

**ACTION REQUIRED**

December 7, 2017

TO THE SUPERINTENDENT ADDRESSED:

The 2016–17 School Report Cards (SRC) are now available on the Texas Education Agency's website at <http://tea.texas.gov/perfreport/src/index.html>.

- *School Report Card*—The purpose of the SRC is to inform parents and guardians about a campus's individual characteristics and its academic performance.

**Distribution to Campuses.** The TEA will notify each principal that the SRC for his or her campus is available. It is, however, the district's responsibility to provide the SRC to each campus for distribution to parents and guardians.

**Distribution to Parents.** Each campus must send a copy of the SRC to a parent or guardian of each of its students within six weeks of the date of this letter. The campus may provide the SRC in the same way that it sends other official communications to parents and guardians, such as including the SRC in a weekly folder sent home with each student, mailing it to the student's residence, providing it at a parent-teacher conference, or enclosing it with the student report card. Districts may distribute the SRC electronically if they can ensure that parents and guardians are notified that the SRC is available and that they are able to access it. A campus or district must provide a printed copy (in color or black and white) to anyone who cannot access the electronic version.

At their discretion, campuses may include additional information with the SRC that highlights other performance aspects of the campus or district.

All campuses that reported student enrollment in the fall 2016 PEIMS submission will have an SRC, including Juvenile Justice Alternative Education Program (JJAEP) campuses, Disciplinary Alternative Education Program (DAEP) campuses, and campuses paired for accountability rating purposes. Because the SRC for JJAEPs, DAEPs, and paired campuses do not have STAAR performance results, districts are not required to distribute the SRC for these campuses, but may do so, if desired. Otherwise, all campuses with an SRC are required by law to distribute the SRC to parents and guardians.

Campuses that opened in the 2017–18 school year will not have a 2016–17 SRC and therefore are not required to distribute a report.

- *Sample Cover Letter*—Districts are not required to include a cover letter with the SRC, but many schools find it helpful to provide one. A sample cover letter to parents—in both English and Spanish—is available at the link below.

- *Definitions*—Brief definitions of the items included in the SRC are available in both English and Spanish at the link below. Districts are not required provide definitions to parents, but many schools find it helps parents and guardians understand the reports.

For people who would like greater detail about the information in the SRC, the *2016–17 Texas Academic Performance Report (TAPR) Glossary* is a useful resource. It contains definitions and sources of data for all the information included in the SRC. The data in the SRC is a subset of that published in the TAPR.

The *TAPR Glossary* is available on the TEA website at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/glossary.pdf>.

The administrative rules that govern the SRC (19 TAC §61.1021) are available on the TEA website at <http://ritter.tea.state.tx.us/rules/tac/chapter061/ch61bb.html>.

We hope you find this material informative and helpful. If you have questions regarding the SRC, please contact the Performance Reporting Department.

#### **Contact Information**

Texas Education Agency  
Office of Academics  
Penny Schwinn, Chief Deputy Commissioner  
Performance Reporting Department—Jamie Crowe, Director  
(512) 463-9704  
[performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)

#### **Attachments**

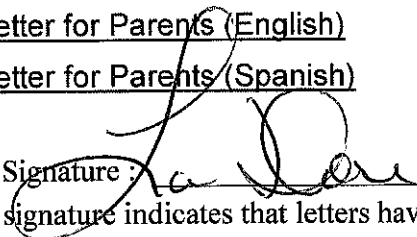
[School Report Card Definitions \(English\)](#)

[School Report Card Definitions \(Spanish\)](#)

[Sample Letter for Parents \(English\)](#)

[Sample Letter for Parents \(Spanish\)](#)

Principal's Signature :



Date:

12/19/17

Principal's signature indicates that letters have been sent out to parents.



# Dr. Leo G. Cigarroa High School

*"The Pride of South Laredo"*

December 18, 2017

Dear Parent,

**Ms. Laura Flores,**  
Principal

**Mr. Matias Ydrogo III**  
Career Academies Dean/  
Assistant Principal

**Ms. Nora Santos**  
Assistant Principal

**Mr. Miguel Chapa**  
Assistant Principal

**Mr. Robert Chaney**  
Assistant Principal

**Mr. Alfredo Perez,**  
Director of Engineering  
Magnet

Attached you will find a copy of the State of Texas 2016–17 School Report Card for Dr. Leo G. Cigarroa High School. This is a report required by the Texas Legislature and prepared by the Texas Education Agency. It is to be sent to the parent or guardian of every child enrolled in a Texas public school. The report provides information concerning student performance on the State of Texas Assessments of Academic Readiness (STAAR®), as well as information on student enrollment, class size averages, and financial expenditures.

The information contained in the School Report Card is required by state law and is briefly described in the enclosed "2016–17 School Report Card Definitions." The report for our school may or may not have all the information described because the information presented depends on whether the school is an elementary, middle, or high school.

State law requires that the school report card display information about the state, the district, and the school. Where possible, the information must be reported by race/ethnicity and socioeconomic status of the students and must include at least two years of results.

The School Report Cards can be found online at  
<https://rptsvr1.tea.texas.gov/perfreport/src/20176/campus.srch.html>

A more complete report about Dr. Leo G. Cigarroa High School, the Texas Academic Performance Report (TAPR), is available by contacting my office or can be accessed online at  
<https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html>

Please contact me if you have any questions concerning this report card. Thank you for your continued support of Dr. Leo G. Cigarroa High School.

Sincerely,

Laura M. Flores, Principal  
Dr. Leo G. Cigarroa High School

Enclosures



# Dr. Leo G. Cigarroa High School

*"The Pride of South Laredo"*

18 de diciembre del 2017

Estimado Padre de Familia:

Adjunto a esta carta encontrará una copia del reporte de las Calificaciones Escolares del Estado de Texas 2016-17 para Dr. Leo G. Cigarroa High School. Estas Calificaciones Escolares son requeridas por la Legislatura del Estado de Texas y preparadas por el departamento de educación estatal. Este reporte debe ser mandado a los padres o al guardián/mentor de cada estudiante inscrito en una escuela pública. Estas calificaciones proveen información concerniente al progreso académico de los estudiantes y también otra información sobre su escuela como el número de estudiantes, tamaño promedio del salón escolar, y gastos.

Ms. Laura Flores,  
Principal

Mr. Matias Ydrogo III  
Career Academies Dean/  
Assistant Principal

Ms. Nora Santos  
Assistant Principal

Mr. Miguel Chapa  
Assistant Principal

La ley estatal requiere que la información en estas calificaciones sea diseminada. Usted encontrará una breve descripción en el adjunto "Definiciones de las Calificaciones Escolares 2016-17". El reporte que ha recibido puede *o no* contener toda la información descrita en estas definiciones pues el reportaje de estos datos depende de si la escuela es una primaria, secundaria o preparatoria.

La ley estatal también manda que la información sea provista a nivel del estado, del distrito escolar, y de nuestra escuela. Esta información debe ser reportada, en tanto sea posible, por grupo étnico/raza y estatus socioeconómico de los estudiantes y debe de incluir por lo menos dos años de resultados.

También puede encontrar estas calificaciones (*school report card*) en la internet bajo <https://rptsvr1.tea.texas.gov/perfreport/src/2017/campus.srch.html>

Usted puede obtener un reporte más completo sobre nuestra escuela Dr. Leo G. Cigarroa High School en el informe del Reporte del Desempeño Académico de Texas (TAPR) ya sea que lo pida aquí en la escuela, o lo puede obtener en el internet bajo <https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html>

Por favor póngase en contacto con nosotros si tiene cualquier pregunta concerniente a este reporte de calificaciones escolares. Le agradezco su constante apoyo de Dr. Leo G. Cigarroa High School.

Sinceramente,

Laura M. Flores, directora  
Dr. Leo G. Cigarroa High School

Documentos adjuntos

2600 Zacatecas, Laredo, Texas 78046, (956) 273-6800 Fax: (956)273-7095

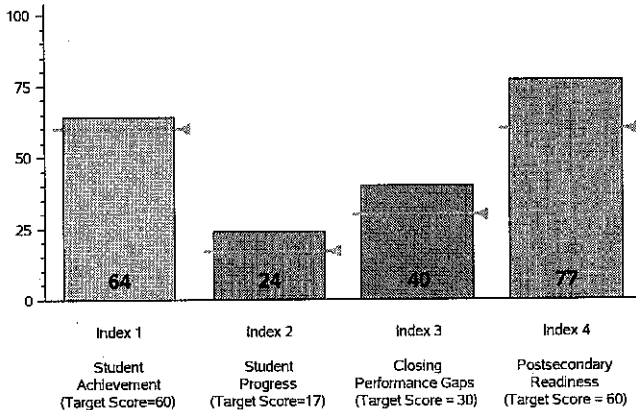
**Texas Education Agency  
2016-17 School Report Card  
DR LEO CIGARROA H S (240901003)**

District Name: **LAREDO ISD**  
Campus Type: **High School**

Total Students: **1,596**  
Grade Span: **09 - 12**

### 2017 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2017, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 or Index 2 and Index 3 and Index 4.



### 2017 Accountability Rating

**Met Standard**

For 2017 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

### Distinction Designations

ELA/Reading

Postsecondary Readiness

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25%: Student Progress, Top 25%: Closing Performance Gaps, and Postsecondary Readiness.**

### School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
<b>Attendance Rate (2015-16)</b>	95.5%	96.2%	95.8%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.2%	0.0%	12.6%
Hispanic	99.6%	99.0%	52.4%
White	0.1%	0.7%	28.1%
American Indian	0.1%	0.0%	0.4%
Asian	0.0%	0.1%	4.2%
Pacific Islander	0.0%	0.0%	0.1%
Two or More Races	0.0%	0.1%	2.2%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	94.6%	93.0%	59.0%
English Language Learners	33.8%	58.3%	18.9%
Special Education	11.7%	7.7%	8.8%
<b>Mobility Rate (2015-16)</b>	16.3%	17.9%	16.2%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Secondary</b>			
English/Language Arts	12.0	15.9	16.8
Foreign Languages	20.0	20.2	18.7
Mathematics	14.1	16.5	18.0
Science	13.5	17.7	19.0
Social Studies	11.7	16.3	19.4

### School Financial Information (2015-16)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State		Campus	District	State
<b>Instructional Staff Percent</b>	n/a	57.5%	64.6%	<b>Expenditures per Student</b>			
<b>Instructional Expenditure Ratio</b>	n/a	62.6%	63.6%	Total Operating Expenditures	\$8,741	\$10,026	\$9,373
				Instruction	\$5,472	\$5,625	\$5,317
				Instructional Leadership	\$147	\$156	\$143
				School Leadership	\$652	\$557	\$544

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perreport/tapr/2017/index.html>.

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		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent at Approaches Grade Level or Above (Sum of All Grades Tested)</b>												
All Subjects	2017	75%	71%	64%	*	64%	-	*	-	-	-	63%
	2016	75%	66%	60%	*	60%	*	*	-	-	-	60%
Reading	2017	72%	63%	45%	*	45%	-	*	-	-	-	44%
	2016	73%	59%	44%	*	44%	*	*	-	-	-	43%
Mathematics	2017	79%	80%	85%	-	85%	-	-	-	-	-	85%
	2016	76%	72%	72%	-	72%	*	-	-	-	-	72%
Science	2017	79%	79%	79%	-	79%	-	-	-	-	-	78%
	2016	79%	75%	75%	-	75%	-	-	-	-	-	75%
Social Studies	2017	77%	72%	82%	*	81%	-	*	-	-	-	81%
	2016	77%	70%	81%	*	80%	*	-	-	-	-	80%
<b>STAAR Percent at Meets Grade Level (Sum of All Grades Tested)</b>												
Two or More Subjects	2017	48%	39%	28%	*	28%	-	*	-	-	-	27%
	2016	45%	31%	22%	-	22%	*	*	-	-	-	21%
Reading	2017	48%	38%	33%	-	33%	-	-	-	-	-	32%
	2016	46%	32%	28%	-	28%	*	*	-	-	-	28%
Mathematics	2017	48%	46%	50%	-	50%	-	-	-	-	-	50%
	2016	43%	34%	26%	-	26%	-	-	-	-	-	27%
Science	2017	52%	45%	31%	-	31%	-	-	-	-	-	30%
	2016	47%	36%	25%	-	25%	-	-	-	-	-	25%
Social Studies	2017	51%	35%	34%	*	34%	-	*	-	-	-	33%
	2016	47%	30%	27%	-	27%	*	-	-	-	-	26%
<b>STAAR Percent at Masters Grade Level (Sum of All Grades Tested)</b>												
All Subjects	2017	20%	15%	6%	*	6%	-	*	-	-	-	5%
	2016	18%	10%	2%	*	2%	*	*	-	-	-	2%
Reading	2017	19%	12%	2%	*	2%	-	*	-	-	-	2%
	2016	17%	9%	1%	*	1%	*	*	-	-	-	1%
Mathematics	2017	23%	21%	15%	-	15%	-	-	-	-	-	15%
	2016	19%	13%	4%	-	4%	*	-	-	-	-	4%
Science	2017	19%	14%	4%	-	4%	-	-	-	-	-	3%
	2016	16%	8%	2%	-	2%	-	-	-	-	-	2%
Social Studies	2017	27%	14%	8%	*	9%	-	*	-	-	-	8%
	2016	22%	10%	5%	*	5%	*	-	-	-	-	5%
<b>STAAR Percent Met or Exceeded Progress</b>												
All Subjects	2017	61%	62%	46%	-	46%	-	-	-	-	-	46%
	2016	62%	61%	42%	-	42%	*	*	-	-	-	42%
Reading	2017	59%	58%	*	-	*	-	-	-	-	-	*
	2016	60%	57%	*	-	*	*	*	-	-	-	*
Mathematics	2017	64%	67%	52%	-	52%	-	-	-	-	-	51%
	2016	63%	65%	33%	-	33%	-	-	-	-	-	34%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent Exceeded Progress</b>												
All Subjects	2017	19%	22%	7%	-	7%	-	-	-	-	-	7%
	2016	17%	18%	3%	-	3%	*	*	-	-	-	3%
Reading	2017	17%	20%	*	-	*	-	-	-	-	-	*
	2016	16%	16%	*	-	*	*	*	-	-	-	*
Mathematics	2017	20%	24%	14%	-	14%	-	-	-	-	-	15%
	2016	17%	20%	7%	-	7%	-	-	-	-	-	7%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.  
\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.  
'n/a' Indicates data reporting is not applicable for this group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>Annual Dropout Rate (Gr 9-12)</b>											
2015-16	2.0%	1.2%	0.5%	*	0.5%	0.0%	*	-	-	-	0.5%
2014-15	2.1%	3.0%	2.2%	*	2.1%	*	*	-	-	*	2.1%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>											
Class of 2016											
Graduated	89.1%	89.7%	92.5%	*	92.4%	-	*	-	-	-	92.4%
Received GED	0.5%	0.2%	0.3%	*	0.3%	-	*	-	-	-	0.3%
Continued HS	4.2%	2.7%	2.2%	*	2.2%	-	*	-	-	-	2.3%
Dropped Out	6.2%	7.4%	5.0%	*	5.1%	-	*	-	-	-	5.1%
Graduates and GED	89.6%	89.9%	92.7%	*	92.7%	-	*	-	-	-	92.6%
Grads, GED, & Cont	93.8%	92.6%	95.0%	*	94.9%	-	*	-	-	-	94.9%
Class of 2015											
Graduated	89.0%	85.7%	88.9%	*	88.8%	*	-	-	-	-	89.1%
Received GED	0.6%	0.4%	0.3%	*	0.3%	*	-	-	-	-	0.0%
Continued HS	4.1%	3.7%	1.8%	*	1.8%	*	-	-	-	-	1.8%
Dropped Out	6.3%	10.2%	9.0%	*	9.1%	*	-	-	-	-	9.1%
Graduates and GED	89.6%	86.1%	89.2%	*	89.1%	*	-	-	-	-	89.1%
Grads, GED, & Cont	93.7%	89.8%	91.0%	*	90.9%	*	-	-	-	-	90.9%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>											
Class of 2015											
Graduated	91.3%	89.1%	90.9%	*	90.8%	*	-	-	-	-	91.0%
Received GED	0.8%	0.4%	0.3%	*	0.3%	*	-	-	-	-	0.0%
Continued HS	1.2%	0.6%	0.0%	*	0.0%	*	-	-	-	-	0.0%
Dropped Out	6.7%	10.0%	8.8%	*	8.9%	*	-	-	-	-	9.0%
Graduates and GED	92.1%	89.5%	91.2%	*	91.1%	*	-	-	-	-	91.0%
Grads, GED, & Cont	93.3%	90.0%	91.2%	*	91.1%	*	-	-	-	-	91.0%
Class of 2014											
Graduated	90.4%	84.4%	85.5%	*	85.7%	*	-	-	-	-	85.4%
Received GED	1.0%	0.9%	0.7%	*	0.7%	*	-	-	-	-	0.7%
Continued HS	1.3%	0.6%	1.0%	*	1.0%	*	-	-	-	-	1.0%
Dropped Out	7.2%	14.1%	12.8%	*	12.6%	*	-	-	-	-	12.9%
Graduates and GED	91.5%	85.3%	86.2%	*	86.4%	*	-	-	-	-	86.1%
Grads, GED, & Cont	92.8%	85.9%	87.2%	*	87.4%	*	-	-	-	-	87.1%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>											
Class of 2016	87.4%	90.7%	83.9%	*	83.7%	-	*	-	-	-	83.6%
Class of 2015	86.1%	87.4%	79.1%	-	78.9%	*	-	-	-	-	79.3%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>											
Class of 2016	85.1%	91.5%	88.2%	*	88.1%	-	*	-	-	-	88.0%
Class of 2015	84.1%	74.4%	51.0%	*	51.0%	*	-	-	-	-	50.9%
<b>SAT/ACT Results</b>											
Tested											
Class of 2016	71.6%	48.8%	46.9%	*	47.3%	*	*	-	-	-	46.9%
Class of 2015	68.3%	45.3%	36.3%	*	36.2%	*	-	-	-	-	36.5%
Average SAT Score											
Class of 2016	1375	1182	1110	-	1110	-	-	-	-	-	1108
Class of 2015	1394	1205	1176	*	1176	-	-	-	-	-	1177
Average ACT Score											
Class of 2016	20.3	16.9	15.6	-	15.6	-	-	-	-	-	15.6
Class of 2015	20.6	17.3	15.7	-	15.7	-	-	-	-	-	15.8

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perreport/tapr/2017/index.html>.

?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.  
\* Indicates results are masked due to small numbers to protect student confidentiality.

∅ Indicates zero observations reported for this group.  
'n/a' Indicates data reporting is not applicable for this group.



## 2016–17 School Report Card (SRC) Definitions

**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.

**Attendance Rate:** The report shows the attendance rate for the 2015–16 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 2017, 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: 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 as English language learners (ELLs), by the Language Proficiency Assessment Committee (LPAC).

**Expenditures per Student:** This is calculated as total expenditures for 2015–16 divided by the total membership for 2015–16. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2015–2016 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

**Instructional Expenditure Ratio:** This is calculated as instructional and related expenditures for 2015–16 divided by total expenditures for 2015–16. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2015–2016 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

**Instructional Staff Percent:** This is calculated as instructional and related Full Time Equivalents (FTEs) for 2016–17 divided by total FTEs for 2016–17. 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 2012–13, showing their final status with the class of 2016. The five-year rate includes students who first attended ninth grade in 2011–12, showing their final status at the end of 2016. These show the percentage of students who graduated, received a GED, continued high school, or dropped out.

**Membership:** See Total Students.

**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.

## 2016–17 School Report Card (SRC) Definitions

**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 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 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 1110 for SAT and 24 for ACT, (3) Average SAT Score, and (4) Average ACT Score. Information is shown for the classes of 2015 and 2016.

**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 assessments are given for English Language Arts I and II, Algebra I, Biology, and U.S. History.

Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, which is used to determine the Index 1 score, STAAR Percent at Meets Grade Level Standard, which is used to determine the Index 4 score, STAAR Percent at Masters Grade Level Standard, which is used to determine the Index 3 score, and STAAR Percent Met or Exceeded Progress and STAAR Percent Exceeded Progress, which are used to determine the Index 2 score.

**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 28, 2016, 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 2016–17 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).

## 2016–17 School Report Card (SRC) Definitions

- 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.

## Definiciones para la Calificación Escolar 2016–17

**Annual Dropout Rate: Tasa Anual de Deserción Escolar.**– Dependiendo del rango de grados en la escuela, se puede reportar una de las siguientes tasas: Tasa de deserción anual (grados 7° y 8°) o Tasa de deserción anual (grados 9° a 12°). La tasa anual es el número de estudiantes que abandona los estudios (grados 9° a 12°) expresado como un porcentaje del número de estudiantes que asisten a la escuela en esos grados.

**Attendance Rate: Tasa de Asistencia.**– Este reporte muestra la tasa de asistencia estudiantil del 1<sup>er</sup> al 12° grado para el año escolar 2015–16.

**Class Size Averages: Tamaño Promedio del Salón Escolar.**– El tamaño promedio de los salones de clases se calcula utilizando los horarios de clases que imparten los maestros. Por ejemplo, se suma el número de estudiantes en ciencias naturales y se divide por el número de clases de ciencias naturales. Las clases de primaria se presentan por grado; las de educación intermedia y secundaria se presentan por materia.

**Distinction Designations: Nombramientos de Distinción.**– Los nombramientos de distinción se otorgan a las escuelas con desempeño alto en áreas específicas. Para 2017, los nombramientos de distinción se otorgaron en las siguientes áreas: Logro académico en Artes del lenguaje en inglés (ELA)/Lectura, Logro académico en matemáticas, Logro académico en ciencias, Logro académico en estudios sociales, 25% con puntuación más alta: progreso de los estudiantes, 25% con puntuación más alta: disminución de la diferencia entre los niveles de desempeño y Preparación post secundaria.

**Economically Disadvantaged: Estudiantes con Desventaja Económica.**– El porcentaje de alumnos con desventaja económica se calcula sumando estudiantes con derecho a recibir almuerzos gratuitos o a un precio reducido o con otro tipo de asistencia pública divididos entre el número total de estudiantes en la escuela.

**English Language Learners: Estudiantes Aprendiendo Inglés.**– Estos estudiantes están identificados por el comité LPAC (*Language Proficiency Assessment Committee*) con un dominio limitado del inglés (LEP) o también conocidos como estudiantes ELL.

**Expenditures per Student: Gastos por Estudiantes.**– Este muestra el gasto anual real durante 2015–16 dividido entre el número total de estudiantes durante 2015–16. Para más información, comuníquese con la Oficina de Finanzas de la Escuela. También puede ver los reportes financieros (*Financial Standard Reports*) en: <http://tea.texas.gov/financialstandardreports/>.

**Instructional Expenditure Ratio: Proporción de los Gastos Instruccionales.**– Este se calcula dividiendo los gastos relacionados con instrucción en el año 2015–16 entre el total de gastos en el 2015–16. Para más información, comuníquese con la Oficina de Finanzas de la Escuela. También puede ver los reportes financieros (*Financial Standard Reports*) en: <http://tea.texas.gov/financialstandardreports/>.

**Instructional Staff Percent: Porcentaje del Personal de Instrucción.**– Este se calcula dividiendo el número de empleados de instrucción de tiempo completo y gastos relacionados en el periodo 2016–17 entre todos los empleados de tiempo completo en el 2016–17. Para mayor información, comuníquese a la Oficina de Finanzas de la Escuela.

**Longitudinal Rates: Tasas Longitudinales.**– Este indicador muestra el estatus de los estudiantes después de cuatro años en la secundaria (tasa longitudinal de 4 años) o después de cinco años en la escuela secundaria (tasa longitudinal extendida de 5 años). La tasa longitudinal de 4 años (*4-Year Longitudinal Rate*) consiste en estudiantes que estuvieron en noveno grado por primera vez en el 2012–13 y se muestra su estatus final con la generación del 2016. La Tasa longitudinal extendida de 5 años (*5-Year Extended Longitudinal Rate*) consiste en estudiantes que estuvieron por primera vez en noveno grado en el 2011–12 y muestra su estatus final en el 2016. Esto muestra el porcentaje de estudiantes que se graduaron, estuvieron en un programa de graduación alternativo (GED), continuaron en la secundaria o abandonaron la escuela.

**Membership: Membresía.**– Ver *Total Students*.

## Definiciones para la Calificación Escolar 2016–17

**Mobility Rate: Tasa de Movilidad.**— Se considera que un estudiante es móvil si ha estado en una escuela menos de un 83% del año escolar.

**Progress of Prior-Year Non-Proficient Students: Crecimiento de Estudiantes con Pobre Desempeño el Año Anterior.**— El porcentaje de estudiantes en los grados del 4 al 8 que no lograron un desempeño satisfactorio en la prueba STAAR el año anterior, pero lo obtuvieron en las pruebas correspondientes del presente año.

**Race/Ethnicity: Raza/Etnicidad.**— Los estudiantes se reportan como afroamericano, hispano, anglo-europeo, indio nativo norteamericano, asiático, de las islas del Pacífico y de dos o más razas.

**RHSP/DAP Graduates: RHSP/DAP para Graduados.**— Este índice reporta el porcentaje de estudiantes graduados, los cuales cumplieron con los requisitos del Programa Recomendado para las Escuelas Secundarias (*Recommended High School Program—RHSP*) o del Programa de Desempeño Distinguido (*Distinguished Achievement Program—DAP*). Quedan excluidos los estudiantes graduados bajo el Programa Básico Fundamental (FHSP).

**RHSP/DAP/FHSP-E/FHSP-DLA Graduates: RHSP/DAP/FHSP-E/FHSP-DLA para Graduados.**— Porcentaje de graduados que están reportados como estudiantes que cumplieron con los cursos requeridos en el Programa Recomendado para las Escuelas Secundarias (RHSP), en el Programa de Desempeño Distinguido (DAP), en el Programa Básico Fundamental (FHSP) con una especialidad (FHSP-E) o en el de Nivel de Desempeño Destacado (FHSP-DLA).

**SAT/ACT Results: Resultados del SAT/ACT.**— El reporte provee cuatro tasas: (1) Evaluados (*Tested*) muestra el porcentaje de graduados que tomaron ya sea el SAT o el ACT; (2) A nivel o más alto de la calificación criterio (*At/Above Criterion*) muestra el porcentaje de los estudiantes que tomaron el examen y obtuvieron una puntuación a nivel o más alta de la calificación criterio (*Criterion Score*) de 1110 para el SAT y 24 para el ACT; (3) Calificación promedio en el SAT (*Mean SAT Score*) y (4) Calificación Promedio del ACT (*Average ACT Score*). La información que se muestra corresponde a las generaciones del 2015 y 2016.

**Special Education: Educación Especial.**— Se refiere a la población de estudiantes que recibe servicios en los programas de educación especial.

**STAAR: STAAR.**— Las pruebas STAAR son un programa de evaluación diseñado para medir hasta qué punto un estudiante ha aprendido, ha entendido y es capaz de aplicar los conceptos y destrezas en cada grado que se evalúa. Los estudiantes son evaluados en las siguientes materias: lectura (grados 3 al 8), matemáticas (grados 3 al 8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las pruebas de fin de cursos (*EOC tests*) se dan en las siguientes materias: Inglés I y II, Álgebra I, Biología e Historia de EE.UU.

Las medidas de las pruebas STAAR que se muestran son: Porcentaje STAAR en Cerca del Nivel del Grado o superior, el cual se usa para determinar la puntuación del Índice 1; Porcentaje STAAR en Cumple con el Nivel del Grado, el cual se usa para determinar la puntuación del Índice 4; Porcentaje STAAR en Domina el Nivel del Grado, el cual se usa para determinar la puntuación del Índice 3. Asimismo el Porcentaje STAAR cumplió o excedió la medida de progreso y Porcentaje STAAR excedió la medida de progreso, los cuales se usan para determinar la puntuación del Índice 2.

**Student Success Initiative: Iniciativa de Éxito Educativo.**— La iniciativa para el éxito estudiantil (*SSI*) muestra el desempeño en las pruebas STAAR de lectura y matemáticas en los grados 5 y 8, incluyendo el desempeño de estudiantes que no salieron bien el año pasado y volvieron a tomar las pruebas.

**Total Students: Número Total de Estudiantes.**— Es el número total de estudiantes inscritos en escuelas públicas el 28 de octubre de 2016 en cualquier grado (desde preprimaria hasta el 12º grado). El número total de estudiantes es distinto al de estudiantes inscritos, ya que no incluye a los estudiantes que reciben servicios del distrito por menos de dos horas al día. Por ejemplo, el total de estudiantes excluye estudiantes que asisten a escuelas que no son públicas, pero reciben ciertos servicios del distrito escolar, como terapia de lenguaje por menos de dos horas al día en una de sus escuelas.

## Definiciones para la Calificación Escolar 2016–17

**Símbolos especiales:** La Calificación Escolar de 2016–17 utiliza símbolos especiales en las siguientes circunstancias:

- Se usa un asterisco (\*) para cubrir números pequeños de estudiantes y así cumplir con las leyes federales de protección de derechos y privacidad de la familia en cuestiones educativas *Family Educational Rights and Privacy Act (FERPA)*.
- Un guión (–) indica que no hay estudiantes en esta clasificación.
- n/a indica que la información no está disponible o no aplica.
- Un signo de interrogación (?) indica que la información es improbable estadísticamente o se reportó fuera de un rango razonable.