

Texas Education Agency
2015-16 Federal Report Card for Texas Public Schools
 District Name: WAELDER ISD
 District ID: 089905

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 2015-16 school year. These results include all students tested, whether or not they were in the accountability subset.

		State	Region 13		African American	American Hispanic	White	Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
			State	13	District	African American	American Hispanic	White	Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																	
Grade 3																	
Reading	2016	72%	76%	67%	*	65%	*	-	-	-	-	*	67%	56%	64%	70%	*
	2015	74%	77%	50%	*	53%	*	-	-	-	-	-	55%	*	38%	64%	-
Mathematics	2016	74%	77%	71%	*	75%	*	-	-	-	-	*	71%	56%	79%	60%	*
	2015	74%	77%	42%	*	35%	*	-	-	-	-	-	41%	*	*	55%	-
Grade 4																	
Reading	2016	74%	76%	43%	*	38%	*	-	-	-	-	*	45%	*	*	55%	-
	2015	71%	74%	48%	*	48%	-	-	-	-	-	*	46%	42%	47%	50%	*
Mathematics	2016	72%	75%	39%	*	38%	*	-	-	-	-	*	41%	*	*	45%	-
	2015	71%	73%	48%	*	52%	-	-	-	-	-	*	42%	58%	47%	50%	*
Writing	2016	68%	70%	54%	*	56%	*	-	-	-	-	*	54%	*	54%	55%	-
	2015	67%	68%	48%	*	52%	-	-	-	-	-	*	46%	67%	67%	*	*
Grade 5																	
Reading	2016	80%	82%	61%	*	58%	*	-	-	-	-	*	58%	*	80%	38%	*
	2015	83%	86%	70%	*	68%	-	-	-	-	-	*	70%	67%	89%	55%	-
Mathematics	2016	85%	86%	64%	*	67%	*	-	-	-	-	*	58%	*	73%	54%	*
	2015	75%	78%	40%	*	42%	-	-	-	-	-	*	40%	42%	67%	*	-
Science	2016	73%	75%	50%	*	52%	-	-	-	-	-	*	48%	*	53%	42%	*
	2015	69%	72%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
Grade 6																	
Reading	2016	68%	72%	37%	*	35%	*	-	-	-	-	*	37%	*	44%	*	*
	2015	73%	77%	50%	*	50%	*	-	*	-	-	*	56%	*	62%	*	*
Mathematics	2016	71%	74%	30%	*	30%	*	-	-	-	-	*	30%	*	31%	*	*
	2015	72%	76%	35%	*	38%	*	-	*	-	-	*	39%	*	*	*	*
Grade 7																	
Reading	2016	69%	74%	46%	*	45%	-	-	-	-	-	-	42%	*	*	*	-
	2015	72%	75%	45%	*	41%	-	-	-	-	*	*	42%	*	*	50%	-
Mathematics	2016	68%	68%	38%	*	*	-	-	-	-	-	-	*	*	*	*	-
	2015	68%	70%	33%	*	31%	-	-	-	-	*	*	28%	*	*	*	-
Writing	2016	68%	72%	69%	*	64%	-	-	-	-	-	-	69%	*	75%	*	-
	2015	69%	71%	45%	*	47%	-	-	-	-	*	*	42%	*	50%	42%	-
Grade 8																	
Reading	2016	85%	87%	63%	*	63%	-	-	-	-	*	*	55%	*	80%	50%	-
	2015	84%	86%	65%	*	63%	*	-	*	-	-	*	65%	*	64%	67%	*
Mathematics	2016	80%	83%	23%	*	*	-	-	-	-	*	*	*	*	*	*	-
	2015	71%	76%	38%	*	42%	*	-	*	-	-	*	39%	*	*	53%	*
Science	2016	73%	76%	50%	*	47%	-	-	-	-	*	*	40%	*	*	57%	-
	2015	67%	73%	27%	*	*	*	-	*	-	-	*	26%	*	*	33%	*
Social Studies	2016	62%	68%	38%	*	26%	-	-	-	-	*	*	30%	*	*	43%	-
	2015	61%	67%	*	*	*	*	-	*	-	-	*	*	*	*	*	*
End of Course																	
English I	2016	63%	66%	43%	70%	38%	*	-	-	-	*	*	45%	*	47%	40%	*
	2015	66%	70%	53%	63%	52%	-	-	*	-	-	*	52%	*	74%	29%	-
English II	2016	66%	70%	41%	50%	38%	-	-	*	-	-	*	37%	*	42%	38%	*
	2015	69%	73%	44%	*	52%	-	-	-	-	-	*	46%	*	42%	47%	*

		Region		African		American		Pacific		Two or	More	Special	Econ	ELL	Female	Male	Migrant
		State	13	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv				
Algebra I	2016	76%	77%	40%	*	38%	*	-	-	-	*	39%	*	43%	37%	*	
	2015	77%	80%	47%	67%	38%	-	-	*	-	*	45%	*	42%	53%	-	
iology	2016	86%	88%	79%	*	77%	*	-	-	-	*	85%	*	85%	73%	*	
	2015	88%	90%	77%	100%	68%	-	-	*	-	-	73%	*	87%	64%	-	
.S. istory	2016	90%	92%	79%	86%	75%	-	-	*	-	*	76%	*	86%	70%	*	
	2015	88%	91%	82%	100%	79%	-	-	-	-	*	80%	*	87%	78%	*	
All Grades																	
All Subjects	2016	74%	76%	50%	55%	49%	60%	-	*	-	*	27%	49%	33%	53%	47%	42%
	2015	73%	76%	47%	47%	46%	86%	-	*	-	*	38%	46%	35%	50%	44%	*
Reading	2016	72%	75%	49%	58%	47%	63%	-	*	-	*	48%	28%	54%	44%	*	
	2015	74%	77%	53%	50%	53%	100%	-	*	-	*	53%	54%	36%	57%	49%	*
Mathematics	2016	75%	77%	44%	35%	44%	*	-	-	-	*	42%	38%	46%	40%	*	
	2015	73%	76%	41%	36%	41%	*	-	*	-	*	40%	41%	38%	45%	*	
Writing	2016	68%	71%	59%	*	59%	*	-	-	-	*	59%	*	62%	56%	-	
	2015	68%	70%	47%	*	50%	-	-	-	-	*	44%	50%	60%	33%	*	
Science	2016	77%	80%	60%	58%	59%	*	-	-	-	*	59%	*	61%	59%	*	
	2015	75%	78%	43%	64%	37%	*	-	*	-	*	40%	*	51%	35%	*	
Social Studies	2016	76%	80%	58%	82%	49%	-	-	*	-	*	54%	*	63%	54%	*	
	2015	74%	79%	47%	56%	47%	*	-	*	-	*	47%	*	50%	45%	*	

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	48%	18%	23%	16%	25%	-	*	-	*	20%	17%	8%	18%	17%	25%
	2015	38%	44%	12%	10%	12%	43%	-	*	-	*	21%	12%	7%	12%	12%	*
Reading	2016	42%	48%	18%	28%	15%	25%	-	*	-	*	17%	4%	18%	17%	*	
	2015	40%	47%	15%	14%	14%	60%	-	*	-	*	27%	15%	9%	19%	11%	*
Mathematics	2016	40%	45%	12%	13%	12%	*	-	-	-	*	11%	15%	11%	12%	*	
	2015	36%	41%	7%	4%	7%	*	-	*	-	*	6%	6%	7%	7%	*	
Writing	2016	39%	44%	41%	*	41%	*	-	-	-	*	41%	*	52%	25%	-	
	2015	31%	36%	8%	*	10%	-	-	-	-	*	7%	19%	8%	8%	*	
Science	2016	44%	51%	16%	17%	14%	*	-	-	-	*	16%	*	16%	17%	*	
	2015	40%	47%	8%	9%	5%	*	-	*	-	*	8%	*	6%	11%	*	
Social Studies	2016	45%	52%	27%	27%	26%	-	-	*	-	*	24%	*	25%	29%	*	
	2015	41%	48%	25%	22%	28%	*	-	*	-	*	26%	*	15%	33%	*	

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	21%	4%	6%	3%	5%	-	*	-	*	10%	4%	1%	4%	3%	17%
	2015	14%	19%	3%	0%	4%	14%	-	*	-	*	21%	3%	2%	3%	4%	*
Reading	2016	16%	21%	3%	6%	2%	13%	-	*	-	*	4%	0%	4%	3%	*	
	2015	15%	21%	4%	0%	5%	20%	-	*	-	*	27%	4%	2%	5%	4%	*
Mathematics	2016	17%	21%	3%	4%	3%	*	-	-	-	*	2%	3%	3%	2%	*	
	2015	14%	18%	3%	0%	3%	*	-	*	-	*	3%	2%	2%	4%	*	
Writing	2016	14%	17%	5%	*	7%	*	-	-	-	*	5%	*	10%	0%	-	
	2015	8%	11%	2%	*	2%	-	-	-	-	*	2%	6%	0%	4%	*	
Science	2016	15%	21%	3%	8%	2%	*	-	-	-	*	3%	*	3%	2%	*	
	2015	14%	20%	0%	0%	0%	*	-	*	-	*	0%	*	0%	0%	*	
Social Studies	2016	21%	27%	8%	9%	9%	-	-	*	-	*	10%	*	13%	4%	*	
	2015	18%	23%	7%	0%	9%	*	-	*	-	*	8%	*	4%	9%	*	

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	98%	99%	100%	-	*	-	71%	92%	99%	100%	99%	99%	100%
	2015	99%	99%	99%	100%	98%	100%	-	100%	-	100%	100%	99%	99%	99%	99%	100%
Reading	2016	99%	99%	99%	97%	99%	100%	-	*	-	*	95%	99%	100%	100%	98%	100%
	2015	99%	99%	98%	100%	97%	100%	-	100%	-	100%	100%	98%	98%	97%	98%	100%
Mathematics	2016	100%	100%	98%	96%	99%	100%	-	-	-	*	89%	98%	100%	99%	98%	*

	2015	99%	99%	99%	100%	99%	100%	-	100%	-	100%	100%	99%	98%	99%	99%	100%
Writing	2016	99%	99%	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%
Science	2016	99%	99%	99%	100%	100%	*	-	-	-	*	90%	99%	100%	97%	100%	*
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%
Social Studies	2016	98%	99%	98%	100%	97%	-	-	*	-	*	100%	98%	100%	96%	100%	*
	2015	99%	99%	98%	100%	98%	100%	-	100%	-	-	100%	100%	100%	100%	97%	100%

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

Reading Tests																	
% of Participants	2016	98%	98%	95%	83%	100%	-	-	-	-	*	95%	95%	*	100%	90%	*
% STAARE With o	2016	13%	11%	37%	17%	50%	-	-	-	-	*	37%	37%	*	33%	40%	*
Accommodations																	
% STAARE With	2016	73%	77%	42%	50%	33%	-	-	-	-	*	42%	42%	*	56%	30%	*
% STAAR Alternate2	2016	11%	10%	16%	17%	17%	-	-	-	-	*	16%	16%	*	11%	20%	*
% of on-Participants	2016	2%	2%	5%	17%	0%	-	-	-	-	*	5%	5%	*	0%	10%	*
Mathematics Tests																	
% of Participants	2016	99%	99%	89%	*	100%	-	-	-	-	*	89%	89%	*	88%	90%	*
% STAARE With o	2016	12%	10%	28%	*	33%	-	-	-	-	*	28%	28%	*	38%	20%	*
Accommodations																	
% STAARE With	2016	75%	78%	44%	*	50%	-	-	-	-	*	44%	44%	*	38%	50%	*
% STAAR Alternate2	2016	12%	11%	17%	*	17%	-	-	-	-	*	17%	17%	*	13%	20%	*
% of on-Participants	2016	1%	1%	11%	*	0%	-	-	-	-	*	11%	11%	*	13%	10%	*

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates zero observations reported for this group.
 na 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 (AMs)

This section provides the STAAR performance results for each subject area tested in the 2015-16 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
Performance Status - State														
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%			
Reading												0	5	0
Mathematics												0	4	0
Writing												3	3	100
Science												3	3	100
Social Studies												1	3	33
Total												7	18	39
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading					na	na	na	na				na		
Mathematics					na	na	na	na				na		
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
Reading												5	5	100
Mathematics												4	4	100
Total												9	9	100
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target												1	1	100
Met														
Reason Code ***	b													
Total												1	1	100
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1% Proficient	*													

	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
Total federal	*													
Map Limit														
Mathematics														
Alternate 1% number	*													
Proficient														
Total federal	*													
Map Limit														
Total												0	1	0
Overall Total												17	29	59

Participation uses ELL (urrent), raduation uses ELL (Ever S)
 * Indicates results are mased due to small numbers to protect student confidentiality.
 *** federal raduation Rate Reason codes
 a raduation Rate goal of 90% c Safe harbor Target of a 10% decrease in difference from the prior year rate and the goal
 b our-year raduation Rate Target of 88% d ive-year raduation Rate Target of 90%
 Blank cells above represent student group indicators that do not meet the minimum sie criteria.
 na 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 Monitored)	ELL (Current)
Performance Rates												
Reading												
at Level II Satisfactory Standard	99	19	75	*	-	*	-	*	90	*	22	na
Total Tests	204	33	161	*	-	*	-	*	189	*	58	42
% at Level II Satisfactory Standard	49%	58%	47%	*	-	*	-	*	48%	*	38%	na
Mathematics												
at Level II Satisfactory Standard	72	8	60	*	-	-	-	*	65	*	19	na
Total Tests	168	22	138	*	-	-	-	*	158	*	48	34
% at Level II Satisfactory Standard	43%	36%	43%	*	-	-	-	*	41%	*	40%	na
Writing												
at Level II Satisfactory Standard	21	*	17	*	-	-	-	-	21	*	5	na
Total Tests	35	*	28	*	-	-	-	-	35	*	8	*
% at Level II Satisfactory Standard	60%	*	61%	*	-	-	-	-	60%	*	63%	na
Science												
at Level II Satisfactory Standard	45	6	37	*	-	-	-	*	40	*	11	na
Total Tests	75	11	62	*	-	-	-	*	67	*	19	*
% at Level II Satisfactory Standard	60%	55%	60%	*	-	-	-	*	60%	*	58%	na
Social Studies												
at Level II Satisfactory Standard	27	8	17	-	-	*	-	*	22	*	*	na
Total Tests	45	10	33	-	-	*	-	*	39	*	*	*
% at Level II Satisfactory Standard	60%	80%	52%	-	-	*	-	*	56%	*	*	na
Participation Rates												
Reading: 2015-2016 Assessments												
umber Participating	220	36	170	8	-	*	-	*	198	18	na	49
Total Students	222	37	171	8	-	*	-	*	200	19	na	49
Participation Rate	99%	97%	99%	100%	-	*	-	*	99%	95%	na	100%
Mathematics: 2015-2016 Assessments												
umber Participating	182	23	146	**	-	-	-	*	166	16	na	40
Total Students	185	24	147	**	-	-	-	*	169	18	na	40
Participation Rate	98%	96%	99%	100%	-	-	-	*	98%	89%	na	100%

* Indicates results are mased due to small numbers to protect student confidentiality.
 ** When only one racialethnic group is mased, then the second smallest racialethnic group is mased (regardless of sie).
 - Indicates there are no students in the group.
 na 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 2015												
umber raduated	16	*	**	-	-	-	-	-	14	*	-	na
Total in lass	18	*	**	-	-	-	-	-	16	*	-	-
raduation Rate	88.9%	*	88.2%	-	-	-	-	-	87.5%	*	-	na

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number graduated	10	*	**	-	-	-	-	-	9	-	*	na
Total in class	16	*	**	-	-	-	-	-	15	-	*	*
Graduation Rate	62.5%	*	64.3%	-	-	-	-	-	60.0%	-	*	na
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number graduated	11	*	**	-	-	-	-	-	10	-	*	na
Total in class	16	*	**	-	-	-	-	-	15	-	*	*
Graduation Rate	68.8%	*	71.4%	-	-	-	-	-	66.7%	-	*	na
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	*											
Total Federal Cap Limit	*											
Mathematics												
Number Proficient	*											
Total Federal Cap Limit	*											
* 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.												
na Indicates the student group is not applicable to System Safeguards.												

Source 2016 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AM) target of 83%. Campuses were originally staged as priority and focus based on data from the 2013 Accountability Reports. Priority and focus schools having improved in performance and are no longer identified as improvement required for the August 2015 and 2016 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Results available at campus level only.

A high-performance reward school is identified as a Title I school with distinctions based on reading and math 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. The reward school identifications provided are for the 2015-2016 school year. Identifications for the 2016-2017 school year are pending.

Results available at campus level only.

Source TEA Division of School Improvement and Support

Part I: Teacher Quality Data

Part I A: Percent 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 percent of total Full-Time Equivalent (TE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	District		State	
	Number	Percent	Number	Percent
No Degree	0.0	0.0%	3,524.0	1.0%
Bachelors	25.6	92.7%	259,559.7	74.7%
Masters	2.0	7.3%	82,029.5	23.6%
Doctorate	0.0	0.0%	2,158.9	0.6%

Part I and C: Teachers with Emergency/Provisional Credentials Highly Qualified (H) Teachers Low Poverty High Poverty Summary Reports

**All Campuses
Core Academic Subject Areas**

	General Education	Special Education	Total
Total Number of Teachers			
Total Number of Classes			
Number of Classes Taught by Highly Qualified Teachers			
Number of Classes Taught by Not Highly Qualified Teachers			

Number of Core Academic Teachers Who Are Teaching on the Following Permits

	----- Number of Teachers ----- Elem (PK-6)	secondary (7-12)
Emergency (for certified personnel)		
Emergency (for uncertified personnel)		
Non-renewable		
Temporary Classroom Assignment		
District Teaching		
Temporary		

Number of Core Academic Teachers with a Probationary Certificate Enrolled in an Alternative Certification

	----- Number of Teachers ----- General Education	Special Education
Highly Qualified		
Not Highly Qualified		

**High Poverty Campuses
Core Academic Subject Areas**

	General Education	Special Education	Total
Total Number of Teachers			
Total Number of Classes			
Number of Classes Taught by Highly Qualified Teachers			
Number of Classes Taught by Not Highly Qualified Teachers			

Number of Core Academic Teachers Who Are Teaching on the Following Permits

	----- Number of Teachers ----- Elem (PK-6)	secondary (7-12)
Emergency (for certified personnel)		
Emergency (for uncertified personnel)		
Non-renewable		
Temporary Classroom Assignment		
District Teaching		
Temporary		

Number of Core Academic Teachers with a Probationary Certificate Enrolled in an Alternative Certification

	----- Number of Teachers ----- General Education	Special Education
Highly Qualified		

----- Number of Teachers -----	
General Education	Special Education
Not Highly Qualified	

ow Poverty Campuses
Core Academic Subject Areas

Number of Core Academic Teachers Who Are Teaching on the Following Permits

Number of Core Academic Teachers with a Probationary Certificate Enrolled in an Alternative Certification

Part

Year Enrolled in Higher Education	District	Region 1	State
21-1			
212-1			

Part

State level 21 Percentages at NAEP Achievement levels

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

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

State Level 21 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group