

Definition of Indicators

- ① **Texas Assessment of Academic Skills (TAAS).** This criterion-referenced test measures student achievement in reading, writing, and mathematics at grades 3, 5, 7, 9, and Exit Level (11). Two statistics are calculated for each grade:

- a. The percent of students passing all tests taken is calculated as the number of students passing all tests taken, divided by the total number of students tested;
- b. The percent of students meeting academic recognition is calculated as the number of students mastering all objectives on each subject area test and attaining a 4 on the written composition, divided by the total number of students tested.

Similar statistics are figured for each subject area.

SOURCE OF DATA: National Computer Systems. Reporting period: October 1990.

- ② **Percent Student Attendance** for this report is average daily attendance (ADA) divided by average daily membership (ADM), calculated over the second six-week period for grades K-12.

SOURCE OF DATA: Texas Education Agency, PEIMS. Reporting period: 1990/91 school year.

- ③ **Drop-out Rate** is calculated as the number of dropouts at each grade, 7 through 12, divided by the number of students enrolled in grades 7 through 12.

SOURCE OF DATA: Texas Education Agency, PEIMS and 1989 Fall Survey of Pupils. Reporting period: Fall 1990 for 1989/90 dropouts, and fall 1989 for 1988/89 dropouts.

- ④ **Enrollment in Advanced Courses** is calculated from teacher responsibility records. Because individual student enrollment in advanced courses is not available, the values may be based on duplicated counts of students — they may not be an actual percent of students enrolled in at least one advanced course. The values are calculated as the number of students enrolled in each advanced class divided by the number of students enrolled in all academic courses. A single student may be counted several times in each category, thus producing a duplicated (and lower) count.

SOURCE OF DATA: Texas Education Agency, PEIMS, Fall 1990.

- ⑤ **Expected Graduation Rate** is calculated as the number of 12th grade students expected to graduate in the spring of 1991 divided by the total number of 12th graders enrolled.

SOURCE OF DATA: Texas Education Agency, PEIMS, Fall 1990.

- ⑥ **Percent Graduates to Receive Advanced Seal on Transcript** is calculated as the number of students expected to graduate with advanced or advanced with honors seals affixed to their diplomas, divided by the total number of students expected to graduate.

SOURCE OF DATA: Texas Education Agency, PEIMS. Reporting period: Fall 1990.

- ⑦ **College Admissions Tests** are defined as the Scholastic Aptitude Test (SAT) and the Enhanced ACT of the American College Testing Program. Scores are available for both 1988/89 and 1989/90 for the SAT, but only 1989/90 for the Enhanced ACT. Three statistics are calculated from SAT and ACT data for graduating seniors:

- a. The average score (SAT Total; ACT Composite);
- b. The percent scoring at or above 1000 on the SAT and the percent scoring at or above 25 on the ACT, calculated as the number of graduates scoring at or above the cutoff divided by the total number of graduates taking the test;
- c. The percent of students tested is calculated slightly differently for 1988/89 and 1989/90:

- For the 1988/89 SAT it is calculated as the number of students (who said they were graduating in 1988/89) taking the test divided by the total number of 12th graders enrolled in fall 1988. (Source: 1988 Fall Survey of Pupils)
- For the 1989/90 SAT and ACT it is calculated as the number of students (who said they were graduating in 1989/90) taking the test divided by the number of 12th graders expected to graduate in 1990. (Source: PEIMS, Spring, 1990)

Note that scores for each graduating senior are from the most recently taken test.

SOURCE OF DATA: Educational Testing Service (SAT); American College Testing Program (ACT).

- ⑧ **Texas Academic Skills Programs (TASP)** is a basic skills test measuring reading, writing, and mathematics skills. It is required of all persons entering Texas colleges for the first time. The statistic reported is for students enrolled in Texas public institutions of higher education, and is calculated as the number of students passing all three portions of the TASP on the first attempt divided by the number of students tested.

SOURCE OF DATA: National Evaluation Systems. Reporting period: students tested during 1989/90 (who graduated from high school in 1988/89).

Explanation of Performance Section (final)

Currently the Academic Excellence Indicator System is looking at eight outcome indicators for Texas schools. Not all indicators apply to all schools. Your school might have only one indicator applicable, or as many as all eight, depending on the school's grade span.

Texas Assessment of Academic Skills
test — See ❶ for definition. (Int. Std.
refers to the interim passing standard
for that grade level.)

Percent of Student Attendance — See 2 for definition.

Drop-out Rate — See **3** for definition.

Enrollment in Advanced Courses —
See 4 for definition.

Expected Graduation Rate — See 5 for definition.

Percent of Graduates Expected to Receive Advanced Seal on Transcript — See **6** for definition.

College Admissions Tests — See **7** for definition.

Texas Academic Skills Program —
See **8** for definition.

Group refers to campus group on the *Campus Performance Section* (sent to each school), and to district group on the *District Performance Section* (sent to each district). The percent given in the group column is the *median* score. (The median is defined as that point in a distribution of scores, above and below which one-half of the scores fall.)

Campus Demographic Comparison Group—Each school has a unique comparison group of 101 schools. For further explanation on how each school's group is determined, see the attached *Explanation of Campus Demographic Group*.

District Comparison Group – Districts belong to one of 17 comparison groups. For further explanation on how the district group is determined, see the *District Comparison Group Listing*, attached to the district report.

Test values for **Ethnic** groups are calculated as: the number of students in that group passing a particular test, divided by the total number of students in that group who took the test. Values on drop-out rate, expected graduation rate, and expected graduates with seals on transcripts are similarly calculated as: the number of students in that ethnic group who dropped out, or are expected to graduate, or have seals on their transcripts, divided by the total number of students in that ethnic group. Note that — for this year — ethnic group statistics are not available for student attendance or for the enrollment in advanced courses.

Percentages for students who are **Economically Disadvantaged**, **Limited English Proficient**, and in **Special Education** are calculated as: the number of students in each of the specific populations who passed or received academic recognition, divided by the total number of students in the specific population tested. Note that values for these special populations are currently available only for TAAS scores.

Not Available (n/a)
indicates that the
data are not
available this year.

A dash (-)
indicates that no
students were in
that classification.

An *asterisk* (*) indicates that fewer than 5 students were in this classification.

A *question mark* (?) indicates data that are statistically improbable.

TEXAS EDUCATION AGENCY										Section I	
District Name: YOUR ISD										Total Enrollment: 1605	
Campus Name: YOUR HIGH SCHOOL										Grade Span: 10 - 12	
Campus #: 55555555										School Type: Secondary	
Indicator:											
[----- Ethnic -----]											
	State	District	Group	Campus	African American	Hispanic	White	Other	Economic Disadv.	LEP	Special Education
TAAS Exit (Int. Std. 60%)											
All Tests & Passing	65.7%	50.3%	52.0%	51.6%	33.1%	25.0%	62.5%	63.6%	31.4%	*	14.3%
% Academic Recog.	2.1%	1.6%	2.0%	1.9%	1.6%	0.0%	2.0%	9.1%	1.0%	*	0.0%
Reading	88.3%	75.9%	85.3%	82.5%	65.4%	57.5%	93.5%	72.7%	59.8%	*	28.6%
% Academic Recog.	35.3%	22.3%	29.4%	26.4%	11.0%	2.5%	36.8%	27.3%	5.9%	*	0.0%
Writing	81.6%	65.0%	70.5%	66.8%	52.0%	38.5%	76.8%	70.0%	50.0%	*	30.8%
% Academic Recog.	4.7%	3.0%	4.5%	4.3%	2.4%	0.0%	5.5%	10.0%	2.0%	*	0.0%
Math	75.5%	62.4%	68.8%	64.0%	45.6%	47.5%	74.1%	63.6%	49.5%	*	23.1%
% Academic Recog.	18.0%	10.8%	12.6%	12.8%	4.0%	2.5%	17.9%	18.2%	4.0%	*	0.0%
% Student Attendance	95.6%	93.5%	95.0%	93.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop-out Rate											
Current Year (89/90)	5.1%	3.7%	4.0%	3.8%	3.3%	10.7%	3.3%	0.0%	n/a	n/a	n/a
Prior Year (88/89)	6.1%	3.6%	4.2%	3.5%	3.0%	9.7%	3.2%	-	n/a	n/a	n/a
% Advanced Courses	3.4%	3.0%	3.1%	3.1%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Expected Graduation Rate	98.9%	99.7%	99.0%	99.8%	99.3%	100.0%	100.0%	*	n/a	n/a	n/a
% Graduates to Receive Advanced Seal on Transcript	26.7%	26.5%	26.0%	26.2%	11.8%	12.1%	34.1%	*	n/a	n/a	n/a
College Admissions Tests											
Scholastic Apt. Test (SAT)											
Current Year (89/90)	872	832	851	844	799	*	852	*	n/a	n/a	n/a
Average Score	26.6%	17.0%	20.3%	19.1%	13.3%	*	19.3%	*	n/a	n/a	n/a
% Above 1000	40.0%	42.7%	41.6%	41.6%	19.5%	20.0%	49.3%	*	n/a	n/a	n/a
% Tested											
Prior Year (88/89)	876	851	855	856	666	*	909	855	n/a	n/a	n/a
Current Year (89/90)	26.6%	26.0%	25.6%	26.0%	0.0%	*	34.0%	27.0%	n/a	n/a	n/a
% at or Above 1000	38.3%	34.0%	36.0%	34.1%	21.1%	13.0%	37.4%	?	n/a	n/a	n/a
% Tested											
Enhanced American College Testing (ACT) Assessment											
Current Year (89/90)	19.8	19.0	19.7	19.8	16.2	*	21.8	-	n/a	n/a	n/a
Average Score	15.3%	14.9%	16.9%	17.4%	0.0%	*	25.0%	*	n/a	n/a	n/a
% at or Above 23	26.6%	11.0%	12.2%	9.6%	8.6%	15.0%	9.2%	*	n/a	n/a	n/a
% Tested											
Texas Academic Skills Prgm.											
% Passing on 1st Attempt	69.3%	58.0%	61.1%	57.3%	23.5%	*	66.7%	*	n/a	n/a	n/a

Advanced Academic Courses

Academic Excellence Indicator System (1990-91)

English Language Arts

03220500	English IV (Academic)
03221600	Humanities
03221200	Creative/Imaginative Writing
03240800	Debate III

Mathematics

03100800	Trigonometry
03100900	Elementary Analysis
03101000	Analytic Geometry
03101100	Pre-calculus
03101200	Calculus
03101700	Advanced Mathematics for Business
03101600	Probability and Statistics
03101800	Number Theory
03101900	Linear Algebra
03102000	Linear Programming

Science

03010300	Biology II
03010400	Physiology and Anatomy
03020200	Chemistry II
03030200	Physics II
03970200	Aerospace Aviation Educ. II

Social Studies

03360100	Advanced Social Science Problems
----------	----------------------------------

Advanced Languages I-IV

03120400, 500, 600	Japanese
03400400, 500, 600	Italian
03410400, 500, 600, 700	French
03420400, 500, 600, 700	German
03430300, 400, 500, 600	Latin
03440400, 500, 600, 700	Spanish
03450400, 500, 600	Russian
03480400, 500, 600	Hebrew
03490400, 500, 600	Chinese
03996000, 100, 200	Other Advanced Foreign Languages (e.g., Greek)

Explanation of Campus Profile (cont.)

Educational Aides — The FTE count of staff reported with a role of 033. Counts of educational aides are expressed as a percent of the total staff FTE. (Source: PEIMS, Oct. 1990)

Professional Staff — Full-time equivalent (FTE) counts of teachers, professional support staff, and campus administrators. Staff are grouped according to the PEIMS roles reported for them (see Appendix A). Each type of professional staff is shown as a percentage of the total staff (FTE) of all staff (professional and para-professional) at the campus.

Full-time equivalents are calculated as the number of days employed multiplied by the percent of day worked, divided by 183 days. The appropriate portion of an FTE is allocated to each of the responsibilities associated with an individual based on a percentage of total time worked. (Source: PEIMS, Oct. 1990)

Total Staff by Ethnicity and Sex — Counts of total staff FTEs by combinations of major ethnic group and sex. Counts are also expressed as percentages of the total staff FTE. (Source: PEIMS, Oct. 1990)

Teachers by Years of Experience — The FTE count of teachers with years of experience falling into the ranges shown. Experience in these categories is the total years of teaching experience for the individual, not years of experience in the reporting district or campus. Teacher counts within each span of years of experience are expressed as a percent of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (Source: PEIMS, Oct. 1990)

Average Experience of Teachers and Average Experience of Teachers with District — Weighted averages obtained by multiplying each teacher's FTE count by years of experience. These amounts, when summed for all teachers and divided by the total teacher count, result in the averages shown.

Average Experience uses the total years of teaching experience for the individual, while **Average Experience with District** uses tenure, the years employed in the reporting district. The formula makes adjustments for teachers with zero years of experience or tenure, so they are appropriately weighted. (Source: PEIMS, Oct. 1990)

Average Teacher Salary by Years of Experience — Total teacher base pay for teachers within each experience group divided by the total teacher FTE for the group. Total teacher base pay is the actual salary amount earned for regular duties. No supplement amounts are included. Career ladder supplements are not included. (Source: PEIMS, Oct. 1990)

Average Actual Salaries — For each staff type, the total salary divided by the total FTE count of staff who receive that salary. The total actual salary amount is pay for regular duties only (base pay) and does not include any supplements. Career ladder supplements are not included. (Source: PEIMS, Oct. 1990)

An asterisk (*) indicates that data for these items fell outside a reasonable range.

TEXAS EDUCATION AGENCY									
Section II - 2									
Academic Excellence Indicator System									
Final 1990-91 Campus Profile									
School Type: Secondary									
Total Enrollment: 1,603									
Grade Span: 10 - 12									
Campus #: 55555555									
District Name: YOUR DISTRICT									
Campus Name: YOUR CAMPUS									
Campus #: 55555555									
STAFF INFORMATION									
Count									
Percent									
Group									
District									
State									
Professional Staff:									
Teachers	111.9	92.7%	92.8%	56.7%	62.6%				
Professional Support	95.5	79.1%	81.4%	50.2%	52.7%				
Campus Administrators	6.6	5.3%	4.8%	2.8%	2.7%				
Educational Aides:	8.9	7.3%	6.2%	7.8%	8.0%				
Total Staff by Ethnicity and Sex:	120.8	n/a	5,562.2	1,020.5	390,203.5				
White Male	38.1	31.5%	32.3%	12.3%	14.8%				
White Female	66.7	55.2%	49.4%	62.8%	52.3%				
Hispanic Male	0.0	0.0%	2.0%	0.8%	6.3%				
Hispanic Female	0.2	0.2%	3.1%	3.6%	14.6%				
African American Male	3.0	2.5%	2.9%	6.1%	3.0%				
African American Female	12.8	10.6%	6.9%	14.3%	8.5%				
Other Male	0.0	0.0%	0.2%	0.0%	0.2%				
Other Female	0.0	0.0%	0.2%	0.1%	0.3%				
Teachers by Years of Experience:									
Beginning Teachers	3.0	3.1%	4.6%	3.3%	6.3%				
1-5 Years Experience	20.9	21.8%	18.5%	17.4%	24.4%				
6-10 Years Experience	15.7	16.4%	13.8%	23.0%	20.7%				
11-20 Years Experience	39.9	40.7%	35.8%	39.3%	33.8%				
Over 20 Years Experience	17.1	17.9%	21.2%	17.0%	14.8%				
Average Experience of Teachers:									
Average Experience of Teachers with District:	12.5	13.1	12.6	11.3					
Average Teacher Salary by Years of Experience:	618,550	620,126	618,585	620,359					
Beginning Teachers	221,250	622,364	621,071	622,421					
1-5 Years Experience	224,409	625,480	624,414	625,289					
6-10 Years Experience	226,437	627,391	627,863	628,332					
11-20 Years Experience	231,746	633,081	630,922	633,422					
Over 20 Years Experience									
Average Actual Salaries:									
Teachers	626,509	627,432	626,092	626,860					
Professional Support	631,578	633,428	633,536	632,322					
Campus Administration	641,521	641,955	639,643	642,167					

* Indicates that the data for this item fell outside a reasonable range.

Explanation of Campus Profile (cont.)

Operating Expenditures — The total for all operating expenditures with the exception of expenditures budgeted at the campus level. The functions of Debt Services, Facilities Acquisition & Construction, and Community (Ancillary) Services are non-operating expenditures and are not included. Operating Expenditures per Pupil is total operating expenditures divided by total enrollment. See Appendix B for the financial accounting codes that describe these items. (Source: *PEIMS, Budgeted Information, Oct. 1990*)

Instructional Operating Expenditures — Operating expenditures for only those activities which deal directly with the instruction of pupils. Instructional operating expenditures per pupil is total instructional operating expenditures divided by total enrollment. See Appendix B for the financial accounting codes that describe these items. (Source: *PEIMS, Budgeted Information, Oct. 1990*)

Student Enrollment by Program — Counts of students identified as participating in the special, vocational, bilingual or ESL, or gifted and talented education programs, expressed as a percent of total enrollment. These percentages can be duplicative; a student may be enrolled in more than one program. (Source: *PEIMS, Oct. 1990*)

Teachers by Program (Population Served) — Teacher FTE counts categorized by the type of student populations served. Regular, special, compensatory, vocational, bilingual/ESL, gifted and talented, and miscellaneous other populations served are shown. Teacher FTE values are allocated across populations for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (Source: *PEIMS, Oct. 1990*)

Instructional Operating Expenditures by Program — Expenditures categorized by the program for which the funds were expended. Regular, special, compensatory, vocational, bilingual/ESL, gifted and talented, and other programs are shown for instructional operating expenditures only. Percentages given are the percent of total instructional operating expenditures. See Appendix B for the financial accounting codes that describe these items. (Source: *PEIMS, Budgeted Information, Oct. 1990*)

Operating Expenditures by Function — Instruction: Expenditures for all activities dealing directly with the instruction of pupils, including instruction through the use of computers.

Instructional Administration: Expenditures for the management and improvement of the quality of instruction and the curriculum.

Campus Administration: Expenditures for the operation and management of a school.

Other Campus Costs: Expenditures for pupil transportation, food services, and cocurricular activities, and expenditures for the development of personnel and curriculum. See Appendix B for the financial accounting codes that describe each of these functions. (Source: *PEIMS, Budgeted Information, Oct. 1990*)

TEXAS EDUCATION AGENCY Academic Excellence Indicator System Final 1990-91 Campus Profile										Section II - 3 Total Enrollment: 1,605 Grade Span: 10 - 12 School Type: Secondary	
FINANCIAL INFORMATION											
District Name: YOUR DISTRICT Campus Name: YOUR CAMPUS Campus #: 55555555											
Expenditures:											
Operating Expenditures											
Operating Expenditures Per Pupil											
Expenditures by Function:											
Instruction											
Instructional Administration											
Campus Administration											
Other Campus Costs											
Instructional Operating Expenditures											
Instructional Operating Expenditures Per Pupil											
PROGRAM INFORMATION											
Student Enrollment by Program:											
Teachers by Program (Population Served):											
Instructional Operating Expenditures by Program:											
Regular Education											
Special Education											
Compensatory Education											
Vocational Education											
Bilingual/ESL Education											
Gifted & Talented Education											
Other											
Regular Education											
Special Education											
Compensatory Education											
Vocational Education											
Bilingual/ESL Education											
Gifted & Talented Education											
Other											

Student and Financial Information Page 1 of 5

Enrollment by Grade Groupings
— Counts of students in early childhood education, pre-kindergarten, kindergarten, grades one through six, grades seven and eight, and grades nine through 12. Percentages are the total counts for each grade grouping divided by total enrollment. (Source: PEIMS, Oct. 1990)

Ethnic Distribution —
Counts of students reported to be White, African American, Hispanic, or Other (Asian or Native American). Counts are also expressed as a percent of total enrollment. (Source: PEIMS, Oct. 1990)

Economically Disadvantaged — Counts of students reported with any one of three economic disadvantage status codes. Percent economically disadvantaged is this count divided by total enrollment. (Source: PEIMS, Oct. 1990)

Limited English Proficient — Counts of students identified as limited English proficient (LEP). Counts are also expressed as a percent of total enrollment. (Source: PEIMS, Oct. 1990)

Total Adopted Tax Rate — The locally adopted total tax rate set by the school district as reported to the State Property Tax Board (SPTB). This rate is composed of a maintenance and operations (M & O) rate and an interest and sinking fund (I & S) rate, and should be familiar to local taxpayers. The group average adopted tax rate and the state average adopted tax rate are derived by dividing total levies by the locally appraised property values. Rates are expressed per \$100 of value. (Source: SPTB, June 1991)

Standardized Tax Rates (SPTB Basis) — A rate calculated using property value equalized to 100 percent of market value by the SPTB. The components of the total standardized tax rate are calculated by dividing the levy amounts (either M & O or I & S) by the SPTB taxable value. The total standardized rate is the sum of the M & O and I & S standardized rates. Rates are expressed per \$100 of market, or taxable, value. (*Source: SPTB, June 1991*)

Standardized Local Tax Base (SPTB Basis) — The district's total taxable property value as certified by the SPTB. The Value per Pupil is total taxable property value divided by total enrollment. This per pupil figure is often referred to as "wealth". Percent Value by Category shows aggregates of individual SPTB categories expressed as a percent of the total market or taxable value of all property. (Source: SPTB, June 1991)

Explanation of District Profile (cont.)

Total Expenditures — The total for all expenditures budgeted in the General Fund, the Special Revenue Fund (excluding Adult Basic Education), and the Debt Service Fund. **Total Expenditures per Pupil** is total expenditures divided by total enrollment.

% Expenditures by Function — Expenditures for groups of functions expressed as a percent of total expenditures.

Instruction: all activities dealing directly with the instruction of pupils, including instruction through the use of computers.

Instructional Administration: the management and improvement of the quality of instruction and the curriculum.

Campus Administration: the operation and management of a school.

Central Administration: the general administration activities of the district, the development of personnel and curriculum, and data processing services.

Support: instruction-related services such as media and library materials, and pupil services such as counseling, promotion of attendance, and health services.

Plant Services: physical plant maintenance and operation.

Other: pupil transportation, food services, and co-curricular activities.

Debt Service: bond and lease/purchase principal, and all types of interest.

Capital Outlay: facilities acquisition/construction not made from the capital projects fund.

Community (ancillary) Services: activities involving the community.

Operating Expenditures — The total for all operating expenditures with the exception of expenditures budgeted for the functions of Debt Services, Facilities Acquisition & Construction, and Community (Ancillary) Services. **Operating Expenditures per Pupil** is total operating expenditures divided by total enrollment.

See Appendix B for the financial accounting codes that describe each of the items on this page. The source for all items shown is PEIMS budgeted data from Oct. 1990.

Financial Information

Page 2 of 5

% Revenues by Source — Revenues for groups of object categories expressed as a percent of total revenue. **Local Tax:** district income from real and personal property taxes.

Other Local & Intermediate: payments for services to other districts, tuition and fees from students, transfers from within the state, revenue from cocurricular and enterprising activities, all other local sources, transfers from intermediate sources (county), and transfers from outside the state.

State: per capita and foundation program entitlements, revenue from other state-funded programs, and revenue from other state agencies.

Federal: revenue received directly from the federal government and distributed by TEA for vocational education, programs for educationally disadvantaged children (Education Consolidation and Improvement Act and Elementary and Secondary Education Act), food service programs, and other federal programs.

% Expenditures by Object — Expenditures for groups of objects expressed as a percent of total expenditures. **Payroll:** payroll expenditures for instruction, support, administration, plant services, and other staff functions. **Other Operating:** purchased and contracted services, supplies and materials, and all other operating expenditures. **Non-Operating:** debt service and capital outlay not made from the capital projects fund.

Exclusions — Selected revenue and expenditure amounts that have been omitted from the financial information presented thus far. These amounts are separated to provide a more equalized financial picture.

Total Capital Projects Fund Revenues: The total of all revenues budgeted in the Capital Projects Fund. **Expenditures:** The total of all expenditures budgeted in the Capital Projects Fund.

Tuition Transfers: Tuition Services, Transportation Services, and Other Services. If there are no expenditures for Tuition Services, then Transportation Services and Other Services are not excluded.

Adult Basic Education: Expenditures budgeted in the Adult Basic Education Fund classification.

TEXAS EDUCATION AGENCY		Enrollment
Academic Excellence Indicator System		Enrollment
PI		Wealth: A
District Name: YOUR DISTRICT		Low Income
County Name: YOUR COUNTY		
District: 555555		
FINANCIAL INFORMATION (Continued)		Group
Revenues:		
Total Revenues		\$764,007,804
Total Revenues per Pupil		\$3,970
% Revenues by Source		
Local Tax		23.1%
Other Local & Intermediate		3.7%
State		40.2%
Federal		12.9%
Expenditures:		
Total Expenditures		\$768,886,402
Total Expenditures per Pupil		\$3,994
% Expenditures by Function		
Instruction		55.8%
Instructional Administration		2.2%
Campus Administration		2.5%
Central Administration		4.7%
Support		4.0%
Plant Services		8.2%
Other		10.6%
Non-Operating		6.7%
Debt Service		2.0%
Capital Outlay		-
Community Services		-
% Expenditures by Object		
Operating		75.0%
Payroll		15.6%
Other Operating		6.7%
Non-Operating		-
Operating Expenditures per Pupil		\$30,286,641
Operating Expenditures per Pupil		\$19,310,907
Instructional Operating Expenditures		82.32%
Instructional Operating Expenditures		82.32%
per Pupil		
Exclusions:		
Total Capital Projects Fund		
Revenues		
Expenditures		
Tuition Transfers		
Adult Basic Education		

Total Revenues — The total for all revenues budgeted in the General Fund, the Special Revenue Fund (excluding Adult Basic Education), and the Debt Service Fund. **Total Revenues per Pupil** is total revenue divided by total enrollment.

Instructional Operating Expenditures — Operating expenditures for only those activities which deal directly with the instruction of pupils. **Instructional operating expenditures per pupil** is total instructional operating expenditures divided by total enrollment.

Explanation of District Profile (cont.)

Educational Aides — The FTE count of staff reported with a role of 033. Counts of educational aides are expressed as a percent of the total staff FTE. (Source: PEIMS, Oct. 1990)

Auxiliary Staff — The FTE count of staff reported without a role but with a PEIMS employment and payroll record. Counts of auxiliary staff are expressed as a percent of total staff. The FTE calculation for auxiliary staff differs from the calculation for professional staff. For auxiliary staff FTE is simply the value of the percent of day worked expressed as a fraction. (Source: PEIMS, Oct. 1990)

Total Staff by Ethnicity and Sex — Counts of total staff FTEs by combinations of major ethnic group and sex. Counts are also expressed as percentages of the total staff FTE. (Source: PEIMS, Oct. 1990)

Teachers by Years of Experience — The FTE count of teachers with years of experience falling into the ranges shown. Experience in these categories is the total years of teaching experience for the individual, not years of experience in the reporting district or campus. Teacher counts within each span of years of experience are expressed as a percent of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (Source: PEIMS, Oct. 1990)

Student Teacher Ratio — Total enrollment divided by the total teacher FTE count. (Source: PEIMS, Oct. 1990)

Professional Staff — Full-time equivalent (FTE) counts of teachers, professional support staff, campus administrators, and central administrators. Staff are grouped according to the PEIMS roles reported for them (see Appendix A). Each type of professional staff is shown as a percentage of the total staff (FTE) of all staff (professional and para-professional) in the district.

Full-time equivalents are calculated as the number of days employed multiplied by the percent of day worked, divided by 183 days. The appropriate portion of an FTE is allocated to each of the responsibilities associated with an individual based on a percentage of total time worked. (Source: PEIMS, Oct. 1990)

TEXAS EDUCATION AGENCY				Section II - 3	
Academic Excellence Indicator System				Enrollment: 3,000 to 9,999	
Final 1990-91 District Profile				Wealth: below average	
				Low Income: 40% or over	
District Name: YOUR DISTRICT	County Name: YOUR COUNTY	District: 555555		Group	State
STAFF INFORMATION			Count	Percent	
Professional Staff:			599.4	59.7%	56.6%
Teachers			512.3	50.2%	47.7%
Professional Support			45.1	4.4%	4.6%
Campus Administration			28.9	2.8%	2.7%
Central Administration			13.0	1.3%	1.7%
Educational Aides:			79.8	7.8%	11.8%
Auxiliary Staff:			341.3	33.4%	31.6%
Total Staff by Ethnicity and Sex:			1,020.5	n/a	24,103.0
White Male			125.8	12.3%	10.0%
White Female			640.8	62.8%	52.3%
Hispanic Male			8.0	0.8%	15.2%
Hispanic Female			36.9	3.6%	32.6%
African American Male			62.0	6.1%	1.9%
African American Female			145.9	14.3%	4.9%
Other Male			0.0	-	0.2%
Other Female			1.0	0.1%	0.3%
Teachers by Highest Degree Held:					
No Degree			1.0	0.2%	1.4%
Bachelor's			278.2	54.3%	67.5%
Master's			233.2	45.5%	30.7%
Doctorate			0.0	-	0.4%
Teachers by Years of Experience:					
Beginning Teachers			17.0	3.3%	7.1%
1-5 Years Experience			89.2	17.4%	25.6%
6-10 Years Experience			117.8	23.0%	21.5%
11-20 Years Experience			201.3	39.3%	33.8%
Over 20 Years Experience			87.1	17.0%	13.3%
Student/Teacher Ratio			n/a	15.5	16.4

Teachers by Highest Degree Held — The distribution of degrees attained by teachers in the district. The FTE counts of teachers with no degree, bachelor's, master's, and doctorate degrees are expressed as a percent of the total teacher FTEs. (Source: PEIMS, Oct. 1990)

Explanation of District Profile (cont.)

Average Teacher Salary by Years of Experience — Total teacher base pay for teachers within each experience group divided by the total teacher FTE for the group. Total teacher base pay is the actual salary amount earned for regular duties. No supplement amounts are included. Career ladder supplements are not included. (Source: PEIMS, Oct. 1990)

Average Actual Salaries — For each staff type, the total salary divided by the total FTE count of staff who receive that salary. The total actual salary amount is pay for regular duties only (base pay) and does not include any supplements. Career ladder supplements are not included. (Source: PEIMS, Oct. 1990)

Teaching Permits by Type — The number of teaching permits issued. Teachers may be issued more than one permit. Permits are grouped as temporary classroom assignment, emergency teaching, and other; representing nonrenewable, special assignment, and vocational, respectively. (Source: PEIMS, Oct. 1990)

Distribution of Teacher Appraisal Scores — The total FTE count of teachers receiving an appraisal score within each of the ranges is shown. The average appraisal score is not presented for any of these categories. In 1990-91, teacher appraisal scores ranged from .1 to 184. The first range (.1 - 135.9) represents three categories: unsatisfactory, below expectation, and meets expectation. The second range (136 - 159.9) represents a rating of exceeds expectation. The third range (160 - 184) represents a performance rating of clearly outstanding. (Source: PEIMS, Oct. 1990)

Teacher Career Ladder Status — The FTE counts of teachers and speech therapists on levels two and three. Career ladder counts may be under-reported for many districts due to placement decisions made after October. (Source: PEIMS, Oct. 1990)

Average Experience of Teachers and Average Experience of Teachers with District — Weighted averages obtained by multiplying each teacher's FTE count by years of experience. These amounts, when summed for all teachers and divided by the total teacher count, result in the averages shown.

Average Experience uses the total years of teaching experience for the individual, while **Average Experience with District** uses tenure, the years employed in the reporting district. The formula makes adjustments for teachers with zero years of experience or tenure, so they are appropriately weighted in the formula. (Source: PEIMS, Oct. 1990)

DISTRICT NAME: YOUR DISTRICT
COUNTY NAME: YOUR COUNTY
DISTRICT: 555555

STAFF INFORMATION (Continued)
Average Experience of Teachers:
Average Experience of Teachers with District:
Average Teacher Salary by Years of Experience:

Beginning Teachers
1-5 Years Experience
6-10 Years Experience
11-20 Years Experience
Over 20 Years Experience

Average Actual Salaries:

Teachers
Professional Support
Campus Administration
Central Administration

Teaching Permits by Type:

Temporary
Emergency
Other

Distribution of Teacher Appraisal Scores:

0.1 - 135.9
136.0 - 159.9
160.0 - 184.0

Teacher Career Ladder Status:

Teachers at Level II
Teachers at Level III

Turnover Rate for Teachers:

* Indicates that the data for this item fell outside a reasonable range.

Section II - 4
Enrollment: 3,000 to 9,999
Health: Below Average
Low Income: 40% or over

Group

State

11.3

7.6

\$16,536

\$20,259

\$22,421

\$25,289

\$28,332

\$31,432

\$26,092

\$25,849

\$30,921

\$32,522

\$40,420

\$45,321

85

357

377

1,718

2,485

4,176

758

7,282

4,798

70,785

97,281

4,214

76,212

2,164

46,761

13.7%

12.9%

Turnover Rate for Teachers — The total FTE count of teachers not employed in the district in the fall of 1990-91 who were employed in the district in the spring of 1989-90, divided by the total teacher FTE count for the spring of 1989-90. Social security numbers of reported teachers were compared from the two semesters to develop this information. (Source: PEIMS, Mar. 1990 & Oct. 1990)

Explanation of District Profile (continued)

Instructional Operating Expenditures by Program — Expenditures categorized by the program for which the funds were expended. Regular, special, compensatory, vocational, bilingual/ESL, gifted and talented, and other programs are shown for instructional operating expenditures only. Percentages are calculated as the percent each program total is of total instructional operating expenditures. See Appendix B for the financial accounting codes that describe these items. (Source: PEIMS, Budgeted Information, Oct. 1990)

Staff — Individuals were identified as participants in a cooperative if their assigned campus number belonged in a district different from their employing district, or if they were reported with a campus number of 701. Only the portion of a person's total FTE amount associated with the campus in another district (or with the 701 record) was counted as cooperative. Cooperative auxiliary staff are those auxiliary staff with payroll amounts reported in the Trust and Agency Fiduciary Fund Group. None of these staff counts are included in any other Profile statistics. (Source: PEIMS, Oct. 1990)

Financial — Cooperative financial information is categorized into two groups: total revenues by source, and total expenditures by object. None of these financial amounts are included in any other Profile statistics. Total revenues is the total for all revenues budgeted with fund codes indicating State Funded Cooperatives or Federally Funded Cooperatives. See page 2 for a description of local, state, and federal revenues and Appendix B for the financial accounting codes that describe these items. Total expenditures is the total for all expenditures budgeted with fund codes indicating State Funded Cooperatives or Federally Funded Cooperatives. See page 2 for a description of operating and non-operating expenditures and Appendix B for the financial accounting codes that describe these items. (Source: PEIMS, Budgeted Information, Oct. 1990)

Teachers by Program (Population Served) — Teacher FTE counts categorized by the type of student populations served. Regular, special, compensatory, vocational, bilingual/ESL, gifted and talented, and miscellaneous other populations served are shown. Teacher FTE values are allocated across populations for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (Source: PEIMS, Oct. 1990)

Student Enrollment by Program — Counts of students identified as participating in the special, vocational, bilingual or ESL, or gifted and talented education programs, expressed as a percent of total enrollment. These percentages can be duplicative; a student may be enrolled in more than one program. (Source: PEIMS, Oct. 1990)

TEXAS EDUCATION AGENCY Academic Excellence Indicator System Final 1990-91 District Profile				Section II - 5 Enrollment: 3,000 to 9,999 Health: Below Average Low Income: 40% or over	
District Name: YOUR DISTRICT County Name: YOUR COUNTY District: 335555	PROGRAM INFORMATION		District		State
	Count	Percent	Group	State	
Student Enrollment by Program:					
Special Education	1,056	13.3%	9.3%	9.3%	9.4%
Vocational Education	1,117	14.0%	13.5%	13.5%	13.0%
Bilingual/ESL Education	356	4.5%	16.7%	16.7%	8.4%
Gifted and Talented Education	450	5.7%	6.0%	6.0%	6.3%
Teachers by Program (Population Served):					
Regular Education	335.7	65.5%	69.1%	69.1%	72.1%
Special Education	72.0	14.1%	8.5%	8.5%	9.0%
Compensatory Education	52.8	10.3%	5.3%	5.3%	5.4%
Vocational Education	20.2	3.9%	4.5%	4.5%	4.1%
Bilingual/ESL Education	13.1	2.6%	8.8%	8.8%	5.4%
Gifted and Talented Education	9.7	1.9%	1.4%	1.4%	2.4%
Other	8.6	1.7%	1.3%	1.3%	1.8%
Instructional Operating Expenditures by Program:					
Regular Education	812,242,995	66.2%	64.3%	64.3%	70.3%
Special Education	83,402,282	16.4%	10.4%	10.4%	10.5%
Compensatory Education	81,488,139	8.0%	15.9%	15.9%	10.0%
Vocational Education	8806,270	4.4%	4.8%	4.8%	4.2%
Bilingual/ESL Education	8584,819	2.8%	3.3%	3.3%	2.6%
Gifted and Talented Education	856,402	0.1%	1.0%	1.0%	1.7%
Other	80	-	0.2%	0.2%	0.2%
COOPERATIVE INFORMATION					
Staff:					
Professional Staff					
Educational Aides					
Auxiliary Staff					
Financial:					
Total Revenues by Source					
Local	82,473,403	80	82,473,403	82,473,403	892,686,082
State	6559,035	80	6559,035	6559,035	810,746,778
Federal	81,962,255	80	81,962,255	81,962,255	834,331,809
Total	81,752,113	80	81,752,113	81,752,113	839,547,669
Total Expenditures by Object					
Operating	84,208,135	80	84,208,135	84,208,135	8100,460,464
Non-Operating	84,201,057	80	84,201,057	84,201,057	896,646,368
Instructional Operating Expenditures	81,630,947	80	81,630,947	81,630,947	855,662,349

Instructional Operating Expenditures — Instructional operating expenditures budgeted with State Funded Cooperatives or Federally Funded Cooperatives fund classifications. See page 2 for a description of instructional operating expenditures and Appendix B for the financial accounting codes that describe this item. (Source: PEIMS, Budgeted Information, Oct. 1990)

APPENDIX A PEIMS Role Identifications

CENTRAL ADMINISTRATORS	
001	Administrative Officer (campus 700 only)
004	Assistant Superintendent
012	Instructional Officer (campus 700 only)
027	Superintendent
040	Athletic Director (campus 700)
043	Business Manager
044	Tax Assessor Collector
045	Director of Personnel
054	Department Head (campus 700)
055	Registrar (campus 700)
CAMPUS ADMINISTRATORS	
001	Administrative Officer (campus not 700)
003	Assistant Principal
012	Instructional Officer (campus not 700)
020	Principal
040	Athletic Director (campus not 700)
054	Department Head (campus not 700)
055	Registrar (campus not 700)
PROFESSIONAL SUPPORT STAFF	
002	Art Therapist
005	Associate Psychologist
006	Audiologist
007	Corrective Therapist
008	Counselor
009	Deaf Instructor
011	Educational Diagnostician
013	Librarian
015	Music Therapist
016	Occupational Therapist
017	Orientation & Mobility Instructor
018	Physical Therapist
019	Physician
021	Recreation Therapist
022	School Nurse
023	School Psychologist
024	Social Worker
026	Speech Therapist
028	Supervisor
030	Visiting Teacher
031	Visual Training Therapist
032	Vocational Education Coordinator
041	Teacher Facilitator
042	Appraiser
TEACHERS	
025	Special Duty Teacher
029	Teacher
EDUCATIONAL AIDES	
033	Educational Aide
AUXILIARY STAFF	
Employment record, but no responsibility records reported.	

APPENDIX B Financial Accounting Codes for Revenue and Expenditure Items (In alphabetical order by label)

Label	Fund(s)	Function(s)	Object(s)	Program(s)
Cooperative Financial Information				
Total Revenues by Source				
Local	83, 84	All	5700	All
State	83, 84	All	5800	All
Federal	83, 84	All	5900	All
Total Expenditures by Object				
Operating	83, 84	All	6100-6400	All
Non-Operating	83, 84	All	6500, 6600	All
Instructional Operating Expenditures	83, 84	10	6100-6400	All
Exclusions				
Total Capital Projects Fund Revenues	60	All	5000 series	All
Total Capital Projects Fund Expenditures	60	All	6000 series	All
Tuition Transfers	All but 31, 60, 80	All	6231, 6232, 6239	All
Adult Basic Education	31	All	6000 series	All
Instructional Operating Expenditures*	All but 31, 60, 80	10	6100-6400	All
Instructional Operating Expenditures by Program*				
Regular	All but 31, 60, 80	10	6100-6400	10, 20
Special	All but 31, 60, 80	10	6100-6400	80, 90
Compensatory	All but 31, 60, 80	10	6100-6400	40
Vocational	All but 31, 60, 80	10	6100-6400	70
Bilingual	All but 31, 60, 80	10	6100-6400	30
Gifted & Talented	All but 31, 60, 80	10	6100-6400	50
Special	All but 31, 60, 80	10	6100-6400	80, 90
Other	All but 31, 60, 80	10	6100-6400	00, 01
Operating Expenditures*	All but 31, 60, 80	All but 42, 52, 80	6100-6400	All
Percent Expenditures by Function*				
Instruction	All but 31, 60, 80	10	6100-6400	All
Instructional Administration*	All but 31, 60, 80	21	6100-6400	All
Campus Administration*	All but 31, 60, 80	23	6100-6400	All
Central Administration	All but 31, 60, 80	41, 24-26, 70	6100-6400	All
Support	All but 31, 60, 80	22, 31-33	6100-6400	All
Plant Services	All but 31, 60, 80	51	6100-6400	All
Other Operating	All but 31, 60, 80	34, 36, 37	6100-6400	All
Other Campus Costs*	All but 31, 60, 80	22, 24-26, 31-37, 51	6100-6400	All
Debt Service	All but 31, 60, 80	All functions with object 6500, plus function 42 for objects 6100-6400	6100-6400	All
Capital Outlay	All but 31, 60, 80	All functions with object 6600, plus function 52 for objects 6100-6400	6100-6400	All
Community (Ancillary) Services				
Payroll	All but 31, 60, 80	All	6100	All
Other Operating	All but 31, 60, 80	All	6200-6400	All
Non-Operating	All but 31, 60, 80	All	6500, 6600	All
Percent Revenues by Source				
Local Tax	All but 31, 60, 80	All	5710	n/a
Other Local & Intermediate	All but 31, 60, 80	All	5720, 5730, 5740, 5750, 5760, 5770, 5780	n/a
State	All but 31, 60, 80	All	5800	n/a
Federal	All but 31, 60, 80	All	5900	n/a
Total Expenditures	All but 31, 60, 80	All	6000 series	All
Total Revenues	All but 31, 60, 80	All	5700, 5800, 5900	n/a

* indicates the item appears on the Campus Profile as well as the District Profile. All items not marked appear only on the District Profile.