



Carrollton · Farmers Branch

Independent School District

••• An Innovative Leader in Learning •••

2012-2013 Budget

Targeting High Achievement for ALL students.



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**Carrollton-Farmers Branch
Independent School District**

1445 North Perry Road
Carrollton, Texas 75011-5186

2012-2013 Official Budget

**Effective
September 1, 2012 - August 31, 2013**

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Carrollton · Farmers Branch

Independent School District

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Introduction Section

Carrollton-Farmers Branch Independent School District

Principal Officials

Board of Trustees

Nancy Cline President
James Goode Vice-President
Richard Fleming Secretary
Lynn Chaffin Assistant Secretary
Frank Shor Member
Nancy Watten Member
John Mathews Member

Appointed Officials

Bobby Burns, Ed.D. Superintendent
Mark Hyatt, CPA Associate Superintendent Administration & Support Services
Sheila Maher Ed.D. 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 Accountant
Scott Roderick, CPA Director Financial Reporting

GOVERNMENT FINANCE OFFICERS ASSOCIATION

*Distinguished
Budget Presentation
Award*

PRESENTED TO

Carrollton-Farmers Branch Independent School Dist

For the Fiscal Year Beginning

September 1, 2011



President

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 system budget
for the Fiscal Year 2011-2012.

The budget is judged to conform
to the principles and standards of the
ASBO International® Meritorious Budget Awards
Program.

A handwritten signature in blue ink that reads "Bill Nee".

President

A handwritten signature in blue ink that reads "John D. Masao".

Executive Director

Carrollton-Farmers Branch Independent School District

Consultants and Advisors

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Financial Advisor

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General Counsel

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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 2012-13

BUDGET INFORMATION

The following document represents the financial plan for the Carrollton-Farmers Branch Independent School District for the 2012-13 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 – 2011-12. 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 2012-13 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 2012-13 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 62.14% in 2011-12 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 (80th Legislature) and the target revenue concept. Although the 81st and 82nd Legislatures 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 2012-13

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 two Assistant Superintendents to provide additional support to campus personnel and seven additional Teacher/Instructional Coaches for the Secondary Schools to work directly with teachers. 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 82nd Legislature reduced the basic regular allotment and target revenue to districts over two fiscal years, beginning in 2011-12. 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 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
- Student/teacher ratios

Executive Summary continued

- 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 the staffing reductions are to be made using attrition, savings will be realized over time and not all in one fiscal year.

Significant changes in the 2012-13 budget from the prior year are listed below:

- 5% reduction in campus and departmental operating budgets
- Restructured Mary Grimes Education Center
- Requested class size waivers for 77 classrooms (above State mandated ratios) instead of hiring teachers
- Eliminated Employee Assistance Program (additional employee benefit program that provided free counseling services to employees)
- Closed Kelly Pre-K Center
- Renegotiated electrical utility rates through 2016
- Continued to reorganize central administration
- Provided all staff with a 1.5% pay adjustment

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 \$251,130,492 and total expenditures for these funds are \$261,229,158.

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 2009-2010	Beginning Budget 2010-11	Beginning Budget 2011-2012	Beginning Budget 2012-2013	Percentage Increase (Decrease)
General Fund	\$212,490,118	\$215,833,607	\$204,055,655	\$200,542,279	-1.72%
Debt Service Fund	\$44,262,356	\$42,100,147	\$39,835,007	\$39,712,613	-0.31%
Food Service Fund	\$10,156,142	\$10,898,434	\$10,781,600	\$10,875,600	0.87%
Total	\$266,908,616	\$268,832,188	\$254,672,262	\$251,130,492	-1.39%

Total Expenditures by Fund Comparison (All Governmental Funds)

	Beginning Budget 2009-2010	Beginning Budget 2010-11	Beginning Budget 2011-2012	Beginning Budget 2012-2013	Percentage Increase (Decrease)
General Fund	\$220,695,070	\$221,839,919	\$213,784,621	\$210,640,945	-1.47%
Debt Service Fund	\$44,262,356	\$42,100,147	\$39,835,007	\$39,712,613	-0.31%
Food Service Fund	\$10,156,142	\$10,898,434	\$10,781,600	\$10,875,600	0.87%
Total	\$275,113,568	\$274,838,500	\$264,401,228	\$261,229,158	-1.20%

A brief summary of each fund follows. Additional detailed information is included in the remainder of this document.

Executive Summary continued

Budget-in-Brief

General Fund – Current year property values increased from the prior year by 2.24%; 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 is currently 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 \$10.098 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 2012-13 will be no more than \$5 million. Plans continue to reduce future use of fund balances. *More detailed information is included below and in the Financial Section of this book.*

Debt Service Fund – The District sold \$54,965,000 in bonds to fund \$25 million in new money proceeds and to refinance portions of the District's outstanding Unlimited Tax Refunding Bonds, Series 2003 and Unlimited Tax School Building Bonds, Series 2004 bonds for debt service savings of approximately \$3.9 million. Current year property values slight increase coupled with the refunding savings allowed the district to lower the debt service tax rate by \$0.0262. The District continues to have favorable bond ratings. *More detailed information is included below and in the Financial Section of this book.*

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 1.5% raise given to all employees and the increasing cost of food products. *More detailed information is included below and in the Financial Section of this book.*

General Fund

Revenues

General fund revenues are budgeted to decrease \$3,513,376 or a decline of 1.72% over the 2011-12 beginning budgeted revenue and Other Sources. The decrease is largely attributable to the state funding formula changes implemented with Senate Bill 1 (SB 1) passed in the summer of 2011. The expiration of federal funds included in the general fund state formula calculations were eliminated for the 2011-12 fiscal year. Additionally, the state funding model is to hold harmless the district for our tax increment finance zones (TIFs). More information about State Funding and Tax Increment Finance Zones will be given in the following sections of this book.

The Dallas Central Appraisal District and the Denton County Appraisal District (Appraisal Districts) certify the tax roll on or about July 25th of every tax year based on property values as of January 1st of the tax year. All properties are assessed at 100% of market value. The July 25,

Executive Summary continued

2012, Certification of the 2011 Appraisal Records was used for the August 23, 2012 tax rate adoption after being reduced by 3.00%. The district has elected to reduce the certified values in response to past trending 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 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 value 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 2009-10 beginning budget through 2012-13 beginning budget.

General Fund Revenue

	Beginning Budget 2009-2010	Beginning Budget 2010-2011	Beginning Budget 2011-2012	Beginning Budget 2012-2013	Percentage Increase (Decrease)
Local Sources	\$154,020,606	\$144,540,912	\$132,575,835	\$143,772,487	8.45%
State Sources	\$58,269,512	\$62,851,086	\$70,929,820	\$56,219,792	-20.74%
Federal Sources	\$200,000	\$8,441,609	\$550,000	\$550,000	0.00%
Sub-Total	\$212,490,118	\$215,833,607	\$204,055,655	\$200,542,279	-1.72%
Other Sources	\$0	\$0	\$0	\$0	0.00%
Total	\$212,490,118	\$215,833,607	\$204,055,655	\$200,542,279	-1.72%

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 sluggish 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. Although it is currently estimated that overall State revenue will be up when Legislatures go into session in January 2013, there are significant deficits built into the State budget from the prior session. As a result of the budget pressures the Legislatures will be facing along with the

Executive Summary continued

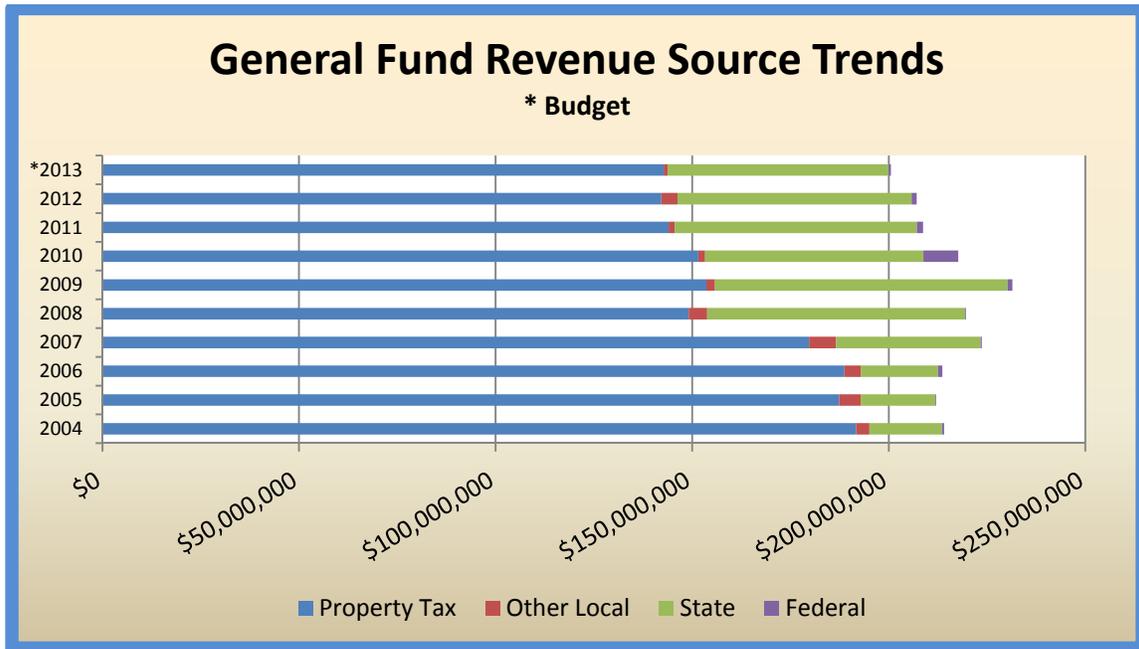
lawsuits currently in progress (see Current Litigation Related to the Texas Public School Finance System), the District does not anticipate any additional funding to be received over the next two fiscal years.

For the 2012-13 fiscal year, approximately 26.69% of the General Fund expenditures will be funded through State contributions. Federal contributions are estimated at \$550,000 or 0.26%; local contributions are estimated at 68.26%; fund balance contributions at 4.79%. The district has elected to use a portion of the fund balance to balance the General Fund budget. This philosophy has been utilized for the 2012-13 fiscal year in an attempt to minimize the staffing, programmatic and other changes that would be necessary to balance the budget. A description of the elaborate process the district used to cut the budget to minimize the drain on the fund balance will be described in detail in following sections of this summary. 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 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 2012-13 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. More about the state funding calculations will be in the following sections of this book.

For fiscal years beyond 2012-13, the District projects that total general fund revenues will remain relatively flat. State Funding formulas beyond 2012-13 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 2014-15. The District will monitor the court activity closely and continue to evaluate a future tax ratification election to generate additional revenue. The District projects a slight increase in student population which will have a positive impact on revenues, as presented in the long range forecasts. More about long range forecasts are presented later in this book.

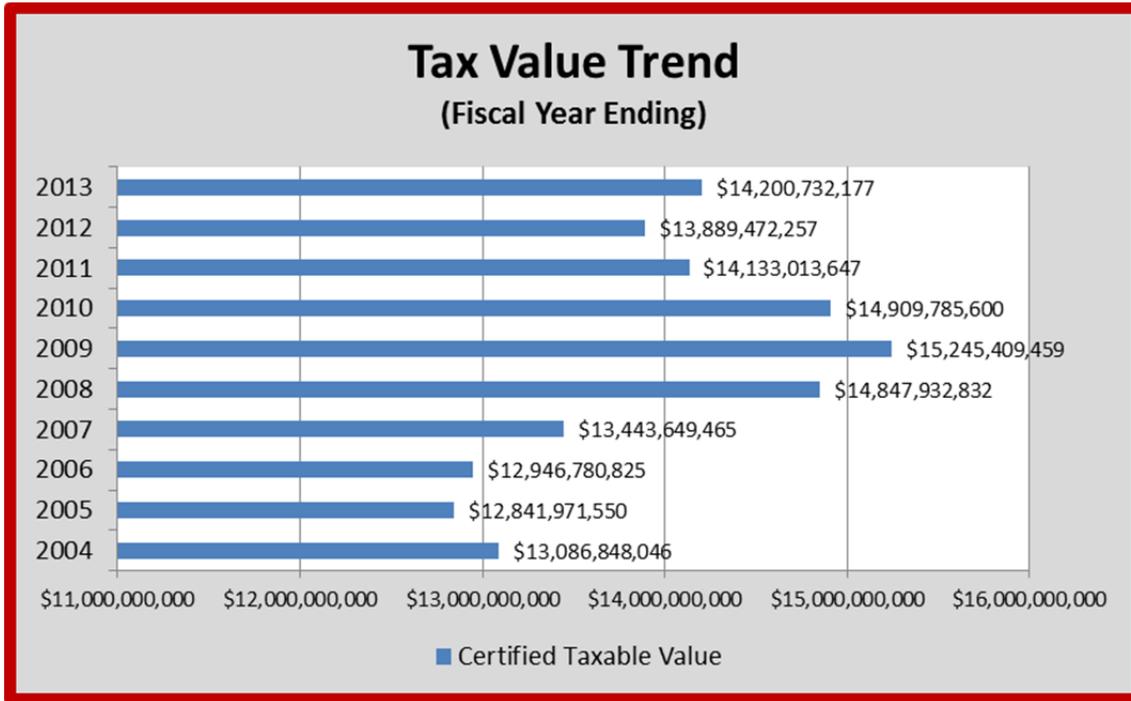
Executive Summary continued



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, 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. This accounts for the large decrease in Federal funding shown on the graph. The graph on the next page depicts C-FB ISD’s property tax base over time.

Executive Summary continued

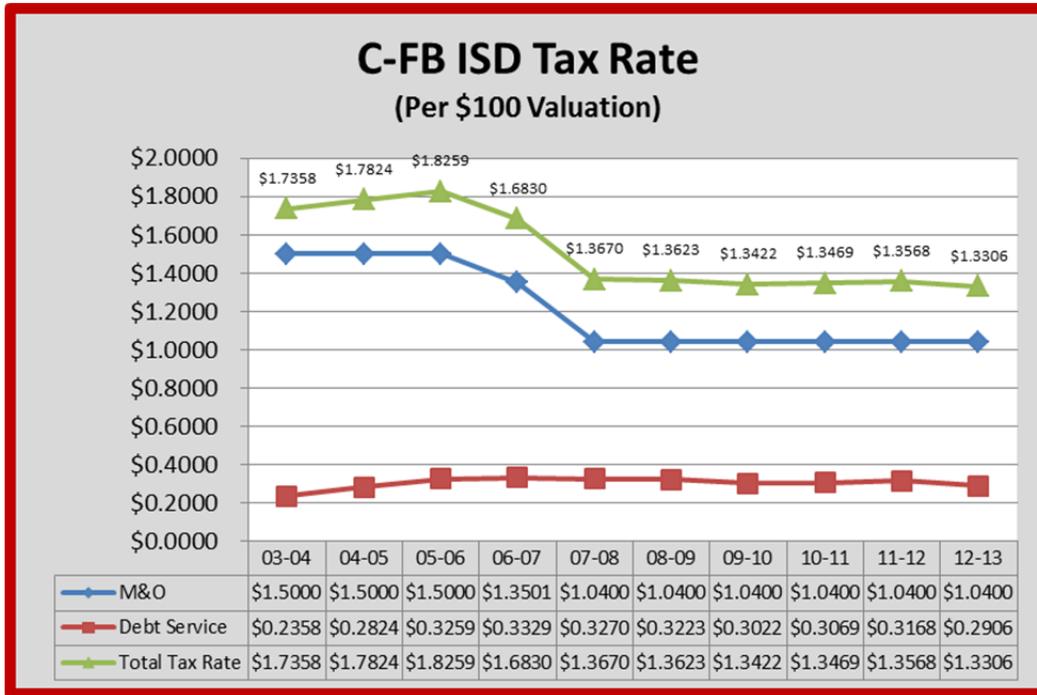


Source: The number is equal to the beginning certified taxable values.

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

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 (83.68% of the total General Fund budget when you exclude the Tax Increment Finance Zone payment of \$14.3 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 decrease \$3,143,676 or -1.47% over 2011-12 beginning budget expenditures.

The following table provides a comparison of expenditures by object for the 2011-12 beginning budget and the 2012-13 budget.

General Fund Expenditures by Object Comparison to Prior Year

	Beginning Budget 2011-2012	Beginning Budget 2012-2013	Percentage Increase (Decrease)	Percentage of Total
Payroll	\$165,809,141	\$164,257,688	-0.94%	77.98%
Purchased Services	\$21,693,645	\$20,634,552	-4.88%	9.80%
Supplies & Materials	\$8,696,163	\$8,211,387	-5.57%	3.90%
Other Operating	\$17,122,548	\$17,104,658	-0.10%	8.12%
Capital Outlay	\$463,124	\$432,660	-6.58%	0.21%
Total	\$213,784,621	\$210,640,945	-1.47%	100.00%

Since the education of students is a labor-intensive process, payroll expenditures comprise about 77.98% of the General Fund expenditures. If the Tax Increment Financing payment of \$14.3 million is excluded, then the payroll costs account for 83.68% of the district's General Fund expenditures.

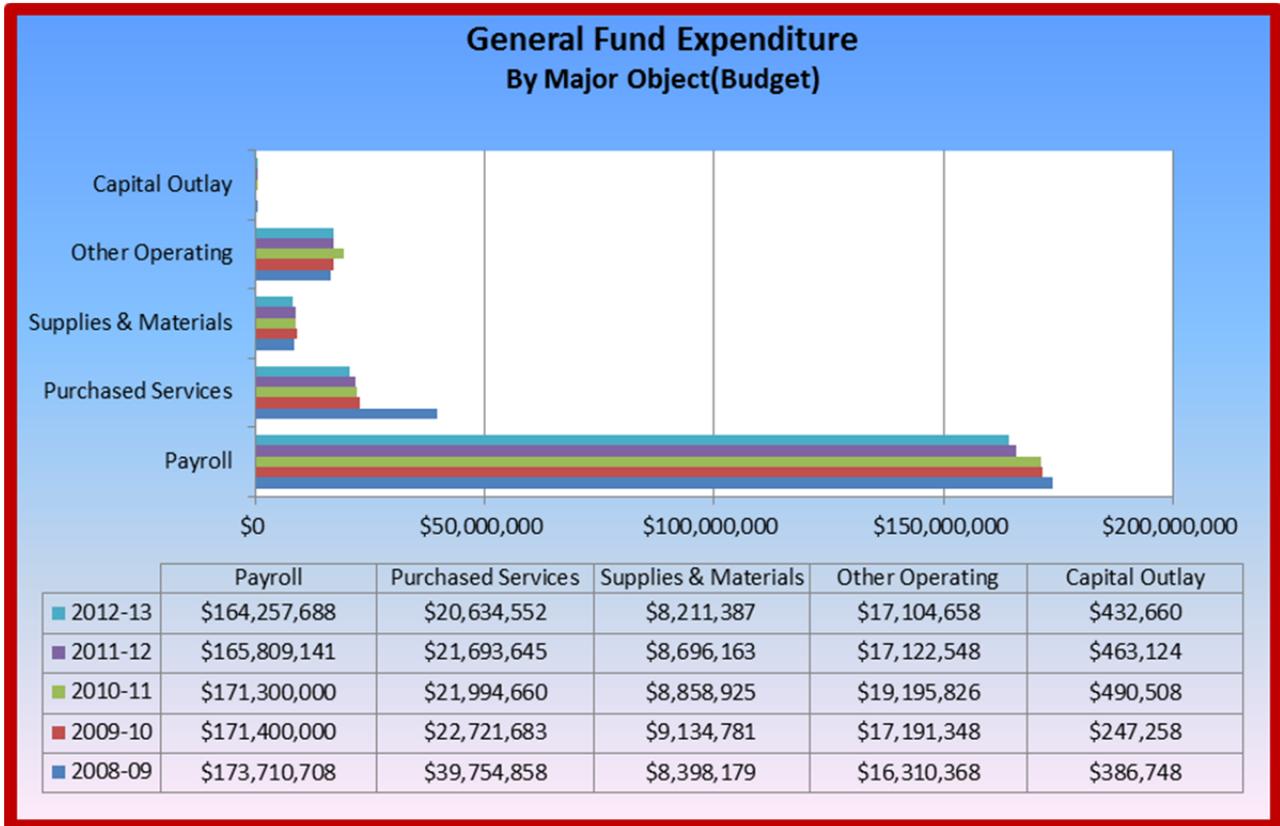
The district bases its payroll budget on established staffing guidelines and enrollment projections at each campus. For the 2012-13 year, the district staffed at relatively the same levels as the prior year in non-legally mandated areas.

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 second 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 and 77 waivers in 2012-13.

For fiscal years beyond 2012-13, 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. The long range forecasts are presented in the following sections of this book.

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 1.5% for all employees for fiscal year 2012-13. Our salary schedule for *new* teachers does provide for differing amounts based on years of experience. Salary schedules are included in the Informational Section of this book.

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:

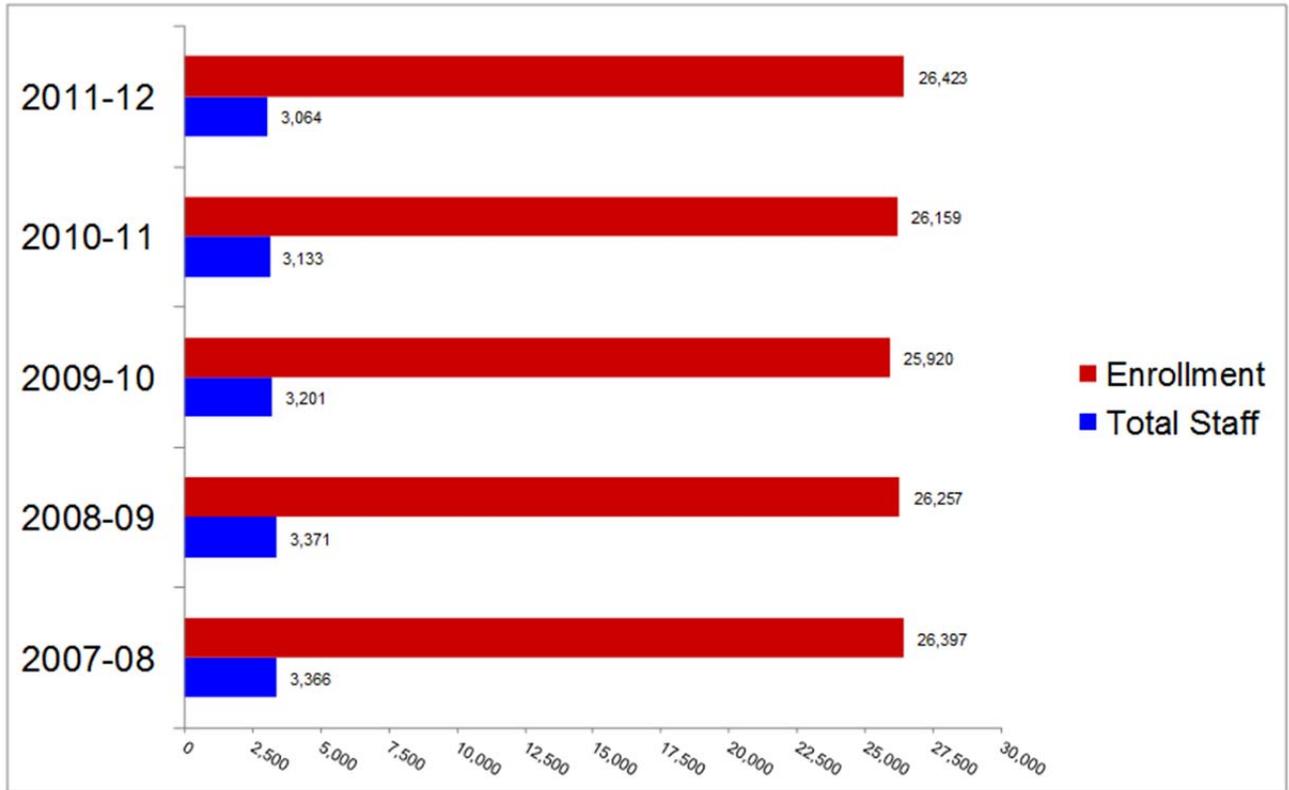
- Staff receives no compensation increases for 2011-12;
- The District will pursue waivers for the state mandated 22:1 ratio for class size in grades kindergarten to 4th grade with estimated savings of \$2.5 million;
- Administration reductions and reorganizations at both central and campus levels.

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

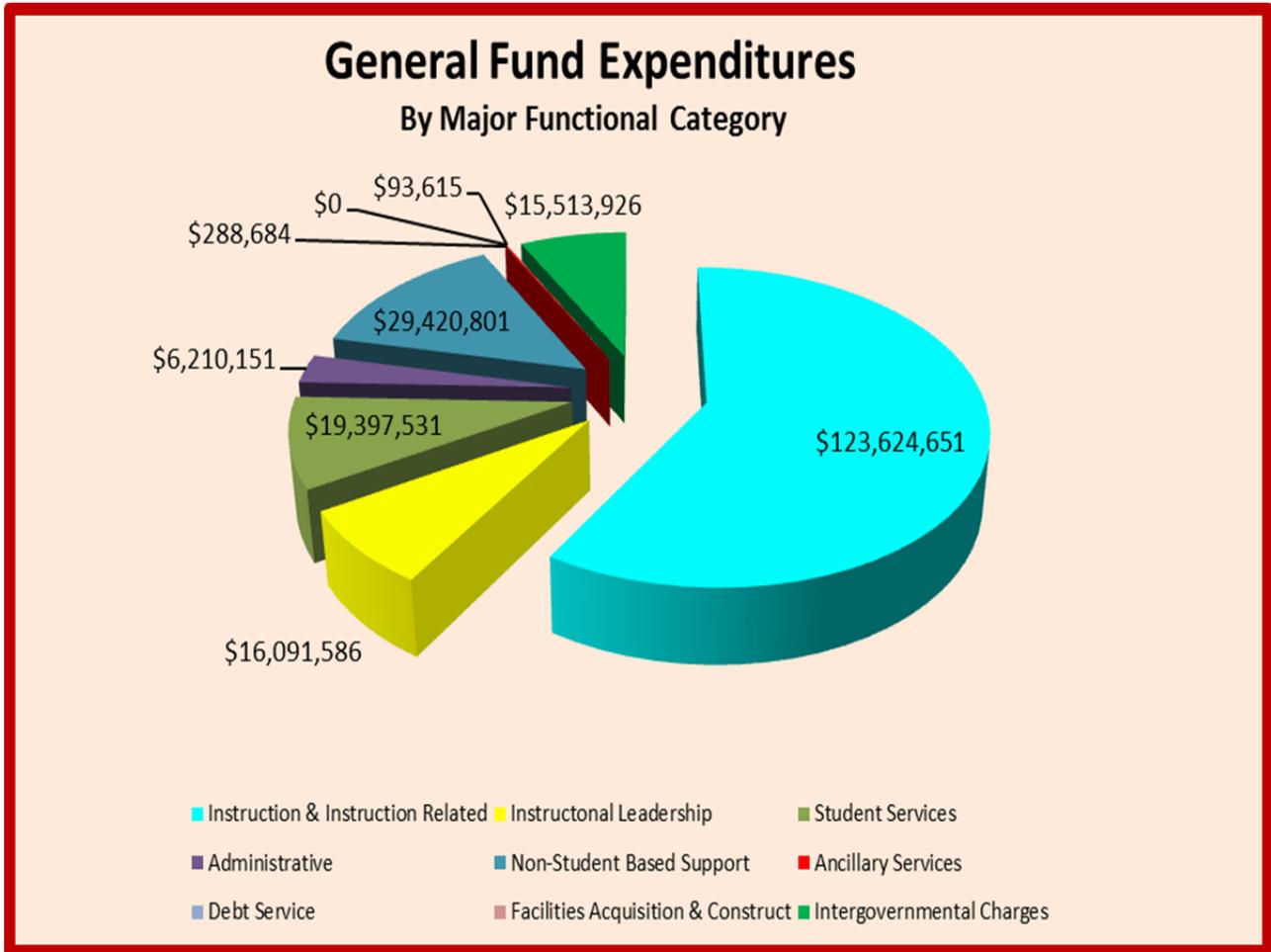
The graph below shows the student enrollment and total staff full-time equivalents over time. The 2011-12 information as compared to 2007-08 shows a reduction of 302 full time equivalent employees while student enrollment has increased by 26 students over the same time period. Actual staff counts for 2012-13 are projected to be less as we continue to obtain savings from the attrition program.



CARROLLTON-FARMERS BRANCH ISD (057903)	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	07-08 to 11-12	Percent Change
Total Staff	3,366	3,371	3,201	3,133	3,064	-302	-8.97%
Total Enrollment	26,397	26,257	25,920	26,159	26,423	26	0.10%

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 FB #1 TIF is located in the Southwest quadrant of Farmers Branch (also known as “Mercer Crossing”) and was adopted 12-21-98. The City of FB #2 TIF 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, C-FB ISD 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	2011 Values	Base Values	To-Date	
	for 2013 Pmt Calculation		Payments	Payment Returns
Irving #1	\$966,661,028	\$241,945,218	\$78,933,388	\$52,885,370
Farmers Branch # 1	\$84,233,993	\$42,008,044	\$9,330,590	\$6,064,883
Farmers Branch # 2	\$18,945,850	\$15,815,680	\$360,005	\$108,003

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 decrease \$122,394, or 0.31% less than the 2011-12 budget. The decrease is primarily due to a decrease in the tax rate for 2012-13 primarily attributable to an increase in taxable value for 2012-13. 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 following table provides a comparison of revenues by source for the 2012-13 budget compared to the 2011-12 budget. The District does not anticipate large fluctuations in debt service revenue beyond fiscal year 2012-13.

Debt Service Fund Revenue Sources Comparison

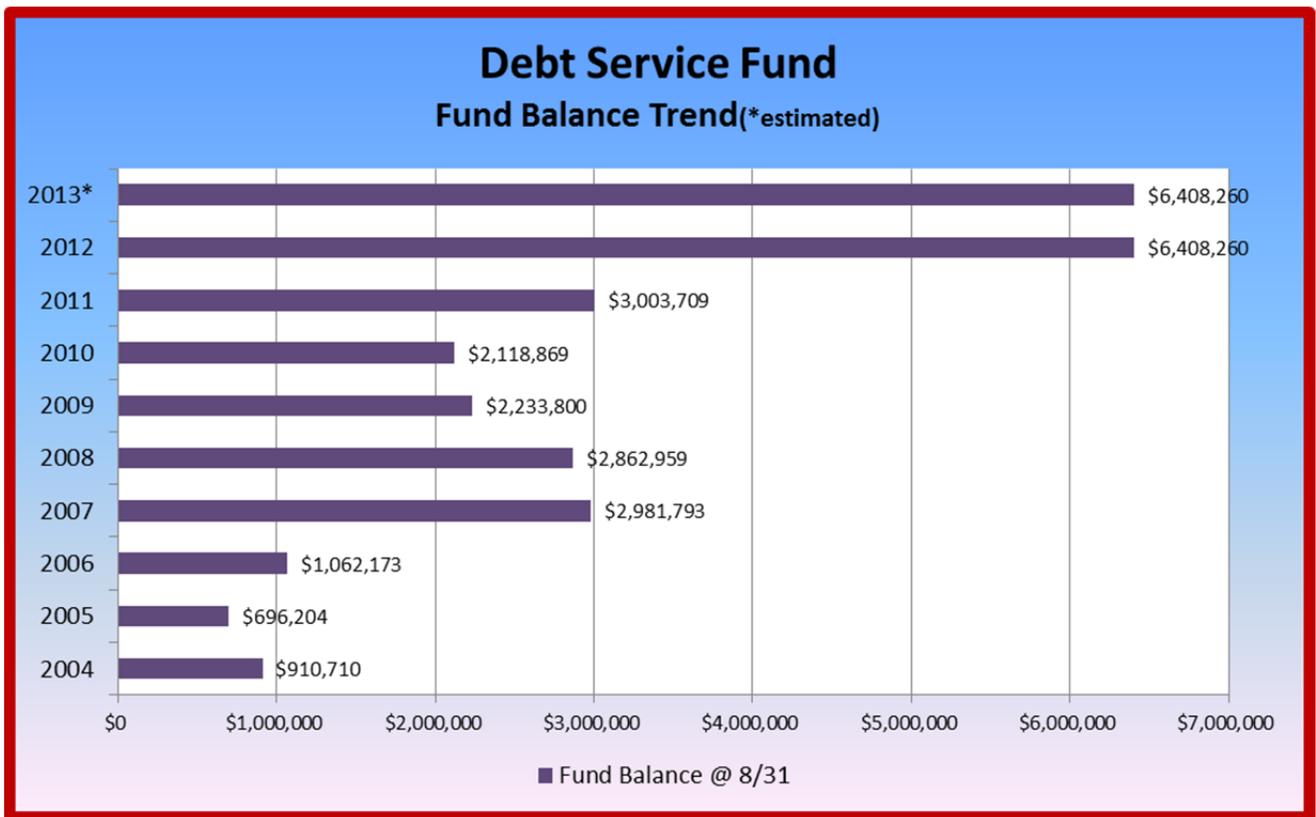
	Beginning Budget 2011-2012	Beginning Budget 2012-2013	Percentage Increase (Decrease)
Taxes	\$39,822,607	\$39,700,613	-0.31%
Other Local Sources	\$12,400	\$12,000	-3.23%
Total	\$39,835,007	\$39,712,613	-0.31%

Executive Summary continued

Expenditures

Debt Service Fund expenditures are budgeted at \$39,712,613, a decrease of \$122,394 or .31% under the 2011-12 budget. The debt service tax rate is set at the appropriate level to provide the necessary funds for these payments, after considering State (if applicable), and other sources of revenue.

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. 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, 2013, the District will have \$291,410,000 in outstanding principal and \$94,607,370 in outstanding interest payments.

The ratio of net bonded debt to assessed value for the District is 2.01%. 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. All principal and interest payments are due February 15th and August 15th of each year. On February 1st 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 08/31/13	\$291,410,000
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	\$45,865,000

Under Construction



Executive Summary continued

Food Service Fund

Revenue

Food Service Fund revenue is budgeted to increase \$94,000 or .87% more than the 2011-12 budget. The following table provides a comparison of revenues by source for the 2011-12 year and the 2012-13 budget year.

Food Service Fund Revenue Sources Comparison

	Beginning Budget 2011-2012	Beginning Budget 2012-2013	Percentage Increase (Decrease)
Local Sources	\$2,610,100	\$2,604,600	-0.21%
State Sources	\$85,000	\$85,000	0.00%
Federal Sources	\$8,086,500	\$8,186,000	1.23%
Total	\$10,781,600	\$10,875,600	0.87%

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 23.95% 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 75.27% of the revenue budget.

Expenditures

Food Service Fund expenditures are budgeted at \$10,875,600, an increase of \$94,000 or .87% more than the 2011-12 budget. The vast majority of these expenditures are for labor and food costs. For fiscal years beyond 2012-13, the District projects slight increases in expenditures but does not anticipate a deficit budget in future years.

Food Service Fund Expenditure by Object Comparison to Prior Year

	Beginning Budget 2011-2012	Beginning Budget 2012-2013	Percentage Increase (Decrease)
Payroll	\$4,850,000	\$5,044,600	4.01%
Purchased Services	\$1,293,000	\$1,715,000	32.64%
Supplies & Materials	\$4,517,500	\$4,096,500	-9.32%
Other Operating	\$18,000	\$19,500	8.33%
Capital Outlay	\$103,100	\$0	-100.00%
Total	\$10,781,600	\$10,875,600	0.87%

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). All public school districts, campuses, and the state are evaluated annually for Adequate Yearly Progress. The Texas AYP Plan approved by the United States Department of Education (USDE) in June 2003 meets the requirements of NCLB, maintains the integrity of the Texas assessment program, and provides a mechanism for evaluating district and campus AYP.

AYP Status Labels:

Each district and campus is assigned one of the following AYP Status labels:

- Meets AYP:** Designates a district or campus that meets all AYP criteria on which it is evaluated.
- Needs Improvement:** Designates a district or campus that does not meet one or more AYP criteria.
- Status Pending:** Designates a district or campus with fewer than 30 total students tested that did not meet all AYP criteria based on evaluation of 5 to 29 total students or based on the all students performance results of the district in which the campus is located for campuses with 1 to 4 students. This status remains pending until additional small numbers analyses (uniform averaging and confidence intervals) are calculated by the TEA.
- Not Evaluated:** Designates a district or campus not evaluated for AYP for one of the following reasons:
 - The campus is new;
 - The campus does not serve students in grades above kindergarten;
 - The campus does not have students in attendance for the full academic year;
 - Juvenile Justice Alternative Education Program (JJAEP) and Disciplinary Alternative Education Program (DAEP);
 - Unusual circumstances (district with no students in grades tested; campus test answer documents lost in mail);
 - Charter district; or
 - The charter campus does not have students enrolled in the grades tested.

The district itself met AYP for 2012, while 20 campuses failed to meet AYP.

Executive Summary continued

The 2012 Adequate Yearly Progress chart is below. Prior year AYP charts are located in the Information section of this book.

2012 Adequate Yearly Progress(AYP)		
CAMPUS	Made AYP	Missed AYP
District	X	
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	

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. The 2011-12 Highly Qualified Teacher Report must be publicly reported by December 15, 2011.

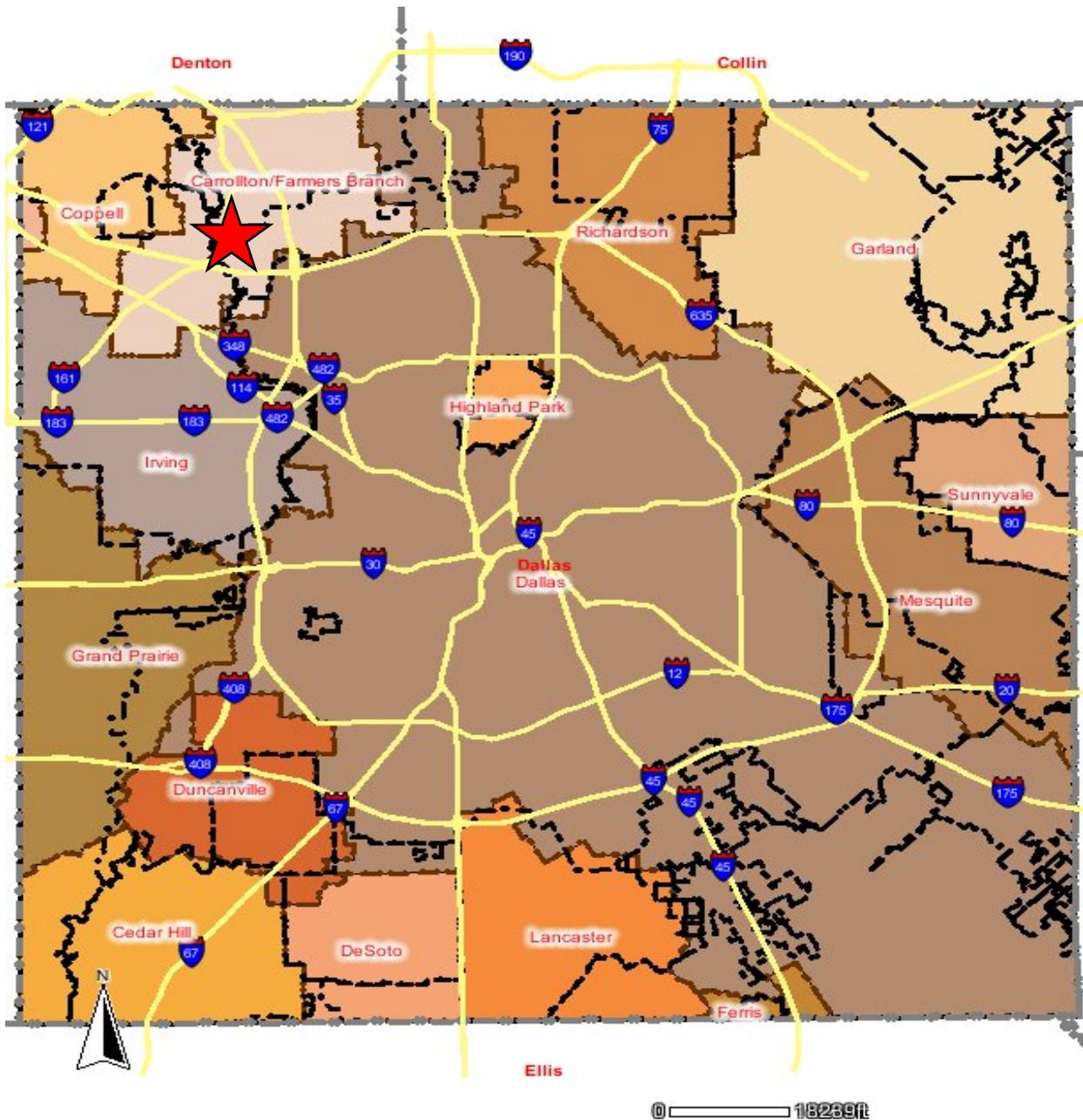
2011-12 C-FB DISTRICT AND CAMPUS HIGHLY QUALIFIED TEACHER REPORT

State, Region, District, Campus	% age of HQ Teachers
Texas	99.61 %
Region 10	99.67 %
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%
Kelley Pre-K Center	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 Elementary School	100%
McWhorter Elementary School	100%
Rainwater Elementary School	100%
Riverchase Elementary School	100%
Rosemeade Elementary School	100%
Sheffield Intermediate School	100%
Sheffield Primary School	100%
Stark Elementary School	100%
Strickland Intermediate 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 vibrant and 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, such as Exxon-Mobil, have located their corporate headquarters here.

The district's largest taxpayer AT&T is only 1.04% 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 insures 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 and is the home of the Dallas Cowboys. 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, has moved off the drawing board and into the construction phase of the 200 acre site. The project contains multi-family, small office buildings, single-family and town home development. 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 and is expected to increase by over 500 students within the next few years.

A major redevelopment project was initiated in Addison in 2007 where 2,400 older apartments were torn down. This 99 acre project will replace those apartments with a complete new urban environment and will be known as Vitruvian Park. This development will include 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, vast growth in 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 15,000 computers.

The District has an extensive Internet website with individual home pages for all departments and campuses. At <http://www.cfbisd.edu/pages/index.cfm> 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 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 9th 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, seven sports are offered for girls and seven 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, swim, tennis, 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 are no district or campus state ratings for 2012.

The state created new assessments for all grades (3-11) and all subjects tested. These changes required a year to establish standards for these new assessments. The previous TAKS assessments have been replaced with the new STAAR assessments. In 2013, only the TAKS exit level test will still be administered for grade 11 as the final transition to the new assessments system. In 2014, only STAAR assessments will be used for grades 3-11.

In addition, the state is totally restructuring its accountability system which will result in new accountability labels with a completely new system involving four indices with unique elements of evaluation for each index. Each new index will have unique criteria for the various elements within the index. The new system will reflect 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 will have seven ethnic student groups (Hispanic, Black/African American, American Indian, Asian, Pacific Islander, White and Two or more races.) One index will only be calculated at the All Student level; some indices will address Economically Disadvantaged students, and some will use the ethnic categories to calculate results. The former labels of Exemplary, Recognized, Acceptable and Unacceptable will no longer be used. The new labels are expected to be Advanced, Satisfactory and Unsatisfactory. Final decisions for the new accountability system will not be made prior to May 2013. There is no blueprint available at this time to specify the criteria for the indices or for the new labels.

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 end of the course AP Exam. C-FB gives a vast selection of different AP course exams, including AP Spanish Language which included Native Spanish speaking middle school students.

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

Scholastic Achievement Test (SAT)

The SAT is administered by the College Board and is designed to measure the verbal and math aptitudes of high school students. The SAT takers are self-selected; that is, any students may opt to take the exam.

C-FB seniors taking the Scholastic Aptitude Test out-performed students taking the exam throughout the state. C-FB ISD high school seniors continue to excel on the SAT. The district

Executive Summary continued

combined score for 2012 is 1,476 compared to 1,434 for the state and 1,498 for the nation. Results for 2012 are listed in the chart below.

SAT Results for 2012					
Mean Scores					
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

American College Test (ACT)

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. More information about the ACT can be found at www.act.org.

The overall composite score for the C-FB ISD seniors taking the ACT in 2012 was higher than both the state and national scores. Results for 2012 are listed in the chart below.

ACT Results for 2012						
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	21.7	21.7	21.8
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



Executive Summary continued

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 2011).

1. National Merit Semifinalists

Eleven students in the Carrollton-Farmers Branch school district were named Semifinalists in the 2013 National Merit Scholarship Program. The students are among 16,000 high school seniors who will continue in the 58th 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

Two students in the Carrollton-Farmers Branch school district were named Semifinalists in the 2013 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 49th annual National Achievement Scholarship Program. Of the more than 160,000 students who currently enter the National Achievement[®] Program each year, over 4,700 are honored; only 800 of these Semifinalists advance in the competition to win Achievement Scholarship awards.

More information is available at:

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

3. National Merit Commended Recipients

Nineteen students in the Carrollton-Farmers Branch school district were named 2013 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*

Five students in the Carrollton-Farmers Branch school district were named 2013 National Achievement Outstanding Participants. Each year approximately 3,100 outstanding National Achievement[®] 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*

Eleven students in the Carrollton-Farmers Branch school district were named 2013 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 tenth 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 76th 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”.

FIRST		
Financial Integrity Rating System of Texas		
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)		
	Superior Achievement		
	64-70		
	Above Standard Achievement		
	58-63		
	Standard Achievement		
	52-57		
	Substandard Achievement.		
	<52		
Indicator 16			
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
Indicator 17			
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

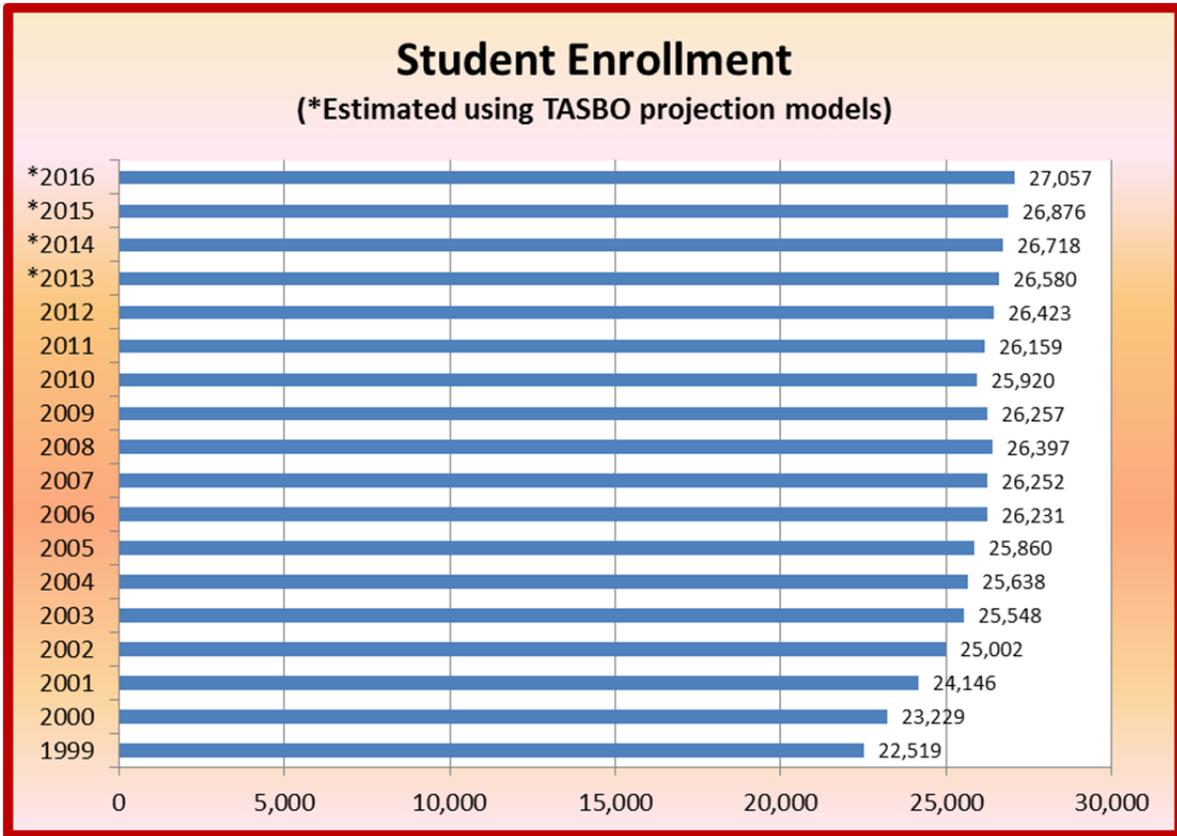
Question	Points Possible					
7	5	4	3	2	1	0
	>98	>95 =<98	>92 =<95	>89 =<92	>86 =<89	=<86
8	5	0				
	<3%	>=3%				
9	5	4	3	2	1	0
	<\$350	>=\$350<\$600	>=\$600<\$850	>=\$850<\$1,100	>=\$1,100<\$1,350	>=\$1,350
10	Y=5	N=0				
11	Y=5	N=0				
12	Y=5	N=0				
13	Y=5	N=0				
14	5	4	3	2	1	0
	=>1.00	=>0.95<1.00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

UL-Upper Limit

LL-Lower Limit

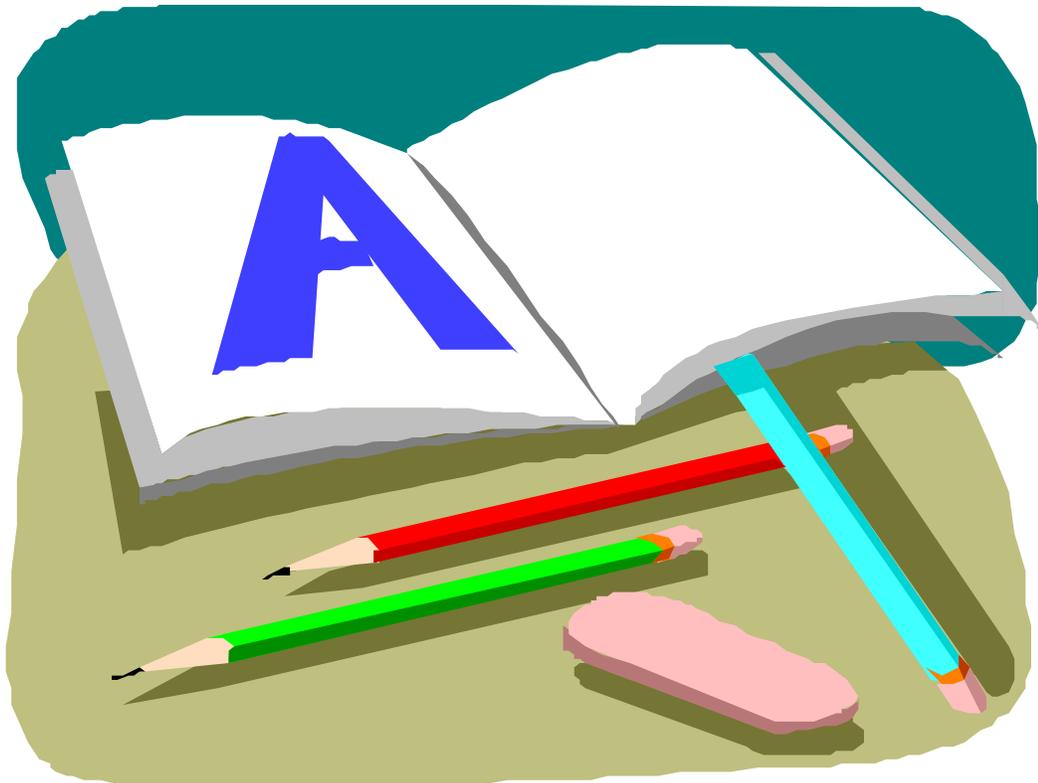
Executive Summary continued

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



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 of the district include building a new facility at Las Colinas Elementary and evaluating potential additions to Ranchview High School. Enrollment trends in all other parts of the District indicate that current facilities will be adequate with minor renovation and additions.

Strategic Improvement Plan/ District Improvement Plan





Carrollton · Farmers Branch

Independent School District

● ● ● An Innovative Leader in Learning ● ● ●

Executive Summary continued

C-FB ISD Strategic Improvement Plan

• 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

As a district, we dedicate all our efforts and resources to the education and improvement of all students.

• Goal

The Goal of the Carrollton-Farmers Branch ISD is high achievement for all students.

Supporting Objectives:

- Continuously increase student achievement
- Continuously improve the learning environment for students and staff
- Continuously increase operational effectiveness
- Continuously increase stakeholder confidence and support of our school system

Updated 09/20/12

Executive Summary continued

Strategic Improvement Plan

2011-2014

District Goal: High Achievement for All Students

- Supporting Objective 1: Continuously improve student achievement

Data Source(s): Education Resource Group (ERG); AEIS ERG ranks the largest 200 school districts in Texas based on their EPI (Education Productivity Index), which is determined by academic and financial metrics referred to as API (Academic Performance Index) and FPI (Financial Performance Index). Through linear regression, ERG compares a district's deviation from their expected score rather than absolute scores in order to take into account the impact economically disadvantaged students typically have on absolute scores allowing district comparisons regardless of the district's percentage of economically disadvantaged students. The API is calculated using performance on TAKS tests, 4 year graduation rates, and college admission tests (SAT and ACT) while the FPI is based on operational efficiency.

Performance Measure	2010 Results	2011 Target	2011 Results	2012 Target	2012 Results	2013 Target	2013 Results	2014 Target	2014 Results
Academic Performance Index (API)	17	15	17	10		5		1	
Recognized/Exemplary District (Designated Distinction 2013-14)	R	R	R	N/A	R	R		E	
Recognized/Exemplary Campuses (Designated Distinction 2013-2014)	34/38 89%	37/37 100%	31/37 84%	N/A	31/37 84%	35/37 95%		37/37 100%	
District Met Adequately Yearly Progress AYP (Yes or No)	Y	Y	N	Y	N	Y		Y	
Schools Met Adequately Yearly Progress AYP (% of schools)	37/38 97%	37/37 100%	33/37 89%	37/37 100%	18/38 47%	38/38 100%		38/38 100%	

Executive Summary continued

Strategic Improvement Plan

2011-2014

District Goal: High Achievement for All Students

- Supporting Objective 2: Continuously improve the learning environment for students and staff

Data Source(s): C-FB Texas Association of School Boards Employee Opinion Survey Results; AEIS

Performance Measure	2010 Results	2011 Target	2011 Results	2012 Target	2012 Results	2013 Target	2013 Results	2014 Target	2014 Results
Employee Job Satisfaction – <i>I would recommend this district to a friend as a good place to work.</i>	93%	95%	92%	94%	87%	97%		98%	
Employee Working Conditions – <i>I have the equipment, tools, and supplies to be successful in my job.</i>	93%	95%	95%	97%	90%	97%		97%	
Employee Compensation & Benefits – <i>I am paid fairly for the work I do.</i>	73%	80%	76%	85%	65%	88%		90%	
Student Attendance Rate	95.8%	96%	96%	97%	96%	97%		98%	
Students with Disciplinary Placements	*	2.0% (09-10)	2.3% (09-10)	1.9% (10-11)		1.9% (11-12)		1.9% (12-13)	

*2010 results were reported under a different format.

Executive Summary continued

Strategic Improvement Plan

2011-2014

District Goal: High Achievement for All Students

- Supporting Objective 3: Continuously improve operational effectiveness

Data Source(s): Education Resource Group (ERG)

Performance Measure	2010 Results	2011 Target	2011 Results	2012 Target	2012 Results	2013 Target	2013 Results	2014 Target	2014 Results
Financial Performance Index (FPI)	49	40	55	30		25		20	
Financial Performance Index (FPI)**	54		55	35		30		25	

**(updated Results/Targets due to ERG recalibrating FPI)

District Goal: High Achievement for All Students

- Supporting Objective 4: Continuously increase stakeholder confidence and support of our school system

Data Source(s): Education Resource Group (ERG); C-FB Texas Association of School Boards Employee Opinion Survey Results; Achieving Quality Together District Survey

Performance Measure	2010 Results	2011 Target	2011 Results	2012 Target	2012 Results	2013 Target	2013 Results	2014 Target	2014 Results
Education Productivity Index (EPI)	11	10	8	9		8		7	
Education Productivity Index (EPI)***	6		8	5		4		3	
Employee District Communications – <i>The district has my confidence and support.</i>	94%	96%	93%	95%	86%	95%		97%	
Achieving Quality Together Parent Survey – <i>Satisfied with school district*</i>	91.8*	94%	88.6%	90%	87.1%	92%		95%	

*Survey completed at elementary level only

*** (updated Results/Targets due to ERG recalibrating EPI)

Executive Summary continued

Carrollton-Farmers Branch ISD

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

Executive Summary continued



Carrollton-Farmers Branch Independent School District

DISTRICT IMPROVEMENT PLAN 2012-2013

Dr. Bobby Burns, Superintendent

C-FBISD 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.

Executive Summary continued

<p>BOARD OF TRUSTEES</p> <p>Nancy Cline, <i>President</i> James Goode, <i>Vice President</i> Richard Fleming, <i>Secretary</i> Lynn Chaffin, <i>Assistant Secretary</i> Frank Shor, <i>Board Member</i> Nancy Watten, <i>Board Member</i> John Mathews, <i>Board Member</i></p> <p style="text-align: center;">◆</p> <p>CARROLLTON-FARMERS BRANCH SCHOOLS</p> <p>SENIOR HIGH SCHOOLS</p> <p>Creekview Early College Newman Smith R. L. Turner Ranchview</p> <p>MIDDLE SCHOOLS</p> <p>Blalack Bush Field Long Perry Polk</p>	<p style="text-align: center;">C-FBISD GOAL</p> <p style="text-align: center;">The Goal of the Carrollton-Farmers Branch ISD is high achievement for all students.</p> <p style="text-align: center;">SUPPORTING OBJECTIVES</p> <p style="text-align: center;"><i>Supporting Objective 1:</i></p> <p style="text-align: center;">Continuously increase student achievement</p> <p style="text-align: center;"><i>Supporting Objective 2:</i></p> <p style="text-align: center;">Continuously improve the learning environment for students and staff</p> <p style="text-align: center;"><i>Supporting Objective 3:</i></p> <p style="text-align: center;">Continuously increase operational effectiveness</p> <p style="text-align: center;"><i>Supporting Objective 4:</i></p> <p style="text-align: center;">Continuously increase stakeholder confidence and support of our school system</p>	<p>ELEMENTARY SCHOOLS</p> <p>Blair Blanton Carrollton Central Country Place Davis Farmers Branch Freeman Furneaux Good Kent Landry Las Colinas La Villita McCoy McKamy McLaughlin McWhorter Rainwater Riverchase Rosemeade Sheffield Intermediate Sheffield Primary Stark Strickland Thompson</p> <p>CENTERS</p> <ul style="list-style-type: none"> • Mary Grimes Education Center • Bea Salazar Transition School • Huie Education Center
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Executive Summary continued

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

SUPPORTING OBJECTIVE 1	SUPPORTING OBJECTIVE 2	SUPPORTING OBJECTIVE 3	SUPPORTING OBJECTIVE 4
CONTINUOUSLY INCREASE STUDENT ACHIEVEMENT	CONTINUOUSLY IMPROVE THE LEARNING ENVIRONMENT FOR STUDENTS AND STAFF	CONTINUOUSLY INCREASE OPERATIONAL EFFECTIVENESS	CONTINUOUSLY INCREASE STAKEHOLDER CONFIDENCE AND SUPPORT OF OUR SCHOOL SYSTEM
<u>Performance Targets:</u> Academic Performance Index (API) <ul style="list-style-type: none"> ▪ STAAR – Satisfactory ▪ STAAR – Advanced ▪ Graduation Rate ▪ SAT Mean ▪ ACT Mean Recognized Rating AYP	<u>Performance Targets:</u> Employee <ul style="list-style-type: none"> ▪ Job Satisfaction ▪ Working Conditions ▪ Compensation and Benefits Student: <ul style="list-style-type: none"> ▪ Attendance Rate ▪ Disciplinary Placements 	<u>Performance Targets:</u> Financial Performance Index (FPI) <ul style="list-style-type: none"> ▪ Instructional Services ▪ Leadership Services ▪ Student Services ▪ Non Student Services ▪ Operating Services 	<u>Performance Targets:</u> Education Productivity Index (EPI) <ul style="list-style-type: none"> ▪ API ▪ FPI Parent Satisfaction Employee <ul style="list-style-type: none"> ▪ District Communications



HIGH ACHIEVEMENT FOR ALL STUDENTS

Executive Summary continued

Supporting Objective 1		Continuously increase student achievement		
Performance Target: Academic Performance Index (API): STAAR – Satisfactory; Recognized Rating; AYP				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Expand Instructional Rounds	Sheila Maher	September 13 – May 1	Progress on Short Term Targets & STAAR	Time Title II funds
Expand Project Based Learning	Erica Ysbrand	June staff development	STAAR & unit tests	Subs
Implement Assistant Principals' Academy	Holly Barber	9-17-12, 10-23-12, 11-29-12, 1-28-13, 2-26-13, 3-21-13	# of participants	Books
Provide coaching for English I, II, and III.	Erica Ysbrand	2012-2013 School Year	Observations and Student Performance on STAAR, ACT, PSAT and Final Exams	
Provide coaching for Algebra I, Geometry, and Algebra II.	Tanya Garvey	2012-2013 School Year	Observations and Student Performance on STAAR, ACT, PSAT and Final Exams	Training for coaches with Dr. David Molina Title II funds
Provide monthly math unit preview sessions to train teachers on working through the upcoming units to deepen the understanding of the goal of each unit.	Tanya Garvey	2012-2013 School Year	Student Performance STAAR, PSAT, and Final Exams	Time
Provide coaches for mathematics in elementary and middle school.	Pam Smith	August-May	STAAR Data	Title I funds
Conduct staff development on Building Numerical Fluency at the middle school level.	Pam Smith	September	STAAR Data – Reporting Category 1	Consultant Pam Harris Title II funds
Conduct staff development with Dr. George Acuff on Enhancing Rigor in Mathematics	Pam Smith	November	STAAR Data – Reporting Categories 2 and 4	Title II funds

Executive Summary continued

Supporting Objective 1		Continuously increase student achievement		
Performance Target: Academic Performance Index (API): STAAR – Satisfactory; Recognized Rating; AYP				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Classrooms: Measurement and Patterns, Relations, and Algebraic Thinking				
Ensure compliance with TEA Guidelines for participation requirements by ARD Committees making STAAR Modified decisions.	Randi Wells	August 2012- June 2013	ARD Committee Data	Staff training, campus visits, campus/ARD data collection
Promote and monitor the use of accommodations and/or modifications in the general education and/or special education settings to increase performance on the State Assessment in Mathematics	Randi Wells	August 2012- June 2013	STAAR Data	Staff Time, Staff Training
Support and build science teachers' knowledge through: <ul style="list-style-type: none"> • PD/PLC to guide and support IIP process • Coaching • Science accountable talk • Thinking through Quality Questioning • National Science Teachers Association conference • Online training for Science Supplemental Materials 	Susan Shipp	August 2012- May 2013	Classroom observations Unit test data STAAR Data	Science Specialist Title I funds District science curriculum Title II funds
Monitor student learning by providing fair assessments	Susan Shipp	August 2012- May 2013	Unit tests NWEA Measure of Academic Progress (MAP)	District science curriculum MAP

Executive Summary continued

Supporting Objective 1		Continuously increase student achievement		
Performance Target: Academic Performance Index (API): STAAR – Satisfactory; Recognized Rating; AYP				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
			STAAR Data	
Develop and enhance Readers'/Writers' Workshop at the secondary level with a focus on expository writing and study Anderson's book, <i>10 Things Every Writer Needs to Know</i> and emphasize critical thinking from Brookhart's <i>How to Assess Higher Order Thinking</i> .	Shirley Wright, Erica Ysbrand	August 2012- June 2013	STAAR Reading/ELA Data; Classroom Observations	Title II funds
Provide Coaching for Elementary Staff	Elementary LA Coaches	2012-2013 school year	Coaching evaluations Observe refined teacher pedagogy Increased STAAR scores	Title I funds
Conduct Guided Reading Training for all K, 1, 2 teachers	Susan Kelly	1, 2 Fall, Spring 2012-2013 K Spring 2013	Increased number of students reading on or above grade level on EOY Universal Assessment (Fountas & Pinnell)	When Readers Struggle (text) The Prompting Guide The Continuum of Literacy Learning (text)

Executive Summary continued

Supporting Objective 1		Continuously increase student achievement		
Performance Target: Academic Performance Index (API): STAAR - Advanced; Recognized Rating; AYP				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Use ELA Checkpoint data (PSAT/Readi-Step/STAAR) to drive instruction	Erica Ysbrand and Shirley Wright	August 2012- June 2013	STAAR Reading/ Writing Data; classroom observations; coaching	Coaches and specialists
Implement new COL II Spanish units of study for bilingual classrooms at elementary level/coaching	Isabella Piña-Hinojosa	September 2012 to July 2012	Lessons in COL II	Title III funds
Provide intervention to accelerate reading levels of struggling bilingual students learning in Spanish	Isabella Piña-Hinojosa	September 2012 to May 2012	PO's	Title III funds
Extend the Two-Way Dual program by adding a new elementary campus at McWhorter	Isabella Piña-Hinojosa	September 2012 to May 2012	Teachers & Students on TEAMS	Local & Title III funds
Extend the Two-Way Dual program by moving it up to Field Middle school to the first cohort of TW students	Isabella Piña-Hinojosa	September 2012 to May 2012	Teachers & Students on TEAMS	Local & Title III funds

Executive Summary continued

Supporting Objective 1		Continuously increase student achievement		
Performance Target: Academic Performance Index (API): STAAR - Advanced; Recognized Rating; AYP				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Provide instructional Bilingual Specialist, teacher Coaches, Program Specialists coordinating with English Language Arts to provide curriculum strategies for teachers of ELLs	Isabella Piña-Hinojosa	August 2012 to June 2012	Sign-In sheets from staff development Specialist, coaches excel of staff development provided	Title III funds
Purchase Reading Classroom instructional materials in L1 & L2 to increase student literacy and academic language for ELL students	Isabella Piña-Hinojosa	September 2012 to May 2012	PO's Letters to Teachers of Materials Provided	Title III funds
Provide district curriculum translators to assist parents and children in the bilingual program	Isabella Piña-Hinojosa	August 2012 to June 2012	Log of curriculum translations Translated curriculum	Title III – IM funds
Provide Language Services with Parent outreach translations in the top five languages	Isabella Piña-Hinojosa	August 2012 to June 2012	Translated documents Log of Parents	Title III – IM funds
Provide materials for newcomers across the district to increase student literacy in L2	Isabella Piña-Hinojosa	September 2012 to May 2012	PO's Letters to teachers of material provided	Title III – IM funds
Use ReadiStep data to drive instructional plans.	Gerry Charlebois Shirley Wright Pam Smith	August 2012 – June 2012	Improved SAT/ACT scores	

Executive Summary continued

Supporting Objective 1	Continuously increase student achievement			
Performance Target: Academic Performance Index (API): Graduation Rate; AYP				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Increase the graduation rate for students in special education by implementing a monitoring system in eighth grade and beyond.	Randi Wells	August 2012 – June 2013	ERG Data	Staff time, Campus Transition Specialists and Graduation Team Meetings

Supporting Objective 1	Continuously increase student achievement			
Performance Target: Academic Performance Index (API): SAT/ACT Mean				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Implement PSAT/SAT/ACT student prep sessions: Revolution Prep & CFB Summer Prep Program	Gerry Charlebois	August 2012- July 2013	Improved SAT/ACT scores	
Increase participation in student SAT/ACT programs by improving communication and advocacy for the Superintendent's Top 100 students.	Gerry Charlebois	August 2012- July 2013	Increased number of students participating in prep programs	
Implement PSAT/SAT formatted lessons within teacher instruction	Gerry Charlebois	August 2012- July 2013	Improved SAT/ACT scores	State Comp Ed. district funds
Provide targeted accelerated instruction for students At Risk of not graduating	Michelle Bailey/Tracy Smith	August 2012 – July 2013	STAAR data graduation data	State Comp Ed. District funds, State Comp Ed. Campus funds, PLATO, Read 180, Certified teacher assist. Instructional specialist ESL Newcomers, COL 2.0

Executive Summary continued

Supporting Objective 2		Continuously improve the learning environment for students and staff		
Performance Target: Employee: Job Satisfaction – <i>I would recommend this district to a friend as a good place to work.</i>				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Participate in the TASB survey on Employee Job Satisfaction	Trini Garza Jason Liewehr Benita Gordon	October 2012- February 2013	TASB survey results	Title II

Supporting Objective 2		Continuously improve the learning environment for students and staff		
Performance Target: Employee: Working Conditions – <i>I have the equipment, tools, and supplies to be successful in my job.</i>				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Analyze/Reduce copier placements for right sizing	Rob McLaughlin	March 2013	Upon contract execution	Current local resources
Initiate construction of Las Colinas replacement school	Johnny Hibbs	May 2013	Board approval of contracts	2003 Bond initiative
Forecast and procure district power for year 2014	Johnny Hibbs	November 2012	North Texas Pricing Index	Current local resources
Initiate constructions of Polk MS additions	Johnny Hibbs	March 2013	Board approval of contracts	2003 Bond Initiative
Finalize implementation of employee benefits and fixed asset software system to replace non-sustainable system.	Scott Roderick	Complete and operational by January 2013	Operational System	Local funds and staff
Implement a new substitute management system.	Benita Gordon Jason Liewehr	September 2012-June 2013	Operational System	Local funds

Supporting Objective 2		Continuously improve the learning environment for students and staff		
Performance Target: Employee: Compensation and Benefits – <i>Overall, I am satisfied with the pay and benefits offered by the district.</i>				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Compile a teacher attrition report of top three reasons teachers left C-FB in 2011-2012	Trini Garza Jason Liewehr Benita Gordon	October 2012- November 2012	Comparison of attrition due to reason	Employee Exit Questionnaire
Conduct a TASB Employee Compensation Study	Trini Garza Jason Liewehr Benita Gordon	September 2012-June 2013	Final Report from TASB	Current local resources

Executive Summary continued

Supporting Objective 2		Continuously improve the learning environment for students and staff		
Performance Target: Student: Attendance Rate				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Continue employee relations regarding indoor air quality information and empowerment	Johnny Hibbs	Ongoing	Absenteeism	Current local funds
Revise and monitor Secondary and Elementary staffing guidelines	Trini Garza Jason Liewehr Benita Gordon	June 7, 2013	Revised guidelines, monitoring system	ERG Data
Supporting Objective 2		Continuously improve the learning environment for students and staff		
Performance Target: Student: Disciplinary Placements				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Adopt bullying policies/procedures that will help create a safe and effective learning environment for students	Michelle Bailey	August 27, 2012	Survey data Discipline data	R-Time Negotiate Code of Conduct Student Parent Handbook
Provide staff development and monitor campus plans and strategies to address suicide prevention including counseling services and prevention programs, which include conflict resolution and violence prevention.	Jo Gillen	Year round	VI form Record of attendance for mandatory trainings	Teen Contact Program VI Form Counselor SharePoint
Provide staff development and monitor campus plans and strategies to address teen dating violence, including counseling services for the victim and perpetrator, as well as, awareness education for parents and students to promote a safe academic environment.	Jo Gillen	Year round	Bullying/Teen Dating Video Harassment Reporting Form	Counselor SharePoint VI Form

Executive Summary continued

Supporting Objective 3	Continuously increase operational effectiveness			
Performance Target: Financial Performance Index (FPI): Instructional Services				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Analyze data of top ten ranked districts in ERG's Financial Performance Index to evaluate operational efficiencies.	Tonya Tillman	June 1, 2013	Recommendation plan to increase efficiency submitted to Cabinet	Local resources

Supporting Objective 3	Continuously increase operational effectiveness			
Performance Target: Financial Performance Index (FPI): Leadership Services				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Include a comprehensive review of administrative staffing as part of budget development	Mark Hyatt	May 2013	Review of ERG data	n/a

Supporting Objective 3	Continuously increase operational effectiveness			
Performance Target: Financial Performance Index (FPI): Student Services				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Determine facility needs through demographic forecasting	Johnny Hibbs	February 2013	Verification of attendance vs. capacity	Current local resources

Executive Summary continued

Supporting Objective 3	Continuously increase operational effectiveness			
Performance Target: Financial Performance Index (FPI): Non-Student Services				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Analyze investment options to identify opportunities to achieve greater portfolio diversification and maximize earnings potential without impacting safety of funds	Steve Franks	June 2013	Investment Portfolio Diversification	Local resources
Supporting Objective 3	Continuously increase operational effectiveness			
Performance Target: Financial Performance Index (FPI): Operating Services				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Analyze various procurement options to maximize the efficiency of the District's procurement and payment processes	Steve Franks	June 2013	Plan to increase efficiency submitted to Associate Superintendent	Local Resources
Obtain an independent, transaction-level review of historical disbursements to vendors to evaluate disbursement controls and determine payment accuracy.	Steve Franks	June 2013	Third Party Engagement Summary Report	Local Resources
Supporting Objective 4	Continuously increase stakeholder confidence and support of our school system			
Performance Target: Education Productivity Index (EPI)				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Review overall EPI for 2012 and develop appropriate District objectives for the current environment	Mark Hyatt	May 2013	Clear District Strategy	n/a
Facilitate District Diversity Committee	Pat Franklin	Year round	Programs/tasks completed	Committee members Brookhaven Community College
Promote EPI and district accolades through presentations and communications	Strategic Communication Services	2012-2013 school year	Number of presentations; Number of communications	Staff Time

Executive Summary continued

Supporting Objective 4	Continuously increase stakeholder confidence and support of our school system			
Performance Target: Parent Satisfaction: Achieving Quality Together				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Implement Community Ambassador Program	Strategic Communication Services	2012-2013 school year	Number of Ambassadors trained	Staff Time
Use various media including social media, enews and Blackboard Connect to contact parents regarding testimonials, campus and district activities and accolades	Strategic Communication Services	2012-2013 school year	Number of contacts; Number of calls; Number of testimonials; Increased parent satisfaction on Achieving Quality Together Survey	Staff Time
Provide software technology for parents of Two-Way Dual students at three campuses	Isabella Piña-Hinojosa	September 2012 to May 2012	Log in of program being used	Title III – IM Title III
Provide software technology for the Adult Education of ELL parents at RLT	Isabella Piña-Hinojosa	September 2012 to May 2012	Log in data of program being used	Title III

Supporting Objective 4	Continuously increase stakeholder confidence and support of our school system			
Performance Target: Employee: District Communications – <i>The district has my confidence and support.</i>				
ACTION STRATEGY	PERSON RESPONSIBLE	TIMELINE	EVALUATION/ MEASURE	RESOURCES
Increase financial transparency by modifying current online information to comply with the comptroller's leadership circle transparency program.	Tonya Tillman	June 2013	Texas Comptroller Leadership Circle Award	Local resources and staff
Utilize eFACTS data in community presentations to increase stakeholder/employee confidence and support of school system	Tonya Tillman	June 2013	Community Presentations	Local resources
Implement Staff Ambassador Program	Strategic Communication Services	2012-2013 school year	Number of teachers trained	Staff Time
Conduct faculty visits by the District's leadership team	Bobby Burns	2012-2013 school year	Number of campus visits	Staff Time

Executive Summary continued

Results information for 2012 will be updated upon receipt of published STAAR data standards in early 2013.

ERG Performance Index	2010 Rank	2011 Target	2011 Rank	2012 Target	2012 Rank	2013 Target	2013 Rank
Education Productivity Index (EPI)	6		8	5		4	
Academic Performance Index (API)	17	15	17	10		5	
Financial Performance Index (FPI)	54		55	35		30	

Employee Opinion Survey	2011 Result	2012 Target	2012 Result	2013 Target	2013 Result
Employee Job Satisfaction – <i>I would recommend this district to a friend as a good place to work.</i>	92	94	87	97	
Employee Working Conditions – <i>I have the equipment, tools, and supplies to be successful in my job.</i>	95	97	90	97	
Employee Compensation & Benefits – <i>Overall, I am satisfied with the pay and benefits offered by the district.</i>	76	85	65	88	
Employee District Communications – <i>The district has my confidence and support.</i>	93	95	86	95	

AEIS	2011 Result	2012 Target	2012 Result	2013 Target	2013 Result
Rating	R	NA	R		
Student Attendance Rate	96	97			

Achieving Quality Together (Parent Survey)	2011 Result	2012 Target	2012 Result	2013 Target	2013 Result
Very Satisfied or Satisfied with District	88.6	90	87.1	92	

RESULTS - 2012 PROGRESS TOWARD TARGETS

of Targets Met _____

of Targets Not Met _____

Percent at Target _____

RESULTS - 2013 PROGRESS TOWARD TARGETS

of Targets Mets _____

of Targets Not Met _____

Percent at Target _____

Executive Summary continued

Supporting Objective 1

Continuously increase student achievement

Results information for 2012 will be updated upon receipt of published STAAR data standards in early 2013.

READING/ELA												
READING/ELA	2011	2012		2011	2012		2012	2013		2012	2013	
Student Group	% PASS	% SATIS		% COM	% ADV		% PASS	% SATIS		% COM	% ADV	
		Target	Result		Target	Result		Target	Result		Target	Result
Afr. American	90			28								
Hispanic	89			26								
White	97			48								
Econ. Dis.	89			26								
LEP	76			17								
G/T	99+			74								
Special Ed	81			19								
All Students	92			33								

WRITING												
WRITING	2011	2012		2011	2012		2012	2013		2012	2013	
Student Group	% PASS	% SATIS		% COM	% ADV		% PASS	% SATIS		% COM	% ADV	
		Target	Result		Target	Result		Target	Result		Target	Result
Afr. American	95			26								
Hispanic	93			26								
White	96			45								
Econ. Dis.	93			26								
LEP	86			15								
G/T	99+			77								
Special Ed	87			13								
All Students	95			33								

SOCIAL STUDIES												
SOCIAL STUDIES	2011	2012		2011	2012		2012	2013		2012	2013	
Student Group	% PASS	% SATIS		% COM	% ADV		% PASS	% SATIS		% COM	% ADV	
		Target	Result		Target	Result		Target	Result		Target	Result
Afr. American	96			44								
Hispanic	96			44								
White	99			74								
Econ. Dis.	95			44								
LEP	80			14								
G/T	100			93								
Special Ed	87			18								
All Students	97			54								

Executive Summary continued

Results information for 2012 will be updated upon receipt of published STAAR data standards in early 2013.

MATHEMATICS												
MATHEMATICS	2011	2012		2011	2012		2012	2013		2012	2013	
<i>Student Group</i>	% PASS	% SATIS		% COM	% ADV		% PASS	% SATIS		% COM	% ADV	
		Target	Result		Target	Result		Target	Result		Target	Result
Afr. American	80			19								
Hispanic	85			24								
White	93			43								
Econ. Dis.	84			24								
LEP	81			24								
G/T	99+			79								
Special Ed	75			16								
All Students	87			31								

SCIENCE												
SCIENCE	2011	2012		2011	2012		2012	2013		2012	2013	
<i>Student Group</i>	% PASS	% SATIS		% COM	% ADV		% PASS	% SATIS		% COM	% ADV	
		Target	Result		Target	Result		Target	Result		Target	Result
Afr. American	81			21								
Hispanic	83			26								
White	95			55								
Econ. Dis.	83			26								
LEP	61			12								
G/T	99+			76								
Special Ed	74			16								
All Students	87			35								

RESULTS - 2012 PROGRESS TOWARD TARGETS

	SATISFACTORY	ADVANCED
# of Targets Met	_____	_____
# of Targets Not Met	_____	_____
Percent at Target	_____	_____

RESULTS - 2013 PROGRESS TOWARD TARGETS

	SATISFACTORY	ADVANCED
# of Targets Met	_____	_____
# of Targets Not Met	_____	_____
Percent at Target	_____	_____

Executive Summary continued

Supporting Objective 1

Continuously increase student achievement

	READING EOC					
Student Group	2012 % SATIS	2013 % SATIS		2012 % ADV	2013 % ADV	
		Target	Result		Target	Result
Afr. American	66	80		7	10	
Hispanic	64	80		5	10	
White	86	90		17	25	
Econ. Dis.	63	80		4	10	
LEP	15	50		0	5	
G/T	100	100		33	50	
Special Ed	27	50		0	5	
All Students	70	85		8	12	

	WRITNG EOC					
Student Group	2012 % SATIS	2013 % SATIS		2012 % ADV	2013 % ADV	
		Target	Result		Target	Result
Afr. American	50	70		0	5	
Hispanic	44	70		1	5	
White	76	90		6	10	
Econ. Dis.	46	70		2	5	
LEP	5	40		0	5	
G/T	95	99		16	25	
Special Ed	9	40		0	5	
All Students	54	75		3	7	

	ALGEBRA I EOC					
Student Group	2012 % SATIS	2013 % SATIS		2012 % ADV	2013 % ADV	
		Target	Result		Target	Result
Afr. American	76	90		4	15	
Hispanic	78	90		4	15	
White	91	90		20	35	
Econ. Dis.	78	90		6	15	
LEP	63	90		7	15	
G/T	98	100		46	80	
Special Ed	52	90		0	5	
All Students	83	90		12	20	

Executive Summary continued

Supporting Objective 1

Continuously increase student achievement

	ALGEBRA II EOC					
Student Group	2012 % SATIS	2013 % SATIS		2012 % ADV	2013 % ADV	
		Target	Result		Target	Result
Afr. American	100	90		61	50	
Hispanic	77	90		21	50	
White	98	90		76	50	
Econ. Dis.	82	90		26	50	
LEP	67	90		8	20	
G/T	97	100		69	80	
Special Ed	-	90		-	10	
All Students	84	90		34	50	

	GEOMETRY EOC					
Student Group	2012 % SATIS	2013 % SATIS		2012 % ADV	2013 % ADV	
		Target	Result		Target	Result
Afr. American	98	90		28	15	
Hispanic	99	90		22	15	
White	100	90		50	25	
Econ. Dis.	99	90		22	15	
LEP	-	90		-	15	
G/T	100	100		59	80	
Special Ed	-	90		-	5	
All Students	99	90		36	20	

	BIOLOGY EOC					
Student Group	2012 % SATIS	2013 % SATIS		2012 % ADV	2013 % ADV	
		Target	Result		Target	Result
Afr. American	91	93		4	12	
Hispanic	85	90		5	12	
White	98	98		24	30	
Econ. Dis.	86	90		5	12	
LEP	57	60		1	2	
G/T	100	100		47	53	
Special Ed	71	74		1	2	
All Students	90	95		10	20	

Executive Summary continued

Supporting Objective 1

Continuously increase student achievement

PHYSICS EOC						
Student Group	2012 % SATIS	2013 % SATIS		2012 % ADV	2013 % ADV	
		Target	Result		Target	Result
Afr. American	90	92		10	12	
Hispanic	69	80		7	12	
White	86	88		29	32	
Econ. Dis.	71	78		8	12	
LEP	4	50		0	2	
G/T	98	100		47	53	
Special Ed	4	50		0	2	
All Students	74	82		11	20	

WORLD GEOGRAPHY EOC						
Student Group	2012 % SATIS	2013 % SATIS		2012 % ADV	2013 % ADV	
		Target	Result		Target	Result
Afr. American	78	90		6	15	
Hispanic	80	90		8	15	
White	95	90		29	40	
Econ. Dis.	79	90		8	15	
LEP	40	90		2	15	
G/T	100	100		59	80	
Special Ed	48	90		2	15	
All Students	84	90		14	20	

RESULTS - 2013 PROGRESS TOWARD TARGETS

	SATISFACTORY	ADVANCED
# of Targets Met	_____	_____
# of Targets Not Met	_____	_____
Percent at Target	_____	_____

Executive Summary continued

Supporting Objective 1

Continuously increase student achievement

Results information for 2012 will be updated upon receipt of published STAAR data standards in early 2013.

C-FBISD	COMPLETION RATE											
	Class of 2009		Class of 2010		Class of 2011				Class of 2012			
	Completion Rate	4 yr grads	Comp Rate	4 yr grads	Comp Rate		4 year grads		Comp Rate		4 year grads	
					Target	Results	Target	Results	Target	Results	Target	Results
Student Group	Comp Rate	4 yr grads	Comp Rate	4 yr grads	Target	Results	Target	Results	Target	Results	Target	Results
Afr. American	92.7	82.9	96.6	87.5	97	94.7	89	87.7	97		89	
Hispanic	92.2	77.1	92.5	81.5	93	93.4	83	81.3	94		83	
White	95.3	90.6	95.6	92.9	97	98.0	94	94.1	99		95	
Econ. Dis.	93.7	83.8	93.8	87.4	94	95.1	89	87.1	96		89	
All Students	94.1	84.5	94.7	87.3	95	95.5	90	87.4	96		90	

Dropout Rate	ANNUAL DROPOUT RATE GRADES 7-8							
	2008-2009		2009-2010		2010-2011		2011-2012	
	Rate	Rate	Target	Results	Target	Results		
Student Group	Rate	Rate	Target	Results	Target	Results		
Afr. American	1.1	.1	.1	.3	0			
Hispanic	.5	.1	.1	0	0			
White	.4	.1	.1	0	0			
Econ. Dis.	.2	0	0	.1	0			
All Students	.6	.1	.1	.1	0			

RESULTS - 2012 PROGRESS TOWARD TARGETS		
	Completion	Dropout
# of Targets Met	5	3
# of Targets Not Met	5	2
Percent at Target	50	60

RESULTS - 2013 PROGRESS TOWARD TARGETS		
	Completion	Dropout
# of Targets Met		
# of Targets Not Met		

ADEQUATE YEARLY PROGRESS (AYP)	
C-FBISD	Met AYP
2009	Y
2010	Y
2011	N
Target 2012	Y
Results 2012	N
Target 2013	Y
Results 2013	

Executive Summary continued

Supporting Objective 1

Continuously increase student achievement

C-FBISD		SAT MEAN SCORES					
Subtests	2009	2010	2011	2012		2013	
				Target	Results	Target	Results
Critical Reading	497	488	485	497	487	497	
Mathematics	533	519	513	521	512	521	
Writing	489	482	478	489	477	489	
Combined Score	1519	1489	1476	1507	1476	1507	
Percent Tested	43%	47%	53%	55%	56%	57%	

C-FBISD		ACT MEAN SCORES					
Subtests	2009	2010	2011	2012		2013	
				Target	Results	Target	Results
English	20.0	20.2	20.5	21	20.8	21	
Mathematics	22.2	22.2	22.5	24	22.3	24	
Reading	21.0	21.2	21.5	22	21.7	22	
Science	21.2	21.6	21.6	21.8	21.7	22	
Composite	21.2	21.4	21.6	22.5	21.8	22.5	
Percent Tested	23%	25%	23%	25%	25.9	26%	

RESULTS - 2012 PROGRESS TOWARD TARGETS

	SAT	ACT
# of Targets Met	1	1
# of Targets Not Met	4	5
Percent at Target	20	16

RESULTS - 2013 PROGRESS TOWARD TARGETS

	SAT	ACT
# of Targets Met	_____	_____
# of Targets Not Met	_____	_____
Percent at Target	_____	_____

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:

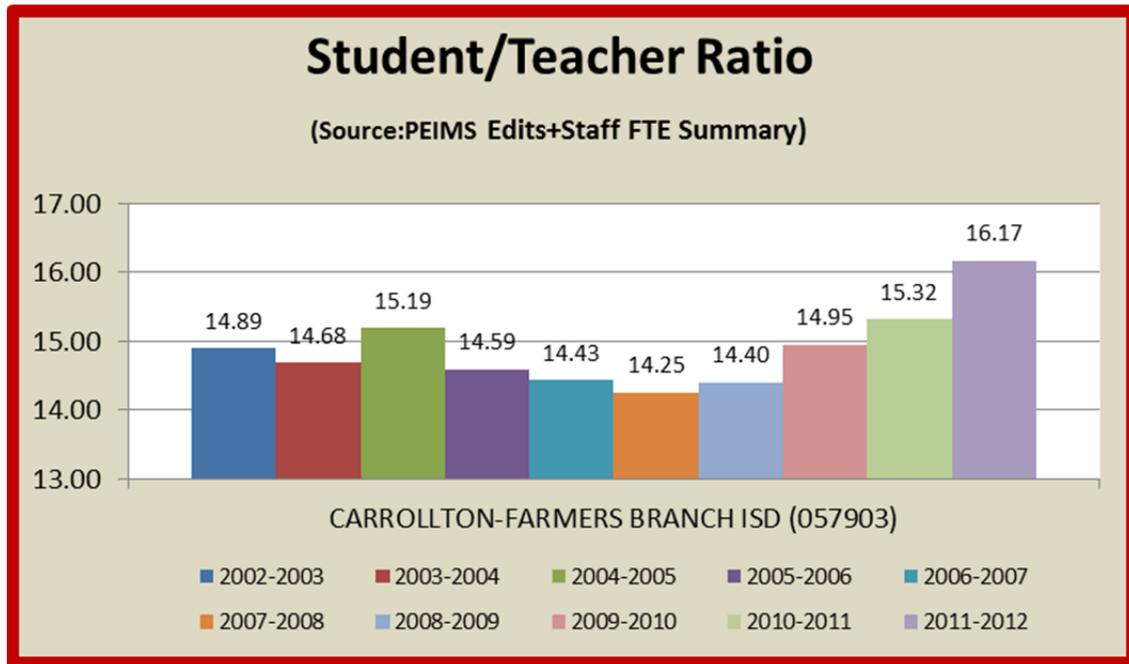
1 of 1

PERSONNEL



Executive Summary continued

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



Executive Summary continued

The table below depicts the Staff by Sex and Ethnicity for 2010-11.

Staff Summary by Sex and Ethnicity 2011-12 (Source: PEIMS Edit+ Report – Staff FTE Summary)

	White	Hispanic	Black	Other	Totals
Male	407.00	127.20	50.30	70.70	655.20
Male Percentage	13.3%	4.2%	1.6%	2.3%	21.4%
Female	1,595.60	500.70	168.30	144.30	2,408.90
Female Percentage	52.1%	16.3%	5.5%	4.7%	78.6%

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)

	2007-08	2007-08 %	2008-09	2008-09 %	2009-10	2009-10 %	2010-11	2010-11 %	2011-12	2011-12 %
No Degree	4.8	0.3%	7.0	0.4%	8.0	0.5%	6.5	0.4%	5.6	0.3%
Bachelors	1,393.7	75.4%	1,372.6	75.4%	1,278.7	74.0%	1,278.6	75.1%	1,212.4	74.2%
Masters	437.0	23.7%	432.6	23.8%	431.7	25.0%	405.0	23.8%	406.5	24.9%
Doctorate	12.4	0.7%	9.0	0.5%	8.9	0.5%	12.0	0.7%	10.4	0.6%

Executive Summary continued

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

Teachers by Years of Experience

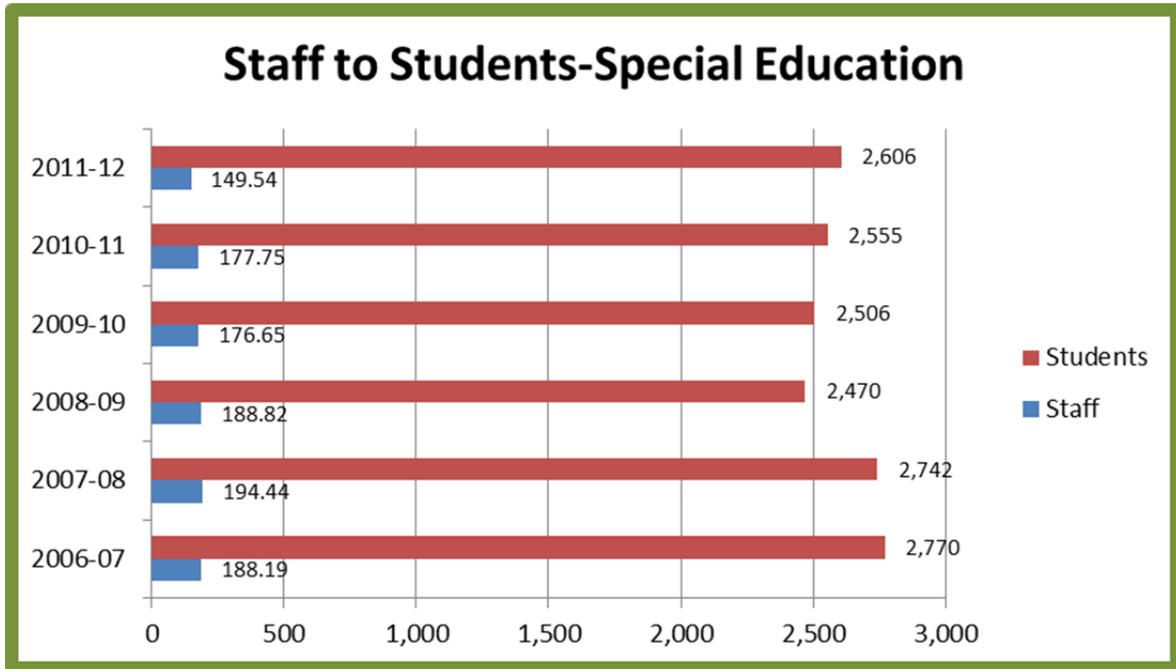
(Source: PEIMS Edit+ Report – Staff FTE Summary)

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Beginning Teachers	132.7	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%)
1-5 Years Experience	650.7	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%)
6-10 Years Experience	344.0	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%)
11-20 Years Experience	345.5	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%)
Over 20 Years Experience	269.3	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%)
Avg Exp Teachers-TX	9.9	9.0	9.1	8.8	8.8	8.8	9.6	9.9	10.2
Avg Exp Teachers-District	5.9	5.5	5.6	5.4	5.4	5.6	6.4	6.8	7.2

Executive Summary continued

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

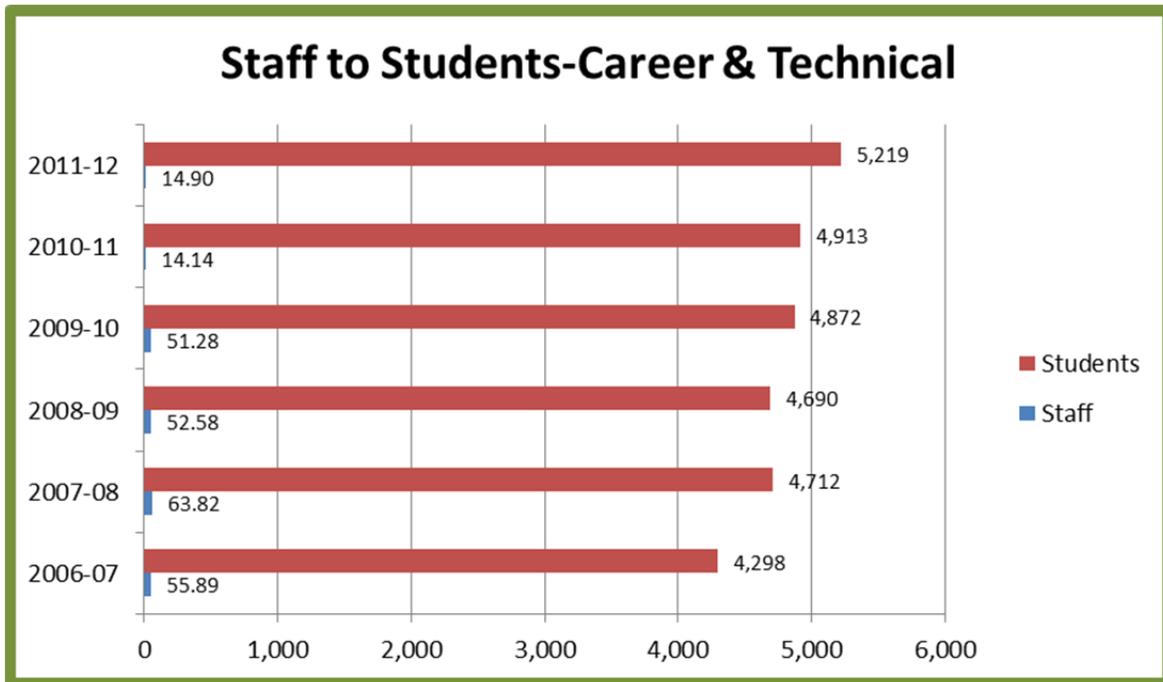
Note: The implementation of the Response to Intervention (RtI) three Tier model has resulted in a decrease in the number of students being referred for education evaluation. Additionally, a change in the eligibility criteria for Learning Disability has led to a decline in the number of identified students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



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

Executive Summary continued

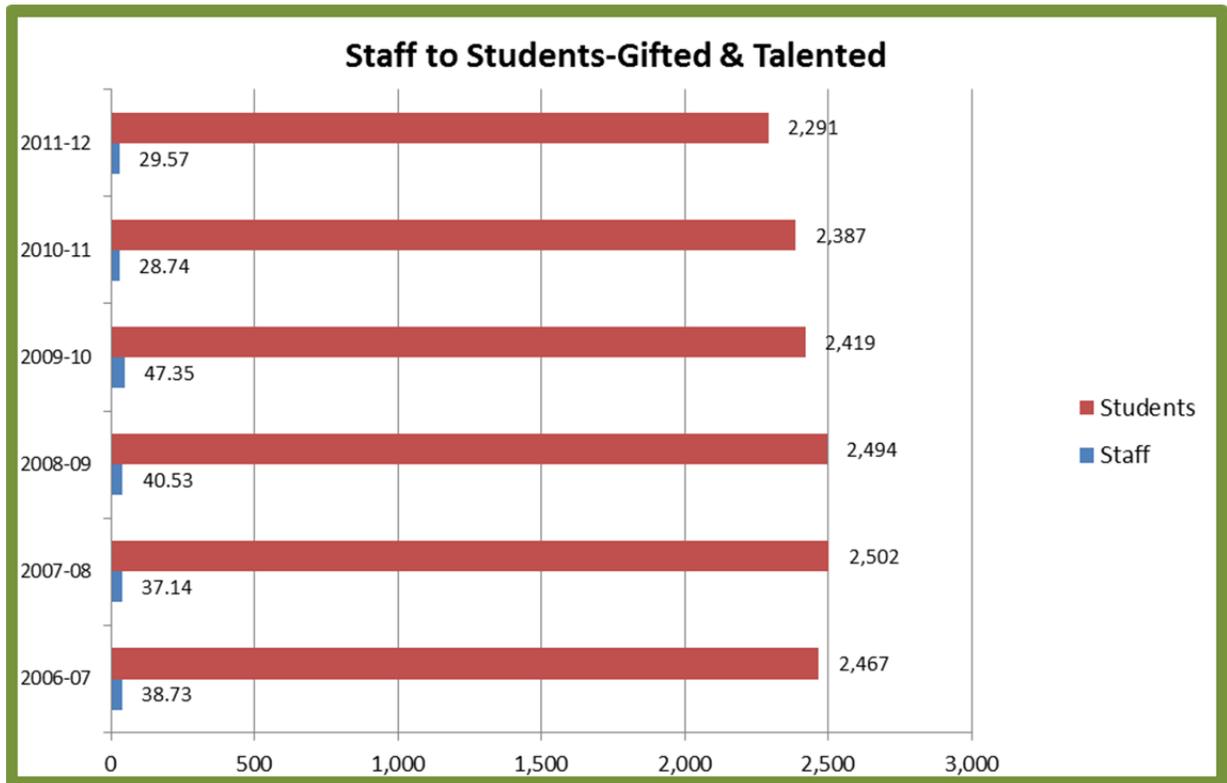
The graph below depicts Staff to Students – Career & Technical- changes over time.



(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

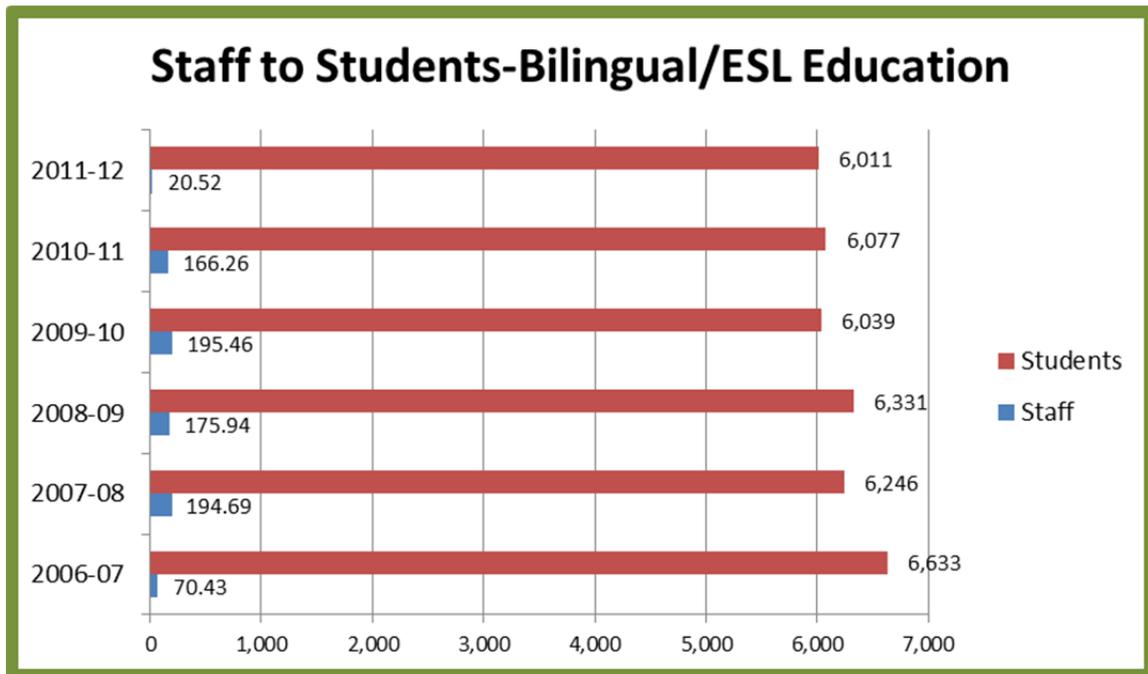
The graph below depicts Staff to Students – Gifted & Talented Education – changes over time.



(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.



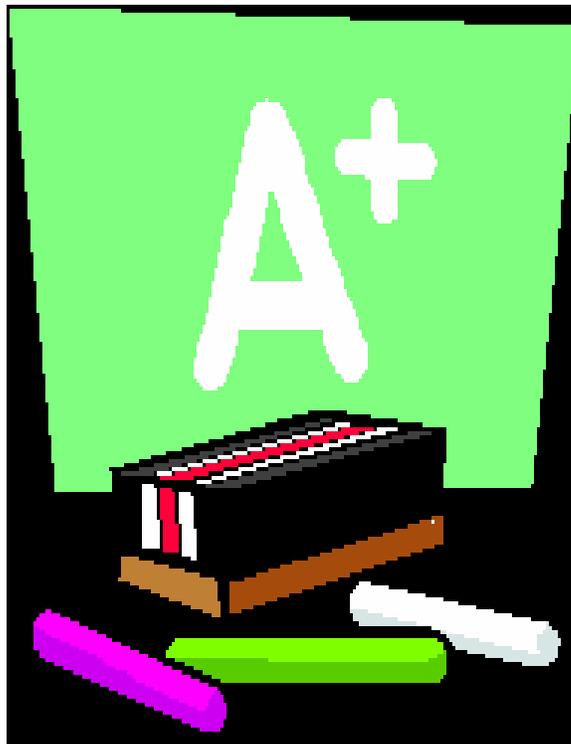
Carrollton · Farmers Branch

Independent School District

••• An Innovative Leader in Learning •••

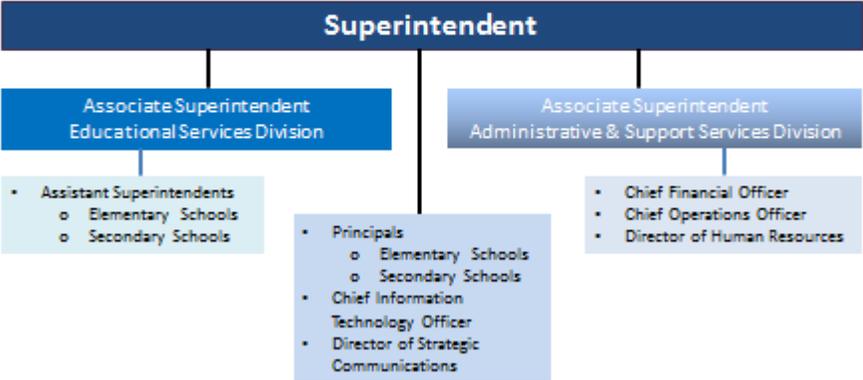
Organization Section

Carrollton-Farmers Branch Independent School District



Organization Section continued

Carrollton-Farmers Branch Independent School District 2012-13 Organizational Structure



As of August 9, 2012

Organization Section continued

Descriptions of Organization Units

Office of the Superintendent: The Superintendent is responsible for providing leadership and direction for the development on 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: *As a district, we dedicate all our efforts and resources to the education and improvement of all students.*

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

Supporting Objectives:

- *Continuously increase student achievement*
- *Continuously improve the learning environment for students and staff*
- *Continuously increase operational effectiveness*
- *Continuously increase stakeholder confidence and support of our school system*

Organization Section continued

The following report lists the district staff by PEIMS role id as of October 2011.

V 2.1.1

Staff FTE by Role

2011 - 2012 Fall Collection

Filename: F2012057903

District: 057903 - CARROLLTON-FARMERS BRANCH ISD

	Role FTE	Summary FTE	Percent
Total Staff (FTEs):		3,064.1	100.0%
Teachers		1,634.9	53.4%
047 Substitute Teacher	0.1		0.0%
087 Teacher	1,634.8		53.4%
Professional Support		347.6	11.3%
006 Audiologist	1.0		0.0%
008 Counselor	57.0		1.9%
011 Educational Diagnostician	31.9		1.0%
013 Librarian	38.8		1.3%
016 Occupational Therapist	7.0		0.2%
017 Certified Orientation and Mobility Specialist (COMS)	1.0		0.0%
018 Physical Therapist	2.0		0.1%
022 School Nurse	36.0		1.2%
023 LSSP/Psychologist	5.1		0.2%
024 Social Worker	1.0		0.0%
026 Speech Therapist/Speech-Language Pathologist	33.0		1.1%
054 Department Head	3.0		0.1%
056 Athletic Trainer	5.7		0.2%
058 Other Campus Professional Personnel	59.0		1.9%
080 Other Non-instructional District Professional Personnel	66.1		2.2%
Campus Administration		90.5	3.0%
003 Assistant Principal	47.0		1.5%
012 District Instructional Program Director or Executive Director	2.0		0.1%
020 Principal	38.5		1.3%
055 Registrar	3.0		0.1%
Central Administration		42.0	1.4%
004 Assistant/Assoc/Deputy Super	2.0		0.1%
012 District Instructional Program Director or Executive Director	33.4		1.1%
027 Superintendent/Chief Administrative Officer/CEO/President	1.0		0.0%
028 Teacher Supervisor	1.0		0.0%
040 Athletic Director	1.0		0.0%
043 Business Manager	0.6		0.0%
044 Tax Assessor &/or Collector	1.0		0.0%
045 Director of Personnel/HR	2.0		0.1%
Educational Aides		192.7	6.3%
033 Educational Aide	192.7		6.3%
Auxiliary Staff		756.4	24.7%

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 Education ("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 26,580, for the 2012-13 budget year.

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 - 120,332; Male 49.6%, Female 50.4%

Population by Race:

- ❖ White 45.3%
- ❖ Black 8.2%
- ❖ Hispanic or Latino Origin 31.2% (of any race)
- ❖ American Indian 0.4%
- ❖ Asian or Pacific Islander 12.6%
- ❖ Other Race 0.1%
- ❖ Two or more races 2.2%

Median age - 35.7

- Persons under 5 years old 6.3%
- Persons over 18 years old 74.1%
- Persons 65 and over 8.2%

Organization Section continued

City of Carrollton continued

Demographics:

Economic Characteristics:

- Median household income \$68,097
- Median family income \$76,159
- Per capita income \$30,468

Housing Characteristics:

- ✓ Owner-occupied housing units 59.2%
- ✓ Renter-occupied housing units 34.9%
- ✓ Vacant housing units 5.9%

Area - 36.6 square miles

Source: U.S. Census Bureau, American FactFinder, 2009-2011 American Community Survey

City of Dallas

Demographics:

Population - 1,205,888; Male 50.2%, Female 49.8%

Population by Race:

- ❖ White 29.3%
- ❖ Black 23.9%
- ❖ Hispanic or Latino Origin 42.5% (of any race)
- ❖ American Indian 0.2%
- ❖ Asian or Pacific Islander 2.7%
- ❖ Other Race 0.1%
- ❖ Two or more races 1.3%

Median age - 31.7

- Persons under 5 years old 8.6%
- Persons over 18 years old 73.8%
- Persons 65 and over 9.1%

Economic Characteristics:

- Median household income \$41,399
- Median family income \$44,934
- Per capita income \$26,354

Housing Characteristics:

- ✓ Owner-occupied housing units 38.6%

Organization Section continued

City of Dallas continued

Demographics:

- ✓ Renter-occupied housing units 48.8%
- ✓ Vacant housing units 12.6%

Area - 384.7 square miles

Source: U.S. Census Bureau, American FactFinder, 2009-2011 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 - 217,059; Male 49.8%, Female 50.2%

Population by Race:

- ❖ White 30.6%
- ❖ Black 11.6%
- ❖ Hispanic or Latino Origin 41.8% (of any race)
- ❖ American Indian 0.2%
- ❖ Asian or Pacific Islander 13.7%
- ❖ Other Race 0.5%
- ❖ Two or more races 1.6%

Median age - 31.0

- Persons under 5 years old 8.6%
- Persons over 18 years old 72.4%
- Persons 65 and over 6.6%

Economic Characteristics:

- Median household income \$47,866
- Median family income \$52,333
- Per capita income \$25,734

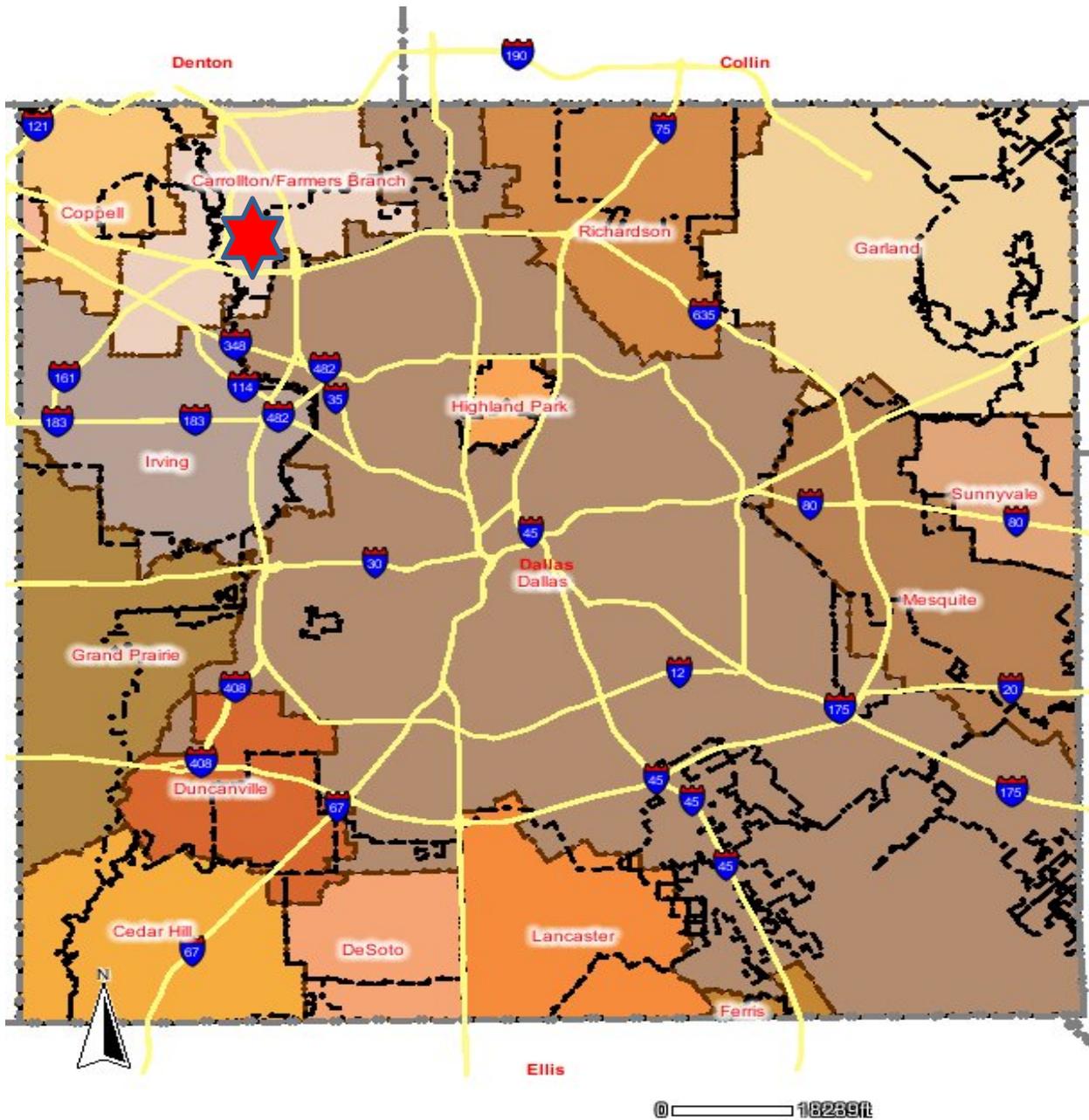
Housing Characteristics:

- ✓ Owner-occupied housing units 35.9%
- ✓ Renter-occupied housing units 53.5%
- ✓ Vacant housing units 10.6%

Area - 67.6 square miles

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

Organization Section continued



Organization Section continued

Selected Major Area Employers		
Employer	Type of Business	Approximate Number of Employees
Carrollton-Farmers Branch ISD	Education	3,219
International Business Machines	Computer sales and service	3,200
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: City of Carrollton 2012 Community Profile
City of Farmers Branch 2012 Community Profile

2012 Tax Roll Principal Taxpayers

Taxpayer	Nature of Property	Taxable Assessed Valuation	Percent of Total Taxable Assessed Valuation	Rank
AT&T Mobility/AT&T Services Inc./ Southwestern Bell/SWB Video	Telephone Utility/Internet Services	\$147,202,680	1.04%	1
Texas Utilities Electric Co./TXU Energy Retail Co./Oncor Delivery	Power Utility	\$101,463,144	0.71%	2
Verizon Data/Verizon Online/GTE Realty Corp./GTE Communications	Telephone Utility/Internet Services	\$88,175,399	0.62%	3
Walmart/Sams	Retail	\$86,143,428	0.61%	4
Exxon/Mobil	Industrial/Petroleum	\$80,232,559	0.56%	5
Wells Reit II/Wells Reit Las Colinas	Rental Property	\$77,646,780	0.55%	6
Nokia Inc.	Electronics	\$76,315,110	0.54%	7
Halliburton Company Inc.	Oilfield Services	\$72,248,349	0.51%	8
Microsoft Corporation	Computer Software	\$64,447,520	0.45%	9
Cobalt Industrial/Cobalt Industrial REIT	Rental Property	\$60,716,242	0.43%	10
Totals		\$854,591,211	6.02%	

Source: District Tax Office

Note: Freeport exemption is not in the "taxable" value

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 District has one of the leading technology programs in the state. All campuses are connected to a wide-area network and have direct Internet access. 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 youngsters.

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 their 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.

Organization Section continued

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 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 reimbursement for professional salaries and other operating expenditures, 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 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). Internal Service Funds are where revenues and expenses related to services provided to organizations inside the District on a cost reimbursement

Organization Section continued

basis are accounted for in an internal service fund. The District's sole Internal Service Fund is its Workers' Compensation Fund.

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.

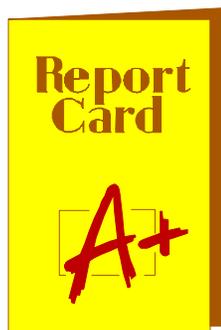
The Texas Education Agency does not require annual adopted budgets for the Capital Projects Fund and for Special Revenue Funds (with the exception of the Food Service Fund listed above).

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.

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 Plan 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

- 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.
- 80** *Capital Outlay*

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

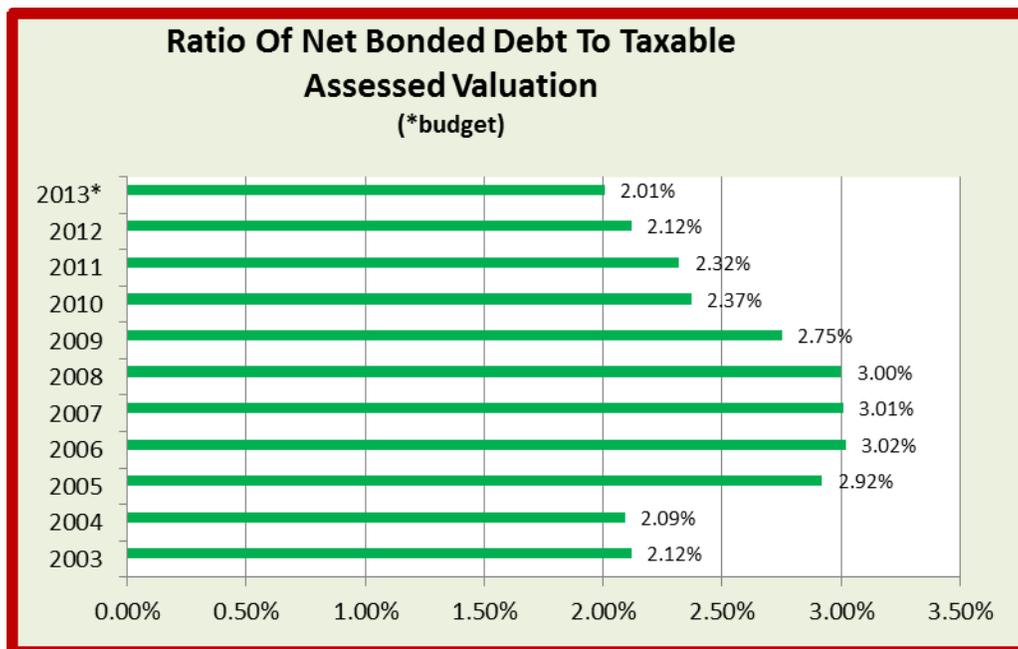
Organization Section continued

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 2012-13, the ratio of net bonded debt to Assessed Value for the District is 2.01%. 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 15th and August 15th of each year. On February 1st 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 Aa2 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, 2012, the District is estimating a Fund balance equal to approximately 164 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, 2012, the Food Service Fund is estimated to have a fund balance of \$373,942 or .34 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 77.98% 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 is in 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 2012-2013 includes building expenditures and, as in past years, furniture, technology and other equipment.

Organization Section continued

Budget Calendar

January 2012

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 allowed. Generally they are only allowed if state compliance warrants an increase.

March 5, 2012

Budget preparation materials and budget training available for all Principals and Central Administrators;

March 21, 2012

Deadline for budget entry into Access Budget System;

March 23, 2012

Deadline for budget printout for proofing to be sent to all locations;

March 31, 2012

Deadline for budget sign-off from all locations (attest to accuracy of their budget printout);

April-May 2012

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.

June 1, 2012

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

June 5, 2012

Truth in Taxation Webinar

June 7, 2012

Board of Trustees appoint Tax Assessor to calculate Rollback Tax Rate.

Board considers time, place and location of a public meeting to discuss budget and proposed tax rate for the 2012-13 budget year.

July 25, 2012

District receives certified appraisal roll from DCAD. Revenue projections completed.

Organization Section continued

August 2, 2012

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;

August 3, 2012

Deadline to submit Notice of Public Meeting on budget to newspaper

August 10, 2012

Notice of Budget Hearing to appear in the newspaper. Budget hearing notice to appear for 2012-13 Budget 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 20, 2012

72 hour notice for public meeting.

August 23, 2012

Public Meeting to Discuss 2012-13 Budget and Proposed Tax Rate

August 23, 2012

Consider all matters related to Adoption of the 2012-13 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 2012-13.

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.



Organization Section continued

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.

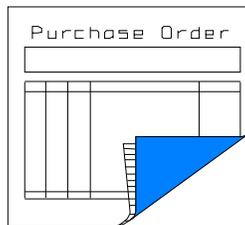
Expenditure Control and Approvals

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.

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. This access includes account inquiry.

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 insure 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.



Organization Section continued

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 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 insure 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 insure 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

Organization Section continued

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.





Carrollton · Farmers Branch

Independent School District

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FINANCIAL PLAN SECTION



Financial Plan

Revenues

General Fund

The largest portion of funding in the General Fund consists of local revenue, which accounts for approximately 71.69% 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, 99.97% for 2012-13. The remainder of the Debt Service revenue is from interest income derived from temporary investments, 0.03% for 2012-13. 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 75.27% 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, 24.73% for 2012-13. 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 Plan continued

2012-2013 Budget Short Summary								
	General Fund		Debt Service		Food Service		Memo Totals	
	Revenue	% of Total	Revenue	% of Total	Revenue	% of Total	Revenue	% of Total
Local	\$143,772,487	71.69%	\$39,712,613	100.00%	\$2,604,600	23.95%	\$186,089,700	74.10%
State	\$46,319,792	23.10%	-	-	\$85,000	0.78%	\$46,404,792	18.48%
On Behalf Retirement Payment	9,900,000	4.94%	-	-	-	-	\$9,900,000	3.94%
Federal	\$550,000	0.27%	-	-	\$8,186,000	75.27%	\$8,736,000	3.48%
Total Revenue	\$ 200,542,279	100.00%	\$ 39,712,613	100.00%	\$ 10,875,600	100.00%	\$ 251,130,492	100.00%
	Expenditures	% of Total	Expenditures	% of Total	Expenditures	% of Total	Expenditures	% of Total
Payroll	\$164,257,688	77.98%	\$ -	-	\$5,044,600	46.38%	\$169,302,288	64.81%
Debt Service	-	-	\$39,712,613	100.00%	-	-	\$39,712,613	15.20%
Bus Transportation	\$3,860,548	1.83%	-	-	-	-	\$3,860,548	1.48%
Utilities	\$7,378,523	3.50%	-	-	-	-	\$7,378,523	2.82%
Other Purchased Services	\$9,395,481	4.46%	-	-	\$1,715,000	15.77%	\$11,110,481	4.25%
Supplies & Materials	\$8,211,387	3.90%	-	-	\$4,096,500	37.67%	\$12,307,887	4.71%
Tax Increment Financing Zone	\$14,340,274	6.81%	-	-	-	-	\$14,340,274	5.49%
Other Operating	\$2,764,384	1.31%	-	-	\$19,500	0.18%	\$2,783,884	1.07%
Capital Outlay	\$432,660	0.21%	-	-	-	-	\$432,660	0.17%
Total Expenditures	\$210,640,945	100.00%	\$39,712,613	100.00%	\$10,875,600	100.00%	\$261,229,158	100.00%
Budgeted Deficit	(\$10,098,666)		-		-		(\$10,098,666)	
Beginning Fund Balance 9/1/12	\$82,562,740		\$6,408,260		\$373,942		\$89,344,942	
Projected Ending Fund Balance 08/31/13	\$72,464,074		\$6,408,260		\$373,942		\$79,246,276	



Financial Plan continued

Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2012-2013

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil 2012-13
ESTIMATED REVENUES					
LOCAL AND INTERMEDIATE					
5710 Local Real and Personal Property Taxes	\$142,761,916	\$ -	\$39,700,613	\$182,462,529	\$6,905
5730 Tuition and Fees	260,921	-	-	260,921	10
5740 Other Revenues from Local Sources	389,650	2,100	12,000	403,750	15
5750 Revenue from Co-Curricular/Enterprising	360,000	2,602,500	-	2,962,500	112
5700 Local and Intermediate Totals	\$143,772,487	\$2,604,600	\$39,712,613	\$186,089,700	\$7,043
STATE					
5810 Per Capita and Foundation School Program	\$46,294,792	\$ -	\$ -	\$46,294,792	\$1,752
5820 State Program Revenue Distributed by the TEA	25,000	85,000	-	110,000	4
5830 TRS On-Behalf Payments	9,900,000	-	-	9,900,000	375
5800 State Totals	\$56,219,792	\$85,000	\$ -	\$56,304,792	\$2,131
FEDERAL					
5920 Federal Revenues Distributed by the TEA	\$ -	\$ 8,186,000	\$ -	\$8,186,000	\$310
5930 Federal Revenues Distributed by Other Government Agencies (Other than the TEA)	550,000	-	-	550,000	21
	-	-	-	-	-
5900 Federal Totals	\$550,000	\$8,186,000	\$ -	\$8,736,000	\$331
5000 TOTAL ALL REVENUES	\$200,542,279	\$10,875,600	\$39,712,613	\$251,130,492	\$9,504
APPROPRIATED EXPENDITURES					
11 INSTRUCTION					
6100 Payroll Costs	\$112,656,638	\$ -	\$ -	\$112,656,638	\$4,264
6200 Professional and Contracted Services	743,234	-	-	743,234	28
6300 Supplies and Materials	2,052,299	-	-	2,052,299	78
6400 Other Operating Costs	201,511	-	-	201,511	8
Total Function 11	\$115,653,682	\$ -	\$ -	\$115,653,682	\$4,377
12 INSTRUCTIONAL RESOURCES AND MEDIA SERVICES					
6100 Payroll Costs	\$2,946,228	\$ -	\$ -	\$2,946,228	\$112
6200 Professional and Contracted Services	106,344	-	-	106,344	4
6300 Supplies and Materials	566,707	-	-	566,707	21
6400 Other Operating Costs	4,871	-	-	4,871	0
6600 Capital Outlay	3,000	-	-	3,000	0
Total Function 12	\$3,627,150	\$ -	\$ -	\$3,627,150	\$137

Financial Plan continued

Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2012-2013

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil
13 CURRICULUM DEVELOPMENT AND INSTRUCTIONAL STAFF DEVELOPMENT					
6100 Payroll Costs	\$2,942,863	\$ -	\$ -	\$2,942,863	\$111
6200 Professional and Contracted Services	410,573	-	-	410,573	16
6300 Supplies and Materials	777,488	-	-	777,488	29
6400 Other Operating Costs	212,895	-	-	212,895	8
Total Function 13	\$4,343,819	\$ -	\$ -	\$4,343,819	\$164
21 INSTRUCTIONAL LEADERSHIP					
6100 Payroll Costs	\$2,137,656	\$ -	\$ -	\$2,137,656	\$81
6200 Professional and Contracted Services	370,094	-	-	370,094	14
6300 Supplies and Materials	366,090	-	-	366,090	14
6400 Other Operating Costs	98,733	-	-	98,733	4
6600 Capital Outlay	47,500	-	-	47,500	2
Total Function 21	\$3,020,073	\$ -	\$ -	\$3,020,073	\$114
23 SCHOOL LEADERSHIP					
6100 Payroll Costs	\$12,501,356	\$ -	\$ -	\$12,501,356	\$473
6200 Professional and Contracted Services	90,128	-	-	90,128	3
6300 Supplies and Materials	384,369	-	-	384,369	15
6400 Other Operating Costs	95,660	-	-	95,660	4
Total Function 23	\$13,071,513	\$ -	\$ -	\$13,071,513	\$495
31 GUIDANCE, COUNSELING AND EVALUATION SERVICES					
6100 Payroll Costs	\$7,932,690	\$ -	\$ -	\$7,932,690	\$300
6200 Professional and Contracted Services	245,262	-	-	245,262	9
6300 Supplies and Materials	381,885	-	-	381,885	14
6400 Other Operating Costs	17,534	-	-	17,534	1
Total Function 31	\$8,577,371	\$ -	\$ -	\$8,577,371	\$325
32 SOCIAL WORK SERVICES					
6100 Payroll Costs	\$169,560	\$ -	\$ -	\$169,560	6
6200 Professional and Contracted Services	2,798	-	-	2,798	0
Total Function 32	\$172,358	\$ -	\$ -	\$172,358	\$7
33 HEALTH SERVICES					
6100 Payroll Costs	\$2,467,671	\$ -	\$ -	\$2,467,671	\$93
6200 Professional and Contracted Services	4,003	-	-	4,003	0
6300 Supplies and Materials	45,963	-	-	45,963	2
6400 Other Operating Costs	2,568	-	-	2,568	0
Total Function 33	\$2,520,205	\$ -	\$ -	\$2,520,205	\$95

Financial Plan continued

Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2012-2013

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil
34 STUDENT (PUPIL) TRANSPORTATION					
6100 Payroll Costs	\$ -	\$ -	\$ -	\$ -	\$ -
6200 Professional and Contracted Services	3,860,548	-	-	3,860,548	146
6300 Supplies and Materials	-	-	-	-	-
Total Function 34	\$3,860,548	\$ -	\$ -	\$3,860,548	\$146
35 FOOD SERVICES					
6100 Payroll Costs	\$ -	\$ 5,044,600	\$ -	\$ 5,044,600	\$ 191
6200 Professional and Contracted Services	-	1,715,000	-	1,715,000	65
6300 Supplies and Materials	-	4,096,500	-	4,096,500	155
6400 Other Operating Costs	-	19,500	-	19,500	1
6600 Capital Outlay	-	-	-	\$0	\$0
Total Function 35	\$ -	\$10,875,600	\$ -	\$10,875,600	\$412
36 COCURRICULAR/EXTRACURRICULAR ACTIVITIES					
6100 Payroll Costs	\$2,079,602	\$ -	\$ -	\$2,079,602	\$79
6200 Professional and Contracted Services	626,699	-	-	626,699	24
6300 Supplies and Materials	547,197	-	-	547,197	21
6400 Other Operating Costs	1,013,551	-	-	1,013,551	38
6600 Capital Outlay	-	-	-	-	-
Total Function 36	\$4,267,049	\$ -	\$ -	\$4,267,049	\$161
41 GENERAL ADMINISTRATION					
6100 Payroll Costs	\$4,181,596	\$ -	\$ -	\$4,181,596	\$158
6200 Professional and Contracted Services	1,409,483	-	-	1,409,483	53
6300 Supplies and Materials	204,288	-	-	204,288	8
6400 Other Operating Costs	412,624	-	-	412,624	16
6600 Capital Outlay	2,160	-	-	2,160	0
Total Function 41	\$6,210,151	\$ -	\$ -	\$6,210,151	\$235
51 PLANT MAINTENANCE					
6100 Payroll Costs	\$10,566,365	\$ -	\$ -	\$10,566,365	\$400
6200 Professional and Contracted Services	9,411,499	-	-	9,411,499	356
6300 Supplies and Materials	2,035,967	-	-	2,035,967	77
6400 Other Operating Costs	609,826	-	-	609,826	23
6600 Capital Outlay	361,000	-	-	361,000	14
Total Function 51	\$22,984,657	\$ -	\$ -	\$22,984,657	\$870

Financial Plan continued

Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2012-2013

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil
52 SECURITY AND MONITORING SERVICES					
6100 Payroll Costs	\$823,843	\$ -	\$ -	\$823,843	\$31
6200 Professional and Contracted Services	562,260	-	-	562,260	21
6300 Supplies and Materials	24,859	-	-	24,859	1
6400 Other Operating Costs	20,251	-	-	20,251	1
6600 Capital Outlay	19,000	-	-	19,000	1
Total Function 52	\$1,450,213	\$ -	\$ -	\$1,450,213	\$55
53 DATA PROCESSING SERVICES					
6100 Payroll Costs	\$2,519,166	\$ -	\$ -	\$2,519,166	\$95
6200 Professional and Contracted Services	1,587,741	-	-	1,587,741	60
6300 Supplies and Materials	817,275	-	-	817,275	31
6400 Other Operating Costs	61,749	-	-	61,749	2
Total Function 53	\$4,985,931	\$ -	\$ -	\$4,985,931	\$189
61 COMMUNITY SERVICES					
6100 Payroll Costs	\$238,839	\$ -	\$ -	\$238,839	\$9
6200 Professional and Contracted Services	30,234	-	-	30,234	1
6300 Supplies and Materials	7,000	-	-	7,000	0
6400 Other Operating Costs	12,611	-	-	12,611	0
Total Function 61	\$288,684	\$ -	\$ -	\$288,684	\$11
71 DEBT SERVICE					
6500 Debt Service	\$ -	\$ -	\$39,712,613	\$39,712,613	\$1,503
Total Function 71	\$ -	\$ -	\$39,712,613	\$39,712,613	\$1,503
81 FACILITIES ACQUISITION AND CONSTRUCTION					
6100 Payroll Costs	\$93,615	\$ -	\$ -	\$93,615	\$4
Total Function 81	\$93,615	\$ -	\$ -	\$93,615	\$4
91 CONTRACTED INSTRUCTIONAL SERVICES BETWEEN PUBLIC SCHOOLS					
6200 Professional and Contracted Services	\$ -	\$ -	\$ -	\$ -	-
Total Function 91	\$ -	\$ -	\$ -	\$ -	-
92 Incremental Costs Assoc with Chap 41					
6200 Professional and Contracted Services	\$ -	\$ -	\$ -	\$ -	-
Total Function 92	\$ -	\$ -	\$ -	\$ -	-
95 PAYMENTS TO JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAMS					
6200 Professional and Contracted Services	\$200,000	\$ -	\$ -	\$200,000	\$8
Total Function 95	\$200,000	\$ -	\$ -	\$200,000	\$8

Financial Plan continued

Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2012-2013

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil
97 PAYMENTS TO TAX INCREMENT FUND					
6400 Other Operating Costs	\$14,340,274	\$ -	\$ -	\$14,340,274	\$543
Total Function 97	<u>\$14,340,274</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$14,340,274</u>	<u>\$543</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>\$210,640,945</u>	<u>\$10,875,600</u>	<u>\$39,712,613</u>	<u>\$261,229,158</u>	<u>\$9,886</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	(\$10,098,666)	\$ -	\$ -	(\$10,098,666)	(\$382)
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	(\$10,098,666)	\$ -	\$ -	(\$10,098,666)	(\$382)
FUND BALANCES					
3110 Beginning Fund Balance 09/01 ESTIMATED	<u>\$82,562,740</u>	<u>\$373,942</u>	<u>\$6,408,260</u>	<u>\$89,344,942</u>	
3110 Ending Fund Balance 08/31	<u>\$72,464,074</u>	<u>\$373,942</u>	<u>\$6,408,260</u>	<u>\$79,246,276</u>	



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Financial Plan continued

**Carrollton-Farmers Branch Independent School District
Combined Budget Summary
General Fund, Debt Service Fund and Food Service Special Revenue Fund
2012-2013**

Revenues	<u>General Fund</u>	<u>Debt Service Fund</u>	<u>Food Service Fund</u>	<u>2012-13 Memo Total</u>	<u>2011-12 Memo Total</u>	<u>2010-11 Memo Total</u>
Local and Intermediate Sources						
5711 Taxes, Current Year Levy	\$141,824,416	\$39,629,015		\$181,453,431	\$170,549,598	\$184,643,839
5712-5719 Taxes, Prior Year, Penalty & Interest	\$937,500	\$71,598		\$1,009,098	\$650,000	\$650,000
5737-5739 Tuition	\$260,921			\$260,921	\$449,194	\$502,420
5742 Investment Earnings	\$50,000	\$12,000	\$2,000	\$64,000	\$70,400	\$138,150
5743 Rent	\$260,000			\$260,000	\$260,000	\$250,000
5744 Revenue from Foundations, Gifts & Bequests	\$20,000			\$20,000	\$20,000	\$45,000
5749 Other Revenue from Local Sources	\$59,650		\$100	\$59,750	\$59,750	\$59,750
5751 Food Service Activity			\$2,602,500	\$2,602,500	\$2,602,000	\$2,461,740
5752 & 5759 Athletic & Enterprising Activity	\$360,000			\$360,000	\$360,000	\$360,000
Total Local and Intermediate Revenue	<u>\$143,772,487</u>	<u>\$39,712,613</u>	<u>\$2,604,600</u>	<u>\$186,089,700</u>	<u>\$175,020,942</u>	<u>\$189,110,899</u>
State Program Revenues						
5811 Per Capita Apportionment	\$10,314,635			\$10,314,635	\$6,016,350	\$2,087,601
5812-5819 Foundation School Program	\$35,980,157			\$35,980,157	\$54,688,470	\$51,098,794
5829 State Revenue Distributed by TEA	\$25,000		\$85,000	\$110,000	\$110,000	\$110,000
5831 Teacher Retirement On-Behalf Payments	\$9,900,000			\$9,900,000	\$10,200,000	\$9,639,691
Total State Program Revenue	<u>\$56,219,792</u>	<u>\$0</u>	<u>\$85,000</u>	<u>\$56,304,792</u>	<u>\$71,014,820</u>	<u>\$62,936,086</u>
Federal Program Revenues						
5921 School Breakfast Program	\$0		\$1,237,000	\$1,237,000	\$1,205,000	\$1,331,305
5922 National School Lunch Program	\$0		\$6,179,000	\$6,179,000	\$6,140,000	\$6,262,835
5923 United States Department of Agriculture (USDA) Donated Commodities	\$0		\$618,000	\$618,000	\$589,500	\$625,000
5929 Federal Revenues Distributed by TEA	\$0		\$152,000	\$152,000	\$152,000	\$8,266,063
5931 School Health and Related Services (SHARS)	\$550,000			\$550,000	\$550,000	\$300,000
Total Federal Program Revenues	<u>\$550,000</u>	<u>\$0</u>	<u>\$8,186,000</u>	<u>\$8,736,000</u>	<u>\$8,636,500</u>	<u>\$16,785,203</u>
Total Revenue	<u>\$200,542,279</u>	<u>\$39,712,613</u>	<u>\$10,875,600</u>	<u>\$251,130,492</u>	<u>\$254,672,262</u>	<u>\$268,832,188</u>

Financial Plan continued

Carrollton-Farmers Branch Independent School District
Combined Budget Summary
 General Fund, Debt Service Fund and Food Service Special Revenue Fund
 2012-2013

<i>Expenditures</i>				2012-13	2011-12	2010-11
	<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>
11 Instruction	\$115,653,682	-	-	\$115,653,682	\$119,423,493	\$122,211,834
12 Instructional Resources & Media	\$3,627,150	-	-	\$3,627,150	\$1,569,131	\$3,719,577
13 Curriculum & Staff Development	\$4,343,819	-	-	\$4,343,819	\$4,633,049	\$4,466,328
21 Instructional Leadership	\$3,020,073	-	-	\$3,020,073	\$3,481,687	\$2,643,402
23 School Leadership	\$13,071,513	-	-	\$13,071,513	\$13,213,862	\$13,482,211
31 Guidance, Counseling & Evaluation	\$8,577,371	-	-	\$8,577,371	\$9,133,009	\$9,417,626
32 Social Work Services	\$172,358	-	-	\$172,358	\$166,064	\$168,289
33 Health Services	\$2,520,205	-	-	\$2,520,205	\$706,648	\$2,499,876
34 Transportation	\$3,860,548	-	-	\$3,860,548	\$3,560,015	\$3,391,659
35 Food Services	\$0	-	\$10,875,600	\$10,875,600	\$10,781,600	\$10,898,434
36 Co-Curricular/Extra Curricular	\$4,267,049	-	-	\$4,267,049	\$4,683,527	\$4,778,100
41 General Administration	\$6,210,151	-	-	\$6,210,151	\$6,658,164	\$6,572,115
51 Plant Maintenance & Operation	\$22,984,657	-	-	\$22,984,657	\$23,998,773	\$24,526,885
52 Security & Monitoring Services	\$1,450,213	-	-	\$1,450,213	\$1,693,515	\$1,688,274
53 Data Processing	\$4,985,931	-	-	\$4,985,931	\$5,001,631	\$4,279,860
61 Community Services	\$288,684	-	-	\$288,684	\$452,538	\$604,170
71 Debt Services	\$0	\$39,712,613	-	\$39,712,613	\$39,835,007	\$42,100,147
81 Facilities Acquisition & Construction	\$93,615	-	-	\$93,615	\$88,764	\$89,888
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	\$14,340,274	-	-	\$14,340,274	\$14,140,000	\$16,100,000
99 Other Intergovernmental Charges	\$ 973,652	-	-	\$973,652	\$980,751	\$999,825
Total Appropriated Expenditures	\$210,640,945	\$39,712,613	\$10,875,600	\$261,229,158	\$264,401,228	\$274,838,500
<i>Other Sources & Uses</i>						
Operating Transfers In	-	-	-	-	-	-
<i>Net Other Sources & Uses</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>Estimated Change in Fund Balance</i>	(\$10,098,666)	\$0	\$0	(\$10,098,666)	(\$9,728,966)	(\$6,006,312)
<i>Estimated Fund Balance 9/1</i>	\$82,562,740	\$6,408,260	\$373,942	\$89,344,942	\$76,770,897	\$74,365,528
<i>Estimated Fund Balance 8/31</i>	\$72,464,074	\$6,408,260	\$373,942	\$79,246,276	\$67,041,931	\$68,359,216



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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 71.69% 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 81st 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 continues 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 is set at 0.9239 in 2011-12 and 0.98 in 2012-13. The new funding formula also reduces the district's target revenue per WADA by 7.65% in 2012-13.

Districts that tax more than the 2005-06 tax rate compressed plus \$0.04 for the Maintenance & Operations tax rate, must call a rollback election (if their compressed tax rate is \$1.00 like C-FB ISD's). Rollback elections must coincide with strict timelines. If the voters of the district calling the rollback election defeat the election, the district's tax rate for the current year would be the rollback tax rate.

General Fund continued

HB 3646 changed the equalized wealth level for taxes up to the compressed rate to \$476,500 per WADA in 2009-10 and 2010-11; no recapture for the next six cents. Pennies above the compressed tax rate plus six cents are recaptured at \$319,500. This change reduced the amount of the District's Chapter 41 payment to zero for 2009-10 through 2012-2013.

The District's assessed value of taxable property increased from \$13.89 billion to \$14.20 billion or an increase of 2.24%. 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. However, the mechanism for eliminating the system was not established.

Under the current system, if a district's Tier I state aid plus local revenue at its compressed rate is more than the new lower SB1 target, 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 new lower SB1 target, the district continues to receive "Additional State Aid for Tax Reduction (ASATR)". The district is still receiving ASATR and thus is considered to be a "hold harmless" district. If the legislature takes steps to eliminate the target revenue system, the district could lose additional State Aid in future years.

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	2002-03	\$205,528,839	\$198,948,186	(\$6,580,653)	-3.20%
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%
Estimated*	2011-12	\$140,839,249	\$141,382,002	\$542,753	0.39%

* 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 under SB 1 consists of two categories totaling \$46,294,792 or 23.08%. HB 3646 and SB1 Revenue is explained in detail in the Information section of this book.

The District has budgeted for the following revenue sources for 2012-13:

- (1) Foundation School Fund: \$35,980,157
- (2) Available School Fund – State Portion: \$10,314,635

The State revenue sources discussed above and local revenue from property tax collections make up approximately 93.80% 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 employees. This amount is also recognized as an expenditure estimate, which is calculated at 6.4% of eligible employee earnings.

General Fund continued

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 is expecting federal funds to remain at the prior year estimate and budgeted at \$550,000 or 0.27% of the total revenue budget. The federal funds come from the School Health and Related Services (SHARS) program. The district receives settle up payments that are unpredictable and thus not included in the original 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, 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 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.

General Fund continued

Contribution rates and amounts are shown in the table below for fiscal years ending 2012-2010.

Contribution Rates						
Year	Active Member		State		School District	
	Rate	Amount	Rate	Amount	Rate	Amount
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
2010	0.65%	992,215	1.00%	1,526,484	0.55%	839,566

Expenditure Summary

The General Fund expenditure budget for 2012-13 is \$210,640,945. This is a decrease of \$3,143,676 or 1.47% less than the 2011-12 expenditure budget. In 2011-12, the district received one-time federal funds of \$4,075,812 that were used to cover existing payroll costs in the general fund that are not reflected in the 2011-12 original budget. As discussed previously in this document, reductions in this budget were intentionally made to cut costs. 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 expenditures to achieve a balanced budget.

As always, the majority of a school district's expenditures are for personnel costs, 77.98% (83.68% if excluding the Tax Increment Finance payment). The district's compensation package included a 1.5% salary increase for fiscal year 2012-13. 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	\$164,257,688	77.98%
Tax Increment Finance Payment	\$14,340,274	6.81%
Utilities	\$7,378,523	3.50%
Student Transportation	\$3,860,548	1.83%
Appraisal District	\$973,652	0.46%
Insurance & Bonding	\$714,200	0.34%
Computer Service Contract	\$764,525	0.36%
Copier Rentals	\$616,658	0.29%
Legal	\$495,000	0.23%
Audit	\$65,000	0.03%
Election Costs	\$47,500	0.02%

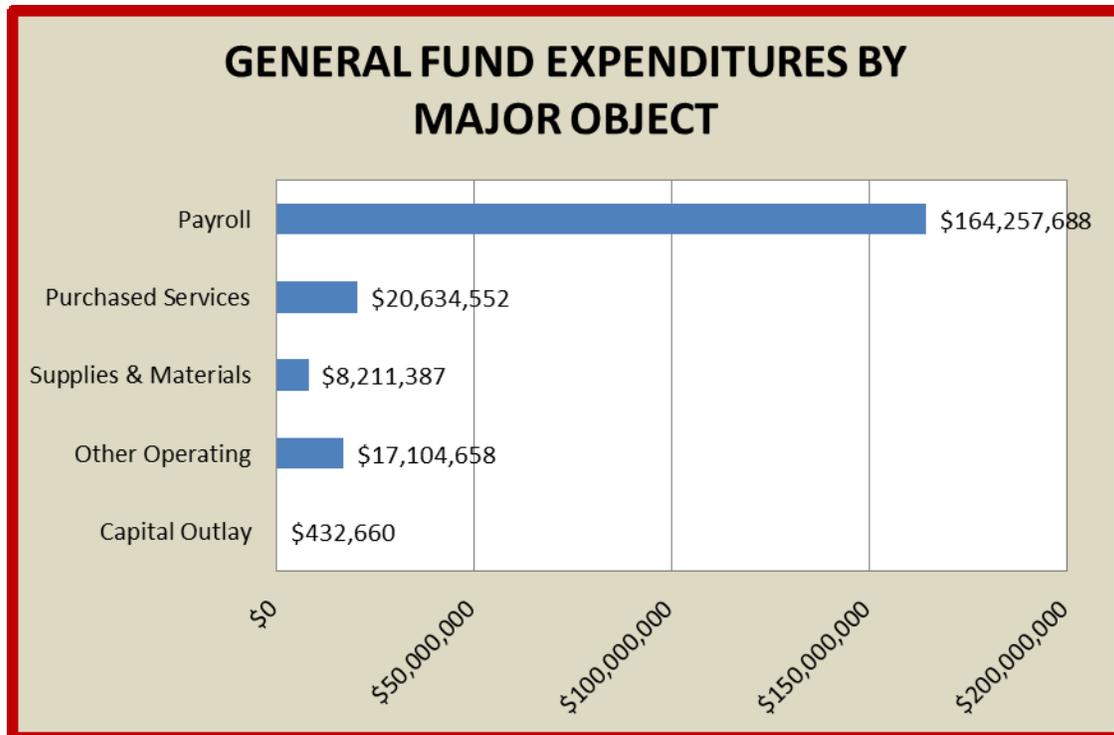
The above items equal 91.87% of the total 2012-13 budget.

General Fund Expenditures by Object Comparison to Prior Year

	Beginning Budget 2011-2012	Beginning Budget 2012-2013	Percentage Increase (Decrease)	Percentage of Total
Payroll	\$165,809,141	\$164,257,688	-0.94%	77.98%
Purchased Services	\$21,693,645	\$20,634,552	-4.88%	9.80%
Supplies & Materials	\$8,696,163	\$8,211,387	-5.57%	3.90%
Other Operating	\$17,122,548	\$17,104,658	-0.10%	8.12%
Capital Outlay	\$463,124	\$432,660	-6.58%	0.21%
Total	\$213,784,621	\$210,640,945	-1.47%	100.00%

General Fund continued

The graph below depicts the 2012-13 budget by major object.



Impact on Fund Balance

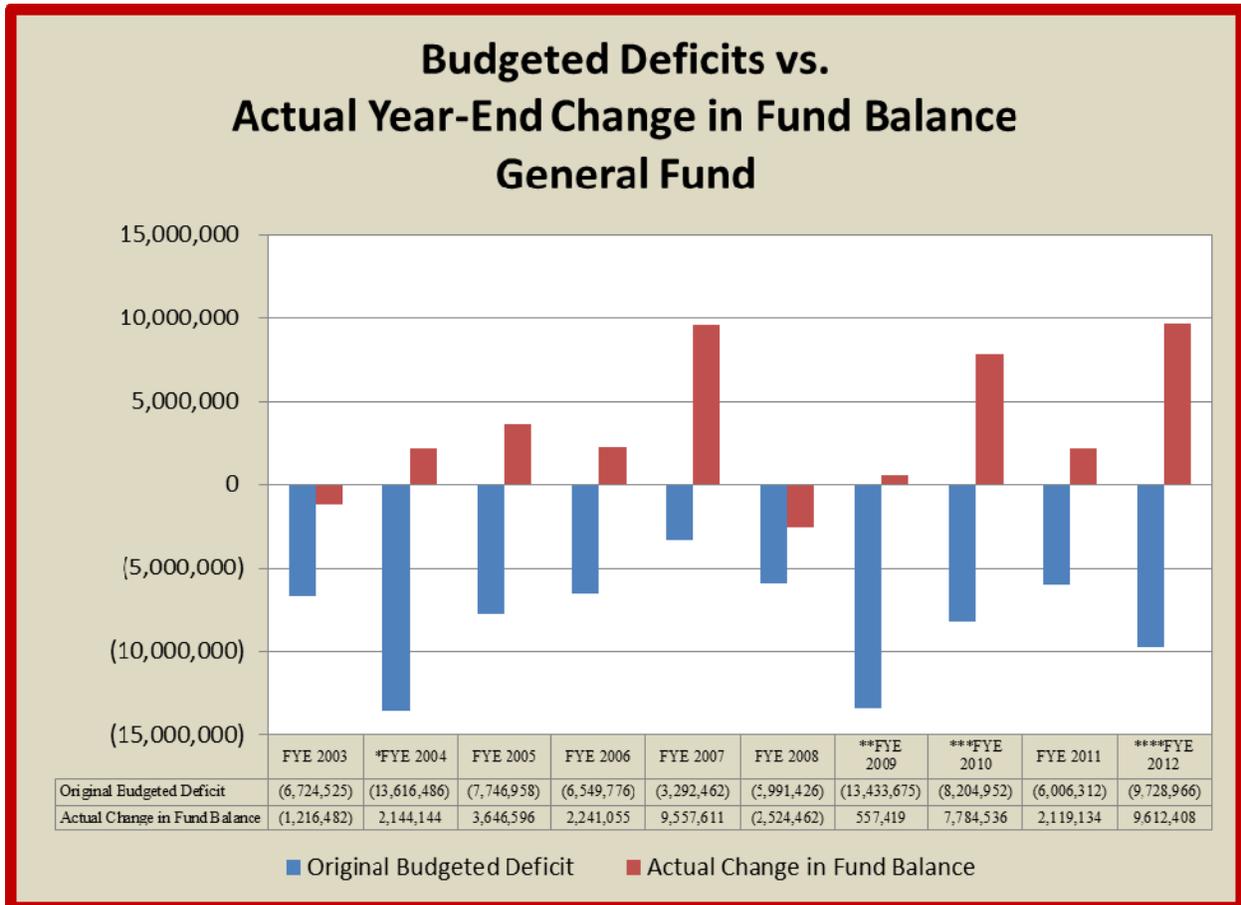
The District's fund balance is projected to decrease approximately \$10,098,666; leaving a projected fund balance of \$72,464,074. This projected balance represents 135 days expenditures or approximately 34.4% of the annual budgeted expenditures and provides substantial stability given significant uncertainty in projections of future revenue and expenditures.

Although progress was made at reducing the budget, 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

General Fund continued

purchase is something required. Because of this philosophy, coupled with other factors, the district has had many more *budgeted* deficits than *realized* deficits.

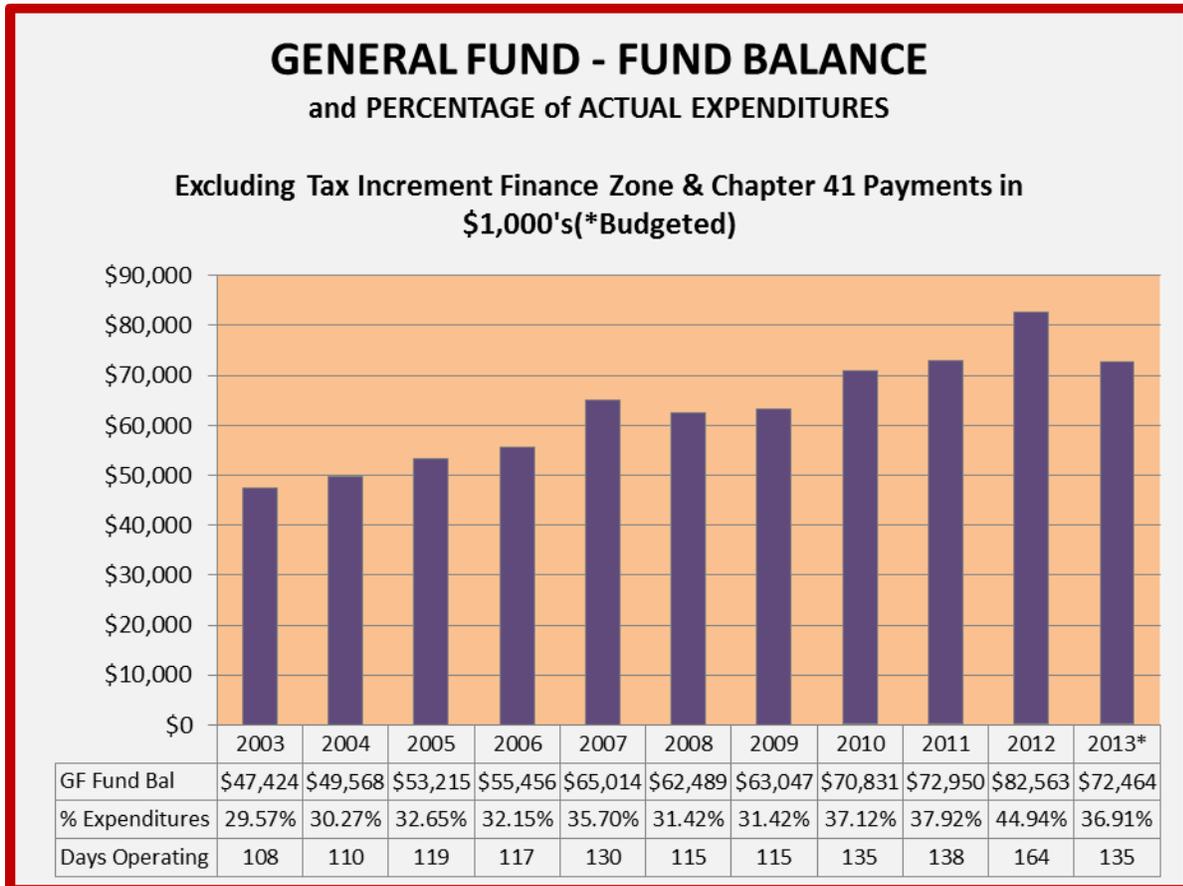


Unusual Items

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

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 2008-09	Audited 2009-10	Audited 2010-11	Beginning Budget 2011-12	Estimated Actual 2011-12	Beginning Budget 2012-13	Increase (Decrease)	% Change	% Of Total
<i>Estimated Revenues</i>									
LOCAL AND INTERMEDIATE									
Tax Revenues	\$153,622,695	\$150,416,541	\$144,004,815	\$131,376,991	\$142,157,713	\$142,761,916	\$11,384,925	8.67%	71.19%
Other Local	\$2,163,529	\$2,974,453	\$1,565,389	\$1,198,844	\$4,126,129	\$1,010,571	(\$188,273)	-15.70%	0.50%
STATE									
Per Capita and other state revenue	\$65,099,747	\$45,863,375	\$51,700,558	\$60,729,820	\$50,585,614	\$46,319,792	(\$14,410,028)	-23.73%	23.10%
On-behalf Retirement Payment	\$9,291,363	\$9,646,767	\$9,873,417	\$10,200,000	\$8,938,117	\$9,900,000	(\$300,000)	-2.94%	4.94%
FEDERAL									
Direct	\$1,279,421	\$1,288,605	\$1,593,507	\$550,000	\$1,291,612	\$550,000	\$0	0.00%	0.27%
Total Estimated Revenue	\$231,456,756	\$210,189,741	\$208,737,686	\$204,055,655	\$207,099,185	\$200,542,279	(\$3,513,376)	-1.72%	100.00%
<i>Appropriated Expenditures</i>									
11 Instruction	\$123,154,566	\$118,255,367	\$118,259,002	\$119,423,493	\$110,695,419	\$115,653,682	(\$3,769,811)	-3.16%	54.91%
12 Instructional Resources & Media	\$3,693,972	\$3,200,334	\$3,051,610	\$1,569,131	\$1,469,290	\$3,627,150	\$2,058,019	131.16%	1.72%
13 Curriculum & Staff Development	\$3,502,032	\$3,513,648	\$3,553,807	\$4,633,049	\$3,548,493	\$4,343,819	(\$289,230)	-6.24%	2.06%
21 Instructional Leadership	\$2,275,539	\$2,300,286	\$2,202,720	\$3,481,687	\$2,254,753	\$3,020,073	(\$461,614)	-13.26%	1.43%
23 School Leadership	\$13,901,870	\$13,564,180	\$13,503,583	\$13,213,862	\$11,212,332	\$13,071,513	(\$142,349)	-1.08%	6.21%
31 Guidance Counseling & Evaluation	\$8,946,371	\$9,186,273	\$8,768,294	\$9,133,009	\$8,897,912	\$8,577,371	(\$555,638)	-6.08%	4.07%
32 Social Work Services	\$166,968	\$165,773	\$168,735	\$166,064	\$167,352	\$172,358	\$6,294	3.79%	0.08%
33 Health Services	\$2,328,144	\$2,495,402	\$2,376,385	\$706,648	\$2,493,394	\$2,520,205	\$1,813,557	256.64%	1.20%
34 Transportation	\$2,150,573	\$3,055,499	\$3,809,657	\$3,560,015	\$3,059,904	\$3,860,548	\$300,533	8.44%	1.83%
36 Co-Curricular/Extra Curricular	\$4,158,976	\$4,271,711	\$4,340,219	\$4,683,527	\$4,275,593	\$4,267,049	(\$416,478)	-8.89%	2.03%
41 General Administration	\$6,213,296	\$6,504,660	\$6,484,862	\$6,658,164	\$5,612,209	\$6,210,151	(\$448,013)	-6.73%	2.95%
51 Plant Maintenance & Operation	\$22,300,393	\$16,212,712	\$18,119,838	\$23,998,773	\$21,990,240	\$22,984,657	(\$1,014,116)	-4.23%	10.91%
52 Security & Monitoring Services	\$1,704,069	\$1,507,175	\$1,561,476	\$1,693,515	\$1,378,139	\$1,450,213	(\$243,302)	-14.37%	0.69%
53 Data Processing	\$4,225,040	\$4,713,646	\$4,634,090	\$5,001,631	\$5,307,072	\$4,985,931	(\$15,700)	-0.31%	2.37%
61 Community Services	\$515,109	\$662,312	\$369,706	\$452,538	\$223,158	\$288,684	(\$163,854)	-36.21%	0.14%
81 Facilities Acquisition & Construction	\$88,694	\$90,654	\$92,242	\$88,764	\$92,424	\$93,615	\$4,851	5.47%	0.04%
91 Contracted Instructional Services	\$17,898,472	\$0	\$0	\$0	\$75,536	\$0	\$0	0.00%	0.00%
92 Incremental Costs Assoc with Chap 41	\$16,283	\$0	\$0	\$0	\$0	\$0	\$0	0.00%	0.00%
95 Juvenile Justice Alternative Ed Prgrms	\$136,225	\$159,550	\$143,124	\$200,000	\$57,484	\$200,000	\$0	0.00%	0.09%
97 Tax Increment Financing Zone	\$12,414,532	\$12,995,177	\$15,139,211	\$14,140,000	\$13,777,411	\$14,340,274	\$200,274	1.42%	6.81%
99 Other Intergovernmental Charges	\$1,159,125	\$963,230	\$937,593	\$980,751	\$898,662	\$973,652	(\$7,099)	-0.72%	0.46%
Total Appropriated Expenditures	\$230,950,249	\$203,817,589	\$207,516,154	\$213,784,621	\$197,486,777	\$210,640,945	(\$3,143,676)	-1.47%	100.00%
<i>Other Sources & Uses</i>									
Contractual Obligation Proceeds	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Sale of Property	\$76,043	\$0	\$363,964	\$0	\$0	\$0	\$0		
Other Resources	\$0	\$1,282,506	\$0	\$0	\$0	\$0	\$0		
Operating Transfers In/Misc Non-Rev	\$0	\$131,898	\$533,638	\$0	\$0	\$0	\$0		
Special Item	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Operating Transfers out & Other Uses	(\$25,059)	(\$2,020)	\$0	\$0	\$0	\$0	\$0		
Net Other Sources & Uses	\$50,984	\$1,412,384	\$897,602	\$0	\$0	\$0	\$0		
<i>Estimated Change in Fund Balance</i>									
Estimated Change in Fund Balance	\$557,491	\$7,784,536	\$2,119,134	(\$9,728,966)	\$9,612,408	(\$10,098,666)	(\$369,700)		
Estimated Fund Balance 9/1	\$62,489,171	\$63,046,662	\$70,831,198	\$72,950,332	\$72,950,332	\$82,562,740	\$9,612,408		
Estimated Year-end adjustment				\$19,341,374			(\$19,341,374)		
Estimated Fund Balance 8/31	\$63,046,662	\$70,831,198	\$72,950,332	\$82,562,740	\$82,562,740	\$72,464,074	(\$10,098,666)		

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 2012-2013

#	Name	Payroll	Purchased & Contracted	Supplies & Materials	Other Operating	Capital Outlay	2012-2013 Total
001	R L Turner High	\$ 11,046,504	\$ 145,808	\$ 287,810	\$ 135,663	\$ -	\$ 11,615,785
002	Newman Smith High	\$ 10,667,560	\$ 147,360	\$ 250,288	\$ 140,623	\$ -	\$ 11,205,831
003	Mary Grimes Learning Ctr	\$ 890,664	\$ 17,884	\$ 23,728	\$ 3,315	\$ -	\$ 935,591
005	Alternative Ed Prgm	\$ 1,299,370	\$ 11,194	\$ 15,490	\$ 4,250	\$ -	\$ 1,330,304
006	Creekview High	\$ 10,142,210	\$ 116,085	\$ 306,166	\$ 114,213	\$ -	\$ 10,678,674
007	Ranchview High	\$ 5,288,229	\$ 79,441	\$ 181,757	\$ 134,830	\$ -	\$ 5,684,257
008	Denton County JJAEP	\$ -	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
009	Dallas County JJAEP	\$ -	\$ 175,000	\$ -	\$ -	\$ -	\$ 175,000
010	Early College High School	\$ 864,361	\$ 15,245	\$ 43,304	\$ 405	\$ -	\$ 923,315
039	High School Summer School	\$ 471,211	\$ 2,850	\$ 7,741	\$ 1,878	\$ -	\$ 483,680
041	Vivian Field Middle	\$ 4,809,896	\$ 47,069	\$ 82,274	\$ 30,064	\$ -	\$ 4,969,303
042	DeWitt Perry Middle	\$ 4,585,421	\$ 51,776	\$ 68,990	\$ 39,085	\$ -	\$ 4,745,272
044	Dan F Long Middle	\$ 3,918,925	\$ 45,019	\$ 84,523	\$ 19,050	\$ -	\$ 4,067,517
045	Blalack Middle	\$ 4,901,918	\$ 29,146	\$ 74,652	\$ 35,075	\$ -	\$ 5,040,791
046	Ted Polk Middle	\$ 4,753,698	\$ 43,996	\$ 89,435	\$ 36,300	\$ -	\$ 4,923,429
047	Barbara Bush Middle	\$ 3,335,802	\$ 38,952	\$ 69,631	\$ 31,504	\$ 3,000	\$ 3,478,889
099	Middle School Summer School	\$ 351,589	\$ 713	\$ 5,225	\$ 190	\$ -	\$ 357,717
102	Carrollton Elementary	\$ 3,252,743	\$ 8,259	\$ 53,778	\$ 11,000	\$ -	\$ 3,325,780
103	Central Elementary	\$ 3,118,902	\$ 20,488	\$ 50,805	\$ 14,100	\$ -	\$ 3,204,295
105	Good Elementary	\$ 2,390,909	\$ 10,794	\$ 37,199	\$ 21,050	\$ -	\$ 2,459,952
106	Janie Stark Elementary	\$ 2,538,324	\$ 9,794	\$ 41,784	\$ 5,600	\$ -	\$ 2,595,502
109	Farmers Branch Elementary	\$ 2,341,017	\$ 10,294	\$ 34,831	\$ 6,900	\$ -	\$ 2,393,042
110	Blanton Elementary	\$ 2,758,722	\$ 7,494	\$ 47,207	\$ 7,500	\$ -	\$ 2,820,923
111	June Thompson Elementary	\$ 2,385,294	\$ 9,244	\$ 36,424	\$ 8,400	\$ -	\$ 2,439,362
112	Country Place Elementary	\$ 1,998,757	\$ 8,800	\$ 24,730	\$ 5,250	\$ -	\$ 2,037,537
113	Dale B Davis Elementary	\$ 2,678,682	\$ 10,440	\$ 40,032	\$ 9,097	\$ -	\$ 2,738,251
114	McCoy Elementary	\$ 2,216,919	\$ 8,994	\$ 24,905	\$ 7,838	\$ -	\$ 2,258,656
116	Furneau Elementary	\$ 2,161,931	\$ 7,844	\$ 28,891	\$ 4,550	\$ -	\$ 2,203,216
117	Marie Huie Sp Ed Campus	\$ 771,816	\$ -	\$ 6,740	\$ 2,000	\$ -	\$ 780,556
118	Rosemeade Elementary	\$ 2,053,748	\$ 9,824	\$ 29,826	\$ 5,100	\$ -	\$ 2,098,498
120	Las Colinas Elementary	\$ 2,319,121	\$ 9,044	\$ 36,022	\$ 19,570	\$ -	\$ 2,383,757
121	Tom Landry Elementary	\$ 2,253,666	\$ 8,674	\$ 29,214	\$ 2,900	\$ -	\$ 2,294,454
122	Kent Elementary	\$ 2,311,106	\$ 8,012	\$ 31,017	\$ 5,400	\$ -	\$ 2,355,535
123	Riverchase Elementary	\$ 1,903,012	\$ 8,644	\$ 22,257	\$ 5,200	\$ -	\$ 1,939,113
124	McKamy Elementary	\$ 2,923,827	\$ 9,051	\$ 35,511	\$ 8,077	\$ -	\$ 2,976,466
125	Sheffield Elementary	\$ 3,861,429	\$ 16,610	\$ 67,914	\$ 7,656	\$ -	\$ 3,953,609
126	Rainwater Elementary	\$ 2,068,591	\$ 7,078	\$ 28,616	\$ 6,788	\$ -	\$ 2,111,073
128	Freeman Elementary	\$ 2,533,296	\$ 9,774	\$ 38,930	\$ 4,920	\$ -	\$ 2,586,920
129	Kathryn McWhorter Elementary	\$ 2,910,150	\$ 8,426	\$ 44,641	\$ 9,981	\$ -	\$ 2,973,198
131	Dave Blair Intermediate	\$ 3,305,250	\$ 14,644	\$ 52,353	\$ 10,400	\$ -	\$ 3,382,647
132	LaVillita Elementary	\$ 2,224,324	\$ 8,204	\$ 36,953	\$ 4,350	\$ -	\$ 2,273,831
135	Neil R. McLaughlin/Nancy H. Strickland	\$ 3,829,346	\$ 17,088	\$ 73,947	\$ 4,810	\$ -	\$ 3,925,191
198	Outdoor Education Center	\$ 69,171	\$ -	\$ -	\$ -	\$ -	\$ 69,171
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 2012-2013 *continued*

#	Name	Payroll	Purchased & Contracted	Supplies & Materials	Other Operating	Capital Outlay	2012-2013 Total
701	Superintendent	\$ 462,935	\$ 9,500	\$ 6,650	\$ 33,250	\$ -	\$ 512,335
702	Board of Trustees	\$ -	\$ 505,450	\$ 4,940	\$ 98,800	\$ -	\$ 609,190
703	Tax Office	\$ 149,424	\$ 1,005,918	\$ 23,001	\$ 7,400	\$ -	\$ 1,185,743
719	Student Services	\$ 283,223	\$ 78,715	\$ 74,000	\$ 49,593	\$ -	\$ 485,531
727	Dir of Public Information	\$ 295,114	\$ 247,075	\$ 15,825	\$ 10,771	\$ -	\$ 568,785
729	Business Office	\$ 1,654,142	\$ 282,173	\$ 47,831	\$ 169,000	\$ -	\$ 2,153,146
731	Personnel-Professional	\$ 656,948	\$ 145,720	\$ 25,400	\$ 28,500	\$ -	\$ 856,568
732	Personnel-Support	\$ 151,472	\$ 55,998	\$ 6,100	\$ 4,200	\$ 2,160	\$ 219,930
734	Purchasing	\$ 254,993	\$ 52,286	\$ -	\$ 4,760	\$ -	\$ 312,039
735	Textbook Coordinator	\$ 43,817	\$ 300	\$ 541	\$ -	\$ -	\$ 44,658
931	Maintenance	\$ 5,195,010	\$ 8,898,901	\$ 1,491,464	\$ 628,652	\$ 308,750	\$ 16,522,777
932	Distribution Ctr	\$ 524,075	\$ 17,575	\$ 28,262	\$ 1,425	\$ 71,250	\$ 642,587
933	Transportation	\$ -	\$ 3,797,798	\$ 5,000	\$ -	\$ -	\$ 3,802,798
951	Stadium	\$ 36,717	\$ 5,000	\$ 9,500	\$ -	\$ -	\$ 51,217
954	Natorium	\$ 79,672	\$ -	\$ 19,000	\$ -	\$ -	\$ 98,672
960	Assoc Supt for Curriculum	\$ 2,368,419	\$ 267,713	\$ 458,909	\$ 137,518	\$ 47,500	\$ 3,280,059
963	Adult Education	\$ 48,092	\$ 6,294	\$ -	\$ -	\$ -	\$ 54,386
966	Dir of Special Programs	\$ 303,623	\$ 23,640	\$ 32,000	\$ 11,560	\$ -	\$ 370,823
968	Coordinator of Bilingual/ESL	\$ 154,491	\$ 5,000	\$ 48,715	\$ 21,833	\$ -	\$ 230,039
970	Dir of Learning Technology	\$ 1,237,649	\$ 1,321,262	\$ 478,573	\$ 49,637	\$ -	\$ 3,087,121
975	Coordinator of Admin Technology	\$ 1,716,507	\$ 1,166,695	\$ 361,427	\$ 20,425	\$ -	\$ 3,265,054
976	Coordinator of Learning Media	\$ 327,899	\$ 148,280	\$ 115,169	\$ 15,935	\$ -	\$ 607,283
977	Advanced Academic Services	\$ 639,280	\$ 66,800	\$ 45,375	\$ 50,000	\$ -	\$ 801,455
979	Intervention Specialist	\$ 5,981	\$ -	\$ -	\$ -	\$ -	\$ 5,981
980	Director of Athletics	\$ 349,587	\$ 41,748	\$ 36,680	\$ 4,300	\$ -	\$ 432,315
981	Student Services	\$ 81,229	\$ 6,798	\$ 23,557	\$ 1,750	\$ -	\$ 113,334
982	Dir of Fine Arts	\$ 229,846	\$ 112,952	\$ 510,764	\$ 173,457	\$ -	\$ 1,027,019
983	Dir of Career & Technology	\$ 399,706	\$ 139,692	\$ 329,000	\$ 62,948	\$ -	\$ 931,346
984	Facilities Planning/Research	\$ -	\$ 5,460	\$ 2,370	\$ 2,620	\$ -	\$ 10,450
985	Coordinator Research & Planning	\$ 44,177	\$ 107,500	\$ 258,450	\$ 4,312	\$ -	\$ 414,439
995	Dir of Special Education	\$ 2,389,840	\$ 251,344	\$ 93,350	\$ 21,500	\$ -	\$ 2,756,034
999	Undistributed Organization	\$ 13,256,000	\$ 464,159	\$ 1,102,355	\$ 14,563,254	\$ -	\$ 29,385,768
Totals		\$164,257,688	\$20,634,552	\$8,211,387	\$17,104,658	\$432,660	\$210,640,945
<i>Percentage of Total</i>		<i>77.98%</i>	<i>9.80%</i>	<i>3.90%</i>	<i>8.12%</i>	<i>0.21%</i>	<i>100.00%</i>



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, 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, 99.97% for 2012-13. The remainder of the Debt Service revenue is from interest income derived from temporary investments, 0.03% for 2012-13. 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. *The District does not receive revenue from this program.*

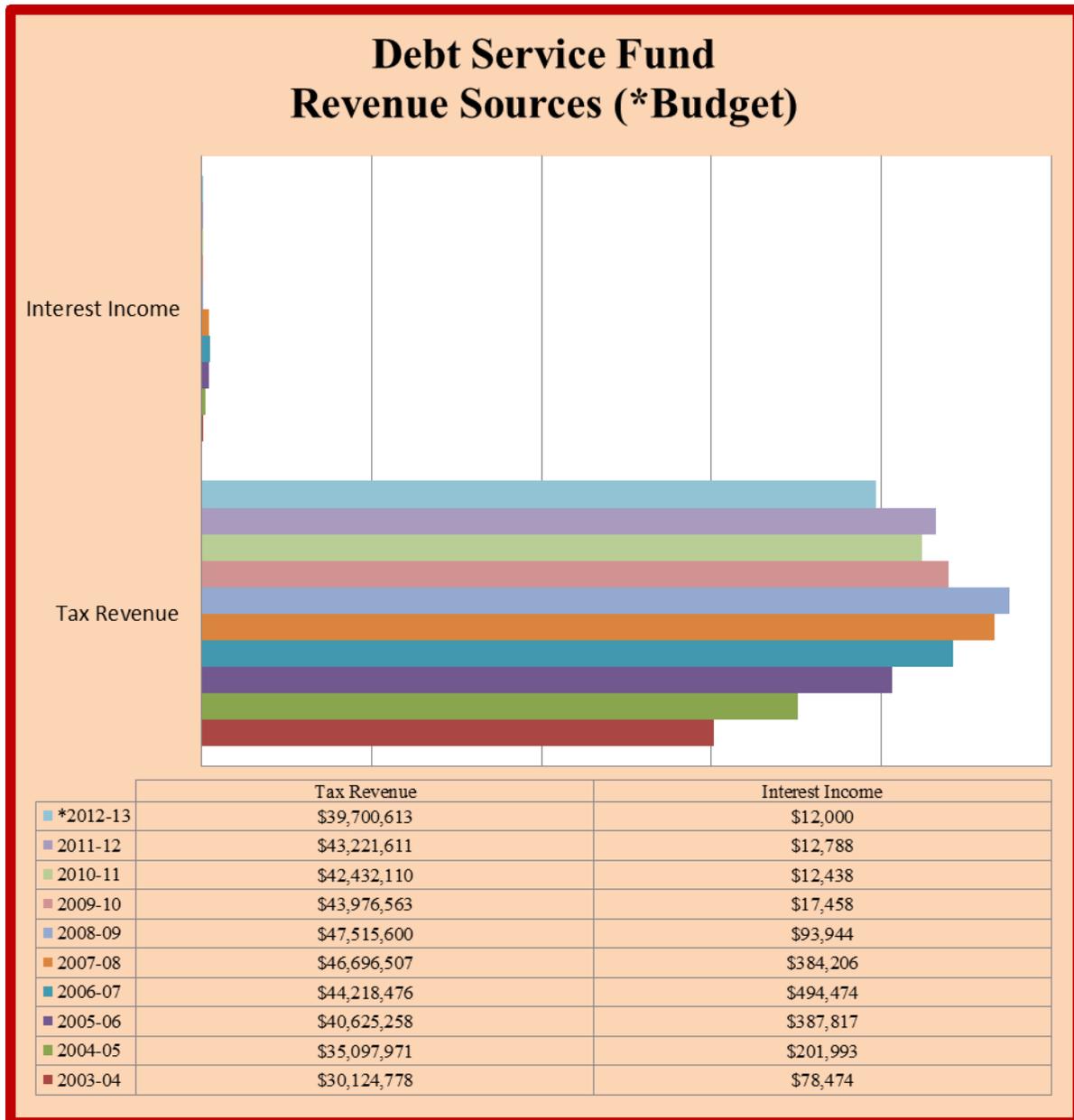
The applications are ranked based on relative property wealth and funds are awarded up to the dollar limit available.

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, based on recent legislative action to "roll forward" eligibility to qualify bonds issued during future fiscal years. *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: \$25,770,000 for bond principal payments, \$13,936,613 for bond interest payments, and \$6,000 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 slow downs, the sale of some of these bonds has been delayed through at least 2014.

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 2012-13 reflects a decrease of \$0.0262. The tax rate decrease was largely due to a taxable value increase of 2.24%.

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 2.01%. 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 15th and August 15th of each year. On February 1st 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, 2012 total \$317,180,000 in principal payments and \$108,543,983 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 2008-09	Audited 2009-10	Audited 2010-11	Beginning Budget 2011-12	Estimated Actual 2011-12	Beginning Budget 2012-13	Increase (Decrease)	% Change	% Of Total
<i>Revenues</i>									
Local & Intermediate									
Tax Revenues	\$47,515,600	\$43,976,563	\$42,432,111	\$39,822,607	\$43,221,611	\$39,700,613	(\$121,994)	-0.31%	99.97%
Interest Income	\$93,944	\$17,458	\$12,437	\$12,400	\$12,787	12,000	(400)	-3.23%	0.03%
Total Revenue	\$47,609,544	\$43,994,021	\$42,444,548	\$39,835,007	\$43,234,398	\$39,712,613	(\$122,394)	-0.31%	100.00%
<i>Expenditures</i>									
71 Debt Services									
Principal	\$28,648,711	\$27,060,000	\$27,415,000	\$25,555,000	\$25,555,000	\$25,770,000	\$215,000	0.84%	64.89%
Interest	\$19,586,494	\$17,265,964	\$14,543,756	\$14,274,007	\$13,681,847	\$13,936,613	(\$337,394)	-2.36%	35.09%
Issuance Costs & Fees	\$3,498	\$3,825	\$261,369	\$6,000	\$593,000	\$6,000	\$0	0.00%	0.02%
Total Expenditures	\$48,238,703	\$44,329,789	\$42,220,125	\$39,835,007	\$39,829,847	\$39,712,613	(\$122,394)	-0.31%	100.00%
Other Sources & Uses									
Sale of Bonds	\$0	\$0	\$63,565,000	\$0	\$33,085,000	\$0	\$0		
Operating Transfers In/Misc Non-Rev	\$0	\$220,837	\$377,814	\$0	\$0	\$0	\$0		
Premium or Discount on Issuance of Bonds	\$0	\$0	\$6,914,124	\$0	\$5,113,360	\$0	\$0		
Other (Uses)	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Payment to Bond Refunding Escrow Agent	\$0	\$0	(\$70,196,521)	\$0	(\$38,198,360)	\$0	\$0		
Net Other Sources & Uses	\$0	\$220,837	\$660,417	\$0	\$0	\$0	\$0		
<i>Estimated Change in Fund Balance</i>	(\$629,159)	(\$114,931)	\$884,840	\$0	\$3,404,551	\$0	\$0		
<i>Estimated Fund Balance 9/1</i>	\$2,862,959	\$2,233,800	\$2,118,869	\$3,003,709	\$3,003,709	\$6,408,260	\$3,404,551		
<i>Estimated Year End Adjustment</i>				\$3,404,551			(\$3,404,551)		
Estimated Fund Balance 8/31	\$2,233,800	\$2,118,869	\$3,003,709	\$6,408,260	\$6,408,260	\$6,408,260	\$0		

Debt Service continued

Carrollton-Farmers Branch ISD Debt Service Fund

Debt Retirement Summary

Fiscal Year Ended 8/31	Principal	Interest	Total	Percent Retired
2013	25,770,000	13,936,613	39,706,613	8.12%
2014	25,800,000	12,756,619	38,556,619	8.13%
2015	26,500,000	11,583,316	38,083,316	8.35%
2016	27,800,000	10,346,913	38,146,913	8.76%
2017	29,170,000	9,036,738	38,206,738	9.20%
2018	21,660,000	7,890,625	29,550,625	6.83%
2019	22,725,000	6,912,950	29,637,950	7.16%
2020	18,260,000	6,012,688	24,272,688	5.76%
2021	15,475,000	5,256,563	20,731,563	4.88%
2022	10,340,000	4,645,563	14,985,563	3.26%
2023	10,860,000	4,122,425	14,982,425	3.42%
2024	11,410,000	3,572,191	14,982,191	3.60%
2025	11,970,000	3,016,306	14,986,306	3.77%
2026	8,635,000	2,552,153	11,187,153	2.72%
2027	9,035,000	2,161,716	11,196,716	2.85%
2028	9,450,000	1,754,547	11,204,547	2.98%
2029	9,910,000	1,308,988	11,218,988	3.12%
2030	7,350,000	893,931	8,243,931	2.32%
2031	7,720,000	533,138	8,253,138	2.43%
2032	5,705,000	212,191	5,917,191	1.80%
2033	1,635,000	37,809	1,672,809	0.52%
Totals	\$ 317,180,000	\$ 108,543,983	\$ 425,723,983	100.00%

Debt Service continued

CARROLLTON-FARMERS BRANCH INDEPENDENT SCHOOL DISTRICT
 COMPUTATION OF DIRECT AND OVERLAPPING DEBT
 AUGUST 31, 2012
 (UNAUDITED)

Taxing Jurisdiction	2011-12 Taxable Assessed Value	2011-12 Tax Rate	Total Tax Supported Debt as of 08/31/12	Estimated % Applicable	District's Overlapping Tax Supported Debt as of 08/31/12
Carrollton-Farmers Branch ISD	\$ 13,635,270,126	\$ 1.35680	\$ 317,180,000	100.00%	\$ 317,180,000
Town of Addison	3,028,042,568	0.58000	90,905,000	4.15%	3,772,558
City of Carrollton	4,418,318,876	0.61790	158,850,000	55.64%	88,384,140
City of Coppell	4,816,052,744	0.69046	81,875,000	7.63%	6,247,063
City of Dallas	77,474,636,705	0.79700	1,666,007,336	1.01%	16,826,674
Dallas County	156,268,248,986	0.24310	121,605,000	6.35%	7,721,918
Dallas County Community College District	162,568,152,695	0.09967	374,265,000	6.35%	23,765,828
Dallas County Hospital District	156,435,665,588	0.27100	705,000,000	6.35%	44,767,500
Dallas County Utility and Reclamation District	2,009,954,246	2.12200	266,488,359	51.86%	138,200,863
Denton County	53,491,990,714	0.27736	553,915,000	4.84%	26,809,486
City of Farmers Branch	3,631,789,854	0.52950	21,145,000	59.30%	12,538,985
City of Irving	6,706,465,788	0.59860	348,720,000	26.10%	91,015,920
Irving Flood Control District III	1,352,144,851	0.27350	2,080,000	66.03%	1,373,424
Northwest Dallas County Flood Control District	384,558,398	0.30000	8,424,000	64.81%	5,459,594
Valwood Improvement Authority	1,461,090,282	0.30750	5,662,261	92.45%	5,234,760
Total Direct and Overlapping Tax Supported Debt					<u>\$ 789,298,712</u>
Ratio of Direct and Overlapping Tax Supported Debt to Taxable Assessed Valuation					5.79%
Per Capita Overlapping Total Tax Supported Debt					\$ 4,567.86

Source: FirstSouthwest

Debt Service continued

CARROLLTON-FARMERS BRANCH INDEPENDENT SCHOOL DISTRICT
COMPUTATION OF LEGAL DEBT MARGIN
AUGUST 31, 2012
(UNAUDITED)

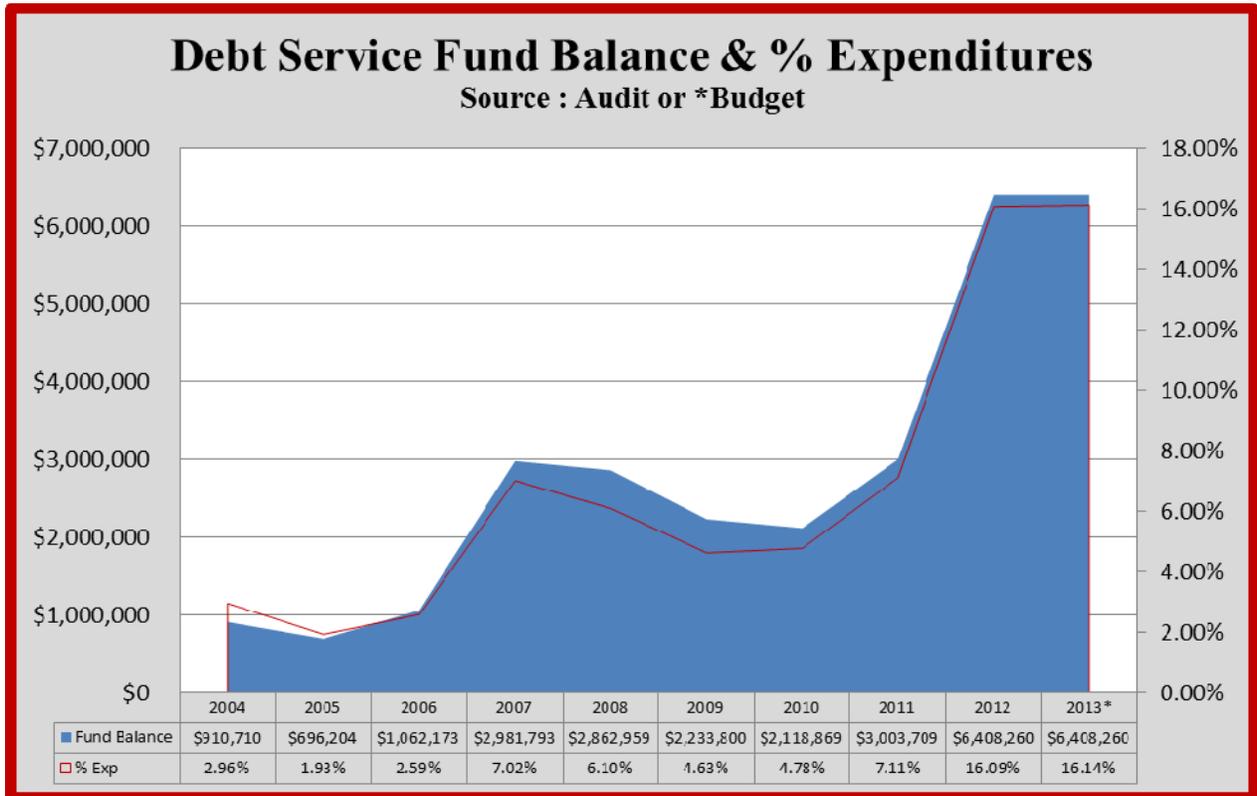
Assessed value		\$ <u>14,200,732,177</u>
Debt limit ten percent of assessed value*		\$ 1,420,073,218
Amount of debt applicable to debt limit:		
Total bonded debt	\$ 291,410,000	
Less:		
Net assets in debt service funds	\$ <u>6,408,260</u>	
Total amount of debt applicable to debt limit		\$ <u>285,001,740</u>
Legal debt margin		\$ <u>1,135,071,478</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 7% to 10% 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

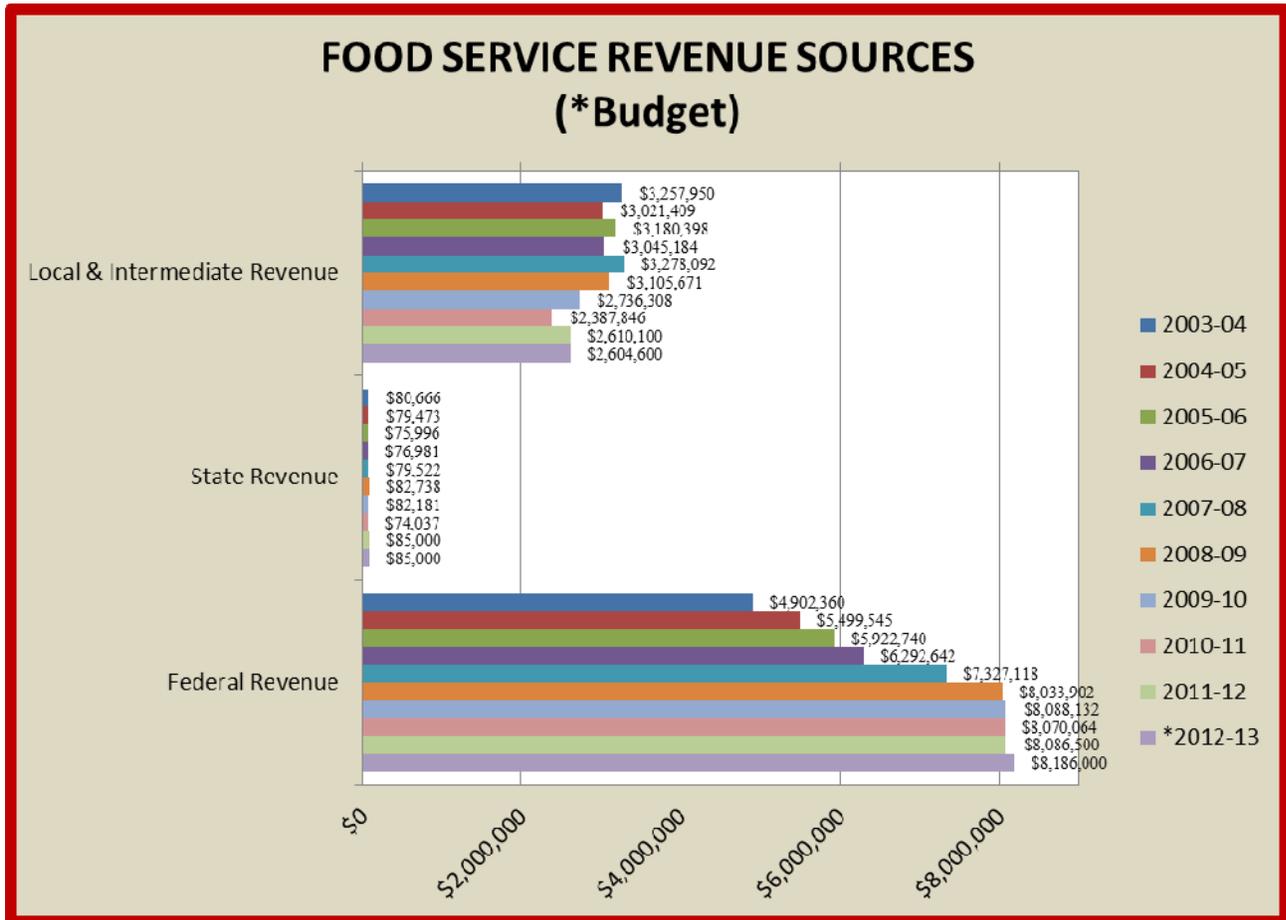
Food Service Fund Overview

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 75.27% 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, 24.73% for 2012-13.

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



Food Service Fund continued

Expenditure Sources

Food Service expenditures primarily consist of Payroll, 46.38%, and Supplies and Materials, 37.67%. 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 2007-08	Audited 2008-09	Audited 2009-10	Audited 2010-11	Beginning Budget 2011-12	Estimated Actual 2011-12	Beginning Budget 2012-13	Increase (Decrease)	% Change	% Of Total
<i>Revenues</i>										
Local & Intermediate Revenue	\$3,278,092	\$3,105,671	\$2,736,308	\$2,387,846	\$2,610,100	\$2,214,528	\$2,604,600	(\$5,500)	-0.21%	23.95%
State Revenue	\$79,522	\$82,738	\$82,181	\$74,037	\$85,000	\$71,361	\$85,000	\$0	0.00%	0.78%
Federal Revenue	\$7,327,118	\$8,033,902	\$8,088,131	\$8,070,064	\$8,086,500	\$8,307,476	\$8,186,000	\$99,500	1.23%	75.27%
Total Revenue	\$10,684,732	\$11,222,311	\$10,906,620	\$10,531,947	\$10,781,600	\$10,593,365	\$10,875,600	\$94,000	0.87%	100.00%
<i>Expenditures</i>										
35 Food Service	\$11,067,175	\$11,116,448	\$11,058,241	\$11,130,552	\$10,781,600	\$11,036,279	\$10,875,600	\$94,000	0.87%	100.00%
Total Expenditures	\$11,067,175	\$11,116,448	\$11,058,241	\$11,130,552	\$10,781,600	\$11,036,279	\$10,875,600	\$94,000	0.87%	100.00%
<i>Other Sources & Uses</i>										
Operating Transfers In/Misc Non-Rev	\$6,716	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Net Other Sources & Uses	\$6,716	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
<i>Estimated Change in Fund Balance</i>	(\$375,727)	\$105,863	(\$151,621)	(\$598,605)	\$0	(\$442,914)	\$0	\$0		
<i>Estimated Fund Balance 9/1</i>	\$1,836,947	\$1,461,219	\$1,567,082	\$1,415,461	\$816,856	\$816,856	\$373,942	(\$442,914)		
<i>Estimated Year End Adjustment</i>					(\$442,914)			\$442,914		
Estimated Fund Balance 8/31	\$1,461,219	\$1,567,082	\$1,415,461	\$816,856	\$373,942	\$373,942	\$373,942	\$0		

Food Service Fund continued

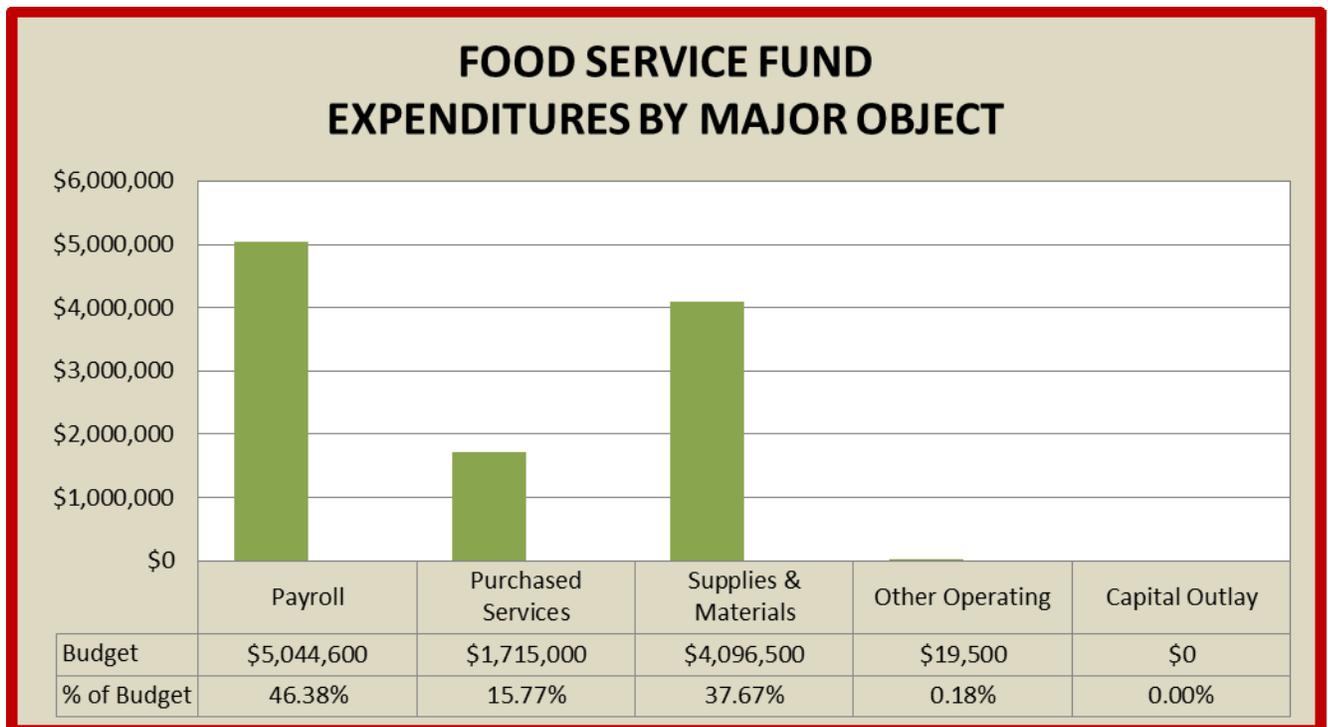
Food Service Fund Expenditures by Object Comparison to Prior Year

	Beginning Budget 2011-12	Beginning Budget 2012-13	Percentage Increase (Decrease)	Percentage of Total
Payroll	\$4,850,000	\$5,044,600	4.01%	46.38%
Purchased Services	\$1,293,000	\$1,715,000	32.64%	15.77%
Supplies & Materials	\$4,517,500	\$4,096,500	-9.32%	37.67%
Other Operating	\$18,000	\$19,500	8.33%	0.18%
Capital Outlay	\$103,100	\$0	-100.00%	0.00%
Total	\$10,781,600	\$10,875,600	0.87%	100.00%

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 \$373,942 at August 31, 2013. This represents approximately .34 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 2011-12 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 (\$.30 cents).
- Over 750,000 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	\$1.55	\$1.25	\$0.27
Price Charged	\$0.00	\$0.30	\$1.50
Severe Need	\$0.30	\$0.30	\$0.00
Total Revenue	\$1.55 to \$1.85	\$1.55 to \$1.85	\$1.77

Lunch Program:

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

Lunch Revenues

	Free	Reduced	Paid
Federal Funds	\$2.86	\$2.46	\$0.27
Price Charged	\$0.00	\$0.40	\$2.50
Commodity Value	\$0.23	\$0.23	\$0.23
Total Revenue	\$3.09	\$3.09	\$3.00

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>< 10%</i>	<i>< 10%</i>	<i>< 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.
- Offering snacks in 21 of the C-FB ISD schools.
- Served over 245,000 snacks after school generating federal revenues of over \$160,000.

After School Revenues

	Free	Reduced	Paid
Federal Funds	\$0.78	\$0.39	\$0.07
Price Charged	\$0.00	\$0.15	\$0.50
Total Revenue	\$0.78	\$0.54	\$0.57
Area Eligible	\$0.78	\$0.78	\$0.78

Requirements for an After School Snack:

- Must include two servings of any combination of meat, bread, milk and fruit/vegetable.

Summer Food Program:

- Provides breakfast and lunch in conjunction with summer school and Summer Funshine programs.
- For the summer of 2012 provided over 15,400 breakfasts and 20,600 lunches for a total revenue of approximately \$86,000.
- Follows the same requirements and has the same reimbursement as the National School Lunch Program.

New Initiatives:

C-FB ISD high school cafeterias serving lines have been remodeled and are featuring four restaurants with unique menu items. All meals are eligible for federal reimbursement and available to all students. The restaurants are: "All American" line which offers foods that all

Food Service Fund continued

Americans love from tasty burgers to mainstay entrees. "Pasta Perfetta" line featuring Italian pasta dishes and fresh baked pizzas made with fresh ingredients straight from the oven. "Sabroso" line offering Tex-Mex at its best! Students can build burritos from the choices or enjoy traditional regional cuisine. And last but certainly not least is the "Wonderful Wok" featuring the flavor from the Orient with delicious daily specials.

These restaurant concepts have caused quite a stir of excitement among our high school customers. The feedback and comments have been extremely positive. Students are praising the menu for its freshness, flavor and taste, in addition to the variety of choices offered.





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 2012-13 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:

Bond Proceeds	
<u>Disposition of Authorized Bonds</u>	
Bonds Sold:	
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
Authorized but Unissued	\$45,865,000
Total	\$300,165,000

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 sale of some of these bonds has been delayed through at least 2014.

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	All Years Total
High Schools:											
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	\$28,803,679
002	Newman Smith	\$22,062	\$9,927,123	\$13,280,312	\$820,556	\$363,814	\$39,672	\$0	\$189,126	\$777,663	\$25,420,328
003	Mary Grimes	\$0	\$33,141	\$31,813	\$88,625	\$193,674	\$11,775	\$31,080	\$0	\$167,993	\$558,101
005	Bea Salazar	\$3,501	\$113,982	\$14,136	\$32,923	\$62,273	\$1,999	\$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	\$13,373,808
007	Ranchview	\$68,756	\$315,581	\$20,986	\$634,061	\$241,493	\$11,359	\$21,000	\$314,447	\$123,124	\$1,750,807
010	Early College HS	\$0	\$0	\$81,019	\$29,092	\$4,316	\$0	\$76,637	\$1,749	\$0	\$192,813
Sub-Total		\$165,204	\$11,897,949	\$21,520,555	\$20,811,734	\$10,907,374	\$830,211	\$229,321	\$986,556	\$2,979,446	\$70,328,350
Middle Schools:											
041	Vivian Field	\$73,951	\$257,814	\$48,212	\$330,933	\$202,176	\$204,519	\$4,474,703	\$547,793	\$71,240	\$6,211,341
042	DeWitt Perry	\$72,888	\$178,340	\$571,802	\$346,161	\$357,494	\$4,070,807	\$1,709,863	\$42,800	\$151,805	\$7,501,960
044	Dan Long	\$76,373	\$221,090	\$149,923	\$318,905	\$227,111	\$54,505	\$0	\$370,215	\$615,466	\$2,033,588
045	Charles Blalack	\$74,041	\$241,331	\$88,790	\$306,585	\$6,263,373	\$5,981,008	\$32,367	\$319	\$31,040	\$13,018,854
046	Ted Polk	\$57,879	\$284,578	\$68,212	\$209,117	\$188,158	\$2,896	\$0	\$0	\$19,026	\$829,866
047	Barbara Bush	\$56,084	\$121,680	\$55,301	\$277,317	\$236,951	\$11,240	\$0	\$1,205	\$76,691	\$836,469
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	\$30,432,077
Elementary Schools:											
102	Carrollton	\$10,684	\$146,839	\$34,412	\$113,011	\$247,452	\$38,386	\$0	\$0	\$12,684	\$603,468
103	Central	\$13,424	\$154,352	\$43,734	\$90,559	\$247,631	\$31,880	\$0	\$739	\$432,281	\$1,014,600
105	R. E. Good	\$10,684	\$124,499	\$31,190	\$69,802	\$207,219	\$32,621	\$274,520	\$2,644,225	\$11,422,568	\$14,817,328
106	Janie Stark	\$81,489	\$3,097,690	\$7,588,275	\$850,994	\$90,347	\$34,020	\$799	\$0	\$0	\$11,743,614
107	Montgomery	\$31,558	\$90,569	\$28,160	\$125,234	\$83,579	\$29,882	\$0	\$0	\$0	\$388,982
108	McLaughlin	\$12,404	\$121,198	\$119,150	\$104,132	\$933,842	\$80,343	\$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	\$4,986,762
110	L. F. Blanton	\$17,276	\$259,145	\$1,036,945	\$10,267,658	\$564,809	\$30,454	\$970	\$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	\$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	\$9,757,093
113	Dale B. Davis	\$35,088	\$81,754	\$18,456	\$83,145	\$194,568	\$31,778	\$0	\$10,781	\$2,349	\$457,919
114	McCoy	\$12,404	\$96,350	\$35,380	\$62,635	\$319,242	\$3,193,307	\$360,548	\$0	\$654,064	\$4,733,930
116	Fumeaux	\$12,843	\$105,201	\$57,856	\$1,465,096	\$1,930,678	\$123,105	\$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	\$165,406
118	Rosemeade	\$10,684	\$83,992	\$73,614	\$46,195	\$170,330	\$268,364	\$4,506,689	\$229,897	\$0	\$5,389,765
119	Sheffield Primary	\$10,429	\$105,866	\$31,179	\$1,623,910	\$1,693,276	\$29,355	\$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	\$620,480
121	Tom Landry	\$11,069	\$89,058	\$26,151	\$60,494	\$184,938	\$38,989	\$0	\$0	\$11,979	\$422,678
122	E. L. Kent	\$10,684	\$103,178	\$39,368	\$52,169	\$229,985	\$29,882	\$746,627	\$0	\$15,268	\$1,227,161
123	Riverchase	\$19,271	\$111,508	\$47,710	\$43,577	\$224,081	\$36,869	\$0	\$0	\$0	\$483,016
124	McKamy	\$33,917	\$90,387	\$55,763	\$62,822	\$306,533	\$150,921	\$13,325	\$0	\$13,389	\$727,057
125	Sheffield Intern.	\$10,940	\$97,818	\$27,842	\$30,223	\$212,357	\$36,869	\$0	\$0	\$1,385,865	\$1,801,914
126	Rainwater	\$11,343	\$108,147	\$25,050	\$50,207	\$203,170	\$30,889	\$0	\$0	\$12,684	\$441,490
128	Freeman	\$0	\$36,770	\$27,612	\$12,500	\$45,316	\$41,957	\$0	\$79,287	\$0	\$243,442
129	McWhorter	\$10,684	\$138,025	\$207,973	\$1,285,535	\$576,145	\$49,967	\$191	\$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	\$4,488,118
132	LaVillita	\$0	\$0	\$0	\$0	\$11,300	\$10,069	\$0	\$0	\$0	\$21,369
133	Pre-K Center II	\$0	\$780	\$11,464	\$135	\$1,485	\$0	\$0	\$0	\$0	\$13,864
134	Kelly Center	\$0	\$160,022	\$4,431,122	\$2,641,422	\$36,700	\$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	\$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	\$118,589,459
Administration/Support		\$387,925	\$8,726,695	\$3,369,373	\$2,009,080	\$2,312,828	\$3,039,293	\$863,782	\$419,802	\$299,263	\$21,428,041
TOTALS		\$1,532,673	\$29,093,095	\$47,287,539	\$48,199,531	\$45,289,984	\$27,774,406	\$17,530,493	\$5,676,966	\$18,393,240	\$240,777,927

Capital Improvements Plan continued

Work in Progress:

Only two 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 \$11.2 million on this project in the 2012-13 fiscal year.

Project Costs/Status:

The total project costs are estimated to be \$14.0 million. Construction will begin 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 12 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 is expected to begin in the summer of 2013 and conclude in early 2014.

Capital Improvements Plan continued

Carrollton-Farmers Branch Independent School District			
Miscellaneous Statistical Data August 31, 2012 (unaudited)			
Geographic Area:			53.41 Square Miles
Student Enrollment:			26,423
	Originally		
	Opened/	Capacity/	
	Replaced	Square Feet	Acreage
Instructional Sites:			
Senior High Schools:			
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
Middle Schools:			
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
Alternative Campuses:			
Huie Ctr	1982	29,750	5
Salazar - Academic Character Training	1993	32,400	5
Elementary Schools:			
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
Totals		4,760,515	638.4
*, ** - 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
Total Permanent Elementary School Area			1,991,453			
Total Elementary School Portable Area				3,876		
Total Elementary School Area (Gross)					1,995,329	
Total Property Size (Acres)						281.6

*, ** - 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
Total Permanent Middle School Area			995,242			
Total Middle School Portable Area				3,536		
Total Middle School Area (Gross)					998,778	
Total Property Size (Acres)						134.0

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
Total Permanent High School Area			1,678,970			
Total High School Portable Area				1,536		
Total High School Area (Gross)					1,680,506	
Total Property Size (Acres)						207.8

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 (Acreage)
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
Total Permanent Alternative School Area			97,047			
Total Alternative School Portable Area				0		
Total Alternative School Area (Gross)					97,047	
Total Property Size (Acres)						15.25

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 (Acreage)
Administration	1982		28,000		28,000	14
Student Services	1971		13,824		13,824	
Agriculture Site	1981		16,188		16,188	24
PSA Buildings	1990		38,756		38,756	4.5
SFC	2005		16,687		16,687	
Pre-Kindergarten Ctr (CLC)	2005		42,906		42,906	
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	3,200	84,200	25
Living Materials Ctr	1950		4,500		4,500	3
Total Permanent Alternative School Area			514,925			
Total Alternative School Portable Area				3,200		
Total Alternative School Area (Gross)					518,125	
Total Property Size (Acres)						129.0

Combined Building Area - Carrollton-Farmers Branch ISD

Total District Permanent Facility Area	5,277,637			
Total District Portable Area		12,148		
Total District Area (Gross)			5,289,785	
Total Property Size (Acres)				767.6

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		



Carrollton · Farmers Branch

Independent School District

● ● ● An Innovative Leader in Learning ● ● ●

INFORMATIONAL SECTION

Student Data

Student Data

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

High School Advanced Placement - 2011-12

	Turner	Smith	Creekview	Ranchview	C-FB
Total Campus Enrollment	2130	2064	2026	848	7068
AP/IB Class Enrollment	1093	1008	740	659	3500
% Campus AP/IB Enrollment	51%	49%	37%	78%	50%

High School Advanced Placement - 2009-2010

	Turner	Smith	Creekview	Ranchview	C-FB
Total Campus Enrollment	1874	1881	1975	803	6533
AP/IB Class Enrollment	791	1069	744	7/515	2611/515
% Campus AP Enrollment	42%	57%	38%	1%/64%	40%/8%

High School Advanced Placement - 2008-2009

	Turner	Smith	Creekview	Ranchview	C-FB
Total Campus Enrollment	2076	2126	2081	831	7114
AP Class Enrollment	946	1008	812	274	3040
% Campus AP Enrollment	46%	47%	39%	33%	43%

NOTE: 2010-11 comparable data is not available due to a software conversion that occurred that year.

Student Data continued

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

Students by Category										
(Source: PEIMS Edits + Student Data Review Report)										
	<u>2002-03</u>	<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>
All Students	25,520	25,638	25,860	26,231	26,252	26,397	26,257	25,920	26,159	26,423
Title I	10,554	11,637	15,124	16,884	17,606	17,598	18,088	19,604	20,320	16,627
Special Ed	2,438	2,536	2,635	2,700	2,770	2,742	2,470	2,506	2,555	2,606
Gifted & Talented	2,427	2,278	2,226	2,332	2,467	2,502	2,494	2,419	2,387	2,291
Career & Tech	4,698	5,870	4,403	4,568	4,298	4,712	4,690	4,872	4,913	5,219
LEP	5,581	5,854	6,116	6,234	6,685	6,262	6,293	5,985	5,995	5,908
Bilingual	2,269	2,348	2,479	2,761	2,980	2,901	2,922	2,912	2,967	3,118
ESL	3,175	3,368	3,527	3,397	3,653	3,345	3,409	3,127	3,110	2,893
Migrant	35	34	2	0	2	8	5	3	3	7
Eco Disadv	10,278	11,633	12,228	13,379	13,418	14,302	15,002	15,393	15,376	16,420
At Risk	10,482	10,997	11,789	13,025	12,828	12,494	12,908	12,528	12,031	11,879
Immigrant	1,201	937	872	782	1,180	1,043	1,167	219	851	801
Transfer Students	91	108	133	136	149	180	188	169	188	196



Student Data continued

Student Dropout Information

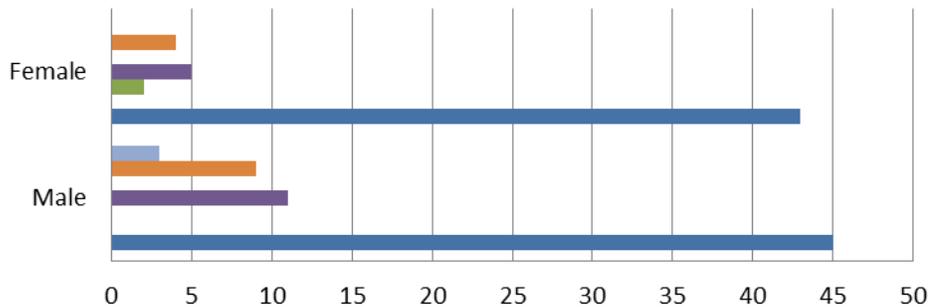
* NOTE: State Criteria changed in 2006-07

(Source: PEIMS Edits + Student Data Review Report)

	2002-03	2003-04	2004-05	2005-06	*2006-07	*2007-08	*2008-09	*2009-10	*2010-11	*2011-12
Grade 7	0	0	0	0	2	not reported	2	29	1	3
Grade 8	8	1	3	2	8	10	1	13	3	0
Grade 9	29	12	12	8	50	46	32	30	29	22
Grade 10	20	12	10	11	43	39	37	21	19	17
Grade 11	18	10	16	11	44	48	26	16	32	41
Grade 12	23	21	10	7	34	90	51	32	41	39
Totals	98	56	54	39	181	233	149	141	125	122



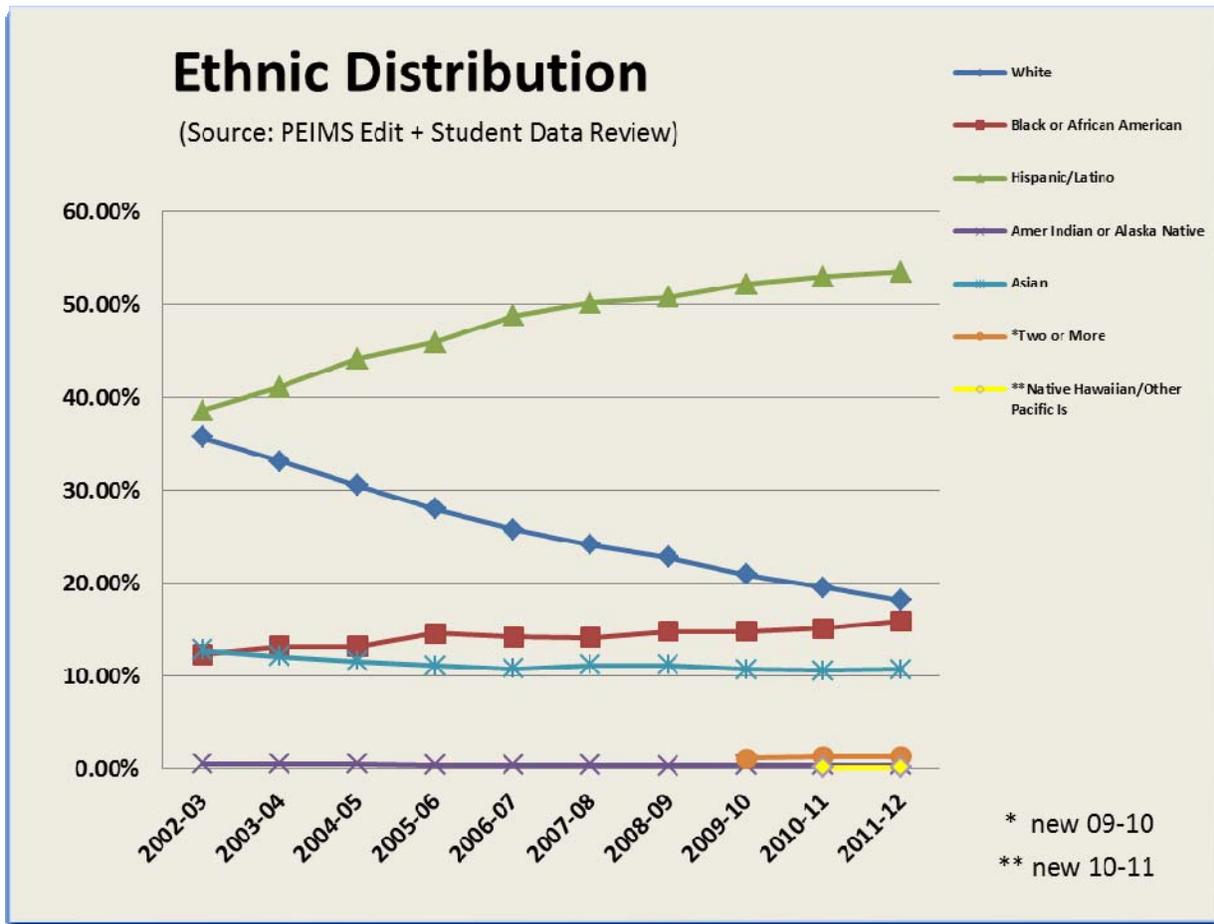
Dropout by Ethnicity & Gender 2011-2012



	Male	Female
Two or More Races	3	0
White	9	4
Hawaiian/Pacific Islander	0	0
Black/African American	11	5
Asian	0	2
American Indian/Alaska Native	0	0
Hispanic/Latino	45	43

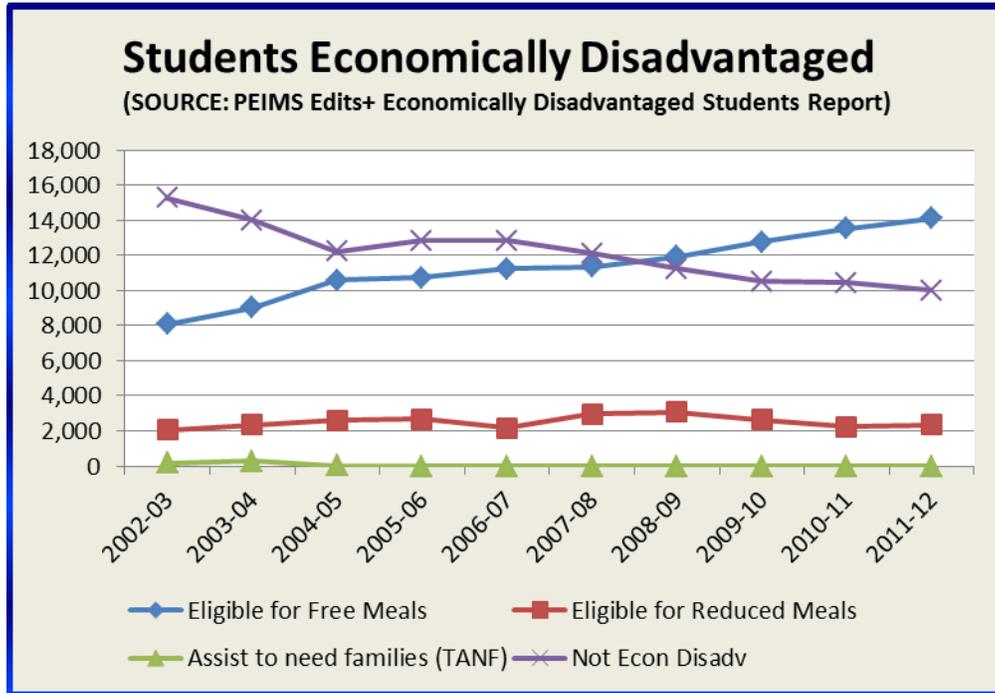
Student Data continued

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	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	Estimated 2012-13*
001	Turner High	2,013	1,956	2,011	1,975	2,019	2,124	2,146
002	Smith High	2,086	2,069	2,080	1,991	2,030	2,058	2,059
003	Grimes Learning Ctr	227	240	214	263	251	212	236
005	Alternative Ed Prgm	144	138	145	103	94	88	114
006	Creekview High	2,161	2,150	2,037	2,056	2,082	2,034	2,004
007	Ranchview High	756	773	761	833	807	831	818
009	Dallas/Denton County JJAEP	13	30	24	15	15	10	9
010	Early College High School	79	161	211	213	252	267	275
042	Field Middle	1,087	1,014	999	963	930	911	912
042	Perry Middle	982	1,010	971	999	933	942	965
044	Long Middle	861	806	850	784	796	796	766
045	Blalack Middle	1,152	1,141	1,120	1,064	972	982	947
046	Polk Middle	970	1,056	1,026	1,057	1,042	1,090	1,068
047	Bush Middle	616	622	654	703	767	720	699
102	Carrollton Elementary	679	719	684	640	650	676	656
103	Central Elementary	654	625	645	600	726	734	753
105	Good Elementary	517	527	496	498	503	499	595
106	Stark Elementary	613	471	388	417	533	537	614
107	Montgomery Elementary	560	549	463	414	0	0	0
108	McLaughlin Elementary	856	636	389	393	396	392	0
109	Farmers Branch Elementary	508	516	493	493	506	497	507
110	Blanton Elementary	444	459	539	563	555	603	597
111	Thompson Elementary	501	504	490	479	515	503	582
112	Country Place Elementary	361	363	363	374	362	370	357
113	Davis Elementary	591	566	575	552	535	571	568
114	McCoy Elementary	434	442	425	452	411	413	404
116	Furneaux Elementary	442	437	407	395	365	363	357
117	Huie Sp Ed Campus	33	1	2	3	4	20	20
118	Rosemeade Elementary	342	349	365	336	338	360	423
119	Sheffield Primary	414	455	419	446	498	544	0
120	Las Colinas Elementary	455	490	493	503	505	504	520
121	Landry Elementary	487	459	472	462	462	443	450
133	Kent Elementary	566	546	513	446	472	449	396
123	Riverchase Elementary	398	405	388	369	362	313	300
124	McKamy Elementary	537	469	478	450	575	558	575
125	Sheffield Intermediate	399	387	383	354	339	348	926
126	Rainwater Elementary	364	418	457	469	451	454	443
128	Freeman Elementary	550	668	503	510	560	582	630
129	McWhorter Elementary	533	645	673	697	626	653	735
131	Blair Intermediate	521	522	419	405	776	760	740
132	LaVillita Elementary	0	0	296	326	459	497	620
133	Pre-Kindergarten Center	346	222	204	192	0	0	0
134	Kelly Pre-Kindergarten Center	0	381	366	295	313	316	0
135	Strickland Intermediate	0	0	368	368	372	399	794
Totals		26,252	26,397	26,259	25,920	26,159	26,423	26,580
	Percentage Change	-0.41%	0.55%	-0.52%	-1.29%	0.92%	1.01%	0.59%

*2012-13 Estimate based upon TASBO Pupil Projection System

Student Data continued

PEIMS EDIT+ REPORTS DATA REVIEW																
At Risk Students by Sex, Ethnicity, and Grade																
2011-2012 Fall Collecton																
	Hispanic/		American Indian		Asian		African American		White		Pacific		Two or			
Grade	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total	%
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	0.0%
PK	237	239	0	0	66	66	4	1	6	4	0	0	0	1	624	5.3%
KG	376	333	1	0	65	69	13	10	16	10	0	0	1	1	895	7.5%
01	358	402	1	0	66	65	33	28	24	18	0	0	5	0	1,000	8.4%
02	433	415	1	2	69	71	48	33	40	14	0	0	3	3	1,132	9.5%
03	436	395	0	1	64	51	44	36	38	31	0	0	3	2	1,101	9.3%
04	352	362	1	0	45	42	50	40	31	22	0	0	4	2	951	8.0%
05	319	260	0	1	30	12	68	41	36	23	0	0	1	5	796	6.7%
06	244	219	0	0	24	15	57	51	32	16	0	0	4	5	667	5.6%
07	223	189	2	0	26	7	64	57	41	26	0	0	7	1	643	5.4%
08	271	201	2	2	22	22	75	59	60	30	1	0	3	1	749	6.3%
09	427	289	2	2	34	22	91	70	75	25	0	0	6	5	1,048	8.8%
10	252	249	1	3	24	29	71	71	64	56	0	0	3	1	824	6.9%
11	268	236	2	0	37	27	85	76	69	48	2	0	5	5	860	7.2%
12	157	185	1	1	28	20	56	32	60	43	0	1	4	1	589	5.0%
Totals	4,353	3,974	14	12	600	518	759	605	592	366	3	1	49	33	11,879	100.0%
Percent	36.6%	33.5%	0.1%	0.1%	5.1%	4.4%	6.4%	5.1%	5.0%	3.1%	0.0%	0.0%	0.4%	0.3%		100.0%

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

2009 Adequate Yearly Progress (AYP) And Academic Excellence Indicator System(AEIS)			
Campus	Meets AYP	Missed AYP	AEIS Rating
District	X		Acceptable
Creekview	X		Acceptable
Early College	X		Exemplary
Ranchview	X		Acceptable
Smith	X		Recognized
Turner		X	Acceptable
Blalack	X		Recognized
Bush	X		Recognized
Field	X		Recognized
Long	X		Acceptable
Perry	X		Recognized
Polk	X		Recognized
Blair/Montgomery	X		Recognized
Blanton	X		Exemplary
Carrollton	X		Exemplary
Central	X		Recognized
Country Place	X		Exemplary
Davis	X		Exemplary
Farmers Branch	X		Exemplary
Freeman	X		Exemplary
Furneaux	X		Recognized
Good	X		Exemplary
Kent	X		Exemplary
La Villita	X		Recognized
Landry	X		Exemplary
Las Colinas	X		Exemplary
McCoy	X		Exemplary
McKamy	X		Exemplary
McWhorter	X		Recognized
Rainwater	X		Exemplary
Riverchase	X		Exemplary
Rosemeade	X		Exemplary
Sheffield Int/Pri	X		Recognized
Stark	X		Exemplary
Strickland/McLaughlin	X		Exemplary
Thompson	X		Recognized

Student Data continued

SAT Results for 2011					
Mean Scores					
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

SAT Results for 2010					
Mean Scores					
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

SAT Results for 2009					
Mean Scores					
Campus	Count	Critical Reading	Math	Writing	Combined
Turner High School	155	490	530	481	1,501
Smith High School	213	502	538	502	1,542
Creekview High School	274	495	534	484	1,513
Ranchview High School	100	502	528	498	1,528
District	742	497	533	489	1,519
National	1,530,128	501	515	493	1,509
Texas	141,723	486	506	475	1,467

Student Data continued

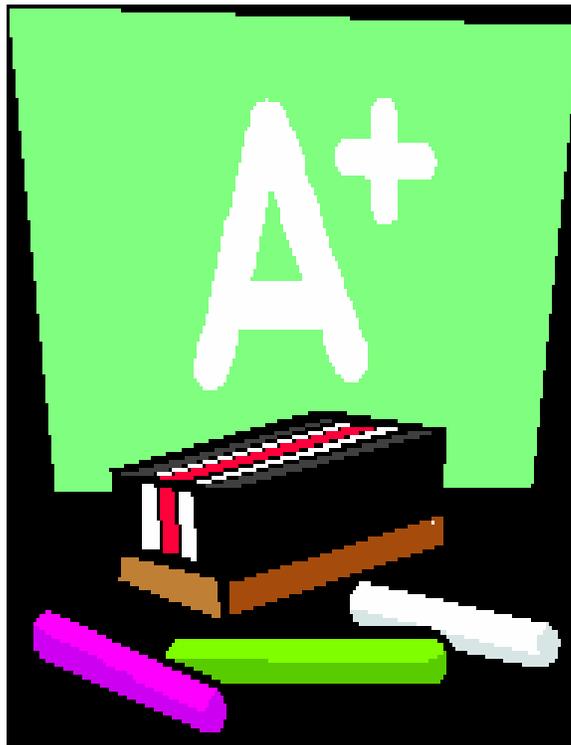
ACT Results for 2011						
Campus	Count	English	Math	Reading	Science	Composite
Turner High School	92	18.2	21.3	19.5	20.1	19.9
Smith High School	114	21.5	22.7	22.5	22.5	22.4
Creekview High School	127	22.1	23.9	22.7	22.5	22.9
Ranchview High School	44	20.0	21.6	21.1	21.4	21.1
Early College High School	20	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

ACT Results for 2010						
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

ACT Results for 2009						
Campus	Count	English	Math	Reading	Science	Composite
Turner High School	78	20.2	23.1	21.2	21.3	21.5
Smith High School	133	19.2	21.1	19.9	20.7	20.3
Creekview High School	132	20.3	22.8	21.6	21.7	21.7
Ranchview High School	43	20.8	22.0	22.6	21.6	21.9
District	386	20.0	22.2	21.0	21.2	21.2
Nation	1,480,469	20.6	21.0	21.4	20.9	21.1
Texas	82,640	19.9	21.3	20.9	20.6	20.8

Salary Schedules

Carrollton-Farmers Branch Independent School District



Salary Schedules

2012-2013 Salary Schedule

Teacher New Hire - 187 DAYS

YEARS OF EXPERIENCE	DAILY RATE	SALARY
0	\$247.81	\$46,340
1	\$248.81	\$46,527
2	\$249.81	\$46,714
3	\$251.31	\$46,995
4	\$252.81	\$47,275
5	\$254.31	\$47,556
6	\$255.81	\$47,836
7	\$257.31	\$48,117
8	\$259.31	\$48,491
9	\$261.31	\$48,865
10	\$263.31	\$49,239
11	\$265.31	\$49,613
12	\$267.31	\$49,987
13	\$269.31	\$50,361
14	\$271.31	\$50,735
15	\$273.31	\$51,109
16	\$275.31	\$51,483
17	\$277.31	\$51,857
18	\$279.31	\$52,231
19	\$281.31	\$52,605
20	\$283.31	\$52,979
21	\$285.31	\$53,353
22	\$287.31	\$53,727
23	\$289.31	\$54,101
24	\$291.31	\$54,475
25	\$293.31	\$54,849
26	\$295.31	\$55,223
27	\$297.31	\$55,597
28	\$299.31	\$55,971
29	\$301.31	\$56,345
30+	\$303.31	\$56,719

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 2012-2013 school year only. Neither past nor future salaries can be accurately calculated from this hiring schedule.

Salary Schedules continued

Salary Schedule 2012-2013 Professional / Administrative

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
MAXIMUM DAILY RATE	300.51	332.61	349.03	358.82	386.64
MIDPOINT DAILY RATE	264.27	284.44	306.97	322.26	347.24
MINIMUM DAILY RATE	203.76	247.81	266.06	286.45	308.30

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 (187)
Web Specialist (230)*

Grade 2

Academy Facilitator (230, 212)
Adult Educator/GED (198, 202)*
Advanced Academic Specialist (210)
At-Risk Support Facilitator (200)
Attendance Officer (187)
Behavior Resource Specialist (187)
Bilingual Instructional Spec (197)
Community Liaison (212)
ESL Instructional Facilitator (202)
Instructional Facilitator (202)
Instructional Technology Specialist (187,197)
Instructional Technology Specialist Facilitator (205)
Librarian (188,197)
Math Instructional Facilitator (187)
Nurse (187)
Occupational Health Nurse (230)*
Parent Educator (198)*
Registrar (220)

Grade 2 – continued -

Science Instructional Facilitator (187)
Social Studies Instructional Facilitator (187)
Teacher (187, 190, 193, 197, 200, 202, 205, 210, 212, 213, 220)

Grade 3

Accountant (230)*
Advanced Academic Specialist (215,230)
Aquatics Supervisor (230)
Assistant Director Student Nutrition (230)
Audiologist (187)
Autism Specialist (200)
Communication Specialist (230)*
Communities Relations Specialist (230)*
Counselor (188, 200, 202, 212, 220)
Educational Diagnostician (193, 198)
Instructional Specialist (197, 202)
(Bilingual,ESL,Math,Science,Language Arts)
Instructional Tech Specialist (202)
GED Appraiser (193)
Lead Behavior Resource Specialist (193)
Lead Educational Diagnostician (220)
LSSP (198)
Occupational Therapist (188)
Physical Therapist (188)
Populations Facilitator (187)
Program Compliance (202)
Social Worker (193)
Speech Pathologist (187)
Student Assistant Specialist (188, 202)*

Grade 4

Assistant Principal, Elem (207)
Coordinator, Campus Athletics (226)
Coordinator, Media Services (230)
Coordinator, State Testing & Data Analyst (230)
Supervisor, Health Services (220)

Grade 5

Assistant Principal, Middle School (207)
Coordinator, BIL/ESL (230)
Coordinator, Language Arts (230)
Coordinator, Employee Benefits (230)*
Coordinator, Federal Funds (230)
Coordinator, Language Arts (230)
Coordinator, Math (230)
Coordinator, Science (230)
Coordinator, Social Studies (230)
Coordinator, Special Educ (230)
Director, Student Nutrition (230)*
Supervisor, Construction (230)*
Supervisor, Maintenance (230)*
Supervisor, Technology Svcs (230)
Tax Assessor/Collector (230)*

Salary Schedules continued

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
416.59	448.88	483.67	521.17	548.23	590.72	750.00
374.15	403.14	434.38	468.07	504.35	543.43	700.00
332.56	358.34	386.12	416.06	461.63	497.40	650.00

Grade 6

Assistant Principal, HS (212)
 Assistant Director, Student Information (230)
 Director, After School Program (230)
 Director, Accounting (230)*
 Director, Bilingual/ESL (230)
 Director, Elementary Student Services (230)
 Director, Secondary Student Services (230)
 Director, Payroll (230)*
 Director, Technology Services (230)

Grade 7

AEP Administrator (230)
 Associate Principal, HS (220)
 Director, Athletics (230)
 Director, Financial Reporting (230)
 Director, Strategic Communications Services (230)
 Director, Fine Arts (220)
 Director, Student Information (230)
 Executive Director of Assessment (230)

Grade 8

Director, Elementary Personnel (230)
 Director, Secondary Personnel (230)
 Director, Security/Operations (230)
 Educational Technology Administrator (215)
 Executive Director, Advanced Academics (230)
 Executive Director, Career Technology (230)
 Executive Director, Materials Management (230)
 Principal, Elementary (215)
 Principal, Grimes (226)

Grade 9

Director, Human Resources (230)
 Executive Director, Special Education (230)
 Principal, Middle School (226)

Grade 10

Chief Financial Officer (230)
 Chief Information/Technology Officer (230)*
 Chief Operations Officer (230)
 Principal, High School (226)

Grade 11

Assistant Superintendent, Elementary Schools (230)
 Assistant Superintendent, Secondary Schools (230)

Grade 12

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

***Non-Contracted Position**

Salary Schedules continued

Salary Schedule 2012-2013 Clerical / Technical

	Grade 2	Grade 3	Grade 4
MAXIMUM HOURLY RATE	16.54	18.72	19.98
MIDPOINT HOURLY RATE	14.23	16.31	17.80
MINIMUM HOURLY RATE	12.33	13.97	14.90

Grade 2

Assistant, Bilingual
 Assistant, Bilingual Title I
 Assistant, Clinic
 Assistant, Comp Lab HS
 Assistant, DMC
 Assistant, ELL Title I
 Assistant, ESL
 Assistant, Inst Bldg HS
 Assistant, Pre-K Title I
 Assistant, Pre-K
 Assistant, Pre-K Bil
 Assistant, Specials
 Assistant, Title I
 Clerk, Elementary
 Clerk, Career Tech
 Clerk, Receptionist TLC
 SP Assistant, Bil Speech
 SP Assistant, CM
 SP Assistant, CM/Resource
 SP Assistant, MOU
 SP Assistant, PPCD

Grade 3

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

Grade 4

Clerk, Assist Principal HS
 Clerk, Attendance HS
 Clerk, Bookkeeper
 Clerk, Career Tech
 Clerk, Counselor 003
 Clerk, Fine Arts
 Clerk, Itinerant
 Clerk, LPAC-BIL-ESL
 Clerk, Media
 Clerk, Recpt Ad Bldg
 Clerk, Records 193
 Clerk, Records 210
 Clerk, Records 220
 Clerk, Records 226
 Clerk, SNS Purchasing
 Clerk, SP Medicaid
 Clerk, SP Purchasing
 Clerk, SP Records
 Secretary, SP Supervisor
 Secretary, Technology

Salary Schedules continued

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
22.13	24.63	27.31	30.36	33.76
19.71	21.89	24.31	27.03	30.03
16.48	18.30	20.32	22.58	25.09

Grade 5

Clerk, Accounts Payable
 Clerk, Advanced Academics
 Clerk, Business
 Clerk, Data Entry Bilingual
 Clerk, Payroll
 Clerk, Payroll Split
 Clerk, Personnel Appl
 Clerk, Educational Svcs
 Clerk, SNS Meal Benefits
 Clerk, SNS Personnel
 Clerk, Tax Office
 Clerk, Assoc Principal
 Secretary, Athletics
 Secretary, Bilingual-ESL Curr
 Secretary, Distribution Center
 Secretary, District Media Ctr
 Secretary, Facility Serv
 Secretary, Aux Personnel Rec
 Secretary, Plant Op & Security
 Secretary, Principal AEP
 Secretary, Principal Elem
 Secretary, Principal MS
 Secretary, Purchasing

Grade 6

Secretary, After the Bell
 Secretary, Dir Athletics
 Secretary, Dir Program Comp
 Secretary, Instruction
 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/Acc
 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 Com Serv

Grade 8

Secretary, Associate Superintendent
 Secretary, Assistant Superintendent

Grade 9

Secretary, Superintendent

Salary Schedules continued

Salary Schedule 2012-2013 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	22.13	24.59	27.31	30.37	265.18	294.03	336.22	348.81	379.99	386.64
MIDPOINT RATE	19.71	21.89	24.31	27.03	235.51	261.98	286.12	310.39	338.11	347.24
MINIMUM RATE	16.62	18.46	20.49	22.78	191.42	220.50	240.31	261.45	284.76	308.30

Grade 1 - [Non-Exempt]

Grade 2 - [Non-Exempt]

Specialist, Computer Help Desk I
Specialist, Employee Benefits Assistant
Specialist, Purchasing Tech

Grade 3 - [Non-Exempt]

Bookkeeper, Administration
Database Manager
Office Manager
Purchasing Agent
Specialist, Payroll
Specialist, SNS Accounts
Visual Service Prod Assistant

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]

Coordinator, Business Information Systems

Grade 9 - [Exempt]

Specialist Network Systems Manager

Grade 10 - [Exempt]

Technology Services Supervisor

Salary Schedules continued

Salary Schedule 2012-2013 Manual Trades (Hourly Positions)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
MAXIMUM HOURLY RATE	13.42	15.01	17.26	18.88	21.11	23.62	26.39
MIDPOINT HOURLY RATE	11.90	13.39	15.38	16.92	18.91	21.13	23.64
MINIMUM HOURLY RATE	9.96	11.22	12.89	14.26	15.95	17.83	19.92

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, Full-Time Sub
Custodian, Head-Elementary School
Custodian, Lead CLC Building
Distribution Center, Receiving
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
Electrical Tech II
General Maintenance, Roofer
General Maintenance, Worker
Grounds, Equipment Operator
Grounds, Head Athletic Painter
Grounds, Irrigator
Grounds, Lead Athletics
HVAC Tech I
Security Campus
Security Rover
Stadium Complex Manager

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

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 2012-2013 Exempt Manual Trades (Salaried Positions)

	MTC	MTD	MTE	MTF	MTG
MAXIMUM DAILY RATE	151.74	170.23	189.64	213.38	236.30
MIDPOINT DAILY RATE	136.02	152.02	169.84	191.06	211.46
MINIMUM DAILY RATE	123.01	136.77	149.80	165.15	180.01

Grade MTC

Student Nutrition Manager – Elementary School

Grade MTD

SNS Manager – Middle School

Grade MTE

SNS Manager – High School

SNS – Cluster Schools

Grade MTF

SNS Training and Catering Specialist (198 days)

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

Miscellaneous Financial Information



Carrollton · Farmers Branch

Independent School District

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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") and the regular and first called sessions of the 82nd Texas Legislature (collectively, the "2011 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 Limitations" 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 Limitations" 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.

CURRENT LITIGATION RELATED TO THE TEXAS PUBLIC SCHOOL FINANCE SYSTEM

Several lawsuits have been filed in District Courts of Travis County, Texas, which allege 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 - 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 presents the legal perspectives and arguments of the different coalitions of school districts represented, but as a general matter, each group has challenged the adequacy of funding provided by the Legislature for the Finance System, and the plaintiffs in each suit are seeking 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 seek 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 "State Defendants"). All suits have been assigned to the 250th District Court of Travis County for the handling of all pre-trial, trial and post-judgment proceedings. The trial has been scheduled for October 22, 2012. The District can make no representations or predictions concerning the effect 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 Limitations" herein).

Wealth Transfer Provisions

Some districts have sufficient property wealth per student in WADA ("wealth per student") 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 2012–13 are set at (i) \$476,500 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 2012-13 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 \$476,500, 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 (including the Bonds) 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 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

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. 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.

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 bonded indebtedness of the District after the issuance of the Bonds will be approximately 2.52% of the District's 2011/12 taxable assessed valuation of property.

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 2012–13. 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 - Local Funding for School Districts". 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. Section 44.004(e) of the Texas Education Code 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 not 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 October 2, 2012, 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 September 2012, the payments to date into the Farmers Branch TIF #1 have been \$9,330,590 and the return payments to the District have totaled \$6,064,883. 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 October 2, 2012, the Farmers Branch TIF #2 Taxable Assessed Valuation was \$18,396,670. 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 September 2012, the payments to date into the Farmers Branch TIF #2 have been \$360,005 and the return payments to the District have totaled \$108,003. 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 October 2, 2012, the Irving TIF #1 Taxable Assessed Valuation was \$1,070,825,991. 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 September 2012, the payments to date into the Irving TIF #1 have been \$78,933,388 and the return payments to the District have totaled \$52,885,370. 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

2012 Certification of Appraisal Rolls				
	Totals of Denton & Dallas		Totals Combined	
	Denton	Dallas		
# of Parcels	13,468	32,022	45,490	
Personal Property	\$ 161,744,949	\$ 2,803,542,160	\$ 2,965,287,109	
Land	\$ 897,056,877	\$ 3,101,815,940	\$ 3,998,872,817	
Improvements	\$ 2,006,349,127	\$ 7,350,634,720	\$ 9,356,983,847	
Total Market Value *	\$ 3,065,150,953	\$ 13,255,992,820	\$ 16,321,143,773	
Less Exemptions				
Homestead	\$ (136,461,205)	\$ (251,018,220)	\$ (387,479,425)	
Over 65	\$ (19,769,900)	\$ (43,236,375)	\$ (63,006,275)	
Homestead Cap Adj	\$ (1,110,176)	\$ (771,295)	\$ (1,881,471)	
Absolute	\$ (162,119,066)	\$ (958,277,794)	\$ (1,120,396,860)	
Ag Deferral	\$ -	\$ (59,979,120)	\$ (59,979,120)	
Disabled Veteran	\$ (3,267,560)	\$ (5,411,291)	\$ (8,678,851)	
Disabled Person	\$ (1,200,000)	\$ (2,875,124)	\$ (4,075,124)	
PP Nominal Value	\$ (8,011)	\$ (69,690)	\$ (77,701)	
Mineral Rights	\$ -	\$ -	\$ -	
Freeport	\$ (18,316,744)	\$ (545,101,218)	\$ (563,417,962)	
Pollution Control	\$ -	\$ (879,729)	\$ (879,729)	
Est. Net Taxable Under Protest	\$ 39,048,381	\$ 50,412,541	\$ 89,460,922	
Total Taxable Value	\$ 2,761,946,672	\$ 11,438,785,505	\$ 14,200,732,177	
*New Construction Included in Market Value	\$ 3,243,327	\$ 123,448,268		

Miscellaneous Financial Information continued

District Name: CARROLLTON-FARMERS BRANCH ISD
 County-District No.: 057-903 <(ENTER # with dash, i.e., 001-902)>
 Run Date: 10/27/2012
 Date Prepared: <(ENTER date prepared if desired)>

SB 1: 11-12 : 14-15
 Release 9
 8/20/2012

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 82nd Session of the Texas Legislature, 1st Called Session, and is based on my current understanding of SB 1 and the provisions of previous laws HB1 and HB 3646.
MY UNDERSTANDING IS ABSOLUTELY SUBJECT TO CHANGE AT ANY TIME.

The Light Yellow-Shaded Cells Require Data Entry, if applicable.

Funding Elements	2011-12	2012-13	2013-14	2014-15
Students	Data Entry	Data Entry	Data Entry	Data Entry
Refined ADA (PreK - 12)	24,635.000	24,719.000	24,848.000	24,995.000
High School Refined ADA (Grades 9 thru 12 only)	7,031.000	7,031.000	7,031.000	7,031.000
Special Education Instructional Arrangement FTEs:				
Homebound (Code 01)	0.560	0.560	0.560	0.560
Hospital Class (Code 02)	0.000	0.000	0.000	0.000
Speech Therapy (Code 00)	52.030	52.030	52.030	52.030
Resource Room (Code 41,42)	565.720	565.720	565.720	565.720
S/C Mild/Mod/Severe (Code 43, 44, & 45)	249.390	249.390	249.390	249.390
Off Home Campus (Codes 91-98)	0.000	0.000	0.000	0.000
VAC (Code 08)	6.100	6.100	6.100	6.100
State Schools (Code 30)	0.000	0.000	0.000	0.000
Nonpublic Contracts	0.000	0.000	0.000	0.000
Res Care & Treatment (Code 81-89)	3.920	3.920	3.920	3.920
Mainstream ADA	111.500	111.500	111.500	111.500
Career & Technology FTEs	836.000	836.000	844.360	852.804
Advanced Career & Technology FTEs	175.288	175.288	175.288	175.288
Compensatory Ed Enrollment	16,599.670	16,941.000	16,941.000	16,941.000
FTEs of Pregnant Students	8.100	8.100	8.100	8.100
Bilingual ADA	5,224.700	5,224.700	5,276.947	5,329.716
G & T Enrollment	2,575.000	2,575.000	2,575.000	2,575.000
Public Ed Grant Student ADA	0.000	0.000	0.000	0.000
Staff	2011-12	2012-13	2013-14	2014-15
# of Full-time Employees (excluding admin & teachers, etc)	1,138	1,138	1,138	1,138
# of Part-time Employees (excluding administrators)	16	16	16	16
Property Values	2010 TAX YEAR	2011 TAX YEAR	2012 TAX YEAR	2013 TAX YEAR
State Certified Property Value ("T2" value)	13,047,988,849	12,921,448,888	13,050,663,377	13,181,170,011
State Certified Property Value ("T8" value)		12,921,448,888	13,050,663,377	13,181,170,011
Tax Rates and Collections	2011-12	2012-13	2013-14	2014-15
M&O Adopted Tax Rate	1.0400	1.0400	1.0400	1.0400
M&O Tax Collections @ Adopted M&O Rate	132,190,152	133,823,772	134,976,636	136,322,362
M&O Taxes Attributed to Change in Optional Homestead Exemption	0	0	0	0
I&S Adopted Tax Rate	0.3168	0.2906	0.2799	0.2737
I&S Tax Collections	42,712,127	39,691,515	38,549,419	38,074,588
Other Data				
Transportation Allocation	0	0	0	0
Texas School for the Deaf Students	0.000	0.000	0.0000	0.0000
Texas School for the Blind Students	0.000	0.000	0.0000	0.0000
Total Tax Levy	182,661,027	181,453,431	182,729,580	183,687,175
Charge for Adv Placement Testing (enter as positive or negative #)	6,674	6,674	6,674	6,674
Charge for Spec. Ed. Projects (enter as positive or negative #)	172,727	172,727	172,727	172,727
Tuition Paid If Less Than 12 Grades	0	0	0	0
Bond Payment	39,236,847	39,706,613	38,556,619	38,083,316
State Aid Reduction for WADA Sold (enter as negative #)	0	0	0	0
Supplemental TIF Payment From TEA	3,542,331	3,621,679	3,627,510	3,663,785
Additional Aid for Frozen Levy Lost	0	0	0	0
Tax Credit for Tax Code, Chapter 313 Value Limitations	0	0	0	0
Other Adjustments for M&O Tax Collections	0	0	0	0
Tuition Allotment (42.106)	0	0	0	0
Q. Was approval granted to use .95195 instead of .9239 RPAF?	n			

Miscellaneous Financial Information continued

2012-13 RPAF Adjustment (can be positive or negative amount)		0		
Chapter 41 Data	2011-12	2012-13	2013-14	2014-15
Q. Chapter 41 District? - if yes, change to Y	y	y	y	y
Q. First-Time Chapter 41 district? (beginning with 2006-07 or later)	n	n	n	n
Enrollment	26,423	26,510	26,650	26,810
# of Non-Resident Students Who Are Charged Tuition	0	0	0	0
County Appraisal District (CAD) Cost	980,751	973,652	973,652	973,652
CAD Cost Paid by Partner's, if applicable	0	0	0	0
# of Resident Students Being Educated by Another District for which the District is Paying Tuition	0	0	0	0
Amount of Tuition Paid per Student	0	0	0	0
ASATR Credit Against Recapture (enter as negative #)	0	0	0	0
Q. Was the least expensive Option chosen? (\$476,500 level)	y	y	y	y
Q. Was the least expensive Option chosen? (\$319,500 level)	y	y	y	y
Effective M&O Tax Rate / Notice Data		2012-13		
# of TRS Members		3,075.00		
# of Full-time Employees Participating in Health Insurance Program		2,329.00		
Projected Tax Collection Rate		1.0000		
2012 Total Taxable Value		13,292,753,880		
Certified Excess 2011 Debt Collections		0		
TRE Cents Approved by the District's Voters (enter as .09, .13, etc)		0.0000		
Data Automatically Loaded	2011-12	2012-13	2013-14	2014-15
M&O Compressed Rate	1.0000	1.0000	1.0000	1.0000
Highest Grade Taught	12	12	12	12
Square Miles	49	49	49	49
Miles From Nearest HS	0	0	0	0
Unadjusted Cost of Education Index	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			
2009-10 Adjusted HB 1 Revenue per WADA	5,526.197			
Chapter 41 Data:				
1992-93 M&O Tax Collections	22,563,591			
1992-93 CED Distribution	46,513,607			
1992-93 Chapter 36 WADA	19,724.0000			
1991 CPTD Property Value	7,462,785,448			

Miscellaneous Financial Information continued

Some of the calculations needed to compute state aid appear below. Other calculations/formulas appear on other 'Reports' tabs.

SB 1: 11-12 : 14-15
Release 9
8/20/2012

Calculation of Regular Program ADA		2011-12	2012-13	2013-14	2014-15
1.	Total Adjusted Refined ADA	24,635.000	24,719.000	24,848.000	24,995.000
2.	Total Special Education FTEs	877.720	877.720	877.720	877.720
3.	Total Career & Technology FTEs	836.000	836.000	844.360	852.804
4.	Regular Program ADA (Lines 1 - 2 - 3)	22,921.280	23,005.280	23,125.920	23,264.476
5.	Minimum ADA	0.000	0.000	0.000	0.000
Link Back to SOF Reports		Report-SOF1112	Report-SOF1213	Report-SOF1314	Report-SOF1415

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		2011-12	2012-13	2013-14	2014-15
12.	Total Cost of Tier I	\$154,615,667	\$162,143,973	\$162,853,922	\$163,657,286
13.	Less: Transportation Allotment	\$0	\$0	\$0	\$0
14.	Less: High School Allotment	(\$1,933,525)	(\$1,933,525)	(\$1,933,525)	(\$1,933,525)
15.	Add: Sp Ed Set-Aside	\$172,727	\$172,727	\$172,727	\$172,727
16.	Adjusted Total Cost of Tier I	\$152,854,869	\$160,383,175	\$161,093,124	\$161,896,488
17.	ABA - BA =	\$474	\$474	\$474	\$474
18.	ABA x 2 =	\$10,478	\$10,478	\$10,478	\$10,478
19.	Line 17 / Line 18 =	0.0452	0.0452	0.0452	0.0452
20.	Adjustment to ABA (1 - Line 19)	0.9548	0.9548	0.9548	0.9548
21.	Adjusted Total Cost (Line 16 x Line 20)	\$145,940,076	\$153,127,819	\$153,805,651	\$154,572,672
22.	BA	\$4,765	\$4,765	\$4,765	\$4,765
23.	WADA (Line 21 / Line 22)	30,627.5080	32,135.9536	32,278.2058	32,439.1758
Link Back to SOF Reports		Report-SOF1112	Report-SOF1213	Report-SOF1314	Report-SOF1415

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.

Miscellaneous Financial Information continued

The format of the following report mirrors (for the most part) the report generated by TEA.

SB 1: 11-12 : 14-15

Release 9
8/20/2012

2012-13 ASATR Detail Report
CARROLLTON-FARMERS BRANCH ISD
057-903

Calculation of ASATR		ASATR
Based on 2009-10 State and Local Funding up to the Compressed Rate		
1.	2009-10 Adjusted HB 1 Revenue per WADA	\$5,103,443
2.	2012-13 WADA	32,135,954
3.	2012-13 Base Target Revenue (Line 1 * Line 2)	\$164,004,007
4.	2012-13 Minimum Increase (Line 2 * \$120 * .9235)	\$3,561,306
5.	Tuition Adjustment (Current Year vs. 2009-10)	\$0
6.	2012-13 Minimum Revenue	\$167,565,314
<hr/>		
7.	NIFA Adjustment (Current Year vs. 2009-10)	(\$11,467)
8.	Transportation Adjustment (Current Year vs. 2009-10)	\$0
9.	2008-09 Educator Salary Increase (\$23.63 * 2008-09 WADA * .9235)	\$693,349
10.	2012-13 Adjusted Minimum Revenue	\$168,247,196
<hr/>		
11.	2012-13 Tier I State Aid	\$32,929,484
12.	2012-13 M&O Collections @ Compressed Tax Rate	\$128,676,704
13.	2012-13 Recapture @ Compressed Tax Rate (Link to Detail Report)	\$0
14.	2012-13 State and Local Revenue (Line 11 + Line 12 + Line 13)	\$161,606,188
<hr/>		
15.	Additional State Aid for Tax Reduction (If Line 14 < Line 10, Then Line 10 - Line 14) (Else, 0)	\$6,641,008
<hr/>		
16.	2012-13 Revenue @ Compressed Tax Rate (RACR)	\$168,247,196
17.	2012-13 Revenue per WADA @ Compressed Tax Rate (RACR / WADA)	\$5,235

Miscellaneous Financial Information continued

2012-13 Summary of Finances
 CARROLLTON-FARMERS BRANCH ISD
 057-903

Funding Elements		From
Students		Date Entry
1.	Refined Average Daily Attendance (ADA)	24,719.000
2.	Regular Program ADA (Line 1 - Line 3 - Line 4) (Link to Detail Report)	23,005.280
3.	Special Education FTEs (Link to Detail Report)	877.720
4.	Career & Technology FTEs	836.000
5.	Advanced Career & Technology FTEs	175.288
6.	High School ADA	7,031.100
7.	Weighted ADA (WADA) (Link to Detail Report)	32,135.954
8.	Prior Year Refined ADA	24,635.200
9.	Texas School for the Blind and Visually Impaired ADA	0.000
10.	Texas School for the Deaf ADA	0.000
Staff		
11.	Full-time Staff (not MSS)	1,138
12.	Part-time Staff (not MSS)	16
Property Values		
13.	2012 (current tax year) Locally Certified Property Value	Not Needed
14.	2011 (prior tax year) State Certified Property Value ("T2" value)	12,921,448,888
Tax Rates and Collections		
15.	2005 Adopted M&O Tax Rate	1.5000
16.	2012 (current tax year) Compressed M&O Tax Rate	1.0000
17.	Average Tax Collection Rate	Not Needed
18.	2012-13 (current tax year) M&O Tax Rate	1.0400
19.	2012-13 (current school year) M&O Tax Collections (Link to Detail Report)	\$133,823,772
20.	2012-13 (current school year) I&S Tax Collections	\$39,691,515
21.	2012-13 Total Tax Collections	\$173,515,287
22.	2012-13 (current school year) Total Tax Levy	\$181,453,431
Funding Components		
23.	Adjusted Allotment (Link to Detail Report)	\$5,239
24.	Revenue at Compressed Rate (RACR) per WADA	\$5,235
25.	Cost of Education Index (CEI)	1.140
26.	Adjusted CEI	1.140
27.	Per Capita Rate	\$418.695
Tier I Allotments		
Program Intent Codes - Allotments		
28.	11-Regular Program Allotment	\$118,114,169
29.	23-Special Education Adjusted Allotment (Spend 52% of Amount)	\$14,814,166
30.	22-Career & Technology Allotment (Spend 58% of Amount)	\$5,921,499
31.	21-Gifted & Talented Adjusted Allotment (Spend 55% of Amount)	\$770,343
32.	24-Compensatory Education Allotment (Spend 52% of Amount)	\$17,853,051
33.	25-Bilingual Education Allotment (Spend 52% of Amount)	\$2,737,220
34.	11-Public Education Grant	\$0
35.	99-New Instructional Facilities Allotment (NIFA)	\$0
36.	99-Transportation Allotment	\$0
37.	31-High School Allotment	\$1,933,553
38.	Total Cost of Tier I (Link to Tier I Detail Report)	\$162,144,001
39.	Less: Local Fund Assignment	\$129,214,489
40.	State Share of Tier I	\$32,929,512
41.	Per Capita Distribution from the Available School Fund (ASF)	\$10,314,635
42.	Greater of State Share of Tier I or (ASF+NIFA+HS)	\$32,929,512
43.	Tier II (Link to Tier II Detail Report)	\$2,529,621
44.	Other Programs (Link to Detail Report)	\$10,835,660
45.	Less: Total ASF (\$247,475 * Prior Year ADA)	(\$10,314,635)
46.	Total FSP Operating Fund	\$35,980,157
State Aid by Funding Source		
Fund Code/Object Code - Funding Source		
47.	199/5812 - Foundation School Fund	\$35,980,157
48.	199/5811 - Available School Fund - State Portion	\$10,314,635
49.	599/5829 - EDA (Link to Detail Report)	\$0
50.	599/5829 - Instructional Facilities Allotment (Bonds) (Link to Detail Report)	\$0
51.	599/5829 - Instructional Facilities Allotment (Lease Purchase) (See Link Above)	\$0
52.	TOTAL 2012-13 FSP/ASF STATE AID	\$46,294,792

ADDITIONAL INFO:

SUMMARY OF TOTAL STATE/LOCAL M&O REVENUE:	
M&O Rev From State (no Fund 599) (includes TIF & tuition reimbursement, if applicable)	\$46,294,792
M&O Rev From Local Taxes (net of recapture and up to compressed rate)	\$128,676,704
M&O Rev From Local Taxes (for first \$.06 above compressed rate; no recapture)	\$5,147,068
M&O Rev From Local Taxes (net of recapture for pennies beyond compressed rate + \$.06)	\$0
2012-13 TOTAL STATE/LOCAL M&O REVENUE	\$180,118,564
Less: Credit Balance Due State (See Foundation School Fund balance above)	\$0
2012-13 NET TOTAL STATE/LOCAL M&O REVENUE	\$180,118,564

Miscellaneous Financial Information continued

Level 1 (\$476,500)		Based on Data Entry	
Cost of Recapture		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.	2012-13 M&O Tax Collections	\$128,676,704	\$128,676,704
6.	2012-13 Adopted M&O Tax Rate	\$1.0400	\$1.0400
6a.	2012-13 Compressed M&O Rate	\$1.0000	\$1.0000
7.	2012-13 Chapter 41 WADA	32,135.9540	32,135.9540
8.	2011 State Certified Property Value Adjusted for Decline, if any	\$12,921,448,888	\$12,921,448,888
9.	2012-13 ASF Amount	\$9,210,485	\$9,210,485
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
Type of Calculation			
Hold Harmless Tax Rate			
13.	1992-92 Total M&O Tax Revenue	\$69,077,198	\$69,077,198
14.	WADA Ratio (Current Year to 1992-93)	1.6293	1.6293
15.	1992-93 M&O Revenue Adjusted for WADA	\$112,546,221	\$112,546,221
16.	1992-93 M&O Revenue Adjusted for WADA Less ASF	\$103,335,736	\$103,335,736
17.	1992-93 Effective M&O Tax Rate	0.0130	0.0130
18.	2012-13 Hold Harmless Effective Tax Rate	0.0150	0.0150
Tax Base at Equalized Level			
19.	Tax Base at Equalized Level	\$15,312,782,081	\$15,312,782,081
Tax Base at Hold Harmless Level			
20.	1992-93 Hold Harmless Tax Base	\$6,889,049,079	N/A
21.	Hold Harmless Tax Base Retained per WADA	\$214,372	N/A
22.	Adjusted Hold Harmless Tax Base Retained per WADA	\$348,099	N/A
23.	Adjusted Tax Base at Hold Harmless Level	\$11,186,503,504	N/A
24.	Tax Base Retained	\$15,312,782,081	\$15,312,782,081
25.	Excess Tax Base	\$0	\$0
26.	Proportional Tax Base Reduction	0.0000	0.0000
Cost of Buying WADA Before Cost Discounts			
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
Potential Cost Discounts			
Early Agreement Credit			
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
Credit for CAD Costs			
37.	2012-13 CAD Cost	\$973,652	\$973,652
38.	2012-13 Cost Before Discounts	\$0	\$0
39.	2012-13 M&O Tax Collections	\$128,676,704	\$128,676,704
40.	2012-13 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
Estimated Final Costs			
44.	Cost With No Discounts	\$0	\$0
45.	Final Discounted Cost	\$0	\$0
46.	Final Cost per WADA	\$0	\$0
Final Cost Calculation of Chapter 41 WADA			
47.	2012-13 Chapter 42 WADA	32,135.9540	32,135.9540
48.	2012-13 Non-Resident Students Charged Tuition	0	0
49.	2012-13 Enrollment	26,510	26,510
Type of Calculation			
Resident Student Adjustment			
50.	2012-13 Non-Resident Students Charged Tuition	0	0
51.	Chapter 42 WADA to Enrollment Ratio	1.2122	1.2122
52.	Non-Residents Converted to WADA	32,135.9540	32,135.9540
Chapter 41 WADA			
53.	TEA Calculation of 2012-13 Chapter 41 WADA	32,135.9540	32,135.9540

Miscellaneous Financial Information continued

Level 3 (\$319,500)		Based on Data Entry	
Cost of Recapture		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.	2012-13 M&O Tax Collections	\$0	\$0
6.	2012-13 Adopted M&O Tax Rate	\$1.0400	\$1.0400
6a.	2012-13 Compressed M&O Rate	\$1.0000	\$1.0000
7.	2012-13 Chapter 41 WADA	32,135.9540	32,135.9540
8.	2011 State Certified Property Value Adjusted for Decline, if any	\$12,921,448,888	\$12,921,448,888
9.	2012-13 ASF Amount	\$9,210,485	\$9,210,485
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
Type of Calculation			
Hold Harmless Tax Rate			
13.	1992-92 Total M&O Tax Revenue	\$69,077,198	\$69,077,198
14.	WADA Ratio (Current Year to 1992-93)	1.6293	1.6293
15.	1992-93 M&O Revenue Adjusted for WADA	\$112,546,221	\$112,546,221
16.	1992-93 M&O Revenue Adjusted for WADA Less ASF	\$103,335,736	\$103,335,736
17.	1992-93 Effective M&O Tax Rate	0.0130	0.0130
18.	2012-13 Hold Harmless Effective Tax Rate	0.0150	0.0150
Tax Base at Equalized Level			
19.	Tax Base at Equalized Level	\$10,267,437,303	\$10,267,437,303
Tax Base at Hold Harmless Level			
20.	1992-93 Hold Harmless Tax Base	\$6,889,049,079	N/A
21.	Hold Harmless Tax Base Retained per WADA	\$214,372	N/A
22.	Adjusted Hold Harmless Tax Base Retained per WADA	\$241,254	N/A
23.	Adjusted Tax Base at Hold Harmless Level	\$7,752,913,963	N/A
24.	Tax Base Retained	\$10,267,437,303	\$10,267,437,303
25.	Excess Tax Base	\$2,654,011,585	\$2,654,011,585
26.	Proportional Tax Base Reduction	0.2054	0.2054
Cost of Buying WADA Before Cost Discounts			
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
Potential Cost Discounts			
Early Agreement Credit / Efficiency Credit			
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
Credit for CAD Costs			
37.	2012-13 CAD Cost	\$973,652	\$973,652
38.	2012-13 Cost Before Discounts	\$0	\$0
39.	2012-13 M&O Tax Collections	\$0	\$0
40.	2012-13 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
Estimated Final Costs			
44.	Cost With No Discounts	\$0	\$0
45.	Final Discounted Cost	\$0	\$0
46.	Final Cost per WADA	\$0	\$0
Final Cost Calculation of Chapter 41 WADA			
47.	2012-13 Chapter 42 WADA	32,135.9540	32,135.9540
48.	2012-13 Non-Resident Students Charged Tuition	0	0
49.	2012-13 Enrollment	26,510	26,510
Type of Calculation			
Resident Student Adjustment			
50.	2012-13 Non-Resident Students Charged Tuition	0	0
51.	Chapter 42 WADA to Enrollment Ratio	1.2122	1.2122
52.	Non-Residents Converted to WADA	32,135.9540	32,135.9540
Chapter 41 WADA			
53.	TEA Calculation of 2012-13 Chapter 41 WADA	32,135.9540	32,135.9540

Miscellaneous Financial Information continued

Funding Elements:

2011-12	SB 1	
Basic Allotment	4,765	
Level 1 Guaranteed Yield		
Level 2 Guaranteed Yield	59.97	
Level 3 Guaranteed Yield	31.95	
Level 3 Guaranteed Yield if @\$1.17 in 10-11	33.95	
Level 1 Equalized Wealth Level	476,500	
Level 2 Equalized Wealth Level	319,500	
Level 2 Equalized Wealth Level if @ \$1.17	339,500	
Per Capita Rate	251.747	
2012-13	SB 1	
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	373.878	
2013-14	SB 1	
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	
Regular Program Adjustment Factor	0.98	<= can be greater by appropriation, not to exceed 1.0
Target Revenue Adjustment Factor	0.9235	<= to be established by Legislative appropriation
Per Capita Rate	247.475	
2014-15	SB 1	
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	
Regular Program Adjustment Factor	0.98	<= can be greater by appropriation, not to exceed 1.0
Target Revenue Adjustment Factor	0.9235	<= to be established by Legislative appropriation
Per Capita Rate	247.475	

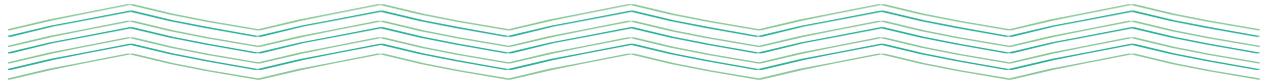
NOTE: The Basic Allotment indicated pertains to districts that have a \$1.00 compressed rate. If a district's compressed rate is less than \$1.00, the Basic Allotment is reduced proportionally.

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.

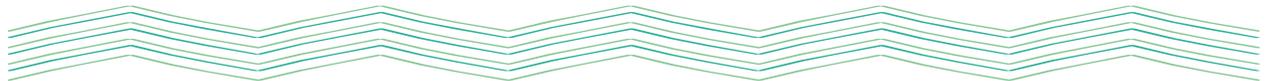
The graph below depicts the tax rate trend.



C-FB ISD Tax Rate

Distribution per \$100 Valuation

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
General Fund	\$1.5000	\$1.5000	\$1.5000	\$1.3501	\$1.0400	\$1.0400	\$1.0400	\$1.0400	\$1.0400	\$1.0400
Debt Service	\$.2358	\$.2824	\$.3259	\$.3329	\$.3270	\$.3223	\$.3022	\$.3069	\$.3168	\$.2906
Total Rate	\$1.7358	\$1.7824	\$1.8259	\$1.6830	\$1.3670	\$1.3623	\$1.3422	\$1.3469	\$1.3568	\$1.3306



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)	2009-10 \$1.3422	2010-11 \$1.3469	2011-12 \$1.3568	2012-13 \$1.3306	Increase (Decrease) (\$0.0262)	Monthly Impact
\$50,000	(\$15,000)	\$35,000	\$469.77	\$471.42	\$474.88	\$465.71	(\$9.17)	(\$0.76)
\$75,000	(\$15,000)	\$60,000	\$805.32	\$808.14	\$814.08	\$798.36	(\$15.72)	(\$1.31)
\$100,000	(\$15,000)	\$85,000	\$1,140.87	\$1,144.87	\$1,153.28	\$1,131.01	(\$22.27)	(\$1.86)
\$125,000	(\$15,000)	\$110,000	\$1,476.42	\$1,481.59	\$1,492.48	\$1,463.66	(\$28.82)	(\$2.40)
\$150,000	(\$15,000)	\$135,000	\$1,811.97	\$1,818.32	\$1,831.68	\$1,796.31	(\$35.37)	(\$2.95)
\$175,000	(\$15,000)	\$160,000	\$2,147.52	\$2,155.04	\$2,170.88	\$2,128.96	(\$41.92)	(\$3.49)
\$200,000	(\$15,000)	\$185,000	\$2,483.07	\$2,491.77	\$2,510.08	\$2,461.61	(\$48.47)	(\$4.04)
\$250,000	(\$15,000)	\$235,000	\$3,154.17	\$3,165.22	\$3,188.48	\$3,126.91	(\$61.57)	(\$5.13)

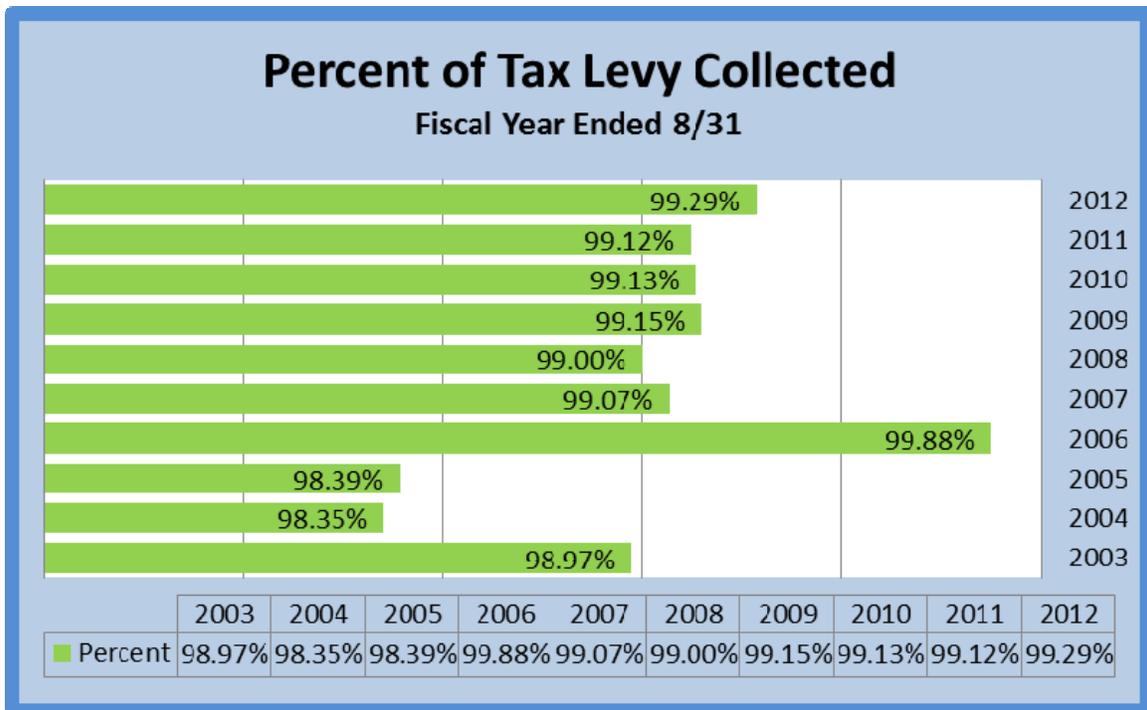
Carrollton-Farmers Branch ISD Comparison of Tax Rates (Per \$100 Assessed Valuation)

Year Ending 8/31	General Fund	Debt Service	Total	Increase (Decrease)	%
2004	\$1.5000	\$0.2358	\$1.7358	\$0.0134	0.78%
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%

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				
2003	\$230,253,042	\$227,885,716	98.97%	\$555,129	\$1,335,485	\$229,776,330	99.79%	\$6,124,465	2.66%
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%



Miscellaneous Financial Information continued

CARROLLTON FARMERS BRANCH ISD						
CALCULATIONS OF AD VALOREM TAX REVENUES						
2012 - 2013						
ESTIMATED TAX						
						Per \$100
						Valuation
<u>Maintenance and Operations</u>						
Assessed Valuation of	*	13,774,710,212	@	\$1.04000	\$	143,256,986
Less Delinquency				1.00%		-1,432,570
Net Current Tax Collections						141,824,416
Plus Estimated Delinquent Collections						187,500
Total Tax Revenue for Maintenance and Operations						\$ 142,011,916 78.15%
<u>Debt Service</u>						
Assessed Valuation of	*	13,774,710,212	@	\$0.2906		40,029,308
Less Delinquency				1.00%		-400,293
Net Current Tax Collections						39,629,015
Plus Estimated Delinquent Collections						71,598
Total Tax Revenue for Debt Service						\$39,700,613 21.85%
<u>Total</u>						
Assessed Valuation of	*	13,774,710,212	@	\$1.3306		183,286,294
Less Delinquency				1.00%		-1,832,863
Net Current Tax Collections						181,453,431
Plus Estimated Delinquent Collections						259,098
Total Tax Revenue						\$181,712,529 100.00%
*Certified Value adjusted by 3% for shrinkage						

Miscellaneous Financial Information continued

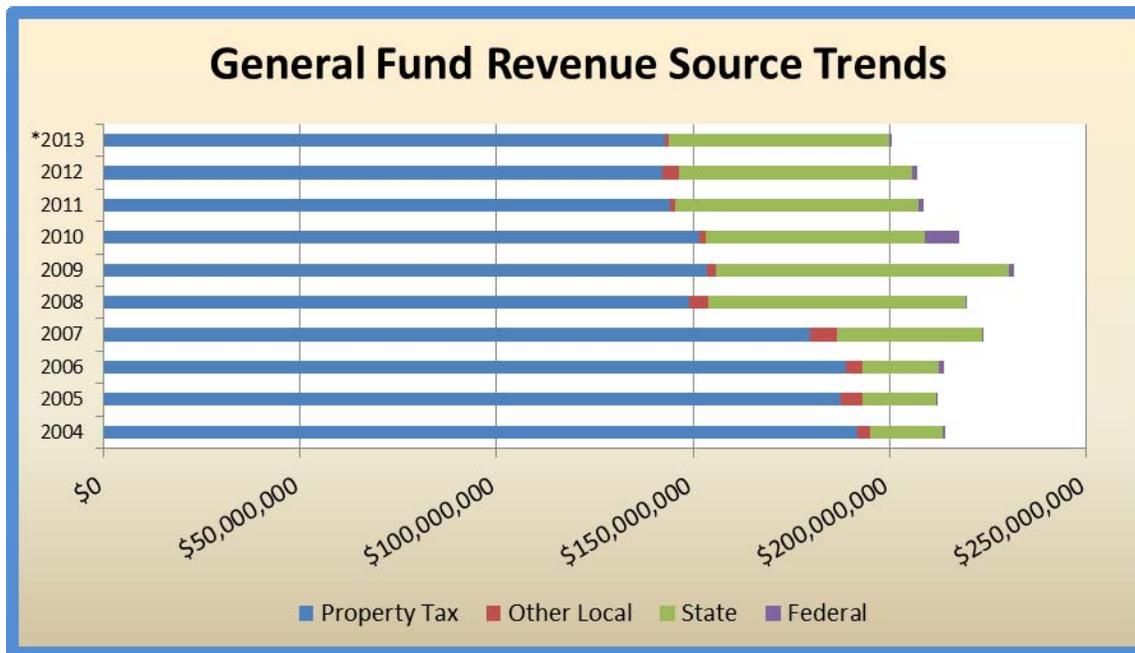
General Fund

Revenue Source Trends - Last Ten Years

Year	Property Tax	Other Local	State	Federal	Total
2004	\$191,677,246	\$3,415,659	\$18,465,263	\$493,711	\$214,051,879
2005	\$187,394,100	\$5,580,545	\$18,852,608	\$223,871	\$212,051,124
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	\$151,545,214	\$1,752,427	\$55,508,661	\$8,850,510	\$217,656,811
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	\$142,761,916	\$1,010,571	\$56,219,792	\$550,000	\$200,542,279

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

Full-Time Staff Counts							
	Actual 2005-06	Actual 2006-07	Actual 2007-08	Actual 2008-09	Actual 2009-10	Actual 2010-11	Actual 2011-12
Total Personnel	3,154.50	3,257.87	3,366.60	3,371.30	3,201.20	3,132.60	3,064.10
Teachers	1,792.70	1,812.63	1,847.85	1,821.29	1,727.20	1,702.20	1,634.90
Pre-K & Kindergarten	165.60	170.65	*				
Pre-Kindergarten			54.71	60.81	34.49	42.35	34.87
Kindergarten			119.17	132.08	138.87	134.86	128.86
Combined Pre-K & Kindergarten			12.91				
Elementary (Grades 1-6)	745.40	713.48	724.72	714.08	712.01	721.78	720.02
Secondary	693.30	730.96	*				
Middle School (Grades 6-8)			9.29	7.76	7.90		
Secondary (Grades 7-12)			757.90	740.14	703.85	677.34	665.23
Special Education	179.00	188.19	*				
All Grade Levels	10.10	9.35	169.15	166.42	130.08	125.87	85.92
Support Staff	283.70	351.93	335.15	346.53	358.12	354.92	347.67
Athletic Trainer			5.51	2.59	1.90	6.44	5.73
Audiologist						1.00	1.00
Corrective Therapist				0.52			
Supervisors	3.50	9.44	*				
Counselors	43.40	47.14	47.60	49.48	52.18	58.90	57.00
Department Head			1.48	13.71	7.00	3.00	3.00
Ed Diagnosticians	31.00	30.98	30.52	30.33	33.44	31.94	31.94
Librarians	38.00	36.66	37.79	41.00	40.96	39.96	38.79
Nurses/Physicians	31.80	30.75	31.79	33.00	36.00	35.45	36.00
Therapists	34.20	36.20	*				
Occupational Therapist			7.00	6.93	7.00	6.99	7.00
Orientation/Mobility Specialist			1.00	0.50	1.00	1.00	1.00
Other Campus Professional			58.85	70.69	76.82	59.58	58.96
Other Non-Campus Prof Personnel			62.40	50.70	51.30	67.68	66.17
Other Support Staff	95.80	154.26	*				
Physical Therapist			2.00	1.00	2.00	2.00	2.00
Psychologist/Assoc Psychologists	6.00	6.50	6.60	6.60	6.04	6.08	5.08
Social Worker			1.00	1.00	1.00	1.00	1.00
Speech Thrpst/Speech Lang Pathologist			29.06	27.48	31.48	33.90	33.00
Teacher Facilitator			12.50	11.00	10.00		
Work-Based Learning Site Coordinator			0.05				
Administrators	121.00	122.74	143.71	156.48	139.48	131.09	132.43
Admin/Instructional Officers	22.60	22.30	24.67	42.19	35.87	33.57	35.42
Principals	37.00	38.88	38.56	38.24	39.00	39.91	38.45
Assistant Principals	56.40	56.56	58.33	52.48	45.92	46.11	47.00
Superintendents	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Superintendents	4.00	4.00	4.00	4.00	3.00	2.00	2.00
Athletic Director			6.75	6.44	5.19	1.00	1.00
Business Manager			1.00	2.00	1.00	1.00	0.58
Dir-Personnel/Human Resources			2.00	4.00	4.00	2.00	2.00
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			3.40	2.13	0.50	0.50	0.98
Total Professional	2,197.80	2,287.31	2,326.73	2,324.30	2,224.79	2,188.21	2,115.00
Educational Aides	233.60	230.58	259.40	262.31	199.50	219.51	192.70
Auxiliary Staff	723.50	739.99	780.49	784.69	776.90	724.88	756.40
<i>Percentage increase (decrease) from Prior Year</i>	3.75%	3.28%	3.34%	0.14%	-5.05%	-2.14%	-2.19%

Source: Texas Education Agency's Standard Reports

*Change in Classification by the Texas Education Agency

Miscellaneous Financial Information continued

Staff Salaries							
2005-06 through 2011-12							
	Actual 2005-06	Actual 2006-07	Actual 2007-08	Actual 2008-09	Actual 2009-10	Actual 2010-11	Actual 2011-12
Total Personnel	\$124,990,332	\$136,901,630	\$145,384,000	\$151,228,358	\$147,243,394	\$146,453,312	\$141,665,998
Teachers	\$78,465,504	\$84,050,796	\$88,585,898	\$91,136,984	\$88,562,642	\$88,620,699	\$84,769,590
Pre-K & Kindergarten	\$7,074,550	\$7,755,832	*				
Pre-Kindergarten			\$2,563,920	\$2,959,291	\$1,754,847	\$2,193,488	\$1,807,607
Kindergarten			\$5,618,497	\$6,555,334	\$6,984,322	\$6,916,937	\$6,572,356
Combined Pre-K & Kindergarten			\$648,031				
Elementary (Grades 1-6)	\$32,273,601	\$32,679,341	\$34,509,467	\$35,334,230	\$36,184,628	\$37,240,243	\$37,007,956
Secondary	\$31,102,902	\$34,464,492	*				
Middle School (Grades 6-8)			\$454,551	\$404,082	\$419,542	*	*
Secondary (Grades 7-12)			\$36,824,059	\$37,657,216	\$36,531,475	\$35,849,776	\$34,936,592
Special Education	\$7,731,722	\$8,657,993	*				
All Grade Levels	\$282,729	\$344,556	\$7,967,373	\$8,226,831	\$6,687,828	\$6,420,255	\$4,445,079
Support Staff	\$15,291,351	\$19,878,190	\$19,513,164	\$20,630,284	\$21,653,776	\$21,914,383	\$21,371,830
Athletic Trainer			\$258,579	\$125,131	\$92,499	\$363,215	\$324,113
Corrective Therapist/Audiologist				\$26,811		\$67,166	\$67,166
Supervisors	\$271,803	\$589,821	*				
Counselors	\$2,458,994	\$2,786,130	\$2,878,227	\$3,038,774	\$3,246,537	\$3,688,480	\$3,550,425
Department Head			\$85,977	\$806,315	\$460,313	\$243,716	\$243,716
Ed Diagnosticians	\$1,655,387	\$1,743,780	\$1,793,718	\$1,847,486	\$2,017,723	\$1,964,440	\$1,965,470
Librarians	\$1,880,287	\$1,943,122	\$2,070,220	\$2,262,257	\$2,272,120	\$2,269,520	\$2,212,167
Nurses/Physicians	\$1,365,869	\$1,393,009	\$1,504,294	\$1,618,479	\$1,794,182	\$1,792,616	\$1,814,907
Therapists	\$1,720,369	\$1,899,970	*				
Occupational Therapist			\$391,924	\$405,273	\$418,284	\$430,303	\$432,371
Orientation/Mobility Specialist			\$50,572	\$26,628	\$54,672	\$52,324	\$52,326
Other Campus Professional			\$3,160,311	\$3,909,910	\$4,351,491	\$3,407,970	\$3,355,278
Other Non-Campus Prof Personnel			\$4,541,733	\$3,895,632	\$4,084,984	\$5,188,288	\$5,024,855
Other Support Staff	\$5,591,476	\$9,149,075	*				
Physical Therapist			\$126,508	\$66,507	\$115,007	\$116,443	\$116,426
Psychologist/Assoc Psychologists	\$347,166	\$373,283	\$391,453	\$401,743	\$359,168	\$368,457	\$298,462
Social Worker			\$54,851	\$57,477	\$58,828	\$60,299	\$60,299
Speech Thrpst/Speech Lang Pathologist			\$1,518,333	\$1,503,560	\$1,721,696	\$1,901,146	\$1,853,849
Teacher Facilitator			\$684,502	\$638,301	\$606,272		
Work-Based Learning Site Coordinator			\$1,962				
Administrators	\$9,426,091	\$9,928,250	\$11,664,687	\$12,712,406	\$11,558,405	\$10,809,467	\$11,010,663
Admin/Instructional Officers	\$1,949,780	\$1,940,866	\$1,910,305	\$3,002,312	\$2,660,885	\$2,512,148	\$2,643,166
Principals	\$3,189,823	\$3,472,112	\$3,512,601	\$3,557,120	\$3,692,419	\$3,725,105	\$3,656,160
Assistant Principals	\$3,445,597	\$3,648,322	\$3,894,382	\$3,666,910	\$3,273,262	\$3,277,275	\$3,385,420
Superintendents	\$275,000	\$275,000	\$285,000	\$285,000	\$235,630	\$233,095	\$233,095
Assistant Superintendents	\$565,891	\$591,950	\$677,441	\$657,240	\$522,291	\$340,117	\$340,117
Athletic Director			\$523,107	\$515,971	\$410,009	\$96,502	\$96,502
Business Manager			\$107,328	\$199,838	\$111,286	\$112,469	\$112,469
Dir-Personnel/Human Resources			\$207,954	\$343,165	\$354,979	\$204,770	\$204,770
Registrar			\$194,072	\$177,820	\$192,853	\$197,635	\$197,635
Tax Assessor/Collector			\$72,567	\$69,741	\$70,438	\$72,198	\$72,198
Teacher Supervisor			\$279,930	\$237,289	\$34,353	\$38,153	\$69,131
Total Professional	\$103,182,946	\$113,782,945	\$119,763,749	\$124,479,674	\$121,774,823	\$121,344,549	\$117,152,083
Educational Aides	\$4,190,925	\$4,314,584	\$5,016,890	\$5,294,628	\$4,086,186	\$4,576,679	\$4,034,698
Auxiliary Staff	\$17,616,461	\$18,804,101	\$20,603,361	\$21,454,056	\$21,382,385	\$20,532,084	\$20,479,217
<i>Percentage increase (decrease) from Prior Year</i>	7.16%	9.53%	6.20%	4.02%	-2.64%	-0.54%	-3.27%

Source: Texas Education Agency's Standard Reports

* Change in Classification by the Texas Education Agency

Miscellaneous Financial Information continued

Staff Average Salaries							
	Actual 2005-06	Actual 2006-07	Actual 2007-08	Actual 2008-09	Actual 2009-10	Actual 2010-11	Actual 2011-12
Total Personnel	\$39,618	\$42,022	\$43,184	\$44,858	\$45,997	\$46,751	\$46,249
Teachers	\$43,769	\$46,329	\$47,940	\$50,040	\$51,275	\$52,062	\$51,882
Pre-K & Kindergarten	\$42,733	\$45,449	*				
Pre-Kindergarten			\$46,867	\$48,667	\$50,885	\$51,799	\$51,840
Kindergarten			\$47,148	\$49,633	\$50,292	\$51,290	\$51,003
Combined Pre-K & Kindergarten			\$50,202				
Elementary (grades 1-6)	\$43,299	\$45,802	\$47,618	\$49,482	\$50,820	\$51,595	\$51,398
Secondary	\$44,861	\$47,251	*				
Middle School (grades 6-8)			\$48,954	\$52,069	\$53,120		
Secondary (grades 7-12)			\$48,585	\$50,884	\$51,901	\$52,927	\$52,519
Special Education	\$43,334	\$46,007	*				
All Grade Levels	\$28,113	\$36,863	\$47,103	\$49,433	\$51,412	\$51,008	\$52,341
Support Staff	\$53,822	\$56,483	\$58,220	\$59,534	\$60,472	\$61,744	\$61,476
Athletic Trainer			\$46,910	\$48,257	\$48,648	\$56,422	\$56,531
Audiologist						\$67,166	\$67,166
Corrective Therapist				\$51,274			
Supervisor	\$77,658	\$62,478	*				
Counselor	\$56,721	\$59,099	\$60,465	\$61,411	\$62,221	\$62,607	\$62,288
Department Head			\$58,242	\$58,827	\$65,759	\$81,239	\$81,239
Ed Diagnostician	\$53,400	\$56,287	\$58,764	\$60,909	\$60,343	\$61,504	\$61,536
Librarian	\$49,481	\$53,001	\$54,788	\$55,177	\$55,472	\$56,795	\$57,023
Nurses/Physician	\$42,985	\$45,303	\$47,317	\$49,045	\$49,838	\$50,569	\$50,414
Therapist	\$50,306	\$52,484	*				
Occupational Therapist			\$55,989	\$58,451	\$59,755	\$61,604	\$61,764
Orientation/Mobility Specialist			\$50,572	\$53,256	\$54,672	\$52,324	\$52,326
Other Campus Professional			\$53,697	\$55,308	\$56,674	\$57,205	\$56,912
Other Non-Campus Personnel			\$72,778	\$76,854	\$79,631	\$76,657	\$75,970
Other Support Staff	\$58,377	\$59,311	*				
Physical Therapist			\$63,245	\$66,487	\$57,504	\$58,222	\$58,219
Psychologist/Assoc Psychologist	\$53,410	\$57,428	\$59,311	\$60,870	\$59,450	\$60,601	\$58,752
Social Worker			\$54,851	\$57,477	\$58,828	\$60,299	\$60,299
Speech Thrpst/Speech Lang Pathologist			\$52,247	\$54,717	\$54,692	\$56,081	\$56,177
Teacher Facilitator			\$54,760	\$58,027	\$60,627		
Work-Based Learning Site Coordinator			\$40,205				
Administrator	\$77,903	\$80,886	\$81,163	\$81,238	\$82,863	\$82,460	\$83,141
Admin/Instructional Officer	\$86,255	\$87,039	\$77,434		\$74,172		\$74,630
Principal	\$86,211	\$89,301	\$91,096	\$93,026	\$94,677	\$93,327	\$95,079
Assistant Principal	\$61,100	\$64,500	\$66,763	\$69,870	\$71,276	\$71,082	\$72,030
Superintendent	\$275,000	\$275,000	\$285,000	\$285,000	\$235,630	\$233,095	\$233,095
Assistant Superintendent	\$141,473	\$147,988	\$169,360	\$164,310	\$174,097	\$170,059	\$170,059
Athletic Director			\$77,467	\$80,096	\$78,991	\$96,502	\$96,502
Business Manager			\$107,328	\$99,919	\$111,286	\$112,469	\$192,947
Dir-Personnel/Human Resources			\$103,977	\$85,791	\$88,745	\$102,385	\$102,385
Registrar			\$64,691	\$59,273	\$64,284	\$65,878	\$65,878
Tax Assessor/Collector			\$72,567	\$69,741	\$70,438	\$72,198	\$72,198
Teacher Supervisor			\$82,216	\$111,351	\$68,706	\$76,306	\$70,542
Total Professional	\$46,948	\$49,745	\$51,473	\$53,556	\$54,736	\$55,454	\$55,418
Educational Aide	\$17,940	\$18,712	\$19,340	\$20,184	\$20,482	\$20,850	\$20,937
Auxiliary Staff	\$24,351	\$25,411	\$26,398	\$27,341	\$27,523	\$28,325	\$27,074
<i>Percentage increase (decrease) from Prior Year</i>	3.28%	6.07%	2.77%	3.88%	2.54%	1.64%	-1.07%

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 2012-2013 budget estimates for payroll by major object.

General Fund Payroll by Major Object 2006-07 through 2012-13							
	Actual 2006-07	Actual 2007-08	Actual 2008-09	Actual 2009-10	Actual 2010-11	Actual 2011-12	Budget 2012-13
6112 Substitute Pay for Professional Personnel*	\$1,775,850	\$1,764,169	\$1,964,501	\$2,114,643	\$2,121,900	\$2,132,814	\$2,187,121
6116 *Substitute Pay for Professional Personnel-No Teachers	\$31,840	\$48,689	N/A	N/A	N/A	N/A	N/A
6117 Other Salaries for Teachers & Other Professionals	\$2,951,933	\$2,896,699	\$2,406,964	\$2,290,353	\$2,626,839	\$2,203,569	\$2,452,576
6118 Professional Personnel - Stipends	\$2,770,689	\$3,037,519	\$3,517,262	\$3,746,664	\$3,546,037	\$3,350,895	\$3,584,930
6119 Salaries for Teachers and Other Professionals	\$103,949,417	\$113,594,978	\$116,628,840	\$114,894,838	\$118,080,172	\$104,545,783	\$111,845,962
Sub-Total Professional Pay	\$111,479,729	\$121,342,054	\$124,517,566	\$123,046,497	\$126,374,948	\$112,233,061	\$120,070,589
6121 Extra Duty Pay - Overtime	\$860,520	\$1,087,117	\$955,151	\$697,014	\$772,463	\$368,436	\$904,839
6122 Salaries or Wages for Substitute Support Personnel **	N/A	N/A	\$431,091	\$338,284	\$360,936	\$220,662	\$304,494
6125 Part-time, Temporary, Substitutes for Clerical*	\$638,536	\$635,355	\$207,588	\$509,130	\$599,945	\$501,542	\$660,384
6129 Salaries for Support Personnel	\$18,784,021	\$20,291,409	\$20,544,175	\$19,297,850	\$19,882,013	\$19,732,096	\$19,776,393
Sub-Total Support Pay	\$20,283,077	\$22,013,881	\$22,138,005	\$20,842,278	\$21,615,357	\$20,822,736	\$21,646,110
6131 Contract buyouts	\$0	\$0	\$100,000	\$0	\$0	\$0	\$0
6135 Longevity Pay for Professionals beginning 2008-09*	N/A	N/A	\$267,000	\$326,500	\$330,000	\$317,250	\$388,500
6136 Longevity Pay for Support Staff beginning 2008-09**	N/A	N/A	\$124,000	\$120,000	\$117,000	\$134,500	\$138,500
6134 & 6139 Employee Allow ances	\$195,731	\$205,004	\$279,632	\$278,705	\$269,600	\$182,751	\$264,522
Sub-Total	\$195,731	\$205,004	\$770,632	\$725,205	\$716,600	\$634,501	\$791,522
6141 Social Security & Medicare	\$1,708,237	\$1,874,972	\$2,006,719	\$1,808,767	\$1,968,356	\$1,802,892	\$1,883,259
6142 Group Health & Life Insurance	\$8,905,698	\$9,134,801	\$8,110,646	\$6,779,497	\$6,939,972	\$6,584,608	\$6,847,213
6143 Workers' Compensation	\$1,150,759	\$1,152,971	\$1,025,455	\$1,031,690	\$1,101,407	\$1,028,880	\$543,429
6144 Teacher Retirement On-Behalf Payments	\$7,190,625	\$9,194,969	\$9,291,363	\$9,646,767	\$9,639,691	\$8,938,117	\$9,900,001
6145 Unemployment Compensation	\$81,153	\$80,959	\$80,589	\$93,411	\$93,411	\$264,912	\$264,912
6146 Teacher Retirement - TRS Care	\$2,264,284	\$2,774,885	\$2,951,410	\$2,658,530	\$2,689,861	\$1,848,109	\$2,135,653
6148 Employee Allow ances	\$192,590	\$219,406	\$135,532	\$168,275	\$160,397	\$225,923	\$175,000
Sub-Total Benefits	\$21,493,346	\$24,432,962	\$23,601,714	\$22,186,938	\$22,593,095	\$20,693,441	\$21,749,467
Grand Totals	\$153,451,882	\$167,993,902	\$171,027,917	\$166,800,919	\$171,300,000	\$154,383,739	\$164,257,688

* 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

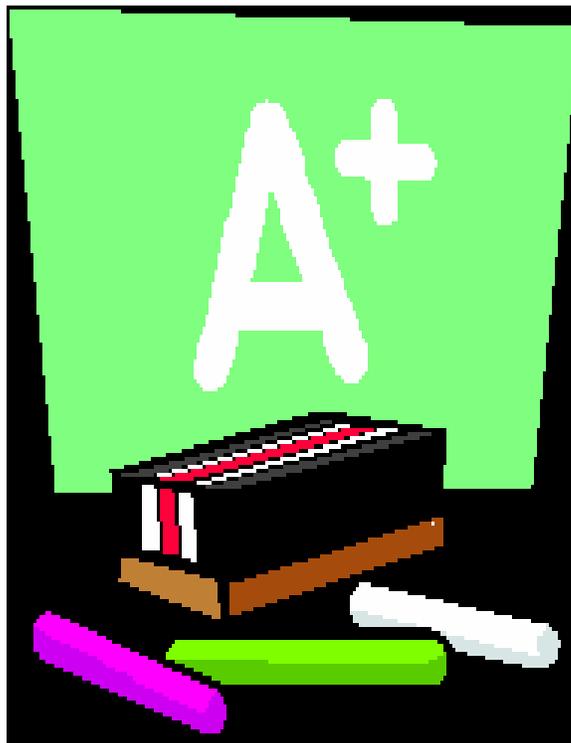
Carrollton-Farmers Branch ISD Debt Service Fund Bond Schedule

Description	Interest Rate Payable	Amounts Original Issue	Amounts Outstanding September 1, 2012	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	17,250,000	-	3,010,000
Series 2004 Building	2% to 5%	\$54,350,000	2,970,000	-	1,450,000
Series 2005 Building	3% to 5%	\$54,810,000	36,745,000	-	2,120,000
Series 2006 Building	4.5% to 5%	\$41,220,000	29,410,000	-	1,015,000
Series 2007 Building/Refunding	4.0% to 5.0%	\$105,775,000	94,685,000	-	1,295,000
Series 2008 Building/Refunding	2.05% to 4.280%	\$57,435,000	32,340,000	-	5,545,000
Series 2010 Building/Refunding	1.38% to 5.0%	\$63,565,000	48,815,000	-	10,185,000
Series 2012 Building/Refunding	2.0% to 5.0%	\$54,965,000	54,965,000	-	1,150,000
Total Bonded Indebtedness		\$897,873,122	\$317,180,000	\$0	\$25,770,000

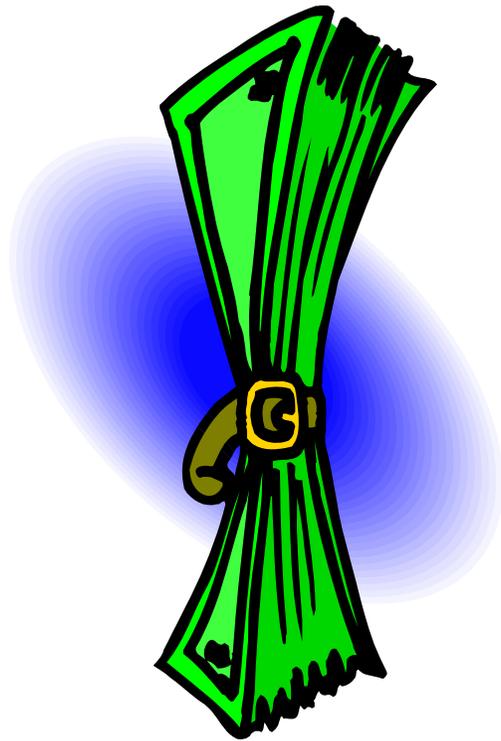
Miscellaneous Financial Information continued

Amounts Outstanding August 31, 2013	Interest Current Year	Year Ending 8/31/2014		Year Ending 8/31/2015		September 1, 2015 To Maturity Interest
		Principal	Interest	Principal	Interest	
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
14,240,000	772,200	3,170,000	632,750	3,475,000	466,625	385,375
1,520,000	112,250	1,520,000	38,000	-	-	-
34,625,000	1,688,438	2,225,000	1,579,813	2,330,000	1,477,588	8,005,219
28,395,000	1,361,319	1,060,000	1,318,550	1,105,000	1,274,559	11,124,416
93,390,000	4,265,613	5,245,000	4,134,813	9,465,000	3,816,950	19,733,845
26,795,000	\$1,298,457	4,660,000	1,066,631	935,000	954,731	9,519,898
38,630,000	\$2,008,687	6,735,000	1,585,688	6,920,000	1,244,313	1,881,382
53,815,000	\$2,429,650	1,185,000	2,400,375	2,270,000	2,348,550	19,617,300
\$291,410,000	\$13,936,613	\$25,800,000	\$12,756,619	\$26,500,000	\$11,583,316	\$70,267,435

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 2015-16. 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 2.24% in 2012-13. We used what we believe are conservative estimates, including a 1.0% increase each year from 2013-14 through 2015-16 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 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.

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 a per pupil cost per functional category (based on 2012-13 projected expenditures budget divided by projected enrollment) and then multiplied times the new year enrollment estimate for all functions except for 71, Debt Service; 91, Contracted Instructional Services (Chapter 41 payment); 92, Incremental Costs Associated with Chapter 41, Texas Education Code, Purchase or Sale of WADA; 97, Tax Increment Financing Zone; and 99, Other Intergovernmental Charges (Tax Appraisal Services). 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. Function 92 is calculated as the percentage of our Chapter 41 payment times the estimated Appraisal District Costs. The Tax Increment Financing Zone expenditures are based on estimates of the value of the Zones for the period being budgeted. To the sum of the above a 1% increase was added to cover possible raises and increased costs.

Long Range Financial Forecasts continued

General and Debt Service Forecasts continued

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.

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.

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

AVERAGE DAILY ATTENDANCE (ADA) and FULL-TIME EQUIVALENT (FTE) ENROLLMENT PROJECTIONS				
	2012-13	2013-14	2014-15	2015-16
Total Refined ADA	24,719.000	24,848.000	24,995.000	25,163.000
Bilingual Ed ADA	5,224.700	5,276.947	5,329.716	5,383.014
Compensatory Ed, Free & Reduced Lunch	16,599.670	16,941.000	16,941.000	16,941.000
Compensatory Ed, Pregnant FTE	8.100	8.100	8.100	8.100
Career & Technology FTE	836.000	844.360	852.804	861.332
Gifted & Talented Enrollment	2,575.000	2,575.000	2,575.000	2,575.000
Special Ed Instructional Arrangement				
Homebound FTE	0.560	0.560	0.560	0.560
Speech Therapy FTE	52.030	52.030	52.030	52.030
Resource Room FTE	565.720	565.720	565.720	565.720
Self-Contained FTE	249.390	249.390	249.390	249.390
Off Home Campus	0.000	0.000	0.000	0.000
Vocational Adjusted FTE	6.100	6.100	6.100	6.100
Mainstream ADA	111.500	111.500	111.500	111.500

ADA = Average Daily Attendance

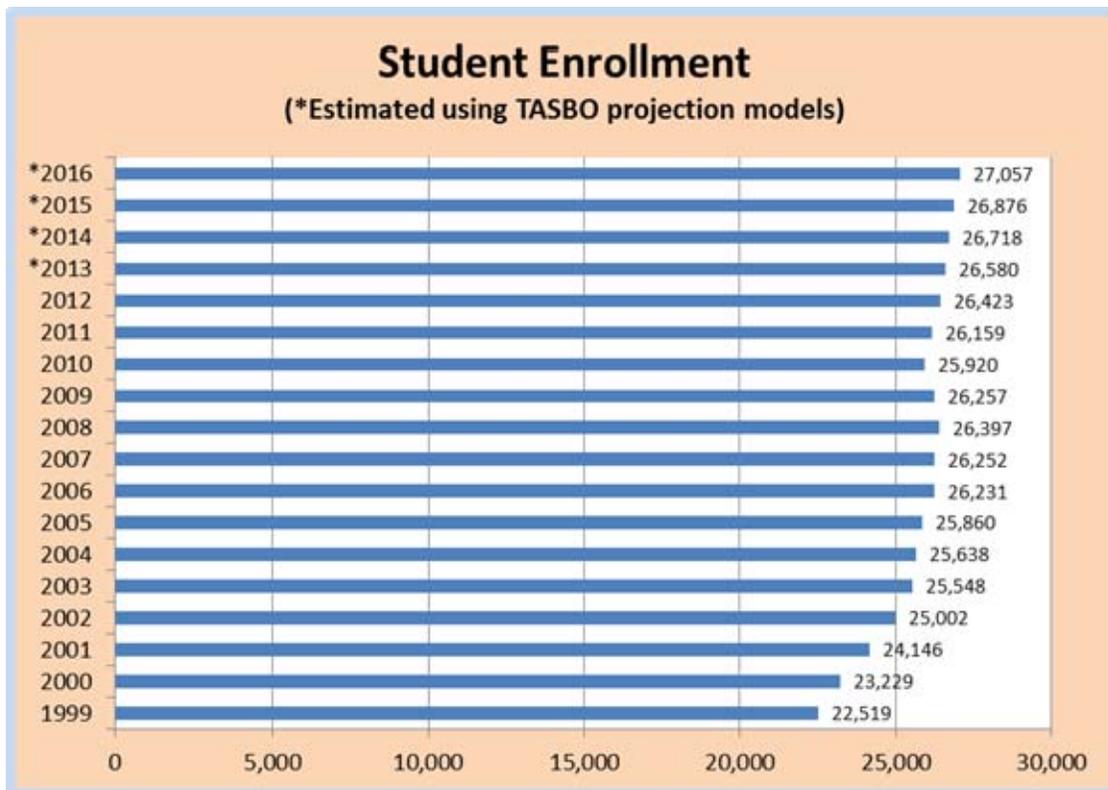
FTE = Full-Time Equivalent

Long Range Financial Forecasts continued

Percentage Refined Average Daily Attendance (ADA) to Enrollment Over Time

(Estimated using TASBO projection models)

Fiscal Year Ending 8/31	Enrollment	Refined ADA	Percentage ADA to Enrollment
1999	22,519	20,171.926	89.58%
2000	23,229	21,594.772	92.96%
2001	24,146	22,454.115	92.99%
2002	25,002	23,339.644	93.35%
2003	25,548	23,880.979	93.47%
2004	25,638	24,041.034	93.77%
2005	25,860	24,213.021	93.63%
2006	26,231	24,445.351	93.19%
2007	26,252	24,434.056	93.08%
2008	26,397	24,419.632	92.51%
2009	26,257	24,344.838	92.72%
2010	25,920	24,067.661	92.85%
2011	26,159	24,456.708	93.49%
2012	26,423	24,638.000	93.24%
*2013	26,580	24,719.000	93.00%
*2014	26,718	24,848.000	93.00%
*2015	26,876	24,995.000	93.00%
*2016	27,057	25,163.000	93.00%



Long Range Financial Forecasts continued

Projected Tax Collections

General Fund	2012-13	2013-14	2014-15	2015-16
Tax Revenue				
Tax Value(less 3% for shrinkage)	\$13,774,710,212	\$13,912,457,314	\$14,051,581,887	\$14,192,097,706
Tax Rate	\$1.0400	\$1.0400	\$1.0400	\$1.0400
Sub-Total Tax Revenue @ 99% Rate of Collection	\$141,824,416	\$143,242,661	\$144,675,087	\$146,121,838
Taxes, Prior Year, Penalty & Interest	\$937,500	\$937,500	\$937,500	\$937,500
Total General Fund Tax Revenue	\$142,761,916	\$144,180,161	\$145,612,587	\$147,059,338
Debt Service Fund				
Tax Rate	\$0.2906	\$0.2799	\$0.2737	\$0.2714
Debt Service Tax Revenue @ 99% Rate of Collection	\$39,700,613	\$38,549,419	\$38,074,588	\$38,132,180
Total Tax Revenue	\$182,462,529	\$182,729,580	\$183,687,175	\$185,191,518

Tax Increment Finance Zone Estimate

TIF Payment	\$14,340,274	\$14,483,677	\$14,644,970	\$14,743,598
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Long Range Financial Forecasts continued

General Fund

Projected Revenue

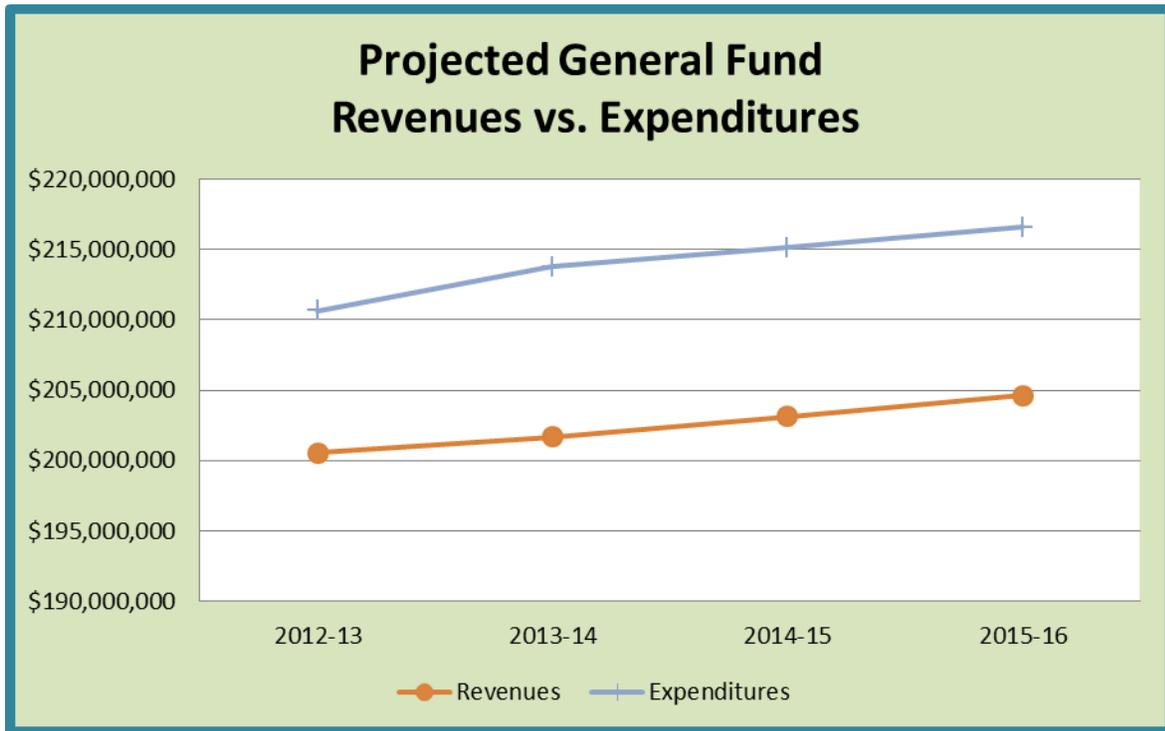
	2012-13	2013-14	2014-15	2015-16
Local Revenue				
Tax Revenue				
Tax Value	\$13,774,710,212	\$13,912,457,314	\$14,051,581,887	\$14,192,097,706
Tax Rate	\$1.0400	\$1.0400	\$1.0400	\$1.0400
Tax Revenue				
Rate of Collection 99%	\$141,824,416	\$143,242,661	\$144,675,087	\$146,121,838
Taxes, Prior Year, Penalty & Interest	\$937,500	\$937,500	\$937,500	\$937,500
Other Local	\$1,010,571	\$1,020,677	\$1,030,883	\$1,041,192
Total Projected Local Revenue	\$143,772,487	\$145,200,837	\$146,643,471	\$148,100,530
State Revenue				
State Funding Formula	\$46,319,792	\$45,912,905	\$45,840,964	\$45,769,136
Teacher Retirement On-Behalf	\$9,900,000	\$9,999,000	\$10,098,990	\$10,199,980
Total Projected State Revenue	\$56,219,792	\$55,911,905	\$55,939,954	\$55,969,116
Total Projected Federal Revenue	\$550,000	\$550,000	\$550,000	\$550,000
Grand Total Projected Revenue	\$200,542,279	\$201,662,742	\$203,133,425	\$204,619,646

Projected Expenditures

11	Instruction	\$115,653,682	\$117,416,683	\$118,111,040	\$118,906,474
12	Instructional Resources & Media	\$3,627,150	\$3,682,442	\$3,704,218	\$3,729,165
13	Curriculum & Staff Development	\$4,343,819	\$4,410,035	\$4,436,115	\$4,465,990
21	Instructional Leadership	\$3,020,073	\$3,066,110	\$3,084,242	\$3,105,013
23	School Leadership	\$13,071,513	\$13,270,772	\$13,349,251	\$13,439,153
31	Guidance, Counseling & Evaluation	\$8,577,371	\$8,708,123	\$8,759,619	\$8,818,612
32	Social Work Services	\$172,358	\$174,985	\$176,020	\$177,206
33	Health Services	\$2,520,205	\$2,558,622	\$2,573,753	\$2,591,086
34	Transportation	\$3,860,548	\$3,919,397	\$3,942,575	\$3,969,127
36	Co-Curricular/Extra Curricular	\$4,267,049	\$4,332,095	\$4,357,713	\$4,387,061
41	General Administration	\$6,210,151	\$6,304,817	\$6,342,102	\$6,384,813
51	Plant Maintenance & Operation	\$22,984,657	\$23,335,030	\$23,473,025	\$23,631,107
52	Security & Monitoring Services	\$1,450,213	\$1,472,320	\$1,481,026	\$1,491,001
53	Data Processing	\$4,985,931	\$5,061,935	\$5,091,870	\$5,126,162
61	Community Services	\$288,684	\$293,085	\$294,818	\$296,803
81	Facilities Acquisition & Construction	\$93,615	\$95,042	\$95,604	\$96,248
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	\$203,049	\$204,250	\$205,625
97	Tax Increment Financing Zone	\$14,340,274	\$14,483,677	\$14,644,970	\$14,743,598
99	Other Intergovernmental Charges	\$973,652	\$988,494	\$994,340	\$1,001,036
	Total Projected Expenditures	\$210,640,945	\$213,776,714	\$215,116,550	\$216,565,281
	Other Sources & Uses				
	Operating Transfers In	\$0	\$0	\$0	\$0
	Total Other Sources & Uses	\$0	\$0	\$0	\$0
	Projected Change in Fund Balance	(\$10,098,666)	(\$12,113,972)	(\$11,983,125)	(\$11,945,635)
	Estimated Beginning Fund Balance 9/1	\$82,562,740	\$72,464,074	\$60,350,102	\$48,366,977
	Estimated Actual Adjustment				
	Estimated Ending Fund Balance 8/31	\$72,464,074	\$60,350,102	\$48,366,977	\$36,421,342
	Percentage Expenditure Increase/(Decrease) Over Prior Year Budget as a Percentage of Total Expenditure Budget	3.35%	1.49%	0.63%	0.67%

Estimated Days' Operating in Fund Balance	135	111	88	66
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Long Range Financial Forecasts continued



The graph depicts the disparity between general fund revenue and expenditures for fiscal year 2012-13 through 2015-16. 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 2014-15 (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 2012-13 and 2013-14 without going below the level the district has established as an adequate level. The district believes that fiscal year 2014-15 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 2013-14 and beyond, the district’s school board held a meeting in October 2012 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

	2012-13	2013-14	2014-15	2015-16
Local Revenue				
Tax Revenue				
Tax Value(less 3% for shrinkage)	\$13,774,710,212	\$13,912,457,314	\$14,051,581,887	\$14,192,097,706
Tax Rate	\$0.2906	\$0.2799	\$0.2737	\$0.2714
Tax Revenue				
@ 99%% Rate of Collection	\$39,700,613	\$38,549,419	\$38,074,588	\$38,132,180
Other Local	\$12,000	\$13,200	\$14,520	\$15,972
Total Projected Local Revenue	\$39,712,613	\$38,562,619	\$38,089,108	\$38,148,152
State Revenue				
State Funding Formula	\$0	\$0	\$0	\$0
Total Projected State Revenue	\$0	\$0	\$0	\$0
Total Projected Federal Revenue	\$0	\$0	\$0	\$0
Grand Total Projected Revenue	\$39,712,613	\$38,562,619	\$38,089,108	\$38,148,152

Projected Expenditures

Principal	\$25,770,000	\$25,800,000	\$26,500,000	\$27,800,000
Interest	\$13,936,613	\$12,756,619	\$11,583,316	\$10,346,913
Fees	\$6,000	\$6,000	\$5,792	\$1,239
Total Projected Expenditures	\$39,712,613	\$38,562,619	\$38,089,108	\$38,148,152
Projected Change in Fund Balance	\$0	\$0	\$0	\$0
Estimated Beginning Fund Balance 9/1	\$6,408,260	\$6,408,260	\$6,408,260	\$6,408,260
Projected Ending Fund Balance 8/31	\$6,408,260	\$6,408,260	\$6,408,260	\$6,408,260

Long Range Financial Forecasts continued

Food Service Fund Projected Revenue and Expenditures

	2012-13	2013-14	2014-15	2015-16
<i>Estimated Revenues</i>				
Local & Intermediate Revenue	\$2,387,846	\$2,411,724	\$2,435,842	\$2,460,200
State Revenue	\$74,037	\$74,777	\$75,525	\$76,280
Federal Revenue	\$8,070,064	\$8,150,765	\$8,232,272	\$8,314,595
Total Estimated Revenue	\$10,531,947	\$10,637,266	\$10,743,639	\$10,851,076
<i>Appropriated Expenditures</i>				
35 Food Service	\$10,531,947	\$10,637,266	\$10,743,639	\$10,851,076
Total Appropriated Expenditures	\$10,531,947	\$10,637,266	\$10,743,639	\$10,851,076
<i>Estimated Change in Fund Balance</i>	\$0	\$0	\$0	\$0
<i>Estimated Beginning Fund Balance 9/1</i>	\$373,942	\$373,942	\$373,942	\$373,942
Estimated Fund Balance 8/31	\$373,942	\$373,942	\$373,942	\$373,942
<i>Percentage expenditure increase over prior year budget</i>	-4.76%	1.00%	1.00%	1.00%





Carrollton · Farmers Branch

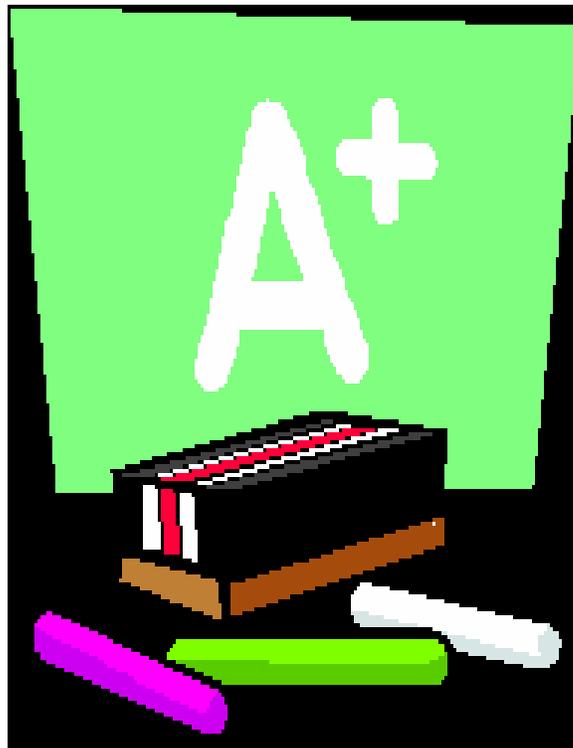
Independent School District

● ● ● An Innovative Leader in Learning ● ● ●

Miscellaneous Other Information



Carrollton-Farmers Branch Independent School District



2012-2013 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						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					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						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			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						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		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						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					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						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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. 20-23 Staff Development
- Aug. 24 Teacher Preparation Day
- Aug. 27 First Day of School
- Sept. 3 District Holiday
- Sept. 4 First Day for Pre-Kindergarten
- Oct. 3 Early Release for Staff Development
- Oct. 8 Staff Development/Student Holiday
- Nov. 19-20 Staff Development/Student Holiday
- Nov. 21-23 District Holidays
- Dec. 20-21 Exam Days/Early Release Days
- Dec. 24-31 District Holidays
- Jan. 1-4 District Holidays
- Jan. 7 Teacher Preparation/Student Holiday
- Jan. 21 District Holiday
- Feb. 13 Early Release for Staff Development
- Mar. 11-15 District Holiday (Spring Break)
- Mar. 29 Bad Weather Day (2nd Day Used)
- May 24 Bad Weather Day (1st Day Used)
- May 27 District Holiday
- May 31 Early College High School Graduation
Brookhaven Performance Hall at 7 p.m.
- June 5-6 Exam Days/Early Release Days
- June 6 Last Day of School
- June 7 Teacher Preparation Day/Student Holiday
- June 9 High School Graduation
*High School Commencement Ceremonies
University of North Texas Coliseum
Newman Smith - 9 a.m.
R. L. Turner - 1 p.m.
Creekview - 4 p.m.
Ranchview - 7 p.m.*

Teachers take approved training throughout the year (from June 4, 2012 to June 7, 2013) so that Oct. 8 and Nov. 19-20 are school holidays. Grading periods are subject to change based on UIL calendar for 2012-2013. Texas Education Agency testing calendar can be found at 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 2012-2013 calendar is sponsored by:



BAYLOR
 Medical Center
 at Carrollton

1.800.4BAYLOR
BaylorHealth.com/Carrollton

4343 N. Josey Ln., Carrollton, TX 75010

January						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		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						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					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						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					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						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	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						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			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						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	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

Dave Blair	972-968-1000
14055 Heartside	Farmers Branch, TX 75234
L. F. Blanton	972-968-1100
2525 Scott Mill	Carrollton, TX 75006
Carrollton	972-968-1200
1805 Pearl	Carrollton, TX 75006
Central	972-968-1300
1600 S. Perry	Carrollton, TX 75006
Country Place	972-968-1400
2115 Raintree	Carrollton, TX 75006
Dale B. Davis	972-968-1500
3205 Dorchester	Carrollton, TX 75007
Farmers Branch	972-968-1600
13521 Tom Field	Farmers Branch, TX 75234
Bernice Chatman Freeman	972-968-1700
8757 Valley Ranch Parkway	Irving, TX 75063
Furneaux	972-968-1800
3210 Furneaux	Carrollton, TX 75007
R. E. Good	972-968-1900
1012 Study	Carrollton, TX 75006
E. L. Kent	972-968-2000
1800 W. Rosemeade Parkway	Carrollton, TX 75007
Tom Landry	972-968-2100
265 Red River Trail	Irving, TX 75063
Las Colinas	972-968-2200
2200 Kinwest Parkway	Irving, TX 75063
LaVillita	972-968-6900
1601 Camino Lago Way	Irving, TX 75039
McCoy	972-968-2300
2425 McCoy	Carrollton, TX 75006
Charlie McKamy	972-968-2400
3443 Briargrove	Dallas, TX 75287
Neil Ray McLaughlin	972-968-2500
1500 Webb Chapel	Carrollton, TX 75006
Kathryn S. McWhorter	972-968-2600
3678 Timberglen	Dallas, TX 75287
Annie H. Rainwater	972-968-2800
1408 E. Frankford	Carrollton, TX 75007
Riverchase	972-968-2900
272 S. MacArthur	Coppell, TX 75019
Rosemeade	972-968-3000
3550 Kimberly	Carrollton, TX 75007
Donald H. Sheffield	972-968-3200
18110 Kelly	Dallas, TX 75287
Nancy H. Strickland Intermediate	972-968-5700
3030 Fyke	Farmers Branch, TX 75234
Janie Stark	972-968-3300
12400 Josey	Farmers Branch, TX 75234
June R. Thompson	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 June 1, 2012		2012–2013 STUDENT ASSESSMENT TESTING CALENDAR		DATES SUBJECT TO CHANGE
2012–2013 Training				
Jan 10 (Thur)	ESC training for the 2013 state assessment program			
Jan 25 (Fri)	Completion date for training of district testing coordinators by ESCs			
2012 Assessments				
Test Date(s)	STAAR Alternate		Report Date(s)*	
Oct 19 (Fri)	STAAR Alternate assessment tool becomes accessible to administrators.			
	TAKS[†]			
Oct 22 (Mon)	Exit Level ELA retest (online or paper)		By December 7, 2012	
Oct 23 (Tues)	Exit Level Mathematics retest (online or paper)			
Oct 24 (Wed)	Exit Level Science retest (online or paper)			
Oct 25 (Thur)	Exit Level Social Studies retest (online or paper)			
	STAAR^Δ			
Dec 3 (Mon)	English I Writing English III Writing			By January 16, 2013
Dec 4 (Tues)	English I Reading English III Reading			
Dec 5 (Wed)	English II Writing			
Dec 6 (Thur)	English II Reading			
Dec 7 (Fri)	All make-up sessions for STAAR English assessments scheduled to be administered from Dec 3–6, 2012, must be completed by the end of this day.			
	STAAR^Δ			
Assessment Window Dec 3–Dec 14	Algebra I Biology World Geography	Geometry Chemistry World History	Algebra II Physics U.S. History	By January 16, 2013
2013 Assessments				
	STAAR Alternate			
Assessment Window Jan 7–Apr 19	STAAR Alternate assessment window		Grades 3–8 by May 22, 2013 EOC by June 7, 2013	
	NAEP Assessments (selected sample)			
Assessment Window Jan 28–Mar 8	Reading (grades 4, 8, and 12) Math (grades 4, 8, and 12)			

* Districts must notify students and parents of test results according to the schedule outlined in the *District and Campus Coordinator Manual*.

^Δ Includes STAAR L, STAAR Spanish, and STAAR Modified where available.

[†] Includes TAKS (Accommodated)

Revised June 1, 2012		2012–2013 STUDENT ASSESSMENT TESTING CALENDAR		DATES SUBJECT TO CHANGE	
Test Date(s)		TAKS ¹		Report Date(s)*	
Mar 4 (Mon)		TAKS Exit Level ELA TAKS–M Grade 11 ELA*		By May 22, 2013	
Mar 5 (Tues)		Exit Level ELA retest (online or paper)		By April 19, 2013	
Mar 6 (Wed)		Exit Level Mathematics retest (online or paper)		By April 19, 2013	
Mar 7 (Thur)		Exit Level Science retest (online or paper) Exit Level Social Studies retest (online or paper)			
TELPAS					
Assessment Window Mar 18–Apr 10		Grades K–12 TELPAS Listening, Speaking, Reading, and Writing		By May 10, 2013	
STAAR³					
Apr 1 (Mon)	English I Writing English III Writing			By June 7, 2013	
Apr 2 (Tues)	Grade 4 Writing Day 1 Grade 7 Writing Day 1 Grade 5 Mathematics Grade 8 Mathematics English I Reading English III Reading			Grades 4 and 7 Writing: By May 22, 2013 Grades 5 and 8 Mathematics: By April 22, 2013 English I and III Reading: By June 7, 2013	
Apr 3 (Wed)	Grade 4 Writing Day 2 Grade 7 Writing Day 2 Grade 5 Reading Grade 8 Reading English II Writing			Grades 4 and 7 Writing: By May 22, 2013 Grades 5 and 8 Reading: By April 22, 2013 English II Writing: By June 7, 2013	
Apr 4 (Thur)	English II Reading			By June 7, 2013	
Apr 5 (Fri)	All make-up sessions for STAAR assessments scheduled to be administered from Apr 1–4, 2013, must 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*.

² Includes STAAR L, STAAR Spanish, and STAAR Modified where available.

¹ Includes TAKS (Accommodated)

• The ARD committee will continue to determine a student's graduation requirements for students receiving special education services.

Revised June 1, 2012		2012–2013 STUDENT ASSESSMENT TESTING CALENDAR		DATES SUBJECT TO CHANGE
Test Date(s)	STAAR ^Δ	TAKS [†]	Report Date(s)*	
Apr 22 (Mon)		Exit Level ELA retest (online or paper)	By May 15, 2013	
Apr 23 (Tues)	Grades 3–4 Mathematics Grades 6–7 Mathematics		By May 22, 2013	
		TAKS Exit Level Mathematics TAKS–M Grade 11 Mathematics*	By May 22, 2013	
		Exit Level Mathematics retest (online or paper)	By May 15, 2013	
Apr 24 (Wed)	Grades 3–4 Reading Grades 6–7 Reading Grade 5 Science Grade 8 Science		By May 22, 2013	
		TAKS Exit Level Science TAKS–M Grade 11 Science*	By May 22, 2013	
		Exit Level Science retest (online or paper)	By May 15, 2013	
Apr 25 (Thur)	Grade 8 Social Studies		By May 22, 2013	
		TAKS Exit Level Social Studies TAKS–M Grade 11 Social Studies*	By May 22, 2013	
		Exit Level Social Studies retest (online or paper)	By May 15, 2013	
Apr 26 (Fri)	All make-up sessions for STAAR assessments scheduled to be administered from Apr 23–25, 2013, must be completed by the end of this day.			
STAAR^Δ				
Assessment Window May 6–May 17	Algebra I Biology World Geography	Geometry Chemistry World History	Algebra II Physics U.S. History	By June 7, 2013

* Districts must notify students and parents of test results according to the schedule outlined in the *District and Campus Coordinator Manual*.

^Δ Includes STAAR L, STAAR Spanish, and STAAR Modified where available.

[†] Includes TAKS (Accommodated)

• The ARD committee will continue to determine a student's graduation requirements for students receiving special education services.

Revised June 1, 2012		2012–2013 STUDENT ASSESSMENT TESTING CALENDAR		DATES SUBJECT TO CHANGE
Test Date(s)	STAAR ^{3,6}		Report Date(s) [*]	
May 14 (Tues)	Grade 5 Mathematics (retest) Grade 8 Mathematics (retest)		By June 3, 2013	
May 15 (Wed)	Grade 5 Reading (retest) Grade 8 Reading (retest)			
May 17 (Fri)	All make-up sessions for the grades 5 and 8 mathematics and reading tests scheduled to be administered on May 14–15, 2013, must be completed by the end of this day.			
	STAAR ^{3,6}			
June 25 (Tues)	Grade 5 Mathematics (retest) Grade 8 Mathematics (retest)		By July 12, 2013	
June 26 (Wed)	Grade 5 Reading (retest) Grade 8 Reading (retest)			
June 28 (Fri)	All make-up sessions for the grades 5 and 8 mathematics and reading tests scheduled to be administered on June 25–26, 2013, must be completed by the end of this day.			
	STAAR ^Δ	TAKS [†]		
July 8 (Mon)	English I Writing English III Writing		By August 16, 2013	
		Exit Level ELA retest (online or paper)	By August 9, 2013	
July 9 (Tues)	English I Reading English III Reading		By August 16, 2013	
		Exit Level Mathematics retest (online or paper)	By August 9, 2013	
July 10 (Wed)	English II Writing		By August 16, 2013	
		Exit Level Science retest (online or paper)	By August 9, 2013	
July 11 (Thur)	English II Reading		By August 16, 2013	
		Exit Level Social Studies retest (online or paper)	By August 9, 2013	
July 12 (Fri)	All make-up sessions for STAAR English assessments scheduled to be administered from July 8–11, 2013, must be completed by the end of this day.			
	STAAR ^Δ			
Assessment Window July 8–July 19	Algebra I Biology World Geography	Geometry Chemistry World History	Algebra II Physics U.S. History	By August 16, 2013

^{*} Districts must notify students and parents of test results according to the schedule outlined in the *District and Campus Coordinator Manual*.

^Δ Includes STAAR L, STAAR Spanish, and STAAR Modified where available.

[†] The ARD committee will continue to determine a student's promotion and retention for students receiving special education services.

† Includes TAKS (Accommodated)

GLOSSARY



Glossary

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**.

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**.

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**.

AIS - Acronym for **Accelerated Instructional Services**.

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.

AP - Acronym for **Advanced Placement**.

Appraisal – (1) The act of appraising. (2) The estimated value resulting from such action.

Glossary continued

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]

ARD – Acronym for **A**dmission, **R**eview and **D**ismissal.

ARRA – Acronym for **A**merican **R**ecovery and **R**einvestment **A**ct of 2009

ASCD – Acronym for **A**ssociation of **S**upervisors and **C**urriculum **D**evelopment.

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.

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

Glossary continued

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 Issued – Bonds sold.

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]

CLC – Acronym for Community Learning Center.

CLT – Acronym for Campus Leadership Team.

Glossary continued

Cocurricular Activities – Direct and personal services for public school pupils, such as interscholastic athletics, entertainments, publications, clubs, band, and orchestra, that are 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.

CPE – Acronym for **C**ontinuing **P**rofessional **E**ducation.

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**isciplinarily **A**lternative **E**ducation **P**rogram.

DCAD – Acronym for **D**allas **C**ounty **A**ppraisal **D**istrict.

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.

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.

Delinquent Taxes – Taxes remaining unpaid on and after the date on which they become delinquent by statute.

Glossary continued

DIC – Acronym for **District Improvement Committee**.

DTR - Acronym for **District Tax Rate**.

ELA – Acronym for **English Language Arts**

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**.

EOY – Acronym for **End of Year**.

ES – Acronym for **Elementary School**.

ESEA – Acronym for **Elementary and Secondary Education Act of 1965**.

ESL – Acronym for **English as a Second Language**.

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 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.

Glossary continued

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.

FTE - Acronym for **F**ull-**T**ime **E**quivalent.

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 **G**enerally **A**ccepted **A**ccounting **P**inciples.

GED - Acronym for **G**eneral **E**ducational **D**evelopment.

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.

G/T – Acronym for **G**ifted and **T**alented.

HB – Acronym for **H**ouse **B**ill.

HB1 – Acronym for **H**ouse **B**ill **O**ne, reference to the appropriations bill that changed public school funding, 80th Legislature state of Texas.

HOUSE – Acronym for **H**igh, **O**bjective, **U**niform **S**tandard of **E**valuation.

Glossary continued

HS - Acronym for **H**igh **S**chool.

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]

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.

IRI – Acronym for **I**ntermediate **R**eadin**I**ng **I**nventory.

I & S - Acronym for **I**nterest & **S**inking Fund (Debt Service Fund).

ISD - Acronym for **I**ndependent **S**chool **D**istrict.

JJAEP – Acronym for **J**uvenile **J**ustice **A**lternative **E**ducation **P**rogram.

LAN- Acronym for **L**ocal **A**rea **N**etwork.

LBB – Acronym for **L**egislative **B**udget **B**oard.

LDAA – Acronym for **L**ocally **D**etermined **A**lternative **A**ssessment.

LEP – Acronym for **L**imited **E**nglish **P**rofilency.

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.

Glossary continued

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.

LPAC – Acronym for **L**anguage **P**roiciency **A**ssessment **C**ommittee.

MGEC – Acronym for **M**ary **G**rimmes **E**ducation **C**enter.

M & O - Acronym for **M**aintenance and **O**perations Fund (General Fund).

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]

MS - Acronym for **M**iddle **S**chool.

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.

NCLB – Acronym for **N**o **C**hild **L**eft **B**ehind.

NSDC – Acronym for **N**ational **S**taff **D**evelopment **C**ouncil.

O&M – Acronym for **O**peration and **M**aintenance.

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.

Glossary continued

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]

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**.

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).

PO - Acronym for **Purchase Order**.

Glossary continued

PRI - Acronym for **Primary Reading Inventory**.

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.

PSAT- Acronym for **Preliminary Standardized Achievement Tests**.

RADA – Acronym for **Refined Average Daily Attendance**.

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.

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**.

RPTE – Acronym for **Reading Proficiency Tests in English**.

RtI – Acronym for **Response to Intervention**.

RTUSA – Acronym for **Reading Together USA**.

Glossary continued

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.

SASI – Acronym for **Schools Administration of Student Information**.

SAT - Acronym for **Standardized Achievement Tests**.

SBEC – Acronym for **State Board for Educator Certification**.

SCE – Acronym for **State Compensatory Education**.

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.

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.

Glossary continued

SDAA – Acronym for **S**tate **D**eveloped **A**lternative **A**ssessment.

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.

SF&CS – Acronym for **S**tudent, **F**amily and **C**ommunity **S**ervices **D**epartment.

SHARS- Acronym for **S**chool **H**ealth and **R**elated **S**ervices

SOAR – Acronym for **S**trengthening **O**pportunities to **A**ccelerate **R**eadng.

SMU – Acronym for **S**outhern **M**ethodist **U**niversity.

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.

SSI – Acronym for **S**tudent **S**uccess **I**nitiative.

State Aid for Education – Any grant made by a State government for the support of education.

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).

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.

TAAS - Acronym for **T**exas **A**ssessment **A**cademic **S**kills exam.

TAKS – Acronym for **T**exas **A**ssessment of **K**nowledge and **S**kills exam.

TASBO – Acronym for **T**exas **A**ssociation of **S**chool **B**usiness **O**fficials.

TASP – Acronym for **T**exas **A**cademic **S**kills **P**rogram.

Glossary continued

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.

TEKS - Acronym for **T**exas **E**ssential **K**nowledge and **S**kills.

TExES – Acronym for **T**exas **E**xamination of **E**ducator **S**tandards.

TIF – Acronym for **T**ax **I**ncrement **F**inance **Z**one.

TLI - Acronym for **T**exas **L**earning **I**ndex.

TRS – Acronym for **T**eacher **R**etirement **S**ystem.

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.

USDE – Acronym for **U**nited **S**tates **D**epartment of **E**ducation.

WADA - Acronym for **W**eighted **A**verage **D**aily **A**ttendance.

WAN - Acronym for **W**ide **A**rea **N**etwork.

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.

