

Souder Elementary

EVERMAN INDEPENDENT SCHOOL DISTRICT

Roger E. Souder Elementary
201 North Forest Hill Dr
Everman, TX 76140

Logan Jones
Principal

Paulina Sterrett
Assistant Principal

02/22/2019

Dear Parent,

Attached you will find a copy of the State of Texas 2017-18 School Report Card for Souder Elementary School. This is a 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 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, average class size, and financial expenditures.

The information contained in the School Report Card is required by state law and is briefly described in the "2017-18 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 socio-economic status of the students and must include at least two years of results.

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

<http://tea.texas.gov/perfreport/src/index.html>

A more complete report about Souder Elementary School, the Texas Academic Performance Report (TAPR) report, 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 Souder Elementary School.

Sincerely,

Logan D. Jones,
Principal
Souder Elementary

**Texas Education Agency
2017-18 School Report Card
SOUDER EL (220904103)**

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

Total Students: **528**
Grade Span: **PK - 04**

2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	81
Student Achievement	Met Standard	75
School Progress	Met Standard	83
Closing the Gaps	Met Standard	75

2018 Accountability Rating

Met Standard

For 2018 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

ELA/Reading	Mathematics
Comparative Closing the Gaps	Postsecondary Readiness

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading**, **Academic Achievement in Mathematics**, **Academic Achievement in Science**, **Academic Achievement in Social Studies**, **Top 25% Comparative Academic Growth**, **Top 25% Comparative Closing the 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		Campus	District	State
Attendance Rate (2016-17)	97.4%	95.3%	95.7%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Elementary			
African American	27.5%	35.6%	12.6%	Kindergarten	23.1	17.5	18.7
Hispanic	68.2%	57.7%	52.4%	Grade 1	23.5	19.2	18.8
White	1.5%	3.8%	27.8%	Grade 2	21.7	18.4	18.8
American Indian	0.4%	0.3%	0.4%	Grade 3	21.4	18.9	19.0
Asian	1.1%	0.7%	4.4%	Grade 4	21.9	19.3	19.2
Pacific Islander	0.2%	0.2%	0.1%				
Two or More Races	1.1%	1.7%	2.3%				
Enrollment by Student Group							
Economically Disadvantaged	82.2%	82.9%	58.8%				
English Learners	56.1%	29.1%	18.8%				
Special Education	5.3%	7.9%	9.1%				
Mobility Rate (2016-17)	15.9%	20.0%	16.0%				

School Financial Information (2016-17)

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

	Campus	District	State		Campus	District	State
Instructional Staff Percent	n/a	66.4%	64.4%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	63.2%	63.1%	Total Operating Expenditures	\$6,532	\$9,277	\$9,503
				Instruction	\$4,643	\$5,257	\$5,338
				Instructional Leadership	\$87	\$168	\$149
				School Leadership	\$440	\$584	\$555

For more information about this campus, please see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsr1.tea.texas.gov/perfreport/tapr/2018/index.html>.

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		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	2018	77%	73%	76%	66%	80%	*	-	-	-	*	76%
	2017	75%	72%	73%	72%	74%	*	*	-	-	*	73%
Reading	2018	74%	69%	73%	67%	75%	*	-	-	-	*	73%
	2017	72%	69%	70%	67%	70%	*	*	-	-	*	70%
Mathematics	2018	81%	79%	84%	72%	88%	*	-	-	-	*	83%
	2017	79%	78%	84%	80%	85%	*	*	-	-	*	83%
Writing	2018	66%	62%	65%	*	71%	-	-	-	-	*	64%
	2017	67%	65%	61%	*	*	*	*	-	-	*	60%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2018	48%	39%	42%	34%	45%	*	-	-	-	*	41%
	2017	45%	38%	42%	43%	42%	*	*	-	-	*	42%
Reading	2018	46%	37%	37%	33%	38%	*	-	-	-	*	35%
	2017	44%	36%	37%	40%	35%	*	*	-	-	*	36%
Mathematics	2018	50%	42%	49%	36%	53%	*	-	-	-	*	49%
	2017	46%	42%	52%	51%	53%	*	*	-	-	*	52%
Writing	2018	41%	34%	38%	*	41%	-	-	-	-	*	36%
	2017	36%	30%	33%	*	*	*	*	-	-	*	33%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2018	22%	15%	22%	21%	22%	*	-	-	-	*	21%
	2017	20%	13%	23%	22%	25%	*	*	-	-	*	23%
Reading	2018	19%	13%	22%	22%	22%	*	-	-	-	*	21%
	2017	19%	12%	24%	24%	24%	*	*	-	-	*	22%
Mathematics	2018	24%	18%	25%	26%	25%	*	-	-	-	*	25%
	2017	22%	18%	33%	29%	35%	*	*	-	-	*	32%
Writing	2018	13%	10%	13%	*	16%	-	-	-	-	*	12%
	2017	11%	7%	6%	*	*	*	*	-	-	*	7%
Academic Growth Score (All Grades Tested)												
All Subjects	2018	69	67	67	66	67	-	-	-	-	*	65
Reading	2018	69	65	65	64	65	-	-	-	-	*	64
Mathematics	2018	70	69	68	67	68	-	-	-	-	*	67

*? 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.

		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	2018	38%	35%	32%	*	33%	-	-	-	-	-	33%
	2017	35%	33%	25%	*	*	-	-	-	-	*	25%
Mathematics	2018	47%	45%	42%	*	55%	-	-	-	-	-	44%
	2017	43%	43%	55%	*	67%	-	-	-	-	*	52%

*? 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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2017–18 School Report Card (SRC) Definitions

Academic Growth: Growth score awarded in School Progress, Part A: Academic Growth for improving performance from prior year to current year as measured by STAAR progress measures and performance levels on STAAR. Indicates the amount of improvement or growth made from prior year to current 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 2016–17 school year.

Attendance Rate: The percentage of days that students were present in 2016–17 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 eight criteria provided in Chapter 2 of the [2018 Accountability Manual](#).

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. For 2018, 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 2016–17 divided by the total membership for 2016–17. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2016–2017 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate: 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, 2016–17](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2016–17 divided by total expenditures for 2016–17. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2016–2017 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

2017–18 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 2016–17 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 2013–14, showing their final status with the class of 2017. The five-year rate includes students who first attended ninth grade in 2012–13, showing their final status at the end of 2017. The six-year rate includes students who first attended ninth grade in 2011–12, showing their final status at the end of 2017. 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 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 1180 on the SAT evidence-based reading and writing and mathematics sections combined or 24 on the ACT composite, (3) Average SAT Score, and (4) Average ACT Score. Information is shown for the classes of 2016 and 2017.

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

2017–18 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 Master Grade level 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 27, 2017, 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 2017–18 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.