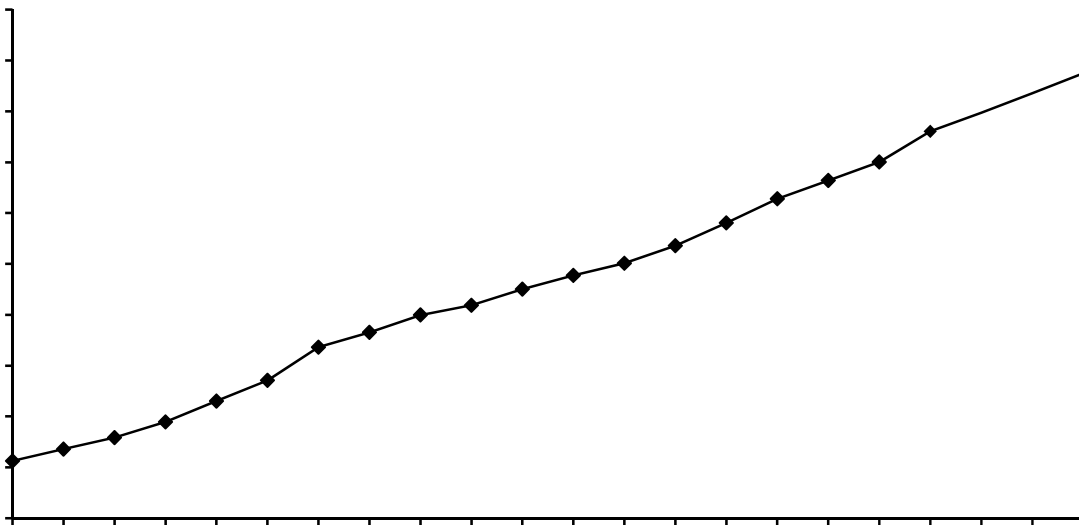


Enrollment in Texas Public Schools 2008-09

Departm

Statewide Enrollment, Texas Public Schools, 1987-88 Through 2008-09



**Enrollment
in Texas Public Schools
2008-09**

Texas Education Agency

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Abstract. This report provides information on enrollment in the Texas public school system from the 1998-99 through 2008-09 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.

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

Cover. Statewide Enrollment, Texas Public Schools, 1987-88 Through 2008-09. See pages 4-5 for detail.

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Overview

This report provides enrollment data for students attending Texas public schools in the 2008-09 school year and updates 10-year trends in state enrollment. Enrollment data are provided by student characteristics, including ethnicity, socioeconomic status, gender, and grade level. Data are also provided for participation in special instructional programs, including bilingual or English as a second language (ESL) programs, career and technical programs, gifted and talented programs, special education programs, and Title I programs, as well as for special populations, including immigrant and migrant students and students identified as limited English proficient (LEP).

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Highlights

Texas public school enrollment during the 1998-99 school year was 3,954,434 students. By 2008-09, enrollment had risen to 4,749,571 students. Over the 10-year time period, total enrollment increased by 795,137 students, or by 20.1 percent.

Statewide enrollment increased by 1.9 percent each year, on average.

Between the 1998-99 and 2008-09 school years, enrollment increased for all ethnic groups except Whites. Enrollment of White students declined by 7.5 percent.

Hispanics had the largest numerical increase in enrollment, rising by 748,385 students (or 49.0%) over the last decade. In 2008-09, Hispanic students accounted for the largest percentage of total enrollment (47.9%), followed by White students (34.0%). The first school year in which the number of Hispanic students surpassed the number of White students was 2001-02.

During the 1998-99 school year, there were 1,915,481 economically disadvantaged students, representing 48.4 percent of all students. By 2008-09, the number of economically disadvantaged students had risen to 2,686,259, or 56.6 percent of all students. The 40.2 percent increase in economically disadvantaged students was double the 20.1 percent increase in the public school population as a whole.

Although the number of economically disadvantaged students within each ethnic group increased between the 1998-99 and 2008-09 school years, the percentage within each group remained fairly stable during the period.

During both the 2007-08 and 2008-09 school years, Grade 9 had the highest enrollment, in part because of high grade-level retention in Grade 9 compared to other grades. In 2008-09, a total of 387,951 students were enrolled in Grade 9.

The number of students participating in career and technical programs rose by 71.9 percent between 1998-99 and 2008-09. The number of students receiving bilingual or English as a second language in-

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

more than 200,000 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, 2007, 2009) and continues to provide an overview of Texas enrollment trends, including diversity of the student population by grade and education service center region (Table 1). 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, and Education Service Center, Texas Public Schools, 2007-08 and 2008-09

Group	2007-08	2008-09	Group	2007-08	2008-09
-------	---------	---------	-------	---------	---------

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, 2008b, p. 5). Among the states, Texas is expected to experience the third la

Statewide enrollment during the 1987-88 school year was 3,224,916 students. By 2008-09, enrollment had risen to 4,749,571 students (Table 2).

During the 21-year period between 1987-88 and 2008-09, total enrollment increased by 1,524,655 students, or 47.3 percent (Table 3).

Table 2
Statewide Enrollment, Texas Public Schools,
1987-88 Through 2008-09

Year	Number	Annual change (%)
		-

Table 3
Change in Statewide Enrollment, Texas
Public Schools

Period	Number	Percent

Enrollment by Ethnicity

Between the 1998-99 and 2008-09 school years, enrollment increased for all ethnic groups except Whites. Enrollment for White students declined by 7.5 percent (Figure 1 and Table 4). The total number of White students in Texas public schools declined each year during the 10-year period.

Hispanics had the largest numerical increase in enrollment, rising by 748,385 students (or 49.0%) over the last decade. In 2008-09, Hispanic students accounted for the largest percentage of total enrollment (47.9%), followed by White students (34.0%). The first school year in which the number of Hispanic students surpassed the number of White students was 2001-02.

Asian/Pacific Islander students had the largest percentage increase in enrollment over the 10-year time period (69.5%). Native American en

Table 4
Enrollment by Ethnicity, Texas Public Schools, 1998-99 Through 2008-09

Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
------	--------	---------	--------	---------	--------	---------	--------	---------	--------	---------

Table 6
Enrollment of Economically Disadvantaged Students Within Ethnic Groups, Texas Public Schools, 1998-99 Through 2008-09

Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
------	--------	---------	--------	---------	--------	---------	--------	---------	--------	---------

Enrollment by Gender

In the 2008-09 school year, 48.7 percent of all students were female, and 51.3 percent of students were male (Table 7). These percentages remained relatively stable during the 10-year period between 1998-99 and 2008-09.

Table 7
Enrollment by Gender, Texas Public Schools, 1998-99 Through 2008-09

Year	Female		Male	
	Number	Percent	Number	Percent

Enrollment by Grade

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

During both the 2007-08 and 2008-09 school years, Grade 9 had the highest enrollment (Figure 4), in part because of the high rate of grade-level retention in Grade 9 compared to other grades (TEA, 2008a). In 2008-09, just under 388,000 students were enrolled in Grade 9.

Across Grades K-12 in 2008-09, the percentages of total enrollment accounted for by grade ranged from a low of 5.9 percent in Grade 12 to a high of 8.2 percent in Grade 9 (Table 8).

Between 2007-08 and 2008-09, enrollment increased in each grade except Grade 9. Enrollment decreased by 2.3 percent in Grade 9.

The distribution of students across grades changed from the previous year. Students in Grades 3,

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 5 and Table 9). This is, in part, a reflection of the overall Hispanic and White pop

n programs outlined on page 12, Hispanics, who made up 47.9 percent of total enrollment in the 2008-09 school year, made up 65.4 percent of prekindergarten students. In contrast, Whites, who made up 34.0 percent of total enrollment, made up 15.3 percent of prekindergarten students.

From Grade 9 to Grade 12, Asian/Pacific Islanders and Whites made up increasingly larger proportions of the student body, and African Americans and Hispanics made up increasingly smaller proportions. This pattern held true in both the 2007-08 and 2008-09 school years.

Figure 5
Enrollment by Grade and Ethnicity, Texas Public Schools, 2008-09

Table 9
 Enrollment by Grade and Ethnicity, Texas Public Schools, 2007-08 and 2008-09

Grade	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent

Enrollment
by Grade and Economic

Table 10
Enrollment of Economically Disadvantaged Students Within Grades,
Texas Public Schools, 2007-08 and 2008-09

Grade	Number	Percent	Number	Percent
-------	--------	---------	--------	---------

Table 11
Enrollment for Instructional Programs and Special Populations, Texas Public Schools, 1998-99
Through 2008-09

Year	Bilingual/ESL ^a		Career and technical ^b		Gifted and talented		Immigrant		LEP ^c	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent

Note.

Enrollment for Instructional Programs and Special Populations by Ethnicity

Between school years 2007-08 and 2008-09, there was little change in the distribution of students by ethnicity within instructional programs and special populations (Table 12 on page 22). However, 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 2008-09, African Americans accounted for 14.1 percent of the total student population. In contrast, African Americans made up 18.0 percent of students served in special education and 8.1 percent of students enrolled in gifted and talented programs (Figure 8 on this page and Table 12 on page 22).

The percentage of Asian/Pacific Islanders in special education programs in 2008-09 (1.6%) was lower than their proportion of the total student population (3.6%), whereas the percentage in gifted and talented programs (7.6%) was higher.

In 2008-09, Hispanics made up 47.9 percent of the total public school population. By comparison, Hispanic representation in gifted and talented programs (35.6%) was smaller, and Hispanic representation in Title 1 (60.8%) was larger.

Whereas Whites accounted for 34.0 percent of the total student population, they made up 48.4 percent of students in gifted and talented programs and 22.3 percent of students in Title I programs.

Figure 8
Enrollment in Instructional Programs by Ethnicity, Texas Public Schools, 2008-09

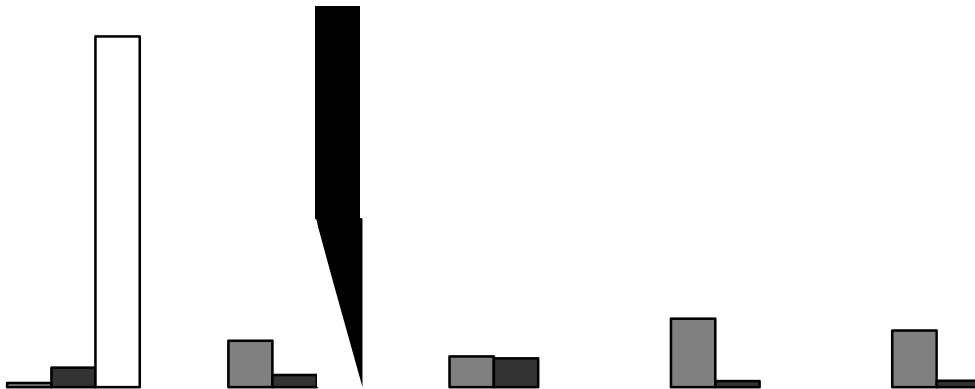


Table 12
Enrollment for Instructional Programs and Special Populations by Ethnicity, Texas Public Schools,
2007-08 and 2008-09

Ethnicity	Number	Percent	Number	Percent	Number	Percent
-----------	--------	---------	--------	---------	--------	---------

Ethnicity	Number	Percent	Number	Percent	Number	Percent
-----------	--------	---------	--------	---------	--------	---------

Note.

Table 12 (continued)
 Enrollment for Instructional Programs and Special Populations by Ethnicity, Texas Public Schools,
 2007-08 and 2008-09

Ethnicity	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent

Note.

Enrollment for Instructional Programs and Special Populations by Economically Disadvantaged Status

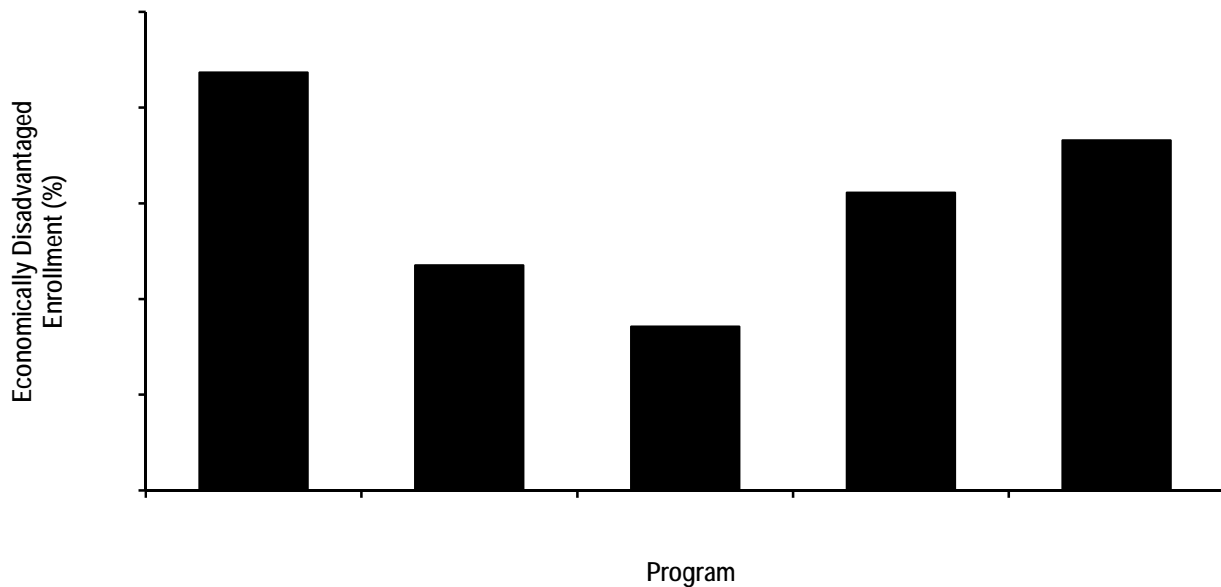
Between the 2007-08 and 2008-09 school years, the percentage of students identified as economically disadvantaged increased within each instructional program and each special population except immigrants and migrants (Table 13).

Economically disadvantaged students made up 56.6 percent of all students in 2008-09 (Table 13) and 62.2 percent of students in special education programs (Figure 9).

Across other instructional programs, the percentages of students identified as economically disadvantaged varied considerably. In 2008-09, representation of economically disadvantaged students was lowest in gifted and talented programs (34.2%), followed by career and technical programs (47.0%) (Table 13).

In bilingual and ESL programs, as well as within the LEP population, 87.3 percent of students were reported as economically disadvantaged.

Figure 9
Enrollment of Economically Disadvantaged Students Within Instructional Programs, Texas Public Schools, 2008-09



Note.

Table
Enrollment of Economically Disadvantaged Students Within
Instru

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 2007-08 and 2008-09 school years (Table 14).

Females and males, who made up 48.7 percent and 51.3 percent, respectively, of total public school enrollment in 2008-09, accounted for similar proportions of each special population and each instructional program except special education and gifted and talented.

Special education programs showed the greatest difference between female and male participation (Figure 10 and Table 14). In 2008-09, males in the special education population outnumbered females by more than two-to-one.

Females were somewhat overrepresented in gifted and talented programs (51.1%), and males were somewhat underrepresented (48.9%).

Figure 10
Enrollment in Instructional Programs by Gender, Texas Public Schools, 2008-09

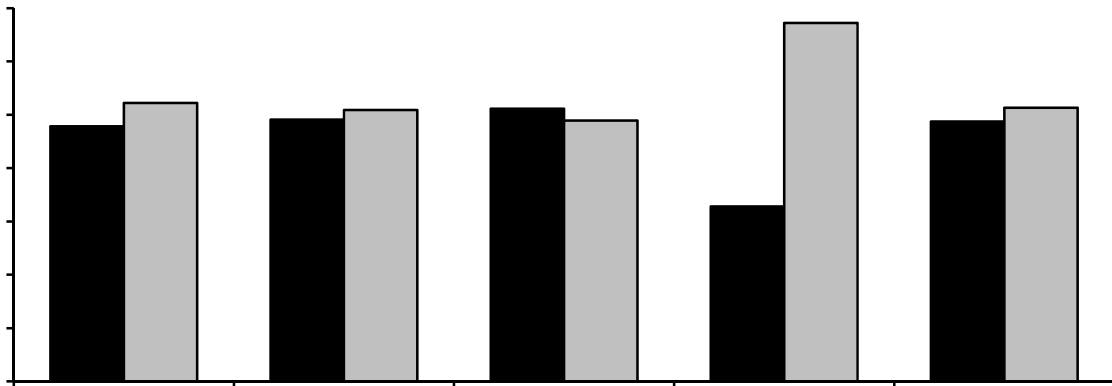


Table 14
Enrollment for Instructional Programs and Special Populations by
Gender, Texas Public Schools, 2007-08 and 2008-09

Gender	Bilingual/ESL ^a		Career and technical		Gifted and talented	
	Number	Percent	Number	Percent	Number	Percent

Gender	Immigrant		LEP ^b		Migrant	
	Number	Percent	Number	Percent	Number	Percent

Gender	Special education		Title I		State	
	Number	Percent	Number	Percent	Number	Percent

Note.

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.

Twelve of the twenty ESC regions in Texas experienced gains in enrollment between the 1998-99 and 2008-09 school years, and the other eight saw losses (Figure 11). 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 eight ESC regions that experienced decreases in enrollment, five were in the western half of the state (Abilene, Lubbock, Midland, San Angelo, and Wichita Falls), and the other three were along the Gulf Coast (Beaumont, Corpus Christi, and Victoria).

During the 1998-99 school year, ESC Region 4 (Houston) served the largest student population: 21.4 percent of the total state public school enrollment (Table 15 on page 30). In 2008-09, Region 4 continued to serve the largest proportion of total state enrollment (22.1%).

In 1998-99, Region 9 (Wichita Falls) served the smallest population: 1.1 percent of the total state public school enrollment. Region 9 remained the smallest in 2008-09, with 0.8 percent of total state enrollment.

Region 13 (Austin) experienced the greatest percentage gain in enrollment between 1998-99 and 2008-09, increasing by 37.3 percent (Figure 11 on this page and Table 15 on page 30). Region 5 (Beaumont) had the greatest loss, decreasing by 8.4 percent during this time period.

Figure 11
Change in Enrollment Within Education Service Centers, Texas Public Schools, 1998-99 to 2008-09



Table 15

Enrollment by Education Service Center, Texas Public Schools, 1998-99 Th

Table 15 (continued)

Enrollment by Education Service Center, Texas Public Schools, 1998-99 Through 2008-09

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent

Note.

Enrollment by Education Service Center and Ethnicity

Hispanic enrollment rose in all 20 ESC regions from 1998-99 to 2008-09 (Figure 12). The number of Hispanic students more than doubled in Regions 6 (Huntsville), 8 (Mt. Pleasant), and 11 (Fort Worth) and almost doubled in Region 7 (Kilgore).

From 1998-99 to 2008-09, White enrollment decreased in 17 of the 20 ESC regions. Although 11 regions had declines of more than 15.0 percent in White enrollment, three of these still saw growth in enrollment overall: Regions 1 (Edinburg), 16 (Amarillo), and 19 (El Paso) (Figure 11 on page 29 and Table 16).

As a percentage of statewide enrollment, African American enrollment remained relatively stable over the 10-year period (Table 4 on page 7), but African American representation varied greatly by region. In the 2008-09 school year, African American students made up almost 30 percent of enrollment in Region 5 (Beaumont) but less than 1 percent in Region 1 (Edinburg) (Table 16).

Figure 12
Change in Enrollment Within Education Service Centers by Ethnicity, Texas Public Schools,
1998-99 to 2008-09

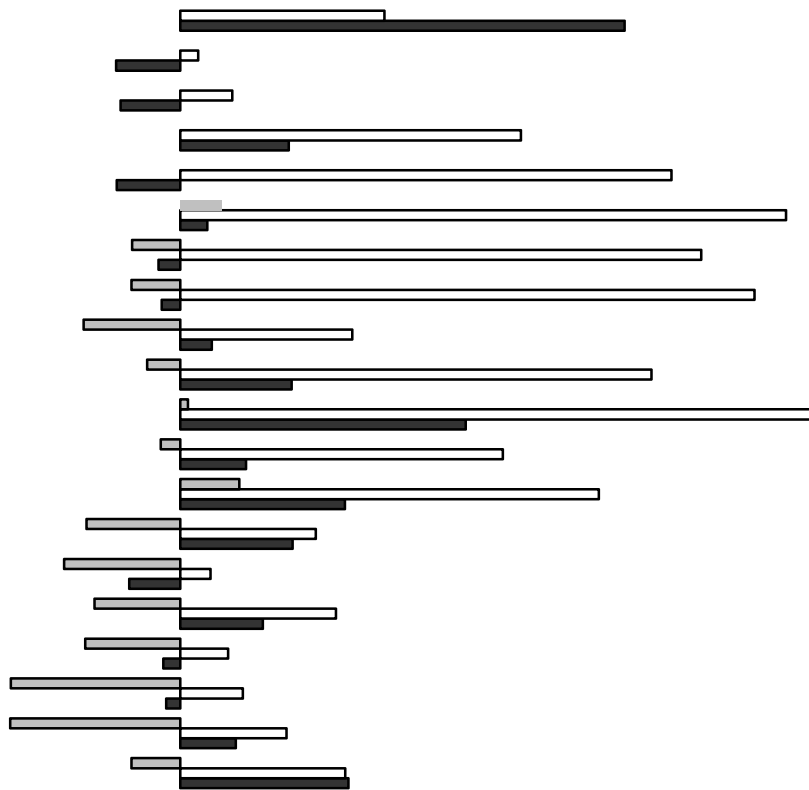


Table 16 (continued)

Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1998-99 and 2008-09

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent

Note.

Table 16 (continued)

Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1998-99 and 2008-09

Table 16 (continued)

Enrollment by Education Service Center and Ethnicity, Texas Public Schools, 1998-99 and 2008-09

Year	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
------	--------	---------	--------	---------	--------	---------	--------	---------	--------	---------

Enrollment by Education Service Center and Economically Disadvantaged Status

From 1998-99 to 2008-09, the percentages of students identified as economically disadvantaged increased in 19 of the 20 ESC regions (Figure 13 on this page and Table 17 on page 38). In 1998-99, seven regions served populations in which more than 50 percent of students were economically disadvantaged. By 2008-09, that number had more than doubled to 15 regions; only Regions 6 (Huntsville), 9 (Wichita Falls), 11 (Fort Worth), 13 (Austin), and 18 (Midland) had smaller percentages of economically disadvantaged students.

Across ESC regions in 2008-09, the percentage of students identified as economically disadvantaged was highest in Region 1 (Edinburg), at 84.8 percent, and lowest in Region 11 (Fort Worth), at 42.7 percent. These two regions also had the highest and lowest percentages of economically disadvantaged students, respectively, in 1998-99.

Of the eight regions that showed decreases in total enrollment during the period, all but Region 18 (Midland) saw increases in the numbers of economically disadvantaged students (Figure 11 on page 29 and Figure 13 on this page).

Figure 13
Change in Enrollment of Economically Disadvantaged Students Within Education Service Centers,
Texas Public Schools, 1998-99 to 2008-09

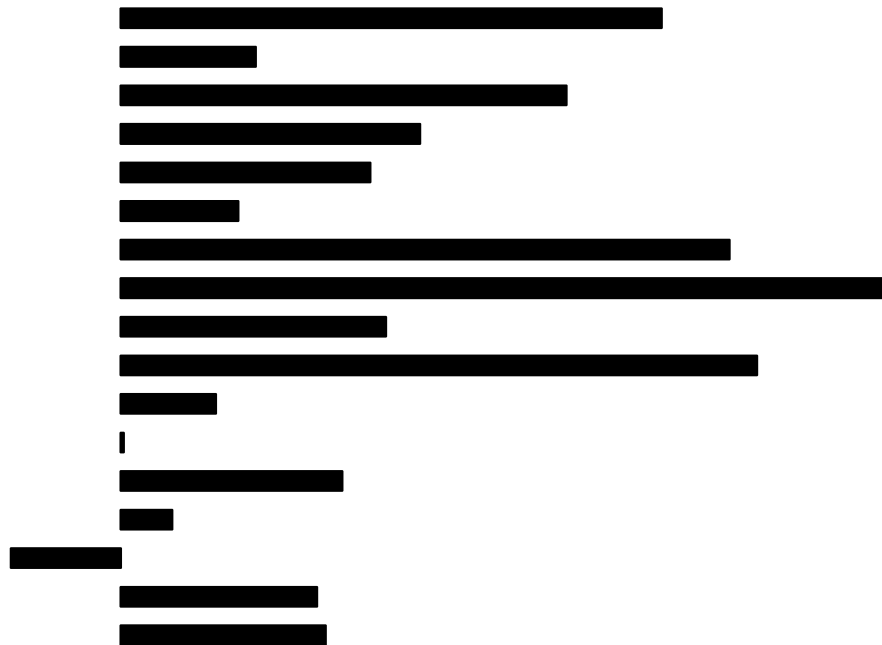


Table 17
 Enrollment of Economically Disadvantaged Students Within Education Service Centers, Texas
 Public Schools, 1998-99 and 2008-09

Year	1 - Edinburg		2 - Corpus Christi		3 - Victoria		4 - Houston		5 - Beaumont	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent

Year	6 - Huntsville		7 - Kilgore		8 - Mt. Pleasant		9 - Wichita Falls		10 - Richardson	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent

Year	11 - Fort Worth		12 - Waco		13 - Austin		14 - Abilene		15 - San Angelo	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent

Year	16 - Amarillo		17 - Lubbock		18 - Midland		19 - El Paso		20 - San Antonio	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent

National Enrollment Trends

-
n

-year period, followed by Florida (19.1%) and

Table 18

Table 19
Public School Enrollment by Ethnicity, Four Most Populous States and the United States, Fall 1996
and Fall 2006

Year	African American (%)	Asian/Pacific Islander (%)	Hispanic (%)	Native American (%)	White (%)
California					
Florida					
New York					
Texas					
United States					

Source.

Note.

Table 20
Public School Enrollment of Students Eligible for the National School Lunch and Child Nutrition Program, Four Most Populous States and the United States, 1996-97 and 2006-07

Year	California (%)	Florida (%)	New		United
			York (%)	Texas (%)	States (%)

Source.

Table 21
Public School Enrollment of Students Participating in Special Education Programs, Four Most Populous States and the United States, 1996-97 and 2006-07

Year	California (%)	Florida (%)	New		United
			York (%)	Texas (%)	States (%)

Source.

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 1995-96 was higher in Texas (12.0%) than in the nation (6.8%) (Table 22 on page 42) (National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, 2008d, n.d.). Although the percentage of students identified as LEP increased between 1995-96 and 2005-06 in both Texas (to 14.2%) and the nation (to 10.3%), the percentage of LEP students in Texas remained higher. Across the four most populous states in the country, California had the highest percentage of public school students identified as LEP in both 1995-96 and 2005-06 (National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, 2008a, 2008b, 2008c). By 2005-06, about one in four California public school students was identified as LEP. New York had the smallest percentage of LEP st

of 16.1 percent (NCES, 2009). National figures indicate that 7.6 percent of Texas students and 6.7 percent of students nationwide were identified as gifted and talented in 2006.

Table 22
Public School Enrollment of Students Identified as Limited English Proficient, Four Most Populous States and the United States, 1995-96 and 2005-06

Year	California (%)	Florida (%)	New York (%)	United States (%)
------	----------------	-------------	--------------	-------------------

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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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