

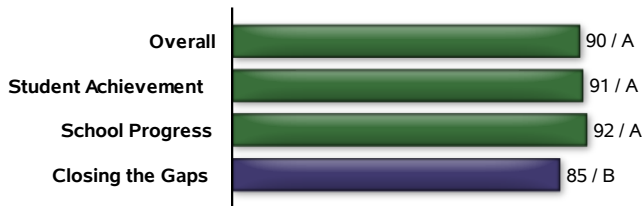
**Texas Education Agency  
2018-19 School Report Card  
VALLEY VIEW EL (108916102)**

**Accountability Rating**



VALLEY VIEW EL earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for VALLEY VIEW EL. Scores are scaled from 0 to 100 to align with letter grades.



**School Information**

**District Name:** VALLEY VIEW ISD  
**Campus Type:** Elementary  
**Total Students:** 453  
**Grade Span:** EE - 04

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>.

**Distinction Designations**

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ **Mathematics**
- ✓ **Postsecondary Readiness**
- ✗ **ELA/Reading**
- ✗ **Comparative Academic Growth**
- ✗ **Comparative Closing the Gaps**

**School and Student Information**

This section provides demographic information about VALLEY VIEW EL, 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
<b>Attendance Rate (2017-18)</b>	98.0%	96.3%	95.4%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.0%	0.0%	12.6%
Hispanic	99.3%	99.8%	52.6%
White	0.4%	0.1%	27.4%
American Indian	0.0%	0.0%	0.4%
Asian	0.2%	0.0%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.0%	2.4%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	91.4%	91.9%	60.6%
English Learners	83.4%	63.9%	19.5%
Special Education	8.8%	6.9%	9.6%
<b>Mobility Rate (2017-18)</b>	7.9%	9.4%	15.4%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	21.0	19.3	18.9
Grade 1	21.0	18.7	18.8
Grade 2	21.2	17.6	18.7
Grade 3	15.1	15.1	18.9
Grade 4	19.2	20.1	19.2

**School Financial Information (2017-18)**

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

	Campus	District	State
<b>Instructional Staff Percent</b>	n/a	56.8%	64.5%
<b>Instructional Expenditure Ratio</b>	n/a	58.8%	62.7%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$8,491	\$11,629	\$9,844
Instruction	\$6,298	\$6,189	\$5,492
Instructional Leadership	\$53	\$137	\$155
School Leadership	\$601	\$656	\$576

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**STAAR Outcomes**

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2019	78%	87%	<b>96%</b>	-	96%	*	-	-	-	-	96%
	2018	77%	85%	<b>95%</b>	-	95%	*	-	-	-	-	95%
ELA/Reading	2019	75%	81%	<b>99%</b>	-	99%	*	-	-	-	-	98%
	2018	74%	80%	<b>94%</b>	-	94%	*	-	-	-	-	94%
Mathematics	2019	82%	94%	<b>94%</b>	-	94%	*	-	-	-	-	95%
	2018	81%	92%	<b>97%</b>	-	97%	*	-	-	-	-	97%
Writing	2019	68%	89%	<b>93%</b>	-	93%	-	-	-	-	-	92%
	2018	66%	83%	<b>95%</b>	-	95%	*	-	-	-	-	94%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2019	50%	61%	<b>65%</b>	-	65%	*	-	-	-	-	65%
	2018	48%	58%	<b>68%</b>	-	68%	*	-	-	-	-	66%
ELA/Reading	2019	48%	55%	<b>64%</b>	-	64%	*	-	-	-	-	63%
	2018	46%	52%	<b>64%</b>	-	63%	*	-	-	-	-	62%
Mathematics	2019	52%	69%	<b>71%</b>	-	71%	*	-	-	-	-	70%
	2018	50%	65%	<b>71%</b>	-	70%	*	-	-	-	-	69%
Writing	2019	38%	62%	<b>56%</b>	-	56%	-	-	-	-	-	58%
	2018	41%	58%	<b>71%</b>	-	70%	*	-	-	-	-	69%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2019	24%	27%	<b>34%</b>	-	34%	*	-	-	-	-	33%
	2018	22%	24%	<b>34%</b>	-	34%	*	-	-	-	-	34%
ELA/Reading	2019	21%	20%	<b>38%</b>	-	38%	*	-	-	-	-	38%
	2018	19%	20%	<b>36%</b>	-	36%	*	-	-	-	-	36%
Mathematics	2019	26%	33%	<b>42%</b>	-	42%	*	-	-	-	-	41%
	2018	24%	31%	<b>38%</b>	-	37%	*	-	-	-	-	37%
Writing	2019	14%	25%	<b>13%</b>	-	13%	-	-	-	-	-	12%
	2018	13%	19%	<b>22%</b>	-	22%	*	-	-	-	-	24%
<b>Academic Growth Score (All Grades Tested)</b>												
Both Subjects	2019	69	72	<b>70</b>	-	70	-	-	-	-	-	70
	2018	69	71	<b>60</b>	-	60	*	-	-	-	-	60
ELA/Reading	2019	68	69	<b>65</b>	-	65	-	-	-	-	-	66
	2018	69	70	<b>54</b>	-	53	*	-	-	-	-	56
Mathematics	2019	70	75	<b>74</b>	-	74	-	-	-	-	-	73
	2018	70	73	<b>65</b>	-	65	*	-	-	-	-	64

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

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**Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes**

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>Progress of Prior-Year Non-Proficient Students</b>											
<b>Sum of Grades 4-8</b>											
Reading											
2019	41%	47%	*	-	*	-	-	-	-	-	*
2018	38%	53%	*	-	*	-	-	-	-	-	-
Mathematics											
2019	45%	67%	*	-	*	-	-	-	-	-	*
2018	47%	64%	*	-	*	-	-	-	-	-	-

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