

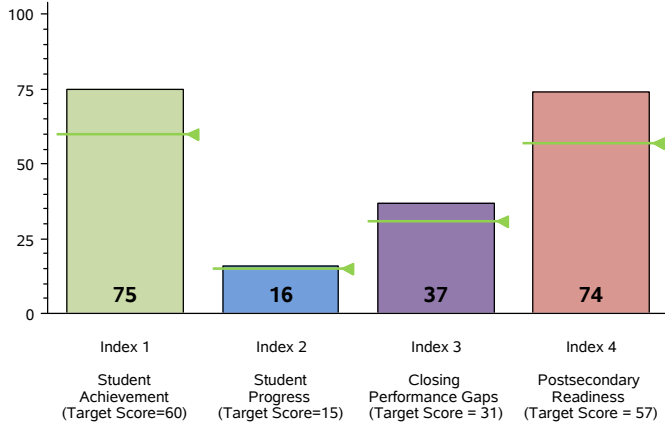
**Texas Education Agency
2014-15 School Report Card
BRENHAM H S (239901001)**

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

Total Students: **1,414**
Grade Span: **09 - 12**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.



2015 Accountability Rating

Met Standard

For 2015 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

Science

Campuses that receive a rating of **Met Standard** are eligible for seven distinction designations: **Academic Achievement in Reading/English Language Arts (ELA)**, **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
Attendance Rate (2013-14)	95.2%	96.2%	95.9%
Enrollment by Race/Ethnicity			
African American	18.5%	21.9%	12.6%
Hispanic	24.2%	33.1%	52.0%
White	53.6%	41.5%	28.9%
American Indian	0.1%	0.1%	0.4%
Asian	1.9%	1.6%	3.9%
Pacific Islander	0.1%	0.1%	0.1%
Two or More Races	1.6%	1.7%	2.0%
Enrollment by Student Group			
Economically Disadvantaged	38.9%	54.4%	58.8%
English Language Learners	4.4%	13.0%	18.2%
Special Education	12.5%	11.5%	8.5%
Mobility Rate (2013-14)	9.9%	9.5%	16.9%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	15.7	17.0	17.2
Foreign Languages	20.6	20.9	18.9
Mathematics	18.1	17.6	18.1
Science	15.2	16.2	19.1
Social Studies	21.0	20.3	19.6

School Financial Information (2013-14)

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
Instructional Staff Percent	n/a	70.7%	64.6%
Instructional Expenditure Ratio	n/a	61.7%	63.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$8,523	\$8,831	\$8,692
Instruction	\$5,049	\$4,945	\$4,956
Instructional Leadership	\$186	\$118	\$129
School Leadership	\$452	\$446	\$503

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	74%	75%	55%	68%	88%	*	89%	*	78%	65%
Reading	2015	77%	74%	66%	41%	59%	83%	*	86%	*	69%	57%
Mathematics	2015	81%	74%	72%	59%	64%	84%	-	83%	-	71%	62%
Science	2015	78%	78%	89%	77%	86%	94%	-	100%	*	83%	82%
Social Studies	2015	78%	77%	89%	69%	85%	98%	-	86%	-	100%	79%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	37%	49%	17%	35%	65%	*	80%	*	36%	29%
Reading	2015	46%	40%	47%	13%	33%	63%	*	79%	*	*	28%
Mathematics	2015	48%	41%	34%	*	30%	49%	-	*	-	*	20%
Science	2015	44%	41%	52%	10%	45%	69%	-	100%	*	*	36%
Social Studies	2015	44%	44%	61%	34%	51%	73%	-	83%	-	*	47%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	13%	9%	*	6%	14%	*	36%	*	*	4%
Reading	2015	17%	13%	3%	*	*	6%	*	23%	*	*	1%
Mathematics	2015	20%	17%	11%	*	9%	16%	-	*	-	*	4%
Science	2015	16%	13%	15%	*	9%	23%	-	*	*	*	7%
Social Studies	2015	19%	14%	17%	*	14%	22%	-	*	-	*	11%
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	53%	34%	*	30%	40%	*	*	-	*	27%
Reading	2015	59%	55%	*	*	*	*	*	*	-	*	*
Mathematics	2015	47%	40%	33%	*	25%	47%	-	*	-	*	18%
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	12%	5%	*	4%	7%	*	*	-	*	2%
Reading	2015	16%	13%	*	*	*	*	*	*	-	*	*
Mathematics	2015	19%	15%	10%	*	8%	14%	-	*	-	*	4%

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	State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2013-14	2.2%	0.6%	0.4%	1.1%	0.3%	0.3%	*	0.0%	*	0.0%	0.5%
2012-13	2.2%	1.3%	0.6%	0.7%	0.6%	0.5%	*	0.0%	-	0.0%	0.6%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2014											
Graduated	88.3%	93.1%	95.7%	96.7%	91.9%	96.9%	*	*	-	*	93.8%
Received GED	0.8%	0.6%	0.7%	0.0%	1.4%	0.6%	*	*	-	*	0.0%
Continued HS	4.3%	3.2%	1.7%	1.6%	2.7%	1.3%	*	*	-	*	3.1%
Dropped Out	6.6%	3.2%	2.0%	1.6%	4.1%	1.3%	*	*	-	*	3.1%
Graduates and GED	89.1%	93.7%	96.3%	96.7%	93.2%	97.5%	*	*	-	*	93.8%
Grads, GED, & Cont	93.4%	96.8%	98.0%	98.4%	95.9%	98.8%	*	*	-	*	96.9%
Class of 2013											
Graduated	88.0%	94.9%	97.3%	98.1%	91.5%	98.4%	*	100.0%	-	-	96.1%
Received GED	0.8%	0.6%	0.3%	0.0%	0.0%	0.5%	*	0.0%	-	-	1.0%
Continued HS	4.6%	2.9%	2.0%	1.9%	8.5%	0.5%	*	0.0%	-	-	2.0%
Dropped Out	6.6%	1.6%	0.3%	0.0%	0.0%	0.5%	*	0.0%	-	-	1.0%
Graduates and GED	88.9%	95.5%	97.6%	98.1%	91.5%	98.9%	*	100.0%	-	-	97.1%
Grads, GED, & Cont	93.4%	98.4%	99.7%	100.0%	100.0%	99.5%	*	100.0%	-	-	99.0%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2013											
Graduated	90.4%	97.1%	99.3%	100.0%	100.0%	98.9%	*	100.0%	-	-	98.0%
Received GED	1.1%	1.0%	0.3%	0.0%	0.0%	0.5%	*	0.0%	-	-	1.0%
Continued HS	1.3%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%
Dropped Out	7.2%	1.6%	0.3%	0.0%	0.0%	0.5%	*	0.0%	-	-	1.0%
Graduates and GED	91.5%	98.1%	99.7%	100.0%	100.0%	99.5%	*	100.0%	-	-	99.0%
Grads, GED, & Cont	92.8%	98.4%	99.7%	100.0%	100.0%	99.5%	*	100.0%	-	-	99.0%
Class of 2012											
Graduated	90.4%	97.3%	97.4%	93.2%	98.3%	98.3%	*	100.0%	*	*	96.1%
Received GED	1.2%	0.6%	0.6%	1.7%	0.0%	0.6%	*	0.0%	*	*	1.0%
Continued HS	1.3%	0.3%	0.3%	0.0%	0.0%	0.6%	*	0.0%	*	*	1.0%
Dropped Out	7.1%	1.8%	1.6%	5.1%	1.7%	0.6%	*	0.0%	*	*	1.9%
Graduates and GED	91.6%	97.9%	98.1%	94.9%	98.3%	98.9%	*	100.0%	*	*	97.1%
Grads, GED, & Cont	92.9%	98.2%	98.4%	94.9%	98.3%	99.4%	*	100.0%	*	*	98.1%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2014	85.5%	74.6%	75.3%	64.4%	69.1%	82.6%	*	*	-	*	66.7%
Class of 2013	83.5%	74.4%	75.4%	54.7%	79.1%	79.9%	*	85.7%	-	-	59.2%
SAT/ACT Results											
Tested											
Class of 2014	66.3%	54.1%	56.1%	45.8%	30.9%	69.9%	*	*	-	*	33.3%
Class of 2013	63.8%	47.5%	49.7%	28.1%	28.9%	60.5%	*	71.4%	-	*	24.8%
At/Above Criterion											
Class of 2014	25.1%	22.3%	22.3%	3.7%	23.8%	25.4%	-	*	-	-	19.4%
Class of 2013	25.4%	34.7%	34.7%	6.3%	15.4%	40.9%	*	40.0%	-	-	11.1%
Average SAT Score											
Class of 2014	1417	1439	1439	1225	1366	1486	-	*	-	-	1326
Class of 2013	1422	1510	1510	1219	1477	1554	*	1568	-	-	1349
Average ACT Score											
Class of 2014	20.6	19.4	19.4	13.5	*	21.8	-	-	-	-	15.9
Class of 2013	20.6	22.6	22.6	*	*	22.6	-	-	-	-	*

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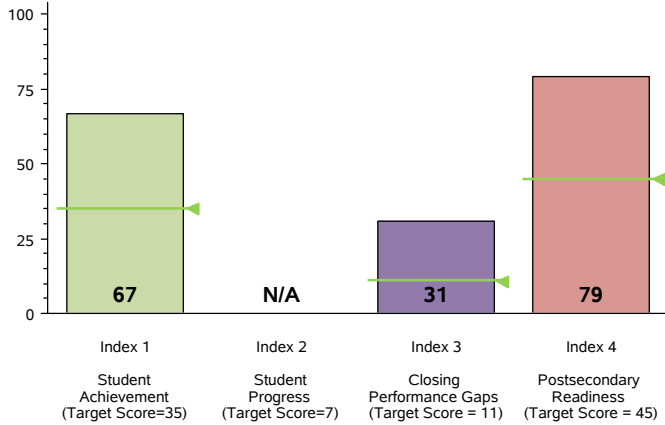
**Texas Education Agency
2014-15 School Report Card
PRIDE ACADEMY (239901004)**

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

Total Students: **19**
Grade Span: **11 - 12**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2015 Accountability Rating

Met Alternative Standard

For 2015 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.

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
Attendance Rate (2013-14)	*	96.2%	95.9%
Enrollment by Race/Ethnicity			
African American	15.8%	21.9%	12.6%
Hispanic	47.4%	33.1%	52.0%
White	31.6%	41.5%	28.9%
American Indian	0.0%	0.1%	0.4%
Asian	5.3%	1.6%	3.9%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	0.0%	1.7%	2.0%
Enrollment by Student Group			
Economically Disadvantaged	52.6%	54.4%	58.8%
English Language Learners	10.5%	13.0%	18.2%
Special Education	5.3%	11.5%	8.5%
Mobility Rate (2013-14)	100.0%	9.5%	16.9%

School Financial Information (2013-14)

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	
Instructional Staff Percent	n/a	70.7%	64.6%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	61.7%	63.7%	Total Operating Expenditures	\$52,634	\$8,831	\$8,692
				Instruction	\$28,821	\$4,945	\$4,956
				Instructional Leadership	\$0	\$118	\$129
				School Leadership	\$16,097	\$446	\$503

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	74%	67%	*	*	*	-	-	-	-	83%
Reading	2015	77%	74%	*	*	*	-	-	-	-	-	*
Mathematics	2015	81%	74%	*	-	*	-	-	-	-	-	*
Social Studies	2015	78%	77%	83%	-	*	*	-	-	-	-	*
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	37%	*	-	*	*	-	-	-	-	*
Social Studies	2015	44%	44%	*	-	*	*	-	-	-	-	*
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	13%	*	*	*	*	-	-	-	-	*
Reading	2015	17%	13%	*	*	*	-	-	-	-	-	*
Mathematics	2015	20%	17%	*	-	*	-	-	-	-	-	*
Social Studies	2015	19%	14%	*	-	*	*	-	-	-	-	*

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	State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2013-14	2.2%	0.6%	10.3%	*	0.0%	11.1%	-	*	-	-	15.4%
2012-13	2.2%	1.3%	16.4%	9.1%	23.8%	12.1%	-	-	-	*	14.6%
SAT/ACT Results											
Tested											
Class of 2014	66.3%	54.1%	0.0%	*	*	0.0%	-	-	-	-	0.0%
Class of 2013	63.8%	47.5%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%
At/Above Criterion											
Class of 2014	25.1%	22.3%	-	-	-	-	-	-	-	-	-
Class of 2013	25.4%	34.7%	-	-	-	-	-	-	-	-	-

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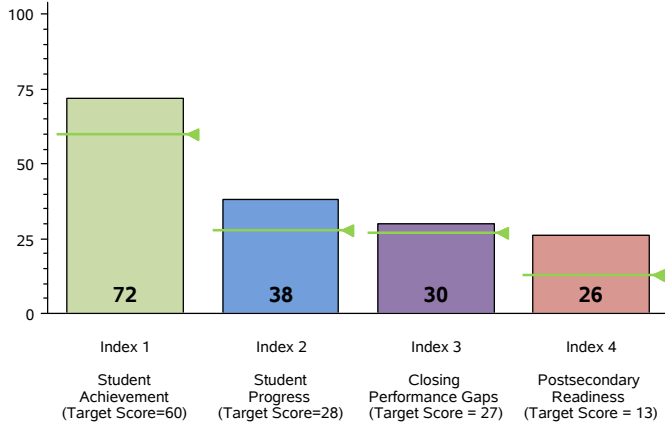
**Texas Education Agency
2014-15 School Report Card
BRENHAM J H (239901042)**

District Name: **BRENHAM ISD**
Campus Type: **Middle School**

Total Students: **755**
Grade Span: **07 - 08**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2015 Accountability Rating

Met Standard

For 2015 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.

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
Attendance Rate (2013-14)	96.6%	96.2%	95.9%
Enrollment by Race/Ethnicity			
African American	22.0%	21.9%	12.6%
Hispanic	30.7%	33.1%	52.0%
White	44.1%	41.5%	28.9%
American Indian	0.1%	0.1%	0.4%
Asian	1.3%	1.6%	3.9%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	1.7%	1.7%	2.0%
Enrollment by Student Group			
Economically Disadvantaged	51.9%	54.4%	58.8%
English Language Learners	10.1%	13.0%	18.2%
Special Education	11.5%	11.5%	8.5%
Mobility Rate (2013-14)	8.1%	9.5%	16.9%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	19.1	17.0	17.2
Foreign Languages	22.0	20.9	18.9
Mathematics	16.7	17.6	18.1
Science	17.8	16.2	19.1
Social Studies	19.1	20.3	19.6

School Financial Information (2013-14)

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
Instructional Staff Percent	n/a	70.7%	64.6%
Instructional Expenditure Ratio	n/a	61.7%	63.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,450	\$8,831	\$8,692
Instruction	\$4,562	\$4,945	\$4,956
Instructional Leadership	\$102	\$118	\$129
School Leadership	\$484	\$446	\$503

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	74%	72%	51%	64%	87%	*	93%	-	50%	60%
Reading	2015	77%	74%	77%	60%	70%	90%	*	100%	-	58%	67%
Mathematics	2015	81%	74%	100%	*	*	100%	-	*	-	-	100%
Writing	2015	72%	66%	65%	50%	58%	77%	*	*	-	63%	55%
Science	2015	78%	78%	73%	49%	61%	90%	-	100%	-	*	59%
Social Studies	2015	78%	77%	66%	35%	58%	84%	-	100%	-	*	50%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	37%	30%	9%	20%	44%	*	56%	-	*	15%
Reading	2015	46%	40%	38%	16%	26%	56%	*	56%	-	*	21%
Mathematics	2015	48%	41%	93%	*	*	94%	-	*	-	-	86%
Writing	2015	34%	27%	30%	13%	23%	42%	*	*	-	*	16%
Science	2015	44%	41%	38%	14%	32%	51%	-	83%	-	*	26%
Social Studies	2015	44%	44%	29%	11%	19%	42%	-	*	-	*	17%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	13%	15%	3%	7%	24%	*	41%	-	*	6%
Reading	2015	17%	13%	18%	6%	10%	29%	*	*	-	*	7%
Mathematics	2015	20%	17%	75%	*	*	76%	-	*	-	-	71%
Writing	2015	9%	5%	7%	*	*	13%	*	*	-	*	*
Science	2015	16%	13%	14%	*	7%	23%	-	*	-	*	5%
Social Studies	2015	19%	14%	10%	*	4%	16%	-	*	-	*	4%
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	53%	63%	62%	59%	66%	*	*	-	*	59%
Reading	2015	59%	55%	64%	69%	60%	65%	*	*	-	*	63%
Mathematics	2015	47%	40%	92%	*	*	94%	-	*	-	-	*
Writing	2015	56%	54%	55%	*	*	61%	*	*	-	*	48%
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	12%	15%	14%	13%	17%	*	*	-	*	12%
Reading	2015	16%	13%	17%	20%	15%	17%	*	*	-	*	15%
Mathematics	2015	19%	15%	51%	*	*	52%	-	*	-	-	*
Writing	2015	7%	5%	6%	*	*	8%	*	*	-	*	5%
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2015	39%	38%	35%	34%	35%	40%	-	*	-	*	35%
	2014	45%	49%	53%	51%	48%	64%	-	-	-	*	51%
Students Success Initiative												
Grade 8												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2015	76%	72%	72%	46%	64%	90%	-	100%	-	*	60%
Students Requiring Accelerated Instruction												
Reading	2015	24%	28%	28%	54%	36%	10%	-	*	-	*	40%
STAAR Cumulative Met Standard												
Reading	2015	85%	79%	79%	55%	71%	95%	-	100%	-	*	69%
STAAR Failers Promoted by Grade Placement Committee												
Reading	2014	95%	*	*	*	-	-	-	-	-	-	-

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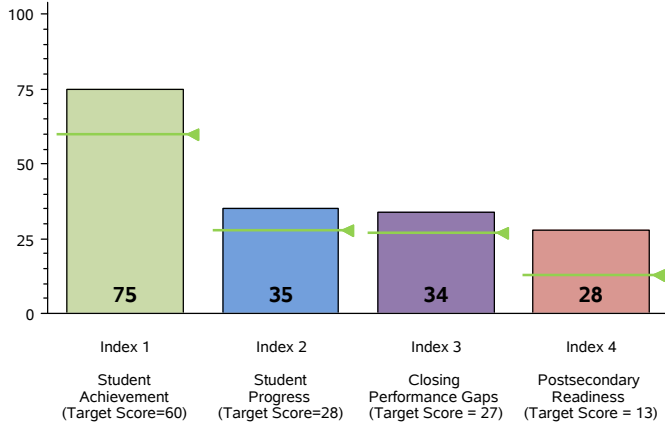
**Texas Education Agency
2014-15 School Report Card
BRENHAM MIDDLE (239901041)**

District Name: **BRENHAM ISD**
Campus Type: **Middle School**

Total Students: **675**
Grade Span: **05 - 06**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2015 Accountability Rating

Met Standard

For 2015 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.

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
Attendance Rate (2013-14)	96.7%	96.2%	95.9%
Enrollment by Race/Ethnicity			
African American	19.9%	21.9%	12.6%
Hispanic	36.7%	33.1%	52.0%
White	39.9%	41.5%	28.9%
American Indian	0.0%	0.1%	0.4%
Asian	1.8%	1.6%	3.9%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	1.8%	1.7%	2.0%
Enrollment by Student Group			
Economically Disadvantaged	57.5%	54.4%	58.8%
English Language Learners	16.7%	13.0%	18.2%
Special Education	13.9%	11.5%	8.5%
Mobility Rate (2013-14)	8.0%	9.5%	16.9%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 5	20.8	20.8	20.8
Grade 6	16.9	16.9	20.3

School Financial Information (2013-14)

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
Instructional Staff Percent	n/a	70.7%	64.6%
Instructional Expenditure Ratio	n/a	61.7%	63.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$6,835	\$8,831	\$8,692
Instruction	\$4,429	\$4,945	\$4,956
Instructional Leadership	\$80	\$118	\$129
School Leadership	\$479	\$446	\$503

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	74%	75%	55%	71%	87%	-	75%	-	88%	69%
Reading	2015	77%	74%	78%	63%	71%	90%	-	83%	-	91%	71%
Science	2015	78%	78%	71%	39%	72%	83%	-	*	-	*	65%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	37%	31%	15%	18%	49%	-	58%	-	*	17%
Reading	2015	46%	40%	36%	15%	26%	54%	-	58%	-	*	23%
Science	2015	44%	41%	34%	*	23%	56%	-	*	-	*	20%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	13%	14%	4%	6%	25%	-	44%	-	*	7%
Reading	2015	17%	13%	17%	5%	7%	29%	-	58%	-	*	9%
Science	2015	16%	13%	10%	*	5%	19%	-	*	-	*	3%
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	53%	56%	55%	51%	59%	-	*	-	*	53%
Reading	2015	59%	55%	56%	55%	51%	59%	-	*	-	*	53%
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	12%	14%	10%	15%	16%	-	*	-	*	14%
Reading	2015	16%	13%	14%	10%	15%	16%	-	*	-	*	14%
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2015	39%	38%	44%	41%	44%	52%	-	*	-	-	42%
	2014	45%	49%	42%	40%	38%	64%	-	-	-	*	40%
Students Success Initiative												
Grade 5												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2015	75%	72%	72%	48%	65%	88%	-	*	-	*	63%
Students Requiring Accelerated Instruction												
Reading	2015	25%	28%	28%	52%	35%	13%	-	*	-	*	37%
STAAR Cumulative Met Standard												
Reading	2015	84%	80%	80%	59%	78%	90%	-	*	-	100%	76%
STAAR Failers Promoted by Grade Placement Committee												
Reading	2014	92%	100%	100%	100%	100%	100%	-	-	-	-	100%
STAAR Met Standard (Failed in Previous Year) Promoted to Grade 6												
Reading	2015	14%	18%	18%	*	*	*	-	*	-	-	*

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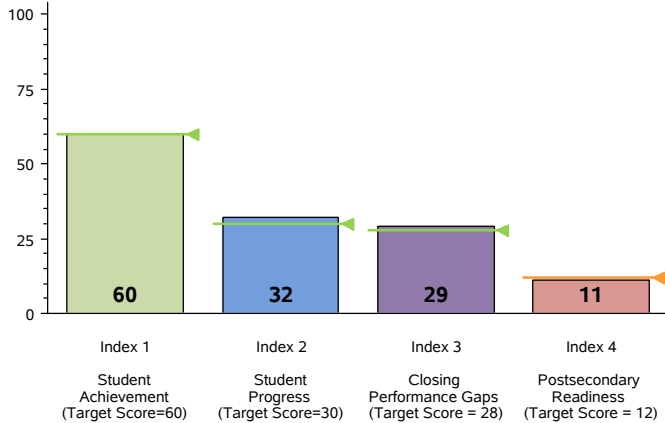
**Texas Education Agency
2014-15 School Report Card
ALTON EL (239901101)**

District Name: **BRENHAM ISD**
Campus Type: **Elementary**

Total Students: **542**
Grade Span: **PK - 04**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2015 Accountability Rating

Improvement Required

For 2015 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.

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
Attendance Rate (2013-14)	96.0%	96.2%	95.9%
Enrollment by Race/Ethnicity			
African American	43.4%	21.9%	12.6%
Hispanic	41.5%	33.1%	52.0%
White	12.4%	41.5%	28.9%
American Indian	0.0%	0.1%	0.4%
Asian	0.9%	1.6%	3.9%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	1.8%	1.7%	2.0%
Enrollment by Student Group			
Economically Disadvantaged	84.3%	54.4%	58.8%
English Language Learners	17.2%	13.0%	18.2%
Special Education	10.1%	11.5%	8.5%
Mobility Rate (2013-14)	19.7%	9.5%	16.9%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	11.9	16.7	19.2
Grade 1	15.6	17.9	19.3
Grade 2	17.6	18.9	19.3
Grade 3	18.6	17.3	19.1
Grade 4	18.6	18.2	19.1

School Financial Information (2013-14)

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
Instructional Staff Percent	n/a	70.7%	64.6%
Instructional Expenditure Ratio	n/a	61.7%	63.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$8,294	\$8,831	\$8,692
Instruction	\$5,410	\$4,945	\$4,956
Instructional Leadership	\$74	\$118	\$129
School Leadership	\$481	\$446	\$503

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	74%	60%	54%	61%	86%	-	*	-	*	59%
Reading	2015	77%	74%	67%	60%	70%	93%	-	*	-	*	63%
Writing	2015	72%	66%	47%	41%	47%	71%	-	*	-	*	52%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	37%	13%	8%	*	36%	-	*	-	*	10%
Reading	2015	46%	40%	19%	12%	21%	50%	-	*	-	*	16%
Writing	2015	34%	27%	*	*	*	*	-	*	-	*	*
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	13%	6%	6%	*	*	-	*	-	*	5%
Reading	2015	17%	13%	9%	8%	*	*	-	*	-	*	7%
Writing	2015	9%	5%	*	*	*	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	53%	53%	*	*	*	-	*	-	*	54%
Reading	2015	59%	55%	56%	*	*	*	-	*	-	*	56%
Writing	2015	56%	54%	*	-	*	-	-	-	-	-	*
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	12%	10%	*	*	*	-	*	-	*	11%
Reading	2015	16%	13%	12%	*	*	*	-	*	-	*	13%
Writing	2015	7%	5%	*	-	*	-	-	-	-	-	*
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2015	39%	38%	31%	33%	36%	*	-	*	-	*	28%
	2014	45%	49%	46%	50%	*	*	-	*	-	-	46%

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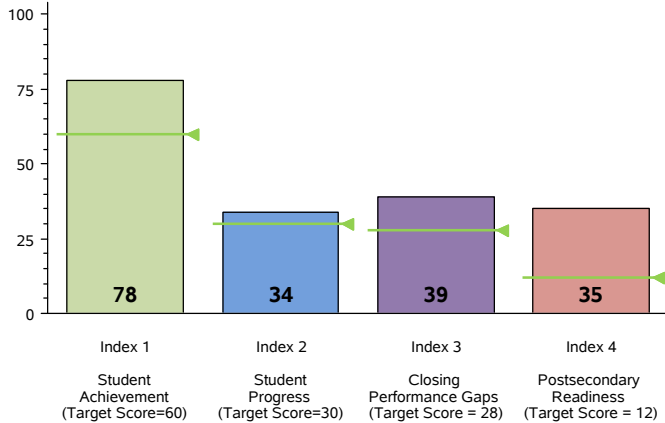
**Texas Education Agency
2014-15 School Report Card
BRENHAM EL (239901102)**

District Name: **BRENHAM ISD**
Campus Type: **Elementary**

Total Students: **737**
Grade Span: **EE - 04**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2015 Accountability Rating

Met Standard

For 2015 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.

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
Attendance Rate (2013-14)	96.9%	96.2%	95.9%
Enrollment by Race/Ethnicity			
African American	19.4%	21.9%	12.6%
Hispanic	35.4%	33.1%	52.0%
White	40.2%	41.5%	28.9%
American Indian	0.1%	0.1%	0.4%
Asian	2.6%	1.6%	3.9%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	2.3%	1.7%	2.0%
Enrollment by Student Group			
Economically Disadvantaged	57.3%	54.4%	58.8%
English Language Learners	14.7%	13.0%	18.2%
Special Education	10.9%	11.5%	8.5%
Mobility Rate (2013-14)	8.4%	9.5%	16.9%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	17.3	16.7	19.2
Grade 1	18.0	17.9	19.3
Grade 2	18.7	18.9	19.3
Grade 3	17.1	17.3	19.1
Grade 4	16.9	18.2	19.1

School Financial Information (2013-14)

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
Instructional Staff Percent	n/a	70.7%	64.6%
Instructional Expenditure Ratio	n/a	61.7%	63.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$6,104	\$8,831	\$8,692
Instruction	\$4,528	\$4,945	\$4,956
Instructional Leadership	\$82	\$118	\$129
School Leadership	\$253	\$446	\$503

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	74%	78%	64%	76%	81%	-	91%	-	*	69%
Reading	2015	77%	74%	81%	63%	81%	87%	-	88%	-	*	73%
Writing	2015	72%	66%	70%	67%	67%	71%	-	*	-	*	60%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	37%	40%	*	38%	47%	-	*	-	*	21%
Reading	2015	46%	40%	47%	16%	45%	56%	-	*	-	*	26%
Writing	2015	34%	27%	31%	*	27%	38%	-	*	-	*	16%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	13%	16%	*	15%	18%	-	*	-	*	7%
Reading	2015	17%	13%	21%	*	19%	26%	-	*	-	*	10%
Writing	2015	9%	5%	4%	*	*	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	53%	54%	*	*	48%	-	*	-	*	53%
Reading	2015	59%	55%	54%	*	*	48%	-	*	-	*	52%
Writing	2015	56%	54%	*	-	*	-	-	*	-	-	*
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	12%	11%	*	*	12%	-	*	-	*	7%
Reading	2015	16%	13%	12%	*	*	12%	-	*	-	*	8%
Writing	2015	7%	5%	*	-	*	-	-	*	-	-	*
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2015	39%	38%	48%	*	*	50%	-	*	-	*	39%
	2014	45%	49%	44%	71%	45%	*	-	*	-	-	42%

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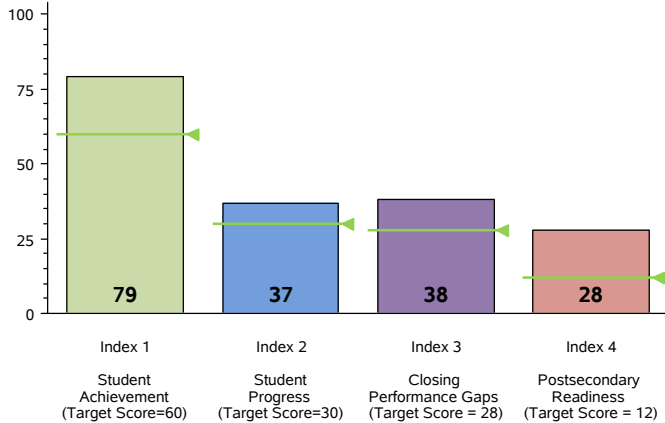
**Texas Education Agency
2014-15 School Report Card
KRAUSE EL (239901103)**

District Name: **BRENHAM ISD**
Campus Type: **Elementary**

Total Students: **724**
Grade Span: **PK - 04**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2015 Accountability Rating

Met Standard

For 2015 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.

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
Attendance Rate (2013-14)	97.0%	96.2%	95.9%
Enrollment by Race/Ethnicity			
African American	17.0%	21.9%	12.6%
Hispanic	40.9%	33.1%	52.0%
White	40.3%	41.5%	28.9%
American Indian	0.0%	0.1%	0.4%
Asian	0.4%	1.6%	3.9%
Pacific Islander	0.1%	0.1%	0.1%
Two or More Races	1.2%	1.7%	2.0%
Enrollment by Student Group			
Economically Disadvantaged	59.3%	54.4%	58.8%
English Language Learners	24.4%	13.0%	18.2%
Special Education	9.1%	11.5%	8.5%
Mobility Rate (2013-14)	5.8%	9.5%	16.9%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	19.9	16.7	19.2
Grade 1	19.6	17.9	19.3
Grade 2	20.1	18.9	19.3
Grade 3	16.7	17.3	19.1
Grade 4	19.2	18.2	19.1

School Financial Information (2013-14)

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
Instructional Staff Percent	n/a	70.7%	64.6%
Instructional Expenditure Ratio	n/a	61.7%	63.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$6,638	\$8,831	\$8,692
Instruction	\$4,946	\$4,945	\$4,956
Instructional Leadership	\$96	\$118	\$129
School Leadership	\$304	\$446	\$503

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	74%	79%	76%	66%	91%	-	*	-	*	69%
Reading	2015	77%	74%	81%	74%	70%	94%	-	*	-	*	71%
Writing	2015	72%	66%	75%	80%	59%	86%	-	-	-	*	65%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	37%	32%	21%	14%	44%	-	*	-	*	13%
Reading	2015	46%	40%	44%	29%	22%	59%	-	*	-	*	24%
Writing	2015	34%	27%	27%	25%	*	34%	-	-	-	*	*
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	13%	17%	*	10%	26%	-	*	-	*	8%
Reading	2015	17%	13%	24%	*	15%	37%	-	*	-	*	13%
Writing	2015	9%	5%	*	*	*	*	-	-	-	*	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	53%	58%	*	54%	67%	-	-	-	*	54%
Reading	2015	59%	55%	60%	*	56%	67%	-	-	-	*	56%
Writing	2015	56%	54%	*	-	*	-	-	-	-	-	*
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	12%	16%	*	17%	15%	-	-	-	*	16%
Reading	2015	16%	13%	18%	*	21%	15%	-	-	-	*	19%
Writing	2015	7%	5%	*	-	*	-	-	-	-	-	*
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2015	39%	38%	26%	*	33%	*	-	-	-	-	25%
	2014	45%	49%	52%	*	64%	*	-	-	-	-	50%

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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*.

2014–15 School Report Card (SRC) Definitions

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.

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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^o y 8^o) (*Annual Dropout Rate, Gr. 7–8*) o Tasa de deserción anual (grados 9^o a 12^o) (*Annual Dropout Rate, Gr 9–12*). Las tasas anuales son el número de estudiantes que abandonan los estudios (en los grados indicados) 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^{er} al 12^o grado para el año escolar 2014–15.

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 2015, los nombramientos de distinción se otorgaron en las siguientes áreas: Logro académico en Lectura/Artes del lenguaje en inglés (ELA), 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 (*free or reduced-price lunch*) u 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*) como que tienen un dominio limitado del inglés (*LEP*) o que están aprendiendo inglés (*ELLs*).

Expenditures per Student: Gastos por estudiantes.– Este valor muestra el gasto anual real durante 2013–14 dividido entre el número total de estudiantes durante 2013–14. Para más información, comuníquese a la Oficina de Finanzas de la Escuela. También puede ver los reportes financieros (*Financial Standard Reports*), en:
<http://www.tea.state.tx.us/financialstandardreports/>

Instructional Expenditure Ratio: Proporción de los gastos instruccionales.– Este valor se calcula como los gastos de instrucción y similares en el año 2013–14 dividido entre el total de gastos en el 2013–14. Para más información, comuníquese a la Oficina de Finanzas de la Escuela. También puede ver los reportes financieros (*Financial Standard Reports*), en:
<http://www.tea.state.tx.us/financialstandardreports/>

Instructional Staff Percent: Porcentaje del personal de instrucción.– Este valor se calcula como el número de empleados de instrucción y similares de tiempo completo en el periodo 2014–15 dividido entre todos los empleados de tiempo completo en el mismo periodo. 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 2010–11 y se muestra su estatus final con la generación del 2014. La Tasa longitudinal extendida de 5 años (*5-Year Extended Longitudinal Rate*) consiste en estudiantes que estuvieron por primera vez

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en noveno grado en el 2009–10 y muestra su estatus final en el 2014. 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.– Vea *Total Students*.

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.

Race/Ethnicity: Raza/Etnicidad.– Los estudiantes se reportan como afro-americano, 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 Secundaria (*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).

SAT/ACT Results: Resultados del SAT/ACT.– El reporte provee cuatro tasas: (1) Examinados (*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 2013 y 2014.

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 dónde un estudiante ha aprendido, ha entendido y es capaz de aplicar los conceptos y destrezas que se espera se evalúen en cada grado. 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* (English Language Arts I y II), *Álgebra I* (Algebra I), *Biología* (Biology) e *Historia de EE UU* (U.S. History).

Otras medidas de las pruebas STAAR que se muestran son: *Porcentaje STAAR en la preparación post secundaria*, el cual se usa para determinar la puntuación del índice 4 y *Porcentaje STAAR en el estándar avanzado*, el cual se usa para determinar la puntuación del índice 3.

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 reprobaron el año pasado y volvieron a tomar las pruebas. No hay información disponible de esta iniciativa en matemáticas en el 2015 debido a que los resultados de las pruebas de matemáticas (grados del 3 al 8) quedaron excluidos del Sistema de Responsabilidad Educativa en el 2015.

Total Students: Número total de estudiantes.– Es el número total de estudiantes inscritos en escuelas públicas el 25 de octubre de 2014 en cualquier grado (desde pre-primaria hasta el 12^o 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 (*Total Students*) excluye estudiantes que asisten a escuelas que no son públicas (*non-public school*), pero reciben ciertos servicios del distrito escolar, como terapia del habla (*speech therapy*), por menos de dos horas al día en una de sus escuelas.

Símbolos especiales: La Calificación Escolar de 2014–15 utiliza símbolos especiales en las

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siguientes circunstancias:

- Se usa un asterisco (*) para encubrir números pequeños 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.