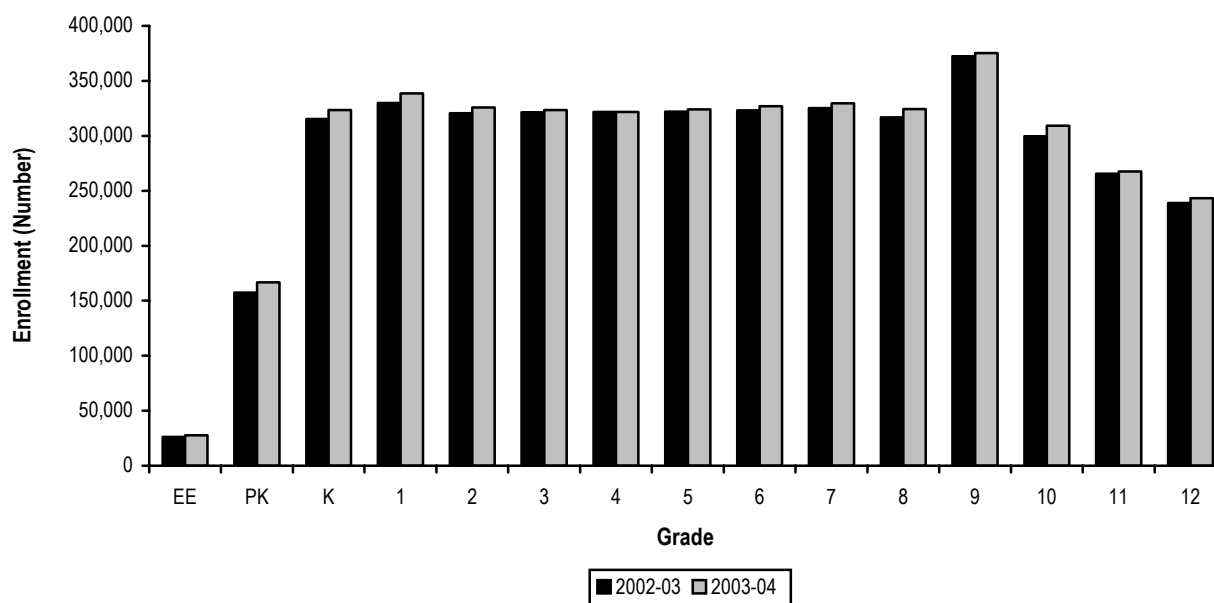
Student learning during the early education and prekindergarten years is linked to future academic accomplishments, particularly for children identified as limited English proficient, disabled, and/or economically disadvantaged. In early education and prekindergarten programs, children develop skills 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 and a parent or guardian who will benefit from literacy education. Prekindergarten is available for children who are unable to speak and comprehend the English language, are educationally disadvantaged, or are homeless (Texas Education Agency [TEA], 2002).

Enrollment trends in the elementary grades are affected by a variety of factors, including funding for early childhood and kindergarten programs, migration into the state, and grade-level retention rates in the primary grades. Enrollment trends in the secondary school grades are also affected by grade-level retention rates, as well as early graduation, transfer into General Educational Development (GED) programs, and dropout rates. Decisions on private and home schooling affect all grade levels.

The change in Texas public school student enrollment between school years 2002-03 and 2003-04 was marked by an increase in the number of students in all grades, with total enrollment increasing 1.7 percent (Table 7). Enrollment as a percentage of the total student population increased for Grades 1, 8, and 10 and decreased for Grades 3, 4, 5, and 9. Enrollment in early education and prekindergarten increased by 5.1 and 5.8 percent, respectively, while enrollment in Grades K-12 increased only 1.5 percent.

- During both the 2002-03 and 2003-04 school years, Grade 9 had the highest enrollment (Figure 3), in part because of high grade-level retention in Grade 9 compared to other grades (TEA, 2004). In 2003-04, over 375,000 students were enrolled in this grade.
- In 2003-04, grade-level enrollment ranged from a low of 5.6 percent (Grade 12) to a high of 8.7 percent (Grade 9) of total enrollment in Grades K-12 (Table 7). The remaining grades ranged from 6.2 percent (Grade 11) to 7.8 percent (Grade 1) of total enrollment.
- In 2003-04, enrollment in early education accounted for 0.6 percent (27,571 students) of total enrollment, and prekindergarten accounted for 3.8 percent (166,579 students).

**Figure 3**  
**Enrollment by Grade, Texas Public Schools, 2002-03 and 2003-04**



Note. EE=Early Education. PK=Prekindergarten.

**Table 7**  
**Enrollment by Grade, Texas Public Schools, 2002-03 and 2003-04**

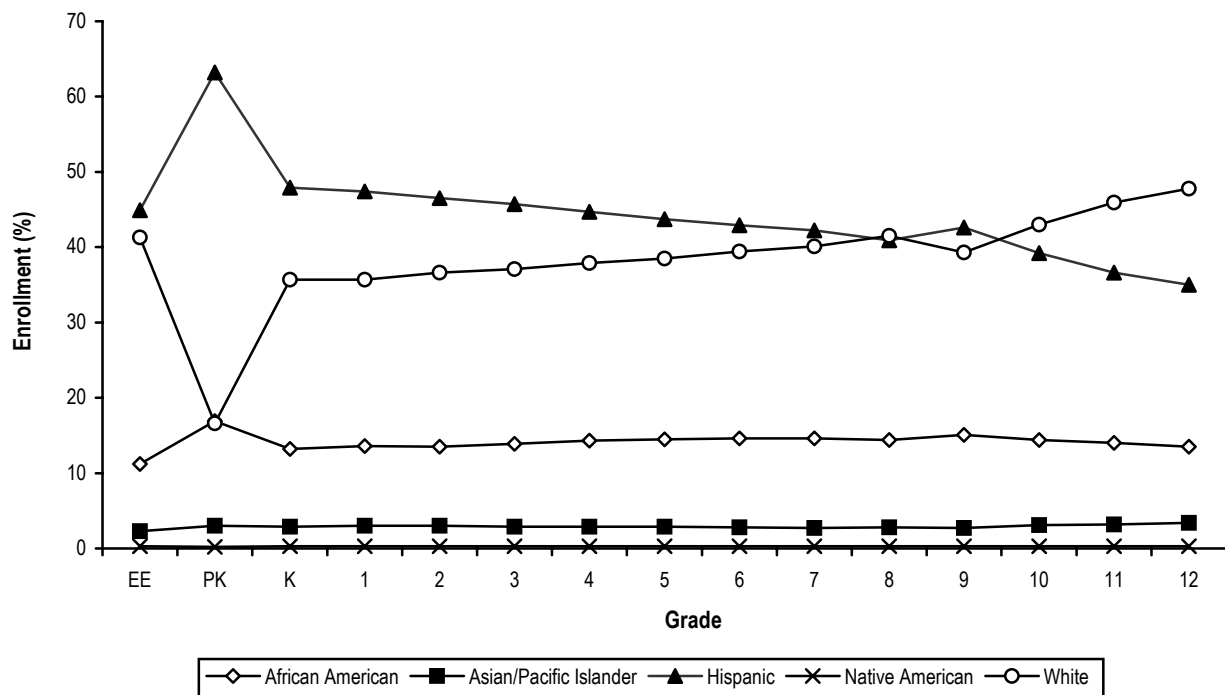
Grade	2002-03		2003-04		Grade	2002-03		2003-04	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Early Education	26,242	0.6	27,571	0.6	6	323,070	7.6	327,093	7.6
Prekindergarten	157,498	3.7	166,579	3.8	7	325,150	7.6	329,560	7.6
Kindergarten	315,297	7.4	323,502	7.5	8	316,731	7.4	324,316	7.5
1	329,791	7.7	338,727	7.8	9	372,396	8.8	375,358	8.7
2	320,627	7.5	325,943	7.5	10	299,577	7.0	309,187	7.1
3	321,452	7.6	323,373	7.5	11	265,523	6.2	267,682	6.2
4	321,616	7.6	321,788	7.4	12	238,699	5.6	243,303	5.6
5	322,152	7.6	324,046	7.5					
					All grades	4,255,821	100.0	4,328,028	100.0

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 2003-04. During the school year, there were greater variations in enrollment by grade for Hispanic and White students.
- Consistent with the growth of the Texas Hispanic student population overall and the requirements of targeted early education programs, Hispanic enrollment increased most notably in these programs. Hispanics made up 41.9 percent of the early education enrollment during the 2002-03 school year, increasing to 44.9 percent during 2003-04. In contrast, the White proportion of early education enrollment decreased between these two school years, from 44.5 percent to 41.3 percent.
- In Grades 10, 11 and 12, Asian/Pacific Islander and White students increased as a proportion of the student body and African American and Hispanic students decreased.

**Figure 4**  
**Enrollment by Grade and Ethnicity, Texas Public Schools, 2003-04**



Note. EE=Early Education. PK=Prekindergarten.

**Table 8**  
**Enrollment by Grade and Ethnicity, Texas Public Schools, 2002-03 and 2003-04**

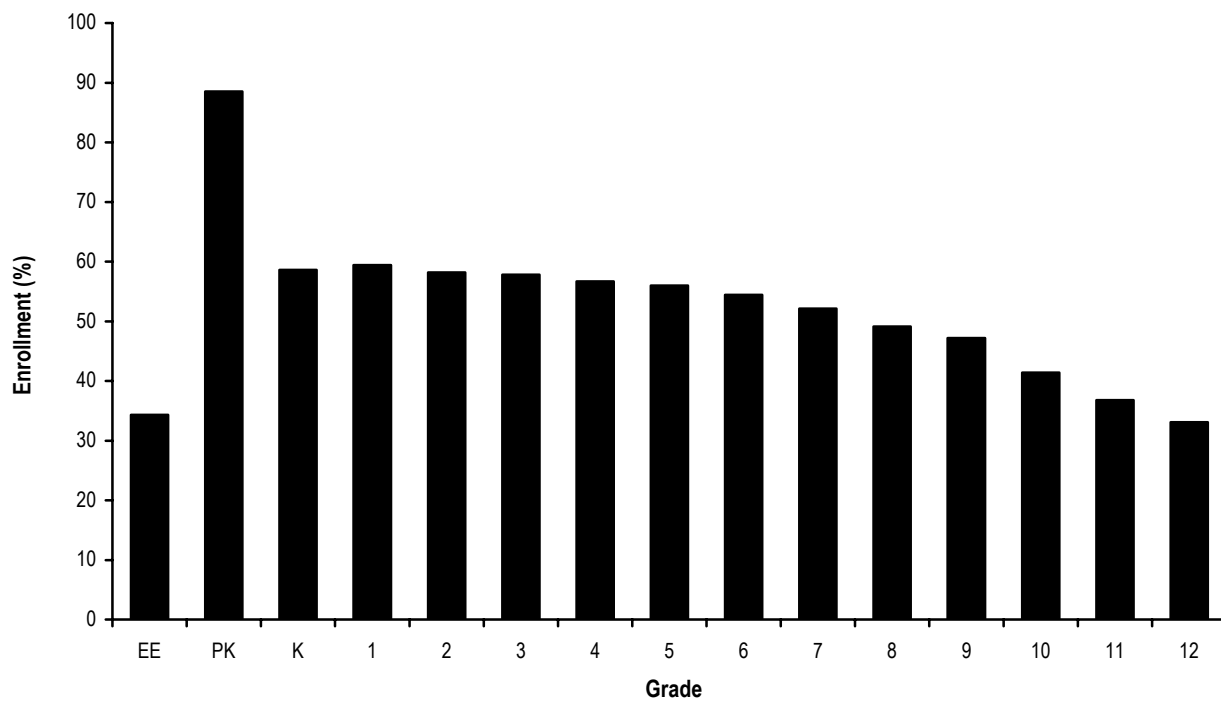
Grade	African American		Asian/Pacific Islander		Hispanic		Native American		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>2002-03</b>										
Early Education	2,921	11.1	584	2.2	10,983	41.9	72	0.3	11,682	44.5
Prekindergarten	26,102	16.6	4,760	3.0	99,160	63.0	389	0.2	27,087	17.2
Kindergarten	41,804	13.3	9,259	2.9	148,696	47.2	1,095	0.3	114,443	36.3
1	44,503	13.5	9,585	2.9	153,409	46.5	1,079	0.3	121,215	36.8
2	44,488	13.9	9,158	2.9	146,106	45.6	1,134	0.4	119,741	37.3
3	46,237	14.4	9,117	2.8	143,637	44.7	982	0.3	121,479	37.8
4	46,925	14.6	9,000	2.8	140,253	43.6	1,005	0.3	124,433	38.7
5	46,639	14.5	8,865	2.8	137,201	42.6	1,007	0.3	128,440	39.9
6	47,446	14.7	8,647	2.7	135,035	41.8	1,014	0.3	130,928	40.5
7	47,428	14.6	8,784	2.7	132,353	40.7	1,093	0.3	135,492	41.7
8	46,046	14.5	9,042	2.9	126,042	39.8	957	0.3	134,644	42.5
9	55,805	15.0	9,961	2.7	156,607	42.1	1,088	0.3	148,935	40.0
10	43,491	14.5	8,966	3.0	114,010	38.1	840	0.3	132,270	44.2
11	36,405	13.7	8,594	3.2	94,084	35.4	731	0.3	125,709	47.3
12	31,805	13.3	8,163	3.4	80,955	33.9	676	0.3	117,100	49.1
All grades	608,045	14.3	122,485	2.9	1,818,531	42.7	13,162	0.3	1,693,598	39.8
<b>2003-04</b>										
Early Education	3,088	11.2	627	2.3	12,387	44.9	85	0.3	11,384	41.3
Prekindergarten	28,160	16.9	5,040	3.0	105,259	63.2	391	0.2	27,729	16.6
Kindergarten	42,623	13.2	9,320	2.9	154,955	47.9	1,097	0.3	115,507	35.7
1	45,925	13.6	10,184	3.0	160,635	47.4	1,157	0.3	120,826	35.7
2	43,997	13.5	9,860	3.0	151,556	46.5	1,099	0.3	119,431	36.6
3	45,104	13.9	9,495	2.9	147,811	45.7	1,119	0.3	119,844	37.1
4	45,879	14.3	9,346	2.9	143,754	44.7	978	0.3	121,831	37.9
5	47,040	14.5	9,312	2.9	141,762	43.7	1,071	0.3	124,861	38.5
6	47,606	14.6	9,096	2.8	140,344	42.9	1,043	0.3	129,004	39.4
7	48,258	14.6	8,946	2.7	138,967	42.2	1,079	0.3	132,310	40.1
8	46,843	14.4	9,029	2.8	132,598	40.9	1,094	0.3	134,752	41.5
9	56,551	15.1	10,084	2.7	160,046	42.6	1,170	0.3	147,507	39.3
10	44,634	14.4	9,712	3.1	121,061	39.2	918	0.3	132,862	43.0
11	37,561	14.0	8,657	3.2	97,911	36.6	782	0.3	122,771	45.9
12	32,781	13.5	8,384	3.4	85,062	35.0	708	0.3	116,368	47.8
All grades	616,050	14.2	127,092	2.9	1,894,108	43.8	13,791	0.3	1,676,987	38.7

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

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

- The overall percentage of students designated as economically disadvantaged increased from 51.8 percent to 52.7 percent, between the 2002-03 and 2003-04 school years (Table 9).
- Across grade levels, the percentage of students who are economically disadvantaged decreased between Grade 1 and Grade 12. In 2003-04, 59.4 percent of students in Grade 1 were economically disadvantaged, compared to 33.1 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.

**Figure 5**  
**Enrollment of Economically Disadvantaged Students by Grade, Texas Public Schools, 2003-04**



Note. EE=Early Education. PK=Prekindergarten.

**Table 9**  
**Enrollment of Economically Disadvantaged Students by Grade,**  
**Texas Public Schools, 2002-03 and 2003-04**

Grade	2002-03		2003-04	
	Number	Percent	Number	Percent
Early Education	8,468	32.3	9,461	34.3
Prekindergarten	139,331	88.5	147,444	88.5
Kindergarten	183,548	58.2	189,660	58.6
1	193,822	58.8	201,130	59.4
2	185,911	58.0	189,581	58.2
3	184,474	57.4	186,763	57.8
4	181,971	56.6	182,535	56.7
5	178,015	55.3	181,468	56.0
6	172,893	53.5	177,950	54.4
7	164,711	50.7	171,626	52.1
8	152,414	48.1	159,247	49.1
9	172,002	46.2	177,255	47.2
10	119,078	39.7	127,975	41.4
11	92,600	34.9	98,450	36.8
12	74,723	31.3	80,650	33.1
All grades	2,203,961	51.8	2,281,195	52.7

# Enrollment for Instructional Programs and Special Populations

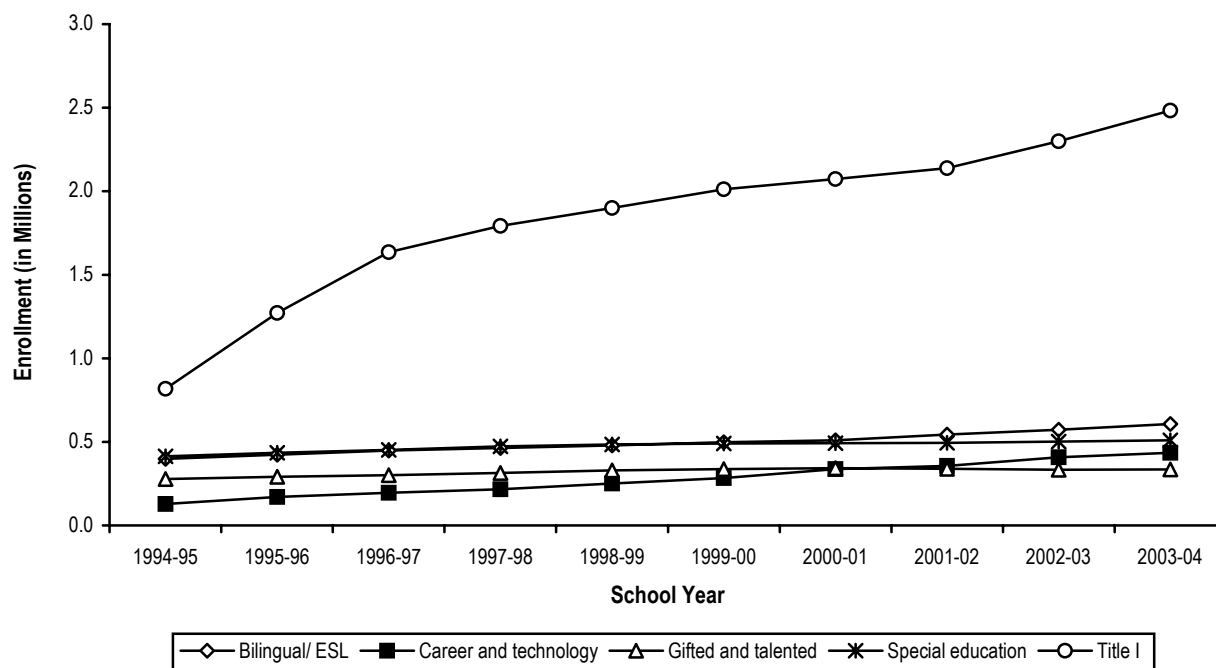
Students participate in instructional programs designed to meet their educational needs. For example, students identified as limited English proficient (LEP) do not speak English as their primary language and have a limited ability to read, speak, write, or understand English. Students identified as LEP may participate in bilingual or English as a second language (ESL) programs. Students in Grades 6-12 can participate in career and technology 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 and/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.

Enrollment for instructional programs and special populations in Texas public schools varied greatly between school years 1994-95 and 2003-04; enrollment remained stable in some areas and expanded greatly in others. During this 10-year time period, there were particularly large gains in the proportion of students participating in career and technology programs and the Title I program (Figure 6). By 2003-04, the number of students participating in career and technology education was 435,403, and Title I served almost 2.5 million students—over 55 percent of public school enrollment (Table 10).



- Between school years 1994-95 and 2003-04, career and technology programs in the public schools experienced particularly large gains in enrollment. The number of students taking a sequence of career and technology courses rose 240.8 percent over the 10-year period (Table 10).
- The number of students participating in Title I programs also increased greatly, rising by 203.5 percent between 1994-95 and 2003-04.
- The percentage of students served in special education programs remained relatively constant over the 10 years, with a low of 11.2 percent served in 1994-95 and a high of 12.2 percent served in the 1998-99 and 1999-00 school years.
- Participation in gifted and talented programs ranged from 7.5 percent to 8.4 percent during this 10-year time period.
- The number of students identified as LEP grew by 45.1 percent between 1994-95 and 2003-04, and the number of students receiving bilingual or ESL instructional services increased 52.6 percent.

**Figure 6**  
**Enrollment in Instructional Programs, Texas Public Schools, 1994-95 Through 2003-04**



*Note.* Students may be counted in more than one category. ESL=English as a second language. Career and technology courses enroll Grades 6-12 only. Title I was Chapter 1 prior to 1995-96.

**Table 10**  
**Enrollment for Instructional Programs and Special Populations,**  
**Texas Public Schools, 1994-95 Through 2003-04**

Year	Bilingual/ESL <sup>a</sup>		Career and technology <sup>b</sup>		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
1994-95	397,557	10.8	127,744	7.0	277,293	7.5
1995-96	422,670	11.3	170,944	9.2	291,311	7.8
1996-97	447,427	11.7	194,562	10.2	301,330	7.9
1997-98	462,479	11.9	217,233	11.1	313,142	8.0
1998-99	479,069	12.1	249,931	12.6	330,120	8.3
1999-00	498,275	12.4	283,003	14.1	336,562	8.4
2000-01	509,968	12.5	336,203	16.5	342,864	8.4
2001-02	542,804	13.0	356,960	17.1	339,342	8.2
2002-03	572,186	13.4	407,905	19.1	332,623	7.8
2003-04	606,539	14.0	435,403	20.0	335,844	7.8
Ten-year change	208,982	52.6	307,659	240.8	58,551	21.1

Year	LEP <sup>c</sup>		Special education		Title I <sup>d</sup>	
	Number	Percent	Number	Percent	Number	Percent
1994-95	455,331	12.4	412,634	11.2	818,003	22.2
1995-96	479,576	12.8	434,101	11.6	1,270,742	33.9
1996-97	514,263	13.4	451,382	11.8	1,634,071	42.6
1997-98	519,921	13.3	472,627	12.1	1,791,278	45.9
1998-99	533,805	13.5	483,637	12.2	1,899,539	48.0
1999-00	555,470	13.9	490,220	12.2	2,012,700	50.3
2000-01	570,603	14.0	492,391	12.1	2,072,872	50.9
2001-02	601,448	14.5	493,771	11.9	2,139,229	51.4
2002-03	630,345	14.8	500,979	11.8	2,298,536	54.0
2003-04	660,707	15.3	509,401	11.8	2,482,395	57.4
Ten-year change	205,376	45.1	96,767	23.5	1,664,392	203.5

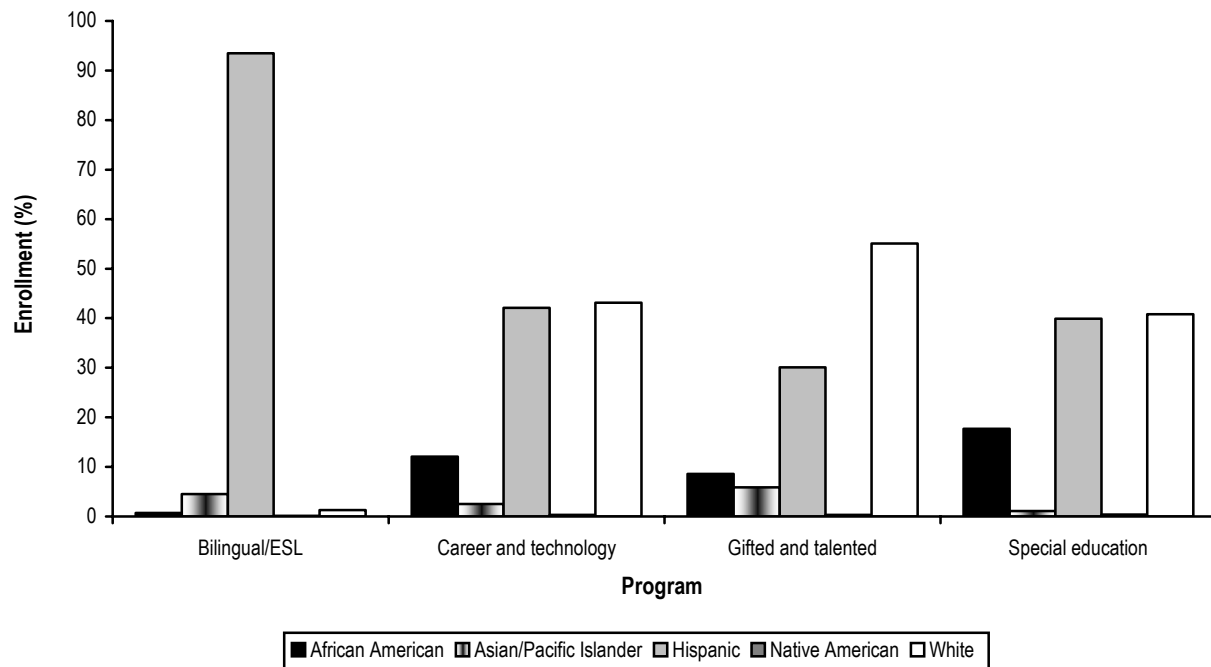
Note. Students may be counted in more than one category.

<sup>a</sup>English as a second language. <sup>b</sup>Career and technology courses enroll Grades 6-12 only. <sup>c</sup>Limited English proficient. <sup>d</sup>Title I was Chapter 1 prior to 1995-96.

## Enrollment for Instructional Programs and Special Populations by Ethnicity

- Between school years 2002-03 and 2003-04, there were no significant changes in the distribution of students by ethnicity for instructional programs and special populations (Table 11). Trend 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 2003-04, African American students accounted for 14.2 percent of the total student population. In contrast, African Americans made up 17.7 percent of the special education population and 8.6 percent of students enrolled in gifted and talented programs (Figure 7).
- The percentage of Asian/Pacific Islanders in special education programs in 2003-04 (1.1%) was lower than expected and their percentage of the gifted and talented program enrollment (5.9%) was higher than expected, given their proportion of the total student population (2.9%).
- In 2003-04, Hispanic students were 43.8 percent of the total public school population. The percentage of students participating in gifted and talented programs who were Hispanic was 30.1 percent, while Hispanic representation in Title I was 59.2 percent.
- Given their percentage of the total student population (38.7%), the representation of White students in gifted and talented programs (55.1 %) was higher than expected, and their proportion of Title I program enrollment (23.6%) was lower than expected.

**Figure 7**  
**Enrollment in Instructional Programs by Ethnicity, Texas Public Schools, 2003-04**



Note. Students may be counted in more than one category. ESL=English as a second language. Career and technology courses enroll Grades 6-12 only.

**Table 11**  
**Enrollment for Instructional Programs and Special Populations by Ethnicity, Texas Public Schools,**  
**2002-03 and 2003-04**

Ethnicity	Bilingual/ESL <sup>a</sup>		Career and technology <sup>b</sup>		Gifted and talented		LEP <sup>c</sup>	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>2002-03</b>								
African American	4,046	0.7	50,979	12.5	28,382	8.5	4,576	0.7
Asian/Pacific Islander	26,455	4.6	10,935	2.7	18,639	5.6	29,939	4.7
Hispanic	533,017	93.2	167,042	41.0	95,907	28.8	585,965	93.0
Native American	435	0.1	1,150	0.3	925	0.3	513	0.1
White	8,233	1.4	177,799	43.6	188,770	56.8	9,352	1.5
<b>2003-04</b>								
African American	4,316	0.7	52,505	12.1	28,768	8.6	4,949	0.7
Asian/Pacific Islander	27,011	4.5	11,037	2.5	19,827	5.9	30,734	4.7
Hispanic	566,912	93.5	183,116	42.1	101,180	30.1	615,393	93.1
Native American	404	0.1	1,269	0.3	964	0.3	487	0.1
White	7,896	1.3	187,476	43.1	185,105	55.1	9,144	1.4

Ethnicity	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent
<b>2002-03</b>						
African American	88,798	17.7	350,374	15.2	608,045	14.3
Asian/Pacific Islander	5,536	1.1	29,979	1.3	122,485	2.9
Hispanic	194,889	38.9	1,357,314	59.1	1,818,531	42.7
Native American	1,871	0.4	6,053	0.3	13,162	0.3
White	209,885	41.9	554,816	24.1	1,693,598	39.8
<b>2003-04</b>						
African American	90,193	17.7	387,143	15.6	616,050	14.2
Asian/Pacific Islander	5,850	1.1	34,578	1.4	127,092	2.9
Hispanic	203,503	39.9	1,469,250	59.2	1,894,108	43.8
Native American	1,984	0.4	6,540	0.3	13,791	0.3
White	207,871	40.8	584,884	23.6	1,676,987	38.7

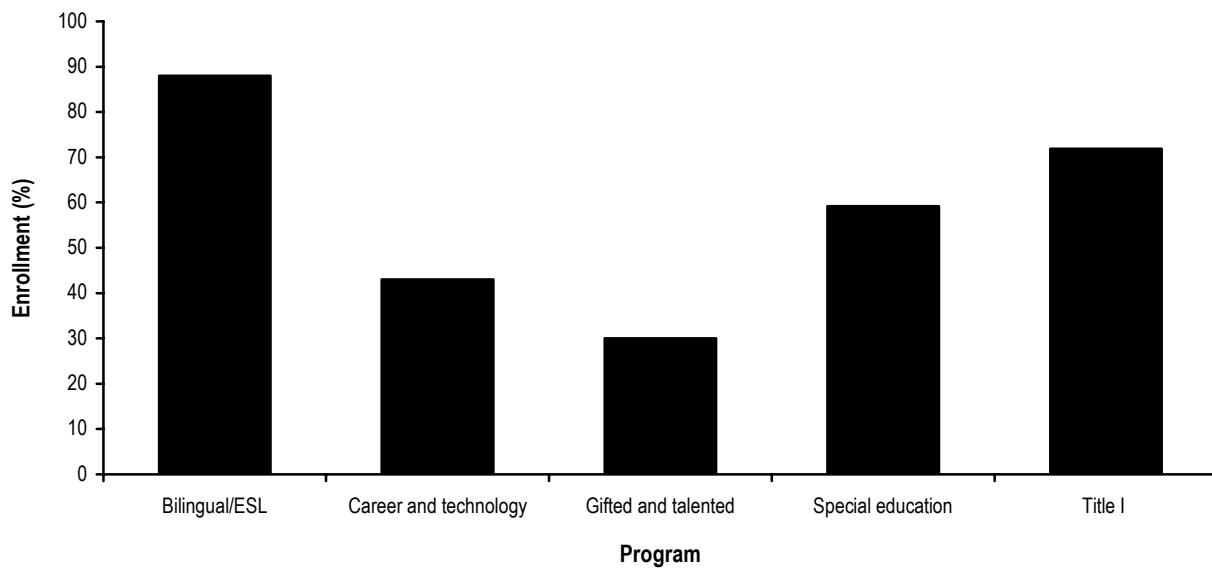
Note. Students may be counted in more than one category. Parts may not add to 100 percent because of rounding.

<sup>a</sup>English as a second language. <sup>b</sup>Career and technology courses enroll Grades 6-12 only. <sup>c</sup>Limited English proficient.

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

- The proportions of program participants and special populations who were economically disadvantaged varied little between the 2002-03 and 2003-04 school years (Table 12).
- Economically disadvantaged students made up 52.7 percent of all students in 2003-04 and 59.2 percent of special education students (Figure 8).
- The percentages of students who were economically disadvantaged varied considerably across other instructional programs. Gifted and talented programs had the lowest percentage of economically disadvantaged students (30.0%), followed by career and technology courses (43.0%).
- In bilingual and ESL programs, 88.0 percent of students were economically disadvantaged, which closely matched the percentage of LEP students identified as economically disadvantaged (87.2%).

**Figure 8**  
**Enrollment of Economically Disadvantaged Students by Instructional Program, Texas Public Schools, 2003-04**



*Note.* Students may be counted in more than one category. ESL=English as a second language. Career and technology courses enroll Grades 6-12 only.

**Table 12**  
**Enrollment of Economically Disadvantaged Students by Instructional Program and Special Population, Texas Public Schools, 2002-03 and 2003-04**

Year	Bilingual/ESL <sup>a</sup>		Career and technology <sup>b</sup>		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2002-03	502,573	87.8	167,845	41.1	95,562	28.7
2003-04	533,592	88.0	187,305	43.0	100,630	30.0

Year	LEP <sup>c</sup>		Special education		Title I	
	Number	Percent	Number	Percent	Number	Percent
2002-03	549,569	87.2	291,384	58.2	1,653,792	71.9
2003-04	576,424	87.2	301,378	59.2	1,785,933	71.9

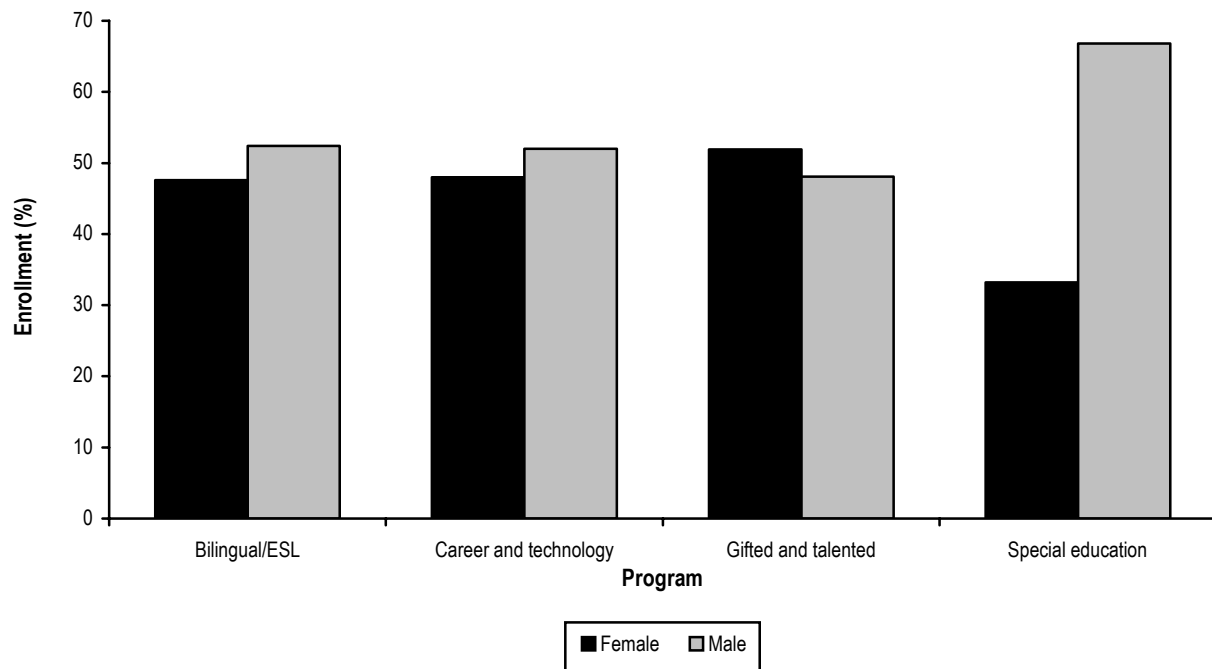
*Note.* Students may be counted in more than one category.

<sup>a</sup>English as a second language. <sup>b</sup>Career and technology courses enroll Grades 6-12 only. <sup>c</sup>Limited English proficient.

## **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 2002-03 and 2003-04 school years (Table 13).
- Special education programs showed the greatest disparity between female and male participation (Figure 9). In 2003-04, the percentage of females in the special education population (33.2%) was lower than their percentage in the total student population (48.6%). Conversely, the percentage of special education students who were male (66.8%) was higher than the percentage of males in the total population (51.4%).
- Females were somewhat overrepresented in gifted and talented programs (51.9%), while males were underrepresented (48.1%).

**Figure 9  
Enrollment in Instructional Programs by Gender, Texas Public Schools, 2003-04**



*Note.* Students may be counted in more than one category. ESL=English as a second language. Career and technology courses enroll Grades 6-12 only.

**Table 13**  
**Enrollment for Instructional Programs and Special Populations by**  
**Gender, Texas Public Schools, 2002-03 and 2003-04**

Gender	Bilingual/ESL <sup>a</sup>		Career and technology <sup>b</sup>		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent
2002-03						
Female	272,583	47.6	196,177	48.1	172,777	51.9
Male	299,603	52.4	211,728	51.9	159,846	48.1
2003-04						
Female	288,942	47.6	209,078	48.0	174,139	51.9
Male	317,597	52.4	226,325	52.0	161,705	48.1

Gender	LEP <sup>c</sup>		Special education		Title I	
	Number	Percent	Number	Percent	Number	Percent
2002-03						
Female	298,211	47.3	166,523	33.2	1,114,582	48.5
Male	332,134	52.7	334,456	66.8	1,183,954	51.5
2003-04						
Female	312,661	47.3	169,056	33.2	1,205,742	48.6
Male	348,046	52.7	340,345	66.8	1,276,653	51.4

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

<sup>a</sup>English as a second language. <sup>b</sup>Career and technology courses enroll Grades 6-12 only. <sup>c</sup>Limited English proficient.





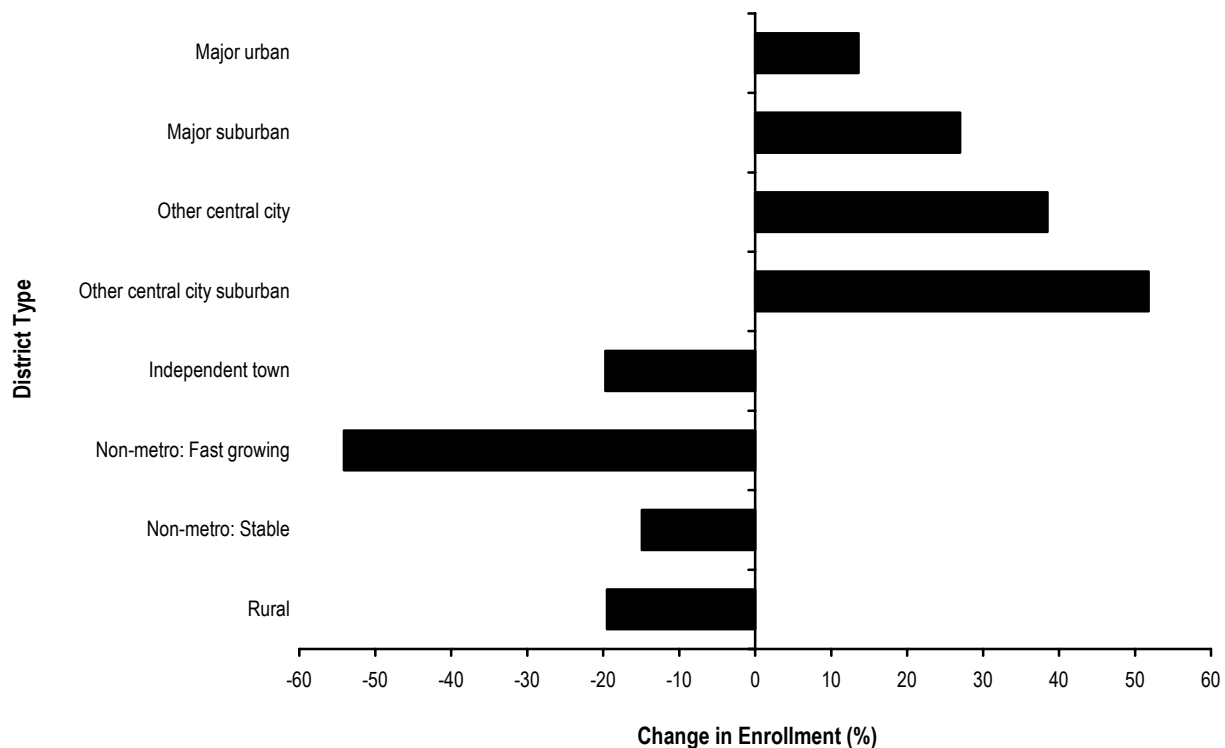
## Enrollment by District Type

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 46). Large, urban school districts serve the six metropolitan areas of Austin, Dallas, El Paso, Fort Worth, Houston, and San Antonio. At the other extreme, more than 400 districts serve students in rural areas.

Analyses in this section are based on 10 years of district type data. 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. Most remarkable was the 51.8 percent enrollment growth in the other central city suburban district category, that is, school districts in and around the other large, but not major, Texas cities. This increase was over three times the 16.0 percent increase in total public school enrollment in the state (Figure 10).

- Between 1994-95 and 2003-04, three district types experienced particularly high gains in student population. Enrollment in other central city suburban districts increased 51.8 percent, other central city district enrollment grew 38.5 percent, and the student population in major suburban districts increased 27.0 percent (Table 14). Districts in non-metropolitan fast-growing towns, independent towns, and rural areas reported the highest losses over the last 10 years, declining in enrollment by 54.1 percent, 19.7 percent, and 19.5 percent, respectively.
- Texas school districts with high population concentrations and high growth rates (major urban, major suburban, other central city, and other central city suburban) accounted for 79.3 percent of total student enrollment in school year 2003-04, increasing from 71.7 percent in 1994-95 (Figure 10). Most charters, serving 1.4 percent of Texas public school students, are in urban areas. This growth contrasts with the enrollment decrease experienced by districts with low population concentrations (independent town, non-metropolitan: fast growing, non-metropolitan: stable, and rural). Districts with low population densities accounted for 28.3 percent of total enrollment in 1994-95 and decreased in enrollment by 9.0 percentage points to 19.3 percent in 2003-04.
- Public school students being served in rural areas decreased from 4.5 percent to 3.1 percent over the last 10 years. Districts in rural areas account for one-third (34%) of Texas public school districts.

**Figure 10**  
**Change in Enrollment by District Type, Texas Public Schools, 1994-95 to 2003-04**



**Table 14**  
**Enrollment by District Type, Texas Public Schools, 1994-95 Through 2003-04**

Year	Major urban		Major suburban		Other central city		Other central city suburban		Independent town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994-95	782,440	21.0	1,059,584	28.4	493,002	13.2	339,154	9.1	366,273	9.8
1995-96	749,207	19.7	1,076,531	28.3	602,547	15.9	352,707	9.3	338,532	8.9
1996-97	794,622	20.7	1,057,422	27.6	623,361	16.2	357,086	9.3	330,298	8.6
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
Ten-year change	106,317	13.6	286,396	27.0	189,703	38.5	175,556	51.8	-72,275	-19.7

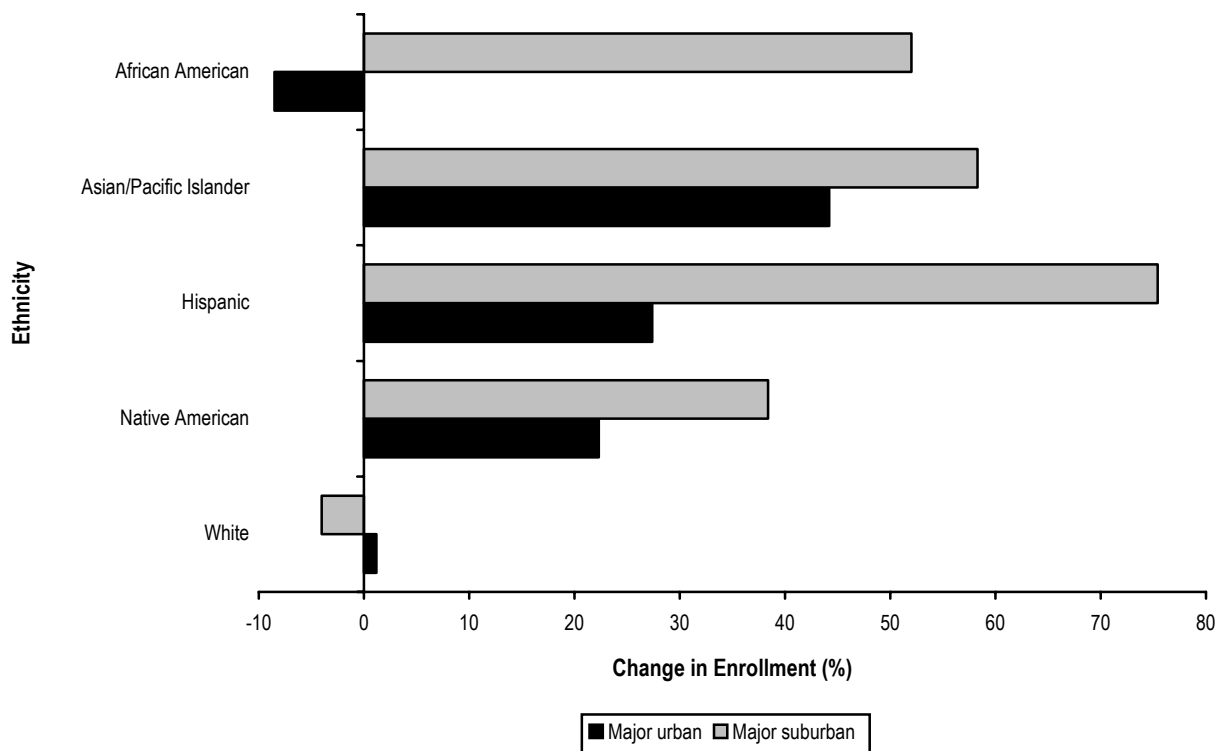
Year	Non-metro: Fast growing		Non-metro: Stable		Rural		Charter		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994-95	98,113	2.6	423,730	11.4	168,248	4.5	n/a <sup>a</sup>	n/a	3,730,544	100.0
1995-96	115,541	3.0	399,345	10.5	164,622	4.3	n/a	n/a	3,799,032	100.0
1996-97	126,824	3.3	387,328	10.1	157,729	4.1	2,426	0.1	3,837,096	100.0
1997-98	115,275	3.0	378,994	9.7	166,583	4.3	3,861	0.1	3,900,488	100.0
1998-99	95,981	2.4	405,663	10.3	157,756	4.0	12,240	0.3	3,954,434	100.0
1999-00	97,128	2.4	425,451	10.6	134,567	3.4	25,708	0.6	4,002,227	100.0
2000-01	74,707	1.8	443,480	10.9	138,067	3.4	38,044	0.9	4,071,433	100.0
2001-02	56,542	1.4	366,020	8.8	134,337	3.2	47,050	1.1	4,160,968	100.0
2002-03	47,797	1.1	370,079	8.7	136,121	3.2	53,988	1.3	4,255,821	100.0
2003-04	45,082	1.0	360,507	8.3	135,456	3.1	60,833	1.4	4,328,028	100.0
Ten-year change	-53,031	-54.1	-63,223	-14.9	-32,792	-19.5	n/a	n/a	597,484	16.0

<sup>a</sup>Data are not available. Charter schools started in the 1996-97 school year. As a result, a ten-year change is not computed for charter schools.

## **Enrollment by District Type and Ethnicity**

- Within major urban districts, the only student population decrease between the 1994-95 and 2003-04 school years occurred among African American students (8.5%) (Figure 11).
- Over the last 10 years, major suburban districts reported considerable increases in the numbers of African American (52.0%), Asian/Pacific Islander (58.3%) and Hispanic (75.4%) students.
- In central city districts that are not in the large metropolitan areas, the number of Hispanic students increased by 66.2 percent (Table 15).
- Rural districts experienced large reductions across all ethnic groups except Native American, with the percentages of African American and White students decreasing the most over the 10 years (31.6% and 24.4%, respectively).

**Figure 11**  
**Change in Enrollment by District Type and Ethnicity, Texas Public Schools, 1994-95 to 2003-04**



**Table 15**  
**Enrollment by District Type and Ethnicity, Texas Public Schools, 1994-95 and 2003-04**

Year	Major urban		Major suburban		Other central city		Other central city suburban		Independent town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>African American</b>										
1994-95	196,656	25.1	136,750	12.9	67,760	13.7	28,788	8.5	45,846	12.5
2003-04	180,006	20.3	207,918	15.4	82,175	12.0	36,149	7.0	38,793	13.2
Ten-year change	-16,650	-8.5	71,168	52.0	14,415	21.3	7,361	25.6	-7,053	-15.4
<b>Asian/Pacific Islander</b>										
1994-95	14,342	1.8	52,981	5.0	8,182	1.7	3,659	1.1	2,661	0.7
2003-04	20,675	2.3	83,895	6.2	9,257	1.4	7,324	1.4	2,131	0.7
Ten-year change	6,333	44.2	30,914	58.3	1,075	13.1	3,665	100.2	-530	-19.9
<b>Hispanic</b>										
1994-95	417,837	53.4	273,961	25.9	220,735	44.8	145,683	43.0	99,520	27.2
2003-04	532,290	59.9	480,541	35.7	366,803	53.7	210,693	40.9	103,974	35.4
Ten-year change	114,453	27.4	206,580	75.4	146,068	66.2	65,010	44.6	4,454	4.5
<b>Native American</b>										
1994-95	1,692	0.2	3,151	0.3	849	0.2	772	0.2	869	0.2
2003-04	2,069	0.2	4,362	0.3	2,016	0.3	1,944	0.4	995	0.3
Ten-year change	377	22.3	1,211	38.4	1,167	137.5	1,172	151.8	126	14.5
<b>White</b>										
1994-95	151,913	19.4	592,741	55.9	195,476	39.7	160,252	47.3	217,377	59.3
2003-04	153,717	17.3	569,264	42.3	222,454	32.6	258,600	50.2	148,105	50.4
Ten-year change	1,804	1.2	-23,477	-4.0	26,978	13.8	98,348	61.4	-69,272	-31.9

<sup>a</sup>Data not available. Charter schools started in the 1996-97 school year. As a result, a ten-year change is not computed for charter schools.

**continues**

**Table 15 (continued)**  
**Enrollment by District Type and Ethnicity, Texas Public Schools, 1994-95 and 2003-04**

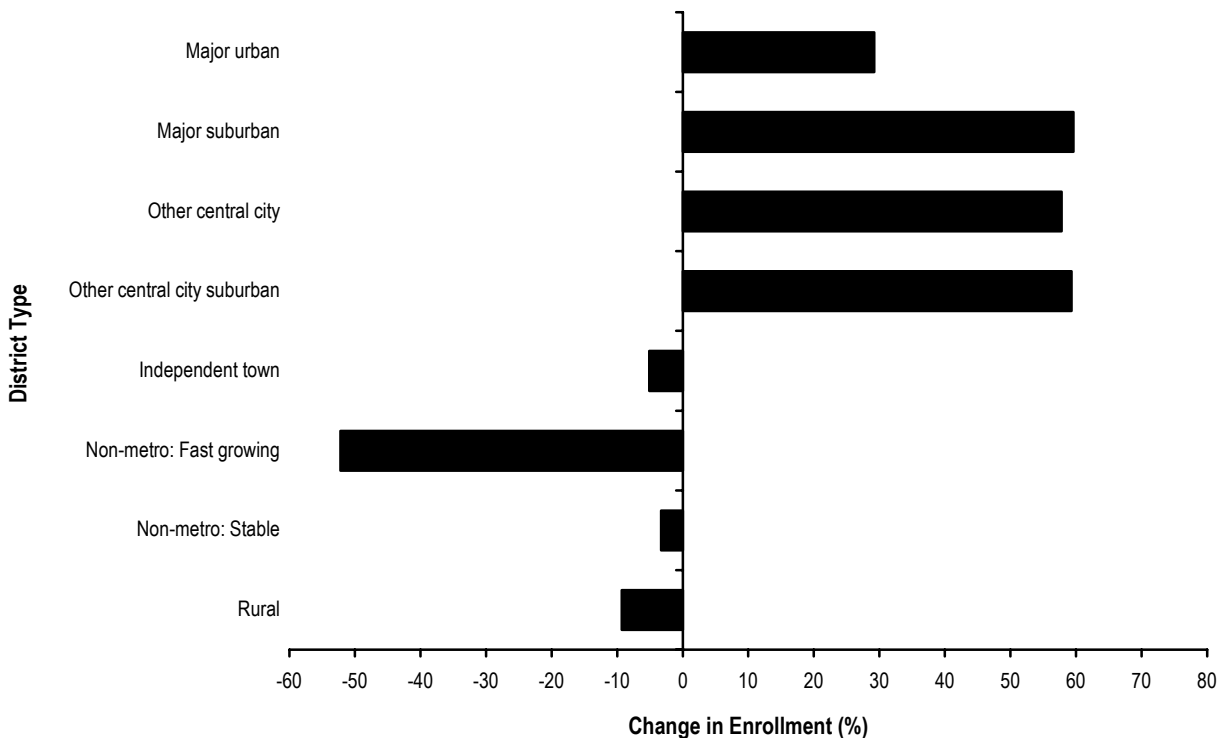
Year	Non-metro: Fast growing		Non-metro: Stable		Rural		Charter	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>African American</b>								
1994-95	3,688	3.8	47,419	11.2	11,835	7.0	n/a <sup>a</sup>	n/a
2003-04	1,784	4.0	37,434	10.4	8,097	6.0	23,694	38.9
Ten-year change	-1,904	-51.6	-9,985	-21.1	-3,738	-31.6	n/a	n/a
<b>Asian/Pacific Islander</b>								
1994-95	557	0.6	2,174	0.5	377	0.2	n/a	n/a
2003-04	442	1.0	2,145	0.6	347	0.3	876	1.4
Ten-year change	-115	-20.6	-29	-1.3	-30	-8.0	n/a	n/a
<b>Hispanic</b>								
1994-95	22,319	22.7	128,226	30.3	39,332	23.4	n/a	n/a
2003-04	11,256	25.0	125,278	34.8	38,347	28.3	24,926	41.0
Ten-year change	-11,063	-49.6	-2,948	-2.3	-985	-2.5	n/a	n/a
<b>Native American</b>								
1994-95	254	0.3	967	0.2	489	0.3	n/a	n/a
2003-04	270	0.6	1,223	0.3	755	0.6	157	0.3
Ten-year change	16	6.3	256	26.5	266	54.4	n/a	n/a
<b>White</b>								
1994-95	71,295	72.7	244,944	57.8	116,215	69.1	n/a	n/a
2003-04	31,330	69.5	194,427	53.9	87,910	64.9	11,180	18.4
Ten-year change	-39,965	-56.1	-50,517	-20.6	-28,305	-24.4	n/a	n/a

<sup>a</sup>Data not available. Charter schools started in the 1996-97 school year. As a result, a ten-year change is not computed for charter schools.

## **Enrollment by District Type and Economically Disadvantaged Status**

- The number of economically disadvantaged students in major urban districts increased from 61.8 percent of the total student population in 1994-95 to 68.7 percent in 2003-04 (Table 16).
- Major suburban districts reported the greatest gain in number and percentage of economically disadvantaged students, increasing from 32.1 percent of total student enrollment during 1994-95 to 39.7 percent in 2003-04 (Figure 12). This increase of 59.6 percent was nearly equaled by the 59.3 percent increase experienced by other central city suburban districts.
- Non-metropolitan: fast growing districts reported the largest overall percent decline (52.2%) in economically disadvantaged students during the 10-year period.
- Rural districts, districts in independent towns, and districts serving non-metropolitan stable areas also reported overall declines in the number of economically disadvantaged students (9.3%, 5.1%, and 3.3% respectively). Nevertheless, the percentage of economically disadvantaged students in these districts increased to over 50 percent beginning in the 2001-02 school year.

**Figure 12**  
**Change in Enrollment of Economically Disadvantaged Students by District Type, Texas Public Schools, 1994-95 to 2003-04**





**Table 16**  
**Enrollment of Economically Disadvantaged Students by District Type, Texas Public Schools,**  
**1994-95 Through 2003-04**

Year	Major urban		Major suburban		Other central city		Other central city suburban		Independent town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994-95	472,500	61.8	334,947	32.1	258,141	52.7	161,758	48.3	159,103	43.9
1995-96	473,094	64.4	346,625	32.7	302,304	50.6	173,834	49.9	148,465	44.3
1996-97	508,719	64.0	356,398	33.7	328,397	52.7	181,798	50.9	151,695	45.9
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
Ten-year change	138,135	29.2	199,678	59.6	149,102	57.8	95,913	59.3	-8,055	-5.1

Year	Non-metro: Fast growing		Non-metro: Stable		Rural		Charter	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994-95	36,086	37.3	199,640	47.5	78,534	47.1	n/a <sup>a</sup>	n/a
1995-96	42,438	37.2	190,399	48.1	77,242	47.3	n/a	n/a
1996-97	48,623	38.3	187,579	48.4	77,873	49.4	1,172	48.3
1997-98	44,037	38.2	187,032	49.3	81,930	49.2	1,554	40.2
1998-99	35,192	36.7	202,205	49.8	77,830	49.3	6,438	52.6
1999-00	34,857	35.9	212,010	49.8	67,347	50.0	13,406	52.1
2000-01	22,760	30.5	216,536	48.8	68,870	49.9	20,622	54.2
2001-02	18,022	31.9	188,539	51.5	68,013	50.6	27,090	57.6
2002-03	15,704	32.9	195,913	52.9	71,326	52.4	32,821	60.8
2003-04	17,265	38.3	193,114	53.6	71,264	52.6	38,330	63.0
Ten-year change	-18,821	-52.2	-6,526	-3.3	-7,270	-9.3	n/a	n/a

<sup>a</sup>Data not available. Charter schools started in the 1996-97 school year. As a result, a ten-year change is not computed for charter schools.

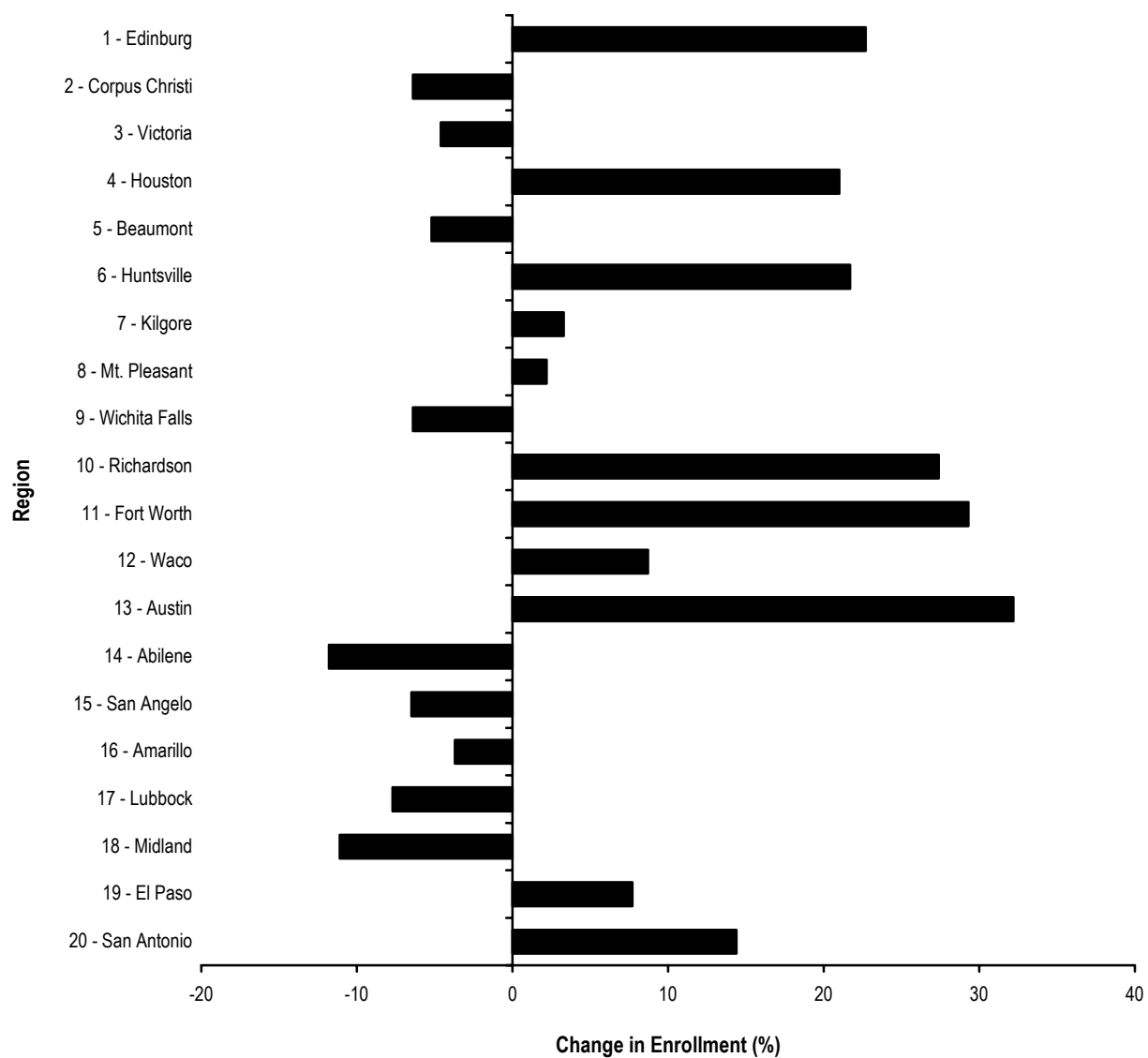
## Enrollment by Education Service Center

Regional Education Service Centers (ESCs) are non-regulatory, public institutions created and authorized by the Texas Legislature, and their association with school districts is collaborative and supportive. Texas is divided into 20 service center regions, and each region has its own ESC. 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 new laws and regulations passed by the Texas Legislature and State Board of Education.

Eleven ESC regions experienced gains in student enrollment between the 1994-95 and 2003-04 school years, while the other nine saw declines (Figure 13). Four of the six regions experiencing increases of 20 percent or more each include a major urban district (Austin, Dallas, Fort Worth, and Houston Independent School Districts). The fifth 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 sixth high-growth region.

- During the 1994-95 school year, ESC Region 4 (Houston) served the largest student population: 21.0 percent of the total state public school enrollment. In 2003-04, Region 4 continued to serve the largest proportion of total state enrollment (21.9%) (Table 17).
- In 1994-95, Region 9 (Wichita Falls) served the smallest population: 1.1 percent of the total state public school enrollment. Region 9 remained the smallest in 2003-04, with 0.9 percent of total state enrollment.
- Region 13 (Austin) experienced the greatest gain between 1994-95 and 2003-04, increasing in student population by 32.2 percent. Region 14 (Abilene) had the greatest loss, decreasing by 11.8 percent during this time period.

**Figure 13**  
**Change in Enrollment by Education Service Center, Texas Public Schools, 1994-95 to 2003-04**



**Table 17**  
**Enrollment by Education Service Center, Texas Public Schools, 1994-95 Through 2003-04**

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994-95	278,577	7.5	114,577	3.1	57,628	1.5	783,163	21.0	89,336	2.4
1995-96	281,426	7.4	114,318	3.0	58,018	1.5	797,663	21.0	88,820	2.3
1996-97	282,261	7.4	112,902	2.9	57,869	1.5	813,044	21.2	87,757	2.3
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
Ten-year change	63,236	22.7	-7,375	-6.4	-2,639	-4.6	164,280	21.0	-4,612	-5.2

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994-95	119,767	3.2	155,844	4.2	55,073	1.5	42,870	1.1	510,096	13.7
1995-96	123,024	3.2	157,404	4.1	55,323	1.5	42,855	1.1	525,676	13.8
1996-97	125,452	3.3	157,961	4.1	55,575	1.4	42,706	1.1	534,363	13.9
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
Ten-year change	26,046	21.7	5,181	3.3	1,205	2.2	-2,745	-6.4	140,001	27.4

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

**continues**

Table 17 (continued)

## Enrollment by Education Service Center, Texas Public Schools, 1994-95 Through 2003-04

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994-95	353,670	9.5	129,290	3.5	225,074	6.0	51,220	1.4	52,759	1.4
1995-96	362,959	9.6	131,409	3.5	235,482	6.2	51,194	1.3	53,667	1.4
1996-97	369,848	9.6	132,332	3.4	241,087	6.3	50,967	1.3	52,953	1.4
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
Ten-year change	103,530	29.3	11,190	8.7	72,416	32.2	-6,063	-11.8	-3,405	-6.5

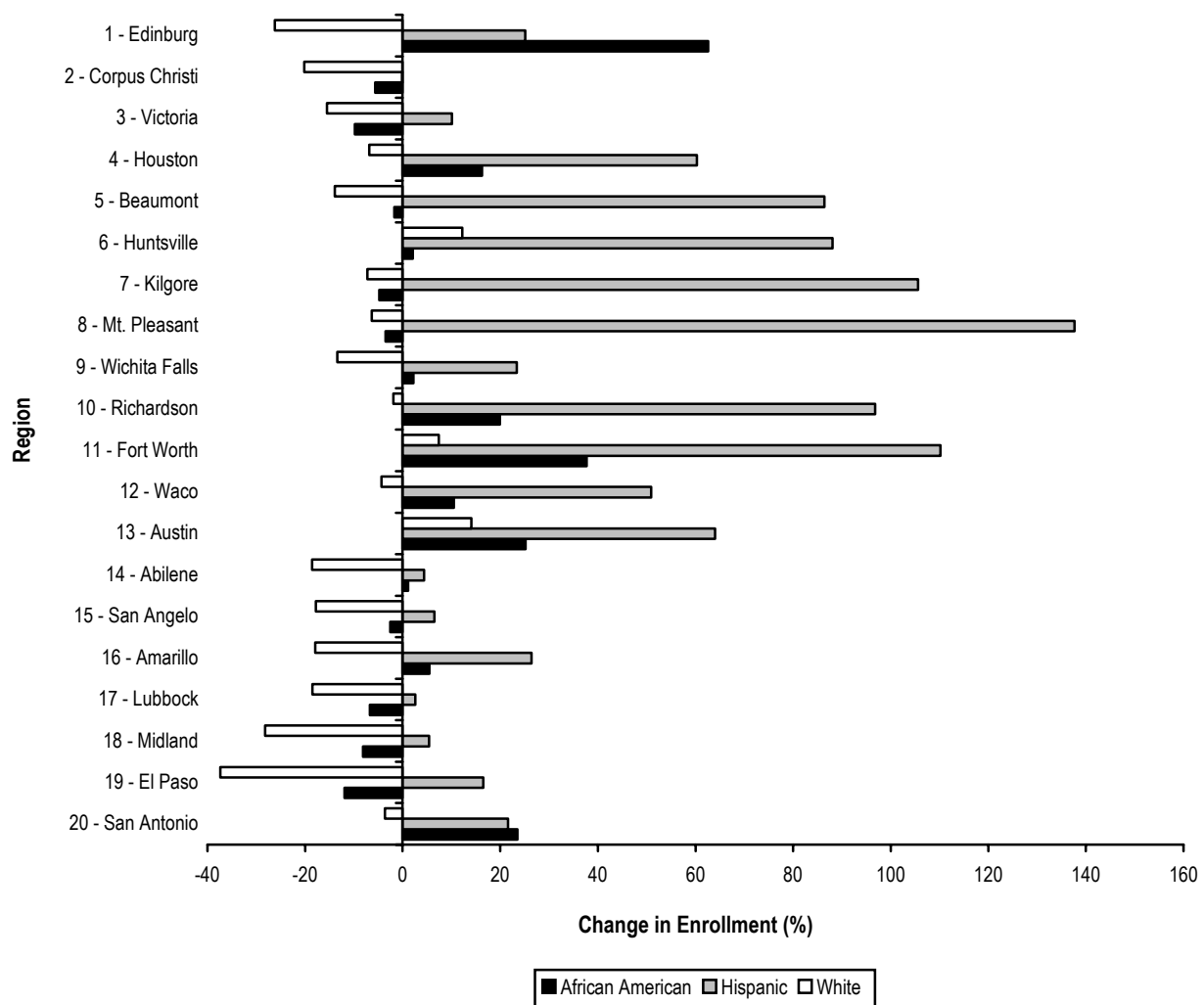
Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994-95	80,808	2.2	84,960	2.3	84,899	2.3	154,349	4.1	306,584	8.2
1995-96	82,016	2.2	84,495	2.2	84,919	2.2	156,541	4.1	311,823	8.2
1996-97	81,332	2.1	84,388	2.2	84,647	2.2	152,871	4.0	316,781	8.3
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
Ten-year change	-2,987	-3.7	-6,503	-7.7	-9,432	-11.1	11,953	7.7	44,207	14.4

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

## Enrollment by Education Service Center and Ethnicity

- Comparing all ESC regions from 1994-95 to 2003-04, African American enrollment increased most in Region 1 (Edinburg) and Region 11 (Fort Worth), by 62.6 percent and 37.1 percent, respectively (Figure 14).
- Hispanic enrollment rose in all 20 ESC regions during the period (Table 18). The number of Hispanic students more than doubled in Regions 7 (Kilgore), 8 (Mt. Pleasant), and 11 (Fort Worth).
- White student enrollment increased in only 3 of the 20 ESC regions during the decade (Regions 6, 11, and 13). Region 13 (Austin) experienced the greatest gain in White enrollment (14.1%), and Region 19 (El Paso) had the greatest decline (37.4%).

**Figure 14**  
**Change in Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1994-95 to 2003-04**



**Table 18**  
**Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1994-95 and 2003-04**

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>African American</b>										
1994-95	438	0.2	4,110	3.6	6,551	11.4	174,650	22.3	26,864	30.1
2003-04	712	0.2	3,880	3.6	5,908	10.7	203,085	21.4	26,406	31.2
Ten-year change	274	62.6	-230	-5.6	-643	-9.8	28,435	16.3	-458	-1.7
<b>Asian/Pacific Islander</b>										
1994-95	717	0.3	1,036	0.9	637	1.1	37,276	4.8	2,032	2.3
2003-04	1,380	0.4	1,277	1.2	646	1.2	51,048	5.4	2,058	2.4
Ten-year change	663	92.5	241	23.3	9	1.4	13,772	36.9	26	1.3
<b>Hispanic</b>										
1994-95	263,318	94.5	73,099	63.8	22,462	39.0	239,153	30.5	4,076	4.6
2003-04	329,307	96.3	72,991	68.1	24,731	45.0	383,318	40.5	7,597	9.0
Ten-year change	65,989	25.1	-108	-0.1	2,269	10.1	144,165	60.3	3,521	86.4
<b>Native American</b>										
1994-95	117	0.0	268	0.2	34	0.1	1,060	0.1	151	0.2
2003-04	92	0.0	276	0.3	78	0.1	1,539	0.2	262	0.3
Ten-year change	-25	-21.4	8	3.0	44	129.4	479	45.2	111	73.5
<b>White</b>										
1994-95	13,987	5.0	36,064	31.5	27,944	48.5	331,024	42.3	56,213	62.9
2003-04	10,322	3.0	28,778	26.8	23,626	43.0	308,453	32.6	48,401	57.1
Ten-year change	-3,665	-26.2	-7,286	-20.2	-4,318	-15.5	-22,571	-6.8	-7,812	-13.9

**continues**

Table 18 (continued)

## Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1994-95 and 2003-04

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										
1994-95	19,307	16.1	35,215	22.6	13,351	24.2	3,586	8.4	112,163	22.0
2003-04	19,720	13.5	33,523	20.8	12,881	22.9	3,665	9.1	134,479	20.7
Ten-year change	413	2.1	-1,692	-4.8	-470	-3.5	79	2.2	22,316	19.9
Asian/Pacific Islander										
1994-95	1,129	0.9	632	0.4	205	0.4	536	1.3	17,555	3.4
2003-04	2,258	1.5	1,064	0.7	258	0.5	577	1.4	29,312	4.5
Ten-year change	1,129	100.0	432	68.4	53	25.9	41	7.6	11,757	67.0
Hispanic										
1994-95	15,912	13.3	13,223	8.5	2,805	5.1	5,725	13.4	113,598	22.3
2003-04	29,923	20.5	27,193	16.9	6,667	11.8	7,062	17.6	223,603	34.4
Ten-year change	14,011	88.1	13,970	105.6	3,862	137.7	1,337	23.4	110,005	96.8
Native American										
1994-95	244	0.2	279	0.2	222	0.4	177	0.4	2,398	0.5
2003-04	579	0.4	446	0.3	422	0.7	360	0.9	3,237	0.5
Ten-year change	335	137.3	167	59.9	200	90.1	183	103.4	839	35.0
White										
1994-95	83,175	69.4	106,495	68.3	38,490	69.9	32,846	76.6	264,382	51.8
2003-04	93,333	64.0	98,799	61.4	36,050	64.1	28,461	70.9	259,466	39.9
Ten-year change	10,158	12.2	-7,696	-7.2	-2,440	-6.3	-4,385	-13.4	-4,916	-1.9

continues



**Table 18 (continued)**  
**Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1994-95 and 2003-04**

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>African American</b>										
1994-95	44,894	12.7	29,221	22.6	22,816	10.1	3,080	6.0	1,805	3.4
2003-04	61,824	13.5	32,296	23.0	28,562	9.6	3,115	6.9	1,760	3.6
Ten-year change	16,930	37.7	3,075	10.5	5,746	25.2	35	1.1	-45	-2.5
<b>Asian/Pacific Islander</b>										
1994-95	10,224	2.9	2,046	1.6	4,051	1.8	390	0.8	273	0.5
2003-04	17,531	3.8	2,411	1.7	8,683	2.9	319	0.7	249	0.5
Ten-year change	7,307	71.5	365	17.8	4,632	114.3	-71	-18.2	-24	-8.8
<b>Hispanic</b>										
1994-95	55,114	15.6	21,154	16.4	67,619	30.0	12,183	23.8	23,331	44.2
2003-04	115,825	25.3	31,917	22.7	110,882	37.3	12,722	28.2	24,837	50.3
Ten-year change	60,711	110.2	10,763	50.9	43,263	64.0	539	4.4	1,506	6.5
<b>Native American</b>										
1994-95	1,496	0.4	384	0.3	591	0.3	148	0.3	81	0.2
2003-04	2,205	0.5	695	0.5	1,002	0.3	176	0.4	91	0.2
Ten-year change	709	47.4	311	81.0	411	69.5	28	18.9	10	12.3
<b>White</b>										
1994-95	241,942	68.4	76,485	59.2	129,997	57.8	35,419	69.2	27,269	51.7
2003-04	259,815	56.8	73,161	52.1	148,361	49.9	28,825	63.8	22,417	45.4
Ten-year change	17,873	7.4	-3,324	-4.3	18,364	14.1	-6,594	-18.6	-4,852	-17.8

**continues**

Table 18 (continued)

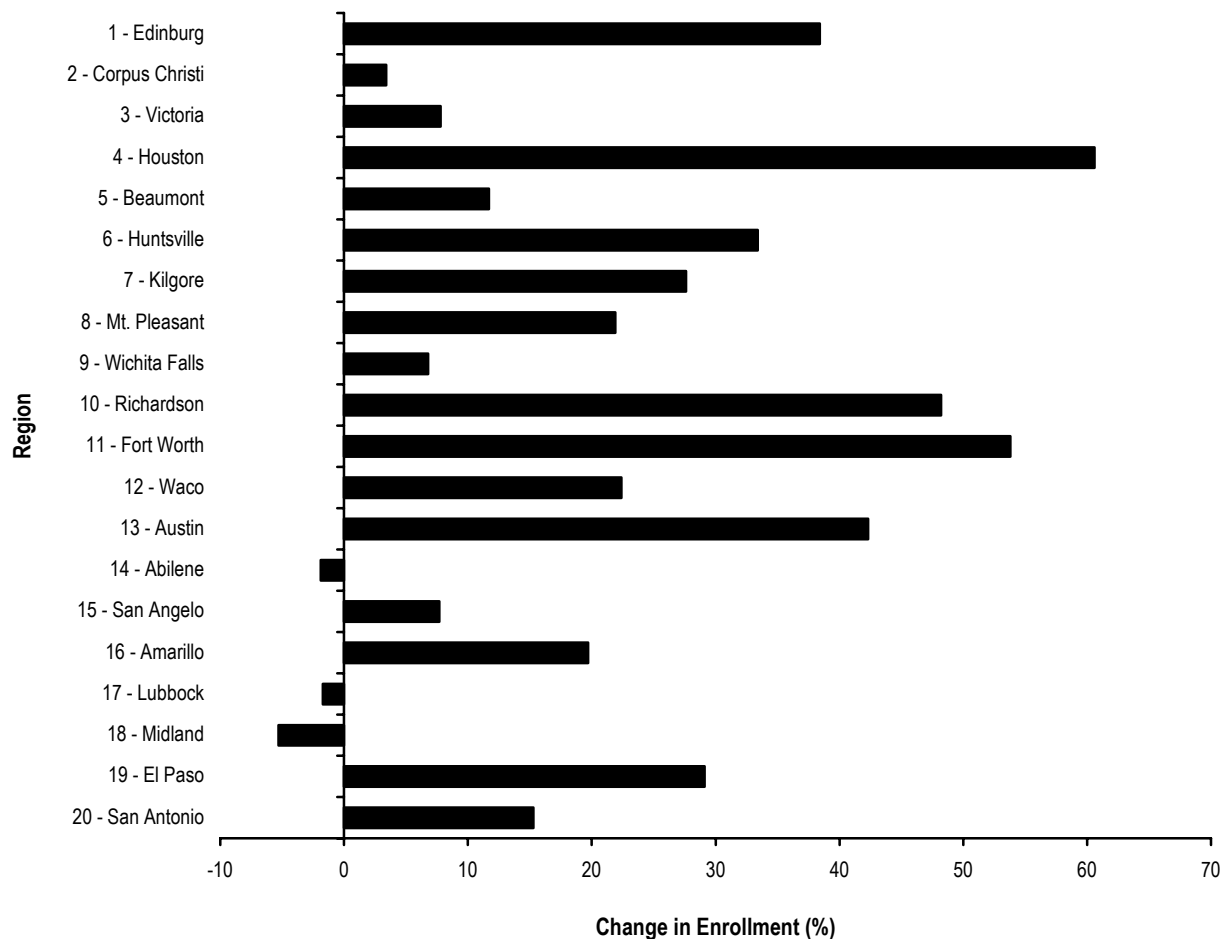
## Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1994-95 and 2003-04

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										
1994-95	4,122	5.1	6,907	8.1	4,571	5.4	4,935	3.2	20,156	6.6
2003-04	4,350	5.6	6,444	8.2	4,203	5.6	4,347	2.6	24,890	7.1
Ten-year change	228	5.5	-463	-6.7	-368	-8.1	-588	-11.9	4,734	23.5
Asian/Pacific Islander										
1994-95	1,094	1.4	477	0.6	502	0.6	1,050	0.7	3,071	1.0
2003-04	1,010	1.3	631	0.8	492	0.7	1,193	0.7	4,695	1.3
Ten-year change	-84	-7.7	154	32.3	-10	-2.0	143	13.6	1,624	52.9
Hispanic										
1994-95	23,229	28.7	37,874	44.6	39,507	46.5	125,412	81.3	188,819	61.6
2003-04	29,368	37.7	38,875	49.5	41,627	55.2	146,048	87.8	229,615	65.5
Ten-year change	6,139	26.4	1,001	2.6	2,120	5.4	20,636	16.5	40,796	21.6
Native American										
1994-95	296	0.4	125	0.1	212	0.2	298	0.2	462	0.2
2003-04	345	0.4	238	0.3	356	0.5	533	0.3	859	0.2
Ten-year change	49	16.6	113	90.4	144	67.9	235	78.9	397	85.9
White										
1994-95	52,067	64.4	39,577	46.6	40,107	47.2	22,654	14.7	94,076	30.7
2003-04	42,748	54.9	32,269	41.1	28,789	38.1	14,181	8.5	90,732	25.9
Ten-year change	-9,319	-17.9	-7,308	-18.5	-11,318	-28.2	-8,473	-37.4	-3,344	-3.6

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

- During the 1994-95 school year, six ESC regions (Regions 1, 2, 17, 18, 19, 20) served student populations of over 50 percent economically disadvantaged. Region 1 (Edinburg) had the highest percentage of economically disadvantaged students (76.1%) and Region 11 (Fort Worth) had the lowest (32.0%) (Table 19).
- By 2003-04, fourteen regions had economically disadvantaged populations of over 50 percent. In that school year, Region 1 (Edinburg) again had the highest percentage (84.4%), and Region 11 (Fort Worth) again had the lowest (37.2%).
- Three regions showed increases of economically disadvantaged students far greater than their increase in total student population. Region 4 (Houston) showed a 60.6 percent increase in economically disadvantaged students (Figure 15), nearly triple its increase in total enrollment (21.0%). Regions 11 (Fort Worth) and 7 (Kilgore) also showed large relative increases—53.8 percent and 27.6 percent, respectively.

**Figure 15**  
**Change in Enrollment of Economically Disadvantaged Students by Education Service Center, Texas Public Schools, 1994-95 to 2003-04**



**Table 19**  
**Enrollment of Economically Disadvantaged Students by Education Service Center, Texas Public Schools, 1994-95 and 2003-04**

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994-95	208,491	76.1	60,975	54.3	27,181	47.5	302,924	39.3	37,628	42.6
2003-04	288,640	84.4	63,043	58.8	29,289	53.3	486,431	51.3	42,034	49.6
Ten-year change	80,149	38.4	2,068	3.4	2,108	7.8	183,507	60.6	4,406	11.7

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994-95	46,694	39.4	64,146	41.5	23,967	43.8	17,214	40.3	205,044	41.0
2003-04	62,286	42.7	81,830	50.8	29,213	51.9	18,389	45.8	303,842	46.7
Ten-year change	15,592	33.4	17,684	27.6	5,246	21.9	1,175	6.8	98,798	48.2

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994-95	110,691	32.0	57,631	45.0	84,933	38.1	23,559	46.0	26,109	49.9
2003-04	170,218	37.2	70,520	50.2	120,837	40.6	23,105	51.2	28,107	56.9
Ten-year change	59,527	53.8	12,889	22.4	35,904	42.3	-454	-1.9	1,998	7.7

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1994-95	33,398	41.5	44,914	52.9	43,657	51.6	96,077	64.5	185,476	60.9
2003-04	39,983	51.4	44,157	56.3	41,325	54.8	124,043	74.6	213,903	61.0
Ten-year change	6,585	19.7	-757	-1.7	-2,332	-5.3	27,966	29.1	28,427	15.3

# National Enrollment Trends

From 1988 to 2002, the estimated statewide population of Texas increased from 16,667,022 to 21,215,494 (U.S. Bureau of the Census, 1995a, 2003). During the same time period, the estimated school age population in Texas increased from 3,429,000 (ages 5-17) to 4,951,302 (ages 5-19). National enrollment increased 18.9 percent between 1987-88 and 2001-02, while Texas enrollment increased 27.5 percent. During this time period, the U.S. public school system added 7,567,649 students, and Texas public schools added 891,642 students.

In fall of 2000, the U.S. public school population was 17.2 percent African American, 4.1 percent Asian/Pacific Islander, 16.3 percent Hispanic, 1.2 percent Native American, and 61.2 percent White (NCES, 2003a). By comparison, Texas public school enrollment was 14.4 percent African American, 2.7 percent Asian/Pacific Islander, 40.6 percent Hispanic, 0.3 percent Native American, and 42.0 percent White. Between 1994-95 and 2000-01, the proportion of public school enrollment accounted for by Hispanic students showed the largest increase among ethnic groups, both nationally and in Texas, while the proportion accounted for by White students decreased. 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, 1996; NCES, 2003a).

The National School Lunch and Child Nutrition Program, which provides free- and reduced-price lunches to students from low-income families, is used as an indicator of student socioeconomic status. During federal fiscal year (FFY) 1995, an estimated 31.8 percent of students nationally participated in this program (U. S. Department of Agriculture [USDA], 2002). By FFY 2002, this figure had risen to 58.9 percent (NCES, 2003a; USDA, 2004). In Texas, where an estimated 38.2 percent of students participated in FFY 1995, participation had risen to 62.6 percent in FFY 2002.

A higher percentage of public school students participated in special education programs across the United States (12.2%) in 1994-95 than in Texas (11.4%) (NCES, 1997). In the 2000-01 school year, the percentages increased slightly in both cases, although the national figure remained higher: 13.3 percent of students in the U.S. participated in special education programs in 2000-01, while 12.1 percent of Texas students did so (NCES, 2003a).

Students identified as limited English proficient (LEP) are eligible to participate in bilingual or English as a second language (ESL) programs. In 1994-95, the percentage of public school students identified as LEP was lower nationally than in Texas. Seven percent of students nationally were identified as LEP, compared to 12.6 percent of Texas students (Macías & Kelly, 1996). Although students identified as LEP increased both nationally (to 7.9%) and in Texas (to 14.5%) between the 1994-95 and 2001-02 school years, the percentage of LEP students in Texas remained higher (NCES, 2003b).

In states with public gifted and talented programs in the 1993-94 school year, the percentage of students identified as eligible to participate ranged from a low of 1.0 percent to a high of 15.0 percent (NCES, 2003a). In Texas, the percentage of students identified as gifted and talented that year was 7.0 percent of total enrollment. During the 1998-99 school year, the range of students identified as gifted and talented nationally had shifted to a low of 0.2 percent and a high of 22.9 percent (Council of State Directors of Programs for the Gifted, 1999). In Texas, 8.0 percent of students were identified as gifted and talented in 1998-99.

# Appendix A. District Type Definitions

Districts are grouped by size into nine subcategories based on their number of students in membership. This is the total number of students in membership in the district on a day in late October of each year. It does not include students who are served by the district but are not in membership in the serving district. Districts are classified on a scale ranging from major urban to rural. Factors such as size, growth rates, student economic status, and proximity to urban areas are used to determine the appropriate group. The charter school districts are in a separate subcategory. The groups are:

**Major Urban.** The largest school districts in the state that serve the six metropolitan areas of Houston, Dallas, San Antonio, Fort Worth, Austin, and El Paso. A district is designated major urban if it is the largest in counties with populations of 650,000 or over, and there is greater than 35% low-income students in the school district. Or, if not the largest district in the county, the number of students in membership is 75% of the largest district and there are more than 35% low-income students in the district.

**Major Suburban.** Other school districts in and around the major urban areas. A district is major suburban if it is contiguous to a major urban district and the number of students in membership is at least 3% of the major urban district or an enrollment of at least 4,500. If a district is not contiguous to a major urban area, then it must be within the same county and have an enrollment of 15% of the major urban district or an enrollment of at least 4,500 in order to be classified as major suburban.

**Other Central City.** The major school districts in other large Texas cities. If the district is not contiguous to one of the major urban districts but the county population is between 100,000 and 650,000 and it is the largest district in the county or its population is 75% of the largest district then the district is designated as other central city.

**Other Central City Suburban.** Other school districts in and around the other large, but not major, Texas cities. If the district is in a county between 100,000 and 650,000 population and the number of students in membership is at least 15% of the largest district in the county then it is designated central city suburban. If a district is contiguous to a central city district, its population is greater than 3% of that district's, and the number of students in membership is greater than the corresponding median figure for the state, it is also central city suburban.

**Independent Town.** If the district is the largest in a county having a population of 25,000 to 100,000, or the number of students in membership is greater than 75% of the largest district, the district is considered an independent town.

**Non-Metro: Fast Growing.** The school districts that fail to be in any of the above subcategories and that exhibit a five-year growth rate of at least 20 percent. These districts must have at least 300 students in membership.

**Non-Metro: Stable.** The school districts that fail to be in any of the above subcategories, yet the number of students in membership exceed the state median of 698 students.

**Rural.** The school districts that fail all of the above tests for placement into a subcategory. These districts either have a growth rate less than 20 percent and the number of students in membership is between 300 and the state median of 698, or the number of students in membership is less than 300.

**Charter Schools.** The open-enrollment schools granted a charter by the State Board of Education for operation. Open-enrollment charter schools operate in a facility of a commercial or nonprofit entity or a school district.

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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.

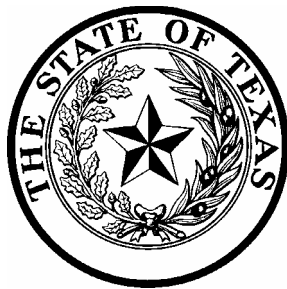
In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

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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