

APPENDICES

ITEM DEFINITIONS

The definitions below are ordered in the sequence in which the items appear in the preceding *District Detail* and *Charter Detail*. Each data item is numbered to correspond to its column head number. For a complete description of the data source for any item, refer to the *Data Sources* appendix which cross-references sources with the items defined below.

COUNTY NUMBER AND NAME: The county number is a unique identifier assigned to each county for administrative purposes. The numbers correspond to the alphabetic order of county names. (Source: *Organization Master Files*)

DISTRICT OR CHARTER NAME: The name of the district or charter. For all districts it includes one of the following designators for the governance system:

ISD (Independent School District): A locally elected board of trustees governs the district.

CSD (Common School District): The commissioner's court of the county governs the school district.

MSD (Municipal School District): The city council governs the school district.

Most districts are independent school districts (ISD). Due to space limitations, the "ISD" designation has been omitted but the other designators, "CSD" and "MSD" have been retained. (Source: *Organization Master Files*)

REGION: The Education Service Center (ESC) region from which the district receives educa-

tional services. This is not necessarily the service center assignment based upon geographic location, although in most cases they are the same. There are 20 ESCs serving districts in the state. (Source: *Organization Master Files*)

SSA STATUS: An indicator of whether or not a district participates in a special education shared services arrangement (SSA). An "F" indicates the district is a fiscal agent, an "M" indicates the district is a member, and a blank means the district does not participate. For these districts, dollar amounts per student may be distorted because student counts and budgeted expenditures may be reported by different districts. Districts participating in types of SSAs other than special education SSAs are not indicated. (Source: *Special Education SSAs*)

1. **ACCOUNTABILITY RATINGS:** The accountability rating of the district as of October 2001. Districts are classified as either *Exemplary* (EX); *Recognized* (RE); *Academically Acceptable* (AA); *Academically Unacceptable* (AU); *Academically Unacceptable due to Special Accreditation Investigation* (US); *Suspended due to Data Inquiry* (DI); or *Charter* (CS). As of October 2001, no districts were rated US or DI. Of all the districts in the state, 37.5 percent are rated *Academically Acceptable*. The 159 open-enrollment charters are not currently rated at the district level. See the TEA publication, *2001 Accountability Manual: The 2001 Accountability Rating System for*

Texas Public Schools and School Districts, for a detailed description of the 2001 accountability criteria and standards. (Source: *Division of Performance Reporting*)

2. **TOTAL NUMBER OF SCHOOLS:** A count of schools in a district that have a unique state-assigned nine-digit identifier and had students enrolled as of October 27, 2000. (Source: *Organization Master Files; PEIMS, 110*)
3. **TOTAL STUDENTS:** The number of students in membership as of October 27, 2000, at any grade, from early childhood education through grade twelve. Membership is defined as the count of students enrolled with an average daily attendance status code that is not equal to zero. Students with a status code of zero, meaning enrolled but not in membership, are not included in this item. Statewide, 11,814 students, or 0.3 percent of all students, are enrolled but are not in membership and thus are not included in this item. (Source: *PEIMS, 110*)
4. **% AFRICAN AMERICAN:** Percentage of total students reported as African American. (Source: *PEIMS, 110*)
5. **% HISPANIC:** Percentage of total students reported as Hispanic. (Source: *PEIMS, 110*)
6. **% WHITE:** Percentage of total students reported as White. (Source: *PEIMS, 110*)

7. **% OTHER:** Percentage of total students reported as either Asian/Pacific Islander or Native American. *(Source: PEIMS, 110)*
8. **% ECONOMICALLY DISADVANTAGED:** Percentage of total students reported as economically disadvantaged. Economically disadvantaged students are those who are reported as eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program, or other public assistance. Students reported with any one of these status codes may or may not be enrolled in a special program such as compensatory or special education. *(Source: PEIMS, 110)*
9. **% SPECIAL EDUCATION:** Students identified as participating in programs for students with disabilities expressed as a percent of total students. Students are placed in special education by their Admission, Review, and Dismissal (ARD) committee. Students in special education may also be counted in other special programs such as career and technology or bilingual/ESL education. *(Source: PEIMS, 110)*
10. **% BILINGUAL/ESL EDUCATION:** Students identified as participating in bilingual education or English as a second language (ESL) expressed as a percent of total students. Students in bilingual/ESL education may also be counted in other special programs such as special education or career and technology. *(Source: PEIMS, 110)*
11. **% CAREER AND TECHNOLOGY EDUCATION:** Students identified as taking career and technology education courses expressed as a percent of total students. Students taking these courses may also be counted in other special programs such as special or bilingual education. *(Source: PEIMS, 110)*
12. **% GIFTED AND TALENTED EDUCATION:** Students identified and served in state-approved gifted and talented programs expressed as a percent of total students. Students in gifted and talented education may also be counted in other special programs such as career and technology or bilingual/ESL education. *(Source: PEIMS, 110)*
13. **ATTENDANCE RATE (1999–2000):** The total number of days, summed for all students, that students were present in 1999–2000 divided by the total number of days students were in membership in 1999–2000. Only students in grades 1–12 are included in the calculations. The attendance rate reported in this publication is the measure that is used for additional acknowledgment in the accountability system. *(Source: PEIMS, 400)*
14. **ANNUAL DROPOUT RATE (1999–2000):** The total number of students reported as dropouts during 1999–2000 in grades 7–12 expressed as a percent of the total number of students in attendance at any time during 1999–2000 in grades 7–12. The TEA deletes from the count any student who was erroneously reported as a dropout, such as students who are found to be enrolled in another district, reported as graduates by another district, or students who have received their GED (General Education Development) certificate. The dropout statistic reported in this publication is the measure that is used as a base indicator in the accountability system.
- Districts that report no students dropped out have a zero (0) dropout rate. If dropout data are not required for a district because only lower grades are offered, then an “n/a” is printed. “LT5” will appear in cases where there were fewer than five 7–12th graders, to protect the students’ anonymity. *(Source: PEIMS, 203, 400; GED File)*
15. **FOUR-YEAR DROPOUT RATE (CLASS OF 2000):** The number of students who began 9th grade in 1996–97 and were identified as dropouts on or before their expected graduation year of 1999–2000. This count is expressed as a percent of the final number of students in the cohort after four years. Students who transfer out or transfer in are subtracted or added to the denominator, respectively. *(Source: PEIMS, 110, 203, 400; GED File)*
16. **NUMBER OF GRADUATES (CLASS OF 2000):** The number of students who graduated during the 1999–2000 school year, including the summer of 2000. This count includes 12th grade graduates, as well as graduates from other grades. Counts of graduates identified as receiving special education services are included in this total. *(Source: PEIMS, 203)*
17. **% GRADUATED (CLASS OF 2000):** The number of students who began 9th grade in 1996–97 and graduated before or by the end of their expected graduation year of 1999–2000. This count is expressed as a

percent of the final number of students in the cohort after four years. Students who transfer out or transfer in are subtracted or added to the denominator, respectively. (Source: PEIMS, 110, 203, 400; GED File)

- 18. % PASSING ALL TESTS TAKEN:** The total number of students who passed all the TAAS tests they attempted expressed as a percentage of the total number of students who took one or more tests. The performance of students tested in grades 3–8 and 10 in reading and mathematics, and grades 4, 8, and 10 in writing are included. TAAS science and social studies results are not included. The performance of TAAS-tested special education students and students taking the Spanish TAAS in grades 3–6 are included. Only students enrolled in the district as of October 27, 2000 are included. “LT5” will appear in cases where fewer than five students were tested, to protect the students’ anonymity. If no students were tested, an “n/a” is printed. (Source: TAAS)
- 19. % PASSING READING:** For all grades, the total number of students who passed TAAS reading, expressed as a percentage of the total number of students tested in reading. The performance of TAAS-tested special education students and students taking the Spanish TAAS in grades 3–6 are included. Only students enrolled in the district as of October 27, 2000 are included. “LT5” will appear in cases where fewer than five students were tested, to protect the students’ anonymity. If no students were tested, an “n/a” is printed. Reading

is administered to students in grades 3–8 and 10. (Source: TAAS)

- 20. % PASSING WRITING:** For all grades, the number of students who passed TAAS writing, expressed as a percentage of the total number of students in writing. The performance of TAAS-tested special education students and students taking the Spanish 4th grade writing test are included. Only students enrolled in the district as of October 27, 2000 are included. “LT5” will appear in cases where fewer than five students were tested, to protect the students’ anonymity. If no students were tested, an “n/a” is printed. Writing is administered to students in grades 4, 8, and 10. (Source: TAAS)
- 21. % PASSING MATHEMATICS:** For all grades, the number of students who passed TAAS mathematics, expressed as a percentage of the total number of students tested in mathematics. The performance of TAAS-tested special education students and students taking the Spanish TAAS in grades 3–6 are included. Only students enrolled in the district as of October 27, 2000 are included. “LT5” will appear in cases where fewer than five students were tested, to protect the students’ anonymity. If no students were tested, an “n/a” is printed. Mathematics is administered to students in grades 3–8 and 10. (Source: TAAS)
- 22. % AFRICAN AMERICAN STUDENTS PASSING:** For all grades and the subject areas of TAAS reading, writing, and mathematics, the number of African American students

who passed all the tests they attempted, expressed as a percentage of the total number of African American students tested on at least one examination. The performance of TAAS-tested special education students and students taking the Spanish TAAS in grades 3–6 are included. Only students enrolled in the district as of October 27, 2000 are included. “LT5” will appear in cases where fewer than five students were tested, to protect the students’ anonymity. If no students were tested, an “n/a” is printed. (Source: TAAS)

- 23. % HISPANIC STUDENTS PASSING:** For all grades and the subject areas of TAAS reading, writing, and mathematics, the number of Hispanic students who passed all the tests they attempted, expressed as a percentage of the total number of Hispanic students tested on at least one examination. The performance of TAAS-tested special education students and students taking the Spanish TAAS in grades 3–6 are included. Only students enrolled in the district as of October 27, 2000 are included. “LT5” will appear in cases where fewer than five students were tested, to protect the students’ anonymity. If no students were tested, an “n/a” is printed. (Source: TAAS)
- 24. % WHITE STUDENTS PASSING:** For all grades and the subject areas of TAAS reading, writing, and mathematics, the number of White students who passed all the tests they attempted, expressed as a percentage of the total number of White students tested on at least one examination. The performance of TAAS-tested special education students and

students taking the Spanish TAAS in grades 3–6 are included. Only students enrolled in the district as of October 27, 2000 are included. “LT5” will appear in cases where fewer than five students were tested, to protect the students’ anonymity. If no students were tested, an “n/a” is printed (Source: TAAS)

25. % OTHER STUDENTS PASSING: For all grades and the subject areas of TAAS reading, writing, and mathematics, the number of Asian/Pacific Islander and Native American students who passed all the tests they attempted, expressed as a percentage of the total number of Asian/Pacific Islander and Native American students tested on at least one examination. The performance of TAAS-tested special education students and students taking the Spanish TAAS in grades 3–6 are included. Only students enrolled in the district as of October 27, 2000 are included. “LT5” will appear in cases where fewer than five students were tested, to protect the students’ anonymity. If no students were tested, an “n/a” is printed. (Source: TAAS)

26. % ECONOMICALLY DISADVANTAGED STUDENTS PASSING: For all grades and the subject areas of TAAS reading, writing, and mathematics, the number of economically disadvantaged students who passed all the tests they attempted, expressed as a percentage of the total number of economically disadvantaged students tested on at least one examination. The performance of TAAS-tested special education students

and students taking the Spanish TAAS in grades 3–6 are included. Only students enrolled in the district as of October 27, 2000 are included. “LT5” will appear in cases where fewer than five students were tested, to protect the students’ anonymity. If no students were tested, an “n/a” is printed. (Source: TAAS)

27. PERCENT TESTED (CLASS OF 2000): The number of graduates of the class of 2000 who took either the College Board’s SAT I or the ACT, Inc. ACT assessment, expressed as a percent of all graduates. The count of graduates in the denominator does not include special education graduates; however, special education graduates who took either the SAT I or ACT are included in the numerator. (Source: SAT I/ACT File; PEIMS, 203)

28. PERCENT AT OR ABOVE CRITERION (CLASS OF 2000): The number of examinees in the class of 2000 who, on their most recent test, scored at or above the criterion score (1110 on the SAT I or 24 on the ACT) expressed as a percent of all examinees. (Source: SAT I/ACT File)

29. SAT I–MEAN TOTAL SCORE (CLASS OF 2000): The sum of the mathematics and verbal SAT I scores for all students divided by the number of examinees. Total scores for the SAT I range from 400 to 1600. These results include only the most recent scores received by the class of 2000 on an SAT I test taken anytime during their high school years. Scores are reported for examinees who expected to graduate during the 1999–2000 school year.

If no students were tested or no scores were reported, then an “n/a” is printed. “LT5” will appear in cases where fewer than five students were tested, to protect the confidentiality of the students’ test scores. (Source: SAT I/ACT File)

30. ACT–MEAN COMPOSITE SCORE (CLASS OF 2000): The average of the ACT composite scores (an average of English, mathematics, reading, and science reasoning portions of the ACT), created by summing the composite scores and dividing by the number of ACT examinees. Composite scores for the ACT range from 1 to 36. Composite scores include only the most recent scores received by the class of 2000 during either their junior or senior years. Scores are reported for examinees who expected to graduate during the 1999–2000 school year.

If no students were tested or no scores were reported, then an “n/a” is printed. “LT5” will appear in cases where fewer than five students were tested, to protect the confidentiality of students’ test scores. (Source: SAT I/ACT File)

31. TOTAL STAFF FTE: A count of all personnel employed by the school district as of the fall of the 2000–01 school year, including both professional and paraprofessional positions. All staff counts are expressed as full-time equivalents (FTEs). 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. Shared services arrangement (SSA) staff and contracted

instructional staff are not included in this total. Statewide 4,334.2 FTEs, or 0.8 percent of all staff, are reported in these excluded categories. (Source: PEIMS, 050)

- 32. TOTAL TEACHER FTE:** The FTE count of personnel categorized as teachers, including special duty and permanent substitute teachers. Statewide, 0.9 percent of all teacher FTEs are categorized as permanent substitutes, a role that should not be confused with persons hired on a daily basis to substitute teach. See *Exhibit D* in the *Endnotes*. (Source: PEIMS, 050, 090)
- 33. % CENTRAL ADMINISTRATIVE:** The FTE count of personnel classified as administrators in the central office expressed as a percent of total staff FTEs. Central office administrators include superintendents, assistant superintendents, business managers, tax assessor-collectors, and directors of personnel, as well as instructional officers and athletic directors, if reported at the central office. See *Exhibit D* in the *Endnotes* for a complete listing. (Source: PEIMS, 050, 090)
- 34. % SCHOOL ADMINISTRATIVE:** The FTE count of personnel classified as school administrators expressed as a percent of total staff FTEs. School administrators include principals and assistant principals, as well as instructional officers and athletic directors, if reported at a specific school. See *Exhibit D* in the *Endnotes* for a complete listing. (Source: PEIMS, 050, 090)
- 35. % PROFESSIONAL SUPPORT STAFF:** The FTE count of personnel categorized as support staff expressed as a percent of total staff FTEs. Support staff are defined as therapists, psychologists, counselors, diagnosticians, physicians and nurses, librarians, department heads, registrars, and miscellaneous other support roles. This category does not include secretaries. See *Exhibit D* in the *Endnotes* for a complete listing. (Source: PEIMS, 050, 090)
- 36. % TEACHERS:** The teacher FTE count expressed as a percent of total staff FTEs. (Source: PEIMS, 050, 090)
- 37. % EDUCATIONAL AIDES:** The FTE count of personnel categorized as educational aides, or educational aides/interpreters, expressed as a percent of total staff FTEs. Educational aides perform routine classroom tasks under the general supervision of a certified teacher or teaching team. Interpreters translate for students who are deaf or hearing-impaired. (Source: PEIMS, 050, 090)
- 38. % AUXILIARY STAFF:** The FTE count of personnel categorized as auxiliary staff expressed as a percent of total staff FTEs. Auxiliary staff are those personnel reported without a role but with a PEIMS employment and payroll record. Examples include food service workers, bus drivers, secretaries, and custodial staff. For auxiliary staff, the FTE is simply the value of the percent of day worked expressed as a fraction. (Source: PEIMS, 050, 090)
- 39. AVERAGE CENTRAL ADMINISTRATIVE SALARY:** The sum of all the salaries of central administrators divided by the total FTE count of central administrators. The salary amount is pay for regular duties only; any supplements are excluded. (Source: PEIMS, 060)
- 40. AVERAGE SCHOOL ADMINISTRATIVE SALARY:** The sum of all the salaries of school administrators divided by the total FTE count of school administrators. The salary amount is pay for regular duties only; any supplements are excluded. (Source: PEIMS, 060)
- 41. AVERAGE PROFESSIONAL SUPPORT STAFF SALARY:** The sum of all the salaries of professional support staff divided by the total FTE count of professional support staff. The salary amount is pay for regular duties only; any supplements are excluded. (Source: PEIMS, 060)
- 42. AVERAGE TEACHER SALARY:** The sum of all the salaries of teachers divided by the total FTE count of teachers. The salary amount is pay for regular duties only; supplemental payments for activities such as coaching, band and orchestra assignments, and club sponsorships are excluded. (Source: PEIMS, 060)
- 43. % MINORITY:** The FTE count of all personnel reported as non-White expressed as a percent of total staff FTEs. (Source: PEIMS, 040)
- 44. NUMBER OF STUDENTS PER TOTAL STAFF:** The total number of students divided by

the total staff FTE count. (Source: PEIMS, 050, 110)

45. NUMBER OF STUDENTS PER TEACHER: The total number of students divided by the total teacher FTE count. (Source: PEIMS, 090, 110)

46. % TEACHERS WITH 1 OR MORE PERMITS: The FTE count of teachers holding at least one permit as of the fall of the 2000–01 school year, expressed as a percent of the total teacher FTE count. Teachers with multiple permits are counted only once.

Five types of permits can be issued that meet different situations and require different qualifications: emergency, nonrenewable, temporary exemption, temporary classroom assignment, and district teaching. Teachers holding one or more of any of these five types of permits are included in the count. (Source: PEIMS, 081)

47. % WITH 5 OR FEWER YEARS OF EXPERIENCE: The FTE count of teachers with zero through five years of total professional experience expressed as a percent of the total teacher FTE count. Total years of professional experience includes experience earned in another Texas school district or in another state. (Source: PEIMS, 040)

48. AVERAGE YEARS OF EXPERIENCE: A weighted average obtained by multiplying each teacher's FTE count by his or her years of experience, summing for all weighted counts, and then dividing by total teacher

FTEs. Adjustments are made so that teachers with zero years of experience are appropriately weighted in the formula. (Source: PEIMS, 040)

49. % WITH ADVANCED DEGREES: The FTE count of teachers with master's or doctorate degrees expressed as a percent of the total teacher FTE count. (Source: PEIMS, 040)

50. TEACHER TURNOVER RATE: The FTE count of teachers not employed in the district in the fall of 2000–01, who were employed in the district in the fall of 1999–2000, divided by the teacher FTE count for the fall of 1999–2000. Social security numbers of reported teachers are compared from the two semesters to develop this information. (Source: PEIMS, 050,090)

51. % AFRICAN AMERICAN: The FTE count of teachers reported as African American expressed as a percent of the total teacher FTE count. (Source: PEIMS, 040)

52. % HISPANIC: The FTE count of teachers reported as Hispanic expressed as a percent of the total teacher FTE count. (Source: PEIMS, 040)

53. % WHITE: The FTE count of teachers reported as White expressed as a percent of the total teacher FTE count. (Source: PEIMS, 040)

54. % OTHER: The FTE count of teachers reported as Asian/Pacific Islander or Native American expressed as a percent of the total

teacher FTE count. (Source: PEIMS, 040)

55. % REGULAR EDUCATION: The FTE count of teachers who serve students receiving regular education instruction expressed as a percent of the total teacher FTE count. FTE values are allocated across student population types for teachers who serve multiple populations. (Source: PEIMS, 090)

56. % SPECIAL EDUCATION: The FTE count of teachers who serve students receiving special education instruction expressed as a percent of the total teacher FTE count. FTE values are allocated across student population types for teachers who serve multiple populations. (Source: PEIMS, 090)

57. % COMPENSATORY EDUCATION: The FTE count of teachers who serve students receiving compensatory education instruction expressed as a percent of the total teacher FTE count. FTE values are allocated across student population types for teachers who serve multiple populations. (Source: PEIMS, 090)

58. % BILINGUAL/ESL EDUCATION: The FTE count of teachers who serve students receiving bilingual education or English as a second language (ESL) instruction expressed as a percent of the total teacher FTE count. FTE values are allocated across student population types for teachers who serve multiple populations. (Source: PEIMS, 090)

59. % CAREER AND TECHNOLOGY EDUCATION: The FTE count of teachers who serve stu-

dents receiving career and technology education instruction expressed as a percent of the total teacher FTE count. FTE values are allocated across student population types for teachers who serve multiple populations. (Source: PEIMS, 090)

- 60. % OTHER EDUCATION (INCLUDES GIFTED AND TALENTED):** The FTE count of teachers who serve students receiving gifted and talented education instruction, students in honors classes, and students served in migrant programs, expressed as a percent of the total teacher FTE count. On average, 99.5 percent of this category consists of teachers serving gifted and talented or honor students. FTE values are allocated across student population types for teachers who serve multiple populations. (Source: PEIMS, 090)
- 61. TAXABLE VALUE PER PUPIL:** The district's total taxable property value in 2000 divided by the total number of students in the district in 2000–01. This measure is often referred to as “wealth.” The CPTD determines values as part of an annual study that attempts to present uniformly appraised property valuations statewide. The value used in this calculation is the traditional measure of value, not the alternative value which may be used in state funding formulas. (Sources: CPTD Study; PEIMS, 110)
- 62. LOCALLY ADOPTED TAX RATE:** The sum of each district's locally adopted maintenance and operation (M&O) and debt service (Interest & Sinking fund) tax rates. Rates are expressed per \$100 of property value.
- Taxes based on these rates were to be paid by taxpayers in early 2001. The state value shown is a simple average, calculated as the sum of the district rates divided by the number of districts with rates. (Source: CPTD Self Report)
- 63. STATE AID PER PUPIL:** The amount of state money distributed to the school district from the Foundation School Fund divided by the district's total count of students in membership. State aid includes the Instructional Facilities Allotment (IFA), the New Instructional Facilities Allotment (NIFA), and the Existing Debt Allotment (EDA). Note that in other published sources, per-pupil state aid is often expressed per student in average daily attendance (ADA) rather than per student in membership. (Sources: Foundation Master; PEIMS, 110)
- 64. TOTAL REVENUE:** The total for all revenue budgeted in the general fund (199, including state food services), the National School Breakfast and Lunch Program (240, 701), and the debt service funds (599). Special Revenue Funds (including shared services arrangements) and the Capital Projects Funds (600) are not included. See *Exhibit B* in the *Endnotes* for a technical description of this item. *The Financial Accountability System Resource Guide* sets standards for revenue accounting. (Source: PEIMS, 030)
- 65. TOTAL REVENUE PER PUPIL:** Total revenue divided by total students. (Source: PEIMS, 030, 110)
- 66. % STATE:** Revenue from state sources, such as per capita and foundation program payments, revenue from other state-funded programs and revenue from other state agencies, expressed as a percent of total revenue. State revenue includes Teacher Retirement System benefits paid by the state of Texas on behalf of employees in the districts. See *Exhibit B* in the *Endnotes* for a technical description of this item. (Source: PEIMS, 030)
- 67. % LOCAL AND OTHER:** Revenue from local taxes, other local sources, and intermediate sources expressed as a percent of total revenue. See *Exhibit B* in the *Endnotes* for a technical description of this item. (Source: PEIMS, 030)
- 68. % FEDERAL:** Revenue received directly from the federal government, from other state agencies, or distributed by the TEA for career and technology education, for programs for educationally disadvantaged children, for food service programs, and for other federal programs, expressed as a percent of total revenue. See *Exhibit B* in the *Endnotes* for a technical description of this item. (Source: PEIMS, 030)
- 69. FUND BALANCE (END OF 1999–2000):** The amount of unreserved, undesignated surplus fund balance that existed at the end of the 1999–2000 school year. In most districts, this amount is equivalent to the fund balance at the beginning of 2000–01. (Source: Financial Audit Report)

- 70. % FUND BALANCE (OF 2000–01 BUDGET):** The amount of surplus fund balance expressed as a percent of the total budgeted expenditures (for the general fund) for the current year (2000–01). (Source: *Financial Audit Report; PEIMS 030*)
- 71. TOTAL EXPENDITURES:** Budgeted outlays of money for all functions and objects, except for expenditures budgeted in fund 600, the Capital Projects Fund. Expenditures that are budgeted in the Special Revenues Funds, including shared services arrangements, are also not included. *The Financial Accountability System Resource Guide* sets standards for expenditure accounting.
- Expenditures are accounted for using codes for fund, function, object, organization, and in some cases, program area. Expenditures include Teacher Retirement System benefits paid by the state of Texas on behalf of employees in the districts. See *Exhibit B* in the *Endnotes* for a technical description of this item. (Source: *PEIMS, 030*)
- 72. % INSTRUCTIONAL:** The percentage of total expenditures budgeted for instruction in the district. Instructional expenditures include all activities dealing directly with the interaction between teachers and students, including instruction aided with computers; and, expenditures to provide resources for juvenile justice alternative education programs (JJAEPs). See *Exhibit B* in the *Endnotes* for a technical description of this item. (Source: *PEIMS, 030*)
- 73. % CENTRAL ADMINISTRATIVE:** The percentage of total expenditures budgeted for central administration in the district. Central administrative expenditures include the general administration of the district, instructional leadership, and data processing services. See *Exhibit B* in the *Endnotes* for a technical description of this item. (Source: *PEIMS, 030*)
- 74. % SCHOOL LEADERSHIP:** The percentage of total expenditures budgeted for the administration of the schools in the district. These are expenditures for directing and managing a school. See *Exhibit B* in the *Endnotes* for a technical description of this item. (Source: *PEIMS, 030*)
- 75. % PLANT SERVICES:** The percentage of total expenditures budgeted for keeping the physical plant and grounds in effective working condition. This includes security and monitoring services designed to keep student and staff surroundings safe. See *Exhibit B* in the *Endnotes* for a technical description of this item. (Source: *PEIMS, 030*)
- 76. % OTHER OPERATING:** The percentage of total expenditures budgeted for all other operating costs in the district. Other operating expenditures include student support services, student transportation, food services, cocurricular/extracurricular activities, and curriculum and staff development. See *Exhibit B* in the *Endnotes* for a technical description of this item. (Source: *PEIMS, 030*)
- 77. % NON-OPERATING:** The percentage of total expenditures budgeted for non-operating costs in the district. Non-operating expenditures include capital outlay not made from the Capital Projects Fund (fund 600); debt service expenditures; and community services expenditures. See *Exhibit B* in the *Endnotes* for a technical description of this item. (Source: *PEIMS, 030*)
- 78. TOTAL OPERATING EXPENDITURES:** The sum of all expenditures budgeted for the operation of the district. Operating expenses include payroll, professional and contracted services, and supplies and materials. Operating expenditures are a subset of total expenditures; they do not include debt service, capital outlay, or community services. See *Exhibit B* in the *Endnotes* for a technical description of this item. (Source: *PEIMS, 030*)
- 79. TOTAL OPERATING EXPENDITURES PER PUPIL:** Total operating expenditures divided by total students. (Sources: *PEIMS, 030, 110*)
- 80. TOTAL INSTRUCTIONAL EXPENDITURES:** The sum of budgeted expenditures for all activities dealing directly with the interaction between teachers and students, including instruction aided with computers; and, expenditures to provide resources for juvenile justice alternative education programs (JJAEPs). (Source: *PEIMS, 030*)
- 81. TOTAL INSTRUCTIONAL EXPENDITURES PER PUPIL:** Budgeted instructional expenditures divided by total students. (Sources: *PEIMS, 030, 110*)

82. % REGULAR EDUCATION: Expenditures budgeted for the regular education program expressed as a percent of total instructional expenditures. See *Exhibit B* in the *Endnotes* for a technical description of this item. (Source: PEIMS, 030)

83. % SPECIAL EDUCATION: Expenditures budgeted for the special education program expressed as a percent of total instructional expenditures. See *Exhibit B* in the *Endnotes* for a technical description of this item. (Source: PEIMS, 030)

84. % COMPENSATORY EDUCATION: Expenditures budgeted for the compensatory education program expressed as a percent of total instructional expenditures. See *Exhibit B* in the *Endnotes* for a technical description of this item. (Source: PEIMS, 030)

85. % BILINGUAL/ESL EDUCATION: Expenditures budgeted for the bilingual education and ESL programs expressed as a percent of total instructional expenditures. See *Exhibit B* in the *Endnotes* for a technical description of this item. (Source: PEIMS, 030)

86. % CAREER AND TECHNOLOGY EDUCATION: Expenditures budgeted for the career and technology education program expressed as a percent of total instructional expenditures. See *Exhibit B* in the *Endnotes* for a technical description of this item. (Source: PEIMS, 030)

87. % GIFTED AND TALENTED EDUCATION: Expenditures budgeted for the gifted and talented education program expressed as a percent of total instructional expenditures. See *Exhibit B* in the *Endnotes* for a technical description of this item. (Source: PEIMS, 030)

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DATA SOURCES

Data sources are arranged in alphabetical order by the abbreviations used in the *Item Definitions* section.

CPTD, SELF REPORT: *The Comptroller's Property Tax Division 2000 Self Report*. This report contains levy amounts, locally assessed values for property, and locally adopted tax rate information for all school districts with taxable property. *Item 62*.

CPTD, STUDY: *The Comptroller's Property Tax Division 2000 Property Value Study*, July 1, 2000. This *Study* provides local tax roll property values as of January 1, 2000 for each district by category of land use. The comptroller's re-evaluated values by category of land use are also provided. Beginning with tax year 1999, the *Study* includes alternative measures of school district property values in addition to traditional measures. These alternative measures were required by SB4 passed in 1999. The property values used in *Snap-shot* are the traditional values, not the alternative measures. *Item 61; Exhibit 20*.

DIVISION OF PERFORMANCE REPORTING: The TEA division that is responsible for producing the Academic Excellence Indicator System (AEIS) reports and for determining the accountability ratings for schools and school districts each year. Computer programs are written by staff in this division to analyze the TAAS results and dropout rates that are published in the AEIS in order to determine the accountability rating. See the TEA publication, *2001 Ac-*

countability Manual: The 2001 Accountability Rating System for Texas Public Schools and School Districts. Accountability ratings in this publication were current as of October 2001. *Item 1; Exhibits 14, 15, A*.

FINANCIAL AUDIT REPORT: The TEA data files created from reports submitted to the TEA by auditors hired by local districts. The December 2001 reports used in this edition reflect district audited financial data from the 2000–01 school year. In addition to fund balance information, these reports provide total outstanding debt for bonds and loans, delinquent tax information, and revenue and expenditure amounts. School-level information is not provided. *Items 69, 70*.

FOUNDATION MASTER: A TEA data source that contains detailed information about state funding amounts and calculations for each entity receiving state dollars under the Foundation School Program. *Item 63*.

GED FILE: A TEA data file containing information about student performance on the General Educational Development (GED) tests. Unlike the information in most other TEA data files, which is reported annually, receipt of a GED certificate is reported as soon as the test is scored as passing. Candidates take GED tests at over 200 centers located throughout the state in school districts, colleges and universities, and education service centers. Tests are given year-round, and the results are transmitted electronically to the TEA. *Items 14, 15, 17*.

ORGANIZATION MASTER FILES: The TEA data files containing basic organizational attributes about schools and school districts, including name and identification number, county name and number, Education Service Center region, State Board of Education district, and type of district (regular FSP, special statutory, state-administered, or charter). These files are created from PEIMS record types 010-District Organization and 020-Campus Organization, as well as other non-PEIMS sources. *Item 2; Exhibits 1–3, B, E*.

PEIMS: Information in this document from the Public Education Information Management System was reported either in the spring (submission 3) of the 1999–2000 year, or in the fall (submission 1) of the 2000–01 year. In submission 3, due to the agency by June of 2000, districts reported year-long student information. In submission 1 districts reported data as of October 27, 2000. The budgeted financial data reported at that time was for the entire 2000–01 school year. All record types described below were received in submission 1 of school year 2000–01 with the exception of record type 400, which is from submission 3 of school year 1999–2000. For more information about the PEIMS reporting requirements see the *2000–01 Public Education Information Management System Data Standards*.

030: BUDGET AMOUNTS: Amounts budgeted by the district, or campus if appropriate, reported by fund, function, object, and in some cases by program intent. *Items 64–68, 70–87; Exhibits 20, 21–24, C*.

040: STAFF BASIC INFORMATION: Information about each employee's sex, ethnicity, years of experience, and post-secondary degree. *Items 43, 47–49, 51–54; Exhibit 18.*

050: EMPLOYMENT CHARACTERISTICS: Information for each employee such as tenure and full-time equivalency status, and employing district identification number. *Items 31–38, 44, 50.*

060: PAYROLL: The payroll amounts paid to each employee. Both pay for regular duties and any supplement amounts are reported by fund, function, object, and program intent. *Items 39–42; Exhibits 17, 19.*

081: PERMIT: The type of permit, issue date, role of the individual working under the permit, permit subject area, population served, and permit grade range. *Item 46.*

090: STAFF RESPONSIBILITIES: The duties performed by each professional and paraprofessional employee. This excludes auxiliary staff. Districts report each class schedule for the employees who are teachers. *Items 32–38, 45, 50, 55–60; Exhibits 17, 19, D.*

110: STUDENT ENROLLMENT: Enrollment information about each student, including the student's grade, economically disad-

vantaged status, and indicators of the special programs in which the student participates. *Items 2–12, 15, 17, 44, 45, 61, 63, 65, 79, 81; Exhibits 1, 4–7, B.*

203: LEAVER DATA: Information about all students served in grades 7–12 in 1999–2000 who did not continue in enrollment in the same district the following fall. Leavers are students who graduated, dropped out, or left school for other non-dropout reasons, such as transferred to another public school district. This record contains last campus of enrollment, special education indicator, economically disadvantaged indicator, up to three leaver reasons, and additional graduation information for graduates. *Items 14–17, 27; Exhibits 7–9, 15.*

400: BASIC ATTENDANCE DATA: Information about each student for each of the six, six-week attendance reporting periods in the year. For each student, for each six-week period, districts report grade level, number of days taught, days absent, and total eligible and ineligible days present. *Items 13–15, 17; Exhibit 15.*

SAT I/ACT FILE: A file created by the TEA from scores obtained from the College Board's SAT I and the ACT, Inc. ACT assessment. Both testing programs typically release summary test score statistics to the TEA, the media, and the public

each August for Texas seniors who graduated during that school year. However, the Texas public school graduation data from PEIMS (which are necessary for computing the percentage of graduates tested) are available later in the following school year. Thus, given the annual reporting calendar, the test scores in this document are for the class of 2000 graduating seniors. *Items 27–30; Exhibit 16.*

SPECIAL EDUCATION SSAs: Information maintained by the division of Special Education which indicates for each district whether or not the district is a member or fiscal agent of a special education shared services arrangement (SSA), how many members are in the SSA, and if applicable, the SSA name. *No item number; indicator that follows district name.*

TAAS: The Texas Assessment of Academic Skills results for reading, writing, and mathematics for grades 3–8, and 10 from the spring 2001 test administration. The TAAS files also include grade 8 science and social studies results and end-of-course performance for Biology, Algebra I, English II, and U.S. History. The results for students who were not enrolled in the district as of October 27, 2000 are excluded from the statistics in this publication. TAAS test files contain percent passing by grade and subject and can be further analyzed by several characteristics of the students tested. *Items 18–26; Exhibits 10–13, 15.*

ENDNOTES

ACADEMIC EXCELLENCE INDICATOR SYSTEM (AEIS):

A set of indicators mandated by Texas statute to emphasize student achievement for purposes of accountability as well as recognition. *Exhibit A* lists the 2000–01 indicators and notes the corresponding *Snapshot* item numbers for the indicators included in this document.

ASSESSED VALUATION: The locally assessed value of property that a district actually taxes. Property values are assessed by county appraisal districts, not the school districts. Assessment practices can vary from district to district; that is, two properties of equal worth may not be appraised at the same value in two different districts. District practices in exempting property from taxation also vary. The TEA receives information about locally assessed valuation from the Property Tax Division of the Comptroller’s Office of Public Accounts.

AVAILABLE SCHOOL FUND: The Available School Fund (ASF) was constitutionally created in 1876. It consists primarily of earnings from the Permanent School Fund and taxes dedicated to the fund by the state constitution. Most of the ASF revenue is distributed to local school districts on a per capita basis that is set by the State Board of Education using annual earnings estimates for the fund. The per capita apportionment to school districts in 2000–01 was \$276 per student in average daily attendance. The ASF also pays for school textbooks.

AVERAGE DAILY ATTENDANCE (ADA): Student attendance information is reported for the three six-week periods in the fall and the three six-

week periods in the spring through the Public Education Information Management System (PEIMS). For each district, full-year ADA is calculated by summing the ADA for each six-week period and dividing by six.

COMPARABLE IMPROVEMENT: Comparable Improvement (CI) evaluates how student performance on TAAS reading and mathematics tests has changed (or grown) from one year to the next, and compares each school’s growth to the growth of 40 schools demographically similar to the target school. Additional acknowledgment for CI is part of the statewide accountability system and is awarded separately for reading and mathematics. To receive an acknowledgment a school must have a quartile value of Q1, indicating average growth in the top 25 percent of its group; and, it must have at least 50 percent high-performing students. High-performers are matched test takers who received a Texas Learning Index (TLI) score of at least 85 the prior year. Schools are assigned to comparison groups based on student ethnic percentages (African American, Hispanic, and White), economically disadvantaged percent, limited-English proficient percent, and student mobility rate. Only schools can be acknowledged for CI. Districts do not have comparison groups.

ETHNICITY: Counts of students and staff are collected by major ethnic group. Counts of students and staff by ethnic group are derived from the fall 2000–01 PEIMS collection. These major ethnic groups are African American, Hispanic, White, Asian/Pacific Islander, and Native American. In

EXHIBIT A

2000–01 Academic Excellence Indicators

Indicator	Corresponding Snapshot Item
1. TAAS Grades 3–8 and 10 (Exit)	
Mathematics	#21
Reading	#19
Writing	#20
All Tests Taken	#18
Cumulative Pass Rate (Exit)	n/a
2. a. Annual Dropout Rate	#14
b. Four-year Dropout Rate	#15
c. Percent Graduated	#17
3. Attendance Rate	#13
4. TAAS/TASP Equivalency	n/a
5. Percent Recommended High School Program Completers	n/a
6. College Admissions Results	
Percent Tested	#27
Percent At or Above Criterion	#28
SAT I Mean Total Score	#29
ACT Mean Composite Score	#30
7. Progress of Prior Year TAAS Failers	n/a
8. End-of-Course Exams	
Algebra I	n/a
Biology	n/a
English II	n/a
U.S. History	n/a
9. TAAS Participation	n/a
10. a. Percent Advanced Courses	n/a
b. Advanced Placement/International Baccalaureate Exam Results	n/a

this publication “other” is presented as the combination of Asian/Pacific Islander and Native American.

EXPENDITURE FUNCTIONS: An expenditure function designates the purposes for which expenditures are made. Function codes used by school districts are outlined in the *Financial Accounting & Reporting module of the Financial Accountability System Resource Guide*. Functions for which money can be spent are:

- 11 Instruction;
- 12 Instructional Resources and Media Services;
- 13 Curriculum and Instructional Staff Development;
- 21 Instructional Leadership;
- 23 School Leadership;
- 31 Guidance, Counseling, and Evaluation Services;
- 32 Social Work Services;
- 33 Health Services;
- 34 Student (Pupil) Transportation;
- 35 Food Services;
- 36 Cocurricular/Extracurricular Activities;
- 41 General Administration;
- 51 Plant Maintenance and Operations;
- 52 Security and Monitoring Services;
- 53 Data Processing Services;
- 61 Community Services;
- 71 Debt Service;
- 81 Facilities Acquisition & Construction;
- 91 Contracted Instructional Services between Public Schools;
- 92 Incremental Costs Associated with Chapter 41, Texas Education Code,

- Purchase or Sale of Weighted ADA;
- 93 Payments to Fiscal Agent/Member Districts of SSA;
- 94 Payments to Other School Districts under the Public Education Grant (PEG) Program;
- 95 Payments to Juvenile Justice Alternative Education Programs;
- 96 Payments to Charter Schools; and
- 97 Payments to Tax Increment Fund.

Exhibit B lists the function codes included in the revenue and expenditure items found in the *District Detail* section.

EXPENDITURE OBJECTS: An expenditure object identifies what was purchased. Object codes are outlined in the *Financial Accounting & Reporting module of the Financial Accountability System Resource Guide*. Objects for which money can be spent are:

- 6100 Payroll Costs;
- 6200 Professional and Contracted Services;
- 6300 Supplies and Materials;
- 6400 Other Operating Expenses;
- 6500 Debt Service; and
- 6600 Capital Outlay.

Exhibit B lists the object codes included in the revenue and expenditure items found in the *District Detail* section.

FULL-TIME EQUIVALENTS: All staff counts are shown in terms of full-time equivalents (FTEs), a measure of the extent to which a person occupies a full-time position. For example, a

teacher working a full day for the entire school year represents one FTE, a full-time teacher working one semester represents 1/2 FTE, and a teacher carrying a half load for the full year represents 1/2 FTE.

Fractions of FTEs apply to both part-time and full-time staff performing multiple duties. In cases where a person performs multiple tasks, portions of that person’s FTE are allocated according to the time spent at each duty. For example, a full-time person employed half the time as a teacher and half as an administrator would be counted as a 0.5 administrator FTE and a 0.5 teacher FTE.

GUARANTEED YIELD: In 2000–01, this component of the Foundation School Program guaranteed districts \$24.99 per student, per penny of tax effort levied by the school district. Regardless of the portion of the \$24.99 the local district is able to raise through a penny of tax effort, the state will contribute the rest, up to a total of \$24.99. Districts able to generate \$24.99 per student, per penny of effort on their own receive no state guaranteed yield funds. The guaranteed yield is also referred to as the tier 2 of the Foundation School Program.

LOCAL FUND ASSIGNMENT (LFA): The portion of the Foundation School Program allocation, as determined by state formulas, that is assigned to the district to raise. In 2000–01, an effective tax rate of \$0.86 was required of districts wishing to participate in the FSP. While the tax rate for the LFA is fixed for all districts, the dollar amount of the LFA, or local share, varies with the district’s property wealth. The poorer the

EXHIBIT B

**Financial Accounting Codes
for Budgeted Revenue and Expenditure Items**

Item #	Label	Function(s)	Object(s)	Program(s)
64	Total Revenue	n/a	5700, 5800, 5900	n/a
66	State Revenue	n/a	5800	n/a
67	Local and Other Revenue	n/a	5700	n/a
68	Federal Revenue	n/a	5900	n/a
71	Total Expenditures	All	All 6000s	All
72,80	Instructional Expenditures	11,95	6100-6400	All
73	Central Administrative Expenditures	21,41,53,92 (or 81 for Charter Schools)	6100-6400	All
74	School Leadership Expenditures	23	6100-6400	All
75	Plant Services	51,52	6100-6400	All
76	Other Operating Expenditures	12,13,31-36	6100-6400	All
77	Non-Operating Expenditures			
	Debt Service	All functions with object 6500, plus function 71 for objects 6100-6400		All
	Capital Outlay	All functions with object 6600, plus function 81 for objects 6100-6400		All
	Community Services	61	6100-6400	All
78	Total Operating Expenditures	All functions except 61,71,and 81	6100-6400	All
82	Regular Education Expenditures	11,95	6100-6400	11
83	Special Education Expenditures	11,95	6100-6400	23
84	Compensatory Education Expenditures	11,95	6100-6400	24
85	Bilingual/ESL Education Expenditures	11,95	6100-6400	25
86	Career & Technology Expenditures	11,95	6100-6400	22
87	Gifted & Talented Education Expenditures	11,95	6100-6400	21

Beginning with 1996-97, districts reported only what was budgeted in the General Fund (fund code 199 including 101), the National School Lunch Funds (240 and 701), and the Debt Services Funds (599). The Special Revenues Funds (including Shared Services Arrangements) and the Capital Projects Funds are no longer reported to the Texas Education Agency for budgeted data. In addition, the following codes are excluded from all expenditure data: functions 91, 93, 94, 96, and 97; and object 5746.

EXHIBIT C

School Types

Counts of Schools for Each Low and High Grade Combination

High Grade →

↓ Low Grade

	EE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
EE	16	41	46	50	76	72	139	776	214	2	14	4	1	2	50
PK		18	14	11	21	47	116	699	284	8	34	3	2	5	75
K			1	1	12	20	118	381	243	9	31	6	0	1	66
1				3	13	10	22	45	9	1	2	3	5	8	10
2					1	24	12	19	6	0	3	0	4	9	6
3						4	25	76	12	1	0	0	0	1	5
4							4	58	65	1	7	2	1	6	13
5								7	123	5	76	4	8	11	22
6									28	7	795	21	30	31	98
7										14	300	48	26	38	191
8											16	6	10	20	48
9												46	26	29	1,128
10													10	5	27
11														7	21
12															12


 Elementary


 Junior High


 Middle School


 Elementary/Secondary


 High School

district, the smaller the LFA and the greater the amount of state aid.

PEIMS: The Public Education Information Management System is the primary means through which the Texas Education Agency collects information on schools and school district organizations, staff, students, and finances.

SCHOOL TYPE: Schools are divided into types according to the range of grades offered as reported to the TEA. The grid in *Exhibit C* shows the possible combinations of low and high grades for each of the school types. For example, a school offering a low grade of 7, found along the left edge of the grid, and a high grade of 8, found along the top edge of the grid, is classified as a junior high. A school offering only grade 9 (both the low and high grade) is a high school. Counts of the number of schools with each low and high grade combination are shown within the cells of this exhibit.

STAFF CATEGORIES DEFINED BY ROLE ID: Staff data from the fall 2000–01 PEIMS responsibility records were aggregated into categories using the reported role identifiers. *Exhibit D* lists this detail.

STATE AID PER PUPIL: State aid is defined as all cash assistance routinely awarded to school districts through a formula structure. Sources for state aid are the Foundation School Fund (which includes the debt equalization programs), the Available School Fund, and the Textbook Fund. Prior to 1999–2000, state aid did not include any of the debt equalization program funds.

STATE BOARD OF EDUCATION MAP OF DISTRICT BOUNDARIES: *Exhibit E* illustrates the 15 SBOE district boundaries. Members of the SBOE are identified on page iii of this document with a district number that corresponds to this map.

TAAS/TASP EQUIVALENCY: This student performance indicator reflects the percent of graduates who performed well enough on the exit-level TAAS to have a 75 percent likelihood of passing the Texas Academic Skills Program

(TASP) test. The TASP is a basic skills test of reading, writing, and mathematics required of all persons entering Texas public institutions of higher education for the first time. To receive an additional acknowledgment on this indicator in the accountability system, schools and districts must have 80.0 percent of all class of 2000 first-time tested graduates meeting or exceeding the TAAS/TASP equivalency standards. Student groups (African American, Hispanic, White, and economically disadvantaged) that meet minimum size requirements must also meet the criterion for a district or school to be acknowledged on this indicator.

EXHIBIT D

**PEIMS Role IDs
Aggregated for Each Staff Category**

Central Administrators

- 004 Assistant, Associate, or Deputy Superintendent
- 012 Instructional Officer (Central Office)
- 027 Superintendent, CAO, CEO, or President
- 040 Athletic Director (Central Office)
- 043 Business Manager
- 044 Tax Assessor and/or Collector
- 045 Director of Personnel/Human Resources
- 061 Assistant, Associate, or Deputy Executive Director
- 062 Component/Department Director
- 063 Coordinator, Manager, or Supervisor

School Administrators

- 003 Assistant Principal
- 012 Instructional Officer (Not Central Office)
- 020 Principal
- 040 Athletic Director (Not Central Office)

Teachers

- 025 Special Duty Teacher
- 029 Teacher
- 047 Substitute Teacher

Educational Aides

- 033 Educational Aide
- 035 Educational Aide / Interpreter

Auxiliary Staff

Employment record, but no responsibility record.

Professional Support Staff

- 002 Art Therapist
- 005 Associate Psychologist
- 006 Audiologist
- 007 Corrective Therapist
- 008 Counselor
- 011 Educational Diagnostician
- 013 Librarian
- 015 Music Therapist
- 016 Occupational Therapist
- 017 Orientation & Mobility Instructor
- 018 Physical Therapist
- 019 Physician
- 021 Recreational Therapist
- 022 School Nurse
- 023 School Psychologist
- 024 Social Worker
- 026 Speech Therapist
- 028 Teacher Supervisor
- 030 Visiting Teacher
- 032 Vocational Education Coordinator
- 041 Teacher Facilitator
- 042 Teacher Appraiser
- 054 Department Head
- 055 Registrar
- 056 Athletic Trainer
- 058 Other School Professional Personnel
- 064 Specialist/Consultant
- 080 Other Non-School Professional Personnel

The FTEs of adult basic education staff, shared services arrangement staff, and contracted instructional staff are not included in the information presented in this publication.

EXHIBIT E

**2000-01 SBOE
District Boundaries**

