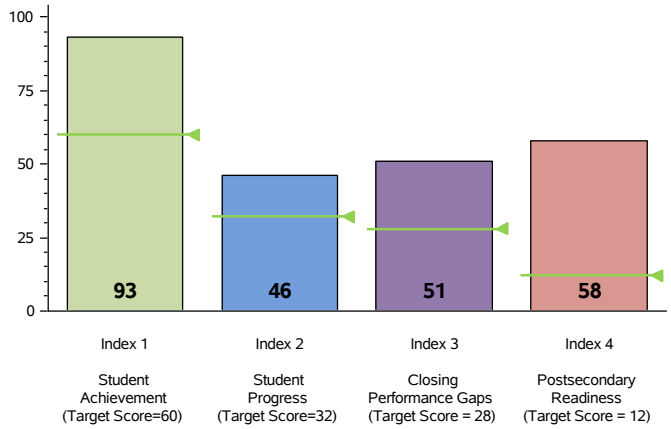
Texas Education Agency
2015-16 School Report Card
VALLEY VIEW EL (227909103)

District Name: **EANES ISD**
Campus Type: **Elementary**
Total Students: **508**
Grade Span: **KG - 05**

2016 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2016, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2016 Accountability Rating

Met Standard

For 2016 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2014-15)	96.0%	96.4%	95.7%
Enrollment by Race/Ethnicity			
African American	0.4%	0.8%	12.6%
Hispanic	18.5%	13.0%	52.2%
White	73.2%	70.1%	28.5%
American Indian	0.4%	0.2%	0.4%
Asian	2.8%	11.5%	4.0%
Pacific Islander	0.0%	0.0%	0.1%
Two or More Races	4.7%	4.4%	2.1%
Enrollment by Student Group			
Economically Disadvantaged	5.7%	2.2%	59.0%
English Language Learners	4.1%	2.2%	18.5%
Special Education	9.3%	8.1%	8.6%
Mobility Rate (2014-15)	4.6%	3.6%	16.5%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	20.5	20.8	18.9
Grade 1	18.5	20.2	19.1
Grade 2	20.0	20.1	19.1
Grade 3	21.5	20.9	19.1
Grade 4	18.7	20.3	19.0
Grade 5	21.8	23.1	20.8
Grade 6	24.0	24.9	20.4

School Financial Information (2014-15)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	67.7%	64.5%
Instructional Expenditure Ratio	n/a	65.8%	63.8%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$7,938	$9,631	$9,065
Instruction	$6,214	$5,570	$5,158
Instructional Leadership	$191	$149	$138
School Leadership	$413	$425	$522

For more information about this campus, please see the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Level II Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2016	75%	96%	**93%**	*	91%	93%	100%	100%	-	100%	81%
Reading	2016	73%	96%	**94%**	*	90%	94%	*	100%	-	100%	81%
Mathematics	2016	76%	96%	**94%**	*	94%	93%	*	100%	-	100%	88%
Writing	2016	69%	93%	**88%**	*	85%	88%	-	-	-	*	63%
Science	2016	79%	96%	**93%**	-	94%	92%	*	*	-	100%	*
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2016	45%	82%	**62%**	*	48%	64%	*	*	-	75%	47%
Reading	2016	46%	83%	**73%**	*	67%	73%	*	*	-	92%	60%
Mathematics	2016	43%	77%	**66%**	*	52%	68%	*	*	-	83%	40%
Writing	2016	41%	76%	**59%**	*	53%	58%	-	-	-	*	*
Science	2016	47%	80%	**50%**	-	41%	52%	*	*	-	*	*
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2016	18%	47%	**38%**	*	24%	39%	100%	73%	-	66%	21%
Reading	2016	17%	47%	**44%**	*	27%	44%	*	*	-	92%	*
Mathematics	2016	19%	47%	**44%**	*	31%	45%	*	*	-	67%	31%
Writing	2016	15%	40%	**24%**	*	*	25%	-	-	-	*	*
Science	2016	16%	44%	**14%**	-	*	16%	*	*	-	*	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2016	62%	73%	**76%**	*	65%	79%	*	*	-	88%	63%
Reading	2016	60%	70%	**75%**	*	58%	78%	*	*	-	100%	67%
Mathematics	2016	63%	78%	**77%**	*	71%	79%	*	*	-	*	*
STAAR Percent Exceeded Progress												
All Subjects	2016	17%	24%	**22%**	*	20%	21%	*	*	-	44%	33%
Reading	2016	16%	20%	**20%**	*	25%	15%	*	*	-	63%	42%
Mathematics	2016	17%	30%	**24%**	*	14%	27%	*	*	-	*	*
Progress of Prior-Year Non-Proficient Students: Percent of Non-Proficient Students Passing STAAR (Sum of Grades 4-8)												
Reading	2016	35%	50%	*	-	*	*	-	-	-	-	*
Students Success Initiative												
Grade 5												
Students Meeting Level II Standard on First STAAR Administration												
Reading	2016	73%	95%	**92%**	-	94%	91%	*	*	-	100%	*
Mathematics	2016	77%	96%	**97%**	-	94%	97%	*	*	-	100%	*
Students Requiring Accelerated Instruction												
Reading	2016	27%	5%	**8%**	-	*	9%	*	*	-	*	*
Mathematics	2016	23%	4%	*	-	*	*	*	*	-	*	*
STAAR Cumulative Met Standard												
Reading	2016	80%	96%	**94%**	-	94%	94%	*	*	-	100%	*
Mathematics	2016	85%	98%	**98%**	-	100%	97%	*	*	-	100%	*

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

2015–16 School Report Card (SRC) Definitions

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12.

Attendance Rate: The report shows the attendance rate for the 2014–15 school year for students in grades 1–12.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. For 2016, distinction designations are awarded in the following areas: Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Student Progress, Top 25 Percent: Closing Performance Gaps, and Postsecondary Readiness.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

English Language Learners: These are students identified as having limited English proficiency (LEP), or as English language learners (ELLs), by the Language Proficiency Assessment Committee (LPAC).

Expenditures per Student: This value is calculated as total expenditures for 2014–15 divided by the total membership for 2014–15. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2014–2015 PEIMS Financial Actual Reports at http://tea.texas.gov/financialstandardreports/.

Instructional Expenditure Ratio: This value is calculated as instructional and related expenditures for 2014–15 divided by total expenditures for 2014–15. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2014–2015 PEIMS Financial Actual Reports at http://tea.texas.gov/financialstandardreports/.

Instructional Staff Percent: This value is calculated as instructional and related Full Time Equivalents (FTEs) for 2014–15 divided by total FTEs for 2015–16. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status of students after four years in high school (4-Year Longitudinal Rate) or after five years in high school (5-Year Extended Longitudinal Rate). The four-year rate includes students who first attended ninth grade in 2011–12, showing their final status with the class of 2015. The five-year rate includes students who first attended ninth grade in 2010–11, showing their final status at the end of 2015. These show the percentage of students who graduated, received a GED, continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year.

2015–16 School Report Card (SRC) Definitions

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR in the prior year but passed the corresponding assessment in the current year.

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races.

RHSP/DAP Graduates: The percentage of graduates who were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides four indicators: (1) Tested shows the percentage of graduates who took either the SAT or the ACT, (2) At/Above Criterion shows the percentage of examinees who scored at or above the "Criterion Score" of 1110 for SAT and 24 for ACT, (3) Average SAT Score, and (4) Average ACT Score. Information is shown for the classes of 2014 and 2015.

Special Education: The population of students served in special education programs

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is a comprehensive testing program designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each tested grade level. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English Language Arts I and II, Algebra I, Biology, and U.S. History.

Measures for the STAAR are shown: STAAR Percent at Level II Satisfactory Standard or Above, which is used to determine the Index 1 score, STAAR Percent at Postsecondary Readiness, which is used to determine the Index 4 score, STAAR Percent at Advanced Standard, which is used to determine the Index 3 score, and STAAR Percent Met or Exceeded Progress and STAAR Percent Exceeded Progress, which are used to determine the Index 2 score.

Student Success Initiative: The Student Success Initiative (SSI) shows performance on STAAR reading in grades 5 and 8, including performance for students who were not proficient in the past year and re-tested on the assessments.

Total Students: This is the total number of public school students who were reported in membership on October 30, 2015, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a nonpublic school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2015–16 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).

2015–16 School Report Card (SRC) Definitions

- A dash (-) indicates that no students were in this classification.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.