Print this report

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

Campus Name: TERRACE EL
Campus ID: 101920122
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				
	S	tate	District (Campus	American	Hispani	c White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male N	/ligrant
STAAR Percent a	at or Abo	ove A	pproacl	nes Grad	de Level (2	2017) or	Level II	Satisfacto	ory Sta	ndard (2	016)						
Grade 3																	
Reading	2017 7	72%	71%	62%	-	53%	100%	-	*	-	-	*	57%	45%	75%	52%	-
	2016 7	72%	68%	61%	*	55%	86%	-	*	-	*	*	57%	54%	70%	50%	-
Mathematics	2017 7	76%	73%	70%	-	63%	100%	-	*	-	-	*	68%	60%	79%	62%	-
	2016 7	74%	65%	60%	*	53%	100%	-	*	-	*	*	54%	50%	58%	63%	-
Grade 4																	
Reading	2017 6	69%	65%	65%	*	63%	*	-	100%	-	*	*	62%	43%	71%	59%	-
	2016 7	74%	68%	64%	-	59%	77%	-	*	-	*	*	60%	48%	78%	50%	-
Mathematics	2017 7	74%	69%	62%	*	55%	88%	-	100%	-	*	*	55%	36%	61%	63%	-
	2016 7	72%	68%	62%	-	59%	69%	-	*	-	*	*	62%	52%	73%	50%	-
Writing	2017 6	64%	60%	46%	*	41%	*	-	100%	-	*	*	42%	21%	51%	41%	-
	2016 6	88%	66%	68%	-	61%	92%	-	*	-	*	*	62%	39%	81%	54%	-
Grade 5																	
Reading	2017 8	31%	74%	77%	-	72%	91%	-	*	-	*	36%	73%	57%	89%	67%	-
	2016 8	30%	74%	66%	*	61%	79%	-	*	-	*	38%	59%	46%	68%	64%	-
Mathematics	2017 8	36%	80%	74%	-	68%	91%	-	*	-	*	*	66%	43%	89%	61%	-
	2016 8	35%	81%	71%	*	63%	93%	-	*	-	*	46%	65%	54%	71%	71%	-
Science	2017 7	73%	71%	72%	-	66%	91%	-	*	-	*	36%	64%	36%	82%	64%	-
	2016 7	73%	70%	58%	*	56%	43%	-	*	-	*	42%	55%	46%	52%	61%	-
All Grades																	
All Subjects	2017 7	74%	71%	65%	*	59%	86%	-	97%	-	78%	33%	60%	41%	73%	58%	-
	2016 7	74%	70%	63%	72%	58%	78%	-	97%	-	60%	31%	59%	49%	69%	58%	-
Reading	2017 7	71%	67%	68%	*	63%	85%	-	91%	-	*	39%	64%	47%	78%	59%	-
	2016 7	72%	68%	63%	71%	58%	79%	-	91%	-	*	27%	58%	50%	72%	55%	-
Mathematics	2017 7	78%	75%	68%	*	61%	92%	-	100%	-	*	32%	62%	45%	74%	62%	-
	2016 7	75%	71%	64%	71%	58%	85%	-	100%	-	*	33%	60%	52%	66%	62%	-
Writing	2017 6	66%	61%	46%	*	41%	*	-	100%	-	*	*	42%	21%	51%	41%	-
	2016 6	88%	63%	68%	-	61%	92%	-	*	-	*	*	62%	39%	81%	54%	-
Science	2017 7	78%	77%	72%	-	66%	91%	-	*	-	*	36%	64%	36%	82%	64%	-
	2016 7		77%	58%	*	56%	43%	-	*	-	*	42%	55%	46%	52%	61%	-

% STAAR/EOC With No

% STAAR/EOC With

2017 13%

2017 73%

21%

61%

10%

70%

0%

76%

10%

70%

4%

76%

0%

85%

0%

83%

13%

67%

Accommodations

Accommodations

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

All Grades	0047	4.407	450/			_	070/	5 40/			70 0/		4.407	400/	070/	4.50/	000/	0.407	
All Subjects	-	44%	45%		3%	*	27%	54%	-		76%	-	44%	18%	27%	15%	36%	31%	-
	2016	42%	43%	28	3%	50%	24%	26%	-		83%	-	40%	21%	25%	17%	30%	26%	-
Reading	2017	43%	43%	38	8%	*	32%	62%	_	(64%	_	*	21%	32%	18%	39%	37%	_
3		42%	42%		%	57%	24%	32%	-		91%	-	*	15%	24%	17%	34%	26%	-
Mathematics	2017		45%		3%	*	25%	54%	-		91%	-	*	21%	29%	19%	36%	30%	-
	2016	40%	40%	29)%	43%	26%	29%	-		73%	-	*	24%	27%	23%	29%	30%	-
Writing	2017	36%	35%	27	' %	*	22%	*	_		60%	_	*	*	22%	3%	33%	21%	-
3		39%	40%)%	-	28%	23%	-		*	-	*	*	28%	13%	35%	24%	-
Science		48%	50%		3%	-	21%	45%	-		*	-	*	7%	16%	7%	32%	24%	-
	2016	44%	48%	16	5%	*	12%	7%	-		*	-	*	33%	16%	4%	11%	20%	-
All Grades All Subjects	2017	19% 17%	21% 20%	13	3%	r Level I * 28%	10% 5%	19% 15%	016) - -		48% 28%	-	22% 20%	1% 2%	11% 7%	7% 4%	16% 11%	11% 6%	-
							. =								. =				
Reading	2017		19%)% /	*	15%	35%	-		45%	-	*	4%	15%	10%	23%	17%	-
	2016	16%	19%	12	2%	43%	7%	21%	-	•	27%	-		2%	9%	4%	17%	7%	-
Mathematics	2017	21%	23%	. 12	2%	*	9%	12%	_		55%	_	*	0%	11%	8%	14%	10%	-
		17%	19%			14%	5%	15%	-		36%	-	*	0%	8%	6%	7%	8%	-
Writing		11%	12%		%	*	2%	*	-	:	20%	-	*	*	2%	0%	3%	3%	-
	2016	14%	17%	5	%	-	2%	15%	-		*	-	*	*	2%	0%	8%	3%	-
Science	2017	19%	22%	. 11	%	_	9%	9%	_		*	_	*	0%	9%	7%	14%	9%	_
		15%	20%		%	*	2%	0%	-		*	-	*	0%	4%	0%	4%	2%	-
STAAR Participa	tion (A	II Gra	des)																
All Tests		2	017	99%	99%	100%	*	100%	100%	_	100%	_	100%	100%	100%	100%	100%	6 100%	
7 1 GG1G			016	99%	99%		100%		100%	-	100%	-	100%	99%			100%		
Reading				99%	99%	100%	*	100%	100%	-	100%	-	*	100%	100%	100%			
		2	016	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	5 100%	-
Mathematics		2	017	100%	100%	100%	*	100%	100%	_	100%	_	*	100%	100%	100%	100%	6 100%	
Wattiematics				100%	100%		100%	100%	100%	_	100%	_	*	100%	100%	100%			
Writing		2	017	100%	100%	100%	*	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
		2	016	99%	100%	100%	-	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
Caianaa		_	047	000/	000/	4000/		4000/	1000/		*		*	4000/	4000/	4000/	4000/	4000/	
Science				99% 99%	99% 99%	100% 99%	*	100% 98%	100% 100%	-	*	-	*	100% 92%	100% 98%	100% 100%			
			010	3370	3370	3370		30 /0	10070					32 /0	30 /0	100 /0	30 70	10076	
STAAR Participa	tion Re	sults	by As	sessn	nent Ty	pe for S	tudents	s Serve	d in Spe	cial	Educati	on S	Settings	(All Gra	ades)				
_					-				-				-		-				
Reading Tests % of Participant % STARPEO		No	2017	98%	96%	93%	*	92%	*	-	-	-	*	93%	96%	85%	83%	96%	-

% STAAR Alternate 2	2017	12%	14%	13%	*	16%	*	-	-	-	*	13%	16%	0%	0%	17%	-
% of Non-Participants	2017	2%	4%	7%	*	8%	*	-	-	-	*	7%	4%	15%	17%	4%	-
Mathematics Tests																	
% of Participants % STAAR/EOC With No	2017	99%	99%	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-
Accommodations % STAAR/EOC With	2017	12%	17%	11%	*	0%	*	-	-	-	*	11%	4%	0%	0%	13%	-
Accommodations	2017	74%	67%	75%	*	83%	*	-	-	-	*	75%	79%	100%	100%	70%	-
% STAAR Alternate 2	2017	13%	16%	14%	*	17%	*	-	-	-	*	14%	17%	0%	0%	17%	-
% of Non-Participants	2017	1%	1%	0%	*	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.

Marican Mar																Percent of
African Students American Students Amer									Two or			FH				
Performance Status - State		All	African			American					Specia		k ELL	Total	Total	_
State Target 60% 6		Student	sAmerican	Hispanic	White	Indian	Asian									
State Target 60% 6																
Reading			CO0/	CO0/	CO0/	C00/	CO0/	C00/	CO0/	CO0/	C00/	CO0/				
Mathematics Y Y Y Y Y N N N n/a 4 6 67 Writing N N N N N/a 0 4 0 0 Science Y Y Y Y N N N N/a 3 3 3 100 Science Y Y Y Y N N N N/a 3 3 3 100 Science Y Y Y N N N N/a 3 3 3 100 Science Y Y Y N N N N/a 3 3 3 100 Science Y Y Y N N N N/a 3 3 3 100 Science Y Y N N N N/a 3 3 3 100 Science Y Y N N N N N/a 100 Science Y Y N N N N N/a 100 Science Y Y N N N N N/a 100 Science Y N N N N N/a 100 Science Y N N N N/a 100 Science Y N N N N/a 100 Science Y N/a 100 Science Y N N N N/a 100 Science Y N/a 100 Science Y N N N N/a 100 Science Y N/a 100 Science Y N N N N/a 100 Science Y N/a	•		60%			60%	60%	60%	60%				,	_		
Writing N N N N n/a 0 4 0 Science Y Y Y n/a 3 3 100 Science Y Y n/a 3 3 100 Science Y Y n/a 3 3 100 Science Y Y N 0 </td <td>9</td> <td></td> <td>_</td> <td>-</td> <td></td>	9													_	-	
Science Y				•	Υ					•	N			-		
Social Studies Total Performance Status - Federal Federal Target 91% 91% 91% 91% 91%	_											N		-		
Performance Status - Federal Federal Target		Υ		Υ						Υ				-	-	100
Performance Status - Federal Federal Target 91%													n/a	-	-	
Federal Target 91%	Total													12	19	63
Reading N N N n/a n/a n/a N <	Performance Status - Feder	ral														
Mathematics N N Y n/a n/a n/a N N N N n/a Participation Status Target 95% <td>Federal Target</td> <td>91%</td> <td>91%</td> <td>91%</td> <td>91%</td> <td></td> <td></td> <td></td> <td></td> <td>91%</td> <td>91%</td> <td>91%</td> <td></td> <td></td> <td></td> <td></td>	Federal Target	91%	91%	91%	91%					91%	91%	91%				
Mathematics N N Y n/a n/a n/a n/a N N N n/a Participation Status Target 95%<	Reading	N		Ν	Ν	n/a	n/a	n/a	n/a	N	Ν	N	n/a			
Target 95%<	Mathematics	N		N	Υ	n/a	n/a	n/a	n/a	Ν	Ν	N	n/a			
Target 95%<	Participation Status															
Reading Y Y Y n/a Y 6 6 100 Mathematics Y Y Y n/a Y 6 6 100 Total Tederal Graduation Status (Target: See Reason Codes) Graduation Target Met n/a 0 0		95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Mathematics Y Y Y n/a Y 6 6 100 Total Federal Graduation Status (Target: See Reason Codes) Graduation Target Met n/a 0 0	_	Υ		Υ	Υ					Υ	Υ	n/a			6	100
Total 12 12 100 Federal Graduation Status (Target: See Reason Codes) Graduation Target Met n/a 0 0	_												Y	-	-	
Graduation Target Met n/a 0 0	Total	·		•	•					•	•	.,, ~	•	-		
Graduation Target Met n/a 0 0																
Ÿ	Federal Graduation Status	(Target: S	ee Reason	Codes)												
Reason Code ***	Graduation Target Met											n/a		0	0	
Total 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 24 31 77

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.

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	(Current)
Performance Rates												
Reading												
# at Approaches Grade Level	127	*	93	21	-	10	-	*	88	11	45	n/a
Standard												
Total Tests	185	*	146	25	-	10	-	*	136	28	74	57
% at Approaches Grade Level	69%	*	64%	84%	-	100%	-	*	65%	39%	61%	n/a
Standard												
Mathematics	400	*	00	00		40		*	0.4	•	40	. /-
# at Approaches Grade Level Standard	126	^	90	23	-	10	-	•	84	9	42	n/a
Total Tests	185	*	146	25	_	10	_	*	136	28	74	57
% at Approaches Grade Level	68%	*	62%	92%	_	100%	_	*	62%	32%	57%	n/a
Standard	0070		02 /0	32 /0		10070			02 /0	JZ /0	37 70	Π/α
Writing												
# at Approaches Grade Level	36	*	26	*	_	5	_	*	25	*	12	n/a
Standard												
Total Tests	74	*	59	*	-	5	-	*	57	*	32	26
% at Approaches Grade Level	49%	*	44%	*	_	100%	-	*	44%	*	38%	n/a
Standard												
Science												
# at Approaches Grade Level	43	-	30	10	-	*	-	*	27	5	13	n/a
Standard												
Total Tests	60	-	46	11	-	*	-	*	43	14	23	14
% at Approaches Grade Level	72%	-	65%	91%	-	*	-	*	63%	36%	57%	n/a
Standard												
Social Studies												
# at Approaches Grade Level	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-,
% at Approaches Grade Level	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Participation Rates												
Reading: 2016-2017 Assessmer	nts											
Number Participating	195	*	154	26	-	11	-	*	142	30	n/a	64
Total Students	195	*	154	26	-	11	-	*	142	30	n/a	64
Participation Rate	100%	*	100%	100%	-	100%	-	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assess				_		_			_			
Number Participating	193	*	152	26	-	11	-	*	141	28	n/a	62
Total Students	193	*	152	26	-	11	-	*	141	28	n/a	62
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: N/A

Focus School Reason: Safeguards

Focus School Identification:

Yes

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

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	22.0	73.9%	72.4%	74.5%
Masters	7.8	26.1%	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