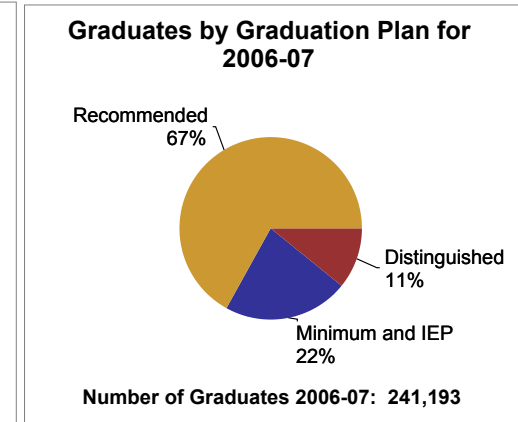
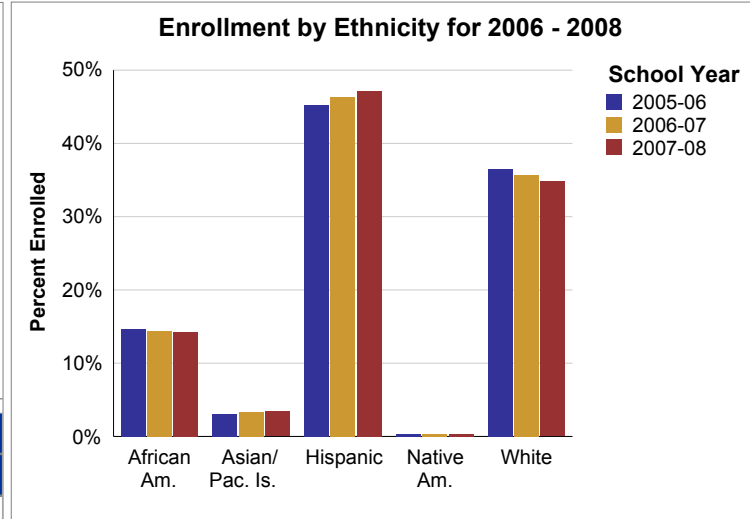
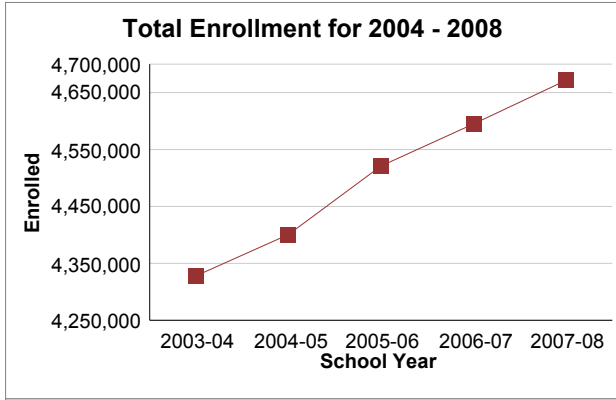


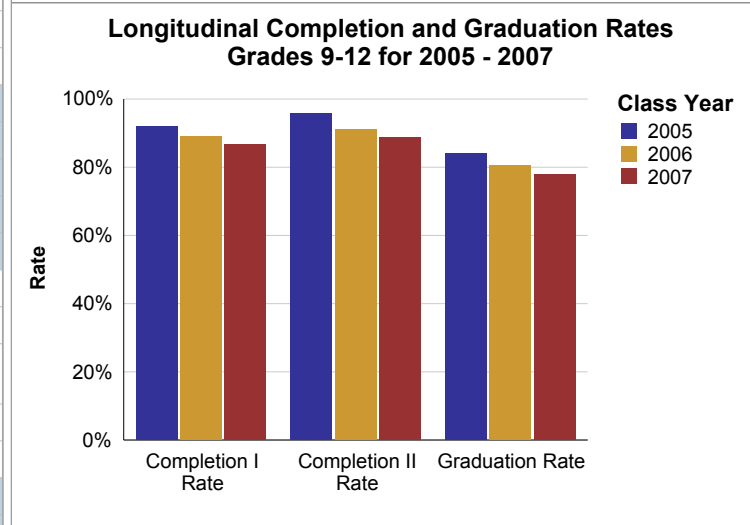
School Year 2007-08	
Number Districts	1,229
Number Schools	8,226
Number Students	4,671,493

Accountability Rating	Exemplary	Recognized	Academically Acceptable	Academically Unacceptable	Not Rated	
	<b>2007-08</b>					
	Percent Districts	3.5%	26.8%	66.6%	2.6%	0.5%
	Percent Schools	12.2%	34.4%	42.8%	2.5%	8.1%

State Met AYP in 2006-07	Met AYP	Missed AYP	Not Evaluated	
	<b>2006-07</b>			
	Percent Districts	87.5%	11.1%	1.4%
	Percent Schools	80.0%	8.2%	11.8%



Enrollment Profile		2007-08	
		Number	Percent
Gender	Female	2,274,819	48.7%
	Male	2,396,674	51.3%
	<b>Total</b>	<b>4,671,493</b>	<b>100.0%</b>
Ethnicity	African American	666,009	14.3%
	Asian/Pacific Islander	159,221	3.4%
	Hispanic	2,203,340	47.2%
	Native American	16,285	0.3%
	White	1,626,638	34.8%
Program Participation	Bilingual Education	424,055	9.1%
	Career & Technical Ed	973,787	20.8%
	English as a Second Language	297,695	6.4%
	Gifted & Talented	348,854	7.5%
	Special Education	474,681	10.2%
Student Population	At Risk	2,256,606	48.3%
	Economically Disadvantaged	2,576,621	55.2%
	English Language Learner	775,432	16.6%
	Immigrant	94,263	2.0%
	Migrant	37,548	0.8%



Note:  
 1. Completion rates for classes in which the national dropout definition is being phased in (i.e., classes of 2006, 2007, 2008 and 2009) are not comparable to completion rates for the class of 2005, nor to each other.  
 2. Completion I rate consists of students who have graduated or continued in high school. Completion II rate consists of students who have graduated, continued in high school, or received GED certificates.

Annual Dropout Rate 2006-07			
Grade Range	Total Students	Number Dropouts	Annual Dropout Rate
7-8	689,733	2,888	0.4%
9-12	1,333,837	52,418	3.9%
7-12	2,023,570	55,306	2.7%

Teachers (FTE) by Ethnicity 2006 - 2008			
School Year	2005-06	2006-07	2007-08
African Am.	9.1%	9.3%	9.6%
Asian/Pac. Is.	1.1%	1.2%	1.2%
Hispanic	20.1%	20.8%	21.4%
Native Am.	0.3%	0.3%	0.3%
White	69.4%	68.5%	67.5%
<b>Total</b>	<b>302,398</b>	<b>311,646</b>	<b>321,923</b>

Actual Financial State Totals 2006-07		
(Membership 4,576,678)	General Fund	Per Student
Total Revenue	\$33,257,786,571	\$7,267
Total Exp.	\$31,276,270,168	\$6,834
Operating Exp. - Pgm.	\$23,324,683,153	\$5,096

**Glossary and Explanatory Text** [Top of Report](#)

<b>Abbreviations</b>	
AYP	Adequate Yearly Progress
AEA	Alternative Education Accountability
FTE	Full Time Equivalent
GED	General Educational Development
IEP	Individualized Education Program
Operating Exp. - Pgm	Operating Expenditures Program
Pac. Is.	Pacific Islander. See Ethnicity.
Total Exp.	Total Expenditures
<b>Definitions</b>	
Academically Acceptable	Academically Acceptable is the third highest possible rating of the Texas Education Agency's accountability system. The term Academically Acceptable refers to both the Academically Acceptable and the Alternative Education Accountability (AEA) Academically Acceptable ratings for districts and schools. See Accountability Rating.
Academically Unacceptable	Academically Unacceptable is the lowest possible rating of the Texas Education Agency's accountability system. A school or district with this rating is subject to interventions and sanction specified in Chapter 39 of the Texas Education Code. The term Academically Unacceptable refers to both the Academically Unacceptable and the Alternative Education Accountability (AEA) Academically Unacceptable ratings for districts and schools. See Accountability Rating.
Accountability	In 1993, the Texas Legislature enacted statutes that mandated the creation of the Texas public school accountability system to rate Texas public school districts and evaluate campuses each year.
Accountability Rating	The state accountability system assigns ratings to every campus and district in the Texas public education system each year. In most cases the system assigns one of four rating labels ranging from lowest to highest and includes Academically Unacceptable, Academically Acceptable, Recognized, and Exemplary. To determine the rating label, the system evaluates indicators of performance, including assessment results on the state standardized assessment instruments as well as longitudinal completion rates and annual dropout rates. For detailed information about the accountability standards, refer to the standard and AEA procedures outlined in the state accountability manual applicable to the specific school year.
Adequate Yearly Progress	Adequate Yearly Progress (AYP) was established under the accountability provisions of the No Child Left Behind Act, requiring all public school campuses, school districts, and the state to be evaluated for adequate yearly progress. Districts, campuses, and the state are required to meet AYP criteria on three measures including Reading Language Arts, Mathematics, and either Graduation Rate for high schools and districts or Attendance Rate for elementary and middle or junior high schools.

Annual Dropout Rate	The annual dropout rate is the percentage of students in a specified grade range who drop out of school during one school year.
At Risk	Students who are at risk of dropping out of school according to state defined criteria.
Bilingual Education	Bilingual indicates that the student is participating in a state approved bilingual education program. The bilingual program must be a full time program that provides dual language instruction through the Texas Essential Knowledge and Skills or TEKS, in the content areas of mathematics, science, health, and social studies in the primary language of limited English proficient students.
Career & Technical Education	Career and technical education (CTE) programs offer a sequence of courses that provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. CTE programs also provide opportunities for students to earn technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree.
Class	A class consists of members of a group of students identified by the starting grade and anticipated year of graduation.
Class Year	The designated completion year for graduation for a cohort class. For example, Class Year 2008 is the expected graduation year for students entering grade 9 in the fall of 2004.
Completion	Completion Rate, also known as High School Completion Rate, is the longitudinal representation of the percentage of students from a class of beginning ninth graders who complete their high school education by their anticipated graduation date. Completion may be defined as graduating, continuing in high school in the fall after graduation was expected, or receiving a General Educational Development (GED) certificate. See Completion I Rate and Completion II Rate.
Completion I Rate	Completion I Rate consists of students who graduated or continued in high school.
Completion II Rate	Completion II Rate consists of students who graduated, continued in high school, or received GED certificates.
Distinguished Achievement Graduation Plan	The distinguished achievement plan requires students entering grade 9 in 2007-2008 and thereafter, to successfully complete 26 credits including courses in English language arts, mathematics, science, social studies, a language other than English, physical education, health education, speech, technology applications, and fine arts. The advanced or distinguished achievement high school graduation program also requires students to complete any combination of four advanced measures as well as meeting testing requirements.
Dropout	A dropout is defined and counted according to the dropout definition in place the year the student drops out. Beginning with the 2005-06 school year, the state definition was changed to match the National Center for Education Statistics (NCES) definition. Under the NCES definition, a dropout is a student who is enrolled in public school in grades 7-12, does not return to public school the following fall, is not expelled, and does not graduate, receive a GED, continue school outside the public school system, begin college, or die.
Economically Disadvantaged	An economically disadvantaged student is eligible for free or reduced-price lunch or eligible for other public assistance, as defined in the Texas Education Agency's Public Education Information Management System (PEIMS) Data Standards. Eligibility for free or reduced-price lunch or other public assistance is reported for each student at the time of enrollment and is used as a proxy for economically disadvantaged status.
English as a Second Language	English as a Second Language (ESL) students receive specified periods of instruction aimed at the development of English language skills, with a primary focus to learn the Texas Essential Knowledge and Skills (TEKS) for reading and language arts.
English Language Learner	A student whose native language is one other than English. This term is often used synonymously with Limited English Proficient

	(LEP). A student is classified as limited English proficient when a language other than English is used as the primary language in the home and the student's English language proficiency is determined to be limited by a Language Proficiency Assessment Committee (LPAC) or as indicated by a test of English proficiency.
Enrollment	The number of students enrolled in Early Childhood Education through Grade 12 in the Texas public school system as of the Fall Snapshot date (usually the last Friday in October) of each year. The student enrollment counts include any student served by a public school district including charter schools but does not include the Texas School for the Deaf, Texas School for the Blind and Visually Impaired, or the Texas Youth Commission schools.
Ethnicity	Ethnicity/race is one of the demographic characteristics reported for each student at the time of enrollment. The categories used in this report are described in the 2008-2009 PEIMS Data Standards as: -- African American - A non-Hispanic person having origins in any of the Black racial groups of Africa. -- Asian/Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, Indian subcontinent, Polynesian Islands, Micronesian Islands, Melanesian Islands, or Philippine Islands. -- Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. -- Native American - A person having origins in any of the original peoples of North America and who maintains cultural identification through affiliation or community recognition. -- White - A non-Hispanic person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
Exemplary	Exemplary is the highest possible rating of the Texas Education Agency's accountability system. To achieve this rating, at least 90 percent of the tested students must pass each subject area and the district or campus must meet the standards for the Exemplary rating on the completion and dropout indicators. See Accountability Rating.
Full Time Equivalent	Full Time Equivalent (FTE) is the measure of the extent to which a person occupies a full-time position, or the portion of time spent in that role by part-time staff.
General Educational Development	General Educational Development (GED) tests measure the outcome of a high school education. The GED consists of five tests, one in each of these subjects: Mathematics, Science, Social Studies, Writing Skills, and Interpreting Literature and the Arts. Eligible candidates may have an opportunity to earn high school equivalency credentials (GED certificate) based on successful completion of the GED tests.
General Fund	The general fund is a governmental fund to account for all financial resources except those required to be accounted for in another fund.
Gifted / Talented Education	All school districts are mandated by the Texas Legislature to formally identify and serve gifted students in compliance with the requirements of the Texas State Plan for the Education of Gifted/Talented (GT) Students at all grade levels. A Gifted/Talented student is a child or youth who performs at or shows potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or who excels in a specific academic field.
Graduates	Graduates refers to the total number of graduates for a school year, including summer graduates, as reported by districts in the fall of the following school year. Students in special education who graduate are included in the totals. A student is classified as a graduate in the school year in which he or she is reported through the Public Education Information Management System (PEIMS) as a graduate.

Graduation Plan	To receive a high school diploma, a student must complete the requirements of one of the graduation plans set forth in the Texas Administrative Code. Plans currently include the minimum high school program, the recommended high school program, and the advanced/distinguished program. These plans include testing requirements for graduation as specified by state law. Also see Individualized Education Program.
Immigrant	Under Title III of the No Child Left Behind (NCLB) Act of 2001, the terms 'immigrant children and youth' are defined as, individuals who are aged 3 through 21, were not born in any state, and have not been attending one or more schools in any one or more states for more than 3 full academic years.
Individualized Education Program	An Individualized Education Program (IEP) is mandated by the Individuals with Disabilities Education Act and requires public schools to develop an IEP for every student with a disability who is found to meet the federal and state requirements for special education. A student receiving special education services, who successfully completes the requirements of his or her individualized education program, shall receive a high school diploma.
Limited English Proficient	Refers to students who have limited English language skills. LEP is often used synonymously with English Language Learners (ELL). A student is classified as limited English proficient when a language other than English is used as the primary language in the home and the student's English language proficiency is determined to be limited by a Language Proficiency Assessment Committee (LPAC) or as indicated by a test of English proficiency.
Longitudinal Completion Rate	See Completion.
Membership	The total number of public school students who were reported in membership as of the October snapshot date (this is usually the last Friday in October) 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 fewer than 2 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 fewer than 2 hours per day—from their local public school district. For Lonestar reports, membership does not include the Texas School for the Deaf, Texas School for the Blind and Visually Impaired, or the Texas Youth Commission schools.
Met AYP	Designates a district or campus that meets Adequate Yearly Progress (AYP) standards on all indicators for which it is evaluated.
Migrant	A migrant student is one who is a migratory agricultural worker or whose parent, spouse, or guardian is a migratory agricultural worker and who, in the preceding 36 months, in order to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse, or guardian to obtain such employment, has moved from one school district to another, or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence in order to engage in a fishing activity.
Minimum Graduation Plan	The minimum high school graduation plan requires students entering grade 9 in 2007-2008 and thereafter, to successfully complete 22 credits including courses in language arts, mathematics, science, social studies, physical education, technology applications, health education, and speech. To receive a diploma, students must pass the minimum course requirements for the plan and satisfy testing requirements.
Missed AYP	Designates a district or campus that does not meet Adequate Yearly Progress (AYP) standards on one or more indicator components. The Missed AYP label may be assigned to a district or campus in the rare situation where the accuracy and/or integrity of performance results have been compromised.
Not Evaluated AYP	Designates a district or campus that is not evaluated for Adequate Yearly Progress for a variety of reasons. State-administered school districts, new districts, and districts with no students enrolled in Grades 3–8 and 10 are not evaluated for AYP. Campuses are not evaluated if they are new, if they do not serve students in grades above kindergarten, do not have students in attendance for the

	full academic year, do not have students in grades tested, or if they close mid-year. Juvenile Justice Alternative Education Program (JJAEP) and Disciplinary Alternative Education Program (DAEP) campuses are not evaluated.
Not Rated	The term Not Rated refers to the following ratings: Not Rated - Data Integrity Issues, Not Rated - Other, Not Rated - Alternative Education, and the Alternative Education Accountability (AEA) of Not Rated - Other. See Accountability Rating.
Number of Districts	The number of school districts displayed is based on the number of school districts reporting enrolled students as of the Fall Snapshot date (this is usually the last Friday in October) of each year. The Texas School for the Deaf, Texas School for the Blind and Visually Impaired, and the Texas Youth Commission Schools are not included in this number.
Number of Schools	The number of schools displayed is based on the number of schools within the school district reporting enrolled students as of the Fall Snapshot date (this is usually the last Friday in October) of each year. The Texas School for the Deaf, Texas School for the Blind and Visually Impaired, and the Texas Youth Commission schools are not included in this number.
Number of Students	The number of students enrolled as of the Fall Snapshot date. See Enrollment.
Operating Expenditures – Program	Sum of all expenditures for the operation specifically identified with a major instructional program. These programs include Regular, Gifted and Talented, Career and Technology, Students with Disabilities, Accelerated Education, Bilingual, Non-disciplinary Alternative Education Programs (AEP Basic Services), Disciplinary Alternative Education Program (DAEP Basic Services), Disciplinary Alternative Education Program (DAEP State Compensatory Education Supplemental), Title I, Part A Schoolwide Activities Related to State Compensatory Education (SCE) and Other Costs on Campuses with 50% or More Educationally Disadvantaged, and Athletics and Related Activities. Operating expenses include payroll, professional and contracted services, and supplies and materials. Operating expenditures of programs are a subset of total expenditures and cannot be compared to total expenditures. See PEIMS Actual Financial Data Report criteria for additional information.
Operating Expenditures Per Student – Program	Total operating expenditures for programs divided by total students in membership per school year.
Recognized	Recognized is the second highest possible rating of the Texas Education Agency's accountability system. Districts and campuses must have at least 75 percent of the students tested pass each subject or demonstrate sufficient Required Improvement. The district or campus must also meet the standards for the Recognized rating on the completion and dropout indicators. See Accountability Rating.
Recommended Graduation Plan	The recommended high school graduation plan requires students entering grade 9 in 2007-2008 and thereafter, to successfully complete 26 credits, including courses in language arts, mathematics, science, social studies, a language other than English, physical education, health education, speech, technology applications, and fine arts in addition to meeting testing requirements.
School Year	Each school district must, by state law, operate so that the district provides for at least 180 days of instruction for students during the school or scholastic year, generally from September to June.
Special Education	Special education is a program that serves students with disabilities. It offers instructional and related services for eligible students with cognitive, physical, and or emotional disabilities.
Teacher FTE	The FTE count of personnel categorized as teachers, including special duty and permanent substitute teachers. See Full Time Equivalent.
Total Expenditures	Total outlays of money for all functions and objects, excluding actual expenditures used for the following: tuition transfers for grades or services not offered; the cost of reducing property wealth; Shared Services Arrangement (SSA) Funds used for payments from fiscal agents to member districts for services provided; and the Tax Increment Fund. Expenditures include Teacher Retirement System

	benefits paid by the state of Texas on behalf of employees in the districts.
Total Expenditures Per Student	Total expenditures divided by total students in membership per school year.
Total Revenue	Sum of local, intermediate, state taxes and federal program revenues.
Total Revenue Per Student	Total revenue divided by total students in membership per school year.
Total Students	Total number of students (used for annual dropout rate calculation) enrolled during the school year is a cumulative enrollment number based on attendance records.

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