

Glossary

for the

Academic Excellence Indicator System

2003-04 Report

Accountability Rating: This refers to the district and campus ratings assigned by the 2004 accountability system. The 2003-04 AEIS reports are the first to show results from the new accountability system. Districts and campuses are evaluated on performance on the TAKS, SDAA, completion rate and the annual dropout rate. The four levels of ratings are:

- *Exemplary;*
- *Recognized;*
- *Academically Acceptable;* and
- *Academically Unacceptable.*

Other rating labels:

Not Rated: Alternative Education – For 2004, campuses that applied for and were identified as eligible to be evaluated under alternative education procedures received a rating of *Not Rated: Alternative Education*. In 2005, procedures will be in place for evaluating these schools.

Not Rated: Other – This label is used for campuses that have no students enrolled in grades higher than kindergarten; are new and would otherwise be rated *Academically Unacceptable*; have insufficient data to rate due to no TAKS results in the accountability subset; or are a designated Juvenile Justice Alternative Education Program (JJAEP) or a designated Disciplinary Alternative Education Program (DAEP).

For a more detailed explanation of the accountability system, see the *2004 Accountability Manual* available at www.tea.state.tx.us/perfreport/account/2004/manual/.

Accountability Subset: This refers to the group of students whose performance on the TAKS and SDAA is used in determining a school's and district's accountability rating. In the past, the accountability subset only applied to district-to-district mobility. Beginning with 2004, the definition was expanded. Students who moved from campus to campus within a district have also been excluded from the campus's TAKS and SDAA results. No campus was held accountable for students who moved between campuses after the PEIMS as-of date (last Friday in October) and before their last test, even if they stayed within the same district. Specifically, the subsets have been calculated as follows:

Campus-level accountability subset: If a student was in one campus on October 31, 2003 but then moved to another campus before the last TAKS or SDAA test, that student's performance was taken out of the accountability subset for both campuses, whether the campuses are in the same district or different districts. Campuses are held accountable only for those students reported to be enrolled in the campus in the fall and tested in the same campus in the second semester.

District-level accountability subset: If a student was in one district on October 31, 2003 but then moved to another district before the last TAKS or SDAA test, that student's performance was taken out of the accountability subset for both districts. However, if the student moved from campus to campus within the district, his or her performance was included in that district's results, even though it does not count for either campus. This means that district performance results do not match the sum of the campus performance results.

TAKS/SDAA Participation, included in the AEIS report, shows what percent of a district's or school's test takers made up the *Accountability Subset*. For additional information on accountability subsets, see Section I of the *2004 Accountability Manual*. Also see *Mobile Subset*, *TAKS/SDAA Participation*, and *Appendix E*.

Actual Expenditure Exclusions (2002-03) (District Profile only): These expenditure amounts are omitted from the other financial information presented in order to provide a more equalized financial picture. Financial codes are shown in parentheses following each item.

- *Tuition Transfers for Grades/Services Not Offered* is the amount reported for the cost of obtaining instructional services from another district for grade levels not served or services not offered (objects 6222 and 6229 and functions 92-99). This category also includes payments to other school districts under the Public Education Grant Program (function 94).
- *Wealth Equalization Transfer* is the expenditure amount reported by districts for the cost of reducing their property wealth to the required equalized wealth level (function 91). Payments to Charter Schools (function 96) are also included in this category.
- *Capital Projects Funds* account for financial resources to be used for the acquisition or construction of major capital facilities—other than those financed by Proprietary Funds and Trust Funds (funds 601 and 699 in the object 6000 series).
- *Shared Services Arrangements Funds (SSA)* is the amount reported for payments from a fiscal agent to a member district for services provided (object 6493 and funds 290-379 or 430-459 in the object 6000 series).
- *Adult Education Program* is the amount reported to assist adults in the completion of a secondary school education or with qualifying for the high school equivalency (GED) credential (funds 213, 220, 223, 231, 245, 381, 382 in the object 6000 series).
- *Tax Increment Fund* is the expenditure amount reported for purposes of providing financial resources. These resources are defined in Chapter 311 of the Tax Code (function 97).

Note that as of 2004 this item is reported as *actual* expenditure, not *budgeted*. Accordingly, the information is from the prior year (2002-03). See also *Appendix B. (Source: PEIMS, March 2004)*

Actual Instructional Operating Expenditures by Program (2002-03): These are instructional operating expenditures categorized by the individual program for which they were reported: Bilingual/ESL Education (Bilingual and Special Language Programs); Career and Technology Education; Compensatory Education (Accelerated and Title I Part A); Gifted and Talented Education; Regular Education (Basic Educational Services); Special Education (Services to Students with Disabilities); and Other (Alternative Education, Disciplinary Alternative Education, Athletics and Related Activities, and Undistributed). Percentages are expressed per total instructional operating expenditures. Instructional operating expenditures include those

activities that deal directly with the instruction of pupils (functions 11 and 95). Instructional Leadership expenditures (function 21) are not included.

Note that as of 2004 this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2002-03). See also *Appendix B. (Source: PEIMS, March 2004)*

Actual Revenue Exclusions (2002-03) (District Profile only): These revenue amounts are omitted from the other financial information presented in order to provide a more equalized financial picture. Financial codes are shown in parentheses following each item.

- *Wealth Equalization Transfer* is the expenditures reported by districts for reducing their property wealth to the required equalized wealth level (function 91). Payments to Charter Schools (function 96) are also included in this category.
- *Capital Projects Funds* come from several different sources, including general obligation bonds, grants from the state and federal government and appropriations from the general or special revenue funds (funds 601 and 699 in the object 5000 series).
- *Shared Services Arrangements (SSA) Funds* is the amount received by fiscal agents from member districts for services provided (objects 5722, 5841, and 5951 also funds 290-379 or 430-459 in the object 5000 series).
- *Adult Education Program* revenues are for assisting adults in the completion of a secondary school education or with qualifying for the high school equivalency (GED) credential (funds 213, 220, 223, 231, 245, 381, and 382 in the object 5000 series).
- *Tax Increment Fund* is the revenue amount reported for purposes of providing financial resources. These resources are defined in Chapter 311 of the Tax Code (function 97).

Note that as of 2004 this item is reported as *actual* revenue, not *budgeted*. Accordingly, the information is from the prior year (2002-03). See also *Appendix B. (Source: PEIMS, March 2004)*

Adopted Tax Rate (calendar year 2003) (District Profile only): This is the locally adopted tax rate set for the 2003 calendar year. The total adopted rate is composed of a maintenance and operation rate (M&O) and a debt service rate (sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per \$100 of taxable value. Taxes based on this rate were to be paid by taxpayers in early 2004. The state value shown for the adopted tax rates is the simple average of all the district rates. (*Source: Texas Comptroller of Public Accounts, July 2004*)

Advanced Courses: This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses. Dual enrollment courses are those for which a student gets both high school and college credit. Deciding who gets credit for which college course is described in Texas Administrative Code §74.25:

To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course.

Appendix C lists all courses identified as advanced, with the exception of courses designated only as dual enrollment. Dual enrollment courses are not shown, as the courses vary from campus to campus and could potentially include a large proportion of all high school courses.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. The values, expressed as a percent, are calculated as follows:

number of students in grades 9-12 who received credit for at least one advanced course in 2002-03

number of students in grades 9-12 who received credit for at least one course in 2002-03

Schools and districts may qualify for *Gold Performance Acknowledgment* for advanced course completion. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2004 Accountability Manual*.

Special education students are included in the results shown for the campus or district and the individual student groups. For purposes of comparison, advanced course completion rates are also shown for the prior year (2001-02). See also *Appendix C: List of Advanced Courses*. (Source: PEIMS, June 2003, June 2002)

Advanced Placement Examinations: See *AP/IB Results*.

Annual Dropout Rate (Gr 7-8): The annual dropout rate measure has changed significantly for this year's AEIS report. The rate shown includes only grades 7 and 8. This is the rate that is used in the new accountability system — the count of official dropouts summed across grades 7 and 8 divided by the number of students summed across grades 7 and 8. It is calculated as follows:

number of students in grades 7 and 8 who dropped out at any time during the school year

number of students in grades 7 and 8 who were in attendance at any time during the school year

Annual dropout rates for grades 7 and 8 are shown for 2002-03 and 2001-02.

Although not provided in the AEIS report, grade 7-12 annual dropout rates continue to be calculated by the agency and are provided in the *Secondary School Completion and Dropouts in Texas Public Schools* reports, available at <http://www.tea.state.tx.us/research/>.

Note that a cumulative count of students is used in the denominator as well as the numerator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student who enrolled at the school throughout the school year. If the student dropped out, the student was counted as a dropout for the district last attended (as well as for the campus where the student was enrolled in that district). See also *Dropout and Leaver Record*. (Source: PEIMS, Oct. 2003, June 2003, Oct. 2002, and June 2002)

AP/IB Results: These refer to the results of the College Board's Advanced Placement (AP) examinations and the International Baccalaureate Organization's International Baccalaureate (IB) examinations taken by Texas public school students in a given school year. High school students may take these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

Three values are calculated for this indicator:

- (1) *Tested*. This shows the percent of students in grades 11 and 12 taking at least one AP or IB examination:

$$\frac{\text{number of 11th and 12th grade students taking at least one AP or IB examination}}{\text{number of non-special education 11th and 12th grade students}}$$

- (2) *Examinees >= Criterion*. The percent of examinees with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of grade 11 and 12 AP or IB examinees who scored at or above criterion}}{\text{number of grade 11 and 12 AP or IB examinees}}$$

- (3) *Scores >= Criterion*. This shows the percent of scores at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of grade 11 and 12 AP \& IB examination scores at or above criterion}}{\text{number of grade 11 and 12 AP \& IB examination scores}}$$

The denominator of equation (1) does not include 11th and 12th grade students served in special education; however, all students who took at least one AP or IB examination are included in the numerator. The performance of special education students is included in both the numerator and denominator of the other equations.

Schools and districts may qualify for *Gold Performance Acknowledgment* for participation and performance on AP/IB results. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2004 Accountability Manual*.

(Sources: *The College Board*, Nov. 2003, Aug. 2002; *The International Baccalaureate Organization*, Aug. 2003, Aug. 2002; and *PEIMS*, Oct. 2003, Oct. 2002)

ARD: This refers to the Admission, Review, and Dismissal committee that determines the individual education plan for every student in special education. See also *Special Education* and *TAKS/SDAA Participation*.

Attendance Rate: Attendance rates reported in AEIS are based on student attendance for the entire school year. Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 2002-03}}{\text{total number of days students were in membership in 2002-03}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their attendance rate. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2004 Accountability Manual*.

Attendance rates are shown for 2001-02 and 2002-03. Only students in grades 1-12 are included in the calculations. (Source: *PEIMS*, June 2003, June 2002)

Auxiliary Staff (District Profile only): This shows the Full-Time Equivalent (FTE) count of staff reported without a role but with a PEIMS employment and payroll record. Counts of auxiliary staff are expressed as a percent of total staff. For auxiliary staff, the FTE is simply the value of the percent of day worked. (Source: *PEIMS*, Oct. 2003)

Average Actual Salaries (regular duties only): For each professional staff type, the total salary is divided by the total FTE count of staff who receive that salary. The total actual salary

amount is pay for regular duties only and does not include supplemental payments for coaching, band and orchestra assignments, and club sponsorships. (Source: PEIMS, Oct. 2003)

Average Teacher Salary by Years of Experience (*regular duties only*): Total pay for teachers within each experience group is divided by the total teacher FTE for the group. The total actual salary amount is pay for regular duties only and does not include supplements. (Source: PEIMS, Oct. 2003)

Average Years Experience of Teachers: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This measure refers to the total number of (completed) years of professional experience for the individual in any district. (Source: PEIMS, Oct. 2003)

Average Years Experience of Teachers with District: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This measure refers to tenure, *i.e.*, the number of years employed in the reporting district, whether or not there has been any interruption in service.

Campus Group: Each school (also referred to as *campus*) has a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that school on six characteristics. Note that only schools that received a rating of *Exemplary*, *Recognized*, *Academically Acceptable*, or *Academically Unacceptable* on September 30, 2004 are included in comparison groups.

The demographic characteristics used to construct the campus comparison groups include those defined in statute as well as others found to be statistically related to performance. They are:

- the percent of African American students enrolled for 2003-04;
- the percent of Hispanic students enrolled for 2003-04;
- the percent of White students enrolled for 2003-04;
- the percent of economically disadvantaged students enrolled for 2003-04;
- the percent of limited English proficient (LEP) students enrolled for 2003-04; and
- the percent of mobile students as determined from 2002-03 cumulative attendance.

All schools are first grouped by type (elementary, middle, secondary, or multi-level). Then the group is determined on the basis of the most predominant features at the target school. In the attached example (*Appendix D*), the target school (Sample H S) has 7.6% African American, 36.8% Hispanic, 53.9% White, 28.2% economically disadvantaged, 10.7% limited English proficient, and 23.7% mobile students. Of these features, the most predominant (*i.e.*, the largest) is the percent of White students, followed by the percent of Hispanic students, the percent of economically disadvantaged students, the percent of mobile students, the percent of limited English proficient students, and finally, the percent of African American students. The following steps illustrate the group identification process:

- Step 1: 100 secondary campuses having percentages closest to 53.9% White students are identified;
- Step 2: 10 schools from the initial group of 100 are eliminated on the basis of being most distant from the value of 36.8% Hispanic;
- Step 3: 10 of the remaining 90 schools that are most distant from 28.2% economically disadvantaged students are eliminated;
- Step 4: 10 of the remaining 80 schools that are most distant from 23.7% mobile students are eliminated;
- Step 5: 10 of the remaining 70 schools that are most distant from 10.7% limited English proficient students are eliminated;
- Step 6: 10 of the remaining 60 schools that are most distant from 7.6% African American students are eliminated; and
- Step 7: 10 of the remaining 50 schools that are most distant from 7.6% African American and/or 28.2% economically disadvantaged students are eliminated. (This last reduction step is based on the least predominant characteristics among the four student groups evaluated in the accountability system: African American, Hispanic, White, and economically disadvantaged.)

The final group size is 40 schools. This methodology creates a unique comparison group for every campus. Please note the following:

- With this methodology, the number of times a school appears as a member of other groups will vary.
- In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for schools in their first year of operation.
- Districts are not grouped.

In the performance section of a campus AEIS report, the value given in the Campus Group column is the *median* of the values from the 40-school group for that campus. (The *median* is defined as that point in the distribution of values, above and below which one-half of the values fall.) In the profile section of the report, the value given in the Campus Group column is the *mean*, or average value. If a report contains question marks (?) in the Campus Group column, this means there were too few schools in the comparison group (specifically, fewer than 25 schools) to have confidence in the *median* values. Such small numbers are considered too unstable to provide an adequate comparison group value.

Campus #: The campus number is the unique 9 digit identifying number assigned to every Texas public school. It consists of the county number (assigned alphabetically from 001 to 254), followed by the district number (9-- is used primarily for regular districts, 8-- for charter operators), and ending with the campus number (generally 00- for high schools, 04- for middle schools, and 1-- for elementary schools).

Class Size Averages by Grade and Subject: These values show the average class size for elementary classes (by grade) and for secondary classes (by subject) for selected subjects. Districts do not report actual class size averages. The class size averages are computed by the TEA based on the teacher role and class schedule information reported in the PEIMS 090

record by the district each fall. The following principles are used in deriving the average class sizes:

- 1) classes identified as serving regular, compensatory/remedial, gifted and talented, career and technology, and honors students are included in calculation;
- 2) subject areas other than self-contained, English language arts, mathematics, science, social studies, foreign language, computer science, business education, and vocational are not included in the calculation;
- 3) classes where the number of students served is reported to be zero are not included in the calculation;
- 4) service codes with the "SR" prefix are not included in the calculation;
- 5) teacher roles other than special duty teacher, teacher, and substitute teacher are not included in the calculation;
- 6) class setting other than "regular class" is not included in the calculation;
- 7) missing partial FTE counts are not included in the calculation;
- 8) if a teacher teaches more than one class at the same time, the records are combined into a single class; and
- 9) elementary classes where the number of students exceeds 100 are excluded from the calculation.

The methodology differs depending on whether the class is elementary or secondary due to differences in reporting practices for these two types of teacher schedules. For secondary classes, each unique combination of teacher and class time is counted as a class. Averages are determined by summing the number of students served (in a given subject at the campus) and dividing by the calculated count of classes.

For elementary classes, the number of records reported for each grade is considered. For example, a teacher teaching a variety of subjects to the same group of fourth graders all day should have only one record indicating the total number of fourth grade students served. However, an elementary teacher who teaches a single subject to five different sections of fourth graders each day will have five separate records reported, each with a unique count of students served. Average class sizes are calculated by summing all the students served (in a given grade at the campus) and dividing by the sum of the teacher FTE counts for those records. So, for example, a full-time mathematics teacher with five sections of fourth graders, with 20 different students in each, would have an average of $100/5$ or 20 students.

College Admissions Tests: See *SAT/ACT Results*.

College Readiness – Texas Success Initiative: The Texas Success Initiative (TSI) is a program designed to improve student success in college. It began in 2003, after the 77th Legislature replaced the Texas Academic Skills Program (TASP) with the TSI.

The TSI requires students to be assessed in reading, writing and mathematics skills prior to enrolling in college, and to be advised based on the results of that assessment. A difference between the TASP and the TSI is that with the TSI each institution determines what to do with students who don't pass one or more parts of the test. That is, institutions have the

flexibility to determine the best path for individual students to take to become college ready and to demonstrate that they are indeed ready for college-level courses. Also, colleges and universities have the choice of using a number of examinations to determine if a student is college ready.

Students may be exempted from taking a test for the Texas Success Initiative if they have a high enough score on their exit-level TAKS tests for mathematics and English language arts, as set by the Texas Higher Education Coordinating Board (THECB). The qualifying scores are scale scores of 2200 on their TAKS mathematics and English language arts with a 3 on the writing component. This indicator shows the percent of students who achieved this level or proficiency by subject (English language arts and mathematics) for 2004.

Commended Performance: See *TAKS Commended Performance*.

Completion Rate: This indicator shows the status of a group (cohort) of students after four years in high school. The cohort consists of students who first attended ninth grade in 1999-2000. They are followed through their expected graduation as the class of 2003. Any student who transferred into the 1999-2000 cohort is added to it, and any student who transfers out of the 1999-2000 cohort is subtracted from it.

- A student who *transfers into the cohort* is one who, for example, moves into the cohort from another high school in Texas or from out of state.
- A student who *transfers out of the cohort* is one who, for example, moves to another high school in Texas; note that these students are then *transferred into the cohort* of the receiving high school and district. There are also students who move out of the state or out of the country, or students who transfer to private schools or who are home-schooled. These types of transfers cannot be tracked and are taken out of the cohort.
- Students do not change cohorts even if they repeat a grade or skip a grade. If they begin with the 1999-2000 ninth grade cohort, they remain with that cohort. This means, for example, that a student who started the ninth grade in 1999-2000, but takes 6 years to graduate (*i.e.* in May 2005) is still part of the 1999-2000 cohort; they are not switched to the 2001-02 cohort.
- Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.
- Students who met their high school graduation requirements but failed all or part of the exit-level TAKS test are taken out of the completion rate calculation; they are not in the denominator or the numerator.

This indicator is computed and reported for districts as well as for high schools that have had continuous enrollment in grades 9-12 since at least the 1999-2000 school year. Campuses that only serve some of these grades and campuses that have been in existence for fewer than five years have their district's rate substituted.

The four possible student outcomes are:

- (1) Percent Graduated: Based on the 1999-2000 cohort, this shows the percent who received their high school diploma on time or earlier — by the end of the 2002-03 school year. It is calculated as follows:

number of students from the cohort who received a high school diploma by the end of 2002-03

number of students in the 1999-2000 cohort*

- (2) **Percent Received GED:** Based on the 1999-2000 cohort, this shows the percentage who received a General Educational Development certificate before March 1, 2003. It is calculated as follows:

number of students from the cohort who received a GED

number of students in the 1999-2000 cohort*

- (3) **Percent Continued High School:** Based on the 1999-2000 cohort, this shows the percentage still enrolled as students in the fall of the 2003-04 school year. It is calculated as follows:

number of students from the cohort who were enrolled for the 2003-04 school year

number of students in the 1999-2000 cohort*

- (4) **Percent Dropped Out:** Based on the 1999-2000 cohort, this shows the percentage who dropped out and did not return by the fall of the 2003-04 school year. It is calculated as follows:

number of students from the cohort who dropped out before the fall of the 2003-04 school year

number of students in the 1999-2000 cohort*

These four outcomes sum to 100% (percentages may not equal 100% due to rounding).

For the 2003-04 AEIS reports, the Completion Rate is shown three different ways:

- (1) *Completion /Student Status Rate.* This shows all of the above measures separately. The prior rate (class of 2002) is also shown.
- (2) *Completion Rate II (w/GED).* This indicator sums together the first three of the above outcomes: the percent of students in the 1999-2000 cohort who received their high school diplomas by the end of the 2002-03 school year, those who received GEDs, and those who were still enrolled as high school students for the 2003-04 school year. The rate is calculated as follows:

number of students from the cohort who received a high school diploma by the end of 2002-03,
received GEDs or were enrolled for the 2003-04 school year

number of students in the 1999-2000 cohort*

This rate was used for determining the 2004 accountability ratings. For comparison, the prior rate (class of 2002) is also shown.

- (3) *Completion Rate I (w/o GED).* This indicator sums together the first two of the above outcomes: the percent of students in the 1999-2000 cohort who received their high school diplomas by the end of the 2002-03 school year and those who were still enrolled as high school students for the 2003-04 school year. The rate is calculated as follows:

number of students from the cohort who received a high school diploma by the end of 2002-03
or were enrolled for the 2003-04 school year

number of students in the 1999-2000 cohort*

This formula will be used in determining the 2005 accountability ratings and is provided as a preview.

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with codes 03, 16, 19, 21, 22, 24, 30, 31, 60, 61, 63, 64, 66, 72, 78, 80, 81, 82, or 83.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2002-03*. (Source: PEIMS, Oct. 2003, June 2003, Oct. 2002, June 2002, Oct. 2001, June 2001, Oct. 2000, June 2000, Oct. 1999, June 1999, June 1998, June 1997, and General Educational Development Information File)

Criterion Score: This refers to the scores on SAT and ACT college admissions tests and the AP and IB tests. For college admissions tests, the criterion scores are at least 24 on the ACT (composite) and at least 1110 on the SAT (total). For AP and IB tests, the criterion scores are at least 3 on AP tests, and at least 4 on IB tests. These criterion scores were set by the State Board of Education. Each college and university establishes its own score criteria for admitting or granting advanced placement or credit to individual students. See also *SAT/ACT Results* and *AP/IB Results*.

Data Quality (District Profile only): The AEIS reports show the percent of errors a district made in two key data submissions: 1) the PID Error rate in PEIMS Student Data, and 2) the percent of Underreported Student in PEIMS Student Leaver Data.

(1) *PID Error Rate.* The Person Identification Database (PID) system ensures that each time information is collected for a student, the identifying information matches other data collections for that student. This allows student data to be linked, such as enrollment records, which are collected in October, to attendance records, which are collected in June; or data to be matched across years. It also helps maintain student confidentiality by assigning an ID that does not divulge the student's identifying information.

During the data submission process each district has the ability to run PID Discrepancy Reports that show any PID errors found. The district then has time to correct the errors before its submission is finalized. While the PID error rate has declined significantly over the years, any amount of error has a detrimental effect on the calculation of longitudinal measures such as the four-year dropout rate and the high school completion rate. The AEIS reports show the PID error rate in PEIMS Student Data, collected in Submission 1 (Oct. 2003).

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2003)}}{\text{number of student records in PEIMS submission 1 (fall 2003)}}$$

(2) *Percent of Underreported Students.* Underreported students are 7th – 12th graders who were enrolled at any time the prior year, whom the district has not accounted for in the current year. In other words, they were not reported as returning to school nor were they reported as a leaver. Leaver reasons include: having graduated or received a GED, having died, having dropped out or having transferred to another school. (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of returning students + leavers (incl. overreported leavers) + underreported students}}$$

Note that in some cases districts *overreport* students as leavers. This means that a district might report a student as having left the district but there is no record of the student having been at the district in the prior year. These students are not taken out of the above formula.

Under the accountability rating system, there have been consequences for districts that exceeded certain thresholds for this measure. In order to receive a rating of *Exemplary* or *Recognized*, a district's percent and number of underreported students cannot exceed 5% or 500, respectively. Districts with very small numbers of underreported students that cause them to exceed 5% will be evaluated on a case-by-case basis. (Source: PEIMS, Oct. 2003, June 2003, Oct. 2002)

Distinguished Achievement Program: See *RHSP/DAP Graduates*.

Dropout: A student is identified as a dropout if he or she is absent without an approved excuse or documented transfer and does not return to school by the fall of the following year, or if he or she completes the school year but fails to re-enroll the following school year.

Dropout counts are obtained from PEIMS records. Districts report the status of all students who were enrolled in grades 7 – 12 in the district during the prior school year in one of two ways: as being currently in school (Enrollment record) or as having left school (Leaver record). The Leaver record provides 30 possible reasons for leaving school. Generally, a school leaver can be put into one of four categories:

- (1) The student graduated or received a GED.
- (2) The student died.
- (3) The student left school with appropriate documentation of continuing education elsewhere.
- (4) The student left school for other reasons.

Many students coded with reasons under the fourth category are considered dropouts. However, before the annual dropout rate is finalized, a statewide reconciliation system is run in which information about reported leavers is merged with statewide enrollment and attendance records, graduation records, and GED records. Students who are found in these files, indicating they were incorrectly reported as dropouts, are excluded from the annual dropout rate for the school and district. Students not found in those files are considered *official* dropouts. See also *Annual Dropout Rate*. (Source: PEIMS, Oct. 2003, June 2003, Oct. 2002, June 2002, Oct. 2001, and June 2001; and *General Educational Development Information File*)

Dropout Rate: See Annual Dropout Rate.

Economically Disadvantaged: The percent of economically disadvantaged students is calculated as the sum of the students coded as eligible for free or reduced-price lunch or eligible for other public assistance, divided by the total number of students:

number of students coded as eligible for free or reduced-price lunch or other public assistance

total number of students

See also *Campus Group* and *Total Students*. (Source: PEIMS, Oct. 2003, Oct. 2002; and TEA Student Assessment Division)

Educational Aides: Educational aides are staff who are reported with a role of 033 (Educational Aide), 036 (Non-Certified Interpreter), or 037 (Certified Interpreter). These aides are referred to as paraprofessional staff. The FTE counts of educational aides are expressed as a percent of the total staff FTE. (Source: PEIMS, Oct. 2003)

Enrollment: See *Total Students*.

Ethnic Distribution: Students are reported as White, African American, Hispanic, Asian/Pacific Islander, and Native American. In the profile section, both counts and percentages of the total number of students are shown. (Source: PEIMS, Oct. 2003, Oct. 2002; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

FTE: Full-Time Equivalent.

Fund Balance Information (*District Profile only*): The amount of undesignated, unreserved fund balance that existed at the end of the 2002-03 school year is reported for each district.

The unreserved fund balance is not legally restricted and has two components: designated and undesignated. The designated component requires local board action to earmark the balance for bona fide purposes that will be fulfilled within a reasonable period of time. The undesignated component is available to finance monthly operating expenditures.

The amount reported in the AEIS report is the undesignated component, calculated as the difference between the total unreserved fund balance and the designated unreserved fund balance. This balance amount is expressed as a percent of the total budgeted expenditures (for the general fund) for the current year (2003-04) as specified in statute.

Note that while other finance items are now reported as actual, fund balance information is still expressed as a percent of total *budgeted* expenditures for the current year. (Source: *Financial Audit Report, Dec. 2003*)

Gold Performance Acknowledgment: A school or district may qualify for *Gold Performance Acknowledgment* for their students' performance on any of the following 11 indicators:

- Advanced Course Completion
- AP/IB Examination Results
- Attendance Rate
- Commended Performance on TAKS: Reading/English Language Arts
- Commended Performance on TAKS: Mathematics
- Commended Performance on TAKS: Writing
- Commended Performance on TAKS: Science
- Commended Performance on TAKS: Social Studies

- Recommended High School Program/Distinguished Achievement Program
- SAT/ACT Results (College Admissions Tests)
- TAAS/TASP Equivalency

Schools and districts receive one of three possible categories for each indicator.

Acknowledged signifies they met the *Gold Performance* standard for the indicator; *Does Not Qualify* signifies that they were evaluated but did not meet the standard for the indicator or that the school or district was *Academically Unacceptable*; *Not Applicable* signifies there were no data to be evaluated for the indicator, usually due to the grades served by the district or campus. Schools labeled as *Not Rated: Alternative Education* or *Not Rated: Other* are not evaluated for *Gold Performance Acknowledgment* and are noted as *Not Applicable*.

Please refer to the *2004 Accountability Manual* for detailed information on the standards for *Gold Performance Acknowledgment*. The manual is available on the Division of Performance Reporting's website at www.tea.state.tx.us/perfreport/account/2004/manual/index.html.

See also *Advanced Courses, AP/IB Results, Attendance Rate, RHSP/DAP Graduates, SAT/ACT Results, TAAS/TASP Equivalency, and TAKS Commended Performance*.

Graduates (Class of 2003): In the profile section, this is the total number of graduates (including summer graduates) for the 2002-03 school year, as reported by districts in the fall of 2003. The value includes 12th graders who graduated as well as graduates from other grades. Students in special education who graduate are included in the totals, and are also reported as a separate group. Counts of students graduating under the recommended high school or distinguished achievement programs are also shown.

Students graduating with the class of 2003 could be coded with one of the following types:

- Minimum High School Program
- Recommended High School Program
- Distinguished Achievement Program
- Special Education student completing an IEP

Counts of graduates are calculated slightly differently for three of the indicators on the performance section of the AEIS report:

- College Admissions results do not indicate whether the examinee is served in special education; therefore, there is no way to know if a student taking the SAT or ACT is served in special education. However, because relatively fewer students served in special education take college admissions tests, only non-special education graduates are included in the denominator.
- The TAAS/TASP Equivalency denominator includes some special education graduates, but not all. It excludes those who graduate under an Individual Education Plan (IEP) and are therefore exempt from taking the exit-level TAAS, the performance measure used to create this indicator.
- The RHSP/DAP (Recommended High School Program/Distinguished Achievement Program) indicator includes all graduates, special education and non-special education.

See also *Completion Rate* and *RHSP/DAP Graduates*. (Source: PEIMS, Oct. 2003)

Instructional Expenditure Ratio (2002-03) (*District Profile only*): This new measure, required by TEC 44.0071, indicates the percentage of the district's total actual expenditures for the 2002-03 fiscal year that were used to fund direct instructional activities. The instructional expenditure ratio is a district-level only measure, and is calculated as follows:

$$\frac{\text{expenditures reported in function codes 11, 12, 13, 31 and object codes 6112 through 6499}}{\text{expenditures reported in function codes 11-52, 92, and 95 and object codes 6112 through 6499}}$$

Contact the School Financial Audits Division at (512) 463-9095 for further details on this measure. See also *Appendix B*. (Source: PEIMS, March 2004)

Instructional Staff Percent (*District Profile only*): This new measure, required by TEC 44.0071, indicates the percentage of the district's full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2003-04 school year. The instructional staff percent is a district-level only measure, and is calculated as follows.

$$\frac{\text{total number of hours district staff reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the School Financial Audits Division at (512) 463-9095 for further details about this measure. See *Appendix A*. (Source: PEIMS, Oct. 2003)

International Baccalaureate (IB): See *AP/IB Results*.

Leaver Record: In the fall of each year, districts report all 7th through 12th grade students who were enrolled or in attendance at any point during the prior year but who did not re-enroll the following fall. This group of "leavers" includes students such as those who graduated or received a GED, moved to another district, state, or country, died, or dropped out. This information is sent to TEA in Submission 1 of the annual PEIMS data collection.

After the data submission process is complete, PEIMS and several other statewide databases are searched to determine if any of the leaver records can appropriately be excluded from consideration as dropouts for accountability ratings purposes. Students' leaver records are excluded from the district and campus list of dropouts if the students:

- have remained enrolled in a public school somewhere in the state, according to the school district attendance and enrollment information provided through PEIMS;
- have received a General Educational Development (GED) certificate and appear on the GED information file at the time the reconciliation procedures are executed;
- graduated from any other district; or
- were identified as a dropout in the past. A student is counted only once as an official dropout in the statewide accountability system, even if the student drops out repeatedly.

See also *Data Quality*. (Source: PEIMS, Oct. 2003, June 2003, Oct. 2002, June 2002, Oct. 2001, and June 2001; *General Educational Development Information File; Secondary School Completion and Dropouts in Texas Public Schools, 2002-03, Texas Education Agency*)

Limited English Proficient (LEP): These are students identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all pupils identified as LEP receive bilingual or English as a second language instruction, although most do. Percentages are calculated by dividing the number of LEP pupils by the total number of students in the school or district.

See also *Campus Group* and *TAKS/SDAA Participation*. (Source: *PEIMS, Oct. 2003*)

Met Standard: This refers to the TAKS passing standard. For a detailed explanation, see *TAKS Panel Recommendation*.

Mobile Subset: See *Accountability Subset*. Note that this calculation is different from that used to determine *Mobility* (below). See also *TAKS/SDAA Participation* and *Appendix E*.

Mobility (Campus Profile only): A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (*i.e.*, has missed six or more weeks at a particular school).

number of mobile students in 2002-03

number of students who were in membership at any time during the 2002-03 school year

This rate is calculated at the campus level. The mobility rate shown in the profile section of campus reports under the “district” column is based on the count of mobile students identified at the campus level. That is, the district mobility rate reflects school-to-school mobility, within the same district or from outside the district. See also *Campus Group*. (Source: *PEIMS, June 2003*)

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

Number of Students per Teacher: This shows the total number of students divided by the total teacher FTE count. (Source: *PEIMS, Oct. 2003*)

Paired Schools: For accountability purposes, schools that reported enrollment but did not have grades in which the state-mandated test was given (*e.g.* K-2 schools) are paired with schools with which they have a “feeder” relationship to determine accountability ratings. For example, Travis Primary (K-2) feeds students into Navarro Elementary (3-5), the district would pair these two schools for accountability purposes. This means that the TAKS performance of Navarro Elementary is also used for rating Travis Primary and is reported on the AEIS report for Travis Primary.

Panel Recommendation: See *TAKS Panel Recommendation*.

Per Pupil Expenditures (2002-03): This value shows actual expenditures for groups of functions divided by the total number of 2002-03 students. Note that the number shown is not the amount actually spent on each and every student, but rather a per-pupil average of the total. Per pupil expenditures are shown for total expenditures and for various groupings of operating categories. See also *Total Expenditures by Function (District)* for definitions of each functional group on the district report, and *Total Expenditures by Function (Campus)* for definitions of each functional group shown on the campus report.

In the “per pupil” sections on both the district and campus reports, instructional leadership is combined with the instruction category in order to comply with legislative mandates that instructional costs per pupil and administrative costs per pupil be reported.

When comparing averages for school-level expenditures, note that the state and district averages include all types of schools. For example, a high school's per pupil expenditures may not be comparable to the state average because the state value includes elementary and middle schools, which typically have lower per pupil expenditures than high schools. Other variables that may affect comparisons are the experience level of teachers and administrators, the types of instructional programs offered, and the student characteristics.

Note that as of 2004 this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2002-03). See also *Appendix B. (Source: PEIMS, March 2004)*

Performance of Mobile Students (State Performance only): This new measure shows the performance of students who were excluded from the district accountability subset due to mobility across districts between October and the time of testing. It is calculated for each TAKS subject as:

$$\frac{\text{number of mobile students who passed each test}}{\text{number of mobile students tested.}}$$

Results for this indicator can be accessed online at

<http://www.tea.state.tx.us/perfreport/aeis/2004/state.html>.

Scroll down to *Performance of Mobile Students* and click on the link.

The indicator shows performance by subject as summed across all grades tested. For purposes of comparison, *Performance of Mobile Students* is shown for 2003 and 2004. (*Source: Division of Student Assessment*)

Professional Staff: This is a full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and, on the district profile, central administrators. Staff are grouped according to the PEIMS roles reported. Each type of professional staff is shown as a percentage of the total staff FTE. See also *Appendix A. (Source: PEIMS, Oct. 2003)*

Progress of Prior Year TAKS Failers (Sum of Grades 4 – 11): The progress shown with this measure is determined by comparing the performance of students who failed the TAKS in the prior year with their subsequent performance the following year. Specifically, for the 2004 measure, students included are those who:

- took the spring 2004 TAKS reading and/or mathematics tests in grades 4-11 (progress is not calculated for third grade test takers since that is their first TAKS test);
- are part of the *Accountability Subset*;
- can be matched to the spring 2003 TAKS administration—anywhere in the state—to find their prior year score for reading and/or mathematics;
- failed the 2003 TAKS administration of reading and/or mathematics (using the 2003 student-level passing standard).

The reported values for reading and mathematics are calculated as:

$$\frac{\text{number of matched students who failed in 2003 but passed in 2004}}{\text{number of matched students who failed in 2003}}$$

Reports for this indicator *by grade* are available for each district and campus on the internet, within the AEIS report that appears on the Division of Performance Reporting's website. To view these reports, access the HTML version of a campus or district report from the AEIS site (www.tea.state.tx.us/perfreport/aeis/2004/). A link below the line showing the *Progress of Prior Year TAAS Failers* will produce a separate report, by grade. (Source: TEA Division of Student Assessment)

Reading Proficiency Tests in English (RPTE): See *RPTE Change*.

Recommended High School Program: See *RHSP/DAP Graduates*.

Retention Rates by Grade: The retention rate, reported in the profile section, shows the percent of students in Texas public schools who enrolled in 2003-04 in the same grade as their grade in the last reported six-week period of the prior year (2002-03). It is calculated as follows:

$$\frac{\text{number of students not advanced to the next grade}}{\text{number of students advanced to the next grade} + \text{number of students not advanced to the next grade}}$$

number of students advanced to the next grade + number of students not advanced to the next grade

Note that all special education retention rates are calculated and reported separately from the rates of non-special education students because local retention practices appear to differ greatly between these two populations of students.

The AEIS report only shows retention rates for grades K-8. Retention rates for all grades may be found in *Grade-Level Retention in Texas Public Schools, 2002-03*, available from TEA. (Source: PEIMS, Oct. 2003, June 2003)

Revenues by Source (2002-03) (District Profile only): Actual revenues for groups of object categories are expressed as a percent of total revenue. The amounts appearing as revenue in any of the categories shown are the amounts that were reported by districts for all funds except for the funds mentioned in the *Actual Revenue Exclusions* section.

- *Local Tax* – district income from local real and personal property taxes (objects 5710 & 5761, less functions 91 & 96 expenditures);
- *Other Local and Intermediate* – revenue for services to other districts, tuition and fees from students, transfers from within the state, revenue from co-curricular and enterprising activities, all other local sources, and revenues from intermediate sources (county). Amounts reported in object 5746, TIF (Tax Increment Fund) and in the *Actual Revenue Exclusions* section are not included in the *Other Local and Intermediate* total (objects 5720-5745, 5747-5750, 5769);
- *State* – per capita and foundation program entitlements, revenue from other state-funded programs, and revenue from other state agencies. State revenue also includes Teacher Retirement System benefits paid by the State of Texas on behalf of employees in the district. For both the revenue and expenditures sections of the AEIS report, a footnote indicates the amount reported by each district for this particular object code. This footnote does not apply to Charter Schools (object 5800); and
- *Federal* – revenue received by the district directly from the federal government or distributed by the TEA or other state entities for programs such as career and technology education, programs for educationally disadvantaged children (*Education Consolidation*

and Improvement Act, and Elementary and Secondary Education Act), food service programs, and other federal programs (object 5900).

Shared Services Arrangements, Adult Education Programs, and Capital Projects Funds are not reported in this section.

Note that as of 2004 this item is reported as *actual* revenues, not *budgeted*. Accordingly, the information is from the prior year (2002-03). See also *Actual Revenue Exclusions* and *Appendix B*. (Source: PEIMS, March 2004)

RHSP/DAP Graduates: This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program. It is calculated as follows:

$$\frac{\text{number of graduates reported with graduation codes for Recommended High School Program or Distinguished Achievement Program}}{\text{number of graduates}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their RHSP/DAP rate. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2004 Accountability Manual*. See also *Graduates*. (Source: PEIMS, Oct. 2003, Oct. 2002)

RPTE Change (Reading Proficiency Tests in English): These tests are designed to measure annual growth in the English reading proficiency of second language learners, and are used along with English and Spanish TAKS to provide a comprehensive assessment system for limited English proficient (LEP) students.

The RPTE is constructed with items from each of three levels of proficiency — *Beginning*, *Intermediate*, and *Advanced*. LEP students in Grades 3-12 are required to take the RPTE until they achieve advanced proficiency. Once they achieve a rating of *Advanced* they take the TAKS (English or Spanish) in subsequent years.

If the students are at the *Beginning* or *Intermediate* level in 2003, the AEIS report shows what percent of them scored at each of the three levels in 2004. Students included in the measure are those who:

- took the spring 2003 RPTE anywhere in the state;
- scored at the *Beginning* or *Intermediate* level on the spring 2003 RPTE;
- took the RPTE in spring 2004; and
- were part of the *Accountability Subset*.

Prior year RPTE Change is also shown. (Source: TEA Student Assessment Division)

SAT/ACT Results: These include the College Board's SAT and ACT, Inc.'s ACT Assessment. Both testing companies annually provide the agency with testing information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken.

Three values are calculated for this indicator:

- (1) *Tested*. This shows the percent of graduates who took either college admissions test:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{number of non-special education graduates}}$$

Note that “graduates” in the denominator of equation (1) does not include special education graduates; however, special education graduates who took either the SAT or ACT are included in the numerator. (See *Graduates*.)

- (2) *At/Above Criterion*. This shows the percent of examinees who scored at or above the criterion score on either test (1110 on the SAT, or 24 on the ACT):

$$\frac{\text{number of examinees who scored at or above criterion}}{\text{number of examinees}}$$

- (3) *Mean Score*. This shows the average (mean) score for the SAT total and the mean score for the ACT composite, calculated as follows:

$$\frac{\text{total score (math plus verbal) for all students who took the SAT}}{\text{number of students who took the SAT}}$$

and

$$\frac{\text{total composite score for all students who took the ACT}}{\text{number of students who took the ACT}}$$

In 2004, an altered methodology was used for equation (3), SAT and ACT mean scores. Ethnic attribution is now based primarily on PEIMS; ethnic information from the answer documents is used only when tested students cannot be matched to PEIMS. Mean scores for the class of 2002 were recalculated using this altered methodology to match the class of 2003.

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their SAT/ACT performance and participation. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2004 Accountability Manual*. (Source: *The College Board (SAT) Nov. 2003, Sept. 2002; ACT, Inc. (ACT) Oct. 2003, Oct. 2002; and PEIMS, Oct. 2003, Oct. 2002*)

School Type: For purposes of creating the Campus Groups, schools are placed into one of four classifications based on the lowest and highest grades in which students are enrolled (in membership) at the school: *elementary*, *middle* (including junior high school), *secondary*, and both *elementary/secondary* (K-12).

SDAA: See *State-Developed Alternative Assessment*.

SEM: See *Standard Error of Measurement*.

Special Education: This refers to the population served by programs for students with disabilities. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of their parent(s) or guardian, teacher, administrator, and other concerned parties. A student in special education may take the TAKS or SDAA tests. If they are exempted from all state administered tests, they must be assessed using a locally-developed alternative assessment (LDAA). Results from LDAA tests are not reported on the AEIS reports.

Other indicators that include the performance of students in special education are: advanced course completion, attendance rate, annual dropout rate, completion rate, recommended high school program, RPTE, TAAS cumulative pass rate, TAAS/TASP equivalency, and the Texas Success Initiative. Information that would allow the separation of performance of special education students on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the profile section of the report, retention rates are shown separately for special education and non-special education students. See also *State-Developed Alternative Assessment* and *TAKS/SDAA Participation*. (Source: *PEIMS, Oct. 2003, Oct. 2002, and TEA Student Assessment Division*)

Special Education Compliance Status: The special education compliance status for districts is not reported in the 2003-04 AEIS reports because this is a transition year for development of a new performance-based monitoring system under legislation passed in 2003.

Staff Exclusions: These are counts of individuals who serve public school students, but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* work in schools located in districts other than their employing district, or their assigned organization shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Source: *PEIMS, Oct. 2003*)

Standard Error of Measurement (SEM): A way to understand the standard error of measurement as it relates to tests is the following:

If a single student were to take the same test repeatedly (with no new learning taking place between testings and no memory of questions), the standard deviation of his/her repeated test scores is denoted as the standard error of measurement.

The TAKS transition plan implemented by the State Board of Education uses the standard error of measurement to phase in the student passing standard over three years. For a complete explanation of the plan, see *TAKS Panel Recommendation*. (Source: *Student Assessment Division*)

Standardized Local Tax Base (comptroller valuation) (District Profile only): The Comptroller conducts a study each year that uniformly evaluates the property values within school district boundaries. Locally assessed values may vary from the Comptroller's study values. The values certified by the Comptroller's Property Tax Division (Comptroller Valuation) are standardized in that they are deemed to be comparable across the state. Note that the values shown are final for tax year 2003. This is not the property value used for school funding calculations.

- *Value (after exemptions)*. This refers to the market value of all property in a district, minus certain exemptions and deductions. The value after exemptions reflects deductions for the state-mandated homestead exemptions, the disabled veterans' exemptions, the school tax ceiling for homeowners over age 65 or disabled, and other state-mandated exemptions.
- *Value per Pupil*. This refers to school district property value, or Standardized Local Tax Base, divided by the total number of students. This per pupil figure is one definition of "wealth." Note that the values shown are final for tax year 2003. At the state level, the per pupil amount is created by dividing by the total number of students in districts with property value. Some districts don't have property value. Their students are not included.
- *Value by Category*. This shows aggregates of individual property tax categories expressed as a percent of the Comptroller's property value *before* the exemptions are applied. Thus, the sum of the category values will exceed the value used for per pupil calculations. Note that the values shown are final for tax year 2003.
 - *Business* –
 - + real property: commercial and industrial;
 - + real and tangible personal property: utilities; and
 - + personal property: commercial and industrial.
 - *Residential* – real property: single-family, residential; multifamily, residential; and inventory.
 - *Land* – real property: vacant lots and tracts; acreage at market value, and farm and ranch improvements; acreage at productivity value.
 - *Oil and Gas* – real property: oil, gas, and other minerals.
 - *Other* – tangible personal property: other; and intangible personal property.

(Source: Texas Comptroller of Public Accounts, July 2004)

State-Developed Alternative Assessment (SDAA): This test assesses special education students in Grades 3-8 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom TAKS is not an appropriate measure of their academic progress. SDAA tests are given in the areas of reading, writing, and mathematics. Students are assessed at their appropriate instructional levels, as determined by their Admission, Review, and Dismissal (ARD) committees. The SDAA is administered on the same schedule as TAKS and is designed to measure annual growth based on appropriate expectations for each student as decided by the student's ARD committee.

Two indicators are calculated for SDAA:

- (1) *SDAA Examinations Met ARD Expectations:* This is a single measure showing the percent of SDAA tests taken meeting ARD expectations, summed across grades (3rd, 4th, 5th, 6th, 7th, and/or 8th) and subjects (reading, writing and/or mathematics):

$$\frac{\text{number of SDAA tests meeting ARD expectations}}{\text{number of SDAA tests taken}}$$

This indicator is used in determining state accountability ratings for campuses and districts.

- (2) *SDAA Examinees Met ARD Expectations*: This shows the percent of SDAA examinees who met ARD expectations on each test, summed across all grades:

$$\frac{\text{number of SDAA examinees meeting ARD expectations, by subject}}{\text{number of SDAA examinees tested, by subject}}$$

Other important information:

- *Rounding of Met ARD Expectation Percent*. The *Met ARD Expectation* calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.
- *Masking for Very High and Very Low Performance*. As of 2004, new masking rules apply to results for the TAKS and SDAA tests. In cases where performance is at or near 100% the value is shown as “>99%.” In cases where performance is at or near 0%, the value is shown as “<1%.” It is necessary to mask data that potentially reveals the performance of every student in order to be in compliance with the federal *Family Educational Rights and Privacy Act* (FERPA).
- *All Tests Taken*. The second indicator — (2) above — also shows the percent meeting expectations on *all tests taken*. That is, if a grade 4 student meets expectations on his mathematics and reading tests but fails to meet expectations on the writing test, then he has *not* met expectations on all tests taken.
- *Benchmark*. Because the SDAA is meant to measure growth, both values include only those students whose reading and mathematics performance had been “benchmarked” the prior year.
- *Accountability Subset*. Only those students who were part of the *Accountability Subset* are included. For more information on SDAA and accountability, please refer to the *2004 Accountability Manual*.

See also *Accountability Subset*, and *TAKS/SDAA Participation*. (Source: *Student Assessment Division*)

Student Enrollment by Program: Students are identified as served in programs and/or courses for Special Education, Career and Technology Education, Bilingual/ESL Education, or Gifted and Talented Education. The percentages do not sum to 100, as a student may be enrolled in more than one of these programs. (Source: *PEIMS, Oct. 2003*)

Student Success Initiative: In 1999, as part of the mandate for the new TAKS tests, the Texas Legislature included new grade advancement testing requirements. Beginning in 2002-03, students in 3rd grade needed to pass the reading portion of the TAKS in order to be promoted to the 4th grade. Students were given three opportunities to pass the TAKS reading test: in March, April, and June. In addition to promotion based on passing the test, some students were promoted based on the recommendation of their grade placement committee (GPC). The AEIS report shows four values for this indicator:

- (1) *Students Requiring Accelerated Instruction*. This shows the percent of students who did not pass the March administration of the TAKS. (Grade 3 students who did not pass the TAKS reading test during the first administration in March must be provided accelerated instruction in preparation for the second administration in April):

number of eligible students who did not meet the standard

number of eligible students

The number of eligible students is calculated from the test answer documents and includes all students who were tested, students who should have been tested but were absent, and students whose answer documents are invalid for some reason. (The count of *eligible students* does not include students who have a special education or LEP exemption.)

- (2) *TAKS Cumulative Met Standard*: This shows the cumulative (and unduplicated) percent of students who took and passed the grade 3 TAKS reading test across the March and April test administrations:

number of students who passed TAKS reading in either the March or April administrations

cumulative number of students who took TAKS reading in March or April

This is the reading result used in determining state accountability ratings. In most cases, this value will not match the TAKS reading performance for grade 3 shown in the first part of the AEIS report, which was based on the March administration.

- (3) *TAKS Failers Promoted by Grade Placement Committee*: This shows the percent of students who failed all TAKS reading attempts but were promoted to grade 4 by their grade placement committee:

number of students promoted by their GPC

cumulative number of students who failed all administrations of grade 3 TAKS reading

- (4) *TAKS Met Standard (Failed in 2003)*: This presents two calculations for students who failed all administrations of TAKS grade 3 reading in 2003.

The percent who were promoted by their grade placement committee and subsequently passed the 2004 TAKS reading in grade 4:

number of students promoted by their GPC who passed grade 4 TAKS reading in 2004

number of students who were promoted by their GPC and took grade 4 TAKS reading

The percent who were retained in grade 3 and subsequently passed the 2004 TAKS reading in grade 3:

number of students retained in grade 3 who passed grade 3 TAKS reading in 2004

number of students retained in grade 3 and took grade 3 TAKS reading

The values include results from both the English and Spanish versions of the TAKS reading test. Note also that the student's standard for passing the TAKS increased in difficulty from 2 SEM below Panel Recommendation (in 2003) to 1 SEM below Panel Recommendation (in 2004).

Further grade advancement testing requirements will be phased in for grades 5 and 8 on reading and mathematics. For more information on the Student Success Initiative, go to the website for TEA's Student Assessment Division at www.tea.state.tx.us/student.assessment/.

Students by Grade: Percentages are calculated by dividing the number of students in each grade by the total number of students. (*Source: PEIMS, Oct. 2003*)

Students with Disciplinary Placements: Counts and percents of students placed in alternative education programs under Chapter 37 of the *Texas Education Code* (Discipline; Law and Order) are shown (for the 2002-03 school year) in the AEIS reports. Disciplinary placement counts are obtained from PEIMS records. Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

The following 19 reason codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (Source: PEIMS, June 2003)

TAAS (Texas Assessment of Academic Skills): The TAAS was the state-mandated assessment of student performance given to Texas public school students from 1990 through 2002. In 2003 the TAKS (Texas Assessment of Knowledge and Skills) was administered for the first time.

TAAS Exit-level Cumulative Pass Rate (District Performance only): The TAAS cumulative pass rate for the class of 2004 shows the percent of students who first took the TAAS exit-level test in spring 2002, and eventually passed all TAAS tests taken (in the same district) by spring 2004. This measure is intended to show the relative success of districts in their efforts to help all their students pass the exit-level TAAS, which was a requirement for graduation from Texas public schools for students through 2003-04. (Students in the class of 2005 will be required to pass the exit-level TAKS test.)

Test takers included in the *TAAS Exit-level Cumulative Pass Rate* for the class of 2004:

- Any student who took the test for the first time in spring 2002, including 11th and 12th graders. (Grade 10 students who were repeating the grade and took the TAAS exit-level test for the second time are not included.)
- All special education students who took the test.
- All students who did not take the exit-level TAAS but met their testing requirement for graduation by passing the End-of-Course examinations.
- All students who took and failed one or more portions of the exit-level TAAS, but met their testing requirement for graduation by passing the End-of-Course examinations.
- All above students, whether or not they were in the *Accountability Subset*.

Test takers NOT included in the *TAAS Exit-level Cumulative Pass Rate*:

- Students who first took the exit-level test in District A, did not pass all sections and then moved to District B and retested, are taken out of both the numerator and denominator, whether or not they eventually passed all tests taken.

- Students who moved out of state, or left the country, or died before passing all tests taken are in the denominator but not the numerator. (These students cannot be removed because they are not specifically identified in the data.)
- Students who dropped out of school before passing all tests taken are in the denominator but not the numerator.
- Students who moved into the state after the spring of 2002 are not included, even if they took the TAAS and graduated with the class of 2004.

The information is available by gender and ethnicity but not by economic status or LEP. The performance of special education students is included in all the values and is not reported separately. Results of this indicator are also shown for the class of 2003. (*Source: TEA Student Assessment Division*)

TAAS/TASP Equivalency: This indicator shows the percent of graduates from the class of 2003 who did well enough on the exit-level TAAS to have a 75% likelihood of passing the Texas Academic Skills Program (TASP) test, now called the Texas Higher Education Assessment (THEA). To be counted for this indicator a student must have achieved a TLI of X-81 or higher on the TAAS reading test, a TLI of X-77 or higher on the TAAS mathematics test, and a scale score of 1540 or higher on the TAAS writing test.

Test takers included in the *TAAS/TASP Equivalency*:

- All 10th graders who took the test for the first time in spring 2001.
- All 11th graders who took the test for the first time in October 2001 or spring 2002.
- All 12th graders who took the test for the first time in October 2002 or spring 2003.

Test takers NOT included in the *TAAS/TASP Equivalency*:

- Students who were special education (ARD) exempt during all testing periods.
- Students who took the TAAS but did not get a Texas high school diploma
 - because they dropped out,
 - because they moved out of state, or
 - because they died.

Results of the *TAAS/TASP Equivalency* are also shown for the class of 2002. Note that the *Accountability Subset* does not apply to this indicator.

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their TAAS/TASP equivalency. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2004 Accountability Manual*.

See also *TASP and Graduates*. (*Source: TEA Student Assessment Division; PEIMS, Oct. 2003, and Oct. 2002*)

TAKS (Texas Assessment of Knowledge and Skills): The Texas Assessment of Knowledge and Skills (TAKS) is a comprehensive testing program for public school students in grades 3–11. The TAKS is designed to measure to what extent a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level.

Students are tested during the spring semester of each school year in various subjects. The grades and subjects shown on the AEIS reports (for the *first* administration of the test only) are:

- Grade 3 – reading and mathematics (English and Spanish versions)
(Results for grade 3 reading on subsequent test administrations can be found under *Student Success Initiative*.)
- Grade 4 – reading, mathematics, and writing (English and Spanish versions)
- Grade 5 – reading, mathematics, and science (English and Spanish versions)
- Grade 6 – reading and mathematics (English and Spanish versions)
- Grade 7 – reading, mathematics, and writing
- Grade 8 – reading, mathematics, and social studies
- Grade 9 – reading and mathematics
- Grade 10 – English language arts, mathematics, science, and social studies
- Grade 11 – English language arts, mathematics, science, and social studies This test is known as the exit-level test; students are required to pass it in order to qualify for graduation from high school. Note that in the spring of 2004, students in grade 11 were required to achieve a score at 2 SEM below Panel Recommendation in order to pass.

Every TAKS test is directly linked to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. Essential knowledge and skills taught at each grade build upon the material learned in previous grades. For more information on TEKS, please see the *Texas Essential Knowledge and Skills* website at <http://www.tea.state.tx.us/teks/>.

For 2003-04, the AEIS report shows percent passing TAKS in several ways. Below are some definitions:

- *TAKS Met Standard, By Grade*: The first indicator shown on the report is percent passing TAKS by grade for each subject area and for all tests taken. As described above, the number of tests given varies by grade. This means that the number of tests included in “All Tests Taken” varies by grade.

The report also shows performance by subject summed across all grades tested, which could be any combination of grades 3 through 11, depending on the school or district grade span.

- *TAKS Met Standard (Sum of All Grades Tested) (Accountability Indicator)*: This is the percent used for determining the accountability rating, using the applicable passing standards for 2003-04. Note the following:
 - The passing rate on each test is calculated at 1 SEM below Panel Recommendation for grades 3-10.
 - The passing rate on each test is calculated at 2 SEM below Panel Recommendation for grade 11.
 - The measure includes the cumulative passing rate for grade 3 reading, first (March) and second (April) administrations.

- *TAKS Met Standard (Sum of All Grades Tested) (Panel Recommendation)*. The passing rate on each test is calculated at Panel Recommendation for grades 3-11. Note that the student passing standard in spring 2005 will be Panel Recommendation for grades 3-10 and 1 SEM below for grade 11.
- *TAKS Met Standard (Sum of All Grades Tested) (Commended Performance)*. The passing rate on each test is calculated at the Commended Performance level.

“Sum of all grades tested” refers to the grades tested at the particular school. For example, the percent passing for reading in an elementary school with a grade span of K-5 is calculated as follows:

$$\frac{\text{number of students who passed the reading test in grades 3, 4, \& 5}}{\text{number of students who took the reading test in grades 3, 4, \& 5}}$$

See the definition for *TAKS Panel Recommendation* for additional information. For a complete list of standards for each grade and subject see *Appendix F*.

Other important information:

- *Rounding of Met Standard Percent*. This year, for the first time, TAKS performance on the AEIS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.
- *Masking for Very High and Very Low Performance*. As of 2004, new masking rules apply to results for the TAKS and SDAA tests. In cases where performance is at or near 100% the value is shown as “>99%.” In cases where performance is at or near 0%, the value is shown as “<1%.” It is necessary to mask data that potentially reveals the performance of every student in order to be in compliance with the federal *Family Educational Rights and Privacy Act* (FERPA).
- *TAKS Met Standard for 2003*. Note that for purposes of comparison, all prior year (2003) performance on TAKS has been recomputed to 1 SEM below Panel Recommendation for grades 3-10 and 2 SEM below Panel Recommendation for grade 11.
- *Accountability Subset*. Only test takers who were enrolled on the last Friday in the previous October are included. This is referred to as the “October subset” or the *Accountability Subset*. For the district, a student who moved into the district after October 31, 2003 would not have their performance included at the district or campus level. In 2004 the definition of the subset has changed for the campus. At the campus level, a student who changed to a different campus within the same district after October 31, 2003 would not have their performance included at that school, though it would be included at the district level. Note that prior-year (2003) TAKS performance has been recomputed to match the new subset definition. See *Accountability Subset* for more information.
- *All Tests Taken*. Although “All Tests Taken” is not a measure evaluated for accountability ratings purposes, it is shown on the AEIS report, both “by grade” and “summed across grades.” This value shows the percent of students who passed every test they took. For example, a group of 100 students tested in reading and mathematics at the 3rd grade might have the following results: 90 students passed reading and 80 students passed mathematics. However, only 75 of those students passed BOTH reading and mathematics. For this reason, while the percent passing reading would be 90%, and the percent passing

mathematics would be 80%, the percent passing All Tests Taken would be only 75%, not an average of 80% and 90%. All Tests Taken is always equal to or less than the percent of students who passed any of the individual subject areas. The more tests taken and considered for this measure, the more likely the All Tests Taken value will be lower than any of the individual subject areas.

See also *TAKS/SDAA Participation*. (Source: TEA Student Assessment Division)

TAKS Commended Performance: This refers to the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that was considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested. Unlike the *Met Standard* level, there is no phase-in period for this standard.

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their TAKS Commended Performance on reading/ELA, writing, mathematics, social studies, and science. For a more detailed explanation of *Gold Performance Acknowledgment*, see the 2004 *Accountability Manual*. For more information see *TAKS* and *TAKS Panel Recommendation*. Also see *Appendix F* for a complete list of standards for each grade and subject.

TAKS Met Standard: This refers to the TAKS passing standard. For a detailed explanation, see *TAKS Panel Recommendation* below.

TAKS Panel Recommendation: This refers to the passing standard for the new TAKS test. In November 2002, the State Board of Education adopted two performance standards for the TAKS: *Met Standard* (i.e. passing) and *Commended Performance* (i.e. high performance). The Board adopted these standards based on recommendations from approximately 350 educators and citizens who served on TAKS standard-setting panels. Because the new TAKS is much more challenging than its predecessor, the Texas Assessment of Academic Skills (TAAS), the Board agreed to a transition plan to phase in *Met Standard* over several years. (*Commended Performance* has no phase-in period.)

The transition plan uses the standard error of measurement (SEM) to phase in the panel's recommended passing standards over three years. For 2003, the standard was set at 2 SEM below Panel Recommendation. For 2004, for grades 3 through 10*, the passing standard is set at 1 SEM below Panel Recommendation. The passing standards will be fully implemented in 2005 (for grades 3 through 10*). In general, this phase-in means that for 2004, students needed to correctly answer one to three fewer questions than when the test is fully implemented in 2005.

* There is a one-year delayed phase-in for the grade 11, exit-level TAKS. This is because the grade 10 tests have been built to be predictors of performance on the grade 11 tests. Therefore, the standards in place when students take the grade 10 TAKS must be extended to grade 11 so that for both years those students are required to meet the same passing standard. TAKS *Met Standard* for the exit-level exam in 2004 will be 2 SEM below Panel Recommendation; in 2005 the standard will be 1 SEM below; and in 2006 it will be at the panel recommendation.

Note that for purposes of comparison, prior year (2003) performance on TAKS has been recomputed to 1 SEM below Panel Recommendation for grades 3-10 and 2 SEM below Panel Recommendation for grade 11.

For a complete list of standards for each grade and subject see *Appendix F*. See also *TAKS*.

TAKS/SDAA Participation: Every student enrolled in a Texas public school in grades 3-11 must be given the opportunity to take the TAKS (Texas Assessment of Knowledge and Skills) or the SDAA (State-Developed Alternative Assessment). Although it is the intention to test every student in these grades, there are circumstances under which some students are not tested with these assessments. Additionally, the performance of some tested students is not reported. The reasons for exclusion are as follows:

- Students may take the test but be excluded from the results reported because they were not enrolled in that district by the last Friday in the previous October (*Mobile Subset*).
- Students may be absent during every test administration.
- Students may receive an ARD (Admission, Review, and Dismissal) exemption for every test. (These students must take a locally-developed alternative assessment.)
- Students may receive a LEP (Limited English Proficient) exemption for every test and take only RPTE and local tests.
- Tests may not be scored due to illness during testing or other test administration irregularities.

The percentages of students participating and not participating in testing are based as much as possible on the total *number of students enrolled* at the time of testing. Districts are required to submit a TAKS or SDAA answer document for every student enrolled in grades 3 through 11. Students who take subject tests from different assessments (for example, TAKS mathematics and SDAA reading) will have multiple answer documents. The methodology used to create TAKS/SDAA Participation eliminates, as much as possible, duplicate counts of students resulting from multiple answer documents. *Appendix E* provides a description for each component of TAKS/SDAA Participation. (*Source: Division of Student Assessment*)

TAKS Passing Standard: See *TAKS Panel Recommendation*.

TASP: The Texas Academic Skills Program, now called the Texas Higher Education Assessment (THEA), measures reading, writing, and mathematics proficiency. Until 2003, it was required of all persons entering Texas public institutions of higher education for the first time. The TASP was administered by the Texas Higher Education Coordinating Board. See also *TAAS/TASP Equivalency*.

Teachers by Ethnicity and Gender: These are counts of teacher FTEs by the major ethnic groups and by gender. Counts are also expressed as a percent of the total teacher FTEs. (*Source: PEIMS, Oct. 2003*)

Teachers by Highest Degree Held (*District Profile only*): This shows the distribution of degrees attained by teachers in the district. The FTE counts of teachers with no degree, bachelor's, master's, and doctorate degrees are expressed as a percent of the total teacher FTEs. (*Source: PEIMS, Oct. 2003*)

Teachers by Program (*population served*): Teacher FTE counts are categorized by the type of student populations served. Regular education, special education, compensatory education, career and technology education, bilingual/ESL education, gifted and talented education, and miscellaneous other populations served are shown. Teacher FTE values are allocated across

population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (Source: PEIMS, Oct. 2003)

Teachers by Years of Experience (*District Profile only*): This is the FTE count of teachers with years of professional experience that fall into the ranges shown. Experience in these categories is the total years of experience for the individual, not years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percent of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (Source: PEIMS, Oct. 2003)

Texas Success Initiative: See *College Readiness – Texas Success Initiative*.

Total Expenditures by Function (2002-03) (*District Profile only*): Total actual expenditures are grouped into operating and non-operating by function of expense. Function codes appear in parentheses.

Operating:

- *Instruction* – all activities dealing directly with the interaction between teachers and students, including instruction aided with computers (11); and, expenditures to provide resources for Juvenile Justice Alternative Education Programs (95).
- *Instructional Related Services* – expenditures for educational resources and media, such as resource centers and libraries (12); and, curriculum development and instructional staff development (13).
- *Instructional Leadership* – managing, directing, supervising, and providing leadership for staff who provide instructional services (21).
- *School Leadership* – directing and managing a school (23).
- *Support Services - Student* – guidance, counseling, and evaluation services (31); social work services (32); and, health services (33).
- *Student Transportation* – transporting students to and from school (34).
- *Food Services* – food service operation, including cost of food and labor (35).
- *Co-curricular/Extracurricular Activities* – school-sponsored activities during or after the school day that are not essential to the delivery of instructional services (36).
- *Central Administration* – managing or governing the school district as an overall entity (41); costs associated with the purchase or sale of attendance credits either from the state or from other school district(s) (92); and for Charter Schools only, fund raising (81).
- *Plant Maintenance and Operations* – keeping the physical plant and grounds in effective working condition (51).
- *Security and Monitoring Services* – keeping student and staff surroundings safe (52).
- *Data Processing Services* – data processing services, whether in-house or contracted (53).
- *Payments to Fiscal Agent of Shared Services Arrangements* – payments from a member district to a fiscal agent for services rendered. (93).

Non-operating:

- *Debt Service* – all expenditures for debt service including the retirement of debt and bond principal, and all interest expenses (71).
- *Facilities Acquisition and Construction* – expenditures for fixed assets, such as land, buildings, and equipment (81).
- *Community Services* – expenditures for activities or purposes other than regular public education. These are activities relating to the whole community, such as the operation of a school library, swimming pool, and playgrounds for the public (61).

Note that as of 2004 this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2002-03). (Source: PEIMS, March 2004)

Total Expenditures by Function (2002-03) (Campus Profile only): Actual operating expenditures, by function, are expressed as a percent of the total operating expenditures for the campus. Function codes appear in parentheses.

- *Instruction* – all activities dealing directly with the interaction between teachers and students, including instruction aided with computers (11); and, expenditures to provide resources for Juvenile Justice Alternative Education Programs (95).
- *Instructional Leadership* – managing, directing, supervising, and providing leadership for staff who provide instructional services (21).
- *School Leadership* – directing and managing a school (23).
- *Other Campus Costs* – resource centers and libraries (12); curriculum and instructional staff development (13); support services, including guidance and counseling (31), social work (32) and health services (33); food services (35); co-curricular/extracurricular activities (36); plant maintenance and operations (51); security and monitoring services (52), data processing services (53); and, payments to fiscal agent of shared services arrangements (93). The information in the campus group, district, and state columns show the total costs of these expenditures for campuses in the group, campuses in the district, and all campuses in the state, respectively. Other costs not found in campuses—such as central office administrative expenditures—are not included in the district and state values.

Note that as of 2004 this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2002-03). See also *Appendix B*. (Source: PEIMS, March 2004)

Total Expenditures by Object (2002-03) (District Profile only): Total actual expenditures are grouped into operating and non-operating categories by object of expense.

Operating:

- *Payroll Costs* – gross salaries or wages and benefit costs for all employees (6100);
- *Professional and Contracted Services* – services rendered to school districts by firms, individuals and other organizations (6200);
- *Supplies and Materials* – supplies and materials including fuel for vehicles, other reading materials (not including the cost of state-adopted textbooks), and food service supplies (6300); and

- *Other Operating Costs* – other expenses necessary for the operation of the school district (6400).

Non-operating:

- *Debt Service* – all expenditures for debt service including the retirement of debt and bond principal, and all interest expenses (6500); and
- *Capital Outlay* – expenditures for fixed assets, such as land, buildings, and equipment (6600).

Shared Services Arrangements, Adult Education Programs, and Capital Projects Funds do not appear here. Refer to *Actual Expenditure Exclusions* for more information.

Note that as of 2004 this item is reported as *actual* expenditure, not *budgeted*. Accordingly, the information is from the prior year (2002-03). (*Source: PEIMS, March 2004*)

Total Expenditures for Athletic Programs (2002-03) (*District Profile only*): Actual expenditures for the costs of competitive athletic activities such as football, basketball, golf, swimming, baseball, etc. (program intent code 91). This includes costs associated with coaching as well as sponsors for drill team, cheerleaders, or any other organized activity to support athletics. However, this program intent code does not include expenditures associated with the costs of band.

Note that as of 2004 this item is reported as *actual* expenditure, not *budgeted*. Accordingly, the information is from the prior year (2002-03). (*Source: PEIMS, March 2004*)

Total Revenues (2002-03) (*District Profile only*): The total for all revenues includes all funds which consist of: the General Fund (199, including state food services, and fund 420 for charters), the National School Breakfast and Lunch Program (240, 701), the Debt Service Funds (599), and Special Revenue Funds (200/300/400). Shared Services Arrangements, Adult Education Programs, and the Capital Projects Funds are not reported in this section. Refer to the *Actual Revenue Exclusions* for more information.

Note that as of 2004 this item is reported as *actual* revenues, not *budgeted*. Accordingly, the information is from the prior year (2002-03). (*Source: PEIMS, March 2004*)

Total Revenues per Pupil (2002-03) (*District Profile only*): This is the total revenue divided by the total number of students in membership during the 2002-03 school year. Note that as of 2004 this item is reported as *actual* revenues, not *budgeted*. Accordingly, the information is from the prior year (2002-03). (*Source: PEIMS, March 2004*)

Total Staff: Total staff includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, Asian/Pacific Islander, and Native American). This FTE count is expressed as a percent of the total staff FTE. (*Source: PEIMS, Oct. 2003*)

Total Students: This is the total number of public school students who were reported in membership on October 31, 2003 at any grade, from early childhood education through grade 12. Membership is a slightly different number from enrollment, because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some

services, such as speech therapy—for less than two hours per day—from their local public school district. (Source: PEIMS, Oct. 2003)

Turnover Rate for Teachers (*District Profile only*): This percent shows the total FTE count of teachers from the fall of 2002-03 who were subsequently not employed in the district in the fall of 2003-04, divided by the total teacher FTE count for the fall of 2002-03. Social security numbers for teachers employed in the district in the fall of 2002-03 were checked to verify their employment status in the same district in the fall of 2003-04. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover. (Source: PEIMS, Oct. 2003, Oct. 2002)

Value by Category: See *Standardized Local Tax Base (comptroller valuation)*.



Who to Call

Information about the calculation of all Academic Excellence Indicator System (AEIS) data elements is provided in this *Glossary*. Information on the calculation of accountability ratings is available in the *2004 Accountability Manual*. If, after reading these documents, you have questions about the calculation of AEIS indicators or accountability ratings, contact the **Division of Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below. All telephone numbers are in the (512) area code.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting.....	463-9704
Adequate Yearly Progress (AYP)	Performance Reporting.....	463-9704
Advanced Courses	Curriculum	463-9581
Advanced Placement (AP) Programs	Curriculum	463-9581
ARD Exemptions		
SDAA	Student Assessment	463-9536
Other Issues	Special Education	463-9414
Charter Schools	Charter Schools.....	463-9575
College Admissions Tests:		
SAT	College Board, Southwestern Regional Office	891-8400
ACT	ACT Regional Office.....	345-1949
Copies of AEIS reports		
On the internet http://www.tea.state.tx.us/perfreport	
On paper or CD	Communications and Public Information	463-9000
DAEP (Disciplinary Alternative Education Program)		
	Chapter 37 – Safe Schools	463-9982
Distinguished Achievement Program	Curriculum	463-9581
Gold Performance Acknowledgment	Performance Reporting.....	463-9704
Interventions	Interventions and Special Investigations.....	463-9290
Investigations	Interventions and Special Investigations.....	463-9290
JJAEP (Juvenile Justice Alternative Education Program)		
	Chapter 37 – Safe Schools	463-9982
Leavers	Accountability Research.....	475-3523
No Child Left Behind Act	NCLB Program Coordination	463-9374
PEIMS	PEIMS HelpLine.....	475-3523
Public Education Grant (PEG) <i>Methodology</i>	Performance Reporting.....	463-9704
Public Education Grant (PEG) <i>Transfers</i>	Field Services	463-9354
Public Hearings	Interventions and Special Investigations.....	463-9290
Recommended High School Program	Curriculum	463-9581
Retention Policy	Curriculum	463-9581
School Finance	School Financial Audits Division.....	463-9095
School Report Card	Performance Reporting.....	463-9704
SDAA	Student Assessment	463-9536
Special Education	Special Education	463-9414
Statutory (Legal) Issues	Legal Services	463-9720
TAKS	Student Assessment	463-9536
TAKS Testing Contractor	Pearson Educational Measurement.....	(800) 252-9186
Texas Success Initiative (TSI)	THECB	427-6100

Information on the Internet: <http://www.tea.state.tx.us/perfreport>

Explanation of Performance Section for 2003-04

The Academic Excellence Indicator System (AEIS) reports performance on a variety of indicators for Texas public schools. Only district reports show all indicators. Your school's report shows results for the indicators that apply, depending on the school's grade span.

The indicators for a typical high school are: TAKS (Texas Assessment of Knowledge and Skills); RPTE (Reading Proficiency Tests in English); Attendance Rate; Completion/Student Status Rate; Completion Rate I (*new for 2004*); Completion Rate II (*new for 2004*); Advanced Courses; Recommended High School Program; AP/IB Results; TAAS/TASP Equivalency; College Readiness - Texas Success Initiative (*new for 2004*); and SAT/ACT Results. Note that the dropout rate is no longer reported for high school grades.

Both current and prior year data are shown for the indicators where available. For definitions and descriptions, see the text version of the *AEIS Glossary* (preceding pages).

Definitions and descriptions of items found in the Performance Section and Profile Section are available in the text portion of the *AEIS Glossary* (preceding pages).

Indicator:	T E X A S E D U C A T I O N A G E N C Y Academic Excellence Indicator System 2003-04 Campus Performance										Section I - Page 1 Total Students: 2,527 Grade Span: 09 - 12 School Type: Secondary			
	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met Standard Grade 11														
Eng Lang Arts 2004	87%	86%	87%	86%	84%	82%	91%	*	85%	78%	92%	63%	75%	48%
Eng Lang Arts 2003	70%	64%	66%	64%	50%	64%	74%	*	82%	55%	72%	33%	31%	23%
Mathematics 2004	85%	81%	85%	81%	63%	79%	97%	*	93%	81%	81%	61%	25%	25%
Mathematics 2003	68%	65%	69%	66%	53%	61%	78%	*	> 99%	62%	70%	24%	29%	29%
Science 2004	85%	83%	82%	83%	71%	75%	97%	*	> 99%	85%	80%	72%	51%	51%
Science 2003	68%	54%	63%	55%	39%	50%	70%	*	> 99%	54%	56%	33%	26%	26%
Soc Studies 2004	97%	95%	98%	95%	91%	93%	99%	*	> 90%	96%	94%	78%	77%	77%
Soc Studies 2003	90%	83%	91%	83%	82%	79%	88%	*	> 90%	84%	83%	68%	64%	64%
All Tests 2004	73%	68%	68%	68%	52%	60%	87%	*	73%	67%	69%	55%	48%	48%
All Tests 2003	50%	42%	45%	42%	29%	35%	57%	*	73%	37%	47%	18%	18%	18%
TAKS Met Standard (Sum of All Grades Tested) (Accountability Indicator)														
Reading/ELA 2004	85%	81%	83%	80%	74%	76%	90%	*	87%	75%	85%	51%	75%	75%
Reading/ELA 2003	79%	73%	70%	70%	57%	67%	83%	*	90%	64%	76%	31%	31%	31%
Mathematics 2004	76%	73%	64%	66%	49%	62%	84%	*	90%	67%	65%	25%	25%	25%
Mathematics 2003	69%	70%	59%	62%	49%	53%	78%	*	85%	62%	61%	29%	29%	29%
Science 2004	72%	65%	69%	71%	54%	61%	92%	*	> 99%	75%	68%	51%	51%	51%
Science 2003	60%	49%	56%	52%	36%	39%	75%	*	88%	53%	51%	26%	26%	26%
Soc Studies 2004	91%	87%	91%	90%	86%	86%	96%	*	> 99%	88%	86%	77%	77%	77%
Soc Studies 2003	85%	82%	85%	78%	69%	72%	90%	*	> 99%	79%	77%	64%	64%	64%
All Tests 2004	68%	63%	54%	56%	39%	49%	78%	*	80%	56%	57%	24%	24%	24%
All Tests 2003	58%	54%	44%	47%	32%	37%	67%	*	78%	45%	49%	18%	18%	18%
RPTE Change - Sum of 3-12														
Scored 'Beginning' in 2003														
Beginning 2004	38.6%	31.7%	50.0%	33.3%	-	33.3%	-	-	-	37.5%	*	*	*	*
Intermediate 2004	39.9%	41.7%	34.5%	33.3%	-	33.3%	-	-	-	25.0%	*	*	*	*
Advanced 2004	21.5%	26.7%	14.3%	33.3%	-	33.3%	-	-	-	37.5%	*	*	*	*
Scored 'Intermediate' in 2003														
Beginning 2004	3.9%	1.1%	0.0%	?	*	?	-	-	-	?	?	-	-	-
Intermediate 2004	28.2%	24.4%	23.1%	23.1%	*	25.0%	-	-	-	20.0%	?	-	-	-
Advanced 2004	67.8%	74.4%	76.9%	76.9%	*	75.0%	-	-	-	75.0%	80.0%	-	-	-
Scored 'Beginning' in 2002														
Beginning 2003	41.0%	24.1%	29.2%	40.0%	-	42.0%	-	-	*	66.7%	0.0%	*	*	*
Intermediate 2003	40.5%	51.7%	50.0%	46.7%	-	42.0%	-	-	*	33.3%	66.7%	*	*	*
Advanced 2003	18.5%	24.1%	0.0%	13.3%	-	14.3%	-	-	*	0.0%	33.3%	*	*	*
Scored 'Intermediate' in 2002														
Beginning 2003	4.2%	4.1%	0.0%	16.7%	-	16.7%	-	-	-	20.0%	*	*	*	*
Intermediate 2003	33.7%	29.7%	33.3%	16.7%	-	16.7%	-	-	-	20.0%	*	*	*	*
Advanced 2003	62.1%	66.2%	61.9%	66.7%	-	66.7%	-	-	-	60.0%	*	*	*	*
AP/IB Results														
Tested 2003	16.1%	8.4%	9.1%	8.4%	1.1%	5.2%	16.5%	-	36.0%	7.4%	9.3%	n/a	n/a	n/a
Tested 2002	15.0%	7.9%	7.5%	7.9%	1.4%	6.9%	14.6%	-	20.0%	6.6%	9.1%	n/a	n/a	n/a
Examinees >= Criterion 2003	56.0%	60.5%	32.9%	60.5%	*	56.3%	58.3%	-	88.9%	72.7%	51.2%	n/a	n/a	n/a
Examinees >= Criterion 2002	56.8%	74.3%	39.5%	74.3%	*	85.0%	70.7%	-	80.0%	82.1%	69.1%	n/a	n/a	n/a
Scores >= Criterion 2003	51.4%	50.6%	28.0%	50.6%	11.1%	53.9%	52.6%	-	54.2%	57.5%	44.6%	n/a	n/a	n/a
Scores >= Criterion 2002	52.9%	63.8%	36.4%	63.8%	66.7%	69.7%	64.4%	-	64.7%	70.3%	61.7%	n/a	n/a	n/a
Attendance Rate 2002-03	95.6%	94.7%	94.5%	92.9%	91.8%	92.5%	94.2%	*	96.6%	92.8%	93.0%	90	90	90
Attendance Rate 2001-02	95.6%	94.5%	94.6%	92.0%	91.7%	90.4%	93.4%	*	97.1%	91.6%	92.3%	88	88	88
Advanced Courses 2002-03	19.7%	14.4%	16.1%	14.6%	8.1%	10.5%	23.7%	*	38.1%	12.9%	16.2%	1.8%	1.8%	1.8%
Advanced Courses 2001-02	19.4%	13.9%	16.0%	14.2%	7.6%	11.2%	21.7%	*	42.4%	11.2%	17.0%	0.3%	0.3%	0.3%
RHSP/DAP Graduates Class of 2003	63.7%	56.3%	61.0%	56.4%	47.8%	51.2%	69.5%	-	83.3%	47.8%	64.1%	3.8%	3.8%	3.8%
RHSP/DAP Graduates Class of 2002	58.2%	53.0%	54.9%	53.0%	46.3%	42.1%	66.9%	*	80.0%	40.8%	64.2%	4.9%	4.9%	4.9%

For TAKS/SDAA indicators, an asterisk (*) indicates that fewer than 5 students were in this classification, including zero students

For all other indicators, an asterisk (*) indicates that fewer than 5 students were in this classification, excluding zero students

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

For non-TAKS/SDAA indicators, a dash (-) indicates that no students were in that classification.

Indicators Continued

Explanation of Performance Section for 2003-04 (continued)

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

> 99% - As of 2004, new rules apply to results for the TAKS and SDAA tests, to mask performance at 100% or close to it. In cases where the performance would be 0% or close to it, the number is also masked, with <1%.

Completion/Student Status Rate (Gr 9-12)	88.3%	71.1%	85.8%	64.9%	73.4%	33.3%
Class of 2003	81.9%	70.6%	81.8%	81.8%	73.4%	33.3%
Graduated	8.0%	4.1%	4.5%	5.9%	3.8%	6.7%
Continued GED	12.4%	17.4%	8.2%	8.2%	2.6%	6.7%
Dropped Out (4-yr)	3.1%	7.5%	4.1%	4.1%	16.7%	33.3%
Class of 2002	82.8%	74.4%	76.4%	76.4%	71.6%	28.6%
Graduated	4.1%	5.7%	5.8%	7.2%	4.1%	0.0%
Continued GED	13.0%	14.6%	6.7%	6.7%	16.5%	14.3%
Dropped Out (4-yr)	6.9%	6.2%	6.7%	6.7%	20.0%	57.1%
Completion Rate II (w/GED) (Accountability Indicator)	95.5%	94.9%	96.9%	95.9%	93.5%	73.3%
Class of 2003	93.1%	93.4%	93.8%	93.3%	88.0%	42.9%
Class of 2002	92.2%	90.8%	94.3%	90.0%	90.9%	66.7%
Completion Rate I (w/o GED)	71.1%	62.9%	50.6%	85.4%	n/a	n/a
TAAS/TASP Equivalency	70.5%	67.2%	49.2%	86.8%	n/a	n/a
Class of 2003	29%	28%	21%	41%	5%	-
Class of 2002	43%	40%	16%	70%	6%	21%
College Readiness - Texas Success Initiative (TSI)	58.1%	46.1%	46.4%	55.3%	n/a	n/a
Eng Lang Arts 2004	58.3%	48.7%	45.8%	56.3%	n/a	n/a
Mathematics 2004	20.3%	25.5%	5.0%	44.9%	n/a	n/a
SAT/ACT Results	17.4%	17.9%	50.0%	50.0%	n/a	n/a
At/Above Criterion	27.2%	25.5%	2.8%	31.7%	22.0%	n/a
Class of 2003	26.6%	29.9%	17.9%	44.9%	26.5%	n/a
Class of 2002	989	958	774	1065	943	n/a
Mean SAT Score	986	1001	836	1095	983	n/a
Class of 2003	19.9	17.1	15.4	19.4	17.4	n/a
Class of 2002	20.0	19.4	16.1	21.5	19.6	n/a

Elementary schools have a unique indicator, the Student Success Initiative.

Beginning with 2004, the Annual Dropout Rate is reported for grades 7-8 only, making it a unique indicator for middle and junior high schools.

One performance indicator is shown at the district level only: TAAS Cumulative Pass Rate shows the district's success at getting all of their students to pass the TAAS exit-level test.

Student Success Initiative	20%	23%	17%	*	*	23%	29%
Grade 3 Reading (English and Spanish)	13%	31%	17%	*	*	44%	24%
Students Requiring Accelerated Instruction	12%	19%	17%	*	*	83%	93%
2004	88%	83%	81%	*	*	96%	6%
2003	95%	92%	81%	*	*	65%	n/a
TAAS Cumulative Met Standard (March and April)	88%	83%	81%	*	*	n/a	*
2004	88%	83%	81%	*	*	n/a	*
2003	88%	83%	81%	*	*	n/a	*
TAAS Failers Promoted by Grade Placement Committee*	40.9%	20.0%	25.0%	*	*	n/a	*
2003	29%	29%	75%	*	*	n/a	*
TAAS Met Standard (Failed in 2003)	29%	29%	75%	*	*	n/a	*
Promoted to Grade Retained in Grade	80%	80%	80%	*	*	n/a	*
Annual Dropout Rate (Gr 7-8) (Accountability Indicator)	0.2%	0.3%	0.2%	0.5%	0.5%	5.6%	1.0%
2002-03	0.2%	0.3%	0.2%	0.5%	0.5%	0.0%	0.0%
2001-02	0.2%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%

District-only Indicator

District Name: SAMPLE ISD	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
District #: 555555	89.9%	90.1%	96.7%	*	87.5%	90.5%	93.9%	n/a	n/a	n/a
Indicator: TAAS Exit-Level Cumulative Pass Rate	90.5%	89.5%	95.3%	-	100.0%	90.6%	93.2%	n/a	n/a	n/a
Class of 2004	92.3%	90.1%	96.7%	*	87.5%	90.5%	93.9%	n/a	n/a	n/a
Class of 2003	91.9%	89.5%	95.3%	-	100.0%	90.6%	93.2%	n/a	n/a	n/a

PEIMS Role Identifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027 Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003 Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004 Assistant/Associate/Deputy Superintendent

012 Instructional Officer

020 Principal

028 Teacher Supervisor

032 Vocational Education Coordinator

040 Athletic Director

043 Business Manager

044 Tax Assessor and/or Collector

045 Director - Personnel/Human Resources

055 Registrar

PROFESSIONAL SUPPORT STAFF

002 Art Therapist

005 Associate School 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

030 Visiting Teacher

041 Teacher Facilitator

042 Teacher Appraiser

054 Department Head

056 Athletic Trainer

058 Other Campus Professional Personnel

080 Other Non-Campus Professional Personnel

TEACHERS

025 Special Duty Teacher

029 Teacher

047 Substitute Teacher

EDUCATIONAL AIDES

033 Educational Aide

036 Non-Certified Interpreter

037 Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Financial Accounting Codes for Revenue and Expenditure Items (In Alphabetical Order by Label)

Label	Included Funds***	Function(s)	Object(s)	Program(s)
ACTUAL EXPENDITURE EXCLUSIONS				
Tuition Transfers for Grades/Services Not Offered	All	91,96, 99	All 6000s	All
	All	92-99	6222,6229	All
Wealth Equalization Transfer	All	91,96	All 6000s	All
Capital Projects Funds	601, 699	All	All 6000s	All
Shared Services Arrangements Funds	290-379 and 430-459	All	All 6000s and 6493	All
Adult Education Programs	213, 220, 223, 231, 245, 381 382	All	All 6000s	All
Tax Increment Fund	All	97	All 6000s	All
ACTUAL INSTRUCTIONAL OPERATING EXPENDITURES BY PROGRAM				
Regular Education	All	11,95	6100-6400	11
Special Education	All	11,95	6100-6400	23
Compensatory Education	All	11,95	6100-6400	24, 30
Career & Technology Ed.	All	11,95	6100-6400	22
Bilingual/ESL Education	All	11,95	6100-6400	25
Gifted & Talented Education	All	11,95	6100-6400	21
Other	All	11,95	6100-6400	26-29, 91, 99
ACTUAL REVENUE EXCLUSIONS				
Wealth Equalization Transfer	All	91,96	All 6000s	All
Capital Projects Funds	601, 699	n/a	All 5000s	All
Shared Services Arrangements Funds	290-379 and 430-459	n/a	All 5000s and 5722, 5841.5951	All
Adult Education Programs	213, 220, 223, 231, 245, 381, 382	n/a	All 5000s	All
Tax Increment Fund	All	All	5746	All
PER PUPIL EXPENDITURES				
Total Expenditures	All	All	All 6000s	All
Total Operating Expenditures by Function*	All	Sum of Detail Below	6100-6400	All
Instruction and Instructional Leadership*	All	11,95,21	6100-6400	All
School Leadership*	All	23	6100-6400	All
Central Administration	All	41,92(or 81/Charter Schools)	6100-6400	All
Other Operating	All	12,13,31-36,51- 53,93	6100-6400	All
Other Campus Costs**	All	12,13,31- 33,35,36,51-53,93	6100-6400	All
REVENUES BY SOURCE				
Local Tax	All	n/a	5710,5761 (less function 91&96 expenditures)	n/a
Other Local & Intermediate	All	n/a	5720-5745,5747- 5750,5769	n/a
State	All	n/a	5800	n/a
Federal	All	n/a	5900	n/a

continued

TOTAL EXPENDITURES	All	Sum of Detail Below	All 6000s	All
TOTAL EXPENDITURES BY FUNCTION*				
Operating	All	Sum of Operating Detail		
Instruction*	All	11, 95	6100-6400	All
Instructional-Related Services	All	12,13	6100-6400	All
Instructional Leadership*	All	21	6100-6400	All
School Leadership*	All	23	6100-6400	All
Support Services - Student	All	31,32,33	6100-6400	All
Student Transportation	All	34	6100-6400	All
Food Services	All	35	6100-6400	All
Cocurricular/Extracurricular Activities	All	36	6100-6400	All
Central Administration	All	41,92(or 81/Chrtr Schools)	6100-6400	All
Plant Maintenance & Operations	All	51	6100-6400	All
Security and Monitoring Services	All	52	6100-6400	All
Data Processing Services	All	53	6100-6400	All
Payments to Fiscal Agent of SSA's	All	93	6100-6400	All
Other Campus Costs**	All	12,13,31-33,35,36,51-53,93	6100-6400	All
Non-Operating	All	Sum of Non-Operating Detail	6100-6400 and 6500, 6600	All
Debt Service	All	71	6100-6400 and 6500	All
Facilities Acquisition & Construction	All	81	6100-6400 and 6600	All
Community Services	All	61	6100-6400	All
TOTAL EXPENDITURES BY OBJECT				
Operating	All	All	6100-6400	All
Payroll Costs	All	All	6100	All
Professional and Contracted Services	All	All	6200	All
Supplies and Materials	All	All	6300	All
Other Operating Costs	All	All	6400	All
Non-Operating	All	All	6500-6600	All
Debt Service	All	All	6500	All
Capital Outlay	All	All	6600	All
TOTAL EXPENDITURES FOR ATHLETIC PROGRAMS	All	All	All 6000s	91
TOTAL REVENUES	All	n/a	All 6000s	91

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

** Indicates the item appears on the Campus Profile only.

*** Included Funds with a value of 'All' means all funds *except* those listed as excluded, specifically 601,699, 290-379, 430-459, 213, 220, 223, 231,245, 381, and 382.

See the *Financial Resource Guide* (at <http://www.tea.state.tx.us/school.finance/index.html>) for explanations of the fund, function, object, and program codes.

Advanced Academic Courses

2003-04 Academic Excellence Indicator System

English Language Arts

A3220100	English Language And Composition
A3220200	English Literature And Composition
A3220300	International English Language
I3220300	English III
I3220400	English IV
03221100	Research/Technical Writing
03221200	Creative/Imaginative Writing
03221500	Literary Genres
03221600	Humanities
03221800	Independent Study In English
03231000	Independent Study In Journalism
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech

Mathematics

A3100101	Calculus AB
A3100102	Calculus BC
A3100200	AP Statistics
I3100100	Mathematical Methods Subsidiary Level
I3100200	Mathematical Studies Subsidiary Level
I3100300	Mathematics Higher Level
I3100400	Advanced Mathematics Subsidiary Level
03101100	Pre-Calculus
03102500	Independent Study in Mathematics (1 st time)
03102501	Independent Study in Mathematics (2 nd time)

Computer Science

A3580100	Computer Science I
A3580200	Computer Science II
I3580200	Computer Science I
I3580300	Computer Science II
03580200	Computer Science I
03580300	Computer Science II

- All courses shown were for the 2002-03 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Science

A3010200	Biology
A3020000	Environmental Science
A3040000	Chemistry
A3050001	Physics B
A3050002	Physics C
I3010200	Biology
I3020000	Environmental Systems
I3040001	Chemistry I
I3040002	Chemistry II
I3050001	Physics I
I3050002	Physics II
I3010201	Biology II

Social Studies/History

A3310100	Micro Economics
A3310200	Macro Economics
A3330100	United States Government And Politics
A3330200	Comparative Government And Politics
A3340100	United States History
A3340200	European History
A3350100	Psychology
A3360100	Human Geography
A3370100	World History
I3301100	History, Standard Level
I3301200	History: Africa, Higher Level
I3301300	History: Americas, Higher Level
I3301400	History: East And Southeast Asia, Higher Level
I3301500	History: Europe, Higher Level
I3302100	Geography, Standard Level
I3302200	Geography, Higher Level
I3303100	Economics, Standard Level
I3303200	Economics, Higher Level
I3304100	Psychology, Standard Level
I3304200	Psychology, Higher Level
I3366010	Philosophy
I3000100	Theory Of Knowledge
03310301	Economics Advanced Studies
03380001	Social Studies Advanced Studies

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Fine Arts

A3150200	Music Theory
A3500100	History Of Art
A3500300	Art/Drawing
A3500400	Art/Two-Dimensional Design Portfolio
A3500500	Art/Three-Dimensional Design Portfolio
I3250200	Music SL
I3250300	Music HL
I3600100	Art/Design HL
I3600200	Art/Design SL-A
I3600300	Art/Design SL-B
I3750200	Theatre Arts SL
I3750300	Theatre Arts HL
03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV

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Advanced Languages (Modern or Classical)

A3410100	French IV Language
A3410200	French V Literature
A3420100	German IV Language
A3430100	Latin IV (Vergil)
A3430200	Latin V (Catullus-Horace)
A3440100	Spanish IV Lang
A3440200	Spanish V Literature
I3120400	Japanese IV
I3120500	Japanese V
I3410400	French IV
I3410500	French V
I3420400	German IV
I3420500	German V
I3430400	Latin IV
I3430500	Latin V
I3440400	Spanish IV
I3440500	Spanish V
I3450400	Russian IV
I3450500	Russian V
I3480400	Hebrew IV
I3480500	Hebrew V
I3490400	Chinese IV
I3490500	Chinese V
I3996000	Other Foreign Language IV
I3996100	Other Foreign Language V
03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI

- All courses shown were for the 2002-03 school year.
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- Dual Enrollment courses are not specifically shown on this list.

03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440500	Spanish V
03440600	Spanish VI
03440700	Spanish VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Language IV
03996100	Other Foreign Language V
03996200	Other Foreign Language VI
03996300	Other Foreign Language VII

- All courses shown were for the 2002-03 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

2003-04 Campus Comparison Group

TARGET CAMPUS NAME: SAMPLE H S TARGET CAMPUS #: 999999001 DISTRICT NAME: SAMPLE ISD CAMPUS TYPE: SECONDARY SCHOOL		T E X A S E D U C A T I O N CAMPUS COMPARISON GROUP FOR							PAGE 1
CAMPUS NUMBER	CAMPUS NAME	% WHITE	% HISPANIC	% ECON	MOBILITY	% LEP	AFR_AMER		
002901001	XNDRYWS H S	56.9	40.2	16.0	16.2	2.5	1.3		
011902001	YLGON H S	51.9	31.5	38.0	18.2	5.4	15.7		
	BXRTLYTT ISD	53.0	31.5	40.6	19.5	2.3	15.1		
	JLQNG H S	51.6	39.1	38.4	15.7	4.9	9.4		
	NW BRXUNF H S	58.3	39.1	29.2	23.2	4.1	1.9		
	GXRLXND ISD	53.8	15.9	25.6	24.6	6.6	14.0		
	QRVQNG ISD	49.4			27.8	13.8	11.6		
057912003	MXCXRTUR H S	51.1			28.0	8.8	18.9		
057912004	NMQTZ H S	55.4			22.5	7.9	8.1		
057916003	RQCHXRDSAN H S	58.4			20.2	13.1			
070903002	YNNQS H S	57.3			16.5	2.4			
070905002	FYRRQS H S	58.1			6.3	6.3			
071902010	FRXNKLQN H S	50.6			3.9	3.9			
075901001	FLXTANQX ISD	58.2			1.3	1.3			
083903001	SYMVALY ISD	56.9			2.3	2.3			
089901001	GANZXLYS ISD	49.9			2.3	2.3			
096904001	MWPHQS ISD	50.0			5.2	5.2			
101905001	CHXNNYLQYW H S	56.7			17.8	4.9			
101907005	LXNGHXM CRYK H S	58.5			25.8	4.1			
101911003	STYRLQNG H S	58.6			22.1	2.1			
	DABQY H S	49.9			4.5	4.5			
	BQG SPRQNG H S	55.4			3.8	3.8			
	GYARGY WYST H S	57.4			17.3	5.7			
	STXNTAN ISD	56.8			17.3	3.9			
	BXY CQTY H S	49.5			23.5	9.9			
	DYVQNY H S	54.7			31.1	5.7			
	LYY FRYSHMXN H S	56.5			37.0	6.2			
	MQDLXND FRYSHMXN H S	52.9			20.5	2.4			
	YAY H S	55.3			15.7	3.2			
	DUMXS H S	54.1			19.1	3.9			
	SWYTWXYR H S	57.3			28.6	6.3			
	WAADSBARA H S	54.2			42.0	1.5			
	YLDARXDA H S	57.5			18.0	4.9			
	SANARX H S	53.6			28.5	1.3			
	TULQX H S	50.0			19.8	1.3			
	SAMPLE H S	53.9			16.0	5.0			
	RXNKQN H S	51.9			34.8	3.9			
	YL CXMPA H S	51.0			17.6	3.9			
	TXYLAR H S	52.7			14.2	7.0			
	FLARYSVQLLY H S	49.8			23.7	2.8			
	DYNVYR CQTY H S	55.6			15.1	3.6			
	Group Average	67.8	70.1	19.9	20.2	11.0	8.3		

Percent of students identified as Hispanic

Percent of students identified as economically disadvantaged

Percent of students identified as mobile

Percent of students identified as limited English proficient (LEP)

Percent of students identified as White

Percent of students identified as African American

Campus ID Numbers: This listing is in Campus ID number order.

Target Campus (identified by asterisk)

*** ORDER OF COLUMNS WILL VARY ON LISTS FOR OTHER CAMPUSES ***

** THIS CAMPUS HAS A MISSING MOBILITY RATE, SO ITS DISTRICT'S MOBILITY RATE WAS USED INSTEAD. NOTE THAT THE GROUP AVERAGE (SHOWN AT THE BOTTOM OF THE COLUMN) DOES NOT INCLUDE THIS SUBSTITUTED VALUE.

2003-04 TAKS/SDAA Participation

Section I - Page 3
 Total Students: 2,527
 Grade Span: 09 - 12
 School Type: Secondary

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2003-04 Campus Performance

Site Name: SAMPLE ISD
 Name: SAMPLE HIGH SCHOOL
 Campus #: 555555444

Tested TAKS/SDAA:
 The percent of students who took one or more of the TAKS and/or SDAA tests.

This section shows TAKS and/or SDAA participation rates for all students in grades 3-11

For 2004, the Tested TAKS/SDAA section is shown two ways:

By Testing Program

TAKS/SDAA: This shows the percent of students who were tested on the TAKS only or on a combination of TAKS and SDAA.

SDAA Only: This shows the percent of students who were tested on the SDAA only.

By Mobility Status

Acct Subset: This shows the percent of students whose performance on the TAKS and/or SDAA was used to determine a school's and district's accountability rating. The performance reported in the 2003-04 AEIS reports is based on this subset of non-mobile students.

Mobile Subset: The percent of students in the grades tested who enrolled in the district or campus after late October (the fall PEIMS submission date).

Indicator:	State	District	Campus Group	Campus	African American	Native	Asian	Special	Economic	LEP
2004 TAKS/SDAA Participation Grades 3-11	95.4%	95.7%	90.0%	90.0%	3%	3%	3%	3%	3%	52.0%
Tested TAKS/SDAA	90.4%	90.0%	90.0%	90.0%	3%	3%	3%	3%	3%	52.0%
By Testing Program	5.0%	5.8%	0.0%	0.0%	0%	0%	0%	0%	0%	0.0%
SDAA Only	89.4%	84.2%	84.5%	85.5%	0%	3%	3%	3%	3%	49.0%
By Mobility Status	5.9%	4.8%	4.7%	5.1%	3%	3%	3%	3%	3%	3.1%
Acct Subset	4.6%	4.3%	10.0%	9.4%	7%	8%	8%	8%	8%	48.0%
Mobile Subset	0.2%	0.4%	0.2%	1.2%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%
Not Tested TAKS/SDAA	2.1%	0.9%	7.5%	3.1%	8%	8%	8%	8%	8%	6.1%
Absent	1.2%	1.2%	0.0%	1.8%	5%	5%	5%	5%	5%	29.6%
ARD Exempt	1.2%	1.7%	1.9%	3.6%	6%	6%	6%	6%	6%	11.2%
Other	0.9%	0.9%	0.0%	0.0%	0%	0%	0%	0%	0%	0.0%
Total Count	2,886,460	5,917	595	1,820	75	75	75	75	75	98
2003 TAKS/SDAA Participation Grades 3-11	94.9%	94.6%	90.4%	87.0%	84.6%	84.6%	84.6%	84.6%	84.6%	87.9%
Tested TAKS/SDAA	90.1%	89.6%	89.5%	81.0%	84.6%	84.6%	84.6%	84.6%	84.6%	87.9%
By Testing Program	4.8%	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TAKS/SDAA	88.8%	88.8%	85.4%	82.0%	85.1%	85.1%	85.1%	85.1%	85.1%	82.8%
SDAA Only	6.1%	5.8%	4.5%	5.0%	4.1%	4.1%	4.1%	4.1%	4.1%	5.1%
By Mobility Status	4.2%	4.2%	4.2%	6.5%	4.2%	4.2%	4.2%	4.2%	4.2%	2.3%
Acct Subset	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	15.5%
Mobile Subset	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.5%
Not Tested TAKS/SDAA	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%
Absent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.1%
ARD Exempt	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	6,111,424	6,111,424	33	33	888	888	888	888	888	99

Not Tested: The percent of students (in the grades tested) who did not take any test.

Absent: The percent of students who were absent for every test.

ARD Exempt: The percent of students who received a special education exemption on every test.

Other: The percent of students whose answer documents were coded with a combination of the "Not Tested" categories, or whose testing was disrupted by illness or other similar events.

Total Count: This represents the number of students who were in school during the spring TAKS/SDAA administration and is roughly equivalent to enrollment in the grades tested. The official "enrollment" numbers in grades 3-11 will not match exactly the number of students tested because enrollment is counted in the fall and students are tested in the spring.

LEP Exempt: The percent of students who received a limited English proficiency (LEP) exemption on every test.

2003 Participation: For comparison purposes, values were recalculated for 2003 to match the new Accountability Subset criteria for 2004.

A sum of the percents shown may not equal exactly 100 due to rounding and/or missing information.

Spring 2004 TAKS Reading (English) Performance Standards

Reading (English)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Panel Recommendation	36	25 ¹	69%
		One SEM Below [2004 Standard]		23 ¹	64%
		Commended Performance		34 ¹	94%
	Grade 4	Panel Recommendation	40	26	65%
		One SEM Below [2004 Standard]		24	60%
		Commended Performance		37	93%
	Grade 5	Panel Recommendation	42	30	71%
		One SEM Below [2004 Standard]		28	67%
		Commended Performance		39	93%
Grade 6	Panel Recommendation	42	27	64%	
	One SEM Below [2004 Standard]		24	57%	
	Commended Performance		38	90%	
Grade 7	Panel Recommendation	48	34	71%	
	One SEM Below [2004 Standard]		31	65%	
	Commended Performance		45	94%	
Grade 8	Panel Recommendation	48	34	71%	
	One SEM Below [2004 Standard]		31	65%	
	Commended Performance		45	92%	
Grade 9	Panel Recommendation	42	23	55%	
	One SEM Below [2004 Standard]		20	48%	
	Commended Performance		35	83%	

Spring 2004 TAKS Reading (Spanish) Performance Standards

Reading (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Panel Recommendation	36	24 ¹	67%
		One SEM Below [2004 Standard]		22 ¹	61%
		Commended Performance		33 ¹	92%
	Grade 4	Panel Recommendation	40	25	63%
		One SEM Below [2004 Standard]		22	55%
		Commended Performance		35	88%
	Grade 5	Panel Recommendation	42	26	62%
		One SEM Below [2004 Standard]		23	55%
		Commended Performance		36	86%
Grade 6	Panel Recommendation	42	24	57%	
	One SEM Below [2004 Standard]		21	50%	
	Commended Performance		35	83%	

The numbers and percents shown on this table are based on the first administration of the spring 2004 TAKS test. It should not be used to anticipate the exact number and percent correct required to meet the standard or achieve *Commended Performance* on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Spring 2004 TAKS English Language Arts Performance Standards²

English Language Arts		Standard	Total Points Possible	Number Correct	Percent Correct	
	Grade 10		Panel Recommendation	73	38	52%
			One SEM Below [2004 Standard]		34	47%
			Commended Performance		63	86%
	Grade 11		Panel Recommendation	73	42	58%
			One SEM Below		39	53%
			Two SEM Below [2004 Standard]		36	49%
		Commended Performance	62		85%	

Spring 2004 TAKS Writing (English) Performance Standards³

Writing (English)		Standard	Total Points Possible	Number Correct	Percent Correct	
	Grade 4		Panel Recommendation	32	18	56%
			One SEM Below [2004 Standard]		15	47%
			Commended Performance		28	88%
	Grade 7		Panel Recommendation	44	22	50%
			One SEM Below [2004 Standard]		20	45%
			Commended Performance		38	86%

Spring 2004 TAKS Writing (Spanish) Performance Standards³

Writing (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct	
	Grade 4		Panel Recommendation	32	16	50%
			One SEM Below [2004 Standard]		14	44%
			Commended Performance		26	81%

Spring 2004 TAKS Mathematics (Spanish) Performance Standards

Mathematics (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct	
	Grade 3		Panel Recommendation	40	28	70%
			One SEM Below [2004 Standard]		25	63%
			Commended Performance		37	93%
	Grade 4		Panel Recommendation	42	28	67%
			One SEM Below [2004 Standard]		25	60%
			Commended Performance		37	88%
	Grade 5		Panel Recommendation	44	30	68%
			One SEM Below [2004 Standard]		26	59%
			Commended Performance		39	89%
	Grade 6		Panel Recommendation	46	27	59%
			One SEM Below [2004 Standard]		24	52%
			Commended Performance		39	85%

The numbers and percents shown on this table are based on the first administration of the spring 2004 TAKS test. It should not be used to anticipate the exact number and percent correct required to meet the standard or achieve *Commended Performance* on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Spring 2004 TAKS Mathematics (English) Performance Standards

	Standard	Total Points Possible	Number Correct	Percent Correct
Mathematics (English)	Grade 3 Panel Recommendation	40	27	68%
	One SEM Below [2004 Standard]		24	60%
	Commended Performance		37	93%
	Grade 4 Panel Recommendation	42	28	67%
	One SEM Below [2004 Standard]		25	60%
	Commended Performance		39	93%
	Grade 5 Panel Recommendation	44	30	68%
	One SEM Below [2004 Standard]		27	61%
	Commended Performance		40	91%
	Grade 6 Panel Recommendation	46	28	61%
	One SEM Below [2004 Standard]		25	54%
	Commended Performance		40	87%
	Grade 7 Panel Recommendation	48	28	58%
	One SEM Below [2004 Standard]		25	52%
	Commended Performance		44	92%
	Grade 8 Panel Recommendation	50	31	62%
	One SEM Below [2004 Standard]		28	56%
	Commended Performance		45	90%
	Grade 9 Panel Recommendation	52	31	60%
	One SEM Below [2004 Standard]		28	54%
	Commended Performance		45	87%
	Grade 10 Panel Recommendation	56	34	61%
	One SEM Below [2004 Standard]		30	54%
	Commended Performance		51	91%
	Grade 11 Panel Recommendation	60	32	53%
	One SEM Below		28	47%
	Two SEM Below [2004 Standard]		24	40%
	Commended Performance		53	88%

The numbers and percents shown on this table are based on the first administration of the spring 2004 TAKS test. It should not be used to anticipate the exact number and percent correct required to meet the standard or achieve *Commended Performance* on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Spring 2004 TAKS Social Studies Performance Standards

Social Studies		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 8	Panel Recommendation	48	25	52%
		One SEM Below [2004 Standard]		22	46%
		Commended Performance		42	88%
Grade 10	Panel Recommendation	50	30	60%	
	One SEM Below [2004 Standard]		27	54%	
	Commended Performance		45	90%	
Grade 11	Panel Recommendation	55	28	51%	
	One SEM Below		25	45%	
	Two SEM Below [2004 Standard]		22	40%	
	Commended Performance		49	89%	

Spring 2004 TAKS Science (English) Performance Standards

Science (English)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 5	Panel Recommendation	40	31	78%
		One SEM Below [2004 Standard]		28	70%
		Commended Performance		37	93%
Grade 10	Panel Recommendation	55	34	62%	
	One SEM Below [2004 Standard]		30	55%	
	Commended Performance		50	91%	
Grade 11	Panel Recommendation	55	31	56%	
	One SEM Below		27	49%	
	Two SEM Below [2004 Standard]		24	44%	
	Commended Performance		50	91%	

Spring 2004 TAKS Science (Spanish) Performance Standards

Science (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 5	Panel Recommendation	40	32	80%
		One SEM Below [2004 Standard]		29	73%
		Commended Performance		38	95%

¹ March 2004 (first administration) Grade 3 Reading TAKS standards.

² An essay rating of 2 or higher is required for Met Standard on the English Language Arts tests.

³ An essay rating of 2 or higher is required for Met Standard and an essay rating of 3 or higher is required for *Commended Performance* on the grades 4 and 7 writing tests.

The numbers and percents shown on this table are based on the first administration of the spring 2004 TAKS test. It should not be used to anticipate the exact number and percent correct required to meet the standard or achieve *Commended Performance* on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.