

Texas Education Agency  
**2022 Federal Report Card**  
**EMMA VERA EL (214903106) - ROMA ISD - STARR COUNTY**

**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the 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.

State ESSA Goals												
Academic Performance (At Meets Grade Level or Above)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)	
<b>Reading/ELA</b>	<b>Baseline 2016-17 Rates</b>	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
<b>Mathematics</b>	<b>Baseline 2016-17 Rates</b>	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>	<b>Baseline 2016-17 Rates</b>											4.1%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
<b>Graduation Rate: 4-Year Longitudinal Rate <sup>Δ</sup></b>	<b>Baseline 2016-17 Rates</b>	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>Δ</sup> Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- 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 --  
 (aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
	Academic Achievement	50%
High Schools, K-12s, AEAs, and Districts	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only <sup>2</sup>	30%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.



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**(bb)** 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.  
<https://tea.texas.gov/sites/default/files/chapter-4-2022-closing-the-gaps-domain.pdf>

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered consistently underperforming. Any campus not identified for comprehensive support and improvement (CSI) that has at least one consistently underperforming student group is identified for targeted support and improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2018, 2019, and 2022 are considered consecutive years for 2022 TSI identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluates overall scaled scores to make final comprehensive support and improvement (CSI) determinations. Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for CSI. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/ K - 12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Next, TEA ranks the overall scaled scores for all Title I campuses statewide (without regard to campus type) to determine the scaled score cut point necessary to identify at least five percent of Title I campuses. Title I campuses with an overall scaled score cut point at or below the overall cut point and that rank in their school types bottom five percent are identified for CSI.

**Part (i)(v)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: **Comprehensive Support and Improvement Schools Targeted Support and Improvement Schools and Additional Targeted Support Schools.**

**Part (i)(vi)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school types bottom five percent of the Closing the Gaps domain for two consecutive years and have an overall scaled score that year that does not fall within the lowest percentile to be reidentified for CSI are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate below 67 percent must have a four or six-year federal graduation rate of at least 67 percent for two consecutive years to exit CSI status.

**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, reading/ELA, and science by grade level and proficiency level for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

State District		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																			
<b>Grade 3</b>																			



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	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Grade 4	Reading	All Students	76%	89%	95%	95%	*	-	-	94%	100%	*	98%	95%	91%	100%	*	-	-	-	
		CWD	52%	31%	*	-	*	-	-	*	-	-	*	-	*	*	-	-	-	-	-
	Mathematics	All Students	80%	95%	98%	98%	-	-	-	98%	100%	-	98%	98%	97%	100%	*	-	-	-	-
		CWOD	80%	95%	98%	98%	-	-	-	98%	100%	-	98%	98%	97%	100%	*	-	-	-	-
	Mathematics	EL	66%	88%	95%	95%	-	-	-	93%	100%	*	98%	95%	90%	100%	*	-	-	-	-
		Male	74%	86%	91%	91%	-	-	-	89%	100%	*	97%	90%	91%	-	-	*	-	-	-
	Mathematics	Female	78%	92%	100%	100%	-	-	-	100%	100%	-	100%	100%	-	-	100%	-	-	-	-
		All Students	70%	84%	93%	93%	-	-	-	91%	100%	*	95%	95%	97%	89%	*	-	-	-	-
	Mathematics	CWD	46%	29%	*	-	*	-	-	*	-	-	*	-	*	*	-	-	-	-	-
		CWOD	74%	90%	95%	95%	-	-	-	93%	100%	-	95%	96%	100%	89%	*	-	-	-	-
Mathematics	EL	64%	84%	95%	95%	-	-	-	93%	100%	*	96%	95%	97%	92%	*	-	-	-	-	
	Male	72%	85%	97%	97%	-	-	-	96%	100%	*	100%	97%	97%	-	-	*	-	-	-	
Mathematics	Female	68%	84%	89%	89%	-	-	-	84%	100%	-	89%	92%	-	89%	-	-	-	-	-	
	All Students	76%	90%	94%	94%	-	-	-	92%	100%	50%	100%	95%	92%	97%	*	-	-	-	-	
Reading	All Students	48%	64%	50%	50%	-	-	-	33%	100%	50%	100%	100%	100%	100%	*	-	-	-	-	
	CWOD	81%	94%	100%	100%	-	-	-	100%	100%	-	100%	100%	100%	100%	100%	-	-	-	-	
Reading	EL	66%	89%	95%	95%	-	-	-	94%	100%	50%	100%	95%	94%	97%	97%	-	-	-	-	
	Male	73%	89%	92%	92%	-	-	-	90%	100%	50%	100%	94%	92%	-	-	-	-	-	-	
Mathematics	Female	79%	90%	97%	97%	-	-	-	95%	100%	*	100%	97%	-	97%	-	-	-	-	-	
	All Students	68%	89%	96%	96%	-	-	-	94%	100%	63%	100%	95%	95%	97%	97%	-	-	-	-	
Mathematics	CWD	42%	63%	63%	63%	-	-	-	50%	100%	63%	100%	50%	67%	*	-	-	-	-	-	
	CWOD	73%	93%	100%	100%	-	-	-	100%	94%	50%	100%	100%	100%	100%	100%	-	-	-	-	
Mathematics	EL	63%	89%	95%	95%	-	-	-	94%	94%	50%	100%	95%	94%	97%	97%	-	-	-	-	
	Male	70%	88%	95%	95%	-	-	-	93%	88%	67%	100%	94%	95%	-	-	-	-	-	-	
Mathematics	Female	67%	89%	97%	97%	-	-	-	95%	100%	*	100%	97%	-	97%	-	-	-	-	-	
	All Students	80%	88%	99%	100%	*	-	-	100%	94%	*	99%	98%	97%	100%	*	-	-	-	-	
Grade 5	Reading	All Students	50%	58%	*	100%	*	-	-	100%	*	99%	98%	97%	100%	*	-	-	-	-	
		CWOD	85%	91%	99%	100%	*	-	-	100%	94%	-	99%	98%	97%	100%	*	-	-	-	
Mathematics	EL	71%	88%	98%	100%	*	-	-	100%	94%	*	98%	98%	97%	100%	*	-	-	-	-	
	Male	77%	84%	97%	100%	*	-	-	100%	86%	*	97%	97%	97%	-	-	*	-	-	-	
Mathematics	Female	83%	92%	100%	100%	-	-	-	100%	100%	-	100%	100%	-	100%	-	-	-	-	-	
	All Students	76%	87%	97%	99%	*	-	-	100%	88%	*	97%	97%	94%	100%	*	-	-	-	-	
Mathematics	CWD	50%	65%	*	-	*	-	-	*	*	*	-	-	*	*	-	-	-	-	-	
	CWOD	80%	89%	97%	98%	*	-	-	100%	88%	-	97%	97%	94%	100%	*	-	-	-	-	
Mathematics	EL	70%	86%	97%	98%	*	-	-	100%	88%	*	97%	97%	94%	100%	*	-	-	-	-	
	Male	75%	83%	94%	97%	*	-	-	100%	71%	*	94%	94%	94%	-	-	-	-	-	-	
Mathematics	Female	76%	91%	100%	100%	-	-	-	100%	100%	-	100%	100%	-	100%	-	-	-	-	-	
	All Students	80%	88%	99%	100%	*	-	-	100%	94%	*	99%	98%	97%	100%	*	-	-	-	-	



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Science	All Students	65%	86%	99%	-	100%	*	-	-	-	100%	94%	*	99%	98%	97%	100%	*	-	-	-			
	CWD	40%	56%	*	-	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	-		
	CWOD	69%	89%	99%	-	100%	*	-	-	-	100%	94%	-	99%	98%	97%	100%	*	-	-	-			
	EL	52%	85%	98%	-	100%	*	-	-	-	100%	94%	*	98%	98%	97%	100%	*	-	-	-			
	Male	67%	83%	97%	-	100%	*	-	-	-	100%	86%	*	97%	97%	97%	-	-	-	-	-	-		
	Female	63%	88%	100%	-	100%	-	-	-	-	100%	100%	-	100%	100%	-	-	100%	*	-	-	-		
<b>STAAR Percent at Meets Grade Level or Above</b>																								
Grade 3	Reading	All Students	50%	69%	87%	-	87%	-	-	-	-	83%	100%	*	91%	88%	79%	96%	*	-	-	-		
		CWD	30%	15%	*	-	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-	
		CWOD	54%	74%	91%	-	91%	-	-	-	-	88%	100%	-	91%	92%	86%	96%	*	-	-	-	-	
		EL	37%	68%	88%	-	88%	-	-	-	-	84%	100%	*	92%	88%	77%	100%	*	-	-	-	-	
		Male	49%	65%	79%	-	79%	-	-	-	-	75%	100%	*	86%	77%	79%	-	-	*	-	-	-	-
		Female	52%	73%	96%	-	96%	-	-	-	-	95%	100%	-	96%	100%	-	-	96%	-	-	-	-	-
	Mathematics	All Students	42%	65%	75%	-	75%	-	-	-	-	68%	100%	*	79%	75%	73%	79%	*	-	-	-	-	
		CWD	27%	16%	*	-	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-	
		CWOD	45%	70%	79%	-	79%	-	-	-	-	72%	100%	-	79%	79%	79%	79%	79%	*	-	-	-	
		EL	35%	66%	75%	-	75%	-	-	-	-	68%	100%	*	79%	75%	71%	81%	81%	*	-	-	-	
		Male	45%	64%	73%	-	73%	-	-	-	-	68%	100%	*	79%	71%	73%	-	-	*	-	-	-	-
		Female	39%	66%	79%	-	79%	-	-	-	-	68%	100%	-	79%	81%	-	-	79%	-	-	-	-	-
Grade 4	Reading	All Students	53%	71%	80%	-	80%	-	-	-	75%	94%	38%	85%	79%	73%	88%	-	-	-	-	-		
		CWD	29%	36%	38%	-	38%	-	-	-	17%	*	38%	-	33%	33%	*	-	-	-	-	-	-	
		CWOD	57%	77%	85%	-	85%	-	-	-	-	82%	94%	-	85%	84%	81%	90%	-	-	-	-	-	
		EL	41%	71%	79%	-	79%	-	-	-	-	75%	93%	33%	84%	79%	74%	86%	-	-	-	-	-	
		Male	51%	66%	73%	-	73%	-	-	-	-	70%	86%	33%	81%	74%	73%	-	-	-	-	-	-	-
		Female	55%	75%	88%	-	88%	-	-	-	-	81%	100%	*	90%	86%	-	-	88%	-	-	-	-	-
	Mathematics	All Students	42%	74%	84%	-	84%	-	-	-	-	78%	100%	63%	87%	83%	81%	88%	-	-	-	-	-	
		CWD	25%	47%	63%	-	63%	-	-	-	50%	*	63%	-	87%	86%	84%	*	-	-	-	-	-	
		CWOD	45%	79%	87%	-	87%	-	-	-	-	82%	94%	-	87%	86%	84%	90%	-	-	-	-	-	
		EL	34%	74%	83%	-	83%	-	-	-	-	77%	94%	50%	86%	83%	79%	86%	-	-	-	-	-	
		Male	45%	73%	81%	-	81%	-	-	-	-	77%	88%	67%	84%	79%	81%	-	-	-	-	-	-	
		Female	38%	75%	88%	-	88%	-	-	-	-	81%	100%	*	90%	86%	-	-	88%	-	-	-	-	
Grade 5	Reading	All Students	57%	68%	84%	-	85%	*	-	-	85%	82%	*	85%	86%	82%	86%	*	-	-	-	-		
		CWD	29%	33%	*	-	*	-	-	-	*	*	*	*	-	*	*	-	-	-	-	-	-	
		CWOD	61%	72%	85%	-	86%	*	-	-	-	87%	81%	-	85%	86%	84%	86%	*	-	-	-	-	
		EL	43%	69%	86%	-	89%	*	-	-	-	86%	88%	*	86%	86%	84%	89%	*	-	-	-	-	
		Male	53%	65%	82%	-	84%	*	-	-	-	85%	71%	*	84%	84%	82%	-	-	-	-	-	-	
		Female	53%	65%	82%	-	84%	*	-	-	-	85%	71%	*	84%	84%	82%	-	-	-	-	-	-	



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Reading	Female	60%	72%	86%	-	86%	-	-	-	-	-	85%	90%	-	86%	89%	-	86%	*	-	-	-	
	All Students	47%	68%	89%	-	90%	*	-	-	-	-	91%	82%	*	88%	88%	*	89%	*	-	-	-	
Mathematics	CWD	25%	40%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	
	CWOD	50%	71%	88%	-	89%	*	-	-	-	-	90%	81%	-	88%	88%	*	89%	*	-	-	-	
	EL	38%	67%	88%	-	89%	*	-	-	-	-	90%	81%	*	88%	88%	87%	89%	*	-	-	-	
	Male	48%	66%	88%	-	91%	*	-	-	-	-	96%	57%	*	88%	87%	88%	-	-	-	-	-	-
	Female	46%	69%	89%	-	89%	-	-	-	-	-	85%	100%	-	89%	89%	-	89%	*	-	-	-	-
	All Students	38%	56%	86%	-	87%	*	-	-	-	-	87%	82%	*	85%	85%	*	86%	*	-	-	-	-
Science	CWD	23%	26%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	
	CWOD	40%	59%	85%	-	86%	*	-	-	-	-	87%	81%	-	85%	85%	84%	86%	*	-	-	-	
	EL	24%	56%	85%	-	86%	*	-	-	-	-	86%	81%	*	85%	85%	84%	86%	*	-	-	-	
	Male	41%	54%	85%	-	88%	*	-	-	-	-	93%	57%	*	84%	84%	85%	-	-	-	-	-	-
	Female	34%	58%	86%	-	86%	-	-	-	-	-	81%	100%	-	86%	86%	-	86%	*	-	-	-	-
	All Students	34%	58%	86%	-	86%	-	-	-	-	-	81%	100%	-	86%	86%	-	86%	*	-	-	-	-
<b>STARR Percent at Masters Grade Level</b>																							
<b>Grade 3</b>																							
Reading	All Students	29%	45%	67%	-	67%	-	-	-	-	-	62%	86%	*	72%	67%	58%	79%	*	-	-	-	
	CWD	12%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	
	CWOD	32%	49%	72%	-	72%	-	-	-	-	-	67%	86%	-	72%	72%	66%	79%	*	-	-	-	
	EL	19%	44%	67%	-	67%	-	-	-	-	-	61%	85%	*	72%	67%	55%	81%	*	-	-	-	
	Male	28%	41%	58%	-	58%	-	-	-	-	-	54%	80%	*	66%	55%	58%	-	-	*	-	-	-
	Female	31%	49%	79%	-	79%	-	-	-	-	-	74%	89%	-	79%	81%	-	79%	-	*	-	-	-
	All Students	20%	37%	38%	-	38%	-	-	-	-	-	30%	64%	*	40%	37%	36%	39%	*	-	-	-	
	CWD	10%	3%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-	-
	CWOD	22%	40%	40%	-	40%	-	-	-	-	-	33%	64%	-	40%	40%	41%	39%	*	-	-	-	
	EL	15%	36%	37%	-	37%	-	-	-	-	-	30%	62%	*	40%	37%	35%	38%	*	-	-	-	
	Male	23%	34%	36%	-	36%	-	-	-	-	-	29%	80%	*	41%	35%	36%	-	-	*	-	-	
	Female	18%	40%	39%	-	39%	-	-	-	-	-	32%	56%	-	39%	38%	-	39%	-	-	-	-	
<b>Grade 4</b>																							
Reading	All Students	28%	42%	48%	-	48%	-	-	-	-	-	43%	61%	13%	52%	46%	46%	50%	-	-	-	-	
	CWD	10%	7%	13%	-	13%	-	-	-	-	-	17%	*	13%	-	17%	17%	*	-	-	-	-	
	CWOD	31%	48%	52%	-	52%	-	-	-	-	-	47%	69%	-	52%	49%	52%	53%	-	-	-	-	
	EL	18%	40%	46%	-	46%	-	-	-	-	-	42%	60%	17%	49%	46%	44%	48%	-	-	-	-	
	Male	26%	38%	46%	-	46%	-	-	-	-	-	40%	71%	17%	52%	44%	46%	-	-	-	-	-	
	Female	29%	45%	50%	-	50%	-	-	-	-	-	48%	55%	*	53%	48%	-	50%	-	-	-	-	
	All Students	22%	45%	46%	-	46%	-	-	-	-	-	37%	72%	50%	46%	43%	43%	50%	-	-	-	-	
	CWD	10%	20%	50%	-	50%	-	-	-	-	-	33%	*	50%	-	33%	50%	*	-	-	-	-	
	CWOD	25%	49%	46%	-	46%	-	-	-	-	-	38%	65%	-	46%	44%	42%	50%	-	-	-	-	
	EL	16%	44%	43%	-	43%	-	-	-	-	-	33%	69%	33%	44%	43%	38%	48%	-	-	-	-	
	Male	25%	43%	43%	-	43%	-	-	-	-	-	33%	75%	50%	42%	38%	43%	-	-	-	-	-	



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<b>Grade 5</b>																					
Mathematics	Female	19%	46%	50%	-	50%	-	-	-	-	43%	64%	* 50%	48%	-	-	50%	-	-	-	-
Reading	All Students	36%	45%	63%	-	63%	-	-	-	-	60%	71%	* 63%	67%	50%	75%	-	-	-	-	-
	CWD	12%	9%	*	-	*	-	-	-	-	*	*	* 63%	66%	50%	75%	-	-	-	-	-
	CWOD	40%	49%	63%	-	64%	-	-	-	-	62%	69%	- 63%	66%	50%	75%	-	-	-	-	-
	EL	23%	46%	67%	-	67%	-	-	-	-	64%	75%	* 66%	67%	55%	77%	-	-	-	-	-
	Male	32%	40%	50%	-	50%	-	-	-	-	48%	57%	* 50%	55%	50%	-	-	-	-	-	-
	Female	39%	51%	75%	-	75%	-	-	-	-	73%	80%	- 75%	77%	-	75%	-	-	-	-	-
Mathematics	All Students	24%	39%	50%	-	50%	-	-	-	-	51%	47%	* 50%	50%	53%	47%	-	-	-	-	-
	CWD	9%	9%	*	-	*	-	-	-	-	*	*	* 50%	49%	53%	-	-	-	-	-	-
	CWOD	26%	42%	50%	-	50%	-	-	-	-	52%	44%	- 50%	49%	53%	47%	-	-	-	-	-
	EL	17%	39%	50%	-	50%	-	-	-	-	50%	50%	* 49%	50%	52%	49%	-	-	-	-	-
	Male	25%	40%	53%	-	53%	-	-	-	-	56%	43%	* 53%	52%	53%	-	-	-	-	-	-
	Female	23%	38%	47%	-	47%	-	-	-	-	46%	50%	- 47%	49%	-	47%	-	-	-	-	-
Science	All Students	17%	29%	44%	-	44%	-	-	-	-	45%	41%	* 44%	44%	53%	36%	-	-	-	-	-
	CWD	9%	7%	*	-	*	-	-	-	-	*	*	* 44%	43%	53%	36%	-	-	-	-	-
	CWOD	19%	31%	44%	-	44%	-	-	-	-	46%	38%	- 44%	43%	53%	36%	-	-	-	-	-
	EL	9%	28%	44%	-	44%	-	-	-	-	44%	44%	* 43%	44%	52%	37%	-	-	-	-	-
	Male	20%	31%	53%	-	53%	-	-	-	-	52%	57%	* 53%	52%	53%	-	-	-	-	-	-
	Female	15%	26%	36%	-	36%	-	-	-	-	38%	30%	- 36%	37%	-	36%	-	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																					
<b>All Grades</b>																					
All Subjects	All Students	73%	74%	96%	-	97%	-	-	-	-	96%	97%	65%	98%	96%	95%	98%	100%	-	-	-
	CWD	44%	39%	65%	-	65%	-	-	-	-	54%	100%	65%	- 58%	67%	-	-	-	-	-	-
	CWOD	77%	77%	98%	-	99%	-	-	-	-	99%	96%	- 98%	98%	98%	99%	99%	100%	-	-	-
	EL	59%	71%	96%	-	97%	-	-	-	-	96%	96%	58%	98%	96%	95%	98%	100%	-	-	-
	Male	71%	70%	95%	-	96%	-	-	-	-	95%	91%	67%	98%	95%	95%	-	-	-	-	-
	Female	75%	77%	98%	-	98%	-	-	-	-	97%	100%	* 99%	98%	98%	-	98%	-	-	-	-
Reading	All Students	74%	70%	96%	-	96%	-	-	-	-	95%	98%	57%	99%	96%	93%	99%	-	-	-	-
	CWD	43%	35%	57%	-	57%	-	-	-	-	45%	* 57%	- 55%	58%	-	58%	-	-	-	-	-
	CWOD	78%	74%	99%	-	99%	-	-	-	-	99%	98%	- 99%	99%	99%	98%	100%	-	-	-	-
	EL	57%	67%	96%	-	97%	-	-	-	-	96%	98%	55%	99%	96%	94%	99%	-	-	-	-
	Male	70%	66%	93%	-	94%	-	-	-	-	93%	95%	58%	98%	94%	93%	-	-	-	-	-
	Female	78%	75%	99%	-	99%	-	-	-	-	98%	100%	* 100%	99%	99%	-	99%	-	-	-	-
Mathematics	All Students	71%	77%	96%	-	96%	-	-	-	-	95%	96%	67%	97%	96%	95%	96%	-	-	-	-
	CWD	44%	43%	67%	-	67%	-	-	-	-	58%	* 67%	- 58%	69%	-	69%	-	-	-	-	-
	CWOD	75%	80%	97%	-	98%	-	-	-	-	98%	96%	- 97%	98%	98%	98%	97%	-	-	-	-
	EL	61%	75%	96%	-	96%	-	-	-	-	96%	95%	58%	98%	96%	95%	97%	-	-	-	-
	Male	71%	75%	95%	-	96%	-	-	-	-	96%	89%	69%	98%	95%	95%	-	-	-	-	-



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Mathematics	Female	71%	78%	96%	96%	-	-	-	-	-	94%	100%	*	97%	97%	-	96%	*	-	-	-
	All Students	74%	75%	99%	100%	*	-	-	-	-	100%	94%	*	99%	98%	97%	100%	*	-	-	-
Science	CWD	47%	44%	*	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	78%	78%	99%	100%	*	-	-	-	-	100%	94%	-	99%	98%	97%	100%	*	-	-	-
	EL	58%	72%	98%	100%	*	-	-	-	-	100%	94%	*	98%	98%	97%	100%	*	-	-	-
	Male	74%	74%	97%	100%	*	-	-	-	-	100%	86%	*	97%	97%	97%	-	-	-	-	-
Female	75%	77%	100%	100%	-	-	-	-	-	-	100%	100%	-	100%	100%	-	100%	*	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																					
<b>All Grades</b>																					
All Subjects	All Students	47%	47%	84%	84%	*	-	-	-	-	81%	91%	48%	85%	84%	80%	87%	60%	-	-	-
	CWD	23%	20%	48%	48%	-	-	-	-	-	33%	100%	48%	-	42%	48%	*	-	-	-	-
Reading	CWOD	50%	50%	86%	86%	*	-	-	-	-	84%	91%	-	86%	86%	84%	88%	60%	-	-	-
	EL	29%	44%	84%	84%	*	-	-	-	-	81%	91%	42%	86%	84%	79%	88%	60%	-	-	-
	Male	45%	45%	80%	81%	*	-	-	-	-	80%	80%	48%	84%	79%	80%	-	*	-	-	-
	Female	48%	49%	87%	87%	-	-	-	-	-	82%	99%	*	88%	88%	-	87%	*	-	-	-
Mathematics	All Students	52%	49%	84%	84%	*	-	-	-	-	81%	92%	36%	87%	84%	78%	90%	*	-	-	-
	CWD	24%	19%	36%	36%	-	-	-	-	-	18%	*	36%	-	36%	33%	*	-	-	-	-
	CWOD	56%	52%	87%	88%	*	-	-	-	-	86%	91%	-	87%	87%	84%	90%	*	-	-	-
	EL	31%	45%	84%	85%	*	-	-	-	-	82%	93%	36%	87%	84%	78%	91%	*	-	-	-
Science	Male	47%	44%	78%	78%	*	-	-	-	-	76%	84%	33%	84%	79%	78%	-	*	-	-	-
	Female	56%	54%	90%	90%	-	-	-	-	-	86%	97%	*	90%	91%	-	90%	*	-	-	-
	All Students	41%	48%	83%	83%	*	-	-	-	-	79%	94%	53%	85%	82%	81%	85%	*	-	-	-
	CWD	22%	23%	53%	53%	-	-	-	-	-	42%	*	53%	-	42%	54%	*	-	-	-	-
All Grades	CWOD	44%	50%	85%	85%	*	-	-	-	-	82%	93%	-	85%	85%	84%	86%	*	-	-	-
	EL	29%	46%	82%	83%	*	-	-	-	-	79%	93%	42%	85%	82%	79%	86%	*	-	-	-
	Male	42%	47%	81%	81%	*	-	-	-	-	80%	84%	54%	84%	79%	81%	-	*	-	-	-
	Female	40%	48%	85%	85%	-	-	-	-	-	79%	100%	*	86%	86%	-	85%	*	-	-	-
STAAR Percent at Masters Grade Level	All Students	46%	40%	86%	87%	*	-	-	-	-	87%	82%	*	85%	85%	*	86%	*	-	-	-
	CWD	23%	15%	*	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	49%	42%	85%	86%	*	-	-	-	-	87%	81%	-	85%	85%	84%	86%	*	-	-	-
	EL	25%	36%	85%	86%	*	-	-	-	-	86%	81%	*	85%	85%	84%	86%	*	-	-	-
All Grades	Male	47%	41%	85%	88%	*	-	-	-	-	93%	57%	*	84%	84%	85%	-	-	-	-	-
	Female	45%	40%	86%	86%	-	-	-	-	-	81%	100%	-	86%	86%	-	86%	*	-	-	-



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All Subjects	All Students	22%	23%	51%	51%	*	-	-	-	-	47%	63%	26%	53%	50%	48%	54%	40%	-	-	-	
	CWD	9%	6%	26%	26%	-	-	-	-	-	13%	71%	26%	-	25%	26%	*	-	-	-	-	
Reading	CWOD	24%	25%	53%	53%	*	-	-	-	-	49%	62%	-	53%	52%	51%	54%	40%	-	-	-	
	EL	12%	21%	50%	50%	*	-	-	-	-	46%	63%	25%	52%	50%	47%	54%	40%	-	-	-	
	Male	21%	22%	48%	48%	*	-	-	-	-	44%	67%	26%	51%	47%	48%	-	*	-	-	-	
	Female	23%	24%	54%	54%	-	-	-	-	-	51%	60%	*	54%	54%	-	-	54%	*	-	-	-
	All Students	25%	24%	59%	59%	*	-	-	-	-	55%	71%	14%	62%	60%	51%	68%	*	-	-	-	-
	CWD	9%	4%	14%	14%	-	-	-	-	-	9%	*	14%	-	18%	17%	*	-	-	-	-	-
Mathematics	CWOD	27%	26%	62%	63%	*	-	-	-	-	59%	74%	-	62%	62%	55%	69%	*	-	-	-	
	EL	13%	22%	60%	60%	*	-	-	-	-	56%	73%	18%	62%	60%	51%	69%	*	-	-	-	
	Male	22%	21%	51%	51%	*	-	-	-	-	47%	68%	17%	55%	51%	51%	-	*	-	-	-	-
	Female	28%	26%	68%	68%	-	-	-	-	-	65%	73%	*	69%	69%	-	68%	*	-	-	-	-
	All Students	20%	25%	45%	45%	*	-	-	-	-	40%	61%	33%	46%	44%	44%	46%	*	-	-	-	-
	CWD	9%	9%	33%	33%	-	-	-	-	-	17%	*	33%	-	25%	31%	*	-	-	-	-	-
Science	CWOD	21%	27%	46%	46%	*	-	-	-	-	41%	59%	-	46%	45%	46%	46%	*	-	-	-	
	EL	12%	23%	44%	43%	*	-	-	-	-	38%	61%	25%	45%	44%	42%	46%	*	-	-	-	-
	Male	21%	25%	44%	44%	*	-	-	-	-	39%	68%	31%	46%	42%	44%	-	*	-	-	-	-
	Female	19%	25%	46%	46%	-	-	-	-	-	41%	57%	*	46%	46%	-	46%	*	-	-	-	-
	All Students	20%	17%	44%	44%	*	-	-	-	-	45%	41%	*	44%	44%	53%	36%	*	-	-	-	-
	CWD	8%	3%	*	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-	-
All Subjects	CWOD	22%	18%	44%	44%	*	-	-	-	-	46%	38%	-	44%	43%	53%	36%	*	-	-	-	
	EL	7%	14%	44%	44%	*	-	-	-	-	44%	44%	*	43%	44%	52%	37%	*	-	-	-	
	Male	22%	19%	53%	53%	*	-	-	-	-	52%	57%	*	53%	52%	53%	-	-	-	-	-	
	Female	19%	14%	36%	36%	-	-	-	-	-	38%	30%	-	36%	37%	-	36%	*	-	-	-	

- Indicates there are no students in the group.

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

**Part (iii): Academic Growth and Graduation Rate**

**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2021-22 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)



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Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	
<b>Reading</b>												
All Students	85	-	-	85	*	-	-	-	-	-	84	56 84
CWD	56	-	-	56	-	-	-	-	-	-	50	56 33
CWOD	87	-	-	87	*	-	-	-	-	-	87	- 87
EL ◇	84	-	-	83	*	-	-	-	-	-	83	33 84
Male	79	-	-	79	*	-	-	-	-	-	81	57 77
Female	91	-	-	91	-	-	-	-	-	-	88	* 91
<b>Mathematics</b>												
All Students	92	-	-	92	*	-	-	-	-	-	91	78 91
CWD	78	-	-	78	-	-	-	-	-	-	67	78 67
CWOD	93	-	-	93	*	-	-	-	-	-	93	- 93
EL ◇	91	-	-	91	*	-	-	-	-	-	91	67 91
Male	92	-	-	92	*	-	-	-	-	-	92	86 91
Female	92	-	-	92	-	-	-	-	-	-	90	* 92

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (iii)(II): Graduation Rate**  
 This section provides information on high school graduation rates for the class of 2021.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-



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- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2022 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
354	33	9%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicators 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. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	77	-	77	*	-	-	-	-	75	48	77
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.

**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. (CWD: children with disability; EL: English learner)



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y					Y	Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y					Y	Y		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		Y					Y	Y		Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y		Y					Y	Y		Y
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y					Y	Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y					Y	Y		Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y		Y					Y	Y		Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y		Y					Y	Y		Y
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
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											



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Long-Term Goals	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL +	Male	Female	Migrant
Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

+ STARR Performance and Graduation use EL(Current & Monitored). EL English Learner Language Proficiency uses EL (Current).

Δ Student groups that are at or above 90% are required to exceed that rate by at least a tenth of a percent in the following year(s).

**Part (vii): STARR Participation**

This section provides the percentage of students assessed and not assessed on STARR for mathematics, reading/ELA, and science for the 2021-22 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Participation Rate																	
	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant		
<b>All Subjects</b>	All Students	99%	-	99%	*	-	-	-	-	99%	99%	94%	100%	99%	99%	100%	100%
	CWD	94%	-	94%	-	-	-	-	92%	100%	94%	-	92%	93%	*	-	-
	CWOD	100%	-	100%	*	-	-	-	100%	99%	-	100%	100%	100%	100%	100%	100%
	EL	99%	-	99%	*	-	-	-	99%	99%	92%	100%	99%	99%	100%	100%	100%
	Male	99%	-	99%	*	-	-	-	99%	98%	93%	100%	99%	99%	-	-	*
	Female	100%	-	100%	-	-	-	-	100%	100%	*	100%	100%	-	100%	-	*
	All Students	100%	-	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	-	-	-	-	100%	100%	* 100%	-	100%	100%	100%	100%	*
	CWOD	100%	-	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	Female	100%	-	100%	-	-	-	-	100%	100%	*	100%	100%	-	100%	-	*
<b>Reading</b>	All Students	99%	-	99%	*	-	-	-	99%	98%	93%	99%	99%	98%	100%	100%	*
	CWD	93%	-	93%	-	-	-	92%	92%	*	93%	-	92%	92%	*	-	-
	CWOD	99%	-	99%	*	-	-	99%	98%	93%	99%	99%	99%	98%	100%	100%	*
	EL	99%	-	99%	*	-	-	99%	98%	93%	99%	99%	99%	98%	100%	100%	*
	Male	100%	-	100%	-	-	-	100%	100%	100%	*	100%	100%	-	100%	-	*
	Female	100%	-	100%	-	-	-	100%	100%	100%	*	100%	100%	-	100%	-	*
	All Students	99%	-	99%	*	-	-	99%	98%	93%	99%	99%	99%	98%	100%	100%	*
	CWD	93%	-	93%	-	-	-	92%	92%	*	93%	-	92%	92%	*	-	-
	CWOD	99%	-	99%	*	-	-	100%	98%	93%	99%	99%	99%	99%	100%	100%	*
	EL	99%	-	99%	*	-	-	99%	98%	92%	99%	99%	99%	98%	100%	100%	*
	Male	99%	-	99%	*	-	-	99%	98%	92%	99%	99%	99%	98%	100%	100%	*
	Female	100%	-	100%	-	-	-	100%	100%	100%	*	100%	100%	-	100%	-	*
<b>Mathematics</b>	All Students	99%	-	99%	*	-	-	99%	98%	93%	99%	99%	98%	100%	100%	100%	*
	CWD	93%	-	93%	-	-	-	92%	92%	*	93%	-	92%	92%	*	-	-
	CWOD	99%	-	99%	*	-	-	100%	98%	93%	99%	99%	99%	99%	100%	100%	*
	EL	99%	-	99%	*	-	-	99%	98%	92%	99%	99%	99%	98%	100%	100%	*
	Male	99%	-	99%	*	-	-	99%	98%	93%	99%	99%	99%	98%	100%	100%	*
	Female	100%	-	100%	-	-	-	100%	100%	100%	*	100%	100%	-	100%	-	*
	All Students	99%	-	99%	*	-	-	99%	98%	93%	99%	99%	99%	98%	100%	100%	*
	CWD	93%	-	93%	-	-	-	92%	92%	*	93%	-	92%	92%	*	-	-
	CWOD	99%	-	99%	*	-	-	100%	98%	93%	99%	99%	99%	99%	100%	100%	*
	EL	99%	-	99%	*	-	-	99%	98%	92%	99%	99%	99%	98%	100%	100%	*
	Male	99%	-	99%	*	-	-	99%	98%	92%	99%	99%	99%	98%	100%	100%	*
	Female	100%	-	100%	-	-	-	100%	100%	100%	*	100%	100%	-	100%	-	*



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		African American	Hispanic	White	American Indian	Asian	Pacific Islander	TWO OR MORE RACES	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Mathematics</b>	Male	98%	98%	*	-	-	-	-	99%	95%	92%	99%	98%	98%	-	*
	Female	98%	98%	*	-	-	-	-	99%	95%	92%	99%	98%	98%	-	*
		100%	100%	-	-	-	-	-	100%	100%	*	100%	100%	-	100%	*
		100%	100%	-	-	-	-	-	100%	100%	*	100%	100%	-	100%	*
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																
<b>All Subjects</b>	All Students	1%	1%	*	-	-	-	-	1%	1%	6%	0%	1%	1%	0%	0%
	CWD	6%	6%	-	-	-	-	-	8%	0%	6%	-	8%	7%	*	-
	CWOD	0%	0%	*	-	-	-	0%	0%	1%	-	0%	0%	0%	0%	0%
	EL	1%	1%	*	-	-	-	1%	1%	8%	0%	0%	1%	1%	0%	0%
	Male	1%	1%	*	-	-	-	1%	2%	7%	0%	0%	1%	1%	-	*
	Female	0%	0%	-	-	-	-	0%	0%	0%	*	0%	0%	0%	0%	*
<b>Reading</b>	All Students	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	*	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	0%	-	-	-	-	0%	0%	0%	*	0%	0%	0%	-	*
<b>Mathematics</b>	All Students	1%	1%	*	-	-	-	-	1%	2%	7%	1%	1%	2%	0%	*
	CWD	7%	7%	-	-	-	-	-	8%	2%	7%	-	8%	8%	*	-
	CWOD	1%	1%	*	-	-	-	0%	0%	2%	-	1%	1%	1%	0%	*
	EL	1%	1%	*	-	-	-	1%	1%	8%	0%	1%	1%	2%	0%	*
	Male	2%	2%	*	-	-	-	1%	5%	8%	0%	1%	2%	2%	-	*
	Female	0%	0%	-	-	-	-	0%	0%	0%	*	0%	0%	-	0%	*
<b>Science</b>	All Students	1%	1%	*	-	-	-	-	2%	0%	*	0%	1%	3%	0%	*
	CWD	*	*	-	-	-	-	-	*	*	*	-	*	*	-	-
	CWOD	0%	0%	*	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	1%	2%	*	-	-	-	2%	0%	0%	*	0%	1%	3%	0%	*
	Male	3%	3%	*	-	-	-	4%	0%	0%	*	0%	3%	3%	-	-
	Female	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	0%	*



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SATACT All Subjects	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
		American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

Students Without Disabilities	Total students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female
		African American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female
<b>In-School Suspensions</b>															
Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Out-of-School Suspensions</b>															
Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Expulsions</b>															
<b>With Educational Services</b>															
Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Without Educational Services</b>															
Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



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



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	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Referrals to Law Enforcement</b>											
Male	0	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0
<b>All Students</b>											
<b>Chronic Absenteeism</b>											
Male	18	-8	18	-8	-8	-8	-8	-8	-8	18	5
Female	19	-8	19	-8	-8	-8	-8	-8	-8	19	3
Total	37	-8	37	-8	-8	-8	-8	-8	-8	37	8

<b>Incidents of Violence</b>											
Incidents of rape or attempted rape											
Incidents of sexual assault (other than rape)											
Incidents of robbery with a weapon											
Incidents of robbery with a firearm or explosive device											
Incidents of robbery without a weapon											
Incidents of physical attack or fight with a weapon											
Incidents of physical attack or fight with a firearm or explosive device											
Incidents of physical attack or fight without a weapon											
Incidents of threats of physical attack with a weapon											
Incidents of threats of physical attack with a firearm or explosive device											
Incidents of threats of physical attack without a weapon											
Incidents of possession of a firearm or explosive device											
<b>Allegations of Harassment or Bullying</b>											
On the basis of sex											
On the basis of race											
On the basis of disability											
On the basis of sexual orientation											
On the basis of religion											
<b>Total</b>											

**Part (viii)(II)** This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.



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	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>										
Male	20	0	20	0	0	0	0	0	0	18
Female	23	0	23	0	0	0	0	0	0	23
Total	43	0	43	0	0	0	0	0	0	41
<b>Accelerated Coursework</b>										
<b>Advanced Placement Courses</b>										
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>International Baccalaureate Courses</b>										
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Dual Enrollment/Dual Credit Programs</b>										
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
  - 3 Indicates skip logic failure.
  - 8 Indicates ED Facts missing data.
  - 9 Indicates not applicable / skipped.
  - 11 Indicates suppressed data.
- Blank cell indicates the student group is not applicable to this report.

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School
Inexperienced Teachers, Principals, and Other School Leaders	4.0 13.7%
Teachers Teaching with Emergency or Provisional Credentials	0.0 -
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0 -

- Indicates there are no data available in the group.
- Blank cell indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**



This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2023.

**Part (xi): STAAR Alternate 2 Participation**

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2021-22 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,584	2%	-	-	-	-
Mathematics	6,587	2%	-	-	-	-
<b>Grade 4</b>						
Reading	6,404	2%	9	2%	-	-
Mathematics	6,408	2%	9	2%	-	-
<b>Grade 5</b>						
Reading	6,204	2%	5	1%	-	-
Mathematics	6,205	2%	5	1%	-	-
Science	6,200	2%	5	1%	-	-
<b>Grade 6</b>						
Reading	6,181	2%	5	1%	-	-
Mathematics	6,177	2%	5	1%	-	-
<b>Grade 7</b>						
Reading	6,130	1%	*	1%	-	-
Mathematics	6,120	2%	*	1%	-	-
<b>Grade 8</b>						
Reading	5,794	1%	*	1%	-	-
Mathematics	5,803	2%	*	1%	-	-
Science	5,796	1%	*	1%	-	-
<b>End of Course</b>						
English I	6,009	1%	6	1%	-	-
English II	5,490	1%	*	1%	-	-
Algebra I	5,993	1%	6	1%	-	-
Biology	5,860	1%	6	1%	-	-
<b>All Grades</b>						
All Subjects	109,954	1%	80	1%	-	-
Reading	48,805	1%	35	1%	-	-
Mathematics	43,293	1%	31	1%	-	-
Science	17,856	1%	14	1%	-	-

- Indicates there are no students in the group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.



**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels											
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced		
			TX	US	TX	US	TX	US	TX	US	
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9	
		Black	51	56	49	44	19	17	3	3	
		Hispanic	52	50	48	50	20	21	3	4	
		White	26	27	74	73	44	42	10	11	
		American Indian	* 57	* 43	* 43	* 18	* 18	* 3			
		Asian	8	17	92	83	71	58	31	24	
		Pacific Islander	* 50	* 50	* 50	* 23	* 23	* 6			
		Two or More Races	28	32	72	68	41	38	8	11	
		EcoDis	54	52	46	48	18	19	3	3	
		Students with Disabilities	77	73	23	27	7	10	1	2	
		English Language Learners	57	67	43	33	16	10	2	1	
		Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1	
Hispanic	27	36	73	64	27	22	3	3			
White	10	14	90	86	57	48	13	10			
American Indian	* 41	* 59	* 59	* 22	* 22	* 4					
Asian	3	9	97	91	73	63	27	24			
Pacific Islander	* 38	* 62	* 62	* 22	* 22	* 3					
Two or More Races	10	22	90	78	58	38	23	9			
EcoDis	31	38	69	62	24	20	3	2			
Students with Disabilities	51	56	49	44	18	14	2	2			
English Language Learners	31	48	69	52	26	14	3	2			
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4	
Black		45	47	55	53	17	16	1	1		
Hispanic		41	39	59	61	16	21	1	2		
White		24	22	76	78	30	38	2	5		
American Indian		* 45	* 55	* 55	* 18	* 18	* 2				
Asian		8	14	92	86	60	56	11	12		
Pacific Islander		* 35	* 65	* 65	* 25	* 25	* 2				
Two or More Races		28	27	72	73	32	35	5	6		
EcoDis		42	42	58	58	16	19	1	1		
Students with Disabilities		74	69	26	31	5	7	1	n/a		
English Language Learners		53	68	47	32	10	5	n/a	n/a		



State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8 Mathematics	Overall		39	38	61	62	24	26	5	7
	Black		54	62	46	38	11	9	2	1
	Hispanic		46	51	54	49	16	14	2	2
	White		28	26	72	74	36	35	8	9
	American Indian		*	55	*	45	*	13	*	2
	Asian		10	14	90	86	57	58	27	27
	Pacific Islander		*	50	*	50	*	17	*	5
	Two or More Races		26	37	74	63	30	28	3	7
	EcoDis		49	54	51	46	15	13	2	2
	Students with Disabilities		81	77	19	23	4	5	n/a	1
	English Language Learners		60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.  
n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4 Reading		Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8 Reading		Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2019-20 school year enrolled in a Texas public postsecondary education institution in the 2020-21 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**



**Part (xiv): Additional Information - Chronic Absenteeism**

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2020-21 school year. (CWD: children with disability; EL: English learner)

Chronic Absenteeism Rate	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
	2%	-	2%	*	-	-	-	-	2%	6%	2%

- Indicates there are no students in the group.

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