Texas Education Agency 2015-16 Federal Report Card for Texas Public Schools Campus Name: GREEN VALLEY EL Campus ID: 101910105 District Name: GALENA PARK 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						
		-		_	African			American		Pacific	More						
STAAR Percent At	or Abo				American Standard						Races	Ed	Disadv	ELL	Female	Male	Migrant
Grade 3				-		. ,			•								
Reading	2016	72%	70%	76%	66%	82%	*	-	-	-	*	*	78%	82%	73%	79%	_
liteating	2015		74%	77%	74%	80%	*	-	-	-	*	*	77%	76%	85%	69%	-
Mathematica	2016	740/	760/	740/	E00/	770/	*				*	*	700/	700/	610/	700/	
Mathematics	2016 2015		76% 77%	71% 74%	58% 63%	77% 80%	*	-	-	-	*	56%	70% 74%	72% 78%	61% 74%	79% 74%	-
	2010	/ 0			0070	0070						0070			/ 0		
Grade 4	0040	740/	740/	700/	040/	700/	*					*	040/	040/	000/	770/	
Reading	2016 2015		74% 65%	79% 66%	81% 50%	79% 70%	100%	-	-	-	- *	33%	81% 66%	81% 73%	82% 65%	77% 66%	-
	2010	/ 1/0	0070	0070	0070	1070	10070					0070	0070	10/0	0070	0070	
Mathematics	2016		77%	72%	67%	75%	*	-	-	-	-	*	72%	74%	68%	75%	-
	2015	71%	72%	75%	60%	79%	100%	-	-	-	*	*	77%	76%	79%	72%	-
Writing	2016	68%	71%	79%	81%	79%	*	-	-	-	-	*	81%	74%	87%	73%	-
5	2015		69%	74%	57%	82%	83%	-	-	-	*	38%	74%	82%	76%	72%	-
Orredo E																	
Grade 5 Reading	2016	80%	78%	73%	61%	76%	100%	_	_	_	*	*	76%	73%	63%	80%	_
rtodding	2015		82%	80%	77%	83%	*	-	*	-	*	33%	79%	82%	82%	79%	-
Mathematics	2016	85% 75%	87% 73%	79% 70%	65% 56%	84% 79%	100%	-	- *	-	*	* 37%	79% 69%	77% 74%	76% 67%	82% 72%	-
	2015	15%	73%	10%	50%	79%		-		-		31%	09%	74%	0770	1270	-
Science	2016		78%	75%	61%	79%	100%	-	-	-	*	60%	79%	75%	68%	80%	-
	2015	69%	73%	77%	72%	83%	*	-	*	-	*	37%	76%	76%	78%	77%	-
All Grades																	
All Subjects	2016	74%	73%	76%	68%	79%	81%	-	-	-	92%	42%	77%	76%	73%	78%	-
-	2015	73%	73%	74%	64%	80%	69%	-	*	-	76%	37%	74%	77%	76%	73%	-
Roading	2016	700/	69%	76%	70%	79%	79%				*	38%	78%	80%	74%	78%	_
Reading	2010		71%	75%	69%	79%	79%	-	*	-	*	36%	74%	77%	79%	72%	-
Mathematics	2016		77%	74%	63%	78%	79%	-	-	-	100%	34%	73%	74%	68%	78%	-
	2015	13%	74%	73%	60%	79%	69%	-		-	100%	37%	73%	76%	73%	72%	-
Writing	2016	68%	68%	79%	81%	79%	*	-	-	-	-	*	81%	74%	87%	73%	-
	2015	68%	68%	74%	57%	82%	83%	-	-	-	*	38%	74%	82%	76%	72%	-
Science	2016	77%	82%	75%	61%	79%	100%				*	60%	79%	75%	68%	80%	
Science	2010	75%	79%	77%	72%	83%	*	-	*	-	*	37%	76%	76%	78%	77%	-
STAAR Percent at	Final Le	evel II	or Abov	e													
All Grades																	
All Subjects	2016	42%	37%	37%	23%	43%	42%	-	-	-	50%	25%	36%	38%	36%	37%	-
	2015	38%	32%	29%	22%	32%	31%	-	*	-	35%	13%	29%	29%	28%	30%	-
Reading	2016	42%	33%	36%	23%	43%	43%			_	*	24%	36%	38%	35%	37%	_
Reduing	2010		31%	28%	26%	29%	31%	-	*	-	*	12%	29%	26%	29%	28%	-
Mathematics	2016		38%	36%	20%	44%	29%	-	- *	-	60%	24%	36%	42%	33%	38%	-
	2015	30%	31%	27%	22%	31%	15%	-		-	33%	14%	27%	28%	27%	28%	-
Writing	2016		34%	40%	33%	43%	*	-	-	-	-	*	40%	41%	50%	32%	-
-	2015	31%	26%	31%	10%	37%	67%	-	-	-	*	19%	28%	45%	29%	33%	-
Science	2016	44%	44%	35%	23%	38%	67%	_	_	_	*	20%	36%	21%	28%	40%	_
000000	2010		38%	33%	22%	40%	*	-	*	-	*	11%	32%	26%		39%	-

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2015&year2=15&_... 1/31/2017

													Two or						
						African			Americ					Special					
STAAR Percent at Lev					ampus A	mericar	Hispan	ic White	Indiar	ı A	Asian Isl	ander	Races	Ed	Disadv	ELL	Female	Male M	igrant
STAAR Percent at Lev	verm	Auvai	iceu																
All Grades																			
	2016		119		12%	7%	14%	19%	-		-	-	17%	4%	12%	13%	11%	13%	-
2	2015	14%	9%	D	8%	5%	9%	6%	-		*	-	29%	1%	8%	8%	8%	8%	-
Reading 2	2016	16%	9%		15%	9%	17%	21%					*	3%	14%	16%	12%	16%	
	2015		9%		10%	3 % 7%	10%	15%	-		*	-	*	0%	14 %	11%	12%	8%	2
-		1070	0 /	0	1070	1 /0	1070	1070						070	1070	1170	1270	070	
	2016		13%		12%	6%	15%	14%	-		-	-	40%	3%	12%	12%	10%	14%	-
2	2015	14%	10%	6	7%	5%	8%	0%	-		*	-	33%	0%	7%	5%	5%	9%	-
	040	4 4 07	0.04	,	440/	70/	400/	*						*	100/	400/	4 50/	00/	
0	2016 2015	14% 8%	9% 4%		11% 6%	7% 3%	13% 7%	0%	-		-	-	- *	6%	12% 7%	13% 9%	15% 7%	8% 6%	-
2	2015	070	4 70	D	0 /0	3%	1 70	070	-		-	-		0%	1 70	970	1 70	070	-
Science 2	2016	15%	119	6	5%	3%	4%	33%	-		-	-	*	10%	5%	4%	3%	7%	-
2	2015	14%	9%	, D	4%	0%	7%	*	-		*	-	*	0%	5%	3%	2%	6%	-
STAAR Participation	(All G	irades))																
All Tests		201	6	99%	99%	100%	100%	100%	100%	_	_		100%	100%	100%	100%	100%	100%	
All Tests		201	-	99%	99%	99%	98%	100%	100%	-	100%	-	100%	96%	99%	100%		99%	-
			•	0070	0070		00/0	,						0070	0070	,	0070	0070	
Reading		201	6	99%	99%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	-
		201	5	99%	98%	99%	98%	100%	100%	-	100%	-	100%	95%	99%	99%	99%	99%	-
Mathematics		201	6	100%	100%	100%	100%	100%	100%		_	-	100%	100%	100%	100%	100%	100%	
Mathematics		201		99%	100%	99%	98%	100%	100%	-	- 100%	-	100%	96%	100%	100%		99%	-
		201	•	0070	10070	0070	0070	10070	10070		10070		10070	0070	10070	10070	0070	0070	
Writing		201		99%	100%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
		201	5	99%	100%	99%	97%	100%	100%	-	-	-	100%	100%	99%	100%	98%	100%	-
Salanaa		201	6	000/	1000/	4000/	1000/	1000/	1000/				*	1000/	1000/	1000/	1000/	1000/	
Science		201 201		99% 99%	100% 99%	100% 99%	100% 97%	100% 100%	100% 100%	-	- 100%	-	100%	100% 95%	100% 99%	100% 100%		100% 100%	
		201	0	0070	0070	0070	0170	10070	10070		100 /0		10070	0070	0070	10070	0070	10070	
STAAR Participation	Resu	lts by /	Ass	essm	ent Type	e for Stu	Idents S	Served in	n Specia	I Ec	ducation	Setti	ngs (Al	I Grades	5)				
Reading Tests						o/ o //	v 400							0.40/	000/	4000/	000/	0.40/	
% of Participants % STAAR/EOC Wit	th No	4	2016	98	3% 95	% 949	% 100	88%	/0	-		-	-	94%	96%	100%	92%	94%	-
Accommodations		2	2016	13	3% 79	% 169	% 189	% 189	*	_		-	-	16%	17%	25%	15%	17%	_
% STAAR/EOC Wit	th	-	_010	, ,,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			/0 10/						1070	11 /0	2070	1070	17.70	
Accommodations		2	2016	73	3% 77	% 689	% 829	% 59%		-		-	-	68%	75%	75%	69%	67%	-
% STAAR Alternate	e2	2	2016		1% 10					-		-	-	10%	4%	0%	8%	11%	-
% of Non-Participants	s	2	2016	5 2	% 5%	% 6%	6 0%	6 129	% *	-		-	-	6%	4%	0%	8%	6%	-
Mathematics Tests																			
% of Participants		2	2016	; <u>q</u>	9% 98	% 949	% 100	% 889	*			-	-	94%	96%	100%	92%	94%	_
% STAAR/EOC Wit	th No	-	_010		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		100							01/0	0070	10070	0270	01/0	
Accommodations		2	2016	i 12	2% 79	% 19 9	% 189	% 249	% *	-		-	-	19%	21%	38%	15%	22%	-
% STAAR/EOC Wit	th																		
Accommodations	•		2016		5% 80					-		-	-	65%	71%	63%	69%	61%	-
% STAAR Alternate			2016		2% 12					-		-	-	10%	4%	0%	8%	11%	-
% of Non-Participants	s	ź	2016) 1	% 29	% 6%	6 0%	6 129	/0 ~	-		-	-	6%	4%	0%	8%	6%	-

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'- Indicates zero observations reported for this group.
 'n/a' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

Part II: Student Achievement and State Academic Annual Measureable 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.

															Percent of
								Two or			ELL				Eligible
		All	African		American		Pacific	More	Econ	Special	(Current &	ELL	Total	Total	Measures
		Students	American Hisp	anic Whi	te Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	+	Met	Eligible	Met
1	Performance Status -	State													
															1

	All	African			American		Pacific				ELL (Current &				Percent o Eligible Measures
		American			Indian		Islander				Monitored)	+	Met	Eligible	Met
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%		_	_	
Reading	Y	Y	Y						Y	N	Y		5	6	83
Mathematics	Y	Y	Y						Y	N	Y		5	6	83
Writing	Y	Y	Y						Y		Y		5	5	100
Science	Y		Y						Y				3	3	100
Social Studies													0	0	
Total													18	20	90
Performance Status -	Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N		n/a	n/a	n/a	n/a	Ν		N	n/a			
Mathematics	Ν	Ν	Ν		n/a	n/a	n/a	n/a	Ν		Ν	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y	Y		Y	6	6	100
Mathematics	Y	Y	Y						Y	Y		Y	6	6	100
Total													12	12	100
Graduation Targe Met Reason Code *** Total	t												0	0 0	
District: Met Federal	Limits on A	Iternative A	ssessment	s											
Reading															
Alternate 1%	n/a														
Number	n/a														
Proficient															
Total Federal	n/a														
Cap Limit															
Mathematics															
Alternate 1%	n/a														
Number	n/a														
Proficient															
Total Federal	n/a														
Cap Limit															
Total															
Overall Total													30	32	94
+ Participation use	s ELL (Cur	rent). Grad	uation use	s ELL (Ever HS)										
** Federal Graduati	ion Rate Re	eason Code	es:	(
	ation Rate				c = 5	Safe Ha	rbor Tarq	et of a 10	0% decr	ease in di	fference fron	n the	orior ve	ear rate a	and the Go

b = Four-year Graduation Rate Target of 88% 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	241	69	157	**	-	-	-	*	220	9	96	n/a
Standard												
Total Tests	302	94	189	**	-	-	-	*	273	25	112	107
% at Level II Satisfactory	80%	73%	83%	79%	-	-	-	*	81%	36%	86%	n/a
Standard												
Mathematics												
# at Level II Satisfactory	228	60	152	11	-	-	-	5	203	8	89	n/a
Standard												
Total Tests	302	94	189	14	-	-	-	5	273	25	112	107
% at Level II Satisfactory	75%	64%	80%	79%	-	-	-	100%	74%	32%	79%	n/a
Standard												
Writing												
# at Level II Satisfactory	89	**	58	*	-	-	-	-	85	*	31	n/a
Standard												
Total Tests	108	**	70	*	-	-	-	-	103	*	39	37
% at Level II Satisfactory	82%	83%	83%	*	-	-	-	-	83%	*	79%	n/a
Standard												
Science												
# at Level II Satisfactory	63	15	40	**	-	-	-	*	55	6	22	n/a
Standard												
Total Tests	80	24	48	**	-	-	-	*	67	9	25	23
% at Level II Satisfactory	79%	63%	83%	100%	-	-	-	*	82%	67%	88%	n/a
Standard												
Social Studies												
# at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-

								Two or			ELL	_
	All	African			American		Pacific	More	Econ	Special	(Current &	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	(Current
% at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Participation Rates												
Reading: 2015-2016 Assessme	ents											
Number Participating	345	111	215	14	-	-	-	5	301	31	n/a	122
Total Students	345	111	215	14	-	-	-	5	301	31	n/a	122
Participation Rate	100%	100%	100%	100%	-	-	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Asse	ssments											
Number Participating	345	111	215	14	-	-	-	5	300	31	n/a	122
Total Students	345	111	215	14	-	-	-	5	300	31	n/a	122
Participation Rate	100%	100%	100%	100%	-	-	-	100%	100%	100%	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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current
Federal Graduation Rates												
4-year Longitudinal Cohort G	raduation Ra	te (Gr 9-12):	Class of 20	15								
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort G	raduation Ra	te (Gr 9-12):	Class of 20	14								
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation	Rate (Gr 9-12): Class of 2	014									
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits o	n Alternative	Assessmen	ts									
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
* I. P												
 Indicates results are ma ** When only one region/off 												
when only one racial/et			ien the seco	ona smal	liest racial/et	nnic grou	up is maske	a (regard	less of size	e).		
 Indicates there are no s 		0 1										
n/a Indicates the student gro	oup is not ap	plicable to \$	System Saf	eguards.								

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 Focus School Reason: N/A No 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 Percent	State Percent
No Degree	0.0	0.0%	1.0%	1.0%
Bachelors	28.0	58.4%	71.4%	74.7%
Masters	20.0	41.6%	26.2%	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.

High Poverty

Core Academic Subject Areas

	General Education	Special Education	Tota
	33	5	38
	33	5	38
Number	33	5	38
Percent	100.00%	100.00%	100.00%
Number	0	0	C
Percent	0.00%	0.00%	0.00%
	Percent Number	Education 33 33 33 Number 33 Percent 100.00% Number 0	Education Education 33 5 33 5 Number 33 5 Percent 100.00% 100.00% Number 0 0

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

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

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

	Numbe	r of Teachers
	General Education	Special Education
Highly Qualified	33	Ę
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)

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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.

			%	% 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 Percentages at NAEP Achievement Levels

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

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

Grade	Subject	Student Group	%
		Limited English Proficient	90

Source: TEA Division of Student Assessment