

**Texas Education Agency**  
**2015-16 Federal Report Card for Texas Public Schools**  
District Name: WALL ISD  
District ID: 226906

**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.

STAAR	Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	State	Region	African	American	Pacific	Two	More	Special	Econ	ELL	Female	Male	Migrant	
			15	District	American	Hispanic	White	Indian	Asian	Islander					Races
<b>Grade 3</b>															
Reading	2016	72%	69%	<b>88%</b>	-	63%	95%	-	*	*	63%	*	91%	85%	*
	2015	74%	74%	<b>91%</b>	-	80%	93%	-	*	*	83%	*	86%	95%	-
Mathematics	2016	74%	71%	<b>92%</b>	-	74%	97%	-	*	*	69%	*	88%	95%	*
	2015	74%	73%	<b>96%</b>	-	87%	98%	-	*	*	83%	*	92%	100%	-
<b>Grade 4</b>															
Reading	2016	74%	72%	<b>91%</b>	-	88%	91%	-	*	*	73%	*	90%	91%	-
	2015	71%	67%	<b>93%</b>	-	71%	98%	-	*	*	62%	*	86%	100%	-
Mathematics	2016	72%	69%	<b>85%</b>	-	63%	90%	-	*	*	53%	*	81%	88%	-
	2015	71%	66%	<b>94%</b>	-	79%	98%	-	*	*	69%	*	92%	97%	-
Writing	2016	68%	68%	<b>93%</b>	-	88%	94%	-	*	*	73%	*	93%	93%	-
	2015	67%	63%	<b>90%</b>	-	64%	96%	-	*	*	62%	*	89%	92%	-
<b>Grade 5</b>															
Reading	2016	80%	77%	<b>94%</b>	*	69%	100%	-	*	*	64%	*	91%	97%	-
	2015	83%	81%	<b>99%</b>	*	100%	98%	-	*	*	100%	100%	100%	98%	-
Mathematics	2016	85%	81%	<b>97%</b>	*	85%	100%	-	*	*	82%	*	94%	100%	-
	2015	75%	72%	<b>95%</b>	*	100%	95%	-	*	*	92%	*	91%	98%	-
Science	2016	73%	68%	<b>82%</b>	*	54%	87%	-	*	*	45%	*	77%	86%	-
	2015	69%	65%	<b>91%</b>	*	80%	95%	-	*	*	83%	*	91%	92%	-
<b>Grade 6</b>															
Reading	2016	68%	65%	<b>91%</b>	*	92%	91%	-	*	*	70%	-	93%	89%	*
	2015	73%	71%	<b>97%</b>	-	100%	97%	-	*	*	93%	*	98%	96%	-
Mathematics	2016	71%	66%	<b>100%</b>	*	100%	100%	-	*	*	100%	-	100%	100%	*
	2015	72%	67%	<b>95%</b>	-	100%	94%	-	*	*	79%	*	96%	94%	-
<b>Grade 7</b>															
Reading	2016	69%	66%	<b>96%</b>	-	100%	95%	-	*	*	90%	*	98%	94%	-
	2015	72%	69%	<b>98%</b>	-	93%	99%	-	*	*	100%	-	100%	96%	-
Mathematics	2016	68%	65%	<b>97%</b>	-	100%	96%	-	*	*	90%	*	98%	96%	-
	2015	68%	66%	<b>94%</b>	-	87%	96%	-	*	*	89%	-	97%	92%	-
Writing	2016	68%	66%	<b>95%</b>	-	90%	96%	-	*	*	90%	*	98%	92%	-
	2015	69%	66%	<b>93%</b>	-	80%	96%	-	*	*	67%	-	97%	90%	-
<b>Grade 8</b>															
Reading	2016	85%	83%	<b>99%</b>	-	94%	100%	-	*	*	100%	-	100%	98%	-
	2015	84%	83%	<b>99%</b>	-	100%	99%	-	*	*	83%	100%	-	98%	100%
Mathematics	2016	80%	79%	<b>97%</b>	-	100%	96%	-	*	*	100%	-	100%	95%	-
	2015	71%	68%	<b>94%</b>	-	100%	93%	-	*	*	92%	-	94%	95%	-
Science	2016	73%	69%	<b>93%</b>	-	80%	95%	-	*	*	82%	-	97%	89%	-
	2015	67%	64%	<b>74%</b>	-	50%	81%	-	*	*	*	-	74%	75%	-
Social Studies	2016	62%	53%	<b>72%</b>	-	53%	75%	-	*	*	64%	-	68%	74%	-
	2015	61%	57%	<b>67%</b>	-	44%	72%	-	*	*	43%	-	64%	69%	-
<b>End of Course</b>															
English I	2016	63%	62%	<b>92%</b>	-	90%	92%	-	*	*	89%	*	93%	91%	-
	2015	66%	64%	<b>89%</b>	*	85%	90%	-	*	*	70%	*	92%	88%	-
English II	2016	66%	64%	<b>94%</b>	-	84%	96%	-	*	*	69%	*	92%	95%	-
	2015	69%	69%	<b>92%</b>	-	85%	93%	-	*	*	100%	-	93%	91%	-







	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Total in Class	76	-	9	67	-	-	-	-	9	*	-	-
Graduation Rate	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	*	-	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	80	-	**	66	-	-	-	*	11	6	*	n/a
Total in Class	83	-	**	68	-	-	-	*	12	6	*	-
Graduation Rate	96.4%	-	92.9%	97.1%	-	-	-	*	91.7%	100.0%	*	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	81	-	**	67	-	-	-	*	11	6	*	n/a
Total in Class	84	-	**	69	-	-	-	*	12	6	*	-
Graduation Rate	96.4%	-	92.9%	97.1%	-	-	-	*	91.7%	100.0%	*	n/a
<b>District: Met Federal Limits on Alternative Assessments</b>												
<b>Reading</b>												
Number Proficient	5											
Total Federal Cap Limit	8											
<b>Mathematics</b>												
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.												
n/a 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 (AMO) 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 IV: Teacher Quality Data

#### Part IV 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 (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	District		State	
	Number	Percent	Number	Percent
<b>No Degree</b>	0.0	0.0%	3,524.0	1.0%
<b>Bachelors</b>	95.6	88.3%	259,559.7	74.7%
<b>Masters</b>	12.6	11.7%	82,029.5	23.6%
<b>Doctorate</b>	0.0	0.0%	2,158.9	0.6%

**Part IV B and C: Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/ High Poverty Summary Reports**

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers 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.

**All Campuses  
Core Academic Subject Areas**

		General Education	Special Education	Total
Total Number of Teachers		94	10	104
Total Number of Classes		268	18	286
Number of Classes Taught by Highly Qualified Teachers	Number	268	18	286
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

**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)	0	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	1
Not Highly Qualified	0	0

**High Poverty Campuses  
Core Academic Subject Areas**

		General Education	Special Education	Total
Total Number of Teachers		5	1	6
Total Number of Classes		19	0	19
Number of Classes Taught by Highly Qualified Teachers	Number	19	0	19
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	-	0.00%

**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)	0	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	0

**Low Poverty Campuses  
Core Academic Subject Areas**

		General Education	Special Education	Total
<b>Total Number of Teachers</b>		84	6	90
<b>Total Number of Classes</b>		244	7	251
<b>Number of Classes Taught by Highly Qualified Teachers</b>	Number	244	7	251
	Percent	100.00%	100.00%	100.00%
<b>Number of Classes Taught by Not Highly Qualified Teachers</b>	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

**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)	0	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

**Part V: Graduates Enrolled in Texas Institution of Higher Education (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 percent of total graduates during the 2012-13 school year who attended a public or independent college or university in Texas in the 2013-14 academic year.

Year Enrolled in Higher Education	District	Region 15	State
2013-14	77.8%	54.5%	57.5%
2012-13	75.7%	53.1%	56.9%

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced	
	Mathematics	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	
		Overall	14	86	44	8	
		American Indian	n/a	n/a	n/a	n/a	
		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