Texas Education Agency 2016-17 Federal Report Card for Texas Public Schools

Campus Name: JARRELL EL Campus ID: 246907101 District Name: JARRELL ISD

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 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

Grade 3 Reading 2016 Mathematics 2016 Grade 6 Reading 2017 Mathematics 2017 Mathematics 2017 End of Course U.S. History 2017	72% 70 74% 68 67% 68	0% 70% 8% 68%	*	67%	73%	vel II Satis	sfacto	ry Standa	ard (20)16)	60%	50%	77%	61%	
Reading 2016 Mathematics 2016 Grade 6 Reading 2017 Mathematics 2017 End of Course	74% 68 67% 65	8% 68%				-	-	_	*	*	60%	500/	770/	61%	
Mathematics 2016 Grade 6 Reading 2017 Mathematics 2017 End of Course	74% 68 67% 65	8% 68%				-	-	-	*	*	60%	500/	770/	610/	
Grade 6 Reading 2017 Mathematics 2017 End of Course	67% 65	<u>'</u>	*	64%	760/					<u> </u>	1 00 70	JU 70	11/0	0170	-
Reading 2017 Mathematics 2017 End of Course	'	5% *			10%	-	-	-	*	*	57%	40%	68%	67%	-
Reading 2017 Mathematics 2017 End of Course	'	5% *													
End of Course	75% 67		-	*	*	-	-	-	-	-	*	-	*	*	-
		7% *	-	*	*	-	-	-	-	-	*	-	*	*	-
U.S. History 2017															
	91% 96	6% *	-	*	-	-	-	-	-	-	-	-	*	-	-
All Grades															
All Subjects 2017	74% 72	2% *	-	*	*	-	-	-	-	-	*	-	*	*	-
2016	74% 7	1% 69%	*	66%	74%	-	-	-	70%	33%	58%	45%	73%	64%	-
Reading 2017	71% 7	2% *	_	*	*	_		_		_	*		*	*	
2016		0% 70%	*	67%	73%	-	-	-	*	*	60%	50%	77%	61%	-
Mathematics 2017	78% 78	8% *		*	*	_	_	_		_	*	-	*	*	
2016		1% 68%	*	64%	76%	-	-	-	*	*	57%	40%	68%	67%	-
Social 2017	76% 76	6% *	-	*	-	-	-	-	-	-	-	-	*	-	-
STAAR Percent at Me	eets Gra	de Level (2	017) or Fina	al Level I	I Stand	lard (2016	5)								
All Grades All Subjects 2017	1/10/ 3	4% *		*	*	_	Ι.	_		_	*	_	*	*	
2016 2016		3% 31%		24%	45%	-	-	-	40%	6%	25%	5%	32%	30%	-
Dooding 0047	420/ 2/	6% *		*	*						*		*	*	
Reading 2017 2016 2016 2016 2016 2016 2016 2016 2016		6% * 4% 35%	*	30%	46%	-	-	-	*	*	27%	5%	35%	35%	-

	State	District		African American		:White	American Indian	Asian	Islander			l Econ Disadv		Female	Male	Migran
Mathematic	s2017 45%	34%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
	2016 40%	26%	27%	*	18%	43%	-	-	-	*	*	22%	5%	28%	26%	-
Social Studies	2017 48%	40%	*	-	*	-	-	-	-	-	-	-	-	*	-	-
STAAR Percen	nt at Masters	s Grade	e Level (2	2017) or Le	evel III Ad	dvance	ed (2016)									
				T				I				1 .	1		1 . 1	
All Subjects		11%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
	2017 19%	11% 8%	* 13%	*	*	* 23%	-	-	-	30%	- 0%	* 8%	- 0%	* 13%	12%	-
All Subjects	2016 17%	8%					-	-	-	30%	- 0%					-
			13%		6%	23%	- -			30%	- 0%	8%	0%	13%	12%	-
All Subjects Reading	2016 17% 2017 18% 2016 16%	8% 12% 9%	13% * 15%	*	6% * 10%	23% * 22%	- - -		-	- *	-	8% * 9%	0% - 0%	13% * 17%	* 13%	
All Subjects	2016 17% 2017 18% 2016 16% s2017 21%	12% 9%	13% * 15%	*	6% * 10%	23% * 22%		-	-	-	-	* 9%	0% - 0%	13% * 17%	12% * 13%	
All Subjects Reading	2016 17% 2017 18% 2016 16%	8% 12% 9%	13% * 15%	*	6% * 10%	23% * 22%			-	*	*	8% * 9%	0% - 0%	13% * 17%	* 13%	

STAAR Partic	ipation (All G	rades)														
All Tests	2017		100%			*						_	*	-	*	*	-
	2016	99%	100%	99%	100%	100%	97%	-	-	-	100%	100%	99%	100%	100%	98%	-
Reading	2017	99%	100%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
	2016	99%	100%	99%	*	100%	97%	-	-	-	100%	100%	99%	100%	100%	98%	-
Mathemati	cs 2017	100%	100%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
	2016	100%	100%	99%	*	100%	97%	-	-	-	100%	100%	99%	100%	100%	98%	-
Social Stud	dies 2017	98%	100%	*	-	*	-	-	-	-	-	-	-	-	*	-	-

Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 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		White	American Indian	Asian	Pacific Islander		Disadv	Ed	ELL (Current & Monitored)			Eligible	Percent Eligible Measure Met
rformance Sta	atus - State														
ate Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
eading												n/a	0	0	
athematics												n/a	0	0	

_	All Students			White	American Indian	Asian	Pacific Islander		Disadv	Special Ed	(Current & Monitored)	+		Total Eligible	Percent Eligible Measure Met
riting												n/a	0	0	
cience						<u> </u>						n/a	0	0	
ocial Studies	<u> </u>		<u> </u>			<u> </u>						n/a	0	0	<u> </u>
tal													0	0	
rformance Sta	itus - Federa	ıl													
deral Target	91%	91%	91%	91%					91%	91%	91%				
eading					n/a	n/a	n/a	n/a				n/a			7
athematics					n/a	n/a	n/a	n/a				n/a			
rticipation Sta	ıtus														
rget	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	T	95%			
eading ~	Υ		1			1				1	n/a		1	1	100
athematics ~	Y		 			—		1		1	n/a		1	1	100
tal			<u> </u>	<u> </u>	<u> </u>	<u> </u>		† <u> </u>				<u> </u>	2	2	100
deral Graduati	on Status (T	arget: See R	≀eason Cod	es)											
aduation											n/a		0	0	
rget Met	<u> </u>	<u> </u>	<u> </u> '		<u> </u>	<u> </u>		· ·			<u> </u>	⊥′	<u> </u>	"	<u> </u>
eason Code	[Ī '	· [· ['	<u> </u>	I			[ĺ '		
tal													0	0	
strict: Met Fede	eral Limits (n Alternativ	Assessme	ents											
eading											T				
ternate 1%	n/a		 	+		—		1		1	†			 	
ımber oficient	n/a														
tal Federal ap Limit	n/a							+							
athematics			 	+	 				 	 	+	├ ──			1
ternate 1%	n/a		+	+	 	├ ──		+	 	 	 	├ ──	$\overline{}$	 	1
umber oficient	n/a							+							
oncient otal Federal ap Limit	n/a							+							
tal			#	+	+	+	+	+	-	+	+	+		+	+
			+	+		+		+		-	+	+	2	2	100
verall Total	1									1				7	

Indicates Small Numbers Analysis (SNA) has been applied to tha All Students group for the noted indicator. When SNA is applied, a three-ar average is shown for the All Students group.

a = Graduation Rate Goal of 90%

ank cells above represent student group indicators that do not meet the minimum size criteria.

a Indicates the student group is not applicable to System Safeguards.

	All	African	Hispanic	White	American	Asian	Pacific	Two	Econ	Special	ELL	ELL
	Students	American	_		Indian		Islander	or	Disadv	Ed	(Current &	(Current)
								More			Monitored)	,
								Races			,	
									!!	1		

Participation uses ELL (Current), Graduation uses ELL (Ever HS)

Federal Graduation Rate Reason Codes:

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Go

b = Four-year Graduation Rate Target of 88.5% d = Five-year Graduation Rate Target of 91%

	All Students	African American		White	American Indian	Asian	Pacific Islander	Two or More Races	Disadv	Special Ed	ELL (Current & Monitored)	
Performance I	Rates					1						
Reading			11.			ur.			11.	1	11-	
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Mathematics		1	1		1	1	1		1	1	11	,
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing			•		•	•			•	•	•	
# at Approaches Grade Level Standard	-	1	-	1	1	-	1	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science			1			1		ı	1	İ	1	,
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard Social Studies	-	-	-	-	-	-	-	-	-	-	-	n/a
						1		I			1	n/-
# at Approaches Grade Level Standard	-	-	-	-	-	-	_	-	-	-	-	n/a
Total Tests	-	_	_	_	_	_	_	-	_	_	_	_
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation F Reading: 2016		ssments										
Number	210	-	*	*	-	-	_	_	*	_	n/a	_

	All Students	African American		White	American Indian	Asian	Islander		Econ Disadv		ELL (Current & Monitored)	
Participating												
Total Students	211	-	*	*	-	-	1	-	*	-	n/a	-
Participation Rate	100%	-	*	*	-	-	-	-	*	-	n/a	-
Mathematics:	2016-2017	Assessment	:S			•			•	•		
Number Participating	108	-	*	*	-	-	ı	-	*	-	n/a	-
Total Students	109	-	*	*	-	-	-	-	*	-	n/a	-
Participation Rate	99%	-	*	*	-	-	-	-	*	-	n/a	-

- Indicates Small Numbers Analysis was used for the subject.
- * 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Disadv	Special Ed		ELL (Current)
Federal Gradua												
4-year Longitud	dinal Cohor	t Graduation	Rate (Gr 9-	12): Cla	ss of 2016							
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	•	-	1	-	•	-	1	1	1	ı	n/a
4-year Longitud	dinal Cohor	t Graduation	Rate (Gr 9-	12): Cla	ss of 2015							
Number Graduated	-	-	-	-	-	-	-	-	-	1	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extende	d Graduatio	n Rate (Gr 9	-12): Class	of 2015								
Number Graduated	-	1	-	1	1	-	-	-	-	1	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Fe	ederal Limits	on Alternat	ive Assessı	nents								
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a	_	_		_							
Mathematics		-			-	-						
Number	n/a											

	All Students	African American	White	American Indian	Pacific Islander	Econ Disadv	Special Ed	ELL (Current)
Proficient								
Total Federal Cap Limit	n/a							

- Indicates Small Numbers Analysis was used for the subject.
- 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: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: No Focus School Identification: No Priority School Reason: N/A Focus School Reason: N/A

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics 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.

High Performing School: No High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage 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 percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campı	us		<u>. </u>
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	22.6	81.9%	73.6%	74.5%
Masters	5.0	18.1%	25.0%	23.6%
Doctorate	0.0	0.0%	1.4%	0.6%
		•	•	

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, 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.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX 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 percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Report Not Required

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	%	%	%	%
			Below Basic	At or Above	At or Above	At or Above
				Basic	Proficient	Advanced
Grade 4	Reading	Overall	36	64	31	7

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		American Indian	n/a	n/a	n/a	n/a
		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
	Mathematics	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
	iviati istitatios	American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
	1	Hispanic	31	69	23	4
	1	White	12	88	48	12
	1	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

Grade	Subject	Student Group	%
		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