



Carrollton · Farmers Branch  
Independent School District  
••• An Innovative Leader in Learning •••

# 2011-2012 Budget

**Carrollton-Farmers Branch  
Independent School District**

1445 North Perry Road  
Carrollton, Texas 75011-5186

**2011-2012 Official Budget**

**Effective  
September 1, 2011 - August 31, 2012**

*Issued by:*

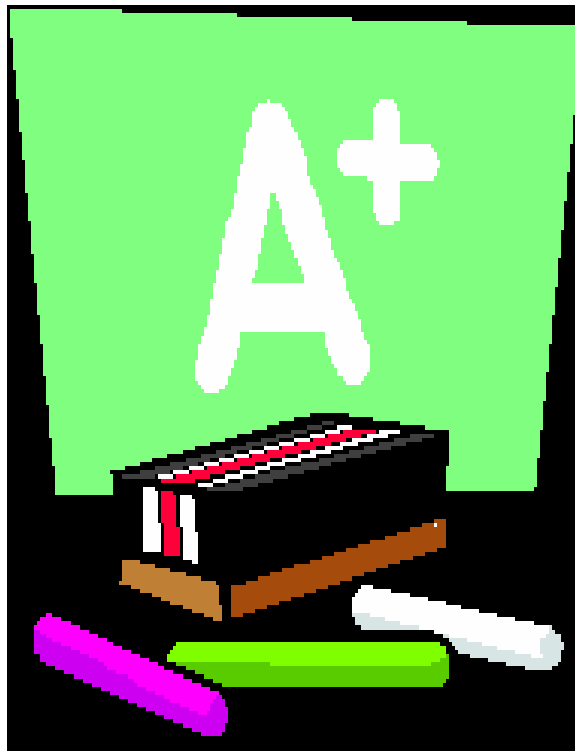
Mark Hyatt, CPA  
Associate Superintendent Administrative & Support Services

Bonnie Halsey, CPA/RTSBA  
Executive Director of Finance

Vicki Pippin, CPA/RTSBA  
Accountant

Scott Roderick, CPA  
Director Financial Reporting

# Carrollton-Farmers Branch Independent School District



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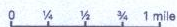


# Carrollton · Farmers Branch

Independent School District

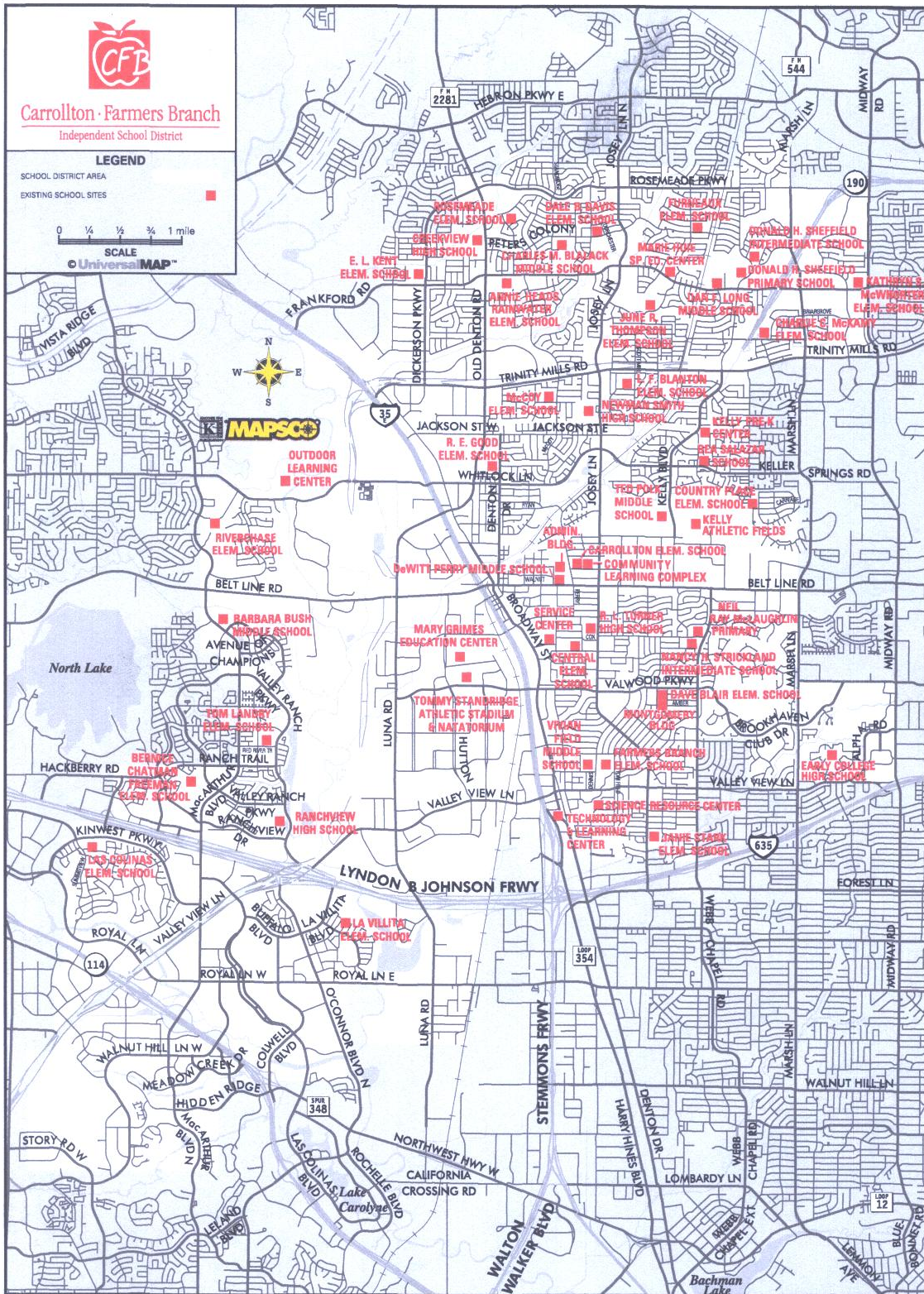
## LEGEND

SCHOOL DISTRICT AREA  
EXISTING SCHOOL SITES



SCALE

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SUMMER 2010 EDITION

© UniversalMAP™



# 2011-2012 School Calendar

CARROLLTON-FARMERS BRANCH ISD

1445 N. Perry Road/P.O. Box 115186 • Carrollton, Texas 75011-5186 • 972-968-6100



Carrollton · Farmers Branch

Independent School District

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S	M	T	W	Th	F	S
<b>JUNE 2011</b>						
			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
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S	M	T	W	Th	F	S
<b>JULY 2011</b>						
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31						

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<b>AUGUST 2011</b>						
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28	29	30	31			

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<b>SEPTEMBER 2011</b>						
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<b>OCTOBER 2011</b>						
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S	M	T	W	Th	F	S
<b>NOVEMBER 2011</b>						
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<b>DECEMBER 2011</b>						
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31						

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<b>JANUARY 2012</b>						
1	2	3	4	5	6	7
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<b>FEBRUARY 2012</b>						
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<b>MARCH 2012</b>						
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31						

S	M	T	W	Th	F	S
<b>APRIL 2012</b>						
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S	M	T	W	Th	F	S
<b>MAY 2012</b>						
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20	21	22	23	24	25	26
27	28	29	30	31		

S	M	T	W	Th	F	S
<b>JUNE 2012</b>						
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24	25	26	27	28	29	30

S	M	T	W	Th	F	S
<b>JULY 2012</b>						
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## JULY 2011

4 District Holiday (July 4 Observed)

## AUGUST 2011

15-18 Staff Development Days  
19 Teacher Preparation Day  
22 First Day of School  
29 First Day for Pre-Kindergarten

## SEPTEMBER 2011

5 Labor Day/District Holiday

## OCTOBER 2011

5 Early Release for Staff Development  
10 Fair Day/Staff Development/Student Holiday<sup>^</sup>  
12 PSAT (Preliminary SAT - High Schools)

## NOVEMBER 2011

21, 22 Staff Development/Student Holidays<sup>^</sup>  
23, 24, 25 District Holidays

## DECEMBER 2011

15, 16 Middle and High School Exams/  
Early Release Days  
19-30 District Holidays

## JANUARY 2012

2 Teacher Preparation Day/Student Holiday  
3 Second Semester Begins  
16 District Holiday

## FEBRUARY 2012

8 Early Release for Staff Development

## MARCH 2012

12-16 Spring Break

## APRIL 2012

6 Bad Weather Day<sup>o</sup> (second day used)  
9 Bad Weather Day (first day used)

## MAY 2012

2-25 AP/IB Testing  
28 Memorial Day/District Holiday  
30, 31 Middle and High School Exams  
Early Release Days

## JUNE 2012

1 Teacher Preparation Day/Student Holiday  
Graduation, ECHS  
2 Graduation, RHS, NSHS, RLT, CHS

## GRADING PERIODS

Subject to change based on 2010-2011 UIL eligibility calendar  
1<sup>st</sup> nine weeks - August 22 - October 14  
2<sup>nd</sup> nine weeks - October 17 - December 16  
3<sup>rd</sup> nine weeks - January 3 - March 9  
4<sup>th</sup> nine weeks - March 19 - May 31

## STAFF DEVELOPMENT DAYS

August 15-18, October 10<sup>^</sup>, November 21-22<sup>^</sup>

<sup>^</sup>Teachers take approved training from June 6, 2011 to June 1, 2012 so that these days are school holidays.

## TEACHER PREPARATION DAYS

August 19, January 2, June 1

## GRADUATION - FRIDAY, JUNE 1

Early College H.S., 7 p.m., Brookhaven Performance Hall

## GRADUATION - SATURDAY, JUNE 2

University of North Texas Coliseum  
Ranchview - 9 a.m., Smith - 1 p.m.  
Turner - 4 p.m., Creekview - 7 p.m.

Number of Student Days: 177

Number of Teacher Days: 187

Visit [www.tea.state.tx.us](http://www.tea.state.tx.us) for testing dates. Testing dates are subject to change by the Texas Education Agency.

### LEGEND

\* Bad Weather Day (will be an instructional day if a day is missed due to bad weather). The first one to be used is April 9

- Staff Development Day
- District Holiday (schools & district offices closed)
- Teacher Preparation Day

- Major Testing (subject to change)
- AP Testing/IB Testing
- Middle and High School Exams
- / Early Release Days
- ( ) Begin/End Grading Period
- + First Day of Pre-Kindergarten

# 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 Primary** 972-968-2500  
 1500 Webb Chapel Carrollton, TX 75006  
**Kathryn S. McWhorter** 972-968-2600  
 3678 Timberglenn 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 Primary** 972-968-3100  
 18111 Kelly Dallas, TX 75287  
**Donald H. Sheffield Intermediate** 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

## 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

**Community Learning Complex** 972-968-6500  
 1820 Pearl Carrollton, TX 75006  
**Kelly Pre-K Center** 972-968-6000  
 2325 Heads 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  
**Natatorium** 972-968-5667  
 1330 W. Valwood Carrollton, TX 75006  
**Montgomery Building** 972-968-2700  
 2807 Amber Lane Farmers Branch, TX 75234

## CENTRAL ADMINISTRATION

**Administration Building** 972-968-6100  
 1445 N. Perry  
 P. O. Box 115186 Carrollton, TX 75006

Superintendent	
Dr. Bobby Burns	972-968-6102
Associate Supt. for Educational Services	
Dr. Sheila Maher	972-968-6129
Associate. Supt. for Administration & Support Services	
Mark Hyatt	972-968-6104
Public Information	972-968-6105
Tax Office	972-968-6106

## TRANSPORTATION

Transportation service is provided by Dallas County Schools for children who live two miles or more from the school which they would normally attend. Students who attend more than one school to participate in vocational programs receive transportation between schools during school hours. Special Education students are eligible for transportation services when need is established. Transportation is not provided for students not meeting these qualifications. Any questions regarding eligibility should be verified by the transportation office at 972-968-6320. Bus routes are listed on the district's website, [www.cfbisd.edu](http://www.cfbisd.edu).

## STUDENT HEALTH

### ***Immunization requirements for students are as follows:***

Diphtheria/Tetanus, DTap, DPT, DT, Td, Tdap: Four years of age through 6 years of age must enter with a minimum of four (4) doses one having been since their 4th birthday. Students who started their vaccinations after age 7 are required to have at least three doses of a tetanus-diphtheria containing vaccine. A booster of Tdap (tetanus with pertussis) is required entry to 7th grade. A Tdap booster is required for grades 8-12, after their last DPT.

Polio: Students 4 years of age and older are required to have a minimum of three (3) doses of vaccine with the 3rd dose being given on or after the 4th birthday.

Rubeola (Measles): Two (2) doses of vaccine are required. The first dose shall be administered on or after the 1st birthday. The two doses are to be a minimum of 28 days apart.

Rubella (3 day or German Measles): Two (2) doses of vaccine are required for Kindergarten and 1<sup>st</sup> grade. The first dose shall be administered on or after the 1st birthday. Grades 1-12 only need one (1) dose. The doses must be a minimum of 28 days apart.

Mumps: Two (2) doses of vaccine are required for Kindergarten and 1<sup>st</sup> grade. The first dose shall be administered on or after the 1st birthday. Grades 1-12 only need one (1) dose. The doses must be a minimum of 28 days of apart.

Haemophilus Influenzae (HIB): One (1) dose of vaccine on or after 15 months to the 5th birthday unless a schedule for a primary series was met at 12 months of age. Not required for students age 5 and older.

Hepatitis B: Three (3) doses of vaccine are required for all students through the 12th grade.

Pneumococcal: One (1) dose of vaccine is required if received between 24 and 59 months of age, unless two (2) or

three (3) doses are given before 12 months with a booster on or after 12 months. Not required for students age 5 and older.

Hepatitis A: Two (2) doses on or after the 1st birthday. Doses should be given a minimum of 6 months apart. Required for Pre-Kindergarten, Kindergarten, and 1<sup>st</sup> grade students.

Meningococcal: One (1) dose before entering 7<sup>th</sup> and 8<sup>th</sup> grades.

Varicella (Chickenpox): Two (2) doses of vaccine on or after the first birthday are required for students entering Kindergarten, 1<sup>st</sup> grade, 7<sup>th</sup> grade, and 8<sup>th</sup> grade. One (1) dose of vaccine on or after the first birthday is required for all other grades. Two (2) doses of vaccine are required if the student was 13 years old or older at the time of the first dose of varicella. Written validation from the parent or physician giving the approximate date of varicella (chickenpox) illness is acceptable in lieu of vaccine.

***All immunizations must be validated by a physician or health clinic.***

## MEDICATION PROCEDURE

No prescription or non-prescription medication can be administered by school personnel unless the container, label, and written request comply with board policy. A prescription bottle must have a pharmacy label stating the student's name, medication's name, dosage, doctor's name, and prescription date. The prescription is to be current within the last 12 calendar months. Non-prescription medication must be in its original container with the student's name affixed to it.

Non-prescription drugs cannot be given "as needed" except by a doctor's order. Written requests to administer medication must include the following: date, pupil's name, medication name, dosage, times dosage is to be administered, and signature of parent or legal guardian.

## BOARD OF TRUSTEES

Citizens are welcome to attend the Board of Trustees meetings. The regular meetings are held the first Thursday of each month at 7 p.m., except in July in the district's Administration Building, 1445 North Perry Road, Carrollton. For specific dates, please visit the district website, [www.cfbisd.edu](http://www.cfbisd.edu). Citizens interested in speaking at the meetings should contact the superintendent's office (972-968-6185) in order to be placed on the agenda. At the beginning of each meeting, citizens may address items not on the agenda, although the Open Meetings Laws prohibit Board action on such items.

## SCHOOL CLOSINGS

During inclement weather or other emergencies, citizens should listen to these stations concerning school closings: KDFW Television, Channel 4; WFAA Television, Channel 8; KXAS Television, Channel 5; KTVT Television, Channel 11; KVIL Radio; KRLD Radio; and WBAP Radio. Check the district's website [www.cfbisd.edu](http://www.cfbisd.edu) or CFB-TV Channel 98 in Carrollton or Channel 95 in Farmers Branch on Time Warner

Cable or Channel 38 on Verizon. The school district will use the Connect-ED phone notification system to notify families of school closings or delayed openings.

#### MEALS

Lunch and breakfast are served daily in each school cafeteria. Free/reduced meal benefit applications are mailed to each household prior to the start of school. Parents wishing to apply should do so as soon as applications are received. Additional free/reduced applications will be available in the main office at each campus. Once an application is processed, a letter will be sent home advising the parents of eligibility.

#### AGE REQUIREMENTS

To attend C-FB schools, kindergarten students must be five years old on or before September 1, 2010. To attend first

grade, youngsters must be six years old on or before September 1, 2010. Special programs are available for eligible four-year-olds and for children (ages 3-5) who are handicapped and for infants who are deaf and/or blind.

#### REGISTRATION DOCUMENTS

Students who are new to the district need certain documents when they register. For students entering the district's kindergarten or first grade for the first time, a document such as a birth certificate, affidavit of a physician or hospital, or passport, and valid immunization records signed by a physician or health department are required. Students who have been enrolled in another school should have their records, including immunization records, transferred to the appropriate C-FB school. New students to the district must show two proofs of residency and provide social security numbers if available



## 2011-2012 Assessment Calendar

<p style="text-align: center;"><b>Aug 2011</b></p> <p>15-18.....Teacher Prof. Dev. Days  19..... Teacher Work Day  22.....First Day of School  31 - Sept 9.Math Universal Screening Gr. 3-4</p> <p style="text-align: center;"><b>Sept 2011</b></p> <p>5.....Labor Day/ District Holiday  12-30.....TPRI/ Tejas Lee Gr. K-2  12-30.....Kinder Screening(Letter&amp; Writing Sample)  12-30.....WTW Spelling Screening Gr. K-5  19-Oct. 21.KOI Gr. K-2  13-20.....MAP Reading Gr. 2, 5-8, LEAP  19-23.....HS -Math/Reading/ELA PSAT Benchmark  21-28.....MAP Math Gr. 2, 5-8, LEAP  26- Oc. 14.PreK CIRCLE Assessment  29-Oct.7...MAP Science Gr. 5-8, LEAP</p> <p style="text-align: center;"><b>Oct 2011</b></p> <p>10.....Fair Day/ Student Holiday  3- 14.....Fountas Pinnell/ DRA Gr. K-5  12.....Readistep Gr.8  12.....PSAT  12.....EXPLORE Gr. 9  12-26..... NNAT2 Window Gr. K,1,2,4  18..... TAKS ELA Retest Ex Lv  19..... TAKS Math Retest Ex Lv  20..... TAKS Sci. Retest Ex Lv  21..... TAKS Soc St Retest Ex Lv</p> <p style="text-align: center;"><b>Nov 2011</b></p> <p>9-11.....GT Credit by Exam Gr. 6-12  21-25.....Thanksgiving Break  28- Dec.9.Pearson Prompt(ELA) Gr. 9-12  30-Dec.7...MAP Reading Gr. 2, 5-8, LEAP</p> <p style="text-align: center;"><b>Dec 2011</b></p> <p>5-Jan.6....PreK CIRCLE Assessment  5-16.....Kinder Screening(Letter&amp; Writing Sample)  5-16..... TPRI/ Tejas Lee Gr. K-2  5-16..... WTW Spelling Screening Gr. K-5  5-9.....Social Studies Benchmark Gr.3-5  8-14.....MAP Math Gr. 2, 5-8, LEAP  19-30.....Winter Break</p>	<p style="text-align: center;"><b>Jan 2012</b></p> <p>2.....Teacher Prep Day/ Student Holiday  2.....TAKS-ALT Submission Window Opens  3-14.....MAP Science Gr. 5-8, LEAP (opt.)  4-14.....Math Universal Screening Gr. 3-4  9-20.....Fountas Pinnell/ DRA Gr.K-5  9-20.....Open Ended Response Gr.2-5  16.....District Holiday</p> <p style="text-align: center;"><b>Feb 2012</b></p> <p>13-24.....Technology Literacy Assessment Gr.5,8</p> <p style="text-align: center;"><b>Mar 2012</b></p> <p>5-9.....Social Studies Benchmarck Gr. 3-5  5- Apr.6....TELPAS Gr. K - 12  5..... TAKS Soc St Retest Ex Lv  7..... TAKS ELA Gr. 10 &amp; Ex Lv  7.....TAKS ELA Retest Ex Lv  8..... TAKS Math Retest Ex Lv  9..... TAKS Science Retest Ex Lv  12-16.....Spring Break  19-30.....HS -Math/Reading/ELA PSAT Benchmark  26.....STAAR Math Gr.5 &amp; 8  27.....STAAR Reading Gr.5 &amp; 8  27-28.....STAAR Writing Gr. 4 &amp; 7  26.....STAAR EOC Eng.I,III Writing  27.....STAAR EOC Eng. I, III Reading  28.....STAAR EOC Eng II Writing  29.....STAAR EOC Eng II Reading</p> <p style="text-align: center;"><b>Apr 2012</b></p> <p>10-May25.MAP Window Gr.2, 5-8, LEAP  6,9.....Bad Weather Day  13.....TAKS-ALT SubmissionWindowCloses  23..... LAT Math Gr.10  24..... STAAR Math Gr. 3-4,6-7  24.....LAT ELA Gr. 10  24.....TAKS/TAKS-M Math Gr. 10  24.....TAKS Retest ELA, Ex Lv  25-28.....GT Credit by Exam Gr.12  25..... STAAR Reading Gr. 3-4,6-7  25..... TAKS/ TAKS-M Math Ex Lv  25..... TAKS Math Exit Level Retest  26..... STAAR Science Gr. 5 &amp; 8  26..... TAKS/TAKS-M Sci 10 &amp; Ex Lv  26..... TAKS Science Retest Ex Lv  26.....LAT Science Gr. 10  27.....STAAR Social Studies Gr. 8  27..... TAKS/TAKS-M Soc Std Gr.10 &amp; ExLv  27..... TAKS Soc Std Exit Level Retest</p>	<p style="text-align: center;"><b>April 2012 Cont.</b></p> <p>30-May 18..Fountas Pinnell/ DRA Gr. K-5  30-May 18..Open Ended Response Gr.2-5  30-May 18..PreK CIRCLE Assessment  30-May 18..Kinder Screening(Letter&amp; Writing Sample)  30-May 18..WTW Spelling Screening Gr. K-5  30-May 18..TPRI/ Tejas Lee Gr. K-2</p> <p style="text-align: center;"><b>May 2012</b></p> <p>7-18.....AP Testing  7..... STAAR EOC - Algebra I  8.....STAAR EOC - US History  9.....STAAR EOC - Biology  10.....STAAR EOC - Geometry  11.....STAAR EOC - World Geography  14.....STAAR EOC - Physics  15.....STAAR EOC - World History  16.....STAAR EOC - Algebra II  17.....STAAR EOC - Chemistry  16-31.....Math Universal Screening Gr. 3-4  28.....District Holiday/Memorial Day</p> <p style="text-align: center;"><b>Jun 2012</b></p> <p>31.....Last Day of School  1.....Teacher Work Day</p> <p style="text-align: center;"><b>Jul 2012</b></p> <p>9..... TAKS/TAKS-M ELA Retest Ex Lv  9.....STAAR EOC - World Geo, Geometry, Eng.III Writing  10..... TAKS/TAKS-M Math Retest Ex Lv  10.....STAAR EOC - Alg.I, Eng.II Writing, Eng. III Reading  11..... TAKS/TAKS-M Science Retest Ex Lv  11.....STAAR EOC - Biology, Eng.II Reading, Alg. II  12..... TAKS/TAKS-M Soc St Retest Ex Lv  12.....STAAR EOC - Engl. I Writing, Chemistry, US History  13.....STAAR EOC - Eng. I Reading, World History, Physics</p>
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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  
Karin Webb ..... 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  
Bonnie Halsey, CPA/RTSBA ..... Executive Director Finance  
Sara Gambrell, CTSBO ..... 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  
Texas**

For the Fiscal Year Beginning

**September 1, 2010**



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 2010-2011.

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

A blue ink signature of Chuck Limbani.

President

A blue ink signature of John D. Russo.

Executive Director

# Carrollton-Farmers Branch Independent School District

## Consultants and Advisors

### Architects

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

Corgan Associates  
401 North Houston Street  
Dallas, Texas 75202

### Auditors

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

### Bond Counsel

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

### Financial Advisor

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

### General Counsel

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

### Depository Bank

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

### Fiscal Agents

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

# **Executive Summary**

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

### **Fiscal Year 2011-12**

### **BUDGET INFORMATION**

The following document represents the financial plan for the Carrollton-Farmers Branch Independent School District for the 2011-2012 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 – 2010-11. 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 2011-12 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 2011-12 C-FB ISD budget, we have to discuss two factors that are significant to budget decisions:

- First, the District's student population is currently shrinking at a slow pace, which may be a temporary result of several city planning projects that involve the razing of existing apartment complexes to be replaced with more high-end housing. At the same time our student population continues to become more economically disadvantaged (up 81.04% since 2001) and lacking language skills. This combination generates a need for additional resources: human, financial, and infrastructure;
- Second, the state funding formulas have changed significantly with the passage of HB One (80<sup>th</sup> Legislature) and the target revenue concept. Although the 81<sup>st</sup> and 82<sup>nd</sup> 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 2011-12

Increasing student achievement is the primary function the 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 resources to hire Instructional Specialists who work on campuses with teachers in math and science to improve scores in these areas. Continual monitoring of student achievement data on multiple measures guides the District's decision making on instructional materials, personnel, and programs.

The HB 1 funding mechanism is designed to keep the revenue per weighted average daily attendance flat from one year to the next; this is called a target revenue model. Although HB 3646 (passed in 2009) adjusted the target revenue amount by \$120/per student most of this increase was used for a mandated raise for teachers, librarians, counselors, nurses and speech pathologists (called the Fab 5 group). The passage of Senate Bill 1 (SB 1) by the 82<sup>nd</sup> Legislature will reduce the basic regular allotment to districts over the next two fiscal years. The target revenue design does not allow for inflation, program increases and raises for non-Fab 5 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
- Preparatory programs for college-bound and work-force graduates
- Safety

## **Executive Summary continued**

- Current and efficient technology programs
- Extra-curricular programs for all students
- Quality facilities including general upkeep

Note: all Staffing cuts were to be made through normal attrition – not layoffs.

This process resulted in the multiple staffing reductions outlined previously in this document. Since these reductions are to be made using attrition, savings will be realized over time and not all in one fiscal year.

Significant changes in the 2011-12 budget from the prior year are listed below:

- Payroll decrease of \$2.5 million;
- Supplies & materials decrease \$162,762;

## 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 **\$254,672,262** and total expenditures for these funds are **\$264,401,228**.

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 2008-2009	Beginning Budget 2009-2010	Beginning Budget 2010-2011	Beginning Budget 2011-2012	Percentage Increase (Decrease)
General Fund	\$225,127,186	\$212,490,118	\$215,833,607	\$204,055,655	-5.46%
Debt Service Fund	\$48,522,565	\$44,262,356	\$42,100,147	\$39,835,007	-5.38%
Food Service Fund	\$10,580,600	\$10,156,142	\$10,898,434	\$10,781,600	-1.07%
<b>Total</b>	<b>\$284,230,351</b>	<b>\$266,908,616</b>	<b>\$268,832,188</b>	<b>\$254,672,262</b>	<b>-5.27%</b>

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

	Beginning Budget 2008-2009	Beginning Budget 2009-2010	Beginning Budget 2010-2011	Beginning Budget 2011-2012	Percentage Increase (Decrease)
General Fund	\$238,560,861	\$220,695,070	\$221,839,919	\$213,784,621	-3.63%
Debt Service Fund	\$48,522,565	\$44,262,356	\$42,100,147	\$39,835,007	-5.38%
Food Service Fund	\$10,580,600	\$10,156,142	\$10,898,434	\$10,781,600	-1.07%
<b>Total</b>	<b>\$297,664,026</b>	<b>\$275,113,568</b>	<b>\$274,838,500</b>	<b>\$264,401,228</b>	<b>-3.80%</b>

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 are down; state revenue is allocated based on a target revenue system; the district is evaluating all operations to continually become more cost effective. The budget utilizes \$9.7 million in fund balance, however, existing balances are adequate to absorb the reduction. 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 – In an effort to reduce the debt service tax rate, the District has not issued any new debt but has executed an advance bond refunding in November 2010 in order to reduce current requirements. However, current year property values are down requiring a slight increase in the debt service tax rate. 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 streamlining of operations has allowed a decrease of total budgeted expenditures in the Food Service Fund. *More detailed information is included below and in the Financial Section of this book.*

## **General Fund**

### ***Revenues***

General fund revenues are budgeted to decrease \$11,777,952 or -5.46% over the 2010-11 beginning budgeted revenue and Other Sources. The decrease is attributable to several factors including taxable values going down 1.72% and the tax rate staying the same (under the Target Revenue State funding system, state revenue goes up to compensate for losses of tax revenue up to the compressed tax rate of \$1.00) as well as 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). Interest income was down. More information about the increase in 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 25<sup>th</sup> of every tax year based on property values as of January 1<sup>st</sup> of the tax year. All properties are assessed at 100% of market value. The July 25, 2011, Certification of the 2011 Appraisal Records were used for the August 25, 2011 tax rate adoption after being reduced by 2.50%. The district has elected to reduce the certified values in response to past trending that has shown consistent loss in values that occur as taxpayer's 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

## Executive Summary continued

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 2008-09 beginning budget through 2011-12 beginning budget.

### General Fund Revenue

	<b>Beginning Budget 2008-2009</b>	<b>Beginning Budget 2009-2010</b>	<b>Beginning Budget 2010-2011</b>	<b>Beginning Budget 2011-2012</b>	<b>Percentage Increase (Decrease)</b>
Local Sources	\$159,977,433	\$154,020,606	\$144,540,912	\$132,575,835	-8.28%
State Sources	\$64,789,753	\$58,269,512	\$62,851,086	\$70,929,820	12.85%
Federal Sources	\$360,000	\$200,000	\$8,441,609	\$550,000	-93.48%
Sub-Total	\$225,127,186	\$212,490,118	\$215,833,607	\$204,055,655	-5.46%
Other Sources	\$0	\$0	\$0	\$0	0.00%
<b>Total</b>	<b>\$225,127,186</b>	<b>\$212,490,118</b>	<b>\$215,833,607</b>	<b>\$204,055,655</b>	<b>-5.46%</b>

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

The overall economy of the nation continues to be 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. Although our tax values are down a third year in a row from the previous years, this loss is expected to be made up in the coming period as the local economy rebounds at a slow pace.

For the 2011-12 fiscal year, approximately 33.18% 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 62.01%; fund balance contributions at 4.55%. 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 2011-12 fiscal year in an attempt to minimize the staffing, programmatic and other changes that would be necessary to balance the budget. Description of the elaborate process the district used to cut the budget to minimize the drain on the fund balance will be

## **Executive Summary continued**

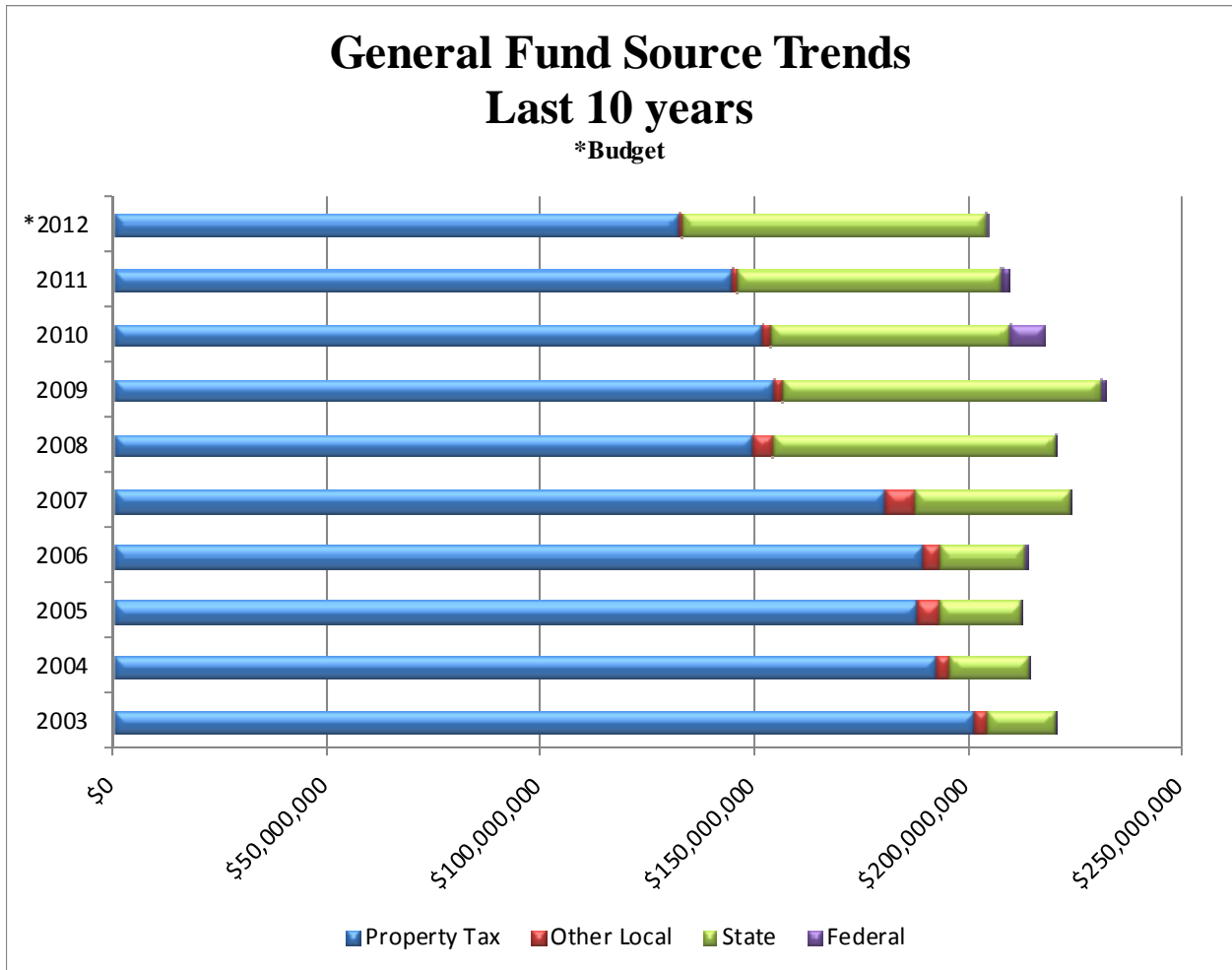
described in detail in following sections of this summary. For future budgets, the district plans to again review all budget details to determine where future cuts can be made without hurting district instructional goals in order to achieve a balanced budget (balanced budget definition: revenues = expenditures). 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 2011-12 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 2011-12, the District projects that total general fund revenues will decrease \$5.0 million for 2012-13 due to the expiration of federal funding sources and changes in funding formulas. For fiscal year 2013-14, the District projects a slight increase in student population which will have a positive impact on revenues. More about long range forecasts are presented later in this book.



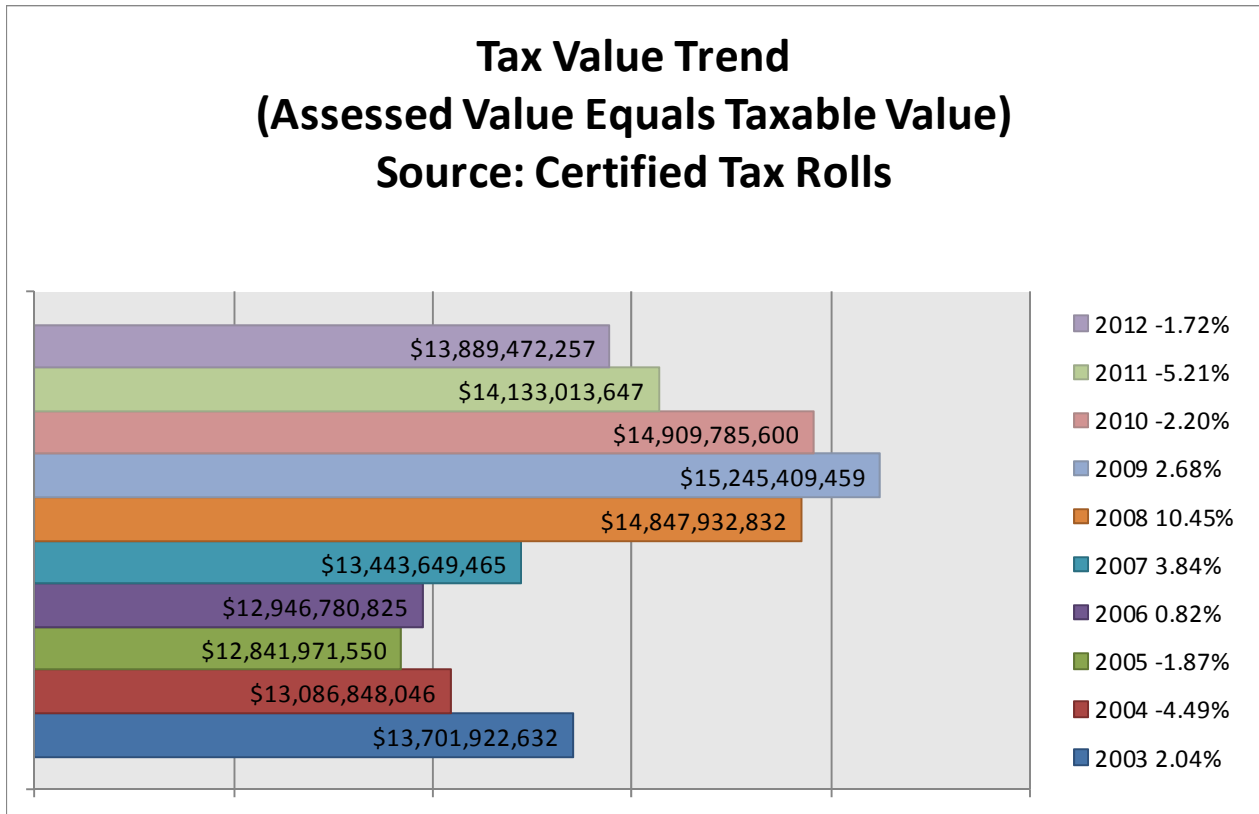
# Executive Summary continued



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 but for the 2011-12 fiscal year the Federal Stimulus 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 ten year history graph above depicts, the District's tax base had been decreasing over time until fiscal year 2006, which had a 0.82% increase. Then the tax base began rising again with a substantial increase for 2007-08, 10.45% and a smaller increase for 2008-09, 2.68%. The District has experienced a tax base decline in every year since the 2008-09 fiscal year with the most dramatic loss happening in 2010-11, -5.21%.

## Executive Summary continued

The graph below depicts the tax rate trend.

### C-FB ISD TAX RATE Distribution per \$100 Valuation

Funds	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
<b>General Fund</b>	\$ 1.5000	\$ 1.5000	\$ 1.5000	\$ 1.5000	\$ 1.3501	\$ 1.0400	\$ 1.0400	\$ 1.0400	\$ 1.0400	\$ 1.0400
<b>Debt Service</b>	\$ 0.2224	\$ 0.2358	\$ 0.2824	\$ 0.3259	\$ 0.3329	\$ 0.3270	\$ 0.3223	\$ 0.3022	\$ 0.3069	\$ 0.3168
<b>Total</b>	\$ 1.7224	\$ 1.7358	\$ 1.7824	\$ 1.8259	\$ 1.6830	\$ 1.3670	\$ 1.3623	\$ 1.3422	\$ 1.3469	\$ 1.3568

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 (83.05% of the total General Fund budget when you exclude the Tax Increment Finance Zone payment of \$14.1 million.) Although the District was not able to balance the 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) through further budget reductions. However, most of the reductions are planned for staff as they retire or otherwise leave the district, which may take several fiscal years to fully achieve.

## Executive Summary continued

### *Expenditures*

General Fund expenditures are budgeted to decrease \$8,055,298 or -3.63% over 2010-11 beginning budget expenditures.

The following table provides a comparison of expenditures by object for the 2010-11 beginning budget and the 2011-12 budget.

### General Fund Expenditures by Object Comparison to Prior Year

	Beginning Budget 2010-2011	Beginning Budget 2011-2012	Percentage Increase (Decrease)	Percentage of Total
Payroll	\$171,300,000	\$165,809,141	-3.21%	77.56%
Purchased Services	\$21,994,660	\$21,693,645	-1.37%	10.15%
Supplies & Materials	\$8,858,925	\$8,696,163	-1.84%	4.07%
Other Operating	\$19,195,826	\$17,122,548	-10.80%	8.01%
Capital Outlay	\$490,508	\$463,124	-5.58%	0.22%
<b>Total</b>	<b>\$221,839,919</b>	<b>\$213,784,621</b>	<b>-3.63%</b>	<b>100.00%</b>

Since the education of students is a labor-intensive process, payroll expenditures comprise about 77.56% of the General Fund expenditures. If the Tax Increment Financing payment of \$14.1 million is excluded, then the payroll costs account for 83.05% of the district's General Fund expenditures.

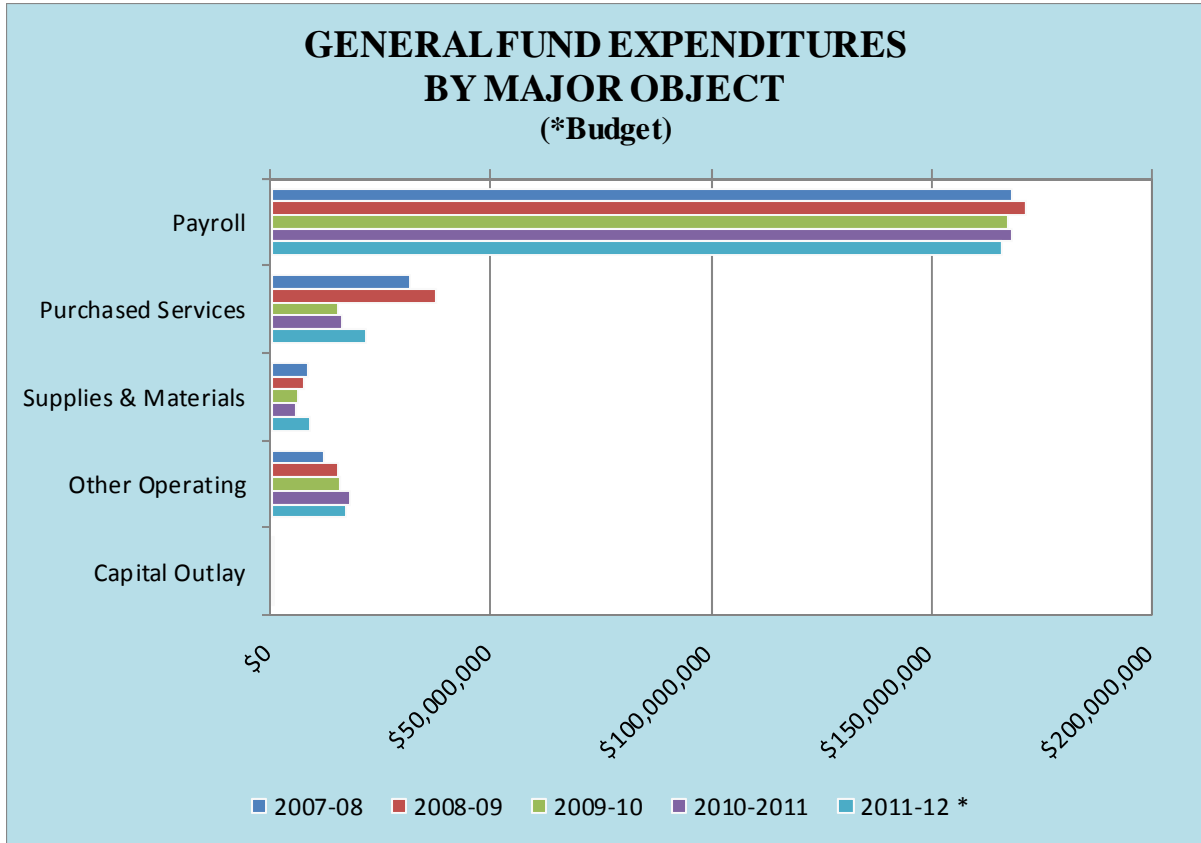
The district bases its payroll budget on established staffing guidelines and enrollment projections at each campus. For the 2010-11 year, the district increased staffing guidelines (i.e. increase staff to student ratios) in non-legally mandated areas to reduce personnel costs. Additional information regarding staffing reductions will be included in sections following this summary. The increased staffing guidelines have been maintained for 2011-12.

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.

For fiscal years beyond 2011-12, the District anticipates decreased funding from legislative changes and the expiration of federal funding and plans to reduce expenditures in all functional areas to help offset the effect. 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 does not include a salary increase for fiscal 2011-12. 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.

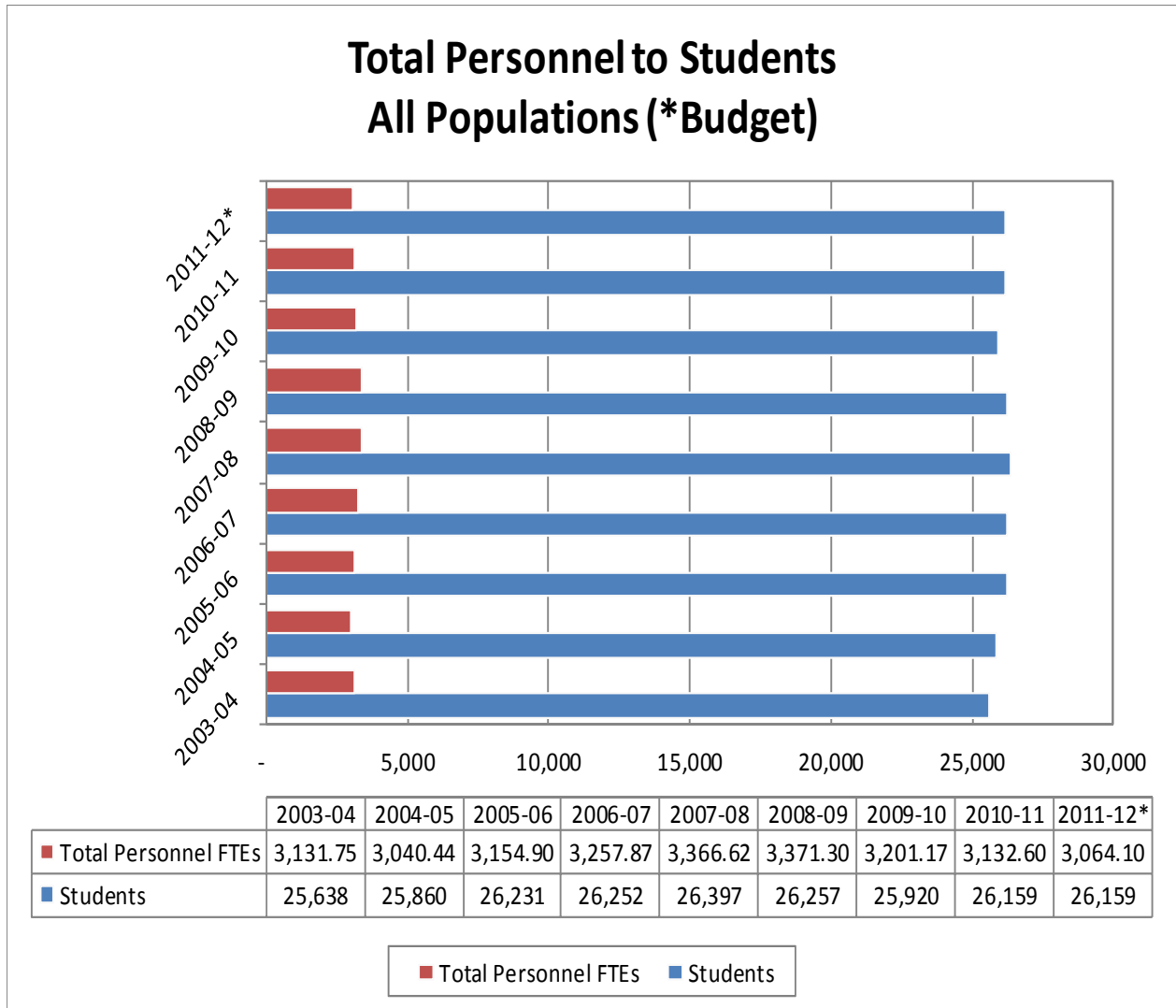
For 2011-12, the District continues to evaluate operations in order to find cost savings with minimal effect on student performance. Additional savings is expected through attrition and consolidation of duties. Following are specific significant items:

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



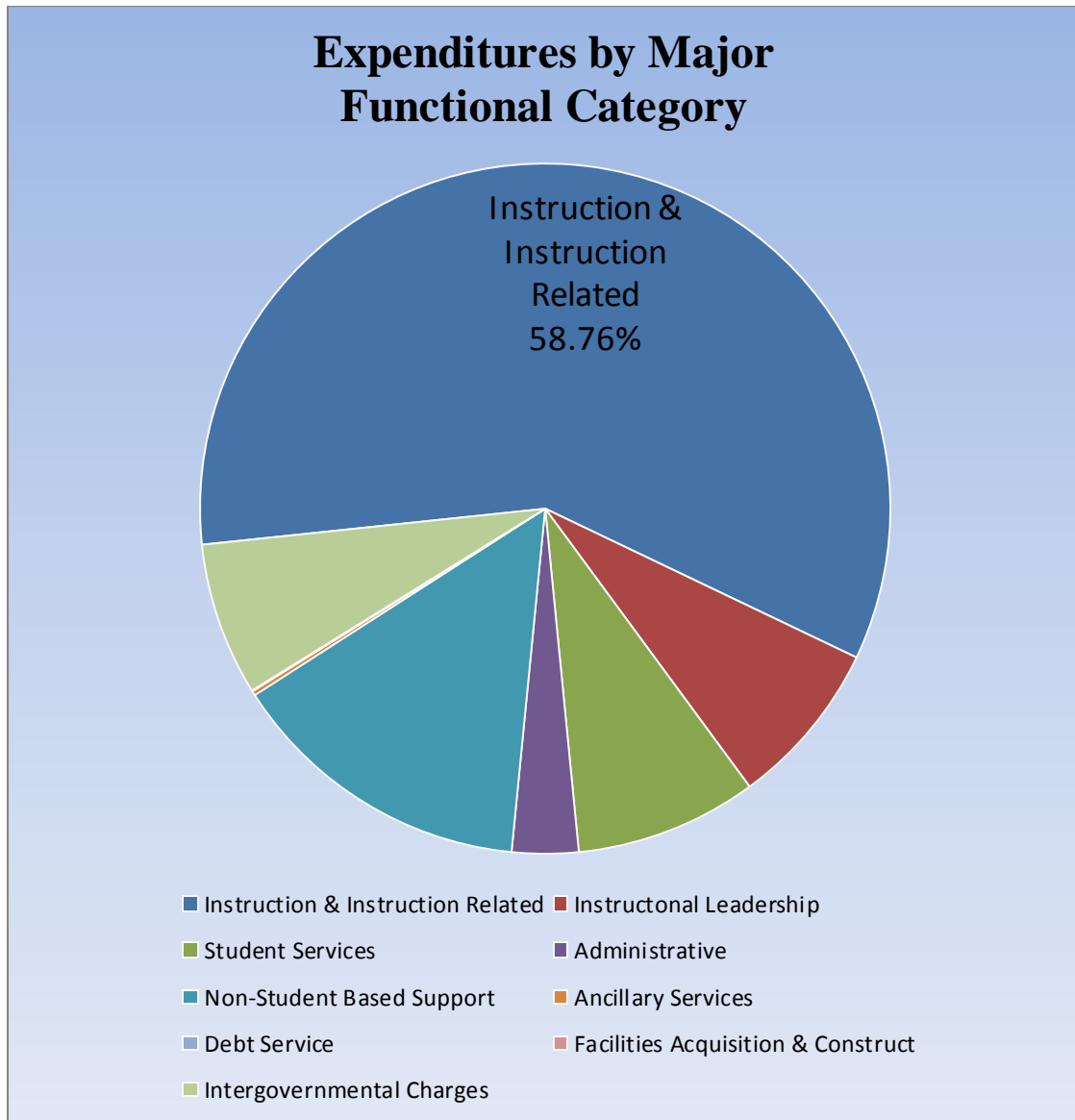
## Executive Summary continued

The graph below shows the student enrollment and total staff full-time equivalents over time. The 2010-11 information shows a substantial reduction in our staff counts as student enrollment is decreasing and the district begins the deliberate process of reducing staff through the attrition process. The 2011-12 information shows a slight increase in budgeted staff counts; primarily in the class size mandated lower grades. Actual staff counts are projected to be less as we continue to obtain savings from the attrition program.



## 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	2010 Values	Base Values	To-Date	
	for 2012 Pmt Calculation		Payments	Payment Returns
Irving #1	\$942,647,458	\$241,945,218	\$65,824,987	\$44,102,741
Farmers Branch # 1	\$105,266,183	\$42,008,044	\$8,720,406	\$5,668,264
Farmers Branch # 2	\$20,728,591	\$15,815,680	\$301,179	\$90,355

## 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 and the state Instructional Facilities Allotment.

### Revenue

Debt Service Fund revenue is budgeted to decrease \$2,265,140 or 5.38% less than the 2010-11 budget. The decrease is primarily due to a decrease in both the taxable values for 2011-12 and the interest income estimate. The Debt Service payment requirements have gone down for 2011-12 primarily due to a bond refunding executed in November 2010 which reduced current requirements and to the district not selling bonds in fiscal year 2008-09, 2009-10 or 2010-11. Had the taxable value stayed the same, the resulting decrease in bond payment requirements would have allowed the district to reduce the Debt Service tax rate. However, the taxable value decreased by 1.72% resulting in an increase in the Debt Service tax rate of \$0.0099 to \$0.3168 per \$100 valuation. The following table provides a comparison of revenues by source for the 2011-12 budget compared to the 2010-11 budget. The District does not anticipate large fluctuations in debt service revenue beyond fiscal year 2011-12.

### Debt Service Fund Revenue Sources Comparison

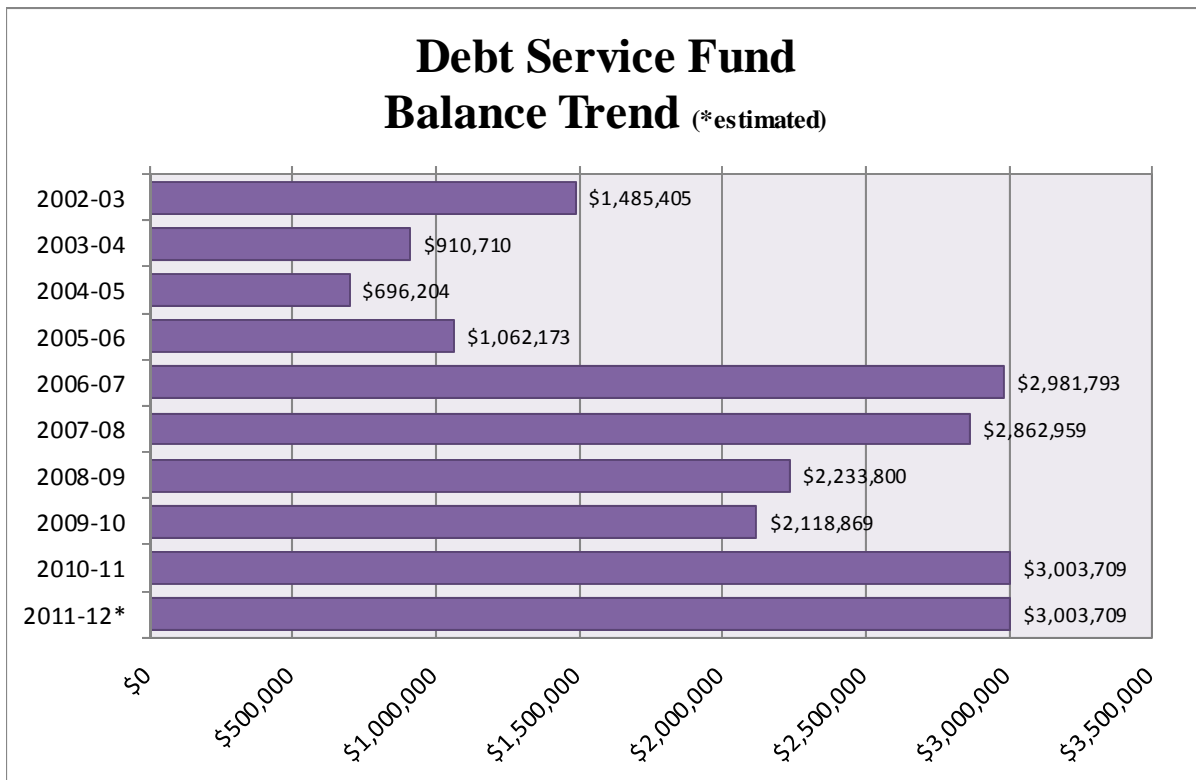
	Beginning Budget 2010-2011	Beginning Budget 2011-2012	Percentage Increase (Decrease)
Taxes	\$42,069,997	\$39,822,607	-5.34%
Other Local Sources	\$30,150	12,400	-58.87%
<b>Total</b>	<b>\$42,100,147</b>	<b>\$39,835,007</b>	<b>-5.38%</b>

## Executive Summary continued

### *Expenditures*

Debt Service Fund expenditures are budgeted at \$39,835,007, a decrease of \$2,265,140 or 5.38% over the 2010-11 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 refunding in November 2010 to reduce current requirements. 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, 2012, the District will have \$297,605,000 in outstanding long-term debt. The general obligation bond requirements to maturity equal \$395,946,216.

The ratio of net bonded debt to assessed value for the District is 2.12%. Education legislation has eliminated limits on outstanding debt. However, prior law limited debt to 10% of assessed value, and the District is well below that level. All principal and interest payments are due February 15<sup>th</sup> and August 15<sup>th</sup> of each year. On February 1<sup>st</sup> of each year, outstanding taxes

## Executive Summary continued

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 08/31/12	\$297,605,000
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	\$70,865,000

## Executive Summary continued

### Food Service Fund

#### *Revenue*

Food Service Fund revenue is budgeted to decrease \$116,834 or 1.07% less than the 2010-11 budget. The following table provides a comparison of revenues by source for the 2010-11 year and the 2011-12 budget year.

#### Food Service Fund Revenue Sources Comparison

	Beginning Budget 2010-2011	Beginning Budget 2011-2012	Percentage Increase (Decrease)
Local Sources	\$2,469,840	\$2,610,100	5.68%
State Sources	\$85,000	\$85,000	0.00%
Federal Sources	\$8,343,594	\$8,086,500	-3.08%
<b>Total</b>	<b>\$10,898,434</b>	<b>\$10,781,600</b>	<b>-1.07%</b>

The Food Service Fund accounts for the operation of the district's school cafeterias. The majority of the local revenues are derived from charges to users. Local revenues constitute 24.21% 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 75.00% of the revenue budget.

#### *Expenditures*

Food Service Fund expenditures are budgeted at \$10,781,600, a decrease of \$116,834 or 1.07% less than the 2010-11 budget. The vast majority of these expenditures are for labor and food costs. For fiscal years beyond 2011-12, the District projects slight increases in expenditures but does not anticipate a deficit budget in future years.

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

	Beginning Budget 2010-11	Beginning Budget 2011-12	Percentage Increase (Decrease)	Percentage of Total
Payroll	\$4,906,000	\$4,850,000	-1.14%	44.98%
Purchased Services	\$1,014,500	\$1,293,000	27.45%	11.99%
Supplies & Materials	\$4,918,934	\$4,517,500	-8.16%	41.90%
Other Operating	\$24,000	\$18,000	-25.00%	0.17%
Capital Outlay	\$35,000	\$103,100	194.57%	0.96%
<b>Total</b>	<b>\$10,898,434</b>	<b>\$10,781,600</b>	<b>-1.07%</b>	<b>100.00%</b>

## Executive Summary continued

### No Child Left Behind

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

Another provision of the law, calls for **Adequate Yearly Progress (AYP)**. 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.

Creekview High School, Smith High School, Bush Middle School, and Field Middle School failed to meet AYP and the district itself will fail to meet AYP for 2011. All other campuses within the district will meet AYP for 2011.



## Executive Summary continued

The 2011 Preliminary Adequate Yearly Progress chart is below. Prior year AYP charts are located in the Information section of this book.

<b>2011 Final Adequate Yearly Progress (AYP)</b>			
<b>Campus</b>	<b>Meets AYP</b>	<b>Missed AYP</b>	<b>AEIS Rating</b>
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/Montgome	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/McLa	X		Recognized
Thompson	X		Exemplary

## 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 2010-11 Highly Qualified Teacher Report must be publicly reported by December 15, 2010.

### 2010-11 C-FB DISTRICT AND CAMPUS HIGHLY QUALIFIED TEACHER REPORT

State, Region, District, and Campus	Percentage of HQ Teachers
Texas	99.44%
Region 10	99.55%
<b>Carrollton-Farmers Branch ISD</b>	<b>100%</b>
Creekview HS	100%
Early College High School	100%
Mary Grimes Education Center	100%
Bea Salazar Alternative Education Center	100%
Newman Smith HS	100%
Ranchview HS	100%
Turner HS	100%
Blalack MS	100%
Barbara Bush MS	100%
Vivian Field MS	100%
Dan Long MS	100%
Perry MS	100%
Ted Polk MS	100%
Kelly Pre-Kindergarten Center	100%
Blair Elementary	100%
Blanton Elementary	100%
Carrollton Elementary	100%
Central Elementary	100%
Country Place Elem.	100%
Davis Elementary	100%
Farmers Branch Elem.	100%
Freeman Elementary	100%
Furneaux Elementary	100%
Good Elementary	100%
Kent Elementary	100%
Landry Elementary	100%
Las Colinas Elementary	100%
La Villita Elementary	100%
McCoy Elementary	100%
McKamy Elementary	100%
McLaughlin Elementary	100%
McWhorter Elementary	100%

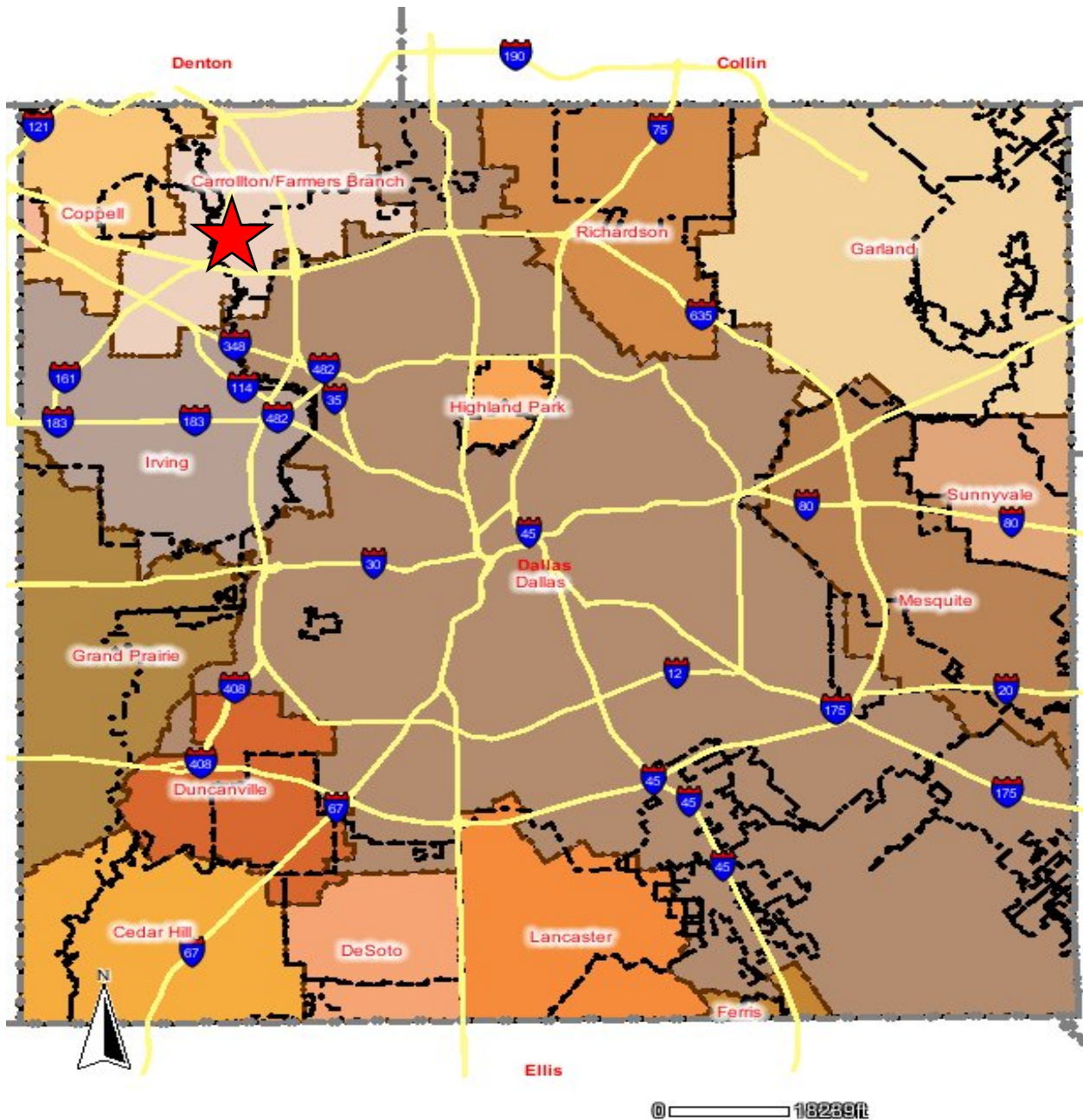
# Executive Summary continued

State, Region, District, and Campus	Percentage of HQ Teachers
Rainwater Elementary	100%
Riverchase Elementary	100%
Rosemeade Elementary	100%
Sheffield Intermediate	100%
Sheffield Primary	100%
Stark Elementary	100%
Strickland Elementary	100%
Thompson Elementary	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

MONEY magazine has named Carrollton, Texas as one of the Best Place's to Live in America (August, 2008). Carrollton was ranked #15. Forbes Magazine also listed Carrollton as 12th best on their list of "America's 25 Best Places to Move" (July, 2009). 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 is only 1.00% 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 significantly have a 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 has 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, creating a lifestyle renaissance of high-density housing, retail, restaurants and offices.

La Villita, a unique community in Las Colinas, has moved off the drawing board and into the construction phase of the 200 acre site. The project will contain multifamily, small office buildings, single-family and town home development. The project will include 300 single-family homes and up to 2,000 apartments, town homes and live/work units. Retail, restaurants and service-oriented businesses will follow the residential growth. La Villita's master plan also calls for office development, which is envisioned as professional offices and small build-to-suites. 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 will be scattered throughout the community, giving residents places to gather. There will also be a system of hiking and biking trails, both paved and natural-surface along the Elm Fork of the Trinity River.

## Executive Summary continued

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 will be devoted to residential property. 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.

A major redevelopment project was initiated in Addison in 2007 where 2,400 older apartments are being 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 renovations and 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 focus this year is on integrating wireless, mobile handheld devices into the classroom. The focus on this initiative is to enable students and staff flexible, wireless access to online instructional applications.

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 ISD, and the Division of Educational provides systemic support through an online curriculum, Community of Learns (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 2,600 identified students in grades kindergarten through twelfth 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 9<sup>th</sup> grade C-FB ISD high school students through an application process.

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

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

### Athletics and Fine Arts

Students can participate in a variety of extracurricular and co-curricular activities from football to orchestra. At the high school level, fourteen boys’ sports and fifteen girls’ sports are offered as well as art, band, choir, dance, drill team, orchestra, speech, debate and theatre. In middle school, 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. At 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

In August, 2011, the Texas Education Agency announced individual school ratings based on student performance on the most recent Texas Assessment of Knowledge and Skills (TAKS) tests, and the previous year's dropout, completion and attendance rates. The state's accountability ratings for schools and districts are based on scores of all students and each student group of qualified size (African-American, Hispanic, White and Economically Disadvantaged) with the indicators listed below.

#### Requirements for Each Ratings Category

Base Indicators	Academically Acceptable	Recognized	Exemplary
<b>Spring 2011 TAKS</b> All students and each student group that meets minimum size criteria: African American Hispanic White Econ Disadvantaged	Meet passing standard for each subject * Reading/ELA 70% * Writing 70% * Social Studies 70% * Mathematics 65% * Science 60% OR Meet required improvement	Meet 80% passing standard for each subject OR Meet 75% passing standard and meet required improvement	Meet 90% passing standard for each subject
<b>Completion Rate Class of 2010</b> All students and each student group that meets minimum size criteria: African American Hispanic White Econ Disadvantaged	Meet 75% completion rate standard OR Meet required improvement	Meets 85% completion rate standard OR Meets 80% and required improvement	Meet 95% completion rate standard

## Executive Summary continued

<p><b>Annual Dropout Rate 2009-10</b> All students and each student group that meets minimum size criteria:</p> <p>African American Hispanic White Econ Disadvantaged</p>	<p>Meet 1.6% dropout rate standard</p> <p>OR</p> <p>Meets Required Improvement</p>	<p>Meet 1.6% dropout rate standard</p> <p>OR</p> <p>Meets Required Improvement</p>	<p>Meet 1.6% dropout rate standard</p> <p>OR</p> <p>Meets Required Improvement</p>
<p><b>Additional Provisions</b></p>	<p><b>Academically Acceptable</b></p>	<p><b>Recognized</b></p>	<p><b>Exemplary</b></p>
<p>Exceptions</p>	<p>Applied if the district or campus would be <i>Academically Unacceptable</i> solely due to not meeting the <i>Academically Acceptable</i> TAKS criteria. Other criteria provisions must be met.</p>	<p>Applied if the district or campus would be <i>Academically Acceptable</i> due to not meeting <i>Recognized</i> TAKS criteria. Other criteria provisions must be met.</p>	<p>Applied if the district or campus would be <i>Recognized</i> due to not meeting <i>Exemplary</i> TAKS criteria. Other criteria provisions must be met.</p>
<p>Check for Academically Unacceptable Campuses (District Only)</p>	<p>Does not apply to Academically Acceptable districts.</p>	<p>A district with a campus rated Academically Unacceptable cannot be <i>Recognized</i>.</p>	<p>A district with a campus rated Academically Unacceptable cannot be <i>Exemplary</i>.</p>
<p>Check for Underreported Students (District only)</p>	<p>Does not apply to Academically Acceptable districts.</p>	<p>A district that underreports more than 150 students or more than 3.0% of its prior year students cannot be rated <i>Recognized</i>.</p>	<p>A district that underreports more than 150 students or more than 3.0% of its prior year students cannot be rated <i>Exemplary</i>.</p>

## Executive Summary continued

The District received an overall accountability rating from the Texas Education Agency of “Recognized”.

Exemplary and Recognized Campuses are listed below. All other campuses were acceptable.

Exemplary Campuses	Recognized Campuses
Blanton Elementary	Blair Elementary
Country Place Elementary	Blalack Middle School
Davis Elementary	Carrollton Elementary
Early College High School	Central Elementary
Farmers Branch Elementary	Freeman Elementary
Kent Elementary	Furneaux Elementary
LaVillita Elementary	Good Elementary
McCoy Elementary	Landry Elementary
McKamy Elementary	Las Colinas Elementary
Rosemeade Elementary	Long Middle School
Stark Elementary	McLaughlin Elementary
Thompson Elementary	McWhorter Elementary
	Perry Middle School
	Polk Middle School
	Rainwater Elementary
	Riverchase Elementary
	Sheffield Intermediate
	Sheffield Primary
	Strickland Intermediate

# 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.

## 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 and the nation. C-FB ISD high school seniors continue to excel on the SAT. The district combined score for 2011 is 1,476 compared to 1,446 for the state and 1,500 for the nation.

<b>SAT Results for 2011</b>					
<b>Mean Scores</b>					
<u>Campus</u>	<u>Count</u>	<u>Critical Reading</u>	<u>Math</u>	<u>Writing</u>	<u>Combined</u>
Turner High School	157	461	492	456	1409
Smith High School	240	498	518	497	1513
Creekview High School	320	503	540	487	1530
Ranchview High School	123	475	492	476	1443
Early College High School	75	436	460	426	1322
District	915	485	513	478	1476
National	1,647,123	497	514	489	1500
Texas	166,012	479	502	465	1446

## Executive Summary continued

### 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](http://www.act.org).

The overall composite score for the C-FB ISD seniors taking the ACT in 2011 was higher than both the state and national scores. Results for 2011 are listed in the chart below.

<b><u>ACT Results for 2011</u></b>						
<u>Campus</u>	<u>Count</u>	<u>English</u>	<u>Math</u>	<u>Reading</u>	<u>Science</u>	<u>Composite</u>
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

## Executive Summary continued

The Texas Assessment of Knowledge and Skills (TAKS) assesses student mastery of the Texas Essential Knowledge and Skills (TEKS) in English/Language Arts, Mathematics, Social Studies, and Science. Students must demonstrate mastery on each section of the EXIT-Level examination to be eligible for a high school diploma. Students in grades 3 - 11 take the TAKS test annually.

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

## Executive Summary continued

### National Merit Semifinalist

Eight students in the Carrollton-Farmers Branch school district were named national 2012 Merit semifinalists. The students are among 16,000 high school seniors who will continue in the National Merit Scholarship Corporation's competition for 8,300 merit scholarship awards worth \$34 million that will be offered in the spring.

Students are selected based on performance on the Preliminary SAT/National Merit Scholarship Qualifying test. The pool of semifinalist represents less than one percent of the top high school seniors in the nation.

Approximately 15,000 semifinalists become finalists. 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 about the National Merit Scholarship Program is available on the National Merit Scholarship Corporation website [www.nationalmerit.org](http://www.nationalmerit.org).

### National Achievement Scholarship Program

One student was named 2012 National Merit Achievement Semifinalists. This exceptional student is among more than 1,600 Black American high school seniors who have been designated semifinalists in the 48<sup>th</sup> annual National Achievement Scholarship Program.

For more information, visit <http://www.nationalmerit.org/nasp.php> .

### National Merit Commended Recipients

Twenty-two students in the Carrollton-Farmers Branch school district were named 2012 National Merit Commended Recipients. These commended students were selected from over 1.5 million young adults who took the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying test (PSAT/NMSQT) during their junior year in high school. Commended students are selected from the highest scorers on the PSAT.

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

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

## FIRST Financial Integrity Rating System of Texas

Name: Carrollton-Farmers Branch ISD  
 Status: Passed  
 Rating: Superior Achievement  
 District Score: 75

Indicator	Indicator Description	Score
1	Was the total Fund Balance Less Reserved 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

		<b>1 Multiplier</b>
7	Did the District's Academic Rating exceed Academically Unacceptable?	5
8	Was the Three-Year Average Percent of Total Tax Collections (Including Delinquent) Greater than 98%?	5
9	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
10	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
11	Was there no Disclosure in the Annual Audit Report of Material Noncompliance?	5
12	Did the District have Full Accreditation Status in Relation to Financial Management Practices? (e.g. No Conservator or Monitor Assigned).	5
13	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
14	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
15	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
16	Was the Administrative Cost Ratio less than the Threshold Ratio?	5
17	Was the Ratio of Students to Teachers Within the Ranges Shown Below According to District Size?	5
18	Was the Ratio of Students to Total Staff Within the Ranges Shown Below According to District Size?	5
19	Was the total Fund Balance in the General Fund More than 50% and Less than 150% of Optimum According to the Fund Balance and Cash Flow Calculation Worksheet in the Annual Financial Report?	5
20	Was the Decrease in Undesignated Unreserved Fund Balance < 20% Over Two Fiscal Years? (If 1.5 Times Optimum Fund Balance < Total Fund Balance in General Fund or if Total Revenues > Operating Expenditures in the General Fund, then the District receives 5 points)	5

# Executive Summary continued

## FIRST Financial Integrity Rating System of Texas

21	Was the Aggregate Total of Cash and Investments in the General Fund more than \$0?	5
22	Were Investment Earnings in All Funds (Excluding Debt Service Fund and Capital Projects Fund) More than \$20 per Student?	0
		75 weighted sum
		1 Multiplier Sum
		75 Score

### 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 7-24)
	<b>Superior Achievement</b> 72-80 and Yes to Indicator 7
	<b>Above Standard Achievement</b> 64-71 or > = 72 and No to indicator 7
	<b>Standard Achievement</b> 56-63
	<b>Substandard Achievement.</b> <56 or No to one default indicator

### Indicator 17 & 18 Ratios

17	District Size - Number of Students Between	Ranges for Ratios	
		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 18

18	District Size - Number of Students Between	Ranges for Ratios	
		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

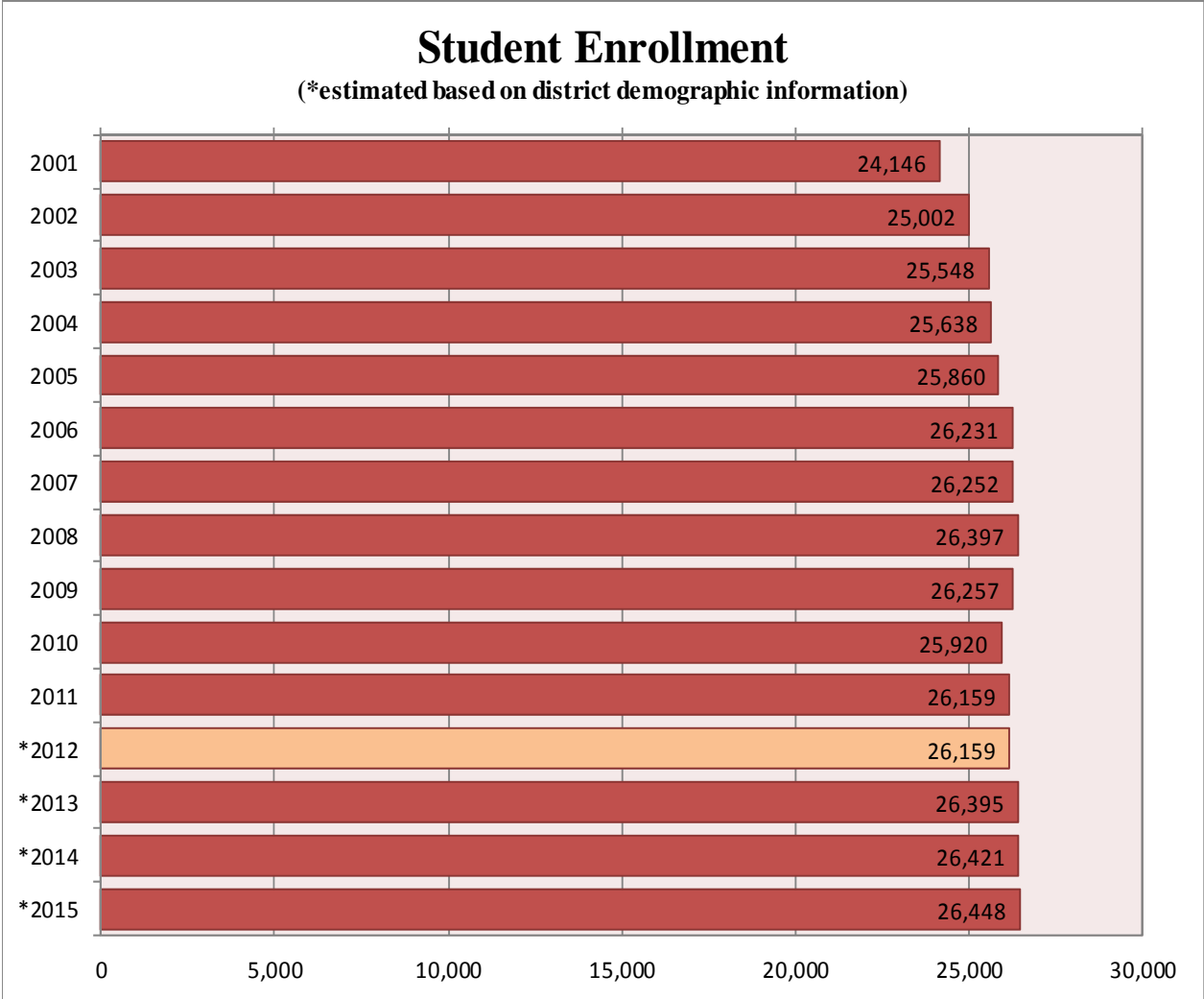
Question	Points Possible					
7	Y=5	N=0				
8	5	4	3	2	1	0
	>98	>95 =<98	>92 =<95	>89 =<92	>86 =<89	=<86
9	Y=5	N=0				
10	5	4	3	2	1	0
	<\$350	=>\$350<\$600	=>\$600<\$850	=>\$850<\$1,100	=>\$1,100<\$1,350	=>\$1,350
11	Y=5	N=0				
12	Y=5	N=0				
13	Y=5	N=0				
14	Y=5	N=0				
15	5	4	3	2	1	0
	=>1.00	=>0.95<1.00	=>0.90<0.95	=>0.85<0.90	=>0.8<0.85	<0.80
16	Y=5	N=0				
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
	UL*=<=100%	>100%=<105%	>105%=<110%	>110%<115%	>115%=<120%	>120%
	LL**=>100%	=>95%<100%	=>90%<95%	=>85%<90%	=>80%<85%	<80%
19	5	4	3	2	1	0
	UL*<150%	>150%=<152.5%	>152.5%=<155%	>155%=<157.5%	>157.5%=<160%	>160%
	LL**>50%	>47.5%=<50%	>45%=<47.5%	>42.5%=<45%	>40%=<42.5%	=<40%
20	5	4	3	2	1	0
	<20%	=>20%<21%	=>21%<22%	=>22%<23%	=>23%<24%	=>24%
21	Y=5	N=0				
22	5	4	3	2	1	0
	>\$20	>\$19=<\$20	>\$18=<\$19	>\$17=<\$18	>\$16=<\$17	=<\$16

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 include an additional elementary school and a middle school with an addition to Ranchview high school in this area. Enrollment trends in all other parts of the District indicate that current facilities will be adequate with minor renovation and additions.

## Executive Summary continued



Carrollton · Farmers Branch

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Independent School District

● ● ● An Innovative Leader in Learning ● ● ●

**Executive Summary continued**

# District Mission Statement and Improvement Plan

## **Executive Summary continued**

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

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



### **DISTRICT IMPROVEMENT PLAN 2011-2012**

Carrollton-Farmers Branch Independent School District

Dr. Bobby Burns, Superintendent

# Executive Summary continued

<p><b>BOARD OF TRUSTEES</b></p> <p>Nancy Cline, <i>President</i>  James Goode, <i>Vice President</i>  Richard Fleming,  Secretary  Lynn Chaffin, Assistant  Secretary  Frank Shor, Board  Member  Nancy Watten, Board  Member  Karin Webb, Board  Member</p> <p style="text-align: center;">◆</p> <p><b>CARROLLTON-FARMERS BRANCH SCHOOLS</b></p> <p><b>SENIOR HIGH SCHOOLS</b></p> <p>Creekview  Early College  Newman Smith  R. L. Turner  Ranchview</p> <p><b>MIDDLE SCHOOLS</b></p> <p>Blalack  Bush  Field  Long  Perry  Polk</p>	<p style="text-align: center;"><b>C-FBISD GOAL</b></p> <p style="text-align: center;"><b>The Goal of the Carrollton-Farmers Branch ISD is high achievement for all students.</b></p> <p style="text-align: center;"><b>SUPPORTING OBJECTIVES</b></p> <p style="text-align: center;"><i>Supporting Objective 1:</i></p> <p>Continuously increase student achievement</p> <p style="text-align: center;"><i>Supporting Objective 2:</i></p> <p>Continuously improve the learning environment for students and staff</p> <p style="text-align: center;"><i>Supporting Objective 3:</i></p> <p>Continuously increase operational effectiveness</p> <p style="text-align: center;"><i>Supporting Objective 4:</i></p> <p>Continuously increase stakeholder confidence and support of our school system</p>	<p><b>ELEMENTARY SCHOOLS</b></p> <p>Blair  Blanton  Carrollton  Central  Country Place  Davis  Farmers Branch  Freeman  Furneaux  Good  Kent  Landry  Las Colinas  La Villita  McCoy  McKamy  McLaughlin  McWhorter  Rainwater  Riverchase  Rosemeade  Sheffield Intermediate  Sheffield Primary  Stark  Strickland  Thompson</p> <p><b>CENTERS</b></p> <p>Mary Grimes  Education Center  Salazar Transition  School  Kelly Pre-K Center  Huie Education  Center  CLC Learning  Complex</p>
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# Executive Summary continued

## 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-ready and/or workforce ready without remediation.**

## MISSION

Together with families and community we commit all district resources to guide the learning of each student to graduate as:

- A responsible individual
- A passionate life-long learner
- A complex thinker
- An effective communicator

## 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

# Executive Summary continued

- 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

## **BQ Local Policy Planning and Decision-Making Process**

### **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,

## Executive Summary continued

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.

### ADMINISTRATIVE PROCEDURES AND REPORTS - continued

### 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.

# Executive Summary continued

## *PLANNING PROCESS*

### **Needs Assessment**

The campus staff elects members to the District Improvement Council. Parents, business and administrators also serve on the DIC.

The purpose of the District Improvement Plan is to include:

1. Measurable District performance objectives for all appropriate academic excellence indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
2. Strategies for improvement of student performance that include:
  - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
  - b. Methods for addressing the needs of students for special programs, such as suicide prevention, conflict resolution, violence prevention, or dyslexia treatment programs.
  - c. Dropout reduction.
  - d. Integration of technology in instructional and administrative programs.
  - e. Discipline management.
  - f. Staff development for professional staff of the District.
  - g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
  - h. Accelerated education.

Annual analysis of the plan and review of various assessment data are used to determine objectives that address District goals. Specific strategies and action steps are developed to address these objectives. This process ensures a commitment to excellence and a resolve to provide the best instructional plan for every student. (TD1)

## **TARGET AREAS**

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

Must address the 8 components of a Targeted Assisted Program

- TA 1. Resources used to help children meet state academic achievement standards
- TA 2. Planning for identified students incorporated into existing school planning

## **Executive Summary continued**

- TA 3. Methods and strategies based on scientifically based research
- TA 4. TA program is coordinated with and supports regular educational programs
- TA 5. Highly qualified teachers
- TA 6. Professional Development
- TA 7. Increase parental involvement
- TA 8. Coordination of federal, state, and local services

### ***Title I – District Components (TD)***

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

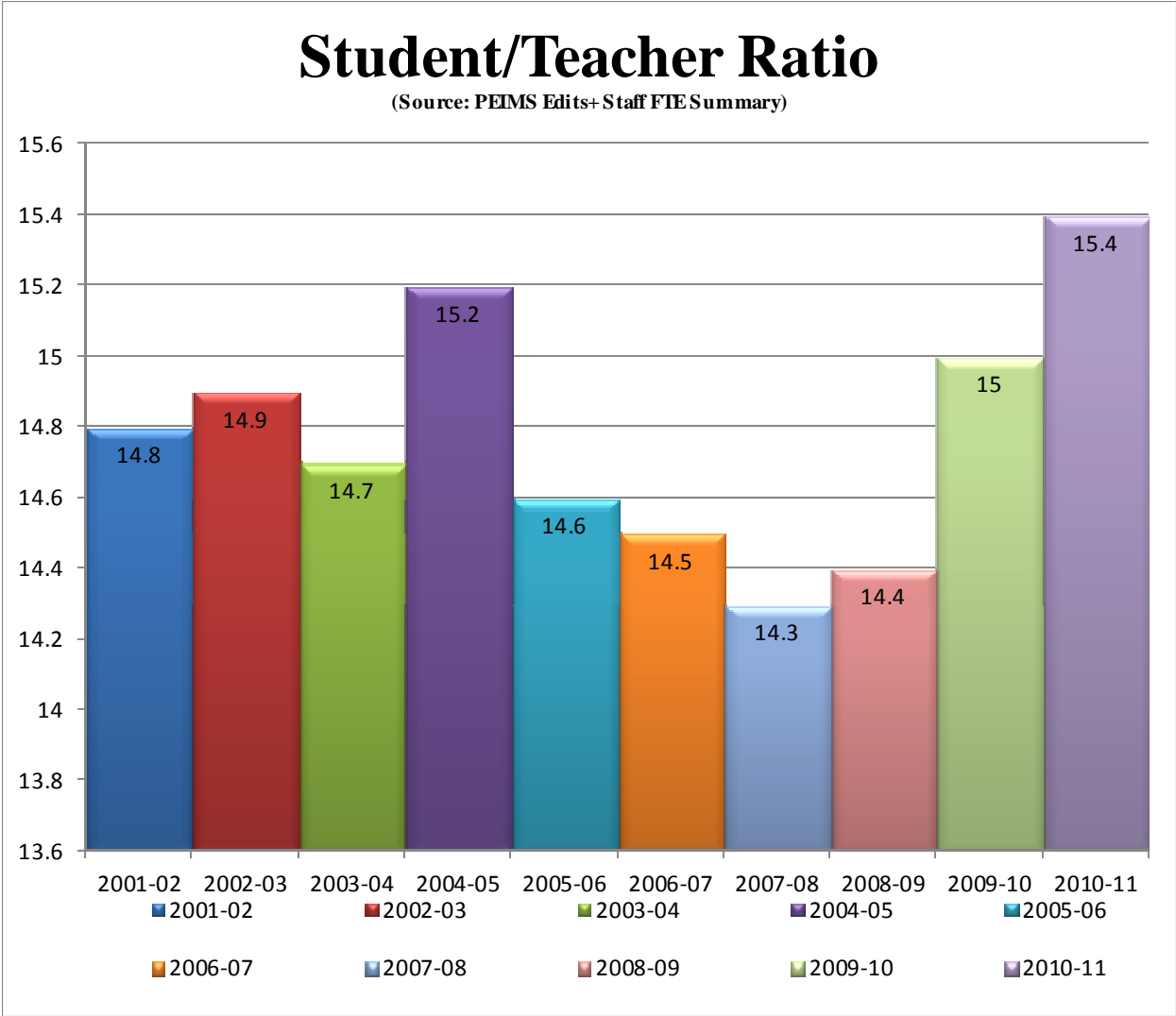
Detail strategic plans for accomplishment of the District's goals are included in the Organization section of this book.

## **Executive Summary continued**

# **PERSONNEL**

# Executive Summary continued

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



## Executive Summary continued

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

# Staff Summary by Sex and Ethnicity 2010-11

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

	White	Hispanic	Black	Other	Totals
Male	428.1	121.7	53.3	68.7	671.8
Male Percentage	13.7%	3.9%	1.7%	2.2%	21.4%
Female	1,675.4	470.8	169.9	144.7	2,460.8
Female Percentage	53.5%	15.0%	5.4%	4.6%	78.6%



## Executive Summary continued

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

### Teacher by Highest Degree Held

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

	2006-07	2006-07 %	2007-08	2007-08 %	2008-09	2008-09 %	2009-10	2009-10 %	2010-11	2010-11 %
No Degree	7.7	0.4%	4.8	0.3%	7.0	0.4%	8.0	0.5%	6.5	0.4%
Bachelors	1,348.2	74.4%	1393.7	75.4%	1,372.6	75.4%	1,278.7	74.0%	1278.6	75.1%
Masters	442.5	24.4%	437.0	23.7%	432.6	23.8%	431.7	25.0%	405.0	23.8%
Doctorate	14.3	0.8%	12.4	0.7%	9.0	0.5%	8.9	0.5%	12.0	0.7%

## Executive Summary continued

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

# Teachers by Years of Experience

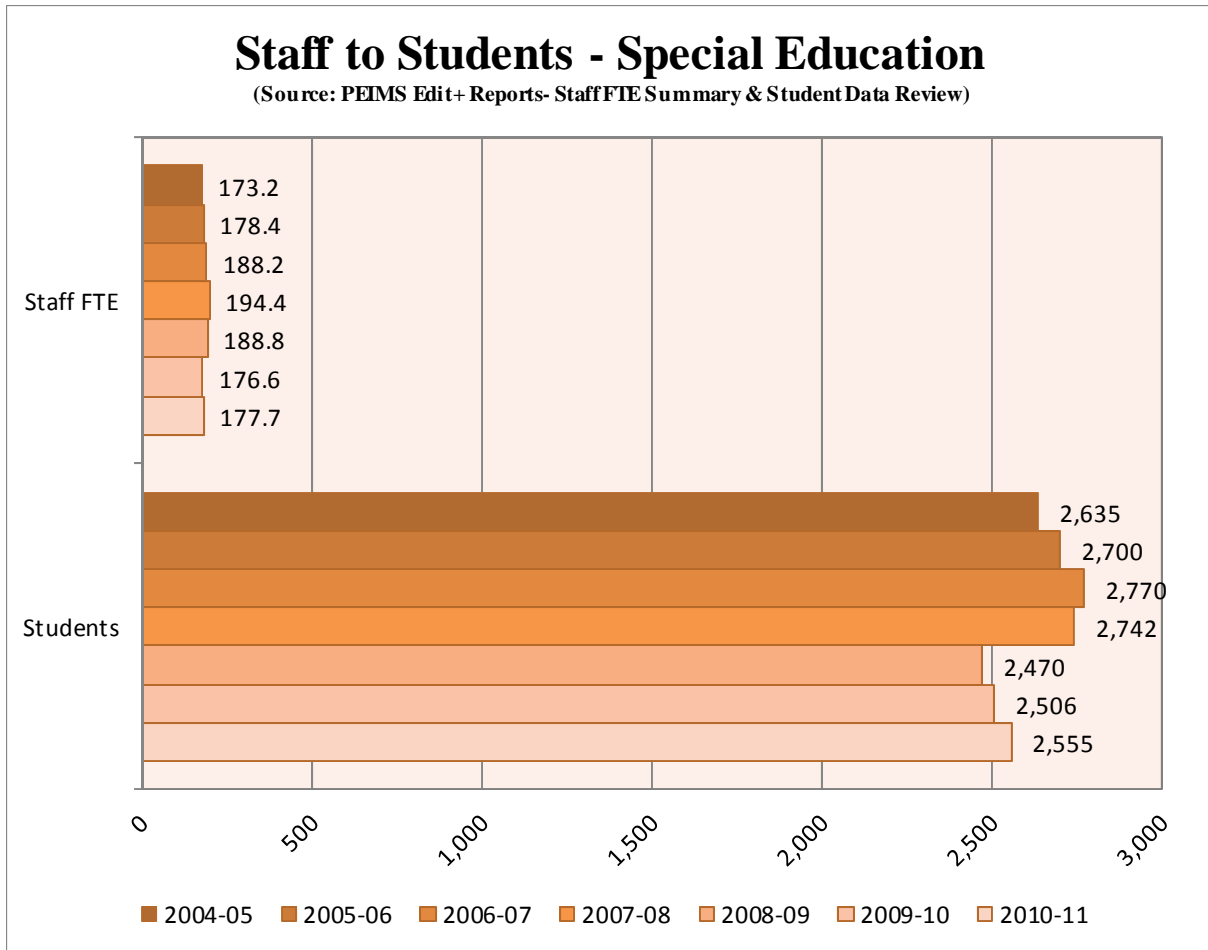
(Source: PEIMS Edit+ Report – Staff FTE Summary)

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
<b>Beginning Teachers</b>	124.1	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%)
<b>1-5 Years Experience</b>	656.8	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%)
<b>6-10 Years Experience</b>	307.2	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%)
<b>11-20 Years Experience</b>	344.2	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%)
<b>Over 20 Years Experience</b>	280.2	269.3	220.1	234.9	221.8 (12.2%)	220.5 (11.5%)	220.9 (12.1%)	221.3 (12.8%)	218.3 (12.8%)
<b>Avg Exp Teachers-TX</b>	10.0	9.9	9.0	9.1	8.8	8.8	8.8	8.8	9.9
<b>Avg Exp Teachers-District</b>	6.0	5.9	5.5	5.6	5.4	5.6	5.4	5.6	6.8

# Executive Summary continued

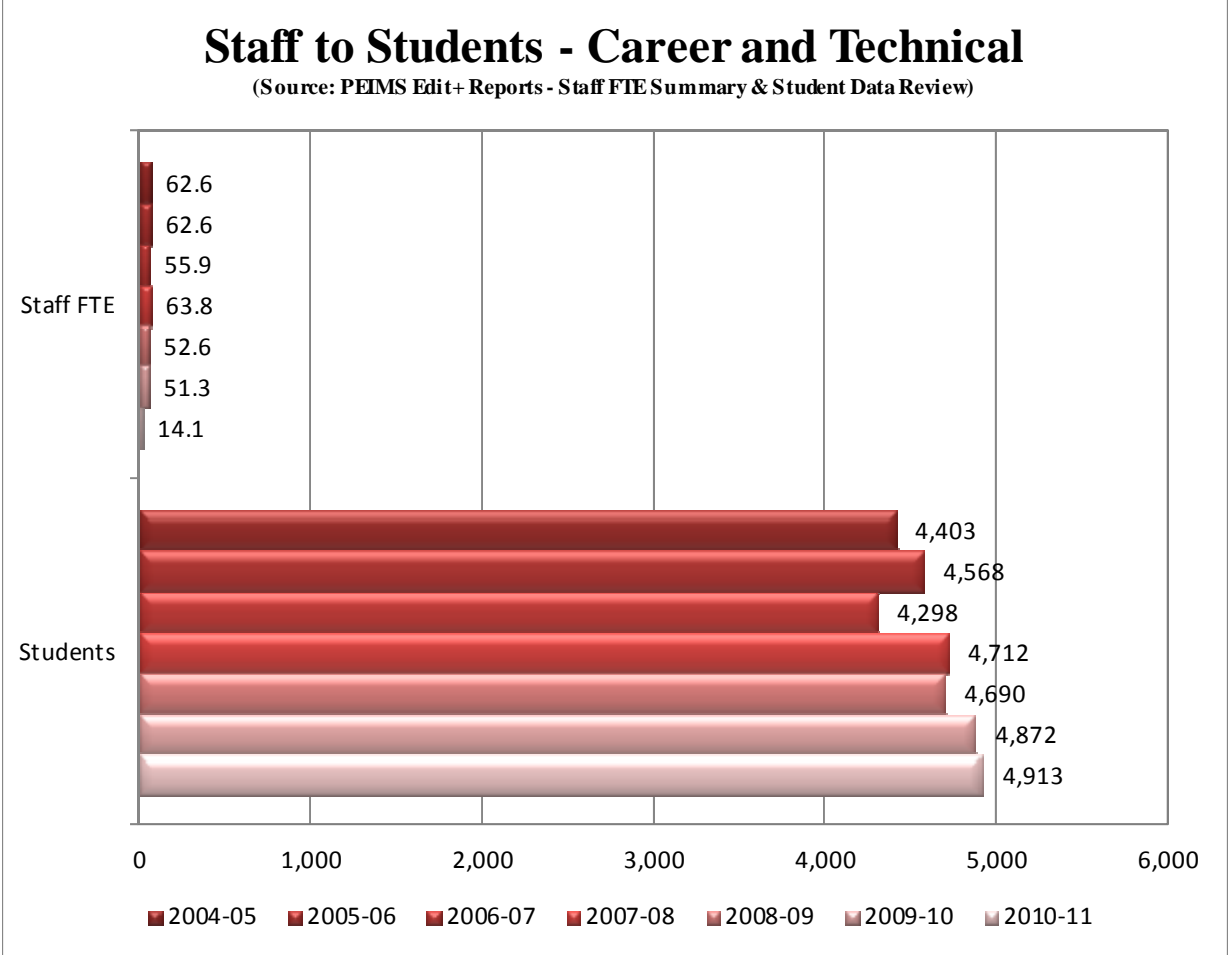
The graph below depicts Staff to Students – Special Education – changes over time.

*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.*



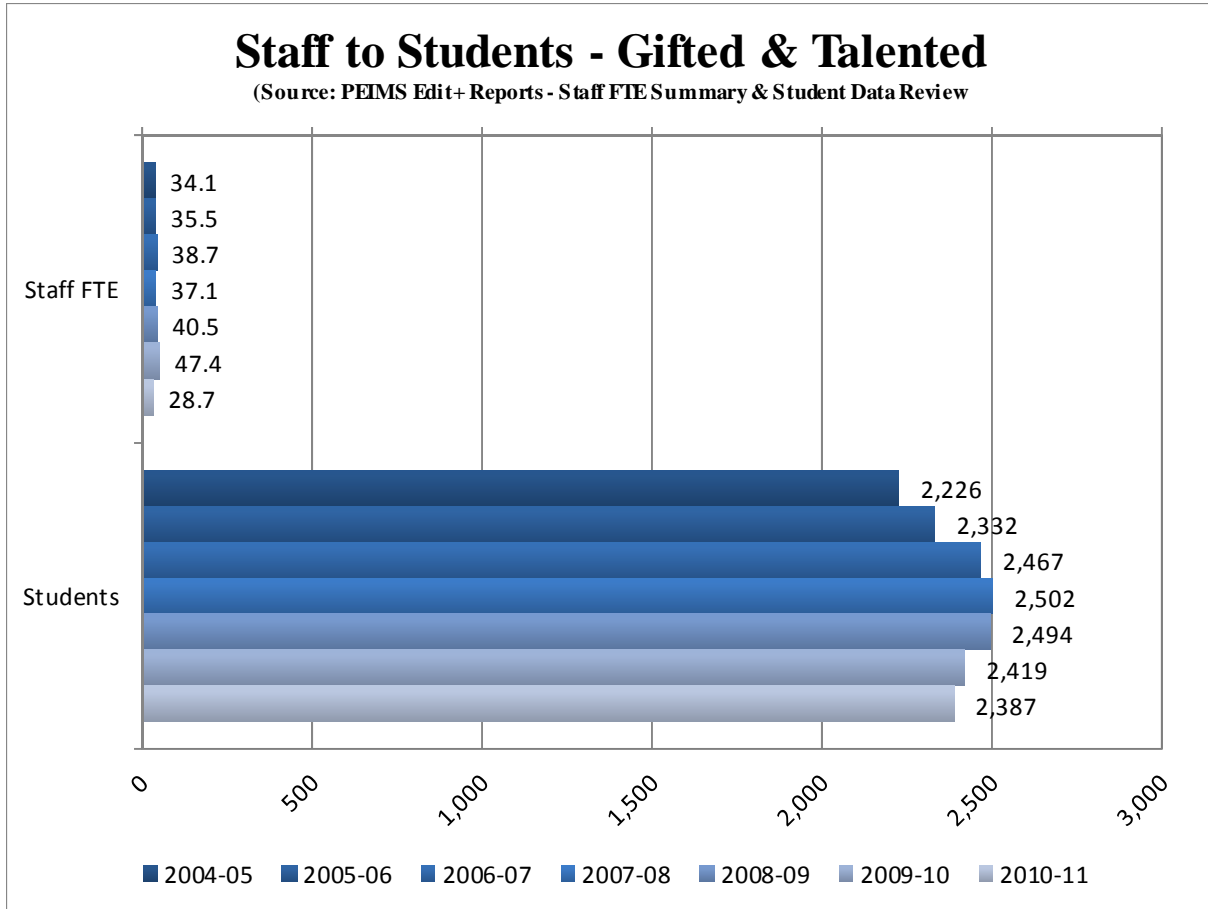
# Executive Summary continued

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



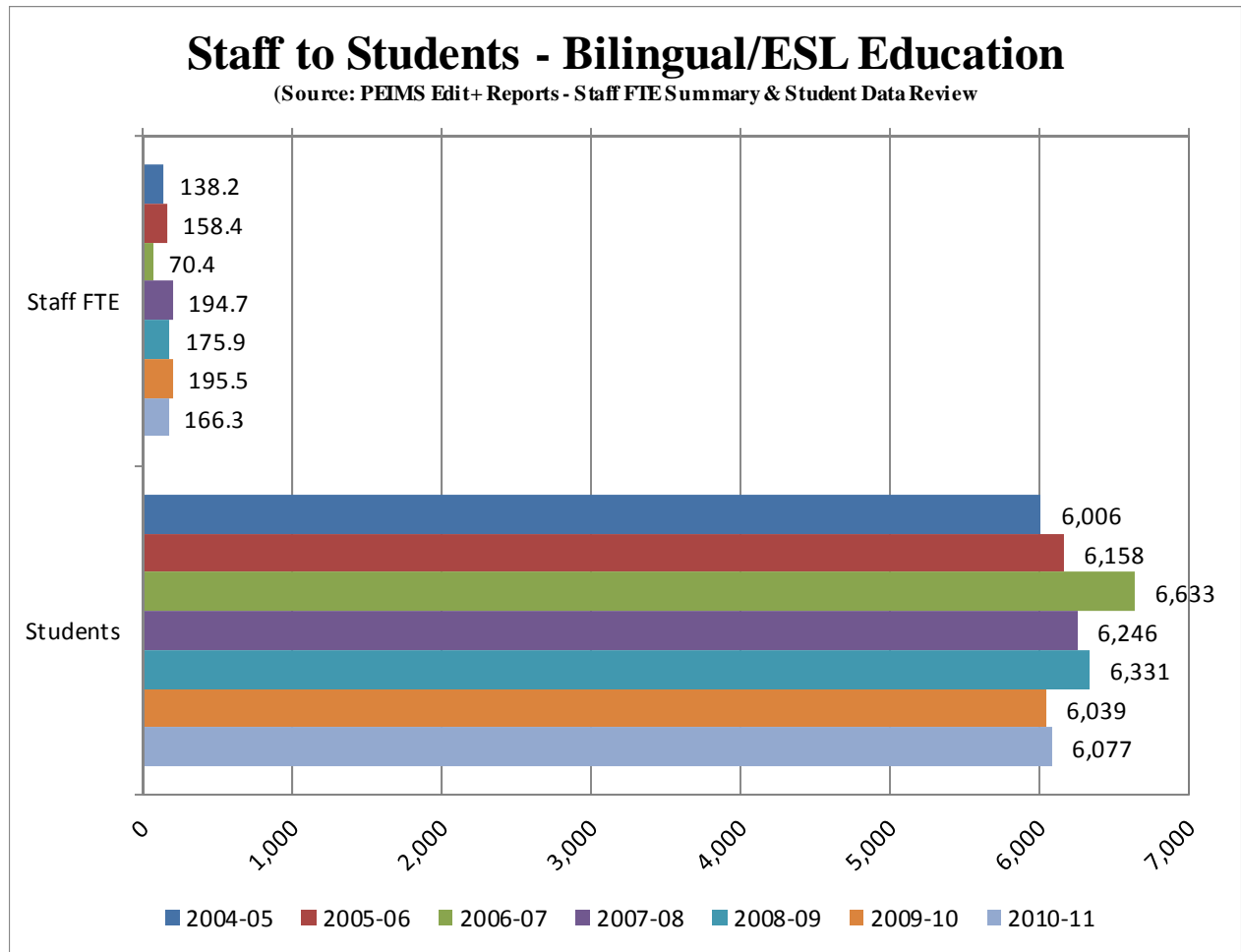
# Executive Summary continued

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



# Executive Summary continued

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



## Executive Summary continued



Carrollton · Farmers Branch

Independent School District

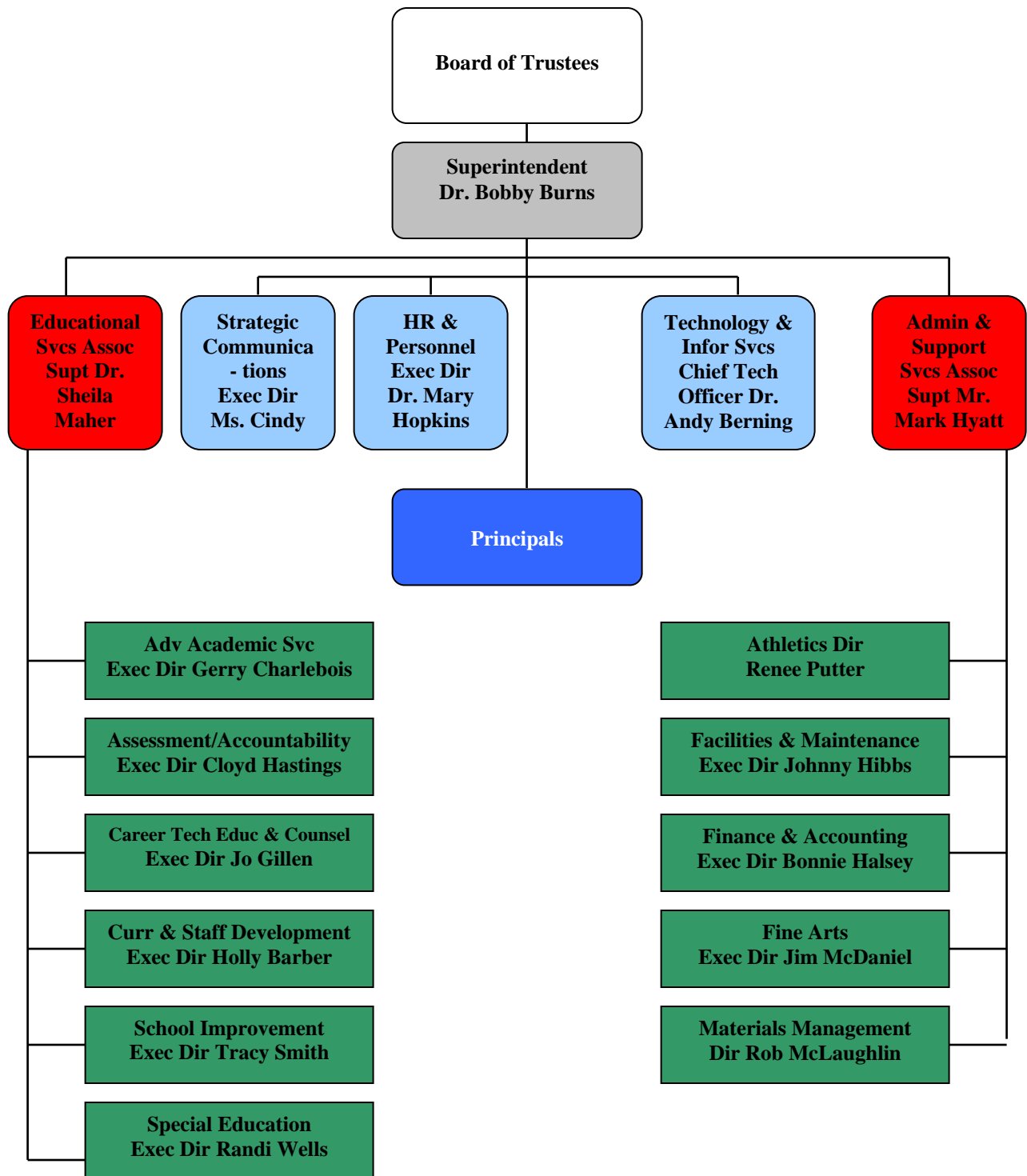
••• An Innovative Leader in Learning •••

# **Organization Section**



# Organization Section continued

## Carrollton-Farmers Branch Independent School District Organization Chart 2011-2012



## Organization Section continued



### DISTRICT IMPROVEMENT PLAN 2011-2012

Carrollton-Farmers Branch Independent School District

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-ready and/or workforce ready without remediation.

Carrollton-Farmers Branch ISD has one goal (high achievement for all students) and four supporting objectives. Each supporting objective has several performance targets by which the district will gauge growth toward meeting each objective.

Each performance target has action steps to meet the goal. The action steps on the following pages are grouped to match the supporting objective and performance targets they will impact.

# Organization Section continued

<p><b>BOARD OF TRUSTEES</b></p> <p>Nancy Cline, <i>President</i>          James Goode, <i>Vice President</i>          Richard Fleming,          Secretary          Lynn Chaffin, Assistant          Secretary          Frank Shor, Board          Member          Nancy Watten, Board          Member          Karin Webb, Board          Member</p> <p style="text-align: center;">◆</p> <p style="text-align: center;"><b>CARROLLTON- FARMERS BRANCH SCHOOLS</b></p> <p style="text-align: center;"><b>SENIOR HIGH SCHOOLS</b></p> <p style="text-align: center;">Creekview          Early College          Newman Smith          R. L. Turner          Ranchview</p> <p style="text-align: center;"><b>MIDDLE SCHOOLS</b></p> <p style="text-align: center;">Blalack          Bush          Field          Long          Perry          Polk</p>	<p style="text-align: center;"><b>C-FBISD GOAL</b></p> <div style="background-color: #cccccc; padding: 10px; text-align: center;"> <p><b>The Goal of the Carrollton-Farmers Branch ISD is high achievement for all students.</b></p> </div> <p style="text-align: center;"><b>SUPPORTING OBJECTIVES</b></p> <p style="text-align: center;"><b>Supporting Objective 1:</b></p> <p style="text-align: center;">Continuously increase student achievement</p> <p style="text-align: center;"><b>Supporting Objective 2:</b></p> <p style="text-align: center;">Continuously improve the learning environment for students and staff</p> <p style="text-align: center;"><b>Supporting Objective 3:</b></p> <p style="text-align: center;">Continuously increase operational effectiveness</p> <p style="text-align: center;"><b>Supporting Objective 4:</b></p> <p style="text-align: center;">Continuously increase stakeholder confidence and support of our school system</p>	<p style="text-align: center;"><b>ELEMENTARY SCHOOLS</b></p> <p style="text-align: center;">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 style="text-align: center;"><b>CENTERS</b></p> <p style="text-align: center;">Mary Grimes          Education Center          Salazar Transition          School          Kelly Pre-K Center          Huie Education          Center          CLC Learning          Complex</p>
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# Organization Section 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		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		Y		Y	
Schools Met Adequately Yearly Progress AYP (% of schools)	37/38 97%	37/37 100%	33/37 89%	37/37 100%		37/37 100%		37/37 100%	

## Organization Section 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%		97%		98%	
Employee Working Conditions – <i>I have the equipment, tools, and supplies to be successful in my job.</i>	93%	95%	95%	97%		97%		97%	
Employee Compensation & Benefits – <i>Overall, I am satisfied with the pay and benefits offered by the district.</i>	77%	80%	81%	85%		88%		90%	
Student Attendance Rate	95.8%	96%	96%	97%		97%		98%	
Students with Disciplinary Placements	13.4% (08-09)	13% (09-10)		12.5% (10-11)		12.5% (11-12)		12% (12-13)	

## Organization Section 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		30		25		20	

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		9		8		7	
Employee District Communications – <i>The district has my confidence and support.</i>	94%	96%	93%	95%		95%		97%	
Achieving Quality Together Parent Survey – <i>Satisfied with school district</i>	91.8*	94%	88.6%	90%		92%		95%	

\*Survey completed at elementary level only

# Organization Section continued

<b>Supporting Objective 1</b>	Continuously increase student achievement
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C-FBISD	COMPLETION RATE / GRADUATION RATE											
	Class of 2009		Class of 2010		Class of 2011				Class of 2012			
	Comp Rate	Graduation Rate	Comp Rate	Graduation Rate	Completion Rate		Graduation Rate		Completion Rate		Graduation Rate	
					Target	Results	Target	Results	Target	Results	Target	Results
<i>Student Group</i>												
Afr. American	92.7	82.9	96.6	87.5	97		89					
Hispanic	92.2	77.1	92.5	81.5	93		83					
White	95.3	90.6	95.6	92.9	97		94					
Econ. Dis.	93.7	83.8	93.8	87.4	94		89					
All Students	94.1	84.5	94.7	87.3	95		90					

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

ADEQUATE YEARLY PROGRESS (AYP)	
	Met AYP
2008	Y
2009	Y
2010	Y
2011	N
Target 2012	Y
Results 2012	

## RESULTS - 2012 PROGRESS TOWARD TARGETS

	Completion	Dropout
# of Targets Met		
# of Targets Not Met		
Percent at Target		

# Organization Section continued

**Supporting Objective 1**

Continuously increase student achievement

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

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

**RESULTS - 2012  
PROGRESS TOWARD TARGETS**

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



# Organization Section continued

## 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-ready and/or workforce ready without remediation.

## MISSION

Together with families and community we commit all district resources to guide the learning of each student to graduate as:

- A responsible individual
- A passionate life-long learner
- A complex thinker
- An effective communicator

## 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.

# Organization Section continued

## 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

# Organization Section continued

## BQ Local Policy Planning and Decision-Making Process

### 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

# Organization Section continued

## ADMINISTRATIVE PROCEDURES AND REPORTS - continued

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.

## TARGET AREAS

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

Must address the 8 components of a Targeted Assisted Program

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

### **Title I – District Components (TD)**

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

# Organization Section 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
<p><u>Performance Targets:</u></p> <p>Academic Performance Index (API)</p> <ul style="list-style-type: none"> <li>▪ STAAR – Satisfactory</li> <li>▪ STAAR – Advanced</li> <li>▪ Graduation Rate</li> <li>▪ SAT Mean</li> <li>▪ ACT Mean</li> </ul> <p>Recognized Distinction Designation AYP</p>	<p><u>Performance Targets:</u></p> <p>Employee</p> <ul style="list-style-type: none"> <li>▪ Job Satisfaction</li> <li>▪ Working Conditions</li> <li>▪ Compensation and Benefits</li> </ul> <p>Student:</p> <ul style="list-style-type: none"> <li>▪ Attendance Rate</li> <li>▪ Disciplinary Placements</li> </ul>	<p><u>Performance Targets:</u></p> <p>Financial Performance Index (FPI)</p> <ul style="list-style-type: none"> <li>▪ Instructional Services</li> <li>▪ Leadership Services</li> <li>▪ Student Services</li> <li>▪ Non Student Services</li> <li>▪ Operating Services</li> </ul>	<p><u>Performance Targets:</u></p> <p>Education Productivity Index (EPI)</p> <ul style="list-style-type: none"> <li>▪ API</li> <li>▪ FPI</li> </ul> <p>Parent Satisfaction</p> <p>Employee</p> <ul style="list-style-type: none"> <li>▪ District Communications</li> </ul>



**HIGH ACHIEVEMENT FOR ALL STUDENTS**

The following table takes each supporting objective with related performance target(s) and outlines the action strategies necessary. The columns are self-explanatory showing who is responsible for the strategy, the timeline in which the strategy will be performed, how the strategy will be evaluated or measured, the resources necessary, and which Title I component is met, if applicable.

# Organization Section 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

Supporting Objective 1		Continuously increase student achievement			
Performance Target: Academic Performance Index (API): STAAR – Satisfactory; Recognized Distinction Designation; AYP					
ACTION STRATEGY	PERSON RESPONSIBLE	TIME-LINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
1. Expand Instructional Rounds	Curriculum & Instruction	August 2011- April 2012	STAAR; MAP; Survey Data	Staff Time Title II for Teacher Substitutes - \$24,000	TA 3, 4 TD 2, 4, 7
2. Pilot updated Grading Procedures	Curriculum & Instruction	August 2011- June 2012	STARR; MAP; SAT; Graduation Rate; Survey Data	Staff Time	TA 1, 3 TD 2, 8, 9
3. Implement Readers'/Writers' Workshop at the secondary level.	Curriculum & Instruction	August 2011- June 2012	STAAR Reading/ELA Data; Classroom Observations	Title II for Teacher Substitutes- \$15,000	TA 1, 2, 3, 6, 8 TD 1, 2, 4, 10
4. Strengthen the instructional infrastructure at the secondary level.	Curriculum & Instruction	August 2011- June 2012	Proposal submitted to Superintendent by April 1, 2012	Staff Time	TD 1, 2, 4, 9, 10
5. Design and monitor actions plans for the District and schools to meet AYP.	Curriculum & Instruction and Special Education	August 2011- June 2012	District and all schools meet AYP		TA 1, 2, 3, 4 TD 1, 2, 9, 10
6. Develop leadership capacity throughout the District	Curriculum & Instruction	August 2011- June 2012	Instructional Rounds training Coaching for Results Tregoe training API	Title II \$58,500	TA 3, 4, 5, 6 TD 2, 3, 4, 9
7. Focus on Expectations for Instruction and Learning; Progress Monitoring	Curriculum & Instruction	August 2011- June 2012	Principal campus visits		TA 1, 2, 8 TD 2, 7, 8, 9, 10
8. Implement a plan to ensure compliance with TEA Guidelines for participation requirements by ARD Committees making STAAR Modified decisions	Special Education	August 2011 – June 2012	Implementation of plan/ARD Committee Data	Staff training, campus visits, campus/ARD data	TA 1, 2, 3, 7 TD 1, 2, 3, 4, 6, 10

## Organization Section continued

<b>Supporting Objective 1</b>		Continuously increase student achievement			
<b>Performance Target:</b> Academic Performance Index (API): STAAR – Satisfactory; Recognized Distinction Designation; AYP					
<b>ACTION STRATEGY</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME-LINE</b>	<b>EVALUATION/ MEASURE</b>	<b>RESOURCES</b>	<b>TITLE I COMPONENT</b>
				collection	
9. Implement plan to increase the graduation rate for students in special education	Special Education	August 2011 – June 2012	ERG Data	Campus Graduation Team Meetings	TA 1, 2, 4, 6, 7 TD 1, 2, 4, 6, 9, 10
10. Increase performance on the State Assessment for students in special education by promoting and monitoring the use of accommodations in the general education setting	Special Education	August 2011 – June 2012	STAAR	Staff Time, Staff Training	TA 1, 2, 3, 4, 6 TD 2, 4, 9
11. Build Authentic Literacy in the Social Studies Classroom: "Thinking Through the End of Your Pencil – EVERY DAY!"	Curriculum & Instruction	August 2011- June 2012	STAAR Social Studies Data; Classroom Observations	Title II funds for subs - Smokey Daniels on October 4 - \$9,000	TA 1, 2, 6 TD 2, 4, 9
12. Implement new COL units of study for reading, writing, and word study at elementary level/coaching	Curriculum & Instruction	August 2011- June 2012	STAAR Reading/Writing Classroom observations		TA 1, 3, 6 TD 1, 2, 4, 9
13. Provide training and implementation for CME Algebra I curriculum/ Coaching	Curriculum & Instruction	August 2011- June 2012	STAAR EOC; Classroom Observations	Title II for PD- \$21,000	TA 1, 3, 6 TD 1, 2, 4, 9
14. Implement Professional Learning Communities and Coaching at the Elementary and Middle School levels.	Curriculum & Instruction	August 2011- 2012	STAAR Math Data; MAP Data, Classroom Observations	Staff Time; Title II for PD \$20,550	TA 3, 5 TD 2, 4, 9
15. Learn with and through others <ul style="list-style-type: none"> <li>▪ PD/PLC to guide and support IIP process</li> <li>▪ Coaching</li> <li>▪ Science accountable discussion and writing</li> <li>▪ Skilled Questioning</li> <li>▪ Conference for the Advancement of Science Teaching</li> <li>▪ Online training for Science Supplemental Materials</li> </ul>	Curriculum & Instruction	August 2011- May 2012	Classroom observations Unit test data STAAR Data	Science Specialist District science curriculum MACH B Title II \$12,000	TA 3, 5 TD 2, 4, 9
16. Monitor student learning by providing fair assessments as part of the Standards-	Curriculum & Instruction	August 2011- May	Unit tests Measure of Academic	District science curriculum	TA 2, 6 TD 4, 8, 9

## Organization Section continued

<b>Supporting Objective 1</b>		Continuously increase student achievement			
<b>Performance Target:</b> Academic Performance Index (API): STAAR – Satisfactory; Recognized Distinction Designation; AYP					
<b>ACTION STRATEGY</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME-LINE</b>	<b>EVALUATION/ MEASURE</b>	<b>RESOURCES</b>	<b>TITLE I COMPONENT</b>
Based Instructional System.		2012	Progress (MAP) STAAR Data	MAP	
17. Embed technology into classroom instruction where appropriate	Curriculum & Instruction	August 2011- May 2012	Principal feedback surveys Technology Literacy Assessments (gr. 5, 8)	Instructional Technology Specialists, local funds	TA 1, TA3 TD 2, 4
18. Provide intervention to accelerate reading levels of struggling students	Curriculum & Instruction	August 2011- 2012	Beginning of Year, Middle of Year, End of Year reading levels	Title 1 \$426,382 Title 2: \$5,000	TA 1, 2, 3, 4, 8 TD 2, 4, 9

<b>Supporting Objective 1</b>		Continuously increase student achievement			
<b>Performance Target:</b> Academic Performance Index (API): STAAR - Advanced; Recognized Distinction Designation; AYP					
<b>ACTION STRATEGY</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME-LINE</b>	<b>EVALUATION/ MEASURE</b>	<b>RESOURCES</b>	<b>TITLE I COMPONENT</b>
1. Use Readistep data to explore instructional plans.	Curriculum & Instruction and Gifted & Talented	September 2011 – May 2012	Improved SAT/ACT scores		TA 1 TD 8, 10

<b>Supporting Objective 1</b>		Continuously increase student achievement			
<b>Performance Target:</b> Academic Performance Index (API): Graduation Rate; AYP					
<b>ACTION STRATEGY</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME-LINE</b>	<b>EVALUATION/ MEASURE</b>	<b>RESOURCES</b>	<b>TITLE I COMPONENT</b>
1. Create a plan to address timely safety nets at the high school level.	Curriculum & Instruction	Proposal submitted by April 1, 2012	Implementation of the Plan; Improved Graduation Rate	Restructured District Resources	TA 1, 2 TD 1, 2, 9
2. Implement ninth grade graduation teams at the high school level.	Career Tech	August 2011- June 2012	Improved Graduation Rate		TA 1, 2 TD 1, 2, 9



## Organization Section continued

<b>Supporting Objective 1</b>		Continuously increase student achievement			
<b>Performance Target:</b> Academic Performance Index (API): SAT/ACT Mean					
<b>ACTION STRATEGY</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME-LINE</b>	<b>EVALUATION/ MEASURE</b>	<b>RESOURCES</b>	<b>TITLE I COMPONENT</b>
1. Implement PSAT/SAT/ACT student prep sessions: Revolution Prep & CFB Summer Prep Program	Gifted & Talented	September 2011 – July 2012	Improved SAT/ACT scores	\$50,000	TA 1 TD 8, 10
2. Increase participation in student SAT/ACT programs by improving communication and advocacy for Superintendent's 100.	Gifted & Talented	September 2011 – July 2012	Increased number of students participating in prep programs		TA 1 TD 8, 10

<b>Supporting Objective 2</b>		Continuously improve the learning environment for students and staff			
<b>Performance Target:</b> Employee: Job Satisfaction – <i>I would recommend this district to a friend as a good place to work.</i>					
<b>ACTION STRATEGY</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME-LINE</b>	<b>EVALUATION/ MEASURE</b>	<b>RESOURCES</b>	<b>TITLE I COMPONENT</b>
1. Provide professional development in the foundation and enrichment courses	Curriculum & Instruction	Aug. 2011 – Aug. 2012	Number of sessions and participants	Title II \$44,700 Local funds	TA 6 TD 4
2. Provide instructional coaching and support from content specialists	Curriculum & Instruction	Aug. 2011 – May 2012	Increased job satisfaction	Title 1: \$82,712 Title 2: \$15,000 Title 3 \$333,785	TA 6 TD 4, 5, 8
3. Provide modern technology tools to efficiently perform jobs	Technology	Aug. 2011 – May 2012	Increased job satisfaction		
4. Conduct an annual review of teacher compensation with selected districts	Personnel	September 2011- June 2012	Results of survey	Current local resources	TA 5 TD 3
5. Participate in the TASB survey on Employee Job Satisfaction	Personnel	October 2011 – February 2012	TASB survey results	Title II: \$6,000	TA 5 TD 3

## Organization Section continued

Supporting Objective 2		Continuously improve the learning environment for students and staff			
<b>Performance Target:</b> Employee: Working Conditions – <i>I have the equipment, tools, and supplies to be successful in my job.</i>					
ACTION STRATEGY	PERSON RESPONSIBLE	TIME-LINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
1. Finalize implementation of an integrated financial accounting and personnel software system to replace a non-sustainable system.	Financial Reporting	Complete and operational by January 1, 2012	Operational System	Initiated with bond funds with final conversion completed within local funds.	TA 8 TD 10
2. Implement a new work-order management system.	Facility Maintenance	Complete and operational by January 1, 2012	Operational System	Local funds and staff	
3. Upgrade computers, projectors, and wireless access in high schools	Technology	Spring 2012	Completion of project	2003 bond funds	TA 8 TD 10

Supporting Objective 2		Continuously improve the learning environment for students and staff			
<b>Performance Target:</b> Employee: Compensation and Benefits – <i>Overall, I am satisfied with the pay and benefits offered by the district.</i>					
ACTION STRATEGY	PERSON RESPONSIBLE	TIME-LINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
1. Compile a teacher attrition report of top three reasons teachers left C-FB in 2010-11	Personnel	October 2011-November 2011	Comparison of attrition due to reason	Current local resources	TA 5 TD 3
2. Survey selected districts on teacher attrition due to pay and benefits in 2010-11	Personnel	October 2011-June 2012	Review of ERG data on teacher attrition 2010-11	Current local resources	TA 5 TD 3
3. Participate in the TASB Employee Job Satisfaction Survey	Personnel	Complete by May 2012	Results from TASB Employee Job Satisfaction Survey	Title II: \$6,000 (from above)	TA 5 TD 3
4. Utilize Gallup information to recruit highly qualified staff	Personnel	May 2012	Highly Qualified Report	Title II: \$34,000	TA 5 TD 3

## Organization Section continued

Supporting Objective 2		Continuously improve the learning environment for students and staff			
Performance Target: Student: Attendance Rate					
ACTION STRATEGY	PERSON RESPONSIBLE	TIME-LINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
1. Utilize district-wide communication system to update parents on students' attendance	Administrative & Support Services	Throughout the year	Increased student attendance		TA 7 TA 6

Supporting Objective 2		Continuously improve the learning environment for students and staff			
Performance Target: Student: Disciplinary Placements					
ACTION STRATEGY	PERSON RESPONSIBLE	TIME-LINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
1. Develop a plan to reduce disciplinary placements in DAEP and JJAEP	Student Services	Fully implemented August 1, 2012	Reduce DAEP and JJAEP placements (target 10% reduction)	Current local resources	TA3, 4, 7
2. Adopt new Student Code of Conduct	Administrative & Support Services	September 2011	Reduce disciplinary placements by 10%		
3. Revise policy of personal learning devices to provide flexibility for instructional use.	Technology	September 2011	Reduce disciplinary placements by 10%		
4. Develop and implement strategies which foster a positive and safe environment for students.	Career Tech	December 2011	Reduction in dropouts and discipline referrals; meeting agendas, sign-in sheets	Local budget	
5. Train on the prevention of suicide and substance abuse.	Career Tech	December 2011	Reduction in suicide attempts, dropouts, and discipline referrals; meeting agendas, sign-in sheets	Local budget	
6. Identify and guide students involved in gang activity and those at risk of dropping out of school	Career Tech	December 2011	Reduction in dropouts and discipline referrals; meeting agendas, sign-in sheets	Local budget	

## Organization Section continued

<b>Supporting Objective 3</b>		Continuously increase operational effectiveness			
<b>Performance Target:</b> Financial Performance Index (FPI)					
<b>ACTION STRATEGY</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME-LINE</b>	<b>EVALUATION/ MEASURE</b>	<b>RESOURCES</b>	<b>TITLE I COMPONENT</b>
1. Develop an operations plan to address the budget circumstances of 2012-13	Administrative & Support Services	June 1, 2012	Budget plan that will sustain operations with available resources	Current local resources	TA8 TD 1, 10
2. Analyze data in ERG's Financial Performance Index for top ten ranked districts for Instructional Services.	Administrative & Support Services	June 1, 2012	Recommendation plan to increase efficiency submitted to Cabinet	Current local resources	
3. Analyze data in ERG's Financial Performance Index for top ten ranked districts for Leadership Service.	Administrative & Support Services	June 1, 2012	Recommendation plan to increase efficiency submitted to Cabinet	Current local resources	
4. Analyze data in ERG's Financial Performance Index for top ten ranked districts for Student Services.	Administrative & Support Services	June 1, 2012	Recommendation plan to increase efficiency submitted to Cabinet	Current local resources	
5. Analyze data in ERG's Financial Performance Index for top ten ranked districts for Non-Student Services.	Administrative & Support Services	June 1, 2012	Recommendation plan to increase efficiency submitted to Cabinet	Current local resources	
6. Analyze data in ERG's Financial Performance Index for top ten ranked districts for Operating Services.	Administrative & Support Services	June 1, 2012	Recommendation plan to increase efficiency submitted to Cabinet	Current local resources	

<b>Supporting Objective 4</b>		Continuously increase stakeholder confidence and support of our school system			
<b>Performance Target:</b> Education Productivity Index (EPI)					
<b>ACTION STRATEGY</b>	<b>PERSON RESPONSIBLE</b>	<b>TIME-LINE</b>	<b>EVALUATION/ MEASURE</b>	<b>RESOURCES</b>	<b>TITLE I COMPONENT</b>
1. Create the online annual report for the 2010-2011 school year	Strategic Communications	Completed by Jan. 2012	Number of visits to site each month after launch	Staff Time \$10,000	
2. Build understanding of Education Productivity Index (EPI) through	Superintendent	Sept. 22, 2011	Board feedback		

# Organization Section continued

training Board of Trustees					
<b>Supporting Objective 4</b>	Continuously increase stakeholder confidence and support of our school system				
<b>Performance Target:</b> Parent Satisfaction: Achieving Quality Together					
ACTION STRATEGY	PERSON RESPONSIBLE	TIME-LINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
1. Use the Blackboard Connect system to contact parents regarding campus and district activities.	Principals & Strategic Communications	2011-2012 school year	Number of phones called; number of messages sent	\$64,000 Staff time	TA 7 TD 6
2. Distribute Bright Spots publication to stakeholders	Strategic Communications	Through-out year			TA 7 TD 6

<b>Supporting Objective 4</b>	Continuously increase stakeholder confidence and support of our school system				
<b>Performance Target:</b> Employee: District Communications – <i>The district has my confidence and support.</i>					
ACTION STRATEGY	PERSON RESPONSIBLE	TIME-LINE	EVALUATION/ MEASURE	RESOURCES	TITLE I COMPONENT
1. Conduct faculty visits by the District's leadership team	Superintendent	2011-2012	Visits completed; Employee Survey Results	Staff Time	

# 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 general student services which include student discipline and grievances, attendance, transfers, nursing services, after school programs and adult education programs. District Fine Arts and Athletics programs are also guided by this office.

**Assistant Superintendent Curriculum and Instruction:** The curriculum and instruction 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 C&I division also is 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.

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

**Executive 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
Executive Director Personnel	General Fund
Associate Superintendent Administration & Support Services	General Fund Food Service Fund Construction/Capital Fund
Associate Superintendent Curriculum & Instruction	General Fund
Chief Information/Technology Officer	General Fund
Executive Director Public Information	General Fund

# Organization Section continued

## Departments

Supervision of	FTEs	Description of Responsibilities
Superintendent	4	Overall administration of school district & liaison with the Board of Trustees
Public Information	4.5	Promote positive public realations with school district & the community
<b>Associate Superintendent</b>		
<b>Administrative &amp; Support Services</b>		
		Oversees business support, general student services & fine arts and athletics
Tax Office	2	assessing & collection of district property taxes; administering refunds and exemptions
Director of Student Services	11	directs all student services for the district
Business Office	14	General Ledger, Budgeting, Cash and Investment Management, Asset Management, Grants Administration, Cash Receipts, Accounts Payable & Cash Disbursements, Reporting of Financial Information, Bank Reconciliation, Compliance with Government Reporting Requirements, and Annual Audit
Benefits	5	coordinates health benefits; property & casualty; student & athletic insurance; Workers Compensation; and 403(b) and 457(b) programs
Payroll	7	prepare accurate and timely payrolls; customer service to employees; government and state compliance and reporting
Director of Financial Reporting	1	gather & compiling information for annual audit; coordinate software conversion
Purchasing	6	procurement of goods & services according to state, local and district policies
Textbook Coordinator	1	coordinates textbooks for district
Student Nutrition	18	operation of district's school cafeterias
Plant Maintenance	117	upkeep & maintenance of all district property; clean, healthy, environment
Distribution Center	12	receives and delivers purchased goods throughout the district
Stadium	1	setup and take down for all sports, events and rentals of the stadium, parking lot, football field and natatorium; including for practices for athletic and band programs
Athletics	4	directs extracurricular and co-curricular activities
Fine Arts	3	directs fine arts activities including band, choir, art, orchestra & theatre
Nurse Manager	1	supervises district nurses; work with student and staff on health and welfare issues
Transportation	Contracted	transport students to and from school
<b>Executive Director Personnel</b>		
		administering all human resource operations
Personnel	6	administers district-wide human resource operations
Records Management & Receptionist	2	manage all aspects of recrods management for the district; receptionist for Adminstration Bldg
Personnel - Professional	4	administers all human resource operations that have to do with professional employees
Personnel - ParaProfessional	2	administers all human resource operations that have to do with para-professional employees
<b>Associate Superintendent</b>		
<b>Curriculum and Instruction</b>		
	55	responsible for providing district curriculum
Bilingual/ESL	4	for students identified as limited English proficient this department coordinates a full educational opportunity in a bilingual education or English as a second language
Special Programs	0	coordinates summer school, migrant education , communities in school, at-risk identification
Advanced Academics (Gifted Education)	8	identifies & serves needs of gifted students
Intervention Specialist	2	coordinator of student counseling ; works with students to develop appropriate social, emotional and academic skills; counselors work with student academic schedules, social behavior and family concerns
Assessment & Accountability	1	supervises all testing other than TAKS, analysis of data generated through testing; presents annual AEIS report to the community and Board of Trustees
Career & Technical	7	directs career & technical program for the distrct
<b>Chief Technology Officer</b>		
	17.16	directs technical support for the district
Instructional Learning	1	oversight of classroom technology (hardware/software) implementation & evaluation
Support Services	28	oversight of network electronics & workstations
Library/Media	5	oversight of library technical media and logistics
<b>Total Central Departments</b>	<b>353.66</b>	



# 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, 26 elementary, and alternative or special program centers is estimated to be 25,614 for the 2010-2011 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 - 119,097; Male 48.9%, Female 51.1%

#### Population by Race:

- ❖ White 46.3%
- ❖ Black 8.1%
- ❖ Hispanic or Latino Origin 30.0% (of any race)
- ❖ American Indian 0.3%
- ❖ Asian or Pacific Islander 13.4%
- ❖ Other Race 0.2%
- ❖ Two or more races 1.8%

#### Median age - 35.6

- Persons under 5 years old 6.7%
- Persons over 18 years old 74.0%
- Persons 65 and over 8.0%

# Organization Section continued

## City of Carrollton continued

### *Demographics:*

#### Economic Characteristics:

- Median household income \$67,030
- Median family income \$74,822
- Per capita income \$30,923

#### Housing Characteristics:

- ✓ Owner-occupied housing units 60.0%
- ✓ Renter-occupied housing units 35.1%
- ✓ Vacant housing units 4.9%

Area - 36.6 square miles

Source: U.S. Census Bureau, American FactFinder, 2010 Census

## City of Dallas

### *Demographics:*

Population - 1,197,816; Male 50.0%, Female 50.0%

#### Population by Race:

- ❖ White 28.8%
- ❖ Black 24.6%
- ❖ Hispanic or Latino Origin 42.4% (of any race)
- ❖ American Indian 0.3%
- ❖ Asian or Pacific Islander 2.8%
- ❖ Other Race 0.2%
- ❖ Two or more races 1.0%

Median age - 31.8

- Persons under 5 years old 8.6%
- Persons over 18 years old 73.5%
- Persons 65 and over 8.8%

#### Economic Characteristics:

- Median household income \$41,011
- Median family income \$44,042
- Per capita income \$26,032

#### Housing Characteristics:

- ✓ Owner-occupied housing units 39.1%

# Organization Section continued

## City of Dallas continued

### *Demographics:*

- ✓ Renter-occupied housing units 49.6%
- ✓ Vacant housing units 11.3%

Area - 384.7 square miles

Source: U.S. Census Bureau, American FactFinder, 2010 Census

## City of Farmers Branch

### *Demographics:*

Population - 28,616; Male 49.2%, Female 50.8%

### Population by Race:

- ❖ White 44.2%
- ❖ Black 4.5%
- ❖ Hispanic or Latino Origin 45.4% (of any race)
- ❖ American Indian 0.3%
- ❖ Asian or Pacific Islander 4.3%
- ❖ Other Race 0.1%
- ❖ Two or more races 1.2%

Median age - 35.6

- Persons under 5 years old 6.6%
- Persons over 18 years old 76.1%
- Persons 65 and over 13.3%

### Economic Characteristics:

- Median household income \$54,725
- Median family income \$60,000
- Per capita income \$28,715

### Housing Characteristics:

- ✓ Owner-occupied housing units 56.4%
- ✓ Renter-occupied housing units 37.1%
- ✓ Vacant housing units 6.5%

Area - 12.1 square miles

Source: U.S. Census Bureau, American FactFinder, 2010 Census

# Organization Section continued

## City of Irving

### *Demographics:*

**Population** - 216,290; Male 50.0%, Female 50.0%

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

- ❖ White 30.8%
- ❖ Black 11.8%
- ❖ Hispanic or Latino Origin 41.1% (of any race)
- ❖ American Indian 0.4%
- ❖ Asian or Pacific Islander 14.0%
- ❖ Other Race 0.2%
- ❖ Two or more races 1.7%

**Median age** - 31.3

- Persons under 5 years old 8.6%
- Persons over 18 years old 73.5%
- Persons 65 and over 6.9%

#### **Economic Characteristics:**

- Median household income \$46,354
- Median family income \$50,609
- Per capita income \$25,768

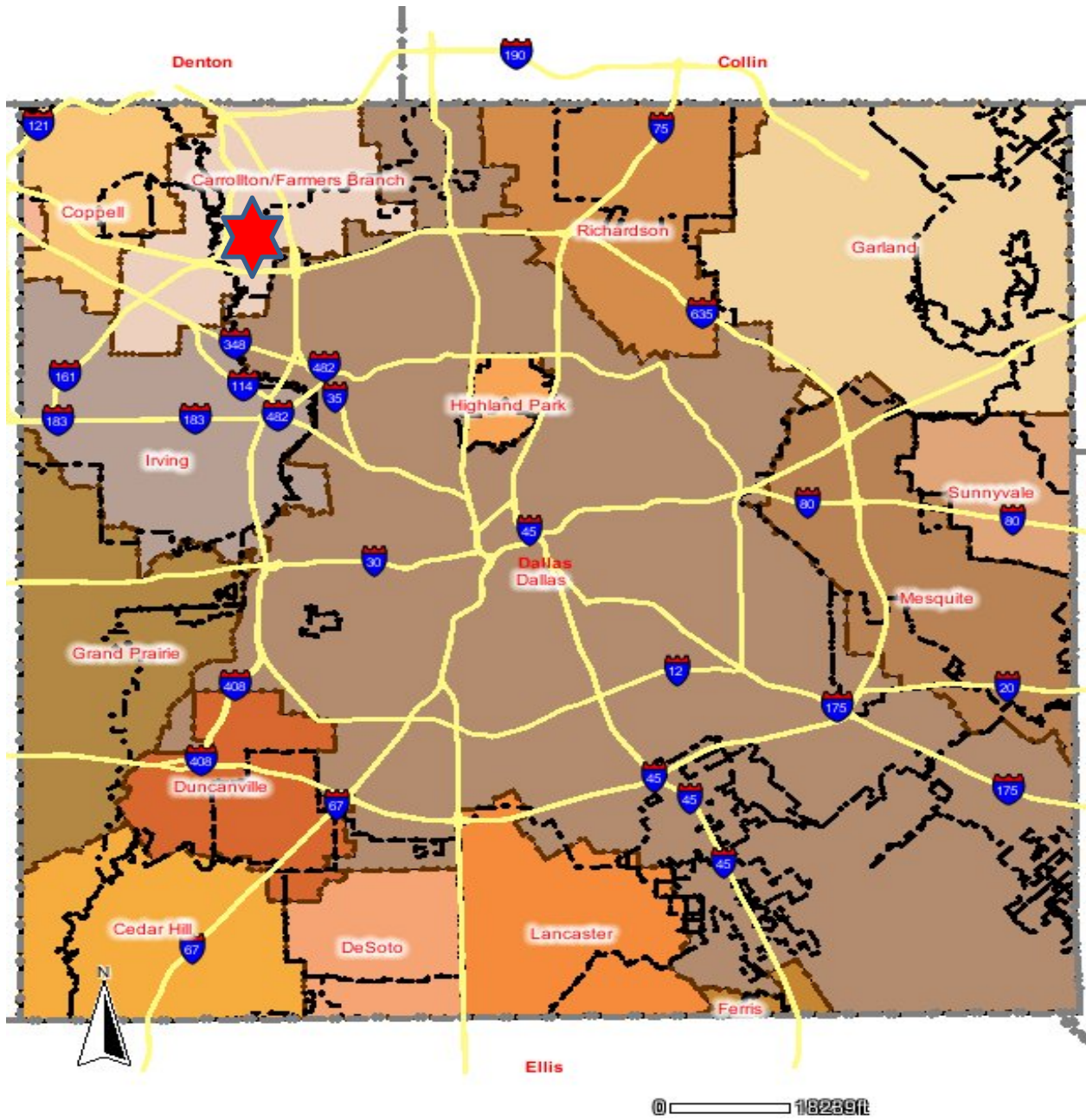
#### **Housing Characteristics:**

- ✓ Owner-occupied housing units 34.8%
- ✓ Renter-occupied housing units 55.8%
- ✓ Vacant housing units 9.4%

**Area** - 67.6 square miles

**Source:** U.S. Census Bureau, American FactFinder, 2010 Census

# Organization Section continued



## Organization Section continued

<b>Selected Employers in the District</b>		
<b>Employer</b>	<b>Type of Business</b>	<b>Approximate Number of Employees</b>
International Business Machines	Computer sales and service	3,387
Carrollton-Farmers Branch ISD	School district	3,133
JP Morgan Investment Services	Financial Services	2,402
Halliburton Energy Services	Mining	1,308
Federal Government - IRS	Government	1,206
GEICO	Insurance	1,093
GE Automation Services Inc	Professional/Technical	879
McKesson Corp	Manufacturing	837
Televista	Telecommunications	754
Accor North America	Hotel/Food	731

Source: North Central Texas Council of Governments

### Carrollton-Farmers Branch ISD 2011 Tax Roll Principal Taxpayers

<b>Taxpayer</b>	<b>Nature of Property</b>	<b>Taxable Assessed Valuation</b>	<b>Percent of Total Taxable Assessed Valuation</b>	<b>Rank</b>
AT&T Mobility/AT&T Services Inc./ Southwestern Bell/SWB Video	Telephone Utility/Internet Services	\$139,406,720	1.00%	1
Wells Reit II/Wells Reit Las Colinas	Rental Property	\$127,070,790	0.91%	2
Texas Utilities Electric Co./TXU Energy Retail Co./Oncor Delivery	Power Utility	\$99,528,644	0.72%	3
Nokia / ISTAR	Electronics	\$90,905,010	0.65%	4
Walmart/Sams	Retail	\$85,659,640	0.62%	5
Verizon Data/Verizon Online/GTE Realty Corp./GTE Communications	Telephone Utility/Internet Services	\$79,353,404	0.57%	6
Exxon/Mobile	Industrial/Petroleum	\$70,535,698	0.51%	7
Cobalt Industrial/Cobalt Industrial REIT	Industrial/Petroleum	\$65,524,373	0.47%	8
Trident Village/Trident Gardens	Rental Property	\$63,589,580	0.46%	9
Haliburton Company Inc.	Oilfield Services	\$57,391,783	0.41%	10
<b>Totals</b>		<b>\$878,965,642</b>	<b>6.33%</b>	

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 and the state Instructional Facilities Allotment.

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 Internal Service Funds are Health Insurance (scheduled to be closed out in 2010 since the District is no longer self-insured after transferring to the Texas Teacher Retirement fund in January 2009) and Workers' Compensation Funds.

### **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.

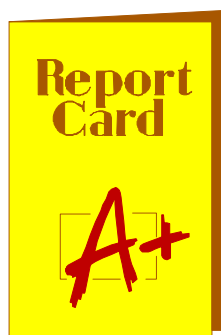
The Texas Education Agency does not require annual adopted budgets for the Capital Projects Fund and for Special Revenue Funds (with the exception of the Food Service Fund listed above).

### **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. The capital projects fund utilizes the modified accrual basis of accounting.

## ***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.



## Organization Section continued

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.

### 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

### 40 *Administrative Support Services*

#### 41 General Administration

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

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

#### 51 Maintenance

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

#### 52 Security and Monitoring Services

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

#### 53 Data Processing Services

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

### 60 *Ancillary Services*

#### 61 Community Services

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

### 70 *Debt Service*

#### 71 Debt Service

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

### 80 *Capital Outlay*

## Organization Section continued

- 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, (TexPool) 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

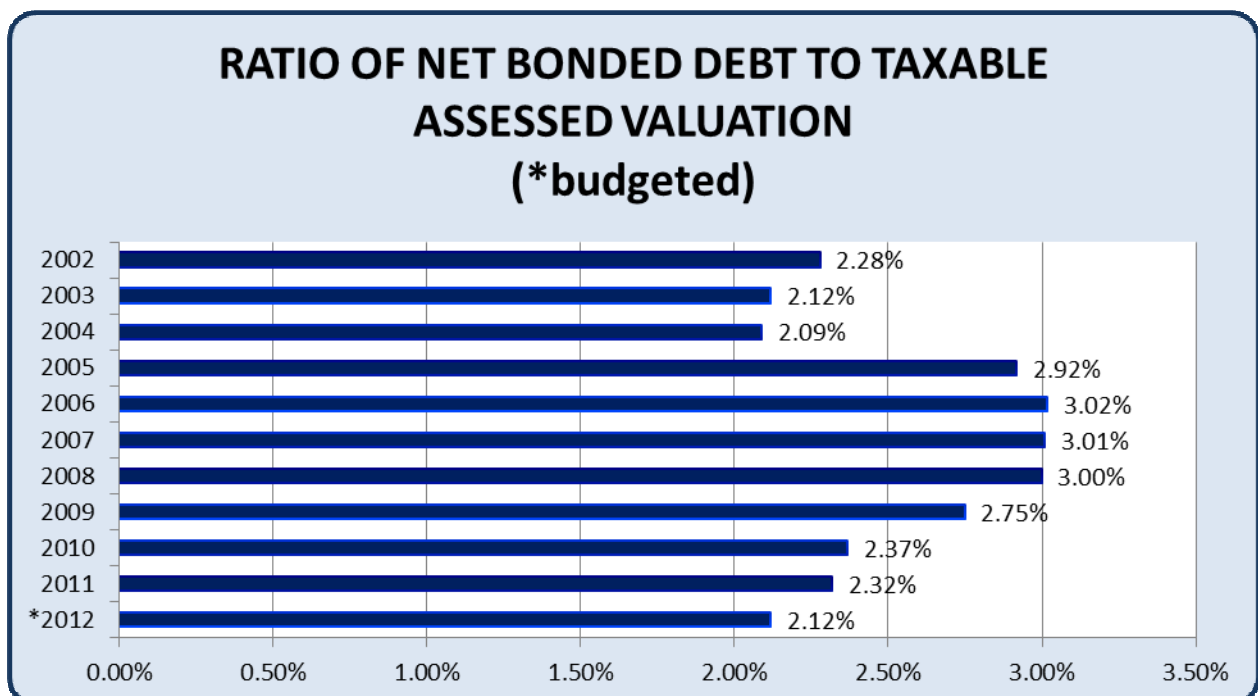
## Organization Section continued

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. Also, as mentioned earlier, the District contracts with a qualified investment advisor who reviews C-FB ISD's investments, making investment recommendations annually.

### 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 2011-12, the ratio of net bonded debt to Assessed Value for the District is 2.12%. Educational legislation has eliminated limits on outstanding debt. However, prior law limited debt to 10% of assessed value, and the District is well below that level. All principal and interest payments are due February 15<sup>th</sup> and August 15<sup>th</sup> of each year. On February 1<sup>st</sup> of each year, outstanding taxes become delinquent, which permits the collection of a large majority of taxes levied before the long-term debt payments are due.



The District's bonds presently carry a favorable rating of Aaa with Moody's Investment Service and AAA Standard and Poor's (Permanent School Fund Guarantee Program) and an underlying bond rating (without Permanent School Fund guarantee) of 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. The District is estimating a Fund balance equal to approximately 115 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 years budgeted expenditures by ten months since the Food Service department only operates for ten months out of the year. On August 31, 2011, the Food Service Fund is estimated to have a fund balance of \$1,567,082 or 1.30 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. The Carrollton-Farmers Branch School District Board Policy Manual is available through the Texas Association of School Boards *Policy on Line* at: <http://www.tasb.org/policy/pol/private/057903/>.

# Organization Section continued

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

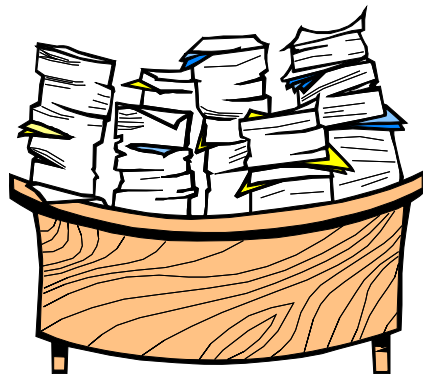
The state, the Texas Education Agency (TEA), and each local district formulate legal requirements for school district budgets.

### **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 Assistant Superintendent of Support Services, Executive Director of Finance 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 Executive Director of Finance 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 77.56% 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 Assistant Superintendent for Support Services and the Executive Director of Finance review these budgets and make changes, as deemed appropriate.

The Executive Director of Finance 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 2011-2012 includes building expenditures and, as in past years, furniture, technology and other equipment.

## **Organization Section continued**

### ***Budget Calendar***

*January, 2011*

The Executive Director for Finance begins 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.

*January 26, 2011*

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

*February 18, 2011*

Deadline for budget entry into Access Budget System;

*March 25, 2011*

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

*March 31, 2011*

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

*April-May, 2011*

Associate Superintendent for Administrative Support Services and the Executive Director for Finance 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, 2011*

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

*June 2, 2011*

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 2011-12 budget year.

*July 19, 2011*

Truth in Taxation Webinar

*July 25, 2011*

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

## Organization Section continued

*August 4, 2011*

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;

Executive Director of Finance 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 8, 2011*

Deadline to submit Notice of Public Meeting on budget to newspaper

*August 12, 2011*

Notice of Budget Hearing to appear in the newspaper. Budget hearing notice to appear for 2011-12 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 22, 2011*

72 hour notice for public meeting.

*August 25, 2011*

Public Meeting to Discuss 2011-12 Budget and Proposed Tax Rate

*August 25, 2011*

Consider all matters related to Adoption of the 2011-12 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 2011-2012.

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.

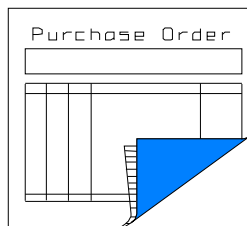
### **Expenditure Control and Approvals**

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 (central receiving at the Warehouse), warehouse staff enters information on-line that shows what items have been received. The accounts payable department accesses this data and matches vendor invoice with “received” information and payment is made. The encumbrance is liquidated at the time of payment.

### ***Miscellaneous Payment Requisitions (MPRs)***

MPRs are used for travel expense, advances for travel, petty cash reimbursement, refunds, and payment for Athletic and/or Extracurricular officials. MPRs are entered on-line, 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, on-line 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 overspending 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 are 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



## Organization Section continued

addition, amended budgets are reflected on the schedule comparing budget and actual results in the Annual Financial and Compliance Report. The requirement for filing the amended budget with the TEA is formally met when the District submits its Annual Financial and Compliance Report.



# **Financial Plan**

## **Section**

# Financial Plan

## *Revenues*

### General Fund

The largest portion of funding in the General Fund consists of local revenue, which accounts for approximately 64.97% 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 2011-2012. The remainder of the Debt Service revenue is from interest income derived from temporary investments, 0.03% for 2011-2012. 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 75.00% 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, 24.21% for 2011-2012. For additional information, see the Food Service Fund section of this book.

# Financial Plan continued

## 2011-2012 Budget Short Summary

	General Fund		Debt Service		Food Service		Memo Totals	
	Revenue	% of Total	Revenue	% of Total	Revenue	% of Total	Revenue	% of Total
Local	\$132,575,835	64.97%	\$39,835,007	100.00%	\$2,610,100	24.21%	\$175,020,942	68.72%
State	\$60,729,820	29.76%	-	-	\$85,000	0.79%	\$60,814,820	23.88%
On Behalf Retirement Payment	10,200,000	5.00%	-	-	-	-	\$10,200,000	4.01%
Federal	\$550,000	0.27%	-	-	\$8,086,500	75.00%	\$8,636,500	3.39%
<b>Total Revenue</b>	<b>\$ 204,055,655</b>	<b>100.00%</b>	<b>\$ 39,835,007</b>	<b>100.00%</b>	<b>\$ 10,781,600</b>	<b>100.00%</b>	<b>\$ 254,672,262</b>	<b>100.00%</b>
	<b>Expenditures</b>	<b>% of Total</b>	<b>Expenditures</b>	<b>% of Total</b>	<b>Expenditures</b>	<b>% of Total</b>	<b>Expenditures</b>	<b>% of Total</b>
Payroll	\$165,809,141	77.56%	\$ -	-	\$4,850,000	44.98%	\$170,659,141	64.55%
Debt Service	-	-	\$39,835,007	100.00%	-	-	\$39,835,007	15.07%
Bus Transportation	\$3,395,000	1.59%	-	-	-	-	\$3,395,000	1.28%
Utilities	8,190,550	3.83%	-	-	-	-	\$8,190,550	3.10%
Other Purchased Services	\$10,108,095	4.73%	-	-	\$1,293,000	11.99%	\$11,401,095	4.31%
Chapter 41	-	-	-	-	-	-	\$0	0.00%
Supplies & Materials	\$8,696,163	4.07%	-	-	\$4,517,500	41.90%	\$13,213,663	5.00%
Tax Increment Financing Zone	14,140,000	6.61%	-	-	-	-	\$14,140,000	5.35%
Other Operating	\$2,982,548	1.40%	-	-	\$18,000	0.17%	\$3,000,548	1.13%
Capital Outlay	\$463,124	0.22%	-	-	\$103,100	0	\$566,224	0.21%
	<b>\$213,784,621</b>	<b>100.00%</b>	<b>\$39,835,007</b>	<b>100.00%</b>	<b>\$10,781,600</b>	<b>100.00%</b>	<b>\$264,401,228</b>	<b>100.00%</b>
<b>Budgeted Deficit</b>	<b>(\$9,728,966)</b>		<b>\$0</b>		<b>\$0</b>		<b>(\$9,728,966)</b>	
<b>Beginning Fund Balance 9/1/11</b>	<b>\$72,950,332</b>		<b>\$3,003,709</b>		<b>\$816,856</b>		<b>\$76,770,897</b>	
<b>Projected Ending Fund Balance 08/31/11</b>	<b>\$63,221,366</b>		<b>\$3,003,709</b>		<b>\$816,856</b>		<b>\$67,041,931</b>	

# Financial Plan continued

## Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2011-2012

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil 2011-12
<b>ESTIMATED REVENUES</b>					
<b>LOCAL AND INTERMEDIATE</b>					
5710 Local Real and Personal Property Taxes	\$131,376,991	\$ -	\$39,822,607	\$171,199,598	\$6,545
5730 Tuition and Fees	449,194	-	-	449,194	17
5740 Other Revenues from Local Sources	389,650	8,100	12,400	410,150	16
5750 Revenue from Co-Curricular/Enterprising	360,000	2,602,000	-	2,962,000	113
<b>5700 Local and Intermediate Totals</b>	<b>\$132,575,835</b>	<b>\$2,610,100</b>	<b>\$39,835,007</b>	<b>\$175,020,942</b>	<b>\$6,691</b>
<b>STATE</b>					
5810 Per Capita and Foundation School Program	\$60,704,820	\$ -	\$ -	\$60,704,820	\$2,321
5820 State Program Revenue Distributed by the TEA	25,000	85,000	-	110,000	4
5830 TRS On-Behalf Payments	10,200,000	-	-	10,200,000	390
<b>5800 State Totals</b>	<b>\$70,929,820</b>	<b>\$85,000</b>	<b>\$0</b>	<b>\$71,014,820</b>	<b>\$2,715</b>
<b>FEDERAL</b>					
5920 Federal Revenues Distributed by the TEA	\$ -	\$ 8,086,500	\$ -	\$8,086,500	\$309
5930 Federal Revenues Distributed by Other Government Agencies (Other than the TEA)	550,000	-	-	550,000	21
<b>5900 Federal Totals</b>	<b>\$550,000</b>	<b>\$8,086,500</b>	<b>\$0</b>	<b>\$8,636,500</b>	<b>\$330</b>
<b>5000 TOTAL ALL REVENUES</b>	<b>\$204,055,655</b>	<b>\$10,781,600</b>	<b>\$39,835,007</b>	<b>\$254,672,262</b>	<b>\$9,736</b>
<b>APPROPRIATED EXPENDITURES</b>					
<b>11 INSTRUCTION</b>					
6100 Payroll Costs	\$116,195,276	-	-	\$116,195,276	\$4,442
6200 Professional and Contracted Services	1,199,255	-	-	1,199,255	46
6300 Supplies and Materials	1,832,477	-	-	1,832,477	70
6400 Other Operating Costs	196,485	-	-	196,485	8
<b>Total Function 11</b>	<b>\$119,423,493</b>	<b>\$0</b>	<b>\$0</b>	<b>\$119,423,493</b>	<b>\$4,565</b>
<b>12 INSTRUCTIONAL RESOURCES AND MEDIA SERVICES</b>					
6100 Payroll Costs	\$842,309	-	-	\$842,309	\$32
6200 Professional and Contracted Services	108,471	-	-	108,471	4
6300 Supplies and Materials	610,488	-	-	610,488	23
6400 Other Operating Costs	4,863	-	-	4,863	0
6600 Capital Outlay	3,000	-	-	3,000	0
<b>Total Function 12</b>	<b>\$1,569,131</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,569,131</b>	<b>\$60</b>

# Financial Plan continued

## Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2011-2012

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil
<b>13 CURRICULUM DEVELOPMENT AND INSTRUCTIONAL STAFF DEVELOPMENT</b>					
6100 Payroll Costs	\$3,154,165	-	-	\$3,154,165	\$121
6200 Professional and Contracted Services	432,121	-	-	432,121	17
6300 Supplies and Materials	816,338	-	-	816,338	31
6400 Other Operating Costs	230,425	-	-	230,425	9
<b>Total Function 13</b>	<b>\$4,633,049</b>	<b>\$0</b>	<b>\$0</b>	<b>\$4,633,049</b>	<b>\$177</b>
<b>21 INSTRUCTIONAL LEADERSHIP</b>					
6100 Payroll Costs	\$2,060,905	-	-	\$2,060,905	\$79
6200 Professional and Contracted Services	358,602	-	-	358,602	14
6300 Supplies and Materials	899,145	-	-	899,145	34
6400 Other Operating Costs	113,035	-	-	113,035	4
6600 Capital Outlay	50,000	-	-	50,000	2
<b>Total Function 21</b>	<b>\$3,481,687</b>	<b>\$0</b>	<b>\$0</b>	<b>\$3,481,687</b>	<b>\$133</b>
<b>23 SCHOOL LEADERSHIP</b>					
6100 Payroll Costs	\$12,665,755	-	-	\$12,665,755	\$484
6200 Professional and Contracted Services	80,853	-	-	80,853	3
6300 Supplies and Materials	378,599	-	-	378,599	14
6400 Other Operating Costs	88,655	-	-	88,655	3
<b>Total Function 23</b>	<b>\$13,213,862</b>	<b>\$0</b>	<b>\$0</b>	<b>\$13,213,862</b>	<b>\$505</b>
<b>31 GUIDANCE, COUNSELING AND EVALUATION SERVICES</b>					
6100 Payroll Costs	\$8,409,870	-	-	\$8,409,870	\$321
6200 Professional and Contracted Services	196,057	-	-	196,057	7
6300 Supplies and Materials	505,024	-	-	505,024	19
6400 Other Operating Costs	22,058	-	-	22,058	1
<b>Total Function 31</b>	<b>\$9,133,009</b>	<b>\$0</b>	<b>\$0</b>	<b>\$9,133,009</b>	<b>\$349</b>
<b>32 SOCIAL WORK SERVICES</b>					
6100 Payroll Costs	166,064	-	-	166,064	6
<b>Total Function 32</b>	<b>\$166,064</b>	<b>\$0</b>	<b>\$0</b>	<b>\$166,064</b>	<b>\$6</b>
<b>33 HEALTH SERVICES</b>					
6100 Payroll Costs	\$649,132	-	-	\$649,132	\$25
6200 Professional and Contracted Services	4,004	-	-	4,004	0
6300 Supplies and Materials	50,898	-	-	50,898	2
6400 Other Operating Costs	2,614	-	-	2,614	0
<b>Total Function 33</b>	<b>\$706,648</b>	<b>\$0</b>	<b>\$0</b>	<b>\$706,648</b>	<b>\$27</b>

# Financial Plan continued

## Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2011-2012

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil
<b>34 STUDENT (PUPIL) TRANSPORTATION</b>					
6100 Payroll Costs	\$15	-	-	\$15	\$0
6200 Professional and Contracted Services	3,560,000	-	-	3,560,000	136
6300 Supplies and Materials	-	-	-	-	-
<b>Total Function 34</b>	<b>\$3,560,015</b>	<b>\$0</b>	<b>\$0</b>	<b>\$3,560,015</b>	<b>\$136</b>
<b>35 FOOD SERVICES</b>					
6100 Payroll Costs	-	\$ 4,850,000	-	\$ 4,850,000	\$ 185
6200 Professional and Contracted Services	-	1,293,000	-	1,293,000	49
6300 Supplies and Materials	-	4,517,500	-	4,517,500	173
6400 Other Operating Costs	-	18,000	-	18,000	1
6600 Capital Outlay	-	\$103,100	-	\$103,100	\$4
<b>Total Function 35</b>	<b>\$0</b>	<b>\$10,781,600</b>	<b>\$0</b>	<b>\$10,781,600</b>	<b>\$412</b>
<b>36 COCURRICULAR/EXTRACURRICULAR ACTIVITIES</b>					
6100 Payroll Costs	\$2,284,841	-	-	\$2,284,841	\$87
6200 Professional and Contracted Services	667,828	-	-	667,828	26
6300 Supplies and Materials	618,013	-	-	618,013	24
6400 Other Operating Costs	1,112,838	-	-	1,112,838	43
6600 Capital Outlay	7	-	-	7	0
<b>Total Function 36</b>	<b>\$4,683,527</b>	<b>\$0</b>	<b>\$0</b>	<b>\$4,683,527</b>	<b>\$179</b>
<b>41 GENERAL ADMINISTRATION</b>					
6100 Payroll Costs	\$4,525,042	-	-	\$4,525,042	\$173
6200 Professional and Contracted Services	1,368,983	-	-	1,368,983	52
6300 Supplies and Materials	237,117	-	-	237,117	9
6400 Other Operating Costs	516,905	-	-	516,905	20
6600 Capital Outlay	10,117	-	-	10,117	0
<b>Total Function 41</b>	<b>\$6,658,164</b>	<b>\$0</b>	<b>\$0</b>	<b>\$6,658,164</b>	<b>\$255</b>
<b>51 PLANT MAINTENANCE</b>					
6100 Payroll Costs	\$10,894,703	-	-	\$10,894,703	\$416
6200 Professional and Contracted Services	10,266,688	-	-	10,266,688	392
6300 Supplies and Materials	1,866,544	-	-	1,866,544	71
6400 Other Operating Costs	590,838	-	-	590,838	23
6600 Capital Outlay	380,000	-	-	380,000	15
<b>Total Function 51</b>	<b>\$23,998,773</b>	<b>\$0</b>	<b>\$0</b>	<b>\$23,998,773</b>	<b>\$917</b>

# Financial Plan continued

## Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2011-2012

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil
<b>52 SECURITY AND MONITORING SERVICES</b>					
6100 Payroll Costs	\$1,039,393	-	-	\$1,039,393	\$40
6200 Professional and Contracted Services	598,485	-	-	598,485	23
6300 Supplies and Materials	15,110	-	-	15,110	1
6400 Other Operating Costs	20,527	-	-	20,527	1
6600 Capital Outlay	20,000	-	-		
<b>Total Function 52</b>	<b>\$1,693,515</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,673,515</b>	<b>\$64</b>
<b>53 DATA PROCESSING SERVICES</b>					
6100 Payroll Costs	\$2,420,487	-	-	\$2,420,487	\$93
6200 Professional and Contracted Services	1,656,796	-	-	1,656,796	63
6300 Supplies and Materials	859,350	-	-	859,350	33
6400 Other Operating Costs	64,998	-	-	64,998	2
<b>Total Function 53</b>	<b>\$5,001,631</b>	<b>\$0</b>	<b>\$0</b>	<b>\$5,001,631</b>	<b>\$191</b>
<b>61 COMMUNITY SERVICES</b>					
6100 Payroll Costs	\$412,420	-	-	\$412,420	\$16
6200 Professional and Contracted Services	14,751	-	-	14,751	1
6300 Supplies and Materials	7,060	-	-	7,060	0
6400 Other Operating Costs	18,307	-	-	18,307	1
<b>Total Function 61</b>	<b>\$452,538</b>	<b>\$0</b>	<b>\$0</b>	<b>\$452,538</b>	<b>\$17</b>
<b>71 DEBT SERVICE</b>					
6500 Debt Service	-	-	\$39,835,007	\$39,835,007	\$1,523
<b>Total Function 71</b>	<b>\$0</b>	<b>\$0</b>	<b>\$39,835,007</b>	<b>\$39,835,007</b>	<b>\$1,523</b>
<b>81 FACILITIES ACQUISITION AND CONSTRUCTION</b>					
6100 Payroll Costs	\$88,764	-	-	\$88,764	\$3
<b>Total Function 81</b>	<b>\$88,764</b>	<b>\$0</b>	<b>\$0</b>	<b>\$88,764</b>	<b>\$3</b>
<b>91 CONTRACTED INSTRUCTIONAL SERVICES BETWEEN PUBLIC SCHOOLS</b>					
6200 Professional and Contracted Services	\$ -	-	-	\$0	\$0
<b>Total Function 91</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>92 Incremental Costs Assoc with Chap 41</b>					
6200 Professional and Contracted Services	\$ -	-	-	\$0	\$0
<b>Total Function 92</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>95 PAYMENTS TO JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAMS</b>					
6200 Professional and Contracted Services	\$200,000	-	-	\$200,000	\$8
<b>Total Function 95</b>	<b>\$200,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$200,000</b>	<b>\$8</b>



# Financial Plan continued

## Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2011-2012

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil
97 PAYMENTS TO TAX INCREMENT FUND					
6400 Other Operating Costs	\$14,140,000	-	-	\$14,140,000	\$541
Total Function 97	\$14,140,000	\$0	\$0	\$14,140,000	\$541
99 OTHER INTERGOVERNMENTAL CHARGES					
6200 Professional and Contracted Services	\$980,751	-	-	\$980,751	\$37
Total Function 99	\$980,751	\$0	\$0	\$980,751	\$37
6000 TOTAL ALL EXPENDITURES	\$213,784,621	\$10,781,600	\$39,835,007	\$264,401,228	\$10,107
Excess (Deficiency) of Revenues Over (Under) Expenditures	(\$9,728,966)	\$0	\$0	(\$9,728,966)	(\$372)
OTHER RESOURCES/NON-OPERATING RESOURCES					
7915 Operating Transfers In	-	-	-	\$0	\$0
7919 Extraordinary Item (Insurance Refund)	-	-	-	\$0	\$0
7000 Total Other Resources	\$0	\$0	\$0	\$0	\$0
Excess (Deficiency) of Revenues and Other Resources Over (Under) Expenditures	(\$9,728,966)	\$0	\$0	(\$9,728,966)	(\$372)
FUND BALANCES					
3110 Beginning Fund Balance 09/01 ESTIMATED	\$72,950,332	\$816,856	\$3,003,709	\$76,770,897	
3110 Ending Fund Balance 08/31	\$63,221,366	\$816,856	\$3,003,709	\$67,041,931	



# Carrollton · Farmers Branch

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Independent School District

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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  
2011-2012**

<b>Revenues</b>	<u>General Fund</u>	<u>Debt Service Fund</u>	<u>Food Service Fund</u>	2011-12 <u>Memo Total</u>	2010-11 <u>Memo Total</u>	2009-10 <u>Memo Total</u>
<b>Local and Intermediate Sources</b>						
5711 Taxes, Current Year Levy	\$130,726,991	\$39,822,607		\$170,549,598	\$184,643,839	\$196,122,591
5712-5719 Taxes, Prior Year, Penalty & Interest	\$650,000			\$650,000	\$650,000	\$113,740
5737 - 5739 Tuition	\$449,194			\$449,194	\$502,420	\$547,681
5742 Investment Earnings	\$50,000	\$12,400	\$8,000	\$70,400	\$138,150	\$820,300
5743 Rent	\$260,000			\$260,000	\$250,000	\$214,000
5744 Revenue from Foundations, Gifts & Bequests	\$20,000			\$20,000	\$45,000	\$45,000
5749 Other Revenue from Local Sources	\$59,650		\$100	\$59,750	\$59,750	\$59,750
5751 Food Service Activity			\$2,602,000	\$2,602,000	\$2,461,740	\$2,526,230
5752 & 5759 Athletic & Enterprising Activity	\$360,000			\$360,000	\$360,000	\$380,000
Total Local and Intermediate Revenue	<u>\$132,575,835</u>	<u>\$39,835,007</u>	<u>\$2,610,100</u>	<u>\$175,020,942</u>	<u>\$189,110,899</u>	<u>\$200,829,292</u>
<b>State Program Revenues</b>						
5811 Per Capita Apportionment	\$6,016,350			\$6,016,350	\$2,087,601	\$2,631,637
5812-5819 Foundation School Program	\$54,688,470			\$54,688,470	\$51,098,794	\$45,947,619
5829 State Revenue Distributed by TEA	\$25,000		\$85,000	\$110,000	\$110,000	\$105,091
5831 Teacher Retirement On-Behalf Payments	\$10,200,000			\$10,200,000	\$9,639,691	\$9,665,256
Total State Program Revenue	<u>\$70,929,820</u>	<u>\$0</u>	<u>\$85,000</u>	<u>\$71,014,820</u>	<u>\$62,936,086</u>	<u>\$58,349,603</u>
<b>Federal Program Revenues</b>						
5921 School Breakfast Program	\$0		\$1,205,000	\$1,205,000	\$1,331,305	\$1,299,619
5922 National School Lunch Program	\$0		\$6,140,000	\$6,140,000	\$6,262,835	\$5,501,266
5923 United States Department of Agriculture (USDA) Donated Commodities	\$0		\$589,500	\$589,500	\$625,000	\$625,000
5929 Federal Revenues Distributed by TEA	\$0		\$152,000	\$152,000	\$8,266,063	\$103,836
5931 School Health and Related Services (SHARS)	\$550,000			\$550,000	\$300,000	\$200,000
Total Federal Program Revenues	<u>\$550,000</u>	<u>\$0</u>	<u>\$8,086,500</u>	<u>\$8,636,500</u>	<u>\$16,785,203</u>	<u>\$7,729,721</u>
<b>Total Revenue</b>	<u>\$204,055,655</u>	<u>\$39,835,007</u>	<u>\$10,781,600</u>	<u>\$254,672,262</u>	<u>\$268,832,188</u>	<u>\$266,908,616</u>

# Financial Plan continued

Carrollton-Farmers Branch Independent School District  
 Combined Budget Summary  
 General Fund, Debt Service Fund and Food Service Special Revenue Fund  
 2011-2012

<i>Expenditures</i>				2011-12	2010-11	2009-10
	<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	\$119,423,493	-	-	\$119,423,493	\$122,211,834	\$124,007,850
12 Instructional Resources & Media	\$1,569,131	-	-	\$1,569,131	\$3,719,577	\$4,162,169
13 Curriculum & Staff Development	\$4,633,049	-	-	\$4,633,049	\$4,466,328	\$4,801,983
21 Instructional Leadership	\$3,481,687	-	-	\$3,481,687	\$2,643,402	\$3,930,839
23 School Leadership	\$13,213,862	-	-	\$13,213,862	\$13,482,211	\$13,307,833
31 Guidance Counseling & Evaluation	\$9,133,009	-	-	\$9,133,009	\$9,417,626	\$9,149,659
32 Social Work Services	\$166,064	-	-	\$166,064	\$168,289	\$158,978
33 Health Services	\$706,648	-	-	\$706,648	\$2,499,876	\$2,187,986
34 Transportation	\$3,560,015	-	-	\$3,560,015	\$3,391,659	\$3,339,192
35 Food Services	-	-	\$10,781,600	\$10,781,600	\$10,898,434	\$10,156,142
36 Co-Curricular/Extra Curricular	\$4,683,527	-	-	\$4,683,527	\$4,778,100	\$3,339,938
41 General Administration	\$6,658,164	-	-	\$6,658,164	\$6,572,115	\$6,204,813
51 Plant Maintenance & Operation	\$23,998,773	-	-	\$23,998,773	\$24,526,885	\$23,947,866
52 Security & Monitoring Services	\$1,693,515	-	-	\$1,693,515	\$1,688,274	\$1,677,441
53 Data Processing	\$5,001,631	-	-	\$5,001,631	\$4,279,860	\$4,374,744
61 Community Services	\$452,538	-	-	\$452,538	\$604,170	\$579,572
71 Debt Services	-	\$39,835,007	-	\$39,835,007	\$42,100,147	\$44,262,356
81 Facilities Acquisition & Construction	\$88,764	-	-	\$88,764	\$89,888	\$85,207
91 Contracted Instructional Services	-	-	-	\$0	\$0	\$0
92 Incremental Costs Assoc with Chap 41	-	-	-	\$0	\$0	\$0
95 Juvenile Justice Alternative Ed Programs	\$200,000	-	-	\$200,000	\$200,000	\$250,000
97 Tax Increment Financing Zone	\$14,140,000	-	-	\$14,140,000	\$16,100,000	\$14,191,000
99 Other Intergovernmental Charges	\$980,751	-	-	\$980,751	\$999,825	\$998,000
<i>Total Appropriated Expenditures</i>	\$213,784,621	\$39,835,007	\$10,781,600	\$264,401,228	\$274,838,500	\$275,113,568
<i>Other Sources &amp; Uses</i>						
Operating Transfers In	-	-	-	-	-	-
<i>Net Other Sources &amp; Uses</i>	\$0	\$0	\$0	\$0	\$0	\$0
<i>Estimated Change in Fund Balance</i>	<b>(\$9,728,966)</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$9,728,966)</b>	<b>(\$6,006,312)</b>	<b>(\$8,204,952)</b>
<i>Estimated Fund Balance 9/1</i>	\$72,950,332	\$3,003,709	\$816,856	\$76,770,897	\$74,365,528	\$66,847,544
<b><i>Estimated Fund Balance 8/31</i></b>	<b>\$63,221,366</b>	<b>\$3,003,709</b>	<b>\$816,856</b>	<b>\$67,041,931</b>	<b>\$68,359,216</b>	<b>\$58,642,592</b>



# Carrollton · Farmers Branch

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Independent School District

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# GENERAL FUND

# General Fund Overview

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 64.97% of total budgeted funds and is primarily property taxes. The remainder of the revenue necessary to fund operating expenditures is derived from State and Federal funding sources.

### Legislative History regarding Texas Public School funding

In May 2006 the Texas Legislature passed House Bill 1. HB1 provided for a reduction to 88.67 percent of the 2005-06 Maintenance & Operations tax rate for 2006-07. Districts reducing tax rates by this amount were guaranteed the better of 2005-06 or 2006-07 state aid and local tax revenue. Under HB 1, during the 2007-08 school year, districts further reduced their tax rates to 66.67 percent of the 2005-06 Maintenance & Operations tax rate. After the initial tax rate reduction, districts had access to an equalized \$0.04 without voter approval, and an additional equalized \$0.02 in 2008-09 with voter approval at rates higher than the normal yield. The C-FB ISD Board of Trustees elected to set a Maintenance & Operations tax rate of \$1.04 in 2007-08. This is equal to the compression rate of 66.67 percent times the 2005-06 tax rate of \$1.50 plus \$0.04 of the available \$0.04 referenced in HB 1. Although the intent of HB1 was to equalize funding per student throughout the state (commonly called a target revenue system) large discrepancies exist. HB 3646 was passed with the 81<sup>st</sup> legislature (completed June 1, 2009) and is a modified continuation of the target revenue system. Districts with lower than average target revenue amounts were increased by up to a maximum of \$350/per weighted average daily attendance (WADA); the rest of the districts were given a minimum of \$120/per student in WADA. Accompanying the increase in state funds was a mandate to give a raise to a specific group of employees. This mandated raise used 74% of the new money allocated to the district. The state funded \$1.866 billion for formula improvements and \$1.3 billion to maintain the Foundation School Program from Federal American Recovery and Reinvestment Act (ARRA) funds. In July of 2011 the Texas Legislature passed Senate Bill 1. SB1 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 formulas reduce the district's regular program allotment by 7.61% in 2011-12 and 2.0% 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 must "roll back" the tax rate to the previous year's tax rate. Tax rate election statistics through November 10, 2011 are listed in the chart below.

## General Fund continued

Tax Rate Elections Statistics				
	Passed	Failed	Total	%
2006	14	1	15	93%
2007	94	26	120	78%
2008	71	46	117	61%
2009	29	18	47	62%
2010	57	14	71	80%
2011	27	12	39	69%
<b>Totals</b>	<b>292</b>	<b>117</b>	<b>409</b>	<b>71%</b>

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 2010-11. However, under the target revenue concept, the loss of the Chapter 41 payment does not help the district's net revenue picture since we are still tied to 2006-07 state aid plus local revenue caps.

The District's assessed value of taxable property declined from \$14.13 billion to \$13.89 billion or a loss of 1.72%. The Texas Comptroller of Public Accounts annually certifies the final property value on or before July 1. The district reduces the certified taxable by 2.5% 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 that taxes can be collected. 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. 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. This is a problem for the district, as the current funding formulas do not allow for funding inflation, employee raises, new initiatives or other operating increases such as utility or gasoline increases.



## General Fund continued

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

### General Fund Tax Revenue Analysis

Source	Fiscal Year	Original Budget	Actual Including P&I & Delinquent	Actual Overage (Shortage)	Change Percentage
Audit	2001-02	\$201,412,199	\$197,501,480	(\$3,910,719)	-1.94%
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%
Estimated	2010-11	\$143,223,842	\$142,913,208	(\$310,634)	-0.22%

State Revenue under SB 1 consists of two categories totaling \$60,704,820 or 28.41%. HB 3646 Revenue is explained in detail in the Information section of this book.

The District has budgeted for the following revenue sources for 2011-12:

- (1) Foundation School Fund: \$54,688,470;
- (2) Available School Fund – State Portion: \$6,016,350 ;

The State revenue sources discussed above and local revenue from property tax collections make up approximately 94.73% of total revenue. The majority of the remaining revenue, 5.27% is amounts 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 6.5% of eligible employee earnings.

#### Enrollment

Enrollment projections are one of the most significant factors in the budget development and long-range financial planning process. Enrollment projections are designed to predict the student enrollment of the District based on geographic data, student data, migration data, and historical data of student populations. Based on current enrollment trends, the District's growth is concentrated on its Western edge. Due to this current and anticipated growth, the District

## General Fund continued

opened LaVillita Elementary School in August of 2008. Long-range plans include an additional elementary school and a middle school with an addition to Ranchview high school in this area. 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 decrease and is 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 (\$300,000).

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

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

*Funding Policy.* Contribution requirements are not actuarially determined but are legally established each biennium by the Texas Legislature. Texas Insurance Code, Sections 1575.202, 203, and 204 establish state, active employee, and public school contributions, respectively. The State of Texas and active public school employee contribution rates were 1.0% and 0.65% of public school payroll, respectively, with school districts contributing a percentage of payroll set a 0.55% for fiscal years 2011, 2010 and 2009. 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. For years ended August 31, 2011, 2010, and 2009, the State's contributions to TRS-Care were \$1,537,508, \$1,526,484, and \$1,553,009, respectively, the active member contributions were \$999,380, \$992,215, and \$1,009,456, respectively, and the school district's contributions were \$845,629, \$839,566, and \$854,155, respectively, which equaled the required contributions each year..

### ***Expenditure Summary***

The General Fund expenditure budget for 2011-12 is \$213,784,621. This is a decrease of \$8,055,298 or -3.63% less than the 2010-11 expenditure budget. As discussed previously in this document, reductions in this budget were intentionally made to cut costs. Management knows

## General Fund continued

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, 77.22% (83.26% if exclude the Tax Increment Finance payment). The district's compensation package did not include a salary increase for fiscal year 2011-12. 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.

Other significant expenditure items include the following:

Category	Budget Amount	% of Total Budget
Payroll	\$165,809,141	77.56%
Tax Increment Finance Payment	\$14,140,000	6.61%
Utilities	\$8,190,550	3.83%
Student Transportation	\$3,395,000	1.59%
Appraisal District	\$980,751	0.46%
Insurance & Bonding	\$861,030	0.40%
Region Ten Computer Service Contract	\$802,025	0.38%
Copier Rentals	\$687,358	0.32%
Legal	\$500,000	0.23%
Audit	\$65,000	0.03%
Election Costs	\$50,000	0.02%

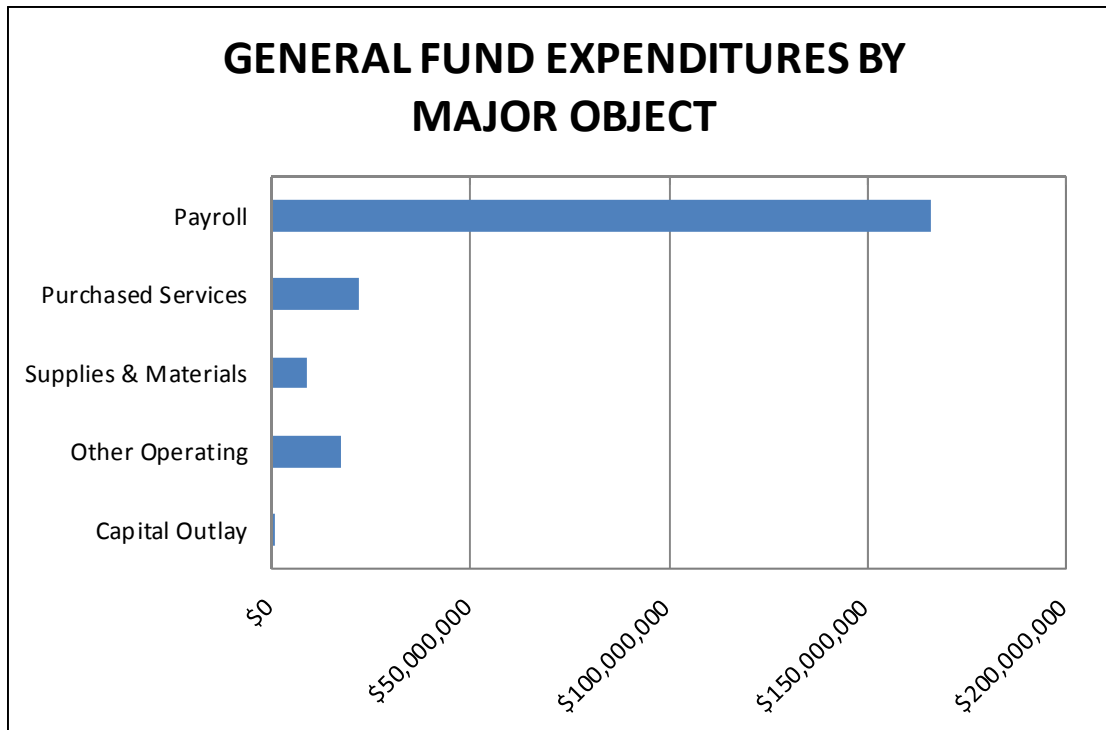
The above items equal 91.44% of the total 2011-12 budget.

## General Fund Expenditures by Object Comparison to Prior Year

	Beginning Budget 2010-2011	Beginning Budget 2011-2012	Percentage Increase (Decrease)	Percentage of Total
Payroll	\$171,300,000	\$165,809,141	-3.21%	77.56%
Purchased Services	\$21,994,660	\$21,693,645	-1.37%	10.15%
Supplies & Materials	\$8,858,925	\$8,696,163	-1.84%	4.07%
Other Operating	\$19,195,826	\$17,122,548	-10.80%	8.01%
Capital Outlay	\$490,508	\$463,124	-5.58%	0.22%
<b>Total</b>	<b>\$221,839,919</b>	<b>\$213,784,621</b>	<b>-3.63%</b>	<b>100.00%</b>

## General Fund continued

The graph below depicts the 2011-12 budget by major object.



	Payroll	Purchased Services	Supplies & Materials	Other Operating	Capital Outlay
Budget	\$165,809,141	\$21,693,645	\$8,696,163	\$17,122,548	\$463,124
% of Budget	77.56%	10.15%	4.07%	8.01%	0.22%

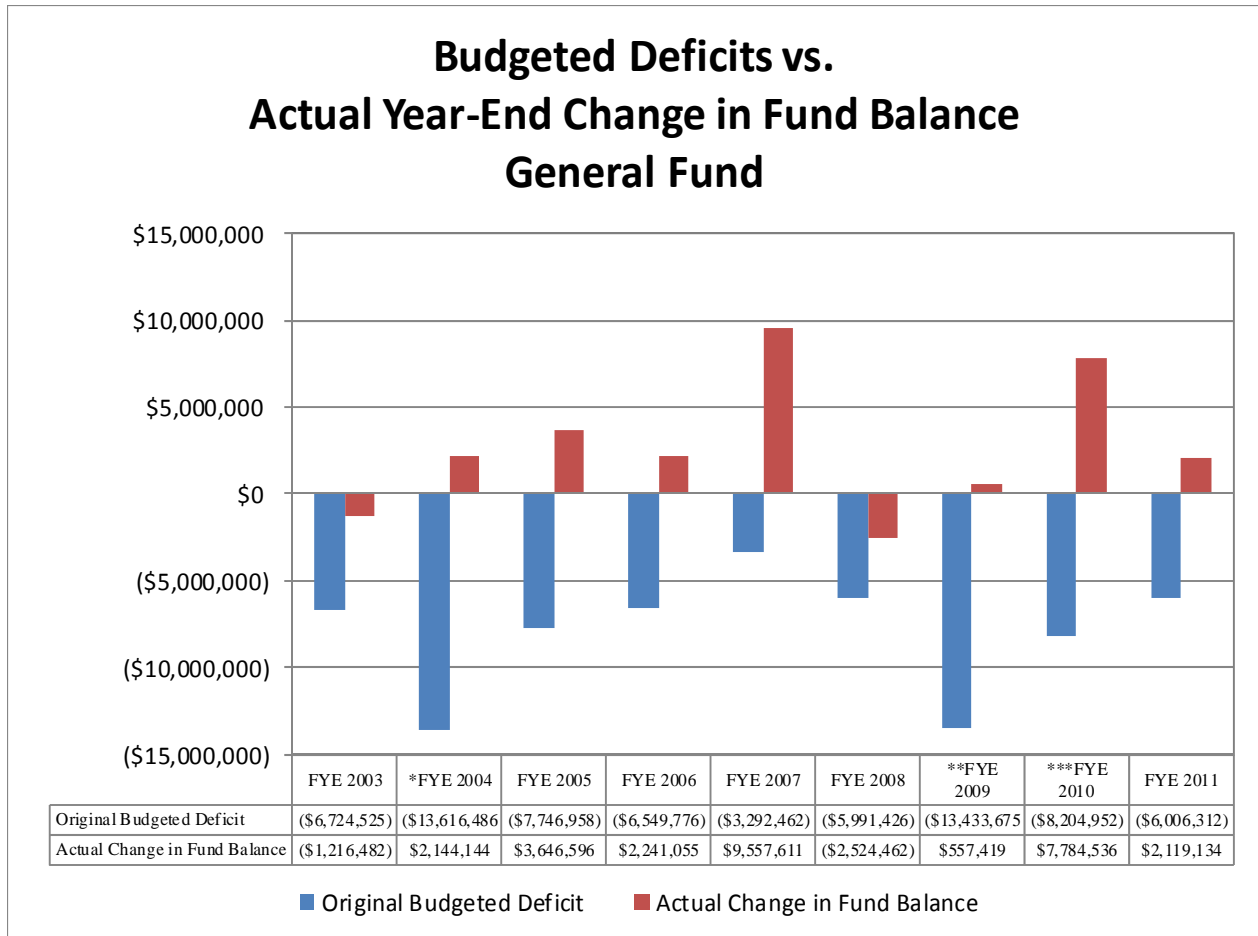
### ***Impact on Fund Balance***

The District's fund balance will decrease approximately \$9,728,966; leaving a projected fund balance of \$63,221,366. This projected balance represents 116 day's expenditures or approximately 29.57% of the annual budgeted expenditures and provides some 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 our 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. If operational reductions are made, state mandated student/teacher ratios for elementary students and other state mandated requirements will still need to be followed.

## General Fund continued

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 cost *as we go* are in place. Even if central departments have money in their budget, they are encouraged to “stop-look-evaluate” first to make sure that the purchase is something required. Because of this philosophy, coupled with other factors, the district has had many more *budgeted* deficits than *realized* deficits.

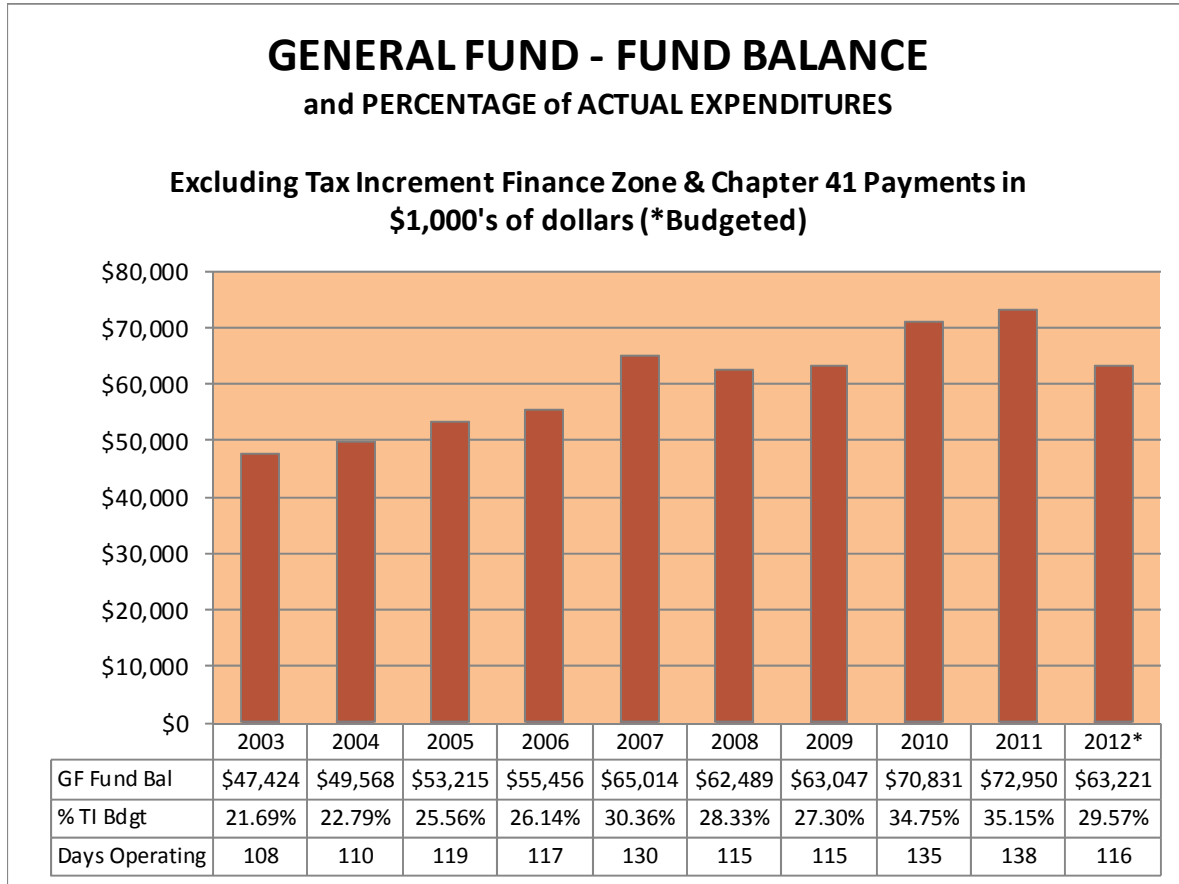


### Unusual Items

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

# General Fund continued

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



Note: The District's Board of Trustees recently adopted Board Policy CA (LOCAL) in response to the upcoming change in Governmental Accounting Standards Board Statement (GASB), which addresses changes in reporting of fund balances. GASB 54 does away with former fund balance terminology of reserved, designated, and unreserved and replaces it with five new fund balance classifications and became effective with fiscal year ending on June 30, 2011. In 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 meet and exceed this guideline in the past and is projected to in the future.

# General Fund continued

## General Fund Five Year Summary of Revenues and Expenditures

	Audited 2007-08	Audited 2008-09	Audited 2009-10	Beginning Budget 2010-11	Estimated Actual 2010-11	Beginning Budget 2011-12	Increase (Decrease)	% Change	% Of Total
<i>Estimated Revenues</i>									
<b>LOCAL AND INTERMEDIATE</b>									
Tax Revenues	\$149,105,035	\$153,622,695	\$150,416,541	\$143,223,842	\$144,004,815	\$131,376,991	(\$11,846,851)	-8.27%	64.38%
Other Local	\$4,721,748	\$2,163,529	\$2,974,453	\$1,317,070	\$1,565,389	1,198,844	(\$118,226)	-8.98%	0.59%
<b>STATE</b>									
Per Capita and other state revenue	\$56,429,787	\$65,099,747	\$45,863,375	\$53,211,395	\$51,700,558	\$60,729,820	\$7,518,425	14.13%	29.76%
On-behalf Retirement Payment	\$9,194,969	\$9,291,363	\$9,646,767	\$9,639,691	\$9,873,417	10,200,000	\$560,309	5.81%	5.00%
<b>FEDERAL</b>									
Direct	\$193,196	\$1,279,421	\$1,288,605	\$8,441,609	\$1,593,507	\$550,000	(\$7,891,609)	-93.48%	0.27%
<b>Total Estimated Revenue</b>	<b>\$219,644,735</b>	<b>\$231,456,756</b>	<b>\$210,189,741</b>	<b>\$215,833,607</b>	<b>\$208,737,686</b>	<b>\$204,055,655</b>	<b>(\$11,777,952)</b>	<b>-5.46%</b>	<b>100.00%</b>
<i>Appropriated Expenditures</i>									
11 Instruction	\$121,054,616	\$123,154,566	\$118,255,367	\$122,211,834	\$118,259,002	\$119,423,493	(\$2,788,341)	-2.28%	55.86%
12 Instructional Resources & Media	\$3,562,641	\$3,693,972	\$3,200,334	\$3,719,577	\$3,051,610	\$1,569,131	(\$2,150,446)	-57.81%	0.73%
13 Curriculum & Staff Development	\$4,294,296	\$3,502,032	\$3,513,648	\$4,466,328	\$3,553,807	\$4,633,049	\$166,721	3.73%	2.17%
21 Instructional Leadership	\$2,338,347	\$2,275,539	\$2,300,286	\$2,643,402	\$2,202,720	\$3,481,687	\$838,285	31.71%	1.63%
23 School Leadership	\$14,295,952	\$13,901,870	\$13,564,180	\$13,482,211	\$13,503,583	\$13,213,862	(\$268,349)	-1.99%	6.18%
31 Guidance Counseling & Evaluation	\$8,768,605	\$8,946,371	\$9,186,273	\$9,417,626	\$8,768,294	\$9,133,009	(\$284,617)	-3.02%	4.27%
32 Social Work Services	\$160,431	\$166,968	\$165,773	\$168,289	\$168,735	\$166,064	(\$2,225)	-1.32%	0.08%
33 Health Services	\$2,121,034	\$2,328,144	\$2,495,402	\$2,499,876	\$2,376,385	\$706,648	(\$1,793,228)	-71.73%	0.33%
34 Transportation	\$1,819,301	\$2,150,573	\$3,055,499	\$3,391,659	\$3,809,657	\$3,560,015	\$168,356	4.96%	1.67%
36 Co-Curricular/Extra Curricular	\$3,564,265	\$4,158,976	\$4,271,711	\$4,778,100	\$4,340,219	\$4,683,527	(\$94,573)	-1.98%	2.19%
41 General Administration	\$6,143,262	\$6,213,296	\$6,504,660	\$6,572,115	\$6,484,862	\$6,658,164	\$86,049	1.31%	3.11%
51 Plant Maintenance & Operation	\$23,548,099	\$22,300,393	\$16,212,712	\$24,526,885	\$18,119,838	\$23,998,773	(\$528,112)	-2.15%	11.23%
52 Security & Monitoring Services	\$1,646,289	\$1,704,069	\$1,507,175	\$1,688,274	\$1,561,476	\$1,693,515	\$5,241	0.31%	0.79%
53 Data Processing	\$3,662,881	\$4,225,040	\$4,713,646	\$4,279,860	\$4,634,090	\$5,001,631	\$721,771	16.86%	2.34%
61 Community Services	\$688,453	\$515,109	\$662,312	\$604,170	\$369,706	\$452,538	(\$151,632)	-25.10%	0.21%
81 Facilities Acquisition & Construction	\$85,307	\$88,694	\$90,654	\$89,888	\$92,242	\$88,764	(\$1,124)	-1.25%	0.04%
91 Contracted Instructional Services	\$12,636,919	\$17,898,472	\$0	\$0	\$0	\$0	\$0	0.00%	0.00%
92 Incremental Costs Assoc with Chap 41	\$12,705	\$16,283	\$0	\$0	\$0	\$0	\$0	0.00%	0.00%
95 Juvenile Justice Alternative Ed Prgrms	\$196,409	\$136,225	\$159,550	\$200,000	\$143,124	\$200,000	\$0	0.00%	0.09%
97 Tax Increment Financing Zone	\$9,039,482	\$12,414,532	\$12,995,177	\$16,100,000	\$15,139,211	\$14,140,000	(\$1,960,000)	-12.17%	6.61%
99 Other Intergovernmental Charges	\$936,315	\$1,159,125	\$963,230	\$999,825	\$937,593	\$980,751	(\$19,074)	-1.91%	0.46%
<b>Total Appropriated Expenditures</b>	<b>\$220,575,609</b>	<b>\$230,950,249</b>	<b>\$203,817,589</b>	<b>\$221,839,919</b>	<b>\$207,516,154</b>	<b>\$213,784,621</b>	<b>(\$8,055,298)</b>	<b>-3.63%</b>	<b>100.00%</b>
<i>Other Sources &amp; Uses</i>									
Contractual Obligation Proceeds	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Sale of Property	\$29,747	\$76,043	\$0	\$0	\$363,964	\$0	\$0		
Other Resources	\$0	\$0	\$1,282,506	\$0	\$0	\$0	\$0		
Operating Transfers In/Misc Non-Rev	\$106,300	\$0	\$131,898	\$0	\$533,638	\$0	\$0		
Special Item	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Operating Transfers out & Other Uses	(\$1,729,635)	(\$25,059)	(\$2,020)	\$0	\$0	\$0	\$0		
<b>Net Other Sources &amp; Uses</b>	<b>(\$1,593,588)</b>	<b>\$50,984</b>	<b>\$1,412,384</b>	<b>\$0</b>	<b>\$897,602</b>	<b>\$0</b>	<b>\$0</b>		
<i>Estimated Change in Fund Balance</i>									
	(\$2,524,462)	\$557,491	\$7,784,536	(\$6,006,312)	\$2,119,134	(\$9,728,966)	(\$3,722,654)		
<i>Estimated Fund Balance 9/1</i>	\$65,013,634	\$62,489,171	\$63,046,662	\$70,831,198	\$70,831,198	\$72,950,332	\$2,119,134		
<i>Estimated Year-end adjustment</i>				\$8,125,446			(\$8,125,446)		
<b>Estimated Fund Balance 8/31</b>	<b>\$62,489,171</b>	<b>\$63,046,662</b>	<b>\$70,831,198</b>	<b>\$72,950,332</b>	<b>\$72,950,332</b>	<b>\$63,221,366</b>	<b>(\$9,728,966)</b>		

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 2011-2012

#	Name	Payroll	Purchased & Contracted	Supplies & Materials	Other Operating	Capital Outlay	2011-2012 Total
001	R L Turner High	\$ 11,238,505	\$ 99,628	\$ 297,675	\$ 132,043	\$ 1	\$ 11,767,852
002	Newman Smith High	\$ 11,001,802	\$ 81,243	\$ 267,946	\$ 149,894	\$ 1	\$ 11,500,886
003	Mary Grimes Learning Ctr	\$ 1,213,770	\$ 14,744	\$ 23,830	\$ 6,917	\$ -	\$ 1,259,261
005	Alternative Ed Prgm	\$ 1,425,378	\$ 6,802	\$ 16,247	\$ 3,250	\$ -	\$ 1,451,677
006	Creekview High	\$ 10,183,568	\$ 57,672	\$ 331,836	\$ 112,942	\$ 1	\$ 10,686,019
007	Ranchview High	\$ 5,365,367	\$ 61,739	\$ 172,483	\$ 133,543	\$ 1	\$ 5,733,133
008	Denton County JJAEP	\$ -	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
009	Dallas County JJAEP	\$ -	\$ 175,000	\$ -	\$ -	\$ -	\$ 175,000
010	Early College High School	\$ 778,262	\$ 2,325	\$ 17,803	\$ 9,346	\$ -	\$ 807,736
039	High School Summer School	\$ 498,006	\$ 3,000	\$ 8,076	\$ 1,928	\$ -	\$ 511,010
041	Vivian Field Middle	\$ 4,829,443	\$ 42,032	\$ 89,291	\$ 28,415	\$ -	\$ 4,989,181
042	DeWitt Perry Middle	\$ 4,735,976	\$ 37,200	\$ 73,279	\$ 38,106	\$ -	\$ 4,884,561
044	Dan F Long Middle	\$ 4,149,706	\$ 27,358	\$ 91,808	\$ 20,775	\$ -	\$ 4,289,647
045	Blalack Middle	\$ 5,185,806	\$ 15,770	\$ 78,308	\$ 38,106	\$ -	\$ 5,317,990
046	Ted Polk Middle	\$ 4,566,823	\$ 29,470	\$ 97,304	\$ 31,706	\$ -	\$ 4,725,303
047	Barbara Bush Middle	\$ 3,301,975	\$ 29,715	\$ 76,098	\$ 32,232	\$ 3,000	\$ 3,443,020
099	Middle School Summer School	\$ 371,838	\$ 750	\$ 5,500	\$ 202	\$ -	\$ 378,290
102	Carrollton Elementary	\$ 3,046,607	\$ 1,868	\$ 55,215	\$ 11,004	\$ -	\$ 3,114,694
103	Central Elementary	\$ 3,153,543	\$ 18,903	\$ 51,980	\$ 15,101	\$ -	\$ 3,239,527
105	Good Elementary	\$ 2,422,514	\$ 4,502	\$ 39,612	\$ 20,901	\$ -	\$ 2,487,529
106	Janie Stark Elementary	\$ 2,363,831	\$ 10,202	\$ 39,347	\$ 4,601	\$ -	\$ 2,417,981
108	McLaughlin Elementary	\$ 2,015,168	\$ 4,066	\$ 39,018	\$ 2,001	\$ -	\$ 2,060,253
109	Farmers Branch Elementary	\$ 2,433,890	\$ 3,966	\$ 39,808	\$ 6,900	\$ -	\$ 2,484,564
110	Blanton Elementary	\$ 2,688,840	\$ 1,204	\$ 45,549	\$ 7,501	\$ -	\$ 2,743,094
111	June Thompson Elementary	\$ 2,416,610	\$ 2,907	\$ 42,576	\$ 7,902	\$ -	\$ 2,469,995
112	Country Place Elementary	\$ 1,983,902	\$ 3,204	\$ 25,982	\$ 5,104	\$ -	\$ 2,018,192
113	Dale B Davis Elementary	\$ 2,591,840	\$ 4,665	\$ 38,531	\$ 9,497	\$ -	\$ 2,644,533
114	McCoy Elementary	\$ 2,298,819	\$ 2,704	\$ 27,330	\$ 8,904	\$ -	\$ 2,337,757
116	Furneaux Elementary	\$ 2,095,021	\$ 1,605	\$ 30,952	\$ 4,203	\$ -	\$ 2,131,781
117	Marie Huie Sp Ed Campus	\$ 729,344	\$ -	\$ 5,440	\$ 2,000	\$ -	\$ 736,784
118	Rosemeade Elementary	\$ 1,829,962	\$ 3,427	\$ 25,147	\$ 5,411	\$ -	\$ 1,863,947
119	Sheffield Elementary	\$ 2,207,562	\$ 3,624	\$ 36,006	\$ 5,277	\$ -	\$ 2,252,469
120	Las Colinas Elementary	\$ 2,396,886	\$ 2,902	\$ 38,211	\$ 16,161	\$ -	\$ 2,454,160
121	Tom Landry Elementary	\$ 2,241,727	\$ 2,696	\$ 36,720	\$ 2,760	\$ -	\$ 2,283,903
122	Kent Elementary	\$ 2,090,859	\$ 2,369	\$ 32,847	\$ 6,809	\$ -	\$ 2,132,884
123	Riverchase Elementary	\$ 1,997,705	\$ 2,352	\$ 21,237	\$ 5,200	\$ -	\$ 2,026,494
124	McKamy Elementary	\$ 2,732,844	\$ 2,757	\$ 37,095	\$ 9,202	\$ -	\$ 2,781,898
125	Sheffield Intermediate	\$ 1,592,160	\$ 404	\$ 33,296	\$ 1,105	\$ -	\$ 1,626,965
126	Rainwater Elementary	\$ 2,190,997	\$ 2,386	\$ 30,068	\$ 5,751	\$ -	\$ 2,229,202
128	Freeman Elementary	\$ 2,240,614	\$ 3,302	\$ 42,807	\$ 2,121	\$ -	\$ 2,288,844
129	Kathryn McWhorter Elementary	\$ 2,914,185	\$ 2,163	\$ 50,490	\$ 5,973	\$ -	\$ 2,972,811
131	Dave Blair Intermediate	\$ 3,740,397	\$ 12,505	\$ 67,087	\$ 7,006	\$ -	\$ 3,826,995
132	LaVilla Elementary	\$ 2,088,134	\$ 1,912	\$ 38,082	\$ 4,350	\$ -	\$ 2,132,478
134	Kelly Pre-Kindergarten Center	\$ 1,391,212	\$ 2,950	\$ 20,070	\$ 1,800	\$ -	\$ 1,416,032
135	Nancy Strickland Elementary	\$ 1,781,885	\$ 2,466	\$ 36,503	\$ 3,100	\$ -	\$ 1,823,954
198	Outdoor Education Center	\$ 67,961	\$ -	\$ -	\$ -	\$ -	\$ 67,961
199	Elementary Summer School	\$ 434,218	\$ 165,000	\$ 12,250	\$ 2,502	\$ -	\$ 613,970



# General Fund continued

## Carrollton-Farmers Branch Independent School District Budget Appropriations for 2011-2012 *continued*

#	Name	Payroll	Purchased & Contracted	Supplies & Materials	Other Operating	Capital Outlay	2011-2012 Total
701	Superintendent	\$ 531,754	\$ 10,000	\$ 7,000	\$ 35,000	\$ -	\$ 583,754
702	Board of Trustees	\$ -	\$ 511,000	\$ 5,200	\$ 104,000	\$ -	\$ 620,200
703	Tax Office	\$ 144,369	\$ 1,009,302	\$ 20,001	\$ 7,400	\$ -	\$ 1,181,072
719	Asst Supt Studt, Family & Community	\$ 328,891	\$ 79,927	\$ 68,152	\$ 40,208	\$ -	\$ 517,178
726	Personnel	\$ 227,529	\$ -	\$ -	\$ -	\$ -	\$ 227,529
727	Dir of Public Information	\$ 388,009	\$ 232,025	\$ 22,058	\$ 10,475	\$ -	\$ 652,567
728	Assoc Supt Adm/Personnel	\$ 130,959	\$ -	\$ -	\$ -	\$ -	\$ 130,959
729	Business Office	\$ 1,723,243	\$ 291,070	\$ 57,711	\$ 270,626	\$ 1	\$ 2,342,651
731	Personnel-Professional	\$ 442,860	\$ 138,400	\$ 33,600	\$ 31,501	\$ -	\$ 646,361
732	Personnel-Support	\$ 194,060	\$ 51,500	\$ 7,850	\$ 5,150	\$ 10,116	\$ 268,676
734	Purchasing	\$ 301,560	\$ 51,060	\$ 14,975	\$ 6,195	\$ -	\$ 373,790
735	Textbook Coordinator	\$ 48,942	\$ 200	\$ 570	\$ -	\$ -	\$ 49,712
931	Maintenance	\$ 5,626,347	\$ 9,708,534	\$ 1,558,904	\$ 609,865	\$ 325,000	\$ 17,828,650
932	Distribution Ctr	\$ 519,124	\$ 18,500	\$ 29,750	\$ 1,500	\$ 75,000	\$ 643,874
933	Transportation	\$ -	\$ 3,525,000	\$ 5,000	\$ -	\$ -	\$ 3,530,000
951	Stadium	\$ 29,721	\$ 5,000	\$ 9,500	\$ -	\$ 1	\$ 44,222
954	Natorium	\$ 133,633	\$ 1	\$ 19,000	\$ -	\$ 1	\$ 152,635
960	Assoc Supt for Curriculum	\$ 2,483,240	\$ 260,883	\$ 483,568	\$ 143,669	\$ 50,000	\$ 3,421,360
963	Adult Education	\$ 87,841	\$ 17,504	\$ 3,300	\$ 3,341	\$ -	\$ 111,986
966	Dir of Special Programs	\$ 531,816	\$ 13,450	\$ 511,768	\$ 14,853	\$ -	\$ 1,071,887
968	Coordinator of Bilingual/ESL	\$ 391,073	\$ 3,001	\$ 45,132	\$ 29,385	\$ -	\$ 468,591
970	Dir of Learning Technology	\$ 1,481,147	\$ 1,377,779	\$ 503,760	\$ 52,248	\$ -	\$ 3,414,934
971	Dir of Instructional Technology	\$ 119,014	\$ -	\$ -	\$ -	\$ -	\$ 119,014
975	Coordinator of Admin Technology	\$ 1,455,497	\$ 1,228,100	\$ 380,450	\$ 21,500	\$ -	\$ 3,085,547
976	Coordinator of Learning Media	\$ 305,612	\$ 148,739	\$ 115,169	\$ 15,935	\$ -	\$ 585,455
977	Advanced Academic Services	\$ 706,142	\$ 67,302	\$ 45,178	\$ 59,850	\$ -	\$ 878,472
979	Intervention Specialist	\$ 141,468	\$ 2,701	\$ 9,500	\$ 5,300	\$ -	\$ 158,969
980	Director of Athletics	\$ 319,359	\$ 71,480	\$ 11,250	\$ 4,220	\$ -	\$ 406,309
981	Student Services	\$ 8,652	\$ 4,000	\$ 25,200	\$ 1,650	\$ -	\$ 39,502
982	Dir of Fine Arts	\$ 315,115	\$ 115,923	\$ 537,516	\$ 183,752	\$ -	\$ 1,152,306
983	Dir of Career & Technology	\$ 283,171	\$ 96,877	\$ 371,202	\$ 48,995	\$ -	\$ 800,245
984	Facilities Planning/Research	\$ 14,343	\$ 5,750	\$ 2,500	\$ 2,750	\$ -	\$ 25,343
985	Coordinator Research & Planning	\$ 56,361	\$ 27,750	\$ 355,800	\$ 6,200	\$ -	\$ 446,111
995	Dir of Special Education	\$ 2,615,100	\$ 248,050	\$ 104,300	\$ 26,500	\$ -	\$ 2,993,950
999	Undistributed Organization	\$ 10,697,727	\$ 1,390,378	\$ 644,559	\$ 14,450,928	\$ 1	\$ 27,183,593
	<b>Totals</b>	<b>\$165,809,141</b>	<b>\$21,693,645</b>	<b>\$8,696,163</b>	<b>\$17,122,548</b>	<b>\$463,124</b>	<b>\$213,784,621</b>
	<i>Percentage of Total</i>	<i>77.56%</i>	<i>10.15%</i>	<i>4.07%</i>	<i>8.01%</i>	<i>0.22%</i>	<i>100.00%</i>

# 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.

Bonded indebtedness of the District is recorded in the General Long-Term Debt Account Group, and current requirements for principal and interest expenditures are accounted for in the Debt Service Fund. Proceeds of long-term issues are reflected as "other resources" in the operating statement of the recipient 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 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. At August 31, 2011, the district did not have any defeased bonds outstanding.

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

A majority of funding is derived from a designated allocation of the property tax rate, 99.97% for 2011-12. The remainder of the Debt Service revenue is from interest income derived from temporary investments, 0.03% for 2011-12. 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.*

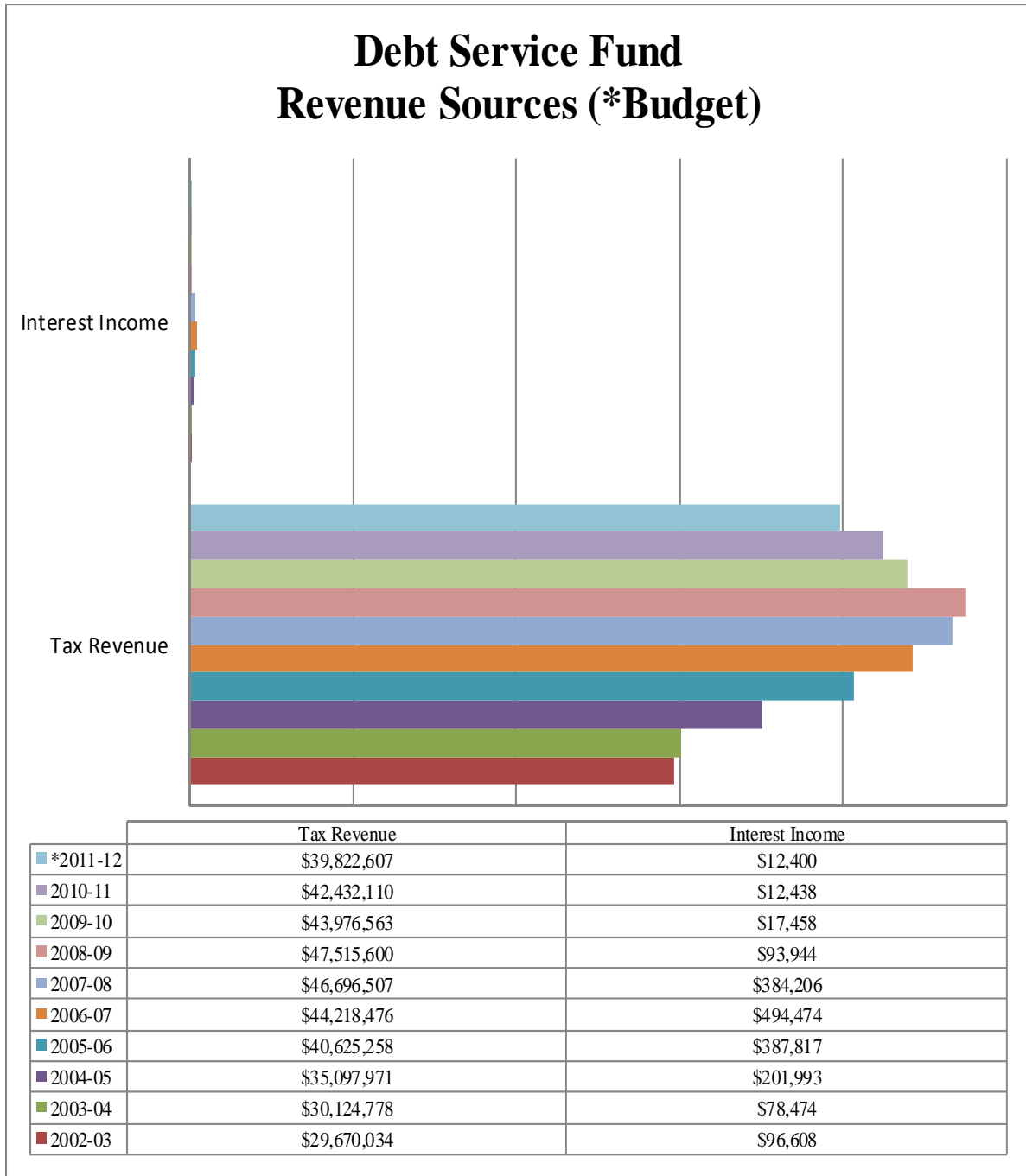
The applications are ranked based on relative property wealth and funds are awarded up to the dollar limit available.

### ***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: \$25,555,000 for bond principal payments, \$14,274,007 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 2013.

Historically, the District's administration and Board have followed the advice of our financial advisors (First Southwest Company) and structured debt with a principal retirement schedule that allows the District to continue to issue bonds without significantly increasing the Debt Service tax rate. Although the district intentionally did not sell bonds the last two fiscal years to lower the debt service tax rate, the tax rate for 2011-12 reflects an increase of \$0.0099. The tax rate increase was required due to a taxable value decrease of 1.72%.

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 2.12%. Education legislation has eliminated limits on outstanding debt. However, prior law limited debt to 10% of assessed value, and the District is well below that level. All principal and interest payments are due February 15<sup>th</sup> and August 15<sup>th</sup> of each year. On February 1<sup>st</sup> of each year, outstanding taxes become delinquent, which permits the collection of a large majority of taxes levied before the long-term debt payments are due. The General Obligation bond requirements to maturity equal \$395,946,216 .

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 2007-08	Audited 2008-09	Audited 2009-10	Beginning Budget 2010-11	Estimated Actual 2010-11	Beginning Budget 2011-12	Increase (Decrease)	% Change	% Of Total
<i>Revenues</i>									
<b>Local &amp; Intermediate</b>									
Tax Revenues	\$46,696,507	\$47,515,600	\$43,976,563	\$42,069,997	\$42,432,110	\$39,822,607	(\$2,247,390)	-5.34%	99.97%
Interest Income	\$384,206	\$93,944	\$17,458	\$30,150	\$12,438	12,400	(17,750)	-58.87%	0.03%
<b>Total Revenue</b>	<b>\$47,080,712</b>	<b>\$47,609,544</b>	<b>\$43,994,021</b>	<b>\$42,100,147</b>	<b>\$42,444,548</b>	<b>\$39,835,007</b>	<b>(\$2,265,140)</b>	<b>-5.38%</b>	<b>100.00%</b>
<i>Expenditures</i>									
<b>71 Debt Services</b>									
Principal	\$23,667,961	\$28,648,711	\$27,060,000	\$26,135,000	\$27,415,000	\$25,555,000	(\$580,000)	-2.22%	64.15%
Interest	\$23,177,464	\$19,586,494	\$17,265,964	\$15,959,147	\$14,543,756	\$14,274,007	(\$1,685,140)	-10.56%	35.83%
Issuance Costs & Fees	\$74,019	\$3,498	\$3,825	\$6,000	\$261,369	\$6,000	\$0	0.00%	0.02%
<b>Total Expenditures</b>	<b>\$46,919,444</b>	<b>\$48,238,703</b>	<b>\$44,329,789</b>	<b>\$42,100,147</b>	<b>\$42,220,125</b>	<b>\$39,835,007</b>	<b>(\$2,265,140)</b>	<b>-5.38%</b>	<b>100.00%</b>
<i>Other Sources &amp; Uses</i>									
Sale of Bonds	\$27,435,000	\$0	\$0	\$0	\$63,565,000	\$0	\$0	0.00%	0.00%
Operating Transfers In/Misc Non-Rev	\$100,560	\$0	\$220,837	\$0	\$377,814	\$0	\$0	0.00%	0.00%
Premium or Discount on Issuance of Bonds	\$1,097,708	\$0	\$0	\$0	\$6,914,124	\$0	\$0	0.00%	0.00%
Other (Uses)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%	0.00%
Payment to Bond Refunding Escrow Agent	(\$28,913,368)	\$0	\$0	\$0	(\$70,196,521)	\$0	\$0	0.00%	0.00%
<b>Net Other Sources &amp; Uses</b>	<b>(\$280,100)</b>	<b>\$0</b>	<b>\$220,837</b>	<b>\$0</b>	<b>\$660,417</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00%</b>	<b>0.00%</b>
<i>Estimated Change in Fund Balance</i>	<b>(\$118,832)</b>	<b>(\$629,159)</b>	<b>(\$114,931)</b>	<b>\$0</b>	<b>\$884,840</b>	<b>\$0</b>	<b>\$0</b>		
<i>Estimated Fund Balance 9/1</i>	<b>\$2,981,791</b>	<b>\$2,862,959</b>	<b>\$2,233,800</b>	<b>\$2,118,869</b>	<b>\$2,118,869</b>	<b>\$3,003,709</b>	<b>\$884,840</b>		
<i>Estimated Year End Adjustment</i>				<b>\$884,840</b>			<b>(\$884,840)</b>		
<b>Estimated Fund Balance 8/31</b>	<b>\$2,862,959</b>	<b>\$2,233,800</b>	<b>\$2,118,869</b>	<b>\$3,003,709</b>	<b>\$3,003,709</b>	<b>\$3,003,709</b>	<b>\$0</b>		

## Debt Service continued

### Carrollton-Farmers Branch ISD Debt Service Fund

#### Debt Retirement Summary

Fiscal Year Ended 8/31	Principal	Interest	Total	Percent Retired
2012	25,555,000	14,274,006	39,829,006	7.91%
2013	25,060,000	13,143,588	38,203,588	7.75%
2014	25,080,000	11,974,769	37,054,769	7.76%
2015	25,830,000	10,803,991	36,633,991	7.99%
2016	27,130,000	9,566,638	36,696,638	8.40%
2017	28,490,000	8,268,444	36,758,444	8.82%
2018	20,955,000	7,149,256	28,104,256	6.48%
2019	21,980,000	6,212,588	28,192,588	6.80%
2020	17,470,000	5,353,138	22,823,138	5.41%
2021	14,645,000	4,637,513	19,282,513	4.53%
2022	9,460,000	4,077,719	13,537,719	2.93%
2023	9,920,000	3,615,928	13,535,928	3.07%
2024	10,405,000	3,127,909	13,532,909	3.22%
2025	10,920,000	2,617,850	13,537,850	3.38%
2026	7,555,000	2,181,266	9,736,266	2.34%
2027	7,930,000	1,817,059	9,747,059	2.45%
2028	8,320,000	1,436,278	9,756,278	2.57%
2029	8,730,000	1,039,341	9,769,341	2.70%
2030	5,865,000	696,806	6,561,806	1.81%
2031	6,160,000	412,138	6,572,138	1.91%
2032	4,065,000	171,191	4,236,191	1.26%
2033	1,635,000	37,809	1,672,809	0.51%
<b>Totals</b>	<b>\$ 323,160,000</b>	<b>\$ 112,615,222</b>	<b>\$ 435,775,222</b>	<b>100.00%</b>



# Debt Service continued

CARROLLTON-FARMERS BRANCH INDEPENDENT SCHOOL DISTRICT  
 COMPUTATION OF DIRECT AND OVERLAPPING DEBT  
 AUGUST 31, 2011  
 (UNAUDITED)

Taxing Jurisdiction	2010-11 Taxable Assessed Value	2010-11 Tax Rate	Total Tax Supported Debt as of 08/31/11	Estimated % Applicable	District's Overlapping Tax Supported Debt as of 08/31/11
Carrollton-Farmers Branch ISD	\$13,031,604,540	\$1.35680	\$323,160,000	100.00%	\$323,160,000
Town of Addison	3,058,773,717	0.49600	66,470,000	3.74%	2,485,978
City of Carrollton	4,411,563,806	0.61788	172,530,000	55.64%	95,995,692
City of Coppell	4,696,385,025	0.64146	88,920,000	7.63%	6,784,596
City of Dallas	78,535,944,407	0.74790	1,798,332,086	1.01%	18,163,154
Dallas County	158,179,482,962	0.22810	143,932,642	6.45%	9,283,655
Dallas County Community College District	164,219,576,805	0.09490	396,140,000	6.45%	25,551,030
Dallas County Hospital District	158,295,231,580	0.27400	705,000,000	6.45%	45,472,500
Dallas Co. Utility and Reclamation District	2,109,738,908	1.76300	267,792,655	51.86%	138,877,271
Denton County	52,046,669,565	0.27390	477,705,000	4.99%	23,837,480
City of Farmers Branch	3,769,497,341	0.51950	24,330,000	59.30%	14,427,690
City of Irving	16,778,440,618	0.54060	343,280,000	26.10%	89,596,080
Irving Flood Control District III	1,373,081,919	0.27400	2,397,071	66.03%	1,582,786
NW Dallas County Flood Control District	390,694,098	0.30000	8,424,000	64.81%	5,459,594
Valwood Improvement Authority	1,511,812,468	0.30750	6,874,888	92.45%	<u>6,355,834</u>
<b>Total Direct and Overlapping Tax Supported Debt</b>					<b><u>\$807,003,340</u></b>
Ratio of Direct and Overlapping Tax Supported Debt to Taxable Assessed Valuation					6.19%
Per Capita Overlapping Total Tax Supported Debt					\$4,568.21

Source: Municipal Advisory Council of Texas

# Debt Service continued

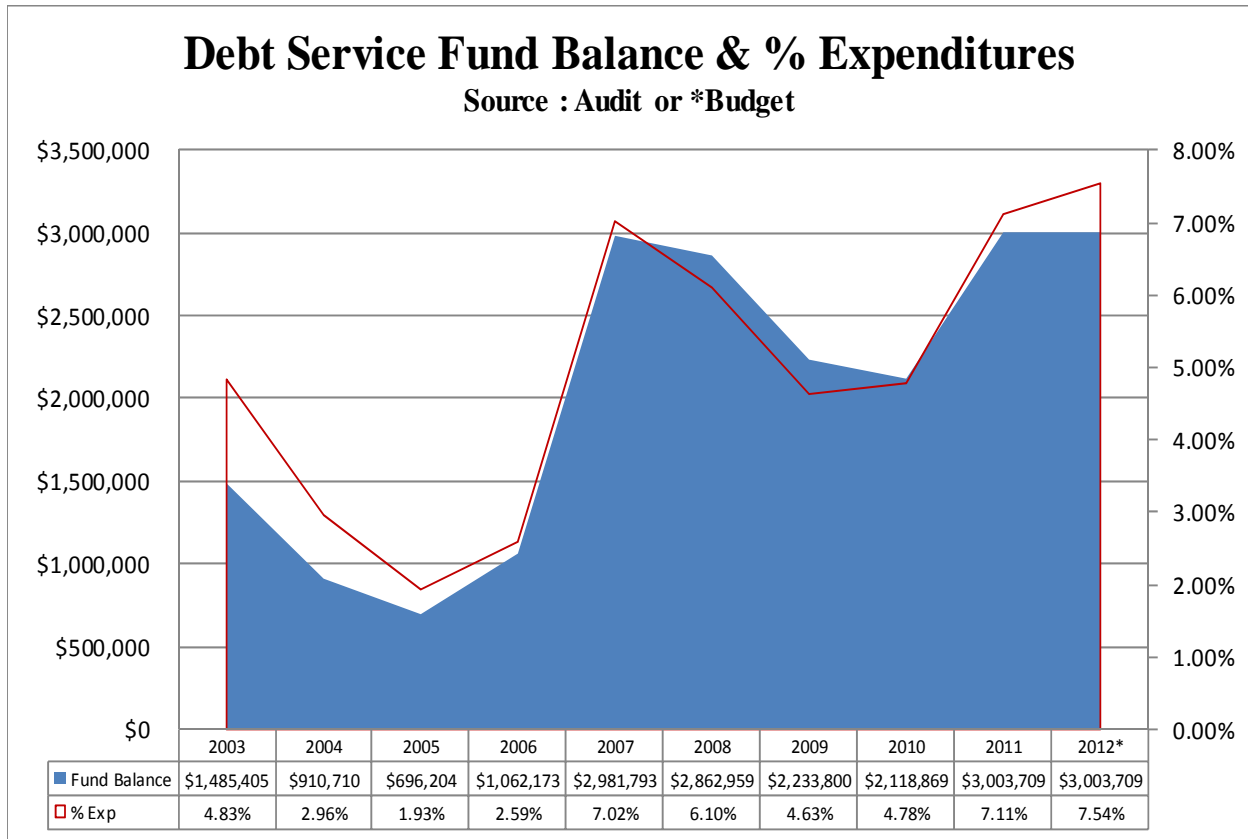
CARROLLTON-FARMERS BRANCH INDEPENDENT SCHOOL DISTRICT  
COMPUTATION OF LEGAL DEBT MARGIN  
AUGUST 31, 2011  
(UNAUDITED)

Assessed value		\$ <u>13,889,472,257</u>
Debt limit ten percent of assessed value*		\$ 1,388,947,226
Amount of debt applicable to debt limit:		
Total bonded debt	\$ 297,605,000	
Less:		
Net assets in debt service funds	<u>3,003,709</u>	
Total amount of debt applicable to debt limit		<u>294,601,291</u>
Legal debt margin		\$ <u>1,094,345,935</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.

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. The district will monitor the balance for the future and consider placing additional residual construction funds into the Debt Service Fund as projects are completed to further increase the fund balance.

# FOOD SERVICE FUND

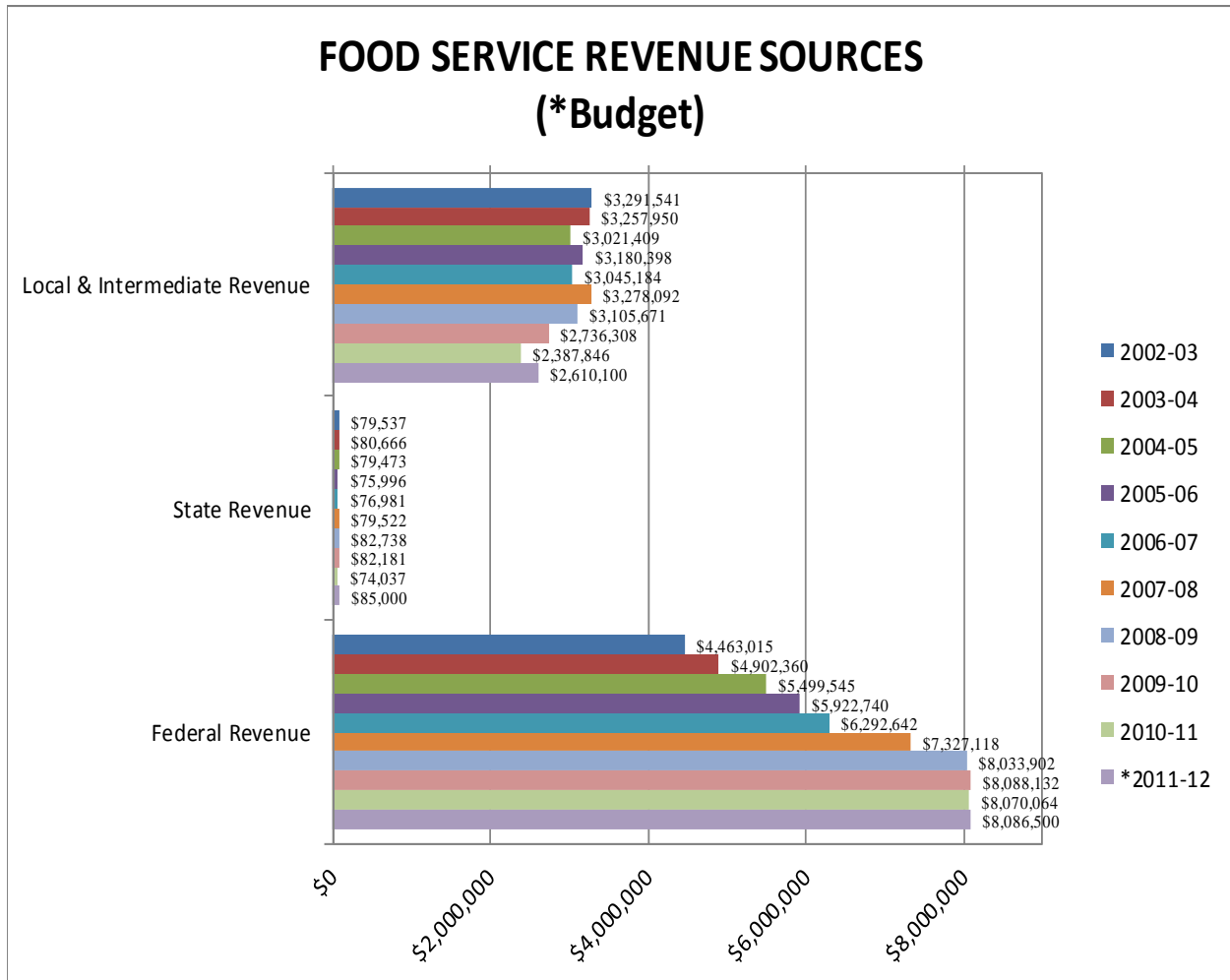
# Food Service Fund Overview

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 75.00% of the revenue in this fund is received from the United States Department of Agriculture (USDA) under the National School Lunch Program, the School Breakfast Program, and the Food Distribution Program. The remaining revenue is primarily generated from user fees - i.e. student payments for meals, 25.00% for 2011-12.

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



# Food Service Fund continued

## Expenditure Sources

Food Service expenditures primarily consist of Payroll, 44.98%, and Supplies and Materials, 41.90%. 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	Beginning Budget 2010-11	Estimated Actual 2010-11	Beginning Budget 2011-12	Increase (Decrease)	% Change	% Of Total
<i>Revenues</i>									
Local & Intermediate Revenue	\$3,278,092	\$3,105,671	\$2,736,308	\$2,469,840	\$2,387,846	\$2,610,100	\$140,260	5.68%	24.21%
State Revenue	\$79,522	\$82,738	\$82,181	\$85,000	\$74,037	\$85,000	\$0	0.00%	0.79%
Federal Revenue	\$7,327,118	\$8,033,902	\$8,088,131	\$8,343,594	\$8,070,064	\$8,086,500	(\$257,094)	-3.08%	75.00%
<b>Total Revenue</b>	<b>\$10,684,732</b>	<b>\$11,222,311</b>	<b>\$10,906,620</b>	<b>\$10,898,434</b>	<b>\$10,531,947</b>	<b>\$10,781,600</b>	<b>(\$116,834)</b>	<b>-1.07%</b>	<b>100.00%</b>
<i>Expenditures</i>									
35 Food Service	\$11,067,175	\$11,116,448	\$11,058,241	\$10,898,434	\$11,130,552	\$10,781,600	(\$116,834)	-1.07%	100.00%
<b>Total Expenditures</b>	<b>\$11,067,175</b>	<b>\$11,116,448</b>	<b>\$11,058,241</b>	<b>\$10,898,434</b>	<b>\$11,130,552</b>	<b>\$10,781,600</b>	<b>(\$116,834)</b>	<b>-1.07%</b>	<b>100.00%</b>
<i>Other Sources &amp; Uses</i>									
Operating Transfers In/Misc Non-Rev	\$6,716	\$0	\$0	\$0	\$0	\$0	\$0		
<b>Net Other Sources &amp; Uses</b>	<b>\$6,716</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>		
									\$0
<i>Estimated Change in Fund Balance</i>	(\$375,727)	\$105,863	(\$151,621)	\$0	(\$598,605)	\$0	\$0		\$0
<i>Estimated Fund Balance 9/1</i>	\$1,836,947	\$1,461,219	\$1,567,082	\$1,415,461	\$1,415,461	\$816,856	(\$598,605)		
<i>Estimated Year End Adjustment</i>				(\$598,605)			\$598,605		
<b>Estimated Fund Balance 8/31</b>	<b>\$1,461,219</b>	<b>\$1,567,082</b>	<b>\$1,415,461</b>	<b>\$816,856</b>	<b>\$816,856</b>	<b>\$816,856</b>	<b>\$0</b>		

## Food Service Fund continued

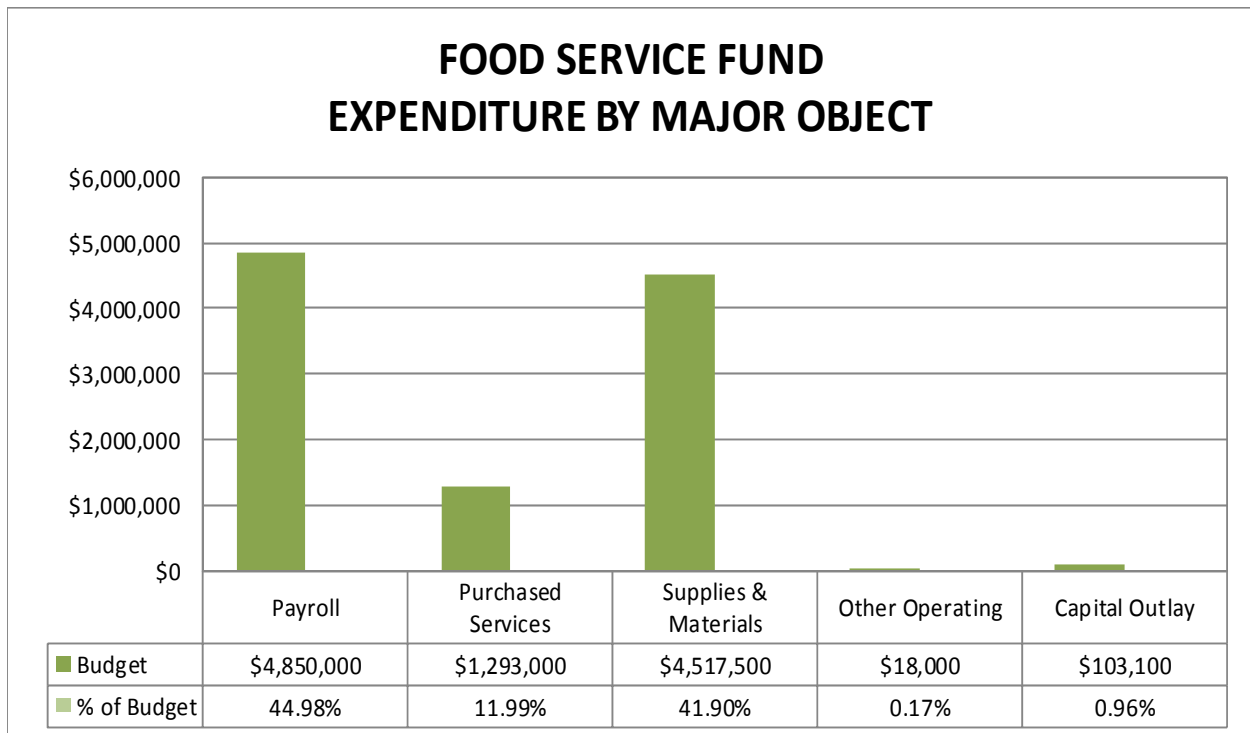
### Food Service Fund Expenditures by Object Comparison to Prior Year

	Beginning Budget 2010-11	Beginning Budget 2011-12	Percentage Increase (Decrease)	Percentage of Total
Payroll	\$4,906,000	\$4,850,000	-1.14%	44.98%
Purchased Services	\$1,014,500	\$1,293,000	27.45%	11.99%
Supplies & Materials	\$4,918,934	\$4,517,500	-8.16%	41.90%
Other Operating	\$24,000	\$18,000	-25.00%	0.17%
Capital Outlay	\$35,000	\$103,100	194.57%	0.96%
<b>Total</b>	<b>\$10,898,434</b>	<b>\$10,781,600</b>	<b>-1.07%</b>	<b>100.00%</b>

### *Fund Balance*

The fund balance for Food Service should not exceed three months of average food service operations expenditures. Currently, the fund balance is projected to be \$816,856 at August 31, 2012. This represents approximately 0.76 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 2010-11 fiscal year, the Food Service Department employed approximately 229 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 (\$.28 cents).
- Over 725,000 breakfasts were served last year to C-FB ISD students.
- 37 C-FB ISD schools qualify for severe need reimbursements.

### **Breakfast Revenues**

	Free	Reduced	Paid
Federal Funds	\$1.48	\$1.18	\$0.26
Price Charged	\$0.00	\$0.30	\$1.25
Severe Need	\$0.28	\$0.28	\$0.00
<b>Total Revenue</b>	<b>\$1.48 to \$1.76</b>	<b>\$1.48 to \$1.76</b>	<b>\$1.51</b>

### **Lunch Program:**

- Over 2.8 million lunches were served last year to C-FB ISD students.
- 

### **Lunch Revenues**

	Free	Reduced	Paid
Federal Funds	\$2.74	\$2.34	\$0.28
Price Charged	\$0.00	\$0.40	\$2.25 to \$2.50
Commodity Value	\$0.21	\$0.21	\$0.21
<b>Total Revenue</b>	<b>\$2.95</b>	<b>\$2.95</b>	<b>\$2.74 to \$2.99</b>



# Food Service Fund continued

## Nutritional Requirements for Lunch

1/3 of the RDA (Recommended Dietary Allowances) for:  
 Protein  
 Vitamin A  
 Vitamin C  
 Iron  
 Calcium  
 Calories  
 30% calories from fat and 10% from Saturated Fat.

### 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 23 of the C-FB ISD schools.

## After School Revenues

	Free	Reduced	Paid
Federal Funds	\$0.74	\$0.37	\$0.06
Price Charged	\$0.00	\$0.15	\$0.50
<b>Total Revenue</b>	<b>\$0.74</b>	<b>\$0.52</b>	<b>\$0.56</b>
<b>Area Eligible</b>	<b>\$0.74</b>	<b>N/A</b>	<b>N/A</b>

### 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 2011 provided over 21,000 breakfasts and 22,800 lunches for a total revenue of approximately \$99,000.
- Follows the same requirements and has the same reimbursement as the National School Lunch Program.

### New Initiatives:

To further improve our efficiency and manage our food inventory, the department is in the process of implementing ordering and inventory software. This software will eliminate much of the data entry. In addition to posting deliveries to each school's perpetual inventory and depleting usage according to the automated production records maintained by the cafeteria managers.

This requirement for Production Specialists will increase the food safety knowledge and safe food handling practices at each school's cafeteria to better serve our students. In addition, this will encourage staff to obtain the necessary knowledge and skills for advancement to a cafeteria manager position.

# CAPITAL BUDGET

## Capital Improvements Plan continued

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 2011-12 budget, plus a brief narrative will be provided for each project. Finally, capital improvements projected for future budget years will be summarized.

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 project budgets are established on a project basis.

### **History**

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

# Capital Improvements Plan continued

The status of the 2003 bond referendum is as follows:

<b>Bond Proceeds</b>	
<b><u>Disposition of Authorized Bonds</u></b>	
<b><u>Bonds Sold:</u></b>	
March 15, 2004	\$56,400,000
March 1, 2005	\$56,600,000
April 15, 2006	\$41,300,000
February 22, 2007	\$45,000,000
May 8, 2008	\$30,000,000
Authorized but Unissued	<u>\$70,865,000</u>
Total	<u><u>\$300,165,000</u></u>

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 2013.

# Capital Improvements Plan continued

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

Organization	School Name	FY 2004 Actual	FY 2005 Actual	FY 2006 Actual	FY 2007 Actual	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	All Years Total
<b>High Schools:</b>										
001	R. L. Turner	\$49,996	\$1,007,151	\$7,510,282	\$17,437,391	\$1,011,202	\$196,043	\$81,217	\$276,022	\$27,569,304
002	Newman Smith	\$22,062	\$9,927,123	\$13,280,312	\$820,556	\$363,814	\$39,672	\$0	\$189,126	\$24,642,665
003	Mary Grimes	\$0	\$33,141	\$31,813	\$88,625	\$193,674	\$11,775	\$31,080	\$0	\$390,108
005	Bea Salazar	\$3,501	\$113,982	\$14,136	\$32,923	\$62,273	\$1,999	\$0	\$0	\$228,814
006	Creekview	\$20,889	\$500,971	\$582,007	\$1,769,086	\$9,030,602	\$569,363	\$19,387	\$205,212	\$12,697,517
007	Ranchview	\$68,756	\$315,581	\$20,986	\$634,061	\$241,493	\$11,359	\$21,000	\$314,447	\$1,627,683
010	Early College HS	\$0	\$0	\$81,019	\$29,092	\$4,316	\$0	\$76,637	\$1,749	\$192,813
Sub-Total		\$165,204	\$11,897,949	\$21,520,555	\$20,811,734	\$10,907,374	\$830,211	\$229,321	\$986,556	\$67,348,904
<b>Middle Schools:</b>										
041	Vivian Field	\$73,951	\$257,814	\$48,212	\$330,933	\$202,176	\$204,519	\$4,474,703	\$547,793	\$6,140,101
042	DeWitt Perry	\$72,888	\$178,340	\$571,802	\$346,161	\$357,494	\$4,070,807	\$1,709,863	\$42,800	\$7,350,155
044	Dan Long	\$76,373	\$221,090	\$149,923	\$318,905	\$227,111	\$54,505	\$0	\$370,215	\$1,418,122
045	Charles Blalack	\$74,041	\$241,331	\$88,790	\$306,585	\$6,263,373	\$5,981,008	\$32,367	\$319	\$12,987,814
046	Ted Polk	\$57,879	\$284,578	\$68,212	\$209,117	\$188,158	\$2,896	\$0	\$0	\$810,840
047	Barbara Bush	\$56,084	\$121,680	\$55,301	\$277,317	\$236,951	\$11,240	\$0	\$1,205	\$759,778
Sub-Total		\$411,216	\$1,304,833	\$982,240	\$1,789,018	\$7,475,262	\$10,324,975	\$6,216,933	\$962,332	\$29,466,809
<b>Elementary Schools:</b>										
102	Carrollton	\$10,684	\$146,839	\$34,412	\$113,011	\$247,452	\$38,386	\$0	\$0	\$590,784
103	Central	\$13,424	\$154,352	\$43,734	\$90,559	\$247,631	\$31,880	\$0	\$739	\$582,319
105	R. E. Good	\$10,684	\$124,499	\$31,190	\$69,802	\$207,219	\$32,621	\$274,520	\$2,644,225	\$3,394,760
106	Janie Stark	\$81,489	\$3,097,690	\$7,588,275	\$850,994	\$90,347	\$34,020	\$799	\$0	\$11,743,614
107	Montgomery	\$31,558	\$90,569	\$28,160	\$125,234	\$83,579	\$29,882	\$0	\$0	\$388,982
108	McLaughlin	\$12,404	\$121,198	\$119,150	\$104,132	\$933,842	\$80,343	\$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	\$4,977,601
110	L. F. Blanton	\$17,276	\$259,145	\$1,036,945	\$10,267,658	\$564,809	\$30,454	\$970	\$0	\$12,177,257
111	Thompson	\$108,990	\$1,413,109	\$7,145,431	\$1,558,069	\$88,093	\$51,606	\$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	\$9,753,335
113	Dale B. Davis	\$35,088	\$81,754	\$18,456	\$83,145	\$194,568	\$31,778	\$0	\$10,781	\$455,570
114	McCoy	\$12,404	\$96,350	\$35,380	\$62,635	\$319,242	\$3,193,307	\$360,548	\$0	\$4,079,866
116	Furneaux	\$12,843	\$105,201	\$57,856	\$1,465,096	\$1,930,678	\$123,105	\$0	\$0	\$3,694,779
117	Marie Huie Sp Ed	\$0	\$0	\$72,827	\$15,237	\$71,812	\$1,067	\$0	\$0	\$160,943
118	Rosemeade	\$10,684	\$83,992	\$73,614	\$46,195	\$170,330	\$268,364	\$4,506,689	\$229,897	\$5,389,765
119	Sheffield Primary	\$10,429	\$105,866	\$31,179	\$1,623,910	\$1,693,276	\$29,355	\$0	\$0	\$3,494,015
120	Las Colinas	\$10,684	\$110,064	\$23,417	\$55,249	\$219,369	\$32,947	\$0	\$0	\$451,730
121	Tom Landry	\$11,069	\$89,058	\$26,151	\$60,494	\$184,938	\$38,989	\$0	\$0	\$410,699
122	E. L. Kent	\$10,684	\$103,178	\$39,368	\$52,169	\$229,985	\$29,882	\$746,627	\$0	\$1,211,893
123	Riverchase	\$19,271	\$111,508	\$47,710	\$43,577	\$224,081	\$36,869	\$0	\$0	\$483,016
124	McKamy	\$33,917	\$90,387	\$55,763	\$62,822	\$306,533	\$150,921	\$13,325	\$0	\$713,668
125	Sheffield Interm.	\$10,940	\$97,818	\$27,842	\$30,223	\$212,357	\$36,869	\$0	\$0	\$416,049
126	Rainwater	\$11,343	\$108,147	\$25,050	\$50,207	\$203,170	\$30,889	\$0	\$0	\$428,806
128	Freeman	\$0	\$36,770	\$27,612	\$12,500	\$45,316	\$41,957	\$0	\$79,287	\$243,442
129	McWhorter	\$10,684	\$138,025	\$207,973	\$1,285,535	\$576,145	\$49,967	\$191	\$0	\$2,268,520
131	Blair Intermed.	\$32,252	\$56,520	\$95,130	\$129,333	\$369,526	\$96,502	\$3,366,565	\$342,290	\$4,488,118
132	LaVillita	\$0	\$0	\$0	\$0	\$11,300	\$10,069	\$0	\$0	\$21,369
133	Pre-K Center II	\$0	\$780	\$11,464	\$135	\$1,485	\$0	\$0	\$0	\$13,864
134	Kelly Center	\$0	\$160,022	\$4,431,122	\$2,641,422	\$36,700	\$0	\$0	\$0	\$7,269,266
135	Strickland Interm.	\$0	\$0	\$0	\$2,361,988	\$10,570,076	\$466,137	\$1,598	\$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	\$104,440,196
<b>Administration/Support</b>		\$387,925	\$8,726,695	\$3,369,373	\$2,009,080	\$2,312,828	\$3,039,293	\$863,782	\$419,802	\$21,128,778
<b>TOTALS</b>		<b>\$1,532,673</b>	<b>\$29,093,095</b>	<b>\$47,287,539</b>	<b>\$48,199,531</b>	<b>\$45,289,984</b>	<b>\$27,774,406</b>	<b>\$17,530,493</b>	<b>\$5,676,966</b>	<b>\$222,384,687</b>

# Capital Improvements Plan continued

## Work in Progress:

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

### **PROJECT: District Technology Initiative**

#### **Description:**

This is a comprehensive technology project designed to significantly enhance desktop computer performance for both office and student use. This plan includes upgrades in classroom presentation equipment and District telephone systems.

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

Typically, this type of project would add to district's cost to maintain basic (technology) infrastructure and instructional technology support. In this case, net annual costs should decrease due to the following:

1. Instructional Technology Specialists have been re-purposed to provide rollout and training for technology initiatives. Centralized help-desk tools are implemented to decrease technician response time and associated costs (mileage, time-to-fix, etc.).
2. The total net number of computers will decrease, yet access will increase due to the wireless infrastructure.
3. Telecommunications costs will decrease due to implementation of fiber modems to route voice traffic over (existing) Private Fiber Network and cutting monthly, ongoing costs associated with individual telephone lines.

Overall estimated annual savings due to the use of private fiber modems \$328,000.

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

These costs will ultimately be distributed among all the District facilities and total \$38.955 million. Total cost of the first five phases is \$33 million.

# Capital Improvements Plan continued

## **PROJECT: Good Elementary School Replacement**

### **Description:**

This is a complete demolition and reconstruction of Good Elementary School. This 70,000 plus square foot building was originally built in 1957. Although it has had several renovations, the District believes a complete replacement is the best solution.

### **Operating Budget Impact:**

The new Good Elementary School will be a state-of-the art facility of over 70,000 square feet housing K-5 students. With new, more efficient equipment we expect small cost savings with this building. No additional staff will be required. The District plans on expending approximately \$11.2 million on this project in the 2011-12 fiscal year.

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

The total project costs are estimated to be \$14.0 million. Construction began in the summer of 2011. Final completion is expected in July, 2012.

### **Building Rendering**



# Capital Improvements Plan continued

## Carrollton-Farmers Branch Independent School District

Miscellaneous Statistical Data

August 31, 2011 (unaudited)

Geographic Area:

53.41 Square Miles

Student Enrollment:

26,159

<b>Instructional Sites:</b>	<b>Originally Opened/ Replaced</b>	<b>Capacity/ Square Feet</b>	<b>Acreage</b>
<b>Senior High Schools:</b>			
Creekview	1998	368,182	70
Grimes Learning Ctr	1989	32,700	5
Smith	1973	496,782	29
Turner	1960	564,006	54.8
Ranchview	2002	250,000	54
<b>Middle Schools:</b>			
Blalack	1986	171,150	21
Bush	1998	142,000	23
Field	1959	182,525	16
Long	1981	164,500	21
Perry	1936	195,067	21
Polk	1997	140,000	32
<b>Alternative Campuses:</b>			
Huie Ctr	1982	29,750	5
Salazar - Academic Character Training	1993	32,400	5
<b>Elementary Schools:</b>			
Blair Intermediate	2002	97,228	5
Blanton	2007	75,160	10
Carrollton	1951	83,180	9
Central	1965	93,690	19
Country Place	1982	64,801	8
Davis	1975	76,485	8
Farmers Branch	1968	72,005	10
Freeman	2004	75,160	11.6
Furneaux	1982	59,406	9
Good	1957	66,944	11
Kelly Pre-K Ctr	2007	47,513	9.5
Kent	1989	89,742	17
La Villita	2008	87,787	10
Landry	1996	73,500	10
Las Colinas	1986	75,099	10
McCoy	1979	65,849	10
McKamy	1992	79,577	15
McLaughlin	1960	73,300	10
McWhorter	2001	88,418	13.5
Rainwater	1994	80,000	12
Riverchase	2000	75,160	10
Rosemeade	1984	61,396	11
Sheffield Intermediate	1989	66,767	11.5
Sheffield Primary	1985	59,406	8
Stark	2006	83,400	11
Strickland	2008	77,631	7
Thompson	2006	75,160	15
<b>Totals</b>		<b>4,792,826</b>	<b>647.9</b>





# Carrollton · Farmers Branch

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Independent School District

••• An Innovative Leader in Learning •••

# **Informational Section**

# **Student Data**

# Student Data

TAKS Results by Subject and Grade							
Subject Area	Group	2005		2006		2007	
		Met Expectation	Commended	Met Expectation	Commended	Met Expectation	Commended
Reading/ELA	All Students	86%	30%	89%	30%	91%	36%
Math	All Students	79%	27%	80%	29%	82%	31%
Writing	All Students	92%	34%	93%	33%	94%	33%
Science	All Students	74%	18%	78%	21%	76%	26%
Social Studies	All Students	92%	37%	92%	39%	92%	45%
Reading/ELA	African Am.	83%	21%	88%	21%	90%	28%
Math	African Am.	68%	13%	70%	16%	74%	17%
Writing	African Am.	93%	29%	93%	26%	92%	30%
Science	African Am.	62%	9%	67%	12%	65%	13%
Social Studies	African Am.	91%	23%	91%	31%	90%	33%
Reading/ELA	Hispanics	79%	21%	83%	19%	86%	25%
Math	Hispanics	69%	17%	72%	19%	75%	21%
Writing	Hispanics	88%	22%	90%	21%	91%	24%
Science	Hispanics	58%	9%	66%	12%	64%	15%
Social Studies	Hispanics	84%	19%	85%	22%	85%	30%
Reading/ELA	White	94%	44%	96%	44%	97%	54%
Math	White	90%	37%	91%	41%	91%	43%
Writing	White	96%	49%	96%	45%	97%	47%
Science	White	89%	27%	91%	33%	90%	40%
Social Studies	White	97%	53%	98%	56%	97%	62%
Reading/ELA	Econ.Disadv.	79%	18%	83%	19%	86%	25%
Math	Econ.Disadv.	69%	17%	72%	20%	75%	22%
Writing	Econ.Disadv.	88%	20%	90%	22%	91%	24%
Science	Econ.Disadv.	59%	10%	67%	14%	65%	15%
Social Studies	Econ.Disadv.	85%	21%	86%	25%	87%	31%

The Results are Summed Across all Grades

## Student Data continued

TAKS Results by Subject and Grade							
		2008		2009		2010	
Subject Area	Group	Met		Met		Met	
		Expectation	Commended	Expectation	Commended	Expectation	Commended
Reading/ELA	All Students	92%	36%	89%	34%	91%	33%
Math	All Students	84%	32%	83%	33%	86%	30%
Writing	All Students	94%	37%	94%	37%	95%	34%
Science	All Students	79%	28%	83%	32%	87%	32%
Social Studies	All Students	94%	45%	96%	54%	96%	53%
Reading/ELA	African Am.	91%	31%	87%	28%	90%	28%
Math	African Am.	77%	19%	74%	21%	79%	17%
Writing	African Am.	94%	33%	95%	31%	93%	29%
Science	African Am.	71%	18%	76%	20%	82%	20%
Social Studies	African Am.	91%	33%	95%	44%	95%	43%
Reading/ELA	Hispanics	88%	25%	85%	25%	89%	24%
Math	Hispanics	79%	23%	79%	25%	83%	23%
Writing	Hispanics	92%	27%	92%	30%	94%	25%
Science	Hispanics	71%	18%	77%	22%	82%	24%
Social Studies	Hispanics	90%	33%	94%	41%	95%	42%
Reading/ELA	White	97%	53%	96%	50%	97%	49%
Math	White	92%	46%	92%	46%	93%	43%
Writing	White	97%	52%	96%	49%	97%	52%
Science	White	93%	44%	94%	50%	96%	48%
Social Studies	White	98%	64%	99%	74%	99%	72%
Reading/ELA	Econ.Disadv.	88%	25%	85%	25%	89%	25%
Math	Econ.Disadv.	79%	23%	78%	26%	83%	23%
Writing	Econ.Disadv.	92%	28%	92%	29%	94%	26%
Science	Econ.Disadv.	71%	18%	77%	23%	82%	24%
Social Studies	Econ.Disadv.	90%	33%	94%	42%	95%	41%

The Results are Summed Across all Grades

## Student Data continued

### High School Advanced Placement - 2009-2010

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

### High School Advanced Placement - 2008-2009

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

### High School Advanced Placement - 2007-2008

	Turner	Smith	Creekview	Ranchview	C-FB
<b>Total Campus Enrollment</b>	<b>1886</b>	<b>1975</b>	<b>2075</b>	<b>773</b>	<b>6711</b>
<b>AP Class Enrollment</b>	<b>676</b>	<b>806</b>	<b>759</b>	<b>229</b>	<b>2470</b>
<b>% Campus AP Enrollment</b>	<b>36%</b>	<b>41%</b>	<b>37%</b>	<b>30%</b>	<b>37%</b>

# Student Data continued

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

## Students by Category

(Source: PEIMS Edits + Student Data Review Report)

	<u>2001-02</u>	<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>
<b>All Students</b>	25,060	25,520	25,638	25,860	26,231	26,252	26,397	26,257	25,920	26,159
<b>Title I</b>	8,366	10,554	11,637	15,124	16,884	17,606	17,598	18,088	19,604	20,320
<b>Special Ed</b>	2,406	2,438	2,536	2,635	2,700	2,770	2,742	2,470	2,506	2,555
<b>Gifted &amp; Talented</b>	2,393	2,427	2,278	2,226	2,332	2,467	2,502	2,494	2,419	2,387
<b>Career &amp; Tech</b>	4,486	4,698	5,870	4,403	4,568	4,298	4,712	4,690	4,872	4,913
<b>LEP</b>	5,507	5,581	5,854	6,116	6,234	6,685	6,262	6,293	5,985	5,995
<b>Bilingual</b>	1,895	2,269	2,348	2,479	2,761	2,980	2,901	2,922	2,912	2,967
<b>ESL</b>	3,188	3,175	3,368	3,527	3,397	3,653	3,345	3,409	3,127	3,110
<b>Migrant</b>	36	35	34	2	0	2	8	5	3	3
<b>Eco Disadv</b>	9,447	10,278	11,633	12,228	13,379	13,418	14,302	15,002	15,393	15,376
<b>At Risk</b>	10,304	10,482	10,997	11,789	13,025	12,828	12,494	12,908	12,528	12,031
<b>Immigrant</b>	1,439	1,201	937	872	782	1,180	1,043	1,167	219	851
<b>Transfer Students</b>	38	91	108	133	136	149	180	188	169	188



# Student Data continued

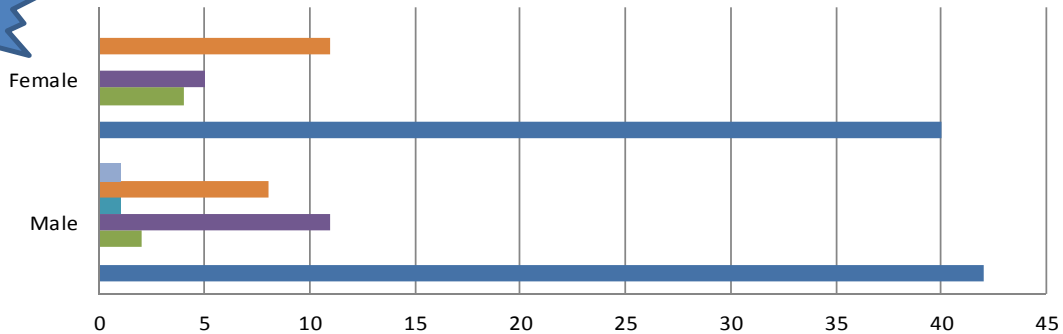
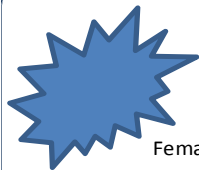
## Student Dropout Information

\*Note: State Criteria changed in 2006-07

(Source: PEIMS Edit + Dropout Student Report)

	2001-02	2002-03	2003-04	2004-05	2005-06	*2006-07	*2007-08	*2008-09	*2009-10	*2010-11
Grade 7	0	0	0	0	0	2	Not reported	2	29	1
Grade 8	1	8	1	3	2	8	10	1	13	3
Grade 9	4	29	12	12	8	50	46	32	30	29
Grade 10	11	20	12	10	11	43	39	37	21	19
Grade 11	8	18	10	16	11	44	48	26	16	32
Grade 12	11	23	21	10	7	34	90	51	32	41
Totals	35	98	56	54	39	181	233	149	141	125

### Dropout by Ethnicity & Gender 2010-2011

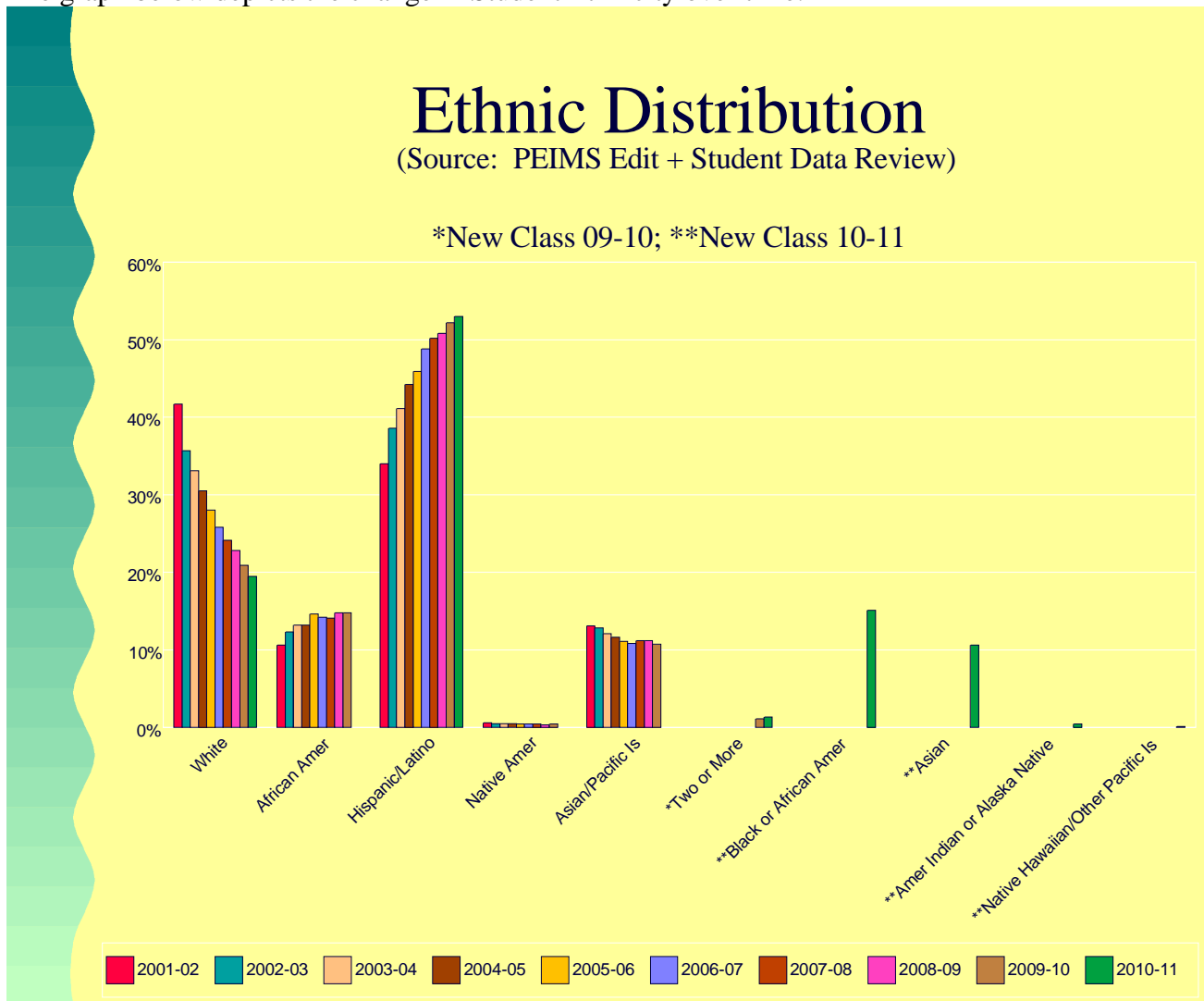


	Male	Female
Two or More Races	1	0
White	8	11
Pacific Islander	1	0
African American	11	5
Asian	2	4
American Indian	0	0
Hispanic	42	40



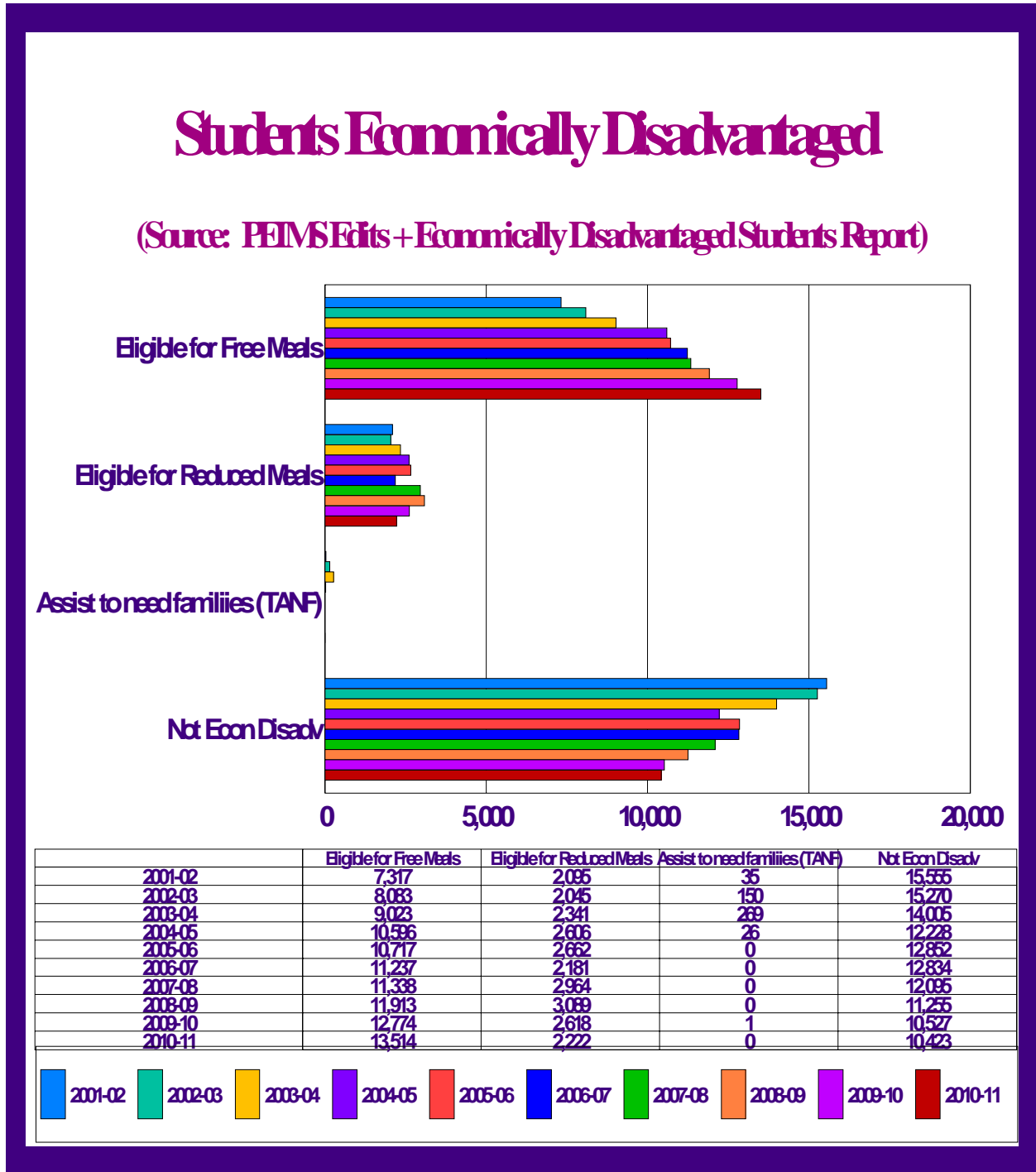
# Student Data continued

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



# Student Data continued

The graph below depicts the Students Economically Disadvantaged by Count



# Student Data continued

## C-FB ISD CAMPUS ENROLLMENT

#	Name	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Estimated 2011-12
001	Turner High	2,014	2,013	1,956	2,011	1,975	2,019	2,019
002	Smith High	2,142	2,086	2,069	2,080	1,991	2,030	2,030
003	Grimes Learning Ctr	183	227	240	214	263	251	251
005	Alternative Ed Prgm	170	144	138	145	103	94	94
006	Creekview High	2,172	2,161	2,150	2,037	2,056	2,082	2,082
007	Ranchview High	756	756	773	761	833	807	807
009	Dallas/Denton County JJAEP	15	13	30	24	15	15	15
010	Early College High School	0	79	161	211	213	252	252
041	Field Middle	1,102	1,087	1,014	999	963	930	930
042	Perry Middle	980	982	1,010	971	999	933	933
044	Long Middle	905	861	806	850	784	796	796
045	Blalack Middle	1,134	1,152	1,141	1,120	1,064	972	972
046	Polk Middle	938	970	1,056	1,026	1,057	1,042	1,042
047	Bush Middle	648	616	622	654	703	767	767
102	Carrollton Elementary	611	679	719	684	640	650	650
103	Central Elementary	680	654	625	645	600	726	726
105	Good Elementary	538	517	527	496	498	503	503
106	Stark Elementary	725	613	471	388	417	533	533
107	Montgomery Elementary	456	560	549	463	414	0	0
108	McLaughlin Elementary	863	856	636	389	393	396	396
109	Farmers Branch Elementary	524	508	516	493	493	506	506
110	Blanton Elementary	416	444	459	539	563	555	555
111	Thompson Elementary	479	501	504	490	479	515	515
112	Country Place Elementary	354	361	363	363	374	362	362
113	Davis Elementary	657	591	566	575	552	535	535
114	McCoy Elementary	431	434	442	425	452	411	411
116	Furneaux Elementary	459	442	437	407	395	365	365
117	Huie Sp Ed Campus	46	33	1	2	3	4	4
118	Rosemeade Elementary	335	342	349	365	336	338	338
119	Sheffield Primary	477	414	455	419	446	498	498
120	Las Colinas Elementary	443	455	490	493	503	505	505
121	Landry Elementary	509	487	459	472	462	462	462
122	Kent Elementary	569	566	546	513	446	472	472
123	Riverchase Elementary	394	398	405	388	369	362	362
124	McKamy Elementary	535	537	469	478	450	575	575
125	Sheffield Intermediate	449	399	387	383	354	339	339
126	Rainwater Elementary	342	364	418	457	469	451	451
128	Freeman Elementary	528	550	668	503	510	560	560
129	McWhorter Elementary	539	533	645	673	697	626	626
131	Blair Intermediate	404	521	522	419	405	776	776
132	LaVillita Elementary	0	0	0	296	326	459	459
133	Pre-Kindergarten Center	439	346	222	204	192	0	0
134	Kelly Pre-Kindergarten Center	0	0	381	366	295	313	313
135	Strickland Intermediate	0	0	0	368	368	372	372
<b>Totals</b>		<b>26,361</b>	<b>26,252</b>	<b>26,397</b>	<b>26,259</b>	<b>25,920</b>	<b>26,159</b>	<b>26,159</b>
	<b>Percentage Change</b>		<b>-0.41%</b>	<b>0.55%</b>	<b>-0.52%</b>	<b>-1.29%</b>	<b>0.92%</b>	<b>0</b>

# Student Data continued

## PEIMS EDIT+ REPORTS DATA REVIEW At Risk Students by Sex, Ethnicity, and Grade 2010-2011 Fall Collecton

Grade	Hispanic		Native American		Asian		African American		White		Pacific Islander		Two or More		Total	%
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
EE	2	0	0	0	0	0	1	0	0	0	0	0	0	0	3	0.0%
PK	259	235	2	1	74	76	4	4	8	7	0	0	0	0	670	5.6%
KG	342	397	1	0	70	56	17	3	13	10	0	0	2	1	912	7.6%
01	450	399	1	0	72	66	46	23	32	23	0	0	7	4	1,123	9.3%
02	448	399	0	0	69	61	63	45	41	35	1	0	8	2	1,172	9.7%
03	387	421	2	3	55	53	52	44	39	35	0	0	2	2	1,095	9.1%
04	358	281	1	0	46	30	64	43	32	27	0	0	2	1	885	7.4%
05	261	242	0	0	36	28	53	48	34	26	0	0	3	3	734	6.1%
06	275	238	3	0	36	16	59	50	30	26	0	0	4	6	743	6.2%
07	271	200	2	3	25	17	69	49	44	22	1	0	3	1	707	5.9%
08	310	227	1	1	33	17	62	59	51	25	0	1	4	5	796	6.6%
09	330	295	1	2	20	26	94	68	67	40	1	0	2	5	951	7.9%
10	274	209	3	0	38	30	61	64	66	46	1	0	1	1	794	6.6%
11	238	243	2	1	28	16	91	54	88	49	0	0	12	1	823	6.8%
12	143	210	1	0	32	32	49	40	65	43	2	1	1	4	623	5.2%
Totals	4,348	3,996	20	11	634	524	785	594	610	414	6	2	51	36	12,031	100.0%
Percent	36.1%	33.2%	0.2%	0.1%	5.3%	4.4%	6.5%	4.9%	5.1%	3.4%	0.0%	0.0%	0.4%	0.3%		100.0%

## Student Data continued

### 2010 Adequate Yearly Progress (AYP) And Academic Excellence Indicator System (AEIS)

<b>Campus</b>	<b>Meets AYP</b>	<b>Missed AYP</b>	<b>AEIS Rating</b>
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)

<b>Campus</b>	<b>Meets AYP</b>	<b>Missed AYP</b>	<b>AEIS Rating</b>
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

\*Rating is being appealed

# Student Data continued

## 2008 Adequate Yearly Progress (AYP) And Academic Excellence Indicator System (AEIS)

<b>Campus</b>	<b>Meets AYP</b>	<b>Missed AYP</b>	<b>AEIS Rating</b>
District	X		Recognized
Creekview	X		Acceptable
Early Colleg	X		Acceptable
Ranchview	X		Acceptable
Smith	X		Acceptable
Turner		X	Acceptable
Blalack	X		Recognized
Bush		X	Recognized
Field		X	Acceptable
Long		X	Acceptable
Perry		X	Acceptable
Polk		X	Acceptable
Blair/Montgomery		X	Recognized
Blanton	X		Exemplary
Carrollton	X		Recognized
Central	X		Recognized
Country Place	X		Exemplary
Davis	X		Exemplary
Farmers Branch	X		Recognized
Freeman	X		Recognized
Furneaux	X		Acceptable
Good	X		Recognized
Kent	X		Exemplary
Landry	X		Recognized
Las Colinas	X		Exemplary
McCoy	X		Recognized
McKamy	X		Exemplary
McLaughlin	X		Recognized
McWhorter	X		Recognized
Rainwater	X		Exemplary
Riverchase	X		Recognized
Rosemeade	X		Exemplary
Sheffield Int/Pri	X		Acceptable
Stark	X		Acceptable
Thompson	X		Acceptable

## Student Data continued

<b><u>SAT Results for 2010</u></b>					
<b>Mean Scores</b>					
<u>Campus</u>	<u>Count</u>	<u>Critical Reading</u>	<u>Math</u>	<u>Writing</u>	<u>Combined</u>
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	1313
District	810	488	519	482	1489
National	1,547,990	501	505	473	1,479
Texas	148,102	484	506	475	1,465

<b><u>SAT Results for 2009</u></b>					
<b>Mean Scores</b>					
<u>Campus</u>	<u>Count</u>	<u>Critical Reading</u>	<u>Math</u>	<u>Writing</u>	<u>Combined</u>
Turner High School	155	490	530	481	1501
Smith High School	213	502	538	502	1542
Creekview High School	274	495	534	484	1513
Ranchview High School	100	502	528	498	1528
District	742	497	533	489	1519
National	1,530,128	501	515	493	1,509
Texas	141,723	486	506	475	1,467

<b><u>SAT Results for 2008</u></b>					
<b>Mean Scores</b>					
<u>Campus</u>	<u>Count</u>	<u>Critical Reading</u>	<u>Math</u>	<u>Writing</u>	<u>Combined</u>
Turner High School	142	498	545	504	1547
Smith High School	227	512	524	515	1551
Creekview High School	320	503	538	501	1542
Ranchview High School	92	458	505	455	1418
District	781	499	531	500	1530
National	1,518,859	502	515	494	1,511
Texas	137,024	488	505	480	1,473



## Student Data continued

<b>ACT Results for 2010</b>						
<u>Campus</u>	<u>Count</u>	<u>English</u>	<u>Math</u>	<u>Reading</u>	<u>Science</u>	<u>Composite</u>
Turner High School	103.0	18.9	22.1	20.1	21.3	20.7
Smith High School	126.0	20.9	22.1	21.5	21.8	21.7
Creekview High School	137.0	20.7	22.6	22.3	22.1	22
Ranchview High School	63.0	19.7	21.7	20.4	20.6	20.7
District	429.0	20.2	22.2	21.2	21.6	21.4
Nation	1,568,835	20.5	21.0	21.3	20.9	21
Texas	92,615	19.7	21.4	20.8	20.9	21

<b>ACT Results for 2009</b>						
<u>Campus</u>	<u>Count</u>	<u>English</u>	<u>Math</u>	<u>Reading</u>	<u>Science</u>	<u>Composite</u>
Turner High School	78.0	20.2	23.1	21.2	21.3	21.5
Smith High School	133.0	19.2	21.1	19.9	20.7	20.3
Creekview High School	132.0	20.3	22.8	21.6	21.7	21.7
Ranchview High School	43.0	20.8	22.0	22.6	21.6	21.9
District	386.0	20.0	22.2	21.0	21.2	21.2
Nation	1,480,469	20.6	21.0	21.4	20.9	21
Texas	82,640	19.9	21.3	20.9	20.6	21

<b>ACT Results for 2008</b>						
<u>Campus</u>	<u>Count</u>	<u>English</u>	<u>Math</u>	<u>Reading</u>	<u>Science</u>	<u>Composite</u>
Turner High School	53.0	20.2	23.7	21.8	22.2	22.2
Smith High School	89.0	20.3	21.7	21.2	20.2	21
Creekview High School	125.0	21.8	23.2	22.6	22	22.5
Ranchview High School	57.0	18.2	21.1	18.6	19.2	19.4
District	324.0	20.5	22.5	21.4	21	21.5
Nation	1,421,941	20.6	21.0	21.4	20.8	21
Texas	79,050	19.8	21.2	20.9	20.6	21

# **Salary Schedules**

# Salary Schedules

## 2011-2012 Carrollton Farmers Branch ISD 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 2011-2012 school year only. Neither past nor future salaries can be accurately calculated from this hiring schedule.**

# Salary Schedules continued

## Carrollton Farmers Branch Independent School District Salary Schedule - 2011-2012 Professional / Administrative

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
MAXIMUM DAILY RATE	300.51	332.61	349.03	358.82	386.64	416.59	448.88	483.67	521.17	548.23	590.72
MIDPOINT DAILY RATE	264.27	284.44	306.97	322.26	347.24	374.15	403.14	434.38	468.07	504.35	543.43
MINIMUM DAILY RATE	203.76	247.81	266.06	286.45	308.30	332.56	358.34	386.12	416.06	461.63	497.40

### Grade 1

Child Daycare Dir (215)\*  
Comm Relatn Spec (230)\*  
Educ Foundation  
Program Spec (230)\*  
Folklorico (187)\*  
Language Services  
Specialist (197)\*  
Multimedia Spec (230)\*  
P.R. Web Spec (230)\*  
Prof Cataloger (220)  
Personnel Cert Off (230)\*  
Sp Ed Emergency Action  
Spec (187)\*  
Supervisor Whse (230)\*  
Title I Community  
Liaison (197)\*  
Translator (187)

### Grade 2

Academy Facil (230,212)  
Adult Educator/GED  
(198,202)\*  
Advanced Academic  
Spec (210)  
At-Risk Support  
Facilitator (200)  
Attendance Officer (187)  
Behavior Resource  
Specialist (187)  
Bilingual Instructional  
Spec (197)  
Community Liaison (212)  
Elem Asst Principal  
Intern (207)  
English Language  
Learn ITS (197)  
ESL Instr Facil (202)  
Even Start Proj Mgr (200)  
Instructional Facil (202)  
Instructional Technology  
Spec (187,197)  
Instructional Technology  
Spec Facil (205)  
Librarian (188,197)

### Grade 2 - continued -

Math Instr Facil (187)  
Nurse (187)  
Occupational Health  
Nurse (230)\*  
Parent Educator (198)\*  
Registrar (220)  
Science Instr Facil (187)  
Social Studies Instr  
Facilitator (187)  
Teacher (187,190,193,197  
200,202,205,210,212,  
213,220,226)

### Grade 3

Accountant (230)\*  
Adv Academic Specialist  
(230) (215)  
Aquatics Supv (230)  
Asst Director Student  
Nutrition (230)  
Audiologist (187)  
Autism Specialist (200)  
Bil Inst Specialist (197)  
Counselor (188,200,202)  
Counselor Career  
Technology (220)  
Counselor, Creekview &  
Grimes (212)  
Educational Diagnos-  
tician (193,198)  
ESL Inst Spec (197,202)  
Intervention Spec (210)  
Instructional Spec (197)  
Instr Tech Spec (202)  
GED Appraiser (193)  
Lead Behavior Res  
Specialist (193)  
Lead Educational  
Diagnostician (220)  
Math Instr Spec K-5 (197)  
Math Specialist (187)  
Multimedia Spec Public  
Information (230)\*

### Grade 3 - continued -

Occup Therapist (188)  
Physical Therapist (188)  
Purchasing Supv (230)\*  
Science Instr Spec (187)  
School Psychologist (198)  
Social Worker (193)  
Speech Pathologist (187)  
Student Asst Spec (188)\*

### Grade 4

Asst Principal Elem (207)  
Coord Campus Athletics  
(226)  
Coord Media Svcs (230)  
Coord State Testing &  
Data Analyst (230)  
Lead Sp School  
Psychologist (220)  
Supv Hlth Svcs (220)

### Grade 5

Asst Director Public  
Info (230)\*  
Asst Principal AEP (207)  
Asst Principal Middle  
School (207,210)  
Coord BIL/ESL (230)  
Coord Elem Language  
Arts (230)  
Coord Empl Benef (230)\*  
Coord Federal Fnds (230)  
Coord Lang Arts (230)  
Coord Math (230)  
Coord Science (230)  
Coord Soc Studies (230)  
Coord Sp Ed (230)  
Director, Student  
Nutrition (230)\*  
Supv Construction (230)\*  
Supv Maintenance (230)\*  
Supv Special Ed (230)  
Supv Tech Svcs (230)  
Tax Assessor/Coll (230)\*

### Grade 6

Asst Dir Stud Info (230)  
Asst Principal HS (212)  
Coord Staff Devel (230)  
Director After School  
Program (230)  
Director Acctg (230)\*  
Director Payroll (230)\*  
Director Program  
Compliance (230)  
Director Tech Svcs (230)

### Grade 7

AEP Administrator (230)  
Asst Dir Personnel (230)  
Assoc Principal HS (220)  
Director Athletics (230)  
Director Fin Rpt (230)  
Dir Student Info (230)

### Grade 8

Director Advanced  
Academics (215)  
Director Instructional  
Technology (230)  
Director Personnel (230)  
Director Security/  
Operations (230)  
Exec Director Advanced  
Academics (230)  
Exec Director Career  
Tech (230)  
Principal, Early Read.  
Tech (215)  
Principal, Elem (215)  
Principal, Grimes (226)  
Project Manager (200)

### Grade 9

Early College HS  
Principal (226)  
Exec Dir Curriculum/Staff  
Development (230)  
Exec Dir Finance (230)  
Exec Dir Fine Arts (230)  
Exec Dir Mtls Mgt (230)\*  
Exec Dir Personnel (230)  
Exec Director Public  
Information (230)  
Exec Director School  
Improvement (230)  
Exec Director Special  
Education (230)  
Principal, Middle School  
(226)

### Grade 10

Chief Information/Tech  
Officer (230)  
Exec Dir Facility Svcs/  
Transportation (230)\*  
Exec Director Student  
Services (230)  
Principal, High School  
(226)  
Principal, Virtual Campus  
(226)

### Grade 11

Advisor to Supt for  
Comm Relations (230)  
Assoc Supt Admin &  
Support Services (230)  
Assoc Supt Educational  
Services (230)

\*Non-Contracted  
Position

# Salary Schedules continued

## Carrollton Farmers Branch Independent School District Salary Schedule 2011-2012 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 Clinic  
Assistant Bilingual  
Assistant Bilingual Title I  
Assistant Comp Lab HS  
Assistant/DMC  
Assistant ELL Title I  
Assistant ESL Elem  
Assistant ESL Pre-K  
Assistant Inst Bldg Elem  
Assistant Inst Bldg HS  
Assistant Pre-K Title I  
Assistant Pre-K  
Assistant Pre-K Bil  
Assistant Specials  
Assistant Title I  
Clerk Elementary  
Clerk Family Services  
SP Assistant Bil Speech  
SP Assistant BRS HS  
SP Assistant BRS MS  
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 BRS/CI  
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 TEAMS  
Clerk SP Purchasing  
Clerk SP Records  
Secretary Security  
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 Auxiliary Personnel  
 Clerk Business  
 Clerk Data Entry Bilingual  
 Clerk Payroll  
 Clerk Payroll Split  
 Clerk Personnel Appl  
 Clerk SFC Serv  
 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 Instruction  
 Secretary Aux Personnel Rec  
 Secretary/Principal Alternative  
 Secretary/Principal Elem  
 Secretary/Principal MS

**Grade 6**

Secretary After the Bell  
 Secretary Dir Athletics  
 Secretary Dir Prog Comp  
 Secretary Principal HS  
 Secretary Asst Dir Personnel

**Grade 7**

Secretary Advance Academics  
 Secretary Chief Tech  
 Secretary Dir Personnel  
 Secretary Ex Dir Assmnt/Acc  
 Secretary Ex Dir Career Tech  
 Secretary Ex Dir Facility Serv  
 Secretary Ex Dir Fine Arts  
 Secretary Ex Dir Personnel  
 Secretary Ex Dir SP ED  
 Secretary Ex Dir Staff Dev  
 Secretary Purchasing  
 Secretary Special Programs  
 Secretary Stu/Fam Com Serv

**Grade 8**

Secretary Assistant Superintendent

**Grade 9**

Secretary Superintendent

# Salary Schedules continued

## Carrollton Farmers Branch Independent School District Salary Schedule 2011-2012 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-Administrative  
Database Manager  
Office Manager  
Purchasing Agent  
Purchasing Buyer  
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]**  
Payroll System Specialist  
Records Management Officer  
Specialist Special Project Manager  
Specialist Student Data  
Specialist Telecom Analyst

**Grade 7 - [Exempt]**  
Specialist Asst. Network Systems

**Grade 8 - [Exempt]**

**Grade 9 - [Exempt]**  
Specialist Network Systems Manager

**Grade 10 - [Exempt]**  
Technology Services Supervisor

# Salary Schedules continued

## Carrollton Farmers Branch Independent School District Salary Schedule 2010-2012 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  
Grounds/Painter  
Production Specialist, SNS

### Grade 3

Custodian Full Time Sub I  
Custodian, Head-Elementary School  
Custodian, Lead-Middle School  
Distribution Center Receiving  
Distribution Center Support  
Grounds/Landscape  
Grounds/Lead Crew  
Paint/Painter  
Plumbing/Plumber Apprentice  
Security/Radio Specialist  
SNS Manager Trainee

### Grade 4

Carpentry Locksmith  
Custodian, Head-Middle School  
Custodian, Lead-High School  
Distribution Center Support Lead  
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

### Grade 5

Carpentry Carpenter  
Custodian, Head-High School  
Custodian, Rover  
Daycare Teacher  
Distribution Center/Inventory Ctrl  
Distribution Center/Textbooks  
General Maintenance Herbicide Appl  
General Maintenance/High School  
Grounds/Sprinkler Repair

### Grade 6

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

### Grade 7

Carpenter/Lead  
Carpenter/Lead Locksmith  
Electrical Lead Electrician  
General Maintenance Lead  
HVAC Lead  
Paint Lead  
Plumbing/Lead



# Salary Schedules continued

**Carrollton Farmers Branch Independent School District  
Salary Schedule  
2011-2012  
Manual Trades (Salaried Positions)**

	<b>MTB</b>	<b>MTC</b>	<b>MTD</b>	<b>MTE</b>	<b>MTF</b>	<b>MTG</b>
MAXIMUM DAILY RATE	138.96	151.74	170.23	189.64	213.38	236.30
MIDPOINT DAILY RATE	123.76	136.02	152.02	169.84	191.06	211.46
MINIMUM DAILY RATE	109.83	123.01	136.77	149.80	165.15	180.01

**Grade MTB**

Assistant Manager/High School

**Grade MTC**

Student Nutrition Manager – Elementary School  
Field Cashier Trainer

**Grade MTD**

Student Nutrition Manager – Middle School

**Grade MTE**

Student Nutrition Manager – High School  
Student Nutrition Manager – Cluster Schools

**Grade F**

SNS Training and Catering Specialist (198 days)

**Grade G**

Carpentry Department Head  
Custodial Department Head  
Electrical Department Head  
General Maintenance Department Head  
HVAC Department Head  
Outside Maintenance Department Head  
Paint Department Head  
Plumbing Department Head  
Security/Building Rental Department Head  
Supervisor/Security Technology

# **Miscellaneous Financial Information**

# Miscellaneous Financial Information

## State Funding Formulas

(Source: First Southwest Company and District provided information)

### CURRENT 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 special session of the 82nd Texas Legislature (the “2011 Special 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.

The reform legislation, which generally became effective at the beginning of the 2006-07 fiscal year of each district, made substantive changes to the manner in which the finance system is funded, but did not modify the basic structure of the finance system. The changes to the manner in which the finance system is funded are intended to reduce local Maintenance & Operation tax rates by one third over two years, with Maintenance & Operation tax levies declining by approximately 11% in fiscal year 2006-07 and approximately another 22% in fiscal year 2007-08, subject to local referenda that may increase local Maintenance & Operations (M&O) Tax levies, thus offsetting a part of the compression in local M&O Tax levies (see “TAX INFORMATION – Tax Rate Limitations”). Additional state funding needed to offset local tax rate reductions must be generated by the modified state franchise, motor vehicle and tobacco taxes or any other revenue source appropriated by the Legislature.

Under the previous finance system, as modified by the 2009 Regular Legislative session, a school district that imposed a M&O Tax at least equal the produce of the “state compression percentage” (as defined below) multiplied by the district’s 2005-06 M&O Tax rate is entitled to at least the amount of state funding necessary to provide the district with the sum of (A) the amount of state and local revenue per weighted average daily attendance (WADA) to which the school district would be entitled for the 2009-10 school year as calculated under the law as it existed on January 1, 2009, (B) an additional \$120 per WADA, (C) an amount to which the district is entitled based on supplemental payments owed to any Tax Increment Fund for a reinvestment zone and (D) any amount due to the district to the extent the district contract for students residing in the district to be educated in another district (i.e., tuition allotment). If a district adopts an M&O Tax rate in any fiscal year below a rate equal to the state compression percentage for the district in that year multiplied by the M&O Tax rate adopted by the district for the 2005-06 fiscal year, the district’s guaranteed amount is reduced in a proportional amount.

## **Miscellaneous Financial Information continued**

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

If a district would receive more State and local revenue from the Tier I and Tier II allotments (each as hereinafter defined) and wealth equalization than the guaranteed amount described above, the amount of state funding will be reduced by the amount of such surplus over the guaranteed amount described above.

The 2011 Special Legislative session slightly modified the existing finance system by creating a regular program adjustment factor that is set at 0.9239 in 2011-12 and 0.98 in 2012-13. School districts will receive 92.39% of their regular program allotment for 2011-12 and 98% for 2012-13. The 7.61% reduction for 2011-12 and 2.0% reduction for 2012-13 is based on the funding a district would have received under prior law.

In general terms, funds are allocated to districts in a manner that requires districts to “compress” their tax rates in order to receive increased state funding at a level that equalizes local tax wealth at the 88<sup>th</sup> percentile yield for the 2006-07 fiscal year. A basic component of the funding formulas is the “state compression percentage”. The state compression percentage was 66.67% for fiscal years 2007-08, 2008-09 and 2009-10. For fiscal year 2010-11 and thereafter, the Commissioner is required to determine the state compression percentage for each fiscal year based on the percentage by which a district is able to reduce its M&O tax rate for that year, as compared to such district’s adopted M&O tax rate for the 2005-06 fiscal year, as a result of state funds appropriated for distribution for the current fiscal year from the property tax relief fund established under the reform legislation, or from any other funding source made available by the Legislature for school district property tax relief. For fiscal year 2011-12, the Commissioner has determined to maintain the State compression percentage at 66.67%.

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

To limit disparities in school district funding abilities, the finance system (1) compels districts with taxable property wealth per weighted student higher than the “equalized wealth level” (described under “WEALTH TRANSFER PROVISIONS”) to reduce their wealth to such amount or to divert a portion of their tax revenues to other districts as described below and (2) provides various state funding allotments, including a basic funding allotment and other allotments for “enrichment” of the basic program, for debt service tax assistance and for new facilities construction.

The Finance System provides for (1) State guaranteed basic funding allotments per student (“Tier One”) and (2) State guaranteed revenues per student for each cent of local tax effort that exceeds the compressed tax rate to provide operational funding for an “enriched” educational program (“Tier Two”). In addition, to the extent funded by the Legislature, the Finance System includes, among other funding allotments, an allotment to subsidize existing debt service up to

## Miscellaneous Financial Information continued

### State Funding for Local School Districts continued

certain limits (“EDA”), the Instructional Facilities Allotment (“IFA”), and an allotment to pay operational expenses associated with the opening of a new instructional facility. Tier One, Tier Two, EDA and IFA are generally referred to as the Foundation School Program. Tier One and Tier Two allotments represent the State funding share of the cost of maintenance and operations of school districts and supplement local ad valorem M&O Taxes levied for that purpose. Tier One and Tier Two allotments and prior year IFA allotments are generally required to be funded each year by the Legislature. EDA and future year IFA allotments supplement local ad valorem taxes levied for debt service on bonds issued by districts to construct, acquire and improve facilities and are generally subject to appropriation by the Legislature. State funding allotments may be altered and adjusted to penalize school districts with high administrative costs and, 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 program of education rated academically acceptable and meeting other applicable legal standards. If needed, the State will subsidize local tax receipts at a tax rate of the state compression percentage multiplied by the lesser (a) \$1.50 or (b) the district’s 2005 M&O Tax to insure that the cost to a district of the basic program is met. 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 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 “Tier One Basic Allotment.” The Tier One Basic Allotment is adjusted for all districts by a cost-of-living factor known as the “cost of education index.” In addition, a district-size adjustment further adjusts the Tier One Basic Allotment for districts that (i) have not more than 1,600 students in average daily attendance (with alternative formulas established for such districts that contain at least 300 square miles and those districts that contain less than 300 square miles) or (ii) offer kindergarten through grade 12 program and have less than 500 students in average daily attendance. For the 2007-08 fiscal year, the Tier One Basic Allotment was funded at \$3,135 based on a guaranteed yield of \$36.45 for each cent of tax effort. For fiscal year 2008-09, the Tier One Basic Allotment is \$3,218 based upon a guaranteed yield of \$37.42 for each cent of tax effort. For 2009-10 through 2012-13, the Tier One Basic Allotment is set at the greater of \$4,765 or 1.65 percent of the statewide average property value per student in WADA and, thereafter, at the lesser of \$4,765 or that amount multiplied by the quotient of the district’s compressed tax rate divided by the state maximum compressed tax rate of \$1.00. This increase was due to changes in law effective by the Legislature during the 2009 Regular Legislative Session, which combined certain funding allotments that previously were separate components of Tier II funding into the Tier I Basic Allotment. An additional change made during the 2009 Regular Legislative Session limits, beginning with 2010-11 school year, the annual increases in a district’s M&O Tax Revenue per WADA for purposes of state funding to not more than \$350, excluding Tier II funds. For the 2009-10 school year, the revenue increases are limited to the funds that a district would have received under the school finance formulas as

## Miscellaneous Financial Information continued

### State Funding for Local School Districts continued

they existed on January 1, 2009, plus an additional \$350 per WADA, excluding Tier II funds. The 2011 Special Legislative session reduces the regular program allotment 7.61% in fiscal year 2011-12 and 2.0% in fiscal year 2012-13.

Tier II currently provides two levels of enrichment with different guaranteed yields depending on the district's local tax effort. For fiscal year 2009-10, the first six cents of tax effort that exceeds the compressed tax rate will generate a guaranteed yield equivalent to (a) that of the Austin Independent School District or (b) the amount of tax revenue per WADA received on that tax effort in the previous year, whichever is greater. The second level of Tier II is generated by the tax effort that exceeds the compressed tax rate plus six cents and has a guaranteed yield per penny of local tax effort of \$31.95. Before 2009-10, Tier II consisted of a district's tax levy above \$0.86. For 2008-09, state funding to equalize local M&O tax levies above \$0.86, up to a district's compressed rate was funded at a guaranteed yield of \$37.42 per student in WADA for each cent of tax effort; any amount above a district's compressed rate up to \$0.04 was funded at a guaranteed yield of \$50.98 per WADA for each cent of tax effort; any tax effort associated with the tax approved by voters at a rollback election was funded at a guaranteed yield of \$31.95 per WADA for each cent of tax effort above a district's compressed rate plus four cents. See "CURRENT SCHOOL FINANCE SYSTEM" – General" for a discussion of the state compression percentage.

The IFA guarantees each school district a specified amount per student (the "IFA Guaranteed Yield") in State and local funds for each cent of tax effort to pay principal of and interest on eligible bonds issued to construct, acquire, renovate or improve instructional facilities. To receive an IFA, a school district must apply to the Commissioner in accordance with rules adopted by the Commissioner before issuing the bonds to be paid with 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 average daily attendance. The IFA is also available for lease-purchase agreements and refunding bonds meeting certain prescribed conditions. If the total amount appropriated by the State for IFA in a year is less than the amount of money school districts applying for IFA are entitled to for that year, districts applying will be ranked by the Commissioner by wealth per student, and State assistance will be awarded to applying districts in ascending order of adjusted wealth per student beginning with the district with the lowest adjusted wealth per student. In determining wealth per student for purposes of IFA, adjustments are made to reduce wealth for certain fast growing districts. Once a district receives an IFA award for bonds, it is entitled to continue receiving State assistance without reapplying to the Commissioner and the guaranteed level of State and local funds per student per cent of tax effort applicable to the bonds may not be reduced below the level provided for the year in which the bonds were issued. In 2007, the Legislature appropriated funds for outstanding school district bonds that qualified in prior budget cycles for IFA allotments and added funding for qualified

## **Miscellaneous Financial Information continued**

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

debt to be issued for instructional facilities in the state's 2008-09 fiscal biennium, however, the Texas Education Agency has indicated that it intends to reserve all such new appropriation for the second year of the biennium.

State financial assistance is provided for certain existing debt issued by school districts (referred to herein as EDA) to produce a guaranteed yield (the "EDA Yield"), which for the 2011-13 State Biennium is \$35.00 (subject to adjustment as described below) in State and local revenue per student for each cent of debt service tax levy; however, for bonds that became eligible for EDA funding after August 31, 2001, and prior to August 31, 2005, EDA assistance for such eligible bonds may be less than \$35 in revenue per student for each cent of debt service tax, as a result of certain administrative delegations to the Commissioner under State law. Effective September 1, 2003, the portion of the local debt service rate that has qualified for equalization funding by the State has been 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 school year of the proceeding state fiscal biennium or (ii) levied taxes to pay the principal of and interest on the bonds for that school year. Access to EDA funding will be 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 received IFA funding.

A district may also qualify for an allotment for operational expenses associated with opening new instructional facilities. This funding source may not exceed \$25,000,000 in one school year on a State-wide basis. For the first school year in which students attend a new instructional facility, a district is entitled to an allotment of \$250 for each student in average daily attendance at the facility. For the second school year in which students attend that facility, a district is entitled to an allotment of \$250 for each additional student in average daily attendance at the facility. The new facility operational expense allotment will be deducted from wealth per student for purposes of calculating a district's Tier Two State funding.

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

The primary source of local funding for school districts is ad valorem taxes levied against the local tax base. The former provision of the Education Code Section 45.003, that in general limited the M&O tax rate to \$1.50 per \$100 of taxable assessed value, was replaced by the Reform Legislation with a formula using the state compression percentage so that the maximum tax rate that may be adopted by a district in any fiscal year is limited based on the amount of State funds to be received by the district in that year. For the 2006-07 and 2007-08 fiscal years, districts may generate additional local funds by raising their M&O tax rate by \$0.04 above the compressed tax rates (without taking into account changes in taxable valuation) without voter approval, and such amounts will generate equalized funding dollars from the State under the Tier

## **Miscellaneous Financial Information continued**

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

Two program. In fiscal year 2008-09 and thereafter, districts may, in general, increase their tax rate by an additional two or more cents and receive State equalization funds for such taxing effort so long as the voters approve such tax rate increase. Many school districts, however, voted their M&O tax under prior law and may be subject to other limitations on the M&O tax rate. School districts are also authorized to levy a bond debt service tax that may be unlimited in rate. See “TAX INFORMATION – Tax Rate Limitations” herein. The governing body of a school district cannot adopt an annual tax rate which exceeds the district’s “rollback tax rate” without submitting such proposed tax rate to the voters at a referendum election. See “TAX INFORMATION – Public Hearing and Rollback Tax Rate” herein.

### **Wealth Transfer Provisions**

Under the Finance System, districts are required, with certain limited exceptions, to effectively adjust taxable property wealth per weighted student (“wealth per student”) for each school year to no greater than the “equalized wealth level”, determined in accordance with a formula set forth in the Reform Legislation. A district may effectively reduce its wealth per student either by reducing the amount of taxable property within the district relative to the number of weighted students, by transferring revenue out of the district or by exercising any combination of these remedies.

The wealth level that required wealth reduction measures for fiscal year 2006-07 was \$319,500 per student in average daily attendance. For 2007-08 that wealth level has been increased to \$364,500 per student in average daily attendance with respect to that portion of a district’s M&O tax effort that does not exceed its compressed tax rate, and remains at \$319,500 with respect to that portion of a district’s local tax effort that is beyond its compressed rate plus \$0.04. For 2008-09 the wealth level was increased to \$374,200 per student in average daily attendance with respect to that portion of a district’s M&O tax effort that does not exceed its compressed tax rate, and remained at \$319,500 with respect to that portion of a district’s local tax effort that was beyond its compressed rate plus \$0.06. For 2009-10 that wealth level was increased to, and in fiscal year 2010-11 and beyond that wealth level will remain at, \$476,500 per student in average daily attendance with respect to that portion of a district’s M&O tax effort that does not exceed its compressed tax rate, and remains at \$319,500 with respect to that portion of a district’s local tax effort that is beyond its compressed rate plus \$0.06. Property wealthy districts may also be able to levy up to an additional \$0.06 per \$100 of assessed valuation of M&O Taxes above their compressed rate to provide revenue that is not subject to recapture.

A district has four options to reduce its wealth per student so that it does not exceed the equalized wealth level: (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) Subject to approval by the voters of all affected districts, a district may consolidate by agreement with one or more districts to form a consolidated taxing district solely



## **Miscellaneous Financial Information continued**

### **Wealth Transfer Provisions continued**

to levy and distribute either M&O Taxes or both M&O Taxes and debt service taxes. (3) A district may detach property from its territory for annexation by a property-poor district. (4) A district may educate students from other districts who transfer to the district without charging tuition to such students.

A district has three options to transfer tax revenues from its excess property wealth. First, a district with excess wealth per student may purchase “attendance credits” by paying the tax revenues to the State for redistribution under the Foundation School Program. Second, it can contract to disburse the tax revenues to educate students in another district, if the payment does not result in effective wealth per student in the other district to be greater than the equalized wealth level. Both options to transfer property wealth are subject to approving elections by the transferring district’s qualified voters. Third, a wealthy district may reduce its wealth by paying tuition to a non-wealthy district for the education of students that reside in the wealthy district.

A district may not adopt a tax rate until its effective wealth per student is the equalized wealth level or less. If a final court decision holds any of the preceding permitted remedial options unlawful, districts may exercise any remaining option under a revised schedule approved by the Commissioner.

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.

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

The District's wealth per student for the 2011-12 school year is approximately \$428,903 and is less than the equalized wealth value. Accordingly, the District has not been required to exercise one of the permitted wealth equalization options. As a district with wealth per student less than the equalized wealth values, the District may benefit in the future by agreeing to accept taxable property or funding assistance from or agreeing to consolidate with a property rich district to enable such district to reduce its wealth per student to the permitted level.

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

## **Miscellaneous Financial Information continued**

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

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 Central Appraisal District and the Denton County Appraisal District (the "Appraisal District"). Excluding agricultural and open-space land, which may be taxed on the basis of productive capacity, the Appraisal District is required under the Property Tax Code to appraise all property within the Appraisal District on the basis of 100% of its market value and is prohibited from applying any assessment ratios. In determining market value of property, different methods of appraisal may be used, including the cost method of appraisal, the income method of appraisal and market data comparison method of appraisal, and the method considered most appropriate by the chief appraiser is to be used. Article VIII of the State Constitution ("Article VIII") and State law limit 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 tax year in which market value was determined by the appraisal office or (2) the sum of (a) 10% of the property's appraised value in the preceding tax year, plus (b) the property's appraised value the preceding tax year, plus (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 consisting of members appointed by the Board of Directors of the Appraisal District. The Appraisal Districts are required to review the value of property within the Appraisal Districts at least every three years. The District may require annual review at its own expense, and is entitled to challenge the determination of appraised value of property within the District by petition filed with the Appraisal Review Board.

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.

## Miscellaneous Financial Information continued

### Ad Valorem Tax Law continued

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 homestead of persons who are 65 years of age or older or disabled is also transferable to a different residence homestead. If improvements (other than maintenance or repairs) 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 the taxes for the following years. 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 imposed by the freeze on taxes paid on residence homestead of persons who are 65 years of age or over or disabled 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 the “CURRENT PUBLIC SCHOOL FINANCE SYSTEM – General”). The school property tax limitation provided by the constitutional amendment and enabling legislation applies to the 2007 and subsequent tax years.

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

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

## **Miscellaneous Financial Information continued**

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

After the exemption described in (a) 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 a 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 exemptions listed in (a) 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 exemptions 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 in 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 for \$5,000 to a maximum of \$112,000; provided however, that beginning in the 2009 tax year, 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.

Article VIII provides that eligible owners of both agricultural land (Section 1-3) and open-space land (Section 1-d-I), 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-I.

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.

## Miscellaneous Financial Information continued

### Ad Valorem Tax Law continued

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.

Article VIII, Section 1-n of the Texas Constitution provides for the exemption from taxation of “goods-in-transit.” “Goods-in transit” is defined by Section 11.253 of the Tax Code, which is effective for tax years 2008 and thereafter, as personal property acquired or imported into Texas and transported to another location in the State or outside of the State within 175 days of the date the property was acquired or imported into Texas. The exemption excludes oil, natural gas, petroleum products, aircraft and special inventory, including motor vehicle, vessel and out-board motor, heavy equipment and manufactured housing inventory. Section 11.253 permits local governmental entities, on a local option basis, to take official action by January 1 of the year preceding a tax year, after holding a public hearing, to tax goods-in-transit during the following tax year. A taxpayer may receive only one of the Freeport exemption or the goods-in-transit exemption 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 the 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 up to ten years. School districts have been prohibited from entering into new tax abatement agreements since September 1, 2001. In addition, credit will not be given by the Commissioner of Education in determining a district’s property value wealth per student for (1) the appraised value, in excess of the “frozen value” , of property that is located in a TIF 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 TIF of its intention to create the TIF and the TIF was created and had 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.

## **Miscellaneous Financial Information continued**

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

Notwithstanding the forgoing, 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 taxes 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. During the first two years of a tax limitation agreement, the school district may not adopt a tax rate that exceeds the district's rollback tax rate. (See "TAX INFORMATION – Public Hearing and Rollback Tax Rate" and "TAX INFORMATION – District application of tax code").

### **Tax Rate Limitation**

A school district is authorized to levy maintenance and operation taxes subject to approval of a proposition submitted to district voters. The maximum voted maintenance 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 the Article 2784e-1, Texas Revised Civil Statutes Annotated, as amended ("Article 2784e-1").

Article 2784e-1 limits the District's annual, local maintenance and operations tax levy based upon a comparison between the District's outstanding bonded indebtedness and the District's taxable assessed valuation 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 value 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 maintenance and operations tax levy 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 (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).

With the adoption of the Reform Legislation, the maximum tax rate per \$100 assessed valuation that may be adopted by the district may not exceed the lessor or (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

## Miscellaneous Financial Information continued

### Tax Rate Limitation continued

product of the “state compression percentage” multiplied by \$1.50. The state compression percentage was 67.67% for fiscal years 2007-08, 2008-09, and 2009-10. For fiscal year 2010-11 and thereafter, the Commissioner is required to determine the state compression percentage for each fiscal year which is based on the amount of State funds appropriated for distribution to the District for the current fiscal year. For fiscal year 2011-1, the Commissioner has determined to maintain the state compression percentage at 66.67%. For a more detailed description of the state compression percentage, see “CURRENT PUBLIC SCHOOL FINANCE SYSTEM – General”. 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. (See “THE BONDS – Security and Source of Payments”).

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. 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 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

## **Miscellaneous Financial Information continued**

### **Tax Rate Limitation continued**

threshold tax rate test from a tax rate of \$0.45 per \$100 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 at an election approving the higher rate. The tax rate consists of two components: (1) a rate for funding maintenance and operating expenditures and (2) a rate for debt service. For 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"). Effective June 19, 2009, 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 rate 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 operation 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.

By each September 1 or as soon thereafter as practicable, the Board of Trustees adopts a tax rate of \$100 taxable value for the current 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. Furthermore, Section 26.05 of



# Miscellaneous Financial Information continued

## Public Hearing and Rollback Tax Rate continued

the Property Tax Code that provides that 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 60<sup>th</sup> 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 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. Beginning September 1, 2009, a district may adopt its budget after adopting 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 period.

## 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 before February 1 of each year and the final installment due before 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%

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.

## **Miscellaneous Financial Information continued**

### **Penalties and Interest continued**

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 existing 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.

The District does grant an exemption to the market value of the residence homestead of persons 65 years of age or the disabled.

### **District Application of Tax Code**

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.

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.

## **Miscellaneous Financial Information continued**

### **District Application of Tax Code continued**

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 September 2011, the Farmers Branch TIF #1 Taxable Assessed Value was \$91,915,353. 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 (as of the 2005-06 fiscal year; \$1.50) plus the 2005-06 debt service tax rate, \$0.3259 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 2011, the payments to date into the Farmers Branch TIF #1 have been \$8,720,406 and the return payments to the District have totaled \$5,668,264. 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 September 2011, the Farmers Branch TIF #2 Taxable Assessed Valuation was \$19,021,350. 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 and operations tax rate (as of the 2005-06 fiscal year; \$1.50) plus the 2005-06 debt service tax rate, \$0.3259 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 2011, the payments to date

## **Miscellaneous Financial Information continued**

### **Tax Increment Finance Zones continued**

into the Farmers Branch TIF #2 have been \$301,179 and the return payments to the District have totaled \$90,355. 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 September 2011, the Irving TIF #1 Taxable Assessed Valuation was \$968,920,948. 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 (as of the 2005-06 fiscal year; \$1.50) plus the 2005-06 debt service tax rate, \$0.3259 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 2011, the payments to date into the Irving TIF #1 have been \$65,824,987 and the return payments to the District have totaled \$44,102,741. 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

## 2011 Certification of Appraisal Rolls

		Totals of Dallas and Denton		Totals Combined
		Dallas	Denton	
# of Parcels		31,930	13,515	45,445
Personal Property		\$ 2,762,509,590	\$ 178,331,954	\$ 2,940,841,544
Land		\$ 3,148,590,630	\$ 899,795,728	\$ 4,048,386,358
Improvements		\$ 6,910,664,810	\$ 1,974,775,126	\$ 8,885,439,936
<b>Total Market Value</b>		<b>\$ 12,821,765,030</b>	<b>\$ 3,052,902,808</b>	<b>\$ 15,874,667,838</b>
<b>Less Exemptions</b>				
	Homestead	\$ (253,969,530)	\$ (138,777,880)	\$ (392,747,410)
	Over 65	\$ (41,394,915)	\$ (17,348,000)	\$ (58,742,915)
	Homestead Cap Adj	\$ (874,271)	\$ (3,017,417)	\$ (3,891,688)
	Absolute	\$ (928,529,860)	\$ (155,061,683)	\$ (1,083,591,543)
	Ag Deferral	\$ (61,583,162)	\$ -	\$ (61,583,162)
	Disabled Veteran	\$ (5,802,970)	\$ (3,037,456)	\$ (8,840,426)
	Disabled Person	\$ (2,745,564)	\$ (1,263,900)	\$ (4,009,464)
	PP Nominal Value	\$ (74,130)	\$ (7,372)	\$ (81,502)
	Mineral Rights	\$ -	\$ -	\$ -
	Freeport	\$ (534,486,678)	\$ (24,692,825)	\$ (559,179,503)
	Pollution Control	\$ (979,450)	\$ -	\$ (979,450)
<b>Taxable Value</b>		<b>\$ 10,991,324,500</b>	<b>\$ 2,709,696,275</b>	<b>\$ 13,701,020,775</b>
<b>Est. Net Taxable Under Protest</b>		<b>\$ 146,911,204</b>	<b>\$ 41,540,278</b>	<b>\$ 188,451,482</b>
<b>Total Taxable &amp; Under Protest</b>		<b>\$ 11,138,235,704</b>	<b>\$ 2,751,236,553</b>	<b>\$ 13,889,472,257</b>
<b>*New Construction Included in Market Value</b>		<b>\$ 5,034,244</b>	<b>\$ 94,817,752</b>	

	A	B	C	D	E	F	J	M	N	O	P	Q
1	District Name:	CARROLLTON-FARMERS BRANCH ISD						SB 1: 2011-12 & 2012-13				
2	County-District No.:	057-903	< (ENTER # WITH DASH, i.e., 001-902)					Release 4				
3	Run Date:	1/18/2012						8/3/2011				
4	Date Prepared:	10-11 8-1-11 tax; 12-13 \$1.04						Auto load				
5								Chg from previous				
6	<b>SB 1 Estimated Revenue</b>											
7	by Omar Garcia											
8	This template is designed to calculate total revenue under SB 1 as passed by the 82nd Session of the											
9	Texas Legislature, 1st Called Session.											
10												
11	This template is based on my current understanding of SB 1 and the provisions of previous laws											
12	(HB 1 & HB 3646). <b>MY UNDERSTANDING IS ABSOLUTELY SUBJECT TO CHANGE AT ANY TIME.</b>											
13												
14	<b>Prior-Year Data:</b>											
15												
16	2005-06 M&O Adopted Tax Rate							1,5000				
17	2005-06 Transportation Allotment							0				
18	2005-06 NIFA Allotment							69,446				
19	TEA's "S1" Revenue per WADA (see column V)							5,013				
20	TEA's "S2" Revenue per WADA (see column V)							5,317				
21	TEA's "S3" Revenue per WADA (see column V)							5,149				
22	"Greater of" Hold Harmless Revenue per WADA (see column V)							5,317				
23	Is "Greater of" Above From TEA's "S1", "S2", or "S3" calculations?							2				
24	2006-07 Total Refined ADA							24,434,056				
25	2006-07 Adjusted Total Refined ADA							24,434,056				
26	2006-07 Transportation Allotment							0				
32	2007-08 Adjusted Total Refined ADA							24,419,632				
33	2007-08 Transportation Allotment							0				
34	2007-08 New Instructional Facilities Allotment (NIFA)							76,157				
35	2008-09 Total Refined ADA							24,344,838				
36	2008-09 Adjusted Total Refined ADA							24,344,838				
37	2007 CPTD Value ("T4")							13,935,492,841				
38	2008-09 WADA							31,772,514				
39	2008-09 Tuition Paid (if less than 12 grades)							0				
40	2008-09 I&S Tax Collections							47,249,730				
41	2008-09 EDA Local Share							40,412,929				
42	2008-09 IFA Local Share for Bonded Debt							0				
43	2009-10 Total Refined ADA							24,067,661				
44	2009-10 Transportation Allotment							0				
45	2009-10 New Instructional Facilities Allotment (NIFA)							11,467				
46	2008 CPTD Value ("T2")							13,938,352,020				
47	<b>2009-10 Adjusted HB 1 Revenue per WADA</b>							5,526,197				
48	<b>Chapter 41 Data:</b>											
50	1992-93 M&O Tax Collections							22,563,591				
51	1992-93 CED Distribution							46,513,607				
52	1992-93 Chapter 36 WADA							19,724,000				
53	1991 CPTD Property Value							7,462,785,448				

	A	B	C	D	E	F	J	M	N	O	P	Q
55												
56												
57	<b>Student Counts:</b>							<b>10-11 ACTUAL DATA</b>		<b>YOUR 11-12 ESTIMATES</b>		<b>YOUR 12-13 ESTIMATES</b>
58	Refined ADA (PreK - 12)							24,456.706		24,456.706		24,456.706
59	Refined ADA (Grades 9 thru 12 only)							6,956.068		6,956.068		6,956.068
60	Special Education Instructional Arrangement FTEs:											
61	Homebound (Code 01)							0.343		0.343		0.343
62	Hospital Class (Code 02)							0.000		0.000		0.000
63	Speech Therapy (Code 00)							49.834		49.834		49.834
64	Resource Room (Code 41,42)							594.592		594.592		594.592
65	S/C Mild/Mod/Severe (Code 43, 44, & 45)							240.342		240.342		240.342
66	Off Home Campus (Codes 91-98)							0.000		0.000		0.000
67	VAC (Code 08)							8.891		8.891		8.891
68	State Schools (Code 30)							0.000		0.000		0.000
69	Nonpublic Contracts							0.000		0.000		0.000
70	Res Care & Treatment (Code 81-89)							3.570		3.570		3.570
72	Mainstream ADA							85.300		85.300		85.300
73	Career & Technology FTEs							840.249		840.249		840.249
74	Advanced Career & Technology FTEs							0.000		0.000		0.000
75	# of Students Completing an Electronic Course Provided by the District							0.000		0.000		0.000
76	# of Students Completing an Electronic Course Provided by Another District							0.000		0.000		0.000
77	Compensatory Ed Enrollment							16,352.300		16,352.300		16,352.300
78	FTEs of Pregnant Students							10.335		10.335		10.335
80	Bilingual ADA							5,297.100		5,297.100		5,297.100
81	G & T Enrollment							1,222.835		1,222.835		1,222.835
82	Public Ed Grant Student ADA							0.000		0.000		0.000
83	New Instructional Facility ADA							0.000				
84												
85												
86	<b>Property Value Data:</b>											
87	CPTD Value ("T2")							13,731,300,913		13,047,986,849		12,892,208,149
91												
92												
93	<b>Tax Collection Data:</b>											
94	M&O Compressed Rate							1.0000		1.0000		1.0000
95	<b>M&amp;O Adopted Tax Rate (See Note Below)</b>							1.0400		1.0400		1.0400
96	M&O Tax Collections @ Adopted M&O Rate (see Column V)					Tax shrinkage 8/1		135,427,255		122,594,648		123,901,918
98	I&S Tax Collections (see definition in Column V)					Tax shrinkage 8/1		41,640,816		39,835,006		38,209,588
99												

	A	B	C	D	E	F	J	M	N	O	P	Q
105								10-11 ACTUAL DATA		YOUR 11-12 ESTIMATES		YOUR 12-13 ESTIMATES
106	<b>Other Data:</b>							12		12		12
107	Highest Grade Taught							49		49		49
108	Square Miles							0		0		0
109	Miles From Nearest HS							1,1400		1,1400		1,1400
110	Unadjusted Cost of Ed Index							0		0		0
111	Transportation Allocation							0.0000		0.000		0.000
112	TSD Students							0.0000		0.000		0.000
113	TSB Students							0		0		0
114	Total Tax Levy							0		0		0
115	Reduction for WADA Sold							0		0		0
116	Charge for AP Testing							0		0		0
118	Charge for Spec. Ed. Project							0		0		0
119	<b>District Status - 'Y' if Ch 41 (see column V)</b>							y		y		y
120	<b>New Chapter 41 district? (see instructions in column V)</b>							n		n		n
121	Tuition Pd If < 12 Grades							0		0		0
122	Bond Payment							41,964,756		39,835,007		38,209,588
126	<b>Supplemental TIF Payment (get from TEA)</b>							3,489,801		3,596,998		3,596,998
128	# of Full-time Employees (excluding admin & teachers, etc)							1,195		1,195		1,195.00
129	# of Part-time Employees (excluding administrators)							22		22		22.00
130	<b>Chapter 41 Data:</b>											
133	Enrollment							26,159		26,159		26,159
134	# of Non-Resident Students Who Are Charged Tuition							0		0		0
136	CAD Cost							999,825		980,751		980,751
137	CAD Cost Paid by Partner's, if applicable							0		0		0
138	# of Resident Students Being Educated by Another District											
139	for which the District is Paying Tuition							0		0		0
140	Amount of Tuition Paid per Student							0		0		0
142												



Some of the calculations needed to compute state aid appear below.

**CALCULATED DATA SECTION:**

Total Refined ADA  
**Total Adjusted Refined ADA \***  
 Total Special Ed FTEs  
 Total Spec Ed Weighted FTEs  
 Regular Program ADA  
 Minimum ADA

Small District Adj Weight  
 Basic Allotment (BA)  
 Adjusted Basic Allotment (ABA)  
 Small District Adjustment  
 Mid-Sized District Adjustment  
 Adjusted Allotment (AA)  
 Tax Collection Limit for DTR  
 Weighted ADA (WADA)

**HB 3646:**

Amount of M&O Taxes Collected per Penny of Adopted Rate  
 M&O Collections Attributed to Compressed Rate (or lower rate, if applicable)  
 Tax Effort @ Compressed Rate (or lower rate, if applicable)  
**DTR for First Level of Tier II (compressed rate - .86)**  
 # of M&O Pennies Adopted Above Compressed Rate (max = 6)  
 M&O Collections Attributed to # of Pennies (max = 6) Above Compressed Rate  
**DTR for Second Level of Tier II**  
 # of M&O Pennies Beyond the 6 Pennies Above the Compressed Rate  
 M&O Collections Attributed to the Pennies Beyond the 6 Pennies Above the Compressed Rate  
**DTR for Third Level of Tier II**

LR for First Level of Tier II  
 LR for Second Level of Tier II  
 LR for Third Level of Tier II

@ Adj  
 Reg Prog  
 SB 1

HB 3646		
2010-11 HB 3646		2011-12 SB 1
24,456.706		24,456.706
24,456.706		24,456.706
897.572		897.572
2,776.136		2,776.136
22,718.885		22,718.885
0.000		0.000

HB 3646		
2010-11 HB 3646		2011-12 SB 1
0.00025		0.00025
4,765		4,765
5,239		5,239
5,239		5,239
0		0
5,239		5,239
32,236.693		30,421.795
1,302,185		1,178,795
130,218,514		117,879,469
4.0000		4.0000
5,208,741		4,715,179
0.0379		0.0361
0.0000		0.0000
0		0
0.0000		0.0000
5,208,741		4,715,179
0		0

Calculation of ASATR

Line		2011-12 SB 1
1	<b>2009-10 Rev per WADA - HB 3646 (11-12 = 100%; 12-13 = 92.35%)</b>	5,526,197
2	<b>Add: \$120 per WADA (11-12 = 100%; 12-13 = 92.35%)</b>	120,000
3	SB 1 Base Revenue per WADA	5,646,197
4	SB 1 WADA	30,421,7950
5	<b>Base Target Revenue</b>	171,767,462
6	2009-10 Tuition Adjustment (Current Year vs 2009-10) - <b>See Note Below</b>	0
7	<b>SB 1 Minimum Revenue</b>	171,767,462
8	NIFA Adjustment (Current Year vs 2009-10)	(11,467)
9	Transportation Adjustment (Current Year vs 2009-10)	0
10	Chapter 313 Tax Credit - <b>See Note Below</b>	0
11	2008-09 Educator Salary Increase (\$23.63 x 08-09 WADA) (100%; 92.35%)	750,785
12	<b>SB 1 Adjusted Target Revenue</b>	172,506,779
13	Tier I State Aid	23,261,251
14	M&O Collections @ Compressed Rate	117,879,469
15	Recapture @ Compressed Rate	0
16	<b>State &amp; Local Revenue</b>	141,140,721
17	<b>Additional State Aid for Tax Reduction</b>	31,366,059
18	SB 1 Revenue @ Compressed Rate	172,506,779
19	SB 1 Revenue per WADA @ Compressed Rate	5,670,500

**NOTE1:** The amounts for Lines 6 and 10 will be determined by TEA. As of this date, they have not been calculated and are thus set to zero. If these affect you, please be aware that at some point, TEA will have the amounts that go in these cells, and at that point, you will have to enter them in order for Line 19 to match their results.

District Name: CARROLLTON-FARMERS BRANCH ISD  
 County-District No.: 057-903  
 Run Date: 18-Jan-12

SB 1: 2011-12 & 2012-13

Release 4  
 8/3/2011

Summary of Finances - SB 1  
 2011-12 School Year

Basic Information:

Total Refined ADA (adj. for decline, if applicable)	24,456,7060
Special Education FTE	897.5720
Career & Technology FTE	840.2490
Regular Program ADA	22,718.8850
CPTD Property Value	13,047,986,849
Adjusted CPTD Property Value	13,047,986,849
Unadjusted Cost of Education Index	1.1400
Adjusted Cost of Education Index	1.1400
Total M&O Tax Collections	122,594,648

Program Intent Code	If "FORMULA" district, did the commissioner approve the use of 95.195% instead of the 92.39%? (if applicable, change N to Y)	ASATR DIST
		N
	<b>REGULAR PROGRAM ALLOTMENT @ 92.39% or 95.195%</b>	<b>109,966,494</b>
11	Regular Special Education Block Grant	14,544,178
23	Other Special Education Allotments:	
23	Mainstream Special Education Allotment	491,575
23	Residential Care & Treatment Allotment	74,813
23	State Schools Allotment	0
23	Non-public Contracts Allotment	0
	Less: Charge for Dist. Share of ECI Project	0
22	Career & Technology Block Grant	5,942,787
	Advanced Career & Technology Allotment	0
	State Virtual School Network Student Allotment	0
	State Virtual School Network Administrative Cost Allotment	0
21	Gifted & Talented Block Grant	768,772
	Less: Charge for Dist. Share of AP Tests	0
24/30	Compensatory Education Block Grant	17,133,940
24/30	Compensatory Ed Pregnant Allotment	130,490
25	Bilingual Education Block Grant	2,775,151
31	High School Allotment	1,912,919
	Public Education Grant Allotment	0
	<b>New Instruct Facilities Allot (NIFA) - Eliminated</b>	<b>0</b>
99	Transportation	0
	Total Cost of Tier I	153,741,119
	LESS: Local Share	130,479,868
	Tier I State Aid	23,261,251

FOUNDATION SCHOOL FUND DETAIL:

Tier I State Aid	23,261,251
Tier II State Aid for "Golden" Level (\$59.97)	1,877,676
Tier II State Aid for \$31.95 Level (or \$33.95)	0
Total Tier II State Aid	1,877,676

Other Programs:

Additional State Aid for Tax Reduction (ASATR)	31,366,059
Supplemental TIF Payment	3,596,998
Penalty for Setting M&O Rate Below Compressed Rate	0
Staff Allotment	603,000
TSD Charge	0
TSB Charge	0
Total Other Programs	35,566,056

Less: Available School Fund (estimated) (6,016,350)

District Name: CARROLLTON-FARMERS BRANCH ISD  
 County-District No.: 057-903  
 Run Date: 18-Jan-12

**SB 1: 2011-12 & 2012-13**

Release 4  
 8/3/2011

**Summary of Finances - SB 1  
 2011-12 School Year**

<b>Fund / Revenue Code</b>		
199 / 5812	<b>FOUNDATION SCHOOL FUND</b>	<b>54,688,634</b>
199 / 5811	<b>AVAILABLE SCHOOL FUND - STATE PORTION</b>	<b>6,016,350</b>
411 / 5829	<b>TECHNOLOGY ALLOTMENT - ELIMINATED</b>	<b>0</b>
599 / 5829	<b>CHAPTER 46 EXISTING DEBT ALLOTMENT (EDA)</b>	<b>0</b>
199 / 599 / 5829	<b>CHAPTER 46 IFA</b>	<b>0</b>
	<b>TOTAL STATE AID - ALL FUNDS</b>	<b>60,704,983</b>

<b>SUMMARY OF TOTAL STATE/LOCAL M&amp;O REVENUE:</b>	
M&O Revenue From State (not including Fund 599) (includes TIF & tuition reimbursement, if applicable)	60,704,983
M&O Revenue From Local Taxes (net of recapture and up to compressed rate)	117,879,469
M&O Revenue From Local Taxes (for first \$.06 above compressed rate; no recapture)	4,715,179
M&O Revenue From Local Taxes (net of recapture for pennies beyond compressed rate + \$.06)	0
<b>2011-12 TOTAL STATE/LOCAL M&amp;O REVENUE</b>	<b>183,299,632</b>
Less: Credit Balance Due State (See FSF balance above)	0
<b>2011-12 NET TOTAL STATE/LOCAL M&amp;O REVENUE</b>	<b>183,299,632</b>

**CHAPTER 41 WADA CALCULATIONS:**

**Adjustments for Non-resident Students:**

WADA-to-Enrollment Ratio

Tuition-paying Non-Residents Converted to WADA

**Chapter 41 WADA =**

2010-11			@ 100% Reg 2011-12	@ Adj Reg 2011-12
1.2323	1.2323	1.2323	1.2323	1.1630
0.0000	0.0000	0.0000	0.0000	0.0000

HB 3646 2010-11	HB 3646 2011-12	HB 3646 2012-13	@ 100% Reg SB 1 2011-12	@ Adj Reg SB 1 2011-12
1.2323	1.2323	1.2323	1.2323	1.1630
32,236.6930	32,236.6930	32,236.6930	32,236.6930	30,421.7950
32,236.6930	32,236.6930	32,236.6930	32,236.6930	30,421.7950

30421.795  
**30,421.7950** 10-11 wada for eff rate

This sheet estimates the district's recapture costs (both Option 3 and Option 4) for the 2010-11 thru 2012-13 school years.

	@ Adj Reg Prog SB 1 2011-12 OPTION 3 COST 476,500	@ Adj Reg Prog SB 1 2011-12 OPTION 4 COST 476,500	@ Adj Reg Prog SB 1 2011-12 OPTION 3 COST 319,500 (or \$339,500, if applic)	@ Adj Reg Prog SB 1 2011-12 OPTION 4 COST 319,500 (or \$339,500, if applic)
<b>Hold Harmless Tax Rate:</b>	<b>YOUR DATA</b>	<b>YOUR DATA</b>	<b>YOUR DATA</b>	<b>YOUR DATA</b>
1992-93 Total M&O Revenue	69,077,198	69,077,198	69,077,198	69,077,198
1992-93 WADA	19,724,0000	19,724,0000	19,724,0000	19,724,0000
Chapter 41 WADA	30,421.7950	30,421.7950	30,421.7950	30,421.7950
WADA Ratio (YEAR to 1992-93)	1.6344	1.5424	1.5424	1.5424
1992-93 Total M&O Rev Adj for WADA change	112,899,028	106,542,910	106,542,910	106,542,910
ASF Distribution	6,016,350	6,016,350	6,016,350	6,016,350
1992-93 Adjusted Revenue Less ASF	106,882,678	100,526,560	100,526,560	100,526,560
1992-93 M&O Effective Rate	0.0112	0.0112	0.0112	0.0112
Hold Harmless Effective Rate	0.0150	0.0150	0.0150	0.0150
<b>Tax Base at Equalized Level:</b>				
Tax Base at Equalized Level	14,495,985,318	14,495,985,318	9,719,763,503	9,719,763,503
<b>Tax Base at Hold Harmless Level:</b>				
1992-93 Hold Harmless Tax Base	7,125,511,878	N/A	6,701,770,688	N/A
Hold Harmless Tax Base per WADA	234,224	N/A	220,295	N/A
Adjusted Hold Harmless Tax Base per WADA	380,335	N/A	247,919	N/A
Adjusted Tax Base Retained at HH Level	11,570,474,049	N/A	6,701,770,688	N/A
<b>Tax Base Reduction:</b>				
Tax Base Retained	14,495,985,318	14,495,985,318	9,719,763,503	9,719,763,503
Excess Tax Base	0	0	3,328,223,347	3,328,223,347
Proportional Tax Base Reduction	0.0000	0.0000	0.2551	0.2551
Tax Base Retained per WADA	476,500	476,500	319,500	319,500
<b>Cost of Buying WADA:</b>				
M&O Taxes Collected Up to Compressed Rate	117,879,469	117,879,469		
M&O Taxes Collected Beyond Compressed Rate + \$.06			0	0
Total M&O Taxes Subject to Recapture	117,879,469	117,879,469	0	0
Initial Cost of Buying WADA	0	0	0	0
<b>WADA Needed to Equalize Wealth *</b>	0.0000	0.0000	0.0000	0.0000
Initial Cost per WADA	0.00	0.00	0.00	0.00
WADA Credit for Tuition Paid	0.0000	0.0000	0.0000	0.0000
WADA Credit for New Instr. Facilities Allot.	0.0000	0.0000	0.0000	0.0000
<b>WADA Needed to be Purchased</b>	0.0000	0.0000	0.0000	0.0000
Adjusted Cost After WADA Credits	0	0	0	0
<b>Credits Against Initial Cost:</b>				
Early Agreement/Efficiency Credit	0	0	0	0
Credit for Appraisal Costs	0	0	0	0
<b>Discounted Cost</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Discounted Cost per WADA</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Was the Option chosen the least expensive?</b> (if it was not, change the Y to N for the applicable year)	<u>n</u>		<u>n</u>	

Note: You have to add recapture at the compressed rate and recapture at \$319,500 level to get total recapture.

\* If district has "excess revenue" on the Calc Data worksheet (Cell D94, E94, or H94), the district must purchase additional WADA at a cost equal to the amount of the excess, as determined by the commissioner.

**Funding Elements:**

2009-10	HB 3646
Basic Allotment	4,765
Level 1 Guaranteed Yield	
Level 2 Guaranteed Yield	59.02
Level 3 Guaranteed Yield	31.95
Level 1 Equalized Wealth Level	476,500
Level 2 Equalized Wealth Level	319,500

2010-11	HB 3646
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

2011-12	HB 3646
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

2012-13	HB 3646
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

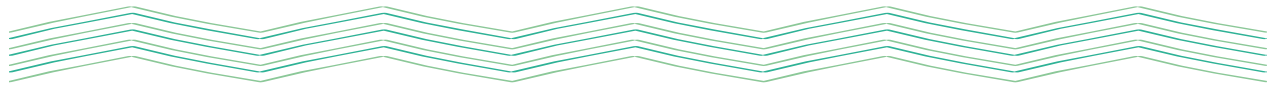
**\* NOTE: The Basic Allotment indicated pertains to districts that have a \$1.00 compressed rate. If a district's compressed rate is less than \$1.00, the Basic Allotment is reduced proportionally.**

# 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.

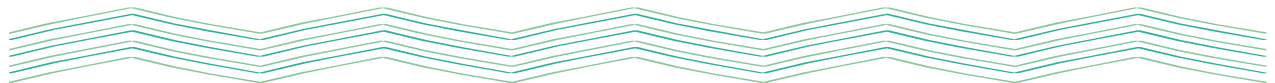
The graph below depicts the tax rate trend.



### C-FB ISD Tax Rate

#### Distribution per \$100 Valuation

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
<b>General Fund</b>	\$1.5000	\$1.5000	\$1.5000	\$1.5000	\$1.3501	\$1.0400	\$1.0400	\$1.0400	\$1.0400	\$1.0400
<b>Debt Service</b>	\$ .2224	\$ .2358	\$ .2824	\$ .3259	\$ .3329	\$ .3270	\$ .3223	\$ .3022	\$ .3069	\$ .3168
<b>Total Rate</b>	\$1.7224	\$1.7358	\$1.7824	\$1.8259	\$1.6830	\$1.3670	\$1.3623	\$1.3422	\$1.3469	\$1.3568





# Miscellaneous Financial Information continued

## Carrollton-Farmers Branch ISD Impact of Budget on Selected Taxpayers Based on Assessed/Market Value of a Home

Assessed Values Combined Tax Rate	Less \$15,000 Homestead Exemption	Taxable Value (Assessed - Homestead Exemption)	2010 Taxes \$1.3422	2011 Taxes \$1.3469	2012 Taxes \$1.3568	Increase (Decrease) \$0.0099	Monthly Impact
\$50,000	(\$15,000)	\$35,000	\$469.77	\$471.42	\$474.88	\$3.46	\$0.29
\$75,000	(\$15,000)	\$60,000	\$805.32	\$808.14	\$814.08	\$5.94	\$0.50
\$100,000	(\$15,000)	\$85,000	\$1,140.87	\$1,144.87	\$1,153.28	\$8.41	\$0.70
\$125,000	(\$15,000)	\$110,000	\$1,476.42	\$1,481.59	\$1,492.48	\$10.89	\$0.91
\$150,000	(\$15,000)	\$135,000	\$1,811.97	\$1,818.32	\$1,831.68	\$13.37	\$1.11
\$175,000	(\$15,000)	\$160,000	\$2,147.52	\$2,155.04	\$2,170.88	\$15.84	\$1.32
\$200,000	(\$15,000)	\$185,000	\$2,483.07	\$2,491.77	\$2,510.08	\$18.32	\$1.53
\$250,000	(\$15,000)	\$235,000	\$3,154.17	\$3,165.22	\$3,188.48	\$23.26	\$1.94

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

Year Ending 8/31	General Fund	Debt Service	Total	Increase (Decrease)	%
2003	\$1.5000	\$0.2224	\$1.7224	(\$0.0018)	-0.10%
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%

# 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				
2002	\$226,866,502	\$225,828,582	99.54%	\$1,187,640	\$1,273,584	\$228,289,806	100.63%	\$5,553,181	2.45%
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	98.40%	\$912,422	\$1,412,601	\$221,519,289	99.40%	\$7,130,365	3.20%
2005	\$221,529,024	\$217,965,165	98.40%	\$2,293,208	\$1,336,185	\$221,594,558	100.03%	\$8,249,458	3.70%
2006	\$226,478,279	\$226,195,686	99.90%	\$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%

## Percent of Tax Levy Collected Source: Audit for Tax Levy Year

2001	99.70%									
2002	99.50%									
2003	99.00%									
2004	98.40%									
2005	98.40%									
2006	99.90%									
2007	99.07%									
2008	99.00%									
2009	99.15%									
2010	99.13%									
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Percentage	99.70%	99.50%	99.00%	98.40%	98.40%	99.90%	99.07%	99.00%	99.15%	99.13%

# Miscellaneous Financial Information continued

<b>Carrollton-Farmers Branch Independent School District Current Tax Revenue Calculation 2011-2012</b>		
	<u>General Fund</u>	<u>Debt Service Fund</u>
Taxable Value	\$12,892,208,149	\$12,892,208,149
Shrinkage Factor	3.00%	3.00%
Tax Rate	\$1.0400	\$0.3168
<b>Total Current Taxes</b>	<b>\$142,573,842</b>	<b>\$42,069,997</b>

<b>Carrollton-Farmers Branch Independent School District Combined Property Tax Rate Calculation Worksheet 2011-2012</b>			
	<u>General Fund</u>	<u>Debt Service Fund</u>	<u>Memo Total</u>
<b>Requirements</b>			
Proposed Expenditure Budget	\$213,784,621	\$39,835,007	\$253,619,628
Total Requirements	\$213,784,621	\$39,835,007	\$253,619,628
<b>Resources</b>			
Other than Tax Levy:			
State Revenue	\$60,393,301	\$0	\$60,393,301
Federal Revenue	\$550,000	\$0	\$550,000
TRS On-Behalf	\$10,200,000	\$0	\$10,200,000
Other Local Revenues	\$1,848,844	\$12,400	\$1,861,244
Total Non-Tax Revenues	\$72,992,145	\$12,400	\$73,004,545
Revenue Required from Current Tax Levy	\$140,792,476	\$39,822,607	\$180,615,083
<b>Computation of Tax Rate</b>			
Revenue Required from Property Tax Levy	\$140,792,476	\$39,822,607	\$180,615,083
Collection Rate Factor (Shrinkage)	97.50%	97.50%	97.50%
Total Required Property Tax Levy	\$144,402,539	\$40,843,699	\$185,246,238
Taxable Value as adjusted	\$12,892,208,149	\$12,892,208,149	\$12,892,208,149
Tax Rate Needed	\$1.1201	\$0.3168	\$1.4369
<b>Tax Rate Recommended</b>	<b>\$1.0400</b>	<b>\$0.3168</b>	<b>\$1.3568</b>
Prior Year Tax Rate	\$1.0400	\$0.3069	\$1.3469

# Miscellaneous Financial Information continued

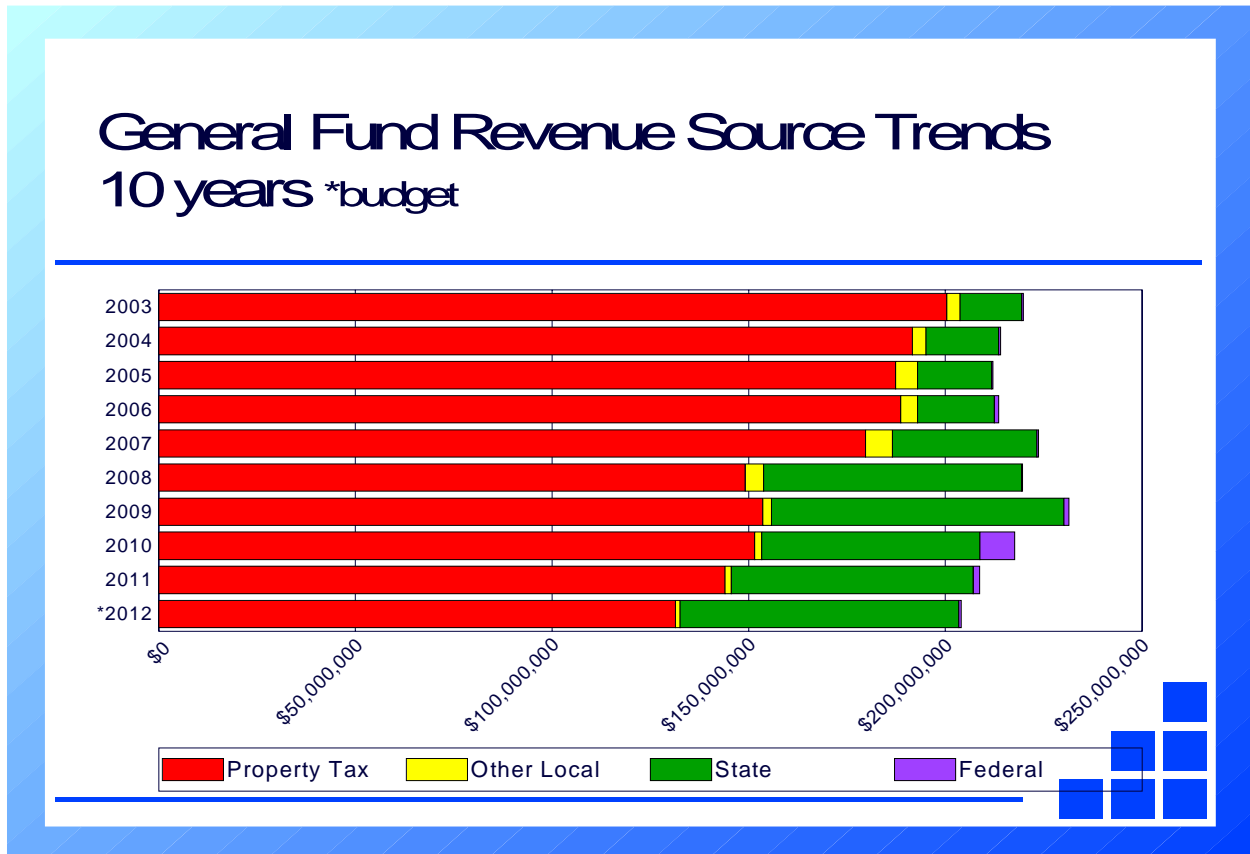
The graph below depicts changes in revenue source levels over time for C-FB ISD.

## General Fund Revenue Source Trends - Last Ten Years

Year	Property Tax	Other Local	State	Federal	Total
2003	\$200,416,971	\$3,315,605	\$15,663,623	\$398,436	\$219,794,634
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	\$131,376,991	\$1,198,844	\$70,929,820	\$550,000	\$204,055,655

\*Budget

Source: District's audited financial statements



Note: For fiscal years 2009-2011, the State used Federal Stimulus dollars to supplant State funding.

# Miscellaneous Financial Information continued

The graph below depicts the District's past actual counts for staff full-time equivalents (FTEs).

<b>Full-Time Staff Counts</b>							
	Actual 2004-05	Actual 2005-06	Actual 2006-07	Actual 2007-08	Actual 2008-09	Actual 2009-10	Actual 2010-11
<b>Total Personnel</b>	<b>3,040.44</b>	<b>3,154.90</b>	<b>3,257.87</b>	<b>3,366.62</b>	<b>3,371.30</b>	<b>3,201.17</b>	<b>3,132.60</b>
<b>Teachers</b>	1,699.52	1,792.70	1,812.63	1,847.85	1,821.29	1,727.22	1,702.20
Pre-K & Kindergarten	155.94	165.60	170.65	*			
Pre-Kindergarten				54.71	60.81	34.49	42.35
Kindergarten				119.17	132.08	138.87	134.86
Combined Pre-K & Kindergarten				12.91			
Elementary (Grades 1-6)	721.66	745.40	713.48	724.72	714.08	712.01	721.79
Secondary	641.56	693.30	730.96	*			
Middle School (Grades 6-8)				9.29	7.76	7.90	
Secondary (Grades 7-12)				757.92	740.14	703.87	677.34
Special Education	173.15	179.00	188.19	*			
All Grade Levels	7.21	10.10	9.35	169.15	166.42	130.08	125.87
<b>Support Staff</b>	282.99	284.10	351.93	335.16	346.53	358.08	354.92
Athletic Trainer				5.51	2.59	1.90	6.44
Audiologist							1.00
Corrective Therapist					0.52		
Supervisors	3.00	3.50	9.44	*			
Counselors	44.90	43.40	47.14	47.60	49.48	52.18	58.91
Department Head				1.48	13.71	7.00	3.00
Ed Diagnosticians	29.03	31.00	30.98	30.52	30.33	33.44	31.94
Librarians	37.68	38.00	36.66	37.79	41.00	40.96	39.96
Nurses/Physicians	30.93	31.80	30.75	31.79	33.00	36.00	35.45
Therapists	29.45	34.20	36.20	*			
Occupational Therapist				7.00	6.93	7.00	6.99
Orientation/Mobility Specialist				1.00	0.50	1.00	1.00
Other Campus Professional				58.85	70.69	76.78	59.58
Other Non-Campus Prof Personnel				62.41	50.69	51.30	67.68
Other Support Staff	101.00	95.80	154.26	*			
Physical Therapist				2.00	1.00	2.00	2.00
Psychologist/Assoc Psychologists	7.00	6.00	6.50	6.60	6.60	6.04	6.08
Social Worker				1.00	1.00	1.00	1.00
Speech Thrpst/Speech Lang Pathologist				29.06	27.48	31.48	33.90
Teacher Facilitator				12.50	11.00	10.00	
Work-Based Learning Site Coordinator				0.05			
<b>Administrators</b>	122.00	121.00	122.74	143.72	156.48	139.48	131.09
Admin/Instructional Officers	24.42	22.60	22.30	24.67	42.19	35.87	33.57
Principals	37.00	37.00	38.88	38.56	38.24	39.00	39.91
Assistant Principals	56.19	56.40	56.56	58.33	52.48	45.92	46.11
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	4.00	3.00	2.00
Athletic Director				6.75	6.44	5.19	1.00
Business Manager				1.00	2.00	1.00	1.00
Dir-Personnel/Human Resources				2.00	4.00	4.00	2.00
Registrar				3.00	3.00	3.00	3.00
Tax Assessor/Collector				1.00	1.00	1.00	1.00
Teacher Supervisor				3.40	2.13	0.50	0.50
<b>Total Professional</b>	2,105.13	2,197.80	2,287.31	2,326.73	2,324.30	2,224.79	2,188.21
<b>Educational Aides</b>	224.43	233.60	230.58	259.40	262.31	199.50	219.51
<b>Auxiliary Staff</b>	710.88	723.40	739.99	780.49	784.69	776.89	724.88
<i>Percentage increase (decrease) from Prior Year</i>	-2.92%	3.76%	3.26%	3.34%	0.14%	-5.05%	-2.14%

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 2011-2012 budget estimates for payroll by major object.

<b>General Fund Payroll by Major Object 2005-06 through 2011-12</b>							
	<b>Actual 2005-06</b>	<b>Actual 2006-07</b>	<b>Actual 2007-08</b>	<b>Actual 2008-09</b>	<b>Actual 2009-10</b>	<b>Actual 2010-11</b>	<b>Budget 2011-12</b>
Substitute Pay for Professional Personnel*	\$1,675,537	\$1,775,850	\$1,764,169	\$1,964,501	\$2,114,643	\$2,121,900	\$2,200,000
*Substitute Pay for Professional Personnel-No Teachers	\$43,310	\$31,840	\$48,689	N/A	N/A	N/A	N/A
Other Salaries for Teachers & Other Professionals	\$2,647,705	\$2,951,933	\$2,896,699	\$2,406,964	\$2,290,353	\$2,626,839	\$2,760,206
Professional Personnel - Stipends	\$1,490,133	\$2,770,689	\$3,037,519	\$3,517,262	\$3,746,664	\$3,546,037	\$3,750,000
Salaries for Teachers and Other Professionals	\$98,126,119	\$103,949,417	\$113,594,978	\$116,628,840	\$114,894,838	\$118,080,172	\$111,482,765
<b>Sub-Total Professional Pay</b>	<b>\$103,982,804</b>	<b>\$111,479,729</b>	<b>\$121,342,054</b>	<b>\$124,517,566</b>	<b>\$123,046,497</b>	<b>\$126,374,948</b>	<b>\$120,192,971</b>
Extra Duty Pay - Overtime	\$731,123	\$860,520	\$1,087,117	\$955,151	\$697,014	\$772,463	\$915,000
Salaries or Wages for Substitute Support Personnel **	N/A	N/A	N/A	\$431,091	\$338,284	\$360,936	\$385,000
Part-time, Temporary, Substitutes for Clerical*	\$616,077	\$638,536	\$635,355	\$207,588	\$509,130	\$599,945	\$500,000
Salaries for Support Personnel	\$17,459,003	\$18,784,021	\$20,291,409	\$20,544,175	\$19,297,850	\$19,882,013	\$20,317,536
<b>Sub-Total Support Pay</b>	<b>\$18,806,203</b>	<b>\$20,283,077</b>	<b>\$22,013,881</b>	<b>\$22,138,005</b>	<b>\$20,842,278</b>	<b>\$21,615,357</b>	<b>\$22,117,536</b>
Contract buyouts	\$0	\$0	\$0	\$100,000	\$0	\$0	\$0
Longevity Pay for Professionals beginning 2008-09*	N/A	N/A	N/A	\$267,000	\$326,500	\$330,000	\$370,500
Longevity Pay for Support Staff beginning 2008-09**	N/A	N/A	N/A	\$124,000	\$120,000	\$117,000	\$179,500
Employee Allowances	\$185,571	\$195,731	\$205,004	\$279,632	\$278,705	\$269,600	\$220,000
<b>Sub-Total</b>	<b>\$185,571</b>	<b>\$195,731</b>	<b>\$205,004</b>	<b>\$770,632</b>	<b>\$725,205</b>	<b>\$716,600</b>	<b>\$770,000</b>
Social Security & Medicare	\$1,596,498	\$1,708,237	\$1,874,972	\$2,006,719	\$1,808,767	\$1,968,356	\$1,871,484
Group Health & Life Insurance	\$8,399,331	\$8,905,698	\$9,134,801	\$8,110,646	\$6,779,497	\$6,939,972	\$6,904,543
Workers' Compensation	\$1,462,548	\$1,150,759	\$1,152,971	\$1,025,455	\$1,031,690	\$1,101,407	\$1,108,355
Teacher Retirement On-Behalf Payments	\$7,150,238	\$7,190,625	\$9,194,969	\$9,291,363	\$9,646,767	\$9,639,691	\$10,200,000
Unemployment Compensation	\$82,778	\$81,153	\$80,959	\$80,589	\$93,411	\$93,411	\$140,000
Teacher Retirement - TRS Care	\$2,100,150	\$2,264,284	\$2,774,885	\$2,951,410	\$2,658,530	\$2,689,861	\$2,329,252
Employee Allowances	\$202,785	\$192,590	\$219,406	\$135,532	\$168,275	\$160,397	\$175,000
<b>Sub-Total Benefits</b>	<b>\$20,994,329</b>	<b>\$21,493,346</b>	<b>\$24,432,962</b>	<b>\$23,601,714</b>	<b>\$22,186,938</b>	<b>\$22,593,095</b>	<b>\$22,728,634</b>
<b>Grand Totals</b>	<b>\$143,968,907</b>	<b>\$153,451,882</b>	<b>\$167,993,902</b>	<b>\$171,027,917</b>	<b>\$166,800,919</b>	<b>\$171,300,000</b>	<b>\$165,809,141</b>

\* New Definition for 2008-09

\*\*New Code for 2008-09

# Miscellaneous Financial Information continued

<b>Staff Salaries 2004-05 through 2010-11</b>							
	Actual 2004-05	Actual 2005-06	Actual 2006-07	Actual 2007-08	Actual 2008-09	Actual 2009-10	Actual 2010-11
<b>Total Personnel</b>	<b>\$116,635,441</b>	<b>\$124,990,332</b>	<b>\$136,901,630</b>	<b>\$145,384,000</b>	<b>\$151,228,358</b>	<b>\$147,243,394</b>	<b>\$146,453,312</b>
<b>Teachers</b>	<b>\$71,979,995</b>	<b>\$78,465,504</b>	<b>\$84,050,796</b>	<b>\$88,585,898</b>	<b>\$91,136,984</b>	<b>\$88,562,642</b>	<b>\$88,620,699</b>
Pre-K & Kindergarten	\$6,458,983	\$7,074,550	\$7,755,832	*			
Pre-Kindergarten				\$2,563,920	\$2,959,291	\$1,754,847	\$2,193,488
Kindergarten				\$5,618,497	\$6,555,334	\$6,984,322	\$6,916,937
Combined Pre-K & Kindergarten				\$648,031			
Elementary (Grades 1-6)	\$30,148,297	\$32,273,601	\$32,679,341	\$34,509,467	\$35,334,230	\$36,184,628	\$37,240,243
Secondary	\$27,937,431	\$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
Special Education	\$7,221,289	\$7,731,722	\$8,657,993	*			
All Grade Levels	\$213,995	\$282,729	\$344,556	\$7,967,373	\$8,226,831	\$6,687,828	\$6,420,255
<b>Support Staff</b>	<b>\$14,763,936</b>	<b>\$15,291,351</b>	<b>\$19,878,190</b>	<b>\$19,513,164</b>	<b>\$20,630,284</b>	<b>\$21,653,776</b>	<b>\$21,914,383</b>
Athletic Trainer				\$258,579	\$125,131	\$92,499	\$363,215
Corrective Therapist					\$26,811		\$67,166
Supervisors	\$235,350	\$271,803	\$589,821	*			
Counselors	\$2,485,890	\$2,458,994	\$2,786,130	\$2,878,227	\$3,038,774	\$3,246,537	\$3,688,480
Department Head				\$85,977	\$806,315	\$460,313	\$243,716
Ed Diagnosticians	\$1,499,559	\$1,655,387	\$1,743,780	\$1,793,718	\$1,847,486	\$2,017,723	\$1,964,440
Librarians	\$1,805,012	\$1,880,287	\$1,943,122	\$2,070,220	\$2,262,257	\$2,272,120	\$2,269,520
Nurses/Physicians	\$1,295,371	\$1,365,869	\$1,393,009	\$1,504,294	\$1,618,479	\$1,794,182	\$1,792,616
Therapists	\$1,427,864	\$1,720,369	\$1,899,970	*			
Occupational Therapist				\$391,924	\$405,273	\$418,284	\$430,303
Orientation/Mobility Specialist				\$50,572	\$26,628	\$54,672	\$52,324
Other Campus Professional				\$3,160,311	\$3,909,910	\$4,351,491	\$3,407,970
Other Non-Campus Prof Personnel				\$4,541,733	\$3,895,632	\$4,084,984	\$5,188,288
Other Support Staff	\$5,649,997	\$5,591,476	\$9,149,075	*			
Physical Therapist				\$126,508	\$66,507	\$115,007	\$116,443
Psychologist/Assoc Psychologists	\$364,893	\$347,166	\$373,283	\$391,453	\$401,743	\$359,168	\$368,457
Social Worker				\$54,851	\$57,477	\$58,828	\$60,299
Speech Thrpst/Speech Lang Pathologist				\$1,518,333	\$1,503,560	\$1,721,696	\$1,901,146
Teacher Facilitator				\$684,502	\$638,301	\$606,272	
Work-Based Learning Site Coordinator				\$1,962			
<b>Administrators</b>	<b>\$9,277,443</b>	<b>\$9,426,091</b>	<b>\$9,928,250</b>	<b>\$11,664,687</b>	<b>\$12,712,406</b>	<b>\$11,558,405</b>	<b>\$10,809,467</b>
Admin/Instructional Officers	\$2,066,051	\$1,949,780	\$1,940,866	\$1,910,305	\$3,002,312	\$2,660,885	\$2,512,148
Principals	\$3,088,399	\$3,189,823	\$3,472,112	\$3,512,601	\$3,557,120	\$3,692,419	\$3,725,105
Assistant Principals	\$3,311,820	\$3,445,597	\$3,648,322	\$3,894,382	\$3,666,910	\$3,273,262	\$3,277,275
Superintendents	\$275,000	\$275,000	\$275,000	\$285,000	\$285,000	\$235,630	\$233,095
Assistant Superintendents	\$536,173	\$565,891	\$591,950	\$677,441	\$657,240	\$522,291	\$340,117
Athletic Director				\$523,107	\$515,971	\$410,009	\$96,502
Business Manager				\$107,328	\$199,838	\$111,286	\$112,469
Dir-Personnel/Human Resources				\$207,954	\$343,165	\$354,979	\$204,770
Registrar				\$194,072	\$177,820	\$192,853	\$197,635
Tax Assessor/Collector				\$72,567	\$69,741	\$70,438	\$72,198
Teacher Supervisor				\$279,930	\$237,289	\$34,353	\$38,153
<b>Total Professional</b>	<b>\$96,021,374</b>	<b>\$103,182,946</b>	<b>\$113,782,945</b>	<b>\$119,763,749</b>	<b>\$124,479,674</b>	<b>\$121,774,823</b>	<b>\$121,344,549</b>
<b>Educational Aides</b>	<b>\$3,955,423</b>	<b>\$4,190,925</b>	<b>\$4,314,584</b>	<b>\$5,016,890</b>	<b>\$5,294,628</b>	<b>\$4,086,186</b>	<b>\$4,576,679</b>
<b>Auxiliary Staff</b>	<b>\$16,658,644</b>	<b>\$17,616,461</b>	<b>\$18,804,101</b>	<b>\$20,603,361</b>	<b>\$21,454,056</b>	<b>\$21,382,385</b>	<b>\$20,532,084</b>
<i>Percentage increase (decrease) from Prior Year</i>	<i>-1.16%</i>	<i>7.16%</i>	<i>9.53%</i>	<i>6.20%</i>	<i>4.02%</i>	<i>-2.64%</i>	<i>-0.54%</i>

Source: Texas Education Agency's Standard Reports

\* Change in Classification by the Texas Education Agency

# Miscellaneous Financial Information continued

The graph below depicts the District's past actual average salaries.

<b>Staff Average Salaries</b>							
	Actual 2004-05	Actual 2005-06	Actual 2006-07	Actual 2007-08	Actual 2008-09	Actual 2009-10	Actual 2010-11
<b>Total Personnel</b>	<b>\$38,361</b>	<b>\$39,618</b>	<b>\$42,022</b>	<b>\$43,184</b>	<b>\$44,858</b>	<b>\$45,997</b>	<b>\$46,751</b>
<b>Teachers</b>	<b>\$42,353</b>	<b>\$43,769</b>	<b>\$46,329</b>	<b>\$47,940</b>	<b>\$50,040</b>	<b>\$51,275</b>	<b>\$52,062</b>
Pre-K & Kindergarten	\$41,420	\$42,733	\$45,449	*			
Pre-Kindergarten				\$46,867	\$48,667	\$50,885	\$51,799
Kindergarten				\$47,148	\$49,633	\$50,292	\$51,290
Combined Pre-K & Kindergarten				\$50,202			
Elementary (grades 1-6)	\$41,776	\$43,299	\$45,802	\$47,618	\$49,482	\$50,820	\$51,595
Secondary	\$43,546	\$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
Special Education	\$41,705	\$43,334	\$46,007	*			
All Grade Levels	\$29,662	\$28,113	\$36,863	\$47,103	\$49,433	\$51,412	\$51,008
<b>Support Staff</b>	<b>\$52,171</b>	<b>\$53,822</b>	<b>\$56,483</b>	<b>\$58,220</b>	<b>\$59,534</b>	<b>\$60,472</b>	<b>\$61,744</b>
Athletic Trainer				\$46,910	\$48,257	\$48,648	\$56,422
Audiologist							\$67,166
Corrective Therapist					\$51,274		
Supervisor	\$78,450	\$77,658	\$62,478	*			
Counselor	\$55,361	\$56,721	\$59,099	\$60,465	\$61,411	\$62,221	\$62,607
Department Head				\$58,242	\$58,827	\$65,759	\$81,239
Ed Diagnostician	\$51,657	\$53,400	\$56,287	\$58,764	\$60,909	\$60,343	\$61,504
Librarian	\$47,901	\$49,481	\$53,001	\$54,788	\$55,177	\$55,472	\$56,795
Nurses/Physician	\$41,880	\$42,985	\$45,303	\$47,317	\$49,045	\$49,838	\$50,569
Therapist	\$48,489	\$50,306	\$52,484	*			
Occupational Therapist				\$55,989	\$58,451	\$59,755	\$61,604
Orientation/Mobility Specialist				\$50,572	\$53,256	\$54,672	\$52,324
Other Campus Professional				\$53,697	\$55,308	\$56,674	\$57,205
Other Non-Campus Personnel				\$72,778	\$76,854	\$79,631	\$76,657
Other Support Staff	\$55,940	\$58,377	\$59,311	*			
Physical Therapist				\$63,245	\$66,487	\$57,504	\$58,222
Psychologist/Assoc Psychologist	\$52,128	\$53,410	\$57,428	\$59,311	\$60,870	\$59,450	\$60,601
Social Worker				\$54,851	\$57,477	\$58,828	\$60,299
Speech Thrpst/Speech Lang Pathologist				\$52,247	\$54,717	\$54,692	\$56,081
Teacher Facilitator				\$54,760	\$58,027	\$60,627	
Work-Based Learning Site Coordinator				\$40,205			
<b>Administrator</b>	<b>\$75,667</b>	<b>\$77,903</b>	<b>\$80,886</b>	<b>\$81,163</b>	<b>\$81,238</b>	<b>\$82,863</b>	<b>\$82,460</b>
Admin/Instructional Officer	\$84,600	\$86,255	\$87,039	\$77,434		\$74,172	
Principal	\$83,470	\$86,211	\$89,301	\$91,096	\$93,026	\$94,677	\$93,327
Assistant Principal	\$58,942	\$61,100	\$64,500	\$66,763	\$69,870	\$71,276	\$71,082
Superintendent	\$275,000	\$275,000	\$275,000	\$285,000	\$285,000	\$235,630	\$233,095
Assistant Superintendent	\$134,043	\$141,473	\$147,988	\$169,360	\$164,310	\$174,097	\$170,059
Athletic Director				\$77,467	\$80,096	\$78,991	\$96,502
Business Manager				\$107,328	\$99,919	\$111,286	\$112,469
Dir-Personnel/Human Resources				\$103,977	\$85,791	\$88,745	\$102,385
Registrar				\$64,691	\$59,273	\$64,284	\$65,878
Tax Assessor/Collector				\$72,567	\$69,741	\$70,438	\$72,198
Teacher Supervisor				\$82,216	\$111,351	\$68,706	\$76,306
<b>Total Professional</b>	<b>\$45,613</b>	<b>\$46,948</b>	<b>\$49,745</b>	<b>\$51,473</b>	<b>\$53,556</b>	<b>\$54,736</b>	<b>\$55,454</b>
<b>Educational Aide</b>	<b>\$17,624</b>	<b>\$17,940</b>	<b>\$18,712</b>	<b>\$19,340</b>	<b>\$20,184</b>	<b>\$20,482</b>	<b>\$20,850</b>
<b>Auxiliary Staff</b>	<b>\$23,434</b>	<b>\$24,351</b>	<b>\$25,411</b>	<b>\$26,398</b>	<b>\$27,341</b>	<b>\$27,523</b>	<b>\$28,325</b>
<i>Percentage increase (decrease) from Prior Year</i>	<i>1.80%</i>	<i>3.28%</i>	<i>6.07%</i>	<i>2.77%</i>	<i>3.88%</i>	<i>2.54%</i>	<i>1.64%</i>

Source: Texas Education Agency's Standard Reports

\* Change in Classification by the Texas Education Agency



# Miscellaneous Financial Information continued

## Carrollton-Farmers Branch ISD Debt Service Fund Bond Schedule

Description	Interest Rate Payable	Amounts Original Issue	Amounts Outstanding September 1, 2011	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	905,000	-	-
Series 2004 Refunding	2% to 5%	\$23,740,000	20,130,000	-	2,880,000
Series 2004 Building	2% to 5%	\$54,350,000	38,850,000	-	1,395,000
Series 2005 Building	3% to 5%	\$54,810,000	38,770,000	-	2,025,000
Series 2006 Building	4.5% to 5%	\$41,220,000	30,390,000	-	980,000
Series 2007 Building/Refunding	4.0% to 5.0%	\$105,775,000	97,475,000	-	2,790,000
Series 2008 Building/Refunding	2.05% to 4.280%	\$57,435,000	37,650,000	-	5,310,000
Series 2010 Building/Refunding	1.38% to 5.0%	\$63,565,000	58,990,000	-	10,175,000
<b>Total Bonded Indebtedness</b>		<b>\$842,908,122</b>	<b>\$323,160,000</b>	<b>\$0</b>	<b>\$25,555,000</b>

## Miscellaneous Financial Information continued

Amounts Outstanding August 31, 2012	Interest Current Year	Year Ending 8/31/2013		Year Ending 8/31/2014		September 1, 2014 To Maturity Interest
		Principal	Interest	Principal	Interest	
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
905,000	36,200	440,000	27,400	465,000	9,300	-
17,250,000	875,600	3,010,000	772,200	3,170,000	632,750	852,000
37,455,000	1,792,600	1,450,000	1,721,475	1,520,000	1,647,225	13,337,963
36,745,000	1,781,938	2,120,000	1,688,438	2,225,000	1,579,813	9,482,806
29,410,000	1,403,713	1,015,000	1,361,319	1,060,000	1,318,550	12,398,975
94,685,000	4,347,313	1,295,000	4,265,613	5,245,000	4,134,813	23,550,794
32,340,000	\$1,569,831	5,545,000	1,298,456	4,660,000	1,066,631	10,474,628
48,815,000	\$2,466,813	10,185,000	2,008,688	6,735,000	1,585,688	3,125,694
<b>\$297,605,000</b>	<b>\$14,274,006</b>	<b>\$25,060,000</b>	<b>\$13,143,588</b>	<b>\$25,080,000</b>	<b>\$11,974,769</b>	<b>\$73,222,860</b>



# Carrollton · Farmers Branch

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Independent School District

••• An Innovative Leader in Learning •••

# LONG RANGE FINANCIAL FORECASTS

# Long Range Financial Forecasts continued

## 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 2011-15. 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 an increase of 10.45% in 2007-08 to a *decrease* of 5.21% in 2010-11. We used what we believe are conservative estimates, including a 1.0% increase for 2012-13, 1.5% increase for 2013-14 and 1.5% increase for 2014-15 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, and Gifted and Talented), and taxable values. Special Education FTE's are projected based on historical percentage growth rates for each instructional arrangement.

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 2009-10 through 2011-12 budget years.
- 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 98% 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 2006-07 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 2010-11 actual 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). The District plans to reduce costs in all possible functional categories over the upcoming fiscal years. The focus of cost reductions will be in areas that will have the least impact on student achievement. Employment savings will try to be achieved through consolidation and reorganization and through attrition rather than layoffs. 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

## **Long Range Financial Forecasts continued**

### **General and Debt Service Forecasts continued**

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.

#### **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

<b>AVERAGE DAILY ATTENDANCE (ADA) and FULL-TIME EQUIVALENT (FTE) ENROLLMENT PROJECTIONS</b>				
	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Total Refined ADA	24,456.708	24,481.165	24,505.646	24,530.152
Bilingual Ed ADA	5,297.100	5,285.359	5,290.644	5,295.935
Compensatory Ed, Free & Reduced Lunch	16,352.300	16,368.652	16,385.021	16,401.406
Compensatory Ed, Pregnant FTE	10.335	10.461	10.472	10.482
Career & Technology FTE	840.249	844.298	845.143	845.988
Gifted & Talented Enrollment	1,222.835	1,224.058	1,225.282	1,226.508
Special Ed Instructional Arrangement				
Homebound FTE	0.343	0.344	0.345	0.345
Speech Therapy FTE	49.834	49.632	49.681	49.781
Resource Room FTE	594.592	593.078	593.672	594.265
Self-Contained FTE	240.342	238.980	239.219	239.458
Off Home Campus	0.000	0.000	0.000	0.000
Vocational Adjusted FTE	8.891	9.130	9.139	9.148
Mainstream ADA	85.300	86.249	86.335	86.422

ADA = Average Daily Attendance

FTE = Full-Time Equivalent

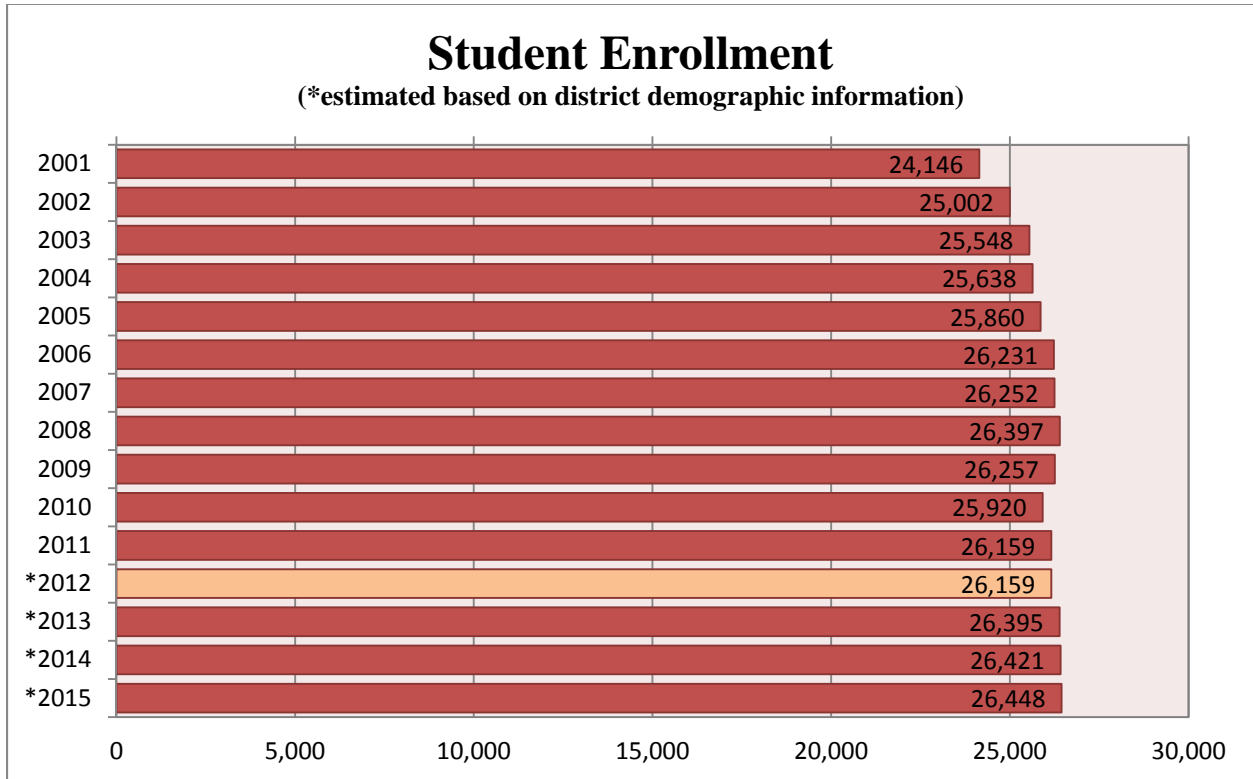


# Long Range Financial Forecasts continued

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

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	26,159	24,456.708	93.49%
*2013	26,395	24,481.165	92.75%
*2014	26,421	24,505.646	92.75%
*2015	26,448	24,530.152	92.75%

\* Estimated by CFB Personnel



# Long Range Financial Forecasts continued

## Projected Tax Collections

<b>General Fund</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Tax Revenue				
Tax Value	\$12,892,208,149	\$14,028,366,980	\$14,238,792,484	\$14,452,374,372
Tax Rate	\$1.0400	\$1.0400	\$1.0400	\$1.0800
Sub-Total Tax Revenue @ 98% Rate of Collection	\$130,726,991	\$142,977,116	\$145,121,773	\$152,963,930
Taxes, Prior Year, Penalty & Interest	\$650,000	\$659,750	\$669,646	\$679,691
<b>Total General Fund Tax Revenue</b>	<b>\$131,376,991</b>	<b>\$143,636,866</b>	<b>\$145,791,419</b>	<b>\$153,643,621</b>
<b>Debt Service Fund</b>				
Tax Rate	\$0.3168	\$0.2779	\$0.2655	\$0.2586
Debt Service Tax Revenue @ 98% Rate of Collection	\$39,822,607	\$38,205,135	\$37,047,914	\$36,626,363
<b>Total Tax Revenue</b>	<b>\$171,199,597</b>	<b>\$181,842,001</b>	<b>\$182,839,333</b>	<b>\$190,269,985</b>

## Tax Increment Finance Zone Estimate

TIF payment yr of book	\$14,140,000	\$14,140,000	\$14,774,478	\$15,078,197
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# Long Range Financial Forecasts continued

## General Fund

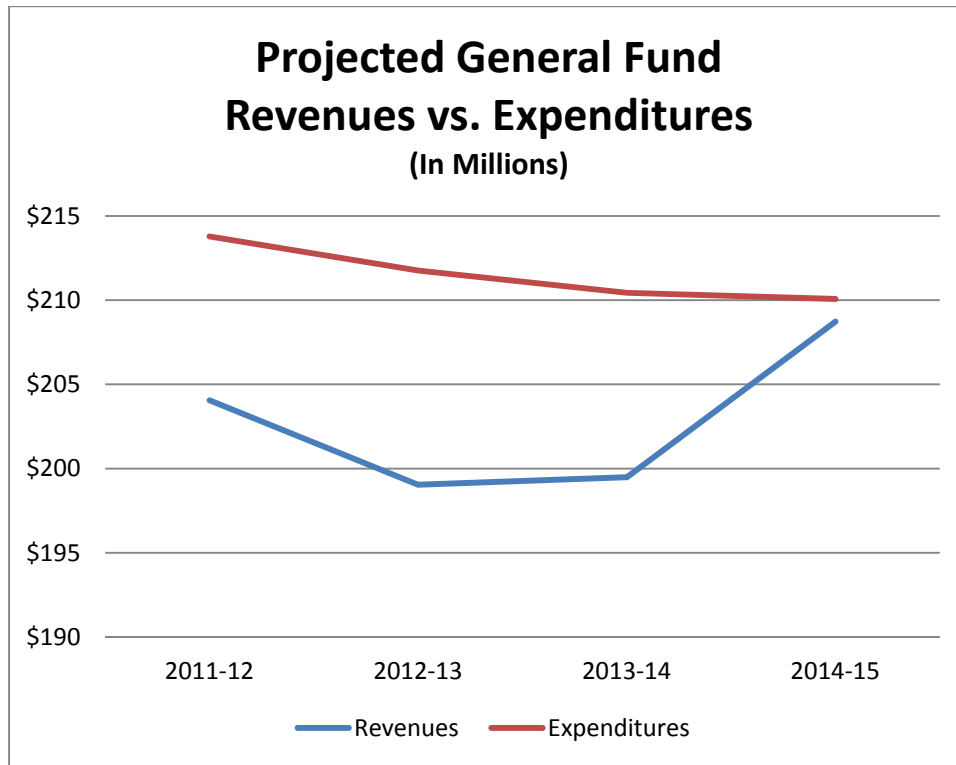
### Projected Revenue

	2011-12	2012-13	2013-14	2014-15
<b>Local Revenue</b>				
Tax Revenue				
Tax Value	\$12,892,208,149	\$14,028,366,980	\$14,238,792,484	\$14,452,374,372
Tax Rate	\$1.0400	\$1.0400	\$1.0400	\$1.0800
Tax Revenue				
Rate of Collection 98%	\$130,726,991	\$142,977,116	\$145,121,773	\$152,963,930
Taxes, Prior Year, Penalty & Interest	\$650,000	\$659,750	\$669,646	\$679,691
Other Local	1,198,844	\$1,216,827	\$1,235,079	\$1,253,605
<b>Total Projected Local Revenue</b>	<b>\$132,575,835</b>	<b>\$144,853,693</b>	<b>\$147,026,498</b>	<b>\$154,897,227</b>
<b>State Revenue</b>				
State Funding Formula	\$60,729,820	\$43,434,447	\$41,694,668	\$43,059,607
Teacher Retirement On-Behalf	\$10,200,000	\$10,200,000	\$10,200,000	\$10,200,000
<b>Total Projected State Revenue</b>	<b>\$70,929,820</b>	<b>\$53,634,447</b>	<b>\$51,894,668</b>	<b>\$53,259,607</b>
<b>Total Projected Federal Revenue</b>	<b>\$550,000</b>	<b>\$555,500</b>	<b>\$561,055</b>	<b>\$566,666</b>
<b>Grand Total Projected Revenue</b>	<b>\$204,055,655</b>	<b>\$199,043,640</b>	<b>\$199,482,221</b>	<b>\$208,723,499</b>

### Projected Expenditures

11	Instruction	\$119,423,493	\$118,179,258	\$116,997,465	\$115,827,491
12	Instructional Resources & Media	\$1,569,131	\$1,553,440	\$1,537,906	\$1,522,527
13	Curriculum & Staff Development	\$4,633,049	\$4,586,719	\$4,540,852	\$4,495,443
21	Instructional Leadership	\$3,481,687	\$3,446,870	\$3,412,401	\$3,378,277
23	School Leadership	\$13,213,862	\$13,081,723	\$12,950,906	\$12,821,397
31	Guidance Counseling & Evaluation	\$9,133,009	\$9,041,679	\$8,951,262	\$8,861,750
32	Social Work Services	\$166,064	\$164,403	\$162,759	\$161,131
33	Health Services	\$706,648	\$699,582	\$692,586	\$685,660
34	Transportation	\$3,560,015	\$3,524,415	\$3,489,171	\$3,454,279
36	Co-Curricular/Extra Curricular	\$4,683,527	\$4,636,692	\$4,590,325	\$4,544,422
41	General Administration	\$6,658,164	\$6,591,582	\$6,525,666	\$6,460,410
51	Plant Maintenance & Operation	\$23,998,773	\$23,758,785	\$23,521,197	\$23,285,985
52	Security & Monitoring Services	\$1,693,515	\$1,676,580	\$1,659,814	\$1,643,216
53	Data Processing	\$5,001,631	\$4,951,615	\$4,902,099	\$4,853,078
61	Community Services	\$452,538	\$448,013	\$443,533	\$439,098
81	Facilities Acquisition & Construction	\$88,764	\$87,876	\$86,997	\$86,127
91	Contracted Instructional Services	\$0	\$0	\$0	\$1,260,003
92	Incremental Costs Assoc with Chap 41	\$0	\$0	\$0	\$1,260
95	Juvenile Justice Alternative Ed Prgms	\$200,000	\$198,000	\$198,000	\$198,000
97	Tax Increment Financing Zone	\$14,140,000	\$14,140,000	\$14,774,478	\$15,078,197
99	Other Intergovernmental Charges	\$980,751	\$990,751	\$1,000,464	\$1,010,469
	<b>Total Projected Expenditures</b>	<b>\$213,784,621</b>	<b>\$211,757,983</b>	<b>\$210,437,881</b>	<b>\$210,068,219</b>
	<b>Other Sources &amp; Uses</b>				
	Operating Transfers In	\$0	\$0	\$0	\$0
	<b>Total Other Sources &amp; Uses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
	<b>Projected Change in Fund Balance</b>	<b>(\$9,728,966)</b>	<b>(\$12,714,343)</b>	<b>(\$10,955,660)</b>	<b>(\$1,344,720)</b>
	<b>Estimated Beginning Fund Balance 9/1</b>	<b>\$72,950,332</b>	<b>\$63,221,365</b>	<b>\$50,507,022</b>	<b>\$39,551,362</b>
	Estimated Actual adjustment				
	<b>Estimated Ending Fund Balance 8/31</b>	<b>\$63,221,365</b>	<b>\$50,507,022</b>	<b>\$39,551,362</b>	<b>\$38,206,642</b>
	<b>Percentage expenditure increase/(decrease) over prior year budget as a Percentage of Total Expenditure Budget</b>	<b>-3.63%</b>	<b>-0.95%</b>	<b>-0.62%</b>	<b>-0.18%</b>
	Estimated Days Operating in Fund Balance	116	93	74	72

## Long Range Financial Forecasts continued



The graph depicts the disparity between general fund revenues and expenditures for fiscal year 2011-12 through 2014-15. The District plans to decrease the general fund deficit for fiscal year 2014-15 by asking voters for a tax increase of \$.04 from 1.04 to \$1.08. If the tax election does not pass the deficit of the district will continue to increase. If a tax election passes for fiscal year 2014-15 then the \$.04 tax increase would only decrease the operating deficit and not eliminate it entirely. The assumptions made involve no increases in compensation associated with each fiscal year presented; if the Board of Trustees wants to present an increased compensation package then a greater tax increase would have to be presented to voters.

# Long Range Financial Forecasts continued

## Debt Service Fund

### Projected Revenue

	2011-12	2012-13	2013-14	2014-15
<b>Local Revenue</b>				
Tax Revenue				
Tax Value	\$12,892,208,149	\$14,028,366,980	\$14,238,792,484	\$14,452,374,372
Tax Rate	\$0.3168	\$0.2779	\$0.2655	\$0.2586
Tax Revenue @ 98% Rate of Collection	\$39,822,607	\$38,205,135	\$37,047,914	\$36,626,363
Other Local	\$12,399	\$4,453	\$12,855	\$13,628
<b>Total Projected Local Revenue</b>	<b>\$39,835,006</b>	<b>\$38,209,588</b>	<b>\$37,060,769</b>	<b>\$36,639,991</b>
<b>State Revenue</b>				
State Funding Formula	\$0	\$0	\$0	\$0
<b>Total Projected State Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Projected Federal Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Grand Total Projected Revenue</b>	<b>\$39,835,006</b>	<b>\$38,209,588</b>	<b>\$37,060,769</b>	<b>\$36,639,991</b>

### Projected Expenditures

71	Debt Services				
	Principal	\$25,555,000	\$25,060,000	\$25,080,000	\$25,830,000
	Interest	\$14,274,006	\$13,143,588	\$11,974,769	\$10,803,991
	Fees	\$6,000	\$6,000	\$6,000	\$6,000
	<b>Total Projected Expenditures</b>	<b>\$39,835,006</b>	<b>\$38,209,588</b>	<b>\$37,060,769</b>	<b>\$36,639,991</b>
	Projected Change in Fund Balance	\$0	\$0	\$0	\$0
	Estimated Beginning Fund Balance 9/1	\$3,003,709	\$3,003,709	\$3,003,709	\$3,003,709
	<b>Projected Ending Fund Balance 8/31</b>	<b>\$3,003,709</b>	<b>\$3,003,709</b>	<b>\$3,003,709</b>	<b>\$3,003,709</b>
	Percentage expenditure increase over prior year budget	-5.38%	-4.08%	-3.01%	-1.14%

# Long Range Financial Forecasts continued

## Food Service Fund

### Projected Revenue and Expenditures

	2011-2012	2012-2013	2013-2014	2014-2015
<i>Estimated Revenues</i>				
Local & Intermediate Revenue	\$2,610,100	\$2,688,403	\$2,769,055	\$2,852,127
State Revenue	\$85,000	\$87,550	\$90,177	\$92,882
Federal Revenue	\$8,086,500	\$8,329,095	\$8,578,968	\$8,836,337
<b>Total Estimated Revenue</b>	<b>\$10,781,600</b>	<b>\$11,105,048</b>	<b>\$11,438,199</b>	<b>\$11,781,345</b>
<i>Appropriated Expenditures</i>				
35 Food Service	\$10,781,600	\$11,105,048	\$11,438,199	\$11,781,345
<b>Total Appropriated Expenditures</b>	<b>\$10,781,600</b>	<b>\$11,105,048</b>	<b>\$11,438,199</b>	<b>\$11,781,345</b>
<i>Estimated Change in Fund Balance</i>	\$0	\$0	\$0	\$0
<i>Estimated Beginning Fund Balance 9/1</i>	\$816,856	\$816,856	\$816,856	\$816,856
<b>Estimated Fund Balance 8/31</b>	<b>\$816,856</b>	<b>\$816,856</b>	<b>\$816,856</b>	<b>\$816,856</b>
<i>Percentage expenditure increase over prior year budget</i>	-3.14%	3.00%	3.00%	3.00%



# Carrollton · Farmers Branch

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Independent School District

••• An Innovative Leader in Learning •••

# GLOSSARY





## Glossary continued

This glossary contains definitions of terms used in this guide and such additional terms as seem necessary to common understandings concerning financial accounting procedures for schools. Several terms, which are not primarily financial accounting terms, have been included because of their significance for school financial accounting. The glossary is arranged alphabetically with appropriate cross-referencing where necessary.

**Abatement** – A complete or partial cancellation of a levy imposed by a governmental unit. Abatements usually apply to tax levies or special assessments.

**Account** – A descriptive heading under which are recorded financial transactions that are similar in terms of a given frame of reference, such as purpose, object, or source.

**Accounting Period** – A period at the end of which and for which financial statements are prepared; for example, September 1 through August 31.

**ACT** - Acronym for **American College Test**.

**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

## Glossary continued

in which they are incurred and classified as expenses of that year even though their benefits extend also to other periods.

**Fiscal Year** – A twelve-month period of time to which the annual budget applies and at the end of which a local education agency determines its financial position and the results of its operations.

**Fixed Assets** – Land, building, machinery, furniture, and other equipment which the school district intends to hold or continue in use over a long period of time. “Fixed” denotes probability or intent to continue use or possession, and does not indicate immobility of an asset.

**Food Service** – Those activities which have as their purpose the preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities.

**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, 80<sup>th</sup> Legislature state of Texas.

## Glossary continued

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

**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**eadings **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**roiciency.

**Levy** – (Verb) To impose taxes or special assessments. (Noun) The total of taxes or special assessments imposed by a governmental unit.

## Glossary continued

**Liability** – An obligation, based on a past transaction, to convey assets or perform services in the future.

**Long-Term Loan-** A loan which extends for more than 5 years from the date the loan was obtained and is not secured by serial or term bonds. Such loans are not legal in Texas under the general statutes.

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

**MGEC** – Acronym for **M**ary **G**rimes **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]



## Glossary continued

**Other Financing Source-** An increase in current financial resources that is reported separately from revenues to avoid distorting revenue trends. The use of the other financing sources category is limited to items so classified by GAAP.

**Other Financing Use-** A decrease in current financial resources that is reported separately from expenditures to avoid distorting expenditure trends. The use of the other financing uses category is limited to items so classified by GAAP.

**Other Postemployment Benefits (OPEB)** – Post-employment benefits other than pension benefits. OPEB include post-employment health care benefits, regardless of the type of plan that provides them, and all post-employment benefits provided separately from a pension plan, excluding benefits defined as termination offers and benefits. [SGAS 43]

**Overlapping Debt** - In the context of the statistical section, the outstanding long-term debt instruments of governments that overlap geographically, at least in part, with the government preparing the statistical section information. That is, debt of another government that at least some of the reporting government's taxpayers will also have to pay in whole or in part. Lower levels of government are not required to treat debt of the state as overlapping debt, even though it technically meets this definition. Furthermore, states, regional governments, and counties are exempted from the requirement to present overlapping debt, although counties are still encouraged to do so. [SGAS 44]

**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.

**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 Department.

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

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

**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.

**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 for the in the school funding legislation.

