Print this report

Texas Education Agency 2015-16 Federal Report Card for Texas Public Schools

Campus Name: MEMORIAL DRIVE EL
Campus ID: 101920109
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 2015-16 school year. These results include all students tested, whether or not they were in the accountability subset.

										Two or						
	01		0	African			America		Pacific		-					
STAAR Percent			-	American	-					Races	Ed	Disadv	ELL	Female	Male	Migrant
STARK TEICEIR	At OI ADOV	C LCVCI	ii Jalisiac	ory Starius	aru (201	0, 01 1 1	iasc-iii i	LCVCI II	(2013)							
Grade 3																
Reading	2016 729		6 97%	-	100%	100%	-	92%	-	83%	*	*	83%	97%	97%	-
	2015 749	% 70%	6 89%	*	88%	90%	-	82%	-	*	*	*	64%	90%	88%	-
Mathematics	2016 749	% 65%	6 93%	-	75%	98%	-	91%	-	83%	*	*	*	88%	97%	-
	2015 749	% 66%	6 92%	*	88%	97%	-	82%	-	*	*	*	64%	95%	90%	-
Grade 4																
Reading	2016 749	% 68%	6 94%	*	100%	94%	_	88%	_	*	*	100%	*	95%	94%	_
rtodding	2015 719			_	88%	93%	_	*	_	*	*	-	*	95%	89%	_
	_0.0		· •=/•		0070	00,0								00,0	0070	
Mathematics	2016 729	% 68%	6 96%	*	92%	97%	-	88%	-	*	*	100%	*	95%	96%	-
	2015 719	% 67%	6 89%	-	88%	93%	-	*	-	*	*	-	*	90%	89%	-
Writing	2016 689	% 66%	6 93%	*	92%	94%	_	88%	_	*	*	100%	*	95%	91%	_
9	2015 679			-	88%	93%	-	100%	-	*	*	-	*	95%	92%	-
Grade 5																
Reading	2016 809			-	88%	95%	-	*	-	*	*	*	*	100%	89%	-
	2015 839	% 77%	6 97%	-	100%	96%	-	100%	-	*	*	*	*	97%	97%	-
Mathematics	2016 859	% 81%	6 98%	-	100%	97%	-	*	-	*	*	*	*	100%	97%	-
	2015 759	% 71%	6 92%	-	90%	92%	-	100%	-	*	*	*	*	89%	95%	-
Science	2016 739			-	88%	93%	-	*	-	*	*	*	*	100%	86%	-
	2015 699	% 66%	6 94%	-	100%	94%	-	100%	-	^	^	•	^	94%	94%	-
Grade 6																
Mathematics	2016 719	% 68%	*	-	-	*	-	-	-	-	-	-	-	-	*	-
0																
Grade 7 Mathematics	2016 689)/ GE0/	· *					*		*					*	
Mamemancs	2010 007	% 65%	0	-	-	-	-		-		-	-	-	-		-
All Grades																
All Subjects	2016 749	% 70%	6 94%	100%	92%	96%	-	89%	-	92%	56%	85%	63%	96%	94%	-
	2015 739	% 70%	6 92%	*	91%	94%	-	89%	-	88%	50%	89%	60%	93%	92%	-
Reading	2016 729	% 68%	s 95%	*	069/	96%	_	88%		90%	*	85%	69%	97%	93%	
Reading	2015 729			*	96% 91%	93%	-	88%	-	100%	54%	88%	61%		93%	-
	2013 747	70 107	92/0		3170	3370	-	00 /6	_	10076	J4 /0	00 /6	0176	34 /0	9170	-
Mathematics	2016 75%	% 71%	95%	*	89%	97%	-	92%	-	90%	71%	92%	67%	94%	97%	-
	2015 739		6 91%	*	88%	94%	-	83%	-	83%	46%		56%		91%	-
NA7 : (*	0040 000	v 2000	, 650,	.	0001	0.407		060/				40001		0501	0401	
Writing	2016 689			*	92%	94%	-	88%	-	*	*	100%	*	95%	91%	-
	2015 689	% 64%	93%	-	88%	93%	-	100%	-	^	^	-	^	95%	92%	-

Science	2016 2015		77% 75%		% %	-	88% 100%	93% 94%	-	1	* 00%	-	*	*	*	*	100% 94%	86% 94%	-
STAAR Percent a	at Final	Leve	l II or	Above	!														
All Grades																			
All Subjects	2016	42%	43%	6 7 3	3%	33%	71%	75%	-	6	66%	-	79%	33%	56%	28%	77%	70%	-
	2015	38%	40%	6 7 0)%	*	63%	72%	-	6	67%	-	82%	15%	84%	23%	74%	67%	-
Reading	2016	42%	42%	6 7 8	3%	*	79%	80%	_	7	72%	_	70%	*	54%	38%	84%	73%	_
rtodding	2015		41%		1%	*	59%	77%	-		1 %	-	83%	15%	88%	33%	79%	69%	-
Mathamatica	2010	400/	400	/ CE	- 0/	*	C40/	CC0/		,	70/		000/	420/	E00/	050/	CE0/	CEO/	
Mathematics	2016 2015		40% 37%		5% 6%	*	61% 68%	66% 66%	-		67% 67%	-	80% 83%	43% 15%	58% 75%	25% 22%	65% 66%	65% 66%	-
Writing	2016		40%		3%	*	67%	85%	-		50%	-	*	*	80%	*	83%	74%	-
	2015	31%	34%	6 63	3%	-	50%	65%	-	2	10%	-	^	^	-	•	86%	50%	-
Science	2016	44%	48%	6 7 5	5%	-	88%	73%	-		*	-	*	*	*	*	85%	70%	-
	2015	40%	45%	6 76	6%	-	70%	78%	-	7	75%	-	*	*	*	*	71%	81%	-
STAAR Percent a	at Leve	I III Ac	lvanc	ed															
All Crades																			
All Grades All Subjects	2016	17%	20%	ر ۵۶	5%	0%	43%	46%	_	3	35%	_	50%	0%	32%	6%	47%	42%	_
, iii Gubjecie	2015		17%		3%	*	41%	42%	-		14%	-	71%	9%	58%	7%	46%	40%	-
.	0040	4007	400	,	•••	*	5 40/	50 0/		_			500 /	*	000/	450/	50 0/	4707	
Reading	2016 2015		19% 17%		2% I%	*	54% 41%	56% 53%	-		36% 50%	-	50% 67%	8%	38% 75%	15% 11%	59% 55%	47% 48%	-
	2013	1370	17 /	0 31	1 70		4170	JJ 70	_		70	_	01 70	0 70	7570	1170	JJ /0	40 /0	_
Mathematics	2016		19%		9%	*	36%	40%	-		88%	-	50%	0%	33%	0%	35%	43%	-
	2015	14%	15%	6 38	3%	*	38%	35%	-	2	16%	-	83%	8%	50%	6%	39%	37%	-
Writing	2016	14%	17%	6 4 4	! %	*	25%	51%	_	2	25%	_	*	*	40%	*	56%	34%	_
G	2015	8%	10%	6 37	7%	-	50%	33%	-	4	10%	-	*	*	-	*	62%	24%	-
Science	2016	15%	20%	<u> </u>	5%	_	63%	29%	_		*	_	*	*	*	*	35%	35%	_
Ocience	2015		19%		5%	-	40%	35%	-	2	25%	-	*	*	*	*	31%	39%	-
STAAR Participa	tion (A	II Grad	des)																
All Tooto		2	016	000/	000/	100%	100%	1000/	1000/		000/	_	1000/	1000/	1000/	1000/	1000	′ 000/	
All Tests			016 015	99% 99%	99% 99%	100%	100%	100% 100%	100% 100%	-	98% 100%	-	100% 100%	100% 100%	100% 100%	100% 100%			- , -
Reading			016	99%	99%	100%	*	100%	99%	-	100%	-	100%	100%	100%	100%			-
		20	015	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	6 100%	, -
Mathematics		2	016	100%	100%	100%	*	100%	100%	-	96%	-	100%	100%	100%	100%	100%	6 99%	-
		20	015	99%	99%	100%	100%	100%	99%	-	100%	-	100%	100%	100%	100%	99%	100%	-
Writing		2	016	99%	100%	100%	*	100%	100%	_	100%	_	*	*	100%	100%	100%	6 100%	, -
3			015	99%	99%	100%	-	100%	100%	-	100%	-	100%	100%	-	100%			
Science		0.	016	000/	000/	1000/		1000/	1000/		1000/		*	*	*	*	1000	4000/	
Science			016 015	99% 99%	99% 99%	100% 99%	-	100% 100%	100% 98%	-	100% 100%	-	100%	100%	100%	100%	100% 97%		
			-	- · ·	- / -				- · ·						•		- ,0		

STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)

Reading Tests

% of Participants 2016 98% 96% **100**% - - 100% - * - 100% - - 100%

% STAAR/EOC With No

Accommodations % STAAR/EOC With	2016	13%	22%	43%	-	-	33%	-	*	-	-	43%	-	-	-	43%	-
Accommodations	2016	73%	62%	57%	-	-	67%	-	*	-	-	57%	-	-	-	57%	-
% STAAR Alternate2	2016	11%	13%	0%	-	-	0%	-	*	-	-	0%	-	-	-	0%	-
% of Non-Participants	2016	2%	4%	0%	-	-	0%	-	*	-	-	0%	-	-	-	0%	-
Mathematics Tests																	
% of Participants % STAAR/EOC With No	2016	99%	99%	100%	-	-	100%	-	*	-	-	100%	-	-	-	100%	-
Accommodations	2016	12%	18%	43%	_		33%	_	*	_	_	43%	_	_	_	43%	_
% STAAR/EOC With	2010	12/0	1070	43 /0	_	_	3370	_		_	_	4370	_	_	_	4370	_
Accommodations	2016	75%	68%	57%	-	-	67%	-	*	-	-	57%	-	-	-	57%	-
% STAAR Alternate2	2016	12%	14%	0%	-	-	0%	-	*	-	-	0%	-	-	-	0%	-
% of Non-Participants	2016	1%	1%	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 2015-16 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 oi			ELL				Percent of Eligible
	AII	African			American		Pacific			Snecia	I (Current 8	FIL	Total	Total I	_
		sAmerican	Hienanic	White						-	Monitored			Eligible	Met
Performance Status - State		3America:	ппорать	Winte	maian	Asian	isianaci	Races	Disaav	Lu	Monitorca	, т	WICE E	-iigibic	Wict
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Υ	0070	Y	Y	0070	0070	0070	0070	0070	0070	33,5		3	3	100
Mathematics	Ϋ́		Υ	Ϋ́									3	3	100
Writing	Ϋ́		•	Ϋ́									2	2	100
Science	Ϋ́			Ϋ́									2	2	100
Social Studies	•			·									0	0	.00
Total													10	10	100
Total													10		100
Performance Status - Feder	al														
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	Υ		Υ	Υ	n/a	n/a	n/a	n/a				n/a			
Mathematics	Υ		Υ	Υ	n/a	n/a	n/a	n/a				n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Υ		Υ	Υ		Υ							4	4	100
Mathematics	Υ		Υ	Υ		Υ							4	4	100
Total													8	8	100
Federal Graduation Status	(Target: S	ee Reason	Codes)												
Graduation Target Met													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 18 18 100

- + 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%

d = Five-year Graduation Rate Target of 90%

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 Level II Satisfactory	205	*	27	146	-	21	-	**	11	*	23	n/a
Standard												
Total Tests	215	*	28	152	-	23	-	**	13	*	26	12
% at Level II Satisfactory	95%	*	96%	96%	-	91%	-	90%	85%	*	88%	n/a
Standard												
Mathematics												
# at Level II Satisfactory	203	*	25	146	-	21	-	**	11	5	21	n/a
Standard												
Total Tests	212	*	28	150	-	22	-	**	12	7	24	10
% at Level II Satisfactory	96%	*	89%	97%	-	95%	-	90%	92%	71%	88%	n/a
Standard												
Writing												
# at Level II Satisfactory	82	*	11	61	-	7	-	*	5	*	9	n/a
Standard												
Total Tests	87	*	12	65	-	7	-	*	5	*	10	*
% at Level II Satisfactory	94%	*	92%	94%	-	100%	-	*	100%	*	90%	n/a
Standard												
Science												
# at Level II Satisfactory	52	-	7	38	-	*	-	*	*	*	*	n/a
Standard												
Total Tests	57	-	8	41	-	*	-	*	*	*	*	*
% at Level II Satisfactory	91%	-	88%	93%	-	*	-	*	*	*	*	n/a
Standard												
Social Studies												
# at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Participation Rates												
Reading: 2015-2016 Assessr												
Number Participating	218	*	28	153	-	25	-	**	13	7	n/a	13
Total Students	219	*	28	154	-	25	-	**	13	7	n/a	13
Participation Rate	100%	*	100%	99%	-	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Ass												
Number Participating	216	*	28	152	-	24	-	**	12	7	n/a	12
Total Students	217	*	28	152	-	25	-	**	12	7	n/a	12
Participation Rate	100%	*	100%	100%	-	96%	-	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.

^{**} 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	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates		(0.0.40)	0									
4-year Longitudinal Cohort Grad	luation Rat	e (Gr 9-12):	Class of 20	15								
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Grad	duation Rat	e (Gr 9-12):	Class of 20	14								
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rat	e (Gr 9-12)	: Class of 2	014									
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

watnematics

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: 2016 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 83%. Campuses were originally staged as priority and focus based on data from the 2013 Accountability Reports.Priority and focus schools having improved in performance and are no longer identified as improvement required for the August 2015 and 2016 ratingswill include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

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 math 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. The reward school identifications provided are for the 2015-2016 school year. Identifications for the 2016-2017 school year are pending.

High Performing School: No **High Progress School:** No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent 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 percent 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%	0.2%	1.0%
Bachelors	24.2	74.0%	73.9%	74.7%
Masters	8.5	26.0%	24.4%	23.6%
Doctorate	0.0	0.0%	1.4%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers 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.

Low Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		25	3	28
Total Number of Classes		25	3	28
Number of Classes Taught by Highly Qualified Teachers	Number	25	3	28
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

	Number of	Teachers
	Elem	secondary
	(PK-6)	(7-12)
Emergency (for certified personnel)	0	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

Number of Core Academic Teachers with a Probationary Certificate Enrolled in an Alternative Certification

	Numbe	r of Teachers
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

Part V: Graduates Enrolled in Texas Institution of Higher Education (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 percent of total graduates during the 2012-13 school year who attended a public or independent college or university in Texas in the 2013-14 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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above 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