Print this report

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

Campus Name: VALLEY OAKS EL
Campus ID: 101920115
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.

	;	State	District (Campus <i>i</i>	African American	Hispanio		American Indian		Pacific Islander		Special	Econ Disadv	ELL	Female	Male N	/ligrant
STAAR Percent a	at or Ab	ove A	pproacl	hes Grad	le Level (2	017) or I	Level II	Satisfacto	ory Sta	ndard (2	016)						
Grade 3																	
Reading	2017		71%	90%	*	64%	97%	*	92%	-	100%	*	56%	42%	90%	90%	-
	2016	12%	68%	81%		73%	85%	-	83%	-			61%		84%	78%	-
Mathematics	2017	76%	73%	86%	*	68%	94%	*	83%	-	*	*	50%	42%	86%	86%	-
	2016	74%	65%	78%	*	58%	87%	-	100%	-	*	56%	56%	45%	77%	80%	-
Grade 4																	
Reading	2017	69%	65%	82%	*	60%	92%	-	100%	-	*	*	44%	*	84%	79%	-
	2016	74%	68%	91%	*	72%	95%	-	86%	-	*	63%	67%	75%	96%	86%	-
Mathematics	2017	74%	69%	76%	*	43%	92%	-	100%	_	*	50%	*	*	80%	73%	_
	2016	72%	68%	81%	*	44%	89%	-	100%	-	*	*	*	*	84%	78%	-
Writing	2017	64%	60%	65%	*	43%	73%	_	100%	_	*	*	41%	*	77%	52%	_
vviiding	2016		66%	81%	*	59%	88%	-	71%	-	*	*	*	50%	89%	73%	-
Grade 5	2047	040/	740/	000/		CE0/	0.40/		4000/		*	*	E 7 0/	*	050/	0.20/	
Reading	2017 2016		74% 74%	88% 89%	-	65% 71%	94% 98%	-	100%	-	*	*	57% 56%	45%	95% 89%	82% 89%	-
	_0.0	0070	, 0	3070		, 0	0070						0070	.070	0070	0070	
Mathematics	2017	86%	80%	83%	-	50%	91%	-	100%	-	*	*	43%	*	91%	76%	-
	2016	85%	81%	88%	-	67%	96%	-	*	-	*	*	63%	55%	94%	81%	-
Science	2017	73%	71%	83%	-	52%	91%	-	100%	-	*	*	43%	*	89%	78%	-
	2016	73%	70%	82%	-	62%	91%	-	*	-	*	*	38%	*	83%	82%	-
Grade 7																	
Mathematics	2016	68%	65%	*	-	-	*	-	-	-	-	-	-	-	-	*	-
All Grades																	
All Subjects	2017	74%	71%	82%	71%	55%	91%	*	95%	-	95%	33%	45%	35%	87%	78%	-
•	2016	74%	70%	84%	100%	64%	91%	-	87%	-	81%	36%	53%	47%	87%	81%	-
Reading	2017	71%	67%	87%	*	63%	95%	*	96%	_	100%	39%	52%	41%	90%	84%	_
3	2016		68%	87%	*	72%	93%	-	82%	-	88%	39%	60%	53%	89%	84%	-
Mathematics	2017	70%	75%	82%	*	53%	92%	*	92%	_	88%	36%	40%	37%	86%	79%	
Mathematics	2017		71%	82%	*	57%	90%	-	100%	-	75%	39%		45%	85%	80%	-
Writing	2017		61%	65%	*	43%	73%	-	100%	-	*	*	41%	*	77%	52%	-
	2016	68%	63%	81%	*	59%	88%	-	71%	-	*	*	*	50%	89%	73%	-
Science	2017	78%	77%	83%	-	52%	91%	-	100%	-	*	*	43%	*	89%	78%	-

2016 77% 77%

82%

62%

38%

97% 93% 100% 100% 95%

83% 82%

I Grades																		
All Subjects	2017		45%		2%	43%	35%	72%	*		71%	-	68%	17%	20%	9%		61%
	2016	42%	43%	59)%	60%	35%	68%	-	(60%	-	52%	15%	23%	13%	62%	56%
Reading	2017	43%	43%	71	%	*	42%	82%	*	8	30%	_	75%	25%	25%	11%	74%	69%
	2016	42%	42%	63	8%	*	43%	73%	-	4	17%	-	63%	22%	28%	15%	65%	61%
Mathematics	2017	45%	45%	62	2%	*	32%	71%	*	-	76%	_	63%	18%	21%	11%	59%	64%
viatriomatioo	2016		40%		5%	*	28%	65%	-		71%	-	38%	13%	19%	12%	55%	54%
A/-::::	0047	000/	050/	20	•07	*	070/	200/		,	-00/		*	*	CO /	*	400/	200/
Writing	2017 2016		35% 40%		5% 5%	*	27% 29%	39% 72%	-		50% 71%	-	*	*	6% *	25%	43% 82%	30% 47%
Science	2017		50%)% /	-	38%	70%	-	4	13% *	-	*	*	21%	*		58%
	2016	44%	48%	53	3%	-	38%	59%	-			-			19%		54%	53%
AR Percent	at Mast	ers Gr	ade L	.evel (2	2017) c	r Level I	II Adva	nced (2	016)									
I Grades																		
All Subjects	2017	19%	21%	37	' %	43%	19%	43%	*	4	18%	-	42%	5%	14%	4%	39%	35%
	2016	17%	20%	33	3%	20%	20%	37%	-	;	33%	-	38%	7%	13%	1%	36%	30%
Reading	2017	18%	19%	48	3%	*	25%	55%	*	(60%	_	63%	11%	19%	4%	53%	43%
	2016		19%		8%	*	25%	43%	-		35%	-	38%	13%	16%	0%	42%	34%
Mathematics	2017	21%	23%	35	5%	*	22%	38%	*	4	14%		38%	4%	17%	7%	36%	34%
	2016		19%		2%	*	17%	38%	-		35%	-	38%	4%	9%	0%	33%	32%
Writing	2017	11%	12%	. 13	8%	*	3%	16%	_	,	33%	_	*	*	0%	*	14%	11%
······································	2016		17%		%	*	18%	37%	-		29%	-	*	*	*	8%	41%	22%
Science	2017	19%	22%	. 33	3%	_	14%	39%	_		29%	_	*	*	7%	*	29%	36%
Science	2016		20%		5%	-	14%	13%	-	4	*	-	*	*	13%	*	17%	16%
AR Bortioins	ntion (A	II Cros	dos)															
AAR Participa All Tests	ation (A		o es) 017	99%	99%	99%	100%	100%	99%	*	100%	_	100%	96%	98%	100%	100%	99%
W 10313			016	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%		
Reading		20	017	99%	99%	99%	*	100%	99%	*	100%	_	100%	97%	98%	100%	100%	99%
9				99%	99%	100%	*	100%	100%	-	100%	-	100%	100%	100%	100%		
Mathematics		20	017	100%	100%	99%	*	100%	99%	*	100%	_	100%	97%	98%	100%	100%	99%
viatifernatics				100%	100%		*	100%	100%	_	100%	-	100%	100%	100%	100%		
Vriting				100% 99%	100% 100%		*	100% 100%	100% 98%	-	100% 100%	-	*	100% 100%	100% 100%	100% 100%	100% 100%	
		21	. 10	JU /0	10070	JJ /0		10070	5570		10070			10070	10070	10070	10070	30 /
Science				99% 99%	99% 99%	99% 100%	-	100% 100%	99% 100%	-	100%	-	*	90% 100%	100% 100%	100% 100%	100% 100%	

100% 93%

% of Participants % STAAR/EOC With No 2017 98% 96% **97%**

Reading Tests

Accommodations % STAAR/EOC With	2017	13%	21%	21%	-	18%	27%	-	*	-	*	21%	13%	0%	13%	24%	-
Accommodations	2017	73%	61%	76%	-	82%	67%	-	*	-	*	76%	80%	100%	88%	71%	-
% STAAR Alternate 2	2017	12%	14%	0%	-	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	4%	3%	-	0%	7%	-	*	-	*	3%	7%	0%	0%	5%	-
Mathematics Tests																	
% of Participants % STAAR/EOC With No	2017	99%	99%	97%	-	100%	93%	-	*	-	*	97%	93%	100%	100%	95%	-
Accommodations	2017	12%	17%	21%	_	18%	27%	_	*	-	*	21%	13%	0%	13%	24%	_
% STAAR/EOC With																	
Accommodations	2017	74%	67%	76%	-	82%	67%	-	*	-	*	76%	80%	100%	88%	71%	-
% STAAR Alternate 2	2017	13%	16%	0%	-	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	1%	1%	3%	-	0%	7%	-	*	-	*	3%	7%	0%	0%	5%	-

^{&#}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.

								Two or			ELL				Percent of Eligible
	AII	African			American					Specia	I (Current 8	R FII	Total	Total	-
		tsAmerican	Hispanic	White						-	Monitored			Eligible	
.															
Performance Status - State	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
State Target	60% Y	60%			60%		60%	60%				/		7	5 7
Reading	-		Y	Y		Y			N	N	N	n/a	4	7	57
Mathematics	Y		N	Y		Υ			N	N	N	n/a	3	7	43
Writing	Y		N	Y								n/a	2	3	67
Science	Υ			Υ								n/a	2	2	100
Social Studies												n/a	0	0	
Total													11	19	58
Performance Status - Feder	ral														
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		N	Υ	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N		N	Y	n/a	n/a	n/a	n/a	N			n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Υ		Υ	Υ		Υ			Υ	Υ	n/a	Υ	7	7	100
Mathematics	Υ		Υ	Υ		Υ			Υ	Υ	n/a	Υ	7	7	100
Total													14	14	100
Federal Graduation Status	(Target: \$	See Reason	Codes)												
Graduation Target Met											n/a		0	0	
Reason Code ***															
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

^{&#}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.

Mathematics

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

Total

Overall Total 25 33 76

- + Participation uses ELL (Current), Graduation uses ELL (Ever HS)
- *** Federal Graduation Rate Reason Codes:
 - 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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	250	*	44	170	*	24	-	8	25	11	23	n/a
Total Tests	285	*	68	180	*	25	_	8	45	26	39	26
% at Approaches Grade Level	88%	*	65%	94%	*	96%	-	100%	56%	42%	59%	n/a
Standard	0070		0070	J+70		3070		10070	3070	72 /U	3370	11/4
Mathematics												
# at Approaches Grade Level	235	*	36	166	*	23	-	7	18	10	19	n/a
Standard												
Total Tests	285	*	68	180	*	25	-	8	45	26	39	26
% at Approaches Grade Level	82%	*	53%	92%	*	92%	-	88%	40%	38%	49%	n/a
Standard												
Writing												
# at Approaches Grade Level	56	*	13	35	-	6	-	*	7	*	7	n/a
Standard												
Total Tests	84	*	27	48	-	6	-	*	15	*	14	*
% at Approaches Grade Level	67%	*	48%	73%	-	100%	-	*	47%	*	50%	n/a
Standard												
Science						**			_		_	,
# at Approaches Grade Level	78	-	10	60	-	**	-	*	6	*	7	n/a
Standard	0.4					**		*		*	4.0	*
Total Tests	94	-	20	66	-		-	*	14		12	
% at Approaches Grade Level	83%	-	50%	91%	-	100%	-	*	43%	*	58%	n/a
Standard												
Social Studies # at Approaches Grade Level				_								n/a
Standard	-	-	_	_	-	_	_	_	_	-	-	II/a
Total Tests	_	_	_	_	_	_	_	_	_	_	_	_
% at Approaches Grade Level	_	_	_	_	_	_	_	_	_	_	_	n/a
Standard												11/4
Otaridara												
Participation Rates												
Reading: 2016-2017 Assessmen												
Number Participating	291	*	72	182	*	25	-	8	48	28	n/a	27
Total Students	293	*	72	184	*	25	-	8	49	29	n/a	27
Participation Rate	99%	*	100%	99%	*	100%	-	100%	98%	97%	n/a	100%
Mathematics: 2016-2017 Assess		*	70	100	*	25		C	40	20	n/-	27
Number Participating	291 293	*	72 72	182 184	*	25 25	-	8 8	48 40	28 29	n/a	27 27
Total Students		*			*		-		49		n/a	
Participation Rate	99%	=	100%	99%		100%	-	100%	98%	97%	n/a	100%

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.

								Two or				
	All	African			American		Pacific	More	Econ	Special	ELL	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	(Ever HS	(Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Grade	uation Rate (G	ir 9-12): Cla	ass of 2016									
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Grade	uation Rate (G	r 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	5									
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: N/A
No 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 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	29.5	81.2%	72.4%	74.5%
Masters	6.8	18.8%	25.9%	23.6%
Doctorate	0.0	0.0%	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