

2013–14 School Report Card (SRC) Definitions

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

Attendance Rate: The report shows the attendance rate for the 2012–13 school year for students in grades 1–12.

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

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. For 2014, distinction designations are awarded in the following areas: Academic Achievement in Reading/English Language Arts, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Student Progress, Top 25 Percent: Closing Performance Gaps, and Postsecondary Readiness.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

English Language Learners: These are students identified as having limited English proficiency (LEP), or English language learners (ELLs), by the Language Proficiency Assessment Committee (LPAC).

Expenditures per Student: This value is calculated as total expenditures for 2012–13 divided by the total membership for 2012–13. For more information, contact the Division of School Finance at 512-463-9238. For a detailed report, see the *2012–2013 PEIMS Financial Actual Reports* at <http://tea.texas.gov/financialstandardreports/>

Instructional Expenditure Ratio: This value is calculated as instructional and related expenditures for 2012–13 divided by total expenditures for 2012–13. For more information, contact the Division of School Finance at 512-463-9238. For a detailed report, see the *2012–2013 PEIMS Financial Actual Reports* at <http://tea.texas.gov/financialstandardreports/>

Instructional Staff Percent: This value is calculated as instructional and related Full Time Equivalents (FTEs) for 2013–14 divided by total FTEs for 2013–14. For more information, contact the Division of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status of students after four years in high school (4-Year Longitudinal Rate) or after five years in high school (5-Year Extended Longitudinal Rate). The four-year rate includes students who first attended ninth grade in 2009–10, showing their final status with the class of 2013. The five-year rate includes students who first attended ninth grade in 2008–09, showing their final status at the end of 2013. These show the percentage of students who graduated, received a GED, continued high school, or dropped out.

Membership: See *Total Students*.

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Mobility Rate: A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year.

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races.

RHSP/DAP Graduates: This indicator shows the percentage of graduates who were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP).

SAT/ACT Results: The report provides four indicators: (1) *Tested* shows the percentage of graduates who took either the SAT or the ACT, (2) *At/Above Criterion* shows the percentage of examinees who scored at or above the “Criterion Score” of 1110 for SAT and 24 for ACT, (3) *Average SAT Score*, and (4) *Average ACT Score*. Information is shown for the classes of 2012 and 2013.

Special Education: This refers to the population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR) is a comprehensive testing program designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each tested grade level. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course tests are given for English Language Arts I and II, Algebra I, Biology, and U.S. History.

Other measures for the STAAR are shown: *STAAR Percent at Postsecondary Readiness*, which is used to determine the Index 4 score, and *STAAR Percent at Advanced Standard*, which is used to determine the Index 3 score.

Student Success Initiative: The Student Success Initiative shows performance on STAAR reading and mathematics in grades 5 and 8, including performance for students who failed 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 25, 2013 at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a nonpublic school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2013–14 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates that no students were in this classification.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

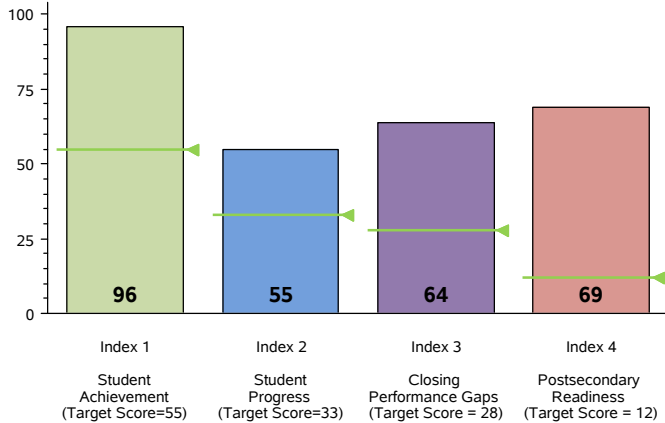
**Texas Education Agency
2013-14 School Report Card
NICHOLS EL (043905134)**

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

Total Students: **715**
Grade Span: **KG - 05**

2014 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores (ranging from 0 to 100) for this campus for a given index. The **Target Score** -- the score required to meet each index's standard -- is indicated below the index description and as a line on each bar. In order to receive the **Met Standard** accountability rating, the campus must have met or exceeded the target score on each index evaluated.



2014 Accountability Rating

Met Standard

For 2014 state accountability, campuses are rated as **Met Standard**, **Improvement Required** or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Mathematics

Science

Campuses that receive a rating of **Met Standard** are eligible for seven distinction designations: **Academic Achievement in Reading/English Language Arts (ELA)**, **Academic Achievement in Mathematics**, **Academic Achievement in Science**, **Academic Achievement in Social Studies**, **Top 25%: Student Progress**, **Top 25%: Closing Performance Gaps**, and **Postsecondary Readiness**.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2012-13)	97.4%	97.1%	95.8%
Enrollment by Race/Ethnicity			
African American	4.8%	10.6%	12.7%
Hispanic	8.5%	14.8%	51.8%
White	55.4%	55.3%	29.4%
American Indian	0.4%	0.6%	0.4%
Asian	28.4%	15.4%	3.7%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	2.5%	3.2%	1.9%
Enrollment by Student Group			
Economically Disadvantaged	1.8%	11.3%	60.2%
English Language Learners	3.9%	4.4%	17.5%
Special Education	7.0%	8.8%	8.5%
Mobility Rate (2012-13)	4.6%	7.9%	17.1%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	17.7	19.7	19.4
Grade 1	23.3	21.4	19.5
Grade 2	22.8	21.0	19.3
Grade 3	23.6	21.3	19.3
Grade 4	22.2	21.4	19.3
Grade 5	25.5	24.4	21.2

School Financial Information (2012-13)

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

	Campus	District	State
Instructional Staff Percent	n/a	68.8%	64.4%
Instructional Expenditure Ratio	n/a	67.0%	63.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$5,386	\$7,684	\$8,327
Instruction	\$3,906	\$4,602	\$4,759
Instructional Leadership	\$89	\$106	\$123
School Leadership	\$418	\$516	\$484

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2014	77%	94%	96%	96%	89%	97%	100%	99%	-	84%	100%
	2013	77%	94%	96%	82%	94%	96%	100%	99%	-	86%	74%
Reading	2014	76%	95%	97%	94%	92%	98%	*	99%	-	78%	100%
	2013	80%	95%	96%	92%	94%	96%	*	99%	-	83%	86%
Mathematics	2014	78%	94%	95%	94%	86%	95%	*	99%	-	89%	100%
	2013	79%	95%	95%	75%	94%	96%	*	100%	-	83%	86%
Writing	2014	72%	91%	94%	*	85%	95%	-	100%	-	*	*
	2013	63%	88%	95%	*	100%	96%	*	95%	-	*	*
Science	2014	78%	94%	98%	100%	92%	100%	*	96%	-	*	*
	2013	82%	96%	96%	*	91%	94%	-	100%	-	*	*
STAAR Percent at Postsecondary Readiness Standard(Sum of All Grades Tested)												
Two or More Subjects	2014	41%	71%	69%	53%	59%	68%	*	78%	-	67%	*
Reading	2014	45%	73%	74%	65%	71%	78%	*	69%	-	67%	*
Mathematics	2014	39%	69%	70%	53%	59%	67%	*	86%	-	56%	*
Writing	2014	35%	65%	82%	*	64%	75%	-	100%	-	*	*
Science	2014	43%	71%	71%	*	58%	75%	*	85%	-	*	*
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2014	15%	35%	42%	24%	40%	39%	75%	53%	-	28%	*
Reading	2014	15%	36%	43%	*	44%	45%	*	41%	-	*	*
Mathematics	2014	17%	39%	50%	33%	50%	41%	*	74%	-	*	*
Writing	2014	8%	21%	24%	*	*	16%	-	38%	-	*	*
Science	2014	14%	33%	36%	*	*	39%	*	42%	-	*	*
STAAR Percent Met or Exceeded Progress												
Reading	2014	61%	69%	75%	*	*	81%	*	72%	-	*	*
	2013	62%	71%	69%	63%	79%	65%	*	76%	-	*	n/a
Mathematics	2014	60%	73%	81%	*	68%	77%	*	93%	-	*	*
	2013	59%	70%	79%	63%	84%	76%	*	85%	-	*	n/a
STAAR Percent Exceeded Progress												
Reading	2014	17%	20%	25%	*	*	25%	*	30%	-	*	*
	2013	15%	22%	25%	13%	21%	24%	*	29%	-	*	n/a
Mathematics	2014	18%	28%	46%	*	28%	42%	*	60%	-	*	*
	2013	16%	27%	46%	38%	37%	37%	*	66%	-	*	n/a
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2014	45%	69%	78%	*	*	*	-	*	-	*	-
	2013	43%	64%	67%	*	*	*	-	*	-	-	*
Mathematics	2014	46%	68%	50%	*	*	*	-	*	-	*	*
	2013	46%	66%	83%	*	*	*	-	*	-	-	*

'?' 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.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Students Success Initiative												
Grade 5												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2014	77%	94%	99%	100%	100%	100%	*	96%	-	*	*
Mathematics	2014	79%	96%	100%	100%	100%	100%	*	100%	-	*	*
Students Requiring Accelerated Instruction												
Reading	2014	23%	6%	*	*	*	*	*	*	-	*	*
Mathematics	2014	21%	4%	*	*	*	*	*	*	-	*	*
STAAR Cumulative Met Standard												
Reading	2014	86%	98%	100%	100%	100%	100%	*	100%	-	*	*
Mathematics	2014	88%	99%	100%	100%	100%	100%	*	100%	-	*	*
STAAR Failers Promoted by Grade Placement Committee												
Reading	2013	89%	93%	*	-	-	*	-	-	-	-	-

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