Texas Education Agency 2016-17 Federal Report Card for Texas Public Schools Campus Name: JARRELL MIDDLE

Campus ID: 246907041

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.

		State	District		African American	Hispanic	White	American Indian	Asian	Islander			Econ Disadv		Female	Male	Migrar
TAAR Perce	ent at or	Abov	ve Appr	roaches	Grade Lev	el (2017)	or Lev	vel II Satis	sfactor	y Standa	ard (20)16)					
Grade 6 Reading	2017	670/	65%	66%	*	56%	76%	-	_	-	83%	*	63%	28%	74%	59%	-
Reading	2017		64%	64%	*	57%	76%	-	*	-	56%	*		33%		62%	-
Mathemati	0047	750/	070/	68%	*	050/	740/				000/	*	0.00/	000/	740/	000/	
Mathemati	2017 2016		67% 54%	54%	*	65% 48%	71% 67%	-	*	-	83% 56%	*	63% 45%	33%	74% 45%	62% 62%	-
Grade 7																	
Reading	2017	72%	74%	74%	*	67%	86%	-	*	-	86%	*	67%	47%	76%	73%	-
rtodding	2016			73%	83%	62%	85%	-	*	-	*	*		50%		76%	-
Mathemati	cc 2017	690/	77%	77%	*	76%	77%		*		86%	*	65%	59%	73%	80%	-
Mathemati	2017		52%	52%	*	44%	63%	-	-	-	-	*		35%		50%	-
\\/riting	2017	600/	E 7 0/	E7 0/	*	E10/	620/	-	*	-	710/	*	400/	440/	61%	E 20/	
Writing	2017 2016		57% 65%	57% 65%	*	51% 60%	63% 69%	-	*	-	71% *	*	49% 61%	41% 56%		53% 57%	-
	2010	0070	0070	0070		0070	0070						0170	0070	1170	0170	
Grade 8	0047	0.40/	0.00/	000/	4000/	700/	040/		*		*	500/	0.00/	740/	000/	050/	
Reading	2017 2016		86% 91%	86% 91%	100%	<u>79%</u> 91%	91% 90%	-		-	*	53% *	82% 87%	74% *	88% 91%	85% 90%	-
	2010	00%	9170	91/0		9170	90%	-	-	-			0170		9170	90%	
Mathemati	cs2017	84%	82%	82%	100%	80%	82%	-	-	-	-	53%	84%	61%	89%	75%	-
	2016		79%	79%	*	76%	80%	-	*	-	*	*	66%	*	85%	72%	*
Science	2017	74%	61%	61%	75%	47%	74%	-	*	-	*	*	53%	37%	60%	63%	_
	2016		69%	69%	*	61%	75%	-	-	-	*	*	57%	*	67%	71%	*
Social	2017	62%	59%	59%	*	46%	74%	-	*	-	*	40%	52%	44%	59%	60%	-
	2016	62%	57%	57%	*	50%	65%	-	-	-	*	*	41%	*	49%	65%	*
End of Cour	rse																
Algebra I	2017	81%	85%	100%	*	*	100%	-	*	-	*	-	100%	*	100%	100%	-
	2016	76%	86%	100%	-	100%	100%	-	-	-	-	-	100%	-	100%	100%	-

		State	Distric	Campus	African	Hispanic	White	American	Asian	Pacific	Two	Special	Econ	ELL	Female	Male	Migran
				-	American	-		Indian		Islander	More	Ed	Disadv	,			-
											Races						
All Subjects	2017	74%	72%	70%	73%	63%	78%	-	100%	-	84%	41%	65%	48%	73%	68%	-
	2016	74%	71%	68%	61%	62%	76%	-	100%	-	68%	28%	58%	38%	68%	69%	*
Reading	2017	71%	72%	75%	81%	67%	84%	-	*		86%	43%	71%	50%	79%	72%	-
rtodding		72%	70%	76%	77%	70%	84%	-	*	-	64%	27%	-	43%		76%	*
Mathematics	2017	78%	78%	76%	81%	73%	79%	-	*	-	86%	47%	72%	52%	80%	73%	-
	2016	75%	71%	65%	46%	58%	74%	-	*	-	64%	27%	53%	33%	65%	65%	*
Writing	2017	66%	58%	57%	*	51%	63%	-	*	-	71%	*	49%	41%	61%	53%	_
g		68%	64%	65%	*	60%	69%	-	*	-	*	*		56%		57%	-
Science	2017	78%	69%	61%	75%	47%	74%	-	*	-	*	*	53%	37%	60%	63%	-
	2016	77%	76%	69%	*	61%	75%	-	-	-	*	*	57%	*	67%	71%	*
Social tudies	2017	76%	76%	59%	*	46%	74%	-	*	-	*	40%	52%	44%	59%	60%	-
	2016	76%	78%	57%	*	50%	65%	-	-	-	*	*	41%	*	49%	65%	*

STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)

All Grades																	
All Subjects	2017	44%	34%	26%	42%	18%	32%	-	57%	-	43%	8%	20%	8%	26%	26%	-
	2016	42%	33%	27%	32%	20%	33%	-	80%	-	32%	7%	20%	4%	29%	24%	*
Reading		43%	36%	31%	50%	23%	37%	-	*	-	43%	10%	23%	7%	32%	31%	-
	2016	42%	34%	33%	46%	25%	40%	-	*	-	36%	12%	24%	8%	35%	31%	*
Mathematic	c 2017	15%	34%	28%	38%	20%	34%		*	_	57%	10%	22%	15%	28%	28%	-
Mathematic	-	40%	26%	20%	23%	15%	26%	-	*	-	18%	6%	16%	0%	20%	21%	*
														·`		<u></u>	
Writing	2017	36%	15%	13%	*	8%	17%	-	*	-	29%	*	9%	0%	12%	14%	-
	2016	39%	35%	35%	*	22%	46%	-	*	-	*	*	22%	6%	44%	24%	-
Science	2017	48%	35%	23%	50%	8%	35%		*		*	*	16%	0%	26%	19%	-
00101100	-	44%	37%	26%	*	23%	29%	-	-	-	*	*	20%	*	31%	22%	*
									, ,					,			
Social tudies	2017	48%	40%	18%	*	10%	24%	-	*	-	*	7%	15%	6%	14%	21%	-
	2016	45%	40%	18%	*	14%	23%	-	-	-	*	*	15%	*	20%	16%	*

STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)

All Grades																
All Subjects	2017 19%	6 11%	7%	23%	4%	10%	-	0%	-	5%	2%	5%	1%	8%	7%	-
	2016 17%	6 8%	8%	8%	5%	10%	-	20%	-	8%	2%	4%	1%	9%	6%	*
Reading	2017 18%	6 12%	12%	31%	7%	15%	-	*	-	14%	0%	6%	0%	13%	10%	-
	2016 16%	6 9%	12%	23%	9%	12%	-	*	-	18%	0%	6%	3%	16%	7%	*
Mathematics	2017 219	6 12%	6%	19%	2%	10%	-	*	-	0%	3%	3%	2%	6%	6%	-

		State	District	-	African American	-	White	American Indian		Islander		Ed	Econ Disadv		Female	Male	Migran
	2016	17%	7%	4%	0%	1%	8%	-	*	-	0%	3%	1%	0%	3%	5%	*
Writing		11% 14%	1% 8%	0% 8%	*	0% 4%	0% 15%	-	*	-	0%	*	0% 5%	0% 0%	0% 11%	0% 5%	-
		·			100/				*		*						
Science		19% 15%	9% 9%	4% 8%	13%	2% 5%	4% 13%	-	-	-	*	*	5% 4%	0%	4% 9%	4% 8%	-
	2010	1070	070	0,0		070	1070						170		070	070	
Social Studies	2017	26%	17%	9%	*	6%	9%	-	*	-	*	0%	8%	6%	7%	12%	-
	2016	21%	11%	7%	*	7%	8%	-	-	-	*	*	4%	*	9%	6%	*

STAAR Participation (All Grades)

All Tests	2017 99% 100% 100% 100% 100% 100% - 100% - 100% 100% 100%	
Reading	2017 99% 100% 100% 100% 100% - 100% 100% 100% 100% 100% 2016 99% 100% 100% 100% 100% - * - 100%	
Mathematics	2017 100% 100% 100% 100% 100% - * - 100% 100% 100% 100% 100% 100% 2016 100% 100% 100% 100% 100% 100% 100% - * - 100% 100% 100% 100% 100% 100%	
Writing	2017 100% 100% 100% * 100% 100% - * - 100% 100% 100% 100% 100% 100% 2016 99% 100% 100% 100% 100% 100% - * - * 100% 100% 100% 100% 100%	
Science	2017 99% 100% 100% 100% 100% - * 100% 100% 100% 100% 2016 99% 100% 100% * 100% 100% - * 100% 100% 100% 100%	
Social Studies	2017 98% 100% 100% 100% 100% - * 100% 100% 100% 100% 2016 98% 100% 100% * 100% 100% - - * 100% 100% 100% 100%	

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

Reading Tests															
% of Participants	2017	98%	98%	100%	*	100%	100%	-	 *	100%	100%	100%	100%	100%	-
% STAAR/EOC With	2017	13%	16%	3%	*	8%	0%	-	 *	3%	6%	14%	8%	0%	-
No Accommodations															
% STAAR/EOC With	2017	73%	73%	93%	*	92%	92%	-	 *	93%	88%	86%	92%	94%	-
Accommodations															
% STAAR Alternate 2	2017	12%	8%	3%	*	0%	8%	-	 *	3%	6%	0%	0%	6%	-
% of Non-Participants	2017	2%	2%	0%	*	0%	0%	-	 *	0%	0%	0%	0%	0%	-
Mathematics Tests															
% of Participants	2017	99%	100%	1 00%	*	100%	100%	-	 *	100%	100%	100%	100%	100%	-
% STAAR/EOC With	2017	12%	13%	3%	*	8%	0%	-	 *	3%	6%	14%	8%	0%	-
No Accommodations															
% STAAR/EOC With	2017	74%	78%	93%	*	92%	92%	-	 *	93%	88%	86%	92%	94%	-
Accommodations															
% STAAR Alternate 2	2017	13%	10%	3%	*	0%	8%	-	 *	3%	6%	0%	0%	6%	-
% of Non-Participants	2017	1%	0%	0%	*	0%	0%	-	 *	0%	0%	0%	0%	0%	-

*' Indicates results are masked due to small numbers to protect student confidentiality.

-' Indicates zero observations reported for this group.

'n/a' 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 (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	African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Special	ELL	ELL	Total	Total	Percent
Students	American	_		Indian		Islander	More	Disadv	Ed	(Current &	+	Met	Eligible	Eligible
							Races			Monitored)			-	Measure
														Met

rformance Status - State

ate Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
eading	Y		Y	Y					Y	Ν	Y	n/a	5	6	83
athematics	Y		Y	Y					Y	Ν	Y	n/a	5	6	83
riting	Ν		N	Y					Ν			n/a	1	4	25
ience	Y		N	Y					Ν			n/a	2	4	50
cial Studies	Y		N	Y					Ν			n/a	2	4	50
tal													15	24	63
										•					
rformance Sta															
ederal Target	91%	91%	91%	91%					91%	91%	91%				
eading	Ν		N	Ν	n/a	n/a	n/a	n/a	Ν	N	Ν	n/a			
athematics	Ν		N	Ν	n/a	n/a	n/a	n/a	Ν	N	Ν	n/a			
rticipation Sta			71	_						1					
ırget	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
eading	Y		Y	Y					Y	Y	n/a	Y	6	6	100
athematics	Y		Y	Y					Y	Y	n/a	Y	6	6	100
tal													12	12	100
deral Graduati	on Status (1	arget: See R	Reason Cod	les)						1					
aduation											n/a		0	0	
eason Code															
tal													0	0	4
			1		1	1			1			U	1		<u>.</u>
strict: Met Fed	eral Limits o	on Alternativ	e Assessm	ents											
eading															
ternate 1%	n/a														
umber	n/a														

strict: Met Fede	eral Limits c	n Alternative	Assessme	nts			 		 	
eading	· '						'			
ternate 1%	n/a		 	<u> </u>			<u>ا</u> '			
umber oficient	n/a									
otal Federal ap Limit	n/a									
athematics	·									
ternate 1%	n/a									
umber oficient	n/a									

	All	African	Hispanic	White	American	Asian	Pacific	Two or	Econ	Special	ELL	ELL	Total	Total	Percent
	Students	American			Indian		Islander	More	Disadv	Ed	(Current &	+	Met	Eligible	Eligible
								Races			Monitored)			_	Measure
											-				Met
otal Federal ap Limit	n/a														
otal															
verall Total													27	36	75

Participation uses ELL (Current), Graduation uses ELL (Ever HS) ^r Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90% b = Four-year Graduation Rate Target of 88.5% 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 Students	African American		White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance	Rates										1.	
Reading											1 <u> </u>	
# at Approaches Grade Level Standard	229	**	107	97	-	*	-	12	121	12	35	n/a
Total Tests	300	**	155	115	-	*	-	14	166	29	57	45
% at Approaches Grade Level Standard	76%	79%	69%	84%	-	*	-	86%	73%	41%	61%	n/a
Mathematics			1									
# at Approaches Grade Level Standard	233	**	118	90	-	*	-	12	120	14	36	n/a
Total Tests	300	**	155	115	-	*	-	14	166	29	57	45
% at Approaches Grade Level Standard	78%	79%	76%	78%	-	*	-	86%	72%	48%	63%	n/a
Writing	-		F			0.				0	1.	
# at Approaches Grade Level Standard	53	*	26	20	-	*	-	5	26	*	11	n/a
Total Tests	92	*	48	33	-	*	-	7	51	*	19	14
% at Approaches Grade Level Standard	58%	*	54%	61%	-	*	-	71%	51%	*	58%	n/a
Science											0	
# at Approaches Grade Level Standard	59	5	22	30	-	*	-	*	29	*	7	n/a
Total Tests	98	7	48	41	-	*	-	*	57	*	17	15
% at	60%	71%	46%	73%	-	*	-	*	51%	*	41%	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Islander	Two or More Races	Econ Disadv		ELL (Current & Monitored)	ELL (Current)
Approaches Grade Level Standard												
Social Studies	6		•						•	•		
# at Approaches Grade Level Standard	60	*	24	31	-	*	-	*	31	5	10	n/a
Total Tests	97	*	47	41	-	*	-	*	56	14	16	14
% at Approaches Grade Level Standard	62%	*	51%	76%	-	*	-	*	55%	36%	63%	n/a
Participation I	Rates											
	-2017 Asse	ssments										
Reading: 2016 Number	325	ssments 16	166	126	-	*	-	**	179	30	n/a	54
Reading: 2016 Number Participating Total	1		166 166	126 126	-	*	-	**	179 179	30 30	n/a n/a	54 54
Reading: 2016 Number Participating	325	16					-				.,	
Reading: 2016 Number Participating Total Students Participation Rate	325 325 100%	16 16 100%	166 100%	126	-	*		**	179	30	n/a	54
Reading: 2016 Number Participating Total Students Participation Rate Mathematics: Number	325 325 100%	16 16 100%	166 100%	126	-	*		**	179	30	n/a	54
Reading: 2016 Number Participating Total Students Participation	325 325 100% 2016-2017	16 16 100% Assessment	166 100%	126 100%	-	*	-	**	179 100%	30 100%	n/a n/a	54 100%

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 (Ever HS)	ELL (Current)
Federal Gradua 4-year Longitu		tGraduation	Rate (Gr 9-	12): Cla	ss of 2016							
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitu	dinal Cohor	t Graduation	Rate (Gr 9-	12): Cla	ss of 2015							
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed		ELL (Current
5-year Extende	ed Graduatio	on Rate (Gr 9	-12): Class	of 2015								
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
Pooding												
District: Met Fe	ederal Limits	s on Alternat	ive Assessi	ments								
Reading Number	n/a				1							
Number Proficient	n/a											
Number Proficient Total Federal Cap Limit	n/a n/a											
Number Proficient Total Federal												
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: 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.

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

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.

	Number	Daraant	D' I I I I	
	i i i i i i i i i i i i i i i i i i i	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	18.4	73.7%	73.6%	74.5%
Masters	5.8	23.1%	25.0%	23.6%
Doctorate	0.8	3.2%	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.

Grade	Subject	Student Group	%	%	%	%
			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
		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
	iviali iemalius	American Indian	n/a	00 n/a	44 n/a	o n/a
		American indian 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
0 1 0		<u>la "</u>				
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 English Language Learners	70 71	30 29	5 2	n/a 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

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 95
Grade 8	Reading		<u> </u>
Grade 8	Reading Mathematics		<u> </u>

Source: TEA Division of Student Assessment