Print this report

Texas Education Agency 2016-17 Federal Report Card for Texas Public Schools

Campus Name: WOODVIEW EL
Campus ID: 101920117
District Name: SPRING BRANCH ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

											Two or						
					African			Americar		Pacific		-	Econ				
		State	District	Campus	s American	Hispanio	c White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant
STAAR Percent a	at or Al	ove .	Approac	hes Gra	de Level (2	2017) or	Level II	Satisfacto	ory Sta	ndard (2	016)						
Grade 3																	
Reading	2017	72%	71%	49%	71%	46%	*	*	-	-	-	*	47%	46%	49%	49%	-
	2016	72%	68%	38%	*	34%	*	*	*	-	*	*	37%	39%	44%	32%	-
Mathematics	2017	76%	73%	49%	*	47%	*	*	-	-	-	*	48%	47%	51%	47%	-
	2016	74%	65%	40%	*	38%	*	*	*	-	*	*	38%	40%	42%	38%	-
Grade 4																	
Reading	2017	69%	65%	43%	*	42%	*	*	*	-	*	*	39%	42%	53%	34%	-
	2016	74%	68%	36%	-	38%	*	-	-	-	-	*	37%	31%	50%	28%	-
Mathematics	2017	74%	69%	54%	*	53%	83%	*	*	-	*	*	52%	52%	67%	43%	-
	2016	72%	68%	45%	-	47%	*	-	-	-	-	*	45%	35%	50%	43%	-
Writing	2017	64%	60%	34%	*	33%	*	*	*	-	*	*	32%	28%	43%	25%	-
•	2016	68%	66%	37%	-	40%	*	-	-	-	-	*	39%	39%	46%	32%	-
Grade 5																	
Reading	2017	81%	74%	48%	-	48%	*	-	-	-	-	*	47%	41%	47%	49%	-
	2016	80%	74%	67%	*	70%	*	*	*	-	*	*	64%	65%	63%	72%	-
Mathematics	2017	86%	80%	66%	*	69%	*	-	-	-	-	*	67%	61%	72%	61%	-
	2016	85%	81%	66%	*	68%	*	*	*	-	*	*	67%	66%	63%	70%	-
Science	2017	73%	71%	40%	-	39%	*	-	-	-	*	*	40%	32%	35%	44%	-
	2016	73%	70%	50%	*	50%	*	*	*	-	*	*	47%	46%	44%	57%	-
All Grades																	
All Subjects	2017	74%	71%	48%	45%	47%	53%	*	*	-	*	29%	46%	44%	52%	45%	-
•	2016	74%	70%	47%	44%	48%	40%	*	100%	-	*	22%	46%	45%	50%	45%	-
Reading	2017	71%	67%	47%	50%	46%	63%	*	*	-	*	25%	44%	43%	50%	45%	-
	2016	72%	68%	47%	46%	47%	40%	*	*	-	*	26%	45%	44%	53%	42%	-
Mathematics	2017	78%	75%	56%	54%	56%	50%	*	*	-	*	33%	55%	53%	63%	50%	-
	2016	75%	71%	50%	38%	50%	47%	*	*	-	*	*	49%	47%	52%	49%	-
Writing	2017	66%	61%	34%	*	33%	*	*	*	_	*	*	32%	28%	43%	25%	_
S	2016			37%	-	40%	*	-	-	-	-	*	39%	39%	46%	32%	-
Science	2017	78%	77%	40%	_	39%	*	_	_	_	*	*	40%	32%	35%	44%	_
	2016			50%	*	50%	*	*	*	-	*	*	47%	46%	44%	57%	-

% of Participants

Accommodations

Accommodations

% STAAR/EOC With No

% STAAR/EOC With

2017 98%

2017 13%

2017 73%

96%

21%

61%

100%

4%

75%

100%

0%

78%

100% 100% 100%

0%

77%

0%

71%

4%

75%

100%

5%

80%

STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)

		45%	20%	23%				:	*	-	*	21%	19%			20%
2016	42%	43%	19%	19%	19%	2%	*	10	0%	-	*	19%	17%	17%	22%	16%
2017	43%	43%	21%	33%	19%	31%	*	:	*	_	*	17%	20%	16%	23%	19%
		42%	18%	15%				:	*	-	*	17%	16%			11%
2017	45%	45%	23%	23%	22%	25%	*	,	*	_	*	21%	21%	20%	21%	24%
				15%				:	*	-	*	*	18%			19%
2017	36%	35%	15%	*	13%	*	*	:	*	-	*	*	13%	10%	20%	10%
2016	39%	40%	18%	-	20%	*	-		-	-	-	*	19%	19%	23%	15%
2017	48%	50%	14%	-	14%	*	-		-	-	*	*	14%	10%	14%	14%
2016	44%	48%	18%	*	18%	*	*	:	*	-	*	*	15%	17%	15%	22%
at Mast	ers Gr	rade Leve	l (2017)	or Leve	l III Adv	anced (2016)									
2017	10%	21%	7 %	10%	7%	12%	*	,	*	_	*	0%	7%	6%	8%	7%
		20%	6%	9%				60)%	-	*	2%	5%	5%	7%	5%
2017	18%	19%	10%	17%	8%	19%	*	:	*	_	*	0%	9%	7%	12%	8%
		19%	8%	15%					*	-	*	0%	7%		11%	6%
2017	21%	23%	8%	8%	8%	6%	*	;	*	_	*	0%	7%	6%	8%	8%
2016	17%	19%	6%	8%				,	*	-	*	*	5%	6%	5%	7%
2017	11%	12%	2%	*	1%	*	*	:	*	-	*	*	1%	2%	2%	2%
2016	14%	17%	2%	-	2%	*	-		-	-	-	*	1%	1%	3%	2%
		22%	2%	-		*	-		-	-	*	*	3%	3%	0%	4%
2016	15%	20%	2%	*	3%	*	*	•	*	-	*	*	1%	2%	2%	2%
tion (Al	I Grad	des)														
			99%	99%	100%	99%	100%	100%	*	-	*	100%	99%			
	20	16 99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%
			99%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	
	20	16 99%	99%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%
	20	17 100%	100%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%
	20	16 100%	100%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%
	20	17 100%	100%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	
	20	16 99%	100%	99%	-	99%	100%	-	-	-	-	*	99%	99%	100%	98%
	20	17 99%	99%	97%	-	96%	100%	-	-	-	*	*	96%	99%	97%	96%
	20	16 99%	99%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%
	20	10 0070														
	20	10 0070														
	2016 2017 2016 2017 2016 2017 2016 2017 2016 2017 2016 2017 2016 2017 2016 2017 2016 2017 2016	2017 19% 2016 17% 2017 18% 2016 16% 2017 21% 2016 17% 2016 14% 2017 19% 2016 15% tion (All Grad 20 20 20 20 20 20	2016 42% 43% 2017 43% 43% 2016 42% 42% 2017 45% 45% 2016 40% 40% 2017 36% 35% 2016 39% 40% 2017 48% 50% 2016 44% 48% at Masters Grade Leve 2017 19% 21% 2016 17% 20% 2017 18% 19% 2016 16% 19% 2017 21% 23% 2016 17% 19% 2017 11% 12% 2016 14% 17% 2017 19% 22% 2016 15% 20% tion (All Grades) 2017 99% 2016 99% 2017 99% 2016 99% 2017 100% 2017 100% 2017 100% 2017 100% 2017 100% 2017 100%	2016 42% 43% 19% 2017 43% 43% 21% 2016 42% 42% 18% 2017 45% 45% 23% 2016 40% 40% 19% 2017 36% 35% 15% 2016 39% 40% 18% 2017 48% 50% 14% 2016 44% 48% 18% at Masters Grade Level (2017) 2017 19% 21% 7% 2016 17% 20% 6% 2017 18% 19% 10% 2016 16% 19% 8% 2017 21% 23% 8% 2016 17% 19% 6% 2017 11% 12% 2% 2016 14% 17% 2% 2016 15% 20% 2% tion (All Grades) 2017 99% 99% 2016 99% 99% 2016 99% 99% 2016 99% 99% 2017 100% 100% 2017 100% 100% 2017 100% 100% 2017 100% 100%	2016 42% 43% 19% 19% 2017 43% 43% 21% 33% 2016 42% 42% 18% 15% 2017 45% 45% 23% 23% 2016 40% 40% 19% 15% 2017 36% 35% 15% * 2016 39% 40% 18% - 2017 48% 50% 14% - 2016 44% 48% 18% * at Masters Grade Level (2017) or Leve 2017 19% 21% 7% 10% 2016 17% 20% 6% 9% 2017 18% 19% 10% 17% 2016 16% 19% 8% 15% 2017 21% 23% 8% 8% 2016 17% 19% 6% 8% 2017 21% 23% 8% 8% 2016 17% 19% 6% 8% 2017 11% 12% 2% * 2016 14% 17% 2% - 2017 19% 22% 2% - 2016 15% 20% 2% * * ** ** ** ** ** ** ** **	2016 42% 43% 19% 19% 19% 19% 2017 43% 43% 21% 33% 19% 2016 42% 42% 18% 15% 19% 2016 42% 42% 18% 15% 19% 2016 40% 40% 19% 15% 20% 2016 39% 40% 18% - 20% 2016 44% 48% 18% * 18%	2016 42% 43% 19% 19% 19% 2% 2017 43% 43% 21% 33% 19% 31% 2016 42% 42% 18% 15% 19% 0% 2017 45% 45% 23% 23% 22% 25% 2016 40% 40% 19% 15% 20% 7% 2017 36% 35% 15% * 13% * 2016 39% 40% 18% - 20% * 2017 48% 50% 14% - 14% * 18	2016 42% 43% 19% 19% 19% 2% * 2017 43% 43% 21% 33% 19% 31% * 2016 42% 42% 18% 15% 19% 0% * 2017 45% 45% 23% 23% 22% 25% * 2016 40% 40% 19% 15% 20% 7% * 2017 36% 35% 15% * 13% * * 2016 39% 40% 18% - 20% * 2017 48% 50% 14% - 14% * - 2016 44% 48% 18% * 18% * * 2016 44% 48% 18% * 18% * * 2017 19% 21% 7% 10% 7% 12% * 2016 17% 20% 6% 9% 6% 0% * 2017 18% 19% 10% 17% 8% 19% * 2016 16% 19% 8% 15% 7% 0% * 2017 21% 23% 8% 8% 8% 6% 0% * 2016 17% 19% 6% 8% 6% 0% * 2017 11% 12% 2% * 1% 7% 10% 7% 12% * 2016 17% 19% 6% 8% 6% 0% * 2017 21% 23% 8% 8% 8% 6% 0% * 2016 17% 19% 6% 8% 6% 0% * 2017 11% 12% 2% * 1% * * 2016 14% 17% 2% - 2% * - 2016 14% 17% 2% - 2% * - 2017 19% 22% 2% - 3% * - 2017 19% 22% 2% - 3% * - 2017 19% 22% 2% - 3% * - 2016 15% 20% 2% * 3% * * 2017 19% 99% 99% 100% 100% 100% 100% 100% 2016 99% 99% 100% 100% 100% 100% 2016 99% 99% 100% 100% 100% 100% 2016 99% 99% 100% 100% 100% 100% 2016 100% 100% 100% 100% 100% 2016 100% 100% 100% 100% 100% 100% 2016 100% 100% 100% 100% 100% 100% 2016 100% 100% 100% 100% 100% 100% 2016 100% 100% 100% 100% 100% 100% 2016 100% 100% 100% 100% 100% 100% 100% 2016 100% 100% 100% 100% 100% 100% 2016 100% 100% 100% 100% 100% 100% 2016 100% 100% 100% 100% 100% 100% 2016 100% 100% 100% 100% 100% 100% 2016 100% 100% 100% 100% 100% 100% 2016 100% 100% 100% 100% 100% 100%	2016 42% 43% 19% 19% 19% 2% * 10 2017 43% 43% 21% 33% 19% 31% * 2016 42% 42% 18% 15% 19% 0% * 2017 45% 45% 23% 23% 22% 25% * 2016 40% 40% 19% 15% 20% 7% * 2017 36% 35% 15% * 13% * 2016 39% 40% 18% - 20% * 2017 48% 50% 14% - 14% * 2016 44% 48% 18% * 18% * 2016 44% 48% 18% * 18% * 2017 19% 21% 7% 10% 7% 12% * 2016 17% 20% 6% 9% 6% 0% * 60 2017 18% 19% 10% 17% 8% 19% * 2016 16% 19% 8% 15% 7% 0% * 2017 21% 23% 8% 8% 8% 6% 0% * 2016 17% 19% 6% 8% 6% 0% * 2017 11% 12% 2% * 2016 14% 17% 2% - 2% * 2016 15% 20% 2% * 3% * 2017 19% 22% 2% - 3% * 2016 15% 20% 2% * 3% * 2017 19% 22% 2% - 3% * 2016 15% 20% 2% * 3% * 2017 19% 22% 2% - 3% * 2016 15% 20% 2% * 3% * 2017 19% 20% 29% - 3% * 2017 19% 20% 29% - 3% * 2017 19% 20% 29% - 3% * 2017 19% 20% 29% - 3% * 2017 19% 20% 29% - 3% * 2017 19% 20% 29% - 3% * 2017 100% 100% 100% 100% 100% 100% * 2017 99% 99% 100% 100% 100% 100% 100% * 2016 99% 99% 100% 100% 100% 100% * 2017 100% 100% 100% 100% 100% 100% * 2017 100% 100% 100% 100% 100% 100% * 2017 100% 100% 100% 100% 100% 100% *	2016 42% 43% 19% 19% 19% 2% * 100% 2017 43% 43% 21% 33% 19% 31% * * 2016 42% 42% 18% 15% 19% 0% * * 2017 45% 45% 23% 23% 22% 25% * * 2016 40% 40% 19% 15% 20% 7% * * 2017 36% 35% 15% * 13% * * 2016 39% 40% 18% - 20% * - 2017 48% 50% 14% - 14% * - 2016 44% 48% 18% * 18% * 18% * * 2016 44% 48% 18% * 18% * * 2016 17% 20% 6% 9% 6% 0% * 60% 2017 19% 21% 7% 10% 7% 12% * * 2016 16% 19% 8% 15% 7% 0% * * 2016 16% 19% 8% 15% 7% 0% * * 2017 18% 19% 6% 9% 6% 0% * 60% 2017 18% 19% 8% 15% 7% 0% * * 2016 16% 19% 8% 15% 7% 0% * * 2017 21% 23% 8% 8% 8% 6% * * 2016 17% 19% 6% 8% 6% 0% * * 2017 11% 12% 2% * * 2016 14% 17% 2% - 2% * 2017 19% 22% 2% - 3% * 2017 19% 22% 2% - 3% * 2016 14% 17% 2% - 2% * 2017 19% 22% 2% - 3% * 2016 15% 20% 2% * 3% * * * ** ** ** ** ** ** ** ** ** ** *	2016 42% 43% 19% 19% 19% 2% * 100% - 2017 43% 43% 21% 33% 19% 0% * * - 2016 42% 42% 18% 15% 19% 0% * * - 2017 45% 45% 23% 23% 22% 25% * - 2016 39% 40% 18% - 2017 36% 35% 15% 20% 7% * - 2017 48% 50% 14% - 2016 44% 48% 18% * 18% * - 2016 44% 48% 18% * 18% * - 2016 44% 48% 18% * 18% * - 2016 17 9% 21% 7% 10% 7% 12% * - 2017 19% 21% 7% 10% 7% 12% * - 2016 17% 20% 6% 9% 6% 0% * 60% - 2017 18% 19% 10% 17% 8% 19% * - 2016 16% 19% 8% 15% 7% 0% * - 2017 21% 23% 8% 8% 8% 6% * - 2016 17% 19% 6% 8% 6% 0% * - 2017 21% 23% 8% 8% 8% 6% * - 2016 17% 19% 6% 8% 6% 0% * - 2017 11% 12% 2% - 2017 11% 12% 2% - 2017 11% 12% 2% - 2016 14% 17% 2% - 2016 15% 20% 2% - 2017 19% 22% 2% - 2016 15% 20% 2% - 2017 19% 22% 2% - 2016 15% 20% 2% - 2017 19% 20% 2% - 2017 19% 20% 2% - 2017 19% 20% 2% - 2017 19% 20% 2% - 2017 19% 20% 2% - 2017 19% 20% 2% - 2017 19% 20% 2% - 2017 19% 20% 2% - 2017 19% 20% 2% - 2017 19% 20% 2% - 2017 19% 20% 2% - 2017 19% 20% 2% - 2017 19% 20% 2% - 2017 19% 20% 2% - 2017 10% 100% 100% 100% 100% 100% - 2017 10% 99% 99% 100% 100% 100% 100% - 2017 10% 100% 100% 100% 100% 100% - 2017 10% 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% 100% - 2017 100% 100% 100% 100% 100% 100% -	2016 42% 43% 19% 19% 19% 2% * 100% - * * 2017 43% 43% 21% 33% 19% 31% * * * - * * 2016 42% 42% 18% 15% 19% 0% * * * * * * 2017 45% 45% 23% 23% 23% 22% 25% * * * * * * 2016 40% 40% 19% 15% 20% 7% * * * * * 2016 39% 40% 18% - 13% * * * * * * * 2016 44% 48% 18% * * 18% * * 18% * * * * * * * 2016 44% 48% 18% * * 18% * * 18% * * * * * * * * 2017 19% 21% 7% 10% 7% 12% * * * * * * * 2016 17% 20% 6% 9% 6% 0% * 60% * * * * 2017 19% 21% 7% 10% 7% 12% * * * * * * 2017 19% 21% 7% 10% 7% 10% 6% 6% 0% * * * * * 2017 19% 21% 8% 15% 7% 0% * * * * * 2017 19% 21% 6% 8% 6% 0% * * * * * * 2017 18% 19% 8% 15% 7% 0% * * * * * * 2016 16% 19% 8% 15% 7% 0% * * * * * * 2017 21% 22% 2% 8% 8% 8% 6% 0% * * * * * * 2017 21% 22% 2% 2 * * * * * * * * * * * * * * 2017 19% 22% 2% 2 * * * * * * * * * * * * * * *	2016 42% 43% 19% 19% 19% 19% 2% * 100% - * 19% 19% 2016 42% 42% 18% 15% 19% 0% * * * * * * * * * * 17% 17% 10% 45% 45% 23% 23% 22% 25% * * * * * * * * * * * * * * * * * * *	2016 42% 43% 19% 19% 19% 2% * 100% - * 19% 17% 17% 20% 2017 43% 43% 21% 33% 19% 31% · · · · · · 17% 20% 2016 42% 42% 18% 15% 19% 0% · · · · · · · 17% 20% 20% 2016 40% 40% 19% 15% 20% 7% · · · · · · · 21% 21% 21% 2016 40% 40% 19% 15% 20% 7% · · · · · · · · 21% 21% 21% 2016 39% 40% 18% - · 20% 20% 2 · · · · · · · · · · · · 13% 2016 39% 40% 18% - · 20% 2 · · · · · · · · · · · · · 13% 2016 44% 48% 18% - · 14% 2016 44% 48% 18% - · 14% 2016 44% 48% 18% - · 14% 2016 44% 48% 18% - · 14% 2016 44% 48% 18% - · 18% - · · · · · · · · · · · · · · · 15% 15% 20% 7% 2016 17% 20% 6% 9% 6% 0% · 60% - · · 2% 5% 5% 2017 18% 19% 8% 15% 79% 00% · · 60% - · · 2% 5% 2017 18% 19% 8% 15% 79% 00% · · · · · · · · 0% 7% 2016 18% 19% 8% 15% 79% 00% · · · · · · · · · 0% 7% 2016 11% 12% 22% 2% 2 · · · · · · · · · · · · · ·	2016 42% 43% 19% 19% 19% 2% * 100% - * 19% 17% 17% 17% 2016 42% 42% 18% 15% 19% 0% * * * * * * * * * * * 17% 16% 16% 16% 16% 2016 42% 42% 18% 15% 19% 0% * * * * * * * * * * * 17% 16% 16% 16% 2016 42% 42% 18% 15% 29% 7% * * * * * * * * * * * * * 18% 17% 16% 16% 16% 2016 40% 40% 19% 15% 20% 7% * * * * * * * * * * * * * * * * * *	2016 42% 43% 19% 19% 19% 19% 2 % * 100% - * 19% 17% 17% 2 2 % 1

% STAAR Alternate 2 % of Non-Participants	2017 2017	12% 2%	14% 4%	21% 0%	*	22% 0%	-	-	-	-	-	21% 0%	23% 0%	29% 0%	*	15% 0%	-
Mathematics Tests																	
% of Participants % STAAR/EOC With No	2017	99%	99%	100%	*	100%	-	-	-	-	-	100%	100%	100%	*	100%	-
Accommodations	2017	12%	17%	4%	*	4%	-	-	-	-	-	4%	5%	6%	*	5%	-
% STAAR/EOC With																	
Accommodations	2017	74%	67%	75%	*	74%	-	-	-	-	-	75%	73%	65%	*	80%	-
% STAAR Alternate 2	2017	13%	16%	21%	*	22%	-	-	-	-	-	21%	23%	29%	*	15%	-
% of Non-Participants	2017	1%	1%	0%	*	0%	-	-	-	-	-	0%	0%	0%	*	0%	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

															Percent of
								Two or			ELL				Eligible
	AII	African			American		Pacific			Specia	I (Current &	FII	Total	Total	
		sAmerican	Hispanic	White			Islander				Monitored			Eligible	
			-									•		_	
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N		Ν						N		N	n/a	0	4	0
Mathematics	Ν		Ν						Ν		N	n/a	0	4	0
Writing	Ν		Ν						Ν		N	n/a	0	4	0
Science	Ν		Ν						Ν		N	n/a	0	4	0
Social Studies												n/a	0	0	
Total													0	16	0
Performance Status - Feder	ral														
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		Ν		n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N		N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Υ		Υ						Υ		n/a	Υ	4	4	100
Mathematics	Υ		Υ						Υ		n/a	Υ	4	4	100
Total													8	8	100
Federal Graduation Status	(Target: S	ee Reason	Codes)												
Graduation Target Met Reason Code ***											n/a		0	0	
Total													0	0	

District: Met Federal Limits on Alternative Assessments

Reading
Alternate 1% n/a
Number Proficient n/a
Total Federal Cap Limit n/a
Mathematics
Alternate 1% n/a
Number Proficient n/a

^{&#}x27;-' Indicates zero observations reported for this group.

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{&#}x27;?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Total Federal Cap Limit n/a

Total

Overall Total 8 24 33

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88.5%

d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

	All	African	Uiononio	White	American Indian	Acien	Pacific Islander	Two or More Races	Econ Disady	Special Ed	ELL (Current &	ELL (Current)
	Students	American	піѕрапіс	wille	mulan	ASIAII	isianuer	Races	Disauv	Eu	Monitored)	(Current)
Performance Rates Reading												
# at Approaches Grade Level Standard	122	*	106	9	*	*	-	*	102	6	85	n/a
Total Tests	255	*	229	13	*	*	-	*	228	21	187	182
% at Approaches Grade Level Standard	48%	*	46%	69%	*	*	-	*	45%	29%	45%	n/a
Mathematics		_		_		*				_		,
# at Approaches Grade Level Standard	148	5	134	6	*	*	-	*	127	7	106	n/a
Total Tests	257	10	230	13	*	*	-	*	229	21	187	182
% at Approaches Grade Level Standard	58%	50%	58%	46%	*	*	-	*	55%	33%	57%	n/a
Writing # at Approaches Grade Level Standard	27	*	22	*	*	*	-	*	22	*	18	n/a
Total Tests	81	*	70	*	*	*	-	*	71	*	58	55
% at Approaches Grade Level Standard Science	33%	*	31%	*	*	*	-	*	31%	*	31%	n/a
# at Approaches Grade Level Standard	32	-	**	*	-	-	-	-	27	*	24	n/a
Total Tests	80	-	**	*	-	-	-	-	69	*	66	64
% at Approaches Grade Level Standard Social Studies	40%	-	39%	*	-	-	-	-	39%	*	36%	n/a
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates Reading: 2016-2017 Assessmer	nts											
Number Participating	291	12	259	16	*	*	-	*	254	24	n/a	205
Total Students	292	12	260	16	*	*	-	*	255	24	n/a	205
Participation Rate	100%	100%	100%	100%	*	*	-	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assess												
Number Participating	293	13	260	16	*	*	-	*	255	24	n/a	205
Total Students	293	13	260	16	*	*	-	*	255	24	n/a	205
Participation Rate	100%	100%	100%	100%	*	*	-	*	100%	100%	n/a	100%

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

n/a Indicates the student group is not applicable to System Safeguards.

⁺ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

^{***} Federal Graduation Rate Reason Codes:

^{**} When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

⁻ Indicates there are no students in the group.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates	tion Boto (C	> 0 42\. Cla	non of 2016									
4-year Longitudinal Cohort Gradua	ilion Kale (C	9-12). Cla	155 01 2010									,
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Gradua	tion Rate (G	er 9-12): Cla	ass of 2015									
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Cl	ass of 2015	;									
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient n/a
Total Federal Cap Limit n/a

Mathematics

Number Proficient n/a
Total Federal Cap Limit n/a

- Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: Priority School Reason: IR/Safeguards

Yes Focus School Reason: N/A

Focus School Identification: No

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. A high progress school is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained

by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District	State
			Percent	Percent
No Degree	0.0	0.0%	0.3%	1.2%
Bachelors	34.4	73.5%	72.4%	74.5%
Masters	11.4	24.4%	25.9%	23.6%
Doctorate	1.0	2.1%	1.4%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

Number of Core Academic Teachers Who Are Teaching on the Following Permits

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

State Level: 2015 Percentages at NAEP Achievement Levels

				%	%	%
			%	At or Above	At or Above	At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3

	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment