



I.T. HOLLEMAN  
ELEMENTARY

2200 Brazeal Street | Waller, TX 77484 | P. 936.372.9196 | [wallerisd.net/HES](http://wallerisd.net/HES)

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February 5, 2020

Dear Parent,

Attached you will find a copy of the State of Texas 2018-19 School Report Card (SRC) for Holleman Elementary (HES). This report is required by the Texas Legislature and prepared by the Texas Education Agency (TEA). It provides information concerning student performance on the State of Texas Assessments of Academic Readiness (STAAR®), as well as information on student enrollment, class size averages, and financial expenditures. TEA provides a Glossary to explain terms used in the SRC. The SRC and Glossary can be found here: <https://wisd.fyi/reports>.

A more complete report about HES, the Texas Academic Performance Report (TAPR), is available by contacting my office or online here: <https://wisd.fyi/reports>.

Please let me know if you have any questions concerning the SRC or if you would like a paper copy. Thank you for your continued support of HES.

Sincerely,

Ashley Abke, Ed.D., Principal  
Holleman Elementary  
[aabke@wallerisd.net](mailto:aabke@wallerisd.net)

Attachment: SRC





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5 de febrero 2020

Querido padre,

Adjunto encontrará una copia del Informe Escolar del Estado de Texas 2018-19 (SRC por sus siglas en inglés) para Holleman Elementary (HES). Este informe es requerido por la Legislatura de Texas y preparado por la Agencia de Educación de Texas (TEA). Proporciona información sobre el rendimiento de los estudiantes en las evaluaciones de preparación académica del estado de Texas (STAAR® por sus siglas en inglés), así como información sobre la inscripción de los estudiantes, los promedios del tamaño de las clases y los gastos financieros. TEA proporciona un Glosario para explicar el término utilizado en el SRC. El SRC y el Glosario se pueden encontrar aquí: <https://wisd.fyi/reports>.

Para obtener un informe más completo sobre HES, el Informe de Rendimiento Académico de Texas (TAPR por sus siglas en inglés), comuníquese con mi oficina o en línea aquí: <https://wisd.fyi/reports>.

Déjeme saber si tiene alguna pregunta sobre el SRC o si desea una copia en papel. Gracias por su continuo apoyo a HES.

Sinceramente,

Ashley Abke, Ed.D., Directora  
Holleman Elementary  
[aabke@wallerisd.net](mailto:aabke@wallerisd.net)

Adjunto: SRC



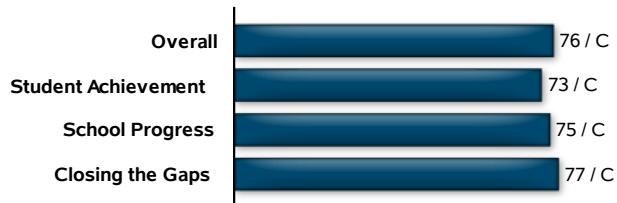
# Texas Education Agency 2018-19 School Report Card I T HOLLEMAN EL (237904102)

## Accountability Rating



I T HOLLEMAN EL earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

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



## School Information

**District Name:** WALLER ISD  
**Campus Type:** Elementary  
**Total Students:** 733  
**Grade Span:** PK - 05

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.

- X ELA/Reading
- X Mathematics
- X Science
- X Comparative Academic Growth
- X Comparative Closing the Gaps
- X Postsecondary Readiness

## School and Student Information

This section provides demographic information about I T HOLLEMAN 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>	96.8%	95.6%	95.4%
<b>Enrollment by Race/Ethnicity</b>			
African American	11.6%	10.5%	12.6%
Hispanic	54.7%	54.1%	52.6%
White	29.1%	31.8%	27.4%
American Indian	0.3%	0.4%	0.4%
Asian	1.4%	0.8%	4.5%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	3.0%	2.4%	2.4%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	64.4%	64.5%	60.6%
English Learners	38.1%	29.0%	19.5%
Special Education	7.2%	7.5%	9.6%
<b>Mobility Rate (2017-18)</b>	10.9%	10.9%	15.4%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	15.4	18.0	18.9
Grade 1	18.1	17.5	18.8
Grade 2	16.8	17.2	18.7
Grade 3	17.3	16.7	18.9
Grade 4	17.8	19.1	19.2
Grade 5	16.5	19.4	21.2

## 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	60.0%	64.5%
<b>Instructional Expenditure Ratio</b>	n/a	61.6%	62.7%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$7,866	\$10,166	\$9,844
Instruction	\$5,710	\$5,669	\$5,492
Instructional Leadership	\$358	\$325	\$155
School Leadership	\$467	\$528	\$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%	81%	<b>74%</b>	70%	68%	86%	60%	100%	-	93%	70%
	2018	77%	80%	<b>79%</b>	72%	74%	89%	*	100%	-	90%	74%
ELA/Reading	2019	75%	76%	<b>73%</b>	73%	67%	82%	*	100%	-	90%	69%
	2018	74%	75%	<b>78%</b>	77%	71%	91%	*	*	-	88%	72%
Mathematics	2019	82%	86%	<b>82%</b>	78%	76%	95%	*	100%	-	90%	79%
	2018	81%	85%	<b>84%</b>	73%	82%	89%	*	*	-	100%	81%
Writing	2019	68%	66%	<b>57%</b>	53%	52%	64%	-	-	-	100%	53%
	2018	66%	66%	<b>65%</b>	*	54%	88%	*	*	-	*	55%
Science	2019	81%	87%	<b>72%</b>	43%	61%	96%	*	*	-	*	64%
	2018	80%	86%	<b>80%</b>	67%	80%	84%	-	-	-	-	77%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2019	50%	51%	<b>41%</b>	27%	33%	56%	20%	87%	-	72%	34%
	2018	48%	50%	<b>48%</b>	30%	45%	58%	*	100%	-	75%	42%
ELA/Reading	2019	48%	47%	<b>39%</b>	22%	34%	50%	*	83%	-	60%	32%
	2018	46%	45%	<b>46%</b>	31%	41%	56%	*	*	-	63%	37%
Mathematics	2019	52%	54%	<b>48%</b>	44%	37%	64%	*	83%	-	80%	41%
	2018	50%	51%	<b>52%</b>	31%	51%	57%	*	*	-	100%	48%
Writing	2019	38%	32%	<b>25%</b>	12%	20%	30%	-	-	-	100%	20%
	2018	41%	40%	<b>41%</b>	*	37%	46%	*	*	-	*	34%
Science	2019	54%	63%	<b>44%</b>	0%	32%	79%	*	*	-	*	28%
	2018	51%	58%	<b>53%</b>	17%	44%	75%	-	-	-	-	47%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2019	24%	22%	<b>21%</b>	10%	17%	30%	0%	60%	-	38%	15%
	2018	22%	21%	<b>21%</b>	8%	19%	27%	*	44%	-	45%	16%
ELA/Reading	2019	21%	18%	<b>20%</b>	12%	14%	31%	*	50%	-	30%	13%
	2018	19%	17%	<b>21%</b>	4%	20%	25%	*	*	-	38%	17%
Mathematics	2019	26%	25%	<b>25%</b>	15%	20%	32%	*	67%	-	60%	19%
	2018	24%	23%	<b>25%</b>	15%	22%	30%	*	*	-	63%	19%
Writing	2019	14%	10%	<b>10%</b>	0%	13%	9%	-	-	-	20%	9%
	2018	13%	10%	<b>12%</b>	*	6%	23%	*	*	-	*	3%
Science	2019	25%	31%	<b>25%</b>	0%	20%	39%	*	*	-	*	15%
	2018	23%	26%	<b>19%</b>	0%	17%	25%	-	-	-	-	15%
<b>Academic Growth Score (All Grades Tested)</b>												
Both Subjects	2019	69	70	<b>72</b>	67	73	72	*	100	-	78	73
	2018	69	69	<b>74</b>	72	74	75	*	*	-	75	74
ELA/Reading	2019	68	68	<b>72</b>	65	76	64	*	*	-	83	73
	2018	69	67	<b>71</b>	67	72	75	*	*	-	*	71
Mathematics	2019	70	72	<b>72</b>	70	69	80	*	*	-	72	72
	2018	70	70	<b>76</b>	78	76	75	*	*	-	*	77

? 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%	<b>51%</b>	67%	44%	71%	*	-	-	*	33%
2018	38%	47%	<b>43%</b>	*	38%	70%	-	-	-	-	*
Mathematics											
2019	45%	57%	<b>48%</b>	57%	39%	86%	-	-	-	-	60%
2018	47%	54%	<b>50%</b>	*	58%	*	-	-	-	-	*
<b>Students Success Initiative</b>											
<b>Grade 5 Reading</b>											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	79%	<b>75%</b>	57%	67%	93%	*	*	-	*	20%
Students Requiring Accelerated Instruction											
2019	22%	21%	<b>25%</b>	43%	33%	7%	*	*	-	*	80%
STAAR Cumulative Met Standard											
2019	86%	88%	<b>84%</b>	71%	77%	100%	*	*	-	*	40%
<b>Grade 5 Mathematics</b>											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	83%	<b>69%</b>	29%	56%	100%	*	*	-	*	20%
Students Requiring Accelerated Instruction											
2019	17%	17%	<b>31%</b>	71%	44%	0%	*	*	-	*	80%
STAAR Cumulative Met Standard											
2019	90%	92%	<b>84%</b>	57%	79%	100%	*	*	-	*	80%

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