

2001-02 School Report Card Definitions

School Accountability Rating

School accountability ratings issued by the state are based primarily on: the percent of students in all grades passing the TAAS in reading, mathematics, writing, and social studies, and the dropout rate. Except for TAAS social studies, performance standards for TAAS and dropout rates must be met for all students as well as for student groups (African American, Hispanic, White, and Economically Disadvantaged). Some schools may qualify for a “Gold Performance Acknowledgment” for high performance on Attendance, College Admissions Tests, the TAAS/TASP Equivalency, Recommended High School Program, Algebra I End-of-Course test, Advanced Courses, AP/IB, or Comparable Improvement in reading or mathematics.

Paired Schools: Schools that reported enrollment but did not have grades in which the TAAS test is given (such as 9th-grade centers, K–2 schools, etc.), were paired with schools with which they had a “feeder” relationship to determine accountability ratings.

Indicators of Student Performance

TAAS Percent Passing: The TAAS (Texas Assessment of Academic Skills) is a standardized test that students in grades 3, 4, 5, 6, 7, 8, and 10 must take. The TAAS has tests in reading, mathematics, writing, science, and social studies. Reading and mathematics are given at grades 3, 4, 5, 6, 7, 8, and 10. Writing is given at grades 4, 8, and 10 only. Science and social studies are given at grade 8 only and are reported in the section labeled “TAAS % Passing (8th grade only).” As always, results include only those students who were in the district as of late October in the school year. The TAAS standards for the school accountability ratings are:

- *Exemplary* - at least 90.0% of the students who were tested passed
- *Recognized* - 80.0% to 89.9% of the students who were tested passed
- *Acceptable* - 55.0% to 79.9% of the students who were tested passed reading, writing, and mathematics, and 50.0% or more passed social studies
- *Low-Performing* - less than 55.0% of the students who were tested passed reading, writing, or mathematics, or less than 50.0% passed social studies

Progress of Prior Year TAAS Failers: This measure calculates the average progress of students who failed the reading or mathematics portion of the TAAS (English version) in the spring of 2001 by comparing it with their performance on those tests in the spring of 2002. A positive number indicates that, on average, these students are improving on their test performance. A negative number indicates that, on average, these students are not improving. The report also shows the percent of students who passed TAAS reading or mathematics in 2002 after they failed it in 2001. The same information is given for the prior year (students tested in 2000 and how they performed in 2001).

Attendance Rate: The report shows the attendance rate for the entire school year for students in grades 1-12.

Annual Dropout Rate: The report shows what percent of grade 7-12 students dropped out in the 2000-01 school year and what percent of students dropped out in the 1999-2000 school year. The dropout rate standards for the school accountability ratings are:

- *Exemplary* - 1.0% or fewer of the students dropped out
- *Recognized* - 1.1% to 2.5% of the students dropped out
- *Acceptable* - 2.6 to 5.0% of the students dropped out
- *Low-Performing* - over 5.0% of the students dropped out

Completion Rate/Student Status Rate: This shows what percent of students who were in 9th grade in 1997-98 graduated with the class of 2001, received a GED, dropped out, or are still in school. The same information is given for the class of 2000 students who were 9th graders in 1996-97.

TAAS Exemptions: The report shows the percent of students who were exempted on every test, by exemption category. A student may be exempted from a test if he or she has received a special education (ARD) exemption or a limited-English proficiency (LEP) exemption.

TAAS/TASP Equivalency: This indicator shows the percent of graduates in the class of 2001 and the class of 2000 who did well enough on the exit-level (10th grade) TAAS to have a 75% likelihood of passing the Texas Academic Skills Program (TASP) test. The TASP test measures reading, writing, and mathematics skills. It is required of all persons entering Texas public institutions of higher education for the first time.

End-of-Course Exam: Students completing an Algebra I, Biology, English II, or U.S. History course must take an End-of-Course Examination. For Biology, English II, or U.S. History, the report shows the percent of students who passed the test, as well as the percent who took the test in grades 9–12. For Algebra I, the percent passing and taking for grades 7–12 is reported.

College Admissions Tests: The report shows what percent of graduates in the class of 2001 and 2000 took either the SAT or the ACT. The goal of the state is to have at least 70.0% of graduates take the SAT or ACT every year. The report also shows what percent of graduates scored at or above the “Criterion Score” on either the SAT or ACT. The criterion score is 1110 on the SAT and 24 on the ACT. The goal of the state is to have at least 40.0% of examinees score above the criterion score. The average SAT and ACT scores for the graduating class of 2001 and the graduating class of 2000 are also given in the report.

Recommended High School Program: The report shows the percent of graduates for the class of 2001 and the class of 2000 who satisfied the course requirements for the Texas State Board of Education Recommended High School Program or the Distinguished Achievement Program.

School Characteristics:

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

Budgeted Expenditures per Student: Expenditures are dollar amounts budgeted to be spent during the 2001-02 school year. Total dollar amounts have been divided by the number of students in the school. The district amounts are the average of the school amounts in the district. District central administration amounts such as superintendent salaries, are not included in the district averages.

Number of Students per Teacher: The report shows the total number of students in membership, divided by the total number of teachers (expressed as full-time equivalents) at the school.

Comparisons Provided

For each indicator, the report shows the performance for all students in the state (State Average), the district (District Average), the school group (School Group Median) and the school (School - All Students). The school “group” is a set of 40 other Texas schools that are similar to this school. In addition, performance is shown separately for African American, Hispanic, White, Native American, Asian/Pacific Islander, and Economically Disadvantaged students at the school. Economically Disadvantaged students are those who are eligible for the free or reduced-price lunch program. Where available, two years of results are shown.

Special Symbols

- An *asterisk* (*) indicates that fewer than 5 students were in that category.
- A *dash* (-) indicates that no students were in that category.
- *n/a* - indicates that the information is not available or not applicable.
- A *question mark* (?) indicates that the information reported is outside of a reasonable expected range.

