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

Campus Name: FARWELL J H
Campus ID: 185902041
District Name: FARWELL 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.

		04-4-	District		African			Americar		Pacific				.	F	. Mala I	M:
STAAD Dorsont at	au Aha				American I	-						Ed	Disagv	ELL	remaie	iviale i	Migrant
STAAR Percent at	OF ADO	ve Ap	proacn	es Graue	Level (201	/) OF LE	evei ii Sa	atistactor	y Stant	aaru (201	(0)						
Grade 6 Reading		67% 68%	70% 66%	70% 66%	-	57% 63%	81% 68%	-	-	-	-	*	59% 64%	*	79% 73%	63% 63%	*
Mathematics		75% 71%	74% 79%	74% 79%	-	61% 74%	84% 84%	-	-	-	-	*	67% 68%	67% 67%	71% 73%	77% 81%	*
Grade 7																	
Reading		72% 69%	83% 77%	83% 77%	-	79% 82%	88% 71%	-	-	-	*	*	82% 79%	56% 100%	78% 80%	85% 75%	-
Mathematics		68% 68%	69% 55%	69% 55%	-	63% 45%	76% 67%	-	-	-	- *	*	59% 46%	*	56% 50%	74% 58%	*
Writing		68% 68%	81% 77%	81% 77%	-	74% 73%	88% 80%	-	-	-	- *	*	77% 71%	56% 100%	78% 90%	81% 65%	*
Grade 8																	
Reading		84% 85%	89% 88%	89% 88%	-	92% 82%	86% 95%	-	-	-	*	*	90% 83%	100%	95% 90%	85% 87%	*
Mathematics		84% 80%	83% 84%	83% 84%	-	79% 86%	91% 81%	-	-	-	*	*	84% 83%	100%	86% 90%	81% 78%	*
Science		74% 73%	72% 88%	72% 88%	-	67% 77%	82% 100%	-	- -	-	*	*	71% 78%	*	71% 95%	73% 83%	*
Social Studies		62% 62%	47% 63%	47% 63%	-	33% 64%	64% 62%	-	-	-	* -	*	39% 57%	*	38% 70%	54% 57%	*
All Grades																	
All Subjects		74% 74%	75% 77%	74% 75%	-	67% 72%	82% 79%	-	-	-	*	32% 26%	70% 70%	58% 62%	73% 80%	75% 72%	*
Reading		71% 72%	73% 75%	80% 78%	-	76% 76%	84% 79%	-	-	-	*	*	78% 75%	63% 59%	85% 82%	77% 74%	*
Mathematics		78% 75%	81% 75%	76% 72%	- -	68% 68%	84% 77%	-	-	-	*	41%	71% 64%	67% 65%	74% 71%	77% 73%	*
Writing		66% 68%	58% 68%	81% 77%	-	74% 73%	88% 80%	-	-	-	- *	*	77% 71%	56% 100%	78% 90%	81% 65%	*
Science		78% 77%	82% 87%	72% 88%	-	67% 77%	82% 100%	-	-	-	* -	*	71% 78%	*	71% 95%	73% 83%	*
Social Studies		76% 76%	68% 83%	47% 63%	-	33% 64%	64% 62%	- -	-	-	*	*	39% 57%	*	38% 70%	54% 57%	*
STAAR Percent at	Meets	Grade	Level (2017) or	Final Level	II Stan	dard (20)16)									
All Grades All Subjects		44%	42%	31%	-	22%	41%	_	-	_	*	8%	23%	13%	34%	30%	*
		42%	41%	38%	-	33%	43%	-	-	-	*	0%	29%	16%	40%	36%	*
Reading		43% 42%	42% 40%	37% 42%	-	29% 38%	44% 46%	-	-	-	*	*	33% 34%	13% 12%	48% 51%	30% 35%	*
Mathematics		45% 40%	43% 39%	30% 29%	-	18% 24%	41% 34%	-	-	-	*	0%	19% 21%	17% 12%	28% 22%	31% 34%	*

												Two						
		State	Distri	ct Camp	Afri us Ame		spani	ic White	America Indian					al Econ Disady	, ELL	Female	Male N	/ligrant
Writing	2017 2016		23% 32%	36% 35%			26% 27%	47% 45%	-	-	- -	- *	*	23% 25%	0% 40%	56% 50%	30% 22%	*
Science	2017 2016		54% 45%	34% 63%			29% 59%	41% 67%	-	-	-	*	*	32% 52%	*	29% 65%	38% 61%	*
Social Studies	2017 2016		39% 51%	13% 30%		-	0% 27%	27% 33%	-	-	-	*	*	3% 17%	*	10% 20%	15% 39%	*
STAAR Percent at	Master	s Gra	de Lev	el (2017) or Lev	/el III A	dvand	ed (201	6)									
All Grades All Subjects	2017 2016		16% 14%	11% 14%		-	5% 10%	17% 18%	-	-	-	*	0% 0%	6% 9%	0% 4%	16% 15%	8% 13%	*
Reading	2017 2016		16% 14%	17% 22%		-	8% 11%	26% 33%	-	-	-	*	*	11% 14%	0% 0%	28% 25%	10% 19%	*
Mathematics	2017 2016		17% 14%	9% 6%		-	5% 5%	14% 7%	-	-	-	*	0%	4% 4%	0% 6%	11% 4%	8% 7%	*
Writing	2017 2016		3% 5%	6% 7%		-	5% 9%	6% 5%	-	-	-	- *	*	5% 4%	0% 20%	11% 15%	4% 0%	*
Science	2017 2016		20% 15%	9% 23%			0% 18%	18% 29%	-	-	-	*	*	3% 17%	*	10% 15%	8% 30%	*
Social Studies	2017 2016		14% 22%	4% 14%			0% 14%	9% 14%	- -	-	-	*	*	0% 9%	*	5% 15%	4% 13%	*
STAAR Participation	on (All	Grade	s)															
All Tests			2017 2016			100% 100%	-	100% 100%	100% 100%		-				00% 00%		100% 100%	100%
Reading			2017 2016		100% 100%	100% 100%	-	100% 100%	100% 100%		-				00% 00%		100% 100%	*
Mathematics					100% 100%	100% 100%	-	100% 100%	100% 100%		-				00% 00%		100% 100%	*
Writing			2017 2016		100% 100%	100% 100%	-	100% 100%	100% 100%		-	- * 1			00% 00%		100% 100%	*
Science			2017 2016		100% 100%	100% 100%	-	100% 100%	100% 100%		-	* 1 -		100% 1 100%	00%		100% 100%	*
Social Studies			2017 2016			100% 100%	-	100% 100%	100% 100%		-	* 1 -		100% 1 100%	00%		100% 100%	*
STAAR Participation	n Res	ults by	y Asse	ssment	Type fo	or Stude	ents S	Served i	n Specia	l Educa	ition Set	tings (/	All Grad	des)				
Reading Tests % of Participants	\A/:4h- \1		2017	98%	98%	100%	6 -	100	% 100%	′о́ -	-	- *	° 100)% 100	% '	* *	100%	*
% STAAR/EOC Accommodations % STAAR/EOC		5	2017	13%	5%	6%	-	10%	% 0%	-	-	- *	69	% 10%	%	* *	8%	*
Accommodations % STAAR Altern			2017 2017	73% 12%	88% 5%	94% 0%	, -			6 -	-	_ ,	94			* * * *	92% 0%	*
% of Non-Participa			2017	2%	2%	0%	-			-	-	- ,	07		0	* *	0%	*
Mathematics Tests % of Participants % STAAR/EOC	\N/ith N/	2	2017	99%	100%	100%	6 -	100	% 100%	ю́ -	-	- *	° 100)% 100	% '	* *	100%	*
Accommodations % STAAR/EOC		,	2017	12%	32%	59%	, -	70%	6 33%	-	-	- *	59	% 70%	%	* *	54%	*
Accommodations % STAAR Altern			2017 2017	74% 13%	62% 6%	41% 0%	, - -			-	-	- ,	41 09			* * * *	46% 0%	*
% of Non-Participa			2017	1%	0%	0%	-			-	-	- '	* 09			* *	0%	*

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

^{&#}x27;-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

a = Graduation Rate Goal of 90% b = Four-year Graduation Rate Target of 88.5%

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

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

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	Hispanic	White	American Indian		Pacific Islander				ELL (Current & Monitored)			Total Eligible	
Performance Status -	- State														
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Υ		Υ	Υ					Υ			n/a	4	4	100
Mathematics	Υ		Υ	Υ					Υ			n/a	4	4	100
Writing	Υ											n/a	1	1	100
Science	Υ								Υ			n/a	2	2	100
Social Studies	N								N			n/a	0	2	0
Total													11	13	85
Performance Status -	Federal														
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		N	N	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	Ν		N	Ν	n/a	n/a	n/a	n/a	N			n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Υ		Υ	Υ					Υ		n/a		4	4	100
Mathematics	Υ		Υ	Υ					Υ		n/a		4	4	100
Total													8	8	100
Federal Graduation S Graduation Targe Met Reason Code *** Total		et: See Kea	son Codes)							n/a		0	0 0	
lotai													U	U	
District: Met Federal Reading	Limits on A	Iternative A	ssessment	ts											
Alternate 1%	n/a														
Number	n/a														
Proficient	II/a														
Total Federal	n/a														
Cap Limit	II/a														
Mathematics															
	n/o														
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal	n/a														
Cap Limit															
Total															
Overall Total													19	21	90
5 " " "	F11 (C				E 110;										
 Participation use ** Federal Graduati 				s ELL (Ever HS)										
o = Crodu						\- C- -			20/ -1		fforonce from	- 41			

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current
106	-	**	59	-	-	-	*	58	*	17	n/a
132	-	**	70	-	-	_	*	75	*	25	22
80%	-	75%	84%	-	-	-	*	77%	*	68%	n/a
101	-	**	59	-	-	-	*	54	7	18	n/a
132	-	**	70	-	-	-	*	75	17	25	22
77%	-	69%	84%	-	-	-	*	72%	41%	72%	n/a
	106 132 80% 101 132	106 - 132 - 80% - 101 - 132 - 132 - 132 - 132 - 132 - 132 - 132 - 132	106 - ** 132 - ** 80% - 75% 101 - ** 132 - **	Students American Hispanic White 106 - ** 59 132 - ** 70 80% - 75% 84% 101 - ** 59 132 - ** 70	Students American Hispanic White Indian 106 - ** 59 - 132 - ** 70 - 80% - 75% 84% - 101 - ** 59 - 132 - ** 70 -	Students American Hispanic White Indian Asian 106 - ** 59 - - 132 - ** 70 - - 80% - 75% 84% - - 101 - ** 59 - - 132 - ** 70 - -	Students American Hispanic White Indian Asian Islander 106 - ** 59 - - - 132 - ** 70 - - - 80% - 75% 84% - - - 101 - ** 59 - - - 132 - ** 70 - - -	All Students African American Hispanic White American Indian Asian Pacific Islander More Races 106 - ** 59 - - - * 132 - ** 70 - - - * 80% - 75% 84% - - - * 101 - ** 59 - - - * 132 - ** 70 - - - * 132 - ** 70 - - - *	All Students African American Hispanic White American Indian Asian Pacific Islander More Races Econ Disadv 106 - *** 59 - - - ** 58 132 - ** 70 - - - * 75 80% - 75% 84% - - - * 77% 101 - ** 59 - - - * 54 132 - ** 70 - - - * 54 132 - ** 70 - - - * 54	All Students African American Hispanic White American Indian Asian Pacific Islander More Races Econ Disady Special Ed 106 - *** 59 - - - * 58 * 132 - *** 70 - - - * 75% * 80% - 75% 84% - - - * 77% * 101 - *** 59 - - - * 54 7 132 - ** 70 - - - * 54 7	All Students African American Hispanic White American Indian Asian Pacific Islander More Races Econ Disady Special Econ Monitored (Current & Monitored) 106 - *** 59 - - - ** 58 * 17 132 - *** 70 - - - ** 75 * 25 80% - 75% 84% - - - * 77% * 68% 101 - ** 59 - - - * 54 7 18 132 - ** 70 - - - * 75 17 25

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal d = Five-year Graduation Rate Target of 91%

^{&#}x27;?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

								Two or			ELL	_
	All	African			American		Pacific	More	Econ	Special	(Current &	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	(Current)
# at Approaches Grade	27	-	12	15	-	-	=.	-	15	*	5	n/a
Level Standard												
Total Tests	33	-	16	17	-	-	-	-	19	*	8	8
% at Approaches Grade	82%	-	75%	88%	-	-	-	-	79%	*	63%	n/a
Level Standard												
Science												
# at Approaches Grade	34	-	**	18	-	-	-	*	22	*	6	n/a
Level Standard												
Total Tests	45	-	**	22	-	-	-	*	29	*	8	*
% at Approaches Grade	76%	-	73%	82%	-	-	-	*	76%	*	75%	n/a
Level Standard												
Social Studies												
# at Approaches Grade	22	-	**	14	-	-	-	*	12	*	*	n/a
Level Standard												
Total Tests	45	-	**	22	-	-	-	*	29	*	*	*
% at Approaches Grade	49%	-	36%	64%	-	-	-	*	41%	*	*	n/a
Level Standard												
Participation Rates												
Reading: 2016-2017 Assessment	ts											
Number Participating	137	-	**	70	-	-	-	*	80	17	n/a	24
Total Students	137	-	**	70	-	-	-	*	80	17	n/a	24
Participation Rate	100%	-	100%	100%	-	-	-	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessi	ments											
Number Participating	137	-	**	70	-	-	-	*	80	17	n/a	24
Total Students	137	-	**	70	-	-	-	*	80	17	n/a	24
Participation Rate	100%	-	100%	100%	-	-	-	*	100%	100%	n/a	100%

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

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	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Curren
Federal Graduation Rates												
4-year Longitudinal Cohort G	raduation Rate	Gr 9-12): Cl	ass of 2016									
Number Graduated	_	· - ′	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	_	_	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	_	-	-	-	-	n/a
4-year Longitudinal Cohort G	raduation Rate	Gr 9-12): Cl	ass of 2015									
Number Graduated	_	· - ′	-	-	-	-	-	-	-	-	-	n/a
Total in Class	_	-	_	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	_	-	-	-	-	n/a
5-year Extended Graduation F	Rate (Gr 9-12): 0	lass of 2015	5									
Number Graduated	· - ′	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	_	-	_	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	_	-	-	-	-	-	_	_	_	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient n/a
Total Federal Cap Limit n/a
Mathematics
Number Proficient n/a

Total Federal Cap Limit

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

Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards

n/a

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.

 ^{**} 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.

^{*} When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

Priority School Identification: Priority School Reason: N/A
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.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	13.3	100.0%	89.0%	74.5%
Masters	0.0	0.0%	11.0%	23.6%
Doctorate	0.0	0.0%	0.0%	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

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