

2017–18 School Report Card (SRC) Definitions

Academic Growth: Growth score awarded in School Progress, Part A: Academic Growth for improving performance from prior year to current year as measured by STAAR progress measures and performance levels on STAAR. Indicates the amount of improvement or growth made from prior year to current year.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2016–17 school year.

Attendance Rate: The percentage of days that students were present in 2016–17 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

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.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eight criteria provided in Chapter 2 of the [2018 Accountability Manual](#).

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. For 2018, distinction designations are awarded in the following areas: Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the 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 Learners: These are students identified as having limited English proficiency (LEP), or as English learners (ELs), by the Language Proficiency Assessment Committee (LPAC).

Expenditures per Student: This is calculated as total expenditures for 2016–17 divided by the total membership for 2016–17. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2016–2017 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate: This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2016–17](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2016–17 divided by total expenditures for 2016–17. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2016–2017 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

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Instructional Staff Percent: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2016–17 school year. 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), after five years in high school (5-Year Extended Longitudinal Rate), or after six years in high school (6-year Extended Longitudinal Rate). The four-year rate includes students who first attended ninth grade in 2013–14, showing their final status with the class of 2017. The five-year rate includes students who first attended ninth grade in 2012–13, showing their final status at the end of 2017. The six-year rate includes students who first attended ninth grade in 2011–12, showing their final status at the end of 2017. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR in the prior year but passed the corresponding assessment in the current 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, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

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 1180 on the SAT evidence-based reading and writing and mathematics sections combined or 24 on the ACT composite, (3) Average SAT Score, and (4) Average ACT Score. Information is shown for the classes of 2016 and 2017.

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 for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is 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, or after each course for which an EOC assessment exists. 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 assessments are given for English Language Arts I and II, Algebra I, Biology, and U.S. History.

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Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Master Grade level are used to determine the Student Achievement domain score, School Progress, Part B: Relative Performance result, and are used within the Closing the Gaps domain components.

Student Success Initiative: The Student Success Initiative (SSI) shows performance on STAAR reading in grades 5 and 8, including performance for students who were not proficient in the past year and re-tested on the assessments.

Total Students: This is the total number of public school students who were reported in membership on October 27, 2017, 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 2017–18 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.