

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: WOOTEN EL
Campus ID: 227901144
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 acâ

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2017	48%	53%	28%	*	26%	*	*	-	-	-	10%	27%	22%	9%	41%	-
	2016	44%	50%	25%	*	23%	*	-	*	-	-	*	23%	21%	24%	26%	-

STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)

Category	Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Subjects	2017	19%	23%	17%	7%	17%	41%	*	*	-	-	7%	16%	15%	20%	15%	-
	2016	17%	21%	12%	14%	11%	30%	*	20%	-	-	6%	12%	12%	13%	11%	-
Reading	2017	18%	24%	17%	0%	17%	57%	*	*	-	-	7%	15%	15%	21%	14%	-
	2016	16%	21%	13%	13%	12%	40%	*	*	-	-	3%	13%	12%	16%	11%	-
Mathematics	2017	21%	23%	24%	9%	24%	43%	*	*	-	-	10%	23%	24%	27%	21%	-
	2016	17%	21%	14%	19%	12%	30%	*	*	-	-	8%	14%	13%	13%	14%	-
Writing	2017	11%	14%	1%	*	2%	*	-	-	-	-	*	2%	0%	4%	0%	-
	2016	14%	17%	13%	*	12%	*	*	-	-	-	6%	13%	13%	12%	13%	-
Science	2017	19%	24%	10%	*	10%	*	*	-	-	-	0%	9%	7%	3%	15%	-
	2016	15%	20%	4%	*	4%	*	-	*	-	-	*	4%	4%	3%	4%	-

STAAR Participation (All Grades)

Category	Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Tests	2017	99%	99%	99%	95%	100%	100%	*	*	-	*	100%	100%	100%	99%	100%	-
	2016	99%	99%	100%	100%	100%	93%	*	100%	-	-	98%	100%	100%	99%	100%	-
Reading	2017	99%	99%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	99%	100%	-
	2016	99%	99%	100%	100%	100%	91%	*	*	-	-	97%	100%	100%	99%	100%	-
Mathematics	2017	100%	99%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	99%	100%	-
	2016	100%	99%	100%	100%	100%	91%	*	*	-	-	97%	100%	100%	99%	100%	-
Writing	2017	100%	99%	99%	*	100%	*	-	-	-	-	100%	98%	98%	100%	98%	-
	2016	99%	99%	100%	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	99%	*	100%	*	*	-	-	-	100%	99%	99%	97%	100%	-
	2016	99%	99%	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-

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

Category	Year	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 Tests % of Participants	2017	98%	96%	95%	*	95%	-	-	-	-	-	95%	95%	94%	100%	94%	-
	% STAAR/EOC With No Accommodations	2017	13%	8%	0%	*	0%	-	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests % of Participants	2017	73%	78%	75%	*	80%	-	-	-	-	-	75%	74%	85%	77%	74%	-
	% STAAR/EOC With Accommodations	2017	12%	10%	20%	*	15%	-	-	-	-	20%	21%	9%	23%	19%	-
Writing Tests % of Participants	2017	2%	4%	5%	*	5%	-	-	-	-	-	5%	5%	6%	0%	6%	-
	% STAAR/EOC With Accommodations	2017	74%	81%	79%	*	85%	-	-	-	-	74%	74%	82%	77%	77%	-

Performance Status - State	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (+)	Total Met	Total Eligible	Percent of Eligible Measures
															Met
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y						Y	N	Y	n/a	4	5	80
Mathematics	Y		Y						Y	Y	Y	n/a	5	5	100
Writing	Y		Y						Y		Y	n/a	4	4	100
Science	Y		Y						Y		Y	n/a	4	4	100
Social Studies												n/a	0	0	
Total															

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



