

**Texas Education Agency  
2016-17 Federal Report Card for Texas Public Schools**

**Campus Name: POTH J H**

**Campus ID: 247904041**

**District Name: POTH 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 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

		2017	2016	Campus	African		American		Pacific		Two or More		Special		Econ		ELL	Female	Male	Migrant
					State	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv					
<b>STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)</b>																				
<b>Grade 6</b>																				
Reading	2017	67%	89%	<b>89%</b>	*	78%	97%	-	-	-	-	*	76%	*	88%	89%	-			
	2016	68%	85%	<b>85%</b>	-	79%	91%	-	-	-	-	*	78%	*	86%	84%	-			
Mathematics	2017	75%	96%	<b>96%</b>	*	91%	100%	-	-	-	-	*	90%	*	92%	100%	-			
	2016	71%	84%	<b>83%</b>	-	71%	94%	-	-	-	-	*	74%	*	82%	84%	-			
<b>Grade 7</b>																				
Reading	2017	72%	81%	<b>81%</b>	-	71%	88%	-	-	-	-	*	71%	*	79%	82%	-			
	2016	69%	81%	<b>81%</b>	*	63%	90%	-	-	-	*	*	73%	*	89%	76%	-			
Mathematics	2017	68%	90%	<b>90%</b>	-	82%	97%	-	-	-	-	*	80%	*	90%	91%	-			
	2016	68%	90%	<b>90%</b>	*	81%	93%	-	-	-	*	*	93%	*	95%	86%	-			
Writing	2017	68%	83%	<b>83%</b>	-	71%	91%	-	-	-	-	*	68%	*	83%	82%	-			
	2016	68%	81%	<b>81%</b>	*	75%	83%	-	-	-	*	*	73%	*	89%	76%	-			
<b>Grade 8</b>																				
Reading	2017	84%	94%	<b>94%</b>	-	89%	96%	-	-	-	*	*	87%	*	94%	94%	-			
	2016	85%	94%	<b>94%</b>	-	89%	100%	-	-	-	-	*	86%	*	94%	94%	-			
Mathematics	2017	84%	100%	<b>100%</b>	-	100%	100%	-	-	-	*	*	100%	*	100%	100%	-			
	2016	80%	98%	<b>98%</b>	-	97%	100%	-	-	-	-	*	95%	*	100%	97%	-			
Science	2017	74%	81%	<b>81%</b>	-	53%	100%	-	-	-	*	*	60%	*	88%	77%	-			
	2016	73%	86%	<b>86%</b>	-	78%	94%	-	-	-	-	*	68%	*	85%	86%	-			
Social Studies	2017	62%	79%	<b>79%</b>	-	58%	93%	-	-	-	*	*	60%	*	88%	73%	-			
	2016	62%	83%	<b>83%</b>	-	72%	94%	-	-	-	-	*	64%	*	85%	81%	-			
<b>End of Course</b>																				
Algebra I	2017	81%	90%	<b>100%</b>	-	100%	100%	-	-	-	-	*	100%	-	100%	100%	-			
	2016	76%	89%	<b>100%</b>	-	100%	100%	-	-	-	-	-	*	-	100%	100%	-			
<b>All Grades</b>																				
All Subjects	2017	74%	86%	<b>88%</b>	*	77%	96%	-	-	-	*	35%	77%	38%	88%	87%	-			
	2016	74%	88%	<b>87%</b>	*	80%	93%	-	-	-	*	42%	78%	*	90%	85%	-			
Reading	2017	71%	86%	<b>87%</b>	*	79%	93%	-	-	-	*	*	77%	*	86%	88%	-			
	2016	72%	90%	<b>88%</b>	*	80%	94%	-	-	-	*	31%	80%	*	90%	86%	-			
Mathematics	2017	78%	89%	<b>95%</b>	*	90%	99%	-	-	-	*	65%	89%	63%	93%	97%	-			
	2016	75%	87%	<b>91%</b>	*	85%	96%	-	-	-	*	50%	87%	*	93%	90%	-			
Writing	2017	66%	78%	<b>83%</b>	-	71%	91%	-	-	-	-	*	68%	*	83%	82%	-			
	2016	68%	84%	<b>81%</b>	*	75%	83%	-	-	-	*	*	73%	*	89%	76%	-			
Science	2017	78%	89%	<b>81%</b>	-	53%	100%	-	-	-	*	*	60%	*	88%	77%	-			
	2016	77%	89%	<b>86%</b>	-	78%	94%	-	-	-	-	*	68%	*	85%	86%	-			
Social Studies	2017	76%	84%	<b>79%</b>	-	58%	93%	-	-	-	*	*	60%	*	88%	73%	-			
	2016	76%	87%	<b>83%</b>	-	72%	94%	-	-	-	-	*	64%	*	85%	81%	-			

**STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)**

**All Grades**

All Subjects	2017	44%	60%	<b>63%</b>	*	49%	74%	-	-	-	*	2%	47%	19%	64%	62%	-			
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% STAAR/EOC With Accommodations	2017	74%	87%	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR Alternate 2	2017	13%	6%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	1%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-

- \*\*\* 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.
- '?' 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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met	
<b>Performance Status - State</b>															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y	Y					Y			n/a	4	4	100
Mathematics	Y		Y	Y					Y			n/a	4	4	100
Writing	Y		Y	Y								n/a	3	3	100
Science	Y			Y								n/a	2	2	100
Social Studies	Y			Y								n/a	2	2	100
<b>Total</b>												<b>15</b>	<b>15</b>	<b>100</b>	
<b>Performance Status - Federal</b>															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		N	Y	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	Y		Y	Y	n/a	n/a	n/a	n/a	Y			n/a			
<b>Participation Status</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y	Y					Y			n/a	4	4	100
Mathematics	Y		Y	Y					Y			n/a	4	4	100
<b>Total</b>												<b>8</b>	<b>8</b>	<b>100</b>	
<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target Met											n/a		0	0	
Reason Code ***															
<b>Total</b>													<b>0</b>	<b>0</b>	
<b>District: Met Federal Limits on Alternative Assessments</b>															
<b>Reading</b>															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
<b>Mathematics</b>															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
<b>Total</b>															
<b>Overall Total</b>													<b>23</b>	<b>23</b>	<b>100</b>

- + 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 88.5%
    - 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 91%
- 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)
<b>Performance Rates</b>												
<b>Reading</b>												
# at Approaches Grade Level	138	*	52	84	-	-	-	*	43	*	*	n/a
Standard												
Total Tests	158	*	66	90	-	-	-	*	56	*	*	*

## Part III: Priority and Focus Schools

**Priority schools** are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

**A high-performance reward school** is identified as a Title I school with distinctions based on reading and mathematics 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.

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

Source: TEA Division of School Improvement and Support

## Part IV: Teacher Quality Data

**Part IV A: Percentage 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 percentage 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		
<b>No Degree</b>	0.0	0.0%	1.5%	1.2%
<b>Bachelors</b>	11.9	99.3%	82.9%	74.5%
<b>Masters</b>	0.1	0.7%	15.6%	23.6%
<b>Doctorate</b>	0.0	0.0%	0.0%	0.6%

**Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports**

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, 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.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

## Part V: Graduates Enrolled in Texas Institution of Higher Education (TX 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 percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board