



# 2019-20 School Report Card

## Helen Ball Elementary

1950 Firehouse Dr. • El Paso, TX 79936 • Phone: (915) 937-8200 • Fax: (915) 856-1478 • www.sisd.net

January 19, 2021

Dear Team SISD Parent,

The Socorro Independent School District is committed to communicating transparently and regularly with all stakeholders to provide valuable information on student performance. Team SISD proudly reports on academic progress achieved as a result of outstanding instruction and endless opportunities provided for students to be prepared for college, careers and life.

For you to learn about the progress and success at our campus, please see the attached State of Texas 2019–20 School Report Card for Helen Ball Elementary School. This report is 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.

Due to COVID-19, STAAR® assessments were cancelled for the 2019–20 school year. Therefore, several data points have not been updated, including STAAR® and academic growth data.

The information contained in the School Report Card is required by state law and is briefly described in the enclosed "2019–20 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://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Accountability/State\\_Accountability/Performance\\_Reporting/School\\_Report\\_Cards](https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/School_Report_Cards)

A more complete report about Helen Ball Elementary 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 Helen Ball Elementary School and Team SISD.

Sincerely,

Ana Soto, Principal  
Helen Ball Elementary School

19 de enero del 2021

Estimado padre de familia de equipo SISD

El Distrito Escolar Independiente de Socorro está comprometido a comunicarse de manera transparente y regularmente con todas las partes interesadas para brindar información valiosa sobre el desempeño de los estudiantes. El equipo SISD le informa con orgullo sobre el progreso académico logrado como resultado de una instrucción sobresaliente y un sinfín de oportunidades proporcionadas para que los estudiantes estén preparados para la universidad, carreras y para la vida.

Para que conozca el progreso y el éxito de nuestra escuela, consulte el reporte de las Calificaciones Escolares del Estado de Texas 2019–20 para la escuela primaria Helen Ball. 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 ofrecen información concerniente al progreso académico de los estudiantes y también información sobre el número de inscripciones estudiantiles, tamaño promedio del salón escolar, y gastos escolares.

Debido a COVID-19, las evaluaciones de STAAR® se cancelaron para el año escolar 2019-20. Por lo tanto, varios puntos de datos no se han actualizado, incluyendo datos de STAAR® y de crecimiento académico. 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 2019–20." 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 requiere 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 la escuela primaria Helen Ball en el internet bajo [https://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Accountability/State\\_Accountability/Performance\\_Reporting/School\\_Report\\_Cards](https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/School_Report_Cards)

Usted puede obtener un reporte más completo sobre nuestra escuela primaria Helen Ball 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/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 la escuela primaria Helen Ball y el equipo SISD.

Sinceramente,

Ana Soto, directora  
Escuela primaria Helen Ball

Socorro Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs). For additional information regarding Socorro Independent School District's policy of nondiscrimination contact: (915) 937-0201, 12440 Rojas Dr., El Paso, TX 79928. El Distrito Escolar Independiente de Socorro no discrimina personas en sus prácticas de empleo, programas de educación, actividades y servicios, incluyendo educación técnica y profesional (programas vocacionales) por motivo de raza, color de piel, religión, género, sexo, origen nacional, edad, discapacidad, estatus militar, información genética, o cualquier otro motivo prohibido por la ley. Para más información sobre la política de no discriminación del Distrito Escolar Independiente de Socorro llame al (915) 937 0201 o acuda al 12440 Rojas Dr. en el Paso, TX. 79928.



# #TeamSISD

## SEIZE YOUR OPPORTUNITY

**Texas Education Agency  
2019-20 School Report Card  
HELEN BALL EL (071909114)**

**Accountability Rating**

**\*All Districts and Schools Were Not Rated in 2020 Due to COVID-19\***

**Not  
Rated**

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

[Click here to read the official announcement.](#)

**School Information**

**District Name:** SOCORRO ISD  
**Campus Type:** Elementary  
**Total Students:** 716  
**Grade Span:** KG - 05

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html>

**Distinction Designations**

Distinction designations were not awarded in 2020.

**School and Student Information**

This section provides demographic information about HELEN BALL EL, 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 (2018-19)</b>    | 96.5%  | 95.5%    | 95.4% |
| <b>Enrollment by Race/Ethnicity</b> |        |          |       |
| African American                    | 2.1%   | 2.4%     | 12.6% |
| Hispanic                            | 92.7%  | 92.0%    | 52.8% |
| White                               | 3.9%   | 3.8%     | 27.0% |
| American Indian                     | 0.3%   | 0.2%     | 0.4%  |
| Asian                               | 0.0%   | 0.6%     | 4.6%  |
| Pacific Islander                    | 0.3%   | 0.2%     | 0.2%  |
| Two or More Races                   | 0.8%   | 0.8%     | 2.5%  |
| <b>Enrollment by Student Group</b>  |        |          |       |
| Economically Disadvantaged          | 81.2%  | 73.5%    | 60.2% |
| Special Education                   | 14.6%  | 11.4%    | 10.7% |
| English Learners                    | 25.4%  | 25.0%    | 20.3% |
| <b>Mobility Rate (2018-19)</b>      | 13.8%  | 14.4%    | 15.3% |

|  | Campus | District | State |
|--|--------|----------|-------|
| <b>Class Size Averages by Grade or Subject</b> |        |          |       |
| <b>Elementary</b>                              |        |          |       |
| Kindergarten                                   | 19.3   | 21.0     | 19.0  |
| Grade 1  | 19.3   | 19.8     | 18.9  |
| Grade 2  | 17.2   | 20.5     | 18.8  |
| Grade 3  | 19.7   | 20.3     | 19.0  |
| Grade 4  | 19.9   | 20.1     | 19.2  |
| Grade 5  | 20.0   | 22.3     | 20.9  |

**School Financial Information (2018-19)**

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 |
|--|--------|----------|-------|
| <b>Instructional Staff Percent</b>     | n/a    | 62.3%    | 64.6% |
| <b>Instructional Expenditure Ratio</b> | n/a    | 63.1%    | 62.8% |

|                                 | Campus  | District | State   |
|---------------------------------|---------|----------|---------|
| <b>Expenditures per Student</b> |         |          |         |
| Total Operating Expenditures    | \$6,913 | \$9,358  | \$9,913 |
| Instruction                     | \$4,942 | \$5,328  | \$5,558 |
| Instructional Leadership        | \$90    | \$134    | \$162   |
| School Leadership               | \$422   | \$568    | \$589   |

**Texas Education Agency  
2019-20 School Report Card  
HELEN BALL EL (071909114)**

**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. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.**

|   |      | State | District | Campus     | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv |
|---|------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|
| <b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b> |      |       |          |            |                  |          |       |                 |       |                  |                   |             |
| All Subjects  | 2019 | 78%   | 84%      | <b>82%</b> | 100%             | 81%      | 88%   | -               | *     | 100%             | 100%              | 79%         |
|   | 2018 | 77%   | 82%      | <b>81%</b> | 75%              | 81%      | 93%   | -               | 100%  | 100%             | *                 | 79%         |
| ELA/Reading   | 2019 | 75%   | 79%      | <b>85%</b> | *                | 85%      | 89%   | -               | *     | *                | *                 | 83%         |
|   | 2018 | 74%   | 77%      | <b>85%</b> | 60%              | 85%      | 95%   | -               | *     | *                | *                 | 83%         |
| Mathematics   | 2019 | 82%   | 88%      | <b>85%</b> | *                | 85%      | 89%   | -               | *     | *                | *                 | 82%         |
|   | 2018 | 81%   | 87%      | <b>84%</b> | 80%              | 84%      | 91%   | -               | *     | *                | *                 | 82%         |
| Writing   | 2019 | 68%   | 77%      | <b>75%</b> | *                | 74%      | 100%  | -               | -     | *                | *                 | 72%         |
|   | 2018 | 66%   | 74%      | <b>63%</b> | *                | 62%      | *     | -               | *     | -                | -                 | 62%         |
| Science   | 2019 | 81%   | 86%      | <b>70%</b> | -                | 70%      | *     | -               | *     | -                | -                 | 66%         |
|   | 2018 | 80%   | 85%      | <b>80%</b> | -                | 78%      | 100%  | -               | *     | *                | -                 | 75%         |
| <b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>      |      |       |          |            |                  |          |       |                 |       |                  |                   |             |
| All Subjects  | 2019 | 50%   | 54%      | <b>48%</b> | 38%              | 47%      | 73%   | -               | *     | 100%             | 100%              | 44%         |
|   | 2018 | 48%   | 51%      | <b>48%</b> | 8%               | 48%      | 56%   | -               | 100%  | 100%             | *                 | 42%         |
| ELA/Reading   | 2019 | 48%   | 51%      | <b>48%</b> | *                | 47%      | 78%   | -               | *     | *                | *                 | 45%         |
|   | 2018 | 46%   | 48%      | <b>52%</b> | 20%              | 51%      | 67%   | -               | *     | *                | *                 | 45%         |
| Mathematics   | 2019 | 52%   | 58%      | <b>55%</b> | *                | 54%      | 78%   | -               | *     | *                | *                 | 51%         |
|   | 2018 | 50%   | 54%      | <b>52%</b> | 0%               | 51%      | 59%   | -               | *     | *                | *                 | 46%         |
| Writing   | 2019 | 38%   | 43%      | <b>36%</b> | *                | 34%      | 60%   | -               | -     | *                | *                 | 32%         |
|   | 2018 | 41%   | 46%      | <b>39%</b> | *                | 40%      | *     | -               | *     | -                | -                 | 33%         |
| Science   | 2019 | 54%   | 57%      | <b>36%</b> | -                | 36%      | *     | -               | *     | -                | -                 | 32%         |
|   | 2018 | 51%   | 54%      | <b>38%</b> | -                | 37%      | 38%   | -               | *     | *                | -                 | 30%         |
| <b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>             |      |       |          |            |                  |          |       |                 |       |                  |                   |             |
| All Subjects  | 2019 | 24%   | 24%      | <b>23%</b> | 25%              | 22%      | 42%   | -               | *     | 17%              | 80%               | 19%         |
|   | 2018 | 22%   | 22%      | <b>23%</b> | 8%               | 21%      | 42%   | -               | 67%   | 40%              | *                 | 17%         |
| ELA/Reading   | 2019 | 21%   | 20%      | <b>24%</b> | *                | 23%      | 33%   | -               | *     | *                | *                 | 21%         |
|   | 2018 | 19%   | 18%      | <b>29%</b> | 20%              | 27%      | 62%   | -               | *     | *                | *                 | 22%         |
| Mathematics   | 2019 | 26%   | 29%      | <b>28%</b> | *                | 27%      | 44%   | -               | *     | *                | *                 | 24%         |
|   | 2018 | 24%   | 26%      | <b>23%</b> | 0%               | 22%      | 41%   | -               | *     | *                | *                 | 17%         |
| Writing   | 2019 | 14%   | 14%      | <b>9%</b>  | *                | 7%       | 40%   | -               | -     | *                | *                 | 4%          |
|   | 2018 | 13%   | 12%      | <b>7%</b>  | *                | 8%       | *     | -               | *     | -                | -                 | 5%          |
| Science   | 2019 | 25%   | 22%      | <b>17%</b> | -                | 16%      | *     | -               | *     | -                | -                 | 12%         |
|   | 2018 | 23%   | 21%      | <b>16%</b> | -                | 17%      | 13%   | -               | *     | *                | -                 | 10%         |
| <b>Academic Growth Score (All Grades Tested)</b>                                      |      |       |          |            |                  |          |       |                 |       |                  |                   |             |
| Both Subjects   | 2019 | 69    | 71       | <b>73</b>  | *                | 73       | 86    | -               | *     | *                | *                 | 73          |
|   | 2018 | 69    | 70       | <b>71</b>  | *                | 70       | 76    | -               | *     | *                | -                 | 69          |
| ELA/Reading   | 2019 | 68    | 70       | <b>70</b>  | *                | 70       | 71    | -               | *     | *                | *                 | 69          |
|   | 2018 | 69    | 70       | <b>70</b>  | *                | 69       | 78    | -               | *     | *                | -                 | 67          |
| Mathematics   | 2019 | 70    | 72       | <b>77</b>  | *                | 76       | 100   | -               | *     | *                | *                 | 77          |
|   | 2018 | 70    | 71       | <b>72</b>  | *                | 72       | 75    | -               | *     | *                | -                 | 72          |

? 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.

**Texas Education Agency  
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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. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, this year's report is not updated.**

|   | State | District | Campus     | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv |
|---|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|
| <b>Progress of Prior-Year Non-Proficient Students</b>                 |       |          |            |                  |          |       |                 |       |                  |                   |             |
| <b>Sum of Grades 4-8</b>  |       |          |            |                  |          |       |                 |       |                  |                   |             |
| Reading   |       |          |            |                  |          |       |                 |       |                  |                   |             |
| 2019  | 41%   | 51%      | <b>62%</b> | -                | 62%      | -     | -               | -     | -                | -                 | 57%         |
| 2018  | 38%   | 43%      | <b>63%</b> | *                | 61%      | *     | -               | -     | -                | -                 | 61%         |
| Mathematics   |       |          |            |                  |          |       |                 |       |                  |                   |             |
| 2019  | 45%   | 61%      | <b>56%</b> | -                | 56%      | *     | -               | -     | -                | -                 | 55%         |
| 2018  | 47%   | 60%      | <b>53%</b> | *                | 53%      | *     | -               | -     | -                | -                 | 56%         |
| <b>Students Success Initiative</b>                                    |       |          |            |                  |          |       |                 |       |                  |                   |             |
| <b>Grade 5 Reading</b>  |       |          |            |                  |          |       |                 |       |                  |                   |             |
| Students Meeting Approaches Grade Level on First STAAR Administration |       |          |            |                  |          |       |                 |       |                  |                   |             |
| 2019  | 78%   | 81%      | <b>79%</b> | -                | 78%      | *     | -               | *     | -                | -                 | 74%         |
| Students Requiring Accelerated Instruction                            |       |          |            |                  |          |       |                 |       |                  |                   |             |
| 2019  | 22%   | 19%      | <b>21%</b> | -                | 22%      | *     | -               | *     | -                | -                 | 26%         |
| STAAR Cumulative Met Standard   |       |          |            |                  |          |       |                 |       |                  |                   |             |
| 2019  | 86%   | 90%      | <b>93%</b> | -                | 93%      | *     | -               | *     | -                | -                 | 91%         |
| <b>Grade 5 Mathematics</b>  |       |          |            |                  |          |       |                 |       |                  |                   |             |
| Students Meeting Approaches Grade Level on First STAAR Administration |       |          |            |                  |          |       |                 |       |                  |                   |             |
| 2019  | 83%   | 90%      | <b>89%</b> | -                | 89%      | *     | -               | *     | -                | -                 | 86%         |
| Students Requiring Accelerated Instruction                            |       |          |            |                  |          |       |                 |       |                  |                   |             |
| 2019  | 17%   | 10%      | <b>11%</b> | -                | 11%      | *     | -               | *     | -                | -                 | 14%         |
| STAAR Cumulative Met Standard   |       |          |            |                  |          |       |                 |       |                  |                   |             |
| 2019  | 90%   | 95%      | <b>93%</b> | -                | 93%      | *     | -               | *     | -                | -                 | 91%         |

- ? 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.

Texas Education Agency  
2019-20 School Report Card  
HELEN BALL EL (071909114)

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## 2019–20 School Report Card (SRC) Definitions

\* Due to COVID-19, all campuses and districts received a label of *Not Rated: Declared State of Disaster* for the 2019–20 school year. Therefore, several data points have not been updated.

**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. Due to COVID-19, 2020 growth scores are not provided.

**Annual Dropout Rate:** Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout 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 2018–19 school year.

**Attendance Rate:** The percentage of days that students were present in 2018–19 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 (CCMR) readiness by meeting at least one of the eleven criteria provided in Chapter 2 of the [2020 Accountability Manual](#).

**Distinction Designations:** Distinction designations are awarded in recognition of outstanding achievement in specific areas. For 2020, distinction designations were not awarded due to COVID-19.

**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:** English Learners (ELs) are students identified as having limited English proficiency (LEP), or as ELs, by the Language Proficiency Assessment Committee (LPAC).

**Expenditures per Student:** This is calculated as total expenditures for 2018–19 divided by the total membership for 2018–19. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2018–19 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, 2018-19](#).

**Instructional Expenditure Ratio:** This is calculated as instructional and related expenditures for 2018–19 divided by total expenditures for 2018–19. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2018-2019 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

## 2019–20 School Report Card (SRC) Definitions

**Instructional Staff Percent:** The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2018–19 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 2015–16, showing their final status with the Class of 2019. The five-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2019. The six-year rate includes students who first attended ninth grade in 2013–14, showing their final status at the end of 2019. 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. Due to COVID-19, this data is not updated for the 2019–20 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 2018–19 and 2017–18 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 graduates, and (3) Average ACT Score for 2018–19 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. Due to COVID-19, this data is not updated for the 2019–20 year.

## 2019–20 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. Due to COVID-19, this data is not updated for the 2019–20 year.

**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. Due to COVID-19, this data is not updated for the 2019–20 year.

**Total Students:** This is the total number of public school students who were reported in membership on October 26, 2019, 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 2019-20 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.



## 2019–20 Definiciones de la Tarjeta de Informe Escolar (SRC)

\* Debido a COVID-19, todos los campus y distritos recibieron una etiqueta de *No Clasificado: Estado declarado de Desastre* para el año escolar 2019–20. Por lo tanto, no se han actualizado varios puntos de datos.

**Academic Growth Score: Puntuación de Crecimiento Académico:** Puntuación de crecimiento otorgada en Progreso Escolar, Parte A: Crecimiento Académico para mejorar el desempeño año tras año medido por las medidas de progreso y los niveles de desempeño de STAAR en STAAR. Indica la cantidad de mejoría o crecimiento realizado de un año a otro. Debido al COVID-19, no se proporcionan puntuaciones de crecimiento en el 2020.

**Annual Dropout Rate: Tasa Anual de Deserción Escolar:** La tasa anual de deserción escolar (Gr 9–12) se reporta solo para las escuelas preparatorias. La tasa anual de deserción escolar es el número de estudiantes que abandonaron los estudios (en los grados 9-12) expresado como un porcentaje del número de estudiantes que asistieron en los grados 9-12 en cualquier momento durante el año escolar 2018–19.

**Attendance Rate: Tasa de Asistencia:** El porcentaje de días que los estudiantes estuvieron presentes en 2018–19 basado en la asistencia de los estudiantes para todo el año escolar. Solo los estudiantes de los grados 1–12 se incluyen en el cálculo.

**Class Size Averages: Promedios de Tamaño de Clase:** Los tamaños de clase se calculan a partir de los horarios de las clases de los profesores. Por ejemplo, el número total de estudiantes en ciencias se divide por el recuento de clases de ciencias. Las clases elementales se muestran por grado; las clases secundarias se muestran por materia.

**College, Career, and Military Ready: Preparación para la Universidad, la Carrera y las Fuerzas Armadas:** El porcentaje de graduados anuales que demostraron preparación universitaria, profesional o militar (CCMR) al cumplir al menos uno de los once criterios previstos en el Capítulo 2 de el [2020 Accountability Manual](#).

**Distinction Designations: Designaciones de Distinción:** Las designaciones de distinción se otorgan en reconocimiento a logros sobresalientes en áreas específicas. Para 2020, las designaciones de distinción no se adjudicaron debido a COVID-19.

**Economically Disadvantaged: Económicamente Desfavorecidos:** El porcentaje de estudiantes económicamente desfavorecidos es el número de estudiantes que son elegibles para almuerzos gratuitos o a precio reducido u otra asistencia pública dividida por el número total de estudiantes.

**English Learners: Estudiantes de Inglés:** Los estudiantes de inglés (ELs) son estudiantes identificados como con un dominio limitado del inglés (LEP), o como ELs, por el Comité de Evaluación del Dominio del Idioma (LPAC).

**Expenditures per Student: Gastos por Estudiante:** Esto se calcula como gastos totales para 2018–19 dividido por el total de miembros para 2018–19. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para un informe detallado, vea los informes de realidad financiera de PEIMS 2018 –19 en <http://tea.texas.gov/financialstandardreports/>.

## 2019–20 Definiciones de la Tarjeta de Informe Escolar (SRC)

**Federal Graduation Rate (4-Year): Tasa de Graduación Federal (4 años):** 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 Educativas (NCES) y el cálculo federal para la tasa de graduación. Para más información, véa el informe en [Secondary School Completion and Dropouts in Texas Public Schools, 2018-19](#).

**Instructional Expenditure Ratio: Proporción de Gastos de Instrucción:** Esto se calcula como gastos instructivos y relacionados para 2018–19 divididos por los gastos totales para 2018–19. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para un informe detallado, véase los Informes de realidad financiera de PEIMS 2018-2019 en <http://tea.texas.gov/financialstandardreports/>.

**Instructional Staff Percent: Porcentaje del Personal de Instrucción:** El porcentaje de los empleados de tiempo completo del distrito (FTE) cuya función de trabajo era proporcionar instrucción en el salón directamente a los estudiantes durante el año escolar 2018–19. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238.

**Longitudinal Rates: Tarifas Longitudinales:** Estos indicadores muestran el estado de los estudiantes después de cuatro años en la escuela preparatoria (tasa longitudinal de 4 años), después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años), o después de seis años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tarifa de cuatro años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2015–16, mostrando su estatus final con la clase de 2019. La tasa de cinco años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2014–15, mostrando su estatus final a finales de 2019. La tarifa de seis años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2013–14, mostrando su estatus final a finales de 2019. Estos muestran el porcentaje de estudiantes que se graduaron, recibieron un Certificado de Equivalencia de Escuela Preparatoria de Texas (TxCHSE), continuaron la escuela preparatoria o abandonaron los estudios.

**Membership: Membresía:** Ver Definición para Total de Estudiantes.

**Mobility Rate: Tasa de Movilidad:** El porcentaje de estudiantes que han estado en membresía en una escuela por menos del 83% del año escolar (es decir, faltaron a la escuela seis o más semanas).

**Progress of Prior-Year Non-Proficient Students: Progreso de los Estudiantes No Competentes en el Año Anterior:** El porcentaje de estudiantes en los grados 4-8 que no alcanzaron el estándar satisfactorio en STAAR el año anterior, pero aprobaron la evaluación correspondiente del año actual. Debido a COVID-19, estos datos no se actualizan para el año 2019–20.

**Race/Ethnicity: Raza/Etnicidad:** Los estudiantes son reportados como afroamericano, hispano, anglo-europeo, indio nativo norteamericano, asiático, isleño del Pacífico y dos o más razas.

**RHSP/DAP Graduates: Graduados de RHSP/DAP:** El porcentaje de graduados que, después de cuatro años, fueron reportados como que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP) o el Programa de Logros Distinguidos (DAP). Excluye a los graduados bajo el Programa Básico Fundamental (FHSP).

## 2019–20 Definiciones de la Tarjeta de Informe Escolar (SRC)

**RHSP/DAP/FHSP-E/FHSP-DLA Graduates: Graduados de RHSP/DAP/FHSP-E/FHSP-DLA:** El porcentaje de graduados que, después de cuatro años, fueron reportados como que habían cumplido con los requisitos del curso para el Programa Recomendado de Escuela Preparatoria (RHSP), Programa de Logros Distinguidos (DAP), Programa Básico Fundamental (FHSP) con una especialidad (FHSP-E) o el distinguido nivel de logro (FHSP-DLA).

**SAT/ACT Results: Resultados SAT/ACT:** El informe proporciona tres indicadores: (1) Probado muestra el porcentaje de 2018–19 y 2017–18 graduados que tomaron el SAT o el ACT, (2) Puntuación promedio del SAT para graduados de 2018–19, y (3) Puntuación promedio ACT para graduados de 2018–19.

**Special Education: Educación Especial:** La población de estudiantes que recibe servicios en los programas de educación especial.

**STAAR: STAAR:** Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR®) son un programa integral de pruebas para estudiantes de escuelas públicas en los grados 3-8 o cursos de preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está diseñado para medir hasta qué punto un estudiante ha aprendido, entendido y es capaz de aplicar los conceptos y habilidades esperados en cada nivel de grado probado, o después de cada curso para el cual existe una evaluación de EOC. Los estudiantes son evaluados en lectura (grados 3–8), matemáticas (grados 3–8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las evaluaciones de fin de curso se dan para Inglés I y II, Álgebra I, Biología e Historia de los Estados Unidos. Debido a COVID-19, estos datos no se actualizan para el año 2019–20.

Se muestran las medidas para el STAAR: Porcentaje STAAR en Enfoques Nivel de Grado Estándar o Superior, Cumple con el Nivel de Grado Estándar o Superior, y Domina Nivel de Grado. Estos niveles de rendimiento se utilizan para determinar la puntuación del dominio Logros del Estudiante, Progreso Escolar, Parte B: Resultado del Rendimiento Relativo y se usan dentro de los componentes del dominio Cierre de Brechas. Debido a COVID-19, estos datos no se actualizan para el año 2019–20.

**Student Success Initiative: Iniciativa de Éxito Estudiantil:** La Iniciativa de Éxito Estudiantil (SSI) muestra el rendimiento en la lectura de STAAR en los grados 5 y 8, incluido el rendimiento de los estudiantes que no fueron competentes en el último año y que volvieron a tomar las evaluaciones. Debido a COVID-19, estos datos no se actualizan para el año 2019–20.

**Total Students: Total de Estudiantes:** Este es el número total de estudiantes de escuelas públicas que fueron reportados en membresía el 26 de octubre de 2019, en cualquier grado desde preprimaria hasta el grado 12. La membresía difiere de la inscripción porque no incluye a los estudiantes que son atendidos por el distrito por menos de dos horas por día. Por ejemplo, el recuento de estudiantes totales excluye a los estudiantes que asisten a escuelas que no son públicas, pero reciben algunos servicios, como la terapia del habla, por menos de dos horas al día de su escuela pública local.

**Special Symbols: Símbolos especiales:** La Tarjeta de Informe Escolar (SRC) 2019-20 utiliza los siguientes símbolos especiales:

- Un asterisco (\*) se utiliza para enmascarar números pequeños para cumplir con la Ley federal de Derechos Educativos y Privacidad Familiar (FERPA).
- Un guion (-) indica que no hay estudiantes en esta clasificación.
- n/a indica que los datos no están disponibles o no son aplicables.
- Un signo de interrogación (?) indica datos que son estadísticamente improbables o que se notificaron fuera de un rango razonable.