

# Glossary

for the

## Academic Excellence Indicator System

1992-93 Report

**Advanced Courses** - Enrollment in advanced academic 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 represent the actual percent of students enrolled in at least one advanced course. The values are calculated as the number of students enrolled in each advanced academic class divided by the number of students enrolled in all academic courses. These values are calculated for schools which include grades 9 and above. Note that for the 1992-93 reports all but two of the Advanced Placement (AP) courses have been included. *See Appendix C: List of Advanced Courses. (Source: PEIMS, Oct. 1992 )*

**Advanced Placement Courses** - College Board Advanced Placement (AP) courses provide students with the opportunity to obtain high school credit while pursuing college-level studies and to receive advanced placement or credit, or both, upon entering college. At this time, all but two AP courses (computer science A and AB) are included in the list of advanced courses. *See Appendix C: List of Advanced Courses. (Source: PEIMS, Oct. 1992 )*

**Advanced Seal on Transcript** - The percent of graduates who received an advanced seal on their transcript is calculated as the number of 12th grade graduates who received an advanced seal, divided by the total number of 12th grade graduates. *(Source: PEIMS, Oct. 1992, Oct. 1991, and Oct. 1990)*

**Annual Dropout Rate** - The one-year dropout rate is calculated as the number of dropouts at each grade, 7 through 12, divided by the number of students enrolled in each grade, 7 through 12. *(Source: PEIMS, Oct. 1992, Oct. 1991, and Oct. 1990)*

**Attendance** - Average daily attendance is calculated from the second six-weeks reporting period as the total number of days students were present divided by the total number of days membership. Students in grades Early Education and/or Pre-Kindergarten through 12th are included in the calculations. NOTE: Due to the fact that 1992-93 is a transition year for changing the method of collecting attendance information, data for 92-93 were not available in time for the AEIS reports. Only prior year (91-92) attendance data appear in this report. *(Source: Principal's Report of Pupil Attendance and Contact Hours, Fall 1991)*

**Auxiliary Staff** - *(from District Profile Section)* This shows the Full Time Equivalent (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. For auxiliary staff, the FTE is simply the value of the percent of day worked expressed as a fraction. *(Source: PEIMS, Oct. 1992)*

**Average Actual Salaries** - For each staff type, the total salary is 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. For example, career ladder supplements are not included. *(Source: PEIMS, Oct. 1992)*

**Average Teacher Salary by Years of Experience** - Total base pay for teachers within each experience group is 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. 1992)*

**Average Years Experience of Teachers** - Weighted averages are 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 in the Profile Section. Average years experience refers to the total number of years of teaching experience for the individual, while average years experience with a district refers to tenure, *i.e.*, the years employed in that district. (Source: PEIMS, Oct. 1992)

**Budgeted Instructional Operating Expenditures by Program** - These are budgeted instructional operating expenditures categorized by the individual program (regular, special, compensatory, vocational, bilingual/ESL, and gifted and talented) for which they were expended. Percents shown are the percent of total instructional operating expenditures. See Appendix B. (Source: PEIMS, Oct. 1992)

**Campus Group** - Each school has a unique comparison group of 100 schools. To determine the comparison groups, a composite index was computed using four demographic variables: 1) percent of economically disadvantaged students (weighted 42%); 2) percent of minority students (weighted 42%); 3) district wealth (weighted 11%); and 4) percent of limited English proficient students (weighted 5%). The value given in the Campus 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.) Note that mobility was not available as a variable this year. See *Economically Disadvantaged, Minority Students, District Wealth, and Limited English Proficient*.

**Chapter 1** - These students are eligible for, or receiving instructional and/or support services supplemental to the foundation program through a Chapter 1 compensatory program. An eligible student is: 1) educationally disadvantaged; 2) neglected or delinquent; 3) migrant; or 4) participating in a school-wide Chapter 1 project. (Source: PEIMS, Oct. 1992, Oct. 1991, and TEA Division of Instructional Outcomes Assessment)

**Class Size by Subject Area** - (from District Profile Section) This value shows the number of classes and the average class size for elementary and selected secondary classes. Class size averages for elementary grades were calculated by summing the number of students served and dividing by the total number of classes. Average class size for secondary grades was computed by dividing the number of students served by a *calculated* count of classes. (Source: PEIMS, Oct. 1992)

**College Admissions Tests** - These include the Scholastic Aptitude Test (SAT) and the Enhanced ACT of the American College Testing Program. Three values were calculated for this indicator: 1) the average score for each (SAT total and ACT composite); 2) The percent of graduating seniors who scored at or above the criterion score on either test (1000 on the SAT and 24 on the ACT); and 3) the percent of graduating seniors who took either college admissions test. Note that the criterion score for the ACT has been lowered from 25 to 24. Prior year values for the percent of students scoring at or above the criterion on the ACT were recalculated to reflect this change. (Source: Educational Testing Service (SAT), American College Testing Program (ACT), and PEIMS, Oct. 1992 and Oct. 1991)

**College Prepared** - This new indicator shows the percent of students who are ready for college-level studies as defined by the Texas Academic Skills Program (TASP) and measured by the exit-level TAAS. To be considered "college prepared," a student must have received a TAAS score above the TAAS-TASP equivalency; that is, they must have correctly answered at least 83% of the items on the reading test, at least 75% of the items on the math test, and achieved a rating of 3 or 4 on the written composition. See *TAAS and TASP*. (Source: TEA Division of Instructional Outcomes Assessment)

**Cooperative Information** - (from District Profile Section) *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. *Budgeted Financial* - Cooperative 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. *Total Expenditures* - is the total for all expenditures budgeted with fund codes indicating State Funded Cooperatives or Federally Funded Cooperatives. *Instructional Operating Expenditures* - are budgeted with State Funded Cooperatives or Federally Funded Cooperatives fund classifications. See *Revenues by Source, Expenditures, Instructional Operating Expenditures, and Appendix B (Source: PEIMS, Oct. 1992)*

**Criterion Score** - This refers to the college admissions tests — a score of 24 on the ACT (composite) or 1000 on the SAT (total).

**Current Year** - These are the most recent values available for a given indicator.

**Distribution of Teacher Appraisal Scores** - (*from District Profile Section*) The distribution of teacher appraisal scores (which were included in past AEIS reports) is not available this year because appraisal scores are no longer reported by districts to the agency.

**District Group** - Each district is assigned to a group based on its enrollment, wealth, and percent of economically disadvantaged students. These classifications create 16 different groups by dividing districts into four size categories (enrollment under 1,000, enrollment 1,000 to 2,999, enrollment 3,000 to 9,999, enrollment over 10,000), two wealth categories (above or below state average), and two economically disadvantaged categories (above or below state average). The six special statutory districts having no taxable property wealth comprise a separate (17th) group. See *Total Enrollment, Economically Disadvantaged, and District Wealth*.

**District Wealth** - Wealth is represented by 10 categories (plus one for special statutory districts), defined as the total taxable property value divided by total enrollment in a school district. Note that in this report, wealth is based on *preliminary* taxable values for tax year 1992. The categories are:

- 1) under \$74,788;
- 2) \$74,788 to \$88,877;
- 3) \$88,878 to \$103,217;
- 4) \$103,218 to \$122,221;
- 5) \$122,222 to \$137,959;
- 6) \$137,960 to \$161,021;
- 7) \$161,022 to \$195,520;
- 8) \$195,521 to 253,626;
- 9) \$253,627 to \$418,187; and
- 10) over \$418,187.

(*Source: Texas Comptroller of Public Accounts, Property Tax Division and PEIMS, Oct. 1992 for enrollment*)

**Dropout** - According to Texas Education Code §11.205, "... dropout means a student: (1) who does not hold a high school diploma or the equivalent; (2) who is absent from the public school in which the student is enrolled for a period of 30 or more consecutive days; and (3) whose attendance within that period at another public school or a private or parochial school cannot be evidenced." See *Annual Dropout Rate*.

**Economically Disadvantaged** - The percent of economically disadvantaged students is calculated as the sum of the students eligible for free or reduced-price lunch or eligible for other public assistance, divided by the total number of students enrolled in the school. For campus demographic groups, percent economically disadvantaged students is weighted 42% in the group index. (Source: PEIMS, Oct. 1992, Oct. 1991, and TEA Division of Instructional Outcomes Assessment)

**Educational Aides** - Educational aides are staff who are reported with a role of 033. FTE counts of educational aides are expressed as a percent of the total staff FTE. (Source: PEIMS, Oct. 1992)

**Enrollment by Grade** - For the Campus Profile, percentages are calculated by dividing the enrollment for each grade by the total enrollment at that school. For the District Profile, percentages are calculated by dividing the enrollment for each grade group by the total enrollment in the district. (Source: PEIMS, Oct. 1992)

**ESL/Bilingual** - Students who are enrolled in either a bilingual or ESL program. See *Student Enrollment by Program*. (Source: PEIMS, Oct. 1992, Oct. 1991, and TEA Division of Instructional Outcomes Assessment)

**Ethnic Distribution** - Students are reported as White, African American, Hispanic, and Other (Asian, Pacific Islander, or Native American). On the Profile Section, these values are expressed as a percent of total enrollment as well as an actual number. Note that "Other" has been reintroduced into the Performance Section. See *Campus Group*. (Source: PEIMS, Oct. 1992, Oct. 1991, Educational Testing Service, American College Testing Program, and TEA Division of Instructional Outcomes Assessment)

**Exclusions** - (from District Profile Section) These are selected revenue and expenditure amounts that have been omitted from the other financial information presented. 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. *Adult Basic Education* - expenditures budgeted in the Adult Basic Education Fund. In the past, an exclusion was also made for tuition transfer payments. Because districts no longer report the object code that enables these budgeted expenditures to be identified, tuition transfers are not excluded from total expenditures this year. In affected districts, per pupil expenditures may appear to be high as a result. See *Appendix B*. (Source: PEIMS, Oct. 1992)

**Expenditures by Function** - (from District Profile Section) Expenditures for groups of functions are 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 all the community. (Source: PEIMS, Oct. 1992)

**Expenditures by Object** - (from District Profile Section) Budgeted expenditures for groups of objects are expressed as a percent of total expenditures. *Payroll* - these are 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. (Source: PEIMS, Oct. 1992)

**FTE** - Full-Time Equivalent.

**Graduation Rate** - Graduation rate is calculated as the reported number of 12th graders who graduated, divided by the total number of 12th graders enrolled in the fall of their senior year. (Eleventh graders who graduated are not included.) Special education students are not included in the calculations for campus and other student groups; their rates are listed separately. (Source: PEIMS, Oct. 1992, Oct. 1991, and Oct. 1990)

**Group Index** - The group index used in the demographic group listing is calculated in three steps: First, a standard score is computed for each of the four demographic variables. Then, each standard score is multiplied by its appropriate weighting. The sum of these is the target school's group index. The index is then used to place the target school on a demographic continuum of all schools. **The group index in no way implies a ranking of schools by performance.** See *Campus Group, Economically Disadvantaged, Minority Students, Wealth, Limited English Proficient, and School Type.*

**Instructional Operating Expenditures** - These are budgeted operating expenditures for only those activities which deal directly with the instruction of pupils. Instructional operating expenditures per pupil is this amount divided by total enrollment. See *Appendix B.* (Source: PEIMS, Oct. 1992)

**Minority** - These percents are calculated as the sum of all non-white students (African American, Hispanic, Asian, Pacific Islander, and Native American) divided by the total number of students enrolled in the school. For campus grouping purposes, percent minority is weighted 42% in the group index. See *Campus Group.* (Source: PEIMS, Oct. 1992 and Oct. 1991)

**Mobility** - Mobility, which was included in past AEIS reports, was not available as a demographic grouping variable this year.

**n/a** - This indicates data that are not available or are not applicable.

**NAPT (Norm-referenced Assessment Program for Texas)** - The NAPT test results for the April 1992 test are not shown on this year's AEIS report because re-normed results were not available in time for the report. Districts will receive the re-normed results later this year.

**Operating Expenditures** - This represents the total of 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.* (Source: PEIMS, Oct. 1992)

**Operating Expenditures by Function** - (from *Campus Profile Section*) *Instruction:* budgeted expenditures for all activities dealing directly with the instruction of pupils, including instruction through the use of computers. *Instructional Administration:* budgeted expenditures for the management and improvement of the quality of instruction and the curriculum. *Campus Administration:* budgeted expenditures for the operation and management of a school. *Other Campus Costs:* budgeted expenditures for pupil transportation, food services, and co-curricular activities, and expenditures for the development of personnel and curriculum. See *Appendix B.* (Source: PEIMS, Oct. 1992)

**Over Age** - For the purposes of the AEIS, students are considered over age for grade if by September 1 they are older than the age appropriate to that grade. For example, a student entering the seventh grade is over age if he became 13 (or older) prior to September 1 of that school year.

**Professional Staff** - This is a full-time equivalent (FTE) count of teachers, professional support staff, and campus administrators. (On the District Profile this count also includes central administrators.) Staff are grouped according to the PEIMS roles reported for them. Each type of professional staff is shown as a percentage of the total staff FTE (professional and paraprofessional). *See Appendix A. (Source: PEIMS, Oct. 1992)*

**Retention Rate** - For this year's report, the retention rate reflects the percent of students *repeating* a grade this school year (1992-93), in grades K through 8, either because they were retained or because they were promoted from a transitional program to a regular setting in the same grade. The rate is calculated by dividing the number repeating by the total number of students in that grade. Note that in the future, the retention rate will be slightly different, measuring the percent of students retained at the end of the school year. *(Source: PEIMS, Oct. 1992)*

**Revenues by Source** - *(from District Profile Section)* Budgeted revenues for groups of object categories are expressed as a percent of total revenue. *Local and CED Tax* - district income from ad valorem property taxes, including County Education District (CED) taxes. For a few districts, CED tax revenue was adjusted based on a telephone survey. *Other Local and Intermediate* - payments for services to other districts, tuition and fees from students, transfers from within the state, revenue from co-curricular 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. *See Appendix B. (Source: PEIMS, Oct. 1992 and Telephone Survey, April 1993)*

**School Type** - For purposes of demographic grouping, schools are divided into four classifications based on lowest and highest grades offered at the school: Elementary, Middle, Secondary, and both Elementary/Secondary (K-12).

**Special Education** - This refers to those students who are served through a special education program. Performance of special education students on TAAS, Graduation Rate, and Graduates with Advanced Seals is reported separately and not included in the calculation of campus-level values. For all other indicators where special education information is available, values for these students are included in the calculation of campus-level values. *(Source: PEIMS, Oct. 1992, Oct. 1991, and TEA Division of Instructional Outcomes Assessment)*

**Standardized Local Tax Base (Comptroller Valuation)** - *(from District Profile Section)* This shows the district's total taxable property value as estimated by the Comptroller's Property Tax Division (Comptroller Valuation). *Value per Pupil* - 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 property tax categories expressed as a percent of the total market, or taxable, value of all property. NOTE: Values shown are preliminary, not final, for tax year 1992. *(Source: Texas Comptroller of Public Accounts, Jan. 1993)*

**Standardized Tax Rates (Comptroller Valuation)** - *(from District Profile Section)* This shows a rate calculated using property value equalized to 100 percent of market value by the Comptroller's Property Tax Division. The components of the total standardized tax rate are calculated by dividing the levy amounts by the Comptroller's taxable value. The total standardized rate is the sum of the school district M&O, the CED (also for M&O), and the I&S standardized rates. Rates are expressed per \$100 of market, or taxable, value. *(Source: Texas Comptroller of Public Accounts, Jan. 1993)*

**State Standard** - The state standards adopted last year by the SBOE apply to this year's AEIS report as well. They are as follows: TAAS - 90%, Attendance - 97%, Dropout Rate - less than 1%, Graduation Rate - 99%, and College Admissions Tests - 70% tested, and 35% over criterion score. The (+) and (-) next to a reported value shows whether or not the standard was met for that particular indicator. No overall ratings are assigned to the school or district. The standards are meant to serve as high goals for schools and students.

**Student Enrollment by Program** - Students are identified as served through the special, vocational, bilingual/ESL, or gifted and talented education programs. The percentages may reflect duplicate counts, as a student may be enrolled in more than one program. (*Source: PEIMS, Oct. 1992*)

**Student/Teacher Ratio** - This reflects the total enrollment divided by the total teacher FTE count. (*Source: PEIMS, Oct. 1992*)

**TAAS (Texas Assessment of Academic Skills)** - This criterion-referenced test measures student achievement in reading, writing and mathematics. Because 1992-93 is a transition year to an end-of-year TAAS assessment, only grades 3, 7, and 11 (exit) results — those grades tested in fall 1992 — are reported. Note that results for special education students are listed separately and are not included in the values shown for campus and the other student groups. (*Source: National Computer Systems and TEA Division of Instructional Outcomes Assessment*)

**TAAS Spanish test** - This test includes reading, writing, and math sections and is available for Spanish-speaking third-graders. Because this test is optional, performance against a state standard is not reported. Comparison group values are not available. (*Source: National Computer Systems and TEA Division of Instructional Outcomes Assessment*)

**TAAS, Mastery of all Objectives** - This sub-indicator shows the percent of students who have mastered all objectives on the writing, reading, and mathematics tests; it reflects a higher level of performance than passing the test. Mastery of all objectives on the writing test requires a rating of 3 or 4 on the written composition. (*Source: National Computer Systems and TEA Division of Instructional Outcomes Assessment*)

**TAAS, Passing** - This sub-indicator shows the percent of students meeting the minimum expectations on each TAAS test taken. The standard for meeting minimum expectations on each test is equivalent to correctly answering approximately 70% of the items based on the October 1990 test form. On the writing test, a rating of at least a 2 is required on the written composition. (*Source: National Computer Systems and TEA Division of Instructional Outcomes Assessment*)

**TASP** - The Texas Academic Skills Program test is a basic skills test measuring reading, writing, and mathematics skills. It is required of all persons entering Texas public institutions of higher education for the first time. *See College Prepared.*

**Teacher Career Ladder Status** - (*from District Profile Section*) This item denotes 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. 1992*)

**Teachers by Ethnicity and Sex** - These are counts of teacher FTEs by the major ethnic groups and by sex. Counts are also expressed as a percent of the total teacher FTE. (*Source: PEIMS, Oct. 1992*)

**Teachers by Highest Degree Held** - (*from District Profile Section*) This shows 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. 1992*)

**Teachers by Program (Population Served)** - Teacher FTE counts are 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 population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (Source: PEIMS, Oct. 1992)

**Teachers by Years of Experience** - (from District Profile Section) This is the FTE count of teachers with years of experience that fall 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. 1992)

**Teaching Permits by Type** - (from District Profile Section) This indicates the number of teaching permits issued. Teachers may be issued more than one permit; for that reason only counts are shown, not percentages. Permits are grouped as temporary classroom assignment, emergency teaching, nonrenewable, special assignment, and vocational. (Source: PEIMS, Oct. 1992)

**Total Adopted Tax Rate (CED and Local)** - (from District Profile Section) This is the sum of the locally adopted total tax rate set by the school district plus the County Education District (CED) tax rate. (Source: Texas Comptroller of Public Accounts, Jan. 1993)

**Total Enrollment** - This is the total number of students who were reported as enrolled on October 30, 1992 at any level, from early childhood education through grade 12 on public school campuses. (Source: PEIMS, Oct. 1992)

**Total Expenditures** - (from District Profile Section) This shows 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. See Appendix B. (Source: PEIMS, Oct. 1992)

**Total Minority Staff** - Minority staff is measured as the sum of all non-white staff groups (African-American, Hispanic, Asian, Pacific Islander, and Native American). The FTE count is expressed as a percent of the total staff FTE. Total staff includes teachers, professional support, administrators, educational aides, and on the district report, auxiliary staff as well.

**Total Revenues** - (from District Profile Section) This includes the total for all revenues budgeted in the General Fund, the Special Revenue Fund (excluding Adult Basic Education), and the Debt Service Fund. Total Revenue includes CED budgeted revenues. For a few districts, CED tax revenues were adjusted based on a telephone survey. Total Revenues per Pupil is total revenue divided by total enrollment. (Source: PEIMS, Oct. 1992 and Telephone Survey, April 1993 )

**Turnover Rate for Teachers** - (from District Profile Section) This shows the total FTE count of teachers not employed in the district in the fall of 1992-93 who were employed in the district in the fall of 1991-92, divided by the total teacher FTE count for the fall of 1991-92. Social security numbers of reported teachers were compared from the two semesters to develop this information. (Source: PEIMS, Oct. 1992, and Oct. 1991)

# Explanation of Performance Section for 1992-93

State Standard - The State Board of Education set a standard for excellence for five of the indicators, as follows: TAAS - 90% of students passing; Attendance - 97%; Dropout rate - less than 1%; Graduation Rate - 99%; College Admissions Tests - 35% of graduates scoring above the criterion score and 70% of graduates taking either the SAT or the ACT. Note that these standards were not applied to the subgroups of Overage, Chapter 1, ESL/Bilingual, Limited English Proficient, and Special Education.

Eight other subgroups — Over Age, Economically Disadvantaged, Male, Female, Chapter 1, ESL/Bilingual, Limited English Proficient, and Special Education — appear in the second part of the Performance Section.

A (+) next to the percent indicates that the state standard was met for that indicator; a (-) indicates that the standard was not met.

n/a - indicates that the data are not available this year or are not applicable.

A question mark (?) indicates data that are statistically improbable or were reported outside a reasonable range.

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

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

Currently the Academic Excellence Indicator System shows nine 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 nine, depending on the school's grade span.

The nine current indicators are: Texas Assessment of Academic Skills test (TAAS); Attendance; Annual Dropout Rate; Enrollment in Advanced Courses; Graduation Rate; Graduates receiving Advanced Seal on Transcript; College Admissions Tests (SAT & ACT); College Prepared; and Retention Rate. Note that both current and prior year data are shown for most indicators. For definitions and descriptions, see the *AEIS Glossary* (attached).

Definitions and descriptions of items found in the Performance Section, Profile Section, and Demographic Group List are available in the *AEIS Glossary* (attached).

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
1992-93 District Performance

Total Enrollment: 380  
Grade Span: A0 - 12  
School Year: 1992-93

Indicator:	State	District	Campus	Campus	African American	Hispanic	White	Other
TAAS-Exit (1992/93)								
Reading	76.4%	79.8%	69.7%	79.1%	63.4%	68.8%	91.9%	85.7%
% Passing	30.4%	36.5%	27.1%	34.8%	18.7%	20.3%	49.2%	43.2%
% Mastery	83.2%	81.4%	68.8%	76.6%	66.9%	70.2%	85.2%	83.6%
Writing	28.6%	29.3%	19.2%	12.7%	12.7%	15.7%	31.1%	28.0%
% Passing	60.7%	67.4%	50.2%	63.2%	39.6%	51.3%	78.0%	93.3%
% Mastery	18.7%	22.7%	14.8%	20.6%	7.1%	12.9%	29.5%	31.3%
All Tests	54.4%	59.3%	39.5%	54.5%	31.2%	41.4%	70.4%	74.6%
% Passing	8.3%	10.5%	5.4%	8.4%	1.8%	4.0%	13.2%	13.7%
% Mastery								
TAAS-Exit (1991/92)								
Reading	72.0%	78.9%	66.2%	77.3%	59.3%	66.1%	91.3%	88.0%
% Passing	26.7%	33.4%	24.1%	32.6%	13.9%	15.9%	46.5%	46.5%
% Mastery	83.4%	81.4%	74.1%	82.2%	73.0%	73.0%	89.7%	86.7%
Writing	21.6%	26.4%	18.1%	24.7%	13.3%	15.9%	34.7%	27.6%
% Passing	56.6%	63.1%	48.7%	59.8%	33.2%	45.9%	77.5%	97.6%
% Mastery	15.8%	20.2%	13.4%	20.5%	4.5%	10.3%	32.1%	7.7%
All Tests	48.6%	56.4%	41.7%	53.4%	28.1%	39.9%	71.6%	82.7%
% Passing	6.4%	9.2%	7.0%	8.9%	1.3%	4.0%	14.6%	22.7%
% Mastery								
% Student Attendance	95.1%	95.6%	94.0%	91.6%	n/a	n/a	n/a	n/a
Annual Dropout Rate (1991/92)	3.9%	4.2%	5.6%	7.3%	8.8%	10.4%	4.5%	1.3%
% Above/At Courses (1992/93)	5.1%	4.7%	5.8%	8.2%	9.5%	11.6%	5.4%	1.3%
Graduation Rate (Class of 1992)	3.7%	3.9%	2.6%	4.2%	n/a	n/a	n/a	n/a
(Class of 1991)	95.7%	95.2%	94.1%	93.7%	86.2%	84.4%	91.3%	98.1%
% Graduates with Advanced Seal on Transcript (Class of 1991)	32.4%	33.4%	35.4%	27.6%	25.7%	17.8%	30.5%	42.3%
College Prepared (Class of 1991)	32.4%	34.1%	36.2%	26.3%	27.4%	19.5%	31.6%	41.5%
College Prepared (Class of 1992)	32.4%	34.4%	35.4%	26.6%	25.7%	19.8%	30.5%	?
% At or Above Criterion (Class of 1992)	16.1%	22.7%	15.8%	26.0%	5.9%	10.1%	34.9%	52.2%
(Class of 1991)	15.6%	23.3%	13.7%	24.0%	5.5%	9.9%	33.5%	51.9%
% Tested (Class of 1992)	63.6%	69.4%	61.5%	68.3%	58.9%	50.4%	75.1%	92.0%
(Class of 1991)	62.4%	69.4%	61.5%	68.3%	58.9%	50.4%	75.1%	91.1%
Average SAT Total Score (Class of 1992)	874	910	840	923	766	849	978	1012
(Class of 1991)	872	910	835	929	760	851	988	993
Average ACT Composite Score (Class of 1992)	19.9	20.7	19.4	20.5	17.9	20.2	22.0	22.7
(Class of 1991)	19.8	20.6	19.6	20.8	17.5	19.2	22.7	*

Eight other subgroups — Over Age, Economically Disadvantaged, Male, Female, Chapter 1, ESL/Bilingual, Limited English Proficient, and Special Education — appear in the second part of the Performance Section.

A (+) next to the percent indicates that the state standard was met for that indicator; a (-) indicates that the standard was not met.

n/a - indicates that the data are not available this year or are not applicable.

A question mark (?) indicates data that are statistically improbable or were reported outside a reasonable range.

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

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

**APPENDIX A**  
**PEIMS Role Identifications**

Label	Fund(s)	Function(s)	Object(s)	Program(s)
<b>CENTRAL ADMINISTRATORS</b>				
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				
<b>CAMPUS ADMINISTRATORS</b>				
003 Assistant Principal				
012 Instructional Officer (campus not 700)				
020 Principal				
040 Athletic Director (campus not 700)				
<b>PROFESSIONAL SUPPORT STAFF</b>				
002 Art Therapist				
005 Associate Psychologist				
006 Audiologist				
007 Corrective Therapist				
008 Counselor				
009 Interpreter for the Deaf				
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 Teacher Appraiser				
054 Department Head				
055 Registrar				
056 Athletic Trainer				
058 Other Campus Professional Personnel				
080 Other Non-Campus Professional Personnel				
<b>TEACHERS</b>				
025 Special Duty Teacher				
029 Teacher				
047 Substitute Teacher				
<b>EDUCATIONAL AIDES</b>				
033 Educational Aide				
<b>AUXILIARY STAFF</b>				
Employment record, but no responsibility records.				

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

Label	Fund(s)	Function(s)	Object(s)	Program(s)
<b>Cooperative Financial Information</b>				
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
<b>Exclusions</b>				
Total Capital Projects Fund Revenues	60	All	5000 series	All
Total Capital Projects Fund Expenditures	60	All	6000 series	All
Adult Basic Education	31	All	6000 series	All
<b>Instructional Operating Expenditures*</b>				
All but 31, 60, 80	10		6100-6400	All
<b>Instructional Operating Expenditures by Program*</b>				
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
<b>Operating Expenditures*</b>				
All but 31, 60, 80	All but 42, 52, 80		6100-6400	All
<b>Percent Expenditures by Function*</b>				
Instruction*	All but 31, 60, 80	10	6100-6400	All
Instructional Administration*	All but 31, 60, 80	21, 24	6100-6400	All
Campus Administration*	All but 31, 60, 80	23	6100-6400	All
Central Administration	All but 31, 60, 80	41, 25, 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, 25, 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
<b>Community (Ancillary) Services</b>				
All but 31, 60, 80	80		6100-6400	All
<b>Percent Expenditures by Object</b>				
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
<b>Percent Revenues by Source</b>				
Local & CED Tax	All but 31, 60, 80	All	5710, 5778	n/a
Other Local & Intermediate	All but 31, 60, 80	All	5720, 5730, 5740	n/a
			5750, 5760, 5771	n/a
			5772, 5779, 5780	n/a
State	All but 31, 60, 80	All	5800	n/a
Federal	All but 31, 60, 80	All	5900	n/a
<b>Total Expenditures</b>				
All but 31, 60, 80	All		6000 series	All
<b>Total Revenues</b>				
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.

## Advanced Academic Courses Academic Excellence Indicator System (1992-93)

### English Language Arts

03221600	Humanities
03221200	Creative/Imaginative Writing
03240800	Debate III
A3220100	English Language and Composition
A3220200	English Literature and Composition

### Social Studies

03360100	Advanced Social Science Problems
A3350100	Introductory Psychology
A3310100	Microeconomics
A3310200	Macroeconomics
A3330100	United States Government and Politics
A3330200	Comparative Government and Politics
A3340100	United States History
A3340200	European History

### Science

03010300	Biology II <sup>2</sup>
03010400	Physiology and Anatomy
03020200	Chemistry II <sup>3</sup>
03030200	Physics II <sup>4</sup>
03970200	Aerospace Aviation Educ. II
A3010100	General Biology <sup>2</sup>
A3020100	General Chemistry <sup>3</sup>
A3030100	Physics B
A3030200	Physics C <sup>4</sup>

### Music and Art

A3150200	Music Theory
A3500100	History of Art
A3500200	Studio Art - General Portfolio
A3500300	Studio Art - Drawing

- Courses with superscripted numbers can have the same content.
- An "A" prefix denotes College Board Advanced Placement courses.

## Mathematics

03100800	Trigonometry
03100900	Elementary Analysis
03101000	Analytic Geometry
03101100	Pre-Calculus
03101200	Calculus <sup>1</sup>
03101700	Advanced Mathematics for Business
03101600	Probability and Statistics
03101800	Number Theory
03101900	Linear Algebra
03102000	Linear Programming
A3100100	Calculus AB or BC <sup>1</sup>

## Advanced Languages (Modern or Classical)

03110400, 500, 600	Arabic
03490400, 500, 600	Chinese
03460400, 500, 600	Czech
03410400, 500, 600, 700	French <sup>5</sup>
03420400, 500, 600, 700	German <sup>6</sup>
03480400, 500, 600	Hebrew
03400400, 500, 600	Italian
03120400, 500, 600	Japanese
03430300, 400, 500, 600	Latin <sup>7</sup>
03470400, 500, 600	Portuguese
03450400, 500, 600	Russian
03440400, 500, 600, 700	Spanish <sup>8</sup>
03996000, 100, 200	Other Advanced Foreign Languages
A3410100	French Language <sup>5</sup>
A3410200	French Literature <sup>5</sup>
A3420100	German Language <sup>6</sup>
A3430100	Latin (Virgil) <sup>7</sup>
A3430200	Latin (Catullus-Horace) <sup>7</sup>
A3440100	Spanish Language <sup>8</sup>
A3440200	Spanish Literature <sup>8</sup>

- Courses with superscripted numbers can have the same content.
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