

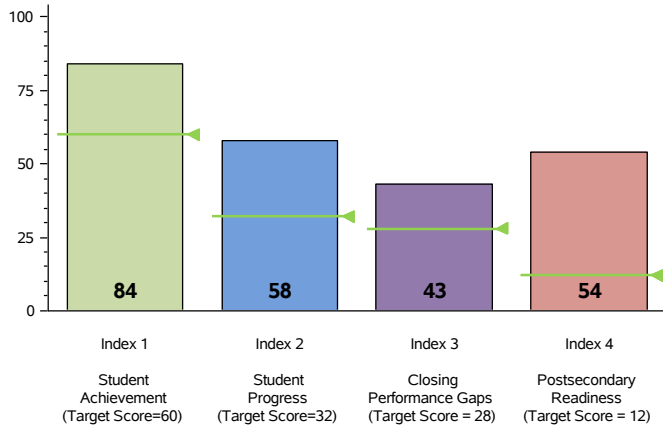
**Texas Education Agency
2016-17 School Report Card
GREAT HEARTS MONTE VISTA (015835001)**

District Name: **GREAT HEARTS TEXAS**
Campus Type: **Elementary**

Total Students: **433**
Grade Span: **KG - 05**

2017 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2017, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2017 Accountability Rating

Met Standard

For 2017 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Top 25% Student Progress

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25%: Student Progress, Top 25%: Closing Performance Gaps, and Postsecondary Readiness.**

School and Student Information

This section provides demographic information about the campus, 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 |
|-------------------------------------|--------|----------|-------|
| Attendance Rate (2015-16) | 96.6% | 97.0% | 95.8% |
| Enrollment by Race/Ethnicity | | | |
| African American | 1.8% | 3.1% | 12.6% |
| Hispanic | 44.6% | 31.7% | 52.4% |
| White | 44.6% | 46.9% | 28.1% |
| American Indian | 0.0% | 0.0% | 0.4% |
| Asian | 5.1% | 14.2% | 4.2% |
| Pacific Islander | 0.0% | 0.1% | 0.1% |
| Two or More Races | 3.9% | 4.0% | 2.2% |
| Enrollment by Student Group | | | |
| Economically Disadvantaged | 12.9% | 11.2% | 59.0% |
| English Language Learners | 3.0% | 5.2% | 18.9% |
| Special Education | 6.2% | 4.5% | 8.8% |
| Mobility Rate (2015-16) | 6.5% | 11.3% | 16.2% |

| | Campus | District | State |
|--|--------|----------|-------|
| Class Size Averages by Grade or Subject | | | |
| Elementary | | | |
| Kindergarten | 24.7 | 28.6 | 18.8 |
| Grade 1 | 24.3 | 28.6 | 18.8 |
| Grade 2 | 24.3 | 29.0 | 18.9 |
| Grade 3 | 24.0 | 28.6 | 19.0 |
| Grade 4 | 23.7 | 28.1 | 19.0 |
| Grade 5 | 23.3 | 27.8 | 20.9 |

School Financial Information (2015-16)

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

| | Campus | District | State | Campus | District | State |
|--|--------|----------|-------|---------------------------------|----------|---------|
| Instructional Staff Percent | n/a | 68.3% | 64.6% | Expenditures per Student | | |
| Instructional Expenditure Ratio | n/a | 55.3% | 63.6% | Total Operating Expenditures | \$6,341 | \$7,838 |
| | | | | Instruction | \$4,302 | \$4,124 |
| | | | | Instructional Leadership | \$0 | \$0 |
| | | | | School Leadership | \$646 | \$571 |
| | | | | | \$9,373 | \$5,317 |
| | | | | | \$143 | \$544 |

| | | State | District | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv |
|--|------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|
| STAAR Percent at Approaches Grade Level or Above (Sum of All Grades Tested) | | | | | | | | | | | | |
| All Subjects | 2017 | 75% | 89% | 84% | 65% | 77% | 89% | - | 100% | - | 94% | 69% |
| | 2016 | 75% | 87% | 81% | 55% | 76% | 85% | - | 83% | - | 91% | 73% |
| Reading | 2017 | 72% | 91% | 85% | 86% | 78% | 89% | - | 100% | - | 100% | 69% |
| | 2016 | 73% | 90% | 88% | * | 84% | 90% | - | 91% | - | * | 80% |
| Mathematics | 2017 | 79% | 90% | 90% | * | 85% | 95% | - | 100% | - | 83% | 81% |
| | 2016 | 76% | 86% | 81% | * | 80% | 84% | - | 73% | - | * | 73% |
| Writing | 2017 | 67% | 80% | 64% | * | 41% | 77% | - | * | - | * | * |
| | 2016 | 69% | 81% | 77% | * | 71% | 82% | - | * | - | * | 75% |
| Science | 2017 | 79% | 89% | 84% | * | 81% | 85% | - | 100% | - | * | 70% |
| | 2016 | 79% | 83% | 64% | * | 48% | 77% | - | * | - | - | * |
| STAAR Percent at Meets Grade Level (Sum of All Grades Tested) | | | | | | | | | | | | |
| Two or More Subjects | 2017 | 48% | 58% | 54% | * | 51% | 57% | - | 58% | - | * | 53% |
| | 2016 | 45% | 53% | 41% | * | 38% | 42% | - | * | - | * | 31% |
| Reading | 2017 | 48% | 67% | 61% | * | 59% | 63% | - | 67% | - | * | 50% |
| | 2016 | 46% | 61% | 49% | * | 45% | 53% | - | 45% | - | * | 41% |
| Mathematics | 2017 | 48% | 56% | 61% | * | 53% | 67% | - | 83% | - | * | 59% |
| | 2016 | 43% | 52% | 42% | * | 41% | 43% | - | * | - | * | 34% |
| Writing | 2017 | 38% | 48% | 28% | * | 19% | 31% | - | * | - | * | * |
| | 2016 | 41% | 53% | 48% | * | 59% | 45% | - | * | - | * | * |
| Science | 2017 | 52% | 62% | 48% | * | 54% | 50% | - | * | - | * | * |
| | 2016 | 47% | 50% | 23% | * | * | 30% | - | * | - | - | * |
| STAAR Percent at Masters Grade Level (Sum of All Grades Tested) | | | | | | | | | | | | |
| All Subjects | 2017 | 20% | 30% | 29% | * | 25% | 31% | - | 27% | - | 59% | 24% |
| | 2016 | 18% | 26% | 17% | * | 10% | 22% | - | 20% | - | 45% | 14% |
| Reading | 2017 | 19% | 38% | 37% | * | 39% | 37% | - | * | - | * | 28% |
| | 2016 | 17% | 33% | 24% | * | 16% | 30% | - | * | - | * | 20% |
| Mathematics | 2017 | 23% | 29% | 32% | * | 24% | 37% | - | 42% | - | * | 28% |
| | 2016 | 19% | 23% | 14% | * | 8% | 18% | - | * | - | * | * |
| Writing | 2017 | 12% | 16% | 9% | * | * | * | - | * | - | * | * |
| | 2016 | 15% | 23% | 21% | * | * | 27% | - | * | - | * | * |
| Science | 2017 | 19% | 25% | 12% | * | * | 18% | - | * | - | * | * |
| | 2016 | 16% | 16% | * | * | * | * | - | * | - | - | * |
| STAAR Percent Met or Exceeded Progress | | | | | | | | | | | | |
| All Subjects | 2017 | 61% | 65% | 80% | * | 72% | 84% | - | 89% | - | 90% | 74% |
| | 2016 | 62% | 59% | 63% | * | 58% | 65% | - | * | - | * | * |
| Reading | 2017 | 59% | 67% | 73% | * | 71% | 72% | - | * | - | * | * |
| | 2016 | 60% | 57% | 61% | * | 49% | 69% | - | * | - | * | * |
| Mathematics | 2017 | 64% | 63% | 86% | * | 73% | 96% | - | * | - | * | 84% |
| | 2016 | 63% | 61% | 64% | * | 67% | 60% | - | * | - | * | * |

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv |
|---|------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|
| STAAR Percent Exceeded Progress | | | | | | | | | | | | |
| All Subjects | 2017 | 19% | 25% | 37% | * | 31% | 41% | - | 28% | - | 60% | 32% |
| | 2016 | 17% | 15% | 21% | * | 14% | 25% | - | * | - | * | * |
| Reading | 2017 | 17% | 26% | 36% | * | 35% | 36% | - | * | - | * | * |
| | 2016 | 16% | 17% | 25% | * | 14% | 31% | - | * | - | * | * |
| Mathematics | 2017 | 20% | 24% | 39% | * | 27% | 46% | - | * | - | * | 42% |
| | 2016 | 17% | 14% | 16% | * | 14% | 20% | - | * | - | * | * |
| Progress of Prior-Year Non-Proficient Students (Sum of Grades 4-8) | | | | | | | | | | | | |
| Reading | 2017 | 35% | 58% | 42% | * | * | * | - | - | - | - | * |
| | 2016 | 35% | 41% | 42% | - | * | * | - | - | - | - | * |
| Mathematics | 2017 | 43% | 63% | 67% | * | 47% | 87% | - | * | - | * | 83% |
| Students Success Initiative | | | | | | | | | | | | |
| Grade 5 | | | | | | | | | | | | |
| Students Approaching Grade Level on First STAAR Administration | | | | | | | | | | | | |
| Reading | 2017 | 72% | 90% | 90% | * | 81% | 94% | - | 100% | - | * | 82% |
| Mathematics | 2017 | 81% | 96% | 96% | * | 88% | 100% | - | 100% | - | * | 82% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | |
| Reading | 2017 | 28% | 10% | 10% | * | 19% | * | - | * | - | * | * |
| Mathematics | 2017 | 19% | 4% | * | * | * | * | - | * | - | * | * |
| STAAR Cumulative Met Standard | | | | | | | | | | | | |
| Reading | 2017 | 81% | 95% | 94% | * | 85% | 100% | - | 100% | - | * | 82% |
| Mathematics | 2017 | 87% | 97% | 97% | * | 92% | 100% | - | 100% | - | * | 82% |

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv |
|--------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | |
| 2015-16 | 2.0% | 0.0% | * | - | * | - | - | - | - | - | - |
| 2014-15 | 2.1% | 0.0% | - | - | - | - | - | - | - | - | - |