

John H. Guyer High School

7501 Teasley Lane
940-369-1000

Denton, TX 76210
940-369-4965 fax

<http://www.dentonisd.org/guyerhs>

Barbara Fischer, Principal

Gene Terronez, Associate Principal
D'Lee Cook, Assistant Principal
Matt Hill, Assistant Principal
Mark Jaskuiske, Assistant Principal
Regena Little, Assistant Principal
Donna Jones, Dean of Students

Jeanie Bragg, CTE Counselor
Kathleen Ashton, Counselor
Christina Dorton, Counselor
Amy Lawrence, Counselor
Lisa Tsakonias, Counselor
Andrea Wyatt, Counselor

Mary Rivers, Intervention Counselor

Dear Parent:

Attached you will find a copy of the State of Texas 2009-2010 School Report Card for **John H. Guyer High School**.

This is the report required by the Texas Legislature and prepared by the Texas Education Agency. It is to be sent to the parent or guardian of every child enrolled in the public schools. The report provided information concerning expenditures, average class size, and teacher/student ratios.

The information contained in the School Report Card is required by state law and is briefly described in the "2009-2010 Report Card Definitions" enclosed. This report 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 information for the state, the district, the school, and a group of schools similar to our school. Where possible, the information must be reported by ethnicity and socio-economic status of students and must include two years of results.

The School Report Cards can be found on the internet at:

<http://ritter.tea.state.tx.us/perfreport/src/2010/campus.srch.html>

A more complete report about **John H. Guyer High School**, the Academic Indicator System (AIEIS) report, is available at the school office, or can accessed online at:

<http://ritter.tea.state.tx.us/perfreport/aeis/2010/index.html>

In keeping with our mission statement, **John H. Guyer High School** has provided for a well-rounded educational program that allows the student to expand his/her horizon through academics, business, and vocational-technical courses, fine arts and extra-curricular activities. During the course of 2009-2010, **John H. Guyer High School's** academic and extracurricular programs excelled and grew. Please visit our web site www.dentonisd.org/guyerhs to see what is happening at **Guyer**.

I encourage you to sign up for E-Alerts while you are on the website. This will allow you to have up to date information from the school and teachers.

Please feel free to contact me should you have any question regarding this School Report Card, the AIEIS report, or any other detail pertaining to **John H. Guyer High School**. Thank you for allowing us the opportunity to work with your child at **John H. Guyer High School**, it is truly our pleasure.

Very Sincerely,

Barbara Fischer

Barbara Fischer
Principal

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Andrea Wyatt, Counselor

Mary Rivers, Intervention Counselor

January 14, 2011

Estimado Padre de Familia:

Adjunto a esta carta encontrará una copia del reporte de las Calificaciones Escolares del Estado de Texas 2009-10 para John H. Guyer High School. Estas Calificaciones Escolares son requeridas por la Legislatura del Estado de Texas y preparadas por el departamento de educación estatal. Este reporte debe ser mandado a los padres o al guardián/mentor de cada estudiante inscrito en una escuela pública. Estas calificaciones proveen información concerniente al progreso académico de los estudiantes y también otra información sobre su escuela como gastos, tamaño promedio del salón escolar y las tasas de estudiantes por maestro.

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 2009-10". El reporte que ha recibido puede *o no* contener toda la información descrita en estas definiciones pues el reporte de estos datos depende de si la escuela es una primaria, secundaria o preparatoria.

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

También puede encontrar estas calificaciones John H. Guyer report card en la internet bajo:

http://ritter.tea.state.tx.us/perfreport/src/2010/campus_srch.html

Usted puede obtener un reporte más completo sobre nuestra escuela JOHN H. GUYER HIGH SCHOOL en el informe del Sistema de Índices de Excelencia Académica (AEIS) ya sea que lo pida aquí en la escuela, o lo puede obtener en el interneta bajo:

<http://ritter.tea.state.tx.us/perfreport/aeis/2010/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 John H. Guyer High School.

Sinceramente,

Barbara Fischer

BARBARA FISCHER directora

Documentos adjuntos

2009-10 School Report Card

School Name: JOHN H GUYER HS

School Number: 061901007

2010 School Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Social Studies

District Name: DENTON ISD

2010 District Accountability Rating: Recognized

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T E X A S E D U C A T I O N A G E N C Y
2009-10 School Report Card

School Name: JOHN H GUYER HS
School Number: 061901007
District Name: DENTON ISD

School Enrollment: 2,101
Grade Span: 09 - 12
School Type: Secondary

		State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.
TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)											
Reading/ELA	2010	90%	94%	96%	96%	93%	92%	98%	86%	98%	91%
	2009	88%	91%	94%	95%	94%	89%	97%	89%	98%	88%
Mathematics	2010	84%	88%	86%	86%	77%	73%	92%	> 99%	95%	75%
	2009	80%	84%	80%	80%	71%	69%	85%	70%	93%	68%
Science	2010	83%	87%	91%	89%	85%	75%	95%	71%	91%	75%
	2009	78%	82%	85%	86%	78%	70%	93%	71%	89%	69%
Soc Studies	2010	95%	97%	98%	97%	96%	95%	99%	> 99%	93%	95%
	2009	93%	95%	97%	97%	98%	91%	99%	86%	97%	91%
All Tests	2010	77%	82%	82%	82%	71%	65%	89%	71%	89%	64%
	2009	72%	77%	75%	76%	63%	63%	82%	70%	90%	60%
Students Not Tested Due to Exemptions											
LEP Exempt	2010	0.9%	0.6%	0.5%	0.5%	0.0%	1.8%	0.0%	0.0%	1.6%	1.6%
	2009	0.9%	0.7%	0.5%	0.8%	0.0%	2.7%	0.1%	0.0%	3.2%	2.1%
Progress of Prior Year TAKS Failers Percent of Failers Passing TAKS (Sum of Gr 4-11)											
Reading/ELA	2010	57%	60%	61%	66%	67%	56%	79%	*	*	63%
	2009	43%	48%	61%	78%	89%	60%	90%	*	*	67%
Mathematics	2010	43%	50%	54%	56%	52%	45%	65%	*	*	51%
	2009	36%	40%	41%	46%	51%	38%	47%	*	*	40%
Attendance Rate											
	2008-09	95.6%	95.9%	95.0%	94.7%	95.9%	94.5%	94.4%	91.9%	97.1%	94.4%
	2007-08	95.5%	96.0%	94.8%	95.0%	96.2%	95.2%	94.6%	93.7%	97.1%	94.4%

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Grade Span: 09 - 12
School Type: Secondary

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.
Annual Dropout Rate (Gr 9-12)										
2008-09	2.9%	0.7%	0.8%	0.6%	0.8%	0.7%	0.5%	0.0%	1.1%	0.4%
2007-08	3.2%	0.3%	0.9%	0.2%	0.0%	0.2%	0.2%	0.0%	0.0%	0.2%
4-Year Completion Rate (Gr 9-12)										
Class of 2009										
Graduated	80.6%	91.8%	92.1%	96.3%	97.5%	95.6%	96.1%	100.0%	100.0%	93.3%
Received GED	1.4%	0.3%	0.8%	0.2%	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%
Continued HS	8.6%	6.6%	2.8%	2.2%	2.5%	3.3%	1.9%	0.0%	0.0%	4.5%
Dropped Out	9.4%	1.3%	3.8%	1.3%	0.0%	1.1%	1.6%	0.0%	0.0%	2.2%
Completion Rate I (Graduates and Continuers)										
Class of 2009	89.2%	98.4%	95.4%	98.5%	100.0%	98.9%	98.1%	100.0%	100.0%	97.8%
Recommended HS and Distinguished Achievement Program Graduates										
Class of 2009	82.5%	86.2%	84.5%	89.9%	89.7%	89.9%	89.0%	100.0%	100.0%	82.4%
Class of 2008	81.4%	83.8%	83.5%	88.0%	87.9%	77.4%	90.1%	*	100.0%	73.1%
Texas Success Initiative (TSI) Higher Education Readiness Component										
Eng Lang Arts										
2010	60%	62%	69%	67%	61%	49%	75%	*	68%	42%
2009	63%	61%	69%	71%	75%	56%	77%	*	77%	59%
Mathematics										
2010	66%	66%	76%	76%	64%	54%	84%	*	95%	59%
2009	62%	63%	69%	69%	60%	58%	75%	*	77%	55%

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Grade Span: 09 - 12
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	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.
SAT/ACT Results										
Tested										
Class of 2009	61.5%	58.4%	68.0%	68.3%	80.0%	56.8%	68.6%	66.7%	85.0%	n/a
Class of 2008	65.0%	66.4%	69.0%	76.4%	69.0%	63.6%	78.7%	*	?	n/a
At/Above Criterion										
Class of 2009	26.9%	29.8%	33.3%	32.7%	7.1%	8.7%	41.5%	*	41.2%	n/a
Class of 2008	27.2%	32.5%	34.1%	26.5%	5.0%	14.3%	29.2%	*	55.6%	n/a
Average SAT Score										
Class of 2009	985	1012	1034	1016	907	871	1061	*	995	n/a
Class of 2008	987	1028	1027	997	868	898	1021	*	1130	n/a
Average ACT Score										
Class of 2009	20.5	20.8	22.1	21.1	17.4	17.6	22.5	*	22.1	n/a
Class of 2008	20.5	20.7	21.8	20.4	16.9	19.8	21.1	*	*	n/a

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District Name: DENTON ISD

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Grade Span: 09 - 12
School Type: Secondary

	State Average	District Average	School Group Average	School
Class Size Averages by Subject				
Secondary: English/Language Arts	17.8	20.2	18.8	19.3
Foreign Languages	19.4	17.5	20.0	20.0
Mathematics	18.5	19.3	20.2	18.8
Science	19.3	21.7	20.0	21.0
Social Studies	20.4	22.6	22.1	22.2
Number of Students per Teacher	14.5	12.3	14.9	12.1
Instructional Staff Percent **	64.0%	69.2%	n/a	n/a
Instructional Expenditure Ratio **	64.9%	69.0%	n/a	n/a
Expenditures per Student (2008-2009):			School Group Average (All Funds)	School (All Funds)
Total Operating Expenditures			\$6,537	\$7,416
Instruction (11,95)			\$4,480	\$5,072
Instructional-Related Services (12,13)			\$185	\$183
Instructional Leadership (21)			\$88	\$87
School Leadership (23)			\$457	\$397
Support Services-Student (31,32,33)			\$367	\$460
Other Campus Costs (35,36,51,52,53)			\$960	\$1,218

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

'***' For more details on this Chapter 44 measure, please go to <http://www.tea.state.tx.us/index4.aspx?id=3881>.

A more complete report about your school, the Academic Excellence Indicator System (AEIS) report, is available from your school, or can be accessed on the internet at www.tea.state.tx.us/perfreport/aeis.

2009-10 School Report Card Definitions

School Accountability Rating

School accountability ratings are based on the percent of students passing the TAKS, high school completion rate, and the annual dropout rate. Standards for TAKS, completion rates, and dropout rates must be met for all students as well as for student groups (African American, Hispanic, White, and Economically Disadvantaged).

Gold Performance Acknowledgment (GPA): Schools may also qualify for GPAs for high performance on *Advanced Course/Dual Enrollment, Attendance, AP/IB, College-Ready Graduates, Commended Performance on TAKS, Comparable Improvement, SAT/ACT, Recommended High School Program, or Texas Success Initiative.*

Paired Schools: Schools that report enrollment but do not have grades in which the TAKS test is given (such as K–2 schools) are paired with schools with which they have a “feeder” relationship to determine accountability ratings.

Indicators of Student Performance *(Report shows only those indicators that apply, depending on grade span at the school.)*

TAKS Met 2010 Standard: The TAKS (Texas Assessment of Knowledge and Skills) is a comprehensive testing program for public school students in grades 3 through 11. TAKS measures the extent to which a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level. Students are assessed in English language arts (ELA) (grades 10 & 11), reading (grades 3-9), mathematics (grades 3-11), writing (grades 4 & 7), science (grades 5, 8, 10 & 11), and social studies (grades 8, 10 & 11). Results shown include only the performance of those students who were enrolled at the campus by the last Friday in October. Results are summed across grades for all grades tested at the school. Results for TAKS (Accommodated) are included for all grades and subjects.

TAKS Progress: This indicator is shown only for alternative education campuses (AEC) rated under alternative education accountability (AEA) procedures. It is based on the number of tests taken. It sums performance results across grades 3 through 12 and across all subjects, to provide a single measure. Progress is defined as test results that meet the TAKS passing standard, or are projected to meet the standard based on the Texas Projection Measure (for grades 3-10), or have a Texas Growth Index (TGI) score of zero or higher (for grade 11). Exit-level TAKS retest results are included in this measure.

Students Not Tested Due to Exemptions: The report shows the percent of students who were exempted on every test because he or she received a limited-English proficiency (LEP) exemption and took only the *Texas English Language Proficiency Assessment System (TELPAS)* test.

Progress of Prior Year TAKS Failers: This measure shows the percent of students who failed the TAKS in the previous year but passed in the current year.

Student Success Initiative (SSI): Students in grades 5 and 8 must pass both the reading and mathematics TAKS in order to be promoted to grades 6 and 9, respectively. Students are given three opportunities to pass each test. Depending on the school, up to four measures are shown: 1) *Students Requiring Accelerated Instruction:* For each subject and grade, this shows the percent of students who did not pass the first administration of the TAKS. Students who did not pass the first administration must be provided accelerated instruction in preparation for the second administration. 2) *TAKS Cumulative Met Standard:* For each subject and grade, this shows the cumulative (and unduplicated) percent of students who took and passed the tests in the first and second administrations combined. 3) *TAKS Failers Promoted by Grade Placement Committee:* This shows the percent of students who failed all attempts to pass but were promoted to the next grade by their grade placement committee. 4) *TAKS Met Standard (Failed in Previous Year):* This presents two calculations for students who failed all administrations of the reading (or mathematics) test in 2009: For those who were promoted to the next grade, the first measure shows the percentage that passed the reading (or mathematics) test in 2010. For those who were retained, the second measure shows the percent that passed the grade reading (or mathematics) test in 2010. The same information is presented for the previous year.

Recommended HS and Distinguished Achievement Program Graduates: The report shows the percent of graduates for the classes of 2009 and 2008 who satisfied the requirements for the Texas State Board of Education Recommended High School Program or the Distinguished Achievement Program.

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

Annual Dropout Rate: Depending on the grade span at the school, one or two of the following three rates are shown: *Annual Dropout Rate (Gr 7-8)*, *Annual Dropout Rate (Gr 7-12)*, and *Annual Dropout Rate (Gr 9-12)*. The annual rates are the number of students who dropped out (in the grades indicated) expressed as a percent of the number of students in attendance in those grades.

Completion Rates: These indicators show the status of students after 4 years in high school (*4-Year Completion Rate*) or—new for 2009-10—after 5 years in high school (*5-Year Extended Completion Rate*). The 4-year rate includes students who first attended ninth grade in 2005-06, showing their final status with the class of 2009. The 5-year rate includes students who first attended ninth grade in 2004-05, showing their final status by the fall of 2009. These show the percent of students who graduated, received a GED, continued high school, or dropped out. *Completion Rate I* sums the 4-year percent of students who graduated or continued high school. (*Completion Rate II* is shown for AECs rated under AEA procedures. It includes GED recipients as completers.)

Texas Success Initiative (TSI) – Higher Education Readiness Component: The Texas Success Initiative (TSI) is a program to improve student success in college. This indicator shows the percent of students who scored high enough on the TAKS to be exempted from the TSI requirements.

SAT/ACT Results: The report provides four measures: (1) *Tested* shows the percent of graduates who took either the SAT or the ACT. (2) *At/Above Criterion* shows the percent of examinees who scored at or above the “Criterion Score” (criterion score is 1110 for SAT and 24 for ACT). (3) & (4) *Average SAT Score* and *Average ACT Score* show the average score on the SAT and ACT. Information is shown for the classes of 2009 and 2008.

School Characteristics

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

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

Instructional Staff Percent: This measure indicates the percentage of the district’s full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2009-10 school year.

Instructional Expenditure Ratio: This measure shows the percent of the district’s total actual expenditures for the 2008-09 fiscal year that were used to fund direct instructional activities.

Expenditures per Student: This value shows actual 2008-09 expenditures for groups of functions divided by the total number of 2008-09 students. Note that the expenditures shown are not the amount actually spent on each and every student, but rather a per-pupil average of the total. Per pupil expenditures are shown for total operating expenditures and by operating categories.

Comparisons Provided

For almost every indicator, the report shows the performance for all students in the state (State Average), the district (District Average), the school group (School Group) and the school (School - All Students). The school “group” is a set of 40 other Texas public schools that are demographically similar to this school. District and state comparisons are not shown for the expenditure information, because they are not comparable to the school-level calculations.

Special Symbols

- An *asterisk* (*) on a TAKS indicator means that fewer than 5 students were in that classification, including zero students; an *asterisk* for all other indicators means that fewer than 5 students were in that classification, excluding zero students.
- For indicators other than TAKS, a *dash* (-) means that no students were in that category.
- *n/a* - means that the information is not available or not applicable.
- A *question mark* (?) means that the information reported is outside of a reasonable range.
- A *>99%* is used to mask TAKS performance that is at or near 100%; *<1%* is used to mask TAKS performance at or near 0%.

Definiciones para la Calificación Escolar 2009-10

Clasificación Escolar

La clasificación de las escuelas (*Accountability Rating*) está basada en el porcentaje de estudiantes quienes pasan el TAKS, las tasas de finalización de la preparatoria y las tasas de desertores escolares. Los estándares del TAKS, la tasa de finalización y la de los desertores, deben de ser satisfechos por *Todos los Estudiantes (All Students)* y por las varias otras agrupaciones de estudiantes (Africano Americano, Hispano, Blanco, y Con Desventaja Económica).

Gold Performance Acknowledgment - Reconocimiento de Progreso Académico Dorado.- Escuelas y distritos pueden calificar para el Reconocimiento Dorado por el desempeño de sus estudiantes en: Cursos Avanzados (*Advanced Courses*), Exámenes AP/IB, Tasa de Asistencia (*Attendance*), Graduados Preparados para la Universidad (*College-Ready Graduates*), Progreso Laudable en el TAKS (*Commended Performance on TAKS*), Mejoramiento Comparable (*Comparable Improvement*), Exámenes SAT/ACT, el Programa Recomendado de Preparatoria (*Recommended High School Program*), y/o en la Iniciativa de Éxito para Texas (*Texas Success Initiative*).

Paired Schools - Escuelas Par.- Estas son las escuelas que reportaron inscripciones pero no tienen grados en los cuales se administró el TAKS (como escuelas de Kinder a 2º grado) y éstas fueron hechas par con las escuelas que reciben a sus estudiantes con el fin de determinar sus calificaciones escolares.

Índices de Progreso Académico de los Estudiantes *(El reporte muestra índices pertinentes a su escuela, dependiendo de los grados escolares de ésta.)*

TAKS Met 2010 Standard: Cumplió con el Estándar 2010 del TAKS.- La prueba TAKS es una evaluación estatal que se administra a los estudiantes de las escuelas públicas de Texas en los grados del 3^{er} al 11^o. El TAKS mide qué tanto un estudiante ha logrado aprender, comprender y es capaz de aplicar importantes conceptos y habilidades correspondientes a cada nivel escolar. Los estudiantes son examinados en Letras y Artes de la Lengua Inglesa (*English Language Arts*) (10^o al 11^o grado), Lectura (*Reading*) (3^{er} al 9^o grado), Matemáticas (*Mathematics*) (3^{er} al 11^o grado), Redacción (*Writing*) (4^o y 7^o grado), Ciencias Naturales (*Science*) (5^o, 8^o, 10^o y 11^o grado) y Ciencias Sociales (*Social Studies*) (8^o, 10^o y 11^o grado). Los resultados en el reporte incluyen solo a los estudiantes inscritos en el distrito hasta el último viernes de octubre. Estos resultados se suman a través de todos los grados examinados en dicha escuela. Los resultados de la prueba TAKS (*Accommodated*) están incluidos para ciencias naturales, ciencias sociales, y todos los sujetos en el 11^o grado.

TAKS Progress: Progreso en el TAKS.- Este índice se reporta solamente para las escuelas de educación alternativa que han sido clasificadas bajo los procedimientos del Sistema de Clasificación Alternativa (*AEA: Alternative Education Accountability*). Está basada en el número de pruebas tomadas. Esta suma los resultados en los exámenes del 3^{er} al 12^o grado y para todas las materias para proveer con una medida única. Los resultados que no pasaron el TAKS pero demuestran mejoramiento usando el índice TGI (*Texas Growth Index*) en el grado 12 o el pronóstico TPM (*Texas Projection Measure*) en los grados 3 a 10 se incluyen. Los resultados de aquellos quienes re-tomaron el TAKS de egreso también están incluidos en esta medida.

Students Not Tested Due to Exemptions: Estudiantes No Examinados Debido a Exenciones.- Este es el porcentaje de estudiantes exentos en cada prueba, porque él o ella ha recibido una exención por competencia limitada en inglés (*LEP exemption*) y tomaron solamente la prueba TELPAS.

Progress of Prior Year TAKS Failers: Progreso de los Reprobados en el TAKS del año previo.- Esta medida muestra el porcentaje de estudiantes quienes reprobaron el TAKS en el año previo y lo aprobaron en el año actual.

Student Success Initiative (SSI): Iniciativa para el Éxito Estudiantil.- Estudiantes en 5^o y 8^o grado deben pasar el TAKS en lectura y matemáticas para pasar al 6^o y 9^o grado. Se les dan tres oportunidades para pasar. Dependiendo de su escuela, el reporte muestra 4 medidas: (1) Estudiantes que Requieren Instrucción Acelerada (*Students Requiring Accelerated Instruction*) – por materia y por grado, los estudiantes quienes no pasaron el TAKS durante la primera administración. A estos estudiantes se les debe proveer con instrucción acelerada; (2) Estándar Cumplido del TAKS Cumulativo (*TAKS Cumulative Met Standard*) – el porcentaje de estudiantes (no duplicados) quienes tomaron y aprobaron el TAKS ya sea la primera y la segunda administración combinadas; (3) Reprobados del TAKS y Pasados por el Comité de Colocación de Grados Escolares (*TAKS Failers Promoted by Grade Placement Committee*) – el porcentaje de estudiantes quienes reprobaron todas las veces que fueron examinados en el TAKS de lectura y fueron avanzados al próximo grado por el comité de colocación. (4) Estudiantes quienes cumplieron con el estándar del TAKS (reprobaron en el previo) (*TAKS Met Standard (Failed in previous year)*) – presenta dos cálculos para estudiantes quienes reprobaron todas las administraciones del examen de lectura (o matemáticas) en 2009. Para aquellos quienes fueron avanzados. La primera medida es el porcentaje de los que pasaron el examen 2010 de lectura (o matemáticas). Para los que fueron retenidos, la segunda medida muestra el porcentaje quienes subsecuentemente pasaron el examen de lectura (o matemáticas) en 2010. La información también se reporta para 2009.

Recommended HS and Distinguished Achievement Program Graduates: Programa Recomendado de Preparatoria y Logros Distinguidos.- En este reporte se puede hallar el porcentaje de estudiantes que se graduaron en el 2009 y el 2008 quienes cumplieron los requisitos del Programa Recomendado de Preparatoria (*Recommended High School Program*) de la Mesa Directiva de Educación del Estado de Texas (*SBOE*) o el programa de Logros Distinguidos (*Distinguished Achievement Program*).

Annual Dropout Rate: Índice Anual de Deserción Escolar.- Dependiendo de la escuela, una o dos de las siguientes tasas pueden ser reportadas: Tasa de deserción anual (7° y 8°) (*Annual Dropout Rate (Gr. 7-8)*); Tasa de deserción anual (7°- 12°) (*Annual Dropout Rate (Gr 7-12)*); y (3) Tasa de deserción anual (9°- 12°) (*Annual Dropout Rate (Gr 9-12)*) muestra el porcentaje de estudiantes en esos grados que abandonaron sus estudios.

Attendance Rate: Tasa de Asistencia.- Este reporte muestra la tasa de asistencia estudiantil del 1^{er} al 12° grado para el año escolar entero.

Completion rate: Tasas de finalización escolar.- Estos índices muestran el estatus de estudiantes después de 4 años en high school (*4-Year Completion Rate*), o—nuevo para 2009-10— después de 5 años en high school (*5-Year Extended Completion Rate*). El índice de 4 años incluye estudiantes que empezaron el 9° grado en 2005-06 y muestra su estatus en 2009. El índice de 5 años incluye estudiantes que empezaron el 9° grado en 2004-05 y muestra su estatus en 2009. Cada presenta el porcentaje de estudiantes quienes se graduaron, recibieron un GED, continuaron en la escuela, o desertaron sus estudios. La Tasa de Finalización I (*Completion Rate I*) agrega el porcentaje de estudiantes quienes se graduaron o continúan en la preparatoria. La misma información ha sido reportada para los graduados en el 2008. Tasa de Finalización II (*Completion Rate II*) se presenta para escuelas alternativas.

Texas Success Initiative (TSI): Iniciativa de Éxito para Texas.- Esta iniciativa (*The Texas Success Initiative*) es un programa diseñado para mejorar los logros de los estudiantes en el ámbito universitario. Este índice muestra el porcentaje de estudiantes cuyo desempeño en el TAKS amerita que se les exente de los requisitos del TSI.

SAT/ACT Results: Resultados de las Pruebas SAT/ACT.- Esta tasa tiene cuatro medidas: (1) Examinados (*Tested*) indica el porcentaje de estudiantes graduados que tomaron ya sea el examen SAT o el ACT; (2) Obtuvieron puntuación a nivel “calificación criterio” o superior (*At/Above Criterion*) indica el porcentaje de estudiantes graduados quienes obtuvieron la puntuación para “calificación criterio”(o la superaron) en el SAT o el ACT (la “calificación criterio” en el SAT es de 1,110 puntos y de 24 puntos en el ACT); y (3) & (4) Promedio de calificaciones en el SAT (*Average SAT Score*) y el ACT (*Average ACT Score*) reporta los promedios en el SAT y el ACT. Estos se reportan para las generaciones del año 2009 y 2008.

Características de la Escuela

Class Size Averages by Grade and Subject: Tamaño Promedio del Salón Escolar por Grado y Materia.- 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 secundaria se presentan por materia.

Number of Students per Teacher: Número de Estudiantes por Maestro.- El reporte indica el número total de estudiantes dividido por el número total de maestros (expresado en términos de tiempo completo) en la escuela.

Instructional Staff Percent: Porcentaje del Personal de Instrucción.- Esta medida indica el porcentaje del total de empleados de tiempo completo cuya descripción de sus funciones de trabajo es la de proveer instrucción directa en el salón de clases a estudiantes durante el año escolar 2009-10.

Instructional Expenditure Ratio: Tasa de Gastos de Instrucción.- Esta medida muestra el porcentaje del total actual de los gastos del distrito para el año fiscal 2008-09 que fueron utilizados para pagar actividades de instrucción directa (*direct instructional activities*).

Expenditures per Student: Gastos por Estudiante.- Esta medida muestra los gastos actuales durante el año escolar 2008-09 para varios grupos de funciones dividida por el número de estudiantes en 2008-09. Note que los gastos reportados no son la cantidad que se gastó en actualidad para cada estudiante, pero es un promedio para cada estudiante del total (*per-pupil average of the total*). Estos gastos por estudiante son reportados por gastos totales en cada una de las seis agrupaciones de categorías de operaciones.

Comparaciones Reportadas

Para casi todos estos índices, el reporte muestra los resultados para todos los estudiantes en varias categorías, a nivel del estado (*State Average*), del distrito (*District Average*), del grupo de comparación escolar (*School Group*) y del plantel escolar (*School—All Students*). El grupo escolar está compuesto de 40 otras escuelas en Texas que son demográficamente similares a su escuela. Las comparaciones de la información sobre gastos a nivel del distrito y del estado no se reportaron porque no son comparables a los cálculos hechos a nivel de la escuela.

Símbolos Especiales

- Un *asterisco* (*) para un índice del TAKS indica que se registraron menos de 5 estudiantes en dicha categoría, incluyendo cero estudiantes; para el resto de los índices, un asterisco quiere decir que menos de 5 estudiantes estaban en la categoría, excluyendo cero estudiantes.
- Un *guión* (-) para un índice [excepto el TAKS] indica que no hay estudiantes para esa categoría.
- *n/a* - significa que no existe información disponible o que la información no es pertinente.
- Un *signo de interrogación* (?) indica que la información fluctúa fuera de parámetros razonables.