

**Texas Education Agency**  
**2016-17 Federal Report Card for Texas Public Schools**  
**Campus Name: PORTER H S**  
**Campus ID: 170908006**  
**District Name: NEW CANEY 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	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
				District	Campus	Hispanic	White	Indian	Asian	Islander	Races						
<b>STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)</b>																	
<b>English I</b>	61%	53%	<b>55%</b>	57%	53%	58%	*	73%	*	56%	15%	49%	24%	62%	49%	*	
	63%	55%	<b>59%</b>	69%	51%	70%	*	91%	-	*	20%	51%	27%	69%	51%	*	
<b>English II</b>	64%	56%	<b>58%</b>	59%	54%	65%	*	77%	-	55%	22%	49%	29%	69%	48%	*	
	66%	57%	<b>56%</b>	52%	48%	68%	*	78%	*	69%	16%	44%	14%	65%	50%	*	
<b>Algebra I</b>	81%	74%	<b>74%</b>	69%	75%	75%	*	71%	*	50%	42%	73%	58%	82%	67%	*	
	76%	62%	<b>64%</b>	70%	61%	69%	*	88%	-	75%	24%	58%	35%	68%	61%	*	
<b>Biology</b>	85%	83%	<b>84%</b>	84%	83%	85%	*	100%	-	88%	52%	80%	60%	89%	80%	-	
	86%	84%	<b>84%</b>	88%	80%	91%	*	100%	*	78%	50%	78%	61%	90%	79%	-	
<b>U.S. History</b>	91%	88%	<b>84%</b>	81%	81%	89%	*	87%	-	93%	44%	80%	52%	83%	85%	-	
	90%	84%	<b>82%</b>	91%	78%	84%	*	100%	*	100%	25%	73%	45%	82%	82%	*	
<b>All Grades</b>																	
<b>All Subjects</b>	74%	68%	<b>70%</b>	69%	67%	73%	73%	83%	*	69%	32%	64%	42%	76%	64%	*	
	74%	66%	<b>68%</b>	73%	61%	76%	*	92%	*	78%	26%	58%	34%	74%	62%	*	
<b>Reading</b>	71%	64%	<b>56%</b>	58%	53%	61%	*	75%	*	55%	18%	49%	26%	65%	49%	*	
	72%	65%	<b>58%</b>	61%	50%	69%	*	85%	*	65%	18%	47%	21%	67%	51%	*	
<b>Mathematics</b>	78%	72%	<b>74%</b>	69%	75%	75%	*	71%	*	50%	42%	73%	58%	82%	67%	*	
	75%	67%	<b>64%</b>	70%	61%	69%	*	88%	-	75%	24%	58%	35%	68%	61%	*	
<b>Science</b>	78%	75%	<b>84%</b>	84%	83%	85%	*	100%	-	88%	52%	80%	60%	89%	80%	-	
	77%	74%	<b>84%</b>	88%	80%	91%	*	100%	*	78%	50%	78%	61%	90%	79%	-	
<b>Social Studies</b>	76%	74%	<b>84%</b>	81%	81%	89%	*	87%	-	93%	44%	80%	52%	83%	85%	-	
	76%	67%	<b>82%</b>	91%	78%	84%	*	100%	*	100%	25%	73%	45%	82%	82%	*	

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

<b>All Grades</b>																	
<b>All Subjects</b>	44%	35%	<b>38%</b>	40%	31%	47%	18%	55%	*	51%	11%	30%	7%	43%	33%	*	
	42%	31%	<b>34%</b>	36%	26%	44%	*	58%	*	63%	8%	24%	5%	38%	30%	*	
<b>Reading</b>	43%	34%	<b>32%</b>	35%	25%	43%	*	57%	*	45%	10%	23%	4%	40%	25%	*	
	42%	33%	<b>31%</b>	35%	23%	44%	*	50%	*	55%	6%	22%	4%	42%	23%	*	
<b>Mathematics</b>	45%	35%	<b>32%</b>	31%	30%	35%	*	43%	*	50%	8%	28%	10%	40%	24%	*	
	40%	27%	<b>20%</b>	9%	17%	24%	*	75%	-	38%	7%	17%	3%	23%	17%	*	
<b>Science</b>	48%	42%	<b>47%</b>	47%	44%	53%	*	50%	-	59%	18%	41%	9%	50%	44%	-	
	44%	38%	<b>47%</b>	45%	36%	62%	*	70%	*	78%	22%	34%	9%	49%	46%	-	
<b>Social Studies</b>	48%	43%	<b>48%</b>	56%	37%	64%	*	60%	-	57%	15%	41%	10%	45%	52%	-	
	45%	35%	<b>43%</b>	52%	36%	47%	*	50%	*	83%	4%	28%	9%	35%	51%	*	

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

<b>All Grades</b>																	
<b>All Subjects</b>	19%	13%	<b>9%</b>	7%	6%	14%	0%	17%	*	16%	5%	6%	1%	9%	9%	*	
	17%	10%	<b>6%</b>	2%	4%	9%	*	21%	*	6%	3%	4%	0%	6%	6%	*	

		State District		African American			American Indian		Pacific Islander		Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Reading	2017	18%	12%	4%	3%	2%	7%	*	11%	*	3%	4%	2%	0%	6%	2%	*
	2016	16%	10%	3%	2%	2%	5%	*	10%	*	0%	4%	2%	0%	4%	2%	*
Mathematics	2017	21%	14%	10%	5%	9%	11%	*	0%	*	21%	4%	8%	2%	11%	8%	*
	2016	17%	10%	5%	0%	3%	8%	*	25%	-	13%	1%	4%	0%	6%	4%	*
Science	2017	19%	12%	10%	9%	5%	15%	*	25%	-	24%	6%	7%	0%	10%	9%	-
	2016	15%	11%	9%	3%	5%	15%	*	30%	*	0%	6%	4%	0%	9%	9%	-
Social Studies	2017	26%	21%	20%	17%	12%	34%	*	27%	-	29%	12%	13%	3%	13%	27%	-
	2016	21%	15%	14%	4%	12%	19%	*	29%	*	17%	0%	8%	0%	9%	20%	*

**STAAR Participation (All Grades)**

All Tests	2017	99%	99%	99%	99%	99%	98%	100%	100%	*	100%	99%	99%	98%	99%	99%	100%
	2016	99%	99%	99%	99%	100%	98%	100%	100%	*	100%	98%	99%	100%	99%	99%	100%
Reading	2017	99%	99%	99%	100%	99%	99%	100%	100%	*	100%	99%	99%	99%	99%	99%	100%
	2016	99%	99%	99%	99%	99%	99%	*	100%	*	100%	97%	99%	100%	100%	99%	100%
Mathematics	2017	100%	100%	98%	97%	99%	96%	*	100%	*	100%	98%	97%	98%	98%	98%	*
	2016	100%	100%	99%	100%	100%	97%	*	100%	*	100%	97%	100%	100%	100%	98%	*
Science	2017	99%	99%	99%	97%	99%	97%	*	100%	-	100%	99%	98%	98%	99%	99%	-
	2016	99%	99%	99%	100%	100%	97%	*	100%	*	100%	100%	99%	100%	98%	100%	-
Social Studies	2017	98%	99%	99%	100%	100%	98%	*	100%	-	100%	100%	99%	99%	100%	99%	-
	2016	98%	99%	100%	100%	100%	99%	*	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%	97%	97%	100%	96%	99%	*	*	-	100%	97%	97%	95%	97%	97%	-	
% STAAR/EOC With No Accommodations	2017	13%	8%	4%	11%	2%	7%	*	*	-	0%	4%	5%	0%	2%	5%	-	
% STAAR/EOC With Accommodations	2017	73%	83%	87%	89%	88%	85%	*	*	-	100%	87%	86%	95%	94%	84%	-	
% STAAR Alternate 2	2017	12%	7%	6%	0%	6%	7%	*	*	-	0%	6%	6%	0%	2%	8%	-	
% of Non-Participants	2017	2%	3%	3%	0%	4%	1%	*	*	-	0%	3%	3%	5%	3%	3%	-	
Mathematics Tests																		
% of Participants	2017	99%	98%	97%	100%	97%	98%	*	*	-	*	97%	97%	96%	95%	99%	-	
% STAAR/EOC With No Accommodations	2017	12%	9%	6%	20%	6%	5%	*	*	-	*	6%	7%	4%	3%	8%	-	
% STAAR/EOC With Accommodations	2017	74%	82%	86%	80%	85%	85%	*	*	-	*	86%	85%	92%	89%	84%	-	
% STAAR Alternate 2	2017	13%	7%	5%	0%	5%	8%	*	*	-	*	5%	5%	0%	3%	7%	-	
% of Non-Participants	2017	1%	2%	3%	0%	3%	3%	*	*	-	*	3%	3%	4%	5%	1%	-	

\*\*\* 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)	ELL 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	N	Y	N	Y				N	N	N	N	n/a	2	8
Mathematics	Y	Y	Y	Y					Y	N	Y	n/a	6	7

	All Students	African American		Hispanic	White	American Indian		Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & ELL Monitored)		Total Met	Total Eligible	Percent of Eligible Measures Met	
		American	Hispanic			Indian	Asian						Current	ELL Monitored				
Writing															n/a	0	0	
Science	Y			Y	Y						Y	N	Y		n/a	5	6	83
Social Studies	Y	Y		Y	Y						Y	N	Y		n/a	6	7	86
<b>Total</b>																<b>19</b>	<b>28</b>	<b>68</b>
<b>Performance Status - Federal</b>																		
Federal Target	91%		91%	91%	91%						91%	91%	91%					
Reading	N			N	N	n/a	n/a	n/a	n/a	n/a	N	N	N		n/a			
Mathematics	N			N	N	n/a	n/a	n/a	n/a	n/a	N	N	N		n/a			
<b>Participation Status</b>																		
Target	95%		95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y	Y			Y		Y	Y	Y	n/a	Y	9	9	100	
Mathematics	Y	Y	Y	Y	Y					Y	Y	Y	n/a	Y	7	7	100	
<b>Total</b>															<b>16</b>	<b>16</b>	<b>100</b>	
<b>Federal Graduation Status (Target: See Reason Codes)</b>																		
Graduation Target Met	Y			Y	Y						Y	Y	n/a		5	5	100	
Reason Code ***	d			d	a						d	d						
<b>Total</b>															<b>5</b>	<b>5</b>	<b>100</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>40</b>	<b>49</b>	<b>82</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 & ELL Monitored)		ELL (Current)
		American	Hispanic			Indian	Asian						Current	ELL Monitored	
<b>Performance Rates</b>															
<b>Reading</b>															
# at Approaches Grade Level Standard	803	40		464	264	*		18	*	15	379	36		95	n/a
Total Tests	1,392	62		850	425	*		23	*	26	758	193		282	216
% at Approaches Grade Level Standard	58%	65%		55%	62%	*		78%	*	58%	50%	19%		34%	n/a
<b>Mathematics</b>															
# at Approaches Grade Level Standard	433	25		271	124	*		*	*	6	250	42		93	n/a
Total Tests	565	31		352	162	*		*	*	11	331	99		131	91
% at Approaches Grade Level Standard	77%	81%		77%	77%	*		*	*	55%	76%	42%		71%	n/a
<b>Writing</b>															
# at Approaches Grade Level Standard	-	-		-	-	-		-	-	-	-	-		-	n/a
Total Tests	-	-		-	-	-		-	-	-	-	-		-	-
% at Approaches Grade Level Standard	-	-		-	-	-		-	-	-	-	-		-	n/a
<b>Science</b>															
# at Approaches Grade Level Standard	488	23		281	154	*		15	-	**	241	31		57	n/a
Total Tests	567	24		332	179	*		15	-	**	292	60		80	53
% at Approaches Grade Level Standard	86%	96%		85%	86%	*		100%	-	87%	83%	52%		71%	n/a
<b>Social Studies</b>															
# at Approaches Grade Level Standard	448	25		248	151	*		**	-	12	209	21		47	n/a
Total Tests	515	28		291	171	*		**	-	13	250	47		72	59
% at Approaches Grade Level Standard	87%	89%		85%	88%	*		100%	-	92%	84%	45%		65%	n/a

	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>Participation Rates</b>												
<b>Reading: 2016-2017 Assessments</b>												
Number Participating	1,527	78	914	466	**	32	*	29	837	211	n/a	268
Total Students	1,540	78	923	470	**	32	*	29	846	213	n/a	272
Participation Rate	99%	100%	99%	99%	100%	100%	*	100%	99%	99%	n/a	99%
<b>Mathematics: 2016-2017 Assessments</b>												
Number Participating	616	38	373	182	*	7	*	13	364	109	n/a	102
Total Students	628	39	376	190	*	7	*	13	374	111	n/a	104
Participation Rate	98%	97%	99%	96%	*	100%	*	100%	97%	98%	n/a	98%

\* 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)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016</b>												
Number Graduated	361	**	175	160	-	13	-	*	139	31	13	n/a
Total in Class	410	**	205	177	-	13	-	*	164	36	21	9
Graduation Rate	88.0%	83.3%	85.4%	90.4%	-	100.0%	-	*	84.8%	86.1%	61.9%	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	352	15	178	151	*	6	-	*	155	29	16	n/a
Total in Class	379	15	188	167	*	7	-	*	171	32	22	11
Graduation Rate	92.9%	100.0%	94.7%	90.4%	*	85.7%	-	*	90.6%	90.6%	72.7%	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	357	15	179	154	*	7	-	*	159	31	17	n/a
Total in Class	379	15	188	167	*	7	-	*	171	32	22	11
Graduation Rate	94.2%	100.0%	95.2%	92.2%	*	100.0%	-	*	93.0%	96.9%	77.3%	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: 2017 Accountability System Safeguards Report

### 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 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 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>	6.6	4.9%	3.8%	1.2%
<b>Bachelors</b>	92.5	68.8%	74.2%	74.5%
<b>Masters</b>	30.9	23.0%	20.3%	23.6%
<b>Doctorate</b>	4.5	3.3%	1.7%	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.

Year Enrolled in Higher Education	Campus	District	State
<b>2014-15</b>	42.9%	40.6%	56.1%
<b>2013-14</b>	48.2%	43.4%	57.5%

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**

Grade	Subject	Student Group	% Achievement Levels				
			% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced	
Grade 4	Reading	Overall	36	64	31	7	
		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

Grade	Subject	Student Group	% At or Above			
			Below Basic	Basic	Proficient	Advanced
		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**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment