

The definitions below are ordered in the sequence in which the items appear in the District Detail search results. Each data item is numbered to correspond to its column head number.

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.

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)

Region: The education service center (ESC) region from which the district receives educational 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)

1. District Accountability Rating: This refers to the district rating assigned by the 2015 state accountability system. Districts are classified as either *Met Standard*, *Met Alternative Standard*, *Improvement Required* or *Not Rated*. See the [2015 Accountability Manual](#) for a detailed description of the 2015 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 31, 2014. (Source: Organization Master Files; PEIMS, 110)

3. Total Students: The number of students in membership as of October 31, 2014, at any grade, from early education through grade 12. 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. (Source: PEIMS, 110)

4. Students % African American: Percentage of total students reported as African American. (Source: PEIMS, 110)

5. Students % Hispanic: Percentage of total students reported as Hispanic. (Source: PEIMS, 110)

6. Students % White: Percentage of total students reported as White. (Source: PEIMS, 110)

7. Students % American Indian: Percentage of total students reported as American Indian. (Source: PEIMS, 110)

8. Students % Asian: Percentage of total students reported as Asian. (Source: PEIMS, 110)

9. Students % Pacific Islander: Percentage of total students reported as Pacific Islander. (Source: PEIMS, 110)

10. Students % Two or More Races: Percentage of total students reported as Two or More Races. (Source: PEIMS, 110)

11. Students % 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)

12. Students % English Language Learners (ELL): Students identified as participating in programs for English language learners (ELL), expressed as a percentage of total students. Students are identified as ELL by the Language Proficiency Assessment Committee (LPAC). English language learners may also be counted in other special programs. Note that the descriptors “English Language Learner” and “Limited English Proficient (LEP)” may be used interchangeably. (Source: PEIMS, 110)

13. Students % Special Education: Students identified as participating in programs for students with disabilities expressed as a percentage 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 technical or bilingual/English as a second language (ESL) education. (Source: PEIMS, 110)

14. Students % Bilingual/ESL Education: Students identified as participating in bilingual or ESL education expressed as a percentage of total students. Students in bilingual/ESL education may also be counted in other special programs such as special or career and technical education. (Source: PEIMS, 110)

15. Students % Career and Technical Education: Students identified as taking career and technical education courses expressed as a percentage of total students. Students taking these courses may also be counted in other special programs such as special or bilingual/ESL education. (Source: PEIMS, 110)

16. Students % Gifted and Talented Education: Students identified and served in state-approved gifted and talented programs expressed as a percentage of total students. Students in gifted and talented education may also be counted in other special programs such as career and technical or bilingual/ESL education. (Source: PEIMS, 110)

17. Attendance Rate (2013–14): The total number of days that students were present in 2013–14 divided by the total number of days that students were in membership in 2013–14. Only students in grades 1–12 are included in the calculations. (Source: PEIMS, 400)

18. Annual Dropout Rate Gr. 9–12 (2013–14): The total number of students reported as dropouts during 2013–14 in grades 9–12 expressed as a percentage of the total number of students in attendance at any time during 2013–14 in grades 9–12. (Source: PEIMS, 203, 400, 500; GED File)

Texas Education Code (TEC) §39.053(g-1), prohibits including a student who meets any of the following criteria from campus and district dropout rate calculations

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and who is not otherwise a student of the district in which the facility is located
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

State and region annual dropout rates are calculated without exclusions.

19. 4-Year Longitudinal Graduation Rate (Class of 2014): The number of students who began 9th grade in 2010–11 and graduated before or by the end of their expected graduation year of 2013–14. This count is expressed as a percentage of the final number of students in the class after four years. Students who transfer out or transfer in are subtracted or added to the denominator, respectively. (Source: PEIMS, 110, 203, 400, 500; GED File)

Texas Education Code (TEC) §39.053(g-1), prohibits including a student who meets any of the following criteria from campus and district graduation rate calculations

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)

- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and who is not otherwise a student of the district in which the facility is located
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

State and region longitudinal graduation rates are calculated without exclusions.

20. 5-Year Longitudinal Graduation Rate (Class of 2013): The number of students who began 9th grade in 2009–10 and graduated within a year after their expected graduation year of 2012–13. This count is expressed as a percentage of the final number of students in the class after five years. Students who transfer out or transfer in are subtracted or added to the denominator, respectively. (Source: PEIMS, 110, 203, 400, 500; GED File)

Texas Education Code (TEC) §39.053(g-1), prohibits including a student who meets any of the following criteria from campus and district graduation rate calculations

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and who is not otherwise a student of the district in which the facility is located
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

State and region longitudinal graduation rates are calculated without exclusions.

21. Annual Graduate Count (SY 2013-14): The number of students who graduated during the 2013–14 school year, including the summer of 2014. 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)

22. Annual RHSP/DAP Graduate Count (SY 2013-14): This indicator shows the number of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). RHSP graduates are students with type codes of 19, 22, 25, 28 or

31; DAP graduates are students with type codes of 20, 23, 26, 29, or 32. (Source: PEIMS, Oct. 2014)

23. STAAR % at Phase-in Satisfactory Standard for All Subjects: Percentage of tests taken in 2014–15 for all grades and all subjects that 1) met or exceeded the Phase-in I Level II standard, 2) met or exceeded the ELL progress measure, or 3) met the Final Level II passing standard through an approved substitute assessment. The performance of students taking STAAR 3–8 (excluding STAAR 3–8 mathematics, STAAR A and STAAR Alternate 2) and STAAR 3–5 Spanish are included. STAAR end-of-course (excluding STAAR A and STAAR Alternate 2) are also included. Only students enrolled in the district as of October 31, 2014 are included. (Source: Consolidated Accountability File)

24. STAAR % at Phase-in Satisfactory Standard on ELA/Reading: Percentage of tests taken in 2014–15 for all grades and ELA/reading that 1) met or exceeded the Phase-in I Level II standard, 2) met or exceeded the ELL progress measure, or 3) met the Final Level II passing standard through an approved substitute assessment. The performance of students taking STAAR 3–8 (excluding STAAR A and STAAR Alternate 2) and STAAR 3–5 Spanish are included. STAAR end-of-course (excluding STAAR A and STAAR Alternate 2) are also included. Only students enrolled in the district as of October 31, 2014 are included. (Source: Consolidated Accountability File)

25. STAAR % at Phase-in Satisfactory Standard on Writing: Percentage of tests taken in 2014–15 for all grades and writing that 1) met or exceeded the Phase-in I Level II standard, 2) met or exceeded the ELL progress measure, or 3) met the Final Level II passing standard through an approved substitute assessment. The performance of students taking STAAR 4 and 7 (excluding STAAR A and STAAR Alternate 2) and STAAR 4 Spanish are included. STAAR end-of-course (excluding STAAR A and STAAR Alternate 2) is also included. Only students enrolled in the district as of October 31, 2014 are included. (Source: Consolidated Accountability File)

26. STAAR % at Phase-in Satisfactory Standard on Mathematics: Percentage of tests taken in 2014–15 for all grades and mathematics that 1) met or exceeded the Phase-in I Level II standard, 2) met or exceeded the ELL progress measure, or 3) met the Final Level II passing standard through an approved substitute assessment. The performance of students taking STAAR 3–8 mathematics, STAAR A, and STAAR Alternate 2 (all grades) are excluded in 2014–15. Only results of Algebra I EOCs are included. Only students enrolled in the district as of October 31, 2014 are included. (Source: Consolidated Accountability File)

27. STAAR % at Phase-in Satisfactory Standard on Science: Percentage of tests taken in 2014–15 for all grades and science that 1) met or exceeded the Phase-in I Level II standard, 2) met or exceeded the ELL progress measure, or 3) met the Final Level II passing standard through an approved substitute assessment. The performance of students taking STAAR 5 and 8 (excluding STAAR A and STAAR Alternate 2) and STAAR 5 Spanish are included. STAAR end-of-course (excluding STAAR A and STAAR Alternate 2) are also included. Only students enrolled in the district as of October 31, 2014 are included. (Source: Consolidated Accountability File)

28. STAAR % at Phase-in Satisfactory Standard on Social Studies: Percentage of tests taken in 2014–15 for all grades and social studies that 1) met or exceeded the Phase-in I Level II standard, 2) met or exceeded the ELL progress measure, or 3) met the Final Level II passing standard through an approved substitute assessment. The performance of students taking STAAR 8 (excluding STAAR A and STAAR Alternate 2) are included. STAAR end-of-course (excluding STAAR A and STAAR Alternate 2) are also included. Only students enrolled in the district as of October 31, 2014 are included. (Source: Consolidated Accountability File)

29. STAAR % African American Student Tests at Phase-in Satisfactory Standard: Percentage of tests taken in 2014–15 for all grades for African American students that 1) met or exceeded the Phase-in I Level II standard, 2) met or exceeded the ELL progress measure, or 3) met the Final Level II passing standard through an approved substitute assessment. The performance of students taking STAAR 3–8 (excluding STAAR 3–8 mathematics, STAAR A and STAAR Alternate 2) and STAAR 3–5 Spanish are included. STAAR end-of-course (excluding STAAR A and STAAR Alternate 2) are also included. Only students enrolled in the district as of October 31, 2014 are included. (Source: Consolidated Accountability File)

30. STAAR % Hispanic Student Tests at Phase-in Satisfactory Standard: Percentage of tests taken in 2014–15 for all grades for Hispanic students that 1) met or exceeded the Phase-in I Level II standard, 2) met or exceeded the ELL progress measure, or 3) met the Final Level II passing standard through an approved substitute assessment. The performance of students taking STAAR 3–8 (excluding STAAR 3–8 mathematics, STAAR A and STAAR Alternate 2) and STAAR 3–5 Spanish are included. STAAR end-of-course (excluding STAAR A and STAAR Alternate 2) are also included. Only students enrolled in the district as of October 31, 2014 are included. (Source: Consolidated Accountability File)

31. STAAR % White Student Tests at Phase-in Satisfactory Standard: Percentage of tests taken in 2014–15 for all grades for White students that 1) met or exceeded the Phase-in I Level II standard, 2) met or exceeded the ELL progress measure, or 3) met the Final Level II passing standard through an approved substitute assessment. The performance of students taking STAAR 3–8 (excluding STAAR 3–8 mathematics, STAAR A and STAAR Alternate 2) and STAAR 3–5 Spanish are included. STAAR end-of-course (excluding STAAR A and STAAR Alternate 2) are also included. Only students enrolled in the district as of October 31, 2014 are included. (Source: Consolidated Accountability File)

32. STAAR % American Indian Student Tests at Phase-in Satisfactory Standard: Percentage of tests taken in 2014–15 for all grades for American Indian students that 1) met or exceeded the Phase-in I Level II standard, 2) met or exceeded the ELL progress measure, or 3) met the Final Level II passing standard through an approved substitute assessment. The performance of students taking STAAR 3–8 (excluding STAAR 3–8 mathematics, STAAR A and STAAR Alternate 2) and STAAR 3–5 Spanish are included. STAAR end-of-course (excluding STAAR A and STAAR Alternate 2) are also included. Only students enrolled in the district as of October 31, 2014 are included. (Source: Consolidated Accountability File)

33. STAAR % Asian Student Tests at Phase-in Satisfactory Standard: Percentage of tests taken in 2014–15 for all grades for Asian students that 1) met or exceeded the Phase-in I

Level II standard, 2) met or exceeded the ELL Progress measure, or 3) met the Final Level II passing standard through an approved substitute assessment. The performance of students taking STAAR 3–8 (excluding STAAR 3–8 mathematics, STAAR A and STAAR Alternate 2) and STAAR 3–5 Spanish are included. STAAR end-of-course (excluding STAAR A and STAAR Alternate 2) are also included. Only students enrolled in the district as of October 31, 2014 are included. (Source: Consolidated Accountability File)

34. STAAR % Pacific Islander Student Tests at Phase-in Satisfactory Standard:

Percentage of tests taken in 2014–15 for all grades for Pacific Islander students that 1) met or exceeded the Phase-in I Level II standard, 2) met or exceeded the ELL progress measure, or 3) met the Final Level II passing standard through an approved substitute assessment. The performance of students taking STAAR 3–8 (excluding STAAR 3–8 mathematics, STAAR A and STAAR Alternate 2) and STAAR 3–5 Spanish are included. STAAR end-of-course (excluding STAAR A and STAAR Alternate 2) are also included. Only students enrolled in the district as of October 31, 2014 are included. (Source: Consolidated Accountability File)

35. STAAR % Two or More Races Student Tests at Phase-in Satisfactory Standard:

Percentage of tests taken in 2014–15 for all grades for Two or More Races students that 1) met or exceeded the Phase-in I Level II standard, 2) met or exceeded the ELL progress measure, or 3) met the Final Level II passing standard through an approved substitute assessment. The performance of students taking STAAR 3–8 (excluding STAAR 3–8 mathematics, STAAR A and STAAR Alternate 2) and STAAR 3–5 Spanish are included. STAAR end-of-course (excluding STAAR A and STAAR Alternate 2) are also included. Only students enrolled in the district as of October 31, 2014 are included. (Source: Consolidated Accountability File)

36. STAAR % Economically Disadvantaged Student Tests at Phase-in Satisfactory Standard: Percentage of tests taken in 2014–15 for all grades for Economically Disadvantaged students that 1) met or exceeded the Phase-in I Level II standard, 2) met or exceeded the ELL progress measure, or 3) met the Final Level II passing standard through an approved substitute assessment. The performance of students taking STAAR 3–8 (excluding STAAR 3–8 mathematics, STAAR A and STAAR Alternate 2) and STAAR 3–5 Spanish are included. STAAR end-of-course (excluding STAAR A and STAAR Alternate 2) are also included. Only students enrolled in the district as of October 31, 2014 are included. (Source: Consolidated Accountability File)

37. College Admissions % Tested (Class of 2014): The number of graduates of the Class of 2014 who took either the College Board’s SAT or the ACT, Inc. ACT assessment, expressed as a percentage of all graduates. (Source: SAT/ACT File; PEIMS, 203)

38. College Admissions % At or Above Criterion (Class of 2014): The number of examinees in the Class of 2014 who, on their most recent test, scored at or above the criterion score (1110 on the SAT or 24 on the ACT) expressed as a percentage of all examinees. (Source: SAT/ACT File)

39. SAT - Average Score (Class of 2014): The sum of the mathematics, writing and critical reading SAT scores for all students divided by the number of examinees. Total scores for the SAT range from 600 to 2400 for mathematics, writing and critical reading combined. These results include only the most recent scores received by the Class of 2014 on an SAT test taken anytime during their high school years. Scores are reported for examinees who expected to graduate during the 2013–14 school year. (Source: SAT/ACT File)

40. ACT - Average Score (Class of 2014): 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. Scores on each of the sections range from 1 to 36. Composite scores include only the most recent scores received by the Class of 2014 on an ACT test taken any time during high school. Scores are reported for examinees who expected to graduate during the 2013–14 school year. (Source: SAT/ACT File)

41. Total Staff FTE: A count of all personnel employed by the school district as of the fall of the 2014–15 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. (Source: PEIMS, 050, 090)

42. Total Teacher FTE: The FTE count of personnel categorized as teachers, including special duty and permanent substitute teachers. Substitute teachers should not be confused with persons hired on a daily basis to substitute teach. (Source: PEIMS, 050, 090)

43. Staff % Central Administrative: The FTE count of personnel classified as administrators in the central office expressed as a percentage of total staff FTEs. Central office administrators include superintendents, assistant superintendents, business managers, tax assessor-collectors, directors of personnel, and other roles such as instructional officers and athletic directors, if reported at the central office. (Source: PEIMS, 050, 090)

44. Staff % School Administrative: The FTE count of personnel classified as school administrators expressed as a percentage of total staff FTEs. School administrators include principals and assistant principals, and other roles such as instructional officers and athletic directors, if reported at a specific school. (Source: PEIMS, 050, 090)

45. Staff % Professional Support: The FTE count of personnel categorized as support staff expressed as a percentage of total staff FTEs. Support staff are defined as therapists, psychologists, counselors, diagnosticians, physicians and nurses, librarians, department heads, and miscellaneous other support roles. This category does not include secretaries. (Source: PEIMS, 050, 090)

46. Staff % Teachers: The teacher FTE count expressed as a percentage of total staff FTEs. (Source: PEIMS, 050, 090)

47. Staff % Educational Aides: The FTE count of personnel categorized as educational aides, or educational aides/interpreters, expressed as a percentage 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)

48. Staff % Auxiliary: The FTE count of personnel categorized as auxiliary staff expressed as a percentage 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 percentage of day worked expressed as a fraction. (Source: PEIMS, 050, 090)

49. 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, 050, 060, 090)

50. 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, 050, 060, 090)

51. 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, 050, 060, 090)

52. 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, 050, 060, 090)

53. Staff % Minority: The FTE count of all personnel reported as non-White expressed as a percentage of total staff FTEs. (Source: PEIMS, 040, 050, 090)

54. Number of Students Per Total Staff: The total number of students divided by the total staff FTE count. (Source: PEIMS, 050, 090, 110)

55. Number of Students Per Teacher: The total number of students divided by the total teacher FTE count. (Source: PEIMS, 050, 090, 110)

56. Teacher % With 5 or Fewer Years of Experience: The FTE count of teachers with zero through five years of total professional experience expressed as a percentage of the total teacher FTE count. Total years of professional experience include experience earned in another Texas school district or in another state. (Source: PEIMS, 040, 050, 090)

57. Teacher 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, 050, 090)

58. Teacher % With Advanced Degrees: The FTE count of teachers with master's or doctorate degrees expressed as a percentage of the total teacher FTE count. (Source: PEIMS, 040, 050, 090)

59. Teacher Turnover Rate: The FTE count of teachers not employed in the district in the fall of 2014–15, who were employed in the district in the fall of 2013–14, divided by the teacher FTE count for the fall of 2013–14. Teachers who continue employment with a district but in a role other than teaching are included in the turnover rate. Social security numbers of reported teachers are checked to verify their employment status in the same district in the fall of 2014–15. (Source: PEIMS, 050, 090)

60. Teacher % African American: The FTE count of teachers reported as African American expressed as a percentage of the total teacher FTE count. (Source: PEIMS, 040, 050, 090)

61. Teacher % Hispanic: The FTE count of teachers reported as Hispanic expressed as a percentage of the total teacher FTE count. (Source: PEIMS, 040, 050, 090)

62. Teacher % White: The FTE count of teachers reported as White expressed as a percentage of the total teacher FTE count. (Source: PEIMS, 040, 050, 090)

63. Teacher % Other: The FTE count of teachers reported as Asian, Pacific Islander, American Indian, or Two or More Races expressed as a percentage of the total teacher FTE count. (Source: PEIMS, 040, 050, 090)

64. Teacher % Regular Education: The FTE count of teachers who serve students receiving regular education instruction expressed as a percentage of the total teacher FTE count. FTE values are allocated across student population types for teachers who serve multiple populations. (Source: PEIMS, 050, 090)

65. Teacher % Special Education: The FTE count of teachers who serve students receiving special education instruction expressed as a percentage of the total teacher FTE count. FTE values are allocated across student population types for teachers who serve multiple populations. (Source: PEIMS, 050, 090)

66. Teacher % Compensatory Education: The FTE count of teachers who serve students receiving compensatory education instruction expressed as a percentage of the total teacher FTE count. FTE values are allocated across student population types for teachers who serve multiple populations. (Source: PEIMS, 050, 090)

67. Teacher % Bilingual/ESL Education: The FTE count of teachers who serve students receiving bilingual or ESL education instruction expressed as a percentage of the total teacher FTE count. FTE values are allocated across student population types for teachers who serve multiple populations. (Source: PEIMS, 050, 090)

68. Teacher % Career and Technical Education: The FTE count of teachers who serve students receiving career and technical education instruction expressed as a percentage of the total teacher FTE count. FTE values are allocated across student population types for teachers who serve multiple populations. (Source: PEIMS, 050, 090)

69. Teacher % 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 percentage of the total teacher FTE count. FTE values are allocated across student types for teachers who serve multiple populations. (Source: PEIMS, 050, 090)

70. Taxable Value Per Pupil (2012 Tax Year): The district's total taxable property value in 2012 divided by the total number of students in the district in 2013–14. This measure is often referred to as "wealth." The Comptroller's Property Tax Division (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. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Sources: Texas Comptroller of Public Accounts)

71. Locally Adopted Tax Rate (2013 Tax Year): 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. The state value shown is a simple average, calculated as the sum of the district rates divided by the number of districts with rates. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Texas Comptroller of Public Accounts)

72. Total Actual Revenue (2013–14): The total for all actual revenue includes all funds which consist of: the General Fund (199, including fund 101 for state food services, and fund 420 Foundation School Program and other State Aid for charters); the National School Breakfast and Lunch Program (240, 701); the Debt Service Funds (599); Special Revenue Funds (200/300/400); and the Capital Projects Funds (699). The Financial Accountability System Resource Guide sets standards for revenue accounting. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

73. Total Actual Revenue Per Pupil: Total actual revenue divided by total students in 2013–14. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

74. Revenue % State: Actual 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 percentage of total revenue. State revenue includes Teacher Retirement System benefits paid by the state of Texas on behalf of employees in the districts.

Note that state revenue also includes the State Fiscal Stabilization Fund (SFSF). The SFSF amount is the revenue received by the Foundation School Program that was distributed according to the Federal American Recovery and Reinvestment Act of 2009 (federal revenue-fund 266 used with object code 5929). For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

75. Revenue % Local and Other: Actual revenue from local taxes, other local sources, and intermediate sources expressed as a percentage of total revenue. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

76. Revenue % Federal: Actual revenue received directly from the federal government, from other state agencies, or distributed by TEA for career and technical education, for programs for educationally disadvantaged children, for food service programs, and for other federal programs, expressed as a percentage of total revenue. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

77. Fund Balance (For ISDs): The amount of unassigned surplus fund balance that existed at the end of the 2013–14 school year. In most districts, this amount is equivalent to the fund balance at the beginning of 2014–15. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

78. Net Assets (Charter Schools): Charter schools report net assets instead of fund balances. This amount is the unrestricted portion of the total net assets. Net assets percentages are calculated by dividing the net assets by the all funds total revenue amount. The percentages indicate the size of the net assets or portion of the net assets in relation to total revenues. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

79. Total Actual Expenditures (2013–14): Actual outlays of money for all functions and objects, excluding actual expenditures used for the following: tuition transfers for grades or services not offered; the cost of reducing property wealth; Shared Services Arrangement Funds (SSA) used for payments from fiscal agents to member districts for services provided; and the Tax Increment Fund.

Actual 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. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

80. Total Actual Operating Expenditures (2013–14): The sum of all actual expenditures 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. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

81. Total Actual Operating Expenditures Per Pupil: Total operating expenditures divided by total students in 2013–14. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Sources: Office of School Finance)

82. Expenditure % Instructional: The percentage of total actual expenditures 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). For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

83. Expenditure % Central Administrative: The percentage of total actual expenditures for central administration in the district. Central administrative expenditures include the general administration of the district, instructional leadership, and data processing services. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

84. Expenditure % School Leadership: The percentage of total actual expenditures for the administration of the schools in the district. These are expenditures for directing and managing a school. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

85. Expenditure % Plant Services: The percentage of total actual expenditures 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. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

86. Expenditure % Other Operating: The percentage of total actual expenditures for all other operating costs in the district. Other operating expenditures include instructional resources/media, curriculum/staff development, guidance/counseling services, social work services, health services, student transportation, food services, and extracurricular activities. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

87. Total Actual Instructional Expenditures: The sum of actual expenditures for all activities dealing directly with the interaction between teachers and students, including

instruction aided with computers; and, expenditures to provide resources for JJAEPs. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

88. Total Actual Instructional Expenditures Per Pupil: Actual instructional expenditures divided by total students in 2013–14. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Sources: Office of School Finance)

89. Expenditures % Regular Education: Actual expenditures for the regular education program expressed as a percentage of total operating expenditures by program area. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

90. Expenditures % Special Education: Actual expenditures for the special education program (students with disabilities) expressed as a percentage of total operating expenditures by program area. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

91. Expenditures % Accelerated Education: Actual expenditures for the accelerated education program and Title I, Part A, schoolwide activities related to State Compensatory Education on campuses with 40% or more educationally disadvantaged students (program intent codes: 24, 30) expressed as a percentage of total operating expenditures by program area. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

92. Expenditures % Bilingual/ESL Education: Actual expenditures for the bilingual and ESL education programs expressed as a percentage of total operating expenditures by program area. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

93. Expenditures % Career and Technical Education: Actual expenditures for the career and technical education program expressed as a percentage of total operating expenditures by program area. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

94. Expenditures % Gifted and Talented Education: Actual expenditures for the gifted and talented education program expressed as a percentage of total operating expenditures by program area. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

95. Expenditures % Athletics/Related Activities: Actual expenditures for athletics and related activities as expressed as a percentage of total operating expenditures by program area. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

96. Expenditures % High School Allotment: This high school student allotment assists districts in preparing underachieving students to enter institutions of higher education; encouraging students to pursue advanced academic opportunities; providing opportunities for students to take academically rigorous courses; aligning secondary and postsecondary curriculum and expectations; supporting other promising high school completion and success initiatives in grades 6–12 approved by the commissioner of education. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

97. Expenditures % Prekindergarten: Actual expenditures for the prekindergarten program expressed as a percentage of total operating expenditures by program area. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)

98. Expenditures % Other: Actual expenditures for Alternative Education Programs (program intent codes: 26, 28, 29) as expressed as a percentage of total operating expenditures by program area. For more information, contact the Office of School Finance at 512-463-9238. For a detailed financial report, see the [2013–2014 PEIMS Financial Actual Reports](#). (Source: Office of School Finance)