



**Carrollton · Farmers Branch  
Independent School District  
2013-2014 BUDGET**

*The goal of the Carrollton-Farmers Branch ISD is high achievement for all students*

1445 N. Perry Road  
Carrollton, Texas 75011-5186  
[www.cfbisd.edu](http://www.cfbisd.edu)

**Carrollton-Farmers Branch  
Independent School District**

1445 North Perry Road  
Carrollton, Texas 75011-5186

**2013-2014 Official Budget**

**Effective**

**September 1, 2013 - August 31, 2014**

*Issued by:*

Mark Hyatt, CPA  
Associate Superintendent Administrative & Support Services

Tonya Tillman, CPA/RTSBA  
Chief Financial Officer

Steven Franks, CPA  
Accounting Director

Vicki Pippin, CPA/RTSBA  
Accounting Supervisor

Scott Roderick, CPA  
Director Financial Reporting



# Carrollton · Farmers Branch

---

Independent School District

● ● ● An Innovative Leader in Learning ● ● ●

# Table of Contents

## Introductory Section

Principal Officials .....	2
Distinguished Budget Presentation Award for Fiscal Year beginning September 1, 2012 ....	3
Meritorious Budget Award for Fiscal Year 2012-13 .....	4
Consultants and Advisors .....	5

## Executive Summary

Budget Information .....	6
Budget Overview and Highlights.....	10
Budget-in-Brief .....	11
General Fund.....	11
Debt Service Fund.....	23
Food Service Fund .....	26
Adequate Yearly Progress.....	27
Highly Qualified Teacher Report.....	28
Future Outlook .....	29
The Product.....	32
District Improvement Plan.....	49
Planning and Decision Making Process Board Policy.....	76
Personnel.....	77

## Organization Section

Organization Chart.....	89
Description of Organization Units .....	90
Staff FTE by Role .....	92
Financial Structure and Basis of Accounting	
➤ Description of Entity and Community Demographic Information .....	93
➤ Fund Accounting.....	99
➤ Classification of Revenues and Expenditures.....	101
➤ Relationship of Organizational Units.....	102
➤ Significant Financial Policies and Procedures .....	107
➤ Budget Policies and Development Procedures .....	110
➤ Budget Administration and Management Process.....	114

## Financial Section

Revenues .....	118
2013-2014 Budget Short Summary .....	119
Estimated Revenues, Expenditures, Other Resources & Fund Balance Official Budgets..	120
Combined Budget Summary, General Fund, Food Service Fund & Debt Service Fund ...	126

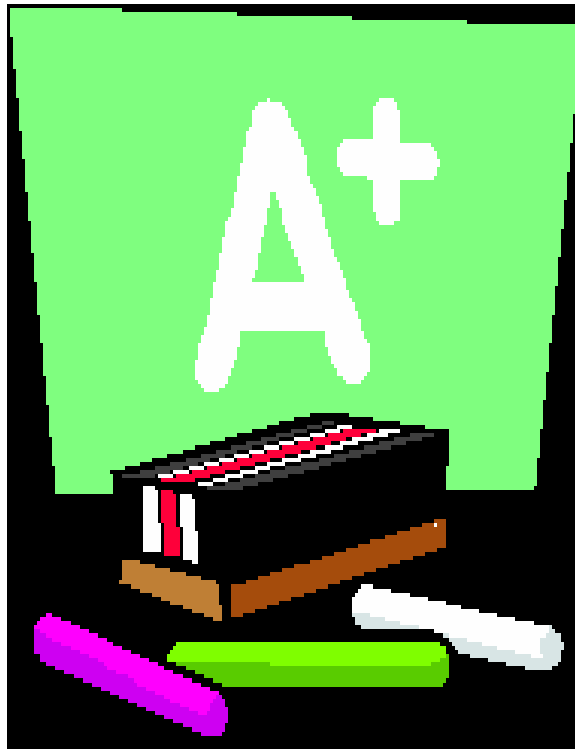
## Table of Contents continued

<b>General Fund</b>	
➤ Revenue Trends and Assumptions.....	130
➤ Expenditure Summary .....	134
➤ Expenditures by Object Comparison to Prior Year .....	135
➤ Impact on Fund Balance .....	136
➤ Five-Year Summary of Revenues and Expenditures .....	139
➤ Budget by Location and Major Object.....	140
<b>Debt Service Fund</b>	
➤ Revenue Sources and Trends .....	145
➤ Expenditures .....	147
➤ Five-Year Summary of Revenues and Expenditures .....	148
➤ Debt Retirement Summary .....	149
➤ Computation of Direct and Overlapping Debt.....	150
➤ Computation of Legal Debt Margin.....	151
➤ Debt Service Fund Balance and Percentage Expenditures .....	152
<b>Food Service Fund</b>	
➤ Revenue Sources .....	154
➤ Expenditure Sources .....	155
➤ Five-Year Summary of Revenues and Expenditures .....	155
➤ Expenditures by Object Comparison to Prior Year .....	156
➤ Fund Balance .....	156
➤ Other Food Service Information .....	157
<b>Capital Budget</b>	
➤ Capital Improvement Plan .....	162
➤ Bond Proceeds .....	163
➤ 2003 Bond Referendum Expenditures .....	164
➤ Major Construction in Progress .....	165
➤ Building Area Square Footage- By Location.....	168
<b>Informational Section</b>	
<b>Student Data</b>	
➤ 2013 Texas Assessment of Knowledge and Skills (TAKS) .....	174
➤ 2013 State of Texas Assessments of Academic Readiness (STAAR) .....	174
➤ Prior Year Texas Assessment of Knowledge and Skills (TAKS) .....	176
➤ Advanced Placement Results.....	178
➤ Students by Category .....	180
➤ Student Dropout Information.....	181
➤ Change in Percentage Ethnicity Over Time.....	182
➤ Students Economically Disadvantaged.....	183
➤ Campus Enrollment .....	184
➤ At Risk Students by Sex, Ethnicity, and Grade .....	185

## Table of Contents continued

➤ Adequate Yearly Progress (AYP) for 2012, 2011, 2010 .....	186
➤ SAT and ACT Results for 2012, 2011 and 2010 .....	189
<b>Salary Schedules</b>	
➤ New Hire Salary Schedule .....	193
➤ Professional/Administrative Salary Schedule .....	194
➤ Clerical/Technical Salary Schedule .....	196
➤ Specialist/Technical .....	198
➤ Manual Trades (Hourly Positions).....	199
➤ Manual Trades (Salaried Positions).....	200
<b>Miscellaneous Financial Information</b>	
➤ Current Public School Finance System.....	203
➤ State Funding for Local School Districts.....	204
➤ Current Litigation Related to the Texas Public School Finance System .....	209
➤ Wealth Transfer Provisions.....	211
➤ Tax Information .....	213
➤ Tax Increment Finance Zones.....	222
➤ Certification of Appraisal Roll.....	224
➤ Preliminary Estimate of State Aid .....	225
➤ Tax Rate Impact.....	233
➤ Impact of Budget on Selected Taxpayers .....	234
➤ Comparison of Tax Rates.....	234
➤ Comparison of Tax Collections to Levy .....	235
➤ Current Tax Revenue Calculation.....	236
➤ General Fund Revenue Source Trends – Ten Years.....	237
➤ Full Time Staff Counts.....	238
➤ Staff Salaries .....	239
➤ Staff Average Salaries.....	240
➤ General Fund Payroll by Major Object.....	241
➤ Bond Schedule .....	242
<b>Long Range Financial Forecasts</b>	
➤ General and Debt Service Forecasts .....	246
➤ Food Service Special Revenue Fund .....	248
➤ Average Daily Attendance (ADA) and Enrollment Projections.....	249
➤ Percentage Refined Average Daily Attendance (ADA) to Enrollment Over Time...	249
➤ Projected Tax Collections .....	251
➤ General Fund .....	252
➤ Debt Service Fund.....	254
➤ Food Service Fund .....	255
<b>Miscellaneous Other Information</b>	
➤ District Map .....	259
➤ 2013-2014 School Calendar.....	260
➤ Schools/Centers/Central Administration .....	261
➤ 2013-14 Assessment Calendar.....	263
<b>Glossary .....</b>	<b>267</b>

# Carrollton-Farmers Branch Independent School District



# **Introduction Section**



# Carrollton-Farmers Branch Independent School District

## Principal Officials

### Board of Trustees

James Goode..... President  
Frank Shor ..... Vice-President  
Nancy Watten ..... Secretary  
John Mathews ..... Assistant Secretary  
Nancy Cline ..... Member  
Richard Fleming ..... Member  
Randy Schackmann ..... Member

### Appointed Officials

Bobby Burns, Ed.D..... Superintendent  
Mark Hyatt, CPA..... Associate Superintendent Administration & Support Services  
Georgianne Warnock ..... Associate Superintendent Educational Services

### Officials Issuing Report

Mark Hyatt, CPA..... Associate Superintendent Administration & Support Services  
Tonya Tillman, CPA/RTSBA..... Chief Financial Officer  
Steven Franks, CPA..... Accounting Director  
Vicki Pippin, CPA/RTSBA ..... Accounting Supervisor  
Scott Roderick, CPA..... Director Financial Reporting



GOVERNMENT FINANCE OFFICERS ASSOCIATION

*Distinguished  
Budget Presentation  
Award*

PRESENTED TO

**Carrollton-Farmers Branch Independent School District**

**Texas**

For the Fiscal Year Beginning

**September 1, 2012**

*Christopher P. Morill*

President

*Jeffrey R. Enow*

Executive Director

# Association of School Business Officials International



*This Meritorious Budget Award is presented to*

## **CARROLLTON-FARMERS BRANCH ISD**

*For excellence in the preparation and issuance of its school entity's budget  
for the Fiscal Year 2012-2013.*

The budget adheres to the principles and standards  
of ASBO International's Meritorious Budget Award criteria.



A handwritten signature in black ink, appearing to read "Ron McCulley".

Ron McCulley, CPPB, RSBO

A handwritten signature in black ink, appearing to read "John D. Musso".

John D. Musso, CAE, RSBA  
President  
Executive Director

# Carrollton-Farmers Branch Independent School District

## Consultants and Advisors

### Architects

SHW Group  
5717 Legacy Drive, Suite 250  
Plano, Texas 75024

Corgan Associates  
401 North Houston Street  
Dallas, Texas 75202

### Auditors

Hankins, Eastup, Deaton, Tonn & Seay  
902 North Locust  
Denton, Texas 76202

### Bond Counsel

Fulbright & Jaworski, LLP  
2200 Ross Avenue, Suite 2800  
Dallas, Texas 75201

### Financial Advisor

First Southwest Company  
777 Main Street, Suite 1200  
Fort Worth, Texas 76102

### General Counsel

Robert Luna, Attorney at Law  
4411 North Central Expressway  
Dallas, Texas 75205

### Depository Bank

Bank of America  
901 Main Street  
Dallas, Texas 75202-3714

### Fiscal Agents

The Bank of New York Mellon  
2001 Bryan Street 10th Floor  
Dallas, Texas 75201

# **Executive Summary**

## **Carrollton-Farmers Branch Independent School District**

### **Fiscal Year 2013-14**

### **BUDGET INFORMATION**

The following document represents the financial plan for the Carrollton-Farmers Branch Independent School District for the 2013-14 fiscal year. This document culminates an intensive process involving input from parents, citizens, campus and administrative staff, the Superintendent, and the Board of Trustees. This budget provides the financial resources necessary to offer a competitive compensation package to our employees, maintain our existing facilities and provide the necessary funds to our campuses and central departments.

The budget document and the year-end Comprehensive Annual Financial Report (CAFR) are the primary vehicles used to present the financial plan and the results of operations of the District.

The primary purpose of this document is to provide timely and useful information concerning the past, current, and projected financial status of the District, in order to facilitate financial decisions that support the education goals of the District. The information included in the budget document is structured to meet the requirements of the Meritorious Budget Award (MBA) of the Association of School Business Officials International (ASBO) and the Distinguished Budget Presentation Award for the Government Finance Officers Association (GFOA). To receive these awards, a school entity must publish a budget document as a policy document, an operations guide, as a financial plan and as a communications device. We believe our current budget conforms to the requirements of both programs, and we are submitting this document to ASBO and the GFOA to determine its continuing eligibility for these awards.

These awards represent the highest level of recognition in budgeting for school entities. Our attainment represents a significant accomplishment by a school entity and its management. The awards are made after comprehensive review by a panel of independent budget professionals. Using extensive criteria, the reviewers not only evaluate the effectiveness of the budget in meeting the program criteria, but also provide commentary and feedback to the submitting entity as a basis for improving the presentation of the district's financial and operational plan.

The Carrollton-Farmers Branch Independent School District has been awarded the Distinguished Budget Presentation Award by the GFOA for the fiscal years 2002-03 – 2012-13. C-FB ISD has also been awarded the Meritorious Budget Award by ASBO for the same fiscal years.

However, our most important concern is the presentation of the budget data to improve the quality of information provided to our community about the financial plan for the district's educational programs and services for the 2013-14 fiscal year. The material in the budget document includes information that has been suggested by Board Members, patrons, community members and staff. Copies of this document are posted on the district webpage, <http://www.cfbisd.edu/budgetbook> and have been provided for the city libraries, Moody's Investment Service, Fitch Investor Service and Standard and Poor's.

## **Executive Summary continued**

### **Budget Process and Significant Changes**

The State, the Texas Education Agency (TEA), and the local district formulate legal requirements for the school district budgets. These requirements are stipulated in detail with the subsequent sections of this document.

The budget process begins in September with preliminary budget planning meetings for all staff members primarily responsible for budgeting. From December to May, staff developed their portions of the budget; individual school and department budgets were reviewed; projected enrollment figures were determined; and revenue estimates were calculated based on preliminary tax estimates (later, adjusted to match the final tax certified roll as provided by the Dallas Central Appraisal District and Denton County Appraisal District). The enrollment forecasts are used extensively during the budget development stage to determine campus allotments and staffing allocations.

In order to decentralize the budget process, site-based decision making teams, working under the direction of each campus principal, contribute extensively to campus budget decisions. Each campus receives a basic allotment per student to be used for supplies, materials, equipment, staff development, and other appropriate instructional costs. The site-based decision making teams make decisions concerning utilization of this allocation.

Budgets for non-campus units are developed by Central Administrators. These budgets are then reviewed by District financial management staff and altered, if appropriate.

Payroll budgets are developed based on current school economic conditions and a determination is made whether to include a proposed raise package. Personnel units are allocated to each campus based on projected student enrollment which follows state mandated ratios, if applicable. Non-campus personnel units are added as necessary to cover the workload. Finally a complete payroll budget is presented to the Board of Trustees.

To discuss the 2013-14 C-FB ISD budget, we have to discuss two factors that are significant to budget decisions:

- First, the District's student population is remaining relatively flat district-wide, with the only growth occurring at a limited number of West side campuses, but the gains are being offset by losses at other campuses. At the same time our student population continues to become more economically disadvantaged (up to 62.35% in 2012-13 as compared to 54.18% in 2007-08) and lacking language skills. This combination generates a need for additional resources: human, financial, and infrastructure;
- Second, the state funding formulas have changed significantly with the passage of HB One (80<sup>th</sup> Legislature) and the target revenue concept. Although the 83<sup>rd</sup> Texas Legislature altered some of the state funding formulas, the target revenue system remains in place. Basically, the only way to generate additional revenue is to ask local taxpayers for a tax increase.

# Executive Summary continued

## Budget Formulation 2013-14

Increasing student achievement is the primary function of Carrollton-Farmers Branch ISD. The District vision statement, the Standards-Based Instructional System, and the Principles of Teaching, Learning and Curriculum all serve as anchors that guide our decision-making in the budgeting process. The District aligns its budget according to student achievement data. For example, the District has allocated additional resources to hire extra instructional coaches, secretaries, counselors, and classroom teachers based upon needs identified by principals during the staffing process. Continual monitoring of student achievement data on multiple measures guides the District's decision-making on instructional materials, personnel, and programs.

The HB 1 funding mechanism is designed to keep the revenue per weighted average daily attendance flat from one year to the next; this is called a target revenue model. Although HB 3646 (passed in 2009) adjusted the target revenue amount by \$120 per student most of this increase was used for a mandated raise for teachers, librarians, counselors, nurses and speech pathologists (called the Fab 5 group). The passage of Senate Bill 1 (SB 1) by the 82<sup>nd</sup> Legislature reduced the basic regular allotment and target revenue to districts over two fiscal years by \$4 billion, beginning in 2011-12. During the 2013 Legislative Session, the Legislature "restored" \$3.2 billion of the \$4 billion that was cut from basic state aid during 2011.

The target revenue design does not allow for inflation, program increases or raises for district employees. In the future, to fund those types of increases with a balanced budget, the District will be required to go to our voters to authorize additional pennies on the tax rate.

The District has adopted deficit budgets in the past, however; District leadership knows that continued *realized* deficits are not sustainable. Due to conservative practices, the district has had only minimal *actual* deficits. Under current state funding formulas, the District must cut budgets to remain fiscally sound. As such, a massive campaign to obtain input regarding budget cuts was undertaken in past years by the district using the situation appraisal method. This method allows instructional priorities and data driven information to help drive decisions. Situation appraisals were conducted with:

- ✓ District Improvement Council
- ✓ Superintendent's Advisory Council
- ✓ Secondary Teacher Leaders
- ✓ Council of PTA Executive Committee/School PTA Presidents
- ✓ Principals
- ✓ School Board Work-Study Sessions and Meetings

The result of all this work was a list of guiding objectives to be used when deciding budget cuts. The Guiding Objectives are to **Minimize Impact on:**

- Student achievement
- Ability to offer competitive salaries/benefits
- High quality professional development

## **Executive Summary continued**

- Student/teacher ratios
- Preparatory programs for college-bound and work-force graduates
- Safety
- Current and efficient technology programs
- Extra-curricular programs for all students
- Quality facilities including general upkeep

Note: Any staffing cuts were to be made through normal attrition – not layoffs.

This process resulted in multiple staffing reductions across the district since 2007-08. For the past two budget cycles, there have been no significant changes in staffing levels, other than reductions made through attrition.

Significant changes in the 2013-14 budget from the prior year are listed below:

- Maintained 5% reduction in campus and departmental operating budgets
- Requested class size waivers for 59 classrooms (above State mandated ratios) instead of hiring teachers
- Renegotiated electrical utility rates through 2016
- Continued to reorganize central administration
- Provided all staff with a 2.5% pay adjustment
- Implemented a Collective Performance Pay Plan with an annual payment of \$500 per eligible employee
- Provided an additional \$1,000,000 for technology upgrades
- Increased transportation budget \$663,000 for Dallas County Schools contract
- Added 15 positions during the staffing process based upon identified critical needs



## Executive Summary continued

### BUDGET OVERVIEW AND HIGHLIGHTS

Federal, state, and local guidelines guide the budget development process. The annually adopted budget includes the General, Debt Service, and the Food Service funds. Total revenues and other sources are \$262,438,202 and total expenditures for these funds are \$270,105,653.

The following major goals and objectives guided the budget development process:

- Maintain a fiscally responsible tax rate while providing the resources necessary to meet the District's objectives;
- Maintain adequate and appropriate fund balance levels in all budgeted funds;
- Fund a compensation package that will help attract and retain qualified personnel.

#### Total Revenue & Other Sources by Fund Comparison (All Governmental Funds)

	Beginning Budget 2010-2011	Beginning Budget 2011-12	Beginning Budget 2012-2013	Beginning Budget 2013-2014	Percentage Increase (Decrease)
General Fund	\$215,833,607	\$204,055,655	\$200,542,279	\$209,728,631	4.58%
Debt Service Fund	\$42,100,147	\$39,835,007	\$39,712,613	\$41,232,101	3.83%
Food Service Fund	\$10,898,434	\$10,781,600	\$10,875,600	\$11,477,470	5.53%
<b>Total</b>	<b>\$268,832,188</b>	<b>\$254,672,262</b>	<b>\$251,130,492</b>	<b>\$262,438,202</b>	<b>4.50%</b>

#### Total Expenditures by Fund Comparison (All Governmental Funds)

	Beginning Budget 2010-2011	Beginning Budget 2011-12	Beginning Budget 2012-2013	Beginning Budget 2013-2014	Percentage Increase (Decrease)
General Fund	\$221,839,919	\$213,784,621	\$210,640,945	\$217,396,082	3.21%
Debt Service Fund	\$42,100,147	\$39,835,007	\$39,712,613	\$41,232,101	3.83%
Food Service Fund	\$10,898,434	\$10,781,600	\$10,875,600	\$11,477,470	5.53%
<b>Total</b>	<b>\$274,838,500</b>	<b>\$264,401,228</b>	<b>\$261,229,158</b>	<b>\$270,105,653</b>	<b>3.40%</b>

# Executive Summary continued

## Budget-in-Brief

General Fund – Current year property values increased from the prior year by 5.38%; state revenue is allocated based on a target revenue system and thus the gain in tax revenue, up to the district's compressed tax rate of \$1.00, only serves as a reduction to State Aid (Additional State Aid for Tax Reduction) the district was receiving as a result of the compression of the tax rate from \$1.50 that was mandated in 2006-07(See State Funding for Local School Districts for more information); the district is evaluating all operations to continually become more cost effective. The budget utilizes \$7.667 million in fund balance, however, existing reserves are adequate to absorb the reduction should it be realized. Based upon past practices, the district feels confident that the deficit realized for 2013-14 will be no more than \$5 million. Plans continue to reduce future use of fund balances.

Debt Service Fund – The District sold \$69,950,000 in bonds to fund \$45.865 million in new money proceeds and to refinance portions of the District's outstanding Unlimited Tax Bonds, Series 2005 for debt service savings of approximately \$3.258 million. Current year property values increase coupled with the refunding savings allowed the district to lower the debt service tax rate by \$0.0071. The District continues to have favorable bond ratings.

Food Service Fund – The continual focus on streamlining operations has allowed for a modest increase in total budgeted expenditures in the Food Service Fund, which is mainly attributable to the 2.5% raise given to all employees and the increasing cost of food products.

## General Fund

### *Revenues*

General fund revenues are budgeted to increase \$9,186,352 or 4.58% over the 2012-13 beginning budgeted revenue and Other Sources. The increase is largely attributable to the state funding formula changes implemented in the summer of 2013, along with increased property values. Federal funds included in the general fund are projected to increase \$1.1 million over the 2012-13 budgeted revenue, attributable to the District's participation in the School Health and Related Services (SHARS) program. Additionally, the state funding model continues to be structured to hold harmless the district for our tax increment finance zones (TIFs) property.

The Dallas Central Appraisal District and the Denton County Appraisal District (Appraisal Districts) certify the tax roll on or about July 25<sup>th</sup> of every tax year based on property values as of January 1<sup>st</sup> of the tax year. All properties are assessed at 100% of market value. The July 25, 2013, Certification of the 2013 Appraisal Records was used for the August 22, 2013 tax rate adoption. The district has elected to reduce the certified values in response to past trends that has shown consistent loss in values that occur as taxpayers property value protests to the Appraisal Districts are resolved. The district calls this loss "shrinkage". For the future, the district will

## Executive Summary continued

continue to monitor the shrinkage loss and adjust according to trend analysis, if deemed appropriate. The Texas Comptroller of Public Accounts annually certifies the final property values on or before July 1 of the following year. The Commissioner of Education uses the final values in the process of allocating state funds to school districts; this includes wealth equalization under the Texas Education Code Chapter 41 provisions.

Key assumptions used in developing revenue estimates are discussed in more detail in the following sections of this summary.

The following table provides a comparison of revenues by source for the 2010-11 beginning budget through 2013-14 beginning budget.

### General Fund Revenue

	<b>Beginning Budget 2010-2011</b>	<b>Beginning Budget 2011-2012</b>	<b>Beginning Budget 2012-2013</b>	<b>Beginning Budget 2013-2014</b>	<b>Percentage Increase (Decrease)</b>
Local Sources	\$144,540,912	\$132,575,835	\$143,772,487	\$152,695,102	6.21%
State Sources	\$62,851,086	\$70,929,820	\$56,219,792	\$55,383,529	-1.49%
Federal Sources	\$8,441,609	\$550,000	\$550,000	\$1,650,000	200.00%
Sub-Total	\$215,833,607	\$204,055,655	\$200,542,279	\$209,728,631	4.58%
Other Sources	\$0	\$0	\$0	\$0	0.00%
<b>Total</b>	<b>\$215,833,607</b>	<b>\$204,055,655</b>	<b>\$200,542,279</b>	<b>\$209,728,631</b>	<b>4.58%</b>

In May 2004, the school district granted a Freeport Exemption. “Triple Freeport Zone” (school district, city and county) is the commonly used term for an area where all major taxing jurisdictions have exempted from property taxes certain “Freeport” inventory. In concept, granting Freeport exemptions allows the district to keep and attract new businesses to the district. Under current law, the amount of the Freeport property is deducted from the taxable values that are used to calculate Chapter 41 recapture payments in the General Fund; thereby offsetting the loss. For the Debt Service Fund, the loss would be faced every year forward.

The overall economy of the nation continues to be volatile, with limited upside in the near future. However, the D-FW metroplex has felt the recession somewhat less than other areas of the country. Texas’ economy continues to grow at a rate higher than the national average. The district continues to monitor activity at the State level to determine future revenue estimates. As current litigation related to the Texas Public School Finance System will begin again in January 2014, the District does not anticipate any additional funding to be received over the next two fiscal years.

For the 2013-14 fiscal year, approximately 25.47% of the General Fund expenditures will be funded through State contributions. Federal contributions are estimated at \$1,650,000 or 0.76%; local contributions are estimated at 70.24%; fund balance contributions at 3.53%. The district has elected to use a portion of the fund balance to balance the General Fund budget. This philosophy

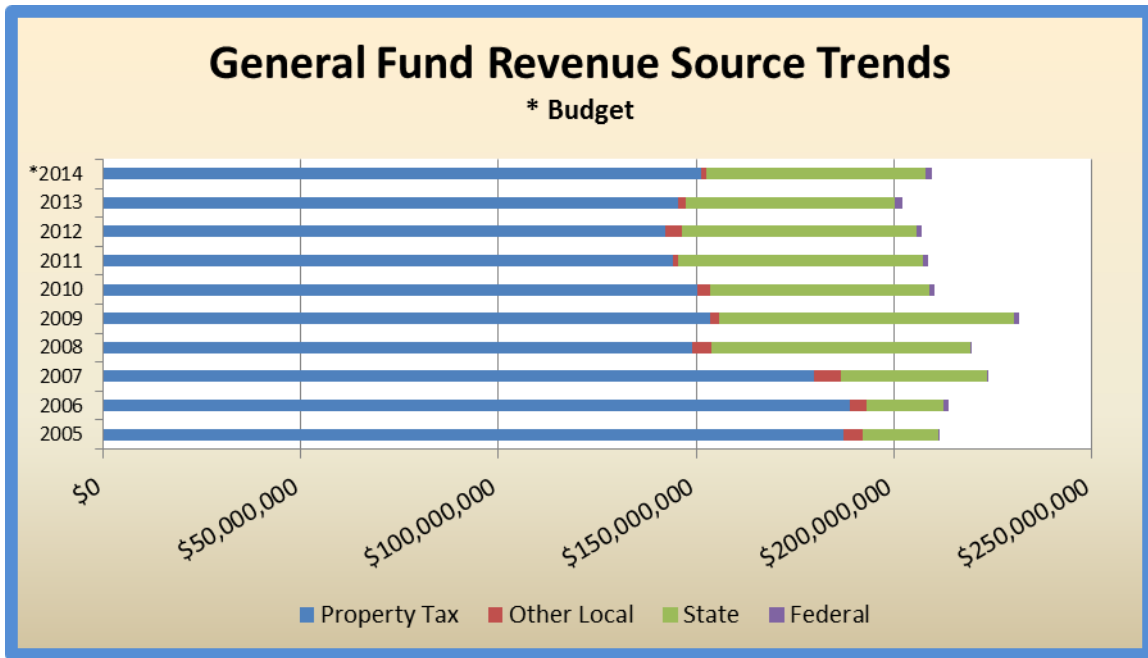
## Executive Summary continued

has been utilized for the 2013-14 fiscal year in an attempt to minimize the staffing, programmatic and other changes that would be necessary to balance the budget. For future budgets, the district plans to again review all budget details to determine where future cuts can be made without hurting district instructional goals in order to achieve a balanced budget (balanced budget definition: revenues = expenditures). In order to fund new, innovative programs and provide employee raises in the future, the district will need additional funds to operate. The fund balance has increased in prior years due to conservative budget practices *and* is considered adequate to absorb this deficit.

The school finance law continues to attempt to equalize available revenues among public school districts by requiring the redistribution of local tax revenues. Due to changes in the equalized wealth level under newly passed legislation, the district will not be required to contribute ad valorem taxes for wealth equalization during the 2013-14 fiscal year. This reduction in our Chapter 41 payments should not be understood as an overall increase in the district's net revenue due to the target revenue state funding concept.

For fiscal years beyond 2013-14, the District projects that total general fund revenues will remain relatively flat. State Funding formulas beyond 2013-14 are largely subject to the outcome of the current pending litigation, with both parties indicating that an appeal to the Texas Supreme Court is inevitable. The *earliest* possible overhaul of the funding system is projected to be in 2015-16. The District will monitor the court activity closely and continue to evaluate a future tax ratification election to generate additional revenue.

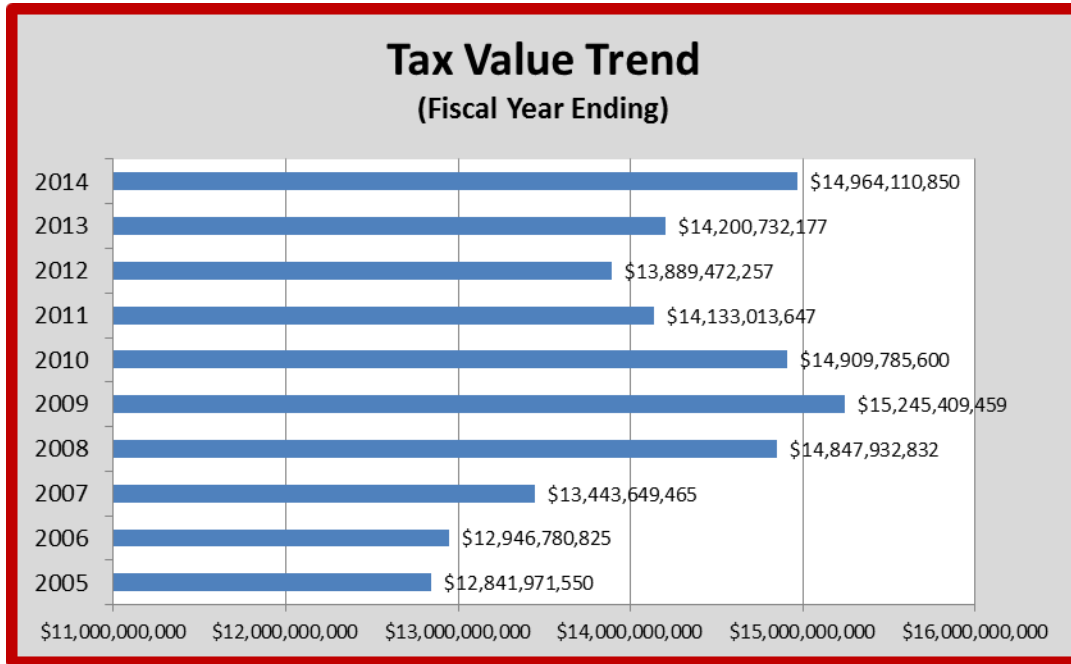
## Executive Summary continued



Source: District's audited Financial Statements unless budgeted.

The graph above is the result of applying the formulas described in Texas school finance law, where applicable, to C-FB ISD data. The graph depicts the decrease of Property Tax revenue; decrease in Other Local funds (mostly interest income); and increase in state funding since 2005, which is tied to District enrollment and funding allocation formulas. The state chose to use Federal Stimulus funds to supplant state funding for the 2009-10 and 2010-11 fiscal year and one-time Education Job Funds were provided for the 2011-12 fiscal year. Beginning in 2012-13 the Federal funds have been eliminated. The graph on the next page depicts C-FB ISD's property tax base over time.

## Executive Summary continued

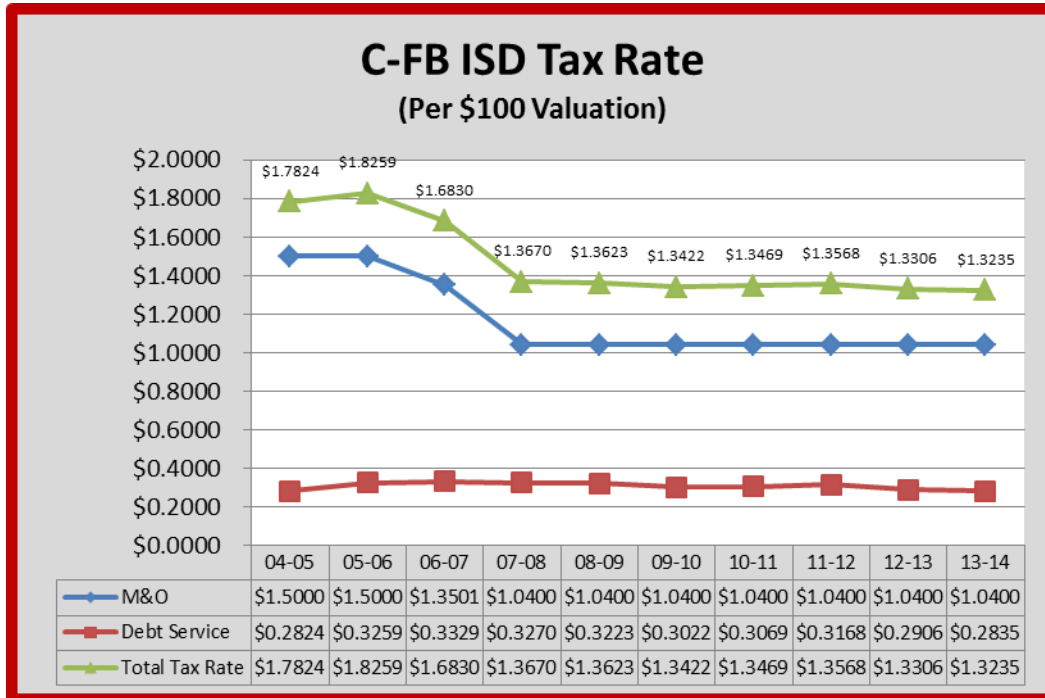


Source: The number is equal to the beginning certified taxable values.

As the graph above depicts, the District's tax base had been decreasing over time since fiscal year 2009, with increases occurring in 12-13 of \$311,259,920 or 2.24% and in 13-14 of \$763,378,673 or 5.38%.

# Executive Summary continued

The graph below depicts the tax rate trend.



To make a substantial budget cut in a school district budget, the district must decrease the number of employees. This is because the majority of the expenditures are personnel related (83.04% of the total General Fund budget when you exclude the Tax Increment Finance Zone payment of \$15.86 million.) Although the District has not been able to balance the original adopted budget for several years, substantial budget reductions were made from the originally submitted budgets. These reductions were made even though enrollment continued to grow for students at risk, economically disadvantaged and English as a second language populations. The Board of Trustees remains committed to balancing the budget (revenues = expenditures). Positions will be evaluated as staff retire or otherwise leave the district to determine if the position can be eliminated without impacting student achievement.

# Executive Summary continued

## *Expenditures*

General Fund expenditures are budgeted to increase \$6,755,137 or 3.21% over 2012-13 beginning budget expenditures.

The following table provides a comparison of expenditures by object for the 2012-13 beginning budget and the 2013-14 budget.

### General Fund Expenditures By Major Object

	Beginning Budget 2012-2013	Beginning Budget 2013-2014	Percentage Increase (Decrease)	Percentage of Total
Payroll	\$164,257,688	\$167,344,973	1.88%	76.98%
Purchased Services	\$20,634,552	\$21,309,576	3.27%	9.80%
Supplies & Materials	\$8,211,387	\$9,375,902	14.18%	4.31%
Other Operating	\$17,104,658	\$18,935,131	10.70%	8.71%
Capital Outlay	\$432,660	\$430,500	-0.50%	0.20%
<b>Total</b>	<b>\$210,640,945</b>	<b>\$217,396,082</b>	<b>3.21%</b>	<b>100.00%</b>

Since the education of students is a labor-intensive process, payroll expenditures comprise about 76.98% of the General Fund expenditures. If the Tax Increment Financing payment of \$15.86 million is excluded, then the payroll costs account for 83.04% of the district's General Fund expenditures.

The district bases its payroll budget on established staffing guidelines and enrollment projections at each campus. For the 2013-14 year, the district staffed at relatively the same levels as the prior year in non-legally mandated areas.

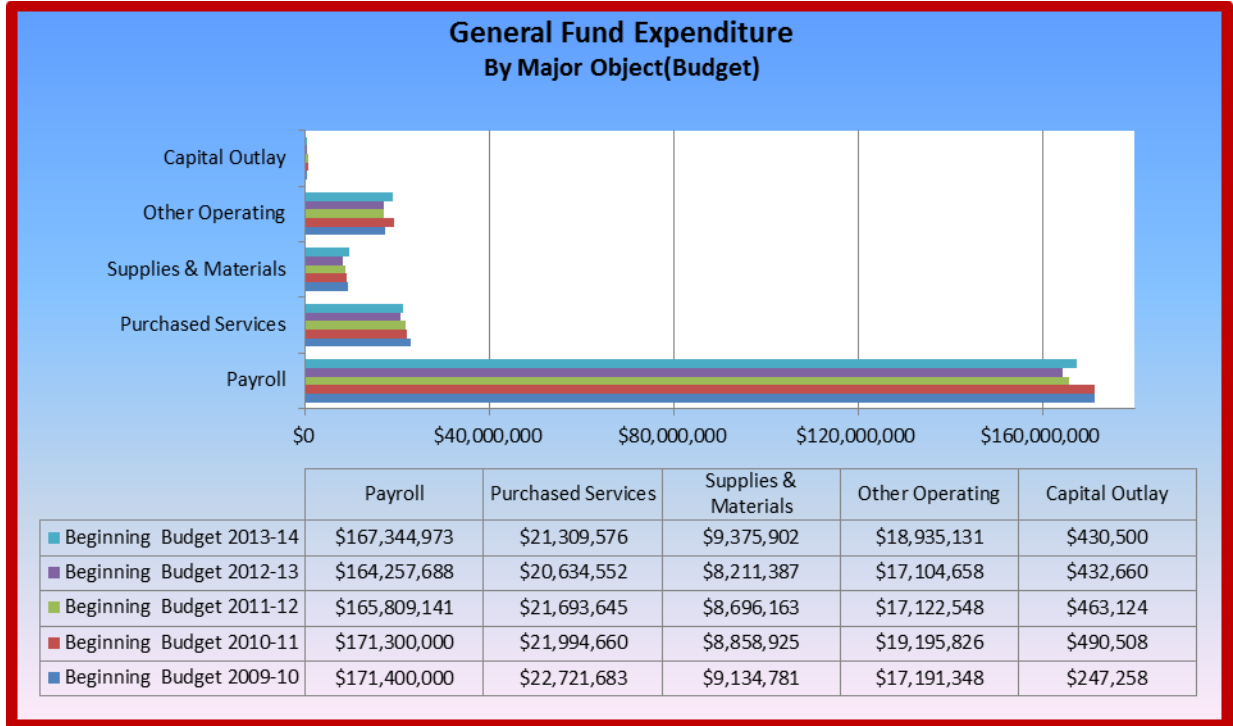
Since the state mandates a lower class size for elementary classrooms (state law mandates a maximum class size of 22 to 1 in grades kindergarten to 4), the elementary student/teacher ratios are expected to remain low. However, for the third year in a row, the district has requested State Waivers for those classrooms that are over 22 in the fall rather than adding teachers. The district requested 59 waivers in 2011-12, 77 waivers in 2012-13 and 59 waivers in 2013-14.

For fiscal years beyond 2013-14, the District anticipates no additional funding from legislative changes and plans to utilize a small portion of fund balance, reduce expenditures in all functional areas where possible and consider a tax ratification election if deemed necessary.



# Executive Summary continued

The graph below depicts actual expenditures or budget by major object over time.



## Compensation Package

The budgeted compensation package includes a salary increase of 2.5% for all employees for fiscal year 2013-14 and the addition of annual performance pay of \$500. The performance pay is based upon academic results from the 2011-12 school year. Our salary schedule for *new* teachers does provide for differing amounts based on years of experience.

## Executive Summary continued

### *Personnel*

For 2009-10, in an effort to minimize utilization of our fund balance due to deficit budgets, the district endeavored to reduce numerous positions. Because the district used the attrition method instead of laying off staff, not all of the reductions will be realized in one year. The position reductions are below.

- Return pre-kindergarten to half-day (state only funds a half day program);
- Increase secondary class size and/or teaching load to 28;
- Increase fifth-grade class size to an average of 27;
- Reduce assistant principal positions;
- Reduce assistants and learning center managers;
- Reduce non-mandated summer school programs;
- Reduce sick leave and annual buy back program;
- Reduce central administration positions;
- Reduce curriculum and instruction division;
- Reduce technology division;
- Reduce English as a Second Language Instructional Facilitators;
- Reduce standard part-time positions and overtime;
- Reduce outside maintenance;
- Reduce security operations.

For 2010-11, savings from the 2009-10 staff reductions will be more fully realized in 2010-11 and beyond. Additional budget staffing changes are listed below:

- District facilities were consolidated – Montgomery to Blair Elementary; Community Learning Complex Pre-kindergarten Center closed with students absorbed into their home campuses;
- Additional Summer School reductions;
- Continued Administration reorganization.

For 2011-12, the District continues to evaluate operations in order to find cost savings with minimal effect on student performance. Additional savings are expected through attrition and consolidation of duties. Following are specific significant items:

- Staff receives no compensation increases for 2011-12;
- The District will pursue waivers for the state mandated 22:1 ratio for class size in grades kindergarten to 4<sup>th</sup> grade with estimated savings of \$2.5 million;
- Administration reductions and reorganizations at both central and campus levels.

For 2012-13, the District continues to evaluate operations to identify efficiencies. Following are specific significant items:

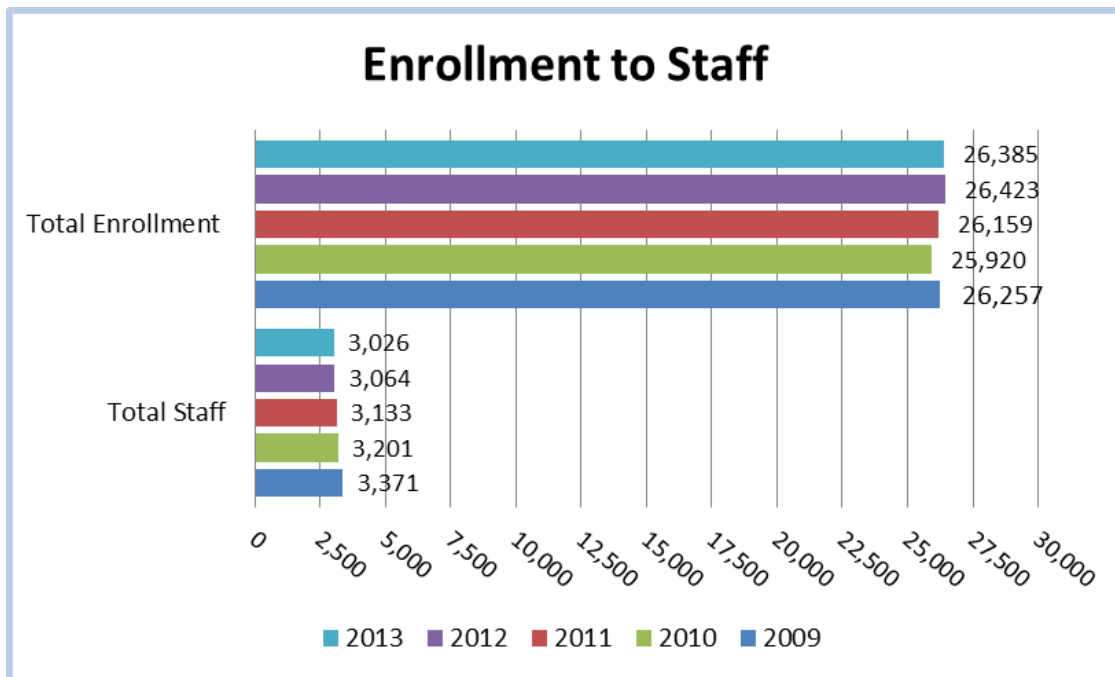
- Eliminated approximately 18 secondary teaching positions
- Added 7 secondary teaching/instructional coaches
- Added 2 assistant superintendents for education services
- Closed Kelly Pre-K Center
- Consolidated Sheffield Elementary operations

## Executive Summary continued

For 2013-14, the District will continue to evaluate operations to identify efficiencies. Following are specific significant items:

- Request class size waivers for classrooms (above State mandated ratios) instead of hiring teachers
- Continue administration reductions and reorganizations

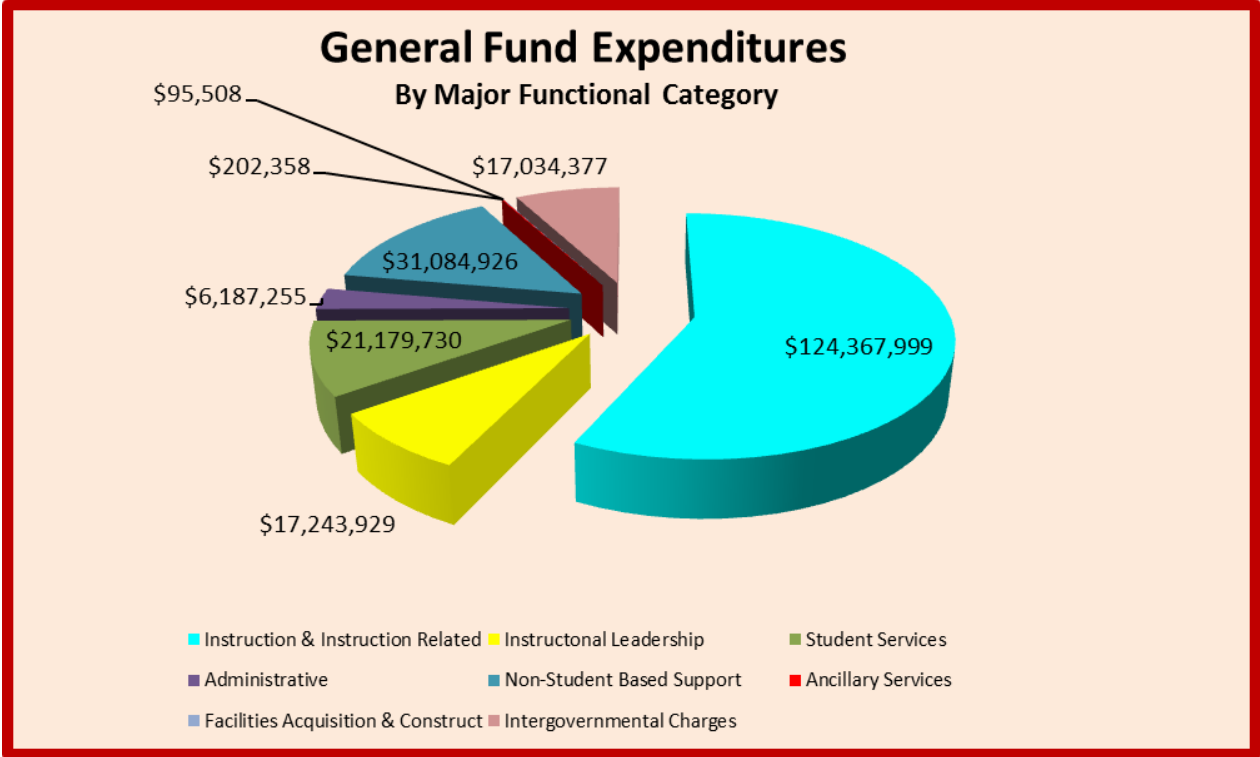
The graph below shows the student enrollment and total staff full-time equivalents over time. The 2012-13 information as compared to 2008-09 shows a reduction of 345 full time equivalent employees while student enrollment has increased by 128 students over the same time period. Actual staff counts for 2013-14 are not projected to change substantially from 2012-13.



CARROLLTON-FARMERS BRANCH ISD	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	08-09 to 12-13	Percent Change
Total Staff	3,371	3,201	3,133	3,064	3,026	-345	-10.24%
Total Enrollment	26,257	25,920	26,159	26,423	26,385	128	0.49%

# Executive Summary continued

The following graph depicts the District’s budget emphasis on curriculum and instruction, while continuing to control and monitor administrative expenditures.



## **Executive Summary continued**

### **TAX INCREMENT FINANCE ZONES (TIF's)**

#### **Background:**

Tax Increment Financing (“TIF”) is a special provision found in the Texas Property Tax Code §311.03. TIF zones enable taxing entities to fund certain improvements and provide for the revitalization of specific geographical areas. Typically, TIF zones are designed to finance infrastructure projects that encourage commercial growth.

Each participating entity pays incremental taxes into the TIF fund on an annual basis. Then, a portion of this payment is returned to the entity (per the participation agreement) to fund its own capital projects within the zone. One benefit of a TIF zone is the increased tax revenue that is eventually realized for all entities involved due to the land improvements and real estate development.

#### **C-FB ISD TIF Agreements:**

C-FB ISD participates in three separate TIF agreements – City of Irving TIF #1, City of Farmers Branch TIF #1 and City of Farmers Branch TIF #2. The City of Irving TIF is located in the Las Colinas area and was adopted 12-22-98. The City of Farmers Branch TIF #1 is located in the Southwest quadrant of Farmers Branch (also known as “Mercer Crossing”) and was adopted 12-21-98. The City of Farmers Branch TIF #2 is located north and south of Valley View Lane, east of I-35, and was adopted 07-21-99. All TIF agreements are for a period of twenty years.

Each TIF has a “base value” which is the sum of the taxable property values within the boundary lines of the zone in the first active year of the agreement. The “base year” is 1998 for Irving & FB #1 and 1999 for FB #2. The TIF payment for any given year is a function of the taxable values for the prior year less the base year values since C-FB elected to base the TIF payment on the “adjusted” value rather than the current value. This is known as the increment. The increment is then multiplied by C-FB ISD’s tax rate that was in effect for 2005, per Texas Tax Code 311.013(n) to compute the payment amount (there are many other variables, but this is the basic formula).

Per the respective participation agreements, the District receives a payment return of 67% from the Irving TIF, 65% from the FB #1 TIF, and 30% from the FB #2 TIF. These amounts are kept in separate special revenue funds and are to be used to build new schools or to improve existing structures.

## Executive Summary continued

The following chart summarizes a few key elements of each TIF:

TIF Name	2012 Values	Base Values	To-Date	
			Payments	Payment Returns
Irving #1	\$1,050,641,383	\$241,945,218	\$92,024,938	\$61,656,708
Farmers Branch # 1	\$77,303,537	\$42,008,044	\$9,991,131	\$6,494,235
Farmers Branch # 2	\$18,273,290	\$15,815,680	\$415,156	\$124,548

## Debt Service Fund

The Debt Service Fund is used to account for the payment of interest and principal on all bonds of the District. The primary sources of revenue for the debt service fund are local property taxes.

### *Revenue*

Debt Service Fund revenue is budgeted to increase \$1,519,488, or 3.83% over the 2012-13 budget. The tax rate that is adopted each year is based upon the revenue needed to fund the yearly debt service requirements. Although the debt service requirement increased from 2012-13 to 2013-14, the district was able to adopt a slightly lower tax rate due to the increase in taxable values. The following table provides a comparison of revenues by source for the 2013-14 budget compared to the 2012-13 budget. The District does not anticipate large fluctuations in debt service revenue beyond fiscal year 2013-14.

### Debt Service Fund Revenue Sources Comparison

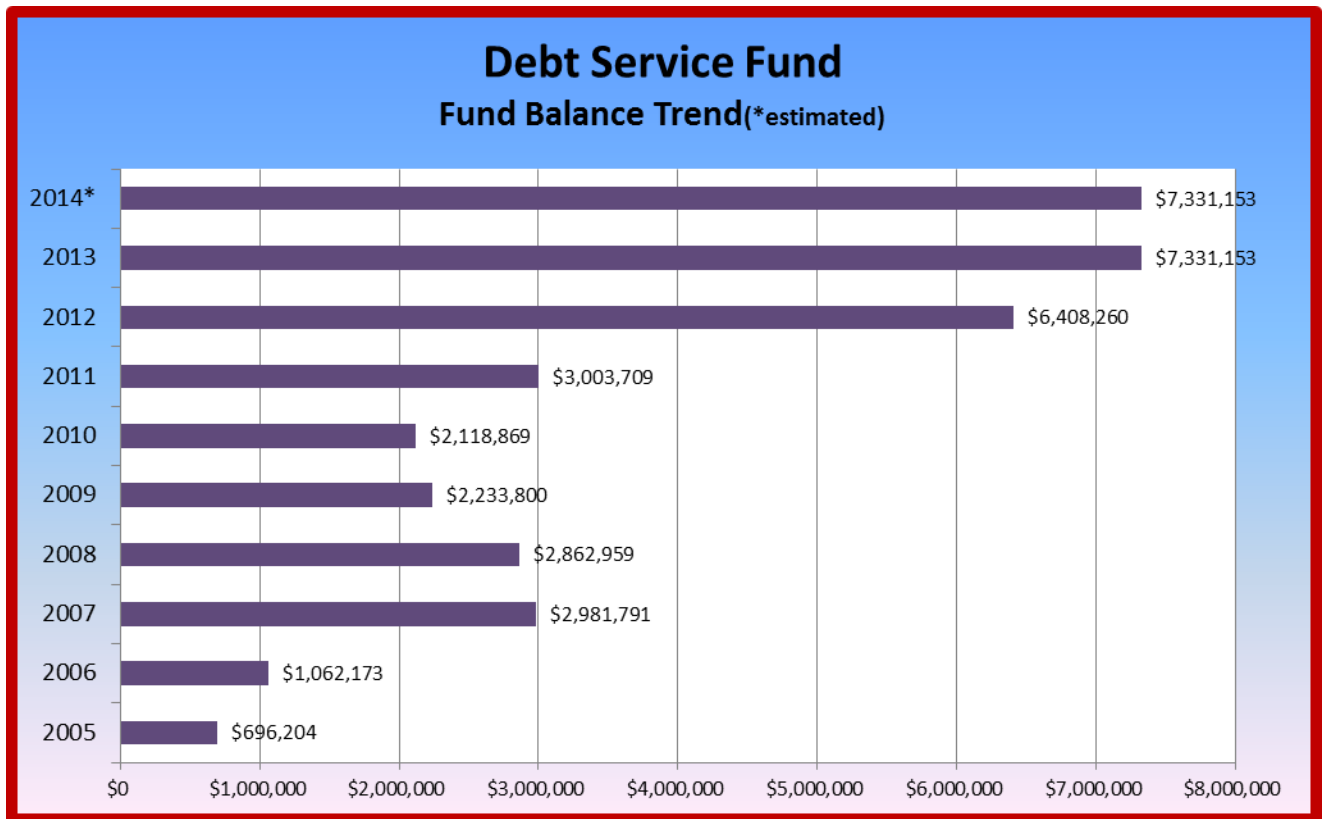
	Beginning Budget 2012-2013	Beginning Budget 2013-2014	Percentage Increase (Decrease)
Taxes	\$39,700,613	\$41,211,686	3.81%
Other Local Sources	\$12,000	\$20,415	70.13%
<b>Total</b>	<b>\$39,712,613</b>	<b>\$41,232,101</b>	<b>3.83%</b>

# Executive Summary continued

## Expenditures

Debt Service Fund expenditures are budgeted at \$41,232,101, an increase of \$1,519,488 or 3.83% over the 2012-13 budget. The debt service payment requirements are scheduled to decline from now until 2033, which will allow the district to issue additional authorized bonds with minimal impact on the tax rate, assuming no major change in values.

The graph below depicts the Debt Service Fund balance over time.



Large increases in the Debt Service tax rate are not anticipated at this time. In the past the district had annual bond sales to provide funding for new facilities and necessary renovations. As mentioned above, due to budget constraints in the General Fund, the district elected not to issue any new bonds in the 2008-09, 2009-10, or 2010-11 fiscal year but executed a bond sale refunding in November 2010 and a new bond sale combined with a refunding in May 2012 and May 2013. The District will strive to structure debt with a principal retirement schedule that allows us to issue bonds with minimal increases to the Debt Service tax rate. As of August 31, 2014, the District will have \$304,535,000 in outstanding principal and \$99,217,882 in outstanding interest payments.

The ratio of net bonded debt to assessed value for the District is 1.99%. Education legislation has eliminated limits on outstanding debt. However, prior law limited debt to 10% of assessed

## Executive Summary continued

value, and the District is well below that level. Under Chapter 45 of the Texas Education Code, as amended, a district is required to demonstrate that it has the ability to pay debt service from a tax levied at a rate of \$.50 or less per \$100 of assessed valuation before bonds may be issued.

All principal and interest payments are due February 15<sup>th</sup> and August 15<sup>th</sup> of each year. On February 1<sup>st</sup> of each year, outstanding taxes become delinquent, which permits the collection of a large majority of taxes levied before the long-term debt payments are due.

### Quick Bonded Debt Facts

Outstanding Bonded Debt as of 08/31/14	\$304,535,000
Bond Rate (Permanent School Foundation Guaranteed)	Aaa - Moody's Investor Service AAA - Standard & Poor's Corp
Bond Rate (underlying)	Aa1 - Moody's Investors Service AA - Standard & Poor's Corp
Authorized but Unissued School Building Bonds	\$0

# Under Construction





## Executive Summary continued

### Food Service Fund

#### *Revenue*

Food Service Fund revenue is budgeted to increase \$601,870 or 5.53% more than the 2012-13 budget. The following table provides a comparison of revenues by source for the 2013-14 budget compared to the 2012-13 budget year.

#### Food Service Fund Revenue Sources Comparison

	Beginning Budget 2012-2013	Beginning Budget 2013-2014	Percentage Increase (Decrease)
Local Sources	\$2,604,600	\$2,809,893	7.88%
State Sources	\$85,000	\$70,000	-17.65%
Federal Sources	\$8,186,000	\$8,597,577	5.03%
<b>Total</b>	<b>\$10,875,600</b>	<b>\$11,477,470</b>	<b>5.53%</b>

The Food Service Fund accounts for the operation of the district's school cafeterias. The majority of the local revenues are derived from charges to users. Local revenues constitute 24.48% of the revenue budget. The federal revenue is received from the U. S. Department of Agriculture under the National School Lunch Program, the School Breakfast Program and the Food Distribution Program. Federal revenues equal 74.91% of the revenue budget.

#### *Expenditures*

Food Service Fund expenditures are budgeted at \$11,477,470, an increase of \$601,870 or 5.53% more than the 2012-13 budget. The vast majority of these expenditures are for labor and food costs. As costs continue to rise, the School Nutrition department will continue to evaluate ways to implement cost savings with minimal impact on meal services.

#### Food Service Fund Expenditure by Object Comparison to Prior Year

	Beginning Budget 2012-2013	Beginning Budget 2013-2014	Percentage Increase (Decrease)
Payroll	\$5,044,600	\$5,347,639	6.01%
Purchased Services	\$1,715,000	\$371,000	-78.37%
Supplies & Materials	\$4,096,500	\$5,740,331	40.13%
Other Operating	\$19,500	\$18,500	-5.13%
Capital Outlay	\$0	\$0	0.00%
<b>Total</b>	<b>\$10,875,600</b>	<b>\$11,477,470</b>	<b>5.53%</b>

## **Executive Summary continued**

### **No Child Left Behind**

Federal education reform legislation, commonly called No Child Left Behind (NCLB) (Public Law 107-110), which was signed by the President on January 8, 2002, reauthorizes and amends federal programs established under the Elementary and Secondary Education Act of 1965 (ESEA). Under NCLB, accountability provisions that formerly applied only to districts and campuses receiving Title 1, Part A funds now apply to all districts and campuses. NCLB has caused sweeping effects for school districts across the nation. Among the provisions of the law, teachers are to be “**highly qualified**”.

Another provision of the law, calls for **Adequate Yearly Progress (AYP)**. In 2013, Texas, along with 28 other states, was granted a waiver from key components of NCLB. Texas schools will no longer be designated as has met or made AYP. Instead of federal designations for all schools in Texas, only the lowest 15 percent of schools will be identified as Priority or Focus Schools.

C-FB had no campuses that fell into the bottom 15 percent.

## Executive Summary continued

No Child Left Behind legislation requires districts to publicly report their annual progress of the district as a whole and by campus toward meeting the goal of 100% of core subject area teachers meeting Highly Qualified status.

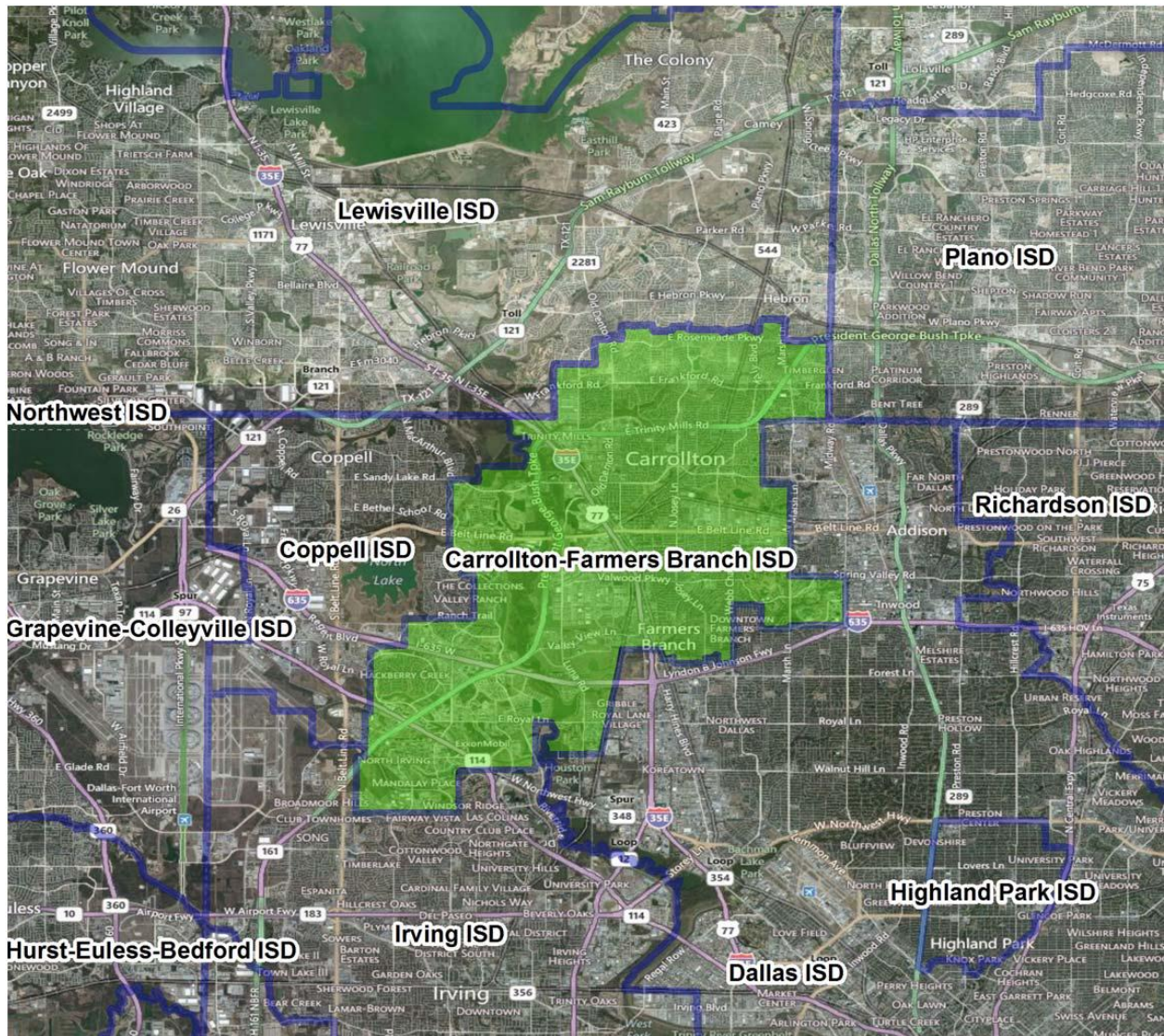
### 2012-13 C-FB DISTRICT AND CAMPUS HIGHLY QUALIFIED TEACHER REPORT

State, Region, District, Campus	% age of HQ Teachers
Texas	99.48 %
Region 10	99.59 %
Carrollton Farmers Branch ISD	100%
Creekview High School	100%
Early College High School	100%
Mary Grimes Education Center	100%
Bea Salazar Alternative Education Center	100%
Newman Smith High School	100%
Ranchview High School	100%
Turner High School	100%
Blalack Middle School	100%
Bush Middle School	100%
Field Middle School	100%
Long Middle School	100%
Perry Middle School	100%
Polk Middle School	100%
Blair Elementary School	100%
Blanton Elementary School	100%
Carrollton Elementary School	100%
Central Elementary School	100%
Country Place Elementary School	100%
Davis Elementary School	100%
Farmers Branch Elementary School	100%
Freeman Elementary School	100%
Furneaux Elementary School	100%
Good Elementary School	100%
Kent Elementary School	100%
Landry Elementary School	100%
Las Colinas Elementary School	100%
La Villita Elementary School	100%
McCoy Elementary School	100%
McKamy Elementary School	100%
McLaughlin/Strickland Elementary School	100%
McWhorter Elementary School	100%
Rainwater Elementary School	100%
Riverchase Elementary School	100%
Rosemeade Elementary School	100%
Sheffield Elementary School	100%
Stark Elementary School	100%
Thompson Elementary School	100%

# Executive Summary continued

## Future Outlook

Carrollton-Farmers Branch Independent School District is located in north central Texas on the northern edge of Dallas. The District overlaps a small area of the City of Dallas, and includes most of the City of Carrollton and about 70% of the City of Farmers Branch as well as portions of the Cities of Irving, Addison and Coppell.



## **Executive Summary continued**

The local economy remains strong, despite recent downturns. The diversity of the businesses located here and the range of housing available combined with the transportation grid and proximity to Dallas-Fort Worth and Alliance airports provide a degree of protection from the economic cycles that is not available to most school districts.

The Dallas-Fort Worth area is an important center of trade, finance and other major services. It is also a critical point in the national transportation complex. The District itself is a primary warehousing and distribution center. Due in part to the transportation infrastructure, cost of doing business and workplace, the Metroplex draws many new corporations and individuals to the area each year. Major businesses have located their corporate headquarters here.

The district's largest taxpayer AT&T is only .79% of the taxable value of the district. This lack of dependence on a single employer or business segment means that the loss of even a large business will not have a significant negative impact on the education of children, or imperil the future payment of obligations.

The location of the District along Interstate 35, Interstate 635, Bush Tollway and the Dallas North Tollway together with its proximity to the Dallas-Fort Worth International Airport (approximately eight miles from the District), has provided a major impetus for growth in the northwest quadrant of Dallas County and the school district. The upgrading of the road system within the metroplex continues to be a plus for the District. A combination of interstate highways, state highways, and toll roads ensures that residents can easily commute to jobs anywhere in the metroplex and serves as a magnet for the location of new businesses coming into the area. In addition, the Dallas Area Rapid Transit, (DART) system opened the Green Line extension of their light rail system in 2011. This extension has major stops in the District. The Cities of Carrollton and Farmers Branch have initiated plans in these transit areas for high-density housing, retail, restaurants and offices in a quality urban environment. Initial development of these projects has already begun. Within the next year a major highway widening project will also begin for Interstate 35, which will further encourage growth and development.

The Valwood Improvement Authority was created in 1974 as the Farmers Branch-Carrollton Flood Control District, thus extending the development of industrial land along the Trinity River flood plain as the largest planned industrial/business park in Dallas County. Wholly contained within the Cities of Carrollton and Farmers Branch, the Authority has major freeway access, rail and motor line services.

Valley Ranch, a mixed-use development of 2,400 acres, is located south of Beltline Road and north of the LBJ Freeway. Approximately 1,800 acres of the development is located within the District and approximately 1,200 of those acres is devoted to residential property.



## **Executive Summary continued**

Las Colinas, a mixed-use development of some 12,000 acres, lies immediately east of the Dallas-Fort Worth International Airport. This master-planned community contains quality residential areas, business parks, shopping centers, green-belt areas, several country clubs, an equestrian center, office parks, luxury hotels, a complete recording and sound studio for motion picture production, hospital facilities, and a community college. Some 4,300 acres of Las Colinas lie within the District.

La Villita, a unique community within Las Colinas, is an upscale 200 acre development containing multi-family, small office buildings, single-family and town homes. The District opened an elementary school in La Villita in 2008 and has secured a site for a middle school. La Villita's site is rich in water features, particularly the 30 acre Lake Royal and its two canals. Small parks and plazas are scattered throughout the community, giving residents places to gather. There is also a system of hiking and biking trails, both paved and natural-surface along the Elm Fork of the Trinity River. While enrollment growth is stagnant or declining in most areas of the District, Las Colinas and specifically the La Villita community continues to grow.

A major redevelopment project was initiated in Addison in 2007 where 2,400 older apartments were torn down and replaced with a complete new urban environment. This development includes a 12 acre waterfront park with open spaces, an amphitheater, a neighborhood park, 500,000 sq. ft. of office space, 6,000 housing units and retail businesses. This total project will take 6 to 10 years to complete. The first elements of this project are complete.

Our citizens have always put the education of children first because there is a realization that children are the leaders of tomorrow. With the exploding usage of technology, shifting student enrollment and the need to update aging facilities, all previous bond referendums in the District have been approved by the citizens who reside within the District boundaries.

In addition to new construction, there are major renovation projects ongoing within the District. The technology initiatives include improvements to the network infrastructure, computer hardware and software. The District maintains a fiber optic network to provide connectivity for over 16,000 computers.

The District has an extensive Internet website with individual home pages for all departments and campuses. At <http://www.cfbisd.edu/parents> families can locate a wealth of information, including a school locator package that identifies the schools which serve residential addresses.

# Executive Summary continued

## The Product

### *District Overview*

With the Mission Statement in mind, the Carrollton-Farmers Branch Independent School District believes that partnerships and collaborations combined with an integrated educational program of quality, equity, challenge, and innovation prepare each student for the world of tomorrow.

### Location

C-FB ISD encompasses 53.42 square miles in northwest Dallas County with a smaller portion in southeast Denton County. C-FB ISD provides instructional services to children who live in portions of Carrollton, Farmers Branch, Addison, Coppell, Dallas and Irving.

### Parent/Community Involvement

Strong parental support and community alliances are keys to a successful public education system. C-FB ISD has a PTA or PTSA on every regular school campus, multi-school business partnerships and specialized parent booster clubs on secondary campuses.

### Educational Services

Every student is valued in C-FB, and the Division of Educational Services provides systemic support through an online curriculum, Community of Learners (COL). The COL provides additional specificity to the state standards. The district uses the framework of Understanding by Design to communicate expectations for all students in the district through grade 12 curriculums.

### Gifted Education

C-FB ISD has had gifted education instructional programs in place since 1978. Over 2,200 identified students in kindergarten through grade twelve participate in broad-based, advanced programs available on all campuses. The Leading Exceptional Academic Producers (LEAP) program is designed to challenge students who are performing several grade levels above their chronological age. This program is the only one of its kind in Texas to support the needs of the profoundly gifted student.

### Special Education

The district offers a continuum of service options for students with disabilities, age 3 through 21, who require specially designed instruction and are eligible for special education and related services. An Individual Education Program (IEP) is developed to meet the individual needs of each student who is eligible.

### Career & Technology Education

The district has identified 16 career clusters, which are organized around broad career fields:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications

## Executive Summary continued

- Business, Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing, Sales & Service
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

With careful consideration and discussion, each student can identify a specific and individualized cluster and then a “path.” There are 81 individual career pathways in the 16 career clusters. Students are urged to carefully consider the questions at the beginning of each cluster/pathway. When one or more cluster/pathway appears interesting, students look carefully at the possible degrees, careers and working conditions associated with these area(s); then they choose the related high school elective courses that would help them prepare for each pathway.

In addition, high schools provide in-depth career pathway study through the following academies. These academies are open to all incoming 9<sup>th</sup> grade C-FB ISD high school students through an application process.

- Media Arts and Technology
- Biomedical Professions
- International Business
- Law and Criminal Justice
- Math, Engineering, Technology & Sciences

In addition, students have the opportunity to choose from more than 100 Career & Technology Education courses offered in the 16 career clusters identified above.

### *Athletics and Fine Arts*

Students can participate in a variety of extracurricular and co-curricular activities from football to orchestra. At the high school level, fourteen boys’ sports and fifteen girls’ sports are offered as well as art, band, choir, dance, drill team, orchestra, speech, debate and theatre. In middle school, five sports are offered for girls and four sports are offered for boys as well as band, choir, art, orchestra and theatre. Art and music are offered at the elementary level for every K-5 student. The high school sports are: cheerleading, athletic training, swim/diving, power lifting, football, volleyball, cross country, basketball, softball, baseball, soccer, track, tennis, golf and



## Executive Summary continued

wrestling. The middle school sports are: football, volleyball, basketball, track, cheerleading and soccer.

### Facilities

Since 1990, in four separate elections, the voters of the Carrollton-Farmers Branch ISD have authorized over \$600 million in general obligation bonds. The most recent election in 2003 was for \$300.165 million alone and passed by more than 78% of the votes.

### Accountability Ratings

There were no district or campus state ratings for 2012.

The state created new assessments for all grades (3-8) and all subjects tested for high school credit. These changes required a year to establish standards as we transitioned from TAKS to the new STAAR assessments. In 2013-14, only the TAKS Exit Level test will be administered to cohort 2014 students; STAAR assessments will be used for grades 3-11.

The restructured assessment program resulted in new accountability labels with a completely new system involving four indices.

The new accountability system reflects the new federal guidelines for ethnic identification. Instead of there being three ethnic student groups as in the old system (African Americans, Hispanics, and Whites), the new system has seven ethnic student groups (Hispanic, Black/African American, American Indian, Asian, Pacific Islander, White and Two or more races).

- Index 1 is calculated only at the All Student Level.
- Index 2 focuses upon student growth from one assessment year to the next. All student ethnic groups are used in this index.
- Index 3 addresses Economically Disadvantaged students and the two lowest performing Ethnic groups from the prior year.
- Index 4 is related to postsecondary preparation looking specifically at graduation rates and diploma plans.

The former labels of Exemplary, Recognized, Acceptable, and Unacceptable are no longer used.

For 2013, districts and campuses were either labeled as Met Standards or Improvement Required. The district and all campuses earned 2013 Accountability Rating of “Met Standard”.

### **Explanation of the 2013 State of Texas Accountability System**

The Texas Education Agency is charged with assessing public school students on what they have learned and determining district and school accountability ratings. Beginning in 2013, the ratings

# Executive Summary continued

are based on a system that uses various indicators to provide detailed information about the performance of a district and each of its campuses.

The performance index framework includes the four areas described below. Districts and campuses with students in Grade 9 or above must meet targets on all four indexes. Districts and campuses with students in Grade 8 or lower must meet targets on the first three indexes (excluding Index 4 - Postsecondary Readiness). If all targets are met, campuses will receive a rating label of Met Standard. If a target is missed, campuses will receive a rating label of Improvement Required.

**All campuses in C-FB ISD earned 2013 Accountability Rating of “Met Standard”.**

**TEXAS EDUCATION AGENCY  
2013 Accountability Summary  
CARROLLTON-FARMERS BRANCH ISD (057903)**

<b>Accountability Rating</b>								
<b>Met Standard</b>								
<table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;"><b>Met Standards on</b></td> </tr> <tr> <td style="padding: 2px;">- Student Achievement</td> </tr> <tr> <td style="padding: 2px;">- Student Progress</td> </tr> <tr> <td style="padding: 2px;">- Closing Performance Gaps</td> </tr> <tr> <td style="padding: 2px;">- Postsecondary Readiness</td> </tr> </table>	<b>Met Standards on</b>	- Student Achievement	- Student Progress	- Closing Performance Gaps	- Postsecondary Readiness	<table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;"><b>Did Not Meet Standards on</b></td> </tr> <tr> <td style="padding: 2px;">- NONE</td> </tr> </table>	<b>Did Not Meet Standards on</b>	- NONE
<b>Met Standards on</b>								
- Student Achievement								
- Student Progress								
- Closing Performance Gaps								
- Postsecondary Readiness								
<b>Did Not Meet Standards on</b>								
- NONE								

**Index 1: Student Achievement** - Provides an overview of student performance based on satisfactory achievement across all subjects for all students. It is a snapshot of how many students met Level 2 Satisfactory requirement.

**Index 2: Student Progress** - Focuses on actual student growth independent of overall achievement levels for each race/ethnicity student group, students with disabilities, and English language learners. Growth is evaluated by subject and student group.

**Index 3: Closing Performance Gaps** - Emphasizes improving academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district.

**Index 4: Postsecondary Readiness** – Consists of graduation rates and percentage of recommended/distinguished diploma plans. Highlights the importance of earning a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or military – Index 4 applies to high schools only.

## Executive Summary continued

### Distinction Designations

Distinction Designations recognize outstanding academic achievement in reading/ELA and mathematics on various indicators of postsecondary readiness. Only campuses that receive an accountability rating of Met Standard are eligible.

Indicators evaluated include performance at the STAAR Level III (Advanced) standard for selected grades and subject areas in elementary and middle schools, and indicators including SAT/ACT and AP/IB participation and performance for high schools. Attendance rate is included as an indicator for reading/ELA and math.

2013 Distinction(s) Earned in C-FB ISD	Elementary Campuses	Middle Schools	High Schools	District Total
Top 25% Progress & Read/ELA & Math*	4	1	4	9
Top 25% Progress	7	2	5	14
Top 25% Progress & Read/ELA	0	0	0	0
Top 25% Progress & Math	0	1	0	1
Academic Achievement in Reading/ELA	8	1	4	13
Academic Achievement in Reading/ELA & Math	2	0	0	2
Academic Achievement in Mathematics	6	3	4	13

\* Denotes campus received Met Standard rating plus all three possible distinctions under the 2013 state accountability ratings

### Texas schools achieving Met Standard rating plus all academic distinctions

Under the new state accountability system, campuses in Texas that achieve the rating of Met Standard can also earn distinction designations in the following three areas:

- Top 25 Percent Student Progress
- Academic Achievement in Reading/English language arts
- Academic Achievement in Mathematics

Of the approximately 3,600 campuses across Texas that achieved the Met Standard rating under the state's new accountability system and earned at least one designation, 759 schools earned designations in all three potential areas. Nine campuses in C-FB earned "Highest Honors":

DISTRICT	CAMPUS
Carrollton-Farmers Branch ISD	Turner High School
	Smith High School
	Creekview High School
	Ranchview High School
	Perry Middle School
	Country Place Elementary School
	McCoy Elementary School
	Kent Elementary School
	La Villita Elementary School

## Executive Summary continued

To earn a Distinction Designation, a campus must be in the top quartile of their comparison group based on the indicators shown below. Comparison groups are unique to each campus and are determined by the state based on shared characteristics: e.g. number of students, percentage of ELL, percentage of economically disadvantaged, and mobility rate.

**Top 25% Student Progress:** The campus achieved the top quartile (top 25%) of performance on Index 2: Student Progress in relation to its campus comparison group.

### Academic Achievement in Reading/English language arts (ELA):

■ Recognize outstanding academic achievement in reading/English language arts:

<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
Attendance Rate	Attendance Rate	Attendance Rate
Greater than Expected Progress	Greater than Expected Progress	Greater than Expected Progress
Grade 3 Reading - Advanced	Grade 7 Writing - Advanced	AP/IB & Dual Credit Completion
Grade 4 Writing - Advanced	Grade 8 Reading - Advanced	AP/IB Performance on ELA Exam
<i>Needed 2 out of 4 Indicators</i>	<i>Needed 2 out of 4 Indicators</i>	SAT/ACT Participation
		SAT Performance: ELA
		ACT Performance: ELA
		<i>Needed 3 out of 7 Indicators</i>

### Academic Achievement in Mathematics:

■ Recognize outstanding academic achievement in math:

<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
Attendance Rate	Attendance Rate	Attendance Rate
Greater than Expected Progress	Greater than Expected Progress	Greater than Expected Progress
Grade 5 Math - Advanced	Algebra 1 by Grade 8 Participation	AP/IB & Dual Credit Completion
<i>Needed 2 out of 3 Indicators</i>	Algebra 1 by Grade 8 - Advanced	AP/IB Performance on Math Exam
	<i>Needed 2 out of 4 Indicators</i>	SAT/ACT Participation
		SAT Performance: Math
		ACT Performance: Math
		<i>Needed 3 out of 7 Indicators</i>

## Executive Summary continued

### Advanced Placement

Advanced Placement (AP) is an accelerated level of instruction. AP courses provide college level coursework in a high school setting and are open to all C-FB students at each high school. Enrolling in an AP class provides a powerful opportunity for students to acquire the knowledge, sophisticated concepts, and skills needed for college success.

Carrollton-Farmers Branch ISD strongly encourages all AP students to take the AP Exam administered in May. C-FB gives a vast selection of different AP course exams, including AP Spanish Language which included Native Spanish speaking middle school students.

Last year, 1,601 students in C-FB ISD took a total of 2,814 AP Exams in 31 subject areas. Their scores were sent to 134 colleges and universities.

**Equity and Excellence Report for 2013 AP program in C-FB ISD is detailed below.**

District	Percentage	How is this calculated?
Graduating Class Summary	33.9	Number of your district's seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of your district's seniors.
12th Grade	17.4	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year divided by the total number of students in each grade.
11th Grade	16.6	
10th Grade	9.6	

College Board offers several AP Awards to students who have demonstrated college-level achievement through AP courses and exams.

- **AP Scholar** – Granted to students who earn scores of 3 or higher on three or more AP Exams
- **AP Scholar with Honor** – Granted to students who earn an average score of at least 3.25 on all AP Exams taken and scores of 3 or higher on four or more AP Exams
- **AP Scholar with Distinction** – Granted to students who earn an average score of at least 3.5 on all AP Exams taken and scores of 3 or higher on five or more AP Exams
- **National AP Scholar** – Granted to students in the United States who earn an average score of at least 4.0 on all AP Exams taken and scores of 4 or higher on eight or more AP Exams

## Executive Summary continued

<b>Creekview High School</b> Total Scholars: 131 Average Score: 3.72	<b>AP Scholar</b>	<b>AP Scholar with Honor</b>	<b>AP Scholar with Distinction</b>	<b>National AP Scholar</b>
Number of Scholars	57	26	48	8
Average Score	3.08	3.54	4.12	4.45

<b>Newman Smith High School</b> Total Scholars: 69 Average Score: 3.25	<b>AP Scholar</b>	<b>AP Scholar with Honor</b>	<b>AP Scholar with Distinction</b>
Number of Scholars	46	14	9
Average Score	3.03	3.54	3.72

<b>Ranchview High School</b> Total Scholars: 4 Average Score: 3.56	<b>AP Scholar</b>	<b>AP Scholar with Honor</b>
Number of Scholars	1	3
Average Score	2.83	3.92

<b>R. L. Turner High School</b> Total Scholars: 66 Average Score: 3.25	<b>AP Scholar</b>	<b>AP Scholar with Honor</b>	<b>AP Scholar with Distinction</b>	<b>National AP Scholar</b>
Number of Scholars	44	8	14	3
Average Score	2.78	3.52	4.05	4.39

### Scholastic Achievement Test (SAT) Results

The SAT is administered by the College Board and is designed to measure the verbal and math aptitudes of high school students.

C-FB seniors taking the Scholastic Aptitude Test out-performed students taking the exam throughout the state.

The mean scores for C-FB high school seniors were above the state average in all areas: Critical Reading, Math, and Writing. The district combined score for 2013 is 1,460 compared to 1,437 for the state and 1,498 for the nation.

## Executive Summary continued

Results for 2013 are listed in the chart below.

<b>SAT Results for 2013</b>					
<b>Campus</b>	<b>Count</b>	<b>Critical</b>			<b>Combined</b>
		<b>Reading</b>	<b>Math</b>	<b>Writing</b>	
Turner High School	246	461	490	449	1400
Smith High School	182	492	510	483	1485
Creekview High School	327	505	526	482	1513
Ranchview High School	159	467	502	463	1432
Early College	30	441	476	435	1352
District	944	483	508	469	1460
National	1,660,047	496	514	488	1498
Texas	172,870	477	499	461	1437

### American College Test (ACT) Results

The American College Test (ACT) is an achievement test with four content exams including English, reading, mathematics, and science, plus an optional writing test and is used as a college entrance exam.

The overall composite score for the C-FB ISD seniors taking the ACT in 2013 was slightly lower than both the state and national scores.

Results for 2013 are listed in the chart below.

<b>ACT Results for 2013</b>						
<b>Campus</b>	<b>Count</b>	<b>English</b>	<b>Math</b>	<b>Reading</b>	<b>Science</b>	<b>Composite</b>
Turner High School	118	17.5	19.9	19.3	19.4	19.2
Smith High School	99	19.4	21.5	20.4	21.3	20.7
Creekview High School	139	20.8	22.9	22.3	22.3	22.2
Ranchview High School	70	18.8	20.7	20.0	19.9	20.0
Early College	3	18.0	19.7	20.6	21.3	20.0
District	429	19.2	21.4	20.6	20.9	20.6
Nation	1,799,243	20.2	20.9	21.1	20.7	20.9
Texas	109,841	19.8	21.5	21.0	20.9	20.9

# Executive Summary continued

## PSAT/NMSQT Results

The following Carrollton-Farmers Branch recipients were selected from over 1.5 million students who took the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) during their junior year in high school (October 2012).

### **1. National Merit Semifinalists**

Eight students in the Carrollton-Farmers Branch school district were named Semifinalists in the 2014 National Merit Scholarship Program. The students are among 16,000 high school seniors who will continue in the 59<sup>th</sup> annual National Merit Scholarship Corporation's competition for 8,300 merit scholarship awards worth more than \$32 million that will be offered in the spring.

Approximately 15,000 semifinalists become finalists. The pool of semifinalists represents less than one percent of the top high school seniors in the nation. From the group of finalists, Merit Scholarship winners are determined according to the National Merit Scholarship Corporation. "Merit Scholar designees are selected on the basis of their skills, accomplishments and potential for success in rigorous college studies," according to the National Merit Scholarship Corporation press release.

More information is available on the NMSC website:

<http://www.nationalmerit.org/nmsp.php>

### **2. National Achievement Semifinalists**

No students in the Carrollton-Farmers Branch school district were named Semifinalists in the 2014 National Merit Achievement Scholarship Program. These exceptional students are among more than 1,600 Black American high school seniors who have been designated semifinalists in the 50<sup>th</sup> annual National Achievement Scholarship Program. Of the more than 160,000 students who currently enter the National Achievement<sup>®</sup> Program each year, over 4,700 are honored; only 800 of these Semifinalists advance in the competition to win Achievement Scholarship awards. Two students were named semifinalists in 2013.

More information is available at:

<http://www.nationalmerit.org/nasp.php>

### **3. National Merit Commended Recipients**

Twenty-three students in the Carrollton-Farmers Branch school district were named 2014 National Merit Commended Recipients. Commended students are selected from the highest scorers on the PSAT. In late September, about 34,000 high scorers received Letters of Commendation in recognition of their outstanding academic promise. Although Commended Students do not continue in the competition for NMSC Scholarships, some of these students do become candidates for Special Scholarships sponsored by corporations and businesses.



## Executive Summary continued

### 4. *National Achievement Outstanding Participants*

Three students in the Carrollton-Farmers Branch school district were named 2014 National Achievement Outstanding Participants. Each year approximately 3,100 outstanding National Achievement<sup>®</sup> Program participants are brought to the attention of about 1,500 four-year colleges and universities in the United States for their potential for academic success. This recognition of outstanding Black American high school students is based on the PSAT/NMSQT and other requirements for participation and identification.

### 5. *National Hispanic Recognition Program Scholars*

Ten students in the Carrollton-Farmers Branch school district were named 2014 National Hispanic Recognition Program Scholars. The National Hispanic Recognition Program (NHRP) identifies academically outstanding Hispanic/Latino high school students. Each year, the NHRP honors nearly 5,000 of the highest-scoring students from the approximately 235,000 Hispanic/Latino juniors who take the PSAT/NMSQT. Although the NHRP does not provide a financial reward, being named is an important academic recognition, and this achievement should be indicated on your college applications.

More information on NHRP is available at:

<http://www.collegeboard.com/student/testing/psat/about/nhrp.html>

## Executive Summary continued

The Carrollton-Farmers Branch ISD has received a “Superior Achievement” rating under Texas’ Schools FIRST financial accountability rating system. The Superior Achievement rating is the state’s highest, demonstrating the quality of C-FB ISD’s financial management and reporting system.

This is the eleventh year of Schools FIRST (Financial Accountability Rating System of Texas). School FIRST is a financial accountability system for Texas school districts developed by the Texas Education Agency in response to Senate Bill 875 of the 76<sup>th</sup> Texas Legislature in 1999. The primary goal of Schools FIRST is to achieve quality performance in the management of school districts’ financial resources, a goal made more significant due to the complexity of accounting associated with Texas’ school finance system.

The Schools FIRST accountability rating system assigns one of four financial accountability ratings to Texas school districts, with the highest being “Superior Achievement”, followed by “Above-Standard Achievement”, “Standard Achievement” and “Substandard Achievement”.

<b>FIRST</b>		
<b>Financial Integrity Rating System of Texas</b>		
Name:	Carrollton-Farmers Branch ISD	
Status:	Passed	
Rating:	Superior Achievement	
District Score:	70	
Indicator	Indicator Description	Score
1	Was the Total Fund Balance Less Nonspendable and Restricted Fund Balance Greater Than Zero in the General Fund	Yes
2	Was the Total Unrestricted Net Asset Balance (Net of Accretion of Interest on Capital Appreciation Bonds) in the Governmental Activities Column in the Statement of Net Assets Greater than Zero? (If the District's 5 year % Change in Students was 10% or more).	Yes
3	Were There no Disclosures in the Annual Financial Report and/or Other Sources of Information Concerning Default on Bonded Indebtedness Obligations?	Yes
4	Was the Annual Financial Report Filed Within One Month After November 27th or January 28th Deadline Depending Upon the District's Fiscal Year End Date (June 30th or August 31st)?	Yes
5	Was there an Unqualified Opinion in Annual Financial Report?	Yes
6	Did the Annual Financial Report not Disclose any Instance(s) of Material Weaknesses in Internal Controls?	Yes

# Executive Summary continued

## FIRST

### Financial Integrity Rating System of Texas

7	Was the Three-Year Average Percent of Total Tax Collections (Including Delinquent) Greater than 98%?	5
8	Did the Comparison of PEIMS Data to Like Information in Annual Financial Report Result in an Aggregate Variance of Less than 3 percent of Expenditures Per Fund Type (Data Quality Measure)?	5
9	Were Debt Related Expenditures (Net of IFA and/or EDA Allotment) <\$350.00 per Student? (If the District's five-year percent change in Students = or > 7%, or if Property Taxes Collected Per Penny of Tax Effort > \$200,000 per Student).	5
10	Was there no Disclosure in the Annual Audit Report of Material Noncompliance?	5
11	Did the District have Full Accreditation Status in Relation to Financial Management Practices? (e.g. No Conservator or Monitor Assigned).	5
12	Was the Aggregate of Budgeted Expenditures and Other Uses Less than the Aggregate of Total Revenues, Other Resources and Fund Balance in the General Fund?	5
13	If the District's Aggregate Fund Balance in the General Fund and Capital Projects Fund was Less Than Zero, Were Construction Projects Adequately Financed? (To avoid creating or adding to the Fund Balance Deficit Situation)	5
14	Was the Ratio of Cash and Investments to Deferred Revenues (Excluding Amount equal to Net Delinquent Taxes Receivable) in the General Fund Greater than or Equal to 1:1? (If Deferred Revenues are less than Net Delinquent Taxes Receivable)	5
15	Was the Administrative Cost Ratio less than the Threshold Ratio?	5
16	Was the Ratio of Students to Teachers Within the Ranges Shown Below According to District Size?	5
17	Was the Ratio of Students to Total Staff Within the Ranges Shown Below According to District Size?	5
18	Was the Decrease in Undesignated Unreserved Fund Balance < 20% Over Two Fiscal Years? (If Total Revenues > Operating Expenditures in the General Fund, then the District receives 5 points)	5
19	Was the Aggregate Total of Cash and Investments in the General Fund more than \$0?	5
20	Were Investment Earnings in All Funds (Excluding Debt Service Fund and Capital Projects Fund) Meet or Exceed the 3-month Treasury Bill Rate?	5
		70 Score

# Executive Summary continued

## FIRST Financial Integrity Rating System of Texas

Determination of Rating			
A	Did the District answer "No" to Indicators 1, 2, 3 or 4? OR Did the District answer "No" to Both 5 and 6? If so, the District's Rating is Substandard Achievement.		
B	Determine Rating by Applicable Range for Summation of the indicator scores (Indicators 7-20)		
	<b>Superior Achievement</b>		
	64-70		
	<b>Above Standard Achievement</b>		
	58-63		
	<b>Standard Achievement</b>		
	52-57		
	<b>Substandard Achievement.</b>		
	<52		
<b>Indicator 16</b>			
16		Ranges for Ratios	
	District Size - Number of Students Between	Low	High
	<500	7	22
	500-999	10	22
	1,000-4,999	11.5	22
	5,000-9,999	13	22
	>= 10,000	13.5	22
<b>Indicator 17</b>			
17		Ranges for Ratios	
	District Size - Number of Students Between	Low	High
	<500	5	14
	500-999	5.8	14
	1,000-4,999	6.3	14
	5,000-9,999	6.8	14
	>= 10,000	7	14

# Executive Summary continued

## FIRST Financial Integrity Rating System of Texas

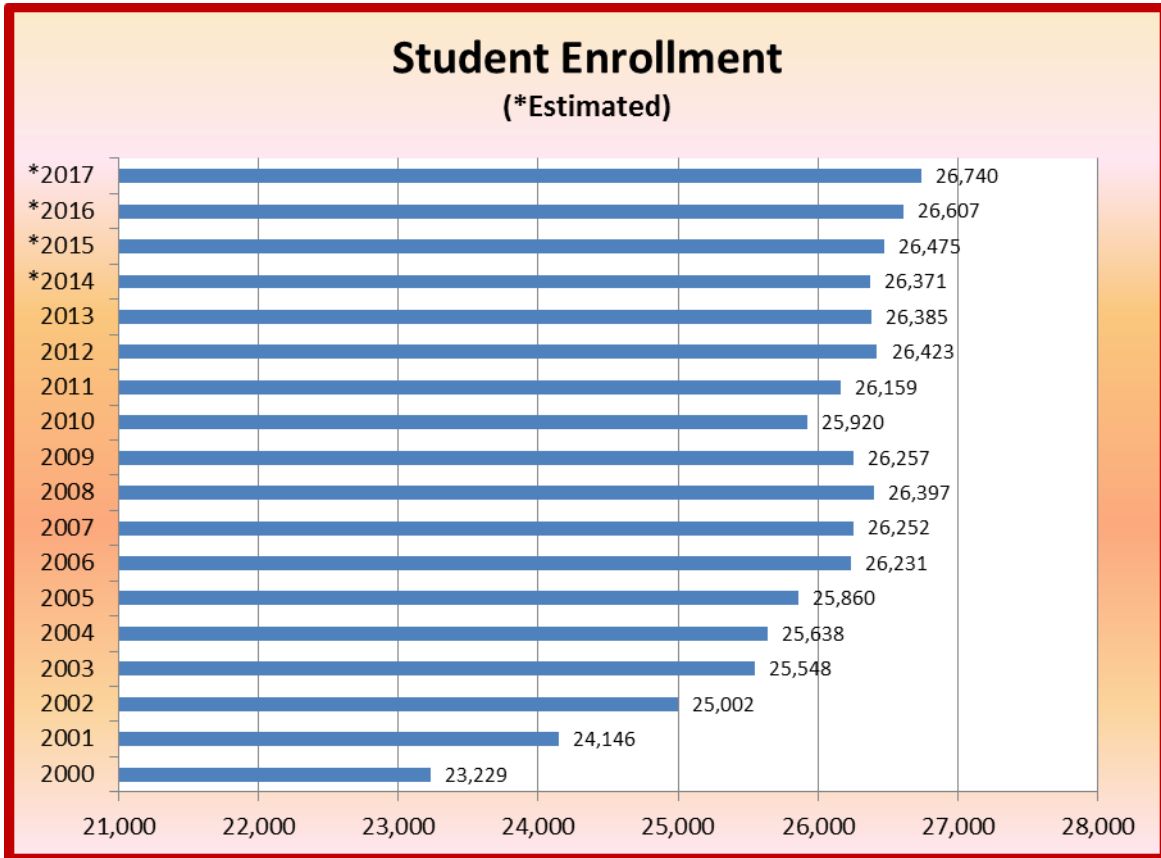
Question	Points Possible					
7	5 >98	4 >95 =<98	3 >92 =<95	2 >89 =<92	1 >86 =<89	0 =<86
8	5 <3%	0 ≥3%				
9	5 <\$350	4 ≥\$350<\$600	3 ≥\$600<\$850	2 ≥\$850<\$1,100	1 ≥\$1,100<\$1,350	0 ≥\$1,350
10	Y=5	N=0				
11	Y=5	N=0				
12	Y=5	N=0				
13	Y=5	N=0				
14	5 =>1.00	4 =>0.95<1.00	3 =>0.90<0.95	2 =>0.85<0.90	1 =>0.8<0.85	0 <0.80
15	Y=5	N=0				
16	5 UL*≤100% LL**=>100%	4 >100%=<105% =>95%<100%	3 >105%=<110% =>90%<95%	2 >110%=<115% =>85%<90%	1 >115%=<120% =>80%<85%	0 >120% <80%
17	5 UL*≤100% LL**=>100%	4 >100%=<105% =>95%<100%	3 >105%=<110% =>90%<95%	2 >110%=<115% =>85%<90%	1 >115%=<120% =>80%<85%	0 >120% <80%
18	5 <20%	4 =>20%<21%	3 =>21%<22%	2 =>22%<23%	1 =>23%<24%	0 =>24%
19	Y=5	N=0				
20	Y=5	N=0				

UL-Upper Limit

LL-Lower Limit

## Executive Summary continued

The graph below depicts the District's past, present and future estimates for Student enrollment.



Future enrollment estimates were based upon the average growth percentage from 2010-2011 through 2013-14.

Based on current enrollment trends, the District's growth is concentrated in its Western edge. Due to this current and anticipated growth, the District opened LaVillita Elementary School in August of 2008. Long-range plans in this area of the district include building a new facility at Las Colinas Elementary that is scheduled to be complete in July 2014. In addition, plans are underway to expand Ranchview High School, tentatively scheduled to commence in the summer of 2014.

Enrollment trends in all other parts of the District indicate that current facilities will be adequate with minor renovation and additions.



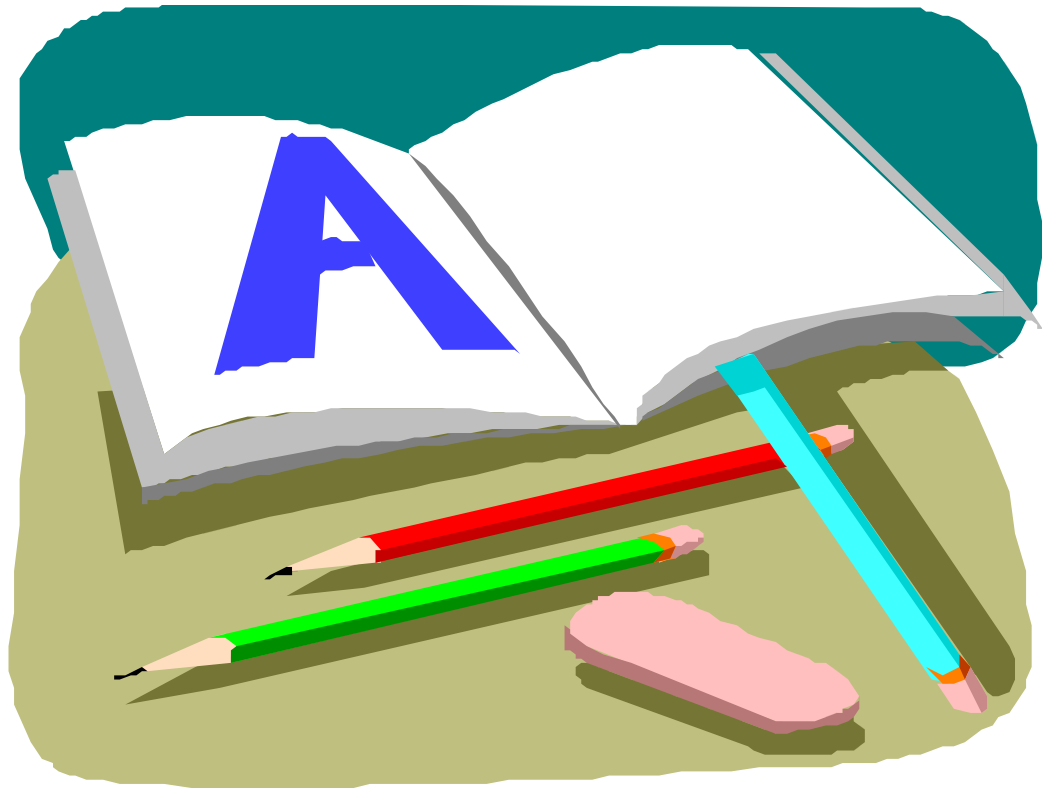
# Carrollton · Farmers Branch

---

Independent School District

••• An Innovative Leader in Learning •••

# District Improvement Plan





## **Executive Summary continued**

### **C-FB ISD VISION:**

All students will meet the State of Texas Assessments of Academic Readiness (STAAR) at the satisfactory or advanced level and graduate college or workforce ready, without remediation.



### **DISTRICT PLAN 2013-2014**

**Carrollton-Farmers Branch Independent School District**

**Dr. Bobby Burns, Superintendent**

### **C-FB ISD MISSION**

Together with families and community we commit all district resources to guide the learning of each student to graduate as: a responsible individual, a passionate life-long learner, a complex thinker, and an effective communicator who understands and respects our global interdependence.

# Executive Summary continued

<p><b>BOARD OF TRUSTEES</b></p> <p>James Goode, <i>President</i></p> <p>Frank Shor, <i>Vice President</i></p> <p>Nancy Watten, <i>Secretary</i></p> <p>John Matthews, <i>Assistant Secretary</i></p> <p>Nancy Cline, <i>Board Member</i></p> <p>Richard Fleming, <i>Board Member</i></p> <p>Randy Schackmann, <i>Board Member</i></p> <p style="text-align: center;">◆</p> <p><b>CARROLLTON-FARMERS BRANCH SCHOOLS</b></p> <p><b>SENIOR HIGH SCHOOLS</b></p> <p>Creekview Early College Newman Smith R. L. Turner Ranchview</p> <p><b>MIDDLE SCHOOLS</b></p> <p>Blalack Bush Field Long Perry Polk</p>	<p><b>C-FB ISD GOAL</b></p> <p style="text-align: center;"><b>The Goal of the Carrollton-Farmers Branch ISD is high achievement for all students.</b></p> <p><i>Guiding Objective 1: Continuously improve instructional practice</i></p> <p><i>Guiding Objective 2: Continuously improve the learning environment</i></p> <p><i>Guiding Objective 3: Continuously improve operational effectiveness</i></p> <p><i>Guiding Objective 4: Continuously improve community support</i></p>	<p><b>ELEMENTARY SCHOOLS</b></p> <p>Blair Blanton Carrollton Central Country Place Davis Farmers Branch Freeman Furneaux Good Kent Landry Las Colinas La Villita McCoy McKamy McLaughlin/Strickland McWhorter Rainwater Riverchase Rosemeade Sheffield Stark Thompson</p> <p><b>CENTERS</b></p> <p>Mary Grimes Education Center Bea Salazar Transition School Marie Huie Education Center</p>
--	---	---

# Executive Summary continued

## STATEMENT OF BELIEFS

We believe that:

- The economic, political and societal success of our country depends upon a quality education for all.
- Diversity strengthens the community and enriches the fabric of our society.
- It is the responsibility of the entire community to partner in the educational process.
- Learning occurs best in a safe, orderly and nurturing environment.
- Belonging to a family, to a school and to a community is vital, and this sense of belonging advances learning.
- People learn at different rates, have different capacities and that each person’s educational path deserves to be valued equally.
- Learning empowers people to reach their full potential: physically, mentally, socially, and emotionally
- Everyone is a teacher, everyone is a learner.

## GRADUATE PROFILE

**Graduates of the Carrollton-Farmers Branch  
ISD are:**

***Responsible individuals who:***

- Model productive citizenship
- Practice successful personal management
- Demonstrate character values and ethical behavior
- Appreciate the value of diversity
- Function effectively as team members

***Competent learners who:***

- Continually pursue and integrate knowledge
- Achieve academic standards
- Apply various forms of technology
- Seek educational and career options
- Produce quality products

***Complex thinkers who:***

- Solve problems critically
- Create original ideas and solutions
- Understand and apply systems thinking

***Effective communicators who:***

- Read with understanding
- Interpret information
- Interact through listening and speaking
- Write clearly

### ***Title I – Targeted Assisted (TA)***

- TA 1. Resources used to help children meet state academic achievement standards
- TA 2. Planning for identified students incorporated into existing school planning
- TA 3. Methods and strategies based on scientifically based research
- TA 4. TA program is coordinated with and supports regular educational programs
- TA 5. Highly qualified teachers
- TA 6. Professional Development
- TA 7. Increase parental involvement
- TA 8. Coordination of federal, state, and local services

### ***Title I – School-wide Components (TS)***

- TS 1. Comprehensive needs assessment
- TS 2. School-wide reform strategies
- TS 3. Highly qualified teachers
- TS 4. Professional development
- TS 5. Strategies to attract high-quality highly qualified teachers to high-need schools
- TS 6. Parental involvement
- TS 7. Assisting preschool children in the transition from early childhood programs
- TS 8. Measures to include teachers in the decisions regarding use of academic assessments.
- TS 9. Students difficulties identified on a timely basis
- TS 10. Coordination and integration between federal

# Executive Summary continued

THE GOAL OF THE CARROLLTON-FARMERS BRANCH ISD IS HIGH ACHIEVEMENT FOR ALL STUDENTS

GUIDING OBJECTIVE 1	GUIDING OBJECTIVE 2	GUIDING OBJECTIVE 3	GUIDING OBJECTIVE 4
CONTINUOUSLY IMPROVE INSTRUCTIONAL PRACTICE	CONTINUOUSLY IMPROVE THE LEARNING ENVIRONMENT	CONTINUOUSLY IMPROVE OPERATIONAL EFFECTIVENESS	CONTINUOUSLY IMPROVE COMMUNITY SUPPORT
<p><u>Major Strategies:</u> <u>We will continuously improve:</u></p> <ul style="list-style-type: none"> <li>▪ The design and implementation of an aligned and differentiated curriculum (COL)</li> <li>▪ Instructional practice through Instructional Rounds</li> <li>▪ The instructional infrastructure, including but not limited to:               <ul style="list-style-type: none"> <li>✓ Academic Support</li> <li>✓ PLCs and PD</li> <li>✓ Coaches/Specialists; ITS</li> </ul> </li> </ul>	<p><u>Major Strategies:</u> <u>We will continuously improve:</u></p> <ul style="list-style-type: none"> <li>▪ Safety and security</li> <li>▪ Processes and support systems available to meet the physical and affective needs of students</li> <li>▪ Facilities that enhance achievement</li> <li>▪ Universal access to technology</li> </ul>	<p><u>Major Strategies:</u> <u>We will continuously improve:</u></p> <ul style="list-style-type: none"> <li>▪ Hiring and retention of highly qualified personnel</li> <li>▪ An effective and stable resource allocation process</li> <li>▪ Effective business practices and operational systems</li> <li>▪ The technology infrastructure</li> </ul>	<p><u>Major Strategies:</u> <u>We will continuously improve:</u></p> <ul style="list-style-type: none"> <li>▪ Customer Service</li> <li>▪ Quality communication</li> <li>▪ Community engagement</li> </ul>
<p><u>Performance Measures:</u></p> <p>Academic Performance Index (API)</p> <ul style="list-style-type: none"> <li>▪ STAAR – Satisfactory</li> <li>▪ STAAR – Advanced</li> <li>▪ Graduation Rate</li> <li>▪ SAT &amp; ACT</li> </ul> <p>Performance Rating and Distinction Designations</p>	<p><u>Performance Measures:</u></p> <p>Student:</p> <ul style="list-style-type: none"> <li>▪ Attendance Rate</li> <li>▪ Disciplinary Placements</li> <li>▪ Graduation Rate</li> </ul> <p>Employee:</p> <ul style="list-style-type: none"> <li>▪ TASB Survey</li> </ul>	<p><u>Performance Measures:</u></p> <p>Financial Productivity Index (FPI)</p> <p>TASB Survey</p>	<p><u>Performance Measures:</u></p> <p>Education Productivity Index (EPI)</p> <p>Parent Satisfaction Survey</p> <p>TASB Survey</p> <p>Community Survey</p>



**HIGH ACHIEVEMENT FOR ALL STUDENTS**

## Executive Summary continued

<b>Guiding Objective 1</b>	Continuously improve instructional practice
----------------------------	---

ERG Performance Index	2011 Rank	2012 Rank	2013 Rank	2014 Target	2017 Target
Academic Performance Index (API)	17	7		5	1
Performance Rating	2011 Rating	2012 Rating	2013 Rating	2014 Target	2017 Target
2010-2012: Exemplary, Recognized, Academically Acceptable, Academically Unacceptable Beginning 2013: Met Standard or Improvement Required Beginning 2014: A, B C, F	Recognized	Recognized* (Continuation of 2011 rating)	Met Standard	A	A
Campus Distinctions			2013 Rating	2014 Target	2017 Target
Achievement in Language Arts, Achievement in Mathematics, & Achievement in Student Progress			40 distinctions	50 distinctions	72 distinctions
Graduation Rate	2011 Rate	2012 Rate	2013 Rate	2014 Target	2017 Target
All Students graduation rate*	87.3%	87.4%	91%	92%	94%
SAT Composite Score	2011 Average Score	2012 Average Score	2013 Average Score	2014 Target	2017 Target
All Students SAT Composite Score	1476	1476	1460	1480	1485
ACT Composite Score	2011 Average Score	2012 Average Score	2013 Average Score	2014 Target	2017 Target
All Students ACT Composite Score	21.6	21.8	20.6	21.8	22.0

\*Graduation rate is calculated based on the previous year in the Texas Accountability System

**NOTE: The Educational Services Division is primarily responsible for action steps related to Objective 1.**

# Executive Summary continued

<b>Guiding Objective 1</b>		<i>Continuously improve instructional practice</i>			
<b>Major Strategy:</b> Continuously improve the design and implementation of an aligned and differentiated curriculum (COL)					
<i>Performance Measures: Academic Performance Index (API); STAAR – Satisfactory; Performance Rating and Distinction Designations; Graduation Rate; SAT/ACT</i>					
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>	<b>PERFORMANCE TARGET</b>	<b>RESOURCES</b>	<b>TITLE I COMPONENT</b>
Conduct needs assessment at each campus with regard to COL in order to make improvements and adjustments in curriculum and instructional materials	Georgeanne Warnock	August 2013-December 2013	3-5% increase in Met Standard and Advanced in each STAAR Tested grade level	Content Directors, teachers, campus administrators	
Conduct a data analysis and take action arising from the data regarding improving writing for English Language Learners and students with special needs, including but not limited to professional development, revision of curriculum, and targeted intervention	Susan Kelly Shirley Wright Erica Ysbrand	August 2013-June 2014	5-7% increase in Met Standard on STAAR Writing at grades 4, 7, 9, and 10 for ELL and students with special needs	STAAR Data, Intervention specialists	
Provide professional development and monitor implementation of accommodations for students with special needs and English Language Learners in mathematics, reading and writing	Randi Wells Isabella Hinojosa	August 2013 – June 2014	3-5% increase in performance on STAAR Mathematics, and Language Arts	Staff training, campus visits, ARD decision making	
Align C-FBISD curriculum with new Fine Arts TEKS	Dawn Valentine	August 2013 – June 2014	100% alignment of TEKS with curriculum upon review and audit	Fine Arts Budget	
Integrate technology TEKS into elementary classroom instruction	Jan Jaeger	October 2013	100% Proficiency in technology skills set for mastery in grade level rubrics	TEKS and ISTE Nets	

## Executive Summary continued

<b>Guiding Objective 1</b>		<i>Continuously improve instructional practice</i>			
<b>Major Strategy:</b> Continuously improve the design and implementation of an aligned and differentiated curriculum (COL)					
<i>Performance Measures: Academic Performance Index (API); STAAR – Satisfactory; Performance Rating and Distinction Designations; Graduation Rate; SAT/ACT</i>					
<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>	<b>PERFORMANCE TARGET</b>	<b>RESOURCES</b>	<b>TITLE I COMPONENT</b>
Support mathematics, science, language arts and social studies through implementation of core strategies in Physical Education	Putter/Taylor/Poorman	August 2013 – June 2014	3-5% increase in Met Standard and Advanced in each STAAR Tested grade level served with physical education	COL 2.0	N/A
Manage the alignment of K-8 Mathematics TEKS	Pam Smith	August 2013 – June 2014	3-5% increase in performance on STAAR Mathematics	Coaches, Specialists, Curriculum Writers, AAS, Special Education, ESL	
Develop an assessment system to inform curriculum decisions in high school mathematics	Tanya Garvey	August 2013 – June 2014	3-5% increase in performance on STAAR Mathematics	Director, Specialists, Coach Teachers	
Provide Spanish curriculum for the Bilingual one way and two way programs	Isabella Piña-Hinojosa	August 2013-June 2014	3-5% increase in performance on STAAR Language Arts	Title III Curriculum Wrts \$ \$100,000	TA1 TA4 TS10
Design and implement summer school programs that enhance student learning	Tracy Smith Michelle Bailey	June-July 2014	60% of retesters will pass the appropriate state assessment	Summer School Budget	
Implement Lucy Caulkins units of study in 2 <sup>nd</sup> and 3 <sup>rd</sup> grades	Susan Kelly	August 2013-June 2014	3-5% increase in performance on STAAR Language Arts; 3-5% increase in district assessments; classroom observations	Units of Study for Writing Grade 2, 3 Coaches, Specialists	

# Executive Summary continued

**Guiding Objective 1** Continuously improve instructional practice

**Major Strategy:** Continuously improve the design and implementation of an aligned and differentiated curriculum (COL)  
**Performance Measures:** Academic Performance Index (API); STAAR – Satisfactory; Performance Rating and Distinction Designations; Graduation Rate; SAT/ACT

ACTION STEPS	PERSON RESPONSIBLE	TIMELINE	PERFORMANCE TARGET	RESOURCES	TITLE I COMPONENT
Ensure students are reading on grade level by the end of 2 <sup>nd</sup> grade	Susan Kelly	August 2013-June 2014	Students at appropriate level in Fountas & Pinnell reading assessment, students at national norm for MAP, appropriate level in Istation data	Coaches, Specialists, Instructional Facilitators	
Select and adopt new science instructional materials for K-12	Susan Shipp	August 2013-June 2014	3-5% increase in performance on STAAR Science; 3-5% increase in district assessments; classroom observations	Science Specialist District science curriculum Title II funds	
Implement flipped classrooms in 8 <sup>th</sup> grade science	Susan Shipp	August 2013-June 2014	3-5% increase in performance on STAAR Science; 3-5% increase in district assessments; classroom observations	Science Specialist District science curriculum Title II funds	
Increase SAT and ACT scores by providing tutoring support, partnership with Revolution prep, and evaluating opportunities for SAT/ACT preparation in COL	Gerry Charlebois	September 2013 – June 2014	3-5% increase in SAT/ACT scores	\$50,000	



# Executive Summary continued

Guiding Objective 1		Continuously improve instructional practice			
<b>Major Strategy:</b> Continuously improve the design and implementation of an aligned and differentiated curriculum (COL)					
<i>Performance Measures: Academic Performance Index (API); STAAR – Satisfactory; Performance Rating and Distinction Designations; Graduation Rate; SAT/ACT</i>					
ACTION STEPS	PERSON RESPONSIBLE	TIMELINE	PERFORMANCE TARGET	RESOURCES	TITLE I COMPONENT
Increase participation in student SAT/ACT programs by improving communication and advocacy for the Superintendent's Top 100 students	Gerry Charlebois	August 2013 – July 2014	20% increase of students participating in prep programs	\$10,000	
Continue to monitor and improve the availability of the curriculum through COL 2.0	Teri Rubens	August 2013 - May, 2014	0% major interruption of COL usage due to server failure; all issues resolved within 24 hours; user frequency increased by 5%		TA 1
Provide technology using visuals for Two-Way Dual Language program for English speakers learning Spanish and for Spanish speakers learning English	Isabella Piña-Hinojosa	October 1, 2013-June 2014	Fontas & Pinnel Reading Records show increased achievement in L2	Local: \$10,000	TA1 TA3 TS1 TS10

Guiding Objective 1		Continuously improve instructional practice			
<b>Major Strategy:</b> Continuously improve instructional practice through Instructional Rounds					
<i>Performance Measures: Academic Performance Index (API); STAAR – Satisfactory; Performance Rating and Distinction Designations; Graduation Rate; SAT/ACT</i>					
ACTION STEPS	PERSON RESPONSIBLE	TIMELINE	PERFORMANCE TARGET	RESOURCES	TITLE I COMPONENT
Partner with campus core content departments to review the school's problem of practice to personalize improvement strategies for each school	Content Directors	August 2013-June 2014	3-5% increase in SAT, ACT, and STAAR scores; 3-5% increase in district assessment scores	Coach, specialist, director, David Molina	

# Executive Summary continued

Guiding Objective 1		Continuously improve instructional practice			
<p><b>Major Strategy:</b> Continuously improve instructional practice through Instructional Rounds</p> <p><b>Performance Measures:</b> Academic Performance Index (API); STAAR – Satisfactory; Performance Rating and Distinction Designations; Graduation Rate; SAT/ACT</p>					
ACTION STEPS	PERSON RESPONSIBLE	TIMELINE	PERFORMANCE TARGET	RESOURCES	TITLE I COMPONENT
Provide opportunities to include more teachers to engage in network Rounds visits and professional development related to Instructional Rounds	Georgeanne Warnock	August 2013- June 2014	100% of traditional campuses participate in network visit	Campus Title I Funds, Title II Funds	
Include content coaches and specialists with Rounds networks for professional development to strengthen coach/specialist knowledge of the campus problem of practice and next level of work so that student achievement increases	Content Directors	August 2013- June 2014	3-5% increase in SAT, ACT, and STAAR scores; 3-5% increase in district assessment scores; meet national norms in MAP; classroom observation data	Specialist Coaches Title II funds	
Establish a District Instructional Rounds Leadership Team to facilitate Rounds Network visits, conduct pre- and post-conferences with principals, and to unify the learning around Rounds across the network visits	Georgeanne Warnock	August 2013- May 2014	90% agree on end of year survey: Rounds is a process to improve student learning	Sheila Maher Tracy Smith Michelle Bailey	
Conduct network visits at each traditional campus in the district and work in partnership with the campus leadership to support campus momentum plans	Georgeanne Warnock	August 2013- May 2014	90% agree on end of year survey: Rounds is a process to improve student learning	Sheila Maher Tracy Smith Michelle Bailey	

# Executive Summary continued

Guiding Objective 1		Continuously improve instructional practice			
<p><b>Major Strategy:</b> Continuously improve the instructional support infrastructure</p> <p><b>Performance Measures:</b> Academic Performance Index (API): STAAR – Satisfactory; Performance Rating and Distinction Designations; Graduation Rate; SAT/ACT</p>					
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	PERFORMANCE TARGET	RESOURCES	TITLE I COMPONENT
Conduct professional development in order to understand calibration of essay scoring and rubrics so that teachers target precise focus areas for student improvement and make informed instructional decisions regarding writing instruction	Shirley Wright Erica Ysbrand	August 2013- February 2014	5-7% increase in performance on STAAR Writing in grades 7, 9, and 10	Coaches and Specialists	
Develop and enhance the Readers'/Writers' Workshop at the secondary level through Beers and Probst professional development, embedded lessons in COL, and classroom modeling	Shirley Wright Erica Ysbrand	August 2013- June 2014 (Professional Development: November and February)	3-5% increase in performance on STAAR Language Arts; classroom observation	Title II for resources and substitutes	
Provide ActivInspire training to all district 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers who have not been trained	Jan Jaeger	December 2013	Usage percentage of ActivInspire on classroom observations		

# Executive Summary continued

Guiding Objective 1		Continuously improve instructional practice			
<p><b>Major Strategy:</b> Continuously improve the instructional support infrastructure</p> <p><b>Performance Measures:</b> Academic Performance Index (API); STAAR – Satisfactory; Performance Rating and Distinction Designations; Graduation Rate; SAT/ACT</p>					
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	PERFORMANCE TARGET	RESOURCES	TITLE I COMPONENT
Provide professional development for instructional coaches and specialists to continue improvement of coaching knowledge and skills	Georgeanne Warnock Content Directors	August 2013-June 2014	3-5% increase in Met Standard and Advanced in each STAAR Tested grade level	Title I Funds	T A.3
Provide ongoing Professional Development for K-8 Mathematics teachers regarding the implementation and alignment with new TEKS	Pam Smith	August 2013-June 2014	3-5% increase in Met Standard and Advanced in each STAAR Tested grade level	Title II Funds, Math Coaches, Math Specialists	T A.6
Implement Mini-Qs in elementary, middle and high school curriculum to improve historical thinking and authentic literacy skills	Pier Larsen	August 2013-June 2014	3-5% increase in Met Standard and Advanced in grades 8 and 11; 3-5% increase in district assessment data	Coach and specialist	
Develop writing in the content-areas through Smokey Daniels training for all secondary social studies teachers	Pier Larsen	October 2013	3-5% increase in STAAR Met Standard and Advanced in grades 8 and 11; 3-5% increase in district assessment data	Title II for resources and substitutes	
Implement Exit Plans for English Language Learners for self-assessment of exiting the program.	Olivia Perez	August 2013-June 2014	5-7% increase in Met Standard on STAAR Writing and Reading for English Language Learners		

# Executive Summary continued

Guiding Objective 1		Continuously improve instructional practice			
<p><b>Major Strategy:</b> Continuously improve the instructional support infrastructure</p> <p><b>Performance Measures:</b> Academic Performance Index (API); STAAR – Satisfactory; Performance Rating and Distinction Designations; Graduation Rate; SAT/ACT</p>					
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	PERFORMANCE TARGET	RESOURCES	TITLE I COMPONENT
Continue STELLAR program to raise awareness of and guide classroom instruction for English Language Learners.	Olivia Perez	August 2013-June 2014	5-7% increase in Met Standard on STAAR; Writing and Reading for English Language Learners; increase in Advanced/Advanced High on TELPAS	Title funds for substitutes	
Develop elementary ESL curriculum and provide professional development, as well as on-going support for implementation in bilingual classrooms	Olivia Perez Susan Kelly	August 2013-June 2014	5-7% increase in Met Standard on STAAR; Writing and Reading for English Language Learners; increase in Advanced/Advanced High on TELPAS	Title funds for substitutes and resources	
Provide effective, timely, additional assistance to low achieving students, at-risk individuals and historically under-served populations who experience difficulty mastering the proficient or advanced levels of academic achievement standards, such as, small group teachers, mentors, tutoring, and technology based interventions	Curriculum Directors Federal Funds Coordinator Region 10 Migrant Services	August 2013-June 2014	Region 10 ESC contract NGS records Student records and assessment data	Local Funds, Campus Title I Funds, District Title I Funds, Title II Funds, Title III Funds, Title I, Migrant Funds, State Comp Ed Funds	
Provide curriculum strategies for teachers of ELLs	Isabella Piña-Hinojosa	August 2013-June 2014	5-7% increase in Met Standard on STAAR; Writing and Reading for English Language Learners; increase in Advanced/Advanced High on TELPAS	Title III \$530,153	TA3 TA4 TA8 TS10

## Executive Summary continued

Guiding Objective 1		Continuously improve instructional practice			
<p><b>Major Strategy:</b> Continuously improve the instructional support infrastructure</p> <p><b>Performance Measures:</b> Academic Performance Index (API); STAAR – Satisfactory; Performance Rating and Distinction Designations; Graduation Rate; SAT/ACT</p>					
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	PERFORMANCE TARGET	RESOURCES	TITLE I COMPONENT
Provide Staff Development in Spanish for Bilingual teachers to enhance teacher academic language for instructional purpose	Isabella Piña-Hinojosa	October 2013-April 2014	5-7% increase in Met Standard on STAAR; Writing and Reading for English Language Learners; increase in Advanced/Advanced High on TELPAS	Title III \$3500	TA3 TA4 TA8 TS10
Implement new Units of Study in writing including student self-assessment, learning progressions, and rubrics to improve student writing in second grade	Susan Kelly	September 2013-May 2014	3-5% increase on District Assessment data; classroom observations; Learning Progressions	Units of Study for writing for grade 2, 3 Coaches, Specialist	
Provide Guided Reading training for new K-2 teachers. Provide follow-up training for K-2 staff that was trained last year to ensure students are reading on grade level by the end of grade 2	Susan Kelly	September 2013-May 2014	Student increase achievement level in Fountas & Pinnell and EDL2 reading assessment data, MAP data, running records	Coaches, Specialists	
Provide professional development to guide and support IIP process, and implement 21 <sup>st</sup> Century skills in Science with support of specialists	Susan Shipp	August 2013-June 2014	3-5% increase in performance on STAAR Science; 3-5% increase in district assessments; classroom observations	Science Specialist District science curriculum Title II funds	

## Executive Summary continued

<b>Guiding Objective 2</b>	<i>Continuously improve the learning environment</i>				
<b>Attendance Rate</b>	<b>2011 Rate</b>	<b>2012 Rate</b>	<b>2013 Rate</b>	<b>2014 Target</b>	<b>2017 Target</b>
Average Daily Attendance Rate	96.0%	96.1%	95.8%	96.1%	96.3%
<b>Disciplinary Placements</b>	<b>2011 Results</b>	<b>2012 Results</b>	<b>2013 Results</b>	<b>2014 Target</b>	<b>2017 Target</b>
Percentage of Placements in In-School Suspension*	14.7%	16.02%	13.94%	13%	12%
Percentage of Placements in Out-of-School Suspension*	8.35%	7.68%	6.74%	6%	5%
Percentage of Placements in Alternative Disciplinary Campus (DAEP/JJAE)*	2.07%	1.9%	1.68%	1.5%	1.3%
<b>Graduation Rate</b>	<b>2011 Rate</b>	<b>2012 Rate</b>	<b>2013 Rate</b>	<b>2014 Target</b>	<b>2017 Target</b>
All Students graduation rate\$	87.3%	87.4%	91%	92%	94%
<b>TASB Employee Survey</b>	<b>2011 Results</b>	<b>2012 Results</b>	<b>2013 Results</b>	<b>2014 Target</b>	<b>2017 Target</b>
Feedback on question regarding campus environment	<b>92%</b>	<b>92%</b>	<b>90%</b>	<b>92%</b>	<b>93%</b>

\*Disciplinary placements percentage is number of disciplinary placements/total # of students

\$ Graduation rate is calculated based on the previous year in the Texas Accountability System

**NOTE: The Educational Services Division is primarily responsible for action steps related to Objective 2.**

## Executive Summary continued

Guiding Objective 2		Continuously improve the learning environment			
<b>Major Strategy:</b> Continuously improve safety and security					
Performance Measure: Attendance Rate, Graduation Rate, Disciplinary Placements, TASB Survey					
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
Direct and train counselors on reporting bullying protocol and teen dating violence	Jo Gillen	August 2013- June 2014	30% Reduction in the number of reported incidents of bullying	Legal Workshops, Region 10	
Support and advise administrators on discipline procedures and anti-bullying policies & procedures	Debby Millican Pat Franklin	August 2013- June 2014	10% reduction in ISS, OSS and discretionary DAEP placements	PBIS training, Legal Workshops	
Reinforce on-line and internet safety	Jan Jaeger	May 2014	Percentage of campuses engaged in Internet Safety Week	CFB Elementary and Secondary On-line Internet course	
Identify and communicate to technology department weaknesses in computer policies for students	Jan Jaeger	May 2014	Change in procedures to improve safety	Network policies and procedures	
Review and revise behavioral Rtl strategies and procedures to ensure students' safety	Tracy Smith	Each nine weeks through June 2014	10% reduction in ISS, OSS and discretionary DAEP placements	TEAMS data	
Complete School Safety Audit	Jo Gillen	Oct. 31, 2014	Timely submission	General Fund	
Prepare Property Casualty Audit	Patti Jo Nierste	March, 1, 2014	Plan submitted to Associate Superintendent	General Fund	
Engage Law Enforcement for support for safe campuses	Pat Hester	Aug. 1, 2014	SRO and Security Reports	General Fund	
Develop Fragrance Free Initiative	Johnny Hibbs	Aug, 31, 2014	Board approval of funding plan	General Fund	



# Executive Summary continued

Guiding Objective 2		Continuously improve the learning environment			
<b>Major Strategy:</b> Continuously improve processes and support systems available to meet the physical and affective needs of students					
Performance Measure: Attendance Rate, Graduation Rate, Disciplinary Placements, TASB Survey					
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
Conduct a district-wide book study of Paul Tough's <i>How Children Succeed</i> with campus administrators with follow-up discussions of implementations of concepts from text on campuses	Georgeanne Warnock	June 2013- June 2014	Qualitative data and campus implementation	<i>How Children Succeed</i> for all district administrators	
Implement a monitoring system through transition from 8 <sup>th</sup> grade to high school to ensure students with disabilities are enrolled or accounted for from ninth through twelfth grade	Randi Wells	August 2013- June 2014	Improve graduation rate for students with special needs to 85%	Transition Specialist transition tracking system, Graduation Team Meetings	
Provide Capital Outlay for all areas of Fine Arts	Brett Farr	August 2013- June 2014	Budget Allocations	Fine Arts Budget	
Improve proactive McKinney-Vento services for homeless students	Debby Millican Pat Franklin	August 2013- June 2014	Improved results on Year end survey of campus homeless liaisons	Title Funds for purchase of school supplies and uniform clothing.	
Streamline Student Services procedures for Admissions Process, Code of Conduct/ Student Parent Handbook,	Debby Millican Pat Franklin	August 2013- June 2014	Increase in procedures completed online	Technology Systems to support on-line processes	

# Executive Summary continued

Guiding Objective 2		Continuously improve the learning environment			
<b>Major Strategy:</b> Continuously improve processes and support systems available to meet the physical and affective needs of students					
<i>Performance Measure: Attendance Rate, Graduation Rate, Disciplinary Placements, TASB Survey</i>					
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
Compiling, tracking, and disseminating discipline data, Delivering required training (504, Hearing Officer, Enrollment, McKinney Vento, etc.)					
Implement "Choosing the Best" Character Education Program for fifth grade students through high school	Renee Putter/Roberta Poorman/Physical Education Teachers	August 2013- June 2014	Completion of <u>Choosing the Best Way</u> Module in 5 <sup>th</sup> grade and high school	Health budget allocation for textbooks	
Provide CPR instruction via Carrollton Fire Department in Middle School and High School Health classes	Renee Putter/Angela Taylor	August 2013- June 2014	Number of students that pass CPR assessment	Health budget allocation for textbooks	
Support administrators and counselors through training regarding the four areas of compliance—suicide, teen dating violence, sexual/physical abuse and bullying	Jo Gillen	August 2013- June 2014	Number of reported incidents	Region 10 presentation resources Counselors	
Provide training, guidance and support in the area of 504 compliance district wide	Debby Millican Pat Franklin	September 2013- June 2014	Zero OCR complaints regarding 504.	Training and attendance at 504 state conference.	

## Executive Summary continued

Guiding Objective 2		Continuously improve the learning environment			
<b>Major Strategy:</b> Continuously improve processes and support systems available to meet the physical and affective needs of students					
<i>Performance Measure: Attendance Rate, Graduation Rate, Disciplinary Placements, TASB Survey</i>					
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
Monitor results of the Fitness Gram Assessment for grades 3 – 8	Putter/Taylor/Poorman	August 2013-June 2014	Fitness Gram data increase in fitness measures	Fitness Gram	
Coordinate all level district health program	Putter/Taylor/Poorman	August 2013-June 2014	CATCH Survey with 100% participation	COL 2.0/CATCH materials	
Provide training for "Talk About It" anonymous reporting system	Jo Gillen	August 2013-June 2014	20% increase in usage	Banners for schools Trained cadres from campuses	

Guiding Objective 2		Continuously improve the learning environment			
<b>Major Strategy:</b> Continuously improve facilities that enhance achievement					
<i>Performance Measure: Attendance Rate, Graduation Rate, Disciplinary Placements, TASB Survey</i>					
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
Adopt and apply truancy prevention measures for all students six years old until eighteenth birthday	Xavier Warren	August 2013-June 2014	1% increase in attendance rate	Truancy procedures	
Promote of TIMES Presentations	Victor Melton	Aug. 31, 2014	10% Increase of presentation frequency	General Fund	
Complete of major facility upgrades	Tom Bell	Sept. 1, 2014	Complete Los Colinas and Polk Middle School Projects	2003 Capital Bond Campaign	
Complete facility assessment	Johnny Hibbs	Oct. 24, 2013	Present for Board of Trustee Work Study	General Fund	

## Executive Summary continued

<b>Guiding Objective 2</b>		<i>Continuously improve the learning environment</i>			
<b>Major Strategy:</b> Continuously improve facilities that enhance achievement					
<i>Performance Measure: Attendance Rate, Graduation Rate, Disciplinary Placements, TASB Survey</i>					
<b>ACTION STRATEGY</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>	<b>EVALUATION/ MEASURE</b>	<b>RESOURCES</b>	<b>TITLE I COMPONENT</b>
Create Operational Rounds Protocol	Johnny Hibbs	Aug. 1, 2014	Established Checklist and Schedule	General Fund	
Survey teachers for job satisfaction	Trini Garza	April 2014- May 2014	5% increase in agree/strongly agree survey responses	TASB Survey Title ii Funds	
Survey teachers new to the district as a recruitment and retention tool	Trini Garza, Benita Gordon, Jason Liewehr	October- November 2013	Establish a base-line	General Fund	

<b>Guiding Objective 2</b>		<i>Continuously improve the learning environment</i>			
<b>Major Strategy:</b> Continuously improve universal access to technology					
<i>Performance Measure: Attendance Rate, Graduation Rate, Disciplinary Placements, TASB Survey</i>					
<b>ACTION STRATEGY</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>	<b>EVALUATION/ MEASURE</b>	<b>RESOURCES</b>	<b>TITLE I COMPONENT</b>
Support and provide staff development to the campuses who choose to implement a BYOT program on their campus	Jan Jaeger	May 2014	Increase in percentage of campuses engaged in BYOT; Wi-Fi usage of campuses		
Investigate opportunities for students to access textbooks via technology	Tracy Smith Michelle Bailey	August 2013-June 2014	Increase in use of student technology in high school	IMA Funds	
Continue to improve universal access: specifically number of students and staff with and without access to technology and Internet services outside of school	Andy Berning	June 2013- June 2014	Increase number of technology checked out through Technology Lending Library	Local budget & Clear Grant	

# Executive Summary continued

<b>Guiding Objective 3</b>	<i>Continuously improve operational effectiveness</i>				
<b>ERG Performance Index</b>	<b>2011 Rank</b>	<b>2012 Rank</b>	<b>2013 Rank</b>	<b>2014 Target</b>	<b>2017 Target</b>
Financial Performance Index (FPI)	55	41	TBD	40	50

NOTE: The Administrative & Support Services Division is primarily responsible for action steps related to Objective 3.

<b>Guiding Objective 3</b>	<i>Continuously improve operational effectiveness</i>				
<b>Major Strategy:</b> Continuously improve hiring and retention of highly qualified personnel					
<i>Performance Target: Financial Productivity Index (FPI)</i>					
<b>ACTION STRATEGY</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>	<b>EVALUATION/ MEASURE</b>	<b>RESOURCES</b>	<b>TITLE I COMPONENT</b>
Conduct candidate evaluations at Job Fair sites	Content Directors Trini Garza, Jason Liewehr, and Benita Gordon	August 2013- June 2014	Analysis of applicants qualifications for future employment		
Administer TALA – test for bilingual candidates for Spanish fluency in speaking, listening, reading, and writing to assist campuses with hiring process	Isabella Piña-Hinojosa	August 2013-July 2014	Bilingual student achievement STAAR Distinction increase	LOCAL \$2000	TA5 TA8 TS3 TS10
Enhance and improve district staff allocation process.	Trini Garza	March 31, 2014	100% of approved classroom positions filled by first day of school		

<b>Guiding Objective 3</b>	<i>Continuously improve operational effectiveness</i>				
<b>Major Strategy:</b> Continuously improve an effective and stable resource allocation process					
<i>Performance Target: Financial Productivity Index (FPI)</i>					
<b>ACTION STRATEGY</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>	<b>EVALUATION/ MEASURE</b>	<b>RESOURCES</b>	<b>TITLE I COMPONENT</b>
Enhance Medicaid reimbursement program	Steve Franks	August 31, 2014	Increase SHARS Funding by 10% per year over 3 years		
Develop options for facilities upgrade and technology funding	Tonya Tillman	March 2014	Develop and adopt a budget with no less than 90 days of operations in fund balance		

# Executive Summary continued

<b>Guiding Objective 3</b>		<i>Continuously improve operational effectiveness</i>			
<b>Major Strategy:</b> Continuously improve an effective and stable resource allocation process					
<b>Performance Target:</b> Financial Productivity Index (FPI)					
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
Establish a financially sound operating budget	Tonya Tillman	March 2014	Develop and adopt a budget with no less than 90 days of operations in fund balance		

<b>Guiding Objective 3</b>		<i>Continuously improve operational effectiveness</i>			
<b>Major Strategy:</b> Continuously improve effective business practices and operational systems					
<b>Performance Measure:</b> Financial Productivity Index (FPI)					
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
Enhance employee benefits program and delivery mechanism	Shirley Cooksey	May 2014	100% of employees have access to on-line renewal of employee benefits in early spring	General Fund	NA
Complete annual financial audit with no material weaknesses and receive GFOA & ASBO awards	Tonya Tillman	Fiscal Year 2013 audits	Completed 2013 CAFR	General Fund	NA
Complete annual budget development process and related documents	Tonya Tillman	Fall 2014	Finalized 2014 budget and receipt of GFOA and ASBO awards and Comptroller recognition.	General Fund	NA
Enhance District purchasing processes to provide more efficient delivery of services and materials	Rob McLaughlin	During FY 2013-14	Implemented P-card and e-purchase programs	General Fund	NA
Expand District utilization of Direct Deposit for Payroll	Tonya Tillman	During FY 2013-14	100% of District staff paid via either direct deposit or alternative vehicle	General Fund	NA
Enhance budget and accounting training for campus clerical staff	Tonya Tillman	During FY 2013-14	Direct contact with clerical staff at each district campus	General Fund	NA

## Executive Summary continued

<b>Guiding Objective 3</b>	Continuously improve operational effectiveness				
<b>Major Strategy:</b> Continuously improve technology infrastructure					
<b>Performance Measure:</b> Financial Productivity Index (FPI)					
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
Continuously maintain technology infrastructure	Andy Berning	July1, 2013- June30, 2014	100% availability of critical systems measured by VIC dashboard	Local funds	

<b>Guiding Objective 4</b>	Continuously improve community support				
ERG Performance Index	2011 Rank	2012 Rank	2013 Rank	2014 Target	2017 Target
Education Productivity Index (EPI)	8	6	TBD	5	3
Achieving Quality Together Survey: Parent Survey	2011 Results	2012 Results	2013 Results	2014 Target	2017 Target
Very Satisfied or Satisfied with how the school keeps parents informed about activities (#7 on survey)	89.5%	88.3%	88.9%	90%	92%
Very Satisfied or Satisfied with Feeling welcome on campus (#17 on the survey)	90.6%	88.9%	90.9%	92%	93%
TASB Employee Survey	2011 Results	2012 Results	2013 Results	2014 Target	2017 Target
Employee Job Satisfaction – <i>I would recommend this campus to a friend as a good place to work.</i>	88	82	84	86	88
Employee Campus Environment – <i>I am satisfied with employee communication at my campus.</i>	92	92	90	92	94

NOTE: The Strategic Communication Services Division is primarily responsible for action steps related to Objective 4.

## Executive Summary continued

Guiding Objective 4		Continuously improve community support			
<b>Major Strategy:</b> Continuously improve customer service					
<b>Performance Measure:</b> EPI, Achieving Quality Together Survey, Employee TASB Survey, Community Survey					
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
Train employees in C-FB ISD Customer Service expectations	Angela Shelley	June 2014	Percentage of community that feels welcome based on Customer Service surveys	Local funds	
Implement a recognition program honoring exceptional customer service	Angela Shelley	June 2014	Number of individuals recognized for customer service	Local funds	
Provide Language Services to welcome newcomers of the various 92 languages	Isabella Piña-Hinojosa Jo Gillen	August 1, 2013- June 2014	Parental involvement in campuses; TEAMS newly enrolled newcomer data	Title III \$70,000	TA7 TS6
Investigate online registration providers	Tracy Smith Michelle Bailey	January 2014	Trego Decision Analysis	Funding for on-line program if it is chosen	

Guiding Objective 4		Continuously improve community support			
<b>Major Strategy:</b> Continuously improve quality communication					
<b>Performance Measure:</b> EPI, Achieving Quality Together Survey, Employee TASB Survey, Community Survey					
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
Implement weekly communication to staff members regarding events and initiatives called C-FB: At a Glance	Angela Shelley	June 2014	Number of editions; Increased percentages on communication questions on TASB employee survey	Staff Time	
Develop a mobile app for parents and community members	Angela Shelley	August 2014	Number of downloads	Local Funds Staff Time	



## Executive Summary continued

Guiding Objective 4		Continuously improve community support			
<b>Major Strategy:</b> Continuously improve quality communication					
<b>Performance Measure:</b> EPI, Achieving Quality Together Survey, Employee TASB Survey, Community Survey					
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
Use various media including social media, enews and Blackboard Connect to contact community and parents regarding testimonials, campus and district activities and accolades	Angela Shelley	June 2014	Number of contacts; Number of calls; Number of testimonials; Increased parent satisfaction on Achieving Quality Together Survey	Staff Time	
Promote the accolades and bright spots in C-FB through local media outlets	Angela Shelley	June 2014	Number of placements	Local Funds Staff Time	
Share and support technology tools that enhance district and community i.e. SchoolWires and Remind 101	Jan Jaeger	May 2014	Increase in percentage of usage	TCEA	
Provide timely communication and training for personnel to ensure consistent compliance with district, state and federal mandates	Federal Funds Coordinator	July 2013 – June 2014	ERO records, meeting agendas and minutes, communications and Title I Documentation Crates	Title I Funds	
Provide Interpreters in 35 languages to interpret in campus dialogues	Isabella Piña-Hinojosa Jo Gillen (Tezer)	August 1, 2013- June 2014	Sign in documents for interpreters; finance logs for interpreters	Local Funds \$3000	TA7 TS6

## Executive Summary continued

Guiding Objective 4		<i>Continuously improve community support</i>			
<b>Major Strategy:</b> <i>Continuously improve community engagement</i>					
<b>Performance Measure:</b> <i>EPI, Achieving Quality Together Survey, Employee TASB Survey, Community Survey</i>					
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
Continue to train new and current Ambassadors for C-FB ISD	Angela Shelley	June 2014	Number of new Ambassadors	Local funds	
Present about accolades and the strategic plan including to realtors, parent groups and prospective parents	Angela Shelley	June 2014	Number of presentations to community and staff groups	Local funds Staff Time	
Continue to develop Future C-FB program	Angela Shelley	June 2014	Number of Pinterest followers; Number of contacts	Local funds Staff Time	
Increase community participation in Fine Arts through advertising that encourages attendance at Concerts, Art Shows, and Plays	Brett Farr/ Dawn Valentine	August 2013-June 2014	Completed performance serves as evaluation	Fine Arts	
Seek parental input in district and campus decision making. Sharing of information regarding policies and progress (e.g., student attendance, test data) in a timely way	Tracy Smith Michelle Bailey	July 2013 - June 2014	100% of campuses actively seeking parental involvement in students' education.	Local Funds, Campus Title I Funds, District Title I Funds	
Initiate an Aspiring Leader academy for developing campus and district leadership	Tracy Smith Michelle Bailey	Monthly beginning in September	Participants' Evaluations	Articles & funds for possible book study	

# Executive Summary continued

Carrollton-Farmers Branch ISD  
057903

## PLANNING AND DECISION-MAKING PROCESS

BQ  
(LOCAL)

### DISTRICT MISSION, GOALS, AND OBJECTIVES AND CAMPUS OBJECTIVES

The Board shall approve and periodically review the District's mission and goals to improve student performance. The mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE(EXHIBIT)]

### DISTRICT IMPROVEMENT PLANNING PROCESS

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee.

### PARENTAL INVOLVEMENT PLAN

The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parental involvement. The District-level and campus-level committees shall involve parents in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]

### ADMINISTRATIVE PROCEDURES AND REPORTS

The Board shall ensure that administrative procedures meet legal requirements in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

### EVALUATION

The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.

DATE ISSUED: 9/30/2003  
UPDATE 71  
BQ(LOCAL)-A1

ADOPTED:

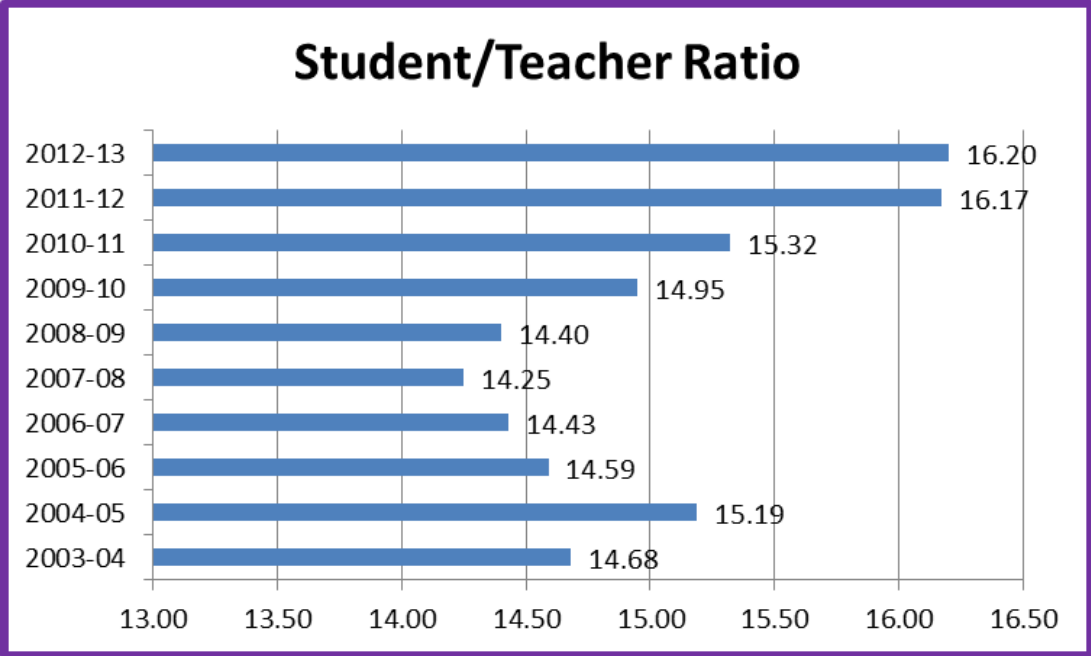
1 of 1

# PERSONNEL



# Executive Summary continued

The graph below depicts District's student/teacher ratio changes over time.



(SOURCE: PEIMS Edits+ Staff FTE Summary)

## Executive Summary continued

The table below depicts the Staff by Sex and Ethnicity for 2012-13.

## Staff Summary by Sex and Ethnicity 2012-13 (Source: PEIMS Edit+ Report – Staff FTE Summary)

	White	Hispanic	Black	Other	Totals
Male	391.60	133.80	54.90	72.60	652.90
Male Percentage	13.0%	4.4%	1.8%	2.4%	21.6%
Female	1,527.70	526.60	164.30	154.50	2,373.10
Female Percentage	50.5%	17.4%	5.4%	5.1%	78.4%

## Executive Summary continued

The table below depicts the Staff by Highest Degree-changes over time.

### Teacher by Highest Degree Held

(Source: PEIMS Edits+ Report – Staff FTE Summary)

	2008-09	2008-09 %	2009-10	2009-10 %	2010-11	2010-11 %	2011-12	2011-12 %	2012-13	2012-13 %
No Degree	7.0	0.4%	8.0	0.5%	6.5	0.4%	5.6	0.3%	5.0	0.3%
Bachelors	1,372.6	75.4%	1,278.7	74.0%	1,278.6	75.1%	1,212.4	74.2%	1,201.0	73.8%
Masters	432.6	23.8%	431.7	25.0%	405.0	23.8%	406.5	24.9%	412.0	25.3%
Doctorate	9.0	0.5%	8.9	0.5%	12.0	0.7%	10.4	0.6%	10.2	0.6%

## Executive Summary continued

The graph below depicts the Teachers by Years of Experience- changes over time.

# Teachers by Years of Experience

(Source: PEIMS Edit+ Report – Staff FTE Summary)

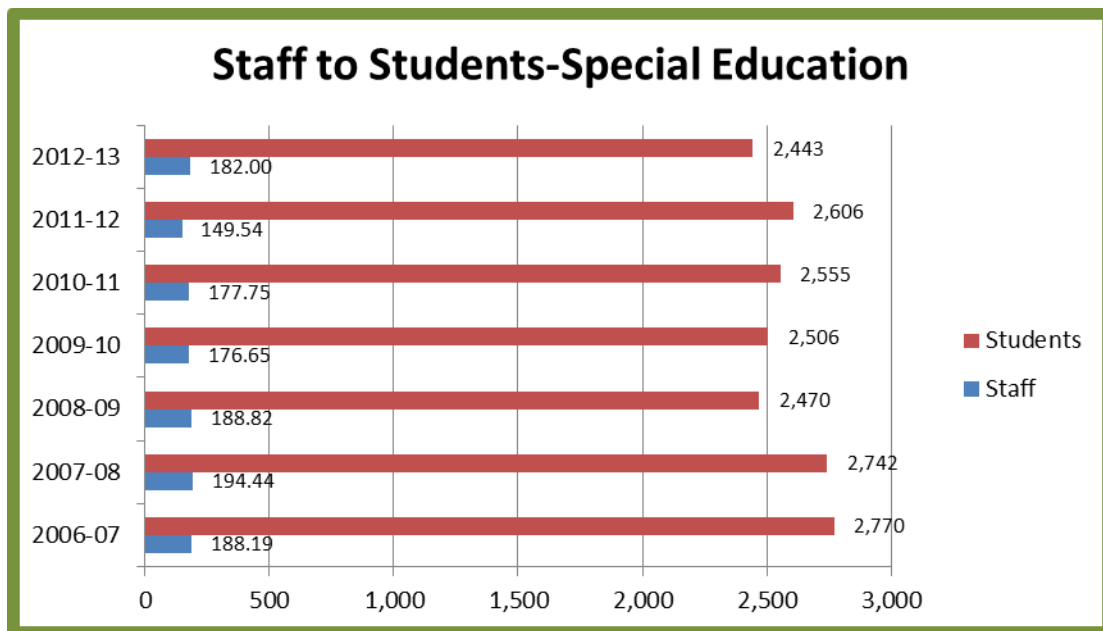
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Beginning Teachers</b>	176.6	171.6	163.3 (9.0%)	178.4 (9.7%)	134.1 (7.4%)	74 (4.3%)	95.7 (5.6%)	82.5 (5.0%)	146.5 (9.0%)
<b>1-5 Years Experience</b>	607.8	645.8	678.2 (37.4%)	695.8 (37.7%)	722.2 (39.7%)	653.7 (37.8%)	564 (33.1%)	486.7 (29.8%)	431.0 (26.5%)
<b>6-10 Years Experience</b>	385.0	420.1	433.9 (23.9%)	435.4 (23.6%)	403.2 (22.1%)	413.3 (23.9%)	430.1 (25.3%)	440.7 (27.0%)	427.0 (26.2%)
<b>11-20 Years Experience</b>	309.9	320.4	315.4 (17.4%)	317.7 (17.2%)	341.0 (18.7%)	364.9 (21.1%)	394.2 (23.2%)	423.5 (25.9%)	426.3 (26.2%)
<b>Over 20 Years Experience</b>	220.1	234.9	221.8 (12.2%)	220.5 (11.8%)	220.9 (12.1%)	221.3 (12.8%)	218.3 (12.8%)	201.5 (12.3%)	197.4 (12.1%)
<b>Avg Exp Teachers-TX</b>	9.0	9.1	8.8	8.8	8.8	9.6	9.9	10.2	10.0
<b>Avg Exp Teachers-District</b>	5.5	5.6	5.4	5.4	5.6	6.4	6.8	7.2	7.1



## Executive Summary continued

The graph below depicts Staff to Students – Special Education – changes over time.

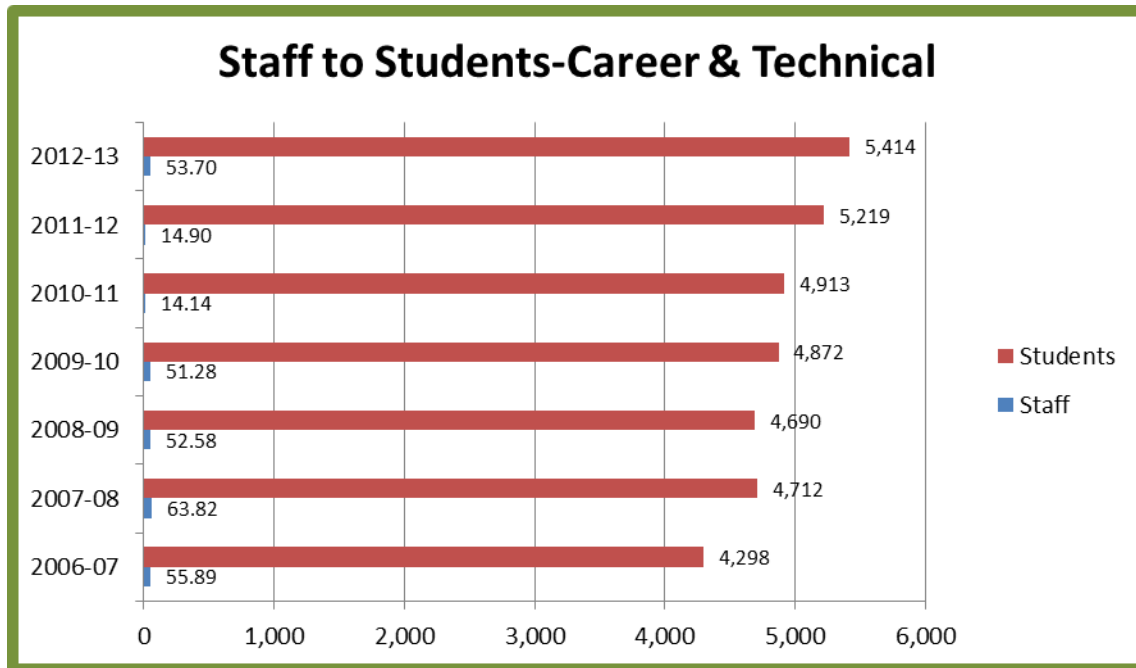
*Note: The implementation of the Response to Intervention (RtI) three Tier model has resulted in a decrease in the number of students being referred for education evaluation. Additionally, a change in the eligibility criteria for Learning Disability has led to a decline in the number of identified students under this category.*



(SOURCE: PEIMS Edit+ Reports-Staff FTE Summary & Student Data Review)

## Executive Summary continued

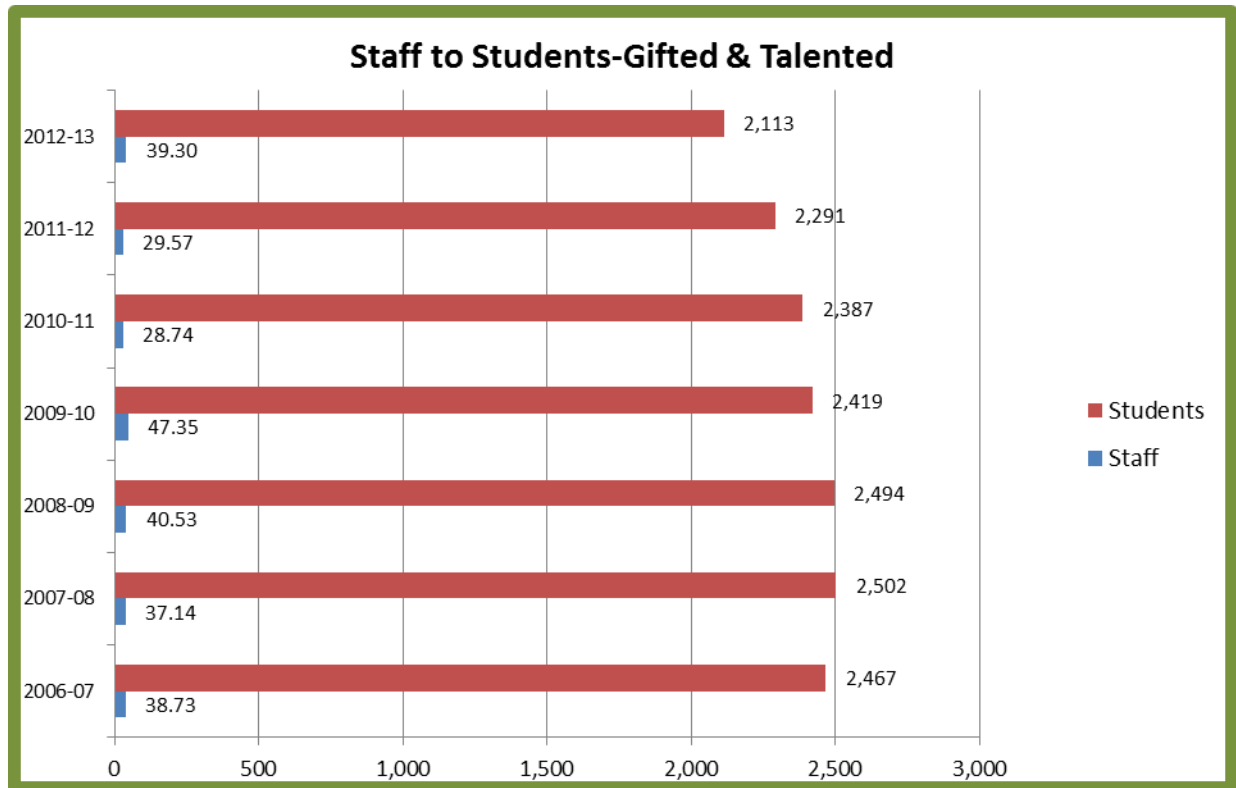
The graph below depicts Staff to Students – Career & Technical- changes over time.



(SOURCE: PEIMS Edit+ Reports-Staff FTE Summary & Student Data Review) NOTE: Staff numbers are generated from course section coding of populations served. 2010-11 and 2011-12 coding of instructional setting appears to have been incomplete. PEIMS data for future years will be corrected for proper reporting.

## Executive Summary continued

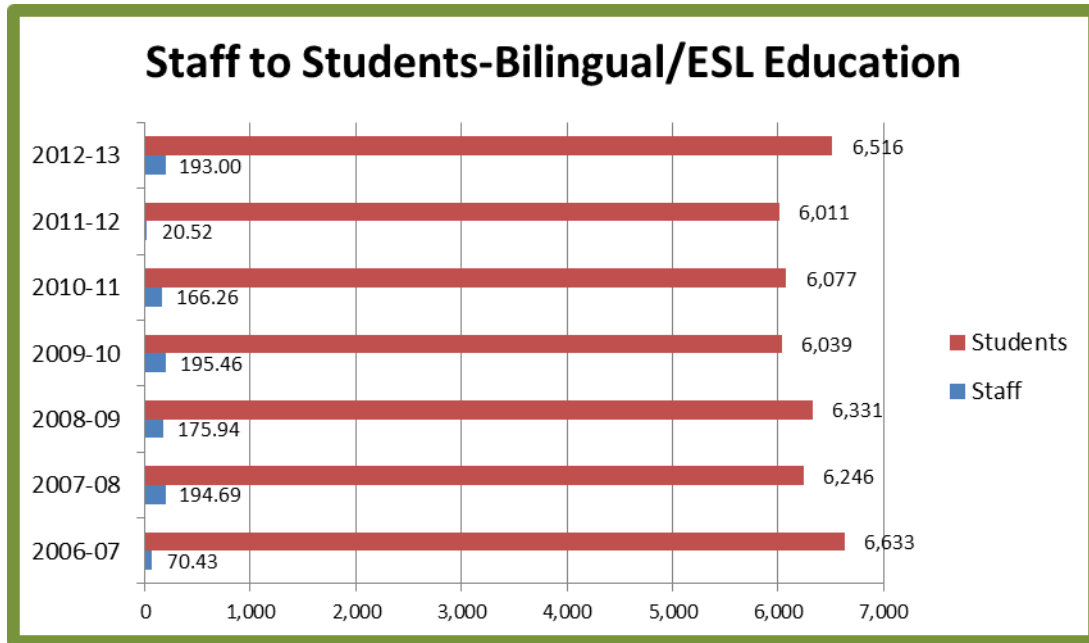
The graph below depicts Staff to Students – Gifted & Talented Education – changes over time.



(SOURCE: PEIMS Edit+ Reports-Staff FTE Summary & Student Data Review)

## Executive Summary continued

The graph below depicts Staff to Students – Bilingual/English as a Second Language (ESL) Education – changes over time.



(SOURCE: PEIMS Edit+ Reports-Staff FTE Summary & Student Data Review) NOTE: Staff numbers are generated from course section coding of populations served. 2011-12 coding of instructional setting appears to have been incomplete. PEIMS data for future years will be corrected for proper reporting.



# Carrollton · Farmers Branch

---

Independent School District

••• An Innovative Leader in Learning •••

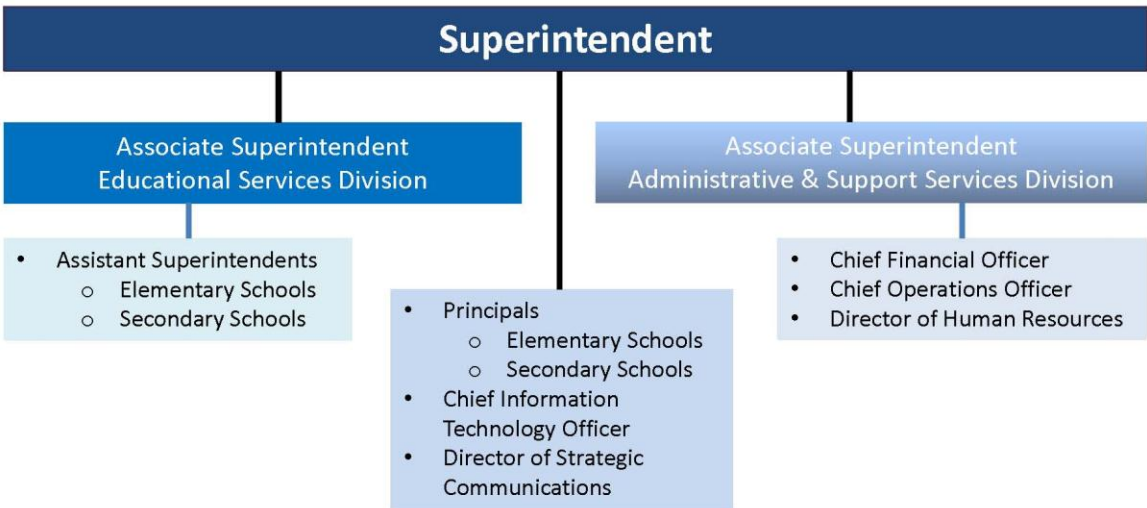
# **Organization Section**

# Carrollton-Farmers Branch Independent School District



# Organization Section continued

## Carrollton-Farmers Branch Independent School District 2013-14 Organizational Structure



As of August 30, 2013



# Organization Section continued

## Descriptions of Organization Units

**Office of the Superintendent:** The Superintendent is responsible for providing leadership and direction for the development of an educational system that is based on the needs of students, on standards of excellence and equity, and on community goals. This office is responsible for the coordination of the overall administration of the school district and liaison with the Board of Trustees. This office also oversees and manages district policies and procedures as well as directing district compliance with public information requests and open meetings requirements.

**Associate Superintendent for Administrative and Support Services:** The Associate Superintendent for Administrative and Support Services oversees all of the business support activities for the school district including accounting, budget, finance, maintenance, purchasing, transportation, food service and construction. This position also guides the Human Resources department.

**Associate Superintendent for Educational Services:** The educational services division is responsible for providing district curriculum documents based on the TEKS that identify specific knowledge and skills students will acquire by grade level and subject area. The division designs assessments and facilitates meetings to assure alignment of the written, taught and tested curriculum. The division is also involved in regularly scheduled and ongoing study of the curricula designed to support collaborative planning and focus on student learning.

**Chief Information/Technology Officer:** The Technology Division is responsible for supporting instructional, media, and business technology applications. The division also supports telecommunications systems including voice, video, data, and Internet applications.

**Director of Human Resources:** This Department has responsibility for administering all of human resource operations including: personnel policies and practices; employment, and post-employment; and, compensation for employees.

**Director Strategic Communications:** The Office of Strategic Communications promotes positive public relations between the school district and the community and within the school district. The office provides timely information to staff, faculty, students, parents and the community through print, broadcast and electronic mediums.

# Organization Section continued

Organizational Unit	Funding Source
Office of Superintendent	General Fund
Director of Human Resources	General Fund
Associate Superintendent for Administration & Support Services	General Fund Food Service Fund Capital Projects Fund
Associate Superintendent for Educational Services	General Fund
Chief Technology Officer	General Fund
Director of Strategic Communications	General Fund

**Vision Statement:** *All students will meet the State of Texas Assessments of Academic Readiness (STAAR) at the satisfactory or advanced level and graduate college or workforce ready, without remediation.*

**Mission Statement:** *Together with families and community we commit all district resources to guide the learning of each student to graduate as: a responsible individual, a passionate life-long learner, a complex thinker, and an effective communicator who understands and respects our global interdependence.*

**Goal:** *The goal of the Carrollton-Farmers Branch Independent School District is high achievement for all students.*

**Supporting Objectives:**

- *Continuously improve instructional practice*
- *Continuously improve the learning environment*
- *Continuously improve operational effectiveness*
- *Continuously improve community support*

Please see the 2013-14 District Improvement Plan located within the Executive Summary Section of this book for a comprehensive list of action strategies that are planned for 2013-14 in order to meet the above objectives.

# Organization Section continued

<b>Full-Time Staff Counts</b>					
	Actual 2008-09	Actual 2009-10	Actual 2010-11	Actual 2011-12	Actual 2012-13
<b>Total Personnel</b>	<b>3,371.30</b>	<b>3,201.20</b>	<b>3,132.60</b>	<b>3,064.10</b>	<b>3,026.03</b>
Teachers	1,821.29	1,727.20	1,702.20	1,634.90	1,628.27
Pre-K & Kindergarten					
Pre-Kindergarten	60.81	34.49	42.35	34.87	35.25
Kindergarten	132.08	138.87	134.86	128.86	128.04
Combined Pre-K & Kindergarten					
Elementary (Grades 1-6)	714.08	712.01	721.78	720.02	721.89
Secondary					
Middle School (Grades 6-8)	7.76	7.90			
Secondary (Grades 7-12)	740.14	703.85	677.34	665.23	662.40
Special Education					
All Grade Levels	166.42	130.08	125.87	85.92	80.69
Support Staff	346.53	358.12	354.92	347.67	351.46
Athletic Trainer	2.59	1.90	6.44	5.73	5.54
Audiologist			1.00	1.00	1.00
Corrective Therapist	0.52				
Supervisors					
Counselors	49.48	52.18	58.90	57.00	55.67
Department Head	13.71	7.00	3.00	3.00	3.00
Ed Diagnosticians	30.33	33.44	31.94	31.94	31.94
Librarians	41.00	40.96	39.96	38.79	40.00
Nurses/Physicians	33.00	36.00	35.45	36.00	34.00
Therapists					
Occupational Therapist	6.93	7.00	6.99	7.00	7.00
Orientation/Mobility Specialist	0.50	1.00	1.00	1.00	1.00
Other Campus Professional	70.69	76.82	59.58	58.96	59.56
Other Non-Campus Prof Personnel	50.70	51.30	67.68	66.17	71.67
Other Support Staff					
Physical Therapist	1.00	2.00	2.00	2.00	2.00
Psychologist/Assoc Psychologists	6.60	6.04	6.08	5.08	5.08
Social Worker	1.00	1.00	1.00	1.00	1.00
Speech Thrpst/Speech Lang Pathologist	27.48	31.48	33.90	33.00	33.00
Teacher Facilitator	11.00	10.00			
Work-Based Learning Site Coordinator					
Administrators	156.48	139.48	131.09	132.43	128.34
Admin/Instructional Officers	42.19	35.87	33.57	35.42	32.88
Principals	38.24	39.00	39.91	38.45	36.48
Assistant Principals	52.48	45.92	46.11	47.00	47.00
Superintendents	1.00	1.00	1.00	1.00	1.00
Assistant Superintendents	4.00	3.00	2.00	2.00	4.00
Athletic Director	6.44	5.19	1.00	1.00	1.00
Business Manager	2.00	1.00	1.00	0.58	1.00
Dir-Personnel/Human Resources	4.00	4.00	2.00	2.00	0.00
Registrar	3.00	3.00	3.00	3.00	3.00
Tax Assessor/Collector	1.00	1.00	1.00	1.00	1.00
Teacher Supervisor	2.13	0.50	0.50	0.98	0.98
Total Professional	2,324.30	2,224.79	2,188.21	2,115.00	2,108.07
Educational Aides	262.31	199.50	219.51	192.70	185.76
Auxiliary Staff	784.69	776.90	724.88	756.40	732.20
<i>Percentage increase (decrease) from Prior Year</i>	<i>0.14%</i>	<i>-5.05%</i>	<i>-2.14%</i>	<i>-2.19%</i>	<i>-1.24%</i>

Source: Texas Education Agency's Standard Reports  
 \*Change in Classification by the Texas Education Agency

# Organization Section continued

## Financial Structure and Basis of Accounting

### *Description of Entity*

The Carrollton-Farmers Branch ISD is an independent public educational agency operating under applicable laws and regulations of the State of Texas. A seven member Board of Trustees elected to staggered three-year terms by the District's residents autonomously govern the District. The Carrollton-Farmers Branch ISD Board of Trustees ("Board") is the level of government, which has oversight responsibility and control over all activities related to public school education within the District. The District receives funding from local, state and federal government sources and must comply with all the requirements of these funding source entities. However, the District is not included in any other governmental "reporting entity" as defined in generally accepted accounting principles. The public elects board members who have decision-making authority, the power to designate management, the ability to significantly influence operations and primary accountability for fiscal matters.

The Texas Education Agency and Southern Association of Colleges and Schools provide the District's K-12 education accreditation. Enrollment in the District's 5 high, 6 middle, 24 elementary, and alternative or special program centers is estimated to be 26,371 for the 2013-14 budget estimates, projecting minimal change from the 2012-13 actual enrollment.

C-FB ISD encompasses 53.42 square miles in northwest Dallas County with a smaller portion in southeast Denton County. C-FB ISD provides instructional services to children who live in portions of Carrollton, Farmers Branch, Addison, Coppell, Dallas and Irving. Demographic information for the largest of these cities is included below.

### City of Carrollton

#### *Demographics:*

Population - 125,395; Male 49.1%, Female 50.9%

#### Population by Race:

- ❖ White 45.5%
- ❖ Black 8.4%
- ❖ Hispanic or Latino Origin 30.7% (of any race)
- ❖ American Indian 0.5%
- ❖ Asian or Pacific Islander 12.6%
- ❖ Other Race 0.1%
- ❖ Two or more races 2.2%

Median age - 35.1

- Persons under 5 years old 7.6%
- Persons over 18 years old 73.6%
- Persons 65 and over 9.3%

# Organization Section continued

## City of Carrollton continued

### *Demographics:*

#### Economic Characteristics:

- Median household income \$66,329
- Median family income \$74,800
- Per capita income \$31,917

#### Housing Characteristics:

- ✓ Owner-occupied housing units 58.1%
- ✓ Renter-occupied housing units 36.2%
- ✓ Vacant housing units 5.7%

Area - 36.6 square miles

Source: U.S. Census Bureau, American FactFinder, 2012 American Community Survey

## City of Dallas

### *Demographics:*

Population - 1,241,108; Male 50.5%, Female 49.5%

#### Population by Race:

- ❖ White 29.3%
- ❖ Black 24.7%
- ❖ Hispanic or Latino Origin 41.4% (of any race)
- ❖ American Indian 0.1%
- ❖ Asian or Pacific Islander 3.2%
- ❖ Other Race 0.2%
- ❖ Two or more races 1.1%

Median age - 32.4

- Persons under 5 years old 8.1%
- Persons over 18 years old 74.5%
- Persons 65 and over 9.4%

#### Economic Characteristics:

- Median household income \$41,354
- Median family income \$43,804
- Per capita income \$26,032

#### Housing Characteristics:

- ✓ Owner-occupied housing units 37.4%

# Organization Section continued

## **City of Dallas continued**

### *Demographics:*

- ✓ Renter-occupied housing units 50.9%
- ✓ Vacant housing units 11.7%

**Area** - 384.7 square miles

**Source:** U.S. Census Bureau, American FactFinder, 2012 American Community Survey

## **City of Farmers Branch**

### *Demographics:*

**Population** - 28,770; Male 49.6%, Female 50.4%

### **Population by Race:**

- ❖ White 48.6%
- ❖ Black 5.0%
- ❖ Hispanic or Latino Origin 39.9% (of any race)
- ❖ American Indian 0.9%
- ❖ Asian or Pacific Islander 4.8%
- ❖ Other Race 0.0%
- ❖ Two or more races 0.8%

**Median age** - 37.6

- Persons under 5 years old 6.3%
- Persons over 18 years old 75.7%
- Persons 65 and over 13.6%

### **Economic Characteristics:**

- Median household income \$57,695
- Median family income \$62,985
- Per capita income \$29,623

### **Housing Characteristics:**

- ✓ Owner-occupied housing units 58.5%
- ✓ Renter-occupied housing units 35.1%
- ✓ Vacant housing units 6.4%

**Area** - 12.1 square miles

**Source:** U.S. Census Bureau, American FactFinder, 2009-11 American Community Survey

# Organization Section continued

## **City of Irving**

### *Demographics:*

**Population** - 225,427; Male 47.1%, Female 52.9%

#### **Population by Race:**

- ❖ White 30.6%
- ❖ Black 13.9%
- ❖ Hispanic or Latino Origin 37.7% (of any race)
- ❖ American Indian 0.4%
- ❖ Asian or Pacific Islander 15.8%
- ❖ Other Race 0.3%
- ❖ Two or more races 1.3%

**Median age** - 32.5

- Persons under 5 years old 8.8%
- Persons over 18 years old 73.9%
- Persons 65 and over 7.3%

#### **Economic Characteristics:**

- Median household income \$50,987
- Median family income \$56,989
- Per capita income \$27,285

#### **Housing Characteristics:**

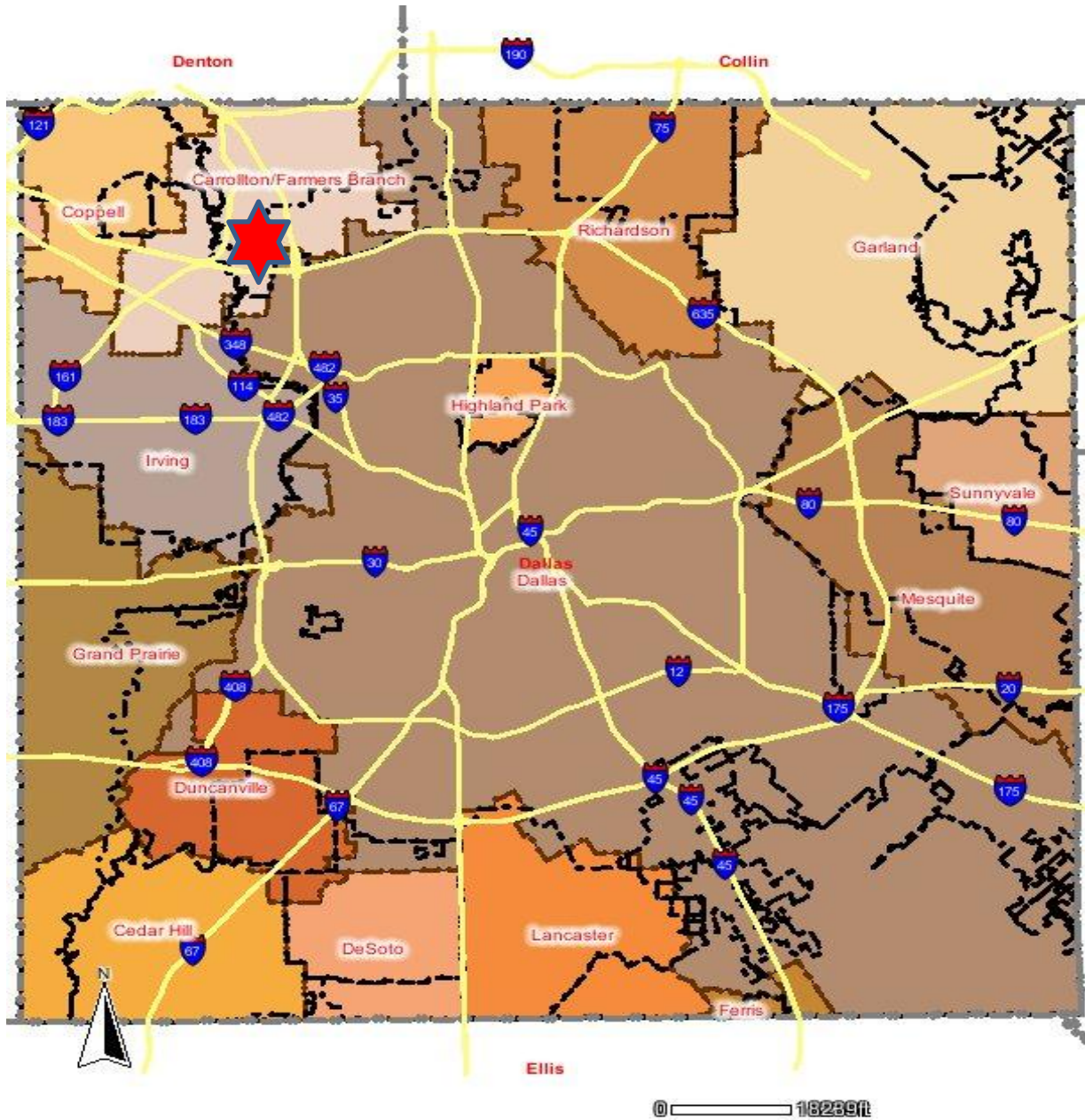
- ✓ Owner-occupied housing units 32.5%
- ✓ Renter-occupied housing units 58.3%
- ✓ Vacant housing units 9.2%

**Area** - 67.6 square miles

**Source:** U.S. Census Bureau, American FactFinder, 2012 American Community Survey



# Organization Section continued





## Organization Section continued

<b>Selected Major Area Employers</b>		
<b>Employer</b>	<b>Type of Business</b>	<b>Approximate Number of Employees</b>
International Business Machines	Computer sales and service	3,200
Carrollton-Farmers Branch ISD	Education	3,026
JP Morgan Investment Services	Financial Services	2,390
Maxim Integrated Products	Semiconductors	1,352
Halliburton Energy Services	Oil field products	1,300
GEICO	Insurance	1,200
Tuesday Morning	Decorative/gift items	1,000
McKesson Corporation	Pharmaceuticals	1,000
Televista	Telecommunications	950
AT&T	Telecommunications	830

Source: Oncor Economic Development Department  
Claritas Inc.

### 2013 Tax Roll Principal Taxpayers

<b>Taxpayer</b>	<b>Nature of Property</b>	<b>Taxable Assessed Valuation</b>	<b>Percent of Total Taxable Assessed Valuation</b>	<b>Rank</b>
AT&T Mobility/AT&T Services Inc./ Southwestern Bell/SWB Video	Telephone Utility/Internet Services	\$117,145,730	0.79%	1
Walmart/Sams	Retail	\$116,476,184	0.78%	2
Texas Utilities Electric Co./TXU Energy Retail Co./Oncor Delivery	Power Utility	\$110,101,114	0.74%	3
Verizon Data/Verizon Online/GTE Realty Corp./GTE Communications	Telephone Utility/Internet Services	\$92,022,997	0.62%	4
Western Extrusions Corp.	Fabrication	\$76,338,741	0.51%	5
Wells Reit II/Wells Reit Las Colinas	Rental Property	\$87,017,720	0.58%	6
Nokia Inc.	Electronics	\$78,456,390	0.53%	7
Exxon/Mobil	Industrial/Petroleum	\$77,647,908	0.52%	8
Halliburton Company Inc.	Oilfield Services/Fabrication	\$76,006,258	0.51%	9
Citicorp Credit Serices Inc.	Rental Property	\$70,393,670	0.47%	10
<b>Totals</b>		<b>\$901,606,712</b>	<b>6.05%</b>	

Source: District Tax Office

## Organization Section continued

C-FB ISD offers a comprehensive instructional program from pre-kindergarten through grade 12. The Texas Education Agency accredits all schools in the District. Along with the regular curriculum, C-FB ISD offers gifted and talented, advanced placement, career and technology education, services for children with disabilities from birth through 22 years of age, and bilingual education programs. The broad range of elective courses and extracurricular activities includes athletics, fine arts, intern work experience, and special-interest activities. Other programs include drug awareness, research skills, environmental topics, and advanced technology and after-school enrichment. During the summer, students participate in a variety of summer recreation programs and summer school academic and enrichment courses. A large community education program provides academic and enrichment opportunities for adults and students.

### ***Fund Accounting***

The funds and accounts of the District have been established under the rules prescribed in the Financial Accounting and Reporting Module of the Texas Education Agency Financial Accountability System Resource Guide. This budget document contains detailed information for all funds for which the Board of Trustees is required to adopt annual budgets. Budgets for all funds are prepared using the same method of accounting as for financial reports (modified accrual), except for the Capital Projects Fund budget, which is not legally adopted on an annual basis. Under the modified accrual basis of accounting, revenues are recognized in the accounting period in which they become both measurable and available. Expenditures are recorded in the accounting period in which the fund liability is incurred, if measurable (the ability to determine the value), except for principal and interest on general long-term debt, which is recorded when due. The District also includes government-wide statements which report information about the District as a whole using accounting methods similar to those used by private-sector companies in a Comprehensive Annual Financial Report. Following is a description of the funds for which annual budgets are adopted.

#### **What is “Budgetary Basis”?**

***Budgetary Basis*** refers to the basis of accounting used to estimate financing sources and uses in the budget.

***Cash Basis*** indicates transactions are recognized only when cash is increased or decreased;

***Accrual Basis*** indicates revenues are recorded when they are earned (whether or not cash is received at the time) and expenditures are recorded when goods and services are received (whether cash disbursements are made at the time or not);

***Modified Accrual*** is the method under which revenues and other financial resources increments are recognized when they become susceptible to accrual; that is, when they become both “measurable” and “available” to finance expenditures of the current period. “Available” means collectible in the current period or soon enough thereafter to be used to pay the liabilities of the current period.

The Carrollton-Farmers Branch Independent School District does not distinguish between Basis of Budgeting and Basis of Accounting. The principles set forth as the Basis of Accounting are observed in the budgeting process. All of the Carrollton-Farmers Branch ISD budgeted funds

## Organization Section continued

are maintained on a Modified Accrual basis. Revenues are recognized when measurable and available to be used to pay liabilities.

### **General Fund**

The General Fund is used to account for all financial transactions not properly includable in other funds. The principal sources of revenue include local property taxes, state funds, and interest on fund investments. Expenditures include all costs necessary for the daily operation of the schools.

### **Special Revenue Funds**

Special Revenue Funds are used to account for funds awarded to the District for the purpose of accomplishing specific educational tasks as defined by grantors in contracts or other agreements.

### **Food Service Fund**

The Food Service Fund is used to account for the District's Food Service Program, including local, state, and federal revenue sources and all costs associated with the operation of the program.

### **Debt Service Fund**

The Debt Service Fund is used to account for the payment of interest and principal on all bonds of the District. The primary sources of revenue for the debt service fund are local property taxes.

The following funds are reported in our Comprehensive Annual Financial Report, but are not required to be budgeted under guidelines supplied by the Texas Education Agency.

### **Governmental Funds: Nonmajor Special Revenue Funds**

The District accounts for resources restricted to, or designated for, a specific purpose by the District or a grantor in a special revenue fund. Federal, State, and Local financial assistance is accounted for in a Federal, State, or Local Revenue Fund, and sometimes unused balances must be returned to the grantor at the close of the specified project periods.

### **Proprietary Funds: Enterprise Funds and Internal Service Funds**

Enterprise funds are utilized by the District to account for activities for which outside users are charged a fee roughly equal to the cost of providing the goods or services of those activities. The District's sole enterprise fund accounts for the After the Bell Program (a childcare service). Revenues and expenses related to services provided to organizations inside the District on a cost reimbursement basis are accounted for in an internal service fund. The District's sole internal service fund is its Workers' Compensation Fund.

## Organization Section continued

### **Fiduciary Funds: Agency Funds**

The District accounts for resources held for others in a custodial capacity in agency funds. The District's Agency Fund is the Student Activity Fund.

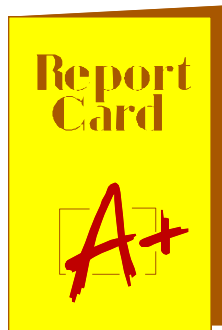
### **Capital Project Fund**

A capital projects fund is a governmental fund that must be used to account, on a project basis, for projects financed by the proceeds from bond issues, or for capital projects otherwise mandated to be accounted for in this fund.

The Texas Education Agency does not require annual adopted budgets for the Capital Projects Fund and for Special Revenue Funds (with the exception of the Food Service Fund listed above).

### ***Classification of Revenues and Expenditures***

Section 44.007 of the Texas Education Code requires that a standard school district fiscal accounting system be adopted by each school district. The system must meet at least the minimum requirements prescribed by the State Board of Education and also be subject to review and comment by the state auditor. Additionally, the accounting system must conform to Generally Accepted Accounting Principles (GAAP) as applied to governmental units in conjunction with the Texas Education Agency's Financial Accountability System Resource Guide (FAR). The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing governmental accounting and financial reporting principles. This section further requires that a report be provided at the time the school district budget is filed, showing financial information sufficient to enable the State Board of Education to monitor the funding process, and to determine educational system costs by school district, campus, and program.



A major purpose of the accounting code structure is to establish the standard school district fiscal accounting system required by law. Although certain codes within the overview may be used at local option, the sequence of the codes within the structure, and the funds and chart of accounts, are to be uniformly used by Texas school districts in accordance with GAAP.

# Organization Section continued

## Basic System Expenditure Code Composition

- Fund Code – A mandatory 3-digit code is to be used for all financial transactions to identify the fund group and specific funds. The first digit refers to the fund group, and the second and third digits specify the fund.
- Function Code – A mandatory 2-digit code that identifies the purpose of the transaction is used when coding expenditures. The first digit identifies the major service area and the second digit refers to the specific function within the area.
- Object Code – A mandatory 4-digit code identifying the nature and object of an account, a transaction or a source. The first of the four digits identifies the type of account or transaction, the second digit identifies the major area, and the third and fourth digits provide further sub-classifications.
- Sub-Object – Optional code. Used at C-FB ISD to provide special accountability for certain programs or areas.
- Organization Code – A mandatory 3-digit code identifying the organization, i.e., campus, department.
- Fiscal Year Code – A mandatory single digit code that identifies the fiscal year of the transaction or the project year of inception of a grant project.
- Program Intent Code – A 2-digit code used to designate services provided to students.
- Optional Code 3, 4, and 5 – Optional code that may be used to further describe the transaction.

District revenues are classified by fund and object or source. There are three major sources: local sources, state sources, and federal sources.

Expenditure budgets are legally adopted at the fund and function level. However, within this document we have included several additional presentations of expenditures. These presentations segregate expenditures by either organization or by major object. Major object codes are used to describe the type of items purchased or services obtained. The major object codes used in this document are: payroll and related costs, purchased and contracted services, supplies and materials, other operating expenditures, debt service, and capital outlay. Fund codes have been previously described. The following is a description of the function codes used throughout this document.

## ***Relationship of Organizational Units***

The organizational chart (located at the beginning of this section) and personnel units have been coded with the appropriate function, and a description of those functions has been listed on the following pages. These function codes also pertain to the expenditure information presented in the Financial Section of this book.

## Organization Section continued

### CODE

### FUNCTION TITLE

10

#### *Instruction and Instructional Related Services*

11

#### Instruction

This function is used for activities that deal directly with the interaction between teachers and students. This function includes expenditures for direct classroom instruction and other activities that deliver, enhance, or direct the delivery of learning situations to students. Expenditures for the delivery of instruction in regular program basic skills, bilingual programs, compensatory, remedial or tutorial programs, gifted and talented educational programs, and vocational education programs are classified in function 11. For example, function 11 includes classroom teachers, teacher aides, and graders, but does not include curriculum development (13) or principals (23).

12

#### Instructional Resources and Media Services

This function is used for expenditures that are directly and exclusively used for resource centers, establishing and maintaining libraries, and other major facilities dealing with educational resources and media. For example, function 12 includes librarians, but does not include textbooks (11) or reference books in the classroom (11).

13

#### Curriculum Development and Instructional Staff Development

This function is used for expenditures that are directly and exclusively used to aid instructional staff in planning, developing, and evaluating the process of providing learning experiences for students. This function also includes expenditures related to research and development activities that investigate, experiment and/or follow-through with the development of new or modified instructional methods, techniques, procedures, service, etc. For example, this function includes staff that research and develop innovative, new, or modified instruction and staff who prepare in-service training for instructional staff, but does not include salaries of instructional staff when attending in-service training (11 or 12).

20

#### *Instructional and School Leadership*

21

#### Instructional Leadership

This function encompasses those **district-wide** activities, which have as their purpose managing, directing, and supervising the general and specific instructional programs and activities. For example, function 21 includes instructional supervisors, and Associate Superintendent for Instruction, but does not include principals (23).

## Organization Section continued

- 23     School Leadership  
This function includes expenditures for directing, managing, and supervising a school. It includes salaries and supplies for the principal, assistant principal, and other administrative and clerical staff, including attendance clerks.
- 30     *Support Services – Student*
- 31     Guidance, Counseling, and Evaluation Service  
This function includes expenditures for testing and assessing students’ abilities, aptitudes, and interests with respect to career and educational goals and opportunities. It includes psychological services, testing, and counseling.
- 32     Social Work Services  
This function includes expenditures, which directly and exclusively promote and improve school attendance. Examples include visiting teachers, home aides, and truant officers.
- 33     Health Services  
This function embraces the area of responsibility providing health services, which are not a part of direct instruction. It includes medical, dental, and nursing services.
- 34     Student Transportation  
This function includes the cost of providing management and operational services for transporting students to and from school. Function 34 includes transportation supervisors and bus drivers, but does not include field trips (11) or student organization trips (36).
- 35     Food Services  
This function includes the management of the Food Service program at the schools and the serving of meals, lunches, or snacks in connection with school activities. Function 35 includes salaries for cooks and food purchases, but does not include concession stands (36).
- 36     Extracurricular Activities  
This function incorporates those activities, which are student, and curricular related, but which are not necessary to the regular instructional services. Examples of cocurricular activities are scholastic competition, speech, debate, and band. Examples of extracurricular activities are football, baseball, etc. and the related activities (drill team, cheerleading) that exist because of athletics. Function 36 includes athletic salary supplements paid exclusively for coaching, directing, or sponsoring extracurricular athletics, but does not include salaries for teaching physical education (11).

## Organization Section continued

### 40 *Administrative Support Services*

#### 41 General Administration

This function includes expenditures incurred for the overall administrative responsibilities of the school district. It includes expenditures for the school board, superintendent's office, tax office, personnel services, financial services, and administrative attendance personnel.

### 50 *Support Services – Non-Student Based*

#### 51 Maintenance

This function deals with expenditures made to keep buildings, grounds, and equipment safe for use and in efficient working condition. Examples include janitors, facility insurance premiums and utilities.

#### 52 Security and Monitoring Services

A function for which expenditures are directly and exclusively for activities to keep student and staff surroundings safe, whether in transit to or from school, on a campus or participating in school-sponsored events at another location. Examples include security guards, crossing guards and police.

#### 53 Data Processing Services

Non-instructional data processing services which include computer facility management, computer processing, systems development, analysis and design. Personal computers (PC's) that are stand-alone are to be charged to the appropriate function. Peripherals including terminals and printers are to be charged to the appropriate function.

### 60 *Ancillary Services*

#### 61 Community Services

This function encompasses all other activities of the school district, which are designed to provide a service or benefit to the community as a whole or a portion of the community. Examples would include recreation programs, public library services, and parenting programs.

### 70 *Debt Service*

#### 71 Debt Service

This function includes expenditures for bond and lease purchase principal, and all types of interest paid.



## Organization Section continued

- 80**      *Capital Outlay*
- 81      Facilities Acquisition and Construction  
This function includes the acquisition of land and buildings, the remodeling of buildings and additions to buildings, and installation and extension of service systems and other build-in systems.
- 90**      *Intergovernmental Charges*
- 91      Contracted Instructional Services Between Public Schools  
This function code is used for expenditures that are for (1) Obtaining instructional services from another public school for grade levels not served in a school district under Section 25.039 TEC. (2) Providing financial resources for services to another public school through a contract for education of nonresident students under Subchapter E, Chapter 41, TEC. (3) Purchasing attendance credits from the state under Subchapter D, Chapter 41, TEC.
- 92      Incremental Costs Associated with Chapter 41, TEC, Purchase or Sale of Weighted Average Daily Attendance (WADA)  
This function code is used for expenditures that are for the purpose of positioning a school district with excess wealth per WADA to purchase attendance credits either from the state or from other school district(s).
- 95      Payments to Juvenile Justice Alternative Education Programs  
This function is used for expenditures that are for the purpose of providing financial resources for Juvenile Justice Alternative Education Programs.
- 97      Payments to Tax Increment Fund  
This function code is used for expenditures that are for the purpose of providing financial resources paid into a tax increment fund under Chapter 311, Tax Code.
- 99      Other Intergovernmental Charges  
This function code is used to record other intergovernmental charges not defined above. Examples would be amounts paid to other governmental entities such as county appraisal districts for costs related to the appraisal of property. This is a new definition for the 2008-09 fiscal year.

# Organization Section continued

## *Significant Financial Policies and Procedures*

The following financial policies and procedures of the District significantly influence the development of the annual budget.

### **Balanced Budget**

The District's Board of Trustees are committed to having a balanced budget (revenue = expenditures per fund) under normal circumstances. When unforeseen circumstances require the District to adopt a budget that is not balanced, full disclosure of the circumstances surrounding the decision are itemized for all interested parties in budget documents, such as this one. Further, plans for balancing future budgets are also disclosed and timelines developed for implementing the plan.

### **Cash Management**

The District's cash management goals are safety, liquidity and yield. Specifically:

- Ensure proper collateralization of deposits;
- Ensure adequate balances to cover cash disbursement needs;
- Maximize interest earnings while, at the same time, maximizing safety and liquidity;
- Minimize bank charges.

These goals are accomplished by keeping bank balances as low as possible through transferring all available dollars into either an investment pool used by the District, or investing the available dollars in other types of investments. The District also has an investment advisor who reviews our investments on a quarterly basis and makes recommendations annually as to types of investments such as commercial paper, government backed bonds, etc.

Cash balances are monitored daily by the District through on-line banking. Using this system allows accounting personnel to minimize bank balances by only transferring into the accounts the funds necessary to cover the dollar amount of checks that are anticipated to be presented to the bank each day. This keeps the low interest bearing bank balances at a minimum, thus maximizing interest earnings through use of investment pools and other investments.

### **Investment Policies**

The Board of Trustees has adopted a written investment policy regarding the investment of its funds as defined in the Public Funds Investment Act of 1995 (and amended by the legislature in 1997). This policy authorizes the District to invest in obligations of the U. S. Treasury, the State of Texas, or certain U. S. Agencies, certificates of deposit, repurchase agreements, commercial paper, money market, no-load mutual funds, and public funds investment pools as permitted by Chapter 2256, Texas Government code.

The main goal of the investment program is to ensure its safety, as well as to maximize financial returns within current market conditions in accordance with the District's investment policy. Assets of the District shall be invested in instruments whose maturities do not exceed two years

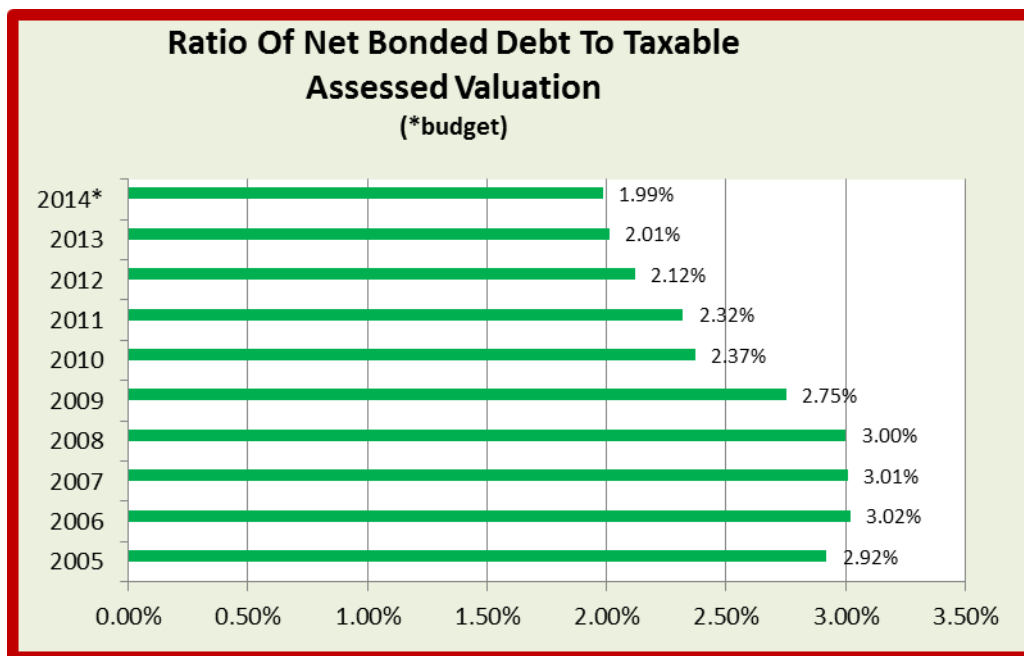
## Organization Section continued

from the time of purchase. The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss.

Monitoring is performed quarterly as investment reports are submitted to the Board of Trustees for review. In addition, the District's investment officer annually presents a comprehensive report on the investment program and investment activity.

### Debt Administration

Debt Service is a major area of cost due to the District's building program, which is primarily financed by the sale of general obligation bonds. The graph below depicts that in 2013-14, the ratio of net bonded debt to Assessed Value for the District is 1.99%. Educational legislation has eliminated limits on outstanding debt. However, prior law limited debt to 10% of assessed value, and the District is well below that level. All principal and interest payments are due February 15<sup>th</sup> and August 15<sup>th</sup> of each year. On February 1<sup>st</sup> of each year, outstanding taxes become delinquent, which permits the collection of a large majority of taxes levied before the long-term debt payments are due.



The District's bonds presently carry a favorable rating of Aaa with Moody's Investment Service and AAA Standard and Poor's (Permanent School Fund Guarantee Program) and an underlying bond rating (without Permanent School Fund guarantee) of Aa1 Moody's Investment Service and AA Standard and Poor's.

# Organization Section continued

## Reserve Policies

- *General Fund* – The District strives to maintain a General Fund balance equal to a minimum of two months operating expenditures. On August 31, 2013, the District is estimating a Fund balance equal to approximately 159 days’ operating expenditures. The district will continue to strive to maintain the stated fund balance level.
- *Food Service Fund* – The fund balance for Food Service should not exceed three months of average Food Service operations expenditures. Average monthly Food Service expenditures are calculated by dividing the subsequent year’s budgeted expenditures by ten months since the Food Service department only operates for ten months out of the year. On August 31, 2013, the Food Service Fund is estimated to have a fund balance of \$171,557 or .15 months’ operating expenditures.

## Risk Management

The District’s risk management program encompasses various means of protecting the District against loss. Property, casualty, and liability insurance is provided by commercial carriers. In addition, workers’ compensation risks are self-funded and include excess loss insurance policies for claims exceeding a specific limit and an aggregate limit. Beginning January 1, 2009, the District began participating in the Teacher Retirement System of Texas’ health insurance program. This is essentially a fully insured health plan which will eliminate the risk to the District of any large health insurance claim.

## Independent Audit and Financial Reporting

In accordance with Section 221.256, Texas Education Code, public school districts in Texas shall have their accounts audited annually. The audit shall be made on an organization-wide basis, and shall involve all fund types and account groups of the school district. In addition to meeting the requirements set forth in State statutes, the audit is also designed to meet the requirements of the federal Single Audit Act of 1984 and the related provisions of OMB Circular A-133 “Audits of State, Local Governments, and Non-Profit Organizations.”

Once the annual audit is complete, the Annual Financial Report is prepared and submitted to the Texas Education Agency for review. The Annual Financial Report is designed to meet the specific monitoring needs of the Texas Education Agency. Thus, a Comprehensive Annual Financial Report, conforming to the standards of both the Association of School Business Officials International and the Government Finance Officers Association, is also prepared to better serve the needs of taxpayers and other financial statement users. To date, the district has received financial reporting awards from the Association of School Business Officials International and the Government Finance Officers Association since 1976.

# Organization Section continued

## ***Budget Policies and Development Procedures***

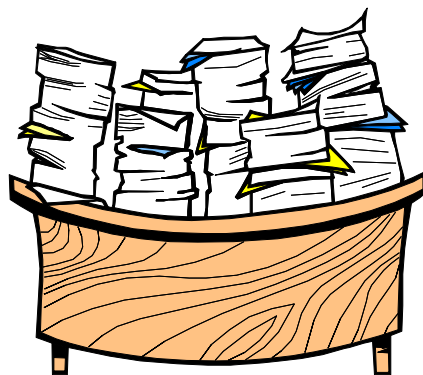
The state, the Texas Education Agency (TEA), and each local district formulate legal requirements for school district budgets.

### **Legal Requirements**

Sections 44.002 through 44.006 of the *Texas Education Code* establish the legal basis for budget development in Texas school districts. The following items summarize the legal requirements from the code.

- The Superintendent is the budget officer for the District and prepares or causes the budget to be prepared.
- The district budget must be prepared by a date set by the State Board of Education, currently August 20.
- The President of the Board of Trustees must call a public meeting of the Board of Trustees, giving ten days public notice in a newspaper, for the adoption of the district budget. Any taxpayer in the district may be present and participate in the meeting.
- No funds may be expended in any manner other than as provided for in the adopted budget. The Board does have the authority to amend the budget or adopt supplementary emergency budgets to cover unforeseen expenditures.
- The budget must be prepared in accordance with GAAP (Generally Accepted Accounting Principles) and State guidelines.

Annual budgets must be prepared for the following funds: General Fund, Debt Service Fund, and the Food Service Special Revenue Fund.



# Organization Section continued

## Budget Development Process

Teachers, principals, community members, and other staff of the District, under the direction of the Associate Superintendent for Administration and Support Services, Chief Financial Officer and the Superintendent develop the budget. All expenditure allocations are determined based on projected revenue from State and local sources with the goals of maintaining an appropriate fund balance and combined tax rate while still meeting the District's educational goals.

The budget process begins with the development of the Long-Range Plan that is presented to the Board of Trustees. The enrollment projections contained in this plan form the basis for significant budgetary decisions including per pupil allocations to each campus, instructional staffing allocations, and other required service levels. Once the Long-Range Plan is approved, the Board of Trustees can begin discussions concerning budget strategies and priorities, and establish the budget calendar.

The Chief Financial Officer prepares revenue projections for all funds. These projections are based on enrollment projections, estimates of local tax revenue, State funding formulas, and other significant factors. The State funding formulas are extremely complex. This complexity is compounded by changes that the Legislature regularly makes when they meet every other year to consider changes to the State Funding formula and other issues.

Salaries and benefits comprise approximately 76.98% of the annual General Fund operating budget. Therefore, the Board of Trustees gives careful consideration to staffing allocations for both instructional and non-instructional positions. The Superintendent evaluates additional personnel units and, after extensive review and analysis, recommendations are presented to the Board of Trustees.

Personnel units are allocated to each campus based on projected student enrollment following State mandated ratios, as applicable. The budget amounts are then developed for each position based on the average cost of employees currently filling each position. Supplemental pay is approved on a year-to-year basis and does not become part of the base salary of an employee.

A salary supplement may be increased, decreased, or eliminated as the Board of Trustees determines the best interest of the District.

In order to decentralize the budget process for non-payroll related budget items, site-based decision making teams, working under the direction of each campus principal, determine how to use allocated monies. Each campus receives a basic allotment per student plus a weighted allotment increment for special populations such as Special Education, Career and Technology, Bilingual Education, Gifted and Talented, and At-Risk students. This allocation per student is to be used for supplies, materials, equipment, staff development, and other appropriate instructional costs. Decisions concerning utilization of these allocations are made by the site based decision-making teams.

## **Organization Section continued**

Budgets for non-campus units are developed by the Central Administrators. The Associate Superintendent for Administration and Support Services and the Chief Financial Officer review these budgets and make changes, as deemed appropriate.

The Chief Financial Officer develops the Debt Service Fund budget. This budget is constructed based primarily on tax base assumptions (for local revenue projections), State funding estimates, if appropriate, and projected debt retirement requirements.

Following the development process, consolidated budgetary information is presented to the Board of Trustees in workshops and regular meetings. This information is summarized in a variety of different presentations and line item detail is provided, as requested.

Significant dates and events included in the budget development process are summarized on the budget calendars on the following pages of this document.

### **Capital Improvement Budget Policies**

Capital Projects Funds are used to account for the proceeds of General Obligation bonds and related interest earnings and the expenditures of these funds for the construction and equipping of school facilities, to purchase school sites, and renovations or repair of existing facilities. The Board of Trustees does not formally adopt the Capital Projects Funds budgets annually.

These budgets are prepared on a project basis, based on the proceeds available from bond issues and planned expenditures outlined in applicable bond ordinances. Each major construction contract is approved based on the existing availability of bond proceeds and/or approved but unissued bonds. However, the impact of the Capital Projects Funds budgets must be considered during the development of the annual budgets for all other funds. Future operating costs (staffing, utilities, etc.) associated with capital improvements and new facilities must be projected and included in the General Fund budget. Repayment of bonds issued for capital projects must be included in Debt Service Fund projections.

Additionally, certain capital outlay expenditures (such as high cost/unit furniture, equipment, and technology) are budgeted both in the General Fund and the Capital Projects Funds. The Capital Projects Fund budget for 2013-2014 includes building expenditures and, as in past years, furniture, technology and other equipment.

# Organization Section continued

## *Budget Calendar*

### *January 2013*

The Chief Financial Officer and Director of Financial Reporting begin the payroll budgeting process for the coming year. The prior year payroll budget is a starting point; staff reductions as planned earlier in the year are taken into account as well as any new positions and changes in teacher retirement rates, workers compensation rates, etc. Note: in the current budget shortfall era, there are very few new positions. New teaching positions are typically related to state mandated class size ratios.

### *March 2013*

Budget preparation materials and budget training available for all Principals and Central Administrators; Budget input reviewed and finalized by the end of the month;

### *April-May 2013*

Associate Superintendent for Administration and Support Services and Chief Financial Officer review submitted budgets, interview central department administrators; Comparisons to prior year spending, analysis of “new” requests and reductions/additions are made to arrive at a final budgeted amount per location;

### *May 2013*

Final decisions regarding pay for employees that are new to the district and raises are made with related adjustments to the payroll budget;

### *June 2013*

Board considers time, place and location of a public meeting to discuss budget and proposed tax rate for the 2013-14 budget year;

### *July 25, 2013*

District receives certified appraisal roll from appraisal districts. Revenue projections completed;

### *August 2013*

Board considers approval of report from Tax Assessor/Collector:

- a. total certified appraised and taxable property in the district
- b. certified collection rate and amount of excess debt collection in the prior year; Board to consider approval of resolutions to accept the tax roll calculated from presented report on assessed values and to accept from its Assessor her certified estimate of the anticipated collection rate for the school district;

Chief Financial Officer adjusts revenue projections, based on certified tax roll (if appropriate). Significant changes in the revenue projection picture may require adjustments to the expenditures categories;



## Organization Section continued

*August 2013*

Notice of Budget Hearing to appear in the newspaper. Budget hearing notice must be at least 10 days prior to public meeting and not more than 30 days before the meeting to discuss the budget. Education Code Sec. 44.007;

*August 22, 2013*

Public Meeting to Discuss 2013-14 Budget and Proposed Tax Rate;

*August 22, 2013*

Consider all matters related to Adoption of the 2013-14 Budget (board may adopt the budget and tax rate at the public meeting). Or, the board may adopt the budget and wait to adopt the tax rate.);

Consider all matters concerning the Adoption of the Proposed Tax Rate for 2013-14;

School districts subject to an equalized wealth notice must wait to adopt a tax rate until the Commission of Education certifies the wealth is equalized [if applicable] (Education Code Section 44.004c). School districts must adopt the tax rate by September 30th or within 60 days of receiving the certified appraisal roll.



### ***Budget Administration and Management Process***

Adoption of the official budget by the Board of Trustees is only the first step in the budget process. Following adoption, the budget administration and management process begins. The budget administration and management process is the process of regulating expenditures throughout the fiscal year to ensure that they do not exceed authorized amounts and that they are used for intended, proper, and legal purposes.

### **Expenditure Control and Approvals**

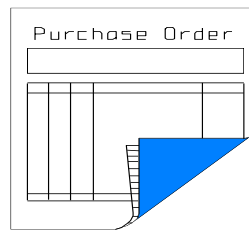
Expenditure appropriations are allocated between district campus/central organizations or cost centers (campuses, departments, divisions, etc.). Each organization is assigned a budget manager (i.e. principal, department head). The budget manager is accountable for their organization's portion of the General Fund budgets. Each budget manager is authorized to approve the expenditure of funds within their respective organization, provided that funds are expended in accordance with District purchasing procedures and legal requirements.

## Organization Section continued

This is accomplished through the use of the standard account code system prescribed by the Texas Education Agency, which includes an organization code. The code system is described in detail within this document. Each budget manager (or designee) is granted on-line access to the accounting codes for their organization.

### ***Purchase Orders***

The Board of Trustees approves all bid awards and contracts. Purchase orders (POs) are prepared for all tangible goods. Once a purchase order is entered and approved at the campus/department level, administrative regulations require that all purchase orders be forwarded to the Purchasing Department for verification of proper coding and compliance with legal purchasing procedures. A software program is used to enter purchase orders. The program checks availability of funds. If the Purchasing Department approves the PO, then the funds are encumbered and the PO is printed and mailed/faxed to the appropriate vendor. Encumbrances are reservations of appropriations for goods/services that have not been received. The purpose of this encumbrance is to ensure that obligations are recognized as soon as financial commitments are made in order to prevent inadvertent over expenditure of funds due to lack of information about future commitments.



After the goods are physically received (at the District Warehouse), warehouse staff enters information online that shows what items have been received. The accounts payable department accesses this data and matches vendor invoices with “received” information and payment is made. The encumbrance is liquidated at the time of payment.

### ***Miscellaneous Payment Requisitions (MPR's)***

MPR's are used for travel expense, advances for travel, petty cash reimbursement, refunds, and payment for Athletic and/or Extracurricular officials. MPR's are entered online and appropriate supporting documents are forwarded to the Accounting Department for verification, approval, and payment.

### ***Amending the Budget***

The budget is legally adopted at the fund and function level. The Board of Trustees has delegated authority for functional changes to the Accounting Department. {For example, budget

## Organization Section continued

transfers from one functional category (e.g. Library) to another functional category (e.g. Instruction) are reviewed and approved/disapproved by Accounting Department personnel.}

However, budget changes that would *increase/decrease* the overall fund are taken to the Board of Trustees for their approval before any action regarding the proposed change is made.

### ***Monitoring the Budget***

The District's interactive, online budgetary accounting and control system provides many useful reports to assist Board Members, Business Services personnel, and budget managers in administering, monitoring and controlling the implementation of the budget. This system provides many checks on account balances to ensure that funds are not over-expended at the budgetary control account level. If sufficient funds are not available at the budgetary control account level, purchase orders and check requisitions cannot be generated.

The Accounting Director carefully monitors comparisons between budget and actual expenditures to maintain cost control and to ensure against over-spending for payroll and related accounts.

Relevant financial reports are submitted to the Board of Trustees on a monthly basis and posted to the district's website. The final step in the budget monitoring process is the evaluation of the results of operations, which is presented annually in the District's Comprehensive Annual Financial Report (CAFR).

### ***Reporting to the Texas Education Agency (TEA)***

The District budget must be submitted to the TEA via the Public Education Information Management System (PEIMS) transmission process as of the date established in the annual instructions for the system. The TEA monitors for compliance at the District level only. This monitoring is a legal requirement to ensure mandatory expenditure levels in certain areas. In addition, amended budgets are reflected on the schedule comparing budget and actual results in the Annual Financial and Compliance Report. The requirement for filing the amended budget with the TEA is formally met when the District submits its Annual Financial and Compliance Report.



# Financial Section



# Financial Section

## *Revenues*

### General Fund

The largest portion of funding in the General Fund consists of local revenue, which accounts for approximately 72.81% of the total budgeted funds and is primarily property taxes. The remainder of the revenues necessary to fund operating expenditures is derived from State and Federal funding sources. For additional information, see the General Fund section of this book.

### Debt Service

A majority of funding is derived from a designated allocation of the property tax rate, 99.95% for 2013-14. The remainder of the Debt Service revenue is from interest income derived from temporary investments, 0.05% for 2013-14. Although the State has Debt Service Fund formula allocations, the District does not receive revenue from these programs. For additional information, see the Debt Service Fund section of this book.

### Food Service

Approximately 74.91% of the revenue in this fund is received from federal sources, primarily from the United States Department of Agriculture (USDA) under the National School Lunch Program, the School Breakfast Program, and the Food Distribution Program. The remaining revenue is primarily generated from user fees - i.e. student payments for meals. For additional information, see the Food Service Fund section of this book.

The word "Revenues" is rendered in a large, bold, blue, 3D-style font with a dark blue outline and a slight shadow effect, giving it a three-dimensional appearance. The letters are slightly slanted and overlap, creating a dynamic and eye-catching graphic.

# Financial Section continued

2013-2014 Budget Short Summary								
	General Fund		Debt Service		Food Service		Memo Totals	
	Revenue	% of Total	Revenue	% of Total	Revenue	% of Total	Revenue	% of Total
Local	\$152,695,102	72.81%	\$41,232,101	100.00%	\$2,809,893	24.48%	\$196,737,096	74.97%
State	\$46,223,529	22.04%	-	-	\$70,000	0.61%	\$46,293,529	17.64%
On Behalf Retirement Payment	9,160,000	4.37%	-	-	-	-	\$9,160,000	3.49%
Federal	\$1,650,000	0.79%	-	-	\$8,597,577	74.91%	\$10,247,577	3.90%
<b>Total Revenue</b>	<b>\$ 209,728,631</b>	<b>100.00%</b>	<b>\$ 41,232,101</b>	<b>100.00%</b>	<b>\$ 11,477,470</b>	<b>100.00%</b>	<b>\$ 262,438,202</b>	<b>100.00%</b>
	<b>Expenditures</b>	<b>% of Total</b>	<b>Expenditures</b>	<b>% of Total</b>	<b>Expenditures</b>	<b>% of Total</b>	<b>Expenditures</b>	<b>% of Total</b>
Payroll	\$167,344,973	76.98%	\$-	-	\$5,347,639	46.59%	\$172,692,612	63.94%
Debt Service	-	-	\$41,232,101	100.00%	-	-	\$41,232,101	15.27%
Bus Transportation	\$4,523,440	2.08%	-	-	-	-	\$4,523,440	1.67%
Utilities	\$6,914,023	3.18%	-	-	-	-	\$6,914,023	2.56%
Other Purchased Services	\$9,872,113	4.54%	-	-	\$371,000	3.23%	\$10,243,113	3.79%
Supplies & Materials	\$9,375,902	4.31%	-	-	\$5,740,331	50.01%	\$15,116,233	5.60%
Tax Increment Financing Zone	\$15,860,725	7.30%	-	-	-	-	\$15,860,725	5.87%
Other Operating	\$3,074,406	1.41%	-	-	\$18,500	0.16%	\$3,092,906	1.15%
Capital Outlay	\$430,500	0.20%	-	-	-	-	\$430,500	0.16%
<b>Total Expenditures</b>	<b>\$217,396,082</b>	<b>100.00%</b>	<b>\$41,232,101</b>	<b>100.00%</b>	<b>\$11,477,470</b>	<b>100.00%</b>	<b>\$270,105,653</b>	<b>100.00%</b>
Budgeted Deficit	(\$7,667,451)		-		-		(\$7,667,451)	
Beginning Fund Balance 9/1/13	\$82,152,193		\$7,331,153		\$171,557		\$89,654,903	
<b>Projected Ending Fund Balance 08/31/14</b>	<b>\$74,484,742</b>		<b>\$7,331,153</b>		<b>\$171,557</b>		<b>\$81,987,452</b>	



# Financial Section continued

## Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2013-2014

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil 2013-14
<b>ESTIMATED REVENUES</b>					
<b>LOCAL AND INTERMEDIATE</b>					
5710 Local Real and Personal Property Taxes	\$151,310,002	\$ -	\$41,211,686	\$192,521,688	\$7,223
5730 Tuition and Fees	262,000	-	-	262,000	10
5740 Other Revenues from Local Sources	763,100	2,100	20,415	785,615	29
5750 Revenue from Co-Curricular/Enterprising	360,000	2,807,793	-	3,167,793	119
<b>5700 Local and Intermediate Totals</b>	<b>\$152,695,102</b>	<b>\$2,809,893</b>	<b>\$41,232,101</b>	<b>\$196,737,096</b>	<b>\$7,381</b>
<b>STATE</b>					
5810 Per Capita and Foundation School Program	\$46,198,529	\$ -	\$ -	\$46,198,529	\$1,733
5820 State Program Revenue Distributed by the TEA	25,000	70,000	-	95,000	4
5830 TRS On-Behalf Payments	9,160,000	-	-	9,160,000	344
<b>5800 State Totals</b>	<b>\$55,383,529</b>	<b>\$70,000</b>	<b>\$ -</b>	<b>\$55,453,529</b>	<b>\$2,080</b>
<b>FEDERAL</b>					
5920 Federal Revenues Distributed by the TEA	\$ 150,000	\$ 8,597,577	\$ -	\$ 8,747,577	\$328
5930 Federal Revenues Distributed by Other Government Agencies (Other than the TEA)	1,500,000	-	-	1,500,000	56
	-	-	-	-	-
<b>5900 Federal Totals</b>	<b>\$1,650,000</b>	<b>\$8,597,577</b>	<b>\$ -</b>	<b>\$10,247,577</b>	<b>\$384</b>
<b>5000 TOTAL ALL REVENUES</b>	<b>\$209,728,631</b>	<b>\$11,477,470</b>	<b>\$41,232,101</b>	<b>\$262,438,202</b>	<b>\$9,846</b>
<b>APPROPRIATED EXPENDITURES</b>					
<b>11 INSTRUCTION</b>					
6100 Payroll Costs	\$113,157,912	\$ -	\$ -	\$113,157,912	\$4,245
6200 Professional and Contracted Services	873,894	-	-	873,894	33
6300 Supplies and Materials	1,872,720	-	-	1,872,720	70
6400 Other Operating Costs	232,374	-	-	232,374	9
<b>Total Function 11</b>	<b>\$116,136,900</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$116,136,900</b>	<b>\$4,357</b>
<b>12 INSTRUCTIONAL RESOURCES AND MEDIA SERVICES</b>					
6100 Payroll Costs	\$2,958,940	\$ -	\$ -	\$2,958,940	\$111
6200 Professional and Contracted Services	104,344	-	-	104,344	4
6300 Supplies and Materials	564,682	-	-	564,682	21
6400 Other Operating Costs	4,871	-	-	4,871	0
6600 Capital Outlay	-	-	-	-	-
<b>Total Function 12</b>	<b>\$3,632,837</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$3,632,837</b>	<b>\$136</b>

# Financial Section continued

## Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2013-2014

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil
<b>13 CURRICULUM DEVELOPMENT AND INSTRUCTIONAL STAFF DEVELOPMENT</b>					
6100 Payroll Costs	\$3,193,813	\$ -	\$ -	\$3,193,813	\$120
6200 Professional and Contracted Services	435,666	-	-	435,666	16
6300 Supplies and Materials	769,068	-	-	769,068	29
6400 Other Operating Costs	199,715	-	-	199,715	7
<b>Total Function 13</b>	<b>\$4,598,262</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$4,598,262</b>	<b>\$173</b>
<b>21 INSTRUCTIONAL LEADERSHIP</b>					
6100 Payroll Costs	\$2,352,377	\$ -	\$ -	\$2,352,377	\$88
6200 Professional and Contracted Services	559,947	-	-	559,947	21
6300 Supplies and Materials	415,659	-	-	415,659	16
6400 Other Operating Costs	132,493	-	-	132,493	5
6600 Capital Outlay	47,500	-	-	47,500	2
<b>Total Function 21</b>	<b>\$3,507,976</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$3,507,976</b>	<b>\$132</b>
<b>23 SCHOOL LEADERSHIP</b>					
6100 Payroll Costs	\$13,176,952	\$ -	\$ -	\$13,176,952	\$494
6200 Professional and Contracted Services	127,860	-	-	127,860	5
6300 Supplies and Materials	322,649	-	-	322,649	12
6400 Other Operating Costs	108,492	-	-	108,492	4
<b>Total Function 23</b>	<b>\$13,735,953</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$13,735,953</b>	<b>\$515</b>
<b>31 GUIDANCE, COUNSELING AND EVALUATION SERVICES</b>					
6100 Payroll Costs	\$8,502,954	\$ -	\$ -	\$8,502,954	\$319
6200 Professional and Contracted Services	315,812	-	-	315,812	12
6300 Supplies and Materials	469,733	-	-	469,733	18
6400 Other Operating Costs	23,384	-	-	23,384	1
<b>Total Function 31</b>	<b>\$9,311,883</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$9,311,883</b>	<b>\$349</b>
<b>32 SOCIAL WORK SERVICES</b>					
6100 Payroll Costs	\$174,013	\$ -	\$ -	\$174,013	7
6200 Professional and Contracted Services	2,940	-	-	2,940	0
<b>Total Function 32</b>	<b>\$176,953</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$176,953</b>	<b>\$7</b>
<b>33 HEALTH SERVICES</b>					
6100 Payroll Costs	\$2,454,322	\$ -	\$ -	\$2,454,322	\$92
6200 Professional and Contracted Services	4,003	-	-	4,003	0
6300 Supplies and Materials	45,137	-	-	45,137	2
6400 Other Operating Costs	2,170	-	-	2,170	0
<b>Total Function 33</b>	<b>\$2,505,632</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$2,505,632</b>	<b>\$94</b>



# Financial Section continued

## Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2013-2014

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil
<b>34 STUDENT (PUPIL) TRANSPORTATION</b>					
6100 Payroll Costs	\$ -	\$ -	\$ -	\$ -	\$ -
6200 Professional and Contracted Services	4,523,440	-	-	4,523,440	170
6300 Supplies and Materials	-	-	-	-	-
<b>Total Function 34</b>	<b>\$4,523,440</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$4,523,440</b>	<b>\$170</b>
<b>35 FOOD SERVICES</b>					
6100 Payroll Costs	\$ -	\$ 5,347,639	\$ -	\$ 5,347,639	\$ 201
6200 Professional and Contracted Services	-	371,000	-	371,000	14
6300 Supplies and Materials	-	5,740,331	-	5,740,331	215
6400 Other Operating Costs	-	18,500	-	18,500	1
6600 Capital Outlay	-	-	-	-	-
<b>Total Function 35</b>	<b>\$ -</b>	<b>\$11,477,470</b>	<b>\$ -</b>	<b>\$11,477,470</b>	<b>\$431</b>
<b>36 COCURRICULAR/EXTRACURRICULAR ACTIVITIES</b>					
6100 Payroll Costs	\$2,276,682	\$ -	\$ -	\$2,276,682	\$85
6200 Professional and Contracted Services	628,036	-	-	628,036	24
6300 Supplies and Materials	552,547	-	-	552,547	21
6400 Other Operating Costs	1,204,557	-	-	1,204,557	45
6600 Capital Outlay	-	-	-	-	-
<b>Total Function 36</b>	<b>\$4,661,822</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$4,661,822</b>	<b>\$175</b>
<b>41 GENERAL ADMINISTRATION</b>					
6100 Payroll Costs	\$4,347,568	\$ -	\$ -	\$4,347,568	\$163
6200 Professional and Contracted Services	1,269,998	-	-	1,269,998	48
6300 Supplies and Materials	171,516	-	-	171,516	6
6400 Other Operating Costs	395,173	-	-	395,173	15
6600 Capital Outlay	3,000	-	-	3,000	0
<b>Total Function 41</b>	<b>\$6,187,255</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$6,187,255</b>	<b>\$232</b>
<b>51 PLANT MAINTENANCE</b>					
6100 Payroll Costs	\$10,940,549	\$ -	\$ -	\$10,940,549	\$410
6200 Professional and Contracted Services	9,361,499	-	-	9,361,499	351
6300 Supplies and Materials	2,085,967	-	-	2,085,967	78
6400 Other Operating Costs	672,826	-	-	672,826	25
6600 Capital Outlay	361,000	-	-	361,000	14
<b>Total Function 51</b>	<b>\$23,421,841</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$23,421,841</b>	<b>\$879</b>

# Financial Section continued

## Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2013-2014

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil
<b>52 SECURITY AND MONITORING SERVICES</b>					
6100 Payroll Costs	\$849,201	\$ -	\$ -	\$849,201	\$32
6200 Professional and Contracted Services	567,260	-	-	567,260	21
6300 Supplies and Materials	24,859	-	-	24,859	1
6400 Other Operating Costs	20,851	-	-	20,851	1
6600 Capital Outlay	19,000	-	-	19,000	1
<b>Total Function 52</b>	<b>\$1,481,171</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$1,481,171</b>	<b>\$56</b>
<b>53 DATA PROCESSING SERVICES</b>					
6100 Payroll Costs	\$2,715,149	\$ -	\$ -	\$2,715,149	\$102
6200 Professional and Contracted Services	1,337,741	-	-	1,337,741	50
6300 Supplies and Materials	2,067,275	-	-	2,067,275	78
6400 Other Operating Costs	61,749	-	-	61,749	2
<b>Total Function 53</b>	<b>\$6,181,914</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$6,181,914</b>	<b>\$232</b>
<b>61 COMMUNITY SERVICES</b>					
6100 Payroll Costs	\$149,033	\$ -	\$ -	\$149,033	\$6
6200 Professional and Contracted Services	23,484	-	-	23,484	1
6300 Supplies and Materials	14,090	-	-	14,090	1
6400 Other Operating Costs	15,751	-	-	15,751	1
<b>Total Function 61</b>	<b>\$202,358</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$202,358</b>	<b>\$8</b>
<b>71 DEBT SERVICE</b>					
6500 Debt Service	\$ -	\$ -	\$41,232,101	\$41,232,101	\$1,547
<b>Total Function 71</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$41,232,101</b>	<b>\$41,232,101</b>	<b>\$1,547</b>
<b>81 FACILITIES ACQUISITION AND CONSTRUCTION</b>					
6100 Payroll Costs	\$95,508	\$ -	\$ -	\$95,508	\$4
<b>Total Function 81</b>	<b>\$95,508</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$95,508</b>	<b>\$4</b>
<b>91 CONTRACTED INSTRUCTIONAL SERVICES BETWEEN PUBLIC SCHOOLS</b>					
6200 Professional and Contracted Services	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Function 91</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>92 Incremental Costs Assoc with Chap 41</b>					
6200 Professional and Contracted Services	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Function 92</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>95 PAYMENTS TO JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAMS</b>					
6200 Professional and Contracted Services	\$200,000	\$ -	\$ -	\$200,000	\$8
<b>Total Function 95</b>	<b>\$200,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$200,000</b>	<b>\$8</b>

# Financial Section continued

## Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2013-2014

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil
97 PAYMENTS TO TAX INCREMENT FUND					
6400 Other Operating Costs	\$15,860,725	\$ -	\$ -	\$15,860,725	\$595
Total Function 97	<u>\$15,860,725</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$15,860,725</u>	<u>\$595</u>
99 OTHER INTERGOVERNMENTAL CHARGES					
6200 Professional and Contracted Services	\$973,652	\$ -	\$ -	\$973,652	\$37
Total Function 99	<u>\$973,652</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$973,652</u>	<u>\$37</u>
6000 TOTAL ALL EXPENDITURES	<u>\$217,396,082</u>	<u>\$11,477,470</u>	<u>\$41,232,101</u>	<u>\$270,105,653</u>	<u>\$10,134</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<b>(\$7,667,451)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>(\$7,667,451)</b>	<b>(\$288)</b>
OTHER RESOURCES/NON-OPERATING RESOURCES					
7915 Operating Transfers In	\$ -	\$ -	\$ -	\$ -	\$ -
7919 Extraordinary Item (Insurance Refund)	-	-	-	-	-
7000 Total Other Resources	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Excess (Deficiency) of Revenues and Other Resources Over (Under) Expenditures	<b>(\$7,667,451)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>(\$7,667,451)</b>	<b>(\$288)</b>
FUND BALANCES					
3110 Beginning Fund Balance 09/01 ESTIMATED	<u>\$82,152,193</u>	<u>\$171,557</u>	<u>\$7,331,153</u>	<u>\$89,654,903</u>	
3110 Ending Fund Balance 08/31	<u>\$74,484,742</u>	<u>\$171,557</u>	<u>\$7,331,153</u>	<u>\$81,987,452</u>	



# Carrollton · Farmers Branch

---

Independent School District

● ● ● An Innovative Leader in Learning ● ● ●

# Financial Section continued

**Carrollton-Farmers Branch Independent School District  
Combined Budget Summary  
General Fund, Debt Service Fund and Food Service Special Revenue Fund  
2013-2014**

<b>Revenues</b>	<u>General Fund</u>	<u>Debt Service Fund</u>	<u>Food Service Fund</u>	<u>Memo Total</u>	<u>Memo Total</u>	<u>Memo Total</u>
				2013-14	2012-13	2011-12
<b>Local and Intermediate Sources</b>						
5711 Taxes, Current Year Levy	\$150,172,502	\$40,936,686	-	\$191,109,188	\$181,453,431	\$170,549,598
5712-5719 Taxes, Prior Year, Penalty & Interest	\$1,137,500	\$275,000	-	\$1,412,500	\$1,009,098	\$650,000
5737-5739 Tuition	\$262,000	-	-	\$262,000	\$260,921	\$449,194
5742 Investment Earnings	\$143,100	\$16,000	-	\$159,100	\$64,000	\$70,400
5743 Rent	\$550,000	-	-	\$550,000	\$260,000	\$260,000
5744 Revenue from Foundations, Gifts & Bequests	\$20,000	-	-	\$20,000	\$20,000	\$20,000
5749 Other Revenue from Local Sources	\$50,000	\$4,415	\$2,100	\$56,515	\$59,750	\$59,750
5751 Food Service Activity	-	-	\$2,807,793	\$2,807,793	\$2,602,500	\$2,602,000
5752 & 5759 Athletic & Enterprising Activity	\$360,000	-	-	\$360,000	\$360,000	\$360,000
Total Local and Intermediate Revenue	<u>\$152,695,102</u>	<u>\$41,232,101</u>	<u>\$2,809,893</u>	<u>\$196,737,096</u>	<u>\$186,089,700</u>	<u>\$175,020,942</u>
<b>State Program Revenues</b>						
5811 Per Capita Apportionment	\$6,874,168	-	-	\$6,874,168	\$10,314,635	\$6,016,350
5812-5819 Foundation School Program	\$39,324,361	-	-	\$39,324,361	\$35,980,157	\$54,688,470
5829 State Revenue Distributed by TEA	\$25,000	-	\$70,000	\$95,000	\$110,000	\$110,000
5831 Teacher Retirement On-Behalf Payments	\$9,160,000	-	-	\$9,160,000	\$9,900,000	\$10,200,000
Total State Program Revenue	<u>\$55,383,529</u>	<u>\$0</u>	<u>\$70,000</u>	<u>\$55,453,529</u>	<u>\$56,304,792</u>	<u>\$71,014,820</u>
<b>Federal Program Revenues</b>						
5921 School Breakfast Program	-	-	\$1,263,979	\$1,263,979	\$1,237,000	\$1,205,000
5922 National School Lunch Program	-	-	\$6,528,027	\$6,528,027	\$6,179,000	\$6,140,000
5923 United States Department of Agriculture (USDA) Donated Commodities	-	-	\$639,000	\$639,000	\$618,000	\$589,500
5929 Federal Revenues Distributed by TEA	-	-	\$166,571	\$166,571	\$152,000	\$152,000
5931 School Health and Related Services (SHARS)	\$1,650,000	-	-	\$1,650,000	\$550,000	\$550,000
Total Federal Program Revenues	<u>\$1,650,000</u>	<u>\$0</u>	<u>\$8,597,577</u>	<u>\$10,247,577</u>	<u>\$8,736,000</u>	<u>\$8,636,500</u>
<b>Total Revenue</b>	<u>\$209,728,631</u>	<u>\$41,232,101</u>	<u>\$11,477,470</u>	<u>\$262,438,202</u>	<u>\$251,130,492</u>	<u>\$254,672,262</u>

# Financial Section continued

Carrollton-Farmers Branch Independent School District  
**Combined Budget Summary**  
 General Fund, Debt Service Fund and Food Service Special Revenue Fund  
 2013-2014

<i>Expenditures</i>	<u>General Fund</u>	<u>Debt Service Fund</u>	<u>Food Service Fund</u>	2013-14	2012-13	2011-12
				<u>Memo Total</u>	<u>Memo Total</u>	<u>Memo Total</u>
11 Instruction	\$116,136,900	-	-	\$116,136,900	\$115,653,682	\$119,423,493
12 Instructional Resources & Media	\$3,632,837	-	-	\$3,632,837	\$3,627,150	\$1,569,131
13 Curriculum & Staff Development	\$4,598,262	-	-	\$4,598,262	\$4,343,819	\$4,633,049
21 Instructional Leadership	\$3,507,976	-	-	\$3,507,976	\$3,020,073	\$3,481,687
23 School Leadership	\$13,735,953	-	-	\$13,735,953	\$13,071,513	\$13,213,862
31 Guidance, Counseling & Evaluation	\$9,311,883	-	-	\$9,311,883	\$8,577,371	\$9,133,009
32 Social Work Services	\$176,953	-	-	\$176,953	\$172,358	\$166,064
33 Health Services	\$2,505,632	-	-	\$2,505,632	\$2,520,205	\$706,648
34 Transportation	\$4,523,440	-	-	\$4,523,440	\$3,860,548	\$3,560,015
35 Food Services	\$0	-	\$11,477,470	\$11,477,470	\$10,875,600	\$10,781,600
36 Co-Curricular/Extra Curricular	\$4,661,822	-	-	\$4,661,822	\$4,267,049	\$4,683,527
41 General Administration	\$6,187,255	-	-	\$6,187,255	\$6,210,151	\$6,658,164
51 Plant Maintenance & Operation	\$23,421,841	-	-	\$23,421,841	\$22,984,657	\$23,998,773
52 Security & Monitoring Services	\$1,481,171	-	-	\$1,481,171	\$1,450,213	\$1,693,515
53 Data Processing	\$6,181,914	-	-	\$6,181,914	\$4,985,931	\$5,001,631
61 Community Services	\$202,358	-	-	\$202,358	\$288,684	\$452,538
71 Debt Services	\$0	\$41,232,101	-	\$41,232,101	\$39,712,613	\$39,835,007
81 Facilities Acquisition & Construction	\$95,508	-	-	\$95,508	\$93,615	\$88,764
91 Contracted Instructional Services	\$0	-	-	\$0	\$0	\$0
92 Incremental Costs Assoc w ith Chap 41	\$0	-	-	\$0	\$0	\$0
95 Juvenile Justice Alternative Ed Programs	\$200,000	-	-	\$200,000	\$200,000	\$200,000
97 Tax Increment Financing Zone	\$15,860,725	-	-	\$15,860,725	\$14,340,274	\$14,140,000
99 Other Intergovernmental Charges	\$ 973,652	-	-	\$973,652	\$973,652	\$980,751
<b>Total Appropriated Expenditures</b>	<b>\$217,396,082</b>	<b>\$41,232,101</b>	<b>\$11,477,470</b>	<b>\$270,105,653</b>	<b>\$261,229,158</b>	<b>\$264,401,228</b>
<i>Other Sources &amp; Uses</i>						
Operating Transfers In	-	-	-	-	-	-
<b>Net Other Sources &amp; Uses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<i>Estimated Change in Fund Balance</i>	<b>(\$7,667,451)</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$7,667,451)</b>	<b>(\$10,098,666)</b>	<b>(\$9,728,966)</b>
<i>Estimated Fund Balance 9/1</i>	\$82,152,193	\$7,331,153	\$171,557	\$89,654,903	\$89,344,942	\$76,770,897
<b>Estimated Fund Balance 8/31</b>	<b>\$74,484,742</b>	<b>\$7,331,153</b>	<b>\$171,557</b>	<b>\$81,987,452</b>	<b>\$79,246,276</b>	<b>\$67,041,931</b>

## Financial Section continued

### Five Year Summary General Fund, Debt Service and Food Service Revenue

	Beginning Budget 2009-10	Beginning Budget 2010-11	Beginning Budget 2011-12	Beginning Budget 2012-2013	Beginning Budget 2013-2014
Local Sources	\$200,829,292	\$189,110,899	\$175,020,942	\$186,089,700	\$196,737,096
State Sources	\$58,349,603	\$53,296,395	\$60,814,820	\$46,404,792	\$46,293,529
Federal Sources	\$7,729,721	\$26,424,894	\$18,836,500	\$18,636,000	\$19,407,577
Sub-Total	\$266,908,616	\$268,832,188	\$254,672,262	\$251,130,492	\$262,438,202
Other Sources	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$266,908,616</b>	<b>\$268,832,188</b>	<b>\$254,672,262</b>	<b>\$251,130,492</b>	<b>\$262,438,202</b>

### Five Year Summary General Fund, Debt Service and Food Service Expenditures By Major Object

	Beginning Budget 2009-10	Beginning Budget 2010-11	Beginning Budget 2011-12	Beginning Budget 2012-2013	Beginning Budget 2013-2014
Payroll	\$176,135,216	\$176,206,000	\$170,659,141	\$169,302,288	\$172,692,612
Debt Service	\$44,262,356	\$42,100,147	\$39,835,007	\$39,712,613	\$41,232,101
Purchased Services	\$23,704,683	\$23,009,160	\$22,986,645	\$22,349,552	\$21,680,576
Supplies & Materials	\$13,547,707	\$13,777,859	\$13,213,663	\$12,307,887	\$15,116,233
Tax Increment Financing	\$14,191,000	\$16,100,000	\$14,140,000	\$14,340,274	\$15,860,725
Other Operating	\$3,025,348	\$3,119,826	\$3,000,548	\$2,783,884	\$3,092,906
Capital Outlay	\$247,258	\$525,508	\$566,224	\$432,660	\$430,500
<b>Total</b>	<b>\$275,113,568</b>	<b>\$274,838,500</b>	<b>\$264,401,228</b>	<b>\$261,229,158</b>	<b>\$270,105,653</b>

# GENERAL FUND



## General Fund continued

The General Fund is used to account for all financial transactions not properly included in other funds. The principal sources of revenue include local property taxes, State revenue, interest income, and federal revenue. Expenditures include all costs associated with the operations of the schools.

### *Revenue Trends and Assumptions*

The largest portion of funding in the General Fund consists of local revenue, which accounts for approximately 72.81% of total budgeted funds and is primarily property taxes. The remainder of the revenue necessary to fund operating expenditures is derived from State and Federal funding sources.

#### Legislative History regarding Texas Public School funding

In May 2006 the Texas Legislature passed House Bill 1. HB1 provided for a reduction to 88.67 percent of the 2005-06 Maintenance & Operations tax rate for 2006-07. Districts reducing tax rates by this amount were guaranteed the better of 2005-06 or 2006-07 state aid and local tax revenue. Under HB 1, during the 2007-08 school year, districts further reduced their tax rates to 66.67 percent of the 2005-06 Maintenance & Operations tax rate. After the initial tax rate reduction, districts had access to an equalized \$0.04 without voter approval, and an additional equalized \$0.02 in 2008-09 with voter approval at rates higher than the normal yield. The C-FB ISD Board of Trustees elected to set a Maintenance & Operations tax rate of \$1.04 in 2007-08. This is equal to the compression rate of 66.67 percent times the 2005-06 tax rate of \$1.50 plus \$0.04 of the available \$0.04 referenced in HB 1. Although the intent of HB1 was to equalize funding per student throughout the state (commonly called a target revenue system) large discrepancies exist. HB 3646 was passed with the 81<sup>st</sup> legislature (completed June 1, 2009) and is a modified continuation of the target revenue system. Districts with lower than average target revenue amounts were increased by up to a maximum of \$350/per weighted average daily attendance (WADA); the rest of the districts were given a minimum of \$120/per student in WADA. Accompanying the increase in state funds was a mandate to give a raise to a specific group of employees. This mandated raise used 74% of the new money allocated to the district. The state funded \$1.866 billion for formula improvements and \$1.3 billion to maintain the Foundation School Program from Federal American Recovery and Reinvestment Act (ARRA) funds. In July of 2011 the Texas Legislature passed Senate Bill 1. SB1 continued the target revenue concept with slight modification from previous legislation. With the State of Texas facing large deficits for the biennium, SB1 created a regular program adjustment factor (RPAF) that was set at 0.9239 in 2011-12 and 0.98 in 2012-13. The formula also established a reduction to target revenue per WADA by applying a target revenue adjustment factor (TRAF) of .9235 in 2012-13. During the 2013 Legislative Session, the Texas Legislature adopted a biennial budget that “restored” \$3.2 billion of the \$4 billion that was cut from basic state aid during the 2011 session. The RPAF was increased from .98 to 1 and the TRAF was increased from .9235 to .9263. The Legislature did not materially change the Finance System during the session.

## General Fund continued

The 2013 session resulted in increases to the equalized wealth level for taxes up to the compressed rate to \$495,000 per WADA in 2013-14 and \$504,000 in 2014-15; no recapture for the next six cents. Pennies above the compressed tax rate plus six cents are recaptured at \$319,500.

The District's assessed value of taxable property increased from \$14.20 billion to \$14.96 billion or an increase of 5.38%. The Texas Comptroller of Public Accounts annually certifies the final property value on or before July 1. The district reduces the certified taxable value by 2.5% to 3.0% when calculating tax revenue. This is because the District has been experiencing a "shrinkage" in the tax roll during the collection year as more property owners are protesting their taxes resulting in a lower net tax roll. There have also been increasing numbers of properties that are exempt from taxes.

Finally, changes in the district's assessed value – either increases or decreases do not *harm* nor *benefit* the district under the Target Revenue concept, up to the compressed tax rate. In general, as the tax revenues go up, the State revenue goes down by a similar amount; hence although the relative value of the various funding sources may change the net bottom line will remain virtually the same. Under SB1, the legislatures established the intent to eliminate target revenue by September 1, 2017.

Under the current system, if a district's Tier I state aid plus local revenue at its compressed rate is more than the target level, the district gets to keep it all and is considered to be a "formula" district. If a district's Tier I state aid plus local revenue at the compressed rate is less than the target level, the district continues to receive "Additional State Aid for Tax Reduction (ASATR)".

## General Fund continued

A partial history of the District's tax roll shrinkage over time is below.

General Fund Tax Revenue Analysis					
Source	Fiscal Year	Original Budget	Actual Including Delinquent	Actual Overage (Shortage)	Change Percentage
Audit	2003-04	\$196,302,721	\$190,408,327	(\$5,894,394)	-3.00%
Audit	2004-05	\$192,629,573	\$185,417,216	(\$7,212,357)	-3.74%
Audit	2005-06	\$190,546,670	\$185,993,022	(\$4,553,648)	-2.39%
Audit	2006-07	\$177,704,850	\$178,142,399	\$437,549	0.25%
Audit	2007-08	\$152,090,892	\$147,862,344	(\$4,228,548)	-2.78%
Audit	2008-09	\$155,846,789	\$152,467,862	(\$3,378,927)	-2.17%
Audit	2009-10	\$152,074,275	\$150,496,867	(\$1,577,408)	-1.04%
Audit	2010-11	\$143,223,842	\$142,913,208	(\$310,634)	-0.22%
Audit	2011-12*	\$140,839,249	\$141,382,002	\$542,753	0.39%
Estimated	2012-13	\$142,011,916	\$144,578,172	\$2,566,256	1.81%

\* 2011-12 budget was recalculated to reflect a 2.5% shrinkage from the original certified value in order to be comparable to prior year estimates.

State revenue consists mainly of two categories totaling \$46,198,529 or 22.03%. The components of State revenue are explained in detail in the Information section of this book. The District has budgeted for the following revenue sources for 2013-14:

- (1) Foundation School Fund: \$39,324,361
- (2) Available School Fund – State Portion: \$6,874,168

The State revenue sources discussed above and local revenue from property tax collections make up approximately 94.17% of total revenue. The majority of the remaining revenue is contributed by the State of Texas for the Teacher Retirement System (TRS) on-behalf of the District's

## General Fund continued

employees. This amount is also recognized as an expenditure estimate, which is calculated at 6.4% of eligible employee earnings.

### Enrollment

Enrollment projections are one of the most significant factors in the budget development and long-range financial planning process. Enrollment projections are designed to predict the student enrollment of the District based on geographic data, student data, migration data, and historical data of student populations. Based on current enrollment trends, the District's growth is concentrated on its Western edge. Due to this current and anticipated growth, the District opened LaVillita Elementary School in August of 2008. Long-range plans in this area include increasing capacity through Las Colinas Elementary, which is being rebuilt with existing bond funds. In addition Ranchview High School is being evaluated to determine if expansion of the facility is needed. Current demographic data indicates that future growth will not require significant expansion. Modest enrollment growth in the southern part of the District has been addressed by the construction of Strickland Intermediate School which also opened in August of 2008. Enrollment trends in all other parts of the District indicate that current facilities will be adequate, with minor renovation and additions.

### Federal Funds

The District receives certain federal revenue that is accounted for in the General Fund. Federal revenue consists mainly of reimbursements from the School Health and Related Services (SHARS) program. SHARS allows local school districts to obtain Medicaid reimbursement for certain health-related services provided to students in special education. The budgeted amount for 2013-14 is \$1,500,000 or 0.72% of the total revenue budget.

### **School District Retiree Health Plan**

*Plan Description.* The Carrollton-Farmers Branch ISD contributes to the Texas Public School Retired Employees Group Insurance Program (TRS-Care), a cost-sharing multiple-employer defined benefit post-employment health care plan administered by the Teacher Retirement System of Texas. TRS-Care Retired Plan provides health care coverage for certain persons (and their dependents) who retired under the Teacher Retirement System of Texas. The statutory authority for the program is Texas Insurance Code, Chapter 1575. Section 1575.052 grants the TRS Board of Trustees the authority to establish and amend basic and optional group insurance coverage for participants. The TRS issues a publicly available financial report that includes financial statements and required supplementary information for the TRS-Care. That report may be obtained by visiting the TRS web site at [www.trs.state.tx.us](http://www.trs.state.tx.us), by writing to the Communications Department of the Teacher Retirement System of Texas at 1000 Red River Street, Austin, Texas 78701, or by calling 1-800-223-8778.

*Funding Policy.* Contribution requirements are not actuarially determined but are legally established each biennium by the Texas Legislature. Texas Insurance Code, Sections 1575.202, 203, and 204 establish state, active employee, and public school contributions, respectively. Funding for free basic coverage is provided by the program based upon public school district

## General Fund continued

payroll. Per Texas Insurance Code, Chapter 1575, the public school contribution may not be less than 0.25% or greater than 0.75% of the salary of each active employee of the public school. Funding for optional coverage is provided by those participants selecting the optional coverage.

Contribution rates and amounts are shown in the table below for fiscal years ending 2013-2011.

Year	Active Member		State		School District	
	Rate	Amount	Rate	Amount	Rate	Amount
2013	0.65%	942,220	0.50%	724,785	0.55%	797,263
2012	0.65%	959,855	1.00%	1,476,700	0.55%	812,185
2011	0.65%	999,380	1.00%	1,537,508	0.55%	845,629

### *Expenditure Summary*

The General Fund expenditure budget for 2013-14 is \$217,396,082. This is an increase of \$6,755,137 or 3.21% more than the 2012-13 expenditure budget. The majority of the increase is a result of compensation plan adjustments. The board approved a 2.5% across the board pay raise for all employees and the addition of annual performance pay of \$500. The performance pay is based upon academic results from the 2011-12 school year.

Management knows that deficit budgets cannot be sustained over the long-run and is working toward a balanced budget in a deliberate manner; with the goal of cutting costs with the least amount of disruption as possible. Current state funding formulas do not allow for new programs, inflation or future compensation increases. Until the funding formulas change, the district will be required to continue to cut programs, staff and other operating expenditures or conduct a tax rate election and gain voter approval to raise the tax rate to achieve a balanced budget.

As always, the majority of a school district's expenditures are for personnel costs, 76.98% (83.04% if excluding the Tax Increment Finance payment). C-FB ISD's salary schedule for *new* teachers does provide for differing amounts based on years of experience. Salary schedules are included in the Information Section of this book.

## General Fund continued

Other significant expenditure items include the following:

Category	Budget Amount	% of Total Budget
Payroll	\$167,344,973	76.98%
Tax Increment Finance Payment	\$15,860,725	7.30%
Utilities	\$6,914,023	3.18%
Student Transportation	\$4,523,440	2.08%
Appraisal District	\$973,652	0.45%
Insurance & Bonding	\$785,675	0.36%
Computer Service Contract	\$514,525	0.24%
Copier Rentals	\$505,443	0.23%
Legal	\$495,000	0.23%
Audit	\$62,000	0.03%
Election Costs	\$47,500	0.02%

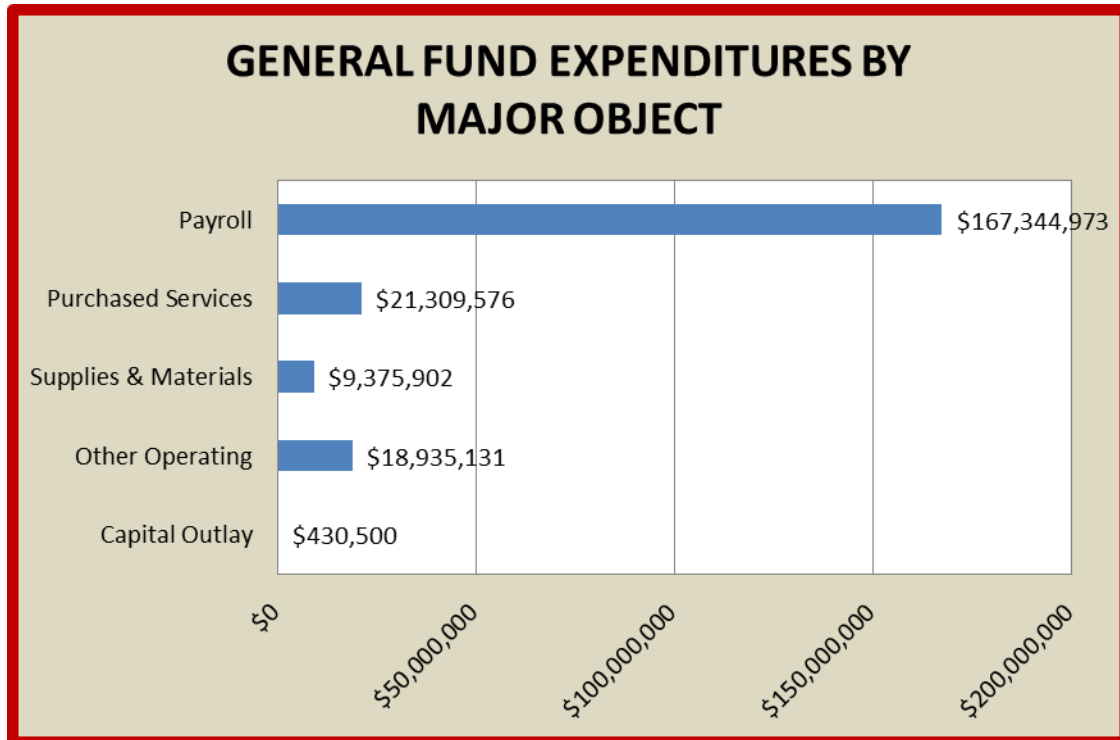
The above items equal 91.09% of the total 2013-14 budget.

### General Fund Expenditures By Major Object

	Beginning Budget 2012-13	Beginning Budget 2013-14	Percentage Increase (Decrease)	Percentage of Total
Payroll	\$164,257,688	\$167,344,973	1.88%	76.98%
Purchased Services	\$20,634,552	\$21,309,576	3.27%	9.80%
Supplies & Materials	\$8,211,387	\$9,375,902	14.18%	4.31%
Other Operating	\$17,104,658	\$18,935,131	10.70%	8.71%
Capital Outlay	\$432,660	\$430,500	-0.50%	0.20%
<b>Total</b>	<b>\$210,640,945</b>	<b>\$217,396,082</b>	<b>3.21%</b>	<b>100.00%</b>

## General Fund continued

The graph below depicts the 2013-14 budget by major object.



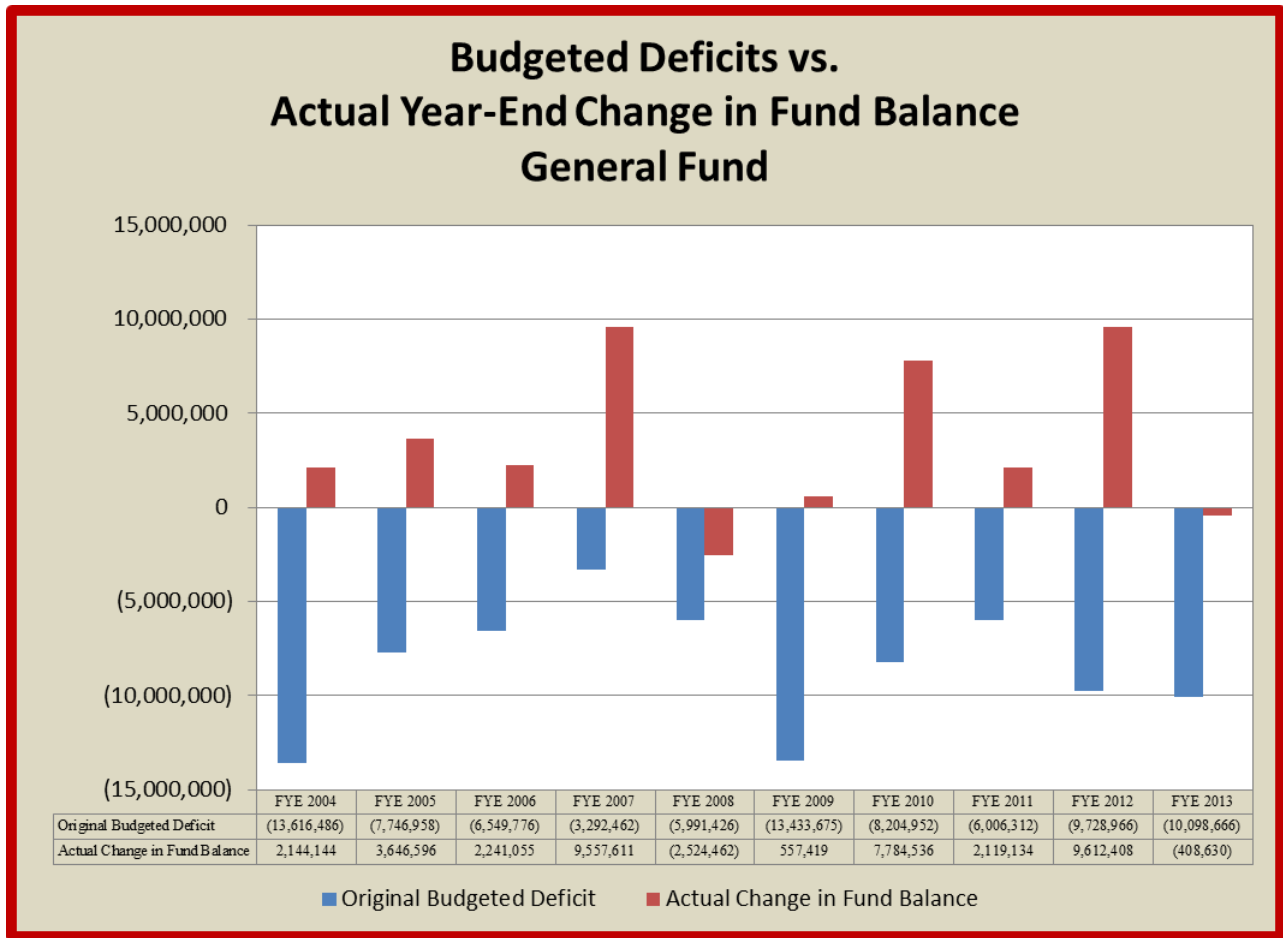
### ***Impact on Fund Balance***

The District's fund balance is projected to decrease approximately \$7,667,451; leaving a projected fund balance of \$74,484,742. This projected balance represents 135 days expenditures or approximately 36.96% of the annual budgeted expenditures and provides substantial stability given significant uncertainty in projections of future revenue and expenditures.

The District has elected to use a portion of its fund balance to balance the General Fund budget. This philosophy has been utilized in an attempt to minimize drastic personnel staffing and other changes that would be necessary to balance the budget if completed in one year. For future budgets, the District plans to review all budget line items to determine where future cuts can be made without hurting District instructional goals. Also, the District will consider a rollback election asking voters for additional pennies on the tax rate.

The need for deficit budgets is a major concern to district management. On-going efforts to review programs in a cost vs. benefit manner continue as we look to the future. At the same time, sustained efforts to reduce costs *as we go* are in place. Even if central departments have money in their budget, they are encouraged to "stop-look-evaluate" first to make sure that the purchase is something required. Because of this philosophy, coupled with other factors, the district has had many more *budgeted* deficits than *realized* deficits.

# General Fund continued



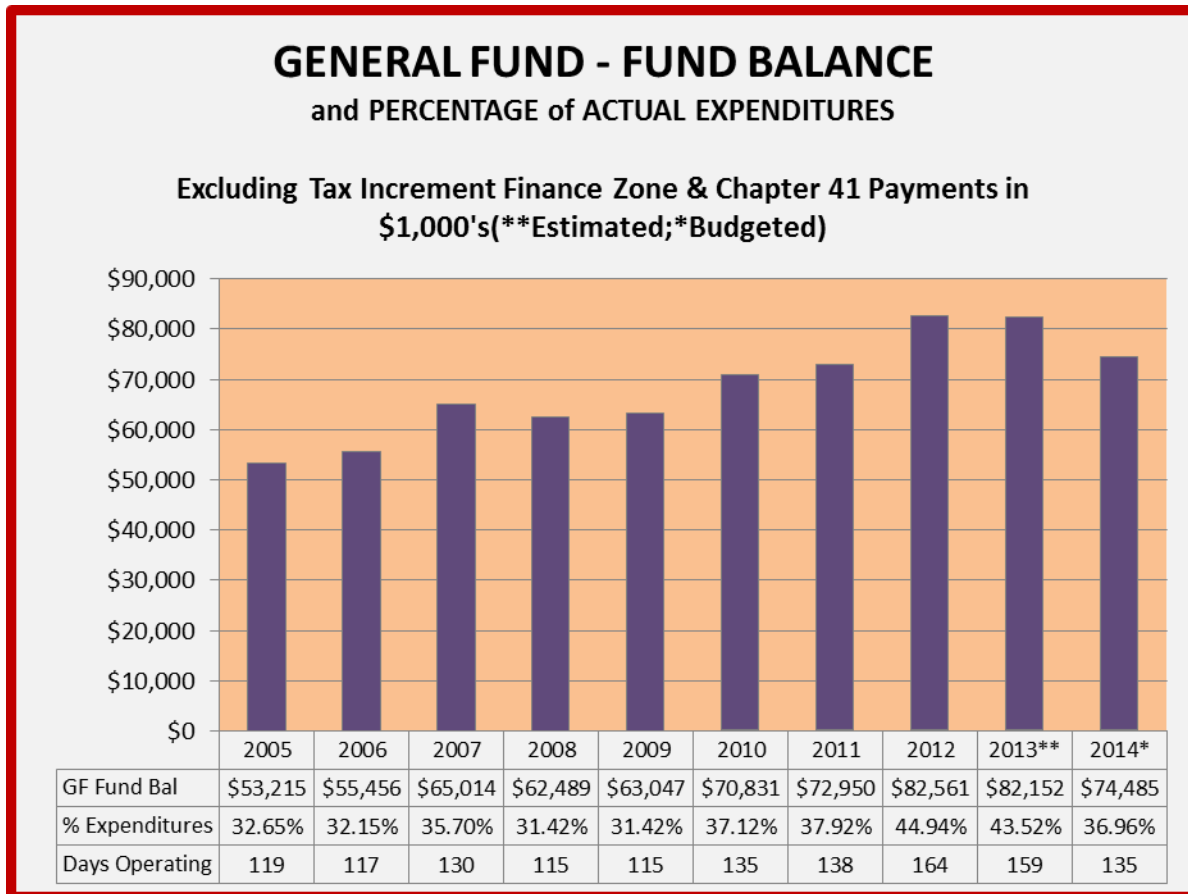
### Unusual Items

2004	One-time payments related to the Freeport Exemption + \$5,750,000
2009	State revenue reimbursement related to the Tax Increment Finance Zone for the years of 2006-07, 2007-08, and 2008-09 + \$5,998,997
2010	State revenue reimbursement due to audit of 2005 Taxable Values for the years 2006-07, 2007-08, 2008-09 + \$2,389,017
	State revenue reimbursement related to the Tax Increment Finance Zone for years 2006-07, 2007-08, 2008-09 + \$1,471,602
	State revenue reimbursement of prior year Chapter 41 payment due to audit of the 2005 Taxable values + \$1,282,506
2012	3 less work days in August 2012 as compared to August 2011 for teachers and most other non year round employees
2013	Electricity - \$774,000: SHARS revenue +\$674,000 State revenue reimbursement due to property value audits +835,898



## General Fund continued

The graph below depicts the fund balance of the General Fund as a percentage of the total expenditures over time.



The above graph does not include one-time federal funds of \$4,075,812 that was received by the district in 2011-12 that resulted in general fund expenditures being shifted for one year.

Note: In Board Policy CA (LOCAL), there is language regarding the Board's minimum fund balance aspirations for the General Fund. In an effort to provide adequate cash flow for its operations, the District shall make every effort to maintain an unassigned fund balance equal to a minimum of two months of operations costs. As the chart above shows, the District has been able to exceed this guideline in the past and is projected to continue this trend in the future.

# General Fund continued

## General Fund Five Year Summary of Revenues and Expenditures

	Audited 2009-10	Audited 2010-11	Audited 2011-12	Beginning Budget 2012-13	Estimated Actual 2012-13	Beginning Budget 2013-14	Increase (Decrease)	% Change	% Of Total
<i>Estimated Revenues</i>									
<b>LOCAL AND INTERMEDIATE</b>									
Tax Revenues	\$150,416,541	\$144,004,815	\$142,157,713	\$142,761,916	\$145,569,900	\$151,310,002	\$8,548,086	5.99%	72.15%
Other Local	\$2,974,453	\$1,565,389	\$4,126,129	\$1,010,571	\$1,690,440	\$1,385,100	\$374,529	37.06%	0.66%
<b>STATE</b>									
Per Capita and other state revenue	\$45,863,375	\$51,700,558	\$50,585,614	\$46,319,792	\$44,267,987	\$46,223,529	(\$96,263)	-0.21%	22.04%
On-behalf Retirement Payment	\$9,646,767	\$9,873,417	\$8,938,117	\$9,900,000	\$8,662,891	\$9,160,000	(\$740,000)	-7.47%	4.37%
<b>FEDERAL</b>									
Direct	\$1,288,605	\$1,593,507	\$1,291,612	\$550,000	\$1,984,463	\$1,650,000	\$1,100,000	200.00%	0.79%
<b>Total Estimated Revenue</b>	<b>\$210,189,741</b>	<b>\$208,737,686</b>	<b>\$207,099,185</b>	<b>\$200,542,279</b>	<b>\$202,175,681</b>	<b>\$209,728,631</b>	<b>\$9,186,352</b>	<b>4.58%</b>	<b>100.00%</b>
<i>Appropriated Expenditures</i>									
11 Instruction	\$118,255,367	\$118,259,002	\$110,697,336	\$115,653,682	\$111,452,170	\$116,136,900	\$483,218	0.42%	53.42%
12 Instructional Resources & Media	\$3,200,334	\$3,051,610	\$1,469,290	\$3,627,150	\$3,686,115	\$3,632,837	\$5,687	0.16%	1.67%
13 Curriculum & Staff Development	\$3,513,648	\$3,553,807	\$3,548,493	\$4,343,819	\$3,568,094	\$4,598,262	\$254,443	5.86%	2.12%
21 Instructional Leadership	\$2,300,286	\$2,202,720	\$2,254,753	\$3,020,073	\$2,697,660	\$3,507,976	\$487,903	16.16%	1.61%
23 School Leadership	\$13,564,180	\$13,503,583	\$11,212,332	\$13,071,513	\$13,118,244	\$13,735,953	\$664,440	5.08%	6.32%
31 Guidance Counseling & Evaluation	\$9,186,273	\$8,768,294	\$8,897,912	\$8,577,371	\$8,556,951	\$9,311,883	\$734,512	8.56%	4.28%
32 Social Work Services	\$165,773	\$168,735	\$167,352	\$172,358	\$177,134	\$176,953	\$4,595	2.67%	0.08%
33 Health Services	\$2,495,402	\$2,376,385	\$2,493,394	\$2,520,205	\$2,404,846	\$2,505,632	(\$14,573)	-0.58%	1.15%
34 Transportation	\$3,055,499	\$3,809,657	\$3,059,904	\$3,860,548	\$4,283,536	\$4,523,440	\$662,892	17.17%	2.08%
35 Food Services	\$0	\$0	\$0	\$0	\$10,197	\$0	\$0	0.00%	0.00%
36 Co-Curricular/Extra Curricular	\$4,271,711	\$4,340,219	\$4,275,593	\$4,267,049	\$4,386,071	\$4,661,822	\$394,773	9.25%	2.14%
41 General Administration	\$6,504,660	\$6,484,862	\$5,612,209	\$6,210,151	\$5,569,995	\$6,187,255	(\$22,896)	-0.37%	2.85%
51 Plant Maintenance & Operation	\$16,212,712	\$18,119,838	\$21,990,240	\$22,984,657	\$21,255,422	\$23,421,841	\$437,184	1.90%	10.77%
52 Security & Monitoring Services	\$1,507,175	\$1,561,476	\$1,378,139	\$1,450,213	\$1,422,513	\$1,481,171	\$30,958	2.13%	0.68%
53 Data Processing	\$4,713,646	\$4,634,090	\$5,307,072	\$4,985,931	\$5,004,297	\$6,181,914	\$1,195,983	23.99%	2.84%
61 Community Services	\$662,312	\$369,706	\$223,158	\$288,684	\$160,268	\$202,358	(\$86,326)	-29.90%	0.09%
81 Facilities Acquisition & Construction	\$90,654	\$92,242	\$92,424	\$93,615	\$108,359	\$95,508	\$1,893	2.02%	0.04%
91 Contracted Instructional Services	\$0	\$0	\$75,536	\$0	\$0	\$0	\$0	0.00%	0.00%
92 Incremental Costs Assoc with Chap 41	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%	0.00%
95 Juvenile Justice Alternative Ed Prgrms	\$159,550	\$143,124	\$57,484	\$200,000	\$28,386	\$200,000	\$0	0.00%	0.09%
97 Tax Increment Financing Zone	\$12,995,177	\$15,139,211	\$13,777,411	\$14,340,274	\$13,807,241	\$15,860,725	\$1,520,451	10.60%	7.30%
99 Other Intergovernmental Charges	\$963,230	\$937,593	\$898,662	\$973,652	\$886,812	\$973,652	\$0	0.00%	0.45%
<b>Total Appropriated Expenditures</b>	<b>\$203,817,589</b>	<b>\$207,516,154</b>	<b>\$197,488,694</b>	<b>\$210,640,945</b>	<b>\$202,584,311</b>	<b>\$217,396,082</b>	<b>\$6,755,137</b>	<b>3.21%</b>	<b>100.00%</b>
<i>Other Sources &amp; Uses</i>									
Contractual Obligation Proceeds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sale of Property	\$0	\$363,964	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Resources	\$1,282,506	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Transfers In/Misc Non-Rev	\$131,898	\$533,638	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Item	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Transfers out & Other Uses	(\$2,020)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Net Other Sources &amp; Uses</b>	<b>\$1,412,384</b>	<b>\$897,602</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<i>Estimated Change in Fund Balance</i>									
Estimated Change in Fund Balance	\$7,784,536	\$2,119,134	\$9,610,491	(\$10,098,666)	(\$408,630)	(\$7,667,451)	\$2,431,215		
Estimated Fund Balance 9/1	\$63,046,662	\$70,831,198	\$72,950,332	\$82,560,823	\$82,560,823	\$82,152,193	(\$408,630)		
Estimated Year-end adjustment				\$9,690,036			(\$9,690,036)		
<b>Estimated Fund Balance 8/31</b>	<b>\$70,831,198</b>	<b>\$72,950,332</b>	<b>\$82,560,823</b>	<b>\$82,152,193</b>	<b>\$82,152,193</b>	<b>\$74,484,742</b>	<b>(\$7,667,451)</b>		

\* 2011-12 does not include one time Edu-Job funds of \$4,075,811; 2010-11 does not include SFSF funds of \$8,141,609; 2009-10 does not include SFSF funds of \$7,560,424

See IMPACT ON FUND BALANCE discussion for more detail regarding use of fund balance.

# General Fund continued

## Carrollton-Farmers Branch Independent School District Budget Appropriations for 2013-2014

#	Name	Payroll	Purchased & Contracted	Supplies & Materials	Other Operating	Capital Outlay	2013-2014 Total
001	R.L. Turner High	\$ 11,507,026	\$ 123,842	\$ 296,651	\$ 136,412	\$ -	\$ 12,063,931
002	Newman Smith High	\$ 10,737,734	\$ 129,497	\$ 237,603	\$ 154,759	\$ -	\$ 11,259,593
003	Mary Grimes Learning Ctr	\$ 842,506	\$ 17,772	\$ 15,431	\$ 2,815	\$ -	\$ 878,524
005	Alternative Ed Prgm	\$ 1,375,758	\$ 10,300	\$ 13,890	\$ 4,000	\$ -	\$ 1,403,948
006	Creekview High	\$ 10,302,886	\$ 121,727	\$ 260,105	\$ 129,538	\$ -	\$ 10,814,256
007	Ranchview High	\$ 5,388,446	\$ 84,275	\$ 184,283	\$ 137,580	\$ -	\$ 5,794,584
008	Denton County JJAEP	\$ -	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
009	Dallas County JJAEP	\$ -	\$ 175,000	\$ -	\$ -	\$ -	\$ 175,000
010	Early College High School	\$ 870,590	\$ 9,946	\$ 33,270	\$ 1,201	\$ -	\$ 915,007
039	High School Summer School	\$ 471,211	\$ 2,850	\$ 7,741	\$ 1,878	\$ -	\$ 483,680
041	Vivian Field Middle	\$ 4,722,992	\$ 86,026	\$ 86,167	\$ 29,563	\$ -	\$ 4,924,748
042	DeWitt Perry Middle	\$ 4,670,670	\$ 68,230	\$ 75,235	\$ 39,085	\$ -	\$ 4,853,220
044	Dan F Long Middle	\$ 3,959,312	\$ 61,673	\$ 84,483	\$ 19,050	\$ -	\$ 4,124,518
045	Blalack Middle	\$ 4,913,900	\$ 30,940	\$ 76,347	\$ 33,600	\$ -	\$ 5,054,787
046	Ted Polk Middle	\$ 4,837,045	\$ 63,050	\$ 83,760	\$ 37,350	\$ -	\$ 5,021,205
047	Barbara Bush Middle	\$ 3,657,446	\$ 57,410	\$ 70,867	\$ 32,954	\$ -	\$ 3,818,677
099	Middle School Summer School	\$ 351,589	\$ 713	\$ 5,225	\$ 190	\$ -	\$ 357,717
102	Carrollton Elementary	\$ 3,349,341	\$ 8,665	\$ 51,346	\$ 10,750	\$ -	\$ 3,420,102
103	Central Elementary	\$ 3,206,459	\$ 36,140	\$ 59,690	\$ 8,600	\$ -	\$ 3,310,889
105	Good Elementary	\$ 2,640,636	\$ 13,200	\$ 44,392	\$ 19,250	\$ -	\$ 2,717,478
106	Janie Stark Elementary	\$ 2,778,162	\$ 5,700	\$ 58,414	\$ -	\$ -	\$ 2,842,276
109	Farmers Branch Elementary	\$ 2,536,971	\$ 10,300	\$ 32,897	\$ 8,500	\$ -	\$ 2,588,668
110	Blanton Elementary	\$ 2,849,021	\$ 6,900	\$ 46,907	\$ 7,500	\$ -	\$ 2,910,328
111	June Thompson Elementary	\$ 2,712,353	\$ 9,800	\$ 40,959	\$ 9,500	\$ -	\$ 2,772,612
112	Country Place Elementary	\$ 2,046,222	\$ 7,556	\$ 25,180	\$ 5,181	\$ -	\$ 2,084,139
113	Dale B Davis Elementary	\$ 2,677,461	\$ 9,464	\$ 39,842	\$ 9,577	\$ -	\$ 2,736,344
114	McCoy Elementary	\$ 2,131,631	\$ 8,001	\$ 24,951	\$ 7,901	\$ -	\$ 2,172,484
116	Furneau Elementary	\$ 2,103,441	\$ 8,930	\$ 25,932	\$ 5,250	\$ -	\$ 2,143,553
117	Marie Huie Sp Ed Campus	\$ 642,904	\$ -	\$ 9,609	\$ 2,000	\$ -	\$ 654,513
118	Rosemeade Elementary	\$ 2,177,381	\$ 9,350	\$ 29,650	\$ 3,885	\$ -	\$ 2,220,266
120	Las Colinas Elementary	\$ 2,393,866	\$ 9,150	\$ 37,338	\$ 14,275	\$ -	\$ 2,454,629
121	Tom Landry Elementary	\$ 2,211,968	\$ 9,670	\$ 28,627	\$ 3,650	\$ -	\$ 2,253,915
122	Kent Elementary	\$ 2,020,181	\$ 7,418	\$ 30,211	\$ 5,200	\$ -	\$ 2,063,010
123	Riverchase Elementary	\$ 2,043,333	\$ 7,650	\$ 21,203	\$ 3,100	\$ -	\$ 2,075,286
124	McKamy Elementary	\$ 3,031,158	\$ 8,457	\$ 35,950	\$ 7,527	\$ -	\$ 3,083,092
125	Sheffield Elementary	\$ 4,043,746	\$ 21,001	\$ 64,011	\$ 9,307	\$ -	\$ 4,138,065
126	Rainwater Elementary	\$ 2,028,946	\$ 6,484	\$ 28,616	\$ 6,840	\$ -	\$ 2,070,886
128	Freeman Elementary	\$ 2,683,261	\$ 9,200	\$ 41,461	\$ 4,100	\$ -	\$ 2,738,022
129	Kathryn McWhorter Elementary	\$ 3,007,528	\$ 8,312	\$ 50,505	\$ 8,980	\$ -	\$ 3,075,325
131	Dave Blair Intermediate	\$ 3,243,744	\$ 15,650	\$ 39,295	\$ 14,948	\$ -	\$ 3,313,637
132	LaVillita Elementary	\$ 2,439,425	\$ 8,210	\$ 40,624	\$ 4,850	\$ -	\$ 2,493,109
135	Neil R. McLaughlin/Nancy H. Strickland	\$ 3,786,044	\$ 8,500	\$ 71,226	\$ 4,620	\$ -	\$ 3,870,390
198	Outdoor Education Center	\$ 71,533	\$ -	\$ -	\$ -	\$ -	\$ 71,533
199	Elementary Summer School	\$ 410,409	\$ 156,750	\$ 11,638	\$ 2,376	\$ -	\$ 581,173

# General Fund continued

## Carrollton-Farmers Branch Independent School District Budget Appropriations for 2013-2014 *continued*

#	Name	Payroll	Purchased & Contracted	Supplies & Materials	Other Operating	Capital Outlay	2013-2014 Total
701	Superintendent	\$ 490,745	\$ 9,500	\$ 6,650	\$ 33,250	\$ -	\$ 540,145
702	Board of Trustees	\$ -	\$ 505,450	\$ 4,940	\$ 98,800	\$ -	\$ 609,190
703	Tax Office	\$ 156,459	\$ 1,006,060	\$ 23,001	\$ 7,400	\$ -	\$ 1,192,920
719	Student Services	\$ 168,551	\$ 3,315	\$ 9,885	\$ 7,800	\$ -	\$ 189,551
727	Dir of Public Information	\$ 326,875	\$ 247,075	\$ 15,825	\$ 10,771	\$ -	\$ 600,546
729	Business Office	\$ 1,813,070	\$ 266,140	\$ 61,546	\$ 178,700	\$ -	\$ 2,319,456
731	Personnel-Professional	\$ 667,455	\$ 124,400	\$ 29,153	\$ 42,917	\$ -	\$ 863,925
732	Personnel-Support	\$ 156,326	\$ 53,200	\$ 3,700	\$ 2,000	\$ 3,000	\$ 218,226
734	Purchasing	\$ 265,126	\$ 28,210	\$ 15,975	\$ 7,185	\$ -	\$ 316,496
735	Textbook Coordinator	\$ 42,457	\$ 300	\$ 841	\$ -	\$ -	\$ 43,598
931	Maintenance	\$ 5,542,335	\$ 9,098,901	\$ 1,541,464	\$ 692,252	\$ 308,750	\$ 17,183,702
932	Distribution Ctr	\$ 517,170	\$ 17,575	\$ 28,262	\$ 1,425	\$ 71,250	\$ 635,682
933	Transportation	\$ -	\$ 4,459,190	\$ 5,000	\$ -	\$ -	\$ 4,464,190
951	Stadium	\$ 43,433	\$ 5,000	\$ 9,500	\$ -	\$ -	\$ 57,933
954	Natorium	\$ 87,137	\$ -	\$ 19,000	\$ -	\$ -	\$ 106,137
960	Assoc Supt for Curriculum	\$ 2,639,839	\$ 318,566	\$ 499,274	\$ 150,908	\$ 47,500	\$ 3,656,087
963	Adult Education	\$ -	\$ 6,294	\$ -	\$ -	\$ -	\$ 6,294
966	Dir of Special Programs	\$ 286,261	\$ 16,890	\$ 34,394	\$ 15,000	\$ -	\$ 352,545
968	Coordinator of Bilingual/ESL	\$ 214,676	\$ 5,000	\$ 48,715	\$ 22,333	\$ -	\$ 290,724
970	Dir of Learning Technology	\$ 1,216,115	\$ 1,071,262	\$ 478,573	\$ 49,637	\$ -	\$ 2,815,587
975	Coordinator of Admin Technology	\$ 1,951,779	\$ 916,695	\$ 361,427	\$ 20,425	\$ -	\$ 3,250,326
976	Coordinator of Learning Media	\$ 337,375	\$ 148,280	\$ 115,169	\$ 15,935	\$ -	\$ 616,759
977	Advanced Academic Services	\$ 688,170	\$ 118,800	\$ 65,375	\$ 50,000	\$ -	\$ 922,345
980	Director of Athletics	\$ 487,543	\$ 43,037	\$ 41,680	\$ 6,300	\$ -	\$ 578,560
981	Student Services	\$ 87,603	\$ 6,940	\$ 24,057	\$ 1,250	\$ -	\$ 119,850
982	Dir of Fine Arts	\$ 325,022	\$ 112,544	\$ 515,939	\$ 215,082	\$ -	\$ 1,168,587
983	Dir of Career & Technology	\$ 436,698	\$ 149,540	\$ 327,156	\$ 124,500	\$ -	\$ 1,037,894
984	Facilities Planning/Research	\$ -	\$ 5,460	\$ 2,370	\$ 2,620	\$ -	\$ 10,450
985	Coordinator Research & Planning	\$ 177	\$ 157,500	\$ 318,450	\$ 4,312	\$ -	\$ 480,439
995	Dir of Special Education	\$ 2,279,651	\$ 346,750	\$ 93,350	\$ 21,500	\$ -	\$ 2,741,251
999	Undistributed Organization	\$ 12,240,689	\$ 582,993	\$ 2,153,699	\$ 16,205,187	\$ -	\$ 31,182,568
	<b>Totals</b>	<b>\$167,344,973</b>	<b>\$21,309,576</b>	<b>\$9,375,902</b>	<b>\$18,935,131</b>	<b>\$430,500</b>	<b>\$217,396,082</b>
	<i>Percentage of Total</i>	76.98%	9.80%	4.31%	8.71%	0.20%	100.00%



# Carrollton · Farmers Branch

---

Independent School District

● ● ● An Innovative Leader in Learning ● ● ●

# DEBT SERVICE

## Debt Service Overview

The Debt Service Fund accounts for payments of principal, interest, and related fees on the District's General Obligation bonds. Under Texas Law, only these Debt Service payments can be charged to this fund.

The most recent bond election was held on October 25, 2003 for \$300.165 million and passed by more than 78% of the votes. There are a number of limitations and restrictions contained in the various General Obligation bonds indentures. The following chart shows bond sales since the 2003 bond election.

Bond Sale	Rates	Amount	Use
Unlimited Tax School Building & Refunding Bonds, Series 2013A and Series 2013B, May 15, 2013	2.0% - 5.0%	\$69,950,000	Construction, renovation, acquisition, and equipment of school buildings, pay cost of issuance of bonds. Refund a portion of the outstanding debt.
Unlimited Tax School Building & Refunding Bonds, 2012 May 15, 2012	2.0% - 5.0%	\$54,965,000	Acquisition, construction, & equipping school buildings, technology, pay cost of issuance of bonds. Refund a portion of the outstanding debt.
Unlimited Tax Refunding Bonds, 2010 November 4, 2010	3.0% - 5.0%	\$63,565,000	Advance refund a portion of the outstanding debt.
Unlimited Tax School Building & Refunding Bonds, 2008 May 8, 2008	3.5% - 5.0%	\$57,435,000	Refund a portion of the District's outstanding debt; acquisition of school buses, constructing, renovating & equipping school buildings & the acquisition of land for school buildings, & to pay issuance costs of bonds.
Unlimited Tax School Building & Refunding Bonds, 2007 February 22, 2007	4.0% - 5.0%	\$105,775,000	Acquisition, construction, & equipping school buildings, technology, pay cost of issuance of bonds. Refund a portion of the outstanding debt.
School Building Unlimited Tax Bonds, Series 2006 April 15, 2006	4.5% - 5.0%	\$41,220,000	Acquisition, construction, & equipping school buildings, technology, pay cost of issuance of bonds.
School Building Unlimited Tax Bonds, Series 2005 March 1, 2005	3.0% - 5.0%	\$54,810,000	Acquisition, construction, & equipping school buildings, technology, pay cost of issuance of bonds.
Unlimited Tax Refunding Bonds, 2004 March 15, 2004	2.0% - 5.0%	\$23,855,000	Advance refund a portion of the outstanding debt.
School Building Unlimited Tax Bonds, Series 2004 March 15, 2004	2.0% - 5.0%	\$54,350,000	Acquisition, construction, & equipping school buildings, technology, pay cost of issuance of bonds.
Unlimited Tax Refunding Bonds, 2003 March 27, 2003	3.0% - 4.0%	\$10,230,000	Advance refund a portion of the outstanding debt.

## **Debt Service continued**

Refunding Bonds have been issued for the purpose of generating resources and decreasing the total Debt Service payments. These refunding issues defeased selected General Obligation bonds from the original issues. All future Debt Service payments on the original bonds have been provided for by placing the proceeds of the Refunding Bonds in irrevocable trust. Accordingly, the trust account assets and the liability for defeased bonds are not included in the District's general purpose financial statements.

### ***Revenue Sources and Trends***

A majority of funding is derived from a designated allocation of the property tax rate, 99.95% for 2013-14. The remainder of the Debt Service revenue is from interest income derived from temporary investments, 0.05% for 2013-14. Although the State has Debt Service Fund formula allocations (described below), the District does not receive revenue from these programs.

### ***Instructional Facilities Allotment Program***

House Bill 4 ("H.B.4") was enacted in 1997 and established the Instructional Facilities Allotment (IFA) to provide state assistance for debt service. The program provides a guaranteed level (\$35) of state and local funds per student per penny of tax effort applicable to debt service on eligible bonds. However, there is a limit on funding for each biennium so the District must apply for funding. No funds were appropriated for new IFA awards. *The District does not receive revenue from this program.*

The applications are ranked based on relative property wealth and funds are awarded up to the dollar limit available.

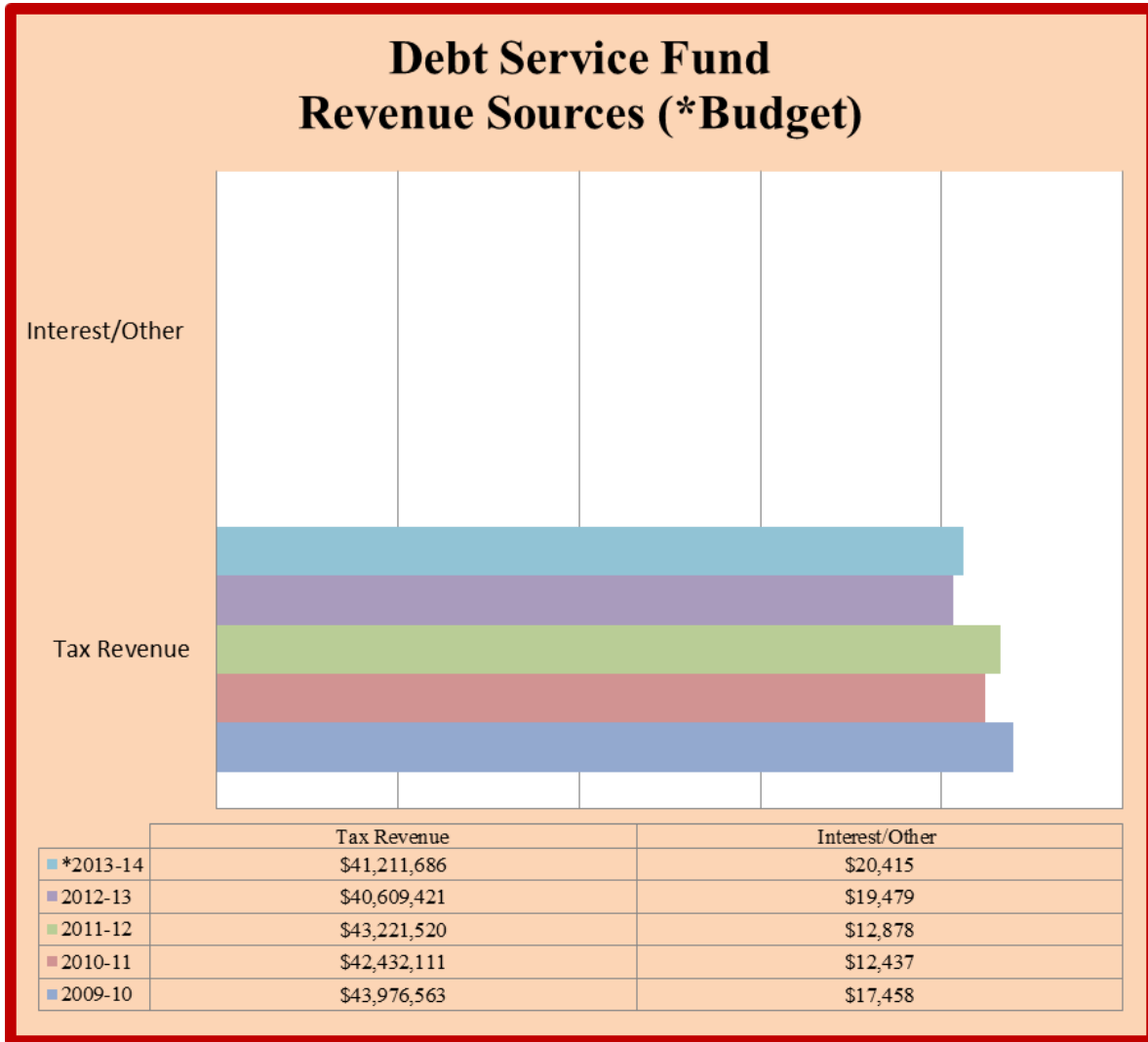
### ***Existing Debt Allotment***

Additional State funding for existing debt approved initially by the Legislature in 1999: the Existing Debt Allotment (EDA) or Tier III guarantees \$35 per student in average daily attendance in state and local funds for each cent of tax effort (up to a maximum of \$0.29 per \$100 of taxable value) to pay the principal and interest on eligible bonds. Eligible bonds are those that require a scheduled debt service payment during the last year of each biennium. *The District does not receive revenue from this program.*



# Debt Service continued

The graph below depicts the change in C-FB ISD’s Debt Service revenue sources over time.



## **Debt Service continued**

### ***Debt Service Expenditures***

The budget consists of the following amounts: \$26,755,000 for bond principal payments, \$14,472,101 for bond interest payments, and \$5,000 for bond issuance costs. Detailed Debt Service requirements are located within this section of the budget document.

The District continues to retire debt at a steady pace, but facility needs require issuance of new debt at a similar pace. District personnel continually work with the community to review the facility needs of the District and to provide for those needs through additional debt issuance, as necessary, while minimizing the financial impact on the taxpayer. Bonds authorized as part of the 2003 bond program were originally scheduled for sale through fiscal 2010. Due to student and economic growth trends declining, the final sale was delayed until May 2013.

Historically, the District's administration and Board have followed the advice of our financial advisors (First Southwest Company) and structured debt with a principal retirement schedule that allows the District to continue to issue bonds without significantly increasing the Debt Service tax rate. The tax rate for 2013-14 reflects a decrease of \$0.0071. The tax rate decrease was largely due to a taxable value increase of 5.38%.

Debt Service is a major area of cost due to the District's building program, which is primarily financed by the sale of general obligation bonds. The ratio of net bonded debt to assessed value for the District is 1.99%. Education legislation has eliminated limits on outstanding debt. However, prior law limited debt to 10% of assessed value, and the District is well below that level. All principal and interest payments are due February 15<sup>th</sup> and August 15<sup>th</sup> of each year. On February 1<sup>st</sup> of each year, outstanding taxes become delinquent, which permits the collection of a large majority of taxes levied before the long-term debt payments are due. The General Obligation bond requirements to maturity as of September 1, 2013 total \$331,290,000 in principal payments and \$113,689,983 in interest payments.

The District used the proceeds from bond sales to fund construction of new campuses, remodeling of campuses and other district buildings, furnishing new buildings, and purchase large technology expenditures.

# Debt Service continued

Carrollton-Farmers Branch ISD  
Debt Service Fund  
Five Year Summary of Revenues and Expenditures

	Audited 2009-10	Audited 2010-11	Audited 2011-12	Beginning Budget 2012-13	Estimated Actual 2012-13	Beginning Budget 2013-14	Increase (Decrease)	% Change	% Of Total
<i>Revenues</i>									
<b>Local &amp; Intermediate</b>									
Tax Revenues	\$43,976,563	\$42,432,111	\$43,221,520	\$39,700,613	\$40,609,421	\$41,211,686	\$1,511,073	3.81%	99.95%
Interest/Other Income	\$17,458	\$12,437	\$12,878	\$12,000	\$19,479	20,415	8,415	70.13%	0.05%
<b>Total Revenue</b>	<b>\$43,994,021</b>	<b>\$42,444,548</b>	<b>\$43,234,398</b>	<b>\$39,712,613</b>	<b>\$40,628,900</b>	<b>\$41,232,101</b>	<b>\$1,519,488</b>	<b>3.83%</b>	<b>100.00%</b>
<i>Expenditures</i>									
<b>71 Debt Services</b>									
Principal	\$27,060,000	\$27,415,000	\$25,555,000	\$25,770,000	\$25,770,000	\$26,755,000	\$985,000	3.82%	64.89%
Interest	\$17,265,964	\$14,543,756	\$13,681,847	\$13,936,613	\$13,361,108	\$14,472,101	\$535,488	3.84%	35.10%
Issuance Costs & Fees	\$3,825	\$261,369	\$593,000	\$6,000	\$263,959	\$5,000	(\$1,000)	-16.67%	0.01%
<b>Total Expenditures</b>	<b>\$44,329,789</b>	<b>\$42,220,125</b>	<b>\$39,829,847</b>	<b>\$39,712,613</b>	<b>\$39,395,067</b>	<b>\$41,232,101</b>	<b>\$1,519,488</b>	<b>3.83%</b>	<b>100.00%</b>
<b>Other Sources &amp; Uses</b>									
Sale of Bonds	\$0	\$63,565,000	\$33,085,000	\$0	\$28,700,000	\$0	\$0		
Operating Transfers In/Misc Non-Rev	\$220,837	\$377,814	\$0	\$0	\$0	\$0	\$0		
Premium or Discount on Issuance of Bonds	\$0	\$6,914,124	\$5,113,360	\$0	\$3,795,191	\$0	\$0		
Other (Uses)	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Payment to Bond Refunding Escrow Agent	\$0	(\$70,196,521)	(\$38,198,360)	\$0	(\$32,806,131)	\$0	\$0		
<b>Net Other Sources &amp; Uses</b>	<b>\$220,837</b>	<b>\$660,417</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$310,940)</b>	<b>\$0</b>	<b>\$0</b>		
<b>Estimated Change in Fund Balance</b>	<b>(\$114,931)</b>	<b>\$884,840</b>	<b>\$3,404,551</b>	<b>\$0</b>	<b>\$922,893</b>	<b>\$0</b>	<b>\$0</b>		
<b>Estimated Fund Balance 9/1</b>	<b>\$2,233,800</b>	<b>\$2,118,869</b>	<b>\$3,003,709</b>	<b>\$6,408,260</b>	<b>\$6,408,260</b>	<b>\$7,331,153</b>	<b>\$922,893</b>		
<b>Estimated Year End Adjustment</b>				<b>\$922,893</b>			<b>(\$922,893)</b>		
<b>Estimated Fund Balance 8/31</b>	<b>\$2,118,869</b>	<b>\$3,003,709</b>	<b>\$6,408,260</b>	<b>\$7,331,153</b>	<b>\$7,331,153</b>	<b>\$7,331,153</b>	<b>\$0</b>		

# Debt Service continued

## Carrollton-Farmers Branch ISD Debt Service Fund

### Debt Retirement Summary

Fiscal Year Ended 8/31	Principal	Interest	Total	Percent Retired
2014	26,755,000	14,472,101	41,227,101	8.08%
2015	27,890,000	13,056,704	40,946,704	8.42%
2016	29,215,000	11,778,301	40,993,301	8.82%
2017	30,620,000	10,432,450	41,052,450	9.24%
2018	23,160,000	9,235,706	32,395,706	6.99%
2019	24,290,000	8,196,226	32,486,226	7.33%
2020	19,855,000	7,266,763	27,121,763	5.99%
2021	17,100,000	6,480,913	23,580,913	5.16%
2022	12,015,000	5,816,788	17,831,788	3.63%
2023	12,605,000	5,223,125	17,828,125	3.80%
2024	13,225,000	4,603,141	17,828,141	3.99%
2025	13,855,000	3,974,006	17,829,006	4.18%
2026	10,900,000	3,406,103	14,306,103	3.29%
2027	11,415,000	2,899,541	14,314,541	3.45%
2028	11,935,000	2,389,384	14,324,384	3.60%
2029	12,505,000	1,835,463	14,340,463	3.77%
2030	10,065,000	1,301,231	11,366,231	3.04%
2031	10,545,000	829,638	11,374,638	3.18%
2032	8,645,000	393,391	9,038,391	2.61%
2033	4,695,000	99,008	4,794,008	1.42%
<b>Totals</b>	<b>\$ 331,290,000</b>	<b>\$ 113,689,983</b>	<b>\$ 444,979,983</b>	<b>100.00%</b>

# Debt Service continued

CARROLLTON-FARMERS BRANCH INDEPENDENT SCHOOL DISTRICT  
 COMPUTATION OF DIRECT AND OVERLAPPING DEBT  
 AUGUST 31, 2013  
 (UNAUDITED)

Taxing Jurisdiction	2012-13 Taxable Assessed Value	2012-13 Tax Rate	Total Tax Supported Debt as of 08/31/13	Estimated % Applicable	District's Overlapping Tax Supported Debt as of 08/31/13
Carrollton-Farmers Branch ISD	\$ 13,908,404,025	\$ 1.33060	\$ 331,290,000	100.00%	\$ 331,290,000
Town of Addison	3,134,894,878	0.58000	101,010,000	4.59%	4,636,359
City of Carrollton	9,153,567,573	0.61790	155,755,000	54.27%	84,528,239
City of Coppell	4,947,565,300	0.67050	83,165,000	7.23%	6,012,830
City of Dallas	81,161,567,602	0.79700	1,709,007,734	1.02%	17,431,879
Dallas County	157,908,256,062	0.24310	136,430,000	6.41%	8,745,163
Dallas County Community College District	165,159,472,596	0.11940	355,880,000	6.41%	22,811,908
Dallas County Hospital District	157,850,172,270	0.27100	705,000,000	6.41%	45,190,500
Dallas County Utility and Reclamation District	2,374,180,413	1.84000	253,942,716	50.03%	127,047,541
Dallas County Schools	158,470,993,744	0.01000	67,675,000	6.41%	4,337,968
Denton County	54,586,142,483	0.28290	596,245,000	4.75%	28,321,638
City of Farmers Branch	3,688,232,621	0.52950	29,045,000	59.96%	17,415,382
City of Irving	17,355,331,481	0.59860	352,675,000	25.04%	88,309,820
Irving Flood Control District III	1,411,311,957	0.13900	1,780,000	66.55%	1,184,590
Northwest Dallas County Flood Control District	394,482,142	0.30000	8,424,000	65.16%	5,489,078
Valwood Improvement Authority	1,527,913,950	0.30750	8,433,083	88.65%	<u>7,475,928</u>
Total Direct and Overlapping Tax Supported Debt					<u>\$ 800,228,821</u>
Ratio of Direct and Overlapping Tax Supported Debt to Taxable Assessed Valuation					5.75%
Per Capita Overlapping Total Tax Supported Debt					\$ 4,540.23

Source: FirstSouthwest

# Debt Service continued

CARROLLTON-FARMERS BRANCH INDEPENDENT SCHOOL DISTRICT  
COMPUTATION OF LEGAL DEBT MARGIN  
AUGUST 31, 2013  
(UNAUDITED)

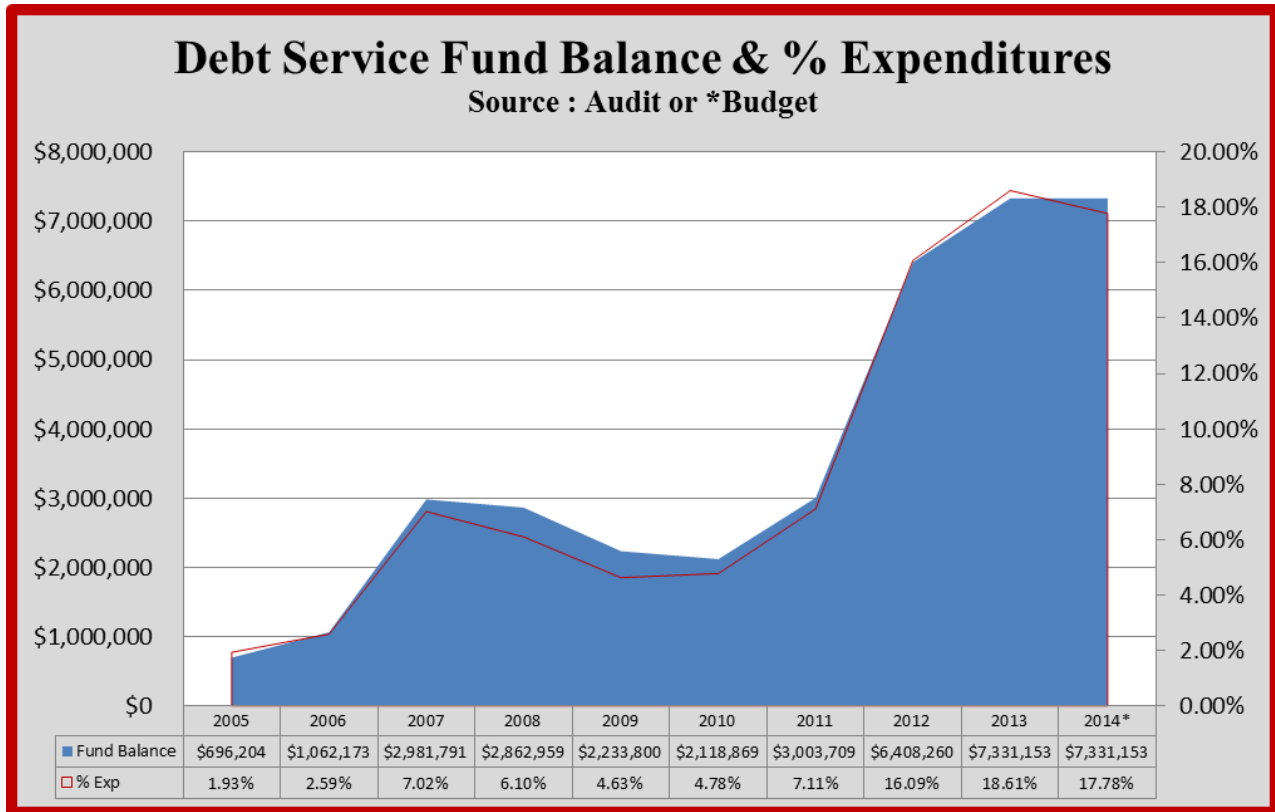
Assessed value		\$ <u>14,964,110,850</u>
Debt limit ten percent of assessed value*		\$ 1,496,411,085
Amount of debt applicable to debt limit:		
Total bonded debt	\$ 304,535,000	
Less:		
Net assets in debt service funds	\$ <u>7,331,153</u>	
Total amount of debt applicable to debt limit		\$ <u>297,203,847</u>
Legal debt margin		\$ <u>1,199,207,238</u>

\* This percentage is in accordance with the recommendations of the Texas Education Agency as stated in the Texas Education Code, Bulletin 721, Sec. 20.04.

*Current law does not limit debt to 10%. Under Chapter 45 of the Texas Education Code, as amended, a district is required to demonstrate that it has the ability to pay debt service from a tax levied at a rate of \$0.50 per \$100 of assessed valuation before bonds may be issued. See "Tax Information-Tax Rate Limitations" for more information.*

Source: District-provided information

## Debt Service continued



Note: From 2003 to 2005, the Debt Service Fund balance declined from 4.83% of debt service expenditures to less than 1.93%. This decline was the result of a few significant changes in our tax roll. While this fund balance should not be excessive, we believe, to ensure stability, this fund balance should maintain 10% to 20% of debt service expenditures in fund balance. In 2006 and 2007 we increased fund balance. This balance declined again from 2008 to 2010. In 2011, fund balance increased because of significant savings achieved through a bond refunding executed in November 2010. In 2012, fund balance increased due to less than projected shrinkage occurring in the 2011 certified taxable value, which resulted in higher than expected tax collections. The district will monitor the balance in order to continue to ensure that an adequate balance is maintained to offset future unexpected fluctuations in value.

# FOOD SERVICE FUND



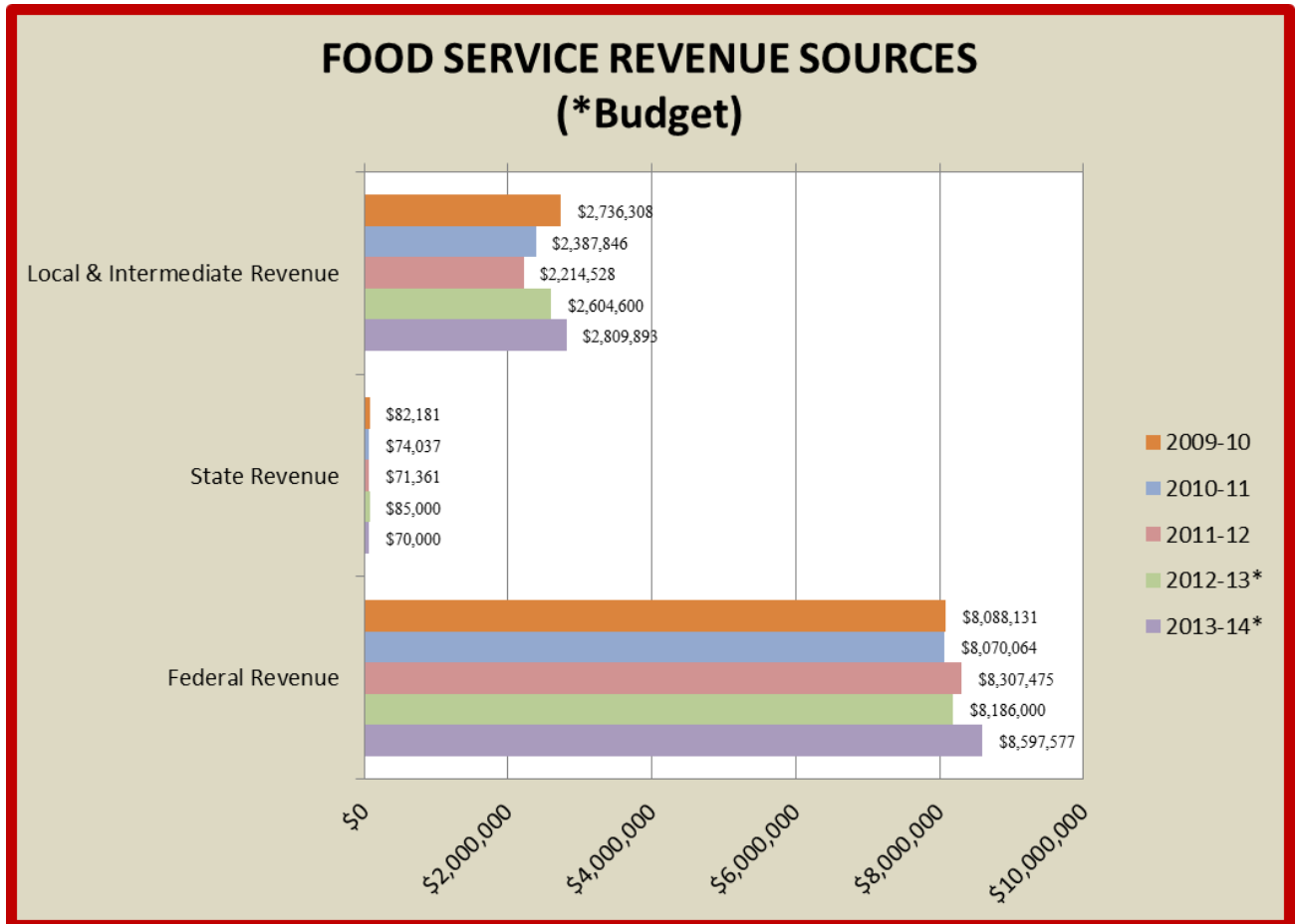
# Food Service Fund Overview

The District’s Food Service Fund operations are accounted for in the Food Service Special Revenue Fund. Although Special Revenue Funds are generally not included in the annual budget adopted by the Board of Trustees, the Texas Education Agency’s regulations require inclusion of the Food Service Fund.

## Revenue Sources

Approximately 74.91% of the revenue in this fund is received from the United States Department of Agriculture (USDA) under the National School Lunch Program, the School Breakfast Program, and the Food Distribution Program. The remaining revenue is primarily generated from user fees - i.e. student payments for meals, 25.09% for 2013-14.

The graph below depicts Food Service Sources of Revenue over time.



# Food Service Fund continued

## Expenditure Sources

Food Service expenditures primarily consist of Payroll, 46.59%, and Supplies and Materials, 50.01%. The majority of the supplies and materials' budget consists of expenditures for food.

**Carrollton-Farmers Branch ISD**  
**Food Service Fund**  
**Five Year Summary of Revenues and Expenditures**

	Audited 2009-10	Audited 2010-11	Audited 2011-12	Beginning Budget 2012-13	Estimated Actual 2012-13	Beginning Budget 2013-14	Increase (Decrease)	% Change	% Of Total
<i>Revenues</i>									
Local & Intermediate Revenue	\$2,736,308	\$2,387,846	\$2,214,528	\$2,604,600	\$1,984,695	\$2,809,893	\$205,293	7.88%	24.48%
State Revenue	\$82,181	\$74,037	\$71,361	\$85,000	\$68,125	\$70,000	(\$15,000)	-17.65%	0.61%
Federal Revenue	\$8,088,131	\$8,070,064	\$8,307,475	\$8,186,000	\$8,557,652	\$8,597,577	\$411,577	5.03%	74.91%
<b>Total Revenue</b>	<b>\$10,906,620</b>	<b>\$10,531,947</b>	<b>\$10,593,364</b>	<b>\$10,875,600</b>	<b>\$10,610,472</b>	<b>\$11,477,470</b>	<b>\$601,870</b>	<b>5.53%</b>	<b>100.00%</b>
<i>Expenditures</i>									
35 Food Service	\$11,058,241	\$11,130,552	\$10,653,874	\$10,875,600	\$10,812,857	\$11,477,470	\$601,870	5.53%	100.00%
81 Capital Outlay	\$0	\$0	\$382,404	\$0	\$0	\$0	\$0	0.00%	0.00%
<b>Total Expenditures</b>	<b>\$11,058,241</b>	<b>\$11,130,552</b>	<b>\$11,036,278</b>	<b>\$10,875,600</b>	<b>\$10,812,857</b>	<b>\$11,477,470</b>	<b>\$601,870</b>	<b>5.53%</b>	<b>100.00%</b>
<i>Other Sources &amp; Uses</i>									
Operating Transfers In/Misc Non-Rev	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
<b>Net Other Sources &amp; Uses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>		
<i>Estimated Change in Fund Balance</i>									
Estimated Change in Fund Balance	(\$151,621)	(\$598,605)	(\$442,914)	\$0	(\$202,385)	\$0	\$0		
Estimated Fund Balance 9/1	\$1,567,082	\$1,415,461	\$816,856	\$373,942	\$373,942	\$171,557	(\$202,385)		
Estimated Year End Adjustment				(\$202,385)			\$202,385		
<b>Estimated Fund Balance 8/31</b>	<b>\$1,415,461</b>	<b>\$816,856</b>	<b>\$373,942</b>	<b>\$171,557</b>	<b>\$171,557</b>	<b>\$171,557</b>	<b>\$0</b>		

## Food Service Fund continued

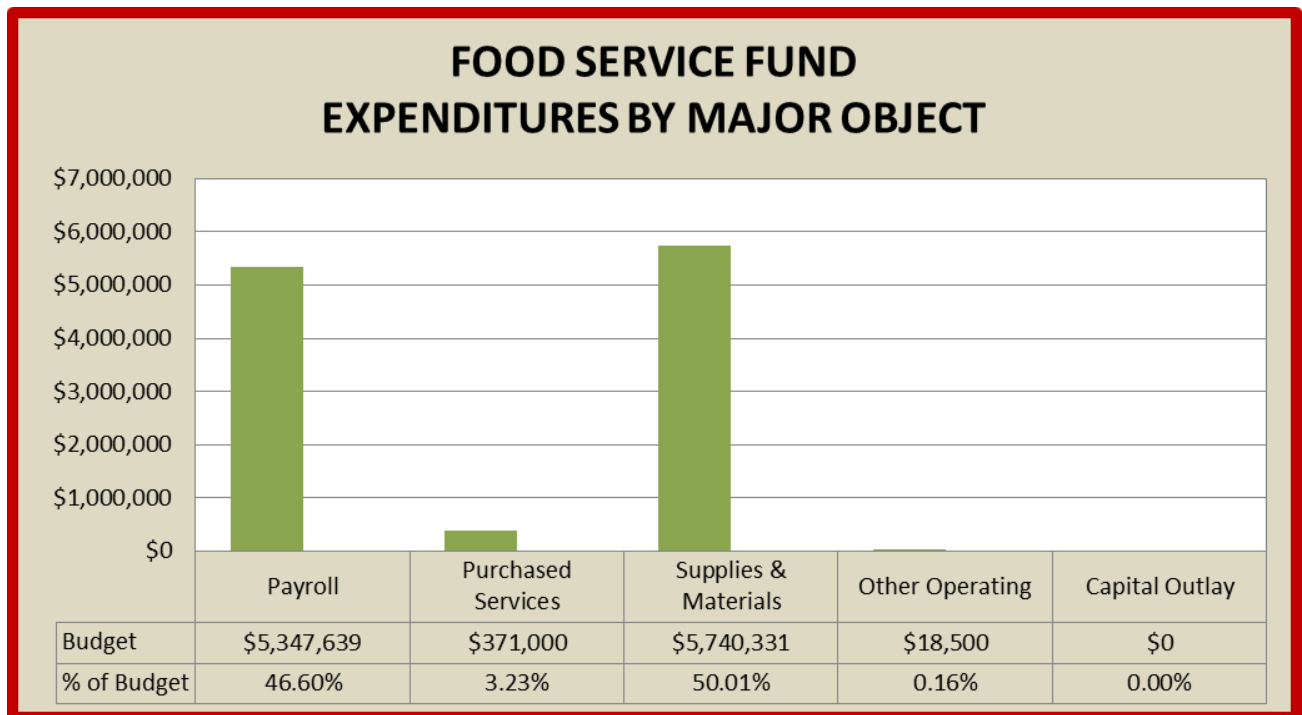
### Food Service Fund Expenditures by Object Comparison to Prior Year

	Beginning Budget 2012-13	Beginning Budget 2013-14	Percentage Increase (Decrease)	Percentage of Total
Payroll	\$5,044,600	\$5,347,639	6.01%	46.592%
Purchased Services	\$1,715,000	\$371,000	-78.37%	3.232%
Supplies & Materials	\$4,096,500	\$5,740,331	40.13%	50.014%
Other Operating	\$19,500	\$18,500	-5.13%	0.161%
Capital Outlay	\$0	\$0	0.00%	0.000%
<b>Total</b>	<b>\$10,875,600</b>	<b>\$11,477,470</b>	<b>5.53%</b>	<b>100.000%</b>

### *Fund Balance*

The fund balance for Food Service should not exceed three months of average food service operating expenditures. Currently, the fund balance is projected to be \$171,557 at August 31, 2014. This represents approximately .15 months' operating expenditures (Budget/10 months; use 10 months since the Food Service Fund does not operate in the summer).

The graph below depicts Food Service budgeted expenditures by major object.



# Food Service Fund continued

## *Other Food Service Information:*

For the 2012-13 fiscal year, the Food Service Department employed approximately 225 people. The Food Service Department participates in:

- School breakfast program;
- National school lunch program;
- After school snack program and
- The summer food program.

### **School Breakfast Program:**

- Texas has mandated breakfast programs in schools with more than 10% free/reduced students.
- Schools serving 40% or more of their lunches to free/reduced students receive severe need reimbursements (\$.31 cents).
- Over 725,000 breakfasts were served last year to C-FB ISD students.
- 37 C-FB ISD schools qualify for severe need reimbursements.

## **Breakfast Revenues**

	Free	Reduced	Paid
Federal Funds	\$1.58	\$1.28	\$0.28
Price Charged	\$0.00	\$0.30	\$1.75
Severe Need	\$0.31	\$0.31	\$0.00
<b>Total Revenue</b>	<b>\$1.58 to \$1.89</b>	<b>\$1.58 to \$1.89</b>	<b>\$2.03</b>

### **Lunch Program:**

- Over 2.6 million lunches were served last year to C-FB ISD students.

## **Lunch Revenues**

	Free	Reduced	Paid
Federal Funds	\$3.01	\$2.61	\$0.36
Price Charged	\$0.00	\$0.40	\$2.75
Commodity Value	\$0.29	\$0.29	\$0.29
<b>Total Revenue</b>	<b>\$3.30</b>	<b>\$3.30</b>	<b>\$3.40</b>

## Food Service Fund continued

### Daily Serving Size and Nutrient Requirements for Lunch

	<i>Grades K-5</i>	<i>Grades 6-8</i>	<i>Grades 9-12</i>
<i>Meats</i>	<i>1---2 oz.</i>	<i>1---2 oz.</i>	<i>2---2.2 oz.</i>
<i>Grains</i>	<i>1---1.8 oz.</i>	<i>1---2 oz.</i>	<i>2---2.2 oz.</i>
<i>Fruits</i>	<i>1/2 cup</i>	<i>1/2 cup</i>	<i>1 cup</i>
<i>Vegetables</i>	<i>3/4 cup</i>	<i>3/4 cup</i>	<i>1 cup</i>
<i>Fluid Milk</i>	<i>1 cup</i>	<i>1 cup</i>	<i>1 cup</i>
<i>Calories</i>	<i>550-650</i>	<i>600-700</i>	<i>750-850</i>
<i>Saturated Fat from Calories</i>	<i>&lt; 10%</i>	<i>&lt; 10%</i>	<i>&lt; 10%</i>
<i>Trans fat</i>	<i>Nutrition label must indicate zero grams of trans fat per serving</i>		

#### After School Snack Program:

- Schools with 50% free/reduced can become area eligible.
- Partnered with the After the Bell and tutorial programs to provide snacks.
- Offer snacks in all of the C-FB ISD schools when requested by Principals.
- Served over 248,000 snacks after school generating federal revenues of over \$185,000.

### After School Revenues

	Free	Reduced	Paid
Federal Funds	\$0.80	\$0.40	\$0.07
Price Charged	\$0.00	\$0.15	\$0.50
<b>Total Revenue</b>	<b>\$0.80</b>	<b>\$0.55</b>	<b>\$0.57</b>
<b>Area Eligible</b>	<b>\$0.80</b>	<b>\$0.80</b>	<b>\$0.80</b>

#### Requirements for an After School Snack:

- Must include two servings of any two of the following components: meat, grain, milk fruit and/or vegetable.

#### Summer Food Program:

- Provides breakfast and lunch in conjunction with summer school and Summer Funshine programs.
- For the summer of 2013 provided over 12,000 breakfasts and 16,000 lunches for a total revenue of approximately \$69,000.
- Follows the same requirements and has the same reimbursement as the National School Lunch Program.

#### New Initiatives:

Last year, Student Nutrition implemented the Healthy Hunger-Free Kids Act 2010 and new regulations issued by USDA. This implementation enabled the district to secure the performance

## Food Service Fund continued

based reimbursement of an additional \$0.06 per lunch meal served, beginning in October 1, 2012. This is approximately \$150,000 of new federal revenues for the program. In 2013-14, the department will be preparing for the release of the National Standards for all Foods Sold in Schools that become effective July 1, 2014.

In addition, Student Nutrition is excited to introduce a new online meal pre-payment system, My School Bucks. The new system features many benefits including pre-paying with ease, low balance limits set by parents, recurring payment options, automatic deposits, ability to print transaction histories for 90 days, low balance notifications, fewer fees, and single account used for multiple children. Parent feedback indicates that the system is very user-friendly, provides more flexibility, and helps them to ensure that their children always have money in their accounts. The system's implementation will also help Student Nutrition to increase meal participation, decrease money handling in cafeterias, and prevent a delay in the cafeteria.





# Carrollton · Farmers Branch

---

Independent School District

● ● ● An Innovative Leader in Learning ● ● ●

# CAPITAL BUDGET





# Capital Improvements Plan

Following is a description of the District's capital improvements plan, which includes budgeted capital expenditures as well as summary descriptions of capital improvements projects. Current works-in-progress will be described, including all planned expenditures for the 2013-14 budget year, plus a brief narrative will be provided for each project.

The District defines capital expenditures and projects as follows:

Capital Expenditures - total charges incurred for the acquisition of a capital asset such as land, buildings, equipment, or permanent improvements to such items. The item must cost \$5,000 minimum per unit and have a useful life of one year or more to be considered a capital asset.

Capital Project - an activity that is distinguishable from other tasks or work being performed, has a scheduled and definitive beginning and ending, does not occur routinely or annually, and results in a capital improvement or acquisition of some kind.

Capital Budget Development - Carrollton-Farmers Branch ISD utilizes large, comprehensive bond programs to address facility and major technology needs. As a part of the bond election process, the District develops a framework of projects to be addressed. These projects are determined through internal staff analysis and input from the community. Each year this framework is re-analyzed to determine which projects should be started. Enrollment and program changes are major considerations in identifying the current year's projects. Once the projects are identified, specific budgets are established on a project basis.

## **History**

Since 1990, in four separate elections, the voters of the Carrollton-Farmers Branch Independent School District have authorized over \$600 million in general obligation bonds. The most recent election held on October 25, 2003 was for \$300.165 million alone and passed by more than 78% of the votes.

# Capital Improvements Plan continued

The status of the 2003 bond referendum is as follows:

<b>Bond Proceeds</b>	
<b><u>Disposition of Authorized Bonds</u></b>	
<b>Bonds Sold:</b>	
March 15, 2004	\$56,400,000
March 1, 2005	\$56,600,000
April 15, 2006	\$41,300,000
February 22, 2007	\$45,000,000
May 8, 2008	\$30,000,000
May 15, 2012	\$25,000,000
May 15, 2013	\$45,865,000
Authorized but Unissued	\$0
<b>Total</b>	<b>\$300,165,000</b>

Bonds authorized as part of the 2003 bond program were originally scheduled for sale through fiscal 2010. Due to student and economic slow-downs, the final sale was delayed until May 2013.

# Capital Improvements Plan continued

## CARROLLTON-FARMERS BRANCH ISD 2003 BOND REFERENDUM EXPENDITURES TOTAL AUTHORIZED - \$300,165,000

Organization	School Name	FY 2004 Actual	FY 2005 Actual	FY 2006 Actual	FY 2007 Actual	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	All Years Total
<b>High Schools:</b>												
001	R. L. Turner	\$49,996	\$1,007,151	\$7,510,282	\$17,437,391	\$1,011,202	\$196,043	\$81,217	\$276,022	\$1,234,375	\$17,932	\$28,821,611
002	Newman Smith	\$22,062	\$9,927,123	\$13,280,312	\$820,556	\$363,814	\$39,672	\$0	\$189,126	\$777,663	\$0	\$25,420,328
003	Mary Grimes	\$0	\$33,141	\$31,813	\$88,625	\$193,674	\$11,775	\$31,080	\$0	\$167,993	\$0	\$558,101
005	Bea Salazar	\$3,501	\$113,982	\$14,136	\$32,923	\$62,273	\$1,999	\$0	\$0	\$0	\$0	\$228,814
006	Creekview	\$20,889	\$500,971	\$582,007	\$1,769,086	\$9,030,602	\$569,363	\$19,387	\$205,212	\$676,291	\$0	\$13,373,808
007	Ranchview	\$68,756	\$315,581	\$20,986	\$634,061	\$241,493	\$11,359	\$21,000	\$314,447	\$123,124	\$0	\$1,750,807
010	Early College HS	\$0	\$0	\$81,019	\$29,092	\$4,316	\$0	\$76,637	\$1,749	\$0	\$0	\$192,813
Sub-Total		\$165,204	\$1,897,949	\$21,520,555	\$20,811,734	\$10,907,374	\$830,211	\$229,321	\$986,556	\$2,979,446	\$17,932	\$70,346,282
<b>Middle Schools:</b>												
041	Vivian Field	\$73,951	\$257,814	\$48,212	\$330,933	\$202,176	\$204,519	\$4,474,703	\$547,793	\$71,240	\$254,242	\$6,465,583
042	DeWitt Perry	\$72,888	\$178,340	\$571,802	\$346,161	\$357,494	\$4,070,807	\$1,709,863	\$42,800	\$151,805	\$4,093	\$7,506,053
044	Dan Long	\$76,373	\$221,090	\$149,923	\$318,908	\$227,111	\$54,505	\$0	\$370,215	\$615,466	\$254,452	\$2,288,040
045	Charles Black	\$74,041	\$241,331	\$88,790	\$306,585	\$6,263,373	\$5,981,008	\$32,367	\$319	\$31,040	\$16,662	\$13,035,516
046	Ted Polk	\$57,879	\$284,578	\$68,212	\$209,117	\$188,158	\$2,896	\$0	\$0	\$19,026	\$199,407	\$1,029,273
047	Barbara Bush	\$56,084	\$121,680	\$55,301	\$277,317	\$236,951	\$11,240	\$0	\$1,205	\$76,691	\$161,792	\$998,261
Sub-Total		\$411,216	\$1,304,833	\$982,240	\$1,789,018	\$7,475,262	\$10,324,975	\$6,216,933	\$962,332	\$965,268	\$890,648	\$31,322,725
<b>Elementary Schools:</b>												
102	Carrollton	\$10,684	\$146,839	\$34,412	\$113,011	\$247,452	\$38,386	\$0	\$0	\$12,684	\$0	\$603,468
103	Central	\$13,424	\$154,352	\$43,734	\$90,559	\$247,631	\$31,880	\$0	\$739	\$432,281	\$94,931	\$1,109,531
105	R. E. Good	\$10,684	\$124,499	\$31,190	\$69,802	\$207,219	\$32,621	\$274,520	\$2,644,225	\$11,422,568	\$367,318	\$15,184,646
106	Janie Stark	\$81,489	\$3,097,690	\$7,588,275	\$850,994	\$90,347	\$34,020	\$799	\$0	\$0	\$0	\$11,743,614
107	Montgomery	\$31,558	\$90,569	\$28,160	\$125,234	\$83,579	\$29,882	\$0	\$0	\$0	\$0	\$388,982
108	McLaughlin	\$12,404	\$121,198	\$119,150	\$104,132	\$933,842	\$80,343	\$0	\$0	\$0	\$0	\$1,371,069
109	Farmers Branch	\$38,843	\$103,372	\$39,883	\$68,924	\$257,768	\$3,658,848	\$808,906	\$1,057	\$9,161	\$0	\$4,986,762
110	L. F. Blanton	\$17,276	\$259,145	\$1,036,945	\$10,267,658	\$564,809	\$30,454	\$970	\$0	\$0	\$0	\$12,177,257
111	Thompson	\$108,990	\$1,413,109	\$7,145,431	\$1,558,069	\$88,093	\$51,606	\$0	\$0	\$0	\$0	\$10,365,298
112	Country Place	\$10,684	\$77,405	\$40,277	\$259,444	\$4,302,893	\$4,922,913	\$139,719	\$0	\$3,758	\$0	\$9,757,093
113	Dale B. Davis	\$35,088	\$81,754	\$18,456	\$83,145	\$194,568	\$31,778	\$0	\$10,781	\$2,349	\$0	\$457,919
114	McCoy	\$12,404	\$96,350	\$35,380	\$62,635	\$319,242	\$3,193,307	\$360,548	\$0	\$654,064	\$48,546	\$4,782,476
116	Furmeaux	\$12,843	\$105,201	\$57,856	\$1,465,096	\$1,930,678	\$123,105	\$0	\$0	\$0	\$0	\$3,694,779
117	Marie Huie Sp Ed	\$0	\$0	\$72,827	\$15,237	\$71,812	\$1,067	\$0	\$0	\$4,463	\$0	\$165,406
118	Rosemeade	\$10,684	\$83,992	\$73,614	\$46,195	\$170,330	\$268,364	\$4,506,689	\$229,897	\$0	\$0	\$5,389,765
119	Sheffield Primary	\$10,429	\$105,866	\$31,179	\$1,623,910	\$1,693,276	\$29,355	\$0	\$0	\$0	\$0	\$3,494,015
120	Las Colinas	\$10,684	\$110,064	\$23,417	\$55,249	\$219,369	\$32,947	\$0	\$0	\$168,750	\$4,903,344	\$5,523,824
121	Tom Landry	\$11,069	\$89,058	\$26,151	\$60,494	\$184,938	\$38,989	\$0	\$0	\$11,979	\$0	\$422,678
122	E. L. Kent	\$10,684	\$103,178	\$39,368	\$52,169	\$229,985	\$29,882	\$746,627	\$0	\$15,268	\$0	\$1,227,161
123	Riverchase	\$19,271	\$111,508	\$47,710	\$43,577	\$224,081	\$36,869	\$0	\$0	\$0	\$0	\$483,016
124	McKamy	\$33,917	\$90,387	\$55,763	\$62,822	\$306,533	\$150,921	\$13,325	\$0	\$13,389	\$0	\$727,057
125	Sheffield Intern.	\$10,940	\$97,818	\$27,842	\$30,223	\$212,357	\$36,869	\$0	\$0	\$1,385,865	\$69,079	\$1,870,993
126	Rainwater	\$11,343	\$108,147	\$25,050	\$50,207	\$203,170	\$30,889	\$0	\$0	\$12,684	\$0	\$441,490
128	Freeman	\$0	\$36,770	\$27,612	\$12,500	\$45,316	\$41,957	\$0	\$79,287	\$0	\$0	\$243,442
129	McWhorter	\$10,684	\$138,025	\$207,973	\$1,285,535	\$576,145	\$49,967	\$191	\$0	\$0	\$0	\$2,268,520
131	Blair Intermed.	\$32,252	\$56,520	\$95,130	\$129,333	\$369,526	\$96,502	\$3,366,565	\$342,290	\$0	\$0	\$4,488,118
132	La Villita	\$0	\$0	\$0	\$0	\$11,300	\$10,069	\$0	\$0	\$0	\$0	\$21,369
133	Pre-K Center II	\$0	\$780	\$11,464	\$135	\$1,485	\$0	\$0	\$0	\$0	\$0	\$13,864
134	Kelly Center	\$0	\$160,022	\$4,431,122	\$2,641,422	\$36,700	\$0	\$0	\$0	\$0	\$0	\$7,269,266
135	Strickland Intern.	\$0	\$0	\$0	\$2,361,988	\$10,570,076	\$466,137	\$1,598	\$0	\$0	\$0	\$13,399,799
Sub-Total		\$568,328	\$7,163,618	\$21,415,371	\$23,589,699	\$24,594,520	\$13,579,927	\$10,220,457	\$3,308,276	\$14,149,263	\$5,483,218	\$124,072,677
<b>Administration/Support</b>		\$387,925	\$8,726,695	\$3,369,373	\$2,009,080	\$2,312,828	\$3,039,293	\$863,782	\$419,802	\$299,263	\$492,277	\$21,920,318
<b>TOTALS</b>		<b>\$1,532,673</b>	<b>\$29,093,095</b>	<b>\$47,287,539</b>	<b>\$48,199,531</b>	<b>\$45,289,984</b>	<b>\$27,774,406</b>	<b>\$17,530,493</b>	<b>\$5,676,966</b>	<b>\$18,393,240</b>	<b>\$6,884,075</b>	<b>\$247,662,002</b>

# Capital Improvements Plan continued

## *Work in Progress:*

Several major projects are in progress at this time along with the ongoing technology initiatives. Following is a brief summary of these projects, its estimated impact on the operating budget and estimated total cost and completion dates.

### **PROJECT: Las Colinas Elementary School Replacement**

#### **Description:**

This is a complete demolition and reconstruction of Las Colinas Elementary School. The 75,000 plus square foot building was originally built in 1986. Through the years this building has been impacted significantly by severe geotechnical conditions. The District believes a complete replacement of this building is the best long term solution.

#### **Operating Budget Impact:**

The new Las Colinas Elementary School will be a state-of-the-art facility of over 80,000 square feet housing PreK-5 students. With more efficient equipment we expect small cost savings with this new building. No additional staff will be required. The District plans on expending approximately \$10 million on this project in the 2013-14 fiscal year.

#### **Project Costs/Status:**

The total project costs are estimated to be \$15.0 million. Construction began in the spring of 2013. Final completion is expected in July, 2014.

#### **BUILDING RENDERING**



# Capital Improvements Plan continued

## **PROJECT: Additions to Ted Polk Middle School**

### **Description:**

This project consists of an approximate 10 classroom expansion of the existing facility to facilitate a growing student population. This 140,000 square foot building has served the District well since its completion in 1997. The increased capacity will assist in the delivery of the District curriculum and support student logistics to help achieve the District goal of high achievement for all students.

### **Operating Budget Impact:**

The addition itself will require no additional staff operationally, but will make room available should staff members need to be added to support student population growth.

### **Project Costs/Status:**

The total project costs are estimated to be approximately \$5.0 million. Construction began in September 2013 and is expected to conclude in August 2014.

## **PROJECT: Standridge Stadium Synthetic Turf Replacement**

### **Description:**

This project will replace the existing granular infill turf system which currently exists at Standridge Stadium. The present playing surface is at end of life and the new product will help ensure a quality product for practice and competition.

### **Operating Budget Impact:**

The District expects no additional operating expense as a result of this replacement project.

### **Project Costs/Status:**

The project, which includes resurfacing of the competitive track surface, is estimated to cost \$600,000, and will begin in January of 2014 and conclude in approximately 10 weeks.

## **PROJECT: Additions to Ranchview High School**

### **Description:**

Ranchview High School originally opened in 2002 as phase one of a two phase project. The phase two component will complete the second academic wing and provide for an Auditorium and enhanced Performing Arts and Athletic Spaces.

# Capital Improvements Plan continued

## **Operating Budget Impact:**

These additions could increase the overall size of the facility by approximately 100,000 square feet. Operational costs will be required to staff and maintain this additional space.

## **Project Costs/Status:**

The project is tentatively slated to commence in the summer of 2014 and is budgeted for approximately \$30 million.

## **PROJECT: Additions to Freeman Elementary**

### **Description:**

Freeman Elementary which opened in 2004 is experiencing capacity issues, and is in need of additional space. This campus is slated for a nine classroom addition with accompanying circulation and support space. Investigations are also being made as to the viability of increasing the on-site parking for the campus.

### **Operating Budget Impact:**

These additions will increase the overall footprint of the building by approximately 13,000 square feet. It would be expected that operational costs would be proportionate to the existing portion of the facility, coupled with the additional staff required to support the additional student growth.

### **Project Costs/Status:**

This project is in the early scope of estimates but is expected to cost approximately \$3 million, and to commence in the summer of 2014, and conclude in the late fall or spring of 2015.

# Capital Improvements Plan continued

<b>Carrollton-Farmers Branch Independent School District</b>			
Miscellaneous Statistical Data August 31, 2013 (unaudited)			
Geographic Area:			53.41 Square Miles
Student Enrollment:			26,385
	<b>Originally</b>	<b>Capacity/</b>	
	<b>Opened/</b>	<b>Square Feet</b>	<b>Acreage</b>
	<b>Replaced</b>		
<b>Instructional Sites:</b>			
<b>Senior High Schools:</b>			
Creekview	1998	368,182	70
Grimes Learning Ctr	1989	32,700	5
Smith	1973	496,782	29
Turner	1960	564,006	54.8
Ranchview	2002	250,000	54
<b>Middle Schools:</b>			
Blalack	1986	171,150	21
Bush	1998	142,000	23
Field	1959	182,525	16
Long	1981	164,500	21
Perry	1936	195,067	21
Polk	1997	140,000	32
<b>Alternative Campuses:</b>			
Huie Ctr	1982	29,750	5
Salazar - Academic Character Training	1993	32,400	5
<b>Elementary Schools:</b>			
Blair Intermediate	2002	97,228	5
Blanton	2007	75,160	10
Carrollton	1951	83,180	9
Central	1965	93,690	19
Country Place	1982	64,801	8
Davis	1975	76,485	8
Farmers Branch	1968	72,005	10
Freeman	2004	75,160	11.6
Furneaux	1982	59,406	9
Good	2012	82,146	11
Kent	1989	89,742	17
La Villita	2008	87,787	10
Landry	1996	73,500	10
Las Colinas	1986	75,099	10
McCoy	1979	65,849	10
McKamy	1992	79,577	15
McLaughlin*	1960	73,300	10
McWhorter	2001	88,418	13.5
Rainwater	1994	80,000	12
Riverchase	2000	75,160	10
Rosemeade	1984	61,396	11
Sheffield Intermediate**	1989	66,767	11.5
Sheffield Primary**	1985	59,406	8
Stark	2006	83,400	11
Strickland*	2008	77,631	7
Thompson	2006	75,160	15
<b>Totals</b>		<b>4,760,515</b>	<b>638.4</b>
*, ** - Campus consolidated for operating and PEIMS purposes but still housed in separate facilities			

# Capital Improvements Plan continued

## Building Area - Elementary Schools

Facility	Elementary Schools Date of Original Construction	Date of Additions	Net Permanent Building Area	Portable Area	Total Building Area (Gross)	Property Size (Acerage)
Blair Intermediate	2002	2010	97,228		97,228	5
Blanton Elementary	2007		75,160		75,160	10
Carrollton Elementary	1951	1969; 1975; 1989; 1999	83,180		83,180	9
Central Elementary	1965	1966; 1988; 1991; 2001	93,690		93,690	19
Country Place Elementary	1982	2009	64,801		64,801	8
Davis Elementary	1975	1977; 2001	76,485	3,876	80,361	8
Farmers Branch Elem	1968	1970; 1975, 2003, 2009	72,005		72,005	10
Freeman Elementary	2004		75,160		75,160	11.6
Furneaux Elementary	1982	2008	59,406		59,406	9
Good Elementary	2012		82,146		82,146	11
Stark Elementary	2006	2006	83,400		83,400	11
Kent Elementary	1989	1991	89,742		89,742	17
Landry Elementary	1996		73,500		73,500	10
Las Colinas	1986		75,099		75,099	10
La Villita Elementary	2008		87,787		87,787	10
McCoy Elementary	1979	2009	65,849		65,849	10
McKamy Elementary	1992		79,577		79,577	15
McLaughlin Elementary*	1960	1966; 1972; 1999	73,300		73,300	10
McWhorter	2001	2007	88,418		88,418	13.5
Rainwater Elemetnary	1994		80,000		80,000	12
Riverchase Elementary	2000		75,160		75,160	10
Rosemeade Elementary	1984	2010	61,396		61,396	11
Sheffield Intermediate**	1989		66,767		66,767	11.5
Sheffield Primary**	1985	2008	59,406		59,406	8
Strickland Intermediate*	2008		77,631		77,631	7
Thompson Elementary	2006		75,160		75,160	15
<b>Total Permanent Elementary School Area</b>			<b>1,991,453</b>			
<b>Total Elementary School Portable Area</b>				<b>3,876</b>		
<b>Total Elementary School Area (Gross)</b>					<b>1,995,329</b>	
<b>Total Property Size (Acres)</b>						<b>281.6</b>

\*, \*\* - Campus consolidated for operating and PEIMS purposes but still housed in two separate facilities

## Building Area - Middle Schools

Facility	Middle Schools Date of Original Construction	Date of Additions	Net Permanent Building Area	Portable Area	Total Building Area (Gross)	Property Size (Acerage)
Blalack Middle School	1986	1998, 2009	171,150		171,150	21
Bush Middle School	1998		142,000		142,000	23
Long Middle School	1981	1982; 1991; 1998; 2003	164,500		164,500	21
Pery Middle School	1936	1952; 1996; 1997, 2010	195,067		195,067	21
Polk Middle School	1997		140,000	3,536	143,536	32
Field Middle School	1959	1962; 1964; 1968; 1971; 1993; 1998; 2001; 2010	182,525		182,525	16
<b>Total Permanent Middle School Area</b>			<b>995,242</b>			
<b>Total Middle School Portable Area</b>				<b>3,536</b>		
<b>Total Middle School Area (Gross)</b>					<b>998,778</b>	
<b>Total Property Size (Acres)</b>						<b>134.0</b>

## Building Area - High Schools

Facility	High Schools Date of Original Construction	Date of Additions	Net Permanent Building Area	Portable Area	Total Building Area (Gross)	Property Size (Acerage)
Creekview High School	1998	2008	368,182	1,536	369,718	70
Ranchview High School	2002		250,000		250,000	54
Smith High School	1973	1980; 1987; 1993; 1998; 2000, 2006	496,782		496,782	29
Turner High School	1960	1961; 1962; 1964; 1966; 1971; 1993; 1998; 2000, 2008	564,006		564,006	54.8
<b>Total Permanent High School Area</b>			<b>1,678,970</b>			
<b>Total High School Portable Area</b>				<b>1,536</b>		
<b>Total High School Area (Gross)</b>					<b>1,680,506</b>	
<b>Total Property Size (Acres)</b>						<b>207.8</b>



# Capital Improvements Plan continued

## Building Area - Alternative Schools

Facility	Alternative Schools Date of Original Construction	Date of Additions	Net Permanent Building Area	Portable Area	Total Building Area (Gross)	Property Size (Acerage)
Huie Special Ed Ctr	1982		29,750		29,750	5
Grimes Learning Ctr	1989		32,700		32,700	5
Family Ctr	1994		2,197		2,197	0.25
Academic Character Training	1993		32,400		32,400	5
<b>Total Permanent Alternative School Area</b>			<b>97,047</b>			
<b>Total Alternative School Portable Area</b>				<b>0</b>		
<b>Total Alternative School Area (Gross)</b>					<b>97,047</b>	
<b>Total Property Size (Acres)</b>						<b>15.25</b>

## Building Area - Support Facilities

Facility	Support Facilities Date of Original Construction	Date of Additions	Net Permanent Building Area	Portable Area	Total Building Area (Gross)	Property Size (Acerage)
Administration	1982		28,000		28,000	14
Amistration Annex	1971		13,824		13,824	
Agriculture Site	1981		16,188		16,188	24
Ed. Services Building A	2005		42,906		42,906	
Ed. Services Building B	2005		16,687		16,687	
Ed. Services Building C	1990		38,756		38,756	4.5
CLC Sanctuary and Support	1990		14,000		14,000	5
Wesley Bld. @ CLC			24,700		24,700	
Counseling Center			2,341		2,341	
Technology Learning Ctr	1985		62,000		62,000	4
Kelly Field House	1996		6,740		6,740	21
Child Development Academy	2007		47,513		47,513	9.5
Montgomery(former elementary)	1955	1960; 1970; 1975; 1987; 1997; 2010	27,210		27,210	10
Service Ctr	1972		88,560		88,560	9
Stadium/Natatorium	1963	1974; 1978; 1993; 1998	81,000	1,536	82,536	25
Living Materials Ctr	1950		4,500		4,500	3
<b>Total Permanent Alternative School Area</b>			<b>514,925</b>			
<b>Total Alternative School Portable Area</b>				<b>1,536</b>		
<b>Total Alternative School Area (Gross)</b>					<b>516,461</b>	
<b>Total Property Size (Acres)</b>						<b>129.0</b>

## Combined Building Area - Carrollton-Farmers Branch ISD

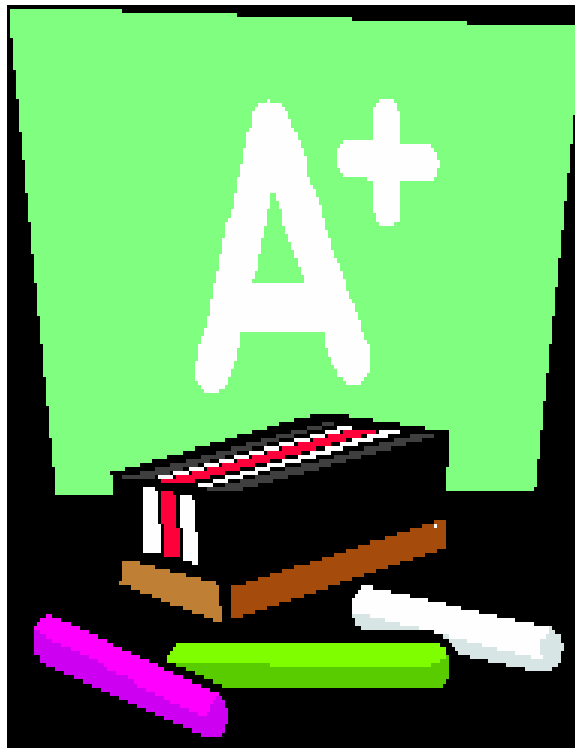
<b>Total District Permanent Facility Area</b>	<b>5,277,637</b>			
<b>Total District Portable Area</b>		<b>10,484</b>		
<b>Total District Area (Gross)</b>			<b>5,288,121</b>	
<b>Total Property Size (Acres)</b>				<b>767.6</b>

## Demolished Buildings

FACES	1960/2005 Demo	77	11,000		2.5
Original Stark Elementary	1963/2006 Demo	64,65,70,72,87	59,797		
Original Thompson/Woodlake	1974/2006 Demo	77	54,492		
Original Blanton Elementary	1972/2007 Demo	73,97	64,527	6,237	
Pre-K Center (Fyke Road)	1970/2007 Demo		18,299		
Montgomery Elementary	1955/2010 Demo	Partial	40,390		
Good Elementary	1957/2012 Demo	67;75;89	66,944		

# **Informational Section**

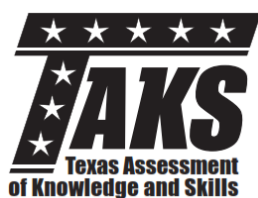
# Carrollton-Farmers Branch Independent School District



# **Student Data**

# Student Data

## Texas Assessment of Knowledge and Skills (TAKS)



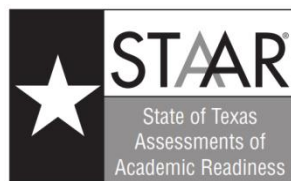
TAKS measures student mastery of the state-mandated curriculum for students who entered 9<sup>th</sup> grade for the first time during the 2010-11 school year. Based on their anticipated year of graduation, these students were designated as cohort 2014 students. They will graduate under TAKS testing requirements by earning a Met Standard score on the following Exit Level tests: ELA, Math, Science, and Social Studies.

<b>Met Standard</b>			
<b>2013 TAKS</b>	<b>Texas</b>	<b>Region</b>	<b>District</b>
ELA	95%	96%	96%
Mathematics	89%	90%	93%
Science	96%	96%	97%
Social Studies	99%	99%	99%
<b>2013 TAKS-M</b>			
<b>2013 TAKS-M</b>	<b>Texas</b>	<b>Region</b>	<b>District</b>
ELA	74%	76%	80%
Mathematics	62%	64%	69%
Science	56%	58%	64%
Social Studies	61%	63%	58%

<b>Commended</b>			
<b>2013 TAKS</b>	<b>Texas</b>	<b>Region</b>	<b>District</b>
ELA	25%	27%	24%
Mathematics	26%	29%	26%
Science	21%	24%	24%
Social Studies	64%	68%	72%
<b>2013 TAKS-M</b>			
<b>2013 TAKS-M</b>	<b>Texas</b>	<b>Region</b>	<b>District</b>
ELA	11%	12%	7%
Mathematics	6%	6%	7%
Science	4%	4%	6%
Social Studies	5%	6%	3%

## State of Texas Assessments of Academic Readiness (STAAR)

Significant changes to the Texas testing program began during 2011-2012 school year when the STAAR (State of Texas Assessments of Academic Readiness) replaced TAKS (Texas Assessment of Knowledge and Skills) as the new Texas student assessment program.



STAAR is a more rigorous assessment than previous state tests. It contains more test questions at most grade levels. Greater emphasis is placed on critical thinking skills. Also, for the first time since the state began its standardized testing program, all STAAR tests have a time limit. Unless a student is eligible for an accommodation, each student will have four hours to complete an assessment.

<b>Level 2: Satisfactory</b>			
<b>2013 STAAR</b>	<b>Texas</b>	<b>Region</b>	<b>District</b>
<b>Reading (Grades 3-8)</b>	76%	78%	78%
Math (Grades 3-8)	72%	73%	72%
Writing (Grades 4 & 7)	70%	72%	69%
Science (Grades 5 & 8)	74%	75%	77%
Social Studies (Grade 8)	63%	69%	70%

<b>Level 3: Advanced</b>			
<b>2013 STAAR</b>	<b>Texas</b>	<b>Region</b>	<b>District</b>
Reading (Grades 3-8)	20%	23%	20%
Math (Grades 3-8)	14%	17%	14%
Writing (Grades 4 & 7)	6%	7%	5%
Science (Grades 5 & 8)	13%	14%	13%
Social Studies (Grade 8)	13%	17%	11%

## Student Data

Students who entered high school as a 9<sup>th</sup> grader for the first time during 2011-12 school year will graduate under STAAR testing requirements. Under recent HB5 legislation, these cohort 2015 students will need to earn Level II Satisfactory score on the following STAAR-EOC assessments: English 1, English 2, Algebra, Biology, and U.S. History.

Level 2: Satisfactory			
2013 EOC	Texas	Region	District
ELA			
Reading 1	65%	68%	66%
Writing 1	48%	52%	53%
Reading 2	78%	81%	82%
Writing 2	52%	57%	56%
Reading 3	63%	68%	N/A
Writing 3	42%	40%	N/A
Math			
Algebra 1	78%	80%	84%
Geometry	86%	87%	89%
Algebra 2	97%	98%	99%
Science			
Biology	85%	88%	88%
Chemistry	84%	86%	95%
Physics	81%	90%	70%
Social Studies			
World Geography	75%	79%	82%
World History	70%	74%	76%
U.S. History	73%	79%	N/A

Level 3: Advanced			
2013 EOC	Texas	Region	District
ELA			
Reading 1	11%	13%	12%
Writing 1	2%	3%	2%
Reading 2	21%	24%	20%
Writing 2	3%	4%	2%
Reading 3	28%	34%	N/A
Writing 3	9%	8%	N/A
Math			
Algebra 1	16%	20%	14%
Geometry	18%	22%	17%
Algebra 2	70%	75%	80%
Science			
Biology	12%	16%	15%
Chemistry	12%	15%	23%
Physics	20%	42%	15%
Social Studies			
World Geography	15%	18%	19%
World History	9%	11%	9%
U.S. History	7%	5%	N/A

The Texas Education Agency (TEA) has released two types of test questions for STAAR – sample questions and released full length test from spring 2013 administration. These are accessible at <http://www.tea.state.tx.us/student.assessment/taar/testquestions/>.

An explanation of test results found a student's Confidential Student Report (CSR) can be found at TEA's website <http://www.tea.state.tx.us/student.assessment/explainresults/>.

Parents can view their child's entire state assessment history by logging onto the Texas Assessment student data portal at [www.TexasAssessment.com](http://www.TexasAssessment.com). Additional student and parent resources are also available at <http://www.tea.state.tx.us/student.assessment/parents/>.

# Student Data

The following tables represent the District's historical TAKS results.

TAKS Results by Subject and Grade							
Subject Area	Group	2009		2010		2011	
		Met Expectation	Commended	Met Expectation	Commended	Met Expectation	Commended
Reading/ELA	All Students	89%	34%	91%	33%	92%	33%
Math	All Students	83%	33%	86%	30%	87%	31%
Writing	All Students	94%	37%	95%	34%	95%	33%
Science	All Students	83%	32%	87%	32%	87%	35%
Social Studies	All Students	96%	54%	96%	53%	97%	54%
Reading/ELA	African Am.	87%	28%	90%	28%	90%	28%
Math	African Am.	74%	21%	79%	17%	80%	19%
Writing	African Am.	95%	31%	93%	29%	95%	26%
Science	African Am.	76%	20%	82%	20%	81%	21%
Social Studies	African Am.	95%	44%	95%	43%	95%	44%
Reading/ELA	Hispanics	85%	25%	89%	24%	89%	26%
Math	Hispanics	79%	25%	83%	23%	85%	24%
Writing	Hispanics	92%	30%	94%	25%	93%	26%
Science	Hispanics	77%	22%	82%	24%	83%	26%
Social Studies	Hispanics	94%	41%	95%	42%	96%	44%
Reading/ELA	White	96%	50%	97%	49%	97%	48%
Math	White	92%	46%	93%	43%	93%	43%
Writing	White	96%	49%	97%	52%	96%	45%
Science	White	94%	50%	96%	48%	95%	54%
Social Studies	White	99%	74%	99%	72%	99%	74%
Reading/ELA	Econ.Disadv.	85%	25%	89%	25%	89%	26%
Math	Econ.Disadv.	78%	26%	83%	23%	84%	24%
Writing	Econ.Disadv.	92%	29%	94%	26%	93%	26%
Science	Econ.Disadv.	77%	23%	82%	24%	83%	26%
Social Studies	Econ.Disadv.	94%	42%	95%	41%	95%	43%
The Results are Summed Across all Grades							

# Student Data continued

TAKS Results by Subject and Grade							
Subject Area	Group	2006		2007		2008	
		Met Expectation	Commended	Met Expectation	Commended	Met Expectation	Commended
Reading/ELA	All Students	89%	30%	91%	36%	92%	36%
Math	All Students	80%	29%	82%	31%	84%	32%
Writing	All Students	93%	33%	94%	33%	94%	37%
Science	All Students	78%	21%	76%	26%	79%	28%
Social Studies	All Students	92%	39%	92%	45%	94%	45%
Reading/ELA	African Am.	88%	21%	90%	28%	91%	31%
Math	African Am.	70%	16%	74%	17%	77%	19%
Writing	African Am.	93%	26%	92%	30%	94%	33%
Science	African Am.	67%	12%	65%	13%	71%	18%
Social Studies	African Am.	91%	31%	90%	33%	91%	33%
Reading/ELA	Hispanics	83%	19%	86%	25%	88%	25%
Math	Hispanics	72%	19%	75%	21%	79%	23%
Writing	Hispanics	90%	21%	91%	24%	92%	27%
Science	Hispanics	66%	12%	64%	15%	71%	18%
Social Studies	Hispanics	85%	22%	85%	30%	90%	33%
Reading/ELA	White	96%	44%	97%	54%	97%	53%
Math	White	91%	41%	91%	43%	92%	46%
Writing	White	96%	45%	97%	47%	97%	52%
Science	White	91%	33%	90%	40%	93%	44%
Social Studies	White	98%	56%	97%	62%	98%	64%
Reading/ELA	Econ.Disadv.	83%	19%	86%	25%	88%	25%
Math	Econ.Disadv.	72%	20%	75%	22%	79%	23%
Writing	Econ.Disadv.	90%	22%	91%	24%	92%	28%
Science	Econ.Disadv.	67%	14%	65%	15%	71%	18%
Social Studies	Econ.Disadv.	86%	25%	87%	31%	90%	33%

The Results are Summed Across all Grades



# Student Data continued

The following table represents the AP exam scores for 2013. (Total AP Students: 1601)

AP Score	5		4		3		2		1		Total Exams
Number of Exams/Percentage	223	8%	453	16%	717	25%	785	28%	636	23%	2,814
AP Results by Subject	5		4		3		2		1		Total Exams
Art History	0	0%	4	18%	4	18%	8	36%	6	27%	22
Music Theory	6	21%	3	10%	10	34%	6	21%	4	14%	29
Studio Art: 2-D Design Portfolio	2	7%	14	48%	9	31%	4	14%	0	0%	29
Studio Art: 3-D Design Portfolio	2	9%	2	9%	13	59%	3	14%	2	9%	22
Studio Art: Drawing Portfolio	2	15%	5	38%	6	46%	0	0%	0	0%	13
English Language and Composition	9	3%	43	14%	96	31%	118	38%	43	14%	309
English Literature and Composition	4	1%	31	9%	100	30%	126	38%	67	20%	328
European History	0	0%	1	33%	1	33%	0	0%	1	33%	3
Human Geography	12	10%	20	16%	29	24%	21	17%	40	33%	122
Macroeconomics	0	0%	0	0%	6	16%	10	27%	21	57%	37
Microeconomics	3	8%	12	32%	7	18%	9	24%	7	18%	38
Psychology	17	14%	21	18%	21	18%	19	16%	42	35%	120
United States Government and Politics	1	1%	6	6%	18	18%	35	35%	41	41%	101
United States History	14	6%	40	16%	58	24%	84	34%	48	20%	244
World History	8	4%	24	12%	72	36%	64	32%	30	15%	198
Calculus AB	24	24%	21	21%	16	16%	10	10%	30	30%	101
Calculus BC	19	35%	6	11%	6	11%	2	4%	21	39%	54
Computer Science A	1	11%	1	11%	3	33%	1	11%	3	33%	9
Statistics	5	5%	20	19%	26	25%	26	25%	29	27%	106
Biology	6	5%	18	16%	41	36%	39	34%	11	10%	115
Chemistry	8	10%	24	29%	20	24%	14	17%	16	20%	82
Environmental Science	1	1%	14	12%	10	8%	44	37%	49	42%	118
Physics B	10	9%	16	14%	25	22%	24	21%	37	33%	112
Physics C: Electricity and Magnetism	6	11%	11	20%	8	14%	24	43%	7	13%	56
Physics C: Mechanics	13	21%	13	21%	17	27%	10	16%	9	15%	62
Chinese Language and Culture	5	100%	0	0%	0	0%	0	0%	0	0%	5
French Language	1	50%	0	0%	0	0%	0	0%	1	50%	2
German Language	0	0%	1	17%	0	0%	1	17%	4	67%	6
Japanese Language and Culture	2	67%	1	33%	0	0%	0	0%	0	0%	3
Spanish Language	42	12%	78	22%	90	25%	81	23%	67	19%	358
Spanish Literature	0	0%	3	30%	5	50%	2	20%	0	0%	10

# Student Data continued

The following tables represent the AP exam scores for 2012.

2011-12	Field MS	Perry MS	Creekview HS	Ranchview HS	Smith HS	Turner HS	C-FB
Total Campus Enrollment	916	980	2026	848	2064	2130	8964
AP/IB Student Enrollment*	10	63	438	252	491	545	1799
% Campus AP/IB Enrollment	1%	6%	22%	30%	24%	26%	20%

\*AP/IB Student Enrollment - Total number of students enrolled in at least one AP or IB Diploma course

2011-12	Field MS	Perry MS	Creekview HS	Ranchview HS	Smith HS	Turner HS	C-FB
Student Enrollment in Advanced Courses^	10	63	590	297	611	697	2268
Number of AP/IB Examinees^^	9	61	467	36/82	376	602	1633
% AP/IB Exam Student Participation	90%	97%	79%	40%	62%	86%	72%

^Student Enrollment - Total number of students enrolled in at least one AP or IB Diploma course (including 9th & 10th grade G/T classes)

^^ Number of AP/IB Examinees - Total number of students who took at least one AP or IB Diploma exam

2011-12	Field MS	Perry MS	Creekview HS	Ranchview HS	Smith HS	Turner HS	C-FB
AP/IB Course Enrollment**	10	63	877	659	1106	1207	3922
Total Number of AP Exams Taken	9	61	798	44	606	1156	3005
Number of Qualifying AP Test Scores	4	54	603	25	369	732	2137
% AP Exam Scores 3, 4, or 5	44%	89%	76%	57%	61%	63%	71%

\*\*AP/IB Course Enrollment - Total number of AP or IB Diploma courses taken by students

# Student Data continued

The chart below depicts Students by Category- changes over time.

Students by Category										
(Source: PEIMS Edits + Student Data Review Report)										
	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>
<b>All Students</b>	25,638	25,860	26,231	26,252	26,397	26,257	25,920	26,159	26,423	26,385
<b>Title I</b>	11,637	15,124	16,884	17,606	17,598	18,088	19,604	20,320	16,627	16,864
<b>Special Ed</b>	2,536	2,635	2,700	2,770	2,742	2,470	2,506	2,555	2,606	2,443
<b>Gifted &amp; Talented</b>	2,278	2,226	2,332	2,467	2,502	2,494	2,419	2,387	2,291	2,113
<b>Career &amp; Tech</b>	5,870	4,403	4,568	4,298	4,712	4,690	4,872	4,913	5,219	5,414
<b>LEP</b>	5,854	6,116	6,234	6,685	6,262	6,293	5,985	5,995	5,908	6,310
<b>Bilingual</b>	2,348	2,479	2,761	2,980	2,901	2,922	2,912	2,967	3,118	3,465
<b>ESL</b>	3,368	3,527	3,397	3,653	3,345	3,409	3,127	3,110	2,893	3,051
<b>Migrant</b>	34	2	0	2	8	5	3	3	7	5
<b>Eco Disadv</b>	11,633	12,228	13,379	13,418	14,302	15,002	15,393	15,376	16,420	16,452
<b>At Risk</b>	10,997	11,789	13,025	12,828	12,494	12,908	12,528	12,031	11,879	12,059
<b>Immigrant</b>	937	872	782	1,180	1,043	1,167	219	851	801	903
<b>Transfer Students</b>	108	133	136	149	180	188	169	188	196	153



# Student Data continued

## Student Dropout Information

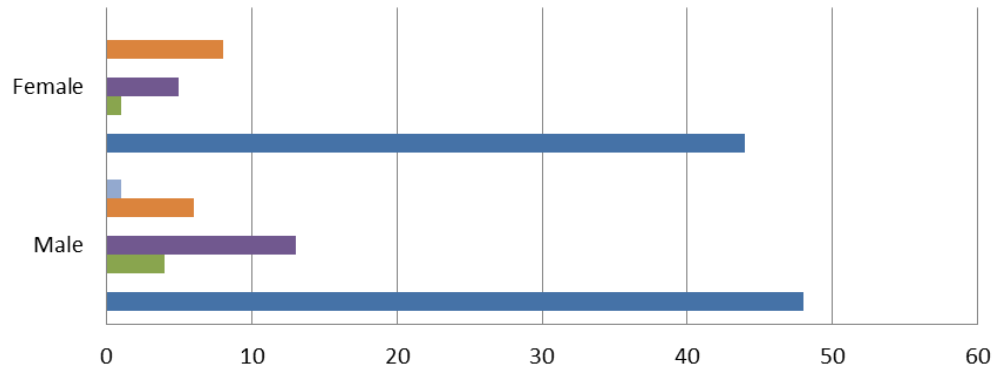
\* NOTE: State Criteria changed in 2006-07

(Source: PEIMS Edits + Student Data Review Report)

	2003-04	2004-05	2005-06	*2006-07	*2007-08	*2008-09	*2009-10	*2010-11	*2011-12	*2012-13
Grade 7	0	0	0	2	not reported	2	29	1	3	1
Grade 8	1	3	2	8	10	1	13	3	0	2
Grade 9	12	12	8	50	46	32	30	29	22	18
Grade 10	12	10	11	43	39	37	21	19	17	18
Grade 11	10	16	11	44	48	26	16	32	41	37
Grade 12	21	10	7	34	90	51	32	41	39	54
Totals	56	54	39	181	233	149	141	125	122	130



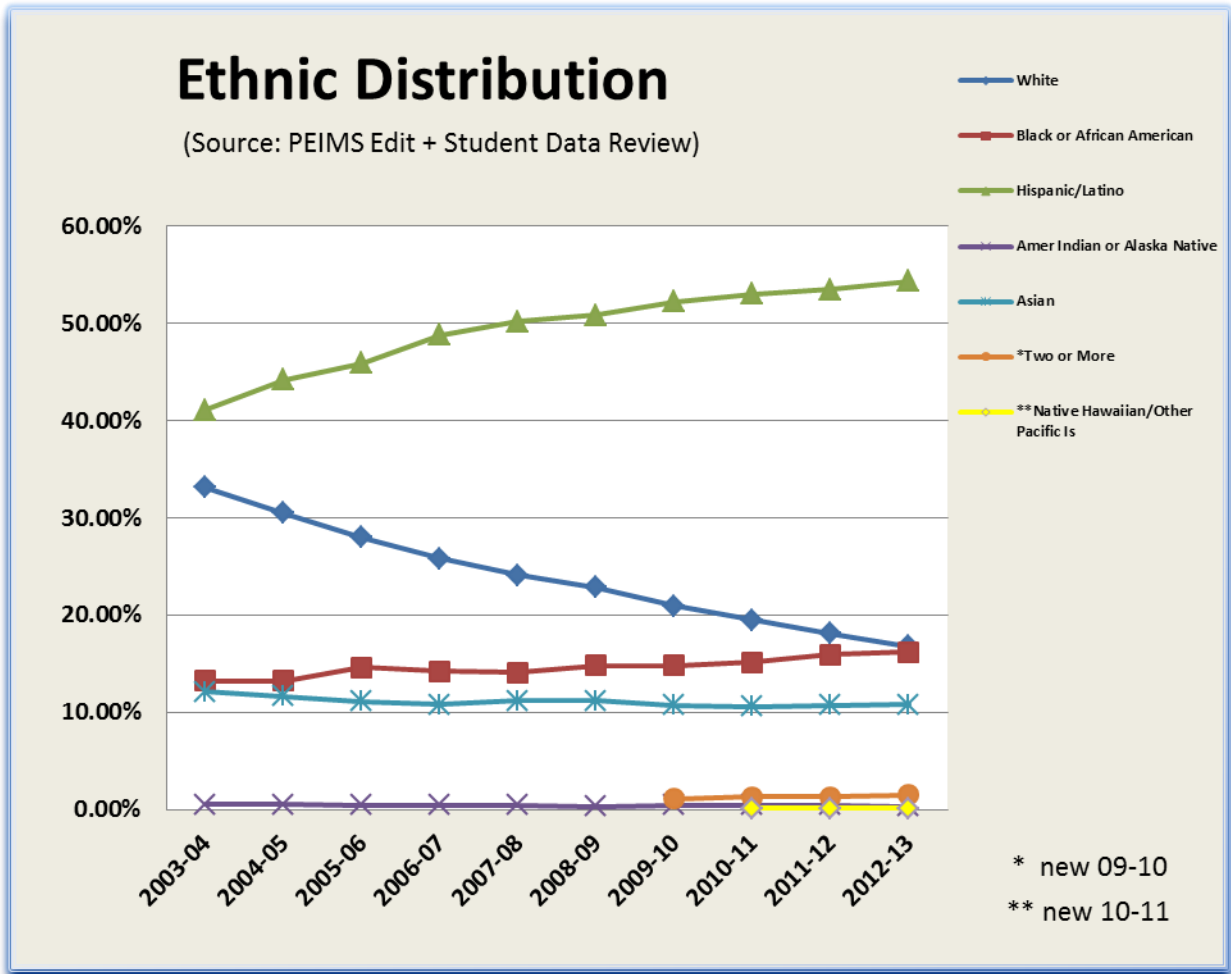
### Dropout by Ethnicity & Gender 2012-2013



	Male	Female
Two or More Races	1	0
White	6	8
Hawaiian/Pacific Islander	0	0
Black/African American	13	5
Asian	4	1
American Indian/Alaska Native	0	0
Hispanic/Latino	48	44

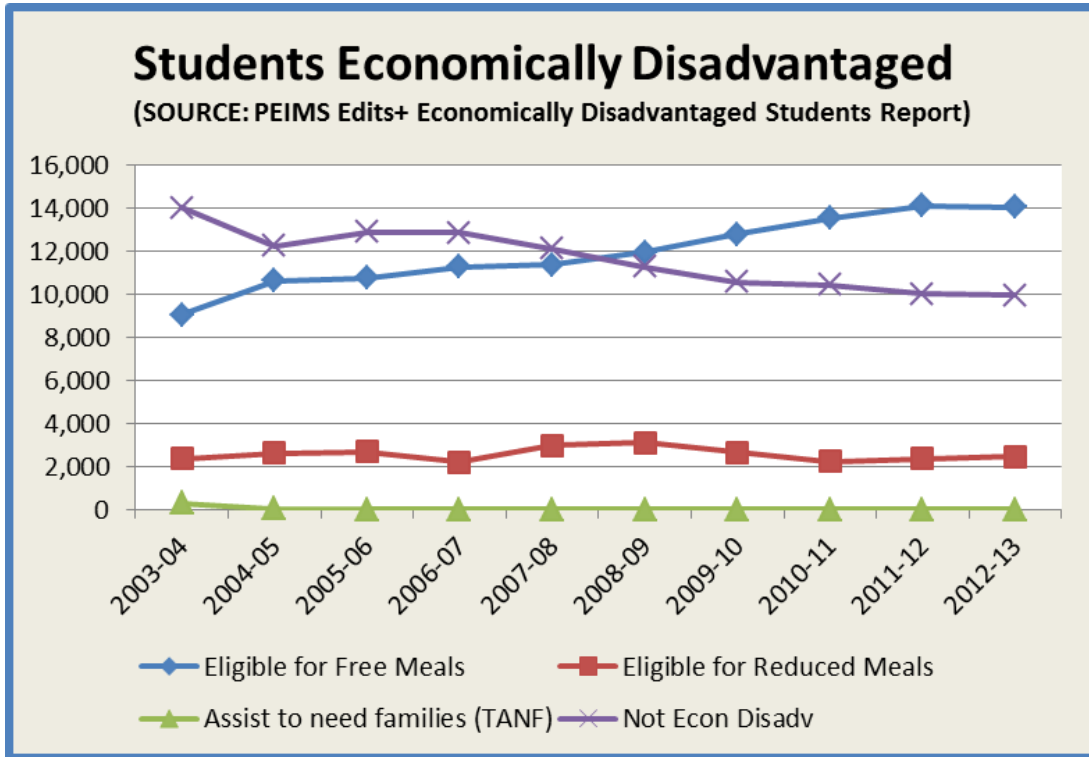
# Student Data continued

The graph below depicts the change in Student Ethnicity over time.



# Student Data continued

The graph below depicts the Students Economically Disadvantaged by Count over time.



# Student Data continued

## CFB ISD Campus Enrollment

#	Name	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Estimated 2013-14*
001	Turner High	1,956	2,011	1,975	2,019	2,124	2,134	2,142
002	Smith High	2,069	2,080	1,991	2,030	2,058	2,041	1,988
003	Grimes Learning Ctr	240	214	263	251	212	142	80
005	Alternative Ed Prgm	138	145	103	94	88	70	58
006	Creekview High	2,150	2,037	2,056	2,082	2,034	1,981	1,919
007	Ranchview High	773	761	833	807	831	810	802
009	Dallas/Denton County JJAEP	30	24	15	15	10	9	7
010	Early College High School	161	211	213	252	267	275	313
042	Field Middle	1,014	999	963	930	911	907	930
042	Perry Middle	1,010	971	999	933	942	962	999
044	Long Middle	806	850	784	796	796	760	758
045	Blalack Middle	1,141	1,120	1,064	972	982	950	954
046	Polk Middle	1,056	1,026	1,057	1,042	1,090	1,065	1,082
047	Bush Middle	622	654	703	767	720	699	685
102	Carrollton Elementary	719	684	640	650	676	654	656
103	Central Elementary	625	645	600	726	734	748	745
105	Good Elementary	527	496	498	503	499	595	615
106	Stark Elementary	471	388	417	533	537	611	693
107	Montgomery Elementary	549	463	414	0	0	0	0
108	McLaughlin Elementary	636	389	393	396	392	0	0
109	Farmers Branch Elementary	516	493	493	506	497	504	540
110	Blanton Elementary	459	539	563	555	603	594	579
111	Thompson Elementary	504	490	479	515	503	589	590
112	Country Place Elementary	363	363	374	362	370	357	339
113	Davis Elementary	566	575	552	535	571	568	555
114	McCoy Elementary	442	425	452	411	413	406	400
116	Furneaux Elementary	437	407	395	365	363	358	371
117	Huie Sp Ed Campus	1	2	3	4	20	48	50
118	Rosemeade Elementary	349	365	336	338	360	429	444
119	Sheffield Primary	455	419	446	498	544	0	0
120	Las Colinas Elementary	490	493	503	505	504	519	527
121	Landry Elementary	459	472	462	462	443	453	435
122	Kent Elementary	546	513	446	472	449	398	398
123	Riverchase Elementary	405	388	369	362	313	296	428
124	McKamy Elementary	469	478	450	575	558	577	513
125	Sheffield Intermediate	387	383	354	339	348	927	929
126	Rainwater Elementary	418	457	469	451	454	444	408
128	Freeman Elementary	668	503	510	560	582	634	616
129	McWhorter Elementary	645	673	697	626	653	730	770
131	Blair Intermediate	522	419	405	776	760	732	691
132	LaVillita Elementary	0	296	326	459	497	623	571
133	Pre-Kindergarten Center	222	204	192	0	0	0	0
134	Kelly Pre-Kindergarten Center	381	366	295	313	316	0	0
135	Strickland Intermediate	0	368	368	372	399	786	791
	<b>Totals</b>	<b>26,397</b>	<b>26,259</b>	<b>25,920</b>	<b>26,159</b>	<b>26,423</b>	<b>26,385</b>	<b>26,371</b>
	<b>Percentage Change</b>	<b>0.55%</b>	<b>-0.52%</b>	<b>-1.29%</b>	<b>0.92%</b>	<b>1.01%</b>	<b>-0.14%</b>	<b>-0.05%</b>

\*2013-14 estimate based upon enrollment on 10/25/13, not yet final for PEIMS

# Student Data continued

The graph below depicts at risk students by sex, ethnicity and grade as of the last Friday in October 2012, referred to as the snapshot date.

PEIMS EDIT+ REPORTS DATA REVIEW																
At Risk Students by Sex, Ethnicity, and Grade																
2012-2013 Fall Collecton																
Grade	Hispanic/Latino		American Indian		Asian		African American		White		Pacific Islander		Two or More		Total	%
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
EE	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0.0%
FK	255	226	0	0	92	68	4	2	5	9	1	0	0	2	664	5.5%
KG	369	353	0	0	66	61	11	9	22	13	0	0	4	1	909	7.5%
01	388	347	0	0	76	61	40	29	28	19	0	0	5	5	998	8.3%
02	381	414	1	0	68	57	53	27	31	41	0	0	5	2	1,080	9.0%
03	439	417	1	2	63	56	65	44	41	15	1	0	5	3	1,152	9.6%
04	415	374	0	0	33	33	37	28	29	32	0	0	2	2	985	8.2%
05	323	323	1	0	34	24	44	32	20	24	0	0	2	3	830	6.9%
06	315	244	0	1	24	12	60	32	31	17	0	0	3	4	743	6.2%
07	246	210	0	0	23	18	63	42	29	16	0	0	4	3	654	5.4%
08	215	201	1	0	30	6	63	51	39	19	0	0	7	0	632	5.2%
09	409	266	3	1	33	28	100	69	64	38	2	0	3	2	1,018	8.4%
10	318	244	0	2	33	22	75	54	61	28	0	0	3	5	845	7.0%
11	277	262	2	4	24	35	62	64	67	53	0	0	4	3	857	7.1%
12	211	195	2	0	34	31	46	64	61	38	2	0	4	2	690	5.7%
Totals	4,562	4,077	11	10	633	512	723	547	528	362	6	0	51	37	12,059	100.0%
Percent	37.8%	33.8%	0.1%	0.1%	5.2%	4.2%	6.0%	4.5%	4.4%	3.0%	0.0%	0.0%	0.4%	0.3%		100.0%



## Student Data continued

2012 Adequate Yearly Progress(AYP)		
CAMPUS	Made AYP	Missed AYP
District		
Creekview High School		X
Ranchview High School		X
Turner High School		X
Grimes Alt High School		X
Smith High School	X	
Early College High School	X	
Blalack Middle School		X
Bush Middle School		X
Field Middle School		X
Long Middle School		X
Perry Middle School		X
Polk Middle School		X
Blair Intermediate		X
Blanton Elementary		X
Carrollton Elementary	X	
Central Elementary	X	
Country Place Elementary	X	
Davis Elementary	X	
Farmers Branch Elementary	X	
Freeman Elementary		X
Furneaux Elementary		X
Good Elementary		X
Kent Elementary	X	
La Villita Elementary	X	
Landry Elementary		X
Las Colinas Elementary	X	
McCoy Elementary	X	
McKamy Elementary		X
McWhorter Elementary		X
Rainwater Elementary	X	
Riverchase Elementary	X	
Rosemeade Elementary	X	
Sheffield Intermediate		X
Stark Elementary	X	
Strickland Intermediate		X
Thompson Elementary	X	

## Student Data continued

2011 Adequate Yearly Progress (AYP) And Academic Excellence Indicator System(AEIS)			
Campus	Meets AYP	Missed AYP	AEIS Rating
District		X	Recognized
Creekview		X	Acceptable
Early College	X		Exemplary
Ranchview	X		Acceptable
Smith		X	Acceptable
Turner	X		Acceptable
Blalack	X		Recognized
Bush		X	Acceptable
Field		X	Recognized
Long	X		Recognized
Perry	X		Recognized
Polk	X		Recognized
Blair/Montgomery	X		Recognized
Blanton	X		Exemplary
Carrollton	X		Recognized
Central	X		Recognized
Country Place	X		Exemplary
Davis	X		Exemplary
Farmers Branch	X		Exemplary
Freeman	X		Recognized
Furneaux	X		Recognized
Good	X		Recognized
Kent	X		Exemplary
La Villita	X		Exemplary
Landry	X		Recognized
Las Colinas	X		Recognized
McCoy	X		Exemplary
McKamy	X		Exemplary
McWhorter	X		Recognized
Rainwater	X		Recognized
Riverchase	X		Recognized
Rosemeade	X		Exemplary
Sheffield Int/Pri	X		Recognized
Stark	X		Exemplary
Strickland/McLaughlin	X		Recognized
Thompson	X		Exemplary

## Student Data continued

2010 Adequate Yearly Progress (AYP) And Academic Excellence Indicator System(AEIS)			
Campus	Meets AYP	Missed AYP	AEIS Rating
District	X		Recognized
Creekview	X		Recognized
Early College	X		Exemplary
Ranchview	X		Recognized
Smith	X		Recognized
Turner	X		Recognized
Blalack	X		Recognized
Bush	X		Acceptable
Field	X		Recognized
Long	X		Recognized
Perry	X		Recognized
Polk	X		Recognized
Blair/Montgomery	X		Acceptable
Blanton	X		Exemplary
Carrollton	X		Exemplary
Central	X		Recognized
Country Place	X		Exemplary
Davis	X		Exemplary
Farmers Branch	X		Recognized
Freeman	X		Recognized
Furneaux	X		Acceptable
Good	X		Exemplary
Kent	X		Exemplary
La Villita	X		Exemplary
Landry	X		Recognized
Las Colinas	X		Exemplary
McCoy	X		Exemplary
McKamy	X		Recognized
McWhorter	X		Recognized
Rainwater	X		Exemplary
Riverchase	X		Recognized
Rosemeade	X		Exemplary
Sheffield Int/Pri	X		Recognized
Stark	X		Exemplary
Strickland/McLaughlin	X		Exemplary
Thompson	X		Exemplary

## Student Data continued

<b><u>SAT Results for 2012</u></b>					
<b>Mean Scores</b>					
Campus	Count	Critical Reading	Math	Writing	Combined
Turner High School	254	461	498	456	1,415
Smith High School	236	514	528	506	1,548
Creekview High School	264	499	532	479	1,510
Ranchview High School	162	487	499	477	1,463
Early College	47	421	446	422	1,289
District	963	487	512	477	1,476
National	1,664,479	496	514	488	1,498
Texas	172,802	474	499	461	1,434

<b><u>SAT Results for 2011</u></b>					
<b>Mean Scores</b>					
Campus	Count	Critical Reading	Math	Writing	Combined
Turner High School	157	461	492	456	1,409
Smith High School	240	498	518	497	1,513
Creekview High School	320	503	540	487	1,530
Ranchview High School	123	475	492	476	1,443
Early College High School	75	436	460	426	1,322
District	915	485	513	478	1,476
National	1,647,123	497	514	489	1,500
Texas	166,012	479	502	465	1,446

<b><u>SAT Results for 2010</u></b>					
<b>Mean Scores</b>					
Campus	Count	Critical Reading	Math	Writing	Combined
Turner High School	174	477	516	473	1,466
Smith High School	222	506	527	502	1,535
Creekview High School	282	501	533	488	1,522
Ranchview High School	98	449	483	457	1,389
Early College High School	34	422	471	420	1,313
District	810	488	519	482	1,489
National	1,547,990	501	505	473	1,479
Texas	148,102	484	506	475	1,465

## Student Data continued

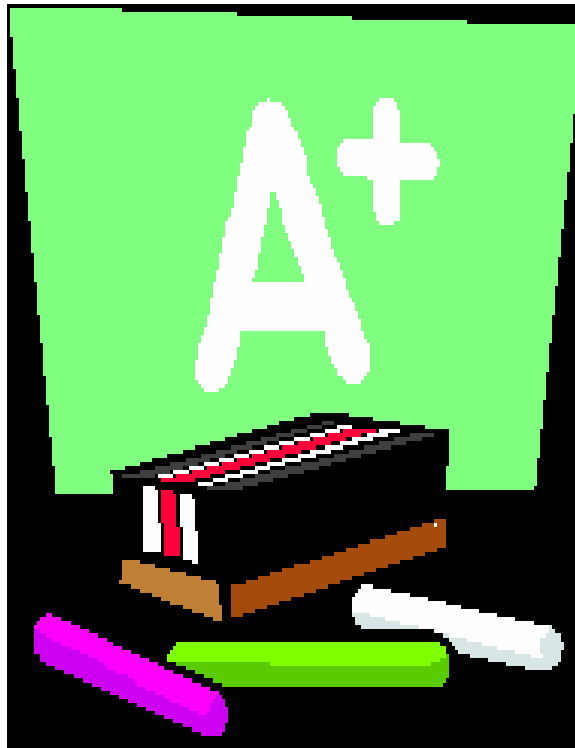
<b>ACT Results for 2012</b>						
Campus	Count	English	Math	Reading	Science	Composite
Turner High School	129	18.4	21.1	20.0	20.1	20.0
Smith High School	120	22.8	22.6	23.5	22.8	23.1
Creekview High School	129	21.5	23.4	21.9	22.3	22.4
Ranchview High School	63	20.8	21.7	21.5	21.5	21.5
Early College	2	20.5	24.5	25.0	23.5	23.5
District	443	20.8	22.3	21.4	22.0	22.1
Nation	1,666,017	20.5	21.1	21.3	20.9	21.1
Texas	110,180	19.6	21.4	20.8	20.8	20.8

<b>ACT Results for 2011</b>						
Campus	Count	English	Math	Reading	Science	Composite
Turner High School	92	18.2	21.3	19.5	20.1	19.9
Smith High School	114	21.5	22.7	22.5	22.5	22.4
Creekview High School	127	22.1	23.9	22.7	22.5	22.9
Ranchview High School	44	20.0	21.6	21.1	21.4	21.1
Early College High School	20	16.3	19.7	18.2	19.1	18.5
District	398	20.5	22.5	21.5	21.6	21.6
Nation	1,623,112	20.6	21.1	21.3	20.9	21.1
Texas	101,569	19.6	21.5	20.7	20.8	20.8

<b>ACT Results for 2010</b>						
Campus	Count	English	Math	Reading	Science	Composite
Turner High School	103	18.9	22.1	20.1	21.3	20.7
Smith High School	126	20.9	22.1	21.5	21.8	21.7
Creekview High School	137	20.7	22.6	22.3	22.1	22.0
Ranchview High School	63	19.7	21.7	20.4	20.6	20.7
District	429	20.2	22.2	21.2	21.6	21.4
Nation	1,568,835	20.5	21.0	21.3	20.9	21.0
Texas	92,615	19.7	21.4	20.8	20.9	20.8

# **Salary Schedules**

# Carrollton-Farmers Branch Independent School District



# Salary Schedules

## 2013-2014 Salary Schedule

Teacher New Hire - 187 DAYS

YEARS OF EXPERIENCE	DAILY RATE	SALARY
0	\$252.10	\$47,143
1	\$253.10	\$47,330
2	\$254.10	\$47,517
3	\$255.10	\$47,704
4	\$256.10	\$47,891
5	\$257.60	\$48,171
6	\$259.60	\$48,545
7	\$261.60	\$48,919
8	\$263.60	\$49,293
9	\$265.60	\$49,667
10	\$267.60	\$50,041
11	\$269.60	\$50,415
12	\$271.60	\$50,789
13	\$273.60	\$51,163
14	\$275.60	\$51,537
15	\$277.60	\$51,911
16	\$279.60	\$52,285
17	\$281.60	\$52,659
18	\$283.60	\$53,033
19	\$285.60	\$53,407
20	\$287.60	\$53,781
21	\$289.60	\$54,155
22	\$291.60	\$54,529
23	\$293.60	\$54,903
24	\$295.60	\$55,277
25	\$297.60	\$55,651
26	\$299.60	\$56,025
27	\$301.60	\$56,399
28	\$303.60	\$56,773
29	\$305.60	\$57,147
30+	\$307.60	\$57,521

An annual stipend of \$1,545 will be paid to classroom teachers with a Master's Degree that is confirmed as having been completed prior to the beginning of the school year.

An annual stipend of \$2,470 will be paid to classroom teachers with a Doctorate that is confirmed as having been completed prior to the beginning of the school year.

This is a hiring schedule for the 2013-2014 school year only. Neither past nor future salaries can be accurately calculated from this hiring schedule.



# Salary Schedules continued

## Salary Schedule 2013-2014 Professional / Administrative

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
MAXIMUM DAILY RATE	305.62	338.26	354.96	364.92	393.21
MIDPOINT DAILY RATE	268.76	289.28	312.19	327.74	353.14
MINIMUM DAILY RATE	207.22	252.10	270.58	291.32	313.54

### Grade 1

Child Daycare Director (215)\*  
Emergency Action Specialist (187)\*  
Physical Therapist Assistant (188)\*  
Language Services Specialist (197)\*  
Multimedia Specialist (230)\*  
Professional Cataloger (220)  
Personnel Certification Officer (230)\*  
Supervisor Warehouse (230)\*  
Title I Community Liaison (197)\*  
Translator Curriculum (187)  
Web Specialist (230)\*

### Grade 2

Academy Facilitator (230, 212)  
Attendance Officer (187)  
Behavior Resource Specialist (187)  
Community Liaison (212)  
Instructional Coach (187)  
Instructional Facilitator (202, 187)  
Instructional Tech. Specialist (187, 197)  
Interventionist (187)  
Librarian (188,197)  
Nurse (187)  
Occupational Health Nurse (230)\*  
Parent Educator (187)\*  
Registrar (220)  
Teacher (187, 190, 193, 197, 200, 202, 205, 210, 212, 213, 220)

### Grade 3

Adv. Academic Specialist (202, 210, 215)  
Audiologist (187)  
Autism Specialist (200)  
Career Tech Facilitat. (115) (48% of 230)  
Communications Specialist (230)\*  
Communities Relations Specialist (230)\*  
Counselor (188, 200, 202, 207)  
Educational Diagnostician (193, 198)  
Grad Team Coach (188, 202)  
Instructional Specialist (197, 187)  
(Bilingual, ,ESL, Math, Science, Lang. Arts)  
Instructional Tech Lead (202)  
Instructional Tech Trainer (202)  
Lead Behavior Resource Specialist (193)  
Lead Educational Diagnostician (220)  
Lead LSSP (198)  
Lead Occupational Therapist (210)  
Lead Speech Path (198)  
LSSP (187, 193)  
Occupational Therapist (188)  
Physical Therapist (188)  
Populations Facilitator (187)  
Program Compliance (202)  
Social Worker (193)  
Speech Pathologist (187)  
Student Assistant Specialist (188, 202)\*  
Supervisor, Natatorium (230)

### Grade 4

Assistant Principal, Elem (207)  
Athletic, Admin Asst (226)  
Coordinator, Campus Athletics (226)  
Coor., Employee Benefits (230)\*  
Coordinator, Media Services (230)  
Coor., Student Nutrit.-Finance (202)  
Coor., Student Nutrit.-Person. (202)  
Supervisor, Health Services (220)

### Grade 5

Accountant (230)  
Assistant Principal, MS (207)  
Coordinator, ESL (230)  
Coordinator, Federal Funds (230)  
Coordinator, Fine Arts (230)  
Coordinator, Special Educ. (230)  
Coor., State Testing & Data (230)  
Director, Student Nutrition (230)\*  
Supervisor, Accounting (230)\*  
Supervisor, Construction (230)\*  
Supervisor, Maintenance (230)\*  
Tax Assessor/Collector (230)\*

# Salary Schedules continued

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
423.67	456.51	491.89	530.03	557.55	600.76	762.75
380.51	409.99	441.76	476.03	512.92	552.67	711.90
338.21	364.43	392.68	423.03	469.48	505.86	661.05

### Grade 6

Assistant Principal, HS (212)  
 Director, Accounting (230)\*  
 Director, Bilingual/ESL (230)  
 Director, Elem. Student Services (230)  
 Director, English/Language Arts (230)  
 Director, Math (230)  
 Director, Payroll (230)\*  
 Director, Science (230)  
 Director, Secondary Student Svcs. (230)  
 Director, Social Studies (230)  
 Director, Technology Services (230)

### Grade 7

Associate Principal, HS (220)  
 Director, Athletics (230)  
 Director, Financial Reporting (230)  
 Director, Security/Operations (230)  
 Director, Strategic Comm. Svcs. (230)  
 Director, Fine Arts (220)  
 Director, Student Information (230)  
 Executive Director of Assessment (230)  
 Principal, AEP (230)

### Grade 8

Director, After School Program (230)  
 Director, Elementary Personnel (230)  
 Director, Secondary Personnel (230)  
 Educational Tech. Administrator (215)  
 Executive Director, Adv. Acad. (230)  
 Executive Director, Career Tech. (230)  
 Executive Director, Matls. Mgmt. (230)  
 Principal, Elementary (215)  
 Principal, Grimes (226)

### Grade 9

Director, Human Resources (230)  
 Executive Director, Special Educ. (230)  
 Principal, Early College HS (226)  
 Principal, Middle School (226)

### Grade 10

Chief Financial Officer (230)  
 Chief Information/Tech. Officer (215)  
 Chief Operations Officer (230)  
 Principal, High School (226)

### Grade 11

Assistant Superintendent, Elem. (230)  
 Assistant Superintendent, Second. (230)  
 Advisor to Superintendent

### Grade 12

Associate Superintendent Administrative  
 & Support Services (230)  
 Associate Superintendent Educational  
 Services (230)

**\*Non-Contracted Position**

# Salary Schedules continued

## Salary Schedule 2013-2014 Clerical / Technical

	Grade 2	Grade 3	Grade 4
MAXIMUM HOURLY RATE	16.82	19.04	20.32
MIDPOINT HOURLY RATE	14.47	16.59	18.10
MINIMUM HOURLY RATE	12.54	14.21	15.15

### Grade 2

Assistant, Bilingual  
 Assistant, Clinic  
 Assistant, Comp Lab  
 Assistant, DMC  
 Assistant, ELL Title I  
 Assistant, ESL  
 Assistant, Inst Bldg  
 Assistant, Pre-K  
 Assistant, Specials  
 Assistant, Title I  
 Clerk, Elementary  
 SP Assistant, Bil Speech  
 SP Assistant, CM  
 SP Assistant, MOU  
 SP Assistant, PPCD

### Grade 3

Clerk, Attendance MS  
 Clerk, Counselor  
 Clerk, Data Entry Tech  
 Clerk, Diag (193, 198, 202)  
 Clerk, MS  
 Clerk, Receptionist  
 Clerk, Student Serv MS  
 SP Assistant, AA  
 SP Assistant, ABC Elem  
 SP Assistant, Autism  
 SP Assistant, Dev Ctr  
 SP Assistant, Inclusion MS & HS  
 SP Assistant, MAC  
 SP Assistant, PAS  
 SP Assistant, Sup Ctr Elem  
 SP Assistant, VAC  
 SP Receptionist

### Grade 4

Clerk, Attendance HS  
 Clerk, Bookkeeper  
 Clerk, Career Tech  
 Clerk, Itinerant  
 Clerk, LPAC-BIL-ESL  
 Clerk, Media  
 Clerk, Recpt Ad Bldg  
 Clerk, Records (193,210,220,226)  
 Clerk, SP Purchasing  
 Clerk, SP Records  
 Secretary, SP Coordinators

# Salary Schedules continued

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
22.51	25.05	27.77	30.88	34.33
20.05	22.26	24.72	27.49	30.54
16.76	18.61	20.67	22.96	25.52

## Grade 5

Clerk, Accounting  
 Clerk, Advanced Academics  
 Clerk, Data Entry Biling./ESL  
 Clerk, Fine Arts  
 Clerk, Payroll  
 Clerk, Personnel Appl  
 Clerk, Educational Svcs  
 Clerk, SNS Meal Benefits  
 Clerk, SNS Personnel  
 Clerk, SNS Purchasing  
 Clerk, Tax Office  
 Counseling Assistant  
 Secretary, Associate Principal  
 Secretary, Athletics  
 Secretary, Distribution Center  
 Secretary, District Media Ctr  
 Secretary, Facility Serv  
 Secretary, Plant Op & Security  
 Secretary, Principal AEP  
 Secretary, Principal Elem  
 Secretary, Principal MS  
 Secretary, Purchasing  
 Secretary, Sub Call in System

## Grade 6

Secretary, After the Bell  
 Secretary, Curriculum Director  
 Secretary, Dir Athletics  
 Secretary, Dir Program Comp  
 Secretary, Principal HS

## Grade 7

Secretary, Adv Academics  
 Secretary, Chief Tech  
 Secretary, Dir of Human Rcs  
 Secretary, Dir HR Elem/Sec  
 Secretary, Ex Dir Assmnt  
 Secretary, Ex Dir Career Tech  
 Secretary, Ex Dir Facility Serv  
 Secretary, Ex Dir Fine Arts  
 Secretary, Ex Dir SP ED  
 Secretary, Ex Dir Staff Dev  
 Secretary, Stu,Fam Comm Serv

## Grade 8

Secretary, Associate Superintendent  
 Secretary, Assistant Superintendent

## Grade 9

Secretary, Superintendent

# Salary Schedules continued

## Salary Schedule 2013-2014 Specialist/Technical

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
	HOURLY	HOURLY	HOURLY	HOURLY	DAILY	DAILY	DAILY	DAILY	DAILY	DAILY
MAXIMUM RATE	22.51	25.01	27.77	30.89	269.69	299.03	341.94	354.74	386.45	393.21
MIDPOINT RATE	20.05	22.26	24.72	27.49	239.51	266.43	290.98	315.67	343.86	353.14
MINIMUM RATE	16.90	18.77	20.84	23.17	194.67	224.25	244.40	265.89	289.60	313.54

### Grade 1 - [Non-Exempt]

### Grade 2 - [Non-Exempt]

Specialist, Aux Personnel Records  
Specialist, Computer Help Desk I  
Specialist, Employee Benefits Assistant  
Specialist, Purchasing Tech

### Grade 3 - [Non-Exempt]

Database Manager  
Office Manager  
Purchasing Agent  
Specialist, Accounting  
Specialist, Payroll  
Specialist, SNS Accounts  
Visual Service Prod Assistant  
HR, Admin Asst

### Grade 4 - [Non-Exempt]

Coordinator PEIMS  
Specialist, Assistant Payroll Director  
Specialist, Cabling Tech  
Specialist, Computer Help Desk II  
Specialist, Computer Tech III  
Specialist, Employee Benefits  
Specialist, Personnel Records  
Specialist, Property Insurance

### Grade 5 - [Exempt]

Environmental Technician  
SNS Supervisor I  
SNS Supervisor II

### Grade 6 - [Exempt]

Records Management Officer  
Specialist, Special Project Manager  
Specialist, Student Data  
Specialist, Telecom Analyst

### Grade 7 - [Exempt]

Specialist, Asst. Network Systems  
Specialist, Payroll Systems  
Technology, Student Information Systems

### Grade 8 - [Exempt]

### Grade 9 - [Exempt]

Specialist Network Systems Manager

### Grade 10 - [Exempt]

Coordinator, Business Information Systems  
Technology Services Supervisor

# Salary Schedules continued

## Salary Schedule 2013-2014 Manual Trades (Hourly Positions)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
MAXIMUM HOURLY RATE	13.65	15.27	17.55	19.20	21.47	24.02	26.84
MIDPOINT HOURLY RATE	12.10	13.62	15.64	17.21	19.23	21.49	24.04
MINIMUM HOURLY RATE	10.13	11.41	13.11	14.50	16.22	18.13	20.26

### Grade 1

Custodian  
Production Assistant, SNS

### Grade 2

Custodian, Flex Crew  
Custodian, Lead Grimes  
Daycare, Caregiver  
Grounds, Athletics  
Grounds, Groundskeeper  
Production Specialist, SNS

### Grade 3

Custodian, Head Full-Time Sub  
Custodian, Head-Elementary School  
Custodian, Lead ESDC  
Custodian, Lead Middle School  
Distribution Center, Support  
Grounds, Landscape  
Grounds, Lead Crew  
Paint, Painter  
Plumbing, Plumber Apprentice  
SNS Manager Trainee

### Grade 4

Custodian, Head-Middle School  
Custodian, Lead-High School  
Distribution Center, Lead-Support  
Distribution Center, Receiving  
Electrical Tech II  
General Maintenance, Roofer  
General Maintenance, Worker  
Grounds, Equipment Operator  
Grounds, Irrigator  
Grounds, Lead Athletics  
HVAC Tech I  
Security Campus  
Security Rover

### Grade 5

Carpentry, Carpenter  
Custodian, Head-Admin Bldg  
Custodian, Head-High School  
Custodian, Rover  
Daycare Teacher  
Distribution Center, Inventory Ctrl  
Distribution Center, Textbooks  
General Maintenance, Herbicide App  
General Maintenance, High School  
Plumbing, Sprinkler Repair  
Stadium Complex Manager

### Grade 6

Custodian, Lead Rover  
Electrical, Fire Alarm Tech  
Electrical, Tech III  
Grounds, Licensed Irrigator  
Grounds, Lead Athletics Crew  
Grounds, Lead Equipment Tech  
Plumbing, Plumber Tech III

### Grade 7

Carpenter, Lead  
Electrical, Lead Electrician  
HVAC Lead  
Plumbing, Lead

# Salary Schedules continued

## Salary Schedule 2013-2014 Exempt Manual Trades (Salaried Positions)

	MTB	MTC	MTD	MTE	MTF	MTG
MAXIMUM DAILY RATE	141.32	154.32	173.12	192.86	217.01	240.32
MIDPOINT DAILY RATE	125.86	138.33	154.60	172.73	194.31	215.05
MINIMUM DAILY RATE	111.70	125.10	139.10	152.35	167.96	183.07

**Grade MTB**

None

**Grade MTF**

SNS Training and Catering Specialist (198 days)

**Grade MTC**

Student Nutrition Manager – Elementary School

**Grade MTG**

Carpentry, Department Head  
 Custodial, Department Head  
 Electrical, Department Head  
 General Maintenance, Department Head  
 Grounds, Department Head  
 HVAC, Department Head  
 Paint, Department Head  
 Plumbing, Department Head  
 Security, Department Head  
 Supervisor of Security, Technology

**Grade MTD**

SNS Manager – Middle School

**Grade MTE**

SNS Manager – High School  
 SNS – Cluster Schools

# **Miscellaneous Financial Information**





# Carrollton · Farmers Branch

---

Independent School District

● ● ● An Innovative Leader in Learning ● ● ●

# Miscellaneous Financial Information

## State Funding Formulas

(Source: First Southwest Company and District-provided information)

### CURRENT PUBLIC SCHOOL FINANCE SYSTEM

#### General

The following description of the Finance System is a summary of the Reform Legislation and the changes made by the State Legislature to the Reform Legislation since its enactment, including modifications made during the regular through third called sessions of the 79th Texas Legislature (collectively, the "2006 Legislative Session"), the regular session of the 81st Texas Legislature (the "2009 Legislative Session"), the regular and first called sessions of the 82nd Texas Legislature (collectively, the "2011 Legislative Session") and the 83<sup>rd</sup> Texas Legislative Session. For a more complete description of school finance and fiscal management in the State, reference is made to Vernon's Texas Codes Annotated, Education Code, Chapters 41 through 46, as amended.

Funding for school districts in the State is provided primarily from State and local sources. State funding for all school districts is provided through a set of funding formulas comprising the "Foundation School Program," as well as two facilities financing programs. Generally, the Finance System is designed to promote wealth equalization among school districts by balancing State and local sources of funds available to school districts. In particular, because districts with relatively high levels of property wealth per student can raise more local funding, such districts receive less State aid, and in some cases, are required to disburse local funds to equalize their overall funding relative to other school districts. Conversely, because districts with relatively low levels of property wealth per student have limited access to local funding, the Finance System is designed to provide more State funding to such districts. Thus, as a school district's property wealth per student increases, State funding to the school district is reduced. As a school district's property wealth per student declines, the Finance System is designed to increase its State funding. A similar equalization system exists for facilities funding wherein districts with the same tax rate for debt service raise the same amount of combined State and local funding. Facilities funding for debt incurred in prior years is expected to continue in future years; however, State funding for new school facilities was not appropriated by the 82nd Texas Legislature for the 2012–13 fiscal biennium.

Local funding is derived from collections of ad valorem taxes levied on property located within each district's boundaries. School districts are authorized to levy two types of property taxes: a limited maintenance and operations ("M&O") tax to pay current expenses and an unlimited interest and sinking fund ("I&S") tax to pay debt service on bonds. Under current law, M&O tax rates are subject to a statutory maximum rate of \$1.17 per \$100 of taxable value for most school districts. Current law also requires school districts to demonstrate their ability to pay debt service

## **Miscellaneous Financial Information continued**

### **Current Public School Finance System General continued**

on outstanding indebtedness through the levy of an ad valorem tax at a rate not to exceed \$0.50 per \$100 of taxable property at the time bonds are issued. Once bonds are issued, however, districts may levy a tax to pay debt service on such bonds unlimited as to rate or amount (see "TAX INFORMATION – Tax Rate Limitation" herein). As noted above, because property values vary widely among school districts, the amount of local funding generated by the same tax rate is also subject to wide variation among school districts.

The Reform Legislation, which generally became effective at the beginning of the 2006–07 fiscal year of each school district in the State, made substantive changes to the Finance System, which are summarized below. While each school district's funding entitlement was calculated based on the same formulas that were used prior to the 2006–07 fiscal year, the Reform Legislation effected changes to the manner in which school districts are funded that were intended to reduce local M&O tax rates by one third over two years through the introduction of the "State Compression Percentage," with M&O tax levies declining by approximately 11% in fiscal year 2006–07 and approximately another 22% in fiscal year 2007–08. (Prior to the Reform Legislation, the maximum M&O tax rate for most school districts was \$1.50 per \$100 of taxable assessed valuation.) Subject to local referenda, a district may increase its local M&O tax levy up to \$0.17 above the district's compressed tax rate. Based on the current State Compression Percentage, the maximum M&O tax rate is \$1.17 per \$100 of taxable value for most school districts (see "TAX INFORMATION – Tax Rate Limitation" herein).

### **State Funding for Local School Districts**

State funding for school districts is provided through the Foundation School Program, which provides each school district with a minimum level of funding (a "Basic Allotment") for each student in average daily attendance ("ADA"). The Basic Allotment is calculated for each school district using various weights and adjustments. This basic level of funding is referred to as "Tier One" of the Foundation School Program. The basic level of funding is then "enriched" with additional funds known as "Tier Two" of the Foundation School Program. Tier Two provides a guaranteed level of funding for each cent of local tax effort that exceeds the compressed tax rate (for most districts, M&O tax rates above \$1.00 per \$100 of taxable value). The Finance System also provides an Existing Debt Allotment ("EDA") to subsidize debt service on eligible outstanding school district bonds and an Instructional Facilities Allotment ("IFA") to subsidize debt service on newly issued bonds. IFA primarily addresses the debt service needs of property-poor school districts. A New Instructional Facilities Allotment ("NIFA") also is available to help pay operational expenses associated with the opening of a new instructional facility. Future-year IFA and NIFA awards, however, were not funded by the Legislature for the 2012–13 fiscal biennium, although funding awards for IFA made in prior years will continue to be funded (but not the second year for NIFA for the 2012–13 fiscal biennium for districts that first became eligible for NIFA in the 2010–11 fiscal year).

## **Miscellaneous Financial Information continued**

### **State Funding for Local School Districts continued**

Tier One and Tier Two allotments represent the State's share of the cost of M&O expenses of school districts, with local M&O taxes representing the district's local share. EDA and IFA allotments supplement a school district's local I&S taxes levied for debt service on eligible bonds issued to construct, acquire and improve facilities. Tier One and Tier Two allotments and existing EDA and IFA allotments are generally required to be funded each year by the Legislature. Since future-year IFA awards were not funded by the Legislature for the 2012–13 fiscal biennium, and debt service assistance on school district bonds that are not yet eligible for EDA is not available, debt service on new bonds issued by districts to construct, acquire and improve facilities must be funded solely from local I&S taxes. State funding allotments may be adjusted in certain circumstances to account for shortages in State appropriations or to allocate available funds in accordance with wealth equalization goals.

Tier One allotments are intended to provide all districts a basic level of education necessary to meet applicable legal standards. Tier Two allotments are intended to guarantee each school district that is not subject to the wealth transfer provisions described below an opportunity to supplement that basic program at a level of its own choice; however, Tier Two allotments may not be used for the payment of debt service or capital outlay.

The cost of the basic program is based on an allotment per student known as the "Basic Allotment". The Basic Allotment is adjusted for all districts by a cost adjustment factor intended to address competitive labor markets for teachers known as the "cost of education index." In addition, district-size adjustments are made for small- and mid-size districts. The cost of education index and district-size adjustments applied to the Basic Allotment, create what is referred to as the "Adjusted Allotment". The Adjusted Allotment is used to compute a "regular program allotment," as well as various other allotments associated with educating students with other specified educational needs. For fiscal year 2007–08, the Basic Allotment was \$3,135, and for fiscal year 2008–09, the Basic Allotment was increased to \$3,218. For a discussion of the Basic Allotment in fiscal years 2009–10 and beyond, see "2009 Legislation" below.

Tier Two currently provides two levels of enrichment with different guaranteed yields depending on the district's local tax effort. For the 2012–13 State fiscal biennium, the first six cents of tax effort that exceeds the compressed tax rate (for most districts, M&O tax rates ranging from \$1.01 to \$1.06 per \$100 of taxable value) will, for most districts, generate a guaranteed yield of \$59.97 per cent per weighted student in average daily attendance ("WADA"). The second level of Tier Two is generated by tax effort that exceeds the compressed tax rate plus six cents (for most districts eligible for this level of funding, M&O tax rates ranging from \$1.07 to \$1.17 per \$100 of taxable value) and has a guaranteed yield per cent per WADA of \$31.95. Property wealthy school districts are subject to recapture at the equivalent wealth per student of \$319,500 (see "Wealth Transfer Provisions" below). For school districts that adopted an M&O tax rate of \$1.17 per \$100 in taxable value for the 2010–11 fiscal year, the \$31.95 guaranteed yield is increased to \$33.95, but only for the 2011–12 fiscal year.

## **Miscellaneous Financial Information continued**

### **State Funding for Local School Districts continued**

The IFA guarantees each awarded school district a specified amount per student (the "IFA Guaranteed Yield") in State and local funds for each cent of tax effort to pay the principal and interest on eligible bonds issued to construct, acquire, renovate or improve instructional facilities. The guaranteed yield per cent of local tax effort per student in ADA has been \$35 since this program first began. To receive an IFA award, a school district must apply to the Commissioner in accordance with rules adopted by the Commissioner before issuing the bonds to be paid with IFA state assistance. The total amount of debt service assistance over a biennium for which a district may be awarded is limited to the lesser of (1) the actual debt service payments made by the district in the biennium in which the bonds are issued; or (2) the greater of (a) \$100,000 or (b) \$250 multiplied by the number of students in ADA. The IFA is also available for lease-purchase agreements and refunding bonds meeting certain prescribed conditions. Once a district receives an IFA award for bonds, it is entitled to continue receiving State assistance for such bonds without reapplying to the Commissioner. The guaranteed level of State and local funds per student per cent of local tax effort applicable to the bonds may not be reduced below the level provided for the year in which the bonds were issued. For the 2012–13 State biennium, however, no funds are appropriated for new IFA awards, although all current obligations are funded through the biennium.

State financial assistance is provided for certain existing eligible debt issued by school districts (referred to herein as EDA). The EDA guaranteed yield (the "EDA Yield") is the same as the IFA Guaranteed Yield (\$35 per cent of local tax effort per student in ADA), subject to adjustment as described below. For bonds that became eligible for EDA funding after August 31, 2001, and prior to August 31, 2005, EDA assistance was less than \$35 in revenue per student for each cent of debt service tax, as a result of certain administrative delegations granted to the Commissioner under State law. Effective September 1, 2003, the portion of the local debt service rate that has qualified for EDA assistance is limited to the first 29 cents of debt service tax or a greater amount for any year provided by appropriation by the Legislature. In general, a district's bonds are eligible for EDA assistance if (i) the district made payments on the bonds during the final fiscal year of the preceding State fiscal biennium or (ii) the district levied taxes to pay the principal and interest on the bonds for that fiscal year. Each biennium, access to EDA funding is determined by the debt service taxes collected in the final year of the preceding biennium. A district may not receive EDA funding for the principal and interest on a series of otherwise eligible bonds for which the district receives IFA funding.

Prior to the 2012–13 biennium, a district could also qualify for a NIFA allotment, which provided assistance to districts for operational expenses associated with opening new instructional facilities. As previously mentioned, this program was not funded for the 2012–13 State fiscal biennium.

## **Miscellaneous Financial Information continued**

### **2006 LEGISLATION**

Since the enactment of the Reform Legislation in 2006, most school districts in the State have operated with a "target" funding level per student ("Target Revenue") that is based upon the "hold harmless" principles embodied in the Reform Legislation. This system of Target Revenue was superimposed on the Foundation School Program and made existing funding formulas substantially less important for most school districts. As noted above, the Reform Legislation was intended to lower M&O tax rates in order to give school districts "meaningful discretion" in setting their M&O tax rates, while holding school districts harmless by providing them with the same level of overall funding they received prior to the enactment of the Reform Legislation. Under the Target Revenue system, each school district is generally entitled to receive the same amount of revenue per student as it did in either the 2005–2006 or 2006–07 fiscal year (under existing laws prior to the enactment of the Reform Legislation), as long as the district adopted an M&O tax rate that was at least equal to its compressed rate. The reduction in local M&O taxes resulting from the mandatory compression of M&O tax rates under the Reform Legislation, by itself, would have significantly reduced the amount of local revenue available to fund the Finance System. To make up for this shortfall, the Reform Legislation authorized Additional State Aid for Tax Reduction ("ASATR") for each school district in an amount equal to the difference between the amount that each district would receive under the Foundation School Program and the amount of each district's Target Revenue funding level.

### **2009 LEGISLATION**

During the 2009 Legislative Session, legislation was enacted that increased the Basic Allotment for the 2009–10 fiscal year from \$3,218 to \$4,765. In addition, each district's Target Revenue was increased by \$120 per WADA. Target Revenue amounts were also adjusted to provide for mandatory employee pay raises and to account for changes in transportation and NIFA costs since the original Target Revenues were set. Overall, the Legislature allocated approximately \$1.9 billion in new State aid for school districts.

### **2011 LEGISLATION**

During the 2011 Legislative Session, the Legislature enacted a budget that cut \$4 billion from the Foundation School Program for the 2012–13 State fiscal biennium, as compared to the funding level school districts were entitled to under the current formulas, including Target Revenue, and also cut approximately \$1.3 billion in various grants (i.e., pre-kindergarten grant program, student success initiative, etc.) that were previously available. Such cuts were made in light of a projected State deficit of up to \$27 billion for the 2012–13 State fiscal biennium. In order to reduce formula funding, a Regular Program Adjustment Factor ("RPAF") was applied to the formula that determines a district's regular program allotment. RPAF is multiplied by a district's count of students in ADA (not counting the time a student spends in special education and career and technology education) and its Adjusted Allotment, which is the \$4,765 Basic Allotment adjusted for the cost of education index and the small- and mid-sized district adjustments.

## **Miscellaneous Financial Information continued**

### **2011 LEGISLATION continued**

The RPAF is set at 0.9239 for the 2011–12 fiscal year and 0.98 for the 2012–13 fiscal year. In order to balance these reductions across the two years for formula funded districts, such districts have the option to request that an RPAF value of 0.95195 be applied for both the 2011–12 and 2012–13 fiscal years. In order to be granted the request by the Commissioner, the district must demonstrate that using the 0.9239 RPAF will cause the district a financial hardship in 2011–12. By applying the RPAF only to the Adjusted Allotment, other Tier One allotments, such as special education, career and technology, gifted and talented, bilingual and compensatory education, were not affected. The State Board of Education however, was directed to decrease funding for these programs in proportion to the reductions to the Basic Allotment. The Legislature also established an RPAF value of 0.98 for the 2013–15 State fiscal biennium, subject to increases by subsequent legislative appropriation not to exceed an RPAF value of 1.0. The RPAF factor and its related provisions are scheduled to expire on September 1, 2015.

The RPAF is the primary mechanism for formula reductions in the 2011–12 fiscal year. In the 2012–13 fiscal year, the RPAF of 0.98 is combined with a percentage reduction in each school district's Target Revenue per WADA to 92.35% of its formula amount. For the 2013–14 and subsequent fiscal years, the percentage reduction will be set by legislative appropriation. With regard to this adjustment, the ASATR relief that funds the Target Revenue system is phased out between the 2013–14 and 2017–18 fiscal years.

### **2013 Legislation**

The 83<sup>rd</sup> Texas Legislature concluded on May 27, 2013. During the session, the Legislature adopted a biennial budget that “restored” \$3.2 billion of the \$4 billion that was cut from basic state aid for the Finance Systems during the 2011 legislative session and some \$100 million of the \$1.3 billion cut from grant programs during the 2011 Legislative Session. See “CURRENT PUBLIC SCHOOL FINANCE SYSTEM – 2011 Legislative Session.” The revenues that were added back to the Finance System do not take into account growing student enrollments in the State. The Legislature did not materially change the Finance System during the session.

## **Miscellaneous Financial Information continued**

### **CURRENT LITIGATION RELATED TO THE TEXAS PUBLIC SCHOOL FINANCE SYSTEM**

As described below, during 2011 and 2012, several lawsuits were filed in District Courts of Travis County, Texas, which alleged that the Finance System, as modified by legislation enacted by the Legislature since the decision in West Orange Cove II, and in particular, as modified by Senate Bill 1 in 2011 (see "CURRENT PUBLIC SCHOOL FINANCE SYSTEM – 2011 Legislation"), has resulted in a funding system that violates principles established in West Orange Cove I and West Orange Cove II, and prior decisions of the Supreme Court relating to the constitutionality of the Finance System, and several provisions of the Texas Constitution. In general, each suit presented the legal perspectives and arguments of the different coalitions of school districts represented, but as a general matter, each group challenged the adequacy of funding provided by the Legislature for the Finance System, and the plaintiffs in each suit sought to have an injunction issued to the State and its officials to prevent the distribution of any funds under the current Finance System until a constitutional system is created and sought a declaration that changes in funding for the Finance System since the enactment of HB 1 have effectively converted the local M&O tax into a State property tax in violation of the Texas Constitution. The defendants in the suits include State officials and the State Board of Education. The first suit was filed on October 10, 2011, styled "The Texas Taxpayer & Student Fairness Coalition, et al. vs. Robert Scott, Commissioner of Education et al." A second suit was filed on December 9, 2011, styled "Calhoun County Independent School District, et al. v Robert Scott, Commissioner of Education, et al." A third suit was filed on December 13, 2011, styled "Edgewood Independent School District, et al. v. Robert Scott, Commissioner of Education, et al." A fourth suit was filed on December 23, 2011, styled "Fort Bend Independent School District, et al. v. Robert Scott, Commissioner of Education, et al." (the "Fort Bend Suit"). The State Defendants filed an answer with respect to the each of the first four suits filed, denying the plaintiff's allegations, and all of such suits were assigned to the 250th District Court of Travis County. On February 24, 2012 a plea of intervention to the Fort Bend Suit was filed by seven parents and a group named "Texans for Real Efficiency and Equity in Education." The intervenors asserted that the Finance System is qualitatively inefficient, and that the Finance System is unconstitutional, in part based on arguments made by other plaintiffs. A fifth suit was filed on June 26, 2012 by individuals and the Texas Charter School Association, styled "Flores, et al. v. Robert Scott, Commissioner of Education, et al." (the "Charter School Suit"). The petition for the Charter School Suit agreed with the arguments of the school districts in the first four suits filed that the Finance System is unconstitutional and also sought to have an injunction issued against the State Defendants in the same manner as the first four suits. The Charter School Suit added additional grounds that relate to the circumstances of charter schools as a basis for holding the Finance System unconstitutional, including that charter schools receive no funding for facilities and that the statutory cap on charter schools is unconstitutionally arbitrary. The State Defendants also filed a general denial in the Charter School Suit.

All five suits were consolidated by the 250th District Court of Travis County (the "District Court"), and the trial commenced on October 22, 2012. On February 4, 2013, the District Court



## **Miscellaneous Financial Information continued**

### **CURRENT LITIGATION RELATED TO THE TEXAS PUBLIC SCHOOL FINANCE SYSTEM continued**

rendered a preliminary ruling generally as follows: (i) the Finance System is inefficient "in that it fails to provide substantially equal access to revenues necessary to provide a general diffusion of knowledge;" (ii) the Finance System is not "adequately funded" and arbitrarily funds districts at different levels below the amount required to provide for a general diffusion of knowledge; (iii) the Finance System has created a Statewide property tax in violation of the Texas Constitution because districts lack "meaningful discretion" in setting their tax rates, as exemplified by the ruling that low property wealth districts are forced to tax at or near the maximum M&O tax rate of \$1.17 to meet State education standards and other districts cannot lower their M&O tax rate without compromising their ability to meet State education standards nor can they raise their M&O tax rate because they are either legally or practically unable to do so.

In the preliminary ruling, the District Court did not grant nor address the injunctive relief sought by any of the plaintiffs, and the Court declined any relief to Texans for Real Efficiency and Equity in Education, who had argued that greater competition could result in a more efficient public school finance system. In response to arguments on behalf of the State's charter schools, the District Court held that it is within the discretion of the Legislature, and not unconstitutional, to fund charter schools differently from other public schools.

In June 2013, Judge Dietz announced that the case would be reopened and set the trial date in January 2014. Before issuing his final ruling, Judge Dietz will determine whether legislation that passed during the 83rd Session could significantly impact his preliminary decision.

If any of the Constitutional findings in the District Court's ruling are upheld after exhausting all appeals, it is the responsibility of the Legislature to modify the Finance System in accordance with court findings. The Legislature meets in regular session for a 140-day period every two years.

The District can make no representations or predictions concerning the effect that this litigation may have on the District's financial condition, revenues or operations.

## **Miscellaneous Financial Information continued**

### **Local Revenue Sources - Property Tax Authority**

The primary source of local funding for school districts is collections from ad valorem taxes levied against the taxable property located in each school district. As noted above, prior to the Reform Legislation, the maximum M&O tax rate for most school districts was generally limited to \$1.50 per \$100 of taxable value, and the majority of school districts were levying an M&O tax rate of \$1.50 per \$100 of taxable value at the time the Reform Legislation was enacted. The Reform Legislation required each school district to "compress" its tax rate by an amount equal to the "State Compression Percentage." For fiscal years 2007–08 through 2012–13, the State Compression Percentage has been set at 66.67%, effectively setting the maximum compressed M&O tax rate for most school districts at \$1.00 per \$100 of taxable value. The State Compression Percentage is set by legislative appropriation for each State fiscal biennium or, in the absence of legislative appropriation, by the Commissioner. School districts are permitted, however, to generate additional local funds by raising their M&O tax rate by \$0.04 above the compressed tax rate without voter approval (for most districts, up to \$1.04 per \$100 of taxable value). In addition, if the voters approve the tax rate increase, districts may, in general, increase their M&O tax rate by an additional two or more cents and receive State equalization funds for such taxing effort up to a maximum M&O tax rate of \$1.17 per \$100 of taxable value (see "TAX INFORMATION – Public Hearing and Rollback Tax Rate" herein). Elections held in certain school districts under older laws, however, may subject M&O tax rates in such districts to other limitations (See "TAX INFORMATION – Tax Rate Limitation" herein).

### **Wealth Transfer Provisions**

Some districts have sufficient property wealth per student in WADA ("weighted average daily attendance") to generate their statutory level of funding through collections of local property taxes alone. Districts whose wealth per student generates local property tax collections in excess of their statutory level of funding are referred to as "Chapter 41" districts because they are subject to the wealth equalization provisions contained in Chapter 41 of the Texas Education Code. Chapter 41 districts may receive State funds for certain competitive grants and a few programs that remain outside the Foundation School Program, as well as receiving ASATR until their overall funding meets or exceeds their Target Revenue level of funding. Otherwise, Chapter 41 districts are not eligible to receive State funding. Furthermore, Chapter 41 districts must exercise certain options in order to reduce their wealth level to equalized wealth levels of funding, as determined by formulas set forth in the Reform Legislation. For most Chapter 41 districts, this equalization process entails paying the portion of the district's local taxes collected in excess of the equalized wealth levels of funding to the State (for redistribution to other school districts) or directly to other school districts with a wealth per student that does not generate local funds sufficient to meet the statutory level of funding; a process known as "recapture".

The equalized wealth levels that subject Chapter 41 districts to wealth equalization measures for fiscal year 2013–14 are set at (i) \$495,000 per student in WADA with respect to that portion of a district's M&O tax effort that does not exceed its compressed tax rate (for most districts, the first

## **Miscellaneous Financial Information continued**

### **Wealth Transfer Provisions continued**

\$1.00 per \$100 of taxable value) and (ii) \$319,500 per WADA with respect to that portion of a district's M&O tax effort that is beyond its compressed rate plus \$.06 (for most districts, M&O taxes levied above \$1.06 per \$100 in taxable value). M&O taxes levied above \$1.00 but below \$1.07 per \$100 of taxable value are not subject to the wealth equalization provisions of Chapter 41. Chapter 41 districts with a wealth per student above the lower equalized wealth level but below the higher equalized wealth level must equalize their wealth only with respect to the portion of their M&O tax rate, if any, in excess of \$1.06 per \$100 of taxable value. Chapter 41 districts may be entitled to receive ASATR from the State in excess of their recapture liability, and such districts may use their ASATR funds to offset their recapture liability.

Under Chapter 41, a district has five options to reduce its wealth per student so that it does not exceed the equalized wealth levels: (1) a district may consolidate by agreement with one or more districts to form a consolidated district; all property and debt of the consolidating districts vest in the consolidated district; (2) a district may detach property from its territory for annexation by a property-poor district; (3) a district may purchase attendance credits from the State; (4) a district may contract to educate nonresident students from a property-poor district by sending money directly to one or more property-poor districts; or (5) a district may consolidate by agreement with one or more districts to form a consolidated taxing district solely to levy and distribute either M&O taxes or both M&O taxes and I&S taxes. A Chapter 41 district may also exercise any combination of these remedies. Options (3), (4) and (5) require prior approval by the transferring district's voters; however, Chapter 41 districts may apply ASATR funds to offset recapture and to achieve the statutory wealth equalization requirements, as described above, without approval from voters.

A district may not adopt a tax rate until its effective wealth per student is at or below the equalized wealth level. If a district fails to exercise a permitted option, the Commissioner must reduce the district's property wealth per student to the equalized wealth level by detaching certain types of property from the district and annexing the property to a property-poor district or, if necessary, consolidate the district with a property-poor district. Provisions governing detachment and annexation of taxable property by the Commissioner do not provide for assumption of any of the transferring district's existing debt. The Commissioner has not been required to detach property in the absence of a district failing to select another wealth-equalization option.

### **Possible Effects of Wealth Transfer Provisions on the District's Financial Condition**

The District's wealth per student for the 2013-14 school year is more than the third equalized wealth value, but less than the first equalized wealth level. Since the District is at \$1.04 general fund tax rate and its wealth per student is below \$495,000, there will not be a recapture payment.

## **Miscellaneous Financial Information continued**

### **Possible Effects of Wealth Transfer Provisions on the District's Financial Condition continued**

A district's wealth per student must be tested for each future school year and, if it exceeds the maximum permitted level, must be reduced by exercise of one of the permitted wealth equalization options. Accordingly, if the District's wealth per student should exceed the maximum permitted level in future school years, it will be required each year to exercise one or more of the wealth reduction options. If the District were to consolidate (or consolidate its tax base for all purposes) with a property-poor district, the outstanding debt of each district could become payable from the consolidated district's combined property tax base, and the District's ratio of taxable property to debt could become diluted. If the District were to detach property voluntarily, a portion of its outstanding debt could be assumed by the district to which the property is annexed, in which case timely payment of the Bonds could become dependent in part on the financial performance of the annexing district.

## **Tax Information**

### **Ad Valorem Tax Law**

The appraisal of property within the District is the responsibility of the Dallas and Denton Appraisal Districts (the "Appraisal Districts"). Excluding agricultural and open-space land, which may be taxed on the basis of productive capacity, the Appraisal Districts are required under Title I of the Texas Tax Code (the "Property Tax Code") to appraise all property within the Appraisal Districts on the basis of 100% of its market value and is prohibited from applying any assessment ratios. In determining the market value of property, different methods of appraisal may be used, including the cost method of appraisal, the income method of appraisal and the market data comparison method of appraisal, and the method considered most appropriate by the chief appraiser is to be used. State law requires the appraised value of a residence homestead to be based solely on the property's value as a residence homestead, regardless of whether residential use is considered to be the highest and best use of the property. State law further limits the appraised value of a residence homestead for a tax year to an amount not to exceed the lesser of (1) the property's market value in the most recent year in which the market value was determined by the appraisal office or (2) the sum of (a) 10% of the property's appraised value in the preceding year, (b) the appraised value of the property for the preceding tax year; and (c) the market value of all new improvements to the property. The value placed upon property within the Appraisal District is subject to review by an Appraisal Review Board, within each Appraisal District, consisting of members appointed by the Board of Directors of each respective Appraisal District. The Appraisal Districts are required to review the value of property within the Appraisal Districts at least every three years. The Districts may require annual review at its own expense, and is entitled to challenge the determination of appraised value of property within the Districts by petition filed with the appropriate Appraisal Review Board.

## **Miscellaneous Financial Information continued**

### **Ad Valorem Tax Law continued**

Reference is made to the Property Tax Code for identification of property subject to taxation; property exempt or which may be exempted from taxation, if claimed; the appraisal of property for ad valorem taxation purposes; and the procedures and limitations applicable to the levy and collection of ad valorem taxes.

Article VIII of the State Constitution ("Article VIII") and State law provide for certain exemptions from property taxes, the valuation of agricultural and open-space lands at productivity value, and the exemption of certain personal property from ad valorem taxation.

Certain residence homestead exemptions from ad valorem taxes for public school purposes are mandated by Section 1-b, Article VIII, and State law and apply to the market value of residence homesteads in the following sequence: \$15,000; and an additional \$10,000 for those 65 years of age or older, or the disabled. A person over 65 and disabled may receive only one \$10,000 exemption, and only one such exemption may be received per family, per residence homestead.

State law also mandates a freeze on taxes paid on residence homesteads of persons 65 years of age or older which receive the \$10,000 exemption. Such residence homesteads shall be appraised and taxes calculated as on any other property, but taxes shall never exceed the amount imposed in the first year in which the property received the \$10,000 exemption. The freeze on ad valorem taxes on the homesteads of persons 65 years of age or older for general elementary and secondary public school purposes is also transferable to a different residence homestead. If improvements (other than repairs or improvements required to comply with governmental requirements) are made to the property, the value of the improvements is taxed at the then current tax rate, and the total amount of taxes imposed is increased to reflect the new improvements with the new amount of taxes then serving as the ceiling on taxes for the following years. Effective January 1, 2004, the freeze on taxes paid on residence homesteads of persons 65 years of age and older was extended to include the resident homesteads of "disabled" persons, including the right to transfer the freeze to a different residence homestead. A "disabled" person is one who is "under a disability for purposes of payment of disability insurance benefits under the Federal Old Age, Survivors and Disability Insurance". Also, a surviving spouse of a taxpayer who qualifies for the freeze on ad valorem taxes is entitled to the same exemption so long as the property was the residence homestead of the surviving spouse when the deceased spouse died and remains the residence homestead of the surviving spouse and the spouse was at least 55 years of age at the time of the death of the individual's spouse. Pursuant to a constitutional amendment approved by the voters on May 12, 2007, legislation was enacted to reduce the school property tax limitation (commonly referred to as a "freeze" on ad valorem taxes) on residence homesteads of persons 65 years of age or over or of disabled persons to correspond to reductions in local school district tax rates from the 2005 tax year to the 2006 tax year and from the 2006 tax year to the 2007 tax year (see "CURRENT PUBLIC SCHOOL FINANCE SYSTEM - General" herein). The school property tax limitation provided by the constitutional amendment and enabling legislation apply to the 2007 and subsequent tax years.

## **Miscellaneous Financial Information continued**

### **Ad Valorem Tax Law continued**

In addition, under Section 1-b, Article VIII, and State law, the governing body of a political subdivision, at its option, may grant either or both of the following:

- (i) An exemption of not less than \$3,000 of the market value of the residence homestead of persons 65 years of age or older and the disabled from all ad valorem taxes thereafter levied by the political subdivision;
- (ii) An exemption of up to 20% of the market value of residence homesteads; minimum exemption \$5,000.

After the exemption described in (i) above is authorized, such exemption may be repealed or decreased or increased in amount (a) by the governing body of the political subdivision or (b) by a favorable vote of a majority of the qualified voters at an election called by the governing body of the political subdivision, which election must be called upon receipt of a petition signed by at least 20% of the number of qualified voters who voted in the preceding election of the political subdivision. In the case of a decrease, the amount of the exemption may not be reduced to less than \$3,000 of the market value.

The surviving spouse of an individual who qualifies for the exemption listed in (i) above for the residence homestead of a person 65 or older (but not the disabled) is entitled to an exemption for the same property in an amount equal to that of the exemption for which the deceased spouse qualified if (i) the deceased spouse died in a year in which the deceased spouse qualified for the exemption, (ii) the surviving spouse was at least 55 years of age at the time of the death of the individual's spouse and (iii) the property was the residence homestead of the surviving spouse when the deceased spouse died and remains the residence homestead of the surviving spouse.

In the case of residence homestead exemptions granted under Section 1-b, Article VIII, ad valorem taxes may continue to be levied against the value of homesteads exempted where ad valorem taxes have previously been pledged for the payment of debt if cessation of the levy would impair the obligation of the contract by which the debt was created.

State law and Section 2, Article VIII, mandate an additional property tax exemption for disabled veterans or the surviving spouse or children of a deceased veteran who died while on active duty in the armed forces; the exemption applies to either real or personal property with the amount of assessed valuation exempted ranging from \$5,000 to a maximum of \$12,000; provided, however, that a disabled veteran who receives from the United States Department of Veterans Affairs or its successor 100 percent disability compensation due to a service-connected disability and a rating of 100 percent disabled or of individual unemployability is entitled to an exemption from taxation of the total appraised value of the veteran's residence homestead. In addition, effective January 1, 2012, and subject to certain conditions, surviving spouses of a deceased veteran who had received a disability rating of 100% will be entitled to receive a residential homestead

## **Miscellaneous Financial Information continued**

### **Ad Valorem Tax Law continued**

exemption equal to the exemption received by the deceased spouse until such surviving spouse remarries.

Article VIII provides that eligible owners of both agricultural land (Section 1-d) and open-space land (Section 1-d-1), including open-space land devoted to farm or ranch purposes or open-space land devoted to timber production, may elect to have such property appraised for property taxation on the basis of its productive capacity. The same land may not be qualified under both Section 1-d and 1-d-1.

Nonbusiness personal property, such as automobiles or light trucks, are exempt from ad valorem taxation unless the governing body of a political subdivision elects to tax this property. Boats owned as nonbusiness property are exempt from ad valorem taxation.

Article VIII, Section 1-j of the Texas Constitution provides for "freeport property" to be exempted from ad valorem taxation. Freeport property is defined as goods detained in Texas for 175 days or less for the purpose of assembly, storage, manufacturing, processing or fabrication. Notwithstanding such exemption, counties, school districts, junior college districts and cities may tax such tangible personal property provided official action to tax the same was taken before April 1, 1990. Decisions to continue to tax may be reversed in the future; decisions to exempt freeport property are not subject to reversal.

"Goods in transit", which are certain goods, principally inventory, that are stored, for the purposes of assembling, storing, manufacturing, processing, or fabricating the goods, in a location that is not owned by the owner of the goods and are transferred from that location to another location within 175 days; a taxpayer may receive only one of the freeport exemptions or the goods-in-transit exemptions for items of personal property.

A city or county may create a tax increment financing district ("TIF") within the city or county with defined boundaries and establish a base value of taxable property in the TIF at the time of its creation. Overlapping taxing units, including school districts, may agree with the city or county to contribute all or part of future ad valorem taxes levied and collected against the "incremental value" (taxable value in excess of the base value) of taxable real property in the TIF to pay or finance the costs of certain public improvements in the TIF, and such taxes levied and collected for and on behalf of the TIF are not available for general use by such contributing taxing units. Prior to September 1, 2001, school districts were allowed to enter into tax abatement agreements to encourage economic development. Under such agreements, a property owner agrees to construct certain improvements on its property. The school district in turn agrees not to levy a tax on all or part of the increased value attributable to the improvements until the expiration of the agreement. The abatement agreement could last for a period of up to 10 years. School districts have been prohibited from entering into new tax abatement agreements since September 1, 2001.

## **Miscellaneous Financial Information continued**

### **Ad Valorem Tax Law continued**

In addition, credit will not be given by the Commissioner of Education in determining a district's property value wealth per student for (1) the appraised value, in excess of the "frozen" value, of property that is located in a tax increment financing zone created after May 31, 1999 (except in certain limited circumstances where the municipality creating the tax increment financing zone gave notice prior to May 31, 1999 to all other taxing units that levy ad valorem taxes in the zone of its intention to create the zone and the zone is created and has its final project and financing plan approved by the municipality prior to August 31, 1999), or (2) for the loss of value of abated property under any abatement agreement entered into after May 31, 1993. Notwithstanding the foregoing, in 2001 the Legislature enacted legislation known as the Texas Economic Development Act, which provides incentives for school districts to grant limitations on appraised property values and provide ad valorem tax credits to certain corporations and limited liability companies to encourage economic development within the district. Generally, during the last eight years of the ten-year term of a tax limitation agreement, the school district may only levy and collect ad valorem taxes for maintenance and operation purposes on the agreed-to limited appraised property value. The taxpayer is entitled to a tax credit from the school district for the amount of taxes imposed during the first two years of the tax limitation agreement on the appraised value of the property above the agreed-to limited value. Additional State funding is provided to a school district for each year of such tax limitation in the amount of the tax credit provided to the taxpayer.

### **Tax Rate Limitation**

A school district is authorized to levy maintenance and operation taxes ("M&O Tax") subject to approval of a proposition submitted to district voters. The maximum M&O Tax rate that may be levied by a district cannot exceed the voted maximum rate or the maximum rate described in the next succeeding paragraph. The maximum voted M&O Tax rate for the District is \$1.50 per \$100 of assessed valuation as approved by the voters at an election held on February 28, 1959 pursuant to Article 2784e-1, Texas Revised Civil Statutes Annotated, as amended ("Article 2784e-1").

Article 2784e-1 limits the District's annual M&O Tax rate based upon a comparison between the District's outstanding bonded indebtedness and the District's taxable assessed value per \$100 of assessed valuation. Article 2784e-1 provides for a reduction of \$0.10 for each one percent (1%) or major fraction thereof increase in bonded indebtedness beyond seven percent (7%) of assessed valuation of property in the District. This limitation is capped when the District's bonded indebtedness is ten percent (10%) (or greater) of the District's assessed valuation which would result in an annual M&O Tax rate not to exceed \$1.20. Lastly, the Texas Attorney General in reviewing the District's transcript of proceedings will allow the District to reduce the amount of its outstanding bonded indebtedness by the amount of funds (on a percentage basis) that the District receives in State assistance for the repayment of this bonded indebtedness.



## **Miscellaneous Financial Information continued**

### **Tax Rate Limitation continued**

For example, if the District anticipates that it will pay 75% of its bonded indebtedness from State assistance, for the purposes of Article 2784e-1, the Texas Attorney General will assume that only 25% of the District's bonded indebtedness is outstanding and payable from local ad valorem taxes.

The maximum tax rate per \$100 of assessed valuation that may be adopted by the District may not exceed the lesser of (A) \$1.50, or such lower rate as described in the preceding paragraph, and (B) the sum of (1) the rate of \$0.17, and (2) the product of the "State Compression Percentage" multiplied by \$1.50. The State Compression Percentage has been set, and will remain, at 66.67% for fiscal years 2007–08 through 2014–15. The State Compression Percentage is set by legislative appropriation for each State fiscal biennium or, in the absence of legislative appropriation, by the Commissioner. For a more detailed description of the State Compression Percentage, see "CURRENT PUBLIC SCHOOL FINANCE SYSTEM". Furthermore, a school district cannot annually increase its tax rate in excess of the district's "rollback tax rate" without submitting such tax rate to a referendum election and a majority of the voters voting at such election approving the adopted rate. See "TAX INFORMATION - Public Hearing and Rollback Tax Rate."

A school district is also authorized to issue bonds and levy taxes for payment of bonds subject to voter approval of one or more propositions submitted to the voters under Section 45.003(b)(1), Texas Education Code, as amended, which provides a tax unlimited as to rate or amount for the support of school district bonded indebtedness.

Chapter 45 of the Texas Education Code, as amended, requires a district to demonstrate to the Texas Attorney General that it has the prospective ability to pay debt service on a proposed issue of bonds, together with debt service on other outstanding "new debt" of the district, from a tax levied at a rate of \$0.50 per \$100 of assessed valuation before bonds may be issued. In demonstrating the ability to pay debt service at a rate of \$0.50, a district may take into account State allotments to the district which effectively reduces the district's local share of debt service. Once the prospective ability to pay such tax has been shown and the bonds are issued, a district may levy an unlimited tax to pay debt service. Taxes levied to pay debt service on bonds approved by district voters at an election held on or before April 1, 1991 and issued before September 1, 1992 (or debt issued to refund such bonds) are not subject to the foregoing threshold tax rate test. In addition, taxes levied to pay refunding bonds issued pursuant to Chapter 1207, Texas Government Code, are not subject to the \$0.50 tax rate test; however, taxes levied to pay debt service on such bonds are included in the calculation of the \$0.50 tax rate test as applied to subsequent issues of "new debt." The Bonds are issued, in part, as "new debt" and are subject to the \$0.50 threshold tax rate test.

## **Miscellaneous Financial Information continued**

### **Tax Rate Limitation continued**

Under current law, a district may demonstrate its ability to comply with the \$0.50 threshold tax rate test by applying the \$0.50 tax rate to an amount equal to 90% of projected future taxable value of property in the district, as certified by a registered professional appraiser, anticipated for the earlier of the tax year five years after the current tax year or the tax year in which the final payment for the bonds is due. However, if a district uses projected future taxable values to meet the \$0.50 threshold tax rate test and subsequently imposes a tax at a rate greater than \$0.50 per \$100 of valuation to pay for bonds subject to the test, then for subsequent bond issues, the Attorney General must find that the district has the projected ability to pay principal and interest on the proposed bonds and all previously issued bonds subject to the \$0.50 threshold tax rate test from a tax rate of \$0.45 per \$100 of valuation. The District has not used projected property values to satisfy this threshold test.

### **Public Hearing and Rollback Tax Rate**

In setting its annual tax rate, the governing body of a school district generally cannot adopt a tax rate exceeding the district's "rollback tax rate" without approval by a majority of the voters voting at an election approving the higher rate. The tax rate consists of two components: (1) a rate for funding of maintenance and operation expenditures and (2) a rate for debt service. For the 2007-08 fiscal year and thereafter, the rollback tax rate for a school district is the lesser of (A) the sum of (1) the product of the district's "state compression percentage" for that year multiplied by \$1.50, (2) the rate of \$0.04, (3) any rate increase above the rollback tax rate in prior years that were approved by voters, and (4) the district's current debt rate, or (B) the sum of (1) the district's effective maintenance and operations tax rate, (2) the product of the district's state compression percentage for that year multiplied by \$0.06; and (3) the district's current debt rate (see "CURRENT PUBLIC SCHOOL FINANCE SYSTEM - General" for a description of the "state compression percentage"). If for the preceding tax year a district adopted an M&O Tax rate that was less than its effective M&O Tax rate for that preceding tax year, the district's rollback tax for the current year is calculated as if the district had adopted an M&O Tax rate for the preceding tax year equal to its effective M&O Tax rate for that preceding tax year.

The "effective maintenance and operations tax rate" for a school district is the tax rate that, applied to the current tax values, would provide local maintenance and operating funds, when added to State funds to be distributed to the district pursuant to Chapter 42 of the Texas Education Code for the school year beginning in the current tax year, in the same amount as would have been available to the district in the preceding year if the funding elements of wealth equalization and State funding for the current year had been in effect for the preceding year.

Section 26.05 of the Property Tax Code provides that the governing body of a taxing unit is required to adopt the annual tax rate for the unit before the later of September 30 or the 60th day after the date the certified appraisal roll is received by the taxing unit, and a failure to adopt a tax rate by such required date will result in the tax rate for the taxing unit for the tax year to be the

## Miscellaneous Financial Information continued

### Public Hearing and Rollback Tax Rate continued

lower of the effective tax rate calculated for that tax year or the tax rate adopted by the taxing unit for the preceding tax year. Before adopting its annual tax rate, a public meeting must be held for the purpose of adopting a budget for the succeeding year. A notice of public meeting to discuss budget and proposed tax rate must be published in the time, format and manner prescribed in Section 44.004 of the Texas Education Code, as amended. Section 44.004(e) of the Texas Education Code, as amended, provides that a person who owns taxable property in a school district is entitled to an injunction restraining the collection of taxes by the district if the district has not complied with such notice requirements or the language and format requirements of such notice as set forth in Section 44.004(b), (c) and (d) and if such failure to comply was not in good faith. Section 44.004(e) further provides the action to enjoin the collection of taxes must be filed before the date the district delivers substantially all of its tax bills. Beginning September 1, 2009, a district may adopt its budget after adopting a tax rate for the tax year in which the fiscal year covered by the budget begins if the district elects to adopt its tax rate before receiving the certified appraisal roll. A district that adopts a tax rate before adopting its budget must hold a public hearing on the proposed tax rate followed by another public hearing on the proposed budget rather than holding a single hearing on the two items.

### Property Assessment and Tax Payment

Property within the District is generally assessed as of January 1 of each year. Business inventory may, at the option of the taxpayer, be assessed as of September 1. Oil and gas reserves are assessed on the basis of a valuation process which uses an average of the daily price of oil and gas for the prior year. Taxes become due October 1 of the same year, and become delinquent on February 1 of the following year. Taxpayers 65 years old or older are permitted by State law to pay taxes on homesteads in four installments with the first installment due on February 1 of each year and the final installment due on August 1.

### Penalties and Interest

Charges for penalty and interest on the unpaid balance of delinquent taxes are made as follows:

Month	Cumulative Penalty	Cumulative Interest	Total
February	6.00%	1.00%	7.00%
March	7.00%	2.00%	9.00%
April	8.00%	3.00%	11.00%
May	9.00%	4.00%	13.00%
June	10.00%	5.00%	15.00%
July	12.00%	6.00%	18.00%

## **Miscellaneous Financial Information continued**

### **Penalties and Interest continued**

After July, penalty remains at 12%, and interest increases at the rate of 1% each month or a portion of a month the tax remains unpaid. A delinquent tax continues to accrue interest as long as the tax remains unpaid, regardless of whether a judgment for the delinquent tax has been rendered. The purpose of imposing such interest is to compensate the taxing unit for revenue lost because of the delinquency. In addition, if an account is delinquent in July, an attorney's collection fee of up to 20% may be added to the total tax penalty and interest charge.

Taxes levied by the District are a personal obligation of the owner of the property. On January 1 of each year, a tax lien attaches to property to secure the payment of all taxes, penalties and interest ultimately imposed for the year on the property. The lien exists in favor of the state and each taxing unit, including the District, having the power to tax the property. The District's tax lien is on a parity with tax liens of all other such taxing units. A tax lien on real property has priority over the claim of most creditors and other holders of liens on the property encumbered by the tax lien, whether or not the debt or lien existed before the attachment of the tax lien. Personal property under certain circumstances is subject to seizure and sale for the payment of delinquent taxes, penalty and interest. At any time after taxes on property become delinquent, the District may file suit to foreclose the lien securing payment of the tax, to enforce personal liability for the tax, or both. In filing a suit to foreclose a tax lien on real property, the District must join other taxing units that have claims for delinquent taxes against all or part of the same property. The ability of the District to collect delinquent taxes by foreclosure may be adversely affected by the amount of taxes owed to other taxing units, adverse market conditions, taxpayer redemption rights, or bankruptcy proceedings which restrain the collection of a taxpayer's debt. Federal bankruptcy law provides that an automatic stay of actions by creditors and other entities, including governmental units, goes into effect with the filing of any petition in bankruptcy. The automatic stay prevents governmental units from foreclosing on property and prevents liens for post-petition taxes from attaching to property and obtaining secured creditor status unless, in either case, an order lifting the stay is obtained from the bankruptcy court. In many cases post-petition taxes are paid as an administrative expense of the estate in bankruptcy or by order of the bankruptcy court.

### **District Application of Tax Code**

The District does grant an exemption to the market value of the residence homestead of persons 65 years of age or the disabled.

The District has not granted any part of the additional exemption of up to 20% of the market value of residence homesteads; minimum exemption of \$5,000.

Ad valorem taxes are not levied by the District against the exempt value of residence homesteads for the payment of debt.

## **Miscellaneous Financial Information continued**

### **District Application of Tax Code continued**

The District does not tax nonbusiness personal property; and the District collects its own taxes.

The District does not permit split payments of taxes, and discounts for the early payment of taxes are not allowed.

The District does not tax Freeport property.

The District does tax "goods-in-transit".

The District has not adopted a tax abatement policy.

### **Tax Increment Finance Zones**

The District participates in the Farmers Branch Tax Increment Reinvestment Zone #1 ("Farmers Branch TIF #1"). The tax increment base of the Farmers Branch TIF #1 established on January 1, 1998 was \$42,008,044. As of April 2013, the Farmers Branch TIF #1 Taxable Assessed Value was \$85,594,427. The District has agreed to pay to Farmers Branch TIF #1 the proceeds received from the District's property taxes pursuant to the District's total maintenance and operations tax rate plus the debt service tax rate on the total incremental taxable assessed value located with TIF #1 (the "FB #1 Tax Increment Payments"). Under the terms of the tax increment reinvestment zone participation agreement (the "Farmers Branch TIF #1 Agreement"), the District is to receive a reimbursement of 65% of the FB #1 Tax Increment Payments actually received for the purpose of paying all or a portion of Zone School Project Costs in the TIF. The FB #1 Tax Increment Payments are due to be paid in April of each year. As of April 2013, the payments to date into the Farmers Branch TIF #1 have been \$9,991,131 and the return payments to the District have totaled \$6,494,235. The Farmers Branch TIF #1 Agreement is scheduled to terminate on December 20, 2018. The current school Finance System, including the Reform Legislation, includes provisions that are designed to "hold harmless" districts that have entered into certain qualifying tax increment agreements, such as the Farmers Branch #1 Agreement. In addition, the Farmers Branch TIF #1 agreement includes provisions that release the District from its obligations to make payments to Farmers Branch TIF #1 should applicable law governing the District adversely affect the District financially as a result of its participation in the Farmers Branch TIF #1 Agreement.

The District participates in the Farmers Branch Tax Increment Reinvestment Zone #2 ("Farmers Branch TIF #2"). The tax increment base for the Farmers Branch TIF #2 adopted on July 21, 1999 was \$15,815,680. As of April 2013, the Farmers Branch TIF #2 Taxable Assessed Valuation was \$18,273,290. The District has agreed to pay to Farmers Branch TIF #2 the proceeds received from the District's property taxes pursuant to the District's total maintenance

## **Miscellaneous Financial Information continued**

### **Tax Increment Finance Zones continued**

and operations tax rate plus the debt service tax rate on the total incremental taxable assessed value located with TIF #2 (the "FB #2 Tax Increment Payments"). Under the terms of the tax increment reinvestment zone participation agreement (the "Farmers Branch TIF #2 Agreement"), the District is to receive a reimbursement of 30% of the FB #2 Tax Increment Payments actually received for the purpose of paying all or a portion of Zone School Project Costs in the TIF. The FB #2 Tax Increment Payments are due to be paid in April of each year. As of April 2013, the payments to date into the Farmers Branch TIF #2 have been \$415,156 and the return payments to the District have totaled \$124,548. The Farmers Branch TIF #2 Agreement is scheduled to terminate on July 20, 2019. The current school Finance System, including the Reform Legislation, includes provisions that are designed to "hold harmless" districts that have entered into certain qualifying tax increment agreements, such as the Farmers Branch #2 Agreement. In addition, the Farmers Branch TIF #2 agreement includes provisions that release the District from its obligations to make payments to Farmers Branch TIF #2 should applicable law governing the District adversely affect the District financially as a result of its participation in the Farmers Branch TIF #2 Agreement.

The District participates in the Irving Tax Increment Reinvestment Zone #1 ("Irving TIF #1"). The tax increment base for the Irving TIF #1 adopted on December 22, 1998 was \$241,945,218. As of April 2013, the Irving TIF #1 Taxable Assessed Valuation was \$1,064,553,651. The District has agreed to pay to Irving TIF #1 the proceeds received from the District's property taxes pursuant to the District's total maintenance and operations tax rate plus the debt service tax rate on the total incremental taxable assessed value located with TIF #1 (the "Irving #1 Tax Increment Payments"). Under the terms of the tax increment reinvestment zone participation agreement (the "Irving TIF #1 Agreement"), the District is to receive a reimbursement of 67% of the Irving #1 Tax Increment Payments actually received for the purpose of paying all or a portion of Zone School Project Costs in the TIF. The Irving #1 Tax Increment Payments are due to be paid in April of each year. As of April 2013, the payments to date into the Irving TIF #1 have been \$92,024,938 and the return payments to the District have totaled \$61,656,708. The Irving TIF #1 Agreement is scheduled to terminate on December 31, 2018. The current school Finance System, including the Reform Legislation, includes provisions that are designed to "hold harmless" districts that have entered into certain qualifying tax increment agreements, such as the Irving #1 Agreement. In addition, the Irving TIF #1 agreement includes provisions that release the District from its obligations to make payments to Irving TIF #1 should applicable law governing the District adversely affect the District financially as a result of its participation in the Irving TIF #1 Agreement.

## Miscellaneous Financial Information continued

<b>2013 Summary of Appraisal Rolls</b>			
	Totals of Denton & Dallas		Totals Combined
	Denton	Dallas	
# of Parcels	13,599	32,226	45,825
Personal Property	\$ 185,171,221	\$ 2,965,131,570	\$ 3,150,302,791
Land	\$ 899,525,751	\$ 3,110,292,430	\$ 4,009,818,181
Improvements	\$ 2,086,690,974	\$ 7,828,269,900	\$ 9,914,960,874
<b>Total Market Value *</b>	<b>\$ 3,171,387,946</b>	<b>\$ 13,903,693,900</b>	<b>\$ 17,075,081,846</b>
<b>Less Exemptions</b>			
Homestead	\$ (133,705,105)	\$ (248,612,221)	\$ (382,317,326)
Over 65	\$ (21,180,196)	\$ (44,311,595)	\$ (65,491,791)
Homestead Cap Adj	\$ (1,680,095)	\$ (1,087,573)	\$ (2,767,668)
Absolute	\$ (163,754,188)	\$ (895,315,613)	\$ (1,059,069,801)
Ag Deferral	\$ -	\$ (52,539,182)	\$ (52,539,182)
Disabled Veteran	\$ (4,211,338)	\$ (6,354,893)	\$ (10,566,231)
Disabled Person	\$ (1,160,000)	\$ (2,913,644)	\$ (4,073,644)
PP Nominal Value	\$ (8,134)	\$ (72,100)	\$ (80,234)
Mineral Rights	\$ -	\$ -	\$ -
Freeport	\$ (18,396,634)	\$ (575,112,153)	\$ (593,508,787)
Pollution Control	\$ -	\$ (709,514)	\$ (709,514)
<b>Est. Net Taxable Under Protest</b>	<b>\$ 32,345,522</b>	<b>\$ 27,807,660</b>	<b>\$ 60,153,182</b>
<b>Total Taxable Value</b>	<b>\$ 2,859,637,778</b>	<b>\$ 12,104,473,072</b>	<b>\$ 14,964,110,850</b>
<b>*New Construction Included in Market Value</b>	<b>\$ 5,350,846</b>	<b>\$ 206,446,169</b>	

# Miscellaneous Financial Information continued

District Name:	CARROLLTON-FARMERS BRANCH ISD	
County-District No.:	057-903	< (ENTER # with dash, i.e., 001-902)
Run Date:	11/6/2013	
Date Prepared:		< (ENTER date prepared if desired)

## Template for Estimating Total State Aid by Omar Garcia, BOSCO, Inc.

This template is designed to calculate revenue under SB 1 as passed by the 83rd Session of the Texas Legislature and is based on my current understanding of SB 1 and the provisions of previous laws HB1, HB 3646, and SB 1. MY UNDERSTANDING IS ABSOLUTELY SUBJECT TO CHANGE AT ANY TIME.

The Light Yellow-Shaded Cells Require Data Entry, if applicable.					
Funding Elements	2012-13	2013-14	2014-15	2015-16	2016-17
Students	Data Entry	Data Entry	Data Entry	Data Entry	Data Entry
Refined ADA (PreK - 12)	24,550.600	24,550.600	24,634.988	24,757.814	24,881.570
High School Refined ADA (Grades 9 thru 12 only)	6,945.500	6,945.500	6,945.500	6,945.500	6,945.500
Special Education Instructional Arrangement FTEs:					
Homebound (Code 01)	0.420	0.420	0.420	0.420	0.420
Hospital Class (Code 02)	0.000	0.000	0.000	0.000	0.000
Speech Therapy (Code 00)	50.830	50.830	50.830	50.830	50.830
Resource Room (Code 41,42)	533.720	533.720	533.720	533.720	533.720
S/C Mild/Mod/Severe (Code 43, 44, & 45)	233.100	233.100	233.130	233.130	233.130
Off Home Campus (Codes 91-98)	0.000	0.000	0.000	0.000	0.000
VAC (Code 08)	8.120	8.120	8.120	8.120	8.120
State Schools (Code 30)	0.000	0.000	0.000	0.000	0.000
Nonpublic Contracts	0.000	0.000	0.000	0.000	0.000
Res Care & Treatment (Code 81-89)	4.410	4.410	4.410	4.410	4.410
Mainstream ADA	102.600	102.600	102.600	102.600	102.600
Career & Technology FTEs	989.200	989.200	989.200	989.200	989.200
Advanced Career & Technology FTEs	117.877	117.877	117.877	117.877	117.877
Compensatory Ed Enrollment	17,294.830	17,294.830	17,555.117	17,642.893	17,731.107
FTEs of Pregnant Students	8.800	8.800	8.800	8.800	8.800
Bilingual ADA	5,567.800	5,567.800	5,623.478	5,679.713	5,736.510
G & T Enrollment	2,514.000	2,514.000	2,514.000	2,514.000	2,514.000
Public Ed Grant Student ADA	0.000	0.000	0.000	0.000	0.000
<b>Staff</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
# of Full-time Employees (excluding admin & teachers, etc)	1,115	1,115	1,115	1,115	1,115
# of Part-time Employees (excluding administrators)	12	12	12	12	12
<b>Property Values</b>	<b>2011 TAX YEAR</b>	<b>2012 TAX YEAR</b>	<b>2013 TAX YEAR</b>	<b>2014 TAX YEAR</b>	<b>2015 TAX YEAR</b>
State Certified Property Value ("T2" value)	12,887,984,141	13,164,996,529	13,873,273,342	14,150,738,809	14,433,753,585
State Certified Property Value ("T8" value)	12,887,984,141	13,164,996,529	13,873,273,342	14,150,738,809	14,433,753,585
<b>Tax Rates and Collections</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
M&O Adopted Tax Rate	1.0400	1.0400	1.0400	1.0400	1.0400
M&O Tax Collections @ Adopted M&O Rate	135,014,361	140,208,071	142,792,331	145,855,851	148,980,640
M&O Taxes Attributed to Change in Optional Homestead Exemption	0	0	0	0	0
I&S Adopted Tax Rate	0.2906	0.2835	0.2760	0.2709	0.2660
I&S Tax Collections	40,200,544	41,061,447	40,775,541	40,822,378	40,885,474
<b>Other Data</b>					
Transportation Allocation	0	0	0	0	0
Texas School for the Deaf Students	0.000	0.0000	0.0000	0.0000	0.0000
Texas School for the Blind Students	0.000	0.0000	0.0000	0.0000	0.0000
Total Tax Levy	185,640,581	193,039,342	195,784,337	198,349,349	201,537,235
Charge for Adv Placement Testing (enter as positive or negative #)	6,412	6,412	6,412	6,412	6,412
Charge for Spec. Ed. Projects (enter as positive or negative #)	165,944	165,944	165,944	165,944	165,944
Tuition Paid If Less Than 12 Grades	0	0	0	0	0
Bond Payment	39,846,602	41,227,101	40,946,704	40,993,301	41,052,450
State Aid Reduction for WADA Sold (enter as negative #)	0	0	0	0	0
Supplemental TIF Payment From TEA	3,900,831	4,490,277	4,675,688	4,675,688	4,675,688
Additional Aid for Frozen Levy Lost	0	0	0	0	0
Tax Credit for Tax Code, Chapter 313 Value Limitations	0	0	0	0	0
Other Adjustments for M&O Tax Collections	0	0	0	0	0
Tuition Allotment (42.106)	0	0	0	0	0
2012-13 RPAF Adjustment (can be positive or negative amount)	0				
LPE Current Foundation School Fund Allocation (see Column U)	0	0	0	0	0
Foundation School Fund Adjustments to Date (see Column U)	0	0	0	0	0



# Miscellaneous Financial Information continued

<b>Chapter 41 Data</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Q. Chapter 41 District? - if yes, change to Y	y	y	y	y	y
Q. First-Time Chapter 41 district? (beginning with 2006-07 or later)	N	N	N	N	N
Enrollment	26,385	26,654	26,654	26,654	26,654
# of Non-Resident Students Who Are Charged Tuition	0	0	0	0	0
County Appraisal District (CAD) Cost	973,652	973,652	973,652	973,652	973,652
CAD Cost Paid by Partner's, if applicable	0	0	0	0	0
# of Resident Students Being Educated by Another District for which the District is Paying Tuition	0	0	0	0	0
Amount of Tuition Paid per Student	0	0	0	0	0
ASATR Credit Against Recapture (enter as negative #)	0	0	0	0	0
Q. Was the least expensive Option chosen? (\$476,500 level)	y	y	y	y	y
Q. Was the least expensive Option chosen? (\$319,500 level)	y	y	y	y	y
<b>Effective M&amp;O Tax Rate / Notice Data</b>		<b>2013-14</b>			
# of TRS Members		3,027.00			
# of Full-time Employees Participating in Health Insurance Program		2,260.00			
Projected Tax Collection Rate		1.0000			
2013 Total Taxable Value		13,987,730,873			
Certified Excess 2012 Debt Collections		0			
TRE Cents Approved by the District's Voters (enter as .09, .13, etc)		0.0000			
<b>Data Automatically Loaded</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
M&O Compressed Rate	1.0000	1.0000	1.0000	1.0000	1.0000
Highest Grade Taught	12	12	12	12	12
Square Miles	49	49	49	49	49
Miles From Nearest HS	0	0	0	0	0
Unadjusted Cost of Education Index	1.140	1.140	1.140	1.140	1.140
2005-06 M&O Adopted Tax Rate	1.5000				
2008-09 WADA	31,772.5140				
2009-10 Transportation Allotment	0				
2009-10 New Instructional Facilities Allotment (NIFA)	11,467				
2010-11 Adopted M&O Tax Rate	1.0400				
2010-11 Total Refined ADA	24,456,708				
2010-11 Adjusted Total Refined ADA	24,456,708				
2010-11 I&S Tax Collections	42,241,210				
2010-11 EDA Local Share	24,823,559				
2010-11 IFA Local Share for Bonded Debt	0				
2009 CPTD Value	13,731,300,913				
2011-12 Total Refined ADA	24,641,544				
<b>2009-10 Adjusted HB 1 Revenue per WADA</b>	<b>5,526.197</b>				
Chapter 41 Data:					
1992-93 M&O Tax Collections	22,563,591				
1992-93 CED Distribution	46,513,607				
1992-93 Chapter 36 WADA	19,724,000				
1991 CPTD Property Value	7,462,785,448				

# Miscellaneous Financial Information continued

Calculation of Regular Program ADA	2012-13	2013-14	2014-15	2015-16	2016-17
1. Total Adjusted Refined ADA	24,550.600	24,550.600	24,634.988	24,757.814	24,881.570
2. Total Special Education FTEs	830.600	830.600	830.630	830.630	830.630
3. Total Career & Technology FTEs	989.200	989.200	989.200	989.200	989.200
4. <b>Regular Program ADA (Lines 1 - 2 - 3)</b>	22,730.800	22,730.800	22,815.158	22,937.984	23,061.740
5. Minimum ADA	0.000	0.000	0.000	0.000	0.000
<a href="#">Link Back to SOF Reports</a>	<a href="#">Report-SOF1213</a>	<a href="#">Report-SOF1314</a>	<a href="#">Report-SOF1415</a>	<a href="#">Report-SOF1516</a>	<a href="#">Report-SOF1617</a>

NOTES:

- (1) Total Adjusted Refined ADA will be the same as Total Refined ADA because funds were not appropriated to allow for an adjustment to ADA.
- (2) If district qualifies for the sparsity adjustment, Minimum ADA will be calculated on Line 5.
- (3) Regular Program ADA is used to calculate the Regular Program Allotment in Tier I.

Calculation of WADA	2012-13	2013-14	2014-15	2015-16	2016-17
12. Total Cost of Tier I	\$161,542,206	\$170,208,082	\$174,062,794	\$174,875,889	\$175,694,966
13. Less: Transportation Allotment	\$0	\$0	\$0	\$0	\$0
14. Less: High School Allotment	(\$1,910,013)	(\$1,910,013)	(\$1,910,013)	(\$1,910,013)	(\$1,910,013)
15. Add: Sp Ed Set-Aside	\$165,944	\$165,944	\$165,944	\$165,944	\$165,944
16. Adjusted Total Cost of Tier I	\$159,798,138	\$168,464,014	\$172,318,726	\$173,131,821	\$173,950,898
17. ABA - BA =	\$474	\$492	\$501	\$501	\$501
18. ABA x 2 =	\$10,478	\$10,884	\$11,082	\$11,082	\$11,082
19. Line 17 / Line 18 =	0.0452	0.0452	0.0452	0.0452	0.0452
20. Adjustment to ABA (1 - Line 19)	0.9548	0.9548	0.9548	0.9548	0.9548
21. Adjusted Total Cost (Line 16 x Line 20)	\$152,569,247	\$160,848,772	\$164,528,464	\$165,304,800	\$166,086,848
22. BA	\$4,765	\$4,950	\$5,040	\$5,040	\$5,040
23. <b>WADA (Line 21 / Line 22)</b>	32,018.7297	32,494.7014	32,644.5365	32,798.5715	32,953.7397
<a href="#">Link Back to SOF Reports</a>	<a href="#">Report-SOF1213</a>	<a href="#">Report-SOF1314</a>	<a href="#">Report-SOF1415</a>	<a href="#">Report-SOF1516</a>	<a href="#">Report-SOF1617</a>

NOTES:

- (1) Lines 13 and 14 are subtracted from the Total Cost of Tier I because they have no weights. Only weighted programs are used in determining WADA.
- (2) Line 15 is added back to the Total Cost of Tier I as specified in law.
- (3) Lines 17 thru 20 basically calculate one-half of the effect that the Cost of Education Index has on the Basic Allotment, as specified in law.
- (4) Bottom-line: the more students being served in weighted programs, the higher WADA is going to be.

Calculation of Adjusted Allotment	2012-13	2013-14	2014-15	2015-16	2016-17
6. Basic Allotment (BA)	\$4,765	\$4,950	\$5,040	\$5,040	\$5,040
7. Adjusted Basic Allotment (ABA)	\$5,239	\$5,442	\$5,541	\$5,541	\$5,541
8. Small District Weight	0.00025	0.00025	0.00025	0.00025	0.00025
9. Small District Adjustment (SDA)	\$5,239	\$5,442	\$5,541	\$5,541	\$5,541
10. Mid-size District Adjustment (MDA)	\$0	\$0	\$0	\$0	\$0
11. <b>Adjusted Allotment (AA)</b>	\$5,239	\$5,442	\$5,541	\$5,541	\$5,541
<a href="#">Link Back to SOF Reports</a>	<a href="#">Report-SOF1213</a>	<a href="#">Report-SOF1314</a>	<a href="#">Report-SOF1415</a>	<a href="#">Report-SOF1516</a>	<a href="#">Report-SOF1617</a>

NOTES:

- (1) The Basic Allotment is set by law at \$4765, but is reduced if the district's compressed rate is less than \$1.00.
- (2) The Adjusted Basic Allotment reflects the effect that the district's Cost of Education Index has on the Basic Allotment.
- (3) The Small District Weight is based on the number of square miles in the district (.0004 if more than 300 sq miles).
- (4) The Small District Adjustment applies if the district's Regular Program ADA is less than 1,600. If applicable, this adjustment increases the ABA.
- (5) The Mid-size District Adjustment applies if the district's Regular Program ADA is less than 5,000 and the highest grade taught is 12. If applicable, this adjustment increases the ABA.
- (6) For districts that do not qualify for the SDA or MDA, the Adjusted Allotment is the same as the ABA. For all others, the Adjusted Allotment is the greater of the SDA or MDA.

# Miscellaneous Financial Information continued

The format of the following report mirrors (for the most part) the report generated by TEA.

SB 1: 12-13 : 16-18

Release 2

8/1/2013

2013-14 ASATR Detail Report  
 CARROLLTON-FARMERS BRANCH ISD  
 057-903

Calculation of ASATR		ASATR
<b>Based on 2009-10 State and Local Funding up to the Compressed Rate</b>		
1.	2009-10 Adjusted HB 1 Revenue per WADA	\$5,118,916
2.	2013-14 WADA	32,494,701
3.	2013-14 Base Target Revenue (Line 1 * Line 2)	\$166,337,654
4.	2013-14 Minimum Increase (Line 2 * \$120 * 0.9263)	\$3,601,063
5.	Tuition Adjustment (Current Year vs. 2009-10)	\$0
6.	2013-14 Minimum Revenue	\$169,949,635
<b>7. NIFA Adjustment (Current Year vs. 2009-10)</b>		
		<b>(\$11,467)</b>
8.	Transportation Adjustment (Current Year vs. 2009-10)	\$0
9.	2008-09 Educator Salary Increase (\$23.63 * 2008-09 WADA * 0.9263)	\$695,452
10.	<b>2013-14 Adjusted Minimum Revenue</b>	<b>\$170,633,620</b>
<b>11. 2013-14 Tier I State Aid</b>		
		<b>\$38,558,117</b>
12.	2013-14 M&O Collections @ Compressed Tax Rate	\$134,815,453
13.	<a href="#">2013-14 Recapture @ Compressed Tax Rate (Link to Detail Report)</a>	\$0
14.	<b>2013-14 State and Local Revenue</b> (Line 11 + Line 12 + Line 13)	<b>\$173,373,570</b>
<b>15. Additional State Aid for Tax Reduction</b> (If Line 14 < Line 10, Then Line 10 - Line 14) (Else, 0)		
		<b>\$0</b>
<b>16. 2013-14 Revenue @ Compressed Tax Rate (RACR)</b>		
		<b>\$173,373,570</b>
<b>17. 2013-14 Revenue per WADA @ Compressed Tax Rate (RACR / WADA)</b>		
		<b>\$5,335</b>

[Link Back to Other Report](#)      [Report-Other1314](#)

# Miscellaneous Financial Information continued

The format of the following Summary of Finances report mirrors (for the most part) the report generated by TEA. "LPE" data is not on this report.

SB 1: 12-13 : 16-18  
Release 2  
8/1/2013

2013-14 Summary of Finances  
CARROLLTON-FARMERS BRANCH ISD  
057-903

Funding Elements	From Date Entry
<b>Students</b>	
1. Refined Average Daily Attendance (ADA)	24,550.600
2. <a href="#">Regular Program ADA (Line 1 - Line 3 - Line 4) (Link to Detail Report)</a>	22,730.800
3. <a href="#">Special Education FTEs (Link to Detail Report)</a>	830.600
4. Career & Technology FTEs	989.200
5. Advanced Career & Technology FTEs	117.877
6. High School ADA	6,945.500
7. <a href="#">Weighted ADA (WADA) (Link to Detail Report)</a>	32,494.701
8. Prior Year Refined ADA	24,550.600
9. Texas School for the Blind and Visually Impaired ADA	0.000
10. Texas School for the Deaf ADA	0.000
<b>Staff</b>	
11. Full-time Staff (not MSS)	1,115
12. Part-time Staff (not MSS)	12
<b>Property Values</b>	
13. 2013 (current tax year) Locally Certified Property Value	Not Needed
14. 2012 (prior tax year) State Certified Property Value ("T2" value)	13,164,996,529
<b>Tax Rates and Collections</b>	
15. 2005 Adopted M&O Tax Rate	1.5000
16. 2013 (current tax year) Compressed M&O Tax Rate	1.0000
17. Average Tax Collection Rate	Not Needed
18. 2013-14 (current tax year) M&O Tax Rate	1.0400
19. <a href="#">2013-14 (current school year) M&amp;O Tax Collections (Link to Detail Report)</a>	\$140,208,071
20. 2013-14 (current school year) I&S Tax Collections	\$41,061,447
21. 2013-14 Total Tax Collections	\$181,269,518
22. 2013-14 (current school year) Total Tax Levy	\$193,039,342
<b>Funding Components</b>	
23. <a href="#">Adjusted Allotment (Link to Detail Report)</a>	\$5,442
24. Revenue at Compressed Rate (RACR) per WADA	\$5,335
25. Cost of Education Index (CEI)	1.140
26. Adjusted CEI	1.140
27. Per Capita Rate	\$280.000
<b>Tier I Allotments</b>	
<b>Program Intent Codes - Allotments</b>	
28. 11-Regular Program Allotment	\$123,701,014
29. 23-Special Education Adjusted Allotment (Spend 52% of Amount)	\$14,559,488
30. 22-Career & Technology Allotment (Spend 58% of Amount)	\$7,273,250
31. 21-Gifted & Talented Adjusted Allotment (Spend 55% of Amount)	\$795,214
32. 24-Comp Ed Allotment (Spend 52% of Amount) (no Detail Report included)	\$18,939,107
33. 25-Bilingual Education Allotment (Spend 52% of Amount)	\$3,029,997
34. 11-Public Education Grant	\$0
35. 99-New Instructional Facilities Allotment (NIFA)	\$0
36. 99-Transportation Allotment (no Detail Report included)	\$0
37. 31-High School Allotment	\$1,910,013
38. <a href="#">Total Cost of Tier I (Link to Tier I Detail Report)</a>	\$170,208,082
39. Less: Local Fund Assignment	\$131,649,965
40. State Share of Tier I	\$38,558,117
41. Per Capita Distribution from the Available School Fund (ASF)	\$6,874,168
<b>Foundation School Program (FSP) State Funding</b>	
42. Greater of State Share of Tier I or (ASF+NIFA+HS)	\$38,558,117
43. <a href="#">Tier II (Link to Tier II Detail Report)</a>	\$2,589,635
44. <a href="#">Other Programs (Link to Detail Report)</a>	\$5,050,777
45. Less: Total Available School Fund (\$280 * Prior Year ADA)	(\$6,874,168)
46. Total FSP Operating Fund	\$39,324,361
<b>State Aid by Funding Source</b>	
<b>Fund Code/Object Code - Funding Source</b>	
47. 199/5812 - Foundation School Fund	\$39,324,361
48. 199/5811 - Available School Fund	\$6,874,168
49. <a href="#">599/5829 - EDA (Link to Detail Report)</a>	\$0
50. <a href="#">599/5829 - Instructional Facilities Allotment (Bond) (Link to Detail Report)</a>	\$0
51. 599/5829 - Instructional Facilities Allotment (Lease Purchase) (See Link Above)	\$0
52. <b>TOTAL 2013-14 FSP/ASF STATE AID</b>	<b>\$46,198,529</b>
<a href="#">FSP Allocations and Adjustments Report (Link to Detail Report)</a>	

**ADDITIONAL INFO: (Not on TEA's Summary of Finances)**

<b>SUMMARY OF TOTAL STATE/LOCAL M&amp;O REVENUE:</b>	
M&O Rev From State (no Fund 599) (includes TIF & tuition reimbursement, if applicable)	\$46,198,529
M&O Rev From Local Taxes (net of recapture and up to compressed rate)	\$134,815,453
M&O Rev From Local Taxes (for first \$.06 above compressed rate; no recapture)	\$5,392,618
M&O Rev From Local Taxes (net of recapture for pennies beyond compressed rate + \$.06)	\$0
Additional M&O Rev Resulting From ASATR Credit Against Recapture	\$0
2013-14 TOTAL STATE/LOCAL M&O REVENUE	\$186,406,600
Less: Credit Balance Due State (See Foundation School Fund balance above)	\$0
<b>2013-14 NET TOTAL STATE/LOCAL M&amp;O REVENUE</b>	<b>\$186,406,600</b>

# Miscellaneous Financial Information continued

2013-14 Cost of Recapture - Level 1  
 CARROLLTON-FARMERS BRANCH ISD  
 057-903

Cost of Recapture Equalized Wealth Level = (\$495000)	Based on Data Entry	
	Option 3	Option 4
1. 1992-93 M&O Tax Collections	\$22,563,591	\$22,563,591
2. 1992-93 CED Distribution	\$46,513,607	\$46,513,607
3. 1992-93 Chapter 36 WADA	19,724,0000	19,724,0000
4. 1991 State Certified Property Value	\$7,462,785,448	\$7,462,785,448
5. 2013-14 M&O Tax Collections	\$134,815,453	\$134,815,453
6. 2013-14 Adopted M&O Tax Rate	\$1.0400	\$1.0400
6a. 2013-14 Compressed M&O Rate	\$1.0000	\$1.0000
7. 2013-14 Chapter 41 WADA	32,494.7010	32,494.7010
8. 2012 State Certified Property Value Adjusted for Decline, if any	\$13,164,996,529	\$13,164,996,529
9. 2013-14 ASF Amount	\$6,874,168	\$6,874,168
10. Transfers Out, for Which Tuition is Paid	0	0
11. Tuition Paid per Student	\$0	\$0
12. New Instructional Facilities Allotment (NIFA)	\$0	\$0
<b>Type of Calculation</b>		
<b>Hold Harmless Tax Rate</b>		
13. 1992-92 Total M&O Tax Revenue	\$69,077,198	\$69,077,198
14. WADA Ratio (Current Year to 1992-93)	1.6475	1.6475
15. 1992-93 M&O Revenue Adjusted for WADA	\$113,802,621	\$113,802,621
16. 1992-93 M&O Revenue Adjusted for WADA Less ASF	\$106,928,453	\$106,928,453
17. 1992-93 Effective M&O Tax Rate	0.0112	0.0112
18. 2013-14 Hold Harmless Effective Tax Rate	0.0150	0.0150
<b>Tax Base at Equalized Level</b>		
19. Tax Base at Equalized Level	\$16,084,876,995	\$16,084,876,995
<b>Tax Base at Hold Harmless Level</b>		
20. 1992-93 Hold Harmless Tax Base	\$7,128,563,528	N/A
21. Hold Harmless Tax Base Retained per WADA	\$219,376	N/A
22. Adjusted Hold Harmless Tax Base Retained per WADA	\$369,109	N/A
23. Adjusted Tax Base at Hold Harmless Level	\$11,994,091,015	N/A
24. Tax Base Retained	\$16,084,876,995	\$16,084,876,995
25. Excess Tax Base	\$0	\$0
26. Proportional Tax Base Reduction	0.0000	0.0000
<b>Cost of Buying WADA Before Cost Discounts</b>		
27. Cost Before Any Discounts	\$0	\$0
28. Additional WADA Needed to Equalize Wealth	0.0000	0.0000
29. Cost per WADA: per 41.093 of the TEC (Est Min = \$2,780)	\$0	\$0
30. WADA Credit for Tuition Paid	0.0000	0.0000
31. WADA Credit for NIFA	0.0000	0.0000
32. WADA Needed to be Purchased	0.0000	0.0000
33. Adjusted Cost After WADA Credit	\$0	\$0
<b>Potential Cost Discounts</b>		
<b>Early Agreement Credit</b>		
34. 4% of Cost Before Discounts	\$0	N/A
35. \$80 * Each WADA Needed to Equalize Wealth	\$0	N/A
36. Credit Amount	\$0	N/A
<b>Credit for CAD Costs</b>		
37. 2013-14 CAD Cost	\$973,652	\$973,652
38. 2013-14 Cost Before Discounts	\$0	\$0
39. 2013-14 M&O Tax Collections	\$134,815,453	\$134,815,453
40. 2013-14 Credit Amount	\$0	\$0
41. CAD Credit Balance From Prior Years	\$0	\$0
42. Unclaimed Historical CAD Credit	\$0	\$0
43. Total CAD Credit Amount	\$0	\$0
<b>Estimated Final Costs</b>		
44. Cost With No Discounts	\$0	\$0
45. Final Discounted Cost	\$0	\$0
46. Final Cost per WADA	\$0	\$0
<b>Final Cost Calculation of Chapter 41 WADA</b>		
47. 2013-14 Chapter 42 WADA	32,494.7010	32,494.7010
48. 2013-14 Non-Resident Students Charged Tuition	0	0
49. 2013-14 Enrollment	26,654	26,654
<b>Type of Calculation</b>		
<b>Resident Student Adjustment</b>		
50. 2013-14 Non-Resident Students Charged Tuition	0	0
51. Chapter 42 WADA to Enrollment Ratio	1.2191	1.2191
52. Non-Residents Converted to WADA	0.0000	0.0000
<b>Chapter 41 WADA</b>		
53. TEA Calculation of 2013-14 Chapter 41 WADA	32,494.7010	32,494.7010

# Miscellaneous Financial Information continued

2013-14 Cost of Recapture - Level 3  
 CARROLLTON-FARMERS BRANCH ISD  
 057-903

Cost of Recapture Equalized Wealth Level = (\$319500)	Based on Data Entry	
	Option 3	Option 4
1. 1992-93 M&O Tax Collections	\$22,563,591	\$22,563,591
2. 1992-93 CED Distribution	\$46,513,607	\$46,513,607
3. 1992-93 Chapter 36 WADA	19,724.0000	19,724.0000
4. 1991 State Certified Property Value	\$7,462,785,448	\$7,462,785,448
5. 2013-14 M&O Tax Collections	\$0	\$0
6. 2013-14 Adopted M&O Tax Rate	\$1.0400	\$1.0400
6a. 2013-14 Compressed M&O Rate	\$1.0000	\$1.0000
7. 2013-14 Chapter 41 WADA	32,494.7010	32,494.7010
8. 2012 State Certified Property Value Adjusted for Decline, if any	\$13,164,996,529	\$13,164,996,529
9. 2013-14 ASF Amount	\$6,874,168	\$6,874,168
10. Transfers Out, for Which Tuition is Paid	0	0
11. Tuition Paid per Student	\$0	\$0
12. New Instructional Facilities Allotment (NIFA)	\$0	\$0
<b>Type of Calculation</b>		
<b>Hold Harmless Tax Rate</b>		
13. 1992-92 Total M&O Tax Revenue	\$69,077,198	\$69,077,198
14. WADA Ratio (Current Year to 1992-93)	1.6475	1.6475
15. 1992-93 M&O Revenue Adjusted for WADA	\$113,802,621	\$113,802,621
16. 1992-93 M&O Revenue Adjusted for WADA Less ASF	\$106,928,453	\$106,928,453
17. 1992-93 Effective M&O Tax Rate	0.0112	0.0112
18. 2013-14 Hold Harmless Effective Tax Rate	0.0150	0.0150
<b>Tax Base at Equalized Level</b>		
19. Tax Base at Equalized Level	\$10,382,056,970	\$10,382,056,970
<b>Tax Base at Hold Harmless Level</b>		
20. 1992-93 Hold Harmless Tax Base	\$7,128,563,528	N/A
21. Hold Harmless Tax Base Retained per WADA	\$219,376	N/A
22. Adjusted Hold Harmless Tax Base Retained per WADA	\$246,885	N/A
23. Adjusted Tax Base at Hold Harmless Level	\$8,022,462,764	N/A
24. Tax Base Retained	\$10,382,056,970	\$10,382,056,970
25. Excess Tax Base	\$2,782,939,560	\$2,782,939,560
26. Proportional Tax Base Reduction	0.2114	0.2114
<b>Cost of Buying WADA Before Cost Discounts</b>		
27. Cost Before Any Discounts	\$0	\$0
28. Additional WADA Needed to Equalize Wealth	0.0000	0.0000
29. Cost per WADA: per 41.093 of the TEC (Est Min = \$35.57)	\$0	\$0
30. WADA Credit for Tuition Paid	0.0000	0.0000
31. WADA Credit for NIFA	0.0000	0.0000
32. WADA Needed to be Purchased	0.0000	0.0000
33. Adjusted Cost After WADA Credit	\$0	\$0
<b>Potential Cost Discounts</b>		
<b>Early Agreement Credit</b>		
34. 4% of Cost Before Discounts	\$0	N/A
35. \$80 * Each WADA Needed to Equalize Wealth	\$0	N/A
36. Credit Amount	\$0	N/A
<b>Credit for CAD Costs</b>		
37. 2013-14 CAD Cost	\$973,652	\$973,652
38. 2013-14 Cost Before Discounts	\$0	\$0
39. 2013-14 M&O Tax Collections	\$0	\$0
40. 2013-14 Credit Amount	\$0	\$0
41. CAD Credit Balance From Prior Years	\$0	\$0
42. Unclaimed Historical CAD Credit	\$0	\$0
43. Total CAD Credit Amount	\$0	\$0
<b>Estimated Final Costs</b>		
44. Cost With No Discounts	\$0	\$0
45. Final Discounted Cost	\$0	\$0
46. Final Cost per WADA	\$0	\$0
<b>Final Cost Calculation of Chapter 41 WADA</b>		
47. 2013-14 Chapter 42 WADA	32,494.7010	32,494.7010
48. 2013-14 Non-Resident Students Charged Tuition	0	0
49. 2013-14 Enrollment	26,654	26,654
<b>Type of Calculation</b>		
<b>Resident Student Adjustment</b>		
50. 2013-14 Non-Resident Students Charged Tuition	0	0
51. Chapter 42 WADA to Enrollment Ratio	1.2191	1.2191
52. Non-Residents Converted to WADA	0.0000	0.0000
<b>Chapter 41 WADA</b>		
53. TEA Calculation of 2013-14 Chapter 41 WADA	32,494.7010	32,494.7010

## Miscellaneous Financial Information continued

### Funding Elements:

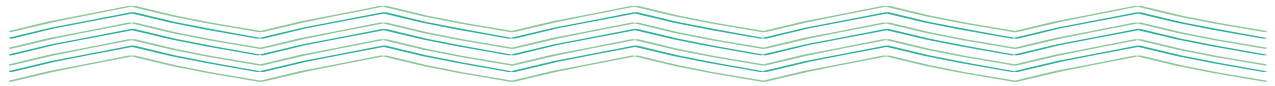
<b>2012-13</b>	<b>SB 1</b>
Basic Allotment	4,765
Level 1 Guaranteed Yield	
Level 2 Guaranteed Yield	59.97
Level 3 Guaranteed Yield	31.95
Level 1 Equalized Wealth Level	476,500
Level 2 Equalized Wealth Level	319,500
Per Capita Rate	469.215
<b>2013-14</b>	<b>SB 1</b>
Basic Allotment	4,950
Level 1 Guaranteed Yield	
Level 2 Guaranteed Yield	59.97
Level 3 Guaranteed Yield	31.95
Level 1 Equalized Wealth Level	495,000
Level 2 Equalized Wealth Level	319,500
Per Capita Rate	280.000
<b>2014-15</b>	<b>SB 1</b>
Basic Allotment	5,040
Level 1 Guaranteed Yield	
Level 2 Guaranteed Yield	61.86
Level 3 Guaranteed Yield	31.95
Level 1 Equalized Wealth Level	504,000
Level 2 Equalized Wealth Level	319,500
Per Capita Rate	375.000
<b>2015-16</b>	<b>SB 1</b>
Basic Allotment	5,040
Level 1 Guaranteed Yield	
Level 2 Guaranteed Yield	61.86
Level 3 Guaranteed Yield	31.95
Level 1 Equalized Wealth Level	504,000
Level 2 Equalized Wealth Level	319,500
Per Capita Rate	280.000
<b>2016-17</b>	<b>SB 1</b>
Basic Allotment	5,040
Level 1 Guaranteed Yield	
Level 2 Guaranteed Yield	61.86
Level 3 Guaranteed Yield	31.95
Level 1 Equalized Wealth Level	504,000
Level 2 Equalized Wealth Level	319,500
Per Capita Rate	375.000

# Miscellaneous Financial Information continued

## Tax Rate Impact

The District’s tax rate consists of two separate components, a General Fund (sometimes called Maintenance & Operations) rate and a Debt Service rate. Taxes are calculated by dividing the assessed property value (less exemptions, if applicable) by 100 and multiplying the result by the tax rate. The Dallas Central Appraisal District and Denton County Appraisal District determine property values for Carrollton-Farmers Branch Independent School District.

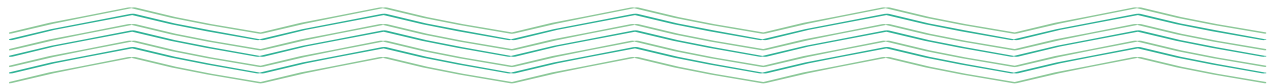
The graph below depicts the tax rate trend.



### C-FB ISD Tax Rate

#### Distribution per \$100 Valuation

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<b>General Fund</b>	\$1.5000	\$1.5000	\$1.3501	\$1.0400	\$1.0400	\$1.0400	\$1.0400	\$1.0400	\$1.0400	\$1.0400
<b>Debt Service</b>	\$ .2824	\$ .3259	\$ .3329	\$ .3270	\$ .3223	\$ .3022	\$ .3069	\$ .3168	\$ .2906	\$ .2835
<b>Total Rate</b>	\$1.7824	\$1.8259	\$1.6830	\$1.3670	\$1.3623	\$1.3422	\$1.3469	\$1.3568	\$1.3306	\$1.3235





# Miscellaneous Financial Information continued

## Carrollton-Farmers Branch ISD Impact of Budget on Selected Taxpayers Based on Assessed/Market Value of a Home

Assessed Values Combined Tax Rate	Less \$15,000 Homestead Exemption	Taxable Value (Assessed - Homestead Exemption)	2010-11 \$1.3469	2011-12 \$1.3568	2012-13 \$1.3306	2013-14 \$1.3235	Increase (Decrease) (\$0.0071)	Monthly Impact
\$50,000	(\$15,000)	\$35,000	\$471.42	\$474.88	\$465.71	\$463.23	(\$2.48)	(\$0.21)
\$75,000	(\$15,000)	\$60,000	\$808.14	\$814.08	\$798.36	\$794.10	(\$4.26)	(\$0.35)
\$100,000	(\$15,000)	\$85,000	\$1,144.87	\$1,153.28	\$1,131.01	\$1,124.98	(\$6.03)	(\$0.50)
\$125,000	(\$15,000)	\$110,000	\$1,481.59	\$1,492.48	\$1,463.66	\$1,455.85	(\$7.81)	(\$0.65)
\$150,000	(\$15,000)	\$135,000	\$1,818.32	\$1,831.68	\$1,796.31	\$1,786.73	(\$9.58)	(\$0.80)
\$175,000	(\$15,000)	\$160,000	\$2,155.04	\$2,170.88	\$2,128.96	\$2,117.60	(\$11.36)	(\$0.95)
\$200,000	(\$15,000)	\$185,000	\$2,491.77	\$2,510.08	\$2,461.61	\$2,448.48	(\$13.13)	(\$1.09)
\$250,000	(\$15,000)	\$235,000	\$3,165.22	\$3,188.48	\$3,126.91	\$3,110.23	(\$16.68)	(\$1.39)

## Carrollton-Farmers Branch ISD Comparison of Tax Rates (Per \$100 Assessed Valuation)

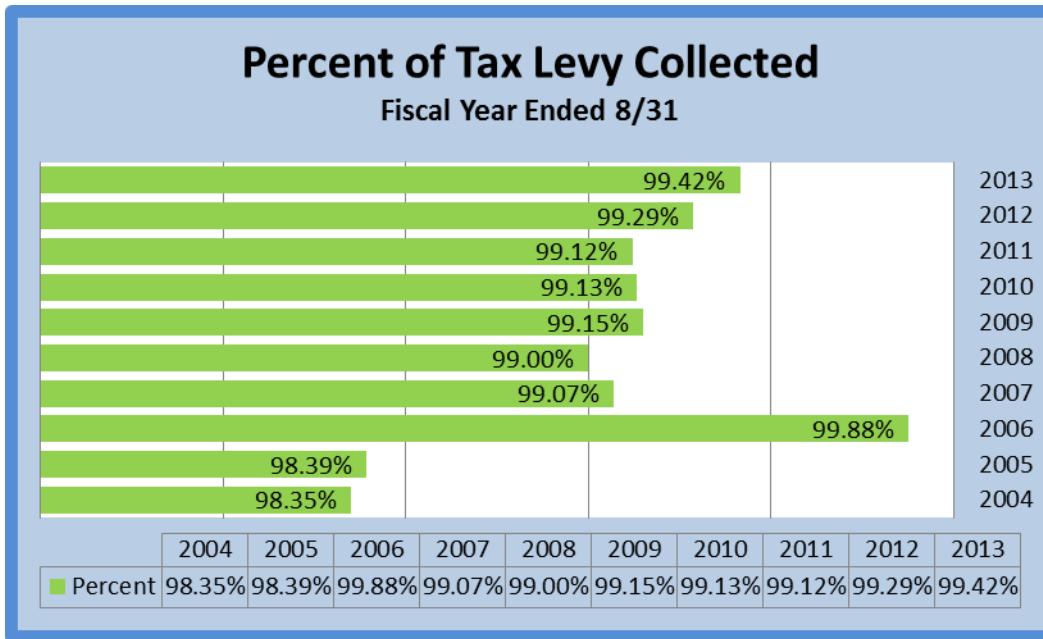
Year Ending 8/31	General Fund	Debt Service	Total	Increase (Decrease)	%
2005	\$1.5000	\$0.2824	\$1.7824	\$0.0466	2.68%
2006	\$1.5000	\$0.3259	\$1.8259	\$0.0435	2.44%
2007	\$1.3501	\$0.3329	\$1.6830	(\$0.1429)	-7.83%
2008	\$1.0400	\$0.3270	\$1.3670	(\$0.3160)	-18.78%
2009	\$1.0400	\$0.3223	\$1.3623	(\$0.0047)	-0.34%
2010	\$1.0400	\$0.3022	\$1.3422	(\$0.0201)	-1.48%
2011	\$1.0400	\$0.3069	\$1.3469	\$0.0047	0.35%
2012	\$1.0400	\$0.3168	\$1.3568	\$0.0099	0.74%
2013	\$1.0400	\$0.2906	\$1.3306	(\$0.0262)	-1.93%
2014	\$1.0400	\$0.2835	\$1.3235	(\$0.0071)	-0.53%

# Miscellaneous Financial Information continued

## Carrollton-Farmers Branch ISD

### Comparison of Tax Collections to Levy

Fiscal Year Ended 8/31	Total Tax Levy	Current Tax Collections	Percent Of Levy Collected	Delinquent Taxes Collected		Total Taxes Collected Plus Interest & Penalty	Collected as Percent of Current Tax Levy	Outstanding Delinquent Taxes	Delinquent Taxes as Percent of Tax Levy
				Delinquent Taxes	Interest & Penalty				
2004	\$222,869,856	\$219,194,266	98.35%	\$912,422	\$1,412,601	\$221,519,289	99.40%	\$7,130,365	3.20%
2005	\$221,529,024	\$217,965,165	98.39%	\$2,293,208	\$1,336,185	\$221,594,558	100.03%	\$8,249,458	3.70%
2006	\$226,478,279	\$226,195,686	99.88%	\$195,838	\$1,492,295	\$227,883,819	99.36%	\$5,845,187	2.55%
2007	\$223,255,525	\$221,175,531	99.07%	\$852,020	\$1,695,042	\$223,722,593	100.21%	\$5,820,029	2.61%
2008	\$195,655,990	\$193,698,097	99.00%	\$599,179	\$1,382,558	\$195,679,834	100.01%	\$4,634,946	2.37%
2009	\$202,093,926	\$200,374,994	99.15%	(\$657,402)	\$1,236,064	\$200,953,656	99.44%	\$4,797,973	2.37%
2010	\$195,089,303	\$193,396,978	99.13%	\$820,636	\$1,254,948	\$195,472,563	100.20%	\$3,803,121	1.95%
2011	\$186,476,139	\$184,834,361	99.12%	\$247,219	\$1,063,818	\$186,145,398	99.82%	\$4,134,227	2.22%
2012	\$185,082,381	\$183,761,421	99.29%	\$680,197	\$770,423	\$185,212,041	100.07%	\$4,211,373	2.28%
2013	\$185,400,956	\$184,316,782	99.42%	\$664,962	\$899,000	\$185,880,744	100.26%	\$3,425,691	1.85%



# Miscellaneous Financial Information continued

CARROLLTON FARMERS BRANCH ISD							
CALCULATIONS OF AD VALOREM TAX REVENUES							
2013 - 2014							
ESTIMATED TAX							
						Per \$100	
						Valuation	
<b><u>Maintenance and Operations</u></b>							
Assessed Valuation of	*	14,585,518,845	@	\$1.04000	\$	151,689,396	
Less Delinquency				1.00%		-1,516,894	
Net Current Tax Collections						150,172,502	
Plus Estimated Delinquent Collections						187,500	
<b>Total Tax Revenue for Maintenance and Operations</b>					<b>\$</b>	<b>150,360,002</b>	<b>78.55%</b>
<b><u>Debt Service</u></b>							
Assessed Valuation of	*	14,585,518,845	@	\$0.2835		41,349,946	
Less Delinquency				1.00%		-413,499	
Net Current Tax Collections						40,936,447	
Plus Estimated Delinquent Collections						125,000	
<b>Total Tax Revenue for Debt Service</b>					<b>\$</b>	<b>41,061,447</b>	<b>21.45%</b>
<b><u>Total</u></b>							
Assessed Valuation of	*	14,585,518,845	@	\$1.3235		193,039,342	
Less Delinquency				1.00%		-1,930,393	
Net Current Tax Collections						191,108,949	
Plus Estimated Delinquent Collections						312,500	
<b>Total Tax Revenue</b>					<b>\$</b>	<b>191,421,449</b>	<b>100.00%</b>
* Certified Value adjusted by 2.53% for estimated shrinkage in value							

# Miscellaneous Financial Information continued

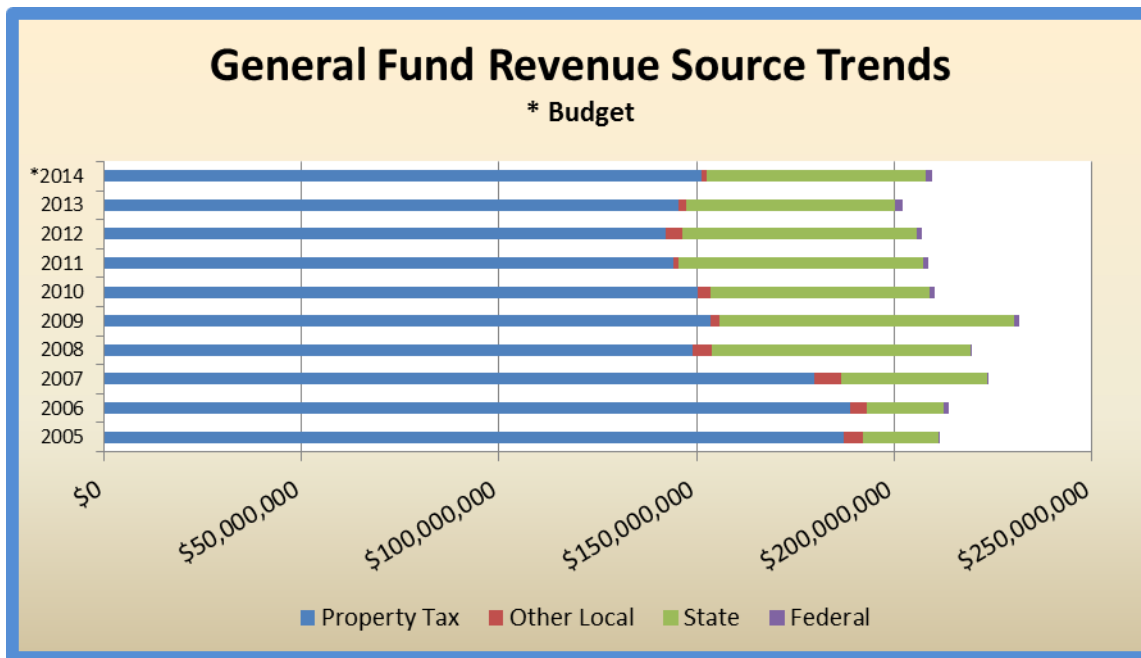
## General Fund

### Revenue Source Trends - Last Ten Years

Year	Property Tax	Other Local	State	Federal	Total
2005	\$187,138,540	\$5,083,912	\$18,852,608	\$223,871	\$211,298,931
2006	\$188,699,529	\$4,275,116	\$19,555,813	\$1,098,375	\$213,628,834
2007	\$179,732,968	\$6,896,633	\$36,716,032	\$335,672	\$223,681,305
2008	\$149,105,035	\$4,721,748	\$65,624,756	\$193,196	\$219,644,735
2009	\$153,622,695	\$2,163,529	\$74,391,110	\$1,279,421	\$231,456,756
2010	\$150,416,541	\$2,974,453	\$55,510,142	\$1,288,605	\$210,189,741
2011	\$144,004,815	\$1,565,389	\$61,573,975	\$1,593,507	\$208,737,686
2012	\$142,157,713	\$4,126,129	\$59,523,731	\$1,291,612	\$207,099,185
2013	\$145,569,900	\$1,690,440	\$52,930,878	\$1,984,463	\$202,175,681
*2014	\$151,310,002	\$1,385,100	\$55,383,529	\$1,650,000	\$209,728,631

Source: District's audited financial statements

\* Budget



Note: For fiscal years 2009-2011, the State used Federal Stimulus dollars to supplant State funding. The State mandated a tax rate reduction in 2007 and 2008 that was offset by additional State funds.

# Miscellaneous Financial Information continued

<b>Full-Time Staff Counts</b>					
	<b>Actual 2008-09</b>	<b>Actual 2009-10</b>	<b>Actual 2010-11</b>	<b>Actual 2011-12</b>	<b>Actual 2012-13</b>
<b>Total Personnel</b>	<b>3,371.30</b>	<b>3,201.20</b>	<b>3,132.60</b>	<b>3,064.10</b>	<b>3,026.03</b>
<b>Teachers</b>	1,821.29	1,727.20	1,702.20	1,634.90	1,628.27
Pre-K & Kindergarten					
Pre-Kindergarten	60.81	34.49	42.35	34.87	35.25
Kindergarten	132.08	138.87	134.86	128.86	128.04
Combined Pre-K & Kindergarten					
Elementary (Grades 1-6)	714.08	712.01	721.78	720.02	721.89
Secondary					
Middle School (Grades 6-8)	7.76	7.90			
Secondary (Grades 7-12)	740.14	703.85	677.34	665.23	662.40
Special Education					
All Grade Levels	166.42	130.08	125.87	85.92	80.69
<b>Support Staff</b>	<b>346.53</b>	<b>358.12</b>	<b>354.92</b>	<b>347.67</b>	<b>351.46</b>
Athletic Trainer	2.59	1.90	6.44	5.73	5.54
Audiologist			1.00	1.00	1.00
Corrective Therapist	0.52				
Supervisors					
Counselors	49.48	52.18	58.90	57.00	55.67
Department Head	13.71	7.00	3.00	3.00	3.00
Ed Diagnosticians	30.33	33.44	31.94	31.94	31.94
Librarians	41.00	40.96	39.96	38.79	40.00
Nurses/Physicians	33.00	36.00	35.45	36.00	34.00
Therapists					
Occupational Therapist	6.93	7.00	6.99	7.00	7.00
Orientation/Mobility Specialist	0.50	1.00	1.00	1.00	1.00
Other Campus Professional	70.69	76.82	59.58	58.96	59.56
Other Non-Campus Prof Personnel	50.70	51.30	67.68	66.17	71.67
Other Support Staff					
Physical Therapist	1.00	2.00	2.00	2.00	2.00
Psychologist/Assoc Psychologists	6.60	6.04	6.08	5.08	5.08
Social Worker	1.00	1.00	1.00	1.00	1.00
Speech Thrpst/Speech Lang Pathologist	27.48	31.48	33.90	33.00	33.00
Teacher Facilitator	11.00	10.00			
Work-Based Learning Site Coordinator					
<b>Administrators</b>	<b>156.48</b>	<b>139.48</b>	<b>131.09</b>	<b>132.43</b>	<b>128.34</b>
Admin/Instructional Officers	42.19	35.87	33.57	35.42	32.88
Principals	38.24	39.00	39.91	38.45	36.48
Assistant Principals	52.48	45.92	46.11	47.00	47.00
Superintendents	1.00	1.00	1.00	1.00	1.00
Assistant Superintendents	4.00	3.00	2.00	2.00	4.00
Athletic Director	6.44	5.19	1.00	1.00	1.00
Business Manager	2.00	1.00	1.00	0.58	1.00
Dir-Personnel/Human Resources	4.00	4.00	2.00	2.00	0.00
Registrar	3.00	3.00	3.00	3.00	3.00
Tax Assessor/Collector	1.00	1.00	1.00	1.00	1.00
Teacher Supervisor	2.13	0.50	0.50	0.98	0.98
<b>Total Professional</b>	<b>2,324.30</b>	<b>2,224.79</b>	<b>2,188.21</b>	<b>2,115.00</b>	<b>2,108.07</b>
<b>Educational Aides</b>	<b>262.31</b>	<b>199.50</b>	<b>219.51</b>	<b>192.70</b>	<b>185.76</b>
<b>Auxiliary Staff</b>	<b>784.69</b>	<b>776.90</b>	<b>724.88</b>	<b>756.40</b>	<b>732.20</b>
<i>Percentage increase (decrease) from Prior Year</i>	<i>0.14%</i>	<i>-5.05%</i>	<i>-2.14%</i>	<i>-2.19%</i>	<i>-1.24%</i>
Source: Texas Education Agency's Standard Reports					
*Change in Classification by the Texas Education Agency					

# Miscellaneous Financial Information continued

<b>Staff Salaries</b>					
<b>2008-09 through 2012-13</b>					
	<b>Actual 2008-09</b>	<b>Actual 2009-10</b>	<b>Actual 2010-11</b>	<b>Actual 2011-12</b>	<b>Actual 2012-13</b>
<b>Total Personnel</b>	<b>\$151,228,358</b>	<b>\$147,243,394</b>	<b>\$146,453,312</b>	<b>\$141,665,998</b>	<b>\$139,515,803</b>
<b>Teachers</b>	<b>\$91,136,984</b>	<b>\$88,562,642</b>	<b>\$88,620,699</b>	<b>\$84,769,590</b>	<b>\$84,447,225</b>
Pre-K & Kindergarten					
Pre-Kindergarten	\$2,959,291	\$1,754,847	\$2,193,488	\$1,807,607	\$1,811,261
Kindergarten	\$6,555,334	\$6,984,322	\$6,916,937	\$6,572,356	\$6,551,370
Combined Pre-K & Kindergarten					
Elementary (Grades 1-6)	\$35,334,230	\$36,184,628	\$37,240,243	\$37,007,956	\$37,008,223
Secondary					
Middle School (Grades 6-8)	\$404,082	\$419,542	*	*	\$1,589,552
Secondary (Grades 7-12)	\$37,657,216	\$36,531,475	\$35,849,776	\$34,936,592	\$33,282,832
Special Education					
All Grade Levels	\$8,226,831	\$6,687,828	\$6,420,255	\$4,445,079	\$4,203,987
<b>Support Staff</b>	<b>\$20,630,284</b>	<b>\$21,653,776</b>	<b>\$21,914,383</b>	<b>\$21,371,830</b>	<b>\$21,589,299</b>
Athletic Trainer	\$125,131	\$92,499	\$363,215	\$324,113	\$315,546
Corrective Therapist/Audiologist	\$26,811		\$67,166	\$67,166	\$68,137
Supervisors					
Counselors	\$3,038,774	\$3,246,537	\$3,688,480	\$3,550,425	\$3,385,769
Department Head	\$806,315	\$460,313	\$243,716	\$243,716	\$247,372
Ed Diagnosticians	\$1,847,486	\$2,017,723	\$1,964,440	\$1,965,470	\$1,980,294
Librarians	\$2,262,257	\$2,272,120	\$2,269,520	\$2,212,167	\$2,280,282
Nurses/Physicians	\$1,618,479	\$1,794,182	\$1,792,616	\$1,814,907	\$1,736,586
Therapists					
Occupational Therapist	\$405,273	\$418,284	\$430,303	\$432,371	\$448,365
Orientation/Mobility Specialist	\$26,628	\$54,672	\$52,324	\$52,326	\$53,108
Other Campus Professional	\$3,909,910	\$4,351,491	\$3,407,970	\$3,355,278	\$3,410,670
Other Non-Campus Prof Personnel	\$3,895,632	\$4,084,984	\$5,188,288	\$5,024,855	\$5,319,624
Other Support Staff					
Physical Therapist	\$66,507	\$115,007	\$116,443	\$116,426	\$118,190
Psychologist/Assoc Psychologists	\$401,743	\$359,168	\$368,457	\$298,462	\$292,821
Social Worker	\$57,477	\$58,828	\$60,299	\$60,299	\$61,204
Speech Thrpst/Speech Lang Pathologist	\$1,503,560	\$1,721,696	\$1,901,146	\$1,853,849	\$1,871,331
Teacher Facilitator	\$638,301	\$606,272			
Work-Based Learning Site Coordinator					
<b>Administrators</b>	<b>\$12,712,406</b>	<b>\$11,558,405</b>	<b>\$10,809,467</b>	<b>\$11,010,663</b>	<b>\$10,428,065</b>
Admin/Instructional Officers	\$3,002,312	\$2,660,885	\$2,512,148	\$2,643,166	\$2,212,010
Principals	\$3,557,120	\$3,692,419	\$3,725,105	\$3,656,160	\$3,410,243
Assistant Principals	\$3,666,910	\$3,273,262	\$3,277,275	\$3,385,420	\$3,386,252
Superintendents	\$285,000	\$235,630	\$233,095	\$233,095	\$236,555
Assistant Superintendents	\$657,240	\$522,291	\$340,117	\$340,117	\$619,230
Athletic Director	\$515,971	\$410,009	\$96,502	\$96,502	\$97,950
Business Manager	\$199,838	\$111,286	\$112,469	\$112,469	\$121,799
Dir-Personnel/Human Resources	\$343,165	\$354,979	\$204,770	\$204,770	*
Registrar	\$177,820	\$192,853	\$197,635	\$197,635	\$200,578
Tax Assessor/Collector	\$69,741	\$70,438	\$72,198	\$72,198	\$73,280
Teacher Supervisor	\$237,289	\$34,353	\$38,153	\$69,131	\$70,168
<b>Total Professional</b>	<b>\$124,479,674</b>	<b>\$121,774,823</b>	<b>\$121,344,549</b>	<b>\$117,152,083</b>	<b>\$116,464,589</b>
<b>Educational Aides</b>	<b>\$5,294,628</b>	<b>\$4,086,186</b>	<b>\$4,576,679</b>	<b>\$4,034,698</b>	<b>\$3,938,408</b>
<b>Auxiliary Staff</b>	<b>\$21,454,056</b>	<b>\$21,382,385</b>	<b>\$20,532,084</b>	<b>\$20,479,217</b>	<b>\$19,112,806</b>
<i>Percentage increase (decrease) from Prior Year</i>	<i>4.02%</i>	<i>-2.64%</i>	<i>-0.54%</i>	<i>-3.27%</i>	<i>-1.52%</i>

Source: Texas Education Agency's Standard Reports  
 \* Change in Classification by the Texas Education Agency

# Miscellaneous Financial Information continued

<b>Staff Average Salaries</b>					
	Actual 2008-09	Actual 2009-10	Actual 2010-11	Actual 2011-12	Actual 2012-13
<b>Total Personnel</b>	<b>\$44,858</b>	<b>\$45,997</b>	<b>\$46,751</b>	<b>\$46,249</b>	<b>\$46,105</b>
<b>Teachers</b>	<b>\$50,040</b>	<b>\$51,275</b>	<b>\$52,062</b>	<b>\$51,882</b>	<b>\$51,863</b>
Pre-K & Kindergarten					
Pre-Kindergarten	\$48,667	\$50,885	\$51,799	\$51,840	\$51,379
Kindergarten	\$49,633	\$50,292	\$51,290	\$51,003	\$51,166
Combined Pre-K & Kindergarten					
Elementary (grades 1-6)	\$49,482	\$50,820	\$51,595	\$51,398	\$51,266
Secondary					
Middle School (grades 6-8)	\$52,069	\$53,120			\$51,314
Secondary (grades 7-12)	\$50,884	\$51,901	\$52,927	\$52,519	\$52,711
Special Education					
All Grade Levels	\$49,433	\$51,412	\$51,008	\$52,341	\$52,100
<b>Support Staff</b>	<b>\$59,534</b>	<b>\$60,472</b>	<b>\$61,744</b>	<b>\$61,476</b>	<b>\$61,428</b>
Athletic Trainer	\$48,257	\$48,648	\$56,422	\$56,531	\$57,001
Audiologist			\$67,166	\$67,166	\$68,137
Corrective Therapist	\$51,274				
Supervisor					
Counselor	\$61,411	\$62,221	\$62,607	\$62,288	\$60,822
Department Head	\$58,827	\$65,759	\$81,239	\$81,239	\$82,457
Ed Diagnostician	\$60,909	\$60,343	\$61,504	\$61,536	\$62,000
Librarian	\$55,177	\$55,472	\$56,795	\$57,023	\$57,007
Nurses/Physician	\$49,045	\$49,838	\$50,569	\$50,414	\$51,076
Therapist					
Occupational Therapist	\$58,451	\$59,755	\$61,604	\$61,764	\$64,052
Orientation/Mobility Specialist	\$53,256	\$54,672	\$52,324	\$52,326	\$53,108
Other Campus Professional	\$55,308	\$56,674	\$57,205	\$56,912	\$57,264
Other Non-Campus Personnel	\$76,854	\$79,631	\$76,657	\$75,970	\$74,223
Other Support Staff					
Physical Therapist	\$66,487	\$57,504	\$58,222	\$58,219	\$59,095
Psychologist/Assoc Psychologist	\$60,870	\$59,450	\$60,601	\$58,752	\$57,642
Social Worker	\$57,477	\$58,828	\$60,299	\$60,299	\$61,204
Speech Thrpst/Speech Lang Pathologist	\$54,717	\$54,692	\$56,081	\$56,177	\$56,707
Teacher Facilitator	\$58,027	\$60,627			
Work-Based Learning Site Coordinator					
<b>Administrator</b>	<b>\$81,238</b>	<b>\$82,863</b>	<b>\$82,460</b>	<b>\$83,141</b>	<b>\$81,253</b>
Admin/Instructional Officer		\$74,172		\$74,630	\$67,273
Principal	\$93,026	\$94,677	\$93,327	\$95,079	\$93,483
Assistant Principal	\$69,870	\$71,276	\$71,082	\$72,030	\$72,048
Superintendent	\$285,000	\$235,630	\$233,095	\$233,095	\$236,555
Assistant Superintendent	\$164,310	\$174,097	\$170,059	\$170,059	\$154,808
Athletic Director	\$80,096	\$78,991	\$96,502	\$96,502	\$97,950
Business Manager	\$99,919	\$111,286	\$112,469	\$192,947	\$121,799
Dir-Personnel/Human Resources	\$85,791	\$88,745	\$102,385	\$102,385	
Registrar	\$59,273	\$64,284	\$65,878	\$65,878	\$66,859
Tax Assessor/Collector	\$69,741	\$70,438	\$72,198	\$72,198	\$73,280
Teacher Supervisor	\$111,351	\$68,706	\$76,306	\$70,542	\$71,600
<b>Total Professional</b>	<b>\$53,556</b>	<b>\$54,736</b>	<b>\$55,454</b>	<b>\$55,418</b>	<b>\$55,247</b>
<b>Educational Aide</b>	<b>\$20,184</b>	<b>\$20,482</b>	<b>\$20,850</b>	<b>\$20,937</b>	<b>\$21,201</b>
<b>Auxiliary Staff</b>	<b>\$27,341</b>	<b>\$27,523</b>	<b>\$28,325</b>	<b>\$27,074</b>	<b>\$26,103</b>
<i>Percentage increase (decrease) from Prior Year</i>	<i>3.88%</i>	<i>2.54%</i>	<i>1.64%</i>	<i>-1.07%</i>	<i>-0.31%</i>
Source: Texas Education Agency's Standard Reports					
* Change in Classification by the Texas Education Agency					

# Miscellaneous Financial Information continued

The graph below depicts the District's General Fund past actual expenditures and 2013-2014 budget estimates for payroll by major object.

<b>General Fund Payroll by Major Object 2007-08 through 2013-14</b>							
	<b>Actual 2007-08</b>	<b>Actual 2008-09</b>	<b>Actual 2009-10</b>	<b>Actual 2010-11</b>	<b>Actual 2011-12</b>	<b>Actual 2012-13</b>	<b>Budget 2013-14</b>
6112 Substitute Pay for Professional Personnel*	\$1,764,169	\$1,964,501	\$2,114,643	\$2,105,452	\$2,132,814	\$2,072,913	\$2,263,478
6116 *Substitute Pay for Professional Personnel-No Teachers	\$48,689	N/A	N/A	N/A	N/A	N/A	N/A
6117 Other Salaries for Teachers & Other Professionals	\$2,896,699	\$2,406,964	\$2,290,353	\$2,456,041	\$2,203,569	\$2,074,728	\$3,255,596
6118 Professional Personnel - Stipends	\$3,037,519	\$3,517,262	\$3,746,664	\$3,468,813	\$3,350,895	\$3,387,094	\$3,697,826
6119 Salaries for Teachers and Other Professionals	\$113,594,978	\$116,628,840	\$114,894,838	\$114,496,359	\$104,545,783	\$109,391,531	\$113,174,228
Sub-Total Professional Pay	<b>\$121,342,054</b>	<b>\$124,517,566</b>	<b>\$123,046,497</b>	<b>\$122,526,665</b>	<b>\$112,233,061</b>	<b>\$116,926,266</b>	<b>\$122,391,128</b>
6121 Extra Duty Pay - Overtime	\$1,087,117	\$955,151	\$697,014	\$889,929	\$368,436	\$258,238	\$1,092,579
6122 Salaries or Wages for Substitute Support Personnel **	N/A	\$431,091	\$338,284	\$193,965	\$220,662	\$166,919	\$286,676
6125 Part-time, Temporary, Substitutes for Clerical*	\$635,355	\$207,588	\$509,130	\$479,597	\$501,542	\$560,380	\$658,650
6129 Salaries for Support Personnel	\$20,291,409	\$20,544,175	\$19,297,850	\$20,348,962	\$19,732,096	\$19,766,852	\$20,271,764
Sub-Total Support Pay	<b>\$22,013,881</b>	<b>\$22,138,005</b>	<b>\$20,842,278</b>	<b>\$21,912,453</b>	<b>\$20,822,736</b>	<b>\$20,752,389</b>	<b>\$22,309,669</b>
6131 Contract buyouts	\$0	\$100,000	\$0	\$0	\$0	\$0	\$0
6135 Longevity Pay for Professionals beginning 2008-09*	N/A	\$267,000	\$326,500	\$334,742	\$317,250	\$355,000	\$398,000
6136 Longevity Pay for Support Staff beginning 2008-09**	N/A	\$124,000	\$120,000	\$139,000	\$134,500	\$125,500	\$163,500
6137 Supplemental Performance Pay	\$0	\$0	\$0	\$0	\$0	\$0	\$1,313,500
6134 & 6139 Employee Allowances	\$205,004	\$279,632	\$278,705	\$259,683	\$182,751	\$193,453	\$262,293
Sub-Total	<b>\$205,004</b>	<b>\$770,632</b>	<b>\$725,205</b>	<b>\$733,425</b>	<b>\$634,501</b>	<b>\$673,953</b>	<b>\$2,137,293</b>
6141 Social Security & Medicare	\$1,874,972	\$2,006,719	\$1,808,767	\$1,917,089	\$1,802,892	\$1,860,825	\$1,981,745
6142 Group Health & Life Insurance	\$9,134,801	\$8,110,646	\$6,779,497	\$7,061,017	\$6,584,608	\$6,495,008	\$6,449,715
6143 Workers' Compensation	\$1,152,971	\$1,025,455	\$1,031,690	\$1,095,102	\$1,028,880	\$520,390	\$510,663
6144 Teacher Retirement On-Behalf Payments	\$9,194,969	\$9,291,363	\$9,646,767	\$9,873,417	\$8,938,117	\$8,662,891	\$9,160,000
6145 Unemployment Compensation	\$80,959	\$80,589	\$93,411	\$139,895	\$264,912	\$201,548	\$211,627
6146 Teacher Retirement - TRS Care	\$2,774,885	\$2,951,410	\$2,658,530	\$2,258,303	\$1,848,109	\$1,982,217	\$1,968,130
6148 Employee Allowances	\$219,406	\$135,532	\$168,275	\$196,114	\$225,923	\$255,221	\$225,003
Sub-Total Benefits	<b>\$24,432,962</b>	<b>\$23,601,714</b>	<b>\$22,186,938</b>	<b>\$22,540,937</b>	<b>\$20,693,441</b>	<b>\$19,978,100</b>	<b>\$20,506,883</b>
<b>Grand Totals</b>	<b>\$167,993,902</b>	<b>\$171,027,917</b>	<b>\$166,800,919</b>	<b>\$167,713,480</b>	<b>\$154,383,739</b>	<b>\$158,330,708</b>	<b>\$167,344,973</b>

\* New Definition for 2008-09  
 \*\*New Code for 2008-09  
 NOTE: In 2011-12 the district received \$4,075,812 one-time federal funds that were used for payroll costs that are not reflected in the above schedule.



# Miscellaneous Financial Information continued

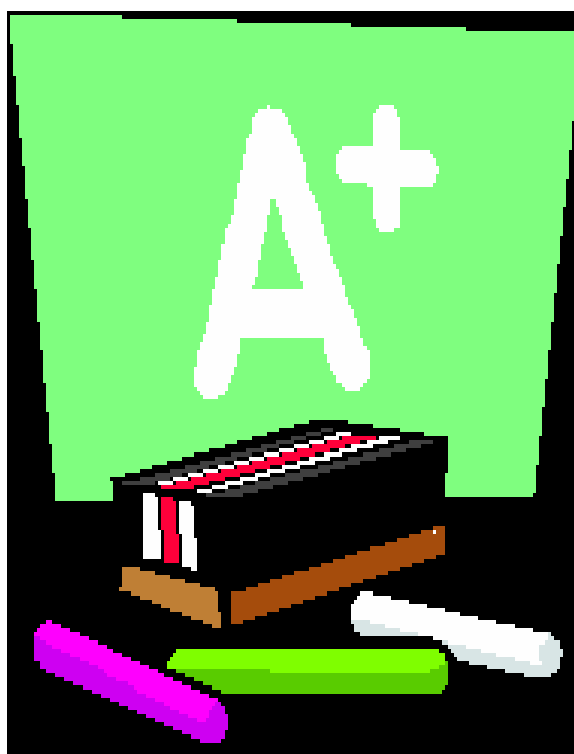
## Carrollton-Farmers Branch ISD Debt Service Fund Bond Schedule

Description	Interest Rate Payable	Amounts Original Issue	Amounts Outstanding September 1, 2013	Issued Current Year/Budgeted	Retired Current Year
Series 1987 Refunding	0 to 6.7%	\$23,428,184	-	-	-
Series 1993 Refunding	0 to 5.375%	\$21,349,988	-	-	-
Series 1995 Building	5% to 6.125%	\$36,700,000	-	-	-
Series 1996 Building	5.1% to 5.7%	\$50,900,000	-	-	-
Series 1997 Building	5% to 7%	\$1,605,000	-	-	-
Series 1998 Building/Refunding	1.653% to 5%	\$15,299,988	-	-	-
Series 1998 Building	4.3% to 5.875%	\$64,000,000	-	-	-
Series 1999 Building	5% to 6%	\$60,000,000	-	-	-
Series 2000 Building	4.625% to 5.5%	\$74,600,000	-	-	-
Series 2001 Refunding	3% to 5.5%	\$83,899,962	-	-	-
Series 2003 Refunding	3% to 4%	\$10,230,000	-	-	-
Series 2004 Refunding	2% to 5%	\$23,740,000	14,240,000	-	3,170,000
Series 2004 Building	2% to 5%	\$54,350,000	1,520,000	-	1,520,000
Series 2005 Building	3% to 5%	\$54,810,000	4,555,000	-	2,225,000
Series 2006 Building	4.5% to 5%	\$41,220,000	28,395,000	-	1,060,000
Series 2007 Building/Refunding	4.0% to 5.0%	\$105,775,000	93,390,000	-	5,245,000
Series 2008 Building/Refunding	2.05% to 4.280%	\$57,435,000	26,795,000	-	4,660,000
Series 2010 Building/Refunding	1.38% to 5.0%	\$63,565,000	38,630,000	-	6,735,000
Series 2012 Building/Refunding	2.0% to 5.0%	\$54,965,000	53,815,000	-	1,185,000
Series 2013A Building	2.0% to 5.0%	\$41,250,000	41,250,000	-	955,000
Series 2013B Refunding	2.0% to 5.0%	\$28,700,000	28,700,000	-	-
<b>Total Bonded Indebtedness</b>		<b>\$967,823,122</b>	<b>\$331,290,000</b>	<b>\$0</b>	<b>\$26,755,000</b>

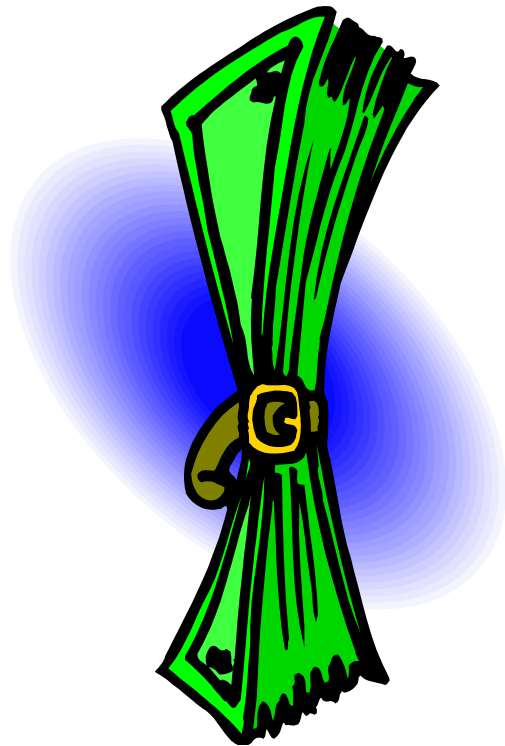
## Miscellaneous Financial Information continued

Amounts Outstanding August 31, 2014	Interest Current Year	Year Ending 8/31/2015		Year Ending 8/31/2016		September 1, 2017 To Maturity Interest
		Principal	Interest	Principal	Interest	
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
11,070,000	632,750	3,475,000	466,625	3,685,000	287,625	97,750
-	38,000	-	-	-	-	-
2,330,000	148,825	2,330,000	46,600	-	-	-
27,335,000	1,318,550	1,105,000	1,274,559	1,155,000	1,222,894	9,901,522
88,145,000	4,134,813	9,465,000	3,816,950	9,950,000	3,380,113	16,353,732
22,135,000	\$1,066,631	935,000	954,731	965,000	916,731	8,603,167
31,895,000	\$1,585,688	6,920,000	1,244,313	7,270,000	889,563	991,819
52,630,000	\$2,400,375	2,270,000	2,348,550	2,350,000	2,267,500	15,574,138
40,295,000	\$1,974,469	1,390,000	1,732,375	1,430,000	1,690,075	5,510,950
28,700,000	\$1,172,000	-	1,172,000	2,410,000	1,123,800	17,349,800
<b>\$304,535,000</b>	<b>\$14,472,101</b>	<b>\$27,890,000</b>	<b>\$13,056,704</b>	<b>\$29,215,000</b>	<b>\$11,778,301</b>	<b>\$74,382,877</b>

# Carrollton-Farmers Branch Independent School District



# LONG RANGE FINANCIAL FORECASTS



# Long Range Financial Forecasts

## General and Debt Service Forecasts

The following financial forecasts are used to determine the impact of current financial decisions on subsequent fiscal years. The model used for the General and Debt Service Funds is much more detailed than the one used for the Food Service Special Revenue Fund, since many more factors and assumptions are involved. Review and evaluation of these plans, in conjunction with the budget development process, ensures that the short-term financial decisions are made only after consideration of the long-term consequences.

Future budget projections predict deficit General Fund budgets through 2016-17. If projections are accurate, the District will consider program/operation reductions or additional pennies on the tax rate to balance the budget. Any additional pennies on the tax rate will require an election and voter approval.

### Projection Model Summary

Throughout this model we projected future revenue and expenditures by reviewing past trends.

The Debt Service schedule included here is based on currently known debt. When the district has future bond sales, this projection will need to be changed to incorporate the new debt. Therefore, the debt schedule included here is preliminarily presented for discussion and estimation purposes only.

Each component of the projection model will be discussed in the following section.

### Projection Model Components

#### Projected Revenue

The Revenue portion of each fund's projected revenue schedule combines data reflected on the State Revenue and current tax collection worksheets. Also included are estimates for other categories based on historical trends.

#### Projected Tax Collections

This worksheet estimates the amount of tax revenue to be generated from the current levy by attempting to predict taxable values, collection rates and tax rates. Prediction is made more complicated by the fact that C-FB ISD's taxable value has fluctuated over time from a *decrease* of 1.72% in 2011-12 to an *increase* of 5.38% in 2013-14. We used what we believe are conservative estimates, including a 2.0% increase each year from 2013-14 through 2016-17 in our projection model.

# Long Range Financial Forecasts continued

## General and Debt Service Forecasts continued

### State Revenue Estimate Worksheet

The calculations on these worksheets are based on the *current funding* formula. Three of the most critical factors in estimating General Fund State Aid are Average Daily Attendance (ADA) projections, Full-Time Equivalents (FTE's) for special program students (such as Special Education, Career and Technology, Compensatory Education, Bilingual, Gifted and Talented), and taxable values.

The most critical factor in calculating Debt Service budgets is our debt service requirements. (Under the current State funding formula, C-FB ISD does not qualify for State Debt Service funding such as the Instructional Facility Allotments and Existing Debt Allotments due to our taxable value level).

### *Significant Revenue Trends:*

- If the future follows recent trends, our taxable values will increase. We are projecting a slow incremental increase since the District had a taxable value decline for the 2008-09 through 2011-12 budget years and an increase in the 2012-13 and 2013-14 budget year.
- Unless current law changes, we will be held to a General Fund tax rate cap of \$1.17/\$100 assessed value (HB 1 compressed rate of 66.67% times the 2005-06 rate of \$1.50 + \$0.17). Amounts over \$1.04 will require a tax authorization election.
- Based on past history, our collection percentages will remain at 99% or more.
- Federal revenue sources are not expected to increase significantly over current levels.
- Unless current law changes, State sources of revenue will not increase over current levels.

### Enrollment

Enrollment projections are one of the most significant factors in the budget development and long-range financial planning process. Enrollment projections are designed to predict the student enrollment of the District based on geographic data, student data, migration data, and historical data of student populations. Enrollment projections are generally estimated using local information, such as changing housing - both when razed and when constructed. From time-to-time, the District also uses a third party demographic study to produce enrollment projections. For 2014-15 through 2016-17 forecasts, enrollment growth was based upon the average growth from 2011 through 2014.

# Long Range Financial Forecasts continued

## General and Debt Service Forecasts continued

### Projected Expenditures

This worksheet includes data from the projected Debt schedule and estimates other categories based on historical trends. The General Fund projected expenditures are based on the prior year projected expenditures increased by 1.5% per functional category. Debt Service comes from our existing Contractual Obligation Debt Schedule. The Chapter 41 expenditure amount, if required, comes from estimated student counts and taxable wealth applied to the *current* funding formula.

### **Debt Service**

This debt requirement worksheet is based on currently known debt requirements. When the District has future bond sales, this projection will need to be changed to incorporate the new debt.

## Food Service Special Revenue Fund

Forecasts for this fund are based on past trends with increases for student growth, if applicable, and inflation. Capital outlay projections are based on estimated opening dates of new facilities and capital outlay replacement requirements at existing facilities.



## Long Range Financial Forecasts continued

<b>AVERAGE DAILY ATTENDANCE (ADA) and FULL-TIME EQUIVALENT (FTE) ENROLLMENT PROJECTIONS</b>				
	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Total Refined ADA	24,550.600	24,634.988	24,757.814	24,881.570
Bilingual Ed ADA	5,567.800	5,623.478	5,679.713	5,736.510
Compensatory Ed, Free & Reduced Lunch	17,294.830	17,555.117	17,642.893	17,731.107
Compensatory Ed, Pregnant FTE	8.800	8.800	8.800	8.800
Career & Technology FTE	989.200	989.200	989.200	989.200
Gifted & Talented Enrollment	2,514.000	2,514.000	2,514.000	2,514.000
Special Ed Instructional Arrangement				
Homebound FTE	0.420	0.420	0.420	0.420
Speech Therapy FTE	50.830	50.830	50.830	50.830
Resource Room FTE	533.720	533.720	533.720	533.720
Self-Contained FTE	233.100	233.100	233.100	233.100
Off Home Campus	0.000	0.000	0.000	0.000
Vocational Adjusted FTE	8.120	8.120	8.120	8.120
Mainstream ADA	102.600	102.600	102.600	102.600

ADA = Average Daily Attendance

FTE = Full-Time Equivalent

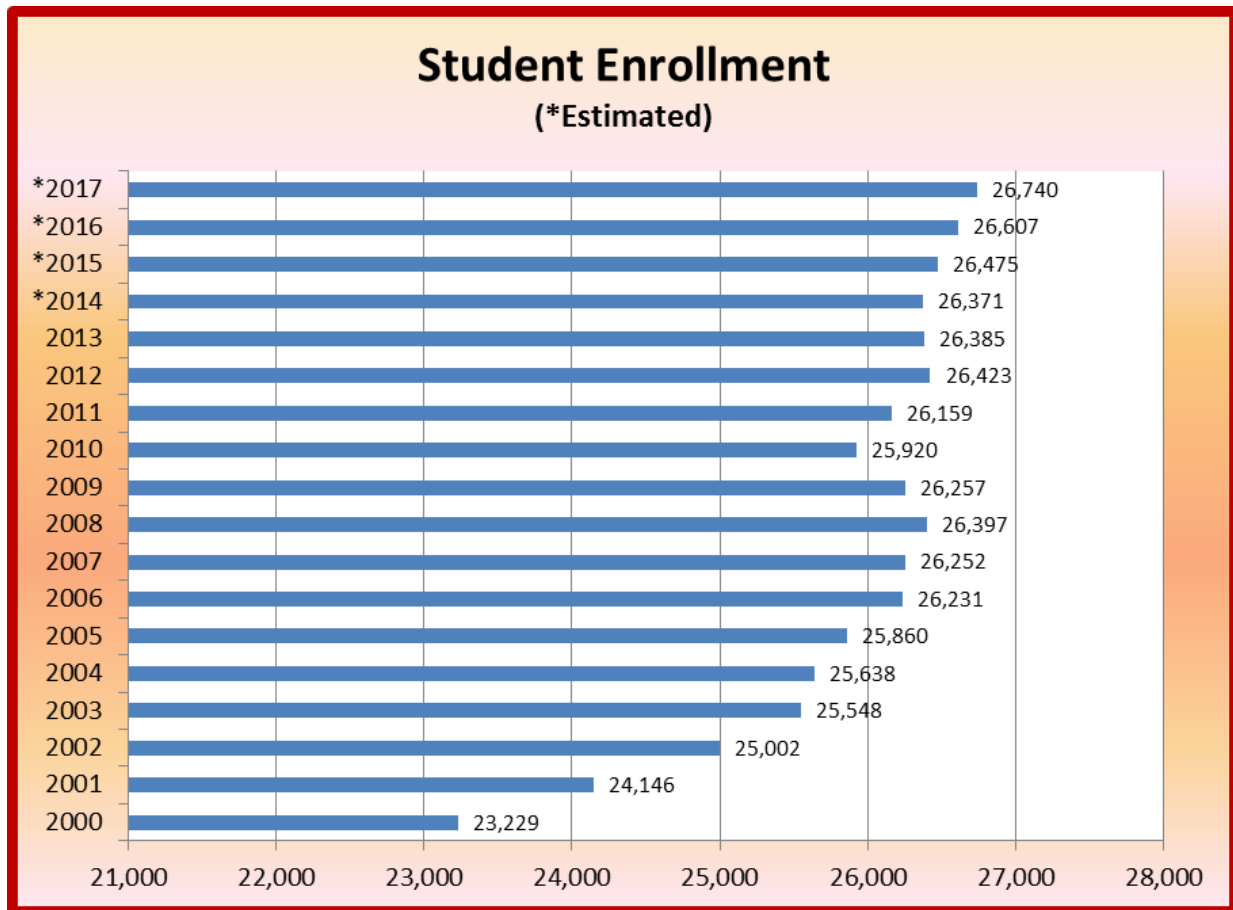
### Percentage Refined Average Daily Attendance (ADA) to Enrollment Over Time

(\*Estimated)

<b>Fiscal Year Ending 8/31</b>	<b>Enrollment</b>	<b>Refined ADA</b>	<b>Percentage ADA to Enrollment</b>
2000	23,229	21,595	92.96%
2001	24,146	22,454	92.99%
2002	25,002	23,340	93.35%
2003	25,548	23,881	93.47%
2004	25,638	24,041	93.77%
2005	25,860	24,213	93.63%
2006	26,231	24,445	93.19%
2007	26,252	24,434	93.08%
2008	26,397	24,420	92.51%
2009	26,257	24,345	92.72%
2010	25,920	24,068	92.85%
2011	26,159	24,457	93.49%
2012	26,423	24,642	93.26%
2013	26,385	24,552	93.05%
*2014	26,371	24,551	93.10%
*2015	26,475	24,635	93.05%
*2016	26,607	24,758	93.05%
*2017	26,740	24,882	93.05%



## Long Range Financial Forecasts continued



Student enrollment estimates were based upon the average growth percentage from 2010-11 through 2013-14.

# Long Range Financial Forecasts continued

## Projected Tax Collections

<b>General Fund</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Tax Revenue				
Tax Value(less 2.53% for shrinkage)	\$14,585,518,845	\$14,877,229,222	\$15,174,773,807	\$15,478,269,283
Tax Rate	\$1.0400	\$1.0400	\$1.0400	\$1.0400
Sub-Total Tax Revenue @ 99% Rate of Collection	\$150,172,502	\$153,175,952	\$156,239,471	\$159,364,261
Taxes, Prior Year, Penalty & Interest	\$1,137,500	\$1,137,500	\$1,137,500	\$1,137,500
<b>Total General Fund Tax Revenue</b>	<b>\$151,310,002</b>	<b>\$154,313,452</b>	<b>\$157,376,971</b>	<b>\$160,501,761</b>
<b>Debt Service Fund</b>				
Tax Rate	\$0.2835	\$0.2760	\$0.2709	\$0.2660
Debt Service Tax Revenue @ 99% Rate of Collection	\$40,936,686	\$40,655,812	\$40,697,378	\$40,760,474
Taxes, Prior Year, Penalty & Interest	\$275,000	\$275,000	\$275,000	\$275,000
<b>Total Debt Service Fund Tax Revenue</b>	<b>\$41,211,686</b>	<b>\$40,930,812</b>	<b>\$40,972,378</b>	<b>\$41,035,474</b>
<b>Total Tax Revenue</b>	<b>\$192,521,689</b>	<b>\$195,244,264</b>	<b>\$198,349,349</b>	<b>\$201,537,235</b>

## Tax Increment Finance Zone Estimate

TIF Payment	\$15,860,725	\$16,027,263	\$16,195,549	\$16,365,602
-------------	--------------	--------------	--------------	--------------



# Long Range Financial Forecasts continued

## General Fund

### Projected Revenue

	2013-14	2014-15	2015-16	2016-17
<b>Local Revenue</b>				
Tax Revenue				
Tax Value	\$14,585,518,845	\$14,877,229,222	\$15,174,773,807	\$15,478,269,283
Tax Rate	\$1.0400	\$1.0400	\$1.0400	\$1.0400
Tax Revenue				
Rate of Collection 99%	\$150,172,502	\$153,175,952	\$156,239,471	\$159,364,261
Taxes, Prior Year, Penalty & Interest	\$1,137,500	\$1,137,500	\$1,137,500	\$1,137,500
Other Local	\$1,385,100	\$1,398,951	\$1,412,941	\$1,427,070
<b>Total Projected Local Revenue</b>	<b>\$152,695,102</b>	<b>\$155,712,403</b>	<b>\$158,789,912</b>	<b>\$161,928,830</b>
<b>State Revenue</b>				
State Funding Formula	\$46,223,529	\$43,068,400	\$41,038,185	\$38,956,263
Teacher Retirement On-Behalf	\$9,160,000	\$9,256,180	\$9,353,370	\$9,451,580
<b>Total Projected State Revenue</b>	<b>\$55,383,529</b>	<b>\$52,324,580</b>	<b>\$50,391,555</b>	<b>\$48,407,843</b>
<b>Total Projected Federal Revenue</b>	<b>\$1,650,000</b>	<b>\$1,650,000</b>	<b>\$1,650,000</b>	<b>\$1,650,000</b>
<b>Grand Total Projected Revenue</b>	<b>\$209,728,631</b>	<b>\$209,686,983</b>	<b>\$210,831,467</b>	<b>\$211,986,674</b>

### Projected Expenditures

11	Instruction	\$116,136,900	\$117,356,337	\$118,588,579	\$119,833,759
12	Instructional Resources & Media	\$3,632,837	\$3,670,982	\$3,709,527	\$3,748,477
13	Curriculum & Staff Development	\$4,598,262	\$4,646,544	\$4,695,332	\$4,744,633
21	Instructional Leadership	\$3,507,976	\$3,544,810	\$3,582,030	\$3,619,642
23	School Leadership	\$13,735,953	\$13,880,181	\$14,025,922	\$14,173,195
31	Guidance, Counseling & Evaluation	\$9,311,883	\$9,409,658	\$9,508,459	\$9,608,298
32	Social Work Services	\$176,953	\$178,811	\$180,689	\$182,586
33	Health Services	\$2,505,632	\$2,531,941	\$2,558,527	\$2,585,391
34	Transportation	\$4,523,440	\$4,570,936	\$4,618,931	\$4,667,430
36	Co-Curricular/Extra Curricular	\$4,661,822	\$4,710,771	\$4,760,234	\$4,810,217
41	General Administration	\$6,187,255	\$6,252,221	\$6,317,869	\$6,384,207
51	Plant Maintenance & Operation	\$23,421,841	\$23,667,770	\$23,916,282	\$24,167,403
52	Security & Monitoring Services	\$1,481,171	\$1,496,723	\$1,512,439	\$1,528,319
53	Data Processing	\$6,181,914	\$6,246,824	\$6,312,416	\$6,378,696
61	Community Services	\$202,358	\$204,483	\$206,630	\$208,799
81	Facilities Acquisition & Construction	\$95,508	\$96,511	\$97,524	\$98,548
91	Contracted Instructional Services	\$0	\$0	\$0	\$0
92	Incremental Costs Assoc with Chap 41	\$0	\$0	\$0	\$0
95	Juvenile Justice Alternative Ed Prgms	\$200,000	\$202,100	\$204,222	\$206,366
97	Tax Increment Financing Zone	\$15,860,725	\$16,027,263	\$16,195,549	\$16,365,602
99	Other Intergovernmental Charges	\$973,652	\$983,875	\$994,206	\$1,004,645
	<b>Total Projected Expenditures</b>	<b>\$217,396,082</b>	<b>\$219,678,741</b>	<b>\$221,985,368</b>	<b>\$224,316,214</b>
	<b>Other Sources &amp; Uses</b>				
	Operating Transfers In	\$0	\$0	\$0	\$0
	<b>Total Other Sources &amp; Uses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
	<b>Projected Change in Fund Balance</b>	<b>(\$7,667,451)</b>	<b>(\$9,991,758)</b>	<b>(\$11,153,901)</b>	<b>(\$12,329,540)</b>
	Estimated Beginning Fund Balance 9/1	\$82,152,193	\$74,484,742	\$64,492,984	\$53,339,083
	Estimated Actual Adjustment				
	<b>Estimated Ending Fund Balance 8/31</b>	<b>\$74,484,742</b>	<b>\$64,492,984</b>	<b>\$53,339,083</b>	<b>\$41,009,543</b>

Percentage Expenditure Increase/(Decrease) Over Prior Year Budget as a Percentage of Total Expenditure Budget

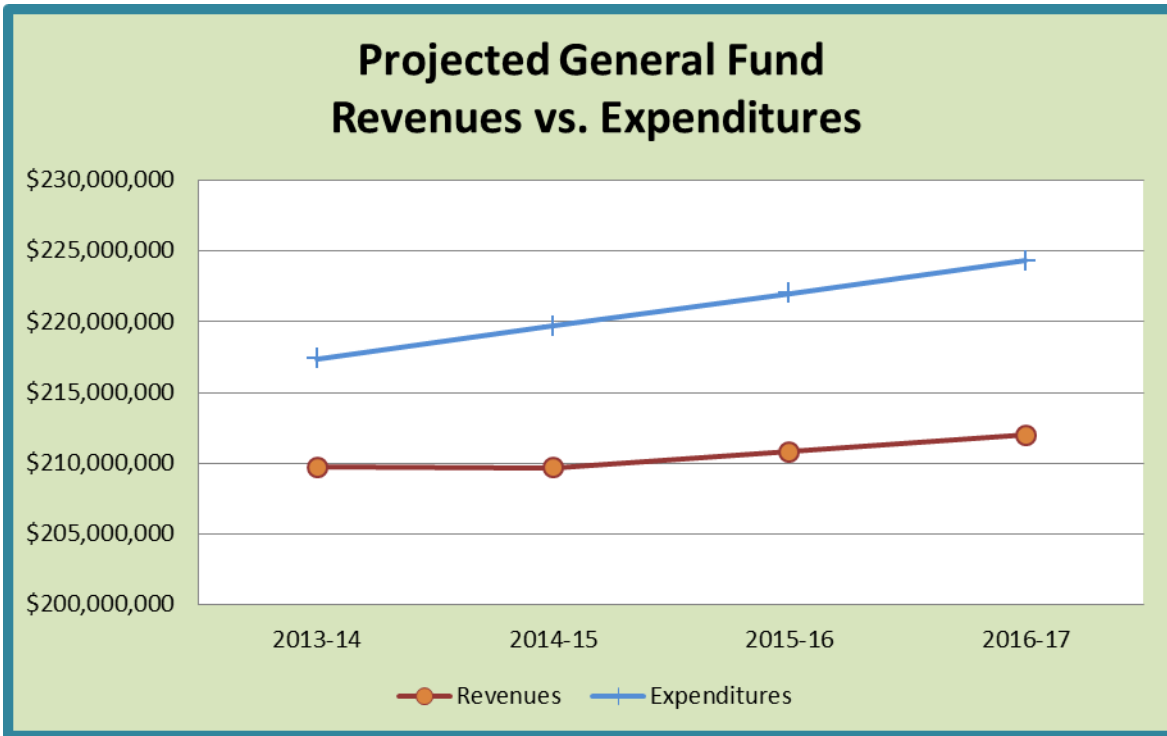
	3.21%	1.05%	1.05%	1.05%
--	-------	-------	-------	-------

Estimated Days' Operating in Fund Balance

	135	116	95	72
--	-----	-----	----	----

NOTE: The above projection does not factor in any major compensation adjustments, infrastructure or programmatic increases.

## Long Range Financial Forecasts continued



The graph depicts the disparity between general fund revenue and expenditures for fiscal year 2013-14 through 2016-17. Under the current funding system, the district will not receive any additional revenue without holding a tax election and increasing the tax rate. The current funding system is being challenged and may undergo a major overhaul as early as 2015-16 (see “CURRENT LITIGATION RELATED TO THE TEXAS PUBLIC SCHOOL FINANCE SYSTEM” for more information).

The district is currently not pursuing a tax election due to the adequate reserves in fund balance that are available to cover the current deficit projections. Once the fund balance is depleted to 100-110 days of operations, the board will consider calling a tax election, if the current funding system is still in place. Using current projected expenditure estimates, the district can utilize reserves for at least 2013-14 and 2014-15 without going below the level the district has established as an adequate level. The district believes that fiscal year 2015-16 will be a critical year that may require additional changes in operations or holding a tax election, all dependent on the outcome of the current litigation. In an attempt to be proactive in preparing for 2014-15 and beyond, the district’s school board will hold a meeting in February 2014 to evaluate strategies for future resource allocation challenges the district is facing. The board will also be updated throughout the year about the litigation and the impact it will have on future budget cycles.

Just as in past years, the district will continue to pursue opportunities to improve efficiencies in operations to lower the actual deficit by each year end.

# Long Range Financial Forecasts continued

## Debt Service Fund Projected Revenue

	2013-14	2014-15	2015-16	2016-17
<b>Local Revenue</b>				
Tax Revenue				
Tax Value(less 2.53% for shrinkage)	\$14,585,518,845	\$14,877,229,222	\$15,174,773,807	\$15,478,269,283
Tax Rate	\$0.2835	\$0.2760	\$0.2709	\$0.2660
Tax Revenue				
@ 99%% Rate of Collection	\$40,936,686	\$40,655,812	\$40,697,378	\$40,760,474
Other Local	\$295,415	\$296,892	\$301,923	\$297,976
<b>Total Projected Local Revenue</b>	<b>\$41,232,101</b>	<b>\$40,952,704</b>	<b>\$40,999,301</b>	<b>\$41,058,450</b>
<b>State Revenue</b>				
State Funding Formula	\$0	\$0	\$0	\$0
<b>Total Projected State Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Projected Federal Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Grand Total Projected Revenue</b>	<b>\$41,232,101</b>	<b>\$40,952,704</b>	<b>\$40,999,301</b>	<b>\$41,058,450</b>

## Projected Expenditures

Principal	\$26,755,000	\$27,890,000	\$29,215,000	\$30,620,000
Interest	\$14,472,101	\$13,056,704	\$11,778,301	\$10,432,450
Fees	\$5,000	\$6,000	\$6,000	\$6,000
<b>Total Projected Expenditures</b>	<b>\$41,232,101</b>	<b>\$40,952,704</b>	<b>\$40,999,301</b>	<b>\$41,058,450</b>
<b>Projected Change in Fund Balance</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Estimated Beginning Fund Balance 9/1</b>	<b>\$7,331,153</b>	<b>\$7,331,153</b>	<b>\$7,331,153</b>	<b>\$7,331,153</b>
<b>Projected Ending Fund Balance 8/31</b>	<b>\$7,331,153</b>	<b>\$7,331,153</b>	<b>\$7,331,153</b>	<b>\$7,331,153</b>

# Long Range Financial Forecasts continued

## Food Service Fund

### Projected Revenue and Expenditures

	2013-14	2014-15	2015-16	2016-17
<i>Estimated Revenues</i>				
Local & Intermediate Revenue	\$2,809,893	\$2,839,397	\$2,869,211	\$2,899,337
State Revenue	\$70,000	\$70,735	\$71,478	\$72,228
Federal Revenue	\$8,597,577	\$8,687,852	\$8,779,074	\$8,871,254
<b>Total Estimated Revenue</b>	<b>\$11,477,470</b>	<b>\$11,597,983</b>	<b>\$11,719,762</b>	<b>\$11,842,820</b>
<i>Appropriated Expenditures</i>				
35 Food Service	\$11,477,470	\$11,597,983	\$11,719,762	\$11,842,820
<b>Total Appropriated Expenditures</b>	<b>\$11,477,470</b>	<b>\$11,597,983</b>	<b>\$11,719,762</b>	<b>\$11,842,820</b>
<i>Estimated Change in Fund Balance</i>	\$0	\$0	\$0	\$0
<i>Estimated Beginning Fund Balance 9/1</i>	\$171,557	\$171,557	\$171,557	\$171,557
<b>Estimated Fund Balance 8/31</b>	<b>\$171,557</b>	<b>\$171,557</b>	<b>\$171,557</b>	<b>\$171,557</b>
<i>Percentage expenditure increase over prior year budget</i>	5.53%	1.05%	1.05%	1.05%





# Carrollton · Farmers Branch

---

Independent School District

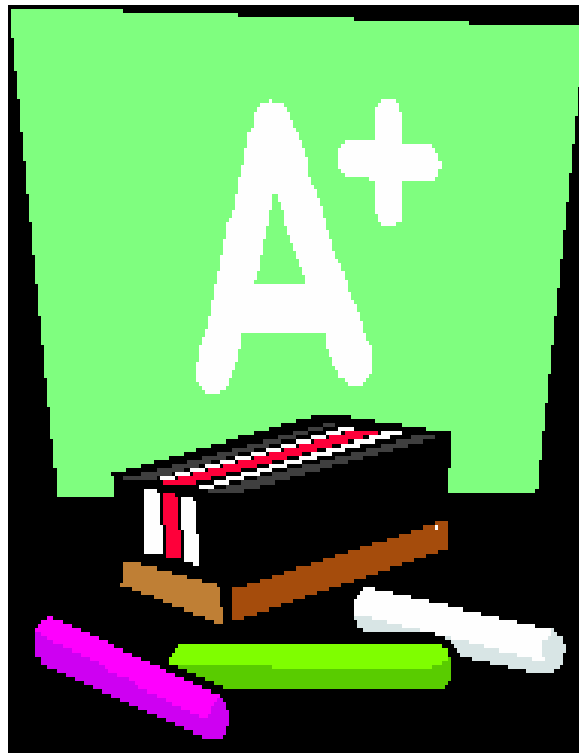
● ● ● An Innovative Leader in Learning ● ● ●

# Miscellaneous Other Information





# Carrollton-Farmers Branch Independent School District





# Carrollton · Farmers Branch

Independent School District

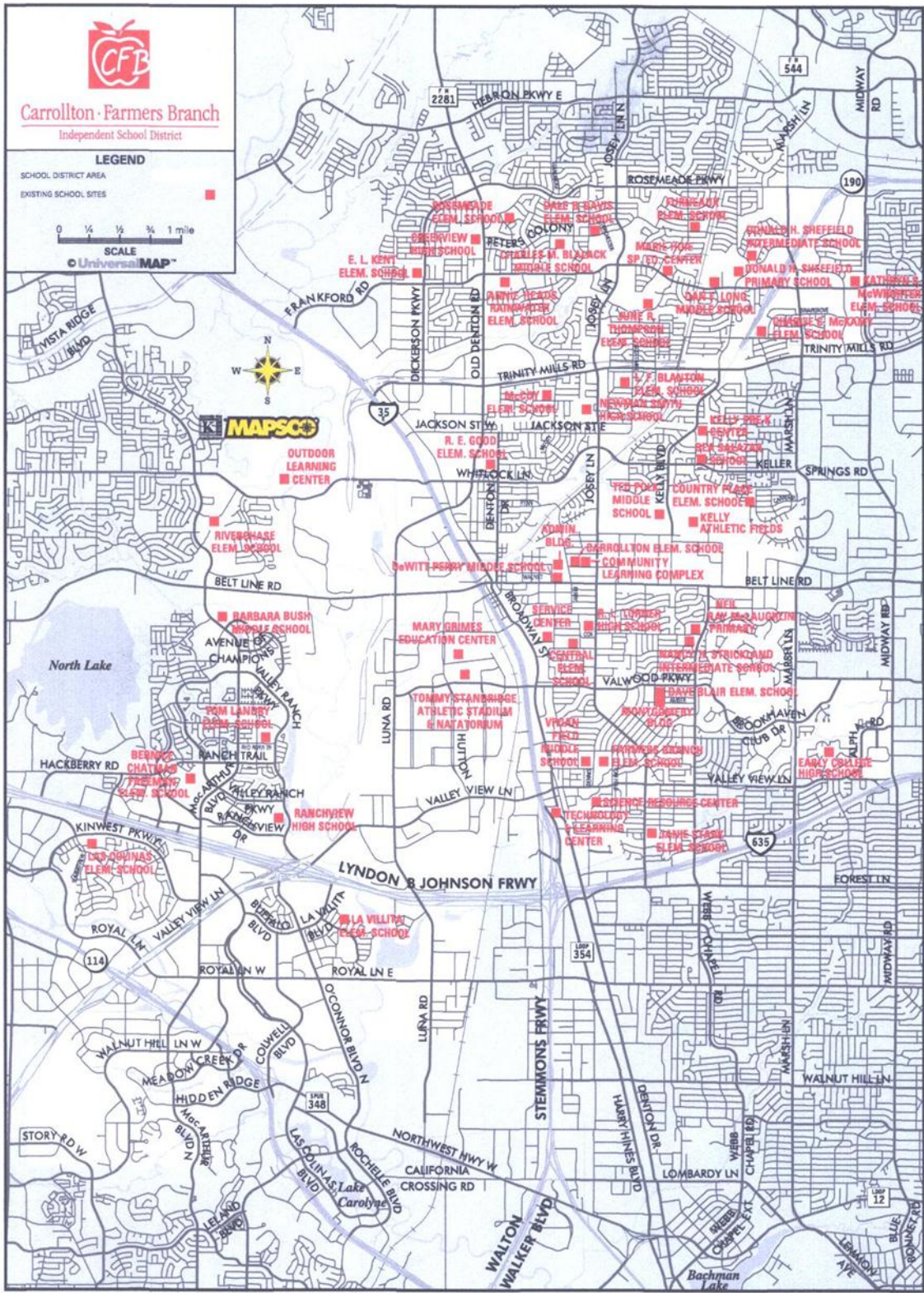
## LEGEND

SCHOOL DISTRICT AREA  
EXISTING SCHOOL SITES

0 1/4 1/2 3/4 1 mile

## SCALE

© UniversalMAP™



SUMMER 2010 EDITION

© UniversalMAP™



# 2013-2014 School Calendar

CARROLLTON - FARMERS BRANCH ISD

1445 N. Perry Road/P.O. Box 115186 • Carrollton, Texas 75011-5186 • 972-968-6100



www.cfbisd.edu  
Carrollton - Farmers Branch

Independent School District

••• An Innovative Leader in Learning •••

June						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## IMPORTANT DATES

July 4	District Holiday
Aug. 19-22	Staff Development
Aug. 23	Teacher Preparation Day
Aug. 26	First Day of School
Sept. 2	District Holiday
Sept. 3	First Day for Pre-Kindergarten
Oct. 2	Early Release for Staff Development
Oct. 7	Staff Development/Student Holiday
Nov. 25-26	Staff Development/Student Holidays
Nov. 27-29	District Holidays
Dec. 19-20	Exam Days/Early Release Days
Dec. 23-31	District Holidays
Jan. 1-3	District Holidays
Jan. 6	Teacher Preparation/Student Holiday
Jan. 20	District Holiday
Feb. 12	Early Release for Staff Development
Mar. 10-14	District Holidays (Spring Break)
April 18	Bad Weather Day (1st Day Used)
May 23	Bad Weather Day (2nd Day Used)
May 26	District Holiday
May 31	Early College High School Graduation <i>Brookhaven Performance Hall at 7 p.m.</i>
June 4-5	Exam Days/Early Release Days
June 5	Last Day of School
June 6	Teacher Preparation Day
June 7	High School Graduation <i>High School Commencement Ceremonies University of North Texas Coliseum R. L. Turner - 9 a.m. Creekview - 1 p.m. Newman Smith - 4 p.m. Ranchview - 7 p.m.</i>

Teachers take approved training throughout the year (from June 10, 2013 to June 6, 2014) so that Oct. 7 and Nov. 25-26 are school holidays. Grading periods are subject to change based on UIL calendar for 2013-2014. Texas Education Agency testing calendar can be found at [www.tea.state.tx.us/student.assessment/calendars](http://www.tea.state.tx.us/student.assessment/calendars).

LEGEND	See list of IMPORTANT DATES			
	○ Teacher Preparation Day	□ District Holiday	□ Staff Development Day	( ) Begin/End Grading Period

The C-FB ISD 2013-2014 calendar is sponsored by:



**BAYLOR**  
Medical Center  
at Carrollton

1.800.4BAYLOR  
BaylorHealth.com/Carrollton

4343 N. Josey Ln., Carrollton, TX 75010

January						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

# SCHOOLS/CENTERS/CENTRAL ADMINISTRATION

## ELEMENTARY SCHOOLS

<b>Dave Blair</b>	972-968-1000
14055 Heartside	Farmers Branch, TX 75234
<b>L. F. Blanton</b>	972-968-1100
2525 Scott Mill	Carrollton, TX 75006
<b>Carrollton</b>	972-968-1200
1805 Pearl	Carrollton, TX 75006
<b>Central</b>	972-968-1300
1600 S. Perry	Carrollton, TX 75006
<b>Country Place</b>	972-968-1400
2115 Raintree	Carrollton, TX 75006
<b>Dale B. Davis</b>	972-968-1500
3205 Dorchester	Carrollton, TX 75007
<b>Farmers Branch</b>	972-968-1600
13521 Tom Field	Farmers Branch, TX 75234
<b>Bernice Chatman Freeman</b>	972-968-1700
8757 Valley Ranch Parkway	Irving, TX 75063
<b>Furneaux</b>	972-968-1800
3210 Furneaux	Carrollton, TX 75007
<b>R. E. Good</b>	972-968-1900
1012 Study	Carrollton, TX 75006
<b>E. L. Kent</b>	972-968-2000
1800 W. Rosemeade Parkway	Carrollton, TX 75007
<b>Tom Landry</b>	972-968-2100
265 Red River Trail	Irving, TX 75063
<b>Las Colinas</b>	972-968-2200
2200 Kinwest Parkway	Irving, TX 75063
<b>LaVillita</b>	972-968-6900
1601 Camino Lago Way	Irving, TX 75039
<b>McCoy</b>	972-968-2300
2425 McCoy	Carrollton, TX 75006
<b>Charlie McKamy</b>	972-968-2400
3443 Briargrove	Dallas, TX 75287
<b>Neil Ray McLaughlin</b>	972-968-2500
1500 Webb Chapel	Carrollton, TX 75006
<b>Kathryn S. McWhorter</b>	972-968-2600
3678 Timberglen	Dallas, TX 75287
<b>Annie H. Rainwater</b>	972-968-2800
1408 E. Frankford	Carrollton, TX 75007
<b>Riverchase</b>	972-968-2900
272 S. MacArthur	Coppell, TX 75019
<b>Rosemeade</b>	972-968-3000
3550 Kimberly	Carrollton, TX 75007
<b>Donald H. Sheffield</b>	972-968-3200
18110 Kelly	Dallas, TX 75287
<b>Nancy H. Strickland</b>	972-968-5700
3030 Fyke	Farmers Branch, TX 75234
<b>Janie Stark</b>	972-968-3300
12400 Josey	Farmers Branch, TX 75234
<b>June R. Thompson</b>	972-968-3400
2915 Scott Mill	Carrollton, TX 75007

# SCHOOLS/CENTERS/CENTRAL ADMINISTRATION

## MIDDLE SCHOOLS

**Charles M. Blalack** 972-968-3500  
1706 Peters Colony Carrollton, TX 75007  
**Barbara Bush** 972-968-3700  
515 Cowboys Parkway Irving, TX 75063  
**Vivian Field** 972-968-3900  
13551 Dennis Farmers Branch, TX 75234  
**Dan F. Long** 972-968-4100  
2525 Frankford Dallas, TX 75287  
**DeWitt Perry** 972-968-4400  
1709 Belt Line Carrollton, TX 75006  
**Ted Polk** 972-968-4600  
2001 Kelly Carrollton, TX 75006

## HIGH SCHOOLS

**Creekview** 972-968-4800  
3201 Old Denton Carrollton, TX 75007  
**Early College High School**  
Brookhaven College Campus 972-968-6200  
3939 Valley View Farmers Branch, TX 75234  
**Ranchview** 214-968-5000  
8401 Valley Ranch Parkway E Irving, TX 75063  
**Newman Smith** 972-968-5200  
2335 N. Josey Carrollton, TX 75006  
**R. L. Turner** 972-968-5400  
1600 Josey Carrollton, TX 75006

## CENTERS & OTHER

**Educational Services** 972-968-6500  
1820 Pearl, Building B Carrollton, TX 75006  
**Child Development Academy** 972-968-6000  
2325 Heads Lane Carrollton, TX 75006  
**Mary Grimes Education Center** 972-968-5600  
1745 Hutton Carrollton, TX 75006  
**Marie Huie Special Education** 972-968-5800  
2115 Frankford Carrollton, TX 75007  
**Bea Salazar School** 972-968-5900  
2416 Keller Springs Carrollton, TX 75006  
**Technology/Learning Center** 972-968-4300  
2427 Carrick Farmers Branch, TX 75234  
**Service Center** 972-968-6300  
1505 Randolph Carrollton, TX 75006  
**Standridge Stadium** 972-968-5660  
**Natorium** 972-968-5667  
1330 W. Valwood Carrollton, TX 75006  
**Outdoor Learning Center**  
1600 E. Sandy Lake Road Coppell, TX 75019  
**Science Resource Center** 972-243-7085  
2580 Valley View Lane Farmers Branch, TX 75234

## CENTRAL ADMINISTRATION

**Administration Building** 972-968-6100  
1445 N. Perry Carrollton, TX 75006

Revised September 27, 2012		<b>2013–2014 STUDENT ASSESSMENT TESTING CALENDAR</b>		DATES SUBJECT TO CHANGE
<b>2013–2014 Training</b>				
Jan (date TBD)	ESC training for the 2014 state assessment program			
Jan (date TBD)	Completion date for training of district testing coordinators by ESCs			
<b>2013 Assessments</b>				
Test Date(s)	STAAR Alternate		Report Date(s)*	
Oct 18 (Fri)	STAAR Alternate assessment tool becomes accessible to administrators.			
	<b>TAKS<sup>†</sup></b>			
Oct 21 (Mon)		Exit Level ELA		
Oct 22 (Tues)		Exit Level Mathematics		
Oct 23 (Wed)		Exit Level Science		
Oct 24 (Thur)		Exit Level Social Studies		
	<b>STAAR<sup>‡</sup></b>			
Dec 2 (Mon)	English I Writing English III Writing			
Dec 3 (Tues)	English I Reading English III Reading			
Dec 4 (Wed)	English II Writing			
Dec 5 (Thur)	English II Reading			
Dec 6 (Fri)	All make-up sessions for STAAR English assessments scheduled to be administered from Dec 2–5, 2013, <b>must</b> be completed by the end of this day.			
	<b>STAAR<sup>‡</sup></b>			
Assessment Window Dec 2–Dec 13	Algebra I Biology World Geography	Geometry Chemistry World History	Algebra II Physics U.S. History	
<b>2014 Assessments</b>				
	<b>NAEP Assessments (selected sample)</b>			
Assessment Window Late Jan–Early Mar	U.S. History (grades 4, 8, and 12) Civics (grades 4, 8, and 12) Geography (grades 4, 8, and 12) Technology and Engineering Literacy (grades 4, 8, and 12)			
	<b>STAAR Alternate</b>			
Assessment Window Jan 6–Apr 18	STAAR Alternate assessment window			

\* Districts must notify students and parents of test results according to the schedule outlined in the *District and Campus Coordinator Manual*.

<sup>‡</sup> Includes STAAR L, STAAR Spanish, and STAAR Modified where applicable

<sup>†</sup> Includes TAKS (Accommodated)

Revised September 27, 2012		<b>2013–2014 STUDENT ASSESSMENT TESTING CALENDAR</b>		DATES SUBJECT TO CHANGE
Test Date(s)		TAKS <sup>†</sup>		Report Date(s)*
Mar 3 (Mon)		Exit Level ELA		
Mar 4 (Tues)		Exit Level Mathematics		
Mar 5 (Wed)		Exit Level Science		
Mar 6 (Thur)		Exit Level Social Studies		
<b>TELPAS</b>				
Assessment Window Mar 17–Apr 11	Grades K–12 TELPAS Listening, Speaking, Reading, and Writing			
<b>STAAR<sup>Δ</sup></b>				
Mar 31 (Mon)	English I Writing English III Writing			
Apr 1 (Tues)	Grade 4 Writing Day 1 Grade 7 Writing Day 1 Grade 5 Mathematics Grade 8 Mathematics English I Reading English III Reading			
Apr 2 (Wed)	Grade 4 Writing Day 2 Grade 7 Writing Day 2 Grade 5 Reading Grade 8 Reading English II Writing			
Apr 3 (Thur)	English II Reading			
Apr 4 (Fri)	All make-up sessions for STAAR assessments scheduled to be administered from Mar 31–Apr 3, 2014, <b>must</b> be completed by the end of this day.			

\* Districts must notify students and parents of test results according to the schedule outlined in the *District and Campus Coordinator Manual*.

<sup>Δ</sup> Includes STAAR L, STAAR Spanish, and STAAR Modified where applicable

<sup>†</sup> Includes TAKS (Accommodated)

Revised September 27, 2012		<b>2013–2014 STUDENT ASSESSMENT TESTING CALENDAR</b>		DATES SUBJECT TO CHANGE
Test Date(s)	STAAR <sup>§</sup>	TAKS <sup>†</sup>	Report Date(s)*	
Apr 21 (Mon)		Exit Level ELA		
Apr 22 (Tues)	Grades 3–4 Mathematics Grades 6–7 Mathematics			
		Exit Level Mathematics		
Apr 23 (Wed)	Grades 3–4 Reading Grades 6–7 Reading Grade 5 Science Grade 8 Science			
		Exit Level Science		
Apr 24 (Thur)	Grade 8 Social Studies			
		Exit Level Social Studies		
Apr 25 (Fri)	All make-up sessions for STAAR assessments scheduled to be administered from Apr 22–24, 2014, <b>must</b> be completed by the end of this day.			
<b>STAAR<sup>§</sup></b>				
Assessment Window May 5–May 16	Algebra I Biology World Geography	Geometry Chemistry World History	Algebra II Physics U.S. History	
<b>STAAR<sup>§, #</sup></b>				
May 13 (Tues)	Grade 5 Mathematics (retest) Grade 8 Mathematics (retest)			
May 14 (Wed)	Grade 5 Reading (retest) Grade 8 Reading (retest)			
May 16 (Fri)	All make-up sessions for STAAR assessments scheduled to be administered on May 13–14, 2014, <b>must</b> be completed by the end of this day.			

\* Districts must notify students and parents of test results according to the schedule outlined in the *District and Campus Coordinator Manual*.

§ Includes STAAR L, STAAR Spanish, and STAAR Modified where applicable.

# The ARD committee will continue to determine a student's promotion and retention for students receiving special education services.

† Includes TAKS (Accommodated)



Revised September 27, 2012		<b>2013–2014 STUDENT ASSESSMENT TESTING CALENDAR</b>		DATES SUBJECT TO CHANGE
Test Date(s)	STAAR <sup>Δ</sup> #			Report Date(s)*
June 24 (Tues)	Grade 5 Mathematics (retest) Grade 8 Mathematics (retest)			
June 25 (Wed)	Grade 5 Reading (retest) Grade 8 Reading (retest)			
June 27 (Fri)	All make-up sessions for STAAR assessments scheduled to be administered on June 24–25, 2014, <b>must</b> be completed by the end of this day.			
	STAAR <sup>Δ</sup>	TAKS <sup>†</sup>		
July 7 (Mon)	English I Writing English III Writing			
		Exit Level ELA		
July 8 (Tues)	English I Reading English III Reading			
		Exit Level Mathematics		
July 9 (Wed)	English II Writing			
		Exit Level Science		
July 10 (Thur)	English II Reading			
		Exit Level Social Studies		
July 11 (Fri)	All make-up sessions for STAAR English assessments scheduled to be administered from July 7–10, 2014, <b>must</b> be completed by the end of this day.			
	STAAR <sup>Δ</sup>			
Assessment Window July 7–July 18	Algebra I Biology World Geography	Geometry Chemistry World History	Algebra II Physics U.S. History	

\* Districts must notify students and parents of test results according to the schedule outlined in the *District and Campus Coordinator Manual*.

<sup>Δ</sup> Includes STAAR L, STAAR Spanish, and STAAR Modified where applicable.

# The ARD committee will continue to determine a student's promotion and retention for students receiving special education services.

† Includes TAKS (Accommodated).

# **GLOSSARY**



## Glossary continued

This glossary contains definitions of terms used in this guide and such additional terms as seem necessary to common understandings concerning financial accounting procedures for schools. Several terms, which are not primarily financial accounting terms, have been included because of their significance for school financial accounting. The glossary is arranged alphabetically with appropriate cross-referencing where necessary.

**Abatement** – A complete or partial cancellation of a levy imposed by a governmental unit. Abatements usually apply to tax levies or special assessments.

**Account** – A descriptive heading under which are recorded financial transactions that are similar in terms of a given frame of reference, such as purpose, object, or source.

**Accounting Period** – A period at the end of which and for which financial statements are prepared; for example, September 1 through August 31.

**ACT** - Acronym for **American College Test**. An achievement test used as a college entrance exam.

**Accrual Basis of Accounting** - A method of accounting that recognizes the financial effect of transactions, events, and interfund activities when they occur, regardless of the timing of related cash flows.

**ADA** - Acronym for **Average Daily Attendance**. ADA generally means the aggregate number of days of attendance of all students during a school year divided by the number of days school is in session during such school year.

**Administration** – Those activities which have as their purpose the general regulation, direction, and control of the affairs of the local education agency that are system-wide and not confined to one school, subject, or narrow phase of school activity.

**Ad Valorem Tax** – The primary source of local funding for school districts is ad valorem taxes levied against the local tax base. *Ad valorem* means according to the value.

**AEIS** – Acronym for **Academic Excellence Indicator System**. Annual reports that pull together a wide range of information on the performance of students in each school and district in Texas. The reports also provide extensive information on staff, finances, programs, and demographics for each school and district.

**Allocation** – A part of a lump-sum appropriation, which is designated for expenditure by specific organization units and/or for special purposes, activities, or objects.

**Ancillary services** – Auxiliary services that give support or assistance.

## Glossary continued

**AP** - Acronym for **A**dvanced **P**lacement. AP is an accelerated level of instruction.

**Appraisal** – (1) The act of appraising. (2) The estimated value resulting from such action.

**Appraise** – To make an estimate of value, particularly of the value of property. Note, if the property is valued for purposes of taxation, the less-inclusive term “assess” is substituted for the above term.

**Appropriation Account** – A budgetary account set up to record specific authorization to spend. The account is credited with original and any supplemental appropriations and is charged with expenditures and encumbrances.

**Appropriated Budget** - The expenditure authority created by the appropriation bills or ordinances that are signed into law and related estimated revenues. The appropriated budget would include all reserves, transfers, allocations, supplemental appropriations, and other legally authorized legislative and executive changes. [NCGA Interpretation 10]

**ARRA** – Acronym for **A**merican **R**ecovery and **R**einvestment **A**ct of 2009. Under the American Recovery and Reinvestment Act of 2009 (ARRA), most Texas local educational agencies (LEAs) were allocated supplemental federal funds that were available through September 30, 2011. Expenditure of ARRA funds must be accounted for separately from other federal funds awarded to LEAs.

**Assess** - To value property officially for the purpose of taxation. Note, the term is also sometimes used to denote the levy of taxes, but such usage is not correct because it fails to distinguish between the valuation process and the tax levy process.

**Assessed Valuation** - A valuation set upon real estate or other property by a government as a basis for levying taxes.

**Assets** – Property owned by a local education agency, which has a monetary value.

**Attrition** – A gradual, natural reduction in membership of personnel, as through retirement.

**AYP** – Acronym for **A**dequate **Y**early **P**rogress; a term associated with the No Child Left Behind federal legislation.

**Balanced Budget** – A budget where the budgeted revenues equal the budgeted expenditures.

**Bill** – (1) A term used to denote a law or statute passed by certain legislative bodies. A bill has greater legal formality and standing than a resolution. (2) A statement of an amount owing for goods and services sold on open account.

## Glossary continued

**Board of Education** – The elected or appointed body, which has been created according to State law and vested with responsibilities for educational activities in a given geographical area. These bodies are sometimes called school boards, governing boards, boards of directors, school committees, school trustees, etc. This definition relates to the general term and covers State boards, intermediate administrative unit boards, and local basic administrative unit boards.

**Bond** – A written promise, generally under seal, to pay a specified sum of money, called the face value, at a fixed time in the future, called the date of maturity, and carrying interest at a fixed rate, usually payable periodically. The difference between a note and a bond is that the latter usually runs for a longer periods of time and requires greater legal formality.

**Bonded Debt** – The part of the school district debt, which is covered by outstanding bonds of the district. Sometimes called “Funded Debt or Bonded Indebtedness”.

**Bonds Authorized and Unissued** – Bonds, which have been legally authorized, but not issued, and which can be issued and sold without further authorization.

**Bonds Payable** – The face value of bonds issued and unpaid.

**Budgetary Accounts** – Those accounts necessary to reflect budget operations and conditions, such as estimated revenues, appropriations, and encumbrances, the net balance, and other related information.

**Capital Budget** – A plan of proposed capital outlays and the means of financing them for the fiscal period. It is usually a part of the current budget. A capital program is sometimes referred to as a capital budget.

**Capital Outlays** – Expenditures which result in the acquisition of or addition to fixed assets. (see definition of Fixed Assets)

**Capital Program** – A plan for capital expenditures to be incurred each year over a fixed period of years to meet capital needs arising from the long term work program or otherwise. It sets forth each project or other contemplated expenditure in which the local education agency is to have a part and specifies the full resources estimated to be available to finance the projected expenditures.

**Capital Projects Fund** - Fund type used to 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) [NCGA Statement 1]

**Cocurricular Activities** – Direct and personal services for public school pupils, such as interscholastic athletics, entertainments, publications, clubs, band, and orchestra, that are

## Glossary continued

managed or operated by the student body under the guidance and direction of an adult, and are not part of the regular instructional program.

**Community Services** – Those services which are provided for the community as a whole or some segment of the community and which are not restricted to the public schools or adult education programs.

**Consultant** – A resource person who provides assistance to the regular personnel through conference, demonstration, research, or other means. There are two types of consultants; those retained on a temporary basis and those who are permanently employed.

**Contracted Services** – Labor, material, and other costs for services rendered by personnel who are not on the payroll of the local education agency.

**Current** – As used in this manual, the term has reference to the fiscal year in progress.

**Current Budget** – The annual budget prepared for and effective during the present fiscal year.

**Current Expenditures per Pupil** – Current expenditures for a given period of time divided by a pupil unit of measure. (average daily membership, average daily attendance, etc.)

**Current Year's Tax Levy** – Taxes levied for the current fiscal period.

**DAEP** - Acronym for **D**isciplinary **A**lternative **E**ducation **P**rogram. DAEPs serve as alternative education settings for students temporarily removed for disciplinary purposes from their regular instructional settings.

**DCAD** – Acronym for **D**allas **C**entral **A**ppraisal **D**istrict. DCAD is responsible for appraising property for the purpose of ad valorem property tax assessment on behalf of the 61 local governing bodies in Dallas County . The appraisal district is a political subdivision of the State of Texas.

**Debt** – An obligation resulting from the borrowing of money or from the purchase of goods and services. Debts of local education agencies include bonds, warrants, and notes, etc.

**Debt Limit** – The maximum amount of gross or net debt, which is legally permitted by law.

**Debt Service Fund** – A fund used to account for the accumulation of resources and payment of principal and interest on all bonds.

**Deficit** – The excess of the obligations of a fund over the fund's resources.

## Glossary continued

**Delinquent Taxes** – Taxes remaining unpaid on and after the date on which they become delinquent by statute.

**Encumbrances** - Commitments related to unperformed (executory) contracts for goods or services. For financial reporting purposes, encumbrance accounting is restricted to governmental funds. [NCGA Statement 1]

**EOC** – Acronym for **End of Course**. An assessment given which students will take as they complete the corresponding course.

**EOY** – Acronym for **End of Year**.

**ES** – Acronym for **Elementary School**.

**ESEA** – Acronym for **Elementary and Secondary Education Act** of 1965. Originally designed to focus federal funding on poor schools with low achieving students, ESEA established Title I, aimed at improving education for disadvantaged children in poor areas. Title I was and remains the cornerstone of ESEA.

**ESL** – Acronym for **English as a Second Language**. English as a second language programs are defined as intensive programs of instruction designed to develop student proficiency in English and in content areas using second language methods.

**Estimated Revenue** – When the accounts are kept on an accrual basis, this term designates the amount of revenue estimated to accrue during a given period regardless of whether or not it is all to be collected during the period.

**ExCet** – Abbreviation for **Examination for the Certification of Educators in Texas**.

**Existing Debt Allotment (EDA)** – Sometimes referred to as Tier III funding. Granted by the 1999 Legislature guarantees \$35 per student in state and local funds for each cent of effort (up to a maximum of \$.12 per \$100 valuation) to pay the principal and interest on eligible bonds. Eligible bonds are those that require a debt service payment during the 1998-99 fiscal year.

**Expenditures**- This includes total charges incurred, whether paid or unpaid, for current expense, capital outlay, and debt service. (Transfers between funds, encumbrances, and payments of cash in settlement of liabilities already accounted as expenditures are not considered as expenditures)

**Expenses** - Charges incurred, whether paid or unpaid, for operation, maintenance, interest, and other charges, which are presumed to benefit the current fiscal period. Note legal provisions sometimes make it necessary to treat as expenses some charges whose benefits extend over future periods. For example, purchases of materials and supplies which may be used over a period of more than one year and payments for insurance which is to be in force for a period



## Glossary continued

longer than one year frequently must be charged in their entirety to the appropriation of the year in which they are incurred and classified as expenses of that year even though their benefits extend also to other periods.

**Fiscal Year** – A twelve-month period of time to which the annual budget applies and at the end of which a local education agency determines its financial position and the results of its operations.

**Fixed Assets** – Land, building, machinery, furniture, and other equipment which the school district intends to hold or continue in use over a long period of time. “Fixed” denotes probability or intent to continue use or possession, and does not indicate immobility of an asset.

**Food Service** – Those activities which have as their purpose the preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities.

**Function** – As applied to expenditures, this term has reference to an activity or service aimed at accomplishing a certain purpose or end; for example, Instruction, Instructional Administration, Plant Maintenance and Operations.

**Fund** – A sum of money or other resource set-aside for specific activities of a school district. The fund accounts constitute a complete entity and all of the financial transactions for the particular fund are recorded in them.

**Fund Balance** – The excess of assets of a fund over its liabilities and reserves. During the fiscal year prior to closing, it represents the excess of the fund’s assets and estimated revenues for the period over its liabilities, reserves, and appropriations for the period.

**GAAP** - Acronym for **Generally Accepted Accounting Principles**. GAAP refer to the standard framework of guidelines for financial accounting used in any given jurisdiction; generally known as accounting standards or standard accounting practice.

**General Fund** – A fund used to finance the ordinary operations of the local education agency. It is available for a legally authorized purpose and consists of money not specifically designated for some other particular purpose.

**General Obligation Bonds** – Bonds backed by the full faith and credit of the government.

**HB1** – Acronym for **House Bill One**, reference to the appropriations bill that changed public school funding, 80<sup>th</sup> Legislature State of Texas.

**Infrastructure** - Long-lived capital assets that normally are stationary in nature and normally can be preserved for a significantly greater number of years than most capital assets. Examples of infrastructure assets include roads, bridges, tunnels, drainage systems, water and sewer systems, dams, and lighting systems. [SGAS 34]

## Glossary continued

**Instruction** – The activities dealing directly with the teaching of students or improving the quality of teaching.

**Instructional Facilities Allotment (IFA)**- Granted by House Bill 4 in 1997, this program provides a guaranteed level (\$35) of state and local funds per student per penny of tax effort applicable to debt service on eligible bonds. However, there is a limit on funding for each biennium so the District must apply for funding. The applications are ranked based on relative property wealth and funds are awarded up to the dollar limit available.

**Interest** - A fee charged a borrower for the use of money.

**Inventory** – A detailed list or record showing quantities, descriptions, values, units of measure, and unit prices of property on hand.

**I & S** - Acronym for **Interest & Sinking Fund** (Debt Service Fund). Debt service funds are used to account for money that will be used to pay the interest and principal of long-term debts. Bonds used by a government to finance major construction projects, to be paid by tax levies over a period of years, require a debt service fund to account for their repayment.

**JJAEP** – Acronym for **Juvenile Justice Alternative Education Program**. Students are placed in this program after being expelled from the regular school setting.

**LBB** – Acronym for **Legislative Budget Board**. The Legislative Budget Board (LBB) is a permanent joint committee of the Texas Legislature that develops budget and policy recommendations for legislative appropriations, completes fiscal analyses for proposed legislation, and conducts evaluations and reviews to improve the efficiency and performance of state and local operations.

**LEP** – Acronym for **Limited English Proficiency**. Persons who are unable to communicate effectively in English because their primary language is not English and they have not developed fluency in the English language.

**Levy** – (Verb) To impose taxes or special assessments. (Noun) The total of taxes or special assessments imposed by a governmental unit.

**Liability** – An obligation, based on a past transaction, to convey assets or perform services in the future.

**Long-Term Loan** - A loan which extends for more than 5 years from the date the loan was obtained and is not secured by serial or term bonds. Such loans are not legal in Texas under the general statutes.

## Glossary continued

**Modified Accrual Basis of Accounting** - Basis of accounting according to which (a) revenues are recognized in the accounting period in which they become available and measurable and (b) expenditures are recognized in the accounting period in which the fund liability is incurred, if measurable, except for un-matured interest on general long-term debt and certain similar accrued obligations, which should be recognized when due. [NCGA Statement 1]

**National Council on Governmental Accounting (NCGA)** - The immediate predecessor of the GASB as the authoritative accounting and financial reporting standard-setting body for state and local governments. The NCGA issued 7 statements and 11 interpretations prior to its dissolution in June 1984. These statements and interpretations remain effective unless superseded by a subsequent GASB pronouncement.

**Object** – As applied to expenditures, this term has reference to an article or service received; for example, payroll costs, purchased and contracted services, materials, and supplies.

**Operating Activities** - Term used in connection with cash flows reporting. Operating activities generally result from providing services and producing and delivering goods, and include all transactions and other events that are not defined as capital and related financing, non-capital financing, or investing activities. [SGAS 9]

**Other Financing Source** - An increase in current financial resources that is reported separately from revenues to avoid distorting revenue trends. The use of the other financing sources category is limited to items so classified by GAAP.

**Other Financing Use**- A decrease in current financial resources that is reported separately from expenditures to avoid distorting expenditure trends. The use of the other financing uses category is limited to items so classified by GAAP.

**Other Postemployment Benefits (OPEB)** – Post-employment benefits other than pension benefits. OPEB include post-employment health care benefits, regardless of the type of plan that provides them, and all post-employment benefits provided separately from a pension plan, excluding benefits defined as termination offers and benefits. [SGAS 43]

**Overlapping Debt** - In the context of the statistical section, the outstanding long-term debt instruments of governments that overlap geographically, at least in part, with the government preparing the statistical section information. That is, debt of another government that at least some of the reporting government's taxpayers will also have to pay in whole or in part. Lower levels of government are not required to treat debt of the state as overlapping debt, even though it technically meets this definition. Furthermore, states, regional governments, and counties are exempted from the requirement to present overlapping debt, although counties are still encouraged to do so. [SGAS 44]

## Glossary continued

**Payroll** – A list of individual employees entitled to pay, with the amounts due to each for personal services rendered.

**PEIMS** - Acronym for **Public Education Information Management System**. The Public Education Information Management System (PEIMS) encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.

**Personnel, Full-Time** – School employees who occupy positions, the duties of which require them to be on the job on school days, throughout the school year, at least the number of hours the schools in the system are in session.

**Personnel, Part-Time** – Personnel who occupy positions, the duties of which require less than full time-service. This includes those employed full-time for part of the school year, part-time for all of the school year, and part-time for part of the school year. See also Personnel, Full-Time.

**Plant Maintenance (Plant Repairs and Repairs and Replacements of Equipment)** – Those activities which are concerned with keeping the grounds, buildings, and equipment at their original condition or completeness or efficiency, either through repairs or by replacements of property. (anything less than replacement of a total building)

**Principal of a School** – The administrative head of a school (not school district) to whom has been delegated the major responsibility for the coordination and supervision of the activities of the school.

**Principal of Bonds** – The face value of bonds.

**Program** – The definition of an effort to accomplish a specific objective or objectives consistent with funds or resources available. Budgets and actual revenue and expenditure records may be maintained per program.

**Program Budget** – A budget wherein expenditures are based primarily on programs of work and secondarily on character and object. A program budget is a transitional type of budget between the traditional character and object number, on the one hand, and the performance budget on the other.

**Refunding Bonds** – Bonds issued to pay off bonds already outstanding.

**Reimbursement** – Cash or other assets received as a repayment of the cost of work or services performed, or of other expenditures made for or on behalf of another governmental unit or department, or for an individual, firm, or corporation.

## Glossary continued

**Reserve** – An amount set aside for a specified purpose, or an account, which records a portion of the fund balance that is to be segregated for some future use and, therefore, is not available for further appropriation and expenditure.

**Rollback Tax** – Reference to current State of Texas school finance laws that require Maintenance and Operations tax rate increases (above a certain limit) to be voted on by the public. Rollback elections that fail roll the tax rate back to the previous lower level.

**RPAF** – Acronym for **Regular Program Adjustment Factor**. During the 2011 legislative session, the Texas Legislature made several changes to school finance formulas. One of these changes codified the calculation of the regular program allotment, which is equal to a district's number of students in average daily attendance multiplied by the adjusted basic allotment and then by what is known as the regular program adjustment factor (RPAF). The RPAF has the effect of reducing the amount of funding school districts receive.

**Salary** – The total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of the school district. Payments for sabbatical leave are also considered as salary.

**SAT** - Acronym for **Standardized Achievement Tests**. The **SAT** is the nation's most widely used college admission exam.

**SCE** – Acronym for **State Compensatory Education**. Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school.

**School** – A division of the school system consisting of a group of pupils composed of one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary programs are housed in the same school plant.

**School, Elementary** – A school classified as elementary by State and local practice and composed of any span of grades not above grade six. In this District this term includes kindergartens and pre-kindergartens if they are under the control of the local board of education.

**School, Intermediate** – A separately organized elementary school intermediate between early elementary and middle school.

**School, Middle** – A separately organized secondary school intermediate between elementary, intermediate, and senior high school. In this District middle schools include grades six through eight.

## Glossary continued

**School, Public** – A school operated by publicly elected or appointed school officials in which the program and activities are under the control of these officials and which is supported by public funds.

**School, Secondary** – In this handbook a secondary school comprises any span of grades beginning with the next grade following the elementary/intermediate school and ending with or below grade 12, including middle schools, the different types of high schools, and alternative high schools.

**School, Senior High** – A school offering the final years of high school work necessary for graduation; invariably preceded by a middle school in the same system.

**School, Summer** – The name applied to the school session carried on during the period between the end of the regular school term and the beginning of the next regular school term.

**Section 504** – For school districts, any child eligible for a district’s public education program is qualified. 34 CFR104.3(k), 104.38 Parents who have a handicapping condition may also be protected by Section 504. For example, parents who are deaf may be entitled to an interpreter if they need it to have an equal opportunity to participate in school initiated activities regarding their child.

**Serial Bonds** – Bonds whose principal is to be repaid in periodic installments over the life of the issue.

**SHARS**- Acronym for **School Health and Related Services**. SHARS is a Medicaid financing program and is a joint program of the Texas Education Agency and the Texas Health and Human Services Commission (HHSC). SHARS allows local school districts to obtain Medicaid reimbursement for certain health-related services provided to students in special education.

**Special Revenue Fund** - A governmental fund type used to account for the proceeds of specific revenue sources (other than for major capital projects) that are legally restricted to expenditures for specified purposes.

**State Aid for Education** – Any grant made by a State government for the support of education.

**STAAR** – Acronym for the **State of Texas Assessments of Academic Readiness**. STAAR replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program includes annual assessments for various grades.

**Student Wealth** – Assessed value of property divided by school enrollment.

**Supplemental Taxes** – Taxes levied subsequent to the initial levy to add property omitted from the original tax roll(s).

## Glossary continued

**Supply** – A material item of an expendable nature that is consumed, worn out, or deteriorated in use; or one that loses its identity through fabrication or incorporation into a different or more complex unit or substance.

**TAKS** – Acronym for **T**exas **A**ssessment of **K**nowledge and **S**kills exam - A standardized test used in Texas.

**TASBO** – Acronym for **T**exas **A**ssociation of **S**chool **B**usiness **O**fficials - An independent, not-for-profit professional association dedicated to being the trusted resource for school finance and operations in Texas.

**Taxes** – Compulsory charges levied by a governmental unit for the purpose of financing services performed for the common benefit. The term includes licenses and permits. It does not include special assessments.

**Tax Increment Financing** - Financing secured by the anticipated incremental increase in tax revenues, resulting from the redevelopment of an area.

**TEA** - Acronym for the **T**exas **E**ducation **A**gency - The Texas Education Agency oversees public prekindergarten through high school education, as well as adult basic education programs.

**TEKS** - Acronym for **T**exas **E**ssential **K**nowledge and **S**kills - The state standards for what students should know and be able to do.

**TRS** – Acronym for **T**eacher **R**etirement **S**ystem - TRS is a public pension plan of the State of Texas.

**Underlying Bond Rating** – The rating the district would be given by investor services to give relative indications of credit quality to stand alone without the permanent bond guarantee by the State.

**Unencumbered Balance of Appropriation** – That portion of an appropriation not yet expended or encumbered; the balance remaining after deducting from the appropriation the accumulated expenditures and outstanding encumbrances.

**Unexpended Balance of Appropriation** – That portion of an appropriation not yet expended; the balance remaining after deducting from the appropriation the accumulated expenditures.

**Unit Cost** – Expenditures for a function, activity, or service divided by the total number of units for which the function, activity, or service was provided.

## Glossary continued

**WADA** - Acronym for **Weighted Average Daily Attendance**. WADA is a calculated number that represents the number of students for which a district receives funding after adjusting for special needs.

**Wealth Transfer Provisions** - Reference to the provision of the State of Texas school finance system that effectively adjusts taxable property wealth per weighted student for each school year to no greater than the “equalized wealth level”, determined in accordance with a formula set forth in the school funding legislation.

