

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

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Campus Name: SPRING WOODS MIDDLE

Campus ID: 101920044

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.

STAAR	Percent At or Above Level II	State	District	Campus	African	American	Pacific	Two or	More	Special	Econ	Disadv	ELL	Female	Male	Migrant	
					American	Hispanic	White	Indian	Asian	Islander	Races						Ed
Grade 6																	
Reading	2016	68%	63%	43%	41%	43%	50%	*	83%	-	*	18%	40%	25%	44%	42%	-
	2015	73%	65%	42%	57%	40%	*	*	*	-	-	*	42%	20%	46%	40%	-
Mathematics	2016	71%	68%	53%	55%	52%	64%	*	83%	-	*	18%	52%	41%	52%	54%	-
	2015	72%	71%	64%	50%	64%	*	*	*	-	-	31%	65%	55%	65%	64%	-
Grade 7																	
Reading	2016	69%	64%	43%	36%	41%	63%	*	100%	-	*	*	41%	16%	50%	36%	-
	2015	72%	63%	42%	59%	40%	50%	-	*	*	*	*	41%	17%	50%	35%	-
Mathematics	2016	68%	65%	45%	*	45%	56%	*	100%	-	*	*	45%	28%	48%	43%	-
	2015	68%	46%	44%	54%	43%	*	-	-	*	*	17%	42%	31%	45%	43%	-
Writing	2016	68%	60%	38%	*	36%	71%	*	100%	-	*	*	37%	14%	51%	27%	-
	2015	69%	61%	43%	59%	40%	55%	-	*	*	*	*	41%	15%	49%	36%	-
Grade 8																	
Reading	2016	85%	81%	69%	64%	68%	81%	-	*	*	*	31%	69%	45%	74%	64%	-
	2015	84%	79%	66%	72%	64%	100%	-	-	-	*	41%	66%	39%	70%	63%	-
Mathematics	2016	80%	72%	53%	42%	54%	50%	-	-	*	*	28%	53%	47%	54%	53%	-
	2015	71%	76%	72%	71%	72%	80%	-	*	-	*	41%	73%	58%	78%	68%	-
Science	2016	73%	71%	56%	43%	55%	64%	-	*	-	*	39%	56%	30%	57%	56%	-
	2015	67%	69%	61%	58%	60%	88%	-	-	-	*	37%	61%	39%	60%	62%	-
Social Studies	2016	62%	61%	37%	*	37%	47%	-	*	*	*	24%	36%	19%	36%	38%	-
	2015	61%	60%	40%	46%	38%	88%	-	-	-	*	26%	38%	14%	37%	42%	-
End of Course																	
Algebra I	2016	76%	78%	87%	*	85%	*	-	*	-	*	-	87%	75%	86%	88%	-
	2015	77%	78%	100%	*	100%	*	-	-	-	-	-	100%	*	100%	100%	-
All Grades																	
All Subjects	2016	74%	70%	49%	41%	48%	61%	*	92%	*	77%	19%	48%	29%	53%	46%	-
	2015	73%	70%	54%	60%	52%	73%	*	95%	*	77%	25%	54%	32%	56%	52%	-
Reading	2016	72%	68%	51%	46%	50%	67%	*	93%	*	71%	18%	49%	27%	56%	47%	-
	2015	74%	70%	50%	64%	48%	70%	*	89%	*	*	21%	49%	24%	55%	46%	-
Mathematics	2016	75%	71%	53%	42%	52%	59%	*	93%	*	86%	19%	52%	39%	54%	52%	-
	2015	73%	70%	64%	63%	63%	75%	*	100%	*	*	30%	64%	48%	66%	62%	-
Writing	2016	68%	63%	38%	*	36%	71%	*	100%	-	*	*	37%	14%	51%	27%	-

Reading	Y	Y	Y	Y	Y	Y	Y	Y	7	7	100
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	7	7	100
Total									14	14	100

Federal Graduation Status (Target: See 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
Mathematics	
Alternate 1%	n/a
Number Proficient	n/a
Total Federal Cap Limit	n/a

Total	16	43	37
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

- a = Graduation Rate Goal of 90%
- b = Four-year Graduation Rate Target of 88%
- c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal
- 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.

	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 Level II Satisfactory Standard	443	18	388	20	*	12	*	5	388	18	219	n/a
Total Tests	838	36	751	29	*	12	*	7	759	95	509	372
% at Level II Satisfactory Standard	53%	50%	52%	69%	*	100%	*	71%	51%	19%	43%	n/a
Mathematics												
# at Level II Satisfactory Standard	457	16	404	18	*	12	*	6	410	18	254	n/a
Total Tests	835	36	747	30	*	12	*	7	757	94	506	370
% at Level II Satisfactory Standard	55%	44%	54%	60%	*	100%	*	86%	54%	19%	50%	n/a
Writing												
# at Level II Satisfactory Standard	108	*	95	5	*	*	-	*	100	*	58	n/a
Total Tests	275	*	256	6	*	*	-	*	256	*	183	127
% at Level II Satisfactory Standard	39%	*	37%	83%	*	*	-	*	39%	*	32%	n/a
Science												
# at Level II Satisfactory Standard	158	6	137	9	-	*	-	*	142	11	56	n/a
Total Tests	268	11	239	12	-	*	-	*	241	25	134	108
% at Level II Satisfactory Standard	59%	55%	57%	75%	-	*	-	*	59%	44%	42%	n/a
Social Studies												
# at Level II Satisfactory Standard	103	*	89	7	-	*	*	*	92	7	31	n/a
Total Tests	267	*	237	12	-	*	*	*	240	26	134	108
% at Level II Satisfactory Standard	39%	*	38%	58%	-	*	*	*	38%	27%	23%	n/a

Participation Rates

Reading: 2015-2016 Assessments

Number Participating	936	50	824	36	*	14	*	7	838	104	n/a	419
Total Students	939	50	826	37	*	14	*	7	841	104	n/a	419
Participation Rate	100%	100%	100%	97%	*	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	930	50	818	37	*	14	*	7	833	102	n/a	414
Total Students	931	50	819	37	*	14	*	7	834	102	n/a	414
Participation Rate	100%	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.

	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												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

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 -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.2%	1.0%
Bachelors	44.6	70.8%	73.9%	74.7%
Masters	16.4	26.0%	24.4%	23.6%
Doctorate	2.0	3.2%	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	Total
Total Number of Teachers		47	6	53
Total Number of Classes		260	22	282
Number of Classes Taught by Highly Qualified Teachers	Number	260	22	282
	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 (PK-6)	secondary (7-12)
Emergency (for certified personnel)	0	0
Emergency (for uncertified personnel)	0	0

Non-renewable	0	1
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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	2	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