

2014–15 School Report Card (SRC) Definitions

Annual Dropout Rate: Depending on the grade span at the school, one of the following rates is shown: Annual Dropout Rate (Gr 7–8) or Annual Dropout Rate (Gr 9–12). The annual rates are the number of students who dropped out (in the grades indicated) expressed as a percentage of the number of students in attendance in those grades.

Attendance Rate: The report shows the attendance rate for the 2013–14 school year for students in grades 1–12.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. For 2015, distinction designations are awarded in the following areas: Academic Achievement in Reading/English Language Arts, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Student Progress, Top 25 Percent: Closing Performance Gaps, and Postsecondary Readiness.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

English Language Learners: These are students identified as having limited English proficiency (LEP), or English language learners (ELLs), by the Language Proficiency Assessment Committee (LPAC).

Expenditures per Student: This value is calculated as total expenditures for 2013–14 divided by the total membership for 2013–14. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the *2013–2014 PEIMS Financial Actual Reports* at <http://tea.texas.gov/financialstandardreports/>

Instructional Expenditure Ratio: This value is calculated as instructional and related expenditures for 2013–14 divided by total expenditures for 2013–14. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the *2013–2014 PEIMS Financial Actual Reports* at <http://tea.texas.gov/financialstandardreports/>

Instructional Staff Percent: This value is calculated as instructional and related Full Time Equivalents (FTEs) for 2014–15 divided by total FTEs for 2014–15. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status of students after four years in high school (4-Year Longitudinal Rate) or after five years in high school (5-Year Extended Longitudinal Rate). The four-year rate includes students who first attended ninth grade in 2010–11, showing their final status with the class of 2014. The five-year rate includes students who first attended ninth grade in 2009–10, showing their final status at the end of 2014. These show the percentage of students who graduated, received a GED, continued high school, or dropped out.

Membership: See *Total Students*.

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Mobility Rate: A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year.

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races.

RHSP/DAP Graduates: The percentage of graduates who were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

SAT/ACT Results: The report provides four indicators: (1) *Tested* shows the percentage of graduates who took either the SAT or the ACT, (2) *At/Above Criterion* shows the percentage of examinees who scored at or above the “Criterion Score” of 1110 for SAT and 24 for ACT, (3) *Average SAT Score*, and (4) *Average ACT Score*. Information is shown for the classes of 2013 and 2014.

Special Education: The population of students served in special education programs

STAAR: The State of Texas Assessments of Academic Readiness (STAAR) is a comprehensive testing program designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each tested grade level. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course tests are given for English Language Arts I and II, Algebra I, Biology, and U.S. History.

Other measures for the STAAR are shown: *STAAR Percent at Postsecondary Readiness*, which is used to determine the Index 4 score, and *STAAR Percent at Advanced Standard*, which is used to determine the Index 3 score.

Student Success Initiative: The Student Success Initiative (SSI) shows performance on STAAR reading in grades 5 and 8, including performance for students who failed in the past year and re-tested on the assessments. There are no SSI data for mathematics in 2015 because the results of STAAR assessments for mathematics, grades 3–8, were excluded from accountability in 2015.

Total Students: This is the total number of public school students who were reported in membership on October 31, 2014, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a nonpublic school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2014–15 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates that no students were in this classification.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.