

**Texas Education Agency
2017-18 Federal Report Card for Texas Public Schools**

Campus Name: BUELL CENTRAL DAEP
Campus ID: 10869011
District Name: PHARR-SAN JUAN-ALAMO ISD

Part (I): General Description of the Texas State Accountability System Under Subsection (C)

Part (I)(i) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system.
The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.
Part (I)(ii) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2):

Academic Performance (At Meets Grade Level or Above)	Reading/ELA	Baseline 2016-17 Rates											EL (Current and Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ		
Mathematics		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through 2026-27	52%	42%	49%	69%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	46%	52%
		2032-33	72%	68%	69%	80%	72%	87%	73%	73%	67%	60%	65%
EL Progress		2017-18 through 2021-22	48%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026-27	49%	31%	40%	60%	45%	82%	50%	54%	36%	23%	40%
		2027-28 through 2031-32	63%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2032-33	73%	66%	70%	80%	73%	91%	73%	77%	68%	62%	70%
Graduation Rate-4 Year Longitudinal Rate		2017-18 through 2021-22	81%	80%	87%	93%	98%	95%	98%	92%	90%	78%	77%
		2022-23 through 2026-27	89%	85%	87%	93%	98%	95%	98%	92%	90%	78%	77%
		2027-28 through 2031-32	96%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2032-33	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%

Part (I)(iii) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State:
a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
c. Graduation Rate: Federal Graduation Status
d. ELP Indicator: English Learner Language Proficiency Status
e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (I)(iv) the State's system for meaningfully differentiating all public schools in the State, including:
(a) the specific weight of the indicators described in subsection (c)(4)(B) in each differentiation:

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	20%
	English Learner Language proficiency	10%
High Schools and K-12	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
	4-Year Graduation Rate	10%
English Learner Language proficiency	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(b) the methodology by which the State differentiates all such schools:
A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
(c) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance.
Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gaps between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.
(d) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i).
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA ranks the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 87 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year. TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (I)(v) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (c)(4)(D)(ii).
Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Exact file)

Part (I)(vi) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A) including the length of years established under clause (ii)(I) of such subsection.
Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.
To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (II): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.
There is no data for this campus.

Part (III): Academic Growth and Graduation Rate

Part (III)(i): Academic Growth
This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.
There is no data for this campus.

Part (III)(ii): Graduation Rate
This section provides information on high school graduation rates.
There is no data for this campus.

Part (IV): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.
There is no data for this campus.

Part (V): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	-	-	-	-	-	-	-	-	-	-	-
School Quality (College, Career, and Military Readiness Performance)											
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-

Part (VI): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	-	-	-	-	-	-	-	-	-	-	-
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	-	-	-	-	-	-	-	-	-	-	-
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	-	-	-	-	-	-	-	-	-	-	-
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	76%	67%	60%	65%
Target Met	-	-	-	-	-	-	-	-	-	-	-
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	-	-	-	-	-	-	-	-	-	-	-
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	-	-	-	-	-	-	-	-	-	-	-
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	-	-	-	-	-	-	-	-	-	-	-
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	-	-	-	-	-	-	-	-	-	-	-
English Learner Language Proficiency Status											
Interim Goals (2018-2022)	-	-	-	-	-	-	-	-	-	-	42%
Target Met	-	-	-	-	-	-	-	-	-	-	-
Interim Goals (2023-2027)	-	-	-	-	-	-	-	-	-	-	44%
Target Met	-	-	-	-	-	-	-	-	-	-	-
Interim Goals (2028-2032)	-	-	-	-	-	-	-	-	-	-	46%
Target Met	-	-	-	-	-	-	-	-	-	-	-
Long-Term Goals	-	-	-	-	-	-	-	-	-	-	46%
Target Met	-	-	-	-	-	-	-	-	-	-	-
Federal Graduation Status											
Interim Goals (2018-2022)	81%	80%	87%	93%	98%	95%	98%	92%	90%	78%	77%
Target Met	-	-	-	-	-	-	-	-	-	-	-
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	-	-	-	-	-	-	-	-	-	-	-
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	-	-	-	-	-	-	-	-	-	-	-
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	-	-	-	-	-	-	-	-	-	-	-

- - - - - STAAR Performance and Graduation use EL (Current & Former); EL (English Learner Language Proficiency uses EL (Current)). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (VII): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.
There is no data for this campus.

Part (VIII): Civil Rights Data

Part (VIII)(i) this section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	Students with Disabilities (Section 504)
Students Without Disabilities									
In-School Suspensions									
Male	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0
Out-of-School Suspensions									
Male	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0
Expulsions									
With Educational Services									
Male	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0
Without Educational Services									
Male	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0
Under Zero Tolerance Policies									
Male	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0
School-Related Arrests									
Male	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0
Referrals to Law Enforcement									
Male	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0
Students With Disabilities									
In-School Suspensions									
Male	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0
Out-of-School Suspensions									
Male	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0
Expulsions									
With Educational Services									
Male	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0
Without Educational Services									
Male	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0				