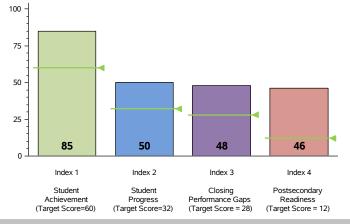
Texas Education Agency 2015-16 School Report Card DOWELL EL (071902115)

2016 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2016, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 or Index 2 and Index 3 and Index 4.



2016 Accountability Rating

Met Standard

For 2016 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations								
ELA/Reading	Top 25% Student Progress							
Top 25% Closing Perform Gaps	Postsecondary Readiness							

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25%: Student Progress, Top 25%: Closing Performance Gaps,** and **Postsecondary Readiness.**

School and Student Information

This section provides demographic information about the campus, 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		Campus	District	State
Attendance Rate (2014-15)	96.2%	95.9%	95.7%	Class Size Averages b	ıbject		
				Elementary			
Enrollment by Race/Ethnicity				Grade 1	15.2	17.1	19.1
African American	5.2%	3.7%	12.6%	Grade 2	15.2	16.5	19.1
Hispanic	85.9%	83.4%	52.2%	Grade 3	20.0	16.7	19.1
White	6.2%	9.9%	28.5%	Grade 4	14.2	15.4	19.0
American Indian	0.0%	0.2%	0.4%	Grade 5	13.3	17.5	20.8
Asian	1.7%	1.2%	4.0%				
Pacific Islander	0.3%	0.4%	0.1%				
Two or More Races	0.7%	1.4%	2.1%				
Enrollment by Student Group							
Economically Disadvantaged	83.8%	70.6%	59.0%				
English Language Learners	27.5%	27.3%	18.5%				
Special Education	11.7%	10.3%	8.6%				
Mobility Rate (2014-15)	15.6%	18.1%	16.5%				

School Financial Information (2014-15)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus District State		State		Campus	District	State
Instructional Staff Percent	n/a	62.6%	64.5%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	67.8%	63.8%	Total Operating Expenditures	\$9,416	\$9,279	\$9,065
				Instruction	\$6,728	\$5,450	\$5,158
				Instructional Leadership	\$33	\$72	\$138
				School Leadership	\$835	\$608	\$522
For more information about this campus, please see the Texas Academic Performance Report at							Page
https://rptsvr1.tea.texas.gov/perfre	port/tapr/2016	/index.html.					1

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DOWELL EL (071902115) EL PASO ISD

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco Disa
TAAR Percent at Leve	l II Satisfa						white	Inulan	ASIdII	Islanuer	Races	DISa
All Subjects	2016	75%	73%	85%	79%	87%	67%	_	_	_	*	85
Reading	2010	73%	70%	86%	73%	88%	*	_			*	85
Mathematics	2010	75% 76%	70% 75%	87%	86%	90%	*	-	-	-	*	87
Writing	2016	69%	73%	87 %	*	90 <i>%</i> 88%	*	-	-	-	_	90
0	2016	09% 79%	70%		*	88% 74%	*	-	-	-	-	90 71
Science	2016	/9%	//%	73%	.	74%		-	-	-	-	/
TAAR Percent at Pos	-	-										
Two or More Subjects		45%	41%	44%	*	47%	*	-	-	-	*	44
Reading	2016	46%	44%	46%	*	48%	*	-	-	-	*	44
Mathematics	2016	43%	40%	47%	*	50%	*	-	-	-	*	46
Writing	2016	41%	41%	65%	*	61%	*	-	-	-	-	66
Science	2016	47%	42%	27%	*	26%	*	-	-	-	-	26
TAAR Percent at Adv	anced Sta	ndard (Su	m of All Gr	ades Teste	d)							
All Subjects	2016	18%	14%	18%	*	20%	*	-	-	-	*	16
Reading	2016	17%	14%	24%	*	26%	*	-	-	-	*	21
Mathematics	2016	19%	16%	18%	*	20%	*	-	-	-	*	16
Writing	2016	15%	14%	16%	*	15%	*	-	-	-	-	15
Science	2016	16%	11%	*	*	*	*	-	-	-	-	
TAAR Percent Met or	Typesdad	Drearces										
		-		740/	*	710/	*					
All Subjects	2016	62%	59%	71%		71%	*	-	-	-	-	72
Reading	2016	60%	58%	72%	*	72%		-	-	-	-	7
Mathematics	2016	63%	60%	70%	*	70%	*	-	-	-	-	72
TAAR Percent Exceed	led Progre	ess										
All Subjects	2016	17%	15%	29%	*	29%	*	-	-	-	-	31
Reading	2016	16%	15%	34%	*	34%	*	-	-	-	-	35
Mathematics	2016	17%	16%	25%	*	25%	*	-	-	-	-	28
rogress of Prior-Year	Non-Profi	icient Stud	lents: Pero	cent of Non-	-Proficient S	Students Pas	sing STAA	R (Sum of G	irades 4-8)		
Reading	2016	35%	38%	69%	*	73%	-	-	-	-	-	69
tudents Success Initia	ative											
Grade 5												
Students Meeting Lev	el II Standa	ard on First	STAAR AG									
Reading	2016	73%	78%	73%	*	74%	*	-	-	-	-	71
Mathematics	2016	77%	79%	7 8 %	*	79%	*	-	-	-	-	76
Students Requiring Ac	celerated	Instruction										
Reading	2016	27%	22%	27%	*	26%	*	-	-	-	-	29
Mathematics	2016	23%	21%	22%	*	21%	*	-	-	-	-	24
STAAR Cumulative M	et Standar	d										
Reading	2016	80%	84%	86%	*	88%	*	-	-	-	-	85
Mathematics	2016	85%	88%	95%	*	94%	*	-	-	-	-	94
	• C+,	Drometer			nono;#+							
STAAR Non-Proficien Reading	t Students 2015	Promoted I 95%	by Grade P 95%	acement Co	ommittee -	*	-	-	-	-	-	
-					_							
STAAR Met Standard				r) Retained in	n Grade 5							
Reading	2016	45%	43%	*	-	*	-	-	-	-	-	
For more informatio	n about th	nis campu	s, please	see the Te	kas Acader	nic Performa	ance Repo	rt at			Pa	ge

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

* 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.