



Texas Education Agency
 2016-17 Federal Report Card for Texas Public Schools
 Campus Name: GARZA INDEPENDENCE H S
 Campus ID: 227901015
 District Name: AUSTIN 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.

End of Course		2017	2016	State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
							Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv						
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																				
English I	2017	61%	61%	50%	*	55%	*	-	-	-	-	*	*	*	*	56%	-			
	2016	63%	61%	*	*	*	*	-	-	-	-	*	*	*	*	*				
English II	2017	64%	65%	64%	*	61%	78%	-	-	-	-	*	53%	*	68%	59%	-			
	2016	66%	67%	76%	*	71%	86%	-	-	-	*	*	50%	*	80%	67%	-			
Algebra I	2017	81%	83%	100%	*	*	*	-	-	-	-	*	*	*	*	*	-			
	2016	76%	79%	*	*	*	-	-	-	-	*	*	*	*	*	*	-			
Biology	2017	85%	87%	*	-	*	*	-	-	-	-	-	*	*	*	*	-			
	2016	86%	89%	*	-	*	*	-	-	-	*	*	*	*	*	*	*	-		
U.S. History	2017	91%	93%	94%	*	88%	100%	-	-	-	*	*	83%	*	94%	93%	-			
	2016	90%	92%	92%	100%	85%	95%	*	-	-	*	*	82%	*	85%	100%	-			
All Grades																				
All Subjects	2017	74%	74%	80%	50%	71%	94%	-	-	-	*	*	69%	58%	84%	72%	-			
	2016	74%	74%	83%	67%	73%	93%	*	-	-	*	*	60%	67%	*	79%	88%	-		
Reading	2017	71%	71%	60%	*	59%	75%	-	-	-	-	*	45%	*	62%	58%	-			
	2016	72%	72%	70%	*	60%	88%	-	-	-	*	*	50%	*	74%	58%	-			
Mathematics	2017	78%	77%	100%	*	*	*	-	-	-	-	*	*	*	*	*	-			
	2016	75%	75%	*	*	*	-	-	-	-	*	*	*	*	*	*	-			
Science	2017	78%	78%	*	-	*	*	-	-	-	-	-	*	*	*	*	-			
	2016	77%	79%	*	-	*	*	-	-	-	*	*	*	*	*	*	*	-		
Social Studies	2017	76%	77%	94%	*	88%	100%	-	-	-	*	*	83%	*	94%	93%	-			
	2016	76%	76%	92%	100%	85%	95%	*	-	-	*	*	82%	*	85%	100%	-			

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

All Grades																				
All Grades																				
All Subjects	2017	44%	48%	52%	20%	29%	83%	-	-	-	*	*	38%	0%	59%	40%	-			
	2016	42%	46%	63%	25%	45%	86%	*	-	-	*	*	47%	37%	*	58%	71%	-		
Reading	2017	43%	47%	27%	*	21%	58%	-	-	-	-	*	15%	*	35%	19%	-			
	2016	42%	46%	58%	*	45%	81%	-	-	-	*	*	35%	*	61%	50%	-			
Mathematics	2017	45%	47%	20%	*	*	*	-	-	-	-	*	*	*	*	*	-			
	2016	40%	44%	*	*	*	-	-	-	-	*	*	*	*	*	*	-			
Science	2017	48%	53%	*	-	*	*	-	-	-	-	-	*	*	*	*	-			**
	2016	44%	50%	*	-	*	*	-	-	-	*	*	*	*	*	*	*	-		
Social Studies	2017	48%	53%	74%																

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Reading	2017	18%	24%	8%	*	6%	17%	-	-	-	-	*	0%	*	12%	4%	-
	2016	16%	21%	14%	*	10%	19%	-	-	-	*	*	10%	*	16%	8%	-
Mathematics	2017	21%	23%	0%	*	*	*	-	-	-	-	*	*	*	*	*	-
	2016	17%	21%	*	*	*	-	-	-	-	*	*	*	-	*	*	-
Science	2017	19%	24%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
	2016	15%	20%	*	-	*	*	-	-	-	*	*	*	-	*	*	-
Social Studies	2017	26%	31%	38%	*	13%	56%	-	-	-	*	*	13%	*	38%	40%	-
	2016	21%	27%	37%	17%	15%	51%	*	-	-	*	*	25%	*	25%	51%	-

STAAR Participation (All Grades)

All Tests	2017	99%	99%	98%	100%	97%	100%	-	-	-	*	91%	94%	100%	100%	94%	-
	2016	99%	99%	98%	100%	96%	100%	*	-	-	*	100%	98%	100%	97%	100%	-
Reading	2017	99%	99%	96%	100%	95%	100%	-	-	-	-	83%	90%	100%	100%	93%	-
	2016	99%	99%	96%	*	93%	100%	-	-	-	*	100%	96%	100%	94%	100%	-
Mathematics	2017	100%	99%	100%	*	*	*	-	-	-	-	*	*	*	*	*	-
	2016	100%	99%	*	*	*	-	-	-	-	*	*	*	-	*	*	-
Science	2017	99%	99%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
	2016	99%	99%	*	-	*	*	-	-	-	*	*	*	-	*	*	-
Social Studies	2017	98%	98%	99%	*	100%	100%	-	-	-	*	*	96%	*	100%	94%	-
	2016	98%	99%	100%	100%	100%	100%	*	-	-	*	100%	100%	*	100%	100%	-

STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)

Reading Tests																	
% of Participants	2017	98%	96%	88%	*	83%	-	-	-	-	-	88%	*	-	*	*	-
% STAAR/EOC With No Accommodations	2017	13%	8%	0%	*	0%	-	-	-	-	-	0%	*	-	*	*	-
% STAAR/EOC With Accommodations	2017	73%	78%	88%	*	83%	-	-	-	-	-	88%	*	-	*	*	-
% STAAR Alternate 2	2017	12%	10%	0%	*	0%	-	-	-	-	-	0%	*	-	*	*	-
% of Non-Participants	2017	2%	4%	13%	*	17%	-	-	-	-	-	13%	*	-	*	*	-
Mathematics Tests																	
% of Participants	2017	99%	98%	*	-	*	-	-	-	-	-	*	-	-	-	*	-
% STAAR/EOC With No Accommodations	2017	12%	6%	*	-	*	-	-	-	-	-	*	-	-	-	*	-
% STAAR/EOC With Accommodations	2017	74%	81%	*	-	*	-	-	-	-	-	*	-	-	-	*	-
% STAAR Alternate 2	2017	13%	11%	*	-	*	-	-	-	-	-	*	-	-	-	*	-
% of Non-Participants	2017	1%	2%	*	-	*	-	-	-	-	-	*	-	-	-	*	-

** 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL + Monitored	Total Met	Total Eligible	Percent of Eligible Measures Met
Writing												n/a	0	0	
Science ~												n/a	0	0	
Social Studies															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
% at Approaches Grade Level Standard	95%	*	94%	100%	-	-	-	*	88%	*	*	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	54	6	35	13	-	-	-	-	19	5	n/a	11
Total Students	56	6	37	13	-	-	-	-	21	6	n/a	11
Participation Rate	96%	100%	95%	100%	-	-	-	-	90%	83%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	16	*	*	*	-	-	-	-	*	*	n/a	*
Total Students	17	*	*	*	-	-	-	-	*	*	n/a	*
Participation Rate	94%	*	*	*	-	-	-	-	*	*	n/a	*

~ Indicates Small Numbers Analysis was used for the subject.
 * 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 2016												
Number Graduated	58	3	15	39	-	*	-	*	19	3	1	n/a
Total in Class	135	7	55	68	-	*	-	*	47	10	10	10
Graduation Rate	43.0%	42.9%	27.3%	57.4%	-	*	-	*	40.4%	30.0%	10.0%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	70	5	31	32	-	*	-	*	26	4	*	n/a
Total in Class	133	11	61	56	-	*	-	*	53	9	*	*
Graduation Rate	52.6%	45.5%	50.8%	57.1%	-	*	-	*	49.1%	44.4%	*	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	90	6	40	41	-	*	-	**	35	7	*	n/a
Total in Class	134	12	59	56	-	*	-	**	55	13	*	*
Graduation Rate	67.2%	50.0%	67.8%	73.2%	-	*	-	40.0%	63.6%	53.8%	*	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

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 * 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: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I reserved campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 40%, and...

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		
No Degree	1.0	3.7%	0.7%	1.2%
Bachelors	14.5	53.8%	80.6%	74.5%
Masters	10.5	38.8%	18.1%	23.6%
Doctorate	1.0	3.7%	0.6%	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 us

