### **Print this report**

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

Campus Name: SHERWOOD EL
Campus ID: 101920119
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						
					African			Americar	)	Pacific	More	Special	Econ				
				-	American I	-					Races	Ed	Disadv	ELL	Female	Male I	Migrant
STAAR Percent	At or Abo	ove L	evel II	Satisfacto	ory Standa	rd (201	6) or Ph	ase-in 1 I	_evel II	(2015)							
Grade 3																	
Reading	2016 7	72%	68%	66%	50%	57%	100%	*	*	_	*	*	54%	51%	63%	69%	_
. touag	2015 7		70%	66%	*	60%	94%	-	-	-	*	*		63%	69%	63%	-
Mathematics	2016 7		65%	42%	*	31%	100%	*	*	-	*	*	27%	28%	38%	47%	-
	2015 7	74%	66%	51%	*	48%	71%	-	-	-	*	*	43%	54%	53%	50%	-
Grade 4																	
Reading	2016 7	7.4%	68%	62%	*	65%	69%	_	_	*	_	*	57%	66%	70%	54%	_
rteading	2015 7		68%	63%	*	62%	*	_	*	_	*	*	60%	48%	71%	54%	_
		. , 0	0070	0070		0270							00,0	.0,0	, 0	0.70	
Mathematics	2016 7	72%	68%	44%	*	43%	62%	-	-	*	-	*	33%	43%	48%	40%	-
	2015 7	71%	67%	59%	*	57%	*	-	*	-	*	*	55%	44%	57%	62%	-
Writing	2016 6		66%	49%	*	45%	69% *	-	-	*	- *	*	37%	46%	52%	46%	-
	2015 6	57%	66%	56%	*	55%	*	-	*	-	*	*	50%	32%	68%	42%	-
Grade 5																	
Reading	2016 8	30%	74%	76%	*	74%	83%	_	*	_	*	*	72%	61%	81%	71%	_
3	2015 8		77%	71%	50%	69%	100%	-	*	-	*	*		57%	82%	58%	-
Mathematics	2016 8	35%	81%	76%	*	74%	83%	-	*	-	*	*	75%	70%	92%	58%	-
	2015 7	75%	71%	59%	50%	55%	*	-	*	-	*	*	46%	35%	59%	58%	-
Coionas	2016	720/	700/	700/	*	740/	1000/		*		*	*	750/	GEO/	720/	020/	
Science	2016 7 2015 6		70% 66%	78% 58%	*	74% 54%	100% 83%	-	*	_	*	*	75% 44%	65% 39%	73% 55%	83% 62%	-
	2010	<i>7</i> 0 70	0070	30 /0		J-70	0070						4470	3370	3370	0270	
All Grades																	
All Subjects	2016 7	74%	70%	60%	49%	56%	81%	88%	*	*	*	22%	51%	51%	62%	57%	-
	2015 7	73%	70%	60%	49%	57%	77%	-	100%	-	79%	24%	52%	48%	64%	56%	-
											*						
Reading	2016 7		68%	67%	53%	65%	83%	*	*	*	*	28%	59%	58%	70%	64%	-
	2015 7	4%	70%	67%	53%	63%	89%	-		-		25%	59%	57%	74%	58%	-
Mathematics	2016 7	75%	71%	52%	37%	47%	80%	*	*	*	*	*	41%	43%	56%	47%	_
	2015 7			56%	42%	53%	71%	-	*	-	*	24%	48%			56%	-
Writing	2016 6		63%	49%	*	45%	69%	-	-	*	-	*		46%	52%	46%	-
	2015 6	88%	64%	56%	*	55%	*	-	*	-	*	*	50%	32%	68%	42%	-
Onion	0010 -	770/	770/	700/	*	740/	4000/				<b>*</b>	<b>*</b>	750/	050/	700/	000/	
Science	2016 7		77%	78%	*	74%	100%	-	*	-	*	*		65%		83%	-
	2015 7	<b>5</b> %	75%	58%		54%	83%	-		-	-	-	44%	<i>ა</i> ყ%	55%	62%	-

Accommodations

% STAAR Alternate2

% of Non-Participants

2016 73%

2016 11%

2%

2016

62%

13%

4%

94%

0%

0%

90%

0%

0%

94%

0%

0%

100% 100%

0%

0%

0%

0%

80%

0%

0%

100%

0%

0%

All Grades	2010	400/	420/	25	0/	100/	400/	E40	/ 25	0/	,	*	*	*	40/	4.40/	4.40/	250/	0.40/	
All Subjects	2016 2015		43% 40%	25 21		19% 21%	19% 16%				50	)%	_	50%	4% 5%	14% 12%	14% 11%	25% 21%	24% 22%	-
	2013	JO 70	40 /0	21	/0	2170	10 /	72/	0 -		30	770		30 70	J /0	12/0	1170	2170	22 /0	
Reading	2016	42%	42%	32	2%	32%	25%	63%	<b>6</b> *		,	*	*	*	6%	18%	19%	34%	29%	-
	2015	40%	41%	30	%	26%	23%	56%	6 -		1	*	-	*	5%	17%	17%	33%	27%	-
Mathematics	2016		40%	18		11%	11%				,	*	*	*	*	9%	6% <b>7</b> 0/	18%	18%	-
	2015	30%	37%	16	70	16%	11%	32%	⁄o -	•			-		5%	8%	7%	14%	19%	-
Writing	2016	39%	40%	18	3%	*	18%	23%	6 -			-	*	_	*	14%	20%	18%	17%	_
J	2015	31%	34%	19		*	12%		-		,	*	-	*	*	18%	8%	21%	15%	-
Science	2016		48%	30		*	29%			•		*	-	*	*	19%	17%	23%	38%	-
	2015	40%	45%	14	%	•	10%	50%	⁄o -			^	-	•	^	5%	4%	9%	19%	-
STAAR Percent a	at Level	III Ad	vance	d																
All Grades	0040	4707	000/		.,	407	407	200	, ,,	۰,			*	*	201	00/	00/	<b>-</b> 0.	201	
All Subjects	2016 2015		20% 17%	89 10		4% 9%	4% 6%	23% 27%			22	^ 8%	_	29%	0% 2%	3% 4%	3% 5%	7% 8%	9% 12%	-
	2015	1470	1770	10	70	9%	0%	217	'o =	•	33	070	-	29%	270	470	3%	070	1270	-
Reading	2016	16%	19%	12	2%	11%	7%	30%	6 *			*	*	*	0%	5%	7%	11%	13%	-
J	2015		17%	18		16%	11%					*	-	*	5%	8%	8%	18%	18%	-
Mathematics	2016		19%	69		0%	3%	23%				*	*	*	*	3%	2%	5%	7%	-
	2015	14%	15%	59	%	5%	3%	149	⁄o -			^	-	•	0%	2%	4%	2%	9%	-
Writing	2016	14%	17%	39	%	*	0%	15%	6 -			_	*	_	*	0%	0%	3%	3%	_
9	2015		10%	49		*	0%	*	-		,	*	-	*	*	3%	0%	4%	4%	-
Science	2016		20%	49		*	5%				•	*	-	*	*	0%	0%	0%	8%	-
	2015	14%	19%	79	%	*	3%	33%	<b>6</b> -	•	•	*	-	*	*	0%	0%	3%	12%	-
STAAR Participa	tion (Al	I Grad	les)																	
All Tests		201			99%	100%	100%	100%	100%	10	00%	100%	*	100%	100%	100%	100%			
		201	15 99	9%	99%	100%	100%	100%	99%		-	100%	-	100%	98%	100%	100%	100%	6 99%	-
Reading		201	16 99	9%	99%	100%	100%	100%	100%		*	*	*	*	100%	100%	100%	100%	6 100%	6 -
. roddinig		201			98%	99%	100%	99%	96%		-	100%	-	100%	95%	99%	100%			
Mathematics		201				100%	100%	100%	100%		*	*	*	*	100%	100%	100%			
		201	15 99	9%	99%	100%	100%	100%	100%		-	100%	-	100%	100%	100%	100%	100%	6 100%	6 -
Writing		201	16 00	9% <i>-</i>	100%	100%	100%	100%	100%		_	_	*	_	100%	100%	100%	100%	6 100%	<b>6</b> -
vviiding		201				100%		100%			-	100%	_	100%	100%	100%	100%			
				- , -				,.	,.			,		,.			,	,	,	•
Science		201	16 99	9%	99%	100%	*	100%	100%		-	*	-	*	100%	100%	100%	100%	6 100%	6 -
		201	15 99	9%	99%	100%	100%	100%	100%		-	100%	-	100%	100%	100%	100%	100%	6 100%	6 -
STAAD Dartining	tion Do	eulte l	hv Ass	.000	ont To	ma fa-	Studo~	te Carr	ad in S	nos	sial E	ducati	on C	ottings	(All Gro	doe/				
STAAR Participa	uon Ke	อนเเริ I	uy ASS	SESSII	ient Ty	he ior	Studen	rs serv	eu III 3	hec	ıaı E	.uucati	UII 3	eungs (	(All Gra	ues)				
Reading Tests																				
% of Participants	S		2016	98%	96%	100%	<b>6</b> *	100%	*		-	-	*	*	100%	100%	100%	100%	100%	-
% STAAR/EO	C With N																_	_		
Accommodations	○ /V1:41-		2016	13%	22%	6%	*	10%	*		-	-	*	*	6%	0%	0%	20%	0%	-
% STAAR/EO	U VVITN																			

Mathematics Tests																	
% of Participants	2016	99%	99%	100%	*	100%	*	-	-	*	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No																	
Accommodations	2016	12%	18%	6%	*	10%	*	-	-	*	*	6%	0%	0%	20%	0%	-
% STAAR/EOC With																	
Accommodations	2016	75%	68%	94%	*	90%	*	-	-	*	*	94%	100%	100%	80%	100%	-
% STAAR Alternate2	2016	12%	14%	0%	*	0%	*	-	-	*	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	1%	0%	*	0%	*	-	_	*	*	0%	0%	0%	0%	0%	_

<sup>&#</sup>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.

Percent

								Two or			ELL				of
	All	African			American		Pacific			Specia	LLL II (Current &	E1 1	Total	Total	Eligible
		tsAmerican	Hienanic	White			Islander							Eligible	
Performance Status - State		t3Amentan	ппорать	Willia	maian	Asian	isianiaci	Races	Disaav	Lu	monitorea,	•	····	Liigibio	· Wict
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Υ		Υ	Υ					N		Υ		4	5	80
Mathematics	N		Ν	Υ					N		N		1	5	20
Writing	N		Ν						Ν		N		0	4	0
Science	Υ		Υ						Υ				3	3	100
Social Studies													0	0	
Total													8	17	47
Performance Status - Fede	eral														
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N		Ν	Ν	n/a	n/a	n/a	n/a	Ν		N	n/a			
Mathematics	N		N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Υ		Υ	Υ					Υ			Υ	5	5	100
Mathematics	Υ		Υ	Υ					Υ			Υ	5	5	100
Total													10	10	100
Federal Graduation Status	(Target: \$	See Reason	Codes)										_		
Graduation Target Met Reason Code ***													0	0	
Total													0	0	
District: Met Federal Limits Reading	s on Alter	native Asses	ssments												
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															
Overall Total													18	27	67

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

<sup>&#</sup>x27;n/a' Indicates data reporting is not applicable for this group.

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

- + 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.

	All	African	Uiononio	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates	Students	American	піѕрапіс	wille	mulan	ASIAII	isianuer	Races	Disauv	Eu	wonitorea)	(Current)
Reading												
# at Level II Satisfactory	122	9	81	25	*	*	_	*	77	5	63	n/a
Standard		· ·	٠.							· ·		
Total Tests	180	18	124	30	*	*	_	*	130	17	100	91
% at Level II Satisfactory	68%	50%	65%	83%	*	*	_	*	59%	29%	63%	n/a
Standard	0070	0070	0070	0070					0070	2070	3370	11/ 4
Mathematics												
# at Level II Satisfactory	94	7	58	24	*	*	-	*	53	*	47	n/a
Standard												
Total Tests	180	18	124	30	*	*	-	*	130	*	100	91
% at Level II Satisfactory	52%	39%	47%	80%	*	*	-	*	41%	*	47%	n/a
Standard												
Writing												
# at Level II Satisfactory	31	*	20	**	-	-	-	-	17	*	16	n/a
Standard												
Total Tests	63	*	45	**	-	-	-	-	47	*	34	31
% at Level II Satisfactory	49%	*	44%	69%	-	-	-	-	36%	*	47%	n/a
Standard												
Science												
# at Level II Satisfactory	37	*	26	6	-	*	-	*	25	*	19	n/a
Standard												
Total Tests	48	*	36	6	-	*	-	*	34	*	27	21
% at Level II Satisfactory	77%	*	72%	100%	-	*	-	*	74%	*	70%	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 Assess		40	400	00	*	•	*	*	4.40	40	. /-	404
Number Participating	194	19	136	30	*	*	*	*	143	18	n/a	101
Total Students	194	19	136	30	*	*	*	*	143	18	n/a	101
Participation Rate	100%	100%	100%	100%	•	•	•	•	100%	100%	n/a	100%
Mathematics: 2015-2016 Ass	sessments 194	19	136	30	*	*	*	*	143	18	n/a	101
Number Participating	_	19		30	*	*	*	*	143	18		_
Total Students	194		136		*	*	*	*			n/a	101
Participation Rate	100%	100%	100%	100%	**	**		**	100%	100%	n/a	100%

<sup>\*</sup> Indicates results are masked due to small numbers to protect student confidentiality.

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)

<sup>\*\*</sup> When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

<sup>-</sup> Indicates there are no students in the group.

Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Grad	luation Rate	e (Gr 9-12):	Class of 2	014								
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** 

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	25.0	75.7%	73.9%	74.7%
Masters	7.0	21.2%	24.4%	23.6%
Doctorate	1.0	3.0%	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.

### **Core Academic Subject Areas**

		General	Special	Total
		Education	Education	
Total Number of Teachers		26	4	30
Total Number of Classes		26	4	30
Number of Classes Taught by Highly Qualified Teachers	Number	26	4	30
	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

	Number	of Teachers
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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

			%	% 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
J. a.a. J.	. roadg	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

<b>Grade</b> Grade 4	<b>Subject</b> Reading	Student Group 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 Limited English Proficient	81 90

Source: TEA Division of Student Assessment