

**Texas Education Agency
2018-19 School Report Card
MEDINA VALLEY MIDDLE (163908042)**

Accountability Rating

B

MEDINA VALLEY MIDDLE earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for MEDINA VALLEY MIDDLE. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: MEDINA VALLEY ISD
Campus Type: Middle School
Total Students: 609
Grade Span: 06 - 08

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ Mathematics
- ✓ Postsecondary Readiness
- ✗ ELA/Reading
- ✗ Science
- ✗ Social Studies
- ✗ Comparative Academic Growth
- ✗ Comparative Closing the Gaps

School and Student Information

This section provides demographic information about MEDINA VALLEY MIDDLE, 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 (2017-18) | 95.6% | 95.5% | 95.4% |
| Enrollment by Race/Ethnicity | | | |
| African American | 0.5% | 3.6% | 12.6% |
| Hispanic | 60.8% | 60.9% | 52.6% |
| White | 35.3% | 31.2% | 27.4% |
| American Indian | 0.5% | 0.5% | 0.4% |
| Asian | 0.2% | 0.6% | 4.5% |
| Pacific Islander | 0.2% | 0.2% | 0.2% |
| Two or More Races | 2.6% | 3.0% | 2.4% |
| Enrollment by Student Group | | | |
| Economically Disadvantaged | 54.5% | 51.2% | 60.6% |
| English Learners | 4.9% | 5.8% | 19.5% |
| Special Education | 10.0% | 11.0% | 9.6% |
| Mobility Rate (2017-18) | 13.3% | 14.5% | 15.4% |

| | Campus | District | State |
|--|--------|----------|-------|
| Class Size Averages by Grade or Subject | | | |
| Elementary | | | |
| Grade 6 | 17.1 | 17.6 | 20.4 |
| Secondary | | | |
| English/Language Arts | 13.4 | 16.6 | 16.6 |
| Foreign Languages | 17.3 | 21.0 | 18.9 |
| Mathematics | 15.0 | 17.6 | 17.8 |
| Science | 18.0 | 18.7 | 18.9 |
| Social Studies | 18.0 | 19.6 | 19.3 |

School Financial Information (2017-18)

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

| | Campus | District | State |
|--|--------|----------|-------|
| Instructional Staff Percent | n/a | 56.4% | 64.5% |
| Instructional Expenditure Ratio | n/a | 58.0% | 62.7% |

| | Campus | District | State |
|---------------------------------|---------|----------|---------|
| Expenditures per Student | | | |
| Total Operating Expenditures | \$5,812 | \$8,704 | \$9,844 |
| Instruction | \$4,198 | \$4,655 | \$5,492 |
| Instructional Leadership | \$163 | \$159 | \$155 |
| School Leadership | \$350 | \$374 | \$576 |

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STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv |
|---|------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|
| STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested) | | | | | | | | | | | | |
| All Subjects | 2019 | 78% | 85% | 81% | 90% | 78% | 86% | 100% | * | * | 84% | 72% |
| | 2018 | 77% | 83% | 80% | 75% | 77% | 87% | 87% | 79% | * | 89% | 71% |
| ELA/Reading | 2019 | 75% | 84% | 81% | * | 77% | 87% | * | * | * | 94% | 72% |
| | 2018 | 74% | 82% | 83% | 79% | 80% | 87% | 100% | 60% | * | 88% | 75% |
| Mathematics | 2019 | 82% | 88% | 88% | * | 85% | 92% | * | * | * | 88% | 81% |
| | 2018 | 81% | 87% | 85% | 78% | 81% | 92% | 100% | 80% | * | 91% | 78% |
| Writing | 2019 | 68% | 76% | 73% | * | 72% | 73% | - | * | - | * | 67% |
| | 2018 | 66% | 71% | 72% | 67% | 69% | 77% | * | - | - | 83% | 61% |
| Science | 2019 | 81% | 90% | 81% | * | 77% | 90% | * | - | - | 71% | 68% |
| | 2018 | 80% | 87% | 82% | 67% | 76% | 90% | * | * | * | 100% | 70% |
| Social Studies | 2019 | 81% | 82% | 66% | * | 61% | 73% | * | - | - | 71% | 55% |
| | 2018 | 78% | 79% | 66% | 73% | 58% | 76% | * | * | * | 82% | 47% |
| STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested) | | | | | | | | | | | | |
| All Subjects | 2019 | 50% | 57% | 50% | 30% | 43% | 61% | 60% | * | * | 52% | 36% |
| | 2018 | 48% | 54% | 48% | 37% | 43% | 58% | 47% | 71% | * | 51% | 36% |
| ELA/Reading | 2019 | 48% | 56% | 49% | * | 42% | 59% | * | * | * | 56% | 34% |
| | 2018 | 46% | 53% | 48% | 29% | 44% | 57% | 60% | 40% | * | 47% | 37% |
| Mathematics | 2019 | 52% | 59% | 61% | * | 53% | 73% | * | * | * | 63% | 46% |
| | 2018 | 50% | 56% | 53% | 47% | 48% | 62% | 40% | 80% | * | 56% | 43% |
| Writing | 2019 | 38% | 45% | 41% | * | 37% | 47% | - | * | - | * | 25% |
| | 2018 | 41% | 45% | 43% | 33% | 40% | 49% | * | - | - | 33% | 32% |
| Science | 2019 | 54% | 66% | 46% | * | 39% | 61% | * | - | - | 43% | 33% |
| | 2018 | 51% | 61% | 53% | 42% | 42% | 71% | * | * | * | 82% | 36% |
| Social Studies | 2019 | 55% | 55% | 30% | * | 26% | 39% | * | - | - | 29% | 21% |
| | 2018 | 53% | 53% | 33% | 27% | 27% | 44% | * | * | * | 36% | 20% |
| STAAR Performance Rates at Masters Grade Level (All Grades Tested) | | | | | | | | | | | | |
| All Subjects | 2019 | 24% | 26% | 22% | 10% | 17% | 31% | 30% | * | * | 18% | 12% |
| | 2018 | 22% | 25% | 23% | 14% | 18% | 31% | 20% | 50% | * | 31% | 14% |
| ELA/Reading | 2019 | 21% | 24% | 26% | * | 20% | 36% | * | * | * | 25% | 16% |
| | 2018 | 19% | 23% | 24% | 15% | 20% | 31% | 20% | 40% | * | 26% | 15% |
| Mathematics | 2019 | 26% | 29% | 27% | * | 21% | 37% | * | * | * | 19% | 14% |
| | 2018 | 24% | 28% | 24% | 19% | 20% | 30% | 20% | 60% | * | 41% | 15% |
| Writing | 2019 | 14% | 15% | 15% | * | 11% | 19% | - | * | - | * | 7% |
| | 2018 | 13% | 14% | 13% | 11% | 12% | 14% | * | - | - | 8% | 8% |
| Science | 2019 | 25% | 30% | 14% | * | 12% | 19% | * | - | - | 14% | 8% |
| | 2018 | 23% | 28% | 31% | 8% | 21% | 47% | * | * | * | 45% | 18% |
| Social Studies | 2019 | 33% | 31% | 11% | * | 9% | 17% | * | - | - | 0% | 7% |
| | 2018 | 31% | 30% | 20% | 0% | 15% | 28% | * | * | * | 27% | 12% |
| Academic Growth Score (All Grades Tested) | | | | | | | | | | | | |
| Both Subjects | 2019 | 69 | 71 | 66 | 58 | 64 | 72 | 75 | * | * | 52 | 60 |
| | 2018 | 69 | 69 | 65 | 61 | 65 | 66 | 80 | 65 | * | 67 | 64 |
| ELA/Reading | 2019 | 68 | 70 | 63 | * | 61 | 68 | * | * | * | 53 | 59 |
| | 2018 | 69 | 68 | 63 | 52 | 65 | 61 | 100 | 60 | * | 68 | 63 |
| Mathematics | 2019 | 70 | 73 | 69 | * | 67 | 75 | * | * | * | 50 | 62 |
| | 2018 | 70 | 70 | 67 | 69 | 65 | 71 | 60 | 70 | * | 66 | 64 |

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

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Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv |
|---|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|
| Progress of Prior-Year Non-Proficient Students | | | | | | | | | | | |
| Sum of Grades 4-8 | | | | | | | | | | | |
| Reading | | | | | | | | | | | |
| 2019 | 41% | 52% | 38% | - | 34% | 48% | - | - | - | * | 23% |
| 2018 | 38% | 48% | 44% | * | 43% | 46% | * | * | - | * | 26% |
| Mathematics | | | | | | | | | | | |
| 2019 | 45% | 54% | 55% | * | 53% | 63% | - | - | - | * | 17% |
| 2018 | 47% | 53% | 50% | * | 50% | 48% | - | * | * | * | 29% |
| Students Success Initiative | | | | | | | | | | | |
| Grade 8 Reading | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | |
| 2019 | 78% | 85% | 83% | * | 79% | 88% | * | - | - | 86% | 15% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | |
| 2019 | 22% | 15% | 17% | * | 21% | 12% | * | - | - | 14% | 85% |
| STAAR Cumulative Met Standard | | | | | | | | | | | |
| 2019 | 85% | 92% | 91% | * | 88% | 95% | * | - | - | 100% | 54% |
| Grade 8 Mathematics | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | |
| 2019 | 82% | 83% | 81% | - | 76% | 88% | * | - | - | 100% | 46% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | |
| 2019 | 18% | 17% | 19% | - | 24% | 12% | * | - | - | 0% | 54% |
| STAAR Cumulative Met Standard | | | | | | | | | | | |
| 2019 | 88% | 87% | 88% | - | 86% | 93% | * | - | - | 100% | 54% |

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2018–19 School Report Card (SRC) Definitions

Academic Growth Score: Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR. Indicates the amount of improvement or growth made from year to 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 2017–18 school year.

Attendance Rate: The percentage of days that students were present in 2017–18 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 eleven criteria provided in Chapter 2 of the [2019 Accountability Manual](#).

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. For 2019, 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 2017–18 divided by the total membership for 2017–18. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2017–2018 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): 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, 2017–18](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2017–18 divided by total expenditures for 2017–18. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2017–2018 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

2018–19 School Report Card (SRC) Definitions

Instructional Staff Percent: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2017–18 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 2014–15, showing their final status with the Class of 2018. The five-year rate includes students who first attended ninth grade in 2013–14, showing their final status at the end of 2018. The six-year rate includes students who first attended ninth grade in 2012–13, showing their final status at the end of 2018. 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 three indicators: (1) Tested shows the percentage of 2017–18 and 2016–17 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2017–18 graduates, and (3) Average ACT Score for 2017–18 graduates.

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 I and II, Algebra I, Biology, and U.S. History.

2018–19 School Report Card (SRC) Definitions

Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level. These performance levels 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 26, 2018, 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 non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2018–19 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 are 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 el Reporte de Calificaciones Escolar 2018–19

Academic Growth: Crecimiento Académico—puntaje de crecimiento otorgado en Progreso escolar, Parte A: Crecimiento académico para mejorar el desempeño año tras año según lo medido por las medidas de progreso y niveles de desempeño de STAAR en STAAR. Indica la cantidad de mejoría o crecimiento realizado año tras año

Annual Dropout Rate: Tasa Anual de Deserción Escolar—La tasa anual es reportada solo para grados de preparatoria. La tasa anual es el número de estudiantes que abandona los estudios (en grados 9^o a 12^o) expresado como un porcentaje del número de estudiantes que asisten a la escuela en esos grados durante el año escolar 2017-18.

Attendance Rate: Tasa de Asistencia—Este reporte muestra la tasa de asistencia estudiantil del 1^{er} al 12^o grado para el año escolar 2017–18.

Class Size Averages: Tamaño Promedio del Salón Escolar—El tamaño de las 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 preparatoria se presentan por materia.

College, Career, and Military Ready: Preparación para la Universidad, la carrera y el ejército—el porcentaje de graduados anuales que demostraron estar preparados para la universidad, la carrera o el ejército al cumplir al menos uno de los once criterios que se proporcionan en el Capítulo 2 del [Manual de Responsabilidad 2019](#).

Distinction Designations: Nombramientos de Distinción—Los nombramientos de distinción se otorgan a las escuelas con desempeño alto en áreas específicas. Para 2019, 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 preparatoria.

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 Learners: Estudiantes 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 Estudiante—Muestra el gasto anual real durante 2017–18 dividido entre el número total de estudiantes durante 2017–18. Para más información, comuníquese con la Oficina de Finanzas de la Escuela a 512-463-9238. También puede ver los reportes financieros (*Financial Standard Reports*) en: <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate: Tasa de graduación Federal—este indicador muestra el estado de los estudiantes después de cuatro años en la escuela preparatoria y utiliza la definición de deserción del Centro Nacional de Estadísticas de la Educación (NCES) y el cálculo federal para la tasa de graduación. Para obtener más información, consulte el informe Finalización de la escuela preparatoria y [deserción en las escuelas públicas de Texas, 2017–18](#).

Definiciones para el Reporte de Calificaciones Escolar 2018–19

Instructional Expenditure Ratio: Proporción de los Gastos Instruccionales—Este se calcula dividiendo los gastos relacionados con instrucción en el año 2017–18 entre el total de gastos en el 2017–18. Para más información, comuníquese con la Oficina de Finanzas de la Escuela a 512-463-9238. También puede ver los reportes financieros (*Financial Standard Reports*) en https://tea.texas.gov/sites/default/files/dropcomp_2017-18_v3.pdf.

Instructional Staff Percent: Porcentaje del Personal de Instrucción—El porcentaje de empleados de tiempo completo del distrito cuya función laboral era proporcionar instrucción en el salón directamente a los estudiantes durante el año escolar 2017–18. Para más información, comuníquese a la Oficina de Finanzas de la Escuela 512-463-9238.

Longitudinal Rates: Tasas Longitudinales—Este indicador muestra el estatus de los estudiantes después de cuatro años en la preparatoria (tasa longitudinal de 4 años) o después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años), o después de 6 años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tasa longitudinal de 4 años (*4-Year Longitudinal Rate*) consiste en estudiantes que estuvieron en noveno grado por primera vez en el 2014–15 y se muestra su estatus final con la generación del 2018. 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 2013–14 y muestra su estatus final en el 2018. La Tasa longitudinal extendida de 6 años consiste en estudiantes que estuvieron por primera vez en noveno grado en 2012–2013 y muestra su estatus final en el 2018. Esto muestra el porcentaje de estudiantes que se graduaron, estuvieron en un programa de graduación alternativo (GED), continuaron en la preparatoria o deserción.

Membership: Membresía—Ver Número total de estudiantes.

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 (faltar seis o más semanas).

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 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 que, después de cuatro años, 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, después de cuatro años, están reportados como estudiantes que cumplieron con los cursos requeridos en el Programa Recomendado para las Escuelas Preparatorias (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).

Definiciones para el Reporte de Calificaciones Escolar 2018–19

SAT/ACT Results: Resultados del SAT/ACT—El reporte provee cuatro indicadores: (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 1010 para el SAT basada en secciones combinadas en lectura, escritura y matemáticas y 23 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 2017 y 2018.

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 es un programa de exámenes de comprensión, evaluación académica y de preparación del Estado de Texas para estudiantes de grado 3 y 8 o de estudiantes de preparatoria con cursos de fin de año en escuelas públicas. 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, Cumple con el Nivel del Grado o Domina el Nivel del Grado que usan para determinar el Porcentaje del Dominio de Rendimiento, Dominio del Progreso Escolar, Parte B: resultado de Rendimiento Relativo y serán usados en el Dominio de Cerrando las Brechas. 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 el Progreso de la escuela, Parte A: Crecimiento Académico.

Student Success Initiative: Iniciativa de Éxito Estudiantil—La iniciativa para el éxito estudiantil (*SSI*) muestra el desempeño en las pruebas STAAR de lectura 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 27 de Octubre de 2018 en cualquier grado desde preprimaria 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 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 públicas.

Símbolos especiales: La Calificación Escolar de 2017–18 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 guion (-) 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.